



PUNJAB

# Child Labour Survey 2019-20

REPORT  
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**LABOUR & HUMAN RESOURCE  
DEPARTMENT**  
Government of the Punjab

**BUREAU OF STATISTICS**  
Planning & Development Board  
Government of the Punjab



**unicef**   
for every child

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# Table of Contents

A. Foreword.....	iii
B. Acknowledgements .....	v
C. Acronyms .....	vi
F. Summary Table of Survey Population.....	xv
G. Executive summary .....	xvi
Overview.....	xvi
Characteristics of the survey population .....	xvi
Children's activities.....	xvii
Schooling .....	xvii
Household chores.....	xvii
Work .....	xvii
Children in Child Labour and Adolescents in Hazardous work .....	xviii
Circumstances and Causes of Child Labour and Adolescent Hazardous Work.....	xix
<b>1. Introduction .....</b>	<b>1</b>
<b>2. Background and Socio-Economic Characteristics of Punjab .....</b>	<b>3</b>
2.1 Geographic location.....	3
2.2 Demographic situation.....	4
2.3 Economic and labour market characteristics .....	5
2.4 Indicators of standard of living.....	5
<b>3. Methodology and Data Collection .....</b>	<b>7</b>
3.1 Scope and coverage of the Punjab CLS .....	7
3.2 Questionnaire.....	7
3.3 Sampling design and implementation .....	9
3.4 Pilot.....	13
3.5 Training of field staff and fieldwork.....	13
3.5.1 Listing .....	13
3.5.2 Main rollout.....	15
3.6 Data Processing.....	16
3.6.1 Data entry description and transmission.....	16
3.6.2 Data quality and processing .....	16
Listing .....	16
Rollout.....	17
3.6.3 Data cleaning and analysis using Stata .....	18
3.6.4 Calculation of weights .....	18
3.7 Reliability of estimates .....	20
3.8 Differences in reporting between adult and child questionnaire .....	21
3.9 Lessons learned and future improvements.....	21
3.10 Limitations .....	21

<b>4. Characteristics of the Survey Population</b>	<b>23</b>
4.1 Population composition	23
4.2 Households' economic characteristics	28
4.3 Households' general and education characteristics	39
<b>5. Definitions Related to Children's Activities and Legal Framework</b>	<b>49</b>
5.1 Legal framework	49
5.1.1 International labour standards	49
5.1.2 Punjab regulation	51
5.2 Economic activity and economically active population	51
5.3 Non-economic activity	52
5.4 Working children, child labour and hazardous work	53
5.5 Worst forms of Child Labour:	54
<b>6. Children's and Adolescents' Activities</b>	<b>59</b>
6.1 Working children	59
6.2 Household chores	63
6.3 School attendance	71
6.4 Characteristics of work	86
<b>7. Incidence and Characteristics of Child Labour</b>	<b>101</b>
<b>8. Child labour &amp; Adolescent Hazardous Work, &amp; Children's &amp; Adolescent's Schooling &amp; Health</b>	<b>125</b>
8.1 Schooling	126
8.2 Physical and mental health	142
8.2.1 Hazardous conditions	142
8.2.2 Mental health	161
<b>9. The Context of Child Labour and Adolescent Hazardous Work</b>	<b>167</b>
9.1 Household size and structure	167
9.2 Birth certificate	179
9.3 Socio-economic status	185
9.4 Perceptions on reason child works and what is best for child	195
<b>10. Policy Recommendations and Conclusions</b>	<b>201</b>
Education	201
Work	204
Child labour and Adolescent Hazardous Work	204
Occupational safety and health	207
<b>11. References</b>	<b>209</b>
<b>12. Appendices</b>	<b>213</b>
Punjab Child Labour Survey 2019-2020 Questionnaire	213

## A. Foreword

Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development is referred to as child labour. It mainly refers to work that is mentally, physically, morally, or socially harmful to children, interferes with their schooling, deprives them from the opportunity to attend school, or forces them to drop out of school. 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<sup>1</sup>. Provincial labour laws prohibit the employment of children under the age of 15 years. The primary laws dealing with child labour in Punjab are the “Punjab Restriction on Employment of Children Act, 2016” and “Punjab Prohibition of Child Labour at Brick Kilns Act, 2016”.



Pakistan carried out its first ever National Child Labour Survey in 1996 through the Federal Bureau of Statistics (now, Pakistan Bureau of Statistics). However, the survey did not include several informal forms of child labour such as domestic child labour and children involved in the worst form of child labour. Census and baseline surveys were also conducted by Labour & Human Resource Department (L&HRD) Punjab through Punjab Bureau of Statistics to ascertain the quantum of child labour at brick kilns and other workplaces. The objective of both census and baseline survey was to disengage children in child labour from brick kilns and workplaces and enrol them in educational institutions.

After the 18<sup>th</sup> amendment, the subject of child labour was transferred to the provinces; hence collating statistics on child labour is now the responsibility of the provinces. In order to combat child labour effectively, the policy makers require detailed information on child labour manifestations, nuances and causes. It was therefore relevant to explore details relating to the socio-economic profile of children in child labour at the micro level. There was a dire need to conduct this survey due to the unavailability of reliable data particularly in the context of International Conventions, GSP+, Sustainable Development Goals (SDGs) and the efforts of the present government in the field of education. The L&HRD, Punjab in collaboration with the United Nations Children's Fund (UNICEF) took the initiative and launched an Annual Development Programme (ADP) Scheme titled “Punjab Child Labour Survey” executed by Bureau of Statistics (BoS), Punjab. The European External Action Service (EEAS) submitted its GSP+ review report on Pakistan in January 2016, wherein the committee of experts acknowledged that Punjab Child Labour Survey (PCLS) is expected to make a significant contribution to addressing the problems of child labour in the province and across the country; such an intervention shall also serve as a model for replication in other provinces.

This report presents the results of the PCLS carried out between November 2019 and March 2020 in all 36 districts. The PCLS is part of a nationwide effort to conduct Child Labour Surveys (CLS) in all provinces and territories of Pakistan. Since the CLS involves a wide array

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<sup>1</sup> Pakistan has also ratified the following protocols: UN CRC Optional Protocol on Armed Conflict, CRC Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography, and the Palermo Protocol.

of stakeholders, it was imperative that common understanding and commitment towards the process was reached at a national level. To this end, the Child Labour Survey in Pakistan was formally launched by his Excellency, the President of Pakistan, Dr. Arif Alvi on the 25<sup>th</sup> of March 2019. The event was organised by the Ministry of Human Rights in collaboration with UNICEF with participation from parliamentarians, representatives of all provincial and territorial governments and other development partners, including International Labor Organization (ILO) and Foreign, Commonwealth Development Office (FCDO).

The PCLS was led by L&HRD Punjab, coordinated and executed by BoS Punjab with the technical and financial support of UNICEF. The PCLS PC-II was approved with a total cost of Rs. 243.7 million. UNICEF provided technical assistance to the government through the Center for Evaluation and Development (C4ED) and Information System (IS) consultants, following the Statistical Information and Monitoring Programme on Child Labour (SIMPOC) survey methodology developed by the ILO and UNICEF. The ILO also participated in reviewing and giving feedback to the main report.

A two-stage sampling method was carried out by the Pakistan Bureau of Statistics (PBS) and the IS consultant, using the 2017 national census and statistics from the 2014 Multiple Indicator Cluster Survey (MICS) Punjab, as well as a household listing in the selected Primary Sampling Units (PSUs). The sample drawn included 71,584 households of whom 65,896 were eligible and 62,177 were surveyed, thereby achieving a 94.4 per cent response rate. These households are a representative sample of 13,437,080 households with children and adolescents aged 5–17 drawn from 4,208 PSUs.

Data collection was interrupted towards the tail-end due to the onset of the COVID-19 pandemic and the lockdown in the province of Punjab. At the start of the pandemic, data collection was incomplete in 12 districts<sup>2</sup> but subsequently resumed in Mandi Bahauddin, where coverage was deemed too low.

The Government of Punjab, UNICEF and C4ED hope that the findings from the PCLS will be useful to help the Government, civil society and international organisations, academics, and other policymakers, to design policies to tackle the challenges that surround Child Labour and Adolescent Hazardous Work (CLAHW) and help eradicate this form of economic exploitation of children and adolescents. Technical assistance has focused on enhancing government capacities to institutionalise similar surveys in the future. Finally, it is also expected that this survey will increase capacities to measure the indicators defined in the Sustainable Development Goals (SDGs), particularly goal 8 on decent work and economic growth (primarily 8.7 relating to child labour).

**Liaqat Ali Chatha**

Secretary, Labour & HR Department, Punjab

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2 Attock, Chakwal, DG Khan, Gujrat, Hafizabad, Jhelum, Lahore, Mandi Bahauddin, Mianwali, Narowal, Rajanpur and Rawalpindi



## B. Acknowledgements

The PCLS is the second child labour survey (after the CLS carried out in 1996) conducted in the province of Punjab, Pakistan. It focuses on the incidence of child labour and adolescent hazardous work in the region, the causes and consequences of child labour and adolescent hazardous work, along with other socio-economic indicators. These data will guide data-driven planning in the future for the province to eliminate child labour.



The PCLS has been a collaborative effort, involving different stakeholders since its inception. This survey was primarily funded through Annual Development Programme (ADP) of L&HRD, Government of the Punjab along with technical and financial support by UNICEF and executed by Bureau of Statistics (BoS) Punjab. The Pakistan Bureau of Statistics (PBS) Islamabad provided the sample design as well as the selection of primary sampling units (clusters). Listing of the sampled clusters was conducted by BoS Punjab. The BoS Punjab conducted the training of field staff. A Steering Committee and a Technical Committee were established to provide technical oversight of the survey tools, methodology and results.

I would like to extend my appreciation for the enduring efforts of, UNICEF Child Protection and Social Policy teams, C4ED, University of Mannheim, the National Rural Support Programme (NRSP), the IS Consultants, and the L&HRD, Government of the Punjab.

I would like to thank PBS for their support in terms of sample design, sample determination, selection of enumeration blocks (PSUs), provision of maps with descriptions, sampling weights and participation in technical discussions.

I congratulate all officers of core technical team of BoS Punjab, who in addition to their routine office work, extended full support towards this important endeavour. Their commitment, devoted efforts and hard work for the timely completion of the survey are commendable.

I would also like to thank the Chief Economist/Joint Chief Economist, Planning & Development Board for his continuous support that helped us to complete the survey. Keen interest and contribution made by members of the Steering Committee, Technical Committee, Planning and Coordination Group are also gratefully acknowledged.

All district governments and administrative departments deserve special thanks for their valuable support and facilitation during field work. This task could not have been accomplished without support of local communities, local leaders and members of the selected households who devoted their precious time to be included in the survey. They need to be applauded for their confidence in sharing personal information and enriching this survey with data that will be crucial for development planning in the context of child labour in Punjab in the years to come.

**Ch. Sajid Rasul**

Director General, Bureau of Statistics, Punjab

## C. Acronyms

<b>ADB</b>	Asian Development Bank
<b>Agric.</b>	Agriculture
<b>AJK</b>	Azad Jammu and Kashmir
<b>ALF</b>	Agriculture, livestock and forestry
<b>BISP</b>	Benazir Income Support Programme
<b>BoS</b>	Bureau of Statistics
<b>C4ED</b>	Center for Evaluation and Development
<b>CAPI</b>	Computer-Assisted Personal Interviewing
<b>CLAHW</b>	Child Labour and Adolescent Hazardous Work
<b>CLS</b>	Child Labour Survey
<b>CPEC</b>	China-Pakistan Economic Corridor
<b>C.V.</b>	Coefficient of Variation
<b>DHS</b>	Demographic and Health Surveys
<b>Educ.</b>	Education
<b>FATA</b>	Federally Administrated Tribal Areas
<b>FCDO</b>	Foreign, Commonwealth and Development Office
<b>GB</b>	Gilgit-Baltistan
<b>GBCLS</b>	Gilgit-Baltistan Child Labour Survey
<b>GDP</b>	Gross Domestic Product
<b>HDI</b>	Human Development Index
<b>HH</b>	Household
<b>ICLS</b>	International Conference of Labour Statisticians
<b>ILO</b>	International Labour Organization
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>KP</b>	Khyber Pakhtunkhwa
<b>KPCLS</b>	Khyber Pakhtunkhwa Child Labour Survey
<b>MICS</b>	Multiple Indicator Cluster Survey
<b>NEET</b>	Not in Education, Employment or Training
<b>NWFP</b>	North-West Frontier Province
<b>ODK</b>	Open Data Kit
<b>OHCHR</b>	Office of the High Commissioner for Human Rights
<b>P&amp;DD</b>	Planning and Development Department
<b>PBS</b>	Pakistan Bureau of Statistics
<b>PCLS</b>	Punjab Child Labour Survey
<b>PHQ-9</b>	Patient Health Questionnaire-9
<b>PKR</b>	Pakistani Rupee

<b>PPS</b>	Probability Proportional to Size
<b>PSCO</b>	Pakistan Standard Classification of Occupations
<b>PSIC</b>	Pakistan Standard Industrial Classification
<b>PSLM</b>	Pakistan Social And Living Standards Measurement
<b>PSU</b>	Primary Sampling Unit
<b>SCLS</b>	Sindh Child Labour Survey
<b>SDG</b>	Sustainable Development Goals
<b>SIMPOC</b>	Statistical Information and Monitoring Programme on Child Labour
<b>SNA</b>	System of National Accounts
<b>SQL</b>	Structured Query Language
<b>ToT</b>	Training of Trainers
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations Children's Fund
<b>US</b>	United States
<b>WFCL</b>	Worst Forms of Child Labour
<b>WIQ</b>	Wealth Index Quintile

## A. List of Tables

Table 3.1	Sampling design (Assumptions)	10
Table 3.2	Sample description	11
Table 3.3	Rural-Urban sample distribution	12
Table 3.4	Distribution of listers by district	14
Table 3.5	Composition of field teams by region	15
Table 4.1	Population of children and adolescents 5–17 years by sex and age group	23
Table 4.2	Population of children and adolescents 5–17 years by area of residence, sex and sex ratio, by age group	25
Table 4.3	Population of children and adolescents 10–17 years by marital status and age group, by sex, education of mother, education of father, and education of child/adolescent, wealth index quintile and area of residence	26
Table 4.4	Number and per cent of households by wealth index quintile, by area of residence	28
Table 4.5	Number and per cent of female-headed households by education of household head, wealth index quintile and area of residence	29
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	31
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	32
Table 4.8	Number and per cent of households by land and livestock ownership, by education of household head and area of residence	34
Table 4.9	Number and per cent of households by type of housing tenure, by education of household head and area of residence	35
Table 4.10	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	37
Table 4.11	Per cent distribution of households by number of children and adolescents, by sex of household head, education of household head, wealth index quintile and area of residence	38
Table 4.12	Number and per cent of children and adolescents 5–17 years currently attending school by sex and single years of age	41
Table 4.13	Number and per cent of children 5–14 years currently attending school by sex, by education of mother, education of household head, wealth index quintile and area of residence	42
Table 4.14	Population of children and adolescents 5–17 years, by highest grade of school completed, by age group and sex	43
Table 4.15	Population of children 5–14 years, by highest grade of school completed, by education of household head, wealth index quintile and area of residence	44
Table 4.16	Average number of years of school completed of population of children and adolescents 5–17 years, by area of residence and sex and by single years of age	45
Table 4.17	Number and per cent of children and adolescents 5–17 years who never attended school by sex and single years of age	46
Table 4.18	Number and per cent of children 5–14 years who never attended school by sex, by education of mother, education of household head, wealth index quintile and area of residence	47



Table 5.1	Children's and adolescent's work and employment .....	54
Table 5.2	Statistical definition of child labour and adolescent hazardous work .....	56
Table 6.1	Number and per cent of children and adolescents 5–17 years that worked in the last 12 months and the last 7 days by sex and age group .....	60
Table 6.2	Number and per cent of children 5–14 years that worked in the last 12 months and the last 7 days by education of household head, wealth index quintile and area of residence .....	61
Table 6.3	Per cent of children and adolescents 5–17 years involved in household chores by number of hours devoted per week, by sex and age group .....	66
Table 6.4	Per cent of children 5–14 years involved in household chores by number of hours devoted per week, by marital status, school attendance and area of residence .....	67
Table 6.5	Number and per cent of children and adolescents 5–17 years involved in household chores by number of hours devoted per week by sex, age group and area of residence .....	68
Table 6.6	Number and per cent of working children and adolescents 5–17 years by school attendance and involvement in household chores, by sex, age group and area of residence .....	72
Table 6.7	Number and per cent of children and adolescents 5–17 years not working, by school attendance and involvement in household chores, by sex and age group .....	76
Table 6.8	Median number of hours worked per week for working children and adolescents 5–17 years attending and not attending school by sex, age group, and area of residence .....	80
Table 6.9	Median number of hours per week devoted to household chores for children and adolescents 5–17 years attending and not attending school by sex, age group and area of residence .....	81
Table 6.10	Number and per cent of children and adolescents 10–17 years by activity status, by age group, sex, area of residence and marital status .....	85
Table 6.11	Per cent of working children and adolescents 5–17 years by industry, by sex and age group ..	87
Table 6.12	Per cent of working children 5–14 years by industry, by wealth index quintile and area of residence .....	88
Table 6.13	Per cent of working children and adolescents 5–17 years by occupation, by sex and age group .....	90
Table 6.14	Per cent of working children 5–14 years by occupation, by wealth and residence .....	91
Table 6.15	Number and per cent of working children and adolescents 5–17 years by status in employment, by sex and age group .....	93
Table 6.16	Number and per cent of working children 5–14 years by status in employment, by wealth, residence and school attendance status .....	94
Table 6.17	Percentage of work seeking children and adolescents, and willing to work by age group .....	95
Table 6.18	Number and per cent of all working children and adolescents 5–17 years working at home or away from home by sex and age group .....	96
Table 6.19	Number and per cent of all working children 5–14 years working at home or away from home by wealth index quintile and area of residence .....	97
Table 6.20	Median number of hours worked, and per cent of working children and adolescents by number of hours worked per week, by sex and age group .....	98
Table 6.21	Median number of hours worked, and per cent of working children 5–14 years by number of hours worked per week, by education of household head, wealth index quintile and area of residence .....	99

Table 6.22	Median number of hours worked, and per cent of working children 5–14 years by number of hours worked per week .....	100
Table 7.1	Number and per cent of all working 5–17-year-olds who are children in child labour or adolescents in hazardous work by sex and age group .....	102
Table 7.2	Number and per cent of all working 5–14-year-olds who are children in child labour by education of household head, wealth index quintile and area of residence .....	103
Table 7.3	Per cent of 5–17-year-olds in CLAHW by industry, by sex and age group.....	108
Table 7.4	Per cent of 5–14-year-olds in child labour by industry, by education of household head, wealth index quintile, marital status and area of residence .....	109
Table 7.5	Number and per cent of 5–17-year-olds in CLAHW by occupation, by sex and age group .....	111
Table 7.6	Number and per cent of 5–14-year-olds in child labour by occupation, by education of household head, wealth index quintile, marital status and area of residence .....	112
Table 7.7	Per cent of 5–17-year-olds in CLAHW by status in employment, by sex and age group.....	114
Table 7.8	Per cent of 5–14-year-olds in child labour by status in employment, by education of household head, wealth index quintile and area of residence .....	115
Table 7.9	Number and per cent of 5–17-year-olds in CLAHW working at home or away from home by sex and age group .....	116
Table 7.10	Number and per cent of 5–14-year-olds in child labour working at home or away from home by education of household head, wealth index quintile and area of residence .....	117
Table 7.11	Number and per cent of 5–17-year-olds in CLAHW by time of day of work, by sex and age group .....	118
Table 7.12	Number and per cent of 5–14-year-olds in child labour by time of day of work, by education of household head, wealth index quintile and area of residence .....	120
Table 7.13	Median number of hours worked per week for 5–17-year-olds in CLAHW by industry, by sex and age group .....	122
Table 7.14	Median number of hours worked per week for 5–14-year-olds in child labour by industry, by education of household head, wealth index quintile, disability status and area of residence....	124
Table 8.1	Per cent of 5–17-year-olds in CLAHW vs those not in CLAHW who are currently attending school, by sex and age group .....	126
Table 8.2	Per cent of 5–14-year-olds in child labour vs those not in child labour who are currently attending school, by education of household head, wealth index quintile, and area of residence .....	128
Table 8.3	Per cent of 5–14-year-olds in child labour attending, currently not attending and never attended school by industry .....	130
Table 8.4	Median number of hours worked per week for 5–17-year-olds in CLAHW attending, not currently attending and never attended school by sex and age group .....	131
Table 8.5	Median number of hours worked per week for 5–14-year-olds in child labour attending, not currently attending and never attended school by education of household head, wealth index quintile and area of residence .....	132
Table 8.6	Per cent of 5–17-year-olds in CLAHW who are currently attending school and report that work affects their regular attendance or studies by sex and age group .....	133
Table 8.7	Per cent of 5–14-year-olds in child labour who are currently attending school and report that work affects their regular attendance or studies by education of household head, wealth index quintile and area of residence .....	135

Table 8.8	Per cent of 5–17-year-olds in CLAHW by reported reason for non–attendance in school, by sex and age group .....	137
Table 8.9	Per cent of 5–14-year-olds in child labour by reported reason for non–attendance in school, by education of household head, wealth index quintile and area of residence.....	138
Table 8.10	Percentage of grade–age distortions for 5–17-year-olds in CLAHW and not in CLAHW attending school by age .....	140
Table 8.11	Percentage of grade–age distortions for 5–14-year-olds in child labour and not in child labour attending school by education of household head, wealth index quintile and area of residence.....	141
Table 8.12	Number and per cent of 10–17-year-olds in CLAHW who reported working in hazardous conditions by sex and age group .....	143
Table 8.13	Number and per cent of 10–14-year-olds in child labour who reported working in hazardous conditions by industry, education of household head, wealth index quintile and area of residence.....	144
Table 8.14	Per cent of children 10–14 years in child labour by industry and type of hazardous condition at work .....	146
Table 8.15	Number and per cent 5–17-year-olds in CLAHW and not in CLAHW who got injured or ill due to work, by age group and sex .....	148
Table 8.16	Number and per cent 5–14-year-olds in child labour who got injured or ill due to work, by education of household head, wealth index quintile, and area of residence.....	149
Table 8.17	Per cent of 5–17-year-olds with disabilities, by working status, by sex and age group.....	157
Table 8.18	Per cent of 5–14-year-olds with disabilities, by working status, by wealth index quintile, education of household head and area of residence .....	158
Table 8.19	Per cent of working 5–17-year-olds in CLAHW and not in CLAHW with disabilities, by timing of disability, by age group and sex.....	160
Table 8.20	Per cent of children and adolescents 10–17 years in CLAHW and not in CLAHW with mental health condition, by sex and age group.....	161
Table 8.21	Per cent of children 10–14 years in child labour and not in child labour with mental health condition, by education of household head, wealth index quintile and area of residence .....	163
Table 9.1	Average family size, number of children and adolescents, number of adults, and dependency ratio for 5–17-year-olds in CLAHW and not CLAHW, by age group and sex.....	167
Table 9.2	Average family size, number of children and adolescents, number of adults, and dependency ratio for 5–14-year-olds in child labour and not in child labour, by education of household head, wealth index quintile and residence.....	169
Table 9.3	Per cent of 5–17-year-olds in CLAHW and not in CLAHW by household structure, by sex and age group .....	170
Table 9.4	Per cent of 5–14-year-olds by household structure, by education of household head, wealth index quintile and area of residence.....	172
Table 9.5	Per cent of 5–17-year-olds in CLAHW and not in CLAHW by parental survival, by sex and age group .....	173
Table 9.6	Per cent of 5–14-year-olds in child labour and not in child labour by parental survival, by education of household head, wealth index quintile and area of residence .....	174

Table 9.7	Per cent of 5–17-year-olds in CLAHW and not in CLAHW by migration status of household head, by age group and sex.....	175
Table 9.8	Per cent of 5–14-year-olds in child labour and not in child labour by migration status of household head, by education of household head, wealth index quintile and area of residence.....	176
Table 9.9	Per cent of 5–17-year-olds in CLAHW and not in CLAHW with birth certificate, by age group and sex.....	181
Table 9.10	Per cent of 5–14-year-olds in child labour and not in child labour with birth certificate, by education of household head, wealth index quintile and area of residence.....	182
Table 9.11	Per cent of 5–17-year-olds in CLAHW and not in CLAHW without a birth certificate for whom the respondent is informed about the birth registration process, by age group and sex.....	183
Table 9.12	Per cent of 5–14-year-olds in child labour and not in child labour without a birth certificate for whom the respondent is informed about the birth registration process, by education of household head, wealth index quintile, marital status and area of residence.....	184
Table 9.13	Median household income of 5–14-year-olds in child labour and not in child labour by household structure, parental survival, family size, area of residence, education of household head and wealth index quintile.....	185
Table 9.14	Per cent of 5–17-year-olds in CLAHW and not in CLAHW from households currently receiving BISP or other financial assistance during the last 3 years, by age group and sex.....	188
Table 9.15	Per cent of 5–14-year-olds in child labour and not in child labour from households currently receiving BISP or financial assistance during the last 3 years, by family size, sex of household head, education of household head, wealth index quintile and area of residence.....	189
Table 9.16	Number and per cent of households having at least one child 5–14 years in child labour by area of residence, source of income, wealth index quintile and income quintile.....	193
Table 9.17	Per cent of 5–17-year-olds in CLAHW by reported reason of parent or guardian for letting child or adolescent work, by sex and age group.....	196
Table 9.18	Per cent of 5–14-year-olds in child labour by reported reason of parent or guardian for letting child work, by education of household head, wealth index quintile and area of residence.....	197
Table 9.19	Per cent of 5–17-year-olds in CLAHW that earn an income by contribution to household income, by sex and age group.....	198
Table 9.20	Per cent of all 5–14-year-olds in child labour that earn an income by contribution to household income, by education of household head, wealth index quintile and area of residence.....	199



## E. List of Figures

Figure 4.1	Percentage of children and adolescents aged 5–17 years with a birth certificate by age group and sex .....	22
Figure 4.2	Marital status of female-headed households (Left) and Living arrangement of spouses of married female-headed households (Right).....	24
Figure 4.3	Percentage of households experiencing a natural shock by wealth index quintile .....	31
Figure 4.4	Per cent of children and adolescents 5–17 years currently attending school by sex and age ..	34
Figure 5.1	Structure of Child Labour and Adolescent Hazardous Work in Punjab.....	52
Figure 6.1	Child work per month (among children who did any work in the last 12 months) .....	57
Figure 6.2	Engagement in household chores by sex and age group.....	59
Figure 6.3	Average number of hours per week spent in household chores by age group and sex .....	59
Figure 6.4	Percentage of children doing household chores by type and sex .....	66
Figure 6.5	Number of hours engaged in household chores for children 5–14 and school attendance .....	74
Figure 6.6	Children's and adolescents' activities by age .....	79
Figure 6.7	Children's activities by sex (age 5–14).....	79
Figure 6.8	Children's activities by disability status 5–14.....	80
Figure 6.9	Distribution of the agricultural industry .....	87
Figure 6.10	Sub-major group distribution among children in elementary occupations .....	90
Figure 6.11	Average hourly earnings for children 5–14 years by industry.....	93
Figure 7.1	Working children and adolescents, CLAHW and hazardous work.....	102
Figure 7.2	Working children and adolescents, CLAHW and hazardous work by sex .....	102
Figure 7.3	Summary of results for Children 5–14 years old .....	103
Figure 7.4	Punjab child labour incidence (5–14).....	104
Figure 7.5	Per cent of 5–14-year-olds in child labour working at night by industry .....	119
Figure 8.1	Negative consequences of CLAHW .....	123
Figure 8.2	Per cent of children and adolescents in CLAHW vs not in CLAHW attending school, currently not attending school, and never attended school by age group .....	128
Figure 8.3	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).....	140
Figure 8.4	Most prevalent hazardous conditions among children in child labour .....	148
Figure 8.5	Percentage of children and adolescents in CLAHW that experienced injuries by hazardous work condition .....	151
Figure 8.6	Per cent of 5–17-year-olds in CLAHW working in hazardous occupations by sex and age group .....	152
Figure 8.7	Per cent of 5–17-year-olds in CLAHW working in hazardous industries by sex and age group .....	153
Figure 8.8	Per cent of 5–17-year-olds in CLAHW working with hazardous tools by sex and age group .....	154

Figure 8.9 Percentage of 5–14-year-olds in child labour that experienced abuse at work by type of violence and sex.....	155
Figure 8.10 Abuse at work against 5–14-year-olds in child labour and location of work .....	156
Figure 8.11 Percentage of children attending school, performing household chores, working, and engaged in child labour by disability status.....	159
Figure 8.12 Mental health condition for 10–14-year-olds in child labour and abuse at work .....	167
Figure 9.1 Percentage of children in child labour by reported reason for the household head to change the place of residence .....	177
Figure 9.2 Percentage of children and adolescents in CLAHW by sex of household head .....	178
Figure 9.3 Percentage of children 5–14 years with a birth certificate by child labour status .....	180
Figure 9.4 Per cent of households with at least one child 5-14 years in child labour by area of residence and wealth index quintile .....	192
Figure 9.5 Per cent of households with at least one child 5-14 years in child labour by education of household head .....	193
Figure 9.6 Child labour and shocks faced by household.....	197

## F. Summary Table of Survey Population

Sample frame and data collection	
<b>Sample frame</b> Population Census 2017 Punjab MICS 2014 Listing for CLS	<b>Methodology</b> SIMPOC (Statistical Information and Monitoring Program on Child Labour) guidelines
<b>Fieldwork: Listing</b> May 2019 – Nov 2020	<b>Listing training</b> 4 Apr 2019 – 6 Apr 2019
<b>Fieldwork: Rollout</b> 7 Nov 2019 – 23 Mar 2020, and 7 – 20 Jun 2020 (in district Mandi Bahauddin)	<b>Interviewer training</b> 4 trainings Faisalabad and Multan (23 Oct – 6 Nov 2019) Lahore (11 Nov 2019 – 25 Nov 2019) Rawalpindi (30 Nov – 14 Dec 2019)
Sample	
<b>Households</b> <ul style="list-style-type: none"> <li>Sampled: 71,584</li> <li>Approached: 65,896</li> <li>Responded: 62,177</li> </ul> Number of clusters: 4,208 (266 out of the 4,474 originally sampled clusters could not be covered due to COVID-19 or technical reasons) Response rate: 94.4%	<b>Children and adolescents aged 5–17 years</b> <ul style="list-style-type: none"> <li>In household: 192,641</li> <li>Interviewed: 184,466</li> </ul> Response rate: 95.8%

## G.Executive summary

The Punjab Child Labour Survey (PCLS) 2019–2020 provides unique information about the living conditions of children and adolescents in the province as well as their daily activities including schooling, working and household chores. The survey has a representative sample of 62,177 households and is representative of the 36 districts of Punjab for rural and urban strata. In accordance with Punjab law, child labour is defined among the population of 5-14-year-olds, while 15–17-year-olds are referred to as adolescents. We therefore use the term Child Labour and Adolescent Hazardous Work (CLAHW) for the population of 5–17-year-olds.

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

### Overview

#### Characteristics of the survey population

- Among the survey target population of 5–17-year-olds, 41.9 per cent are aged 5–9, 38.2 per cent are 10–14, and 19.9 per cent are 15–17. The share of girls is 47.9 per cent and 69.2 per cent live in rural areas.
- Girls are more than twice as likely to be ever married than boys. The proportion of married children is lower for 10–14-year-olds (0.2 per cent for girls vs. 0.1 per cent for boys) than for the age group 15–17 (2.0 per cent for girls vs. 0.8 per for boys).
- Among all children and adolescents aged 5–17 years, 71.9 per cent have a birth certificate. The percentage of children and adolescents with a birth certificate increases with age from 65.2 per cent for children aged 5–9, to 78.3 per cent for adolescents aged 15–17.
- Households in urban area are more likely to be wealthy: 79.4 per cent of households in rural areas belong to the poorest, second or middle wealth index quintiles, while in urban areas 81.3 per cent of the population belong to the fourth or richest quintiles.
- In the district Rajanpur, 67.2 per cent of the households belong to the poorest quintile. On the other extreme, 64.7 per cent of households in Lahore belong to the richest quintile
- In total, 9.6 per cent of all households with children and adolescents are currently receiving 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 (11.8 per cent and 4.9 per cent respectively).



## Children's activities

### Schooling

- Among children aged 5–14, 84.6 per cent currently attend school, while for 15–17-year-olds 58.0 per cent currently attend school, with the current school attendance being slightly higher among boys (80.7 per cent) than girls aged 5–17 (77.7 per cent).
- Chakwal and Jhelum districts have the highest rates of children and adolescents currently attending school (around 91 per cent), while it is lowest in Rajanpur (57.4 per cent).
- The percentage of children and adolescents attending school increases with age until 8 years of age and thereafter decreases.
- Overall, 10.2 per cent of children and adolescents have never attended school, while for children 5–14 the figure is 9.8 per cent. The percentage of girls that never attended school is higher than the percentage for boys (12.4 per cent vs. 8.2 per cent).
- Chakwal and Gujrat districts have the lowest rates of children and adolescents having never attended school (2.2 per cent and 2.3 per cent respectively), while it is highest in Rajanpur (34.6 per cent).

### Household chores

- Girls in all age groups are more likely than boys to engage in household chores. Overall, 71.9 per cent of girls are engaged in household chores, compared to 66.3 per cent of boys.
- Overall, 69.0 per cent of children and adolescents are engaged in household chores, while for children aged 5–14, the percentage is 65.5 per cent.
- 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 15–17, girls spend on average 12.4 hours per week on household chores, compared to 4.7 hours for boys.
- Boys and girls are engaged in different types of household activities. Shopping for household is the most common activity among boys who perform chores (59.4 per cent for age 5–14 and 61.6 per cent for 5–17), while cleaning utensils or the dwelling is the most common among girls who carry out chores (49.7 per cent for 5–14 and 57.2 per cent for 5–17).

### Work

- The incidence of working children was measured over two periods of time: the last seven days, and the last 12 months. For both measures, the percentage of working children and adolescents increases with age. Out of all 5–17-year-olds, 18.6 per cent were engaged in work in the past 7 days, and 21.3 per cent reported working in the past 12 months (including the past week), compared to 13.4 per cent and 15.5 per cent, respectively, for 5–14-year-olds.

- Engagement in work (in the past 7 days) increases with age and ranges from 5.2 per cent for 5–9-year-olds., to 22.3 per cent for 10–14-year-olds, and up to 39.8 per cent for 15–17-year-olds.
- Among children aged 5–9, 10–14 and adolescents aged 15–17 who are not working, 87.9 per cent, 88.0 per cent and 75.4 per cent respectively go to school, whereas the percentages are 80.0, 58.4, and 31.7 for those who are working.
- Moreover, 16.4 per cent of girls aged 5–17 who do not work, do not attend school, whereas the percentage is 11.3 for boys.
- More than three out of five children with disabilities neither engage in school nor work, compared to around one in ten of children without disabilities.

## Children in Child Labour and Adolescents in Hazardous work

- For children aged 5–14, child labour prevalence is 13.4 per cent. For those aged 5–17 the prevalence of CLAHW is 16.9 per cent.
- Child labour incidence is significantly higher for boys than girls: for 5–14-year-olds the figures are 16.8 per cent and 9.7 per cent respectively, while for 5–17 the incidences are 21.8 per cent for boys and 11.5 per cent for girls.
- The summary of results shows six aspects considered to identify children in child labour. Among children in child labour, 47.8 per cent of children aged 10–14 work in hazardous conditions, 9.9 per cent work for long hours (i.e. work longer than the age-specific threshold set out in the Punjab Prohibition of Employment of Children Act 2016), 13.7 per cent work at night, 15.6 per cent have been exposed to some type of abuse at their workplace (psychological, physical and/or sexual), 8.7 per cent work in hazardous occupations or industries and 18.8 per cent work with hazardous tools or machinery.
- By division: The highest child labour prevalence for children aged 5–14 is in Sahiwal (24.7 per cent) and lowest in Rawalpindi (6.1 per cent). For children and adolescents aged 5–17 the prevalence for these districts is 27.9 per cent and 8 per cent respectively.
- By district: The highest child labour prevalence for children aged 5–14 is in Pakpattan (35.5 per cent) and lowest in Attock (5.1 per cent) For children and adolescents aged 5–17 the prevalence for these districts is 39.2 per cent and 7.3 per cent respectively.
- CLAHW mostly work as unpaid family workers (81.1 per cent for 5–14 and 70.4 per cent for 5–17). Girls are more often unpaid family workers than boys (85.4 per cent vs. 78.8 per cent for 5–14, and 80.5 per cent vs. 65.5 per cent for 5–17).
- The most common occupations for children in child labour aged 5–14 are skilled agriculture, forestry, or fishing occupations (44.6 per cent) and elementary occupations<sup>3</sup> (36.7 per cent). For those aged 5–17 the percentages are 40.0 per cent and 32.8 per cent respectively. Furthermore, girls in CLAHW are more often found in skilled agriculture, forestry, or fishing (48.9 per cent for girls vs. 35.8 per cent for boys), whereas boys are more often found in service and sales (10.8 per cent for boys vs. 1.7 per cent for girls).

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

- The most common industry for children in child labour is the agriculture, forestry, and fishing industry (61.5 per cent for children 5–14 and 55.3 per cent for 5–17)<sup>4</sup>. The second and third most common industries are water supply (15.5 per cent for 5–14 and 11.8 per cent for 5–17) and manufacturing (9.5 per cent for 5–14 and 13.6 per cent for 5–17).
- The median number of hours worked per week for CLAHW is 4 hours per week for children (5–9), 12 hours per week for children (10–14) and 34 hours per week for adolescents (15–17).

## Circumstances and Causes of Child Labour and Adolescent Hazardous Work

- The percentage of CLAHW decreases with education of the household head; 41.9 per cent in households in which the household head has at most pre-school education and 11.9 per cent in households in which the household head has higher education.
- The percentage of households with at least one child or adolescent in CLAHW decreases with wealth, from 49.2 per cent among the poorest quintile of households to 12.2 per cent for the richest. Children and adolescents in BISP beneficiary households are more likely to be in CLAHW. BISP targets households with low wealth, and in these households 26.8 per cent of children and adolescents are in CLAHW compared to 15.5 per cent of children in non-beneficiary households.
- The percentage of children in child labour is lower among children whose household head migrated at 12.1 per cent. The same pattern holds for children and adolescents aged 5–17 in CLAHW (15.3 per cent).
- Children and adolescents in CLAHW are less likely to live with both parents (86.4 per cent vs 88.7 per cent for 5–14 and 87.6 per cent vs. 89.6 per cent for 5–17).
- The percentage of children and adolescents in CLAHW does not differ significantly by gender of household head (13.4 per cent in male headed- vs 13.0 per cent in female-headed households for 5–14, and 16.8 per cent vs. 17.0 per cent for 5–17).
- Children in households that experienced a natural shock are more likely to be in child labour, (19.8 per cent in child labour for 5–14-year-olds in a household suffering a natural shock vs. 13.4 per cent in households not experiencing any community-/countrywide shock) while those experiencing an economic shock<sup>5</sup> are not more likely to be in child labour (12.6 per cent in child labour for 5–14-year-olds in a household suffering an economic shock).
- For children in child labour the most reported reasons of the parent or guardian for letting them work is to help in household enterprise (42.9 per cent). Other frequently reported reasons include to support household needs, to fetch water, or collect wood

4 Out of the 61.5 per cent of children aged 5–14, 93.1 per cent work in agriculture, 6.9 per cent in forestry, and 0 per cent in fishing. Similarly, out of the 55.3 per cent of children and adolescents aged 5–17, 93.7 per cent work in agriculture, 6.3 per cent in forestry and 0 per cent in fishing.

5 Natural shocks include natural disasters or pest attacks faced during the past 12 months, economic shocks include business closing, falling agricultural prices or price inflation during the past 12 months.

(22.9 per cent) and supplement family or household income (22.1 per cent). The percentages for the 5–17 year-olds are 38.8 per cent, 18.4 per cent and 30.5 per cent, respectively, for the aforementioned reasons.

- The most frequently reported negative consequence faced by children in child labour and adolescents in hazardous work is extreme fatigue ranging by age group from 8.1 per cent for 5–9 to 17.5 per cent for 15–17. The second most frequent is injury or poor health ranging from 6.1 per cent for those aged 5–9 to 11.7 per cent for those aged 15–17.
- Children aged 5–14 in child labour are 25.2 percentage points less likely to currently attend school compared to children not in child labour (62.7 per cent vs. 87.9 per cent, respectively). For those aged 5–17, children in child labour and adolescents in hazardous work are 35.8 percentage points less likely to currently attend school compared to those not in CLAHW (49.5 per cent vs. 85.3 per cent, respectively).
- Injuries are much more prevalent among adolescents in hazardous work compared to working adolescents not in hazardous work (41.7 per cent vs. 11.5 per cent). Among children and adolescents aged 5–17, boys in CLAHW are more likely than girls in CLAHW to be injured or ill due to work (33.6 per cent vs. 30.3 per cent), while the opposite is true for working adolescents not in CLAHW (9.2 per cent vs. 14.4 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 10–14, 45.4 per cent of those in hazardous conditions are injured or become ill compared to 11.8 per cent for those working but not in hazardous conditions, a difference of 33.6 percentage points. For the age group 15–17, the difference is similar at 32.6 percentage points (50.6 per cent vs. 18.0 per cent).
- Almost 16 per cent of children aged 5–14 in child labour experienced psychological, physical or sexual abuse at work, with the percentage being higher for boys (16.7 per cent) than girls (13.4 per cent). The percentage is higher among adolescents aged 15–17 in hazardous work at 19.1 per cent (19.8 per cent of boys and 17.4 per cent of girls).
- Children and adolescents aged 10–17 in CLAHW are more likely to report a mental health problem, compared to those not in CLAHW (19.2 per cent vs. 12.6 per cent). Among children and adolescents in CLAHW, the percentage reporting a mental health problem is higher among girls than boys (21.2 per cent vs. 18.2 per cent).

# 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 and adolescent hazardous work has been carried out since 1996.<sup>6</sup> 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 Punjab Child Labour Survey (PCLS) will provide new insights for Punjab about the situation of children and adolescents in the province, their working conditions, and their vulnerability to child labour and adolescent hazardous work. The PCLS was carried out in 2019 and 2020 by Labour and Human Resource Department (L&HRD) Punjab with execution support from Punjab 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<sup>7</sup>, 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 and adolescents 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 PCLS 2019-20 results provide a sound knowledge base on the magnitude and nature of CLAHW, 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 CLAHW at the provincial and district level, informs about children and adolescent’s engagement in different types of labour, and provides

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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.

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 programs for children and adolescents to either prevent or address CLAHW.

This report is divided into the following ten chapters.

- Chapter 1 provides an introduction to the PCLS
- Chapter 2 presents the background and socioeconomic characteristics of Punjab
- Chapter 3 presents the methodology used for the PCLS, 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 and adolescent's activities, focusing on the definition of economic activity and CLAHW
- Chapter 6 shows the children's and adolescent's activities
- Chapter 7 presents the incidence and characteristics of CLAHW
- Chapter 8 shows the correlations between CLAHW and schooling, physical and mental health, and well-being
- Chapter 9 provides information about the context of CLAHW
- Chapter 10 summarises the main findings and conclusions, as well as presents some key policy recommendations

## 2. Background and Socio-Economic Characteristics of Punjab

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

### 2.1 Geographic location

The province of Punjab is located in eastern Pakistan and is the second largest province area-wise after Balochistan, with about 205 thousand km<sup>2</sup> (Census, 2017) the country's second largest province after Balochistan. Punjab borders with Pakistan's province Sindh to the south, Balochistan to the southwest, Khyber-Pakhtunkhwa to the northwest, Islamabad Capital Territory, and Azad Jammu and Kashmir to the north. It further shares borders with the disputed territory of Kashmir occupied by India to the north and Indian Punjab and Rajasthan to the east.

Punjab province primarily consists of level plains, with some mountainous areas in the northwest and southwest (Government of Punjab, 2021a). All major rivers originating in the Himalayas pass through Punjab, with the volume of water increasing in the summer after monsoon rains, sometimes causing flooding which can pose substantial economic challenges to affected households. Most areas of Punjab experience extremely hot summers to mild foggy winters often accompanied by rain with temperatures in the province ranging from -2 °C to 45 °C throughout the year. The province has an extensive irrigation system, which makes it rich in agricultural production. The main agricultural products in the province are cotton, wheat, rice, sugar cane, millet, corn, oilseeds, legumes, vegetables, and fruits such as kinoo (orange) and mango.



## Geographic location of Punjab



## 2.2 Demographic situation

Pakistan is the fifth most populous country in the world with a population that exceeds 207.7 million people (Census, 2017). According to the census from 2017, Punjab's population was just around 110 million, equivalent to around 54% of Pakistan's population, making it the most populous province. Of the total population of Punjab, around 56 million are men while 54 million are women. The sex ratio for Punjab is estimated to be at 103 males per 100 females. Additionally, the census reported 12,435 transgender people.

Punjab is made up of nine divisions<sup>8</sup> and these divisions are further divided into thirty-six districts<sup>9</sup>, which are further subdivided into 143 tehsils. Most of Punjab's population lives in rural areas (63 per cent of all households), with the extent of urbanisation similar to that of the rest of the country on average. According to the 2017 census, the largest cities in Punjab are Lahore (11.1 million), Faisalabad (3.2 million), and Rawalpindi (2.1 million). Punjab has a young population, where about 44 per cent of the population is under the age of 18, and only about 4 per cent is over 65. According to the results of the Punjab MICS report from 2016-17 (UNICEF, 2019), the total fertility rate in the province is 3.7.

<sup>8</sup> Bahawalpur, Dera Ghazi Khan, Faisalabad, Gujranwala, Lahore, Multan, Rawalpindi, Sahiwal and Sargodha

<sup>9</sup> Bahawalpur, Bahawalnagar, Rahim Yar Khan, Dera Ghazi Khan, Layyah, Muzaffargarh, Rajanpur, Faisalabad, Chiniot, Jhang, TT Singh, Gujranwala, Gujrat, Hafizabad, Mandi Bahauddin, Narowal, Sialkot, Lahore, Kasur, Nankana Sahib, Sheikhpura, Multan, Khanewal, Lodhran, Vehari, Rawalpindi, Attock, Chakwal, Jhelum, Sahiwal, Okara, Pakpattan, Sargodha, Bhakkar, Khushab, Mianwali

Punjabi is the most common spoken language in Punjab, with 75.23 per cent of Pakistani people using Punjabi as their first or second language, followed by Saraiki (17.36 per cent) and Urdu (4.51 per cent) according to the 2017 census.

## 2.3 Economic and labour market characteristics

Punjab is the economic centre of Pakistan contributing around 54.2 per cent of the national GDP and employing approximately 37.6 million people in 2017-18 (Government of Punjab, 2018b). This makes the national economic performance highly dependent on the Punjab economy. The performance of Punjab's economy has moved in line with the national's economy, and for the past five years the average annual GDP growth rate in the province has been around 4.9 per cent.

According to the Labour Force Survey 2017-18 the labour force participation rate in Punjab is higher than the national average. This difference is primarily due to the higher labour force participation rates of females in Punjab compared to other regions. About 70 per cent of men and 27 per cent of women over 10 years of age are part of the labour force. Of the people over 10 years of age who are employed, 40 per cent work in agriculture, forestry, and fishing, around 18 per cent in manufacturing, about 14 per cent in wholesale and retail, 7 per cent in construction and 21 per cent in other sectors. By major occupation, most of the employed people are involved in skilled agricultural, forestry and fishing (33.00 per cent), elementary occupations (18.20 per cent), craft and related trade work (15.56 per cent) and occupied as service and sales workers (15.06 per cent).

The unemployment rate in the province is 5.97 per cent and is higher for women (7.45 per cent) than for men (5.39 per cent) and is slightly higher than the 5.79 per cent of unemployment in Pakistan.

## 2.4 Indicators of standard of living

UNDP (2017) calculated the Human Development Index (HDI) on district and province level using the Pakistan Social and Living Standards Measurement (PSLM) data. The HDI in Punjab was reported as 0.732 which is above the national average of 0.681. For comparison, in the same year AJK had the highest index with 0.734, while Balochistan with 0.421 and the Federally Administered Tribal Areas (FATA) with 0.216 were reported as having the worst.<sup>10</sup> Four districts in Punjab including Lahore, Rawalpindi, Sialkot and Jhelum achieved a high HDI. The medium-high HDI level was achieved by 18 districts, while the medium level was achieved by eleven. Only three districts namely Muzaffargarh, Dera Ghazi Khan and Rajanpur were classified in the low-medium HDI level. All these districts are in southern Punjab.

When looking at the individual components of the HDI, the education component has the lowest indicator. In 2015, Pakistan's Education Index (EI) was 0.538, compared to the health

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<sup>10</sup> 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.

index, which was 0.788, and the standard of living index, which was 0.745. Punjab had a mean EI of 0.57. In general, Punjab performs better in education than the rest of Pakistan with one third of the districts ranked at the upper middle level or higher. The western and southern districts of Punjab (Rajanpur, Muzaffargarh, Dera Ghazi Khan, and Rahimyar Khan) are at the bottom, in the low EI category. The top districts of Punjab are located in the north and east of the province. Punjab also performs better than other provinces with the expected years of schooling<sup>11</sup> of 10.1 years and mean years of schooling<sup>12</sup> of 4.6 years.

The Punjab MICS report from 2017-18 (Bureau of Statistics Punjab, Planning & Development Board, Government of the Punjab, 2018) recorded that of the population aged 15-49, 57.9 per cent of women and 70.9 per cent of men are literate. Differences also arise between rural and urban population where 47.9 per cent of women in rural areas and 74.0 per cent of women in urban areas are literate, whereas for men the percentages are 66.5 per cent and 78.1 per cent respectively. The literacy rate increases with age until the age group 15-17 and thereafter decreases for both men and women.

In Punjab, 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 Punjab, see Appendix 2). The Punjab MICS report from 2017-18 (Bureau of Statistics Punjab, Planning & Development Board, Government of the Punjab, 2018) shows that the net attendance rate (NAR)<sup>13</sup> for primary schools is 65.8 per cent for boys and 65.1 per cent for girls. The NAR for lower secondary school level in Punjab is 36.7 per cent (35.9 per cent for boys and 37.6 per cent for girls). For upper secondary school the NAR is 27.8 per cent and 30.0 per cent for boys and girls respectively. The results also show that the gender parity index (GPI)<sup>14</sup>, in Punjab is 0.99 for primary school and increases until 1.08 for upper secondary school indicating that a higher proportion of females than males attend school.

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11 This measures the number of years of education a child can be expected to receive, accounting for current enrolment of the school age population.

12 This measures the average educational level based on the attainment of people aged 25 years and older.

13 The net attendance ratio (NAR) indicates participation in primary schooling for the population age 5-9 and participation in middle/secondary school for the population age 10-14.

14 GPI presents the ratio of the NAR and GAR (Gross attendance ratio). It indicates gender differences in school attendance rates. A GPI above 1.00 indicates that a higher proportion of females than males attend school.

## 3. Methodology and Data Collection

### 3.1 Scope and coverage of the Punjab CLS

The Punjab CLS is a standalone survey that presents a detailed picture of the activities that children and adolescents 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 and adolescents are engaged. To capture these aspects, the survey follows the internationally accredited Statistical Information and Monitoring Programme of Child Labour methodology (SIMPOC). 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 and Hagemann, 2008). Since the launch of SIMPOC in 1998, national child labour surveys have been conducted in over 50 countries.

The Punjab CLS is a household-based survey, that targeted households with children and adolescents 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. Due to the level of detail of the analysis, large sample sizes of working children and adolescents were necessary. To this end, the sampling methodology considered the inclusion of the identification of districts with prevalence of child labour according to MICS<sup>15</sup> to determine the sample size for each district. Beyond the scope of this survey are children and adolescents in the most hidden forms of child labour and adolescent hazardous work, that tend to live outside of households. Additionally, the 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 Punjab CLS can be found in the Appendix <sup>16</sup>.

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/adolescent aged 5–17 years old identified in the household roster.

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15 While MICS provides a measure of child labour likely to be positively correlated with the result from the Punjab CLS, 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 Punjab restriction of employment act and the ICLS definition of child labour.

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

## Questionnaire structure

<b>Part I: Household head or knowledgeable adult</b>	<ul style="list-style-type: none"> <li>• Household composition and demographic characteristics of each HH member</li> <li>• Educational attainment of each HH member</li> <li>• Current and usual economic activity of all members aged 5 years old and above</li> <li>• Parents' perceptions of working children and adolescents and why they are permitted to work</li> </ul>
<b>Part II: Household head or knowledgeable adult</b>	<ul style="list-style-type: none"> <li>• Housing and household characteristics</li> <li>• Household socio-economic status</li> <li>• Perceptions/future expectations for children and adolescents in general</li> <li>• Shocks to household</li> <li>• Saving and debt</li> </ul>
<b>Part III: Children/Adolescents 5–17</b>	<ul style="list-style-type: none"> <li>• Educational attainment</li> <li>• Current economic activities</li> <li>• Health and safety issues for working children and adolescents</li> <li>• Household tasks</li> <li>• Depression and psychological well-being</li> </ul>

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

The questionnaire went through several rounds of contextualisation to the Pakistani and Punjab context. The first round took place during the inception workshops, 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 tested by BoS Punjab in Muzaffargarh and Chakwal districts in a full-scale pilot, as advised by PBS. Prior to this, two rounds of pre-testing were carried out to help contextualise the questionnaire before undertaking a pilot. The resulting feedback was then included to create a version that was finally tested as part of the Training of Trainers (ToT).

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, 16 households were drawn randomly from within each PSU. 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 Punjab MICS 2014 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 and adolescents 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 and adolescents 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/adolescent hazardous work in urban areas, thus these urban areas were slightly oversampled as the majority of the Punjab 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 and adolescents aged 5–17 and ensure that at least 16 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 MICS 2014 according to the following equation:

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

Where  $r$  is the child labour prevalence at the district level,  $deff$  is the assumed design effect,  $RME$  is the relative margin of error<sup>17</sup>,  $pb$  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 size in a district according to the 2017 census and  $RR$  refers to the assumed response rate. This means that the sample size in each district will be inversely proportional to the estimated level of child labour from MICS 2014. This allows a sample to be collected from which not only estimates of the level of CLAHW can be computed, but also allows for a study of the correlates of CLAHW. 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, 16 households were targeted meaning that the number of PSUs will be equal to  $n/16$ .

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 MICS 2014, to ensure that a sufficient sample of working children and adolescents, and

<sup>17</sup> 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

children and adolescents in CLAHW was selected. It was assumed that the response rate would be 90 per cent according to previous surveys, as well as a design effect of 2.

**Table 3.1 Sampling design (Assumptions)**

Relative margin of error	12 per cent
Assumed response rate	90 per cent
Sample domains	All districts
Design effect	2
Households per enumeration block	16
Child Labour incidence	Punjab MICS 2014
Household size	Census 2017

Following the onset of the COVID-19 pandemic and the ensuing lockdown in the province of Punjab, data collection was suspended on March 23, 2020. At the time, data collection was incomplete in 12 districts: Attock, Chakwal, DG Khan, Gujrat, Hafizabad, Jhelum, Lahore, Mandi Bahauddin, Mianwali, Narowal, Rajanpur and Rawalpindi. Among these districts, two whole Tehsils were not covered – Murree in Rawalpindi district and Sarai Alamgir in Gujrat district – meaning that the assumption of covering all tehsils was not met (143 out of 145). Furthermore, the tehsils Pind Dadan Khan and Sohawa lack coverage in urban areas but have coverage in rural areas.

After deliberation regarding the circumstances of the COVID-19 pandemic, data collection was only resumed in Mandi Bahauddin to ensure a large enough sample size to reduce the relative margin of error to 17% to achieve a minimum standard agreed between PBS and BoS Punjab for the incomplete districts. The calculated margin of error for the incomplete districts can be found in Table A3.1 in the Appendix. Where data collection activities were not completed, it should be noted that the results may not be representative for the whole district if the prevalence of child labour is different in the areas not surveyed compared to those covered. This is thereby also relevant (though to a lesser extent) at the provincial level. Despite imperfect coverage, sufficient households were covered to provide a detailed analysis of child labour in Punjab, which can provide insight into the extent and circumstances of child labour and adolescent hazardous work in Punjab.

Out of the originally sampled 4,474 clusters, 4,208 were covered. Out of the 266 PSUs which were not covered, six were not covered during listing due to technical issues (one in Hafizabad and five in Lahore), with the remainder not covered due to COVID-19.



**Table 3.2 Sample description**

District	Sampling methodology		Survey	
	PSUs	Target households	PSUs	Covered households
Bahawalpur	98	1568	98	1560
Bahawalnagar	93	1488	93	1473
Rahim Yar Khan	103	1648	103	1636
Dera Ghazi Khan	50	800	49	766
Layyah	66	1056	66	1049
Muzaffargarh	50	800	50	794
Rajanpur	50	800	49	759
Faisalabad	107	1712	107	1681
Chiniot	50	800	50	787
Jhang	50	800	50	789
Toba Tek Singh	60	960	60	951
Gujranwala	120	1920	120	1885
Gujrat	296	4736	255	3999
Hafizabad	173	2768	159	2511
Mandi Bahauddin	186	2976	150	2352
Narowal	50	800	49	778
Sialkot	75	1200	75	1180
Lahore	430	6880	418	6445
Kasur	53	848	53	839
Nankana Sahib	144	2304	144	2258
Sheikhupura	120	1920	120	1911
Multan	107	1712	107	1704
Khanewal	91	1456	91	1441
Lodhran	104	1664	104	1585
Vehari	96	1536	96	1524
Rawalpindi	148	2368	112	1672
Attock	376	6016	341	5212
Chakwal	278	4448	255	4011
Jhelum	233	3728	174	2727
Sahiwal	68	1088	68	1077
Okara	86	1376	86	1363
Pakpattan	96	1536	96	1512
Sargodha	86	1376	86	1318
Bhakkar	68	1088	68	1078
Khushab	77	1232	77	1221
Mianwali	136	2176	129	2048
<b>Total</b>	<b>4,474</b>	<b>71,584</b>	<b>4,208</b>	<b>65,896</b>

**Table 3.3 Rural-Urban sample distribution**

District	Number of clusters		Number of households	
	Rural	Urban	Rural	Urban
<b>Total</b>	<b>2,780</b>	<b>1,428</b>	<b>43,561</b>	<b>22,335</b>
Bahawalpur	66	32	1052	508
Bahawalnagar	75	18	1185	288
Rahim Yar Khan	81	22	1286	350
Dera Ghazi Khan	39	10	612	154
Layyah	55	11	874	175
Muzaffargarh	41	9	651	143
Rajanpur	39	10	601	158
Faisalabad	56	51	877	804
Chiniot	34	16	534	253
Jhang	37	13	584	205
Toba Tek Singh	47	13	743	208
Gujranwala	50	70	781	1104
Gujrat	185	70	2903	1096
Hafizabad	108	51	1706	805
Mandi Bahauddin	117	33	1830	522
Narowal	40	9	634	144
Sialkot	54	21	849	331
Lahore	0	418	0	6445
Kasur	38	15	603	236
Nankana Sahib	118	26	1855	403
Sheikhupura	79	41	1257	654
Multan	63	44	1000	704
Khanewal	73	18	1156	285
Lodhran	88	16	1343	242
Vehari	80	16	1271	253
Rawalpindi	48	64	712	960
Attock	253	88	3833	1379
Chakwal	218	37	3421	590
Jhelum	126	48	1969	758
Sahiwal	55	14	872	205
Okara	62	24	983	380
Pakpattan	82	14	1291	221
Sargodha	59	27	905	413
Bhakkar	56	12	886	192
Khushab	53	24	838	383
Mianwali	105	24	1664	384

### 3.4 Pilot

A pilot study was conducted in Punjab between October to December 2016 which aimed at testing the sampling methodology used for the PCLS, following advice from PBS. The two districts Chakwal and Muzaffargarh were selected for the pilot study due their respective low and high child labour prevalence rates according to the Punjab MICS 2014.

PBS estimated the sample size for the pilot to have results that are representative at the district level for both districts for the target population of children and adolescents aged 5–17 years old. A listing exercise was conducted in which 53,166 households were listed, including 34,130 households with children and adolescents in the target age group. The pilot provided a representative sample for each district – covering rural and urban clusters – including a total of 319 clusters and covered 5068 households.

Two pre-testing exercises took place before the pilot was rolled out. The first was a “pre-pretesting” exercise conducted between May 30 to June 6, 2016, in which a paper version of the questionnaire was tested. The main objective of the “pre-pre-test” was to identify appropriate adjustments to the questionnaire based on the Punjab context in terms of structure, phrasing and obstacles faced by respondents and enumerators when asking or understanding questions, as well as to detect possible field challenges to consider in the planning phase of the pilot and ultimately, the rollout.

The second pre-testing exercise took place in two stages. The questionnaire adjusted to the Punjab context was tested during the last week of August, 2016 and the finalised questionnaire in CAPI format between October 5-6, 2016. The pre-test was combined with a Training of Trainers (ToT). Following this pilot exercise, the use of the SIMPOC methodology was endorsed by PBS.

### 3.5 Training of field staff and fieldwork

#### 3.5.1 Listing

Three listing trainings took place in Lahore, Rawalpindi and Multan between April 4-6, 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 May 2019 and was completed in November 2020. In total, 123 listers, who were also responsible for the mapping, worked across the 36 districts in Punjab. Table 3.4 below shows the distribution of listers by district. Note that the number of listers by district does not add up to the total number of listers since some listers were active in several districts.

