

2005

ANALYSIS OF THE TRINIDAD AND TOBAGO SURVEY OF LIVING CONDITIONS



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CONDITIONS – 2005**

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LIST OF ACRONYMS

CDB	Caribbean Development Bank
CELADE-ECLAC	Centre for Demographic Studies- Economic Commission for Latin America and the Caribbean
CEPEP	Community-based Environmental Protection and Enhancement Programme
CFNI	Caribbean Food and Nutrition Institute
CPA	Country Poverty Assessment
CPI	Consumer Price Index
CSME	CARICOM Single Market and Economy
CSO	Central Statistical Office
CSSP	Continuous Sample Survey of Population
CXC	Caribbean Examinations Council
DPT	Diphtheria, Tetanus and Pertussis vaccine
ED	Enumeration District
GDP	Gross Domestic Product
HBS	Household Budgetary Survey
HDC	Housing Development Corporation

HIV/ AIDS	Human Immune Deficiency Virus/ Acquired Immune Deficiency Syndrome
IDB	Inter American Development Bank
ILO	International Labour Organisation
IMF	International Monetary Fund
MICS	Multiple Indicator Cluster Survey
NGO	Non Governmental Organisation
NHA	National Housing Authority
LPG	Liquefied Petroleum Gas
OECS	Organisation of Easter Caribbean States
PPA	Participatory Poverty Assessment
PSU	Primary Sampling Unit
RC	Regional Corporation
SEP	State Employment Programmes
SLC	Survey of Living Conditions
TTSTRCOP	Trinidad and Tobago Poverty Reduction and Social Development
T&T	Trinidad and Tobago
URP	Unemployment Relief Programme
UTT	University of Trinidad and Tobago
UWI	University of the West Indies
WHO	World Health Organisation

EXECUTIVE SUMMARY

This report presents an analysis of the data collected by the Central Statistical Office (CSO) of Trinidad and Tobago, during the 2005 Survey of Living Conditions (SLC), which was conducted during the period June to July 2005.

Kairi Consultants Ltd was awarded the contract to:

- analyse the Trinidad and Tobago 2005 SLC data and prepare a National Poverty Report;
- provide training for relevant officers in analysis of the SLC data;
- document all aspects of the consultancy; and
- make recommendations for an institutional framework that would allow for the conduct of a SLC on a regular basis in Trinidad and Tobago in the future.

The Government of Trinidad and Tobago has availed itself of the assistance of the European Union in refining its initiatives in the area of poverty reduction. It is recognized in official circles, that in spite of the effort and considerable expenditure on the part of the state, poverty has proved to be highly persistent.

In that regard, while the country has made considerable progress in the attainment of important benchmarks set by the international community, there are challenges to be overcome in reducing and eliminating poverty. Thus, in spite of its high earnings from oil and gas exports, the country has been very much part of the Caribbean fold, with high per capita income coexisting with poverty.

This report documents the findings of the SLC on the basis of the data gathered in 2005 by the CSO. Estimates of poverty and indicators generated in this report are specific to the (reference) year 2005.

Process: The SLC involved the selection of a random sample of 3,621 households drawn from the Enumeration Districts in the Municipal Corporations across Trinidad and from Tobago. These households were comprised of 12,919 persons, who, on the basis of population updates, represented one percent of the population.

A questionnaire was administered to the head of household or other adult in the selected households and this information became the source of the data on which the analysis in this report is built. The respondent was required to provide detailed information on the household and its members, including expenditure and income, demographics of members of the household, educational levels, occupations of labour force participants, and housing conditions. In that regard, the recall of the respondent and willingness to cooperate determine all the data generated at the level of the household. The response rate was good – 83 percent – which is reasonable for this kind of survey.

Following enumeration, data entry and data verification by the CSO, the data were provided to Kairi in August 2006, for analysis and documentation of the findings. Kairi conducted also three separate training workshops for personnel selected through the Ministry of Social Development.

The main poverty estimates in this report are based on an indigence line that measures, in dollar terms, what would be necessary for an adult to attain the minimum level of nutrition deemed adequate to maintain good bodily health at the prices available in the market during the time of the survey (mid year 2005). The derived poverty line incorporates the indigence line, and accommodates for other items than food that individuals and households would need. The methodology employed has been utilized in other Caribbean countries, under the sponsorship of the Caribbean Development Bank and also through other international institutions which have provided technical assistance to Governments of the region and sub-region.

In addition to providing estimates of poverty, for comparing conditions of the poor with those of the non-poor, use was made of consumption quintile distributions which allowed for the identification of patterns across expenditure groups.

The Fall In Poverty: On the basis of the SLC for 2005, the most recent poverty estimates represent a decline on poverty level of 24 percent and indigence level of 8.3 percent in 1997/98, both of which were based on the Household Budgetary Survey conducted at that time.

The rapid expansion of the economy in the first half of the present decade was one of the main factors, contributing to the decline in poverty and indigence. In the monetization of revenues from gas and oil, the Government contributed to the expansion of employment directly and indirectly, in particular, through the Construction Sector, and in Government services.

A range of training programmes was established, and Special Employment Programmes (SEPs) were targeted at workers with labour market challenges. Tourism remained relatively buoyant in Tobago. Labour shortages started to surface in different sectors and demand emerged for imported labour.

Unemployment fell into single digits, for the first time in decades, and the poor had work available to them. Some of them would have graduated from indigence and poverty to being the working poor, while others would have risen above the poverty line.

Meanwhile, the non-oil export sector slowed, underlining the diversification challenge of an energy exporter in boom conditions: poverty reduction in the medium to long term, depends on the development of a wide range of competitive capacity outside of the energy sector.

In the short run, poverty indicators adjusted downward, from the levels of the 1990s, when the economy was in the throes of structural adjustment.

KEY HIGHLIGHTS

Some of the main findings from the quantitative estimates of poverty and socio-economic status are highlighted below:

1. The level of poverty, indigence and vulnerability lines is shown in Table 1 below.

TABLE 1: LEVEL OF POVERTY, INDIGENCE AND VULNERABILITY LINES

Level of Poverty and Vulnerability lines	TT\$
Indigence line (Annual in local currency)	3,060.0
Poverty Line (Annual in local currency)	7,980.0
Vulnerability Line (Annual in local currency)	9,975.0

2. Poverty, Indigence and Vulnerability estimates

It was found that **16.7 percent** of the population was poor and **1.2 percent** was indigent (Table 2). Table 3 summarises some key vulnerability indicators for 2005.

TABLE 2: POVERTY ESTIMATES BY ISLAND – 2005

Population			Percentage of Individuals		Trinidad & Tobago Total %
			Trinidad	Tobago	
			%	%	
Socio Economic Status	Indigent		1.2	-	1.2
	Poor		15.4	19	15.5
	Vulnerable		9.2	3.2	9.0
	Non Vulnerable		74.1	77.7	74.3
Total (%)			100	100	100
Total (n)			14524	694	15218

TABLE 3: SELECTED VULNERABILITY INDICATORS FOR TRINIDAD AND TOBAGO, 2005

Indicator of Vulnerability	% households	% individuals
Poverty Headcount Index (Adult Equivalent)	11.0	16.7
Low per capita household consumption (below 125% of poverty line)	28.7	39.7
Low adult equivalent household consumption (below 125% of poverty line)	17.7	26.3
Low educational attainment (defined as not having passed any school examination)	n.a.	9.6
No schooling (school age children not attending school last week for at least one day)	n.a.	3.7
No employment (no adult employed in the household)	16.9	9.5
Insufficient employment (less than one in two adults employed in the household)	31.8	30.4
Working poor (defined as employed poor as percent of labour force)	n.a.	11.4
Overall unemployment (unemployed as percent of labour force: sample estimate)	n.a.	8.2
High dependency ratio (less than one person of working age for every two persons not of working age)	5.8	3.6
Poor access to safe water (if no piped water)	6.4	6.6
Poor quality of housing (toilet is a pit latrine or worse)	18.8	19.2
Low asset base	13.8	14.6

3. Geographic distribution of Poverty and Indigence by region

The geographic distribution of poverty was highly unequal. The north-east and the south-west of the island of Trinidad were the two poorest areas, but the spread could be conceived in terms of a band that extended from the north-east along the east of the country and then across its south. The Mayaro area that had been poorest for decades, no longer carried that dubious distinction, although its residents had not become well off.

Most of the country's poor can be located in Siparia (15.1%), Princes Town (11.2%), San Juan/Laventille (11.0%) and Tunapuna/Piarco (10.1); these Regional Corporations (RC) together accounted for 47.4 percent of the total poor population. In terms of the prevalence of poverty within Regional Corporations, Sangre Grande had the most poor persons per 100 in the population; 39.1 percent of the population in the Regional Corporation of Sangre Grande were deemed to be poor. Other regions of high poverty concentration included Princes Town (30%), the Borough of Point Fortin (24.6%), Mayaro/Rio Claro (26.6%) and Siparia (27.7%), all of which showed prevalence rates above 20 percent. In the areas of the highest concentration of the population, some of the poorest live within less than two miles from the most well-off. Figure I provides a chart of the distribution of poverty, while Figure 2 presents a map of poverty by the regions of Trinidad and the parishes of Tobago. The areas in the darkest colour reflect the poorest parts of the country.

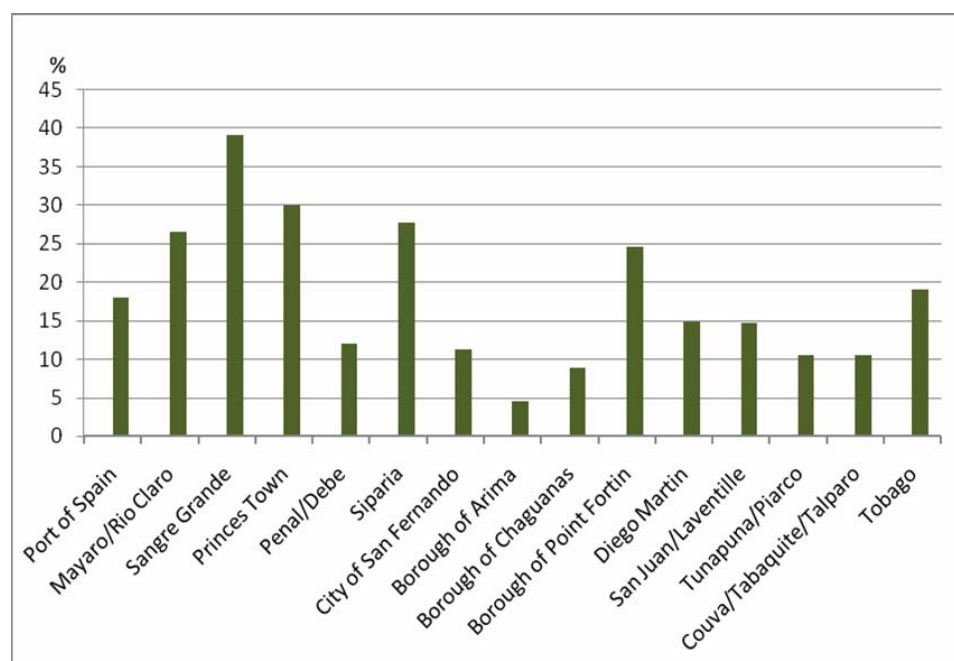
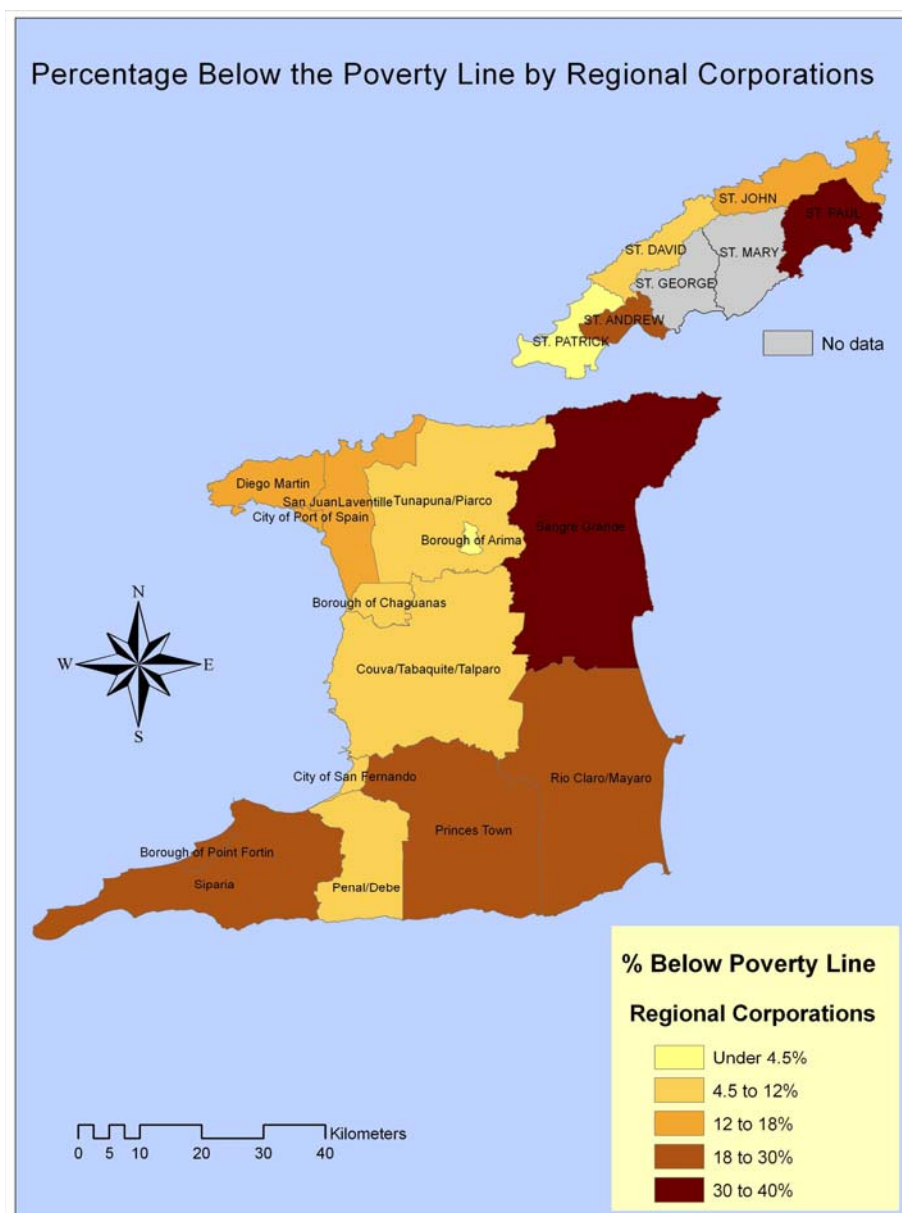


FIGURE I: DISTRIBUTION OF POOR AS PERCENTAGE OF
POPULATION OF REGIONAL CORPORATION



MAP 1: GEOGRAPHIC DISTRIBUTION OF POVERTY IN TRINIDAD AND TOBAGO

4. Poverty Gap, Poverty Severity and Inequality

The poverty gap and poverty severity indices were 4.6 and 1.9 respectively (Table 4). The level of inequality as measured by the Gini coefficient was 0.39, which has effectively remained unchanged vis-à-vis the last study, which was in respect of the 1997/98 Household Budgetary Survey.

TABLE 4: POVERTY GAP AND POVERTY SEVERITY

Trinidad and Tobago	Poverty Gap	Poverty Severity
Mean	4.6310	1.9621
Sample	15,218	15,218
Std. Deviation	13.22033	7.25049

5. Welfare Distribution

Households were ranked by per capita consumption expenditure and then grouped into five groups or quintiles. The range of expenditure for each quintile (expressed in TT\$ per month) is provided in Table 5.

TABLE 5: RANGE OF EXPENDITURE FOR EACH CONSUMPTION QUINTILE

	Household Quintiles										Group Total	
	Poorest		II		III		IV		Richest			
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
Per Capita Expenditure (TT\$ per month)	127	884	885	1316	1317	1899	1900	2920	2921	59779	127	59779
Total (n)	724		724		724		724		725		3621	

Min=Minimum; Max=Maximum

Table 6 shows the distribution of expenditure between food and non-food by quintile. The mean expenditure for each quintile is also provided. The poorest quintile allocated more than forty percent of expenditure to food, as compared to the highest quintile, which devoted 23.7 percent of expenditure to food. The average expenditure of the richest quintile was more than eight times the average expenditure of the poorest quintile. The richest quintile spent more than twice as much on food and non-food than the fourth quintile.

TABLE 6: SHARE OF FOOD AND NON-FOOD IN TOTAL EXPENDITURE BY QUINTILE

Household Expenditure	Household Quintiles (%)					Total (%)
	Poorest	II	III	IV	Richest	
Total Food Expenditure	41.1	36.2	31.4	28.4	23.7	29.7
Total Non Food Expenditure (%)	58.9	63.8	68.6	71.6	76.3	70.3
Total Household Expenditure (%)	100.0	100.0	100.0	100.0	100.0	100.0
Mean Per Capita Expenditure (TT\$)	618	1095	1589	2364	5119	2158

Poverty was examined across a range of dimensions to establish any identifiable trends and key relationships:

6. Socio-economic status and gender

On the matter of gender, there was the established tendency for poorer households to be headed by women, in greater measure than among the rest of the households. Thus, 38 percent of the poorest households were headed by women compared to a national average of 33 percent. There was little difference between poor women and non-poor women, in terms of labour force participation rates, but there was evidence of labour market segmentation between the genders, that could lead to differential life chances for poor women vis-à-vis men.

7. Socio-economic status and education

As much as 30.6 percent of the population sampled had not passed any exam above the primary level, which does not augur well for the competitiveness of the country in a scenario where oil and gas could not sustain the current level of foreign exchange earnings. However, educational attainment increased with socio-economic status across quintiles. There were differences by educational attainment and indications of differentials in educational outcomes by ethnicity that would create differentials in the nature of labour force participation, and also, in income. This hints at differential socialization, and commitment to educational goals, that will need to be addressed.

8. Socio-economic status and employment status

The poor were heavily concentrated in elementary occupations among men and in low level services and sales among women. There were differences among the regional corporations. On average poor female heads of households had a lower level of unemployment than the average for their group in San Juan Laventille, which might have been due to the presence of SEPs. Poor women were 38.8 percent of the working poor.

9. Socio-economic status and health

In respect of health status, the highest percentage reporting an identifiable chronic illness indicated that they suffered from diabetes, and the percentage tended to increase with socio-economic status. There were differences by socio-economic status in terms of the medical services sought, with those in the highest quintiles being more likely to seek the services of a doctor compared to those in the lower quintiles. The poor were most likely not to have filled prescriptions because of a lack of funds. There is a general, awareness irrespective of socio-economic status, of the threat posed by HIV/AIDS.

10. Poverty and Ethnicity

In respect of the ethnic distribution, it was found that:

- Africans tended to more highly represented among the poor than they were in the population at large, but there was a probability of over sampling of Africans in the survey given the demographic composition of the sample and of the last Census;
- Indians had a lower percentage representation among the indigent, the poor and the vulnerable than was their representation in the population.
- Those of mixed ethnic origin represented about 27 percent of the sample but accounted for almost 40 percent of the indigent.
- Other groups such as Chinese, Syrian/Lebanese and Caucasians that together accounted for less than one percent of the sample, were all among the non-poor.

11. Other Findings

- a. Data on income established that across all the quintiles, income from employment was the primary income source accounting for 75.1 percent for the population as a whole, and with little difference among the quintiles.
- b. The poor were less likely to be in a marital union than the non-poor. Poor women were more likely to have four or more children than their better-off compatriots. Mean age at first birth tended to be lower for poorer women.

- c. There was a greater propensity of persons in the richest quintile to emigrate. This could pose a challenge for the country since the reservoir of professional and technical expertise is likely to be found in this group, which is critical to the development of the non-oil sector.
- d. There is evidence that there may be some short-fall in immunization with some 17 percent of children not getting some of their shots, and with this seeming to occur more among poorer women. Right across the society, mothers are not breastfeeding exclusively for the recommended six months.
- e. Some 68 percent of households lived in homes constructed of brick and concrete in 2005 and the higher the quintile, the more likely was it that the house would be of brick or concrete.
- f. Access to potable water, flush toilets, and garbage collection were areas of deficiency. As much as 18.4 percent of the population still relied on pit latrines.
- g. The vast majority of households had access to electricity and most used LPG as the energy for cooking. In respect of such household durables as television sets, washing machines and refrigerators, there was a high penetration level.
- h. Computers and internet access were percolating down to the lowest quintile: 65.7 percent of the community had access to email.
- i. Even in the lowest quintile, as much as 4.2 percent of households had motor vehicles.
- j. On average, at least 4 percent of the population admitted to some disability and most critically, 68.4 percent of persons with disabilities received support of social welfare programmes.
- k. More than 75 percent of the population did not feel safe from crime: as much as 44 percent of the population had the greatest fear of being murdered. Kidnapping was also another significant area in respect of fears.

IMPLICATIONS FOR POLICY

1. The following table summarises the policy implications which arise from the findings of the analysis.

TABLE 7: POLICY IMPLICATIONS

HUMAN RESOURCE DEVELOPMENT

The SLC has established that the country is starting off from a relatively low human resource base. A major shift in the psychological frame is necessary among the vast majority of the population and more so its labour force, to develop a thirst and yearning for learning. The thirst for knowledge and information has to drive individuals to commit to life-long learning, and to seek training, and educational advancement, less in terms of the formalism and more in terms of the substance of knowledge acquisition for application and for the generation of new products and services. The litmus test will be the number of adults enrolling in programmes for upgrading, especially in the poorer urban and rural communities, and the speed at which the country arrives at such a standard as 50 percent of its work-force with the equivalent of completed secondary education or more. There will be need to involve the participation of the private sector in programmes of worker-upgrading. The initiative goes much beyond the preparation of labour market entrants and must embrace the mature workers of the country.

LABOUR MARKET SEGMENTATION

The continuing gender segmentation of the labour market is wasteful of the human resources of the country and is usually prejudicial to the participation of women, who, in spite of education and skills may be relegated to low wage segments of the labour market with implications for income. There will be need for concerted measures to eliminate barriers.

REDUCING INEQUALITY

The reduction of inequality in the society requires the implementation of mechanisms that deliver resources equitably across its geographic space and across the various groups in the society. While the data suggest that some number of marginalized women in low income urban communities have been reached by employment growth, there are the poor in some of the poorest communities that may have not benefitted in equal measure. Some of these are in the north-east and in the south-west.

The nature of the intervention may require less direct job creation and instead better access to credit and marketing facilities such that the people themselves can create their own jobs, and provide for their own sustainable development, through micro-credit and finance for small businesses and agriculture.

The attempt at geographic equity would help reduce inequality and mute differentials in the society which have remained or emerged as a result of myriad factors. Equity is not equality, but in seeking to improve equity, there is a possibility of reducing inequality.

In practical terms, this would require the engagement of regional corporations by such agencies as the Ministries of Planning and Social Development in assessing local needs and identifying what was achieved in previous budgetary allocations in terms of value for money on the basis of a score card of tangible benefits to communities – both projected and realized- and the factors responsible for gaps, post facto.

PROMOTING WELLNESS

The prevalence of obesity and in life style diseases is evident from the data. As with education, there is need for the marketing of wellness, to improve the quality of life of the citizenry and to reduce the risks, or postpone the onset of ailments that impose high costs on themselves or on the state.

HOUSING

The data from the SLC does establish that there are households living in conditions that are not consistent with what is expected in a developed country. The recent initiatives in housing have been too recent to impact on the data from the SLC, but the data have established the need for continuing investment in meeting the housing needs of the nation.

The housing challenge is likely to be exacerbated by the growth in labour demand which now attracts workers from elsewhere in the Caribbean. There will be need for substantial investment in worker housing, firstly to correct for poor conditions in some communities, and to satisfy the increased demand. Failure in this regard could lead to competition of workers for poor accommodation that attract exorbitant rents.

CRIME

Crime has impacted the psyche of the population. There is ubiquitous fear of its imminence in the daily lives of the citizen. While there is no readily available numeric for its measurement, the sense of a decline in personal security does detract from the improvement that has taken place in other services to the household, and in the quality of life generally. Investment in the control of crime will add not only to the quality of life but will also improve the investment climate, which is a sine qua non for the growth and expansion of the non-oil sector

SERVICES TO THE VULNERABLE

The Government has tackled some key areas of vulnerability, in education - with school feeding and school books – and in health – with free medication to the elderly with chronic diseases. Old Age Pensions and Public Assistance have been adjusted in the light of inflation: index-linking needs to be considered, and their adequacy monitored. There is also greater sensitivity to the needs of persons with disabilities. There is also evidence that some social expenditures reach many who do not need the support of the state – eg school books for the upper quintiles. At the same time, there are the vulnerable who are not being reached by services that they need. With the advent of the CSME, all providers of social services have to factor in the responsibility of the country for a larger population that would include many non-nationals.

INSTITUTIONALISING RESEARCH AND ANALYSIS

There are two issues to be addressed in ministering on to the data requirements of poverty monitoring. Firstly, there is the issue of the periodicity of such a survey, and secondly is the matter of the agency to spear-head its development.

2. Continuous assessment using institutionalized surveys

Trinidad and Tobago conducts a quarterly labour force survey – the Continuous Sample Survey of the Population (CSSP). It is the very frame used for the CSSP that is the basis for the conduct of the most recent SLC. The country also undertakes at least every ten years, a Household Budgetary Survey, preparatory for updating the cost of living index. The data generated for an HBS is easily adapted for the purposes of poverty assessment and monitoring living conditions. On the matter of surveys, the following recommendations are made:

- Every HBS should be utilized in developing a profile of living conditions in the country at that point in time. Thus, there will be at least one study utilizing the HBS to examine living conditions once in every ten years or sooner with the periodicity of the HBS.
- An SLC should be conducted once every three years to provide data on living conditions, and should be complemented by the other elements that create a CPA which recognizes the multi-dimensionality of poverty.

- The CSSP should be utilized by the key agencies in monitoring social conditions, to the extent that through social indicators it is possible to arrive at some notional understanding of changes taking place in the society.
- There is a range of administrative reports that should be under constant monitoring by agencies engaged in the delivery of and research on social services – data of Ministry of Health on immunization, attendance of mothers at clinics, under-nutrition of children, crime statistics, school attendance and performance etc. Such reports seem not to have formed the stock of materials utilised by other agencies than those generating the reports. They are useful for monitoring social conditions.

An important step in institutionalizing the SLC is the initiating of reports and the organizing of presentations among the users of the data. This will help inculcate a research orientation among users and improve their capacity not only to use the data, but just as importantly, to assist the CSO in optimizing its data generating for the public generally and for these institutions in particular.

3. THE RESEARCH COUNCIL

There is need to formalize the research and development activity on the Social Services by the establishment of a Research Council, the purpose of which is to bring together some of the key stakeholders in the area of research and in the area of the delivery of social services.

The Ministry of Social Development has been the primary agency involved in the assessment of socio-economic statistics, and could remain as the prime mover in respect of the SLC. It should hold the chairmanship of the Council. However, given the wide utility of an SLC, and more so when it is coupled with the HBS, there will be need for it to cooperate with a number of agencies. This extends to the participation of the NGO community.

This formal structure can be derived from the Technical Committee that has had oversight in respect of this study. Membership should be comprised of:

- Ministry of Social Development (in the Chair)
- Ministry of Planning and Development
- Ministry of Education
- Ministry of Labour
- Ministry of Health
- Ministry of Housing
- Ministry of Public Utilities
- Central Statistical Office
- Tobago House of Assembly

- Two representatives from the NGO community
- Two representatives from the University Community

The Council will need to co-opt other agencies from time to time in the conduct of its work. It would also need to work closely with the Ministry of Local Government and through it, ensure formal discussions and dialogue with the Regional Corporations that are the base of the devolution process for the country. It is through them that the Council would ensure that considerations of equity across the society are being addressed in real time, in respect of allocations of the budget for social and other services. The required improvement of targeting of beneficiaries can be best addressed through dialogue with such agencies. In a plural society, equity is essential to its efficiency.

The country is not lacking in the personnel with the formal preparation for undertaking the task ahead. The challenge is in institutionalizing the arrangements. The assessment of living conditions in the fullest context imposes on researchers and policy makers far more than is anticipated in respect of the delivery of social services and poverty monitoring.

The reduction of poverty is not about palliatives and about the administering of transfers, but about development strategy and policy which ultimately create life chances for citizens and allow them the wherewithal to contribute to their country, through their productive efforts. The Council identified above would ensure that there is an area in the structure of the Government where cross-cutting issues can be addressed with focus from one time period to another, with technical research and evidence based interventions.

The country is blessed with the financial resources to attack poverty. However, the resort to transfers of different types, and the likely sequel that this creates in the form of an entitlements syndrome will vitiate the capacities that need to be built for poverty reduction to be sustainable in the longer term. Poverty may have fallen in Trinidad and Tobago. However, it is the investment in the capacity of the poor and the vulnerable in particular and the population at large that will save the country from poverty when the revenues from oil and gas decline or reserves are exhausted.

STRUCTURE OF THE REPORT

Chapter 1 provides an introduction to the Report, including the Terms of Reference for the Consultancy and the background to the Survey. Chapter 2 sets the analysis of the survey data in context, while Chapter 3 presents an overview of the main findings, including a summary of key characteristics of the poor. Chapters 4-10 present the findings of the report with reference to specific areas of interest including geography, demography, health and education. Chapter 11 provides a closer look at the findings in respect of Tobago. The main recommendations and key policy implications that emerge from the findings are detailed in Chapter 13. Chapter 14 concludes with a summary of findings and lessons learned which should inform future research on poverty in Trinidad and Tobago.

CHAPTER 1

INTRODUCTION

1.1 TERMS OF REFERENCE

This report has been prepared in response to the terms of reference of the Consultancy on the Survey of Living Conditions (SLC) conducted in 2005. The objectives of the consultancy were:

- To analyse the Trinidad and Tobago 2005 SLC data and prepare a National Poverty Report.
- To provide training for relevant officers in analysis of the SLC data.
- To document all aspects of the consultancy.
- To make recommendations as to an institutional framework that would allow for the conduct of a SLC on a regular basis in Trinidad and Tobago &T in the future.

This report complies with the terms of reference by providing an analysis of the SLC, by way of a National Report on Living Conditions in the country in 2005. In the conduct of its work, Kairi (the Consultant) has provided training to the relevant officers in the analysis of the data. The present report also addresses the matter of the institutionalising of the SLC.

1.2 SURVEYS OF LIVING CONDITIONS

An SLC is usually based on a sample of households selected at random and appropriately stratified to take account of characteristics known to exist in the population. The sample frame is usually based on information generated from the last Census of population. The SLC, as its name implies, seeks to derive information on the expenditure and income of households at a point in time. Most of the information is sourced by the process of interview from a responsible adult. Heavy reliance is made on the recall of the household head or other responsible adult, in generating a profile of all members of the household and of its expenditure patterns.

SLCs have become popular as a source of data *pari passu* with the increased interest in monitoring poverty within countries and across countries. The SLC is the most frequently used method for reporting on standards of living, even though it is not the only approach available. The conduct of Household Budgetary Surveys that are conducted at least at ten year intervals to determine expenditure patterns in an economy and derive a retail price index or cost of living

index, is often the occasion for the compilation of data that speak to the issue of living standards and to poverty in a country.

In the more recent past, a number of countries among the Organisation of Eastern Caribbean States have undertaken such composite studies. However, SLCs provide only quantitative data in the analysis of poverty. While such information is vital for policy analysis and for the development of interventions, poverty analysis is best informed by studies that are holistic in so far as they examine the institutional context and take on board the views of the poor themselves in developing solutions and measures to alleviate or reduce poverty. In other words, it is not possible to capture the multi-dimensional nature of poverty in its totality through the SLC.

Most countries of the Commonwealth Caribbean have opted to conduct country poverty assessments (CPAs) which combine both the quantitative SLC with a Participatory Poverty Assessment (PPA) and an Institutional Analysis, all complemented by a Macro-economic and Social Analysis. Jamaica is the main example of an institutionalised SLC, with a survey conducted annually. Surveys in the other countries are of an occasional nature, generally, but there is a growing willingness to institutionalise such studies. St. Lucia, Barbados, St. Kitts and Nevis, Grenada and St. Vincent and the Grenadines are in the process of conducting studies in the present decade as an update on information gathered in the decade of the 1990s.

1.3 LIMITATIONS AND DELIMITATIONS

The SLC on which this study has been undertaken, was conducted by the Central Statistical Office in the third quarter of 2005. The process of data gathering, data cleaning and data preparation was done by the CSO and then provided to the Consultants. Responsibility for the data was reposed in the Ministry of Social Development, which is also responsible for oversight of this project, questions about the data and about the organisation of records had to be addressed through a somewhat involved channel of communications. Moreover, the administration of the SLC had been done by a Consultant hired by the CSO.

This report was compiled more than a year after the SLC. Thus, the estimates of poverty and other aspects of living conditions relate to a period in the past. In the publication of the findings, there would be need to emphasise that the estimates reflect the reality of the latter half of 2005. Subsequent developments could have had both positive and negative impact on the living conditions of poorer people. The estimates can make no claim to identifying subsequent realities.

1.4 BACKGROUND AND CONTEXT

The conduct of the SLC in 2005 has to be placed in the context of the developments that have been in train in the economy and society of Trinidad and Tobago in recent years. Its recent economic performance has placed it among high growth countries in the last three years. However, it remains a Caribbean type economy in its essential features. In that regard, a limited range of sectors are the source for foreign exchange earnings and influence most other macro-economic indicators. It is one of the more diversified of Caribbean economies, but buoyancy is still dependent on the performance on a relatively narrow sectoral base. Meanwhile, consumption in the society is heavily reliant on imports as is capital investment. The limited level of diversification imparts high volatility in economic performance.

The country has remained heavily reliant on oil and energy, in spite of the substantial restructuring of the economy that took place in the latter years of the 1980s and through the 1990s following the collapse of oil prices in the mid 1980s, when the brittleness of its economic structure was fully exposed. Economic policy was directed at building a more diversified economy. In that regard, there was some success as the non-oil sector demonstrated impressive rates of growth through manufacturing, much of it targeted at the regional market and through tourism which emerged into prominence in Tobago and has generated a relatively high rate of growth on this island. However, with the reduction of duties as a result of the opening of markets to freer competition, the manufacturing sector now faces far more competitive conditions with the regional market.

In the first half of the first decade of the 21st century the country has enjoyed high rates of growth, driven largely by developments in its oil and gas sector that has benefited from more buoyant prices in international markets. In spite of fluctuations in global economic growth in the first half of decade, real GDP of Trinidad and Tobago trended upward. The general macro-economic indicators have been positive. The growth of the energy sector has been complemented by the growth in the non-energy sector. However, much of this has been driven by construction as the Government seeks to fulfill commitments in respect of the expansion of housing, roads, schools, and other public buildings. There is recognition that, ultimately, the sustainability of economic progress has to be founded on the human resources of the country. The underlying strategy then is to utilise the revenue from gas and oil to create a diversified base for a viable export oriented and competitive economy.

The Government is committed to the objective of realising developed country status by 2020. Vision 2020 is premised on considerable public investment in physical infrastructure and in human resources. On both counts, the last few years have witnessed substantial expansion. In addition to the expansion of the physical infrastructure, the Government has pledged to build

some 10,000 housing units per annum to deal with the housing shortage. In the area of human resource development, the major thrust has been on the expansion of the tertiary sector, with the establishment of a new university – the University of Trinidad and Tobago (UTT).

Meanwhile in the vital areas of the social services, the Government has mounted a number of pro-poor programmes, directly targeted in some cases at the poor. In some other cases, there has been an expansion of benefits destined to the mass of the population, among whom the poorer sections of the society can reap benefits. General subsidies in respect of fuel prices and electricity have been maintained. There is now provision for school books for all students at secondary schools. The school meal service reaches an expanding list of students across the country, and this has been supplemented with a provision for breakfast to pupils in need.

Retirees in an ageing population are allowed health benefits with regard to the provision of a number of medications to manage chronic diseases. These are available to all persons over the age of sixty. Transfers to the elderly by way of Old Age Pensions have been increased with some regularity over the last five years. The price of food has demonstrated a tendency to rise quickly, in part because of the price of energy and the heavy reliance of the country on imported food.

This would have impacted those on slender budgets for whom food expenditure constitutes a large share of total expenditure. However, there have been special provisions introduced to mute the effect of the price of food on the recipients of Old Age Pensions and of Public Assistance. In respect of the youth of the country, a cohort that has been particularly vulnerable to unemployment, there has been instituted an on-the-job training programme that is available to all persons entering the labour market, irrespective of qualification or means. Government provides a subsidy to all firms prepared to accept such trainees, thus offering them ease of entrée into the world of work.

There is a host of other social programmes offering training, and upgrading, and a range of social provisions that reach the generality of the population. The social services account for more than ten percent of Government Expenditure. It can be argued then, that the Government has devoted a considerable part of windfall to address the needs of the poorer sections of the society. The high rate of growth fuelled in part by Government spending, including spending on the social sectors, does raise concerns over the issue of sustainability. Ultimately poverty reduction is dependent on the capacity of the country to generate employment, and more so in the tradable sectors.

Table 1.1 shows the growth in employment in broad aggregates. Tradable manufacturing has hardly grown over the last six years.

TABLE 1.1: EMPLOYMENT BY SECTOR

Employment (000's)	2000	2001	2002	2003	2004	2005	2006
Agriculture	36.41	40.08	36.12	31.4	26	25.03	25.75
Construction (incl. Electricity & Water)	69.73	78.8	75.57	79.97	91.14	101.82	104.55
Manufacturing	55.55	53.86	56.57	55.81	60.3	56.6	56.18
Petroleum & Gas	15.93	15.48	17.23	16.07	18.57	19.26	19.7
Transport Storage & Communication	39.19	38.88	41.79	41.56	41.62	41.8	42.72
All Other Sectors	285.92	285.31	296.36	307.33	322.91	327.07	335.59
Not Stated	0.43	1.48	1.23	1.98	1.85	2.48	1.59
Total Labour Force	572.89	576.51	586.22	596.57	613.54	623.74	625.22

Source: Central Statistical Office

Agriculture has declined substantially, especially with the closing of Caroni 1975 Ltd. It was Construction and the Services Sector that have created the jobs, leading to a fall in unemployment from over 12 percent in 2000 to just over 6 percent in 2006, as can be seen in Table 1.2.

TABLE 1.2: UNEMPLOYMENT TRINIDAD AND TOBAGO 2000-2006

Year	Unemployment (000's)	Unemployment Rate (%)
2000	69.56	12.17
2001	62.41	10.83
2002	61.19	10.4
2003	62.39	10.47
2004	51.16	8.37
2005	49.69	7.97
2006	39.01	6.22

Source: Central Statistical Office

1.5 PRO-POOR FOCUS

Targeted measures for assessment and interventions on poverty date back to the period when the Government was forced to undertake a formal structural adjustment programme under the indirect supervision of the IMF and the World Bank. While there had always been a preoccupation with the impact of government policy on the more vulnerable in society, and on the degree to which its employment creating initiatives provided opening for the structurally unemployed, it was in the latter years of the 1980s that there emerged an interest in measuring poverty. An initial study by Henry and Melville (1989) suggested that at least 18 percent of households were poor. This study utilised an approach that had been applied by Henry (1975) in an earlier attempt to measure poverty then.

The advent of the Washington Institutions as critical interlocutors in policy-making in the country led to the adoption of the methodology of the World Bank in the measurement of poverty in Trinidad and Tobago. The first study in that regard was in 1992, and this estimated that 21 percent of the population was poor. In a subsequent study commissioned by the IDB in 2004, Kairi Consultants found that 24 percent of the population was poor using data generated from the Household Budgetary Survey (HBS) conducted in 1997/1998. The present SLC has been conducted as a special exercise with a view to institutionalising the compilation of information on poverty from one time period to another, as a guide to policy interventions.

Figure 1.1 below presents graphically, estimates generated from previous studies conducted in Trinidad and Tobago. It must be emphasised that the 1989 study focused on households, but with data from Household Budgetary Survey: the World Bank's reported on individuals and was based on an SLC which depends on recall of expenditure while the IDB sponsored study was based on a HBS. Differences among them therefore need to be taken into account.

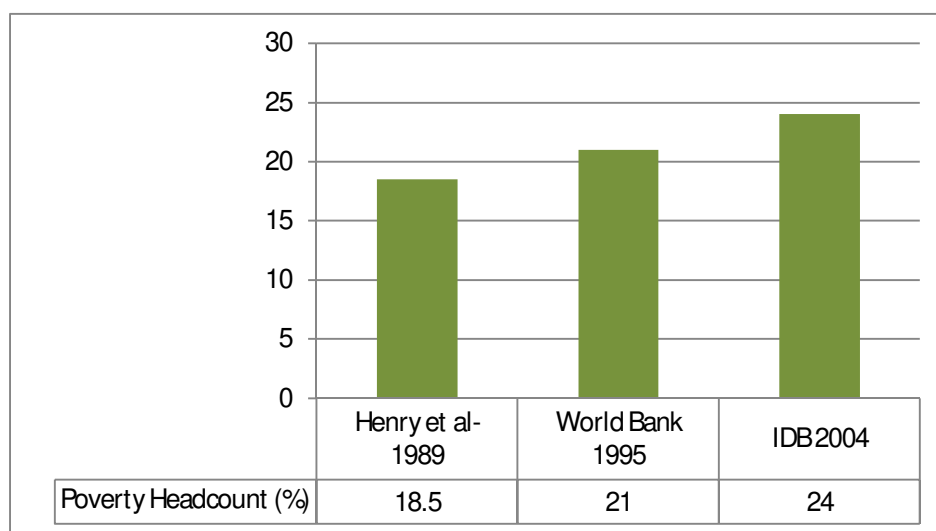


FIGURE 1.1: POVERTY LEVELS 1988 TO 2004

Table 1.3 provides GDP at Market Prices for Trinidad and Tobago and four other countries in the region. Over the period 2001 to 2005, its growth rate has allowed it to catch up with Antigua and Barbuda and Barbados, and to close the gap with the Bahamas, and has opened the gap on St. Lucia, which has had to face the challenge of slow growth in its main foreign exchange earning sectors. Trinidad and Tobago seems endowed with the resources to reduce poverty in its midst.

**TABLE 1.3: GROSS DOMESTIC PRODUCT PER CAPITA AT CURRENT MARKET PRICES
FOR SELECTED CARIBBEAN COUNTRIES (US\$)**

Country/ GDP per capita	Antigua and Barbuda	Bahamas	Barbados	St. Lucia	Trinidad and Tobago
2001	9070	16,694	9,464	4,388	6,892
2002	9124	17,315	9,144	4,420	7,004
2003	9455	17,396	9,923	4,647	8,330
2004	10071	17,883	10,342	4,911	9,457
2005	10513	18,990	11,213	5,374	10,933

Source: CDB Annual Economic Review 2006

CHAPTER 2 METHODOLOGY

2.1 SURVEY METHODOLOGY

The data analysed in this report were collected from the SLC-2005 which was administered to a systematic, stratified random sample of 3,621 households, comprised of 12,919 persons throughout in Trinidad and Tobago. This sample represents approximately 1 percent of the population, and is adequate to ensure that reliable estimates of poverty levels can be computed from the sample households. A copy of the questionnaire is attached at Technical Appendix I of the report.

2.1.1 THE SAMPLE DESIGN

The SLC sample fulfilled two basic requirements:

- a. Probability sampling was used to ensure that each household (sampling unit) had a known non-zero chance of selection in the sample which was calculable.
- b. A nationally representative sample of the population was selected based on the population and housing census of 1990.

To fulfill these requirements the CSO's Continuous Sample Survey of Population (CSSP) was used with some modifications designed to ensure ease of execution and administration of the survey.

Based on the design of the CSSP, the SLC 2005 utilises an equal probability selection method (epsem), whereby each household has an equal chance of being selected from the population defined as the total non-institutional population of Trinidad and Tobago. The data on the households in the population are organised into a Master Sample Frame (MSF), which is essentially a listing of households within Enumeration Districts (EDs) with EDs arranged by sixteen major administrative/geographic divisions. ED's are the smallest geographic units into which the country is sub-divided for the purpose of national surveys and censuses. These units were demarcated to fit within contiguous boundaries based on easily identifiable features as far as possible. EDs range in size from 100 to 200 households specifically to facilitate the ease of traversing and management by interviewers. The CSSP frame is developed and updated using information from the last decennial census. The SLC sample was drawn from a frame developed from data obtained during the 2000 Census.

Sample Size: The size of the sample chosen was designed to ensure that valid estimates of the smallest group to be analysed in the survey were obtained. This target group of children under the age of five was addressed in the Anthropometric Module of the SLC questionnaire. An important variable for that age domain of the Anthropometric Module is the rate of emaciation, that is, the percent of children whose weight measurement is more than two standard deviations below the median reference standard for their age as established by the WHO. Therefore the SLC sample was determined with a view to providing foremost, an estimation of that variable. For the sample size, denoted by n , the following formulae were applied:

$$N = t * d * p * (1 - p) / e^2,$$

Where,

n = required number of observations for the largest population

d = design effect ($d=2$)

p = estimated proportion of children less than five years old found to be underweight ($p = 6\%$, obtained from the MICS¹ study)

e = an acceptable margin of error, with 95% level of confidence ($e = 1.4\%$)

t = the value of the ordinate of normal distribution corresponding to .95 of the total area of the distribution ($t > 2$)

Therefore, from the above, n was estimated to be approximately equal to 1195 children less than five years old. Given that children of that age group represent about 7 percent of the total non-institutional population, and that the average size of the non-institutional households is 3.8 persons, then the number of households, $n(Hh)$, required to be sampled in order to obtain the sample size of 1195 children less than five years old, is:

$$n(Hh) = 1195 / (.07) * (3.8) = 4,492 \text{ households, which was rounded to 4,500 household approximately}$$

Sample Selection: Based on the CSSP survey plan, the SLC 2005 sample was selected in two stages. At the first stage, ED's representing the Primary Sampling Units (PSUs) were systematically selected with probability proportional to size, the size measure being the number of households assigned to the ED's. For systematic selection of the EDs they were stratified using appropriate criteria at the level of the sixteen geographic divisions within Trinidad and Tobago.

At the second stage, for each selected PSU, households were selected with probability inversely proportional to size, the size measure used being the same for the ED. This procedure ensures

¹ Multiple Indicator Cluster Survey

that the sample is self-weighting, that is, each household in the population is given the same chance of selection in the sample. In order to improve the precision of the estimates, 15 households were selected from each selected PSU, so that a little over 300 PSU's were selected

Response rates by Regional Corporation (RC)²: The enumeration exercise resulted in the conduct of approximately 3621 full household interviews and 12919 person interviews. This represented an 83 percent overall response rate. The highest response rate to the survey was recorded in the parish of St Andrew in Tobago – 97 percent- and the lowest response rate was recorded in the City of Port of Spain – 65 percent.

Table 2.1 below shows information on the response rate for the survey. Generally, the response rate to the survey was very high in Tobago in comparison to Trinidad. In using the data and to ensure that the sample was still a valid representation of the population the sample number of household and person records obtained was reweighted to account for non-response, refusals and obtained on questionnaires determined to be unusable due to the lack of information contained therein.

Response Rates by Enumeration District (ED): Based on the above stated sampling plan the intention was to interview 15 households per enumeration district. The actual distribution of numbers of questionnaires completed by enumeration district is shown in Table 2.2. As stated before the total number of questionnaires completed was 3621, the mean number of completed questionnaires collected by enumeration district was 11.25 with a modal number collected of 13. Therefore, on average a little less than two interviews were not completed by enumeration district, either as a result of non-response or no contact with the selected household or due to the household's refusal to participate in the survey.

In Table 2.2, it can be seen that a total of 322 Enumeration Districts were visited, within 23 of these EDs only one interview was completed. Since the ED is not a PSU it is possible that most of these EDs where only one interview was completed was part of a larger PSU where if considered as one unit close to 15 questionnaires would have been completed. There were 43 EDs within which 15 households, the expected number was interviewed, these EDs were mostly likely PSU formed exclusively from a single ED.

² The term Regional Corporation is used in this study to refer to each of the distinct geographic locations under study, including the Major Cities, Boroughs and Municipalities in Trinidad and Tobago. Tobago is treated as one geographic location and although it is governed by the Tobago House of Assembly and not a Regional Corporation, the term is used here as catch-all for ease of reference.

**TABLE 2.1: RESPONSES EXPECTED AND OBTAINED AND RESPONSE RATES BY
REGIONAL CORPORATION FOR THE CONDUCT OF THE SLC 2005**

Regional Corporation	Number of Households		Response Rate (%)	Re-weighting
	Expected	Obtained		
PORT OF SPAIN	202	132	65	1.53
MAYARO/RIO CLARO	133	124	93	1.07
SANGRE GRANDE	178	162	91	1.10
PRINCES TOWN	273	230	84	1.19
PENAL/DEBE	218	202	93	1.08
SIPARIA	394	369	94	1.07
CITY OF SAN FERNANDO	208	175	84	1.19
BOROUGH OF ARIMA	104	81	78	1.28
BOROUGH OF CHAGUANAS	212	187	88	1.13
BOROUGH OF POINT FORTIN	73	70	96	1.04
DIEGO MARTIN	390	270	69	1.44
SAN JUAN/LAVENTILLE	578	497	86	1.16
TUNAPUNA/PIARCO	669	521	78	1.28
COUVA/TABAQUITE/TALPARO	497	403	81	1.23
TOBAGO PARISHES				
PARISH OF ST.ANDREW	33	32	97	1.03
PARISH OF ST.PATRICK	63	59	94	1.07
PARISH OF ST.DAVID	65	61	94	1.07
PARISH OF ST.PAUL	18	17	94	1.06
PARISH OF ST. JOHN	31	29	94	1.07
Total	4339	3621	83	n/a

**TABLE 2.2: DISTRIBUTION OF QUESTIONNAIRES COMPLETED BY
ENUMERATION DISTRICT (ED) FOR THE SLC 2005**

Number of questionnaires completed	Number of Enumeration Districts	Percent of Total Eds Sampled	Cumulative Percent
1	23	7.1	7.1
2	3	0.9	8.1
3	1	0.3	8.4
4	2	0.6	9.0
5	2	0.6	9.6
6	5	1.6	11.2
7	11	3.4	14.6
8	14	4.3	18.9
9	18	5.6	24.5
10	25	7.8	32.3
11	36	11.2	43.5
12	31	9.6	53.1
13	44	13.7	66.8
14	42	13.0	79.8
15	43	13.4	93.2
16	11	3.4	96.6
17	8	2.5	99.1
18	2	0.6	99.7
19	1	0.3	100.0
Total Number of Eds Enumerated	322	100.0	

Further details of the sample Design and Plan for the SLC-2005 are located in Technical Appendix I of this report.

2.2 WELFARE MEASURES AND POVERTY LINES

Welfare measures are used to rank households based on selected socio-economic criteria while a Poverty Line is used to distinguish between poor and non-poor.

2.2.1 CONSTRUCTING THE POVERTY LINE

The computation of the poverty line in this report follows standards established by the World Bank and implemented in Jamaica and by Kairi Consultants Ltd in other countries of the Caribbean. It was generated using Consumer Prices (CP) data obtained from the Central Statistical Office (CSO) for the period June to July 2005. This period corresponds to the period during which the Survey of Living Conditions (SLC) questionnaire was administered.

There are two stages involved in the calculation of the poverty line – first food expenditure is estimated, then this expenditure value is inflated for non-food expenditure. Implicit in the food component is the notion that there is a minimum quantum of food below which an individual is likely to suffer ill-health. This is the indigence line: individuals and households who are unable to secure even this minimum level are not only poor, but are extremely poor and are regarded as indigent.

The prices data supplied by the CSO were presented by major geographical locations defined for the conduct of the price survey. Using these data, the average cost for each item was computed for Trinidad and for Tobago. These prices were entered into the Caribbean Food and Nutrition Institute's (CFNI) software (FOODPROG) to generate the minimum daily cost diet for an adult based on 2,400 kilocalories.

The primary principles guiding the selection of the items in the food basket are:

- That individuals would rationally select a bundle of food items that meet current nutritional recommendations;
- That items selected will be indicative of the consumption pattern of the country for which the basket is generated; and
- The items selected will be the lowest cost combination of food items that will satisfy the dietary requirements of the individual.

Given the notable disparity in food prices between the islands of Trinidad and Tobago, there was a need to generate separate baskets for each island and then to combine them to arrive at a national indigence line.

Based on the above principles the basket presented in Table 2.3 below was generated for Trinidad and shows the combination of food items selected to generate the minimum daily cost diet for an adult based on 2,400 kilocalories. This amounted to TT\$8.22 per day, and is the indigence or food poverty line for Trinidad.

A similar exercise was undertaken to derive a comparable food basket for Tobago. The minimum daily cost diet for an adult based on 2,400 kilocalories for Tobago was TT\$11.49 per day (see Table 2.4).

Some of the items selected by the CFNI programme are identical for Trinidad and Tobago and, in some cases, even the same quantities have been selected in fulfilling the 2,400 kilocalories criterion, as can be seen in Tables 2.3 and 2.4. However, there are items selected for one island that are absent in the other and, in one case the quantum selected in Tobago is considerably

larger than in Trinidad – margarine, possibly in compensation for the exclusion of other fats. Chicken is excluded in Tobago (possibly due to the unavailability of price data for the item) and pig-tail is absent in Trinidad. Table 2.5 shows the price per gram, the price per calorie and the percentage cost per calorie in Tobago vis-à-vis Trinidad. Table 2.6 identifies the items that are specific to each island in the selection generated by the CFNI programme.

**TABLE 2.3: SELECTED MINIMUM COST DAILY FOOD BASKET FOR AN ADULT-TRINIDAD
(2,400KILOCALORIES; JUNE-JULY, 2005)**

Item	Amount (Gr)	Energy (kcal)	Cost (\$)	Cost per Gr	Cost per kcal
Counter Flour	65	240	0.24	0.004	0.001
Parboiled Rice	65	240	0.4	0.006	0.002
Macaroni	65	240	0.47	0.007	0.002
Ripe Plantain	150	126.2	0.46	0.003	0.004
Irish Potato	150	104.4	0.43	0.003	0.004
Green Banana	150	105.4	0.46	0.003	0.004
Brown Sugar	64	240	0.28	0.004	0.001
Split Peas	40	140.8	0.17	0.004	0.001
Chick Peas (Channa)	40	147.2	0.34	0.009	0.002
Tomato Ketchup	28	30.2	0.33	0.012	0.011
Callaloo Bush	28	7.7	0.18	0.006	0.023
Pumpkin	28	4.5	0.11	0.004	0.024
Melongene	28	5.6	0.18	0.006	0.032
Grapefruit	81	16.3	0.07	0.001	0.004
Orange	81	29.1	0.17	0.002	0.006
Ripe Banana	81	50.6	0.44	0.005	0.009
Chicken	17	30.4	0.12	0.007	0.004
Corned Beef	17	36.5	0.32	0.019	0.009
Salt Fish	17	37.9	0.48	0.028	0.013
Beef	17	19.1	0.36	0.021	0.019
Eggs	17	24.5	0.21	0.012	0.009
Cheese	17	65.4	0.49	0.029	0.007
Powdered Milk	17	85.5	0.52	0.031	0.006
Pork	17	36.5	0.36	0.021	0.010
Oil	21	185.2	0.33	0.016	0.002
Margarine	21	150.8	0.3	0.014	0.002
Total		2,400	8.22		
DIET COMPOSITION					
Water (G)	=	158.7	Vitamin A (R.E.)	=	599.5
Energy (Kcal)	=	2400.0	Thiamin (Mg)	=	1.9
Protein (G)	=	74.1	Riboflavin (Mg)	=	1.29
Fat (G)	=	63.5	Niacin (Mg)	=	16.8
Carbohydrate (G)	=	391.0	Vitamin C (Mg)	=	140.5
Fibre (G)	=	5.5	Total Cost (\$)	=	8.22
Calcium (Mg)	=	608.2	Total Amount (Lb)	=	2.92
Iron (Mg)	=	20.0	Total Amount (Kg)	=	1.33

**TABLE 2.4: SELECTED MINIMUM COST DAILY FOOD BASKET FOR AN ADULT – TOBAGO
(2,400 KILOCALORIES; JUNE-JULY, 2005)**

Item	Amount (Gr)	Energy	Cost TT\$	Cost per Gr	Cost per kcal
Counter Flour	65	240	0.24	0.004	0.001
Parboiled Rice	65	240	0.36	0.006	0.002
Macaroni	65	240	0.49	0.008	0.002
Green Banana	150	105.4	0.66	0.004	0.006
Irish Potato	150	104.4	0.66	0.004	0.006
Ripe Plantain	150	126.2	1.32	0.009	0.010
Brown Sugar	64	240	0.28	0.004	0.001
Chick Peas (Channa)	40	147.2	0.24	0.006	0.002
Split Peas	40	140.8	0.37	0.009	0.003
Tomato Ketchup	27	28.9	0.3	0.011	0.010
Callaloo Bush	27	7.3	0.18	0.007	0.025
Pumpkin	27	4.3	0.13	0.005	0.030
Carrot	27	7.5	0.36	0.013	0.048
Ripe Banana	81	50.6	0.54	0.007	0.011
Orange	81	29.1	0.4	0.005	0.014
Grapefruit	81	16.3	0.24	0.003	0.015
Corned Beef	18	39.1	0.39	0.022	0.010
Salt Fish	18	40.7	0.53	0.029	0.013
Beef	18	20.5	0.4	0.022	0.020
Eggs	18	26.3	0.27	0.015	0.010
Sardine	18	56.3	0.52	0.029	0.009
Beef Frankfurters	18	56	0.37	0.021	0.007
Pork	18	39.1	0.46	0.026	0.012
Condensed Milk	18	58	0.25	0.014	0.004
Margarine	39	278.2	0.56	0.014	0.002
Pig Tail	39	57.8	0.96	0.025	0.017
		2400	11.49		
DIET COMPOSITION					
Water (G)	=	163.2	Vitamin A (R.E.)	=	531.6
Energy (Kcal)	=	2400.0	Thiamin (Mg)	=	1.9
Protein (G)	=	73.7	Riboflavin (Mg)	=	1.15
Fat (G)	=	61.4	Niacin (Mg)	=	17.3
Carbohydrate (G)	=	395.4	Vitamin C (Mg)	=	138.7
Fibre (G)	=	5.3	Total Cost (\$)	=	11.49
Calcium (Mg)	=	473.1	Total Amount (Lb)	=	3.01
Iron (Mg)	=	20.9	Total Amount (Kg)	=	1.37

A study recently undertaken by Kairi Consultants) on the price differentials between Tobago and Trinidad suggests that the cost of the food basket for Tobago may diverge from that of Trinidad largely on the basis of the availability of sea transport, and mainly in respect of items that are perishable³. There has tended to be a convergence in prices of other items in recent times, *pari passu* with the upgrading of sea transport by the introduction of faster and more reliable vessels. Thus, the cost differential between the two islands could fluctuate widely from one time period to another, depending on transport conditions. It is known also that data on prices are sourced from a much smaller number of locations in Tobago in arriving at prices for Tobago.

A more exhaustive analysis of food data may well yield a slightly different selection of food for the two islands, and thus a difference in the indigence line. However, the present selections seem to be well within the dietary patterns of the populations of the two islands, and any variation is likely to be minor.

The data from the sample of households revealed that total expenditure of all households in Tobago accounted for 4.0 percent, of the total food expenditure for Trinidad and Tobago. Therefore a relative weight of 4.0 was assigned to Tobago and 96.0 to Trinidad. The national indigence line for Trinidad and Tobago was derived as an expenditure-based weighted average of the indigence lines for the two islands:

$$(8.22*96) + (11.49*4)/100 = (789.12 + 45.96)/100 = TT\$8.35$$

The weighted daily cost of the food basket for Trinidad and Tobago is thus TT\$8.35 per adult, or the indigence line for the year 2005.

Based on this figure, the monthly indigence line is estimated to be TT\$255 (or TT\$3,060 per annum). This monthly figure of TT\$255 represents the Indigence Line or food component of the Poverty Line and is the minimum value in Trinidad and Tobago dollars that needed to be spent on food consumption by an adult to ensure that minimum caloric requirements were adequately met in 2005: to the extent that food prices have risen, this figure would not reflect the most current cost of satisfying that condition.

³ Cost of Living Task Force of the Tobago House of Assembly (2006) *The Cost of Living Differential between Tobago and Trinidad*

TABLE 2.5: COMPARATIVE COSTS OF ITEMS SELECTED FOR TRINIDAD AND TOBAGO

Item	Trinidad			Tobago			Price in Tobago as % of price in Trinidad
	Amount (Gr)	Cost per Gr	Cost per kcal	Amount	Cost per Gr	Cost per kcal	
Counter Flour	65	0.004	0.001	65	0.004	0.001	100.0
Parboiled Rice	65	0.006	0.002	65	0.006	0.002	100.0
Macaroni	65	0.007	0.002	65	0.008	0.002	100.0
Ripe Plantain	150	0.003	0.004	150	0.009	0.01	250.0
Irish Potato	150	0.003	0.004	150	0.004	0.006	150.0
Green Banana	150	0.003	0.004	150	0.004	0.006	150.0
Brown Sugar	64	0.004	0.001	64	0.004	0.001	100.0
Split Peas	40	0.004	0.001	40	0.009	0.003	300.0
Chick Peas (Channa)	40	0.009	0.002	40	0.006	0.002	100.0
Tomato Ketchup	28	0.012	0.011	27	0.011	0.01	90.9
Callaloo Bush	28	0.006	0.023	27	0.007	0.025	108.7
Pumpkin	28	0.004	0.024	27	0.005	0.03	125.0
Melongene	28	0.006	0.032				0.0
Grapefruit	81	0.001	0.004	81	0.003	0.015	375.0
Orange	81	0.002	0.006	81	0.005	0.014	233.3
Ripe Banana	81	0.005	0.009	81	0.007	0.011	122.2
Chicken	17	0.007	0.004				0.0
Corned Beef	17	0.019	0.009	18	0.022	0.01	111.1
Salt Fish	17	0.028	0.013	18	0.029	0.013	100.0
Beef	17	0.021	0.019	18	0.022	0.02	105.3
Eggs	17	0.012	0.009	18	0.015	0.01	111.1
Cheese	17	0.029	0.007	..	..	..	0.0
Powdered Milk	17	0.031	0.006	..	..	..	0.0
Pork	17	0.021	0.01	18	0.026	0.012	120.0
Oil	21	0.016	0.002	..	..	..	0.0
Margarine	21	0.014	0.002	39	0.014	0.002	100.0

TABLE 2.6: ITEMS SPECIFIC TO TRINIDAD AND TO TOBAGO IN CFNI SELECTION

Trinidad	Tobago
Melongene	Carrots
Chicken	Sardines
Cheese	Beef Frankfurters
Powdered Milk	Condensed Milk
Oil	Pig Tail

The indigence line having been determined to be TT\$255 per month for 2005, the computation of the poverty line proceeded as follows: the per capita expenditure per equivalent adult was computed for every household in the sample. Sampled households were then ranked on the basis of per capita expenditure adult equivalent and split into five equal classes or quintiles.

The food share of 38.3 percent in the two poorest quintiles was determined for the Trinidad and Tobago dataset. The indigence line of TT\$255 was multiplied by the reciprocal of this food share, 2.6, to derive the poverty line of TT\$665 per month.

2.3 MEASURING INEQUALITY

The standard measure used in assessing inequality is the Gini coefficient. The closer it is to 1.0, the more unequal is the distribution of income in the society. On the other hand, the closer it is to zero, the lower the inequality. One long standing thesis is that as a country becomes more developed, inequality may rise initially, but then plateaus and eventually falls. Thus Gini coefficients of 0.3 and less tend to be found mainly in developed countries. Table 2.8 shows the Gini coefficient for selected years. The Gini did not change, relative to 1997/98. There can be only speculation as to whether it has reached a plateau. The Gini coefficient reflects the structure of the Lorenz curve in Figure 2.1: the diagonal is the line of perfect equality.

TABLE 2.7: GINI COEFFICIENT FOR TRINIDAD AND TOBAGO - SELECTED YEARS

1957/58	1971/72	1975/76	1981/82	1992	1997/98	2005
0.43	0.51	0.46	0.45	0.42	0.39	0.39

Source: HBS, and Surveys of Living Conditions (for selected years)

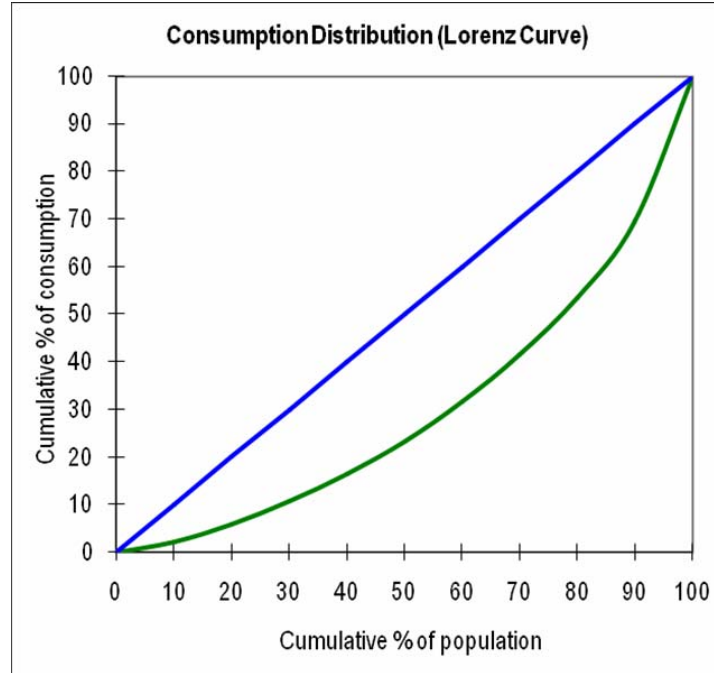


FIGURE 2.1: LORENZ CURVE FOR TRINIDAD AND TOBAGO 2005

2.4 POVERTY GAP AND POVERTY SEVERITY

The **poverty gap index** is the mean proportionate distance across the whole population of the poor from the poverty line. It gives a good indication of depth of poverty since it is a function of the distances of the poor below the poverty line. The **Poverty Severity Index (Foster-Greer-Thorbecke P2 Index)** is a weighting of the poverty gaps of the poor based on those poverty gaps. This measure can be thought of as being composed of two components: an amount due to the poverty gap, and an amount due to the inequality amongst the poor. Expressed mathematically we have

$$P_2 = \frac{PG^2}{H} + \frac{(H - PG)^2}{H} * CV_p^2$$

Where CV_p^2 denotes the squared coefficient of variation of consumption amongst the poor. Though this measure may be hard to interpret, it is able to effectively rank the distributions and indicate which is preferable. The results of the poverty gap and poverty severity indices are presented in the Statistical Appendix to the report.

2.5 CONSTRUCTING A BASIC NEEDS INDEX FOR TRINIDAD AND TOBAGO

The approach applied to the Trinidad and Tobago Census 2000 dataset in this instance is a modified version of a Basic Needs Index developed by CELADE-ECLAC (Centre for Demographic Studies, Economic Commission for Latin America and the Caribbean) initially as part of its software policy formulation tools.

The list of variables built into the summary “basic needs” index at the household level consists of three types:

- There are strictly household based or derived variables such as wall type, toilet type, light source, and possessions, which emanate from questions asked about housing conditions, this is the dominant set of variables used in this particular version of the index;
- There is the education of head variable which ascribes a score to the household based on the level of education achieved by the head of the household; and
- The remaining variables are a cross fertilisation of the household and the person variables. Thus, there are the number of persons per bedroom, which is an indicator of “overcrowding” and number of employed persons to the total number of persons which is the employment rate in the household, respectively, which bring together both person based and household based characteristics to derive a score for the household

Scores are generated within the household database of the Trinidad and Tobago Census 2000. The resulting index gives a very powerful indication to institutions involved in poverty reduction an evidenced based approach to the allocation of their resources to areas where they are most needed. Further details of the methodology applied in the construction of the index are presented in the Technical Appendix I to the report.

CHAPTER 3

THE FACE OF POVERTY

This section reviews all of the information generated from the Survey of Living Conditions conducted in 2005 and seeks to highlight the main characteristics of the poor in Trinidad and Tobago. While one of the purposes of this project is the documentation of the levels of poverty in the country at that time, and its various dimensions, the thrust of much of the analysis will be on the living conditions of the population generally, in the context of which the situation faced by those in the lowest quintile would be the focus from time to time.

3.1 OVERVIEW OF FINDINGS

THE MONTHLY INDIGENCE LINE WAS ESTIMATED TO BE TT\$255 (OR TT\$3,060 PER ANNUM). This monthly figure of TT\$255 represents the Indigence Line or food component of the Poverty Line and is the minimum value in Trinidad and Tobago dollars that must be spent on food consumption by an adult to ensure that minimum caloric requirements are adequately met.

The poverty line was estimated at TT\$665 per month. Table 3.1 below shows the headcount and indigence indices for Trinidad and Tobago dis-aggregated into its components for each island. The vulnerable are those whose per capita consumption expenditure is up to 125 percent of the poverty line. The table shows that 16.7 percent of the population was poor in 2005, and 1.2 percent was indigent. There was no indigence in Tobago even though the percentage poor was higher than the national average. In the case of Trinidad, the percentage poor only, was 15.5 percent, while the percentage indigent was 1.2 percent – the poor inclusive of the indigent, was 16.7 percent. On the other hand, there was no one in Tobago who did not have food needs fully satisfied, but on the basis of other criteria, 19 percent was poor. The indigence in Trinidad represented the fully the level of indigence in the country as a whole. The vulnerable, but not poor, were 9.0 percent. The Poverty Gap was 4.6 and the Severity Gap was 1.96 (Table 3.2).

TABLE 3.1 POVERTY ESTIMATES BY ISLAND, 2005

Population	Island				Trinidad and Tobago	
	Trinidad		Tobago		National Total	
	N	%	N	%	N	%
Socio Economic Status						
Indigent	180	1.2	-	-	180	1.2
Poor	2233	15.4	132	19.0	2366	15.5
Vulnerable	1342	9.2	22	3.2	1365	9.0
Non vulnerable	10768	74.1	540	77.7	11308	74.3
Total	14524	100.0	694	100.0	15218	100.0

TABLE 3.2 HEADCOUNT, POVERTY GAP AND POVERTY SEVERITY, 2005

Trinidad an Tobago	Headcount	Poverty Gap	Poverty Severity
Mean	16.7033	4.6310	1.9621
Sample (n)	15,213	15,218	15,218
Std. Deviation	37.30173	13.22033	7.25049

The estimates suggest that poverty levels had fallen in Trinidad and Tobago, since the late 1990s when data were collected and subsequently analysed by Kairi Consultants in the IDB sponsored study.⁴ The growth of employment with the expansion of economic activity, along with the improvement in the social provisioning of the poor would have alleviated conditions for many of the poor. Moreover, even if the many at the lower levels of the economic pyramid did not escape poverty, they might have been part of the working poor and, for the most part, would have escaped indigence. In other words, they had access to resources that could prevent them being in starvation.

3.2 HOUSEHOLD CHARACTERISTICS

Table 3.3 summarises information on the characteristics of households across the expenditure quintiles. For the country as a whole, males were the head of 67.5 percent of households. In the lowest quintile, 62.2 percent of households were headed by males. The highest percentage of female heads was in the lowest quintile. In respect of employment status of heads, generally, the lower the quintile, the greater the probability of unemployment: heads of households in the

⁴ "Trinidad and Tobago - Poverty Reduction and Social Development (TT-STR-COP)

lowest quintile experienced an unemployment rate that was more than twice the national average. As much as 45.9 percent of heads had gone no further than the primary level in respect of the levels of education attained. The higher the quintile, the more likely was it that the head would have achieved University level training.

TABLE 3.3: SELECTED HOUSEHOLD CHARACTERISTICS BY CONSUMPTION QUINTILES

Characteristic	Consumption Quintiles					Total
	Poorest	II	III	IV	V	
	%					
Sex Of Head						
Male	62.2	69.7	70.9	67.8	66.8	67.5
Female	37.8	30.1	29.1	32.0	33.2	32.4
Employment Status						
Employed	89.0	93.6	96.0	97.5	96.4	95.2
Unemployed	11.0	6.4	4.0	2.5	3.6	4.8
Highest Level Education						
Nursery/Pre-school Kindergarten	-	-	-	.3	-	.1
Primary	60.8	53.5	48.0	45.4	35.1	45.9
Secondary	23.9	30.8	30.7	30.8	27.9	29.0
Commercial/Secretarial/Business & Computer	2.9	2.9	3.0	3.0	6.3	4.0
Technical Institute	1.6	2.5	4.3	6.2	6.7	4.8
Adult continuing education (ACE)	1.7	1.0	1.4	.7	1.4	1.2
Distance Learning	-	.4	.1	-	.1	.1
Community College	-	-	.1	.8	1.3	.6
University	.5	.6	2.0	3.2	10.1	4.3
Special School	-	-	.1	.2	.1	.1
Other	1.3	2.4	5.4	4.3	4.8	4.0
None	.2	.2	.3	.1	.4	.3
Not Stated	7.1	6.0	4.6	5.1	5.7	5.6
	Mean					
Size of Household	5.2	4.1	3.5	2.9	2.2	3.6
Dependency Ratio	0.512	0.472	0.440	0.421	0.426	0.453
Persons per Bedroom	2.4	1.7	1.5	1.2	.8	1.5

3.3 HOUSEHOLD CONSUMPTION

Table 3.4 shows the percentage of expenditure of households on food and on non-food by expenditure quintiles. Not unexpectedly, food is a larger percentage of expenditures of the poorest quintile (41.1 percent, as compared to 23.7 percent in the richest quintile). The food share in total expenditure falls as we move from the poorest to the richest quintile.

