KHYBER PAKHTUNKHWA
Child Labour
Survey 2022
REPORT

LABOUR DEPARTMENT
Government of
Khyber Pakhtunkhwa

Bureau of Statistics
Khyber Pakhtunkhwa

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Foreword

The Government of Khyber Pakhtunkhwa is committed to combating child labour through evolving policies and by taking appropriate measures to ensure that children are not involved in work that deprives them of their childhood, potential and dignity, and all those phenomena which are necessary for their physical and mental development. Child labour refers to work that is mentally, physically, morally, or socially harmful to children, interferes with their schooling, deprives them of the opportunity to attend school, or forces them to drop out from school[1]. The normative definition for child labour is stipulated by the provisions of ILO Convention 138 on Minimum Age for Admission to Employment, ILO Convention 182 on the Elimination of Worst Forms of Child Labour and the UN Convention on the Rights of the Child.

This report is the outcome of the Khyber Pakhtunkhwa Child Labour Survey (KPCLS) carried out between January and October 2022 in all the 32 districts of the province including the Newly Merged Districts (NMDs). KPCLS is part of a countrywide effort for conducting Child Labour Surveys (CLSs) in all the provinces and territories of Pakistan. Since conducting Child Labour Survey involved a wide range of stakeholders, it was deemed imperative at the very outset to have a common understanding and commitment towards its process at the national level. For this purpose, this initiative was formally launched by His Excellency, the President of Pakistan, Dr. Arif Alvi on the 25th of March 2019. The event was organized by the Ministry of Human Rights in collaboration with UNICEF and ILO, with participation from parliamentarians, representatives of all provincial and territorial governments and other development partners.

The KPCLS provides information on the manifestations of child labour in accordance with Pakistan's international commitments. Pakistan is mandated to report on child labour following its ratification of ILO Conventions 138 (the Minimum Age Convention) and 182 (the Worst Forms of Child Labour Convention), the United Nations Convention of the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights and the commitments made to the European Union as part of the Generalized Scheme of Preferences (GSP+).

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1   https://www.ilo.org/islamabad/info/public/fs/WCMS_375570/lang--en/index.htm%C2%A0

The KPCLS 2022 also provides rich and unique information about the living conditions of children in the province as well as their daily activities including schooling, working and household chores. The survey has a representative sample of 49,734 households and is representative of the 32 districts of the province, covering both rural and urban strata. In order to inform efficient planning processes aiming at the eradication of child labour, key results have been presented by stratifiers such as gender, age group, Wealth Index Quintiles (WIQ) and education of household head.

The KPCLS was led by Labour Department Khyber Pakhtunkhwa, coordinated and executed by Bureau of Statistics, Planning and Development Department, Khyber Pakhtunkhwa with the technical and financial support from UNICEF. UNICEF provided technical assistance to the government through the Center for Evaluation and Development (C4ED), University of Mannheim, Germany and Information System (IS) Consultants. KPCLS was developed based on the Statistical Information and Monitoring Programme on Child Labour (SIMPOC), jointly developed by ILO and UNICEF. It is a gold standard methodology allowing comprehensive understanding of child labour focusing on its extent, characteristics and determinants.

Considering the rigor and depth of data analysis, I am very confident that the findings of KPCLS will be very useful for the government, policymakers, civil society organisations, development partners, academia, and other data users particularly when leading on the data informed policy reforms aimed at tackling the deep-rooted challenges which surround the menace of child labour in the province.

The Labour Department, Directorate of Labour, Directorate of Bureau of Statistics, Planning and Development Department, UNICEF, Pakistan Bureau of Statistics, C4ED, IS team and, last but not the least, the field teams involved in this survey all deserve special appreciation for their dedication, hard work and commitment to ensure the completion of KPCLS 2022. The information provided by respondents remains confidential, anonymised and will be used for the benefit of the children and general public in the province.

Muhammad Fakhre Alam
Secretary to Government of Khyber Pakhtunkhwa
Labour Department

Acknowledgements

The Khyber Pakhtunkhwa Child Labour Survey (KPCLS) 2022 is the result of dedication, commitment and shared efforts of the Directorate of Labour, Directorate of Bureau of Statistics, Planning and Development Department, UNICEF and C4ED, University of Mannheim, Germany. The Government of Khyber Pakhtunkhwa provided major financial contribution through its Annual Development Programme (ADP) while UNICEF's generous support enabled the Labour Department to secure the required technical assistance for conducting KPCLS following the appropriate global standards. Pakistan Bureau of Statistics provided a sample of 3,016 Primary Sampling Units (PSUs). Listing was conducted within these PSUs using tablet-based data collection application. Some 143 listers were engaged in the listing activity, which was closely monitored by Bureau of Statistics, Labour Directorate, UNICEF and C4ED.

KPCLS is a standalone survey that presents a detailed account of the activities that children perform, the hours they spend on those activities and the conditions under which those activities are performed. Moreover, the economic activities are classified, which allows policymakers to identify the occupations and industries in which children are engaged. To capture these aspects, the survey follows the internationally accredited Statistical Information and Monitoring Programme on Child Labour (SIMPOC) methodology and tools. Since its inception, SIMPOC has provided technical assistance to over 60 countries and to date more than 250 child labour surveys have been supported through it.

The questionnaire for KPCLS was designed following the model of SIMPOC questionnaire developed by ILO-IPEC which comprises three key components: i) Characteristics of all household members, ii) Household characteristics and iii) Child questionnaire. A customised and translated version of SIMPOC questionnaire was administered for data collection through tablets using Computer Assisted Personal Interviewing (CAPI). From each sampled cluster 18 households were selected using probability proportional to size random sampling, according to the number of children in a household. Subsequently weights were applied where appropriate. During the field work a total of 49,734 households were successfully interviewed out of a sample of 54,270 households for data collection, thus, securing a response rate of 92%.

The Bureau of Statistics and Labour Directorate conducted the field work in all the districts of Khyber Pakhtunkhwa including Newly Merged Districts by deploying 78 data collection teams each comprised of four female interviewers, one male interviewer, one female observer and one supervisor. An effective monitoring mechanism was put in place to ensure quality of data collection. The monitoring teams included the government senior officials from P&D Department, Labour Department, Directorates of Labour & BoS, UNICEF and Technical Experts from C4ED to monitor the field work.

The efforts of Directorates of Labour & BoS during the entire implementation period of KPCLS is commendable. The team for KPCLS from the Directorate of Labour was headed by the Director Labour, Mr. Irfanullah Khan and his immediate team members included Mr. Gulnawaz, Deputy Director and Zia Ur Rehman. Similarly, technical and field implementation support was provided by team from Bureau of Statistics led by the Director BoS, Mr. Khaleeq-Ur-Rehman and with the support from his immediate team consisted of Mr. Samiullah Khan (Deputy Director MAs), Muhammad Farooq (Deputy Director – Tech.) and Mr. Abdullah Jan (Statistical Officer). The field monitors and regional coordinators of Bureau of Statistics also played their role in the data collection phase.

I would like to extend my deep appreciation to the UNICEF team, both the Peshawar Field Office and Pakistan Country Office, who provided quality technical support throughout the entire KPCLS process. The enduring efforts of Chief of Field Office (Mr. Abdullahi Muhammed Yussef), Chief of Child Protection (Ms. Daniela Luciani) and technical support by Mr. Sohail Ahmad, Mr. Shakeel Ahmad, Mr. Ali Bukhari and Ms. Farrah Ilyas. I would also like to extend my appreciation to C4ED team led by Dr Nick Barton, Ms. Felicia Holm and Ms. Daniela De La Hoz as well as to C4DE team led by Mr. Sharafat Hussain. The IS team comprising of Mr. Ahmad Faruq and Mr. Asad Ullah also deserve due appreciation.

I would like to thank the Pakistan Bureau of Statistics for providing the sample design, sample list, list for the replaced clusters, first stage sampling weights and all the support provided throughout the execution of KPCLS by Ms. Rabia Awan, Ms. Madiha and their team.

The data collection teams were enthusiastic, and they worked very hard even though they faced many difficulties in the field in the form of harsh weather, hard topography and security concerns in a few areas of the NMDs. All district governments and administrative departments deserve special thanks for their invaluable support and facilitation during the entire field work. The District Police Officers provided security squads for field teams as and when required. It was a great support especially in the Newly Merged Districts. Under the directions of Secretary Local Government, Nazimeen and Councillors of village and neighbourhood councils provided valuable facilitation during the field work. Last but not the least this task could not have been accomplished without the cooperation of local communities, local elders, and especially members of the selected households who devoted their precious time to be included in the survey. All of them are applauded for their confidence, hard work in sharing personal information and enriching this survey with data that will be crucial for the development planning in Khyber Pakhtunkhwa in the years to come.

Acronyms

Agric.	Agriculture
AJK	Azad Jammu and Kashmir
BISP	Benazir Income Support Programme
BoS	Bureau of Statistics
C4ED	Center for Evaluation and Development
CAPI	Computer-Assisted Personal Interviewing
CLS	Child Labour Survey
CRC	Child Registration Certificate
C.V.	Coefficient of Variation
Deff	Design Effect
DHS	Demographic and Health Surveys
Edu.	Education
FBS	Federal Bureau of Statistics
GB	Gilgit-Baltistan
GPI	Gender Parity Index
HDI	Human Development Index
HH	Household
ICLS	International Conference of Labour Statisticians
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KP	Khyber Pakhtunkhwa
KPCLS	Khyber Pakhtunkhwa Child Labour Survey
LD	Labour Department
MICS	Multiple Indicator Cluster Survey
MPI	Multidimensional Poverty Index
NAR	Net Attendance Rate
NEET	Not in Employment, Education, or Training
NMDs	Newly Merged Districts
ODK	Open Data Kit
OECD	Organization for Economic Cooperation and Development

PBS	Pakistan Bureau of Statistics
PCA	Principal Component Analysis
PCLS	Punjab Child Labour Survey
PHQ-9	Patient Health Questionnaire–9
PKR	Pakistani Rupee
PPS	Probability Proportional to Size
PSCO	Pakistan Standard Classification of Occupation
PSIC	Pakistan Standard Industrial Classification
PSU	Primary Sample Unit
SNA	United Nations System of National Accounts
SCLS	Sindh Child Labour Survey
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
SDGs	Sustainable Development Goals
ToT	Training of Trainers
UN	United Nations
UNCRC	UN Convention on the Rights of the Child
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
WFCL	Worst Forms of Child Labour
WIQ	Wealth Index Quintile

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Sample frame and data collection	
Sample frame Population Census 2017 KP MICS 2016 Listing for CLS	**Methodology** SIMPOC (Statistical Information and Monitoring Programme on Child Labour) guidelines
Fieldwork: Listing Jan 2019 – Feb 2021, and May 2022 – Jun 2022 (relisting of 35 clusters in district Kohistan)	**Listing training** 10 – 11 Jan 2019
Fieldwork: Rollout 15 Jan 2022 – 2 Oct 2022	**Rollout trainings** 4 trainings in Hazara, Malakand, Southern Region and Peshawar Central Region between 22 Dec 2021 – 20 Mar 2022

Sample	
Households ■ Sampled: 54,270 ■ Approached: 53,746 ■ Responded: 49,734 Number of clusters: 2,974 *(41 out of the 3,015 originally sampled clusters could not be covered due to security concerns, migration, floods or inaccessibility)* Response rate: 92.5%	Children aged 5–17 years ■ In household: 154,156 ■ Interviewed: 144,632 ■ Response rate: 93.8%

Executive summary

The Khyber Pakhtunkhwa Child Labour Survey (KPCLS) 2022 provides unique information about the living conditions of children in the province as well as their daily activities including schooling, working and household chores. The survey has a representative sample of 49,734 households and is representative of the 32 districts of KP for rural and urban strata.

This executive summary is structured as follows. First, information on the population of children is presented, followed by information on the activities of children, with a focus on child work and child labour. Third, potential causes and correlates of child labour are investigated, followed by consequences of child labour, including violence against children at their workplace.

Overview

Characteristics of the survey population

- Among the survey target population of 5–17-year-olds, 57.0 per cent are aged 5–11, 16.1 per cent 12–13, and 26.9 per cent 14–17. The share of girls is 47.0 per cent and 88.0 per cent live in rural areas.

- Girls are considerably more likely than boys to be ever married. The proportion of married children is lower for 10–14-year-olds (1.1 per cent for girls vs. 0.1 per cent for boys) than for the age group 15–17 (7.9 per cent for girls vs. 1.4 per cent for boys).

- Among all children aged 5–17 years, only 43.8 per cent have a birth certificate. The percentage of children with a birth certificate increases with age from 40.6 per cent for children aged 5–11, to 48.4 per cent for children aged 14–17.

- Households in urban areas are more likely to be wealthy: 66.4 per cent of households in rural areas belong to the poorest, second or middle wealth index quintiles, while in urban areas 83.1 per cent of the population belong to the fourth or richest quintiles.

- In the district Torghar, 86.8 per cent of the households belong to the poorest quintile. On the other extreme, 49.6 per cent of households in Peshawar belong to the richest quintile.

- In total, 17.8 per cent of all households with children are currently receiving assistance from the Benazir Income Support Programme (BISP). The percentage of households receiving BISP decreases with the education of the household head and is higher in rural areas compared to urban areas (18.9 per cent and 10.1 per cent, respectively).

Children's activities

Schooling

- Among children aged 5–17, 70.5 per cent currently attend school, with the current school attendance being considerably higher among boys (79.3 per cent) than girls (60.6 per cent).

- Haripur and Abbottabad districts have the highest rates of children currently attending school (around 90 per cent), while it is lowest in Kohistan and Dera Ismail Khan districts (45.5 and 45.3 per cent, respectively).

- The percentage of children attending school increases with age until 9 years of age, decreases slightly at age 10 to then increase somewhat at age 11, and thereafter decreases with age.

- Overall, 22.5 per cent of children have never attended school. The percentage of girls that never attended school is twice as high compared to the percentage of boys (30.7 per cent vs. 15.2 per cent).

- Abbottabad district has the lowest rate of children having never attended school (3.6 per cent), while it is highest in Kohistan district (53.8 per cent).

Household chores

- Overall, 60.6 per cent of girls are engaged in household chores, compared to 58.2 per cent of boys. The difference between the percentage of girls and boys engaging in household chores increases with age.

- In total, 45.2 per cent of children aged 5–11 years, 72.8 per cent of children aged 12–13 years, and 81.1 per cent of children aged 14–17 years engage in household chores.

- Girls are not only more often involved in household chores, but they also spend more time on household chores compared to boys across all age groups. The gap increases with age and in the age group 14–17, girls spend on average 11.9 hours per week on household chores, compared to 6.3 hours for boys.

- Boys and girls are engaged in different types of household activities. Shopping for the household is the most common activity among boys who perform chores (55.0 per cent), while cleaning utensils or the dwelling is the most common among girls who carry out chores (47.0 per cent).

Work

- The incidence of working children was measured over two periods of time: the last seven days, and the last 12 months. Out of all 5–17-year-olds, 11.1 per cent were engaged in work in the past 7 days, and 12.3 per cent reported working in the past 12 months (including the past week).

- Engagement in work (in the past 7 days) increases with age and ranges from 5.3 per cent for 5–11-year-olds, to 14.1 per cent for 12–13-year-olds, and up to 21.6 per cent for 14–17-year-olds.

- Among children aged 5–11, 12–13 and 14–17 who are working, 71.8 per cent, 64.3 per cent, and 46.1 per cent, respectively, go to school, whereas the percentages are 72.8, 78.5 and 66.6 for those who are not working.

- Moreover, 37.4 per cent of girls aged 5–17 who do not work, do not attend school, whereas the percentage is 18.8 for boys.

- More than three out of five children with disabilities neither engage in school nor work, compared to around one in four of children without disabilities.

- Ever married girls are considerably more likely to be neither in employment nor in school, compared to ever married boys (63.6 per cent vs. 13.4 per cent).

Child labour

- The child labour prevalence among children aged 5–17 years old is 9.0 per cent.

- The child labour incidence is nearly twice as high for boys (11.7 per cent) compared to girls (5.9 per cent).

- The summary of results shows six aspects considered to identify children in child labour. Among 10–17-year-olds in child labour, 73.8 per cent work in hazardous conditions. Among 5–17-year-olds in child labour, 57.2 per cent work for long hours (i.e. work longer than the age-specific threshold set out in the KP Prohibition of Employment of Children Act 2015), 28.5 per cent work at night, 16.2 per cent have been exposed to some type of abuse at their workplace (psychological, physical and/or sexual), 15.0 per cent work in hazardous occupations or industries and 9.4 per cent work with hazardous tools or machinery.

- By division: The highest child labour prevalence is in Bannu (11.4 per cent) and lowest is in Dera Ismail Khan (3.7 per cent).

- Children in child labour mostly work as unpaid family workers (71.2 per cent). Girls in child labour are more often unpaid family workers than boys (90.8 per cent vs. 62.4 per cent).

- The most common occupations for children in child labour are elementary occupations[2] (61.6 per cent) and skilled agriculture, forestry, or fishing occupations (16.5 per cent). Girls in child labour are more often found in elementary occupations (71.6 per cent for girls vs. 57.2 per cent for boys), whereas boys are more often found in craft and related trades (13.6 per cent for boys vs. 7.6 per cent for girls).

- The most common industry for children in child labour is the agriculture, forestry, and fishing industry (51.6 per cent). The second and third most common industries are water collection (19.1 per cent) and wholesale and retail trade (9.7 per cent).

- The median number of hours worked per week for children in child labour is 10 hours per week for children aged 5–11, 15 hours per week for children aged 12–13 and 22 hours per week for children aged 14–17.

Circumstances and causes of child labour

- The percentage of households with at least one child in child labour decreases with the education of the household head; from 22.2 per cent in households in which the household head has at most pre-school education, to 12.6 per cent in households in which the household head has higher education.

- The percentage of households with at least one child in child labour decreases with wealth, from 31.8 per cent among the poorest quintile of households to 8.8 per cent for the richest. Children in BISP beneficiary households are more likely to be in child labour. BISP targets households with low wealth, and in these households 11.9 per cent of children are in child labour, compared to 8.3 per cent of children in non-beneficiary households.

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2   Elementary occupations involve the performance of simple and routine tasks which may require the use of hand-held tools and considerable physical effort.

- The percentage of children in child labour is higher among children whose household head migrated at 14.6 per cent.

- The percentage of children in child labour does not differ significantly by gender of household head (9.0 per cent in male-headed- vs. 9.3 per cent in female-headed households).

- Children in households that experienced a natural[3] or economic[4] shock are more likely to be in child labour (18.3 per cent in child labour for children in a household suffering a natural shock and 11.4 per cent in child labour for children in a household suffering an economic shock vs. 7.0 per cent in households not experiencing any community-/ countrywide shock).

- For children in child labour the most reported reason of the parent or guardian for letting them work is to support household needs, to fetch water, or collect wood (52.9 per cent). Other frequently reported reasons include to supplement family or household income (26.0 per cent) and help in household enterprise (12.8 per cent).

- The most frequently reported negative consequence faced by children in child labour is extreme fatigue ranging by age group from 29.7 per cent for 5–11, 36.1 per cent for 12–13 to 35.6 per cent for 14–17. The second most frequent is injury or poor health, ranging from 15.0 per cent for 5–11 to 13.1 for 14–17.

- The difference between the percentage of children in child labour and not in child labour currently attending school increases with age. In the age group 5–11[5], children in child labour are 1 percentage point less likely to attend school compared to children not in child labour. In the age group 12-13, the difference is 13.8 percentage points, and in the age group 14–17, the difference is 19.3 percentage points.

- Injuries are much more prevalent among children in child labour compared to working children not in child labour (57.6 per cent vs. 13.4 per cent).

- Children working in specific hazardous conditions (a subset of hazardous work) are more often injured or ill because of their work. For children aged 10–11, 71.8 per cent of those in hazardous conditions are injured or become ill compared to 22.3 per cent for those working but not in hazardous conditions, a difference of 49.5 percentage points. For the age groups 12–13 and 14–17, the differences are similar at 41.4 and 46.4 percentage points, respectively.

- Around 16 per cent of children aged 5–17 in child labour experienced psychological, physical and/or sexual abuse at work, with the percentage being slightly higher for boys (16.7 per cent) than girls (15.0 per cent).

- Children aged 10–17 in child labour are more likely to report a mental health problem, compared to those not in child labour (31.8 per cent vs. 16.1 per cent). Among children in child labour, the percentage reporting a mental health problem is higher among girls than boys (36.3 per cent vs. 30.0 per cent)

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3   Natural shocks include natural disasters or pest attacks faced during the past 12 months.

4   Economic shocks include business closing, falling agricultural prices or price inflation during the past 12 months.

5   According to the definition any child aged 5-11 engaged in any form of work is considered to be in child labour.

1. Introduction

Pakistan is a signatory to the United Nations Convention on the Rights of the Child, ILO Convention 138 (the Minimum Age Convention), ILO Convention 182 (the Worst Forms of Child Labour) and the International Covenant on Economic, Social and Cultural Rights treaty. Even though all these conventions include elimination of child labour, no systematic survey to measure child labour has been carried out since 1996.[6] The previous Child Labour Survey (CLS) was conducted by the Federal Bureau of Statistics (FBS, now the Pakistan Bureau of Statistics, PBS) in close collaboration with the Ministry of Labour, Manpower and Overseas Pakistanis (Labour wing), the International Labour Organization (ILO) and the International Programme on the Elimination of Child Labour (IPEC). The results in FBS et al. (1996) indicated 3.3 million children were economically active in the country, roughly 8 per cent of the 40 million children in the age group 5-14. The survey covered the provinces of Punjab, Sindh, Balochistan and Khyber Pakhtunkhwa (KP, formerly known as NWFP - North-West Frontier Province). The KP Child Labour Survey (KPCLS) will provide new insights for KP about the situation of children in the province, their working conditions, and their vulnerability to child labour. The KPCLS was carried out in 2022 by the Labour Department (LD) KP with execution support from the KP Bureau of Statistics (BoS), and, with the technical and financial support of UNICEF. It was conducted as part of a nationwide effort covering all provinces of Pakistan.

The Sustainable Development Goals (SDGs) were adopted by UN member states in 2015 and include target 8.7, "…by 2025 end child labour in all its forms." This is part of the 8 SDG of promoting inclusive and sustainable growth, employment, and decent work for all. Given the complex nature of child labour, there are four other goals that are associated with the dynamics around child labour: SDGs 4, 5, 10 and 16[7], which are linked to the quality of education, gender equality, reduction of inequality and the promotion of peaceful and inclusive societies, respectively.

The statistics generated by this survey include economic activities and non-economic activities (such as household chores) of children aged 5–17, the number of hours worked, nature of the tasks performed, the circumstances at work with respect to health, protection, and safety issues, as well as information on demographic and socioeconomic characteristics of household members and of the household itself. The KPCLS 2022 results provide a sound knowledge base on the magnitude and nature of child labour, the identification of the factors behind it, as well as its possible consequences on health (including mental health), educational and child protection outcomes. Moreover, the survey is a first step towards monitoring child labour at the provincial and district level, informs about children's engagement in different types of labour, and provides policymakers a breadth of rich and detailed information that can help in formulating evidence-based policies, and can allow them to better design and implement programmes for children to either prevent or address child labour.

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6   *Pakistan has also ratified the following protocols related to child labour: UN CRC Optional Protocol on Armed Conflict, UN Convention on the Rights of Child, CRC Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography, and Palermo Protocol on Trafficking in Persons.*

7   Primarily 8.7 relating to child labour, to some extent 16.2 as far as it relates to child abuse, 4.1 relating to school attendance and 5.4 with respect to domestic work.

This report is divided into the following ten chapters.

- Chapter 1 provides an introduction to the KPCLS,

- Chapter 2 presents the background and socioeconomic characteristics of KP,

- Chapter 3 presents the methodology used for the KPCLS, the way data collection was carried out, including training and field preparation, and the general structure of the questionnaire,

- Chapter 4 presents the main characteristics of the surveyed population,

- Chapter 5 introduces the definitions used in relation to children's activities, focusing on the definition of economic activity and child labour,

- Chapter 6 shows the children's activities,

- Chapter 7 presents the incidence and characteristics of child labour,

- Chapter 8 shows the correlations between child labour and schooling, physical and mental health, and well-being,

- Chapter 9 provides information about the context of child labour,

- Chapter 10 summarises the main findings and conclusions, as well as presents some key policy recommendations.

2. Background and socio-economic characteristics of Khyber Pakhtunkhwa

This chapter provides the context to the results of the survey covering a brief description of the geographic location, demography, economic and labour market conditions, and general indicators of the standard of living in KP.

2.1 Geographic location

The province of KP is located in north-western Pakistan with an area of 101,741 km^2, which makes it the smallest of Pakistan's four provinces (Government of Khyber Pakhtunkhwa, n.a.). KP borders with Islamabad Capital Territory, Punjab, and Azad Jammu and Kashmir to the east, Balochistan to the south, Gilgit-Baltistan to the north, and Afghanistan to the north and east.

KP province mainly consists of mountainous areas in the north and intermontane valleys and smaller mountain ranges in the south (Government of Pakistan, Ministry of Planning, Development and Special Initiatives, Pakistan Bureau of Statistics, 2017).

Geographic location of KP

2.2   Demographic situation

The total population in KP according to the 2017 census is 35.5 million, which constituted 17 per cent of the country's total population (207.7 million). Of the total population in KP, 50.7 per cent are males and 49.3 per cent are females. The sex ratio for KP is estimated to be 102.8 males per 100 females, with a higher sex ratio in urban compared to rural areas. Additionally, the census reported 2,325 transgender people.

KP is made up of seven divisions[8] and these divisions are further divided into thirty-six districts[9], which are further subdivided into 131 tehsils. It should be noted, however, that the sampling of clusters for the KPCLS was done before 2018, prior to the bifurcation of Kohistan district into Upper Kohistan, Lower Kohistan and Kolai-Palas districts, and of Chitral district into Upper Chitral and Lower Chitral, and before 2022, when South Waziristan was bifurcated into Lower South Waziristan and Upper South Waziristan, meaning that there are only thirty-two districts in this report. KP's population is mostly rural (83.5 per cent in rural areas) and young, where 44.3 per cent of the population is below 15 years old and only 3.4 per cent is 65 years or older.

According to the 2017 census, Pashto is the predominant language in KP, with around four in five people in KP reporting Pashto as their mother tongue. The second most common language is Hindko (9.9 per cent), followed by Saraiki (3.2 per cent) and Urdu (0.8 per cent).

2.3   Economic and labour market characteristics

According to the Labour Force Survey 2020-21 (Government of Pakistan, Ministry of Planning, Development & Special Initiatives, Pakistan Bureau of Statistcs, n.d.), KP has the highest unemployment rate out of the four provinces in Pakistan. In total, 8.8 per cent of the population aged 10 years and above are unemployed, compared to the national average of 6.3 per cent. The higher unemployment rate in KP compared to the national average appears to be mainly driven by the unemployment of women, which lies at 15.7 per cent in KP, compared to the overall unemployment rate of 8.9 per cent for women in Pakistan. The male unemployment rate in KP is 7.1 per cent, which is 1.6 percentage points higher than the national average.

2.4   Indicators of standard of living

In KP, 14.4 per cent of households experienced moderate or severe food insecurity in 2019-2020, which is slightly lower than the average of 16.4 per cent for the four provinces in the country (Government of Pakistan, Pakistan Bureau of Statistics, Ministry of Planning Development and Special Initiatives, 2021).

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8   Bannu, Dera Ismail Khan, Hazara, Kohat, Malakand, Mardan and Peshawar.

9   Bannu, Lakki Marwat, North Waziristan, Dera Ismail Khan, Upper South Waziristan, Lower South Waziristan, Tank, Abbottabad, Batagram, Haripur, Kolai-Palas, Lower Kohistan, Mansehra, Torghar, Upper Kohistan, Hangu, Karak, Kohat, Kurram, Orakzai, Bajaur, Buner, Lower Chitral, Lower Dir, Malakand, Shangla, Swat, Upper Chitral, Upper Dir, Mardan, Swabi, Charsadda, Khyber, Mohmand, Nowshera and Peshawar.

Although KP has experienced a significant improvement in the Human Development Index (HDI[10]) value since 2001-02, the province's HDI value was still lower than the national average in 2018-19. According to UNDP calculations, the HDI value for Pakistan was 0.570 in 2018-19, representing medium human development, whereas the value for KP during the same period was 0.546, representing lower human development. The lower HDI value for KP compared to the average for the country stems from poorer performance on the education and income dimensions of the HDI, whereas KP's value for the health dimension is higher than the national average. Urban areas of KP had a higher HDI value of 0.612 in 2018-19, representing medium human development, compared to rural areas, where the HDI value was 0.532 (United Nations Development Programme, 2020).

The KP MICS report 2019 further shows large differences in the literacy rate between women and men. Among women aged 15-49, 34.5 per cent are literate, compared to 71.7 per cent of men in the same age group. For women, the literacy rate varies considerably between rural and urban areas, with a female literacy rate of 54.1 per cent in urban areas, and 30.6 per cent in rural areas. The difference in male literacy rates between urban and rural areas is less pronounced, with 79.8 per cent of men in urban areas being literate, compared to 70.0 in rural areas. The female literacy rate is the highest in the age group 15–17 and thereafter decreases, while the male literacy rate is the same in the age groups 15–17 and 18-19, after which it starts to decline.

In KP, children are supposed to enter primary school at age 5, middle school at age 10, secondary school at age 13, and higher secondary school at the age of 15 (for further details about the education system in KP, see Appendix 2). The KP MICS report 2019 (Bureau of Statistics, Planning & Development Department, Government of Khyber Pakhtunkhwa, 2021) shows that the net attendance rate (NAR)[11] for primary school is 52.5 per cent for boys and 43.6 per cent for girls. The NAR for middle school is 27.6 per cent for boys and 21.4 per cent for girls. For secondary school, the NAR is 17.6 per cent and 12.1 per cent for boys and girls, respectively. The KP MICS results 2019 also show that the gender parity index (GPI)[12] in KP is 0.8 for both primary and middle school and decreases to 0.7 for secondary school.

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10 The HDI is a measure of development calculated by the United Nations Development Programme (UNDP) and has a scale from 0 to 1, one being the most developed. An HDI of ›0.8 indicates a high standard of development, an HDI between 0.8 and 0.5 is middle ground and anything smaller than 0.5 is considered low.

11 The NAR indicates participation in primary, middle or secondary schooling for the population aged 5–9, participation in middle schooling or higher for the population aged 10-12 and participation in secondary schooling or higher for the population aged 13-14.

12 The GPI presents the ratio of girls to boys attending primary, middle and secondary education, using the net attendance ratios.

3. Methodology and data collection

3.1   Scope and coverage of the KPCLS

The KPCLS is a standalone survey that presents a detailed picture of the activities that children perform, the hours they spend on those activities and the conditions under which those activities are performed. Moreover, the economic activities are classified, which allows policymakers to identify the occupations and industries in which children are engaged. To capture these aspects, the survey follows the internationally accredited Statistical Information and Monitoring Programme on Child Labour methodology (SIMPOC) closely. SIMPOC has assisted various countries across the globe in capacity building for implementation of surveys at all stages: definitions, sampling, training, data collection, and documentation of processes and analysis of the resulting child labour data (Blanco Allais & Hagemann, 2008). Since the launch of SIMPOC in 1998, national child labour surveys were conducted in over 50 countries.

The KPCLS is a household-based survey, that targeted households with children 5–17 years old. In this sense, this survey is only representative of those households and does not include households in which all members are older than 17 or younger than 5. In order to carry out detailed analysis, large sample sizes of working children were necessary. To this end, the sampling methodology considered the inclusion of the identification of districts with prevalence of child labour according to MICS[13] to determine the sample size for each district. The sampling was conducted in two stages, first the selection of clusters, which act as the primary sampling unit (PSU) within districts using Probability Proportional to Size (PPS) sampling and second the selection of households with children aged 5–17 after a household listing in the selected PSUs. Beyond the scope of this survey are children in the most hidden forms of child labour, that tend to live outside of households. Additionally, military restricted areas were excluded from the sample. Further, the survey instrument is geared to measure hazardous labour but no other worst forms of child labour.

3.2   Questionnaire

The questionnaire followed the model SIMPOC questionnaire developed by ILO-IPEC and comprises three large parts: i) Characteristics of all household members, ii) Household characteristics and iii) Child questionnaire. The questionnaire applied in the KPCLS can be found in the Appendix [14].

The first two parts are answered by the household head or, in case of being absent, by a knowledgeable adult who could respond to questions about each household member and different household characteristics. Part 3 is answered by *each* child aged 5–17 years old identified in the household roster.

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13   While MICS provides a measure of child labour likely to be positively correlated with the result from the KPCLS, the definition of child labour used in MICS differs from that used under SIMPOC, which includes more questions related to child labour to closely follow the definition of both the KP restriction of employment act and the ICLS definition of child labour.

14   The questionnaire was conducted in CAPI, following the structure and flow of SIMPOC questionnaires.

Questionnaire structure	
Part I: Household head or knowledgeable adult	▪ Household composition and demographic characteristics of each HH member ▪ Educational attainment of each HH member ▪ Current and usual economic activity of all members aged 5 years old and above ▪ COVID-19 related effects on schooling and work ▪ Parents' perceptions of working children and why they are permitted to work
Part II: Household head or knowledgeable adult	▪ Housing and household characteristics ▪ Household socio-economic status ▪ Perceptions/future expectations for children in general ▪ Shocks to household ▪ Impacts of COVID-19 on the household ▪ Saving and debt
Part III: Children 5–17	▪ Educational attainment ▪ Current economic activities ▪ Health and safety issues for working children and adolescents ▪ Household tasks ▪ Depression and psychological well-being

It is important to note that the decision to include education and work-related questions in both the adult and child questionnaire is deliberate, following SIMPOC procedure, as there is evidence that there could be intentional or unintentional differences in responses between adults and children.

The questionnaire went through several rounds of contextualisation to the Pakistani and KP context. The first round took place during the inception workshops (i.e., Punjab, KP, GB), where stakeholders related to governmental agencies with policy interests in tackling child labour came together and discussed each question of the SIMPOC model questionnaire. The adjusted questionnaire was piloted in KP in the districts Charsadda and Mansehra, from March to April 2018 with two teams conducting both the listing and full survey with child labour questionnaire. The monitoring and coding systems were also tested as part of this process. Finally, the questionnaire was contextualized to incorporate questions related to the COVID-19 pandemic situation.

The questionnaire was translated into Urdu and programmed for use on tablet devices. The survey was carried out through Computer Assisted Personal Interviews (CAPI) using the Open Data Kit application (ODK). This aspect of the survey administration has several advantages,

including the reduced time necessary to complete the comprehensive survey, the opportunity for real time monitoring and feedback from the survey coordinators to the field, and speeding up the process of data coding for industries and occupations.

3.3   Sampling design and implementation

The survey sample was drawn using a two-stage sampling method. The first stage, carried out by PBS, defined the number of PSUs selected within each Tehsil, divided into urban and rural areas. The sample was stratified to be representative at the district urban-rural stratum level. In the second stage, 18 households were drawn randomly from within each PSU. An additional 10 replacement households (or fewer if there were not enough eligible households in the cluster) were provided to account for delays in rollout since listing, as some children who were 16 or 17 at the time of listing had turned 18 (or older) and were outside the relevant age bracket. Where this person was the youngest in the household (or where there was a younger person in the household, but s/he was younger than 5 years old) and so there was no member aged 5 to 17, this household was not surveyed as it was not part of the target population. In cases where there was a younger sibling in the household aged 5 to 17 at the time of the survey, this household was still part of the target population and therefore was surveyed. Replacement households were selected using the same PPS sampling. The total population size required for a 12 per cent relative margin of error was determined before splitting this across the PSUs in these two stages.

The first stage started with the assignment of sample sizes at the district level using PPS with child labour prevalence as determined by KP MICS 2016 as the measure of size. This meant that districts with a lower ex ante estimation of child labour were assigned a larger sample size, i.e., more PSUs. The reason for this is to achieve a large sample of working children from whom correlates can be analysed and to ensure full geographical coverage. The first stage continued by dividing the sample population between Tehsils according to their population of children aged 5–17 from the 2017 census, taking the residence, rural or urban, as a substratum. Sampling was carried out to ensure a large enough sample size for the analysis of child labour in urban areas, thus these urban areas were slightly oversampled as the majority of the KP population resides in rural areas. Consequently, the PPS methodology was applied to select the clusters within the districts to maximise the number of households with children aged 5–17 and ensure that at least 18 households could be drawn. In the first stage the total sample size for each district was determined by the PBS using information about child labour prevalence from KP MICS 2016 according to the following equation:

$$= \frac{3.84 \cdot r(1 - r) \cdot deff}{(RME \cdot r)^2 \cdot pb \cdot AveSize \cdot RR}$$

Where r is the child labour prevalence at the district level, $deff$ is the assumed design effect, RME is the relative margin of error[15], pb is the proportion of the 'exposed population', i.e., those aged 5 to 17, divided by the total population in a district. $AveSize$ is the average household

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15   Note that the relative margin of error multiplied by the ex-ante prevalence of child labour from MICS is equal to the absolute margin of error.

size in a district according to the 2017 census and RR refers to the assumed response rate (80 per cent). This means that the sample size in each district will be inversely proportional to the estimated level of child labour from KP MICS 2016. This allows a sample to be collected from which we can estimate the level of child labour, as well as being able to study the correlates of child labour. From the above equation, the total sample size for a district can be calculated, and this sample must be taken from several PSUs. In each PSU, 18 households were targeted meaning that the number of PSUs will be equal to $n/18$.

Table 3.1 shows the assumptions considered in the sampling methodology. A relative margin of error of 12.0 per cent was applied based on the prevalence of child labour found in KP MICS 2016, to ensure that a sufficient sample of working children, and children in child labour was selected, it was assumed that the response rate would be 80 per cent. Due to more migration and the potential for more households refusing due to the risk of COVID-19, a decrease in the response rate was assumed in KP compared to other provinces. Instead of the originally assumed response rate of 90 per cent, a response rate of 80 per cent was assumed and guided the recalculation of the sample size, which was increased from 16 households to 18 households per cluster. Finally, a design effect of 2 was used.

Table 3.1   Sampling design (Assumptions)

Relative margin of error	12 per cent
Assumed response rate	80 per cent
Sample domains	All districts
Design effect	2
Households per enumeration block	18
Child Labour incidence	KP MICS 2016
Household size	Census 2017

The second stage starts with the identification of households with children 5–17 years old of age from a listing exercise undertaken by BoS prior to the KPCLS. Households within the PSU were selected using PPS, with the number of children 5–17 as the measure of size. Given the oversampling at both stages, we use weights to generate population estimates.

Table 3.2 shows the number of clusters and households targeted, reached during listing, and interviewed during the rollout, while Table 3.3 shows the rural/urban sample distribution. During the fieldwork for listing, one cluster in Torghar had no dwelling units and therefore was dropped from the sample. The listing exercise covered 3,016 clusters. One PSU was dropped between listing and the sample being drawn due to the non-existence of dwelling units. This left 3015

PSUs comprising 466,170 structures containing dwelling units[16] from which 18 households per cluster were targeted which sums up to 54,270. Out of the originally sampled 3,015 clusters, 2,974 were covered during rollout. Out of the 41 PSUs that were not covered, three clusters in Lower Dir were excluded due to migration, one cluster in Chitral, nineteen in Orakzai, six in Kurram, and eight clusters in Khyber were excluded due to security concerns. Three clusters in Tank were excluded due to floods. Finally, one cluster in Torghar was excluded due to inaccessibility.

Table 3.2   Sample description

District	Sampling methodology		Survey	
	PSUs	**Target households**	**PSUs**	**Covered households**
Abbottabad	266	4788	266	4834
Bannu	40	720	40	719
Battagram	77	1386	77	1382
Buner	59	1062	59	1063
Charsadda	84	1512	84	1522
Chitral	63	1134	62	1114
Dera Ismail Khan	40	720	40	719
Hangu	40	720	40	716
Haripur	331	5958	331	6065
Karak	76	1368	76	1368
Kohat	61	1098	61	1101
Kohistan	50	900	50	900
Lakki Marwat	40	720	40	723
Lower Dir	125	2250	122	2201

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16   A dwelling unit is a living quarter for one household, whether it is a single house, half a duplex, a basement, or attic apartment in a multiple family house, an apartment over a garage or store, or an apartment in a high-rise building. To qualify, dwelling units must have separate kitchen facilities. Institutions or other group quarters do not qualify as dwelling units because the occupants do not have their own kitchen facilities (OECD, 2008)

District	Sampling methodology		Survey	
	PSUs	Target households	PSUs	Covered households
Malakand	72	1296	72	1303
Mansehra	136	2448	136	2452
Mardan	72	1296	72	1296
Nowshera	194	3492	194	3509
Peshawar	128	2304	128	2305
Shangla	63	1134	63	1134
Swabi	105	1890	105	1898
Swat	111	1998	111	2001
Tank	54	972	51	928
Torghar	212	3816	211	3802
Upper Dir	43	774	43	773
Bajaur	66	1188	66	1188
Khyber	103	1854	95	1711
Kurram	63	1134	57	1035
Mohmand	94	1692	94	1687
North Waziristan	40	720	40	719
Orakzai	67	1206	48	864
South Waziristan	40	720	40	714
Total	**3,015**	**54,270**	**2,974**	**53,746**[17]

17   The survey was expected to cover 18 households per cluster, meaning a total of 53,532 households should be interviewed from the visited PSUs. The replacement protocol allowed for households to be replaced where the youngest child had since turned 18, meaning the household was no longer eligible to be include in the KPCLS. We note however that in the early stages of the survey, other households (treated as non-response) were also replaced when they should not have been, thereby leading to a larger number of households sampled than originally planned.

Table 3.3   Rural-Urban sample distribution

District	Number of clusters		Number of households	
	Rural	**Urban**	**Rural**	**Urban**
Total	2,608	366	47,114	6,632
Abbottabad	209	57	3,800	1,034
Bannu	38	2	683	36
Battagram	77	0	1,382	0
Buner	59	0	1,063	0
Charsadda	70	14	1,270	252
Chitral	55	7	988	126
Dera Ismail Khan	31	9	557	162
Hangu	32	8	575	141
Haripur	289	42	5,278	787
Karak	71	5	1,278	90
Kohat	48	13	866	235
Kohistan	50	0	900	0
Lakki Marwat	36	4	650	73
Lower Dir	119	3	2,148	53
Malakand	65	7	1,176	127
Mansehra	124	12	2,237	215
Mardan	60	12	1,080	216
Nowshera	155	39	2,802	707
Peshawar	73	55	1,316	989
Shangla	63	0	1,134	0
Swabi	87	18	1,572	326

District	Number of clusters		Number of households	
	Rural	Urban	Rural	Urban
Swat	78	33	1,406	595
Tank	45	6	820	108
Torghar	211	0	3,802	0
Upper Dir	41	2	737	36
Bajaur	66	0	1,188	0
Khyber	85	10	1,531	180
Kurram	51	6	927	108
Mohmand	94	0	1,687	0
North Waziristan	38	2	683	36
Orakzai	48	0	864	0
South Waziristan	40	0	714	0

3.4   Pilot and Pre Test

The KPCLS questionnaire builds on the experiences and lessons from the Punjab Child Labour Survey (PCLS) pilot exercise and previous pre-testing exercises for the Sindh Child Labour Survey (SCLS) and the Khyber Paktunkhwa Child Labour Survey (KPCLS).

The main objective of the pre-test was to further refine/adjust the questionnaire to the KP context, as well as to detect possible field challenges that can be anticipated and tackled in the planning phase. The first ToT and pre-test took place between August 3rd - 11th, 2017. The ToT and pre-test were designed and led by the C4ED consultants, NRSP (a local partner) and the software development consultant (hereafter referred to as Consultant IS), and fully supported by the Labour Department (LD) and the Bureau of Statistics (BoS) KP. The first step of the pre-test exercise was training of trainers (supervisors / observers / enumerators / monitors / coders). Most of the participants had attended the training conducted prior to the pre-pretesting and participated in the initial pre-pretest exercise, so they had good understanding of the questionnaire. Enumerators also had previous knowledge on key aspects surrounding data collection. For this reason, the training was focused mainly on four areas: (i) objective of the survey, (ii) main definitions surrounding work and child labour, (iii) the questionnaire, and (iv) use of CAPI application and tablets. After the training, two days were allocated for testing the questionnaire and CAPI application in the field. Four teams, each comprising of 6 enumerators, 1 observer and 1 supervisor were sent out to two locations -Union Council Haryana Payan (rural) and Peshawar (urban).

Due to various reasons, including the impact of COVID-19, the rollout could only begin in 2022. As a result, a second Training of Trainers (ToT) was conducted from November 8th to 17th, 2021. The objective of this ToT was to enhance participants' understanding of the definitions and concepts related to all three parts of the CLS Questionnaire: Part I (Adult Questionnaire), Part II (Household Characteristics), and Part III (Child Questionnaire). The ToT also involved pre-testing the main rollout questionnaire application, the observer and team supervisor application, and providing hands-on practice with tablets. Additionally, the ToT aimed to strengthen the skills of enumerators, field observers, and team supervisors in areas such as survey ethics and interviewing techniques.

3.5   Training of interviewers, supervisors and fieldwork

Listing

The listing training took place between the 10th and 11th of January 2019 and covered the following main aspects: i) an explanation of the listing exercise in the clusters identified by PBS (including definitions of the enumeration block, structures, dwelling and non-dwelling units, and households), ii) creating a common understanding of the maps provided by PBS with a focus on understanding symbols, iii) drawing sketches of the sample clusters when in the field (i.e. location, key landmarks and boundaries of the enumeration block), and iv) instruction in the use of the CAPI software ODK, to be able to navigate through the listing form. The listing exercise commenced in January 2019 and was completed in February 2021, with 35 clusters being relisted in Kohistan in 2022. In total, 143 listers, who were also responsible for the mapping, worked across the 32 districts in KP. Table 3.4 below shows the distribution of listers by district.

Table 3.4   Distribution of listers by district

District	Listers
Total	**143**
Abbottabad	9
Bannu	6
Batagram	3
Buner	3
Charsadda	4
Chitral	1
Dera Ismail Khan	4
Hangu	2

District	Listers
Haripur	9
Karak	5
Kohat	6
Kohistan	6
Lakki Marwat	6
Lower Dir	8
Malakand	5
Mansehra	8
Mardan	6
Nowshera	6
Peshawar	7
Shangla	4
Swabi	4
Swat	5
Tank	4
Torghar	5
Upper Dir	4
Bajaur	2
Khyber	3
Kurram	2
Mohmand	1
North Waziristan	3
Orakzai	1
South Waziristan	1

Rollout

A 12-day training of the field staff was conducted in four phases in Hazara, Malakand, Southern Region and Peshawar Central Region starting from the 22nd of December 2021 until the 20th of March 2022. An exclusive 3-day training was also imparted to desk monitors and coders during the regional training in Hazara. The field team included 390 enumerators, 78 supervisors, 78 observers and 32 field monitors. Each team comprised five enumerators, who carried out the interviews, one supervisor who coordinated the work of the team, and one observer dedicated to monitor the performance of enumerators. The field monitors monitored the performance of supervisors, observers, and enumerators on a rotating basis. The training was also delivered to the team working at the Labour Directorate KP based in Peshawar including 12 desk monitors, 8 data validators, 3 master coders and 8 coders. Desk monitors and data validators had the responsibility of monitoring the progress of the survey and solving queries that the system automatically identified such as logical inconsistencies or unlikely answers, either accepting the entries or correcting them after seeking feedback from the field teams and respondents. Coders and the master coders had the task of translating the occupation, industry, and tool description into four-digit codes according to the 2017 Pakistan Standard Industrial Classification (PSIC) and the 2015 Pakistan Standard Classification of Occupation (PSCO), through a coding interface designed specifically for the Child Labour Survey. The criteria of selection of the enumeration team included i) a minimum of bachelor's degree for enumerators and master's in social sciences for supervisors, ii) teams comprised of four female enumerators and one male enumerator[18], and iii) level of Android management.

The training for enumerators focused on six main areas: i) objectives of the survey, ii) main definitions surrounding work and child labour, iii) the Child Labour Questionnaire, iv) achieving a good level of understanding of the ODK form for data collection and the use of tablets, v) common mistakes made by enumerators (e.g. gender, relation to the household head) and the type of information needed in the industry/occupation description for coding, and vi) child safeguarding measures and security briefs. During the last two days of training of field staff, the teams were sent to the field (in clusters not selected for the main sample) for pre-testing the questionnaire and applications followed by detailed debriefing sessions. Table 3.5 below shows the distribution of the field teams across divisions.

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18   Due to cultural reasons female enumerators are more likely to be allowed into households.

Table 3.5   Composition of field teams by region

Region	No. of teams	Monitors	Regional coordinators	Supervisors	Enumerators	Observers	Total
Total	**78**	**35**	**7**	**78**	**390**	**78**	**546**
KP (Settled)/NMDs							
KP (Settled)	64	28	4	64	320	64	448
NMDs	14	7	3	14	70	14	98
Division							
Hazara Division	26	7		26	130	26	182
Malakand Division	14	9		14	70	14	98
Mardan Division	5	2		5	25	5	35
Peshawar Division	10	5		10	50	10	70
Kohat Division	5	6		5	25	5	35
D.I.Khan Division	2	3		2	10	2	14
Bannu Division	2	3		2	10	2	14

3.6   Data processing

This subsection elaborates on the process of data collection, data monitoring and coding, data cleaning and data analysis.

Data entry description and transmission

Data protection was an important aspect for the KPCLS, which was taken into account in planning the implementation of data entry and transmission of the data for the survey. The information collected from the field was sent encrypted to the central server, a locally deployed ODK server application, where it was stored in a locally connected database in "My SQL" in encrypted form. The data was mapped onto an SQL server database by using a mapping script as the second step of data processing, which consists of renaming variables and adjusting the format of the data. Once the data was loaded into the SQL server, it could be used for reporting,

coding, monitoring and subsequent download options by operational and statistical teams. Data could then be accessed via a web-based system for monitoring.

Data quality monitoring and coding

Two main tools for data processing were constructed for the CLS. First, a comprehensive dashboard to make the data available to the team, track the progress and monitor the data quality. Second, a coding interface for coders and master coders to read parts of the data relevant for coding industry, occupation and tools, and translate verbal descriptions into codes that can be analysed statistically. This subsection presents a summary of the protocols in place to ensure data quality and accurate coding.

Listing

To monitor the progress of the listing activities and identify problems in the data, weekly monitoring reports were shared with BoS by C4ED. In the monitoring report, checks were made to ensure that listers collected sufficient information about the addresses of households so that they could easily be relocated during rollout. Other checks included the number of households per cluster, to monitor that no households were missing, and checks on the number of households per structure, as structures which appeared too large could imply that the boundaries were not properly identified, while too small could mean that households were missed from the listing. BoS could then take appropriate action based on the recommendations and potential issues highlighted in the report. In addition to the weekly monitoring reports, the dashboard allowed for daily monitoring of the progress and data quality.

Rollout

Several steps were taken to minimise the errors in the KPCLS. All field teams had a supervisor whose task was to ensure the quality and accuracy of the data collected by enumerators. The supervisors were responsible for meeting daily with the enumerators and to discuss and find solutions to problems.

Observers accompanied enumerators during the interviews, ensuring that they entered the information from the interview in a proper manner. Observers used a separate CAPI form, where they followed the flow of the questionnaire and evaluated the performance of enumerators on the questions being asked.

Field monitors performed random visits to monitor the performance of an enumerator, supervisor, or observer in a specific team. A separate CAPI form was created for monitors, with different performance questions asked depending on which team member that was being monitored.

Beyond the quality assurance and monitoring carried out by the field teams, desk monitoring was carried out using a customised dashboard created for the KPCLS. This could be used by the engaged stakeholders to track the daily progress of the survey, with dedicated monitors from BoS. A further web-based monitoring system was developed as part of the dashboard

for the use of BoS desk monitors. This system identified inconsistencies in the data based on a set of logical checks. Desk monitors were responsible for reviewing and correcting the queries identified by the system when a mistake was identified. Sometimes the queries could not be solved directly by the desk monitor without further information. Data validators were assigned such cases and were responsible for making phone calls to supervisors to clarify certain aspects around the queries and revert for possible correction in the system.

An additional important part of the monitoring of the KPCLS was the quality assurance of coded occupations and industries. For this, a coding application was developed with separate interfaces for coders and master coders. Coders first assigned codes to the occupation and industry descriptions given by the respondents during the interviews. The master coder was randomly assigned descriptions to recode, which would be compared with the codes of the coders to ensure the quality of the codes and a common understanding among the coders. In case any of the codes coded by the master coder and coder did not match, all codes in a specific batch were then rejected and sent back to the coders for re-coding. In addition, C4ED monitored the entered codes on a weekly basis. A weekly monitoring report was prepared, where the most frequent codes were monitored and compared with the most recent Labour Force Survey. Where the entered codes did not match the expected ones, additional training was provided to the listers which aimed to clarify the coding scheme and provide guidance to address any misunderstandings.

Data cleaning and analysis using Stata

Once data was downloaded from the web-based system, a process of data cleaning was performed to prepare the data for the statistical analysis. This process implied the creation of a unique dataset including household and individual information to allow for analysis of children's activities by variables describing the household's context. The data was anonymised prior to analysis to ensure privacy and confidentiality of respondents, with all personally identifying information removed. Data cleaning was performed by C4ED using the statistical software Stata. Moreover, the results in this report account for the complex sampling strategy by considering clustering, stratification, and weighting. According to the sampling strategy explained before, estimates and standard errors are adjusted using the survey weights discussed in the next section and the "svy" command in Stata.

Calculation of weights

For the KPCLS, the population of interest (the survey population) consists of children aged 5–17, which means that the sample was only drawn from households which reported to have children in this age range during the listing. It is important to note that households are the final sampling unit. The probability with which a child is drawn from the population depends on characteristics of the household that child belongs to. In each selected PSU, the sample frame was constructed with the listing exercise that collected information on household size as well as the number of children aged 5–17. This information is used in the second stage of sampling. In this stage, each household is assigned a weight according to the number of children aged 5–17, which is the relevant measure of size for the sampling strategy. The sample of households was drawn according to this size using the PPS methodology. This means that households with

more children aged 5–17 are more likely to be included in the sample. Considering the delays on the listing exercise (with a maximum of 3 years from 2019 to 2022) several potential issues were taken into account considering that an old sample frame presents problems if households have migrated, which might lead to lower response rates, and a minor issue of representativeness that households which are more likely to migrate will not be covered by the KPCLS.

- Since children have aged since listing those who were 5–17 were not necessarily still in this age group:
  - Those 15–17 (and some 14) turned 18 and were no longer the target population. These ages were still covered by those who were 12-14 and were identified in the listing.
  - Those now aged 5-7 were not identified by the listing but should be in the target population. Some may have older siblings and so were still be captured if their siblings were of the target age at the time of listing. However, those who do not have siblings who were 5–17 at the time of listing will be missed. Therefore 5-7-year-olds will be underrepresented in the KPCLS.

Practically this meant some households would be selected from listing who are no longer eligible, since there is now no child aged 5–17.

I. Recalculate sample size

Due to more migration and the potential for more households refusing due to the risk of COVID-19, a decrease in the response rate was assumed in KP. Instead of the originally assumed response rate of 90 per cent, a response rate of 80 per cent was assumed and guided the recalculation of the sample size, which was increased from 16 households to 18 households per cluster.

II. List of replacement households

To deal with households dropping out due to no longer being eligible for the KPCLS as children have aged, a list of replacement households was provided to the field teams in KP. This was implemented as follows:

- During sampling, 10 replacement households were selected per cluster (where available), in addition to the 18 original households. The replacement households were selected randomly using the same PPS sampling strategy.
- The enumerators were instructed to replace households where the youngest child in the household was now 18 years old (or older), and there was no other eligible child aged 5–17 in the household. In case a replacement household was needed, enumerators were instructed to contact their supervisor, who assigned them a replacement household. An additional question was added at the end of the questionnaire, where enumerators were asked to specify the household ID of the replacement household. They were then instructed to submit the form for the original household and open a new form to conduct the interview with the replacement households.

The results will not be biased as a result of the PPS sampling strategy, since the weights which were assigned to the households during the sampling stage are used to correct for the

probability of selection when calculating statistics of interest. This is done by dividing the value of each household by the weight assigned to that household during sampling, thus correcting for oversampling of households with many children.

The advantage of oversampling and using probability weights is that the estimates are kept representative of the survey population, but since a larger sample of households with more children is used, the estimation precision can also be improved with respect to correlates, circumstances, and consequences of child labour. Even though the probability weight is based on the household and not on the child itself, the weighting does not introduce any bias. The probability weights still capture the probability with which a child was included in the sample, which is the required piece of information to appropriately adjust estimates.

Given that households are selected in a two-stage procedure, two weights were considered: one weight (first stage) that captures the selection probability of the PSU the household lives in - which was provided by PBS - and another probability weight (second stage) that captures the household selection within the PSU-computed after household listing. First-stage weights were provided by PBS for all 3,015 clusters sampled. The final probability weight of selection is the PSU probability weight (of cluster j) times the household probability weight (of household i in cluster j).

$$w_{sel,ij} = w_{First\ stage\ j} * w_{Second\ stage\ i,j}$$

The household level response rate in the KPCLS was 92.5 per cent, and the number of successfully interviewed households was 49,734. The 7.5 per cent non-response was due to households' refusal to participate in the survey or not being available for the interview in the maximum three visits after the first attempt. The lowest response rate was observed in Malakand (75.0 per cent), while the highest was Bannu (96.7 per cent). Both districts are mostly rural (90.3 per cent and 95.0 per cent respectively), although they include some urban clusters unlike 9 districts that contain exclusively rural clusters.

To account for household non-response requires adjusting the population weight further by multiplying it with a household non-response adjustment factor ($w_{hhnr,j}$). This adjustment factor is the reciprocal of the estimated conditional probability that the household responds and is measured at the cluster level. To obtain the final population weight $w_{final,i}$ for variables measured at the household level we multiply the selection weight with the non-response adjustment factor:

$$w_{final\_HH,i} = w_{sel,i} * w_{hhnr,j}$$

Children are identified in the household roster, where all family members are listed, and their ages are established. In total, 154,156 children aged 5–17 were identified as being part of the surveyed households and 93.8 per cent of these children were found and interviewed (144,632 children). Non-response was due to refusal, or children being absent or temporarily away at the time of the interview, or children being unable to respond due to disability[19]. The response rate

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19   Disability is defined from the adult response, meaning any non-response is determined by the adult and not due to the child themselves.

decreases with age, with the response rate for children aged 5–11 at 94.7 per cent, children aged 12–13 at 93.8 per cent and children aged 14–17 at 92.0 per cent. The rate is lower for girls (93.0 per cent) than for boys (94.6 per cent).

For variables measured with the child questionnaire, the non-response rate of children was accounted for by multiplying the probability of selection by both the reciprocal of the household ($w_{hhnr,j}$) and child ($w_{cnr,j}$) non-response rate, both measured at the cluster level:

$$w_{final\_C,i} = w_{sel,i} * w_{hhnr,j} * w_{cnr,j}$$

All estimates in this report consider the adjustment explained in the following formula.

$$\hat{y} = \frac{\sum_{i \in O} w_{final,i} y_i}{\sum_{i \in O} w_{final,i}}$$

Let y be any variable such as engagement in child labour or working activities, w_i denote the probability weight of observation i (child i) and w_i the population weight that in this survey takes the values $w_i \in [0.558, 3970.679]$. Each observation is multiplied with its respective survey weight, aggregated for all children, and divided by the sum of the population weights corresponding to the observations for which the data is available. The result is an unbiased estimate for the variable of interest $\hat{y}$, e.g. child labour.

3.7   Reliability of estimates (design effects and standard errors)

This section discusses the reliability of estimates presented in this report. On the one hand, the sampling errors are approached by presenting an analysis of the coefficient of variation for key indicators. On the other hand, non-sampling errors and prevalence of missing data are discussed.

Sampling errors

Table 3.6 below shows the point estimates, standard errors, and confidence intervals for nine key indicators of the survey. The first panel (Population) shows the population size for children across age groups, sex and area of residence. The second panel (Percentage) shows the same categories but in terms of percentages, including school attendance, working children and child labour. The survey collected information for 154,156 children, that represent an estimated number of 8,282,673 children, 57 per cent of them being 5–11 years old, 16 per cent 12–13 years old, and 27 per cent 14–17 years old. The sampling error is evaluated through the coefficient of variation. A rule of thumb suggests that an estimate with a coefficient of variation up to 7 per cent is precise, and between 8 per cent and 14 per cent an acceptable precision. As for the estimates on children, the precision of estimates is precise as all fall below 4 per cent. The group of children living in urban areas, not attending school, working and children in child labour have a slightly larger coefficient of variation compared to their counterparts, which reflects the smaller sample size for those groups.

The standard errors and therefore the confidence intervals are defined in the context of the design effect. The design effect is defined as the ratio of the variance in the sample under the given sampling strategy divided by the variance under simple random sampling. Due to the non-random sampling of households, the variance of the variables we are interested in is likely to be higher across the whole sample, but the sampling strategy ensures that we have enough observations to reliably report statistics for the population of interest. The design effect (Deff) is shown in Table 3.6 and is 9.94 for children in child labour and higher than the level assumed in estimating the required sample size ex ante. Information on the division and district level is available upon request in a supplementary appendix.

Table 3.6 Variance calculations

| | Coefficient | Standard error | C.V. (%) | Deff | Deft | Weighted count | Unweighted count | 95% confidence interval | |
								Lower	Upper
Population									
Age									
5–11	4,720,781	86,173	1.83	4.55	2.11	4,720,781	84,308	4,551,812	4,889,749
12–13	1,329,506	21,835	1.64	1.70	1.29	1,329,506	26,319	1,286,692	1,372,321
14–17	2,232,386	33,856	1.52	3.85	1.94	2,232,386	43,529	2,166,001	2,298,771
Sex									
Boys	4,388,618	75,632	1.72	3.91	1.96	4,388,618	80,538	4,240,318	4,536,918
Girls	3,892,911	62,923	1.62	3.91	1.96	3,892,911	73,591	3,769,532	4,016,290
Residence									
Rural	7,286,033	127,175	1.75	25.77	5.03	7,286,033	137,363	7,036,667	7,535,399
Urban	996,640	35,861	3.60	25.77	5.03	996,640	16,793	926,323	1,066,957

	Coefficient	Standard error	C.V. (%)	Deff	Deft	Weighted count	Unweighted count	95% confidence interval	
								Lower	Upper
Percentage									
Age group									
5–11	57.00	0.27	0.48	4.55	2.11	4,720,781	84,308	56.47	57.53
12–13	16.05	0.12	0.76	1.70	1.29	1,329,506	26,319	15.81	16.29
14–17	26.95	0.22	0.83	3.85	1.94	2,232,386	43,529	26.51	27.39
Sex									
Boys	52.99	0.25	0.48	3.91	1.96	4,388,618	80,538	52.50	53.49
Girls	47.01	0.25	0.54	3.91	1.96	3,892,911	73,591	46.51	47.50
Residence									
Rural	87.97	0.42	0.48	25.77	5.03	7,286,033	137,363	87.14	88.80
Urban	12.03	0.42	3.52	25.77	5.03	996,640	16,793	11.20	12.86
School attendance									
Does not attend	29.53	0.48	1.62	16.72	4.05	2,445,417	41,573	28.59	30.46

	Coefficient	Standard error	C.V. (%)	Deff	Deft	Weighted count	Unweighted count	95% confidence interval	
								Lower	Upper
Attend	70.47	0.48	0.68	16.72	4.05	5,837,026	112,578	69.54	71.41
Working children									
Does not work	88.86	0.26	0.29	10.32	3.18	7,360,359	137,504	88.36	89.37
Work	11.14	0.26	2.33	10.32	3.18	922,314	16,652	10.63	11.64
In Child Labour									
Not in Child Labour	91.00	0.23	0.25	9.94	3.12	7,537,518	140,878	90.55	91.46
In Child Labour	9.00	0.23	2.57	9.94	3.12	745,155	13,278	8.54	9.45

Non-sampling errors

In surveys with large sample size as the one for the KPCLS, non-sampling errors need to be considered when assessing the reliability of the estimates. These include non-observation errors, when some units are not included in the survey or a variable is missed, or measurement errors. Typically, two of the most important sources of non-observation are non-coverage and non-response (United Nations Statistics Division, 2005). The issue of non-coverage is most pertinent in the KPCLS for children not living in traditional households, i.e., children without a permanent place of residence in a household unit. As previously mentioned, 41 clusters were not covered in some districts, which also leads to some non-coverage. Furthermore, households of children aged 5-7 in which they are the oldest child may not be covered. Non-response is discussed under the description of the calculation of weights. Measurement error in the KPCLS should be minimised through appropriate training of enumerators and the use of a well-designed and thoroughly tested questionnaire with built-in quality checks through the CAPI software.

An important aspect to consider is whether the non-response of children is correlated with the engagement of children in work. If there is a positive correlation, we should be concerned about using the child questionnaire as a source of information, as the sample will suffer from a selection bias with working children more likely to be missing and thereby precluding the analysis of all working children using their own responses. To explore this possibility, we conduct a correlation test between the economic activity of children reported by parents and children responding to the child questionnaire. The result suggests a negative but small correlation of answering the child questionnaire and working during the last week as well as during the last year (correlation coefficient of -0.06 for both). This result, along with the high response rate for the child questionnaire, provides indicative evidence that the KPCLS data does not suffer from systematically missing data among working children.

3.8   Differences in reporting between adult and child questionnaire

The survey comprised questions asked to both parents and children in some aspects such as age, schooling, household chores, and participation in economic activities. There are several reasons why the responses might differ. First, parents might have incentives to under- or overreport activities performed by the child, and children might misreport because of fear of what adults might say to their responses or because of a lack of concentration or understanding. Table 3.7 shows the differences in responses between parents and children regarding school attendance and household chores. Children report lower school attendance than adults. Furthermore, we see from the fact that both simultaneously reporting school attendance is a similar level to the child reporting attendance, that there are few children reporting attending school where the adult respondent does not. A similar result can be seen for household chores, where the number of adults reporting that a child carries household chores is higher for adults than for children, but the share where both the adult and the child report household chores is smaller. This means that there is no exact overlap of the two groups with some adults stating their children carry out household chores without the child reporting it and vice versa.

Table 3.7   **Comparison of reported schooling and participation in chores rates between adult and child questionnaires (weighted percentages)**

Activity	School attendance				Housekeeping activities			
	Adult response	Child response	Any	Both	Adult response	Child response	Any	Both
Number								
Total	5,837,026	5,599,560	5,924,693	5,511,893	4,913,211	4,443,535	5,199,549	4,157,198
5–11	3,432,158	3,296,571	3,468,723	3,260,006	2,134,694	1,871,153	2,303,802	1,702,045
12–13	1,016,368	966,166	1,028,466	954,068	968,023	899,820	1,019,463	848,380
14–17	1,388,500	1,336,822	1,427,504	1,297,818	1,810,495	1,672,562	1,876,284	1,606,773
Percentage								
Total	70.5	67.6	71.5	66.5	59.3	53.6	62.8	50.2
5–11	72.7	69.8	73.5	69.1	45.2	39.6	48.8	36.0
12–13	76.5	72.7	77.4	71.8	72.8	67.7	76.7	63.8
14–17	62.2	59.9	64.0	58.1	81.1	74.9	84.0	72.0

In relation to the participation in economic activities, there is evidence of parents reporting more economic activity performed by children, both in the reference week and in the reference year (see Table 3.8). The disagreement is clearer when comparing the percentages of only adult and only child, to the combined percentage ("Both"). This shows that children and adults do not necessarily agree on the activities performed by children but that for most cases they agree. Overall, there is a large degree of agreement between the adult and child responses: children confirmed the adult response in 81 per cent (economic activity last 12 months), 83 per cent (economic activity last 7 days), 94 per cent (school attendance), 85 per cent (household chores) of cases.

Table 3.8 Comparison of reported employment rates between adult and child questionnaires (weighted percentages) Treatment of responses

Reported employment	Last 12 months						Last 7 days					
	Adult response	Child response	Any	Both	Adult response	Child response	Any	Both				
Number												
Total	1,021,037	966,546	1,156,322	831,261	922,314	901,950	1,062,897	761,367				
5–11	277,890	276,815	331,176	223,529	252,514	255,246	305,692	202,068				
12–13	212,574	202,379	242,015	172,938	188,048	186,738	217,465	157,321				
14–17	530,572	487,352	583,132	434,793	481,753	459,966	539,741	401,978				
Percentage												
Total	12.33	11.67	13.96	10.04	11.14	10.89	12.83	9.19				
5–11	5.89	5.86	7.02	4.74	5.35	5.41	6.48	4.28				
12–13	15.99	15.22	18.2	13.01	14.14	14.05	16.36	11.83				
14–17	23.77	21.83	26.12	19.48	21.58	20.6	24.18	18.01				

Throughout this report, we follow the standard practice of using the adult's responses about economic activities, school attendance and household chores. The reader should, nonetheless, be aware that these figures may reflect the adult's desire to report these activities as they perceive may be advantageous for their household.

3.9 Lessons learned and future improvements

As the third province in Pakistan to complete the CLS, the KPCLS made use of the lessons learned from the previously completed CLS in Punjab and Gilgit-Baltistan, while at the same time generating additional lessons learned and improvements to be considered in the remaining provinces.

Some of the lessons learned in the KPCLS include:

- Enumerators were not aware that they need to submit the original form in case of replacements.
- Observer application giving errors and issues faced with coding application upon deployment point to a stronger need for testing before survey rollout.
- Some enumerators still struggling to navigate between sections - a video was shared with field staff for clarification. Reference videos could be shared during training to ensure better understanding and provide materials for staff to refer back to.
- Some enumerators do not know the procedure for reporting child abuse.
- Enumerators not carrying the interviewer manual with them.
- Cases where child was working but this was not entered by the enumerator
- Observers entering "no problem found" when there was a problem, but observers not sitting next to enumerators so that they can see what they are entering in the tablet
- Rollout: Confusion arose regarding replacements for ineligible households where all children at listing were now adults. This confusion stemmed from the fact that replacements were not used in previously surveyed provinces. Clarification is needed on when to select replacement households, as well as the requirement to submit two forms.
- Coding: It was not clear that fetching water and collecting firewood should be considered economic activities rather than household chores (which are coded 9999). An additional training session was conducted to clarify this, and entries assigned the code 9999 or 9998 (free time activities) before the session were rejected and recoded.

3.10 Limitations

As previously mentioned, 41 clusters were excluded from the scope of the survey due to migration, security reasons, accessibility etc. in the districts previously mentioned. As this resulted in a lower coverage of enumeration blocks than originally planned in the sampling methodology, the results may not be fully representative for the affected districts in case the covered blocks differ systematically from blocks not covered due to the previously mentioned reasons.

A more general limitation of the survey that relates to its household-based design is that it only captures information about children that are living in a household and thus excludes children who are homeless or in orphanages. This could have implications on the results as these populations might be more vulnerable to other types of child labour. To fully understand the situation of children in KP, it may therefore be insightful to complement the findings from the KPCLS with additional studies covering the groups of children that are not part of this survey.

Third, as stressed throughout the report (and is true for all observational surveys), the findings represent correlates of child labour without laying claim to causal inference. This means that the survey builds on the characterisation of the conditions of labour, and aspects of children's context that play a role either as potential causes or consequences of the problem. For instance, the survey finds that the poorer the households, the more likely a household will have at least one child in child labour. In particular, the share of households with at least one child in child labour is more than three times larger for the poorest households compared to the wealthiest. While it seems apparent that there is a link between poverty and child labour, the results do not allow to find the impact of poverty on child labour. This aspect recognises the complexity and multidimensionality of the issue of child labour.

Finally, while the survey captures household chores performed by children, as well as the time spent in these activities, children working as domestic workers might not be fully captured. The reason is twofold. On the one hand, respondents might fail to report children working as servants or domestic workers as part of the household, who therefore might be missed out from the roster of household members. On the other hand, even if they are not missed out from the roster, the nature of their activities can be mistakenly confused with household chores and not reported as economic activities. The confusion may arise due to the subtle difference between both activities, which is only in the location those activities occur – be that in their household or someone else's household. In the KPCLS, servants were listed in the roster, and domestic work was listed as economic activity.

4.   Characteristics of the survey population

This chapter presents demographic and socio-economic information for the target population (i.e., children aged 5–17 years). It starts with a description of the population composition, followed by the households' economic, education and general characteristics.

The KPCLS is only representative for children aged 5–17 years and therefore, this section presents information for this age group. For further details about unweighted numbers for the whole sample, refer to the Appendix.

4.1   Population composition

As shown in Table 4.1 below, the population of children aged 5–17 years in KP consists of slightly more boys (53.0 per cent) than girls (47 per cent). Additionally, 1,144 children are transgender or other[20]. The age group 5–11 represents 57.0 per cent of the population eligible for the KPCLS, the age group 12–13 16.1 per cent and the age group 14–17 26.9 per cent. For more details about the age distribution in the sample (though not the whole population of KP), see Table A4.1 in the Appendix.

| Table 4.1 | Population of children 5–17 years by sex and age group | | | | | | | |

Age group	Total		Boys			Girls		
	Number	Per cent of population of children	Number	Per cent of total boys	Per cent of total population in age group	Number	Per cent of total girls	Per cent of total population in age group
Total 5–17	8,282,673	100.0	4,388,618	100.0	53.0	3,892,911	100.0	47.0
5–11	4,720,781	57.0	2,497,240	56.9	52.9	2,222,979	57.1	47.1
12–13	1,329,506	16.1	704,893	16.1	53.0	624,319	16.0	47.0
14–17	2,232,386	26.9	1,186,484	27.0	53.1	1,045,613	26.9	46.8

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

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20   Due to the low percentage of children that are transgender or other, statistics corresponding to this group are not shown in the tables. These records account for 27 unweighted survey responses.

