Annexes

Child work and education survey (CWES) annexes

Maria Quattri and Kevin Watkins

Annex 1: Technical note on survey design and methodology

Our survey population is comprised of children aged 6–14 living in slums in the Dhaka City Corporation (DCC) area. We create a representative sample for this population on a randomised basis to generate results that are applicable for the overall population (of DCC slums). To identify the sample, we followed a four-stage procedure for household surveys. This involved:

- The selection of eight Thanas out of the 28 in the DCC area based on criteria for slum prevalence
- The selection of wards/unions, parts or sub-parts of the eight Thanas, again based on identification criteria for slum prevalence
- Sampling through Probability Proportionate to Sample Size and Segmentation methodology
- Randomised selection of children to interview from the household listing.

We applied these criteria to two of Dhaka's four City Corporation areas – namely, Dhaka South and Dhaka North.
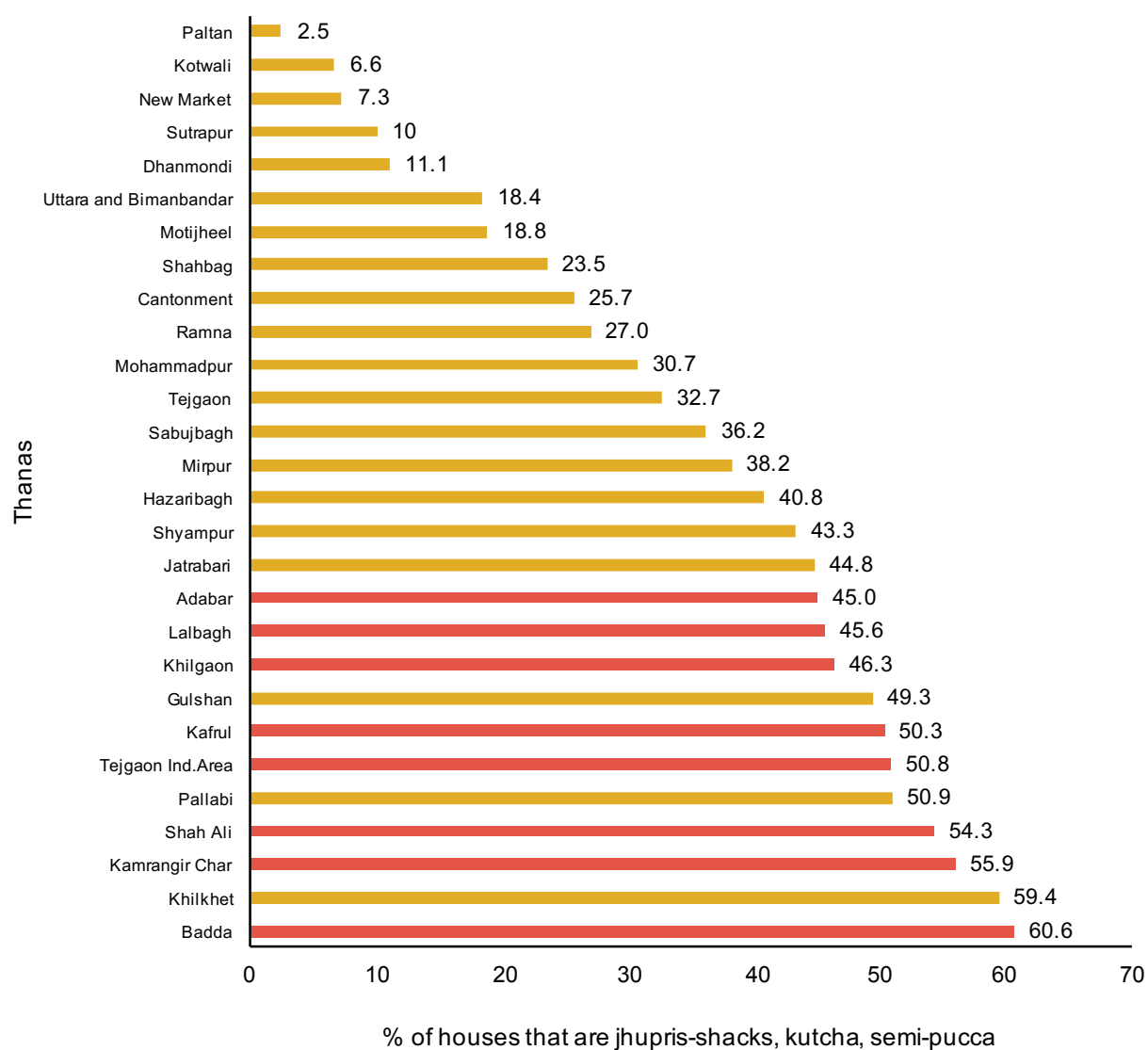
Stage 1: Thana selection

DCC comprises 28 Thanas. Our aim was to identify a spread of survey sites across Dhaka North and Dhaka South, the Corporation's two administrative entities, taking into account budget constraints and survey time. We sorted Thanas using five standard criteria applied by UN Habitat for the identification of slums and informal settlements, ranking Thanas from best to worst for each indicator. Equal weight was attached to each indicator. We selected on the basis that Thanas were in the bottom ten for at least three of the five criteria, which were as follows:

1. **Predominance of very poor housing** with a prevalence of *jhupris* (shacks), *kutcha* (houses made with mud, thatch or other low-quality materials), and *semi-pucca* (a combination of pucca (strong, high-quality) and *kutcha* (inferior) materials) housing structures.
2. **High population density and crowding** proxied by the average number of household members.
3. **Poor sanitation** as indicated by open defecation or unimproved sanitation.
4. **Low socioeconomic status** using levels of illiteracy in the slum as an indicator.
5. **Insecure tenure** and vulnerability to eviction as indicated by the incidence of rented accommodation rather than household ownership.

Thana-level data were drawn from the Population and Housing Census 2011, Bangladesh Bureau of Statistics, Statistics and Informatics Division, Ministry of Planning (URL: http://203.112.218.67/bbsdis/, registration is required to access the data). The Thanas identified were as follows (they are in red in the graphs below): Adabar, Badda, Kafrul, Kamrangir Char, Khilgaon, Lalbagh, Shah Ali and Tejgaon Industrial Area. Overall rankings are summarised in Figures A1–A5, with our survey Thanas marked in red.

AF1: Standard of shelter – share of homes that are jhupris, kutcha, semi-pucca

% of houses that are jhupris-shacks, kutcha, semi-pucca

Thanas	%
Paltan	2.5
Kotwali	6.6
New Market	7.3
Sutrapur	10
Dhanmondi	11.1
Uttara and Bimanbandar	18.4
Motijheel	18.8
Shahbag	23.5
Cantonment	25.7
Ramna	27.0
Mohammadpur	30.7
Tejgaon	32.7
Sabujbagh	36.2
Mirpur	38.2
Hazaribagh	40.8
Shyampur	43.3
Jatrabari	44.8
Adabar	45.0
Lalbagh	45.6
Khilgaon	46.3
Gulshan	49.3
Kafrul	50.3
Tejgaon Ind.Area	50.8
Pallabi	50.9
Shah Ali	54.3
Kamrangir Char	55.9
Khilkhet	59.4
Badda	60.6

AF2: Population density – number of household members

Thana	Number of household members
Sabujbagh	4.86
Adabar	4.91
Kafrul	4.92
Tejgaon Ind.Area	4.95
Khilkhet	4.96
Badda	4.97
Hazaribagh	4.98
Lalbagh	5.04
Khilgaon	5.08
Shyampur	5.11
Shah Ali	5.12
Gulshan	5.13
Mohammadpur	5.16
Jatrabari	5.16
Pallabi	5.18
Mirpur	5.19
Kamrangir Char	5.24
Motijheel	5.27
Cantonment	5.38
Dhanmondi	5.47
Uttara and Bimanbandar	5.52
Tejgaon	5.64
Ramna	5.64
Paltan	5.79
Kotwali	5.85
Shahbag	5.91
New Market	5.97
Sutrapur	6.03

AF3: Access to improved sanitation – share of households with latrines that are unsanitary, without sanitation or not water-sealed

Thana	% of households
Tejgaon Ind.Area	67.2
Khilkhet	63.1
Shah Ali	56.0
Kafrul	54.8
Kotwali	51.9
Badda	50.1
Adabar	48.9
Kamrangir Char	47.4
Khilgaon	46.9
Lalbagh	44.7
Tejgaon	44.3
Sabujbagh	42.9
Pallabi	40.2
Gulshan	39.5
Shyampur	39.5
Hazaribagh	38.5
Ramna	38.2
Motijheel	37.8
Jatrabari	36.9
Mirpur	32.8
Mohammadpur	32.5
Cantonment	19.8
Uttara and Bimanbandar	19.4
Shahbag	18.2
Sutrapur	16.4
Dhanmondi	10.9
New Market	5.7
Paltan	0.9

AF4: Socioeconomic status – illiteracy for slum populations aged 15+

% of illiterate persons (y-axis), *Thanas* (x-axis)

Thana	%
Kamrangir Char	42.6
Shyampur	35.5
Lalbagh	35.0
Hazaribagh	33.1
Adabar	31.6
Shah Ali	29.9
Pallabi	29.7
Tejgaon Ind. Area	29.5
Khilgaon	29.1
Mohammadpur	28.5
Badda	28.4
Sabujbagh	28.3
Jatrabari	28.3
Khilkhet	27.1
Gulshan	26.9
Kafrul	26.2
Tejgaon	21.2
Ramna	20.9
Kotwali	20.6
Uttara and Bimanbandar	20.5
Mirpur	20.3
Motijheel	19.2
Sutrapur	17.7
Shahbag	16.9
Cantonment	16.8
Dhanmondi	16.6
Paltan	15.4
New Market	12.4

AF5: Insecure tenure – share of households renting their place of residence

Thanas (y-axis), *% of households* (x-axis)

Thana	%
Dhanmondi	59.1
Uttara and Bimanbandar	61.7
Paltan	63.3
Shahbag	63.5
Gulshan	64.6
Kotwali	66
Sutrapur	66.3
Khilkhet	66.9
New Market	69.6
Pallabi	71.9
Mohammadpur	72.6
Cantonment	73.4
Ramna	73.7
Hazaribagh	76.0
Kamrangir Char	76.3
Khilgaon	77.4
Jatrabari	78.0
Lalbagh	78.2
Tejgaon	80.6
Badda	80.7
Shah Ali	81.2
Mirpur	81.3
Kafrul	81.7
Sabujbagh	81.8
Shyampur	82.0
Motijheel	83.0
Adabar	84.5
Tejgaon Ind. Area	86.3

Stage 2: Selection of lower-level administrative units within the eight Thanas

We filtered each Thana on the basis of selection criteria aimed at identifying wards, units, parts and sub-parts containing slum locations for survey purposes. Broadly, this repeated the selection process conducted in Stage 1 with two additional criteria. First, for sampling purposes we introduced a threshold requirement that at least 150 households should be present. Second, because our specific concern was to understand the interaction between child labour and educational disadvantage, we introduced a requirement that at least 30% of 6–14-year-olds in the administrative units not be attending school. Instead of ranking units, we introduced four cut-off thresholds (again taking into consideration budget and time availability) as follows:

- Over half of households living in poor housing
- Over half of households with either poor or no sanitation
- Over half of households renting
- Illiteracy rates in excess of 25%.

This led to the identification of 38 administrative units across the eight Thanas meeting all of the criteria. These units are specified in Annex T1.