TABLE 3.4: SHARE OF FOOD AND NON-FOOD IN TOTAL EXPENDITURE BY QUINTILE

	Household Quintiles					Total
	Poorest	II	III	IV	Richest	
	%					
Total Food Expenditure	41.1	36.2	31.4	28.4	23.7	29.7
Total Non Food Expenditure	58.9	63.8	68.6	71.6	76.3	70.3
Total Household Expenditure	100.0	100.0	100.0	100.0	100.0	100.0

3.4 SOURCES OF INCOME

Most of the analysis in respect of the SLC is conducted on the expenditure of households rather than recorded income, mainly because there is the long held view that respondents tend to under-report their income, but are likely to be more forthcoming with information on their expenditures. During the course of the SLC, respondents were asked about their incomes and Table 3.5 presents the results of the share of income derived from various sources, by quintile. Right across the income spectrum, households relied on income from employment mainly. For the population as a whole, it would appear that just over 75 percent of income was derived from employment.

Not unexpectedly, public assistance was a more important source of income for the poorest quintile than for any other. However, Old Age Pension, which is presumably provided by the state to the elderly who have no other source of income, accounted for as much as 3.9 percent of income of the richest quintile. If all Old Age Pensions are provided on the basis of means testing, the criteria for receipt of such pensions may need to be reviewed. Another interesting finding is that relatives abroad contributed an even higher percentage of income received by the best-off households as with the poorest households.

TABLE 3.5: INCOME SOURCES BY QUINTILE

Sources of Income	Poorest	II	III	IV	Richest	Total
Gross Monthly Income - Main Job	76.7	76.8	78.8	72.9	73.9	75.1
Gross Monthly Income - Secondary Job	0.8	1.0	1.0	1.3	1.6	1.3
Gross Monthly Income - Other Job	0.1	0.1	0.1	0.0	0.1	0.1
Public Assistance	2.4	0.5	0.8	0.3	0.2	0.6
Old Age Pension	4.5	4.8	6.3	4.4	3.9	4.6
Worker Retirement Benefit	4.5	2.5	2.1	6.4	5.1	4.5
NIS	1.5	1.7	1.8	2.6	1.9	2.0
Disability Grant	1.0	0.7	0.5	0.4	0.3	0.4
Other	0.6	5.4	1.7	2.8	1.6	2.3
Parents Abroad	0.5	1.5	1.5	1.2	2.4	1.7
Other Relatives Abroad	2.5	2.0	2.3	1.9	3.0	2.4
Relatives & Friends in TT	2.7	2.0	2.0	1.7	2.4	2.1
Lottery and Other Games of Chance	0.2	0.3	0.6	2.0	0.8	0.9
Other Sources	2.0	0.8	0.8	2.0	2.8	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.6 provides information on some educational transfers to households. These relate to school meals and school books. Almost 70 percent of households in the lowest quintile received free school meals. The percentage of the quintile in receipt of free meals declined with socio-economic status: thus just over one quarter of the richest quintile received free meals. In respect of school books, there was little difference among the quintiles in respect of the percentage receiving textbooks. Actually, the same percentage received free school books in the richest quintile as in the poorest quintile. There is some ambivalence among observers over the matter of free meals. It is argued that in order to reach those in need, without inviting invidious comparisons, it is necessary to feed everyone. On the other hand, such an approach flies in the face of targeting and managing resources that are not limitless. It is a moot point whether children in the higher quintiles are in need of the subsidy from the state.

TABLE 3.6: PERCENTAGES OF QUINTILES IN RECEIPT OF EDUCATIONAL SUBSIDIES

Type of Subsidy	Poorest	II	III	IV	Richest
Receives Free Meals (%)	69.9	54.4	42.9	40.7	26.4
Textbooks (%)	56.4	55.9	49.4	53.8	56.8

3.5 CHARACTERISTICS OF THE POOR

The following charts were generated from frequency tables looking at the poor only and serve to tell the story about the identifiable characteristics of the poor in the society.

The following charts seek to profile the poor more directly. Figure 3.1 shows that the poor generally lived in single unit residences. More than 86.7 percent lived in separate homes, and 4.3 percent lived in NHA apartments. Figure 3.2 shows that 80 percent of the poor owned their dwellings. In respect of the ownership of land, Figure 3.3 shows that 27.8 percent of the poor owned their land, and 24.5 percent were renting land. Some 11 percent were squatting, and 8 percent were on rent free land. There are several issues related to land tenure including access to water and electricity from public sources, thus issues related to land tenure which usually affect poorer people can be both a cause and a manifestation of poverty.

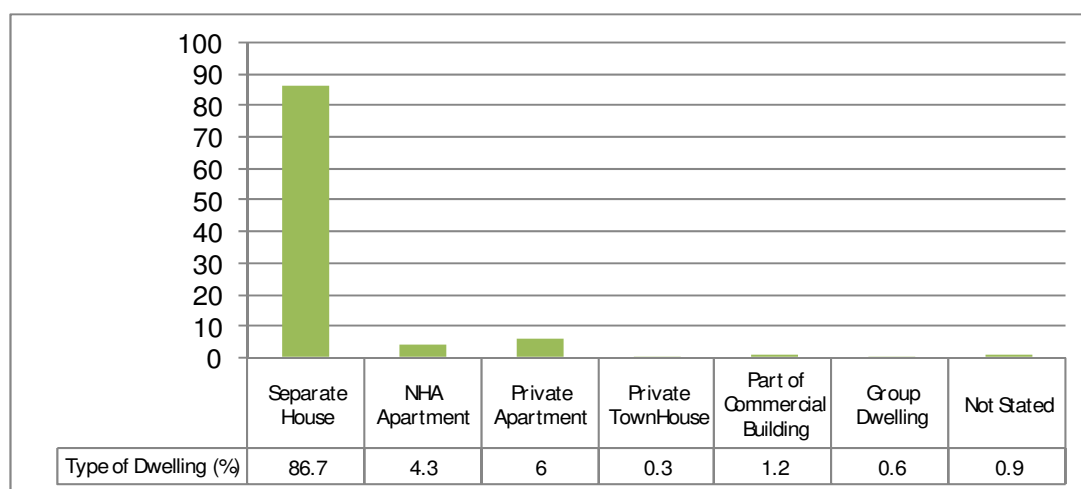


FIGURE 3.1: TYPE OF DWELLING OF POOR HOUSEHOLDS

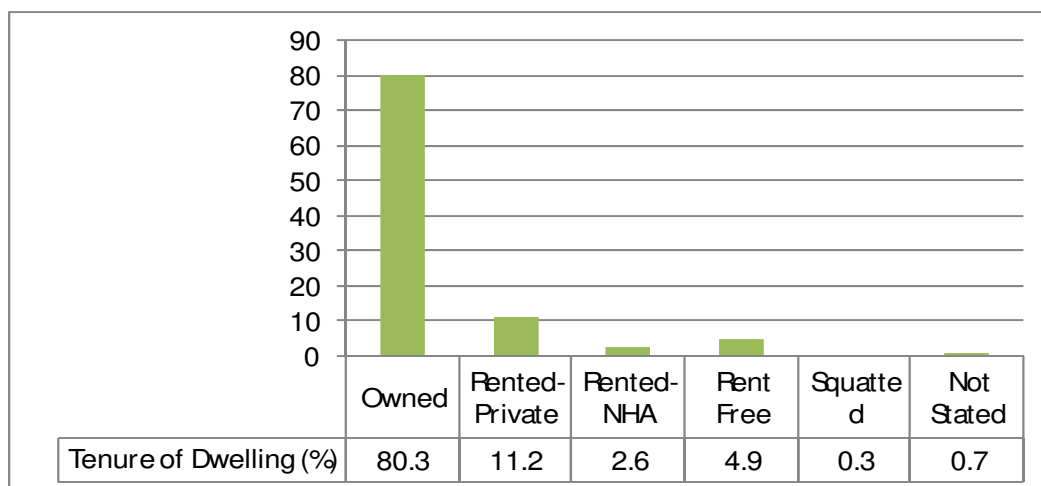


FIGURE 3.2: TENURE OF DWELLING OF POOR HOUSEHOLDS

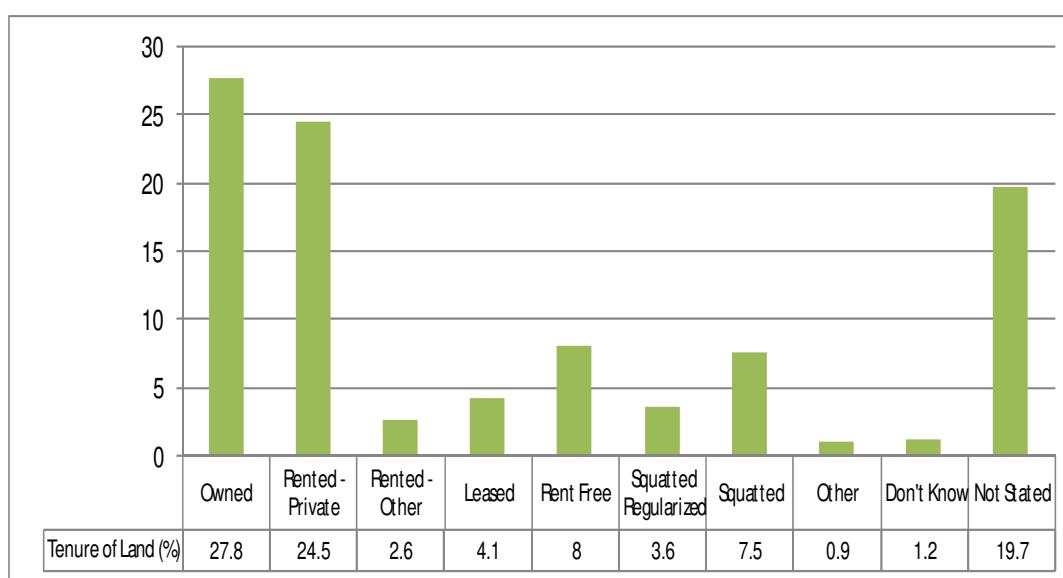


FIGURE 3.3: TENURE OF LAND OF POOR HOUSEHOLDS

Figure 3.4 shows that of all poor households, females constituted 38.8 percent of heads. Figure 3.5 shows that the majority of heads of poor households were in the age group 41-60. Those in the age group 66 and over would have included some of the Elderly living alone.

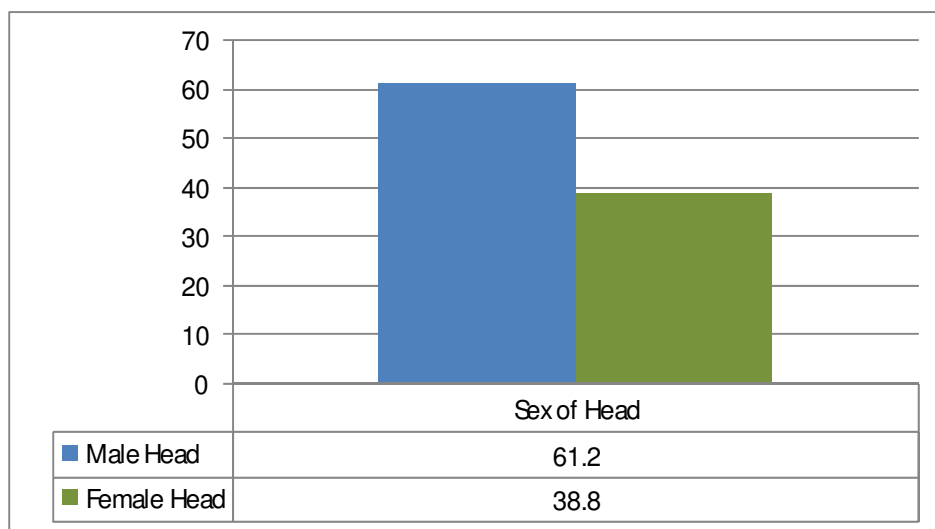


FIGURE 3.4: SEX OF HEADS OF POOR HOUSEHOLDS

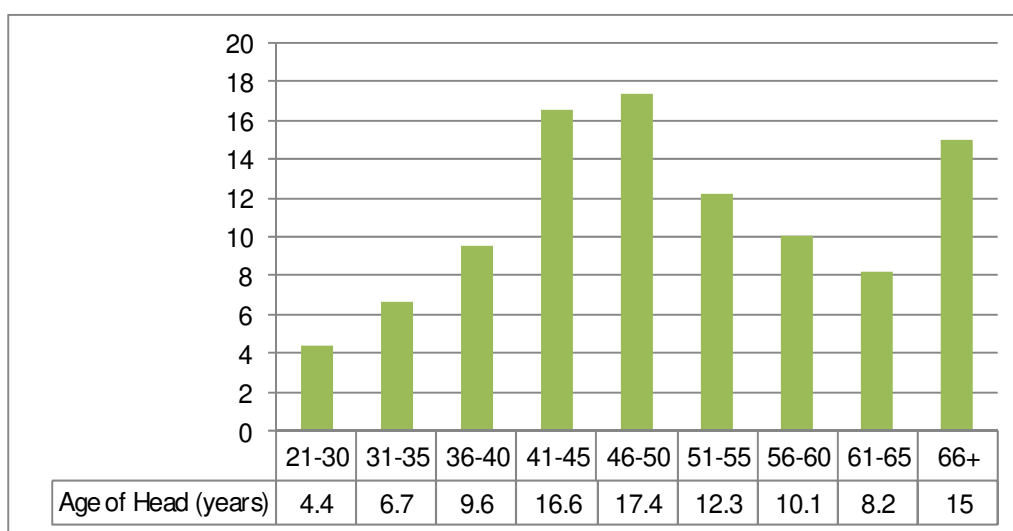


FIGURE 3.5: AGE OF HEAD OF POOR HOUSEHOLDS

Figure 3.6 shows the distribution of average number of earners in poor households and shows that in 13 percent of the cases, there were no earners. Indeed, in 58 percent of the cases, there were two or more earners.

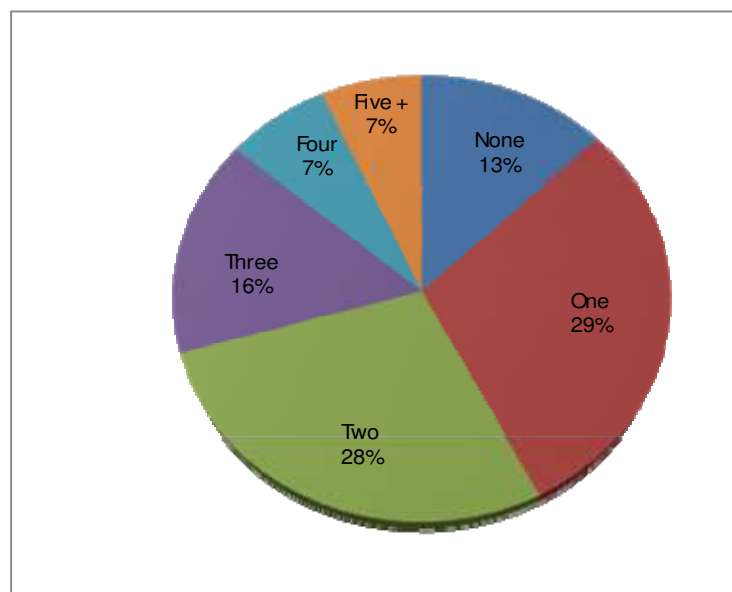


FIGURE 3.6: NUMBER OF EARNERS IN POOR HOUSEHOLDS

Africans accounted for 42 percent of the poor population and Indians 29.4 percent, while persons of Mixed ethnicity accounted for 28.5 percent. However, since the survey sample appears to be heavily weighted in respect of representation of Africans, given the distribution that derives from the Census of 2000, care should be taken in interpreting these results. The relative position might not be as pronounced therefore.

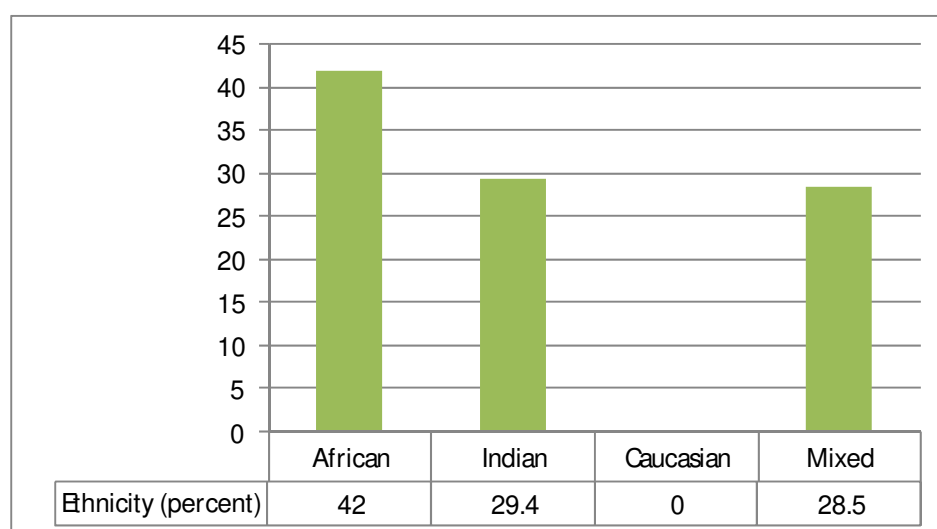


FIGURE 3.7: ETHNICITY OF MEMBERS OF POOR HOUSEHOLDS

In respect of the occupational distribution of the poor, Figure 3.8 shows that the poor are largely employed in elementary and lower level occupations, to the extent that they revealed their status.

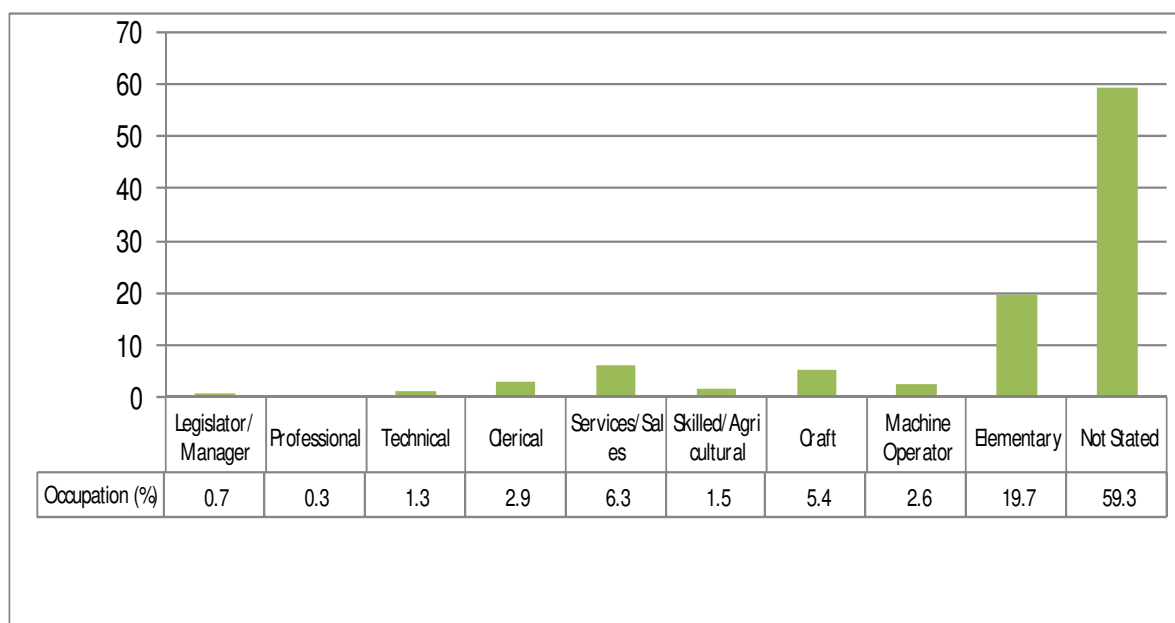


FIGURE 3.8: OCCUPATION OF MEMBERS OF POOR HOUSEHOLDS

3.6 MODELING POVERTY IN TRINIDAD AND TOBAGO

A logistic regression model was utilised in the examination of the factors that are most closely associated with poverty in Trinidad and Tobago. A full presentation of the model is detailed in Technical Appendix II of the report.

The model attempts to establish the chances for a given household of being poor, given various conditioning factors usually including, but not restricted to, age, gender, adult equivalent household size⁵, education, sector of employment, region, unemployment and being out of the labour force, among others. The choice of exogenous variables made is based on confounding and effect modifying (interaction) impacts they create, but final selection is based on theory, precedent of use in other studies and limitations in the Trinidad and Tobago household micro dataset.

⁵ The use of adult equivalent scales in this study improves the specification of the absolute poverty line when compared to a per capita measure by according higher relative weights to adults over children. This study however does not explore the possibility of economies of household size in consumption which has been shown in some studies to be significant (Ranjan Ray 1999).

Several different variable types are used based on inherent natural contrast, such as, the unemployed in contrast to the employed and non participants in the labour force, Indian as opposed to black in the case of ethnicity of the head of household; for gender, it is male versus female headed households. Variables such as age and adult equivalent family size are continuous variables and their impact on the condition of poverty is interpreted in terms of what percentage contribution one additional year or one additional equivalent adult household member would add to the odds of being poor, respectively. Some contrasts are less clear-cut, and pose challenges in selection of independent variables: e.g. urban-rural or Regional Corporation.

1. The results show that the odds of being poor fall with an increase in the value of the variable under consideration. Therefore, as expected when household income increases by 5 percent the odds of the household being poor falls by 82.9 percent.
2. Research on poverty has identified unemployment as a major contributing factor. The model suggests that an additional unemployed (UNEMP) person in the household increases the risk of poverty for the household by 121 percent.
3. The adult equivalent (AQEQ) family size was included as a continuous variable in this model and it was found that for each additional equivalent adult added to the household, the risk of poverty increases by 232 percent. This is not an unexpected result as larger household sizes are associated with greater levels of deprivation, social and material deficiencies.
4. The issue of ethnicity was also tested and the model showed that households headed by Africans were poorer by a factor of 179 percent, proving that ethnicity, however controversial it may be, cannot be ignored as a criterion in poverty reduction projects. Moreover, the odds of a household being poor when headed by a person of mixed race increased by 165 percent. This group may be sociologically closer in cultural characteristics to the African. However, the earlier comment on the relative over sampling of the African population that arose in SLC has to be taken into account. Again, the direction of the distributional structure is unlikely to be different in another random sample, even though the differential between the groups may vary.
5. Overcrowding at the household level was one of the most statistically significant variables affecting the determination of a poor household than any other. The improvement of housing conditions can, conditioning on the other variables included in this model, improve the situation of the poor by up to 203 percent.

6. The issue of education when introduced as a categorical variable in the model was significant at the 1 percent level. The model showed that where the household head had secondary school education the odds of the household being poor was reduced by 54 percent when compared to reference household heads who possessed no education. This is very strong evidence in support of ensuring that poverty reduction be accompanied by very deliberate and sustained emphasis on secondary and by extension primary education.
7. The odds of being poor for households in Sangre Grande are the highest, 378 percent greater than the average regional cooperation, while households in the Borough of Arima was least likely to be poor by a factor of 30 percent.

CHAPTER 4

GEOGRAPHIC DISTRIBUTION

One of the major challenges of economic development is to ensure some degree of geographic equity across a country. This is particularly important where the geographical distribution of populations coincides or is coterminous with other divisions or distinctions in a society. Economic activity, by its very nature, always creates nodes, the spread effect of which can create disparities. The experience of Trinidad and, more recently of Tobago, displays these tendencies. In its post-plantation phase, the country has had rapid industrialisation and the development of commerce and finance, and of tourism in Tobago that have had locational impact, including on the life chances of the different sections of the society.

Tables 4.1 and 4.2, together with the associated charts and maps provide information on the geographic distribution of poverty. The disparity ratios identify those areas of the country that contribute more to the population of poor, than their representation in the sample.

4.1 GEOGRAPHIC DISTRIBUTION OF THE POOR BY REGION

Geographically, Trinidad is comprised of two major cities, Port of Spain and San Fernando; three boroughs: Arima, Chaguanas and Point Fortin; and nine Municipalities. The latter constitute larger spatial units than the cities and boroughs, comprise of a mix of urban and rural communities and most consist of larger populations than the cities and boroughs. Tobago consists of seven parishes and more than half of the island's population is resident in the south-western parishes of St. Andrew, St. David, and St. Patrick.

The report uses the term Regional Corporation (RC) as a catch-all in reference to the main geographical districts under review, including the major cities, boroughs, regional corporations and Tobago.

4.1.1 PERCENTAGE OF TOTAL POOR POPULATION

Most of the country's poor can be located in Siparia (15.1%), Princes Town (11.2%), San Juan/Laventille (11.0%) and Tunapuna/Piarco (10.1); these regional Corporations together accounted for 47.4 percent of the total poor population. Interestingly, the Borough of Arima accounted for the smallest proportion of the nation's poor, accounting for only 0.8 percent, although the Borough represented 2.9 percent of the sample. Tobago accounted for 5.2 percent of the total poor population, while it represented for 4.6 percent the sample population - a disparity ratio of 1.1.

4.1.2 PERCENTAGE OF THE POPULATION WITHIN THE REGIONAL CORPORATION

In terms of the prevalence of poverty within Regional Corporations, Sangre Grande had the most poor persons per 100 in the population; 39.1 percent of the population in the Regional Corporation of Sangre Grande were deemed to be poor. Other regions of high poverty concentration included Princes Town (30%), the Borough of Point Fortin (24.6%), Mayaro/Rio Claro (26.6%) and Siparia (27.7%), all of which showed prevalence rates above 20 percent.

The Borough of Arima and the Borough of Chaguanas showed the lowest levels of poverty per 100 of the population, with prevalence rates of 4.5 percent and 8.9 percent respectively.

TABLE 4.1: GEOGRAPHIC DISTRIBUTION OF POVERTY BY REGIONAL CORPORATION

Regional Corporation	As % of Poor Population	As % of Non Poor Population	Percent of Regional Corporation Population Poor	Total Sample Population of Regional Corporation	Regional Corporation As % of Sample	Disparity Ratio
Port of Spain	5.1	4.6	18.0	718	4.7	1.1
Mayaro/Rio Claro	5.1	2.8	26.6	492	3.2	1.6
Sangre Grande	9.6	3.0	39.1	627	4.1	2.3
Princes Town	11.2	5.3	30.0	954	6.3	1.8
Penal/Debe	3.7	5.4	12.0	784	5.2	0.7
Siparia	15.1	7.9	27.7	1391	9.1	1.7
City of San Fernando	2.8	4.5	11.2	641	4.2	0.7
Borough of Arima	0.8	3.3	4.5	436	2.9	0.3
Borough of Chaguanas	2.6	5.4	8.9	748	4.9	0.5
Borough of Point Fortin	2.2	1.4	24.6	230	1.5	1.5
Diego Martin	7.9	9.1	14.9	1349	8.9	0.9
San Juan/Laventille	11.0	12.9	14.7	1915	12.6	0.9
Tunapuna/Piarco	10.1	17.3	10.5	2445	16.1	0.6
Couva/Tabaquite/Talparo	7.4	12.7	10.5	1795	11.8	0.6
Tobago	5.2	4.4	19.0	694	4.6	1.1
Total	%	100	100.0	-	100.0	-
Total	N	2546	12672	-	15218	-

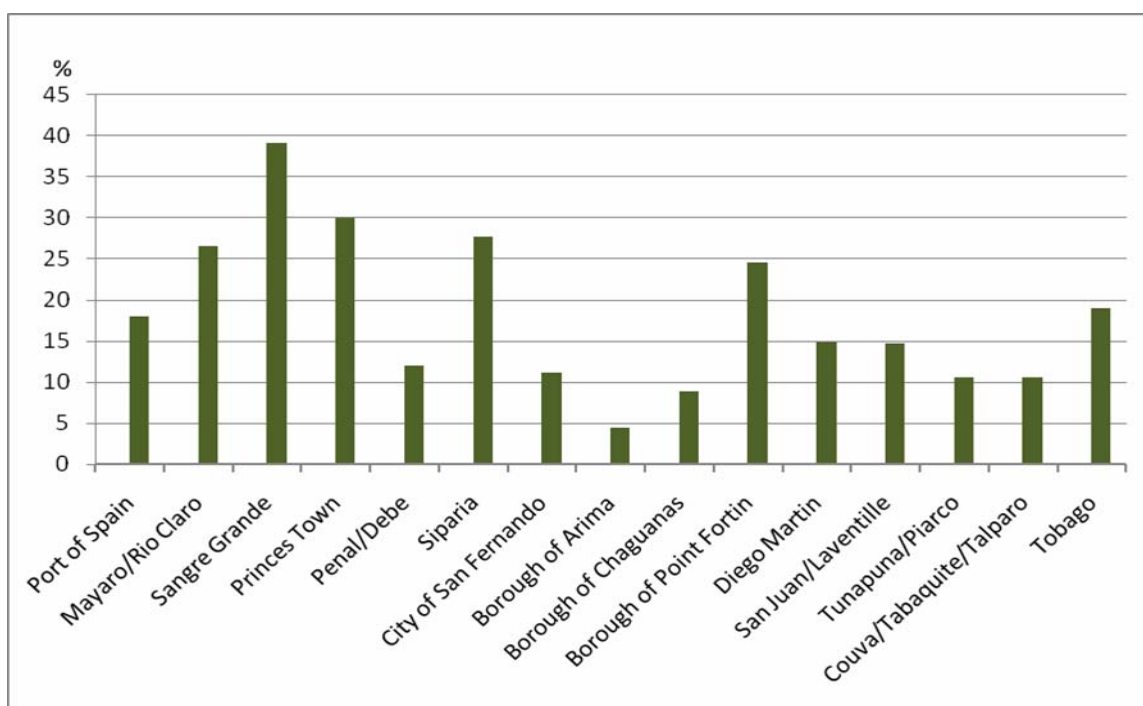


FIGURE 4.1: DISTRIBUTION OF POOR AS PERCENTAGE OF REGIONAL CORPORATION POPULATION

4.2 SOCIO-ECONOMIC STATUS BY COUNTY AND MAJOR CITIES

The county was the administrative structure for the country for most of the last century and is still in use in some departments of Government. The county distribution of poor and non-poor is seen in Table 1.7. There were some substantial differences among the counties and the Cities and Boroughs. Firstly, there was no indigence recorded in Tobago, even though it constituted 4.6 percent or almost five percent of the sample. A similar situation was found in San Fernando. Port-of-Spain which accounted for 4.7 percent of the sample, on the other hand, contributed 21 percent of the indigents. Indeed, it is possible that rural to urban migration may be a contributing factor for the high degree of indigence in Port-of-Spain.

Another interesting finding is the fact that the counties of St. Andrew and St Patrick contributed a far larger share of the indigent and the poor than was their representation in the sample population. Nariva, which includes the Regional Corporation of Mayaro, seems to have started to show some of the effects of more focused development on the population of the area: it has been historically one of the poorer areas of the country.

The poorest parts of the country in 2005 were therefore, the remote north east and the other extreme end, the south-west of the country. As was found in the earlier study with data for 1997/98, poverty that was endemic in Caroni more than a quarter a century ago, has declined significantly, with this area having a smaller percentage of the poor and vulnerable than is its representation in the population. It has joined St. George in terms of representation of the poor and non-poor relative to its presence in the sample: the urbanisation that has taken place in the area might be one of the factors, with its becoming substantially like St. George in terms of the presence of public services, industry, commerce and residential accommodation.

TABLE 4.2: SOCIO-ECONOMIC DISTRIBUTION OF POPULATION BY COUNTY AND MAJOR CITIES

County/Major City	Socio Economic Status								Total	
	Indigent		Poor		Vulnerable		Non Poor			
	N	%	N	%	N	%	N	%	N	%
Port of Spain	38	21.0	92	3.9	51	3.7	538	4.8	718	4.7
San Fernando	0	0	72	3.0	39	2.8	531	4.7	641	4.2
St George	16	8.8	739	31.2	599	43.9	4676	41.4	6030	39.6
Caroni	8	4.7	202	8.5	131	9.6	1789	15.8	2131	14.0
Nariva	7	4.0	89	3.8	99	7.3	256	2.3	451	3.0
St. Andrew	34	19.0	246	10.4	33	2.4	355	3.1	668	4.4
Victoria	16	8.7	413	17.5	217	15.9	1569	13.9	2215	14.6
St Patrick	61	33.9	381	16.1	174	12.7	1055	9.3	1670	11.0
Tobago	0	0	132	5.6	22	1.6	540	4.8	694	4.6
Total	180	100.0	2366	100.0	1365	100.0	11308	100.0	15218	100.0

4.3 RANKING COMMUNITIES USING THE BASIC NEEDS INDEX

The Basic Needs index was used in developing composites scores on communities based on the index for households in the respective communities. This allowed the creating of an array of all listed communities in Trinidad and Tobago from the poorest, Cumaca, to the most well-off, Federation Park in Trinidad. The complete ranking of communities is provided in Technical Appendix III.

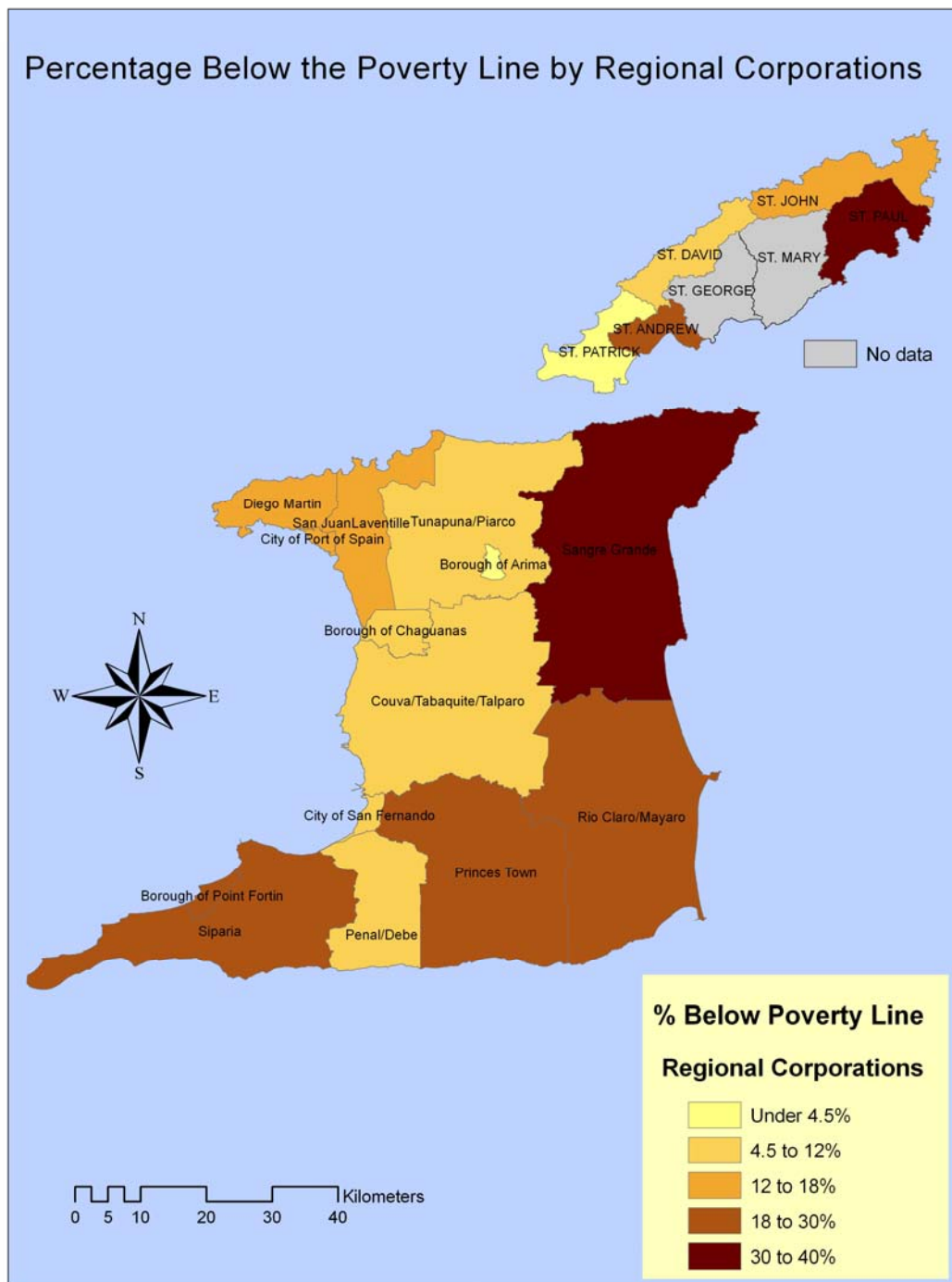
4.4 MAPPING POVERTY

A GIS map of the results is presented in Map 4.1. The lighter the colour, the lower the quintile in which a community falls in the array of scores, and the deeper the colour, the better-off the community. The map suggests that the poorer areas of Trinidad at the time of the census of 2000, was spread along the east and south of the island, and the better-off areas were in the north-west and in pockets along the west of Trinidad, with pockets of poverty interspersed in these administrative areas. Much of the population of Trinidad is concentrated along the East/West Corridor, and along the west coast. Some of the most well-off areas of the island are in a radius of less than two miles from some of the poorest communities in Trinidad. In the case of Tobago, the south-west was the better-off section of the island, but there were pockets of the better-off in the north-east of the island.

Map 4.2 presents the poverty situation based on the SLC but this time, instead of communities, the focus was on regional corporations. The colour code is the reverse of the order used in the community based distribution. This map suggests that while there might have been some change, geography of poverty has remained relatively intact. The mapping for Tobago is based on the data supplied to Kairi Consultants Ltd by the CSO⁶. There were only 198 households enumerated in Tobago. It is normal in multi-island countries to over-sample the smaller entities: in that regard, a larger number of households might have been selected in Tobago.

⁶ One source has suggested that CSO treated Tobago as a whole. No official documentation was supplied on this.

MAP 4.1:



MAP 4.2: POVERTY HEADCOUNT

CHAPTER 5 DEMOGRAPHY

This section examines the linkages between the socio-economic status and demographic characteristics of target units, specifically individuals and households, in Trinidad and Tobago. Trinidad and Tobago has already entered the stage of declining rates of natural increase due primarily declining fertility and fewer annual live births on one hand, and increases in the annual number of deaths that is concomitant with population aging, the latter being a consequence of declining fertility, improved mortality status over time and increasing life expectancy. At the same time, the country has from time to time been a major exporter of skilled workers, especially to the North Atlantic, and in more recent times, has attracted workers from the rest of the Caribbean and even further afield. The movement in both directions can be large: in other words, there can be as many seeking their place in the sun in Trinidad and Tobago, as there are nationals of the country seeking economic advancement by migrating. The SLC provides an opportunity to identify differences across the society in respect of such areas as fertility rates, propensity to establish marital unions, and migration.

5.1 A DEMOGRAPHIC PROFILE OF THE POPULATION

In order to obtain a demographic profile of the population of Trinidad and Tobago at the time of the 2005-SLC, a reasonable starting point would be the 2000 Population and Housing Census. According to the Central Statistical Office (2006), the population count from the 2000 population and housing census was 1,262,366 persons. This constituted a 4 percent increase over the 1990 Census population that had amounted to 1,213,733. In 2000, 1,208,262 persons or 96 percent of the population were resident in Trinidad while 54,084 or 4 percent were resident in Tobago.

Geographically, Trinidad is comprised of two cities: Port of Spain and San Fernando; three boroughs: Arima, Chaguanas and Point Fortin; and nine municipalities. The latter constitute larger spatial units than the cities and boroughs, comprise of a mix of urban and rural communities and most consist of larger populations than the cities and boroughs. Tobago consists of seven parishes and more than half of the island's population is resident in the south-western parishes of St. Andrew, St. David, and St. Patrick.

The sex composition of the population was such that males marginally outnumbered females in Trinidad and in the overall national population. In Tobago, however, females outnumbered males, this being especially the case in the more urban south-western parishes of St. Patrick, St. Andrew and St. George. With respect to the age distribution of the population, the 2000 Census revealed that about a quarter of the population (25.3 percent) were children under the age of 15 years. Just under one-fifth (19.8 percent) of the population were youth (15-24 years old). Another 30.2 percent of the population were younger persons in the prime of their working lives (25-44 years) as opposed to 17.7 percent of the population who were more mature working age persons 45-64 years old. Persons 65 years or older accounted for 7.1 percent of the population. In terms of the age sex structure by age group of the population, males outnumbered females in younger five-year age groups but a reversal in this pattern was evident in the 55-59 age group and among older five-year age groups.

Trinidad and Tobago is a cosmopolitan society and its population has traditionally been comprised of two major groups consisting of persons of African origin and East Indian origin. Based upon the 2000 Census, these two groups accounted for 37.5 percent and 40 percent respectively of the national population. The census also revealed that there was a growing population of Mixed origin and that this category accounted for 20.5 percent of the national population. The remaining 2 percent consist of smaller groups including Caucasians, Portuguese, Chinese, Syrians, Lebanese, and Amerindians. The ethnic composition of the population of Trinidad and Tobago has its roots in historical antecedents that have been critical in shaping numerous facets of the nation's cultural dynamics which in turn, impact upon variations in the standard of living experienced by persons belonging to the different ethnic groups.

Primarily because of historical antecedents and the ethnic mix of the population, Trinidad and Tobago has emerged as a multi-religious society. Although Roman Catholicism has persisted as the most popular religion in Trinidad and Tobago, it has been losing ground to other Christian denominations primarily the Pentecostals/Evangelicals. Roman Catholicism accounted for 26 percent of the population at the time of the 2000 Census while Pentecostalism accounted for 6.8 percent. Other notable Christian groups that accounted for substantial numbers in the population include Anglicans (7.8 percent) and Baptists (7.2 percent). Hindus and Muslims continue to account for 22.6 percent and 5.8 percent respectively of the population.

Insofar as some key parameters of the population of Trinidad and Tobago have been presented based on the 2000 Census, one would be in a better position to gauge estimates based upon the 2005 SLC given the paucity of reliable mid-year population estimates since 2000. Nonetheless, some emphasis was placed upon provisional estimates of population size for Trinidad and Tobago in 2005 based upon demographic exercises conducted by the CSO with the assistance of

a consultant. Accordingly, the size of the national population was estimated to be 1,284,303 in 2005. Moreover, children under the age of 15 years were estimated to account for 21.3 percent of the national population being relatively fewer than in 2000. Youth 15-24 years were estimated to account for 20.6 percent in 2005, constituting a slightly larger share than in 2000. With respect to persons 25-44 years and 45-64 years, the respective proportions in 2005 were estimated to be 30.2 percent and 20.3 percent. While the former share was not estimated to have changed between 2000 and 2005, the latter increased. The proportion of the national population consisting of persons 65 years and over was estimated to have increased slightly from 7.1 percent to 7.6 percent between 2000 and 2005. These estimates are indicative of population aging in Trinidad and Tobago, a phenomenon that is largely due to declines in the annual number of births, increases in the annual number of deaths and return migration primarily of older persons.

5.2 THE AGE DIMENSION

Table 5.1 attests to the tendency for poverty to be concentrated in younger age groups, since households with a larger number of children run a greater risk of being poor. In general, the percentages of persons in age groups 0-4, 5-9, 10-14, and 15-19 tend to be larger than respective percentages deemed to be indicative of such age group's share in the entire population, thus establishing the relative youthfulness of poverty. For the purposes of this discussion, the population had been disaggregated into functional sub-populations including children 0-14 years, the youth 15-24 years, persons in younger working age groups age 25-44 years, more mature persons of working-age (45-64 years) and finally persons who are likely to be retired, approaching the ranks of the elderly and are 65 years or older. Table 5.4 (b) shows that the likelihood of being non-poor is greater for persons in older sub-populations than older ones, this being evident irrespective of the individuals' sex. With respect to being classified as vulnerable, poor or indigent, the likelihood increases for persons in younger sub-populations. Such an outcome provides further support for the youthfulness of poverty.

TABLE 5.1: POVERTY BY FIVE YEAR AGE GROUPS

Five Year Age Groups	Socio Economic Status (%)				
	Indigent	Poor	Vulnerable	Non Poor	Total
0-4	14.2	9.1	8.8	6	6.9
5-9	10.3	9	10	5.9	6.9
10-14	13.6	11.5	9.6	7.2	8.2
15-19	15	14.2	10.5	8.4	9.6
20-24	7.9	11.3	10.7	9	9.5
25-29	9.5	7.2	9.2	7.6	7.8
30-34	8.7	6.5	6.9	6.6	6.6
35-39	5	5.8	6.3	6.8	6.6
40-44	4.6	6.7	6.3	7.9	7.5
45-49	5.4	4.9	5.4	7.1	6.6
50-54	1.8	3.9	3.8	6.2	5.5
55-59	1.4	3.3	4.1	5.4	4.9
60-64	-	2.7	2.9	4.3	3.9
65-69	1.4	1.3	1.6	4	3.3
70-74	0.6	1.2	1.6	2.7	2.3
75-79	0.8	0.7	0.9	1.9	1.6
80-84	-	0.3	0.6	1.4	1.1
85+	-	0.3	0.6	0.9	0.8
Not Stated	-	-	0.2	0.4	0.3
Total	100	100	100	100	100

Whether male or female, the mean age of household heads tends to rise with socio-economic status and male heads tended to be younger than female heads of households irrespective of socio-economic status (Table 5.2). While this matter has not been investigated in the study, it is probable that male-headed households were more likely to be nuclear, while female-headed households were more likely to be extended, consisting of grandmothers as heads of households. Table 5.2 below provides information on mean ages of heads by quintile and sex.

TABLE 5.2: MEAN AGE OF HEADS BY GENDER AND QUINTILES

Sex of Household Head	Per Capita Consumption Quintiles (Mean)					Total
	I	II	III	IV	V	
Males	49	50	50	52	53	51
Females	53	53	56	57	59	56
Av. Both Sexes	50	51	52	53	55	53

5.3 GENDER

The sex composition of heads of households according to their socio-economic status is shown in Table 5.3. Female heads of households were more likely in the poorest quintile than in any of the other quintiles. Such an observation was not unexpected having regard to work on poverty done elsewhere in the Caribbean which suggests that poorer households are more likely to be headed by women, and single headship by females is a very dominant characteristic of Caribbean households. Almost 37.7 percent of the poorest households were headed by women compared to a national average of 32.5 percent.

In Trinidad and Tobago, as in the rest of the Caribbean a complex pattern of mating and union formation exists, which has its genesis in the region's African cultural antecedents and its historical experiences in the era of Plantation slavery. The outcome has been a system of union formation in which a large percentage of women may be involved in a socially, but not formally sanctioned relationship with a man at any given point in time. This type of relationship is known as a 'visiting' union. A man, on the other hand, may be involved in more than one visiting relationship, or may be involved in a formal marriage or common law relationship even whilst being involved in the visiting relationship. This phenomenon leads to families with 'missing men', or families of women and infants with no men present in the household⁷. In this regard some of the households counted as being single mother female headed, in fact represent a family spread between two households with the male member of the family living in a separate household.

⁷ Brown, Dennis. A.V., *Understanding Vulnerability: mating fertility and chronic poverty in the Caribbean*: Mimeo, March 2007.

TABLE 5.3: DISTRIBUTION OF HEADS OF HOUSEHOLDS BY SEX AND PER CAPITA CONSUMPTION QUINTILES

Sex	Per Capita Consumption Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Male	62.3	67.2	69	70.8	66.8	67.5
Female	37.7	32.8	31	29.2	33.2	32.5
Total	100	100	100	100	100	100

Table 5.4 presents the sex composition of individuals dependent upon whether they were among the indigent poor, the non-indigent poor, those persons deemed to be vulnerable or among the non-poor. While the data suggest that females outnumber males by a relatively small amount, such a pattern is only evident among the non-poor. Among the indigent poor, non-indigent poor and those deemed to be vulnerable, males outnumber females by a relatively small amount. Thus, among those persons classified as vulnerable or poor, the sex composition appears to be identical.

TABLE 5.4A: DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO SEX AND SOCIO-ECONOMIC STATUS

Sex	Socio Economic Status (%)				Total
	Indigent	Poor	Vulnerable	Non Poor	%
Male	49.7	50.4	50.2	49.1	49.4
Female	49.5	49.5	49.8	50.6	50.3
Not Stated	0.8	0.1		0.3	0.2
Total (%)	100	100	100	100	100
Total (n)	180	2366	1652	11020	15218

TABLE 5.4B: DISTRIBUTION OF HOUSEHOLD MEMBERS ACCORDING TO SOCIO-ECONOMIC STATUS, FUNCTIONAL AGE GROUP AND SEX

Sex	Age Groups	Socio Economic Status (%)				
		Indigent	Poor	Vulnerable	Non Poor	Total
Male	0-14	2	21.1	14.1	62.9	100
	15-24	1.3	21.2	12.3	65.2	100
	25-44	1.3	14.3	10.7	73.7	100
	45-64	0.4	10.9	8.5	80.2	100
	65+	0.3	6.9	7.1	85.7	100
	Not Stated	0	0	11.9	88.1	100
	Total	90	1193	829	5413	7525
Female	0-14	2.1	21	14.2	62.7	100
	15-24	1.5	20.2	11.8	66.5	100
	25-44	1	14.4	11.2	73.4	100
	45-64	0.5	11.2	8.4	79.9	100
	65+	0.4	5.9	5.6	88.1	100
	Not Stated	0	0	0	100	100
	Total	89	1171	822	5578	7660
Total	0-14	2	21	14.2	62.8	100
	15-24	1.4	20.7	12	65.8	100
	25-44	1.2	14.4	10.9	73.5	100
	45-64	0.5	11	8.4	80	100
	65+	0.4	6.3	6.2	87	100
	Not Stated	0	0	5.6	94.4	100
	Total	178	2363	1652	10991	15183

Table 5.5 shows the distribution of household members according to variations in socio-economic status. When the sex of the household members is taken into account, variations in poverty status appear to be similar across the sexes though there appears to be a slight advantage in favour of females among whom, 72.8 percent are estimated to be non-poor as opposed to 71.9 percent in the case of males. Reflecting upon the results contained in Table 5.4(b), there do not appear to be any major differences in variations in socio-economic status of male and females aged under 14 years, 15-24 years, 25-44 years or 45-64 years. However, among persons aged 65 years or older, variations in socio-economic status appear to be more favourable for females than for men. While 88.1 percent of such women are non-poor, the corresponding proportion among the men is 85.7 percent. In contrast, higher percentages of

men are estimated to be vulnerable or poor when compared to their female counterparts. With respect to being indigent, however, there appear to be no gender-related differences that might result in older persons assumption of such a status.

TABLE 5.5: DISTRIBUTION OF HOUSEHOLD MEMBERS BY SOCIO-ECONOMIC STATUS AND SEX

Sex	Age Groups	Socio Economic Status (%)				
		Indigent	Poor	Vulnerable	Non Poor	Total
Male	0-14	2.0	21.1	14.1	62.9	100.0
	15-24	1.3	21.2	12.3	65.2	100.0
	25-44	1.3	14.3	10.7	73.7	100.0
	45-64	.4	10.9	8.5	80.2	100.0
	65+	.3	6.9	7.1	85.7	100.0
	Not Stated	.0	.0	11.9	88.1	100.0
Female	0-14	2.1	21.0	14.2	62.7	100.0
	15-24	1.5	20.2	11.8	66.5	100.0
	25-44	1.0	14.4	11.2	73.4	100.0
	45-64	.5	11.2	8.4	79.9	100.0
	65+	.4	5.9	5.6	88.1	100.0
	Not Stated	.0	.0	.0	100.0	100.0
Total	0-14	2.0	21.0	14.2	62.8	100.0
	15-24	1.4	20.7	12.0	65.8	100.0
	25-44	1.2	14.4	10.9	73.5	100.0
	45-64	.5	11.0	8.4	80.0	100.0
	65+	.4	6.3	6.2	87.0	100.0
	Not Stated	.0	.0	5.6	94.4	100.0

5.4 ETHNICITY

The distribution of the population by ethnicity and socio-economic status is given in Table 5.6, while Table 5.7 provides an analysis of the data by per capita consumption quintiles. According to Table 2.4, a slightly larger number of persons of African descent were enumerated when compared to the number observed among persons of East Indian descent. Despite the fact that these two groups represented the vast majority of the sample that was enumerated, each group was under-represented in the sample this being more evident in the case of persons of East Indian descent. Persons of Mixed origin constitute another relatively large sub-population accounting for just over 27 percent of the sample. As such, persons of Mixed origin appear to be

over-represented in the sample. Altogether, the other groups such as Chinese, Syrian/Lebanese and Caucasian accounted for less than one percent of the sample and in each of these groups, virtually everybody was among the non-poor.

Table 5.6 shows variations in socio-economic status dependent upon the ethnic origin of household members. Accordingly, different patterns of variations emerge across the different ethnic groups. The most favourable pattern is discerned among persons of East Indian origin among whom, 78.5 percent have been estimated to be non-poor. Smaller but similar proportions amounting to 71.9 percent and 71.2 percent have been estimated for persons of African and Mixed origins respectively. Table 5.7 also suggests that persons of African origin are more likely to be among the ranks of the poor than their counterparts of other ethnic origins. Compared to persons from all other ethnic groups, those of Mixed origin appear most likely to be vulnerable.

TABLE 5.6: DISTRIBUTION OF HOUSEHOLD MEMBERS BY POVERTY STATUS ACCORDING TO ETHNICITY

Ethnicity	Socio Economic Status								Total	
	Indigent		Poor		Vulnerable		Non Poor			
	N	%	N	%	N	%	N	%	N	%
African	56	1.0	1013	18.2	492	8.8	4000	71.9	5561	100.0
Indian	52	1.0	695	12.9	412	7.6	4227	78.5	5386	100.0
Chinese	-	-	-	-	-	-	34	100.0	34	100.0
Syrian/Lebanese	-	-	-	-	-	-	6	100.0	6	100.0
Caucasian	-	-	1	1.8	-	-	55	98.2	56	100.0
Mixed	71	1.7	655	15.9	460	11.1	2939	71.2	4126	100.0
Other Ethnic	-	-	-	-	1	14.3	6	85.7	7	100.0
Not Stated	-	-	1	2.4	-	-	40	97.6	41	100.0
Total	180	1.2	2366	15.5	1365	10.9	11308	72.4	15218	100.0

Tables 5.7A and 5.7B show the distribution of household members by socio-economic status and permits assessments of the variability associated with such distributions dependent upon individuals' ethnic origin. As such, the table supports the notion that smaller sub-populations such as Chinese, Caucasians and Syrian/Lebanese are more homogeneous insofar as the vast majority have been classified in the higher socio-economic status groups (i.e. Quintile 4 or higher). In contrast, persons of African, East Indian and Mixed origins are more equitably distributed across the full spectrum of socio-economic status groups. However, persons of East Indian origin are more likely than persons of African or Mixed origins to have demonstrated consumption behaviour that place them in higher socio-economic status groups. A cursory examination of Tables 5.7A and 5.7B suggest that there is not much difference in the variability of patterns indicative of the socio-economic status or persons of African and Mixed origins.

TABLE 5.7A: DISTRIBUTION OF HOUSEHOLD MEMBERS BY ETHNICITY AND PER CAPITA CONSUMPTION QUINTILES

Ethnicity	Per Capita Consumption Quintiles (%)					
	Poorest	II	III	IV	Richest	Total
African	39.8	38	37.7	33.9	33.5	36.5
Indian	29.8	33.8	36.1	39.8	37.3	35.4
Chinese	-	0	0.1	0.3	0.7	0.2
Syrian/Lebanese	-	-	-	0	0.2	0
Caucasian	0	-	0	0.1	1.6	0.4
Mixed	30.4	28	25.9	25.2	26.3	27.1
Other Ethnic	-	0	0	-	0.2	0
Not Stated	0	0.2	0.1	0.6	0.3	0.3
Total	100	100	100	100	100	100

TABLE 5.7B: DISTRIBUTION OF HOUSEHOLD MEMBERS BY PER CAPITA CONSUMPTION QUINTILES AND ETHNICITY

Ethnicity	Per Capita Consumption Quintiles (%)					
	Poorest	II	III	IV	Richest	Total
African	21.3	20.6	20.6	18.8	18.6	100
Indian	16.5	19	20.4	22.8	21.4	100
Chinese	-	2.9	11.8	26.5	58.8	100
Syrian/Lebanese	-	-	-	16.7	83.3	100
Caucasian	1.8	-	1.8	5.4	91.1	100
Mixed	21.9	20.5	19	18.8	19.7	100
Other Ethnic	-	14.3	14.3	-	71.4	100
Not Stated	2.4	14.6	9.8	48.8	24.4	100
Total	19.6	19.8	20	20.2	20.3	100

5.5 RELIGIOUS PERSUASION

In respect of the religion, Table 5.8 provides estimates of the distribution of the population according to religion. Such estimates suggest that Christian denominations account for at least two-thirds of the population. They also suggest that Hindus account for 20.2 percent and Muslims 5.7 percent. Further, Table 5.8 indicates that Pentecostal/Evangelicals are the third largest group in terms of religious persuasion and the second largest group among Christians.

In respect of quintile distribution, Table 5.9 shows that members from each of the religious groups tend to be relatively well distributed across the income spectrum, though there is some variation in patterns of dispersion as members of some religious groups are more likely to be in higher per capita consumption quintiles and therefore may be enjoying a higher standard of living.

Especially notable, is the fact that persons who were Baptists, Pentecostals/ Evangelicals, Jehovah's Witness and Seventh Day Adventists have been estimated to have had greater proportions of their members in the two poorest quintile groups when compared to other religious groups. Roman Catholics had a higher probability of being represented in the highest quintile and Pentecostals were not as well represented in the highest quintile relative to their presence in the population. Otherwise, a more favourable pattern is evident in the cases of the other Christian groups as well as in the cases of Hindus and Muslims.

TABLE 5.8: DISTRIBUTION OF HOUSEHOLD MEMBERS BY RELIGION ACCORDING TO PER CAPITA CONSUMPTION QUINTILES

Religion	Per Capita Consumption Quintiles (%)					
	Poorest	II	III	IV	Richest	Total
Anglican	6.9	7.3	6.2	9.1	9.4	7.8
Baptist	15.2	11.2	9.4	6.4	4.6	9.3
Hindu	17.1	18.9	21.3	23.2	20.4	20.2
Muslim	5.4	5.6	5.4	5.5	6.7	5.7
Jehovah Witness	1.6	2	1.9	0.6	1.4	1.5
Methodist	0.3	0.6	0.8	1.3	1	0.8
Moravian	0.2	0.2	0.7	1	0.3	0.5
Pentecostal/ Evangelical	17.1	16.4	18.2	15.6	12.6	16
Presbyterian	2.2	2.1	2.4	2.7	3.8	2.6
Roman Catholic	23.5	25.4	22.6	25.5	30.8	25.6
Seventh Day Adventist	4.6	4.3	5.1	3.4	2.8	4
Other	3.5	2.5	2.7	2.4	3.4	2.9
None	2	2.5	1.7	1.6	1.6	1.9
Not Stated	0.2	1.2	1.5	1.4	1.1	1.1
Total	100	100	100	100	100	100
Total (n)	2980	3024	3042	3081	3091	15218

TABLE 5.9: DISTRIBUTION OF HOUSEHOLD MEMBERS BY PER CAPITA CONSUMPTION QUINTILES ACCORDING TO RELIGION

Religion	Per Capita Consumption Quintiles (%)						Total (N)
	Poorest	II	III	IV	Richest	Total	
Anglican	17.4	18.5	15.9	23.8	24.4	100	1186
Baptist	31.9	23.8	20.2	13.9	10.1	100	1416
Hindu	16.5	18.6	21.1	23.3	20.5	100	3076
Muslim	18.5	19.3	18.8	19.6	23.7	100	874
Jehovah Witness	20.5	26.2	25.8	8.3	19.2	100	229
Methodist	8	15.2	18.4	32.8	24.8	100	125
Moravian	9.6	8.2	27.4	43.8	11	100	73
Pentecostal/Evangelical	21	20.4	22.8	19.8	16	100	2431
Presbyterian	16.1	15.4	18.4	20.8	29	100	403
Roman Catholic	18	19.7	17.7	20.2	24.4	100	3896
Seventh Day Adventist	22.4	21.1	25.2	17.2	14.2	100	612
Other	23.8	17	18.8	16.7	24	100	442
None	21.1	26.6	18.3	16.6	17.3	100	289
Not Stated	4.2	21.7	27.1	25.9	21.1	100	166
Total	19.6	19.9	20	20.2	20.3	100	15218

5.6 MARITAL STATUS

The marital status of the adult population is provided in Table 5.10. As much as 52.9 percent of the population of adults had never been married. The never married non-poor was less well represented among the non-poor than they were in the population, but had a greater representation among the indigent and the poor. Such an observation is consistent with the findings of Table 5.10(b) that shows never married persons as being less likely than persons in other marital status groups as being more likely to be non-poor, this being evident irrespective of individuals' sex and principally due to the positive correlation between youthfulness and socio-economic status. Interesting, however, is the pattern of variation in the socio-economic status of persons who were divorced and those who were legally separated. In both cases, the pattern of variation is more favourable among men than among women suggesting that power relations that are predicated upon gender differences and inequalities could be having a more positive impact upon men's socio-economic status in case where unions are dissolved. In both cases, notably greater proportions of males than females have been classified as non-poor while notably lower proportions have been classified as vulnerable, poor or indigent.

TABLE 5.10A: DISTRIBUTION OF POPULATION BY MARITAL STATUS AND SOCIO ECONOMIC STATUS

Marital Status	Socio Economic Status				Total %
	Indigent	Poor	Vulnerable	Non Poor	
Never Married	77.6	68.6	61.4	48.7	52.9
Married	14.9	23.2	27.9	38.6	35.3
Widowed	1.2	3.5	5.1	6.8	6.2
Legally Separated	-	1.2	1.5	1.9	1.7
Divorced	4.5	1.4	1.3	2.8	2.5
Not Stated	1.8	2.1	2.7	1.2	1.5
Total (%)	100	100	100	100	100
Total (n)	119	1722	1009	9304	12153

TABLE 5.10B: DISTRIBUTION OF POPULATION BY SOCIO ECONOMIC STATUS, MARITAL STATUS AND SEX

Marital Status	Socio Economic Status (%)				
	Indigent	Poor	Vulnerable	Non Poor	Total
Male					
Never Married	1.5	18.7	11.6	68.2	100
Married	0.4	9.2	8	82.5	100
Widowed	0	7.9	9.7	82.3	100
Legally Separated	0	6.9	6.3	86.8	100
Divorced	0.7	3.4	4.5	91.4	100
Not Stated	1.5	20.3	19.9	58.2	100
Total	1	14.6	10.2	74.2	100
Female					
Never Married	1.4	18	11.4	69.2	100
Married	0.5	9.5	8.4	81.6	100
Widowed	0.2	8.1	8.3	83.4	100
Legally Separated	0	11.5	9.9	78.6	100
Divorced	2.7	11.7	4.9	80.8	100
Not Stated	0	20.8	9	70.2	100
Total	0.9	13.8	9.8	75.5	100
Total					
Never Married	1.4	18.4	11.5	68.7	100
Married	0.4	9.3	8.2	82.1	100
Widowed	0.2	8	8.6	83.2	100
Legally Separated	0	9.5	8.3	82.2	100
Divorced	1.8	7.9	4.7	85.6	100
Not Stated	1.2	20.4	17.5	60.9	100
Total	1	14.2	10	74.8	100

Table 5.11A shows the distribution of females 14 years and over by union status and socio-economic status. Generally, almost one-third of females 14 years and over never had a husband or partner. This could presage the likely decline in fertility in the country. It is also interesting that women who were classified as indigent, poor or vulnerable, were less likely to have had a husband or partner when compared with those who were classified as non-poor. This is likely to be a function of the fact that younger females are more likely to be among the ranks of the disadvantaged and at the same time, among the ranks of those who never had a husband or partner. This means that any analysis of socio-economic status in relation to females' union status ought to control for women's age.

Table 5.11B takes the age of females into account in assessing linkages between union status and socio-economic status among such women. Whether women were under 25 years, 25-39 years or 40 years and over, more favourable patterns of variation in socio-economic status were evident among those who were legally married than among those in any of the other union status groups. Though not as favorable as those of their legally married counterparts, the patterns of variation in socio-economic status among women who were no longer living with a husband and those who never had a husband or partner, appear to have had more favourable than those observed among their counterparts who were in common-law unions, in visiting unions or no longer living with a common-law partner.

TABLE 5.11A: DISTRIBUTION OF FEMALES 14 YEARS AND OVER BY UNION STATUS AND SOCIO ECONOMIC STATUS

Union Status	Socio Economic Status (%)				
	Indigent	Poor	Vulnerable	Non Poor	Total
Married	11.1	21.2	27.3	35.8	32.7
Common-Law	16.8	14.8	13.1	10	11
Visiting	6.8	3.2	2.5	1	1.5
No Longer Living with husband	14.4	9.4	11.6	15	13.9
No longer living with common-law partner	12.4	8.3	9.4	6.1	6.8
Never had a husband or partner	36	39.1	33.7	29.4	31.2
Not Stated	2.5	3.9	2.4	2.8	2.9
Total (%)	100	100	100	100	100
Total (n)	58	848	605	4,647	6159

TABLE 5.11B: DISTRIBUTION OF FEMALES 14 YEARS AND OVER BY SOCIO ECONOMIC STATUS, UNION STATUS AND AGE GROUP

Union Status	Socio Economic Status (%)				Total
	Indigent	Poor	Vulnerable	Non Poor	
< 25					
Married	.0	12.4	10.7	77.0	100.0
Common-Law	2.0	16.3	11.9	69.9	100.0
Visiting	6.0	28.7	17.9	47.4	100.0
No Longer Living with husband	7.4	39.1	.0	53.5	100.0
No longer living with common-law partner	.0	24.6	27.6	47.8	100.0
Never had a husband or partner	1.5	20.3	11.2	67.0	100.0
Not Stated	1.4	21.1	12.3	65.2	100.0
Total	1.5	20.6	12.0	65.9	100.0
25-39					
Married	.9	9.3	9.2	80.6	100.0
Common-Law	2.6	20.1	11.7	65.6	100.0
Visiting	2.8	27.9	15.2	54.0	100.0
No Longer Living with husband	1.8	10.4	17.3	70.4	100.0
No longer living with common-law partner	1.1	20.5	17.0	61.4	100.0
Never had a husband or partner	.2	14.3	11.6	73.9	100.0
Not Stated	1.5	14.9	11.7	71.9	100.0
Total	1.3	14.5	11.6	72.6	100.0
40+					
Married	.1	8.6	7.7	83.7	100.0
Common-Law	.0	18.6	11.3	70.0	100.0
Visiting	.0	33.1	11.4	55.5	100.0
No Longer Living with husband	.8	8.6	7.5	83.2	100.0
No longer living with common-law partner	2.3	14.3	10.3	73.1	100.0
Never had a husband or partner	.6	11.2	5.3	83.0	100.0
Not Stated	.5	10.5	8.1	80.9	100.0
Total	.5	10.5	8.0	81.0	100.0
Not Stated					
Married	.0	.0	.0	100.0	100.0
Common-Law	.0	.0	.0	100.0	100.0
Visiting	.0	.0	.0	.0	.0
No Longer Living with husband	.0	.0	36.5	63.5	100.0
No longer living with common-law partner	.0	.0	.0	100.0	100.0
Never had a husband or partner	.0	.0	.0	100.0	100.0
Not Stated	.0	.0	6.3	93.7	100.0
Total	.0	.0	5.6	94.4	100.0
Total					
Married	.3	8.9	8.2	82.5	100.0
Common-Law	1.4	18.7	11.5	68.4	100.0
Visiting	4.2	28.9	16.2	50.8	100.0
No Longer Living with husband	1.0	9.3	8.4	81.4	100.0
No longer living with common-law partner	1.7	16.9	13.6	67.8	100.0
Never had a husband or partner	1.1	17.6	10.5	70.8	100.0
Not Stated	1.0	14.6	10.2	74.3	100.0
Total	1.0	14.2	10.0	74.8	100.0

5.7 FERTILITY BEHAVIOUR

The distribution of number of live births to women 14 years of age and over according to poverty status is given in Table 5.12 and Figure 3.1. At least one-third of women had not had a child. However, Table 5.12 (b) examines variations in the number of live births ever born to women according to socio-economic status taking a specific set of age cohort into account since these age cohorts are related to females' childbearing decisions and outcomes and known to have variable effects on their current fertility. In other words, Table 5.12 (b) seeks to examine the variation in women's current fertility in accordance with their socio-economic status controlling for the effects of age.

Table 5.12(b) shows some very interesting results. First, the proportion of women observed to be childless declines drastically from the youngest to the oldest cohort being 83 percent among those women less than 25 years, 32.4 percent among those 25-39 years and 11.1 percent among those 40 years or older. However, irrespective of age cohort, the observations are generally consistent with a positive association between women's socio-economic status and their likelihood of being childless. Table 5.12 shows a not unexpected result, that poorer women, relative to their number, were more likely to have four or more children than their non-poor counterparts. This is also further reinforced by the results contained in Table 5.12(b) confirming that irrespective of age cohort, greater proportions of poor women had four or more children when compared corresponding proportions among non-poor women. Among vulnerable and poor women, the magnitude of such proportions increased with a transition from the ranks of the vulnerable to the poor and then to the indigent. These observations are consistent with a negative association between socio-economic status and the prospect of having in excess of four children.

TABLE 5.12A: NUMBER OF LIVE BIRTHS EVER BORN TO FEMALES 14 YEARS AND OVER BY QUINTILES

Live Births Ever Had	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
None	378	35.6	384	33.9	435	34.8	448	34.5	495	35.1	2141	34.8
One	108	10.1	137	12.1	159	12.7	200	15.4	212	15.0	815	13.2
Two	147	13.8	187	16.5	235	18.8	236	18.2	251	17.8	1056	17.1
Three	94	8.8	131	11.5	136	10.9	177	13.6	168	11.9	706	11.5
Four	102	9.6	104	9.1	77	6.2	92	7.1	105	7.5	479	7.8
Five	68	6.4	57	5.0	72	5.7	49	3.8	48	3.4	293	4.8
Six+	160	15.1	121	10.7	121	9.7	88	6.8	113	8.0	604	9.8
Not Stated	6	.5	14	1.2	17	1.4	10	.7	18	1.3	64	1.0
Total	1061	100.0	1135	100.0	1252	100.0	1300	100.0	1411	100.0	6159	100.0

**TABLE 5.12B: NUMBER OF LIVE BIRTHS EVER BORN TO FEMALES 14 YEARS AND OVER
BY SOCIO-ECONOMIC STATUS AND AGE GROUP**

Age Group	Live Births Ever Had	Socio Economic Status (%)				
		Indigent	Poor	Vulnerable	Non Poor	Total
< 25	None	74.9	80.3	78.7	84.8	83.0
	One	10.4	12.1	14.5	8.9	10.2
	Two	14.7	3.8	4.6	3.2	3.7
	Three	.0	2.7	.7	.7	1.1
	Four	.0	.7	.6	.1	.3
	Five	.0	.0	.0	.1	.1
	Six+	.0	.0	.0	.2	.2
	Not Stated	.0	.4	.8	1.9	1.5
	Total	100.0	100.0	100.0	100.0	100.0
25-39	None	6.3	23.0	26.3	35.5	32.4
	One	6.2	14.0	17.7	23.7	21.4
	Two	26.1	25.4	25.1	24.7	24.9
	Three	13.9	13.9	14.1	10.0	11.1
	Four	23.4	10.1	8.3	2.7	4.7
	Five	11.6	5.7	4.7	1.7	2.7
	Six+	12.5	7.5	1.9	1.4	2.5
	Not Stated	.0	.5	2.0	.1	.4
	Total	100.0	100.0	100.0	100.0	100.0
40+	None	.0	5.0	6.5	12.5	11.1
	One	.0	4.7	4.6	11.6	10.3
	Two	6.8	14.2	9.3	21.7	19.9
	Three	.0	11.4	16.6	17.9	17.0
	Four	23.2	16.1	20.4	12.3	13.4
	Five	16.3	12.3	10.8	7.5	8.3
	Six+	53.8	35.6	28.0	15.5	18.8
	Not Stated	.0	.7	3.6	1.0	1.2
	Total	100.0	100.0	100.0	100.0	100.0
Not Stated	None	.0	.0	.0	34.4	34.4
	One	.0	.0	.0	15.3	15.3
	Two	.0	.0	.0	14.3	14.3
	Three	.0	.0	.0	15.7	15.7
	Four	.0	.0	.0	5.2	5.2
	Five	.0	.0	.0	.0	.0
	Six+	.0	.0	.0	15.1	15.1
	Not Stated	.0	.0	.0	.0	.0
	Total	.0	.0	.0	100.0	100.0
Total	None	33.5	36.9	34.1	34.5	34.8
	One	6.3	9.9	11.7	14.1	13.2
	Two	16.1	13.5	12.8	18.4	17.1
	Three	4.3	9.0	11.1	12.1	11.5
	Four	13.5	8.9	10.8	7.1	7.8
	Five	8.0	6.1	5.7	4.4	4.8
	Six+	18.3	15.1	11.6	8.5	9.8
	Not Stated	.0	.5	2.3	1.0	1.0
	Total	100.0	100.0	100.0	100.0	100.0

TABLE 5.12C: NUMBER OF LIVE BIRTHS BY AGE GROUP AND SOCIO-ECONOMIC STATUS

Age Group	Live Births Ever Had	Socio Economic Status (%)				
		Indigent	Poor	Vulnerable	Non Poor	Total
< 25	None	1.4	19.2	11.1	68.3	100.0
	One	1.6	23.4	16.6	58.3	100.0
	Two	6.4	20.4	14.6	58.6	100.0
	Three	.0	49.1	7.7	43.2	100.0
	Four	.0	50.1	24.9	24.9	100.0
	Five	.0	.0	.0	100.0	100.0
	Six+	.0	.0	.0	100.0	100.0
	Not Stated	.0	5.0	6.2	88.7	100.0
	Total	1.6	19.8	11.7	66.9	100.0
25-39	None	.2	10.1	9.4	80.3	100.0
	One	.3	9.3	9.6	80.8	100.0
	Two	1.2	14.5	11.6	72.7	100.0
	Three	1.4	17.8	14.7	66.1	100.0
	Four	5.5	30.8	20.5	43.2	100.0
	Five	4.7	29.5	19.8	46.0	100.0
	Six+	5.6	43.1	8.6	42.7	100.0
	Not Stated	.0	18.5	60.6	20.9	100.0
	Total	1.1	14.2	11.5	73.1	100.0
40+	None	.0	4.7	4.7	90.6	100.0
	One	.0	4.8	3.6	91.6	100.0
	Two	.2	7.5	3.8	88.6	100.0
	Three	.0	7.0	7.8	85.1	100.0
	Four	.9	12.6	12.2	74.2	100.0
	Five	1.0	15.6	10.4	73.1	100.0
	Six+	1.5	19.9	11.9	66.7	100.0
	Not Stated	.0	6.2	24.2	69.6	100.0
	Total	.5	10.5	8.0	81.0	100.0
Not Stated	None	.0	.0	.0	100.0	100.0
	One	.0	.0	.0	100.0	100.0
	Two	.0	.0	.0	100.0	100.0
	Three	.0	.0	.0	100.0	100.0
	Four	.0	.0	.0	100.0	100.0
	Five	.0	.0	.0	.0	.0
	Six+	.0	.0	.0	100.0	100.0
	Not Stated	.0	.0	.0	.0	.0
	Total	.0	.0	.0	100.0	100.0
Total	None	.9	14.6	9.6	74.8	100.0
	One	.4	10.3	8.7	80.6	100.0
	Two	.9	10.9	7.4	80.9	100.0
	Three	.4	10.8	9.5	79.3	100.0
	Four	1.6	15.8	13.6	68.9	100.0
	Five	1.6	17.6	11.8	69.0	100.0
	Six+	1.7	21.2	11.6	65.5	100.0
	Not Stated	.0	7.0	21.4	71.7	100.0
	Total	.9	13.8	9.8	75.5	100.0

In respect of mean age at first birth by socio-economic status, the non-poor were more likely to postpone first birth than the indigent and poor. Thus, according to the data, the early onset of childbearing is associated with females' current poverty status. This is demonstrated in Table 5.14, which gives the mean age at first birth according to per capita consumption quintiles and shows that the mean age at first birth is highest in the richest quintile. Higher mean age at first birth is usually indicative of women's orientation toward deferring the onset of a first pregnancy. Such behaviour is consistent with conscious choices that are often associated with enhancing prospects of improved individual well being through participation in the labour force, pursuing further education and training.