Table A4.3 in the Appendix presents information about the population of children aged 5–17 further disaggregated by area of residence. The table shows that there are far more children living in rural than urban areas. The percentage of children in the age group 5–11 is slightly higher in rural compared to urban areas, whereas in urban areas, the percentage of children in the age group 14–17 is somewhat higher. Table A4.4 in the Appendix shows the total number of boys and girls by single years of age. Table A4.2 in the Appendix contains more detailed information about the population of boys and girls in rural and urban areas by single years of age instead of age groups. For more details about the age distribution in the sample disaggregated by area of residence (though not the whole population of KP), see Table A4.5 in the Appendix.

Table 4.2 presents information about the population of children by area of residence, sex, sex ratio and age group. Table A4.6 in the Appendix presents this information further disaggregated by division and district. Overall, there are more boys than girls in the population of children, with a larger sex ratio in rural compared to urban areas, with 113 boys per 100 girls in rural areas and 110 boys per 100 girls in urban areas.

Table 4.2   Population of children 5–17 years by area of residence, sex and sex ratio, by age group

Characteristic	Total				Rural				Urban			
	Total	Boys	Girls	Sex ratio	Total	Boys	Girls	Sex ratio	Total	Boys	Girls	Sex ratio
Total 5–17	8,282,673	4,388,618	3,892,911	112.7	7,286,033	3,866,637	3,418,541	113.1	996,640	521,981	474,370	110.0
Age group												
5–11	4,720,781	2,497,240	2,222,979	112.3	4,190,521	2,215,440	1,974,684	112.2	530,260	281,801	248,295	113.5
12–13	1,329,506	704,893	624,319	112.9	1,161,594	620,063	541,237	114.6	167,913	84,831	83,082	102.1
14–17	2,232,386	1,186,484	1,045,613	113.5	1,933,918	1,031,134	902,620	114.2	298,468	155,350	142,993	108.6

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

Table 4.3 shows the number and percentage of ever married children aged 10–17 years[21]. Girls in the age group 10-14 are 1 percentage point more likely to be ever married compared to boys (1.1 per cent vs. 0.1 per cent). In the age group 15–17 the difference is bigger, with 7.9 per cent ever married girls and 1.4 per cent ever married boys. The percentage of ever married 15–17-year-olds is the highest for children where information about the education level of the mother or father is missing (41.3 per cent and 15.0 per cent). The education level is missing as the mother or father is either not part of the household or not alive and these high percentages can to a large extent be explained by the child now living in the household of the spouse. Furthermore, 15–17-year-olds with none or pre-school education are more likely to be ever married compared to children in this age group with higher levels of education. While the percentage of ever married children is the lowest in the richest wealth index quintile, it is higher in the second, middle and fourth quintiles compared to the poorest quintile. Additionally, a higher share of children living in rural areas are ever married compared to children residing in urban areas. Figure A4.1 in the Appendix shows that there does not appear to be a strong relationship between child marriage and COVID-19, as 92.7 per cent responded that the marriage is unrelated to COVID-19 circumstances, while for 6.6 per cent of ever married children, the marriage is linked to COVID-19 circumstances to different extents (strongly linked, linked, or somewhat linked).

Table 4.3	Population of children 10–17 years by marital status and age group, by sex, education of mother, education of father, education of child, wealth index quintile and area of residence

Characteristic	Never married		Ever married		Number of children 10-14 years	Number of children 15–17 years
	10-14	15–17	10-14	15–17		
Total 10–17	99.4	95.6	0.6	4.4	3,282,696	1,589,231
Sex						
Boys	99.9	98.6	0.1	1.4	1,739,124	854,901
Girls	99.0	92.1	1.1	7.9	1,543,539	734,301
Edu. mother						
None/Pre-school	99.5	97.3	0.5	2.7	2,586,591	1,280,203
Primary	99.8	97.5	0.3	2.5	227,463	84,529
Middle	98.5	97.9	1.6	2.1	130,511	44,925
Secondary	99.7	99.8	0.3	0.2	145,383	58,449
Higher	99.8	99.8	0.2	0.2	115,339	41,988

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21   The marital status was only asked to individuals 10 years old and above.

Characteristic	Never married		Ever married		Number of children 10-14 years	Number of children 15–17 years
	10-14	15–17	10-14	15–17		
Non-formal	97.3	92.6	2.7	7.4	1,783	867
Don't know/Missing	96.9	58.7	3.1	41.3	75,219	77,921
Edu. father						
None/Pre-school	99.5	97.5	0.5	2.5	1,259,851	638,215
Primary	99.5	97.2	0.5	2.8	282,896	124,812
Middle	99.5	97.1	0.5	2.9	362,319	157,509
Secondary	99.6	98.2	0.4	1.9	509,043	225,345
Higher	99.7	99.0	0.3	1.0	428,012	179,285
Non-formal	98.5	95.6*	1.6	4.4*	1,449	386
Other	98.8	92.3	1.2	7.7	1,674	660
Don't know/Missing	98.6	85.0	1.4	15.0	437,454	263,020
Edu. child						
None/Pre-school	99.1	91.5	0.9	8.5	586,146	313,599
Primary grades 1-4	99.7	93.6	0.3	6.4	1,388,182	105,624
Primary completed	99.4	93.0	0.6	7.0	475,115	102,350
Middle	99.3	97.8	0.7	2.2	767,424	582,659
Secondary	98.2	96.4	1.8	3.6	30,220	376,917
Higher	96.8	97.4	3.2	2.6	9,180	99,211
Other	98.6	98.0	1.4	2.0	21,768	7,701
Don't know/Missing	99.9	100.0	0.1	0.0	4,661	1,171
WIQ						
Poorest	99.5	96.1	0.5	3.9	686,874	289,743
Second	99.4	94.9	0.6	5.1	681,313	323,330
Middle	99.4	95.1	0.6	4.9	665,045	328,513

Characteristic	Never married		Ever married		Number of children 10-14 years	Number of children 15–17 years
	10-14	15–17	10-14	15–17		
Fourth	99.3	95.1	0.7	4.9	639,959	327,169
Richest	99.6	97.0	0.4	3.0	609,505	320,476
Residence						
Rural	99.4	95.5	0.6	4.5	2,874,004	1,373,137
Urban	99.7	96.6	0.3	3.4	408,691	216,093

The education of the mother omits the category of "Other". These records account for 18 children from the unweighted survey responses, which when weighted represent 756 children.

The total number of children in this table does not include children for whom the marital status is missing. These records account for 91 children from the unweighted survey responses, which when weighted represent 3893 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Birth registration serves as proof of the age of a child and as such, could be an important tool to prevent both child labour and child marriage. Figure 4.1 shows that less than half (43.8 per cent) of children aged 5–17 years have a birth certificate. The percentage of children with a birth certificate increases with age from 40.6 per cent for children aged 5–11 to 48.4 per cent for children aged 14–17. However, this does not necessarily imply that there is a negative trend with fewer and fewer births being registered. In Pakistan, it is possible to obtain a Child Registration Certificate (CRC) or a B-form until the child reaches the age 18. Thus, that a higher share of older children has a birth certificate might simply be because parents tend to register their children at an older age. It is further possible that the birth of the child has been registered, but the parents have not yet demanded the issuance of the birth certificate. The percentage of boys in possession of a birth certificate is similar to the level for girls, with marginally more boys having a birth certificate.

Figure 4.1   Percentage of children aged 5–17 years with a birth certificate by age group and sex
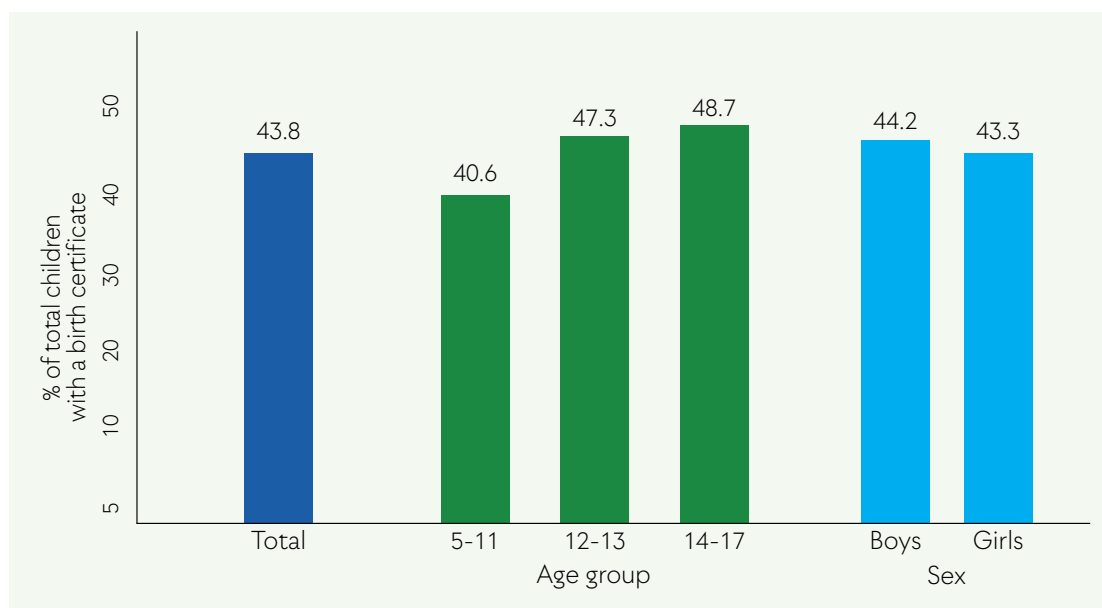
4.2   Households' economic characteristics

Table 4.4 shows the number and per cent of households by wealth index quintile[22] and area of residence. More than half of all urban households belong to the richest wealth index quintile (59.4 per cent), and 23.7 per cent belong to the fourth quintile. Rural households are more evenly distributed across the quintiles as compared to urban households, though a higher share of households belong to the poorest, second or middle quintile (between 21.7 to 22.5 per cent) as compared to the richest quintile (14.2 per cent). As shown in Table A4.7 in the Appendix, in the district Torghar, 86.8 per cent of all households belong to the poorest quintile, and only 2.0 per cent of all households belong to the middle, fourth or richest quintile. Peshawar is the district with the highest share of households that belong to the richest quintile (49.6 per cent).

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22   The wealth index quintile was constructed following the DHS guidelines and Multidimensional Poverty Index (MPI) definition of variables. The Principal Component Analysis (PCA) included wall categories, number of persons per sleeping room, toilet with flush system, adequate cooking fuel (inadequate include wood, dung cakes, crop residue, coal, or charcoal), secure water (piped water, hand pump, motorized pumping, closed well, or filtration plant), access to electricity, gas and phone, ownership of assets and livestock, ownership of agricultural land and dwelling, and size of agricultural land.

Table 4.4 Number and per cent of households by wealth index quintile, by area of residence

Characteristic	Wealth index quintile										Total number of households
	Poorest		Second		Middle		Fourth		Richest		
Total	557,212	20.0	556,490	20.0	556,816	20.0	556,850	20.0	556,802	20.0	2,784,170
Residence											
Rural	545,712	22.5	537,984	22.2	525,998	21.7	471,752	19.4	343,771	14.2	2,425,217
Urban	11,501	3.2	18,506	5.2	30,818	8.6	85,098	23.7	213,030	59.4	358,953

Table 4.5 shows that out of all households with children aged 5–17, only around 10 per cent are headed by a female. The percentage of female–headed households is higher for those without any education, which likely reflects the lower educational status of females in KP. The highest proportion of female–headed households is found in the districts Hangu and Torghar (25.9 per cent and 25.5 per cent, respectively, see Table A4.8 in the Appendix) and the lowest in South Waziristan (0.1 per cent).

Table 4.5. Number and per cent of female-headed households by education of household head, wealth index quintile and area of residence

Characteristic	Female-headed households		Total number of households
	Number	Per cent of total households	
Total	273,423	9.8	2,784,170
Edu. HH head			
None/Pre-school	223,312	16.0	1,391,885
Primary	20,185	7.5	270,376
Middle	11,741	3.8	307,640

| Characteristic | Female-headed households | | Total number of households |
	Number	Per cent of total households	
Secondary	10,569	2.4	435,632
Higher	7,373	2.0	375,457
Non-formal	197	12.4	1,587
WIQ			
Poorest	49,181	8.8	557,212
Second	46,313	8.3	556,490
Middle	61,760	11.1	556,816
Fourth	61,345	11.0	556,850
Richest	54,825	9.8	556,802
Residence			
Rural	236,810	9.8	2,425,217
Urban	36,612	10.2	358,953

The education of the household head omits the categories of "Other" and "Don't know". These records account for 22 and 7 individuals from the unweighted survey responses respectively, which when weighted represent 1288 and 305 households.

Around two in three female heads of households are married (though the spouse is typically not living in the household) and one in three widowed. Out of the married head of households, 94.8 per cent has a spouse that lives outside the household, as shown in Figure 4.2. This figure indicates that females typically become the head of the household due to an absence of a potential male candidate in the household.

Figure 4.2   Marital status of female-headed households (Left) and Living arrangement of spouses of married female-headed households (Right)
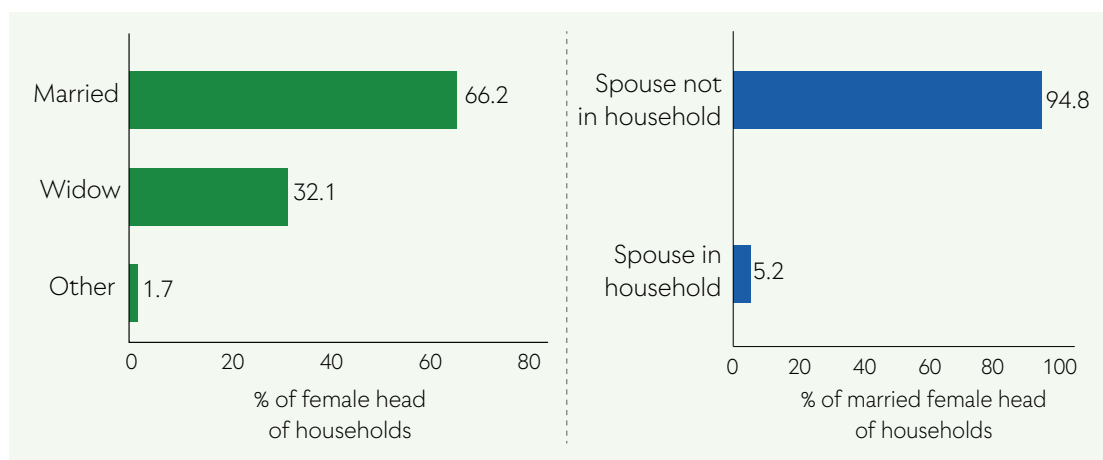
Table 4.6 presents information about households currently receiving BISP[23] assistance or any other financial assistance from the government in the last three years. In total, 17.8 per cent of all households are currently receiving BISP assistance, and 8.5 per cent reported receiving any other financial assistance from the government in the last three years. As expected, the percentage of households receiving BISP decreases with the wealth index quintile. Households with a less educated household head are more likely to currently receive BISP assistance (22.4 per cent for no education and 7.7 per cent for higher education). A higher percentage of rural (18.9 per cent) than urban (10.1 per cent) households receive BISP. By districts, the percentage of total households receiving BISP is highest in Torghar (48.0 per cent), which as previously shown also has the highest share of households belonging to the lowest wealth index quintile. The lowest percentage of households receiving BISP is found in Dera Ismail Khan (2.4 per cent, see Table A4.9 in the Appendix). There is no clear relationship between which households receive other financial assistance and education of the household head or the wealth index quintile, and the percentage of rural and urban households receiving other financial assistance from the government is similar (8.5 per cent vs. 8.7 per cent, respectively). The highest percentage of households receiving any financial assistance (other than BISP) is found in the district Malakand (18.9 per cent), while the lowest is found in South Waziristan (0.2 per cent).

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23   The Benazir Income Support Programme (BISP) was launched by the government of Pakistan in 2008. Through cash transfers to vulnerable women and their families from the poorest households, the programme aims to smooth consumption and alleviate adverse effects of slow economic growth, with the goal to eradicate extreme poverty and empower women.

Table 4.6. **Number and per cent of households currently receiving BISP or financial assistance during the last 3 years, by education of household head, wealth index quintile and area of residence**

Characteristic	Currently receiving BISP assistance		Receiving any financial assistance from government in last three years		Total number of households
	Number	Per cent of total households	Number	Per cent of total households	
Total	495,556	17.8	236,543	8.5	2,784,170
Edu. HH head					
None/Pre-school	311,833	22.4	121,347	8.7	1,391,885
Primary	48,935	18.1	26,831	9.9	270,376
Middle	51,245	16.7	30,748	10.0	307,640
Secondary	53,899	12.4	37,742	8.7	435,632
Higher	29,069	7.7	19,498	5.2	375,457
Non-formal	215	13.6	312	19.7	1,587
WIQ					
Poorest	148,201	26.6	44,640	8.0	557,212
Second	134,315	24.1	47,063	8.5	556,490
Middle	106,403	19.1	53,435	9.6	556,816
Fourth	69,997	12.6	49,846	8.9	556,850
Richest	36,640	6.6	41,560	7.5	556,802
Residence					
Rural	459,141	18.9	205,364	8.5	2,425,217
Urban	36,415	10.1	31,179	8.7	358,953

The education of the household head omits the categories of "Other" and "Don't know". These records account for 22 and 7 individuals from the unweighted survey responses respectively, which when weighted represent 1288 and 305 households.

The main income generating activity for 31.3 per cent of the households is regular wage employment, as shown in Table 4.7. For a similar share of households (30.8 per cent), other casual labour is the main income generating activity. Almost a quarter of all households (23.7 per cent) rely mainly on income from non-agricultural self-employment. The share of households relying primarily on income from regular wage employment and non-agricultural self-employment increases with the wealth index quintile, whereas in terms of agricultural self-employment and other casual labour, the opposite is true. The percentage of households with regular wage employment as the main income generating activity also increases with the education of the

household head, but the percentage of households that mainly depend on income from self-employment (both agriculture and non-agriculture), seasonal paid employment in agriculture and other casual labour decreases with the education of the household head. It should be noted that some households receive the same maximum income from more than one activity and where this is the case, the households have been split by the number of ties that exist. By division, Hazara has the highest share of households generating income mainly from regular wage employment (41.8 per cent), Dera Ismail Khan has the highest share of households relying on income from self-employment in both agriculture (15.1 per cent) and non-agriculture (30.3 per cent), and Malakand has the highest percentage of households whose main income generating activity is other casual labour (37.6 per cent) (see Table A4.10 in the Appendix).

Table 4.7. **Per cent of households by main activity from which households derive income, by education of household head, wealth index quintile and area of residence**

Characteristic	Regular wage employment - Per cent	Self-employment (agriculture) - Per cent	Self-employment (non-agriculture) - Per cent	Seasonal paid employee in agriculture - Per cent	Other casual labour - Per cent	Other sources - Per cent	Not specified - Per cent	Total number of households
Total	31.3	4.8	23.7	5.8	30.8	3.2	0.3	2,195,294
Edu. HH head								
None/Pre-school	22.4	6.6	22.6	7.4	37.7	2.9	0.4	1,046,444
Primary	22.3	4.2	27.7	6.3	36.4	2.9	0.3	215,476
Middle	26.2	3.7	27.6	6.4	32.4	3.5	0.2	253,555
Secondary	36.8	3.4	26.8	4.2	25.0	3.7	0.1	354,323
Higher	64.0	1.6	18.4	2.0	10.1	3.8	0.2	323,259
Non-formal	52.5	1.3	4.4	0.0	29.3	12.4	0.0	947
WIQ								
Poorest	26.4	6.6	15.1	6.4	43.0	2.4	0.2	412,196
Second	25.3	6.2	20.4	7.4	37.7	2.8	0.1	446,853

Characteristic	Regular wage employment – Per cent	Self-employment (agriculture) – Per cent	Self-employment (non-agriculture) – Per cent	Seasonal paid employee in agriculture – Per cent	Other casual labour – Per cent	Other sources – Per cent	Not specified – Per cent	Total number of households
Middle	30.4	4.9	24.0	7.1	30.9	2.4	0.3	442,408
Fourth	33.5	3.6	27.6	5.7	26.4	2.7	0.5	434,884
Richest	40.6	2.7	30.6	2.9	17.1	5.7	0.4	458,953
Residence								
Rural	31.6	5.1	22.1	6.3	31.5	3.1	0.3	1,888,173
Urban	29.5	2.8	33.6	3.0	26.6	3.9	0.6	307,122

The education of the household head omits the categories of "Other" and "Don't know". These records account for 20 and 3 individuals from the unweighted survey responses respectively, which when weighted represent 1174 and 116 households.

The total number of households in this table does not include households with missing information about the main activity from which the household derives income. These records account for 15028 households from the unweighted survey responses, which when weighted represent 588876 households.

Table A4.11 in the Appendix shows the households' asset ownership by area of residence. Some of the assets most frequently owned include cell phones (91.2 per cent), fans (84.1 per cent), washing machines/dryers (59.1 per cent), solar panels (49.1 per cent) and refrigerators (43.8 per cent). Assets that are less common for households to own include radio/tape recorders (2.1 per cent), tractors (1.0 per cent), and VCRs/VCPs/receivers/decoders/DVDs (0.8 per cent). For most of the assets, the percentage of households in urban areas that own the asset is higher than in rural areas, reflecting the higher levels of wealth in urban areas. Table A4.12 in the Appendix shows households' asset ownership by division instead of area of residence.

Table 4.8 presents information about land and livestock ownership. In this table, livestock ownership includes households that own and share livestock. Land ownership is higher among households whose household head has secondary or higher education, whereas livestock ownership decreases with education. As expected, both land and livestock ownership are much higher in rural areas (30.2 per cent and 45.8 per cent, respectively) than in urban areas (8.8 per cent and 10.9 per cent, respectively). There is further variation in land and livestock ownership between the divisions and districts. Both land and livestock ownership are the highest in Chitral district (68.1 per cent and 82.0 per cent, respectively), as shown in Table A4.13 in the Appendix.

Table 4.8. Number and per cent of households by land and livestock ownership, by education of household head and area of residence

Characteristic	Land ownership		Livestock ownership	
	Number	Per cent of total households	Number	Per cent of total households
Total	762,969	27.4	1,149,551	41.3
Edu. HH head				
None/Pre-school	378,643	27.2	660,763	47.5
Primary	67,430	24.9	108,628	40.2
Middle	70,601	22.9	112,154	36.5
Secondary	123,977	28.5	147,416	33.8
Higher	121,785	32.4	119,529	31.8
Non-formal	378	23.8	535	33.7
Residence				
Rural	731,464	30.2	1,110,399	45.8
Urban	31,505	8.8	39,152	10.9

The education of the household head omits the categories of "Other" and "Don't know". These records account for 22 and 7 individuals from the unweighted survey responses respectively, which when weighted represent 1288 and 305 households.

Table 4.9.   Number and per cent of households by type of housing tenure, by education of household head and area of residence

Characteristic	Owned		Not owned								Total number of households
	Owner occupied		On rent		Subsidized rent		Rent free		Other		
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	
Total	2,470,767	88.7	178,824	6.4	31,528	1.1	100,877	3.6	2,174	0.1	2,784,170
Edu. HH head											
None/Pre-school	1,214,499	87.3	96,205	6.9	19,263	1.4	61,313	4.4	604	0.0	1,391,885
Primary	233,090	86.2	22,696	8.4	3,684	1.4	10,709	4.0	197	0.1	270,376
Middle	273,246	88.8	20,507	6.7	1,865	0.6	11,866	3.9	157	0.1	307,640
Secondary	398,530	91.5	23,198	5.3	2,910	0.7	10,039	2.3	955	0.2	435,632
Higher	348,879	92.9	15,951	4.3	3,566	0.9	6,801	1.8	260	0.1	375,457
Non-formal	1,271	80.1	133	8.4	140	8.8	43	2.7	0	0.0	1,587
Residence											
Rural	2,203,729	90.9	101,296	4.2	25,722	1.1	93,054	3.8	1,416	0.1	2,425,217
Urban	267,038	74.4	77,527	21.6	5,806	1.6	7,822	2.2	758	0.2	358,953

The education of the household head omits the categories of "Other" and "Don't know". These records account for 22 and 7 individuals from the unweighted survey responses respectively, which when weighted represent 1288 and 305 households.

Table 4.9 shows that almost nine in ten households live in a dwelling that they own (88.7 per cent), while 6.4 per cent rent their dwelling, 3.6 per cent live in a rent-free dwelling, and 1.1 per cent have a subsidised rent[24]. Owning the dwelling is more common in rural areas (90.9 per cent vs. 74.4 per cent) and renting occurs more frequently in urban areas (21.6 per cent vs. 4.2 per cent). Households in which the household head has more education are more likely to own their dwelling unit, whereas the percentage of households living in rent free dwellings decreases with the education of the household head. In all districts, most households own their dwelling, ranging from 74.4 per cent in Peshawar (Peshawar has the highest share of urban households out of all districts, and urban households in the district are less likely to own their dwelling compared to rural households) to 98.4 per cent in Chitral. The percentage of households renting their dwelling is instead the highest in Peshawar (20.0 per cent) and lowest in North Waziristan (0.2 per cent) (see Table A4.14 in the Appendix).

Table A4.15 in the Appendix investigates in which divisions and districts households were more prone to natural and economic shocks during the past 12 months, where natural shocks

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24   This refers to housing provided by an employer for which the household does not pay the full rate of rent.

include natural disasters and pest attacks, and economic shocks comprise falling agricultural prices, business closing and price inflation. By district, Upper Dir has the highest percentage of households exposed to natural shocks (13.3 per cent), and Hangu by far the highest percentage of households exposed to economic shocks (91.5 per cent). Overall, economic shocks appear to be more prevalent at the time of the KPCLS across KP than natural shocks. This might be indicative of the economic conditions during the survey period, which coincided with the peak of the global economic impact caused by the COVID-19 pandemic.

Figure 4.3 shows a negative relationship between the wealth of the household, as measured by the wealth index quintile, and exposure to natural shocks. Out of households in the poorest wealth index quintile, 5.4 per cent have experienced a natural shock during the past 12 months, compared to just 1.7 per cent of households in the richest wealth index quintile. A similar percentage of households in the second, middle and fourth wealth index quintiles have experienced a natural shock. The observed relationship could either be explained by poor households being more susceptible to natural shocks, or the reverse relationship with households becoming poorer because of exposure to natural shocks. It is also worth noting that rural households are more likely to be in the poorer quintiles and are more susceptible to shocks.

Figure 4.3   Percentage of households experiencing a natural shock by wealth index quintile
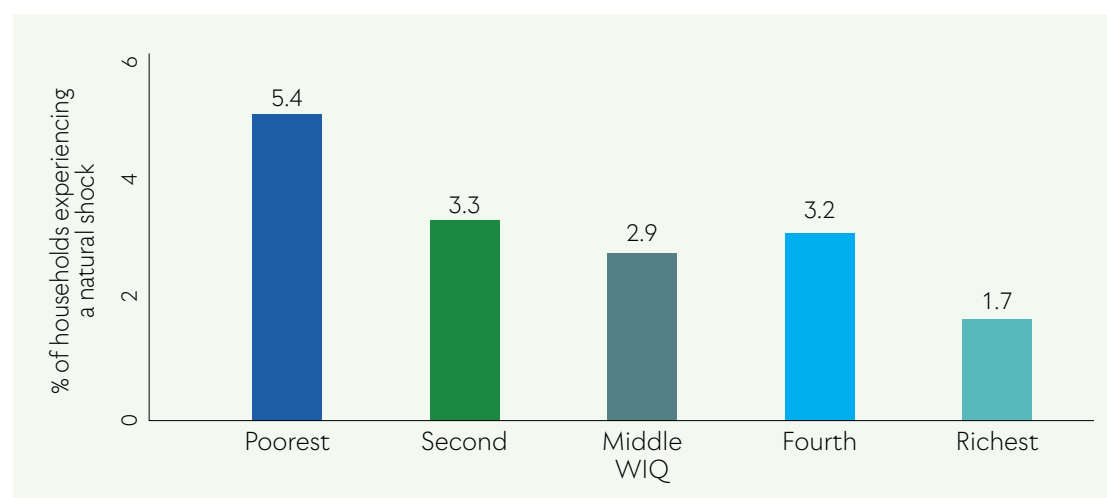
Respondents to the household questionnaire were asked to specify how the economic well-being of their household was affected by COVID-19, and the results are shown in Table 4.10. Overall, 30.1 per cent of households responded that their economic well-being is not at all affected by COVID-19, 28.8 per cent responded that it is mildly affected, 17.5 per cent responded moderately affected, 15.3 per cent answered highly affected and 6.1 per cent replied severely affected. While it may be expected that households with a less educated household head and poorer households are more vulnerable to shocks and thereby potentially more affected economically by COVID-19, there does not seem to be a clear relationship between the education of the household head or the wealth index quintile and the perceived impact of COVID-19 on economic well-being. Interestingly, the percentage of households not at all

affected is slightly higher for households in the poorest wealth index quintile, compared to the richest. Urban households appear to be more affected than rural households.

	Not at all affected	Mildly affected	Moderately affected	Highly affected	Severely affected	Don't know	Total number of households
Characteristic	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Total	30.1	28.8	17.5	15.3	6.1	2.1	2,784,170
Edu. HH head							
None/Pre-school	31.5	29.4	16.7	14.3	5.8	2.3	1,391,885
Primary	24.1	28.1	19.6	17.1	9.1	1.9	270,376
Middle	25.4	28.2	18.7	18.6	6.8	2.3	307,640
Secondary	28.8	28.6	16.9	17.1	6.6	1.9	435,632
Higher	34.7	27.9	18.3	12.9	4.1	2.0	375,457
Non-formal	21.8	35.2	19.6	19.4	2.8	1.2	1,587
WIQ							
Poorest	31.9	28.2	17.6	14.1	6.0	2.2	557,212
Second	30.6	30.1	17.6	14.1	5.1	2.4	556,490
Middle	30.5	28.5	17.2	15.5	6.4	1.9	556,816
Fourth	29.5	28.3	17.7	16.2	5.8	2.4	556,850
Richest	28.0	29.0	17.3	16.7	7.1	1.9	556,802
Residence							
Rural	31.1	28.8	17.2	14.8	5.9	2.2	2,425,217
Urban	23.7	29.2	19.5	18.5	7.6	1.5	358,953

Table 4.10 Impact on economic well-being of the household of COVID-19 by education of household head, wealth index quintile and area of residence

The education of the household head omits the categories of "Other" and "Don't know". These records account for 22 and 7 individuals from the unweighted survey responses respectively, which when weighted represent 1288 and 305 households.

Table 4.11 shows that the average household size is 8 members. 35.2 per cent of households have 6 to 7 members, and the percentage of households with 4 to 5, 8 to 9 or more than 10 members is similar and lies around 19-22 per cent. Small households with 2 to 3 members are uncommon (2.3 per cent). Households with a male household head consist of more members compared to households with a female household head (7.8 and 6.4 members on average, respectively). The average household size is similar across different levels of education of the household head, and wealth index quintiles (though the wealthiest households are slightly smaller). Households are slightly larger in rural areas than in urban areas. As expected, the average number of persons per room decreases with the wealth index quintile but does not vary much between different levels of education of the household head or the area of residence. By district (see Table A4.16 in the

Appendix) there is a large variation, where the average household size is lowest in Abbottabad with 6, while the highest is 9.2 in Tank. The same two districts also have the lowest and highest average number of persons per room (2.8 in Abbottabad, and 4.9 in Tank), though similar values are found also in other districts.

Table 4.11. Average household size and per cent of households by size, by sex of household head, education of household head, wealth index quintile and area of residence

Characteristic	Number of household members					Average household size	Average number of persons per room	Total number of households
	2-3	4-5	6-7	8-9	10+			
Total	2.3	21.3	35.2	21.8	19.4	7.7	3.5	2,784,170
Sex HH head								
Male	1.7	19.4	35.7	22.9	20.3	7.8	3.6	2,510,537
Female	8.3	38.0	30.6	11.8	11.3	6.4	3.0	273,423
Edu. HH head								
None/Pre-school	2.5	19.7	33.4	22.7	21.7	7.9	3.6	1,391,885
Primary	2.7	21.1	35.5	21.4	19.3	7.6	3.7	270,376
Middle	2.5	22.6	37.4	21.4	16.2	7.4	3.6	307,640
Secondary	1.8	23.5	37.7	20.1	16.9	7.5	3.4	435,632
Higher	1.8	23.6	36.9	20.9	16.8	7.5	3.0	375,457
Non-formal	3.9	16.2	47.7	22.2	10.0	7.1	2.8	1,587
WIQ								
Poorest	1.9	18.3	34.9	24.9	19.9	7.7	4.2	557,212
Second	2.4	19.3	33.8	24.0	20.5	7.8	3.8	556,490
Middle	2.3	20.5	35.2	21.4	20.7	7.8	3.6	556,816
Fourth	2.2	22.7	35.6	20.4	19.1	7.7	3.2	556,850
Richest	2.9	25.6	36.4	18.1	17.0	7.4	2.8	556,802
Residence								
Rural	2.2	20.9	34.9	22.0	20.0	7.7	3.6	2,425,217
Urban	3.0	23.7	37.3	20.1	15.8	7.3	3.3	358,953

The sum of male and female household heads in the table does not equal the total number of household heads since the table does not include transgender. These records account for 6 individuals from the unweighted survey responses, which when weighted represent 210 household heads.

The education of the household head omits the categories of "Other" and "Don't know". These records account for 22 and 7 individuals from the unweighted survey responses respectively, which when weighted represent 1288 and 305 households.

Table 4.12 presents the distribution of households by the number of children aged 0-17 years per household. The most common number of children in a household is 3 to 4 (42.4 per cent of households). There are no major differences in the average number of children per household depending on the sex of the household head, education of household head or area of residence. The average number of children per household decreases with the wealth index quintiles from 4.4 in the poorest quintile to 3.5 in the richest.

In Bajaur district, the average number of children per household is 5.1, while it is the lowest in Abbottabad and Haripur with 2.9 (see Table A4.17 in the Appendix).

Table 4.12. Per cent distribution of households by number of children, by sex of household head, education of household head, wealth index quintile and area of residence

Characteristic	Number of children (0-17 years)					Average number of children	Total number of households
	1-2	3-4	5-6	7-8	9+		
Total	23.4	42.4	24.4	6.7	3.2	4.0	2,784,170
Sex HH head							
Male	22.8	42.2	24.9	6.9	3.3	4.0	2,510,537
Female	28.8	43.9	19.8	5.0	2.6	3.7	273,423
Edu. HH head							
None/Pre-school	22.6	40.6	25.7	7.3	3.8	4.1	1,391,885
Primary	21.4	43.5	24.9	7.8	2.4	4.0	270,376
Middle	23.5	44.8	23.4	5.8	2.5	3.9	307,640
Secondary	24.0	44.9	22.9	5.5	2.7	3.9	435,632
Higher	26.8	42.9	21.7	5.8	2.8	3.8	375,457
Non-formal	17.1	61.6	13.6	4.8	2.8	3.8	1,587
WIQ							
Poorest	16.1	39.5	31.5	9.2	3.7	4.4	557,212
Second	19.9	41.0	27.1	8.5	3.5	4.2	556,490
Middle	22.1	43.1	25.5	6.2	3.1	4.0	556,816

Characteristic	Number of children (0-17 years)					Average number of children	Total number of households
	1-2	3-4	5-6	7-8	9+		
Fourth	26.5	44.3	20.6	5.5	3.2	3.8	556,850
Richest	32.2	43.9	17.2	4.1	2.7	3.5	556,802
Residence							
Rural	22.5	42.0	25.1	7.0	3.4	4.1	2,425,217
Urban	29.2	44.5	19.7	4.7	2.0	3.6	358,953

The sum of male and female household heads in the table does not equal the total number of household heads since the table does not include transgender. These records account for 6 individuals from the unweighted survey responses, which when weighted represent 210 household heads.

The education of the household head omits the categories of "Other" and "Don't know". These records account for 22 and 7 individuals from the unweighted survey responses respectively, which when weighted represent 1288 and 305 households.

Households were asked if anyone in the household has been sick or diagnosed with COVID-19 in the last 12 months. Figure A4.2 in the Appendix shows that out of all households, 3.5 per cent reported that at least one household member was sick or diagnosed with COVID-19 in the last 12 months, whereas 96.3 per cent reported that no household member was sick or diagnosed with COVID-19 during the last 12 months. If this question was answered affirmative, additional questions related to COVID-19 were asked in the roster. Table A4.18 in the Appendix shows the reported severity of the COVID-19 effects for the most severely affected person in the household for households where at least one person was reported to be sick/diagnosed with COVID-19 in the last 12 months prior to the survey. Respondents were asked to answer affirmative to the question about whether a household member was sick or diagnosed with COVID-19 based on either the symptoms or a positive COVID-19 test, and thus, responses also include self-reported cases of COVID-19 without confirmation through testing. The table shows that overall, among the household members most severely affected by COVID-19, 61.9 per cent reported to be severely affected, 35.9 per cent mildly affected, and 2.2 per cent not affected or asymptomatic.

4.3   Households general and education characteristics

Figure 4.4 shows the percentage of children aged 5–17 years that are currently attending school by sex and age. For all ages, the percentage is higher for boys than girls, and the gap intensifies with age. The percentage of boys currently attending school increases until age 9, slightly decreases at age 10, increases again at age 11, and thereafter decreases. A similar pattern with age is observed for girls, but with a sharper decrease from age 9 to 10 meaning the peak for girls is at age 9, while for boys it is at age 11. The drop between the ages 11 and 12 suggests that some children may face challenges in the transition from primary to middle school, and this drop is sharper for girls. The

larger drop in school attendance for girls from age 11 to 12 is not explained by more work (since boys increase work more with age as shown in Table 6.1), but rather an increase in the percentage who are neither in school nor working. This is reflected in section 6.2 where we see girls are more likely to carry out chores, with a large increase for the age category 12-13 over younger girls.

Figure 4.4   Per cent of children 5–17 years currently attending school by sex and age
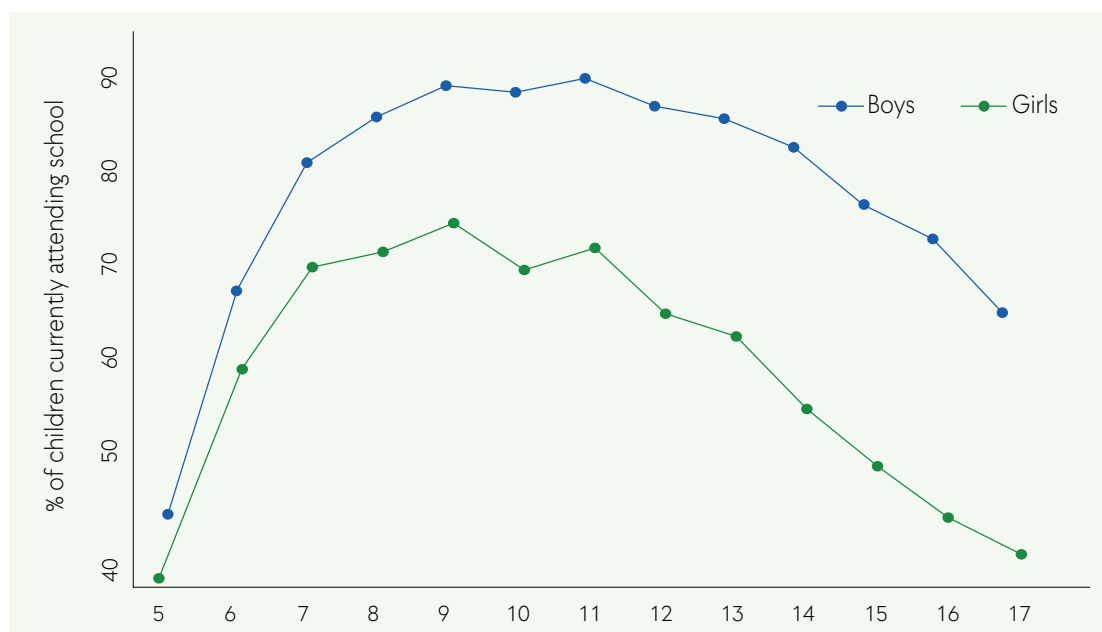
Table 4.13 further describes the number and per cent of children that are currently attending school. Overall, 70.5 per cent of children 5–17 years attend school. The percentage of boys currently attending school is considerably higher than the percentage of girls attending school (79.3 per cent vs. 60.6 per cent), as also shown in Figure 4.4. There is a strong positive relationship between the education of the mother and current school attendance for children, especially for girls. Among girls whose mother has no education, 54.2 per cent currently attend school, compared to 94.1 per cent of girls whose mother has higher education. For boys, the respective percentages are 76.7 per cent and 92.3 per cent, which means that girls whose mother has higher education are slightly more likely than boys to currently attend school. A positive relationship is observed also between education of the household head and current school attendance for children, though less strong compared to the relationship with the education of the mother. The gender gap in current school attendance decreases with the wealth index quintile. In the poorest quintile, girls are almost 30 percentage points less likely to attend school compared to boys, whereas in the richest quintile, the difference between boys and girls is 8.8 percentage points. The share of boys currently attending school in rural and urban areas is very similar (78.9 per cent vs. 82.2 per cent), whereas the difference for girls is larger depending on the area of residence (58.7 per cent vs. 74.0 per cent).

Table 4.13   Number and per cent of children 5–17 years currently attending school by sex, by single years of age, education of mother, education of household head, wealth index quintile and area of residence

Characteristic	Total children	Total attending school		Total boys	Total boys attending school		Total girls	Total girls attending school	
		Number	Per cent of total		Number	Per cent of total boys		Number	Per cent of total girls
Total 5–17	8,282,443	5,837,026	70.5	4,388,529	3,478,171	79.3	3,892,771	2,358,023	60.6
Age									
5	621,993	255,983	41.2	336,787	145,351	43.2	285,203	110,629	38.8
6	687,625	438,130	63.7	362,057	245,709	67.9	325,242	192,256	59.1
7	722,045	550,698	76.3	369,353	302,008	81.8	352,627	248,624	70.5
8	775,372	619,044	79.8	405,736	352,092	86.8	369,545	266,861	72.2
9	599,679	499,480	83.3	318,791	287,608	90.2	280,887	211,872	75.4
10	771,767	621,928	80.6	415,580	371,910	89.5	356,124	249,955	70.2
11	542,096	446,895	82.4	288,872	262,918	91.0	253,213	183,966	72.7
12	731,397	566,186	77.4	391,041	343,965	88.0	340,189	222,126	65.3
13	598,102	450,182	75.3	313,845	271,753	86.6	284,130	178,302	62.8
14	642,017	446,198	69.5	331,154	276,342	83.5	310,814	169,815	54.6
15	579,791	368,619	63.6	307,993	237,538	77.1	271,715	131,053	48.2
16	555,557	326,252	58.7	291,699	214,072	73.4	263,738	112,059	42.5
17	455,004	247,431	54.4	255,622	166,904	65.3	199,346	80,507	40.4
Edu. mother									
None/Pre-school	6,468,235	4,286,627	66.3	3,465,896	2,658,504	76.7	3,001,520	1,627,538	54.2
Primary	578,881	495,777	85.6	299,741	262,158	87.5	279,048	233,581	83.7
Middle	331,356	293,226	88.5	169,756	154,152	90.8	161,493	138,967	86.0
Secondary	370,375	338,848	91.5	194,689	179,010	92.0	175,644	159,797	91.0
Higher	332,198	309,543	93.2	171,419	158,203	92.3	160,780	151,340	94.1
Non-formal	4,385	3,254	74.2	2,160	1,879	87.0	2,225	1,375	61.8
Other	1,638	931	56.8	884	536	60.7*	754	395	52.3*
Don't know/ Missing	195,376	108,818	55.7	83,985	63,728	75.9	111,306	45,029	40.5

Characteristic	Total children	Total attending school		Total boys	Total boys attending school		Total girls	Total girls attending school	
		Number	Per cent of total		Number	Per cent of total boys		Number	Per cent of total girls
Edu. HH head									
None/Pre-school	4,232,566	2,608,530	61.6	2,252,540	1,629,274	72.3	1,979,470	978,869	49.5
Primary	803,433	583,010	72.6	430,357	347,069	80.7	373,054	235,941	63.3
Middle	902,413	692,553	76.7	476,976	403,814	84.7	425,228	288,594	67.9
Secondary	1,267,837	1,041,301	82.1	668,763	594,930	89.0	599,048	446,345	74.5
Higher	1,068,118	905,356	84.8	555,906	499,598	89.9	511,882	405,483	79.2
Non-formal	3,858	3,371	87.4	2,021	1,915	94.8	1,837	1,456	79.3
Other	3,258	1,992	61.1	1,555	1,166	75.0	1,704	826	48.5
WIQ									
Poorest	1,771,641	920,692	52.0	951,940	624,066	65.6	819,501	296,499	36.2
Second	1,740,095	1,119,823	64.3	924,622	697,987	75.5	815,353	421,722	51.7
Middle	1,673,191	1,258,758	75.2	883,749	739,434	83.7	789,193	519,128	65.8
Fourth	1,596,684	1,272,426	79.7	840,875	719,687	85.6	755,748	552,678	73.1
Richest	1,500,831	1,265,327	84.3	787,343	696,996	88.5	712,975	567,996	79.7
Residence									
Rural	7,285,803	5,056,594	69.4	3,866,547	3,049,273	78.9	3,418,401	2,006,777	58.7
Urban	996,640	780,432	78.3	521,981	428,898	82.2	474,370	351,245	74.0

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

The education of the household head omits the category of "Don't know". These records account for 23 children from the unweighted survey responses respectively, which when weighted represent 960 children.

The total number of children in this table does not include children for whom information about whether the child is currently attending school is missing. These records account for 5 children from the unweighted survey responses, which when weighted represent 229 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Table A4.19 in the Appendix shows that the districts Haripur and Abbottabad have the highest rates of school attendance (around 90 per cent), while it is lowest in Kohistan and Dera Ismail

Khan (45.5 and 45.3 per cent, respectively). Kohistan further has the highest gender gap in current school attendance, with a difference of 49.2 percentage points between boys and girls, whereas in Abbottabad, the share of boys and girls currently attending school is the same.

As shown in Table 4.14, 38.4 per cent of children 5–17 years have no education, 31.2 per cent have completed any of the primary grades 1-4 as their highest grade, 7.0 per cent have completed primary education, 16.5 per cent have completed any grade of middle education, and 4.9 per cent have completed any grade of secondary education. In the age group 5–11, a higher share of girls than boys do not have any education or pre-school education (58.0 per cent vs. 49.5 per cent), and a higher share of boys in this age group have completed any of the primary grades 1-4 as the highest grade completed compared to girls (46.0 per cent vs. 37.3 per cent). Also in the age group 12–13, the percentage of girls with no education or pre-school education is higher than the percentage of boys (25.7 per cent vs. 8.1 per cent), whereas boys in this age group are more likely than girls to have completed primary grades 1-4, primary, middle or secondary education as the highest level of school completed. Among older children in the age group 14–17 who have the potential to be more educated, girls are more likely than boys to have no education or pre-school education (31.0 per cent vs. 9.2 per cent) and to have completed primary grades 1-4, primary or middle education as the highest grade completed, while boys are more likely to have completed some middle and secondary education. The highest grade of school completed for children aged 5–17 years is further positively related to the education of the household head as well as the wealth index quintile, and children in urban areas are more likely to have completed higher grades of school compared to children in rural areas.

Table A4.20 in the Appendix shows the distribution across divisions and districts. In Kohistan, 63.4 per cent of children aged 5–17 years have no education or pre-school education, whereas in Abbottabad, this percentage is 21.1 per cent.

| Table 4.14 | Population of children 5–17 years by highest grade of school completed, by age group, sex, education of household head, wealth index quintile and area of residence |

Characteristic	Highest grade completed								Total number of children
	None/Pre-school	Primary grades 1-4	Primary completed	Middle	Secondary	Higher	Other	Don't know/ Missing	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Total 5–17	38.4	31.2	7.0	16.5	4.9	1.3	0.5	0.1	8,282,673
Both sexes									
5–11	53.5	41.9	2.6	1.2	0.1	0.1	0.5	0.1	4,720,781
12–13	16.4	32.2	21.0	28.7	0.7	0.2	0.6	0.1	1,329,506
14–17	19.4	8.1	8.2	41.4	17.7	4.7	0.5	0.1	2,232,386

Characteristic	Highest grade completed								Total number of children
	None/Pre-school	Primary grades 1-4	Primary completed	Middle	Secondary	Higher	Other	Don't know/ Missing	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Boys									
5–11	49.5	46.0	2.9	1.1	0.0	0.1	0.3	0.0	2,497,240
12–13	8.1	35.4	23.8	31.8	0.5	0.1	0.3	0.1	704,893
14–17	9.2	6.7	7.4	49.8	22.0	4.6	0.3	0.0	1,186,484
Girls									
5–11	58.0	37.3	2.2	1.4	0.1	0.0	0.8	0.1	2,222,979
12–13	25.7	28.7	17.8	25.2	1.0	0.4	0.9	0.3	624,319
14–17	31.0	9.6	9.1	31.9	12.8	4.8	0.8	0.2	1,045,613
Edu. HH head									
None/Pre-school	44.5	29.3	6.4	14.1	3.9	1.0	0.6	0.1	4,232,706
Primary	36.7	33.5	7.8	15.6	4.4	1.3	0.5	0.1	803,433
Middle	32.4	34.5	7.4	18.9	4.8	1.2	0.7	0.1	902,430
Secondary	30.1	34.0	8.1	19.4	6.6	1.5	0.3	0.1	1,267,845
Higher	30.2	31.3	7.6	20.9	7.3	2.4	0.3	0.0	1,068,182
Non-formal	21.8	27.2	6.7	22.9	6.6	0.0	14.8	0.0	3,858
Other	41.4	32.6	1.8	10.8	1.6	8.3	3.4	0.1	3,258
WIQ									
Poorest	55.0	26.4	4.7	9.9	2.3	0.5	1.0	0.2	1,771,641
Second	43.4	30.7	6.8	13.6	3.9	0.9	0.6	0.1	1,740,113
Middle	33.8	33.1	7.6	17.8	5.7	1.4	0.5	0.1	1,673,396
Fourth	29.8	33.7	8.3	20.1	5.9	1.8	0.3	0.1	1,596,684
Richest	27.2	32.8	8.1	22.2	7.3	2.2	0.3	0.1	1,500,839
Residence									
Rural	39.5	30.9	6.9	16.0	4.7	1.2	0.6	0.1	7,286,033
Urban	29.9	33.3	7.9	20.2	6.5	1.9	0.2	0.0	996,640

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

The education of the household head omits the category of "Don't know". These records account for 23 children from the unweighted survey responses respectively, which when weighted represent 960 children.

Table 4.15 shows the average number of years of school completed[25] for children aged 5–17, for whom the average number of years of schooling is 2.9. In rural areas, boys have on average completed one more year of school compared to girls (3.3 years vs. 2.3 years), whereas the difference between the genders is slightly smaller in urban areas (3.7 years vs. 3.3 years). In urban areas, the average number of years of school completed is the same for boys and girls between the ages 5–9, but thereafter the gap between the genders starts to increase with age. In rural areas, the difference in the average number of years of school completed between boys and girls of younger ages is rather small but increases for older children and is the highest for children aged 16 years old. At this age, boys have completed on average 7.2 years of school, compared to only 4.4 years for girls.

Table 4.15 **Average number of years of school completed of population of children 5–17 years, by area of residence and sex, by single years of age**

| Age | Average number of years of school completed | | | | | | | | |
| | Total | | | Rural | | | Urban | | |
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Total 5–17	2.9	3.3	2.4	2.8	3.3	2.3	3.5	3.7	3.3
5	0.2	0.3	0.2	0.2	0.3	0.2	0.3	0.3	0.3
6	0.4	0.4	0.3	0.4	0.4	0.3	0.4	0.4	0.4
7	0.6	0.7	0.5	0.6	0.7	0.5	0.6	0.6	0.6
8	1.0	1.1	0.9	1.0	1.1	0.9	1.1	1.1	1.1
9	1.7	1.8	1.5	1.6	1.8	1.4	1.8	1.8	1.8
10	2.2	2.5	1.9	2.2	2.5	1.8	2.5	2.6	2.4
11	3.1	3.4	2.7	3.0	3.4	2.6	3.4	3.5	3.3
12	3.6	4.0	3.2	3.6	4.0	3.1	4.2	4.4	3.9
13	4.5	5.0	3.9	4.4	4.9	3.7	5.0	5.3	4.7
14	5.0	5.8	4.1	4.9	5.8	3.9	5.7	6.1	5.4
15	5.6	6.5	4.5	5.4	6.4	4.2	6.4	6.7	6.0

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25   Children are assumed to start school (Grade 1) at the age of 5 years, attend Grade 5 when they are 9 years old, Grade 8 when they are 12, Grade 10 when they are 14 years old and Grade 11 when they are 15 years or older. Primary school is comprised of 5 years, whereas middle school is comprised of 3 years.

| Age | Average number of years of school completed | | | | | | | | |
| | Total | | | Rural | | | Urban | | |
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
16	6.0	7.2	4.7	5.9	7.2	4.4	6.8	7.4	6.2
17	6.8	7.7	5.5	6.6	7.7	5.1	7.7	8.0	7.3

The number of years of school is missing for 3821 children from the unweighted survey responses, which when weighted represent 178886 children.

Table 4.16 shows that 22.5 per cent of children aged 5–17 years have never attended school, and the percentage of girls that have never attended school is more than twice as high compared to the percentage of boys (30.7 per cent vs. 15.2 per cent). The table further shows a drop in the percentage of children that have never attended school as the education of the mother increases from no education or pre-school education to primary education, and this drop is considerably higher for girls. That mothers have completed any level of formal education appears to be more strongly related to children's education than which level the mother has completed, as the percentages are rather similar for the levels primary, middle, secondary and higher education. Girls whose mother has completed higher education are less likely than boys to have never attended school (4.7 per cent vs. 6.8 per cent). On the other hand, girls whose mother has completed non-formal education or where information about the education of the mother is missing or the answer is "Don't know" are considerably more likely to have never attended school compared to boys (33.7 per cent vs. 10.3 per cent and 38.5 per cent vs. 13.3 per cent, respectively). Furthermore, the percentage of children that never attended school decreases with the wealth index quintile, but the percentage of girls that never attended school is around twice as high compared to the percentage of boys in each quintile. Whereas the share of boys that never attended school in rural and urban areas is similar (15.9 per cent vs. 10.1 per cent), girls in rural areas are more than twice as likely to have never attended school compared to girls in urban areas (32.8 per cent vs. 15.7 per cent).

In line with other education statistics presented in this chapter, Table A4.21 in the Appendix shows that Kohistan district has the highest share of children aged 5–17 years that never attended school (53.8 per cent), and the percentage is considerably higher among girls (82.1 per cent) than boys (32.6 per cent). Abbottabad district has the lowest share (3.6 per cent), and the percentage of boys and girls that never attended school is the same.

Table 4.16 **Number and per cent of children 5–17 years who never attended school by sex, by single years of age, education of mother, education of household head, wealth index quintile and area of residence**

Characteristic	Total children	Total never attended school		Total boys	Boys never attended school		Total girls	Girls never attended school	
		Number	Per cent of total children		Number	Per cent of total boys		Number	Per cent of total girls
Total 5–17	8,280,378	1,863,839	22.5	4,387,887	668,781	15.2	3,891,347	1,194,889	30.7
Age									
5	621,879	364,402	58.6	336,673	190,245	56.5	285,203	174,157	61.1
6	687,232	247,478	36.0	361,906	115,562	31.9	324,999	131,754	40.5
7	721,952	168,799	23.4	369,353	66,155	17.9	352,534	102,644	29.1
8	774,938	147,780	19.1	405,681	50,759	12.5	369,165	97,020	26.3
9	599,317	90,373	15.1	318,776	27,113	8.5	280,541	63,260	22.6
10	771,575	128,617	16.7	415,521	37,246	9.0	355,992	91,371	25.7
11	542,089	75,825	14.0	288,872	19,369	6.7	253,206	56,456	22.3
12	731,290	118,381	16.2	390,986	31,699	8.1	340,137	86,681	25.5
13	597,920	92,582	15.5	313,837	22,815	7.3	283,957	69,766	24.6
14	641,921	118,520	18.5	331,058	27,252	8.2	310,814	91,261	29.4
15	579,791	111,297	19.2	307,993	28,288	9.2	271,715	83,009	30.6
16	555,469	115,292	20.8	291,610	26,735	9.2	263,738	88,557	33.6
17	455,004	84,495	18.6	255,622	25,543	10.0	199,346	58,953	29.6
Edu. mother									
None/Pre-school	6,466,964	1,689,264	26.1	3,465,417	597,756	17.3	3,000,727	1,091,346	36.4
Primary	578,541	51,985	9.0	299,686	25,559	8.5	278,763	26,426	9.5
Middle	331,356	25,574	7.7	169,756	11,058	6.5	161,493	14,516	9.0

Characteristic	Total children	Total never attended school		Total boys	Boys never attended school		Total girls	Girls never attended school	
		Number	Per cent of total children		Number	Per cent of total boys		Number	Per cent of total girls
Secondary	370,375	22,394	6.0	194,689	11,254	5.8	175,644	11,140	6.3
Higher	331,743	19,124	5.8	171,310	11,591	6.8	160,433	7,534	4.7
Non-formal	4,385	972	22.2	2,160	223	10.3	2,225	749	33.7
Other	1,638	489	29.8	884	133	15.0*	754	356	47.2*
Don't know/ Missing	195,376	54,036	27.7	83,985	11,207	13.3	111,306	42,822	38.5
Edu. HH head									
None/Pre-school	4,231,824	1,293,678	30.6	2,252,115	474,291	21.1	1,979,154	819,225	41.4
Primary	803,325	151,187	18.8	430,249	53,213	12.4	373,054	97,967	26.3
Middle	901,544	139,579	15.5	476,867	44,971	9.4	424,467	94,608	22.3
Secondary	1,267,837	152,446	12.0	668,763	50,417	7.5	599,048	102,029	17.0
Higher	1,067,771	125,532	11.8	555,906	45,505	8.2	511,535	80,027	15.6
Non-formal	3,858	368	9.5	2,021	53	2.6	1,837	315	17.1
Other	3,258	1,007	30.9	1,555	330	21.2	1,704	678	39.8
WIQ									
Poorest	1,771,333	748,618	42.3	951,714	279,483	29.4	819,419	469,135	57.3
Second	1,739,315	488,352	28.1	924,459	169,867	18.4	814,735	318,478	39.1
Middle	1,672,455	285,119	17.1	883,685	91,807	10.4	788,521	193,313	24.5
Fourth	1,596,524	202,946	12.7	840,766	74,053	8.8	755,697	128,893	17.1
Richest	1,500,751	138,804	9.3	787,263	53,571	6.8	712,975	85,071	11.9

Characteristic	Total children	Total never attended school		Total boys	Boys never attended school		Total girls	Girls never attended school	
		Number	Per cent of total children		Number	Per cent of total boys		Number	Per cent of total girls
Residence									
Rural	7,284,017	1,736,815	23.8	3,866,069	616,314	15.9	3,417,093	1,120,331	32.8
Urban	996,361	127,024	12.8	521,818	52,467	10.1	474,254	74,558	15.7

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

The education of the household head omits the category of "Don't know". These records account for 23 children from the unweighted survey responses respectively, which when weighted represent 960 children.

The total number of children in this table does not include children for whom information about whether the child is currently attending/has ever attended school is missing. These records account for 34 children from the unweighted survey responses, which when weighted represent 2295 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

As in many other countries, the COVID-19 pandemic in Pakistan entailed school closures. Figure 4.5 shows that more than half (54.6 per cent) of all children currently attending school experienced a school closure due to COVID-19 during the last 12 months. Figure A4.3 in the Appendix provides further details about school closures due to COVID-19 by showing the number of months the schools were closed for children aged 5–17 years who attended school during the current school year. For most children experiencing school closure, the school was closed for three months or less (59.3 per cent).

Figure 4.5   School closure due to COVID-19 during the last 12 months
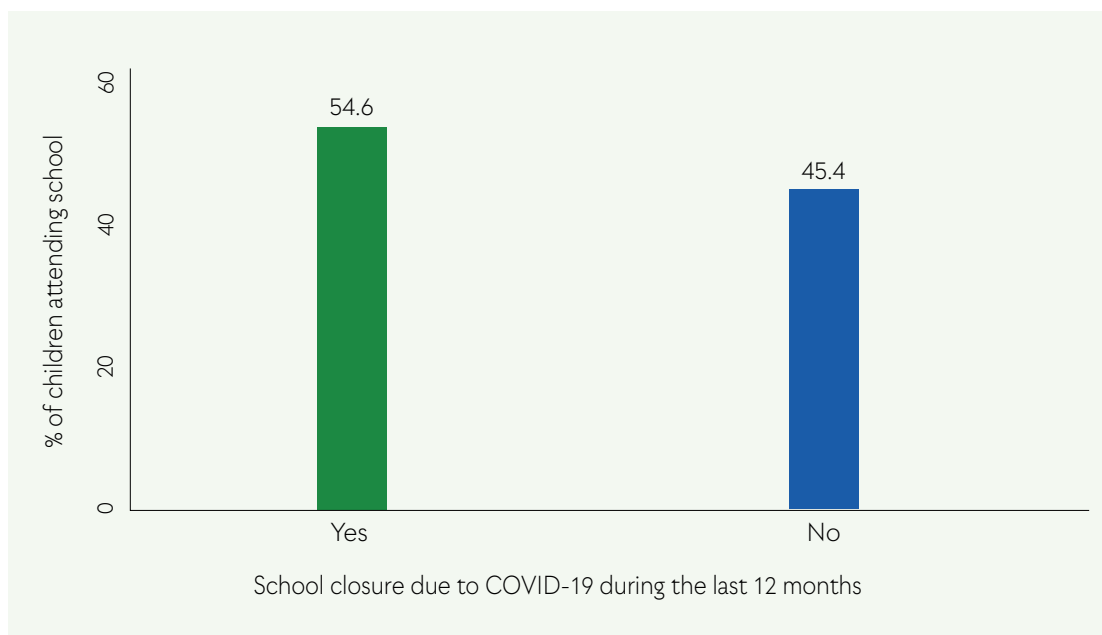
School closures together with several other difficulties and challenges imposed on households due to COVID-19, may have affected parents' and guardians' decision to send their children to school. For children aged 5–17 years who never attended school, respondents to the adult questionnaire were asked about the likelihood of children starting school if the COVID-19 pandemic had not happened, to assess how the COVID-19 pandemic may have affected the decision of whether to send children to school. Table 4.17 shows that 77.8 per cent reported it to be not likely at all and 17.5 per cent half/half likely that their children would have been sent to school in the absence of the pandemic. Only in 1.4 per cent of cases, respondents reported that children for sure would have been sent to school if the COVID-19 pandemic had not happened.

Table 4.17   Likelihood of starting school if COVID-19 had not happened among children 5–17 years who never attended school by single years of age, sex, education of household head, wealth index quintile and area of residence

Characteristic	Not likely at all	Somewhat likely	Half/half likely	Very likely	Would have happened for sure	Total number of children who never attended school
	Per cent	Per cent	Per cent	Per cent	Per cent	
Total	77.8	2.4	17.5	1.0	1.4	1,862,486
Age						
5	76.4	3.0	18.2	0.9	1.5	364,023
6	76.2	3.0	17.7	1.4	1.7	247,425
7	76.9	2.9	17.6	1.1	1.6	168,702
8	77.6	2.2	17.9	1.3	1.0	147,729
9	78.7	3.0	16.6	0.4	1.4	90,330
10	80.6	1.4	15.6	0.7	1.8	128,486
11	77.5	3.5	17.0	1.0	1.0	75,406
12	78.7	2.0	17.3	0.7	1.3	118,269
13	78.4	1.4	17.9	0.5	1.8	92,566
14	79.0	1.6	16.6	1.0	1.9	118,505
15	79.6	2.0	16.7	0.9	0.8	111,285
16	76.1	1.5	20.1	1.0	1.3	115,266
17	81.3	1.4	16.0	0.8	0.6	84,495
Sex						
Boys	78.3	2.6	16.7	1.0	1.3	668,169
Girls	77.4	2.3	17.9	0.9	1.5	1,194,148
Edu. HH head						
None/Pre-school	78.2	2.1	17.5	0.9	1.2	1,293,284

Characteristic	Not likely at all	Somewhat likely	Half/half likely	Very likely	Would have happened for sure	Total number of children who never attended school
	Per cent	Per cent	Per cent	Per cent	Per cent	
Primary	75.5	2.2	20.1	0.8	1.4	150,760
Middle	76.0	2.3	17.0	1.8	2.9	139,212
Secondary	80.9	3.6	13.3	0.8	1.4	152,371
Higher	74.5	4.1	19.2	0.5	1.6	125,444
Non-formal	48.4	0.0	51.6	0.0	0.0	368
WIQ						
Poorest	77.0	2.9	18.0	0.7	1.4	748,353
Second	74.7	2.0	20.3	1.0	2.0	487,555
Middle	80.7	1.9	15.3	0.8	1.3	285,077
Fourth	79.1	2.5	16.0	1.7	0.6	202,797
Richest	84.8	1.6	11.4	1.3	0.9	138,704
Residence						
Rural	77.5	2.4	17.7	0.9	1.5	1,735,550
Urban	81.0	2.3	14.4	1.4	0.7	126,936

The sum of boys and girls in the table does not equal the total number of children and adolescents since the table does not include transgender. These records account for 2 individuals from the unweighted survey responses, which when weighted represent 169 children

The education of the household head omits the categories "Other" and "Don't know". These records account for 15 and 1 individuals from the unweighted survey responses respectively, which when weighted represent 1007 and 41 children.

Table 4.18 includes children that are not currently attending school but previously attended school and shows the reported probabilities of these children staying in school if the COVID-19 pandemic had not happened. For most children, the COVID-19 pandemic does not seem to be related to the decision of whether to send the child back to school, as for 59.5 per cent of children, the likelihood of staying in school in absence of the pandemic was reported as not likely at all, and for 8.7 per cent of children somewhat likely. For 21.1 per cent of children the likelihood was reported as half/half, for 8.4 per cent of children very likely, and finally, 2.4 per cent of children reportedly would have for sure stayed in school if COVID-19 had not happened.

Table 4.18   Likelihood of staying in school if COVID-19 had not happened among children 5–17 years who are not currently attending school but previously attended by age group, sex, education of household head, wealth index quintile and area of residence

Characteristic	Not likely at all	Somewhat likely	Half/half likely	Very likely	Would have happened for sure	Total number of children not currently attending school (but previously attended)
	Per cent	Per cent	Per cent	Per cent	Per cent	
Total	59.5	8.7	21.1	8.4	2.4	207,114
Both sexes						
5–11	59.7	8.9	20.3	9.6	1.5	39,320
12–13	60.9	6.9	18.9	10.6	2.7	43,869
14–17	58.9	9.2	22.1	7.2	2.6	123,925
Boys						
5–11	59.8	10.0	15.8	11.7	2.7	15,388
12–13	59.8	5.2	19.7	13.4	1.9	16,234
14–17	57.9	10.5	21.7	7.1	2.7	63,550
Girls						
5–11	59.6	8.2	23.1	8.3	0.8	23,932
12–13	61.6	7.8	18.4	8.9	3.2	27,635
14–17	60.0	7.8	22.5	7.3	2.4	60,375
Edu. HH head						
None/Pre-school	58.6	9.4	22.1	8.0	1.9	111,888
Primary	55.8	9.9	20.6	9.5	4.3	22,802
Middle	59.3	7.0	25.6	5.3	2.8	25,992
Secondary	64.6	8.1	15.6	8.6	3.0	30,077
Higher	61.2	5.5	17.7	13.9	1.6	16,262

Characteristic	Not likely at all	Somewhat likely	Half/half likely	Very likely	Would have happened for sure	Total number of children not currently attending school (but previously attended)
	Per cent	Per cent	Per cent	Per cent	Per cent	
WIQ						
Poorest	53.5	9.9	27.8	5.5	3.3	34,455
Second	58.6	11.0	23.6	5.2	1.6	43,246
Middle	62.3	7.8	19.8	7.7	2.4	49,363
Fourth	60.5	7.0	20.4	9.8	2.3	42,852
Richest	61.2	7.9	14.4	13.9	2.6	37,197
Residence						
Rural	60.1	9.0	21.3	7.0	2.5	172,264
Urban	56.5	7.0	19.7	14.9	1.8	34,850

The education of the household head omits the categories "Non-formal" and "Other". These records account for 4 and 1 individuals from the unweighted survey responses respectively, which when weighted represent 33 and 60 children.

To ensure the continuity of learning during the COVID-19 pandemic, several online and distance learning activities were introduced. Figure 4.6 shows that out of children currently attending school, 15.2 per cent engaged in distance learning activities since the COVID-19 outbreak. This can be compared with the percentage of children who experienced school closures as previously shown in Figure 4.5, which is significantly higher, suggesting a disruption in learning for a high share of children affected by school closures.

Figure 4.6   Percentage of children 5–17 years currently attending school who engaged in distance learning activities since the COVID-19 outbreak
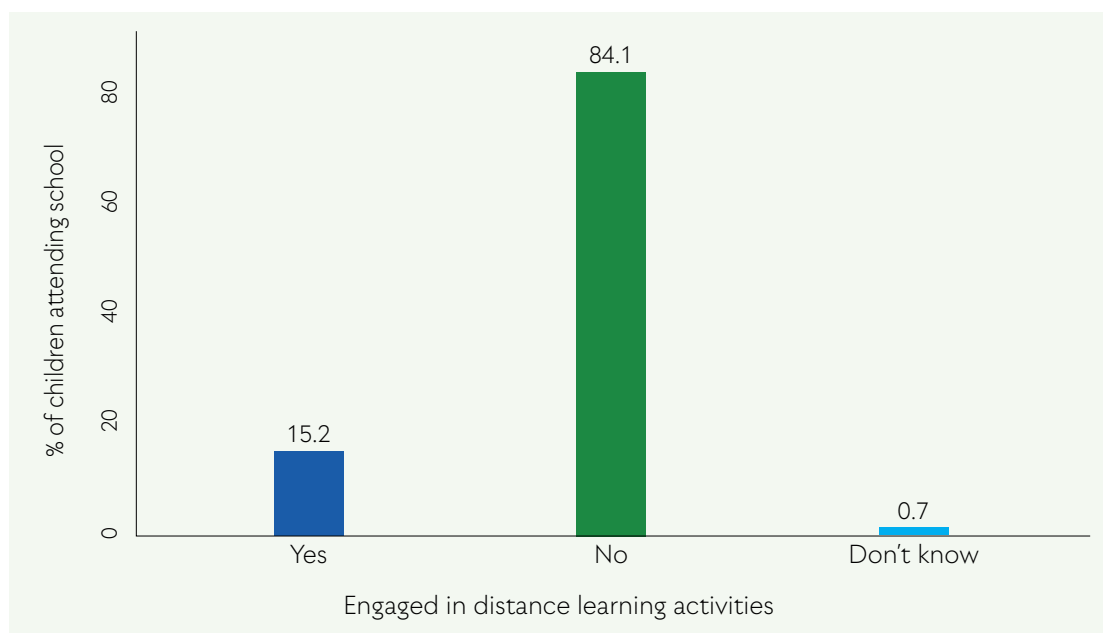
Table A4.22 in the Appendix shows the type of distance learning activity children aged 5–17 years engaged in. The table only includes children currently attending school at the time of the survey, and who responded that they engaged in distance learning activities at home since the outbreak of COVID-19 in March 2020. Overall, the most common distance learning activities were to complete assignments provided by the teacher (87.0 per cent), engage in online lessons with a teacher (11.3 per cent) and to use mobile learning apps (9.6 per cent). Children in the age group 14–17 years were more likely to have online lessons with a teacher and to use mobile learning apps compared to children in the youngest age group, who were more slightly more likely to complete assignments provided by the teachers. No major differences between boys and girls in the different age groups are observed. The percentage of children who used mobile learning apps and had online lessons with a teacher increases with the education of the household head and the wealth index quintile, whereas the percentage of children who completed assignments provided by the teacher decreases. Not surprisingly, the share of children who used mobile learning apps and had online lessons with a teacher is higher in urban compared to rural areas.

Figure 4.7 shows that out of children who engaged in distance learning activities since the COVID-19 outbreak, the majority (59.8 per cent) spent less time on these activities as compared with regular school activities before the COVID-19 outbreak. Around one in four (24.6 per cent) children spent more time on distance learning activities than regular school activities before the COVID-19 outbreak, and 14.0 per cent spent the same time on both types of activities.