AT1: Sub-Thana administrative units: indicators for areas meeting the Stage 2 selection criteria

	6–14 years old NOT attending school (%)	6–10 years old NOT attending school (%)	11–14 years old NOT attending school (%)	Illiterate - both sexes (%)	Semi-pucca + kutcha + jhupri (%)	Sanitary (no water seal) + non-sanitary + none (%)	Rented (%)	Number of (general) households (%)	Population – both sexes (number)
Akkas Nagar	59	60	56	74	96	100	95	286	1145
Baishtek	30	24	38	33	65	60	94	5581	22235
Balu Mat Malik Samitee	54	48	65	62	91	98	94	383	1590
Begunbari	33	28	39	34	69	93	96	7864	34517
Boxnagar	39	35	44	44	99	90	86	1116	4004
Comfort Housing Society	35	30	43	49	85	96	96	2054	8850
D.Paschim Tejgaon Ind.Elaka	49	41	56	45	63	76	69	1822	14175
Dakshin Ibrahimpur	31	30	32	26	57	88	91	6091	24248
Dhamalkot	42	40	44	45	67	66	81	4091	16520
East Baragram	36	32	41	47	65	51	80	4728	20724
Goran Chotbari	43	40	48	34	87	76	60	292	1309
Hashlai	44	40	50	52	56	57	89	3715	16316
Hazrat Nagae	34	31	38	49	62	57	74	1321	5902
Islamnagar	31	25	40	38	62	82	74	3125	13793
Kuni Para	36	33	39	33	68	90	91	7508	33913
Lalashari	33	31	36	38	69	73	90	7268	32125
Meradia (part-1)	37	34	41	43	77	77	91	10286	42048
Meradia (part-2)	39	35	45	44	66	68	90	8159	33233
Meradia (part-3)	33	32	34	45	76	60	88	957	4197
Mirpur Sec-1 (Block-H)	37	32	44	42	57	56	95	3031	11967
Mirpur Section-14 (Bl-D)	34	26	46	31	89	61	91	730	2486
Mofiz Housing And Balumat	52	49	57	57	90	69	96	501	2058
Mominbagh	40	38	44	46	65	75	83	4678	21593
Nabinagar Housing	44	41	49	55	79	81	88	1861	7417
Nawaber Bagh	35	30	42	39	81	67	83	2801	10666

	6–14 years old NOT attending school (%)	6–10 years old NOT attending school (%)	11–14 years old NOT attending school (%)	Illiterate - both sexes (%)	Semi-pucca + kutcha + jhupri (%)	Sanitary (no water seal) + non-sanitary + none (%)	Rented (%)	Number of (general) households (%)	Population – both sexes (number)
*Paschim Tejgaon Ind.Elaka	53	59	45	54	80	88	52	1338	5516
*Provati Housing	61	58	66	74	99	100	97	326	1309
*Rupali Housing Estate	42	41	45	44	83	67	82	992	4238
*Shyamoly Housing Society	39	35	45	39	61	53	95	3033	12633
*Sunibir Housing Society	39	35	45	52	73	98	98	2873	11600
*Turag Housing	67	65	71	62	81	60	90	657	2658
*Uttar Bishil-Kha	53	49	60	59	83	76	93	2761	12575
Abdulla Bag	31	27	38	33	64	67	90	1811	7863
Dakshin Ananda Nagar	39	35	45	47	83	96	93	793	3394
Nayanagar	30	30	30	39	79	62	91	4789	21093
Padaridia Purba	43	37	52	52	82	80	87	1411	6337
Paschim Nandi Para	39	38	41	42	84	74	89	3374	13387
Rasulbag	33	32	35	34	83	81	78	819	3932

Stage 3: Sample size calculation

Having identified potential locations for the survey we proceeded to establish a representative sample size – and to distribute the sample across our 38 administrative units. To this end, we applied standard sampling and *Probability Proportional to Sample Size* and segmentation procedure.

We computed sample size using the following formula developed for household surveys by UNICEF:

$$\text{Sample size } (\textit{number of households}) = \frac{[1.96^2 * 0.5 * (1 - 0.5) * 1.6 * 1.1]}{[(0.12 * 0.5)^2 * 0.176 * 4]} = 667$$

Where,

1.96^2 is a factor to achieve the 95% level of confidence.

0.5 is the predicted (anticipated) prevalence of child labour (the indicator being estimated).

(1-0.5) is the predicted prevalence of children not working.

1.6 is the *deff* (the design effect, i.e. the extent to which the expected sampling error in the survey departs from the sampling error that can be expected under simple random sampling).

1.1 is the factor necessary to raise the sample size by 10% to account for anticipated non-response.

(0.12*0.5) is the margin of error to be tolerated at the 95% level of confidence, defined as 12% of the predicted prevalence of children not working.

0.176 (17.6%) is the proportion of the population of children aged 6–14 (out of the total population) in the considered administrative units.

4 is the average household size in the considered administrative units.

The resulting 667 sample size is then doubled to take into account boys and girls, and doubled again to consider non-working children. This produces an overall sample size (after adjustments to consider a 30-cluster survey) of 2,700 households.

In order to distribute the sample across our 38 administrative units we use a standard *Probability Proportional to Sample Size* and segmentation procedure.

Each of our sub-Thana units constitutes a 'domain'. For each domain we identified the total population aged 6–14 using the 2011 Census. We then divided the population in each domain into X number of segments of 100 children each. Each segment represents a Primary Sampling Unit (PSU) or cluster.

We first calculate the progressive cumulative numbers of segments and the total cumulant for all PSUs. We then define the sampling interval as the ratio between the total cumulant and the total number of clusters (*equal to 30*). Hence, we used the sampling interval and a random start to randomly select sub-Thana sites for inclusion in the survey.

Probability Proportionate to Sample (PPS) size and segmentation guarantees that each individual (6–14-year-old child) in the population of children in the 38 domains selected has the same probability of being sampled.

PPS sampling and segmentation also leads to the definition of a certain number of households to list in each domain. This is equal to the product between the number of segments to survey for each domain and the number of households in each domain.

For reasons of practicality and simplicity, 150 households were listed in 30 clusters, for a total number of 4,500 households.

AT2: Survey sites and segments for each domain across eight Thanas

Thana	Ward/union	Part	Sub-part	Total number of segments for each domain
Adabor Thana	Ward number 43 total	Comfort Housing Society		1
	Ward number 43 total	Nabinagar Housing		1
	Ward number 43 total	Shyamoly Housing Society		1
Badda Thana	Badda union total	Badda	Dakshin Ananda Nagar	1
	Bhatara union total	Bhatara	Nayanagar	1
	Satarkul union total	Sutibhola (part-1)	Padaridia Purba	1
Kafrul Thana	Ward number 04 total	Baishtek		1
	Ward number 15 (part) total	Dhamalkot		1
	Ward number 15 (part) total	Lalashari		2
	Ward number 16 total	Dakshin Ibrahimpur		2
Kamrangir Char Thana	Sultanganj union total	Hashlai		1
Khilgaon Thana	Ward number 26 (part) total	Meradia (part-1)		3
	Ward number 26 (part) total	Meradia (part-2)		2
	Dakshingaon (part) union total	Nandi Para (part)	Paschim Nandi Para	1
Lalbagh Thana	Ward number 91 total	Hazrat Nagae		1
	Ward number 92 total	Islamnagar		1
	Ward number 92 total	East Baragram		1
	Ward number 92 total	Mominbagh		2
Shah Ali Thana	Ward number 08 total	Mirpur Sec-1 (Block-H)		1
	Ward number 08 total	Uttar Bishil-Kha		1
Tejgaon Ind. Area Thana	Ward number 37 total	Begunbari		2
	Ward number 37 total	D.Paschim Tejgaon Ind.Elaka		1
	Ward number 37 total	Kuni Para		1

Stage 4: The fourth stage

In Stage 4 we developed a household listing from which we randomly selected the sample of 2,700 children identified in Stage 3. These children constituted the respondents to a detailed survey questionnaire developed with technical advice from UCW and BRAC Institute of Educational Development, BRAC University (BIED, BRACU).

At the time our survey was conducted there was no updated household census for slums in the DCC area. The 2014 Census of Slums was not specified to create representative population samples for the 6–14 age group. In the absence of detailed census information, we created our own household listing for 4,500 household with 18,522 household members.

Information was collected on all household members. Data collected included the relationship of each household member, including children, to the head of the household, gender, rounded age in years, marital status, education attainment and main occupation. We also include specific information for 6–14-year-old children, including whether they are in school, at work, neither in school nor work, or combining school and work.

Consent to be interviewed in the following two months on the part of the parent/guardian and all children aged 6–14 was part of the eligibility criteria.

We used the household listing to derive the prevalence of child labour in the slums (presented in Section 3). The advantage of using the listing over the survey questionnaire is that the larger sample size (4,500 households versus 2,700 children) improves the precision of the estimation.

In moving from the prevalence to the characteristics of child labour we use the data generated through the survey questionnaire.

Implementation of data collection was carried out by BRAC University Institute for Educational Development (BIED, BRACU) with support from ODI. Key processes included:

- **Enumerator training:** 35 Field Research Assistants (FRA) were recruited and trained by BIED, BRACU and ODI. Training workshops included classroom discussions and role-play exercises. The creation of the segments and the random selection of segments for each domain was conducted during and following training in the field. Cognitive interviews with children and parents/guardians were used to improve the quality of the survey questionnaire. In areas where questions elicited misunderstanding or ambiguous responses they were amended.
- **Data collection:** The survey was administered from November 2015 to January 2016 following a pilot phase in December 2015. Completing the questionnaire took an average of around three hours for each child and their parent/guardian. A copy of the questionnaire follows this Annex. BIED, BRACU provided five supervisors to oversee the FRAs. The FRAs were organised in teams of two or three, with each team spending an average of three days in a segment/cluster for household listing and another 15–20 days for interviews. FRAs faced a number of challenges. Implementation of the survey required negotiation skills. It also required a willingness to visit each site on several occasions: selected household members were often engaged in jobs or at school during initial visits. Determining the age of children constituted a major challenge. Most parents and children in the slums lacked formal birth registration documents. In households where ages were uncertain, events calendars and immunisation cards (EPI cards) were often used to ascertain the age of household members. FRAs obtained 'consent to be interviewed' by all interviewees.
- **Quality assurance and data cleaning:** Several measures were taken to maintain data quality. After each interview, each FRA checked the completed questionnaire to ensure that all relevant questions were properly answered. Supervisors were responsible for ensuring that their FRA teams visited the right locations and interview the randomly selected individuals. Completed questionnaires were checked by supervisors at the end of each survey day so that corrections could be made on the following day. Supervisors also selected on a random basis a small number of interviewees to check the accuracy of data collection by reference to a small number of (again, randomly selected) questionnaire responses. Enumerators maintained frequent contact with BIED, BRACU research managers. These managers conducted surprise visits to survey sites to maintain robustness in data collection. Data cleaning was conducted between February and June 2016, and it was carried out jointly by ODI and BIED, BRACU.
- **Data analysis:** Data analysis was carried out using the STATA programme and its svyset command including design and post-stratification weights. For post-stratification, we used the gender distribution by age group (6–10 and 11–14 years of age) of the reference population to adjust our sample data so that it reflects the gender and age distribution of the 6–14-year-old population.

Annex 2: Principal Component Analysis for wealth index

There are marked variations in living standards and wealth across our slum survey sites. Drawing on a Principal Component Analysis applied in Demographic and Health Surveys, we developed a composite wealth index for each household in our sample.

Unlike income, the assets and characteristics that comprise household wealth cannot be subjected to simple addition. Not all assets carry the same weight in terms of welfare (housing structure may be more important than a mobile phone); and some characteristics (for example, access to drinking water) cannot be 'added up'.

The Principal Components Analysis (PCA or factor analysis) is a statistical procedure that addresses these issues. It does so by determining the relative importance of each variable in a household's portfolio as defined by their assets and characteristics. The PCA assesses the correlation and association among all variables, and it identifies the 'principal components'. The first principal component accounts for the largest variance across all variables. The second principal component is not linearly correlated to the first, and it accounts for the largest share of the remaining variance. All other principal components are not linearly correlated to the previous components, and they account for the variance left unexplained. The set of principal components is a new set of variables.

Household characteristics

- Access to drinking water
  - No supply of drinking water
  - Shared supply of drinking water in the compound
  - Supply of drinking water directly to the household
- Kind of toilet facility
  - Sanitary latrine (waterproof)
  - Latrine hanging over water (i.e. debatable whether improved/unimproved)
  - Pit latrine with slab (improved)
  - Pit latrine without slab/open pit (unimproved)
- Shared ownership of a latrine in the compound or household exclusive ownership of a latrine
- Housing structure (indicator for the material of floor, walls and roof)
  - Jhupri (the worst)
  - Kutcha
  - Semi-pucca
  - Pucca (the best)
- Overcrowding
  - Number of household members per room
  - Number of household members per square feet

Household's ownership of assets

- Electricity
- Chocky/bed
- Khat (good bed)
- Motorcycle/CNG
- Pressure cooker
- Television
- Refrigerator
- Satellite dish
- Almirah or wardrobe
- Reading table
- Dining table
- Chair/bench
- Sofa
- Showcase
- Mobile phone
- Bicycle

For the construction of our wealth index, the first principal component from the factor analysis is the relative wealth. This accounts for the largest variance between household characteristics and household assets. We then give each variable (asset and each characteristic) a 'factor weight'. This explains the relative contribution of that variable to the first principal component. For each household, the values of each variable are then multiplied by the corresponding factor weight and summed to produce the household's wealth index score.

We then use the wealth index to rank individual households on a continuous scale of relative wealth. Wealth quintiles are then derived from the wealth index scores to rank the overall sample of 2,700 households in five sub-samples including around 20% of all observations. The first wealth quintile refers the poorest households, the second to the poorer, the third to the middle (in the distribution of wealth index scores), the fourth to the richer and the fifth to the richest.

Figure 14 in the main text captures the distribution for wealth and income. Based on the underlying distribution we compute the Gini coefficient for wealth at 0.30 and for income at 0.27.

Reference: Fry et al., 2014; Rutstein and Johnson, 2004; DHS, 2016a; DHS, 2016b.