TABLE 5.13: MEAN AGE AT FIRST BIRTH BY PER CAPITA CONSUMPTION QUINTILES

	Per Capita Consumption Quintiles					
	Poorest	II	III	IV	Richest	T&T
Mean Age at First Birth	21	21	22	22	23	22

5.8 MIGRATION

Based on accounts from 4,258 households, 14.9 percent are estimated to have had at least one member who migrated. While just 8.9 percent from among the poorest households indicated that a member had migrated, the corresponding proportion from among the wealthiest households is 20.6 percent. Thus, the wealthiest households are estimated to be more than twice as likely when compared to the poorest households to have had at least one member migrating. Generally speaking, Table 5.14 demonstrates a positive association between the socio-economic status of households and the likelihood of migration of household members. While many persons may have a desire to migrate, only those who can meet the costs associated with migration stand the best chance of effecting such migration. Essentially, it hinges upon household members access to the various forms of capital whether human, physical and social, the end result having serious implications for poorer households insofar as a limited capacity to access capital could impair members' chances of migrating especially when such migration can enhance chances of sustaining their livelihood.

In the context of Trinidad and Tobago, the observed a positive association between the socio-economic status of households and the likelihood of migration of household members could be a manifestation of a number of features associated with contemporary national processes such as a continuing brain drain from the country. It could also be indicative of the sense of insecurity felt by persons in the highest quintile, but who have the wherewithal to vote with their feet and to emigrate. This would have considerable significance for Trinidad and Tobago. If its elite do not have faith in the country, the investible resources that might have been

available otherwise, will be directed abroad, thereby limiting the growth of the private sector, which, in the final analysis, is a necessary condition for the sustainable development of the country.

TABLE 5.14: DISTRIBUTION OF HOUSEHOLDS BY MIGRATION STATUS OF MEMBERS AND HOUSEHOLD QUINTILE STATUS

Person Migrating From Household	Household Quintiles										Group Total	
	Poorest		II		III		IV		Richest			
	N	%	N	%	N	%	N	%	N	%	N	%
No One Migrated	758	91.00	734	86.70	739	86.40	692	81.10	687	79.10	3611	84.80
Someone Migrated	74	8.90	109	12.80	116	13.60	158	18.50	179	20.60	636	14.90
Not stated	1	0.20	4	0.40			4	0.40	2	0.30	11	0.30
Group Total	834	100.00	847	100.00	855	100.00	854	100.00	869	100.00	4258	100.00

CHAPTER 6

LABOUR AND EMPLOYMENT

This section treats with employment and socio-economic status. In Trinidad and Tobago, household incomes are determined in large measure by participation in the formal economy or in informal sector activities linked to the formal economy. Thus, employment is a major factor in the determination of the level of well-being of households, outside of transfers allocated to poorer and vulnerable households by the Government.

Given the high level of structural unemployment over the years, the Government has found it necessary to engage in special employment programmes (SEPs). In spite of the inefficiencies with which such programmes are plagued, every government administration in the history of the country, since self-government engaged in some type of SEP.

The most recent incarnation has been Community Environment Protection and Enhancement Program (CEPEP), which relies on private contractors to create employment based on contracts to provide services in community beautification and maintenance, which they are awarded by a state agency, the Solid Waste Management Company. On the other hand, there is also, at least one of these SEPs - the Unemployment Relief Programme (URP) which, it has been argued, has the potential to raise the reserve price of labour, thereby reducing private sector employment in those areas that pay lower wages.

Recent expansion of employment in the economy has been driven in part by the boom in construction activity, much of which has been led by state expenditure in housing, office complexes, road expansion, and industrial development. The related services have created indirectly rounds of employment, in addition to the SEPs. The data on the labour market generated by the SLC of 2005 would be expected to reflect these trends.

6.1 LABOUR FORCE PARTICIPATION

The SLC found that the labour force participation rate for Trinidad and Tobago was 58.3 percent and labor force participation rate was lowest in the lowest consumption quintile. Table 6.1 attests to the higher participation rates for men, irrespective of consumption quintile. Average male participation was at 67.8 percent, compared to 49.1 percent for females, across all quintiles.

Given the better performance of girls in the educational system, it may well be that the segmentation of the labour market is a factor in the possible withdrawal from, or non-participation on the part of some women. Policies for poverty reduction and the enhancement of household income may need to focus on the participation of women in the labour market and on their training with a view to eliminating segmentation in the labour market.

TABLE 6.1: LABOUR FORCE PARTICIPATION RATE BY SEX AND QUINTILES

Labour Force Participation	Per Capita Consumption Quintiles (%)					Total (%)
	Poorest	II	III	IV	Richest	
Male						
In Labour Force	63.9	69.1	69.1	68.2	68.5	67.8
Not in labour Force	36.1	30.9	30.9	31.8	31.5	32.2
Total	100	100	100	100	100	100
Female						
In Labour Force	46.2	47	50.5	50.5	50.3	49.1
Not in labour Force	53.8	53	49.5	49.5	49.7	50.9
Total	100	100	100	100	100	100
Both Sexes						
In Labour Force	55.1	58.2	59.5	59.2	59	58.3
Not in labour Force	44.9	41.8	40.5	40.8	41	41.7
Total (percent)	100	100	100	100	100	100
Total (sample n)	2085	2236	2374	2501	2675	11871

Table 6.2 provides information on labour force participation of workers from the data generated by the SLC. Participation rates were higher in Tobago than in Trinidad and in particular for females, which is indicative of the high level of employment generated in Tobago, by the tourism sector, that has encouraged labour commitment on the part of women. The data also point to the presence of a primary work force of prime age males 25-44, and a continuing greater fluidity in the female labour force, in terms of participation across the age cycle.

TABLE 6.2: LABOUR FORCE PARTICIPATION BY SEX AND AGE GROUP (15 +)

Labour Force Participation	Total	Male	Female
ALL TRINIDAD AND TOBAGO			
TRINIDAD	57.9	67.8	48.4
TOBAGO	68.7	63.6	66.3
TOTAL (N)	11,314	5,564	5,749
AGE GROUP			
15-24	52.6	58.6	46.1
25-44	73.6	84.8	62.7
46-64	61.9	74.2	50.1
65 AND OLDER	23.6	29.6	19.0
TOTAL (N)	10,304	5,155	5,148

6.1.1 FEMALE NON-PARTICIPANTS

The data suggest that non-participation among women is evenly distributed across age groups, with the exception of young women aged 15-19. This may be on account of high numbers of females of this age group that may be in school (Table 6.3). Indeed the data in Table 6.5 support this view on account of the high numbers of youth aged 15-24 that are not in the labour force by reason of being in school. A closer look at educational attainment of females not in the labour force, shows that as many as 50.4 percent of had attained at most primary level education (Table 6.4).

TABLE 6.3: FEMALES NOT PARTICIPATING IN LABOUR FORCE - FIVE YEAR AGE GROUPS

Age Groups	Frequency	Percent
15-19	507	16.5
20-24	241	7.9
25-29	184	6.0
30-34	187	6.1
35-39	205	6.7
40-44	247	8.0
45-49	188	6.1
50-54	191	6.2
55-59	209	6.8
60-64	205	6.7
65-69	234	7.6
70-74	184	6.0
75-79	111	3.6
80-84	91	3.0
85+	73	2.4
Not Stated	8	.3
Total	3064	100.0

TABLE 6.4: FEMALES NOT PARTICIPATING IN LABOUR FORCE - HIGHEST LEVEL EDUCATION

Level of Education	Frequency	Percent
Nursery/Pre-school Kindergarten	5	.2
Primary	1208	50.4
Secondary	713	29.7
Commerical/Secretarial/Business & Computer	109	4.5
Technical Institute	18	.7
Adult continuing education (ACE)	14	.6
Distance Learning	3	.1
Community College	12	.5
University	37	1.5
Special School	8	.3
Other	46	1.9
None	12	.5
Not Stated	214	8.9
Total	2397	100.0

6.1.2 YOUTH

Table 6.5 below shows the percent of youth not participating in the labour market. Some 64 percent were in school of some sort, which suggests evidence of delay in labour market entry in favour of schooling and training. Table 6.6 on 'highest level of education' shows that most had achieved some level of secondary education, which is the base for most forms of education and training for occupations in which they might engage in their post school careers.

TABLE 6.5: NON PARTICIPANTS IN 15-24- ATTENDING SCHOOL

Attending School	Frequency	Percent
Yes	879	63.6
No	492	35.6
Not Stated	10	.7
Total	1381	100.0

TABLE 6.6: NON PARTICIPANTS AGED 15-24-BY HIGHEST LEVEL OF EDUCATION ATTAINED

Level of Education	Frequency	Percent
Primary	105	20.9
Secondary	309	61.5
Commerical/Secretarial/Business & Computer	13	2.6
Technical Institute	2	.5
Adult continuing education (ACE)	1	.2
Distance Learning	1	.2
University	5	1.0
Special School	6	1.2
Other	7	1.4
None	2	.5
Not Stated	50	10.0
Total	502	100.0

6.2 EMPLOYMENT STATUS

Table 6.7 shows that overall, unemployment of household heads was low (4.8%)⁸. Poor household heads were more likely to be unemployed than their non-poor counterparts, regardless of sex. Poor female household heads experienced much higher levels of unemployment than did poor men: 17.6 percent of poor female heads were unemployed compared to 9.8 percent of poor male heads.

TABLE 6.7: EMPLOYMENT STATUS OF HOUSEHOLD HEADS BY SEX AND SOCIO-ECONOMIC STATUS

Employment Status	Socio Economic Status (%)		
	Poor	Non Poor	Total
Male			
Employed	90.2	96.6	96
Unemployed	9.8	3.4	4
Total	100	100	100
Female			
Employed	82.4	94	92.5
Unemployed	17.6	6	7.5
Total	100	100	100
Both Sexes			
Employed	87.8	96	95.2
Unemployed	12.2	4	4.8
Total	100	100	100
Total (n)	274	2366	2640

Analysis of the unemployed population by age and sex (Table 6.8.) shows that on average, 43.6 percent of all unemployed are vulnerable to falling into poverty. Unemployed males and females in the 15-24 age groups represent the most vulnerable groups: 52.0 percent of males and 55.3 percent of females in this age group were found to be vulnerable. Unemployed females over the age of 65 were more likely to be vulnerable than their male counterparts.

⁸ According to the ILO definition, which is now the most widely used in reporting on unemployment, the unemployed are defined as those people who have not worked more than one hour during the reference period, but who are available for, and actively seeking work.

TABLE 6.8: UNEMPLOYED BY AGE, SEX AND SOCIO-ECONOMIC STATUS

Age Group (15+)	Socio economic Status		
	Vulnerable	Not Vulnerable	Total
	%	%	%
Male			
15-19	52.0	48.0	100
20-24	48.0	52.0	100
25-29	35.3	64.7	100
30-34	45.2	54.8	100
35-39	37.9	62.1	100
40-44	40.0	60.0	100
45-49	20.7	79.3	100
50-54	45.4	54.6	100
55-59	76.1	23.9	100
60-64	35.4	64.6	100
65+	25.9	74.1	100
Total	43.9	56.1	100
Female			
15-19	55.3	44.7	100
20-24	44.1	55.9	100
25-29	40.1	59.9	100
30-34	40.1	59.9	100
35-39	34.8	65.2	100
40-44	47	53	100
45-49	30.2	69.8	100
50-54	59.3	40.7	100
55-59	23.5	76.5	100
60-64	39.6	60.4	100
65+	50.0	50.0	100
Total	43.3	56.7	100
Both Sexes Total	43.6	56.4	100

A closer look at employment status of the poor only by regional corporation (RC) and sex shows that among males in the sample (576), 16 percent were unemployed. In respect of women, 23.2 percent of the females in the sample were unemployed. The distribution of the poor across geographic locations is shown in Table 6.9. While the results for such areas as Princes Town and Siparia hint at some problems of chronic unemployment, given higher percentages of males comprising the unemployed than is their representation in the sample, the results for Point Fortin are even more startling. The small numbers involved would suggest caution in interpretation of the data, but there is need for monitoring unemployment in the district (Table 6.9).

Among poor males, high concentrations of unemployment were located in Siparia (19.4%), Princes Town (14.8%), Port of Spain (11%) and the Borough of Point Fortin (10%). Interestingly, no cases of unemployed poor males were located in Tobago. The pattern was similar among females, but Diego Martin (10.6%) and San Juan/Laventille (11%) also showed high rates of unemployment for poor women.

TABLE 6.9: DISTRIBUTION OF POOR BY EMPLOYMENT STATUS, REGIONAL CORPORATION AND SEX

Regional Corporation	Male			Female			Both Sexes		
	E %	U %	Total %	E %	U %	Total %	E %	U %	Total %
Port of Spain	3.6	11	4.8	3.3	11.1	5.1	3.5	11	4.9
Mayaro/Rio Claro	5.7	7.7	6	4	3.3	3.9	5.1	5.5	5.2
Sangre Grande	11	8.1	10.6	5.9	9.3	6.7	9.1	8.7	9
Princes Town	11.1	14.8	11.7	8.6	17.3	10.6	10.1	16	11.2
Penal/Debe	2.9	2.3	2.8	3.9	1.2	3.3	3.3	1.8	3
Siparia	14.6	19.4	15.4	12.8	14.9	13.2	13.9	17.1	14.5
City of San Fernando	4.2	1.2	3.8	3.3	1.2	2.9	3.9	1.2	3.4
Borough of Arima	0.5	1.4	0.7	1.3	1.4	1.3	0.8	1.4	0.9
Borough of Chaguanas	3	1.2	2.7	3.3	-	2.6	3.1	0.6	2.7
Borough of Point Fortin	0.6	10	2.1	2.4	6.7	3.4	1.3	8.4	2.6
Diego Martin	7.8	7.6	7.8	11	10.6	10.9	9	9.1	9.1
San Juan/Laventille	11.2	8.5	10.7	14.4	11	13.6	12.4	9.8	11.9
Tunapuna/Piarco	12.5	4.2	11.1	11.7	4.2	10	12.2	4.2	10.7
Couva/Tabaquite/Talparo	5.7	2.6	5.2	5.5	5.2	5.4	5.6	3.9	5.3
Tobago	5.5	-	4.6	8.6	2.6	7.2	6.7	1.3	5.7
Total (%)	100	100	100	100	100	100	100	100	100
Total (n)	483	92	576	306	92	397	789	184	973

E=employed, U=unemployed

The lower unemployment levels among poor female heads of households in San Juan/Laventille are likely to be due to some of the government financed projects in which regard special efforts may have been made to ensure the participation of women in URP and CEPEP. More consideration needs to be given, however, to the sustainability of such programmes and more so to examining whether they are serving the purpose of eventually graduating the beneficiaries to higher levels of labour force participation through training, education and skills upgrading.

There still remains to be addressed the factors that are responsible for some groups of the poor not being absorbed in employment in the presence of the expansion of employment by the private sector and through state led employment.

6.3 EMPLOYMENT STATUS AND EDUCATIONAL ATTAINMENT

This section examines the educational attainment of the unemployed. The data show that for the unemployed or the general distribution of the population by highest examination passed by quintiles and sex, the evidence points to a greater probability that those in the lowest quintiles would be comprised of those who had achieved the least by way of formal educational qualifications (Table 6.10). The high number of unreported (not stated) cases in this area suggests much needed caution in interpretation of these data: indeed the data are insufficient for any extrapolation.

TABLE 6.10: UNEMPLOYED PERSONS BY HIGHEST EXAMINATION PASSED, QUINTILE AND SEX

Highest Examination Passed	Per Capita Consumption Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Male						
None	19.8	14.7	6.4	3.2	12.4	13.1
Common Entrance/SEA	31.5	34.8	19.7	15.3	19.1	26.2
School Leaving	5.5	2.1	6.6	3.5	8	5
CXC Basic	2.3	4.3	4	3.2	-	2.9
CXC General/GCE	9.7	15.6	40	34.9	4.3	19.9
A Levels	1.1	4.4		3.5	4	2.1
Certificate/Diploma/Associate Degree	3.9	10.4	11.7	13.1	4.3	8
Undergraduate Degree	-	-	-	-	7.7	0.8
Masters Degree	-	-	-	3	5	0.9
Other	-	-	-	3.1	-	0.4
Not Stated	26.2	13.7	11.6	17.2	35.3	20.5
Total	100	100	100	100	100	100
Total (n)	100	52	55	37	28	272
Female						
None	26.7	19.2	8.2	4.9	14.5	16.8
Common Entrance/SEA	23	13.9	13.1	14.5	7	16.2
School Leaving	5.4	3.5	2.4	5	-	3.8
CXC Basic	1.1	8.8	2.1	2.5	3.4	3.3
CXC General/GCE	19.9	33.3	57.2	44.4	37.9	35.6
A Levels	2.2	4	2.1	4.4	3.5	3.1
Certificate/Diploma/Associate Degree	3.8	3.8	3.8	11.8	15.5	6.4
Undergraduate Degree	-	-	2.1	5	3.5	1.6
Masters Degree	-	-	-	2.3	-	0.4
Other	-	1.8	-	-	-	0.4
Not Stated	17.7	11.7	9.1	5.1	14.7	12.5
Total	100	100	100	100	100	100
Total (n)	99	60	54	48	31	292

6.3.1 THE EMPLOYED

The distribution of the employed by occupation and socio-economic status and by gender (Table 6.11) shows that the poor are heavily concentrated in the fields of Craft and Elementary occupations among men, and in Service and Sales and Elementary Occupations, among women. The data corroborates evidence of higher than average presence among the poor, of males, in agriculture, craft and related activities, and in elementary occupations and likewise among

females, in elementary occupations, further reinforcing the need to examine the role of a widening of the net of training to embrace the more mature workers in the work-force as compared to the traditional focus on youth.

TABLE 6.11: DISTRIBUTION OF THE EMPLOYED BY OCCUPATION, SEX AND SOCIO ECONOMIC STATUS

Occupation	Socio Economic Status (%)		
	Poor	Non Poor	Total
Male			
Legislator	1.3	6.3	5.7
Professionals	0.5	4.6	4
Technicians	3.4	7.9	7.3
Clerical	2.8	6.3	5.9
Service and Sales	10.9	10.7	10.7
Agriculture	5.3	3.8	4
Craft and Related Activities	19.8	20	19.9
Plant and Machinery Operators	8.9	14.5	13.7
Elementary	45	22.5	25.4
Not Stated	2.1	3.4	3.3
Total	100	100	100
Female			
Legislator	1.9	7	6.4
Professionals	1.5	7	6.4
Technicians	4.7	13.5	12.5
Clerical	13.9	20.8	20
Service and Sales	23.6	18.7	19.2
Agriculture	1.9	1.8	1.8
Craft and Related Activities	3.7	6.2	5.9
Plant and Machinery Operators	6	3.6	3.8
Elementary	39.8	19.3	21.6
Not Stated	3	2.3	2.3
Total	100	100	100
Both Sexes			
Legislator	1.5	6.6	6
Professionals	0.9	5.6	5
Technicians	3.9	10.3	9.5
Clerical	7.1	12.4	11.8
Service and Sales	15.8	14.1	14.3
Agriculture	4	3	3.1
Craft and Related Activities	13.6	14.1	14.1
Plant and Machinery Operators	7.8	9.9	9.6
Elementary	43	21.1	23.8
Not Stated	2.4	2.9	2.9
Total	100	100	100

6.4 THE WORKING POOR

In developed countries, social insurance systems or other related schemes have been instituted typically to protect persons from falling below some socially accepted floor. In developing countries where such social insurance systems do not exist, or are not effective, the poor work in order to support themselves and their families. Thus, situations may arise where recorded unemployment rates may tend to be low although poverty rates are high. Much depends on the labour market institutions in the society and on additional and discouraged worker effects.

The International Labour Office (ILO) defines the “working poor” as those who work *and* who belong to poor households. The definition of the working poor involves two statistical units: the individual and the household. The *individual* is the basis for establishing the “working” and “not working” classification, while the *household* is the basis for establishing the “poor” and “not poor” socio-economic classification⁹. This section looks at the proportion of persons of working age (15 years and above) who are employed, and who live in households with consumption levels below the estimated poverty line for Trinidad and Tobago.

Across both sexes, high concentrations of working poor persons are located in the Regional Corporations of Siparia (13.9%), San Juan/Laventille (12.4%), Tunapuna/Piarco (12.2) and Princes Town (10.1%). Among males in rural districts, the situation is more severe than for women (14.6% compared to 12.8% for females in Siparia). However, in some urban districts, the situation appears to be reversed: for example, San Juan/Laventille, which show 14.4 percent for females compared to 11.2 percent for males (Table 6.12).

⁹ <http://www.ilo.org/public/english/employment/strat/publ/ep01-16.htm>

**TABLE 6.12: GEOGRAPHIC DISTRIBUTION OF THE WORKING POOR
BY SEX AND REGIONAL CORPORATION**

Regional Corporation	Sex (%)		
	Male	Female	Total
Port of Spain	3.6	3.3	3.5
Mayaro/Rio Claro	5.7	4	5.1
Sangre Grande	11	5.9	9.1
Princes Town	11.1	8.6	10.1
Penal/Debe	2.9	3.9	3.3
Siparia	14.6	12.8	13.9
City of San Fernando	4.2	3.3	3.9
Borough of Arima	0.5	1.3	0.8
Borough of Chaguanas	3	3.3	3.1
Borough of Point Fortin	0.6	2.4	1.3
Diego Martin	7.8	11	9
San Juan/Laventille	11.2	14.4	12.4
Tunapuna/Piarco	12.5	11.7	12.2
Couva/Tabaquite/Talparo	5.7	5.5	5.6
Tobago	5.5	8.6	6.7
Total (%)	100	100	100
Total (n)	483	306	789

The working poor are heavily concentrated among the youth (15-24 year olds) who account for 27.9 percent of the total working poor, across both sexes. Young males aged 15-24 were more likely to be among the working poor (30.8%) than their female counterparts (23.5%). This finding is consistent with the education statistics which suggest higher rates of attainment among young females (Table 6.13).

TABLE 6.13: THE WORKING POOR BY AGE AND SEX

Age groups	Sex		
	Male	Female	Total
	%	%	%
15-19	10.4	8.4	9.6
20-24	20.4	15.1	18.3
25-29	14	15.8	14.7
30-34	13	11	12.2
35-39	7.8	11.1	9.1
40-44	10.8	14	12
45-49	9.7	8.6	9.3
50-54	6.6	6.3	6.5
55-59	4.9	5.4	5.1
60-64	1.6	2	1.8
65+	0.7	2.3	1.4
Not Stated	0	0	0
Total	100	100	100
Total (n)	483	306	789

The working poor are generally employed in elementary occupations (43.1%) largely in the construction sector, services/sales (15.8%) in the wholesale and retail sector and craft (13.6%). There is some segmentation by sex with respect to occupations however, with the male working poor more heavily concentrated in craft than in services/sales (Table 6.14). See also additional Tables in the Statistical Appendix.

TABLE 6.14: THE WORKING POOR BY OCCUPATION AND SEX

Occupation	Sex		
	Male	Female	Both Sexes
	%	%	%
Legislator/Manager	1.3	1.9	1.5
Professional	0.5	1.5	0.9
Technical	3.4	4.7	3.9
Clerical	2.8	13.9	7.1
Services/Sales	10.9	23.6	15.8
Skilled/Agricultural	5.3	1.9	4
Craft	19.8	3.7	13.6
Machine Operator	8.9	6	7.8
Elementary	45.2	39.8	43.1
Defense	0	0	0
Not Stated	1.9	3	2.3
Total	100	100	100
Total (n)	483	306	789

TABLE 6.15: THE WORKING POOR BY TYPE OF EMPLOYER AND SEX

Type of Worker	Sex		
	Male	Female	Total
	%	%	%
Central and Local Govt./THA/Statutory Board	16.9	24.4	19.8
State Enterprise	4.4	4.9	4.6
Private Enterprise	54.3	55	54.6
Employer	1	0	0.6
Own Account Worker	19.4	11.4	16.3
Unpaid family worker	1.5	0.7	1.2
Paid family worker	0.5	0.4	0.4
Learner /Apprentice	0.9	1.1	1
Not Stated	1.1	2.1	1.5
Total (%)	100	100	100
Total (n)	483	306	789

CHAPTER 7 EDUCATION

Education and health are major areas of public expenditure and form the heartland of social services provided by Government. Both are intensive in the use of professional, technical and administrative personnel and account for a large share of the budgets of the Government. This section examines the data generated from the SLC relating to education as could be gleaned from the SLC of 2005.

Since the human capital revolution in Economic Thought, expenditures on education and health have come to be assessed in terms of their contribution to the accretion of human resource base of the society. The better educated and more healthy the work-force, the higher is the productive potential. In the most recent past, the Government has embarked on a programme to increase participation at the tertiary level and to improve the performance levels at the primary and secondary levels. Some of these initiatives are too recent to be reflected in the data, but the SLC provides useful information that is relatively recent.

7.1 ENROLLMENT AND ATTENDANCE

There has been substantial growth in pre-schools in the last two decades, to some extent supported by the Government. Research has established the benefits of pre-school in the development of children. In that regard, the participation of poor children would be critical in determining their success in the school system. Table 7.1 provides some documentation on the attendance of children in the age cohort 3-4 years of age, by sex and socio-economic status. Just over half of the poor children attend pre-schools – 56.9 percent as against 68.2 percent of the non-poor. The difference is substantial enough between the poor and the non-poor.

Table 7.2 provides information on the percent of the children in the cohorts of school going age, as well as persons in the post-school cohorts. Given the importance of human capital development, the percentage of the entire population engaged in educational pursuits is an important variable for monitoring. While enrolments in the age group 5-9 are broadly similar, between poor and non-poor, a divergence starts in the age cohort 10-14, and becomes more pronounced in the next cohort 15-19.

The age at which individuals leave school varies, usually students complete CXC or some other examinations marking the end of the secondary school career for most, and the entry into the labour market. This would be after five years of attendance at the secondary level, at 15 to 17 years of age. Some of those who show promise may continue on to the traditional A' Level or equivalent, as the preparatory stage for entry to tertiary level. Consequently, it is somewhat difficult to comment on attendance for this age cohort. As expected, the out of school population grew significantly for individuals beyond the age of 15, with 53.8 percent of poor individuals and 43.8 percent of the non-poor in the age cohort 15-19 not attending school.

However, the increase in enrolment in this age group is an indicator of degree to which the country is laying the base for competitiveness in the knowledge economy of the 21st century. Countries that have made the transition are characterised with systems in which the majority of the cohort 15-19 and increasingly in the cohort 20-24, are enrolled in full-time education or training. The data show that the non-poor (both males and females) have a greater propensity to remain in school than the poor.

**TABLE 7.1: SCHOOL ATTENDANCE STATUS AMONG CHILDREN 3-4 YEARS
BY SEX AND SOCIO ECONOMIC STATUS**

Sex	Socio Economic Status							
	Poor				Non Poor			
	Attending School				Attending School			
	Yes	No	Not Stated	Total	Yes	No	Not Stated	Total
Male	61.9	35.2	2.9	100.0	65.1	34.2	0.6	100.0
Female	51.7	48.3	0.0	100.0	71.7	28.3	0.0	100.0
Total	56.9	41.6	1.5	100.0	68.2	31.5	0.3	100.0

TABLE 7.2: SCHOOL ATTENDANCE BY AGE SEX AND SOCIO ECONOMIC STATUS

Sex	Age Group	Socio Economic Status							
		Poor				Non Poor			
		Attending School				Attending School			
		Yes	No	Not Stated	Total	Yes	No	Not Stated	Total
		%	%	%	%	%	%	%	%
Male	0-4	33.4	65.4	1.2	100.0	35.7	62.5	1.9	100.0
	5-9	84.8	15.2	.0	100.0	82.8	16.7	.5	100.0
	10-14	74.1	25.9	.0	100.0	86.2	13.8	.0	100.0
	15-19	46.2	53.8	.0	100.0	55.2	43.8	1.0	100.0
	20-24	8.1	89.7	2.2	100.0	13.4	85.6	.9	100.0
	25-39	8.6	90.9	.5	100.0	6.9	92.6	.5	100.0
	50-59	5.9	93.6	.5	100.0	4.1	95.1	.7	100.0
	60+	6.4	93.6	.0	100.0	2.1	97.2	.7	100.0
	Not Stated	.0	.0	.0	.0	10.9	77.1	12.0	100.0
Female	0-4	23.7	76.3	.0	100.0	33.7	65.4	.9	100.0
	5-9	80.2	19.8	.0	100.0	84.3	15.7	.0	100.0
	10-14	85.9	14.1	.0	100.0	87.6	12.2	.2	100.0
	15-19	46.9	53.1	.0	100.0	55.9	44.1	.0	100.0
	20-24	11.9	88.1	.0	100.0	18.3	81.5	.2	100.0
	25-39	7.3	91.1	1.6	100.0	10.7	88.1	1.2	100.0
	50-59	6.7	92.8	.5	100.0	5.9	93.2	.9	100.0
	60+	2.6	94.6	2.8	100.0	3.1	95.7	1.2	100.0
	Not Stated	.0	.0	.0	.0	14.9	79.8	5.3	100.0
Total	0-4	28.4	71.0	.6	100.0	34.7	63.9	1.4	100.0
	5-9	82.5	17.5	.0	100.0	83.5	16.2	.3	100.0
	10-14	79.8	20.2	.0	100.0	86.9	13.0	.1	100.0
	15-19	46.5	53.5	.0	100.0	55.5	44.0	.5	100.0
	20-24	9.8	89.0	1.2	100.0	15.8	83.6	.6	100.0
	25-39	8.0	91.0	1.0	100.0	8.9	90.3	.9	100.0
	50-59	6.4	93.2	.5	100.0	5.1	94.1	.8	100.0
	60+	4.4	94.1	1.5	100.0	2.6	96.4	1.0	100.0
	Not Stated	.0	.0	.0	.0	13.0	78.5	8.4	100.0

7.2 SQUATTING AND ACCESS TO SCHOOL

Only a small percentage of households admitted to squatting. It is known that access to public services tends to be limited in respect of spontaneous settlements. While schools are well distributed across the country and within reach of most settlements, primary school places may not be readily available to pupils of new settlements, and more so squatter communities. Table 7.3 suggests that over one quarter of children living in squatting communities may not have easy access to school. On the other hand, the challenge may be less the availability of school places and, instead the means of the parents.

TABLE 7.3: CHILDREN FROM SQUATTING HOUSEHOLDS ATTENDING SCHOOL

Attending School	N	%
Yes	183	72.3
No	70	27.7
Total	254	100.0

7.3 ABSENCE FROM SCHOOL

While it could be argued that the country has universal enrolment at primary and more recently at secondary, there are pupils and students, whose circumstances may militate against high regular attendance. They can suffer retardation, evinced in their becoming much older than the expected age for students in the respective class. The SLC investigated the incidence of non-attendance at both the primary and secondary levels, and the results can be seen in Table 7.4.

For enrolled children who missed school during the reference period (the five days preceding the survey), 18.6 percent of students in primary school and 19.4 percent of students in secondary schools had missed at least one day at school during the reference period. As many as 7.9 percent of enrolled secondary school students, and 5.0 percent of enrolled primary school students in the sample population missed 5 days of school during the reference period. Such patterns are likely to result in poor performance in their school careers.

TABLE 7.4: DAYS ABSENT FROM SCHOOL BY TYPE OF SCHOOL ATTENDED

Days Absent in last week of school	Type of School Attending				Total	
	Primary		Secondary			
	No	%	N	%	N	%
None	1,283	81.4	1,072	80.6	2,355	81.0
One	124	7.9	65	4.9	189	6.5
Two	58	3.7	40	3.0	98	3.4
Three	29	1.8	28	2.1	57	2.0
Four	4	.2	21	1.6	24	.8
Five	80	5.0	105	7.9	185	6.3
Total	1,577	100.0	1,330	100.0	2,908	100.0

Reasons for non-attendance were also investigated: the data show that the primary reason advanced for non attendance was in the non-descript category 'other'. Illness was the second most important reason, accounting for ten percent of respondents, and followed by financial problems, which was more prevalent in the lower quintiles as can be seen in the table below (Table 7.5).

TABLE 7.5: REASONS FOR NON-ATTENDANCE/ABSENCE BY SOCIO-ECONOMIC STATUS AND SEX

Reason For Not Attending School	Per Capita Consumption Quintiles											
	I		II		III		IV		V		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male												
Illness	8	9.5	5	8.4	11	18.9	7	14.8	1	6.3	32	12.0
Truancy	1	1.2	1	2.2	0	.0	0	.0	0	.0	2	.9
Working Outside Home	0	.0	0	.0	0	.0	0	.0	1	5.9	1	.5
Care for Sibling	0	.0	0	.0	1	2.2	1	2.6	0	.0	2	.9
Problems at Home	3	3.0	1	2.6	1	2.2	0	.0	0	.0	5	2.0
Financial Problem	5	6.2	2	4.1	6	10.3	0	.0	0	.0	13	5.1
Pregnant/Young Mother	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Apprenticeship	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Transport Problems	0	.0	0	.0	1	2.2	0	.0	0	.0	1	.5
Fed up With School	1	1.2	0	.0	0	.0	2	5.4	1	6.3	5	1.8
Other	66	78.8	47	84.7	40	68.6	36	77.2	17	81.5	205	77.7
Total	84	100.0	55	100.0	58	100.0	46	100.0	20	100.0	264	100.0

Reason For Not Attending School	Per Capita Consumption Quintiles											
	I		II		III		IV		V		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Female												
Illness	4	6.5	9	13.3	6	8.8	5	10.9	2	10.8	27	9.8
Truancy	1	1.8	4	5.5	0	.0	0	.0	0	.0	5	1.7
Working Outside Home	1	2.1	0	.0	0	.0	0	.0	0	.0	1	.5
Care for Sibling	1	1.5	0	.0	4	5.3	0	.0	0	.0	5	1.8
Problems at Home	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Financial Problem	4	5.3	6	8.8	7	9.8	2	4.8	0	.0	19	6.8
Pregnant/Young Mother	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Apprenticeship	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Transport Problems	1	1.6	0	.0	0	.0	0	.0	1	4.7	2	.8
Fed up With School	1	1.7	0	.0	0	.0	1	2.6	0	.0	2	.9
Other	54	79.7	47	74.1	59	81.4	37	81.7	19	84.6	217	79.6
Total	68	100.0	64	100.0	73	100.0	46	100.0	22	100.0	273	100.0
Total Sex												
Illness	12	8.1	13	11.1	17	13.3	12	12.8	4	8.6	58	10.9
Truancy	2	1.5	5	4.0	0	.0	0	.0	0	.0	7	1.3
Working Outside Home	1	.9	0	.0	0	.0	0	.0	1	2.8	3	.5
Care for Sibling	1	.7	0	.0	5	3.9	1	1.3	0	.0	7	1.4
Problems at Home	3	1.7	1	1.2	1	1.0	0	.0	0	.0	5	1.0
Financial Problem	9	5.8	8	6.6	13	10.0	2	2.4	0	.0	32	6.0
Pregnant/Young Mother	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Apprenticeship	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Transport Problems	1	.7	0	.0	1	1.0	0	.0	1	2.5	3	.6
Fed up With School	2	1.4	0	.0	0	.0	4	4.0	1	3.0	7	1.3
Other	121	79.2	94	79.0	99	75.7	73	79.5	36	83.1	422	78.7
Total	152	100.0	119	100.0	130	100.0	92	100.0	43	100.0	536	100.0

7.4 AVAILABILITY OF SCHOOL BOOKS

The costs of school books can be a major burden on poorer parents, and detract from the possibility of students and pupils benefitting from the opportunities provided by way of educational opportunities. Table 7.6 provides information on the non-availability of school

books. While not being able to afford was the primary reason advanced by both poor and non-poor students, it was significantly so for poor students attending secondary schools: the costs of text books at the secondary level are likely to be high relative to the resources of poorer households.

TABLE 7.6: REASONS FOR NON-AVAILABILITY OF TEXTBOOKS AT PRIMARY AND SECONDARY LEVELS

Type of School Attending	Main Reason For Not Having All Books	Socio Economic Status								
		Poor			Non Poor			Total		
		%	N %	N	%	N %	N	%	N %	N
Primary	Books unavailable	36.4	26.6	4	63.6	16.1	7	100.0	18.8	12
	Could not afford	25.0	57.2	9	75.0	59.1	27	100.0	58.6	37
	Other	.0	.0	0	100.0	3.1	1	100.0	2.3	1
	Not Stated	20.4	16.2	3	79.6	21.7	10	100.0	20.3	13
	Total	25.6	100.0	16	74.4	100.0	47	100.0	100.0	63
Secondary	Books unavailable	13.2	10.3	4	86.8	32.4	29	100.0	25.2	34
	Could not afford	41.8	70.6	30	58.2	47.0	42	100.0	54.6	73
	Other	56.7	7.4	3	43.3	2.7	2	100.0	4.2	6
	Not Stated	23.8	11.7	5	76.2	17.9	16	100.0	15.9	21
	Total	32.3	100.0	43	67.7	100.0	90	100.0	100.0	133
Total	Books unavailable	19.2	14.7	9	80.8	26.8	37	100.0	23.2	45
	Could not afford	36.2	67.0	40	63.8	51.1	70	100.0	55.9	109
	Other	45.1	5.4	3	54.9	2.8	4	100.0	3.6	7
	Not Stated	22.5	12.9	8	77.5	19.2	26	100.0	17.3	34
	Total	30.2	100.0	59	69.8	100.0	136	100.0	100.0	195

7.5 SCHOOL FEEDING PROGRAMME

The school feeding programme has been expanded over the years and now includes a breakfast component in some schools. The programme seems to have been so widely institutionalised. Table 7.7 shows that at least 81 percent of the poor had access and only five percent claimed not to have had access among the poor. For the country as a whole, just under 12 percent claimed not to have access at their school. It could be argued that programme is nearing universal reach and both the poor and non-poor can be beneficiaries.

TABLE 7.7: SCHOOL MEALS AVAILABLE AT SCHOOL

Free School Meals Available	Socio Economic Status					
	Poor		Non Poor		Total	
	N	%	N	%	N	%
Yes	622	81.1	1862	61.3	2484	65.3
No	42	5.5	400	13.2	443	11.6
Not Stated	103	13.4	776	25.5	879	23.1
Total	768	100.0	3038	100.0	3806	100.0

With regard to those who avail themselves of the schools feeding programme, some 71 percent of poor pupils took meals, and 45 percent of the non-poor. This can be seen in Table 7.8 below. Altogether, just over half of all pupils in the country took meals. Clearly, some percentage of the vulnerable, but not poor pupils would have been reached by the programme. The initiative to ensure that no child goes to school hungry seems to be within grasp.

TABLE 7.8: BENEFICIARIES OF SCHOOL FEEDING PROGRAMME BY SOCIO-ECONOMIC STATUS

Take Meals	Socio Economic Status					
	Poor		Non Poor		Total	
	N	%	N	%	N	%
Yes	444	71.4	834	44.8	1,279	51.5
No	177	28.4	1,023	54.9	1,199	48.3
Not Stated	1	.2	5	.3	6	.2
Total	622	100.0	1,862	100.0	2,484	100.0

In respect of access by Regional Corporation, it appears that in the areas where there have been higher levels of poverty, there is a tendency for the percentage availing themselves of meals to be equal or to exceed the national average. This can be seen in the Table 7.9 below. Not only is

the programme approximating universal reach: there seems to be some built-in equity in its delivery.

TABLE 7.9: ACCESS TO SCHOOL FEEDING PROGRAMME BY REGIONAL CORPORATION

Regional Corporation		Take Meals			
		Yes	No	Not Stated	Total
Port of Spain	N	61	45	0	106
	%	57.5	42.5	0	100.0
Mayaro/Rio Claro	N	59	43	0	102
	%	58.0	42.0	0	100.0
Sangre Grande	N	76	61	0	136
	%	55.5	44.5	0	100.0
Princes Town	N	88	79	0	166
	%	52.7	47.3	0	100.0
Penal/Debe	N	87	56	0	143
	%	60.6	39.4	0	100.0
Siparia	N	138	116	0	254
	%	54.4	45.6	0	100.0
City of San Fernando	N	40	49	0	89
	%	44.9	55.1	0	100.0
Borough of Arima	N	16	48	0	64
	%	24.5	75.5	0	100.0
Borough of Chaguanas	N	33	68	1	102
	%	32.2	66.7	1.1	100.0
Borough of Point Fortin	N	23	24	0	46
	%	48.9	51.1	0	100.0
Diego Martin	N	84	91	1	176
	%	47.6	51.6	0.8	100.0
San Juan/Laventille	N	169	169	1	339
	%	49.8	49.8	0.3	100.0
Tunapuna/Piarco	N	154	171	1	326
	%	47.2	52.4	0.4	100.0
Couva/Tabaquite/Talparo	N	155	155	1	310
	%	49.8	49.8	0.4	100.0
Tobago	N	99	27	0	126
	%	78.6	21.4	0	100.0
Total	N	1279	1199	6	2484
	%	51.5	48.3	0.2	100.0

There are students whose parents opt not to avail themselves of meals at schools. There may still be some stigmatisation that dates back to the 1950s when such services were introduced as a package of measures, including 'poor relief'. There are also religious sensibilities among parents who may debar their children from partaking of school meals. For the country as a whole, just over 60 percent took meals to school and 25 percent purchase own meals, making it unnecessary to access school meals. This is seen in Table 7.10.

TABLE 7.10: REASONS FOR NOT USING THE SCHOOL MEALS SERVICE

Why Meals Not Taken	Socio Economic Status					
	Poor		Non Poor		Total	
	N	%	N	%	N	%
Take meals to school	85	48.3	639	62.4	724	60.4
Purchase own meals	63	35.6	232	22.7	295	24.6
Does not eat out	19	10.6	81	7.9	99	8.3
Other	9	5.0	63	6.1	71	5.9
Not Stated	1	.6	9	.9	10	.8
Total	177	100.0	1023	100.0	1199	100.0

7.6 DISTANCE FROM SCHOOL

The table below (Table 7.11) provides information on the distance from school of primary school children by Regional Corporation. It is expected that primary school children should be within a radius of four kilometres from school. The data reveal that for the country as a whole, 25 percent of primary school children live more than four kilometres from school. In three areas of the country, the percentage was much above average – Mayaro/Rio Claro, Penal/Debe, Diego Martin and in Tobago.

Diego Martin is highly urbanised and the transport system allows for relative ease of movement of the population within the community. Indeed, given the proximity to Port-of-Spain and given that many parents in this dormitory community would travel outside of the community to work, it is likely that a substantial number take their children to schools closer to their place of work rather than to schools closer to their homes. Moreover, this is a community likely to display high vehicle ownership. The circumstances of pupils travelling four or more kilometres from Diego Martin are likely to be very different to those of pupils in Mayaro/Rio Claro and Penal/Debe.

The situation in Tobago is interesting. The island has experienced rapidly falling enrolments in recent years in most primary schools. Indeed, the island may well be faced with situations where as numbers dwindle there may be need to close some schools and provide a school bus service to schools that can maintain viable enrolments. The transport of primary school students merits specific investigation at the level of Regional Corporations. The data from the SLC should point out the challenges to policy-makers.

TABLE 7.11: PRIMARY SCHOOL CHILDREN BY DISTANCE FROM SCHOOL AND REGIONAL CORPORATION

Regional Corporation	Less Than 4 Km		4 Km and Above		Not Stated		Total	
	N	%	N	%	N	%	N	%
Port of Spain	76	94.5	4	5.5			80	100.0
Mayaro/Rio Claro	41	58.8	29	41.2			70	100.0
Sangre Grande	67	80.8	16	19.2			83	100.0
Princes Town	86	82.6	17	16.3	1	1.1	105	100.0
Penal/Debe	46	52.5	41	47.5			87	100.0
Siparia	105	76.9	32	23.1			137	100.0
City of San Fernando	48	77.8	14	22.2			61	100.0
Borough of Arima	35	84.4	7	15.6			42	100.0
Borough of Chaguanas	53	85.5	9	14.5			62	100.0
Borough of Point Fortin	25	82.8	5	17.2			30	100.0
Diego Martin	78	57.7	57	42.3			136	100.0
San Juan/Laventille	189	82.8	39	17.2			228	100.0
Tunapuna/Piarco	155	72.5	54	25.1	5	2.4	214	100.0
Couva/Tabaquite/ Talparo	140	76.5	43	23.5			183	100.0
Tobago	39	64.3	21	35.7			60	100.0
Total	1,183	75.0	388	24.6	6	.4	1,577	100.0

In respect of students at the secondary school level, as much as 42 percent lived at distances in excess of six kilometres from school (Table 7.12). Again the data have to be assessed very carefully for their implications in the context of the particular Regional Corporation. In that regard, the poorer and more rural communities of Mayaro/Rio Claro, Sangre Grande, and Siparia deserve particular attention. Students in Arima, the vast majority of whom (84 percent) have to travel more than six kilometres may face far less hardship in commuting to school than students in Mayaro/Rio Claro. The revelations from the SLC can be used in examining the specifics of each Regional Corporation and in reviewing the existing school bus arrangements that are supported by the State.

TABLE 7.12: SECONDARY SCHOOL CHILDREN BY DISTANCE FROM SCHOOL AND REGIONAL CORPORATION

Regional Corporation	Less Than 6 Km		6 Km and Above		Not Stated		Total	
	N	%	N	%	N	%	N	%
Port of Spain	55	100.0					55	100.0
Mayaro/Rio Claro	12	28.6	30	69.0	1	2.4	43	100.0
Sangre Grande	31	44.6	38	55.4			69	100.0
Princes Town	48	60.0	32	40.0			80	100.0
Penal/Debe	41	57.6	30	42.4			72	100.0
Siparia	67	51.2	64	48.8			132	100.0
City of San Fernando	43	79.2	11	20.8			55	100.0
Borough of Arima	7	16.1	34	83.9			40	100.0
Borough of Chaguanas	38	58.6	27	41.4			65	100.0
Borough of Point Fortin	12	66.7	6	33.3			19	100.0
Diego Martin	48	42.0	66	58.0			113	100.0
San Juan/Laventille	158	87.5	23	12.5			180	100.0
Tunapuna/Piarco	101	51.0	95	47.7	3	1.3	199	100.0
Couva/Tabaquite/Talparo	71	50.0	71	50.0			141	100.0
Tobago	41	60.9	26	39.1			68	100.0
Total	773	58.1	553	41.6	4	.3	1,330	100.0

7.7 ATTAINMENT

Table 7.13 shows the level of performance of the population in respect of major examinations that serve as openings to various levels of the labour market. Some 10.8 percent of the population indicated that they had not passed any examinations. For both males and females the higher the quintile, the smaller the percentage that had passed no examinations. Moreover, and generally, the higher the level of educational qualifications, the higher the quintile.

However, it should be noted that as much as 30.6 percent of the population had not passed examinations above what applies at the basic primary level. This has implications for the country, to the extent that any sharp fall in the price of oil and gas, would leave large sections of its population vulnerable, having regard to the fact that their basic educational preparation may be inadequate to build competitive sectors that are more heavily reliant on a well educated and equipped labour force. Table 7.13 shows too that the non-poor dominate the higher levels of the educational pyramid, irrespective of gender.

TABLE 7.13: HIGHEST EXAMINATION PASSED BY QUINTILES – BOTH SEXES

Highest Examination Passed	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
None	423	14.2	382	12.6	316	10.4	308	10.0	219	7.1	1648	10.8
Common Entrance	393	13.2	360	11.9	332	10.9	222	7.2	182	5.9	1488	9.8
SEA	234	7.9	192	6.4	197	6.5	167	5.4	130	4.2	920	6.0
School Leaving	123	4.1	111	3.7	112	3.7	136	4.4	131	4.2	612	4.0
CXC Basic	60	2.0	84	2.8	99	3.3	77	2.5	76	2.5	396	2.6
CXC General/GCE	362	12.1	526	17.4	594	19.5	621	20.1	610	19.8	2712	17.8
A Levels	19	.6	31	1.0	46	1.5	97	3.1	145	4.7	337	2.2
Certificate	51	1.7	99	3.3	147	4.8	205	6.6	205	6.6	707	4.7
Diploma	13	.4	42	1.4	93	3.1	109	3.5	211	6.8	468	3.1
Associate Degree	4	.1	11	.4	19	.6	24	.8	41	1.3	98	.6
Undergraduate Degree	1	.0	8	.3	12	.4	51	1.7	157	5.1	230	1.5
Masters Degree	1	.0	3	.1	1	.0	25	.8	67	2.2	97	.6
PhD	-	-	-	-	2	.1	1	.0	8	.3	11	.1
Other	18	.6	22	.7	27	.9	31	1.0	54	1.7	152	1.0
Not Stated	1,277	42.9	1,154	38.2	1,042	34.3	1,009	32.7	849	27.5	5,330	35.0
Total	2,980	100.0	3,024	100.0	3,038	100.0	3,081	100.0	3,085	100.0	15,209	100.0

Given the importance of human capital in the knowledge driven economy of the 21st century, the human capital assets of the constituent groups in a plural society will influence the array of income and wealth and the distribution among the groups. Thus, relative performance in the educational system leads directly to the earnings profile of the groups.

Table 7.14 provides information on the highest examination passed by ethnicity. While allowance has to be made for sampling error and for the fact that Africans might have been oversampled, the data hint at some differential educational performance between the two major ethnic groups. There was a smaller percentage of African males listing CXC General as their highest educational qualification compared to Indians and persons of mixed ancestry, who also had a higher percentage listing 'A' Levels as their highest educational qualifications.

This and other evidence can be seen in the disaggregated data by gender and ethnicity in the Statistical Appendix. The same percentage of persons of African and Indian descent listed CXC General, as their highest level of education. However, a larger percentage of Indians and the Mixed group listed 'A' Levels among the females. This points to variables that may exist, both in the school and in the home, that create these differentials in educational outcomes, and suggest the challenge for interventions designed to achieve equality and equity of outcomes among groups in a plural society.

TABLE 7.14: HIGHEST EXAMINATION PASSED BY ETHNICITY

Highest Examination Passed	Ethnicity											
	Africans		East Indians		Mixed		Other		Not Stated		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
None	632	11.4	579	10.7	429	10.4	8	7.6	-	-	1648	10.8
Common Entrance	503	9.0	630	11.7	355	8.6	-	-	1	2.8	1488	9.8
SEA	355	6.4	272	5.0	279	6.8	10	9.4	4	9.9	920	6.0
School Leaving	257	4.6	218	4.1	134	3.3	3	2.7	-	-	612	4.0
CXC Basic	166	3.0	125	2.3	103	2.5	-	-	1	3.4	396	2.6
CXC General/GCE	960	17.3	993	18.4	743	18.0	14	13.1	3	6.8	2712	17.8
A Levels	78	1.4	149	2.8	101	2.4	10	9.1	-	-	337	2.2
Certificate	295	5.3	194	3.6	214	5.2	3	3.2	1	3.4	707	4.7
Diploma	157	2.8	180	3.3	125	3.0	7	6.5	-	-	468	3.1
Associate Degree	33	.6	32	.6	32	.8	1	1.4	-	-	98	.6
Undergraduate Degree	87	1.6	77	1.4	55	1.3	12	11.2	-	-	230	1.5
Masters Degree	33	.6	31	.6	26	.6	7	6.5	-	-	97	.6
PhD	4	.1	-	-	5	.1	3	2.7	-	-	11	.1
Other	50	.9	64	1.2	37	.9	1	1.1	-	-	152	1.0
Not Stated	1951	35.1	1840	34.2	1482	36.0	27	25.6	30	73.7	5330	35.0
Total	5561	100.0	5,385	100.0	4,117	100.0	104	100.0	41	100.0	15,209	100.0

In sum, the data reveal a general universalising of education across the society. Enrolment in pre-schools is growing and embracing both the poor and non-poor. There are difficulties faced by some in availing themselves of educational opportunities. There is support from the State by way of school bus service, school meals and provision of text books. Universal secondary has been introduced recently, and expansion is taking place in tertiary level. Distance and other handicaps conspire to exclude some sections of the society from the areas in which it has to seek competitiveness. The country has a challenge in respect of the levels of education attained by its existing work-force. The present emphasis on the cohorts of school going age will need to be complemented with a focus on the post-school population.

CHAPTER 8

HEALTH AND DISABILITY

This section examines the data generated from the SLC relating to health status as could be gleaned from the SLC of 2005. An appreciation of the health status of the population may be derived from the data on morbidity, health service utilisation and health care costs. The health of children and infants is usually a key indicator of living conditions within a country and is addressed here in terms of immunisation coverage. The health data in the SLC were collected through questions on self-reported illness/injury in the four week reference period preceding the survey.

The Chapter addresses also issues relating to the differently abled. While not all differently abled persons or persons with disabilities are beset with health problems, many are. Some of the related vulnerabilities are examined in this Chapter.

In respect of public health policy, there have been long standing efforts to ensure the reach of primary health care facilities to all areas of the nation. The country committed itself in the last century to the achievements set in the Alma Ata Declaration. Moreover, during the boom of the 1970s, investments were made in secondary and tertiary care. The sector has been plagued by problems, including industrial relations issues in the management of the system. The country has had to resort to personnel from abroad to deal with shortages in particular areas or withdrawal of enthusiasm from some of the local personnel. There have been published cases of apparent malpractices, enough to trigger public alarm. Thus, in spite of the considerable public expenditure on health, there may well be dissatisfaction with the health system. While new policies are too recent to show an impact on the profile of the population of the country, the data do provide a situational analysis, based on relatively current data.

8.1 SELF REPORTED ILLNESS/INJURY

Table 8.1 reflects the distribution of persons who reported an injury in the past four weeks by per capita consumption quintiles. The data show that 1.2 percent of the sample population received some form of injury in the reference period- the last four weeks prior to when the survey was conducted. Reports of injury increased across quintiles, with the improvement in socio-economic status.

TABLE 8.1: PERSONS RECEIVING INJURY IN PAST FOUR WEEKS BY QUINTILES

Had Injury	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
yes	21	.7	38	1.3	25	.8	49	1.6	43	1.4	176	1.2
no	2959	99.3	2986	98.7	3017	99.2	3033	98.4	3048	98.6	15042	98.8
Total	2980	100.0	3024	100.0	3042	100.0	3081	100.0	3091	100.0	15218	100.0

Table 8.2 below shows the type of injury suffered by quintiles. The injury occurring most, across all quintiles was in respect of “home accidents”, with 49.3 percent of the sample population who reported such injury. The second most frequently reported type of injury was “motor vehicle accidents” (18.3%). Industrial accidents accounted for 9.2 percent of all injuries suffered by the survey population, reinforcing the need for Occupational Safety and Health Administration standards and compliance. Criminal acts accounted for 8.8 percent injuries during the reference period.

TABLE 8.2: TYPE OF INJURY SUFFERED BY QUINTILES

Type of Injury		Per Capita Consumption Quintiles					
		Poorest	II	III	IV	Richest	Total
Motor Vehicle	N	3	10	2	11	7	32
	%	12.2	26.1	9.1	21.6	16.0	18.3
Home Accident	N	7	15	16	24	26	86
	%	30.8	38.9	63.1	48.5	60.3	49.3
Industrial Accident	N	2	4	2	3	5	16
	%	10.5	10.0	9.4	6.5	10.6	9.2
Criminal Act	N	1	5	1	5	4	16
	%	5.7	12.5	4.3	9.9	8.5	8.8
Other	N	9	6	3	7	6	30
	%	40.8	15.3	14.0	13.4	13.5	17.2
Total	N	21	38	25	49	43	176
	%	100.0	100.0	100.0	100.0	100.0	100.0

Table 8.3 details the results of self-reported illness during the reference period by quintile. The data show that 13.7 percent of the sample population suffered some type of illness. Quintile data show that there is a corresponding rise in reported illness with socio-economic status, from the poorest to the richest quintile. While such a relationship may at first appear unexpected, this

may be the result of a heightened awareness of symptoms of illness and/or greater incentives to report illnesses on the part of those in the higher quintiles.

TABLE 8.3: PERSONS SUFFERING FROM ILLNESS DURING PAST FOUR WEEKS BY QUINTILES

Illness During Past 4 Weeks	Per Capita Consumption Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Yes	11.4	11.3	14.3	15.7	15.8	13.7
No	88.5	88.4	85.5	83.8	83.9	86
Not Stated	0.1	0.3	0.3	0.5	0.3	0.3
Total (%)	100	100	100	100	100	100
Total (n)	2980	3024	3042	3081	3091	15218

8.2 CHRONIC ILLNESS

Persons who reported an illness were asked whether their illness was chronic. Table 8.4 shows the type of chronic illness reported in the last four weeks by socio-economic status. Of significance is the fact that the highest percentage reported diabetes (15.3%) as the illness to which they had succumbed, and the percentage so reporting tended to increase with socio-economic status. This could be explained both in terms of the incidence of this life style disease, which may afflict higher quintiles more than the lowest, but as well, it may reflect the greater level of awareness among the better off. The data show that 7.6 percent of those reporting a chronic illness said they suffered from asthma, whereas 6.3 percent reported that they suffered from arthritis. The occurrence of both these illnesses increased from the poorer to richer quintiles. The high numbers of non responses suggest caution in interpretation and extrapolation of these results.

TABLE 8.4: TYPE OF CHRONIC ILLNESS DURING PAST FOUR WEEKS BY QUINTILES

Main Chronic Illness	Per Capita Consumption Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Asthma	7.6	10.4	7.1	6	7.7	7.6
Diabetes	10.4	16.6	13.2	17.6	17.6	15.3
Arthritis	4.1	4	6.6	6.5	9	6.3
Mental Disorder	2.9	2.9	0.6	1.3	1.5	1.7
Other	32.5	24.4	25.6	28.5	29.6	28.1
Not Stated	42.5	41.6	46.9	40.1	34.7	40.9
Total (%)	100	100	100	100	100	100
Total (n)	341	342	434	482	487	2086

8.3 USE OF HEALTH CARE FACILITIES

Doctors (60.2%) were the dominant service provider sought in the case of illness, followed by nurse/ health workers (17.0%), then pharmacists (15.2%). Those in the higher quintiles were more likely to seek the services of a doctor than those in the lowest quintile, while those in the poorest quintile were more likely to seek the services of a nurse/health worker (Table 8.5).

This may be on account of the system of public health services that exists in Trinidad and Tobago which has staffing heavily weighed towards nurses and other health workers at the district level Health Clinics while doctors usually provide secondary care at hospitals or at private offices and clinics. The data in Table 8.6 supports this view, reflecting the fact that utilisation of private health care facilities was highest in the wealthiest consumption quintile.

TABLE 8.5: PERSON MEDICAL SERVICES SOUGHT FROM ON ACCOUNT OF ILLNESS BY QUINTILES

Person Services Sought From			Per Capita Consumption Quintiles					
			Poorest	II	III	IV	Richest	Total
Nurse/Health Care Worker	N		99	89	56	66	44	354
	%		29.0	26.1	13.0	13.7	9.0	17.0
Pharmacist	N		46	44	63	82	82	317
	%		13.6	12.9	14.5	17.0	16.8	15.2
Herbalist	N		-	1	1	2	8	13
	%		-	.3	.3	.5	1.7	.6
Doctor	N		165	220	244	299	325	1253
	%		48.4	64.5	56.4	62.3	66.7	60.2
Paramedic	N		10	-	-	5	1	17
	%		3.0	-	-	1.1	.2	.8
Folk Healer	N		1	-	-	1	-	2
	%		.3	-	-	.2	-	.1
Other	N		5	3	9	7	7	31
	%		1.5	1.0	2.1	1.4	1.3	1.5
None	N		61	56	109	94	86	405
	%		17.8	16.5	25.2	19.4	17.6	19.5
Total	N		341	341	433	481	487	2082
	%		100.0	100.0	100.0	100.0	100.0	100.0

Persons in the poorest quintile are most likely to seek medical attention at a Public Health Centre (43.1%) or Public Hospital (35.9%) than any private sources (Table 8.6). The services of private doctors were heavily sought, and increased with socio-economic status. Generally, there was use of the Public Health Centres and Public Hospitals irrespective of per capita consumption quintile, but with a decline as socio-economic status improved.

TABLE 8.6: PLACE SERVICES SOUGHT ON ACCOUNT OF ILLNESS BY QUINTILES

Place Services Sought		Per Capita Consumption Quintiles					
		Poorest	II	III	IV	Richest	Total
Public Hospital	N	101	82	82	106	77	448
	%	35.9	29.0	25.4	27.1	19.2	26.6
Private Hospital	N	3	5	8	15	24	55
	%	1.2	1.7	2.3	3.9	6.0	3.3
Public Health Centre	N	121	99	92	104	61	477
	%	43.1	34.9	28.5	26.5	15.2	28.4
Private Medical Centre	N	2	7	6	12	28	55
	%	.8	2.4	2.0	3.1	6.9	3.3
Private Doctor	N	43	116	131	162	217	669
	%	15.4	40.9	40.3	41.4	54.0	39.8
Pharmacy	N	48	38	60	59	70	276
	%	17.1	13.4	18.5	15.1	17.5	16.4
Maternity Clinic	N	1	1	-	-	-	2
	%	.4	.4	-	-	-	.1
Other	N	4	3	6	12	8	33
	%	1.3	1.2	1.9	3.1	2.0	2.0
Total	N	280	284	324	391	401	1681
	%	100.0	100.0	100.0	100.0	100.0	100.0

8.4 DIAGNOSED CONDITIONS

Obesity appears to be a significant health problem: 59.3 percent of the sample population said they had been diagnosed with this condition. The data show that 35.9 percent of those in the lowest quintile were diagnosed with obesity, compared to 71.4 percent of those in the highest quintile (Table 8.7). The incidence of underweight or severe undernourishment was more likely in the lower consumptions quintiles than in higher consumption quintiles.

TABLE 8.7: CONDITION DIAGNOSED WITH BY QUINTILES

Diagnosed With		Per Capita Consumption Quintiles					
		Poorest	II	III	IV	Richest	Total
Obesity	N	25	26	53	42	65	211
	%	35.9	57.5	67.6	58.0	71.4	59.3
Underweight	N	16	6	12	10	5	48
	%	22.6	12.4	15.5	13.6	5.1	13.4
Severe Under Nutrition	N	7	4	4	3	-	18
	%	10.8	9.8	4.9	3.6	-	5.1
Other	N	22	10	11	18	21	83
	%	32.7	22.8	13.6	24.8	23.4	23.2
Total	N	68	45	79	72	91	356

8.5 PRESCRIBED MEDICINES

Reasons for not securing prescribed medicines are shown in Table 8.8 below, distributed by quintile. In the lowest quintile, the probability that a prescription would have been unfilled because persons were “unable to purchase” was highest (63.3%) while the respondents in the richest quintile were more likely to have not secured the prescribed medicines because the medicine was “not available” (48.0%).

It should be noted that Government introduced a programme of support for the elderly that ensures the provision, free of charge, of some of the medication needed in managing selected chronic diseases: diabetes and hypertension are two of these.

TABLE 8.8: REASON FOR NOT OBTAINING PRESCRIBED MEDICINE BY QUINTILES

Reasons For Not Obtaining Medicine	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Medicine not available	7	36.7	3	26.6	7	35.2	8	42.7	5	48.0	30	37.5
Unable to purchase	12	63.3	6	45.3	6	27.0	6	31.6	2	25.6	32	39.1
Other	-	-	3	28.1	8	37.7	5	25.7	3	26.4	19	23.3
Total	19	100.0	12	100.0	21	100.0	19	100.0	10	100.0	81	100.0

8.6 HEALTH INSURANCE COVERAGE

The majority of the population is not covered by health insurance. The data show that a mere 18.7 percent of the sample, across all quintiles held some form of health insurance, and only 3.7 percent of those in the poorest quintile were covered. Even in the richest quintile the health insurance coverage was low (34.2%). Given the high cost of medical care this would suggest that some degree of vulnerability would exist as the majority could be expected to face a challenge in securing secondary and tertiary care, should the need arise (Table 8.9). There may exist as well a widely held view that the State has a residual responsibility for secondary and tertiary level care, irrespective of one's means.

TABLE 8.9: PERSONS COVERED BY HEALTH INSURANCE BY QUINTILES

Covered by Health Insurance	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	109	3.7	291	9.6	538	17.7	854	27.7	1058	34.2	2850	18.7
No	2868	96.2	2724	90.1	2495	82.0	2210	71.7	2017	65.2	12313	80.9
Not Stated	3	.1	10	.3	8	.3	18	.6	17	.5	55	.4
Total	2980	100.0	3024	100.0	3042	100.0	3081	100.0	3091	100.0	15218	100.0

8.7 NUTRITIONAL SUPPLEMENTS

Over the last two decades, there seems to have been a growing awareness, internationally, of the usefulness of supplements to the diet in maintaining good bodily health. Table 8.10 illustrates the fact that there is a degree of income elasticity in the demand and in the use of supplements. The higher the household is on the quintile distribution, the greater the probability of regular use of nutritional supplements. The data show that 24.7 percent of the poorest quintile regularly used supplements compared to 57.8 percent of those in the richest quintile.

TABLE 8.10: HOUSEHOLDS USING NUTRITIONAL SUPPLEMENTS BY QUINTILES

Regularly Take Nutritional Supplements	Per Capita Consumption Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Yes	24.7	36.3	47.4	52.3	57.8	43.9
No	75.3	63.4	52.4	47.1	41.8	55.8
Not Stated	0.1	0.3	0.3	0.5	0.4	0.3
Total (%)	100	100	100	100	100	100
Total (n)	2980	3024	3042	3081	3091	15218

8.8 AWARENESS OF HIV/AIDS

Most of the population sampled expressed an awareness of HIV/AIDS, irrespective of consumption quintile. The data in Table 8.11 suggest that a heightened sense of awareness about the disease has been achieved through the work of the National AIDS Awareness Coordinating Committee Programme and other related programmes locally and internationally. This says nothing, however, about the degree to which behavioural change has been induced. However, the survey did not glean much information on the prevalence of HIV/AIDS in Trinidad and Tobago (see Statistical Appendix) possibly because of the stigma attached to the disease.

TABLE 8.11: PERSONS WITH AWARENESS OF HIV/AIDS BY QUINTILES

Know About HIV/AIDS	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Yes	93.3	91.9	94.8	93.5	94.7	93.7
No	6.4	7.7	5.2	6.4	5.3	6.2
Not Stated	0.3	0.4	-	0.2	-	0.2
Total	100	100	100	100	100	100

8.9 SATISFACTION WITH HEALTH SERVICES

On the general point of satisfaction, the data show that 73.2 percent of the sample population claimed to have been satisfied with the services provided by the health care system (Table 8.12). The data seem to suggest that those in the higher consumption quintiles are more satisfied with

health services. This may be as a result of the fact that those in the richer quintiles tend to seek private sources of health care, while those in the poorer quintiles seek medical care at public health facilities.

TABLE 8.12: LEVEL OF CARE PROVIDED (WELL CARED FOR) BY QUINTILES

Well Cared For	Per Capita Consumption Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Yes	72	77.1	69.8	72	75.5	73.2
No	10.2	6.1	4.8	8.3	6.8	7.2
Not Stated	17.8	16.8	25.4	19.7	17.6	19.6
Total (%)	100	100	100	100	100	100
Total (n)	341	342	434	482	487	2086

8.10 CHILD HEALTH

Table 8.13 shows the distribution of children by illnesses reported across socio-economic groups. Coughs and colds were the most common illness, followed by fevers. In respect of cough and colds, there did not seem to be any noticeable difference among socio-economic groups. In respect of fevers, the two better-off quintiles were more affected than the lowest quintile. Diarrhoea was detected in 18.7 percent of the children, and it was the second and third quintiles that were afflicted most.

TABLE 8.13: DISTRIBUTION OF TYPE OF ILLNESS REPORTED AMONG CHILDREN BY QUINTILES

Type of Illness		Per Capita Consumption Quintiles					Total
		I	II	III	IV	V	
Diarrhoea	N	9	10	13	3	3	37
	%	15.6	22.8	27.0	11.4	10.1	18.7
Cold/Cough	N	38	26	33	17	18	133
	%	68.7	57.0	70.2	69.0	71.9	66.9
Fever	N	11	13	9	10	8	51
	%	19.1	29.2	19.2	39.3	32.4	25.7
Vomiting	N	9	13	4	5		30
	%	15.9	28.0	7.5	21.0		15.2
Other	N	4	6	5	2	2	20
	%	7.8	12.3	10.4	10.0	8.9	9.8
Total	N	56	45	48	25	26	199
	%	100.0	100.0	100.0	100.0	100.0	100.0

Public health facilities were the most widely used type of facility in the treatment of ill children. It is interesting to note that as many as 60.0 percent of children in the richest quintile were taken to a private doctor, compared to only 4.6 percent of those in the poorest quintile. The data in Table 8.14 also show that home remedies were still widely used to treat with the illness of children irrespective of consumption quintile.

TABLE 8.14: FACILITIES USED BY ILL CHILDREN BY QUINTILES

Type of Illness		Per Capita Consumption Quintiles					
		Poorest	II	III	IV	Richest	Total
Public Health Facility	N	32	22	16	10	6	86
	%	67.6	60.2	42.8	58.2	28.2	53.6
Private Hospital	N	5	1	-	1	-	7
	%	10.1	3.2	-	7.6	-	4.5
Private Doctor	N	2	9	8	5	13	38
	%	4.6	25.2	22.0	27.7	60.0	23.4
Home Remedy	N	11	7	13	6	6	44
	%	22.1	20.7	35.2	35.7	27.1	27.0
Total	N	48	36	38	17	22	161
	%	100.0	100.0	100.0	100.0	100.0	100.0

One important criterion that is accepted internationally is the immunisation coverage of children under five years of age. The data show that in only one area, DPT1, did the level of immunisation reach 90 percent. In most other areas, 17 percent or more of children have not been immunised (Table 8.15). There are important lessons here for policy makers, having regard to the objectives of the country to provide a high quality of life to the population.

TABLE 8.15: DISTRIBUTION OF CHILDREN IMMUNISED BY TYPE AND BY QUINTILES

Type of Immunisation		Per Capita Consumption Quintiles					
		Poorest	II	III	IV	Richest	Total
Yellow Fever	N	206	192	146	145	96	785
	%	80.7	81.3	83.6	86.2	81.7	82.5
Measles	N	205	190	152	147	103	797
	%	80.2	80.6	87.1	87.4	87.3	83.7
Mumps	N	195	189	144	145	101	774
	%	76.2	80.1	82.7	86.0	86.1	81.3
Rubella	N	180	174	136	134	89	714
	%	70.5	73.8	78.2	79.4	75.9	75.0
DPT1	N	226	217	153	154	108	858
	%	88.2	92.0	88.1	91.5	91.6	90.1
DPT2	N	197	187	130	123	94	731
	%	77.1	79.1	74.9	72.7	79.9	76.8
DPT3	N	159	153	105	100	72	589
	%	62.3	64.6	60.5	59.1	61.0	61.8
Total	N	256	236	174	169	118	952
	%	100.0	100.0	100.0	100.0	100.0	100.0

Table 8.16 provides information on the mean weight at birth by quintiles. Prima facie, there is no difference among the quintiles. However, given the aggregation of the data, it is not possible to establish the extent to which there were outliers, and whether these were related to socio-economic status.