**Table 3.4 Distribution of listers by district**

District	Listers
<b>Total</b>	<b>123</b>
Bahawalpur	3
Bahawalnagar	4
Rahim Yar Khan	10
Dera Ghazi Khan	4
Layyah	2
Muzaffargarh	3
Rajanpur	4
Faisalabad	6
Chiniot	3
Jhang	3
Toba Tek Singh	5
Gujranwala	5
Gujrat	12
Hafizabad	5
Mandi Bahauddin	8
Narowal	1
Sialkot	3
Lahore	18
Kasur	2
Nankana Sahib	6
Sheikhupura	3
Multan	8
Khanewal	7
Lodhran	3
Vehari	5
Rawalpindi	9
Attock	20
Chakwal	9
Jhelum	5
Sahiwal	2
Okara	5
Pakpattan	3
Sargodha	6
Bhakkar	2
Khushab	3
Mianwali	4

### 3.5.2 Main rollout

The ToT was organised by the BoS Punjab and held between September 16-25, 2019. Desk monitors and coders all took part in this training and received additional training for the relevant systems. After the ToT four trainings of field staff were conducted in Faisalabad and Multan (October 23-November 6, 2019), Lahore (November 11-25, 2019) and Rawalpindi (November 30-December 14, 2019). The training focused on the following main topics: i) developing an understanding of the definitions and concepts used in all three parts of the questionnaire, ii) achieving a good level of understanding of the ODK forms for the main questionnaire, observer and supervisor applications and practicing the use of tablets, iii) familiarisation of different sections and indicators to be covered in the survey with special reference to SIMPOC methodology and iv) strengthening skills of Enumerators/ Field Observers and Team Supervisors on related definitions, concepts, survey ethics and interviewing techniques. A team of coders and master coders received instruction on 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.

Each field team comprised five enumerators, who carried out the interviews, one supervisor who coordinated the work of the team, one observer dedicated to monitor the performance of enumerators, and one field monitor (regional supervisor) who on a rotating basis monitored the performance of supervisors, observers, and enumerators. In total, the field teams comprised 210 enumerators, 42 supervisors, 42 observers and 11 monitors (see Table 3.5).

**Table 3.5 Composition of field teams by region**

Region	No. of teams	Monitors (Regional supervisors)	Supervisors	Enumerators	Observers	Total
<b>Total</b>	<b>42</b>	<b>11</b>	<b>42</b>	<b>210</b>	<b>42</b>	<b>305</b>
Bahawalpur	3	1	3	15	3	22
DG Khan	2	1	2	10	2	15
Faisalabad	3	1	3	15	3	22
Gujranwala	4	1	4	20	4	29
Lahore-I	4	1	4	20	4	29
Lahore-II	3	1	3	15	3	22
Multan	4	1	4	20	4	29
Rawalpindi-I	8	1	8	40	8	57
Rawalpindi-II	6	1	6	30	6	43
Sahiwal	2	1	2	10	2	15
Sargodha	3	1	3	15	3	22

As mentioned previously, after the lockdown, data collection was resumed in the district Mandi Bahauddin and before that, a refresher training was held for the four field teams completing this task between 6-9 June 2020. The main objectives of the refresher training were to, i) inform enumerators about the revised reference period for the questions referring to the last week and the last 12 months, ii) practice using the revised reference period in the questionnaire on tablets, iii) deepen knowledge about the significance of different sections and indicators to be covered in the survey using SIMPOC methodology, iv) strengthen the skills of enumerators and other field staff related to definitions, concepts, survey ethics and interviewing techniques, and v) to instruct enumerators on COVID-19 Standard Operating Procedures (SOPs) to adhere to during the interviews to minimise the spread of the virus.

The revised reference period was set to before March 23, 2020, which was done to improve the comparability of data collected before and after the COVID-19 lockdown. However, it should be noted that this approach also increases the risk of issues related to recall bias.

## 3.6 Data Processing

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

### 3.6.1 Data entry description and transmission

Data protection was an important aspect for the PCLS, 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 at BoS, 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 and access to the data.

### 3.6.2 Data quality and processing

Two main tools for data processing were constructed for the PCLS. 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 accuracy.

## 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 PCLS. All field teams had a supervisor whose task was to ensure the data quality and accuracy 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 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 PCLS. This could be used by the engaged stakeholders to track the progress of the survey daily, 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. Monitors would contact the field teams for clarification, where necessary.

An additional important part of monitoring of the PCLS 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 20 per cent of 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.



Field monitoring was performed during rollout in eleven clusters in the districts Attock, Chakwal, Khushab, Lodhran, Mandi Bahauddin, Muzaffargarh, Nankana Sahib, Okara and Rawalpindi. The field monitoring comprised both process checks and data quality checks. The process checks included questions on the performance of the field team including mainly enumerators and supervisors before, during and after the interviews. The data quality checks were performed after the enumerators had visited the household and served to recollect information from the interview on some of the key questions in the questionnaire.

### 3.6.3 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 and adolescent's activities by variables describing the household's context. 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.

### 3.6.4 Calculation of weights

For the PCLS, the population of interest (the survey population) consists of children and adolescents 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 and adolescents 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 and adolescents 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/adolescents aged 5–17 are more likely to be included in the sample. The results will not be biased as a result of the 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 (stage one) that captures the selection probability of the PSU the household lives in- which was provided by PBS- and another probability weight (stage two) that captures the household selection within the PSU-computed after household listing.

First-stage weights were provided by PBS for all 4,474 clusters sampled. To account for the clusters that were not covered due to COVID-19, an adjustment factor ( $a_s$ ) was calculated for each stratum  $s$  (district and rural/urban classification) according to the following formula and multiplied with the raw first-stage weights as calculated by PBS prior to COVID-19 for covered ( $w_{Covered,s,j}$ ) and uncovered clusters ( $w_{Uncovered,s,j}$ ) of the 4,208 covered clusters:

$$a_s = \frac{\sum w_{Covered,s,j} + \sum w_{Uncovered,s,j}}{\sum w_{Covered,s,j}}$$

Where  $w_{Covered,s,j}$  is the raw first-stage weight of a cluster covered during rollout and  $w_{Uncovered,s,j}$  is the raw first-stage weight of a cluster not covered due to COVID-19. This adjustment takes into account the relative weight for the overall population of the clusters which have not been covered and means that for covered clusters,  $w_{First\ stage,j} = a_s \times w_{Covered,j}$ . The final probability weight of selection ( $w_{sel,i}$ ) is the PSU probability weight (of cluster  $j$ ) times the household probability weight (of household  $i$  in cluster  $j$ ).

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

The household level response rate in the PCLS was 94.4 per cent, and the number of successfully interviewed households was 62,177. The 5.6 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 Bhakkar (87.3 per cent), while the highest was DG Khan (99.4 per cent).

To account for household non-response requires adjusting the population weight further by multiplying it with a household non-response adjustment factor ( $w_{hnr,j}$ ). This adjustment factor is the reciprocal of the estimated conditional probability that the household responds and is measured at the cluster level. A post-stratification weight ( $w_{pop}$ ) was also included based on the results of the 2017 census. The 2017 census provides information on the population of Punjab by individual age. The current population of children and adolescents aged 5–17 can be approximated from this information<sup>18</sup>. The post-stratification weight was calculated by dividing the sum of the number of children and adolescents aged 5–17 currently in Punjab province according to the census 2017 by the sum of the number of children and adolescents according to the listing exercise carried out for the Punjab Child Labour Survey as follows:

18 According to the information released by PBS, the 2017 Pakistan census began on March 15<sup>th</sup>, 2017 and ended on May 25<sup>th</sup>, 2017. For the PCLS, the median data collection date took place on January 26<sup>th</sup>, 2020. This means that approximately 2 years and 10 months elapsed from the start of the Census to the median data collection date of the PCLS.

$$w_{pop} = \frac{\sum \#Children \& Adolescents_{census}}{\sum \#Children \& Adolescents_{listing}}$$

According to the census 2017, there are 35,818,724 children and adolescents in Punjab, compared to 23,427,223 children and adolescents in the PCLS listing, which results in a post-stratification weight of approximately 1.53 employed for all children. It should be noted that with the post-stratification weight we match the number of children and adolescents 5–17 from the census as we adjust the weight for the discrepancy in the number of children and adolescents aged 5–17.

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 and the post-stratification weight:

$$w_{final,i} = w_{sel,i} \times w_{hhnr,j} \times w_{pop}$$

Children are identified in the household roster, where all family members are listed, and their ages are established. 192,641 children aged 5–17 were identified as being part of the surveyed households and 95.8 per cent of these children were found and interviewed (184,466 children). Non-response was due to refusal, children being absent or temporarily away at the time of the interview, or children being unable to respond due to disability<sup>19</sup>. The response rate decreases with age, with the response rate for children aged 5–9 at 96.6 per cent, children aged 10–14 at 96.1 per cent and children aged 15–17 at 93.3 per cent. The rate is higher for females (97.0 per cent) than for males (94.6 per cent). To account for the non-response rate of children, the population weight for variables measured with the child questionnaire was adjusted by both the reciprocal of the household ( $w_{hhnr,j}$ ) and child ( $w_{cnr,j}$ ) non-response rate both measured at the cluster level:

$$w_{final,i} = w_{sel,i} \times w_{hhnr,j} \times w_{cnr,j} \times w_{pop}$$

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, for example engagement in child labour or working activities,  $w_{final,i}$  denotes the population weight of observation  $i$  (child  $i$ ). The population weights  $w_{final,i}$  in this survey take values between 1.071 and 2885.024. 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, in the example the child labour rate,  $\hat{y}$ .

### 3.7 Reliability of estimates

Appendix 3 discusses the reliability of estimates in the report through two lenses. First,

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<sup>19</sup> Disability is defined from the adult response, meaning any non-response

sampling errors are presented through an analysis of the coefficient of variation and confidence intervals for key indicators. These include the population size for children and adolescents across age groups, gender and area of residence, and the percentages for the same categories as well as school attendance, working children and adolescents and child labour and adolescent hazardous work (see Table A3.2 in Appendix). Second, non-sampling errors and prevalence of missing data are discussed, with the issue of incomplete coverage of clusters due to COVID-19 meaning the results may face slight issues of representativeness in districts where the coverage rate was lowest.

### **3.8 Differences in reporting between adult and child questionnaire**

Throughout this report, we follow the standard practice of using the adult's responses about economic activities, school attendance and household chores activities. The reader should, nonetheless, be aware that these figures may reflect the adults' desire to report these activities in a positive light for their household. For further details about the differences reported in the adult and child questionnaires with respect to school attendance, household chores, and work during the last 12 months and last 7 days, see Table A3.3 and Table A3.4 in section 3.2 in Appendix.

### **3.9 Lessons learned and future improvements**

As the second region in Pakistan to complete the CLS, the PCLS made use of the lessons learned from the previously completed CLS in 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 PCLS include: i) suggesting enumerators to take notes of certain questions (e.g. disability status) to avoid inconsistencies between information reported in one section of the questionnaire and information reported in another section, ii) encourage the enumerators to leave remarks in cases where there are refusals, to understand why interviews were being refused and reinforce this during training and briefing sessions, iii) there were some delays of the field monitoring (i.e. back checks and process checks) in Punjab, which shows that by starting the field monitoring at the same time as the rollout starts, potential issues can be identified, and appropriate action can be taken at an early stage and iv) in some households, there is a difference between the number of children listed and the number of children in the rollout data. To prevent this from happening, listers should be clear about the purpose of the visit and not promise any compensation, especially not according to the number of children.

### **3.10 Limitations**

As previously mentioned, the data collection for the PCLS was ongoing at the time of the COVID-19 outbreak in the districts Attock, Chakwal, DG Khan, Gujranwala, Gujrat, Hafizabad, Jhelum, Lahore, Mandi Bahauddin, Mianwali, Narowal, Rajanpur and Rawalpindi. 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 COVID-19.

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

Thirdly, as stressed throughout the report, the findings represent correlates of child labour and adolescent hazardous work without laying claim to causal inference. This means that the survey builds on the characterisation of the conditions of labour, hazardous work and aspects of children's and adolescent'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 four times larger for the poorest households compared to the wealthiest. While it seems apparent that there is a link between poverty and CLAHW, the results do not allow to find the impact of poverty on CLAHW. This aspect recognises the complexity and multidimensionality of the issue of CLAHW.

Lastly, 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 PCLS, 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 and adolescents aged 5–17). It starts with a description of the population composition, followed by the households' economic, education and general characteristics.

The PCLS is only representative for children and adolescents aged 5–17 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 and adolescents 5–17 years in Punjab consists of slightly more boys (52.0 per cent) than girls (48.0 per cent). Additionally, 3,224 children and adolescents are transgender or other<sup>20</sup>. The age group 5–9 represents 41.9 per cent of the population eligible for the PCLS, the age group 10–14 38.2 per cent and the age group 15–17 19.9 per cent. For more details about the age distribution in the sample (though not the whole population of Punjab), see Table A4.1 in the Appendix.

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

Age group	Total		Boys			Girls		
	Number	Per cent of population of children and adolescents	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
<b>Total 5–14</b>	28,677,746	80.1	14,938,330	80.3	52.1	13,736,191	79.9	47.9
<b>Total 5–17</b>	35,818,724	100.0	18,614,105	100.0	52.0	17,201,394	100.0	48.0
5–9	14,994,273	41.9	7,734,604	41.5	51.6	7,256,947	42.2	48.4
10–14	13,683,474	38.2	7,203,727	38.7	52.6	6,479,245	37.7	47.4
15–17	7,140,978	19.9	3,675,775	19.8	51.5	3,465,203	20.1	48.5

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents

<sup>20</sup> Due to the low percentage of children and adolescents that are transgender or other, statistics corresponding to this group are not shown in the tables. These records account for 12 individuals from the unweighted survey responses.

Table A4.3 in the Appendix presents information about the population of children and adolescents aged 5–17 further disaggregated by area of residence. The table shows that there are far more children and adolescents living in rural than urban areas. The distribution of children and adolescents across the age groups is similar in urban and rural areas. Table A4.4 in the Appendix shows the total number of boys and girls by single years of age, with the population getting smaller as age increases reflecting a growing population. 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. Table A4.1 presents the same information as Table A4.3 but for all age groups in the sample.

Table 4.2 presents information about the population of children and adolescents by area of residence, sex, sex ratio, and age group. Overall, there are more boys than girls in the population of children and adolescents, with a larger sex ratio in rural areas, 109 boys per 100 girls compared to around 107 in urban areas. Table A4.6, Table A4.7 and Table A4.8 in the Appendix display this information by division and district for 5–14-year-olds, 5–17-year-olds and 15–17-year-olds respectively.

Table 4.3 shows the number and percentage of ever married children and adolescents aged 10–17<sup>21</sup>. Girls in the age group 10–14 are twice as likely to be ever married than boys (0.2 per cent vs. 0.1 per cent). In the age group 15–17 the difference is bigger, with 2.0 per cent of ever married girls and 0.8 per cent of ever married boys. The percentage of ever married 15–17-year-olds is highest for adolescents whose mother or father has no education (0.9 per cent and 1.1 per cent, respectively). The percentage of ever married adolescents 15–17 years is the highest in the poorest wealth index quintile (3.4 per cent) and decreases steadily for adolescents in richer wealth index quintiles. The percentage of ever married children and adolescents is higher in rural than urban areas for both age groups.

At the time of the PCLS, the legal age for boys to marry was set to 18 and for girls at 16. In 2019, the Child Marriage Restraint (Amendment) Bill, 2018 passed through the senate, proposing a change of the minimum age to 18 for girls to marry, though this was later rejected by the national assembly.

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



**Table 4.2 Population of children and adolescents 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 5–14	28,677,746	14,938,330	13,736,191	108.8	20,022,724	10,476,021	9,543,862	109.8	8,655,022	4,462,310	4,192,329	106.4
Total 5–17	35,818,724	18,614,105	17,201,394	108.2	24,783,615	12,923,366	11,857,408	109.0	11,035,109	5,690,739	5,343,986	106.5
					Age group							
5–9	14,994,273	7,734,604	7,256,947	106.6	10,582,301	5,497,474	5,082,104	108.2	4,411,971	2,237,129	2,174,842	102.9
10–14	13,683,474	7,203,727	6,479,245	111.2	9,440,423	4,978,547	4,461,758	111.6	4,243,050	2,225,180	2,017,487	110.3
15–17	7,140,978	3,675,775	3,465,203	106.1	4,760,891	2,447,345	2,313,546	105.8	2,380,087	1,228,430	1,151,657	106.7

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents.

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

Characteristic	Never married		Ever married		Number of children 10–14 years	Number of adolescents 15–17 years
	10–14	15–17	10–14	15–17		
<b>Total</b>	99.9	98.6	0.1	1.4	8,948,383	4,670,438
<b>Sex</b>						
Boys	99.9	99.2	0.1	0.8	4,711,284	2,404,023
Girls	99.8	98.0	0.2	2.0	4,237,099	2,266,415
<b>Educ. mother</b>						
None/Pre–school	99.8	99.1	0.2	0.9	4,917,543	2,713,154
Primary	100.0	99.5	0.0	0.5	1,523,701	717,853
Middle	100.0	99.7	0.0	0.3	744,048	334,737
Secondary	100.0	100.0	0.0	0.0	800,115	371,722
Higher	99.9	100.0	0.1	0.0	602,436	265,405
<b>Educ. father</b>						
None/Pre–school	99.8	98.8	0.2	1.1	2,686,710	1,482,493
Primary	99.9	99.4	0.1	0.6	1,606,559	759,451
Middle	99.9	99.4	0.1	0.6	1,267,133	596,341
Secondary	99.9	99.7	0.1	0.3	1,578,798	786,701
Higher	99.9	99.7	0.1	0.3	918,939	466,446
<b>Educ. child/adolescent</b>						
None/Pre–school	99.6	96.2	0.4	3.8	972,322	597,205
Primary grades 1–4	99.9	97.9	0.1	2.1	4,018,491	432,788
Primary completed	99.9	97.6	0.1	2.4	1,487,066	436,217
Middle	99.9	99.3	0.1	0.7	2,336,572	1,562,461
Secondary	100.0	99.4	0.0	0.6	116,144	1,253,541

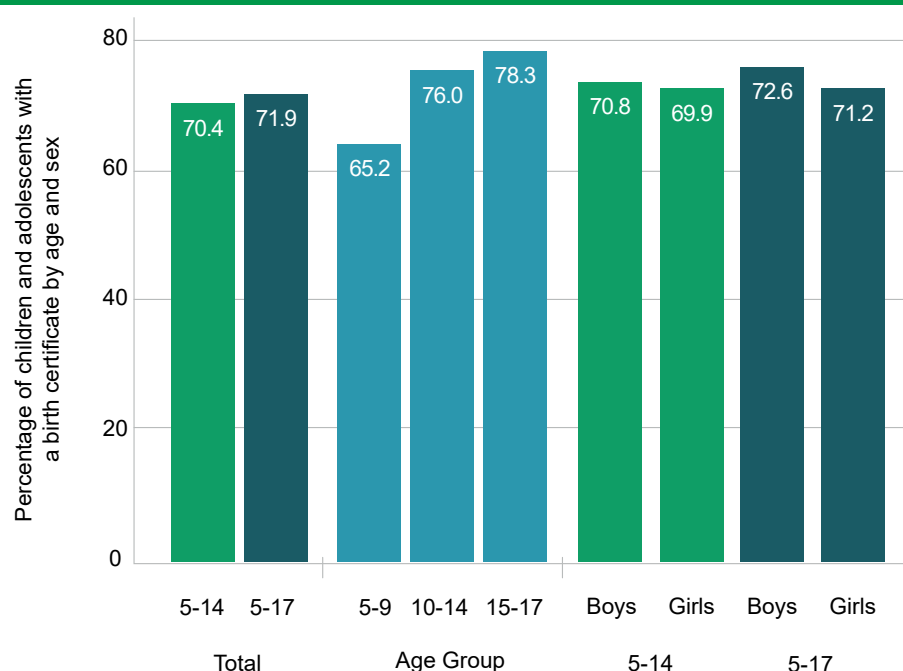
**Table 4.3 Population of children and adolescents 10–17 years by marital status and age group, by sex, education of mother, education of father, and education of child/adolescent, wealth index quintile and area of residence**

Characteristic	Never married		Ever married		Number of children 10–14 years	Number of adolescents 15–17 years
	10–14	15–17	10–14	15–17		
Higher	100.0	99.2	0.0	0.8	4,948	381,789
Other /Don't know	100.0	97.7	0.0	2.3	12,827	6,042
<b>WIQ</b>						
Poorest	99.7	96.6	0.3	3.4	1,895,708	799,045
Second	99.9	98.3	0.1	1.6	1,881,639	964,050
Middle	99.9	98.9	0.1	1.1	1,791,849	962,692
Fourth	100.0	99.4	0.0	0.6	1,723,739	971,830
Richest	100.0	99.5	0.0	0.5	1,655,448	972,821
<b>Residence</b>						
Rural	99.8	98.3	0.2	1.7	6,173,604	3,113,743
Urban	100.0	99.3	0.0	0.7	2,774,779	1,556,695

The education of the mothers omits the categories of “Non-formal education” and “Don't know/Other”. These records account for 15 and 5 mothers from the unweighted survey responses respectively, which when weighted represent 2473 and 420 mothers. In addition, there are 1770 mothers for whom information on education is missing, which when weighted represent 376652 households.

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 around 72 per cent of children and adolescents aged 5–17 years have a birth certificate. The percentage of children and adolescents with a birth certificate increases with age from 65.2 per cent for children aged 5–9, to 78.3 per cent for adolescents aged 15–17. 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 adolescent reaches the age 18. Thus, that a higher share of older children and adolescents have a birth certificate might simply be because parents tend to register their children/adolescents 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 and adolescents 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<sup>22</sup> and area of residence. Almost 80.0 per cent of households in rural areas belong to the poorest, second or middle wealth index quintiles (27.7 per cent in the poorest and 6.1 per cent in the richest), while in urban areas 81.3 per cent of the population belong to the fourth or richest quintiles. In the district Rajanpur, 67.2 per cent of the households belong to the poorest quintile. On the other extreme, 64.7 per cent of households in Lahore belong to the richest quintile (See Table A4.9 in the Appendix for the results by division and district).

**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	2,687,530	20.0	2,687,449	20.0	2,687,289	20.0	2,687,968	20.0	2,686,844	20.0	13,437,080
Residence											
Rural	2,534,907	27.7	2,432,217	26.6	2,292,431	25.1	1,324,389	14.5	553,658	6.1	9,137,602
Urban	152,623	3.5	255,232	5.9	394,858	9.2	1,363,579	31.7	2,133,186	49.6	4,299,477

<sup>22</sup> The wealth index was constructed following the DHS guidelines and 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 4.5 shows that out of all households with children and adolescents aged 5–17, only 6.7 per cent are female-headed. The percentage of female-headed households is higher for those without any education. The highest proportion of female-headed households is found in the district Gujrat (17.8 per cent, see Table A4.10 in the Appendix) and the lowest in Layyah (2.6 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
	<i>Number</i>	<i>Per cent of total households</i>	
<b>Total</b>	903,912	6.7	13,437,080
<b>Educ. HH head</b>			
None/Pre-school	524,931	10.7	4,896,419
Primary	159,611	6.1	2,625,504
Middle	71,980	3.7	1,954,657
Secondary	86,824	3.5	2,464,930
Higher	60,550	4.1	1,486,881
<b>WIQ</b>			
Poorest	126,671	4.7	2,687,530
Second	166,912	6.2	2,687,449
Middle	182,321	6.8	2,687,289
Fourth	225,620	8.4	2,687,968
Richest	202,388	7.5	2,686,844
<b>Residence</b>			
Rural	611,761	6.7	9,137,602
Urban	292,150	6.8	4,299,477

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 12 and 25 individuals from the unweighted survey responses respectively, which when weighted represent 2618 and 4622 households. In addition, there are 6 household heads for whom information on education is missing, which when weighted represent 1448 households.

More than half of the female-headed households are widows and around 37.0 per cent are married. Out of the married females that are head of the household, (87.6 per cent) has a spouse that lives outside of 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)**

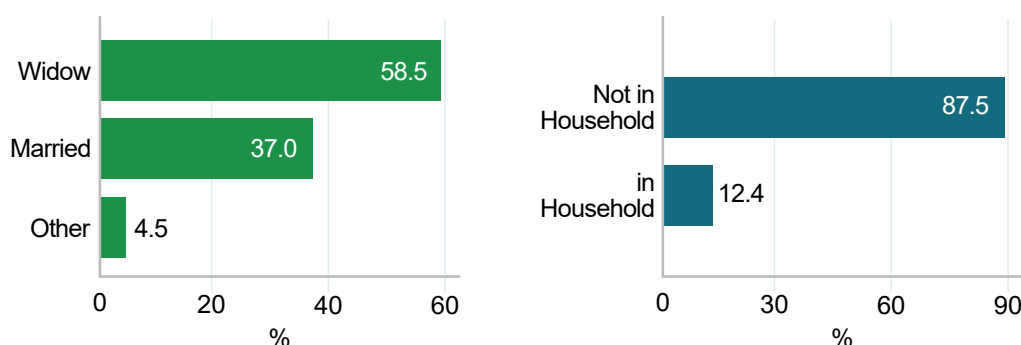


Table 4.6 presents information about households currently receiving BISP<sup>23</sup> assistance or any other financial assistance from the government in the last three years. In total, 9.6 per cent of all households are currently receiving BISP, while only 1.1 per cent reported receiving any other financial assistance from the government during the past 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 be currently receiving BISP assistance (15.8 per cent for no education, 1.5 per cent for higher education). A higher percentage of rural (11.8 per cent) than urban (4.9 per cent) households receive BISP. By districts, the percentage of total households receiving BISP is highest in Rajanpur (36.7 per cent) and lowest in TT Singh (1.5 per cent, see Table A4.11 in the Appendix). There is no clear relationship between which households receive other financial assistance and education of the household head, while poorer households according to the wealth index quintile are more likely to receive other financial assistance. Rural households are more likely to have received any financial assistance other than BISP during the last 3 years (1.2 per cent vs. 0.9 per cent). The highest percentage of households receiving any financial assistance (other than BISP) is found in the district Dera Ghazi Khan (5.8 per cent), while the lowest is found in Chiniot (0 per cent).

<sup>23</sup> 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	
<b>Total</b>	1,283,955	9.6	143,498	1.1	13,437,080
<b>Educ. HH head</b>					
None/Pre-school	775,399	15.8	52,092	1.1	4,896,419
Primary	255,190	9.7	27,486	1.1	2,625,504
Middle	134,799	6.9	21,923	1.1	1,954,657
Secondary	95,291	3.9	26,333	1.1	2,464,930
Higher	22,404	1.5	15,664	1.1	1,486,881
<b>WIQ</b>					
Poorest	529,481	19.7	36,203	1.4	2,687,530
Second	373,589	13.9	33,340	1.2	2,687,449
Middle	225,911	8.4	26,677	1.0	2,687,289
Fourth	124,803	4.6	27,381	1.0	2,687,968
Richest	30,171	1.1	19,898	0.7	2,686,844
<b>Residence</b>					
Rural	1,075,213	11.8	106,513	1.2	9,137,602
Urban	208,742	4.9	36,985	0.9	4,299,477

The education of the household head omits the categories of "Non-formal education" and "Don't know/Other". These records account for 12 and 25 households from the unweighted survey responses respectively, which when weighted represent 2618 and 4622 households. In addition, there are 6 household heads for whom information on education is missing, which when weighted represent 1448 households.



The main income generating activity for 27.1 per cent of the households is regular wage employment, as shown in Table 4.7. The share of households receiving income from this type of activity increases steadily with the education of the household head and the wealth index quintile. The opposite pattern is observed for households relying mainly on income from seasonal paid employment and casual labour. No clear pattern is observed for those working as self-employed in non-agriculture. Other casual labour is the second most prominent source of income for all households (26.7 per cent of all households). The percentage of households receiving income from regular wage employment is higher among urban households (32.9 per cent vs. 24.3 per cent). Regular wage employment as an income generating activity is more common in Rawalpindi and Sargodha (41.7 per cent, 35.9 per cent) than in the other divisions of Punjab. (See Table A4.12 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 (agric.) - Per cent	Self-employment (non-agriculture) - Per cent	Seasonal paid employee in agriculture - Per cent	Other casual labour - Per cent	Other sources - Per cent	Total number of households
<b>Total</b>	27.1	12.7	24.4	5.6	26.7	3.5	11,772,310
<b>Educ. HH head</b>							
Poorest	18.1	15.4	20.1	10.1	35.0	1.4	4,293,084
Second	20.5	11.3	28.4	5.5	31.5	2.8	2,305,853
Middle	25.9	13.1	28.9	2.9	25.3	3.9	1,723,693
Fourth	35.6	12.1	27.0	2.0	18.0	5.3	2,152,225
Richest	56.6	6.6	21.6	0.5	6.8	7.9	1,290,316
<b>WIQ</b>							
None/Pre-school	15.5	18.8	13.5	17.3	34.3	0.7	2,338,626
Primary	20.4	17.8	21.6	7.1	31.8	1.3	2,361,957
Middle	28.2	15.2	25.4	2.3	26.9	2.1	2,360,821
Secondary	32.1	7.3	29.5	1.2	26.9	3.0	2,391,116
Higher	39.5	4.4	31.9	0.3	13.3	10.5	2,319,790
<b>Residence</b>							
Rural	24.3	17.3	21.0	7.8	27.2	2.4	7,909,398
Urban	32.9	3.3	31.4	1.2	25.5	5.7	3,862,912

The education of the household head omits the categories of "Non-formal education" and "Don't know/Other". These records account for 11 and 20 households from the unweighted survey responses respectively, which when weighted represent 2264 and 3556 households. In addition, there are 5 household heads for whom information on education is missing, which when weighted represent 1318 households.

Table A4.13 in the Appendix shows the households' asset ownership by area of residence. Some of the assets most frequently owned include fans (94.3 per cent), cell phones (93.0 per cent), televisions (70.4 per cent), sewing/knitting machines (69.3 per cent) and motorcycles/scooters (67.3 per cent). Assets that are less common for households to own include radios/tape recorders (1.1 per cent), tractors (4.6 per cent) and internet (5.5 per cent)<sup>24</sup>. 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 A4.14 in the Appendix shows household's 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. Ownership is higher among households with a lower educated household head, whereas land ownership is the highest among households with secondary education and higher, though the pattern is less strong for land than for livestock. As expected, both land and livestock ownership are much higher in rural areas (36.3 per cent and 62.5 per cent, respectively) than in urban areas (9.1 per cent and 15.7 per cent, respectively). There is further variation in land and livestock ownership between the divisions and districts. Land and livestock ownership are highest in the district Bhakkar (44.3 per cent and 84.2 per cent) and lowest in Lahore (6.0 per cent and 13.3 per cent, see Table A4.15 in the Appendix).

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24 The high percentage of households owning a cell phone and the low percentage owning internet does not necessarily mean that most households are using conventional mobile phones instead of smartphones (the questionnaire does not differentiate between the types of cell phones). The 5.5 per cent of households owning internet likely reflects households having internet within the home, i.e., a router.

**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
<b>Total</b>	3,707,673	27.6	6,382,170	47.5
<b>Educ. HH head</b>				
None/Pre-school	1,334,486	27.3	2,945,549	60.2
Primary	649,474	24.7	1,268,466	48.3
Middle	538,286	27.5	860,853	44.0
Secondary	756,762	30.7	949,818	38.5
Higher	426,955	28.7	352,365	23.7
<b>Residence</b>				
Rural	3,317,016	36.3	5,707,245	62.5
Urban	390,658	9.1	674,925	15.7

Table 4.9 shows that more than half of households live in a dwelling that they own (54.8 per cent), while 6.5 per cent rent their dwelling, 38.1 per cent live in a rent-free dwelling and 0.6 per cent have a subsidised rent<sup>25</sup>. Owning the dwelling is equally common in rural areas (54.8 per cent vs. 54.7 per cent) and renting occurs more frequently in urban areas (15.8 per cent vs. 2.0 per cent). The percentage of households renting their dwelling also seems to increase with the education of the household head, likely due to more educated individuals living in urban areas. The district where most households own their dwelling, is Gujrat (71.1 per cent) and the lowest in Dera Ghazi Khan (43.9 per cent). The number of households renting their dwelling is highest in Chiniot (21.6 per cent) and lowest in Vehari (0.4 per cent) compared to other districts. (See Table A4.16 in the Appendix)

<sup>25</sup> This refers to housing provided by an employer for which the household does not pay the full rate of rent.

**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		
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	
Total	7,360,022	54.8	867,857	6.5	85,783	0.6	5,123,418	38.1	13,437,080
Educ. HH head									
None/Pre-school	2,610,704	53.3	260,166	5.3	21,828	0.5	2,003,721	40.9	4,896,419
Primary	1,374,633	52.4	171,170	6.5	15,151	0.6	1,064,550	40.5	2,625,504
Middle	1,012,570	51.8	125,954	6.4	10,488	0.5	805,645	41.2	1,954,657
Secondary	1,447,071	58.7	174,987	7.1	21,244	0.9	821,628	33.3	2,464,930
Higher	911,722	61.3	135,238	9.1	17,073	1.1	422,849	28.4	1,486,881
Residence									
Rural	5,007,061	54.8	187,419	2.0	28,142	0.3	3,914,981	42.8	9,137,602
Urban	2,352,961	54.7	680,438	15.8	57,642	1.3	1,208,437	28.1	4,299,477

The education of the household head omits the categories of "Non-formal education" and "Don't know/Other". These records account for 12 and 25 households from the unweighted survey responses respectively, which when weighted represent 2618 and 4622 households. In addition, there are 6 household heads for whom information on education is missing, which when weighted represent 1448 households.

Table A4.17 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 include natural disasters and pest attacks, and economic shocks comprise falling agricultural prices, business closing and price inflation. By divisions, Bahawalpur division appears to be substantially more susceptible to shocks of both kinds. Economic shocks appear to be more prevalent across Punjab than natural shocks.

Figure 4.3 demonstrates a clear 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, 7.5 per cent have experienced a natural shock during the past 12 months, compared to just 1.1 per cent of households in the richest wealth index quintile. 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**

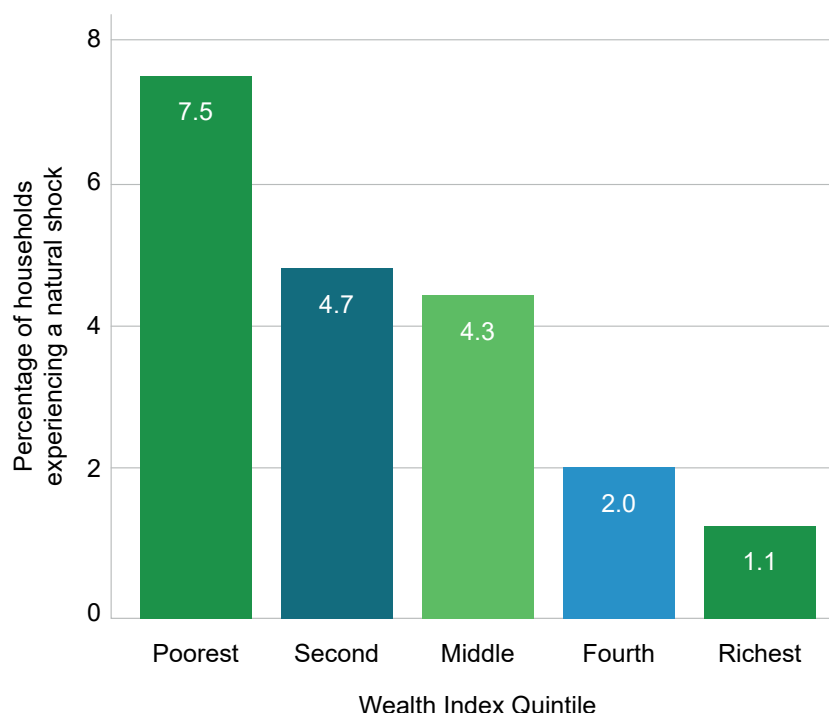


Table 4.10 shows that households with 6 to 7 members are most common (37.7 per cent), with mean household size equal to 7, while small households of 2 to 3 members are uncommon (4 per cent). There is a difference in the number of household members depending on the sex of the household head, where female-headed households have on average fewer household members (5.7 per cent) than male-headed households (7.1 on average). The average number of household members decreases with the education of the household head. The average number of persons per room is 3.6. There are more persons per room in households where the household head has less education, and in rural areas. By district (see Table A4.18 in the Appendix) there is a large variation, where the average household size is lowest in Chakwal with 6.5, while the highest is 7.9 in Dera Ghazi Khan. Among the districts, Rawalpindi, Chakwal, and Jhelum have fewer members per room.

**Table 4.10 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+			
<b>Total</b>	4.0	27.1	37.7	17.8	13.5	7.0	3.6	13,437,080
<b>Sex HH head</b>								
Male	3.2	26.1	38.5	18.4	13.9	7.1	3.7	12,532,263
Female	15.5	40.2	27.2	9.8	7.3	5.7	2.9	903,912
<b>Educ. HH head</b>								
None/Pre-school	4.4	23.6	36.1	20.3	15.6	7.2	4.1	4,896,419
Primary	3.5	26.9	38.4	18.1	13.1	7.0	3.8	2,625,504
Middle	3.7	28.8	39.5	16.1	11.8	6.8	3.5	1,954,657
Secondary	3.9	29.0	37.8	16.0	13.2	6.9	3.2	2,464,930
Higher	4.4	33.0	39.1	13.9	9.6	6.5	2.6	1,486,881
<b>WIQ</b>								
Poorest	4.4	26.4	37.4	20.0	11.8	6.9	4.9	2,687,530
Second	3.8	26.1	37.4	19.7	13.2	7.0	3.9	2,687,449
Middle	4.5	24.0	38.2	18.2	15.1	7.1	3.4	2,687,289
Fourth	3.5	29.3	38.2	16.6	12.5	6.9	3.3	2,687,968
Richest	4.0	29.5	37.3	14.4	14.8	7.0	2.5	2,686,844
<b>Residence</b>								
Rural	4.0	26.0	37.1	18.7	14.1	7.0	3.7	9,137,602
Urban	4.1	29.3	38.9	15.7	12.1	6.8	3.3	4,299,477

The education of the household head omits the categories of "Non-formal education" and "Don't know/Other". These records account for 12 and 25 households from the unweighted survey responses respectively, which when weighted represent 2618 and 4622 households. In addition, there are 6 household heads for whom information on education is missing, which when weighted represent 1448 households.

Table 4.11 presents the distribution of households by the number of children and adolescents per household. The most common number of children and adolescents in a household is 3 to 4 (46.0 per cent of households in the sample), while the average number is lower among female-headed households. Female-headed households are more likely to have only 1 to 2 children and adolescents than male-headed households (41.4 per cent vs 29.9 per cent). Households with a more educated household head are more likely to have only 1 to 2 children

and adolescents compared to lower educated household heads. The percentage of households with 1 to 2 children and adolescents increases with wealth. The average number of children and adolescents is higher in rural than urban areas but varies to some extent between the divisions and districts. In Attock and Chakwal districts, the average number of children and adolescents is 2.9, while it is the highest in Rajanpur with 4.3 (see Table A4.19 in the Appendix).

**Table 4.11 Per cent distribution of households by number of children and adolescents, by sex of household head, education of household head, wealth index quintile and area of residence**

Characteristic	Number of children and adolescents 0–17 years					Average number of children and adolescents	Total number of households
	1–2	3–4	5–6	7–8	9+		
<b>Total</b>	30.7	46.0	18.1	3.9	1.3	3.5	13,437,080
<b>Sex of household head</b>							
Male	29.9	46.1	18.6	4.0	1.4	3.5	12,532,263
Female	41.4	44.4	11.0	2.4	0.8	3.0	903,912
<b>Educ. HH head</b>							
None/Pre–school	29.4	43.6	20.7	4.7	1.7	3.6	4,896,419
Primary	28.3	46.8	19.5	4.1	1.2	3.5	2,625,504
Middle	30.1	47.8	17.3	3.5	1.2	3.4	1,954,657
Secondary	32.1	48.0	15.4	3.3	1.2	3.4	2,464,930
Higher	37.9	46.9	12.2	2.3	0.7	3.1	1,486,881
<b>WIQ</b>							
Poorest	23.0	44.2	24.8	6.5	1.5	3.9	2,687,530
Second	28.4	45.8	20.5	3.9	1.4	3.6	2,687,449
Middle	29.9	47.7	17.7	3.4	1.3	3.4	2,687,289
Fourth	33.9	47.1	15.0	2.9	1.1	3.3	2,687,968
Richest	38.4	45.3	12.3	2.7	1.4	3.1	2,686,844
<b>Residence</b>							
Rural	29.0	45.7	19.5	4.4	1.4	3.6	9,137,602
Urban	34.3	46.7	15.1	2.8	1.1	3.3	4,299,477

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 2 individuals from the unweighted survey responses, which when weighted represent 906 household heads.

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 12 and 25 individuals from the unweighted survey responses respectively, which when weighted represent 2618 and 4622 households. In addition, there are 6 household heads for whom information on education is missing, which when weighted represent 1448 households.



### 4.3 Households' general and education characteristics

Figure 4.4 shows the percentage of children and adolescents aged 5–17 that are currently attending school by sex and age. For all ages, the percentage is higher for boys than girls, but the gap narrows with age. The percentage of boys currently attending school increases until age 9 and thereafter decreases, with a sharper drop between the ages of 11 and 12. For girls, the percentage increases until age 8 and thereafter has a downward trend, also with a sharp drop between 11 and 12. The drop between ages 11 and 12 to below 85 per cent suggests that some children may face challenges in the transition from primary to middle school. This drop is more dramatic for girls. See chapter 8, Table 8.1 for the difference in the share of children in child labour and not in child labour attending school.

**Figure 4.4 Per cent of children and adolescents 5–17 years currently attending school by sex and age**

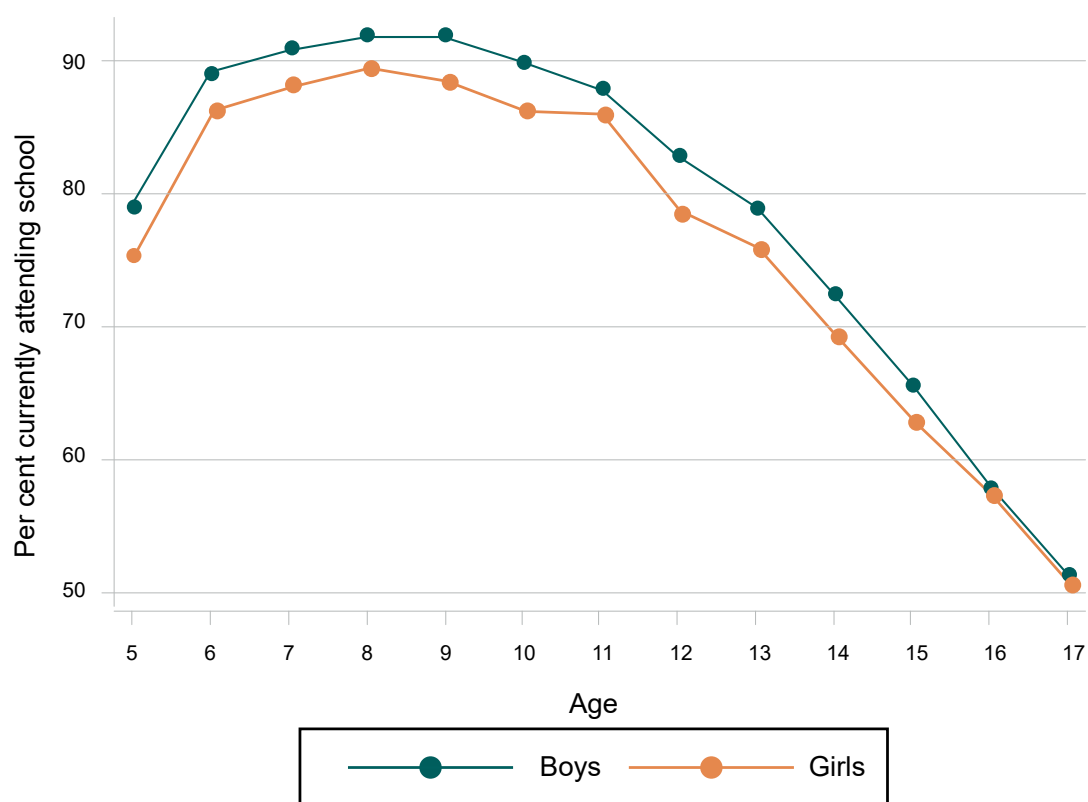


Table 4.12 further describes the number and per cent of children and adolescents that are currently attending school. For children aged 5–14, 84.6 per cent currently attend school, while for 5–17-year-olds, 79.3 per cent attend school, with the current school attendance being higher for all boys (80.7 per cent) than all girls (77.7 per cent), as previously shown in Figure 4.4. The table further shows that the percentage of children and adolescents

attending school increases with age until children are 8 years old and thereafter decreases. Children and adolescents whose mother does not have any education are less likely to attend school and the school attendance rate increases with the education of the mother. For the education of the household head, an increasing pattern for current school attendance is also observed. Current school attendance also increases with the wealth index quintile. Among the poorest children aged 5–14, around 66.7 per cent currently attend school, while for the richest children the percentage is 95.2 per cent.

Table A4.20 shows the information for those 5–17-year-olds where among the poorest children around 60.5 per cent currently attend school, while the percentage is 92.5 per cent for the richest children and adolescents. The proportion of children and adolescents attending school is higher in urban (85.8 per cent) than rural (76.3 per cent) areas (See table Table A4.20 in the Appendix). For the results of 15–17-year-olds see Table A4.21. Table A4.22 and Table A4.2 in the Appendix show that the districts Chakwal and Jhelum have the highest rates of school attendance (around 91 per cent for those aged 5–17), while it is lowest in Rajanpur (57.4 per cent for those aged 5–17). For the results of 15–17-year-olds see Table A4.24.

**Table 4.12 Number and per cent of children and adolescents 5–17 years currently attending school by sex and single years of age**

Characteristic	Total children and adolescents	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
<b>Total 5–14</b>	28,677,746	24,250,289	84.6	14,938,330	12,867,354	86.1	13,736,191	11,380,644	82.8
<b>Total 5–17</b>	35,818,724	28,394,289	79.3	18,614,105	15,027,676	80.7	17,201,394	13,364,322	77.7
<b>Age</b>									
5	2,973,156	2,308,123	77.6	1,547,617	1,227,553	79.3	1,425,282	1,080,570	75.8
6	2,882,180	2,536,580	88.0	1,472,743	1,318,380	89.5	1,408,083	1,217,211	86.4
7	3,196,341	2,874,526	89.9	1,655,568	1,512,754	91.4	1,539,662	1,360,661	88.4
8	3,133,490	2,850,601	91.0	1,587,412	1,464,933	92.3	1,546,078	1,385,668	89.6
9	2,809,106	2,543,667	90.5	1,471,264	1,358,145	92.3	1,337,841	1,185,522	88.6
10	3,112,130	2,754,447	88.5	1,648,711	1,489,811	90.4	1,463,107	1,264,637	86.4
11	2,453,376	2,143,071	87.3	1,293,766	1,143,138	88.4	1,159,458	999,782	86.2
12	2,951,919	2,393,610	81.1	1,566,161	1,303,499	83.2	1,385,758	1,090,111	78.7
13	2,557,639	1,988,146	77.7	1,336,078	1,059,343	79.3	1,221,561	928,803	76.0
14	2,608,409	1,857,516	71.2	1,359,010	989,798	72.8	1,249,361	867,679	69.5
15	2,513,155	1,620,370	64.5	1,285,575	847,257	65.9	1,227,580	773,112	63.0
16	2,349,371	1,358,145	57.8	1,207,337	702,566	58.2	1,142,034	655,579	57.4
17	2,278,451	1,165,486	51.1	1,182,863	610,499	51.6	1,095,589	554,987	50.7

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents

**Table 4.13 Number and per cent of children 5–14 years currently attending school by sex, by 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
<b>Total 5–14</b>	28,677,746	24,250,289	84.6	14,938,330	12,867,354	86.1	13,736,191	11,380,644	82.8
<b>Educ. mother</b>									
None/Pre-school	15,147,047	11,651,325	76.9	7,933,573	6,392,775	80.6	7,211,578	5,257,588	72.9
Primary	5,014,205	4,629,597	92.3	2,589,815	2,372,377	91.6	2,424,310	2,257,139	93.1
Middle	2,521,800	2,399,417	95.2	1,318,759	1,243,455	94.3	1,202,534	1,155,455	96.1
Secondary	2,788,483	2,680,008	96.1	1,450,449	1,381,451	95.2	1,337,963	1,298,486	97.0
Higher	2,277,297	2,207,417	96.9	1,146,918	1,101,887	96.1	1,130,341	1,105,493	97.8
<b>Educ. HH head</b>									
None/Pre-school	10,668,081	7,969,227	74.7	5,612,329	4,377,067	78.0	5,054,711	3,592,053	71.1
Primary	5,769,842	4,907,614	85.1	3,014,723	2,619,167	86.9	2,754,239	2,287,565	83.1
Middle	4,194,594	3,816,786	91.0	2,172,533	1,991,329	91.7	2,021,461	1,824,856	90.3
Secondary	5,135,012	4,785,097	93.2	2,630,359	2,451,518	93.2	2,504,021	2,332,948	93.2
Higher	2,888,930	2,755,090	95.4	1,496,862	1,418,668	94.8	1,391,996	1,336,350	96.0
<b>WIQ</b>									
Poorest	6,524,299	4,348,609	66.7	3,457,031	2,539,628	73.5	3,065,737	1,808,018	59.0
Second	5,978,401	4,956,487	82.9	3,139,970	2,672,510	85.1	2,838,065	2,283,977	80.5
Middle	5,642,939	5,070,564	89.9	2,952,898	2,654,828	89.9	2,689,495	2,415,190	89.8
Fourth	5,428,056	5,014,336	92.4	2,785,770	2,544,070	91.3	2,641,597	2,469,578	93.5
Richest	5,104,052	4,860,293	95.2	2,602,661	2,456,318	94.4	2,501,296	2,403,881	96.1
<b>Residence</b>									
Rural	20,022,724	16,455,647	82.2	10,476,021	8,885,878	84.8	9,543,862	7,567,550	79.3
Urban	8,655,022	7,794,641	90.1	4,462,310	3,981,476	89.2	4,192,329	3,813,094	91.0

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children. The education of the household head omits the categories of "Non-formal education" and "Don't know/Other". These records account for 31 and 60 individuals from the unweighted survey responses respectively, which when weighted represent 6975 and 10138 households. In addition, there are 20 household heads for whom information on education is missing, which when weighted represent 4175 households. The education of the mothers omits the categories of "Non-formal education" and "Don't know/Other". These records account for 34 and 11 mothers from the unweighted survey responses respectively, which when weighted represent 5528 and 632 mothers. In addition, there are 4302 mothers for whom information on education is missing, which when weighted represent 922755 households.

As shown in Table 4.14, 37.3 per cent of children aged 5–14 have no education, 41.3 per cent have completed any of the primary grades 1–4 as their highest grade and 8.1 per cent have completed primary education (For further details of the education system in Pakistan see appendix 2). For the group of 5–17-year-olds the figures are 32.4 per cent, 34.9 per cent and 8.3 per cent respectively. The number of children and adolescents that have completed any of the grades of middle education is 16.7 per cent whereas the percentages for secondary and higher education are 5.8 and 1.7, respectively. For the youngest group (5–9) boys are more likely than girls to have no education while the opposite is true for the 10–17-year-olds.

In Table A4.25 in the Appendix we see that children and adolescents in households where the household head has no education are also more likely to have no education. The percentage of children and adolescents without any education drops with the wealth index, while the share of children and adolescents with middle education or more increases with the wealth index. Children and adolescents in urban areas have completed a higher level of education than their counterparts in rural areas. See Table A4.26 for the results of adolescents aged 15–17. Table A4.27, Table A4.28 and Table A4.29 in the Appendix show the distribution across divisions and districts for the 5–14-year-olds, 5–17-year-olds and 15–17-year-olds respectively. In the district Rajanpur, 53.7 per cent of children and adolescents aged 5–17 do not have any education, whereas in Narowal this percentage is 21.6 per cent.

**Table 4.14 Population of children and adolescents 5–17 years, by highest grade of school completed, by age group and sex**

Characteristic	Highest grade completed							Total number of children and adolescents
	None/Pre-school	Primary Grades 1–4	Primary Completed	Middle	Secondary	Higher	Other/ Don't know	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
<b>Total 5–14</b>	37.3	41.3	8.1	12.5	0.6	0.0	0.1	28,677,746
<b>Total 5–17</b>	32.4	34.9	8.3	16.7	5.8	1.7	0.1	35,818,724
<b>Both sexes</b>								
5–9	61.5	38.1	0.3	0.1	0.0	0.0	0.1	14,994,273
10–14	10.9	44.9	16.6	26.1	1.3	0.1	0.1	13,683,474
15–17	12.8	9.3	9.3	33.5	26.8	8.2	0.1	7,140,978
<b>Boys</b>								
5–9	62.4	37.1	0.3	0.1	0.0	0.0	0.1	7,734,604
10–14	9.0	47.5	16.7	25.5	1.1	0.1	0.2	7,203,727
15–17	9.8	9.7	9.2	37.7	26.6	6.8	0.1	3,675,775
<b>Girls</b>								
5–9	60.4	39.1	0.3	0.1	0.0	0.0	0.1	7,256,947
10–14	12.9	42.0	16.6	26.8	1.5	0.1	0.1	6,479,245
15–17	15.9	8.8	9.4	28.9	27.1	9.6	0.1	3,465,203

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents

**Table 4.15 Population of children 5–14 years, by highest grade of school completed, by education of household head, wealth index quintile and area of residence**

Characteristic	Highest grade completed							Total number of children 5–14 years
	None/Pre-school	Primary Grades 1–4	Primary Completed	Middle	Secondary	Higher	Other/Don't know	
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
<b>Total 5–14</b>	37.3	41.3	8.1	12.5	0.6	0.0	0.1	28,677,746
<b>Educ. HH head</b>								
None/Pre-school	45.5	39.5	6.4	8.1	0.3	0.0	0.2	10,668,081
Primary	38.1	42.6	8.2	10.6	0.5	0.0	0.1	5,769,842
Middle	32.2	43.8	8.9	14.4	0.6	0.0	0.1	4,194,594
Secondary	29.3	42.3	9.8	17.5	0.9	0.0	0.0	5,135,012
Higher	27.2	40.4	9.8	21.2	1.3	0.1	0.0	2,888,930
<b>WIQ</b>								
Poorest	53.2	36.1	4.9	5.3	0.3	0.0	0.2	6,524,299
Second	37.2	43.8	7.9	10.3	0.5	0.0	0.1	5,978,401
Middle	32.2	43.7	9.1	14.3	0.7	0.0	0.0	5,642,939
Fourth	31.8	42.7	9.3	15.3	0.7	0.0	0.1	5,428,056
Richest	28.6	41.0	10.0	19.2	1.0	0.1	0.0	5,104,052
<b>Residence</b>								
Rural	39.0	41.4	7.7	11.3	0.5	0.0	0.1	20,022,724
Urban	33.5	41.1	9.1	15.4	0.8	0.1	0.0	8,655,022

The education of the household head omits the categories of “Non-formal education” and “Don't know/Other”. These records account for 31 and 60 individuals from the unweighted survey responses respectively, which when weighted represent 6975 and 10138 households. In addition, there are 20 household heads for whom information on education is missing, which when weighted represent 4175 households.

Table 4.16 shows the average number of years of school completed<sup>26</sup> for 5–17-year-olds, for whom the average number of years of schooling is 3.3. Boys in rural areas have on average completed more years of school than girls (2.4 vs. 2.3), while the opposite pattern is true in urban areas (2.7 for boys vs. 2.8 for girls).

<sup>26</sup> 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.

**Table 4.16 Average number of years of school completed of population of children and adolescents 5–17 years, by area of residence and sex and by single years of age**

Age	Average number of years of school completed								
	Total			Rural			Urban		
	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
<b>Total 5–14</b>	2.4	2.4	2.4	2.3	2.4	2.3	2.7	2.7	2.8
<b>Total 5–17</b>	3.3	3.3	3.2	3.0	3.1	3.0	3.8	3.7	3.9
5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
6	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
7	0.7	0.7	0.7	0.7	0.7	0.7	0.8	0.7	0.8
8	1.2	1.2	1.3	1.2	1.2	1.2	1.3	1.2	1.3
9	1.9	1.9	1.9	1.8	1.8	1.8	2.0	2.0	2.1
10	2.6	2.6	2.6	2.5	2.5	2.4	2.8	2.7	2.9
11	3.5	3.4	3.5	3.4	3.4	3.3	3.7	3.6	3.9
12	4.1	4.1	4.1	3.9	3.9	3.9	4.5	4.4	4.7
13	4.9	5.0	4.9	4.7	4.8	4.6	5.4	5.3	5.6
14	5.6	5.7	5.5	5.2	5.4	4.9	6.4	6.2	6.6
15	6.1	6.3	5.9	5.8	6.2	5.4	6.9	6.7	7.1
16	6.7	6.8	6.5	6.2	6.5	5.8	7.7	7.5	7.9
17	7.2	7.3	7.1	6.6	6.9	6.3	8.3	8.1	8.5

Table 4.17 shows that 10.2 per cent of children and adolescents aged 5–17 have never attended school, while for children 5–14 the figure is 9.8 per cent suggesting enrolment has slightly improved over time. The percentage of girls that never attended school is higher than the percentage for boys (12.4 per cent vs. 8.2 per cent). The percentage of children and adolescents who never attended school decreases with age until age 11 is reached, starting from 21.9 per cent of 5-year-olds and dropping to 6.5 per cent for 11-year-olds. Thereafter, the percentage starts to increase and reaches 12.7 for 17-year-olds. For all ages, girls are more likely than boys to never have attended school.

Table 4.18 shows that children whose mother does not have any education are more likely to never have attended school (15.4 per cent). For the other grades of education, the percentage is relatively stable around 3.9 – 1.4 per cent (See Table A4.30 and Table A4.31 in the Appendix for the results of 5–17-year-olds and 15–17-year-olds respectively). For children where the household head does not have any education, 17.6 per cent have never attended school. The respective percentage for higher education is just 2.1 per cent. Furthermore, the percentage decreases with wealth, from 25.4 per cent for children in the poorest households to 2.0 per cent for the richest. In rural areas, 11.8 per cent of



children have never attended school, whereas the percentage is 5.2 per cent in urban areas. The share of children and adolescents that never attended school further varies between divisions and districts. The highest per cent of children and adolescents that never attended school is found in Dera Ghazi Khan (22.3 per cent), whereas the lowest is found in Rawalpindi (3.3 per cent). The percentage of children and adolescents that never attended school is highest also in the district Rajanpur (34.6 per cent) and lowest in Chakwal (2.2 per cent) (see Table A4.33 in the Appendix). See Table A4.32 and Table A4.34 for the results by division and district of 5–14-year-olds and 15–17-year-olds respectively

**Table 4.17 Number and per cent of children and adolescents 5–17 years who never attended school by sex and single years of age**

Characteristic	Total children and adolescents	Total never attended school		Total boys	Boys never attended school		Total girls	Girls never attended school	
		Number	Per cent of total children and adolescents		Number	Per cent of total boys		Number	Per cent of total girls
<b>Total 5–14</b>	28,677,746	2,812,040	9.8	14,938,330	1,200,969	8.0	13,736,191	1,610,449	11.7
<b>Total 5–17</b>	35,818,724	3,667,222	10.2	18,614,105	1,534,187	8.2	17,201,394	2,132,413	12.4
<b>Age</b>									
5	2,973,156	650,261	21.9	1,547,617	312,200	20.2	1,425,282	337,804	23.7
6	2,882,180	329,945	11.4	1,472,743	145,920	9.9	1,408,083	183,660	13.0
7	3,196,341	288,881	9.0	1,655,568	123,818	7.5	1,539,662	165,063	10.7
8	3,133,490	240,510	7.7	1,587,412	100,597	6.3	1,546,078	139,913	9.1
9	2,809,106	197,182	7.0	1,471,264	77,825	5.3	1,337,841	119,357	8.9
10	3,112,130	234,078	7.5	1,648,711	92,920	5.6	1,463,107	141,158	9.7
11	2,453,376	159,060	6.5	1,293,766	68,766	5.3	1,159,458	90,295	7.8
12	2,951,919	239,856	8.1	1,566,161	93,270	6.0	1,385,758	146,586	10.6
13	2,557,639	215,193	8.4	1,336,078	83,006	6.2	1,221,561	132,188	10.8
14	2,608,409	257,073	9.9	1,359,010	102,647	7.5	1,249,361	154,426	12.4
15	2,513,155	288,674	11.5	1,285,575	104,153	8.1	1,227,580	184,521	15.0
16	2,349,371	278,293	11.8	1,207,337	105,532	8.7	1,142,034	172,760	15.1
17	2,278,451	288,215	12.7	1,182,863	123,534	10.4	1,095,589	164,682	15.0

The sum of boys and girls in the table does not equal the total number of children since the table does not include transgender children. These records account for 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents

**Table 4.18 Number and per cent of children 5–14 years who never attended school by sex, by 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
<b>Total 5-14</b>	28,677,746	2,812,040	9.8	14,938,330	1,200,969	8.0	13,736,191	1,610,449	11.7
<b>Educ. mother</b>									
None/Pre-school	15,147,047	2,329,700	15.4	7,933,573	958,668	12.1	7,211,578	1,370,410	19.0
Primary	5,014,205	193,984	3.9	2,589,815	101,331	3.9	2,424,310	92,653	3.8
Middle	2,521,800	60,362	2.4	1,318,759	30,116	2.3	1,202,534	30,246	2.5
Secondary	2,788,483	52,390	1.9	1,450,449	25,022	1.7	1,337,963	27,368	2.0
Higher	2,277,297	30,883	1.4	1,146,918	16,455	1.4	1,130,341	14,428	1.3
<b>Educ. HH head</b>									
None/Pre-school	10,668,081	1,877,881	17.6	5,612,329	803,565	14.3	5,054,711	1,073,694	21.2
Primary	5,769,842	487,877	8.5	3,014,723	203,158	6.7	2,754,239	284,719	10.3
Middle	4,194,594	202,393	4.8	2,172,533	84,765	3.9	2,021,461	117,628	5.8
Secondary	5,135,012	182,931	3.6	2,630,359	80,158	3.0	2,504,021	102,774	4.1
Higher	2,888,930	59,824	2.1	1,496,862	28,786	1.9	1,391,996	31,038	2.2
<b>WIQ</b>									
Poorest	6,524,299	1,654,918	25.4	3,457,031	675,972	19.6	3,065,737	978,689	31.9
Second	5,978,401	558,809	9.3	3,139,970	230,648	7.3	2,838,065	327,796	11.6
Middle	5,642,939	298,481	5.3	2,952,898	143,893	4.9	2,689,495	154,589	5.8
Fourth	5,428,056	198,796	3.7	2,785,770	99,201	3.6	2,641,597	99,595	3.8
Richest	5,104,052	101,036	2.0	2,602,661	51,255	2.0	2,501,296	49,781	2.0
<b>Residence</b>									
Rural	20,022,724	2,359,135	11.8	10,476,021	977,451	9.3	9,543,862	1,381,062	14.5
Urban	8,655,022	452,905	5.2	4,462,310	223,518	5.0	4,192,329	229,387	5.5

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents. The education of the household head omits the categories of "Non-formal education" and "Don't know/Other". These records account for 31 and 60 individuals from the unweighted survey responses respectively, which when weighted represent 6975 and 10138 households. In addition, there are 20 household heads for whom information on education is missing, which when weighted represent 4175 households.