Annex 3: Probit estimation for econometric results

We run a probit on estimation sample to predict the probability for a child living in slums of DCC to work. The results from the svy:probit estimation are reported below. We conducted robustness checks by using two more model specifications (probit with clustered robust standard errors and svy:tobit), which are also reported below. The three different models led to very similar results.

We tested a series of variables identified through a literature review on the background risks associated with child labour. The list of variables identified in AT3 are those for which the marginal effects were found to be statistically significant.

AT3: svy:probit for CWES

Survey: Probit regression
Number of strata = 7
Number of obs. = 2,406
Number of PSUs = 30

Population size = 77,879.433
Design df = 23
F(16, 8) = 56.70
Prob > F = 0.0000

	Coefficient	Linearised Std. Err.	t statistic	P>t	[95% Confidence Interval]	
Household income (excluding income from working children)	-0.34	0.11	-2.98	0.01	-0.57	-0.10
Wealth quintile	-0.21	0.05	-4.25	0.00	-0.31	-0.11
The school is near home	-0.19	0.17	-1.09	0.29	-0.55	0.17
The school is of good quality	-0.60	0.17	-3.60	0.00	-0.94	-0.26
There are no school fees or they are low	-0.50	0.18	-2.80	0.01	-0.87	-0.13
Schooling costs are low	-1.35	0.23	-5.84	0.00	-1.83	-0.87
Education level of the child's mother	-0.13	0.04	-3.06	0.01	-0.21	-0.04
Education level of the child's father	-0.20	0.04	-4.50	0.00	-0.29	-0.11
Percentage of children that are 14 and younger in the household	0.89	0.35	2.54	0.02	0.16	1.61
Child gender (1=female)	-0.65	0.10	-6.38	0.00	-0.86	-0.44
Child age	0.48	0.03	16.46	0.00	0.42	0.54
The father of the child is unemployed/disabled/of old age	0.49	0.13	3.80	0.00	0.23	0.76
The child's mother is the head of the household	-0.81	0.18	-4.47	0.00	-1.19	-0.44
The child's father is the head of the household	-0.41	0.17	-2.48	0.02	-0.75	-0.07
Number of years that the child household has been living in that same slum	-0.03	0.00	-5.19	0.00	-0.04	-0.02
The child household came from a rural area (out of Dhaka) before moving to that slum	0.24	0.10	2.56	0.02	0.05	0.44
Constant	-0.26	1.20	-0.22	0.83	-2.75	2.22

Categories for the mother's and father's education: never attended school, some primary education, completed primary education, some secondary education, completed secondary education (including completed vocational training), completed graduation, completed master's degree.

Robustness checks

Probit with clustered robust standard errors

Iteration 0: log pseudolikelihood = -1143.1003
Iteration 1: log pseudolikelihood = -671.86723
Iteration 2: log pseudolikelihood = -612.23706
Iteration 3: log pseudolikelihood = -610.45106
Iteration 4: log pseudolikelihood = -610.44496
Iteration 5: log pseudolikelihood = -610.44496

Probit regression

Number of obs. = 2,406
Wald chi2(16) = 2010.61
Prob > chi2 = 0.0000
Log pseudolikelihood = -610.44496
Pseudo R2 = 0.4660
(Std. Err. adjusted for 30 clusters in psu)

	Coefficient	Robust Std. Err.	z statistic	P>z	[95% Confidence Interval]	
Household income (excluding income from working children)	-0.37	0.11	-3.35	0.00	-0.59	-0.15
Wealth quintile	-0.21	0.04	-4.80	0.00	-0.30	-0.12
The school is near home	-0.14	0.19	-0.74	0.46	-0.51	0.23
The school is of good quality	-0.56	0.16	-3.45	0.00	-0.88	-0.24
There are no school fees or they are low	-0.47	0.19	-2.42	0.02	-0.84	-0.09
Schooling costs are low	-1.39	0.24	-5.73	0.00	-1.87	-0.92
Education level of the child's mother	-0.13	0.04	-3.15	0.00	-0.21	-0.05
Education level of the child's father	-0.20	0.05	-4.12	0.00	-0.29	-0.10
% of children that are 14 and younger in the household	0.83	0.34	2.43	0.02	0.16	1.49
Child gender (1=female)	-0.66	0.09	-7.12	0.00	-0.84	-0.48
Child age	0.48	0.03	16.40	0.00	0.42	0.54
The father of the child is unemployed/disabled/of old age	0.45	0.15	3.00	0.00	0.16	0.75
The child's mother is the head of the household	-0.85	0.20	-4.32	0.00	-1.24	-0.46
The child's father is the head of the household	-0.47	0.17	-2.77	0.01	-0.81	-0.14
Number of years that the child household has been living in that same slum	-0.03	0.01	-4.59	0.00	-0.04	-0.02
The child household came from a rural area (out of Dhaka) before moving to that slum	0.26	0.09	2.81	0.01	0.08	0.44
Constant	0.18	1.25	0.14	0.89	-2.27	2.62

svy: logit

Survey: Logistic regression
Number of strata = 7
Number of obs. = 2,406
Number of PSUs = 30
Population size = 77,879.433
Design df = 23
F(16, 8) = 107.20
Prob > F = 0.0000

	Coefficient	Linearised Std. Err.	t statistic	P>t	[95% Confidence Interval]	
Household income (excluding income from working children)	-0.66	0.20	-3.26	0.00	-1.07	-0.24
Wealth quintile	-0.38	0.09	-4.44	0.00	-0.56	-0.20
The school is near home	-0.33	0.32	-1.04	0.31	-0.99	0.33
The school is of good quality	-1.10	0.30	-3.67	0.00	-1.71	-0.48
There are no school fees or they are low	-0.91	0.34	-2.68	0.01	-1.61	-0.21
Schooling costs are low	-2.40	0.42	-5.70	0.00	-3.27	-1.53
Education level of the child's mother	-0.24	0.08	-3.14	0.01	-0.40	-0.08
Education level of the child's father	-0.34	0.08	-4.49	0.00	-0.50	-0.18
% of children that are 14 and younger in the household	1.58	0.65	2.43	0.02	0.24	2.93
Child gender (1=female)	-1.17	0.19	-6.30	0.00	-1.56	-0.79
Child age	0.87	0.05	16.08	0.00	0.76	0.99
The father of the child is unemployed/disabled/of old age	0.95	0.22	4.37	0.00	0.50	1.40
The child's mother is the head of the household	-1.45	0.35	-4.21	0.00	-2.17	-0.74
The child's father is the head of the household	-0.78	0.30	-2.62	0.02	-1.39	-0.16
Number of years that the child household has been living in that same slum	-0.05	0.01	-5.11	0.00	-0.07	-0.03
The child household came from a rural area (out of Dhaka) before moving to that slum	0.48	0.17	2.86	0.01	0.13	0.84
Constant	-0.17	2.16	-0.08	0.94	-4.64	4.30

The coefficients from the output of a probit (or logit) regression are the z-values of a normal distribution: the higher the z-value the more the event associated with the related explanatory variable is likely to happen. The relationship can be illustrated by reference to the 0.89 coefficient for the '*% of children that are 14 and younger in the household*' from the svy:probit model. This is among the largest coefficients (in absolute terms) identified among all coefficients associated with the independent variables in the regression. The 0.89 coefficient should be interpreted as follows: a one-unit change in the '% of children that are 14 and younger in the household' leads to a 0.89 change in the z-score of the probability for a child in that household to work. This coefficient is different from zero at the 1% level (see related p-value).

What is the effect of a change in an explanatory variable such as the age of the child on the probability (*instead the z-score of the probability*) of a child in the household working? To answer this question, we compute marginal effects at representative values for the explanatory variables (in this case, age), using the STATA 'margins' command. We then represent them in graphs of predicted probabilities (see main text). Marginal effects explain how much the (conditional) probability of the outcome variable (in this case, the likelihood that a child works) changes after changes in the values of a regressor (in this case age), holding all other regressors constant at their mean values. If the regressor of interest is the age of the child, the marginal effects will explain how the predicted probability of the child working changes when the child is six years of age, when s/he is seven, eight and so on. We produce marginal effects by gender (boys and girls) for all explanatory variables. All marginal effects are statistically significant.

(Cross Validated, 2016; O'Halloran, n.d.; Williams, 2016.)

Annex 4: Child Work and Education Survey additional graphs and data

Characteristics of residents of surveyed slums

AT4: Where did you live before coming here?

	Households of non-working children	Households of working children
Other place in Dhaka	60.9	51.7
Rural area (out of Dhaka)	3.1	2.9
Urban area (out of Dhaka)	32.4	45.0
Same slum	3.6	0.4

AT5: Where is your original village

	%
Rural area out of Dhaka	87.1
Urban area out of Dhaka	5.9
Other place in Dhaka	3.4
Same slum	2.7
Rural area in Dhaka	0.9

AF6: Where is your original village
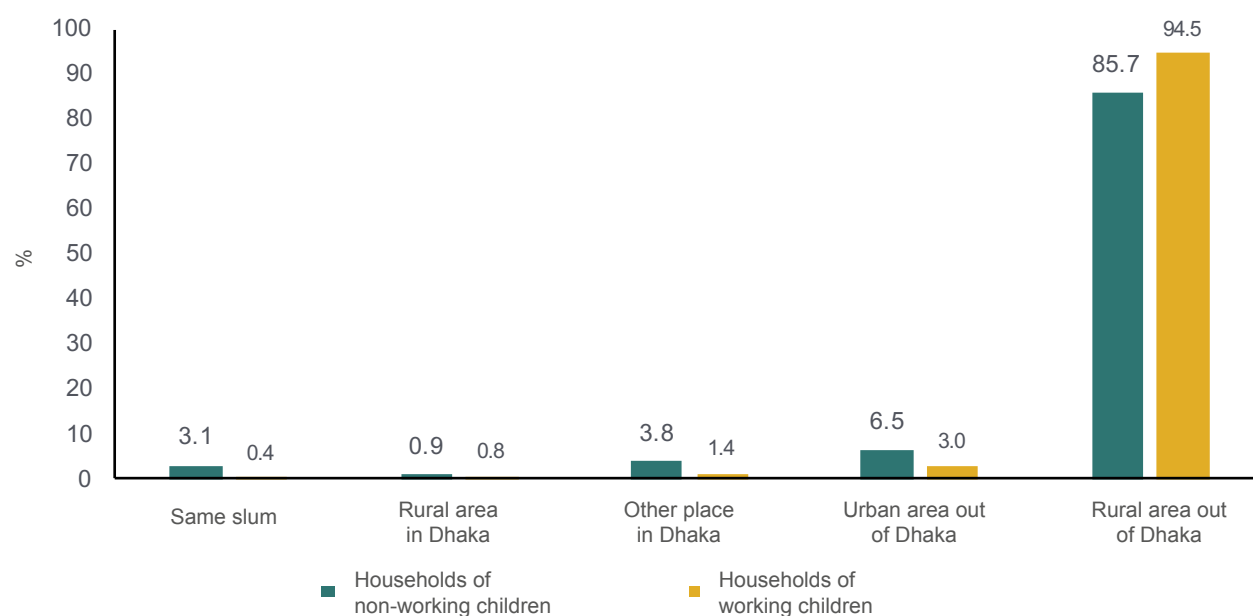
## AF7: Who is the head of the household?
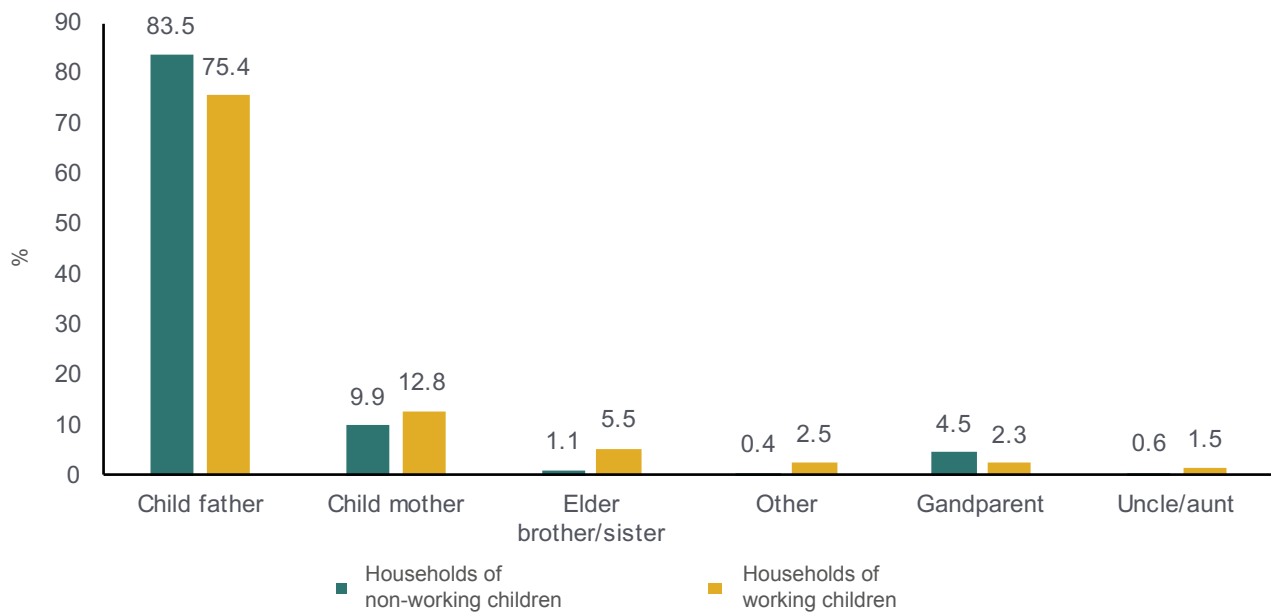
'Other' refers to adoptive father (for children adopted from orphanage), child stepmother, half-sibling (same father) and employer that is a relative of the child.