Figure 4.7   Change in time spent on educational activities between distance learning activities during the COVID-19 outbreak and regular school activities before the COVID-19 outbreak
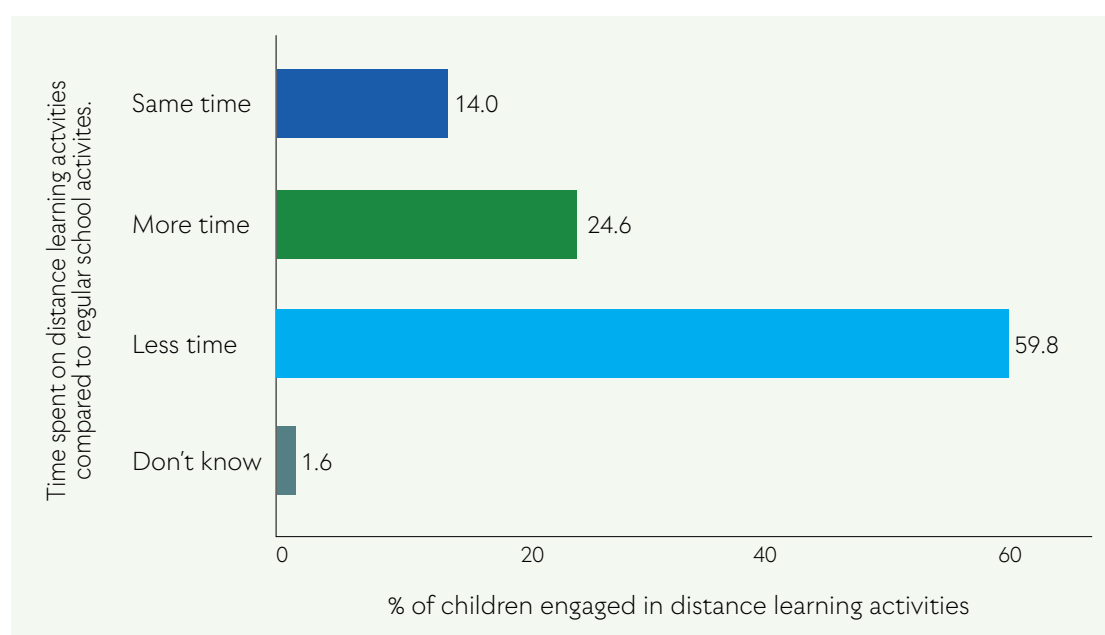
5. Definitions related to children's activities and legal framework

5.1 Legal framework

5.1.1 International labour standards

The most important international legal instruments pertaining to child labour are the UN Convention on the Rights of the Child (UNCRC, 1989), ILO Convention 138 (1973) and ILO Convention 182 (1999). We include the key passages below.

UN Convention on the Rights of the Child (1989), *in which Article 32 stipulates the following (OHCHR, 2019):*

Article 32

1. *States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral, or social development.*

2. *States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:*

   a. *Provide for a minimum age or minimum wages for admission to employment;*

   b. *Provide for appropriate regulation of the hours and conditions of employment;*

   c. *Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.*

The convention was ratified by Pakistan on November 12, 1990. Under the UNCRC, a child is defined as any individual under the age of eighteen (or according to the age of majority, which is eighteen in Pakistan according to the Majority Act, 1875).

ILO Minimum Age Convention, No. 138 (1973), which seeks to set a minimum age so that children do not enter work too young, ideally only by the completion of their compulsory education (15 years of age) (ILO, 2017a):

Article 7

1. *National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is--*

   a. *not likely to be harmful to their health or development; and*

   b. *not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.*

The Convention was ratified by Pakistan on July 6, 2006.

ILO Worst Forms of Child Labour (WFCL) Convention No. 182 (1999), which defines what are the worst forms of child labour and oblige ratifying states to take immediate action in eliminating the WFCL (ILO, 2017b).

Article 3

For the purposes of this Convention, the term the worst forms of child labour comprises:

a. *all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;*

b. *the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;*

c. *the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;*

d. *work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.*

The Convention was ratified by Pakistan on October 11, 2001. Under Convention No. 182, a child is defined as "all persons under the age of 18".

International Conference of Labour Statisticians (ICLS), the 18th ICLS Resolution provides the operational definition for the statistical measurement of child labour using the United Nations System of National Accounts (SNA). The 20th ICLS amends the former resolution by including hazardous unpaid household services (ILO, 2018) according to the definition of working children in accordance with the 19th ICLS. However, for the purposes of this report, the child labour indicator excludes all household chores.

In this report, the definition of economic activity corresponds to the 18th ICLS, which defines working children aged 5–17 as those engaged in any activity falling within the SNA production boundary for at least one hour during the reference week. In this sense, child labour is a subset of working children plus children engaged in the worst forms of child labour not comprised in the group of working children. This report does not cover the worst forms of child labour other than hazardous work.

5.1.2 Khyber Pakhtunkhwa regulation

Pakistan's provinces have a large degree of autonomy. The Government of Khyber Pakhtunkhwa has therefore, put in place five main bills or legal documents relevant to child labour. The *Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015,* fixes the standards and cut-off points that determine what is prohibited. These standards provide the necessary details to define the statistical definition of child labour in the provincial context and are complemented by the *Khyber Pakhtunkhwa Prohibition of Employment of Children Rules, 2021.* Three other documents refer to the conditions of work which is permitted for children, though these do not restrict the work permitted further than the Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015. These are:

- Khyber Pakhtunkhwa Shops and Establishments Act, 2015 – section 21 – which states "No child shall be required or allowed to work in any establishment."

- Khyber Pakhtunkhwa Factories Act – section 49 which states "No child shall be allowed to work in a factory".

- Khyber Pakhtunkhwa Home Based Workers (Welfare and Protection) Bill, 2021 – Section 7 – which states "Every home-based worker shall – [...] (c) not to engage child under the age of fourteen (14) years as prohibited under the Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015 (Khyber Pakhtunkhwa Act No. XIX of 2015)".

Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015

The Act prohibits the employment of children and regulates the employment of adolescents in Khyber Pakhtunkhwa.

- **Children:** No child shall be employed or permitted to work in any establishment. Children are defined as persons who have not completed their fourteenth year of age.

- **Adolescents[26]:** No adolescent shall be employed or permitted to hazardous work in any establishment. Adolescents are defined as persons who have completed their fourteenth but not eighteenth year of age.

- **Light work:** A child not below the age of 12 years may be engaged in light work, alongside his family member, for a maximum of two hours per day, mainly for the purpose of acquiring skills, in a private undertaking, or in any school established, assisted or recognised by the Government for such purposes.

- **Work time:** Period of work shall not exceed seven hours, including the time spent in waiting for work on any day. Every adolescent employed in an establishment shall be allowed in each week a holiday of one whole day.

- **Rest time:** No adolescent shall work for more than three hours before he has an interval of at least one hour for rest.

- **Night work:** No adolescent shall be permitted or required to work between 7.00 p.m. to 8.00 a.m. of the following day.

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26   While adolescents are included in the age bracket for light work, the respective light work limit on hours worked is not binding for adolescents, since they are permitted to work more hours. Light work therefore is only relevant for children aged 12–13.

The *Khyber Pakhtunkhwa Prohibition of Employment of Children Act 2015* also provides a list of 39 hazardous occupations and industries. The complete list of hazardous industries and occupations is in Appendix 1. Each of the items is translated into a code for occupation and/or industry according to the PSCO and PSIC, respectively, and categorised as hazardous.

5.2   Economic activity and economically active population

The 13th ICLS Resolution specifies that "(…) the economically active population comprises all persons of either sex who furnish the supply of labour for the production of economic goods and services, as defined by the United Nations systems of national accounts and balances, during a specified time-reference period." This means that a person is economically active if contributes to production of goods and services that fall within the SNA production boundary.

The definition of **economic activity** therefore includes:

- Those in paid employment (paid in cash or in kind)
- Self-employed persons
- Own-account workers[27]
- Apprentices who receive payment in cash or in kind
- Unpaid family workers who consume or produce economic goods or services for their own household consumption.
- The unemployed[28]

This definition excludes household chores[29] performed in the own household and activities that are part of schooling but includes activities such as firewood and water collection.

The current economic activity is defined as above but uses a **reference period** of the past 7 days preceding the interview.

Thus, the **currently active population** refers to all those who produced goods and services under the SNA during the past week. The current economic activity is the timeframe used for estimating the labour force.

People who have worked at any point during the past 12 months are called the **usually active population**.

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27   This refers to a self-employed individual who does not use hired labour and who either works alone or relies on unpaid family workers to run a business, cultivate land/plot/garden, tend animals, etc. Two or more individuals may share the same premises and assist each other or share work; if they do not employ regular workers, these individuals are considered to be own account workers. An individual working for commission will also be categorized as an own account worker.

28   The 18th ICLS defines that the concept of unemployed for children is not accurate as children below the minimum age of work cannot legally seek work or be employed. However, to identify the group of potential child workers, this group of children can be considered as "children seeking work".

29   However, domestic work performed outside of the own household is considered to be an economic activity.

5.3   Non-economic activity

Activities that fall outside the production boundary of the UN SNA are non-economic activities. Such activities include services rendered by and for household members. Some examples are:

- Preparing and serving meals
- Mending, washing and ironing clothes
- Shopping
- Caring for siblings and sick/disabled household members
- Cleaning and maintaining the household dwelling
- Repairing household durables
- Transporting household members and their goods.

5.4   Working children, child labour and hazardous work

Working children

The quantitative measure of working children comprises those children who declare that they worked during the reference period in the production of economic goods and services as defined by the UN SNA and balances. This definition encompasses those included in the economic activity definition (See Chapter 5.2, above), except for unemployed. Boys and girls may be considered working if they participated in any work, including domestic work, for someone who is not a member of their own household; or performed any family work, i.e. on a family farm or business. In the case of children, the above definition excludes those who are without work but seeking work, as well as household chores. However, in this report the participation of children in household chores and the incidence of work-seeking children are analysed separately.

One of the limitations of focusing on children that worked only during the last 7 days, is that it might fail to capture seasonal work, or work that children carry out during school vacation or because of specific family needs. These limitations are discussed in this report.

Child labour[30]

Child labour is a subset of working children. The group includes children in the worst forms of child labour and working children below the minimum age, excluding children in permissible light work. Child labour is therefore a narrower concept than working children as it excludes those children who are working only a few hours a week in permitted light work and those above the minimum age whose work is not classified as a worst form of child labour, including hazardous work. Table 5.1 below summarises the definition of child labour according to the 18th ICLS.

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30   According to the ILO, Child Labour refers to work that deprives children (any person under 18) of their childhood, their potential, and their dignity, and that is harmful to their physical and/or mental development.

Table 5.1   Children's work and employment

Age group	(1a) Light work	(1b) Regular work	Worst forms of child labour (WFCL)	
			(2a) Hazardous work	(2b) WFCL other than hazardous work
Children below the minimum age specified for light work (for example 5–11 years)	Employment and other forms of work below the minimum age for light work	Employment and other forms of work below the general minimum working age	Work in industries and occupations designated as hazardous, or work for long hours and/or at night in industries and occupations not designated as hazardous	Children trafficked for work; forced and bonded child labour; commercial sexual exploitation of children; use of children for illicit activities and armed conflict
Children within the age range specified for light work (for example, 12–13 years)				
Children at or above the general minimum working age (for example, 14–17 years)				

Source: Report of the Conference. 18th International Conference of Labour Statisticians (ICLS). Document ICLS/18/2008/IV/FINAL. Geneva, 24 November-5 December 2008.

Hazardous work represents any activity or occupation that, by its nature or type, has or leads to adverse effects on the child's safety, health and moral development. In general, hazardous work may include night work and long hours of work[31]; exposure to physical, psychological or sexual abuse; work underground, under water, at dangerous heights or in confined spaces; work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; and work in an unhealthy environment, which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging their health. Hazardous work by children is often treated as a proxy for the Worst Forms of Child Labour. This is for two reasons. First, reliable national data on the worst forms other than hazardous work, such as commercial sexual exploitation and children engaged in conflict, are still difficult to come by. Second, children in hazardous work account for the overwhelming majority of those in the worst forms of child labour.

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31   Any adolescent working beyond the legal limit is classified as hazardous work, since it falls under "long hours of work".

5.5   Worst forms of Child Labour

- Child under 18 who participates in activities that are "hazardous by nature or circumstance" for 1 or more hours per week (ILO Convention 138 Article 3 Paragraph 1, Convention 182 Worst Forms of Child Labour)

- A child under 18 who participates in an "unconditional worst form of child labour" defined in ILO Convention 182 Article 3 as:

  - all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.

  - the use, procuring or offering of a child for prostitution, to produce pornography or for pornographic performances.

  - the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.

  - work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Child Labour: The definition of child labour employed in this report follows the 18th ICLS as a general frame and encompasses within it the Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015

- A child under the age of 12 who is economically active for 1 or more hours per week *(Rules of Employment of Children Act 1995 Section 4 Subsection 2, ILO Convention 138,* ratified by Pakistan in 2006 and *Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015).*

- A child who has reached the age of 12 but not attained the age of 14, who is economically active for more than 14 hours per week *(Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015,* Chapter II, on the prohibition of employment).

- An adolescent who has reached the age of 14 but not attained the age of 18, who is economically active for more than 42 hours per week *(Khyber Pakhtunkhwa Prohibition of Employment of Children Act,* Chapter III, on the hours and periods of work). Note that the threshold defined by 18th ICLS is 43 hours or more per week for this age group (Employment of Children Act 1991 Section 7 subsection 2, ILO Convention 138, Article 2 Paragraph 4).

- Regarding hazardous work, the *Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015* establishes a list of 39 occupations, industries, processes and work environments considered as hazardous. The list includes, among others, working in the carpet weaving industry and being exposed to cement dust.

Statistical definition of child labour. The legal dispositions mentioned above delimits the group of child workers that are considered as children in child labour. Table 5.2 mentions the age specific thresholds for the duration of the working time, and the child labour conditions that apply to all children 5–17.

Table 5.2   Statistical definition of child labour Khyber Pakhtunkhwa Prohibition of Employment of Children Act 2015

Age group	Age specific conditions	Conditions that apply to all children
Children aged 5–11 years	No employment permitted in economic activity (no hours permitted)	■ Night work ■ Hazardous industry ■ Hazardous occupation ■ Hazardous condition ■ Hazardous tool ■ Abuse at work
Children aged 12–13 years	Limit of working hours: No more than 14	
Children aged 14–17 years	Limit of working hours: No more than 42[32]	

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32   The threshold of 42 hours is defined over the subsection 5 that defines: "The total period of work of an adolescent in a day, including the mandatory interval for rest, shall, in no case, exceed seven hours." The period of rest defined in subsection 5 is not observable under the SIMPOC questionnaire and therefore, is excluded from the statistical definition of child labour.

Figure 5.1   Structure of child labour in KP

Figure 5.1   Structure of child labour in KP

Working children (5–17 years old)

In designated hazardous industries or occupations

In other industries or occupations

Hazardous tools

Non-hazardous tools

Long hours of work or work during night

Not long hours of work or work during night

Hazardous work conditions

Non-hazardous work conditions

Exposed to abuse at work

Not exposed to abuse at work

Child labour

5–11 yrs

12–13 yrs

14–17 yrs

More than 14 hours per week

Light work (14 hours or less per week)

Not in child labour

6. Children's activities

This chapter presents an overview of the activities in which children take part and focuses on involvement of boys and girls in work, household chores, school attendance, and characteristics of work. The chapter focuses on children that reported to be working in the past 7 days for at least one hour.

6.1 Working children

Table 6.1 presents the number of children who worked in the past 12 months and in the past 7 days disaggregated by age group. Out of all children, 11.1 per cent were engaged in work in the past 7 days, and 12.3 per cent reported working in the past 12 months (including the past week). As expected, engagement in work increases with age, and goes from 5.3 per cent for those aged 5–11, to 14.1 per cent for those 12–13 years old and up to 21.6 per cent for those aged 14–17. By their late teens, slightly more than one out of five children are engaged in some type of work. More boys are engaged in work than girls for all age categories, with boys aged 14–17 working twice as much as girls in the same group age. The incidence of working children decreases with the education of the household head from 12.6 for None/Pre-school to 8.0 for higher education. The working children incidence also decreases with the wealth index and ranges from 17.6 per cent for the poorest to 4.7 per cent for richest quintile of households. Engagement in economic activities is more likely for those children living in rural areas (11.7 per cent) than those in urban (7.1 per cent).

Table A6.1 in the Appendix shows the results by division and district. Bannu division presents the highest percentage of both children engaged in economic activities during last week and last year. Within the division of Bannu, the district North Waziristan displays the highest percentage of working children with 28.4 per cent (last 7 days), followed by Lakki Marwat 11.8 per cent (last 7 days). The district Upper Dir, which belongs to the Malakand division, has the second highest percentage of working children among all districts with 24.9 per cent (last 7 days). On the contrary the district Hangu in the division Kohat, has the lowest percentage of working children with 2.1 per cent (last 7 days).

Table 6.1   Number and per cent of children 5–17 years that worked in the last 12 months and the last 7 days by sex, age group, education of household head, wealth index quintile and area of residence

| Characteristic | Working Children | | | | Total number of children |
| | Last 12 months | | Last 7 days | | |
	Number	Per cent	Number	Per cent	
Both sexes					
Total 5–17	1,021,037	12.3	922,314	11.1	8,282,673
5–11	277,890	5.9	252,514	5.3	4,720,781
12–13	212,574	16.0	188,048	14.1	1,329,506
14–17	530,572	23.8	481,753	21.6	2,232,386
Boys					
Total 5–17	675,766	15.4	604,530	13.8	4,388,618
5–11	164,915	6.6	148,449	5.9	2,497,240
12–13	139,127	19.7	120,772	17.1	704,893
14–17	371,724	31.3	335,309	28.3	1,186,484
Girls					
Total 5–17	345,264	8.9	317,777	8.2	3,892,911
5–11	112,975	5.1	104,065	4.7	2,222,979
12–13	73,440	11.8	67,269	10.8	624,319
14–17	158,849	15.2	146,444	14.0	1,045,613
Edu. HH head					
None/Pre-school	589,062	13.9	534,312	12.6	4,232,706
Primary	101,259	12.6	91,702	11.4	803,433
Middle	112,456	12.5	98,111	10.9	902,430
Secondary	124,325	9.8	111,925	8.8	1,267,845

| Characteristic | Working Children | | | | Total number of children |
| | Last 12 months | | Last 7 days | | |
	Number	Per cent	Number	Per cent	
Higher	93,244	8.7	85,780	8.0	1,068,182
Non-formal	259	6.7	205	5.3	3,858
Other	424	13.0	272	8.3	3,258
WIQ					
Poorest	346,280	19.6	311,818	17.6	1,771,641
Second	243,874	14.0	223,460	12.8	1,740,113
Middle	202,129	12.1	183,198	10.9	1,673,396
Fourth	151,160	9.5	133,500	8.4	1,596,684
Richest	77,595	5.2	70,337	4.7	1,500,839
Residence					
Rural	943,220	12.9	851,198	11.7	7,286,033
Urban	77,817	7.8	71,116	7.1	996,640

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children

The education of the household head omits the category of "Don't know/Missing". These records account for 23 individuals from the unweighted survey responses respectively, which when weighted represent 960 children.

Table A6.2 in the Appendix shows the likelihood of children who have not been working in the past 7 days to be working if the COVID-19 pandemic did not occur. The results indicate that, 77.3 per cent of children who have not been working in the past 7 days would not likely be working at all if COVID-19 did not occur. A significant portion, 19.3 percent, would have a fifty-fifty chance of working. The likelihood of a child not working at all increases with the wealth index quintile and is slightly higher in urban areas (79.6 per cent) compared to rural areas (76.9 per cent).

Table 6.2 presents the number and per cent of children who worked and did not work before the COVID-19 outbreak by current working status. The results of the table show that most children who did not work before the COVID-19 outbreak, also did not work during the past

7 days (90.2 per cent). As may be expected, a high share of children who worked before the COVID-19 outbreak also worked during the past 7 days (87.5 per cent).

<table>
<tr>
<td colspan="7">Table 6.2   Number and per cent of children 5–17 years who worked and did not work before the COVID-19 outbreak by current working status, by age group, sex, education of household head, wealth index quintile and area of residence</td>
</tr>
<tr>
<td>Before COVID-19 outbreak</td>
<td colspan="3">Child did not work before COVID-19 outbreak</td>
<td colspan="3">Child worked before COVID-19 outbreak</td>
</tr>
<tr>
<td>At the time of the survey</td>
<td>Child did not work during the past 7 days</td>
<td>Child worked during the past 7 days</td>
<td>Total number of children</td>
<td>Child did not work during the past 7 days</td>
<td>Child worked during the past 7 days</td>
<td>Total number of children</td>
</tr>
<tr>
<td>Characteristic</td>
<td>Per cent</td>
<td>Per cent</td>
<td></td>
<td>Per cent</td>
<td>Per cent</td>
<td></td>
</tr>
<tr>
<td>Total 5-17</td>
<td>90.2</td>
<td>9.8</td>
<td>8,134,384</td>
<td>12.5</td>
<td>87.5</td>
<td>133,652</td>
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<tr>
<td colspan="7" align="center">Both sexes</td>
</tr>
<tr>
<td>5-11</td>
<td>95.3</td>
<td>4.8</td>
<td>4,681,489</td>
<td>18.1</td>
<td>81.9</td>
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<td>12-13</td>
<td>87.4</td>
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<td>1,301,366</td>
<td>12.4</td>
<td>87.6</td>
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<td>14-17</td>
<td>80.9</td>
<td>19.1</td>
<td>2,151,529</td>
<td>10.1</td>
<td>90.0</td>
<td>75,071</td>
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<tr>
<td colspan="7" align="center">Boys</td>
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<tr>
<td>5-11</td>
<td>94.7</td>
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<td>2,473,495</td>
<td>19.2</td>
<td>80.8</td>
<td>19,792</td>
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<td>12-13</td>
<td>84.8</td>
<td>15.2</td>
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<td>13.0</td>
<td>87.0</td>
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<td>14-17</td>
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<td>1,128,419</td>
<td>9.6</td>
<td>90.4</td>
<td>54,175</td>
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<tr>
<td colspan="7" align="center">Girls</td>
</tr>
<tr>
<td>5-11</td>
<td>95.8</td>
<td>4.2</td>
<td>2,207,433</td>
<td>16.3</td>
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<td>12-13</td>
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<td>11.1</td>
<td>88.9</td>
<td>7,335</td>
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<tr>
<td>14-17</td>
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<td>11.1</td>
<td>88.9</td>
<td>20,896</td>
</tr>
<tr>
<td colspan="7" align="center">Edu. HH head</td>
</tr>
<tr>
<td>None/Pre-school</td>
<td>89.0</td>
<td>11.0</td>
<td>4,141,827</td>
<td>11.0</td>
<td>89.0</td>
<td>81,743</td>
</tr>
<tr>
<td>Primary</td>
<td>89.8</td>
<td>10.2</td>
<td>790,626</td>
<td>7.9</td>
<td>92.1</td>
<td>11,679</td>
</tr>
</table>

Before COVID-19 outbreak	Child did not work before COVID-19 outbreak			Child worked before COVID-19 outbreak		
At the time of the survey	Child did not work during the past 7 days	Child worked during the past 7 days	Total number of children	Child did not work during the past 7 days	Child worked during the past 7 days	Total number of children
Characteristic	Per cent	Per cent		Per cent	Per cent	
Middle	90.7	9.3	884,136	13.7	86.3	16,143
Secondary	92.2	7.8	1,251,077	16.1	83.9	15,395
Higher	92.5	7.5	1,058,742	23.7	76.3	8,648
Non-formal	96.2	3.8	3,756	44.4*	55.6*	44
Other	91.7	8.3	3,258	.	.	0
WIQ						
Poorest	84.1	15.9	1,729,651	9.9	90.1	35,789
Second	88.8	11.2	1,702,978	7.8	92.2	34,979
Middle	90.7	9.3	1,637,894	11.7	88.3	32,641
Fourth	92.6	7.4	1,573,631	21.5	78.5	21,443
Richest	95.8	4.2	1,490,230	22.4	77.5	8,798
Residence						
Rural	89.7	10.3	7,147,714	12.3	87.7	124,466
Urban	93.6	6.4	986,670	15.2	84.8	9,186

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Figure 6.1 displays the percentage of working children who were employed in each month the past 12 months (the survey took place from January 15th-October 2nd, 2022). Since the survey rollout covers January to October, the slight increase from March-July is unlikely due to recency bias. Most children working during the past 12 months stated that they worked for at least one day in every month. Thus, the share of children working in each month is relatively stable

throughout the year showing almost no fluctuation, with January having the lowest prevalence (86.2 per cent) and June having the highest prevalence with 89.7 per cent, with a difference of only 3.5 percentage points between these two months.

Figure 6.1   Child work per month (among children who did any work in the last 12 months)
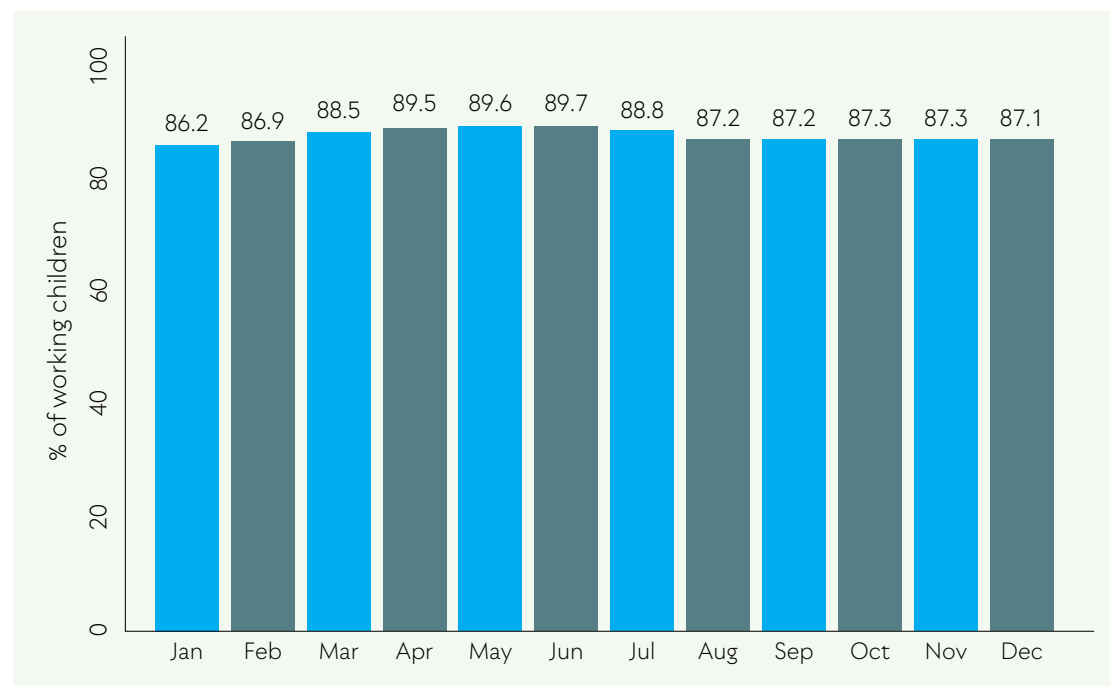
6.2   Household chores

The involvement of children in household chores can have positive impacts on children's welfare. Medical research has found that performing household chores is associated with self-competence, pro-social behaviours, and self-efficacy (Riggio, Valenzuela, & Weisser, 2010). In the context of child labour, involvement in those activities can protect children from engaging in hazardous work, might free adults' time to work on productive activities with income, and by those means increase children's welfare (Francavilla & Lyon, 2003). Nevertheless, household chores can also have an economic cost for children in developing countries. For example, when children are required to care for younger siblings, the older child misses out on time in education and the younger sibling often fails to develop verbal and conceptual skills required to later succeed at school (Ennew, 1982). Besides the time spent in these activities, the nature of the activities should be considered, especially if they expose children to hazards. In this context, the UNCRC and ILO convention No. 182, refers to the need to protect children from work that could adversely affect their health and development, which includes household chores. This chapter explores the housekeeping burden of children across gender, age and hours devoted to those activities. These help to assess the trade-off between performing those activities and other activities such as schooling and leisure. It is worth noting that carrying wood and water for

household consumption are considered economic activities and are not included in chores for the purpose of this report.

Figure 6.2 presents the percentage of children aged 5–17 who are engaged in household chores. Overall, 59.3 per cent of children are engaged in household chores. The share of boys and girls engaging in household chores is similar for the age group 5–11 (45.7 per cent vs. 44.7 per cent), but among older children, more girls take on responsibilities for household chores compared to boys. The percentage of boys and girls engaging in household chores increases with age and the difference is larger for girls 14–17 compared to boys 14–17 (86.0 per cent vs. 76.8 per cent).

Figure 6.2   Engagement in household chores by sex and age group
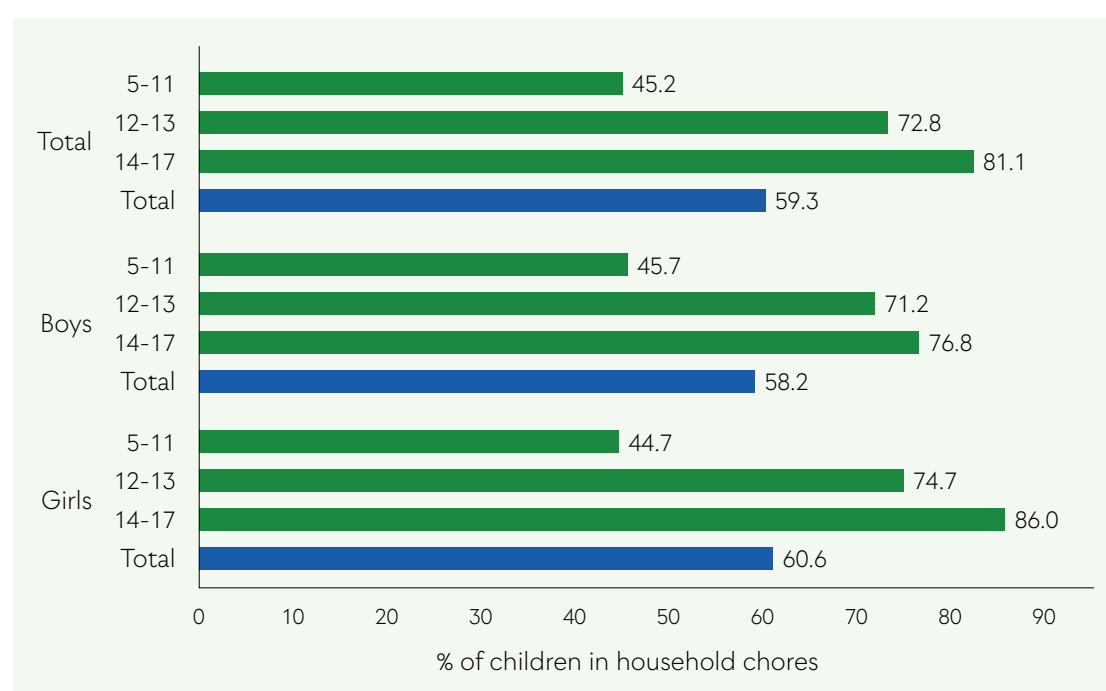
Girls are not only more often involved in household chores, but they also spend more time on household chores compared to boys across all age groups. As shown in Figure 6.3, girls in the age group 5–11 spend on average 5.5 hours per week on household chores, compared to 4.3 hours for boys. For the age group 12–13, girls spend on average almost three hours more compared to boys (8.3 hours vs. 5.5 hours). The difference is even larger in the age group 14–17, where girls spend on average 11.9 hours weekly, compared to 6.3 hours for boys.

Figure 6.3   Average number of hours per week spent on household chores by age group and sex
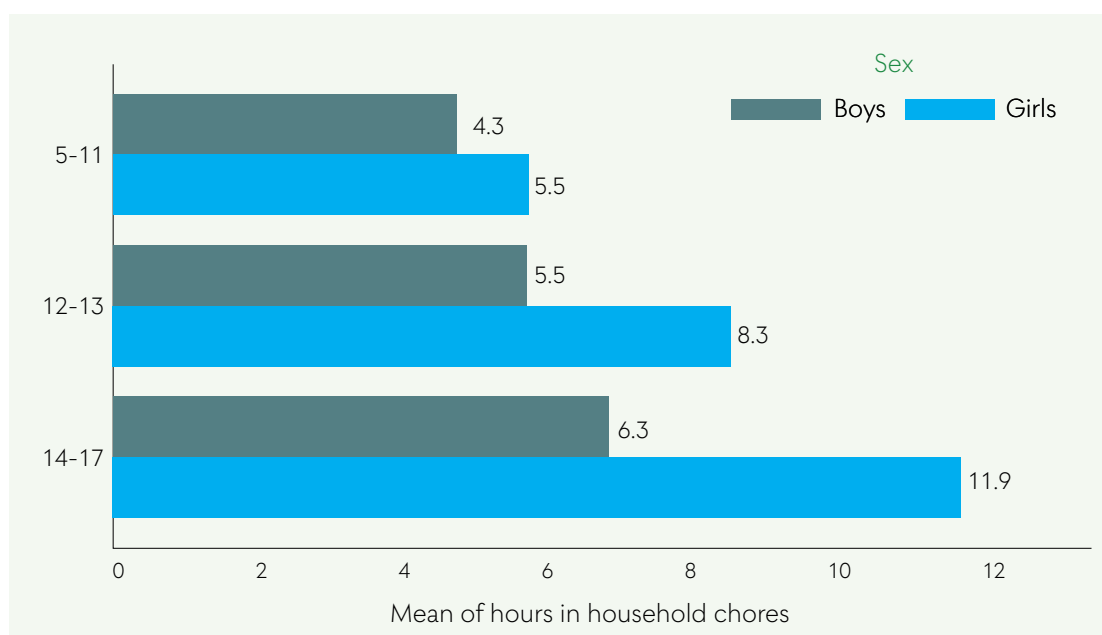
Table 6.3 presents a more precise picture of engagement in household chores. Although for the purposes of this report, household chores are outside the definitions of child labour, the age limits can serve as an indication of children having their schooling and free time activities such as recreation, rest and play endangered. The number of hours per week spent on household chores increases with age. In the age group 5–11, 86.1 per cent spend 7 hours or less, compared to 73.2 per cent in the age group 12–13 and 60.0 per cent in the age group 14–17. The results differ by gender, with girls more likely to devote more than 8 hours per week to household chores than boys. The difference is considerable; while 36.3 per cent of girls 5–17 years devote 8 or more hours per week doing household chores, the percentage is only 16.6 for boys. Children who are married, and children not attending school spend more time doing household chores than children who are not married and children attending school. It should be noted that the sample for marital status in the table only includes 10–17-year-olds, as the marital status was not asked for children below 10 years. In both urban and rural households, children spend a similar amount of time engaged in household chores.

Table 6.3   Number and per cent of children 5–17 years involved in household chores by number of hours devoted per week, by sex, age group, marital status, school attendance and area of residence

Characteristic	Children involved in household chores							
	Hours devoted							
	7 and below	8 to 14	15 to 21	22 to 28	29 to 35	36 to 42	More than 42	Total number of children
Both sexes								
Total 5–17	73.9	16.4	6.0	2.3	0.9	0.3	0.2	4,900,301
5–11	86.1	10.0	2.6	0.8	0.4	0.1	0.0	2,126,432
12–13	73.2	18.1	6.0	1.7	0.6	0.2	0.1	965,609
14–17	60.0	23.1	9.9	4.3	1.5	0.6	0.5	1,808,260
Boys								
Total 5–17	83.4	12.3	2.9	0.9	0.2	0.1	0.1	2,545,157
5–11	89.5	8.1	1.9	0.4	0.1	0.0	0.0	1,135,577
12–13	82.1	13.3	3.3	0.9	0.2	0.1	0.0	499,682
14–17	76.7	17.0	4.1	1.4	0.3	0.2	0.2	909,897
Girls								
Total 5–17	63.7	20.8	9.3	3.8	1.6	0.5	0.4	2,354,399
5–11	82.3	12.0	3.5	1.3	0.7	0.1	0.1	990,556
12–13	63.6	23.1	9.0	2.6	1.1	0.3	0.3	465,726
14–17	43.2	29.2	15.8	7.2	2.8	1.0	0.8	898,116
Marital status								
Never married	69.3	19.3	7.2	2.7	1.0	0.3	0.3	3,516,177
Ever married	37.4	26.5	16.6	10.6	2.8	2.8	3.3	82,006

Characteristic	Children involved in household chores							
	Hours devoted							
	7 and below	8 to 14	15 to 21	22 to 28	29 to 35	36 to 42	More than 42	Total number of children
School attendance								
Not attending	56.5	22.3	11.9	5.4	2.4	0.8	0.7	1,321,891
Attending	80.4	14.2	3.8	1.1	0.3	0.1	0.1	3,578,411
Residence								
Rural	73.7	16.6	6.0	2.3	0.9	0.3	0.3	4,287,920
Urban	75.8	15.2	5.6	2.1	0.9	0.4	0.1	612,382

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 17 individuals from the unweighted survey responses, which when weighted represent 745 children.

The sum of never married and ever married children in the table does not equal the total number of children since the marital status was only asked to 10–17-year-olds. Additionally, information about the marital status is missing for 48 children from the unweighted survey responses, which when weighted represent 2206 children.

The total number of children involved in household chores in this table does not include children who reported to engage in household chores for 0 hours during the past week. These records account for 204 children from the unweighted survey responses, which when weighted represent 12885 children.

By divisions (Table A6.3 in the Appendix) most 5–17-year-olds tend to spend 7 hours or less performing household chores, with Kohat division having the lowest percentage spending less than 7 hours on chores (68.2 per cent) and Mardan having the highest percentage (81.1 per cent). By district Chitral (88.0 per cent) and Mardan (85.4 per cent) have the highest percentages, whereas Battagram (53.8 per cent) and Kohistan (54.4 per cent) have the lowest percentages of children spending less than 7 hours on chores.

Table 6.4   Number and per cent of children 5–17 years involved in household chores by number of hours devoted per week by sex, age group and area of residence

Characteristic	Children involved in household chores							
	Hours devoted							
	7 and below	8-14	15-21	22-28	29-35	36-42	More than 42	Total number of children
Urban								
Both sexes								
Total 5–17	75.8	15.2	5.6	2.1	0.9	0.4	0.1	612,382
5–11	88.5	8.2	2.3	0.9	0.1	0.0	0.0	251,155
12–13	75.1	18.3	5.0	1.1	0.5	0.0	0.1	124,500
14–17	62.6	20.9	9.3	3.9	2.0	1.0	0.3	236,726
Boys								
Total 5–17	84.8	11.4	2.3	1.0	0.3	0.1	0.1	321,765
5–11	90.7	7.2	1.5	0.6	0.0	0.1	0.0	139,378
12–13	81.8	14.5	2.8	0.6	0.3	0.0	0.1	64,035
14–17	79.5	14.7	3.0	1.6	0.7	0.3	0.2	118,350
Girls								
Total 5–17	65.8	19.3	9.2	3.4	1.5	0.7	0.2	290,494
5–11	85.7	9.3	3.5	1.4	0.1	0.0	0.0	111,777
12–13	68.0	22.3	7.3	1.7	0.6	0.1	0.1	60,466
14–17	45.8	27.1	15.6	6.0	3.3	1.7	0.4	118,252
Rural								
Both sexes								
Total 5–17	73.7	16.6	6.0	2.3	0.9	0.3	0.3	4,287,920
5–11	85.8	10.2	2.7	0.8	0.4	0.1	0.0	1,875,276

Characteristic	Children involved in household chores							
	Hours devoted							
	7 and below	8-14	15-21	22-28	29-35	36-42	More than 42	Total number of children
12–13	72.9	18.1	6.2	1.8	0.7	0.2	0.2	841,110
14–17	59.6	23.4	10.0	4.3	1.5	0.6	0.6	1,571,532
Boys								
Total 5–17	83.2	12.5	3.0	0.9	0.2	0.1	0.1	2,223,394
5–11	89.3	8.3	1.9	0.4	0.1	0.0	0.0	996,201
12–13	82.1	13.2	3.4	1.0	0.2	0.1	0.0	435,646
14–17	76.3	17.4	4.3	1.4	0.3	0.2	0.2	791,545
Girls								
Total 5–17	63.4	21.0	9.3	3.8	1.6	0.5	0.4	2,063,906
5–11	81.9	12.4	3.5	1.2	0.8	0.1	0.1	878,779
12–13	62.9	23.3	9.2	2.7	1.2	0.3	0.3	405,262
14–17	42.8	29.5	15.8	7.3	2.7	0.9	0.9	779,865

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 17 individuals from the unweighted survey responses, which when weighted represent 745 children.

The total number of children involved in household chores in this table does not include children who reported to engage in household chores for 0 hours during the past week. These records account for 204 children from the unweighted survey responses, which when weighted represent 12885 children.

Figure 6.4 shows the change in engagement in household chores by time spent in the past 7 days, compared to an average week in January to March 2020, before the COVID-19 outbreak by age group. For all age groups, the percentage of children who spent the same time before COVID-19 and in the past 7 days is the highest and is around 70 per cent for all three age groups. Around 30 per cent of children in all three age groups spent more time in the past 7 days than before COVID-19, whereas around 3 per cent of children spent less time. There does not seem to be a significant difference in engagement in household chores by time spent before COVID-19 and in the last 7 days among the different age groups.

Engagement in HH chores by time spent in the past 7 days compared to an average week in January to March 2020 (before the COVID-19 outbreak) by age group
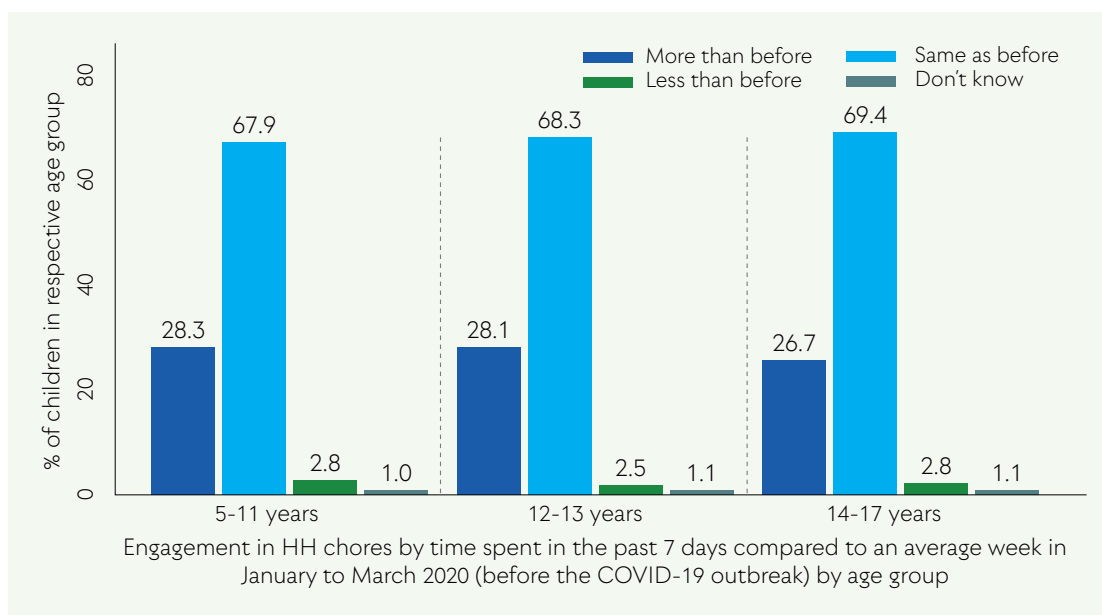
Figure 6.5 shows the percentage of children performing household chores by type and sex. The figure demonstrates clear differences between boys and girls engaged in household chores and the type of chores they perform. Boys are more likely than girls to shop for the household (55.0 per cent vs. 14.9 per cent), transport household members or goods (18.9 per cent vs. 14.0 per cent) and repair or maintain any household equipment (10.5 per cent vs. 2.7 per cent). On the other hand, girls are more likely than boys to care for children, old or sick (39.2 per cent vs. 27.0 per cent), clean utensils or house (47.0 per cent vs. 1.5 per cent), wash, iron, or mend clothes (34.9 per cent vs. 1.7 per cent) and cook (23.2 per cent vs. 0.9 per cent).

Figure 6.5   Percentage of children doing household chores by type and sex
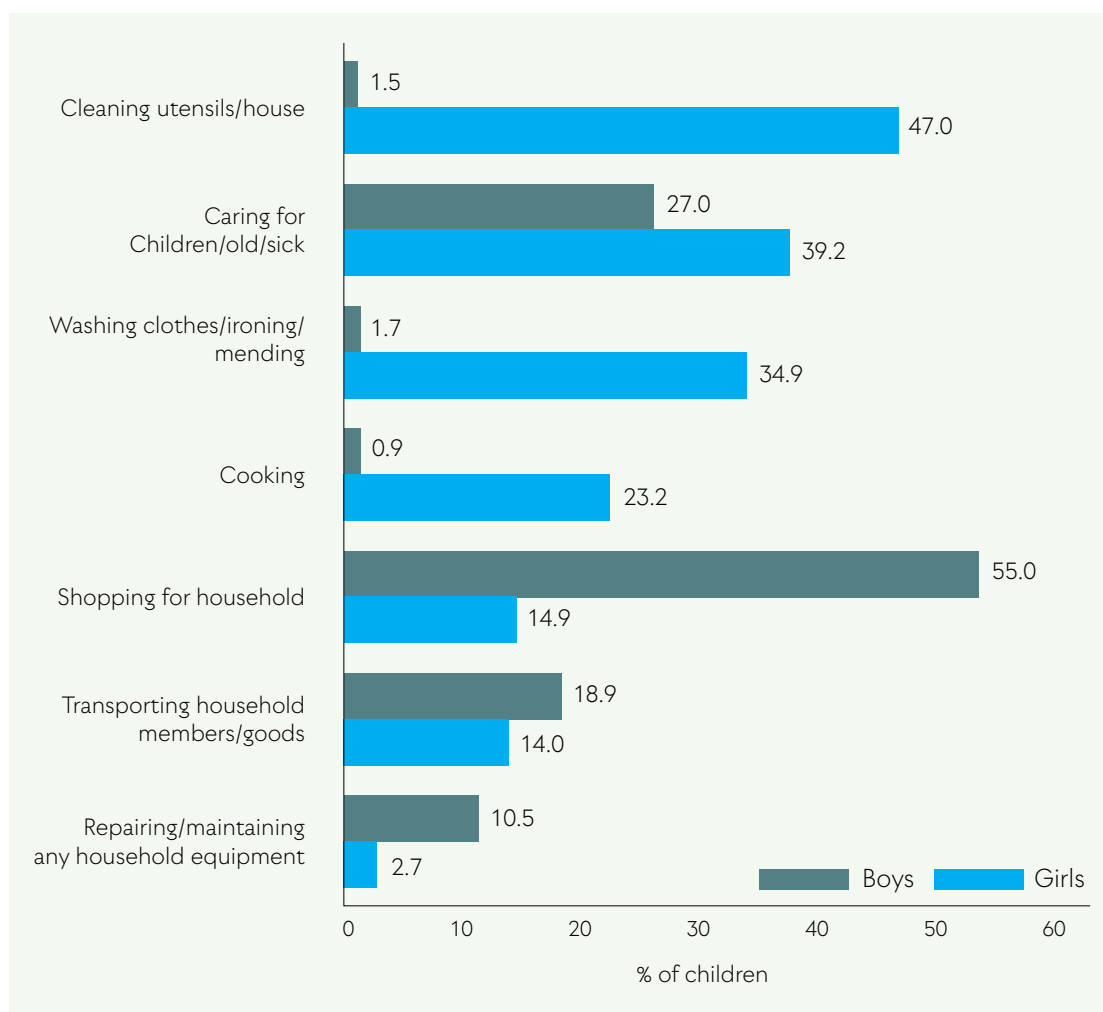
6.3   School attendance

Table 6.4 describes the proportion of working children who are attending school, further disaggregated by household chores (see Table A6.5 in the Appendix for the results by division and district), while Table 6.5 presents the same disaggregation for children not working. The tables show possible correlations between schooling and household chores and further explore their interaction with working status. When comparing the tables, the difference in school attendance between working and non-working children widens with age. For instance, 71.8 per cent, 64.3 per cent, and 46.1 per cent of children aged 5–11, 12–13 and 14–17 who are working go to school, whereas the percentages 72.8, 78.5 and 66.6 for those who are not working. Thus, working children are less likely to also be in school. Notably, 27.8 per cent of non-working children in the age range 14–17 do not attend school or other education and are thereby included in the computation of children not in employment, education, or training (NEET). This group of NEETs are often afforded special attention since they are not developing skills through education

nor the execution of tasks useful for the labour market. Table 6.5 shows that half of them are, however, engaged in household chores (49.1 per cent). Moreover, clear gender patterns arise in this table, namely, that 37.4 per cent of girls aged 5–17 who do not work, do not attend school, whereas the percentage is 18.8 for boys. Moreover, this difference is more pronounced in the age range 14–17 where the difference is more than 32.8 percentage points between girls and boys, meaning that girls in this age group are 32.8 percentage points less likely than boys in this age group to attend school given that they do not work.

Table 6.5 Number and per cent of working children 5–17 years by school attendance and involvement in household chores, by sex, age group and area of residence

Characteristic	Working children												
	Attending school						Not attending school						Total working children
	Total working children in school		Household chores		No household chores		Total working children not in school		Household chores		No household chores		
	Number	Per cent of total working children	Number	Per cent of total working children in school	Number	Per cent of total working children in school	Number	Per cent of total working children	Number	Per cent of total working children not in school	Number	Per cent of total working children not in school	
Both sexes													
Total 5–17	524,006	56.8	450,134	85.9	73,872	14.1	398,308	43.2	320,657	80.5	77,650	19.5	922,314
5–11	181,200	71.8	145,644	80.4	35,556	19.6	71,314	28.2	59,646	83.6	11,668	16.4	252,514
12–13	120,916	64.3	105,202	87.0	15,714	13.0	67,132	35.7	54,833	81.7	12,299	18.3	188,048
14–17	221,890	46.1	199,288	89.8	22,602	10.2	259,863	53.9	206,179	79.3	53,684	20.7	481,753
Boys													
Total 5–17	405,478	67.1	346,442	85.4	59,036	14.6	199,052	32.9	138,769	69.7	60,284	30.3	604,530

Characteristic	Working children												
	Attending school						Not attending school						Total working children
	Total working children in school		Household chores		No household chores		Total working children not in school		Household chores		No household chores		
	Number	Per cent of total working children	Number	Per cent of total working children in school	Number	Per cent of total working children in school	Number	Per cent of total working children	Number	Per cent of total working children not in school	Number	Per cent of total working children not in school	
5–11	127,675	86.0	101,962	79.9	25,713	20.1	20,774	14.0	14,626	70.4	6,149	29.6	148,449
12–13	93,659	77.5	80,766	86.2	12,893	13.8	27,113	22.4	18,369	67.8	8,744	32.3	120,772
14–17	184,144	54.9	163,714	88.9	20,430	11.1	151,165	45.1	105,774	70.0	45,391	30.0	335,309
Girls													
Total 5–17	118,528	37.3	103,693	87.5	14,836	12.5	199,249	62.7	181,882	91.3	17,367	8.7	317,777
5–11	53,525	51.4	43,682	81.6	9,843	18.4	50,539	48.6	45,020	89.1	5,519	10.9	104,064
12–13	27,257	40.5	24,436	89.7	2,821	10.3	40,012	59.5	36,457	91.1	3,555	8.9	67,269
14–17	37,746	25.8	35,575	94.3	2,172	5.8	108,698	74.2	100,405	92.4	8,293	7.6	146,444

Characteristic	Working children												
	Attending school						Not attending school						Total working children
	Total working children in school		Household chores		No household chores		Total working children not in school		Household chores		No household chores		
	Number	Per cent of total working children	Number	Per cent of total working children in school	Number	Per cent of total working children in school	Number	Per cent of total working children	Number	Per cent of total working children not in school	Number	Per cent of total working children not in school	
Residence													
Rural	491,902	57.8	422,254	85.8	69,648	14.2	359,296	42.2	292,111	81.3	67,185	18.7	851,198
Urban	32,104	45.1	27,880	86.8	4,224	13.2	39,012	54.9	28,547	73.2	10,466	26.8	71,116

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

Table 6.6   Number and per cent of children 5–17 years not working, by sex, age group and area of residence

Characteristic	Total children not working in school		Attending school				Not attending school						Total children not working
			Household chores		No household chores		Total children not working not in school		Household chores		No household chores		
	Number	Per cent of total children not working	Number	Per cent of total children not working in school	Number	Per cent of total children not working in school	Number	Per cent of total children not working	Number	Per cent of total children not working not in school	Number	Per cent of total children not working not in school	
Both sexes													
Total 5–17	5,313,020	72.2	3,137,595	59.0	2,175,425	41.0	2,047,110	27.8	1,004,800	49.1	1,042,309	50.9	7,360,129
5–11	3,250,958	72.8	1,560,701	48.0	1,690,257	52.0	1,217,104	27.2	368,702	30.3	848,402	69.7	4,468,062
12–13	895,452	78.5	638,088	71.3	257,364	28.7	246,000	21.6	169,894	69.1	76,106	30.9	1,141,451
14–17	1,166,610	66.6	938,806	80.5	227,804	19.5	584,006	33.4	466,204	79.8	117,802	20.2	1,750,616
Boys													
Total 5–17	3,072,693	81.2	1,845,339	60.1	1,227,354	39.9	711,306	18.8	222,744	31.3	488,562	68.7	3,783,999
5–11	1,839,922	78.3	911,586	49.5	928,335	50.5	508,804	21.7	112,296	22.1	396,509	77.9	2,348,726
12–13	522,059	89.4	373,444	71.5	148,616	28.5	62,055	10.6	28,998	46.7	33,057	53.3	584,114

Characteristic	Attending school						Not attending school						
	Total children not working in school		Household chores		No household chores		Total children not working in school		Household chores		No household chores		Total children not working
	Number	Per cent of total children not working	Number	Per cent of total children not working in school	Number	Per cent of total children not working in school	Number	Per cent of total children not working	Number	Per cent of total children not working in school	Number	Per cent of total children not working in school	
14–17	710,712	83.5	560,309	78.8	150,403	21.2	140,447	16.5	81,450	58.0	58,997	42.0	851,159
Girls													
Total 5–17	2,239,494	62.6	1,291,823	57.7	947,672	42.3	1,335,499	37.4	781,752	58.5	553,747	41.5	3,574,994
5–11	1,410,638	66.6	648,980	46.0	761,658	54.0	708,137	33.4	256,244	36.2	451,893	63.8	2,118,775
12–13	373,171	67.0	264,516	70.9	108,655	29.1	183,879	33.0	140,830	76.6	43,049	23.4	557,050
14–17	455,686	50.7	378,327	83.0	77,359	17.0	443,483	49.3	384,678	86.7	58,805	13.3	899,169
Residence													
Rural	4,564,692	70.9	2,676,886	58.6	1,887,806	41.4	1,869,913	29.1	908,727	48.6	961,186	51.4	6,434,605
Urban	748,328	80.8	460,709	61.6	287,619	38.4	177,196	19.1	96,073	54.2	81,123	45.8	925,524

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 26 individuals from the unweighted survey responses, which when weighted represent 1137 children.

There are 5 children from the unweighted survey responses for whom information about current school attendance is missing, which when weighted represent 229 children.

School attendance appears strongly negatively linked with the number of hours engaged in household chores for children, as can be seen in Figure 6.6. The only exception is for the group of children who spent between 36-42 hours in rural areas where the percentage of children attending school increases slightly (to 28.4 per cent), only to drop again for children who spent more than 42 hours.

Figure 6.6   Number of hours engaged in household chores for children 5–17 years and school attendance

% fo children attending school
URBAN

% of children attending school
RURAL

*The percentage should be interpreted with caution as it is bassed on a small total number of unweighted observations (less than 25)
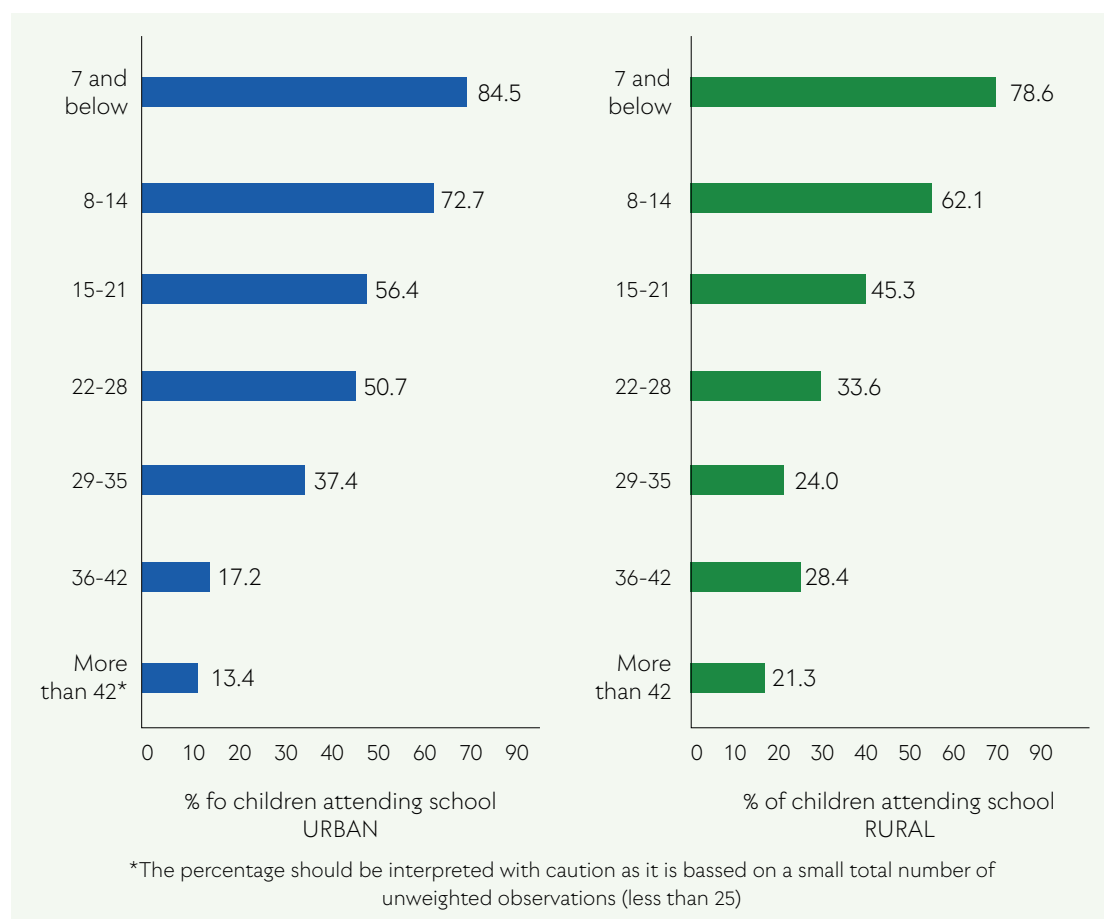
Table 6.6 further explores the working and schooling relationship by looking at the median number of hours worked by children who attend and do not attend school[33]. There is a large gap in working hours according to school attendance. The median child in the age group of 5–17-year-olds that goes to school and works does so for 11 hours, whereas the median 14–17-year-old works for 13 hours. Children who do not go to school, work 22 hours a week whereas those aged 14–17 work for 28 hours a week. Although the median number of hours worked increases with age, the working hour gap between schoolchildren and non-schoolchildren is visible at all ages and increasing with age. Moreover, the median reveals the differences between hours worked for boys and girls, with boys working more hours, especially for those that are not attending school. In fact, the median number of hours for all girls aged 5–17 not attending school is 13, whereas it is 42

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33   The median is computed instead of the mean since it is less sensitive to outliers.

hours for all boys 5–17. This number equals the 42 hours per week threshold for adolescents set in the KP legislation. As previously shown, children in rural areas are more likely to work than children in urban areas, however, children in urban areas work more hours. The difference is especially large for children not attending school (see Table A6.6, for the results by division and district).

Table 6.7   Median number of hours worked per week for working children 5–17 years attending and not attending school by sex, age group, and area of residence

Characteristic	Working children		
	Total	Attending school	Not attending school
	Median number of hours	Median number of hours	Median number of hours
Both sexes			
Total 5–17	14	11	22
5–11	10	9.5	12
12–13	13	10	16
14–17	18	13	28
Boys			
Total 5–17	15.5	12	42
5–11	10	9.5	20
12–13	14	11	40
14–17	24	14	46
Girls			
Total 5–17	11	8	13
5–11	10	8	11
12–13	10	8	12
14–17	13	8	14
Residence			
Rural	14	10.5	21
Urban	32	17.5	45

Table 6.7 presents the median number of hours children spend on household chores for those attending and not attending school. At the median, children spend 4.5 hours on household chores per week. The median number of hours is 3.5 for children currently attending school and twice as high for children not attending school (7 hours). The median number of hours boys spend on household chores increases with age, from 3.5 hours for boys 5–11 and increases to 4.5 for boys 14–17. The median number of hours girls spend on household chores increases more strongly with age from 3.5 for girls aged 5–11 until 9 for 14–17-year-old girls. The highest difference between boys and girls can be observed among children not attending school in the age group 14–17, where girls at the median spend 8 hours more on household chores than boys. (See Table A6.7, for the results by division and district).

Table 6.8   Median number of hours per week devoted to household chores for children 5–17 years attending and not attending school by sex, age group and area of residence

Characteristic	Household chores		
	Total	Attending school	Not attending school
	Median number of hours	Median number of hours	Median number of hours
Both sexes			
Total 5–17	4.5	3.5	7
5–11	3.5	3.5	3.5
12–13	4.5	4	7
14–17	7	5.5	9.5
Boys			
Total 5–17	3.5	3.5	4
5–11	3.5	3.5	3.5
12–13	3.5	3.5	4
14–17	4.5	4.5	5
Girls			
Total 5–17	6	4.5	7.5
5–11	3.5	3.5	4
12–13	6	5	7
14–17	9	7	13

| Characteristic | Household chores | | |
| | Total | Attending school | Not attending school |
	Median number of hours	Median number of hours	Median number of hours
Residence			
Rural	4.5	3.5	7
Urban	4	3.5	7

Figure 6.6 illustrates how children combine school and work activities. The share of children only attending school increases between ages 5 and 9 and then starts to decline already at age 10. As expected, the percentage of children who neither attend school nor work is the highest at age 5. The percentage decreases until age 9 and thereafter shows an upward trend. As the percentage of children only attending school starts to drop around the age 10, the percentage of children engaging only in work starts to increase from 0 per cent at age 7 to around 18 per cent at age 17. This pattern is in line with children beginning to drop out of school to exclusively work from the age of 11. The share of children both in school and work steadily increases until age 14 and thereafter drops to around 10 per cent at age 17.

Figure 6.7   Children's activities by age
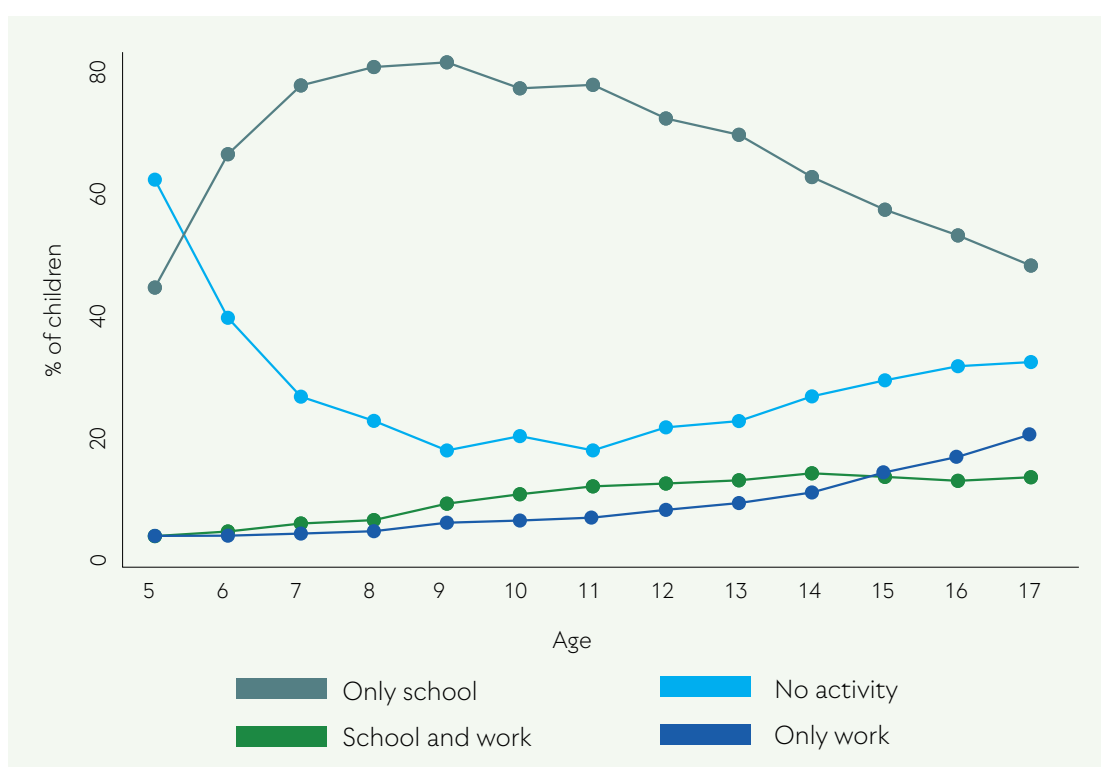
Among both boys and girls, most are engaged in only school and not work, as shown in Figure 6.7, but the percentage is significantly higher for boys (70.0 per cent) than for girls (57.5 per cent). Girls are instead more likely to neither work nor go to school (34.3 per cent vs. 16.2 per cent). Boys are also three times more likely to do both activities (9.2 per cent vs. 3.0 per cent).

Figure 6.8   Children's activities by sex
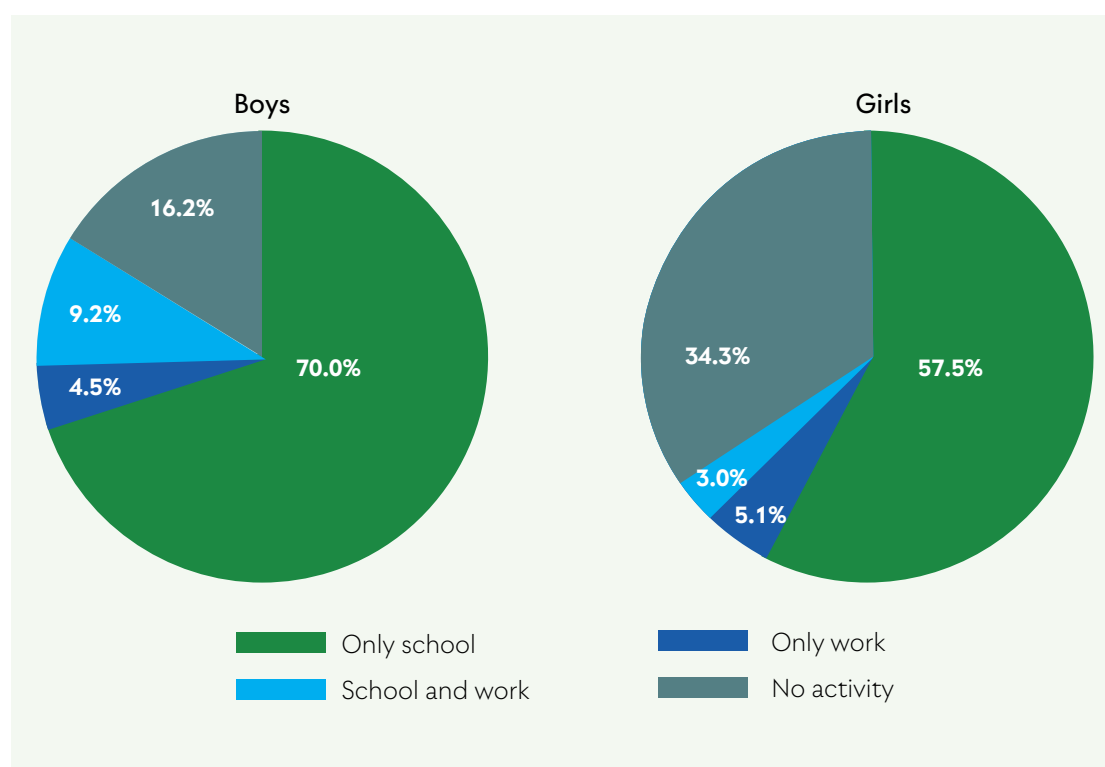
Figure 6.8 shows considerable differences in the activities performed by children depending on their disability status. More than three out of five children with any disability neither engage in school nor work, compared to around one in four children without disabilities. The results further indicate that children with disabilities face barriers to education, as only 33.9 per cent engage in school only and 2.8 per cent in both school and work, compared to 64.7 per cent and 6.4 per cent, respectively, for children without any disability. The share of children only working is more than twice for children without disabilities (4.9 per cent vs 2.3 per cent).

Figure 6.9   Children's activities by disability status

With disabilities

Without disabilities

- Only school
- Only work
- School and work
- No activity
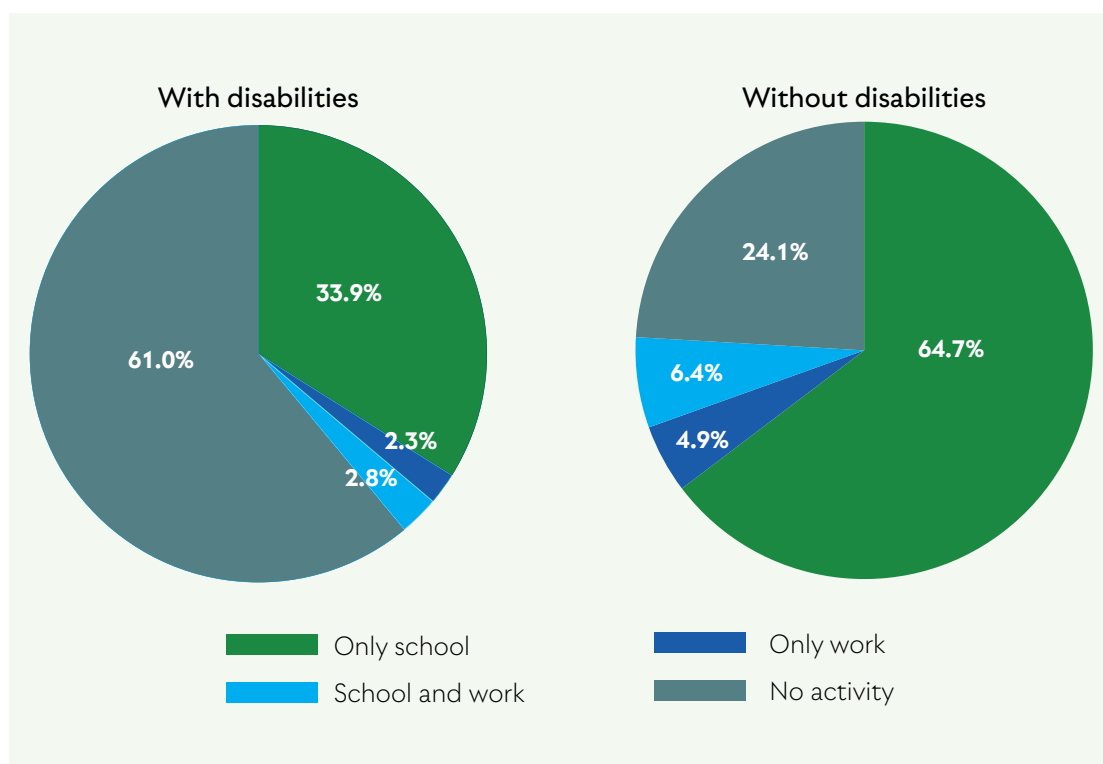
Table 6.8 shows the activity status of ever and never married children aged 10–17. Those that have ever been married are less likely to be in school. Both only in school (24.8 per cent vs. 62.8 per cent) and in employment and in school (3.5 per cent vs. 9.2 per cent) are noticeably lower for those ever married, while being only in employment (16.1 per cent vs. 7.4 per cent) and being economically idle (55.5 per cent vs. 20.6 per cent) is less common for never married children. There are further considerable differences between ever married boys and girls, where girls are more likely to be neither in employment nor school (63.6 per cent vs. 13.4 per cent), and never married girls are less likely to be only in school (55.3 per cent vs. 69.2 per cent) in line with the general trend for girls to be less likely to be in school.

Table 6.9   Number and per cent of children 10–17 by activity status and marital status, by age group, sex and area of residence

Characteristic	Never married				Ever married (or Nikah)			
	Only in school	Only in employment	In employment and school	Neither in employment nor in school	Only in school	Only in employment	In employment and school	Neither in employment nor in school
a. Percentage								
Total 10–17	62.8	7.4	9.2	20.6	24.8	16.1	3.5	55.5
Sex								
Boys	69.2	7.1	13.6	10.1	38.8	33.0	14.8	13.4
Girls	55.3	7.6	4.1	33.0	22.2	12.9	1.3	63.6
Age group								
10–11	73.8	3.0	7.7	15.6	61.2	17.5	0.7	20.6
12–13	67.4	5.0	9.1	18.5	51.8	12.6	5.0	30.6
14–17	53.4	11.5	10.2	25.0	21.1	16.3	3.5	59.0
Residence								
Rural	61.1	7.6	9.9	21.4	24.7	16.6	3.7	55.0
Urban	74.5	5.8	4.5	15.2	26.3	11.5	1.7	60.6
b. Number								
Total 10–17	3,005,148	352,262	439,843	986,499	21,874	14,212	3,082	48,917
Sex								
Boys	1,786,278	183,973	349,700	259,905	5,464	4,644	2,090	1,881
Girls	1,218,808	168,289	90,143	726,595	16,409	9,568	993	47,037
Age group								
10–11	965,255	38,800	100,093	204,745	2,403	687	26	808
12–13	891,403	66,424	120,636	244,230	2,885	700	280	1,704

Characteristic	Never married				Ever married (or Nikah)			
	Only in school	Only in employment	In employment and school	Neither in employment nor in school	Only in school	Only in employment	In employment and school	Neither in employment nor in school
14–17	1,148,490	247,037	219,114	537,524	16,585	12,825	2,776	46,405
Residence								
Rural	2,546,171	316,419	412,218	892,577	19,662	13,247	2,943	43,816
Urban	458,977	35,843	27,625	93,923	2,211	965	140	5,101

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 2 individuals from the unweighted survey responses, which when weighted represent 62 children.