TABLE 8.16: MEAN WEIGHT AT BIRTH BY QUINTILES

Household Quintiles	N	Mean
I	398	4
II	227	3
III	207	4
IV	128	3
V	86	3

The quality of pre-natal service can be judged by the frequency and consistency with mothers-to-be are treated by Medical Practitioners. Table 8.17 provides information on the percentage of women seeing a Medical Practitioner at least five times during pregnancy. The percentage is high overall, at 98 percent, for the country. This average is approximated by all of the quintiles: there was no difference among quintiles and poorer women were equally like to have been attended by a medical practitioner as a better-off woman. More detailed data are supplied in the Statistical Appendix to this report.

TABLE 8.17: MOTHERS SEEING MEDICAL PRACTITIONER AT LEAST FIVE TIMES DURING PREGNANCY BY QUINTILES

Mother Saw Health Professional During Pregnancy	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	265	97.0	239	97.5	181	99.3	178	99.4	119	97.1	982	98.0
No	1	.4	5	2.0	-	-	1	.6	1	1.1	9	.8
Not Stated	7	2.6	1	.5	1	.7	-	-	2	1.8	12	1.2
Total	273	100.0	245	100.0	182	100.0	179	100.0	122	100.0	1002	100.0

Rearing practices in the first years of life have a major impact on the physical and psychological development of babies and children. Breast-feeding in the first year has been recognised as important in the health status of babies. Table 8.18 shows the extent to which mothers exclusively breast-fed their babies, across consumption quintiles. The data shows that 8.6 percent of the sample population never breast-fed, while 13.6 percent breast-fed for less than a month, which means that almost one quarter of the babies did not receive the optimum recommended 6 months of exclusive breast feeding. Additionally, 32.2 percent opted to breast-feed for seven months or more.

Given the relatively high rates of morbidity and mortality among children in Trinidad and Tobago in comparison with countries of similar income, there is considerable room for improvement; these data provide useful information on breast-feeding, which may be a practical target for adoption by policy makers.

TABLE 8.18: LENGTH OF TIME MOTHERS EXCLUSIVELY BREAST FED CHILD BY QUINTILES

How Long Exclusively Breast Fed	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
less than 1 month	37	13.6	35	14.2	24	13.0	23	12.7	18	15.0	136	13.6
1-3 months	66	24.3	73	29.9	55	30.1	59	33.2	28	23.1	281	28.2
4-6 months	43	16.0	42	17.4	21	11.4	36	20.3	30	24.5	173	17.3
7 months and more	95	35.0	74	30.4	71	38.7	46	25.6	36	29.8	322	32.2
Never breastfed	30	11.2	20	8.1	12	6.8	15	8.2	9	7.6	86	8.6
Total	270	100.0	244	100.0	182	100.0	179	100.0	122	100.0	998	100.0

8.11 DISABILITY

Data on reported disability suggest that 4.0 percent of the sampled population reported a disability. The percentage was almost the same across the quintiles, except that it was higher in the richest quintile, which might have more to do with a better recognition or diagnosis of disability among the better-off.

TABLE 8.19: REPORTED DISABILITY BY QUINTILES

Has Disability	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	115	3.9	109	3.6	118	3.9	112	3.6	155	5.0	609	4.0
No	2862	96.1	2904	96.0	2916	95.9	2954	95.9	2926	94.7	14561	95.7
Not Stated	3	.1	12	.4	8	.3	15	.5	10	.3	48	.3
Total	2980	100.0	3024	100.0	3042	100.0	3081	100.0	3091	100.0	15218	100.0

Physical disability impact on motor skills and mobility were the most dominant, followed by sight, then behavioural: this can be seen in Table 8.20. There is still some distance to cover in the treatment of disability and as well in the acceptance of disability, as in some sense, normal to society. The percentage of the population with a disability reported here may be just the tip of the iceberg. Policy makers would need to anticipate under-reporting and examine the extent to which the various services provided are reaching the universe of clients, and, just as importantly, the extent to which the society is organised to allow those with disabilities to achieve their fullest potential.

TABLE 8.20: TYPE OF DISABILITY BY QUINTILES

Type of Disability		Per Capita Consumption Quintiles					
		Poorest	II	III	IV	Richest	Total
Seeing	N	14	22	28	17	33	114
	%	12.5	20.0	23.7	14.8	21.3	18.7
Hearing	N	11	12	10	6	18	56
	%	9.2	10.7	8.6	5.3	11.7	9.2
Speaking	N	15	9	15	11	15	65
	%	13.0	8.0	13.0	10.2	9.7	10.8
Mobility	N	34	41	52	50	75	251
	%	29.8	37.3	43.8	44.3	48.2	41.2
Body Movements	N	19	19	21	29	27	115
	%	16.2	17.6	18.1	25.7	17.3	18.9
Gripping	N	22	9	4	10	21	65
	%	19.2	8.2	3.1	8.6	13.3	10.6
Learning	N	18	17	8	13	5	60
	%	15.5	15.2	6.6	11.5	3.3	9.9
Behavioural	N	20	17	11	12	9	68
	%	17.3	15.4	9.2	10.8	5.7	11.3
Confined to Wheelchair	N	3	-	4	2	8	18
	%	2.9	-	3.1	2.2	5.3	2.9
Other	N	15	11	12	13	15	67
	%	13.2	10.6	10.2	12.0	9.5	11.0
Total	N	115	109	118	112	155	609
	%	100.0	100.0	100.0	100.0	100.0	100.0

The causes of disability are illustrated in Table 8.21. On average, 24 percent of those with disabilities were born with them. There does appear to be some tendency for the percentage to vary with socio-economic status, a matter that should attract further investigation, if interventions among the poor can reduce the probability of disability at birth. In the first and second quintiles, disability at birth accounted for over 30 percent of those with disabilities. Another 21 percent became disabled as a result of accidents of different types.

TABLE 8.21: CAUSE OF DISABILITY BY QUINTILES

How Disability Occur	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Has disability from birth	36	30.9	38	34.8	23	19.2	26	23.0	25	16.1	147	24.1
Had a vehicular accident	8	7.2	9	8.5	9	7.3	5	4.0	12	7.7	43	7.0
Had other type accident	18	15.5	8	7.2	17	14.7	17	15.5	23	15.0	84	13.7
Other cause	53	46.4	54	49.6	69	58.8	64	57.4	94	60.5	335	55.0
Not Stated	-	-	-	-	-	-	-	-	1	.7	1	.2
Total	115	100.0	109	100.0	118	100.0	112	100.0	155	100.0	609	100.0

Care at home was the largest single source of support for persons with disabilities – 46 percent: this can be seen in Table 8.22. Institutions were responsible for only 2.6 percent of those with disabilities and while no trend could be established by quintile, the richest quintile had the larger percentage in institutional care. It might well be that they could pay for such care, while those in lower quintiles are dependent on support from outside the home. In any event, where care was provided at home in the highest quintile, it appears that resources from outside of the household could be secured more readily than in the poorer households.

TABLE 8.22: PLACE DISABILITY CARED FOR BY QUINTILES

Place Providing Care	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
At Home	53	46.1	54	49.9	44	37.0	71	63.4	59	37.8	280	46.1
At Institution	1	1.2	4	3.3	1	1.1	4	3.4	6	3.7	16	2.6
Other Arrangement	1	1.0	1	1.2	4	3.3	-	-	4	2.3	10	1.6
Care Not Necessary	32	27.6	24	21.8	49	41.7	29	25.7	74	47.9	208	34.1
Not Stated	28	24.1	26	23.9	20	17.0	8	7.5	13	8.3	95	15.6
Total	115	100.0	109	100.0	118	100.0	112	100.0	155	100.0	609	100.0

Some 48 percent of poorest households had members of the household providing care to persons with disabilities. This can be seen in Table 8.23. Given the opportunity cost of work in poorer households, it might be useful to examine the degree to which society contributes in respect of persons with disabilities at the lower end of the economic spectrum.

TABLE 8.23: MAIN CARE GIVER BY QUINTILES

Main Care Giver	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Member of Household	55	48.1	50	45.8	36	30.9	60	53.4	44	28.4	245	40.3
Relative From Another Household	1	1.0	3	3.1	3	2.8	10	9.1	9	5.7	27	4.4
Non Relative From Another Household	1	1.0	1	1.0	5	4.4	3	3.1	10	6.4	21	3.4
Not Stated	57	49.9	54	50.1	73	62.0	39	34.5	92	59.5	316	51.9
Total	115	100.0	109	100.0	118	100.0	112	100.0	155	100.0	609	100.0

On the face of it, there did not seem to be any difference in the percentage of persons receiving assistance by quintile. On average 37.8 percent of the persons with disabilities received assistance and there tended to be not much variation among the quintiles, the percentage receiving in the highest quintile being only slightly lower than in the first quintile. Table 8.24 provides some data.

TABLE 8.24: PERSONS RECEIVING ASSISTANCE FOR DISABILITY BY QUINTILES

Receives Assistance	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	44	38.0	39	36.3	46	39.1	45	39.9	56	36.4	230	37.8
No	44	37.9	43	39.8	51	42.9	59	52.6	86	55.4	282	46.4
Not Stated	28	24.1	26	23.9	21	18.0	8	7.5	13	8.3	96	15.8
Total	115	100.0	109	100.0	118	100.0	112	100.0	155	100.0	609	100.0

However, with further investigation, it was possible to establish the extent to which public and private support for persons with disabilities reflects some sense of equity across the quintiles. Table 8.25 provides a partial answer, in the identification of the sources of support. On average, and most critically, 68.4 percent of persons with disabilities received support of social welfare programmes. By and large, equity rules seemed to have applied, with the percentage receiving such assistance falling as socio-economic status improved. On the other hand, generally, the higher the quintile to which the person with disability belonged, the greater was the reliance on relatives in Trinidad and Tobago. Interestingly, NGO support seemed to have been negligible. This can be seen in the table that follows.

TABLE 8.25: SOURCE OF SUPPORT FOR DISABILITY BY QUINTILES

Source of Support		Per Capita Consumption Quintiles					
		Poorest	II	III	IV	Richest	Total
Social Welfare Program	N	38	33	34	29	31	166
	%	85.2	80.3	68.7	62.1	52.2	68.4
Private Institution	N	1	-	-	1	3	5
	%	2.3	-	-	3.1	4.3	2.1
NGO	N	1	-	1	-	-	2
	%	2.5	-	2.1	-	-	.9
Relatives in T&T	N	3	2	7	11	20	44
	%	7.7	5.6	14.3	23.5	33.5	18.1
Relatives Abroad	N	-	1	8	3	7	19
	%	-	2.7	16.6	6.1	11.3	7.8
Other	N	3	6	7	5	8	29
	%	7.4	14.3	14.7	9.6	13.9	12.1
Total	N	45	42	49	47	60	243
	%	100.0	100.0	100.0	100.0	100.0	100.0

Many persons with disabilities are able to work in full time employment. Best practice is to ensure that all can participate consistently with their capabilities. Thus, appropriate training can prepare them for rewarding participation in the labour market. Table 8.26 provides information on the level of participation by quintile. It is estimated that one quarter of the population of persons with disabilities participated in some form of labour market activity. In the highest quintile, as much as 40 percent participated. It is likely that those in the highest quintile had the resources available to them that allowed them to secure relevant education and training adequate to their participating effectively in the world of work. This shows what is possible for those in the lower quintiles, if indeed the higher participation among those in the highest

quintile was a function of access to appropriate training, education and preparation for the labour market.

TABLE 8.26: DISABLED PERSON ENGAGED IN WORK ACTIVITY BY QUINTILES

Disabled Person Engage in Work Activity	Per Capita Consumption Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	26	22.3	16	14.6	29	24.6	20	17.8	61	39.7	152	25.0
No	62	53.6	66	60.5	68	57.4	84	74.6	80	51.3	358	58.9
Not Stated	28	24.1	27	24.9	21	18.0	8	7.5	14	9.0	98	16.2
Total	115	100.0	109	100.0	118	100.0	112	100.0	155	100.0	609	100.0

CHAPTER 9

HOUSING CONDITIONS

The issue of housing has occasionally attracted focused attention of the State over the years: its first foray in this regard came towards the end of the colonial period, when, following the Moyne Commission Report, initiatives were taken to treat with access of the poor to housing, initially through the Colonial Welfare and Development Funds. There are state owned apartment buildings in Port-of-Spain and San Fernando that date back to this early initiative. There was a rural complement to this housing thrust, in the form of an assistance programme that was institutionalised to allow workers in the sugar industry to acquire decent accommodation, under the Sugar Welfare Programme.

The role of the state in housing was to become fully institutionalised in time, with the establishment of National Housing Authority, as the Government sought to address the growth of population, and the spread of urbanisation. While the demands of the working population have grown over the years, the capacity of the state to respond to the needs of lower and middle income workers has not always been matched by resources at the disposal of the Government for housing, given that housing infrastructure on the scale necessary requires substantial financing.

Over the years, the demands of growing upper and upper middle classes have been filled by the expansion of the real estate market and the advent of private developers seeking to earn profits from this burgeoning demand. A range of institutions developed to provide mortgage financing, among the financial services sector, in part in response to special incentives provided by the Government to encourage housing development. In addition to the banking system, credit unions entered the picture and have afforded the opportunity to their membership in dealing with their housing needs.

Demand and need of the population however, have tended to outstrip supply. Issues of access to land have seldom been much removed from the challenge of homeownership among the lower income groups, and squatting and rounds of squatter regularisation have been an aspect of the housing scenario of the country as Governments have tried to arrest the proclivity to spontaneous settlements.

The more recent past has been characterised by the attempt of the present administration to correct for the housing shortage and the short fall in accommodation in the country, by seeking to build about 10,000 units per annum. This has meant, in effect, the entrée of the Government into the housing market beyond the requirements of the low income groups in the society. The National Housing Authority (NHA) has been replaced by the Housing Development Company (HDC), on the premise that this new incarnation would be more market driven, while not discarding the responsibility of the state to support lower income and middle income groups by internalising the economies of scale on their behalf through state intervention on larger scale housing projects.

The economic boom that the country has been experiencing has led, as well, to a vibrant market for middle and higher income accommodation, which private developers are seeking to satisfy with elite type developments. This section provides a situational analysis of housing conditions from the data generated in the SLC. This will be derived from the examination of some of the physical appurtenances as well as from tenure arrangements across socio-economic groups.

9.1 MATERIAL OF OUTER WALLS

Table 9.1 reflects the distribution of homes across quintiles with respect to the construction materials of outer walls. Construction materials most widely used were brick/concrete and wood or a combination of both. Homes with outer walls made of brick and concrete accounted for 68 percent of households across all quintiles, wood accounted for 12.7 percent and those made of a combination of wood and brick/concrete was 15.4 percent. There was a positive relationship in the movement from poorest to richest quintiles and the proportion of households with brick/concrete outer walls. Put differently, the higher the quintile, the more likely it was that the outer walls of the house would be made of brick/ concrete. However, the lower the quintile, the more likely it was that the outer material of the home was made of wood. This can be seen in Table 9.1: almost 25 percent of the poorest households had the outer walls of their homes made of wood and only 4.6 percent of the richest households had homes with outer walls made of wood. It must be noted, though, that there is some predilection to specialty woods in the more elite sections of the housing market, which would explain the presence of wood in outer walls in the highest quintile.

Houses made of galvanise and wood accounted for only 2.2 percent of households, with 4.8 percent of households in the poorest quintile having outer walls of galvanise and wood. Less than 2 percent of households had homes constructed with wattle, adobe, tapia, box board and plywood walls. This reflects the fact that even among the poorest, an attempt is made to use materials that would allow for greater permanence in the dwelling unit.

TABLE 9.1: DISTRIBUTION OF HOMES BY MATERIALS OF OUTER WALLS BY QUINTILES

Materials of Outer Wall	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Brick/Concrete	47.7	58.8	73.4	76.8	82.6	68
Wood	24.6	17	10.1	7.4	4.6	12.7
Wood/Brick/Concrete	20.5	19.8	12.1	13.5	11.4	15.4
Wood/ Galvanise	4.8	2.5	1.3	1.7	0.8	2.2
Wattle/Adobe/Tapia	0.6	0.9	1.2	0.2	0.1	0.6
Box Board/Plywood	0.8	0.5	0.9	0.4	0.1	0.6
Other	0.9	0.6	1	-	0.3	0.6
Total (%)	100	100	100	100	100	100
Total (n)	834	847	855	854	869	4258

9.2 DWELLING TYPE AND TENURE

The data in Table 9.2 indicates that in 2005, approximately 85 percent of households lived in separate, detached dwellings. Interestingly, the percentage of the richest households living in separate accommodation was less than in the lowest quintile. This reflects the fact that de mode living among the elite includes residence in apartments in gated communities in sub-urban districts. This also explains the fact that the percentage living in private apartments increases with expenditure quintiles, and so likewise are those in private townhouses. In contrast, the percentage living in NHA apartments fell in the higher quintiles.

In terms of dwellings that constituted part of a commercial building, 2.1 percent of households across all quintiles lived in part of a commercial building. The proportion increased by expenditure quintiles, suggesting that business ownership also increases with expenditure quintiles.

TABLE 9.2: DISTRIBUTION OF TYPE OF DWELLING BY QUINTILES

Type of Dwelling	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Separate House	85.7	85.3	86.4	84.2	81.5	84.6
NHA Apartment	5.1	4.3	2.2	1.3	1	2.8
Private Apartment	6.8	7.5	8.3	9.4	10.5	8.5
NHA Townhouse	0.3	0.4	-	0.3	-	0.2
Private Town House	0.3	0.8	0.8	1.3	2.4	1.1
Part of Commercial Building	0.8	1.3	1.9	2.8	3.6	2.1
Out Room	-	0.2	-	0.3	0.1	0.1
Group Dwelling	0.5	0.2	0.5	0.3	0.7	0.4
Don't Know	-	0.1	-	-	-	0
Not Stated	0.4	-	-	0.1	0.1	0.1
Total	100	100	100	100	100	100
Total (n)	834	847	855	854	869	4258

The distribution of dwelling by the tenure of ownership is provided in Table 9.3. The data show that 77.7 percent of residents owned the house in which they lived, with ownership of accommodation units increasing across household quintiles. Interestingly, 75 percent of those in the poorest quintile claimed ownership of their accommodation. Figure 9.1 shows the respective shares of tenure graphically.

Rented accommodation, both private (12.0%) and NHA (1.9%) was more prevalent in the poorer quintiles. Few households (less than 1 percent) admitted to squatting.

TABLE 9.3: DISTRIBUTION OF TENURE OF DWELLING BY QUINTILES

Tenure of Dwelling	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Owned	74.9	76.8	79	78.8	79.2	77.7
Rented-Private	14.2	12.5	11.1	10.1	12.1	12
Rented-NHA	3.6	2.8	1.9	1.3	-	1.9
Leased –Private	-	-	0.3	-	0.3	0.1
Leased-NHA	-	0.2	-	-	-	0
Rent Free	6.8	5.9	6.3	8.5	7.7	7
Squatted	0.4	0.8	0.1	-	0.3	0.3
Other	-	0.6	0.9	0.8	0.5	0.5
Don't Know	-	0.3	0.3	0.2	-	0.2
Not Stated	0.2	0.1	0.1	0.3	-	0.1
Total	100	100	100	100	100	100
Total (n)	834	847	855	854	869	4258

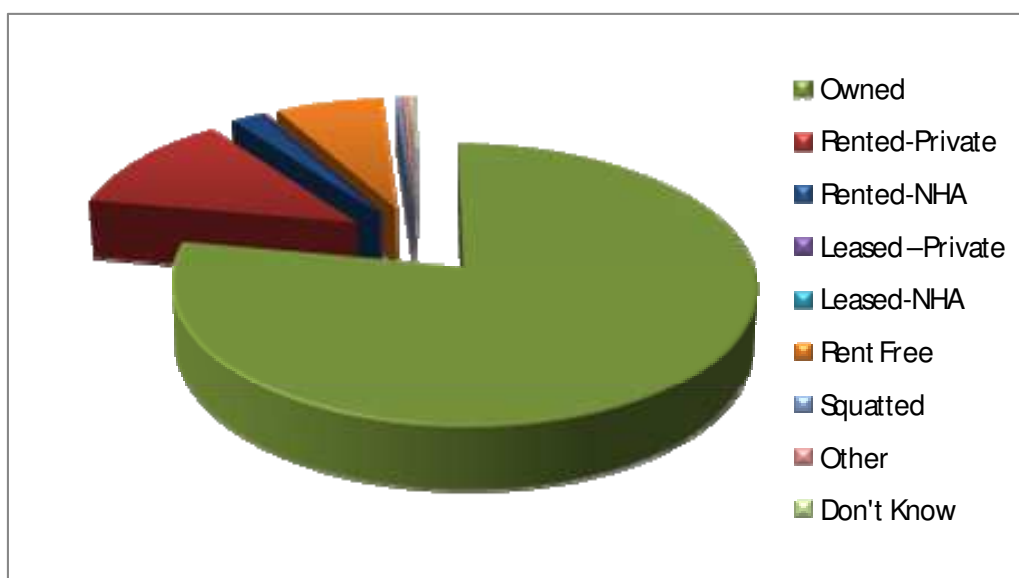


FIGURE 9.1: DISTRIBUTION OF HOUSEHOLDS BY TENURE STATUS

Land tenure and poverty are two complex inter-related issues. On the one hand, land ownership is affected by the lack of access to resources by the poor, and on the other, poverty is reinforced by lack of tenure to land since ownership or rights to usage are a precondition for access to other related amenities such as water supply, electricity and waste disposal.

The proportion of households by tenure of land (Table 9.4) shows that 46.6 percent of households owned the land which they occupied and ownership tended to increase with increasing socio-economic status. Rented land accounted for 14.5 percent of households, 12.8 percent being privately rented. Households living on leased land increased with housing quintiles, suggesting that households move from situations of renting land to leasing land as their socio-economic condition improves. Across all quintiles, 6.6 percent of households occupied lands that were squatted (squatted and squatted/regularised).

Within the poorest quintile, 30.5 percent had ownership of land, while 21.3 percent lived on rented lands. A large proportion of those in the lowest quintile occupied squatted land (14.1 %), 4.5 percent of which was regularised. The high proportion of not stated responses (22.8%) suggests that some amount of caution should be taken in interpreting and extrapolating these results.

TABLE 9.4: DISTRIBUTION OF TENURE OF LAND BY QUINTILES

Tenure of Land	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Owned	30.5	41.8	47.8	54.4	57.8	46.6
Rented – Private	18.8	15.8	12.9	10.4	6.2	12.8
Rented – Other	2.5	1.3	1.8	1.7	1.1	1.7
Leased	3.6	3.7	4.2	4.3	7.1	4.6
Rent Free	5.6	4	3.1	2.2	1.8	3.3
Squatted- Regularised	4.5	2.5	2.8	0.9	1.3	2.4
Squatted	7.6	4.3	4.9	2.9	1.4	4.2
Other	0.6	1.7	1.1	1.2	1	1.1
Don't know	0.7	0.9	0.2	0.3	0.3	0.5
Not Stated	25.4	24	21.2	21.6	21.9	22.8
Total (%)	100	100	100	100	100	100
Total (n)	834	847	855	854	869	4258

9.3 WATER SOURCE AND FREQUENCY OF SUPPLY

Table 9.5 shows that over 70 percent of households had water piped to their dwelling from a public source and another 4.4 percent had water piped to dwelling from a private source. The likelihood of piped water to dwelling increased with housing quintile; 51.5% of those in the poorest quintile had water piped to the dwelling compared to 90.3 percent of those in the richest quintile.

Of the total sample, 7.1 percent had a supply of water piped into the yard in which their dwelling was located. As much as 5.9 percent of all households sampled still depended on public standpipes, with 11.5 percent of the poorest quintile relying on this source. Within the poorest quintile, 3.9 percent relied on truck borne water supplies, and 11 percent depended on private catchments (non-piped). The second quintile displayed a pattern that was only marginally better.

Indeed large proportions of the two lowest quintiles used springs/rivers or 'other' sources of water supply - 9.0 percent of those in quintile I and 5.3 percent of those in quintile II respectively. This leads to the questions of the source of their water supply and furthermore, the quality of their water supply, which, given environmental problems in the country, was likely to be unsafe.

TABLE 9.5: DISTRIBUTION OF DWELLINGS BY MAIN SOURCE OF WATER BY QUINTILES

	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
Main Source of Water	%	%	%	%	%	%
Public piped into Dwelling	47.8	66	71.7	79.8	87.3	70.7
Public Piped into Yard	11.9	7.8	8.4	6.2	1.6	7.1
Public Standpipe	11.5	6.3	6.1	3.5	2.6	5.9
Private Piped into Dwelling	4.7	5.8	4.7	3.9	3	4.4
Private Catchment not Piped	11	6.6	3.7	3.5	2.1	5.4
Truck Borne	3.9	2	0.9	1	1.7	1.9
Spring/River	2	0.9	1.8	0.6	0.1	1.1
Other	7	4.4	2.5	1.5	1.4	3.3
Not Stated	0.2	0.3	0.1	-	.1	0.2
Total	100	100	100	100	100	100
Total (n)	834	847	855	854	869	4258

The challenge in the provision of water is also demonstrated in the frequency of water supply (Table 9.6). Although 95 percent of households receive water from public/ private piped, public standpipe, private catchment and truck borne sources, further analysis of the data show that only 58.4 percent of households received a continuous supply of water, while 20.1 percent indicated that they received a water supply three or more times weekly. Households receiving a continuous supply of water and three or more times a week increased across quintiles - from the poorest (69.2%) to the richest (85.4%).

Of households in the poorest quintile 11 percent of those sampled stated that the frequency of their water supply fell into the category 'other' which suggests that, at best, it was not as good as the mentioned delivery mode. If having access to water three or more times weekly is set as the standard, more than 20 percent of the population was under-provided with running water.

TABLE 9.6: FREQUENCY OF PIPE BORNE WATER SUPPLY BY QUINTILES

Frequency of Water Supply	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Continuous Supply	52.2	53.8	59.1	62.5	64.1	58.4
Three or more Times Weekly	17	20.4	20.6	21.4	21.3	20.1
Twice Weekly	9	9.3	7.6	5.4	5	7.3
Less than Twice a Week	9.8	8.6	7.1	6.5	4.1	7.2
Other	11	6.7	5.3	3.7	4.5	6.2
Not Stated	0.9	1.2	0.3	0.6	0.9	0.8
Total	100	100	100	100	100	100

Given the problems of securing a continuous supply, many households appear to have invested in on-site storage. The type of storage facility used by the quintile is shown in Table 9.7. For the population as a whole, on average 83.0 percent used water tank storage facilities: 72.6 percent of the poorest invested in such facilities, compared to 91.3 percent of the richest quintile. It is not uncommon for households to invest in more than one source of storage (hence the figures in Table 9.7 do not necessarily sum to 100%). The use of barrels for water storage decreases, the higher the quintile.

TABLE 9.7: TYPE OF WATER STORAGE FACILITY BY QUINTILE

Type of Water Storage Facility		Household Quintiles					
		Poorest	II	III	IV	Richest	Total
Water Tank	N	524	572	594	624	656	2969
	%	72.6	79.8	82.8	88.6	91.3	83.0
Barrel	N	290	190	136	91	62	768
	%	40.3	26.5	18.9	12.9	8.6	21.5
Other	N	99	69	71	46	38	324
	%	13.8	9.6	9.9	6.6	5.3	9.1

9.4 BATHROOM AND TOILET FACILITIES

The type of toilet facility used provides a good indicator of the living conditions experienced by a household (Table 9.8). Water closets either linked to a sewer system or to a septic tank were the facility used by 80.9 percent of all households sampled, with those in the richest quintile more likely to have this type of toilet facility (94.4%) compared to those in the poorest quintile (57.1%). Among all households sampled, as many as 18.4 percent relied on pit latrines, and among those in the poorest quintile, pit latrines accounted for as much as 41.6 percent. It is interesting that 1.1 percent of households in the poorest quintile had no identifiable type of toilet facility.

TABLE 9.8: TYPE OF TOILET FACILITIES USED BY HOUSEHOLDS STORING WATER BY QUINTILE

Type of Toilet Facility	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
WC Linked to Sewer	9.0	12.5	17	23.5	28.9	18.3
Septic Tank/Soak away	48.1	65.6	67	66.6	65.5	62.6
Pit/ Latrine	41.6	21.6	15.5	9.5	4.9	18.4
Other	-	-	0.1	-	-	0
None	1.1	0.3	0.3	0.4	0.7	0.6
Not Stated	0.2	-	-	-	-	0
Total	100	100	100	100	100	100

Table 9.9 provides the distribution of households with inadequate toilet facilities by Regional Corporation. The data show heavy concentrations of pit latrines in Siparia, San Juan/laventille and Couva/Tabaquite/Talparo. Though the numbers are small, generally but there was a high percentage with none in Diego Martin. This may be a function of the squatting settlements in Bagatelle and environs.

TABLE 9.9: DISTRIBUTION OF HOUSEHOLDS WITH INADEQUATE TOILET FACILITIES BY REGIONAL CORPORATION

Regional Corporation	Type of Toilet Facility					
	Pit/ Latrine		None		Total	
	N	%	N	%	N	%
Port of Spain	41	5.2	4	17.7	45	5.6
Mayaro/Rio Claro	55	7.0	0	.0	55	6.8
Sangre Grande	47	6.0	3	13.0	50	6.2
Princes Town	77	9.9	1	4.6	79	9.7
Penal/Debe	36	4.6	0	.0	36	4.4
Siparia	104	13.3	1	4.3	105	13.0
City of San Fernando	7	.9	0	.0	7	.8
Borough of Arima	1	.2	0	.0	1	.2
Borough of Chaguanas	18	2.3	1	4.6	19	2.4
Borough of Point Fortin	23	2.9	1	4.2	24	2.9
Diego Martin	62	7.8	7	28.4	69	8.5
San Juan/Laventille	108	13.8	5	18.3	113	13.9
Tunapuna/Piarco	74	9.5	0	.0	74	9.2
Couva/Tabaquite/Talparo	79	10.1	1	4.9	80	9.9
Tobago	53	6.8	0	.0	53	6.6
Total	785	100.0	25	100.0	810	100.0

In respect of the matter of the location of bathrooms, Table 9.10 below shows that 73.1 percent of sampled households had bathrooms located inside their accommodation, with 90.0 percent of those in the richest quintile and 47.1 percent of those in the poorest quintile having bathrooms located indoors.

TABLE 9.10: LOCATION OF BATHROOMS BY QUINTILES

Location of Bathroom	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Inside of the Dwelling	47.2	68.0	75.9	83.7	89.9	73.1
Outside of the Dwelling	52.2	32.0	24.1	15.9	9.9	26.6
Not Stated	0.9	-	-	0.4	0.2	0.3
Total	100	100	100	100	100	100

9.5 PRIMARY ENERGY SOURCES

The type of lighting used is provided in Table 9.11. For the population as a whole, 95.0 percent utilised electricity for lighting. In the lowest quintile, almost 88.8 percent had access to electricity. Such programmes as rural electrification have been in place long enough as access to electricity is almost universal. However, 9.1 percent of households in the lowest quintile listed kerosene as the type of lighting most used.

TABLE 9.11: TYPE OF LIGHTING MOST USED BY QUINTILES

Type of Lighting Most Used	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Electricity	88.8	94.8	96	96.9	98.4	95
Gas	0.1	0.1	-	0.4	-	0.1
Kerosene	9.1	3.8	3.5	2.2	1.2	3.9
Other	1.8	1.2	0.5	0.4	0.3	0.8
Not Stated	0.2	-	-	-	0.1	0.1
Total	100	100	100	100	100	100

The main fuel used for cooking is indicated in Table 9.12. By far, the dominant source of energy for cooking was Liquefied Petroleum Gas (LPG) with 93.4 percent of the sample utilising this as their primary source. The rich were the ones most likely to rely on electricity; 14.3 percent of those in the richest quintile used this type of energy as their primary source.

TABLE 9.12: MAIN COOKING FUEL USED BY QUINTILES

Cooking Fuel Most Used	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
None	0.3	0.5	0.1	0.2	0.9	0.4
Electricity	1.5	1.4	3.6	6.1	14.3	5.4
LPG/Cooking Gas	96.6	97.6	95.4	93.1	84.4	93.4
Kerosene	0.5	0.1	0.3	0.2	0.3	0.3
Wood/Charcoal	0.8	0.4	0.4	0.4	-	0.4
Other	-	-	-	-	0.1	0
Not Stated	0.3	-	0.2	-	-	0.1
Total	100	100	100	100	100	100

9.6 GARBAGE DISPOSAL

The method of garbage collection by quintile is provided in Table 9.13. For the population as a whole, 78.6 percent of households had their garbage collected by trucks. This facility shows increasing use as socio-economic status improves. On the other hand, as much as 24.1 percent of the lowest quintile depended on this 'walk to dump/bin' as the method for garbage disposal. Interestingly, 7.0 percent of the households sampled in the poorest quintile relied on methods "other" than garbage truck collection and walking to dumps and bins close-by to dispose of their garbage. Further investigation will be needed in order to determine what these "other" methods of disposal include if attempts are to be made to improve environmental conditions in the areas where the poorest live.

TABLE 9.13: METHOD OF GARBAGE DISPOSAL BY QUINTILES

Garbage Disposal	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Collected by Garbage Truck	68.7	76.2	78.9	81.7	86.9	78.6
Walk to Dump/bin close-by	24.1	21.5	18.6	16.2	11.3	18.3
Other	7	2.3	2.5	1.9	1.8	3.1
Not Stated	0.2	-	-	0.1	-	0.1
Total	100	100	100	100	100	100

The issue of frequency of garbage collection is provided in the Table 9.14 below. The majority of households sampled had their garbage taken away every other day (65.6%), regardless of housing quintile. In respect of those having their garbage cleared daily, there was a national average of 13.6 percent. As much as 11.6 percent of households did not have their garbage collected daily, every other day or weekly. This may suggest that these households are either disposing of their garbage in a bin close-by which is cleared on an irregular basis, which may attest to environmental health issues.

TABLE 9.14 FREQUENCY OF GARBAGE COLLECTION BY QUINTILES

How Often Garbage Collected	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Daily	11.2	13	15.6	15.6	12.5	13.6
Every other day	67.3	67.6	61.5	65.7	65.9	65.6
Weekly	6.5	5.3	6.6	5.5	4.9	5.8
Other Times	11.1	10.6	12.6	10.4	13.2	11.6
Don't Know	3	2.1	2.9	2.2	3.1	2.6
Not Stated	1	1.5	0.9	0.7	0.3	0.8

9.7 COMPUTER USE AND INTERNET CONNECTIVITY

The use of the computer has become widespread across the entire the society. As Table 9.15 shows, 65.7 percent of households in the richest quintile used computer facilities for email and internet surfing, compared to 16.3 percent of households in the poorest quintile. The use of computers for email, internet surfing and business increased with socio-economic status from poorest to richest. However, the situation was reversed in the case of games (60 percent of those in the poorest quintile compared to 52.9 percent of those in the richest quintile said they used the computer for games).

It is interesting to note that this says nothing of access to computers and some of the data here may be the result of the richer quintiles having greater access to computers than do those in the poorer quintiles.

TABLE 9.15: COMPUTER USAGE BY QUINTILES

Use of Computer		Household Quintiles				
		Poorest	II	III	IV	Richest
Email	N	12	36	88	128	219
	%	16.3	25.5	36.2	51.9	65.7
Internet Surfing	N	16	48	103	136	218
	%	22.5	34.2	42.5	55.1	65.3
Games	N	42	92	153	130	185
	%	60.0	65.4	63.1	52.9	55.5
Business	N	9	27	58	70	159
	%	12.7	18.9	23.9	28.5	47.7
Music Recording	N	15	32	58	62	106
	%	21.5	22.7	23.9	25.2	31.9
Academic Pursuit	N	49	96	179	160	177
	%	69.7	68.3	73.9	65.1	53.0

9.8 OTHER HOUSING CHARACTERISTICS

Table 9.16 which provides the distribution of households by number within the dwelling unit, shows that the vast majority of households sampled lived in single family units. This applied equally to the richest and the poorest quintiles – 93.0 percent and 93.5 percent respectively.

TABLE 9.16: NUMBER OF HOUSEHOLDS OCCUPYING DWELLING BY QUINTILES

	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
Single/Multiple Occupancy	%	%	%	%	%	%
One	93.5	91.9	94.5	93.8	93	93.3
Two	5.3	6.6	4.2	4.5	4.4	5
Three	0.3	1	0.9	0.9	1.7	1
Four and More	0.8	0.5	0.4	0.8	0.7	0.7
Not Stated	0.2	-	-	-	0.1	0.1
Total	100	100	100	100	100	100

The following table (Table 9.17) shows the percentage of households with access to, or owning specific items, mainly household durables. In the lowest quintile, there were items in which regard, ten percent or more of households had access – cellular phones, television sets, refrigerators, washing machines and stoves. Ownership increases with expenditure quintile.

It must be noted that until 2005 there was only one provider of cellular services. The opening up of the market since that time may have resulted in substantial expansion in cellular usage. It is noteworthy also that even in the lowest quintile, as much as 4.2 percent of households had motor vehicles. While this may be a function of the propensity for conspicuous consumption among households, the lack of efficient public transportation systems in the country could indeed put a high premium on ownership of vehicles: in this regard, motor vehicles are wage goods, to some extent. A larger percentage owned vehicles in the higher quintiles.

In sum, the poor of Trinidad and Tobago live in single family residences, and own their homes. However, only a minority own the land on which their homes are located. Concrete and brick was used by the largest number, but at least a quarter had homes constructed of wood. While most have access to running water, there is a minority that face water woes: they may not have a regular supply, or have to rely on a truck borne supply. An even smaller minority have to access water from sources that may be suspect. Pit latrines are still in common usage, and the majority of the poorest have toilet facilities outside of the home. Most use electricity for lighting and gas for cooking. Some of the communities where the poor live may not have regular disposal of garbage. There was evidence of a range of household durables in use in even the poorest of homes, and there is even some amount of vehicle ownership even in the lowest quintile. It is evident that the quality of housing available to poorer people is in need of upgrading, and the recent initiatives to expand the housing supply should close the gap between need and supply. It is a moot point the extent to which the poor would be able to afford the accommodation units, unless there is a substantial level of subsidy available.

TABLE 9.17: OWNERSHIP OF SELECTED ITEMS BY QUINTILES

Quintile	Fixed Line Telephones	Cellular Phones	Stereo/Radio/CD	Computer	Internet Access	Television	Motor Vehicle	Refrigerator	Deep Freeze	Electric Polisher	Sewing Machine	Vacuum Cleaner	Washing Machine	Clothes Dryer	Water Heater	Shower Heater	Microwave Oven	Weed Eater	Stove	Air Conditioner	Home Library -Books	Home Library -Music	Boat -Fishing	Boat - Pleasure
	Percentage in Quintile with access																							
Poorest	8.1	10.9	12.9	1.5	.3	15.4	4.2	14.6	2.7	.1	4.6	1.3	10.8	.5	.3	.8	7.0	1.9	17.7	.1	1.1	.4	.1	.0
Quintile II	12.3	12.3	14.3	3.5	1.5	18.1	6.8	17.8	4.1	.2	6.4	3.2	13.5	1.1	.9	2.1	10.9	2.6	18.9	.8	2.2	1.5	.1	.1
Quintile III	13.8	13.2	15.0	6.0	3.2	18.6	9.0	18.3	5.1	.3	7.0	4.6	14.7	1.8	2.1	3.2	12.2	3.5	19.3	1.4	2.8	1.5	.2	.1
Quintile IV	15.0	13.1	15.5	6.1	3.9	18.8	10.7	18.5	5.5	.7	7.5	6.6	15.8	2.4	2.8	5.3	13.8	3.9	19.5	2.5	3.9	2.4	.1	.1
Quintile V	16.3	13.8	16.3	8.3	6.3	19.4	12.1	18.9	6.6	1.1	7.4	8.9	16.5	5.2	7.0	4.4	14.4	4.8	19.9	4.6	6.1	3.4	.1	.2

CHAPTER 10

CRIME AND SECURITY

The level of personal security that is afforded to the individual in a society impacts on the quality of life. Crime and violence against the person compromises the living conditions of an individual. In that regard, the increase in violent crime in the country has led to some deterioration in the quality of life across the society. This chapter reports on the data generated from the SLC on the questions relating to crime and security.

Table 10.1 shows the responses from heads of households on their own behalf or on behalf of other members of their household with respect to the issue of fear of crime. More than 75 percent of household respondents do not feel safe from crime. There was a slight tendency for the percentage feeling fearful to increase from the lowest to the highest quintile. In the lowest quintile where the smallest percentage of persons felt fearful, as much as 71 percent did not feel safe. Such a high level of fear would surely have impacted in terms of transactions costs in the society. Clearly, the majority of people in the country have fear for their personal safety, irrespective of their economic station.

TABLE 10.1: HOUSEHOLDS FEARFUL OF CRIME BY QUINTILES

Fearful of Crime	Household Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	592	71.0	655	77.3	704	82.3	669	78.3	697	80.2	3315	77.9
No	236	28.3	182	21.5	149	17.4	180	21.1	170	19.5	918	21.5
Not Stated	6	.7	10	1.1	2	.3	5	.6	2	.3	25	.6
Total	834	100.0	847	100.0	855	100.0	854	100.0	869	100.0	4258	100.0

On the matter of the crime feared most, as much as 44 percent of the population had the greatest fear of being murdered. The increase in the level of murders in the society over the last ten years has clearly impacted on public perception, and more so since detection rates have been falling and/or remain low. This fear of murder was consistent across all socio-economic groups.

Not unexpectedly, kidnapping was also another significant area in respect of fears among the population, and was feared most by persons in the highest quintile, which is not unrelated to the fact that there have been substantial cases of people being kidnapped for money. The percentage fearing kidnapping was twice as high in the highest quintile compared to the lowest quintile. The fact that the police service appears to have limited success in finding victims and arresting perpetrators could be a factor in this being a crime most feared by almost 14 percent of the population.

This phenomenon is likely to impact on the growth of small and medium sized businesses in the country, thereby exacerbating its reliance on the petrochemical sector for income generation and on the Government, for employment creation.¹⁰ Not only has the security industry expanded, but high net worth individuals are finding it necessary to have armed body guards. Fewer persons would invest and more would reduce their investment if success in business puts them at risk in Trinidad and Tobago. In effect, success in the acquisition of income and wealth puts the individual at risk. It is more than likely that the higher propensity to emigrate noted earlier in respect of persons in the highest quintile may be related to the fear of kidnapping. Robbery was third on the list of fears of the population with almost eight percent fearing this most. The percentage fearing this most showed a slight tendency to increase from the lowest to the middle and higher quintiles. Table 10.2 provides the information on this issue.

Although murder and kidnapping were the two crimes most feared by households, and accounted for 58 percent of households living in fear of crime, it was robbery, burglary and larceny and theft that were the more prevalent crimes in which household members were actually victims of. 7.3 percent of households had family members who were actual members of robbery, burglary and larceny and theft. This also increased from the poorest to lowest quintile. This is reflected in Table 10.3 which shows the various crimes that family members were actually victims of by socio-economic status.

¹⁰ The oil and petro-chemical sectors have the resources to provide for their own security, but are sectors that employ few persons. In the absence of strong private sector growth, Government would become the largest employer.

TABLE 10.2: CRIME FEARED MOST BY QUINTILES

Crime Feared Most	Household Quintiles					
	Poorest	II	III	IV	Richest	Total
	%	%	%	%	%	%
Murder	44.4	44	44.3	43.7	41.3	43.5
Manslaughter	-	0.6	-	0.1	-	0.1
Assault and Battery	2	2.6	2.2	3.6	2.6	2.6
Rape	5.5	4.9	6.1	4.3	5.3	5.2
Kidnapping	9.2	13.6	14.2	13	18.6	13.8
Abduction	0.4	0.3	0.3	0.4	0.7	0.4
Domestic Violence	0.1	0.1	0.3	0.1	-	0.1
Robbery	5.6	6.8	10.5	7.4	8.1	7.7
Larceny/Theft	0.7	0.8	0.7	1.4	0.9	0.9
Arson	0.3	0.4	0.3	0.2	0.3	0.3
Burglary	2.1	2.2	2.6	3.3	2.2	2.5
Praedial Larceny	-	0.1	-	0.1	-	0.1
Other	0.3	0.2	0.2	0.1	0.1	0.2
Not Stated	29.3	23.4	18.4	22	20	22.6
Total	100	100	100	100	100	100
Total (n)	834	847	855	854	869	4258

TABLE 10.3: CRIME FAMILY MEMBER WAS VICTIM OF BY QUINTILES

Crime Family Member Victim of		Household Quintiles					
		Poorest	II	III	IV	Richest	Total
Murder	N	1	2	3	1	-	8
	%	.2	.3	.3	.1	-	.2
Manslaughter	N	-	-	-	1	-	1
	%	-	-	-	.2	-	.0
Assault and Battery	N	9	9	13	6	11	48
	%	1.1	1.1	1.5	.7	1.2	1.1
Rape	N	4	1	5	1	2	14
	%	.5	.2	.6	.1	.3	.3
Kidnapping	N	-	1	2	-	3	6
	%	-	.2	.3	-	.3	.1
Abduction	N	1	-	1	1	2	6
	%	.1	-	.2	.1	.3	.1
Domestic Violence	N	5	2	3	1	2	14
	%	.6	.3	.4	.1	.2	.3
Robbery	N	17	29	34	44	30	154
	%	2.1	3.4	4.0	5.2	3.4	3.6
Larceny/Theft	N	4	9	18	25	27	83
	%	.5	1.0	2.1	2.9	3.1	2.0
Arson	N	-	-	-	-	-	-
	%	-	-	-	-	-	-
Burglary	N	5	7	14	19	25	71
	%	.6	.8	1.7	2.3	2.9	1.7
Praedial Larceny	N	3	3	6	2	6	22
	%	.4	.4	.7	.3	.7	.5
Other	N	3	-	2	2	-	8
	%	.4	-	.3	.3	-	.2
None	N	779	775	766	761	778	3859
	%	94.2	92.6	89.8	89.6	89.8	91.2
Total	N	827	837	853	849	866	4231
	%	100.0	100.0	100.0	100.0	100.0	100.0

Tables 10.4 and 10.5 show households reporting crime to the police by quintiles and the result of the report, also by quintiles, as it relates to the action or inaction of the police with respect to the report of the crime. 6.5 percent of households noted crimes where members of the household were victims, and which were reported, where as 2.9 percent noted that such crimes were not reported.

More than 50 percent of households said that no action was taken by the police with respect to their reporting crime in which a family member was an actual victim. This may be an indication of the Police Service's ability to adequately address the security of the nation, when more than 75 percent of households are fearful of crime in Trinidad and Tobago.

TABLE 10.4: HOUSEHOLDS REPORTING CRIME TO POLICE BY QUINTILES

Crime Reported	Household Quintiles											
	1		2		3		4		5		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	33	4.0	53	6.3	58	6.8	69	8.0	65	7.5	279	6.5
No	22	2.7	11	1.3	37	4.4	25	2.9	27	3.2	123	2.9
Not Stated	778	93.3	782	92.4	760	88.9	761	89.1	776	89.3	3857	90.6
Total	834	100.0	847	100.0	855	100.0	854	100.0	869	100.0	4258	100.0

TABLE 10.5: RESULT OF REPORT BY QUINTILES

Result of Report	Household Quintiles											
	Poorest		II		III		IV		Richest		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Action Taken by the Police	18	52.5	27	49.9	29	50.3	32	47.1	28	42.6	133	47.9
No action Taken by the Police	15	44.3	27	50.1	29	49.7	36	52.9	38	57.4	144	51.7
Not Stated	1	3.2	-	-	-	-	-	-	-	-	1	.4
Total	33	100	53	100	58	100	69	100	65	100	279	100.0

Table 10.6 below provides information on the opinions of households in respect of the main causes of serious crimes in the country. As much as 83 percent of households intimated that lack of jobs, poverty, and drugs were the main causes of serious crime in the country. Also worthy of note is the fact that the percentage of households identifying crime as the result of poverty and lack of employment decreases with socio-economic status. This may stem from the fact that poorer quintiles experience poverty and joblessness, which they perceive as the factors precipitating crime in their immediate surroundings.

TABLE 10.6: PERCEPTION OF MAIN CAUSE OF SERIOUS CRIME BY QUINTILES

Main Cause of Serious Crime		Household Quintiles					
		Poorest	II	III	IV	Richest	Total
Laziness	N	79	78	74	92	85	408
	%	9.5	9.2	8.7	10.8	9.8	9.6
Lack of Jobs	N	332	291	281	257	268	1429
	%	39.9	34.4	32.8	30.1	30.9	33.6
Drugs	N	199	214	239	222	239	1113
	%	23.8	25.3	28.0	26.0	27.5	26.1
Lack of Education	N	74	93	128	117	139	551
	%	8.9	11.0	15.0	13.7	16.0	12.9
No Parental Guidance	N	138	150	169	159	198	815
	%	16.6	17.8	19.8	18.7	22.8	19.1
Breakdown in Family	N	38	48	64	66	95	310
	%	4.5	5.6	7.5	7.7	11.0	7.3
Corruption	N	8	17	13	16	27	80
	%	.9	2.0	1.6	1.8	3.1	1.9
Easy Money	N	24	29	22	30	43	149
	%	2.9	3.4	2.6	3.5	4.9	3.5
Poverty	N	221	216	181	189	176	984
	%	26.5	25.6	21.2	22.1	20.3	23.1
Racism	N	4	1	6	4	6	19
	%	.4	.1	.7	.4	.6	.5
Inefficient Police Service	N	9	16	25	20	23	92
	%	1.0	1.9	2.9	2.3	2.7	2.2
Peer Pressure	N	23	22	23	27	12	107
	%	2.8	2.6	2.7	3.1	1.4	2.5
Lack of Spirituality	N	53	44	50	72	81	301
	%	6.3	5.2	5.9	8.4	9.4	7.1
Other	N	242	324	318	333	417	1633
	%	29.0	38.2	37.2	38.9	48.0	38.4
Not Stated	N	1058	997	968	960	795	394
	%	126.9	117.6	113.2	112.4	91.6	112.2
Total	N	834	847	853	854	868	4777
	%	100.0	100.0	100.0	100.0	100.0	100.0

In respect of the measures adopted by households in the face of the challenge to personal security, the installation of burglarproofing, and the use of guard dogs were popular. Alarm systems were being introduced and their use increased, the higher the quintile: similarly was the development of community crime watch. Security guards were employed by almost 4 percent of the richest households. The adoption of a measure of some type increased the higher the quintile. In other words, expenditure on security was income elastic: while 73 percent of the lowest quintile took no security measure, less than half of the middle quintile took no measure and 37.2 percent of the richest quintile took no measure (Table 10.7).

TABLE 10.7: CRIME PREVENTION MEASURES EMPLOYED BY HOUSEHOLDS BY QUINTILES

Crime Prevention Measures		Household Quintiles					
		Poorest	II	III	IV	Richest	Total
Install Burglarproof	N	103	173	302	331	403	1312
	%	12.5	20.8	35.4	39.1	46.7	31.1
Alarm System	N	2	15	21	36	84	158
	%	.3	1.8	2.4	4.3	9.7	3.8
Community Crime Watch	N	6	18	31	35	71	160
	%	.7	2.2	3.6	4.1	8.2	3.8
Guard Dogs	N	121	161	212	201	226	920
	%	14.7	19.2	24.8	23.7	26.1	21.8
Security Guard	N	4	-	1	14	31	49
	%	.5	-	.1	1.6	3.5	1.2
Other Measures	N	28	27	59	50	62	226
	%	3.4	3.2	6.9	5.9	7.2	5.4
No Measure Taken	N	600	517	389	401	321	2228
	%	72.6	61.9	45.6	47.4	37.2	52.8
Total	N	825	835	853	845	864	4222
	%	100.0	100.0	100.0	100.0	100.0	100.0

10.1 RISKY BEHAVIOUR

There are ways in which the individual brings harm to him or herself. These sometimes vary by socio-economic groups. Table 10.8 provides evidence on risky behaviour by quintiles. The drinking of alcohol, the smoking of cigarettes and the use of banned substances seem to fall with improvement in socio-economic status. One qualification is that sensitivity to correctness in behavior could improve with socio-economic status and some of the responses have been

dictated by this sensitivity rather than by actual behaviour. Public campaigns to induce behavioral change have differential impacts over time and space. Much depends on the degree to which their efficacy is being measured at each point in time and the consistency with which initiatives are mounted in the light of such information.

TABLE 10.8: HOUSEHOLD ENGAGED IN RISKY BEHAVIOUR BY QUINTILES

Risky Behaviour		Household Quintiles					
		Poorest	II	III	IV	Richest	Total
Drinking Alcohol	N	125	103	102	81	90	502
	%	15.1	12.2	11.9	9.6	10.4	11.8
Smoking Cigarettes	N	223	176	136	125	120	781
	%	26.8	20.9	15.9	14.7	13.8	18.4
Using Banned Substances	N	27	24	16	15	7	90
	%	3.3	2.8	1.9	1.8	.9	2.1
Sexual Abuse	N	1	-	-	2	-	3
	%	.1	-	-	.3	-	.1
Pushing/Hitting /Slapping	N	10	1	6	5	2	25
	%	1.2	.2	.7	.6	.3	.6
Beating of Children	N	13	-	4	1	-	18
	%	1.5	-	.5	.1	-	.4
Indecent Exposure	N	2	1	-	1	-	5
	%	.3	.2	-	.2	-	.1
Criminal Activities	N	2	1	-	1	-	5
	%	.3	.1	-	.2	-	.1
Frequent Absence From School	N	5	1	-	1	-	7
	%	.6	.1	-	.1	-	.2
None of the Above	N	565	619	680	692	710	3266
	%	68.0	73.5	79.5	81.3	81.7	76.9
Total	N	831	843	855	851	869	4249
	%	100.0	100.0	100.0	100.0	100.0	100.0

CHAPTER 11

FOCUS ON TOBAGO

This section takes a closer look at the performance of Tobago on selected vulnerability indicators. Where applicable, these are discussed in relation to the performance of the larger island Trinidad, which is home to 96 percent of the national population.

Tobago has enjoyed considerable devolution of political power through the Tobago House of Assembly. The Assembly has the authority to create its own budget and to determine its development expenditure on the basis of a formula that guarantees it up to 6.9 percent of the national budget, and there is a lower limit of 4.03 percent. This was established by a Dispute Resolution Commission. This lower limit has been breached in more recent times.

This has permitted some level of predictability in its budgetary processes and allows the Assembly to undertake development activity consistent with the wishes of the residents of the island. The Assembly has not been oblivious to the need to reduce poverty, and its initiatives have been mainly in the area of the stimulation of employment creation on its own, in addition to adapting some of the measures being applied in Trinidad to the context of Tobago. This chapter seeks to establish the divergences and similarities in certain areas.

The location of the poverty and vulnerability lines for Trinidad and Tobago is highlighted in Table 11.1 below. The vulnerability indicators for Tobago and for Trinidad reflected in Table 11.2 refer to persons living in households that fall below these lines, which serve to separate the population into distinct socio-economic groups, for the purpose of analysis and policy formulation.

TABLE 11.1 LOCATION OF POVERTY AND VULNERABILITY LINES (TT\$)

Trinidad and Tobago	
Reference Year	2005
Poverty Line (Annual in local currency)	7,980.0
Vulnerability Line (Annual in local currency)	9,975.0

The data show that the poverty headcount is higher in Tobago than in Trinidad: Tobago has a headcount of 19.1 percent of individuals compared to a headcount of 16.6 percent in Trinidad. However, in terms of households and individuals falling below the vulnerability line, Tobago performed better than Trinidad on the criteria of low per capita household consumption and of low adult equivalent household consumption, in addition to having no indigents among the population, as was established earlier.

11.1 EDUCATION

The data show that 17.2 percent of individuals in Tobago had low educational attainment, almost twice as much as Trinidad (9.2%). Additionally, 3.7 percent of enrolled children of school age had missed at least one day of school in the week preceding the survey.

TABLE 11.2 VULNERABILITY INDICATORS TOBAGO AND TRINIDAD 2005

Island	Trinidad		Tobago	
Reference Year	2005		2005	
Indicator of Vulnerability	% households	% individuals	% households	% individuals
Poverty Headcount Index (Adult Equivalent)	11.1	16.6	10.1	19.1
Low per capita household consumption (below 125% of poverty line)	28.9	39.8	22.2	36.7
Low adult equivalent household consumption (below 125% of poverty line)	17.9	26.4	12.6	22.1
Low educational attainment (defined as not having passed any school examination)	n.a.	9.2	n.a.	17.2
No schooling (school age children not attending school last week for at least one day)	n.a.	3.7	n.a.	3.7
No employment (no adult employed in the household)	16.3	9.5	23.2	11.4
Insufficient employment (less than one in two adults employed in the household)	31.8	30.7	31.3	24.8
High dependency ratio (less than one person of working age for every two persons not of working age)	5.9	3.6	2.8	3.8
Poor access to safe water (if no piped water)	6.5	6.8	4.0	2.4
Poor quality of housing (toilet is a pit latrine or worse)	18.6	19.0	23.7	23.1
Low asset base (household has 3 or less out of 9 possible common durables)	13.7	13.9	16.2	13.1

11.2 ECONOMIC ACTIVITY

In Tobago 23.2 percent of households in the sample population had no adult in the household employed, significantly higher than the figure for Trinidad (16.3 %). Tobago also performed poorly on the indicator for employment, with 31.3 percent of households having less than one in two adults employed. The situation was not quite different for Trinidad as there were 31.8 percent of households with insufficient employment. Households in Tobago performed better with respect to dependency ratios, 2.8 percent of households recorded high dependency, compared to 5.9 percent in Trinidad.

It must be noted however, that the SLC was conducted in the low season of the Tourism Industry in Tobago when many hotel workers would have been unemployed or under-employed. It is well established that at the peak of the season, Tobago approaches full employment and experiences a shortage of workers. The state through the THA is the largest single employer in Tobago and this has implications for the structure and functioning of the labour market in Tobago.

The income profile in Tobago would tend to reflect a base laid by state employment, but as well an upper limit that would not have the high level incomes that exist in the dynamic sectors of the economy of Trinidad. Its economy is driven by services in government and in tourism, in the main and to a more limited extent by fishing and transport. Most importantly, the type of employment generated would be heavily weighted in favour of women, having regard to the institutional arrangements and segmentation of the labour market on the island.

11.3 HOUSING, AMENITIES AND ASSETS

Households in Tobago were less likely to have problems in the access to potable water: only 4 percent of households in Tobago had poor access, compared to 6.5 percent of households in Trinidad. Poor quality housing, estimated in terms of toilet facilities, was a major area of poor performance both in Tobago and in Trinidad; 23.7 percent of households in Tobago and 18.6 percent of households in Trinidad had toilet facilities that were pit latrines or worse. Of the sample population, 16.2 percent of households in Tobago had low asset base, compared to 13.7 percent of households in Trinidad.

11.4 AGE AND SEX

These indicators (Table 11.3) are breakdowns of the vulnerable population by age group and gender using the per capita household expenditure or the adult equivalent per capita household expenditure measure. From this breakdown it can be seen that the vulnerability of children

under the age of 5 years is greater in Tobago than it is in Trinidad on the per capita expenditure measure by a factor of 8.8 percent, this measure is unaffected by changes in the age and gender composition of the household. Conversely on both the per capita and adult equivalent measure the percentage of the vulnerable in the age group over 61 years is greater in Trinidad than it is in Tobago by 5 percent and 1.4 percent respectively. When gender is considered the differences in the vulnerability of between the sexes is clear - males are more vulnerable in Trinidad (26.5%) than in Tobago (20.8%) - on the other hand using the per capita adult equivalent measure, females in Trinidad (25.2%) and females in Tobago (23.7%) record differences in the percentage vulnerable of only 1.5 percent. The difference in vulnerability between Trinidad and Tobago is accounted for to a significant extent by the greater vulnerability of males in Trinidad when compared to males in Tobago.

TABLE 11.3 PERCENTAGE OF SUB-POPULATION GROUPS BELOW THE VULNERABILITY LINE

Island	Trinidad		Tobago	
Reference Year	2005		2005	
Indicator of Vulnerability Expressed as a % of the population	Per capita household expenditure	Adult Equivalent per capita household expenditure	Per capita household expenditure	Adult Equivalent per capita household expenditure
Age:				
0 to 4 years of age	55.5	33.9	64.3	33.3
5 to 15 years of age	51.8	35.6	51.4	33.0
16 to 60 years of age	36.6	24.8	34.8	21.4
61 and over years of age	25.6	12.6	20.6	11.2
Gender:				
Males	38.9	26.5	32.1	20.8
Females	39.3	25.2	42.0	23.7
All	39.1	25.8	36.9	22.2

In the final analysis, even though the economy and society are undergoing structural change, poverty in Tobago is likely to be textually different from poverty in Trinidad. Earliest studies of poverty in Trinidad and Tobago placed Tobago among the poorest parts of the country. The growth of the Tobago economy in the last quarter century has closed the gap. The poverty map, based on the Census of 2000, shows some concentration of better-off communities in the south west of the island. This node of spatial development has encouraged a shift in the population of Tobago over the last twenty years.

CHAPTER 12

CONTINUOUS ASSESSMENT

The Continuous Sample Survey of Population (CSSP) is a regular survey undertaken by the Central Statistical Office of Trinidad and Tobago. It presents one of the longest series that can be used as social statistics for the country. Given that it is a quarterly survey, it is amenable to review by Social Analysts and Policy Makers as a mechanism for updating their information, and in the conduct of a modified situational analysis of socio-economic conditions in the society. As a data series, it allows for an examination of the association between certain socio-economic variables particularly as they relate to the labour market and poverty. The section will illustrate the efficacy of the CSSP in providing relatively current information to planners and policy makers.

Data from the CSSP for the years 2002, 2004 and the first three quarters of 2006 were analysed using a proxy variable derived from the scoring each household, and by extension, each person on the basis of socio economic characteristics contained in the CSSP. The variables used consist of the following:

- Overcrowding
- Education of Head
- Type of toilet facilities
- Type of lighting
- Nature of outer walls
- Employment ratio in the household

12.1 CSSP VS SLC

The proxy derived from the CSSP is not as robust as the numeraire derived in an SLC or an HBS in arraying household and individuals in terms of their current consumption, and is therefore, has clear inherent weaknesses. For example, it ignores home-grown produce, and the implied income from owner occupied dwellings, or of ownership of motor vehicles.

In the context of Trinidad and to a lesser extent, Tobago, the CSSP derived indicators would underestimate access to resources of rural dwellers vis-à-vis urban dwellers. This is a major issue in Trinidad, where location of dwelling and ethnicity are coterminous for large sections of the population. The SLC and HBS escape such biases since they are based on current consumption and expenditure.

12.2 APPLYING THE PROXY

The proxy variable still allows for arraying households and individuals, and placing them in five classes or quintiles within the CSSP dataset across time 2002 to 2006 inclusive. The choice of these years was based on the conduct of the last study on poverty using the 1998 HBS data and the CSSP, up to and including the 2002 CSSP dataset. The year 2002 overlaps with previous work done in this area and the years 2004 and 2006 correspond closely with the SLC of 2005, which is the main subject of the current exercise, and brings to the present a combination of cross-sectional and time series analysis of the population and more specifically the labour market. Where necessary, some references will be made to previous CSSP data from 1994 to illustrate the trend in the socio-economic changes which are occurring in the Trinidad and Tobago society.

Generally, these data corroborate the information derived from the SLC of 2005. However, because of the time series features of the CSSP, it is possible to examine some phenomena over time. As with the SLC dataset, the lower quintiles in the CSSP dataset show a smaller collection of material comforts. However, the CSSP solicits information on only a limited range of these: it excludes ownership of vehicles, for example, and as well consumer and other durables. The richer the quintile, the smaller the size of the households and the greater the likelihood that the household head would have professional or technical education. Further, the richer the quintile, the greater was the likelihood of a marital union and the lower was the likelihood of a common law union.

Tables 12.1, 12.2 and 12.3 illustrate the changes that have taken place in the socio-economic conditions of the head of household over the last four years. The tables relate to the four quarters of the respective year. From the tables presented, it is clear that for all of the quarters of each of the years, the richer the quintile the greater the number of household heads it contains¹¹ and the less likely it is to contain the category 'child of head or partner'.

Overtime, the disparity between richer and poorer households in this respect has increased. In 1994 there was approximately 33 percent of heads of household in the richest quintile while in 2006 the average number of heads of household in the richest quintile was 39 percent. In addition, the category 'relative of head' is likely to be, on average three times larger in the poorest quintile when compared to the richest quintile. Therefore, poorer household are more likely to have larger numbers of children and are also more likely to include extended family members. Overtime an examination of these characteristics shows that they are becoming increasingly prevalent.

¹¹ The Eta coefficient is statistically significant at the 5% level for all of the quarters when this issue is examined, this directional measure allows the evaluation of a cross tabulation between a nominal and a variable on the interval scale.

TABLE 12.1: SOCIO-ECONOMIC CONDITIONS OF THE HEAD OF HOUSEHOLD, 2002

Relationship to Head	Quintile (%)					Total
	Poorest	II	III	IV	Richest	
First Quarter						
Head	22.0	25.9	27.4	28.4	36.9	28.1
Spouse-Partner	13.5	13.4	16.0	16.5	19.5	15.8
Child-Head-Partner	48.6	42.5	41.5	43.3	36.3	42.4
Parent-Head-Partner	0.4	0.7	0.5	0.8	0.5	0.6
Other Relative	14.9	16.7	14.3	9.8	5.9	12.3
Non Relative	0.4	0.8	0.3	1.1	0.8	0.7
Domestic Employees	0.0	0.0	0.0	0.1	0.2	0.1
Not Stated	0.1	0.0	0.1	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Second Quarter						
Head	22.8	25.8	27.7	28.3	38.1	28.5
Spouse-Partner	14.1	14.4	15.5	18.9	19.0	16.4
Child-Head-Partner	47.7	40.6	41.6	41.7	33.9	41.1
Parent-Head-Partner	0.2	0.7	1.0	0.9	1.0	0.8
Other Relative	14.9	17.9	13.9	9.7	7.0	12.7
Non Relative	0.3	0.6	0.1	0.5	0.9	0.5
Domestic Employees	0.0	0.0	0.0	0.0	0.2	0.0
Not Stated	0.0	0.0	0.1	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Third Quarter						
Head	23.7	26.4	27.4	29.2	37.3	28.8
Spouse-Partner	12.9	14.9	15.4	17.4	19.9	16.1
Child-Head-Partner	47.0	39.9	42.1	43.5	34.3	41.3
Parent-Head-Partner	0.3	0.5	0.8	0.9	1.2	0.7
Other Relative	15.7	17.8	14.0	8.6	7.2	12.7
Non Relative	0.4	0.4	0.3	0.3	0.2	0.3
Domestic Employees	0.0	0.0	0.1	0.0	0.1	0.0
Not Stated	0.1	0.0	0.1	0.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Fourth Quarter						
Head	25.9	25.6	27.5	29.5	38.4	29.4
Spouse-Partner	13.0	13.5	15.5	16.5	20.2	15.7
Child-Head-Partner	47.8	40.3	40.7	43.0	33.7	41.1
Parent-Head-Partner	0.4	0.6	1.1	1.7	0.9	0.9
Other Relative	12.6	19.3	14.4	9.0	6.0	12.3
Non Relative	0.3	0.6	0.7	0.2	0.8	0.5
Domestic Employees	0.0	0.0	0.0	0.1	0.1	0.0
Not Stated	0.0	0.1	0.1	0.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 12.2: SOCIO-ECONOMIC CONDITIONS OF THE HEAD OF HOUSEHOLD, 2004

Relationship to Head	Quintile (%)					Total
	Poorest	II	III	IV	Richest	
First Quarter						
Head	24.3	24.6	29.7	28.8	37.5	29.0
Spouse-Partner	13.3	12.7	14.9	16.2	18.8	15.2
Child-Head-Partner	46.9	41.7	41.1	42.2	34.1	41.2
Parent-Head-Partner	0.2	0.7	0.6	0.9	1.0	0.7
Other Relative	14.4	19.2	12.9	11.3	7.8	13.1
Non Relative	0.8	1.1	0.7	0.5	0.6	0.7
Domestic Employees	0.0	0.0	0.0	0.0	0.1	0.0
Not Stated	0.1	0.1	0.1	0.1	0.1	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Second Quarter						
Head	22.7	25.3	28.6	28.8	37.6	28.6
Spouse-Partner	12.9	14.0	15.5	16.4	19.4	15.6
Child-Head-Partner	46.6	40.4	41.9	42.8	34.3	41.2
Parent-Head-Partner	0.3	0.5	1.0	1.3	1.4	0.9
Other Relative	17.3	18.9	12.5	10.4	7.0	13.2
Non Relative	0.1	0.7	0.5	0.2	0.3	0.4
Domestic Employees	0.0	0.0	0.0	0.0	0.1	0.0
Not Stated	0.1	0.1	0.0	0.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Third Quarter						
Head	23.7	26.9	28.7	30.2	39.6	29.8
Spouse-Partner	13.8	12.9	15.8	17.0	19.7	15.9
Child-Head-Partner	46.2	41.4	39.7	40.2	32.6	40.0
Parent-Head-Partner	0.3	0.6	0.4	0.9	0.9	0.6
Other Relative	15.5	17.4	14.9	11.4	6.1	13.1
Non Relative	0.4	0.3	0.4	0.3	0.7	0.4
Domestic Employees	0.0	0.0	0.0	0.0	0.1	0.0
Not Stated	0.1	0.4	0.1	0.0	0.3	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Fourth Quarter						
Head	24.7	25.8	27.7	29.7	38.0	29.2
Spouse-Partner	13.1	13.2	15.1	16.8	18.2	15.3
Child-Head-Partner	45.1	42.7	41.0	40.3	34.5	40.7
Parent-Head-Partner	0.1	0.3	0.6	0.5	1.2	0.5
Other Relative	16.6	17.1	15.2	12.2	7.0	13.6
Non Relative	0.4	0.6	0.4	0.5	1.0	0.6
Not Stated	0.1	0.2	0.0	0.1	0.1	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 12.3: SOCIO-ECONOMIC CONDITIONS OF THE HEAD OF HOUSEHOLD, 2006

Relationship to Head	Quintile (%)					Total
	Poorest	II	III	IV	Richest	
First Quarter						
Head	25.3	28.0	28.1	30.2	39.1	30.1
Spouse-Partner	12.1	13.0	15.3	17.0	19.2	15.3
Child-Head-Partner	45.4	40.8	41.1	42.2	32.1	40.3
Parent-Head-Partner	0.3	0.3	0.3	0.7	1.3	0.6
Other Relative	16.5	17.0	14.3	9.1	7.6	12.9
Non Relative	0.3	0.8	0.8	0.7	0.6	0.7
Not Stated	0.0	0.1	0.0	0.0	0.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Second Quarter						
Head	25.1	26.7	29.3	29.0	38.9	29.8
Spouse-Partner	13.7	14.0	15.1	17.0	20.3	16.0
Child-Head-Partner	46.2	41.7	42.0	43.0	33.7	41.3
Parent-Head-Partner	0.3	0.6	0.4	1.3	1.1	0.7
Other Relative	13.9	15.6	12.2	9.0	5.4	11.2
Non Relative	0.7	1.4	1.0	0.6	0.6	0.9
Not Stated	0.2	0.1	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Third Quarter						
Head	24.2	26.9	26.4	29.7	39.7	29.4
Spouse-Partner	13.5	13.8	15.1	17.3	19.0	15.7
Child-Head-Partner	42.6	41.3	40.4	42.1	33.8	40.0
Parent-Head-Partner	0.5	0.5	0.9	1.4	0.7	0.8
Other Relative	18.8	16.8	16.3	8.6	5.9	13.3
Non Relative	0.3	0.5	0.9	0.8	0.8	0.7
Domestic Employees	0.0	0.0	0.0	0.0	0.1	0.0
Not Stated	0.1	0.2	0.0	0.0	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

The time periods under review are the quarter periods of 2002, 2004 and 2006. An analysis is conducted on the conditions of the poorest to the richest quintiles with respect to population and labour force characteristics.

The labour market in developing countries such as Trinidad and Tobago is usually characterised by a large and vibrant informal sector, comprised of self employed persons. Labour market institutions which are designed to improve mobility and eliminate information gaps, such as exchanges and similar organisations, are not fully developed and, where they exist, are limited to urban areas and to particular categories of workers.

The definition of unemployment used is based on the current activity concept and consists mainly of persons seeking work during the reference week. To a large extent the data shown below on the percentage of persons unemployed by quintile from 2002 to 2006 continues the trend of decreasing unemployment rates from the previous decade to the current one. Specifically, the unemployment rate in 1994 averaged approximately 20 percent. Since then, to the third quarter of 2006 when the unemployment rate recorded its lowest level for the period under review of 6 percent, there has been a steady decline in the unemployment rate affecting in particular the poorer quintiles where declines in the rate of unemployment was especially significant. There was a statistically significant relationship between unemployment and the quintile group a person belonged to: as expected more unemployed persons tended to be in the poorer quintiles¹².

It appears that by the year 2002 and extending to 2006, the two richest quintiles had attained full employment and most of the unemployment experienced by these groups was of a frictional nature. The unemployment experienced by these groups fluctuated between 6 percent and 2 percent and never was significantly lower or higher than these rates. Details can be seen in Tables 12.4, 12.5 and 12.6. The poorest quintile on the other hand experienced significant reductions in unemployment which fell from an average of 24 percent in 2002 to 17 percent in 2006 a decline of approximately 7 percent. The poorer quintiles it appears were clearly benefitting from improving economic conditions which resulted in the greater availability of jobs.