AT6: Is the household head disabled?

The household head is disabled for 10.3% of all children living in surveyed slums.

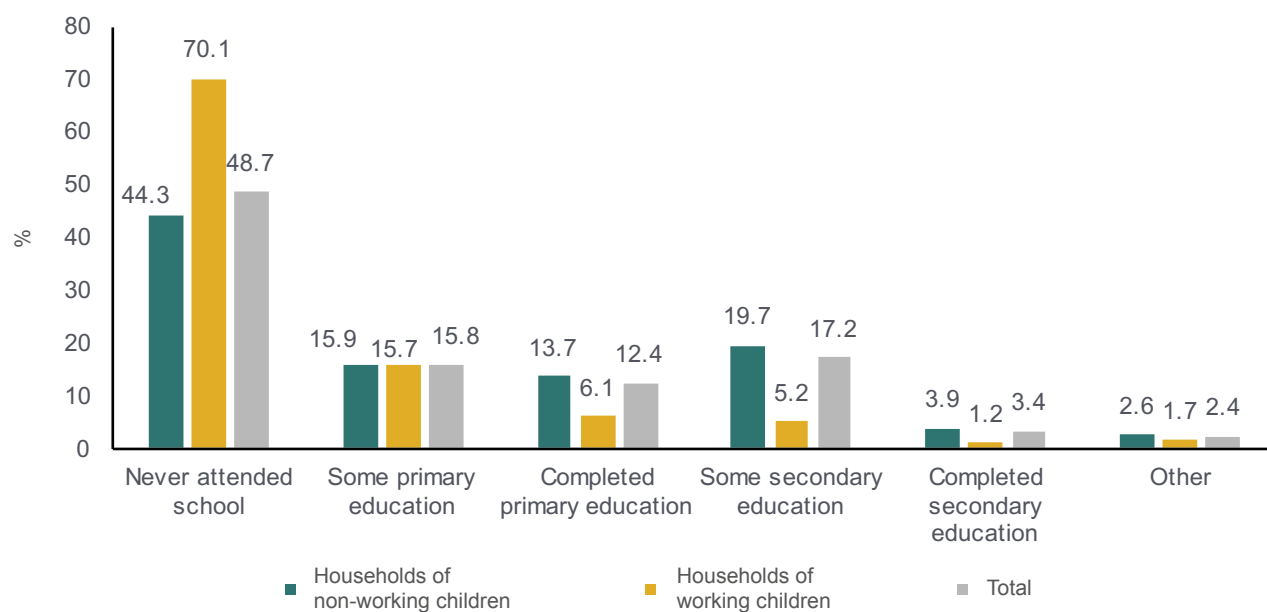|	Households of non-working children	Households of working children	Total
The household head is not disabled	90.8	84.5	89.7
The household head is disabled	9.2	15.5	10.3

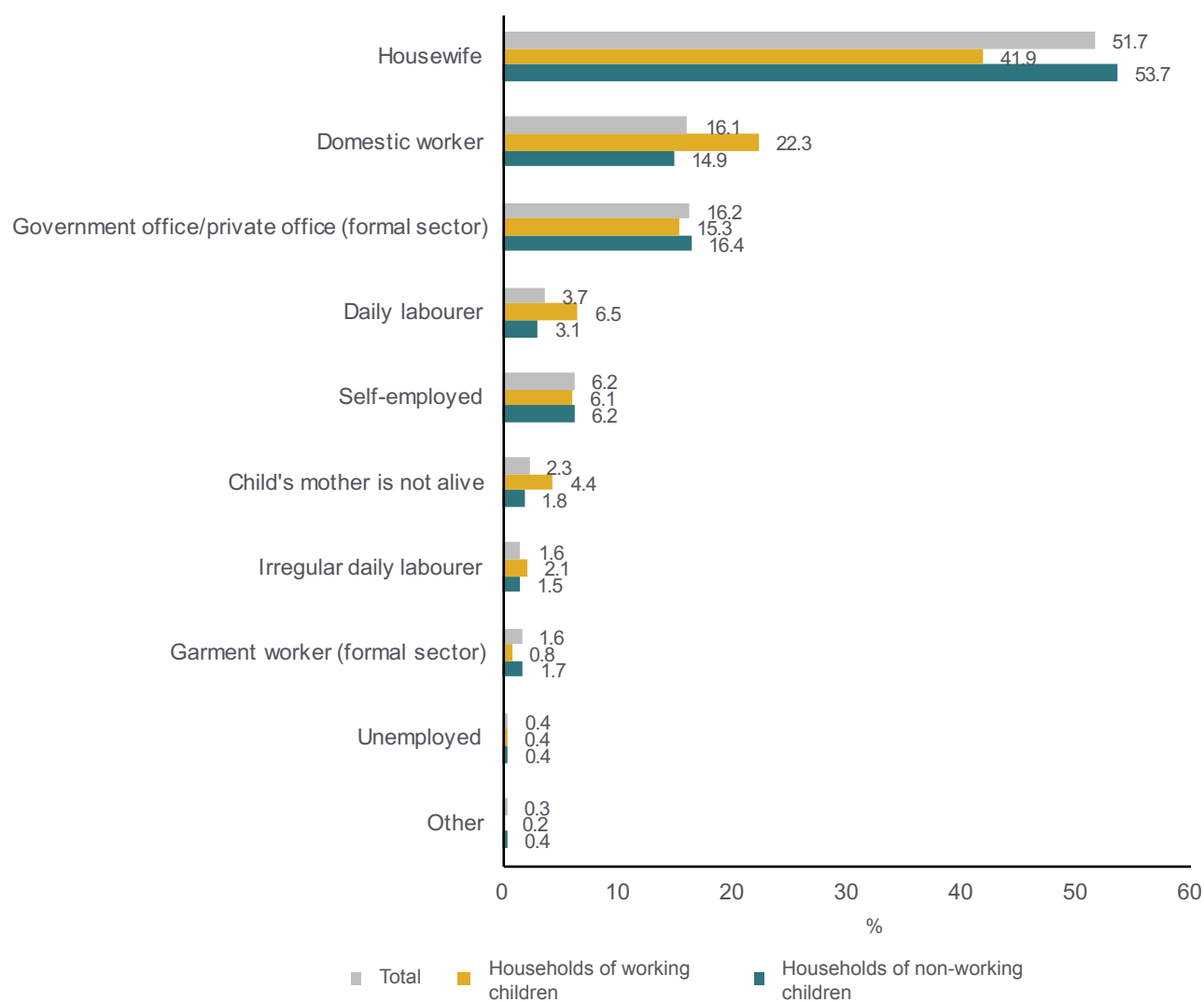## AF8: If so, what disability does s/he suffers from?
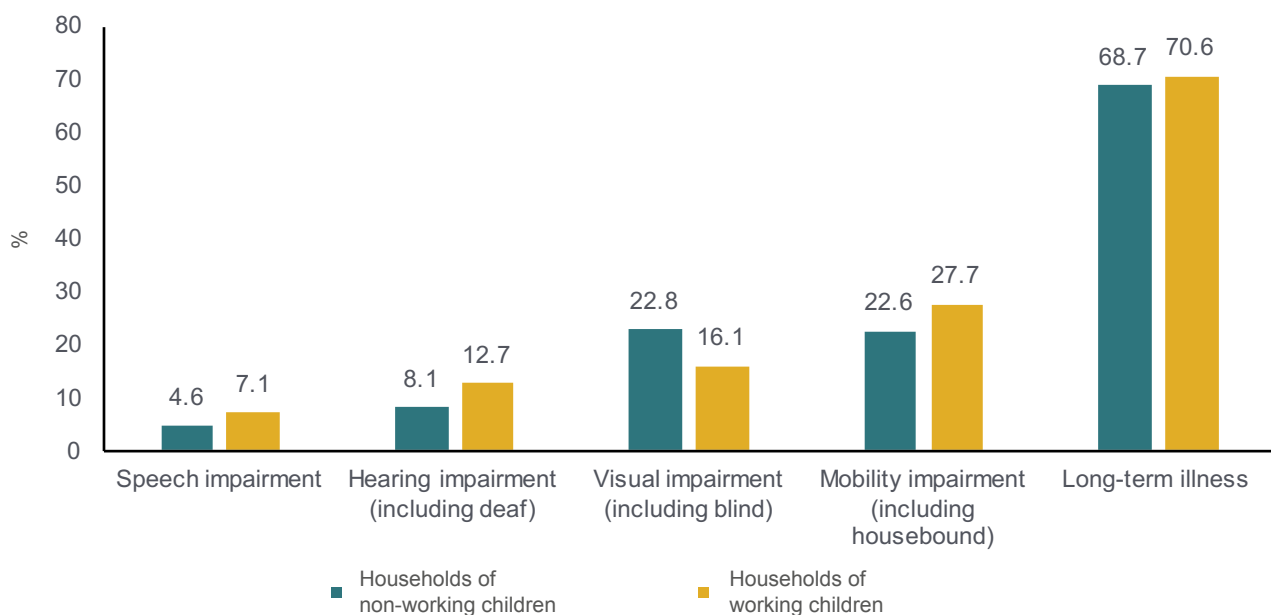
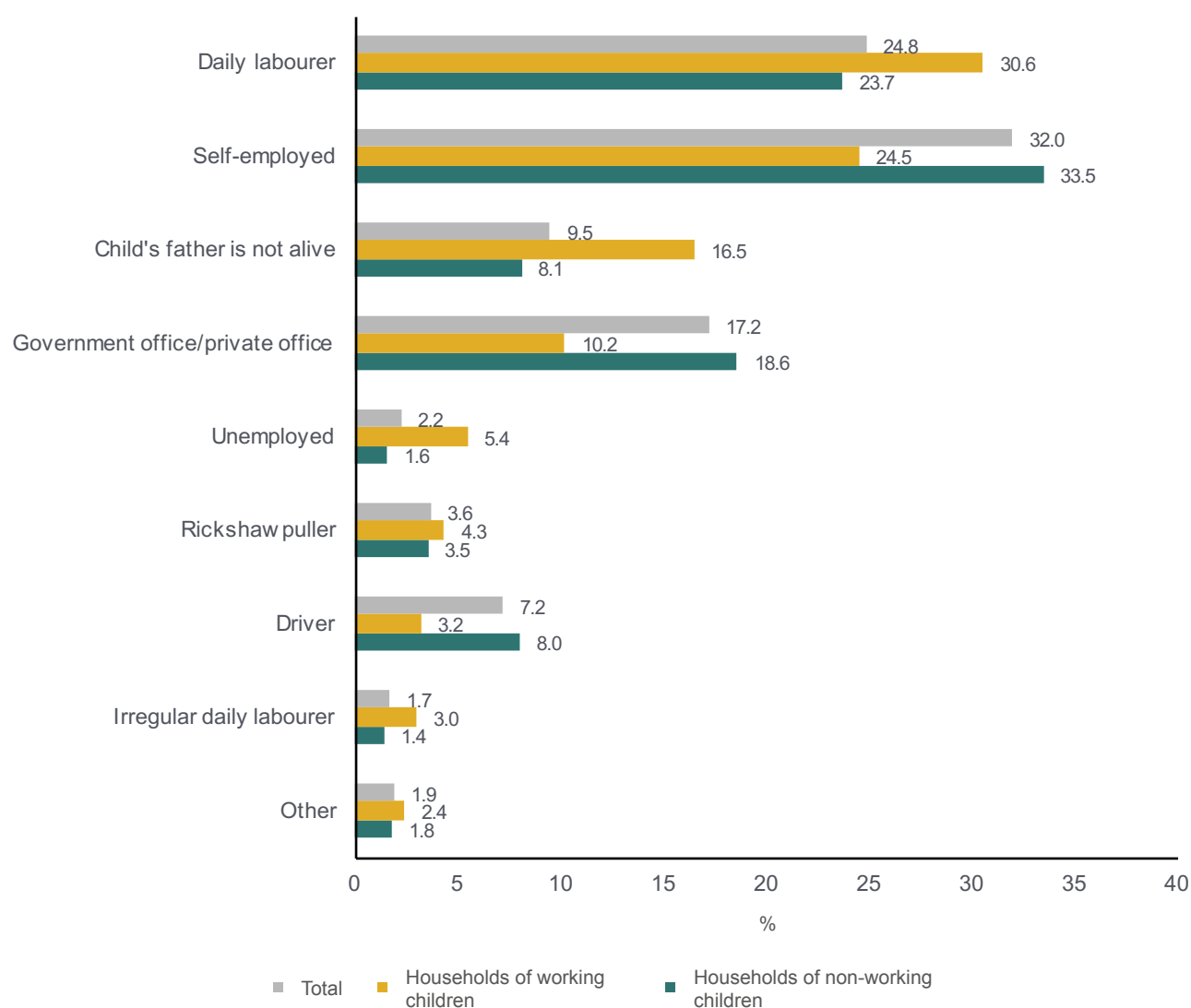## AF9: Highest level of education achieved by the child's mother
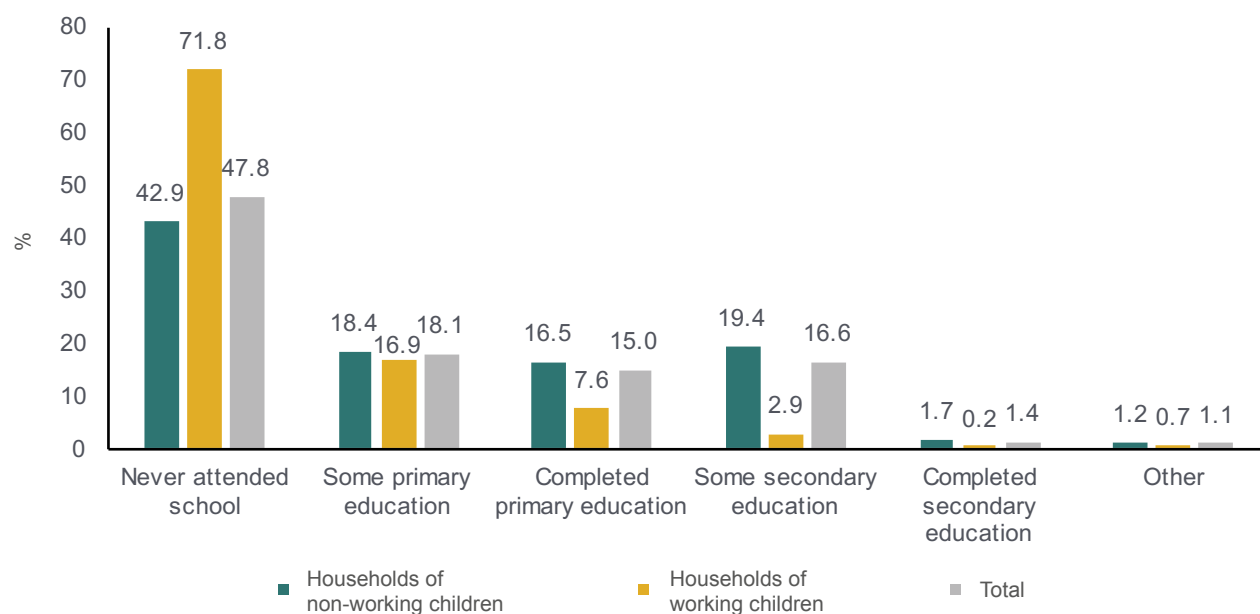
AF10: Highest level of education achieved by the child's father