## 5. Definitions Related to Children's Activities and Legal Framework

This chapter presents the definitions that are used in the report for characterising working children, children in child labour and adolescents in hazardous work. The chapter will thus present the legal dimensions and definitions of child labour under the international law as well as the Punjab law and will discuss both economic and non-economic activities.

### 5.1 Legal framework

#### 5.1.1 International labour standards

The most important international legal documents pertaining to child labour are the UN Convention on the Rights of the Child (UNCRC, 1989), the 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 ages 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<sup>th</sup>, 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<sup>th</sup>, 2006.

*ILO Worst Forms of Child Labour (WFCL) Convention No. 182 (1999)*, which defines what are the unacceptable (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<sup>th</sup>, 2001. Under Convention No. 182, a child is defined as “all persons under the age of 18”.

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

In this report, the definition of economic activity corresponds to the 18<sup>th</sup> 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 Punjab regulation

*Pakistan's provinces have a large degree of autonomy. The Government of the Punjab has therefore, put in place three main legislative frameworks relevant to child labour. The Punjab Restriction on Employment of Children Act 2016 fixes the standards and cut-off points that determine what is prohibited. The Punjab Prohibition of Child Labour at Brick Kilns Act 2016 specifically defines work for children of 14 or younger to be hazardous. The Punjab Domestic Workers Act 2019 clarifies that children under 15 are prohibited from working in domestic work, though any work at this age is prohibited. These standards provide information for the statistical definition of child labour in the provincial context.*

#### *Punjab Restriction on Employment of Children Act 2016*

- The act prohibits the employment of children<sup>27</sup> and regulates the employment of adolescents in Punjab.
- **Children:** No child shall be employed or permitted to work in any establishment. Children are defined as persons who have not completed their fifteenth year of age.
- **Adolescents:** Adolescents are defined as persons between 15 and 18 years old.
- **Hazardous work:** No adolescent shall be employed or permitted to hazardous work in any establishment.
- **Work time:** Period of work shall not exceed seven hours, including the interval for rest and 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:** Time of work shall not comprise work between 7.00 p.m. to 8.00 a.m.

The *Punjab Restriction on Employment of Children Act 2016* also provides a list of 38 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 (SNA) and balances, during a specified time-reference period.” This means that a person is economically active if they contribute to production of goods and services that fall within the SNA.

- The definition of **economic activity** therefore includes:
- Those in paid employment (paid in cash or in kind)
- Self-employed persons

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27 The act does not mention anything about light work and thus, children below 15 years are not allowed to work.

- Own-account workers<sup>28</sup>
- 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.<sup>29</sup>

This definition excludes household chores 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**.

### 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.

28 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.

29 The 18<sup>th</sup> 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”.



## 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 United Nations SNA and balances. This definition encompasses those included in the economic activity definition (See Section 5.2, above), except for children seeking work. 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 work for the family, e.g. 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 those exclusively engaged in 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 as a result of specific family needs. These limitations are discussed in this report.

**Child labour<sup>30</sup>.** Child labour is defined by the ILO as a subset of working children. The group includes children in the worst forms of child labour and children in employment 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. For the purpose of this report, we follow the Punjab legal definition of a child as being up to the age of 14 with 15–17-year-olds referred to as adolescents, which contrasts with the international definitions laid out here.

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<sup>30</sup> 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 and adolescent'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, 12-14 years)				
Children at or above the general minimum working age (for example, 15-17 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.

	Denotes child labour
	Denotes activities not considered child labour

**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; 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.

## 5.5 Worst forms of Child Labour:

- A 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 and adolescent hazardous work: The definition of child labour and adolescent hazardous work employed in this report follows both the 18th ICLS and the Punjab Restriction on Employment of Children Act 2016**

- A child under 15 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 Punjab Restriction on Employment of Children Act 2016*). Note that light work for children aged 12-14 is not mentioned under the *Punjab Restriction on Employment of Children Act 2016* and therefore no allowance is made when defining child labour.
- An adolescent who has reached the age of 15 but not attained the age of 18 years who is economically active for more than 42 hours per week (*Punjab Restriction on Employment of Children Act 2016, Part V, on the duration of work*). Note that the threshold defined by 18<sup>th</sup> 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*). The definition applied in the analysis sets the strict 42 hours threshold.
- Regarding hazardous work, the *Punjab Restriction on Employment of Children Act 2016* establishes a list of 38 occupations, industries, processes and work environments considered as hazardous. Adolescents are prohibited from carrying out hazardous work. The list includes, among others, working in construction industry, carpet weaving industry and being exposed to cement dust.

**Statistical definition of child labour and adolescent hazardous work.** The legal dispositions mentioned above delimits the group of child and adolescent workers that are considered as children in child labour and adolescents in hazardous work. Table 5.2 mentions the age specific thresholds for the duration of the working time, the child labour conditions that apply to all children 5-14, and the hazardous conditions that apply to all adolescents 15–17.

**Table 5.2 Statistical definition of child labour and adolescent hazardous work**

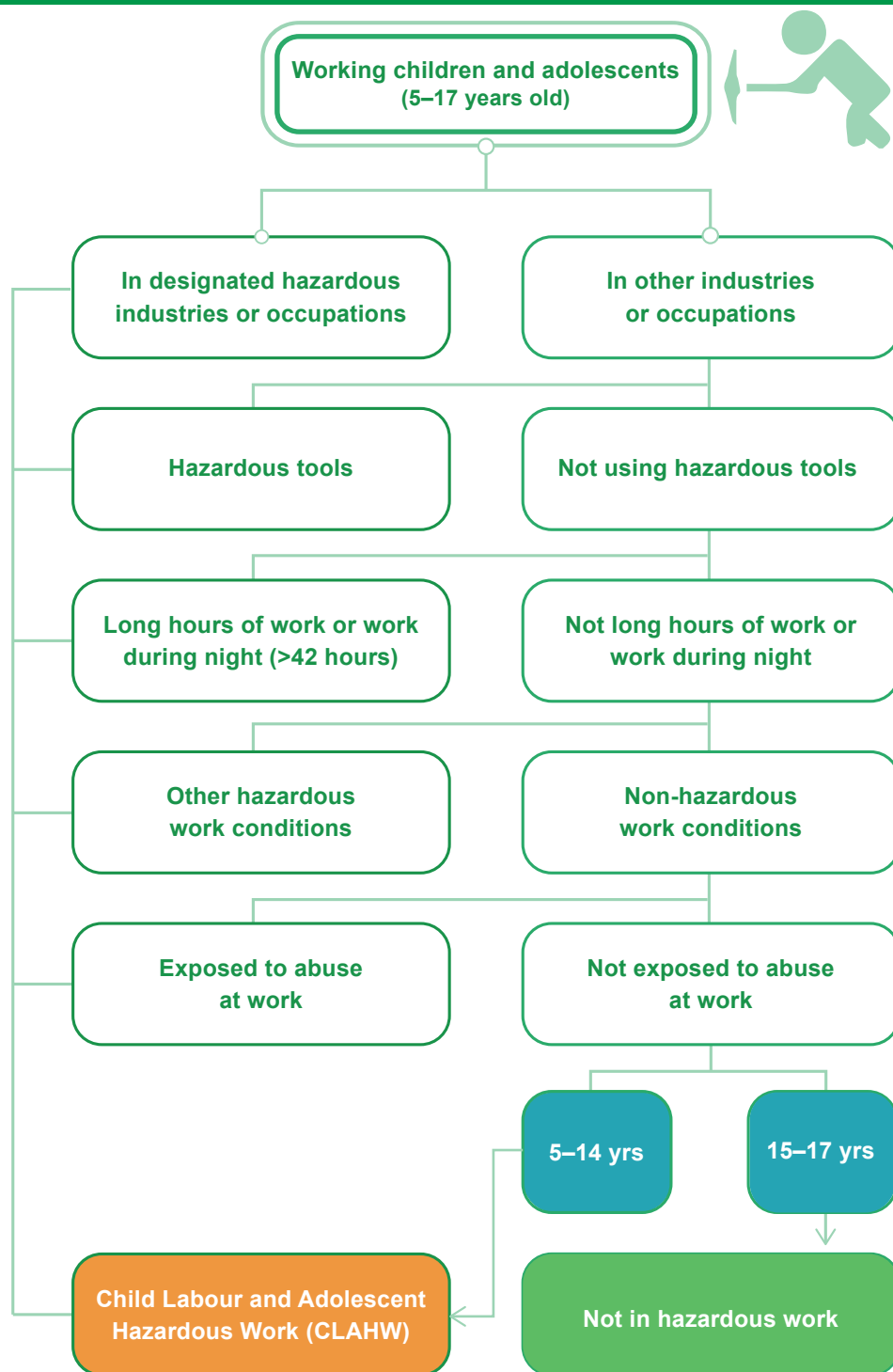
*Punjab Restriction on Employment of Children Act 2016*

Terminology		Age group	Age specific conditions	Conditions that apply to all children and adolescents
<b>Child labour and adolescent hazardous work (CLAHW)</b>	<b>Child Labour</b>	Children aged 5-14 years	No employment permitted in economic activity (no hours permitted)	<ul style="list-style-type: none"> <li>• Night work</li> <li>• Hazardous industry</li> <li>• Hazardous occupation</li> <li>• Hazardous condition</li> <li>• Hazardous tool</li> <li>• Abuse at work</li> </ul>
	<b>Adolescent Hazardous work</b>	Adolescents aged 15–17 years	Limit of working hours: No more than 42 <sup>31</sup>	

The legal framework of Punjab with regard to child labour defines children as those under 15 years of age, for which reason in the report the term '**child labour**' refers only to the age group 5–14. Further, the law defines adolescents between 15–17 years and restricts their employment in any hazardous work, thus in the report this group would be referred to as '**adolescents in hazardous work**', wherever such circumstances are found. Accordingly, when referring to the international definition of child labour for 5–17-year-olds as aligned with ILO Conventions 138 and 182, in the report, will be referred to as '**child labour and adolescent hazardous work**' (**CLAHW**). Below in Figure 5.1 is a step-by-step guide to assessing whether the work of a child or adolescent is classified as CLAHW.

31 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 and Adolescent Hazardous Work in Punjab**





## 6. Children's and Adolescents' Activities

This chapter presents an overview of the activities in which children and adolescents take part and focuses on involvement of boys and girls in work, household chores and school attendance, as well as the characteristics of work. The chapter focuses on children and adolescents 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 and percentage of children and adolescents who worked in the past 12 months and in the past 7 days disaggregated by sex and age group. Out of all 5–17-year-olds, 18.6 per cent were engaged in work in the past 7 days, and 21.3 per cent reported working in the past 12 months (including the past week), compared to 13.4 per cent and 15.5 per cent, respectively, for 5–14-year-olds. As expected, engagement in work increases with age, and goes from 5.2 per cent for those aged 5–9, to 22.3 per cent for those 10–14 years old and up to 39.8 per cent for those aged 15–17. This means that two out of five adolescents are engaged in some type of work. More boys are engaged in work than girls for all age categories and this difference is especially pronounced in the age group 15–17 where the prevalence is almost twice as high for boys compared to girls (52.2 per cent vs 26.6 per cent).

**Table 6.1 Number and per cent of children and adolescents 5–17 years that worked in the last 12 months and the last 7 days by sex and age group**

Characteristic	Working children and adolescents				Total number of children and adolescents
	Last 12 months		Last 7 days		
	Number	Percentage	Number	Percentage	
Both sexes					
Total 5–14	4,449,122	15.5	3,835,956	13.4	28,677,746
Total 5–17	7,629,352	21.3	6,675,982	18.6	35,818,724
5–9	939,871	6.3	780,122	5.2	14,994,273
10–14	3,509,251	25.6	3,055,834	22.3	13,683,474
15–17	3,180,230	44.5	2,840,026	39.8	7,140,978
Boys					
Total 5–14	2,857,560	19.1	2,504,559	16.8	14,938,330
Total 5–17	4,942,558	26.6	4,422,573	23.8	18,614,105
5–9	578,716	7.5	481,868	6.2	7,734,604
10–14	2,278,844	31.6	2,022,691	28.1	7,203,727
15–17	2,084,998	56.7	1,918,014	52.2	3,675,775
Girls					
Total 5–14	1,591,250	11.6	1,331,085	9.7	13,736,191
Total 5–17	2,686,482	15.6	2,253,097	13.1	17,201,394
5–9	361,155	5.0	298,254	4.1	7,256,947
10–14	1,230,095	19.0	1,032,831	15.9	6,479,245
15–17	1,095,232	31.6	922,012	26.6	3,465,203

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children

Table 6.2 further shows the number and percentage of children 5–14 years working in the last 12 months and last 7 days by wealth index quintile, education of household head and



area of residence. The working children incidence decreases with both the education of the household head and the wealth index quintile. Engagement in economic activities is more likely for those children living in rural areas than those in urban (16.0 per cent vs. 7.4 per cent for the last 7 days). Table A6.1 and Table A6.2 in the Appendix shows the results for 5–17-year-olds and 15–17-year-olds respectively.

**Table 6.2 Number and per cent of children 5–14 years that worked in the last 12 months and the last 7 days by education of household head, wealth index quintile and area of residence**

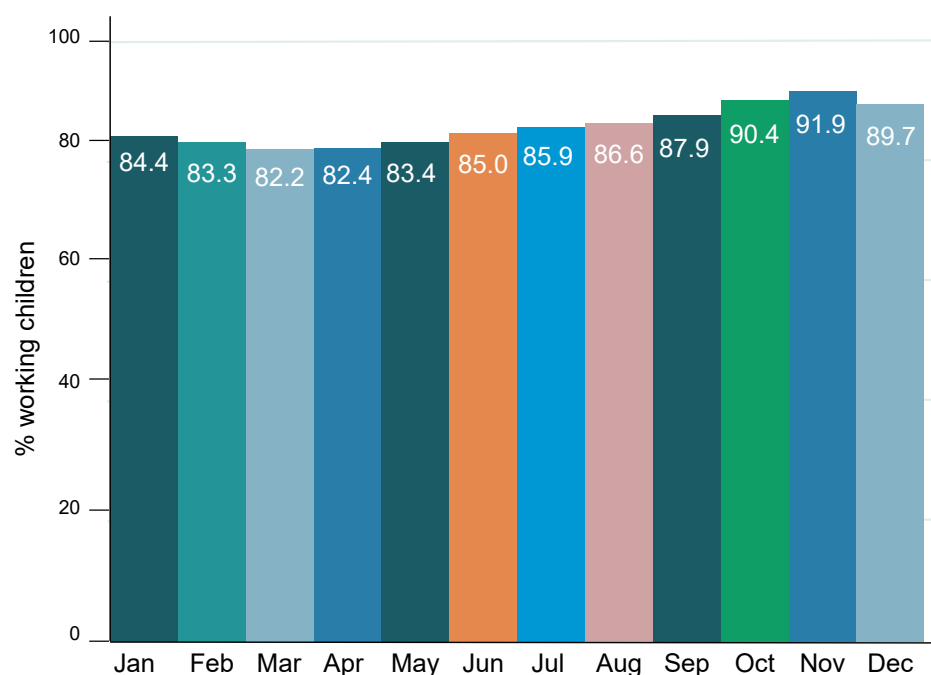
Characteristic	Working children				Total number of children
	Last 12 months		Last 7 days		
	Number	Percentage	Number	Percentage	
Total 5–14	4,449,122	15.5	3,835,956	13.4	28,677,746
Educ. HH head					
None/Pre–school	2,193,260	20.6	1,924,717	18.0	10,668,080
Primary	960,547	16.6	824,009	14.3	5,769,842
Middle	567,771	13.5	479,931	11.4	4,194,594
Secondary	541,689	10.6	454,704	8.8	5,135,012
Higher	181,315	6.3	149,123	5.2	2,888,930
WIQ					
Poorest	1,633,574	25.0	1,442,615	22.1	6,524,299
Second	1,214,665	20.3	1,057,663	17.7	5,978,401
Middle	791,944	14.0	676,078	12.0	5,642,939
Fourth	545,212	10.0	451,550	8.3	5,428,056
Richest	263,727	5.2	208,049	4.1	5,104,052
Residence					
Rural	3,673,668	18.4	3,195,792	16.0	20,022,724
Urban	775,454	9.0	640,164	7.4	8,655,022

The education of the household head omits the categories of “Non-formal education” and “Don’t-know/Other”. These records account for 31 and 60 individuals from the unweighted survey responses respectively, which when weighted represent 6975 and 10138 children. In addition, there are 20 children for whom information on the education of the household head is missing, which when weighted represent 4175 children.

Table A6.3 and Table A6.4 in the Appendix show the number and per cent of children and adolescents that worked in the last 12 months and the last 7 days by division and district. The Sahiwal division presents the highest percentage of both 5–14-year-olds and 5–17-year-olds engaged in economic activities during the last week (24.7 per cent and 30.2 per cent respectively) and the last 12 months (27.9 per cent and 33.8 per cent respectively). Rawalpindi has the lowest percentages for both 5–14-year-olds and 5–17-year-olds engaged in economic activities during the last week (6.1 per cent and 9.6 per cent, respectively) and the last 12 months (7.5 per cent and 11.5 per cent respectively). The higher prevalence of working children and adolescents in the Sahiwal division is mainly explained by the percentage of working children and adolescents in Pakpattan which is the highest of all districts for 5–14-year-olds and 5–17-year-olds both during the last week (35.5 per cent and 40.6 per cent respectively) and the last 12 months (40.1 per cent and 45.6 per cent respectively), although the percentages in the district Okara in the same division are also among the highest. The second highest percentages are found in Bhakkar with 35.1 per cent of 5–17-year-olds working during the last 12 months and 29.6 per cent during the last week. For the results of 15–17-year-olds, see Table A6.5 in the Appendix.

Figure 6.1 shows the percentage of working children that were occupied in each of the months of the year. 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 some fluctuation, with the lowest in March (82.2 per cent) and the highest in November (91.9 per cent), which is in line with the harvest for the Kharif season. Figure 6.1A and Figure 6.1B in the Appendix shows the results for 5–17-year-olds and 15–17-year-olds respectively.

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

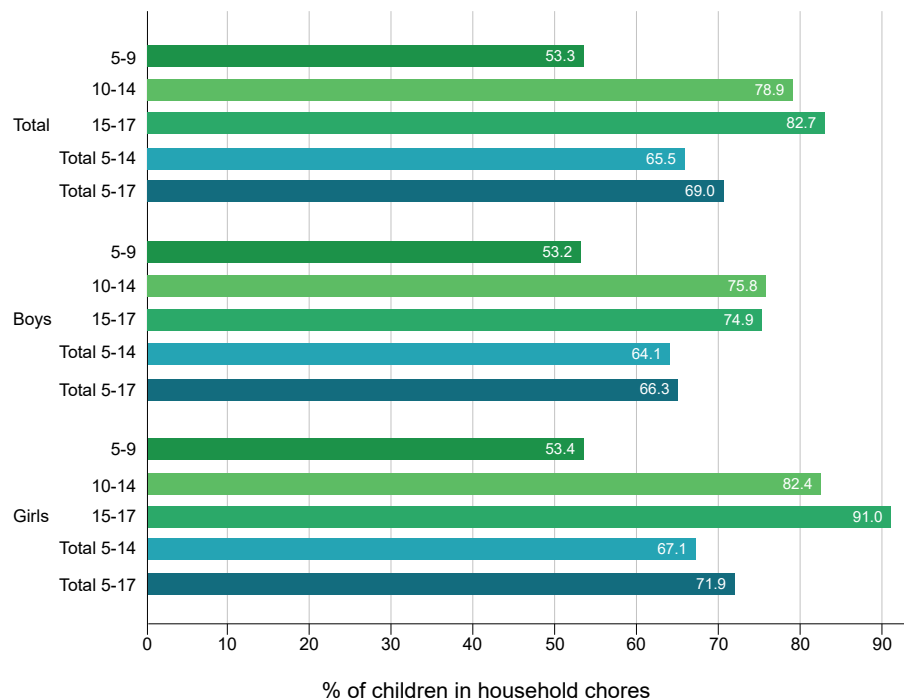


## 6.2 Household chores

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 et al., 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 in productive activities with income return and by those means increase children's welfare (Francavilla and Lyon, 2003). Nevertheless, household chores can also have an economic cost for children in developing countries. For example, Ennew (1982) noted that, 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. 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 UNCR and ILO Convention No. 182 (Worst Forms of Child Labour), refers to the need of protecting children from work that could adversely affect their health and development, which can include household chores. This subsection explores the household chore burden of children across gender, age and hours devoted to those activities, that at the end define whether there is a 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 tasks and are not included in chores for the purpose of this report.

Figure 6.2 presents the percentage of children and adolescents aged 5–17 who are engaged in household chores. Overall, 69.0 per cent of children and adolescents are engaged in household chores. The share of boys and girls engaging in household chores is similar for the age group 5–9 (53.2 per cent vs. 53.4 per cent), but among older children, more girls take on responsibilities for household chores compared to boys. While the percentage of girls engaging in household chores increases with age, a slightly lower percentage of boys aged 15–17 engage in household chores compared to boys in the age group 10–14.

**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 5–9 spend on average 4.2 hours per week on household chores, compared to 3.1 hours for boys. For the age group 10–14, girls spend on average almost twice the number of hours compared to boys (7.7 hours vs. 4.0 hours). The difference is even larger in the age group 15–17, where girls spend on average 12.4 hours weekly, compared to 4.7 hours for boys.

**Figure 6.3 Average number of hours per week spent in household chores by age group and sex**

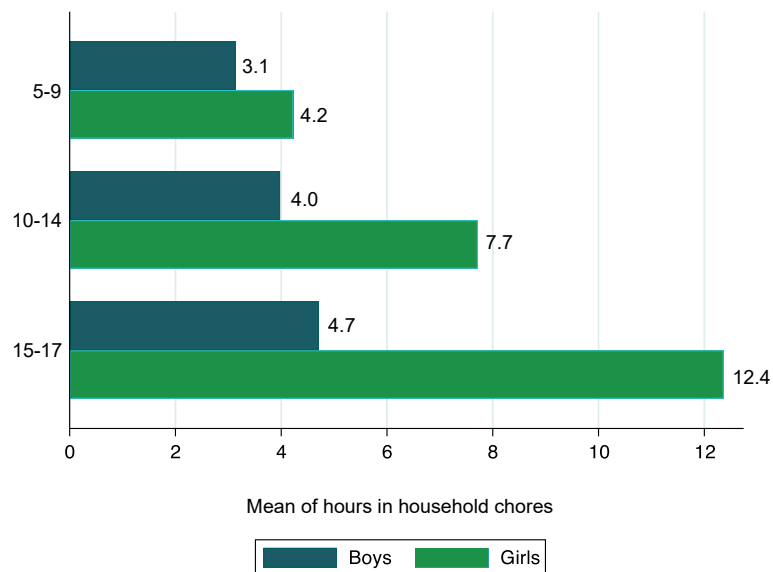


Table 6.3 and Table 6.4 present a more precise picture of engagement in household chores. Although for the purposes of this report, household chores are outside the definitions of child labour and hazardous work, the age limits can serve as an indication of children and adolescents having their schooling 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 5–9, 94.1 per cent spend 7 hours or less, compared to 81.0 per cent in the age group 10–14 and 63.5 per cent in the age group 15–17. 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 58.4 per cent of girls 15–17 years devote 8 or more hours per week doing household chores, the percentage is 11.4 for boys.

**Table 6.3 Per cent of children and adolescents 5–17 years involved in household chores by number of hours devoted per week, by sex and age group**

Characteristic	Children and adolescents involved in household chores							Total number of children and adolescents
	Hours devoted							
	7 and below	8 to 14	15 to 21	22 to 28	29 to 35	36 to 42	More than 42	
Both sexes								
Total 5–14	86.5	9.3	2.6	1.1	0.3	0.1	0.1	18,475,562
Total 5–17	80.9	11.9	4.2	1.9	0.7	0.3	0.2	24,357,766
5–9	94.1	4.4	0.9	0.4	0.1	0.0	0.0	7,769,195
10–14	81.0	12.9	3.8	1.6	0.5	0.2	0.1	10,706,365
15–17	63.5	19.9	9.1	4.6	1.8	0.8	0.4	5,882,202
Boys								
Total 5–14	95.0	4.3	0.5	0.1	0.0	0.0	0.1	9,381,227
Total 5–17	93.6	5.5	0.7	0.1	0.0	0.0	0.1	12,115,816
5–9	97.2	2.4	0.3	0.1	0.0	0.0	0.0	3,986,493
10–14	93.4	5.7	0.7	0.1	0.0	0.0	0.1	5,394,736
15–17	88.6	9.6	1.4	0.2	0.0	0.0	0.1	2,734,588
Girls								
Total 5–14	77.7	14.5	4.8	2.1	0.6	0.2	0.1	9,092,085
Total 5–17	68.4	18.2	7.6	3.7	1.3	0.5	0.3	12,239,698
5–9	90.9	6.5	1.6	0.7	0.3	0.1	0.0	3,780,836
10–14	68.3	20.2	7.1	3.1	0.9	0.3	0.1	5,311,246
15–17	41.6	28.9	15.7	8.3	3.3	1.4	0.7	3,147,614

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 7 individuals from the unweighted survey responses, which when weighted represent 2251 children.

Table 6.4 shows considerable differences in the number of hours children spend on household chores depending on their marital status. The percentage of children spending 8 or more hours per week on household chores is 58.9 for ever married children, compared to 19.0 per cent for never married children. It should be noted that the sample for marital status in the table only includes 10–14-year-olds, as the marital status was not asked for children below 10 years. The table further demonstrates a clear link between hours spent on household chores and school attendance, with children not attending school spending more hours per week on household chores compared to children attending school. Children in urban households are 6.3 percentage points more likely to spend only 1 to 7 hours in household chores than rural children. Table A6.1 and Table A6.7 in the Appendix shows the results for 5–17-year-olds and 15–17-year-olds respectively.

**Table 6.4 Per cent of children 5–14 years involved in household chores by number of hours devoted per week, by marital status, school attendance and area of residence**

Characteristic	Children involved in household chores							Total number of children
	Hours devoted							
	7 and below	8 to 14	15 to 21	22 to 28	29 to 35	36 to 42	More than 42	
Total 5–14	86.5	9.3	2.6	1.1	0.3	0.1	0.1	18,475,562
Marital status 10–14								
Never married	81.0	12.9	3.8	1.6	0.5	0.2	0.1	10,691,049
Ever married*	41.1	16.5	25.7	6.1	6.0	3.1	1.4	14,346
School attendance								
Not attending	64.9	18.1	8.7	5.3	1.8	0.7	0.5	2,698,705
Attending	90.2	7.8	1.6	0.4	0.1	0.0	0.0	15,776,858
Residence								
Rural	84.6	10.3	3.1	1.3	0.4	0.1	0.1	12,846,630
Urban	90.9	6.9	1.4	0.5	0.1	0.1	0.0	5,628,933

The sum of never married and ever married children in the table does not equal the total number of children since the table only includes 10–14-year-olds, as the marital status was not asked for children below 10 years.

\* includes married, widow/widower, divorced, Nikah, married but separated and polygamous marriage

By divisions (See Table A6.8 and Table A6.9 in the Appendix) most of 5–14-year-olds and 5–17-year-olds tend to spend 7 hours or less performing household chores, with Bahawalpur division having the lowest percentage spending less than 7 hours on chores (75.4 per cent 69.5 per cent for each group respectively) and Lahore and Gujranwala having the highest percentages. Table A6.10 shows the results for 15–17-year-olds.

Table 6.5 disaggregates hours devote to chores by children and adolescents by gender and residency. It can be observed that children living in rural areas spend more time doing household chores than children in urban areas. Additionally, gender differences seem to be prevalent in both settings, with girls spending more time carrying out chores in both rural and urban, although much larger in rural areas.

**Table 6.5 Number and per cent of children and adolescents 5–17 years involved in household chores by number of hours devoted per week by sex, age group and area of residence**

Characteristic	Children and adolescents involved in household chores							Total number of children and adolescents
	Hours devoted							
	7 and below	8–14	15–21	22–28	29–35	36–42	More than 42	
Urban								
Both sexes								
Total 5–14	90.9	6.9	1.4	0.5	0.1	0.1	0.0	5,628,933
Total 5–17	85.7	9.9	2.8	1.0	0.4	0.1	0.1	7,635,500
5–9	96.4	2.9	0.4	0.1	0.1	0.0	0.0	2,279,729
10–14	87.1	9.7	2.1	0.8	0.2	0.1	0.1	3,349,202
15–17	71.3	18.1	6.7	2.4	1.0	0.3	0.2	2,006,569
Boys								
Total 5–14	96.3	3.2	0.5	0.1	0.0	0.0	0.0	2,912,029
Total 5–17	94.9	4.3	0.6	0.1	0.0	0.0	0.0	3,883,809
5–9	98.2	1.6	0.2	0.1	0.0	0.0	0.0	1,182,271
10–14	95.0	4.2	0.6	0.1	0.0	0.0	0.0	1,729,757
15–17	91.0	7.9	0.9	0.1	0.0	0.0	0.1	971,781
Girls								
Total 5–14	85.1	11.0	2.5	1.0	0.3	0.1	0.1	2,716,520
Total 5–17	76.2	15.6	5.1	2.0	0.8	0.3	0.1	3,751,308



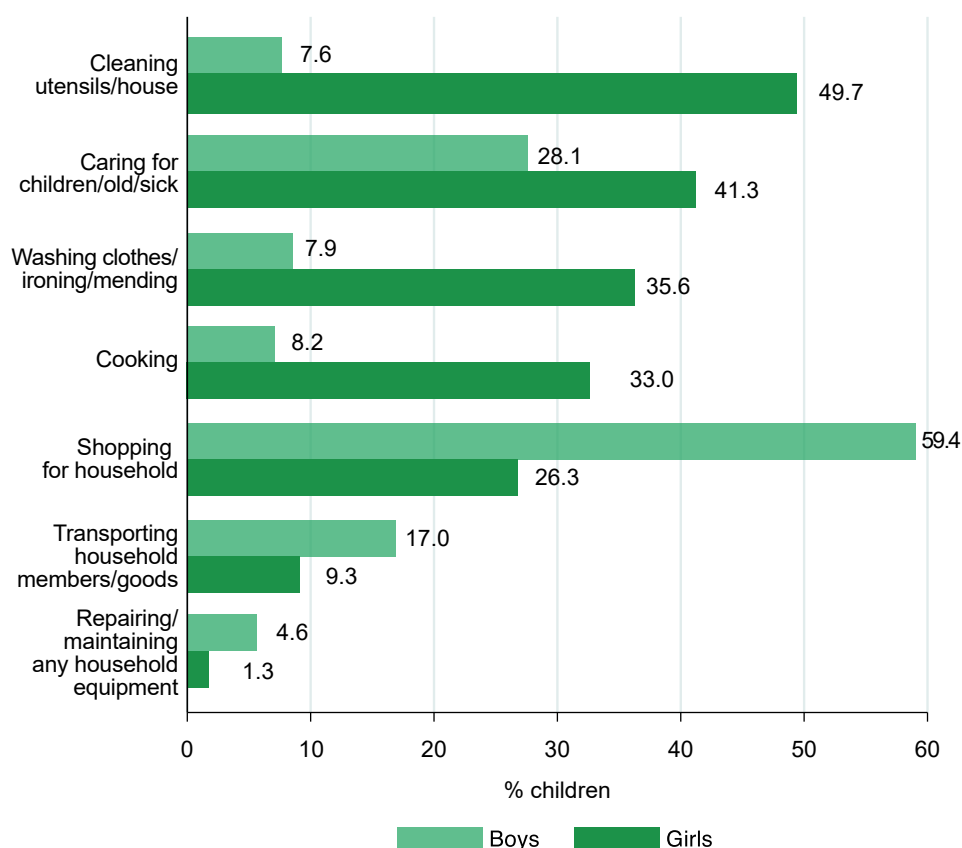
**Table 6.5 Number and per cent of children and adolescents 5–17 years involved in household chores by number of hours devoted per week by sex, age group and area of residence**

Characteristic	Children and adolescents involved in household chores							Total number of children and adolescents
	Hours devoted							
	7 and below	8–14	15–21	22–28	29–35	36–42	More than 42	
5–9	94.6	4.3	0.7	0.2	0.2	0.0	0.0	1,097,457
10–14	78.7	15.5	3.7	1.5	0.4	0.1	0.1	1,619,063
15–17	52.8	27.7	12.1	4.6	2.0	0.7	0.3	1,034,787
Rural								
Both sexes								
Total 5–14	84.6	10.3	3.1	1.3	0.4	0.1	0.1	12,846,630
Total 5–17	78.8	12.8	4.8	2.3	0.8	0.3	0.2	16,722,265
5–9	93.2	5.0	1.1	0.5	0.2	0.0	0.1	5,489,467
10–14	78.2	14.3	4.6	1.9	0.6	0.2	0.1	7,357,164
15–17	59.5	20.9	10.3	5.7	2.1	1.0	0.5	3,875,633
Boys								
Total 5–14	94.5	4.8	0.5	0.1	0.0	0.0	0.1	6,469,201
Total 5–17	92.9	6.0	0.7	0.2	0.0	0.0	0.1	8,232,008
5–9	96.8	2.7	0.3	0.1	0.0	0.0	0.1	2,804,222
10–14	92.7	6.4	0.7	0.1	0.0	0.1	0.1	3,664,978
15–17	87.3	10.5	1.6	0.3	0.1	0.1	0.1	1,762,807
Girls								
Total 5–14	74.5	16.0	5.8	2.5	0.8	0.3	0.1	6,375,563
Total 5–17	65.0	19.3	8.7	4.5	1.6	0.6	0.3	8,488,390
5–9	89.4	7.3	1.9	0.9	0.3	0.1	0.1	2,683,379
10–14	63.7	22.2	8.6	3.7	1.1	0.4	0.2	3,692,185
15–17	36.2	29.6	17.5	10.2	3.9	1.8	0.9	2,112,828

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 4 individuals from the unweighted survey responses, which when weighted represent 1317 children.

Figure 6.4 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 (59.4 per cent vs. 26.3 per cent), transport household members or goods (17.0 per cent vs. 9.3) and repair or maintain any household equipment (4.6 per cent vs. 1.3 per cent). On the other hand, girls are more likely than boys to care for children, old or sick (41.3 per cent vs. 28.1 per cent), clean utensils or house (49.7 per cent vs. 7.6 per cent), wash, iron, or mend clothes (35.6 per cent vs. 7.9 per cent) and cook (33.0 per cent vs. 8.2 per cent). (See Figure 6.2A and Figure 6.2B in the Appendix for the results of 5–17-year-olds and 15–17-year-olds respectively).

**Figure 6.4 Percentage of children doing household chores by type and sex**



### 6.3 School attendance

Table 6.6 describes the proportion of working children and adolescents who are attending school, further disaggregated by household chores (See Table A6.11, Table A6.22 and Table A6.3 for the results by division and district for those aged 5-14, 5-17 and 15-17 respectively), while Table 6.7 presents the same disaggregation for children and adolescents 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 and adolescents is dramatic and widens with age. For instance, 80.0 per cent, 58.4 per cent, and 31.7 per cent of children aged 5-9, 10-14 and adolescents aged 15-17 who are working go to school, whereas the percentages 87.9, 88.0 and 75.4 for those who are not working. Thus, working children are less likely to also be in school. Notably, 24.6 per cent of non-working adolescents in the age range 15-17 do not attend school or other education and are thereby included in the computation of adolescents 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 6.7 shows that they are, however, mostly engaged in household chores (81.8 per cent). Moreover, clear gender patterns arise in this table, namely, that 16.4 per cent of girls aged 5-17 who do not work, do not attend school, whereas the percentage is 11.3 for boys. Moreover, this difference is more pronounced in the age range 15-17 where the difference is more than 11.2 percentage points between girls and boys, meaning that adolescent girls are 11.2 percentage points less likely than adolescent boys to attend school given that they do not work. A similar disparity is found for children and adolescents living in urban and rural areas, with non-working children and adolescents that do not attend school in the urban areas accounting for 9.5 per cent, while in rural areas the share is higher at 16.1 per cent.

Additionally, the results indicate that school attendance is not primarily influenced by the fact that a child is engaged in household chores. In fact, the proportion of children carrying out household chores is higher among those who attend school, both for working and non-working children. This pattern points to a large share of adolescents aged 15-17 that are idle – that is not in economic activities, nor in school and not involved in household chores. Indeed, 24.6 per cent of non-working adolescents in the age group 15-17 do not attend school, and 18.2 per cent of those are not engaged in household chores. This amounts to 2.7 per cent of adolescents idle 15-17, a figure which is similar for 10-14-year-olds (2.5 per cent), while younger children are more likely to be idle (7.0 per cent), since they may not have started school yet. (See Table A6.14, Table A6.45 and Table A6.56 for the results by division and district for those aged 5-14, 5-17 and 15-17 respectively)

**Table 6.6 Number and per cent of working children and adolescents 5–17 years by school attendance and involvement in household chores, by sex, age group and area of residence**

Working children and adolescents															
Characteristic	Attending school						Not attending school								
	Total working children and adolescents in school			Household chores			Total working children and adolescents not in school			Household chores			No Household chores		
	Number	Per cent of total working children and adolescents		Number	Per cent of total working children and adolescents in school		Number	Per cent of total working children and adolescents in school		Number	Per cent of total working children and adolescents		Number	Per cent of total working children and adolescents not in school	
Both															
Total 5–14	2,406,815	62.7	2,150,585	89.3	256,230	10.7	1,429,140	37.3	1,117,398	78.2	311,743	21.8	3,835,956		
Total 5–17	3,308,145	49.5	2,967,945	89.7	340,200	10.3	3,367,837	50.5	2,589,287	76.9	778,550	23.1	6,675,982		
5–9	623,756	80.0	537,776	86.2	85,980	13.8	156,366	20.0	126,947	81.2	29,419	18.8	780,122		
10–14	1,783,060	58.4	1,612,809	90.5	170,251	9.6	1,272,774	41.6	990,451	77.8	282,324	22.2	3,055,834		
15–17	901,330	31.7	817,360	90.7	83,970	9.3	1,938,696	68.3	1,471,889	75.9	466,807	24.1	2,840,026		

**Table 6.6** Number and per cent of working children and adolescents 5–17 years by school attendance and involvement in household chores, by sex, age group and area of residence

Characteristic	Working children and adolescents																							
	Attending school						Not attending school																	
	Total working children and adolescents in school			Household chores			No Household chores			Total working children and adolescents not in school			Household chores			No Household chores								
	Number			Per cent of total working children and adolescents			Number			Per cent of total working children and adolescents in school			Number			Per cent of total working children and adolescents			Number			Per cent of total working children and adolescents not in school		
Boys																								
Total 5-14		1,724,112	68.8	1,518,385	88.1	205,727	11.9	780,447	31.2	515,082	66.0	265,365	34.0	2,504,559										
Total 5-17		2,442,532	55.2	2,158,695	88.4	283,837	11.6	1,980,041	44.8	1,283,668	64.8	696,373	35.2	4,422,573										
5-9		407,023	84.5	345,394	84.9	61,629	15.1	74,844	15.5	55,256	73.8	19,589	26.2	481,868										
10-14		1,317,088	65.1	1,172,991	89.1	144,097	10.9	705,603	34.9	459,826	65.2	245,776	34.8	2,022,691										
15-17		718,420	37.5	640,310	89.1	78,110	10.9	1,199,594	62.5	768,586	64.1	431,007	35.9	1,918,014										

**Table 6.6 Number and per cent of working children and adolescents 5–17 years by school attendance and involvement in household chores, by sex, age group and area of residence**

Working children and adolescents													
Characteristic	Attending school				Not attending school								
	Total working children and adolescents in school		Household chores		No Household chores		Total working children and adolescents not in school						
	Number	Per cent of total working children and adolescents	Number	Per cent of total working children and adolescents in school	Number	Per cent of total working children and adolescents in school	Number	Per cent of total working children and adolescents	Number	Per cent of total working children and adolescents not in school			
Girls													
Total 5–14	682,704	51.3	632,200	92.6	50,504	7.4	648,381	48.7	602,004	92.8	46,377	7.2	1,331,085
Total 5–17	865,613	38.4	809,250	93.5	56,363	6.5	1,387,484	61.6	1,305,307	94.1	82,177	5.9	2,253,097
5–9	216,732	72.7	192,382	88.8	24,350	11.2	81,522	27.3	71,692	87.9	9,830	12.1	298,254
10–14	465,971	45.1	439,818	94.4	26,153	5.6	566,860	54.9	530,312	93.5	36,547	6.5	1,032,831
15–17	182,910	19.8	177,050	96.8	5,860	3.2	739,102	80.2	703,303	95.2	35,800	4.8	922,012



**Table 6.7** Number and per cent of children and adolescents 5–17 years not working, by school attendance and involvement in household chores, by sex and age group

Characteristic	Children and adolescents not working																	
	Attending school						Not attending school											
	Total children and adolescents not working in school			Household chores			No Household chores			Total children and adolescents not working not in school			Household chores			No Household chores		
	Number	Per cent of total children and adolescents not working attending school		Number	Per cent of total children and adolescents not working in school		Number	Per cent of total children and adolescents not working in school		Number	Per cent of total children and adolescents not working		Number	Per cent of total children and adolescents not working		Number	Per cent of total children and adolescents not working not in school	
Both																		
Total 5–14	21,843,473	87.9	13,930,890	63.8	7,912,583	36.2	2,998,317	12.1	1,597,596	53.3	1,400,721	46.7	24,841,790					
Total 5–17	25,086,144	86.1	16,681,848	66.5	8,404,296	33.5	4,056,598	13.9	2,463,507	60.7	1,593,091	39.3	29,142,742					
5–9	12,489,742	87.9	6,658,751	53.3	5,830,991	46.7	1,724,409	12.1	671,679	39.0	1,052,730	61.0	14,214,151					
10–14	9,353,731	88.0	7,272,139	77.8	2,081,592	22.3	1,273,908	12.0	925,917	72.7	347,991	27.3	10,627,640					
15–17	3,242,671	75.4	2,750,958	84.8	491,713	15.2	1,058,281	24.6	865,911	81.8	192,370	18.2	4,300,952					
Total children and adolescents not working																		



**Table 6.7** Number and per cent of children and adolescents 5–17 years not working, by school attendance and involvement in household chores, by sex and age group

Characteristic	Children and adolescents not working																	
	Attending school						Not attending school											
	Total children and adolescents not working in school			Household chores			No Household chores			Total children and adolescents not working not in school			Household chores			No Household chores		
	Number	Per cent of total children and adolescents not working attending school	Number	Per cent of total children and adolescents not working in school	Number	Per cent of total children and adolescents not working in school	Number	Per cent of total children and adolescents not working in school	Number	Per cent of total children and adolescents not working in school	Number	Per cent of total children and adolescents not working	Number	Per cent of total children and adolescents not working	Number	Per cent of total children and adolescents not working		
Boys																		
Total 5–14	11,143,242	89.6	6,990,056	62.7	4,153,186	37.3	1,290,529	10.4	555,315	43.0	735,214	57.0	12,433,771					
Total 5–17	12,585,145	88.7	8,152,629	64.8	4,432,515	35.2	1,606,388	11.3	738,191	46.0	868,197	54.0	14,191,533					
5–9	6,474,742	89.3	3,457,176	53.4	3,017,566	46.6	777,994	10.7	259,190	33.3	518,804	66.7	7,252,736					
10–14	4,668,501	90.1	3,532,880	75.7	1,135,620	24.3	512,535	9.9	296,126	57.8	216,409	42.2	5,181,036					
15–17	1,441,902	82.0	1,162,573	80.6	279,330	19.4	315,859	18.0	182,876	57.9	132,983	42.1	1,757,761					

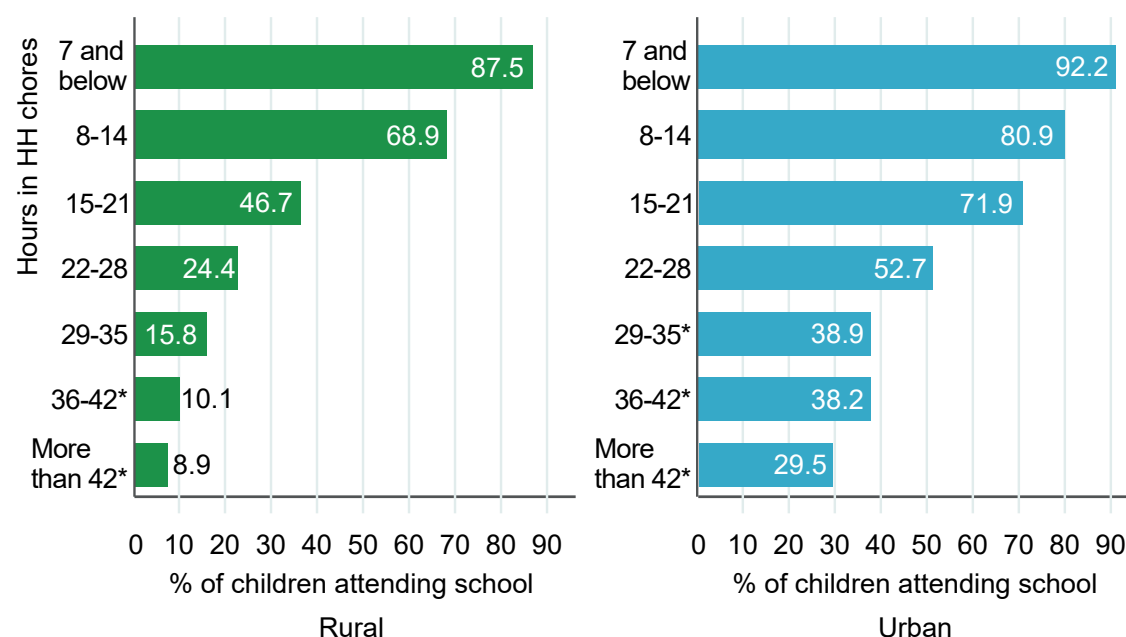
**Table 6.7** Number and per cent of children and adolescents 5–17 years not working, by school attendance and involvement in household chores, by sex and age group

Children and adolescents not working													
Characteristic	Attending school				Not attending school								
	Total children and adolescents not working in school		Household chores		No Household chores		Total children and adolescents not working not in school		Household chores		No Household chores		
	Number	Per cent of total children and adolescents not working attending school	Number	Per cent of total children and adolescents not working in school	Number	Per cent of total children and adolescents not working in school	Number	Per cent of total children and adolescents not working	Number	Per cent of total children and adolescents not working not in school	Number	Per cent of total children and adolescents not working not in school	
Girls													
Total 5–14	10,697,940	86.2	6,939,516	64.9	3,758,424	35.1	1,707,166	13.8	1,041,659	61.0	665,507	39.0	12,405,106
Total 5–17	12,498,709	83.6	8,527,902	68.2	3,970,807	31.8	2,449,588	16.4	1,724,694	70.4	724,894	29.6	14,948,297
5–9	6,012,900	86.4	3,200,330	53.2	2,812,570	46.8	945,793	13.6	411,867	43.5	533,926	56.5	6,958,693
10–14	4,685,040	86.0	3,739,187	79.8	945,854	20.2	761,373	14.0	629,791	82.7	131,582	17.3	5,446,414
15–17	1,800,769	70.8	1,588,385	88.2	212,383	11.8	742,422	29.2	683,036	92.0	59,387	8.0	2,543,191
Residence													
Rural 5–17	16,269,070	83.9	10,541,262	64.8	5,727,808	35.2	3,129,146	16.1	1,855,043	59.3	1,274,103	40.7	19,398,215
Urban 5–17	8,817,074	90.5	6,140,586	69.6	2,676,489	30.4	927,453	9.5	608,465	65.6	318,988	34.4	9,744,527
Rural 5–14	14,471,545	86.0	9,041,241	62.5	5,430,304	37.5	2,355,388	14.0	1,228,497	52.2	1,126,891	47.8	16,826,932
Urban 5–14	7,371,929	92.0	4,889,649	66.3	2,482,280	33.7	642,929	8.0	369,099	57.4	273,831	42.6	8,014,858

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 9 individuals from the unweighted survey responses, which when weighted represent 2290 children.

What appears to make a difference is the number of hours engaged in household chores for children 5–14, as can be seen in Figure 6.5 (a similar pattern is visible for children and adolescents 5–17 in Figure 6.3A in the Appendix). School attendance sharply decreases as the number of hours spent doing household chores increases. The drop in current school attendance is more pronounced in rural compared to urban areas when 8–35 hours are spent on household chores, although at 36–42 hours, the drop in school attendance is more pronounced in urban compared to rural areas. For the results of those aged 15–17 see Figure 6.3B.

**Figure 6.5 Number of hours engaged in household chores for children 5–14 and school attendance**



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

Table 6.8 further explores the working and schooling relationship by looking at the median number of hours worked by children and adolescents who attend and do not attend school.<sup>32</sup> There is a large gap in working hours between both groups. The median child in the age group of 5–14-year-olds that goes to school and works do so for 5.5 hours, whereas the median 15–17-year-old works for 8.5 hours. Children who do not go to school, work 29 hours a week whereas those aged 15–17 work for 40 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. Moreover, the median reveals the differences between hours worked for boys and girls, 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 20, whereas it is 48 hours for all boys 5–17. This number exceeds both the 42 hours per week threshold set in the Punjab legislation. (See Table A6.17, Table A6.68 and Table A6.79 for the results by division and district for those aged 5-14, 5–17 and 15–17 respectively).

<sup>32</sup> The median is computed instead of the mean due to the lower susceptibility of the former to outliers.

**Table 6.8 Median number of hours worked per week for working children and adolescents 5–17 years attending and not attending school by sex, age group, and area of residence**

Characteristic	Working children and adolescents		
	Total	Attending school	Not attending school
	Median number of hours	Median number of hours	Median number of hours
<b>Both</b>			
<b>Total 5–14</b>	8.5	5.5	29
<b>Total 5–17</b>	14	6.5	35
5–9	4	3.5	13
10–14	12	7	31
15–17	24.5	8.5	40
<b>Boys</b>			
<b>Total 5–14</b>	9	6	45
<b>Total 5–17</b>	15	7	48
5–9	4	3.5	21
10–14	12	7	48
15–17	34	9	51
<b>Girls</b>			
<b>Total 5–14</b>	8	4.5	17.5
<b>Total 5–17</b>	13	5.5	20
5–9	3.5	3.5	8
10–14	11	6.5	19
15–17	18	7	21
<b>Residence</b>			
Rural 5–14	9	6.5	28
Urban 5–14	7	3.5	48
Rural 5–17	14	7	31
Urban 5–17	17.5	3.5	49

Table 6.9 presents the median number of hours children spend on household chores for those attending and not attending school. At the median, children and adolescents spend 3.5 hours on household chores per week. The median number of hours is the same for children currently attending school, but twice as high for children and adolescents not attending school. The median number of hours children spend on household chores increases with age. While the median number of hours for boys is constant at 3.5 hours irrespective of age and school attendance status, the median number of hours girls spend on household chores increases with age and is higher among girls not attending school. The highest difference between boys and girls can be observed among children and adolescents not attending school in the age group 15–17, where girls at the median spend 10.5 hours more on household chores than boys. (See Table A6.20, Table A6.21 and Table A6.22 for the results by division and district for those aged 5–14, 5–17 and 15–17 respectively).

**Table 6.9 Median number of hours per week devoted to household chores for children and adolescents 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
<b>Both</b>			
<b>Total 5–14</b>	3.5	3.5	5.5
<b>Total 5–17</b>	3.5	3.5	7
5–9	3.5	3.5	3.5
10–14	3.5	3.5	7
15–17	6	4.5	8.5
<b>Boys</b>			
<b>Total 5–14</b>	3.5	3.5	3.5
<b>Total 5–17</b>	3.5	3.5	3.5
5–9	3.5	3.5	3.5
10–14	3.5	3.5	3.5
15–17	3.5	3.5	3.5
<b>Girls</b>			
<b>Total 5–14</b>	3.5	3.5	8
<b>Total 5–17</b>	5	3.5	13

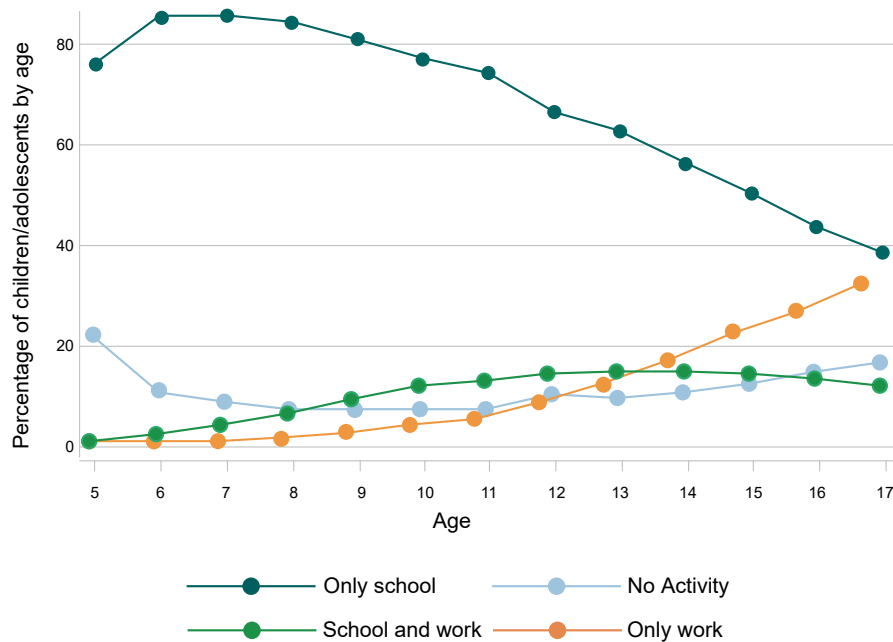
**Table 6.9 Median number of hours per week devoted to household chores for children and adolescents 5–17 years attending and not attending school by sex, age group and area of residence**

Characteristic	Household chores		
	Total	Attending school	Not attending school
	Median number of hours	Median number of hours	Median number of hours
5–9	3.5	3.5	3.5
10–14	5.5	4.5	12
15–17	10	7	14
Residence			
Rural 5–14	3.5	3.5	6
Urban 5–14	3.5	3.5	3.5
Rural 5–17	3.5	3.5	7
Urban 5–17	3.5	3.5	4.5

Figure 6.6 illustrates how children combine school and work activities. The share of children only attending school increases between ages 5 and 6 and then starts to decline already at age 7. 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 starts to slowly increase.

As the percentage of children only attending school starts to drop around the age 7, the percentage of children and adolescents engaging only in work starts to increase from 0 per cent at age 7 to around 25 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 7. For ages 7 to 9, the increase in the share that only work is small and similar in size to the decrease in the share of children with no activity, though there is no evidence that this is a direct substitution. However, from age 10, the increase in the share of children becomes larger without the counteracting decrease of children in no activity, which in fact starts to increase again from this age. The share of children and adolescents both in school and work steadily increases until age 13 and thereafter drops to around 18 per cent at age 17.

**Figure 6.6 Children's and adolescents' activities by age**



Among both boys and girls 5–14, most are engaged in only school and not work, as shown in Figure 6.7. The percentage is around three percentage points higher for girls (77.9 per cent) compared to boys (74.6 per cent). Boys are instead more likely than girls to engage in only work and not school (5.2 per cent vs. 4.7 per cent), but most noticeably in both activities (11.5 per cent vs. 5.0 per cent), while a higher percentage of girls neither work nor go to school (12.4 per cent vs. 8.6 per cent). (See Figure 6.4A and Figure 6.4B in the Appendix for those aged 5–17 and 15–17 respectively).

**Figure 6.7 Children's activities by sex (age 5–14)**

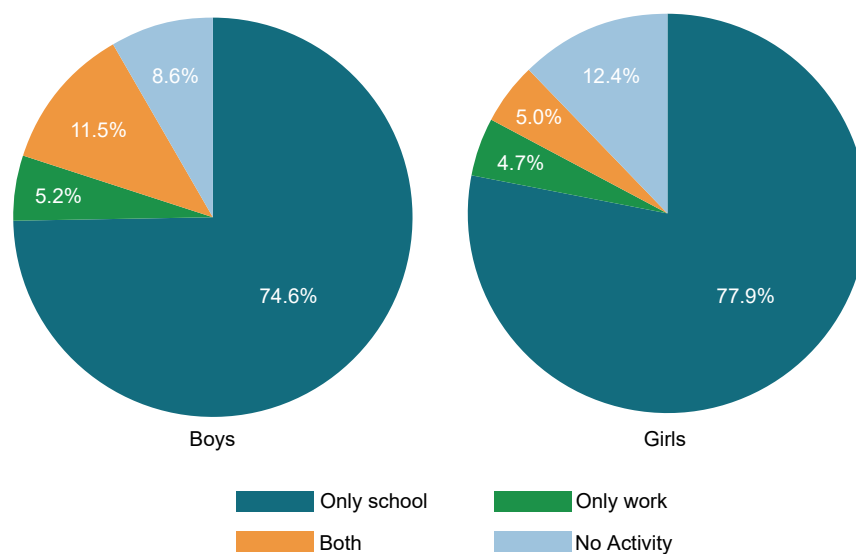


Figure 6.8 shows considerable differences in the activities performed by children depending on their disability status. More than three out of five children with any disability neither engage in school nor work, compared to around one in ten of children without disabilities. The results further indicate that children with disabilities face barriers to education, as only 28.8 per cent engage in school only and 2.8 per cent in both school and work, compared to 76.9 per cent and 8.5 per cent, respectively, for children without any disability. The share of children only working is similar irrespective of the disability status. (See Figure 6.5A and Figure 6.5B in the Appendix for those aged 5–17 and 15–17 respectively).

**Figure 6.8 Children's activities by disability status 5–14**

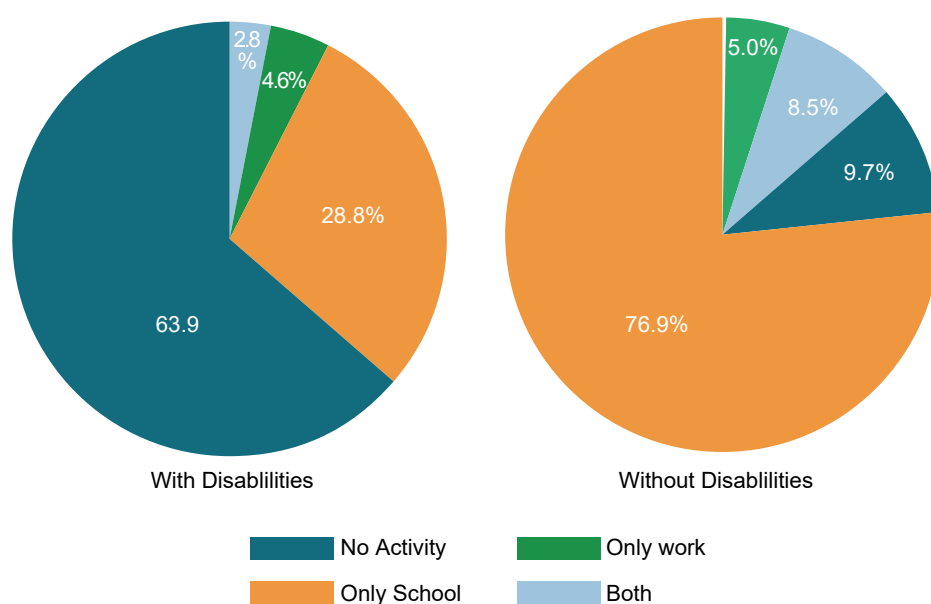


Table 6.10 shows the activity status of ever and never married children. Children and adolescents aged 10–17 that have ever been married are less likely to be engaged only in school compared to never married children and adolescents (11.0 per cent vs. 60.8 per cent). On the other hand, children and adolescents ever married are more likely to be neither in employment nor in school than those never married (41.7 per cent vs. 11.0 per cent) and to be only in employment (41.3 per cent vs. 12.9 per cent). Never married children and adolescents are to a greater extent more engaged both in employment and school (12.9 per cent vs. 6.0 per cent). There are further considerable differences between ever married boys and girls, where girls are more likely to be in neither employment nor school (53.9 per cent vs. 12.2 per cent), and never married girls more likely to be only in school (65.7 per cent vs. 56.3 per cent).