¹² A test based on the calculated value of the chi-square showed that the null hypothesis of independence between poverty and unemployment should be rejected at the 1% level for the period 2002 to 2006 under review.

TABLE 12.4: LABOUR FORCE 2002

Economic Activity Status	Quintile					Total
	Poorest	II	III	IV	Richest	
First Quarter						
Not-In-Labour Force	167,491	156,864	141,149	122,863	95,892	684,259
Employed	67,923	79,458	99,583	123,331	154,381	524,676
Un-Employed	19,071	16,194	13,606	8,309	3,824	61,004
Unemployment Rate	21.9%	16.9%	12.0%	6.3%	2.4%	10.4%
Total	254,485	252,516	254,338	254,503	254,097	1,269,939
Second Quarter						
Not-In-Labour Force	167,816	154,869	144,410	120,627	94,844	682,566
Employed	64,250	79,012	96,985	124,002	155,691	519,940
Un-Employed	20,348	16,901	10,313	8,111	2,896	58,569
Unemployment Rate	24.1%	17.6%	9.6%	6.1%	1.8%	10.1%
Total	252,414	250,782	251,708	252,740	253,431	1,261,075
Third Quarter						
Not-In-Labour Force	155,776	152,959	135,307	115,484	86,890	646,416
Employed	67,866	79,691	99,811	125,441	156,080	528,889
Un-Employed	22,566	15,694	12,285	7,861	4,593	62,999
Unemployment Rate	25.0%	16.5%	11.0%	5.9%	2.9%	10.6%
Total	246,208	248,344	247,403	248,786	247,563	1,238,304
Fourth Quarter						
Not-In-Labour Force	153,706	147,208	139,263	119,601	83,568	643,346
Employed	68,476	82,206	99,822	118,976	157,232	526,712
Un-Employed	25,211	16,016	8,078	8,187	4,537	62,029
Unemployment Rate	26.9%	16.3%	7.5%	6.4%	2.8%	10.5%
Total	247,393	245,430	247,163	246,764	245,337	1,232,087

TABLE 12.5: LABOUR FORCE 2004

Economic Activity Status	Quintile					Total
	Poorest	II	III	IV	Richest	
First Quarter						
Not-In-Labour Force	161,540	148,144	139,316	113,371	81,734	644,105
Employed	69,391	83,565	95,057	128,327	160,542	536,882
Un-Employed	17,634	16,697	12,822	7,844	6,095	61,092
Unemployment Rate	20.3%	16.7%	11.9%	5.8%	3.7%	10.2%
Total	248,565	248,406	247,195	249,542	248,371	1,242,079
Second Quarter						
Not-In-Labour Force	157,617	151,748	130,999	115,927	81,807	638,098
Employed	77,225	84,706	107,289	126,425	163,490	559,135
Un-Employed	15,361	10,376	9,782	7,571	3,891	46,981
Unemployment Rate	16.6%	10.9%	8.4%	5.7%	2.3%	7.8%
Total	250,203	246,830	248,070	249,923	249,188	1,244,214
Third Quarter						
Not-In-Labour Force	160,170	141,604	128,550	109,997	79,556	619,877
Employed	74,522	90,275	111,661	131,302	164,779	572,539
Un-Employed	14,579	15,680	7,771	6,389	3,333	47,752
Unemployment Rate	16.4%	14.8%	6.5%	4.6%	2.0%	7.7%
Total	249,271	247,559	247,982	247,688	247,668	1,240,168
Fourth Quarter						
Not-In-Labour Force	162,461	142,221	128,059	108,983	78,462	620,186
Employed	69,240	96,572	113,382	133,882	167,552	580,628
Un-Employed	18,750	10,623	7,910	7,474	4,081	48,838
Unemployment Rate	21.3%	9.9%	6.5%	5.3%	2.4%	7.8%
Total	250,451	249,416	249,351	250,339	250,095	1,249,652

TABLE 12.6: LABOUR FORCE 2006

Economic Activity Status	Quintile					Total
	Poorest	II	III	IV	Richest	
First Quarter						
Not-In-Labour Force	160,905	146,161	119,287	106,424	74,388	607,165
Employed	71,404	89,565	116,693	135,519	169,476	582,657
Un-Employed	15,151	10,539	8,038	5,614	3,388	42,730
Unemployment Rate	17.5%	10.5%	6.4%	4.0%	2.0%	6.8%
Total	247,460	246,265	244,018	247,557	247,252	1,232,552
Second Quarter						
Not-In-Labour Force	155,861	138,887	118,778	112,650	78,266	604,442
Employed	74,821	97,006	118,475	126,233	166,308	582,843
Un-Employed	15,302	11,296	8,198	7,453	2,774	45,023
Unemployment Rate	17.0%	10.4%	6.5%	5.6%	1.6%	7.2%
Total	245,984	247,189	245,451	246,336	247,348	1,232,308
Third Quarter						
Not-In-Labour Force	154,640	138,519	125,880	117,397	74,215	610,651
Employed	76,543	98,347	113,532	124,138	170,104	582,664
Un-Employed	13,598	7,543	6,265	5,836	3,572	36,814
Unemployment Rate	15.1%	7.1%	5.2%	4.5%	2.1%	5.9%
Total	244,781	244,409	245,677	247,371	247,891	1,230,129

The issue of ethnicity was also examined with a view to using the CSSP to examine differences in the quintiles developed in relation to this issue. Tables 12.7 shows the ethnic breakdown of the population of Trinidad and Tobago when the data from the three quarters of the CSSP is pooled. This shows that the overall ethnic breakdown of the population of the country has not changed significantly over the last six years since the 2000 census and the totals in the following table is a good representation of the ethnic makeup of the country in 2006. The intervening years show smaller differences in the percentages of the two main ethnic groups on the island.

However, the data do suggest that Indians are over-represented in the poorest quintile by an average of approximately 10 percent over the next largest ethnic group, negro/African. This seems at first blush, to be at variance with the SLC which established that Indians tended to be better off than Africans, generally, and surely to contribute less to the number of poor. As explained before, the CSSP indicator is not a good indicator of expenditure and control over resources. The SLC established that there is a substantial difference in the ownership of homes

between these two groups. Moreover, access to home-grown supplies is likely to be much greater among the Indian community which is better represented in rural areas of the country.

TABLE 12.7: ETHNICITY OF POPULATION CSSP DATA 2006

Ethnicity of Person	Quintile (%)					Total
	Poorest	II	III	IV	Richest	
2002						
African	36.8	44.0	41.1	39.7	37.2	39.8
Indian	46.1	40.7	39.6	40.7	38.3	41.1
Chinese	0.0	0.1	0.2	0.4	1.1	0.4
Syrian-Lebanese	0.0	0.0	0.0	0.2	0.0	0.1
White	0.0	0.0	0.1	1.1	2.2	0.7
Mixed	17.0	15.1	18.9	17.9	20.9	18.0
Other	0.0	0.0	0.0	0.0	0.2	0.0
Not Stated	0.1	0.1	0.1	0.0	0.1	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
2004						
African	35.2	40.1	42.1	39.7	39.3	39.3
Indian	45.4	41.0	38.8	41.4	35.0	40.3
Chinese	0.2	0.2	0.1	0.6	0.5	0.3
Syrian-Lebanese	0.0	0.0	0.0	0.2	0.1	0.1
White	0.0	0.0	0.1	0.7	1.7	0.5
Mixed	18.9	18.5	18.6	17.3	23.3	19.3
Other	0.0	0.0	0.0	0.0	0.1	0.0
Not Stated	0.2	0.2	0.2	0.0	0.1	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
2006						
African	34.4	38.7	39.2	37.6	38.9	37.8
Indian	44.0	41.7	40.3	39.9	34.6	40.1
Chinese	0.1	0.0	0.1	0.3	0.5	0.2
Syrian-Lebanese	0.0	0.0	0.0	0.1	0.1	0.0
White	0.0	0.2	0.1	0.4	1.5	0.5
Mixed	21.3	19.4	20.3	21.6	24.2	21.4
Other	0.0	0.0	0.0	0.1	0.1	0.0
Not Stated	0.1	0.1	0.1	0.1	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Steady progress has been made in the area of education over the years. The 2000 census indicated that 2.2 percent of the population had passed a university degree. This has since grown to 3.8 percent in 2006. There has been, it appears, a marked increase in the number of persons obtaining a university degree. Education has a positive impact on the level of welfare of persons, an analysis of the CSSP shows that the poorer quintiles are comprised of persons with relatively less formal education than the more affluent quintiles.

Married persons constitute a decreasing percentage of the total population; for 2000 the percentage of the population married was 29.2 percent: this has since fallen to 26.4 percent in 2006. The CSSP data clearly show that married persons tend to be living in the more affluent households with a similar but less pronounced trend for persons who have never been married. Common law unions show an opposite pattern with poorer persons tending to live in common law relationships when compared to the national average percentage of persons in common law relationships which stood at 8.8 percent in 2006 (Tables 12.8).

TABLE 12.8: MARITAL UNION STATUS BY CONSUMPTION QUINTILE

Marital Union Status	Quintile (%)					Total
	Poorest	II	III	IV	Richest	
2002						
Never Married	26.0	30.2	30.0	32.2	31.9	30.1
Married Alone	6.5	8.1	8.8	8.4	8.8	8.1
Partner Alone	3.9	3.7	3.1	2.5	2.5	3.2
Married	19.5	24.3	28.0	30.5	35.0	27.5
Common Law	10.8	8.5	7.9	7.4	5.8	8.1
Not Applicable	33.1	25.0	22.0	18.9	15.7	22.9
Not Stated	0.3	0.1	0.1	0.2	0.1	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
2006						
Never Married	27.5	32.8	33.0	32.8	33.2	31.9
Married Alone	6.6	9.6	8.8	8.5	8.7	8.4
Partner Alone	5.0	4.4	3.7	2.9	3.7	3.9
Married	18.0	23.1	27.8	29.0	34.0	26.4
Common Law	12.1	8.9	7.7	8.3	6.8	8.8
Not Applicable	30.0	20.6	18.2	17.6	13.2	19.9
Not Stated	0.8	0.6	0.8	0.8	0.4	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

There were no major changes in the industrial breakdown of the population over the period, except for the decline in the numbers employed in the Sugar sector, and the increase in the number of persons employed in the construction sector. Poverty seems to most adversely affect persons involved in the construction and agriculture sectors. These sectors tend to be characterised by the movement of a fairly large number of low skilled persons, who in some cases move in and out of these sectors, based on the ebb and flow of economic activity. It is also fairly clear that despite the resurgence of the Petroleum and natural gas sectors, the level of employment of nationals in these sectors remains unchanged, at the same time as the number of persons employed in this sector has increased. Table 12.9 below illustrates this point.

The occupational distribution of the population shows the expected patterns with managers, professional and technicians being less poor than the less skilled members of the population. Overtime however, there has not been any significant structural shifts in occupations in which persons are employed.

There is a growing body of evidence on the extent, geographic distribution of poverty in Trinidad and Tobago. The CSSP, which provides information on unemployment rates, demonstrates clearly that employment conditions have become progressively better since 2002 continuing the trend which was detected in previous analysis of the CSSP from 1994. The impact of reduced unemployment rates specifically on the poorest quintile of the population has had an impact in reducing poverty to the level measured by the SLC of 2005.

There is some evidence from the data on education levels obtained, of an upgrading in the labour force and an improvement in gender equity. On the other hand given the demands of competitiveness in the 21st century, the educational and skill levels of the labour force will need considerable upgrading to protect workers from poverty in the future.

TABLE 12.9: EMPLOYMENT BY INDUSTRY AND CONSUMPTION QUINTILE

Industry of Person	Quintile (%)					Total
	Poorest	II	III	IV	Richest	
2002						
Sugar-Cult-Manu	1.7	2.1	1.5	1.3	0.7	1.5
Agri-Forest	4.7	3.3	2.4	1.9	1.1	2.7
Petroleum-Gas	1.7	1.8	1.7	2.4	3.5	2.2
Mining-Quarry	0.1	0.1	0.1	0.0	0.0	0.1
Manu-Not-Sug-Oil	4.5	5.8	6.3	7.4	7.2	6.3
Electricity	0.4	0.7	0.9	0.9	1.1	0.8
Construction	12.0	11.5	9.2	7.6	5.2	9.1
Wholesale-Retail	8.6	10.0	12.2	13.0	13.4	11.4
Trans-Stor-Comm	2.4	3.0	5.0	5.5	5.4	4.3
Finance-Insur	1.5	2.5	3.8	5.4	8.9	4.4
Social-Personal	11.2	14.7	17.7	20.5	27.0	18.2
Question-NA	50.8	44.0	39.0	33.8	26.2	38.8
Not Stated	0.3	0.3	0.3	0.2	0.2	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
2006						
Sugar-Cult-Manu	1.7	1.4	0.8	0.2	0.2	0.8
Agri-Forest	3.8	3.2	2.8	1.8	1.0	2.5
Petroleum-Gas	1.3	2.0	2.0	2.5	3.7	2.3
Mining-Quarry	0.1	0.2	0.1	0.0	0.0	0.1
Manu-Not-Sug-Oil	5.0	6.0	6.4	7.0	6.6	6.2
Electricity	0.4	0.5	1.1	1.0	1.1	0.8
Construction	13.9	12.2	11.8	10.0	7.2	11.0
Wholesale-Retail	9.0	11.8	12.3	13.5	12.5	11.8
Trans-Stor-Comm	2.9	3.8	4.8	5.2	6.1	4.6
Finance-Insur	2.0	2.7	3.8	4.6	9.6	4.5
Social-Personal	12.6	16.8	19.7	22.2	29.3	20.1
Question-NA	47.2	39.0	34.2	32.0	22.4	34.9
Not Stated	0.3	0.3	0.3	0.1	0.2	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

CHAPTER 13 RECOMMENDATIONS

In this section, some key initiatives for poverty reduction are identified.

13.1 HUMAN RESOURCE DEVELOPMENT

The SLC has established that the country is starting off from a relatively low human resource base. Almost one-third of the population had not passed any formal examination beyond the basic primary level which does not augur well for the competitiveness of the country in the knowledge economy of the early 21st century.

In the context of Trinidad and Tobago at the present conjuncture, there is need to invest new meaning to the term 'human resource development'. It has to do with engaging all sections of the society in the upgrading of education and of skills, with a view to participation in the knowledge economy of the 21st century. It dictates a shift in the psychological frame – a massive challenge in the face of the distractions of the age – enough to elicit a wide thirst and yearning for learning that has, unfortunately missed many in the last two generations of school attendants. This may involve the marketing of learning, and the social marketing of knowledge acquisition.

In absence of this component of the intervention, the country could well invest in facilities and high priced teaching personnel, with the intended beneficiaries remaining untouched by the investments. The slow process of human resource development on the basis of the present cohort of students will leave the country exposed to lagging behind in the competition. The United States sees itself under threat, in spite of its resources¹³. Trinidad and Tobago is even more at risk, were there failure to recognise the need to encourage the vast majority of its population into a learning mode. The institutional arrangements for upgrading a work-force that is much below par have to be addressed.

¹³ See National Centre on Education and the Economy, 'Tough Choices or Tough Times,' <http://www.skillcommission.org>.

The challenge here is in inducing a major psychological shift in large sections of population such that the thirst for knowledge and information drives individuals to seek training, and educational advancement, less in terms of the formalism and more in terms of the substance of knowledge acquisition for application and for the generation of new products and services. The litmus test will be the number of adults enrolling in programmes for upgrading, especially in the poorer urban and rural communities, and the speed at which the country arrives at such a standard as 50 percent of its work-force with the equivalent of completed secondary education or more.

13.2 REDUCING INEQUALITY

The reduction of inequality in the society requires the implementation of mechanisms that deliver resources equitably across its geographic space and across the various groups in the society. The strategy of the Government has relied on letting the rising tide lift all boats on the one hand, and in providing for the most vulnerable directly. Employment growth has ensured that the distribution of income is more equitable than it would have been in a less employment intensive programme of expansion.

However, while the data suggest that some number of marginalised women in low income urban communities have been reached by employment growth, there are the poor in some of the poorest communities that may have not benefitted in equal measure. Some of these are in the north-east and in the south-west. The nature of the intervention may require less direct job creation and better access to credit and marketing facilities such that the people themselves can create their own jobs, and provide for their own sustainable development, through micro-credit and finance for small businesses and agriculture.

Inequality can also be impacted by the hard infrastructure, such as roads, communications and water. The reach of such services register within households and impact their quality of life. The data show that poorer quintiles suffer some inadequacies.

Given the administrative and governance infrastructure of regional corporations, and the attempt at the regionalisation of social service delivery, technical and managerial resources have to be deployed to allow for the weighting of expenditures and the implied provision that these imply, across space and across groups to ensure equitable reach.

The attempt at geographic equity would help reduce inequality and mute differentials in the society which have remained or emerged as a result of myriad factors. Equity is not equality, but in seeking to improve equity, there is a possibility of reducing inequality. At the same time,

there is need to ensure that the present easier availability of resources is not allowed to create a dependency syndrome among beneficiaries.

In practical terms, this would require the engagement of regional corporations by such agencies as the Ministry of Social Development and the Ministry of Planning in assessing local needs and identifying what was achieved in previous budgetary allocations in terms of value for money on the basis of a score card of tangible benefits to communities – both projected and realised- and the factors responsible for gaps, post facto.

In the efforts at devolution to regional players, there is need to ensure that the new gatekeepers recognise their responsibilities to the wider citizenry for allocations provided by the centre. The procedures have to put in place for transparent monitoring across space and time, and clearly in the full view of the public and in real time, now much more possible with the information tools available.

13.3 PROMOTING WELLNESS

The prevalence of obesity and in life style diseases is evident from the data. There is also evidence that most babies are not being breast-fed consistently with their getting the best start in life, nor is there universal inoculation. The rise in life style diseases will increase the need for secondary and tertiary care facilities, which, in spite of the massive expenditure, is not delivering to all citizens in need in a way that is universally acceptable.

Less than 20 percent of the population has health insurance. There is need to promote wellness and the reduction of risky behavior. As with education, there is need for the marketing of wellness, to improve the quality of life of the citizenry and to reduce the risks, or postpone the onset of ailments that impose high costs on themselves or on the state. Mandatory health insurance is one approach to dealing with costs. Wellness promotion is another approach and can reduce costs in the first place.

13.4 HOUSING

The data from the SLC does establish that there are households living in conditions that are not consistent with what is expected in a developed country. The recent initiatives in housing have been too recent to impact on the data from the SLC, but the data have established the need for continuing investment in meeting the housing needs of the nation. The lower quintiles have been the prime beneficiaries of earlier programmes of the NHA.

The housing challenge is likely to be exacerbated by the growth in labour demand which now attracts workers from elsewhere in the Caribbean and who have responded even before the CSME provision for freer movement of labour was put in place. There will be need for substantial investment in worker housing, firstly to correct for poor conditions in some communities, and to satisfy the increased demand. Failure in this regard could lead to competition of workers for poor accommodation that attract exorbitant rents.

13.5 TACKLING CRIME

Crime has impacted the psyche of the population. There is ubiquitous fear of its imminence in the daily lives of the citizen. While there is no readily available numeric for its measurement, the sense of a decline in personal security does detract from the improvement that has taken place in other services to the household, and in the quality of life generally. Investment in the control of crime will add not only to the quality of life but will also improve the investment climate, which is a sine qua non for the growth and expansion of the non-oil sector.

13.6 SERVICES TO THE VULNERABLE

The Government has attacked some key areas of vulnerability, in education - with school feeding and school books - and in health - with free medication to the elderly with chronic diseases. Old Age Pensions and Public Assistance have been adjusted in the light of inflation, but index-linking may be necessary. There is also greater sensitivity to the needs of persons with disabilities. There is also evidence that some social expenditures reach many who do not need the support of the state - e.g. school books for the upper quintiles. At the same time, there are the vulnerable who are not being reached by services that they need. The clientele is due to rise with the entrée of workers and their dependants from other Caribbean countries.

There is need for harmonisation of approaches and for developing structured interventions that recognise that whether through changes taking place in the economy or as a result of social process, vulnerability characterises the human experience and some percentage of the population in each age cohort will present with challenges. It is for the Government and Civil Society to establish arrangements such that whatever the challenge, there is adequacy in the response, and where possible, the vulnerable or the poor can be restored to the some capacity for self-actualisation.

13.7 INSTITUTIONALISING RESEARCH AND ANALYSIS

There are two issues to be addressed in ministering on to the data requirements of poverty monitoring. Firstly, there is the issue of the periodicity of such a survey, and secondly is the

matter of the agency to spear-head its development. Jamaica is perhaps one of the few countries in the world to institutionalise SLC as an annual exercise. While there are benefits, the costs are considerable, and may not be fully justified by the benefits. It is important to encourage a culture of research among the staff of the key agencies and to organise seminars and workshops where the results of such work can be shared, and reviewed.

13.8 SURVEYS

Trinidad and Tobago conducts a quarterly labour force survey - CSSP. It is the very frame used for the CSSP that is the basis for the conduct of the most recent SLC. The country also undertakes at least every ten years, a Household Budgetary Survey, preparatory for updating the cost of living index. The data generated for an HBS is easily adapted for the purposes of poverty assessment and monitoring living conditions. On the matter of surveys, the following recommendations are made:

1. Every HBS be utilised in developing a profile of living conditions in the country at that point in time. Thus, there will be at least one study utilising the HBS to examine living conditions once in every ten years or sooner with the periodicity of the HBS.
2. An SLC should be conducted once every three years to provide data on living conditions.
3. The CSSP should be utilised by the key agencies in monitoring social conditions, to the extent that through social indicators it is possible to arrive at some notional understanding of changes taking place in the society.
4. There is a range of administrative reports that should be under constant monitoring by agencies engaged in the delivery of and research on social services – data of Ministry of Health on immunisation, attendance of mothers at clinics, under-nutrition of children, crime statistics, school attendance and performance etc. Such reports seem not to have formed the stock of materials utilised by other agencies than those generating the reports. They are useful for monitoring social conditions.

An important step in institutionalising the SLC is the initiating of reports and the organising of presentations among the users of the data. This will help inculcate a research orientation among users and improve their capacity not only to use the data, but just as importantly, to assist the CSO in optimising its data generating for the public generally and for these institutions in particular.

13.9 THE RESEARCH COUNCIL

There is need to formalise the research and development activity on the Social Services by the establishment of a Research Council, the purpose of which is to bring together some of the key stakeholders in the area of research and in the area of the delivery of social services.

The Ministry of Social Development has been the primary agency involved in the assessment of socio-economic statistics, and could remain as the prime mover in respect of the SLC. It should hold the chairmanship of the Council. However, given the wide utility of an SLC, and more so when it is coupled with the HBS, there will be need for it to cooperate with a number of agencies. This extends to the participation of the NGO community, represented through whichever umbrella organisation seems most representative of the whole, and also selected researchers within the University system, whose interests converge with those of the Council.

This formal structure can be derived from the Technical Committee that has had oversight in respect of this study. Membership should be comprised of:

- Ministry of Social Development (in the Chair)
- Ministry of Planning and Development
- Ministry of Education
- Ministry of Labour
- Ministry of Health
- Ministry of Housing
- Ministry of Public Utilities
- Central Statistical Office
- Two representatives from the NGO community
- Two representatives from the University Community

The Council will need to co-opt other agencies from time to time in the conduct of its work. It would also need to work closely with the Ministry of Local Government and through it, ensure formal discussions and dialogue with the Regional Corporations that are the base of the devolution process for the country. It is through them that the Council would ensure that considerations of equity across the society are being addressed in real time, in respect of allocations of the budget for social and other services. The required improvement of targeting of beneficiaries can be best addressed through dialogue with such agencies. In a plural society, equity is essential to its efficiency.

The country is not lacking in the personnel with the formal preparation for undertaking the task ahead. The challenge is in institutionalising the arrangements. The assessment of living conditions in the fullest context imposes on researchers and policy makers far more than is anticipated in respect of the delivery of social services and poverty monitoring.

CHAPTER 14

CONCLUSION

The terms of reference of this study was to develop a National Poverty Report, train relevant officers in the conduct of poverty assessment and to make recommendations to ensure some periodicity in similar surveys. A SLC was conducted in 2005 as a prelude to the institutionalisation of the SLC in the monitoring of poverty in the country. The study of poverty has to contextualised against the backdrop of considerable investment on the part of the Government in the social sectors specifically, and in the economic and social infrastructure, generally.

The SLC generated a number of findings that should be of use to policy makers seeking to introduce appropriate interventions to reduce or eliminate poverty in Trinidad and Tobago, in keeping with the objective of the country of realising the achievement of developed country status by 2020.

The following are the main findings of the study:

Estimated Poverty and Indigence

- With the use of the methodology that has become standard in the Caribbean region, the indigence line was estimated at TT\$8.35 per day or TT\$255 per month, for an adult in 2005 and the poverty line was \$665 per month, in 2005;
- 16.7 percent of the population was poor in 2005, compared to 24 percent in 1997/98;
- 1.2 percent of the population was indigent, compared to 8.3 percent in 1997/98: in other words, on both counts, there has been some improvement in social conditions;
- The Poverty Gap was 4.63 and the Severity Index was 1.96 in 2005;
- The reduction in poverty mirrors the substantial fall in unemployment across the country, from over 12 percent at the beginning of the decade to 8 percent in 2005 and 6.2 percent in the last year.

Inequality

- The Gini coefficient of inequality remained at 0.39, just as it was in 1998, suggesting that while conditions had improved for the poor, there might not have been much closing of the gap between the poor and the non-poor;
- There remains substantial geographic inequality with the north-eastern, east and south-western parts of the island of Trinidad lagging behind, in terms of the living conditions of the population: this has created a broad swathe of poverty along the east of the island of Trinidad and its extreme south;
- The highest level of poverty in the country was found for the Sangre Grande Regional Corporation which embraces the north-east of Trinidad: it was followed by Princes Town, Siparia and Mayaro/Rio Claro, in that order;
- There are pockets of poverty within the better-off areas of Trinidad;
- There was also geographic inequality in Tobago also, with the south-western section of the island enjoying living standards superior to most of the rest of the island.

Main Characteristics of Poverty

- While the majority of households were headed by men, there was a greater probability that a poor household would be headed by a woman than a non-poor household;
- Unemployment was more likely to afflict poorer households than non-poor households;
- Primary level education was the dominant educational level of persons in the lowest quintile;
- Households in the lowest quintile were more than twice as large as households in the highest quintile;
- There were more persons per bedroom in the lowest quintile than in the highest quintile and the number of persons per bedroom fell as socio-economic status improved;
- The share of food in the expenditures of the lowest quintile was almost twice the share of the highest quintile – 41.1 percent as against 23.7 percent;
- Income from employment accounted for most income of all households, but more so for the lowest quintile.

Pro-poor Transfers

There are a number of interventions by the Government targeted at the poor that could be identified in the SLC:

- The Old Age Pension benefit in 2005 was above the indigence line and also above the poverty line for an adult;
- Public assistance payments were concentrated in the lowest quintile, but in terms of the quantum, would not have placed recipients much above the poverty line;
- Some seventy percent of students in the lowest quintile had access to free school meals;
- Free school books are allocated but are not targeted at the poor and have become an entitlements programme;

Housing

The Government has embarked on a thrust in housing. Its impact is too recent to have been identified by the SLC. It is clear though that there is a problem of housing conditions in the country, and this has been identified by the SLC:

- While most of the poor owned their homes, and lived in single unit residences, it was found that conditions were not consistent with the country's posture as a middle income country;
- Only a minority of the poor owned the land on which their homes were located;
- A large percentage of those in the lowest quintile used on pit latrines, and there were communities in which large numbers had no toilets;
- Access to regular supply of water was a problem, more so for poorer communities;

Employment

- The working poor were concentrated in lower level or elementary occupations;
- Labour force participation rates tended to be lower in the lowest quintile;
- There is segmentation of the labour market by gender which impacts differentially on poor men and poor women.

Demography

- Poverty engulfs a large percentage of children and the young, who live in larger households;
- There are some differences among the various ethnic groups in Trinidad and Tobago that derive from cultural and historical factors, and some of the minority groups in the society are not numbered among the poor;
- Common-law and visiting unions were more likely in the lower quintiles, and formal marriage was associated with improved socio-economic status;

- Poorer women were likely to have a larger number of children than their non-poor counterparts.

Health

- Chronic diseases are prevalent across all quintiles – diabetes and obesity;
- The higher the quintile, the greater appeared to be the likelihood of diabetes, but this may be partly the result of differential knowledge about the disease between the poor and those in higher quintiles;
- The poor were more reliant on public health facilities than the better-off who relied more on private doctors;
- The higher the quintile, the greater the presence of health insurance, but even in the highest quintile, the majority (65 percent) did not have health insurance, suggesting that there is an expectation of provision of secondary and tertiary care by the state in the event of any major illness;
- Four percent of the sample confirmed the presence of a disability, with 24 percent being innate, or occurring at birth;
- Care at home as the largest single source for persons with disabilities
- Social Welfare Programmes of the State was a significant source of support for the vast majority, and more so for those in the lowest quintile.

Crime and Security

- The majority of households, irrespective of quintile, were fearful of crime;
- The crime most feared was murder;
- The percentage fearing kidnapping was twice as high in the highest quintile as against the lowest quintile.

The study has demonstrated as well that there are other data that allow the poverty situation to be monitored, and this was illustrated with the CSSP that is a quarterly survey. By and large, even with a cross-sectional data structure, it is possible to derive a longitudinal assessment of the conditions of poorer people in the society. Thus, between SLCs, it is possible for policy-makers to access data and information that provide some commentary on the efficacy of the measures they employ to reduce or eliminate poverty.

It is important, and imperative, however for the SLC to be supported by other elements that complement it in developing a thorough understanding of poverty. The experience elsewhere in

the Caribbean has established the necessity for CPAs, of which the SLC is a part, significant in itself but not sufficient to the task of fully comprehending poverty in its myriad dimensions.

In sum, the commitment to Vision 2020 of Trinidad and Tobago imposes certain requirements on the Government. The fundament of the strategy is to 'develop a non-energy economy that is diversified, dynamic, internationally competitive and capable of self-sustaining growth with high quality jobs and improved services to all our population' (Minister of Finance, Budget Speech, 2006).¹⁴ In support of this strategy, the Government recognised the need to develop innovative people. The reduction of poverty is seen as an essential component of the strategy and the outward visible evidence of its achievement is anticipated in a citizenry having access to affordable housing, first-class health-care, and equipped to lead healthy life styles. Moreover, the society would have in place the mechanisms to treat with vulnerability wherever it emerges in the society.

The Survey of Living Conditions 2005 has provided a situational analysis on the country as it launches out on the strategy to achieve Vision 2020. There is no doubt that the level of poverty and indigence in Trinidad and Tobago has decreased in the wake of the economic growth that the country has experienced in recent years. Unemployment has reached historic lows, and the increased revenues have allowed the Government to expand social provisions by way of public assistance, old age pensions, as well as a range of SEPs designed to lap up some of the structurally unemployed who could not find work otherwise. With poverty at 16.7 percent, the country is in the lower rung among countries of the Caribbean, and indigence is less than 2 percent.

While the benefits of growth have not yet resulted in a measured reduction of inequality as reflected in the Gini coefficient, most sections of the country have been reached by the expansion taking place. On the other hand, there are geographic areas of the country which continue to lag behind relatively. These remain the north-east, and the south-west of the country. To the extent that geography is coincident with some level of distribution of the population by ethnicity, there could be implications for inter-group equity.

The effect of the boom has been transmitted, to a large extent, through the level of expenditure of the state. While this can be continued for the medium term, having regard to the international demand for gas, and the products of the gas driven developments of the country, it is stated policy to anchor the transformation of the country on the development of its human resources.

¹⁴ http://www.finance.gov.tt/documentlibrary/downloads/85/budget_2006.pdf

In the knowledge economy of the early 21st century, it is the knowledge and skills base of the population that will determine the competitiveness of the country, and its capacity for sustained poverty reduction and for finally ‘making poverty history’. The foundation capital assets are its people and the investment being made directly in their development.

The reduction of poverty is not about palliatives and about the administering of transfers, but about development strategy and policy which ultimately create life chances for citizens and allow them the wherewithal to contribute to their country, through their productive efforts. The Council identified in the last Chapter would ensure that there is an area in the structure of the Government where cross-cutting issues can be addressed with focus from one time period to another, with technical research and evidence based interventions.

The country is blessed with the financial resources to attack poverty. However, the resort to transfers of different types, and the likely sequel that this creates in the form of an entitlements syndrome will vitiate the capacities that need to be built for poverty reduction to be sustainable in the longer term. Poverty has fallen in Trinidad and Tobago. It is the investment in the capacity of the poor and the vulnerable in particular and the population at large that will save the country from poverty when the revenues from oil and gas slow or decline.

GLOSSARY OF TERMS

WORD	MEANING
Absolute Poverty	The quantification of poverty involves the aggregation of its occurrence to a single statistic. The absolute measure of poverty is derived from the non-attainment of a criterion level of food and of non-food expenditure. The former is usually set by way of nutritional requirements below which bodily health can be threatened. The non-food component is based on some minimum provision deemed to be socially acceptable.
Anthropometric Assessments	These are derived from the health status of babies and children. This involves weight at birth of babies and the measurement by weight and height for age in the age group 0-5 years of age. The work of UNICEF has established the utility of such data in identifying the signals of serious poverty in a population generally, and in babies and children specifically.
Chronic Poor	Individuals and households that have been poor for more than one generation.
Developmental Institutions	Institutions that contribute to capacity building and equip individuals and/or groups with the means to grow and expand.
Employment	A person is defined as employed if he/she did any work at all in the past week for at least one hour or was on vacation during that time.
High Dependency Ratio:	This is defined as less than one person of working age for every two persons not of working age in households for the entire population. The percentage of households and the percentage of persons living in those households which qualify on this definition are reported. For all countries the working age was defined as persons over the age of 15 years, no upper limit was imposed on the data.

WORD	MEANING
Indigence Line	This refers to certain basic nutritional requirements for survival. A basket of goods is selected in such a way as to maximise one's nutrient intake at the lowest possible cost. Households unable to meet the cost of obtaining this basket of food items are indigent. The market cost of the basic food basket (the critical poverty line) represents a lower limit of poverty and is the critical poverty line.
Informal Sector	The informal sector according to the International Labour Organisation includes very small-scale units producing and distributing goods and services, and consisting largely of independent, self-employed producers in urban areas of developing countries, some of whom also employ family labour and/or a few hired workers or apprentices; which operate with very little capital, or none at all; which utilise a low level of technology and skills; which therefore operate at a low level of productivity; and which generally provide very low and irregular incomes and highly unstable employment to those who work in it. They are informal in the sense that they are for the most part unregistered and unrecorded in official statistics; they tend to have little or no access to organised markets, to credit institutions, to formal education and training institutions, or to many public services and amenities; they are not recognised, supported or regulated by the government; they are often compelled by circumstances to operate outside the framework of the law, and even when they are registered and respect certain aspects of the law they are almost invariably beyond the pale of social protection, labour legislation and protective measures at the workplace.
Insufficient Employment	Basically this concept is defined as the percentage of households or persons in the population living in households where less than one in two adults is employed. There are several aspects to this definition; firstly an adult is defined for all applicable indicators as a person over the age of 15. In practical terms an employment rate for adults is generated for each household, if this rate is less than 50% then the household is said to have insufficient employment.

WORD	MEANING
Labour Force	The total labour force consists of persons who are economically active who supply labour for the production of goods and services during a specified period. It includes both the employed and the unemployed.
Low Adult Equivalent Per Capita Consumption	This is the percentage of the population which belongs to households or households with per capita adult equivalent expenditure less than the monetary value of the vulnerability line defined previously.
Low Asset Base	This is defined as the percentage of households or persons living in those households with less than four out of nine possible common durables. A common durable is a popular household appliance which typically allows the household to derive more than one year of service flow from its use. All durables owned by the households in a country is ranked and the nine most popular ones are determined. An aggregate of the number of the nine most common durables is generated for each household. If this number is less than three the household is deemed to have a low asset base. Common durables generally include but are not confined to the following, stove, refrigerator, television set, radio/stereo, vehicle, telephone, video, computer, electric iron, washing machine, etc.
Low Educational Attainment	This is defined as the percentage of the entire population which has not passed any academic examination. Typically this is derived by reporting the percentage of the population responding "None" to the standard question "What is the highest examination that ....(you) have passed?" in a frequency distribution of the population by the variable highest examination passed. This is strictly a characteristic which can only be defined for an individual and therefore no measure exists for the household.
Low per Capita Household Consumption	This is the percentage of the population which belongs to households or households with per capita expenditure less than the monetary value of the vulnerability line defined previously.

WORD	MEANING
No Employment	This measure is defined as the percentage of households in the population where the total number of persons employed within the households is zero. The percentage of persons within households with no employed adults is the equivalent persons based measure for the population on this indicator.
No Schooling	This is a measure of truancy and is defined as the percentage of the school age population between 5 to 15 years of age who missed at least one day of schooling of the total available number of days of schooling last week. This is strictly a characteristic which can only be defined for individuals if school age and therefore no measure exist for the household.
Poverty	Poverty refers to any situation in which an individual, or group possesses less than some standard of living that has generally been defined as acceptable. This standard may be determined either on the basis of the material condition of other persons or groups in the society, or on the basis of a measure of the gap between what is possessed and some objective indicator of elementary human need. It is a complex of multiple deprivations.
Poverty Line	A monetary measure of the minimum consumption, in dollar terms, of goods and services that a household should obtain in order to ensure that its basic needs are adequately met. The poverty line, therefore, represents a minimum budget that a household should spend, over a defined period, if it is to meet its basic food and non-food requirements.
Poverty Headcount Index	This is the percentage of the population which lives in households whose adult equivalent per capita consumption falls below the poverty line. In other words it is a measure of the prevalence of poverty. Unlike per capita consumption which is measured at the household level as total household expenditure divided by the number of household members, adult equivalence measures the total number of equivalent adults in the household. In this case each person is assigned based on his/her age and

WORD	MEANING																																	
	<p>sex a number equal to or less than one using the following scale. The total number of equivalent adults is always less than or equal to the number of persons in the household.</p> <table><tr><th colspan="3">Adult Equivalence</th></tr><tr><th>Age Range</th><th>Male</th><th>Female</th></tr><tr><td>Less than 1</td><td>0.270</td><td>0.270</td></tr><tr><td>1 to 3</td><td>0.468</td><td>0.436</td></tr><tr><td>4 to 6</td><td>0.606</td><td>0.547</td></tr><tr><td>7 to 9</td><td>0.697</td><td>0.614</td></tr><tr><td>10 to 14</td><td>0.825</td><td>0.695</td></tr><tr><td>15 to 18</td><td>0.915</td><td>0.737</td></tr><tr><td>19 to 29</td><td>1.000</td><td>0.741</td></tr><tr><td>30 to 60</td><td>0.966</td><td>0.727</td></tr><tr><td>61+</td><td>0.773</td><td>0.618</td></tr></table>	Adult Equivalence			Age Range	Male	Female	Less than 1	0.270	0.270	1 to 3	0.468	0.436	4 to 6	0.606	0.547	7 to 9	0.697	0.614	10 to 14	0.825	0.695	15 to 18	0.915	0.737	19 to 29	1.000	0.741	30 to 60	0.966	0.727	61+	0.773	0.618
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Poverty Gap Index	<p>This is the mean proportionate distance across the whole population of the poor from the poverty line. It gives a good indication of depth of poverty since it is a function of the distances of the poor below the poverty line. The poverty gap represents the minimum cost of eliminating poverty, using targeted transfers. in other words, if every person below the poverty line is given just enough money to get them above the poverty line the cost would be the total sum of these transfers.</p>																																	
Poverty Severity Index (Foster-Greer-Thorbecke P2 Index) or FGT2	<p>This measure is defined as a weighting of the poverty gaps of the poor based on those poverty gaps. It is defined as:</p> $P_2 = \frac{1}{n} \sum_{i=1}^q \left[\frac{z - y_i}{z} \right]^2 = \text{mean of squared proportionate poverty gaps}$ <p>Z is the monetary value of the poverty line. <i>q</i> is the total number of people who are poor. <i>N</i> is the size of the population. <i>y</i> is the per capita adult equivalent consumption expenditure. To be clear, this measure can</p>																																	

WORD	MEANING
	<p>be thought of as being composed of two components: an amount due to the poverty gap, and an amount due to the inequality amongst the poor. Expressed mathematically, we have equation below, where CV_p^2 denotes the squared coefficient of variation of consumption/income amongst the poor.</p> $P_2 = \frac{PG^2}{H} + \frac{(H - PG)^2}{H} * CV_p^2$ <p>Though this measure may be hard to interpret, it is able to effectively rank the distributions and indicate which is preferable.</p>
Poor	The poor are those in society who suffer disadvantage in regard to the possession of goods, or facilities deemed to be necessary according to some generally accepted social standard, or some fundamental physical need ¹⁵ .
Poor Access to Safe Water	This is defined as the percentage of household or persons living in those households with no piped water.
Poor Quality Housing	This is defined as the percentage of households or persons living in those households where the toilet is a pit latrine or worse. Typically, this is the sum of the valid percent of households which report that they have a pit latrine, whether or not ventilated or no toilet facilities.
Preventative Institutions	These are institutions that perform functions that are preventative in nature; assist in the protection of individuals or groups from risks or vulnerabilities, and from succumbing to particular problems.

¹⁵ ¹⁵ Dennis A. V. Brown, Surveys of Living Conditions, Reported Health and Poverty in the Caribbean: SES, UWI, Mona, 2007 Forthcoming.

WORD	MEANING
Quintile Distributions	This is the division of households in society into five groups. They provide useful data on conditions of households and individuals across the society, and not only on the poor. Such distributions allow insight into the changes that apply as one surveys the socio-economic pyramid and prompt hypotheses on the causative factors involved, and in revealing counter-intuitive findings. Therefore the first quintile refers to the lowest 20 percent of the distribution. Likewise, when reference is made to the highest quintile it is the top 20 percent of the quintile distribution which is being discussed. In the case of this report it refers to the distribution of per capita consumption expenditure.
Remedial Institutions	These are institutions that seek to restore individuals or groups to a state of wholesomeness following their having been subjected, or having succumbed to particular social challenges.
Relative Poverty	The estimation of poverty on the basis of comparison with what some other group or individual possesses.
Structural Poor	Individuals or households living below the poverty line, that have only recently come to experience impoverishment as a result of recent structural changes in the economy.
Supportive Institutions	These are institutions with a focus on the provision of assistance to those in need, without necessarily being concerned with their capacity to respond to social and economic challenges on their own.
Transient Poverty	Individuals and households that move into and out of poverty on a seasonal basis.
Unemployment	The unemployed are members of the economically active population who are without work but currently available for and actively seeking work, including people who have lost their jobs and those who have voluntarily left work.

WORD	MEANING
Vulnerability Line	The vulnerability line is 125% of the poverty line; it measures the number of persons who are susceptible to becoming poor due to an unanticipated event such as a natural disaster or other economic shock. Persons who live in households with per capita consumption expenditure below the vulnerability line are said to be vulnerable.
Working Poor	Those who are employed and who belong to poor households are considered to be the working poor. The definition of the working poor involves two statistical units: the individual and the household. The individual is the basis for establishing the "working" and "not working" classification, while the household is the basis for establishing the "poor" and "not poor" socio-economic classification.

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TECHNICAL APPENDIX I

ANNEX I – THE SAMPLE DESIGN AND PLAN FOR THE SLC-2005

THE SAMPLE DESIGN

The SLC sample fulfilled two basic requirements:

- a) Probability sampling was used to ensure that each household (sampling unit) had a known non-zero chance of selection in the sample which was calculable.
- b) A nationally representative sample of the population was selected

To fulfill these requirements the CSO's Continuous Sample Survey of Population (CSSP) was used with some modifications designed to ensure ease of execution and administration of the survey.

Based on the design of the CSSP, the SLC 2005 utilizes an equal probability selection method (epsem), whereby each household has an equal chance of being selected from the population defined as the total The Non-Institutional households of Trinidad and Tobago. The data on the households in the population are organized into a Master Sample Frame, which is essentially a listing of households within Enumeration Districts (EDs) with EDs arranged by sixteen major administrative/geographic divisions. ED's are the smallest geographic units into which the country is sub-divided for the purpose of national surveys and censuses. These units were demarcated to fit within contiguous boundaries based on easily identifiable features as far as possible. EDs range in size from 100 to 200 households specifically to facilitate the ease of traversing and management by interviewers. The CSSP frame is developed and updated using information from the last decennial census. The SLC sample was drawn from a frame developed from data obtained during the 2000 Census.

SAMPLE SIZE

The size of the sample chosen was designed to ensure that valid estimates of the smallest group to be analyzed in the survey were obtained. This target group of children under the age of five was addressed in the Anthropometric Module of the SLC questionnaire. An important variable for that age domain of the Anthropometric Module is the rate of emaciation, that is the percent of children whose weight measurement is more than two standard deviations below the median reference standard for their age as established by the WHO. Therefore the SLC sample was determined with a view to providing foremost, an estimation of that variable. For the sample size, denoted by n , the following formulae were applied:

$$N = t^*d^*p^*(1-p)/e^2,$$

Where,

n = required number of observations for the largest population

d = design effect ($d=2$)

p = estimated proportion of children less than five years old found to be underweight ($p = 6\%$, obtained from the MICS¹⁶ study)

e = an acceptable margin of error, with 95% level of confidence ($e = 1.4\%$)

t = the value of the ordinate of normal distribution corresponding to .95 of the total area of the distribution ($t > 2$)

Therefore, from the above, n was estimated to be approximately equal to 1195 children less than five years old. Given that children of that age group represent about 7% of the total non-institutional population, and that the average size of the non-institutional households is 3.8 persons, then the number of households, $n(Hh)$, required to be sampled in order to obtain the sample size of 1195 children less than five years old, is:

$$n(Hh) = 1195 / (.07) * (3.8) = 4492 \text{ households, which was rounded to 4,500}$$
household approximately

SAMPLE SELECTION

Based on the CSSP survey plan, the SLC 2005 sample was selected in two stages. At the first stage, ED's representing the Primary Sampling Units (PSUs) were systematically selected with probability proportional to size, the size measure being the number of households assigned to the ED's. For systematic selection of the EDs they were stratified using appropriate criteria at the level of the sixteen geographic divisions within Trinidad and Tobago.

At the second stage, for each selected PSU, households were selected with probability inversely proportional to size (pps⁻¹), the size measure used being the same for the ED. This procedure ensures that the sample is self weighting, that is, each household in the population is given the same chance of selection in the sample. In order to improve the precision of the estimates, 15 households were selected from each selected PSU, so that a little over 300 PSU's were selected

RESPONSE RATES BY REGIONAL COOPERATION

The enumeration exercise resulted in the conduct of approximately 3621 full household interviews and 12919 person interviews. This represented an 83% overall response rate. The highest response rate to the survey was recorded in the parish of St Andrew in Tobago, of 97%

¹⁶ Multiple Indicator Cluster Survey

and the lowest response rate was recorded in the City of Port of Spain of 65%. The table below shows information on the response rate for the survey. Generally, the response rate to the survey was very high in Tobago in comparison to Trinidad. In using the data and to ensure that the sample was still a valid representation of the population the sample number of household and person records obtained was reweighted to account for non-response, refusals and obtained on questionnaires determined to be unusable due to the lack of information contained therein.

Responses Expected and Obtained and Response Rates by Regional Cooperation for the Conduct of the SLC 2005

Regional Cooperation	Number of Households		Response Rate	Re-weighting
	Expected	Obtained		
PORT OF SPAIN	202	132	65%	1.53
MAYARO/RIO CLARO	133	124	93%	1.07
SANGRE GRANDE	178	162	91%	1.10
PRINCES TOWN	273	230	84%	1.19
PENAL/DEBE	218	202	93%	1.08
SIPARIA	394	369	94%	1.07
CITY OF SAN FERNANDO	208	175	84%	1.19
BOROUGH OF ARIMA	104	81	78%	1.28
BOROUGH OF CHAGUANAS	212	187	88%	1.13
BOROUGH OF POINT FORTIN	73	70	96%	1.04
DIEGO MARTIN	390	270	69%	1.44
SAN JUAN/LAVENTILLE	578	497	86%	1.16
TUNAPUNA/PIARCO	669	521	78%	1.28
COUVA/TABAQUITE/TALPARO	497	403	81%	1.23
PARISH OF ST.ANDREW	33	32	97%	1.03
PARISH OF ST.PATRICK	63	59	94%	1.07
PARISH OF ST.DAVID	65	61	94%	1.07
PARISH OF ST.PAUL	18	17	94%	1.06
PARISH OF ST. JOHN	31	29	94%	1.07
Total	4339	3621	83%	

RESPONSE RATES BY ENUMERATION DISTRICT

Based on the above stated sampling plan the intention was to interview 15 households per enumeration district. The actual distribution of numbers of questionnaires completed by enumeration district is shown on the following table. As was stated before the total number of questionnaires completed was 3621, the mean number of completed questionnaires collected by enumeration district was 11.25 with a modal number collected of 13. Therefore, on average a little less than two interviews were not completed by enumeration district, either as a result of non-response or no contact with the selected household or due to the household's refusal to participate in the survey.

In the table which follows, it can be seen that a total of 322 Enumeration Districts were visited, within 23 of these EDs only one interview was completed. Since the ED is not a PSU it is possible that most of these EDs where only one interview was completed was part of a larger PSU where if considered as one unit close to 15 questionnaires would have been completed. There were 43 EDs within which 15 households, the expected number was interviewed. These EDs were mostly likely PSU formed exclusively from a single ED.

Total Number of Questionnaires Completed by Enumeration District for the SLC 2005

Number of questionnaires	Number of Enumeration Districts	Percent of Total Eds Sampled	Cumulative Percent
1	23	7.1	7.1
2	3	0.9	8.1
3	1	0.3	8.4
4	2	0.6	9.0
5	2	0.6	9.6
6	5	1.6	11.2
7	11	3.4	14.6
8	14	4.3	18.9
9	18	5.6	24.5
10	25	7.8	32.3
11	36	11.2	43.5
12	31	9.6	53.1
13	44	13.7	66.8
14	42	13.0	79.8
15	43	13.4	93.2
16	11	3.4	96.6
17	8	2.5	99.1
18	2	0.6	99.7
19	1	0.3	100.0
Total Number of Eds Enumerated	322	100.0	

ANNEX II – CONSTRUCTION OF A BASIC NEEDS INDEX FOR TRINIDAD AND TOBAGO

A “Basic Needs” Index for Trinidad and Tobago at the level of Small Areas

By Edwin St. Catherine, Consulting Statistician

1. INTRODUCTION

Small areas as identified in this paper refer generally to either statistical, planning, community based geographic areas. These areas are generally smaller than the well known and defined administrative boundaries. Small areas are generally described as blocks/county's or wards, enumeration district boundaries, community or village boundaries and to a lesser extent electoral boundaries. In many countries of the Caribbean these small areas are defined in such a way that it is technically possible to aggregate the digital polygons from a GIS representation to the larger administrative subdivisions. In point of fact, generally, the aggregation of the ED polygons in a GIS can match perfectly up to the administrative region, *suggesting the existence a priori of a spatial data model*. Despite the preceding, when data are desired by a user on a small area, the user is almost exclusively interested in community boundaries. In some countries these can be very well defined as is the case in Trinidad and Tobago, in others, for example in most of the OECS countries, this is not the case. However, the community boundaries whether or not they are geographically well defined is the main means by which local planning institutions, other community based organizations, NGOs, politicians and individuals develop plans and execute programmes at the sub-national level. Therefore, the use of the term “small areas” is confined to communities whether notionally or geographically understood.

The Census is usually the only reliable source which the Statistical Office or any organization within Trinidad and Tobago for that matter has of data on “small areas”. Further, the question is, how can this information be massaged into a meaningful representation of welfare or living conditions to allow for the useful analysis of small areas. One well understood approach to this problem is the much more now discussed “Basic Needs” index. This index is implemented by ascribing to each household or characteristic of a person within that household a score based on the presence or absence of a condition which can be aggregated to the level of the household. This household based summary score can be normalized to a community score on the basis of the total number of households in the community. With each community allocated a score, all the communities within the country can be ranked and by extension a map of relative deprivation of communities *derived when this community based indicator is combined with the “small area” GIS polygon to which reference was made previously*. In the case of Trinidad and Tobago GIS polygons of Enumeration Districts and Communities exist and a poverty map

based on the EDs can be developed. This will of course be of limited use since an ED is only a statistically useful concept and it is of limited use for community based planning. Fortunately, polygons of communities exist and can allow the generation of a spatial poverty map for Trinidad and Tobago. Since this is the case a numeric/tabular representation of community level basic needs index can be developed for mapping purposes.

2. THE APPROACH TO DEVELOPMENT OF THE “BASIC NEEDS INDEX” FOR TRINIDAD AND TOBAGO

The following table describes the content of the index chosen in two studies, both completed last year by this consultant and which is now being applied in the context of Trinidad and Tobago. The first of the two studies was done for the IDB and presented in a report entitled *“Trinidad and Tobago - Poverty Reduction and Social Development (TT-STR-COP), using the CSSP (Continuous Sample Survey of Population 1995 to 2002) and the second was done using the Census 2001 database of St. Lucia. The approach used in both of these studies and the one applied to the Trinidad and Tobago Census 2000 dataset in this instance is a modified version of a basic needs index developed by CELADE-ECLAC (Center for Demographic Studies, Economic Commission for Latin America and the Caribbean) initially as part of its software policy formulation tools.*

The scores assigned to the variables were similar in this study as it was with the other two. In the case of the Trinidad and Tobago Census 2000, the variables identified in the attached table were associated with specific variables within the census database (see table which follows).

Poverty Scoring System:

Item	Response	Score
1) Wall type	Brick/Block/Concrete	3
	Wood and Concrete	2
	Wood	1
	Wattle/Tapia/makeshift	0
2) Toilet type	WC to sewer/cess pit	1
	Pit latrine/None	0
3) Light Source	Electricity or gas	1
	Kerosene /none	0
4) Possessions***	TV/Telephone/Video/Stove/Fridge/ Washing machine	0.5 each
	Car/pick-up	1
5) No persons per bedroom	<1	3
	1-1.99	2
	2-3	1
	3.01 or more	0
6) Education of head (summary)	Tertiary/university	5
	Secondary complete	4
	Secondary incomplete	3
	Primary complete	2
	Primary incomplete	1
	None	0
7) No employed to total number of persons	1	3
	x<1, x>0.49	2
	x<0.5, x>0.25	1
	x<.25	0
Maximum Score		20

It can be argued that these indicators can be improved by incorporation of a larger and perhaps more granular set of computed variables. However, these capture the essence of an individual or household's basic need. Each variable itself based on the category it assumes is ascribed a score: for example, each household possession gives the household a score of 0.5 whereas, the household with the value of a computed variable persons per bedroom which is 1.5 is assigned a score of 2. This implicitly states the relative position of possessions on aggregation when compared to the computed variable persons per bedroom. This is one of the main weaknesses of this approach; its intuitive scoring system is subjective.

The list of variables built into the summary "basic needs" index at the household level consists of three types.

- 1) There are strictly household based or derived variables such as wall type, toilet type, light source and possessions which emanate from questions asked about housing conditions, this is the dominant set of variables used in this particular version of the index.

- 2) There is the education of head variable which ascribes a score to the household based on the level of education achieved by the head of the household. *It is to be noted at this point that the education of head is not a household based variable but it is a variable derived from a person characteristic of a household member who happens to be the head of the household. The generation of this variable requires that the education of head variable be generated in the person dataset and via the relational link between the person and the household dataset it is transferred to the household dataset.*
- 3) The remaining variables in the group 5) and 7) specifically, are a cross fertilization of the household and the person variables. That is, the number of persons per bedroom, which is an indicator of “overcrowding” and number of employed persons to the total number of persons which is the employment rate in the household, respectively, brings together both person based and household based characteristics to derive a score for the household.

3. AGGREGATION OF THE INDEX TO THE COMMUNITY LEVEL

The seven scores are generated within the household database of the Trinidad and Tobago Census 2000 as was done for the other two datasets mentioned previously. The sum of the scores represents the score for the household. To allow for the dissemination of these data in tabular or GIS form it is necessary to classify the household score. This is done by first ordering the records of the dataset on the basis of this living condition or “basic needs index” from the lowest score to the highest score and dividing it into five equal parts. Each quintile must have an equal number of records give or take one. This is the first most crucial step for the generation of variables suitable for display in a GIS.

In order to transfer these data into a GIS one has to determine what GIS shape files are available to allow the display of the poverty index described in the previous paragraphs. Typically, the administrative district boundaries whether in the form of regional cooperation boundaries or county boundaries in addition to the municipal boundaries are readily available and are pretty well established. In this case the community boundaries will be used as the vehicle for the display of the aggregated basic needs index at community level.

At the level of the GIS for Trinidad and Tobago what can be displayed is what is presented in the attached tables at the community level. The Trinidad and Tobago Census 2001 was not collected with building level geographic identifiers; however the use of building level geocodes can be explored for future use. This approach allows for the unique identification of the building based on an index which can be readily linked to the Census dataset. The process we have described so far involves the generation of poverty scores at the household level. Since the

GIS map requires the availability of the poverty index at a level that is physically identifiable, like the village/community level in the context of Trinidad and Tobago, the household level computations described thus far are not suitable to allow the link to be made with physical features represented in the GIS. Therefore, a process of aggregation from the household poverty/basic needs index scores to the village/community level, in its most granular form at the very least is needed. A similar aggregation can also be made to transform the household dataset "basic needs index" scores to the community level as has been done for the Grenada dataset. However, for the aggregation to be meaningful the household scores summed to the community level must be normalized by division by the total number of households for the community. In this way the average score for the village/community is achieved. Upon completion of this aggregation the derived score at the community level is the weighted average of the scores for all households within that community and in our specific case this score would be a number under 20 for all the communities identified in the GIS dataset.


At this point since the communities have a unique identifier in the GIS database and this same identifier in the poverty scores database, it is possible to display the poverty scores on the map for each community. Therefore, we present the table of poverty indices by community normalized to 100% the highest possible score which all households can receive in any community, the highest score is attained by Federation Park and the lowest score by Cumaca in Trinidad. The attached tables are self-explanatory and present rankings of the communities firstly exclusively on the basis of the basic need index at.

At the level of the GIS scores are colour coded within the community map so that the score attained influences the concentration of the specific color ("graduated") on the map that identifies the poorer communities from the more "well-off" communities. In this case a lighter shade of colour will illustrate communities which are worse off than communities with a darker shade of color, for example, which are "better off".

This score which allows us to have the possibility of classifying the map at the community level and also allows us to rank them and therefore give a critical indication of which are the least "well-off" communities or the "better-off" communities with respect to the basic needs index as has been illustrated within the attached tables.

This index gives a very powerful indication to institutions involved in poverty reduction an evidenced based approach to the allocation of their resources to areas where they are most needed.

ANNEX III - SURVEY INSTRUMENT



CONFIDENTIAL
STATISTICS ACT CHAPTER 19:02




GOVERNMENT OF TRINIDAD AND TOBAGO
MINISTRY OF SOCIAL DEVELOPMENT (SOCIAL SERVICES DELIVERY)
IN COLLABORATION WITH
THE CENTRAL STATISTICAL OFFICE

TRINIDAD AND TOBAGO SURVEY OF LIVING CONDITIONS 2005

For optimum accuracy, please print carefully and avoid contact with the edges of the box.
The following will serve as an example:

0	1	2	3	4	5	6	7	8	9																
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Date of Survey -

Shade Circles Like This--> 
Not Like This-->  

County / Ward E.D. Number Household Number Schedule Number Questionnaire Number

Name of Respondent _____

Address of Household _____

Town / Village _____ Phone Number _____

Household Size Number of children under 5 years of age

VISIT	DATE	TIME IN	TIME OUT	RESULT
1				
2				
3				
4				

Final Result Code:
☐ 1 Completed ☐ 2 Partially Completed ☐ 3 No Contact ☐ 4 Refusal
☐ 5 Closed ☐ 6 Other

Interviewer's No.

Interviewer's Name _____ Date _____

Supervisor's Name _____ Date _____

Editor's Name _____ Date _____

Coder's Name _____ Date _____



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PERSONAL IDENTIFICATION

INDIVIDUAL NO.	<p>INTERVIEWER: You must now ask for the names of all persons who belong to the household starting with the head of the household first.</p> <p>Please give the names of persons who sleep at this residence most nights of the week and share at least one daily meal?" You must then record the information given, Last Name and First Name of each person named on the lines below. If there are more than seven (7) persons in the household, please use an additional questionnaire. Explain that the names are required for tracking and completing questionnaires and will be kept confidential. Names will not appear when the data is processed.</p> <p>When preparing the documents for processing the data for members belonging to a particular household must be kept together. Remember to probe for newborn babies and elderly persons who tend to be omitted when the information is being given.</p>
	<p>01</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p>
	<p>02</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p>
	<p>03</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p>
	<p>04</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p>
	<p>05</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p>
	<p>06</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p>
	<p>07</p> <p>LAST NAME _____</p> <p>FIRST NAME _____</p>



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MAIN EARNER/HOUSEHOLD HEAD

Interviewer: First ask the following question, as we would like to establish who is the main income earner who takes care of the household needs. This person might be different from the one declared as the head of the household.

You must ask the following questions:

You must ask the question, which will determine why is (N) considered the Head of the Household.

1. Why is (N) considered to be the head of this household?

☐ 1 Main income earner ☐ 2 Oldest person ☐ 3 Other _____

Specify

ASK

2. Who is the Main income earner for this household?

- ☐ 1 Head
- ☐ 2 Spouse/Partner
- ☐ 3 Equally Shared
- ☐ 4 Other member of the household
- ☐ 5 Other person, not of this household



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SECTION 1 HOUSING AND AMENITIES SCHEDULE

(Information to be supplied by Head of Household or person providing information)

INTERVIEWER, you must now record the information about the Building that is required. Buildings may contain dwellings in which households are found. Refer to your Concepts and Definitions to be sure you remember how a building is defined.

Interviewer must record the characteristics of the building as follows:
(Shade the circle with the number that describes the building)

- | 1. Type of building | 2. Materials of Outer walls | 3. Year When built |
|--|---|--|
| <input type="radio"/> 1 Residential | <input type="radio"/> 1 Brick/Concrete | <input type="radio"/> 1 2005 |
| <input type="radio"/> 2 Residential/Commercial | <input type="radio"/> 2 Wood | <input type="radio"/> 2 2004 |
| <input type="radio"/> 3 Residential/Professional | <input type="radio"/> 3 Wood/Brick/Concrete | <input type="radio"/> 3 2003 |
| <input type="radio"/> 4 Commercial | <input type="radio"/> 4 Wood/ Galvanise | <input type="radio"/> 4 2002 |
| <input type="radio"/> 5 Industrial | <input type="radio"/> 5 Wattle/Adobe/Tapia | <input type="radio"/> 5 2001 |
| <input type="radio"/> 6 Community Service/Private/Govt | <input type="radio"/> 6 Box Board/Plywood | <input type="radio"/> 6 2000 |
| <input type="radio"/> 7 Other | <input type="radio"/> 7 Other | <input type="radio"/> 7 1995 - 1999 |
| <input type="radio"/> 9 Not Stated | | <input type="radio"/> 8 1990 - 1994 |
| | Specify | <input type="radio"/> 9 1980 - 1989 |
| | | <input type="radio"/> 10 1970 - 1979 |
| | | <input type="radio"/> 11 1960 - 1969 |
| | | <input type="radio"/> 12 1959 or earlier |
| | | <input type="radio"/> 98 Don't know |

Interviewer: Now I would like to ask some questions about the dwelling in which you live

DWELLINGS

- | | |
|---|--|
| 4. What type of Dwelling is this? | 5. Do you own, rent or lease the dwelling? |
| <input type="radio"/> 1 Separate House | <input type="radio"/> 1 Owned |
| <input type="radio"/> 2 NHA Apartment | <input type="radio"/> 2 Rented-Private |
| <input type="radio"/> 3 Private Apartment | <input type="radio"/> 3 Rented-NHA |
| <input type="radio"/> 4 NHA Townhouse | <input type="radio"/> 4 Leased -Private |
| <input type="radio"/> 5 Private TownHouse | <input type="radio"/> 5 Leased-NHA |
| <input type="radio"/> 6 Part of Commercial Building | <input type="radio"/> 6 Rent Free |
| <input type="radio"/> 7 Out Room | <input type="radio"/> 7 Squatted |
| <input type="radio"/> 8 Group Dwelling | <input type="radio"/> 8 Other (Specify) |
| <input type="radio"/> 98 Don't know | <input type="radio"/> 98 Don't Know |
| <input type="radio"/> 99 Not Stated | <input type="radio"/> 99 Not Stated |

(Go to Q11)

(Go to Q12)

6. (Interviewer, if response is 1 in Q5 (Owned) ask :
Are you currently making mortgage payments for this dwelling?

☐ 1 Yes ☐ 2 No (Go to Q8)

7. NEXT ASK :

How much is the monthly mortgage being paid?

--	--	--	--	--

Amount

8. If you were to rent this house, how much money do you expect to receive per month?

--	--	--	--	--

Amount

9. What is the tenure status of the land?

- | | |
|--|--|
| <input type="radio"/> 1 Owned | <input type="radio"/> 6 Squatted-Regularised |
| <input type="radio"/> 2 Rented - Private | <input type="radio"/> 7 Squatted |
| <input type="radio"/> 3 Rented - Other | <input type="radio"/> 8 Other |
| <input type="radio"/> 4 Leased | <input type="radio"/> 98 Don't Know |
| <input type="radio"/> 5 Rent Free | <input type="radio"/> 99 Not Stated |



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10. How long have you been occupying this land?

Years

(Go to Q12)

11. For those renting/leasing the dwelling. What is the monthly rent/lease?

Amount
12. MAIN SOURCE OF WATER SUPPLY

ASK: What is the main source of water supply in this household?

(shade the circle that applies)

- ☐ 1 Public piped into dwelling
☐ 2 Public piped into yard
☐ 3 Public Standpipe
☐ 4 Private piped into dwelling
☐ 5 Private catchment not piped
☐ 6 Truck borne
☐ 7 Spring/River
☐ 8 Other (Specify) _____
☐ 9 Not Stated

13. FREQUENCY OF SUPPLY

ASK: How often do you receive a supply of water from this source?

- ☐ 1 Continuous Supply
☐ 2 Three (3) or more times weekly
☐ 3 Twice weekly
☐ 4 Less than twice a week
☐ 5 Other (Specify) _____
☐ 9 Not Stated

14. Does this household store water? ☐ 1 Yes ☐ 2 No (Go to Q16)

15. How does this household store water? ☐ 1 Water Tank ☐ 2 Barrel ☐ 3 Other (Specify)
(More than one circle can be shaded)

16. TOILET FACILITIES

ASK: What type of toilet facilities does this dwelling have?

- ☐ 1 WC linked to sewer
☐ 2 Septic tank/Soak away
☐ 3 Pit/ Latrine
☐ 4 Other (Specify)
☐ 5 None

17. SHARED TOILET FACILITIES

ASK: Are the toilet facilities shared with any other household?

- ☐ 1 Yes
☐ 2 No
☐ 9 Not stated

18. LOCATION OF BATHROOM

ASK: Where is the bathroom for this dwelling located?

- ☐ 1 Inside of the dwelling
☐ 2 Outside of the dwelling

19. SHARED BATHROOM

ASK: Is the bathroom for this dwelling shared with any other household?

- ☐ 1 Yes ☐ 2 No

20. TYPE OF LIGHTING MOST USED

ASK: What type of lighting does this household usually use?

- ☐ 1 Electricity
☐ 2 Gas
☐ 3 Kerosene
☐ 7 Other (Specify)
☐ 9 Not Stated

21. MAIN TYPE OF FUEL MOST USED FOR COOKING

ASK: What is the main type of fuel used for cooking in this household?
(One response only)

- ☐ 1 None
☐ 2 Electricity
☐ 3 LPG/Cooking Gas
☐ 4 Kerosene
☐ 5 Wood/Charcoal
☐ 6 Other (Specify)
☐ 9 Not Stated

22. SINGLE/MULTIPLE OCCUPANCY

ASK: How many household(s) occupy this dwelling?

- ☐ 1 One
☐ 2 Two
☐ 3 Three
☐ 4 Four and more

23. NUMBER OF ROOMS

ASK: How many rooms are there in this dwelling?

24. NUMBER OF BEDROOMS

ASK: How many bedrooms are there in this dwelling?



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25. Interviewer Please ask: Does your household have any of the following items?
Certain items require that you also record the number of such items.

ITEM	YES	NO	Amount
1. Telephone			
Fixed Line.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
Cell-Phone.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
2. Stereo/radio with CD Player.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
3. Computer.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
4. Internet Access.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
5. Television.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
6. Cable/DirectTV.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
7. Motor Vehicle.....	<input type="radio"/> 1	<input type="radio"/> 2	<input type="text"/>
8. Refrigerator.....	<input type="radio"/> 1	<input type="radio"/> 2	
9. Deep Freeze.....	<input type="radio"/> 1	<input type="radio"/> 2	
10. Electric Polisher.....	<input type="radio"/> 1	<input type="radio"/> 2	
11. Sewing Machine.....	<input type="radio"/> 1	<input type="radio"/> 2	
12. Vacuum Cleaner.....	<input type="radio"/> 1	<input type="radio"/> 2	
13. Washing Machine.....	<input type="radio"/> 1	<input type="radio"/> 2	
14. Clothes Dryer.....	<input type="radio"/> 1	<input type="radio"/> 2	
15. Water Heater.....	<input type="radio"/> 1	<input type="radio"/> 2	
16. Shower Heater.....	<input type="radio"/> 1	<input type="radio"/> 2	
17. Microwave Oven.....	<input type="radio"/> 1	<input type="radio"/> 2	
18. Weed eater/Bush Wkr/lawn mower	<input type="radio"/> 1	<input type="radio"/> 2	
19. Stove.....	<input type="radio"/> 1	<input type="radio"/> 2	
20. Air-Conditioner.....	<input type="radio"/> 1	<input type="radio"/> 2	
21. Home Library:			
Books.....	<input type="radio"/> 1	<input type="radio"/> 2	
Music.....	<input type="radio"/> 1	<input type="radio"/> 2	
22. Boat-Fishing.....	<input type="radio"/> 1	<input type="radio"/> 2	
Pleasure.....	<input type="radio"/> 1	<input type="radio"/> 2	

Now I want to ask you some questions about the amenities available to your household and how much they cost. ASK about the following:

26. How does this household dispose of garbage?
- ☐ 1 Collected by garbage truck
☐ 2 Walk to dump/bin close-by
☐ 3 Other (Specify)
27. How often is garbage collected in your area?
- ☐ 1 Daily
☐ 2 Every other day
☐ 3 Weekly
☐ 4 Other times (Specify)
☐ 5 Don't Know
28. Does this household receive water bills? ☐ 1 Yes ☐ 2 No (Go to Q30)



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29. What was the amount of the last billing?
(excluding arrears) Amount Period in months

30. Does this household receive electricity bills ☐ 1 Yes ☐ 2 No (Go to Q32)

31. What was the amount of the last billing?
(excluding arrears) Amount Period in months

(See Q 25, ask only if household has a telephone)

32. How much was your telephone bill at last billing period
Fixed line Amount Period in months

Cell phone (pre paid) Amount Period in months

Cell phone (Post paid) Amount Period in months

(See Q 25 ask only if household has a computer)

33. For what purpose is the computer used?
(more than one circle can be shaded)

☐ 1 E mailing

☐ 2 Internet Surfing

☐ 3 Games

☐ 4 Business

☐ 5 Music recording

☐ 6 Academic pursuit

☐ 7 Other (Specify)

TSTT

Amount Period in months

Carib Link

Amount Period in months

Interserv

Amount Period in months

Other

Amount Period in months

(See Q 25 ask only if household has access to the internet)

34. How much did the internet service costs at the last billing period?

35. Is use made of internet services outside of the household? ☐ 1 Yes ☐ 2 No (Go to Q37)

36. Why is this service being used?

☐ 1 Does not own a computer

☐ 2 For convenience

☐ 3 Better service

☐ 4 Other

HOUSEHOLD PRODUCTION AND CONSUMPTION

The following questions seek to find out whether there are households that grow crops / rear livestock or poultry.

37. Is/ are any member/s of this household engaged in growing /rearing any of the following?
(Shade whichever apply)

Livestock or poultry ☐ 1 Yes ☐ 2 No

Tree/root crops ☐ 1 Yes ☐ 2 No

Vegetables ☐ 1 Yes ☐ 2 No

Other (Specify) ☐ 1 Yes ☐ 2 No

38. Is any of the produce

a) Used for home consumption? ☐ 1 Yes ☐ 2 No

b) Sold? ☐ 1 Yes ☐ 2 No

39. Do you or any member of your household process your agricultural produce?

a) For home use? ☐ 1 Yes ☐ 2 No

b) For sale? ☐ 1 Yes ☐ 2 No

If response is no to all go to section 2

40. What kind of product/s is/are made?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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SECTION 2

CHARACTERISTICS OF HOUSEHOLD MEMBERS

(Interviewer: You are now to ask questions about individuals who belong to and who live with the household. It is unlikely that every member will be at home when you visit. You will therefore ask the person who has been providing information about the dwelling and amenities to do so for each member of the household. If there are questions that he or she is/are unable to answer, efforts should be made to obtain such information on another visit to the household.)