AF11: Principal occupation of the child's mother

	%
Housewife	Total: 51.7, Households of working children: 41.9, Households of non-working children: 53.7
Domestic worker	Total: 16.1, Households of working children: 22.3, Households of non-working children: 14.9
Government office/private office (formal sector)	Total: 16.2, Households of working children: 15.3, Households of non-working children: 16.4
Daily labourer	Total: 3.7, Households of working children: 6.5, Households of non-working children: 3.1
Self-employed	Total: 6.2, Households of working children: 6.1, Households of non-working children: 6.2
Child's mother is not alive	Total: 2.3, Households of working children: 4.4, Households of non-working children: 1.8
Irregular daily labourer	Total: 1.6, Households of working children: 2.1, Households of non-working children: 1.5
Garment worker (formal sector)	Total: 1.6, Households of working children: 0.8, Households of non-working children: 1.7
Unemployed	Total: 0.4, Households of working children: 0.4, Households of non-working children: 0.4
Other	Total: 0.3, Households of working children: 0.2, Households of non-working children: 0.4

■ Total   ■ Households of working children   ■ Households of non-working children

AF12: Principal occupation of the child's father

	Total	Households of working children	Households of non-working children
Daily labourer	24.8	30.6	23.7
Self-employed	32.0	24.5	33.5
Child's father is not alive	9.5	16.5	8.1
Government office/private office	17.2	10.2	18.6
Unemployed	2.2	5.4	1.6
Rickshaw puller	3.6	4.3	3.5
Driver	7.2	3.2	8.0
Irregular daily labourer	1.7	3.0	1.4
Other	1.9	2.4	1.8

AT7: Average number of household members and average monthly and daily income per capita – Bangladeshi takas (and $)

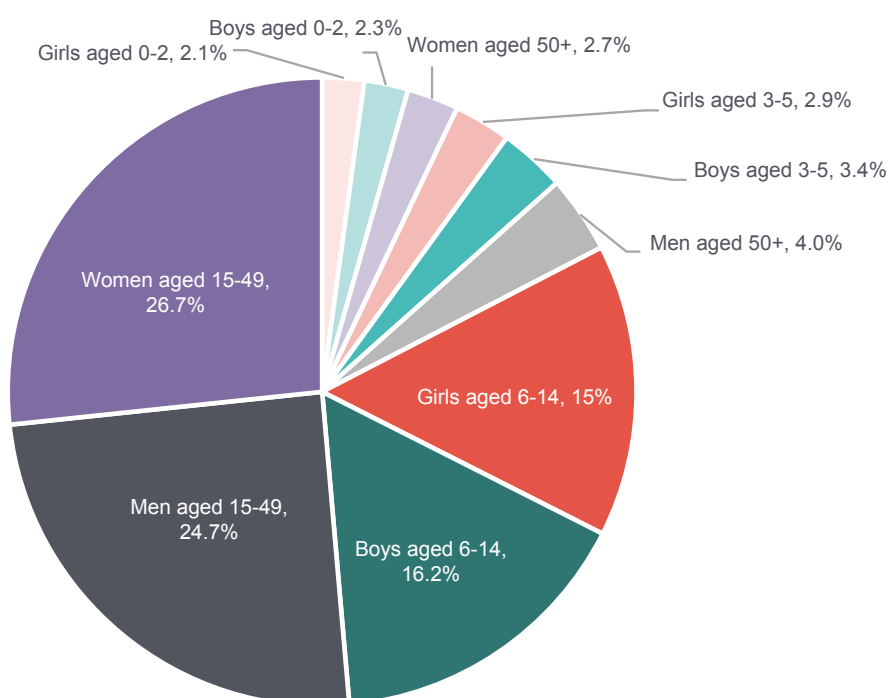|	Households of non-working children	Households of working children
Average number of household members	4.7	5.1
Average monthly income per capita	Tk 3,785.00 ($48.31)	Tk 3,657.75 ($46.69)
Average daily income per capita	Tk 126.17 ($1.61)	Tk 121.92 ($1.56)

AF13: Gini coefficient
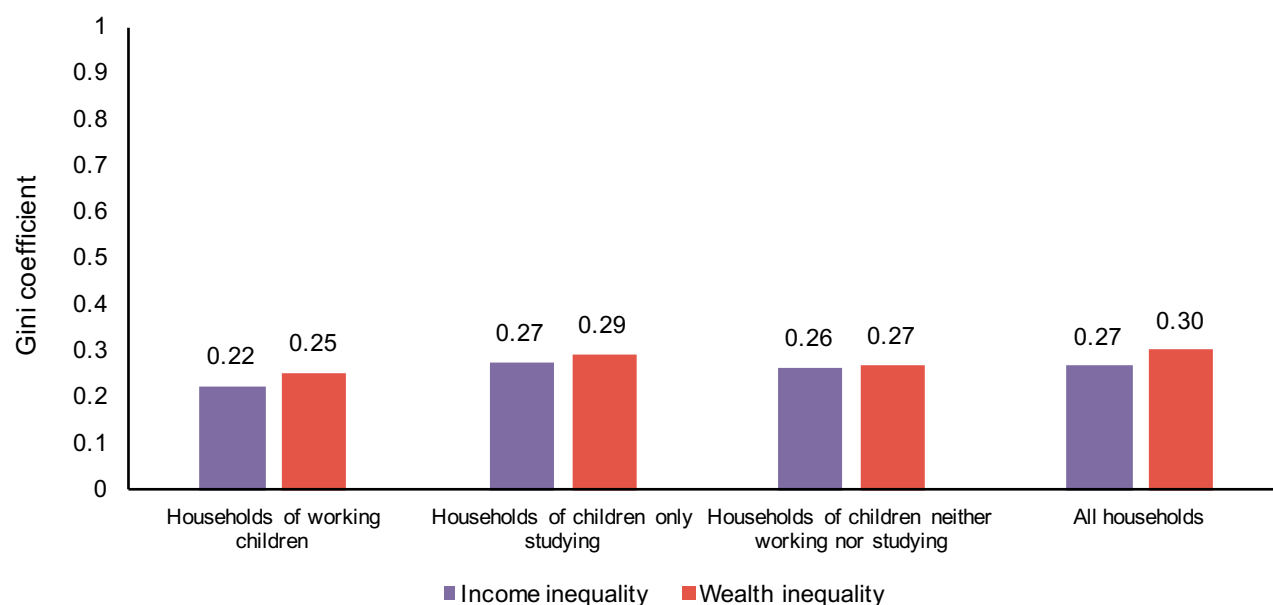
AF14: Households' distribution by wealth quintile – households of non-working children and of child workers
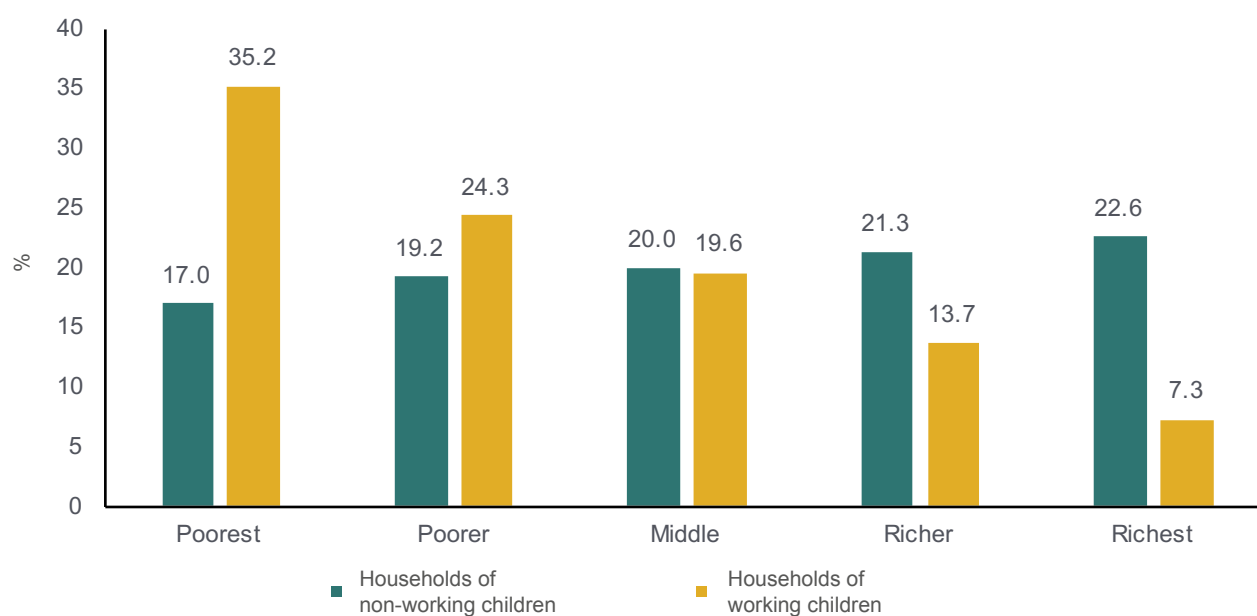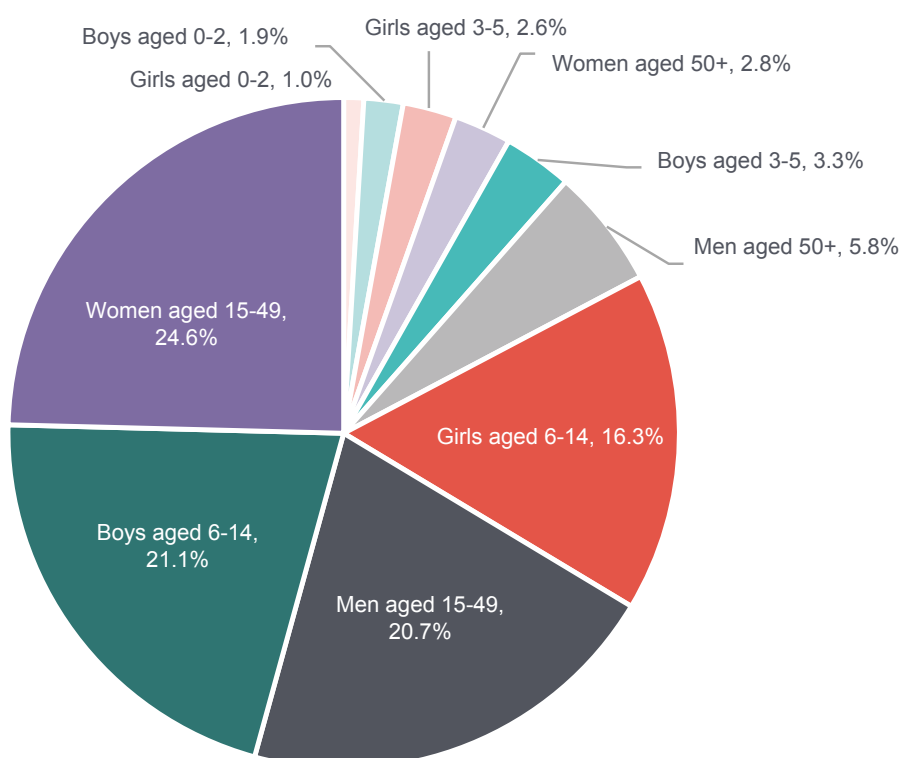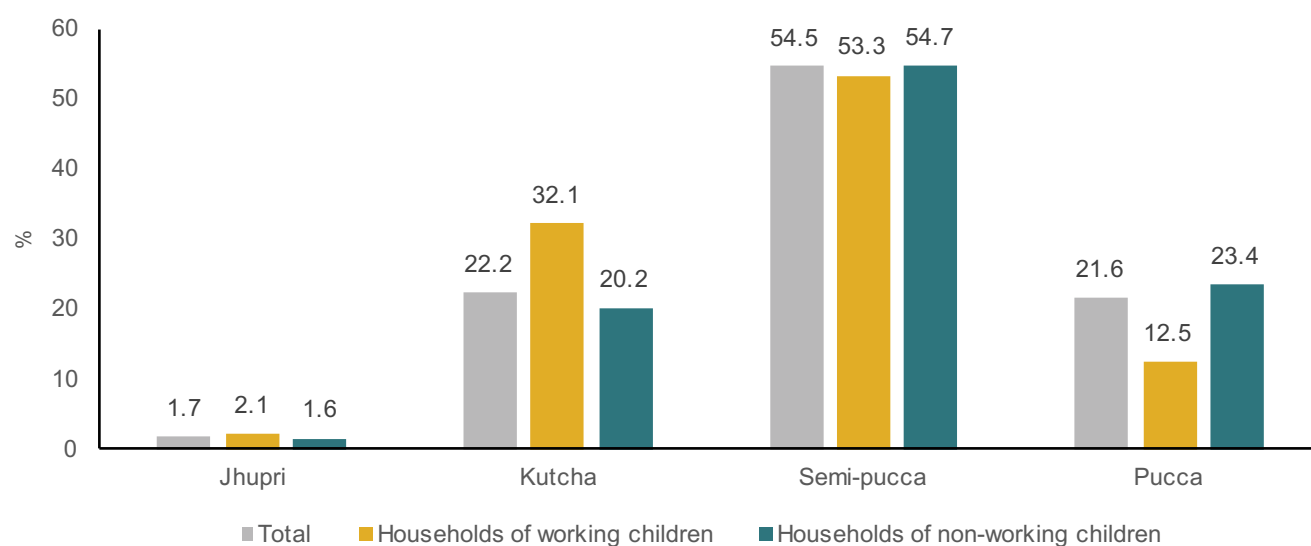
AF15: Household composition