**Table 6.10 Number and per cent of children and adolescents 10–17 years by activity status, by age group, sex, area of residence and marital status**

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
<i>Percentage</i>								
<b>Total 10–17</b>	60.8	15.3	12.9	11.0	11.0	41.3	6.0	41.7
<b>Sex</b>								
Boys	56.3	17.4	18.7	7.6	19.7	52.8	15.2	12.2
Girls	65.7	12.9	6.6	14.8	7.4	36.6	2.2	53.9
<b>Age group</b>								
10–14	68.4	9.3	13.0	9.3	25.3	33.0	10.4	31.3
15–17	45.9	26.9	12.7	14.4	8.6	42.7	5.3	43.5
<b>Residence</b>								
Rural	54.8	18.1	15.1	12.0	10.0	44.0	6.3	39.6
Urban	73.5	9.2	8.4	9.0	16.4	26.0	4.2	53.4
<i>Number</i>								
<b>Total 10–17</b>	12,582,336	3,163,353	2,677,426	2,284,225	12,612	47,488	6,900	47,964
<b>Sex</b>								
Boys	6,103,129	1,887,479	2,030,404	824,287	6,620	17,717	5,105	4,107
Girls	6,479,206	1,275,874	647,022	1,459,939	5,992	29,771	1,795	43,857
<b>Age group</b>								
10–14	9,348,296	1,266,710	1,781,274	1,268,753	4,159	5,436	1,722	5,155
15–17	3,234,040	1,896,643	896,152	1,015,472	8,453	42,053	5,178	42,809
<b>Residence</b>								
Rural	7,729,986	2,556,616	2,123,429	1,692,211	9,752	42,957	6,166	38,640
Urban	4,852,350	606,737	553,997	592,015	2,860	4,531	733	9,324

## 6.4 Characteristics of work

Exploring the industries where children work is essential to the analysis of their working conditions. Table 6.11, presents the main industries where children and adolescent's 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<sup>33</sup>). The table analyses the first two digits that identify the broad industry they work in. Table 6.11 shows that out of all 5–14-year-olds, 61.5 per cent work in agriculture, forestry and fishing, 15.5 per cent in water collection<sup>34</sup>, 9.4 per cent in manufacturing and 7.1 per cent in wholesale and retail trade. Table A6.23 in the Appendix shows that for those 5–17-year-olds the percentages are 54.9 per cent, 12.2 per cent, 13.7 per cent and 8.7 per cent respectively.

Working girls are more likely than working boys to engage in agriculture, forestry, and fishing (65.7 per cent vs. 49.5 per cent), manufacturing (17.7 per cent vs. 11.7 per cent), and domestic work (3.9 per cent vs. 0.6 per cent). The share of working boys in water collection, construction and wholesale and retail is significantly larger compared to the share of working girls (14.5 per cent, 3.7 per cent and 12.4 per cent vs. 0.1 per cent, 1.3 per cent and 0.5 per cent respectively). Rural areas have a larger share of working children and adolescents in agriculture, forestry, and fishing than urban areas (64.4 per cent vs 15.4 per cent), whereas the opposite is true for the other industries.

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33 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).

34 The official name for this industry major sub-group is "Water supply; sewerage, waste management and remediation activities" but 98.27 per cent are reported to be water collectors. We therefore use the term "water collection" interchangeably with the official name.

**Table 6.11 Per cent of working children and adolescents 5–17 years by industry, by sex and age group**

Characteristic	Working children and adolescents								Total working children and adolescents
	Industry								
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Domestic work	Other industry	
Both sexes									
Total 5–14	61.5	9.4	15.5	0.9	7.1	1.4	1.8	2.4	3,834,264
Total 5–17	54.9	13.7	12.2	2.5	8.7	1.8	1.7	4.5	6,672,389
5–9	63.0	4.9	23.9	0.2	4.7	0.8	1.3	1.2	779,391
10–14	61.2	10.6	13.4	1.0	7.7	1.5	2.0	2.6	3,054,873
15–17	46.0	19.5	7.7	4.8	10.8	2.4	1.5	7.3	2,838,125
Boys									
Total 5–14	57.2	8.4	17.5	1.3	10.1	1.8	0.7	3.0	2,503,689
Total 5–17	49.5	11.7	14.5	3.7	12.4	2.5	0.6	5.2	4,421,067
5–9	63.1	4.5	23.3	0.3	6.4	0.8	0.5	1.0	481,545
10–14	55.8	9.3	16.2	1.5	10.9	2.1	0.7	3.4	2,022,144
15–17	39.3	15.9	10.4	6.9	15.5	3.3	0.4	8.2	1,917,378
Girls									
Total 5–14	69.6	11.4	11.8	0.1	1.4	0.5	4.0	1.2	1,330,263
Total 5–17	65.7	17.7	7.8	0.1	1.3	0.5	3.9	3.0	2,251,010
5–9	62.8	5.4	24.9	0.1	1.9	0.8	2.5	1.4	297,846
10–14	71.6	13.1	8.0	0.1	1.3	0.4	4.4	1.1	1,032,418
15–17	60.0	26.9	2.0	0.2	1.0	0.4	3.8	5.6	920,747

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 1 individual from the unweighted survey responses, which when weighted represent 312 children and adolescents.

Table 6.12 shows an inverse relationship between wealth quintile and work in agriculture, forestry and fishing. While 80.9 per cent of working children in the poorest wealth quintile are working in this industry, only 7.0 per cent of working children in the richest wealth quintile are working in this industry. On the other hand, a larger share of working children of the richest wealth quintiles are involved in manufacturing, wholesale and retail, and water collection. For the results of those aged 15–17 see Table A6.24. For the results by division and district for the different group ages see Table A6.25, Table A6.26 and Table A6.27 in the Appendix. By division it can be observed that agriculture, forestry, and fishing is the industry where most children work in most of the divisions, except for Gujranwala and Lahore where water collection is the main industry.

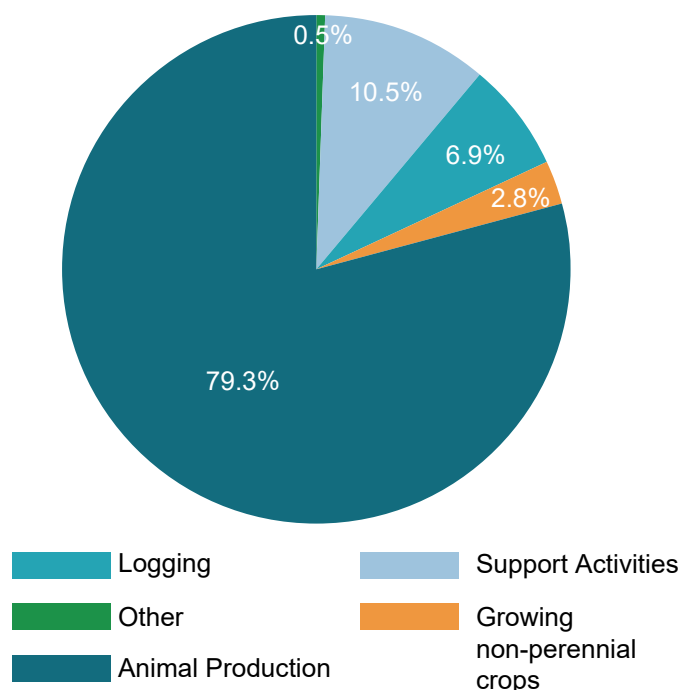
**Table 6.12 Per cent of working children 5–14 years by industry, by wealth index quintile and area of residence**

Characteristic	Working children								Total working children
	Industry								
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Domestic work	Other industry	
Total 5–14	61.5	9.4	15.5	0.9	7.1	1.4	1.8	2.4	3,834,264
WIQ									
Poorest	80.9	7.4	3.5	0.8	3.6	0.8	1.7	1.3	1,442,287
Secondary	69.0	9.9	8.9	1.0	6.5	1.4	1.4	1.9	1,057,199
Middle	51.7	10.1	22.1	0.7	9.1	1.7	1.9	2.9	676,078
Fourth	21.8	13.5	41.1	1.1	14.0	2.2	1.4	5.0	450,691
Richest	7.0	10.5	55.9	0.5	12.5	3.2	5.5	4.9	208,008
Residence									
Rural	69.8	8.1	11.6	0.8	5.5	1.1	1.3	1.7	3,194,119
Urban	20.5	16.0	35.0	0.9	14.9	2.6	4.4	5.6	640,145

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. More than three in four children in agriculture are involved in activities related to animal production (79.3 per cent). Among the remaining 20.7 per cent, 10.5 per cent are involved in support activities to agriculture, 6.9 per cent in logging, 2.8 per cent in growing of non-perennial

crops and 0.5 per cent in other activities, including mixed farming, growing of perennial crops, plant propagation and fishing. For the group of 5–17-year-olds and 15–17-year-olds see Figure 6.6A and Figure 6.6B in the Appendix.

**Figure 6.9 Distribution of the agricultural industry**



Consistent with the industry findings, a large share of working children 5–14 works as skilled agricultural, forestry and fishing workers (44.6 per cent and 40.2 per cent for those 5–17-year-olds) and in elementary occupations (36.7 per cent and 32.4 per cent respectively) (see Table 6.13). Working girls are also more likely to work as skilled agricultural, forestry and fishery workers than working boys, whereas working boys are more likely than working girls to work as service and sales workers and as plant and machine operators, and assemblers.

**Table 6.13 Per cent of working children and adolescents 5–17 years by occupation, by sex and age group**

Characteristic	Working children and adolescents						Total working children and adolescents
	Major group of occupation						
	Service and sales workers	Skilled agricultural, forestry and fishery worker	Craft and related trades workers	Plant and machine operators, and assemblers	Elementary occupation	Other occupations	
Both sexes							
Total 5–14	6.3	44.6	10.5	1.6	36.7	0.3	3,828,647
Total 5–17	8.0	40.2	15.7	2.7	32.4	1.0	6,665,268
5–9	4.5	44.5	5.0	0.4	45.5	0.1	778,088
10–14	6.8	44.6	11.9	1.9	34.5	0.4	3,050,559
15–17	10.1	34.4	22.9	4.1	26.6	1.9	2,836,621
Boys							
Total 5–14	8.8	41.7	10.2	2.3	36.6	0.3	2,500,896
Total 5–17	11.1	36.2	14.9	3.9	33.4	0.6	4,417,676
5–9	6.2	45.7	4.7	0.4	42.9	0.1	481,213
10–14	9.5	40.8	11.5	2.8	35.2	0.3	2,019,683
15–17	14.0	28.9	21.0	5.9	29.2	1.0	1,916,780
Girls							
Total 5–14	1.6	49.9	10.9	0.4	36.8	0.3	1,327,439
Total 5–17	1.8	48.2	17.4	0.4	30.5	1.7	2,247,280
5–9	1.7	42.7	5.4	0.4	49.7	0.1	296,875
10–14	1.6	52.0	12.5	0.4	33.1	0.4	1,030,564
15–17	2.0	45.7	26.9	0.5	21.3	3.6	919,841

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 1 individual from the unweighted survey responses, which when weighted represent 312 children and adolescents.

**Table 6.14 Per cent of working children 5–14 years by occupation, by wealth and residence**

Characteristic	Working children						Total working children
	Major group of occupation						
	Service and sales workers	Skilled agricultural, forestry and fishery worker	Craft and related trades workers	Plant and machine operators, and assemblers	Elementary occupation	Other occupations	
Total 5–14	6.3	44.6	10.5	1.6	36.7	0.3	3,828,647
WIQ							
Poorest	2.9	59.6	8.1	1.0	28.4	0.1	1,440,969
Secondary	5.5	48.6	11.1	1.6	32.9	0.2	1,056,059
Middle	7.7	37.1	11.0	2.2	41.6	0.5	674,173
Fourth	13.8	15.9	15.5	2.4	52.1	0.4	449,537
Richest	13.8	5.6	11.0	2.8	64.9	1.9	207,910
Residence							
Rural	4.9	50.5	8.9	1.4	34.1	0.2	3,189,378
Urban	13.6	14.8	18.2	3.0	49.6	0.8	639,269

Table 6.14 above shows that working children from wealthier households mostly work in elementary occupations and as service and sales workers with 64.9 per cent and 13.8 per cent respectively, while poorer children work mostly 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. As expected, working children in rural areas work mostly as skilled agricultural, forestry and fishery workers (50.5 per cent), while those in urban areas work mostly in elementary occupations (49.6 per cent). For the group of 5–17-year-olds, 15–17-year-olds and the geographical distribution of all the group ages see Table A6.28, Table A6.29, Table A6.30, Table A6.31, and Table A6.32 in the Appendix.

Figure 6.10 shows that more than half of all children working in elementary occupations work as refuse workers and other elementary workers (54.1 per cent). This sub-major group is mostly made up of those working in water and firewood collection (97.7 per cent). The second largest sub-major group within elementary occupations is agriculture, forestry, and fishing (35.3 per cent), followed by cleaners and helpers (5.9 per cent) and mining, construction, manufacturing, and transport (3.9 per cent). For the group of 5–17-year-olds and 15–17-year-olds, see Figure 6.7A and Figure 6.7B in the Appendix.

**Figure 6.10 Sub-major group distribution among children in elementary occupations**

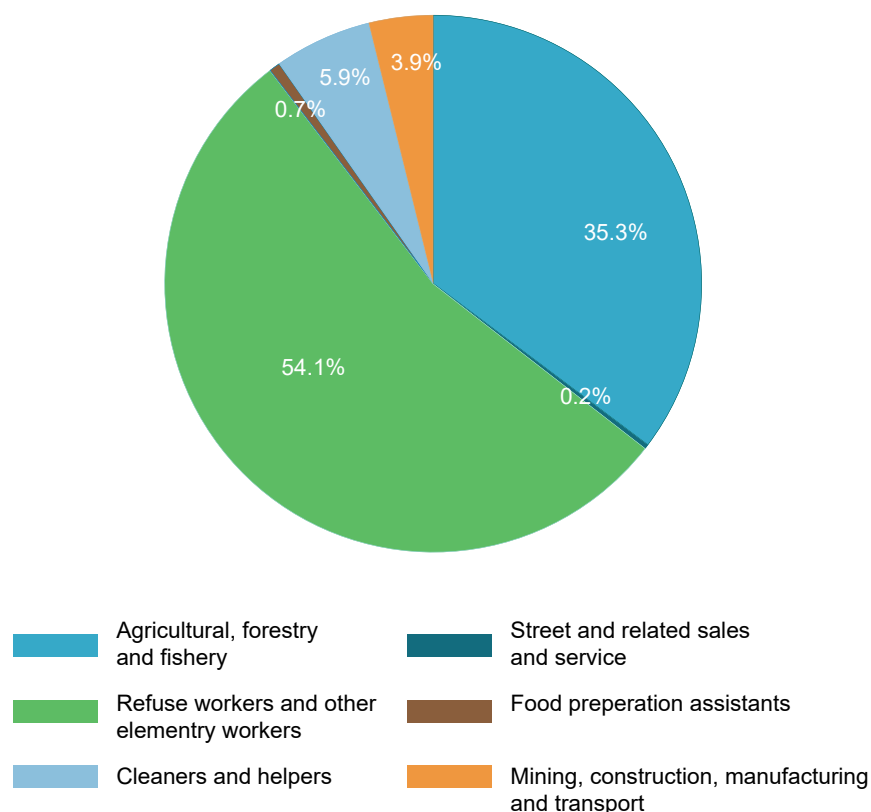


Table 6.15 and Table 6.16 focus on the employment status of children and adolescents. Most of children and adolescents are unpaid family workers (81.1 per cent for 5–14-year-olds and 56.9 per cent 15–17-year-olds), followed by those doing an apprenticeship (6.0 per cent and 12.4 per cent respectively). Clear dynamics become visible when looking at how employment status changes with age: as children and adolescents grow older, the proportion engaged as unpaid family workers decreases, whereas involvement in apprenticeships increases proportionally. The engagement of working girls as unpaid family workers is larger compared to working boys (85.4 per cent vs. 78.8 per cent for 5–14-year-olds and 69.8 per cents vs 50.6 per cent for 15–17-year-olds).

Moreover, the decrease with age is less steep for working girls compared to working boys: the difference between age groups 5–9 and 15–17 is 24.4 percentage points for girls compared to 42.7 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 CLAHW. Indeed, any work performed by 5–14-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. For the results of status in employment for 5–17-year-olds, 15–17-year-olds and more detail by division and district see Table A6.33, Table A6.34, Table A6.35, Table A6.36, and Table A6.37 in the Appendix.



**Table 6.15 Number and per cent of working children and adolescents 5–17 years by status in employment, by sex and age group**

Characteristic	Working children and adolescents								Total working children and adolescents
	Status in employment								
	Unpaid family worker	Self-employed (non-agriculture)	Self-employed (agriculture)	Labourer (agriculture)	Labourer (non-agriculture)	Employee	Apprenticeship	Other	
Both sexes									
Total 5-14	81.1	1.4	1.4	3.3	4.4	2.3	6.0	0.1	3,835,956
Total 5–17	70.8	2.9	1.7	3.9	7.8	3.9	8.7	0.2	6,675,982
5–9	93.6	0.2	1.0	1.6	1.0	0.9	1.6	0.0	780,122
10–14	77.9	1.7	1.5	3.8	5.3	2.6	7.1	0.2	3,055,834
15–17	56.9	4.9	2.2	4.7	12.5	6.1	12.4	0.3	2,840,026
Boys									
Total 5-14	78.8	1.3	1.3	2.7	5.1	2.8	7.9	0.1	2,504,559
Total 5–17	66.6	2.5	1.9	3.1	9.8	4.8	11.1	0.2	4,422,573
5–9	93.3	0.3	1.1	1.0	0.9	1.2	2.3	0.0	481,868
10–14	75.4	1.6	1.4	3.1	6.1	3.2	9.2	0.1	2,022,691
15–17	50.6	4.1	2.6	3.7	15.9	7.5	15.3	0.3	1,918,014
Girls									
Total 5-14	85.4	1.6	1.5	4.5	3.1	1.3	2.3	0.3	1,331,085
Total 5–17	79.0	3.7	1.4	5.5	4.0	2.1	4.0	0.3	2,253,097
5–9	94.2	0.0	0.8	2.6	1.3	0.3	0.6	0.1	298,254
10–14	82.8	2.0	1.8	5.0	3.7	1.6	2.8	0.3	1,032,831
15–17	69.8	6.7	1.3	7.0	5.3	3.2	6.3	0.4	922,012

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 1 individual from the unweighted survey responses, which when weighted represent 312 children and adolescents.

**Table 6.16 Number and per cent of working children 5–14 years by status in employment, by wealth, residence and school attendance status.**

Characteristic	Working children								Total working children
	Status in employment								
	Unpaid family worker	Self-employed (non-agriculture)	Self-employed (agriculture)	Labourer (agriculture)	Labourer (non-agriculture)	Employee	Apprenticeship	Other	
Total 5–14	81.1	1.4	1.4	3.3	4.4	2.3	6.0	0.1	3,835,956
WIQ									
Poorest	77.9	1.1	2.4	6.7	4.7	2.1	4.9	0.3	1,442,615
Second	82.0	1.5	1.1	2.3	4.4	2.2	6.4	0.1	1,057,663
Middle	84.8	1.5	0.8	0.8	4.0	1.7	6.4	0.1	676,078
Fourth	81.6	2.1	0.4	0.2	4.2	3.4	8.1	0.0	451,550
Richest	85.3	1.2	0.4	0.0	4.3	3.3	5.5	0.0	208,049
Residence									
Rural	82.5	1.3	1.6	3.8	3.7	1.8	5.0	0.2	3,195,792
Urban	74.0	1.9	0.3	0.7	7.8	4.4	10.9	0.0	640,164
School attendance									
No	57.5	2.7	1.7	7.6	10.3	5.7	14.2	0.3	1,429,140
Yes	95.1	0.7	1.3	0.8	0.9	0.3	1.1	0.1	2,406,815

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 waste and water collection have the lowest hourly earnings of 0.5 PKR (though this is largely driven by 93.0 per cent being unpaid family workers, with those not in unpaid family work earning 57.2 PKR per hour). Children in construction have the highest hourly earnings of 34.2 PKR (46.6 PKR among those not in unpaid family work). See Figure 6.8A and Figure 6.8B in the Appendix for the 5–17-year-olds and 15–17-year-olds respectively.

**Figure 6.11 Average hourly earnings for children 5–14 years by industry**

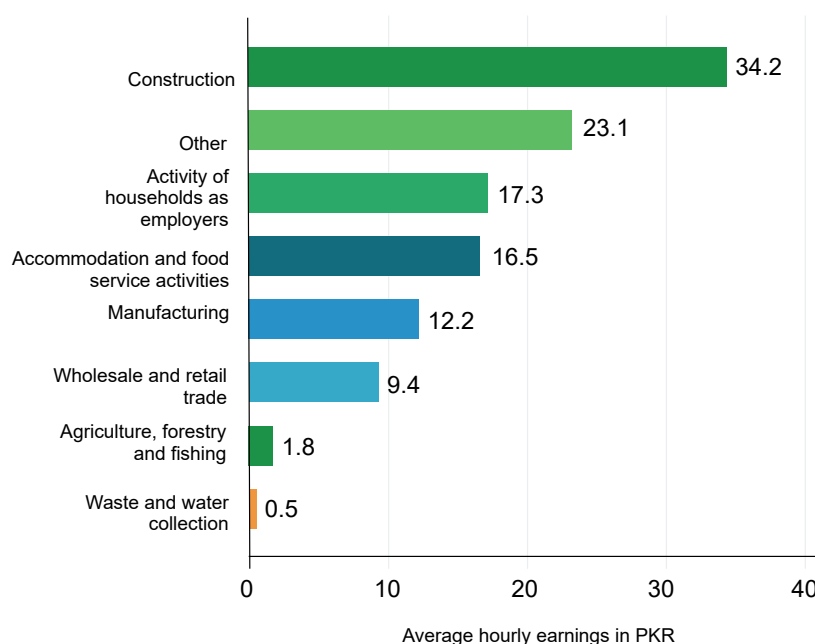


Table 6.17 shows the percentage of work-seeking children and adolescents willing to work by age. Children and adolescents not working but seeking work and willing to work represent the potential population of child and adolescent workers or children in child labour in case they are below the age of 15, since these are children at risk of entering into child labour. The percentage for all groups and both categories are below 1 per cent and have an increasing pattern across age categories. The group most willing to seek and work is adolescents aged 15–17.

**Table 6.17 Percentage of work seeking children and adolescents, and willing to work by age group**

	Seeking		Willing		Total number of children and adolescents
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	
<b>Total 5–14</b>	12,688	0.0	35,088	0.1	28,677,746
<b>Total 5–17</b>	47,357	0.1	99,836	0.3	35,818,724
5–9	3,786*	0.0	11,887	0.1	14,994,273
10–14	8,902	0.1	23,201	0.2	13,683,474
15–17	34,668	0.5	64,748	0.9	7,140,978

\*The number should be interpreted with caution as it is based on a small number of total unweighted observations (less than 25)

Table 6.18 shows the place where children perform their work, at home or away. Most working children and adolescents work away from home (57.3 per cent), and older children and adolescents are more likely to work away from home than younger. For working children aged 5–9, the percentage working away from home is 49.3 per cent, while for working adolescents (aged 15–17) the percentage goes up to 63.5 per cent.

**Table 6.18 Number and per cent of all working children and adolescents 5–17 years working at home or away from home by sex and age group**

Characteristic	Working children and adolescents				Total number of working children and adolescents
	Location of work				
	At home		Away from home		
	Number	Per cent (row)	Number	Per cent (row)	
Both Sexes					
Total 5–14	1,812,654	47.3	2,023,302	52.8	3,835,956
Total 5–17	2,848,315	42.7	3,827,667	57.3	6,675,982
5–9	395,839	50.7	384,282	49.3	780,122
10–14	1,416,815	46.4	1,639,019	53.6	3,055,834
15–17	1,035,661	36.5	1,804,365	63.5	2,840,026
Boys					
Total 5–14	955,988	38.2	1,548,571	61.8	2,504,559
Total 5–17	1,354,088	30.6	3,068,485	69.4	4,422,573
5–9	230,499	47.8	251,368	52.2	481,868
10–14	725,489	35.9	1,297,202	64.1	2,022,691
15–17	398,099	20.8	1,519,914	79.2	1,918,014
Girls					
Total 5–14	856,666	64.4	474,419	35.6	1,331,085
Total 5–17	1,494,227	66.3	758,870	33.7	2,253,097
5–9	165,340	55.4	132,914	44.6	298,254
10–14	691,326	66.9	341,505	33.1	1,032,831
15–17	637,561	69.2	284,451	30.9	922,012

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 1 individual from the unweighted survey responses, which when weighted represent 312 children and adolescents.

Table 6.19 shows that working children in the richest quintiles as well as working children in urban areas are more likely to work away from home than working children living in the poorest wealth quintiles as well as working children living in rural areas. See Table A6.38 and Table A6.39 for the group of 5–17-year-olds and 15–17-year-olds respectively.

**Table 6.19 Number and per cent of all working children 5–14 years working at home or away from home by 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)	
Total 5-14	1,812,654	47.3	2,023,302	52.8	3,835,956
WIQ					
Poorest	820,219	56.9	622,397	43.1	1,442,615
Second	547,905	51.8	509,758	48.2	1,057,663
Middle	293,699	43.4	382,379	56.6	676,078
Fourth	115,931	25.7	335,619	74.3	451,550
Richest	34,900	16.8	173,149	83.2	208,049
Residence					
Rural	1,645,744	51.5	1,550,049	48.5	3,195,792
Urban	166,911	26.1	473,253	73.9	640,164

Table 6.20 and Table 6.21 show the median number of hours worked and per cent of working children (see tables Table A6.82, Table A6.43 and Table A6.44 in the Appendix for a division and district breakdown of the different age groups). Of the total number of working children, 45.5 per cent work one hour per day or less (one hour a day or 7 hours a week), 16.3 per cent work between 8 to 14 hours per week and 9.0 per cent work between 15 to 21 hours. For the 5–17-year-olds, the percentages are 34.8 per cent, 15.2 per cent and 9.8 per cent respectively. Age-wise, the median hours worked fall below the threshold set to define adolescent hazardous work for the group of 15–17-year-olds but not for children 5–14 years old for whom the threshold set to define child labour is zero. The tables further show that children aged 5–9 work a median of 4 hours, children 10–14 years old work a median of 12 hours and adolescents aged 15–17 work 24.5 hours. As previously mentioned, according to international standards, the threshold for children aged 5–11 is zero hours, 14 hours for children aged 12–13 and 43 hours for children and adolescents 14–17 years old. There are no noticeable gender patterns in children's time spent working, but boys overall tend to spend a higher median number of hours than girls. There is some difference in time spent working

in rural and urban areas with children in rural areas spending a median of 9 hours per week compared to a median of 7 hours spend by children in urban areas as seen in Table 6.21. Working time greatly differs by division as children aged 5-14 from Gujranwala usually spend a median of 3.5 hours working per week vs. 18 hours spent in Dera Ghazi Khan. For the group of children and adolescents 5–17 the median number of hours are 7 and 21 respectively. (See Table A6.40 and Table A6.9 in the Appendix for the results of 5–17-year-olds and 15–17-year-olds).

**Table 6.20 Median number of hours worked, and per cent of working children and adolescents by number of hours worked per week, by sex and age group**

Characteristic	Working children								Total number of working children
	Total hours worked								
	7 and below	8–14	15–21	22–28	29–35	36–42	More than 42	Median hours worked	
Both sexes									
Total 5–14	45.5	16.3	9.0	5.5	4.0	3.4	14.0	8.5	3,835,956
Total 5–17	34.8	15.2	9.8	6.6	4.9	4.7	21.9	14	6,675,982
5–9	66.2	13.6	5.5	3.1	1.9	1.7	4.3	4	780,122
10–14	40.2	17.0	9.9	6.1	4.6	3.8	16.4	12	3,055,834
15–17	20.3	13.7	10.7	8.0	6.1	6.6	32.6	24.5	2,840,026
Boys									
Total 5–14	45.2	15.2	8.4	4.8	3.5	3.4	17.4	9	2,504,559
Total 5–17	33.9	13.3	8.4	5.6	4.3	4.6	28.1	15	4,422,573
5–9	65.5	14.0	5.6	3.0	1.7	2.1	4.8	4	481,868
10–14	40.3	15.4	9.1	5.2	4.0	3.6	20.3	12	2,022,691
15–17	19.2	10.8	8.4	6.7	5.2	6.2	42.0	34	1,918,014
Girls									
Total 5–14	46.2	18.5	10.3	6.8	4.9	3.4	7.6	8	1,331,085
Total 5–17	36.5	19.1	12.4	8.4	6.2	5.0	9.8	13	2,253,097
5–9	67.3	12.8	5.4	3.3	2.2	1.1	3.3	3.5	298,254
10–14	40.1	20.2	11.7	7.8	5.7	4.1	8.8	11	1,032,831
15–17	22.4	19.8	15.6	10.8	8.0	7.4	13.0	18	922,012

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 1 individual from the unweighted survey responses, which when weighted represent 312 children and adolescents.

**Table 6.21 Median number of hours worked, and per cent of working children 5–14 years by number of hours worked per week, by education of household head, wealth index quintile and area of residence**

Characteristic	Working children								Total number of working children
	Total hours worked								
	7 and below	8–14	15–21	22–28	29–35	36–42	More than 42	Median hours worked	
Total 5–14	45.5	16.3	9.0	5.5	4.0	3.4	14.0	8.5	3,835,956
Educ. HH head									
None/Pre-school	37.9	16.7	10.0	5.9	4.9	4.4	18.6	13.5	1,924,717
Primary	47.3	16.0	9.1	5.3	4.4	3.1	12.7	8	824,009
Middle	55.8	15.4	8.4	6.0	2.9	1.8	7.5	7	479,931
Secondary	58.7	17.4	6.2	4.4	1.9	1.5	5.8	6	454,704
Higher	61.8	13.4	7.5	2.7	0.6	1.8	7.0	4	149,123
WIQ									
Poorest	34.2	18.9	11.8	7.3	5.8	4.5	16.7	14	1,442,615
Second	46.4	17.9	9.2	5.4	3.5	3.4	12.4	8	1,057,663
Middle	55.7	14.8	6.5	3.9	2.8	2.3	11.0	7	676,078
Fourth	58.4	9.1	5.9	3.4	2.4	2.3	14.4	4	451,550
Richest	58.7	11.1	4.1	2.9	1.9	1.1	12.3	3.5	208,049
Residence									
Rural	44.7	17.7	9.6	5.8	4.3	3.3	12.8	9	3,195,792
Urban	49.5	9.6	6.3	3.7	2.9	3.7	19.9	7	640,164

The education of the household head omits the categories of “Non-formal education” and “Don’t-know/Other”. These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 960 and 1409 children. In addition, there are 4 children for whom information on the education of the household head is missing, which when weighted represent 1101 children.

Children working in agriculture, forestry and fishing and water collection spend a median of 8 hours and 3.5 hours per week working, respectively, for those aged 5–14 (See Table 6.22) the median number of hours are 12.0 hours and 3.5 hours respectively. As shown in Table 6.22, these numbers contrast significantly with the rest of the industries which have median working hours for children ranging from 35 to 48. Across industries, construction displays the highest median number of hours with 48 hours, followed by domestic work with 46 hours and other industries with 42 hours. Although the number of children in the

industry of construction is not high compared to other industries, the intensity of their work raises several 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, and accommodation, face trade-offs between the economic activities they perform and time for schooling and leisure. See Table A6.45 and Table A6.10 for the results of 5–17-year-olds and 15–17-year-olds.

**Table 6.22 Median number of hours worked, and per cent of working children 5–14 years by number of hours worked per week**

	Total hours worked							Median number of hours	Total number of working children
	1–7	8–14	15–21	22–28	29–35	36–42	More than 42		
<b>Total 5–14</b>	45.5	16.3	9.0	5.5	4.0	3.4	14.0	8.5	3,835,956
<b>Industry</b>									
Agriculture, forestry, and fishing	46.4	21.4	11.6	6.6	4.0	2.6	6.4	8.0	2,359,395
Manufacturing	16.1	11.1	8.5	6.4	6.4	8.6	40.0	35.0	362,165
Water collection	86.4	3.5	1.2	0.4	0.3	0.3	0.6	3.5	595,456
Construction	13.1	5.7	2.9	6.3	5.7	7.1	56.0	48.0	32,948
Wholesale and retail trade	18.4	13.2	7.6	5.8	6.7	6.0	41.2	34.0	271,051
Accommodation and food service activities	16.9	11.3	6.4	4.3	6.8	6.6	46.9	39.0	53,086
Domestic work	6.5	6.6	7.0	7.2	9.3	10.3	52.3	46.0	70,076
Other industry <sup>35</sup>	12.7	13.6	6.5	3.4	6.2	6.0	48.6	42.0	90,086

There are 11 children for whom information on the industry is missing, which when weighted represent 1692 children.

<sup>35</sup> Other industry includes: 1) Mining and quarrying, 2) Electricity, gas, steam and air conditioning supply, 3) Transportation and storage 4) Information and communication 5) Financial and insurance activities 6) Real estate activities 7) Professional, scientific and technical activities 8) Administrative and support service activities 9) Public administration and defense; compulsory social security 10) Education 11) Human health and social work activities 12) Arts, entertainment and recreation 13) Other service activities and 14) Activities of extraterritorial organizations and bodies



## 7. Incidence and Characteristics of Child Labour

The following two chapters focus only on children in child labour and adolescents in hazardous work as a subset of working children and adolescents. As was explained in Chapter 6, a child in child labour or an adolescent in hazardous work is someone who worked during the week of reference fulfilling any of the following aspects: i) worked longer than what 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 and adolescents in hazardous work.

Table 7.1 presents the percentage of children and adolescents in CLAHW among all children and adolescents as well as among working children and adolescents. Overall, 16.9 per cent of 5–17-year-olds in Punjab are in CLAHW, with a higher percentage for older age groups. While 5.2 per cent of children aged 5–9 are engaged in child labour, almost one in three of adolescents aged 15–17 are in hazardous work. The incidence of CLAHW is almost two times higher for boys (21.8 per cent) than girls (11.5 per cent). The percentage of boys and girls in child labour is only a little higher for boys among the youngest children (6.2 per cent vs. 4.1 per cent, respectively). However, the percentage of boys in child labour in the age group 10–14 is almost twice as high as the percentage for girls (28.1 per cent vs. 15.9 per cent), and in the age group 15–17 the percentage of adolescents in hazardous work is more than twice as high for boys than girls (42.4 per cent vs. 18.5 per cent).

**Table 7.1 Number and per cent of all working 5–17-year-olds who are children in child labour or adolescents in hazardous work by sex and age group**

Characteristic	Children in child labour and adolescents in hazardous work			Total number of children and adolescents	Total number of working children and adolescents
	Number	Per cent of total children and adolescents	Per cent of child and adolescent workers		
Both sexes					
Total 5–14	3,835,956	13.4	100.0	28,677,746	3,835,956
Total 5–17	6,036,473	16.9	90.4	35,818,724	6,675,982
5–9	780,122	5.2	100.0	14,994,273	780,122
10–14	3,055,834	22.3	100.0	13,683,474	3,055,834
15–17	2,200,517	30.8	77.5	7,140,978	2,840,026
Boys					
Total 5–14	2,504,559	16.8	100.0	14,938,330	2,504,559
Total 5–17	4,062,955	21.8	91.9	18,614,105	4,422,573
5–9	481,868	6.2	100.0	7,734,604	481,868
10–14	2,022,691	28.1	100.0	7,203,727	2,022,691
15–17	1,558,396	42.4	81.3	3,675,775	1,918,014
Girls					
Total 5–14	1,331,085	9.7	100.0	13,736,191	1,331,085
Total 5–17	1,973,206	11.5	87.6	17,201,394	2,253,097
5–9	298,254	4.1	100.0	7,256,947	298,254
10–14	1,032,831	15.9	100.0	6,479,245	1,032,831
15–17	642,121	18.5	69.6	3,465,203	922,012

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 1 individual from the unweighted survey responses, which when weighted represent 312 children and adolescents.

The percentage of children in child labour further decreases with the education of the household head from 18.0 per cent among children whose household head has no education to 5.2 per cent of children whose household head has higher education, as shown in Table 7.2. Similarly, the percentage of children in child labour decreases with the wealth index quintile, from 22.1 per cent for children in the poorest households to 4.1 per cent for children in the richest. Children living in rural areas are more likely to be in

child labour compared to children in urban areas (16.0 per cent vs. 7.4 per cent). Table A7.1 and Table A7.2 in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively. The tables illustrate that the percentage of working adolescents that are in hazardous work decreases with the education of the household head and the wealth index quintile. This thereby implies children and adolescents experience better working conditions (less exposure to hazards) when household wealth or education background is higher and more hazards are faced by children in poorer households.

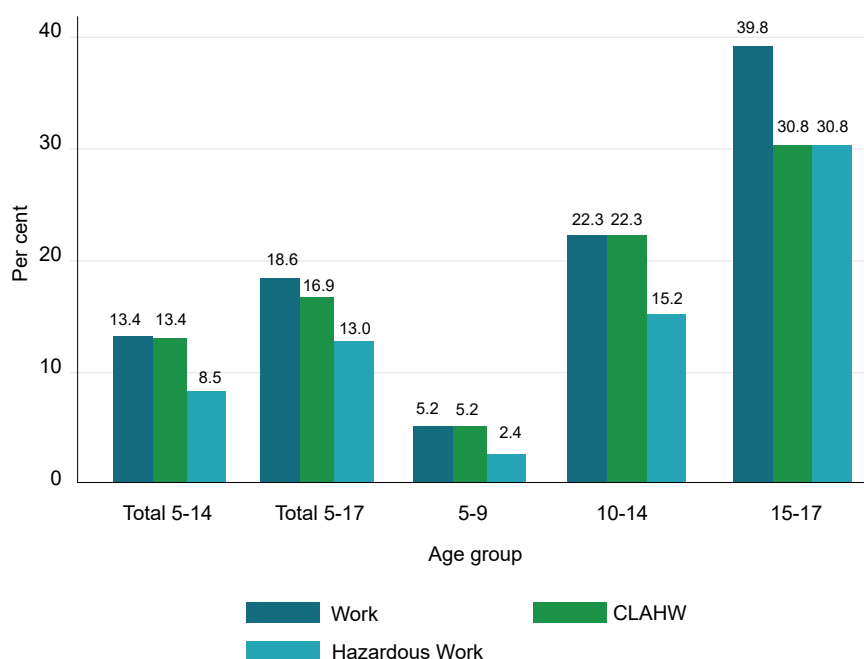
**Table 7.2 Number and per cent of all working 5–14-year-olds who are children in child labour by education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour		Total number of children	Total number of working children
	Number	Per cent of total children		
<b>Total 5-14</b>	3,835,956	13.4	28,677,746	3,835,956
<b>Educ. HH head</b>				
None/Pre-school	1,924,717	18.0	10,668,081	1,924,717
Primary	824,009	14.3	5,769,842	824,009
Middle	479,931	11.4	4,194,594	479,931
Secondary	454,704	8.8	5,135,012	454,704
Higher	149,123	5.2	2,888,930	149,123
<b>WIQ</b>				
Poorest	1,442,615	22.1	6,524,299	1,442,615
Second	1,057,663	17.7	5,978,401	1,057,663
Middle	676,078	12.0	5,642,939	676,078
Fourth	451,550	8.3	5,428,056	451,550
Richest	208,049	4.1	5,104,052	208,049
<b>Residence</b>				
Rural	3,195,792	16.0	20,022,724	3,195,792
Urban	640,164	7.4	8,655,022	640,164

The education of the household head omits the categories of “Non-formal education” and “Don’t-know/Other”. These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 960 and 1409 children. In addition, there are 4 children for whom information on the education of the household head is missing, which when weighted represent 1101 children.

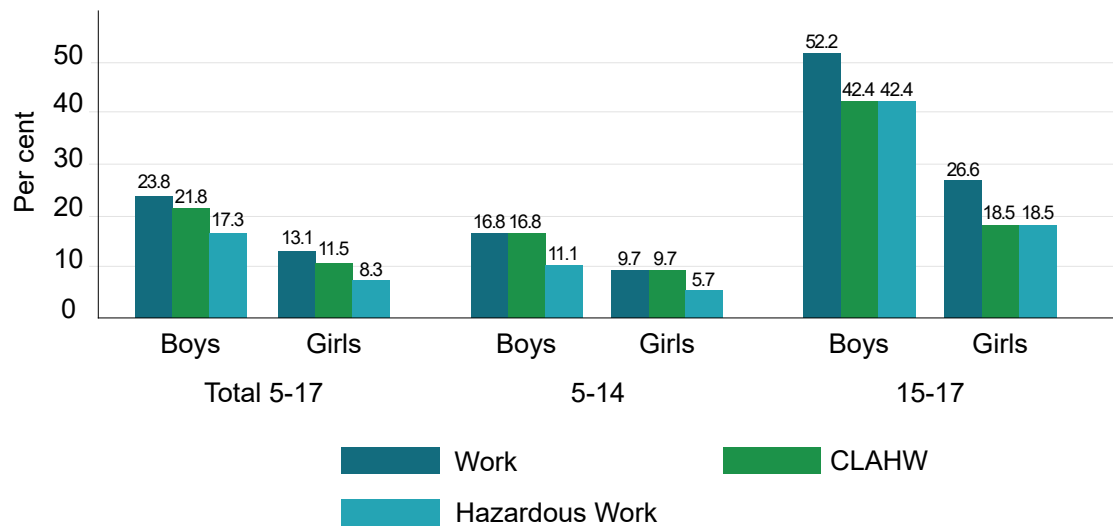
Figure 7.1 provides an overview of the percentage of 5–17-year-olds working, in CLAHW and in hazardous work, while Figure 7.2 shows an overview of the percentages split by sex and Figure 7.3 shows how these are broken down by various contributing factors. According to the Punjab Restriction on Employment of Children Act 2016, all working children aged 5–14 are in child labour. However, children in this age group are not necessarily engaged in hazardous work. Hazardous work for any child or adolescent is defined as long hours of works (more than 42 hours in the context of Punjab), in occupations or industries designated as hazardous, with hazardous tools, under hazardous conditions, during night, or work that exposes the child or adolescent to abuse. In the age group 5–14, the difference between children in child labour and hazardous work is 4.9 percentage points, and in the age group 15–17, the difference between working adolescents and adolescents in hazardous work is 9 percentage points. For the summary of results of the 5–17-year-olds and 15–17-year-olds, see Figure 7.1A and Figure 7.1B in the Appendix.

**Figure 7.1 Working children and adolescents, CLAHW and hazardous work**

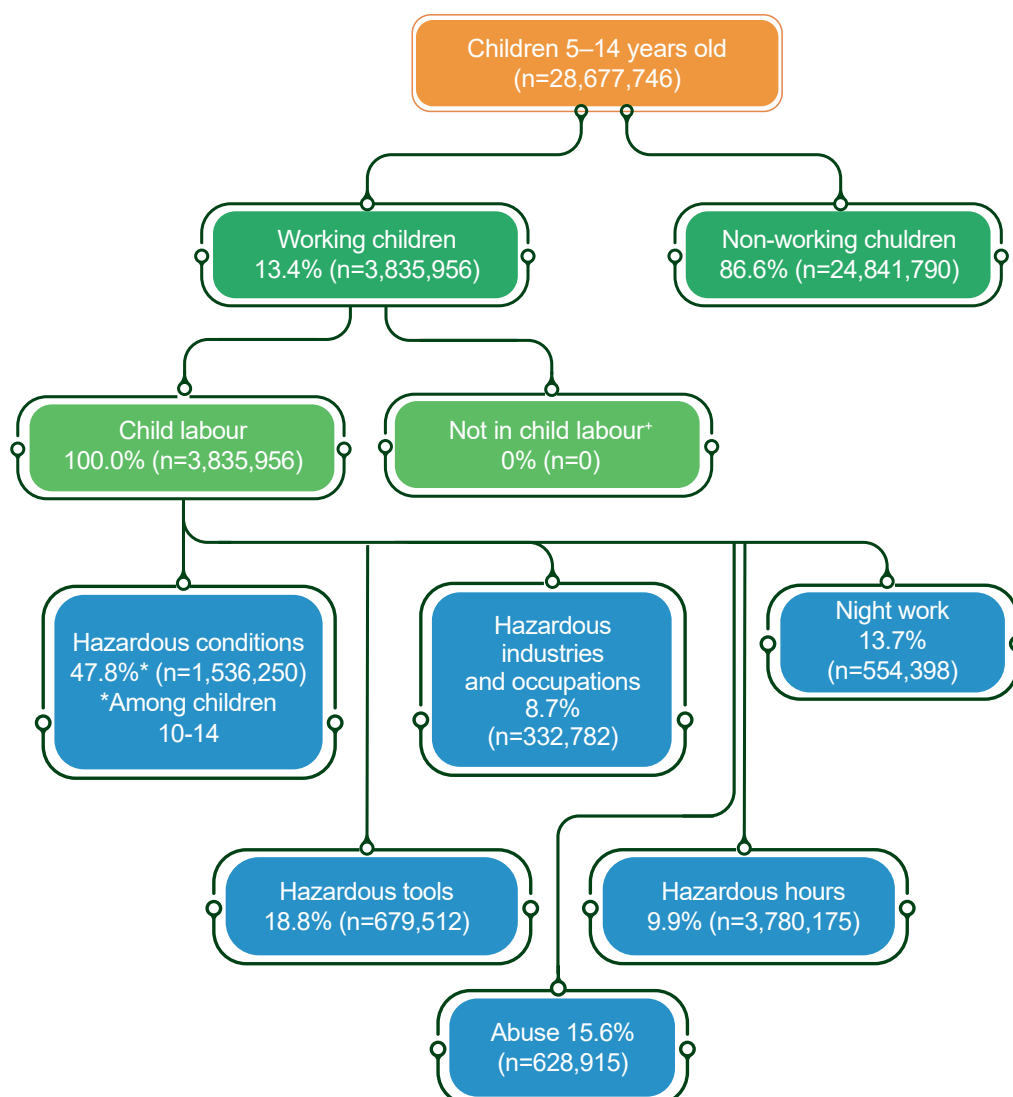


In the age group of 5–14-year-olds, the difference between boys in child labour and girls in child labour is 7.1 percentage points, while in the age group of 5–17-year-olds and 15–17-year-olds, the difference between boys and girls in CLAHW is 10.3 per cent and 23.9 per cent respectively. In general, boys are also more involved in hazardous work than girls for all age groups.

**Figure 7.2 Working children and adolescents, CLAHW and hazardous work by sex**



**Figure 7.3 Summary of results for Children 5–14 years old**

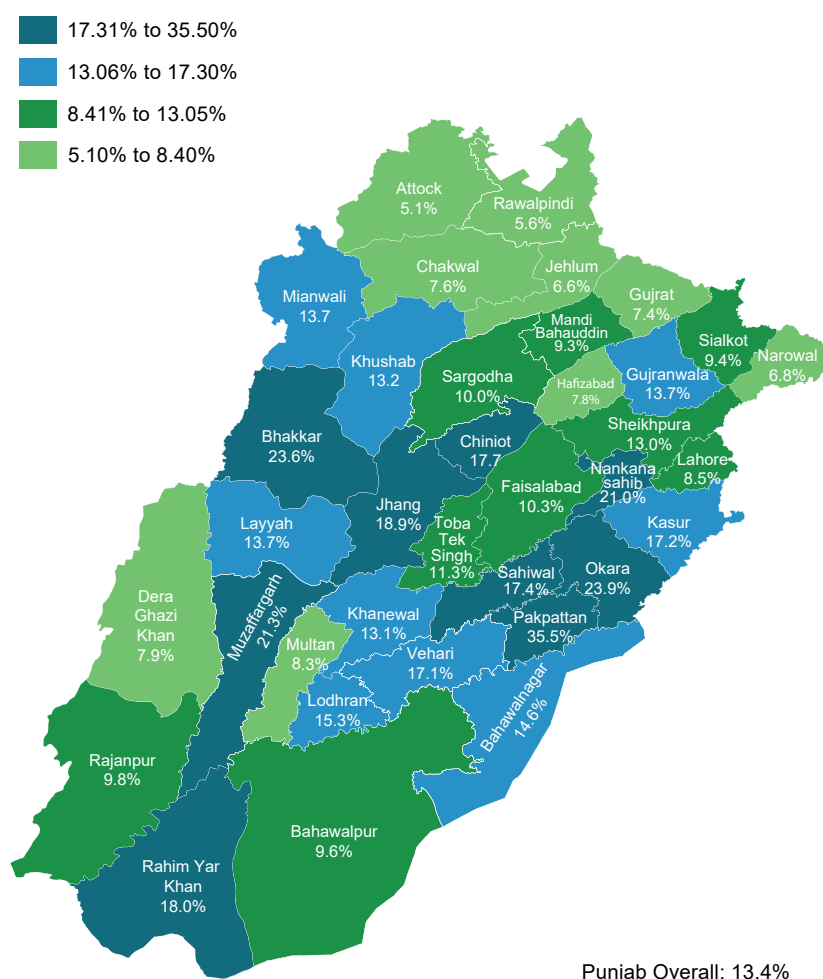


Note: The components of child labour do not sum to 100 per cent since children may fall into multiple categories.

\*All working children aged 5–14 are classified as being in child labour according to the Punjab Restriction on Employment of Children Act 2016.

Table A7.3, Table A7.4 and Table A7.5 in the Appendix show the CLAHW incidence by division and district for the respective age groups, and an overview by district for children aged 5–14 is shown in Figure 7.4 below. By division, among all 5–14-year-olds, the highest prevalence is observed in Sahiwal division with 24.7 per cent, and the lowest in Rawalpindi division with 6.1 per cent. District wise, Pakpattan has the highest child labour incidence with 35.5 per cent, a percentage much higher than in Okara with the second highest prevalence of 23.9 per cent. The districts with the lowest child labour prevalence are in Attock (5.1 per cent) and Rawalpindi (5.6 per cent). For the incidence of the 5–17-year-olds and 15–17-year-olds, see Figure 7.2A and Figure 7.2B in the Appendix.

**Figure 7.4 Punjab child labour incidence (5–14)**



The most common industry for children 5–14 years in child labour is agriculture, forestry and fishing (61.5 per cent), as shown in Table 7.3. The second and third most common industries are water collection (15.5 per cent) and manufacturing (9.4 per cent). A higher share of boys than girls in child labour work in water collection (17.5 per cent vs. 11.8 per cent) and wholesale and retail trade (10.1 per cent vs. 1.4 per cent), while a higher share of girls than boys in child labour work in agriculture, forestry and fishing (69.6 per cent vs. 57.2 per cent), manufacturing (11.4 per cent vs. 8.4 per cent) and domestic work (4.0 per cent vs. 0.7 per cent). Recall that the child labour prevalence for girls is roughly half that of boys, meaning that despite a higher percentage of girls who are in child labour work in these industries, this does not mean there are more girls than boys in these industries.

**Table 7.3 Per cent of 5–17-year-olds in CLAHW by industry, by sex and age group**

Characteristic	Children in child labour and adolescents in hazardous work								Total number of children and adolescents in CLAHW <sup>36</sup>
	Industry								
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Domestic work	Other industry	
Both sexes									
Total 5–14	61.5	9.4	15.5	0.9	7.1	1.4	1.8	2.4	3,834,264
Total 5–17	55.3	13.6	11.8	2.8	8.8	1.8	1.7	4.3	6,032,940
5–9	63.0	4.9	23.9	0.2	4.7	0.8	1.3	1.2	779,391
10–14	61.2	10.6	13.4	1.0	7.7	1.5	2.0	2.6	3,054,873
15–17	44.4	20.8	5.2	6.1	11.8	2.6	1.4	7.6	2,198,676
Boys									
Total 5–14	57.2	8.4	17.5	1.3	10.1	1.8	0.7	3.0	2,503,689
Total 5–17	49.5	12.3	13.4	4.0	12.4	2.5	0.6	5.3	4,061,509
5–9	63.1	4.5	23.3	0.3	6.4	0.8	0.5	1.0	481,545
10–14	55.8	9.3	16.2	1.5	10.9	2.1	0.7	3.4	2,022,144
15–17	37.1	18.4	6.7	8.5	16.2	3.5	0.5	9.0	1,557,820
Girls									
Total 5–14	69.6	11.4	11.8	0.1	1.4	0.5	4.0	1.2	1,330,263
Total 5–17	67.2	16.3	8.5	0.2	1.3	0.5	3.9	2.2	1,971,120
5–9	62.8	5.4	24.9	0.1	1.9	0.8	2.5	1.4	297,846
10–14	71.6	13.1	8.0	0.1	1.3	0.4	4.4	1.1	1,032,418
15–17	62.2	26.6	1.6	0.3	0.9	0.4	3.7	4.2	640,856

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 other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 312 children.

Table 7.4 further shows that the percentage of children in child labour working in the water collection, wholesale and retail trade and manufacturing industries broadly increases with

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



the wealth index quintile, but decreases for the agriculture, forestry and fishing industry. A similar but less pronounced pattern is observed for the education of the household head and the industries water collection, and agriculture, forestry and fishing. Manufacturing exhibits opposite patterns for education of household head and wealth. As expected, the percentage of children in child labour working in the agriculture, forestry and fishing industry is higher in rural areas, while children in urban areas are more likely to engage in manufacturing, water collection and wholesale and retail trade. Table A7.6 and Table A7.7 in Appendix shows the results for 5–17 and 15–17-year-olds, respectively. Table A7.8, Table A7.9 and Table A7.10 in Appendix show the results by division and district.

**Table 7.4 Per cent of 5–14-year-olds in child labour by industry, by education of household head, wealth index quintile, marital status and area of residence**

Characteristic	Children in child labour								Total number of children in child labour <sup>37</sup>
	Industry								
	<i>Agriculture, forestry and fishing</i>	<i>Manufacturing</i>	<i>Water collection</i>	<i>Construction</i>	<i>Wholesale and retail trade</i>	<i>Accommodation and food service activities</i>	<i>Domestic work</i>	<i>Other industry</i>	
<b>Total 5–14</b>	61.5	9.4	15.5	0.9	7.1	1.4	1.8	2.4	3,834,264
<b>Educ. HH head</b>									
None/Pre-school	66.0	10.3	10.1	1.0	6.2	1.6	2.3	2.5	1,924,269
Primary	59.6	11.1	15.2	0.8	7.8	1.8	1.4	2.3	824,009
Middle	60.0	7.1	21.2	0.9	7.6	0.7	0.8	1.8	479,046
Secondary	53.8	7.5	26.1	0.5	8.5	0.4	1.1	2.0	454,345
Higher	42.7	3.4	36.3	0.7	7.7	1.6	4.2	3.4	149,123
<b>WIQ</b>									
Poorest	80.9	7.4	3.5	0.8	3.6	0.8	1.7	1.3	1,442,287
Second	69.0	9.9	8.9	1.0	6.5	1.4	1.4	1.9	1,057,199
Middle	51.7	10.1	22.1	0.7	9.1	1.7	1.9	2.9	676,078
Fourth	21.8	13.5	41.1	1.1	14.0	2.2	1.4	5.0	450,691
Richest	7.0	10.5	55.9	0.5	12.5	3.2	5.5	4.9	208,008

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

**Table 7.4 Per cent of 5–14-year-olds in child labour by industry, by education of household head, wealth index quintile, marital status and area of residence**

Characteristic	Children in child labour								Total number of children in child labour <sup>37</sup>
	Industry								
	<i>Agriculture, forestry and fishing</i>	<i>Manufacturing</i>	<i>Water collection</i>	<i>Construction</i>	<i>Wholesale and retail trade</i>	<i>Accommodation and food service activities</i>	<i>Domestic work</i>	<i>Other industry</i>	
Marital status									
Never married	61.1	10.6	13.4	1.0	7.7	1.5	2.0	2.7	3,047,022
Ever married	89.0	1.0	0.9	0.0	3.0	0.0	0.0	6.1	7,620
Residence									
Rural	69.8	8.1	11.6	0.8	5.5	1.1	1.3	1.7	3,194,119
Urban	20.5	16.0	35.0	0.9	14.9	2.6	4.4	5.6	640,145

The education of the household head omits the categories of "Non-formal education" and "Don't-know/Other". These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 960 and 1409 children. In addition, there are 4 children for whom information on the education of the household head is missing, which when weighted represent 1101 children. The sum of never married and ever married children in the table does not equal the total number of children since the table only includes 10–14-year-olds, as the marital status was not asked for children below 10 years.

Consistent with the findings from Table 7.4, Table 7.5 shows that the most common group of occupation for children in child labour is skilled agricultural, forestry and fishery workers (44.6 per cent). Elementary occupations constitute the second largest group (36.7 per cent), followed by craft and related trades workers (10.5 per cent) and service and sales workers (6.3 per cent). Older children are more likely to work as service and sales workers and craft and related trades workers, and less likely to work in elementary occupations. Boys aged 5-14 in child labour are more likely than girls of the same age to work as service and sales workers (8.8 per cent vs. 1.6 per cent), while girls are more likely to work as skilled agricultural, forestry and fishery workers (49.9 per cent vs. 41.7 per cent).

**Table 7.5 Number and per cent of 5–17-year-olds in CLAHW by occupation, by sex and age group**

Characteristic	Children in child labour and adolescents in hazardous work						
	Major group of occupation						Total number of children and adolescents in CLAHW <sup>38</sup>
	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators	Elementary occupations	Other occupations	
Both sexes							
Total 5–14	6.3	44.6	10.5	1.6	36.7	0.3	3,828,647
Total 5–17	7.8	40.0	15.8	2.9	32.8	0.7	6,026,931
5–9	4.5	44.5	5.0	0.4	45.5	0.1	778,088
10–14	6.8	44.6	11.9	1.9	34.5	0.4	3,050,559
15–17	10.4	32.1	25.0	5.2	25.9	1.4	2,198,283
Boys							
Total 5–14	8.8	41.7	10.2	2.3	36.6	0.3	2,500,896
Total 5–17	10.8	35.8	15.7	4.1	33.1	0.6	4,058,685
5–9	6.2	45.7	4.7	0.4	42.9	0.1	481,213
10–14	9.5	40.8	11.5	2.8	35.2	0.3	2,019,683
15–17	14.0	26.2	24.4	7.0	27.3	1.0	1,557,789
Girls							
Total 5–14	1.6	49.9	10.9	0.4	36.8	0.3	1,327,439
Total 5–17	1.7	48.8	16.0	0.5	32.1	0.9	1,967,933
5–9	1.7	42.7	5.4	0.4	49.7	0.1	296,875
10–14	1.6	52.0	12.5	0.4	33.1	0.4	1,030,564
15–17	1.8	46.4	26.5	0.7	22.4	2.2	640,494

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 other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 312 children

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

Table 7.6 shows that the percentage of children working as service and sales workers and in elementary occupations increases with the wealth index quintile, while the percentage working as skilled agricultural, forestry and fishery workers decreases. Similar patterns are observed for the education of the household head. The most common occupation for children in rural areas is skilled agricultural, forestry and fishery workers, while it is elementary occupations in urban areas. Table A7.11 and Table A7.12 in Appendix display the results for 5–17-year-olds and 15–17-year-olds. For further details by division and district, see Table A7.13, Table A7.14 and Table A7.15 in Appendix.

**Table 7.6 Number and per cent of 5–14-year-olds in child labour by occupation, by education of household head, wealth index quintile, marital status and area of residence**

Characteristic	Children in child labour						
	Major group of occupation						Total number of children in child labour <sup>39</sup>
	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators	Elementary occupations	Other occupations	
<b>Total 5–14</b>	6.3	44.6	10.5	1.6	36.7	0.3	3,828,647
<b>Educ. HH head</b>							
None/Pre-school	5.5	47.4	11.2	1.9	33.9	0.2	1,922,562
Primary	6.9	43.6	12.7	2.0	34.4	0.3	822,658
Middle	6.9	44.7	7.8	0.9	39.4	0.3	478,752
Secondary	7.3	38.6	7.9	1.1	44.6	0.4	452,656
Higher	9.4	31.1	5.1	0.6	52.6	1.2	148,547
<b>WIQ</b>							
Poorest	2.9	59.6	8.1	1.0	28.4	0.1	1,440,969
Second	5.5	48.6	11.1	1.6	32.9	0.2	1,056,059
Middle	7.7	37.1	11.0	2.2	41.6	0.5	674,173
Fourth	13.8	15.9	15.5	2.4	52.1	0.4	449,537
Richest	13.8	5.6	11.0	2.8	64.9	1.9	207,910

39 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.

**Table 7.6 Number and per cent of 5–14-year-olds in child labour by occupation, by education of household head, wealth index quintile, marital status and area of residence**

Characteristic	Children in child labour						
	Major group of occupation						Total number of children in child labour <sup>39</sup>
	Service and sales workers	Skilled agricultural, forestry and fishery workers	Craft and related trades workers	Plant and machine operators	Elementary occupations	Other occupations	
Marital status							
Never married	6.8	44.5	11.9	1.9	34.5	0.4	3,042,708
Ever married	0.0	57.5	2.4	0.0	34.1	6.1	7,620
Residence							
Rural	4.9	50.5	8.9	1.4	34.1	0.2	3,189,378
Urban	13.6	14.8	18.2	3.0	49.6	0.8	639,269

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 961 and 1410 children and adolescents. In addition, there are 4 household heads for whom information on education is missing, which when weighted represent 1102 children and adolescents. . The sum of never married and ever married children in the table does not equal the total number of children since the table only includes 10–14-year-olds, as the marital status was not asked for children below 10 years.