There are 3 children from the unweighted survey responses for whom information about current school attendance is missing, which when weighted represent 89 children.

There are 91 children from the unweighted survey responses for whom information about the marital status is missing, which when weighted represent 3893 children.

6.4   Characteristics of work

Exploring the industries in which children work is essential to the analysis of their working conditions. Table 6.9 presents the main industries where children work. Respondents described who they work for and what was produced because of their work. Their responses were interpreted and classified by a team of BoS coders according to the PSIC up to a three-digit code with a fourth digit coded where the distinction was required to code hazardous industries (the digits represent section, division, group, and level class[34]). The table analyses the first two digits that identify the broad industry they work in.

Table 6.9 shows that out of all children, 53.2 per cent work in agriculture, forestry and fishing, 19.1 per cent in water collection[35], 9.3 per cent in wholesale and retail trade and 7.8 per cent in manufacturing. Working girls are less likely than working boys to engage in agriculture, forestry,

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34   Each digit in the four-digit industry code represents a specific hierarchical level. Section is the highest level and broadly describes the industry group, such as "Agriculture, forestry and fishing". The section is then further split into the more detailed categories of division, group, and level class (PSIC, 2010).

35   The official name for this industry major sub-group is "Water supply; sewerage, waste management and remediation activities" but 98.1 per cent are reported to be working in water collection, treatment and supply (and 97.9 per cent of those are in elementary occupations). We therefore use the term "water collection" interchangeably with the official name.

and fishing (47.0 per cent vs. 56.5 per cent), construction (0.3 per cent vs. 5.5 per cent), wholesale and retail trade (1.8 per cent vs. 13.1 per cent). The share of working girls is larger than boys in water collection (38.5 per cent vs. 9.1 per cent), and manufacturing (8.3 per cent vs. 7.5 per cent respectively). Rural areas have a larger share of working children in agriculture, forestry, and fishing (55.9 per cent vs. 21.1 per cent) and water collection (20.2 per cent vs. 6.4 per cent) than urban areas, whereas the opposite is true for the other industries.

Table 6.10 **Number and per cent of working children 5–17 years by industry, by sex, age group, wealth index quintile and area of residence**

Characteristic	Working children								
	Industry								
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Transportation and storage	Other industries	Total working children
Both sexes									
Total 5–17	53.2	7.8	19.1	3.7	9.3	1.9	1.8	3.1	907,615
5–11	58.1	2.6	29.4	0.5	5.4	1.4	1.1	1.6	246,818
12–13	58.3	5.3	22.9	1.1	8.3	1.4	0.6	1.9	185,296
14–17	48.8	11.4	12.3	6.4	11.7	2.4	2.5	4.4	475,501
Boys									
Total 5–17	56.5	7.5	9.1	5.5	13.1	2.8	2.4	3.1	598,020
5–11	65.1	3.6	18.2	0.6	7.5	2.0	1.6	1.3	145,016
12–13	65.0	5.3	11.2	1.6	11.9	2.2	0.7	2.1	119,870
14–17	49.6	10.0	4.4	9.0	16.0	3.4	3.4	4.2	333,134
Girls									
Total 5–17	47.0	8.3	38.5	0.3	1.8	0.2	0.5	3.3	309,588
5–11	48.0	1.2	45.3	0.3	2.3	0.5	0.4	2.0	101,801
12–13	46.0	5.4	44.4	0.3	1.6	0.0	0.5	1.7	65,419
14–17	46.9	14.8	30.9	0.3	1.6	0.2	0.5	4.8	142,368

Characteristic	Working children							
	Industry							
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Transportation and storage	Other industries	Total working children
WIQ								
Poorest	53.5	2.8	32.5	3.0	3.4	1.5	1.6	1.7	305,823
Second	56.4	6.7	19.9	4.5	5.8	2.1	1.9	2.6	220,859
Middle	59.6	8.1	10.7	4.3	10.8	1.8	1.6	3.1	179,742
Fourth	54.0	12.7	5.4	3.3	15.6	2.1	2.2	4.7	131,492
Richest	24.0	23.0	5.6	3.6	30.3	3.4	1.8	8.3	69,699
Residence								
Rural	55.9	6.8	20.2	3.7	7.4	1.7	1.6	2.5	837,288
Urban	21.1	19.9	6.4	3.5	31.0	4.6	3.3	10.2	70,327

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The total number of working children in this table does not include children for whom information about the industry is missing. These records account for 260 children from the unweighted survey responses, which when weighted represent 14699 children.

Other industries include: 1) Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use, 2) Other service activities, 3) Administrative and support service activities, 4) Human health and social work activities, 5) Education, 6) Mining and quarrying, 7) Public administration and defence; compulsory social security, 8) Information and communication, 9) Professional, scientific and technical activities, 10) Arts, entertainment and recreation, 11) Real estate activities, and 12) Electricity, gas, steam and air conditioning supply

By division Bannu has the highest percentage of working children in agriculture, forestry, and fishing industry with 66.9 per cent, Peshawar and Dera Ismail Khan division have the highest percentage of working children in manufacturing industry with 15.5 and 15.4 per cent and Hazara division has the highest percentage of working children in water collection industry with 39.6 per cent (see Table A6.8 in the Appendix). Wholesale and retail appear to be high in the same locations as manufacturing.

A large share of children is engaged in the industry group of agriculture, forestry, and fishing. Figure 6.9 shows the disaggregation of this industry up to the third digit code. Around one in two children in agriculture are involved in activities related to the industry entitled logging, which includes firewood collection (49.0 per cent). Among the remaining 39.9 per cent are involved in animal production activities – including tending to livestock – and 7.7 per cent in growing non-perennial crops.

Figure 6.10   Distribution of the agricultural industry
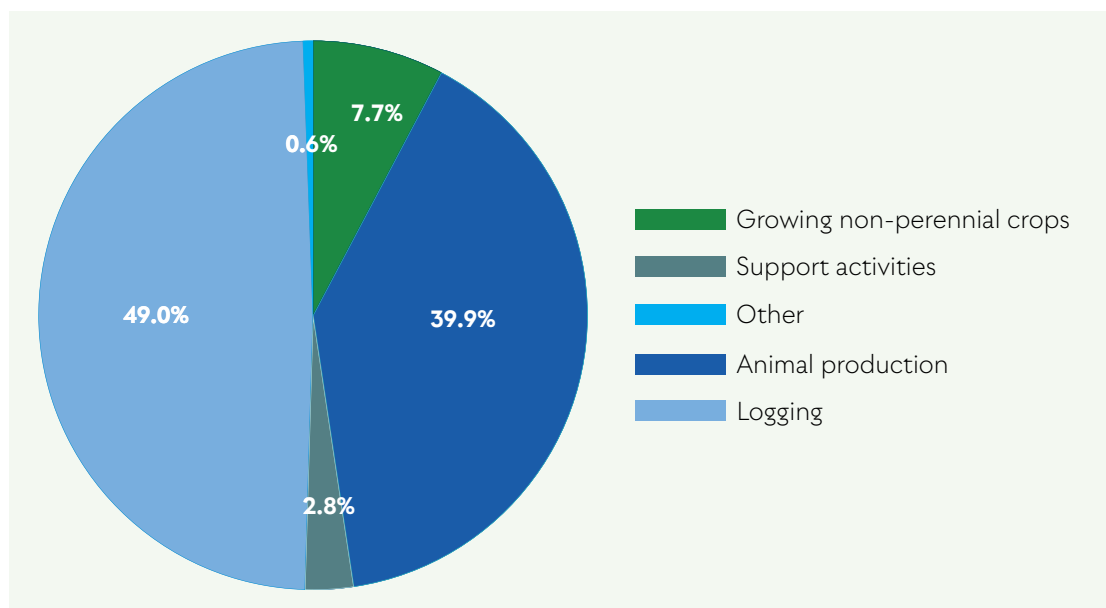
A large share of working children works in elementary occupations and as skilled agricultural, forestry and fishery workers (59.8 per cent and 18.9 per cent respectively) (see Table 6.10). Working girls are more likely to work in elementary occupations than boys (67.1 per cent vs 56.0 per cent), whereas working boys are more likely than girls to work as service and sales workers and as plant and machine operators, and assemblers (10.7 per cent vs 2.0 per cent).

Table 6.10 also shows that working children from wealthier households mostly work as craft and related trades workers, and as service and sales workers with 33.9 per cent and 24.2 per cent respectively, while poorer children work mostly in elementary occupations and as skilled agricultural, forestry and fishery workers. It should be noted that there are far fewer working children in the richest wealth quintile in total. Working children in rural areas work mostly in elementary occupations (62.2 per cent) while the highest percentage of working children in urban areas work as craft and related trades workers (32.0 per cent).

Table 6.11   Number and per cent of working children 5–17 years by occupation, by sex, age group, wealth index quintile and area of residence

Characteristic	Working children						
	Major group of occupation						
	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators, and assemblers	Elementary occupations	Other occupations	Total working children
Both sexes							
Total 5–17	7.7	18.9	11.3	1.2	59.8	1.1	909,977
5–11	5.2	20.2	3.6	0.2	70.4	0.4	247,661
12–13	5.6	19.7	9.2	0.6	64.4	0.5	185,735
14–17	9.9	17.9	16.2	1.9	52.4	1.7	476,581
Boys							
Total 5–17	10.7	17.8	12.6	1.7	56.0	1.3	599,830
5–11	7.0	21.5	5.2	0.3	65.5	0.6	145,742
12–13	7.9	21.1	11.1	0.6	58.6	0.7	120,128
14–17	13.4	14.9	16.4	2.7	50.9	1.8	333,961
Girls							
Total 5–17	2.0	21.1	8.9	0.2	67.1	0.7	310,140
5–11	2.6	18.4	1.4	0.1	77.4	0.2	101,919
12–13	1.5	17.3	5.6	0.6	75.0	0.1	65,600
14–17	1.8	24.8	15.8	0.1	56.0	1.5	142,621
WIQ							
Poorest	3.6	15.9	4.1	0.7	75.2	0.5	306,739
Second	4.9	17.9	9.4	1.6	65.4	0.8	221,664

Characteristic	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators, and assemblers	Elementary occupations	Other occupations	Total working children
							Working children
							Major group of occupation
Middle	7.8	24.8	13.1	1.0	52.4	1.0	180,310
Fourth	13.2	21.9	17.3	1.1	44.7	1.8	131,717
Richest	24.2	14.6	33.9	2.0	21.6	3.7	69,547
Residence							
Rural	6.3	19.9	9.6	1.1	62.2	0.9	839,792
Urban	25.6	6.4	32.0	2.2	30.8	3.0	70,185

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The total number of working children in this table does not include children for whom information about the occupation is missing. These records account for 244 children from the unweighted survey responses, which when weighted represent 12337 children.

Table A6.14 in the Appendix shows the likelihood of working in the current job if the COVID-19 pandemic did not occur. The results indicate that most children (52.1 per cent) would not likely be working in the current job at all if COVID-19 did not occur. A significant portion, 32.9 percent, would have a fifty-fifty chance of working in the current job if the COVID-19 pandemic did not occur.

By division, Bannu has the highest percentage of working children engaged in skilled agricultural, forestry, and fishery workers, with 44.9 per cent (see Table A6.9 in the Appendix). Hazara division has the highest percentage (76.2 per cent) of working children involved in elementary occupations, whereas Peshawar has the highest percentage of working children in service and sales workers and craft and related trades workers, accounting for 22.2 per cent and 12.6 per cent, respectively.

By district Hangu has the highest percentage of working children in service and sales workers with 27.8 per cent, Tank has the highest percentage of working children in plant and machine operators, and assemblers with 8.7 per cent as well as the highest percentage of working children in craft and related trades workers with 35.2 per cent, North Waziristan has the

highest percentage of working children in skilled agricultural, forestry, and fishery workers with 58.0 per cent and finally Torghar has the highest percentage of working children in elementary occupations with 86.9 per cent.

Figure 6.10 shows that more than half of all children working in elementary occupations work as refuse workers and other elementary workers (76.4 per cent), among whom most are working in water and firewood collection (99.0 per cent of the 76.4 per cent). The second largest sub-major group within elementary occupations is agriculture, forestry, and fishing (14.3 per cent), followed by mining, construction, manufacturing, and transport (6.7 per cent).

Figure 6.11   Sub-major group distribution among children in elementary occupations
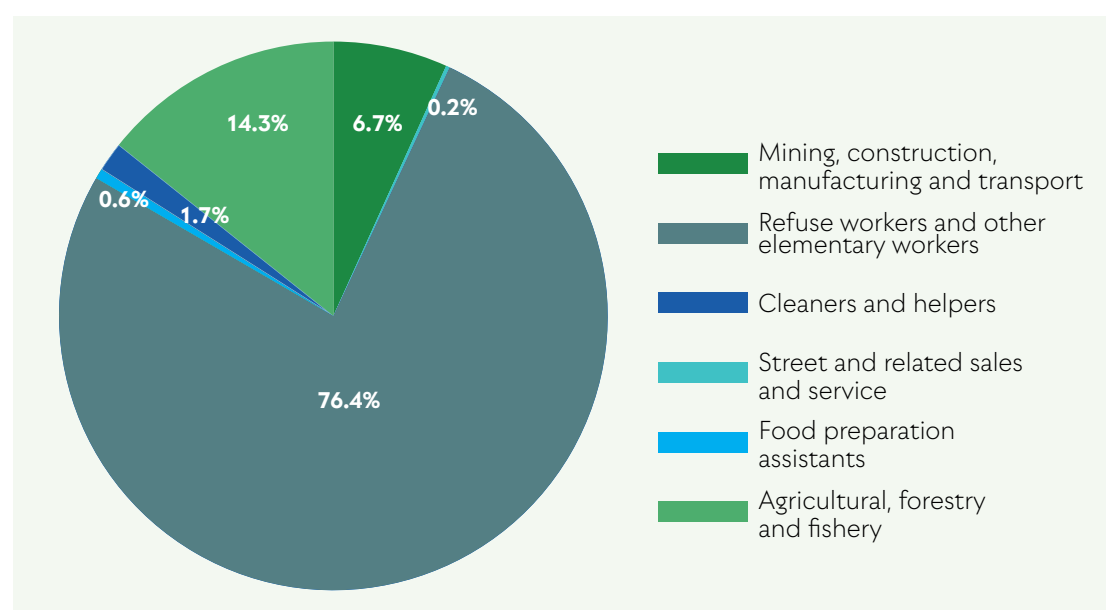
Table 6.11 focuses on the employment status of children. Most working children are unpaid family workers (72.9 per cent), followed by those working as labourers (non-agriculture) and those self-employed (non-agriculture) (9.0 per cent and 6.5 per cent respectively). Employment status changes with age: as children grow older, the proportion engaged as unpaid family workers decreases, whereas work as a labourer (non-agriculture) and self-employment (non-agriculture) increases proportionally. The engagement of working girls as unpaid family workers is larger compared to working boys (89.9 per cent vs. 64.0 per cent). Moreover, the decrease with age is less steep for working girls compared to working boys: the difference between age groups 5–11 and 14–17 is 10.1 percentage points for girls compared to 33.8 percentage points for boys. Even though many children and adolescents work as unpaid family workers, this does not mean that their work does not constitute child labour. Indeed, any work performed by 5–11-year-olds automatically constitutes child labour, meaning that their involvement in family related activities needs policy action to be directed towards the decision-making process within families, including the conditions under which a child should be engaged in economic activities.

Table 6.12   Number and per cent of working children 5–17 years by status in employment, by sex, age group, wealth index quintile, area of residence and school attendance

Characteristic	Working children								
	Status in employment								
	Unpaid family worker	Self-employed (non-agriculture)	Self-employed (agriculture)	Labourer (agriculture)	Labourer (non-agriculture)	Employee	Apprenticeship	Other	Total working children
Both sexes									
Total 5–17	72.9	6.5	3.1	1.9	9.0	1.7	4.0	0.9	922,314
5–11	89.1	3.0	1.9	0.6	2.4	0.5	2.0	0.5	252,514
12–13	80.0	4.7	3.4	1.7	5.9	0.6	3.6	0.1	188,048
14–17	61.6	9.0	3.6	2.7	13.7	2.8	5.3	1.4	481,753
Boys									
Total 5–17	64.0	7.8	3.6	2.9	12.7	2.2	5.6	1.3	604,530
5–11	85.3	4.0	2.1	1.1	3.3	0.5	2.9	0.8	148,449
12–13	72.1	6.3	4.3	2.5	8.4	0.8	5.3	0.2	120,772
14–17	51.5	10.0	4.0	3.8	18.4	3.4	7.0	1.8	335,309
Girls									
Total 5–17	89.9	4.0	2.1	0.2	1.9	0.7	1.0	0.2	317,777
5–11	94.5	1.6	1.6	0.0	1.2	0.5	0.6	0.1	104,064
12–13	94.2	1.7	1.6	0.2	1.5	0.2	0.6	0.0	67,269
14–17	84.6	6.8	2.6	0.3	2.7	1.2	1.4	0.3	146,444
WIQ									
Poorest	82.2	2.7	2.7	1.9	7.5	1.1	1.2	0.6	311,818
Second	75.3	5.2	2.8	2.0	9.5	1.5	2.3	1.5	223,460

Characteristic	Working children								
	Status in employment								
	Unpaid family worker	Self-employed (non-agriculture)	Self-employed (agriculture)	Labourer (agriculture)	Labourer (non-agriculture)	Employee	Apprenticeship	Other	Total working children
Middle	71.3	8.1	4.4	1.8	8.3	1.4	4.2	0.6	183,198
Fourth	65.6	9.5	3.1	1.6	9.5	2.6	7.3	0.8	133,500
Richest	42.1	17.6	1.9	2.9	15.3	4.0	15.3	0.9	70,337
Residence									
Rural	76.0	5.4	3.2	1.9	7.9	1.5	3.1	0.9	851,198
Urban	35.9	19.0	2.1	1.8	21.8	3.5	14.9	0.9	71,116
School attendance									
No	58.3	9.0	3.6	2.8	16.5	3.1	5.0	1.7	398,308
Yes	84.0	4.5	2.7	1.2	3.3	0.6	3.3	0.3	524,006

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

Table A6.10 in the Appendix focuses on the employment status of children by division and district. In terms of unpaid family workers, the Newly Merged Districts (NMDs) have a significantly higher share at 81.0 per cent engaged in unpaid family work compared to KP (Settled) at 70.9 per cent.

In terms of the percentage of working children engaged as unpaid family workers, Hazara division stands out with a high percentage with 89.3 per cent. On the other extreme, Dera Ismail Khan division has the lowest percentage of unpaid family workers at 30.2 per cent. In terms of self-employment in non-agricultural sectors, Dera Ismail Khan division has the highest percentage at 19.1 per cent as well as the highest percentage of self-employment in agriculture at 10.1 per cent. When it comes to apprenticeship, Peshawar division stands out with the highest percentage at 9.2 per cent.

Figure 6.11 shows the average hourly earnings of paid child workers by industry. The questionnaire includes questions about the average monthly income from the main work and the number of hours worked in the main employment during the past week. Thus, the calculated average hourly earnings assume that the child worked the same number of hours every week of the month. We assign an income of zero to unpaid family workers. Children that are working in water collection and agriculture, forestry and fishing have the lowest hourly earnings of 0.2 PKR and 3.0 PKR respectively

(since these include many unpaid family workers). Children in construction as well as transportation and storage have the highest hourly earnings of 84.2 PKR and 50.6 PKR respectively.

Figure 6.12   Average hourly earnings for children 5–17 years by industry
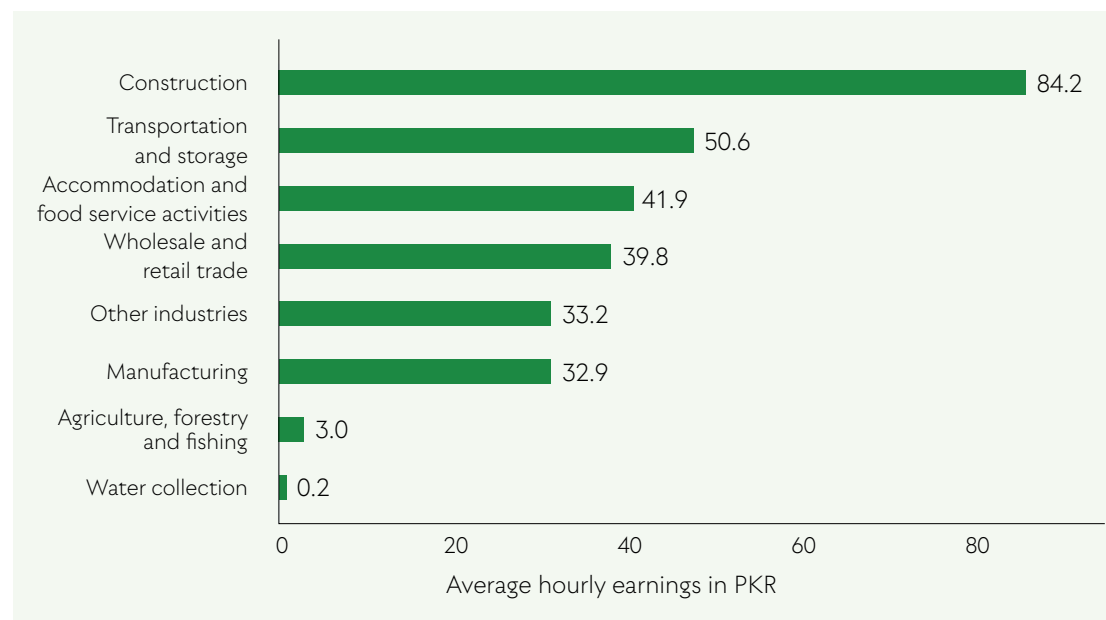
Table 6.12 shows the percentage of work-seeking children and those willing to work by age. Children not working but seeking work and willing to work represent the potential population of child workers or children in child labour in case they are below the age of 12, since these are children at risk of entering into child labour. The percentage for all groups and both categories are below 0.5 per cent and have an increasing pattern across age categories. The group most willing to seek and work is children aged 14–17. Table A6.13 in the Appendix shows the results by division and district.

Table 6.13   Number and per cent of children 5–17 years seeking work and willing to work, by sex and age group

Characteristic	Seeking		Willing		Total number of children
	Number	Per cent	Number	Per cent	
Total 5–17	10,241	0.1	17,264	0.2	8,282,673
5–11	1,270	0.0	3,019	0.1	4,720,781
12–13	811	0.1	2,445	0.2	1,329,506
14–17	8,159	0.4	11,800	0.5	2,232,386

Table 6.13 shows the place where children perform their work, at home or away. Most working children work away from home (77.7 per cent), and on average there is no significant difference between younger and older children. However, this masks the fact that girls are more likely to work at home as they get older while the opposite is true for boys. For working children aged 5–11, the percentage working away from home is 77.3 per cent, while for children aged 14–17 the percentage is 77.6 per cent. Table 6.13 shows that working boys are more likely to work away from home than working girls (86.3 per cent vs 61.3 per cent respectively). Children in the richest quintiles as well as working children in rural areas are less likely to work away from home than working children living in the poorest wealth quintiles as well as working children living in urban areas.

Table 6.14   Number and per cent of all working children 5–17 years working at home or away from home by sex, age group, wealth index quintile and area of residence

Characteristic	Working children				Total number of working children
	Location of work				
	At home		Away from home		
	Number	Per cent (row)	Number	Per cent (row)	
Both sexes					
Total 5–17	205,473	22.3	716,841	77.7	922,314
5–11	57,283	22.7	195,231	77.3	252,514
12–13	40,082	21.3	147,965	78.7	188,048
14–17	108,108	22.4	373,644	77.6	481,753
Boys					
Total 5–17	82,551	13.7	521,979	86.3	604,530
5–11	28,503	19.2	119,947	80.8	148,449
12–13	17,129	14.2	103,643	85.8	120,772
14–17	36,919	11.0	298,389	89.0	335,309
Girls					
Total 5–17	122,922	38.7	194,855	61.3	317,777
5–11	28,780	27.7	75,284	72.3	104,064
12–13	22,953	34.1	44,315	65.9	67,269

Characteristic	Working children				
	Location of work				Total number of working children
	At home		Away from home		
	Number	Per cent (row)	Number	Per cent (row)	
14–17	71,189	48.6	75,255	51.4	146,444
WIQ					
Poorest	59,095	18.9	252,723	81.0	311,818
Second	46,971	21.0	176,489	79.0	223,460
Middle	43,286	23.6	139,912	76.4	183,198
Fourth	36,849	27.6	96,651	72.4	133,500
Richest	19,272	27.4	51,066	72.6	70,337
Residence					
Rural	194,283	22.8	656,915	77.2	851,198
Urban	11,190	15.7	59,926	84.3	71,116

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

Table 6.14 shows the median number of hours worked and per cent of working children in categories of working hours (see Table A6.12, for a division and district breakdown of the different working hour categories). Among all working children, 29.0 per cent work one hour per day or less (one hour a day or 7 hours a week), 24.9 per cent work between 8 to 14 hours per week and 13.0 per cent work between 15 and 21 hours. Age-wise, the median hours worked fall below the threshold set to define child labour for the group of 12–13-year-olds and 14–17-year-olds but not for the group of children 5–11 years old for whom the threshold set to define child labour is zero hours per week. The table shows that children aged 5–11 work a median of 10 hours, children 12–13 years old work a median of 13 hours and children aged 14–17 work 18 hours. Boys spend a higher median number of hours than girls from age 12, increasing further in the bracket 14–17, with boys working a median of 11 hours more than girls. There is a difference in time spent working in rural and urban areas with children in rural areas spending a median of 14 hours per week compared to a median of 32 hours spent by children in urban areas as seen in Table 6.14.

Table 6.15 Median number of hours worked, and number and per cent of working children 5–17 years by number of hours worked per week, by sex, age group, education of household head, wealth index quintile and area of residence Table 6.14

Characteristic	Working children								
	Total hours worked							Median hours worked	Total number of working children
	7 and below	8-14	15-21	22-28	29-35	36-42	More than 42		
Both sexes									
Total 5–17	29.0	24.9	13.0	8.3	5.7	4.7	13.8	14	922,314
5–11	38.4	31.5	14.0	5.9	3.8	2.4	3.7	10	252,514
12–13	33.6	26.8	13.4	7.7	4.2	4.3	9.1	13	188,048
14–17	22.3	20.6	12.4	9.7	7.3	6.1	21.0	18	481,753
Boys									
Total 5–17	25.0	22.8	11.9	8.3	6.2	5.8	19.6	15.5	604,530
5–11	37.8	30.9	13.7	5.9	3.2	3.2	5.1	10	148,449
12–13	30.8	24.7	13.6	7.6	4.5	5.1	12.9	14	120,772
14–17	17.3	18.5	10.5	9.7	8.1	7.2	28.4	24	335,309
Girls									
Total 5–17	36.5	28.8	15.2	8.1	4.8	2.7	2.9	11	317,777
5–11	39.3	32.4	14.5	5.9	4.8	1.1	1.7	10	104,064
12–13	38.6	30.6	13.0	7.8	3.7	3.0	2.4	10	67,269
14–17	33.7	25.4	16.7	9.8	5.3	3.6	3.9	13	146,444
Edu. HH head									
None/Pre-school	25.9	24.8	12.9	8.5	6.1	5.3	16.1	14	534,312
Primary	30.4	22.7	11.7	8.7	5.3	4.6	15.8	14	91,702

Characteristic	Working children								
	Total hours worked							Median hours worked	Total number of working children
	7 and below	8-14	15-21	22-28	29-35	36-42	More than 42		
Middle	30.1	22.9	13.0	9.2	5.2	5.2	13.4	14	98,111
Secondary	33.6	25.7	13.2	8.0	6.4	3.4	9.0	13	111,925
Higher	39.5	29.1	14.9	5.3	3.5	2.5	4.3	10	85,780
Non-formal	47.0	21.4	5.7	9.4	2.9	2.4	11.1	9	205
WIQ									
Poorest	26.9	28.6	15.7	9.1	5.5	4.3	9.6	14	311,818
Second	29.9	27.1	12.3	7.2	4.8	4.8	13.4	14	223,460
Middle	33.2	22.8	12.8	7.6	5.7	4.8	12.5	14	183,198
Fourth	32.8	20.9	9.9	8.7	5.0	3.6	17.8	14	133,500
Richest	17.3	13.9	10.2	8.4	10.4	8.8	30.1	28	70,337
Residence									
Rural	30.3	25.8	13.2	8.3	5.4	4.3	12.0	14	851,198
Urban	12.9	14.2	11.1	7.2	9.2	9.3	35.9	32	71,116

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The education of the household head omits the categories of "Other" and "Don't know". These records account for 7 and 1 individuals from the unweighted survey responses respectively, which when weighted represent 272 and 6 children.

Figure 6.13 shows the change in work by time spent in the past 7 days, compared to an average week in January to March 2020, before the COVID-19 outbreak by age group. For all age groups, the percentage of children who spent the same time before COVID-19 and in the past 7 days is the highest and is at least 70 per cent for all three age groups. Around 20 per cent of children in all three age groups spent more time in the past 7 days than before COVID-19, whereas

between 3-5 per cent of children spent less time. There does not seem to be a significant difference in the change in work by time spent before COVID-19 and in the last 7 days between the different age groups.

Figure 6.13   Change in work time past 7 days and before the COVID-19 outbreak

Engagement in work by time spent in the past 7 days compared to an average week in January to March 2020 (before the COVID-19 outbreak) by age group
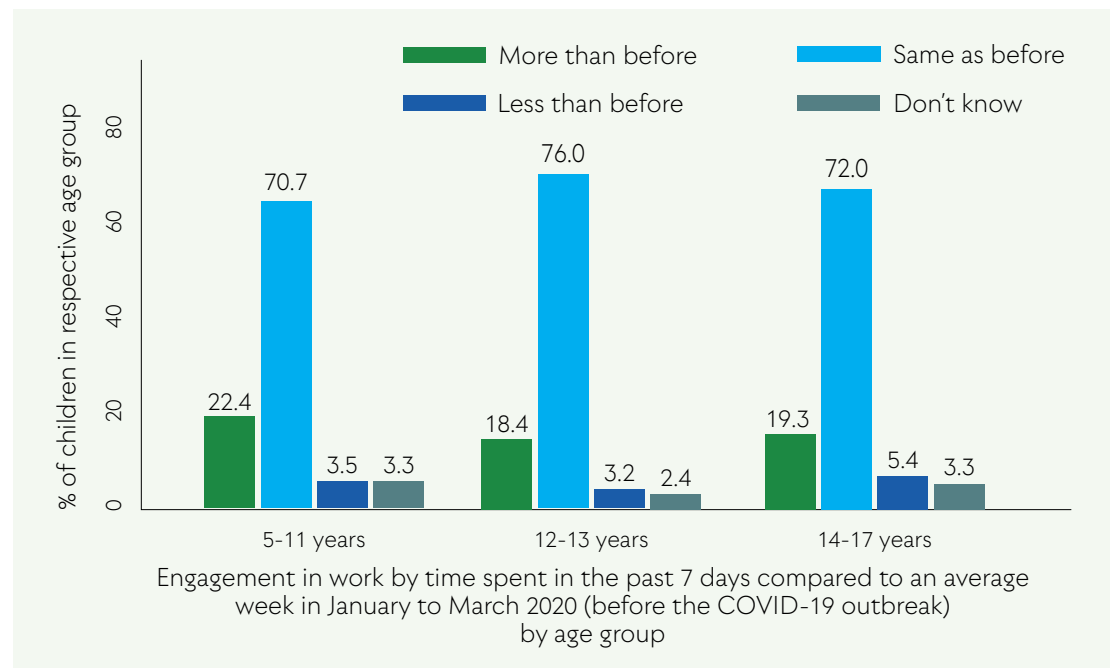
In Appendix Table A6.12 we see that working time greatly differs by division as children from Hazara and Malakand usually spend a median of 10 and 13 hours working per week respectively vs. 37 hours spent in Dera Ismail Khan. By district the lowest median number of hours is spend in Abbottabad and Shangla (7 hours), whereas the highest are found in Tank and Dera Ismail Khan (47 hours and 44 hours respectively). The median number of hours worked per week is the same in both KP (Settled) and NMDs.

Children working in agriculture, forestry and fishing and water collection spend a median of 11 hours and 9 hours per week working, respectively. As shown in Table 6.15, these numbers contrast significantly with the rest of the industries which have median working hours for children ranging from 31 to 49. Across industries, accommodation and food service activities displays the highest median number of hours with 49 hours, followed by construction with 48 hours and wholesale and retail trade with 38 hours. This means that more than half of those working in construction as well as accommodation and food services are considered to be in hazardous work on the basis of long hours thus raising concerns over the work conditions they face. Overall, it should be expected that children working in the industries of manufacturing, construction, wholesale and retail sale, accommodation, transportation, and storage face trade-offs between the economic activities they perform and time for schooling and leisure.

Table 6.16   Median number of hours worked, and number and per cent of working children 5–17 years by number of hours worked per week, by industry

	Total hours worked								
	7 and below	8–14	15–21	22–28	29–35	36–42	More than 42	Median number of hours	Total number of working children
Total 5–17	29.2	24.7	13.0	8.1	5.8	4.7	13.9	14.0	907,615
Industry									
Agriculture, forestry and fishing	35.2	30.8	15.3	8.2	4.3	2.2	3.6	11.0	483,233
Manufacturing	10.5	12.1	8.9	10.9	9.8	11.4	32.3	31.0	70,657
Water collection	44.5	30.6	13.1	5.5	3.1	1.6	1.4	9.0	173,627
Construction	1.2	4.6	3.9	6.5	8.7	13.9	61.1	48.0	33,733
Wholesale and retail trade	6.5	7.9	10.2	10.3	10.4	12.3	42.3	38.0	84,157
Accommodation and food service activities	1.3	7.4	7.1	8.9	9.9	7.1	58.3	49.0	17,662
Transportation and storage	9.4	9.1	10.8	7.0	9.8	11.1	42.7	37.0	16,087
Other industries	8.2	8.8	6.8	12.3	15.3	10.9	36.9	35.0	28,459

The total number of working children in this table does not include children for whom information about the industry is missing. These records account for 260 children from the unweighted survey responses, which when weighted represent 14699 children.

Other industries include: 1) Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use, 2) Other service activities, 3) Administrative and support service activities, 4) Human health and social work activities, 5) Education, 6) Mining and quarrying, 7) Public administration and defence; compulsory social security, 8) Information and communication, 9) Professional, scientific and technical activities, 10) Arts, entertainment and recreation, 11) Real estate activities, and 12) Electricity, gas, steam and air conditioning supply

7. Incidence and characteristics of child labour

The following two chapters focus only on children in child labour as a subset of working children. As was explained in Chapter 6, a child in child labour is someone who worked during the week of reference fulfilling any of the following aspects: i) worked longer than is permitted by the legislation within the age-specific threshold in the seven day reference period, ii) worked during the night, iii) worked in a hazardous industry or occupation, iv) worked under hazardous conditions, v) used a hazardous tool at work, or vi) was exposed to abuse at work. Chapter 8 elaborates further on specific hazards covered by aspects iii) to vi), while this chapter covers the general characteristics of the work performed by children in child labour.

Table 7.1 presents the percentage of children in child labour among all children as well as among working children. Overall, 9.0 per cent of 5–17-year-olds in KP are in child labour, with a higher percentage for older age groups. While 5.3 per cent of children aged 5–11 is engaged in child labour, 15.5 per cent aged 14–17 is in child labour. The incidence of child labour is almost two times higher for boys (11.7 per cent) than girls (5.9 per cent). The percentage of boys and girls in child labour is only a little higher for boys among the youngest children (5.9 per cent vs. 4.7 per cent, respectively). However, the percentage of boys in child labour in the age group 12–13 is almost twice as high as the percentage for girls (14.3 per cent vs. 7.2 per cent), and in the age group 14–17 the percentage of children in child labour is almost three times as high for boys than girls (22.3 per cent vs. 7.9 per cent).

The percentage of children in child labour further decreases as the education of the household head increases from 10.2 per cent among children whose household head has no education to 6.2 per cent of children whose household head has higher education. Similarly, the percentage of children in child labour decreases as wealth increases, from 14.6 per cent for children in the poorest households to 4.0 per cent for children in the richest wealth quintile. Children living in rural areas are more likely to be in child labour compared to children in urban areas (9.4 per cent vs. 6.2 per cent), though the opposite is true contingent on them working.

Table 7.1   Number and per cent of all working children who are in child labour by sex, age group, education of household head, wealth index quintile and area of residence

Characteristic	Children in child labour			Total number of children	Total working children
	Number	Per cent of total children	Per cent of child workers		
Both sexes					
Total 5–17	745,155	9.0	80.8	8,282,673	922,314
5–11	252,514	5.3	100.0	4,720,781	252,514
12–13	145,618	10.9	77.4	1,329,506	188,048
14–17	347,023	15.5	72.0	2,232,386	481,753
Boys					
Total 5–17	514,041	11.7	85.0	4,388,618	604,530
5–11	148,449	5.9	100.0	2,497,240	148,449
12–13	100,809	14.3	83.5	704,893	120,772
14–17	264,782	22.3	79.0	1,186,484	335,309
Girls					
Total 5–17	231,108	5.9	72.7	3,892,911	317,777
5–11	104,064	4.7	100.0	2,222,979	104,064
12–13	44,803	7.2	66.6	624,319	67,269
14–17	82,240	7.9	56.2	1,045,613	146,444
Educ. HH head					
None/Pre-school	430,103	10.2	80.5	4,232,706	534,312
Primary	75,599	9.4	82.4	803,433	91,702
Middle	80,409	8.9	82.0	902,430	98,111
Secondary	92,278	7.3	82.5	1,267,845	111,925
Higher	66,348	6.2	77.3	1,068,182	85,780

Characteristic	Children in child labour			Total number of children	Total working children
	Number	Per cent of total children	Per cent of child workers		
WIQ					
Poorest	258,436	14.6	82.9	1,771,641	311,818
Second	178,376	10.3	79.8	1,740,113	223,460
Middle	141,689	8.5	77.3	1,673,396	183,198
Fourth	106,999	6.7	80.2	1,596,684	133,500
Richest	59,654	4.0	84.8	1,500,839	70,337
Residence					
Rural	683,431	9.4	80.3	7,286,033	851,198
Urban	61,724	6.2	86.8	996,640	71,116

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 154, 265 and 0 children.

Figure 7.1 provides an overview of the percentage of children working, in child labour and in hazardous work, while Figure 7.2 shows an overview of the percentages split by sex and Figure 7.3 shows how these are broken down by various contributing factors. According to the KP Prohibition of Employment of Children Act, 2015, all working children aged 5–11 are in child labour, whereas children 12–13 have a limit of working hours of no more than 14 hours as light work. Hazardous work for any child is defined as long hours of works (more than 42 hours in the context of KP), in occupations or industries designated as hazardous, with hazardous tools, under hazardous conditions, during night, or work that exposes the child to abuse. In the age group 5–17, the difference between children in child labour and hazardous work is 1.4 percentage points, and in the age group 14–17, the difference between working children and children in hazardous work is 6.1 percentage points. Working children between 14–17 years are in child labour if they are engaged in hazardous work, meaning that the percentage of older children in child labour and hazardous work is the same.

Figure 7.1   Working children, child labour and hazardous work
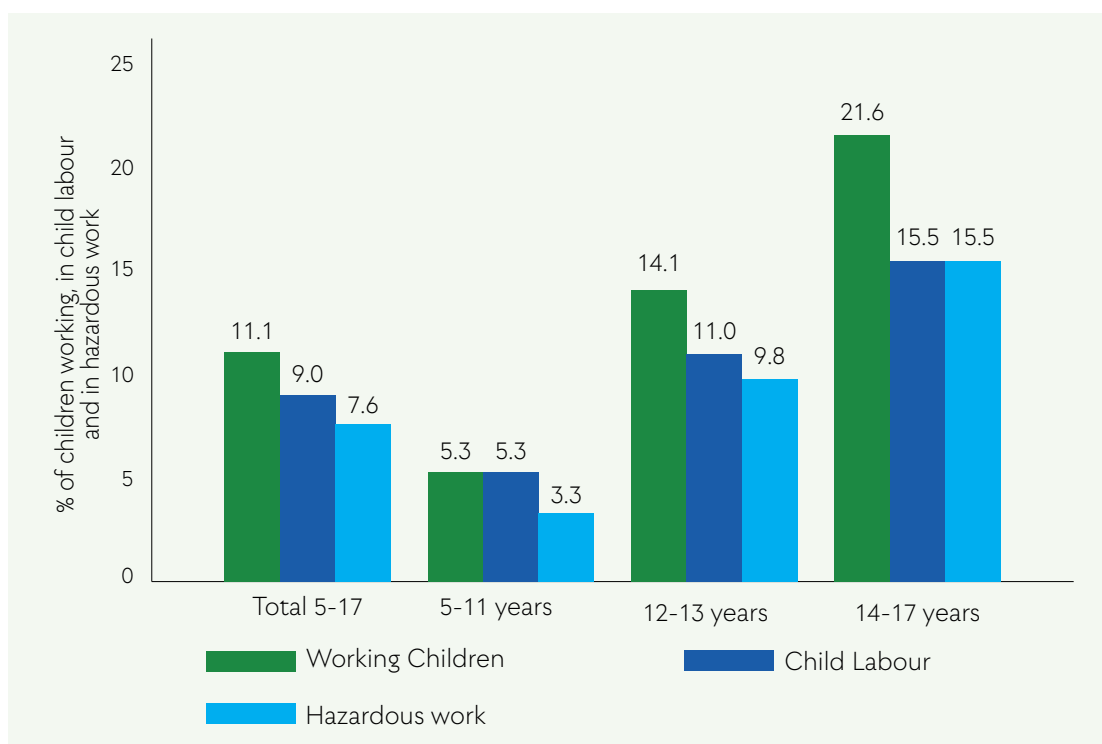
Boys are between 5.6 and 5.8 percentage points more likely to be engaged in work, child labour or hazardous work, with similar steps down between categories for both sexes.

Figure 7.2   Working children, child labour and hazardous work by sex
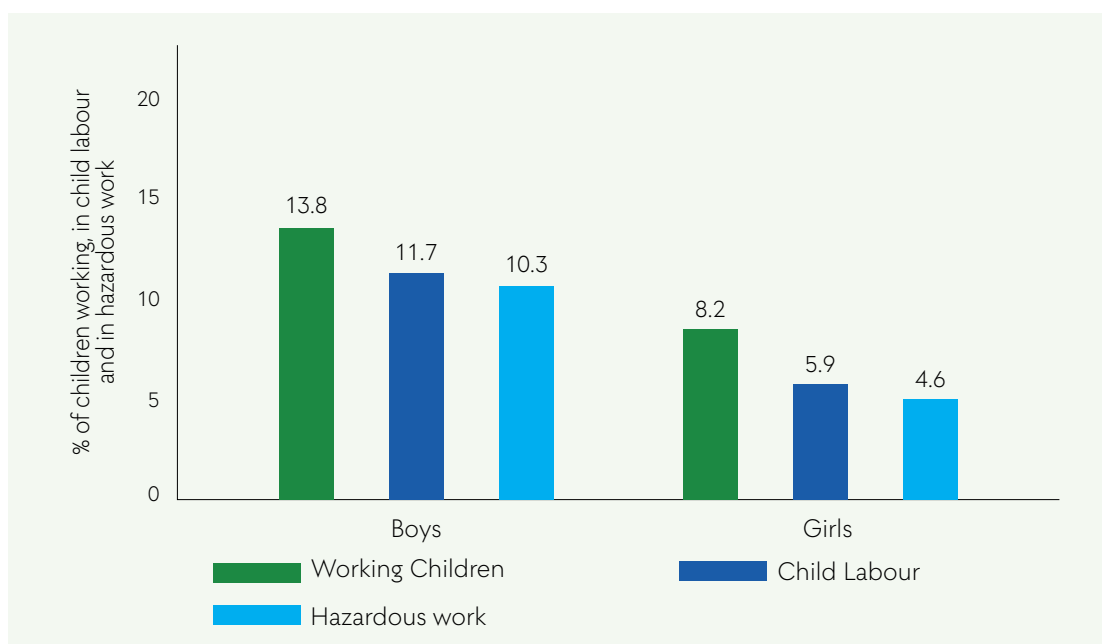
Figure 7.3   Summary of results for children 5–17 years old

Children 5–17 years old (n=8,282,673)

Working children
11.1% (n=922,314)

Non-working children
88.9% (n=7,360,359)

In child labour
80.8%
(n=745,155)

Not
in child labour
19.2%
(n=177,159)

Hazardous
conditions
73.8%* (n=465,853)
*Among
children 10–17

Hazardous
industries and
occupations
15.0% (n=111,631)

Night work
28.5%
(n=206,539)

Hazardous tools
9.4%
(n=69,446)

Hazardous hours
57.2%
(n= 426,446)

Abuse
16.2%
(n=119,267)

The components of child labour do not sum to 100 per cent since children may fall into multiple categories.

Table A7.1 in the Appendix shows the child labour incidence by division and district for the respective age groups, and an overview by district for children aged 5–17 is shown in Figure 7.4 below. By division, among all 5–17-year-olds, the highest prevalence is observed in Bannu division with 11.4 per cent, and the lowest in Dera Ismail Khan division with 3.7 per cent. District wise, Upper Dir has the highest child labour incidence with 22.9 per cent. The districts with the lowest child labour prevalence are Hangu (1.8 per cent) and Dera Ismail Khan (2.5 per cent).

Figure 7.4   Map of Child Labour by District

Mardan division: **8.8%**

Malakand division: **10.4%**

Hazara division: **9.2%**

Kohat division: **9.2%**

Peshawar division: **8.6%**

Bannu division: **11.4%**

Dera Ismail Khan division: **3.7%**

8.3% Chitral

22.9% Upper Dir

8.9% Swat

14.7% Kohistan

6.6% Shangla

Battagram 3.4%

4.8% Mansehra

7.3% Bajaur

4.9% Lower Dir

12.8% Mohmand

15.1% Malakand

10.0% Buner

11.1% Torghar

8.0% Charsadda

7.7% Mardan

10.4% Swabi

8.8% Haripur

8.5% Abbottabad

5.7% Khyber

9.6% Peshawar

7.5% Nowshera

19.8% Kurram

9.2% Orakzai

1.8% Hangu

5.5% Kohat

7.1% Karak

18.1% North Waziristan

7.6% Bannu

10.6% Lakki Marwat

13.2% South Waziristan

3.5% Tank

2.5% D.I. Khan

CHILD LABOUR PREVALENCE

- 10.85% to 22.90%
- 8.40% to 10.85%
- 6.15% to 8.40%
- 1.8% to 6.15%

The most common industry for children 5–17 years in child labour is agriculture, forestry and fishing (51.6 per cent), as shown in Table 7.2. The second and third most common industries are water collection (19.1 per cent) and wholesale and retail trade (9.7 per cent). Around four times more girls than boys in child labour work in water collection (40.1 per cent vs. 9.7 per cent), though in terms of numbers there is a little under twice as many girls in child labour working in water collection. Recall that the child labour prevalence for girls is a little more than half that of boys, meaning that the proportions of children in child labour do not directly tell us whether an

industry has more girls or boys working in it. A higher share of boys than girls in child labour work in agriculture, forestry and fishing (54.0 per cent vs. 46.3 per cent), manufacturing (8.0 per cent vs. 7.2 per cent), construction (6.4 per cent vs. 0.5 per cent), wholesale and retail trade (13.1 per cent vs. 2.0 per cent), accommodations and food service activities (2.9 per cent vs. 0.2 per cent) and transportation and storage (2.7 per cent vs. 0.3 per cent).

Table 7.2 further shows that the percentage of children in child labour working in construction decreases with the education of the household head, but there is no clear trend for other industries. For the wealth index quintile, the percentage of children in child labour working in manufacturing and wholesale and retail trade increases with the wealth index quintile whereas the opposite trend is true for water collection. As expected, the percentage of children in child labour working in the agriculture, forestry and fishing industry and water collection is higher in rural areas, while children in urban areas are more likely to engage in manufacturing, wholesale and retail trade and other industries. Table A7.2 in the Appendix show the results by division and district.

Table 7.2   Number and per cent of children in child labour 5–17 years by industry, by sex, age group, education of household head, wealth index quintile, marital status and area of residence

Characteristic	Children in child labour								
	Industry								
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Transportation and storage	Other industries	Total number of children in child labour[36]
Both sexes									
Total	51.6	7.7	19.1	4.6	9.7	2.1	1.9	3.3	733,743
5-11	58.1	2.6	29.4	0.5	5.4	1.4	1.1	1.6	246,818
12-13	56.4	6.3	21.3	1.5	9.7	1.8	0.6	2.4	144,086
14-17	44.9	12.0	10.7	8.9	12.8	2.6	3.1	4.9	342,839
Boys									
Total	54.0	8.0	9.7	6.4	13.1	2.9	2.7	3.2	508,152

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36   In this table, the total number of children in child labour includes only children and adolescents for whom information about the industry is available and is therefore slightly lower than previously reported numbers.

Characteristic	Children in child labour							
	Industry							
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Transportation and storage	Other industries	Total number of children in child labour[26]
5-11	65.1	3.6	18.2	0.6	7.5	2.0	1.6	1.3	145,016
12-13	61.1	6.3	11.8	1.9	13.1	2.6	0.9	2.4	100,030
14-17	45.1	11.1	4.3	11.4	16.2	3.4	4.0	4.6	263,105
Girls								
Total	46.3	7.2	40.1	0.5	2.0	0.2	0.3	3.5	225,585
5-11	48.0	1.2	45.3	0.3	2.3	0.5	0.4	2.0	101,801
12-13	45.8	6.6	42.8	0.5	1.9	0.0	0.1	2.3	44,049
14-17	44.4	15.1	31.9	0.6	1.6	0.1	0.2	6.2	79,734
Edu. HH head								
None/Pre-school	49.8	8.0	19.8	5.8	8.6	2.4	2.0	3.7	425,084
Primary	46.4	8.9	19.5	4.1	15.5	1.6	1.5	2.6	74,778
Middle	54.8	8.1	15.0	2.9	11.8	2.4	2.1	2.8	79,288
Secondary	55.1	8.1	17.9	3.1	9.9	1.6	1.4	2.9	90,120
Higher	60.9	3.7	20.2	1.7	7.6	0.5	2.6	2.9	64,055
WIQ								
Poorest	53.3	2.7	31.9	3.6	3.4	1.4	1.8	1.9	253,715
Second	55.2	6.5	19.5	5.7	5.8	2.4	2.0	2.8	176,167
Middle	56.7	8.0	11.2	5.6	11.7	2.0	1.7	3.1	139,302
Fourth	51.0	13.0	5.7	4.0	16.9	2.4	2.4	4.6	105,383
Richest	22.4	23.2	5.1	4.3	30.9	3.3	2.0	8.9	59,177

Characteristic	Children in child labour								
	Industry								
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Transportation and storage	Other industries	Total number of children in child labour[26]
Marital status									
Never married	51.2	8.5	16.8	5.2	10.7	2.1	1.9	3.6	612,226
Ever married	39.4	17.3	13.3	11.5	6.4	1.1	6.8	4.2	13,594
Residence									
Rural	54.5	6.6	20.2	4.7	7.9	1.8	1.8	2.6	672,665
Urban	19.9	20.3	6.8	4.0	29.8	4.7	3.7	10.8	61,078

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 154, 265 and 0 children.

The total number of children in this table does not include children for whom the industry is missing. These records account for 204 children from the unweighted survey responses, which when weighted represent 11412 children.

Table 7.3 shows that elementary occupations constitute the largest group (61.6 per cent), followed by skilled agricultural, forestry and fishery workers (16.5 per cent) and craft and related trades workers (11.7 per cent). Older children are more likely to work as craft and related trades workers, and service and sales workers and less likely to work in elementary occupations and skilled agricultural, forestry and fishery workers. We also see that the percentage of children working as service and sales workers and as craft and related trades workers increases with the wealth index quintile, while the percentage working in elementary occupations decreases. No clear pattern is observed for the education of the household head. Most children in rural areas work in elementary occupations (64.3 per cent), whereas in urban areas, similar shares of children work as craft and related trades workers (33.1 per cent) and in elementary occupations (31.9 per cent). For further details by division and district, see Table A7.3 in the Appendix.

Table 7.3 **Number and per cent of children in child labour 5–17 years by occupation, by sex, age group, education of household head, wealth index quintile, marital status and area of residence**

Characteristic	Children in child labour						
	Major group of occupation						
	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators	Elementary occupations	Other occupations	Total number of children[37]
Both sexes							
Total	7.8	16.5	11.7	1.3	61.6	1.1	735,877
5–11	5.2	20.2	3.6	0.2	70.4	0.4	247,661
12–13	6.5	17.1	11.2	0.6	64.2	0.5	144,661
14–17	10.2	13.6	17.8	2.4	54.2	1.8	343,555
Boys							
Total	10.3	15.9	13.6	1.8	57.2	1.3	510,004
5–11	7.0	21.5	5.2	0.3	65.5	0.6	145,742
12–13	8.5	18.0	13.0	0.7	59.0	0.7	100,423
14–17	12.8	11.9	18.4	3.1	52.0	1.9	263,839
Girls							
Total	2.2	17.9	7.6	0.1	71.6	0.6	225,866
5–11	2.6	18.4	1.4	0.1	77.4	0.2	101,919
12–13	1.8	15.1	7.0	0.3	75.9	0.0	44,231
14–17	1.8	18.9	15.9	0.1	61.7	1.5	79,716
Edu. HH Head							
None/Pre-school	7.1	16.1	12.0	1.3	62.4	1.0	426,118
Primary	9.7	13.5	16.9	1.1	58.1	0.6	74,793

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37 In this table, the total number of children in child labour includes only children for whom information about the occupation is available and is therefore slightly lower than previously reported numbers.

Characteristic	Children in child labour						
	Major group of occupation						
	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators	Elementary occupations	Other occupations	Total number of children[37]
Middle	10.2	16.1	11.7	1.8	59.2	0.9	79,218
Secondary	8.9	14.3	10.7	1.0	64.0	1.2	90,629
Higher	5.5	26.4	5.3	1.1	59.7	1.9	64,702
WIQ							
Poorest	3.5	15.5	4.0	0.8	75.7	0.5	254,324
Second	5.3	15.6	9.1	1.9	67.4	0.8	176,923
Middle	7.8	20.2	14.1	1.1	55.9	0.9	139,838
Fourth	13.7	18.0	18.1	1.2	47.3	1.8	105,631
Richest	23.3	12.2	35.9	2.3	22.7	3.6	59,161
Marital status							
Never married	8.4	16.5	13.1	1.5	59.5	1.1	614,103
Ever married	5.4	12.3	20.1	0.8	59.2	2.2	13,594
Residence							
Rural	6.3	17.5	9.8	1.2	64.3	0.9	674,805
Urban	24.4	5.1	33.1	2.5	31.9	3.0	61,071

Characteristic	Children in child labour						
	Major group of occupation						
	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators	Elementary occupations	Other occupations	Total number of children[37]

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 154, 265 and 0 children.

The total number of children in this table does not include children for whom the marital status is missing. These records account for 1562 children from the unweighted survey responses, which when weighted represent 108180 children.

The total number of children in this table does not include children for whom the occupation is missing. These records account for 190 children from the unweighted survey responses, which when weighted represent 9278 children.

Most children in child labour work as unpaid family workers (71.2 per cent) and as labourers (non-agricultural) (10.3 per cent), as illustrated in Table 7.4. The percentage of children in child labour working as unpaid family workers is lower for older children, decreasing from 89.1 per cent in the age group 5–11 to 56.0 per cent in the age group 14–17. Children 14–17 are instead more likely to be employed as labourers (non-agricultural) (17.3 per cent) and self-employed (non-agricultural) (9.1 per cent) and to be enrolled in apprenticeships (6.4 per cent). This seems to be driven mainly by boys having these employment statuses, while girls are more likely to be unpaid family workers. Table A7.4 in the Appendix shows the result by division and district.

Table 7.4 Number and per cent of children in child labour 5–17 years by status in employment, by sex, age group, education of household head, wealth index quintile and area of residence

Characteristic	Children in child labour								
	Status in employment								
	Unpaid family worker	Self-employed (non-agric)	Self-employed (agric)	Labourer (agric)	Labourer (non-agric)	Employee	Apprenticeship	Other	Total number of children
Both sexes									
Total	71.2	6.3	2.6	2.1	10.3	1.9	4.5	1.0	745,155
5–11	89.1	3.0	1.9	0.6	2.4	0.5	2.0	0.5	252,514
12–13	76.3	5.5	3.1	2.2	7.4	0.8	4.5	0.1	145,618
14–17	56.0	9.1	3.0	3.1	17.3	3.5	6.4	1.7	347,023
Boys									
Total	62.4	7.8	3.0	2.9	14.0	2.4	6.1	1.4	514,041
5–11	85.3	4.0	2.1	1.1	3.3	0.5	2.9	0.8	148,449
12–13	68.8	7.1	3.8	3.0	9.9	1.0	6.1	0.2	100,809
14–17	47.1	10.2	3.3	4.0	21.6	4.0	7.8	2.1	264,782
Girls									
Total	90.8	3.1	1.7	0.1	2.0	1.0	1.1	0.2	231,108
5–11	94.5	1.6	1.6	0.0	1.2	0.5	0.6	0.1	104,064
12–13	93.3	2.0	1.5	0.3	1.8	0.2	0.9	0.0	44,803
14–17	84.7	5.6	1.9	0.3	3.2	2.1	1.9	0.3	82,240
Edu. HH head									
None/Pre-school	67.5	6.6	3.0	2.3	12.4	2.1	4.8	1.3	430,103
Primary	71.2	6.8	1.7	2.1	10.9	1.6	4.8	0.9	75,599

Characteristic	Children in child labour								
	Status in employment								
	Unpaid family worker	Self-employed (non-agric)	Self-employed (agric)	Labourer (agric)	Labourer (non-agric)	Employee	Apprenticeship	Other	Total number of children
Middle	72.8	7.1	1.6	2.8	9.0	2.8	3.4	0.4	80,409
Secondary	77.2	5.3	2.3	1.4	6.2	1.8	5.2	0.6	92,278
Higher	84.9	4.6	2.9	0.8	3.3	0.4	2.8	0.3	66,348
WIQ									
Poorest	81.8	2.5	2.3	1.9	8.3	1.3	1.3	0.6	258,436
Second	73.9	5.2	2.1	2.2	10.7	1.7	2.5	1.7	178,376
Middle	68.9	8.1	4.1	1.9	10.0	1.5	4.9	0.7	141,689
Fourth	62.2	9.1	3.0	1.9	11.2	3.2	8.5	1.0	106,999
Richest	38.9	17.4	1.6	3.4	16.8	4.2	16.7	1.1	59,654
Residence									
Rural	74.6	5.3	2.7	2.1	9.1	1.8	3.5	1.0	683,431
Urban	33.5	18.4	1.7	2.0	23.4	3.6	16.4	0.9	61,724

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 154, 265 and 0 children.

Table 7.5 shows the percentage of children in child labour working at home and away from home. The percentage working away from home increases with age from 77.3 per cent for children aged 5–11 to 84.2 per cent for children aged 14–17. This increase appears to be driven by boys. In the age group 5–11, 80.8 per cent of boys work away from home, a percentage that increases to 91.6 for boys in the age group 14–17. On the contrary, the percentage of girls working away from home decreases with age from 72.3 per cent in the age group 5–11 to 60.3 per cent in the age group 14–17 and is always lower than for boys. There is no clear trend for education of the household head whereas the percentage of children working away from home decreases

with the wealth index quintile from 83.2 per cent for the poorest down to 76.6 per cent for the richest and is lower in rural (80.8 per cent) than urban (87.4 per cent) areas. Table A7.5 in the Appendix shows the results by division and district.

Table 7.5 **Number and per cent of children in child labour 5–17 years working at home or away from home by age group, sex, education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour						
	Location of work						
	Home			Away from home			
	Number	Per cent (row)	Per cent (column)	Number	Per cent (row)	Per cent (column)	Total number of children in child labour
Both sexes							
Total	139,195	18.7	100.0	605,960	81.3	100.0	745,155
5–11	57,283	22.7	41.1	195,231	77.3	32.2	252,514
12–13	26,980	18.5	19.4	118,639	81.5	19.6	145,618
14–17	54,932	15.8	39.5	292,091	84.2	48.2	347,023
Boys							
Total	63,907	12.4	100.0	450,134	87.6	100.0	514,041
5–11	28,503	19.2	44.6	119,947	80.8	26.6	148,449
12–13	13,115	13.0	20.5	87,694	87.0	19.5	100,809
14–17	22,290	8.4	34.9	242,493	91.6	53.9	264,782
Girls							
Total	75,288	32.6	100.0	155,820	67.4	100.0	231,108
5–11	28,780	27.7	38.2	75,284	72.3	48.3	104,064
12–13	13,865	30.9	18.4	30,938	69.0	19.9	44,803
14–17	32,642	39.7	43.4	49,598	60.3	31.8	82,240

Characteristic	Children in child labour						
	Location of work						
	Home			Away from home			
	Number	Per cent (row)	Per cent (column)	Number	Per cent (row)	Per cent (column)	Total number of children in child labour
Edu. HH head							
None/Pre-school	68,787	16.0	49.4	361,316	84.0	59.7	430,103
Primary	15,774	20.9	11.3	59,824	79.1	9.9	75,599
Middle	15,295	19.0	11.0	65,114	81.0	10.8	80,409
Secondary	20,558	22.3	14.8	71,719	77.7	11.8	92,278
Higher	18,713	28.2	13.4	47,635	71.8	7.9	66,348
WIQ							
Poorest	43,435	16.8	31.2	215,001	83.2	35.5	258,436
Second	30,382	17.0	21.8	147,994	83.0	24.4	178,376
Middle	28,142	19.9	20.2	113,548	80.1	18.7	141,689
Fourth	23,258	21.7	16.7	83,741	78.3	13.8	106,999
Richest	13,978	23.4	10.0	45,676	76.6	7.5	59,654
Residence							
Rural	131,399	19.2	94.4	552,033	80.8	91.1	683,431
Urban	7,796	12.6	5.6	53,928	87.4	8.9	61,724

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 154, 265 and 0 children.

Table 7.6 displays the percentage of children in child labour working during day and during the evening or night, where some children work during both time periods. The percentage of children working during the day (90.7 per cent) is higher than for those working during the evening or at night (28.5 per cent). The percentage working during the evening or at night increases with age from 25.9 per cent in the age group 5–11 to 30.1 per cent in the age group 14–17 and is higher for boys than girls in all age groups.

The percentage of children in child labour working during the evening or night increases with the wealth index from 24.0 per cent in the poorest quintile to 45.3 per cent in the richest quintile, as shown Table 7.6. There is no clear pattern observed for the education of the household head. Children in urban areas are more likely to work during the evening or night (36.5 per cent vs. 27.8 per cent in rural areas). Table A7.7 in the Appendix shows the results by division and district.

Table 7.6   Number and per cent of children in child labour by time of day of work, by sex, age group, education of household head, wealth index quintile and area of residence

Characteristic	Children in child labour				
	Time of the day				
	Day (after sunrise and before sunset)		Evening or night		
	Number	Per cent	Number	Per cent	Total number of children in child labour[38]
Both sexes					
Total	657,255	90.7	206,539	28.5	724,412
5–11	206,471	90.8	58,862	25.9	227,340
12–13	132,260	90.1	42,339	28.9	146,754
14–17	318,524	90.9	105,337	30.1	350,318
Boys					
Total	456,172	89.4	152,300	29.9	510,045
5–11	128,203	89.2	38,655	26.9	143,711

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38   This table uses child weights. Furthermore, the total number of children in child labour includes only children for whom information about the time of day of work is available from the child questionnaire and is therefore slightly lower than previously reported numbers.

Characteristic	Children in child labour				
	Time of the day				
	Day (after sunrise and before sunset)		Evening or night		
	Number	Per cent	Number	Per cent	Total number of children in child labour[38]
12–13	91,909	89.0	32,822	31.8	103,311
14–17	236,060	89.8	80,823	30.7	263,024
Girls					
Total	201,075	93.8	54,239	25.3	214,358
5–11	78,268	93.6	20,207	24.2	83,629
12–13	40,342	92.9	9,518	21.9	43,435
14–17	82,465	94.5	24,514	28.1	87,294
Edu. HH head					
None/Pre-school	378,555	91.3	115,792	27.9	414,852
Primary	68,450	90.9	19,864	26.4	75,315
Middle	70,575	90.8	22,792	29.3	77,710
Secondary	82,771	90.2	27,567	30.1	91,747
Higher	56,632	87.8	20,376	31.6	64,516
WIQ					
Poorest	236,317	92.9	61,064	24.0	254,348
Second	157,205	90.5	48,862	28.1	173,666
Middle	125,404	91.1	38,737	28.1	137,666
Fourth	92,679	90.4	32,423	31.6	102,502
Richest	45,649	81.2	25,452	45.3	56,231

Characteristic	Children in child labour				
	Time of the day				
	Day (after sunrise and before sunset)		Evening or night		
	Number	Per cent	Number	Per cent	Total number of children in child labour[38]
Residence					
Rural	606,759	91.3	184,695	27.8	664,493
Urban	50,496	84.3	21,844	36.5	59,919

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individuals from the unweighted survey responses, which when weighted represent 8 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 21, 2 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 139, 133 and 0 children.

The total number of children in this table does not include children for whom the time of day of work is missing. These records account for 1496 children from the unweighted survey responses, which when weighted represent 108215 children.

Figure 7.5 provides further insights regarding which industries it is most common to work during the evening or night. The percentage of children in child labour working during the evening or night is the highest for other industries (43.0 per cent), which mainly include activities of households as employers, other service activities, and administrative and support service activities[39], followed by manufacturing (41.4 per cent), and wholesale and retail trade (34.7 per cent). The lowest share of children in child labour working during the evening or night is observed in the construction industry (16.3 per cent). The fact that children in wealthier households are more likely to work at night is likely to be linked to the industry and occupation they are working in.

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39   In addition, the following industries are included in the "other" category: mining and quarrying, electricity, gas, steam and air conditioning supply, information and communication, real estate activities, professional, scientific and technical activities, public administration and defence, education, human health and social work activities, and arts, entertainment and recreation.

Figure 7.5   Per cent of 5–17-year-olds in child labour working at night by industry

% of children in child labour working at night
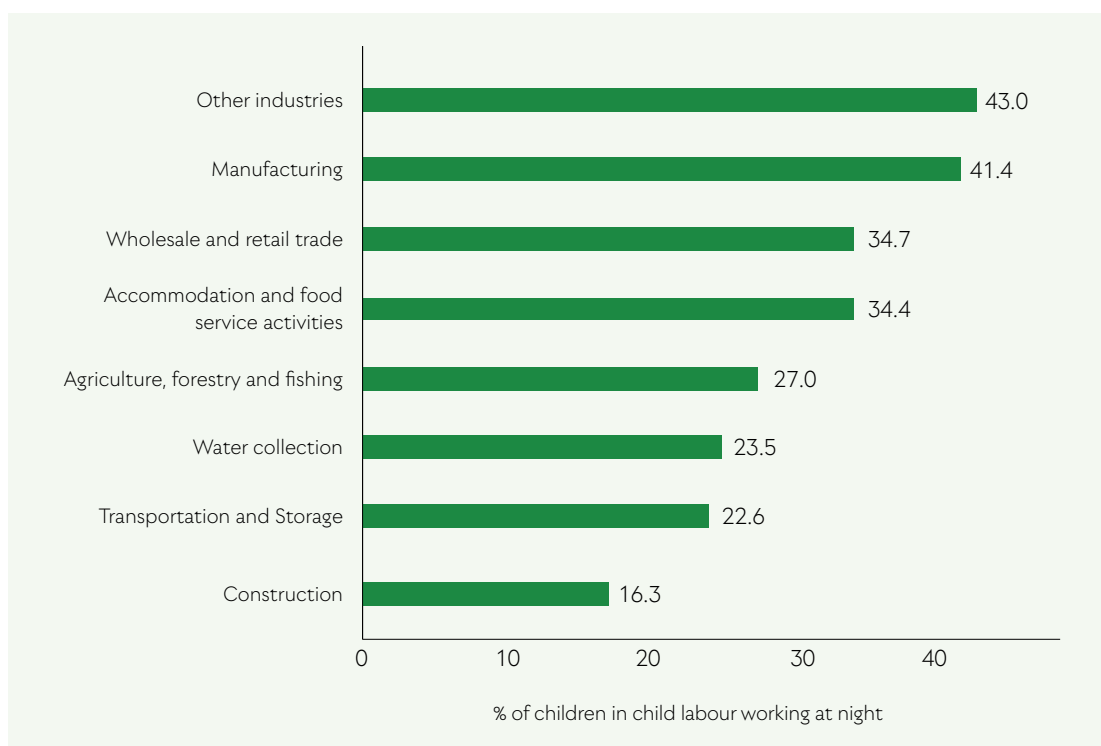
The median number of hours worked for children in child labour varies greatly between the industries, as shown in Table 7.7. The median across all age groups is 14 hours which is strongly influenced by the large proportion of children working in agriculture and water collection. Overall, children working in the accommodation and food service activities industry have the highest median number of hours worked (51 hours), and children in the water collection industry work the lowest median number of hours (9 hours). For all industries except for agriculture, forestry, and fishing and construction, the median number of hours worked increases with age. Overall, children aged 5–11 work a median of 10 hours, compared to 22 hours for children 14–17. The median number of hours worked is similar for boys and girls in the age groups 5–11 and 12–13, but boys aged 14–17 work a median of 14 hours more per week than girls of the same age.

The median number of hours worked for children in child labour decreases with the education of the household head (from 16.0 hours for no or pre-school education to 11 hours for higher education) and is similar for the poorest, second, middle and fourth wealth index quintiles (14–15 hours) but considerably higher for the richest (32 hours), though there are fewer children in child labour for wealthier households. Children in child labour with disabilities work 2 hours more at the median compared to children in child labour without disabilities. The median number of hours worked by children in child labour is higher in urban compared to rural areas (36 hours vs. 14 hours) as shown in the table below. Table A7.6 in the Appendix provide further details by division and district.

Characteristic	Industry								Total median hours
	Agriculture, forestry, and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Transportation and storage	Other industries	
Total	12	36	9	48	42	51	42	36	14
Both sexes									
5–11	10	24	8	43*	21	23	14	29	10
12–13	14	30	10	37	37	53	28*	36	15
14–17	13	39	13	48	49	56	48	44	22
Boys									
Total	12	46	7	48	46	51	43	42	17
5–11	9.5	34	7	48*	22	24	14	28	10
12–13	14	36	6	40	38	53	32*	42	15
14–17	13	48	8.5	48	49	56	48	48	28
Girls									
Total	12	12	11	23*	16	21*	21*	31	12
5–11	10	10*	10	33*	14	21*	14*	29	10
12–13	14	14	14	24*	17*	16*	10*	28*	14
14–17	14	13	14	21*	21*	35*	25*	35	14
Disability									
Without disabilities	12	36	9	48	42.5	51	42	36	14
With disabilities	11	10*	9*	18*	23*	21*	.	42*	12

Table 7.7   Median number of hours worked per week for children 5–17 years in child labour by industry, by sex, age group, disability status, education of household head, wealth index quintile and area of residence

Characteristic	Industry								Total median hours
	Agriculture, forestry, and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Transportation and storage	Other industries	
Edu. HH head									
None/Pre-school	13	38	10	48	48	55	43	40	16
Primary	11.5	28	7	48	49	51	42	46	14
Middle	10.5	42	11	48	35	43	49*	48	14
Secondary	10	22	8.5	42	37	21*	30*	33	13
Higher	9.5	24	7.5	35*	28	27*	14*	28*	11
WIQ									
Poorest	14	35	10	45	44	56	43	29	14
Second	11	47	9	48	46	49	32.5	45	14
Middle	10	34	10	48	38	56	35	45	14
Fourth	9	30	7	48	43	50	44	32	15
Richest	13	36	7	46	48	29	66*	36	32
Residence									
Rural	12	35	9	48	40	52	42	36	14
Urban	11.5	41	10	48	49	50	45	41	36

*The values should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

8. Child labour and children's schooling and health

8.1 Consequences of child labour

The economic literature has studied the effect of child labour on schooling and human capital accumulation and found evidence of negative effects of child labour on learning and risks of illness in the future. Aspects such as periods of time in work, time to study, and place of work (at home or away) play a significant role in defining the consequences of child labour (Heady, 2003; O'Donnell, Rosati, & Van Doorslaer, 2005).

This chapter presents correlations between child labour and schooling. None of the results shown below should be assumed to be causal relationships, meaning that it is not possible to state that child labour is the cause for observed differences in schooling or health outcomes between children in and not in child labour. However, the correlations serve as a first step in understanding possible consequences of child labour and potential areas for policies to address.