Households of non-working children

Boys aged 0-2, 2.3%
Girls aged 0-2, 2.1%
Women aged 50+, 2.7%
Girls aged 3-5, 2.9%
Boys aged 3-5, 3.4%
Men aged 50+, 4.0%
Girls aged 6-14, 15%
Boys aged 6-14, 16.2%
Men aged 15-49, 24.7%
Women aged 15-49, 26.7%

Households of working children

Boys aged 0-2, 1.9%
Girls aged 0-2, 1.0%
Girls aged 3-5, 2.6%
Women aged 50+, 2.8%
Boys aged 3-5, 3.3%
Men aged 50+, 5.8%
Girls aged 6-14, 16.3%
Men aged 15-49, 20.7%
Boys aged 6-14, 21.1%
Women aged 15-49, 24.6%

AF16: Housing structure

Chart showing percentage (%) by housing structure type:

- Jhupri: Total 1.7, Households of working children 2.1, Households of non-working children 1.6
- Kutcha: Total 22.2, Households of working children 32.1, Households of non-working children 20.2
- Semi-pucca: Total 54.5, Households of working children 53.3, Households of non-working children 54.7
- Pucca: Total 21.6, Households of working children 12.5, Households of non-working children 23.4

Legend: Total · Households of working children · Households of non-working children

AT8: Average number of rooms and average size of the house

Percent of households that have…	Households of non-working children	Households of working children
1 room	83.2	89.6
2 rooms	13.7	9.8
3 rooms	2.5	0.4
4 rooms	0.6	0.2
Average size of the house (square feet)	144.5	129.0

Child labour prevalence (data from household listing)

AF17: Employment and education condition of 6–14 year-old boys living in slums by Thana

Legend: ■ Working (including studying and working) ■ Only studying ■ Doing nothing

X-axis (Thana): Adabor, Badda, Kafrul, Kamrangir Char and Lalbagh, Tejgaon Industrial Area, Shah Ali, Khilgaon

Category	Adabor	Badda	Kafrul	Kamrangir Char and Lalbagh	Tejgaon Industrial Area	Shah Ali	Khilgaon
Doing nothing	32.8	11.3	18.5	14.0	18.4	9.8	9.0
Only studying	47.2	68.9	61.8	67.0	65.0	77.4	78.7
Working (including studying and working)	20.0	19.8	19.7	18.9	16.7	12.8	12.4

AF18: Employment and education condition of 6–14 year-old girls living in slums by Thana

Legend: ■ Working (including studying and working) ■ Only studying ■ Doing nothing

X-axis (Thana): Kafrul, Shah Ali, Kamrangir Char and Lalbagh, Adabor, Badda, Tejgaon Industrial Area, Khilgaon

Category	Kafrul	Shah Ali	Kamrangir Char and Lalbagh	Adabor	Badda	Tejgaon Industrial Area	Khilgaon
Doing nothing	22.2	5.7	11.5	25.5	12.9	24.3	9.5
Only studying	59.4	77.6	75.0	61.1	74.3	66.8	84.2
Working (including studying and working)	18.5	16.7	13.5	13.4	12.8	9.0	6.3

AT9: Employment and education condition of children living in slums of Dhaka by age group

	Children aged 6 to 10	Children aged 11 to 14
Only studying	78.2	54.6
Only working	2.9	30.4
Studying and working	0.3	2.2
Doing nothing	18.5	12.8

Data are from the household listing (4,500 observations).

AT10: Employment and education condition of children living in slums of Dhaka by age group and gender

	Children aged 6 to 10		Children aged 11 to 14	
	Boys	Girls	Boys	Girls
Only studying	75.8	80.9	52.8	56.6
Only working	3.9	1.7	33.7	26.8
Studying and working	0.4	0.3	2.6	1.6
Doing nothing	19.8	17.1	10.8	15.0

There is a statistically significant difference between boys and girls for both age groups. Data are from the household listing (4,500 observations).

AT11: Average numbers of hours worked in week by working children living in slums of Dhaka - statistics disaggregated by age group

	Children aged 6 to 10	Children aged 11 to 14
Average number of hours worked a day	9.0	10.3
Average number of days worked a week	6.3	6.3
Average number of hours worked a week	57.1	64.8

Data are from the child labour and education survey (2,700 observations).

AT12: Average numbers of hours worked in week by working children living in slums of Dhaka - statistics disaggregation by age group and gender

	Children aged 6 to 10		Children aged 11 to 14	
	Boys	Girls	Boys	Girls
Average number of hours worked a day	9.1	8.3	10.3	10.3
Average number of days worked a week	6.4	6.2	6.3	6.3
Average number of hours worked a week	58.7	51.8	64.8	64.7

Data are from the child labour and education survey (2,700 observations).