Most children in child labour work as unpaid family workers (81.1 per cent), as illustrated in Table 7.7. The percentage of children and adolescents in CLAHW working as unpaid family workers is lower for older children, decreasing from 93.6 per cent in the age group 5–9 to 51.8 per cent in the age group 15–17. Adolescents are instead more likely to be employed as labourers — both agriculture (5.3 per cent) and non-agriculture (14.3 per cent) — and to be enrolled in apprenticeships (14.5 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 7.8 below and Table A7.16 and Table A7.17 in Appendix show the results by education of household head, wealth index quintile and area of residence, and Table A7.18, Table A7.19 and Table A7.20 in Appendix by division and district.

**Table 7.7 Per cent of 5–17-year-olds in CLAHW by status in employment, by sex and age group**

Characteristic	Children in child labour and adolescents in hazardous work								
	Status in employment								Total number of children and adolescents in CLAHW
	Unpaid family worker	Self-employed (non-agriculture)	Self-employed (agriculture)	Labourer (agriculture)	Labourer (non-agriculture)	Employee	Apprenticeship	Other	
Both sexes									
Total 5–14	81.1	1.4	1.4	3.3	4.4	2.3	6.0	0.1	3,835,956
Total 5–17	70.4	2.7	1.5	4.1	8.0	4.0	9.1	0.2	6,036,473
5–9	93.6	0.2	1.0	1.6	1.0	0.9	1.6	0.0	780,122
10–14	77.9	1.7	1.5	3.8	5.3	2.6	7.1	0.2	3,055,834
15–17	51.8	4.9	1.7	5.3	14.3	7.0	14.5	0.4	2,200,517
Boys									
Total 5–14	78.8	1.3	1.3	2.7	5.1	2.8	7.9	0.1	2,504,559
Total 5–17	65.5	2.5	1.6	3.2	10.2	5.0	11.7	0.2	4,062,955
5–9	93.3	0.3	1.1	1.0	0.9	1.2	2.3	0.0	481,868
10–14	75.4	1.6	1.4	3.1	6.1	3.2	9.2	0.1	2,022,691
15–17	44.2	4.4	2.0	4.1	18.4	8.7	17.8	0.4	1,558,396
Girls									
Total 5–14	85.4	1.6	1.5	4.5	3.1	1.3	2.3	0.3	1,331,085
Total 5–17	80.5	3.1	1.3	5.7	3.6	1.9	3.7	0.3	1,973,206
5–9	94.2	0.0	0.8	2.6	1.3	0.3	0.6	0.1	298,254
10–14	82.8	2.0	1.8	5.0	3.7	1.6	2.8	0.3	1,032,831
15–17	70.2	6.2	0.9	8.3	4.4	3.0	6.6	0.3	642,121

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 other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 312 children.

**Table 7.8 Per cent of 5–14-year-olds in child labour by status in employment, by education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour								
	Status in employment								Total number of children in child labour
	Unpaid family worker	Self-employed (non-agriculture)	Self-employed (agriculture)	Labourer (agriculture)	Labourer (non-agriculture)	Employee	Apprenticeship	Other	
<b>Total 5–14</b>	81.1	1.4	1.4	3.3	4.4	2.3	6.0	0.1	3,835,956
<b>Educ. HH head</b>									
None/Pre-school	76.6	1.4	1.5	4.8	5.8	2.8	7.1	0.1	1,924,717
Primary	80.4	1.7	1.4	2.9	4.3	1.9	7.0	0.3	824,009
Middle	89.3	1.5	1.1	1.3	2.3	1.6	2.9	0.0	479,931
Secondary	90.1	1.0	1.5	0.9	1.5	1.4	3.4	0.1	454,704
Higher	89.3	1.1	0.8	0.6	2.3	2.3	3.3	0.1	149,123
<b>WIQ</b>									
Poorest	77.9	1.1	2.4	6.7	4.7	2.1	4.9	0.3	1,442,615
Second	82.0	1.5	1.1	2.3	4.4	2.2	6.4	0.1	1,057,663
Middle	84.8	1.5	0.8	0.8	4.0	1.7	6.4	0.1	676,078
Fourth	81.6	2.1	0.4	0.2	4.2	3.4	8.1	0.0	451,550
Richest	85.3	1.2	0.4	0.0	4.3	3.3	5.5	0.0	208,049
<b>Residence</b>									
Rural	82.5	1.3	1.6	3.8	3.7	1.8	5.0	0.2	3,195,792
Urban	74.0	1.9	0.3	0.7	7.8	4.4	10.9	0.0	640,164

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 961 and 1410 children and adolescents. In addition, there are 4 household heads for whom information on education is missing, which when weighted represent 1102 children and adolescents.

Table 7.9 shows the percentage of children and adolescents in CLAHW working at home and outside the home. The percentage working outside the home increases with age from 49.3 per cent for children aged 5–9 to 67.7 per cent for adolescents aged 15–17. This increase appears to be driven by boys. In the age group 5–9, 52.2 per cent of boys work outside the home, a percentage that increases to 82.0 for adolescent boys. On the contrary, the percentage of girls working outside the home decreases with age from 44.6

per cent in the age group 5–9 to 33.2 per cent in the age group 15–17 and is always lower than for boys. The column percentages can be compared with the results in Table 4.1 to see that the youngest age group of 5–9-year-olds are underrepresented in CLAHW, with 15.7 and 10.9 per cent of all children and adolescents in CLAHW respectively for those working at home and away from home, compared to this age group representing 41.9 per cent of all children and adolescents.

**Table 7.9 Number and per cent of 5–17-year-olds in CLAHW working at home or away from home by sex and age group**

Characteristic	Children in child labour and adolescents in hazardous work						
	Location of work						Total number of children and adolescents in CLAHW
	Home			Away from home			
	Number	Per cent (row)	Per cent (column)	Number	Per cent (row)	Per cent (column)	
Both sexes							
Total 5–14	1,812,654	47.3	71.9	2,023,302	52.8	57.6	3,835,956
Total 5–17	2,522,580	41.8	100.0	3,513,893	58.2	100.0	6,036,473
5–9	395,839	50.7	15.7	384,282	49.3	10.9	780,122
10–14	1,416,815	46.4	56.2	1,639,019	53.6	46.6	3,055,834
15–17	709,926	32.3	28.1	1,490,591	67.7	42.4	2,200,517
Boys							
Total 5–14	955,988	38.2	77.3	1,548,571	61.8	54.8	2,504,559
Total 5–17	1,236,836	30.4	100.0	2,826,118	69.6	100.0	4,062,955
5–9	230,499	47.8	18.6	251,368	52.2	8.9	481,868
10–14	725,489	35.9	58.7	1,297,202	64.1	45.9	2,022,691
15–17	280,848	18.0	22.7	1,277,548	82.0	45.2	1,558,396
Girls							
Total 5–14	856,666	64.4	66.6	474,419	35.6	69.0	1,331,085
Total 5–17	1,285,744	65.2	100.0	687,463	34.8	100.0	1,973,206
5–9	165,340	55.4	12.9	132,914	44.6	19.3	298,254
10–14	691,326	66.9	53.8	341,505	33.1	49.7	1,032,831
15–17	429,078	66.8	33.4	213,044	33.2	31.0	642,121

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 other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 312 children.



The percentage of children in child labour working outside the home increases with the wealth index quintile (43.1 per cent in the poorest quintile to 83.2 per cent in the richest) as well as the education of household head (51.8 per cent for no education and 65.7 per cent for higher education) and is lower in rural (48.5 per cent) than urban (73.9 per cent) areas, as shown in Table 7.10 below. Table A7.21 and Table A7.22 in Appendix present the results for 5–17-year-olds and 15–17-year-olds, and Table A7.23, Table A7.24 and Table A7.25 in Appendix show the results by division and district.

**Table 7.10 Number and per cent of 5–14-year-olds in child labour working at home or away from home by education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour						
	Location of work						Total number of children in child labour
	Home			Away from home			
	Number	Per cent (row)	Per cent (column)	Number	Per cent (row)	Per cent (column)	
Total 5–14	1,812,654	47.3	100.0	2,023,302	52.8	100.0	3,835,956
Educ. HH head							
None/Pre-school	927,696	48.2	51.2	997,021	51.8	49.3	1,924,717
Primary	404,727	49.1	22.3	419,282	50.9	20.8	824,009
Middle	235,888	49.1	13.0	244,043	50.9	12.1	479,931
Secondary	192,478	42.3	10.6	262,226	57.7	13.0	454,704
Higher	51,126	34.3	2.8	97,997	65.7	4.8	149,123
WIQ							
Poorest	820,219	56.9	45.3	622,397	43.1	30.8	1,442,615
Second	547,905	51.8	30.2	509,758	48.2	25.2	1,057,663
Middle	293,699	43.4	16.2	382,379	56.6	18.9	676,078
Fourth	115,931	25.7	6.4	335,619	74.3	16.6	451,550
Richest	34,900	16.8	1.9	173,149	83.2	8.6	208,049
Residence							
Rural	1,645,744	51.5	90.8	1,550,049	48.5	76.6	3,195,792
Urban	166,911	26.1	9.2	473,253	73.9	23.4	640,164

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 961 and 1410 children. In addition, there are 4 household heads for whom information on education is missing, which when weighted represent 1102 children.

Table 7.11 displays the percentage of children in child labour and adolescents in hazardous work working during day and during the evening or night, where some children work during both time periods. From the percentage of children and adolescents working during the day (96.9 per cent), we can observe that among children and adolescents in CLAHW, 3.1 per cent only work at night. The percentage working during the evening or night increases with age from 11.4 per cent in the age group 5–9 to 25.8 per cent in the age group 15–17 and is higher for boys than girls in all age groups with a difference of around 2.2 to 6.3 percentage points.

**Table 7.11 Number and per cent of 5–17-year-olds in CLAHW by time of day of work, by sex and age group**

Characteristic	Children in child labour and adolescents in hazardous work				Total number of children and adolescents in CLAHW <sup>40</sup>
	Time of the day				
	Day (after sunrise and before sunset)		Evening or night		
	Number	Per cent	Number	Per cent	
Both sexes					
Total 5–14	3,420,936	96.9	554,398	15.7	3,529,927
Total 5–17	5,399,226	96.8	1,082,736	19.4	5,579,117
5–9	670,457	98.0	78,309	11.4	684,221
10–14	2,750,479	96.7	476,089	16.7	2,845,707
15–17	1,978,290	96.5	528,338	25.8	2,049,190
Boys					
Total 5–14	2,199,549	96.3	392,217	17.2	2,284,180
Total 5–17	3,548,344	96.3	781,377	21.2	3,685,135
5–9	413,855	98.1	51,893	12.3	421,916
10–14	1,785,693	95.9	340,324	18.3	1,862,264
15–17	1,348,796	96.3	389,160	27.8	1,400,955

<sup>40</sup> This table uses child weights. Furthermore, the total number of children and adolescents in CLAHW includes only children and adolescents 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.

**Table 7.11 Number and per cent of 5–17-year-olds in CLAHW by time of day of work, by sex and age group**

Children in child labour and adolescents in hazardous work					
Characteristic	Time of the day				Total number of children and adolescents in CLAHW <sup>40</sup>
	Day (after sunrise and before sunset)		Evening or night		
	Number	Per cent	Number	Per cent	
Girls					
Total 5–14	1,221,065	98.0	162,181	13.0	1,245,426
Total 5–17	1,850,560	97.7	301,359	15.9	1,893,661
5–9	256,602	97.8	26,416	10.1	262,304
10–14	964,464	98.1	135,765	13.8	983,121
15–17	629,494	97.1	139,178	21.5	648,235

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 other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 322 children and adolescents.

The percentage of children in child labour working during the evening or night increases with the wealth index from 13.2 per cent in the poorest quintile to 29.9 per cent in the richest quintile, as shown in Table 7.12. There is no clear pattern observed for the education of the household head. Children in urban areas are almost 10 percentage points more likely to work during the evening or night. Table A7.26 and Table A7.27 in Appendix show the results for both children and adolescents and adolescents only, respectively, and Table A7.28, Table A7.29 and Table A7.30 show the differences between divisions and districts.

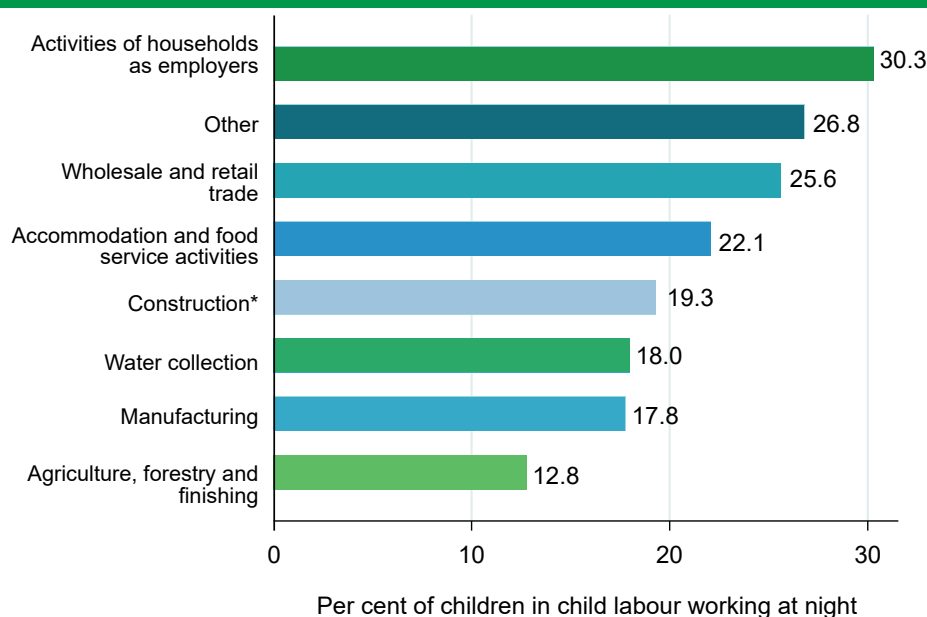
**Table 7.12 Number and per cent of 5–14-year-olds in child labour by time of day of work, by education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour				
	Time of the day				Total number of children in child labour <sup>41</sup>
	Day (after sunrise and before sunset)		Evening or night		
	Number	Per cent	Number	Per cent	
Total 5–14	3,420,936	96.9	554,398	15.7	3,529,927
Educ. HH head					
None/Pre-school	1,746,758	97.7	282,644	15.8	1,788,852
Primary	741,360	97.0	110,626	14.5	764,158
Middle	413,322	95.3	68,280	15.7	433,701
Secondary	393,306	96.5	64,299	15.8	407,346
Higher	123,135	92.8	28,306	21.3	132,711
WIQ					
Poorest	1,321,161	97.2	178,771	13.2	1,359,740
Second	949,931	97.1	146,275	14.9	978,170
Middle	598,921	97.6	93,070	15.2	613,656
Fourth	382,097	96.5	81,724	20.6	396,091
Richest	168,825	92.6	54,559	29.9	182,271
Residence					
Rural	2,873,879	97.2	417,038	14.1	2,955,379
Urban	547,056	95.2	137,360	23.9	574,548

<sup>41</sup> 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.

Figure 7.5 provides further insights regarding in which industries work during the evening or night is the most common. The percentage of children in child labour working during the evening or night is the highest for the industry domestic work (30.3 per cent), followed by other industries (26.8 per cent), which mainly includes other service activities, transportation and storage and administrative and support activities<sup>42</sup>, and wholesale and retail trade (25.6 per cent). The lowest share of children in child labour working during the evening or night is observed in the agriculture, forestry and fishing industry (12.8 per cent). Figure 7.3A and Figure 7.3B in Appendix include both children and adolescents and adolescents only, respectively.

**Figure 7.5 Per cent of 5–14-year-olds in child labour working at night by industry**



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

The median number of hours worked for children in child labour varies greatly between the industries, as shown in Table 7.13. The median across all age groups is 8.5 hours which is strongly influenced by the large proportion of children and adolescents working in agriculture and water collection. Overall, children working in the construction industry have the highest median number of hours worked (48 hours), and children in the water collection industry work the lowest median number of hours (3.5 hours). For all industries except for water collection, the median number of hours worked increases with age. Overall, children aged 5–9 work a median of 4 hours, compared to 34 hours for adolescents. The median number of hours worked is similar for boys and girls in the age groups 5–9 and 10–14, but adolescent boys work a median of 25 hours more per week than girls of the same age.

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

**Table 7.13 Median number of hours worked per week for 5–17-year-olds in CLAHW by industry, by sex and age group**

Characteristic	Industry								Total median hours
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Domestic work	Other industry	
Both sexes									
Total 5–14	8	35	3.5	48	34	39	46	42	8.5
Total 5–17	12	43	3.5	48	49	53	49	48.5	14
5–9	5.5	11	3.5	2*	10	14	31	16	4
10–14	10	36	3.5	48	36	47	49	44	12
15–17	19	48	3.5	48	58	61	56	52	34
Boys									
Total 5–14	8	48	3.5	48	36	48	56	48	9
Total 5–17	12	54	3.5	48	51.5	56	59	53	16
5–9	6	18	3.5	2*	12	5.5*	49*	16*	4
10–14	10	48	3.5	48	40	49	56	48	12
15–17	19	56	3.5	48	58	63	70	55	45
Girls									
Total 5–14	9	15	3.5	2*	7	7	41	12	8
Total 5–17	13	18.5	3.5	8*	10	7	47	24	13
5–9	5.5	6	3.5	1*	6	14*	31	16*	3.5
10–14	11	18	3.5	2*	7	6	43	12	11
15–17	19	20.5	3.5	41*	16	7*	49	36	20

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

The median number of hours worked for children in child labour further decreases with the education of the household head (from 13.5 hours for no education to 4 hours for higher education) and the wealth index quintile (from 14 hours for the poorest quintile to 3.5 hours for the richest quintile), as Table 7.14 shows. Children with disabilities work 3.5 hours more at the median compared to children without disabilities. The median number of hours worked is higher in rural compared to urban areas (9 hours vs. 7 hours) as shown in the table below, however, the opposite pattern is observed when adolescents are included in the median (see Table A7.31 and Table A7.32 in Appendix). Table A7.33, Table A7.34 and Table A7.35 in Appendix provide further details by division and district.

**Table 7.14 Median number of hours worked per week for 5–14-year-olds in child labour by industry, by education of household head, wealth index quintile, disability status and area of residence**

Characteristic	Industry								Total children in child labour
	Agriculture, forestry and fishing	Manufacturing	Water collection	Construction	Wholesale and retail trade	Accommodation and food service activities	Domestic work	Other industry	
<b>Total 5–14</b>	8	35	3.5	48	34	39	46	42	8.5
<b>Educ. HH head</b>									
None/Pre-school	10.5	40	3.5	48	48	49	46	48	13.5
Primary	7	30	3.5	42	34	36	34	36	8
Middle	7	23	3.5	36	20	14	39*	30.5	7
Secondary	7	13	3.5	21*	14	16*	58*	13.5	6
Higher	7	14	3	28*	14	6*	70	12	4
<b>WIQ</b>									
Poorest	13	46	3.5	48	48	56	49	48	14
Second	7	28	3.5	48	33	49	43	38	8
Middle	7	21	3.5	32	30	28	34	48	7
Fourth	6	30	3.5	24	22.5	15	37	30	4
Richest	7	14	3.5	25*	17	14	58	14	3.5
<b>Disability</b>									
Without disability	8	35	3.5	48	34	42	46	42	8.5
With disability	12	30*	3.5*	48*	8*	39*	8.5*	48*	12
<b>Residence</b>									
Rural	8.5	36	3.5	48	31	47	47	44	9
Urban	7	29	3.5	42	36	34	42	36	7

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



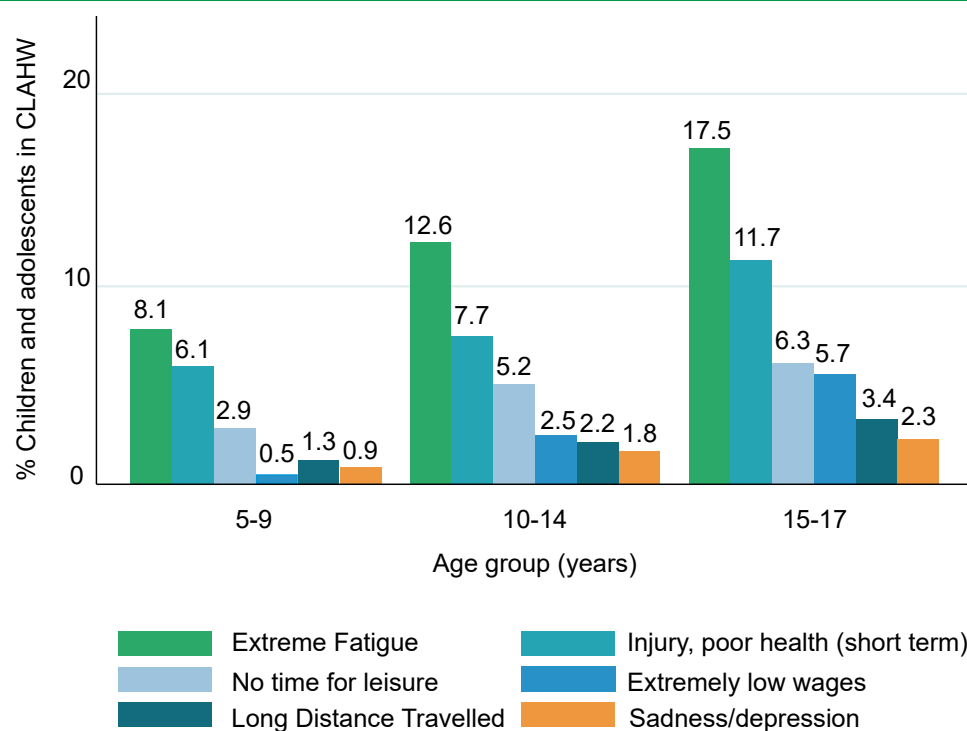
## 8. Child labour & Adolescent Hazardous Work, & Children's & Adolescent's Schooling & Health

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 et al., 2005).

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

Figure 8.1 shows the responses of adults regarding the negative consequences of work children and adolescents in their household face as a result of their work. The most common response is that children and adolescents 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 and no time for leisure as negative consequences of work in more than 5 per cent of cases.

**Figure 8.1 Negative consequences of CLAHW**



## 8.1 Schooling

When determining what is considered CLAHW, the impediment to schooling comes as one of the main considerations. The importance of schooling on cognitive and non-cognitive skills for children and adolescents calls for a close look on how CLAHW and schooling interact with each other. Table 8.1 shows that overall, 62.7 per cent of 5–14-year-olds in child labour attend school, compared to 87.9 per cent for children not in child labour. The difference increases with age and among 15–17-year-olds, only 26.3 per cent of those in hazardous work attend school, compared to 72.2 per cent of adolescents not in hazardous work. The difference in the share of children in child labour and not in child labour attending school is greater for girls compared to boys (34.9 percentage points vs. 20.8 percentage points).

**Table 8.1 Per cent of 5–17-year-olds in CLAHW vs those not in CLAHW who are currently attending school, by sex and age group**

Characteristic	Children and adolescents in CLAHW		Children and adolescents not in CLAHW	
	Attending school (Per cent)	Total number of children and adolescents in CLAHW attending school	Attending school (Per cent)	Total number of children and adolescents not in CLAHW attending school
<b>Both sexes</b>				
<b>Total 5–14</b>	62.7	2,406,815	87.9	21,843,473
<b>Total 5–17</b>	49.5	2,985,080	85.3	25,409,209
5–9	80.0	623,756	87.9	12,489,742
10–14	58.4	1,783,060	88.0	9,353,731
15–17	26.3	578,265	72.2	3,565,736
<b>Boys</b>				
<b>Total 5–14</b>	68.8	1,724,112	89.6	11,143,242
<b>Total 5–17</b>	54.1	2,196,800	88.2	12,830,877
5–9	84.5	407,023	89.3	6,474,742
10–14	65.1	1,317,088	90.1	4,668,501
15–17	30.3	472,688	79.7	1,687,634

**Table 8.1 Per cent of 5–17-year-olds in CLAHW vs those not in CLAHW who are currently attending school, by sex and age group**

Characteristic	Children and adolescents in CLAHW		Children and adolescents not in CLAHW	
	Attending school (Per cent)	Total number of children and adolescents in CLAHW attending school	Attending school (Per cent)	Total number of children and adolescents not in CLAHW attending school
<b>Girls</b>				
<b>Total 5–14</b>	51.3	682,704	86.2	10,697,940
<b>Total 5–17</b>	40.0	788,280	82.6	12,576,042
5–9	72.7	216,732	86.4	6,012,900
10–14	45.1	465,971	86.0	4,685,040
15–17	16.4	105,577	66.5	1,878,102

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 other/transgender. These records account for 9 individuals from the unweighted survey responses, which when weighted represents 2290 children and adolescents.

Table 8.2 further shows that the percentage of children in child labour and not in child labour attending school increases with the wealth index quintile, although the percentage is considerably lower for children in child labour in all quintiles (from 47.5 per cent vs. 72.1 per cent in the poorest quintile, to 81.8 per cent vs. 95.8 per cent in the richest). The same increasing pattern is observed for the education of the household head. The school attendance rate is higher in urban compared to rural areas for both children in child labour and not in child labour, but around 25 percentage points lower for children in child labour compared to children not in child labour in both rural and urban areas. Table A8.1 in Appendix shows the results for 5–17-year-olds and Table A8.2 for adolescents aged 15–17. For the results by division and district see Table A8.3, Table A8.4 and Table A8.5 in the Appendix.

**Table 8.2 Per cent of 5–14-year-olds in child labour vs those not in child labour who are currently attending school, by education of household head, wealth index quintile, 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
<b>Total 5–14</b>	62.7	2,406,815	87.9	21,843,473
<b>Educ. HH head</b>				
None/Pre–school	51.0	981,487	79.9	6,987,740
Primary	66.0	543,898	88.2	4,363,716
Middle	77.6	372,521	92.7	3,444,265
Secondary	83.5	379,846	94.1	4,405,251
Higher	85.4	127,388	95.9	2,627,702
<b>WIQ</b>				
Poorest	47.5	685,520	72.1	3,663,089
Second	64.7	684,058	86.8	4,272,429
Middle	76.4	516,503	91.7	4,554,060
Fourth	77.7	350,621	93.7	4,663,715
Richest	81.8	170,113	95.8	4,690,180
<b>Residence</b>				
Rural	62.1	1,984,103	86.0	14,471,545
Urban	66.0	422,713	92.0	7,371,929

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 22 and 46 individuals from the unweighted survey responses respectively, which when weighted represent 5001 and 7233 children and adolescents. In addition, there are 13 household heads for whom information on education is missing, which when weighted represent 2557 children and adolescents.

Figure 8.2 displays school attendance by age group and shows that children and adolescents in CLAHW 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 group 15–17, where the school attendance rate is 45.9 percentage points lower for adolescents in hazardous work. The percentage of children and adolescents that never attended school is also higher among those in CLAHW for all age groups.

**Figure 8.2 Per cent of children and adolescents in CLAHW vs not in CLAHW attending school, currently not attending school, and never attended school by age group**

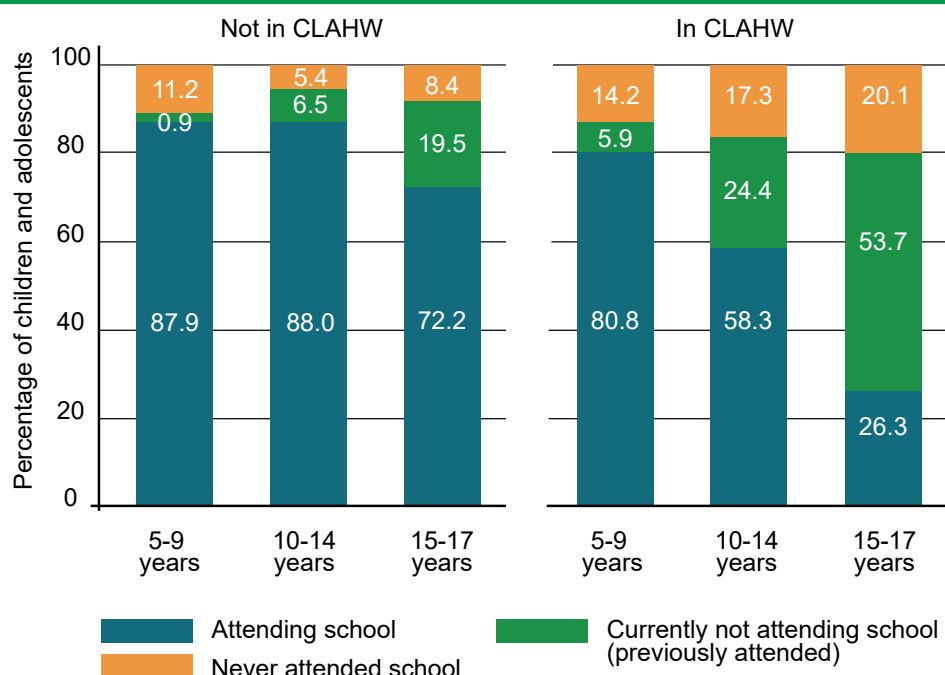


Table 8.3 shows how the percentage of children in child labour varies by school attendance status between the different industries. Overall, 37.2 per cent of children in child labour do not attend school, with 20.6 per cent currently not attending school and 16.6 per cent never attended school. The percentage of children currently attending school is highest among those working in the water collection industry (91.3 per cent), followed by the agriculture, forestry and fishing industry (65.4 per cent). The current school attendance rate is the lowest for children in child labour employed in activities with households as employers (15.2 per cent), for which slightly more than half never attended school (50.8 per cent). Table A8.6 in Appendix shows the results for 5–17-year-olds, demonstrating the lowest school attendance rate among children and adolescents working in construction (10.3 per cent). Table A8.7 shows the results for 15–17-year-olds.

**Table 8.3 Per cent of 5–14-year-olds in child labour attending, currently not attending and never attended school by industry**

Characteristic	Children in child labour				Number of children in child labour
	<i>Attending school</i>	<i>Currently not attending school (previously attended)</i>	<i>Never attended school</i>	<i>Average age</i>	
<b>Total 5–14</b>	62.8	20.6	16.6	11.4	3,834,264
<b>Industry</b>					
Agriculture, forestry and fishing	65.4	16.6	18.0	11.3	2,359,395
Manufacturing	31.8	46.7	21.5	12.3	362,165
Water collection	91.3	4.5	4.2	10.7	595,456
Construction	24.6	52.9	22.4	12.7	32,948
Wholesale and retail trade	48.0	37.9	14.1	11.9	271,051
Accommodation and food service activities	38.0	35.1	26.9	12.1	53,086
Domestic work	15.2	33.9	50.8	11.6	70,076
Other industry	39.6	43.8	16.5	12.2	90,086

The median number of hours worked differs considerably depending on the school attendance status, as shown in Table 8.4. Overall, children aged 5–14 in child labour currently attending school work a median of 5.5 hours per week, children in child labour currently not attending school, work 34 hours per week and children in child labour that never attended school work a median of 26 hours per week. 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 17 hours for girls in child labour currently not attending school, and 42 hours for boys and 18 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.

**Table 8.4 Median number of hours worked per week for 5–17-year-olds in CLAHW attending, not currently attending and never attended school by sex and age group**

Characteristic	Children and adolescents in CLAHW			Total number of children and adolescents in CLAHW
	Attending school	Currently not attending school (previously attended)	Never attended school	
Both sexes				
Total 5–14	5.5	34	26	3,835,956
Total 5–17	6.5	43	30	6,036,473
5–9	3.5	14	12.5	780,122
10–14	7	35	28	3,055,834
15–17	11	48	40	2,200,517
Boys				
Total 5–14	6	48	42	2,504,559
Total 5–17	7	51.5	48	4,062,955
5–9	3.5	23	18.5	481,868
10–14	7	48	44	2,022,691
15–17	11	54	53	1,558,396
Girls				
Total 5–14	4.5	17	18	1,331,085
Total 5–17	5	20	21	1,973,206
5–9	3.5	7	8	298,254
10–14	6.5	18	20	1,032,831
15–17	8	21	22	642,121

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 other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 312 children and adolescents.

While the median number of hours worked decreases with the wealth index quintile for children in child labour currently attending school, the opposite is true for children out of school, as shown in Table 8.5. Similarly, a negative relationship is observed between the median number of hours worked and education of the household head for children attending school, but no clear pattern emerges for children out of school. Children in rural areas tend to work a higher median number of hours per week compared to children in urban areas when they are currently attending school but not when they are out of school, where the relationship is reversed. Table A8.8 and Table A8.9 in Appendix shows the results for 5–17-year-olds and 15–17-year-olds. For the results by division and district see Table A8.10, Table A8.11 and Table A8.12 .in the Appendix.

**Table 8.5 Median number of hours worked per week for 5–14-year-olds in child labour attending, not currently attending and never attended school by education of household head, wealth index quintile and area of residence**

Characteristic	Children in child labour			Total number of children in child labour
	<i>Attending school</i>	<i>Currently not attending school (previously attended)</i>	<i>Never attended school</i>	
<b>Total 5–14</b>	5.5	34	26	3,835,956
<b>Educ. HH head</b>				
None/Pre–school	7	35	28	1,924,717
Primary	5.5	35	22	824,009
Middle	5	27	20	479,931
Secondary	4.5	23	22	454,704
Higher	3.5	24	56	149,123
<b>WIQ</b>				
Poorest	7	29	25	1,442,615
Second	6.5	30	25	1,057,663
Middle	4.5	37	30	676,078
Fourth	3.5	48	44	451,550
Richest	3.5	51	56	208,049
<b>Residence</b>				
Rural	6.5	30	24	3,195,792
Urban	3.5	48	40	640,164

The education of the household head omits the categories of “Non–formal education” and “Don’t know/Other”. These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 961 and 1410 children. In addition, there are 4 children for whom information on the education of the household head is missing, which when weighted represent 1102 children.



Table 8.6 is based on child- and adolescent-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 2.7 per cent, with an increasing share as children age, and a smaller share for boys compared to girls, except for the group of children 5–9 for whom school attendance is unlikely to be affected by work.

**Table 8.6 Per cent of 5–17-year-olds in CLAHW who are currently attending school and report that work affects their regular attendance or studies by sex and age group**

Characteristic	Children and adolescents in CLAHW currently attending school		Number of children and adolescents in CLAHW currently attending school
	<i>School attendance not affected by work</i>	<i>School attendance affected by work<sup>43</sup></i>	
Both sexes			
Total 5–14	97.3	2.7	2,448,586
Total 5–17	96.8	3.2	3,037,165
5–9	98.7	1.3	642,611
10–14	96.8	3.2	1,805,975
15–17	94.9	5.1	588,580
Boys			
Total 5–14	97.5	2.5	1,750,900
Total 5–17	97.0	3.0	2,226,538
5–9	98.7	1.4	420,193
10–14	97.2	2.8	1,330,707
15–17	95.2	4.8	475,638

<sup>43</sup> 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).

**Table 8.6 Per cent of 5–17-year-olds in CLAHW who are currently attending school and report that work affects their regular attendance or studies by sex and age group**

Characteristic	Children and adolescents in CLAHW currently attending school		Number of children and adolescents in CLAHW currently attending school
	<i>School attendance not affected by work</i>	<i>School attendance affected by work<sup>43</sup></i>	
Girls			
Total 5–14	96.7	3.3	697,686
Total 5–17	96.3	3.7	810,628
5–9	98.9	1.1	222,418
10–14	95.7	4.3	475,267
15–17	93.7	6.3	112,942

Poorer children are more likely to have missed school for a work–related reason than richer children, but there is no clear relationship with the education of the household head, as shown in Table 8.7. In rural areas, the percentage is slightly higher than in urban areas (2.9 per cent vs. 1.8 per cent). Table A8.13 for children and adolescents as well as and Table A8.14 for just adolescents in Appendix show a similar pattern.

**Table 8.7 Per cent of 5–14-year-olds in child labour who are currently attending school and report that work affects their regular attendance or studies by 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
	<i>School attendance not affected by work</i>	<i>School attendance affected by work</i>	
<b>Total 5–14</b>	97.3	2.7	2,448,586
<b>Educ. HH head</b>			
None/Pre–school	97.0	3.0	994,664
Primary	97.5	2.5	559,242
Middle	96.9	3.1	375,863
Secondary	98.3	1.7	389,362
Higher	96.8	3.2	127,955
<b>WIQ</b>			
Poorest	96.5	3.5	703,003
Second	97.1	2.9	697,088
Third	98.0	2.0	525,663
Fourth	97.9	2.1	354,107
Richest	98.2	1.8	168,726
<b>Residence</b>			
Rural	97.1	2.9	2,021,171
Urban	98.2	1.8	427,414

The education of the household head omits the categories of “Non–formal education” and “Don’t know/Other”. These records account for 4 and 3 individuals from the unweighted survey responses respectively, which when weighted represent 633 and 731 children. In addition, there is 1 child for whom information on the education of the household head is missing, which when weighted represents 136 children.

Table 8.8 further explores the reasons for not attending school among children and adolescents in CLAHW. The percentages are computed over the number of children and adolescents in CLAHW 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 5–14 years old in child labour not attending school, the most common reason for not attending school is due to a lack of interest (29.7 per cent), followed by not being able to afford school (26.2 per cent). The high percentage of children in child labour not attending school because they cannot afford may seem surprising as Article 25-A<sup>44</sup> of Constitution of Pakistan obligates the state to provide free education for children and adolescents 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. However, the percentage of those currently not attending school and those that never attended school who responded that they do not attend school because they cannot afford schooling is similar. This suggests that it might rather be the associated costs, such as books and uniform, as well as the opportunity cost of going to school instead of working, that drive any responses related to affordability. 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 5–14 years old in child labour not attending school include school facilities or teachers not being available (10.2 per cent), parents' negligence (9.9 per cent), family did not allow (5.8 per cent) and work or learn a job (4.8 per cent). There are differences between the sexes with boys being more likely to not attend school due to a lack of interest (38.4 per cent vs. 20.2 per cent) and to work or learn a job (8.1 per cent vs. 1.2 per cent), and girls being more likely to not attend school because of parents' negligence (12.6 per cent vs. 7.4 per cent), school facilities or teachers not being available (14.7 per cent vs. 6.1 per cent), family did not allow (11.2 per cent vs. 0.9 per cent) and household chores (5.0 per cent vs. 0.7 per cent). 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 8.9 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 of parents' negligence, school facilities or teachers not being available, and family did not allow, and richer children not attending school to a greater extent because of work or to learn a job. The patterns for the education of the household head are less clear. Children in rural areas report to a higher extent parents' negligence, availability of school facilities and teachers, and family did not allow as reasons for not attending school, while children in urban areas more often report that they cannot afford, have no interest, and work-related reasons. Table A8.1 in Appendix shows the results for 5–17-year-olds and Table A8.2 for adolescents. For the results by division and district see Table A8.17, Table A8.18 and Table A8.19 in the Appendix.

44 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 8.8 Per cent of 5–17-year-olds in CLAHW by reported reason for non-attendance in school, by sex and age group**

Characteristic	Reason for not attending school												Number of children and adolescents in CLAHW 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	Death/illness of parent/ relative	Illness/disability	Learn holy book	School unsafe/corporal punishment	Other reason	
Both sexes													
Total 5–14	26.2	29.7	9.9	10.2	5.8	2.7	4.8	2.1	2.3	2.2	1.7	2.4	1,378,977
Total 5–17	26.9	32.6	7.6	8.8	5.3	2.3	5.8	2.3	2.3	1.7	1.4	3.0	2,875,230
5–9	22.7	25.0	20.5	11.5	4.1	2.8	1.3	0.9	1.6	1.5	1.5	6.6	156,142
10–14	26.6	30.3	8.5	10.0	6.0	2.7	5.3	2.2	2.4	2.3	1.7	1.8	1,222,835
15–17	27.6	35.2	5.5	7.6	4.8	1.8	6.6	2.6	2.2	1.3	1.1	3.6	1,496,254
Boys													
Total 5–14	25.2	38.4	7.4	6.1	0.9	0.7	8.1	2.5	2.5	3.5	2.3	2.4	721,668
Total 5–17	26.8	41.8	5.3	4.2	0.6	0.6	8.8	2.3	2.1	2.5	1.6	3.4	1,667,785
5–9	23.2	31.0	20.5	9.2	0.3	0.0	2.8	1.6	0.6	3.3	1.9*	5.7	72,584
10–14	25.5	39.2	6.0	5.7	1.0	0.8	8.7	2.6	2.7	3.5	2.3	2.1	649,085
15–17	28.1	44.3	3.8	2.8	0.4	0.	9.3	2.2	1.8	1.7	1.1	4.1	946,117
Girls													
Total 5–14	27.3	20.2	12.6	14.7	11.2	5.0	1.2	1.5	2.2	0.8	1.1	2.3	656,987
Total 5–17	27.0	20.0	10.7	15.3	11.7	4.6	1.6	2.3	2.5	0.7	1.0	2.5	1,207,123
5–9	22.2	19.8	20.5	13.5	7.4	5.2	0.0	0.3	2.5	0.0	1.1	7.4	83,558
10–14	28.0	20.3	11.4	14.9	11.7	5.0	1.4	1.7	2.1	0.9	1.1	1.6	573,429
15–17	26.7	19.6	8.5	15.9	12.4	4.2	2.0	3.3	2.9	0.6	1.0	2.8	550,137

\*The number should be interpreted with caution as it is based on a small number of total unweighted observations (less than 25) .

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 other/transgender. These records account for 1 individual from the unweighted survey responses, which when weighted represents 322 children and adolescents.

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

**Table 8.9 Per cent of 5–14-year-olds in child labour by reported reason for non-attendance in school, by education of household head, wealth index quintile and area of residence**

Characteristic	Reason for not attending school												Number of children in child labour 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	Death/illness of parent/relative	Illness/disability	Learn holy book	School unsafe/corporal punishment	Other reason	
<b>Total 5–14</b>	26.2	29.7	9.9	10.2	5.8	2.7	4.8	2.1	2.3	2.2	1.7	2.4	1,378,977
<b>Educ. HH head</b>													
None/Pre-school	27.8	28.5	11.1	10.2	5.6	3.0	4.6	2.4	1.3	1.5	1.9	2.2	911,003
Primary	24.8	32.4	7.2	10.6	5.1	2.5	6.5	0.8	4.3	2.0	1.1*	2.7	271,512
Middle	24.6	33.5	9.7	6.9	8.3	2.1*	2.7*	1.6*	4.4*	2.1*	1.9*	2.2*	102,773
Secondary	13.0	30.7	6.2	15.4	7.5*	2.5*	4.3*	3.6*	5.2*	5.8*	1.8*	3.9*	70,543
Higher	28.9*	25.1	4.8*	3.0*	5.6*	0.0*	4.9*	1.0*	1.1*	22.9*	0.4*	2.4*	20,936
<b>WIQ</b>													
Poorest	27.7	24.3	12.1	13.3	6.6	3.2	3.9	2.0	2.1	1.0	1.8	2.2	746,775
Second	24.3	32.8	9.1	8.6	5.7	2.9	5.2	2.6	2.4	2.5	1.8*	2.1	356,666
Middle	23.2	41.3	6.2	6.1	5.3	2.2	5.9	0.8*	2.7*	2.2	1.4*	2.7	150,740
Fourth	24.6	42.0	4.5	1.7*	2.4*	0.0*	7.7	1.9*	3.8*	4.8*	1.5*	5.1*	88,218
Richest	29.9	33.9	1.6*	0.0*	0.4*	0.0*	9.1*	4.1*	1.5*	17.4	0.9*	1.1*	36,578
<b>Residence</b>													
Rural	25.1	29.1	10.5	11.4	6.3	3.1	4.3	1.9	2.4	1.8	1.9	2.1	1,180,962
Urban	32.5	33.6	6.5	3.2*	2.4	0.4*	8.1	2.7	1.9*	4.2	0.6*	3.9	198,014

\*The number should be interpreted with caution as it is based on a small number of total unweighted observations (less than 25)

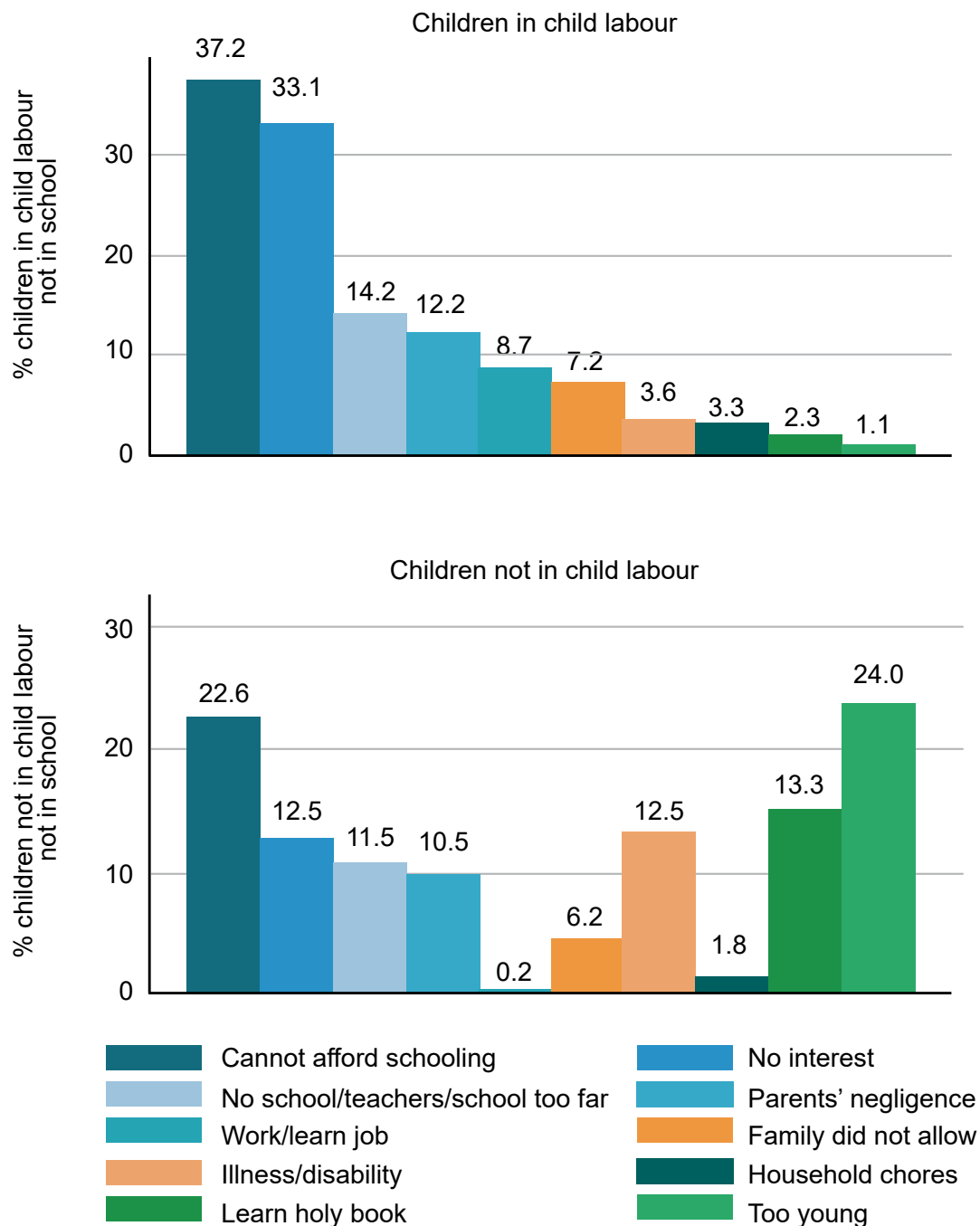
In this table, questions C9 and C13 are used, for which only the most appropriate option is selected. These questions are answered by children and adolescents.

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 1 and 3 individuals from the unweighted survey responses respectively, which when weighted represent 130 and 580 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 (37.2 per cent) and that the child is not interested in school (33.1 per cent). Both reasons have a lower prevalence among children not in child labour, where 22.6 per cent cannot afford schooling and 12.5 per cent are not interested in school. The share of children that do not attend school because there is no school or teachers and due to parents’ negligence is similar for children in child labour and not in child labour (14.2 per cent and 12.2 per cent vs. 11.5 per cent and 10.5 per cent, respectively). Children in child labour are more likely to not

attend school because of work (8.7 per cent vs. 0.2 per cent), and children not in child labour are more likely to be out of school due to illness or disability (3.6 per cent vs. 12.5 per cent). Figure 8.1A in Appendix shows similar results for 5–17-year-olds. Figure 8.1B in the Appendix shows the results for 15–17-year-olds.

**Figure 8.3 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)**



CLAHW may affect school attendance either on the extensive margin, i.e., whether children and adolescents are enrolled in school at all, or on the intensive margin, i.e., the frequency with which children and adolescents attend school given they are enrolled. The latter may be important for children and adolescents to keep up in school, though both have the potential to affect education. Table 8.10 presents the incidence of children and adolescents 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 8.10 shows, most children and adolescents that are currently attending school are behind the expected grade for their age irrespective of whether they are in CLAHW or not, although the percentage of children and adolescents in CLAHW in the grade corresponding to their age is slightly lower (11.7 per cent vs. 12.8 per cent). For the ages 5–9, 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 10 years and above the pattern is the opposite.

**Table 8.10 Percentage of grade–age distortions for 5–17-year-olds in CLAHW and not in CLAHW attending school by age**

Characteristic	Children and adolescents in CLAHW attending school		Total number of children and adolescents in CLAHW attending school	Children and adolescents not in CLAHW attending school		Total number of children and adolescents not in CLAHW attending school	Total number of children and adolescents attending school
	Per cent in corresponding grade	Per cent behind corresponding grade		Per cent in corresponding grade	Per cent behind corresponding grade		
<b>Total 5–14</b>	9.5	90.5	2,401,842	10.6	89.5	21,818,919	24,220,761
<b>Total 5–17</b>	11.7	88.3	2,979,026	12.8	87.2	25,377,556	28,356,583
<b>Age</b>							
5	17.1	82.9	25,642	16.1	83.9	2,282,095	2,307,737
6	21.7	78.3	55,182	12.0	88.0	2,480,152	2,535,334
7	14.4	85.6	118,476	9.6	90.4	2,752,878	2,871,354
8	12.8	87.2	183,710	9.0	91.0	2,664,951	2,848,661
9	11.0	89.0	240,473	9.6	90.4	2,301,182	2,541,655
10	7.8	92.2	340,482	8.3	91.7	2,409,546	2,750,029
11	8.4	91.6	303,235	9.8	90.3	1,838,761	2,141,995
12	9.7	90.3	407,055	10.2	89.8	1,978,437	2,385,492
13	7.9	92.1	361,185	12.9	87.1	1,622,658	1,983,843
14	6.6	93.4	366,402	8.1	91.9	1,488,259	1,854,661
15	5.1	94.9	210,830	7.2	92.8	1,406,413	1,617,244
16	18.9	81.1	193,763	28.1	71.9	1,160,759	1,354,523
17	43.2	56.8	172,590	53.5	46.5	991,465	1,164,055



The share of both children in child labour and not in child labour that are behind the grade corresponding to their age decreases with the wealth index quintile as well as the with the education of the household head, as shown in Table 8.11. While Table 8.11 shows a non-linear decrease for the wealth index quintile, the pattern for 5–17-year-olds is more linear, as shown in Table A8.20 in Appendix. The percentage of children behind the grade corresponding to their age is similar in rural and urban areas for both children in child labour and children not in child labour. For the results of 15–17-year-olds see Table A8.21. For the results by division and district see Table A8.22, Table A8.23 and Table A8.24 .in the Appendix.

**Table 8.11 Percentage of grade–age distortions for 5–14-year-olds in child labour and not in child labour attending school by education of household head, wealth index quintile and area of residence**

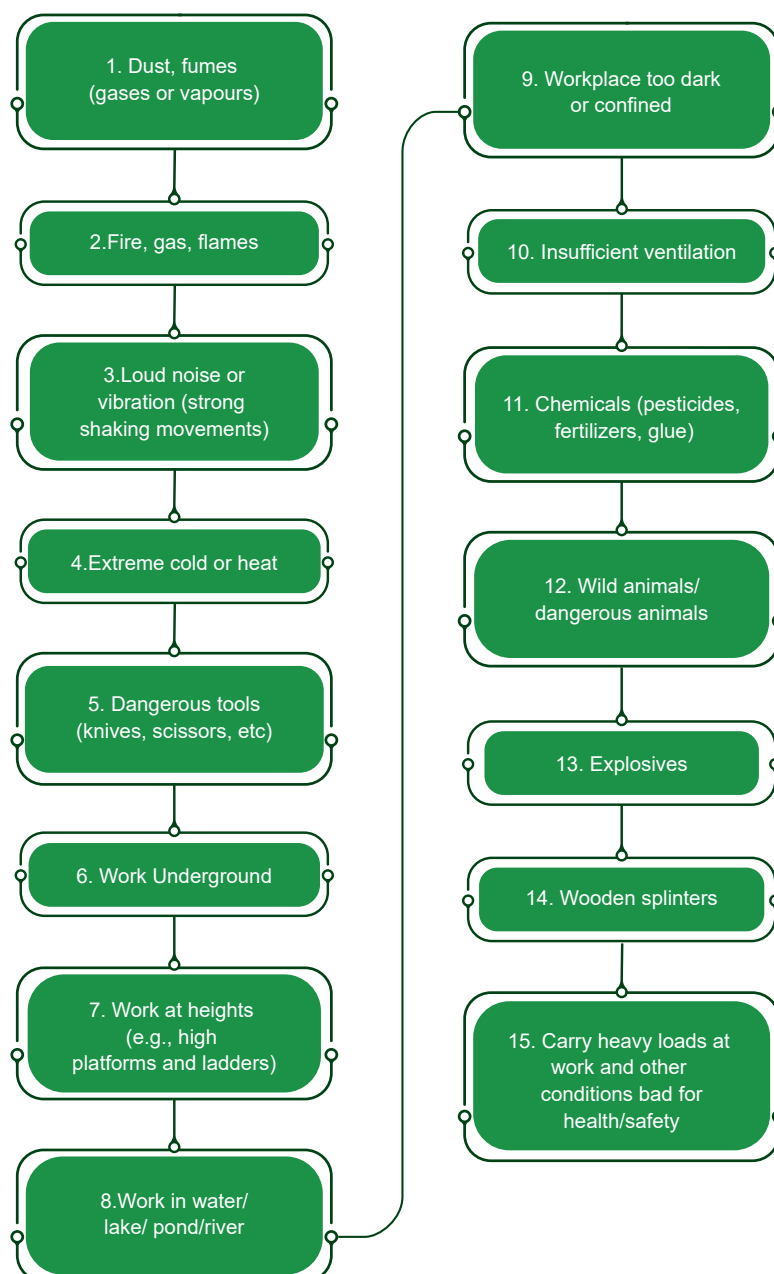
Characteristic	Children in child labour attending school		Total number of children in child labour attending school	Children not in child labour attending school		Total number of children not in child labour attending school	Total number of children attending school
	Per cent in corresponding grade	Per cent behind corresponding grade		Per cent in corresponding grade	Per cent behind corresponding grade		
<b>Total 5–14</b>	9.5	90.5	2,401,842	10.6	89.5	21,818,919	24,220,761
<b>Educ. HH head</b>							
None/Pre–school	6.6	93.4	977,671	7.6	92.4	6,972,614	7,950,285
Primary	9.4	90.6	543,511	8.6	91.4	4,360,461	4,903,971
Middle	10.9	89.1	372,521	10.5	89.5	3,441,746	3,814,267
Secondary	12.4	87.5	379,349	13.5	86.5	4,403,362	4,782,710
Higher	18.9	81.1	127,388	16.6	83.4	2,626,745	2,754,133
<b>WIQ</b>							
Poorest	8.5	91.5	684,026	7.7	92.3	3,652,849	4,336,875
Second	8.3	91.7	681,240	10.0	90.0	4,265,763	4,947,003
Middle	10.7	89.3	516,503	11.7	88.3	4,550,603	5,067,106
Fourth	10.4	89.6	349,960	10.5	89.5	4,661,161	5,011,121
Richest	12.8	87.2	170,113	12.2	87.8	4,688,543	4,858,656
<b>Residence</b>							
Rural	9.5	90.5	1,979,288	10.8	89.2	14,450,253	16,429,541
Urban	9.2	90.8	422,554	10.1	89.9	7,368,666	7,791,220

The education of the household head omits the categories of “Non–formal education” and “Don’t know/Other”. These records account for 27 and 49 individuals from the unweighted survey responses respectively, which when weighted represent 5851 and 7937 children. In addition, there are 14 children for whom information on the education of the household head is missing, which when weighted represent 2688 children.

## 8.2 Physical and mental health

### 8.2.1 Hazardous conditions

In this section, hazardous conditions are explained and explored considering the answers given by children and adolescents. These conditions comprise any work performed in unhealthy environment that could expose children and adolescents to hazardous substances, agents, processes, temperatures, noise levels or vibrations that has the potential of damaging their health (18<sup>th</sup> ICLS). These questions were not asked to children 5–9–year–old, as they were considered too young to describe the conditions of their work<sup>45</sup>.



<sup>45</sup> 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 and adolescents include being exposed to hazardous conditions (listed above according 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 Punjab Restriction on Employment of Children Act 2016, and the identification of hazardous tools and equipment is based on both i) the description children and adolescents make of the tool they use, whether it is sharp, heavy, bigger than the child or adolescent, 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 machinery 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 18<sup>th</sup> ICLS as well as the Punjab Restriction on Employment of Children Act 2016.

Table 8.12 shows the percentage of children and adolescents in CLAHW who reported working under hazardous conditions. In the age group 10–14, slightly less than half of children in child labour work in hazardous conditions, while almost two in three adolescents in hazardous work in hazardous conditions, which shows that exposure to hazardous work increases with age. The percentage is higher for boys than girls by 2.2 percentage points of difference for the age group 10–14, while the pattern is the opposite in the age group 15–17, where girls in CLAHW are 14.4 percentage points more likely to work in hazardous conditions. Note however, that the total number of boys in hazardous conditions is higher, since more boys are in CLAHW.

**Table 8.12 Number and per cent of 10–17-year-olds in CLAHW who reported working in hazardous conditions by sex and age group**

Characteristic	Children and adolescents in CLAHW that reported working in hazardous conditions					
	Boys		Girls		Both sexes	
	Number	Per cent of children and adolescents in CLAHW (Boys)	Number	Per cent of children and adolescents in CLAHW (Girls)	Number	Per cent of children and adolescents in CLAHW (Total)
<b>Total 10–17</b>	2,030,748	54.0	1,013,956	57.5	3,045,025	55.1
<b>Age group</b>						
10–14	1,031,392	48.5	504,537	46.3	1,536,250	47.8
15–17	999,356	61.1	509,419	75.5	1,508,775	65.3

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 322 children and adolescents aged 10–17 years in CLAHW.

Construction is the industry with the largest share of children exposed to health hazards (54.3 per cent), followed by agriculture, forestry and fishing (51.9 per cent) and manufacturing (47.4 per cent), as shown in Table 8.13 below. The percentage of children in child labour exposed to health hazards decreases with the wealth index quintile as well as the education of the household head and is larger for children in rural areas (49.4 per cent) compared to urban (40.0 per cent). Table A8.25 in Appendix shows the results for 10–17-year-olds in CLAHW and Table A8.26 in Appendix shows the results for 15–17-year-olds who are in hazardous work. Agriculture, forestry, and fishing is the industry with the largest share of adolescents exposed to health hazards (80.5 per cent), followed by water collection (73.0 per cent) and manufacturing (57.9 per cent). The percentage of adolescents in hazardous work exposed to health hazards decreases as wealth increases. There is no clear trend with respect to education of the household head and is larger for adolescents in rural areas (68.3 per cent) compared to urban (55.2 per cent), as was the case for children. For the results by division and district see Table A8.27, Table A8.28 and Table A8.29 in the Appendix.

**Table 8.13 Number and per cent of 10–14-year-olds in child labour who reported working in hazardous conditions by 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)
<b>Total 10–14</b>	1,031,392	48.5	504,537	46.3	1,536,250	47.8
<b>Industry</b>						
Agriculture, forestry and fishing	628,885	53.0	391,505	50.3	1,020,390	51.9
Manufacturing	100,252	50.6	61,110	42.9	161,683	47.4
Water collection	143,086	41.6	29,951	34.8	173,037	40.2
Construction	17,731	55.2	223	23.9	17,954	54.3
Wholesale and retail trade	94,602	40.9	2,822	20.3	97,424	39.7
Accommodation and food service	12,947	29.0	719	15.6	13,666	27.8
Domestic work	2,724	17.5	13,501	27.6	16,225	25.2
Other industry	31,137	43.1	4,707	37.8	35,844	42.3

**Table 8.13 Number and per cent of 10–14-year-olds in child labour who reported working in hazardous conditions by 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)
<b>Educ. HH head</b>						
None/Pre-school	539,267	51.5	296,880	50.3	836,469	51.1
Primary	216,448	49.5	102,240	42.9	318,688	47.1
Middle	120,746	44.9	56,072	44.6	176,818	44.8
Secondary	114,406	42.4	36,582	36.2	150,988	40.8
Higher	39,937	39.2	11,772	37.2	51,709	38.7
<b>WIQ</b>						
Poorest	375,908	54.1	253,955	51.0	630,185	52.8
Second	291,628	51.4	151,279	47.1	442,907	49.9
Middle	188,096	45.1	62,142	40.3	250,238	43.8
Fourth	118,099	39.4	30,002	35.4	148,101	38.5
Richest	57,660	39.1	7,160	23.3	64,819	36.4
<b>Residence</b>						
Rural	861,691	50.4	456,404	47.4	1,318,095	49.4
Urban	169,701	40.6	48,133	38.0	218,156	40.0

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 5 and 5 individuals from the unweighted survey responses respectively, which when weighted represent 763 and 585 children aged 10–14 years in child labour.