Figure 8.1 shows the responses of adults regarding the negative consequences that working children in their household face as a result of their work. The most common response is that children suffer from extreme fatigue, which is a particularly serious consequence when considering the negative effect on other aspects of life such as limited mental stimulation, lack of concentration, tiredness, stress, and propensity to accidents (Admassie, 2003). Respondents also identify injuries or poor health, long distance travelled and no time for leisure as negative consequences of work.

Figure 8.1   Negative consequences of child labour
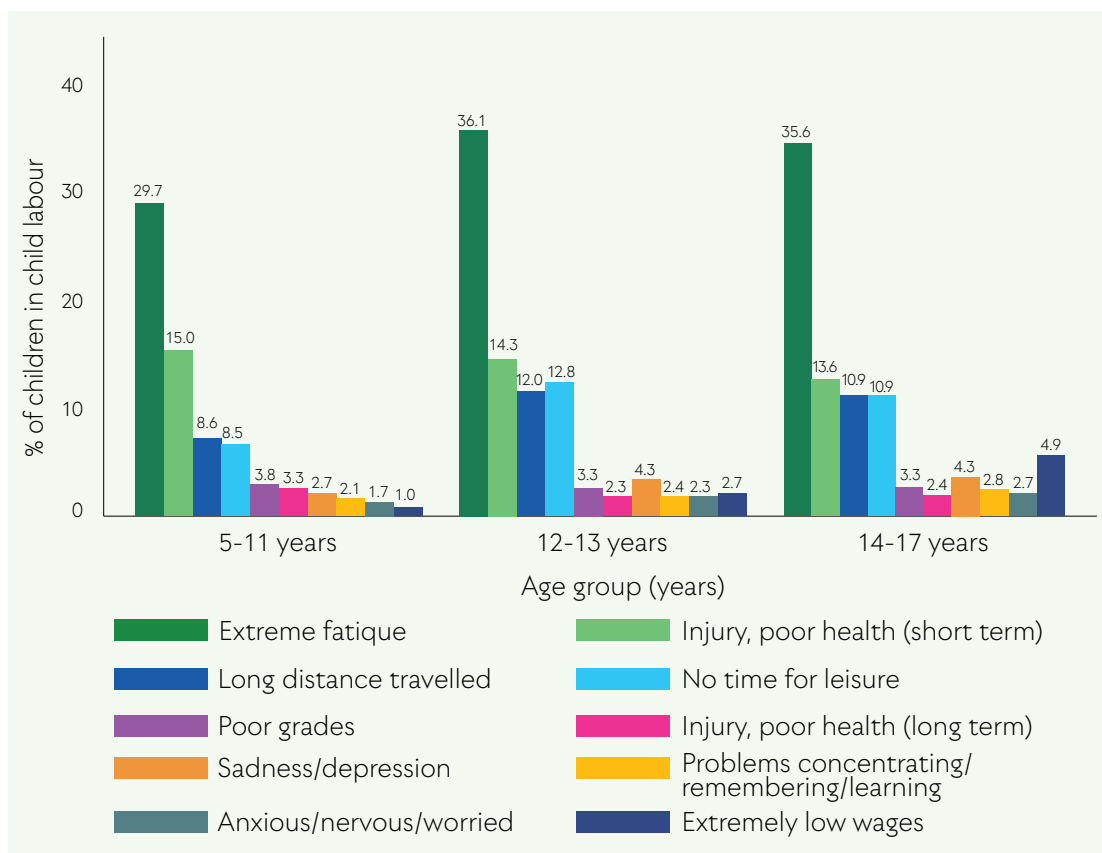
Among those reporting negative consequences of child labour, we consider whether that particular consequence was aggravated by the COVID-19 pandemic in Figure 8.2. We see that in most cases more than half those suffering negative consequences of child labour feel that COVID-19 made the situation worse, with extreme fatigue showing the highest proportion of 71.7 per cent.

Figure 8.2   Percentage of children aged 5–17 in child labour experiencing negative consequences of work aggravated by COVID-19
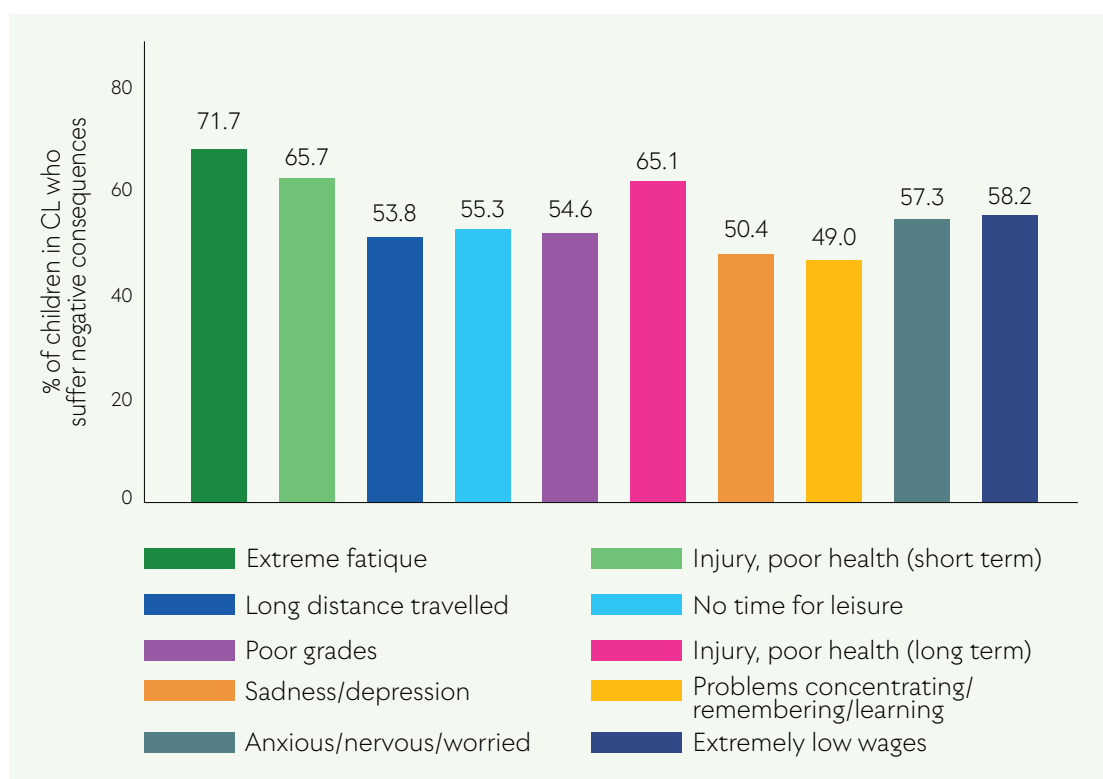
8.2   Schooling

When determining what is considered child labour, the impediment to schooling comes as one of the main considerations. The importance of schooling for developing cognitive and non-cognitive skills for children calls for a close look on how child labour and schooling interact with each other. Table 8.1 shows that overall, 58.2 per cent of children in child labour attend school, compared to 71.7 per cent for children not in child labour. The difference increases with age and among 14–17-year-olds, 45.9 per cent of those in child labour attend school, compared to 65.2 per cent of children not in child labour. For the youngest children, there is almost no difference in school attendance by child labour status (71.8 per cent vs 72.8 per cent), which is likely linked to the low number of hours worked by young children in child labour. The difference in the share of children in child labour and not in child labour attending school is greater for girls compared to boys (20.9 percentage points vs. 15.0 percentage points).

The percentage of children in child labour and not in child labour attending school increases with the education of the household head. This is also true for children not in child labour attending school where school attendance increases with the wealth index quintile. The school attendance rate is higher in rural compared to urban areas for children in child labour whereas the opposite is true for children not in child labour. For the results by division and district see Table A8.1 in the Appendix.

Table 8.1. Per cent of 5–17-year-olds in child labour and not in child labour who are currently attending school, by sex, age group, wealth index quintile, education of household head and area of residence

Characteristic	Children in child labour		Children not in child labour	
	Attending school (Per cent)	Total number of children in child labour attending school	Attending school (Per cent)	Total number of children not in child labour attending school
Total 5–17	58.2	433,879	71.7	5,403,147
Both sexes				
5–11	71.8	181,200	72.8	3,250,958
12–13	64.2	93,495	78.0	922,873
14–17	45.9	159,184	65.2	1,229,316
Boys				
Total 5–17	66.0	339,386	81.0	3,138,785
5–11	86.0	127,675	78.3	1,839,922
12–13	75.1	75,683	89.4	540,036
14–17	51.4	136,028	82.3	758,827
Girls				
Total 5–17	40.9	94,493	61.8	2,263,530
5–11	51.4	53,525	66.6	1,410,638
12–13	39.8	17,812	66.0	382,615
14–17	28.2	23,155	48.8	470,277
Edu. HH head				
None/Pre-school	50.1	215,344	62.9	2,393,186
Primary	60.2	45,489	73.8	537,521
Middle	67.3	54,117	77.7	638,436
Secondary	74.5	68,705	82.7	972,596
Higher	75.2	49,920	85.4	855,436

Characteristic	Children in child labour		Children not in child labour	
	Attending school (Per cent)	Total number of children in child labour attending school	Attending school (Per cent)	Total number of children not in child labour attending school
Non-formal	45.7*	70	89.1	3,301
Other	88.0*	233	58.8	1,759
WIQ				
Poorest	48.1	124,422	52.6	796,270
Second	61.0	108,849	64.7	1,010,974
Middle	69.3	98,241	75.8	1,160,517
Fourth	66.6	71,214	80.6	1,201,213
Richest	52.2	31,154	85.6	1,234,173
Residence				
Rural	59.4	406,220	70.4	4,650,374
Urban	44.8	27,659	80.5	752,773

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 2927 children.

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses respectively, which when weighted represent 960 children.

There are 5 children from the unweighted survey responses for whom information about current school attendance is missing, which when weighted represent 229 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Figure 8.3 displays school attendance by age group and shows that children in child labour are less likely to currently attend school for all age groups. The difference in school attendance rates increases with age and is especially large for the age groups 12–13 and 14–17, where the school attendance rate is 13.8 and 19.3 percentage points lower for children in child labour respectively. This growing difference appears mostly driven by children in child labour who previously attended school and since dropped out. The percentage of children that never attended school is also higher among those in child labour for the age groups 12–13 and 14–17.

Figure 8.3 **Per cent of children in child labour vs not in child labour attending school, currently not attending school, and never attended school by age group**
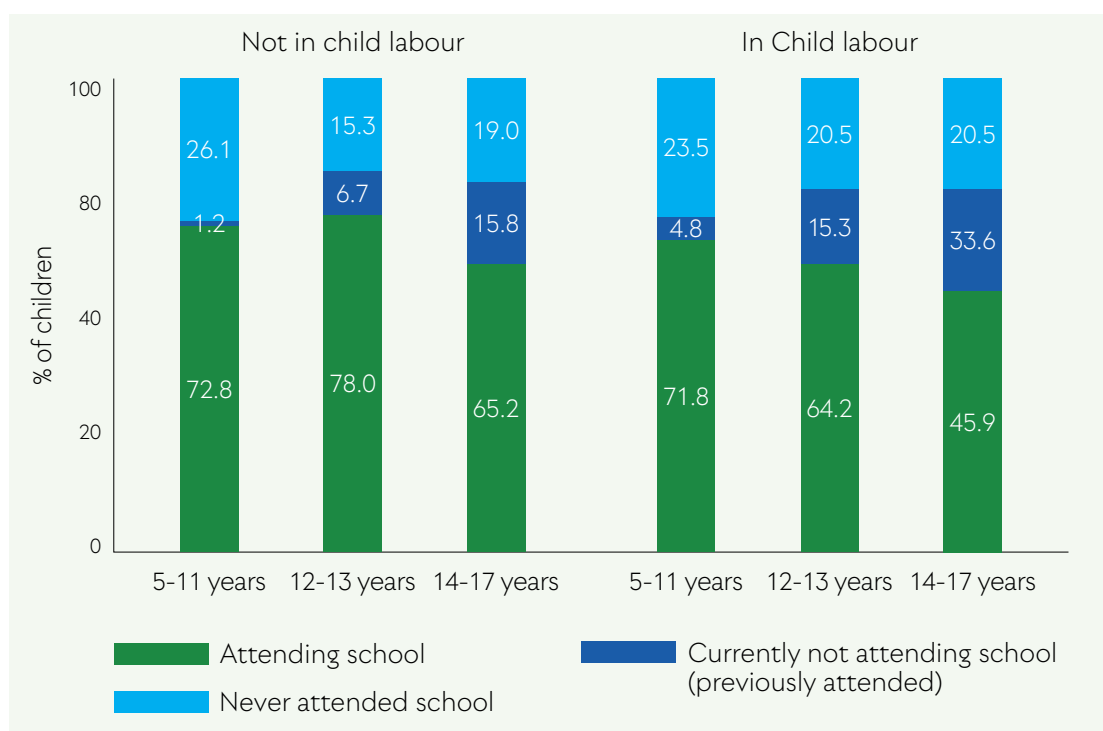
Table 8.2 shows how the percentage of children in child labour varies by school attendance status between the different industries. Overall, 42.0 per cent of children in child labour do not attend school, with 20.5 per cent currently not attending school and 21.5 per cent never attended school. The percentage of children currently attending school is highest among those working in agriculture, forestry, and fishing (71.0 per cent), followed by water collection (57.2 per cent). These two industries also tend to have the shortest hours worked. The current school attendance rate is the lowest for children in child labour employed in activities like construction (16.9 per cent). The industry with the lowest average age is water collection with 11.5, whereas the industry with the highest average age is construction with 15.6.

Table 8.2   Per cent of children 5–17 years in child labour attending, currently not attending and never attended school by industry

Characteristic	Children in child labour				Number of children in child labour
	Attending school	Currently not attending school (previously attended)	Never attended school	Average age	
Total 5–17	58.0	20.5	21.5	12.9	733,588
Industry					
Agriculture, forestry and fishing	71.0	11.1	17.9	12.5	378,517
Manufacturing	37.4	39.5	23.1	14.5	56,742
Water collection	57.2	8.0	34.8	11.5	139,865
Construction	16.9	57.7	25.4	15.6	33,733
Wholesale and retail trade	44.1	45.6	10.2	14.0	71,215
Accommodation and food service activities	30.1	37.8	32.1	13.7	15,085
Transportation and storage	30.1	54.1	15.9	14.2	14,221
Other industries	41.2	38.0	20.8	14.2	24,209

The total number of children in child labour in this table does not include children for whom information about whether the child is attending, currently not attending, or has never attended school is missing or children for whom information about the industry is missing. These records account for 3 and 204 children from the unweighted survey responses respectively, which when weighted represent 155 and 11412 children.

The median number of hours worked differs considerably depending on the school attendance status, as shown in Table 8.3. Overall, children in child labour currently attending school work a median of 11 hours per week, children in child labour currently not attending school, work 42 hours per week and children in child labour that never attended school, work a median of 17 hours per week. This establishes a link between dropping out of school and working long hours, though we cannot determine the causal mechanism behind this pattern. The median number of hours worked per week increases with age irrespective of the school attendance status, however, the increase in the median number of hours is considerably higher for those out of school. The median number

of hours worked is further higher for boys than girls, especially among children in child labour out of school (48 hours for boys and 15 hours for girls in child labour currently not attending school, and 39 hours for boys and 14 hours for girls in child labour that never attended school), which is in line with boys working more in economic activities while girls spend more hours on household activities. Interestingly, the number of hours is higher for dropouts among boys than those who never attended school, while for girls there is not clear difference between these groups.

The median number of hours worked increases with the wealth index quintile for children out of school, as shown in Table 8.3 and there is no clear trend for the education of the household head. Children in urban areas tend to work a higher median number of hours per week compared to children in rural areas. For the results by division and district see Table A8.2 in the Appendix.

Table 8.3.   Median number of hours worked per week for 5–17-year-olds in child labour attending, not attending and never attended school by sex, age group, education of household head, wealth index quintile and area of residence

Characteristic	Children in child labour			Total number of children in child labour
	Attending school	Currently not attending school (previously attended)	Never attended school	
Both sexes				
Total 5–17	11	42	17	745,000
5–11	9.5	28	11.5	252,507
12–13	13	35	21	145,618
14–17	14	46	28	346,875
Boys				
Total 5–17	12	48	39	513,893
5–11	9.5	47	14	148,449
12–13	14	43	36	100,809
14–17	14	48	47	264,635
Girls				
Total 5–17	9	15	14	231,101
5–11	8	16	11	104,057

Characteristic	Children in child labour			Total number of children in child labour
	Attending school	Currently not attending school (previously attended)	Never attended school	
12–13	10	15	16	44,803
14–17	10	14	16	82,240
Edu. HH head				
None/Pre-school	12	43	20	429,948
Primary	11	46	14	75,599
Middle	12	41	15	80,409
Secondary	10	38.5	15.5	92,278
Higher	9.5	33	16	66,348
WIQ				
Poorest	11	30	15	258,429
Second	11	40	21	178,309
Middle	11	42	28	141,689
Fourth	10	48	35	106,999
Richest	19	49	37	59,574
Residence				
Rural	11	41	17	683,277
Urban	18	48	42	61,724

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 154, 265 and 0 children.

The total number of children in child labour in this table does not include children for whom information about whether the child is attending, currently not attending or has never attended school is missing. These records account for 3 children from the unweighted survey responses respectively, which when weighted represent 155 children.

Table 8.4 is based on child–reported reasons for missing school days during the last week that comprise helping in family business, help at home with household tasks and working outside the family business. The share of children in child labour reporting that these three activities affected their school attendance during the preceding week is 5.6 per cent, with a slightly increasing share as children age, and a larger share for boys compared to girls, except for the group of children 14–17, though the number of girls who attend school and are in child labour is much lower above the age of 12 since these girls are not attending school at all.

Richer children are more likely to have missed school for a work-related reason than poorer children, though there is a downward trend with education of the household head from primary through to higher education, as shown in Table 8.4. In urban areas, the percentage is higher than in rural areas (12.2 per cent vs. 5.2 per cent).

Table 8.4. **Per cent of 5–17-year-olds in child labour who are currently attending school and report that work affects their regular attendance or studies by sex, age group, education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour currently attending school		Number of children in child labour currently attending school
	School attendance not affected by work	School attendance affected by work[40]	
Both sexes			
Total 5–17	94.4	5.6	470,487
5–11	95.1	4.9	192,568
12–13	94.6	5.4	101,670
14–17	93.6	6.4	176,249
Boys			
Total 5–17	94.3	5.7	371,206
5–11	95.0	5.0	138,200
12–13	94.4	5.6	82,299
14–17	93.7	6.3	150,708
Girls			
Total 5–17	94.8	5.2	99,281

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40 The percentage should be interpreted with caution as the questionnaire only asked if school attendance was affected by work during the last week. (i.e., It does not capture if school attendance was affected by work in periods prior to the last week).

Characteristic	Children in child labour currently attending school		Number of children in child labour currently attending school
	School attendance not affected by work	School attendance affected by work[40]	
5–11	95.4	4.6	54,368
12–13	95.2	4.8	19,371
14–17	93.2	6.8	25,542
Edu. HH head			
None/Pre-school	94.2	5.8	233,715
Primary	93.0	7.0	48,946
Middle	93.1	6.9	56,422
Secondary	95.5	4.5	73,497
Higher	96.7	3.3	57,636
WIQ			
Poorest	96.3	3.7	139,392
Second	94.9	5.1	118,391
Third	94.2	5.8	105,286
Fourth	91.8	8.2	75,047
Richest	91.5	8.5	32,371
Residence			
Rural	94.8	5.2	441,847
Urban	87.8	12.2	28,640

This table uses information about school attendance from the child questionnaire rather than the adult questionnaire.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 11, 3 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 89, 183 and 0 children.

Table 8.5 further explores the reasons for not attending school among children in child labour. The percentages are computed over the number of children in child labour that currently do not attend school and include both those that previously attended and those that never

attended school. The table shows that for children in child labour not attending school, the most common reason for not attending school is not being able to afford school (22.2 per cent), followed by school facilities/teachers not available/poor quality (20.9 per cent) and due to a lack of interest (19.8 per cent). The high percentage of children in child labour not attending school because they cannot afford may seem surprising as Article 25-A[41]of Constitution of Pakistan obligates the state to provide free education for children 5–16 years old. It is possible that this result reflects unawareness and misperceptions among the respondents about the education system in the country. This can be explored further by comparing the percentage of those that currently do not attend school (but previously attended) with those that never attended school, as those that previously attended school would know which costs are involved. In fact, those who dropped out are more than twice as likely than those who never attended to state that they do not currently attend because they cannot afford it (29.7 per cent vs. 13.9 per cent). This suggests that the associated costs, such as books and uniform, as well as the opportunity cost of going to school instead of working, pose challenges to households in their decision on whether to attend school. Moreover, the finding could indicate a lack of access to public schools, as private schools are not for free in Pakistan, or that other school related costs, such as transportation are considered.

Other reasons for children in child labour not attending school include to work or learn a job (12.9 per cent), family did not allow (9.4 per cent) and due to parents negligence/education not valuable (6.4 per cent). There are differences between the sexes with boys being more likely to not attend school due to a lack of interest (27.6 per cent vs. 9.8 per cent for girls) not being able to afford it (28.4 per cent vs. 14.4 per cent) and to work/learn a job (21.9 per cent vs 1.4 per cent) and girls being more likely to not attend school because of parents' negligence (8.3 per cent vs. 4.8 per cent for boys), school facilities or teachers not being available (34.7 per cent vs. 10.0 per cent), family did not allow (20.4 per cent vs. 0.8 per cent) and household chores (4.6 per cent vs. 0.7 per cent). Family not allowing girls to attend school is high in KP. The share of children not attending school because they cannot afford, have no interest, and to work or learn a job increases with age, while the opposite is true for the percentage of children not attending school due to parents' negligence and school facilities or teachers not being available.

Table 8.5 further shows that the prevalence of several of these reasons vary between the wealth index quintiles, with poorer children being more likely to not attend school because school facilities or teachers not being available and richer children not attending school to a greater extent because of no interest or to work/learn a job. Children in rural areas report to a higher extent parents' negligence, availability of school facilities and teachers and family did not allow attendance as reasons for not attending school, while children in urban areas more often report that they cannot afford it, or to work/learn a job. For the results by division and district see Table A8.3 in the Appendix.

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41   This states, "Right to education. —The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

Table 8.5. Per cent of 5–17-year-olds in child labour by reported reason for non-attendance in school, by sex, age group, education of household head, wealth index quintile and area of residence

Characteristic	Cannot afford	No interest	Parents negligence/ education not valuable	School facilities/teachers not available/poor quality	Family did not allow	Household chores	Work/learn job	Illness/disability	Learn holy book	Too young	Other reason	Number of children in child labour not attending school
Both sexes												
Total 5–17	22.2	19.8	6.4	20.9	9.4	2.4	12.9	1.2	1.2	0.9	2.7	299,407
5–11	13.5	10.2	12.6	29.2	18.4	3.4	4.6	1.5	1.2	3.8	1.5	65,156
12–13	21.6	18.1	7.7	25.8	8.8	2.5	11.1	1.0	1.0	0.4	2.0	49,930
14–17	25.5	23.6	3.8	16.6	6.4	2.1	16.3	1.1	1.2	0.0	3.4	184,321
Boys												
Total 5–17	28.4	27.6	4.8	10.0	0.8	0.7	21.9	1.1	1.1	0.8	2.8	167,592
5–11	21.6	17.5	8.8	32.2	0.5	0.3	11.4	0.0	1.1	5.6	1.1	21,126
12–13	26.8	24.0	8.6	11.1	4.2	0.5	21.4	0.9	0.6	0.8	1.1	24,763
14–17	29.9	30.1	3.4	6.0	0.2	0.8	23.7	1.4	1.1	0.0	3.4	121,704
Girls												
Total 5–17	14.4	9.8	8.3	34.7	20.4	4.6	1.4	1.2	1.3	1.1	2.7	131,807
5–11	9.6	6.8	14.5	27.8	27.1	4.8	1.4	2.2	1.2	3.0	1.7	44,030
12–13	16.5	12.2	6.7	40.3	13.4	4.4	0.9	1.1	1.5	0.0	3.0	25,159
14–17	16.9	11.0	4.6	37.2	18.6	4.6	1.7	0.6	1.4	0.1	3.3	62,618
Edu. HH head												
None/Pre-school	20.9	19.5	7.1	20.9	9.9	2.2	13.6	1.2	1.1	0.9	2.6	210,609
Primary	23.7	21.9	3.4	21.5	8.7	3.7	11.5	1.0	0.9	0.5	3.2	30,159
Middle	26.6	18.5	5.5	18.0	7.2	3.3	12.4	1.0	1.3	1.2	4.9	25,319
Secondary	32.1	18.2	5.2	14.8	9.5	2.2	10.7	1.3	2.1	1.8	2.1	22,696
Higher	12.2	26.1	4.1	37.6	7.1	0.8	8.8	0.2	2.0	0.0	1.1	10,524

Characteristic	Reason for not attending school											
	Cannot afford	No interest	Parents negligence/ education not valuable	School facilities/teachers not available/poor quality	Family did not allow	Household chores	Work/learn job	Illness/disability	Learn holy book	Too young	Other reason	Number of children in child labour not attending school
WIQ												
Poorest	14.7	13.1	9.6	34.3	11.9	3.0	7.8	1.1	1.6	1.1	1.9	132,733
Second	27.5	16.6	4.9	17.6	6.8	2.1	17.3	0.7	1.1	1.1	4.4	64,705
Middle	26.7	28.5	3.9	7.9	10.9	2.5	13.8	2.3	0.2	0.7	2.6	40,154
Fourth	30.0	30.7	3.1	7.1	6.7	1.4	15.6	0.8	0.9	0.6	3.2	34,274
Richest	29.9	33.4	1.9	0.0	5.2	1.8	22.0	1.6	1.1	0.2	2.7	27,541
Residence												
Rural	20.2	19.6	6.8	23.4	10.0	2.7	11.5	1.1	1.2	1.0	2.5	265,640
Urban	37.9	20.8	3.3	1.0	5.2	0.5	23.8	2.0	0.8	0.3	4.4	33,768

In this table, questions C9 and C13 are used, for which only the most appropriate option is selected. These questions are answered by children.

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 8 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 10, 1 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 65, 35 and 0 children.

The total number of children in child labour not attending school in this table does not include children for whom information about the reason for not attending school is missing. These records account for 27 children from the unweighted survey responses respectively, which when weighted represent 765 children.

In a similar way, Figure 8.3 looks at the reason for children to not attend school but uses the responses from the adult rather than the child questionnaire and compares with the percentages for children not in child labour. For children in child labour, the two main reasons to not attend school is because the family cannot afford schooling (26.8 per cent) and that there is no school or school is too far (24.3 per cent). Both reasons have a lower but still significant prevalence among children not in child labour, where 16.2 per cent cannot afford schooling and 19.7 responded that there is no school or school is too far. The share of children not in child labour that do not attend school because they are too young is the most often stated reason (27.7 per cent). Other reasons including parents' negligence and family did not allow school attendance are similar for children in child labour and not in child labour. Children in child labour are more likely to not attend school because of work (17.5 per cent vs. 0.6 per cent), no interest (22.6 per cent and 11.0 per cent) and children not in child labour are more likely to be out of school due to illness or disability (5.3 per cent vs. 1.1 per cent).

Figure 8.4   Reported reason for non–attendance or dropping out of school for children in child labour (top figure) and children not in child labour (bottom figure)
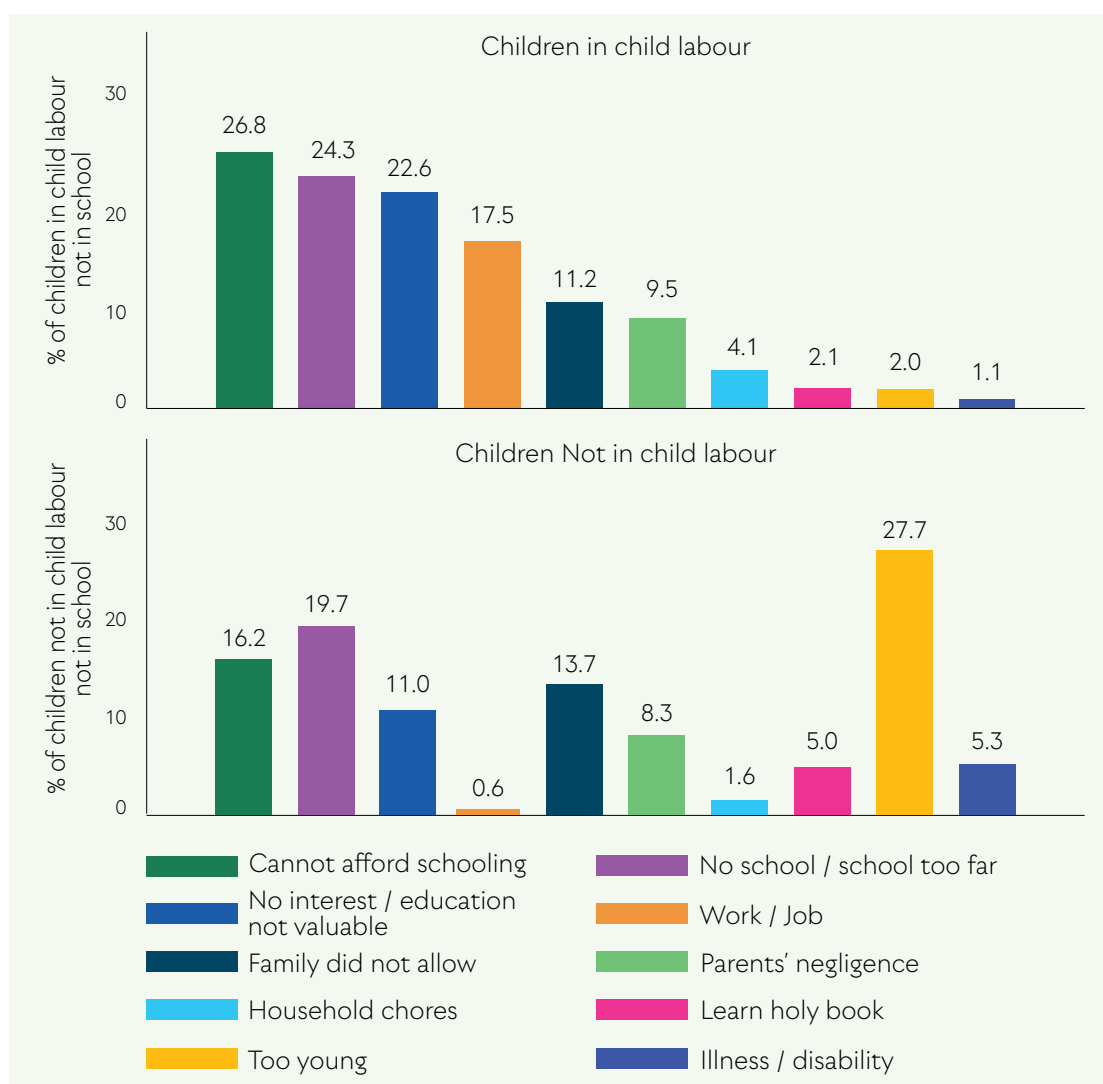
Child labour may affect school attendance either on the extensive margin, i.e., whether children are enrolled in school at all, or on the intensive margin, i.e., the frequency with which children attend school given they are enrolled. The latter may be important for children to keep up in school, though both have the potential to affect education. Table 8.6 presents the incidence of children attending any grade behind the intended grade for age, as planned in the school syllabus. Children are assumed to start school (Grade 1) at the age of 5 years, attend Grade 5 when they are 9 years old, Grade 8 when they are 12, Grade 10 when they are 14 years old and Grade 11 when they are 15 years or older. As Table 8.6 shows, most children that are currently attending school are behind the expected grade for their age irrespective of whether they are in child labour or not, although the percentage of children in child labour in the grade corresponding to their age is slightly lower (9.0 per cent vs. 9.8 per cent). For the ages 5–7, the percentage attending a grade corresponding to their age is higher for children in child labour compared to children not in child labour, while for those 13 years and above the pattern is the opposite.

The share of children not in child labour that are behind the grade corresponding to their age decreases with the wealth index quintile as well as with the education of the household head, but there is no clear trend for children in child labour according to the education of the household head as shown in Table 8.6. More wealth also appears to be linked to children keeping up in school, though this drops from the fourth to fifth wealth quintile. The percentage of children behind the grade corresponding to their age is almost the same in rural and urban areas for both children in child labour and children not in child labour. For the results by division and district see Table A8.4 in the Appendix.

Table 8.6. **Percentage of grade-age distortions for 5–17-year-olds in child labour and not in child labour attending school by age, education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour attending school		Total number of children in child labour attending school	Children not in child labour attending school		Total number of children not in child labour attending school	Total number of children attending school
	Per cent in corresponding grade	Per cent behind corresponding grade		Per cent in corresponding grade	Per cent behind corresponding grade		
Total 5–17	9.0	91.0	429,078	9.8	90.2	5,354,141	5,783,219
Age							
5	48.3	51.7	1,562	21.0	79.0	253,441	255,003
6	16.8	83.2	6,864	9.1	90.9	427,394	434,258
7	14.5	85.5	16,505	8.8	91.2	530,972	547,477
8	7.5	92.5	21,890	8.1	91.9	590,956	612,846
9	9.9	90.1	32,826	7.5	92.5	462,772	495,598
10	8.5	91.5	53,972	7.2	92.8	559,818	613,790
11	6.9	93.1	44,902	7.7	92.3	396,722	441,624
12	8.2	91.8	48,288	7.5	92.5	513,194	561,482
13	3.0	97.0	44,166	6.4	93.6	400,904	445,070

Characteristic	Children in child labour attending school		Total number of children in child labour attending school	Children not in child labour attending school		Total number of children not in child labour attending school	Total number of children attending school
	Per cent in corresponding grade	Per cent behind corresponding grade		Per cent in corresponding grade	Per cent behind corresponding grade		
14	2.9	97.1	46,006	5.0	95.0	395,767	441,773
15	1.9	98.1	41,803	3.4	96.6	323,172	364,975
16	7.2	92.8	37,445	15.7	84.3	286,231	323,676
17	35.5	64.5	32,849	44.5	55.5	212,798	245,647
Edu. HH head							
None/Pre-school	8.2	91.8	212,360	8.6	91.4	2,364,804	2,577,164
Primary	7.4	92.6	45,003	8.8	91.3	533,177	578,180
Middle	11.7	88.3	53,356	9.6	90.4	632,160	685,516
Secondary	9.4	90.6	68,343	11.0	89.0	967,824	1,036,167
Higher	10.4	89.6	49,744	12.6	87.4	850,783	900,527
Non-formal	0.0*	100.0*	39	24.3	75.7	2,834	2,873
Other	0.0*	100.0*	233	13.1	87.0	1,646	1,879
WIQ							
Poorest	5.4	94.6	121,314	7.1	92.9	778,738	900,052
Second	7.3	92.7	108,501	8.4	91.6	1,000,143	1,108,644
Middle	9.5	90.5	97,356	10.0	90.0	1,151,635	1,248,991
Fourth	15.6	84.4	70,808	10.8	89.2	1,194,694	1,265,502
Richest	12.5	87.5	31,099	11.6	88.4	1,228,931	1,260,030

Characteristic	Children in child labour attending school		Total number of children in child labour attending school	Children not in child labour attending school		Total number of children not in child labour attending school	Total number of children attending school
	Per cent in corresponding grade	Per cent behind corresponding grade		Per cent in corresponding grade	Per cent behind corresponding grade		
Residence							
Rural	9.0	91.0	401,763	9.8	90.2	4,604,017	5,005,780
Urban	9.1	90.9	27,315	9.9	90.1	750,124	777,439

The education of the household head omits the category of "Don't know". These records account for 21 individuals from the unweighted survey responses respectively, which when weighted represent 913 children.

The total number of children attending school in this table does not include children for whom information about the level of education is missing (non-formal or other standard/Madrassah education). These records account for 1466 children from the unweighted survey responses respectively, which when weighted represent 53807 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

8.3   Physical and mental health

8.3.1 Hazardous conditions

In this section, hazardous conditions are explained and explored considering the answers given by children. These conditions comprise any work performed in unhealthy environment that could expose children to hazardous substances, agents, processes, temperatures, noise levels or vibrations that has the potential of damaging their health (18th ICLS). These questions were not asked to children aged 5–9–years–old, as they were considered too young to describe the conditions of their work[42].

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42   During the survey pre–test, the questionnaire was tested in terms of the obstacles faced by respondents and enumerators when asking or understanding particular questions. Adjustments also followed expert advice on interviewing children in the region.
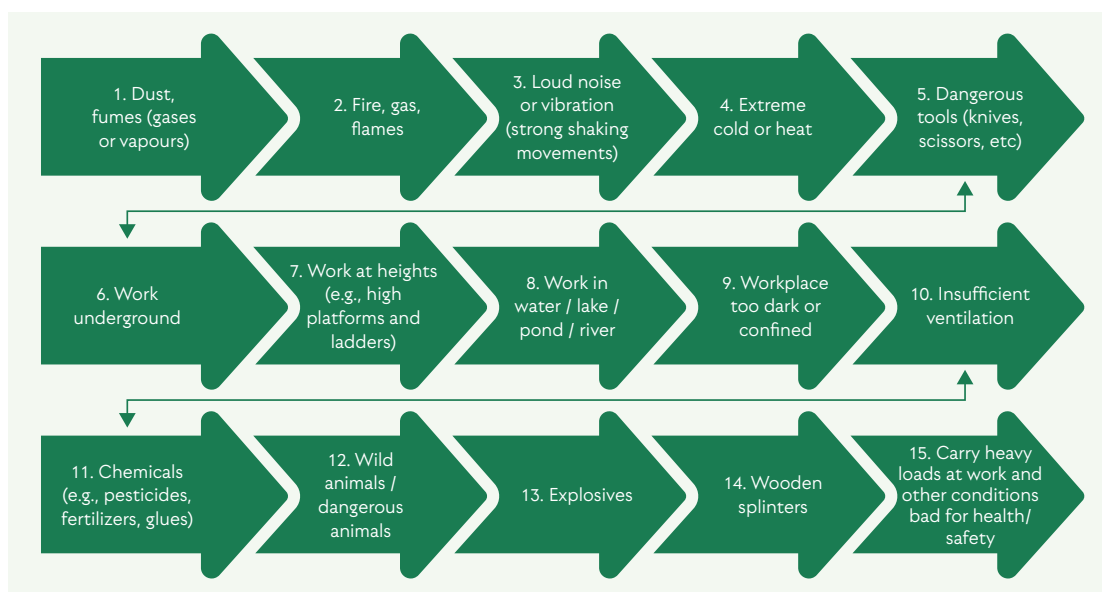
Hazardous work performed by children includes being exposed to hazardous conditions (listed above according to the questionnaire flow), work in any industry or occupation classified as hazardous, the use of any hazardous tool or equipment, work for long hours, work during night and being exposed to violence at work. The identification of hazardous occupations and industries follows the Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015 and the identification of hazardous tools and equipment is based on both i) the description children make of the tool they use, whether it is sharp, heavy, bigger than the child, power driven and fully shielded, and the ii) name and code of the tool used. In case the tool is power driven (e.g., for sawing, drilling, hammering, forming, sandblasting, grinding, etc.) or is a machine used for different purposes such as sawing, cutting, drilling, pressing, forming, and splitting stone, then the tool used is considered as hazardous, in line with the 18th ICLS as well as the Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015.

Table 8.7 shows the percentage of children in child labour who reported working under hazardous conditions. In the age group 10–11, almost two thirds of children in child labour work in hazardous conditions, while slightly more than three quarters of children in the age groups 12–13 and 14–17 in child labour work in hazardous conditions, which contributes to the fact that exposure to hazardous work increases with age. The percentage is higher for girls than boys by 8.2 percentage points of difference. Note however, that the total number of boys in hazardous conditions is higher, since more boys are in child labour.

Water collection is the industry with the largest share of children exposed to health hazards (85.2 per cent) since it entails carrying heavy loads, followed by transportation and storage (83.9 per cent) and agriculture, forestry, and fishing (78.4 per cent), as shown in Table 8.7 below. The percentage of children in child labour exposed to health hazards decreases with the wealth index quintile and is larger for children in rural areas (75.0 per cent) compared to urban (61.5 per cent). For the results by division and district see Table A8.5 in the Appendix.

Table 8.7. Number and per cent of 10–17-year-olds in child labour who reported working in hazardous conditions by sex, age group, industry, education of household head, wealth index quintile and area of residence

Characteristic	Children in child labour that reported working in hazardous conditions					
	Boys		Girls		Both sexes	
	Number	Per cent of children in child labour (Boys)	Number	Per cent of children in child labour (Girls)	Number	Per cent of children in child labour (Total)
Total 10–17	324,127	71.5	141,718	79.7	465,853	73.8
Age group						
10-11	50,924	60.2	32,892	71.1	83,817	64.0
12–13	77,147	74.5	35,230	80.7	112,385	76.3
14–17	196,056	74.0	73,595	83.8	269,651	76.4
Industry						
Agriculture, forestry and fishing	190,883	78.2	63,918	78.9	254,801	78.4
Manufacturing	19,628	55.2	10,665	65.0	30,293	58.3
Water collection	33,931	77.6	59,326	90.3	93,265	85.2
Construction	21,003	71.5	474	55.4*	21,477	71.0
Wholesale and retail trade	32,882	54.6	1,528	49.0	34,411	54.3
Accommodation and food service	5,038	49.7	73	17.9*	5,111	48.5
Transportation and storage	9,244	83.9	212	85.7*	9,456	83.9
Other industries	7,158	50.4	4,568	65.1	11,726	55.3
Edu. HH head						
None/Pre-school	186,819	71.1	86,903	81.7	273,730	74.1
Primary	32,390	70.3	14,114	79.1	46,505	72.8

Characteristic	Children in child labour that reported working in hazardous conditions					
	Boys		Girls		Both sexes	
	Number	Per cent of children in child labour (Boys)	Number	Per cent of children in child labour (Girls)	Number	Per cent of children in child labour (Total)
Middle	33,479	71.3	15,553	77.9	49,032	73.3
Secondary	43,302	74.9	14,519	72.1	57,821	74.2
Higher	28,032	70.8	10,525	79.4	38,557	73.0
WIQ						
Poorest	103,670	76.4	75,406	88.8	179,084	81.2
Second	84,231	75.8	30,186	77.5	114,417	76.3
Middle	63,757	69.1	20,156	77.2	83,913	70.9
Fourth	48,110	65.8	10,867	61.3	58,978	64.9
Richest	24,359	59.1	5,102	50.5	29,461	57.5
Residence						
Rural	297,053	72.6	135,365	80.7	432,426	75.0
Urban	27,075	61.0	6,352	63.9	33,427	61.5

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 1 individual from the unweighted survey responses, which when weighted represent 8 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 21, 1 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 155, 61 and 0 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Table 8.8 shows the percentage of children aged 10–17 in child labour by industry and exposure to different hazardous conditions. For those engaged in the agriculture, forestry and fishing industry, the most common hazard is extreme cold or heat (52.4 per cent). This is the most common hazard also in the industries manufacturing (31.3 per cent) water collection (49.9 per cent), construction (42.9 per cent), wholesale and retail trade (31.1 per cent); accommodation and food service, 38.8, transportation and storage (53.7 per cent) and other industry (30.4 per

cent). In the construction industry working at heights is reported as a significant issue (22.4 per cent), while wooden splinters are reported as a problem in agriculture, forestry and fishing as well as transportation and storage (41.4 per cent and 23.7 per cent respectively). For water collection, it is unsurprising that working in water/lake/ponds/rivers is reported as an issue (36.6 per cent).

Table 8.8. **Per cent of children 10–17 years in child labour exposed to each type of hazardous condition at work, by industry**

	Industry							
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service	Transportation and storage	Other industries
Dust, fumes (gases or vapours)	10.6	12.7	5.2	25.3	14.3	14.1	27.4	16.5
Fire, gas, flames/ electric shocks	0.4	10.4	0.5	2.6	4.3	14.8	0.7	3.7
Loud noise or vibration (strong shaking movements)	4.2	11.6	4.0	10.0	9.1	4.3	20.0	6.7
Extreme cold or heat	52.4	31.3	49.9	42.9	31.1	38.8	53.7	30.4
Dangerous tools	16.9	31.2	2.6	6.3	9.5	13.8	6.6	15.3
Work underground	0.6	0.1	0.8	1.3	0.5	5.6	0.0	0.4
Work at heights	17.1	1.0	9.1	22.4	0.9	6.2	5.7	3.5
Work in water / lake / pond / river	4.2	0.0	36.6	0.5	0.4	0.2	3.0	2.5
Workplace too dark or confined	0.6	0.4	0.3	0.9	0.9	0.9	1.1	2.0
Insufficient ventilation	1.5	0.6	0.9	0.6	0.7	0.0	0.5	0.2
Chemicals	2.5	1.8	0.0	0.9	4.6	0.0	0.3	2.6

Industry								
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service	Transportation and storage	Other industries
Wild animals/ dangerous animals	16.5	0.3	6.5	1.7	0.5	0.1	3.3	1.5
Explosives	0.1	0.8	0.0	0.6	2.0	1.5	0.5	0.2
Wooden splinters	41.4	3.9	13.6	9.9	3.2	3.2	23.7	5.5
Other processes or conditions	0.1	0.0	0.0	0.4	0.4	0.0	0.0	0.2

Figure 8.5 shows the most prevalent hazardous conditions faced by children 10–17 years in child labour. The most reported hazardous condition faced at work is carrying heavy loads (50.3 per cent), followed by extreme cold or heat (45.8 per cent), wooden splinters (26.2 per cent), dangerous tools (13.8 per cent) and work at heights (12.1 per cent).

Figure 8.5   Most prevalent hazardous condition among children in child labour
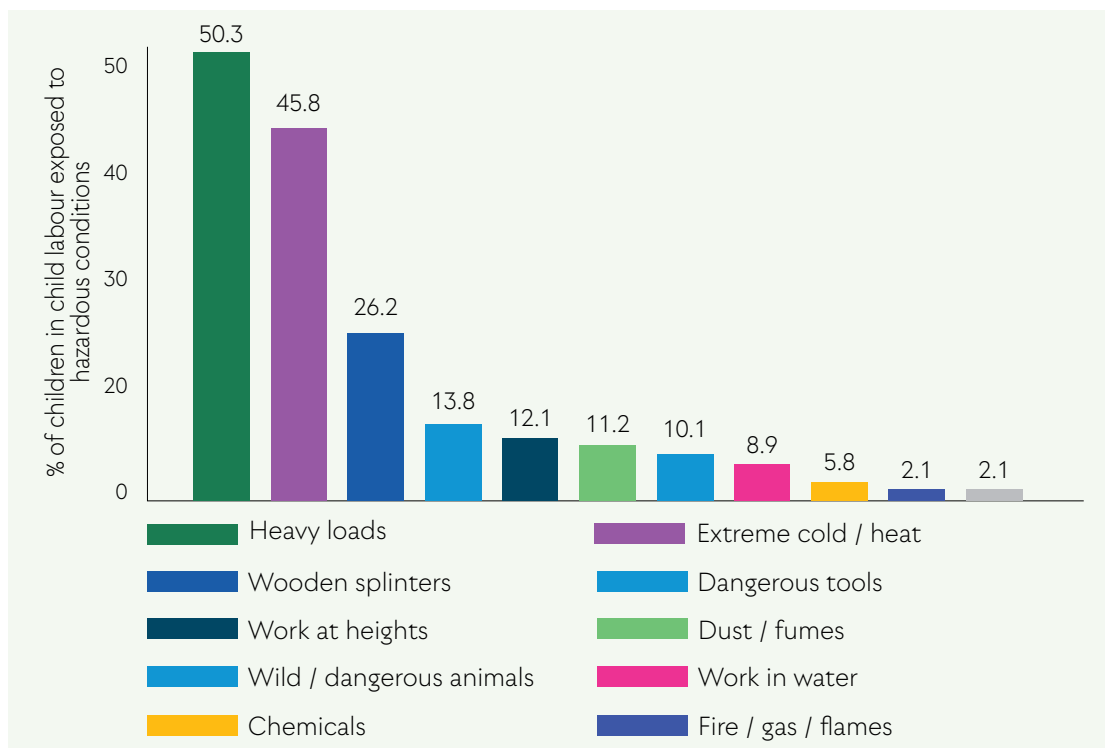
Table 8.9 shows the incidence of illnesses or injuries among working children in child labour and working children not in child labour. Overall, more than half (57.6 per cent) of children in child labour were injured or fell ill due to work. The incidence increases with age and children aged 14–17 are 6.8 percentage points more likely to be injured or fall ill due to work (53.1 per cent vs. 59.9 per cent). A slightly higher percentage of girls in child labour got injured or ill due to work compared to boys in all age groups, though the numbers in these categories are lower. Overall, working children not in child labour are 44.2 percentage points less likely to get injured or ill due to work compared to children in child labour.

Table 8.9 shows that injury prevalence seems to be higher in households with poorer socio-economic status, where 60.5 per cent of children in child labour in the poorest wealth index quintile reported an injury compared to 46.0 per cent of children living in the wealthiest households. Not only is this a higher percentage but also from a larger population meaning the number of injuries in lower wealth quintiles is noticeably higher. Injury prevalence is also more common in rural compared to urban areas (58.1 per cent and 52.5 per cent, respectively). Table A8.6 in the Appendix shows similar information but by division and district.

Table 8.9. **Number and per cent 5–17-year-olds in child labour and not in child labour who got injured or ill due to work, by age group, sex, education of household head, wealth index quintile and area of residence**

| Characteristic | Working children | | | |
| | Not in child labour | | In child labour | |
	Total number of working children not in child labour	Percentage that got ill or injured due to work	Total number of working children in child labour	Percentage that got ill or injured due to work
Both sexes				
Total 5–17	114,005	13.4	734,960	57.6
5–11	0	.	234,770	53.1
12–13	26,871	10.7	147,258	59.3
14–17	87,134	14.2	352,932	59.9
Boys				
Total 5–17	68,269	12.7	513,558	57.0
5–11	0	.	144,831	51.0
12–13	16,606	11.8	103,615	58.8
14–17	51,663	13.0	265,111	59.6

Characteristic	Working children			
	Not in child labour		In child labour	
	Total number of working children not in child labour	Percentage that got ill or injured due to work	Total number of working children in child labour	Percentage that got ill or injured due to work
Girls				
Total 5–17	45,736	14.4	221,394	59.0
5–11	0	.	89,938	56.6
12–13	10,264	9.1	43,635	60.6
14–17	35,472	15.9	87,821	60.8
Edu. HH head				
None/Pre-school	67,571	12.6	422,906	58.1
Primary	12,285	12.9	75,810	57.3
Middle	11,664	21.6	78,177	58.5
Secondary	11,995	15.5	92,228	55.9
Higher	10,481	7.6	65,485	56.6
WIQ				
Poorest	28,014	10.6	261,776	60.5
Second	28,864	15.3	174,712	56.8
Middle	31,317	14.4	138,550	59.0
Fourth	17,415	9.9	103,182	56.2
Richest	8,395	19.4	56,739	46.0
Residence				
Rural	107,138	13.7	675,041	58.1
Urban	6,867	9.1	59,919	52.5

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 8 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 22, 4 and 1 individuals from the unweighted survey responses respectively, which when weighted represent 160, 198 and 6 children.

Children working in hazardous conditions are more often injured or ill because of their work, as shown in Figure 8.5. For children aged 10–11, 12–13 and 14–17 the percentage of children in child labour who work in hazardous conditions is 49.5, 41.4 and 46.4 percentage points higher respectively compared to children in child labour who do not work in hazardous conditions. This difference in prevalence of injuries is substantial considering that the comparison is made within the group of children in child labour.

Figure 8.6   Percentage of children in child labour that experienced injuries by hazardous work condition
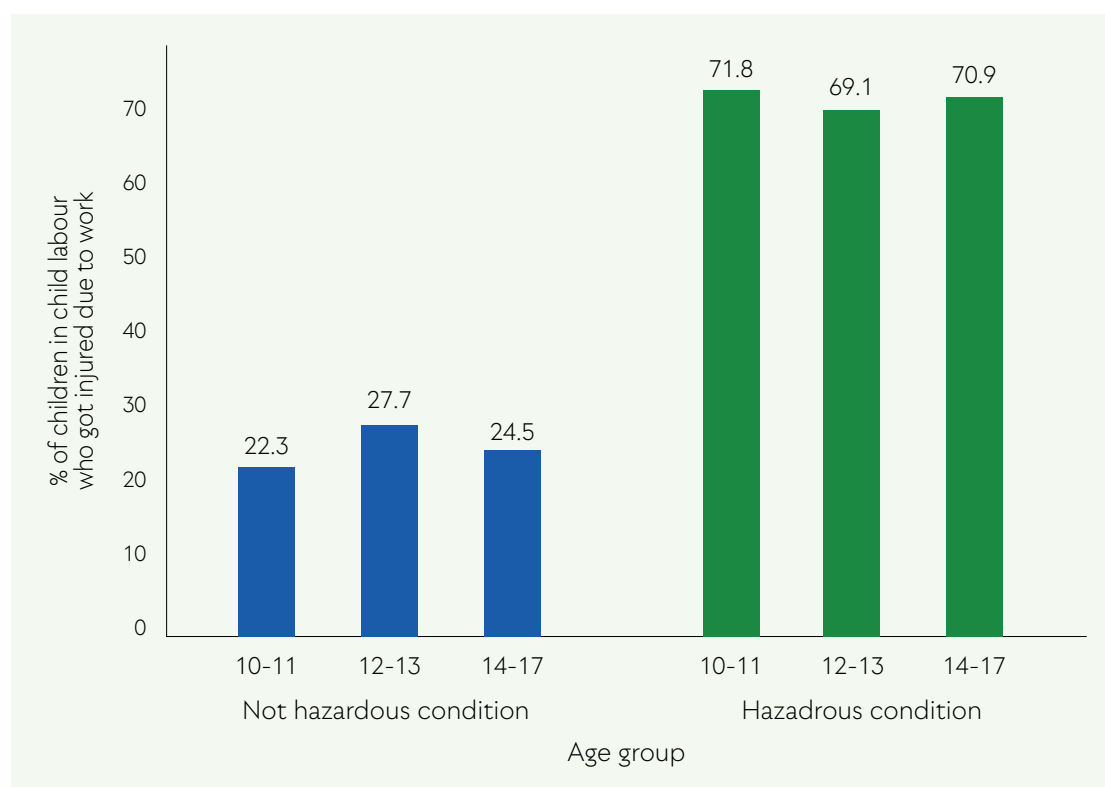
As previously mentioned in Chapter 5, in addition to hazardous conditions described above, other criteria defining child labour include work in hazardous occupations and industries as defined within KP law, and/or with hazardous tools. Overall, 7.8 per cent of children in child labour work in an occupation classified as hazardous, as shown in Figure 8.6. This percentage increases with age from 1.2 per cent among 5–11-year-olds, to 14.1 per cent for 14–17-year-olds. Boys engaged in child labour are 11 times more likely than girls to work in hazardous occupations.

Figure 8.7   Per cent of 5–17-year-olds in child labour working in hazardous occupations by sex and age group
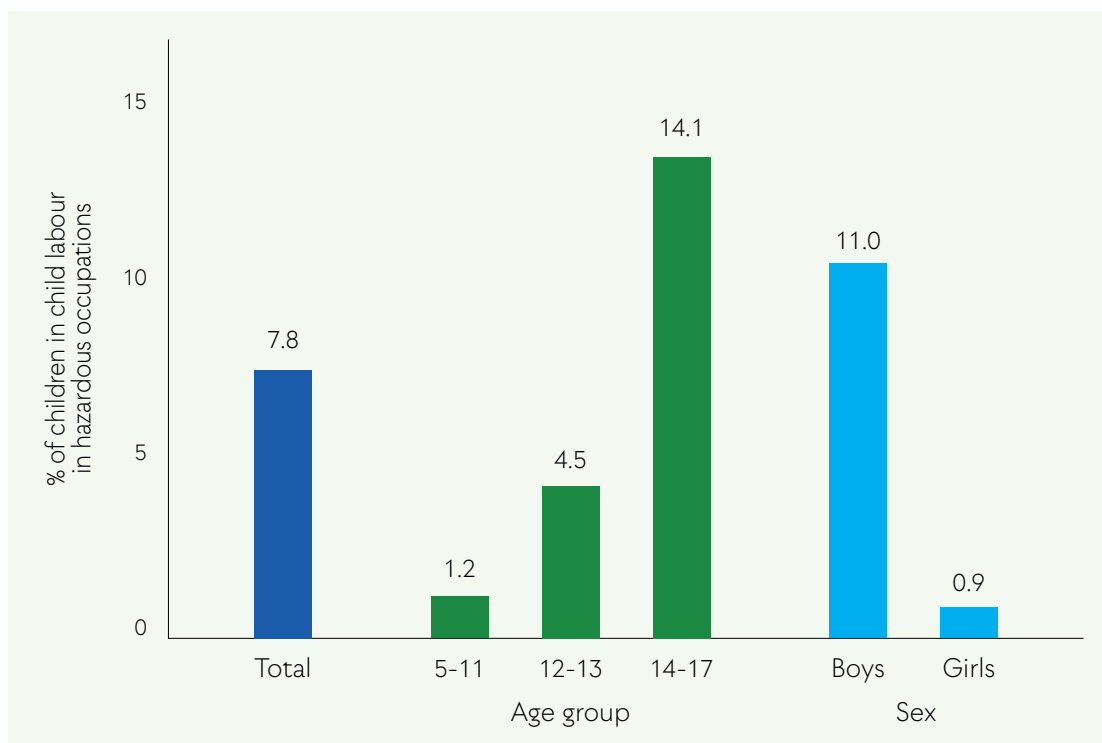
As shown in Figure 8.9, the percentage of children in child labour that work in hazardous industries is higher than the percentage working in hazardous occupations. In total, 12.5 per cent of children in child labour work in hazardous industries. The percentage is three times as high for the age group 14–17 (18.1 per cent) compared to children in the age groups 5–11 (6.1 per cent). A higher share of boys in child labour works in hazardous industries compared to girls and the difference is 9.2 percentage points.

Figure 8.8   Per cent of 5–17-year-olds in child labour working in hazardous industries by sex and age group
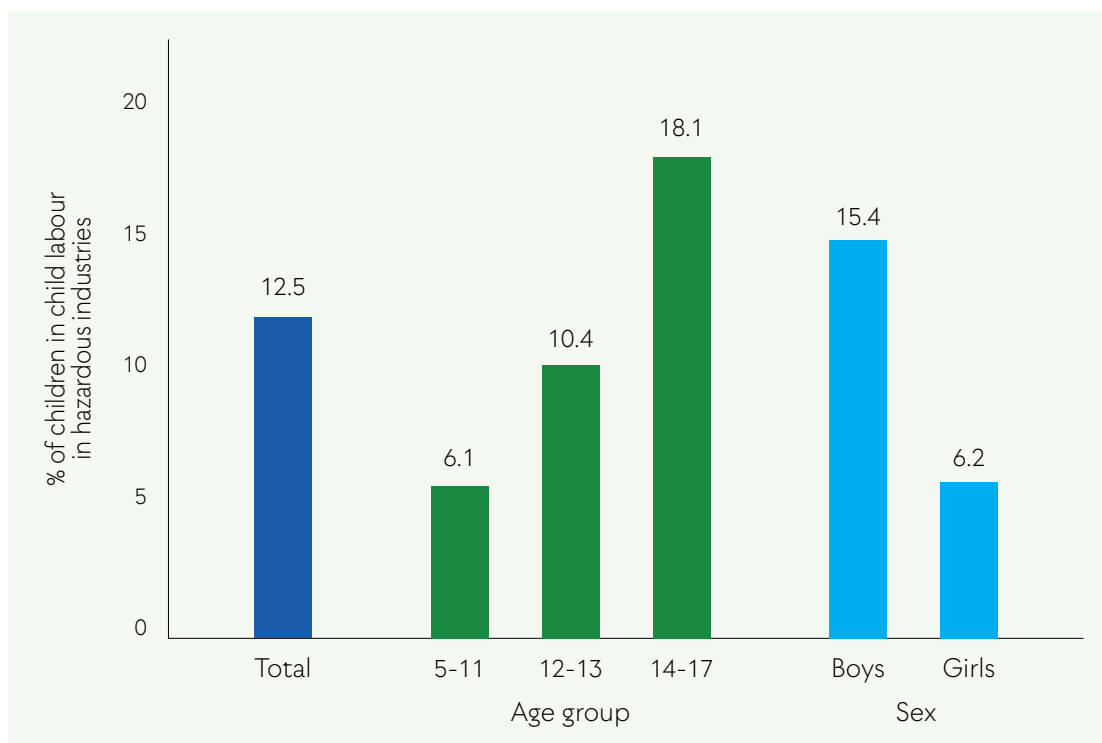
9.4 per cent of children in child labour work with hazardous tools, as shown in Figure 8.10. The percentage working with hazardous tools increases with age from 4.3 per cent for children 5–11 years old to 12.3 per cent for children 14–17 years old. The percentage of children in child labour working with hazardous tools is slightly higher for boys than girls (9.8 per cent vs. 8.6 per cent).

Figure 8.9   Per cent of 5–17-year-olds in child labour working with hazardous tools by sex and age group
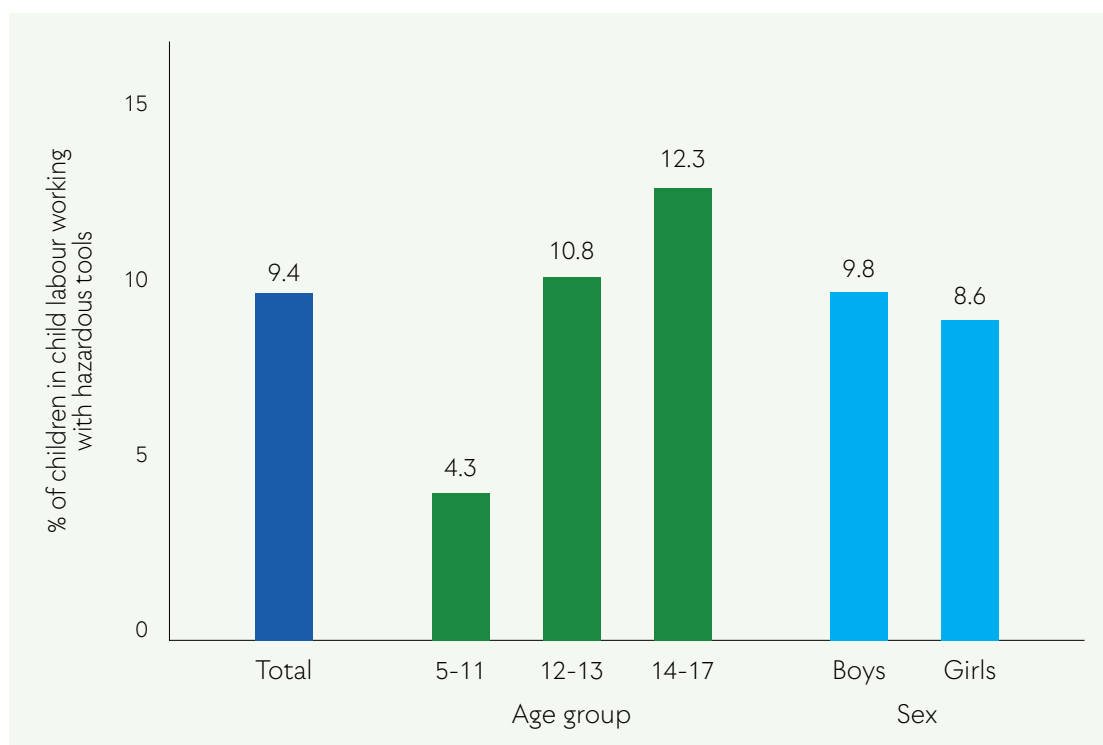
In this report, psychological abuse is measured as being constantly shouted at, repeatedly insulted, or discriminated due to gender, religion or cast, while physical abuse includes being beaten or physically hurt, and sexual abuse is measured as being touched or things were done to the respondent against their will. Figure 8.11 shows the percentage of children in child labour that experienced abuse at work. A slightly higher share of boys than girls in child labour have been exposed to any type of abuse (16.7 per cent vs. 15.0 per cent), including psychological, physical, and sexual abuse. For both sexes, psychological abuse is the most common form, followed by physical and sexual abuse. However, the risk of these numbers being underreported, due to several different factors such as fear of stigmatisation or cultural beliefs, should be noted (Hyder & Malik, 2007).

Figure 8.10 Per cent of 5–17-year-olds in child labour that experienced abuse at work by type of violence and sex
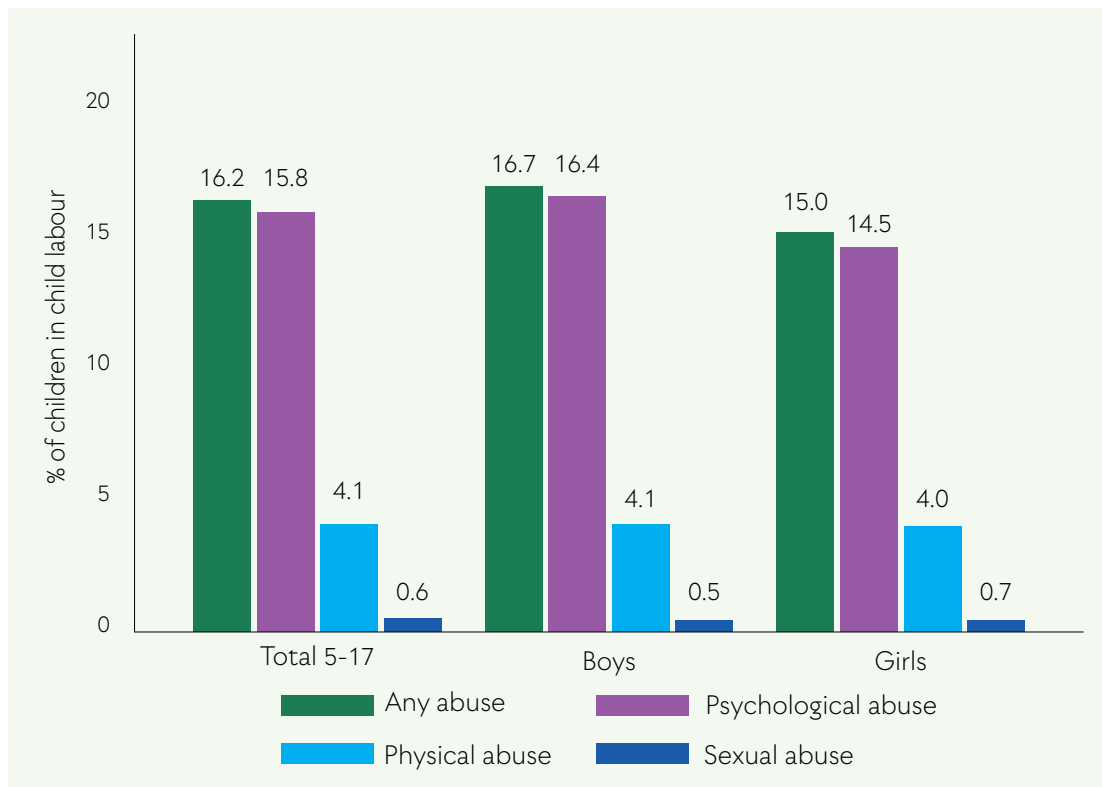
Figure 8.12 shows that children in child labour working away from home are slightly more likely to have experienced abuse at work (16.7 per cent vs. 14.1 per cent).

Figure 8.11 Abuse at work against 5–17-year-olds in child labour and location of work
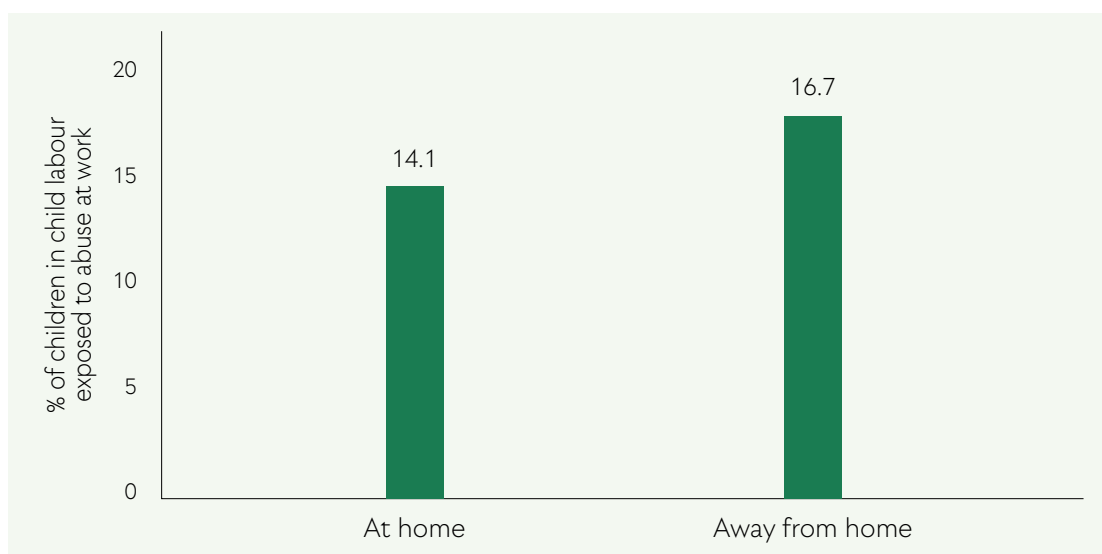
Table 8.10 shows that out of all 5–17-year-olds with disabilities, the vast majority is not working (94.9 per cent), while 3.7 per cent of children with disabilities are in child labour and 1.4 per cent are working but not in child labour. In all age groups, a higher share of boys than girls with disabilities are engaged in child labour. We also observe that the percentage of children with disabilities in child labour is higher for those living in poorer households. The difference in child labour prevalence between children with disabilities in urban areas compared to rural areas is around one percentage point (4.4 per cent vs. 3.5 per cent in rural areas). Table A8.7 in the Appendix shows similar information but by division and district.

Table 8.10. Per cent of 5–17-year-olds with disabilities, by working status, by sex, age group, education of household head, wealth index quintile and area of residence

Characteristic	Children with disabilities			
	Children not working	Children working, not in child labour	Children in child labour	Total number of children with disabilities
Both sexes				
Total 5–17	94.9	1.4	3.7	143,022
5–11	96.4	0.0	3.6	71,540
12–13	95.3	2.0	2.8	25,872
14–17	92.5	3.3	4.2	45,609
Boys				
Total 5–17	93.6	1.4	5.0	85,326
5–11	95.3	0.0	4.7	42,271
12–13	94.6	1.6	3.8	16,094
14–17	90.4	3.4	6.2	26,962
Girls				
Total 5–17	96.9	1.4	1.7	57,593
5–11	98.0	0.0	2.0	29,262
12–13	96.3	2.6	1.1	9,684
14–17	95.5	3.1	1.3	18,647

Characteristic	Children with disabilities			
	Children not working	Children working, not in child labour	Children in child labour	Total number of children with disabilities
Edu. HH head				
None/Pre-school	94.2	2.3	3.5	72,780
Primary	96.9	0.4	2.8	15,261
Middle	95.2	0.2	4.7	16,124
Secondary	93.5	0.7	5.8	23,213
Higher	98.8	0.4	0.8	15,204
WIQ				
Poorest	93.0	2.0	5.0	32,794
Second	94.6	1.6	3.8	31,030
Middle	94.7	1.4	3.8	27,446
Fourth	97.2	0.4	2.4	29,826
Richest	95.5	1.5	3.0	21,926
Residence				
Rural	94.9	1.5	3.5	124,987
Urban	94.8	0.7	4.4	18,035

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 2 individuals from the unweighted survey responses, which when weighted represent 102 children.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 8, 3 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 228, 212 and 0 children.

Figure 8.13 shows the activities performed by children with and without disabilities, including attending school, working, performing household chores, and engaging in child labour. Fewer children with disabilities work or are in child labour compared to children without any disability. This finding is consistent with different hypotheses including parents not sending children with disabilities to work or that they stop working after becoming disabled at work. Children with disabilities are not only less likely to work and engage in child labour, but also less likely to go to school and perform household chores, thus leaving them idle. Children with disabilities are 34.4 percentage points less likely to go to school than children without disabilities.