Characteristics of working children

**AF19: Distribution of child labour by sector of activity and Thanas**
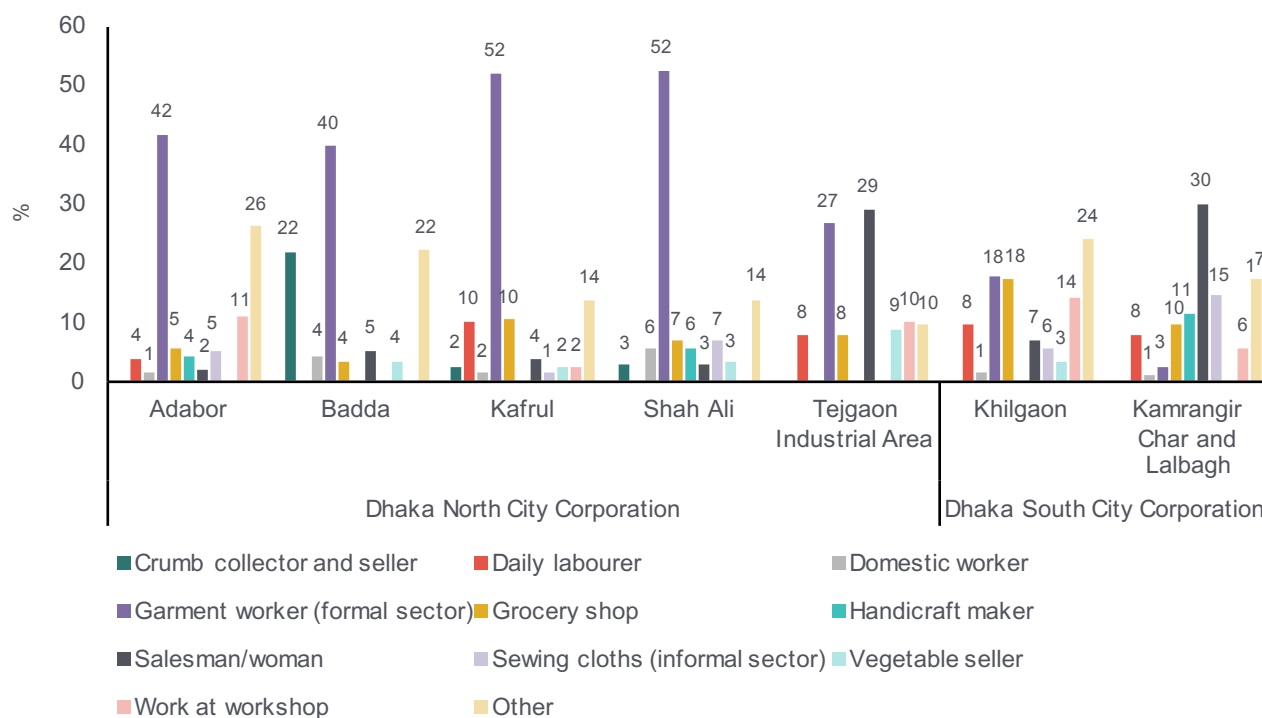
The category 'other' includes the following activities: rickshaw puller, fisher/hunter, repair shoes, driver helper, work at gold shop, vendor, construction worker, work at hotel, shoe maker/polish and repair shoes.
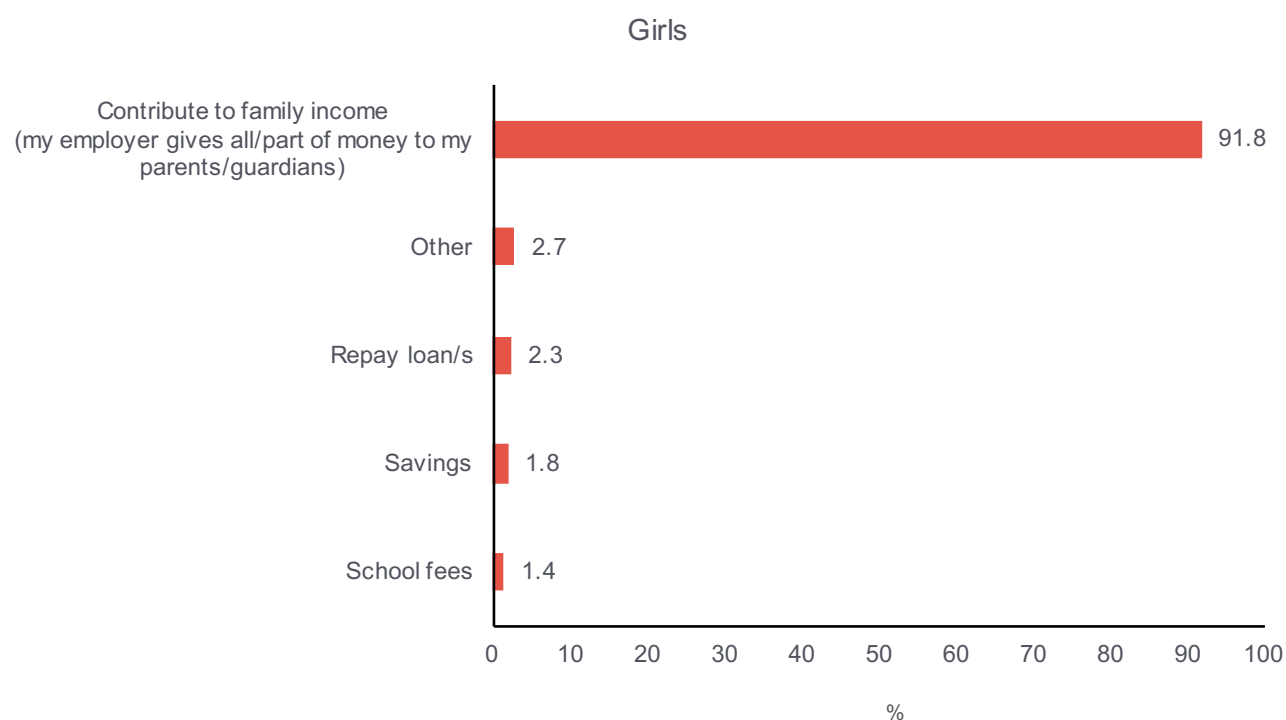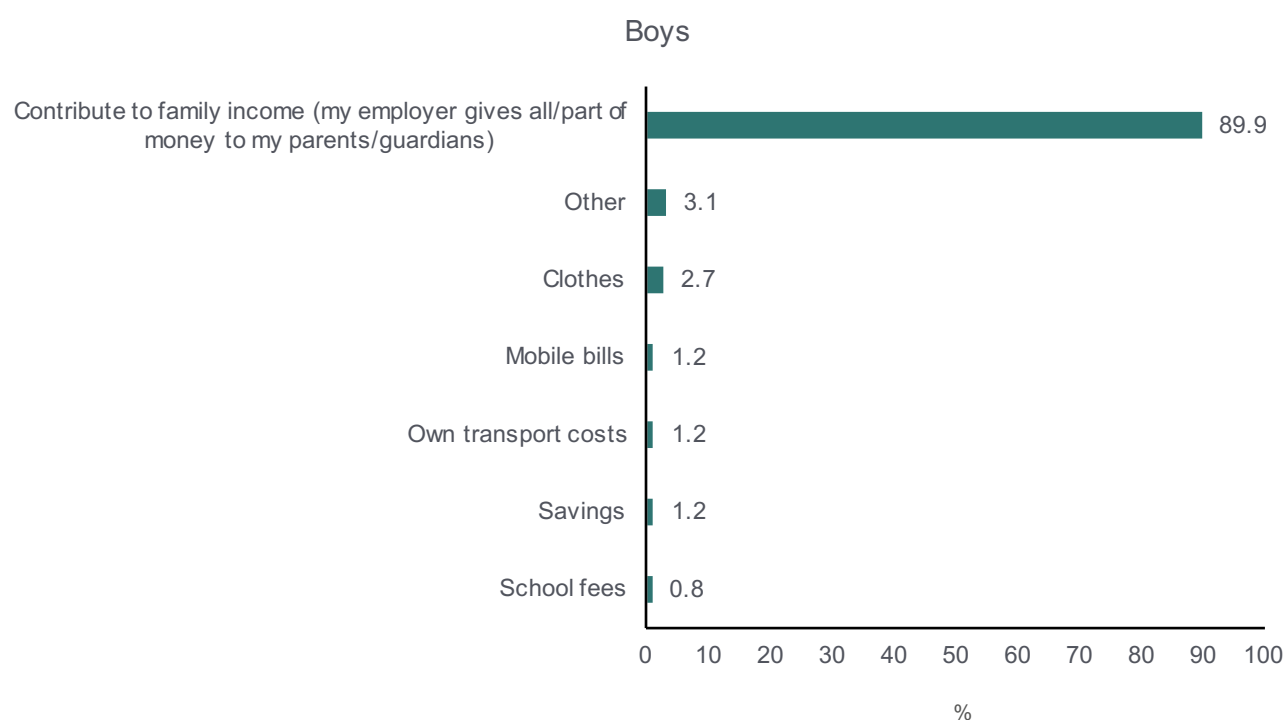
AF20: Is the work part of a family business or others' business?

AF21: If you are working in others' business, have you been employed on the basis of...?
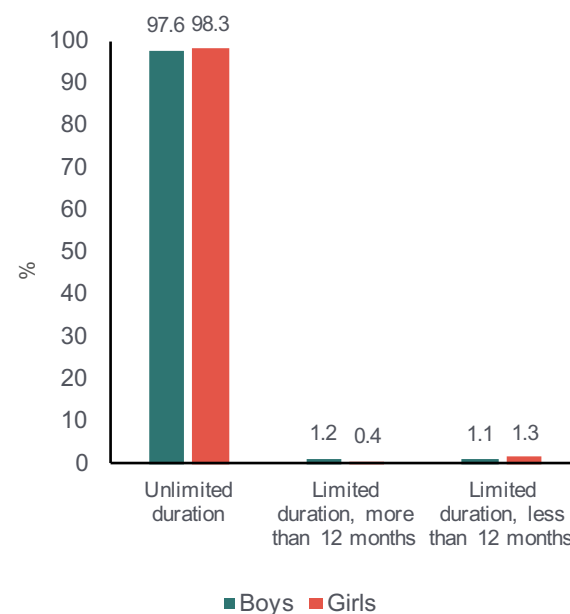
AF22: If you are currently working and paid in kind or cash, how did you spend your money the last month?

Boys

Category	%
Contribute to family income (my employer gives all/part of money to my parents/guardians)	89.9
Other	3.1
Clothes	2.7
Mobile bills	1.2
Own transport costs	1.2
Savings	1.2
School fees	0.8

Girls

Category	%
Contribute to family income (my employer gives all/part of money to my parents/guardians)	91.8
Other	2.7
Repay loan/s	2.3
Savings	1.8
School fees	1.4

Working conditions

AT13: The child experienced any of the following in the past 12 months because of her/his job

Percent of children that experienced any of the following…	Boys (%)	Girls (%)
Superficial injuries, scars or open wounds	18.3	13.8
Fractures	2.3	2.5
Dislocations	2.4	0.8
Burns, corrosions	3.0	2.5
Breathing problems	6.0	6.9
Eye problems	2.0	3.3
Skin problems (itching, infection)	4.1	3.3
Stomach problems/diarrhoea	3.8	2.9
Back pain	23.2	28.4
Fever	26.9	24.4
Extreme fatigue	36.1	34.6
Other/s	3.8	2.9

AT14a: The child carries heavy loads at work (% of children)

Boys (%)	Girls (%)
78.8	21.2

AT14b: The child operates any machinery/heavy equipment at work (% of children)

Boys (%)	Girls (%)
44.2	55.8

AT15: The child is exposed to any of the following at work (% of children)

Percent of children that are exposed any of the following…	Boys (%)	Girls (%)
Dust, fumes, toxic substances, chemical substances	20.0	24.8
Fire, gas, flames	5.3	9.6
Loud noise or vibration	21.5	26.3
Electric circuit	5.3	10.0
Extreme cold or heat	21.1	19.9
Dangerous tools (knives etc.)	8.2	4.0
Work underground	0.3	0.0
Work at heights	1.3	0.0
Work in water/pond/river	3.0	0.8
Workplace too dark or confined	3.0	3.3
Insufficient ventilation	5.7	4.2
Chemicals (pesticides, glues etc.)	1.3	0.8
Explosives	0.7	0.4
Other conditions bad for health and/or safety	0.7	2.1

AT16: How the child protects herself/himself from dangerous working conditions

Percent of children that are using any of the following to protect themselves from dangerous working conditions The child uses…	Boys (%)	Girls (%)
A mask	10.8	21.6
Gloves	2.0	2.1
Earplugs	1.3	0.4
Shoes/does not walk barefoot	26.5	10.3
Protective glasses	2.0	0.4
Protective suit	2.3	8.8
Nothing	33.4	35.6
Other	0.3	1.3

AT17: Does the employer force the child to…?

What the employer forces the child to do	Boys (%)	Girls (%)
Work extra time	19.2	37.2
Work without payment	4.5	6.9
Be available any time for work	6.8	6.3
Perform work that is not in the contract	6.3	13.2
Work for other employers	4.5	4.0
Be subject to freedom-less work	13.2	16.0
Other	0.4	0.8

AT18: What would happen If the child refuses to do what the employer asks her/him to do?

What would happen upon the child's refusal…	Boys (%)	Girls (%)
Physical punishment	12.5	12.4
I am given more work	22.2	20.1
I am not allowed to take food and rest	3.9	0.9
I would be fired	29.7	33.1
Other	11.6	28.1

AT19: If the employer treats the child badly, has the child ever been subject to the following at work?

When the employer treats the child badly, the child is subject to the following…	Boys (%)	Girls (%)
Constantly shouted at	95.0	91.5
Repeatedly insulted	46.4	43.7
Beaten/physically hurt	15.7	19.0
Not allow to take food and rest	0.0	0.0
Other	0.0	2.1

AT20a: Does the child have any lunch time?

Boys (%) that are allowed lunch time	Girls (%) that are allowed lunch time
96.1	98.7

AT20b: Average time for lunch (in minutes)

Boys	Girls
60.14	58.79

AT21: Could the child leave the job any time if s/he wants to?

Could the child leave the job any time…?	Boys (%)	Girls (%)
Yes, any time	92.7	94.6
Yes, but only after the contract is over	1.3	1.3
Yes, but only according to the rules of contract	1.0	1.5
No	3.4	2.2
Other	0.7	0.0
Don't know	1.0	0.4

Other sources of money

AT22a: Percentage of children that receive any source of money in a typical month (for child workers: independently from the income generated by their employment)

Non-working children	Working children
86.8	59.8

AT22b: If you receive any money, from whom do you typically receive it?

	Non-working children	Working children
Family members	99.3	98.6
Relatives	0.2	1.1
Scholarship	0.4	0.0
Other	0.03	0.3

AT22c: How much do you receive in a typical month from this/these (other) source/s of income (in Bangladeshi takas)?

Non-working children	Working children
360	460

AT22d: What proportion of your total monthly income can you spend at your own discretion (without permission from your parent/s and/or guardian/s)?

For child workers, the 'total monthly income' includes the income from their employment.

All children

	Non-working children	Working children
Total portion	91.6	26.2
Half	6.3	7.1
One third	0.7	47.5
Two thirds	0.7	15.2
None	0.4	4.1
Other	0.3	0.0

Boys

	Non-working children	Working children
Total portion	92.1	28.4
Half	6.0	6.5
One third	0.5	48.0
Two thirds	0.8	14.4
None	0.4	2.8
Other	0.2	0.0

Girls

	Non-working children	Working children
Total portion	91.1	22.3
Half	6.7	8.2
One third	0.8	46.6
Two thirds	0.5	16.6
None	0.5	6.3
Other	0.4	0.0

Child labour and education: interview with the child

Characteristics of children working and non-working

Marital status: 0.1% of children non-working (i.e. three children) and 0.3% of children working (i.e. two children) declared to be married at the time of the survey. Of the non-working children, one got married at 12, one at 13 and the other at 14. Of the working children, one got married at 13 and the other at 14.

Birth registration card: 8.9% of non-working children have a birth registration card in comparison with 2.7% of working children (the difference between the two groups is statistically significant).