Table 8.14 shows the percentage of children aged 10–14 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 (22.0 per cent). This is the most common hazard also in the industries water collection (13.2 per cent), construction (34.8 per cent), wholesale and retail trade (15.1 per cent) and domestic work (16.1 per cent). In the industries manufacturing and accommodation and food service, 32.3 and 15.0 per cent, respectively, work with dangerous tools. Table A8.30 in Appendix shows the results for 10–17-year-olds and Table A8.31 in Appendix shows the results

for 15–17-year-olds in hazardous work. For those engaged in the agriculture, forestry and fishing industry, the most common hazard is extreme cold or heat (36.9 per cent). This is the most common hazard also in the industries water collection (18.2 per cent), construction (34.9 per cent), wholesale and retail trade (19.7 per cent), domestic work (22.4 per cent) and in accommodation and food service (23.5 per cent). In the manufacturing industry, 39.0 per cent work with dangerous tools.

**Table 8.14 Per cent of children 10–14 years in child labour by industry and type of hazardous condition at work**

	Industry							
	<i>Agriculture, forestry and fishing</i>	<i>Manufacturing</i>	<i>Water collection</i>	<i>Construction</i>	<i>Wholesale and retail trade</i>	<i>Accommodation and food service</i>	<i>Domestic work</i>	<i>Other industry</i>
Dust, fumes (gases or vapours)	15.9	9.5	7.5	34.6	14.4	7.0*	3.9*	13.7
Fire, gas, flames/electric shocks	0.8	5.5	0.1*	3.8*	2.9	9.6*	0.5*	3.9*
Loud noise or vibration (strong shaking movements)	6.7	12.8	1.1*	11.1*	4.0	6.0*	0.3*	6.9*
Extreme cold or heat	22.0	16.8	13.2	34.8	15.1	14.4	16.1	16.3
Dangerous tools	14.7	32.2	0.9*	12.1*	14.1	15.0	9.9*	22.6
Work underground	0.0*	0.1*	0.0*	0.8*	0.0*	0.0*	0.0*	0.1*
Work at heights	1.8	1.2*	0.7*	30.8	1.2*	0.9*	3.4*	2.6*
Work in water / lake / pond / river	0.9	0.4*	1.8*	0.0*	0.2*	0.0*	0.0*	0.0*
Workplace too dark or confined	0.3*	0.5*	0.1*	1.8*	0.3*	0.0*	0.0*	0.2*
Insufficient ventilation	0.1*	0.8*	0.0*	1.8*	0.1*	0.0*	0.0*	0.1*
Chemicals	2.8	2.5	0.2*	3.5*	0.7*	0.0*	0.0*	1.8*
Wild animals / dangerous animals	4.9	0.2*	1.3*	0.7*	0.4*	0.6*	0.0*	0.1*
Explosives	0.0*	0.4*	0.0*	0.0*	0.7*	3.4*	0.0*	0.3*
Wooden splinters	4.6	2.7	0.7*	0.6*	1.2*	0.5*	0.2*	1.4*
Other processes or conditions	0.3*	0.2*	0.0*	0.0*	0.0*	0.1*	0.0*	0.0*

\*The percentage should be interpreted with caution as it is based on a small number of total unweighted observations (less than 25)

Figure 8.4 shows the most prevalent hazardous conditions faced by children 10–14 years in child labour. The most reported hazardous condition faced at work is carrying heavy loads (37.7 per cent), followed by extreme cold or heat (19.4 per cent), dangerous tools

(14.8 per cent) and exposure to dust or fumes (13.8 per cent). Figure 8.2A in Appendix includes 10–17-year-olds and shows slightly higher percentages.

Figure 8.2B in Appendix shows the most prevalent hazardous conditions faced by adolescents 15–17 years in hazardous work. As with children, the most reported hazardous condition is carrying heavy loads (49.4 per cent), followed by extreme cold or heat (28.4 per cent), dangerous tools (25.1 per cent) and exposure to dust or fumes (19.5 per cent).

**Figure 8.4 Most prevalent hazardous conditions among children in child labour**

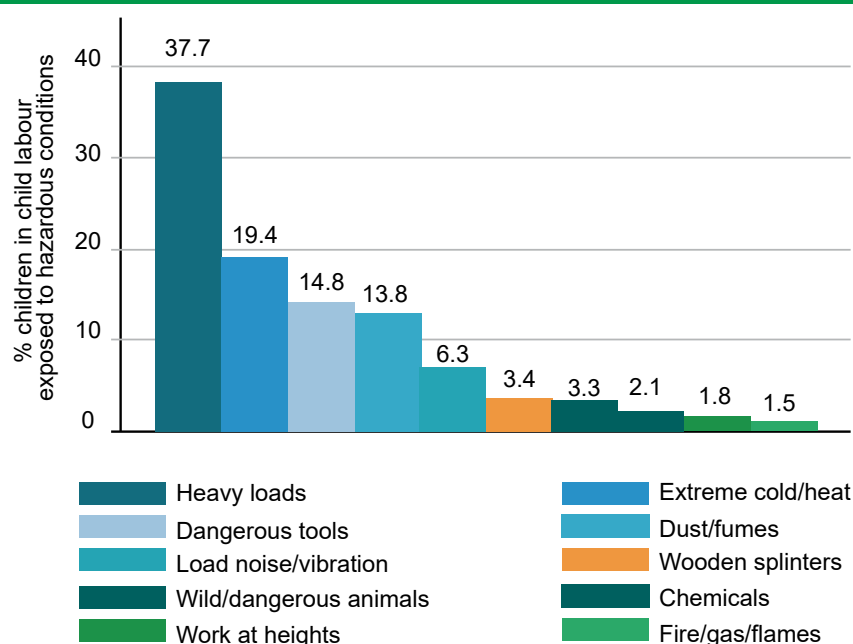


Table 8.15 shows the incidence of illnesses or injuries among children and adolescents in CLAHW and working adolescents not in hazardous work. Overall, 27.2 per cent of 5–14-year-olds in child labour were injured or fell ill due to work, and 32.5 per cent of 5–17-year-olds in CLAHW. The incidence increases with age and adolescents aged 15–17 are more than twice as likely to get injured or ill due to work compared to children 5–9 years old (41.7 per cent vs. 17.4 per cent). A slightly higher percentage of boys in CLAHW got injured or ill due to work compared to girls in all age groups. However, for working adolescents not in hazardous work, girls are more likely than boys to be injured or ill due to work. Overall, working adolescents not in hazardous work are 30.2 percentage points less likely to get injured or ill due to work compared to adolescents in hazardous work.

**Table 8.15 Number and per cent 5–17-year-olds in CLAHW and not in CLAHW who got injured or ill due to work, by age group and sex**

Characteristic	Working children and adolescents			
	Not in CLAHW		In CLAHW	
	<i>Total number of working adolescents not in CLAHW</i>	<i>Percentage that got ill or injured due to work</i>	<i>Total number of working children and adolescents in CLAHW</i>	<i>Percentage that got ill or injured due to work</i>
<b>Both sexes</b>				
<b>Total 5–14</b>	n/a	n/a	3,608,777	27.2
<b>Total 5–17</b>	554,515	11.5	5,687,821	32.5
5–9	n/a	n/a	707,510	17.4
10–14	n/a	n/a	2,901,267	29.6
15–17	554,515	11.5	2,079,044	41.7
<b>Boys</b>				
<b>Total 5–14</b>	n/a	n/a	2,329,805	28.3
<b>Total 5–17</b>	301,972	9.2	3,746,431	33.6
5–9	n/a	n/a	436,054	18.8
10–14	n/a	n/a	1,893,751	30.5
15–17	301,972	9.2	1,416,626	42.4
<b>Girls</b>				
<b>Total 5–14</b>	n/a	n/a	1,278,650	25.2
<b>Total 5–17</b>	252,543	14.4	1,941,068	30.3
5–9	n/a	n/a	271,456	15.1
10–14	n/a	n/a	1,007,195	27.9
15–17	252,543	14.4	662,418	40.1

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 1 individual from the unweighted survey responses, which when weighted represents 322 children.

Table 8.16 shows that injury prevalence seems to be higher in households with poorer socio-economic situation, where 31.2 per cent of children in child labour in the poorest wealth index quintile reported an injury compared to 16.9 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 households with less educated heads of household and more prevalent in rural compared to urban areas (28.0 per cent and 23.0 per cent, respectively).

**Table 8.16 Number and per cent 5–14-year-olds in child labour who got injured or ill due to work, by education of household head, wealth index quintile, and area of residence**

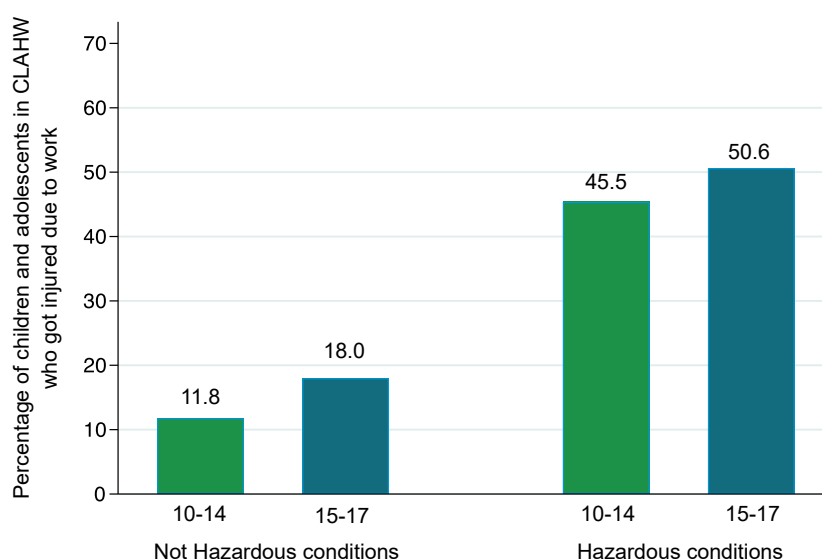
Characteristic	In child labour	
	<i>Total number of working children in child labour</i>	<i>Percentage that got ill or injured due to work</i>
<b>Total 5–14</b>	3,608,777	27.2
<b>Educ. HH head</b>		
None/Pre–school	1,822,739	29.2
Primary	780,673	26.4
Middle	446,082	27.5
Secondary	418,091	23.0
Higher	137,643	16.7
<b>WIQ</b>		
Poorest	1,381,225	31.2
Second	995,044	28.8
Middle	629,582	23.2
Fourth	407,918	20.8
Richest	195,008	16.9
<b>Residence</b>		
Rural	3,013,578	28.0
Urban	595,199	23.0

The education of the household head omits the categories of “Non–formal education” and “Don’t know/Other”. These records account for 6 and 8 individuals from the unweighted survey responses respectively, which when weighted represent 1076 and 1475 children aged 10–14 years in child labour. In addition, there is 3 children for whom information on the education of the household head is missing, which when weighted represents 998 children.

Table A8.33 in Appendix shows the results for 15–17-year-olds. Like with children, injury prevalence seems to be higher in households from a poorer socio-economic background and with less educated heads of household, as well as being more prevalent in rural compared to urban areas (43.3 per cent and 35.9 per cent, respectively). Table A8.32 shows the results for 5–17-year-olds. Table A8.34, Table A8.35 and Table A8.36 in the Appendix shows similar information but by division and district. For children that are in child labour, the percentage that fell ill or were injured is the highest in Sargodha and Dera Ghazi Khan divisions.

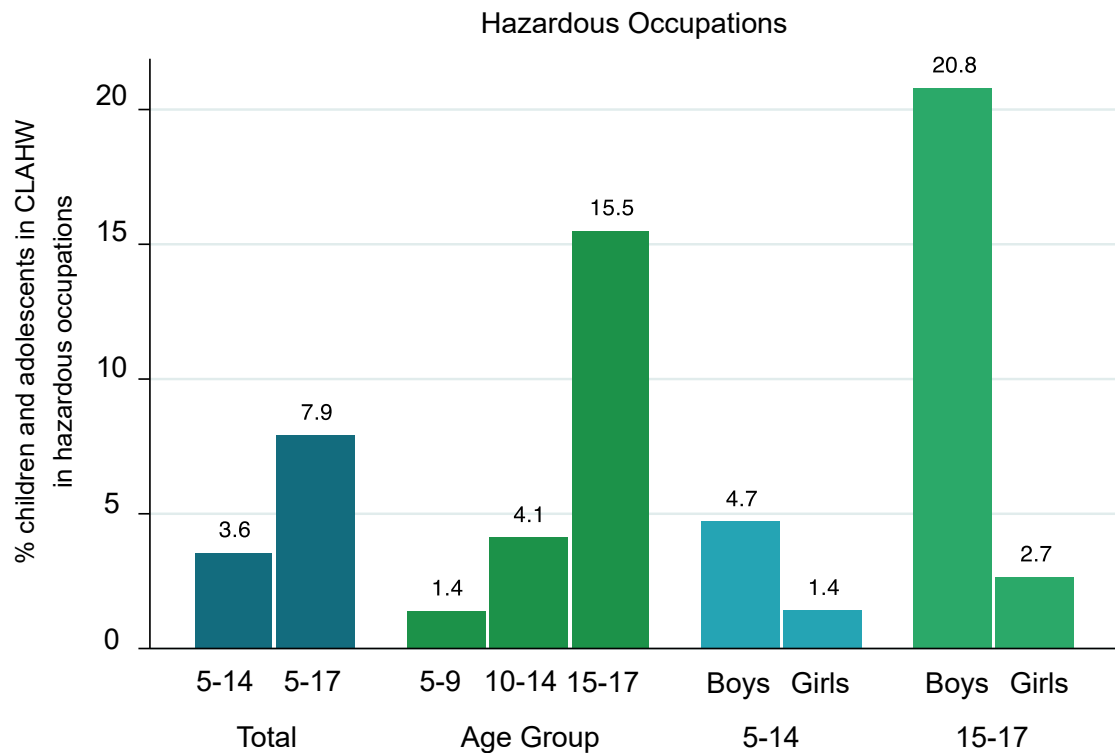
Children and adolescents working in hazardous conditions are more often injured or ill because of their work, as shown in Figure 8.5. For children aged 10–14, the percentage of children in child labour who work in hazardous conditions is 33.6 percentage points higher compared to children in child labour who do not work in hazardous conditions (45.4 per cent vs. 11.8 per cent). For the age group 15–17, the difference is similar at 32.6 percentage points (50.6 per cent vs. 18.0 per cent). This difference is substantial considering that the comparison is made within the group of children and adolescents in CLAHW.

**Figure 8.5 Percentage of children and adolescents in CLAHW that experienced injuries by hazardous work condition**



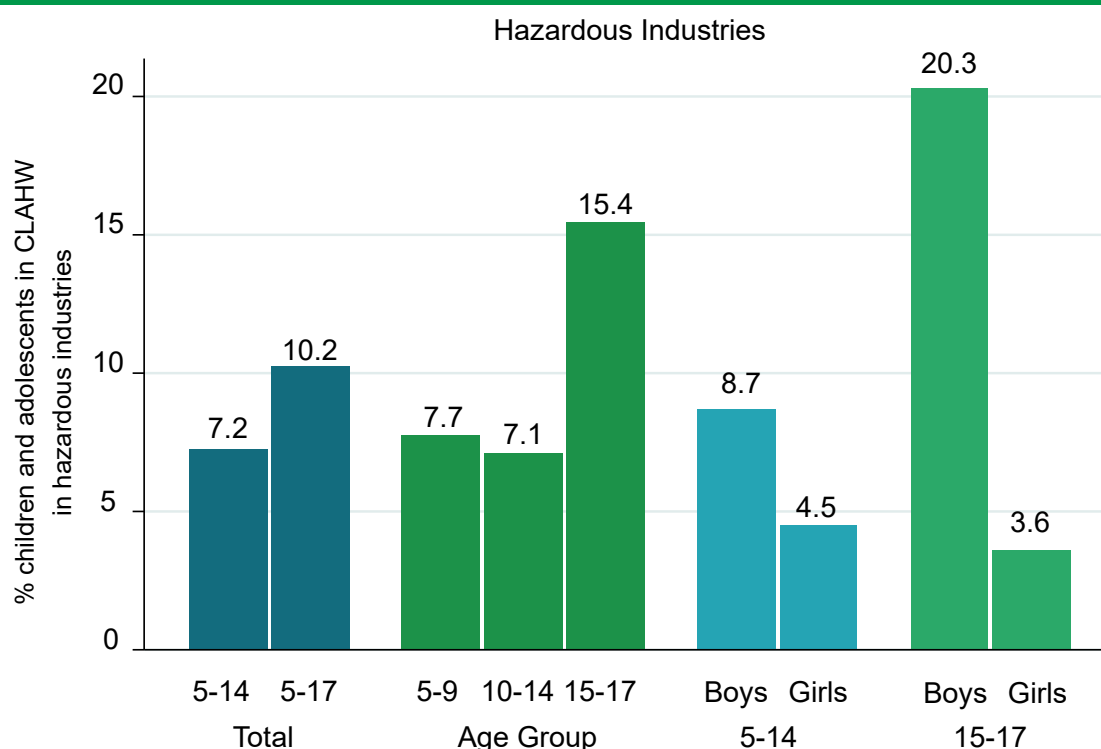
As previously mentioned in Chapter 5, in addition to hazardous conditions described above, other criteria defining CLAHW include work in hazardous occupations and industries as defined within Punjab law, and/or with hazardous tools. Overall, 3.6 per cent of children in child labour and 7.9 per cent overall of children and adolescents in CLAHW work in an occupation classified as hazardous, as shown in Figure 8.6. This percentage increases with age from 1.4 per cent among 5–9-year-olds, to 15.5 per cent for 15–17-year-olds. Boys engaged in CLAHW are more likely than girls to work in hazardous occupations, and the difference increases with age.

**Figure 8.6 Per cent of 5–17-year-olds in CLAHW working in hazardous occupations by sex and age group**



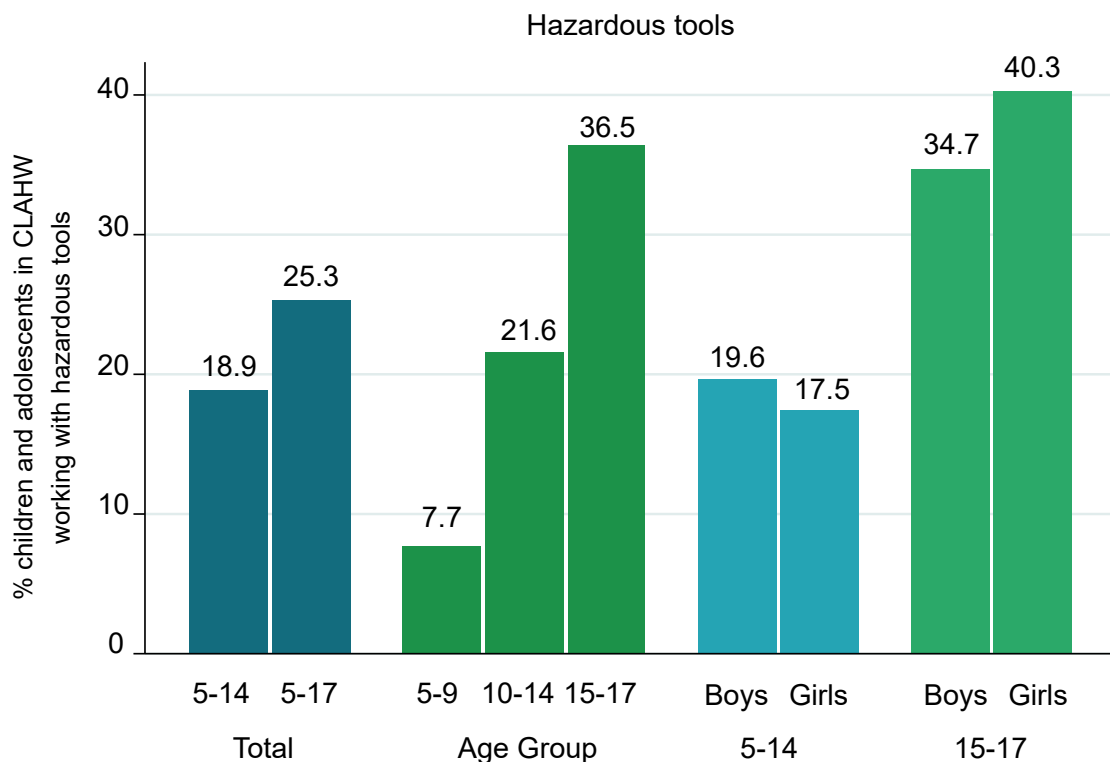
As shown in Figure 8.7, the percentage of children and adolescents in CLAHW that work in hazardous industries is slightly higher than the percentage working in hazardous occupations. In total, 7.2 per cent 5–14-year-olds in child labour and 10.2 per cent of 5–17-year-olds in CLAHW work in hazardous industries. The percentage is around twice as high for the age group 15–17 (15.4 per cent) compared to children in the age groups 5–9 (7.7 per cent) and 10–14 (7.1 per cent). A higher share of boys in CLAHW work in hazardous industries compared to girls and similarly for hazardous occupations, the difference increases with age. A smaller share of girls aged 15–17 in adolescent hazardous work are working in hazardous industries compared to girls in the age group 5–14.

**Figure 8.7 Per cent of 5–17-year-olds in CLAHW working in hazardous industries by sex and age group**



Around one in five of 5–14-year-olds in child labour and around one in four of 5–17-year-olds in CLAHW work with hazardous tools (18.9 per cent and 25.3 per cent, respectively), as shown in Figure 8.8. The percentage working with hazardous tools increases with age from 7.7 per cent for children 5–9 years old to 36.5 per cent for adolescents 15–17 years old. The percentage of 5–14-year-olds in child labour working with hazardous tools is slightly higher for boys than girls (19.6 per cent vs. 17.5 per cent), but among 15–17-year-olds in adolescent hazardous work, a larger share of girls than boys work with hazardous tools (40.3 per cent vs. 34.7 per cent).

**Figure 8.8 Per cent of 5–17-year-olds in CLAHW 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, 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 8.9 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. 13.4 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 and Malik, 2007). Figure 8.3A in Appendix shows slightly higher numbers when adolescents 15–17-years-old are included as well. Figure 8.3B shows the results for adolescents 15–17-year-olds only.

**Figure 8.9 Percentage of 5–14-year-olds in child labour that experienced abuse at work by type of violence and sex**

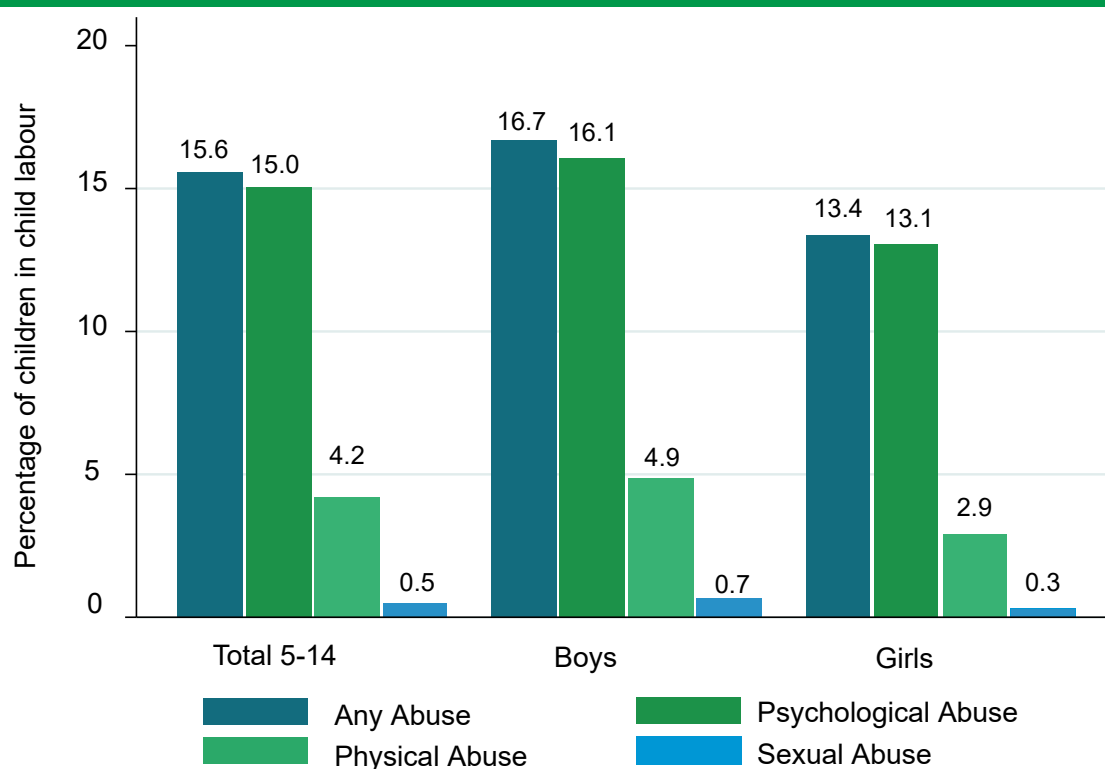


Figure 8.10 shows that children in child labour working away from home are slightly more likely to have experienced abuse at work (17.9 per cent vs. 13.0 per cent). Figure 8.4A and Figure 8.4B in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively.

**Figure 8.10 Abuse at work against 5–14-year-olds in child labour and location of work**

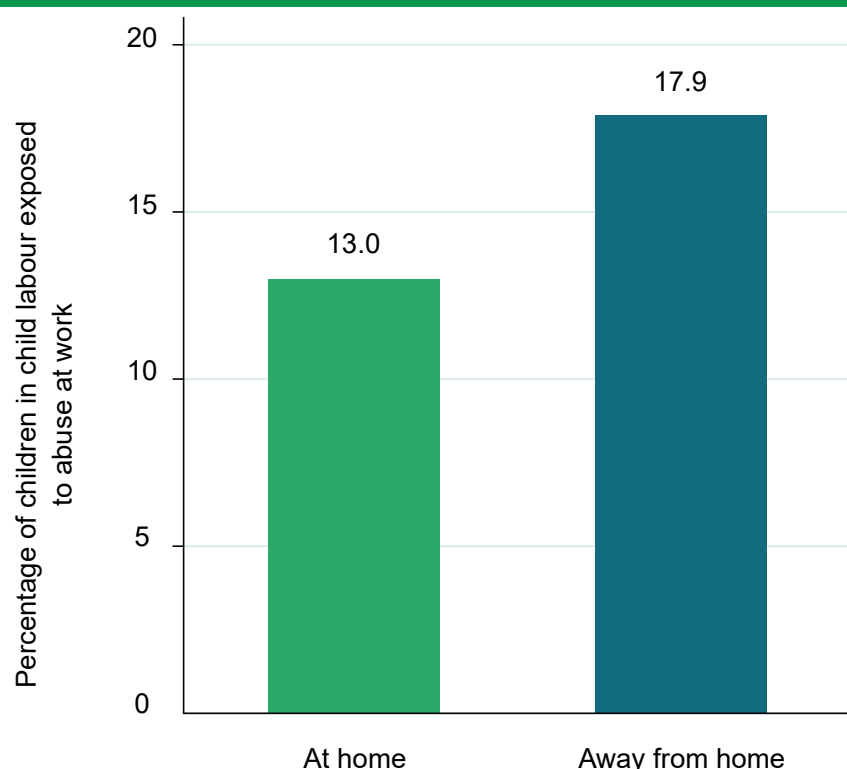


Table 8.17 shows that out of all 5–17-year-olds with disabilities, the vast majority is not working (89.9 per cent), while 8.5 per cent of children and adolescents with disabilities are in CLAHW and 1.6 per cent are working but not in CLAHW. The percentage of children and adolescents with disabilities in CLAHW increases with age (as with children and adolescents without disabilities), from 2.8 per cent for children aged 5–9 to 12.4 per cent for adolescents aged 15–17. In all age groups, a slightly higher share of boys than girls with disabilities are engaged in CLAHW, and girls with disabilities aged 15–17 are more likely than boys to work but not in hazardous work.

Table 8.18 shows that the percentage of children with disabilities in child labour is higher for those living in poorer households and have a less educated household head. Children with disabilities in rural areas are more likely to be engaged in child labour (8.5 per cent vs. 3.4 per cent in urban areas). Table A8.37 and Table A8.38 shows the results for 5–17-year-olds and 15–17-year-olds, respectively. Table A8.39, Table A8.40 and Table A8.41 in the Appendix shows similar information but by division and district.

Out of children 5–14 years old with disabilities in child labour, only 7.2 per cent obtained their disability after or at the same time as starting to work, as shown in Table 8.19. The corresponding percentage for children and adolescents 5–17 years old in CLAHW is 8.1. Boys with disabilities are more likely than girls to have obtained their disability after or at the same time as starting to work. 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 A8.42 and Table A8.43 shows the results for 5–17-year-olds and 15–17-year-olds, respectively. Table A8.44, Table A8.45 and Table A8.46 in the Appendix shows similar information but by division and district.

Figure 8.11 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 53.8 percentage points less likely to go to school than children without disabilities, and 40.3 percentage points less likely to engage in household chores. Figure 8.5A and Figure 8.5B in Appendix show the results for 5–17-year-olds and 15–17-year-olds respectively, indicating that school attendance is especially low among children with disabilities in the age group 15–17, where only 19.3 per cent attend school.



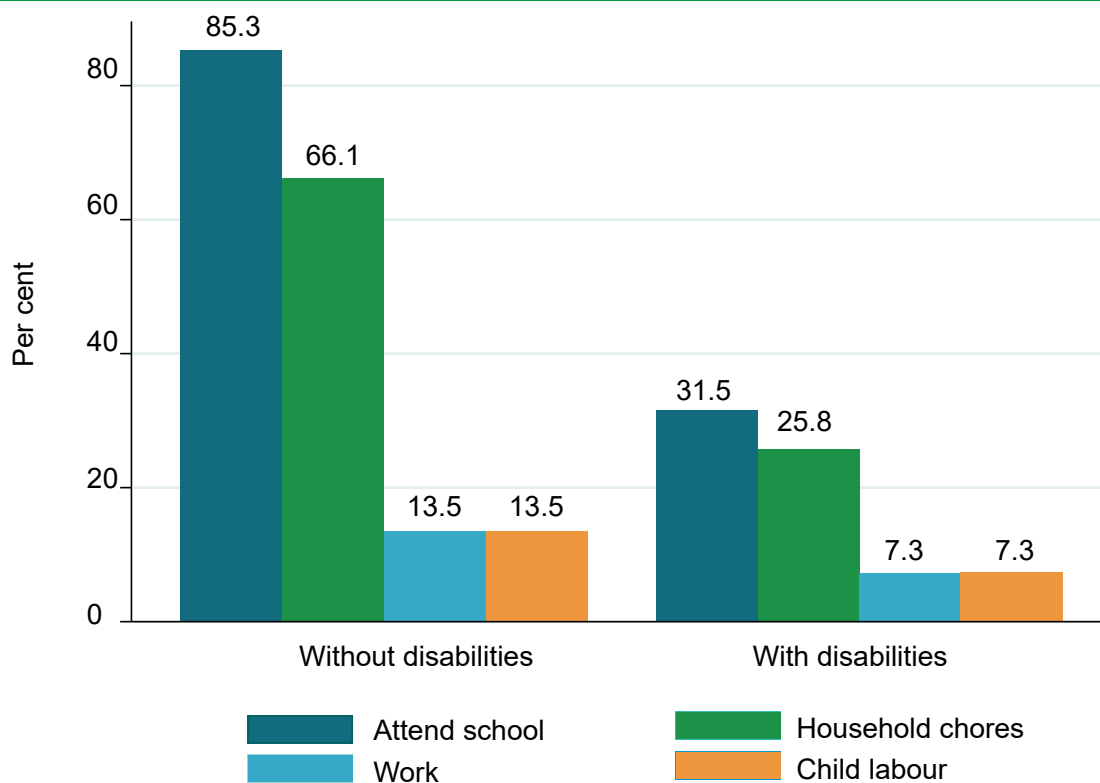
**Table 8.17 Per cent of 5–17-year-olds with disabilities, by working status, by sex and age group**

Children and adolescents with disabilities				
Characteristic	<i>Children and adolescents not working</i>	<i>Children and adolescents working, not in CLAHW</i>	<i>Children and adolescents in CLAHW</i>	<i>Total number of children and adolescents with disabilities</i>
<b>Both sexes</b>				
<b>Total 5–14</b>	92.7	n/a	7.3	411,173
<b>Total 5–17</b>	89.9	1.6	8.5	542,316
5–9	97.2	n/a	2.8	212,169
10–14	87.9	n/a	12.1	199,004
15–17	81.1	6.5	12.4	131,143
<b>Boys</b>				
<b>Total 5–14</b>	92.1	n/a	7.9	229,820
<b>Total 5–17</b>	89.8	1.1	9.2	305,159
5–9	96.1	n/a	3.9	119,907
10–14	87.7	n/a	12.3	109,913
15–17	82.7	4.3	13.0	75,339
<b>Girls</b>				
<b>Total 5–14</b>	93.5	n/a	6.5	181,353
<b>Total 5–17</b>	90.0	2.3	7.7	237,157
5–9	98.6	n/a	1.4	92,262
10–14	88.1	n/a	11.9	89,091
15–17	78.9	9.6	11.5	55,804

**Table 8.18 Per cent of 5–14-year-olds with disabilities, by working status, by wealth index quintile, education of household head and area of residence**

Characteristic	Children with disabilities		
	<i>Children not working</i>	<i>Children in child labour</i>	<i>Total number of children with disabilities</i>
<b>Total 5–14</b>	92.7	7.3	411,173
<b>Educ. HH head</b>			
None/Pre–school	91.8	8.2	165,995
Primary	92.2	7.8	87,687
Middle	91.5	8.4	58,526
Secondary	95.3	4.7	67,495
Higher	95.3	4.7	31,173
<b>WIQ</b>			
Poorest	90.7	9.3	115,462
Second	89.6	10.4	92,185
Middle	91.9	8.1	85,098
Fourth	96.4	3.6	69,334
Richest	99.4	0.6	49,094
<b>Residence</b>			
Rural	91.5	8.5	315,681
Urban	96.6	3.4	95,492

**Figure 8.11 Percentage of children attending school, performing household chores, working, and engaged in child labour by disability status**



**Table 8.19 Per cent of working 5–17-year-olds in CLAHW and not in CLAHW with disabilities, by timing of disability, by age group and sex**

Characteristic	Working children and adolescents not in CLAHW			Children and adolescents in CLAHW		
	<i>Disabled prior to starting work per cent</i>	<i>Disabled after or at the same time as starting work per cent</i>	<i>Total number of working children and adolescents not in CLAHW with disabilities</i>	<i>Disabled prior to starting work per cent</i>	<i>Disabled after or at the same time as starting work per cent</i>	<i>Total number of children and adolescents in CLAHW with disabilities</i>
<b>Both sexes</b>						
<b>Total 5–14</b>	n/a	n/a	n/a	92.8	7.2	29,736
<b>Total 5–17</b>	83.6	16.4	8,573	92.0	8.1	46,028
5–9	n/a	n/a	n/a	96.3*	3.6*	5,636
10–14	n/a	n/a	n/a	91.9	8.1	24,101
15–17	83.6	16.4	8,573	90.4	9.6	16,292
<b>Boys</b>						
<b>Total 5–14</b>	n/a	n/a	n/a	91.1	8.9	18,201
<b>Total 5–17</b>	96.2	3.8	3,243	89.4	10.6	28,052
5–9	n/a	n/a	n/a	100.0*	0.0*	4,687
10–14	n/a	n/a	n/a	88.1	11.9	13,514
15–17	96.2	3.8	3,243	86.1	13.9	9,850
<b>Girls</b>						
<b>Total 5–14</b>	n/a	n/a	n/a	95.4	4.6	11,535
<b>Total 5–17</b>	75.9	24.1	5,330	96.0	4.0	17,977
5–9	n/a	n/a	n/a	78.3*	21.7*	949
10–14	n/a	n/a	n/a	96.9	3.1	10,586
15–17	75.9	24.1	5,330	97.0*	3.0*	6,442

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

### 8.2.2 Mental health

To assess mental health, the Patient Health Questionnaire–9 (PHQ-9) was adapted to children and adolescents and applied to all children and adolescents 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 8.20 shows self-reported mental health conditions of children and adolescents in CLAHW and not in CLAHW. Out of children and adolescents in CLAHW, 19.2 per cent reported to have depression related symptoms (mild, moderate, moderately severe, or severe). The percentage for children and adolescents not in CLAHW is lower at 12.6 per cent. The percentage increases with age for both children and adolescents in CLAHW and not in CLAHW but is higher in all age groups for those in CLAHW. A higher share of girls in CLAHW compared to boys in CLAHW report symptoms of depression (17.6 per cent vs. 15.4 per cent in the age group 10–14 and 26.7 per cent vs. 22.1 per cent in the age group 15–17).

**Table 8.20 Per cent of children and adolescents 10–17 years in CLAHW and not in CLAHW with mental health condition, by sex and age group**

Characteristic	In CLAHW						Not in CLAHW					
	Mental health condition (self-reported)											Total number of 10-17-year-olds not in CLAHW
	None	Mild	Moderate	Moderately severe	Severe	Total number of 10-17-year-olds in CLAHW	None	Mild	Moderate	Moderately severe	Severe	
<b>Total 10-17</b>	80.8	15.6	2.9	0.6	0.1	5,144,630	87.4	10.4	1.8	0.4	0.1	15,522,562
<b>Both sexes</b>												
10–14	83.8	13.7	1.9	0.5	0.1	3,053,949	89.0	9.1	1.4	0.3	0.1	10,674,224
15–17	76.4	18.4	4.2	0.8	0.1	2,090,681	83.7	13.1	2.6	0.5	0.1	4,848,338
<b>Boys</b>												
<b>Total 10-17</b>	81.8	15.2	2.4	0.5	0.1	3,422,904	89.1	9.1	1.4	0.3	0.1	7,180,422
10–14	84.6	13.2	1.7	0.5	0.1	1,997,188	89.9	8.6	1.2	0.3	0.1	5,163,285
15–17	77.9	18.2	3.3	0.6	0.0	1,425,715	86.9	10.7	2.1	0.3	0.0	2,017,136
<b>Girls</b>												
<b>Total 10-17</b>	78.9	16.4	3.8	0.7	0.2	1,721,405	85.9	11.5	2.0	0.5	0.1	8,341,936
10–14	82.4	14.8	2.3	0.4	0.2	1,056,439	88.3	9.7	1.6	0.4	0.1	5,510,734
15–17	73.3	19.0	6.2	1.2	0.2	664,966	81.4	14.9	2.9	0.7	0.1	2,831,202

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 1 individual from the unweighted survey responses, which when weighted represents 203 children.

Table 8.21 shows the percentage of 10–14-year-olds in child labour and not in child labour with reported symptoms of depression by education of household head, wealth index quintile, area of residence and hazardous working condition. The percentage of children in child labour who reported symptoms of depression is almost 10 percentage points higher for those working in hazardous conditions (20.8 per cent) compared to those not working in hazardous conditions (11.5 per cent). This indicates that there might be a link between physical and mental health. Table A8.48 in Appendix shows a similar result for adolescents in hazardous work (26.1 per cent vs. 17.0 per cent). Table A8.47 shows the results for 10–17-year-olds. Table A8.48, Table A8.49 and Table A8.50 in the Appendix shows similar information but by division and district.

**Table 8.21 Per cent of children 10–14 years in child labour and not in child labour with mental health condition, by education of household head, wealth index quintile and area of residence**

Characteristic	In child labour					Not in child labour						
	Mental health condition (self-reported)											
	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–14-year-olds in child labour	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–14-year-olds not in child labour
Total 10–14	83.8	13.7	1.9	0.5	0.1	3,053,949	89.0	9.1	1.4	0.3	0.1	10,674,224
Educ. HH head												
None/Pre-school	81.9	14.7	2.5	0.7	0.2	1,540,757	88.1	9.7	1.6	0.5	0.1	3,509,759
Primary	84.7	13.4	1.6	0.2	0.0	647,944	88.2	9.8	1.6	0.3	0.0	2,071,128
Middle	85.8	13.2	0.9	0.1	0.0	377,414	88.1	10.1	1.5	0.3	0.1	1,619,621
Secondary	86.9	11.1	1.6	0.3	0.0	358,452	89.9	8.6	1.2	0.3	0.0	2,155,332
Higher	87.7	11.4	0.7	0.2	0.0	126,910	92.8	6.2	0.8	0.1	0.1	1,310,864

**Table 8.21 Per cent of children 10–14 years in child labour and not in child labour with mental health condition, by education of household head, wealth index quintile and area of residence**

Characteristic	In child labour					Not in child labour						
	Mental health condition (self-reported)											
	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–14-year-olds in child labour	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–14-year-olds not in child labour
WIQ												
Poorest	80.5	16.0	2.6	0.8	0.1	1,133,054	87.5	9.9	2.0	0.6	0.1	1,762,043
Second	84.0	14.0	1.5	0.3	0.2	846,609	88.2	9.9	1.5	0.5	0.0	2,041,330
Middle	88.2	10.2	1.3	0.2	0.1	544,439	88.4	9.3	1.8	0.5	0.1	2,210,426
Fourth	85.7	12.1	1.8	0.3	0.1	361,126	88.9	9.6	1.4	0.1	0.1	2,290,494
Richest	87.0	11.5	1.6	0.0	0.0	168,721	91.8	7.4	0.7	0.1	0.0	2,369,931



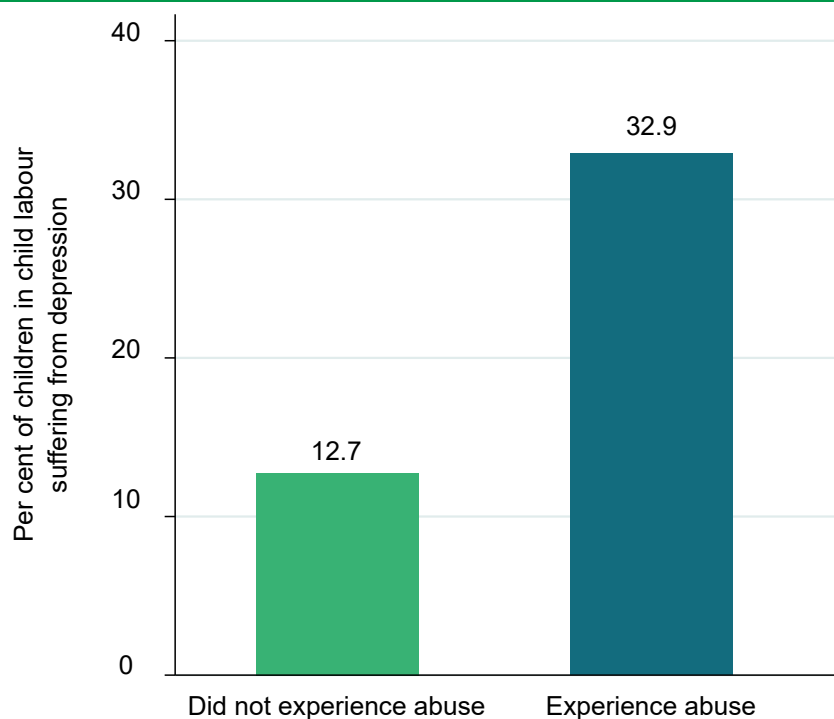
**Table 8.21 Per cent of children 10–14 years in child labour and not in child labour with mental health condition, by education of household head, wealth index quintile and area of residence**

Characteristic	In child labour					Not in child labour						
	Mental health condition (self-reported)											
	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–14-year-olds in child labour	None	Mild	Moderate	Moderately severe	Severe	Total number of 10–14-year-olds not in child labour
Residence												
Rural	83.9	13.7	1.8	0.4	0.1	2,548,617	88.6	9.3	1.6	0.4	0.1	6,924,520
Urban	83.4	13.5	2.4	0.5	0.2	505,332	89.8	8.8	1.2	0.1	0.1	3,749,704
Hazardous condition												
Not hazardous	88.5	10.2	1.0	0.2	0.1	1,517,763						
Hazardous	79.2	17.2	2.8	0.7	0.1	1,536,187						

The education of the household head omits the categories of “Non-formal education” and “Don’t-know/Other”. These records account for 7 and 30 individuals from the unweighted survey responses respectively, which when weighted represent 1490 and 5207 children. In addition, there are 5 children and adolescents for whom information on the education of the household head is missing, which when weighted represent 822 children .

Figure 8.12 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 (32.9 per cent vs. 12.7 per cent). Figure 8.6A and Figure 8.6B in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively.

**Figure 8.12 Mental health condition for 10–14-year-olds in child labour and abuse at work**



## 9. The Context of Child Labour and Adolescent Hazardous Work

This chapter presents the differences in the family and environmental contexts that surround children and adolescents engaged in CLAHW compared to those who are not in CLAHW. 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 CLAHW.

### 9.1 Household size and structure

Table 9.1 shows the average household size, number of adults (aged 18 and above), dependency ratio and number of children and adolescents (aged 0-17 years), for children and adolescents in CLAHW and not in CLAHW, respectively. The average household size (7.9 vs. 7.4) and the number of adults (3.5 vs. 3.1) are higher for 5–14-year-olds that are not in child labour compared to 5–14-year-olds in child labour, whereas the average number of children and adolescents (4.4), and the dependency ratio<sup>46</sup> (1.5) do not vary with CLAHW status. Overall, the family structure does not differ considerably between the group of children in child labour and children not in child labour, nor for adolescents.

**Table 9.1 Average family size, number of children and adolescents, number of adults, and dependency ratio for 5–17-year-olds in CLAHW and not CLAHW, by age group and sex**

Characteristic	Not in CLAHW				In CLAHW			
	Average household size	Average number of children and adolescents	Average number of adults	Average dependency ratio	Average household size	Average number of children and adolescents	Average number of adults	Average dependency ratio
<b>Both sexes</b>								
<b>Total 5-14</b>	7.9	4.4	3.5	1.5	7.4	4.4	3.1	1.5
<b>Total 5–17</b>	7.9	4.3	3.6	1.3	7.5	4.2	3.3	1.2
5–9	8.0	4.5	3.5	1.6	7.2	4.4	2.8	1.7
10–14	7.8	4.3	3.5	1.3	7.5	4.3	3.1	1.4
15–17	7.7	3.7	4.0	0.5	7.6	3.9	3.7	0.6

<sup>46</sup> 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.

**Table 9.1 Average family size, number of children and adolescents, number of adults, and dependency ratio for 5–17-year-olds in CLAHW and not CLAHW, by age group and sex**

Characteristic	Not in CLAHW				In CLAHW			
	Average household size	Average number of children and adolescents	Average number of adults	Average dependency ratio	Average household size	Average number of children and adolescents	Average number of adults	Average dependency ratio
<b>Boys</b>								
<b>Total 5-14</b>	7.8	4.3	3.5	1.4	7.3	4.2	3.1	1.4
<b>Total 5–17</b>	7.8	4.2	3.6	1.3	7.4	4.1	3.3	1.1
5–9	7.9	4.4	3.4	1.5	7.1	4.3	2.8	1.7
10–14	7.7	4.2	3.6	1.2	7.4	4.2	3.2	1.4
15–17	7.6	3.5	4.0	0.5	7.6	3.8	3.8	0.6
<b>Girls</b>								
<b>Total 5-14</b>	8.0	4.5	3.5	1.5	7.6	4.6	3.0	1.6
<b>Total 5–17</b>	8.0	4.4	3.6	1.3	7.6	4.4	3.2	1.3
5–9	8.1	4.6	3.5	1.6	7.3	4.5	2.8	1.8
10–14	7.9	4.4	3.5	1.3	7.7	4.6	3.1	1.6
15–17	7.7	3.8	3.9	0.6	7.7	4.1	3.6	0.7

Table 9.2 shows the same indicators as in Table 9.1 but by education of the household head, wealth index quintile and area of residence for children 5–14 years old. For both children in child labour and not in child labour, the number of adults increases with the wealth index quintile, while the number of children and adolescents decreases, meaning the dependency ratio drops. TableA9.1 and TableA9.2 in Appendix shows the results for 5–17-year-olds and 15–17-year-olds, respectively. TableA9.3, TableA9.4 and TableA9.5 in the Appendix shows the same information by division and district.

**Table 9.2 Average family size, number of children and adolescents, number of adults, and dependency ratio for 5–14-year-olds in child labour and not in child labour, by education of household head, wealth index quintile and residence**

Characteristic	Not in child labour				In child labour			
	Average household size	Average number of children and adolescents	Average number of adults	Average dependency ratio	Average household size	Average number of children and adolescents	Average number of adults	Average dependency ratio
<b>Total 5–14</b>	7.9	4.4	3.5	1.5	7.4	4.4	3.1	1.5
<b>Educ. HH head</b>								
None/Pre-school	8.4	4.7	3.7	1.5	7.4	4.3	3.1	1.5
Primary	7.8	4.4	3.4	1.5	7.4	4.5	3.0	1.6
Middle	7.7	4.3	3.3	1.5	7.3	4.4	3.0	1.5
Secondary	7.7	4.2	3.5	1.4	7.5	4.4	3.1	1.4
Higher	7.3	3.9	3.4	1.4	7.2	4.1	3.1	1.3
<b>WIQ</b>								
Poorest	7.9	4.8	3.0	1.7	7.3	4.6	2.8	1.7
Second	7.9	4.6	3.4	1.5	7.5	4.4	3.1	1.5
Middle	8.0	4.4	3.6	1.4	7.6	4.2	3.4	1.3
Fourth	7.7	4.2	3.5	1.4	7.3	4.1	3.2	1.3
Richest	8.0	4.1	3.9	1.3	7.3	3.9	3.3	1.2
<b>Residence</b>								
Rural	8.0	4.5	3.5	1.5	7.4	4.4	3.0	1.5
Urban	7.7	4.2	3.5	1.3	7.3	4.2	3.1	1.3

Table 9.3 shows the living arrangements for children and adolescents in CLAHW and not in CLAHW. Children aged 5–14 in child labour are less likely to live with both parents (87.6 per cent vs. 89.5 per cent for children not in child labour) but are more likely to live with their father only (3.0 per cent vs. 1.7 per cent), or with neither mother nor father (1.9 per cent vs 1.3 per cent). Adolescents aged 15–17 in hazardous work are more likely to live with their father only (3.9 per cent) compared to adolescents not in hazardous work (3.0 per cent), who are instead more likely to live with their mother only (10.1 per cent vs. 9.5 per cent). The older a child is, the less likely they are to live with both parents.

**Table 9.3 Per cent of 5–17-year-olds in CLAHW and not in CLAHW by household structure, by sex and age group**

Characteristic	Not in CLAHW				In CLAHW					
	Living arrangements (biological parents)					Number of children and adolescents not in CLAHW	With father only	With mother only	With both father and mother	Number of children and adolescents in CLAHW
	With neither father nor mother	With father only	With mother only	With both father and mother						
Both sexes										
Total 5–14	1.3	1.7	7.5	89.5	24,841,790	1.9	3.0	7.5	87.6	3,835,956
Total 5–17	1.5	1.9	7.9	88.7	29,782,251	2.0	3.3	8.2	86.4	6,036,473
5–9	1.1	1.4	6.8	90.7	14,214,151	1.7	2.0	5.8	90.5	780,122
10–14	1.5	2.1	8.3	88.0	10,627,640	1.9	3.3	7.9	86.9	3,055,834
15–17	2.5	3.0	10.1	84.4	4,940,461	2.3	3.9	9.5	84.3	2,200,517
Boys										
Total 5–14	1.2	1.8	7.4	89.7	12,433,771	1.9	3.1	7.8	87.2	2,504,559
Total 5–17	1.3	1.9	7.8	89.1	14,551,151	1.7	3.4	8.5	86.4	4,062,955
5–9	1.0	1.5	6.8	90.8	7,252,736	1.9	1.9	5.8	90.4	481,868
10–14	1.5	2.1	8.3	88.1	5,181,036	1.9	3.4	8.2	86.4	2,022,691
15–17	1.5	2.7	10.0	85.8	2,117,379	1.4	3.7	9.7	85.2	1,558,396

**Table 9.3 Per cent of 5–17-year-olds in CLAHW and not in CLAHW by household structure, by sex and age group**

Characteristic	Not in CLAHW						In CLAHW			
	Living arrangements (biological parents)									
	With neither father nor mother	With father only	With mother only	With both father and mother	Number of children and adolescents not in CLAHW	With neither father nor mother	With father only	With mother only	With both father and mother	Number of children and adolescents in CLAHW
<b>Girls</b>										
<b>Total 5–14</b>	1.3	1.6	7.6	89.5	12,405,106	1.8	2.8	7.0	88.4	1,331,085
<b>Total 5–17</b>	1.7	1.9	8.1	88.3	15,228,188	2.6	3.3	7.7	86.4	1,973,206
5–9	1.1	1.3	6.9	90.7	6,958,693	1.4	2.2	5.7	90.7	298,254
10–14	1.5	2.1	8.4	87.9	5,446,414	1.9	2.9	7.3	87.8	1,032,831
15–17	3.3	3.2	10.1	83.4	2,823,081	4.3	4.3	9.1	82.3	642,121

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents.

As shown below in Table 9.4, the percentage of children aged 5–14 both in child labour and not in child labour that live with their father only decreases with the education of the household head and the share of children living with their mother only increases with the wealth index quintile. Across all wealth quintiles children in child labour are less likely to live with both parents than those not in child labour, though the gap is small for the middle and fourth quintiles. In rural areas, the percentage living with both parents is similar among children in child labour and those not (88.2 per cent vs. 89.1 per cent), while in urban areas those in child labour are noticeably less likely to live with both parents (84.5 per cent vs. 90.5 per cent). Table A9.6 and Table A9.7 provides further details for children and adolescents aged 5–17 and adolescents aged 15–17. For the results by division and district see TableA9.8, TableA9.8 and TableA9.8 in the Appendix.

**Table 9.4 Per cent of 5–14-year-olds by household structure, by 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
Total 5–14	1.3	1.7	7.5	89.5	24,841,790	1.9	3.0	7.5	87.6	3,835,956
Educ. HH head										
None/Pre-school	1.6	2.2	9.4	86.8	8,743,363	1.9	3.7	9.7	84.7	1,924,717
Primary	1.3	1.9	7.3	89.5	4,945,833	1.5	2.5	6.4	89.7	824,009
Middle	0.9	1.4	5.7	92.0	3,714,664	1.3	2.2	3.4	93.1	479,931
Secondary	1.1	1.3	6.4	91.3	4,680,308	2.4	2.3	4.7	90.7	454,704
Higher	1.0	0.9	6.1	92.0	2,739,806	4.4	1.9	6.9	86.7	149,123
WIQ										
Poorest	1.2	2.0	5.7	91.1	5,081,683	1.4	3.1	6.7	88.8	1,442,615
Second	1.5	2.3	6.1	90.1	4,920,738	1.7	3.9	7.5	86.8	1,057,663
Middle	1.5	1.6	8.2	88.8	4,966,861	1.3	2.2	8.1	88.4	676,078
Fourth	1.1	1.5	8.6	88.8	4,976,506	1.4	2.1	8.4	88.0	451,550
Richest	1.1	1.0	9.0	89.0	4,896,003	8.7	2.2	9.3	79.8	208,049
Residence										
Rural	1.3	1.8	7.8	89.1	16,826,932	1.5	3.0	7.2	88.2	3,195,792
Urban	1.1	1.5	6.9	90.5	8,014,858	3.5	3.2	8.8	84.5	640,164

The education of the household head omits the categories of “Non–formal education” and “Don’t know/Other”. These records account for 31 and 60 individuals from the unweighted survey responses respectively, which when weighted represent 6975 and 10138 children aged 5–14 years. In addition, there are 3 children for whom information on the education of the household head is missing, which when weighted represents 4175 children.



Children and adolescents who have lost one or both of their parents may be especially vulnerable to CLAHW. This is investigated further in Table 9.5, which shows that the percentage of children and adolescents that lost one or both parents is higher among those in CLAHW (8.1 per cent) compared to those not in CLAHW (4.5 per cent). Among 15–17-year-olds, the percentage that lost either their mother (3.5 per cent vs. 2.8 per cent) or father (7.8 per cent vs. 6.9 per cent) is higher for those in hazardous work, while the percentage that lost both parents is the same for adolescents in hazardous work and not in hazardous work (0.5 per cent). Boys in child labour are slightly more likely than girls to have lost either both their parents or their mother or father, while the percentages for boys and girls are the same for children 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.

**Table 9.5 Per cent of 5–17-year-olds in CLAHW and not in CLAHW by parental survival, by sex and age group**

Characteristic	Children and adolescents not in CLAHW				Children and adolescents in CLAHW			
	Children and adolescents who have lost both parents	Children and adolescents who have lost mother	Children and adolescents who have lost father	Number of children and adolescents not in CLAHW	Children and adolescents who have lost both parents	Children and adolescents who have lost mother	Children and adolescents who have lost father	Number of children and adolescents in CLAHW
<b>Both sexes</b>								
<b>Total 5–14</b>	0.1	1.4	3.0	24,841,790	0.3	2.8	5.0	3,835,956
<b>Total 5–17</b>	0.2	1.6	3.6	29,782,251	0.4	3.0	6.1	6,036,473
5–9	0.1	1.1	2.1	14,214,151	0.2	1.6	3.0	780,122
10–14	0.1	1.9	4.1	10,627,640	0.4	3.1	5.6	3,055,834
15–17	0.5	2.8	6.9	4,940,461	0.5	3.5	7.8	2,200,517
<b>Boys</b>								
<b>Total 5–14</b>	0.1	1.4	3.0	12,433,771	0.4	2.8	5.3	2,504,559
<b>Total 5–17</b>	0.1	1.6	3.5	14,551,151	0.4	3.0	6.2	4,062,955
5–9	0.1	1.1	2.2	7,252,736	0.3	1.3	2.7	481,868
10–14	0.2	1.8	4.0	5,181,036	0.4	3.2	5.9	2,022,691
15–17	0.3	2.5	6.3	2,117,379	0.4	3.4	7.7	1,558,396
<b>Girls</b>								
<b>Total 5–14</b>	0.1	1.4	3.0	12,405,106	0.3	2.7	4.6	1,331,085
<b>Total 5–17</b>	0.2	1.7	3.8	15,228,188	0.4	3.1	5.8	1,973,206
5–9	0.1	1.1	2.0	6,958,693	0.0	2.2	3.5	298,254
10–14	0.1	1.9	4.2	5,446,414	0.4	2.8	5.0	1,032,831
15–17	0.6	3.1	7.4	2,823,081	0.6	3.9	8.1	642,121

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents.

Table 9.6 shows the results by education of household head, wealth index quintile and area of residence for children 5–14 years old. The percentage of children not in child labour who lost their mother or father is lower for the richest wealth index quintile compared to the poorest. This is true also for children in child labour who lost their father. Children in child labour are more likely to have lost any parent, with the indicators for losing both parents, losing their mother, and losing their father all higher for children in child labour. Table A9.11 and Table A9.12 in Appendix present the findings for 5–17-year-olds and 15–17-year-olds, respectively. Table A9.13, Table A9.14 and Table A9.15 show the results by division and district.

**Table 9.6 Per cent of 5–14-year-olds in child labour and not in child labour by parental survival, by education of household head, wealth index quintile and area of residence**

Characteristic	Not in child labour				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
<b>Total 5–14</b>	0.1	1.4	3.0	24,841,790	0.3	2.8	5.0	3,835,956
<b>Educ. HH head</b>								
None/Pre-school	0.1	1.8	4.2	8,743,363	0.5	3.5	6.4	1,924,717
Primary	0.1	1.6	3.0	4,945,833	0.3	2.2	4.8	824,009
Middle	0.2	1.1	2.0	3,714,664	0.1	1.9	2.3	479,931
Secondary	0.1	1.1	1.9	4,680,308	0.1	2.2	3.0	454,704
Higher	0.1	0.7	2.2	2,739,806	0.3	1.9	4.3	149,123
<b>WIQ</b>								
Poorest	0.1	1.6	3.1	5,081,683	0.5	2.6	5.4	1,442,615
Second	0.2	1.9	3.2	4,920,738	0.3	4.1	5.3	1,057,663
Middle	0.2	1.4	3.0	4,966,861	0.1	1.6	4.3	676,078
Fourth	0.1	1.3	3.1	4,976,506	0.1	2.0	5.0	451,550
Richest	0.1	0.8	2.4	4,896,003	0.9	2.7	4.0	208,049
<b>Residence</b>								
Rural	0.1	1.5	3.0	16,826,932	0.3	2.7	4.9	3,195,792
Urban	0.1	1.3	3.0	8,014,858	0.5	3.1	6.0	640,164

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 31 and 60 individuals from the unweighted survey responses respectively, which when weighted represent 6975 and 10138 children. In addition, there are 20 children for whom information on the education of the household head is missing, which when weighted represent 4175 children.

The questionnaire asks respondents whether the household head has ever changed the place of residence. Table 9.7 shows the percentage of children and adolescents in CLAHW and not in CLAHW with a household head that never migrated and a household head that has migrated (including both seasonal and other than seasonal migration). Out of children aged 5–14 whose household head never migrated, 13.5 per cent are in child labour. The percentage of children in child labour is lower among children whose household head migrated at 12.1 per cent. These households have a higher income controlling for their current place of residence, which may explain the lower child labour prevalence. The same pattern holds for adolescents aged 15–17.