Figure 8.12 **Percentage of children attending school, performing household chores, working, and engaged in child labour by disability status**
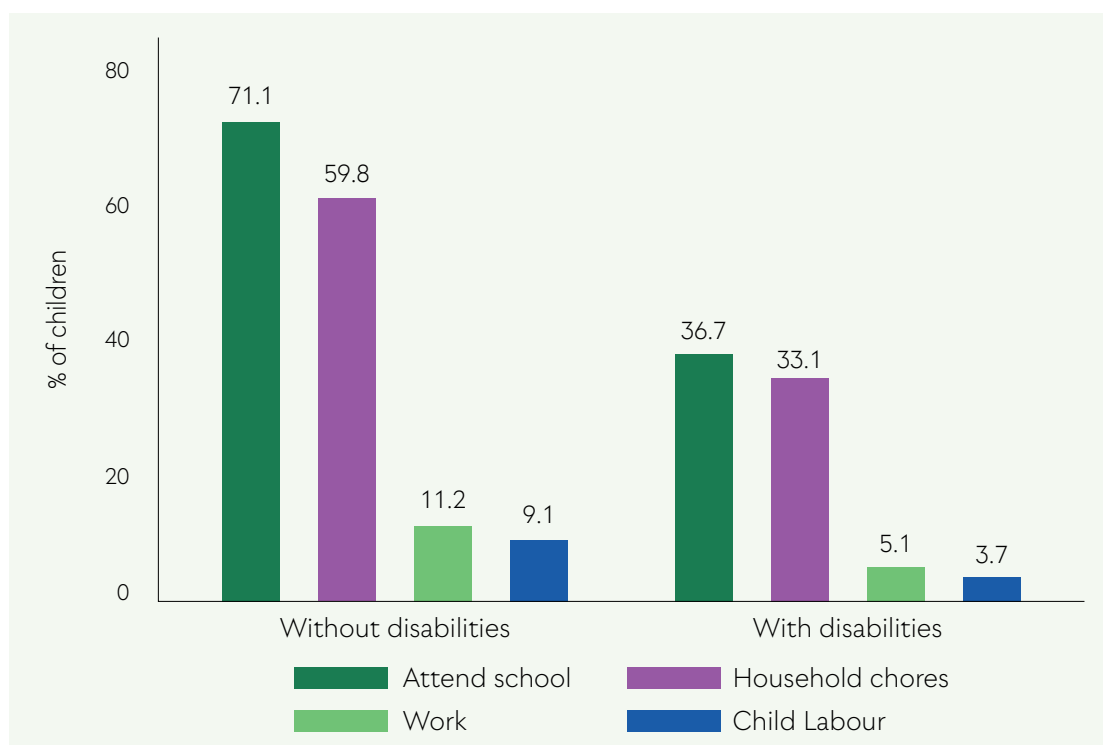
Out of children with disabilities in child labour, only 5.5 per cent obtained their disability after or at the same time as starting to work, as shown in Table 8.11. The corresponding percentage for working children not in child labour is 21.6. It is important to note however, that obtaining the disability after or at the same time as starting to work does not necessarily imply that the disability was caused by the performed work. Table A8.8 in the Appendix shows similar information by division and district.

Table 8.11. Per cent of working 5–17-year-olds in child labour and not in child labour with disabilities, by timing of disability, by age group, sex, education of household head, wealth index quintile and area of residence

Characteristic	Working children not in child labour			Children in child labour		
	Disabled prior to starting work per cent	Disabled after or at the same time as starting work per cent	Total number of working children not in child labour with disabilities	Disabled prior to starting work per cent	Disabled after or at the same time as starting work per cent	Total number of children in child labour with disabilities
Both sexes						
Total 5–17	78.4	21.6	2,017	94.5	5.5	5,236
5–11	.	.	0	98.4	1.6	2,598
12–13	98.5*	1.5*	506	100.0*	0.0*	723
14–17	71.6	28.4	1,511	87.2	12.8	1,915
Boys						
Total 5–17	63.7*	36.3*	1,181	94.8	5.2	4,280
5–11	.	.	0	97.9	2.1	1,999
12–13	100.0*	0.0*	255	100.0*	0.0*	616
14–17	53.7*	46.3*	927	89.2	10.8	1,665
Girls						
Total 5–17	99.1*	0.9*	836	93.0*	7.0*	956
5–11	.	.	0	100.0*	0.0*	598
12–13	97.0*	3.0*	252	100.0*	0.0*	107
14–17	100.0*	0.0*	585	73.3*	26.7*	250
Edu. HH head						
None/Pre-school	74.4*	25.6*	1,702	91.0	9.0	2,545
Primary	100.0*	0.0*	58	100.0*	0.0*	420

Characteristic	Working children not in child labour			Children in child labour		
	Disabled prior to starting work per cent	Disabled after or at the same time as starting work per cent	Total number of working children not in child labour with disabilities	Disabled prior to starting work per cent	Disabled after or at the same time as starting work per cent	Total number of children in child labour with disabilities
Middle	100.0*	0.0*	28	93.6*	6.4*	752
Secondary	100.0*	0.0*	169	99.5*	0.5*	1,346
Higher	100.0*	0.0*	61	100.0*	0.0*	120
WIQ						
Poorest	100.0*	0.0*	657	89.0	11.0	1,638
Second	60.1*	39.9*	500	95.8*	4.3*	1,166
Middle	100.0*	0.0*	396	95.2	4.8	1,051
Fourth	93.9*	6.1*	130	99.3*	0.7*	719
Richest	31.6*	68.5*	334	99.6*	0.4*	662
Residence						
Rural	76.9	23.1	1,889	93.5	6.5	4,435
Urban	100.0*	0.0*	129	100.0*	0.0*	801

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 1, 1 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 3, 51 and 0 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

8.3.2 Mental health

To assess mental health, the Patient Health Questionnaire–9 (PHQ-9) was adapted to children and applied to all children aged 10–17 during the Child Labour Survey. Younger children were considered too young to answer the questions. The PHQ-9 is a standard instrument for diagnosing depression in primary care. The questionnaire has diagnostic validity, is brief and the scoring method is simple, explaining its use in clinical practice as well as in research (Löwe, Unützer, Callahan, Perkins, & Kroenke, 2004). The aspects covered in this set of questions are

scored from 1 (not at all) to 4 (nearly every day), collected in a single score and classified in 5 categories of depression: none, mild, moderate, moderately severe, and severe. Table 8.12 shows self-reported mental health conditions of children in child labour and not in child labour. Out of children in child labour, 31.8 per cent reported to have depression related symptoms (mild, moderate, moderately severe, or severe) while the percentage for children not in child labour is lower at 16.2 per cent. The percentage increases with age for both children in child labour and not in child labour but is higher in all age groups for those in child labour. A higher share of girls in child labour and not in child labour compared to boys' report symptoms of depression.

Table 8.12 shows that the percentage of children in child labour who reported symptoms of depression is almost 15 percentage points higher for those working in hazardous conditions (35.8 per cent) compared to those not working in hazardous conditions (21.3 per cent). This indicates a link between physical risks faced by children and mental health. Table A8.9 in the Appendix shows similar information by division and district.

Table 8.12. Per cent of children 10–17 years in child labour and not in child labour with mental health condition, by sex, age group, education of household head, wealth index quintile, area of residence and hazardous condition

Characteristic	In child labour — Mental health condition (self-reported)						Not in child labour					
	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–17-year-olds in child labour	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–17-year-olds not in child labour
Both sexes												
Total 10–17	68.2	23.5	6.3	1.6	0.4	652,924	83.8	13.2	2.3	0.5	0.1	4,178,263
10–11	74.2	18.3	5.6	1.5	0.3	140,679	86.1	11.8	1.7	0.4	0.1	1,183,161
12–13	67.6	23.8	6.9	1.5	0.2	151,893	84.8	12.4	2.2	0.5	0.1	1,166,704
14–17	66.2	25.3	6.4	1.7	0.5	360,351	81.8	14.7	2.7	0.7	0.1	1,828,398
Boys												
Total 10–17	69.9	22.4	5.7	1.6	0.3	471,079	85.0	12.5	2.0	0.4	0.1	2,180,807
10–11	76.5	17.1	4.2	1.7	0.5	91,488	86.9	11.2	1.6	0.3	0.1	640,439
12–13	70.3	21.7	6.4	1.4	0.2	107,385	85.3	12.1	2.1	0.5	0.1	617,189
14–17	67.6	24.5	5.9	1.7	0.4	272,206	83.5	13.7	2.3	0.5	0.1	923,178
Girls												
Total 10–17	63.8	26.1	8.1	1.6	0.5	181,836	82.6	14.0	2.6	0.7	0.1	1,996,835

	Not in child labour — Mental health condition (self-reported)						In child labour — Mental health condition (self-reported)					
Characteristic	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–17-year-olds not in child labour	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–17-year-olds in child labour
10-11	85.1	12.4	1.9	0.5	0.1	542,647	69.9	20.6	8.2	1.1	0.1	49,191
12–13	84.3	12.7	2.4	0.5	0.1	549,279	61.2	28.7	8.0	1.7	0.3	44,500
14–17	80.1	15.7	3.2	0.9	0.2	904,910	61.8	27.8	8.0	1.7	0.7	88,145
Edu. HH head												
None/Pre-school	84.1	12.9	2.3	0.5	0.1	2,110,574	67.2	23.4	7.4	1.7	0.3	382,695
Primary	82.8	14.4	2.2	0.6	0.1	393,572	69.7	23.9	4.6	1.3	0.5	66,159
Middle	82.2	14.2	2.7	0.6	0.2	456,246	65.1	25.8	6.5	2.2	0.4	68,894
Secondary	82.7	13.8	2.8	0.6	0.1	661,024	69.8	23.0	5.1	1.7	0.4	80,579
Higher	86.3	11.8	1.5	0.3	0.0	553,054	75.3	21.5	2.7	0.3	0.3	54,357
Non-formal	88.4	11.6	0.0	0.0	0.0	1,841	93.2*	6.8*	0.0*	0.0*	0.0*	155
Other	81.0	19.0	0.0	0.0	0.0	1,291	0.0*	27.5*	72.5*	0.0*	0.0*	85
WIQ												
Poorest	84.0	13.1	2.1	0.6	0.2	725,146	66.5	24.8	6.3	2.1	0.3	227,585
Second	83.7	13.1	2.4	0.5	0.2	845,558	67.0	24.4	6.9	1.3	0.4	155,033

	In child labour						Not in child labour					
	Mental health condition (self-reported)						Mental health condition (self-reported)					
Characteristic	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–17-year-olds in child labour	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–17-year-olds not in child labour
Middle	71.4	21.6	5.1	1.6	0.3	122,865	84.3	12.4	2.7	0.6	0.0	864,568
Fourth	68.2	22.4	7.8	1.0	0.6	93,883	83.0	13.9	2.4	0.6	0.1	864,608
Richest	72.1	21.0	5.3	1.4	0.2	53,558	84.2	13.4	1.9	0.4	0.1	878,383
Residence												
Rural	68.3	23.6	6.1	1.6	0.4	597,026	84.0	13.1	2.3	0.5	0.1	3,606,805
Urban	67.9	22.3	8.7	1.1	0.1	55,898	83.2	13.6	2.4	0.7	0.0	571,458
Hazardous condition												
Not hazardous	78.7	15.6	3.9	1.5	0.3	165,128	.	.	.	.	.	.
Hazardous	64.2	26.5	7.2	1.7	0.4	465,853	.	.	.	.	.	.

The sum of boys and girls in the table does not equal the total number of children and adolescents since the table does not include transgender. These records account for 17 individuals from the unweighted survey responses, which when weighted represents 628 children and adolescents.

The education of the household head omits the category of "Don't know". These records account for 15 individuals from the unweighted survey responses, which when weighted represent 660 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Figure 8.14 shows that there is a link between abuse at work and reported symptoms of depression, as the percentage of children in child labour with a mental health condition is higher among those that experienced abuse compared to those that did not (54.2 per cent vs. 27.6 per cent).

Figure 8.13   Mental health condition for 10–17-year-olds in child labour and abuse at work
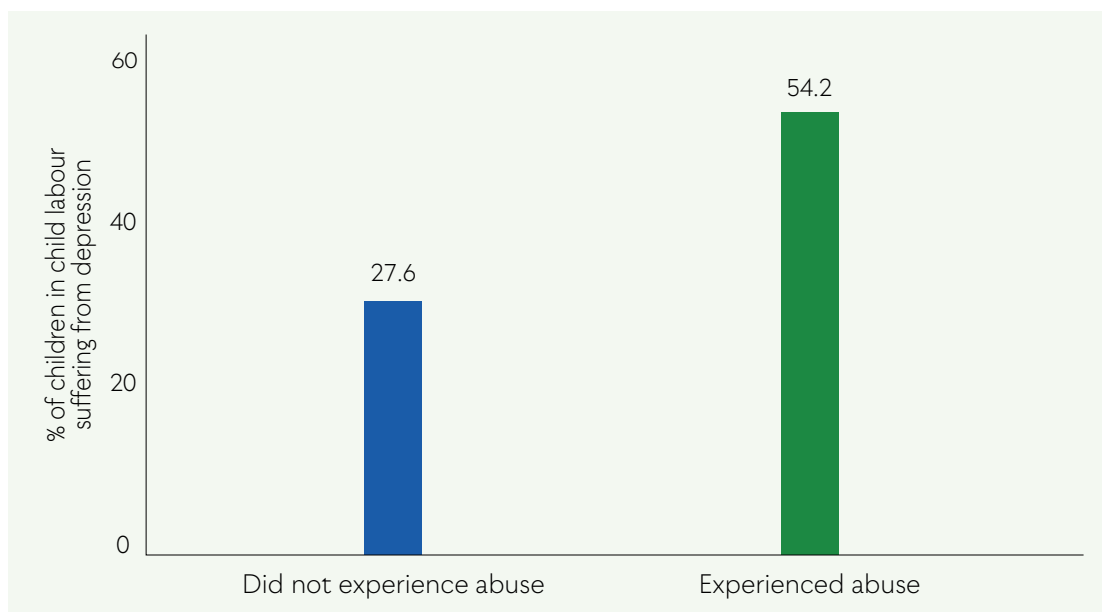
9. The context of child labour

This chapter presents the differences in the family and environmental contexts that surround children and adolescents engaged in child labour compared to those who are not in child labour. Once again it is important to note that we cannot make any causal claims based on these results, but they reveal interesting relationships and potential causes which can guide further analysis. Such potential causes could later be studied with the use of rigorous impact evaluations to better establish and understand the causes of child labour.

9.1 Household size and structure

Table 9.1 shows household demographics for children split by whether they are in child labour. The average household size (8.9 vs. 8.3), the number of adults (3.8 vs. 3.4), the average number of children (5.0 vs. 4.8), and the dependency ratio[43] (1.4 vs. 1.3) are higher for children that are not in child labour compared to children in child labour. Usually, poorer households are larger, but this does not appear to be the case in KP, where only households in the richest wealth index quintile are smaller (and the largest size is even in the fourth wealth quintile), which may explain why the average household size is larger for children not in child labour with poverty linked to child labour. Nonetheless, while the table shows that at the child level, the average household size is smaller for children in child labour compared to children not in child labour, Figure 9.1 below shows that at the household level, there is a positive correlation between household size and having at least one child 5–17 years in child labour, which is more in line with typical findings.

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43   The dependency ratio is defined as the number of household members 14 or younger plus the number of household members 65 or older divided by the number of members aged 15–64.
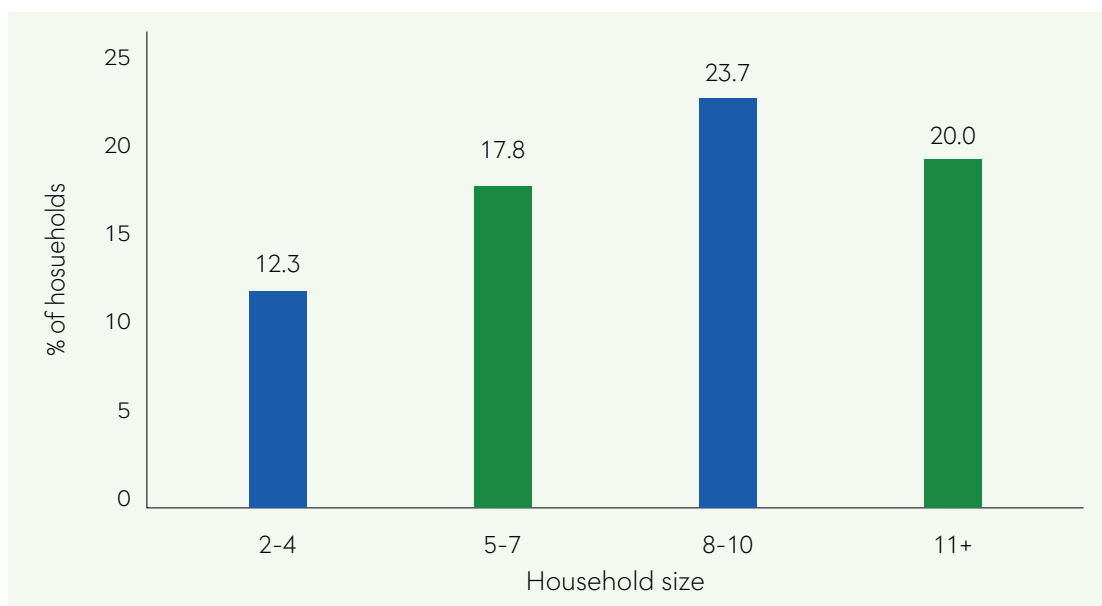
For children not in child labour, the average household size decreases with the education of the household head, and the average number of children decreases with the wealth index quintile. Table A9.1 in the Appendix shows the same information by division and district.

Table 9.1. Average household size, number of children, number of adults, and dependency ratio for 5–17-year-olds in child labour and not in child labour, by age group, sex, education of household head, wealth index quintile and area of residence

Characteristic	Not in child labour				In child labour			
	Average household size	Average number of children	Average number of adults	Average dependency ratio	Average household size	Average number of children	Average number of adults	Average dependency ratio
Both sexes								
Total 5–17	8.9	5.0	3.8	1.4	8.3	4.8	3.4	1.3
5–11	9.0	5.2	3.8	1.6	8.1	5.0	3.1	1.8
12–13	8.8	5.0	3.8	1.4	8.4	5.0	3.3	1.6
14–17	8.7	4.6	4.1	0.9	8.3	4.7	3.7	0.9

Characteristic	Not in child labour				In child labour			
	Average household size	Average number of children	Average number of adults	Average dependency ratio	Average household size	Average number of children	Average number of adults	Average dependency ratio
Boys								
Total 5–17	8.7	4.9	3.8	1.3	8.2	4.7	3.5	1.2
5–11	8.9	5.1	3.8	1.5	8.1	4.9	3.2	1.7
12–13	8.5	4.8	3.7	1.3	8.3	4.9	3.4	1.5
14–17	8.6	4.5	4.1	0.8	8.3	4.6	3.7	0.9
Girls								
Total 5–17	9.0	5.1	3.8	1.4	8.4	5.1	3.3	1.5
5–11	9.0	5.3	3.8	1.6	8.1	5.1	3.0	1.9
12–13	9.0	5.2	3.8	1.4	8.6	5.3	3.3	1.7
14–17	8.8	4.8	4.0	0.9	8.6	4.9	3.7	1.0
Edu. HH head								
None/Pre-school	9.1	5.2	3.9	1.4	8.4	4.9	3.5	1.3
Primary	8.6	4.9	3.7	1.4	8.2	4.8	3.3	1.3
Middle	8.5	4.8	3.7	1.3	8.1	4.7	3.4	1.2
Secondary	8.6	4.8	3.7	1.3	7.9	4.7	3.2	1.3
Higher	8.8	4.8	3.9	1.3	8.4	5.0	3.4	1.5
Non-formal	8.2	4.6	3.6	1.5	9.4*	5.8*	3.6*	1.0*
Other	7.6	4.4	3.2	1.2	6.6*	4.0*	2.6*	0.9*
WIQ								
Poorest	8.9	5.4	3.5	1.6	8.6	5.2	3.3	1.5
Second	8.9	5.2	3.7	1.4	8.1	4.9	3.3	1.3

Characteristic	Not in child labour				In child labour			
	Average household size	Average number of children	Average number of adults	Average dependency ratio	Average household size	Average number of children	Average number of adults	Average dependency ratio
Middle	8.9	5.0	3.9	1.3	8.0	4.6	3.5	1.2
Fourth	8.9	4.9	4.1	1.3	8.3	4.6	3.7	1.2
Richest	8.7	4.6	4.1	1.2	7.9	4.2	3.7	0.9
Residence								
Rural	8.9	5.1	3.9	1.4	8.3	4.9	3.4	1.4
Urban	8.3	4.5	3.8	1.2	7.8	4.4	3.4	1.1

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Table 9.2 shows the living arrangements for children in child labour and not in child labour. Overall, there are no major differences between children in child labour and not in child labour, though children in child labour are slightly more likely to live with their father only (1.5 per cent) as compared to children not in child labour (1.1 per cent). Girls in child labour and not in child labour are more than twice as likely than boys to live with neither mother nor father (1.9 per cent vs 0.8 per cent and 1.7 per cent vs 0.8 per cent respectively).

As shown below in Table 9.2, the percentage of children in child labour that live with their mother only decreases with the education of the household head from primary through to secondary education. For the results by division and district see Table A9.2 in the Appendix.

Table 9.2. Per cent of 5–17-year-olds in child labour and not in child labour by household structure, by age group, sex, education of household head, wealth index quintile and area of residence

| Characteristic | Not in child labour | | | | | In child labour | | | | |
| | Living arrangements (biological parents) | | | | | | | | | |
	With neither father nor mother	With father only	With mother only	With both father and mother	Number of children not in child labour	With neither father nor mother	With father only	With mother only	With both father and mother	Number of children in child labour
Both sexes										
Total 5–17	1.2	1.1	12.0	85.7	7,537,518	1.2	1.5	12.1	85.2	745,155
5–11	0.6	0.7	11.3	87.3	4,468,267	0.7	0.8	10.8	87.7	252,514
12–13	1.0	1.5	12.9	84.7	1,183,888	0.8	1.6	11.9	85.7	145,618
14–17	2.8	1.6	13.1	82.4	1,885,363	1.6	2.1	13.2	83.1	347,023
Boys										
Total 5–17	0.8	1.0	12.1	86.1	3,874,577	0.8	1.7	11.5	86.0	514,041
5–11	0.5	0.7	11.4	87.3	2,348,791	0.7	1.0	10.0	88.3	148,449
12–13	1.2	1.4	12.8	84.6	604,085	0.6	1.8	11.0	86.6	100,809
14–17	1.3	1.5	13.4	83.8	921,702	0.9	2.1	12.6	84.4	264,782
Girls										
Total 5–17	1.7	1.1	11.9	85.2	3,661,803	1.9	1.1	13.5	83.5	231,108
5–11	0.7	0.7	11.3	87.2	2,118,915	0.6	0.5	12.0	86.9	104,064
12–13	0.8	1.6	12.9	84.7	579,516	1.3	1.1	14.0	83.6	44,803
14–17	4.3	1.8	12.8	81.1	963,373	3.9	2.0	15.1	79.0	82,240
Edu. HH head										
None/Pre-school	1.4	1.0	16.8	80.7	3,802,603	1.0	1.7	16.1	81.2	430,103

Characteristic	Not in child labour					In child labour				
	Living arrangements (biological parents)									
	With neither father nor mother	With father only	With mother only	With both father and mother	Number of children not in child labour	With neither father nor mother	With father only	With mother only	With both father and mother	Number of children in child labour
Primary	1.3	1.3	10.4	87.0	727,834	1.4	2.5	8.4	87.8	75,599
Middle	0.9	0.9	7.6	90.6	822,022	1.5	1.8	6.3	90.5	80,409
Secondary	0.9	1.1	5.7	92.3	1,175,567	0.8	0.9	5.3	93.0	92,278
Higher	1.2	1.2	6.0	91.7	1,001,835	2.0	0.1	7.3	90.7	66,348
Non-formal	0.1	0.0	22.6	77.3	3,704	9.6*	2.5*	11.8*	76.2*	154
Other	0.0	0.0	0.4	99.6	2,993	0.0*	0.0*	0.0*	100.0*	265
WIQ										
Poorest	1.0	0.9	10.1	88.0	1,513,204	1.0	1.0	12.9	85.1	258,436
Second	1.2	1.3	10.6	86.8	1,561,736	1.4	1.5	11.7	85.4	178,376
Middle	1.3	0.9	13.6	84.1	1,531,707	0.5	2.3	13.4	83.8	141,689
Fourth	1.4	1.1	13.8	83.7	1,489,686	1.1	1.0	12.3	85.6	106,999
Richest	1.2	1.2	12.1	85.5	1,441,184	2.6	3.1	6.9	87.4	59,654
Residence										
Rural	1.2	1.1	12.3	85.5	6,602,601	1.1	1.4	12.2	85.3	683,431
Urban	1.2	1.3	10.4	87.1	934,916	1.3	3.3	11.9	83.5	61,724

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 27 individuals from the unweighted survey responses, which when weighted represents 1144 children.

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Children who have lost one or both of their parents may be especially vulnerable to child labour. This is investigated further in Table 9.3, which shows that the percentage of children that lost their father or their mother is higher among those in child labour (4.9 per cent and 1.5 per cent) compared to those not in child labour (3.2 per cent and 1.1 per cent). Boys in child labour are more likely than girls to have lost either both their parents or their mother or father, while the opposite is true for boys and girls not in child labour. It should further be noted that living without both parents or one parent is not synonymous with having lost both or one parent.

The percentage of children in child labour who lost their father is higher for children in child labour independent of the education of the household head (except for the small number with non-formal education) and wealth index quintile. Table A9.3 show the results by division and district.

| Table 9.3. | Per cent of 5–17-year-olds in child labour and not in child labour by parental survival, by sex, age group, education of household head, wealth index quintile and area of residence | | | | | | | |

Characteristic	Children not in child labour				Children in child labour			
	Children who have lost both parents	Children who have lost mother	Children who have lost father	Number of children not in child labour	Children who have lost both parents	Children who have lost mother	Children who have lost father	Number of children in child labour
Both sexes								
Total 5–17	0.3	1.1	3.2	7,537,518	0.2	1.5	4.9	745,155
5–11	0.1	0.7	2.1	4,468,267	0.2	0.8	2.2	252,514
12–13	0.2	1.5	3.8	1,183,888	0.3	1.2	4.2	145,618
14–17	0.5	1.7	5.4	1,885,363	0.3	2.1	7.1	347,023
Boys								
Total 5–17	0.2	1.0	3.0	3,874,577	0.3	1.6	5.3	514,041
5–11	0.1	0.7	2.0	2,348,791	0.3	1.0	2.2	148,449
12–13	0.3	1.5	3.7	604,085	0.3	1.2	4.5	100,809
14–17	0.5	1.5	5.2	921,702	0.2	2.1	7.4	264,782
Girls								
Total 5–17	0.3	1.1	3.4	3,661,803	0.2	1.3	3.8	231,108
5–11	0.2	0.7	2.3	2,118,915	0.1	0.6	2.2	104,064

Characteristic	Children not in child labour				Children in child labour			
	Children who have lost both parents	Children who have lost mother	Children who have lost father	Number of children not in child labour	Children who have lost both parents	Children who have lost mother	Children who have lost father	Number of children in child labour
12–13	0.2	1.5	3.9	579,516	0.2	1.2	3.5	44,803
14–17	0.5	1.8	5.7	963,373	0.3	2.3	6.0	82,240
Edu. HH head								
None/Pre-school	0.3	1.1	4.2	3,802,603	0.2	1.7	6.0	430,103
Primary	0.3	1.4	2.1	727,834	0.2	2.5	3.1	75,599
Middle	0.3	0.8	2.2	822,022	0.3	1.1	3.7	80,409
Secondary	0.2	1.2	1.9	1,175,567	0.5	0.9	3.0	92,278
Higher	0.2	1.0	2.6	1,001,835	0.1	0.3	3.6	66,348
Non-formal	0.1	0.0	9.4	3,704	3.0*	2.5*	2.6*	154
Other	0.0	0.0	0.0	2,993	0.0*	0.0*	0.0*	265
WIQ								
Poorest	0.2	0.9	2.9	1,513,204	0.2	1.0	4.5	258,436
Second	0.2	1.3	3.2	1,561,736	0.4	1.7	4.3	178,376
Middle	0.3	1.0	3.2	1,531,707	0.1	1.9	6.6	141,689
Fourth	0.3	1.1	3.2	1,489,686	0.2	0.9	4.9	106,999
Richest	0.2	1.1	3.6	1,441,184	0.4	3.3	4.1	59,654
Residence								
Rural	0.3	1.0	3.0	6,602,601	0.3	1.3	4.5	683,431
Urban	0.2	1.4	4.7	934,916	0.1	3.3	8.4	61,724

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

The questionnaire asks respondents whether the household head has ever changed the place of residence. Table 9.4 shows the percentage of children in child labour and not in child labour with a household head that never migrated and a household head that has migrated (including both seasonal and other than seasonal migration). Out of all children whose household head migrated, 14.6 per cent are in child labour. The percentage of children in child labour is lower among children whose household head never migrated at 8.7 per cent. Table 9.4 also shows the results by education of household head, wealth index quintile and area of residence. At all levels of education and wealth, children in households where the head has migrated are more likely to be in child labour. Children in rural households, both where the head has migrated and has not migrated are more likely to be in child labour compared to children in urban households. Table A9.4 in the Appendix show the results by division and district.

Table 9.4. Per cent of 5–17-year-olds in child labour and not in child labour by migration status of household head, by age group, sex, education of household head, wealth index quintile and area of residence

Characteristic	Household head never migrated			Household head migrated		
	Percentage of children not in child labour	Percentage of children in child labour	Total number of children	Percentage of children not in child labour	Percentage of children in child labour	Total number of children
Both sexes						
Total 5–17	91.3	8.7	7,816,122	85.4	14.6	466,550
5–11	95.0	5.0	4,446,280	88.7	11.3	274,501
12–13	89.3	10.7	1,253,754	85.1	14.9	75,752
14–17	84.8	15.2	2,116,088	77.6	22.4	116,298
Boys						
Total 5–17	88.6	11.4	4,134,202	82.6	17.4	254,416
5–11	94.3	5.7	2,355,781	90.0	10.0	141,459
12–13	86.2	13.8	659,639	78.3	21.7	45,254
14–17	78.2	21.8	1,118,782	69.8	30.2	67,703
Girls						
Total 5–17	94.4	5.6	3,680,842	88.7	11.3	212,069
5–11	95.8	4.2	2,089,938	87.3	12.7	133,042

Characteristic	Household head never migrated			Household head migrated		
	Percentage of children not in child labour	Percentage of children in child labour	Total number of children	Percentage of children not in child labour	Percentage of children in child labour	Total number of children
12–13	92.7	7.3	593,886	95.1	4.9	30,432
14–17	92.3	7.7	997,018	88.6	11.4	48,595
Edu. HH head						
None/Pre-school	90.2	9.8	3,996,489	84.0	16.0	236,218
Primary	90.8	9.2	758,737	87.2	12.8	44,696
Middle	91.3	8.7	850,381	88.4	11.6	52,050
Secondary	93.0	7.0	1,202,693	88.0	12.0	65,152
Higher	94.5	5.5	1,000,685	83.9	16.1	67,497
Non-formal	97.9	2.1	3,126	87.9	12.1	732
Other	91.8	8.2	3,230	100.0*	0.0*	29
WIQ						
Poorest	86.2	13.8	1,589,734	78.2	21.8	181,907
Second	89.9	10.1	1,646,450	86.8	13.2	93,662
Middle	91.6	8.4	1,592,496	90.3	9.7	80,901
Fourth	93.4	6.6	1,540,028	90.8	9.2	56,656
Richest	96.1	3.9	1,447,414	94.0	6.0	53,425
Residence						
Rural	91.0	9.0	6,856,919	84.9	15.1	429,114
Urban	93.9	6.1	959,204	90.6	9.4	37,437

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Whether children are more or less likely to be in child labour when the household head has migrated might depend on the reason for the change in the place of residence, which is investigated further in Figure 9.2. The figure shows that the percentage of children in child labour is the highest when the household head was looking for a job (29.5 per cent), due to family related issues (12.8 per cent), social or conflict (12.3 per cent) and due to housing (12.0), all higher than the overall child labour prevalence of 9.0 per cent.

Figure 9.2   Percentage of children in child labour by reported reason for the household head to change the place of residence

% of children in child labour

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25)
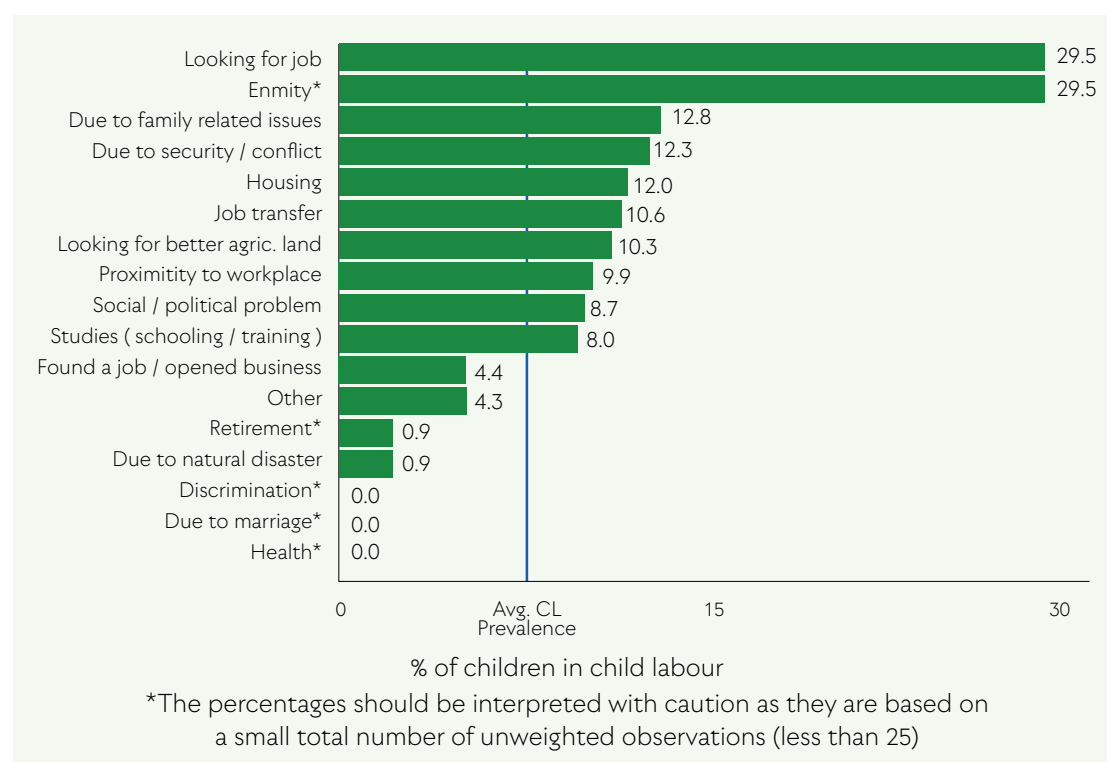
Figure 9.3 shows the relationship between child labour and sex of the household head. The prevalence of child labour is similar independent of the gender of the household head.

Figure 9.3   Percentage of children in child labour by sex of household head
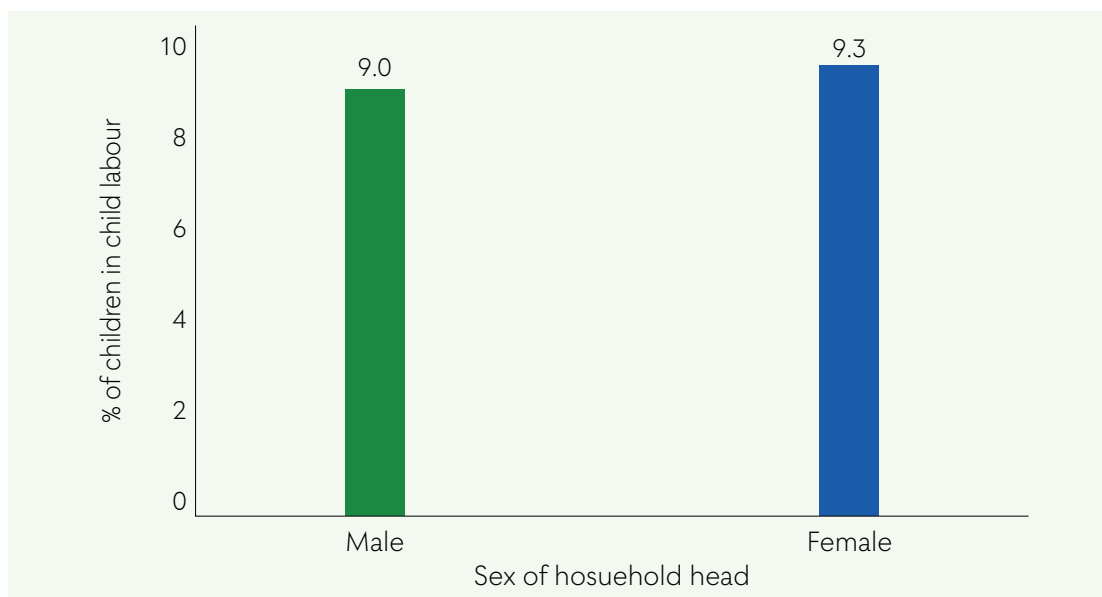
9.2   Birth certificate

Birth registration matters for determining child labour since it provides proof of whether the child has reached the minimum age for working. Figure 9.4 shows the percentage of children that have a birth certificate by child labour status. Out of children that are not in child labour, 44.3 per cent have a birth certificate while 55.3 per cent do not. Furthermore, the percentage of children in child labour with a birth certificate is lower at 38.6 per cent, while 61.1 per cent do not have a birth certificate.

Figure 9.4   Percentage of children 5–17 years with a birth certificate by child labour status

Not in child labour

In child labour

0.4%
55.3%   44.3%

Male

0.4%
61.1%   38.6%

Female

■ Has birth certificate   ■ Has no birth certificate
■ Don't know
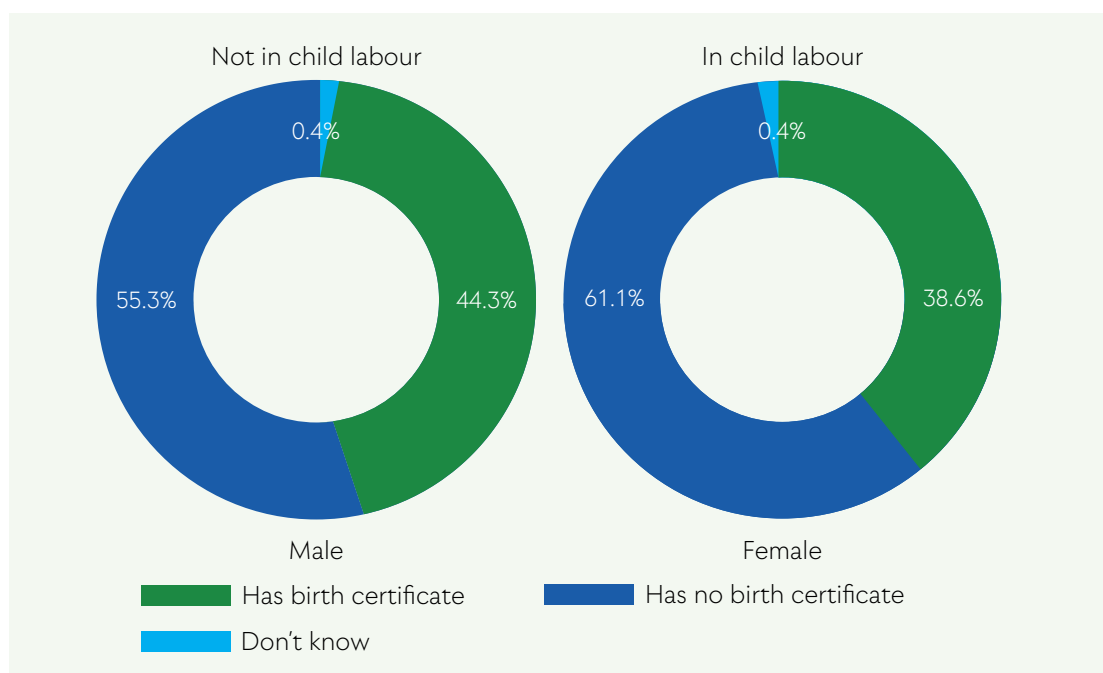
Table 9.5 provides more detailed information about the birth certificates of children in child labour and not in child labour. Here, both categories "Birth certificate seen" and "Birth certificate not seen" mean that the child reportedly has a birth certificate. However, in the first case, this was confirmed by showing the card to the enumerator while it was not in the second case. For children that are not in child labour, 14.1 per cent have a birth certificate that was seen by the enumerator and 30.2 per cent have a card that was not shown to the enumerator. The percentage of children in child labour with a birth certificate that was seen by the enumerator is slightly lower (13.9 per cent), as well as for the percentage with a birth certificate that was not shown to the enumerator (24.6 per cent). Girls in child labour are more likely than boys not to have a birth certificate (66.3 per cent vs. 58.7 per cent).

Table 9.5 also shows that the percentage of children without a birth certificate decreases with the wealth index quintile both for children in child labour and children not in child labour. A higher share of children in rural areas do not have a birth certificate compared to children in urban areas. Table A9.5 in the Appendix show the results by division and district.

Table 9.5. Per cent of 5–17-year-olds in child labour and not in child labour with birth certificate, by age group, sex, education of household head, wealth index quintile and area of residence

Characteristic	Not in child labour					In child labour				
	Birth registration card seen	Birth registration card not seen	No birth registration card	Don't know	Total	Birth registration card seen	Birth registration card not seen	No birth registration card	Don't know	Total
Both sexes										
Total 5–17	14.1	30.2	55.3	0.4	7,537,284	13.9	24.6	61.1	0.4	744,458
5–11	12.8	28.1	58.6	0.4	4,468,069	13.6	20.8	65.2	0.3	251,889
12–13	15.9	32.5	51.2	0.4	1,183,852	13.7	25.1	60.7	0.5	145,618
14–17	16.2	33.5	50.0	0.3	1,885,363	14.3	27.2	58.2	0.3	346,951
Boys										
Total 5–17	13.9	30.7	55.0	0.3	3,874,506	14.6	26.3	58.7	0.4	513,344
5–11	12.7	28.2	58.8	0.4	2,348,719	15.3	22.7	61.6	0.4	147,825
12–13	15.5	32.9	51.2	0.3	604,085	13.9	25.9	59.5	0.7	100,809
14–17	16.2	35.5	48.1	0.2	921,702	14.5	28.4	56.8	0.3	264,711
Girls										
Total 5–17	14.3	29.6	55.6	0.4	3,661,641	12.5	21.0	66.3	0.3	231,108
5–11	12.9	28.1	58.5	0.5	2,118,789	11.2	18.1	70.4	0.2	104,064
12–13	16.3	32.0	51.2	0.5	579,480	13.1	23.4	63.4	0.1	44,803
14–17	16.1	31.6	52.0	0.3	963,373	13.7	23.3	62.6	0.4	82,240
Edu. HH head										
None/Pre-school	11.0	26.7	61.9	0.4	3,802,495	11.5	22.0	66.2	0.2	429,495
Primary	17.5	29.5	52.5	0.4	727,834	18.4	28.8	52.3	0.5	75,565
Middle	18.8	31.1	49.7	0.3	822,022	20.2	25.6	54.0	0.2	80,389
Secondary	19.6	35.1	44.8	0.5	1,175,527	19.2	29.0	50.5	1.2	92,278
Higher	13.3	37.2	49.4	0.2	1,001,749	9.4	29.4	61.1	0.2	66,312
Non-formal	22.3	37.3	40.4	0.0	3,704	15.1*	9.2*	75.7*	0.0*	154
Other	9.3	31.3	59.4	0.0	2,993	30.6*	42.6*	26.8*	0.0*	265

Characteristic	Not in child labour					In child labour				
	Birth registration card seen	Birth registration card not seen	No birth registration card	Don't know	Total	Birth registration card seen	Birth registration card not seen	No birth registration card	Don't know	Total
WIQ										
Poorest	5.7	19.1	75.0	0.2	1,513,164	5.6	16.3	77.8	0.3	258,436
Second	10.8	26.1	62.6	0.4	1,561,614	14.0	23.9	61.6	0.6	177,768
Middle	16.7	29.7	53.1	0.5	1,531,697	18.0	28.6	53.1	0.3	141,670
Fourth	19.6	32.3	47.6	0.5	1,489,625	22.9	32.0	44.7	0.4	106,965
Richest	18.2	44.4	37.1	0.3	1,441,184	24.3	40.1	35.1	0.5	59,619
Residence										
Rural	13.7	28.5	57.4	0.4	6,602,368	13.5	24.1	62.0	0.4	682,770
Urban	17.2	42.2	40.5	0.1	934,916	18.9	30.8	50.3	0.0	61,689

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

There are 11 children from the unweighted survey responses for whom information about whether they have a birth certificate is missing, which when weighted represent 930 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Table 9.6 further analyses the population of children without a birth certificate to investigate whether the reasons they have not obtained a birth certificate include a lack of knowledge about the birth registration process. The table shows that the share of children without a birth certificate can be explained by a lack of knowledge about this process among the respondents. For children not in child labour, 42.4 per cent of the respondents are informed about the birth registration process, while this share is slightly lower for children in child labour at 39.1 per cent. The respondent's knowledge about the birth registration process for children without a birth certificate increases with the wealth index quintile for both children in child labour and children not in child labour. Moreover, the knowledge among the respondents is higher in urban than rural areas for both children in child labour and not in child labour. Table A9.7 in the Appendix shows the results by division and district.

Table 9.6. Per cent of 5–17-year-olds in child labour and not in child labour without a birth registration card for whom the respondent is informed about the birth registration process, by age group, sex, education of household head, wealth index quintile and area of residence

Characteristic	Not in child labour		In child labour	
	Percentage of children not in child labour for whom the respondent is informed about birth registration processes	Total number of children not in child labour without a birth registration card	Percentage of children in child labour for whom the respondent is informed about birth registration processes	Total number of children in child labour without a birth registration card
Both sexes				
Total 5–17	42.4	4,170,659	39.1	454,559
5–11	42.8	2,620,678	39.0	164,328
12–13	42.5	606,282	38.2	88,407
14–17	41.1	943,700	39.7	201,824
Boys				
Total 5–17	42.6	2,132,459	39.7	301,397
5–11	42.7	1,379,972	37.8	91,030
12–13	43.8	309,520	39.3	60,025
14–17	41.2	442,967	41.0	150,341
Girls				
Total 5–17	42.2	2,037,753	38.0	153,162
5–11	42.9	1,240,419	40.3	73,298
12–13	41.3	296,601	36.0	28,381
14–17	41.0	500,733	35.8	51,483
Edu. HH head				
None/Pre-school	37.0	2,354,493	35.3	284,326

Characteristic	Not in child labour		In child labour	
	Percentage of children not in child labour for whom the respondent is informed about birth registration processes	Total number of children not in child labour without a birth registration card	Percentage of children in child labour for whom the respondent is informed about birth registration processes	Total number of children in child labour without a birth registration card
Primary	42.7	382,446	38.0	39,508
Middle	49.6	408,894	39.6	43,406
Secondary	52.0	526,860	49.0	46,641
Higher	51.7	494,388	55.6	40,490
Non-formal	80.6	1,498	78.4*	117
Other	14.8	1,779	0.0*	71
WIQ				
Poorest	28.8	1,134,754	32.4	201,169
Second	39.3	978,326	40.6	109,456
Middle	47.8	813,653	43.9	75,224
Fourth	53.4	709,819	50.4	47,781
Richest	53.9	534,106	53.6	20,928
Residence				
Rural	41.7	3,792,073	38.2	423,520
Urban	49.3	378,586	51.4	31,039

The sum of boys and girls in the table does not equal the total number of children since the table does not include other/transgender. These records account for 6 individuals from the unweighted survey responses, which when weighted represent 446 children and adolescents.

The education of the household head omits the category of "Don't know". These records account for 10 individuals from the unweighted survey responses, which when weighted represent 301 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

9.3   Socio-economic status

The literature suggests that poverty is one of the main determinants of child labour (Pellerano, Porreca, & Rosati, 2018; Pinilla-Roncancio & Silva, 2018; Edmonds & Schady, 2012; Basu & Van, 1998; Eswaran, 1996). The findings presented in this section are in line with this strand of literature and show that child labour is more prevalent in poorer households, but at the same time, this section sheds light on and discusses the complex relationship between socio-economic status and child labour.

Table 9.7 shows the median income of households by child labour status. The median household income of children in child labour is 26,800 PKR, while it is 30,000 PKR for children that are not in child labour. The median household income varies with the household structure and for children in child labour it is the highest among those living with neither their father nor mother. For children not in child labour, it is the highest for children living with their mother only. The table further shows the median household income is lower among children in child labour and not in child labour who have lost their father.

The median household income increases with household size for both children in child labour and not in child labour (the larger the family the larger the household income[44]). The median household income increases with the wealth index quintile and the education of the household head – as expected – and is higher for children not in child labour independent of the education of the household head and wealth index quintile except for in the middle quintile where household income is the same for children not in child labour and children in child labour. The median household income is 2,000 PKR higher in urban areas compared to rural areas for both children in child labour and not in child labour, and in both rural and urban areas, the median household income is 4,000 PKR lower for children in child labour compared to children not in child labour. Table A9.8 in the Appendix shows the results by division and district.

Table 9.7.	**Median household income of 5–17-year-olds in child labour and not in child labour by household structure, parental survival, household size, education of household head, wealth index quintile and area of residence**

	Median household income		
Characteristics	**Children in child labour**	**Children not in child labour**	**Overall**
Total 5–17	26,800	30,000	30,000
Household structure			
Living with neither father nor mother	35,000	30,000	30,000
Living with father only	25,000	32,000	30,000

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44   Note that this does not hold on a per capita basis, where income is largest for the smallest household size independent of child labour status.

Characteristics	Median household income		
	Children in child labour	Children not in child labour	Overall
Living with mother only	30,000	40,000	40,000
Living with both father and mother	25,000	30,000	30,000
Living in a male-headed household	26,800	30,000	30,000
Living in a female-headed household	27,000	35,000	33,000
Parental survival			
Children who have lost both parents	30,000	28,000	30,000
Children who have lost mother	25,000	32,000	30,000
Children who have lost father	23,000	25,000	25,000
Children who have lost neither parent	27,000	30,000	30,000
Household size			
2-4	21,000	25,000	25,000
5-7	25,000	25,000	25,000
8-10	28,800	30,000	30,000
11+	40,000	50,000	49,000
Edu. HH head			
None/Pre-school	25,000	30,000	30,000
Primary	25,000	29,000	28,000
Middle	26,000	28,000	28,000
Secondary	28,000	30,000	30,000
Higher	35,000	43,000	41,000
Non-formal	30,000	25,000*	25,000

Characteristics	Median household income		
	Children in child labour	Children not in child labour	Overall
Other	80,000	20,000*	20,000
WIQ			
Poorest	22,000	24,000	24,000
Second	25,800	27,000	27,000
Middle	30,000	30,000	30,000
Fourth	32,000	35,000	35,000
Richest	35,000	40,000	40,000
Residence			
Rural	26,000	30,000	30,000
Urban	28,000	32,000	31,000

The household structure omits the category of living in a household with a transgender/other household head. These records account for 22 individuals from the unweighted survey responses, which when weighted represent 1004 children.

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Table 9.8 shows the percentage of children not in child labour and in child labour belonging to households that are currently receiving BISP or any other financial assistance from the government during the past 3 years. The percentage of children who live in households receiving BISP is higher for children in child labour than for children not in child labour (26.3 per cent vs. 19.3 per cent). The same goes for children belonging to households that received any other financial assistance from the government during the past three years, although the difference is small in absolute terms (11.6 per cent vs. 8.1 per cent). Note that this does not imply that BISP causes child labour, and neither that it does not help to reduce child labour. Since BISP eligibility, and many other financial assistances, is based on a measure of wealth, we can think of BISP receipt as an indicator for poverty. If poverty causes child labour, we expect that children in child labour are more likely to live in a household that receive BISP. That this pattern holds for each wealth index quintile then implies that BISP receipt measures poverty beyond what is captured by the wealth index. Table A9.9 in the Appendix shows the results by division and district.

Table 9.8.
Table 9.8. Per cent of 5–17-year-olds in child labour and not in child labour from households currently receiving BISP or other financial assistance during the last 3 years, by age group, sex, household size, sex of household head, education of household head, wealth index quintile and area of residence

Characteristics	Households currently receiving BISP				Households that received any other financial assistance from government (last three years)			
	Per cent of children not in child labour receiving BISP	Total number of children not in child labour receiving BISP	Per cent of children in child labour receiving BISP	Total number of children in child labour receiving BISP	Per cent of children not in child labour receiving any other financial assistance	Total number of children not in child labour receiving any other financial assistance	Per cent of children in child labour receiving any other financial assistance	Total number of children in child labour receiving any other financial assistance
Both sexes								
Total 5–17	19.3	1,454,204	26.3	195,929	8.1	612,605	11.6	86,713
5–11	19.1	854,381	25.1	63,475	8.3	371,481	11.8	29,823
12–13	19.8	233,945	27.8	40,422	7.7	91,591	11.1	16,104
14–17	19.4	365,877	26.5	92,032	7.9	149,532	11.8	40,786
Boys								
Total 5–17	19.3	747,285	25.7	132,132	8.0	310,497	12.1	61,990
5–11	19.3	454,000	27.1	40,259	8.2	192,527	11.8	17,564
12–13	19.6	118,595	25.3	25,541	7.9	47,747	11.8	11,942
14–17	18.9	174,690	25.1	66,332	7.6	70,223	12.3	32,484
Girls								
Total 5–17	19.3	706,752	27.6	63,797	8.3	301,928	10.7	24,723
5–11	18.9	400,266	22.3	23,216	8.4	178,942	11.8	12,259
12–13	19.9	115,351	33.2	14,881	7.5	43,761	9.3	4,163
14–17	19.8	191,135	31.3	25,700	8.2	79,225	10.1	8,302
Household size								
2-3	8.0	5,476	16.5	1,237	5.0	3,406	6.2	466
4-5	11.1	110,569	17.3	17,021	7.4	73,548	17.1	16,909
6-7	17.2	416,838	24.1	61,777	8.7	211,063	11.2	28,632

Characteristics	Households currently receiving BISP				Households that received any other financial assistance from government (last three years)			
	Per cent of children not in child labour receiving BISP	Total number of children not in child labour receiving BISP	Per cent of children in child labour receiving BISP	Total number of children in child labour receiving BISP	Per cent of children not in child labour receiving any other financial assistance	Total number of children not in child labour receiving any other financial assistance	Per cent of children in child labour receiving any other financial assistance	Total number of children in child labour receiving any other financial assistance
8-9	23.8	447,206	31.5	63,768	9.0	168,536	11.3	22,808
10+	21.9	474,115	28.9	52,126	7.2	156,050	9.9	17,897
Sex HH head								
Male	19.8	1,352,368	26.6	179,191	8.4	575,085	11.8	79,082
Female	14.3	101,640	23.0	16,707	5.3	37,519	10.5	7,632
Edu. HH head								
None/Pre-school	23.5	893,115	29.5	126,793	8.2	312,038	11.0	47,377
Primary	20.4	148,161	29.6	22,337	10.1	73,744	10.5	7,947
Middle	19.8	162,881	22.5	18,123	9.6	78,516	12.3	9,866
Secondary	13.9	163,105	21.9	20,254	8.3	97,783	14.1	12,996
Higher	8.6	85,740	12.5	8,321	5.0	49,697	12.8	8,513
Non-formal	15.6	577	65.6*	101	17.1	634	9.1*	14
Other	20.9	624	0.0*	0	0.0	0	0.0*	0
WIQ								
Poorest	27.9	422,525	28.3	73,112	7.7	116,877	9.0	23,164
Second	25.8	402,788	30.2	53,807	7.3	114,798	14.3	25,538
Middle	21.0	321,711	27.1	38,398	9.2	141,170	12.4	17,609
Fourth	13.6	202,439	20.8	22,241	9.0	134,299	12.9	13,807
Richest	7.3	104,741	14.0	8,371	7.3	105,460	11.1	6,594

Characteristics	Households currently receiving BISP				Households that received any other financial assistance from government (last three years)			
	Per cent of children not in child labour receiving BISP	Total number of children not in child labour receiving BISP	Per cent of children in child labour receiving BISP	Total number of children in child labour receiving BISP	Per cent of children not in child labour receiving any other financial assistance	Total number of children not in child labour receiving any other financial assistance	Per cent of children in child labour receiving any other financial assistance	Total number of children in child labour receiving any other financial assistance
Residence								
Rural	20.4	1,350,330	26.6	181,915	8.1	535,309	11.4	77,894
Urban	11.1	103,873	22.7	14,014	8.3	77,295	14.3	8,819

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender. These records account for 27 individuals from the unweighted survey responses, which when weighted represent 1144 children.

The sum of children in households with male and female household heads does not equal the total number of children since the table does not include children in households with transgender household heads. These records account for 22 individuals from the unweighted survey responses, which when weighted represent 1004 children.

The education of the household head omits the category of "Don't know". These records account for 23 individuals from the unweighted survey responses, which when weighted represent 960 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

Figure 9.5 and Figure 9.6 show the per cent of households with at least one child 5–17 years old in child labour. In total, 19.2 per cent of all households have at least one child in child labour. The percentage of households with at least one child in child labour is 6.5 percentage points higher in rural compared to urban areas. This percentage decreases steadily with the wealth index quintile and is 23.0 percentage points lower for the richest households compared to the poorest. Furthermore, the percentage of households with at least one child in child labour decreases as the education of the household head rises, from 22.2 per cent among households in which the household head has no education to 12.6 among households in which the household head has completed higher education. The percentages presented in these figures can be compared with the results at the child level in Table 7.1, showing an overall prevalence of child labour at 9.0 per cent, 9.4 and 6.2 per cent in rural and urban areas, respectively, 10.2 and 6.2 per cent for children with a household head without education and higher education, respectively, and 14.6 and 4.0 per cent among children in the poorest and richest wealth index quintile, respectively.

Figure 9.5   Per cent of households with at least one child 5–17 years in child labour by area of residence and wealth index quintile
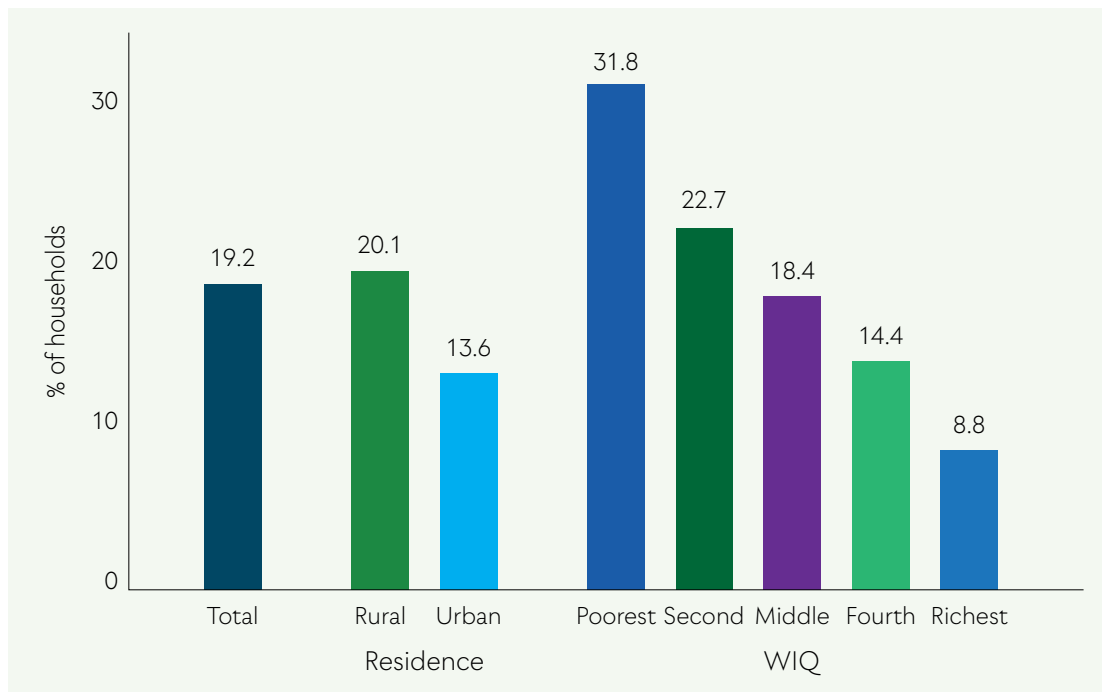
Figure 9.6   Per cent of households with at least one child 5–17 years in child labour by education of household head
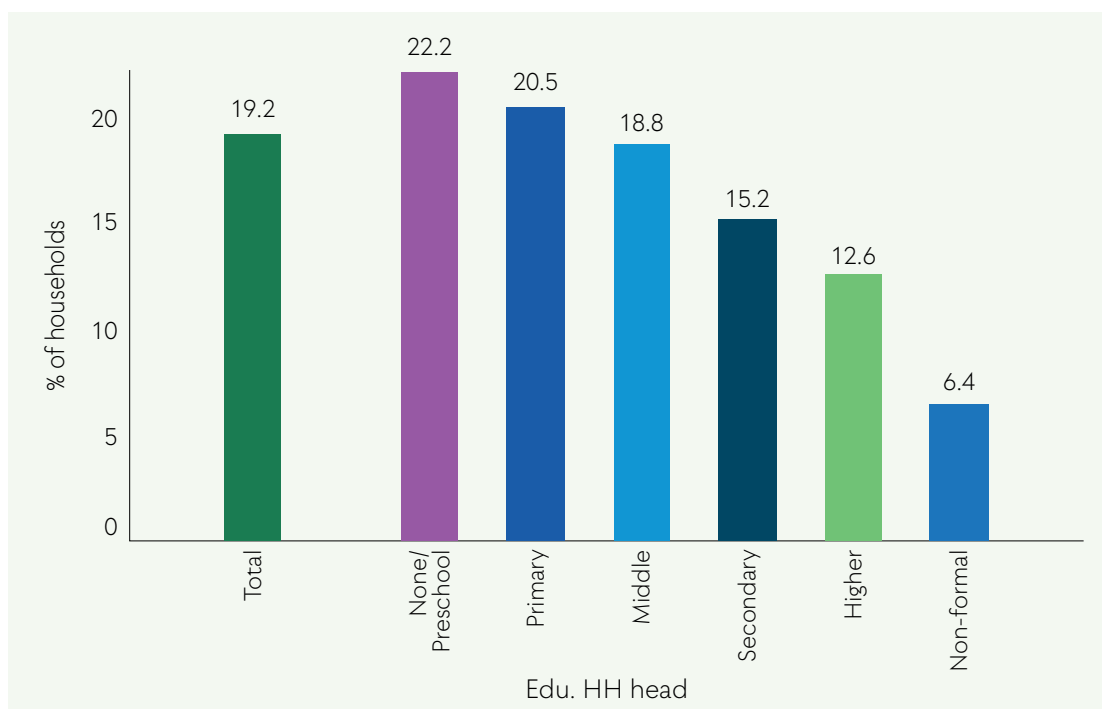
Table 9.10 below presents details about individual assets and sources of energy for cooking and water sources. These largely reflect the patterns also found in the wealth index. For example, more modern cooking solutions are more prevalent in urban households and households without child labour and a similar pattern is observed for the type of toilet facility used by a household.

For households with at least one child 5-17 years in child labour in rural areas, although 29.3 per cent use piped water, sources requiring collection are higher than for households without any child in child labour, e.g., 19.8 per cent use spring water as their main source of drinking water. Piped water is the most common source of drinking water also for households without any child 5-17 years in child labour in rural areas, although the percentage is much higher (42.8 per cent). The share of rural households without any child in child labour using spring water is considerably lower than for households with at least one child in child labour at 7.0 per cent, whereas a higher share uses a motorized pump or tube well (21.9 per cent vs. 16.3 per cent). In urban areas, 55.5 per cent of households with at least one child 5-17 years in child labour use piped water and 21.3 per cent a motorised pump or tube well. For households without any child 5-17 years in child labour, the corresponding percentages for these sources of drinking water are 53.4 per cent for piped water and 28.3 per cent for motorised pump/tube well.

Table 9.10. Number and per cent of households having at least one 5-17-year-old in child labour by socio-economic characteristics and area of residence

Characteristic	Rural				Urban			
	Households with at least one 5-17-year-old in child labour		Households without any 5-17-year-old in child labour		Households with at least one 5-17-year-old in child labour		Households without any 5-17-year-old in child labour	
	Total number of households	Per cent of households	Total number of households	Per cent of households	Total number of households	Per cent of households	Total number of households	Per cent of households
Total	486,444	100.0	1,938,626	100.0	48,821	100.0	310,131	100.0
Type of toilet								
Flush connected to public sewage	62,930	12.9	284,123	14.7	21,209	43.4	117,622	37.9
Flush connected to pit/septic tank	260,601	53.6	1,197,879	61.8	18,789	38.5	153,041	49.4
Flush connected to open drain	40,038	8.2	174,733	9.0	5,899	12.1	29,675	9.6
Dry raised latrine	28,583	5.9	84,832	4.4	1,513	3.1	4,844	1.6
Dry pit latrine	35,036	7.2	104,422	5.4	639	1.3	3,269	1.1

Characteristic	Rural				Urban			
	Households with at least one 5-17-year-old in child labour		Households without any 5-17-year-old in child labour		Households with at least one 5-17-year-old in child labour		Households without any 5-17-year-old in child labour	
	Total number of households	Per cent of households	Total number of households	Per cent of households	Total number of households	Per cent of households	Total number of households	Per cent of households
No toilet in the household	59,256	12.2	92,638	4.8	771	1.6	1,681	0.5
Main source of energy for cooking								
Wood	404,889	83.2	1,381,015	71.2	15,105	30.9	57,014	18.4
Gas	50,232	10.3	479,501	24.7	31,992	65.5	241,149	77.8
Kerosene oil	116	0.0	424	0.0	248	0.5	121	0.0
Dung cake	14,004	2.9	26,142	1.4	142	0.3	871	0.3
Electricity	1,267	0.3	14,121	0.7	191	0.4	2,328	0.8
Crop residue	1,194	0.3	2,415	0.1	88	0.2	0	0.0
Charcoal/coal	273	0.1	1,014	0.1	0	0.0	40	0.0
Solar	84	0.0	1,192	0.1	0	0.0	0	0.0
Biogas	1,269	0.3	13,427	0.7	426	0.9	7,380	2.4
Bushes and branches of tree	12,982	2.7	18,729	1.0	605	1.2	994	0.3
Other	133	0.0	645	0.0	24	0.1	234	0.1
Main source of drinking water								
Piped water	142,485	29.3	829,471	42.8	27,107	55.5	165,450	53.4
Hand pump	74,952	15.4	297,605	15.3	5,599	11.5	30,047	9.7
Motorized pumping/tube well	79,322	16.3	424,301	21.9	10,380	21.3	87,810	28.3
Open well	18,338	3.8	54,401	2.8	874	1.8	1,700	0.6
Closed well	37,172	7.6	122,082	6.3	2,672	5.5	18,297	5.9
Pond/canal/river/ stream/rain water pond	22,280	4.6	41,035	2.1	717	1.5	718	0.2

Characteristic	Rural				Urban			
	Households with at least one 5-17-year-old in child labour		Households without any 5-17-year-old in child labour		Households with at least one 5-17-year-old in child labour		Households without any 5-17-year-old in child labour	
	Total number of households	Per cent of households	Total number of households	Per cent of households	Total number of households	Per cent of households	Total number of households	Per cent of households
Spring	96,134	19.8	135,943	7.0	888	1.8	1,788	0.6
Mineral water/ bottled water	13	0.0	247	0.0	0	0.0	73	0.0
Tanker/truck/ water bearer	4,243	0.9	21,436	1.1	292	0.6	3,519	1.1
Filtration plant	992	0.2	1,630	0.1	0	0.0	533	0.2
Other	10,512	2.2	10,474	0.5	292	0.6	195	0.1

Figure 9.7 shows the percentage of children in child labour by the main source of drinking water used by the household. The percentage of children in child labour is the highest among those using spring water (20.8 per cent) and water from a pond/canal/river/stream/rainwater pond (16.6 per cent). It should be noted information about the main source of drinking water is used to construct the wealth index, and households using spring water and water from a pond/canal/ river/stream/rainwater pond are predominantly poor households, in which children are more likely to be in child labour. Additionally, these water sources are almost exclusively used by rural households, in which child labour is also more prevalent. As may be expected, among children in child labour using these sources for drinking water, a higher share is engaged in the water collection industry as compared to children using other sources for drinking water.

Figure 9.7.   Percentage of children in child labour by main source of drinking water

*The percentage should be interpreted with caution as it is based on a small total
number of unweighted observations (less than 25).
The category Other has been omitted from this figure.
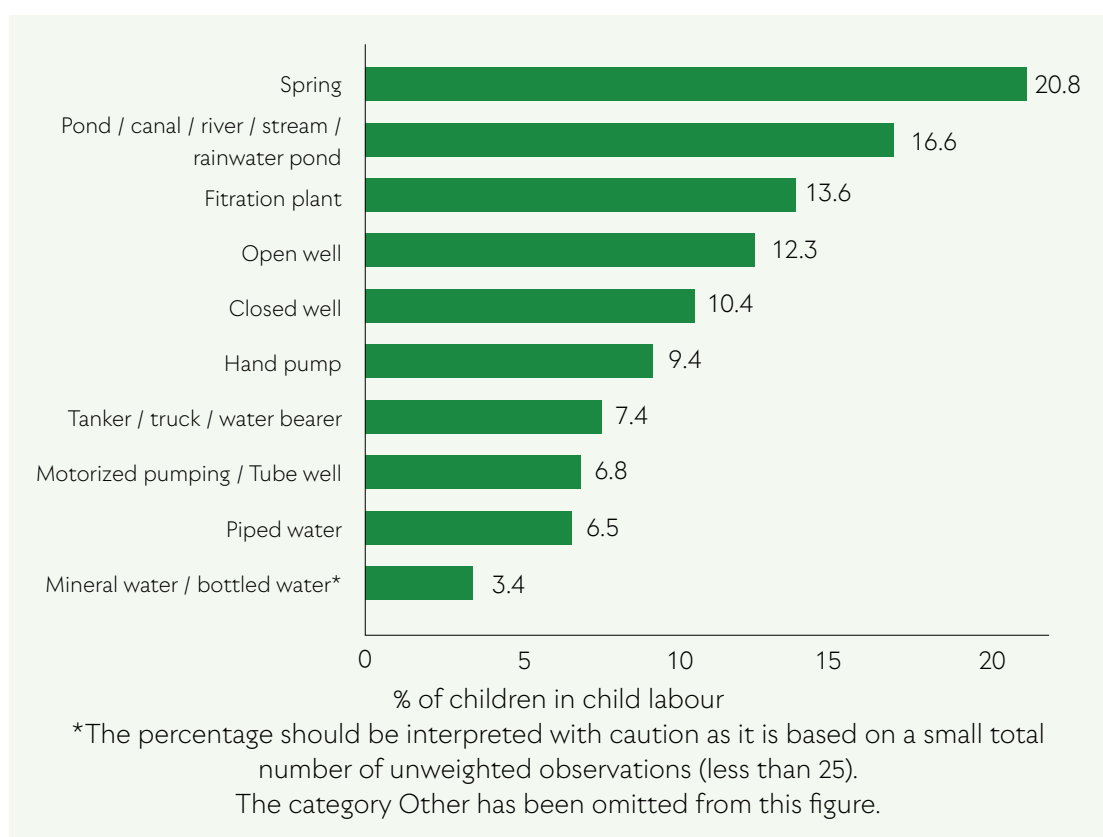
Figure 9.8 shows the percentage of households with at least one child in child labour based on the impact of COVID-19 on their economic well-being. The findings indicate that among households that reported no impact on their economic well-being due to COVID-19, 16.6 percent have at least one child in child labour. In contrast, among households that reported severe impact on their economic well-being, 19.8 percent have at least one child in child labour. While one may expect the proportion of households with at least one child in child labour to increase as the impact of COVID-19 becomes more severe, there is no clear linear relationship apparent. Rather it seems child labour is higher among households which were at all affected by COVID-19, while those not affected show a lower level. The perceived severity of the impact of COVID-19 and the resilience to shocks, may be linked to other household characteristics making it difficult to establish causality.

Table A9.6 in the Appendix shows the per cent of children aged 5-17 in child labour by impact of COVID-19 on economic well-being of the household. The results indicate that for the majority of children involved in child labour, the economic well-being of their households was mildly affected (30.1 per cent). Approximately 16 per cent of children's households were highly affected by the pandemic with a further 6.7 per cent severely affected. The proportion of children in households highly or severely affected by COVID-19 is higher among children in child labour who did not work before the pandemic (22.7 per cent vs. 21.6 per cent for those who already worked), showing that being in child labour at the time of the survey but not working before the pandemic is positively correlated with having been harder hit by COVID-19.

Table 9.11 shows the source of income, wealth index quintile and income quintile for households with at least one child in child labour and households without any child in child labour in rural and urban areas. In rural and urban areas, the percentage of households with at least one child in child labour is the highest among households receiving income from social transfers from public sources, at 29.6 per cent and 25.9 per cent, respectively. Among household in the poorest wealth index quintile, 31.8 per cent have at least one child in child labour in rural areas and 29.3 per cent in urban areas. The percentage of households with at least one child in child labour is decreasing with the wealth index quintile to 7.9 and 10.2 per cent in the richest quintile for rural and urban households, respectively. By income quintiles, the percentage of households with at least one child in child labour is the highest in the poorest quintile at 22.6 per cent (rural) and 18.2 per cent (urban) and decreases to 13.7 per cent (rural) and 8.6 per cent (urban) for the richest income quintile.