ASK

INDIVIDUAL NO.	1. What is the relationship of (N) to the head of the household? 1 Head (H) 2 Spouse/Partner of Head (S/P) 3 Child of Head, spouse or partner (CHSP) 4 Parent of Head, spouse or partner (PHSP) 5 Other Relative (OR) 6 Other Non-Relative (ONR) 7 Household Help (Hh)	2. Sex 1 Male (M) 2 Female (F)	3. What is (N) date of birth? If not known what is (N's) age at last birthday?	Age
01	<input type="radio"/> 1 H <input type="radio"/> 5 OR <input type="radio"/> 2 S/P <input type="radio"/> 6 ONR <input type="radio"/> 3 CHSP <input type="radio"/> 7 Hh <input type="radio"/> 4 PHSP	<input type="radio"/> 1 Male <input type="radio"/> 2 Female	dd mm YYYY <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
02	<input type="radio"/> 1 H <input type="radio"/> 5 OR <input type="radio"/> 2 S/P <input type="radio"/> 6 ONR <input type="radio"/> 3 CHSP <input type="radio"/> 7 Hh <input type="radio"/> 4 PHSP	<input type="radio"/> 1 Male <input type="radio"/> 2 Female	dd mm YYYY <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
03	<input type="radio"/> 1 H <input type="radio"/> 5 OR <input type="radio"/> 2 S/P <input type="radio"/> 6 ONR <input type="radio"/> 3 CHSP <input type="radio"/> 7 Hh <input type="radio"/> 4 PHSP	<input type="radio"/> 1 Male <input type="radio"/> 2 Female	dd mm YYYY <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
04	<input type="radio"/> 1 H <input type="radio"/> 5 OR <input type="radio"/> 2 S/P <input type="radio"/> 6 ONR <input type="radio"/> 3 CHSP <input type="radio"/> 7 Hh <input type="radio"/> 4 PHSP	<input type="radio"/> 1 Male <input type="radio"/> 2 Female	dd mm YYYY <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
05	<input type="radio"/> 1 H <input type="radio"/> 5 OR <input type="radio"/> 2 S/P <input type="radio"/> 6 ONR <input type="radio"/> 3 CHSP <input type="radio"/> 7 Hh <input type="radio"/> 4 PHSP	<input type="radio"/> 1 Male <input type="radio"/> 2 Female	dd mm YYYY <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
06	<input type="radio"/> 1 H <input type="radio"/> 5 OR <input type="radio"/> 2 S/P <input type="radio"/> 6 ONR <input type="radio"/> 3 CHSP <input type="radio"/> 7 Hh <input type="radio"/> 4 PHSP	<input type="radio"/> 1 Male <input type="radio"/> 2 Female	dd mm YYYY <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
07	<input type="radio"/> 1 H <input type="radio"/> 5 OR <input type="radio"/> 2 S/P <input type="radio"/> 6 ONR <input type="radio"/> 3 CHSP <input type="radio"/> 7 Hh <input type="radio"/> 4 PHSP	<input type="radio"/> 1 Male <input type="radio"/> 2 Female	dd mm YYYY <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>



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Questions 4 and 5 are to be asked of each member of the household. Ask Q7 of females 14 years and over only. Shade the circle corresponding to the answer given.

INDIVIDUAL NO.	4. What is (N's) ethnic origin?	5. To what religion does (N) belong?	6. What is (N's) marital status? (14 yrs +)	7. What is (N's) union status? (Females 14 yrs and over only)
01	<input type="radio"/> 1 A <input type="radio"/> 5 Cau <input type="radio"/> 2 I <input type="radio"/> 6 M <input type="radio"/> 3 Ch <input type="radio"/> 7 O <input type="radio"/> 4 S <input type="radio"/> 9 N.S.	<input type="radio"/> 01 Ang <input type="radio"/> 08 Pent <input type="radio"/> 02 Bap <input type="radio"/> 09 Pres <input type="radio"/> 03 Hin <input type="radio"/> 10 RC <input type="radio"/> 04 Mus <input type="radio"/> 11 SDA <input type="radio"/> 05 Jev <input type="radio"/> 12 Other <input type="radio"/> 06 Met <input type="radio"/> 98 None <input type="radio"/> 07 Mor <input type="radio"/> 99 N S	<input type="radio"/> 1 N.M. <input type="radio"/> 4 L.S. <input type="radio"/> 2 M <input type="radio"/> 5 D <input type="radio"/> 3 W <input type="radio"/> 9 N.S.	<input type="radio"/> 1 M <input type="radio"/> 5 NLC <input type="radio"/> 2 CL <input type="radio"/> 6 NH <input type="radio"/> 3 V <input type="radio"/> 9 N S <input type="radio"/> 4 NLH
02	<input type="radio"/> 1 A <input type="radio"/> 5 Cau <input type="radio"/> 2 I <input type="radio"/> 6 M <input type="radio"/> 3 Ch <input type="radio"/> 7 O <input type="radio"/> 4 S <input type="radio"/> 9 N.S.	<input type="radio"/> 01 Ang <input type="radio"/> 08 Pent <input type="radio"/> 02 Bap <input type="radio"/> 09 Pres <input type="radio"/> 03 Hin <input type="radio"/> 10 RC <input type="radio"/> 04 Mus <input type="radio"/> 11 SDA <input type="radio"/> 05 Jev <input type="radio"/> 12 Other <input type="radio"/> 06 Met <input type="radio"/> 98 None <input type="radio"/> 07 Mor <input type="radio"/> 99 N S	<input type="radio"/> 1 N.M. <input type="radio"/> 4 L.S. <input type="radio"/> 2 M <input type="radio"/> 5 D <input type="radio"/> 3 W <input type="radio"/> 9 N.S.	<input type="radio"/> 1 M <input type="radio"/> 5 NLC <input type="radio"/> 2 CL <input type="radio"/> 6 NH <input type="radio"/> 3 V <input type="radio"/> 9 N S <input type="radio"/> 4 NLH
03	<input type="radio"/> 1 A <input type="radio"/> 5 Cau <input type="radio"/> 2 I <input type="radio"/> 6 M <input type="radio"/> 3 Ch <input type="radio"/> 7 O <input type="radio"/> 4 S <input type="radio"/> 9 N.S.	<input type="radio"/> 01 Ang <input type="radio"/> 08 Pent <input type="radio"/> 02 Bap <input type="radio"/> 09 Pres <input type="radio"/> 03 Hin <input type="radio"/> 10 RC <input type="radio"/> 04 Mus <input type="radio"/> 11 SDA <input type="radio"/> 05 Jev <input type="radio"/> 12 Other <input type="radio"/> 06 Met <input type="radio"/> 98 None <input type="radio"/> 07 Mor <input type="radio"/> 99 N S	<input type="radio"/> 1 N.M. <input type="radio"/> 4 L.S. <input type="radio"/> 2 M <input type="radio"/> 5 D <input type="radio"/> 3 W <input type="radio"/> 9 N.S.	<input type="radio"/> 1 M <input type="radio"/> 5 NLC <input type="radio"/> 2 CL <input type="radio"/> 6 NH <input type="radio"/> 3 V <input type="radio"/> 9 N S <input type="radio"/> 4 NLH
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05	<input type="radio"/> 1 A <input type="radio"/> 5 Cau <input type="radio"/> 2 I <input type="radio"/> 6 M <input type="radio"/> 3 Ch <input type="radio"/> 7 O <input type="radio"/> 4 S <input type="radio"/> 9 N.S.	<input type="radio"/> 01 Ang <input type="radio"/> 08 Pent <input type="radio"/> 02 Bap <input type="radio"/> 09 Pres <input type="radio"/> 03 Hin <input type="radio"/> 10 RC <input type="radio"/> 04 Mus <input type="radio"/> 11 SDA <input type="radio"/> 05 Jev <input type="radio"/> 12 Other <input type="radio"/> 06 Met <input type="radio"/> 98 None <input type="radio"/> 07 Mor <input type="radio"/> 99 N S	<input type="radio"/> 1 N.M. <input type="radio"/> 4 L.S. <input type="radio"/> 2 M <input type="radio"/> 5 D <input type="radio"/> 3 W <input type="radio"/> 9 N.S.	<input type="radio"/> 1 M <input type="radio"/> 5 NLC <input type="radio"/> 2 CL <input type="radio"/> 6 NH <input type="radio"/> 3 V <input type="radio"/> 9 N S <input type="radio"/> 4 NLH
06	<input type="radio"/> 1 A <input type="radio"/> 5 Cau <input type="radio"/> 2 I <input type="radio"/> 6 M <input type="radio"/> 3 Ch <input type="radio"/> 7 O <input type="radio"/> 4 S <input type="radio"/> 9 N.S.	<input type="radio"/> 01 Ang <input type="radio"/> 08 Pent <input type="radio"/> 02 Bap <input type="radio"/> 09 Pres <input type="radio"/> 03 Hin <input type="radio"/> 10 RC <input type="radio"/> 04 Mus <input type="radio"/> 11 SDA <input type="radio"/> 05 Jev <input type="radio"/> 12 Other <input type="radio"/> 06 Met <input type="radio"/> 98 None <input type="radio"/> 07 Mor <input type="radio"/> 99 N S	<input type="radio"/> 1 N.M. <input type="radio"/> 4 L.S. <input type="radio"/> 2 M <input type="radio"/> 5 D <input type="radio"/> 3 W <input type="radio"/> 9 N.S.	<input type="radio"/> 1 M <input type="radio"/> 5 NLC <input type="radio"/> 2 CL <input type="radio"/> 6 NH <input type="radio"/> 3 V <input type="radio"/> 9 N S <input type="radio"/> 4 NLH
07	<input type="radio"/> 1 A <input type="radio"/> 5 Cau <input type="radio"/> 2 I <input type="radio"/> 6 M <input type="radio"/> 3 Ch <input type="radio"/> 7 O <input type="radio"/> 4 S <input type="radio"/> 9 N.S.	<input type="radio"/> 01 Ang <input type="radio"/> 08 Pent <input type="radio"/> 02 Bap <input type="radio"/> 09 Pres <input type="radio"/> 03 Hin <input type="radio"/> 10 RC <input type="radio"/> 04 Mus <input type="radio"/> 11 SDA <input type="radio"/> 05 Jev <input type="radio"/> 12 Other <input type="radio"/> 06 Met <input type="radio"/> 98 None <input type="radio"/> 07 Mor <input type="radio"/> 99 N S	<input type="radio"/> 1 N.M. <input type="radio"/> 4 L.S. <input type="radio"/> 2 M <input type="radio"/> 5 D <input type="radio"/> 3 W <input type="radio"/> 9 N.S.	<input type="radio"/> 1 M <input type="radio"/> 5 NLC <input type="radio"/> 2 CL <input type="radio"/> 6 NH <input type="radio"/> 3 V <input type="radio"/> 9 N S <input type="radio"/> 4 NLH



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SECTION 3

SOCIO-DEMOGRAPHIC SITUATION OF HOUSEHOLDS

FERTILITY AND INFANT MORTALITY

(Interviewer, ask these questions of female members of the household 14 years and over)

INDIVIDUAL NO.	1 How many live births has (N) ever had?	2 What was (N's) age when she had her first live born child?	3 How many live births / still births did (N) have during the past twelve months?		(Ask only if (N) had one or more live births in the past twelve months) 4 Of these, how many died?
	0 None (N) (Go to Q3) 1 One (O) 2 Two (T) 3 Three (Th) 4 Four (Fo) 5 Five (Fi) 6 Six + (S+) 9 Not Stated (NS)		Live	Still	Died
01	<input type="radio"/> 0 N (Go to Q3) <input type="radio"/> 4 Fo <input type="radio"/> 1 O <input type="radio"/> 5 Fi <input type="radio"/> 2 T <input type="radio"/> 6 S+ <input type="radio"/> 3 Th <input type="radio"/> 9 NS	<input type="text"/>	<input type="radio"/> 1 N <input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 3 T <input type="radio"/> 4 Th+ <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+
02	<input type="radio"/> 0 N (Go to Q3) <input type="radio"/> 4 Fo <input type="radio"/> 1 O <input type="radio"/> 5 Fi <input type="radio"/> 2 T <input type="radio"/> 6 S+ <input type="radio"/> 3 Th <input type="radio"/> 9 NS	<input type="text"/>	<input type="radio"/> 1 N <input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 3 T <input type="radio"/> 4 Th+ <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+
03	<input type="radio"/> 0 N (Go to Q3) <input type="radio"/> 4 Fo <input type="radio"/> 1 O <input type="radio"/> 5 Fi <input type="radio"/> 2 T <input type="radio"/> 6 S+ <input type="radio"/> 3 Th <input type="radio"/> 9 NS	<input type="text"/>	<input type="radio"/> 1 N <input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 3 T <input type="radio"/> 4 Th+ <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+
04	<input type="radio"/> 0 N (Go to Q3) <input type="radio"/> 4 Fo <input type="radio"/> 1 O <input type="radio"/> 5 Fi <input type="radio"/> 2 T <input type="radio"/> 6 S+ <input type="radio"/> 3 Th <input type="radio"/> 9 NS	<input type="text"/>	<input type="radio"/> 1 N <input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 3 T <input type="radio"/> 4 Th+ <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+
05	<input type="radio"/> 0 N (Go to Q3) <input type="radio"/> 4 Fo <input type="radio"/> 1 O <input type="radio"/> 5 Fi <input type="radio"/> 2 T <input type="radio"/> 6 S+ <input type="radio"/> 3 Th <input type="radio"/> 9 NS	<input type="text"/>	<input type="radio"/> 1 N <input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 3 T <input type="radio"/> 4 Th+ <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+
06	<input type="radio"/> 0 N (Go to Q3) <input type="radio"/> 4 Fo <input type="radio"/> 1 O <input type="radio"/> 5 Fi <input type="radio"/> 2 T <input type="radio"/> 6 S+ <input type="radio"/> 3 Th <input type="radio"/> 9 NS	<input type="text"/>	<input type="radio"/> 1 N <input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 3 T <input type="radio"/> 4 Th+ <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+
07	<input type="radio"/> 0 N (Go to Q3) <input type="radio"/> 4 Fo <input type="radio"/> 1 O <input type="radio"/> 5 Fi <input type="radio"/> 2 T <input type="radio"/> 6 S+ <input type="radio"/> 3 Th <input type="radio"/> 9 NS	<input type="text"/>	<input type="radio"/> 1 N <input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 3 T <input type="radio"/> 4 Th+ <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+	<input type="radio"/> 1 N <input type="radio"/> 2 O <input type="radio"/> 3 T <input type="radio"/> 4 Th+



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MORTALITY (Information to be given about events occurring in the household)

5 Have any deaths occurred within this household over the past twelve months?

- ☐ 1 Yes
- ☐ 2 No (Go to Q7)

6 What was/ were the age(s) of the person(s) who died?
(More than one circle can be shaded)

- ☐ 1 Under one month
- ☐ 2 2 to 5 months
- ☐ 3 6 to 11 months
- ☐ 4 1 to 4 years
- ☐ 5 5 to 14 years
- ☐ 6 15 to 24 years
- ☐ 7 25 to 49 years
- ☐ 8 50 years and over
- ☐ 9 Not stated

MIGRATION (Information to be given about events occurring in household)

7 How many persons who were members of this household, have left to reside abroad?

- ☐ 1 None (Go to Sect.4)
- ☐ 2 One
- ☐ 3 Two
- ☐ 4 Three
- ☐ 5 Four and more

8 How long was it since this person /persons left the household to go away?

(More than one circle can be shaded)

- ☐ ☐ ☐ 1 Three months ago
- ☐ ☐ ☐ 2 Six months ago
- ☐ ☐ ☐ 3 One year ago
- ☐ ☐ ☐ 4 Two to Four years ago
- ☐ ☐ ☐ 5 Five and more years ago
- ☐ ☐ ☐ 6 Dont know
- ☐ ☐ ☐ 9 Not Stated

9 Are there any children in the household (0-18 years old) belonging to persons who have left to live abroad?

- ☐ 1 Yes
- ☐ 2 No (Go to Q12)

10 What kind of support if any does this/these person(s) send back to take care of this/these child/ children? (multiple responses)

- ☐ 1 Money Support
- ☐ 2 Food
- ☐ 3 Clothes
- ☐ 4 Other (Specify)
- ☐ 5 No support (Go to Sect.4)

11 Is the support adequate to take care of the child/children? ☐ 1 Yes ☐ 2 No12 Which member/s who left this household to live abroad returned within the last five years?
(multiple responses)

- ☐ 1 Head ☐ 2 Spouse/partner ☐ 3 Child ☐ 4 Other (Specify)
- ☐ 5 None



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SECTION 4
HEALTH /INJURY/DISABILITY
(To be asked of all members of the household)

ALL PERSONS			
INDIVIDUAL NO.	1 In the past 4 weeks, did (N) receive injury from any of the following? (More than one circle can be shaded) 1 Motor Vehicle (MV) 2 Home Accident (HA) 3 Industrial Accident (IA) 4 Criminal Act (CA) 5 Other (O) 6 None (N) (Go to Q4)	2 Did any of this/those injury(ies) require medical attention? 1 Yes (Y) 2 No (N) (Go to Q4)	3 To which place(s) did (N) go for attention? (More than one circle can be shaded) 1 Public Hospital (PH) 2 Private Hospital (FVH) 3 Health Centre (HC) 4 Private Clinic (PC) 5 Other (O) 6 No where (NW)
01	<input type="checkbox"/> 1 MV <input type="checkbox"/> 2 HA <input type="checkbox"/> 3 IA <input type="checkbox"/> 4 CA <input type="checkbox"/> 5 O <input type="checkbox"/> 6 N (Go to Q4)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q4)	<input type="checkbox"/> 1 PH <input type="checkbox"/> 2 FVH <input type="checkbox"/> 3 HC _____ <input type="checkbox"/> 4 PC <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 6 NW
02	<input type="checkbox"/> 1 MV <input type="checkbox"/> 2 HA <input type="checkbox"/> 3 IA <input type="checkbox"/> 4 CA <input type="checkbox"/> 5 O <input type="checkbox"/> 6 N (Go to Q4)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q4)	<input type="checkbox"/> 1 PH <input type="checkbox"/> 2 FVH <input type="checkbox"/> 3 HC _____ <input type="checkbox"/> 4 PC <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 6 NW
03	<input type="checkbox"/> 1 MV <input type="checkbox"/> 2 HA <input type="checkbox"/> 3 IA <input type="checkbox"/> 4 CA <input type="checkbox"/> 5 O <input type="checkbox"/> 6 N (Go to Q4)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q4)	<input type="checkbox"/> 1 PH <input type="checkbox"/> 2 FVH <input type="checkbox"/> 3 HC _____ <input type="checkbox"/> 4 PC <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 6 NW
04	<input type="checkbox"/> 1 MV <input type="checkbox"/> 2 HA <input type="checkbox"/> 3 IA <input type="checkbox"/> 4 CA <input type="checkbox"/> 5 O <input type="checkbox"/> 6 N (Go to Q4)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q4)	<input type="checkbox"/> 1 PH <input type="checkbox"/> 2 FVH <input type="checkbox"/> 3 HC _____ <input type="checkbox"/> 4 PC <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 6 NW
05	<input type="checkbox"/> 1 MV <input type="checkbox"/> 2 HA <input type="checkbox"/> 3 IA <input type="checkbox"/> 4 CA <input type="checkbox"/> 5 O <input type="checkbox"/> 6 N (Go to Q4)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q4)	<input type="checkbox"/> 1 PH <input type="checkbox"/> 2 FVH <input type="checkbox"/> 3 HC _____ <input type="checkbox"/> 4 PC <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 6 NW
06	<input type="checkbox"/> 1 MV <input type="checkbox"/> 2 HA <input type="checkbox"/> 3 IA <input type="checkbox"/> 4 CA <input type="checkbox"/> 5 O <input type="checkbox"/> 6 N (Go to Q4)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q4)	<input type="checkbox"/> 1 PH <input type="checkbox"/> 2 FVH <input type="checkbox"/> 3 HC _____ <input type="checkbox"/> 4 PC <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 6 NW
07	<input type="checkbox"/> 1 MV <input type="checkbox"/> 2 HA <input type="checkbox"/> 3 IA <input type="checkbox"/> 4 CA <input type="checkbox"/> 5 O <input type="checkbox"/> 6 N (Go to Q4)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q4)	<input type="checkbox"/> 1 PH <input type="checkbox"/> 2 FVH <input type="checkbox"/> 3 HC _____ <input type="checkbox"/> 4 PC <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 6 NW



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SECTION 4 (Continued)

ALL PERSONS

INDIVIDUAL NO.	4 Did (N) have any illness during the past 4 weeks? For example diarrhoea, influenza, hypertension/etc? 1 Yes (Y) 2 No (N) (Go to Q19)	5 Did (N's) illness begin within the last 4 weeks? 1 Yes (Y) 2 No (N) (Go to Q7)	6 For how many days during the last 4 weeks was (N) unable to carry out his/her functions?
01	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q19)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q7)	<input type="text"/> <input type="text"/>
02	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q19)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q7)	<input type="text"/> <input type="text"/>
03	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q19)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q7)	<input type="text"/> <input type="text"/>
04	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q19)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q7)	<input type="text"/> <input type="text"/>
05	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q19)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q7)	<input type="text"/> <input type="text"/>
06	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q19)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q7)	<input type="text"/> <input type="text"/>
07	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q19)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q7)	<input type="text"/> <input type="text"/>



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SECTION 4 (Continued)

ALL PERSONS

INDIVIDUAL NO.	7 What type of illness is/was (N) suffering from? (Main illness)		8 How long did this illness last?(days)	9 Did this illness occur before now?
	Acute	Chronic		
01	<input type="radio"/> 1 C <input type="radio"/> 2 D <input type="radio"/> 3 OA	<input type="radio"/> 4 A <input type="radio"/> 5 Di <input type="radio"/> 6 Ar <input type="radio"/> 7 MD <input type="radio"/> 9 O (Specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Days	<input type="radio"/> 1 Y <input type="radio"/> 2 N
02	<input type="radio"/> 1 C <input type="radio"/> 2 D <input type="radio"/> 3 OA	<input type="radio"/> 4 A <input type="radio"/> 5 Di <input type="radio"/> 6 Ar <input type="radio"/> 7 MD <input type="radio"/> 9 O (Specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Days	<input type="radio"/> 1 Y <input type="radio"/> 2 N
03	<input type="radio"/> 1 C <input type="radio"/> 2 D <input type="radio"/> 3 OA	<input type="radio"/> 4 A <input type="radio"/> 5 Di <input type="radio"/> 6 Ar <input type="radio"/> 7 MD <input type="radio"/> 9 O (Specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Days	<input type="radio"/> 1 Y <input type="radio"/> 2 N
04	<input type="radio"/> 1 C <input type="radio"/> 2 D <input type="radio"/> 3 OA	<input type="radio"/> 4 A <input type="radio"/> 5 Di <input type="radio"/> 6 Ar <input type="radio"/> 7 MD <input type="radio"/> 9 O (Specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Days	<input type="radio"/> 1 Y <input type="radio"/> 2 N
05	<input type="radio"/> 1 C <input type="radio"/> 2 D <input type="radio"/> 3 OA	<input type="radio"/> 4 A <input type="radio"/> 5 Di <input type="radio"/> 6 Ar <input type="radio"/> 7 MD <input type="radio"/> 9 O (Specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Days	<input type="radio"/> 1 Y <input type="radio"/> 2 N
06	<input type="radio"/> 1 C <input type="radio"/> 2 D <input type="radio"/> 3 OA	<input type="radio"/> 4 A <input type="radio"/> 5 Di <input type="radio"/> 6 Ar <input type="radio"/> 7 MD <input type="radio"/> 9 O (Specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Days	<input type="radio"/> 1 Y <input type="radio"/> 2 N
07	<input type="radio"/> 1 C <input type="radio"/> 2 D <input type="radio"/> 3 OA	<input type="radio"/> 4 A <input type="radio"/> 5 Di <input type="radio"/> 6 Ar <input type="radio"/> 7 MD <input type="radio"/> 9 O (Specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Days	<input type="radio"/> 1 Y <input type="radio"/> 2 N



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SECTION 4 (Continued)

ALL PERSONS			
INDIVIDUAL NO.	10 Was the services of any of the following persons sought on account of the illness? (More than one circle can be shaded) 1 Nurse/healthcare worker (N/H) 2 Pharmacist (P) 3 Herbalist (H) 4 Doctor (D) 5 Midwife (M) 6 Paramedic (Pa) 7 Folk Healer (FH) 8 Other (O) (Specify) 9 None (N) (Go to Q19)	11 To which of the following places did (N) go to receive care for the illness? (More than one circle can be shaded) 1 Public Hospital (PH) 2 Private Hospital (PVH) 3 Public Health Centre (PHC) 4 Private Medical Centre (PMC) 5 Private Doctor (PD) 6 Pharmacy (Ph) 7 Maternity Clinic (MC) 8 Other (O) (Specify)	12 Who attended to (N) on first visit? 1 Nurse/healthcare worker (N/H) 2 Pharmacist (P) 3 Herbalist (H) 4 Doctor (D) 5 Midwife (M) 6 Paramedic (Pa) 7 Folk Healer (FH) 8 Other (O) (Specify) 9 None (N)
01	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N (Go to Q19) <input type="radio"/> 5 M	<input type="radio"/> 1 PH <input type="radio"/> 5 PD <input type="radio"/> 2 PVH <input type="radio"/> 6 Ph <input type="radio"/> 3 PHC <input type="radio"/> 7 MC <input type="radio"/> 4 PMC <input type="radio"/> 8 O (Specify)	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N <input type="radio"/> 5 M
02	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N (Go to Q19) <input type="radio"/> 5 M	<input type="radio"/> 1 PH <input type="radio"/> 5 PD <input type="radio"/> 2 PVH <input type="radio"/> 6 Ph <input type="radio"/> 3 PHC <input type="radio"/> 7 MC <input type="radio"/> 4 PMC <input type="radio"/> 8 O (Specify)	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N <input type="radio"/> 5 M
03	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N (Go to Q19) <input type="radio"/> 5 M	<input type="radio"/> 1 PH <input type="radio"/> 5 PD <input type="radio"/> 2 PVH <input type="radio"/> 6 Ph <input type="radio"/> 3 PHC <input type="radio"/> 7 MC <input type="radio"/> 4 PMC <input type="radio"/> 8 O (Specify)	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N <input type="radio"/> 5 M
04	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N (Go to Q19) <input type="radio"/> 5 M	<input type="radio"/> 1 PH <input type="radio"/> 5 PD <input type="radio"/> 2 PVH <input type="radio"/> 6 Ph <input type="radio"/> 3 PHC <input type="radio"/> 7 MC <input type="radio"/> 4 PMC <input type="radio"/> 8 O (Specify)	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N <input type="radio"/> 5 M
05	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N (Go to Q19) <input type="radio"/> 5 M	<input type="radio"/> 1 PH <input type="radio"/> 5 PD <input type="radio"/> 2 PVH <input type="radio"/> 6 Ph <input type="radio"/> 3 PHC <input type="radio"/> 7 MC <input type="radio"/> 4 PMC <input type="radio"/> 8 O (Specify)	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N <input type="radio"/> 5 M
06	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N (Go to Q19) <input type="radio"/> 5 M	<input type="radio"/> 1 PH <input type="radio"/> 5 PD <input type="radio"/> 2 PVH <input type="radio"/> 6 Ph <input type="radio"/> 3 PHC <input type="radio"/> 7 MC <input type="radio"/> 4 PMC <input type="radio"/> 8 O (Specify)	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N <input type="radio"/> 5 M
07	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N (Go to Q19) <input type="radio"/> 5 M	<input type="radio"/> 1 PH <input type="radio"/> 5 PD <input type="radio"/> 2 PVH <input type="radio"/> 6 Ph <input type="radio"/> 3 PHC <input type="radio"/> 7 MC <input type="radio"/> 4 PMC <input type="radio"/> 8 O (Specify)	<input type="radio"/> 1 N/H <input type="radio"/> 6 Pa <input type="radio"/> 2 P <input type="radio"/> 7 FH <input type="radio"/> 3 H <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 D <input type="radio"/> 9 N <input type="radio"/> 5 M



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SECTION 4 (Continued)

ALL PERSONS

INDIVIDUAL NO.	13 Was (N) well cared for upon visiting the health personnel/Facility? 1 Yes (Y) (Go to Q15) 2 No (N)	14 Why was (N) dissatisfied with the service rendered? 1 Poor quality service (PQS) 2 Too long waiting (TLW) 3 Doctor not available (DNA) 4 Too many re-visits (TMR) 5 Other (O) (Specify)	15 How far was the health care facility from (N's) home? (Kilometres)
01	<input type="radio"/> 1 Y (Go to Q15) <input type="radio"/> 2 N	<input type="radio"/> 1 PQS <input type="radio"/> 4 TMR <input type="radio"/> 2 TLW <input type="radio"/> 5 O (Specify) <input type="radio"/> 3 DNA	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> km
02	<input type="radio"/> 1 Y (Go to Q15) <input type="radio"/> 2 N	<input type="radio"/> 1 PQS <input type="radio"/> 4 TMR <input type="radio"/> 2 TLW <input type="radio"/> 5 O (Specify) <input type="radio"/> 3 DNA	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> km
03	<input type="radio"/> 1 Y (Go to Q15) <input type="radio"/> 2 N	<input type="radio"/> 1 PQS <input type="radio"/> 4 TMR <input type="radio"/> 2 TLW <input type="radio"/> 5 O (Specify) <input type="radio"/> 3 DNA	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> km
04	<input type="radio"/> 1 Y (Go to Q15) <input type="radio"/> 2 N	<input type="radio"/> 1 PQS <input type="radio"/> 4 TMR <input type="radio"/> 2 TLW <input type="radio"/> 5 O (Specify) <input type="radio"/> 3 DNA	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> km
05	<input type="radio"/> 1 Y (Go to Q15) <input type="radio"/> 2 N	<input type="radio"/> 1 PQS <input type="radio"/> 4 TMR <input type="radio"/> 2 TLW <input type="radio"/> 5 O (Specify) <input type="radio"/> 3 DNA	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> km
06	<input type="radio"/> 1 Y (Go to Q15) <input type="radio"/> 2 N	<input type="radio"/> 1 PQS <input type="radio"/> 4 TMR <input type="radio"/> 2 TLW <input type="radio"/> 5 O (Specify) <input type="radio"/> 3 DNA	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> km
07	<input type="radio"/> 1 Y (Go to Q15) <input type="radio"/> 2 N	<input type="radio"/> 1 PQS <input type="radio"/> 4 TMR <input type="radio"/> 2 TLW <input type="radio"/> 5 O (Specify) <input type="radio"/> 3 DNA	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> km



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SECTION 4 (Continued)

ALL PERSONS

INDIVIDUAL NO.	16 How much did the following cost for each category for the past four weeks? 1 Doctor Fee (DF) 2 Hospital Fee (HF) 3 Transport (T) 4 Medicine (M) 5 Other (O) (Specify)	17 Was the prescribed medication obtained? 1 Yes (Y) (Go to Q19) 2 No (N) 3 None Prescribed (NP) (Go to Q19)	18 What was the reason for not obtaining the medicine? 1 Medicine not available (MNA) 2 Unable to purchase (UP) 3 Other (O)
01	1 DF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 M <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 HF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 O <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 T <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (Specify)	<input type="radio"/> 1 Y (Go to Q19) <input type="radio"/> 2 N <input type="radio"/> 3 NP (Go to Q19)	<input type="radio"/> 1 MNA <input type="radio"/> 2 UP <input type="radio"/> 3 O
02	1 DF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 M <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 HF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 O <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 T <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (Specify)	<input type="radio"/> 1 Y (Go to Q19) <input type="radio"/> 2 N <input type="radio"/> 3 NP (Go to Q19)	<input type="radio"/> 1 MNA <input type="radio"/> 2 UP <input type="radio"/> 3 O
03	1 DF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 M <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 HF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 O <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 T <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (Specify)	<input type="radio"/> 1 Y (Go to Q19) <input type="radio"/> 2 N <input type="radio"/> 3 NP (Go to Q19)	<input type="radio"/> 1 MNA <input type="radio"/> 2 UP <input type="radio"/> 3 O
04	1 DF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 M <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 HF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 O <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 T <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (Specify)	<input type="radio"/> 1 Y (Go to Q19) <input type="radio"/> 2 N <input type="radio"/> 3 NP (Go to Q19)	<input type="radio"/> 1 MNA <input type="radio"/> 2 UP <input type="radio"/> 3 O
05	1 DF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 M <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 HF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 O <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 T <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (Specify)	<input type="radio"/> 1 Y (Go to Q19) <input type="radio"/> 2 N <input type="radio"/> 3 NP (Go to Q19)	<input type="radio"/> 1 MNA <input type="radio"/> 2 UP <input type="radio"/> 3 O
06	1 DF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 M <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 HF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 O <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 T <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (Specify)	<input type="radio"/> 1 Y (Go to Q19) <input type="radio"/> 2 N <input type="radio"/> 3 NP (Go to Q19)	<input type="radio"/> 1 MNA <input type="radio"/> 2 UP <input type="radio"/> 3 O
07	1 DF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 M <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 HF <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 O <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 T <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> (Specify)	<input type="radio"/> 1 Y (Go to Q19) <input type="radio"/> 2 N <input type="radio"/> 3 NP (Go to Q19)	<input type="radio"/> 1 MNA <input type="radio"/> 2 UP <input type="radio"/> 3 O



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SECTION 4 (Continued)

HEALTH INSURANCE

The following two questions seek to determine the extent of health insurance coverage within households.

ALL PERSONS

INDIVIDUAL NO.	19 Is (N) covered by health insurance?	20 In the past three months has (N) made any claim from this health insurance?
01	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q21)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't Know
02	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q21)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't Know
03	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q21)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't Know
04	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q21)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't Know
05	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q21)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't Know
06	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q21)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't Know
07	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q21)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't Know



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HEALTH- HIV/AIDS
 (Ask the respondent).

21 Do you and your household know anything about HIV/AIDS? <input type="radio"/> 1 Yes <input type="radio"/> 2 No	22 Is there anyone in your household living with HIV? Male living with HIV <input type="radio"/> 1 Yes <input type="radio"/> 2 No Female living with HIV <input type="radio"/> 1 Yes <input type="radio"/> 2 No If No to Both then (Go to Q28)
23 Is/Are this/these person(s) who is/are living with HIV/AIDS being treated for the disease? <input type="radio"/> 1 Yes <input type="radio"/> 2 No	24 Did this household member have to cease working/going to school on account of HIV/AIDS? <input type="radio"/> 1 Yes-Work <input type="radio"/> 2 No-Work <input type="radio"/> 3 Yes -School <input type="radio"/> 4 No-School
25 How long has this person had this illness? <input type="radio"/> 1 Less than 1 yr <input type="radio"/> 2 1-2 yrs <input type="radio"/> 3 3 - 5 yrs <input type="radio"/> 4 More than 5 yrs	26 To which place does this person go to be treated for this illness? <input type="radio"/> 1 Public Health Clinic <input type="radio"/> 2 Private Doctor <input type="radio"/> 3 Other (Specify)
27 How much does it costs per month to treat this person's condition? <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>	28 Has anyone in your household died from AIDS? Male died from AIDS <input type="radio"/> 1 Yes <input type="radio"/> 2 No Female died from AIDS <input type="radio"/> 1 Yes <input type="radio"/> 2 No
To be completed if household has more than one person living with HIV/AIDS	
Number of Male(s) Living with HIV/AIDS <input style="width: 40px;" type="text"/>	
Number of Female (s) Living with HIV/AIDS <input style="width: 40px;" type="text"/>	
Number Treated <input style="width: 40px;" type="text"/>	
Number ceasing to work <input style="width: 40px;" type="text"/>	
Number ceasing to go to school <input style="width: 40px;" type="text"/>	
Number by length of Illness:	Less than 1 year <input style="width: 40px;" type="text"/>
	1 - 2 years <input style="width: 40px;" type="text"/>
	3 - 5 years <input style="width: 40px;" type="text"/>
	Greater than 5 Years <input style="width: 40px;" type="text"/>
Number by place of treatment	
	Public Health Clinic <input style="width: 40px;" type="text"/>
	Private Doctor <input style="width: 40px;" type="text"/>
	Other <input style="width: 40px;" type="text"/>



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CHILDRENS HEALTH

There are thirteen (13) questions focusing on CHILDRENS health. These must be asked of those who are UNDER five years of age.

FOR CHILDREN UNDER FIVE YEARS OF AGE			
INDIVIDUAL NO.	29 What was (N's) weight at birth (kgs) ?	30 Was (N's) birth registered?	31 In the past 2 weeks has (N) been ill?
01	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Kilograms	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q34)
02	<input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> Kilograms	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q34)
03	<input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> Kilograms	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q34)
04	<input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> Kilograms	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q34)
05	<input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> Kilograms	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q34)
06	<input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> Kilograms	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q34)
07	<input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> Kilograms	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q34)



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CHILDRENS HEALTH

There are thirteen (13) questions focusing on CHILDRENS health. These must be asked of those who are UNDER five years of age.

FOR CHILDREN UNDER FIVE YEARS OF AGE			
INDIVIDUAL NO.	32 Which of the following did (N) have? (More than one circle can be shaded)	33 Was (N) taken to any of the following when this illness occurred? (More than one circle can be shaded)	34 Was (N) immunized against any of the following?
	1 Diarrhoea (D) 2 Cough/Cold (C) 3 Fever (F) 4 Vomiting (V) 5 Other (O)	1 Public Health Facility (PHF) 2 Private Hospital (PH) 3 Private Doctor (PD) 4 Home Remedy (HR) 5 Other (O)	1 Yellow Fever (Y) 2 Measles (Me) 3 Mumps (Mu) 4 Rubella (R) 5 DPT (1st Dose) (D1) 6 DPT (2nd Dose) (D2) 7 DPT (3rd Dose) (D3)
01	<input type="checkbox"/> 1 D <input type="checkbox"/> 4 V <input type="checkbox"/> 2 C <input type="checkbox"/> 5 O <input type="checkbox"/> 3 F	<input type="checkbox"/> 1 PHF <input type="checkbox"/> 4 HR <input type="checkbox"/> 2 PH <input type="checkbox"/> 5 O <input type="checkbox"/> 3 PD	<input type="checkbox"/> 1 Y <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 2 Me <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 Mu <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 4 R <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 5 D1 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 6 D2 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 7 D3 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
02	<input type="checkbox"/> 1 D <input type="checkbox"/> 4 V <input type="checkbox"/> 2 C <input type="checkbox"/> 5 O <input type="checkbox"/> 3 F	<input type="checkbox"/> 1 PHF <input type="checkbox"/> 4 HR <input type="checkbox"/> 2 PH <input type="checkbox"/> 5 O <input type="checkbox"/> 3 PD	<input type="checkbox"/> 1 Y <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 2 Me <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 Mu <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 4 R <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 5 D1 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 6 D2 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 7 D3 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
03	<input type="checkbox"/> 1 D <input type="checkbox"/> 4 V <input type="checkbox"/> 2 C <input type="checkbox"/> 5 O <input type="checkbox"/> 3 F	<input type="checkbox"/> 1 PHF <input type="checkbox"/> 4 HR <input type="checkbox"/> 2 PH <input type="checkbox"/> 5 O <input type="checkbox"/> 3 PD	<input type="checkbox"/> 1 Y <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 2 Me <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 Mu <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 4 R <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 5 D1 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 6 D2 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 7 D3 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
04	<input type="checkbox"/> 1 D <input type="checkbox"/> 4 V <input type="checkbox"/> 2 C <input type="checkbox"/> 5 O <input type="checkbox"/> 3 F	<input type="checkbox"/> 1 PHF <input type="checkbox"/> 4 HR <input type="checkbox"/> 2 PH <input type="checkbox"/> 5 O <input type="checkbox"/> 3 PD	<input type="checkbox"/> 1 Y <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 2 Me <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 Mu <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 4 R <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 5 D1 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 6 D2 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 7 D3 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
05	<input type="checkbox"/> 1 D <input type="checkbox"/> 4 V <input type="checkbox"/> 2 C <input type="checkbox"/> 5 O <input type="checkbox"/> 3 F	<input type="checkbox"/> 1 PHF <input type="checkbox"/> 4 HR <input type="checkbox"/> 2 PH <input type="checkbox"/> 5 O <input type="checkbox"/> 3 PD	<input type="checkbox"/> 1 Y <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 2 Me <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 Mu <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 4 R <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 5 D1 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 6 D2 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 7 D3 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
06	<input type="checkbox"/> 1 D <input type="checkbox"/> 4 V <input type="checkbox"/> 2 C <input type="checkbox"/> 5 O <input type="checkbox"/> 3 F	<input type="checkbox"/> 1 PHF <input type="checkbox"/> 4 HR <input type="checkbox"/> 2 PH <input type="checkbox"/> 5 O <input type="checkbox"/> 3 PD	<input type="checkbox"/> 1 Y <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 2 Me <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 Mu <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 4 R <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 5 D1 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 6 D2 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 7 D3 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No
07	<input type="checkbox"/> 1 D <input type="checkbox"/> 4 V <input type="checkbox"/> 2 C <input type="checkbox"/> 5 O <input type="checkbox"/> 3 F	<input type="checkbox"/> 1 PHF <input type="checkbox"/> 4 HR <input type="checkbox"/> 2 PH <input type="checkbox"/> 5 O <input type="checkbox"/> 3 PD	<input type="checkbox"/> 1 Y <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 2 Me <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 Mu <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 4 R <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 5 D1 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 6 D2 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 7 D3 <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No



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FOR CHILDREN UNDER FIVE YEARS OF AGE				
INDIVIDUAL NO.	35) Did (N's) mother see a health professional at least five times during pregnancy?	36) Did (N's) mother see a health professional at least once within six weeks after delivery?	37) Is (N) the last child of his/her mother?	38) Is (N) being breastfed now?
01	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q40)
02	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q40)
03	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q40)
04	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q40)
05	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q40)
06	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q40)
07	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No <input type="radio"/> 9 Don't know	<input type="radio"/> 1 Yes <input type="radio"/> 2 No (Go to Q40)



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FOR CHILDREN UNDER FIVE YEARS OF AGE			
INDIVIDUAL NO.	39) Which of the following apply? 1 Breastmilk only (BO) 2 Breastmilk & water only (BWO) 3 Breastmilk & other foods (BOF)	40) How long is/was (N) exclusively breastfed	41) If (N) is not now being breastfed, how long ago did (N) stop breastfeeding? (Code 98 for never breastfed)
01	<input checked="" type="checkbox"/> 1 BO <input checked="" type="checkbox"/> 2 BWO <input checked="" type="checkbox"/> 3 BOF	<input checked="" type="checkbox"/> 1 less than 1 month <input checked="" type="checkbox"/> 2 1-3 months <input checked="" type="checkbox"/> 3 4-6 months <input checked="" type="checkbox"/> 4 7 months and more <input checked="" type="checkbox"/> 5 Never breastfed	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 Months (Code 98 for never breastfed)
02	<input type="checkbox"/> 1 BO <input type="checkbox"/> 2 BWO <input type="checkbox"/> 3 BOF	<input type="checkbox"/> 1 less than 1 month <input type="checkbox"/> 2 1-3 months <input type="checkbox"/> 3 4-6 months <input type="checkbox"/> 4 7 months and more <input type="checkbox"/> 5 Never breastfed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 Months (Code 98 for never breastfed)
03	<input type="checkbox"/> 1 BO <input type="checkbox"/> 2 BWO <input type="checkbox"/> 3 BOF	<input type="checkbox"/> 1 less than 1 month <input type="checkbox"/> 2 1-3 months <input type="checkbox"/> 3 4-6 months <input type="checkbox"/> 4 7 months and more <input type="checkbox"/> 5 Never breastfed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 Months (Code 98 for never breastfed)
04	<input type="checkbox"/> 1 BO <input type="checkbox"/> 2 BWO <input type="checkbox"/> 3 BOF	<input type="checkbox"/> 1 less than 1 month <input type="checkbox"/> 2 1-3 months <input type="checkbox"/> 3 4-6 months <input type="checkbox"/> 4 7 months and more <input type="checkbox"/> 5 Never breastfed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 Months (Code 98 for never breastfed)
05	<input type="checkbox"/> 1 BO <input type="checkbox"/> 2 BWO <input type="checkbox"/> 3 BOF	<input type="checkbox"/> 1 less than 1 month <input type="checkbox"/> 2 1-3 months <input type="checkbox"/> 3 4-6 months <input type="checkbox"/> 4 7 months and more <input type="checkbox"/> 5 Never breastfed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 Months (Code 98 for never breastfed)
06	<input type="checkbox"/> 1 BO <input type="checkbox"/> 2 BWO <input type="checkbox"/> 3 BOF	<input type="checkbox"/> 1 less than 1 month <input type="checkbox"/> 2 1-3 months <input type="checkbox"/> 3 4-6 months <input type="checkbox"/> 4 7 months and more <input type="checkbox"/> 5 Never breastfed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 Months (Code 98 for never breastfed)
07	<input type="checkbox"/> 1 BO <input type="checkbox"/> 2 BWO <input type="checkbox"/> 3 BOF	<input type="checkbox"/> 1 less than 1 month <input type="checkbox"/> 2 1-3 months <input type="checkbox"/> 3 4-6 months <input type="checkbox"/> 4 7 months and more <input type="checkbox"/> 5 Never breastfed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 Months (Code 98 for never breastfed)



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RISKY BEHAVIOUR

(Shade response as given by respondent about the household)

42) Do/does any household member/s engage in the frequent practice of any of the following?
(More than one circle can be shaded)

- ☐ 1 Drinking of Alcohol
- ☐ 2 Smoking Cigarettes
- ☐ 3 Smoking/Ingestion of Banned substances
- ☐ 4 Sexual Abuse
- ☐ 5 Pushing, Hitting, Slapping, Kicking, etc
- ☐ 6 Beating of Children
- ☐ 7 Indecent Exposure
- ☐ 8 Criminal Activities
- ☐ 9 Frequent Absence from School without Permission
- ☐ 10 None of the Above

43) How does the household deal with the /these problems?
(More than one circle can be shaded)

- ☐ 1 Make Reports to the police in the area
- ☐ 2 Tell no one about it
- ☐ 3 Speak to the individual about his/her behaviour
- ☐ 4 Seek counselling
- ☐ 5 Other



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HEALTH-DIET AND EXERCISE
(Shade response as given by respondent about all persons)

ALL PERSONS			
INDIVIDUAL NO.	44) Does (N) regularly take a nutritional supplement? 1 Yes (Y) 2 No (N) (Go to Q47)	45) Which of the following type of supplement does (N) usually take? (More than one circle can be shaded) 1 Vitamins (V) 2 Iron Tonic/Tablets (IT) 3 Calcium (C) 4 Iodine (I) 5 Folic Acid (FA) 6 Other Minerals (OM) 7 Other (O)	46) Where is this supplement obtained? (More than one circle can be shaded) 1 Drugstore (D) 2 Herbal Supplier (HS) 3 Other (O)
01	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q47)	<input type="radio"/> 1 V <input type="radio"/> 5 FA <input type="radio"/> 2 IT <input type="radio"/> 6 OM <input type="radio"/> 3 C <input type="radio"/> 7 O <input type="radio"/> 4 I	<input type="radio"/> 1 D <input type="radio"/> 2 HS <input type="radio"/> 3 O
02	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q47)	<input type="radio"/> 1 V <input type="radio"/> 5 FA <input type="radio"/> 2 IT <input type="radio"/> 6 OM <input type="radio"/> 3 C <input type="radio"/> 7 O <input type="radio"/> 4 I	<input type="radio"/> 1 D <input type="radio"/> 2 HS <input type="radio"/> 3 O
03	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q47)	<input type="radio"/> 1 V <input type="radio"/> 5 FA <input type="radio"/> 2 IT <input type="radio"/> 6 OM <input type="radio"/> 3 C <input type="radio"/> 7 O <input type="radio"/> 4 I	<input type="radio"/> 1 D <input type="radio"/> 2 HS <input type="radio"/> 3 O
04	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q47)	<input type="radio"/> 1 V <input type="radio"/> 5 FA <input type="radio"/> 2 IT <input type="radio"/> 6 OM <input type="radio"/> 3 C <input type="radio"/> 7 O <input type="radio"/> 4 I	<input type="radio"/> 1 D <input type="radio"/> 2 HS <input type="radio"/> 3 O
05	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q47)	<input type="radio"/> 1 V <input type="radio"/> 5 FA <input type="radio"/> 2 IT <input type="radio"/> 6 OM <input type="radio"/> 3 C <input type="radio"/> 7 O <input type="radio"/> 4 I	<input type="radio"/> 1 D <input type="radio"/> 2 HS <input type="radio"/> 3 O
06	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q47)	<input type="radio"/> 1 V <input type="radio"/> 5 FA <input type="radio"/> 2 IT <input type="radio"/> 6 OM <input type="radio"/> 3 C <input type="radio"/> 7 O <input type="radio"/> 4 I	<input type="radio"/> 1 D <input type="radio"/> 2 HS <input type="radio"/> 3 O
07	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q47)	<input type="radio"/> 1 V <input type="radio"/> 5 FA <input type="radio"/> 2 IT <input type="radio"/> 6 OM <input type="radio"/> 3 C <input type="radio"/> 7 O <input type="radio"/> 4 I	<input type="radio"/> 1 D <input type="radio"/> 2 HS <input type="radio"/> 3 O

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HEALTH/INJURY/DISABILITY ALL PERSONS

INDIVIDUAL NO.	49) Does (N) have a disability? 1 Yes (Y) 2 No (No) (If No Go to Section 5)	50) What kind of disability does (N) have? (More than one circle can be shaded) 1 Seeing (Even with glasses) (S) 2 Hearing (Even with hearing aid) (H) 3 Speaking (SP) 4 Mobility (Walking, standing, climbing stairs) (M) 5 Body movements (Reaching, crouching, kneeling) (BM) 6 Crippling with fingers (G) 7 Learning (L) 8 Behavioural (B) 9 Confined to a wheelchair (CW) 10 Other (O) (Specify)	51) If more than one disability, which do you consider to be your main disability? (Same listing as Q50) (write relevant code in box)
01	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to section5)	<input type="radio"/> 1 S <input type="radio"/> 5 BM <input type="radio"/> 9 CW <input type="radio"/> 2 H <input type="radio"/> 6 G <input type="radio"/> 10 O <input type="radio"/> 3 SP <input type="radio"/> 7 L (Specify) <input type="radio"/> 4 M <input type="radio"/> 8 B	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
02	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to section5)	<input type="radio"/> 1 S <input type="radio"/> 5 BM <input type="radio"/> 9 CW <input type="radio"/> 2 H <input type="radio"/> 6 G <input type="radio"/> 10 O <input type="radio"/> 3 SP <input type="radio"/> 7 L (Specify) <input type="radio"/> 4 M <input type="radio"/> 8 B	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
03	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to section5)	<input type="radio"/> 1 S <input type="radio"/> 5 BM <input type="radio"/> 9 CW <input type="radio"/> 2 H <input type="radio"/> 6 G <input type="radio"/> 10 O <input type="radio"/> 3 SP <input type="radio"/> 7 L (Specify) <input type="radio"/> 4 M <input type="radio"/> 8 B	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
04	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to section5)	<input type="radio"/> 1 S <input type="radio"/> 5 BM <input type="radio"/> 9 CW <input type="radio"/> 2 H <input type="radio"/> 6 G <input type="radio"/> 10 O <input type="radio"/> 3 SP <input type="radio"/> 7 L (Specify) <input type="radio"/> 4 M <input type="radio"/> 8 B	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
05	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to section5)	<input type="radio"/> 1 S <input type="radio"/> 5 BM <input type="radio"/> 9 CW <input type="radio"/> 2 H <input type="radio"/> 6 G <input type="radio"/> 10 O <input type="radio"/> 3 SP <input type="radio"/> 7 L (Specify) <input type="radio"/> 4 M <input type="radio"/> 8 B	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
06	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to section5)	<input type="radio"/> 1 S <input type="radio"/> 5 BM <input type="radio"/> 9 CW <input type="radio"/> 2 H <input type="radio"/> 6 G <input type="radio"/> 10 O <input type="radio"/> 3 SP <input type="radio"/> 7 L (Specify) <input type="radio"/> 4 M <input type="radio"/> 8 B	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
07	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to section5)	<input type="radio"/> 1 S <input type="radio"/> 5 BM <input type="radio"/> 9 CW <input type="radio"/> 2 H <input type="radio"/> 6 G <input type="radio"/> 10 O <input type="radio"/> 3 SP <input type="radio"/> 7 L (Specify) <input type="radio"/> 4 M <input type="radio"/> 8 B	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>



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ALL PERSONS WITH DISABILITY			
INDIVIDUAL NO.	52) How did this disability occur?	53) How long has (N) had this disability?	54) Does this disability prevent (N) from doing any of the following?
	1 Has disability from birth (DB) 2 Had a vehicular accident (VA) 3 Had other type accident (OA) 4 Other cause (O)	1 Less than one year (L1Y) 2 One year now (Y1) 3 2-4 Years (Y2) 4 Five years and more (Y5+) 5 Disability from birth (DB) 9 Not stated (NS)	1 Going to Work (GW) 2 Going to school (GS) 3 Moving around the house (MH) 4 Engaging in social activities (ES) 5 Other (O)
01	<input type="radio"/> 1 DB (Go to Q54) <input type="radio"/> 2 VA <input type="radio"/> 3 OA <input type="radio"/> 4 O	<input type="radio"/> 1 L1Y <input type="radio"/> 4 Y5+ <input type="radio"/> 2 Y1 <input type="radio"/> 5 DB <input type="radio"/> 3 Y2 <input type="radio"/> 9 NS	1 GW <input type="radio"/> 1 Yes <input type="radio"/> 2 No 2 GS <input type="radio"/> 1 Yes <input type="radio"/> 2 No 3 MH <input type="radio"/> 1 Yes <input type="radio"/> 2 No 4 ES <input type="radio"/> 1 Yes <input type="radio"/> 2 No 5 O <input type="radio"/> 1 Yes <input type="radio"/> 2 No
02	<input type="radio"/> 1 DB (Go to Q54) <input type="radio"/> 2 VA <input type="radio"/> 3 OA <input type="radio"/> 4 O	<input type="radio"/> 1 L1Y <input type="radio"/> 4 Y5+ <input type="radio"/> 2 Y1 <input type="radio"/> 5 DB <input type="radio"/> 3 Y2 <input type="radio"/> 9 NS	1 GW <input type="radio"/> 1 Yes <input type="radio"/> 2 No 2 GS <input type="radio"/> 1 Yes <input type="radio"/> 2 No 3 MH <input type="radio"/> 1 Yes <input type="radio"/> 2 No 4 ES <input type="radio"/> 1 Yes <input type="radio"/> 2 No 5 O <input type="radio"/> 1 Yes <input type="radio"/> 2 No
03	<input type="radio"/> 1 DB (Go to Q54) <input type="radio"/> 2 VA <input type="radio"/> 3 OA <input type="radio"/> 4 O	<input type="radio"/> 1 L1Y <input type="radio"/> 4 Y5+ <input type="radio"/> 2 Y1 <input type="radio"/> 5 DB <input type="radio"/> 3 Y2 <input type="radio"/> 9 NS	1 GW <input type="radio"/> 1 Yes <input type="radio"/> 2 No 2 GS <input type="radio"/> 1 Yes <input type="radio"/> 2 No 3 MH <input type="radio"/> 1 Yes <input type="radio"/> 2 No 4 ES <input type="radio"/> 1 Yes <input type="radio"/> 2 No 5 O <input type="radio"/> 1 Yes <input type="radio"/> 2 No
04	<input type="radio"/> 1 DB (Go to Q54) <input type="radio"/> 2 VA <input type="radio"/> 3 OA <input type="radio"/> 4 O	<input type="radio"/> 1 L1Y <input type="radio"/> 4 Y5+ <input type="radio"/> 2 Y1 <input type="radio"/> 5 DB <input type="radio"/> 3 Y2 <input type="radio"/> 9 NS	1 GW <input type="radio"/> 1 Yes <input type="radio"/> 2 No 2 GS <input type="radio"/> 1 Yes <input type="radio"/> 2 No 3 MH <input type="radio"/> 1 Yes <input type="radio"/> 2 No 4 ES <input type="radio"/> 1 Yes <input type="radio"/> 2 No 5 O <input type="radio"/> 1 Yes <input type="radio"/> 2 No
05	<input type="radio"/> 1 DB (Go to Q54) <input type="radio"/> 2 VA <input type="radio"/> 3 OA <input type="radio"/> 4 O	<input type="radio"/> 1 L1Y <input type="radio"/> 4 Y5+ <input type="radio"/> 2 Y1 <input type="radio"/> 5 DB <input type="radio"/> 3 Y2 <input type="radio"/> 9 NS	1 GW <input type="radio"/> 1 Yes <input type="radio"/> 2 No 2 GS <input type="radio"/> 1 Yes <input type="radio"/> 2 No 3 MH <input type="radio"/> 1 Yes <input type="radio"/> 2 No 4 ES <input type="radio"/> 1 Yes <input type="radio"/> 2 No 5 O <input type="radio"/> 1 Yes <input type="radio"/> 2 No
06	<input type="radio"/> 1 DB (Go to Q54) <input type="radio"/> 2 VA <input type="radio"/> 3 OA <input type="radio"/> 4 O	<input type="radio"/> 1 L1Y <input type="radio"/> 4 Y5+ <input type="radio"/> 2 Y1 <input type="radio"/> 5 DB <input type="radio"/> 3 Y2 <input type="radio"/> 9 NS	1 GW <input type="radio"/> 1 Yes <input type="radio"/> 2 No 2 GS <input type="radio"/> 1 Yes <input type="radio"/> 2 No 3 MH <input type="radio"/> 1 Yes <input type="radio"/> 2 No 4 ES <input type="radio"/> 1 Yes <input type="radio"/> 2 No 5 O <input type="radio"/> 1 Yes <input type="radio"/> 2 No
07	<input type="radio"/> 1 DB (Go to Q54) <input type="radio"/> 2 VA <input type="radio"/> 3 OA <input type="radio"/> 4 O	<input type="radio"/> 1 L1Y <input type="radio"/> 4 Y5+ <input type="radio"/> 2 Y1 <input type="radio"/> 5 DB <input type="radio"/> 3 Y2 <input type="radio"/> 9 NS	1 GW <input type="radio"/> 1 Yes <input type="radio"/> 2 No 2 GS <input type="radio"/> 1 Yes <input type="radio"/> 2 No 3 MH <input type="radio"/> 1 Yes <input type="radio"/> 2 No 4 ES <input type="radio"/> 1 Yes <input type="radio"/> 2 No 5 O <input type="radio"/> 1 Yes <input type="radio"/> 2 No



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ALL PERSONS WITH DISABILITY			
INDIVIDUAL NO.	55) Which place provides care for this/these person(s) ? 1 Cared for at home (CH) 2 Cared for at an institution (CI) 3 Other arrangement (OA) 4 Care not necessary (CNN)	56) Who is the Main care giver at home? 1 Member of household (M) 2 Relative from another household (R) 3 Non relative from another household (NR)	57) Does taking care of (N) with the disability prevent the care-giver from going out to work/school ? 1 Yes (Y) 2 No (N)
01	<input type="radio"/> 1 CH <input type="radio"/> 2 CI <input type="radio"/> 3 OA <input type="radio"/> 4 CNN] (Go to Q58)	<input type="radio"/> 1 M <input type="radio"/> 2 R <input type="radio"/> 3 NR	<input type="radio"/> 1 Y <input type="radio"/> 2 N
02	<input type="radio"/> 1 CH <input type="radio"/> 2 CI <input type="radio"/> 3 OA <input type="radio"/> 4 CNN] (Go to Q58)	<input type="radio"/> 1 M <input type="radio"/> 2 R <input type="radio"/> 3 NR	<input type="radio"/> 1 Y <input type="radio"/> 2 N
03	<input type="radio"/> 1 CH <input type="radio"/> 2 CI <input type="radio"/> 3 OA <input type="radio"/> 4 CNN] (Go to Q58)	<input type="radio"/> 1 M <input type="radio"/> 2 R <input type="radio"/> 3 NR	<input type="radio"/> 1 Y <input type="radio"/> 2 N
04	<input type="radio"/> 1 CH <input type="radio"/> 2 CI <input type="radio"/> 3 OA <input type="radio"/> 4 CNN] (Go to Q58)	<input type="radio"/> 1 M <input type="radio"/> 2 R <input type="radio"/> 3 NR	<input type="radio"/> 1 Y <input type="radio"/> 2 N
05	<input type="radio"/> 1 CH <input type="radio"/> 2 CI <input type="radio"/> 3 OA <input type="radio"/> 4 CNN] (Go to Q58)	<input type="radio"/> 1 M <input type="radio"/> 2 R <input type="radio"/> 3 NR	<input type="radio"/> 1 Y <input type="radio"/> 2 N
06	<input type="radio"/> 1 CH <input type="radio"/> 2 CI <input type="radio"/> 3 OA <input type="radio"/> 4 CNN] (Go to Q58)	<input type="radio"/> 1 M <input type="radio"/> 2 R <input type="radio"/> 3 NR	<input type="radio"/> 1 Y <input type="radio"/> 2 N
07	<input type="radio"/> 1 CH <input type="radio"/> 2 CI <input type="radio"/> 3 OA <input type="radio"/> 4 CNN] (Go to Q58)	<input type="radio"/> 1 M <input type="radio"/> 2 R <input type="radio"/> 3 NR	<input type="radio"/> 1 Y <input type="radio"/> 2 N



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ALL PERSONS WITH DISABILITY

INDIVIDUAL NO.	58) Does (N) receive any type of support/assistance? 1 Yes (Y) 2 No (N)	59) Who provides assistance to (N) who has the disability? (More than one circle can be shaded) 1 Social Welfare Program (SW) 2 Private Institution (PI) 3 NGO 4 Relatives living in T&T (RLTT) 5 Relatives from abroad (RA) 6 Other (O)	60) Is this person able to engage in any type of work/activity? 1 Yes (Y) 2 No (N) If yes, what type of work/activity?
01	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q60)	<input type="radio"/> 1 SW <input type="radio"/> 4 RLTT <input type="radio"/> 2 PI <input type="radio"/> 5 RA <input type="radio"/> 3 NGO <input type="radio"/> 6 O	<input type="radio"/> 1 Y <input type="radio"/> 2 N Type of activity [][][][][]
02	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q60)	<input type="radio"/> 1 SW <input type="radio"/> 4 RLTT <input type="radio"/> 2 PI <input type="radio"/> 5 RA <input type="radio"/> 3 NGO <input type="radio"/> 6 O	<input type="radio"/> 1 Y <input type="radio"/> 2 N Type of activity [][][][][]
03	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q60)	<input type="radio"/> 1 SW <input type="radio"/> 4 RLTT <input type="radio"/> 2 PI <input type="radio"/> 5 RA <input type="radio"/> 3 NGO <input type="radio"/> 6 O	<input type="radio"/> 1 Y <input type="radio"/> 2 N Type of activity [][][][][]
04	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q60)	<input type="radio"/> 1 SW <input type="radio"/> 4 RLTT <input type="radio"/> 2 PI <input type="radio"/> 5 RA <input type="radio"/> 3 NGO <input type="radio"/> 6 O	<input type="radio"/> 1 Y <input type="radio"/> 2 N Type of activity [][][][][]
05	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q60)	<input type="radio"/> 1 SW <input type="radio"/> 4 RLTT <input type="radio"/> 2 PI <input type="radio"/> 5 RA <input type="radio"/> 3 NGO <input type="radio"/> 6 O	<input type="radio"/> 1 Y <input type="radio"/> 2 N Type of activity [][][][][]
06	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q60)	<input type="radio"/> 1 SW <input type="radio"/> 4 RLTT <input type="radio"/> 2 PI <input type="radio"/> 5 RA <input type="radio"/> 3 NGO <input type="radio"/> 6 O	<input type="radio"/> 1 Y <input type="radio"/> 2 N Type of activity [][][][][]
07	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q60)	<input type="radio"/> 1 SW <input type="radio"/> 4 RLTT <input type="radio"/> 2 PI <input type="radio"/> 5 RA <input type="radio"/> 3 NGO <input type="radio"/> 6 O	<input type="radio"/> 1 Y <input type="radio"/> 2 N Type of activity [][][][][]



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SECTION 5 EDUCATION

ALL PERSONS		ALL PERSONS ATTENDING SCHOOL			
INDIVIDUAL NO.	1) Is (N) attending School?	2) Does (N) attend full-time or part-time school?	3) What type of school is (N) attending?		
	1 Yes (Y) 2 No (N) 9 Not Stated (NS) If No, (Go to Q24)	1 Full-time 2 Part-time	01 Nursery/Pre-school Kindergarten (N/P) 10 Private Primary (PP) 11 Government Primary (GP) 12 Assisted Primary (AP) 13 Post primary centre (PPC) 20 Junior Secondary (JS) 21 Senior Comprehensive (SC) 22 Govt Secondary (GS) 23 Assisted Secondary (AS) 24 Private Secondary (PS) 25 Composite (C) 26 Home Schooling (HS) (Go to Q24) 31 Trade/Vocational Youth (T/VY) 32 Commercial/Secretarial (C/S) 33 Business Computer School (BCS) 40 Technical Institute (TI) 41 Adult Continuing School (ACS) 42 Distance Learning (DL) 60 University (U) 70 Special School (SS) 77 Other (O) 99 Not Stated (NS)		
01	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q26) <input type="radio"/> 9 NS	<input type="radio"/> 1 Full-time <input type="radio"/> 2 Part-time	<input type="radio"/> 01 N/P <input type="radio"/> 10 PP <input type="radio"/> 11 GP <input type="radio"/> 12 AP <input type="radio"/> 13 PPC <input type="radio"/> 20 JS <input type="radio"/> 21 SC <input type="radio"/> 22 GS	<input type="radio"/> 23 AS <input type="radio"/> 24 PS <input type="radio"/> 25 C <input type="radio"/> 26 HS <input type="radio"/> 31 T/VY <input type="radio"/> 32 C/S <input type="radio"/> 33 BCS <input type="radio"/> 40 TI	<input type="radio"/> 41 ACS <input type="radio"/> 42 DL <input type="radio"/> 60 U <input type="radio"/> 70 SS <input type="radio"/> 77 O <input type="radio"/> 99 NS
02	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q26) <input type="radio"/> 9 NS	<input type="radio"/> 1 Full-time <input type="radio"/> 2 Part-time	<input type="radio"/> 01 N/P <input type="radio"/> 10 PP <input type="radio"/> 11 GP <input type="radio"/> 12 AP <input type="radio"/> 13 PPC <input type="radio"/> 20 JS <input type="radio"/> 21 SC <input type="radio"/> 22 GS	<input type="radio"/> 23 AS <input type="radio"/> 24 PS <input type="radio"/> 25 C <input type="radio"/> 26 HS <input type="radio"/> 31 T/VY <input type="radio"/> 32 C/S <input type="radio"/> 33 BCS <input type="radio"/> 40 TI	<input type="radio"/> 41 ACS <input type="radio"/> 42 DL <input type="radio"/> 60 U <input type="radio"/> 70 SS <input type="radio"/> 77 O <input type="radio"/> 99 NS
03	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q26) <input type="radio"/> 9 NS	<input type="radio"/> 1 Full-time <input type="radio"/> 2 Part-time	<input type="radio"/> 01 N/P <input type="radio"/> 10 PP <input type="radio"/> 11 GP <input type="radio"/> 12 AP <input type="radio"/> 13 PPC <input type="radio"/> 20 JS <input type="radio"/> 21 SC <input type="radio"/> 22 GS	<input type="radio"/> 23 AS <input type="radio"/> 24 PS <input type="radio"/> 25 C <input type="radio"/> 26 HS <input type="radio"/> 31 T/VY <input type="radio"/> 32 C/S <input type="radio"/> 33 BCS <input type="radio"/> 40 TI	<input type="radio"/> 41 ACS <input type="radio"/> 42 DL <input type="radio"/> 60 U <input type="radio"/> 70 SS <input type="radio"/> 77 O <input type="radio"/> 99 NS
04	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q26) <input type="radio"/> 9 NS	<input type="radio"/> 1 Full-time <input type="radio"/> 2 Part-time	<input type="radio"/> 01 N/P <input type="radio"/> 10 PP <input type="radio"/> 11 GP <input type="radio"/> 12 AP <input type="radio"/> 13 PPC <input type="radio"/> 20 JS <input type="radio"/> 21 SC <input type="radio"/> 22 GS	<input type="radio"/> 23 AS <input type="radio"/> 24 PS <input type="radio"/> 25 C <input type="radio"/> 26 HS <input type="radio"/> 31 T/VY <input type="radio"/> 32 C/S <input type="radio"/> 33 BCS <input type="radio"/> 40 TI	<input type="radio"/> 41 ACS <input type="radio"/> 42 DL <input type="radio"/> 60 U <input type="radio"/> 70 SS <input type="radio"/> 77 O <input type="radio"/> 99 NS
05	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q26) <input type="radio"/> 9 NS	<input type="radio"/> 1 Full-time <input type="radio"/> 2 Part-time	<input type="radio"/> 01 N/P <input type="radio"/> 10 PP <input type="radio"/> 11 GP <input type="radio"/> 12 AP <input type="radio"/> 13 PPC <input type="radio"/> 20 JS <input type="radio"/> 21 SC <input type="radio"/> 22 GS	<input type="radio"/> 23 AS <input type="radio"/> 24 PS <input type="radio"/> 25 C <input type="radio"/> 26 HS <input type="radio"/> 31 T/VY <input type="radio"/> 32 C/S <input type="radio"/> 33 BCS <input type="radio"/> 40 TI	<input type="radio"/> 41 ACS <input type="radio"/> 42 DL <input type="radio"/> 60 U <input type="radio"/> 70 SS <input type="radio"/> 77 O <input type="radio"/> 99 NS
06	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q26) <input type="radio"/> 9 NS	<input type="radio"/> 1 Full-time <input type="radio"/> 2 Part-time	<input type="radio"/> 01 N/P <input type="radio"/> 10 PP <input type="radio"/> 11 GP <input type="radio"/> 12 AP <input type="radio"/> 13 PPC <input type="radio"/> 20 JS <input type="radio"/> 21 SC <input type="radio"/> 22 GS	<input type="radio"/> 23 AS <input type="radio"/> 24 PS <input type="radio"/> 25 C <input type="radio"/> 26 HS <input type="radio"/> 31 T/VY <input type="radio"/> 32 C/S <input type="radio"/> 33 BCS <input type="radio"/> 40 TI	<input type="radio"/> 41 ACS <input type="radio"/> 42 DL <input type="radio"/> 60 U <input type="radio"/> 70 SS <input type="radio"/> 77 O <input type="radio"/> 99 NS
07	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q26) <input type="radio"/> 9 NS	<input type="radio"/> 1 Full-time <input type="radio"/> 2 Part-time	<input type="radio"/> 01 N/P <input type="radio"/> 10 PP <input type="radio"/> 11 GP <input type="radio"/> 12 AP <input type="radio"/> 13 PPC <input type="radio"/> 20 JS <input type="radio"/> 21 SC <input type="radio"/> 22 GS	<input type="radio"/> 23 AS <input type="radio"/> 24 PS <input type="radio"/> 25 C <input type="radio"/> 26 HS <input type="radio"/> 31 T/VY <input type="radio"/> 32 C/S <input type="radio"/> 33 BCS <input type="radio"/> 40 TI	<input type="radio"/> 41 ACS <input type="radio"/> 42 DL <input type="radio"/> 60 U <input type="radio"/> 70 SS <input type="radio"/> 77 O <input type="radio"/> 99 NS



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INDIVIDUAL NO.	4) What is the name and full address of the school that (N) is attending?	5) Does (N) live at home while attending school?	6) What class/standard/form is (N) in this year? 01 Infants (I) 11 Standard 1 (Std 1) 12 Standard 2 (Std 2) 13 Standard 3 (Std 3) 14 Standard 4 (Std 4) 15 Standard 5 (Std 5) 21 Form 1 (F1) 22 Form 2 (F2) 23 Form 3 (F3) 24 Form 4 (F4) 25 Form 5 (F5) 26 Form 6 (F6) 99 Not stated (NS)
01	_____ _____ _____ _____	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 01 I <input type="radio"/> 22 Frm 2 <input type="radio"/> 11 Std 1 <input type="radio"/> 23 Frm 3 <input type="radio"/> 12 Std 2 <input type="radio"/> 24 Frm 4 <input type="radio"/> 13 Std 3 <input type="radio"/> 25 Frm 5 <input type="radio"/> 14 Std 4 <input type="radio"/> 26 Frm 6 <input type="radio"/> 15 Std 5 <input type="radio"/> 99 NS <input type="radio"/> 21 Frm 1
02	_____ _____ _____ _____	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 01 I <input type="radio"/> 22 Frm 2 <input type="radio"/> 11 Std 1 <input type="radio"/> 23 Frm 3 <input type="radio"/> 12 Std 2 <input type="radio"/> 24 Frm 4 <input type="radio"/> 13 Std 3 <input type="radio"/> 25 Frm 5 <input type="radio"/> 14 Std 4 <input type="radio"/> 26 Frm 6 <input type="radio"/> 15 Std 5 <input type="radio"/> 99 NS <input type="radio"/> 21 Frm 1
03	_____ _____ _____ _____	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 01 I <input type="radio"/> 22 Frm 2 <input type="radio"/> 11 Std 1 <input type="radio"/> 23 Frm 3 <input type="radio"/> 12 Std 2 <input type="radio"/> 24 Frm 4 <input type="radio"/> 13 Std 3 <input type="radio"/> 25 Frm 5 <input type="radio"/> 14 Std 4 <input type="radio"/> 26 Frm 6 <input type="radio"/> 15 Std 5 <input type="radio"/> 99 NS <input type="radio"/> 21 Frm 1
04	_____ _____ _____ _____	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 01 I <input type="radio"/> 22 Frm 2 <input type="radio"/> 11 Std 1 <input type="radio"/> 23 Frm 3 <input type="radio"/> 12 Std 2 <input type="radio"/> 24 Frm 4 <input type="radio"/> 13 Std 3 <input type="radio"/> 25 Frm 5 <input type="radio"/> 14 Std 4 <input type="radio"/> 26 Frm 6 <input type="radio"/> 15 Std 5 <input type="radio"/> 99 NS <input type="radio"/> 21 Frm 1
05	_____ _____ _____ _____	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 01 I <input type="radio"/> 22 Frm 2 <input type="radio"/> 11 Std 1 <input type="radio"/> 23 Frm 3 <input type="radio"/> 12 Std 2 <input type="radio"/> 24 Frm 4 <input type="radio"/> 13 Std 3 <input type="radio"/> 25 Frm 5 <input type="radio"/> 14 Std 4 <input type="radio"/> 26 Frm 6 <input type="radio"/> 15 Std 5 <input type="radio"/> 99 NS <input type="radio"/> 21 Frm 1
06	_____ _____ _____ _____	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 01 I <input type="radio"/> 22 Frm 2 <input type="radio"/> 11 Std 1 <input type="radio"/> 23 Frm 3 <input type="radio"/> 12 Std 2 <input type="radio"/> 24 Frm 4 <input type="radio"/> 13 Std 3 <input type="radio"/> 25 Frm 5 <input type="radio"/> 14 Std 4 <input type="radio"/> 26 Frm 6 <input type="radio"/> 15 Std 5 <input type="radio"/> 99 NS <input type="radio"/> 21 Frm 1
07	_____ _____ _____ _____	<input type="radio"/> 1 Yes <input type="radio"/> 2 No	<input type="radio"/> 01 I <input type="radio"/> 22 Frm 2 <input type="radio"/> 11 Std 1 <input type="radio"/> 23 Frm 3 <input type="radio"/> 12 Std 2 <input type="radio"/> 24 Frm 4 <input type="radio"/> 13 Std 3 <input type="radio"/> 25 Frm 5 <input type="radio"/> 14 Std 4 <input type="radio"/> 26 Frm 6 <input type="radio"/> 15 Std 5 <input type="radio"/> 99 NS <input type="radio"/> 21 Frm 1