**Table 9.7 Per cent of 5–17-year-olds in CLAHW and not in CLAHW by migration status of household head, by age group and sex**

Characteristic	Household head never migrated			Household head migrated		
	Percentage of children and adolescents not in CLAHW	Percentage of children and adolescents in CLAHW	Total number of children and adolescents	Percentage of children and adolescents not in CLAHW	Percentage of children and adolescents in CLAHW	Total number of children and adolescents
<b>Both sexes</b>						
<b>Total 5–14</b>	86.5	13.5	26,428,977	87.9	12.1	2,248,769
<b>Total 5–17</b>	83.0	17.0	33,000,043	84.7	15.3	2,818,681
5–9	94.8	5.2	13,849,439	94.7	5.3	1,144,834
10–14	77.4	22.6	12,579,538	80.8	19.2	1,103,936
15–17	68.9	31.1	6,571,066	72.0	28.0	569,912
<b>Boys</b>						
<b>Total 5–14</b>	83.2	16.8	13,788,496	83.9	16.1	1,149,835
<b>Total 5–17</b>	78.1	21.9	17,172,385	78.5	21.5	1,441,720
5–9	93.8	6.2	7,148,826	93.4	6.6	585,778
10–14	71.7	28.3	6,639,670	74.1	25.9	564,057
15–17	57.6	42.4	3,383,889	57.1	42.9	291,886
<b>Girls</b>						
<b>Total 5–14</b>	90.2	9.8	12,637,257	92.1	7.9	1,098,934
<b>Total 5–17</b>	88.3	11.7	15,824,434	91.1	8.9	1,376,961
5–9	95.9	4.1	6,697,891	96.2	3.8	559,056
10–14	83.7	16.3	5,939,366	87.8	12.2	539,878
15–17	80.9	19.1	3,187,177	87.6	12.4	278,026

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents.

Table 9.8 shows the results by education of household head, wealth index quintile and area of residence for children 5–14 years old. At all levels of education, children in households where the head has migrated are less likely to be in child labour. Wealth exhibits a more complex pattern, where within each quintile a child in a migrant household is in fact more likely to be in child labour, but because a higher proportion of migrant households are in the upper wealth quintiles, the average prevalence of child labour is lower among children in migrant households. Table A9.16 and Table A9.17 in Appendix present the findings for 5–17-year-olds and 15–17-year-olds, respectively. Table A9.18, Table A9.19 and Table A9.20 show the results by division and district.

**Table 9.8 Per cent of 5–14-year-olds in child labour and not in child labour by migration status of household head, by 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
<b>Total 5–14</b>	86.5	13.5	26,428,977	87.9	12.1	2,248,769
<b>Educ. HH head</b>						
None/Pre-school	81.9	18.1	9,965,429	82.9	17.1	702,652
Primary	85.6	14.4	5,342,204	86.9	13.1	427,638
Middle	88.5	11.5	3,850,149	89.7	10.3	344,446
Secondary	91.2	8.8	4,695,922	90.2	9.8	439,090
Higher	94.8	5.2	2,558,233	95.0	5.0	330,697
<b>WIQ</b>						
Poorest	77.9	22.1	6,285,723	76.5	23.5	238,576
Second	82.4	17.6	5,678,396	81.3	18.7	300,005
Middle	88.2	11.8	5,212,623	86.1	13.9	430,316
Fourth	91.9	8.1	4,819,291	89.7	10.3	608,765
Richest	96.2	3.8	4,432,944	94.3	5.7	671,107
<b>Residence</b>						
Rural	84.0	16.0	18,933,059	84.8	15.2	1,089,666
Urban	92.9	7.1	7,495,918	90.8	9.2	1,159,104

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 9.1. The figure shows that the percentage of children in child labour is the highest when the household head migrated due to discrimination (28.9 per cent), enmity (26.6 per cent), health (19.6 per cent), social or political problem (17.1 per cent) and due to security/conflict (16.1), all higher than the overall child labour prevalence of 13.4 per cent. It should be noted that these are among the least common reasons for migrating, while job seeking, job transfer and found a job are the highest alongside housing. The incidence of child labour is lower when the household head changed the place of residence due to studies (7.8 per cent) or job-related reasons, such as because he or she found a job or opened a business (7.6 per cent) or a result of a job transfer (8.7 per cent). These are reasons that might make the family better off economically compared to the aforementioned reasons, which instead may indicate vulnerabilities of the household and display higher incidences of child labour. The share of adolescents aged 15–17 in hazardous work is the highest and lowest for similar reasons as for children (as shown in Figure 9.1 in Appendix) and varies between 52.9 per cent for discrimination to 13.9 per cent for studies. For the results of the 15–17 -year-olds see Figure 9.1B.

Further analysis shows that the share of households in the richest wealth index quintile is higher among those where the household head migrated (33.7 per cent vs. 18.8 per cent of households where the household head never migrated). In addition, households in which the household head has migrated are more likely to live in urban areas (53.4 per cent vs. 30.2 per cent). These findings suggest that on average, migration is a means to improve livelihoods, which is likely a contributing factor to the lower child labour prevalence observed among children with a migrating household head.

**Figure 9.1 Percentage of children in child labour by reported reason for the household head to change the place of residence**

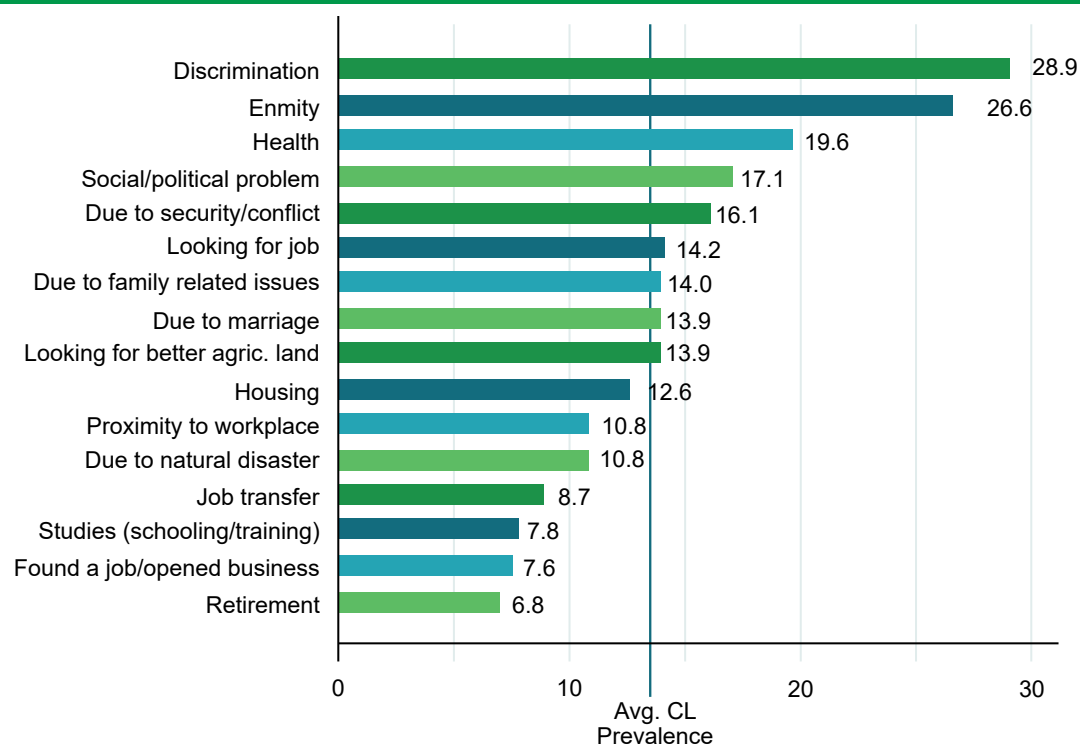
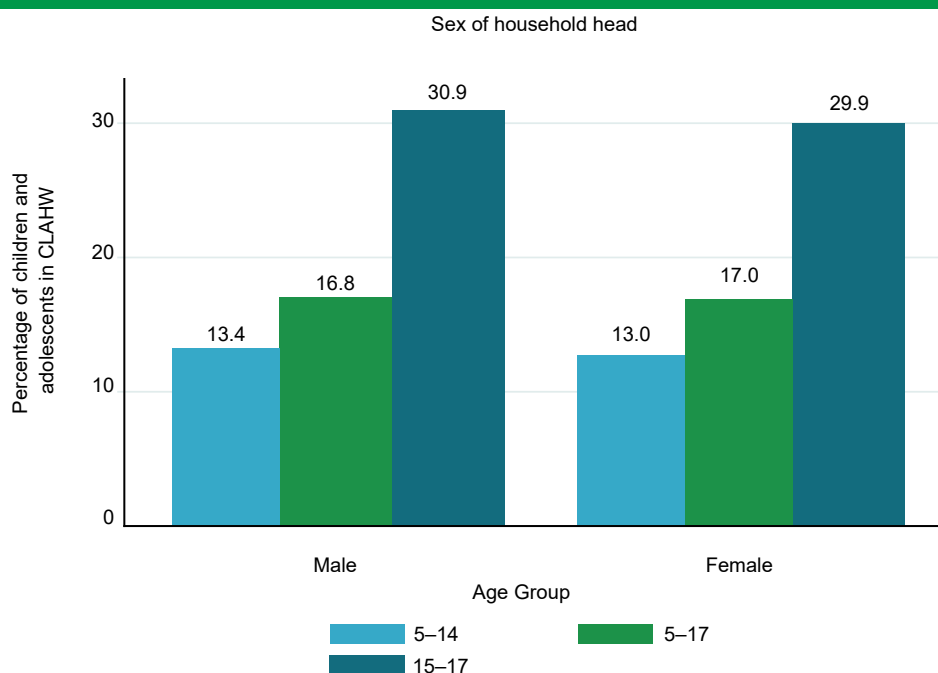


Figure 9.2 shows the relationship between CLAHW and sex of the household head. The prevalence of CLAHW is similar for children and adolescents in all age groups independent of the gender of the household head.

**Figure 9.2 Percentage of children and adolescents in CLAHW by sex of household head**



## 9.2 Birth certificate

Birth registration matters for determining child labour since it serves as a proof of whether the child has reached the minimum age for working. Figure 9.3 shows the percentage of children that have a birth certificate by child labour status. Out of children that are not in child labour, 71.8 per cent have a birth certificate while 28.1 per cent do not. Furthermore, the percentage of children in child labour with a birth certificate is lower at 60.7 per cent, while 39.0 per cent do not have a birth certificate. The difference between adolescents in hazardous work and not in hazardous work is larger, where the share of adolescents not in hazardous work with a birth certificate is 20 percentage points higher than for adolescents in hazardous work, as shown in Figure 9.2A in Appendix. For the results of the 15–17-year-olds see Figure 9.2B.

**Figure 9.3 Percentage of children 5–14 years with a birth certificate by child labour status**

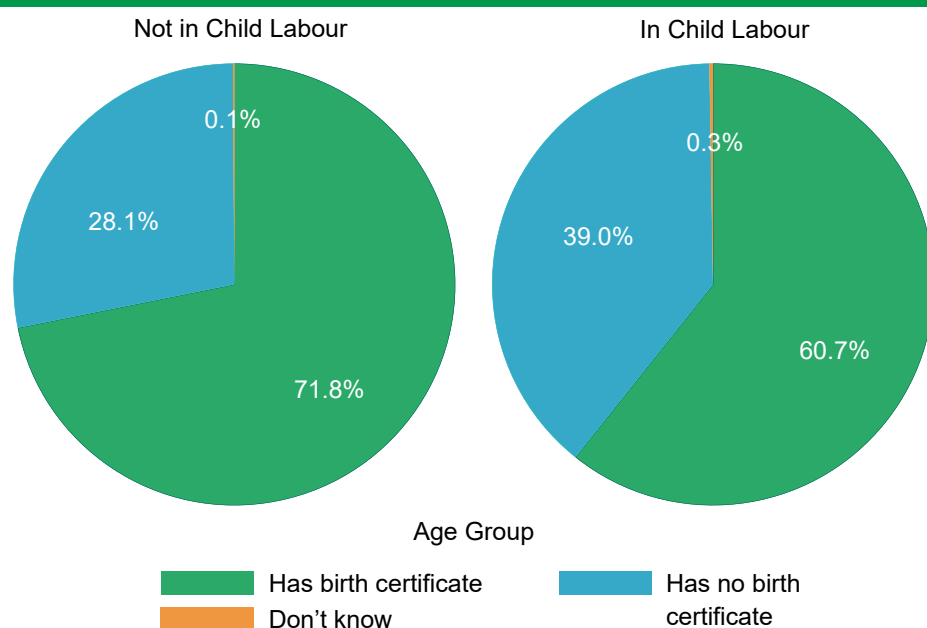


Table 9.9 provides more detailed information about the birth certificates of children and adolescents in CLAHW and not in CLAHW. Here, both categories “Birth certificate seen” and “Birth certificate not seen” mean that the child or adolescent reportedly has a birth certificate. However, in the first case, this was confirmed by showing the card to the enumerator while it was not in the second case. For children aged 5–14 that are not in child labour, 38.9 per cent have a birth certificate that was seen by the enumerator and 32.9 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 similar (37.3 per cent), but the percentage with a birth certificate that was not shown to the enumerator is lower (23.5 per cent). Girls in child labour are more likely than boys not to have a birth certificate (46.5 per cent vs. 27.9 per cent).

Table 9.10 further shows that the percentage of children without a birth certificate decreases with the education of the household head and 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. As stated above, having no birth certificate is normally more strongly associated with being in child labour, however this does not hold for children in households in the highest two wealth quintiles, where the pattern is reversed. Table A9.11 and Table A9.22 in Appendix shows the results for 5–17-year-olds and 15–17-year-olds, respectively. Table A9.23, Table A9.34 and Table A9.45 in the Appendix show the results by division and district.



**Table 9.9 Per cent of 5–17-year-olds in CLAHW and not in CLAHW with birth certificate, by age group and sex**

Characteristic	Not in CLAHW					In CLAHW				
	Birth certificate seen	Birth certificate not seen	No birth certificate	Don't know	Total number of children and adolescents not in CLAHW	Birth certificate seen	Birth certificate not seen	No birth certificate	Don't know	Total number of children and adolescents in CLAHW
<b>Both sexes</b>										
<b>Total 5–14</b>	38.9	32.9	28.1	0.1	24,841,790	37.3	23.5	39.0	0.3	3,835,431
<b>Total 5–17</b>	40.3	33.6	26.0	0.1	29,782,201	37.4	24.7	37.7	0.3	6,035,948
5–9	34.8	31.0	34.1	0.1	14,214,151	31.9	22.1	45.8	0.2	779,659
10–14	44.5	35.5	19.9	0.1	10,627,640	38.6	23.8	37.3	0.3	3,055,772
15–17	47.0	37.4	15.5	0.1	4,940,410	37.6	26.8	35.4	0.2	2,200,517
<b>Boys</b>										
<b>Total 5–14</b>	38.5	33.4	27.9	0.1	12,433,771	40.0	24.8	35.1	0.2	2,504,096
<b>Total 5–17</b>	39.9	34.4	25.7	0.1	14,551,100	40.3	26.5	33.0	0.2	4,062,492
5–9	34.6	31.5	33.8	0.1	7,252,736	34.1	22.4	43.4	0.1	481,405
10–14	44.0	36.2	19.7	0.1	5,181,036	41.4	25.4	33.1	0.2	2,022,691
15–17	47.7	39.8	12.5	0.1	2,117,329	40.9	29.3	29.7	0.2	1,558,396
<b>Girls</b>										
<b>Total 5–14</b>	39.4	32.4	28.2	0.1	12,405,106	32.1	20.9	46.5	0.5	1,331,023
<b>Total 5–17</b>	40.7	33.0	26.2	0.1	15,228,188	31.2	20.9	47.4	0.5	1,973,144
5–9	35.0	30.5	34.4	0.1	6,958,693	28.4	21.7	49.6	0.2	298,254
10–14	45.0	34.8	20.2	0.1	5,446,414	33.1	20.7	45.6	0.5	1,032,769
15–17	46.6	35.6	17.7	0.1	2,823,081	29.5	20.8	49.3	0.4	642,121

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 12 individuals from the unweighted survey responses, which when weighted represent 3224 children and adolescents.

**Table 9.10 Per cent of 5–14-year-olds in child labour and not in child labour with birth certificate, by education of household head, wealth index quintile and area of residence**

Characteristic	Not in child labour					In child labour				
	Birth certificate seen	Birth certificate not seen	No birth certificate	Don't know	Total number of children not in child labour	Birth certificate seen	Birth certificate not seen	No birth certificate	Don't know	Total number of children in child labour
<b>Total 5–14</b>	38.9	32.9	28.1	0.1	24,841,790	37.3	23.5	39.0	0.3	3,835,431
<b>Educ. HH head</b>										
None/Pre-school	32.0	26.6	41.2	0.1	8,743,363	29.2	21.4	49.3	0.1	1,924,255
Primary	41.0	29.5	29.3	0.1	4,945,833	38.8	23.5	37.6	0.2	824,009
Middle	46.7	31.8	21.5	0.1	3,714,664	50.7	25.1	24.2	0.0	479,931
Secondary	44.7	38.2	17.0	0.1	4,680,308	49.5	27.0	22.8	0.7	454,642
Higher	36.9	51.6	11.4	0.1	2,739,806	52.0	33.4	11.9	2.7	149,123
<b>WIQ</b>										
Poorest	22.2	18.9	58.8	0.1	5,081,683	23.3	16.0	60.6	0.1	1,442,553
Second	38.4	25.4	36.0	0.2	4,920,738	37.9	23.9	38.1	0.1	1,057,663
Middle	45.5	31.7	22.7	0.1	4,966,861	51.5	25.9	22.3	0.3	675,616
Fourth	49.1	37.3	13.6	0.1	4,976,506	54.9	32.9	12.2	0.0	451,550
Richest	39.9	51.7	8.3	0.1	4,896,003	46.2	44.5	6.5	2.8	208,049
<b>Residence</b>										
Rural	36.6	28.2	35.1	0.1	16,826,932	35.3	21.6	43.0	0.1	3,195,267
Urban	43.9	42.7	13.3	0.1	8,014,858	47.2	32.5	19.3	1.1	640,164

Table 9.11 and Table 9.12 further analyse the population of children and adolescents 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 tables show that the share of children and adolescents without a birth certificate can to some extent be explained by a lack of knowledge about this process among the respondents. For children aged 5–14 not in child labour, 72.2 per cent of the respondents are informed about the birth registration process, while this share is lower for children in child labour at 64.3 per cent. This means that overall, children not in child labour are more likely to have a birth certificate, but among those that do not, this is less likely to be due to respondents being uninformed about the birth registration process, as compared to for children in child labour. The respondent's knowledge about the birth registration process for children without a birth certificate increases with the education of the household head and wealth index quintile for both children in child labour and children not in child labour. Moreover, the knowledge among the respondents is higher for ever married children and children in urban areas. Table A9.5 and Table A9.6 in Appendix shows the results for 5–17-year-

olds and 15–17-year-olds, respectively. Table A9.7, Table A9.8 and Table A9.30 show the results by division and district.

**Table 9.11 Per cent of 5–17-year-olds in CLAHW and not in CLAHW without a birth certificate for whom the respondent is informed about the birth registration process, by age group and sex**

Characteristic	Not in CLAHW		In CLAHW	
	Percentage of children and adolescents not in CLAHW without a birth certificate for whom the respondent is informed about birth registration processes	Total number of children and adolescents not in CLAHW without a birth certificate	Percentage of children and adolescents in CLAHW without a birth certificate for whom the respondent is informed about birth registration processes	Total number of children and adolescents in CLAHW without a birth certificate
<b>Both sexes</b>				
<b>Total 5–14</b>	72.2	6,969,432	64.3	1,496,994
<b>Total 5–17</b>	72.2	7,734,175	65.6	2,276,041
5–9	72.3	4,849,460	64.5	356,756
10–14	71.9	2,119,971	64.2	1,140,237
15–17	73.0	764,743	68.2	779,047
<b>Boys</b>				
<b>Total 5–14</b>	71.6	3,473,961	65.5	878,086
<b>Total 5–17</b>	71.7	3,737,874	67.1	1,340,576
5–9	72.2	2,451,825	64.9	208,671
10–14	70.2	1,022,136	65.7	669,414
15–17	72.7	263,913	70.0	462,490
<b>Girls</b>				
<b>Total 5–14</b>	72.7	3,493,753	62.5	618,908
<b>Total 5–17</b>	72.8	3,994,583	63.5	935,466
5–9	72.3	2,395,917	63.9	148,085
10–14	73.5	1,097,836	62.1	470,823
15–17	73.2	500,830	65.5	316,558

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 5 individuals from the unweighted survey responses, which when weighted represent 1718 children and adolescents.

**Table 9.12 Per cent of 5–14-year-olds in child labour and not in child labour without a birth certificate for whom the respondent is informed about the birth registration process, by education of household head, wealth index quintile, marital status 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 certificate	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 certificate
<b>Total 5–14</b>	72.2	6,969,432	64.3	1,496,994
<b>Educ. HH head</b>				
None/Pre-school	63.9	3,604,584	59.1	948,709
Primary	74.7	1,450,886	68.4	309,762
Middle	82.4	798,232	77.8	116,101
Secondary	88.0	796,588	81.3	103,543
Higher	89.9	311,653	83.1	17,769
<b>WIQ</b>				
Poorest	58.9	2,985,848	57.5	874,524
Second	75.6	1,770,031	73.7	403,197
Middle	82.3	1,128,982	69.9	150,522
Fourth	91.3	676,871	82.7	55,195
Richest	94.8	407,699	85.6	13,556
<b>Marital status</b>				
Never married	71.9	2,115,647	64.1	1,136,102
Ever married	78.4	4,324	88.3	4,136
<b>Residence</b>				
Rural	70.1	5,899,836	63.9	1,373,550
Urban	83.7	1,069,596	69.0	123,444

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 19 and 10 individuals from the unweighted survey responses respectively, which when weighted represent 4949 and 2330 children. In addition, there are 2 children for whom information on the education of the household head is missing, which when weighted represent 1322 children.

### 9.3 Socio-economic status

The literature suggests that poverty is one of the main determinants of CLAHW (Pellerano et al., 2019; Pinilla-Roncancio and Silva, 2018; Edmonds and Schady, 2012; Basu and Van, 1998; and Eswaran, 1996). The findings presented in this section are in line with this strand of literature and show that CLAHW 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 CLAHW.

Table 9.13 shows the median income of households by child labour status for children 5–14 years old. The median household income of children in child labour is 20,000 PKR, while it is 25,000 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 or in a female-headed household. The table further shows the median household income is considerably lower among children in child labour who have lost both parents, compared to children in child labour living with neither their father nor mother. 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<sup>47</sup>). There is a positive correlation between education of the household head and median household income, with a stronger correlation for children that are not in child labour. The median household income increases with the wealth index quintile – as expected – and there are no major differences between children in and not in child labour, except for in the richest quintile where household income is higher for children not in child labour. The gap in median household income between children in child labour and not in child labour is slightly higher in urban areas, where incomes are higher in general. Table A9.31 and Table A9.9 in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively. Table A9.33, Table A9.34 and Table A9.35 show the results by division and district.

**Table 9.13 Median household income of 5–14-year-olds in child labour and not in child labour by household structure, parental survival, family size, area of residence, education of household head and wealth index quintile**

Characteristics	Median household income		
	In child labour	Not in child labour	Overall
<b>Total 5–14</b>	20,000	25,000	25,000
<b>Household structure</b>			
Living with neither father nor mother	23,000	25,000	25,000
Living with father only	20,000	25,000	24,000

<sup>47</sup> 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.

**Table 9.13 Median household income of 5–14-year-olds in child labour and not in child labour by household structure, parental survival, family size, area of residence, education of household head and wealth index quintile**

Characteristics	Median household income		
	In child labour	Not in child labour	Overall
Living with mother only	22,000	30,000	30,000
Living with both father and mother	20,000	25,000	25,000
Living in a male-headed household	20,000	25,000	25,000
Living in a female-headed household	20,000	30,000	28,000
<b>Parental survival</b>			
Children who have lost both parents	16,000	25,000	23,200
Children who have lost mother	20,000	25,000	25,000
Children who have lost father	18,000	20,000	20,000
Children who have lost neither parent	20,000	25,000	25,000
<b>Household size</b>			
2-4	15,000	20,000	20,000
5-7	20,000	22,000	22,000
8-10	22,000	26,000	25,000
11+	36,000	50,000	50,000
<b>Educ. HH head</b>			
None/Pre-school	20,000	22,000	21,000
Primary	20,000	22,000	22,000
Middle	22,000	25,000	25,000
Secondary	25,000	30,000	30,000
Higher	35,000	45,000	45,000

**Table 9.13 Median household income of 5–14-year-olds in child labour and not in child labour by household structure, parental survival, family size, area of residence, education of household head and wealth index quintile**

Characteristics	Median household income		
	In child labour	Not in child labour	Overall
<b>WIQ</b>			
Poorest	18,000	17,000	17,000
Second	20,000	20,000	20,000
Middle	25,000	25,000	25,000
Fourth	27,000	30,000	30,000
Richest	40,000	50,000	50,000
<b>Residence</b>			
Rural	20,000	24,000	23,000
Urban	25,000	32,000	30,000

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 31 and 60 individuals from the unweighted survey responses respectively, which when weighted represent 6975 and 10138 children.

Table 9.14 and Table 9.15 shows the percentage of children and adolescents not in CLAHW and in CLAHW 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 aged 5–14 who live in households receiving BISP is higher for children in child labour than for children not in child labour (18.1 per cent vs. 10.2 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 (1.1 per cent vs. 1.0 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 A9.36 and Table A9.37 in the Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively. Table A9.38, Table A9.39 and Table A9.40 show the results by division and district.

**Table 9.14 Per cent of 5–17-year-olds in CLAHW and not in CLAHW from households currently receiving BISP or other financial assistance during the last 3 years, by age group and sex**

Characteristics	Households currently receiving BISP				Households that received any other financial assistance from government (last three years)			
	Per cent of children and adolescents not in CLAHW	Total number of children and adolescents not in CLAHW	Per cent of children and adolescents in CLAHW	Total number of children and adolescents in CLAHW	Per cent of children and adolescents not in CLAHW	Total number of children and adolescents not in CLAHW	Per cent of children and adolescents in CLAHW	Total number of children and adolescents in CLAHW
<b>Both sexes</b>								
<b>Total 5–14</b>	10.2	2,531,217	18.1	694,978	1.0	249,436	1.1	41,248
<b>Total 5–17</b>	10.5	3,124,862	19.0	1,145,758	1.0	308,139	1.3	78,376
5–9	8.9	1,270,291	12.5	97,349	0.9	133,352	0.8	6,157
10–14	11.9	1,260,925	19.6	597,628	1.1	116,085	1.1	35,092
15–17	12.0	593,645	20.5	450,780	1.2	58,703	1.7	37,128
<b>Boys</b>								
<b>Total 5–14</b>	10.0	1,247,187	17.4	434,787	1.1	130,562	1.1	27,164
<b>Total 5–17</b>	10.2	1,479,123	17.7	718,565	1.0	149,365	1.3	52,806
5–9	9.0	654,031	12.1	58,415	1.0	71,959	0.7	3,260
10–14	11.4	593,156	18.6	376,371	1.1	58,602	1.2	23,904
15–17	10.9	231,936	18.2	283,779	0.9	18,804	1.6	25,643
<b>Girls</b>								
<b>Total 5–14</b>	10.3	1,283,253	19.6	260,191	0.9	118,393	1.1	14,084
<b>Total 5–17</b>	10.8	1,644,962	21.6	427,192	1.0	158,292	1.3	25,570
5–9	8.8	615,521	13.1	38,934	0.9	60,911	1.0	2,896
10–14	12.3	667,731	21.4	221,257	1.1	57,482	1.1	11,188
15–17	12.8	361,709	26.0	167,001	1.4	39,900	1.8	11,486

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 4 individuals from the unweighted survey responses, which when weighted represent 1259 children and adolescents.



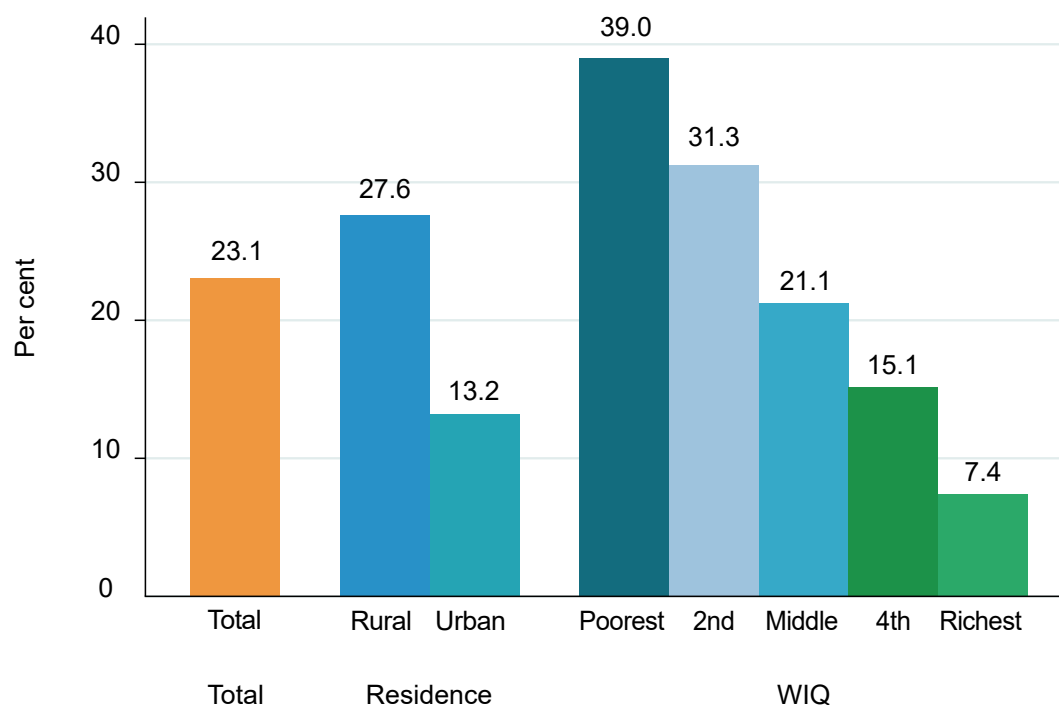
**Table 9.15 Per cent of 5–14-year-olds in child labour and not in child labour from households currently receiving BISP or financial assistance during the last 3 years, by family size, sex of household head, education of household head, wealth index quintile and area of residence**

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
<b>5–14</b>	10.2	2,531,217	18.1	694,978	1.0	249,436	1.1	41,248
<b>Household size</b>								
2-3	2.6	9,477	3.1	2,094	0.6*	2,105	0.3*	176
4-5	3.9	181,554	11.0	80,846	0.8	38,194	1.0	7,108
6-7	8.2	773,797	16.3	247,955	1.0	97,910	1.2	17,831
8-9	16.4	863,889	24.6	233,341	1.2	63,238	1.1	10,562
10+	13.9	702,500	23.1	130,742	0.9	47,990	1.0	5,572
<b>Sex HH head</b>								
Male	10.2	2,385,121	18.0	652,284	1.0	226,455	1.1	39,051
Female	9.9	143,309	19.9	42,694	1.6	22,981	1.0	2,197
<b>Educ. HH head</b>								
None/Pre-school	16.6	1,446,768	24.0	462,793	1.1	92,703	1.1	20,788
Primary	11.3	557,167	15.6	128,486	0.9	46,669	1.0	8,038
Middle	7.4	274,298	12.5	59,883	0.9	32,822	1.3	6,070
Secondary	4.4	206,422	8.3	37,907	1.2	54,880	0.9	4,114
Higher	1.6	45,050	3.0	4,522	0.8	22,362	1.5	2,237
<b>WIQ</b>								
Poorest	22.0	1,118,943	24.6	354,750	1.4	71,079	1.2	17,845
Second	14.5	713,786	19.8	209,584	1.2	60,075	1.0	10,750
Middle	8.7	430,192	13.5	91,062	1.0	48,732	0.9	6,069
Fourth	4.3	214,960	7.7	34,750	0.8	40,195	1.3	6,003
Richest	1.1	53,335	2.3	4,831	0.6	29,355	0.3	581
<b>Residence</b>								
Rural	12.7	2,132,958	19.2	615,007	1.1	191,360	1.1	35,683
Urban	5.0	398,258	12.5	79,971	0.7	58,076	0.9	5,565

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

Figure 9.4 and Figure 9.5 show the per cent of households with at least one child 5–14 years old in child labour. It should be noted that households including only adolescents 15–17 years old, and without children 5–14 years old, are not considered in this figure. In total, 23.1 per cent of all households have at least one child aged 5–14 in child labour. The percentage of households with at least one child aged 5–14 in child labour is 14.4 percentage points higher in rural compared to urban areas. This percentage decreases steadily with the wealth index quintile and is 31.6 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 31.4 per cent among households in which the household head has no education to 9.1 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 7.2, showing an overall prevalence of child labour at 13.4 per cent, 16.0 and 7.4 per cent in rural and urban areas, respectively, 18.0 and 5.2 per cent for children with a household head without education and higher education, respectively, and 22.1 and 4.1 per cent among children in the poorest and richest wealth index quintile, respectively. Figure 9.3A, Figure 9.3B, Figure 9.4A and Figure 9.4B in Appendix show the results for households with at least one child or adolescent 5–17 years in CLAHW and households with at least one adolescent 15–17 years in hazardous work (the latter excluding households without any adolescents aged 15–17 years). In total, 30.6 per cent of households have at least one child or adolescent (5–17 years) in CLAHW, and 34.7 per cent have at least one adolescent (15–17 years) in hazardous work.

**Figure 9.4 Per cent of households with at least one child 5-14 years in child labour by area of residence and wealth index quintile**



**Figure 9.5 Per cent of households with at least one child 5-14 years in child labour by education of household head**

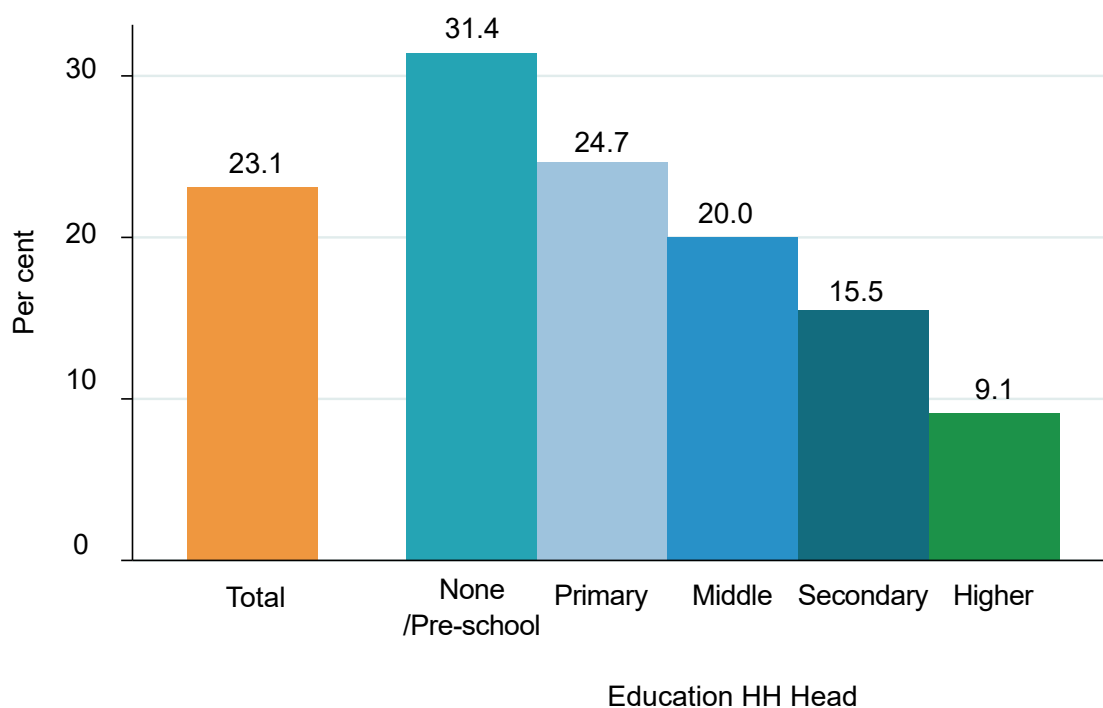


Table A9.41 in Appendix presents details about individual assets. These largely reflect the patterns also found in the wealth index. For example, more modern cooking solutions are more prevalent in households without child labour and a similar pattern is observed for the type of toilet facility used by a household.

For households with at least one child 5-14 years in child labour in rural areas, 45.3 per cent use a hand pump as their main source of drinking water, and 37.8 per cent use a motorized pumping or tube well. These are the most common sources of drinking water also for households without any child 5-14 years in child labour in rural areas, although in the reversed order of importance. In urban areas, 34.7 per cent of household with at least one child 5-14 years in child labour use a filtration plant and 32.2 per cent a motorized pumping or tube well. For households without any child 5-14 years in child labour, the corresponding percentages for these sources of drinking water are 25.1 per cent and 34.8 per cent, respectively. Table A9.42 and Table A9.11 in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively.

Table 9.16 shows the source of income, wealth index quintile and income quintile for households with at least one child 5-14 years in child labour and households without any child 5-14 years in child labour in rural and urban areas. In both 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 41.3 per cent and 27.6 per cent, respectively.

Among households in the poorest wealth index quintile, 39.4 per cent have at least one child 5-14 years in child labour in rural areas and 32.4 per cent in urban areas. The percentage of households with at least one child 5-14 in child labour is decreasing with the wealth index quintile to 5.6 and 7.9 per cent in the richest quintile for rural and urban households, respectively. By income quintiles, the percentage of households with at least one child 5-14 in child labour is the highest in the second income quintile at 32.9 per cent (rural) and 17.1 per cent (urban) and decreases to 15.8 per cent (rural) and 7.6 per cent (urban) for the richest income quintile. Table A9.44 and Table A9.12 in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively.

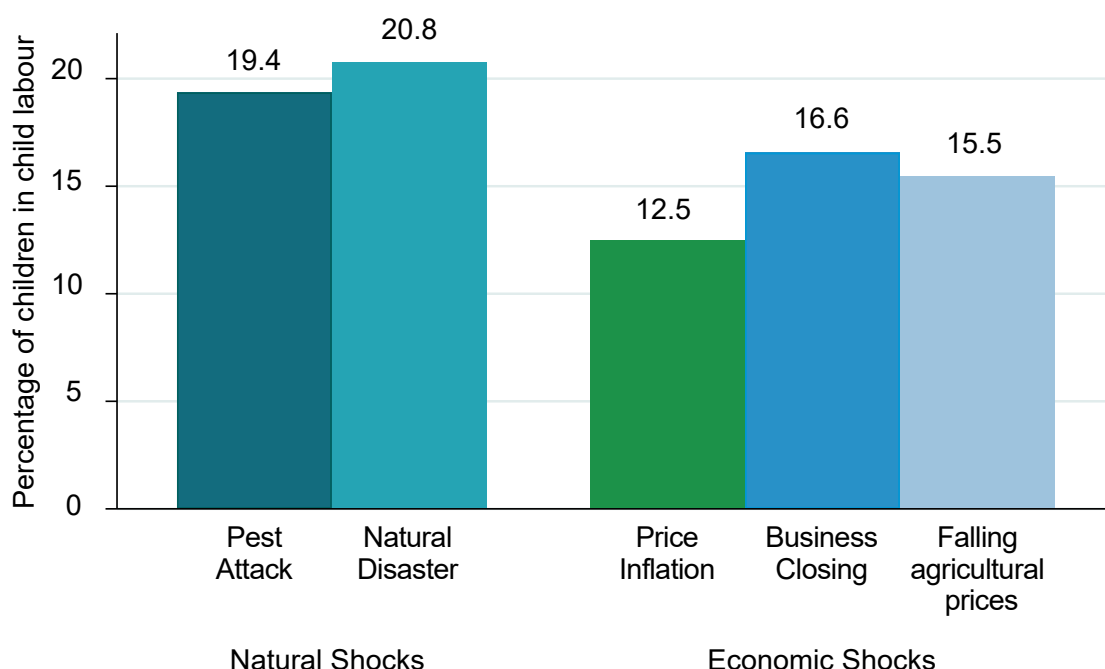
**Table 9.16 Number and per cent of households having at least one child 5–14 years in child labour by area of residence, source of income, wealth index quintile and income quintile**

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
<b>Total</b>	6,025,006	72.3	2,302,059	27.6	3,328,074	86.8	505,431	13.2
<b>Source of income</b>								
Employment/work	5,694,772	71.8	2,235,939	28.2	3,170,344	86.6	491,029	13.4
Social transfers from public sources	498,544	58.7	350,923	41.3	147,163	72.4	56,070	27.6
Scholarship	28,538	71.6	11,306	28.4	24,792	90.7	2,529	9.3
Rent/property/investments/stock exchange	566,192	72.8	211,165	27.2	261,903	87.1	38,823	12.9
Private transfers	673,639	81.7	150,930	18.3	360,422	89.3	43,299	10.7
Savings/pension	458,049	79.4	118,921	20.6	332,301	91.4	31,302	8.6
<b>WIQ</b>								
Poorest	1,450,127	60.6	941,777	39.4	97,839	67.6	46,908	32.4
Second	1,507,613	68.0	710,438	32.0	177,266	76.0	55,951	24.0
Middle	1,624,523	78.4	447,557	21.6	298,071	81.0	70,013	19.0
Fourth	975,382	84.8	174,467	15.2	1,046,187	84.9	185,900	15.1
Richest	467,361	94.4	27,820	5.6	1,708,712	92.1	146,659	7.9
<b>Income quintile</b>								
Poorest	1,589,820	68.6	728,979	31.4	409,179	83.5	80,535	16.4
Second	1,112,133	67.1	544,449	32.9	464,491	82.9	95,743	17.1
Middle	1,334,578	71.7	525,826	28.3	729,892	84.3	136,488	15.8
Fourth	965,163	75.6	311,536	24.4	689,467	86.5	107,586	13.5
Richest	1,023,312	84.3	191,269	15.8	1,035,045	92.4	85,079	7.6

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

Figure 9.6 displays the relationship between different shocks faced by households and child labour for children aged 5–14. The figure shows both natural shocks, including pest attack on agricultural crops and natural disaster, and economic shocks, comprising price inflation, business closing due to economic recession and falling agricultural prices. Given that the overall child labour prevalence in Punjab is 13.4 per cent for 5–14-year-olds, Figure 9.6 indicates that the percentage of children in child labour is higher for those living in a household that experienced natural or economic shocks, except for price inflation, where the child labour prevalence is lower. Out of children living in a household that was affected by a pest attack on agricultural crops, the percentage in child labour is 19.4. The corresponding percentage for natural disaster is 20.8. 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 A4.17 in the Appendix. The prevalence of natural shocks is the highest in Rajanpur with 21.6 per cent of households experiencing a pest attack or natural disaster (roughly double the next highest district), while the prevalence of economic shocks varies widely and is the highest in Chiniot with 87.3 per cent of households experiencing price inflation, business closing or falling agricultural prices. Figure 9.5A and Figure 9.5B in Appendix show the results for adolescents 15–17 years old. For adolescents in households that experience a pest attack, natural disaster, price inflation or falling agricultural prices, the percentage in hazardous work is higher than the overall prevalence of 30.8 per cent, while for adolescents in households that experienced business closing, the prevalence is slightly lower at 28.4 per cent.

**Figure 9.6 Child labour and shocks faced by household**



## 9.4 Perceptions on reason child works and what is best for child

Table 9.17 displays the most reported reasons by parents or guardians for letting children and adolescents work. The most common reason for children 5-14 years in child labour is to help in household enterprises (42.9 per cent). Other frequently reported reasons include to support household needs, including fetching water or collecting wood (22.9 per cent), supplement family or household income (22.1 per cent), and the child's or adolescent's own will or interest (12.7 per cent).

Table 9.18 further shows that the percentage of parents or guardians that let their child work to help in household enterprise and supplement family or household income decreases with both the education of the household head and the wealth index quintile. A higher share of parents or guardians in rural areas let their child work to help in household enterprises (47.0 per cent vs. 22.5 per cent for children in urban areas), whereas parents in urban areas mostly let their child work to support households needs (38.9 per cent vs. 19.8 per cent in rural areas). Table A9.46 and Table A9.47 in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively. Table A9.48, Table A9.49 and Table A9.50 show the results by division and district.

**Table 9.17 Per cent of 5–17-year-olds in CLAHW by reported reason of parent or guardian for letting child or adolescent work, by sex and age group**

Characteristics	Children and adolescents in CLAHW									
	Reasons for letting child or adolescent work									
	Help in household enterprise	Supplement family/ household income	Support household needs	Own will/interest	Learn skills	Child or adolescent not interested in school	Cannot afford school fees	Other educational reasons	Other reasons	Total number of children and adolescents in CLAHW
<b>Both sexes</b>										
<b>Total 5–14</b>	42.9	22.1	22.9	12.7	8.9	4.0	3.5	2.8	4.6	3,835,956
<b>Total 5–17</b>	38.8	30.5	18.4	11.4	12.8	5.2	4.0	3.0	5.0	6,036,473
5–9	41.8	11.3	30.6	19.3	3.9	2.1	2.8	2.0	3.7	780,122
10–14	43.2	24.9	21.0	11.0	10.1	4.5	3.7	3.0	4.8	3,055,834
15–17	31.6	45.0	10.5	9.2	19.6	7.3	4.9	3.2	5.7	2,200,517
<b>Boys</b>										
<b>Total 5–14</b>	41.0	22.4	24.8	12.1	9.6	4.5	2.8	1.7	5.2	2,504,559
<b>Total 5–17</b>	35.7	32.6	19.4	10.7	14.2	6.2	3.4	1.7	5.8	4,062,955
5–9	42.9	10.6	30.2	18.8	4.4	2.0	2.3	1.1	4.1	481,868
10–14	40.6	25.2	23.5	10.4	10.8	5.0	2.9	1.8	5.5	2,022,691
15–17	27.2	49.1	10.7	8.4	21.6	8.9	4.4	1.9	6.6	1,558,396
<b>Girls</b>										
<b>Total 5–14</b>	46.5	21.8	19.4	13.9	7.6	3.1	4.8	4.9	3.3	1,331,085
<b>Total 5–17</b>	45.1	26.1	16.3	13.0	9.8	3.3	5.3	5.4	3.4	1,973,206
5–9	39.9	12.5	31.4	20.1	3.1	2.1	3.5	3.4	3.1	298,254
10–14	48.4	24.4	16.0	12.1	8.8	3.4	5.2	5.3	3.3	1,032,831
15–17	42.2	34.9	9.8	11.2	14.5	3.5	6.3	6.6	3.5	642,121

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 1 individual from the unweighted survey responses, which when weighted represent 312 children.



**Table 9.18 Per cent of 5–14-year-olds in child labour by reported reason of parent or guardian for letting child work, by education of household head, wealth index quintile and area of residence**

Characteristics	Children in child labour									
	Reasons for letting child work									Total number of children in child labour
	Help in household enterprise	Supplement family/ household income	Support household needs	Own will/interest	Learn skills	Child/adolescent not interested in school	Cannot afford school fees	Other educational reasons	Other reasons	
<b>Total 5-14</b>	42.9	22.1	22.9	12.7	8.9	4.0	3.5	2.8	4.6	3,835,956
<b>Educ. HH head</b>										
None/Pre-school	43.8	28.0	17.1	11.9	10.0	4.6	4.6	3.6	4.3	1,924,717
Primary	43.0	20.6	22.5	12.5	8.9	4.3	3.6	2.6	4.7	824,009
Middle	43.5	13.4	30.6	14.7	6.9	3.4	1.3	1.9	4.7	479,931
Secondary	41.7	12.5	34.5	14.4	7.0	2.2	1.4	1.2	5.2	454,704
Higher	33.6	11.7	41.1	12.8	6.0	2.0	2.2	0.5	4.3	149,123
<b>WIQ</b>										
Poorest	51.0	27.7	12.6	10.9	8.2	4.0	5.2	5.1	3.7	1,442,615
Second	47.3	20.8	17.8	15.0	9.8	4.8	3.2	2.1	5.5	1,057,663
Middle	38.8	17.8	29.0	14.9	7.6	4.2	1.7	1.1	5.4	676,078
Fourth	24.7	17.2	43.6	11.4	11.1	3.1	2.2	0.4	4.6	451,550
Richest	17.4	15.7	56.7	9.1	7.8	1.6	2.3	1.0	3.2	208,049
<b>Residence</b>										
Rural	47.0	21.4	19.8	13.3	8.0	4.1	3.5	3.1	4.6	3,195,792
Urban	22.5	25.8	38.9	9.8	13.2	3.6	3.8	1.0	4.3	640,164

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 6 and 9 individuals from the unweighted survey responses respectively, which when weighted represent 961 and 1410 children in child labour. In addition, there are 4 children for whom information on the education of the household head is missing, which when weighted represent 1102 children.

Children and adolescents in CLAHW that earn an income were asked what they usually do with their earnings and the results are shown in Table 9.19. Out of all 5–14-year-olds in child labour, only 11.0 per cent answered that they know their average monthly cash income from their main work. Out of these, 79.8 per cent give all or part of the money to their parents or guardians, 20.3 per cent buy things for themselves with the money they earn and for 7.7 per cent of children, the employer directly gives all or part of the money to their parents or guardians. Fewer girls than boys reported that they know their income (7.3

per cent vs. 12.9 per cent of boys). Boys are more likely than girls to spend their money to buy things for themselves and for the household and to give all or part of their money to their parents or guardian, while for girls it is more likely that the employer gives the money directly to the parents or guardian. This might suggest that boys in child labour have more decision power over their earnings.

**Table 9.19 Per cent of 5–17-year-olds in CLAHW that earn an income by contribution to household income, by sex and age group**

Characteristic	Children and adolescents in CLAHW that earn an income									Percentage of children and adolescents in CLAHW that earn an income	Number of children and adolescents in CLAHW 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 5–14	79.8	7.7	1.0	2.2	5.9	20.3	1.7	0.4	4.9	11.0	443,056
Total 5–17	81.8	5.9	1.1	1.9	7.9	21.6	2.3	0.7	6.4	18.6	1,180,066
5–9	77.0	5.5	1.6	2.8	1.0	19.9	1.5*	1.1	1.8	3.9	31,684
10–14	80.0	7.8	0.9	2.2	6.3	20.4	1.7	0.3	5.2	12.8	411,372
15–17	83.0	4.9	1.1	1.8	9.2	22.4	2.7	0.8	7.3	31.9	737,010
Boys											
Total 5–14	80.9	6.0	0.5	2.1	6.7	22.6	1.9	0.4	6.3	12.9	339,991
Total 5–17	82.2	5.1	0.9	1.7	8.3	23.2	2.4	0.5	7.8	22.3	950,344
5–9	76.5	4.8	1.3	1.9	0.9	21.7	2.2	1.4	2.6	4.3	21,892
10–14	81.2	6.0	0.5	2.1	7.1	22.7	1.8	0.3	6.5	15.0	318,099
15–17	82.9	4.6	1.1	1.4	9.2	23.5	2.7	0.6	8.6	37.3	610,352
Girls											
Total 5–14	75.9	13.4	2.4	2.7	3.2	12.8	1.0	0.4	0.5	7.3	103,065
Total 5–17	80.2	9.3	1.6	3.0	6.3	15.1	2.0	1.3	0.7	11.1	229,722
5–9	78.0	7.2	2.5	5.0	1.2	15.6	0.0	0.5	0.0	3.1	9,792
10–14	75.7	14.0	2.4	2.5	3.5	12.6	1.1	0.3	0.6	8.6	93,273
15–17	83.7	6.0	1.0	3.3	8.8	16.9	2.9	2.1	0.9	18.8	126,658

Table 9.20 further shows that the percentage of children in child labour that earn an income is slightly higher for children in the poorest wealth quintile compared to children in the richest (12.2 per cent vs 9.3 per cent). Children in child labour belonging to the poorest wealth index quintile are more likely to buy things for the household, whereas children belonging to the richest wealth quintile are more likely to buy things for school. A higher

share of children in child labour in urban areas answered that they know their average monthly cash income from their main work (16.2 per cent vs. 9.9 per cent for children in rural areas). Table A9.13 and Table A9.14 in Appendix show the results for 5–17-year-olds and 15–17-year-olds, respectively. Table A9.53, Table A9.54 and Table A9.55 show the results by division and district.

**Table 9.20 Per cent of all 5–14-year-olds in child labour that earn an income by contribution to household income, by 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		
<b>Total 5-14</b>	79.8	7.7	1.0	2.2	5.9	20.3	1.7	0.4	4.9	11.0	443,056
<b>Educ. HH head</b>											
None/Pre-school	80.0	7.7	1.1	2.0	7.1	19.8	1.7	0.6	5.0	14.1	285,853
Primary	80.3	6.8	0.1	2.7	3.5	23.0	1.0	0.0	5.1	10.7	92,949
Middle	81.8	6.4	2.9	2.4	6.2	18.9	0.1	0.0	4.2	5.7	28,573
Secondary	73.7	10.2	1.5	3.9	4.0	16.9	6.0	0.6	5.3	5.1	24,367
Higher	75.4	12.4	0.0	0.3	0.3	17.9	0.0*	0.0*	2.2	6.4	10,096
<b>WIQ</b>											
Poorest	81.8	8.6	0.3	1.6	7.5	19.1	1.4	0.4	5.4	12.2	185,892
Second	77.4	7.4	1.8	2.7	5.8	22.3	1.2	0.8	3.8	10.7	119,026
Middle	83.6	4.4	0.5	1.6	4.8	20.6	3.3	0.0	6.6	9.4	66,519
Fourth	78.4	5.8	1.7	2.7	3.5	20.2	1.8	0.2	4.2	10.8	51,055
Richest	65.9	17.0	2.1	6.5	1.7	19.8	1.4	0.0	4.2	9.3	20,564
<b>Residence</b>											
Rural	80.5	7.0	1.0	1.6	5.0	20.2	1.7	0.4	5.3	9.9	333,341
Urban	77.6	9.7	0.9	4.2	8.8	20.8	1.5	0.3	3.8	16.2	109,715

The education of the household head omits the categories of “Non-formal education” and “Don’t know/Other”. These records account for 1 and 2 individuals from the unweighted survey responses respectively, which when weighted represent 130 and 387 children in child labour. In addition, there is 1 child for whom information on the education of the household head is missing, which when weighted represent 701 children.



## 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 provided here are a basis for conducting further analyses with the aim of eliminating all forms of child labour. This chapter presents the conclusion and a range of issues, identified through the PCLS, which policymakers may seek to address. Child labour and adolescent hazardous work is a complex issue which calls 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 Punjab, 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.

### Education

- Most children 5–14 (76.2 per cent), attend school only and do not work. The second largest group of children consists of those neither attending school nor working (typically described as idle) (10.5 per cent), with the percentage of idle girls being larger than the percentage of idle boys (12.4 per cent vs 8.6 per cent). The percentage of adolescents 15–17 who attend school and do not work is 45.4 per cent, whereas the percentage of idle adolescents is 14.8 per cent.
- Attendance to school increases up to 91.0 per cent until age 8 when school attendance rates start to decline<sup>48</sup>, with a noticeable drop between ages 11 and 12. The survey responses<sup>49</sup> suggest that the most common reason for children and adolescents to not attend school is that they have no interest, with the percentage increasing as children age. (20.5 per cent for those 5–9, vs 35.2 per cent for those 15–17). Other reasons include that they cannot afford school and negligence of parents which affects children aged 5–14 more than adolescents aged 15–17. Even though a similar percentage of boys and girls aged 5–17 go to school in Punjab (80.7 per cent vs 77.7 per cent), access to school appears to be a greater problem for girls in CLAHW than for boys in CLAHW, who reported school being too far as a reason for not attending school 13.6 per cent and 3.6 per cent respectively.
  - *In Punjab, children enter primary school at age 5 and lower secondary at age 10. The fact that school attendance shows its biggest drop between the ages 11 and 12 suggests that children struggle to make the transition from primary to middle school. The most cited reason for children to not attend school is the lack of interest, which increases with age and shows the importance of developing tools to increase students' interest in education. Exploring further the reasons why children and adolescents don't have interest in attending school could be a first step towards*

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48 In Punjab, children are intended to enter middle school at age 10 and, secondary school at age 13.

49 Based on responses of children in child labour and adolescents in hazardous work

*the right direction. Other interventions such as Improving teachers' pedagogical skills, using more didactic forms of teaching like electronic devices, incentives and programs that, reinsert adolescents' dropouts into the formal education system, training programs specially target to adolescents and increasing awareness of the importance of education could be some of the ways to increase enrolment and lower dropout in Punjab. (Ghazi, S. R. et al., 2010).*

- *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.*
- Children should begin compulsory schooling at the age of 5, but only 77.6 per cent of 5–9-year-olds are reported to attend school. At the same time almost 9 out of 10 children and adolescents, both in CLAHW and not CLAHW that are currently attending school are behind the expected grade for their age.
  - *Most children and adolescents in Punjab seem to enter school behind the expected grade for their age. Martinez, Naudeau, and Pereira (2012) suggest that children who attend preschool 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 Punjab 90.6 per cent of children attending first grade of primary school attended pre-school the previous year (MICS, 2017). Considering that only 34.4 per cent of 3–4-year-olds are currently attending early childhood education in Punjab there is much room to improve and expand access to preschools in the province (MICS, 2017).*
- About 15 per cent of children aged 5–14 and almost 6 in 10 adolescents aged 15–17 do not attend school. For all age groups, children in child labour and adolescents in hazardous work are more likely to have never attended school and have dropped out of school. Furthermore, the difference in school attendance rates increases with age and is especially large for the age group 15–17, where the school attendance rate is 45.9 percentage points lower for adolescents in hazardous work.
  - *Less than half of adolescents in Punjab finish school. 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 preschool, emphasising the importance of early education and its indirect effects in other members of the household.*

- *Indirect costs of schooling include income foregone by children and adolescents who could work in that time. For poor households reliant on the income of children and adolescents, conditional cash transfer programmes provide a substitute for foregone income and thereby incentives for children and adolescents 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 and 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 and adolescent hazardous work. Providing school kits, textbooks, and school meals (including take-home rations) conditional on the student going to school, have proven increases in school enrolment and scores in tests (Kazianga et al., 2014).*
- *UNICEF and UNESCO Institute for Statistics (2015) provides a breakdown of out of school children. According to this approach the group of children and adolescents not attending school can be divided into those who have entered but dropped 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 Punjab should be assessed to ensure that it provides 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 and adolescents that belong to each group. This could also be used in conjunction with a monitoring system of child labour and adolescent hazardous work if available.*
- Children and adolescents in households with an uneducated household head are the least likely to attend school as well as the most likely to be in child labour and adolescent hazardous work. Ensuring this generation can attend school is essential to the next generation staying out of child labour and adolescent hazardous work.
  - *Providing high quality education and informing people of 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 CSOs, as well as speaking to parents in the workplace.*



- By division, Dera Ghazi Khan and Bahawalpur have the lowest percentage of 5–17-year-olds attending school with 68.1 per cent and 70.5 per cent respectively. By district the lowest attendance can be found in Rajanpur, Rahim Yar Khan and Dera Ghazi Khan where only 57.4 per cent, 65.1 per cent and 65.7 per cent of children and adolescents currently attend school – which is significantly lower than in other districts – and around 33.9 per cent, 22.4 per cent, and 25.9 per cent respectively have never attended school, which is significantly higher than in all other districts.
  - *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.*

## Work

- The percentage of working children and adolescents in the last 7 days is 18.6 per cent, with far more working boys than working girls (23.8 per cent vs 13.1 per cent).
- The work activities performed by children and adolescents show some increase in work participation around October and November during the kharif harvest period. Engagement in economic activities is slightly more prevalent from October to February which means that the share of children and adolescents working in the winter months is slightly higher in Punjab. Despite this peak in November, most working children are doing so throughout the year, with the month with the lowest activity being March (82.2 per cent of working children).
  - *Most children and adolescents who are working generally do so throughout the year, though there is some additional seasonal work in line with the agricultural calendar. Considering that 7 out of 10 children and adolescents who work do so as unpaid family workers show that most children and adolescents in CLAHW are not in an employment relationship with a third-party employer and understanding and addressing the family reliance and dynamics of households of children and adolescents that employ them is a critical step towards ending CLAHW (ILO, 2017).*
  - *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.*

## Child labour and Adolescent Hazardous Work

- The percentage of households with at least one child and adolescent in CLAHW is more than two times as high in rural compared to urban areas and the CLAHW prevalence is highest in the Sahiwal (27.9 per cent) and Bahawalpur (19.9 per cent) divisions and in the districts Pakpattan (39.2 per cent), Bhakkar (27.2 per cent) and Okara (26.6 per cent).