Table 9.11. Number and per cent of households having at least one child 5–17 years in child labour by area of residence, source of income, wealth index quintile and income quintile

Characteristic	Rural				Urban			
	Total number of households without any child in child labour	Per cent of households without any child in child labour	Total number of households with at least one child in child labour	Per cent of households with at least one child in child labour	Total number of households without any child in child labour	Per cent of households without any child in child labour	Total number of households with at least one child in child labour	Per cent of households with at least one child in child labour
Total	1,938,626	79.9	486,444	20.1	310,131	86.4	48,821	13.6
Source of income								
Employment/ work	1,682,173	79.0	445,604	20.9	283,418	86.0	46,248	14.0
Social transfers from public sources	229,756	70.4	96,792	29.6	23,937	74.1	8,380	25.9
Scholarship	10,608	84.6	1,931	15.4	2,109	85.9	346	14.1
Rent/property/ investments/ stock exchange	86,421	80.3	21,173	19.7	10,519	92.7	834	7.3
Private transfers	244,235	83.0	49,771	16.9	26,633	90.4	2,820	9.6
Savings/pension	112,589	85.2	19,554	14.8	20,521	91.5	1,910	8.5
WIQ								
Poorest	372,051	68.2	173,660	31.8	8,127	70.7	3,374	29.3
Second	415,271	77.2	122,713	22.8	14,637	79.1	3,869	20.9
Middle	430,103	81.8	95,747	18.2	23,891	77.5	6,927	22.5
Fourth	404,594	85.8	67,159	14.2	72,190	84.8	12,907	15.2
Richest	316,607	92.1	27,165	7.9	191,287	89.8	21,744	10.2

Characteristic	Rural				Urban			
	Total number of households without any child in child labour	Per cent of households without any child in child labour	Total number of households with at least one child in child labour	Per cent of households with at least one child in child labour	Total number of households without any child in child labour	Per cent of households without any child in child labour	Total number of households with at least one child in child labour	Per cent of households with at least one child in child labour
Income quintile								
Poorest	419,358	77.4	122,263	22.6	57,121	81.8	12,676	18.2
Second	432,522	78.5	118,488	21.5	60,191	85.1	10,542	14.9
Middle	383,080	78.1	107,156	21.9	59,047	85.2	10,255	14.8
Fourth	384,219	81.3	88,014	18.6	61,164	87.8	8,531	12.2
Richest	319,447	86.3	50,523	13.7	72,608	91.4	6,817	8.6

The number of households by source of income is greater than the total number of households because a household can have several sources of income.

Figure 9.9 displays the relationship between different shocks faced by households and child labour. The figure shows both natural shocks, including pest attacks on agricultural crops and natural disasters, and economic shocks, comprising price inflation, business closing due to economic recession and falling agricultural prices. Given that the overall child labour prevalence in KP is 9.0 per cent for children, Figure 9.9 indicates that the percentage of children in child labour is higher for those living in a household that experienced natural or economic shocks. Out of children living in a household that was affected by a pest attack on agricultural crops, the percentage in child labour is 17.2. The corresponding percentage for natural disaster is 18.8. Overall, the child labour prevalence is higher among children in households experiencing natural shocks compared to economic shocks. The prevalence of natural and economic shocks varies greatly between the districts as shown in Table A4.15 in the Appendix. The prevalence of natural shocks is the highest in Upper Dir with 13.3 per cent of households experiencing a pest attack or natural disaster, while the prevalence of economic shocks varies widely and is the highest in Hangu with 91.5 per cent of households experiencing price inflation, business closing or falling agricultural prices.

Figure 9.9   Child labour and shocks faced by household
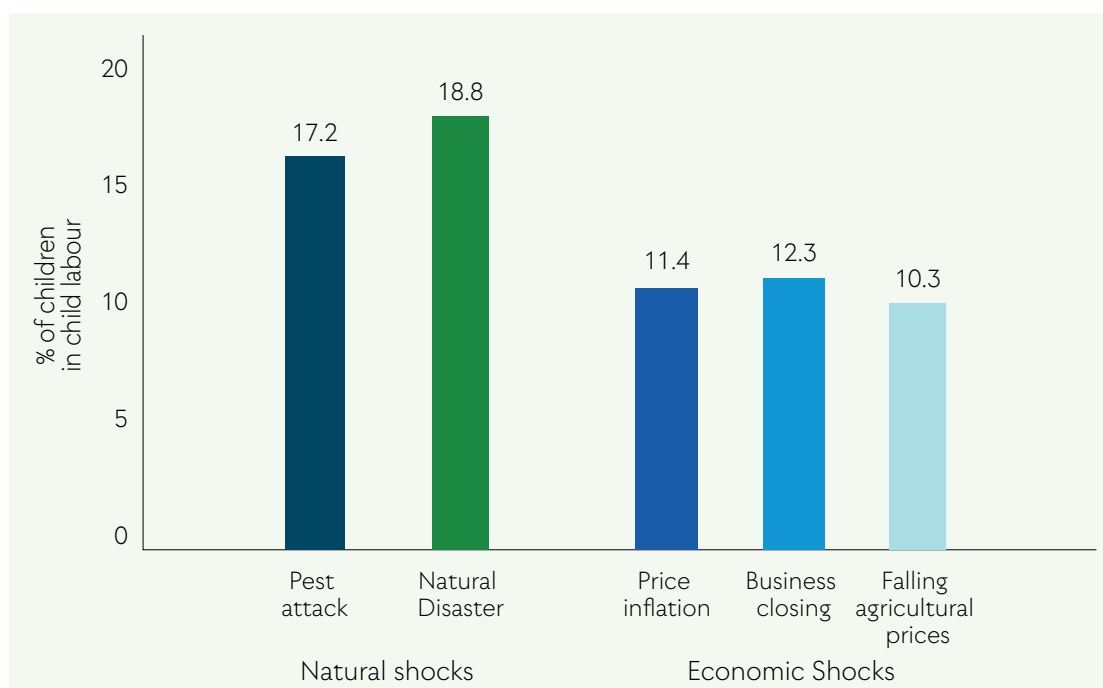
9.4   Perceptions on reason child works, what is best for child and expectations around schooling

Table 9.12 displays the most reported reasons by parents or guardians for letting children work. The most common reason for children in child labour is to support household needs (52.9 per cent). Other frequently reported reasons include to supplement family/household income (26.0), help in household enterprise (12.8 per cent) and to learn skills (10.7 per cent).

Table 9.12 further shows that the percentage of parents or guardians that let their child work to supplement family/household income and because no school is available/school is too far decreases with the education of the household head. The percentage of parents or guardians that let their child work to learn skills and due to their own interest increases strongly with the wealth index quintile, whereas the opposite pattern is true for supporting household needs. A higher share of parents or guardians in rural areas let their child work to support household needs (55.9 per cent vs. 19.3 per cent for children in urban areas), whereas parents in urban areas mostly let their child work to supplement family/household income (47.5 per cent vs. 24.0 per cent in rural areas) and to learn skills (24.9 vs. 9.4 per cent in rural areas). Table A9.11 in the Appendix shows the results by division and district.

Table 9.12. Per cent of 5–17-year-olds in child labour by reported reason of parent or guardian for letting child work, by sex, age group, education of household head, wealth index quintile and area of residence

Characteristics	Children in child labour								
	Reasons for letting child work								
	Support household needs	Supplement family/ household income	Help in household enterprise	Own will/interest	Learn skills	No school/school too far	Other educational reasons	Other reasons	Total number of children in child labour
Both sexes									
Total 5–17	52.9	26.0	12.8	9.5	10.7	2.6	6.0	6.0	745,155
5–11	65.4	12.4	14.3	11.6	5.5	2.7	4.8	5.5	252,514
12–13	56.7	25.2	14.0	8.2	10.7	2.7	5.7	5.0	145,618
14–17	42.2	36.1	11.2	8.5	14.5	2.5	7.0	6.9	347,023
Boys									
Total 5–17	46.1	33.0	13.1	9.4	12.7	1.4	6.3	6.9	514,041
5–11	59.4	15.4	14.9	13.2	7.9	1.7	4.6	6.0	148,449
12–13	52.0	31.4	14.1	9.3	12.5	0.9	5.7	5.2	100,809
14–17	36.4	43.4	11.7	7.3	15.4	1.4	7.5	8.1	264,782
Girls									
Total 5–17	68.0	10.4	12.0	9.8	6.3	5.4	5.3	4.1	231,108
5–11	73.9	8.2	13.4	9.5	2.2	4.0	4.9	4.7	104,064
12–13	67.3	11.1	13.9	5.5	6.7	6.8	5.7	4.7	44,803
14–17	61.0	12.8	9.2	12.6	11.5	6.4	5.5	3.0	82,240
Edu. HH head									
None/Pre-school	51.4	29.1	11.4	7.4	10.5	3.4	6.2	6.1	430,103
Primary	51.0	27.0	10.1	13.2	14.4	2.5	6.4	6.6	75,599

Characteristics	Children in child labour							
	Reasons for letting child work							
	Support household needs	Supplement family/ household income	Help in household enterprise	Own will/interest	Learn skills	No school/school too far	Other educational reasons	Other reasons	Total number of children in child labour
Middle	52.7	24.9	15.2	10.2	11.5	1.7	6.5	4.5	80,409
Secondary	54.7	21.9	14.9	16.2	10.8	1.1	4.6	6.5	92,278
Higher	62.1	11.3	18.5	9.2	6.5	0.8	5.3	6.8	66,348
WIQ								
Poorest	67.0	22.3	9.1	6.9	4.5	5.2	4.7	6.3	258,436
Second	56.9	26.4	11.2	8.5	8.1	1.8	4.3	4.3	178,376
Middle	50.3	24.5	17.4	11.4	12.5	0.8	6.4	5.5	141,689
Fourth	36.8	30.0	16.8	12.5	14.9	1.5	6.7	7.1	106,999
Richest	14.8	36.5	15.0	13.9	33.2	0.1	14.2	9.2	59,654
Residence								
Rural	55.9	24.0	13.1	9.7	9.4	2.8	5.5	5.8	683,431
Urban	19.3	47.5	9.6	7.4	24.9	1.1	11.9	9.0	61,724

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 1 individual from the unweighted survey responses, which when weighted represent 7 children in child labour.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 154, 265 and 0 children.

Children in child labour that earn an income were asked what they usually do with their earnings and the results are shown in Table 9.13. Out of all children in child labour, only 16.2 per cent answered that they know their average monthly cash income from their main work. Out of these, 66.5 per cent give all or part of the money to their parents or guardians, for 14.2 per cent of children the employer gives all/part of money to their parents/guardians, 21.1 per cent buy things for the household and 6.7 per cent buy things for school. Fewer girls than boys reported that they know their income (4.1 per cent vs. 21.8 per cent of boys).

Table 9.13 further shows that the percentage of children in child labour that earn an income is higher for children in the richest wealth quintiles compared to children in the poorest and the opposite pattern is true for the education of the household head. A higher share of children in child labour in urban areas answered that they know their average monthly cash income from their main work (49.4 per cent vs. 13.4 per cent for children in rural areas). Table A9.11 in the Appendix shows the results by division and district.

Table 9.13. **Per cent of 5–17-year-olds in child labour that earn an income by contribution to household income, by age group, sex, education of household head, wealth index quintile and area of residence**

| Characteristic | Children in child labour that earn an income | | | | | | | | | Percentage of children in child labour that earn an income | Number of children in child labour that earn an income |
	Give all/part of money to my parents/guardian	Employer gives all/part of money to my parents/guardians	Pay my school fees	Buy things for school	Buy things for household	Buy things for myself	Save	Travel expenses	Other		
Both sexes											
Total 5–17	66.5	14.2	2.2	6.7	21.1	17.1	1.8	0.6	3.9	16.2	134,650
5–11	66.6	11.1	2.1	12.9	15.5	16.5	1.3	1.4	1.1	3.9	11,364
12–13	66.7	14.5	1.8	8.2	12.7	22.4	1.4	0.6	4.6	11.6	18,701
14–17	66.4	14.5	2.3	5.8	23.3	16.2	1.9	0.6	4.1	27.6	104,584
Boys											
Total 5–17	66.7	14.4	2.4	7.0	21.3	16.8	1.6	0.7	4.3	21.8	123,965
5–11	64.5	12.0	2.6	13.3	17.6	16.0	1.2	1.6	1.3	5.6	9,455
12–13	67.3	13.8	1.9	8.5	12.9	23.3	1.5	0.6	5.0	15.5	17,219
14–17	66.8	14.7	2.5	6.1	23.2	15.7	1.6	0.6	4.4	33.6	97,291
Girls											
Total 5–17	63.8	12.5	0.0	3.6	19.0	20.7	4.0	0.0	0.0	4.1	10,685
5–11	77.0*	6.8*	0.0*	10.9*	5.0*	19.2*	1.9*	0.0*	0.0*	1.6*	1,909
12–13	58.7*	22.2*	0.0*	3.7*	10.4*	12.4*	0.0*	0.0*	0.0*	2.9*	1,482
14–17	61.5	12.0	0.0	1.6	24.4	22.8	5.4	0.0	0.0	8.1	7,293

Characteristic	Children in child labour that earn an income									Percentage of children in child labour that earn an income	Number of children in child labour that earn an income
	Give all/part of money to my parents/guardian	Employer gives all/part of money to my parents/guardians	Pay my school fees	Buy things for school	Buy things for household	Buy things for myself	Save	Travel expenses	Other		
Edu. HH head											
None/Pre-school	68.2	14.9	1.9	5.5	22.2	13.4	1.0	0.6	3.8	18.6	89,430
Primary	69.4	13.0	1.2	4.1	16.2	24.5	0.4	1.1	3.8	18.2	15,251
Middle	58.6	18.4	3.9	12.3	27.7	16.2	7.6	0.6	2.5	14.4	12,616
Secondary	58.7	8.7	3.9	13.1	16.0	31.8	2.3	0.8	4.5	12.5	12,655
Higher	65.4	9.7	3.0	7.2	12.3	24.9	3.7	0.0	9.1	5.9	4,695
WIQ											
Poorest	71.6	19.8	2.1	7.3	23.5	13.1	1.5	1.3	4.0	9.0	27,509
Second	65.0	10.9	3.3	5.7	31.5	12.8	2.1	0.3	3.0	15.3	30,107
Middle	63.7	15.9	1.8	5.0	22.4	17.4	2.3	0.3	4.2	16.1	24,979
Fourth	70.1	12.3	2.5	6.7	17.7	18.8	0.4	0.3	3.8	22.9	26,042
Richest	61.9	12.6	1.2	8.9	8.9	24.1	2.5	1.0	4.9	42.3	26,013
Residence											
Rural	64.9	15.3	2.8	7.5	23.4	17.8	2.2	0.7	4.3	13.4	102,903
Urban	71.6	10.7	0.3	4.3	13.8	14.7	0.3	0.5	2.8	49.4	31,747

The sum of boys and girls in the table does not equal the total number of children since the table does not include other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represent 8 children and adolescents.

The education of the household head omits the categories of "Non-formal", "Other" and "Don't know". These records account for 24, 5 and 0 individuals from the unweighted survey responses respectively, which when weighted represent 167, 316 and 0 children.

*The percentages should be interpreted with caution as they are based on a small total number of unweighted observations (less than 25).

10. Policy recommendations and conclusions

Child labour is a complex issue that calls for a clear understanding of its social, economic, cultural, and political causes and drivers. The results provide a basis for conducting further analysis with the aim of eliminating all forms of child labour. This chapter presents the conclusions and a range of issues, identified through the KPCLS, which policymakers may seek to address. Child labour poses a set of challenges which call for a wide array of coordinated policy responses from different actors targeting areas such as education, social protection, labour markets, and legal standards and regulation. Some potential policy mechanisms are detailed below, based on policies and programmes which have been successful in other contexts. A full assessment should be made prior to implementing these in the context of KP, preferably collecting evidence on their effectiveness through rigorous impact evaluations that are gender and age sensitive and consider the particularities of each division and district in the province.

10.1 Education

- Most children aged 5–17 attend school only and do not work (64.2 per cent). The second largest group of children consists of those neither attending school nor working (typically described as idle) (24.7 per cent). The percentage of idle girls (34.3 per cent) is more than twice as high compared to the percentage of idle boys (16.2 per cent). The gender difference is even larger among ever married children, with ever married girls almost five times more likely to be idle compared to ever married boys (63.6 per cent vs. 12.8 per cent).

- School attendance increases up to 83.3 per cent at age 9 and fluctuates a little before decreasing with age after the age 11, when children transition out of primary school. The survey responses suggest that the most common reason for children in child labour not attending school is because they cannot afford schooling, with the percentage increasing as children age (from 13.5 per cent for those aged 5–11 to 25.5 per cent for those aged 15–17). Other reasons include that school facilities or teachers are not available, which is more common for girls, and a lack of interest, which is more common for boys. Boys in child labour are more likely not to attend school in order to work or learn a job, whereas girls in child labour are more likely not to attend school because the family did not allow it.

  - Costs including uniforms, meals, transportation, and books may pose a barrier for children to access schooling. Programmes could subsidise such items for children attending school (ILO, 2017).

  - An assessment of the time required for rural households to reach the next school may help identify where investment in school and transport infrastructure is needed.

  - Focus on ensuring safe and widely available transportation for girls so parents feel that their daughters are safe when traveling to school, and making sure that school facilities are catered to the needs of girls in terms of hygiene and sanitation.

  - Developing tools to increase students' interest in education is another important step to increase school attendance. Further exploring the reasons why children do not have interest in attending school could be a first step towards the right direction.

- Other interventions such as improving teachers' pedagogical skills, using more didactic forms of teaching like electronic devices, incentives and remedial education programmes that reintegrate dropouts into the formal education system, training programmes specifically tailored to adolescents and raising awareness of the importance of education could represent viable approaches to increase enrolment and lower dropout rates in KP (Ghazi, Ali, Shahzad, Khan, & Malik, 2010).

■ Children should begin compulsory schooling at the age of 5, but only 72.7 per cent of 5–11-year-olds are reported to attend school. At the same time, around 9 out of 10 children, both in child labour and not in child labour, that are currently attending school are behind the expected grade for their age.

- Most children in KP seem to enter school behind the expected grade for their age. Martinez, Naudeau, and Pereira (2012) suggest that children who attend pre-school are more likely to enrol in school at the expected grade for their age. Furthermore, these children spend more time per week on schooling and homework reducing the time spent working. In KP 82.3 per cent of children attending the first grade of primary school attended pre-school the previous year (Bureau of Statistics, Planning & Development Department, Government of Khyber Pakhtunkhwa, 2021). Considering that only 7.5 per cent of children aged 36–59 months are currently attending early childhood education in KP there is much room to improve and expand access to pre-school in the province (Bureau of Statistics, Planning & Development Department, Government of Khyber Pakhtunkhwa, 2021).

- To provide access to education for older children that are not attending school, accelerated learning programmes can be an alternative for those who have missed out on significant schooling.

■ In the age group 5–11, there is almost no difference in the percentage of children in child labour and children not in child labour currently attending school. However, the difference increases with age, and in the age group 14–17, the percentage of children in child labour attending school is 19.3 percentage points lower than the percentage of children not in child labour. Among working children, the number of hours worked increases with age, from a median of 10 hours per week for children aged 5–11, to a median of 22 hours per week for children aged 14–17, thus providing increasing competition for their time.

- Martinez, Naudeau, and Pereira (2012) found that 10–15-year-olds are more likely to have gone to school when a younger child in the household attended pre-school, emphasising the importance of early education and its indirect effects on other members of the household.

- Indirect costs of schooling include income foregone by children who could work in that time. For poor households reliant on the income of children, conditional cash transfer programmes provide a substitute for foregone income and thereby incentives for children to attend school (ILO, 2017). Alam, Baez, and Del Carpio (2011) find that the Punjab Female School Stipend Program implemented in 2003 increased school enrolment and reduced work participation of beneficiary girls. This pattern is also observed in other contexts (De Hoop & Rosati, 2014), though the provision of cash transfers may also lead to investment in productive capital requiring increased working participation of children, so the implementation should be carefully planned.

- Interventions that reduce the costs of education and widen access to school can reduce the prevalence of child labour. Providing school kits, textbooks, and school meals (including take-home rations) conditional on the student going to school, have led to increases in school enrolment and scores in tests under some circumstances (Kazianga, de Walque, & Alderman, 2012).

- UNICEF and UIS (2016) provides a breakdown of out of school children. According to this approach the group of children not attending school can be divided into those who have entered but dropped out and those who have not entered. Among the latter are those who will enter behind the intended starting age of school and those who will never attend. The data systems used in KP should be assessed to ensure that they provide appropriate data to monitor school attendance and retention. This could help identify which children can be targeted by programmes to improve retention. It would be most helpful if this can be cross-referenced with the socioeconomic characteristics of the households and characteristics of the children that belong to each group. This could also be used in conjunction with a monitoring system of child labour if available.

- Children in households with a household head with no education (or only pre-school) are the least likely to attend school as well as the most likely to be in child labour. Ensuring this generation can attend school is essential to the next generation staying out of child labour.

  - Providing high quality education and informing people about the value of education, e.g., in terms of the connection between schooling/training institutes and employment opportunities, may help ensure children remain in school, both through the expectations of the parents and the motivation of children to remain in school. Any such efforts will need to be targeted appropriately to the parents of children dropping out of school, who may themselves be illiterate and with low levels of education. This may include non-literary communication methods, such as door-to-door visits, or outreach work from Civil Society Organisations, as well as speaking to parents in the workplace.

- By division, Dera Ismail Khan has the lowest percentage of children currently attending school (50.4 per cent). By district, the lowest school attendance is found in Kohistan and Dera Ismail Khan (45.5 and 45.3 per cent, respectively). Kohistan further has the highest gender gap in current school attendance. Only 17.3 per cent of girls in this district attend school, which is 49.2 percentage points lower than the share of boys attending school.

  - The allocation of scarce resources poses a challenge in increasing access to education. Identifying those districts and divisions where measures are most urgent might be an efficient way of reducing the large disparities in the access of education in the districts where additional efforts are necessary.

10.2 Work

- The percentage of children working in the last 7 days is 11.1 per cent, with the percentage of working boys (13.8 per cent) being higher than the percentage of working girls (8.2 per cent). However, girls are more active in household chores, spending a median of 2.5 more hours per week than boys.

- Gender differences in work participation are driven not only by societal norms, but also by a gender pay gap and the fear of harassment in the workplace for girls and young women. While it is not the purpose of this report to address workforce participation for female youth, it is important to consider that any efforts to address this issue may also impact on the prevalence of child labour among females.

10.3 Child labour

■ Overall, 9.0 per cent of children are in child labour. By district, the child labour prevalence is the highest in Upper Dir (22.9 per cent), Kurram (19.8 per cent) and North Waziristan (18.1 per cent). One in five households in rural areas have at least one child in child labour, whereas the percentage is lower at 13.8 in urban areas. Poorer households and households in which the household head has no education are considerably more likely to have at least one child in child labour.

■ While BISP's targeting of poor households appears successful – with poorer households in the sample more likely to be BISP beneficiaries – it does not appear that BISP is able to reduce child labour on its own[45]. Children in BISP beneficiary households are more likely to be in child labour, even when accounting for wealth quintile.

- These findings show that cash transfers targeted at poverty reduction are not sufficient alone to reduce child labour, and so complementary policies and programmes are needed. Cash transfers which reduce poverty may even increase the level of child work if productive investments are made by households, which then require more working hours from family members. It is also worth noting that cash transfers may impact differently those children already working compared to those who have not yet started working.

■ Children in child labour mostly work as unpaid family workers (71.2 per cent), work away from their home (81.3 per cent), and work in the agriculture, forestry, and fishing industry (51.6 per cent). Almost 20 per cent of children in child labour work in water collection, most of whom are girls.

- These results indicate that most children in child labour are not in an employment relationship with a third-party employer, and understanding and addressing the family reliance and dynamics of households of children in which children work is a critical step towards ending child labour (ILO, 2017). Children in child labour generally work to support household needs, because the household depends on their income, or because the household business depends on their work to function.

- The nature of the work performed by most children in child labour – i.e., in agriculture as unpaid family workers and more often in rural areas – where institutions are less present, makes it difficult to enforce existing laws and regulations. Therefore, a practical and cost-effective policy should focus more on the social conscience and raising awareness of households, communities, employers, and children (where the latter know their rights), alongside the application of supervision and punishment in areas and industries where it is feasible. Such an approach aims to change the behaviour and norms related to child labour.

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45   This is in line with Churchill et al. (2021), who find no positive impacts of BISP in the short run, and even negative effects for girls in the short run. In the medium to long run, they find cash transfers help to reduce child labour among boys and girls.

- Children not in child labour are more likely to have a birth certificate than children in child labour (44.3 per cent vs. 38.6 per cent). However, with most children working unpaid for their own family (71.2 per cent), checks of birth certificates to confirm the age of an employee are unlikely to be common.

  - The fact that fewer children in child labour have a birth certificate could be an indication that enforcement of age checks through labour inspectors may go some way to ensuring employers adhere to age restrictions on employment, but also reflects that children in rural areas are simply less likely to have a birth certificate.

  - However, particular care should be taken not to drive working children into the informal sector where conditions may be worse when enforcing checks of birth certificate in the workplace (ILO, 2017).

  - Some studies have documented links between birth registration and school enrolment, healthcare utilisation, and participation in social services (e.g., cash transfer programmes and government food programmes) (Apland, et al., 2014; Brito, Corbacho, & Osorio, 2017; Corbacho & Osorio Rivas, 2017). Access to these opportunities might help deterring/delaying children from falling into child labour.

- The child labour prevalence is higher among children in households experiencing natural or economic shocks. Among children living in a household that experienced a natural disaster, 18.8 per cent are in child labour. The corresponding percentage for children living in a household that was affected by pest attacks is 17.2 per cent. Overall, the child labour prevalence is higher among children in households experiencing natural shocks compared to economic shocks.

  - Landmann and Frölich (2015) study a health insurance programme provided by Pakistan's National Rural Support Programme which suggests that insurance against health shocks has the potential to lower child labour. Similar programmes could be implemented to support rural households with insurance against economic or natural shocks.

  - Policies should also try to consider which districts/areas are more prone to natural shocks and aim to establish mechanisms by which households can cope with these shocks without resorting to sending children to work. Such mechanisms should account for the aggregate nature of natural shocks, which affect whole communities.

  - Rural households (where the most vulnerable households tend to live) are disproportionately affected by natural shocks, not only because they are often more exposed and invariably more vulnerable to nature-related shocks, but also because they have fewer resources. In addition, a shock that affects an entire community (such as natural shocks) can affect the support that might otherwise be provided by other family members, or the community when other types of shocks occur, showing the importance of allocating resources to social safety nets that help reduce the vulnerability of the community as a whole when these types of shocks occur. When designing social safety nets, it is important to consider whether natural shocks are adequately covered or whether only economic shocks are protected against.

- The child labour prevalence is higher among children in households that use spring water or water from a pond/canal/river/stream/rainwater pond as the main source of drinking water. While this is correlated with the fact that a higher share of these children belongs to poor

and rural households, a higher share of children using these sources of drinking water also work in water collection, as compared to children using other sources of drinking water.

- Ensuring availability of safe drinking water on the premises will reduce the burden on children active in collecting water. While the results show that children working in water collection generally spend less time working than those engaged in other industries, the results also show that a high share of the youngest children work in this industry, which involves lifting heavy weights.

10.4 Occupational safety and health

■ More than seven in ten 10–17-year-olds in child labour reported working in hazardous conditions, with the percentage being higher among girls in child labour (79.7 per cent) than boys (71.5 per cent). The most prevalent hazardous conditions are carrying heavy loads (50.3 per cent), followed by extreme cold or heat (45.8 per cent) and exposure to wooden splinters (26.2 per cent). Water collection is the industry with the highest proportion of children exposed to health hazards (85.2 per cent), followed by transportation and storage (83.9 per cent) and agriculture, forestry, and fishing (78.4 per cent).

- Almost half of all children aged 10–17 in child labour who work in the water collection industry reported to be working in extreme cold or heat, and nearly 70 per cent carry heavy loads. Improving access to safe water within the home is important to reduce the burden of children working in this industry.

- Targeting labour inspections on industries classified as hazardous may help to prevent children being exposed to health hazards in the workplace. However, it is important not to simply push these children into the informal sector or other sectors where hazards may also prevail. Cross-sectoral cooperation is needed between industries to ensure that when child labour is addressed in one supply chain it is not simply displaced into another.

- In the event that 12–17-year-olds (who are allowed to work under certain circumstances) carry out any work, informal establishments/family businesses should be informed/ have more clarity on the most prevalent hazardous conditions in KP and how to avoid them (i.e. informative and easy-to-understand posters where these conditions are illustrated; lifting and carrying of heavy weight (15kg and above), illustrative images of dangerous tools, hazardous substances, agents, processes, high and low temperatures, noise levels or vibrations, clear and defined working hours (below 42 hours), short rest breaks during the day, etc.) can more easily provide information about the existing legislation. Promoting measures that ensure that establishments that have 12–17-year-olds working provide registration where they ensure that the work carried out by them is not hazardous work (or work for more than 14 hours per week for 12–13-year-olds) can be a step to ensure more decent working conditions for these children.

- For children allowed to carry out light work, working with a family member in a safe and appropriate setting may contribute to better occupational safety and health as family members can provide guidance and supervision to ensure the child's safety while working. However, it is important to note that children working with family members will not automatically be safer. For example, children working in agriculture for their

families may be exposed to hazardous conditions (e.g. through exposure to fertilisers and the need to lift heavy weights). A clearer definition of what is deemed light work may be useful, which may include documenting the risks faced by children alongside the skills to be imparted to any child (as requested in Part II of the Khyber Pakhtunkhwa Prohibition of Employment of Children Rules, 2021).

- As negative consequences of work, the most common issue reported by parents or guardians for children of all ages in child labour is that they suffer extreme fatigue (29.7 per cent for the group of children aged 5–11, 36.1 per cent for children in the age group 12–13 and 35.6 per cent for children aged 14–17), followed by injuries and poor health (ranging between 15.0 per cent for the group of children aged 5–11 to 13.1 per cent for the group of children aged 14–17).

- Children working in hazardous conditions are more often injured or ill due to their work compared to those not working in hazardous conditions. Overall, more than half of all children in child labour got injured or ill due to work (57.6 per cent). The incidence increases with age from 53.1 per cent among 5–11-year-olds to 59.9 per cent among 14–17-year-olds.

  - In the event that injuries occur, having a record of the children who work and the type of injuries they suffer at the workplace, could help to increase and better target safety measures, which should be complemented with health schemes for workers.

  - It is important to collect and review information on hazardous conditions present or likely to be present in the workplace and conduct periodic workplace inspections to identify new or recurring hazards. Grouping similar incidents and identifying trends in reported injuries can help implement safety and health programmes to reduce illness or injuries in the workplace (Occupational Safety and Health Administration, 2023).

  - The provincial government must carry out periodic monitoring to identify occupational health and safety measures in workplaces where children above the minimum age work. Based on the KPCLS results, identifying the greatest dangers faced in the workplace and looking for ways to mitigate them can be an initial measure.

  - These results also indicate that the broader definition of child labour, as work to be eliminated, is well targeted, in the sense that children working in these jobs indeed face more risky circumstances detrimental to their long-term *development*.

- Children aged 10–17 in child labour are more likely to report symptoms of depression (mild, moderate, moderately severe, or severe) compared to children not in child labour (31.8 per cent vs. 16.1 per cent). The percentage increases with age both for children in child labour and not in child labour but is higher in all age groups for those in child labour. Overall, girls are more likely to report symptoms of depression than boys, but the difference between the genders is higher among children in child labour compared to children not in child labour. Furthermore, children in child labour who experienced abuse at work are almost twice as likely to report symptoms of depression compared to children in child labour who did not experience abuse.

  - For children who report symptoms of depression, tools such as medical and therapeutic treatment or access to mental health care should be provided, along with measures aimed at reducing the stigma associated with reporting and the treatment of mental health issues (ILO, 2017). Mental health benefits should also be part of the state programmes as well as maternity benefits in the case of workers above the minimum age.

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12. Appendices

12.1 KP Child Labour Survey 2022 Questionnaire

KP CHILD LABOUR SURVEY 2021			
(Addressed to the most knowledgeable member of the household and children 5-17 years of age)			
GENERAL INFORMATION			
1. Cluster Number |_|_|_|_| 2. Cluster Number |_|_|_|_|	3. Division 4. District 5. Tehsil 6. Locality 7. Area 8. EB Code (DISPLAYED IN CAPI)	9. Household ID Number (Select from list) |_|_| 10. Reselect Household ID |_|_| 11. Please Recheck HH ID from Manual copy if this household ID is correct? 1 Yes 2 No	
INTERVIEWER VISITS			
G3. SUPERVISOR'S NAME (& Code)			
G2. INTERVIEWER'S NAME (& Code)			
F1. Observer present?	1. Yes 2. No		
F2. Monitor present?	1. Yes 2. No		
G1. DATE (DD/MM/YEAR)	Visit 1 |_|_| - |_|_| -|_|_|_|_|		
ENTER MANUALLY	Starting Time: ____:____ Ending Time: ____:____		

G8. Introductory message
1. I hope you are well.
2. We are here at your service from the KP Bureau of Statistics.
3. Our objective is to collect information about overall welfare, development and children's education. No information will be shared which can identify you, with your personal details kept secret/not disclosed. For this we need about 45 minutes of your time.
4. More importantly, no piece of information will be sent to the tax authorities or alike. Only the KP Bureau of Statistics will have access to the data collected. Furthermore, in the final report only aggregated figures that do not allow making any inference about single households, will be presented. Before data is shared, it will be anonymised, and it will not be possible to trace back the origin of the responses.
5. Moreover, as part of our commitment to safeguarding, we follow child safeguarding policies established by the KP Bureau of Statistics.
6. In the future, we may re-contact you for follow-up questions.
7. We hope that we will receive full cooperation from you and your children.

H1. Have you experienced a fever of 38C or greater, a new cough, new loss of taste or smell, or a shortness of breath within the past 14 days?	1. Yes, stop and do not proceed with the interview	---> I6a
	2. No	---> H2
H2. In the past 14 days have you been tested positive for COVID-19?	1. Yes, stop and do not proceed with the interview	---> I6a
	2. No	---> H3
H3. To the best of your knowledge, in the past 14 days, have you been in close contact (within 1.5 meter or less for at least 10 minutes) with anyone while they had COVID-19?	1. Yes, stop and do not proceed with the interview	---> I6a
	2. No	---> G8A

G8A. [ENUMERATOR: Please read to the respondent] In the context of the COVID-19 pandemic, our office is closely monitoring the situation and to reduce the risk of spread of COVID-19 between households and limit transmission, we have put in place the following preventative measures:

1. Our field staff have performed temperature checks in the morning and only if their temperature was below 38C, were they allowed to work.

2. Our field staff are required to wear masks during the entire interview, as well as to sanitise their hands and equipment at the end and beginning of each interview.

3. Our field staff were given instructions on minimising the spread of COVID-19, such as refraining from touching their face (nose, eyes and mouth).

4. All interviews will be conducted outdoors where possible (or in a well ventilated space) with field staff maintaining a distance of 6 feet (2 meters) from all members of your household. This will mitigate concerns of the airborne transmission of the virus.

Given the nature of the virus, there is an inherent risk of becoming infected with COVID-19 by proceeding with this interview. If any field personnel working with you today become ill with COVID-19, we will inform you as soon as possible.

A0. ADDRESS OF HOUSEHOLD			
ADDRESS FROM LISTING	(DISPLAYED IN CAPI)		
Name of HH head as per listing	(DISPLAYED IN CAPI)		
A0a. Is the address entered associated the address in the listing?	1. Yes		--> G4
	2. No		--> A0b
A0b. Please provide a reason why the location of this household is not associated to the address in the listing			
G4. Will it be possible to conduct any part of the questionnaire at any point?	1. Yes, in this visit 2. No, never/not at all 3. Not in this visit, but it can be possible at another time		Code 1 --> G5 Code 2 --> I6a Code 3--> G5
G5. Are there any children aged 5-17 (including 5 and including 17) in the household?	1. Yes 2. No 3. No one available to inform		Code 1 --> G9, if Code 1 in G4 Code 1 --> G6, if Code 3 in G4 Code 2 --> G5a Code 3 --> I6a
G5a. It was previously recorded that there are (INSERT HH LISTING CHILDREN COUNT) children aged 5-17 in this household, are there any children aged 5-17?	1. Yes, I forgot, there are children aged 5-17 in the HH 2. No, there are no children aged 5-17 (error in listing) 3. Child had birthday and is now 18 years old or older 4. Child is not part of this household anymore		Code 1 --> G9, if Code 1 in G4 Code 1 --> G6, if Code 3 in G4 Codes 2-4 --> I6a
G6. Was there anyone available to schedule/inform about a next visit?	1. Yes 2. No		--->G7 --->I6a

G7 When can we carry out the interview? *(Think also of a time when children are available)*	a. Specific date Specify date____ b. At a particular time Specify time____ c. On a specific day(s) Specify day(s) d. Child currently away/living somewhere else and not available for interview in the next two weeks		---> I6a
G9. May we start the interview?	1. Yes 2. No		-->Phone number -->I6a
Primary Phone Number			
Secondary Phone Number			
C45. What is the CNIC of the head of the household? *(If not available, ask for the CNIC of the wife; if not available, ask for the CNIC of any other household member)*			
Please confirm CNIC of the household head			
H5. Has anyone in your household been sick/diagnosed with COVID-19 in the last 12 months?	1. Yes 2. No 99. Don't know		

PART I: ADULT QUESTIONNAIRE
Addressed to the most knowledgeable member of household
SECTION I: Household Composition and Characteristics for All Household Members

A1	A2	A4	A5	A6	A6c	A6d	A6e	A6a	A6f	A6g	A6b
Person's serial number in household	Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household? (A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage) and not all those related in the same house or compound are necessarily of the same household)	What is (NAME)'s relationship to head of the household 1. Household Head 2. Spouse 3. Son 4. Daughter 5. Grand Child 6. Father 7. Mother 8. Brother 9. Sister 10. Niece 11. Nephew 12. Son in law 13. Daughter in law 14. Brother-in-law 15. Sister-in-law 16. Father-in-law 17. Mother-in-law 18. Grand Father 19. Grand Mother 20. Uncle 21. Aunt 22. Stepchild 23. Adopted (or fostered) son 24. Adopted (or fostered) daughter 25. Servants / their relatives 26. Other relative 27. Non-relative 28. Step mother 29. Step father	What is the gender of (NAME)? 1.Male 2.Female 3. Other / Transgender	How old was (NAME) at (his/her) last birthday? (Age In completed years) write 95 for above 95	(ASK ONLY IF MEMBER IS UNDER 18 YEARS OLD) Does (NAME) have a birth certificate issued by the local government? If yes, ask: May I see it? 1. Yes, seen (--> A6d) 2. Yes, not seen (--> A6a) 3. No (--> A6e) 99. Don't know (--> A6e)	Please specify the birth certificate number (numeric or alpha numeric) (--> go to A6a)	Do you know how to register (NAME)'s birth? 1. Yes 2. No	Disability Status a. No disability b. Upper Limb disability c. Lower limb disability d. Mental disability e. Speech Disability f. Hearing disability g. Visual disability (partial) h. Visual disability (full) i. Other (specify)	(ASK ONLY IF A6a IS DIFFERENT FROM "a")When was this disability obtained? 1. Since birth. (--> A6b) 2. At a particular age (--> A6g)	Please specify the age when the disability was obtained ____	Is (NAME) facing any or more of the following chronic diseases a. No b. Cardiovascular/ heart c. Cancer d. Obstructed Pulmonary and asthma e. Diabetes / sugar f. Hepatitis C/ Kala Yarqaan g. TB h. Polio i. Epilepsy
01		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					
02		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					
03		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					
04		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					
05		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					
06		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					
07		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					
08		⎿⏌	⎿⏌	⎿⎿⏌	⎿⏌	⎿⏌					

[Tablet instructions: would you like to add a group]

SECTION I: Household Composition and Characteristics for All Household Members

Column	Question text
A6h	(ASK IF H5=YES) Was (NAME) sick/diagnosed with COVID-19 in the last 12 months? 1. Yes 2. No 99. Don't know
A6i	(ASK IF A6h=YES) How severely was (NAME) affected by COVID-19? 1. Not affected/Asymptomatic 2. Mildly affected 3. Severely affected 99. Don't know
A7	Indicate With "1" if person is between 5-17 years old, "0" otherwise
A8	What is (NAME)'s marital status (For person 10 years or above) 1. Single or never married 2. Married 3. Widow / Widower 4. Divorced 5. Nikah solemnised but Rukhsati not taken place 6. Married but separated 7. Polygamous marriage (specify number of wives)
A8b	(ASK IF A8=2, 3, 4, 5, 6, or 7 AND PERSON IS BETWEEN 10 AND 17 YEARS OLD) How strongly related is (NAME)'s marriage to circumstances related to COVID-19? 1. Strongly linked 2. Linked 3. Somewhat linked 4. Unrelated 99. Don't know
A8,A	(ASK ONLY IF TOTAL NUMBER OF CHILDREN REPORTED IN HH LISTING IS GREATER THAN THOSE JUST REPORTED IN HH-ROSTER) Why is the number of children previously reported in the household listing larger than the current number? There are (Difference) fewer children. (MULTIPLE) (Programming: if Difference >1) Show message: (DISPLAY DIFFERENCE BETWEEN LISTING AND ROSTER) fewer children have been declared in roster than in listing. Please, choose all the pertinent options AND specify in the "other" option the reason(s) for this. For example: "Neighbour was the respondent in the listing and stated a wrong number 1.Child had birthday and is now 18 years old (--> go to A3) 2.Child is not part of this household anymore (--> go to A3) 3.Error in the household listing, there are actually fewer kids in the household (--> go to A3) 4. Yes, I already mentioned him/her but I misreported the age (--> go back to serial number and correct the age. Show a pop-up message "In case the mistake is in the roster, please go back to the serial number and correct the age") 5. My mistake, I forgot one kid (--> Show pop-up message: Please go back to Roster and scroll right to (add a member) 6. Other(specify) (--> go to A3)
A3	Which household member provided the (main) information? (Please, write serial number from A1)
A9	Spouse of (NAME) (if applicable) If not in the roster write 99 If more than one wives write the code of the first wife
A11	Natural Father of (NAME) if alive write 98 And if not in the roster write 99
A10	Natural Mother of (NAME) if alive write 98 And if not in the roster write 99
V_S1	Was the HH Roster completed in: 1. First visit 2. Second visit 3. Third visit

Person' s serial number in household

A1	A6h	A6i	A7	A8	A8b	A8,A	A3	A9	A11	A10	V_S1
01	|_|	|_|	|_|	|_|	|_|		|_|_|	|_|_|	|_|_|	|_|_|	
02	|_|	|_|	|_|	|_|	|_|			|_|_|	|_|_|	|_|_|	|_|_|	
03	|_|	|_|	|_|	|_|	|_|			|_|_|	|_|_|	|_|_|	|_|_|	
04	|_|	|_|	|_|	|_|	|_|	|_|		|_|_|	|_|_|	|_|_|	|_|_|	|_|
05	|_|	|_|	|_|	|_|	|_|			|_|_|	|_|_|	|_|_|	|_|_|	
06	|_|	|_|	|_|	|_|	|_|			|_|_|	|_|_|	|_|_|	|_|_|	
07	|_|	|_|	|_|	|_|	|_|			|_|_|	|_|_|	|_|_|	|_|_|	
08	|_|	|_|	|_|	|_|	|_|			|_|_|	|_|_|	|_|_|	|_|_|	

[Tablet instructions: would you like to add a group]

IMPORTANT NOTE: SECTION II onwards to be filled in column-wise beginning with the Serial No: 01 from A1					
Section II:	Educational Attainment for **All Household Members** aged 5 and above				
Serial No in A1	|_|_|	|_|_|	|_|_|	|_|_|	
Name of household member ---------->					
Age of household member ---------->	|_|_|	|_|_|	|_|_|	|_|_|	**Skip to Question**
A12 (a). Can (NAME) read a short, simple statement with understanding in any language? 1. Yes 2. No 99. Don't know	1 2 99	1 2 99	1 2 99	1 2 99	
A12 (b). Can (NAME) write a short, simple statement with understanding in any language? 1. Yes 2. No 99. Don't know	1 2 99	1 2 99	1 2 99	1 2 99	-
A13. Is (NAME) attending school/ educational institute (formal or informal) or pre-school during the current school year? 1. Yes 2. No	1 2	1 2	1 2	1 2	1→A13A 2→A15
A13A. Is the educational institution (NAME) is currently attending run privately or is it a public institution? 1. Private 2. Public 99. Don't know	1 2 99	1 2 99	1 2 99	1 2 99	
A14. What is the level of school that (NAME) is attending? 00 < Class 1 or Preschool 01 = Class 1 02 = Class 2 03 = Class 3 04 = Class 4 05 = Class 5 06 = Class 6 07 = Class 7 08 = Class 8 09 = Class 9 10 = Class 10 / O levels 11 = Polytechnic diploma or first year 12 = FA / FSc / ICom/A levels/DAE/ICS 13 = BA / BSc / BCom / BEd/BBA/BCS 14 = Post Graduate (MA / MSc / M.Ed) 15 = Degree in Engineering (Bachelors) 16 = Degree in Engineering (Masters) 17 = Degree in Medicine 18 = Degree in Agriculture (Bachelors) 19 = Degree in Agriculture (Masters) 20 = Degree in Law (Bachelors) 21 = Degree in Law (Masters) 22 = MPhil / PhD 23 = Non-standard curriculum/Non formal education 24 = Madrassah level 94 = Other (specify) 99 = Don't Know	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	A14B --> A16 --> A14A --> A16 --> A16
Other Specify					

A15. Has (NAME) ever attended school/educational institution (formal or non-formal)?					→A15A →A16B if A6>=5 AND A6<=17, A17 if A6>=18 AND A6<=24, o.w. A18
1. Yes 2. No	1 2	1 2	1 2	1 2	
A15A. Was the last educational institution (NAME) attended run privately or is it a public institution? 1. Private 2. Public 99. Don't know	1 2 99	1 2 99	1 2 99	1 2 99	
A16. What is the highest level (class) of school that (NAME) has completed *(completed education level)* 00 < Class 1 or Preschool 01 = Class 1 02 = Class 2 03 = Class 3 04 = Class 4 05 = Class 5 06 = Class 6 07 = Class 7 08 = Class 8 09 = Class 9 10 = Class 10 / O levels 11 = Polytechnic diploma or first year 12 = FA / FSc / ICom/A levels/DAE/ICS 13 = BA / BSc / BCom / BEd/BBA/BCS 14 = Post Graduate (MA / MSc / M.Ed) 15 = Degree in Engineering (Bachelors) 16 = Degree in Engineering (Masters) 17 = Degree in Medicine 18 = Degree in Agriculture (Bachelors) 19 = Degree in Agriculture (Masters) 20 = Degree in Law (Bachelors) 21 = Degree in Law (Masters) 22 = MPhil / PhD 23= Non-standard curriculum/Non formal education 24 = Madrassah level 94 = Other (specify) 99= Don't Know	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 94 99	If A16=00-22, 23, 94 or 99: A16C if A13=2 & A6>=5 & A6<=17, A17 if A13=2 & A6>=18 AND A6<=24, A18 if A13=2 & A6>=25 A14B if A13=1 If A16=24: A16A
Other specify					
A16A. (ONLY IF CODE 24 IN A16) What is the highest Madrassah level (NAME) completed? 1. Mutwasata 2. Sanviya Aama 3. Sanviya khasa 4. Aalia (or Shahadat ul Aalia) 5. Aalmia (or Shahadat ul Aalmia) 94. Other (specify)	 1 2 3 4 5 94	 1 2 3 4 5 94	 1 2 3 4 5 94	 1 2 3 4 5 94	A16C if A13=2 & A6>=5 & A6<=17, A17 if A13=2 & A6>=18 AND A6<=24, A18 if A13=2 & A6>=25 A14B if A13=1
A16B. On a scale of 1 to 5 where 1 is not likely at all and 5 is would have happened for sure, how likely do you think it is that (NAME) would have started school if the COVID-19 pandemic did not happen? *(Note: If the respondent is not aware of COVID-19, then it had no impact on the outcome in their view, so please select option "5. Would have happened for sure")* 1. Not likely at all 2. Somewhat likely 3. Half/half likely 4. Very likely 5. Would have happened for sure	 1 2 3 4 5	 1 2 3 4 5	 1 2 3 4 5	 1 2 3 4 5	 →A17 →A17 →A17 →A17 →A17
A16C. When did (NAME) drop out of school? (Note: Write 99/99 in case the respondent does not know) *(Specify (MM/YEAR))*	__/__	__/__	__/__	__/__	--> A14B if MM/YY is after [date/COVID-19 outbreak], otherwise A17
A14B. Did (NAME)'s school close due to COVID-19 during the past 12 months? 1. Yes 2. No	 1 2	 1 2	 1 2	 1 2	1→A14C 2→A14E
A14C. During the past 12 months, for how many months was the school closed due to COVID-19? (Note: Write 95 if less than one month and 99 if the respondent does not know)	|_|_|	|_|_|	|_|_|	|_|_|	--> A14D if A13=1, A14E if A13=2
A14D. For how many days during the past 7 days was the school closed? (Note: Write 99 if the respondent does not know and 0 if no days at all)	|_|	|_|	|_|	|_|	
A14E. How many months of schooling did (NAME) miss due to COVID-19? *(Note: Write 95 if less than one month, 0 if no days at all and 99 if the respondent does not know)*	|_|_|	|_|_|	|_|_|	|_|_|	--> H6 if A13=1, A16D if A13=2

A16D. On a scale of 1 to 5 where 1 is not likely at all and 5 is would have happened for sure, how likely do you think it is that (NAME) would have stayed in school if the COVID-19 pandemic did not happen? *(Note: If the respondent is not aware of COVID-19, then it had no impact on the outcome in their view, so please select option "5. Would have happened for sure")*					
1. Not likely at all	1	1	1	1	
2. Somewhat likely	2	2	2	2	
3. Half/half likely	3	3	3	3	
4. Very likely	4	4	4	4	
5. Would have happened for sure	5	5	5	5	

A17. Why did [name] never go to school? Why did [name] drop out of school? (*Enumerators: Please wait for their response and circle at most TWO MAIN REASONS*) (Only Age 5 - 24 included)					
1. Too young	1	1	1	1	--› A18
2. Disabled	2	2	2	2	--› A18
2a. Illness	2a	2a	2a	2a	--› A17a
3. No school/school too far/ school occupied/ school non-functional	3	3	3	3	--› A17a
4. Parents' negligence (too busy to think of schooling)	4	4	4	4	--› A18
5. Cannot afford schooling (school too expensive)	5	5	5	5	--› A18
6. Family did not allow schooling	6	6	6	6	--› A17a
7. Does not find school interesting / not interested in school	7	7	7	7	--› A18
8. Education not considered valuable/I won't find a job	8	8	8	8	--› A18
9. School not safe (security)	9	9	9	9	--› A17a
10. To learn a job (apprentice etc.)	10	10	10	10	--› A17a
11. To work for pay	11	11	11	11	--› A17a
12. To work as unpaid worker in family business/farm	12	12	12	12	--› A17a
13. Help at home with household chores	13	13	13	13	--› A17a
14. Corporal punishment	14	14	14	14	--› A18
15.Death of Parent/ relative	15	15	15	15	--› A17a
16. No latrine/ boundary wall/ drinking water available in school	16	16	16	16	--› A18
17. No female / male teachers	17	17	17	17	--› A17a
18. School facilities not available	18	18	18	18	--› A17a
19. Teachers not available/ mostly remain absent	19	19	19	19	--› A17a
20. Due to marriage	20	20	20	20	--› A17a
21. To learn the holy book by heart (hifz)	21	21	21	21	--› A18
22. Dispute of the family with the community	22	22	22	22	--› A18
23. Education is of poor quality	23	23	23	23	--› A17a
24. Education completed	24	24	24	24	--› A18
25. Failing an exam/failing the grade	25	25	25	25	--› A18
26. Expelled from school / college / university	26	26	26	26	--› A18
27. Moved out of the city country	27	27	27	27	--› A18
28. Risk of COVID-19 exposure	28	28	28	28	--› A18
94. Other (specify)	94	94	94	94	--› A18

Other Specify	-	-	-	-	-
A17a. How strongly was/were [name]'s reason(s) for not going to school/dropping out of school linked to COVID-19?					
1. Strongly linked	1	1	1	1	
2. Linked	2	2	2	2	A18
3. Somewhat linked	3	3	3	3	
4. Unrelated	4	4	4	4	
99. Don't know	99	99	99	99	
H6. Has (NAME) engaged in distance learning activities at home since the outbreak of COVID-19 (March 2020)? *(Hint: these are activities organised or set by the school for children to carry out at home)*					
1. Yes	1	1	1	1	--› H7
2. No	2	2	2	2	--› A18
99. Don't know	99	99	99	99	--› A18
H7. In what types of distance learning activities has (NAME) been engaged in the last year/since the COVID-19 outbreak? *(Note: Select all that apply)*					
a. Completed assignments provided by the teacher					
b. Used mobile learning apps	a	a	a	a	
c. Watched educational TV programs (including teleschool from PTV)	b	b	b	b	
d. Listened to educational programs on radio	c	c	c	c	
e. Online lessons with Teacher (tutor)	d	d	d	d	
f. Other (specify)	e	e	e	e	
	f	f	f	f	
H8. Is the number of hours (NAME) spent on distance learning activities different from the number of hours (NAME) used to spend on regular school activities before the COVID-19 outbreak?					
1. No, same time	1	1	1	1	
2. Yes, more time	2	2	2	2	
3. Yes, less time	3	3	3	3	
99. Don't know	99	99	99	99	
V_S2. Was this section completed in:					
1. First visit	1	1	1	1	
2. Second visit	2	2	2	2	
3. Third visit	3	3	3	3	

Section III:	Current Economic Activity Status of <u>All Household Members (5 and above)</u> during the reference week			
Serial No in A1	|_|_|	|_|_|	|_|_|	**Skip To Question**
Name of household member ---------->				
Age of household member ---------->	|_|_|	|_|_|	|_|_|	
A. Employment				
A18 Did (NAME) engage in any work at least one hour during the past week? *(As employee, self-employed, employer or unpaid family worker) (Note: Past week refers to the past 7 days, counting from the day before the interview)* 1. Yes 2. No	 1 2	 1 2	 1 2	 --> A32 --> A19a
A19-a: In the past week did [NAME] run or do any kind of business, big or small, for himself/herself or with one or more partners, even for only one hour? *Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, taxi or other transport business, having a legal or medical practice, barber, shoe shining. etc.*	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A19-b: During the past week, did [NAME] do any work for any payment (wage, salary, commission or any payment in kind) including domestic work, even for only one hour? *Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing. It does not include household tasks.*	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A19-c: In the past week did [NAME], help unpaid in a household business of any kind, or produce any other good for this household use, even for only one hour? *Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, embroidery, sewing, making clothes for family, making furniture, clay pots, etc* Note: Don't count normal housework for own household (see flash-card)	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	If any "YES" --> A32 otherwise --> A20
A19-d: In the past week, did [NAME] do any work on his/her own or the household's plot, farm, or help in looking after animals, catch any fish, wild animals or other food for sale or for the household? Please mention it even if s/he worked only for one hour? *Examples: ploughing, harvesting, looking after livestock.*	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A19-e: In the past week, did [NAME] do any construction or major repair work on his/her own home, plot, or business or those of the household, even if s/he worked only for one hour?	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A19-f: In the past week, did [NAME] fetch water or collect firewood for household use, even if he/she worked only for one hour? Note: only if they have to leave the dwelling, not within the dwelling	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A20. Even though (NAME) did not do any of these activities in the past week, does he/she have a job, business, or other economic or farming activity or embroidery, sewing that he/she will definitely return to? *For agricultural activities, the off season in agriculture is not a temporary absence.*	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	--> A32 --> A33 --> A33
A32. At what age did (NAME) start to work for the first time in his/her life *(As employee, own account worker, employed, employer or unpaid family worker)*?	|_|_| 99.Don't know	|_|_| 99.Don't know	|_|_| 99.Don't know	--> A21

A21. In the following, I would like you to describe the main job/task (NAME) was performing during the last week. *("Main" refers to the work on which (NAME) spent most of the time during the week, or to the work s/he will definitely return to)*				
A21a. What would you call (NAME)'s occupation? Please describe it like "I am a … and I work at/in/for …". Please also say with what (NAME) works, if informative *(E.g "I am a taxi driver and I work for a hotel", "I am a labourer and I work on a rice/wheat field for a land owner/for myself/family")*	Type as described by respondent			
A21b. What does (NAME) usually do during his/her worktime in this job/task? *(Clarify if needed with the question: What does (NAME) do at work? What are the activities/actions that (NAME) carries out?) They should use verb + object. E.g "carry bricks", "carry passengers in a bus", "guard a private home", "harvest maize", "plough fields"*	Type as described by respondent			
OCCUPATION CODE *For official use*	|_|_|_|	|_|_|_|	|_|_|_|	
A22. Now, I would like you to describe (NAME)'s workplace, the company (NAME) was working for in his/her job the last week.				
A22a. Who is (NAME) working for? What is the name of the company, if it has a name? (e.g name of a company, own field / household, someone else's field / household, etc.)	Type as described by respondent			
A22b. What is produced / cultivated / mined / done where (NAME) works or what does (NAME) produce / cultivate / do? *In probing: Describe briefly the main activity ie. goods produced and services rendered where (NAME) is working (final outcome). (Enumerator note: Can be a thing, can be a service (a fixed car), if something was brought (fetching water: water was fetched), etc.)*	Type as described by respondent			
INDUSTRY CODE *For official use*	|_|_|_|	|_|_|_|	|_|_|_|	
A23. Where did (NAME) carry out his/her main work during the past week? *If did not work last week but usually has a job: Where does (NAME) usually carry out his/her job? (Read out responses below)* 1. At his/her family dwelling 2. Client's place (client is someone for whom s/he is providing service) 3. Formal office / institution / duty station 4. Factory / Atelier /Hosiery / workshop 5. Plantations / farm / garden / agricultural land 6. Construction sites 7. Mines / quarry 8. Shop / kiosk / coffee house / restaurant / hotel/ tea stall 9. Different places (mobile) 10. Fixed, street or market stall	 1 2 3 4 5 6 7 8 9 10	 1 2 3 4 5 6 7 8 9 10	 1 2 3 4 5 6 7 8 9 10	

11. Pond / lake / river / canal/ well / spring	11	11	11	
12. Forest/ hills	12	12	12	
13. Neighborhood	13	13	13	
14. Filtration plant / pump	14	14	14	
94. Other (specify)	94	94	94	
Other Specify				

A24. During the past week, which of the following best describe (NAME)'s work situation at his/her main work? *(Read out responses below)*				
1. Government employee	1	1	1	--> A25
2. Semi government / autonomous body's employee	2	2	2	--> A25
3.Regular paid employee, private sector	3	3	3	--> A25
4. Seasonal paid employee/ day laborer (agriculture)	4	4	4	--> A25
5. Seasonal paid employee/ day laborer (non-agriculture)	5	5	5	--> A25
6. Self-employed, non-agriculture, (e.g mechanic, plumber, electrician, tailor, shopkeeper, etc.)	6	6	6	--> A28A
7.Self-employed (agriculture) / own cultivator, share cropper / livestock / contract cultivator	7	7	7	--> A28A
8. Employer (his/her own business with employees)	8	8	8	--> A28A
9. Unpaid family worker/ contributing family helper	9	9	9	--> A30
10. Apprenticeship/ learning job	10	10	10	--> A25
11. Contractor (i.e, providing services to another entity as a non-employee)	11	11	11	--> A25
A25. Has (NAME) been employed on the basis of *(read all three options)*				
1. A written contract / agreement / notification	1	1	1	
2. A verbal agreement	2	2	2	
99. Don't know	99	99	99	
A26. Is (NAME) 's contract / agreement				--> A27
1. Limited duration (contract has an end date/time specified)	1	1	1	--> A28A
2. Unlimited duration (permanent job, or it is limited by age of retirement)	2	2	2	--> A28A
3. Undefined (uncertain/ end-date of contract is not known)	3	3	3	--> A28A
99. Don't know	99	99	99	
A27. What is the duration of (NAME)'s contract / agreement?				
1. Less than 1 month	1	1	1	
2. 1 - 6 months (includes 1 month, less than 6 months)	2	2	2	
3. 6 - 12 months (includes 6 months, less than 12 months)	3	3	3	
4. 12 - 36 months (includes 12 months and less than 36 months)	4	4	4	
5. 36 months or more	5	5	5	
99. Don't know	99	99	99	
A28A. Do you know, what is (NAME) average monthly cash income from the main work? (in Pakistani rupees)				
1. Yes	1	1	1	--> A28
0. In kind	0	0	0	--> A29
99. Don't know	99	99	99	--> A29
A28. What is (Name's) average monthly cash income from the main work? (in Pakistani rupees) *(Please notice, that if the main job is householdwork and nothing is being earned, the answer to type here should be zero)*	|_|_|_|_|_|	|_|_|_|_|_|	|_|_|_|_|_|	
A29. What other benefits does (NAME) usually receive in his/her main work? *(Read each of the following questions and circle answers)*				
a. Not applicable if A24 = 6,7,8,9	a	a	a	
b. Weekly rest days/monthly rest days	b	b	b	
c. Medical expenses	c	c	c	
d. School expenses / support with schooling	d	d	d	
e. Paid overtime/ bonus received	e	e	e	
f. Paid sick leave	f	f	f	
g. Annual leave/vacation	g	g	g	
h. Free/subsidized accommodation	h	h	h	
i. Food / meal (free or subsidized)	i	i	i	
j. Paid maternity/paternity leave / other type of paid leave	j	j	j	
k. Clothing	k	k	k	
l. Transportation	l	l	l	
p. Free subsidized utilities (i.e. free electricity)	p	p	p	
q. Other consumable/non consumable goods (i.e cigarettes, clothes)	q	q	q	
m. Other (specify)	m	m	m	
n. Nothing	n	n	n	
o. Don't know	o	o	o	

Other Specify								

A30. In addition to (NAME)'s main work, did (NAME) do any other work during the past week?

1. Yes	1	1	1
2. No	2	2	2

A31. [Main] For each day worked in his/her main employment/work during the past week how many hours did (NAME) actually work?
[Other] For each day worked in his/her other employment/work during the past week how many hours did (NAME) actually work?
(If respondent cannot respond, prime: How many hours did you work per day last week? Are there days that you work more than others? Which ones?) Note: Write 0.5 if less than one hour and 0 if no time at all. If A30=2, only record working hours for the main job

	M	O	M	O	M	O	
1. Monday	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	--> V_S3
2. Tuesday	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	
3. Wednesday	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	
4. Thursday	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	
5. Friday	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	
6. Saturday	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	
7. Sunday	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	|_|_|	
99. Don't Know	99. DK	99. DK	99. DK	99. DK	99. DK	99. DK	
TOTAL (for data coding)	|_|_|		|_|_|		|_|_|		

B. Unemployment				Age 5-9 years	Age 10 years and over
A33. Was (NAME) seeking work during the past week? *(As employee, employer or own-account worker to establish his/her own business)*					
1. Yes	1	1	1	--> A37	--> A34
2. No	2	2	2	--> A37	--> A35
99. Don't know	99	99	99	--> A37	--> A35
A34. What steps did (NAME) take during the past four weeks to find work? *(Options must be read out. Mark at most 4 boxes)*					
a. Asked friend or relatives to find a job for him/her.	a	a	a		--> A37
b. Applied to the employment office / mediator	b	b	b		--> A37
c. Placed / answered job advertisements in newspaper	c	c	c		--> A37
d. Placed / answer job advertisement in internet	d	d	d		--> A37
e. Submitted job application	e	e	e		--> A37
f. Tried to obtain equipment, credit and/or a work place to establish his/her own business	f	f	f		--> A37
g. Other (specify)	g	g	g		--> A37
h. Nothing	h	h	h		--> A35
i. Don't know	i	i	i		--> A35
Other Specify					
A35. Did (NAME) want to work during the past week?					
1. Yes	1	1	1		--> A36
2. No	2	2	2		--> A39
99. Don't Know	99	99	99		--> A39
A36. What is the main reason why (NAME) did not seek work during the past week? *(Indicate the most important reason. Please wait for their answer. Do not read the options)*					
1. Found a job but waiting to start	1	1	1		--> A36a
2. Works seasonally	2	2	2		--> A37
3. Tired of looking for work, believes no suitable work is available	3	3	3		--> A36a
4. Lacks employers` requirements (training, experience, qualification)	4	4	4		--> A37
5. Does not know where to search for a job	5	5	5		--> A37
6. Student (studying)	6	6	6		--> A37
7. Family / parents / spouse does not allow	7	7	7		--> A36a
8. Engaged in household chores / needed to take care of children / elderly / sick	8	8	8		--> A36a
9. On retirement, no need to work	9	9	9		--> A37
10. Unable to work (illness, disability, too old)	10	10	10		--> A36a
11. Too young for work	11	11	11		--> A37
12. Too lazy to work/ does not want to do any work	12	12	12		--> A37
13. Due to bad weather conditions	13	13	13		--> A37
14. Want to start his/her own business	14	14	14		--> A37
15. Due to family issues (Death/illness of relatives, marriage)	15	15	15		--> A36a
16. Absent for pilgrimage/ other religious ritual	16	16	16		--> A37
17. Absent due to travelling	17	17	17		--> A37
18. Migration plans	18	18	18		--> A37
94. Other (specify)	94	94	94	-	--> A36a
99. Don't know	99	99	99		--> A37
Other Specify	-	-	-	-	-
A36a. How strongly was this reason linked to COVID-19?					
1. Strongly linked	1	1	1		--> A37
2. Linked	2	2	2		
3. Somewhat linked	3	3	3		
4. Unrelated	4	4	4		
99. Don´t know.	99	99	99	-	
A37. If opportunity to work had existed, would (NAME) have been able to start work in the past week?					
1. Yes	1	1	1	--> A41	--> A38
2. No	2	2	2	--> A41	--> A39
99. Don't Know	99	99	99	--> A41	--> A39

A38. How long has (NAME) been out of work and seeking work?					
1. Less than one month	1	1	1		--> A41
2. 1 to 3 months	2	2	2		--> A41
3. 4 to 6 months	3	3	3		--> A41
4. 7 to 12 months	4	4	4		--> A41
5. 13 to 24 months	5	5	5		--> A41
6. More than 2 years	6	6	6		--> A41
99. Don't Know	99	99	99		--> A41
A39. Why was (NAME) not available or did not want to work? (Indicate the most important reason. Please wait for their answer. Do not read the options)					
1. Found a job but waiting to start	1	1	1		--> A39a
2. Works seasonally	2	2	2		--> A41
3. Tired of looking for work, believes no suitable work is available	3	3	3		--> A39a
4. Lacks employers` requirements (training, experience, qualification)	4	4	4		--> A41
5. Does not know where to search for a job	5	5	5		--> A41
6. Student (studying)	6	6	6		--> A41
7. Family / parents / spouse does not allow	7	7	7		--> A39a
8. Engaged in household chores / needed to take care of children / elderly / sick	8	8	8		--> A39a
9. On retirement, no need to work	9	9	9		--> A41
10. Unable to work (illness, disability, too old)	10	10	10		--> A39a
11. Too young for work	11	11	11		--> A41
12. Too lazy to work/ does not want to do any work	12	12	12		--> A41
13. Due to bad weather conditions	13	13	13		--> A41
14. Wants to start his/her own business	14	14	14		--> A41
15. Due to family issues (Death/illness of relatives, marriage)	15	15	15		--> A39a
16. Absent for pilgrimage/ other religious ritual	16	16	16		--> A41
17. Absent due to travelling	17	17	17		--> A41
18. Migration plans	18	18	18		--> A41
94. Other (specify)	94	94	94		--> A39a
99. Don't know	99	99	99		--> A41
Other (specify)					
A39a. How strongly was this reason linked to COVID-19?					
1. Strongly linked	1	1	1		
2. Linked	2	2	2		--> A41
3. Somewhat linked	3	3	3		
4. Unrelated	4	4	4		
99. Don't know	5	5	5		
V_S3. Was this section completed in:					
1. First visit	1	1	1		
2. Second visit	2	2	2		
3. Third visit	3	3	3		

Section IV:	Usual Employment Status of All Household Members (5 and above) during the last 12 months			
Serial No in A1				
Name of household member				**Skip To Question**
Age of household member				
A40. Was the work (or economic activity) reported (A21) (NAME)'s main employment during the past 12 months? *(As employee, own account worker, employer or unpaid family worker)*				
1. Yes	1	1	1	--> A46
2. No	2	2	2	--> A43
A41. Did (NAME) engage in any work (or economic activity) at least one hour during the past 12 months? *(As employee, self-employed, employer or unpaid family worker)*				
1. Yes	1	1	1	--> A43
2. No	2	2	2	--> A42a
A42-a: In the past 12 months did [NAME] run or do any kind of business, big or small, for himself/herself or with one or more partners, even for only one hour? *Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, taxi or other transport business, having a legal or medical practice, barber, shoe shining etc.*	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A42-b: In the past 12 months did [NAME] do any work for any payment (wage, salary, commission or any payment in kind) including domestic work, even for only one hour? *Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing. It does not include household tasks.*	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	If any "YES" --> A43
A42-c: In the past 12 months did [NAME], help unpaid in a household business of any kind, or did s/he produce any other good for this household use, even for only one hour? *Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, embroidery, sewing, making clothes for family, making furniture, clay pots, etc* Note: Don't count normal housework or own household activities (see flash-card).	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	Otherwise→ H9
A42-d: In the past 12 months did [NAME] do any work on his/her own or the household's plot, farm, or help in growing farm produce or in looking after animals, catch any fish, wild animals or other food for sale or for the household? Please mention it even if s/he worked only for one hour *Examples: ploughing, harvesting, looking after livestock.*	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A42-e: In the past 12 months did [NAME], do any construction or major repair work on his/her own home, plot, or business or those of the household, even if s/he worked only for one hour	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A42-f: In the past 12 months did [NAME], fetch water or collect firewood for household use, even if worked only for one hour? Note: only if they have to leave the dwelling, not within the dwelling	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
A43. In the following, I would like you to describe the main job/task (NAME) was performing during the last 12 months. *("Main" refers to the work on which (NAME) spent most of the time during the year.)*				

A43a. What would you call (NAME)'s occupation? Please describe it like "I am a … and I work at/in/for …". Please also say with what (NAME) works, if informative *(E.g "I am a taxi driver and I work for a hotel", "I am a labourer and I work on a rice/wheat field for a land owner/for myself/family")*	Type as described by respondent		
A43b. What does (NAME) usually do during his/her worktime in this job/task? *(Clarify if needed with the question: What does (NAME) do at work? What are the activities/actions that (NAME) carries out? They should use verb + object. E.g "carry bricks", "carry passengers in a bus", "guard a private home", "harvest maize", "plough fields")*	Type as described by respondent		
OCCUPATION CODE For official use	|_|_|_|	|_|_|_|	|_|_|_|

A44. Now, I would like you to describe (NAME)'s workplace, the company (NAME) was working for in his/her job the last twelve months.			
A44a. Who is (NAME) working for? What is the name of the company, if it has a name? (e.g name of a company, own field / household, someone else's field / household, etc.)	Type as described by respondent		
A44b. What is produced / cultivated / mined / done where (NAME) works or what does (NAME) produce / cultivate / do? *(In probing: Describe briefly the main activity i.e goods produced and services rendered where (NAME) is working. (Enumerator note: Can be a thing, can be a service (a fixed car), if something was brought (fetching water: water was fetched), etc.)*	Type as described by respondent		
INDUSTRY CODE For official use	|_|_|_|	|_|_|_|	|_|_|_|
A45. Which of the following best describe (NAME) 's work situation at his/her main work in the past 12 months? *(Read out responses below)*			
1. Government employee	1	1	1
2. Semi government / autonomous body's employee	2	2	2
3.Regular paid employee, private sector	3	3	3
4. Seasonal paid employee/ day laborer (agriculture)	4	4	4
5. Seasonal paid employee/ day laborer (non-agriculture)	5	5	5
6. Self-employed, non-agriculture, (e.g mechanic, plumber, electrician, tailor, shopkeeper)	6	6	6
7. Self-employed (agriculture) / own cultivator, share cropper / livestock / contract cultivator	7	7	7
8. Employer (his/her own business with employees)	8	8	8
9. Unpaid family worker/ contributing family helper	9	9	9
10. Apprenticeship/ learning job	10	10	10
11. Contractor (i,e, providing services to another entity as a non-employee)	11	11	11
A46. In each month during the past year did (NAME) work or have a job? *(Even one day would count as yes)*	1=Yes	1=Yes	1=Yes
1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December 13. All months	1 |_| 2 |_| 3 |_| 4 |_| 5 |_| 6 |_| 7 |_| 8 |_| 9 |_| 10|_| 11|_| 12 |_| 13|_|	1 |_| 2 |_| 3 |_| 4 |_| 5 |_| 6 |_| 7 |_| 8 |_| 9 |_| 10|_| 11|_| 12 |_| 13|_|	1 |_| 2 |_| 3 |_| 4 |_| 5 |_| 6 |_| 7 |_| 8 |_| 9 |_| 10|_| 11|_| 12 |_| 13|_|
Total	|_|	|_|	|_|
A46a Did (NAME) stop working during any month of the past year as a result of COVID-19? 1. Yes 2. No 99. Don't know	1 2 99	1 2 99	1 2 99
H9. Did (NAME) engage in any work for pay, profit or family gain, or have a job or enterprise such as a shop, business, farm or service establishment (fixed or mobile) during January to March 2020, before the COVID-19 outbreak? 1. Yes 2. No 99. Don't know/Does not remember	1 2 99	1 2 99	1 2 99
If A18=Yes or A19a-f=Yes or A20=Yes, ask H10A **If A18=No and A19=a-f=No and A20=No, ask H10B**			

| H10.
 A) You said (NAME) worked in the last 7 days, on a scale of 1 to 5 where 1 is not likely at all and 5 is "would have happened for sure" how likely do you think it is that (NAME) would be working in that job if the COVID-19 pandemic did not happen?
 (Note: If the respondent is not aware of COVID-19, then it had no impact on the outcome in their view, so please select option "5. Would have happened for sure")