ALL PERSONS ATTENDING PRIMARY AND SECONDARY SCHOOL



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INDIVIDUAL NO.	10) How much is spent on transport weekly?	11) For each person attending school, which of the following days were missed from the last five day school week? (More than one circle can be shaded)	12) Why did (N) not go to school on the days missed? (More than one circle can be shaded)
01	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 1 M <input type="checkbox"/> 2 T <input type="checkbox"/> 3 W <input type="checkbox"/> 4 Th <input type="checkbox"/> 5 F <input type="checkbox"/> 6 N (Go to Q13)	01 Illness (I) 02 Truancy (Tr) 03 Working outside of home (WOH) 04 Stayed home to care baby sister/brother (SB) 05 Problems at home (PH) 06 Financial Problem (FP) 07 Pregnant/Young Mother (P/YM) 08 Apprenticeship (A) 09 Transport problem (TP) 10 Bored and fed-up with school (BFS) 11 Other (O)
02	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 1 M <input type="checkbox"/> 2 T <input type="checkbox"/> 3 W <input type="checkbox"/> 4 Th <input type="checkbox"/> 5 F <input type="checkbox"/> 6 N (Go to Q13)	<input type="checkbox"/> 01 I <input type="checkbox"/> 07 P/YM <input type="checkbox"/> 02 Tr <input type="checkbox"/> 08 A <input type="checkbox"/> 03 WOH <input type="checkbox"/> 09 TP <input type="checkbox"/> 04 SH <input type="checkbox"/> 10 BFS <input type="checkbox"/> 05 PH <input type="checkbox"/> 11 O <input type="checkbox"/> 06 FP
03	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 1 M <input type="checkbox"/> 2 T <input type="checkbox"/> 3 W <input type="checkbox"/> 4 Th <input type="checkbox"/> 5 F <input type="checkbox"/> 6 N (Go to Q13)	<input type="checkbox"/> 01 I <input type="checkbox"/> 07 P/YM <input type="checkbox"/> 02 Tr <input type="checkbox"/> 08 A <input type="checkbox"/> 03 WOH <input type="checkbox"/> 09 TP <input type="checkbox"/> 04 SH <input type="checkbox"/> 10 BFS <input type="checkbox"/> 05 PH <input type="checkbox"/> 11 O <input type="checkbox"/> 06 FP
04	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 1 M <input type="checkbox"/> 2 T <input type="checkbox"/> 3 W <input type="checkbox"/> 4 Th <input type="checkbox"/> 5 F <input type="checkbox"/> 6 N (Go to Q13)	<input type="checkbox"/> 01 I <input type="checkbox"/> 07 P/YM <input type="checkbox"/> 02 Tr <input type="checkbox"/> 08 A <input type="checkbox"/> 03 WOH <input type="checkbox"/> 09 TP <input type="checkbox"/> 04 SH <input type="checkbox"/> 10 BFS <input type="checkbox"/> 05 PH <input type="checkbox"/> 11 O <input type="checkbox"/> 06 FP
05	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 1 M <input type="checkbox"/> 2 T <input type="checkbox"/> 3 W <input type="checkbox"/> 4 Th <input type="checkbox"/> 5 F <input type="checkbox"/> 6 N (Go to Q13)	<input type="checkbox"/> 01 I <input type="checkbox"/> 07 P/YM <input type="checkbox"/> 02 Tr <input type="checkbox"/> 08 A <input type="checkbox"/> 03 WOH <input type="checkbox"/> 09 TP <input type="checkbox"/> 04 SH <input type="checkbox"/> 10 BFS <input type="checkbox"/> 05 PH <input type="checkbox"/> 11 O <input type="checkbox"/> 06 FP
06	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 1 M <input type="checkbox"/> 2 T <input type="checkbox"/> 3 W <input type="checkbox"/> 4 Th <input type="checkbox"/> 5 F <input type="checkbox"/> 6 N (Go to Q13)	<input type="checkbox"/> 01 I <input type="checkbox"/> 07 P/YM <input type="checkbox"/> 02 Tr <input type="checkbox"/> 08 A <input type="checkbox"/> 03 WOH <input type="checkbox"/> 09 TP <input type="checkbox"/> 04 SH <input type="checkbox"/> 10 BFS <input type="checkbox"/> 05 PH <input type="checkbox"/> 11 O <input type="checkbox"/> 06 FP
07	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 1 M <input type="checkbox"/> 2 T <input type="checkbox"/> 3 W <input type="checkbox"/> 4 Th <input type="checkbox"/> 5 F <input type="checkbox"/> 6 N (Go to Q13)	<input type="checkbox"/> 01 I <input type="checkbox"/> 07 P/YM <input type="checkbox"/> 02 Tr <input type="checkbox"/> 08 A <input type="checkbox"/> 03 WOH <input type="checkbox"/> 09 TP <input type="checkbox"/> 04 SH <input type="checkbox"/> 10 BFS <input type="checkbox"/> 05 PH <input type="checkbox"/> 11 O <input type="checkbox"/> 06 FP



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ALL PERSONS ATTENDING PRIMARY AND SECONDARY SCHOOL

INDIVIDUAL NO.	13) Are free meals provided at (N's) school? 1 Yes (Y) 2 No (N) 9 Not Stated (NS) (Go to Q16)	14) Does (N) take any of these meals? 1 Yes (Y) (Go to Q17) 2 No (N)	15) Why does (N) not take any of the free meals? 1 Take meals to school (TMS) (Go to Q17) 2 Purchase own meals (POM) 3 Does not eat out (DN) (Go to Q17) 4 Other (O)	16) How much is spent weekly for meals not carried to school from home?
01	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q16) <input type="radio"/> 9 NS (Go to Q16)	<input type="radio"/> 1 Y (Go to Q17) <input type="radio"/> 2 N	<input type="radio"/> 1 TMS (Go to Q17) <input type="radio"/> 2 POM <input type="radio"/> 3 DN (Go to Q17) <input type="radio"/> 4 O	<input type="text"/>
02	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q16) <input type="radio"/> 9 NS (Go to Q16)	<input type="radio"/> 1 Y (Go to Q17) <input type="radio"/> 2 N	<input type="radio"/> 1 TMS (Go to Q17) <input type="radio"/> 2 POM <input type="radio"/> 3 DN (Go to Q17) <input type="radio"/> 4 O	<input type="text"/>
03	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q16) <input type="radio"/> 9 NS (Go to Q16)	<input type="radio"/> 1 Y (Go to Q17) <input type="radio"/> 2 N	<input type="radio"/> 1 TMS (Go to Q17) <input type="radio"/> 2 POM <input type="radio"/> 3 DN (Go to Q17) <input type="radio"/> 4 O	<input type="text"/>
04	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q16) <input type="radio"/> 9 NS (Go to Q16)	<input type="radio"/> 1 Y (Go to Q17) <input type="radio"/> 2 N	(Specify) <input type="radio"/> 1 TMS (Go to Q17) <input type="radio"/> 2 POM <input type="radio"/> 3 DN (Go to Q17) <input type="radio"/> 4 O	<input type="text"/>
05	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q16) <input type="radio"/> 9 NS (Go to Q16)	<input type="radio"/> 1 Y (Go to Q17) <input type="radio"/> 2 N	<input type="radio"/> 1 TMS (Go to Q17) <input type="radio"/> 2 POM <input type="radio"/> 3 DN (Go to Q17) <input type="radio"/> 4 O	<input type="text"/>
06	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q16) <input type="radio"/> 9 NS (Go to Q16)	<input type="radio"/> 1 Y (Go to Q17) <input type="radio"/> 2 N	<input type="radio"/> 1 TMS (Go to Q17) <input type="radio"/> 2 POM <input type="radio"/> 3 DN (Go to Q17) <input type="radio"/> 4 O	<input type="text"/>
07	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q16) <input type="radio"/> 9 NS (Go to Q16)	<input type="radio"/> 1 Y (Go to Q17) <input type="radio"/> 2 N	<input type="radio"/> 1 TMS (Go to Q17) <input type="radio"/> 2 POM <input type="radio"/> 3 DN (Go to Q17) <input type="radio"/> 4 O	<input type="text"/>



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ALL PERSONS ATTENDING PRIMARY AND SECONDARY SCHOOL

INDIVIDUAL NO.	17) Are textbooks provided by the school (N) attends? 1 Yes (Y) 2 No (N) (Go to Q21)	18) Does (N) receive any of these books? 1 Yes (Y) 2 No (N) (Go to Q21)	19) Which of the following textbooks does (N) receive from the school? (More than one circle can be shaded) 1 Maths (M) 2 English (E) 3 Other (O)	20) Is there a charge for these books? 1 Yes 2 No
01	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 M <input type="radio"/> 2 E <input type="radio"/> 3 O (Specify)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
02	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 M <input type="radio"/> 2 E <input type="radio"/> 3 O (Specify)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
03	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 M <input type="radio"/> 2 E <input type="radio"/> 3 O (Specify)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
04	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 M <input type="radio"/> 2 E <input type="radio"/> 3 O (Specify)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
05	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 M <input type="radio"/> 2 E <input type="radio"/> 3 O (Specify)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
06	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 M <input type="radio"/> 2 E <input type="radio"/> 3 O (Specify)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
07	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 Y <input type="radio"/> 2 N (Go to Q21)	<input type="radio"/> 1 M <input type="radio"/> 2 E <input type="radio"/> 3 O (Specify)	<input type="radio"/> 1 Yes <input type="radio"/> 2 No



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ALL PERSONS ATTENDING PRIMARY AND SECONDARY SCHOOL			ALL PERSONS ATTENDING SCHOOL	
INDIVIDUAL NO.	21) From where does (N) receive his/her textbooks? (More than one circle can be shaded) 1 Purchased new (PN) 2 Borrowed (B) 3 Bought at second hand bookshop (BSH) 4 Received from brother/sister (RB/S) 5 Received from other relative (RO) 6 Other (O)	22) How many of the required school books did (N) have this school year? 1 All (Go to Q24) 2 One 3 Two 4 Three 5 Four 6 Five+	23) What was the main reason for not having all the required textbooks? 1 Books unavailable (BU) 2 Could not afford (CNA) 3 Other (O)	24) Was an education loan ever taken by anyone in the household for(N)? 1 Yes (Y) 2 No (N) (Go to Q31)
01	<input type="checkbox"/> 1 PN <input type="checkbox"/> 2 B <input type="checkbox"/> 3 BSH <input type="checkbox"/> 4 RB/S <input type="checkbox"/> 5 RO <input type="checkbox"/> 6 O	<input type="checkbox"/> 1 All (Go to Q24) <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five+	<input type="checkbox"/> 1 BU <input type="checkbox"/> 2 CNA <input type="checkbox"/> 3 O (Specify)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q31)
02	<input type="checkbox"/> 1 PN <input type="checkbox"/> 2 B <input type="checkbox"/> 3 BSH <input type="checkbox"/> 4 RB/S <input type="checkbox"/> 5 RO <input type="checkbox"/> 6 O	<input type="checkbox"/> 1 All (Go to Q24) <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five+	<input type="checkbox"/> 1 BU <input type="checkbox"/> 2 CNA <input type="checkbox"/> 3 O (Specify)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q31)
03	<input type="checkbox"/> 1 PN <input type="checkbox"/> 2 B <input type="checkbox"/> 3 BSH <input type="checkbox"/> 4 RB/S <input type="checkbox"/> 5 RO <input type="checkbox"/> 6 O	<input type="checkbox"/> 1 All (Go to Q24) <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five+	<input type="checkbox"/> 1 BU <input type="checkbox"/> 2 CNA <input type="checkbox"/> 3 O (Specify)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q31)
04	<input type="checkbox"/> 1 PN <input type="checkbox"/> 2 B <input type="checkbox"/> 3 BSH <input type="checkbox"/> 4 RB/S <input type="checkbox"/> 5 RO <input type="checkbox"/> 6 O	<input type="checkbox"/> 1 All (Go to Q24) <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five+	<input type="checkbox"/> 1 BU <input type="checkbox"/> 2 CNA <input type="checkbox"/> 3 O (Specify)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q31)
05	<input type="checkbox"/> 1 PN <input type="checkbox"/> 2 B <input type="checkbox"/> 3 BSH <input type="checkbox"/> 4 RB/S <input type="checkbox"/> 5 RO <input type="checkbox"/> 6 O	<input type="checkbox"/> 1 All (Go to Q24) <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five+	<input type="checkbox"/> 1 BU <input type="checkbox"/> 2 CNA <input type="checkbox"/> 3 O (Specify)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q31)
06	<input type="checkbox"/> 1 PN <input type="checkbox"/> 2 B <input type="checkbox"/> 3 BSH <input type="checkbox"/> 4 RB/S <input type="checkbox"/> 5 RO <input type="checkbox"/> 6 O	<input type="checkbox"/> 1 All (Go to Q24) <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five+	<input type="checkbox"/> 1 BU <input type="checkbox"/> 2 CNA <input type="checkbox"/> 3 O (Specify)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q31)
07	<input type="checkbox"/> 1 PN <input type="checkbox"/> 2 B <input type="checkbox"/> 3 BSH <input type="checkbox"/> 4 RB/S <input type="checkbox"/> 5 RO <input type="checkbox"/> 6 O	<input type="checkbox"/> 1 All (Go to Q24) <input type="checkbox"/> 2 One <input type="checkbox"/> 3 Two <input type="checkbox"/> 4 Three <input type="checkbox"/> 5 Four <input type="checkbox"/> 6 Five+	<input type="checkbox"/> 1 BU <input type="checkbox"/> 2 CNA <input type="checkbox"/> 3 O (Specify)	<input type="checkbox"/> 1 Y <input type="checkbox"/> 2 N (Go to Q31)



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	ALL PERSONS ATTENDING SCHOOL	ALL PERSONS NOT CURRENTLY ATTENDING SCHOOL	
INDIVIDUAL NO.	25) To what use was that loan put? (More than one circle can be shaded) 1 Purchase books (PB) 2 Pay school fees (PSF) 3 Purchase school uniform (PSU) 4 Pay for transport (PFT) 5 Other (O) 6 All (Go to Q31)	26) Has (N) ever attended school? 1 Yes (Y) (Go to Q29) 2 No (N)	27) Why has (N) never attended school? 1 Not of school age (NSA) 2 Illness/disability (I/D) 3 Parent/Guardian did not think school was important (P/G) 4 Parent/Guardian could not afford to send him/her to school (P/GNS) 5 School was too far (STF) 6 Other (O) 99 Not Stated (NS)
01	<input type="checkbox"/> 1 PB <input type="checkbox"/> 4 PFT <input type="checkbox"/> 2 PSF <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 3 PSU <input type="checkbox"/> 6 All (Go to Q31)	<input type="checkbox"/> 1 Y (Go to Q29) <input type="checkbox"/> 2 N	<input type="checkbox"/> 1 NSA <input type="checkbox"/> 2 I/D <input type="checkbox"/> 3 P/G <input type="checkbox"/> 4 P/GNS <input type="checkbox"/> 5 STF <input type="checkbox"/> 6 O (Specify) <input type="checkbox"/> 99 NS
02	<input type="checkbox"/> 1 PB <input type="checkbox"/> 4 PFT <input type="checkbox"/> 2 PSF <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 3 PSU <input type="checkbox"/> 6 All (Go to Q31)	<input type="checkbox"/> 1 Y (Go to Q29) <input type="checkbox"/> 2 N	<input type="checkbox"/> 1 NSA <input type="checkbox"/> 2 I/D <input type="checkbox"/> 3 P/G <input type="checkbox"/> 4 P/GNS <input type="checkbox"/> 5 STF <input type="checkbox"/> 6 O <input type="checkbox"/> 99 NS
03	<input type="checkbox"/> 1 PB <input type="checkbox"/> 4 PFT <input type="checkbox"/> 2 PSF <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 3 PSU <input type="checkbox"/> 6 All (Go to Q31)	<input type="checkbox"/> 1 Y (Go to Q29) <input type="checkbox"/> 2 N	<input type="checkbox"/> 1 NSA <input type="checkbox"/> 2 I/D <input type="checkbox"/> 3 P/G <input type="checkbox"/> 4 P/GNS <input type="checkbox"/> 5 STF <input type="checkbox"/> 6 O <input type="checkbox"/> 99 NS
04	<input type="checkbox"/> 1 PB <input type="checkbox"/> 4 PFT <input type="checkbox"/> 2 PSF <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 3 PSU <input type="checkbox"/> 6 All (Go to Q31)	<input type="checkbox"/> 1 Y (Go to Q29) <input type="checkbox"/> 2 N	<input type="checkbox"/> 1 NSA <input type="checkbox"/> 2 I/D <input type="checkbox"/> 3 P/G <input type="checkbox"/> 4 P/GNS <input type="checkbox"/> 5 STF <input type="checkbox"/> 6 O <input type="checkbox"/> 99 NS
05	<input type="checkbox"/> 1 PB <input type="checkbox"/> 4 PFT <input type="checkbox"/> 2 PSF <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 3 PSU <input type="checkbox"/> 6 All (Go to Q31)	<input type="checkbox"/> 1 Y (Go to Q29) <input type="checkbox"/> 2 N	<input type="checkbox"/> 1 NSA <input type="checkbox"/> 2 I/D <input type="checkbox"/> 3 P/G <input type="checkbox"/> 4 P/GNS <input type="checkbox"/> 5 STF <input type="checkbox"/> 6 O <input type="checkbox"/> 99 NS
06	<input type="checkbox"/> 1 PB <input type="checkbox"/> 4 PFT <input type="checkbox"/> 2 PSF <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 3 PSU <input type="checkbox"/> 6 All (Go to Q31)	<input type="checkbox"/> 1 Y (Go to Q29) <input type="checkbox"/> 2 N	<input type="checkbox"/> 1 NSA <input type="checkbox"/> 2 I/D <input type="checkbox"/> 3 P/G <input type="checkbox"/> 4 P/GNS <input type="checkbox"/> 5 STF <input type="checkbox"/> 6 O <input type="checkbox"/> 99 NS
07	<input type="checkbox"/> 1 PB <input type="checkbox"/> 4 PFT <input type="checkbox"/> 2 PSF <input type="checkbox"/> 5 O (Specify) <input type="checkbox"/> 3 PSU <input type="checkbox"/> 6 All (Go to Q31)	<input type="checkbox"/> 1 Y (Go to Q29) <input type="checkbox"/> 2 N	<input type="checkbox"/> 1 NSA <input type="checkbox"/> 2 I/D <input type="checkbox"/> 3 P/G <input type="checkbox"/> 4 P/GNS <input type="checkbox"/> 5 STF <input type="checkbox"/> 6 O <input type="checkbox"/> 99 NS

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ALL PERSONS NOT CURRENTLY ATTENDING SCHOOL		
INDIVIDUAL NO.	28) If (N) is not of school age, what arrangement is made to take care of him/her during the day? 1 Child left at nursery/day care centre (CN/D) 2 Child looked after by older sibling at home (CAH) 3 Child left with other relative elsewhere (CWO) 4 Child left with non-relative at home (CWNR) 5 Child left home alone (CA) 6 Other (O)	29) Why is (N) not currently attending school? 1 Working (W) 2 Seeking work (SW) 3 To take care of home duties (TCHD) 4 Illness/injury (I) 5 Could not afford the cost (CAC) 6 Transportation difficulty (TD) 7 Has to stay at home to look after siblings (SHS) 8 Has to stay at home to look after ill/disabled adult (parent etc) (SH/D) 9 Parents could not afford (PNA) 10 Can't find a place in school (NPS) 11 Waiting to go to another school (WAS) 12 Pregnant/had a baby (PHB) 13 Fed up with school (FUS) 14 Other (O) 99 Not Stated (NS)
01	<input type="radio"/> 1 CN/D <input type="radio"/> 2 CAH <input type="radio"/> 3 CWO <input type="radio"/> 4 CWNR <input type="radio"/> 5 CA <input type="radio"/> 6 O (Specify)	<input type="radio"/> 1 W <input type="radio"/> 6 TD <input type="radio"/> 11 WAS <input type="radio"/> 2 SW <input type="radio"/> 7 SHS <input type="radio"/> 12 PHB <input type="radio"/> 3 HD <input type="radio"/> 8 SHD <input type="radio"/> 13 FUS <input type="radio"/> 4 I <input type="radio"/> 9 PNA <input type="radio"/> 14 O (Specify) <input type="radio"/> 5 CAC <input type="radio"/> 10 NPS <input type="radio"/> 99 NS
02	<input type="radio"/> 1 CN/D <input type="radio"/> 2 CAH <input type="radio"/> 3 CWO <input type="radio"/> 4 CWNR <input type="radio"/> 5 CA <input type="radio"/> 6 O (Specify)	<input type="radio"/> 1 W <input type="radio"/> 6 TD <input type="radio"/> 11 WAS <input type="radio"/> 2 SW <input type="radio"/> 7 SHS <input type="radio"/> 12 PHB <input type="radio"/> 3 HD <input type="radio"/> 8 SHD <input type="radio"/> 13 FUS <input type="radio"/> 4 I <input type="radio"/> 9 PNA <input type="radio"/> 14 O (Specify) <input type="radio"/> 5 CAC <input type="radio"/> 10 NPS <input type="radio"/> 99 NS
03	<input type="radio"/> 1 CN/D <input type="radio"/> 2 CAH <input type="radio"/> 3 CWO <input type="radio"/> 4 CWNR <input type="radio"/> 5 CA <input type="radio"/> 6 O (Specify)	<input type="radio"/> 1 W <input type="radio"/> 6 TD <input type="radio"/> 11 WAS <input type="radio"/> 2 SW <input type="radio"/> 7 SHS <input type="radio"/> 12 PHB <input type="radio"/> 3 HD <input type="radio"/> 8 SHD <input type="radio"/> 13 FUS <input type="radio"/> 4 I <input type="radio"/> 9 PNA <input type="radio"/> 14 O (Specify) <input type="radio"/> 5 CAC <input type="radio"/> 10 NPS <input type="radio"/> 99 NS
04	<input type="radio"/> 1 CN/D <input type="radio"/> 2 CAH <input type="radio"/> 3 CWO <input type="radio"/> 4 CWNR <input type="radio"/> 5 CA <input type="radio"/> 6 O (Specify)	<input type="radio"/> 1 W <input type="radio"/> 6 TD <input type="radio"/> 11 WAS <input type="radio"/> 2 SW <input type="radio"/> 7 SHS <input type="radio"/> 12 PHB <input type="radio"/> 3 HD <input type="radio"/> 8 SHD <input type="radio"/> 13 FUS <input type="radio"/> 4 I <input type="radio"/> 9 PNA <input type="radio"/> 14 O (Specify) <input type="radio"/> 5 CAC <input type="radio"/> 10 NPS <input type="radio"/> 99 NS
05	<input type="radio"/> 1 CN/D <input type="radio"/> 2 CAH <input type="radio"/> 3 CWO <input type="radio"/> 4 CWNR <input type="radio"/> 5 CA <input type="radio"/> 6 O (Specify)	<input type="radio"/> 1 W <input type="radio"/> 6 TD <input type="radio"/> 11 WAS <input type="radio"/> 2 SW <input type="radio"/> 7 SHS <input type="radio"/> 12 PHB <input type="radio"/> 3 HD <input type="radio"/> 8 SHD <input type="radio"/> 13 FUS <input type="radio"/> 4 I <input type="radio"/> 9 PNA <input type="radio"/> 14 O (Specify) <input type="radio"/> 5 CAC <input type="radio"/> 10 NPS <input type="radio"/> 99 NS
06	<input type="radio"/> 1 CN/D <input type="radio"/> 2 CAH <input type="radio"/> 3 CWO <input type="radio"/> 4 CWNR <input type="radio"/> 5 CA <input type="radio"/> 6 O (Specify)	<input type="radio"/> 1 W <input type="radio"/> 6 TD <input type="radio"/> 11 WAS <input type="radio"/> 2 SW <input type="radio"/> 7 SHS <input type="radio"/> 12 PHB <input type="radio"/> 3 HD <input type="radio"/> 8 SHD <input type="radio"/> 13 FUS <input type="radio"/> 4 I <input type="radio"/> 9 PNA <input type="radio"/> 14 O (Specify) <input type="radio"/> 5 CAC <input type="radio"/> 10 NPS <input type="radio"/> 99 NS
07	<input type="radio"/> 1 CN/D <input type="radio"/> 2 CAH <input type="radio"/> 3 CWO <input type="radio"/> 4 CWNR <input type="radio"/> 5 CA <input type="radio"/> 6 O (Specify)	<input type="radio"/> 1 W <input type="radio"/> 6 TD <input type="radio"/> 11 WAS <input type="radio"/> 2 SW <input type="radio"/> 7 SHS <input type="radio"/> 12 PHB <input type="radio"/> 3 HD <input type="radio"/> 8 SHD <input type="radio"/> 13 FUS <input type="radio"/> 4 I <input type="radio"/> 9 PNA <input type="radio"/> 14 O (Specify) <input type="radio"/> 5 CAC <input type="radio"/> 10 NPS <input type="radio"/> 99 NS



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ALL PERSONS NOT CURRENTLY ATTENDING SCHOOL		ALL PERSONS WHO EVER ATTENDED
INDIVIDUAL NO.	30) What type of school/training programmes did (N) last attend?	31) What is the total number of years did (N) attend school?
	01 Nursery/Pre-school Kindergarten (N/P) 10 Private Primary (PP) 11 Government Primary (GP) 12 Assisted Primary (AP) 13 Post primary centre (PPC) 20 Junior Secondary (JS) 21 Senior Comprehensive (SC) 22 Government Secondary (GS) 23 Assisted Secondary (AS) 24 Private Secondary (PS) 25 Composite (C) 34 Commercial/Secretarial (C/S) 35 Business and Computer (BC) 40 Technical Institute (TI) 41 Adult continuing education (ACE) 42 Distance Learning (DL) 50 Community College (CC) 60 University (U) 70 Special School (SS) 77 Other (O) 78 None (N) 99 Not Stated (NS)	
01	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
02	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
03	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
04	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
05	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
06	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
07	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years
	<input type="radio"/> 01 N/P <input type="radio"/> 23 AS <input type="radio"/> 41 ACE <input type="radio"/> 10 PP <input type="radio"/> 24 PS <input type="radio"/> 42 DL <input type="radio"/> 11 GP <input type="radio"/> 25 C <input type="radio"/> 50 CC <input type="radio"/> 12 AP <input type="radio"/> 26 HS <input type="radio"/> 60 U <input type="radio"/> 13 PPC <input type="radio"/> 31 T/V <input type="radio"/> 70 SS <input type="radio"/> 20 JS <input type="radio"/> 34 C/S <input type="radio"/> 77 O <input type="radio"/> 21 SC <input type="radio"/> 35 BC <input type="radio"/> 78 N <input type="radio"/> 22 GS <input type="radio"/> 40 TI <input type="radio"/> 99 NS	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Years



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ALL PERSONS WHO EVER ATTENDED SCHOOL

INDIVIDUAL NO.	32) What is the highest examination taken by (N)?
	01 None (N) (Go to Q35) 08 Certificate (C) 02 Common Entrance (CE) 09 Diploma (D) 03 SEA 10 Associate Degree (AD) 04 School Leaving (SL) 11 Undergraduate Degree (UD) 05 CXC Basic (CXCB) 12 Masters Degree (MD) 06 CXC General/GCE O Level 13 PhD Degree (PhD) (CXCG/GCE) O 14 Other (O) 07 GCE A Level/HSC (GCEA/HSC) 99 Not Stated (NS)
01	<input type="radio"/> 01 N (Go to Q35) <input type="radio"/> 09 D <input type="radio"/> 02 CE <input type="radio"/> 10 AD <input type="radio"/> 03 SEA <input type="radio"/> 11 UD <input type="radio"/> 04 SL <input type="radio"/> 12 MD <input type="radio"/> 05 CXCE <input type="radio"/> 13 PhD <input type="radio"/> 06 CXCG/GCE) O <input type="radio"/> 14 O <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 99 NS <input type="radio"/> 08 C
02	<input type="radio"/> 01 N (Go to Q35) <input type="radio"/> 09 D <input type="radio"/> 02 CE <input type="radio"/> 10 AD <input type="radio"/> 03 SEA <input type="radio"/> 11 UD <input type="radio"/> 04 SL <input type="radio"/> 12 MD <input type="radio"/> 05 CXCE <input type="radio"/> 13 PhD <input type="radio"/> 06 CXCG/GCE) O <input type="radio"/> 14 O <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 99 NS <input type="radio"/> 08 C
03	<input type="radio"/> 01 N (Go to Q35) <input type="radio"/> 09 D <input type="radio"/> 02 CE <input type="radio"/> 10 AD <input type="radio"/> 03 SEA <input type="radio"/> 11 UD <input type="radio"/> 04 SL <input type="radio"/> 12 MD <input type="radio"/> 05 CXCE <input type="radio"/> 13 PhD <input type="radio"/> 06 CXCG/GCE) O <input type="radio"/> 14 O <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 99 NS <input type="radio"/> 08 C
04	<input type="radio"/> 01 N (Go to Q35) <input type="radio"/> 09 D <input type="radio"/> 02 CE <input type="radio"/> 10 AD <input type="radio"/> 03 SEA <input type="radio"/> 11 UD <input type="radio"/> 04 SL <input type="radio"/> 12 MD <input type="radio"/> 05 CXCE <input type="radio"/> 13 PhD <input type="radio"/> 06 CXCG/GCE) O <input type="radio"/> 14 O <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 99 NS <input type="radio"/> 08 C
05	<input type="radio"/> 01 N (Go to Q35) <input type="radio"/> 09 D <input type="radio"/> 02 CE <input type="radio"/> 10 AD <input type="radio"/> 03 SEA <input type="radio"/> 11 UD <input type="radio"/> 04 SL <input type="radio"/> 12 MD <input type="radio"/> 05 CXCE <input type="radio"/> 13 PhD <input type="radio"/> 06 CXCG/GCE) O <input type="radio"/> 14 O <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 99 NS <input type="radio"/> 08 C
06	<input type="radio"/> 01 N (Go to Q35) <input type="radio"/> 09 D <input type="radio"/> 02 CE <input type="radio"/> 10 AD <input type="radio"/> 03 SEA <input type="radio"/> 11 UD <input type="radio"/> 04 SL <input type="radio"/> 12 MD <input type="radio"/> 05 CXCE <input type="radio"/> 13 PhD <input type="radio"/> 06 CXCG/GCE) O <input type="radio"/> 14 O <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 99 NS <input type="radio"/> 08 C
07	<input type="radio"/> 01 N (Go to Q35) <input type="radio"/> 09 D <input type="radio"/> 02 CE <input type="radio"/> 10 AD <input type="radio"/> 03 SEA <input type="radio"/> 11 UD <input type="radio"/> 04 SL <input type="radio"/> 12 MD <input type="radio"/> 05 CXCE <input type="radio"/> 13 PhD <input type="radio"/> 06 CXCG/GCE) O <input type="radio"/> 14 O <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 99 NS <input type="radio"/> 08 C



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ALL PERSONS WHO EVER ATTENDED SCHOOL

INDIVIDUAL NO.	33) What is the highest examination that (N) passed? 01 None 02 Common Entrance (CE) 03 SEA 04 School Leaving (SL) 05 CXC Basic (CXC B) 06 CXC General/GCE O Level (CXC G/GCE) 07 GCE A Level/HSC (GCEA/HSC) 08 Certificate (C) 09 Diploma (D) 10 Associate Degree (AD) 11 Undergraduate Degree (UD) 12 Masters Degree (MD) (Go to Q35) (Go to Q34) (Go to Q35)	34) Number of Subjects/Passes obtained (for person/s who answered 05, 06 or 07 to Q34)	35) Is (N) attending any continuing Education studies? 01 Yes 02 No
01	<input type="radio"/> 01 N <input type="radio"/> 02 CE <input type="radio"/> 03 SEA <input type="radio"/> 04 SL <input type="radio"/> 05 CXCE <input type="radio"/> 06 CXCG/GCE <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 08 C (Go to Q35) (Go to Q34) (Go to Q35)	<input type="radio"/> 09 D <input type="radio"/> 10 AD <input type="radio"/> 11 UD <input type="radio"/> 12 MD <input type="radio"/> 13 PhD <input type="radio"/> 14 O <input type="radio"/> 99 NS (Go to Q35)	<input type="text"/> <input type="text"/> <input type="radio"/> 01 Yes <input type="radio"/> 02 No
02	<input type="radio"/> 01 N <input type="radio"/> 02 CE <input type="radio"/> 03 SEA <input type="radio"/> 04 SL <input type="radio"/> 05 CXCE <input type="radio"/> 06 CXCG/GCE <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 08 C (Go to Q35) (Go to Q34) (Go to Q35)	<input type="radio"/> 09 D <input type="radio"/> 10 AD <input type="radio"/> 11 UD <input type="radio"/> 12 MD <input type="radio"/> 13 PhD <input type="radio"/> 14 O <input type="radio"/> 99 NS (Go to Q35)	<input type="text"/> <input type="text"/> <input type="radio"/> 01 Yes <input type="radio"/> 02 No
03	<input type="radio"/> 01 N <input type="radio"/> 02 CE <input type="radio"/> 03 SEA <input type="radio"/> 04 SL <input type="radio"/> 05 CXCE <input type="radio"/> 06 CXCG/GCE <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 08 C (Go to Q35) (Go to Q34) (Go to Q35)	<input type="radio"/> 09 D <input type="radio"/> 10 AD <input type="radio"/> 11 UD <input type="radio"/> 12 MD <input type="radio"/> 13 PhD <input type="radio"/> 14 O <input type="radio"/> 99 NS (Go to Q35)	<input type="text"/> <input type="text"/> <input type="radio"/> 01 Yes <input type="radio"/> 02 No
04	<input type="radio"/> 01 N <input type="radio"/> 02 CE <input type="radio"/> 03 SEA <input type="radio"/> 04 SL <input type="radio"/> 05 CXCE <input type="radio"/> 06 CXCG/GCE <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 08 C (Go to Q35) (Go to Q34) (Go to Q35)	<input type="radio"/> 09 D <input type="radio"/> 10 AD <input type="radio"/> 11 UD <input type="radio"/> 12 MD <input type="radio"/> 13 PhD <input type="radio"/> 14 O <input type="radio"/> 99 NS (Go to Q35)	<input type="text"/> <input type="text"/> <input type="radio"/> 01 Yes <input type="radio"/> 02 No
05	<input type="radio"/> 01 N <input type="radio"/> 02 CE <input type="radio"/> 03 SEA <input type="radio"/> 04 SL <input type="radio"/> 05 CXCE <input type="radio"/> 06 CXCG/GCE <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 08 C (Go to Q35) (Go to Q34) (Go to Q35)	<input type="radio"/> 09 D <input type="radio"/> 10 AD <input type="radio"/> 11 UD <input type="radio"/> 12 MD <input type="radio"/> 13 PhD <input type="radio"/> 14 O <input type="radio"/> 99 NS (Go to Q35)	<input type="text"/> <input type="text"/> <input type="radio"/> 01 Yes <input type="radio"/> 02 No
06	<input type="radio"/> 01 N <input type="radio"/> 02 CE <input type="radio"/> 03 SEA <input type="radio"/> 04 SL <input type="radio"/> 05 CXCE <input type="radio"/> 06 CXCG/GCE <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 08 C (Go to Q35) (Go to Q34) (Go to Q35)	<input type="radio"/> 09 D <input type="radio"/> 10 AD <input type="radio"/> 11 UD <input type="radio"/> 12 MD <input type="radio"/> 13 PhD <input type="radio"/> 14 O <input type="radio"/> 99 NS (Go to Q35)	<input type="text"/> <input type="text"/> <input type="radio"/> 01 Yes <input type="radio"/> 02 No
07	<input type="radio"/> 01 N <input type="radio"/> 02 CE <input type="radio"/> 03 SEA <input type="radio"/> 04 SL <input type="radio"/> 05 CXCE <input type="radio"/> 06 CXCG/GCE <input type="radio"/> 07 GCEA/HSC <input type="radio"/> 08 C (Go to Q35) (Go to Q34) (Go to Q35)	<input type="radio"/> 09 D <input type="radio"/> 10 AD <input type="radio"/> 11 UD <input type="radio"/> 12 MD <input type="radio"/> 13 PhD <input type="radio"/> 14 O <input type="radio"/> 99 NS (Go to Q35)	<input type="text"/> <input type="text"/> <input type="radio"/> 01 Yes <input type="radio"/> 02 No



HEAD OF HOUSEHOLD

36) In what order would you rate the following when spending money, please rank in order of priority.

- 1 Clothes ☐
- 2 Food ☐
- 3 Education of children ☐
- 4 Health ☐
- 5 Entertainment ☐
- 6 Sports ☐
- 7 Other things (Specify) ☐

37) If circumstances did not allow you to send all your children to school, which would you choose to send?

- ☐ 1 Girl child
- ☐ 2 Boy child
- ☐ 3 Neither
- ☐ 4 Either

38) Please give reasons for your answer.

☐

39) (Refer to the concept and Definition of functional literacy. The questions however convey the meaning).

Is there anyone in this household who is unable to do the following? (10 years and over)

- | | | |
|--|-----------------------------|----------------------------|
| Read a short text such as from the daily newspaper? | <input type="radio"/> 1 Yes | <input type="radio"/> 2 No |
| Write a few sentences on a simple topic | <input type="radio"/> 1 Yes | <input type="radio"/> 2 No |
| Write or sign his or her name? | <input type="radio"/> 1 Yes | <input type="radio"/> 2 No |
| Read the words on a road sign, such as "do not enter"? | <input type="radio"/> 1 Yes | <input type="radio"/> 2 No |

INTERVIEW ENDS FOR ALL PERSONS UNDER 15 YEARS OF AGE



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SECTION 6 ECONOMIC ACTIVITY/EMPLOYMENT
ALL PERSONS 15 YEARS OLD AND OVER

INDIVIDUAL NO.	1) What did (N) do during the past week? 1 Had a job, worked (J) 2 Had a job, did not work (NJ) 3 Seeking first job (SJ) 4 Others actively seeking work (OAS) 5 Did not look for work (NLW) 6 Other (Specify) (O) 9 Not stated (NS) If 1 - 4, Go to Q4	2) Why did (N) not seek work during the past week? 1 At school /student (S) 2 Home duties (HD) 3 Retired (R) 4 Disabled (D) 5 Old age pensioner (P) 6 Did not want work (DNW) 7 Tired of looking (TL) 8 Awaiting results of exam/interview (R) 9 Illness (I) 10 Did not know where to look (NWW) 11 Feel discriminated against (FDA) 99 Not stated (NS)
01	<input type="radio"/> 1 J <input type="radio"/> 2 NJ <input type="radio"/> 3 SJ <input type="radio"/> 4 OAS <input type="radio"/> 5 NLW <input type="radio"/> 6 O <input type="radio"/> 9 NS (Go to Q4) (Specify)	<input type="radio"/> 1 S <input type="radio"/> 2 HD <input type="radio"/> 3 R <input type="radio"/> 4 D <input type="radio"/> 5 P <input type="radio"/> 6 DNW <input type="radio"/> 7 TL <input type="radio"/> 8 R <input type="radio"/> 9 I <input type="radio"/> 10 NWW <input type="radio"/> 11 FDA <input type="radio"/> 99 NS
02	<input type="radio"/> 1 J <input type="radio"/> 2 NJ <input type="radio"/> 3 SJ <input type="radio"/> 4 OAS <input type="radio"/> 5 NLW <input type="radio"/> 6 O <input type="radio"/> 9 NS (Go to Q4) (Specify)	<input type="radio"/> 1 S <input type="radio"/> 2 HD <input type="radio"/> 3 R <input type="radio"/> 4 D <input type="radio"/> 5 P <input type="radio"/> 6 DNW <input type="radio"/> 7 TL <input type="radio"/> 8 R <input type="radio"/> 9 I <input type="radio"/> 10 NWW <input type="radio"/> 11 FDA <input type="radio"/> 99 NS
03	<input type="radio"/> 1 J <input type="radio"/> 2 NJ <input type="radio"/> 3 SJ <input type="radio"/> 4 OAS <input type="radio"/> 5 NLW <input type="radio"/> 6 O <input type="radio"/> 9 NS (Go to Q4) (Specify)	<input type="radio"/> 1 S <input type="radio"/> 2 HD <input type="radio"/> 3 R <input type="radio"/> 4 D <input type="radio"/> 5 P <input type="radio"/> 6 DNW <input type="radio"/> 7 TL <input type="radio"/> 8 R <input type="radio"/> 9 I <input type="radio"/> 10 NWW <input type="radio"/> 11 FDA <input type="radio"/> 99 NS
04	<input type="radio"/> 1 J <input type="radio"/> 2 NJ <input type="radio"/> 3 SJ <input type="radio"/> 4 OAS <input type="radio"/> 5 NLW <input type="radio"/> 6 O <input type="radio"/> 9 NS (Go to Q4) (Specify)	<input type="radio"/> 1 S <input type="radio"/> 2 HD <input type="radio"/> 3 R <input type="radio"/> 4 D <input type="radio"/> 5 P <input type="radio"/> 6 DNW <input type="radio"/> 7 TL <input type="radio"/> 8 R <input type="radio"/> 9 I <input type="radio"/> 10 NWW <input type="radio"/> 11 FDA <input type="radio"/> 99 NS
05	<input type="radio"/> 1 J <input type="radio"/> 2 NJ <input type="radio"/> 3 SJ <input type="radio"/> 4 OAS <input type="radio"/> 5 NLW <input type="radio"/> 6 O <input type="radio"/> 9 NS (Go to Q4) (Specify)	<input type="radio"/> 1 S <input type="radio"/> 2 HD <input type="radio"/> 3 R <input type="radio"/> 4 D <input type="radio"/> 5 P <input type="radio"/> 6 DNW <input type="radio"/> 7 TL <input type="radio"/> 8 R <input type="radio"/> 9 I <input type="radio"/> 10 NWW <input type="radio"/> 11 FDA <input type="radio"/> 99 NS
06	<input type="radio"/> 1 J <input type="radio"/> 2 NJ <input type="radio"/> 3 SJ <input type="radio"/> 4 OAS <input type="radio"/> 5 NLW <input type="radio"/> 6 O <input type="radio"/> 9 NS (Go to Q4) (Specify)	<input type="radio"/> 1 S <input type="radio"/> 2 HD <input type="radio"/> 3 R <input type="radio"/> 4 D <input type="radio"/> 5 P <input type="radio"/> 6 DNW <input type="radio"/> 7 TL <input type="radio"/> 8 R <input type="radio"/> 9 I <input type="radio"/> 10 NWW <input type="radio"/> 11 FDA <input type="radio"/> 99 NS
07	<input type="radio"/> 1 J <input type="radio"/> 2 NJ <input type="radio"/> 3 SJ <input type="radio"/> 4 OAS <input type="radio"/> 5 NLW <input type="radio"/> 6 O <input type="radio"/> 9 NS (Go to Q4) (Specify)	<input type="radio"/> 1 S <input type="radio"/> 2 HD <input type="radio"/> 3 R <input type="radio"/> 4 D <input type="radio"/> 5 P <input type="radio"/> 6 DNW <input type="radio"/> 7 TL <input type="radio"/> 8 R <input type="radio"/> 9 I <input type="radio"/> 10 NWW <input type="radio"/> 11 FDA <input type="radio"/> 99 NS



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ALL PERSONS 15 YEARS OLD AND OVER

INDIVIDUAL NO.	3) When last did(N) look for work? 1 Under 1 month (U1M) 2 1 - 3 months (1-3M) 3 4 - 6 months (4-6M) 4 7 - 11 months (7-11M) 5 1 year and over (YO) 6 Never Looked (NL) 9 Not Stated (NS) (Go to Q13)	Occupation 4) What kind of work does (N) mainly engage in is/was seeking? Give details: e.g. Construction labourer Agricultural labourer Electrical Engineer Mechanical Engineer	Industry 5) To which Industry group does/did (N) belong(ed)? State the name of company/firm/individual and the main activity engaged in.
01	<input type="radio"/> 1 U1M <input type="radio"/> 2 (1-3M) <input type="radio"/> 3 (4-6M) <input type="radio"/> 4 (7-11M) <input type="radio"/> 5 (YO) <input type="radio"/> 6 (NL) <input type="radio"/> 9 (NS) (Go to Q13)	_____ _____ Occupation [][][][]	_____ _____ Industry [][][][]
02	<input type="radio"/> 1 U1M <input type="radio"/> 2 (1-3M) <input type="radio"/> 3 (4-6M) <input type="radio"/> 4 (7-11M) <input type="radio"/> 5 (YO) <input type="radio"/> 6 (NL) <input type="radio"/> 9 (NS) (Go to Q13)	_____ _____ Occupation [][][][]	_____ _____ Industry [][][][]
03	<input type="radio"/> 1 U1M <input type="radio"/> 2 (1-3M) <input type="radio"/> 3 (4-6M) <input type="radio"/> 4 (7-11M) <input type="radio"/> 5 (YO) <input type="radio"/> 6 (NL) <input type="radio"/> 9 (NS) (Go to Q13)	_____ _____ Occupation [][][][]	_____ _____ Industry [][][][]
04	<input type="radio"/> 1 U1M <input type="radio"/> 2 (1-3M) <input type="radio"/> 3 (4-6M) <input type="radio"/> 4 (7-11M) <input type="radio"/> 5 (YO) <input type="radio"/> 6 (NL) <input type="radio"/> 9 (NS) (Go to Q13)	_____ _____ Occupation [][][][]	_____ _____ Industry [][][][]
05	<input type="radio"/> 1 U1M <input type="radio"/> 2 (1-3M) <input type="radio"/> 3 (4-6M) <input type="radio"/> 4 (7-11M) <input type="radio"/> 5 (YO) <input type="radio"/> 6 (NL) <input type="radio"/> 9 (NS) (Go to Q13)	_____ _____ Occupation [][][][]	_____ _____ Industry [][][][]
06	<input type="radio"/> 1 U1M <input type="radio"/> 2 (1-3M) <input type="radio"/> 3 (4-6M) <input type="radio"/> 4 (7-11M) <input type="radio"/> 5 (YO) <input type="radio"/> 6 (NL) <input type="radio"/> 9 (NS) (Go to Q13)	_____ _____ Occupation [][][][]	_____ _____ Industry [][][][]
07	<input type="radio"/> 1 U1M <input type="radio"/> 2 (1-3M) <input type="radio"/> 3 (4-6M) <input type="radio"/> 4 (7-11M) <input type="radio"/> 5 (YO) <input type="radio"/> 6 (NL) <input type="radio"/> 9 (NS) (Go to Q13)	_____ _____ Occupation [][][][]	_____ _____ Industry [][][][]



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ALL PERSONS 15 YEARS OLD AND OVER

INDIVIDUAL NO.	6) What category of worker does (N) belong to? 1 Central and Local Govt./THA/Statutory Board (CLG/T/S) 2 State Enterprise (SE) 3 Private Enterprise (PE) (Go to Q15) 4 Employer (E) 5 Own Account Worker (OAW) (Go to Q15) 6 Unpaid family worker (UFW) 7 Paid family worker (PFW) 8 Learner /Apprentice (L/A)	7) In which Government /THA work program is (N) employed? 1 URP 2 CEPEP 3 On the Job placement (OJP) 4 CCC 5 HYPE 6 YAPA 7 Reforestation Programme (RP) 8 Other(O) (Specify) 9 None (N) (Go to Q5)	8) What is the length of the pay period of this program?
01	<input type="radio"/> 1 CL <input type="radio"/> 2 SE <input type="radio"/> 3 PE <input type="radio"/> 4 E (Go to Q15) <input type="radio"/> 5 OAW (Go to Q15) <input type="radio"/> 6 UFW <input type="radio"/> 7 PFW <input type="radio"/> 8 LA	<input type="radio"/> 1 URP <input type="radio"/> 6 YAPA <input type="radio"/> 2 CEPEP <input type="radio"/> 7 RP <input type="radio"/> 3 OJP <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 CCC <input type="radio"/> 5 HYPE <input type="radio"/> 9 N	<input type="radio"/> 1 Daily <input type="radio"/> 2 Weekly <input type="radio"/> 3 Fortnightly <input type="radio"/> 4 Monthly
02	<input type="radio"/> 1 CL <input type="radio"/> 2 SE <input type="radio"/> 3 PE <input type="radio"/> 4 E (Go to Q15) <input type="radio"/> 5 OAW (Go to Q15) <input type="radio"/> 6 UFW <input type="radio"/> 7 PFW <input type="radio"/> 8 LA	<input type="radio"/> 1 URP <input type="radio"/> 6 YAPA <input type="radio"/> 2 CEPEP <input type="radio"/> 7 RP <input type="radio"/> 3 OJP <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 CCC <input type="radio"/> 5 HYPE <input type="radio"/> 9 N	<input type="radio"/> 1 Daily <input type="radio"/> 2 Weekly <input type="radio"/> 3 Fortnightly <input type="radio"/> 4 Monthly
03	<input type="radio"/> 1 CL <input type="radio"/> 2 SE <input type="radio"/> 3 PE <input type="radio"/> 4 E (Go to Q15) <input type="radio"/> 5 OAW (Go to Q15) <input type="radio"/> 6 UFW <input type="radio"/> 7 PFW <input type="radio"/> 8 LA	<input type="radio"/> 1 URP <input type="radio"/> 6 YAPA <input type="radio"/> 2 CEPEP <input type="radio"/> 7 RP <input type="radio"/> 3 OJP <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 CCC <input type="radio"/> 5 HYPE <input type="radio"/> 9 N	<input type="radio"/> 1 Daily <input type="radio"/> 2 Weekly <input type="radio"/> 3 Fortnightly <input type="radio"/> 4 Monthly
04	<input type="radio"/> 1 CL <input type="radio"/> 2 SE <input type="radio"/> 3 PE <input type="radio"/> 4 E (Go to Q15) <input type="radio"/> 5 OAW (Go to Q15) <input type="radio"/> 6 UFW <input type="radio"/> 7 PFW <input type="radio"/> 8 LA	<input type="radio"/> 1 URP <input type="radio"/> 6 YAPA <input type="radio"/> 2 CEPEP <input type="radio"/> 7 RP <input type="radio"/> 3 OJP <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 CCC <input type="radio"/> 5 HYPE <input type="radio"/> 9 N	<input type="radio"/> 1 Daily <input type="radio"/> 2 Weekly <input type="radio"/> 3 Fortnightly <input type="radio"/> 4 Monthly
05	<input type="radio"/> 1 CL <input type="radio"/> 2 SE <input type="radio"/> 3 PE <input type="radio"/> 4 E (Go to Q15) <input type="radio"/> 5 OAW (Go to Q15) <input type="radio"/> 6 UFW <input type="radio"/> 7 PFW <input type="radio"/> 8 LA	<input type="radio"/> 1 URP <input type="radio"/> 6 YAPA <input type="radio"/> 2 CEPEP <input type="radio"/> 7 RP <input type="radio"/> 3 OJP <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 CCC <input type="radio"/> 5 HYPE <input type="radio"/> 9 N	<input type="radio"/> 1 Daily <input type="radio"/> 2 Weekly <input type="radio"/> 3 Fortnightly <input type="radio"/> 4 Monthly
06	<input type="radio"/> 1 CL <input type="radio"/> 2 SE <input type="radio"/> 3 PE <input type="radio"/> 4 E (Go to Q15) <input type="radio"/> 5 OAW (Go to Q15) <input type="radio"/> 6 UFW <input type="radio"/> 7 PFW <input type="radio"/> 8 LA	<input type="radio"/> 1 URP <input type="radio"/> 6 YAPA <input type="radio"/> 2 CEPEP <input type="radio"/> 7 RP <input type="radio"/> 3 OJP <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 CCC <input type="radio"/> 5 HYPE <input type="radio"/> 9 N	<input type="radio"/> 1 Daily <input type="radio"/> 2 Weekly <input type="radio"/> 3 Fortnightly <input type="radio"/> 4 Monthly
07	<input type="radio"/> 1 CL <input type="radio"/> 2 SE <input type="radio"/> 3 PE <input type="radio"/> 4 E (Go to Q15) <input type="radio"/> 5 OAW (Go to Q15) <input type="radio"/> 6 UFW <input type="radio"/> 7 PFW <input type="radio"/> 8 LA	<input type="radio"/> 1 URP <input type="radio"/> 6 YAPA <input type="radio"/> 2 CEPEP <input type="radio"/> 7 RP <input type="radio"/> 3 OJP <input type="radio"/> 8 O (Specify) <input type="radio"/> 4 CCC <input type="radio"/> 5 HYPE <input type="radio"/> 9 N	<input type="radio"/> 1 Daily <input type="radio"/> 2 Weekly <input type="radio"/> 3 Fortnightly <input type="radio"/> 4 Monthly

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ALL PERSONS 15 YEARS OLD AND OVER				
INDIVIDUAL NO.	9) What is the address of (N's) workplace?	10) For how many hours did (N) work last week? 1 None (N) 2 Under 1 hour (U1hr) 3 1-8 Hours (1-8hr) 4 9-16 Hours (9-16hr) 5 17-24 Hours (17-24hr) 6 25-32 Hours (25-32hr) 7 33-40 Hours (33-40hr) 8 41-50 Hours (41-50hr) 9 51-60 Hours (51-60hr) 10 61-70 Hours (71-70hr) 11 71 Hours + (71hrs +) 99 Not stated (NS)	11) What is the reason for working less than 33 hours? (Ask only if less than 33 hours in Q 10) 1 No more work available (NMWA) 2 New Job (NJ) 3 Illness/Injury (II) 4 Temporary laid off (TLO) 5 Own choice (OC) 6 Vacation (V) 7 Other (O) 8 Not applicable (NA) 9 Not stated (NS)	12) Does (N) have more than one job?
01	_____ _____ _____ _____ <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>	<input type="radio"/> 1 N <input type="radio"/> 7 33-40hr <input type="radio"/> 2 U1hr <input type="radio"/> 8 41-50hr <input type="radio"/> 3 1-8hr <input type="radio"/> 9 51-60hr <input type="radio"/> 4 9-16hr <input type="radio"/> 10 61-70hr <input type="radio"/> 5 17-24hr <input type="radio"/> 11 71hr + <input type="radio"/> 6 25-32hr <input type="radio"/> 99 NS	<input type="radio"/> 1 NMWA <input type="radio"/> 6 V <input type="radio"/> 2 NJ <input type="radio"/> 7 O <input type="radio"/> 3 I/I <input type="radio"/> 8 NA <input type="radio"/> 4 TLO <input type="radio"/> 9 NS <input type="radio"/> 5 OC	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
02	_____ _____ _____ _____ <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>	<input type="radio"/> 1 N <input type="radio"/> 7 33-40hr <input type="radio"/> 2 U1hr <input type="radio"/> 8 41-50hr <input type="radio"/> 3 1-8hr <input type="radio"/> 9 51-60hr <input type="radio"/> 4 9-16hr <input type="radio"/> 10 61-70hr <input type="radio"/> 5 17-24hr <input type="radio"/> 11 71hr + <input type="radio"/> 6 25-32hr <input type="radio"/> 99 NS	<input type="radio"/> 1 NMWA <input type="radio"/> 6 V <input type="radio"/> 2 NJ <input type="radio"/> 7 O <input type="radio"/> 3 I/I <input type="radio"/> 8 NA <input type="radio"/> 4 TLO <input type="radio"/> 9 NS <input type="radio"/> 5 OC	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
03	_____ _____ _____ _____ <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>	<input type="radio"/> 1 N <input type="radio"/> 7 33-40hr <input type="radio"/> 2 U1hr <input type="radio"/> 8 41-50hr <input type="radio"/> 3 1-8hr <input type="radio"/> 9 51-60hr <input type="radio"/> 4 9-16hr <input type="radio"/> 10 61-70hr <input type="radio"/> 5 17-24hr <input type="radio"/> 11 71hr + <input type="radio"/> 6 25-32hr <input type="radio"/> 99 NS	<input type="radio"/> 1 NMWA <input type="radio"/> 6 V <input type="radio"/> 2 NJ <input type="radio"/> 7 O <input type="radio"/> 3 I/I <input type="radio"/> 8 NA <input type="radio"/> 4 TLO <input type="radio"/> 9 NS <input type="radio"/> 5 OC	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
04	_____ _____ _____ _____ <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>	<input type="radio"/> 1 N <input type="radio"/> 7 33-40hr <input type="radio"/> 2 U1hr <input type="radio"/> 8 41-50hr <input type="radio"/> 3 1-8hr <input type="radio"/> 9 51-60hr <input type="radio"/> 4 9-16hr <input type="radio"/> 10 61-70hr <input type="radio"/> 5 17-24hr <input type="radio"/> 11 71hr + <input type="radio"/> 6 25-32hr <input type="radio"/> 99 NS	<input type="radio"/> 1 NMWA <input type="radio"/> 6 V <input type="radio"/> 2 NJ <input type="radio"/> 7 O <input type="radio"/> 3 I/I <input type="radio"/> 8 NA <input type="radio"/> 4 TLO <input type="radio"/> 9 NS <input type="radio"/> 5 OC	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
05	_____ _____ _____ _____ <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>	<input type="radio"/> 1 N <input type="radio"/> 7 33-40hr <input type="radio"/> 2 U1hr <input type="radio"/> 8 41-50hr <input type="radio"/> 3 1-8hr <input type="radio"/> 9 51-60hr <input type="radio"/> 4 9-16hr <input type="radio"/> 10 61-70hr <input type="radio"/> 5 17-24hr <input type="radio"/> 11 71hr + <input type="radio"/> 6 25-32hr <input type="radio"/> 99 NS	<input type="radio"/> 1 NMWA <input type="radio"/> 6 V <input type="radio"/> 2 NJ <input type="radio"/> 7 O <input type="radio"/> 3 I/I <input type="radio"/> 8 NA <input type="radio"/> 4 TLO <input type="radio"/> 9 NS <input type="radio"/> 5 OC	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
06	_____ _____ _____ _____ <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>	<input type="radio"/> 1 N <input type="radio"/> 7 33-40hr <input type="radio"/> 2 U1hr <input type="radio"/> 8 41-50hr <input type="radio"/> 3 1-8hr <input type="radio"/> 9 51-60hr <input type="radio"/> 4 9-16hr <input type="radio"/> 10 61-70hr <input type="radio"/> 5 17-24hr <input type="radio"/> 11 71hr + <input type="radio"/> 6 25-32hr <input type="radio"/> 99 NS	<input type="radio"/> 1 NMWA <input type="radio"/> 6 V <input type="radio"/> 2 NJ <input type="radio"/> 7 O <input type="radio"/> 3 I/I <input type="radio"/> 8 NA <input type="radio"/> 4 TLO <input type="radio"/> 9 NS <input type="radio"/> 5 OC	<input type="radio"/> 1 Yes <input type="radio"/> 2 No
07	_____ _____ _____ _____ <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>	<input type="radio"/> 1 N <input type="radio"/> 7 33-40hr <input type="radio"/> 2 U1hr <input type="radio"/> 8 41-50hr <input type="radio"/> 3 1-8hr <input type="radio"/> 9 51-60hr <input type="radio"/> 4 9-16hr <input type="radio"/> 10 61-70hr <input type="radio"/> 5 17-24hr <input type="radio"/> 11 71hr + <input type="radio"/> 6 25-32hr <input type="radio"/> 99 NS	<input type="radio"/> 1 NMWA <input type="radio"/> 6 V <input type="radio"/> 2 NJ <input type="radio"/> 7 O <input type="radio"/> 3 I/I <input type="radio"/> 8 NA <input type="radio"/> 4 TLO <input type="radio"/> 9 NS <input type="radio"/> 5 OC	<input type="radio"/> 1 Yes <input type="radio"/> 2 No



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ALL PERSONS 15 YEARS OLD AND OVER				
INDIVIDUAL NO.	13) How many months did (N) work during the past 12 months? (If 6 or more months go to Section 7)	14) Why did (N) work less than six months during the past twelve (12) months? 1 No more work available (NMWA) 2 Illness (I) 3 Retrenched / Laid off (R/L/O) 4 Own choice (OC) 5 Other (O) (Specify) ALL Go to Section 7	15) (For members of household who has/have own business) How was the business started? 1 Small business loan (SBL) 2 Family savings (FS) 3 Loan from bank (LB) 4 Credit union loan (CUL) 5 Other (O) (Specify) (Go to Section 7)	16) From which place was the loan obtained? 1 Small Business Development (SBD) 2 NEDCO 3 MEL 4 MICROFIN 5 FUNDAID 6 HOPE 7 PROFED 8 Other (O)
01	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Months	<input type="radio"/> 1 NMWA <input type="radio"/> 2 I <input type="radio"/> 3 R/L/O <input type="radio"/> 4 OC <input type="radio"/> 5 O _____	<input type="radio"/> 1 SBL <input type="radio"/> 2 FS <input type="radio"/> 3 LB <input type="radio"/> 4 CUL <input type="radio"/> 5 O _____ <div style="text-align: right;">(Go to Section 7)</div>	<input type="radio"/> 1 SBD <input type="radio"/> 5 FUNDAID <input type="radio"/> 2 NEDCO <input type="radio"/> 6 HOPE <input type="radio"/> 3 MEL <input type="radio"/> 7 PROFED <input type="radio"/> 4 MICROFIN <input type="radio"/> 8 O
02	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Months	<input type="radio"/> 1 NMWA <input type="radio"/> 2 I <input type="radio"/> 3 R/L/O <input type="radio"/> 4 OC <input type="radio"/> 5 O _____	<input type="radio"/> 1 SBL <input type="radio"/> 2 FS <input type="radio"/> 3 LB <input type="radio"/> 4 CUL <input type="radio"/> 5 O _____ <div style="text-align: right;">(Go to Section 7)</div>	<input type="radio"/> 1 SBD <input type="radio"/> 5 FUNDAID <input type="radio"/> 2 NEDCO <input type="radio"/> 6 HOPE <input type="radio"/> 3 MEL <input type="radio"/> 7 PROFED <input type="radio"/> 4 MICROFIN <input type="radio"/> 8 O
03	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Months	<input type="radio"/> 1 NMWA <input type="radio"/> 2 I <input type="radio"/> 3 R/L/O <input type="radio"/> 4 OC <input type="radio"/> 5 O _____	<input type="radio"/> 1 SBL <input type="radio"/> 2 FS <input type="radio"/> 3 LB <input type="radio"/> 4 CUL <input type="radio"/> 5 O _____ <div style="text-align: right;">(Go to Section 7)</div>	<input type="radio"/> 1 SBD <input type="radio"/> 5 FUNDAID <input type="radio"/> 2 NEDCO <input type="radio"/> 6 HOPE <input type="radio"/> 3 MEL <input type="radio"/> 7 PROFED <input type="radio"/> 4 MICROFIN <input type="radio"/> 8 O
04	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Months	<input type="radio"/> 1 NMWA <input type="radio"/> 2 I <input type="radio"/> 3 R/L/O <input type="radio"/> 4 OC <input type="radio"/> 5 O _____	<input type="radio"/> 1 SBL <input type="radio"/> 2 FS <input type="radio"/> 3 LB <input type="radio"/> 4 CUL <input type="radio"/> 5 O _____ <div style="text-align: right;">(Go to Section 7)</div>	<input type="radio"/> 1 SBD <input type="radio"/> 5 FUNDAID <input type="radio"/> 2 NEDCO <input type="radio"/> 6 HOPE <input type="radio"/> 3 MEL <input type="radio"/> 7 PROFED <input type="radio"/> 4 MICROFIN <input type="radio"/> 8 O
05	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Months	<input type="radio"/> 1 NMWA <input type="radio"/> 2 I <input type="radio"/> 3 R/L/O <input type="radio"/> 4 OC <input type="radio"/> 5 O _____	<input type="radio"/> 1 SBL <input type="radio"/> 2 FS <input type="radio"/> 3 LB <input type="radio"/> 4 CUL <input type="radio"/> 5 O _____ <div style="text-align: right;">(Go to Section 7)</div>	<input type="radio"/> 1 SBD <input type="radio"/> 5 FUNDAID <input type="radio"/> 2 NEDCO <input type="radio"/> 6 HOPE <input type="radio"/> 3 MEL <input type="radio"/> 7 PROFED <input type="radio"/> 4 MICROFIN <input type="radio"/> 8 O
06	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Months	<input type="radio"/> 1 NMWA <input type="radio"/> 2 I <input type="radio"/> 3 R/L/O <input type="radio"/> 4 OC <input type="radio"/> 5 O _____	<input type="radio"/> 1 SBL <input type="radio"/> 2 FS <input type="radio"/> 3 LB <input type="radio"/> 4 CUL <input type="radio"/> 5 O _____ <div style="text-align: right;">(Go to Section 7)</div>	<input type="radio"/> 1 SBD <input type="radio"/> 5 FUNDAID <input type="radio"/> 2 NEDCO <input type="radio"/> 6 HOPE <input type="radio"/> 3 MEL <input type="radio"/> 7 PROFED <input type="radio"/> 4 MICROFIN <input type="radio"/> 8 O
07	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Months	<input type="radio"/> 1 NMWA <input type="radio"/> 2 I <input type="radio"/> 3 R/L/O <input type="radio"/> 4 OC <input type="radio"/> 5 O _____	<input type="radio"/> 1 SBL <input type="radio"/> 2 FS <input type="radio"/> 3 LB <input type="radio"/> 4 CUL <input type="radio"/> 5 O _____ <div style="text-align: right;">(Go to Section 7)</div>	<input type="radio"/> 1 SBD <input type="radio"/> 5 FUNDAID <input type="radio"/> 2 NEDCO <input type="radio"/> 6 HOPE <input type="radio"/> 3 MEL <input type="radio"/> 7 PROFED <input type="radio"/> 4 MICROFIN <input type="radio"/> 8 O



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SECTION 7 TRAINING

ALL PERSONS 15 YEARS OLD AND OVER

INDIVIDUAL NO.	1) Is (N) currently attending (or ever attended) any skills training program? 1 Currently attending (CA) 2 Completed skills training (CST) 3 Dropped out of training (DOT) 4 Never attended (NA) <input type="checkbox"/> (Go to Q6)	2) If yes, what program was this? 1 YTEPP 2 NESC 3 Chivian Corp (CC) 4 Servot (S) 5 HYPE 6 Lifelong Learning Centre (LLC) 7 YAPA 8 GAPP 9 Other (O) (Specify) (Go to Section 8)	3) What skills is/has (N) learning/learned from attending this program? 1 Wood-working (WW) 13 Food preparation (FP) 2 Plumbing (P) 14 Other (O)(Specify) 3 Masonry (M) 4 Carpentry (C) 5 Welding/Fabricating (WF) 6 Electrical installation (EI) 7 Tile laying (TL) 8 Painting (P) 9 Garment construction (GC) 10 Hairdressing (H) 11 Agriculture/Horticulture (AH) 12 Cosmetology (C)
01	<input type="radio"/> 1 CA <input type="radio"/> 2 CST <input type="radio"/> 3 DOT <input type="radio"/> 4 NA (Go to Q6)	<input type="radio"/> 1 YTEPP <input type="radio"/> 6 LLC <input type="radio"/> 2 NESC <input type="radio"/> 7 YAPA <input type="radio"/> 3 CC <input type="radio"/> 8 GAPP <input type="radio"/> 4 S <input type="radio"/> 9 O _____ <input type="radio"/> 5 HYPE <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 WW <input type="radio"/> 8 P <input type="radio"/> 2 P <input type="radio"/> 9 GC <input type="radio"/> 3 M <input type="radio"/> 10 H <input type="radio"/> 4 C <input type="radio"/> 11 A/H <input type="radio"/> 5 W <input type="radio"/> 12 C <input type="radio"/> 6 EI <input type="radio"/> 13 FP <input type="radio"/> 7 TL <input type="radio"/> 14 O _____
02	<input type="radio"/> 1 CA <input type="radio"/> 2 CST <input type="radio"/> 3 DOT <input type="radio"/> 4 NA (Go to Q6)	<input type="radio"/> 1 YTEPP <input type="radio"/> 6 LLC <input type="radio"/> 2 NESC <input type="radio"/> 7 YAPA <input type="radio"/> 3 CC <input type="radio"/> 8 GAPP <input type="radio"/> 4 S <input type="radio"/> 9 O _____ <input type="radio"/> 5 HYPE <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 WW <input type="radio"/> 8 P <input type="radio"/> 2 P <input type="radio"/> 9 GC <input type="radio"/> 3 M <input type="radio"/> 10 H <input type="radio"/> 4 C <input type="radio"/> 11 A/H <input type="radio"/> 5 W <input type="radio"/> 12 C <input type="radio"/> 6 EI <input type="radio"/> 13 FP <input type="radio"/> 7 TL <input type="radio"/> 14 O _____
03	<input type="radio"/> 1 CA <input type="radio"/> 2 CST <input type="radio"/> 3 DOT <input type="radio"/> 4 NA (Go to Q6)	<input type="radio"/> 1 YTEPP <input type="radio"/> 6 LLC <input type="radio"/> 2 NESC <input type="radio"/> 7 YAPA <input type="radio"/> 3 CC <input type="radio"/> 8 GAPP <input type="radio"/> 4 S <input type="radio"/> 9 O _____ <input type="radio"/> 5 HYPE <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 WW <input type="radio"/> 8 P <input type="radio"/> 2 P <input type="radio"/> 9 GC <input type="radio"/> 3 M <input type="radio"/> 10 H <input type="radio"/> 4 C <input type="radio"/> 11 A/H <input type="radio"/> 5 W <input type="radio"/> 12 C <input type="radio"/> 6 EI <input type="radio"/> 13 FP <input type="radio"/> 7 TL <input type="radio"/> 14 O _____
04	<input type="radio"/> 1 CA <input type="radio"/> 2 CST <input type="radio"/> 3 DOT <input type="radio"/> 4 NA (Go to Q6)	<input type="radio"/> 1 YTEPP <input type="radio"/> 6 LLC <input type="radio"/> 2 NESC <input type="radio"/> 7 YAPA <input type="radio"/> 3 CC <input type="radio"/> 8 GAPP <input type="radio"/> 4 S <input type="radio"/> 9 O _____ <input type="radio"/> 5 HYPE <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 WW <input type="radio"/> 8 P <input type="radio"/> 2 P <input type="radio"/> 9 GC <input type="radio"/> 3 M <input type="radio"/> 10 H <input type="radio"/> 4 C <input type="radio"/> 11 A/H <input type="radio"/> 5 W <input type="radio"/> 12 C <input type="radio"/> 6 EI <input type="radio"/> 13 FP <input type="radio"/> 7 TL <input type="radio"/> 14 O _____
05	<input type="radio"/> 1 CA <input type="radio"/> 2 CST <input type="radio"/> 3 DOT <input type="radio"/> 4 NA (Go to Q6)	<input type="radio"/> 1 YTEPP <input type="radio"/> 6 LLC <input type="radio"/> 2 NESC <input type="radio"/> 7 YAPA <input type="radio"/> 3 CC <input type="radio"/> 8 GAPP <input type="radio"/> 4 S <input type="radio"/> 9 O _____ <input type="radio"/> 5 HYPE <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 WW <input type="radio"/> 8 P <input type="radio"/> 2 P <input type="radio"/> 9 GC <input type="radio"/> 3 M <input type="radio"/> 10 H <input type="radio"/> 4 C <input type="radio"/> 11 A/H <input type="radio"/> 5 W <input type="radio"/> 12 C <input type="radio"/> 6 EI <input type="radio"/> 13 FP <input type="radio"/> 7 TL <input type="radio"/> 14 O _____
06	<input type="radio"/> 1 CA <input type="radio"/> 2 CST <input type="radio"/> 3 DOT <input type="radio"/> 4 NA (Go to Q6)	<input type="radio"/> 1 YTEPP <input type="radio"/> 6 LLC <input type="radio"/> 2 NESC <input type="radio"/> 7 YAPA <input type="radio"/> 3 CC <input type="radio"/> 8 GAPP <input type="radio"/> 4 S <input type="radio"/> 9 O _____ <input type="radio"/> 5 HYPE <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 WW <input type="radio"/> 8 P <input type="radio"/> 2 P <input type="radio"/> 9 GC <input type="radio"/> 3 M <input type="radio"/> 10 H <input type="radio"/> 4 C <input type="radio"/> 11 A/H <input type="radio"/> 5 W <input type="radio"/> 12 C <input type="radio"/> 6 EI <input type="radio"/> 13 FP <input type="radio"/> 7 TL <input type="radio"/> 14 O _____
07	<input type="radio"/> 1 CA <input type="radio"/> 2 CST <input type="radio"/> 3 DOT <input type="radio"/> 4 NA (Go to Q6)	<input type="radio"/> 1 YTEPP <input type="radio"/> 6 LLC <input type="radio"/> 2 NESC <input type="radio"/> 7 YAPA <input type="radio"/> 3 CC <input type="radio"/> 8 GAPP <input type="radio"/> 4 S <input type="radio"/> 9 O _____ <input type="radio"/> 5 HYPE <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 WW <input type="radio"/> 8 P <input type="radio"/> 2 P <input type="radio"/> 9 GC <input type="radio"/> 3 M <input type="radio"/> 10 H <input type="radio"/> 4 C <input type="radio"/> 11 A/H <input type="radio"/> 5 W <input type="radio"/> 12 C <input type="radio"/> 6 EI <input type="radio"/> 13 FP <input type="radio"/> 7 TL <input type="radio"/> 14 O _____



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SECTION 8 INCOME AND BENEFITS
ALL PERSONS 15 YEARS AND OVER

INDIVIDUAL NO.	1) What is (N's) gross monthly income from employment and/or own business (less business expenses)? (Interviewer please see Q12 on Section 6) 1 Main job (MJ) 2 Secondary job (SJ) 3 Other job (OJ)	2) Did (N) receive any of the following benefits? (More than one response can be completed) 1 Public assistance 2 Old age pension 3 Worker retirement benefit 4 National Insurance retirement benefit 5 Disability grant 6 Other	3) During the past 12 months did (N) receive money in cash or kind from the following sources? (More than one response can be completed) 1 Money support sent for children by parent/s living abroad 2 Money sent by other relative residing abroad 3 Money from other relatives/friends living in Trinidad and Tobago 4 Lottery and other game of chance winnings 5 Other source
01	<div> <div></div> MJ <div></div> SJ <div></div> OJ </div>	<div> <div></div> 1 <div></div> 4 <div></div> <div></div> 2 <div></div> 5 <div></div> <div></div> 3 <div></div> 6 <div></div> </div>	<div> <div></div> 1 <div></div> <div></div> 2 <div></div> <div></div> 3 <div></div> <div></div> 4 <div></div> <div></div> 5 <div></div> </div>
02	<div> <div></div> MJ <div></div> SJ <div></div> OJ </div>	<div> <div></div> 1 <div></div> 4 <div></div> <div></div> 2 <div></div> 5 <div></div> <div></div> 3 <div></div> 6 <div></div> </div>	<div> <div></div> 1 <div></div> <div></div> 2 <div></div> <div></div> 3 <div></div> <div></div> 4 <div></div> <div></div> 5 <div></div> </div>
03	<div> <div></div> MJ <div></div> SJ <div></div> OJ </div>	<div> <div></div> 1 <div></div> 4 <div></div> <div></div> 2 <div></div> 5 <div></div> <div></div> 3 <div></div> 6 <div></div> </div>	<div> <div></div> 1 <div></div> <div></div> 2 <div></div> <div></div> 3 <div></div> <div></div> 4 <div></div> <div></div> 5 <div></div> </div>
04	<div> <div></div> MJ <div></div> SJ <div></div> OJ </div>	<div> <div></div> 1 <div></div> 4 <div></div> <div></div> 2 <div></div> 5 <div></div> <div></div> 3 <div></div> 6 <div></div> </div>	<div> <div></div> 1 <div></div> <div></div> 2 <div></div> <div></div> 3 <div></div> <div></div> 4 <div></div> <div></div> 5 <div></div> </div>
05	<div> <div></div> MJ <div></div> SJ <div></div> OJ </div>	<div> <div></div> 1 <div></div> 4 <div></div> <div></div> 2 <div></div> 5 <div></div> <div></div> 3 <div></div> 6 <div></div> </div>	<div> <div></div> 1 <div></div> <div></div> 2 <div></div> <div></div> 3 <div></div> <div></div> 4 <div></div> <div></div> 5 <div></div> </div>
06	<div> <div></div> MJ <div></div> SJ <div></div> OJ </div>	<div> <div></div> 1 <div></div> 4 <div></div> <div></div> 2 <div></div> 5 <div></div> <div></div> 3 <div></div> 6 <div></div> </div>	<div> <div></div> 1 <div></div> <div></div> 2 <div></div> <div></div> 3 <div></div> <div></div> 4 <div></div> <div></div> 5 <div></div> </div>
07	<div> <div></div> MJ <div></div> SJ <div></div> OJ </div>	<div> <div></div> 1 <div></div> 4 <div></div> <div></div> 2 <div></div> 5 <div></div> <div></div> 3 <div></div> 6 <div></div> </div>	<div> <div></div> 1 <div></div> <div></div> 2 <div></div> <div></div> 3 <div></div> <div></div> 4 <div></div> <div></div> 5 <div></div> </div>



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ALL PERSONS 15 YEARS AND OVER

INDIVIDUAL NO.