- *Pakpattan and Bhakkar have the highest prevalence of CLAHW which coincides with the fact that most of their population live in rural areas. As per 2017 estimates of the national census of Pakistan, 84.16 per cent of the population in Pakpattan and 84.4 per cent in Bhakkar live in rural areas, percentages much higher than the Punjab average of 63.14 per cent. This indicates the importance of focusing efforts on those places where a considerable percentage of the population live in rural areas.*
- *Special programs identifying and investigating the socio-economic characteristics of households in these divisions and districts that make them more prone to have at least one child or adolescent in CLAHW compared to the rest of the divisions/districts is a first step that could be taken before implementing further policy measures adapted to the special needs of these places.*
- 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 CLAHW on its own<sup>50</sup>. Children and adolescents in BISP beneficiary households are more likely to be in CLAHW, even when accounting for wealth quintile.
  - *These findings show that cash transfers targeted at poverty reduction are not sufficient alone to reduce CLAHW, 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 and adolescents in CLAHW mostly work as unpaid family workers (70.8 per cent) who work outside the home (58.2 per cent) in agriculture and forestry (40.0 per cent) and in elementary occupations (32.8 per cent)
  - *These children and adolescents generally work because the family depends on the additional income generated by their work or because the family business depends on their work to function. The nature of the work performed by most children and adolescents in CLAHW – i.e., in agriculture as unpaid family workers and in elementary occupations 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 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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50 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 (71.8 per cent vs 60.7 per cent). The difference between adolescents in hazardous work and not in hazardous work is larger, where the share of adolescents not in hazardous work with a birth certificate is 20 percentage points higher than for adolescents in hazardous work. However, with most children and adolescents working unpaid for their own family (70.8 per cent), checks of birth certificates to confirm the age of an employee are unlikely to be common.
  - *The fact that fewer children and adolescents in CLAHW 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.*
  - *However, particular care should be taken not to drive working children and adolescents 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 utilization, and participation in social services (e.g., cash transfer programs and government food programs) (Apland et al., 2014, Brito et al., 2017, Corbacho et al., 2012). Access to these opportunities might help deterring/delaying children and adolescents from falling into CLAHW.*
- While the overall child labour prevalence in Punjab is 13.4 per cent for 5–14-year-olds, the child labour prevalence is higher among children in households experiencing natural or economic shocks<sup>51</sup>. Out of children living in a household that was affected by a pest attack on agricultural crops, the percentage in child labour is 19.4. The corresponding percentage for natural disaster is 20.8. 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*

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51 Except for price inflation, where the child labour prevalence is lower

*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.*

## Occupational safety and health

- The most prevalent hazardous conditions for children and adolescents in CLAHW are carrying heavy loads (42.6 per cent), followed by extreme cold or heat (23.2 per cent), dangerous tools (19.1 per cent) and exposure to dust or fumes (16.2 per cent). Construction is the industry with the highest proportion of children and adolescents exposed to health hazards (28.0 per cent), followed by agriculture (19.3 per cent) and wholesale and retail trade (14.8 per cent).
  - *Targeting labour inspections on industries classified as hazardous may help to prevent children and adolescents 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 CLAHW is addressed in one supply chain it is not simply displaced into another.*
  - *In the event that adolescents (who are allowed to work under certain circumstances) carry out any work, informal establishments/family businesses (especially in the construction, agriculture and wholesale and retail trade sectors) should be informed/ have more clarity on the most prevalent hazardous conditions in Punjab 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 adolescents working provide registration where they ensure that the work carried by them is not hazardous work can be a step to ensure more decent working conditions for 15-17-year-olds.*
  - *In the event that injuries occur, having a record of the adolescents 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.*

- As negative consequences of work, the most common issue reported by children and adolescents of all ages (8.1 per cent for the group of children 5–9 up to 17.5 per cent for adolescents 15–17) is that they suffer extreme fatigue, followed by injuries and poor health (6.1 per cent for the group of children 5–9 up to 11.7 per cent for adolescents 15–17).
- Children and adolescents in CLAHW are more likely to report symptoms of depression (mild, moderate, moderately severe, or severe) compared to children and adolescents not in CLAHW (19.2 per cent vs 12.6 per cent). The percentage increases with age for both children and adolescents in CLAHW and not in CLAHW but is higher in all age groups for those in CLAHW.
- Children and adolescents working in hazardous conditions are more often injured or ill due to their work compared to those not in hazardous conditions. Overall, 27.2 per cent of 5–14-year-olds in child labour were injured or fell ill due to work, and 32.5 per cent of 5–17-year-olds in CLAHW. The incidence increases with age and adolescents aged 15–17 are more than twice as likely to get injured or ill due to work compared to children in child labour 5–9 years old (41.7 per cent vs. 17.4 per cent).
  - *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. (OSHA, 2021)*
  - *The provincial government must carry out periodic monitoring to identify occupational health and safety measures in workplaces where adolescents work. Based on the PCLS 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.*

*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 programs as well as maternity benefits in the case of adolescent workers.*

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## 12. Appendices

### Punjab Child Labour Survey 2019-2020 Questionnaire

PUNJAB CHILD LABOUR SURVEY 2019			
(Addressed to the most knowledgeable member of the household and children 5-17 years of age)			
GENERAL INFORMATION			
1. DISTRICT (name and code): _____  __ __	3. Cluster code:  __ __ __ __	5. Type of Area: 1. Urban 2. Rural	6. Household ID Number (Select from list)  __ __
2. TEHSIL / TALUKA (name and code) _____  __ __	4. Enumeration block code:  __ __ __ __ __		7. Please Recheck HH ID from Manual copy:  __ __
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: ____:____		
<b>G8. Introductory message (IN URDU)</b> 1. I hope you are well. 2. We are here at your service from the Government of Punjab. 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 Government of Punjab 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 Government of Punjab. 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			
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 2.No	--> G4 --> 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 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			

PART I: ADULT QUESTIONNAIRE										
Addressed to the most knowledgeable member of household										
SECTION I: Household Composition and Characteristics for All Household Members										
	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. Step child 23. Adopted son 24. Adopted 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 _____  (-> 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 (partial) g. Visual disability (full) h. Other (specify)	(ASK ONLY IF A6d 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 _____
A1	A2	A4	A5	A6	A6c	A6d	A6e	A6a	A6f	A6g
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									
Person's serial number in household	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 Jardaani g. TB h. Polio i. Epilepsy	Indicate With "1" if person is between 5-17 years old, "0" otherwise	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)	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) (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)	Which household member provided the (main) information? (Please, write serial number from A1)	For all household members			Was the HH Roster completed in: 1. First visit 2. Second visit 3. Third visit
						Please indicate (NAME)'s serial number. (Write 99 if absent or not applicable)			
						Spouse of (NAME) (if applicable)  If not in the roster write 99  If more than one wives write the code of the first wife	Natural Father of (NAME)  If not alive write 98  And if not in the roster write 99	Natural Mother of (NAME)  If not alive write 98  And if not in the roster write 99	
A1	A6b	A7	A8	A8_A	A3	A9	A10	V_S1	
01		_	_		_	_	_	_	
02		_	_			_	_		_
03		_	_			_	_		_
04		_	_			_	_		_
05		_	_			_	_		_
06		_	_			_	_		_
07		_	_			_	_		_
08		_	_			_	_		_

IMPORTANT NOTE: SECTION II onwards to be filled in column-wise beginning with the Serial No: 01 from A1						
Section II:		Educational Attainment for <u>All Household Members</u> aged 5 and above				
Serial No in A1	_ _	_ _	_ _	_ _	Skip to Question	
Name of household member ----->						
Age of household member ----->	_ _	_ _	_ _	_ _		
A12 (a). Can (NAME) read a short, simple statement with understanding in any language?						
1. Yes	1	1	1	1		
2. No	2	2	2	2		
99. Don't know	99	99	99	99		
A12 (b). Can (NAME) write a short, simple statement with understanding in any language?						
1. Yes	1	1	1	1		
2. No	2	2	2	2		
99. Don't know	99	99	99	99		
A13. Is (NAME) attending school/ educational institute (formal or informal) or pre-school during the current school year?					1→A14 2→A15	
1. Yes	1	1	1	1		
2. No	2	2	2	2		
A14. What is the grade/ class of school that (NAME) is attending?					A18	
00 < Class 1 or Preschool	00	00	00	00		
01 = Class 1	01	01	01	01		
02 = Class 2	02	02	02	02		
03 = Class 3	03	03	03	03		
04 = Class 4	04	04	04	04		
05 = Class 5	05	05	05	05		
06 = Class 6	06	06	06	06		
07 = Class 7	07	07	07	07		
08 = Class 8	08	08	08	08		
09 = Class 9	09	09	09	09		
10 = Class 10 / O levels	10	10	10	10		
11 = Polytechnic diploma or first year	11	11	11	11		
12 = FA / FSc / ICom/A levels/DAE/ICS	12	12	12	12		
13 = BA / BSc / BCom / BEd/BBA/BCS	13	13	13	13		
14 = Post Graduate (MA / MSc / M.Ed)	14	14	14	14		
15 = Degree in Engineering (Bachelors)	15	15	15	15		
16 = Degree in Engineering (Masters)	16	16	16	16		
17 = Degree in Medicine	17	17	17	17		
18 = Degree in Agriculture (Bachelors)	18	18	18	18		
19 = Degree in Agriculture (Masters)	19	19	19	19		
20 = Degree in Law (Bachelors)	20	20	20	20		
21 = Degree in Law (Masters)	21	21	21	21		
22 = MPhil / PhD	22	22	22	22		
23 = Non formal education					--> A16 --> A14A --> A16 --> A16	
24 = Madrassah level	23	23	23	23		
94 = Other (specify)	24	24	24	24		
99 = Don't Know	94	94	94	94		
	99	99	99	99		
Other Specify						

Serial No in A1	__ __	__ __	__ __	__ __	
Name of household member ----->					
Age of household member ----->	__ __	__ __	__ __	__ __	Skip to Question
A14A. (ONLY IF CODE 24 IN A14) What Madrassah level is (NAME) currently attending?					A16
1. Mutwasata	1	1	1	1	
2. Sanviya Aama	2	2	2	2	
3. Sanviya khasa	3	3	3	3	
4. Aalia (or Shahadat ul Aalia)	4	4	4	4	
5. Aalmia (or Shahadat ul Aalmia)	5	5	5	5	
94. Other (specify)	94	94	94	94	
A15. Has (NAME) ever attended school/educational institution (formal or non-formal)?					→A16 →A17 if A6>=5 AND A6<=24, o.w. A18
1. Yes	1	1	1	1	
2. No	2	2	2	2	
A16. What is the highest grade/class of school that (NAME) has completed ( <i>completed education level</i> )					A18 if A13=1  A17 if A13=2
00 < Class 1 or Preschool	00	00	00	00	
01 = Class 1	01	01	01	01	
02 = Class 2	02	02	02	02	
03 = Class 3	03	03	03	03	
04 = Class 4	04	04	04	04	
05 = Class 5	05	05	05	05	
06 = Class 6	06	06	06	06	
07 = Class 7	07	07	07	07	
08 = Class 8	08	08	08	08	
09 = Class 9	09	09	09	09	
10 = Class 10 / O levels	10	10	10	10	
11 = Polytechnic diploma or first year	11	11	11	11	
12 = FA / FSc / ICom/A levels/DAE/ICS	12	12	12	12	
13 = BA / BSc / BCom / BEd/BBA/BCS	13	13	13	13	
14 = Post Graduate (MA / MSc / M.Ed)	14	14	14	14	
15 = Degree in Engineering (Bachelors)	15	15	15	15	
16 = Degree in Engineering (Masters)	16	16	16	16	
17 = Degree in Medicine	17	17	17	17	
18 = Degree in Agriculture (Bachelors)	18	18	18	18	
19 = Degree in Agriculture (Masters)	19	19	19	19	
20 = Degree in Law (Bachelors)	20	20	20	20	
21 = Degree in Law (Masters)	21	21	21	21	
22 = MPhil / PhD	22	22	22	22	
23= Non formal education	23	23	23	23	→ A18
24 = Madrassah level	24	24	24	24	→ A16A
94 = Other (specify)	94	94	94	94	→ A18
99= Don't Know	99	99	99	99	→ A18
Other specify					
A16A. (ONLY IF CODE 24 IN A16) What is the highest Madrassah level (NAME) completed?					A18 if A13=1  A17 if A13=2
1. Mutwasata	1	1	1	1	
2. Sanviya Aama	2	2	2	2	
3. Sanviya khasa	3	3	3	3	
4. Aalia (or Shahadat ul Aalia)	4	4	4	4	
5. Aalmia (or Shahadat ul Aalmia)	5	5	5	5	
94. Other (specify)	94	94	94	94	

Serial No in A1	__ __	__ __	__ __	__ __	Skip to Question
Name of household member ----->					
Age of household member ----->	__ __	__ __	__ __	__ __	
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)					A18
1. Too young	1	1	1	1	
2. Disabled	2	2	2	2	
2a. Illness	2a	2a	2a	2a	
3. No school/school too far/ school occupied/ school non-functional	3	3	3	3	
4. Parents' negligence (too busy to think of schooling)	4	4	4	4	
5. Cannot afford schooling (school too expensive)	5	5	5	5	
6. Family did not allow schooling	6	6	6	6	
7. Does not find school interesting / not interested in school	7	7	7	7	
8. Education not considered valuable/I won't find a job	8	8	8	8	
9. School not safe (security)	9	9	9	9	
10. To learn a job (apprentice etc.)	10	10	10	10	
11. To work for pay	11	11	11	11	
12. To work as unpaid worker in family business/farm	12	12	12	12	
13. Help at home with household chores	13	13	13	13	
14. Corporal punishment	14	14	14	14	
15. Death of Parent/ relative	15	15	15	15	
16. No latrine/ boundary wall/ drinking water available in school	16	16	16	16	
17. No female / male teachers	17	17	17	17	
18. School facilities not available	18	18	18	18	
19. Teachers not available/ mostly remain absent	19	19	19	19	
20. Due to marriage	20	20	20	20	
21. To learn the holy book by heart (hifz)	21	21	21	21	
22. Dispute of the family with the community	22	22	22	22	
23. Education is of poor quality	23	23	23	23	
24. Education completed	24	24	24	24	
25. Failing an exam/failing the grade	25	25	25	25	
26. Expelled from school / college / university	26	26	26	26	
27. Moved out of the city country	27	27	27	27	
94. Other (specify)	94	94	94	94	
Other Specify					
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 All Household Members (5 and above) during the reference week				
Serial No in A1	_____	_____	_____	Skip To Question
Name of household member ----->	_____	_____	_____	
Age of household member ----->	_____	_____	_____	
<b>A. Employment</b>				
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	1	1	1	--> A32
2. No	2	2	2	--> 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? <i>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.</i>	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-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? <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing. It does not include household tasks.</i>	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? <i>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</i> 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	
A19-d: In the past week, 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? <i>Examples: ploughing, harvesting, looking after livestock.</i>	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? <i>For agricultural activities, the off season in agriculture is not a temporary absence.</i>	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. ( <i>"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</i> )				
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	_____ _____	_____ _____	_____ _____	

Serial No in A1				Skip To Question
Name of household member ----->				
Age of household member ----->				
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? <i>In probing: Describe briefly the main activity i.e. 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.)</i>	Type as described by respondent			
INDUSTRY CODE <i>For official use</i>				
A23. Where did (NAME) carry out his/her main work during the past week? <i>If did not work last week but usually has a job: Where does (NAME) usually carry out his/her job?</i> <i>(Read out responses below)</i>				
1. At his/her family dwelling	1	1	1	
2. Client's place (client is someone for whom s/he is providing service)	2	2	2	
3. Formal office / institution / duty station	3	3	3	
4. Factory / Atelier / Hosiery / workshop	4	4	4	
5. Plantations / farm / garden / agricultural land	5	5	5	
6. Construction sites	6	6	6	
7. Mines / quarry	7	7	7	
8. Shop / kiosk / coffee house / restaurant / hotel/ tea stall	8	8	8	
9. Different places (mobile)	9	9	9	
10. Fixed, street or market stall	10	10	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? <i>(Read out responses below)</i>				
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 <i>(read all three options)</i>				
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				
1. Limited duration (contract has an end date/time specified)	1	1	1	--> A27
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	--> A28A



Serial No in A1	_ _ _	_ _ _	_ _ _	Skip To Question			
Name of household member ----->							
Age of household member ----->	_ _ _	_ _ _	_ _ _				
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 can not 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	M	O	M	O	M	O	--> V_S3
1. Monday	_ _	_ _	_ _	_ _	_ _	_ _	
2. Tuesday	_ _	_ _	_ _	_ _	_ _	_ _	
3. Wednesday	_ _	_ _	_ _	_ _	_ _	_ _	
4. Thursday	_ _	_ _	_ _	_ _	_ _	_ _	
5. Friday	_ _	_ _	_ _	_ _	_ _	_ _	
6. Saturday	_ _	_ _	_ _	_ _	_ _	_ _	
7. Sunday	99. DK	99. DK	99. DK	99. DK	99. DK	99. DK	
TOTAL (for data coding)	_ _	_ _	_ _	_ _	_ _	_ _	

Serial No in A1	__ __	__ __	__ __	Skip To Question	
Name of household member ----->					
Age of household member ----->	__ __	__ __	__ __		
<b>B. Unemployment</b>				Age 5-9 years	Age 10 years and over
A33. Was (NAME) seeking work during the past week? <i>(As employee, employer or own-account worker to establish his/her own business)</i>					
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? <i>(Options must be read out. Mark at most 4 boxes )</i>					
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? <i>(Indicate the most important reason. Please wait for their answer. Do not read the options)</i>					
1. Found a job but waiting to start	1	1	1		
2. Works seasonally	2	2	2		
3. Tired of looking for work, believes no suitable work is available	3	3	3		
4. Lacks employers' requirements (training, experience, qualification)	4	4	4		
5. Does not know where to search for a job	5	5	5		
6. Student (studying)	6	6	6		
7. Family / parents / spouse does not allow	7	7	7		
8. Engaged in household chores / needed to take care of children / elderly / sick	8	8	8		
9. On retirement, no need to work	9	9	9		
10. Unable to work (illness, disability, too old)	10	10	10		
11. Too young for work	11	11	11		
12. Too lazy to work/ does not want to do any work	12	12	12		
13. Due to bad weather conditions	13	13	13		
14. Want to start his/her own business	14	14	14		
15. Due to family issues (Death/illness of relatives, marriage)	15	15	15		
16. Absent for pilgrimage/ other religious ritual	16	16	16		
17. Absent due to travelling	17	17	17		
18. Migration plans	18	18	18		
94. Other (specify)	94	94	94		
99. Don't know	99	99	99		
Other Specify					
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

Serial No in A1	_ _ _	_ _ _	_ _ _	Skip To Question	
Name of household member ----->					
Age of household member ----->	_ _ _	_ _ _	_ _ _		
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		--> A41
2. Works seasonally	2	2	2		--> A41
3. Tired of looking for work, believes no suitable work is available	3	3	3		--> A41
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		--> A41
8. Engaged in household chores / needed to take care of children / elderly / sick	8	8	8		--> A41
9. On retirement, no need to work	9	9	9		--> A41
10. Unable to work (illness, disability, too old)	10	10	10		--> A41
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		--> A41
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		--> A41
99. Don't know	99	99	99		--> A41
Other (specify)					
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				Skip To Question
Name of household member				
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? <i>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.</i>	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	If any "YES" --> A43  Otherwise If Age <18--> V_S4  If Age ≥18--> END for this HH member. Go to the next HH member in Section II
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? <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing. It does not include household tasks.</i>	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	1. Yes 2. No 99. DK	
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? <i>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</i> 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	
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 <i>Examples: ploughing, harvesting, looking after livestock.</i>	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	_ _ _ _	_ _ _ _	_ _ _ _	

Serial No in A1				Skip To Question
Name of household member				
Age of household member				
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	1  _	1  _	1  _	If Age <18→A47  Otherwise END for this HH member. Go to the next HH member in Section II
2. February	2  _	2  _	2  _	
3. March	3  _	3  _	3  _	
4. April	4  _	4  _	4  _	
5. May	5  _	5  _	5  _	
6. June	6  _	6  _	6  _	
7. July	7  _	7  _	7  _	
8. August	8  _	8  _	8  _	
9. September	9  _	9  _	9  _	
10. October	10  _	10  _	10  _	
11. November	11  _	11  _	11  _	
12. December	12  _	12  _	12  _	
13. All months	13  _	13  _	13  _	
Total	_ _	_ _	_ _	
V_S4. Was this section completed in:				
1. First visit	1	1	1	
2. Second visit	2	2	2	
3. Third visit	3	3	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	If any "YES" →A48 If all "NO" →A49
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  _	
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	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.  _	
Total (for coding)	_ _	_ _	_ _	
A49. What do you consider currently best for (NAME)? (Read the options, choose only one option, best option)				If Working (*) →A50  Otherwise END for this HH Member. Go to the next HH member in Section II
1. Work for his own income	1	1	1	
2. Work for household income	2	2	2	
3. Assist family business / assist in family's economic activities <i>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.</i>	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	1	1	1	
2. Second visit	2	2	2	
3. Third visit	3	3	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		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of household member					Skip to Question
Age of household member		<input type="text"/>	<input type="text"/>	<input type="text"/>	
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
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
r. None		r	r	r	r

Serial No in A1					Skip to Question
Name of household member					
Age of household member					
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					Go to the next HH member in Section II
a. Supplement family / household income.	a	a	a	a	
b. Help pay family / household debt.	b	b	b	b	
c. Help in household enterprise	c	c	c	c	
d. Learn skills	d	d	d	d	
e. Schooling not useful for future	e	e	e	e	
f. No school / school too far	f	f	f	f	
g. Cannot afford school fees / school related expenses	g	g	g	g	
h. School environment not good/ no quality education	h	h	h	h	
i. Corporal punishment in school	i	i	i	i	
j. School has no latrine	j	j	j	j	
k. Child not interested in school	k	k	k	k	
l. Temporarily replacing someone unable to work	l	l	l	l	
m. Preventing him/her from making bad friends and/or being led astray	m	m	m	m	
n. Child is harrassed/made fun of if he does not go to work	n	n	n	n	
o. Social Pressure (communal, tribal pressure, etc.)	o	o	o	o	
p. Support household needs/ to fetch water / collect wood	p	p	p	p	
q. School environment not suitable for minorities	q	q	q	q	
r. Own will /own interest	r	r	r	r	
s. Lack of family planning / did not think of child's education	s	s	s	s	
t. Injury, illness or poor health that prevents child from going to school	t	t	t	t	
u. Learning difficulties, intellectual disability or mental health problems which hinder learning	u	u	u	u	
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					



PART II HOUSEHOLD CHARACTERISTICS		
Addressed to the most knowledgeable member of household HOUSEHOLD ID NUMBER		
SECTION VII	Housing and Household Characteristics	Skip to Question
<b>B1a. What material is used for walls of the dwelling of this household (observation / if entrance not allowed ask)</b> 1. Burned/ baked bricks / blocks / cemented walls/ RCC 2. Raw bricks / mud 3. Wood / Bamboo 4. Stone 5. Cloths/Curtain/tent 6. No walls 7. Bushes and branches of tree 8. Dhajidar (mix of wood, mud, stones, etc) 94. Other (specify)	1 2 3 4 5 6 7 8 94	
Other Specify		
<b>B1b. What material is used for roof of the dwelling of this household (observation / if entrance not allowed ask)</b> 1. RCC / RBC (Reinforced Concrete Cement / Reinforced Brick Cement) 2. Wood / Bamboo 3. Iron / cement sheets 4. Girder / T-iron 5. Fiberglass 94. Other (specify)	1 2 3 4 5 94	
Other Specify		
<b>B2. What is the ownership status of this dwelling?</b> 1. Owner occupied 2. On Rent 3. Subsidized rent 4. Rent free	1 2 3 4	
<b>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)</b>	_ _	
<b>B4. What is the size of dwelling?</b>		
<b>B4-a: First specify unit of measurement</b> 1. Marla   2. Square feet   3. Kanal   4. Square meter   5. Square yards	_	
<b>B4-b: Enter the size (number only)</b>	_ _ _	
<b>B5. What type of toilet is used by the household?</b> 1. Flush connected to public sewage 2. Flush connected to pit/septic tank 3. Flush connected to open drain 4. Dry raised latrine 5. Dry pit latrine 6. No toilet in the household (e.g., open defecation)	1 2 3 4 5 6	
<b>B6. What is the main source of energy for cooking?</b> 1. Wood 2. Gas (both piped or gas cylinders) 3. Kerosene oil 4. Dung Cake 5. Electricity 6. Crop Residue 7. Charcol / Coal 8. Solar 9. Biogas 10. Bushes and branches of tree 94. Other (specify)	1 2 3 4 5 6 7 8 9 10 94	

SECTION VII	Housing and Household Characteristics	Skip to Question
B7. What is the main source of drinking water? 1. Piped water 2. Hand pump 3. Motorized pumping / Tube well 4. Open well 5. Closed well 6. Pond / canal / river / stream / rain water pond 7. Spring 8. Mineral water/ bottled water 9. Tanker / truck / water bearer 10. Filtration plant 94. Other (specify)	1 2 3 4 5 6 7 8 9 10 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	
<b>B12. Does the household own any of the following?</b> <i>(Select all that apply)</i> <ul style="list-style-type: none"> <li>a. Heater</li> <li>b. Washing machine / dryer</li> <li>c. Geyser (gas / electric)</li> <li>d. Air cooler</li> <li>e. Air conditioner</li> <li>f. Fan (Ceiling, Table, Pedestal, Exhaust)</li> <li>g. Cooking range, Microwave oven</li> <li>h. Cooking stove</li> <li>i. Television</li> <li>j. VCR, VCP, Receiver, Decoder, DVD Player</li> <li>k. Refrigerator</li> <li>l. Freezer</li> <li>m. Generator / UPS</li> <li>m1. Solar panel</li> <li>n. Sewing / knitting machine</li> <li>o. Personal Computer / laptop / tablets</li> <li>p. Motorcycle / scooter</li> <li>q. Tractor</li> <li>r. Car / Vehicle (any engine driven vehicle)</li> <li>s. Cell phone</li> <li>t. Internet</li> <li>v. Radio / tape recorder</li> <li>w. TV Cable</li> <li>u. None of the above</li> </ul>	<b>1= Yes</b> <b>2=No</b>	<b>Skip to question</b>
	a  __  b  __  c  __  d  __  e  __  f  __  g  __  h  __  i  __  j  __  k  __  l  __  m  __  m1  __  n  __  o  __  p  __  q  __  r  __  s  __  t  __  v  __  w  __  u  __	
<b>B13. Does the household own any livestock presently?</b> <ul style="list-style-type: none"> <li>1. Yes (fully own)</li> <li>2. Yes (shared)</li> <li>3. No</li> </ul>	1 2 3	--> B14 --> B14 --> B15
<b>B14. How many?</b> <ul style="list-style-type: none"> <li>1. Camel</li> <li>2. Horse / mule / donkey</li> <li>3. Cow / cattle</li> <li>4. Goat / Sheep</li> <li>5. Buffalo</li> <li>6. Poultry (It includes chicken, ducks, turkeys, geese etc. all domestic fowls).</li> <li>94. Other livestock</li> </ul>	<i>In Number</i>  _ _ _ _   _ _ _ _   _ _ _ _   _ _ _ _   _ _ _ _   _ _ _ _   _ _ _ _	
Other Specify		
<b>B15. Does any household member own any agricultural land presently?</b> <ul style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ul>	1 2	--> B16 --> B18
<b>B16. How much land you own? <i>(The unit of land will be specified later)</i></b>	_ _ _ _	Same unit for both!
<b>B16a. Of this land, how much is cultivable?</b>	_ _ _ _	
<b>B16b. Unit of land:</b> <ul style="list-style-type: none"> <li>1. Marla   2. Kanal   3. Acre   4. Murba   5. Jareeb   6. Vesa</li> </ul>	_	

<p>B18. Did you face any of the following problems (countrywide / communitywide) in the last 12 months (Read all options and select the <b>most important</b> faced)</p> <p>1. Natural disaster (drought, flood, storms, hurricane, landslides, avalanche, glacial lake outburst flood (GLOF), forest fires, heat wave, earthquake)</p> <p>2. Epidemics</p> <p>3. Business closing due to economic recession</p> <p>4. Falling agricultural prices.</p> <p>5. Price inflation</p> <p>6. Public protests</p> <p>7. Conflict / security</p> <p>8. Pest attack (on agricultural crops)</p> <p>9. Industrial disaster</p> <p>10. Long-term load shedding/power breakdown</p> <p>11. No problem faced at all</p> <p>94. Other (specify)</p> <p>Other Specify</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>94</p>	
<p>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)</p> <p>1. Loss of employment of any member</p> <p>2. Bankruptcy of a family business</p> <p>3. Serious illness or accident of a working member of the household</p> <p>4. Death of a working member of the household</p> <p>5. Abandonment by the household head</p> <p>6. Fire in the house / business / property</p> <p>7. Criminal act by household member</p> <p>8. Land dispute</p> <p>9. Loss of cash support or in-kind assistance</p> <p>10. Fall in prices of products of the household business</p> <p>11. Loss of harvest</p> <p>12. Loss of livestock</p> <p>94. Other</p> <p>Other Specify</p>	<p>1= Yes 2= No</p> <p>1  __ </p> <p>2  __ </p> <p>3  __ </p> <p>4  __ </p> <p>5  __ </p> <p>6  __ </p> <p>7  __ </p> <p>8  __ </p> <p>9  __ </p> <p>10  __ </p> <p>11  __ </p> <p>12  __ </p> <p>94  __ </p>	<p>If any</p> <p>"YES" --&gt; B20</p> <p>Otherwise --&gt; B21</p>
<p>B20. What did the household do to overcome this hardship? (Multiple answers are allowed)</p> <p>a. Financial assistance or non financial assistance("in kind") from government institutions / departments / agencies</p> <p>b. Financial assistance or non financial assistance("in kind") from NGOs / religious organisations / local community organisations / working place</p> <p>c. Financial assistance or non financial assistance ("in kind") from relatives / friends</p> <p>d. Took children out of school as could not afford it</p> <p>e. Placed child(ren) in other household(s)</p> <p>f. Additional work hours by household members</p> <p>g. Sold property / used savings</p> <p>h. Reduced household expenditures/ e.g. children shifted from private to public school</p> <p>i. Got a loan (from Bank, friends, relatives, neighbor etc.)</p> <p>j. Children engaged in labour / put to work</p> <p>k. Take part in ROSCA/ Budget Committee</p> <p>l. Other (specify)</p> <p>m. So far nothing has been done to overcome this hardship</p> <p>Other Specify</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>94</p> <p>97</p>	
<p>B21. Did any of your household members have any outstanding loans/mortgage or obtain a new loan/mortgage during the past 3 years?</p> <p>1. Yes</p> <p>2. No</p>	<p>1</p> <p>2</p>	<p>--&gt; B22</p> <p>--&gt; B28</p>

<p>B22. What was the main reason for obtaining a loan? <i>(Please, wait for the response. Do not read the options)</i></p> <p>1. To meet essential household expenditures (buying food, child education, house rent, utilities' bill, etc).</p> <p>2. To buy vehicle (bike, motorbike, car) for household member</p> <p>3. To purchase/remodel/repair/construct a house / purchase land</p> <p>4. To meet health related expenditures for household members (medicine, doctor or hospital fees)</p> <p>5. To meet the following ritual expenditures: birth, funeral, and wedding</p> <p>6. To open/increase business</p> <p>7. To pay previous loan</p> <p>8. To overcome hardship (eg. legal expenses in a court, expenses after having been robbed)</p> <p>9. For Agriculture inputs (e.g., fertilizers, pesticide, etc.)</p> <p>10. For pilgrimage/ other religious ritual</p> <p>11. To send child abroad for a job</p> <p>12. Migration/ to go out of the country</p> <p>13. To help a friend to overcome hardship</p> <p>94. Other (specify)</p> <p>Other Specify</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>94</p>	
<p>B23. Where did the household obtain the loan from? <i>(Multiple answers are allowed)</i></p> <p>a. Relatives/friends/neighbors</p> <p>b. Commercial Bank</p> <p>c. Micro Finance Institutions / Microfinance Banks</p> <p>d. Informal Money lenders (arhti/beopari/landlords/shopkeepers)</p> <p>e. Others (specify)</p> <p>Other Specify</p>	<p>a</p> <p>b</p> <p>c</p> <p>d</p> <p>e</p>	
<p>B24. Was the debt paid back?</p> <p>1. Yes, wholly</p> <p>2. Yes, partly (e.g. in installments)</p> <p>3. No</p>	<p>1</p> <p>2</p> <p>3</p>	
<p><b><i>If B24 = 1 ask the options A in B25, B26, and B27</i></b></p> <p><b><i>If B24 = 2, 3 ask the options B in B25, B26, and B27</i></b></p>		
<p>B25.</p> <p>A) How was the debt paid back?</p> <p>B) How will the debt be paid back?</p> <p><i>(Circle all the appropriate ones)</i></p> <p>a. Cash, by borrowing money from someone else</p> <p>b. Cash, by selling some assets</p> <p>c. Cash, by getting income from work</p> <p>d. Cash, by getting loan from pawn shop</p> <p>e. Provide direct labour to the creditor by adult household member</p> <p>f. Provide direct labour to the creditor by child household member</p> <p>g. In kind</p> <p>h. Loan wave-off</p> <p>i. ROSCA /BC(Budget Committee)</p> <p>j. Cash support by a friend, family member</p> <p>k. Cash, by renting a portion of the house</p> <p>m. Dowry/wulvur from wedding</p> <p>l. Other (specify)</p>	<p>a</p> <p>b</p> <p>c</p> <p>d</p> <p>e</p> <p>f</p> <p>g</p> <p>h</p> <p>i</p> <p>j</p> <p>k</p> <p>m</p> <p>l</p>	
<p>B26.</p> <p>A) Was any child withdrawn from school? (if the debt was paid)</p> <p>B) Will any child be withdrawn from school to pay the debt back?</p> <p>1. Yes</p> <p>2. Maybe</p> <p>3. All children already withdrawn from school / never enrolled in school</p> <p>4. No need to withdraw</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>--&gt; B27</p> <p>--&gt; B27</p> <p>--&gt; B27</p> <p>--&gt; B28</p>

<p>B27.</p> <p>A) Were the children/child sent back to school after repaying the debt?</p> <p>B) Will the child/children be sent back to school after the debt situation improves?</p> <p>1. Yes</p> <p>2. No</p> <p>3. Maybe</p>	<p>1</p> <p>2</p> <p>3</p>	
<p>B28. What is the household's average monthly expenditure? (in pakistani rupees)</p> <p>(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.)</p>	<p> _____ </p>	
<p>B29. What are the household's sources of income?</p> <p>(Mark all that apply)</p> <p>a. Employment / work</p> <p>b. Social transfers from public sources (charity, zakat, BISP, etc )</p> <p>c. Scholarship</p> <p>d. Rent / property / investments / stock exchange</p> <p>e. Private transfers (including remittances, gifts)</p> <p>f. Savings/ pension</p>	<p>a</p> <p>b</p> <p>c</p> <p>d</p> <p>e</p> <p>f</p>	
<p>B30. What is the household's average monthly income? (in Pakistani rupees)</p> <p>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</p>	<p> _____ </p>	
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?	1. Yes 2. No	
(Enumerator note: Stillbirth means when baby dies from 7th month of pregnancy onward)		
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)		
<p>B35. Think of your child (NAME). Imagine that (NAME) is already 30 years old and completed university.</p> <p>A. What is the maximum amount that you think he/she could be earning per month?</p> <p>B. What is the minimum amount that you think he/she could be earning per month?</p> <p>(c) What is the likelihood that (NAME)'s earnings would be at least Rs X, where 1 is not likely at all and 5 will happen for sure?</p> <p>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.</p>	<p>Rs _____</p> <p>Rs _____</p> <p>1 Not likely at all</p> <p>2 Somewhat likely</p> <p>3 Half/half likely</p> <p>4 Very likely</p> <p>5 Will happen for sure</p>	
<p>B36. Now Imagine that (NAME) is already 30 years old and did not go to school but started to work early as a child.</p> <p>A. What is the maximum amount that you think he/she could be earning per month?</p> <p>B. What is the minimum amount that you think he/she could be earning per month?</p> <p>(c) What is the likelihood that (NAME)'s earnings would be at least Rs X, where 1 is not likely at all and 5 will happen for sure?</p> <p>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.</p>	<p>Rs _____</p> <p>Rs _____</p> <p>1 Not likely at all</p> <p>2 Somewhat likely</p> <p>3 Half/half likely</p> <p>4 Very likely</p> <p>5 Will happen for sure</p>	
<p>Thank you very much [name of respondent] for giving time and answering questions.</p> <p>May I please ask your children some questions about their education and their daily activities?</p>		
<p>V_S8. Was this section completed in:</p> <p>1. First visit</p> <p>2. Second visit</p> <p>3. Third visit</p>	<p>1</p> <p>2</p> <p>3</p>	
<p><b>Go to the 3rd part of the Questionnaire to interview each child (5-17)</b></p>		

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	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	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	<p>1. We are trying to learn about how children spend their time in school, at home and at work.</p> <p>2. We think you can help us in answering some questions.</p> <p>3. Would you be willing to answer?</p> <p>4. If you don't want to participate or want to stop at any point, that will not be a problem.</p>									
G12c. May we continue?	<p>1. Yes --&gt; C0</p> <p>2. No --&gt; Go to G12 (if there are more children available)</p>									
G13. You have told me that the above mentioned 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?	<p>Specify date _____</p> <p>1. Specific date _____</p> <p>2. Any day after a particular time _____</p> <p>Specify time _____</p> <p>3. On Saturdays. Specify time _____</p> <p>4. On Sundays. Specify time _____</p>									





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						
Name of household member	Name of household member					Children Aged 5-9 years	Skip to Question Children Aged 10-17 years
Age of household member	Age of household member						
C3. What is the level of school and class that you are currently attending?	C3. What is the level of school and class that you are currently attending?						
0. Pre-school, Class 0	0. Pre-school, Class 0	0	0			0	-->C5
1. Primary, Class 1	1. Primary, Class 1	1	1			1	-->C4
2. Primary, Class 2	2. Primary, Class 2	2	2			2	-->C4
3. Primary, Class 3	3. Primary, Class 3	3	3			3	-->C4
4. Primary, Class 4	4. Primary, Class 4	4	4			4	-->C4
5. Primary, Class 5	5. Primary, Class 5	5	5			5	-->C4
6. Middle, Class 6	6. Middle, Class 6	6	6			6	-->C4
7. Middle, Class 7	7. Middle, Class 7	7	7			7	-->C4
8. Middle, Class 8							
9. Secondary school certificate (SSC), Class 9							
10. 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	14. Madrassah level	14	14			14	-->C3A
15. Non standard curriculum/ non formal education	15. Non standard curriculum/ non formal education	15	15			15	-->C4
C3A. (ONLY IF CODE 14 IN C3) What Madrassah level are you currently attending?	C3A. (ONLY IF CODE 14 IN C3) What Madrassah level are you currently attending?						
1. Mutwasata	1. Mutwasata	1	1			1	} -->C4
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	
C4. At what age did you begin primary school or the first level of education that you have entered?	C4. At what age did you begin primary school or the first level of education that you have entered?						
(Age in completed years)	(Age in completed years)						
C5. Did you miss any school day during the past week?	C5. Did you miss any school day/ did you not go to school during the past week?						
Please do not count official holidays	Please do not count official holidays						
1. Yes	1. Yes	1	1			1	-->C6
2. No	2. No	2	2			2	-->C14

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					
Name of household member	Name of household member					
Age of household member	Age of household member					
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)					
a. School closed due to any reason other than public holiday	a. School closed due to any reason other than public holiday	1	1	1	1	1
b. Teacher was not in the school (absent)	b. Teacher was not in the school (absent)	2	2	2	2	2
c. Bad weather conditions / Natural hazards (Land Sliding, Rain, Flood, earthquake etc)	c. 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	3	3
d. Insecurity/conflict/cross firing	d. Insecurity/conflict/cross firing	4	4	4	4	4
e. Seasonal migration	e. Seasonal migration (prime: had to move to look after cattle, etc.)	5	5	5	5	5
f. To help family business	f. 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	6	6
g. To help at home with household tasks	g. To help at home with household tasks (help cooking, taking care of children, cleaning, organizing, fetching water or wood, etc)	7	7	7	7	7
h. Working outside family business	h. 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	8	8
i. Illness / injury / disablement	i. Illness/ injury/disablement (feeling sick, being hurt, not being physically able to go)	9	9	9	9	9
j. Death/ illness in the family/village	j. Death/ illness in the family/village	10	10	10	10	10
k. Marriage in the family/village/ rituals/ceremonies/events	k. Marriage in the family/village/ rituals/ceremonies/events	11	11	11	11	11
l. Got late so did not go to school / was not allowed to enter school	l. Got late so did not go to school / was not allowed to enter school	12	12	12	12	12
m. Preparation for examinations/home studying	m. Preparation for examinations/home studying	13	13	13	13	13
n. Punishments/disciplinary measures in school	n. Punishments/disciplinary measures in school	14	14	14	14	14
o. Did not want to go to school /not interested in school	o. Did not want to go to school /not interested in school	15	15	15	15	15
p. Fear of exams/papers/ Bad performance in exams	p. Fear of exams/papers/bad performance in exams	16	16	16	16	16
q. Budget problems or personal school materials unavailable/damaged	q. Budget problems or personal school materials unavailable/damaged	17	17	17	17	17
r. No person available to drop at the school/no transport available	r. No person available to drop at the school/no transport available	18	18	18	18	18
s. Siblings do not go to school	s. Siblings do not go to school	19	19	19	19	19
x. Other (specify)	x. Other (specify)	94	94	94	94	94
Other Specify	Other Specify					

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	Children Aged 5-9 years									
Age of household member	Age of household member	Children Aged 10-17 years									
C8. Have you ever attended school? (can be formal or nonformal)	C8. Have you ever attended school? (can be formal or nonformal)										
1. Yes	1. Yes										
2. No	2. No										
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										
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)										
2a. Illness	2a. Illness (you are sick)										
3. No school/school too far/ school occupied/ school non-functional	3. No school/school too far/ school occupied/ school non-functional										
4. Parents' negligence (too busy to think of schooling)	4. Parents' negligence (too busy to think of schooling)										
5. Cannot afford schooling (school too expensive)	5. Cannot afford schooling (school too expensive)										
6. Family did not allow schooling	6. Family did not allow schooling										
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)										
8. Education not considered valuable / I won't find a job	8. Education not considered valuable (education is not important)										
9. School not safe/ going to school not safe (security)	9. School not safe/ school is dangerous or going to school is dangerous (security)										
10. To learn a job/ learn how to work (apprentice, etc)	10. To learn a job/ learn how to work (apprentice, etc)										
11. To work for pay (to get money)	11. To work for pay (to get money)										
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)										
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)										
14. Corporal punishment from teachers/ parents	14. Corporal punishment from teachers/ parents (they were hitting you, screaming at you, not treating you nicely)										
15. Death/illness of parent / relative	15. Death/illness of parent/ relative										
16. No latrine/ boundary wall/ drinking water available in school	16. No latrine/ boundary wall/ drinking water available in school										
17. No female / male teachers	17. No female / male teachers										
18. School facilities not available	18. School facilities not available										
19. Teachers not available/ mostly remain absent	19. Teachers not available/ mostly remain absent										
20. Due to marriage	20. Due to marriage										
21. To learn the holy book by heart (Hifz)	21. To learn the holy book by heart (Hifz)										
22. Dispute of the family with the community	22. Dispute of the family with the community										
23. Education is of poor quality	23. Education is of poor quality										
94. Other (specify)	94. Other (specify)										
Other Specify	Other Specify										

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	Children Aged 5-9 years	Children Aged 10-17 years				
Age of household member	Age of household member						
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				
1. Primary, Class 1	1. Primary, Class 1	1	1				
2. Primary, Class 2	2. Primary, Class 2	2	2				
3. Primary, Class 3	3. Primary, Class 3	3	3				
4. Primary, Class 4	4. Primary, Class 4	4	4				
5. Primary, Class 5	5. Primary, Class 5	5	5				
6. Middle, Class 6	6. Middle, Class 6	6	6				
7. Middle, Class 7	7. Middle, Class 7	7	7				
8. Middle, Class 8							
9 Secondary school certificate (SSC), Class 9							
10. Secondary school certificate (SSC), Class 10							
11. Higher Secondary school certificate (HSSC) / College, Class 11 or polytechnic diploma							
12. BA / BSc / BCom / Bed							
13. BA / BSc / BCom / Bed							
14. Madrassah level	14. Madrassah level	14	14				
15. Non formal education	15. Non formal education	15	15				
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				
2. Sanviya Aama	2. Sanviya Aama	2	2				
3. Sanviya khasa	3. Sanviya khasa	3	3				
4. Aalia (or Shahadat ul Aalia)	4. Aalia (or Shahadat ul Aalia)	4	4				
5. Aalmia (or Shahadat ul Aalmia)	5. Aalmia (or Shahadat ul Aalmia)	5	5				
94. Other (specify)	94. Other (specify)	94	94				
C11. At what age did you begin primary school or the first level of education that you have entered?	C11. At what age did you begin primary school or the first level of education that you have entered?						
(Age in completed years)	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?	C12. At what age did you leave school?						
(Age in completed years)	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)						

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				Skip to Question	
Serial No in A1	Serial No in A1					Children Aged 5-9 years	Children Aged 10-17 years
Name of household member	Name of household member						
Age of household member	Age of household member						
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	3			3	
3a. Illness		3a	3a			3a	
4. No school/school too far/ school occupied/ school non-functional		4	4			4	
5. Parents' negligence (too busy to think of schooling)		5	5			5	
6. Cannot afford schooling (school too expensive)		6	6			6	
7. Family did not allow schooling		7	7			7	
8. Not interested in school		8	8			8	
9. Education not considered valuable		9	9			9	
10. School not safe/ going to school not safe (security)/cross firing		10	10			10	
11. To learn a job/ learn how to work (apprentice, etc)		11	11			11	
12. To work for pay (to get money)		12	12			12	
13. To work as unpaid worker in family business/farm		13	13			13	
14. Help at home with household tasks		14	14			14	
15. Corporal punishment from teachers /or parents / harassment/ bullying		15	15			15	
16. Death/illness of parent / relative		16	16			16	
17. No latrine/ boundary wall/ drinking water available in school		17	17			17	
18. No female / male teachers		18	18			18	
19. School facilities not available		19	19			19	
20. Teachers not available / mostly remain absent		20	20			20	
21. Due to marriage		21	21			21	
22. To learn the holy book by heart (hifz)		22	22			22	
23. Dispute of the family with the community		23	23			23	
24. Education is of poor quality		24	24			24	
25. Failing an exam/failing the grade		25	25			25	
26. Expelled from school / college / university		26	26			26	
27. Moved out of the city country		27	27			27	
28. Sports		28	28			28	
94. Other (specify)		94	94			94	
Other Specify	Other Specify						



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									
Serial No in A1	Serial No in A1	Question to be asked if child 5-9		Skip to Question					
Name of household member	Name of household member			Ages 5-9 years		Ages 10-17 years			
Age of household member	Age of household member								
<b>Economic Activity</b>									
C17. Did you engage in any work at least one hour during the past week? (As employee, self employed, employer or unpaid family worker)	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	1 2	1 2	1 2	1 2
(Read each of the following questions)	(Read each of the following questions)		1=Yes 2=No	1=Yes 2=No	1=Yes 2=No	1=Yes 2=No	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 home 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?		1 2	1 2	1 2	1 2	1 2	1 2	1 2
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.		1 2	1 2	1 2	1 2	1 2	1 2	1 2
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 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 household work or own household activities (see flash-card)		1 2	1 2	1 2	1 2	1 2	1 2	1 2
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?		1 2	1 2	1 2	1 2	1 2	1 2	1 2
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?		1 2	1 2	1 2	1 2	1 2	1 2	1 2
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?		1 2	1 2	1 2	1 2	1 2	1 2	1 2

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					Ages 5-9 years	Ages 10-17 years
Age of household member	Age of household member						
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).	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 2. No	1 2	1 2	1 2	1 2	→C20 →C31
C20. In the following, I would like you to describe the main job/task you were performing:	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")	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. "carry bricks", "carry passengers in a bus", "guard a private home", "harvest maize", "plough fields")	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. "carry bricks", "carry passengers in a bus", "guard a private home", "harvest maize", "plough fields")						
OCCUPATION CODE For official use	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?	C21a. Who are you working for? What is the name of the company, if it has a name?						→ C24a → C22
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?)	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?)						
INDUSTRY CODE For official use	INDUSTRY CODE For official use						
C22. In addition to your main work, did you do any other work during the past week?	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	1 2	



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			Ages 10-17 years	
Name of household member	Name of household member	Ages 5-9 years				
Age of household member	Age of household member					
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? 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday						
<b>TOTAL (for coders)</b>						
C24a. During the past week when did you usually carry out these activities? (Multiple responses possible) For ALL children (including children attending school): a. During the day on weekdays (between 6 a.m. and 6 p.m. / after sunrise and before sunset) b. In the evening or at night on weekdays (after 6 p.m. / after sunset and before sunrise) c. During the day on the weekend (between 6 a.m. and 6 p.m. / after sunrise and before sunset) d. In the evening or at night on the weekend (after 6 p.m. / after sunset)	C24a. During the past week when did you usually carry out these activities? (Multiple responses possible) For ALL children (including children attending school): a. During the day on weekdays (between 6 a.m. and 6 p.m. / after sunrise and before sunset) b. In the evening or at night on weekdays (after 6 p.m. / after sunset and before sunrise) c. During the day on the weekend (between 6 a.m. and 6 p.m. / after sunrise and before sunset) d. In the evening or at night on the weekend (after 6 p.m. / after sunset)	a	a	a	a	
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): a. After school b. Before school c. On the weekend / Holidays d. During missed school hours/days	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): a. After school b. Before school c. On the weekend / Holidays d. During missed school hours/days	b	b	b	b	
		c	c	c	c	
		d	d	d	d	
		a	a	a	a	
		b	b	b	b	
		c	c	c	c	
		d	d	d	d	

Question to be asked if child is 10-17		Question to be asked if child 5-9		Skip to Question	
Serial No in A1	Serial No in A1			Ages 5-9 years	Ages 10-17 years
Name of household member	Name of household member				
Age of household member	Age of household member				
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	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	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	3
4. Factory / Atelier/ Hosiery/ Workshop	4. Factory / Atelier/ Hosiery/ Workshop	4	4	4	4
5. Plantations / farm / garden/agricultural land	5. Plantations / farm / garden/agricultural land	5	5	5	5
6. Construction sites	6. Construction sites	6	6	6	6
7. Mine / quarry	7. Mine / quarry	7	7	7	7
8. Shop / kiosk / coffee house / restaurant / hotel/ tea stall	8. Shop / kiosk / coffee house / restaurant / hotel/ tea stall	8	8	8	8
9. Different places (mobile)	9. Different places (mobile)	9	9	9	9
10. Fixed, street or market stall	10. Fixed, street or market stall	10	10	10	10
11. Pond / lake / river/canal / well / spring	11. Pond / lake / river/canal / well / spring	11	11	11	11
12. Forest/ Hills	12. Forest / Hills	12	12	12	12
13. Neighborhood	13. Neighborhood	13	13	13	13
14. Filtration plant / pump	14. Filtration plant / pump	14	14	14	14
94. Other (specify)	94. Other (specify)	94	94	94	94
Other Specify	Other Specify				
C26. For your main job/work were you a/an?	C26. For your main job/work were you a/an?				
1. Government employee	1. Government employee	1	1	1	1
2. Semi government / autonomous body's employee	2. Semi government / autonomous body's employee	2	2	2	2
3. Regular paid employee, private sector	3. Regular paid employee, private sector	3	3	3	3
4. Seasonal paid employee/ day laborer (agriculture)	4. Seasonal paid employee/ day laborer (agriculture)	4	4	4	4
5. Seasonal paid employee/ day laborer (non agriculture)	5. Seasonal paid employee/ day laborer (non agriculture)	5	5	5	5
6. Self employed, non agriculture, (e.g. mechanic, plumber, electrician, tailor, charkhanari)	6. Self employed, non agriculture, (e.g. mechanic, plumber, electrician, tailor, charkhanari)	6	6	6	6
7. Self employed (agriculture) / own cultivator, share cropper / livestock / contract cultivator	7. Self employed (agriculture) / own cultivator, share cropper / livestock / contract cultivator	7	7	7	7
8. Employer (his/her own business with employees)	8. Employer (his/her own business with employees)	8	8	8	8
9. Unpaid family worker/ contributing family helper	9. Unpaid family worker/ contributing family helper	9	9	9	9
10. Apprenticeship/ learning job	10. Apprenticeship/ learning job	10	10	10	10
11. Contractor (i.e, providing services to another entity as a non-employee)	11. Contractor (i.e, providing services to another entity as a non-employee)	11	11	11	11

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	Ages 5-9 years		Ages 10-17 years			
Age of household member	Age of household member						
C27. What was the mode of payment for the last payment period? 1. Piece rate (per element produced you get an amount paid) 2. Hourly 3. Daily 4. Weekly 5. Monthly 6. Upon completion of task 8. No payment 94. Other		1 2 3 4 5 6 8 94	1 2 3 4 5 6 8 94	1 2 3 4 5 6 8 94	1 2 3 4 5 6 8 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 --> C30 --> C30		
C28. What is your average monthly cash income from the main work? (in Pakistani rupees) <i>(Please notice, that if the main job is householdwork and nothing is being earned, the answer to type here should be zero)</i>	C28. What is your average monthly cash income from the main work? (in Pakistani rupees) <i>(Please notice, that if the main job is householdwork and nothing is being earned, the answer to type here should be zero)</i>				If C28=0 (zero income), --> C30		
C29. What do you usually do with your earnings? <i>(Multiple answers are allowed) (Please, wait for the response. Do not read the options)</i> a. Give all/part of money to my parents/guardian b. Employer gives all/part of money to my parents/guardians c. Pay my school fees d. Buy things for school e. Buy things for household f. Buy things for myself g. Save h. Travel expenses i. Other (specify) Other Specify	C29. What do you usually do with your earnings? <i>(Multiple answers are allowed) (Please, wait for the response. Do not read the options)</i> a. Give all/part of money to my parents/guardian b. Employer gives all/part of money to my parents/guardians c. Pay my school fees d. Buy things for school e. Buy things for household f. Buy things for myself g. Save h. Travel expenses i. Other (specify) Other Specify	a b c d e f g h i	a b c d e f g h i	a b c d e f g h i			

Question to be asked if child is 10-17		Question to be asked if child 5-9		Skip to Question	
Serial No in A1	Serial No in A1			Ages 5-9 years	Ages 10-17 years
Name of household member	Name of household member				
Age of household member	Age of household member				
<p>C30. Why do you work? (Multiple answers allowed) (Please, wait for the response. Do not read the options)</p> <p>a. Supplement family / household income. b. Help pay family / household debt. c. Help in household enterprise d. Learn skills e. Schooling not useful for future f. No school / school too far g. Cannot afford school fees / school related expenses h. School environment not good/ no quality education i. Corporal punishment in school j. School has no latrine k. Not interested in school l. Temporarily replacing someone unable to work m. Harassment/made fun of if he does not go to work n. Social Pressure (communal, tribal pressure, etc.) o. Support household needs/ to fetch water / collect wood p. School environment not suitable for minorities q. Own will /own interest r. Injury, illness or poor health that prevents attending school s. Learning difficulties, intellectual disability or mental health problems which hinder learning</p>	<p>C30. Why do you work? (Multiple answers allowed) (Please, wait for the response. Do not read the options)</p> <p>a. Supplement family / household income. b. Help pay family / household debt. c. Help in household enterprise d. Learn skills e. Schooling not useful for future f. No school / school too far g. Cannot afford school fees / school related expenses h. School environment not good/ no quality education i. Corporal punishment in school j. School has no latrine k. Not interested in school l. Temporarily replacing someone unable to work m. Harassment/made fun of if he does not go to work n. Social Pressure (communal, tribal pressure, etc.) o. Support household needs/ to fetch water / collect wood p. School environment not suitable for minorities q. Own will /own interest r. Injury, illness or poor health that prevents attending school s. Learning difficulties, intellectual disability or mental health problems which hinder learning</p>				
<p><b>A. Job Search</b></p>					
<p>C31. Were you seeking work during the last week?</p> <p>1. Yes 2. No</p>	<p>C31. Were you looking for work last week (in the past few days)?</p> <p>1. Yes 2. No</p>				
<p>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?</p> <p>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?</p> <p>1. Yes 2. No</p>	<p>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?</p> <p>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?</p> <p>1. Yes 2. No</p>				



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-17 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 / wriths 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 / wriths 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  _ _  2  _ _  3  _ _  4  _ _  5  _ _  6  _ _  7  _ _  8  _ _  9  _ _  10  _ _  11  _ _  12  _ _		
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 / wriths 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 / wriths 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  _ _		
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 2 3		
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 2 3		
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?))			
OCCUPATION CODE For official use	OCCUPATION CODE For official use	_ _ _ _ _ _ _		
C36. Do you carry heavy loads at work? (Take perception of children on whether they feel if it's heavy. Heavy would also be if they mention 10KG or more)	C36. Do you carry heavy loads at work? (Take perception of children on whether they feel if it's heavy. Heavy would also be if they mention 10KG or more)	1 2		
1. Yes	1. Yes	1		
2. No	2. No	2		

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	<div> <div> <div></div> <div></div> <div></div> </div> <div> <div></div> <div></div> <div></div> </div> </div>	
Name of household member	Name of household member	Skip to Question	
Age of household member	Age of household member	<div> <div></div> <div></div> <div></div> </div>	<div> <div>Children Aged 5-9 years</div> <div>Children Aged 10-17 years</div> </div>
C37. Do you operate any tool, any machinery, or any heavy equipment at work? 1. Yes 2. No	C37. Do you operate any tool, any machinery, or any heavy equipment at work? 1. Yes 2. No	<div> <div>1</div> <div>2</div> </div>	<div> <div>→ C38</div> <div>→ C40</div> </div>
C38. What type of tools, equipment or machines do you use at work? (describe their size, what you use them for, if they move, if they are sharp, etc) (Write down up to 2 mostly used)	C38. What type of tools, equipment or machines do you use at work? (describe their size, what you use them for, if they move, if they are sharp, etc) (Write down up to 2 mostly used)		
C38a. What is the name of the tool/machine/equipment? (1st mostly used) (Please write 99 in case name of the equipment is not known)	C38a. What is the name of the tool/machine/equipment? (1st mostly used) (Please write 99 in case name of the equipment is not known)	Type as described by respondent a..... b.....	
C38b. What do you do with the tool/equipment and what is the material/object you are working/processing? Verb + object! (cutting metal sheet, sewing t-shirts, ploughing a wheat field, squeezing, drilling wood, nailing leather, pressing hot plastic)	C38b. What do you do with the tool/equipment and what is the material/object you are working/processing? Verb + object! (cutting metal sheet, sewing t-shirts, ploughing a wheat field, squeezing, drilling wood, nailing leather, pressing hot plastic)	Type as described by respondent a..... b.....	
TOOL CODE For official use	TOOL CODE For official use	<div> <div>a</div> <div>b</div> </div>	
C38c. Is the tool/equipment you are describing ... a. heavy? b. sharp? c. bigger than you? (in size) d. working by itself/ power-driven? e. fully shielded/ guarded?	C38c. Is the tool/equipment you are describing ... a. heavy? b. sharp? c. bigger than you? (in size) d. working by itself/ power-driven? e. fully shielded/ guarded?	<div> <div>1= YES; 2=NO</div> <div> <div>Tool a</div> <div>Tool b</div> </div> </div>	
C38e. Do you use any other equipment? What is the name of the tool/machine/equipment? 1. Yes 2. No	C38e. Do you use any other equipment? What is the name of the tool/machine/equipment? 1. Yes 2. No	<div> <div>1</div> <div>2</div> </div>	<div> <div>→ back to C38a (tool b)</div> <div>→ C40</div> <div>→ C39</div> </div>
C39. Are you exposed to any of the following at work? (Read each of the following options and mark "YES" or "NO" for all options) 1. Dust, fumes (gases or vapours) 2. Fire, gas, flames/electric shocks 3. Loud noise or vibration (strong shaking movements) 4. Extreme cold or heat 5. Dangerous tools (knives, scissors, etc) 6. Work underground (in tunnels, caves, mines, etc) 7. Work at heights (where it is high, like high platforms, on ladders, on high floor where there are no walls, etc.) 8. Work in water / lake / pond / river 9. Workplace too dark or confined (closed, without windows, doors) 10. Insufficient ventilation (not enough air coming in) 11. Chemicals (pesticides, fertilizers, glues, liquid substances that are different from water, etc.) 12. Wild animals / dangerous animals 13. Explosives (things that can explode or blow up) 15. Wooden splinters 16. Witnessed drug taking by colleagues 94. Other things, processes or conditions bad for your health or safety, (specify) Other Specify		<div> <div>1= YES</div> <div>2=NO</div> </div>	
C40. Have you ever been subject to the following at work? (Read each of the following options and mark "YES" or "NO" for all options) 1. Constantly shouted at 2. Repeatedly insulted 3. Beaten / physically hurt 4. Touched or done things to you that you did not want 5. Offered drugs/narcotics 6. Discriminated due to gender, religion and cast. 94. Other (specify) Other Specify	C40. Have you ever been subject to the following at work? (Read each of the following options and mark "YES" or "NO" for all options) 1. Constantly shouted at (yelled at) 2. Repeatedly insulted (bad things, mean things said to you) 3. Beaten / physically hurt (beaten, hit, caused physical pain) 4. Touched or done things to you that you did not want, made uncomfortable with how you were touched 5. Offered drugs/narcotics 6. Discriminated due to gender, religion and cast. 94. Other (specify) Other Specify	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>94</div> </div>	
V_511. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	V_511. Was this section completed in: 1. First visit 2. Second visit 3. Third visit	<div> <div>1</div> <div>2</div> <div>3</div> </div>	

SECTION XII		SECTION XII		Household tasks of children (5-17)			
Serial No in A1	Serial No in A1						
Name of household member	Name of household member						
Age of household member	Age of household member						
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 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 = YES 2 = NO	1 = YES 2 = NO	If any "YES" → C42 Otherwise END for this HH member. Go to the next person in Section II.
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	1	1	
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	2	2	
3. Cooking	3. Cooking	3	3	3	3	3	
4. Cleaning utensils/house	4. Cleaning utensils / house (cleaning plates, cooking pots, cleaning the floor, the rooms, etc)	4	4	4	4	4	
5. Washing clothes/ ironing clothes/mending	5. Washing clothes/ ironing clothes/mending	5	5	5	5	5	
6. Caring for children / old / sick	6. Caring for children / old / sick	6	6	6	6	6	
7. Transporting household members and -goods	7. Transporting household members and -goods	7	7	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)	C42. During each day of the past week how many hours did you do such household tasks? <i>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?)</i> (Record for each day separately)						
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)						



## END OF INTERVIEW

REPORTING FORM		
Identification of child reported abused/victimized		
<p>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.</p>		
G14b. Name of Child (or children) (enter Sr. No.)		
G15. Who reported the abuse/harm?	1. Someone within the household 2. Someone outside the household 3. Observational. Just seen by the enumerators	--> G16 --> G16b --> 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.)?	(open, max. Number of characters allowed)	
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)	
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	