 1. Not likely at all
 2. Somewhat likely
 3. Half/half likely
 4. Very likely
 5. Would have happened for sure

 B) You said (NAME) did not work in the last 7 days, on a scale of 1 to 5 where 1 is not likely at all and 5 is "would have happened for sure" how likely do you think it is that (NAME) would be working if the COVID-19 pandemic did not happen?
 (Note: If the respondent is not aware of COVID-19, then it had no impact on the outcome in their view, so please select option "5. Would have happened for sure")

 1. Not likely at all
 2. Somewhat likely
 3. Half/half likely
 4. Very likely
 5. Would have happened for sure |

1
2
3
4
5

1
2
3
4
5 |

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2
3
4
5

1
2
3
4
5 |

1
2
3
4
5

1
2
3
4
5 | --> H11 if H10A was asked

 --> A47 if A6<18

 Otherwise, END for this HH Member. Go to the next HH member in Section II. |

H11. You said (NAME) worked [insert total number of hours from A31] hours in the past 7 days, is that more or less than during an average week in January to March 2020, before the COVID-19 outbreak? 1. More than before 2. Less than before 3. Same as before 99. Don't know	1 2 3 99	1 2 3 99	1 2 3 99	--> A47 if A6<18 Otherwise, END for this HH Member. Go to the next HH member in Section II.
V_S4. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	1 2 3	1 2 3	1 2 3	

Section V:	Household Tasks: About Children (5-17) ONLY			
Serial No in A1	|_|_|	|_|_|	|_|_|	Skip To Question
Name of household member				
Age of household member	|_|_|	|_|_|	|_|_|	
A47. During the past week did (NAME) do any of the tasks indicated below for this household? *(Read each of the following options and mark "YES" or "NO" for all options)*	1=Yes 2=No	1=Yes 2=No	1=Yes 2=No	
1. Shopping for household e.g., grocery	1 |_|	1 |_|	1 |_|	
2. Repairing / maintenance any household equipment	2 |_|	2 |_|	2 |_|	
3. Cooking	3 |_|	3 |_|	3 |_|	
4. Cleaning utensils/house	4 |_|	4 |_|	4 |_|	
5. Washing clothes/ ironing clothes/mending	5 |_|	5 |_|	5 |_|	
6. Caring for children / old / sick	6 |_|	6 |_|	6 |_|	
7. Transporting household members and goods	7 |_|	7 |_|	7 |_|	
A47A. Did (NAME) do any of the mentioned tasks for this household during January to March 2020, before the outbreak of COVID-19? 1. Yes 2. No 99. Don't know/Does not remember	1 2 99	1 2 99	1 2 99	If all "NO" in A47 → A49
A48.During each day of the past week how many hours did (NAME) do these household tasks? (less than one hour mark 0.5, if no time at all, then 0) *(Record for each day separately)* 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday	1. |_| 2. |_| 3. |_| 4. |_| 5. |_| 6. |_| 7. |_|	1. |_| 2. |_| 3. |_| 4. |_| 5. |_| 6. |_| 7. |_|	1. |_| 2. |_| 3. |_| 4. |_| 5. |_| 6. |_| 7. |_|	
Total (for coding)	|_|_|	|_|_|	|_|_|	
A48A. You said (NAME) spent [insert total number of hours from A48] hours on these household tasks in the past 7 days, is that more or less than during an average week in January to March 2020, before the COVID-19 outbreak? 1. More than before 2. Less than before 3. Same as before 99. Don't know	1 2 3 99	1 2 3 99	1 2 3 99	If Working (*) →A50 Otherwise END for this HH Member. Go to the next HH member in Section II
A49. What do you consider currently best for (NAME)? *(Read the options, choose only one option, best option)* 1. Work for his own income 2. Work for household income	1 2	1 2	1 2	
3. Assist family business / assist in family's economic activities *Note: When a child helps his father in his work without being paid: assist family business. Even if this business is on street doing work such as repairing bikes, etc.*	3	3	3	
4. Assist with household chores	4	4	4	
5. Attend school/ get education	5	5	5	
6. Community work	6	6	6	
8. Stay at home/ be taken care of at home	8	8	8	
9. Get religious education (i.e attend Madrassa)	9	9	9	
10. Get Married	10	10	10	
94. Other (specify)	94	94	94	
Other Specify				
V_S5. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	1 2 3	1 2 3	1 2 3	

(*) WORKING = IF A18=YES or A19=YES or A20=YES or A40=YES or A41=YES or A42=YES

Attention: Section VI applies ONLY to those working (A18=YES or A19=YES or A20=YES or A40=YES or A41=YES or A42=YES) children age 5-17 (A7=1).				
Section VI	Perceptions/Observations of Parents/Guardians / Respondent about working children (5-17)			
	These questions are intended to solicit views from parents or guardians about children's work. Therefore reference should only be made about children who were reported to be working.			
Serial No in A1	|_|_|	|_|_|	|_|_|	|_|_|	Skip to Question
Name of household member					
Age of household member	|_|_|	|_|_|	|_|_|	|_|_|	

A50. What problem(s) does (NAME) face as a result of his/her work being done? Make sure that it also includes the traveling to and from the work place *(Read the options and circle all the ones that are appropriate)*					
a. Injury, illness or poor health (short term)	a	a	a	a	
b. Injury, illness or poor health (long term)	b	b	b	b	
c. Problems at concentrating, remembering and learning things.	c	c	c	c	
d. Communication difficulties (e.g., difficulty being understood by people inside or outside of this household)	d	d	d	d	
e. Child seems very anxious, nervous or worried.	e	e	e	e	
f. Child seems very sad or depressed.	f	f	f	f	
g. Poor grades in school	g	g	g	g	
h. Psychological abuse (intimidation, scolding, insulting, bullying, making sexual comments without physical action, mental abuse)	h	h	h	h	
i. Physical abuse (beating, physically hurting).	i	i	i	i	
j. Sexual abuse	j	j	j	j	
k. Extreme fatigue	k	k	k	k	
l. No time for leisure / play	l	l	l	l	
m. No time to go to school	m	m	m	m	
n. Distance traveled is too long	n	n	n	n	--> A50a if A6a ≠ "no disability", otherwise A51
o. Low wages- extreme low amount	o	o	o	o	
p. Encouragement/Instigation of drug use	p	p	p	p	
q. Don't know / not aware	q	q	q	q	--> A50a if A6a ≠ "no disability", otherwise A51
r. None	r	r	r	r	
A50b. Which, if any, of the specified problems (NAME) experienced as a result of work were aggravated by COVID-19? [Mark all that apply] [Display option/s chosen in question A50]					
A50a. (ONLY IF A6a ≠ "no disability") You previously mentioned that (NAME) has a disability, was this disability caused by his/her work being done?					
1. Yes	1	1	1	1	
2. No	2	2	2	2	
3. Not disabled	3	3	3	3	
A51. What are the main reasons for letting (NAME) work? *(Indicate maximum three most important reasons) Please wait for their answer. Do not read the options*					
a. Supplement family / household income.	a	a	a	a	--> A51a
b. Help pay family / household debt.	b	b	b	b	--> A51a
c. Help in household enterprise	c	c	c	c	--> A51a
d. Learn skills	d	d	d	d	Go to the next HH member in Section II
e. Schooling not useful for future	e	e	e	e	Go to the next HH member in Section II
f. No school / school too far	f	f	f	f	--> A51a
g. Cannot afford school fees / school related expenses	g	g	g	g	--> A51a
h. School environment not good/ no quality education	h	h	h	h	--> A51a
i. Corporal punishment in school	i	i	i	i	Go to the next HH member in Section II
j. School has no latrine	j	j	j	j	Go to the next HH member in Section II
k. Child not interested in school	k	k	k	k	Go to the next HH member in Section II
l. Temporarily replacing someone unable to work	l	l	l	l	--> A51a
m. Preventing him/her from making bad friends and/or being led astray	m	m	m	m	Go to the next HH member in Section II
n. Child is harrassed/made fun of if he does not go to work	n	n	n	n	Go to the next HH member in Section II
o. Social Pressure *(communal, tribal pressure, etc.)*	o	o	o	o	Go to the next HH member in Section II
p. Support household needs/ to fetch water / collect wood	p	p	p	p	--> A51a
q. School environment not suitable for minorities	q	q	q	q	Go to the next HH member in Section II
r. Own will /own interest	r	r	r	r	Go to the next HH member in Section II
s. Lack of family planning / did not think of child's education	s	s	s	s	Go to the next HH member in Section II
t. Injury, illnesss or poor health that prevents child from going to school	t	t	t	t	--> A51a
u. Learning difficulties, intellectual disability or mental health problems which hinder learning	u	u	u	u	--> A51a
A51a. How strongly was the decision to let [NAME] work linked to COVID-19?					
1. Strongly linked	1	1	1	1	Go to the next HH member in Section II
2. Linked	2	2	2	2	
3. Somewhat linked	3	3	3	3	
4. Unrelated	4	4	4	4	
99. Don't know	99	99	99	99	

V_S6. Was this section completed in:					
1. First visit	1	1	1	1	
2. Second visit	2	2	2	2	
3. Third visit	3	3	3	3	

Once all members are done, go to the 2nd part of the Questionnaire to ask questions on the household characteristics

Addressed to the most knowledgeable member of household HOUSEHOLD ID NUMBER

SECTION VII	Housing and Household Characteristics	Skip to Question
B1a. What material is used for walls of the dwelling of this household (observation / if entrance not allowed ask)		
1. Burned/ baked bricks / blocks / cemented walls/ RCC	1	
2. Raw bricks / mud / blocks	2	
3. Wood / Bamboo	3	
4. Stone	4	
5. Cloths/Curtain/tent	5	
6. No walls	6	
7. Bushes and branches of tree	7	
8. Dhajidar (mix of wood, mud, stones, etc)	8	
94. Other (specify)	94	
Other Specify		
B1b. What material is used for roof of the dwelling of this household (observation / if entrance not allowed ask)		
1. RCC / RBC (Reinforced Concrete Cement / Reinforced Brick Cement)	1	
2. Wood / Bamboo	2	
3. Iron / cement sheets	3	
4. Girder / T-iron	4	
5. Fiberglass	5	
94. Other (specify)	94	
Other Specify		
B2. What is the ownership status of this dwelling?		
1. Owner occupied	1	
2. On Rent	2	
3. Subsidized rent	3	
4. Rent free	4	
94. Other (specify)	94	
Other Specify		
B3. How many rooms are there in this dwelling? Include bed rooms and living rooms (Do not count storage, garage, bath rooms, toilets, kitchen or rooms for business)	|_|_|	
B4. What is the size of dwelling?		
B4-a: First specify unit of measurement 1. Marla | 2. Square feet | 3. Kanal | 4. Square meter |5. Square yards	|_|	
B4-b: Enter the size (number only)	|____|	
B5. What type of toilet is used by the household?		
1. Flush connected to public sewage	1	
2. Flush connected to pit/septic tank	2	
3. Flush connected to open drain	3	
4. Dry raised latrine	4	
5. Dry pit latrine	5	
6. No toilet in the household (e.g., open defecation)	6	
B6. What is the main source of energy for cooking?		
1. Wood	1	
2. Gas (both piped or gas cylinders)	2	
3. Kerosene oil	3	
4. Dung Cake	4	
5. Electricity	5	
6. Crop Residue	6	
7. Charcol / Coal	7	
8. Solar	8	
9. Biogas	9	
10. Bushes and branches of tree	10	
94. Other (specify)	94	
B7. What is the main source of drinking water?		
1. Piped water	1	
2. Hand pump	2	
3. Motorized pumping / Tube well	3	
4. Open well	4	
5. Closed well	5	
6. Pond / canal / river / stream / rain water pond	6	
7. Spring	7	
8. Mineral water/ bottled water	8	
9. Tanker / truck / water bearer	9	
10. Filtration plant	10	
94. Other (specify)	94	
B7-a: Does the household have an Electricity connection	1. Yes 2.No 3. Yes, extension	
B7-b: Does the household have a Gas connection	1. Yes 2. No	

	3. Yes, extension	
B7-c: Does the household have a landline/PTCL/SCO Telephone connection	1. Yes 2. No 3. Yes, extension	
B8. Has the household head ever changed the place of residence? *(district/province/country)* 1. Yes, only seasonal migration (i.e, temporal) 2. Yes, other than seasonal migration (i.e, permanent) 3. No	 1 2 3	 --› B12 --› B9 --› B12
B9. In which district/province/country was the last place of residence of the household head?		
B9a. Was it in Pakistan?	1. Yes 2. No	--› B9c --› B9b
B9b. In which country was the last place of residence of the household head? *(Write name of country)*		--› B10
B9c. In which district was the last place of residence of the household head? *(select District from the list)*		If "not in list" --› B9d
B9d. In which province was the last place of residence of the household head? *(select District from the list)*		
B10. In which year did the household head move to the present place of residence?	|_|_|_|_|	
B11. What was the main reason for coming or changing to the present place of residence? 1. Job transfer / business transfer 2. Found a job / opened business 3. Looking for job / looking for work 4. Looking for better agricultural land 5. Studies (Schooling / training) 6. Proximity to place of work 7. Housing 8. Social / political problem 9. Health 10. Due to security / conflict 11. Due to natural disaster (e.g., floods, earthquake, cyclone, droughts, etc.) 12. Due to marriage 13. Discrimination 15. Enmity 16. Due to family related issues (Death/illness of relatives, to take care of mother /father-in-law) 17. Retirement 94. Other (specify)	 1 2 3 4 5 6 7 8 9 10 11 12 13 15 16 17 94	
Other Specify		
V_S7. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	 1 2 3	

SECTION VIII	Household Socio-Economic Status	
B12. Does the household own any of the following? *(Select all that apply)*	1= Yes 2=No	Skip to question
a. Heater	a |_|	
b. Washing machine / dryer	b |_|	
c. Geyser (gas / electric)	c |_|	
d. Air cooler	d |_|	
e. Air conditioner	e |_|	
f. Fan (Ceiling, Table, Padestal, Exhaust)	f |_|	
g. Cooking range, Microwave oven	g |_|	
h. Cooking stove	h |_|	
i. Television	i |_|	
j. VCR, VCP, Receiver, Decoder, DVD Player	j |_|	
k. Refrigerator	k |_|	
l. Freezer	l |_|	
m. Generator / UPS	m |_|	
m1. Solar panel	m1 |_|	
n. Sewing / knitting machine	n |_|	
o. Personal Computer / laptop / tablets	o |_|	
p. Motorcycle / scooter	p |_|	
q. Tractor	q |_|	
r. Car / Vehicle (any engine driven vehicle)	r |_|	
s. Cell phone	s |_|	
t. Internet	t |_|	
v. Radio / tape recorder	v |_|	
w. TV Cable	w |_|	
u. None of the above	u |_|	

B13. Does the household own any livestock presently?		
1. Yes (fully own)	1	--> B14
2. Yes (shared)	2	--> B14
3. No	3	--> B15

B14. How many?	In Number	
1. Camel	|_|_|_|	
2. Horse / mule / donkey	|_|_|_|	
3. Cow / cattle	|_|_|_|	
4. Goat / Sheep	|_|_|_|	
5. Buffalo	|_|_|_|	
6. Poultry (It includes chicken, ducks, turkeys, geese etc. all domestic fowls).	|_|_|_|	
94. Other livestock	|_|_|_|	
Other Specify		

B15. Does any household member own any agricultural land presently?		
1. Yes	1	--> B16
2. No	2	--> B18

B16. How much land you own? *(The unit of land will be specified later)*	|_|_|_|	Same unit for
B16a. Of this land, how much is cultivable?	|_|_|_|	both!

B16b. Unit of land:		
1. Marla |2. Kanal |3. Acre |4. Murba | 5. Jareeb| 6. Vesa | 7. Chakoram	|_|	

B18. Did you face any of the following problems (countrywide / communitywide) in the last 12 months *(Read all options and select up to 2 **most important** faced)*		
1. Natural disaster (drought, flood, storms, hurricane, landslides, avalanche, glacial lake outburst flood (GLOF), forest fires, heat wave, earthquake)	1	
2. Epidemic/Pandemic (COVID-19)	2	
3. Business closing due to economic recession	3	
4. Falling agricultural prices.	4	
5. Price inflation	5	
6. Public protests	6	
7. Conflict / security	7	
8. Pest attack (on agricultural crops)	8	
9. Industrial disaster	9	
10. Long-term load shedding/power breakdown	10	
11. No problem faced at all	11	
94. Other (specify)	94	-
Other Specify		-

B19. Has the household suffered a fall in income due to any of the following household specific problems in the last 12 months? *(Mark "1-YES" or "2-NO" for all options)*	1= Yes 2= No	
1. Loss of employment of any member	1 |_|	
2. Bankruptcy of a family business	2 |_|	--> B19a if B19=1, 2, 3, 4, 9, 10, 11, 12 or 94
3. Serious illness or accident of a working member of the household	3 |_|	
4. Death of a working member of the household	4 |_|	
5. Abandonment by the household head	5 |_|	
6. Fire in the house / business / property	6 |_|	-->B20 if 5, 6, 7, or 8)
7. Criminal act by household member	7 |_|	
8. Land dispute	8 |_|	
9. Loss of cash support or in-kind assistance	9 |_|	--> B21 if all No
10. Fall in prices of products of the household business	10 |_|	
11. Loss of harvest	11 |_|	
12. Loss of livestock	12 |_|	
94. Other	94 |_|	
Other Specify		-

B19a. How strongly was the fall in income linked to COVID-19?		
1. Strongly linked	1	
2. Linked	2	
3. Somewhat linked	3	
4. Unrelated	4	
99. Don't know	99	

B22. What was the main reason for obtaining a loan? *(Please, wait for the response. Do not read the options)*		
1. To meet essential household expenditures (buying food, child education, house rent, utilities' bill, etc.)	1	
2. To buy vehicle (bike, motorbike, car) for household member	2	-->B23
3. To purchase/remodel/repair/construct a house / purchase land	3	-->B23
4. To meet health related expenditures for household members (medicine, doctor or hospital fees)	4	
5. To meet the following ritual expenditures: birth, funeral, and wedding	5	
6. To open/increase business	6	
7. To pay previous loan	7	
8. To overcome hardship (eg legal expenses in a court, expenses after having been robbed)	8	
9. For Agriculture inputs (e.g., fertilizers, pesticide, etc.)	9	-->B23
10. For pilgrimage/ other religious ritual	10	-->B23
11. To send child abroad for a job	11	
12. Migration/ to go out of the country	12	
13. To help a friend to overcome hardship	13	
94. Other (specify)	94	-->B23
Other Specify		
B22a. How strongly was this reason linked to COVID-19?		
1. Strongly linked	1	
2. Linked	2	
3. Somewhat linked	3	
4. Unrelated	4	
99. Don't know	99	
B23. Where did the household obtain the loan from? *(Multiple answers are allowed)*		
a. Relatives/friends/neighbors	a	
b. Commercial Bank	b	
c. Micro Finance Institutions / Microfinance Banks	c	
d. Informal Money lenders (arhti/beopari/landlords/shopkeepers)	d	
e. Others (specify)	e	
Other Specify		
B24. Was the debt paid back?		
1. Yes, wholly	1	
2. Yes, partly (e.g in installments)	2	
3. No	3	
If B24 = 1 ask the options A in B25, B26, and B27 *If B24 = 2, 3 ask the options B in B25, B26 and B27*		
B25. A) How was the debt paid back? B) How will the debt be paid back? *(Read all the options and circle all the appropriate ones)*		
a. Cash, by borrowing money from someone else	a	
b. Cash, by selling some assets	b	
c. Cash, by getting income from work	c	
d. Cash, by getting loan from pawn shop	d	
e. Provide direct labour to the creditor by adult household member	e	
f. Provide direct labour to the creditor by child household member	f	
g. In kind	g	
h. Loan wave-off	h	
i. ROSCA /BC (Budget Committee)	i	
j. Cash support by a friend, family member	j	
k. Cash, by renting a portion of the house	k	
m. Dowry/wulvur from wedding	m	
l. Other (specify)	l	
B26. A) Was any child withdrawn from school? (if the debt was paid) B) Will any child be withdrawn from school to pay the debt back?		
1. Yes	1	--> B27
2. Maybe	2	--> B27
3. All children already withdrawn from school / never enrolled in school	3	--> B27
4. No need to withdraw	4	--> B28

B27. A) Were the children/child sent back to school after repaying the debt? B) Will the child/children be sent back to school after the debt situation improves? 1. Yes 2. No 3. Maybe	1 2 3	
B28. What is the household's average monthly expenditure? *(in Pakistani rupees)* *(This question is to be recorded as expenditure incurred at the household level. Help them think of all types of expenditures: transportation, food, electricity, water, gas, recreation, going out, medical expenses, education related expenses, etc.)*	|_____|	
B28a. Has the household's average monthly expenditure changed during the COVID-19 pandemic? 1. Yes, increased 2. Yes, decreased 3. No, remained the same 99. Don't know	1 2 3 99	
B29. What are the household's sources of income? *(Read out each source of income and mark all that apply)* a. Employment / work b. Social transfers from public sources (charity, pension, zakat, BISP, etc) c. Scholarship d. Rent / property / investments / stock exchange e. Private transfers (including remittances, gifts) f. Savings/ pension	a b c d e f	
B30. What is the household's average monthly income? (in Pakistani rupees) *Note: Help the person come up with income by making them think of the income of each member, plus the income from the other sources they just mentioned*	|_____|	
B30a. Has the household's average monthly income changed during the COVID-19 pandemic? 1. Yes, increased 2. Yes, decreased 3. No, remained the same 99. Don't know	1 2 3 99	
H12. On a scale of 1 to 5 where 1 is not at all affected and 5 is severely affected how severely has your economic well-being as a household been affected by COVID-19 (directly or indirectly)? 1. Not at all affected 2. Mildly affected 3. Moderately affected 4. Highly affected 5. Severely affected 99. Don't know	1 2 3 4 5 99	
B31. Are you or any member of your household currently a BISP beneficiary?	1. Yes 2. No	If "Yes" --> B33
B32. During last three years, have you or any member of the household received financial assistance from any government source?	1. Yes 2. No	
B33. During the last 12 months, has any household member temporarily migrated for economic activities for more than 30 days	1. Yes 2. No	
B34. Has your household experienced an infant death (a child under the age of 1 year) or stillbirth during the last 12 months? *(Enumerator note: Stillbirth means when baby dies from 7th month of pregnancy onward)*	1. Yes 2. No	

ONLY ASK IF YOUNGEST CHILD IN THE HOUSEHOLD IS 5-12 (5 and 12 included). IF YOUNGEST CHILD >12, SKIP TO NEXT SECTION (Gen information2)		
B35. Think of your child (NAME). Imagine that (NAME) is already 30 years old and completed university. A. What is the maximum amount that you think he/she could be earning per month? B. What is the minimum amount that you think he/she could be earning per month? (c) What is the likelihood that (NAME)'s earnings would be at least Rs_____(mean), where 1 is not likely at all and 5 will happen for sure? *where X is the average of maximum and minimum amount mentioned from questions (a) and (b) and was calculated by the interviewer and read to the respondent.*	Rs_____ Rs_____ 1 Not likely at all 2 Somewhat likely 3 Half/half likely 4 Very likely 5 Will happen for sure	
B36. Now Imagine that (NAME) is already 30 years old and did not go to school but started to work early as a child. A. What is the maximum amount that you think he/she could be earning per month? B. What is the minimum amount that you think he/she could be earning per month? (c) What is the likelihood that (NAME)'s earnings would be at least Rs_____(mean), where 1 is not likely at all and 5 will happen for sure? *where X is the average of maximum and minimum amount mentioned from questions (a) and (b) and was calculated by the interviewer and read to the respondent.*	Rs_____ Rs_____ 1 Not likely at all 2 Somewhat likely 3 Half/half likely 4 Very likely 5 Will happen for sure	

Thank you very much [name of respondent] for giving time and answering questions.
May I please ask your children some questions about their education and their daily activities?

V_S8. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	1 2 3	

Go to the 3rd part of the Questionnaire to interview each child (5-17)
But first pass through General Information 2

Gen. Information 2

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8
G12. Is (NAME) currently available and able to respond to Part III?	1. Yes -->G12b 2. No --> Go to G12a	1. Yes -->G12b 2. No --> Go to G12a	1. Yes -->G12b 2. No --> Go to G12a	1. Yes -->G12b 2. No --> Go to G12a	1. Yes -->G12b 2. No --> Go to G12a	1. Yes -->G12b 2. No --> Go to G12a	1. Yes -->G12b 2. No --> Go to G12a	1. Yes -->G12b 2. No --> Go to G12a
G12a. Why is (NAME) not currently available to respond Part III? (ONLY ONE ANSWER SHOULD BE SELECTED)	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond	1. Child not in household right now (he is out playing, at school, at work, etc.), but he can be interviewed at a later time 2. Child currently away/living somewhere else and not available for interview 3. Child is disabled and cannot respond 4. Child refuses to respond
G12b. Introductory message for children	**1. We are trying to learn about how children spend their time in school, at home and at work.** **2. We think you can help us in answering some questions.** **3. Would you be willing to answer?** **4. If you don't want to participate or want to stop at any point, that will not be a problem.**							
G12c. May we continue?	1. Yes --> C0 2. No --> Go to G12 (if there are more children available)							
G13. You have told me that the following children (ADD HERE THE NAMES OF ALL CHILDREN WITH G12a=1) are not right now available for an interview. Could you please tell me a specific date and time when I could come back to interview ALL of these children?	1. Specific date Specify date_____ Specific time_____ 2. Any day after a particular time Specify time_____ 3. On Saturdays, Specify time_____ 4. On Sundays, specify time_____							

PART III CHILD QUESTIONNAIRE					
Ask every child (5-17) in the household HOUSEHOLD NUMBER: |_|_|_|_|_|					

Section IX					
		Educational Attainment of All Children (5 - 17)			
Question to be asked if child is 10-17	**Question to be asked if child 5-9**				
Serial No in A1	**Serial No in A1**	|_|	|_|	|_|	**Skip to Question**
Name of household member	Name of household member				
Age of household member	Age of household member	|_|	|_|	|_|	Children Aged 5-9 years / Children Aged 10-17 years
C0. How old are you? (in completed years) |_|	C0. How old are you? (in completed years) |_|				
	C0a. What day of the week was yesterday?				
	1. Monday	1	1	1	
	2. Tuesday	2	2	2	
	3. Wednesday	3	3	3	
	4. Thursday	4	4	4	
	5. Friday	5	5	5	
	6. Saturday	6	6	6	
	7. Sunday	7	7	7	
	99. Don't know	99	99	99	
	C0b. Enumerator, please state what day of the week was yesterday				
	1. Monday	1	1	1	
	2. Tuesday	2	2	2	
	3. Wednesday	3	3	3	
	4. Thursday	4	4	4	
	5. Friday	5	5	5	
	6. Saturday	6	6	6	
	7. Sunday	7	7	7	
C1. Can you read and write a short, simple statement with understanding in any language? 1. Yes 2. No	C1. Can you read and write a short, simple statement with understanding in any language? /Can you read and recognize words and letters? 1. Yes 2. No	1 2	1 2	1 2	
C2. Are you attending school/madrassah or pre-school during the current school year? 1. Yes 2. No	C2. Are you attending school/madrassah or pre-school during the current school year? 1. Yes 2. No	1 2	1 2	1 2	-->C3 -->C8
C3. What is the level of school and class that you are currently attending? 0. Pre-school, Class 0 1. Primary, Class 1 2. Primary, Class 2 3. Primary, Class 3 4. Primary, Class 4 5. Primary, Class 5 6. Middle/Secondary school certificate (SSC), Class 6 7. Middle/Secondary school certificate (SSC), Class 7 8. Middle/Secondary school certificate (SSC), Class 8 9 Middle/Secondary school certificate (SSC), Class 9 10. Middle/Secondary school certificate (SSC), Class 10 11. Higher Secondary school certificate (HSSC) / College, Class 11 or polytechnic diploma 12. Higher Secondary school certificate (HSSC) / College, Class 12 / FA / FSc / ICom/A levels/ ADE / ICS 13. BA / BSc / BCom / Bed / BBA / BCS 14. Madrassah level 15. Non-standard curriculum/ non formal education	C3. What is the level of school and class that you are currently attending? 0. Pre-school, Class 0 1. Primary, Class 1 2. Primary, Class 2 3. Primary, Class 3 4. Primary, Class 4 5. Primary, Class 5 6. Middle/Secondary school certificate (SSC), Class 6 7. Middle/Secondary school certificate (SSC), Class 7 14. Madrassah level 15. Non-standard curriculum/ non formal education	0 1 2 3 4 5 6 7 14 15	0 1 2 3 4 5 6 7 14 15	0 1 2 3 4 5 6 7 14 15	-->C5 -->C4 -->C4 -->C4 -->C4 -->C4 -->C4 -->C4 -->C3A -->C4
C3A. (ONLY IF CODE 14 IN C3) What Madrassah level are you currently attending? 1. Mutwasata 2. Sanviya Aama 3. Sanviya khasa 4. Aalia (or Shahadat ul Aalia) 5. Aalmia (or Shahadat ul Aalmia) 94. Other (specify)	C3A. (ONLY IF CODE 14 IN C3) What Madrassah level are you currently attending? 1. Mutwasata 2. Sanviya Aama 3. Sanviya khasa 4. Aalia (or Shahadat ul Aalia) 5. Aalmia (or Shahadat ul Aalmia) 94. Other (specify)	1 2 3 4 5 94	1 2 3 4 5 94	1 2 3 4 5 94	
C4. At what age did you begin primary school or the first level of education that you have entered? (Age in completed years)	C4. At what age did you begin primary school or the first level of education that you have entered? Enumerator prime: How many grades have you attended in school? (Please consider the age of the child and calculate age-grades), so you were X years when you started? (Age in completed years)	|_|	|_|	|_|	
C5. Did you miss any school day during the past week? Please do not count official holidays 1. Yes 2. No	C5. Did you miss any school day/ did you not go to school during the past week? Please do not count official holidays 1. Yes 2. No	1 2	1 2	1 2	-->C6 / -->C6 -->C17 / -->C14

C6. How many school days did you miss during the past week? *(Write the number of days)*	C6. How many school days did you miss during the past week? *(Write the number of days)*	⊔	⊔	⊔	
C7. Why did you miss school day(s) during the past week? *(Please wait for their response and then circle the two most appropriate options)*	**C7. Why did you miss school day(s) during the past week?** *(Please wait for their response and then circle the two most appropriate options)*				
1. School closed due to any reason other than public holiday	1. School closed due to any reason other than public holiday	1	1	1	
2. Teacher was not in the school (absent)	2. Teacher was not in the school (absent)	2	2	2	
3. Bad weather conditions / Natural harzards (Land Sliding, Rain, Flood, earthquake etc)	3. Bad weather (prime: too hot, raining too much, rivers too big to cross because of rain, etc.) / Natural hazards (Land Sliding, Rain, Flood, earthquake etc)	3	3	3	
4. Insecurity/conflict/cross firing	4. Insecurity/conflict/cross firing	4	4	4	
5. Seasonal migration	5. Seasonal migration (prime: had to move to look after cattle,etc)	5	5	5	
6. To help family business	6. To help family business (*prime: help your family with their work, help them in the field, help them in their shop, etc. Use the information given to you in initial sections of the kind of work done by family and mention this work*)	6	6	6	-->C17 -->C14
7. To help at home with household tasks	7. To help at home with household tasks (help cooking, taking care of children, cleaning, organizing, fetching water or wood, etc)	7	7	7	
8. Working outside family business	8. Working outside family business (working for other people who are not your family or in other activities not related to what your family does)	8	8	8	
9. Illness / Injury / disablement	9. Illness/ Injury/disablement (feeling sick, being hurt, not being physically able to go)	9	9	9	
10. Death/ illness in the family/village	10. Death/ illness in the family/village	10	10	10	
11. Marriage in the family/village/ rituals/ceremonies/events	11. Marriage in the family/village/ rituals/ceremonies/events	11	11	11	
12. Got late so did not go to school / was not allowed to enter school	12. Got late so did not go to school / was not allowed to enter school	12	12	12	
13.Preparation for examinations/home studying	13. Preparation for examinations/home studying	13	13	13	
14.Punishments/disciplinary measures in school	14. Punishments/disciplinary measures in school	14	14	14	
15.Did not want to go to school /not interested in school	15. Did not want to go to school /not interested in school	15	15	15	
16. Fear of exams/papers/ Bad performance in exams	16. Fear of exams/papers/bad performance in exams	16	16	16	
17. Budget problems or personal school materials unavailable/damaged	17. Budget problems or personal school materials unavailble/damaged	17	17	17	
18.No person available to drop at the school/no transport available	18. No person available to drop at the school/no transport available	18	18	18	
19. Siblings do not go to school	19. Siblings do not go to school	19	19	19	
94. Other (specify)	94. Other (specify)	94	94	94	
Other Specify	Other Specify				
C8. Have you ever attended school? (can be formal or non-formal)	C8. Have you ever attended school? (can be formal or non-formal)				
1. Yes	1. Yes	1	1	1	-->C10
2. No	2. No	2	2	2	-->C9
C9. Why have you never attended school? *(Please wait for their response and then circle the most appropriate option)*	**C9. Why have you never attended school?** *(Please wait for their response and then circle the most appropriate option)*				
1. Too young	1. Too young	1	1	1	
2. Disabled	2. Disabled (you have limitations with your arms, legs, eyes, ears, hands, or any other part of your body that does not allow you to go)	2	2	2	
2a. Illness	2a. Illness (you are sick)	2a	2a	2a	
3. No school/school too far/ school occupied/ school non-functional	3. No school/school too far/ school occupied/ school non-functional	3	3	3	
4. Parents' negligence (too busy to think of schooling)	4. Parents' negligence (too busy to think of schooling)	4	4	4	
5. Cannot afford schooling (school too expensive)	5. Cannot afford schooling (school too expensive)	5	5	5	
6. Family did not allow schooling	6. Family did not allow schooling	6	6	6	
7. Does not find school interesting / not interested in school	7. Does not find school interesting /not interested in school (school is boring, not for you)	7	7	7	
8. Education not considered valuable / I won't find a job	8. Education not considered valuable (education is not important)	8	8	8	
9. School not safe/ going to school not safe (security)	9. School not safe/ school is dangerous or going to school is dangerous (security)	9	9	9	--->C17 ---->C14
10. To learn a job/ learn how to work (apprentice, etc)	10. To learn a job/ learn how to work (apprentice, etc)	10	10	10	
11. To work for pay (to get money)	11. To work for pay (to get money)	11	11	11	
12. To work as unpaid worker in family business/farm	12. To work as unpaid worker in family business/farm (to work to help with the work of the family but without being paid, without receiving money)	12	12	12	
13. Help at home with household tasks	13. Help at home with household tasks (to help clean, take care of younger children, help cook, help with other activities at home)	13	13	13	
14. Corporal punishment from teachers/ parents	14. Corporal punishment from teachers/ parents (they were hitting you, screaming at you, not treating you nicely)	14	14	14	
15. Death/illness of parent / relative	15.Death/illness of parent/ relative	15	15	15	
16. No latrine/ boundary wall/ drinking water available in school	16. No latrine/ boundary wall/ drinking water available in school	16	16	16	
17. No female / male teachers	17. No female / male teachers	17	17	17	
18. School facilities not available	18. School facilities not available	18	18	18	
19.Teachers not available/ mostly remain absent	19.Teachers not available/ mostly remain absent	19	19	19	

20. Due to marriage	20. Due to marriage	20	20	20	
21. To learn the holy book by heart (Hifz)	21. To learn the holy book by heart (Hifz)	21	21	21	
22. Dispute of the family with the community	22. Dispute of the family with the community	22	22	22	
23. Education is of poor quality	23. Education is of poor quality	23	23	23	
94. Other (specify)	94. Other (specify)	94	94	94	
Other Specify	Other Specify				

C10. What is the highest level of school and grade you have attended?	C10. What is the highest level of school and grade you have attended?				
0. Pre-school, Class 0	0. Pre-school, Class 0	0	0	0	--> C12
1. Primary, Class 1	1. Primary, Class 1	1	1	1	--> C11
2. Primary, Class 2	2. Primary, Class 2	2	2	2	--> C11
3. Primary, Class 3	3. Primary, Class 3	3	3	3	--> C11
4. Primary, Class 4	4. Primary, Class 4	4	4	4	--> C11
5. Primary, Class 5	5. Primary, Class 5	5	5	5	--> C11
6. Middle/Secondary school certificate (SSC), Class 6	6. Middle/Secondary school certificate (SSC), Class 6	6	6	6	--> C11
7. Middle/Secondary school certificate (SSC), Class 7	7. Middle/Secondary school certificate (SSC), Class 7	7	7	7	--> C11
8. Middle/Secondary school certificate (SSC), Class 8					
9 Middle/Secondary school certificate (SSC), Class 9					
10. Middle/Secondary school certificate (SSC), Class 10					
11. Higher Secondary school certificate (HSSC) / College, Class 11 or polytechnic diploma					
12. Higher Secondary school certificate (HSSC) / College, Class 12 / FA / FSc / ICom/A levels					
13. BA / BSc / BCom / Bed					
14. Madrassah level	14. Madrassah level	14	14	14	--> C10A
15. Non-standard curriculum/ non formal education	15. Non-standard curriculum/ non formal education	15	15	15	--> C11

C10A. (ONLY IF CODE 14 IN C10) What is the highest Madrassah level you have completed?	C10A. (ONLY IF CODE 14 IN C10) What is the highest Madrassah level you have completed?				
1. Mutwasata	1. Mutwasata	1	1	1	
2. Sanviya Aama	2. Sanviya Aama	2	2	2	
3. Sanviya khasa	3. Sanviya khasa	3	3	3	
4. Aalia (or Shahadat ul Aalia)	4. Aalia (or Shahadat ul Aalia)	4	4	4	
5. Aalmia (or Shahadat ul Aalmia)	5. Aalmia (or Shahadat ul Aalmia)	5	5	5	
94. Other (specify)	94. Other (specify)	94	94	94	

C11. At what age did you begin primary school or the first level of education that you have entered? *(Age in completed years)*	C11. At what age did you begin primary school or the first level of education that you have entered? *Enumerator prime: How many grades have you done in school? (Please consider the age of the child and calculate age-grades), so you were X years when you started?* *(Age in completed years)*	⌊_⌋	⌊_⌋	⌊_⌋⌋	
C12. At what age did you leave school? *(Age in completed years)*	C12. At what age did you leave school? *(Enumerator help child understand question: Did you go to school last year? Did you go to school the year before? Please consider the age of the child and compute the age when child stopped school)* *(Age in completed years)*	⌊_⌋	⌊_⌋	⌊_⌋⌋	

C13. Why did you leave school? *(Wait for response and circle the most appropriate option)*	C13. Why did you leave school? *(Wait for response and circle the most appropriate option)*				
1. Completed compulsory schooling		1	1	1	
2. Too old for school		2	2	2	
3. Disabled	3. Disabled (you have limitations with your arms, legs, eyes, ears, hands, or any other part of your body that does not allow you to go)	3	3	3	
3a. Illness	3a. Illness (you are sick)	3a	3a	3a	
4. No school/school too far/ school occupied/ school non-functional	4. No school/school too far/ school occupied/ school non-functional	4	4	4	
5. Parents' negligence (too busy to think of schooling)	5. Parents' negligence (too busy to think of schooling)	5	5	5	
6. Cannot afford schooling (school too expensive)	6. Cannot afford schooling (school too expensive)	6	6	6	
7. Family did not allow schooling	7. Family did not allow schooling (parents or other person in your family says no)	7	7	7	
8.Not interested in school	8.Not interested in school (school is boring, school is not for you)	8	8	8	
9. Education not considered valuable	9. Education is not valuable (education is not important)	9	9	9	
10. School not safe/ going to school not safe (security)/cross firing	10. School not safe/ school is dangerous or going to school is dangerous (security)/ cross firing	10	10	10	
11. To learn a job/ learn how to work (apprentice, etc)	11. To learn a job / to learn how to work (apprentice, etc)	11	11	11	
12. To work for pay (to get money)	12. To work for pay (to get money)	12	12	12	
13. To work as unpaid worker in family business/farm	13. To work as unpaid worker in family business/farm (to work to help with the work of the family but without being paid, without receiving money)	13	13	13	
14. Help at home with household tasks	14. Help at home with household tasks (to help clean, take care of younger children, help cook, help with other activities at home)	14	14	14	
15. Corporal punishment from teachers /or parents / harassment/ bulling	15. Corporal punishment from teachers / or parents (they were hitting you, screaming at you, not treating you nicely)/ harassment/ bulling	15	15	15	
16. Death/illness of parent / relative	16. Death/illness of parent / relative	16	16	16	
17. No latrine/ boundary wall/ drinking water available in school	17. No latrine/ boundary wall/ drinking water available in school	17	17	17	
18. No female / male teachers	18. No female / male teachers	18	18	18	
19. School facilities not available	19.School facilities not available	19	19	19	
20.Teachers not available / mostly remain absent	20.Teachers not available/ mostly remain absent	20	20	20	
21. Due to marriage	21.Due to marriage	21	21	21	
22. To learn the holy book by heart (hifz)	22. To learn the holy book by heart (hifz)	22	22	22	
23. Dispute of the family with the community	23. Dispute of the family with the community	23	23	23	

--> V_S9

24. Education is of poor quality	24. Education is of poor quality	24	24	24	
25. Failing an exam/failing the grade	25. Failing an exam/failing the grade	25	26	26	
26. Expelled from school / college / university	26. Expelled from school / college / university	26	27	27	
27. Moved out of the city country	27. Moved out of the city country	27	28	28	
28. Sports	28. Sports				
94. Other (specify)	94. Other (specify)	94	94	94	
Other Specify	Other Specify				

C14. Have you ever attended / are you currently attending a vocational / skills training course/ internship outside of school? 1. Yes 2. No		1 2	1 2	1 2	-->C15 --> V_S9
C15. Have you / will you obtain a certificate for this vocational training? 1. Yes 2. No		1 2	1 2	1 2	-->C16 --> V_S9
C16. Describe subject of vocational training received / being received (e.g Carpentry, Car repair, Nursing, sewing, hairdressing, etc) (If more than one then, indicate the most important)					
V_S9. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	V_S9. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	1 2 3	1 2 3	1 2 3	

PART III CHILD QUESTIONNAIRE

Ask every child (5-17) in the household **HOUSEHOLD NUMBER: |__|__|__|__|**

SECTION X
Current Economic Activities Status of All Children (5-17)

Question to be asked if child is 10-17	Question to be asked if child 5-9			Skip to Question	
				Ages 5-9 years	**Ages 10-17 years**
Serial No in A1	**Serial No in A1**				
Name of household member	Name of household member	|__|	|__|	|__|
Age of household member	Age of household member	|__|	|__|	|__|
	Economic Activity				
C17. Did you engage in any work at least one hour during the past week? *(As employee, self-employed, employer or unpaid family worker)* 1. Yes 2. No	C17. Did you do any work, even for a small amount of time (one hour), during the past week (during the past 7 days) *(Working for someone else that is not in your family, working for any member of the family)* 1. Yes 2. No	1 / 2	1 / 2	1 / 2	--> C20 --> C18
(Read each of the following questions)	*(Read each of the following questions)*	**1= Yes 2=No**	**1= Yes 2=No**	**1= Yes 2=No**	
C18 (a) During the past week, even if it was only one hour, did you run or do any kind of business, big or small, for yourself or with one or more partners? Examples: Selling things, making things for sale, repairing things, guarding car, hairdressing, day-care business, taxi or other transport business, having a legal or medical practice, performing in public, having a public hone shop, barber, shoe shining, bangles making, carpet weaving, etc.	C18 (a) During the past week, even for a little amount of time, did you sell anything in the street, in a shop or in a person's house, did you fix anything, guard a car, motorcycle or anything, did you make a show for people (sing, dance, perform), did you help with shoe-shinning or with hairdressing/barber shop, bangle making, carpet weaving?	|__|	|__|	|__|	If any "YES" →C20 Otherwise →C19
C18 (b) During the past week, even if it was only one hour, did you do any work for any payment (wage, salary, commission or any payment in kind) including domestic work, even for only one hour? Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing. Work performed in places such as workshops, hotels, restaurants or shops. It does not include household tasks.	C18 (b) During the past week, even for a little amount of time, did you do anything to get paid, even if the payment was not in money but in things such as food, clothes, or any other thing? Note: *It does not include household tasks.* Work performed in places such as workshops, hotels, restaurants or shops.	|__|	|__|	|__|	
C18 (c) During the past week, even if it was only one hour, did you help unpaid in a household business of any kind, or did you produce any other good for this household use? Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, embroidery, sewing, making clothes for family, making furniture, clay pots, etc. Note: Don't count normal housework or own household activities (see flash-card).	C18 (c) During the past week, even for a little amount of time, did you help in the work of the people from your household? (Did you help selling things, did you help make things for selling such as clothes, baskets, and other objects, did you help clean up for the business, guard the business, buy items for the business, bring the sold items to clients?) or did you help produce anything for this household? Did you help sewing and producing clothing, furniture such as beds, chairs or pots, etc.? Don't count normal housework or own household activities (see flash-card)	|__|	|__|	|__|	
C18 (d) During the past week, even if it was only one hour, did you do any work on your own or the household's plot, farm, food garden, or help in growing farm produce, picking vegetables or fruits or in looking after animals, catch any fish, prawn, shells or wild animals or other food for sale or for the household? Examples: ploughing, harvesting, looking after livestock.	C18 (d).During the past week, even for a little amount of time, did you do any work on the household's plot, farm, food garden, or help in growing farm produce, picking vegetables or fruits or in looking after animals ,, catch any fish, prawn, shells or wild animals or other food for sale or for the household? Examples: ploughing, harvesting, looking after livestock.	|__|	|__|	|__|	
C18 (e) During the past week, even if it was only one hour, did you do any construction or major repair work on his/her own home, plot, or business or those of the household?	C18 (e) During the past week, even for a little amount of time, did you help in repairing or constructing things for your house, the farm or the family business? For example, help with fixing the roof, building extra rooms, building/fixing a latrine, repairing the floors, or any other construction work?	|__|	|__|	|__|	
C18 (f) During the past week, even if it was only one hour, did you fetch water or collect firewood or dung for household use?	C18 (f) During the past week, even for a little amount of time, did you fetch water or collect firewood or dung for your household?	|__|	|__|	|__|	
C19. Even though you did not do any of these activities in the past week, do you have a job, business, or other economic or farming activity that you will definitely return to?(For agricultural activities, the off season in agriculture is not a temporary absence). 1. Yes	C19. Even though you did not do any of these activities in the past week, do you have any work, job or farming activity that you will return to? *(For agricultural activities, the off season in agriculture is not a temporary absence).* 1. Yes	1	1	1	→C20→C31

Question			
2. No	2	2	2. No
C20. In the following, I would like you to describe the main job/task you were performing. *('Main' refers to the work on which (NAME) spent most of the time during the week.)*			
C20a. What would you call your occupation? Please describe it like "I am a ... and I work at/in/for ...". Please also say with what you work, if informative (E.g. "I am a taxi driver and I work for a Hotel", "I am a labourer and I work on a rice/wheat field for a land owner/for myself/family")			-
C20b. What do you usually do during your worktime in this job/task? (Clarify if needed with the question: What do you do at work? What are the activities/actions that you carry out? They should use verb + object. E.g. "llarry carry bricks", "carry passengers in a bus", "guard a private home", "harvest maize", "plough fields")			
OCCUPATION CODE / For official use	|_|_|_|_|	|_|_|_|_|	|_|_|_|_|
C21. Now, I would like you to describe your workplace, the company you were working for in your job the last week.			
C21a. Who are you working for? What is the name of the company, if it has a name?			→ C24
C21b. What is produced / cultivated / mined / done where you work or what do you produce / cultivate / do? *(Clarify if needed with: What is the final outcome of (NAME)'s work?)*			→ C22
INDUSTRY CODE / For official use	|_|_|_|_|	|_|_|_|_|	|_|_|_|_|
C22. In addition to your main work, did you do any other work during the past week? 1. Yes 2. No	1 / 2	1 / 2	1 / 2
C23. [Main] For each day worked in your main employment/work during the past week how many hours did you actually work? [Other] For each day worked in your other employment/work during the past week how many hours did you actually work?	M O	M O	M O
1. Monday	□ □	□ □	□ □
2. Tuesday	□ □	□ □	□ □
3. Wednesday	□ □	□ □	□ □
4. Thursday	□ □	□ □	□ □
5. Friday	□ □	□ □	□ □
6. Saturday	□ □	□ □	□ □
7. Sunday	□ □	□ □	□ □
TOTAL (for coders)			
C24a. During the past week when did you usually carry out these activities? *(Multiple responses possible)* For ALL children (including children attending school):			
1. During the day on weekdays (between 6 a.m. and 6 p.m./ after sunrise and before sunset)	1	1	1
2. In the evening or at night on weekdays (after 6 p.m. / after sunset and before sunrise)	2	2	2
3. During the day on the weekend (between 6 a.m. and 6 p.m / after sunrise and before sunset)	3	3	3
4. In the evening or at night on the weekend (after 6 p.m. / after sunset)	4	4	4
C24b. During the past week when did you usually carry out these activities? *Clarify if necessary: In relation to your school hours, when do you usually carry out your work?* *(Multiple responses possible)* For children attending school ONLY (If C2=YES):			
1. After school	1	1	1
2. Before school	2	2	2
3. On the weekend / Holidays	3	3	3
4. During missed school hours/days	4	4	4

C25. Where did you carry out your main work during the past week?	C25. Where did you carry out your main work during the past week?			
1. At (his/her) family dwelling	1. At (his/her) family dwelling	1	1	1
2. Client's place (client is someone for whom s/he is providing service)	2. Client's place (client is someone for whom s/he is providing service)	2	2	2
3. Formal office/ institution / duty station (institution or similar formal place of work)	3. Formal office/ institution / duty station (institution or similar formal place of work)	3	3	3
4. Factory / Atelier/ Hosiery/ Workshop	4. Factory / Atelier/ Hosiery/ Workshop	4	4	4
5. Plantations / farm / garden/agricultural land	5. Plantations / farm / garden/agricultural land	5	5	5
6. Construction sites	6. Construction sites	6	6	6
7. Mine / quarry	7. Mine / quarry	7	7	7
8. Shop / kiosk / coffee house / restaurant / hotel / tea stall	8. Shop / kiosk / coffee house / restaurant / hotel/ tea stall	8	8	8
9. Different places (mobile)	9. Different places (mobile)	9	9	9
10. Fixed, street or market stall	10. Fixed, street or market stall	10	10	10
11. Pond / lake / river/canal / well / spring	11. Pond / lake / river/canal / well / spring	11	11	11
12. Forest/ Hills	12.Forest / Hills	12	12	12
13. Neighborhood	13. Neighborhood	13	13	13
14. Filtration plant / pump	14. Filtration plant / pump	14	14	14
94. Other (specify)	94. Other (specify)	94	94	94
Other Specify	Other Specify			
C26. For your main job/work were you a/an?				
1. Government employee		1	1	1
2. Semi government / autonomous body's employee		2	2	2
3.Regular paid employee, private sector		3	3	3
4. Seasonal paid employee/ day laborer (agriculture)		4	4	4
5. Seasonal paid employee/ day laborer (non-agriculture)		5	5	5
6. Self-employed, non-agriculture, (e.g. mechanic, plumber, electrician, tailor, shopkeeper)		6	6	6
7. Self-employed (agriculture) / own cultivator, share cropper / livestock / contract cultivator		7	7	7
8. Employer (his/her own business with employees)		8	8	8
9. Unpaid family worker/ contributing family helper		9	9	9
10. Apprenticeship/ learning job		10	10	10
11. Contractor (i.e, providing services to another entity as a non-employee)		11	11	11
C27. What was the mode of payment for the last payment period?				
1. Piece rate (per element produced you get an amount paid)		1	1	1
2. Hourly		2	2	2
3. Daily		3	3	3
4. Weekly		4	4	4
5. Monthly		5	5	5
6. Upon completion of task		6	6	6
8. No payment		8	8	8
94. Other		94	94	94
Other Specify				
C28a. Do you know, what is your average monthly cash income from the main work? 1. Yes 0. In kind 99. Don't know	C28a. Do you know, what is your average monthly cash income from the main work? 1. Yes 0. In kind 99. Don't know	1 0 99	1 0 99	1 0 99
C28. What is your average monthly cash income from the main work? (in Pakistani rupees) *(Please notice, that if the main job is household work and nothing is being earned, the answer to type here should be zero)*	C28. What is your average monthly cash income from the main work? (in Pakistani rupees) *(Please notice, that if the main job is household work and nothing is being earned, the answer to type here should be zero)*	|_|_|_|_|	|_|_|_|_|	|_|_|_|_|
C29. What do you usually do with your earnings? *(Multiple answers are allowed) (Please, wait for the response. Do not read the options)*	C29. What do you usually do with your earnings? *(Multiple answers are allowed) (Please, wait for the response. Do not read the options)*			
a. Give all/part of money to my parents/guardian	a. Give all/part of money to my parents/guardian	a	a	a
b. Employer gives all/part of money to my parents/guardians	b. Employer gives all/part of money to my parents/guardians	b	b	b
c. Pay my school fees	c. Pay my school fees	c	c	c
d. Buy things for school	d. Buy things for school	d	d	d
e. Buy things for household	e. Buy things for household	e	e	e
f. Buy things for myself	f. Buy things for myself	f	f	f
g. Save	g. Save	g	g	g
h. Travel expenses	h. Travel expenses	h	h	h
i. Other (specify)	i. Other (specify)	i	i	i
Other Specify	Other Specify			
C30. Why do you work? *(Multiple answers allowed) (Please, wait for the response. Do not read the options)*	C30. Why do you work? *(Multiple answers allowed) (Please, wait for the response. Do not read the options)*			
a. Supplement family / household income.	a. Supplement family / household income.	a	a	a
b. Help pay family / household debt.	b. Help pay family / household debt.	b	b	b
c. Help in household enterprise	c. Help in household enterprise	c	c	c
d. Learn skills	d. Learn skills	d	d	d
e. Schooling not useful for future	e. Schooling not useful for future	e	e	e
f. No school / school too far	f. No school / school too far	f	f	f
g. Cannot afford school fees / school related expenses	g. Cannot afford school fees / school related expenses	g	g	g
h. School environment not good/ no quality education	h. School environment not good/ no quality education	h	h	h
i. Corporal punishment in school	i. Corporal punishment in school	i	i	i
j. School has no latrine	j. School has no latrine	j	j	j
k. Not interested in school	k. Not interested in school	k	k	k
l. Temporarily replacing someone unable to work	l. Temporarily replacing someone unable to work	l	l	l
m. Harassment /made fun of if he does not go to work	m. Harassment/made fun of if he does not go to work	m	m	m
n. Social Pressure *(communal, tribal pressure, etc.)*	n. Social Pressure *(communal, tribal pressure, etc.)*	n	n	n

o. Support household needs/ to fetch water / collect wood	o. Support household needs/ to fetch water / collect wood	o	o	o
p. School environment not suitable for minorities	p. School environment not suitable for minorities	p	p	p
q. Own will /own interest	q. Own will /own interest	q	q	q
r. Injury, illness or poor health that prevents attending school	r. Injury, illness or poor health that prevents attending school	r	r	r
s. Learning difficulties, intellectual disability or mental health problems which hinder learning	s. Learning difficulties, intellectual disability or mental health problems which hinder learning	s	s	s

A. Job Search					
C31. Were you seeking work during the last week? 1. Yes 2. No	C31. Were you looking for work last week (in the past few days)? 1. Yes 2. No	1 2	1 2	1 2	
C32. At any time during the past 12 months (during the past year) did you do any work even if it was only for one hour? *Prime the 12 months by asking about the different seasons: did you do work in the summer? In the winter? Did you work during your school break?* 1. Yes 2. No	C32. At any time during the past 12 months (during the past year) did you do any work even if it was only for one hour? *Prime the 12 months by asking about the different seasons: did you do work in the summer? In the winter? Did you work during your school break?* 1. Yes 2. No	1 2	1 2	1 2	‑› V_S10 → C32a
Ask the following question if age between 10 and 17					
C32-a: Over the last 2 weeks, how often have you been bothered by any of the following problems? (*Read all the questions and options*)		1. Not at all 2. Some days 3. More than half days 4. Nearly every day/every day	1. Not at all 2. Some days 3. More than half days 4. Nearly every day/every day	1. Not at all 2. Some days 3. More than half days 4. Nearly every day/every day	
1. Nothing interests you or you don't enjoy doing things		|_|	|_|	|_|	
2. Feeling sad, thinking that things will not change or you will not find solutions, feeling depressed		|_|	|_|	|_|	
3. Not being able to sleep well at night, not being able to fall asleep when you go to bed, or sleeping too much		|_|	|_|	|_|	
4. Feeling tired, or feeling that you don't have enough energy		|_|	|_|	|_|	
5. Not wanting to eat (not just the food you don't like) not feeling hungry at all, or eating too much		|_|	|_|	|_|	
6. Not feeling good with yourself: not liking who you are, or feeling that you are not good enough for what your family wants from you, or from what you want for yourself		|_|	|_|	|_|	
7. Trouble concentrating on things, or trouble paying attention while you watch tv, read, or do other tasks		|_|	|_|	|_|	
8. Moving or speaking very slowly, so slowly so that people around you notice it or on the contrary, feeling bouncy and restless so that you have to move a lot and can't sit still		|_|	|_|	|_|	
9. Having thoughts that it would be better if you were not alive, or having thoughts of hurting yourself		|_|	|_|	|_|	
V_S10. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	V_S10. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	1 2 3	1 2 3	1 2 3	If C32=2 --› C41 All others --› C33

SECTION XI		Health and Safety Issues about working children (5-17)		
Question to be asked if child is 10-17	Question to be asked if child 5-9			
Serial No in A1	Serial No in A1	|_|_|	**Skip to Question**	
Name of household member	Name of household member			
Age of household member	Age of household member	|_|_|	Children Aged 5-9 years	Children Aged 10-17 years
C33. Did you have any of the following in the past 12 months because of your work? (Read each of the following options and mark *"YES" or "NO" for all options*)	C33. Did you have any of the following in the past 12 months because of your work? Prime Last 12 months: Did any of this happen because of your work in the last vacation period? In the last winter? In the last summer? When you were Age-1? Show pictures to help child understand (Read each of the following options and mark "YES" or "NO" for all options)	1= YES 2=NO	If all "NO" →C36 Otherwise, C33A	
1. Superficial injuries or open wounds (such as cuts, bruises, scrapes, scratches, punctures, etc.)	1. Superficial injuries or open wounds (such as cuts, bruises, scrapes, scratches, punctures, etc.)	1 |_|		
2. Fractures (for example broken bones, broken arms, fingers, feet, legs, etc.), dislocations, sprains or stains (bones coming out of their place, overstretching and hurting your hands, arms, legs, feet). For example, if you twist your ankle / writs and it hurts afterwards (during work/ during the day)	2. Fractures (for example broken bones, broken arms, fingers, feet, legs, etc.), dislocations, sprains or stains (bones coming out of their place, overstretching and hurting your hands, arms, legs, feet). For example, if you twist your ankle / writs and it hurts afterwards (during work/ during the day)	2 |_|		
3. Burns, corrosions, scalds or frostbite (burns or damage to your skin or your body by fire, high temperatures, substances you work with, low temperatures, etc.)	3. Burns, corrosions, scalds or frostbite (burns or damage to your skin or your body by fire, high temperatures, substances you work with, low temperatures, etc.)	3 |_|		
4. Breathing problems (trouble when you breathe, when you try to take air in or out)	4. Breathing problems (trouble when you breathe, when you try to take air in or out)	4 |_|		
5. Eye problems (eyes hurt, blurry vision, get too many tears, or very dry eyes, eyes get red or itchy)	5. Eye problems (eyes hurt, blurry vision, get too many tears, or very dry eyes, eyes get red or itchy)	5 |_|		
6. Hearing problem (e.g., trouble hearing people around, pain in ears)	6. Hearing problem (e.g., trouble hearing people around, pain in ears)	6 |_|		
7. Skin problems (rashes, irritations)	7. Skin problems (rashes, irritations)	7 |_|		
8. Stomach problems / diarrhea	8. Stomach problems / diarrhea	8 |_|		
9. Fever E.g.: Feeling hot or cold when it is not so hot/cold outside (sweating and/or shivering), feeling weak, hot forehead	9. Fever E.g.: Feeling hot or cold when it is not so hot/cold outside (sweating and/or shivering), feeling weak, hot forehead	9 |_|		
10. Insomnia (lack of sleep / little sleep / cannot sleep even when you try)	10. Insomnia (lack of sleep / little sleep / cannot sleep even when you try)	10 |_|		
11. Extreme fatigue / extremely tired	11. Extreme fatigue / extremely tired	11 |_|		
12. Harm/ injury/ bite by an animal (including reptiles e.g., snake)	12. Harm/ injury/ bite by an animal (including reptiles e.g., snake)	12 |_|		
C33a. Of the problems you just mentioned, which do you think was the most serious?	C33a. Of the problems you just mentioned, which do you think was the most serious?			
1. Superficial injuries or open wounds (such as cuts, bruises, scrapes, scratches, punctures, etc.)	1. Superficial injuries or open wounds (such as cuts, bruises, scrapes, scratches, punctures, etc.)	1 |_|		
2. Fractures (for example broken bones, broken arms, fingers, feet, legs, etc.), dislocations, sprains or stains (bones coming out of their place, overstretching and hurting your hands, arms, legs, feet). For example, if you twist your ankle / writs and it hurts afterwards (during work/ during the day)	2. Fractures (for example broken bones, broken arms, fingers, feet, legs, etc.), dislocations, sprains or stains (bones coming out of their place, overstretching and hurting your hands, arms, legs, feet). For example, if you twist your ankle / writs and it hurts afterwards (during work/ during the day)	2 |_|		
3. Burns, corrosions, scalds or frostbite (burns or damage to your skin or your body by fire, high temperatures, substances you work with, low temperatures, etc.)	3. Burns, corrosions, scalds or frostbite (burns or damage to your skin or your body by fire, high temperatures, substances you work with, low temperatures, etc.)	3 |_|		
4. Breathing problems (trouble when you breathe, when you try to take air in or out)	4. Breathing problems (trouble when you breathe, when you try to take air in or out)	4 |_|		
5. Eye problems (eyes hurt, blurry vision, get too many dry eyes, eyes get red or itchy)	5. Eye problems (eyes hurt, blurry vision, get too many tears, or very dry eyes, eyes get red or itchy)	5 |_|		
6. Hearing problem (e.g., trouble hearing people around, pain in ears)	6. Hearing problem (e.g., trouble hearing people around, pain in ears)	6 |_|		
7. Skin problems (rashes, irritations)	7. Skin problems (rashes, irritations)	7 |_|		
8. Stomach problems / diarrhea	8. Stomach problems / diarrhea	8 |_|		
9. Fever E.g.: Feeling hot or cold when it is not so hot/cold outside (sweating and/or shivering), feeling weak, hot forehead	9. Fever E.g.: Feeling hot or cold when it is not so hot/cold outside (sweating and/or shivering), feeling weak, hot forehead	9 |_|		
10. Insomnia (lack of sleep / little sleep / cannot sleep even when you try)	10. Insomnia (lack of sleep / little sleep / cannot sleep even when you try)	10 |_|		
11. Extreme fatigue / extremely tired	11. Extreme fatigue / extremely tired	11 |_|		
12. Harm/ injury/ bite by an animal (including reptiles e.g., snake)	12. Harm/ injury/ bite by an animal (including reptiles e.g., snake)	12 |_|		
C34. Think about your most serious illness/injury (DISPLAY OPTION SELECTED IN C33a), how did this/these affect your work/schooling? *(Read options)*	C34. Think about your most serious illness/injury (DISPLAY OPTION SELECTED IN C33a), how did this/these affect your work/schooling? *(Read options)*			
1. Not serious - did not stop going to work or school	1. Not serious - did not stop going to work or school	1		
2. Stopped work or going to school for a period of time	2. Stopped work or going to school for a period of time	2		
3. Stopped work or going to school completely	3. Stopped work or going to school completely	3		
C34-A. Think about your most serious illness/injury: (DISPLAY OPTION SELECTED IN C33a). How permanent was the most severe injury/illness?	C34-A. Think about your most serious illness/injury: (DISPLAY OPTION SELECTED IN C33a). How permanent was the most severe injury/illness?			
1. Temporary injury/illness	1. Only lasted for some time (Temporary injury/illness)	1		
2. Permanent injury/illness that did not generate disability	2. Injury never went away, but did not generate limitations on your ability to move or think (Permanent injury/illness that did not generate disability)	2		
3. Permanent injury/illness that generated disability	3. Injury never went away, and caused limitations to your ability to move or think (Permanent injury/illness that generated disability)	3		
C35. Think about your most serious illness/injury (DISPLAY OPTION SELECTED IN C33a), what were you doing when this happened?	C35. Think about your most serious illness/injury (DISPLAY OPTION SELECTED IN C33a), what were you doing when this happened?			
Job/Task *(Describe with a verb what person was doing: carrying something, moving something. What action was the person performing with what object in what place?)*	Job/Task *(Describe with a verb what person was doing: carrying something, moving something. What action was the person performing with what object in what place?)*			

SECTION XII	SECTION XII	Household tasks of children (5-17)			
Serial No in A1	Serial No in A1				**Skip to Question**
Name of household member	Name of household member				
Age of household member	Age of household member				Children Aged 5-9 years / Children Aged 10-17 years
C41. During the past week did you do any of the tasks indicated below for this household? *(Read each of the following options and mark "YES" or "NO" for all options)*	C41. During the past week did you do any of the tasks, or did you help in any of the tasks indicated below for this household? *(Read each of the following options and mark "YES" or "NO" for all options)*	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	
1. Shopping for household e.g., shopping for groceries	1. Shopping for household (buying things such as food, water, wood, or any other thing at shops, stores, neighbors, stalls)	1	1	1	If any "YES" →C42 If all "NO" →C44
2. Repairing / maintenance any household equipment	2. Repair any household equipments (fix things in your house that are broken or not working correctly)	2	2	2	
3. Cooking	3. Cooking	3	3	3	
4. Cleaning utensils/house	4. Cleaning utensils / house (cleaning plates, cooking pots, cleaning the floor, the rooms, etc)	4	4	4	
5. Washing clothes/ ironing clothes/mending	5. Washing clothes/ ironing clothes/mending	5	5	5	
6. Caring for children / old / sick	6. Caring for children / old / sick	6	6	6	
7. Transporting household members and-goods	7. Transporting household members and goods	7	7	7	
C42. During each day of the past week how many hours did you do such household tasks? *(Record for each day separately) (If less than 1 hour then write 0.5, and if no time at all then write 0)*	C42. During each day of the past week how many hours did you do such household tasks? *Enumerator prime: Think of yesterday. How long did you spend doing these tasks? Did it take you all day? Half day? Only some part of the morning/ afternoon? Do you take the same amount of time every day? Which days more and which days less? (Sunday? Weekend? School-days? non-school days?)* *(Record for each day separately) (If less than 1 hour then write 0.5, and if no time at all then write 0)*				
1. Monday	1. Monday *(for those attending school: first day of school after weekend)*	|_|_|	|_|_|	|_|_|	
2. Tuesday	2. Tuesday	|_|_|	|_|_|	|_|_|	
3. Wednesday	3. Wednesday	|_|_|	|_|_|	|_|_|	
4. Thursday	4. Thursday	|_|_|	|_|_|	|_|_|	
5. Friday	5. Friday	|_|_|	|_|_|	|_|_|	
6. Saturday	6. Saturday *(for those attending school: no-school day)*	|_|_|	|_|_|	|_|_|	
7. Sunday	7. Sunday *(for those attending school: no-school day)*	|_|_|	|_|_|	|_|_|	
TOTAL *(for coder)*	TOTAL *(for coder)*				
C43a. During the past week when did you usually carry out these activities? *(Multiple responses possible)*For ALL children (including children attending school): (MULTIPLE)	C43a. During the past week when did you usually carry out these activities? *(Multiple responses possible)*For ALL children (including children attending school): (MULTIPLE)				
1. During the day on weekdays (between 6 a.m. and 6 p.m / after sunrise and before sunset)	1. During the day on weekdays (between 6 a.m. and 6 p.m / after sunrise and before sunset)	1	1	1	
2. In the evening or at night on weekdays (after 6 p.m. / after sunset and before sunrise)	2. In the evening or at night on weekdays (after 6 p.m. / after sunset and before sunrise)	2	2	2	
3. During the day on the weekend (between 6 a.m. and 6 p.m / after sunrise and before sunset)	3. During the day on the weekend (between 6 a.m. and 6 p.m / after sunrise and before sunset)	3	3	3	
4. In the evening or at night on the weekend (after 6 p.m. / after sunset)	4. In the evening or at night on the weekend (after 6 p.m. / after sunset)	4	4	4	
C43b. During the past week when did you usually carry out these activities? *(Multiple responses possible)* *Clarify if necessary: In relation to your school hours, when do you usually carry out your work?* *For children attending school ONLY (If C2=YES):*	C43b. During the past week when did you usually carry out these activities? *(Multiple responses possible)* *Clarify if necessary: In relation to your school hours, when do you usually carry out your work?* *For children attending school ONLY (If C2=YES):*				
1. After school	1. After school	1	1	1	
2. Before school	2. Before school	2	2	2	
3. On the weekend /Holidays	3. On the weekend / Holidays	3	3	3	
4. During missed school hours/days	4. During missed school hours/days	4	4	4	
C44. Interviewer: DO NOT ask. Record only. Has (NAME) been interviewed in the company of an adult or an older child?	C44. Interviewer: DO NOT ask. Record only. Has (NAME) been interviewed in the company of an adult or an older child?				
1. Yes, the whole time	1. Yes, the whole time	1	1	1	→I2
2. Yes, only some questions	2. Yes, only some questions	2	2	2	→I2
3. No, was alone the whole time	3. No, was alone the whole time	3	3	3	→I4
End questions for the interviewer					

(Only if C44=1 or 2) I2. If the child was not alone the whole time, who was with him/her? *(choose all that apply)*	a. Parent(s) b. Sibling (s) c. Friend (s) d. Other relative(s) e. Other non-relative(s)				
(Only if C44=1 or 2) I3. If the child was not alone the whole time, how much did you feel the children were influenced by the people around them?	1. Very little influence 2. Some influence 3. A lot of influence				
I4. Did the child who responded have any trouble understanding the questions?	1. No trouble at all 2. Trouble in some questions 3. Trouble in all questions				
V_S12. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	V_S12. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	1 2 3	1 2 3	1 2 3	END for this HH member. Proceed with the Child Questionnaire for the next child listed in Section I

END OF INTERVIEW	

End questions for the interviewer		
I5. Did the adult respondent have any trouble understanding the questions?	1. No trouble at all 2. Trouble in some questions 3. Trouble in all questions	
I6a. Do you have any additional comments? (This could include: parent influencing child responses, child too shy/refusing to answer, etc.)	1. Yes --> I6 2. No --> I7	
I6 remarks		
I7 RESULT *	1.Completed (ALL parts and ALL children) *(IF ALL V_S#==1)* 1a. Completed (ALL parts for eligible/available children after 3rd visit) *(IF SOME V_S#!=1)* 2. Postponed/ No household members at home or no competent respondent at home or available for interview at time of visit 3. Refused (from the beginning) 4. Dwelling vacant/ entire Household absent for extended period of time/ address not a dwelling/ dwelling destroyed/ dwelling not found 5. Partially complete: children not found / children missing 6. Incomplete (refusal during interview) 7. No eligible children in household 8. Household failed COVID-19 risk assessment	--> I8 if I7=7 AND G5a=3 --> I0 if I7=1, 1a, 2, 3, 4, 5, 6, 7 (and G5a=1, 2, or 4), 8
I8. Please ask your supervisor to provide a replacement household and specify the replacement household ID here	|__|	
I0. Capture GPS coordinates		
G14a. Enumerator: Was any abuse reported to you or did you notice any case of child abuse that goes against Pakistani law?	1. Yes 2. No	
END OF INTERVIEW		

REPORTING FORM

Identification of child reported abused/victimized

This Section is not to be filled-in in the household, and should be answered in case the enumerator witnesses or gets the information from the child, parents or guardian about dangerous and unsafe circumstances that should be known by an authority to take remedial actions.

G14b. Name of Child (or children) (enter Sr. No.)	
G15. Who reported the abuse/harm?	1. Someone within the household --> G16 2. Someone outside the household --> G16b 3. Observational. Just seen by the enumerators --> G17
G16. Enter Sr. No. Of the person who reported	|___|
G16b. Name and relation (e.g. neighbour) to the child	
G17. During the interview, did you identify/observe any bruises and injuries that may obstruct normal routine of the child (physical abuse)?	1. Yes 2. No
G18. During the interview, was any reference to sexual abuse revealed by either the parents or child?	1. Yes 2. No
G19a. Describe the abuse. What happened?	*(open, max. Number of characters allowed)*
G19b. Who (by whom and to whom–gender of the people involved)?	*(open, max. Number of characters allowed)*
G19c. When it happened? Where? (home, work area, school etc.).	*(open, max. Number of characters allowed)*

G19d. Was any action taken (by the child, parent, etc.)?			
G19e. Any other relevant information that was reported. (including any reason why action taken may be harmful to the child's well-being)	*(open, max. Number of characters allowed)*		
	(open, max. Number of characters allowed)		
G20. Was it reported either by the parents or the child, or seen by you, that any other child in the household is being abused?	1. Yes 2. No		
G21. Was the person who provided the information/reported the abuse cooperative in providing information?	1. Yes 2. No		
G22. Did the person who provided the information express a desire to seek assistance from the respective authorities?	1. Yes 2. No		