4) Does (N) save money in any of the following? (More than one response can be completed)

- 1 Commercial Bank
2 Credit Union
3 Unit Trust
4 Sou Sou
5 Other (Specify)

If Yes, state amount in TT\$ in the past 12 months.

01

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

02

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

03

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

04

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

05

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

06

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

07

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No



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ALL PERSONS 15 YEARS AND OVER

INDIVIDUAL NO.

4) Does (N) save money in any of the following? (More than one response can be completed)

- 1 Commercial Bank
2 Credit Union
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4 Sou Sou
5 Other (Specify)

If Yes, state amount in TT\$ in the past 12 months.

01

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

02

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

03

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

04

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

05

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

06

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No

07

- 1 Commercial bank ☐ 1 Yes ☐ 2 No
- 2 Credit Union ☐ 1 Yes ☐ 2 No
- 3 Unit Trust ☐ 1 Yes ☐ 2 No
- 4 Sou Sou ☐ 1 Yes ☐ 2 No
- 5 Other ☐ 1 Yes ☐ 2 No



HEAD OF HOUSEHOLD

SECTION 9 PERSONAL SAFETY AND CRIME

1) Are you or any member of your household fearful of crime at this time?

- ☐ 1 Yes
☐ 2 No (Go to Q3)

2) If yes, which of the following type of crime is feared most?

- | Crime against the person | Crime against property |
|---|---|
| <input type="radio"/> 1 Murder | <input type="radio"/> 8 Robbery |
| <input type="radio"/> 2 Manslaughter | <input type="radio"/> 9 Larceny/Theft |
| <input type="radio"/> 3 Assault and Battery | <input type="radio"/> 10 Arson |
| <input type="radio"/> 4 Rape | <input type="radio"/> 11 Burglary |
| <input type="radio"/> 5 Kidnapping | <input type="radio"/> 12 Praedial Larceny |
| <input type="radio"/> 6 Abduction | <input type="radio"/> 13 Other |
| <input type="radio"/> 7 Domestic Violence | <input type="radio"/> 99 Not Stated (Specify) |

3) Has anyone from the household been a victim of any of the following types of crime over the past twelve months?

(More than one circle can be shaded)

- | | |
|---|---|
| <input type="radio"/> 1 Murder | <input type="radio"/> 8 Robbery |
| <input type="radio"/> 2 Manslaughter | <input type="radio"/> 9 Larceny/Theft |
| <input type="radio"/> 3 Assault and Battery | <input type="radio"/> 10 Arson |
| <input type="radio"/> 4 Rape | <input type="radio"/> 11 Burglary |
| <input type="radio"/> 5 Kidnapping | <input type="radio"/> 12 Praedial Larceny |
| <input type="radio"/> 6 Abduction | <input type="radio"/> 13 Other |
| <input type="radio"/> 7 Domestic Violence | <input type="radio"/> 14 None (Go to Q6) |

4) Was/were any of the crime(s) reported?

- ☐ 1 Yes
☐ 2 No (Go to Q6)

5) What was the result?

- ☐ 1 Action taken by the police
☐ 2 No action taken by the police

6) Has anyone from this household ever been convicted of any of the following types of crime in the past five years?

(More than one circle can be shaded)

- | | |
|---|---|
| <input type="radio"/> 1 Murder | <input type="radio"/> 8 Robbery |
| <input type="radio"/> 2 Manslaughter | <input type="radio"/> 9 Larceny/Theft |
| <input type="radio"/> 3 Assault and Battery | <input type="radio"/> 10 Arson |
| <input type="radio"/> 4 Rape | <input type="radio"/> 11 Burglary |
| <input type="radio"/> 5 Kidnapping | <input type="radio"/> 12 Praedial Larceny |
| <input type="radio"/> 6 Abduction | <input type="radio"/> 13 Other |
| <input type="radio"/> Domestic Violence | <input type="radio"/> 14 Not Stated |

7) Is there anyone from this household currently in prison?

- ☐ 1 Yes
☐ 2 No

8) In your opinion what would you say are the main causes of serious crime in the country today?

_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

9) What are the major types of crime prevention measures your and your household have taken in the last five years?

(More than one circle can be shaded)

- ☐ 1 Installed burglarproofing
☐ 2 Installed burglar alarm system
☐ 3 Take part in a community crime watch
☐ 4 Keep guard dogs
☐ 5 Employ security guards
☐ 6 Other measures (Specify)
☐ 7 No measures taken



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SECTION 10 -Expenditure (To be answered by Head of Household or Informed Adult)			
(A) Annual and Quarterly Expenditure			
Part 1. ANNUAL EXPENDITURE			
	9.1 (a) Have you spent on any..... during the last twelve months? 1 Yes (Y) 2 No (N)	9.1 (b) How much did you spend? Amount \$TT	
101	Life Insurance	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
102	Fire Insurance	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
103	Automobile Insurance	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
104	Repayment of Loans	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
105	Legal Services	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
106	Income Tax	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
107	Other Taxes (excluding VAT)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
108	Credit Union Shares	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
109	Other Financial	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
Other Annual Expenses			
201	Transport-Own Vehicles (Cars, Bikes, etc.)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
202	Furniture and Furnishings	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
203	Repairs to House	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
204	Household Appliances and Equipment	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
205	Income Tax	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
206	Other Household Supplies	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
207	School Books	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
208	School Uniforms	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
209	All Other Annual	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
Part 2. QUARTERLY EXPENDITURE			
	9.2 (a) Have you spent on any..... during the last three months?	9.2 (b) How much did you spend?	
301	Adult Shoes	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
302	Adult Clothing	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
303	Children Shoes	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
304	Children Clothing	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
305	Medical Expenses	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
306	Vehicle Repairs, Tyres and Other Vehicle Expenses	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
307	Kitchen Utensils and cutlery	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
308	School Fees	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
309	Domestic Help	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>
310	All Other Quarterly	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>

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SECTION 10 - Expenditure

HOUSEHOLD CONSUMPTION EXPENDITURE ON FOOD AND NON-FOOD ITEMS						
	1) Have you purchased any In the last week/month?	2) How much did you spend on .....during the last seven (7) days?	3) How much did you spend on .....during the last four (4) weeks ?	4) During the past four weeks have you eaten any of the following items produced in the home or received as gift?	5) How much would it cost to buy the amount of eaten in the home and/or received as gifts during the past four weeks?	6) How much would it cost to buy the amount of home produced...eaten in the home during the last four weeks?
	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)
Bakery Products						
401 White bread	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
402 Whole wheat bread	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
403 Hops	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
404 Buns and cakes	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
405 Pastries	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
406 Salted biscuits (locally made)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
407 Salted biscuits (Imported)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
408 Sweet biscuits /cookies (locally made)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
409 Sweet biscuits/cookies (Imported)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
410 All other biscuits (locally made)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
411 All other biscuits (Imported)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
412 Other bakery products	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
Cereal Products						
413 Rice (counter)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
414 Rice (package)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
415 Rice (local)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
416 Flour (counter)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
417 Flour (Packaged)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
418 Flour (whole wheat)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
419 Cornmeal (local)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
420 Cornmeal (Imported)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>



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SECTION 10 - Expenditure

HOUSEHOLD CONSUMPTION EXPENDITURE ON FOOD AND NON-FOOD ITEMS							
	1) Have you purchased any In the last week/month?	2) How much did you spend on .....during the last seven (7) days?	3) How much did you spend on .....during the last four (4) weeks ?	4) During the past four weeks have you eaten any of the following items produced in the home or received as gift?	5) How much would it cost to buy the amount of eaten in the home and/or received as gifts during the past four weeks?	6) How much would it cost to buy the amount of home produced...eaten in the home during the last four weeks?	
	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	
421	Animal feed	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
422	Other cereals (e.g. macaroni pasta noodles)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
423	Cornflakes	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
424	Oats	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
425	farine	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
426	Cream of wheat, wheat germ, sago	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
427	Other breakfast cereals	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
428	Other breakfast foods (arrowroot)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
429	Prepared Cereal Mixes Cake mix	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
430	Pancake and waffle mix	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
431	Other mixes	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
432	Beef Fresh and Frozen Veal	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
433	Stew	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
434	Steak	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
435	Roast	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
436	Minced meat	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
437	Beef liver	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
438	Calf liver	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
439	Cowheel	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
440	Kidney	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>



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SECTION 10 - Expenditure

HOUSEHOLD CONSUMPTION EXPENDITURE ON FOOD AND NON-FOOD ITEMS

	1) Have you purchased any In the last week/month?	2) How much did you spend on .....during the last seven (7) days?	3) How much did you spend on .....during the last four (4) weeks ?	4) During the past four weeks have you eaten any of the following items produced in the home or received as gift?	5) How much would it cost to buy the amount of eaten in the home and/or received as gifts during the past four weeks?	6) How much would it cost to buy the amount of home produced...eaten in the home during the last four weeks?
	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)
441	Tripe	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
442	Tongue	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
443	Cowhead	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
444	Oxtail	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
445	Other	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
446	Pork (Fresh and Frozen) Pork chops	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
447	Pork roast	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
448	Pork ribs	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
449	Other cuts	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
450	Pig feet	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
451	Hog head	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
452	Heart, brain	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
453	Blood pudding	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
454	Other pork items	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
455	Mutton (fresh and frozen) lamb (leg shank)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
456	Lamb (stew neck)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
457	Goat (boneless)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
458	Goat (other cuts)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
459	Other mutton (specify)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
460	Other meat (fresh or frozen)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>



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SECTION 10 - Expenditure

HOUSEHOLD CONSUMPTION EXPENDITURE ON FOOD AND NON-FOOD ITEMS							
	1) Have you purchased any in the last week/month?	2) How much did you spend on during the last seven (7) days?	3) How much did you spend on during the last four (4) weeks?	4) During the past four weeks have you eaten any of the following items produced in the home or received as gift?	5) How much would it cost to buy the amount of eaten in the home and/or received as gifts during the past four weeks?	6) How much would it cost to buy the amount of home produced eaten in the home during the last four weeks?	
		1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)
461	Deer	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
462	Rabbit	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
463	Wild meat (agouti, maniocou)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
464	Preserved meats Salted beef	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
465	Salted pork (pig tails, feet)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
466	Ham	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
467	Bacon	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
468	Sausage bologna, salami	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
469	Hot dogs	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
470	Comed beef	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
471	Salmon	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
472	Mackerel	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
473	Tuna	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
474	Sardines	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
Poultry - Fresh or Frozen							
475	Whole chicken	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
476	Chicken parts (breast, thighs, legs)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
477	Chicken wings	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
478	Chicken feet	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
479	Back and necks	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
480	Chicken liver, kidneys	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>



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SECTION 10 - Expenditure

HOUSEHOLD CONSUMPTION EXPENDITURE ON FOOD AND NON-FOOD ITEMS

	1) Have you purchased any in the last week/month?	2) How much did you spend on .....during the last seven (7) days?	3) How much did you spend on .....during the last four (4) weeks ?	4) During the past four weeks have you eaten any of the following items produced in the home or received as gift?	5) How much would it cost to buy the amount of eaten in the home and/or received as gifts during the past four weeks?	6) How much would it cost to buy the amount of home produced.....eaten in the home during the last four weeks?
	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)
481	Turkey (local)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
482	Turkey (imported)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
483	Duck	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
484	Other poultry	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
485	Fish-Fresh or Frozen King fish	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
486	Carfte	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
487	Red Snapper	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
488	Flying Fish	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
489	Grouper	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
490	White Fish	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
491	Cavall	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
492	Bonito	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
493	Salmon	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
494	Tuna	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
495	Talapia	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
496	Crab	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
497	Cascadura	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
498	Cro Cro	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
499	Shrimp	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
500	Herring	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>

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SECTION 10 - Expenditure

HOUSEHOLD CONSUMPTION EXPENDITURE ON FOOD AND NON-FOOD ITEMS

	1) Have you purchased any In the last week/month?	2) How much did you spend on .....during the last seven (7) days?	3) How much did you spend on .....during the last four (4) weeks ?	4) During the past four weeks have you eaten any of the following items produced in the home or received as gift?	5) How much would it cost to buy the amount of eaten in the home and/or received as gifts during the past four weeks?	6) How much would it cost to buy the amount of home produced...eaten in the home during the last four weeks?
	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)
501	Shark	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
502	Lobster	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
503	Oyster	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
504	Other Fish	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
505	Salted Cod	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
506	Salted Fish (Other)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
507	Smoked Herring	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
508	Canned Salmon	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
509	Canned Sardines	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
510	Canned Tuna	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
511	Other (specify)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Other Food, Drink and Tobacco						
512	Milk Products Fresh	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
513	Milk Products sweetened/condensed /Evaporated	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
514	Milk Products Dry, pasteurized	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
515	Butter	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
516	Cheese	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
517	Eggs	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
518	Fats and oils	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
519	Fresh fruit	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
520	Canned/Dried Fruits	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



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SECTION10 - Expenditure

HOUSEHOLD CONSUMPTION EXPENDITURE ON FOOD AND NON-FOOD ITEMS

	1) Have you purchased any In the last week/month?	2) How much did you spend on .....during the last seven (7) days?	3) How much did you spend on .....during the last four (4) weeks ?	4) During the past four weeks have you eaten any of the following items produced in the home or received as gift?	5) How much would it cost to buy the amount of eaten in the home and/or received as gifts during the past four weeks?	6) How much would it cost to buy the amount of home produced...eaten in the home during the last four weeks?
	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)	Amount (\$)
521	Fruit Juices	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
522	Green and other Vegetables	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
523	Dried vegetables Pulses	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
524	Root Vegetables	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
525	Other Starchy Foods	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
526	Sugar	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
527	Confectionery and syrups	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
528	Tea/Coffee/Cocoa	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
529	Condiments and Sauces	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
530	Prepared and partially prepared foods	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
531	Meals out,Boarding lunch	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
532	Chicken and chips	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
533	Fried chicken	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
534	Sandwiches, doubles, hamburgers, hotdogs	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
535	Roti	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
536	Fried rice and chow mein	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
537	Total Food (Lump Sum)	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
538	Non alcoholic drinks	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
539	Alcoholic drinks	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>
540	Tobacco	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/>	<input type="text"/>


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	7) Have you purchased or spent on any during the last four weeks?	8) How much did you spend on ...during the last four weeks?	9) During the last four weeks did this household receive any... as a gift?	10) How much would it cost to buy the items received as gift during the last four weeks?
	1 Yes (Y) 2 No (N)	Amount (\$)	1 Yes (Y) 2 No (N)	Amount (\$)
535	Laundry supplies (bleach, soap, starch ...) <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
536	Toiletries and personal care items <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
537	Cooking gas and related items <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
538	Kitchen supplies (matches, garbage bags, napkins...) <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
539	Reading material (magazines, newspapers, novels ...) <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
540	Recreation (concerts, cinema, parties and other entertainment) <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
541	Sporting activity, club membership etc. <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
542	Telephone, telegram, cable and stamps <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
543	Hired transport <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
544	Other <input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> 1 Y <input type="radio"/> 2 N	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



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REMARKS

General Comments of Enumerator/Supervisor	
Enumerator's Signature..... Supervisor's Signature.....	
Specific Comments related to INDIVIDUAL MEMBERS OF HOUSEHOLD	
01	
02	
03	
04	
05	
06	
07	

TECHNICAL APPENDIX II

MODELING POVERTY IN TRINIDAD AND TOBAGO

THE RISK OF BEING POOR IN TRINIDAD AND TOBAGO – A LOGISTIC REGRESSION MODEL

PREAMBLE

This logistic regression model for Trinidad and Tobago is an enhancement to work done by this (See Henry, St Catherine, 2004) and a number of researchers in other parts of the world (see: Marc Ruben 1996, Ranjan Ray 1999, Alemayehu Geda 2001 etc.). The techniques applied in this exercise have been elaborated in various methodological texts which treat with the specification of models with a dichotomous dependent variable (see: Maddala 1983, Aldrich and Nelson 1984, provide the bibliographic references at the bottom too). The variable in focus, namely, poverty, takes one of two conditions for every household in the micro-dataset under consideration (Trinidad and Tobago SLC 2005) that is, poor or non-poor.

The logit model applied in this study attempts to establish the chances for a given household of being poor, given various conditioning factors usually including, but not restricted to, age, gender, adult equivalent household size¹⁷, education, sector of employment, region, unemployment and being out of the labour force, and so on. The choice of exogenous variables made is based on confounding and effect modifying (interaction) impacts they create, but final selection is based on theory, precedent of use in other studies and limitations in the Trinidad and Tobago household micro dataset. Several different variable types are used based on inherent natural contrast, such as, the unemployed in contrast to the employed and non participants in the labour force, Indian as opposed to black in the case of ethnicity of the head of household; for gender, it is male versus female headed households. Variables such as age and adult equivalent family size are continuous variables and their impact on the condition of poverty is interpreted in terms of what percentage contribution one additional year or one additional equivalent adult household member would add to the odds of being poor, respectively. We also in this model utilize variables where contrasts are less clear-cut. Should a specific region or definitional proxy to a region (urban/rural) be included or should all regions be considered in relation to a computed average region or a chosen baseline region?

¹⁷ The use of adult equivalent scales in this study improves the specification of the absolute poverty line when compared to a per capita measure by according higher relative weights to adults over children. This study however does not explore the possibility of economies of household size in consumption which has been show in some studies to be significant (Ranjan Ray 1999).

The general form of the logistic regression model being tested is given below in the following equation:

$$Prob(poor) = \frac{1}{1 + e^{-(B_0 + B_1X_1 + \dots + B_pX_p)}}$$

or

$$\log\left(\frac{Prob(poor)}{Prob(not\ poor)}\right) = B_0 + B_1X_1 + \dots + B_pX_p$$

From this equation it can be seen that, the logistic regression coefficient for a variable is the change in the log odds associated with a one-unit change in the independent variable, when all other independent variables are held constant (assuming there are no other interaction terms in the model involving the variable).

This equation was defined in the first instance very broadly. Theory and prior research have shown that variables mentioned previously should be included as a matter of model validity, and hence are not removed in every case on the basis of tests of statistical significance since systematic as opposed to random error may result. In specifying the model, interaction effects between variables are considered and removal there from is done in the case of multiplicative variables which are too complex or which cause a rejection of the null hypothesis at the 5% level. These restrictions ensure the reduction of multi-collinearity errors and improve the interpretation of odds/risk ratios associated with the equation coefficients.

This model attempts to address the main issues which affects the quality of a logistic regression model, namely:

- Independence of observations
- Linearity of the relationship between the logit for poverty and the exogenous variables in question
- Model discrimination, that is, the model's ability to accurately predict poor household outcomes when compared to the occurrence of poor households
- Model calibration, that is, how well the predicted and observed probabilities of poor households match over the entire SLC 2005 micro dataset for Trinidad and Tobago
- Unusual cases in the micro dataset

MODEL DEFINITION

In arriving at the “gold standard” logistic regression equation we have refined the general hierarchically well formulated (HWF)¹⁸ model by a backward elimination procedure based on chi-squared test if interaction is involved. We were able to eliminate the vast majority of interaction terms which were not significant at the 10% level or better. In addition, we examined the inclusion of variables based on a forward elimination process using, score statistics and the Likelihood ratio test. Industry and occupation were, similar to region and education included as categorical variables; both of these variables proved to be statistically insignificant on the Wald chi-squared test at the 10% level and were therefore eliminated in the early stages of model refinement. The coding of industry precludes those who are unemployed from identifying themselves with their former employers. This meant that having an “occupation” is synonymous with being employed and perforce would reduce the risk of poverty, unless wage scales were severely depressed or highly skewed. A variable normally considered as an indicator of “un-met” basic housing needs, namely, number of persons per bedroom, though not usually considered from precedent set in other studies or by theory is also introduced for two reasons. Firstly, it is intuitively appealing to make an association between the risk of poverty and housing conditions of members of households as represented by the proxy number of persons per bedroom, since congested housing adversely impact on variables deemed to be essential in acquiring improved welfare, such as education. Secondly, and expectedly, the statistical properties of this variable in the model are very appealing and it significantly enhances the model’s overall validity based on Nagelkerke R² and likelihood ratio test results. The variables specified in the model are based on micro data, the records for which are defined at the household level and are as follows:

¹⁸ Tests about retention of lower order components are independent of coding.


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MODEL DIAGNOSTICS

This section focuses on tests presented below which prove that the underlying assumptions of a good logistic regression are not violated. These assumptions were stated in the introductory paragraphs to the model. Unlike classical regression analysis, logistic regression does not produce goodness of fit statistics that are unambiguous and universally accepted. Two of these summary model statistics (Cox and Snell R^2 , Nagelkerke R^2) are reported along with the individual wald statistics on a variable by variable basis and the likelihood ratio test for overall model validity. Note, that the R^2 measures presented are not to be confused with the R^2 measures used in linear regression analysis which are generally a lot higher.

Model Summary

Step	-2 Log likelihood	Cox & Snell Square	R Square
1	1649.283(a)	.213	.425

^aEstimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

In addition, we present two additional test of the “goodness of fit of this model”. These are namely, the classification table, which measures the ability of the model to predict that a household may be poor on the basis of a probability outcome of greater than 0.5 and the mean and standard deviation of the normalized residuals of the logistic regression which must be show to be very close to 1 and 0 respectively, these test follow:

Classification Table(a)

Observed			Predicted		
			pov		Percentage Correct
			0	1	
Step 1	Pov	0	3155	63	98.0
		1	266	134	33.5
	Overall Percentage				90.9

^aThe cut value is .500

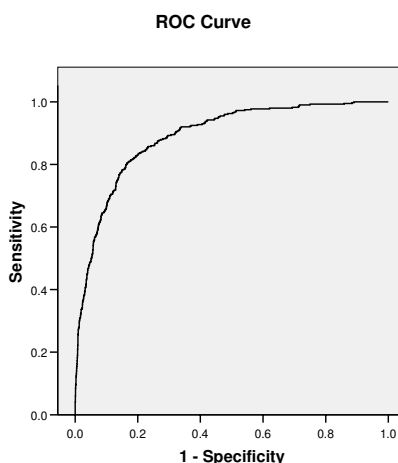
Statistics

Normalized residual

N	Valid	3621
	Missing	0
Mean		-.0169145
Std. Deviation		.93315368

Since the classification table replaces actual values with a cutoff value, 0.5 it is a poor indicator of model fit and must be used with a good deal of reservation. The mean and standard deviation of the logistic regression model are shown to be close to what is expected of a good model in keeping with assumptions underlying logistic regressions.

We also present the C Statistic (area under the ROC curve) of 0.89 as an indicator of the model's ability to discriminate. This statistic can take on a value between 0.5 and 1. A value of 0.5 indicates that the model is no better than flipping a coin in its ability to predict a poor household outcome. A value of 1 means that the model always assigns a higher probability to poor households than to non-poor households when poor households are observed. For this model we find that, in 89% of all possible pairs of cases in which a poor household is observed, the model assigns a higher probability of having poverty to the household. The C-Statistic follows:



Diagonal segments are produced by ties.

Area Under the Curve

Test Result Variable(s): Predicted probability

Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
			Lower Bound	Upper Bound
.890	.008	.000	.874	.906

The test result variable(s): Predicted probability has at least one tie between the positive actual state group and the negative actual state group. Statistics may be biased.

a. Under the nonparametric assumption

b. Null hypothesis: true area = 0.5

The last of the model diagnostic we present is an indicator of how well the predicted probabilities of the model match the observed probabilities over the entire range of values of the SLC 2005 micro dataset. For this we present the Hosmer and Lemeshow Test which follow:

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	10.892	8	.208

Contingency Table for Hosmer and Lemeshow Test

		pov = 0		pov = 1		Total
		Observed	Expected	Observed	Expected	
Step 1	1	362	361.221	0	.779	362
	2	359	359.063	3	2.937	362
	3	358	356.795	4	5.205	362
	4	361	353.863	1	8.137	362
	5	352	350.239	10	11.761	362
	6	346	344.946	16	17.054	362
	7	333	336.105	29	25.895	362
	8	322	320.840	40	41.160	362
	9	272	284.510	90	77.490	362
	10	156	153.418	207	209.582	363

This test indicates that the model is significant at the 1% level and therefore we can reject the null hypothesis that there is no difference between the observed and the household predicted as poor by the model.

Logistic Regression Results

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95.0% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	black	.582	.166	12.331	1	.000	1.790	1.293	2.477
	Ninc20	-.187	.017	115.307	1	.000	.829	.802	.858
	unemp	.189	.117	2.603	1	.107	1.208	.960	1.520
	perbed	.706	.067	109.777	1	.000	2.026	1.775	2.311
	region			97.112	18	.000			
	region(1)	-.722	.393	3.373	1	.066	.486	.225	1.050
	region(2)	.501	.274	3.333	1	.068	1.650	.964	2.824
	region(3)	1.330	.237	31.576	1	.000	3.783	2.378	6.017
	region(4)	.802	.223	12.918	1	.000	2.231	1.440	3.456
	region(5)	-.134	.308	.189	1	.664	.875	.478	1.600
	region(6)	.762	.194	15.467	1	.000	2.142	1.465	3.130
	region(7)	-.440	.413	1.134	1	.287	.644	.287	1.447
	region(8)	-1.222	.629	3.779	1	.052	.295	.086	1.010
	region(9)	-.086	.325	.070	1	.792	.918	.485	1.736
	region(10)	.292	.425	.472	1	.492	1.339	.582	3.078
	region(11)	-.301	.269	1.256	1	.262	.740	.437	1.253
	region(12)	-.203	.196	1.072	1	.300	.816	.556	1.199
	region(13)	-.673	.226	8.882	1	.003	.510	.328	.794
	region(14)	-.586	.247	5.641	1	.018	.557	.343	.903
	region(15)	.334	.638	.274	1	.601	1.396	.400	4.876
	region(16)	-.935	.722	1.677	1	.195	.393	.095	1.616
	region(17)	.664	.425	2.444	1	.118	1.943	.845	4.467
	region(18)	.479	.759	.398	1	.528	1.615	.365	7.147
	mixed	.503	.190	7.007	1	.008	1.654	1.140	2.401
	adeq	.840	.067	156.054	1	.000	2.316	2.030	2.643
	EduQ			13.898	4	.008			
	EduQ(1)	.044	.162	.073	1	.788	1.044	.761	1.434
	EduQ(2)	-.622	.194	10.286	1	.001	.537	.367	.785
	EduQ(3)	-.343	.203	2.849	1	.091	.709	.476	1.057
	EduQ(4)	-17.318	3458.595	.000	1	.996	.000	.000	.
	dependents	-.265	.064	17.252	1	.000	.767	.677	.869
	Constant	-4.257	.229	344.852	1	.000	.014		

a. Variable(s) entered on step 1: black, Ninc20, unemp, perbed, region, mixed, adeq, EduQ, depend

INTERPRETATION OF THE RESULTS OF THE MODEL

Generally a negative coefficient indicates that the odds of being poor fall with an increase in the value of the variable under consideration. Therefore, as expected when household income increases by 5% the odds of the household being poor falls by 82.9%.

Most research on poverty has identified unemployment as a major contributing factor. The model estimated allows us to conclude that the additional unemployed (UNEMP) person in the household increases the risk of poverty for the household by 121%. This model was also tested with number of earners as an explanatory variable, while number of earners was significant only at the 5% level, its presence in the model adversely affected the Wald statistic of the unemployment variable and also reduced the model's overall validity. Consequently it was dropped from the model in favor of the unemployed which was not itself significant on the Wald statistic but improved the overall validity of the model based on the likelihood ratio test.

The adult equivalent (AQEQ) family size was included as a continuous variable in this model and is significant at the 1% level on the chi square distributed Wald test. The odds ratio $\text{Exp}(B)$ shown indicates that for each additional equivalent adult added to the household, the risk of poverty increases by 232%. This is not an unexpected result as larger household sizes are associated with greater levels of deprivation, social and material deficiencies.

The issue of race was also tested for both households headed by Indians (Indian) and African/negro (BLACK), at the 1% level the model showed that households headed by African/negro were poorer by a factor of 179%, proving that ethnicity, however controversial it may be, cannot be ignored as a criterion in poverty reduction projects. Moreover, the odds of a household being poor when headed by a person of mixed race increased by 165%. This group may be sociologically closer in cultural characteristics to the African.

Overcrowding at the household (PERBED) level was one of the most statistically significant variables affecting the determination of a poor household than any other. The improvement of housing conditions can, conditioning on the other variables included in this model improve the situation of the poor by up to 203%.

The issue of education when introduced as a categorical variable in the model (EDuQ) was significant at the 1% level. The components of this variable were classified, broadly as none, meaning no education (reference group), primary (EDQ(1)), secondary (EDuQ(2)), tertiary (EDuQ(3)), and university (EDuQ(4)). It is clear from the model that where the household head had secondary school education (EDQ(2)) the odds of the household being poor was reduced by 54% when compared to reference household heads who possessed no education. This is very

strong evidence in support of ensuring that poverty reduction be accompanied by very deliberate and sustained emphasis on secondary and by extension primary education (EDQ(1)).

The region variable (REGION) included shows the regional co-operations most affected by poverty and the odds associated with the extent of the problem for every regional cooperation. The odds of being poor for households in Sangre Grande are the highest at 378% greater than the average regional cooperation, while the Borough of Arima was least likely to be poor by a factor of 30%. The regional co-operations can be compared with each other using the odds ratios reported in the logistic regression table presented above.

TECHNICAL APPENDIX III

RANKING COMMUNITIES USING THE BASIC NEEDS INDEX

This listing contains Tobago communities but does not mention them by name, since Harold never gave me the names

cocode	cname	cscore	nhholds	emp	males	females	q6020
6201	CUMACA	32	15	23	33	31	26
1008	SEALOTS	35	485	613	874	813	953
3502	BRASSO SECO VILLAGE	35	156	148	264	171	289
5104	COCAL ESTATE/MAYARO	36	106	185	225	177	182
6301	BALANDRA	36	35	33	74	74	61
6303	RAMPANALGAS	36	80	108	182	163	164
8211	LOS IROS/ERIN	36	218	237	465	392	405
5103	CHARUMA VILLAGE	37	55	55	110	116	110
6401	BROOKLYN SETTLEMENT	37	87	65	155	149	167
3221	MARACAS	38	183	252	379	298	313
3503	LAS CUEVAS	38	201	258	384	325	378
6202	MELAJO	38	104	140	201	160	194
7406	LA RUFFIN	38	159	200	307	245	287
7407	LA SAVANNE	38	125	158	284	224	232
3239	MARACAS BAY	39	48	52	62	50	87
3323	ST. JOHN'S VILLAGE	39	97	144	219	200	185
4104	BRASSO VENADO	39	85	90	175	120	144
5110	MORA SETTLEMENT	39	88	79	173	165	158
5304	LA SAVANNE	39	234	239	442	415	463
6101	ANGLAIS SETTLEMENT	39	96	96	162	167	191
6106	MATELOT	39	145	147	275	211	305
6111	TOMPIRE	39	46	37	82	59	87
8110	GHEERAHOO	39	77	98	155	143	137
8203	CARAPAL	39	105	119	209	191	190
9911	CUSHE/NAVET	39	380	484	785	679	672
5109	MAFEKING	40	376	321	699	691	706
5402	MAINFIELD	40	8	8	15	10	21

cocode	cname	cscore	nhholds	emp	males	females	q6020
6108	MONTE VIDEO	40	40	58	75	65	76
6109	SAN SOUCI	40	147	156	273	199	281
6302	MATURA	40	353	374	674	623	687
6406	MORIN BAY	40	84	90	163	141	157
6407	NORTH MANZANILLA	40	102	81	152	136	184
6604	FOUR ROADS - TAMANA	40	175	217	312	316	312
7105	ROBERT VILLAGE	40	182	205	401	371	297
7402	BASSE TERRE	40	634	611	1377	1236	1152
7403	BON JEAN	40	91	94	184	179	158
7405	LA LUNE	40	277	223	546	495	530
7408	MARAC	40	88	76	187	167	167
7505	BROTHERS SETTLEMENT	40	83	77	177	153	133
7510	FIFTH COMPANY	40	290	336	622	604	531
3218	BEETHAM ESTATE	41	883	1095	1648	1610	1739
3406	CARAPO	41	599	860	1209	1092	1095
3415	HEIGHTS OF GUANAPO	41	251	360	514	461	434
3602	MUNDO NUEVO	41	117	139	229	209	189
4428	POINT LISAS (INDUSTRIAL ESTATE)	41	10	19	17	16	19
5113	UNION VILLAGE	41	386	402	799	742	640
5301	ABYSINIA VILLAGE (OILFIELD AREA)	41	32	37	41	40	58
5306	ORTOIRE	41	134	113	258	293	253
6103	GRAND RIVIERE	41	104	92	162	136	205
6104	L'ANSE NOIR	41	91	81	186	152	169
6502	CORYAL	41	244	279	579	484	427
6608	PLUM MITAN	41	371	488	791	687	643
8210	LOS CHAROS	41	45	33	70	84	85
8316	SALAZAR VILLAGE	41	334	380	717	631	602
8401	BAMBOO VILLAGE	41	134	173	288	261	244
8408	FULLERTON	41	157	174	357	306	279
9817	BICHE	41	671	704	1390	1162	1189
9925	MANZANILLA	41	570	581	1081	931	1025
3339	LOPINOT VILLAGE	42	278	392	572	503	540
3410	PEYTONVILLE	42	232	356	503	531	447
3416	WALLERFIELD	42	716	1094	1511	1388	1276
5209	POOLE	42	354	394	693	698	634
5305	MAYARO	42	621	617	1141	1211	1141
6107	MISSION	42	73	76	140	127	133
6304	SALYBIA VILLAGE	42	54	58	115	81	100

cocode	cname	cscore	nhholds	emp	males	females	q6020
7102	HINDUSTAN	42	212	222	439	379	347
7106	SIXTH COMPANY	42	716	769	1439	1406	1332
7230	ST. CLEMENTS	42	120	144	239	234	246
8005	POINT LIGOURE	42	399	399	695	637	734
8122	ROBERT HILL/SIPARIA	42	133	156	268	291	279
8206	ERIN PROPER	42	134	157	254	251	234
8309	GUAPO LOT 10	42	80	66	133	140	157
8407	COROMANDEL	42	307	367	598	553	497
8410	ICACOS	42	287	379	609	494	503
9505	TOBAGO – Golden Lane	42	108	132	208	199	200
9701	TOBAGO- Bloody Bay	42	31	38	59	71	54
9706	TOBAGO- Parlatuvier	42	90	90	154	124	169
9803	BLANCHISSEUSE	42	343	389	613	553	678
9819	SAN PEDRO	42	631	724	1270	1201	1033
9916	GUAYAGUAYARE	42	399	419	744	702	749
9937	TAMANA	42	366	431	724	686	615
9938	TODD'S STATION	42	169	227	343	294	296
1014	PORT OF SPAIN PORT AREA	43	3	4	5	4	5
3127	BAGATELLE	43	1160	1655	2132	2024	2172
3413	PINTO ROAD	43	1401	2034	2823	2752	2578
3604	TAMANA ROAD	43	49	70	94	83	83
4101	BRASSO CAPARO VILLAGE	43	76	101	156	130	120
4103	BRASSO TAMANA	43	54	69	113	83	93
5106	DEEP RAVINE/CLEAR WATER	43	97	107	200	189	160
5107	ECCLESVILLE	43	475	637	1051	897	788
5204	CANQUE	43	92	102	183	171	161
5308	RADIX	43	374	390	714	656	661
6102	CUMANA	43	327	313	566	494	615
6411	TURURE	43	394	518	815	780	736
6506	GUATOPAJARO	43	111	151	215	191	165
6507	HOWSEN VILLAGE	43	110	123	206	204	193
7234	USINE STE. MADELEINE	43	71	91	142	146	115
7302	CARATAL	43	123	162	236	229	192
7310	GUARACARA	43	122	176	263	238	197
7518	MATILDA	43	299	390	613	607	500
8004	HOLLYWOOD	43	191	189	342	339	345
8116	ORPOUCHE	43	488	618	977	1013	889
8125	SCOTT ROAD VILLAGE	43	200	255	390	372	316

cocode	cname	cscore	nhholds	emp	males	females	q6020
8129	ST. MARY'S VILLAGE	43	229	309	452	416	406
8212	PALO SECO	43	432	432	863	827	783
8311	PARRY LANDS SOUTH	43	261	298	458	495	484
8315	SOBO VILLAGE	43	444	519	814	839	790
9504	TOBAGO - Culloden	43	137	210	286	242	248
9919	INDIAN WALK	43	1133	1372	2379	2291	2096
9928	NAVET VILLAGE	43	531	690	1064	900	857
9936	ST. MARY'S VILLAGE	43	1329	1593	2753	2566	2308
9940	VALENCIA	43	1843	2608	3594	3410	3418
3008	CALVARY HILL	44	256	392	598	567	490
3113	INDUSTRIAL ESTATE	44	292	466	590	575	553
3203	PICTON	44	1000	1282	1832	1826	2126
3402	ARIMA HEIGHTS/TEMPLE VILLAGE	44	76	116	139	120	134
3407	LA LAJA	44	20	29	48	29	30
3603	TALPARO	44	355	464	713	645	595
4203	BRICKFIELD	44	222	335	443	416	372
4419	ORANGE VALLEY	44	254	365	556	532	405
5101	AGOSTINI VILLAGE	44	106	118	229	227	179
5202	BRICKFIELD/NAVET	44	141	166	266	233	228
5302	GRAND LAGOON	44	260	302	500	456	466
5307	PLAISANCE	44	197	235	387	361	367
5309	ST. JOSEPH VILLAGE	44	80	81	160	139	135
6110	TOCO	44	325	317	537	498	600
6403	FISHING POND	44	666	852	1304	1227	1159
6408	OROPOUCHE	44	378	475	798	722	628
6501	CARMICHAEL	44	49	55	87	76	77
6607	MARAJ HILL	44	295	389	589	599	490
7108	TABLELAND	44	146	217	330	287	231
7308	FORRES PARK	44	318	447	689	610	521
7313	MAYO	44	286	385	558	532	481
7317	POONAH	44	269	419	558	555	422
7410	MORUGA VILLAGE	44	87	102	175	137	153
7527	ST. JULIEN	44	342	444	681	643	582
8006	EGYPT VILLAGE	44	595	610	995	952	1069
8115	MORNE DIABLO	44	574	642	1099	1048	1012
8123	ROCHARD ROAD	44	871	1119	1821	1755	1396
8213	RANCHO QUEMADO	44	434	428	828	803	791
8214	SANTA FLORA	44	172	190	333	275	311

cocode	cname	cscore	nhholds	emp	males	females	q6020
8310	LA BREA	44	918	908	1451	1448	1788
8318	VANCE RIVER	44	285	324	497	530	542
8406	CHATHAM	44	421	424	764	702	722
9203	TOBAGO - Pembroke	44	253	330	479	486	488
9607	TOBAGO - Roxborough	44	389	496	814	792	742
9702	TOBAGO – Campbleton/Charlotteville	44	79	82	148	104	202
9704	TOBAGO – L'anse Fourmi	44	59	68	113	95	97
9802	BARRACKPORE	44	3285	4300	6636	6244	5267
9808	COCHRANE	44	321	320	499	530	650
9813	GONZALES (POINT FORTIN)	44	516	506	913	885	957
9907	CLAXTON BAY	44	1299	1641	2486	2537	2338
1012	EAST PORT OF SPAIN	45	3005	3579	4737	5011	6019
3128	PATNA VILLAGE	45	153	225	295	274	271
3206	EASTERN QUARRY	45	1261	1584	2084	2210	2618
3338	SURREY VILLAGE	45	170	217	303	298	306
4102	BRASSO MANUEL JUNCTION	45	90	113	169	145	144
4110	FLANAGIN TOWN	45	237	303	431	414	390
4112	GRAN COUVA	45	393	520	712	610	657
4115	PEPPER VILLAGE	45	133	197	267	226	221
4118	TABAQUITE	45	701	882	1468	1325	1122
4215	RAVINE SABLE	45	141	211	302	249	240
4220	WELCOME	45	305	435	665	590	475
4402	BASTA HALL	45	320	480	664	624	510
4410	DIAMOND	45	234	255	467	424	405
4420	OUPLAY VILLAGE	45	201	309	395	372	327
5203	BROTHERS ROAD	45	247	270	513	482	381
5206	FONROSE VILLAGE	45	164	222	351	307	251
5207	LIBERTVILLE	45	637	788	1259	1224	1067
6602	COAL MINE	45	468	608	881	853	884
7101	GEORGE VILLAGE	45	781	1030	1627	1498	1216
7314	PARFORCE	45	238	303	493	424	398
7318	RIVERSDALE	45	174	239	330	316	296
7319	SPRINGLAND/SAN FABIAN	45	214	298	445	437	355
7321	SUM SUM HILL	45	242	297	467	440	403
7502	BEN LOMOND	45	347	461	685	678	591
7517	LOTHIAN	45	253	368	532	463	416
7525	SISTERS VILLAGE	45	1008	1283	2017	1928	1634
8002	NEW VILLAGE	45	444	512	751	788	820

cocode	cname	cscore	nhholds	emp	males	females	q6020
8107	DELHI SETTLEMENT	45	817	854	1482	1479	1437
8112	LA FORTUNE/PLUCK	45	383	481	760	719	630
8113	MENDEZ VILLAGE	45	364	419	678	633	585
8130	SUDAMA VILLAGE	45	341	418	647	644	589
8205	ERIN/BUENOS AYRES	45	108	104	193	174	175
8208	LORENSOTTE	45	171	188	306	300	303
8209	LOS BAJOS	45	161	219	337	310	287
8405	CEDROS	45	220	247	423	380	365
9202	TOBAGO – Goodwood	45	281	392	538	487	519
9402	TOBAGO - Bethlehem	45	156	255	312	319	281
9503	TOBAGO - Castara	45	143	193	288	245	252
9705	TOBAGO – Lucy Vale	45	89	104	182	146	159
9820	ST. CROIX VILLAGE	45	1216	1506	2475	2218	1976
9924	MAMORAL NO.2	45	323	455	671	556	535
9929	NEW GRANT	45	1204	1504	2391	2282	2049
9939	TORTUGA	45	282	370	507	483	449
3104	BIG YARD	46	238	316	410	450	461
3130	BLUE BASIN	46	556	831	1013	1027	1018
3131	NORTH POST	46	78	96	153	135	160
3205	ST. BARBS	46	1281	1844	2411	2534	2578
3226	ROMAIN LANDS	46	219	305	377	447	428
3320	LA MANGO VILLAGE	46	172	233	330	330	327
3325	ST. AUGUSTINE SOUTH	46	209	315	425	371	391
4207	CARLSEN FIELD	46	555	916	1137	1080	878
4217	TODD'S ROAD	46	385	574	802	683	620
4304	FREDERICK SETTLEMENT	46	316	470	643	681	531
4421	PHOENIX PARK	46	377	502	744	712	611
6105	MAHOE	46	23	24	43	27	40
6402	CAIGUAL	46	123	156	229	195	202
6503	CUMUTO	46	837	1126	1633	1585	1354
7205	CLEGHORN AND MT. PLEASANT	46	158	187	304	292	269
7206	CORINTH	46	454	596	881	844	772
7227	PICTON	46	470	612	868	841	769
7307	FARNUM VILLAGE	46	207	265	420	412	328
7311	HERMITAGE	46	150	217	298	318	237
7324	UNION VILLAGE	46	312	383	617	630	536
7506	BUEN INTENTO	46	184	203	393	383	283
7507	CORYAL VILLAGE	46	408	526	801	776	641

cocode	cname	cscore	nhholds	emp	males	females	q6020
7508	DYERS VILLAGE	46	134	191	238	267	225
8114	MON DESIR	46	531	648	1031	983	842
8118	PENAL ROCK ROAD	46	990	1250	2017	1879	1534
8121	QUARRY VILLAGE	46	847	966	1498	1486	1469
8207	JACOB VILLAGE	46	184	145	322	336	316
8303	CHINESE VILLAGE	46	143	190	257	259	265
8314	ROUSILLAC	46	468	583	899	887	772
9201	TOBAGO - Glamorgan	46	160	205	278	294	338
9602	TOBAGO – Betsy's Hope	46	114	147	197	200	220
9603	TOBAGO – Delaford/ Louis D'or	46	178	232	367	353	310
9604	TOBAGO - Delaford	46	173	221	331	294	304
9606	TOBAGO – Kings Bay	46	67	101	136	114	124
9608	TOBAGO – Zion Hill	46	101	137	194	171	181
9703	TOBAGO - Charlotteville	46	262	321	465	476	503
9708	TOBAGO – Top Hill	46	167	234	325	302	318
9815	MATURITA	46	742	1028	1469	1482	1306
9821	ST. JOHN'S VILLAGE	46	429	560	869	839	697
9822	TULSA VILLAGE	46	273	345	538	465	414
9917	HARMONY HALL	46	295	411	566	566	462
9920	INDIAN TRAIL	46	253	382	545	513	408
2007	NAVET VILLAGE	47	94	107	162	173	172
2015	TAROUBA	47	309	460	653	610	484
3007	MOUNT PLEASANT	47	362	542	686	715	700
3120	WATER HOLE	47	888	1280	1682	1567	1651
3134	LE PLATTE	47	410	635	749	774	776
3135	PARAMIN	47	524	1085	1062	1000	926
3204	UPPER BELMONT	47	1066	1521	1921	1992	2209
3212	LAVENTILLE	47	3065	4017	5107	5469	6066
3215	MON REPOS	47	815	1051	1426	1533	1578
3216	MALICK	47	2108	2909	3741	3817	4075
3228	NEVER DIRTY	47	384	506	672	670	729
3229	FEBEAU VILLAGE	47	1055	1321	1817	1941	2023
3231	LA CANOA	47	914	1358	1766	1743	1696
3237	MOUNT D'OR	47	659	888	1111	1173	1206
3314	MARACAS/ST. JOSEPH	47	574	855	1196	1207	1064
3319	ACONO VILLAGE	47	423	619	833	762	786
3330	OROPUNA VILLAGE/PIARCO	47	317	491	645	596	529
4001	ENTERPRISE	47	2830	4065	5466	5405	5419

cocode	cname	cscore	nhholds	emp	males	females	q6020
4107	CHICKLAND	47	493	707	963	910	772
4219	WATERLOO	47	197	283	386	361	350
4424	SPRING VILLAGE	47	375	500	703	699	599
7204	CEDAR HILL	47	522	732	1049	988	883
7207	DEBE PROPER	47	1703	2449	3503	3305	2569
7217	LA FORTUNE	47	275	354	588	527	396
7219	LENGUA VILLAGE	47	148	192	310	280	237
7221	MONKEY TOWN	47	325	435	653	603	528
7223	PALMYRA	47	366	465	669	695	599
7224	PALMYRA VILLAGE/MT. STEWART	47	207	266	432	410	353
7232	STE. MADELEINE	47	560	680	989	1067	954
7301	BONNE AVENTURE	47	1022	1430	2006	1973	1646
7303	CEDAR HILL	47	254	343	519	478	389
7320	ST. MARGARET	47	638	776	1118	1113	1108
7516	LENGUA VILLAGE/BARRACKPORE	47	440	575	890	825	659
7521	PETIT CAFÉ	47	117	130	240	229	186
8003	FANNY VILLAGE	47	996	1111	1755	1747	1746
8105	CHARLO VILLAGE	47	548	791	1020	1032	910
8117	PENAL	47	3256	4251	6290	5991	5235
8215	WADDLE VILLAGE	47	303	311	516	514	526
8308	MON DESIR/SILVER STREAM	47	250	328	542	513	365
8319	VESSIGNY	47	156	199	311	333	275
8402	BOIS BOUGH	47	149	179	280	263	214
8409	GRANVILLE	47	109	113	201	165	166
9101	TOBAGO - Belmont	47	133	178	240	276	281
9105	TOBAGO – Hope Farm/ John Dial	47	105	156	167	183	214
9107	TOBAGO – Mt. St. George	47	338	509	652	665	593
9508	TOBAGO - Moriah	47	436	708	876	834	828
9601	TOBAGO – Argyle/ Kendall	47	115	145	212	220	201
9605	TOBAGO – Belle Gardens	47	99	122	173	180	194
9804	BORDE NARVE	47	438	567	860	846	689
9806	CAP DE VILLE	47	1198	1326	2186	2166	2048
9810	ECCLES VILLAGE	47	357	522	648	643	565
9909	CUNARIPO	47	430	631	900	857	719
9918	IERE VILLAGE	47	581	753	1140	1078	967
9923	MALGRETOUTE	47	690	939	1355	1332	1114
9931	RIO CLARO	47	861	1072	1657	1648	1439
9932	SANGRE CHIQUITO	47	757	1029	1517	1503	1278

cocode	cname	cscore	nhholds	emp	males	females	q6020
9933	SANGRE GRANDE	47	4150	5720	7985	7885	7290
2001	UNION VILLAGE	48	137	183	248	258	224
3136	SAUT DEAU	48	127	257	274	244	219
3144	DIBE/BELLE VUE	48	632	857	1101	1222	1258
3208	EL SOCORRO EXTENSION	48	561	827	1116	1052	917
3227	MARIE ROAD	48	93	145	168	191	207
3236	PETIT CURUCAYE	48	294	424	521	510	549
3332	CAURA	48	173	296	328	293	264
3334	KANDAHAR	48	517	738	949	897	898
3417	TUMPUNA ROAD	48	172	263	325	293	271
3601	SAN RAPHAEL/BRAZIL	48	1079	1546	2138	2084	1728
4007	LENDORE VILLAGE	48	422	605	804	834	755
4015	PETERSFIELD	48	194	311	407	408	330
4208	CHANDERNAGORE	48	603	955	1240	1246	920
4306	LAS LOMAS (NOS. 1 & 2)	48	896	1288	1832	1757	1385
4307	MADRAS SETTLEMENT	48	403	613	809	773	650
4405	CALIFORNIA	48	610	803	1132	1223	1019
4412	ESPERANZA	48	84	118	168	147	139
4413	FELICITY HALL	48	118	173	253	249	182
7208	DIAMOND	48	411	585	765	723	655
7214	HERMITAGE VILLAGE	48	678	1010	1334	1319	1055
7229	ST. CHARLES VILLAGE	48	239	298	463	458	381
7305	COROSAL	48	319	447	608	611	513
7325	WHITE LAND	48	157	228	315	299	232
7504	BROOMAGE	48	373	472	687	695	583
7515	KUMAR VILLAGE	48	221	316	445	411	359
8009	NEWLANDS	48	190	222	293	300	350
8011	TECHIER VILLAGE	48	464	454	732	717	859
8111	HARRIS VILLAGE	48	352	464	693	696	588
8127	SIPARIA	48	1600	1864	2763	2917	2838
8128	ST. JOHN	48	176	230	345	296	273
8132	THICK VILLAGE	48	816	1067	1580	1540	1281
8201	BEACH CAMP	48	122	157	230	203	196
9102	TOBAGO – Hope/Blenheim	48	170	291	283	271	343
9303	TOBAGO – Bethel/ Mt. Gomery	48	150	266	303	295	260
9316	TOBAGO – Signal Hill/ Patience Hill	48	210	311	364	383	388
9501	TOBAGO – Arnos Vale	48	68	104	119	143	114
9502	TOBAGO - Bethesda	48	278	362	468	459	511

cocode	cname	cscore	nhholds	emp	males	females	q6020
9816	PIPARO	48	291	378	527	530	456
9818	SAN FRANCIQUE	48	967	1198	1832	1775	1417
9823	SYNE VILLAGE	48	453	548	872	828	750
9921	KELLY VILLAGE	48	864	1226	1716	1607	1426
9945	CAPARO	48	611	927	1257	1176	987
1005	GONZALES	49	660	891	1092	1198	1272
1013	PORT OF SPAIN PROPER	49	909	1149	1406	1475	1713
2013	EMBACADERE	49	380	517	657	692	716
3101	CARENAGE	49	1148	1582	2099	2164	2199
3103	L'ANSE MITAN	49	344	513	694	663	655
3112	RICH PLAIN	49	657	948	1208	1232	1186
3145	UPPER ST. JAMES	49	842	1272	1532	1682	1598
3213	MORVANT	49	4350	5866	7442	7924	8742
3219	GRAN CURUCAYE	49	513	794	1000	955	887
3234	SOCONUSCO	49	218	349	475	397	355
3304	PASEA EXTENSION	49	602	933	1194	1146	962
3326	LA PAILLE VILLAGE	49	284	445	518	524	447
3327	CARONI VILLAGE	49	281	412	519	535	468
3337	RED HILL	49	488	756	960	990	871
4008	FELICITY	49	1571	2447	3256	3210	2430
4116	PREYSAL	49	1003	1448	1979	1941	1591
4202	ARENA	49	154	258	317	298	236
4204	BUTLER VILLAGE	49	198	302	428	398	322
4209	CHASE VILLAGE	49	977	1385	1793	1811	1605
4214	PALMISTE	49	394	611	789	728	599
4418	MOUNT PLEASANT	49	113	130	191	197	177
7216	JORDAN VILLAGE	49	111	160	238	220	177
7218	LA ROMAIN	49	2543	3471	4822	4776	4339
7225	PETIT MORNE	49	181	242	331	379	292
7235	WELLINGTON	49	285	402	556	543	435
7312	MACAULAY	49	588	818	1184	1122	939
7523	PRINCES TOWN PROPER	49	1892	2484	3495	3567	3178
8102	AVOCAT VILLAGE	49	512	677	959	921	768
8104	BATCHYIA VILLAGE	49	482	612	950	867	733
8106	DE GANNES VILLAGE	49	464	566	804	847	776
8109	FYZABAD	49	681	847	1202	1227	1168
8202	BENNET VILLAGE	49	177	208	303	319	300
8403	BONASSE VILLAGE	49	192	243	341	320	325

cocode	cname	cscore	nhholds	emp	males	females	q6020
9104	TOBAGO - Concordia	49	148	231	284	327	263
9312	TOBAGO – Patience Hill	49	165	251	316	311	340
9401	TOBAGO - Bethel	49	36	73	93	80	68
9506	TOBAGO – Les Coteaux	49	151	253	297	278	281
9507	TOBAGO – Mary's Hill	49	92	129	172	168	149
9801	BAMBOO GROVE	49	778	1167	1529	1467	1202
9814	LONGDENVILLE	49	2290	3345	4578	4292	3763
9915	GUAICO	49	701	951	1313	1331	1265
9935	ST. HELENA VILLAGE	49	781	1227	1607	1521	1194
2010	LOWER HILL SIDE	50	554	700	868	1052	1166
2018	VICTORIA VILLAGE	50	132	197	240	228	206
3126	GREEN HILL VILLAGE	50	466	701	835	877	820
3140	CAMERON ROAD	50	195	334	387	358	374
3301	ST. JOSEPH	50	1124	1636	1999	2145	1927
3311	AROUCA	50	2332	3291	4000	4132	4097
3318	SPRING VILLAGE	50	505	823	1022	990	767
3335	FIVE RIVERS	50	1103	1540	1928	2045	2009
3403	SHERWOOD PARK	50	620	895	1229	1183	1142
4002	MUNROE SETTLEMENT	50	333	491	706	671	466
4005	ESMERALDA	50	389	567	743	717	590
4105	CALCUTTA ROAD NO.2	50	367	508	746	741	538
4108	COALMINE	50	122	171	237	233	217
4311	WARREN VILLAGE	50	546	832	1072	1059	814
4406	CALCUTTA SETTLEMENT NO.2	50	136	212	292	316	201
4415	FRIENDSHIP	50	62	88	111	92	106
4417	Mc BEAN	50	1113	1698	2295	2323	1739
4422	POINT LISAS (PLIPDECO HOUSING)	50	583	772	1080	1053	955
7309	GASPARILLO	50	2581	3532	4720	4876	4050
7524	REFORM VILLAGE	50	260	382	471	481	407
9103	TOBAGO - Easterfield	50	158	223	291	293	296
9106	TOBAGO – Mason Hall	50	248	367	449	416	414
9304	TOBAGO – Calder Hall/ Friendsfield	50	100	187	176	196	201
9407	TOBAGO – Mt. Irvine/ Black Rock	50	144	179	241	248	275
9413	TOBAGO – Bon Accord	50	523	790	850	819	1036
9509	TOBAGO - Plymouth	50	290	419	502	492	522
9812	GOLCONDA	50	483	699	896	839	749
9906	CARAPICHAIMA	50	963	1431	1928	1897	1480
9944	ST. MARY'S VILLAGE	50	496	742	973	975	801

cocode	cname	cscore	nhholds	emp	males	females	q6020
2003	CITY PROPER	51	400	539	646	704	694
2006	PLEASANTVILLE	51	1393	2004	2559	2642	2386
2016	MARABELLA	51	2985	3708	5035	5282	5291
3115	COVIGNE	51	1012	1479	1796	1815	1878
3146	REST OF OFF-SHORE ISLANDS	51	41	45	62	28	88
3210	SAN JUAN	51	4115	5694	6867	6930	7323
3211	ARANGUEZ	51	1568	2437	2966	2934	2568
3217	PETIT BOURG	51	1362	1927	2280	2479	2516
3220	CANTARO VILLAGE	51	1006	1405	1855	1850	1683
3412	SAMAROO VILLAGE	51	380	585	731	727	685
4004	JERNINGHAM JUNCTION	51	1111	1730	2132	2144	1779
4010	ENDEAVOUR VILLAGE	51	691	1188	1471	1431	1044
4017	ST. THOMAS VILLAGE	51	102	126	162	178	172
4018	MONTROSE VILLAGE	51	952	1366	1669	1679	1575
4201	AGOSTINI VILLAGE	51	520	812	966	986	836
4403	BRECHIN CASTLE	51	90	145	190	183	127
4411	DOW VILLAGE	51	814	1318	1661	1639	1300
4425	ST. ANDREW'S VILLAGE	51	694	1042	1322	1287	1089
8120	PEPPER VILLAGE	51	738	927	1311	1314	1238
8312	POINT D'OR	51	387	404	693	681	661
9302	TOBAGO - Bagatelle	51	192	310	303	337	415
9404	TOBAGO – Buccoo/ Coral Gardens	51	194	309	327	350	369
9811	FRIENDSHIP	51	536	849	1129	1102	768
9913	FREEPORT	51	2421	3626	4747	4739	3681
9942	D'ABADIE	51	1141	1705	2083	2097	2314
1001	BELMONT	52	2897	3625	4189	4823	5263
1002	COCORITE	52	413	598	692	768	722
2005	MON REPOS	52	584	753	940	1041	999
2012	BROADWAY	52	132	212	243	276	231
3109	POWDER MAGAZINE	52	236	340	372	437	413
3110	SIMEON ROAD	52	720	1037	1209	1212	1254
3137	BEAU PRES	52	266	430	510	500	451
3302	TUNAPUNA	52	3833	5333	6440	6885	6945
3310	CANE FARM	52	341	499	631	613	570
3316	LA SEIVA VILLAGE	52	215	347	415	437	392
3343	MALONEY GARDENS	52	2314	3605	4168	4727	4528
4019	CHARLIEVILLE	52	1420	2249	2843	2802	2084
4302	CHIN CHIN	52	477	725	909	934	704

cocode	cname	cscore	nhholds	emp	males	females	q6020
4308	NANCOO VILLAGE	52	235	387	502	501	357
8010	POINT FORTIN PROPER	52	849	927	1229	1280	1448
8108	DOW VILLAGE	52	544	738	1059	971	896
8301	ARIPERO VILLAGE	52	588	832	1130	1097	906
9305	TOBAGO – Carnbee/ Patience Hill	52	97	134	162	181	156
9307	TOBAGO – Darrel Spring	52	462	662	683	711	848
9311	TOBAGO – Mount Marie	52	48	76	79	88	78
9313	TOBAGO - Scarborough	52	299	410	474	506	574
9405	TOBAGO - Canaan	52	375	579	603	643	707
9809	CUNUPIA	52	1748	2621	3441	3315	2625
2011	PARADISE	53	551	760	925	991	927
3001	ARIMA PROPER	53	2446	3495	4451	4678	4203
3207	EL SOCORRO	53	2273	3432	3792	3886	3814
3344	DINSLEY	53	523	845	1023	1078	843
3418	LA HORQUETTA	53	3141	4963	5673	6159	5726
4016	CHAGUANAS PROPER	53	584	886	1034	1098	1077
4423	POINT LISAS (NHA)	53	618	942	1069	1197	1294
7228	RAMBERT VILLAGE	53	306	445	558	593	437
9306	TOBAGO – Cinnamon Hill/ Govt House	53	275	411	421	468	525
9308	TOBAGO – Mount Grace	53	449	722	750	794	803
9309	TOBAGO – Idlewild/ Whim	53	478	750	793	828	873
9310	TOBAGO – Lambeau	53	358	505	519	578	628
9403	TOBAGO – Black Rock	53	273	442	471	489	474
9410	TOBAGO – Old Grange/ Sou Sou Land	53	255	354	413	402	611
9510	TOBAGO - Whim	53	96	162	169	173	153
9707	TOBAGO - Speyside	53	13	10	12	4	28
9805	BEJUCAL	53	343	525	682	641	473
2014	UNION PARK	54	578	875	1095	1098	955
2017	COCOYEA VILLAGE	54	1394	1875	2251	2518	2362
3005	TUMPUNA ROAD	54	1185	1755	2157	2221	1880
3107	LA PUERTA	54	970	1468	1654	1818	1726
3209	BARATARIA	54	2640	3670	4085	4494	4581
3235	LA PASTORA	54	539	827	1012	996	826
3341	CUREPE	54	2704	3592	4229	4448	4596
3411	OLTON ROAD	54	371	574	648	693	632
4401	BALMAIN	54	576	914	1141	1137	853
4404	BUCARRO	54	398	595	809	799	567
4427	WARREN VILLAGE	54	128	206	245	242	199

cocode	cname	cscore	nhholds	emp	males	females	q6020
7210	ESPERANCE VILLAGE	54	282	386	507	519	419
8101	APEX OIL FIELD	54	119	146	227	221	195
9411	TOBAGO – Orange Hill	54	67	116	118	123	101
9807	CHAMP FLEURS	54	600	871	1031	1062	998
2002	VISTABELLA	55	1324	1856	2229	2437	2113
3002	O'MEARA ROAD	55	659	1051	1213	1244	1055
3004	MALABAR	55	2193	3499	4097	4121	3791
3404	CLEAVER ROAD	55	104	150	193	199	182
3408	LA RESOURCE	55	245	396	516	503	399
4009	ST. CHARLES VILLAGE	55	1129	1784	2118	2084	1704
4409	COUVA CENTRAL	55	735	1024	1351	1388	1189
7209	DUNCAN VILLAGE	55	958	1369	1680	1748	1526
7226	PHILLIPINES	55	272	371	489	503	391
7316	PLAISANCE PARK	55	519	630	890	966	864
9406	TOBAGO – Crown Point	55	118	188	175	170	191
9412	TOBAGO – Carnbee/All Field Trace	55	232	348	358	374	401
9414	TOBAGO – Mt. Pleasant	55	147	205	249	262	276
3125	FOUR ROADS	56	720	1012	1106	1247	1328
3138	MARAVAL PROPER	56	1186	1784	2058	2116	1955
3224	MT. HOPE	56	399	548	637	711	689
3305	TACARIGUA	56	982	1486	1651	1773	1682
3306	MACOYA	56	461	673	809	868	757
3307	EL DORADO	56	1517	2317	2635	2808	2416
3312	BON AIR DEVELOPMENT	56	1350	2335	2577	2711	2222
3322	MOUNT ST. BENEDICT	56	10	13	18	15	16
3342	CENTENO	56	40	72	86	62	51
8204	DANNY VILLAGE	56	91	96	139	160	142
9314	TOBAGO- Sargeant Cain	56	118	162	171	196	192
9315	TOBAGO – Sherwood Park	56	152	208	236	239	250
9408	TOBAGO - Lowlands	56	253	375	437	421	412
1010	ST. JAMES	57	1735	2318	2586	2893	2982
2004	ST. JOSEPH VILLAGE	57	521	682	846	908	813
3106	POINT CUMANA	57	339	524	606	668	581
3129	RIVER ESTATE	57	389	596	717	766	677
3303	ST. AUGUSTINE	57	971	1346	1517	1649	1559
4210	EDINBURGH VILLAGE	57	234	390	432	440	342
9317	TOBAGO – Spring Garden/ Signal Hill	57	206	298	310	362	333
2021	MARAJ LANDS	58	358	463	554	616	516

cocode	cname	cscore	nhholds	emp	males	females	q6020
3132	ST. LUCIEN ROAD	58	471	772	840	855	753
3232	SANTA CRUZ	58	250	418	453	490	369
3315	LA BAJA	58	188	305	393	387	295
3336	BON AIR WEST DEVELOPMENT	58	424	697	676	768	756
3348	ERIC WILLIAMS MEDICAL SCIENCES COMPLEX	58	80	51	174	182	190
1007	NEWTOWN	59	269	308	314	373	456
2008	LES EFFORTS WEST	59	612	838	965	1067	952
3124	BOISSIERE	59	399	564	581	698	624
2009	LES EFFORTS EAST	60	337	439	492	601	515
3003	CARIB HOMES	60	123	192	234	231	222
3111	DIEGO MARTIN PROPER	60	1473	2218	2391	2618	2225
3202	ST. ANNS	60	698	991	1100	1165	1116
3223	MT. LAMBERT	60	531	753	824	921	803
3233	SAM BOUCAUD	60	394	618	711	722	571
4012	EDINBURGH 500	60	904	1460	1478	1634	1373
4013	EDINBURGH GARDENS	60	234	360	415	417	322
4109	FAIRVIEW	60	149	226	267	270	212
8306	FOREST RESERVE	60	9	8	22	22	11
9409	TOBAGO – Milford Court/Pigeon Pt.	60	146	261	235	265	272
1011	WOODBROOK	61	1202	1535	1578	1993	1911
3121	FORT GEORGE	61	79	100	132	125	113
3133	PETIT VALLEY	61	2415	3670	3923	4217	3592
4117	SPRING VILLAGE	61	304	476	565	573	386
7203	CANAAN VILLAGE/PALMISTE	61	184	274	336	354	290
9927	MAUSICA	61	618	1041	1097	1215	895
2019	GREEN ACRES	62	300	425	484	532	448
3321	SANTA MARGARITA	62	240	317	377	398	358
3324	REAL SPRINGS	62	243	400	395	436	365
3139	LA SEIVA	63	481	775	851	840	653
3214	CASCADE	63	976	1289	1404	1519	1580
3346	DINSLEY/TRINCITY	64	2487	3959	3904	4442	3642
3114	DIAMOND VALE	65	1542	2236	2388	2701	2214
3309	PARADISE GARDENS	65	157	240	231	275	232
3414	SANTA ROSA HEIGHTS	65	1055	1705	1837	1867	1467
8302	BRIGHTON	65	9	13	17	14	10
4006	HOMELAND GARDENS	66	379	609	624	688	499
4014	LANGE PARK	66	977	1599	1667	1816	1278

cocode	cname	cscore	nhholds	emp	males	females	q6020
3102	CHAGUARAMAS	67	14	16	22	15	15
3122	CHAMP ELYSEES	67	351	416	418	491	440
3345	TRINCITY	67	419	616	658	719	569
9943	LA FLORISANTE	67	343	564	569	631	448
1003	ELLERSLIE PARK	68	78	102	123	152	117
7323	TRINTOC (POINTE A PIERRE)	68	162	276	288	299	198
3116	GLENCOE	69	148	210	207	247	181
3142	HAELAND PARK/MOKA	69	289	455	486	532	362
8012	CLIFTON HILL	69	69	106	124	116	86
1009	ST. CLAIR	70	90	121	128	162	126
2020	GULF VIEW	70	818	1314	1454	1512	1069
3105	LA HORQUETTE	70	158	261	254	258	195
3123	FAIRWAYS	70	298	362	399	475	349
3230	LOWER SANTA CRUZ	70	118	182	186	215	137
7222	PALMISTE	70	486	795	929	938	584
9301	TOBAGO - Bacolet	70	108	165	150	155	130
3118	VICTORIA GARDENS	71	297	401	463	522	340
3141	BLUE RANGE	71	229	354	411	403	260
3119	ALYCE GLEN	72	189	284	293	323	215
1006	LONG CIRCULAR	73	136	174	138	182	158
3117	BAYSHORE	73	114	166	150	189	122
9941	VALSAYN	73	636	945	1057	1129	748
3108	WEST MOORINGS	74	1017	1375	1443	1603	1179
3317	VALLEY VIEW	74	119	191	199	200	147
3143	GOODWOOD GARDENS	75	295	391	399	461	326
3201	LADY CHANCELLOR	75	60	89	69	74	70
1004	FEDERATION PARK	78	84	128	120	136	92