AF23: How many brothers do you have?
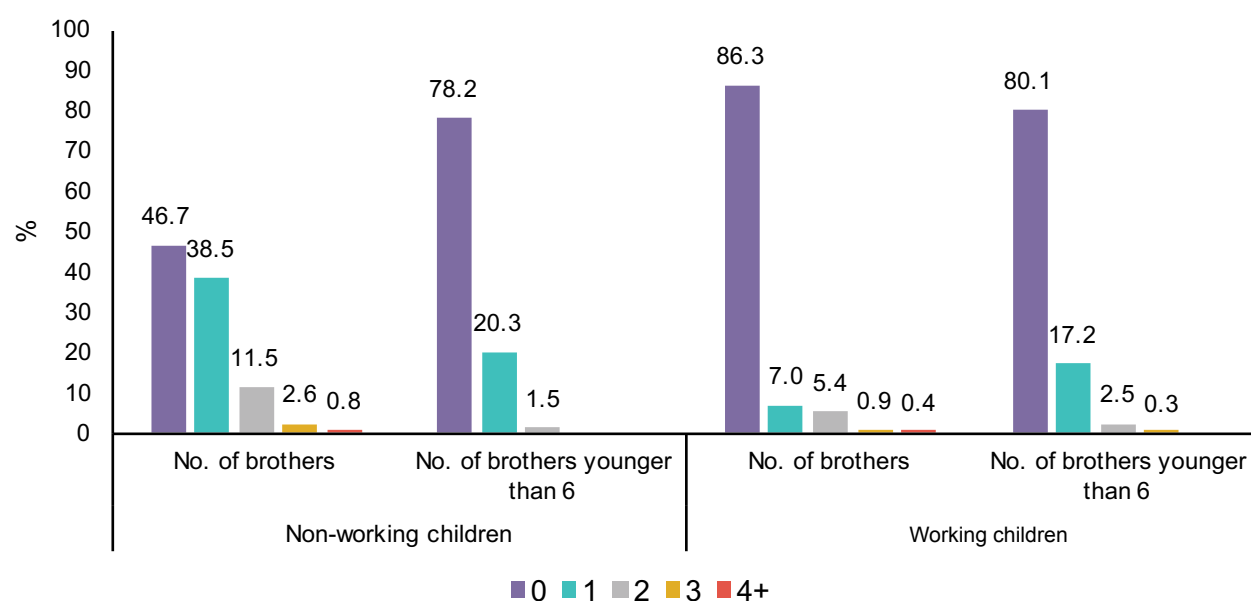
AF24: How many sisters do you have?
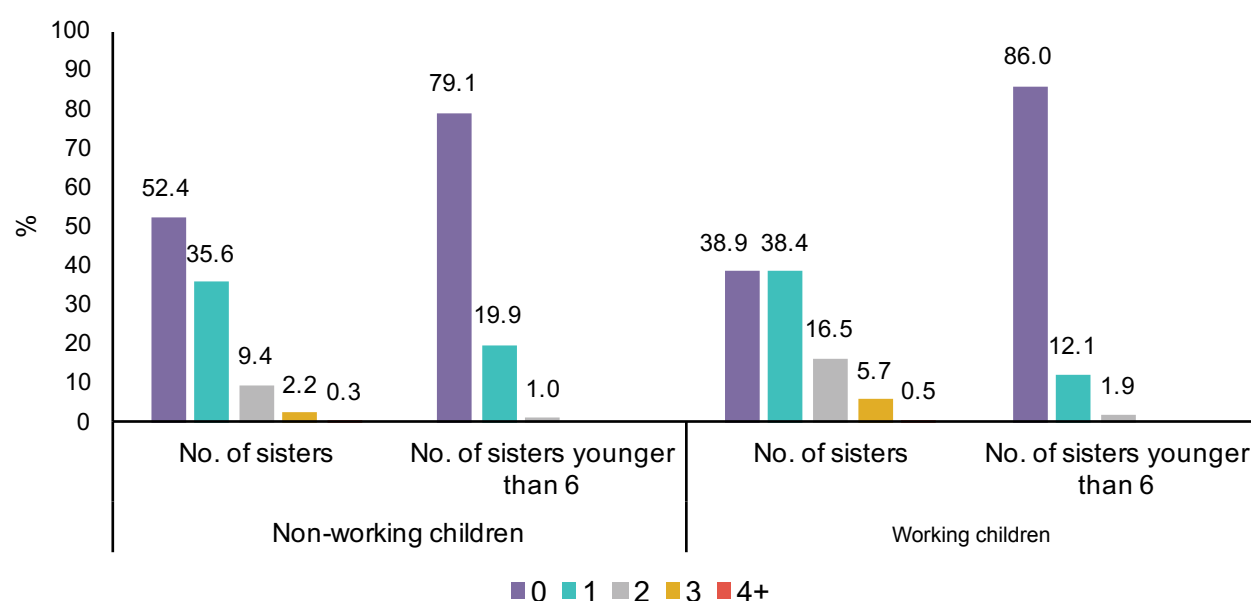
AF25: Birth order number

For the average non-working child: 2.0
For the average working child: 2.3

Birth order	Non-working children	Working children
1st	49.7	32.7
2nd	23.8	32.8
3rd	15.3	19.0
4th	6.6	9.0
5th	2.8	3.6
6th	1.3	1.8
7th	0.3	0.8
8th	0.2	0.2
9th	0.0	0.2
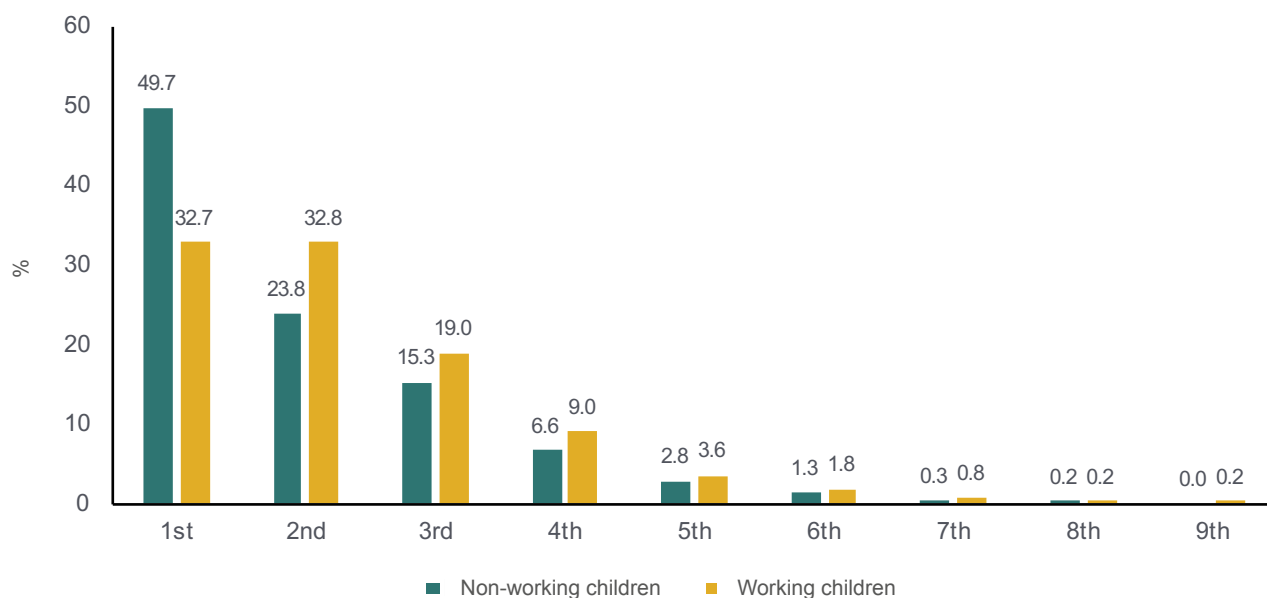
AF26: Is the child an orphan?

	Non-working children	Working children
The child is not an orphan and s/he maintains relationship with her/his parents	92.6	86.4
The child lost her/his father	4.9	10.0
The child is not an orphan, but s/he maintains no relationship with her/his parents	1.6	2.7
The child lost her/his mother	0.9	0.7
The child lost both of her/his parents	0.1	0.2
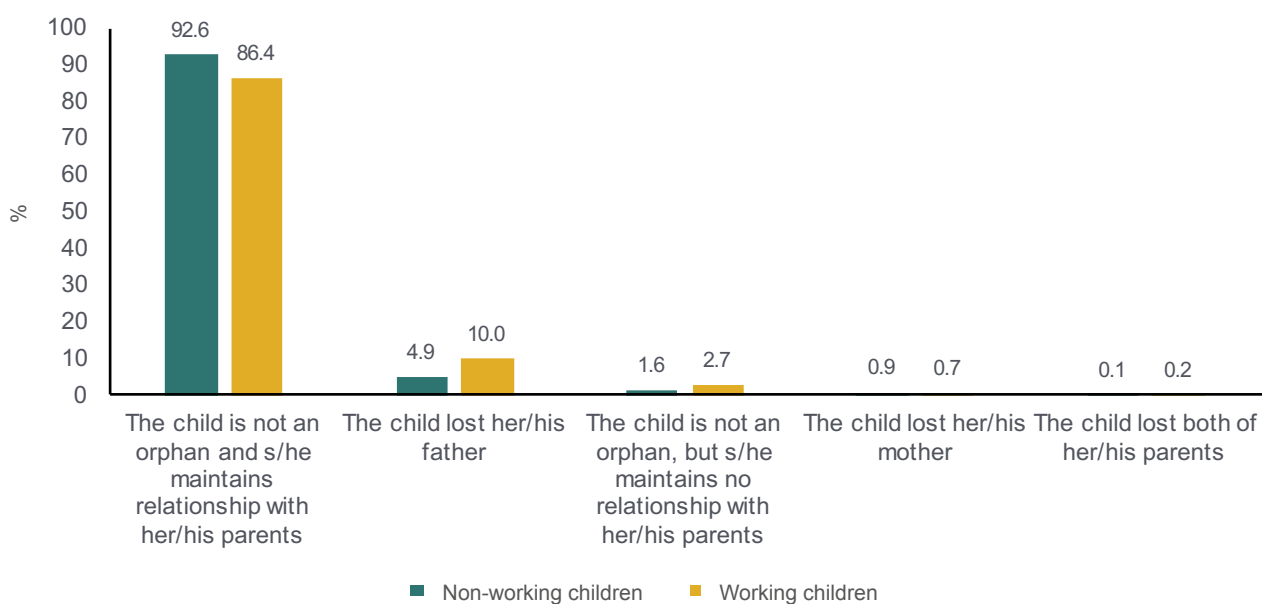
AF27: Relationship between the child and the head of the household
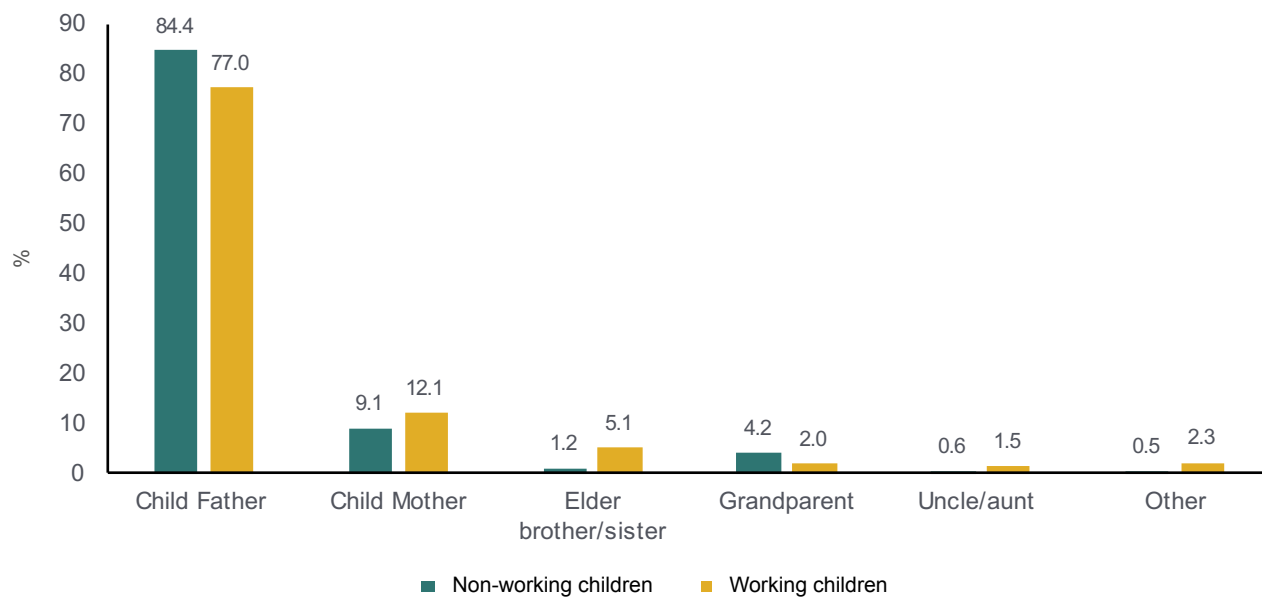
AF28: What does the child do during a typical weekday (from Sunday to Thursday)?

(Number of hours are shown in the bars)
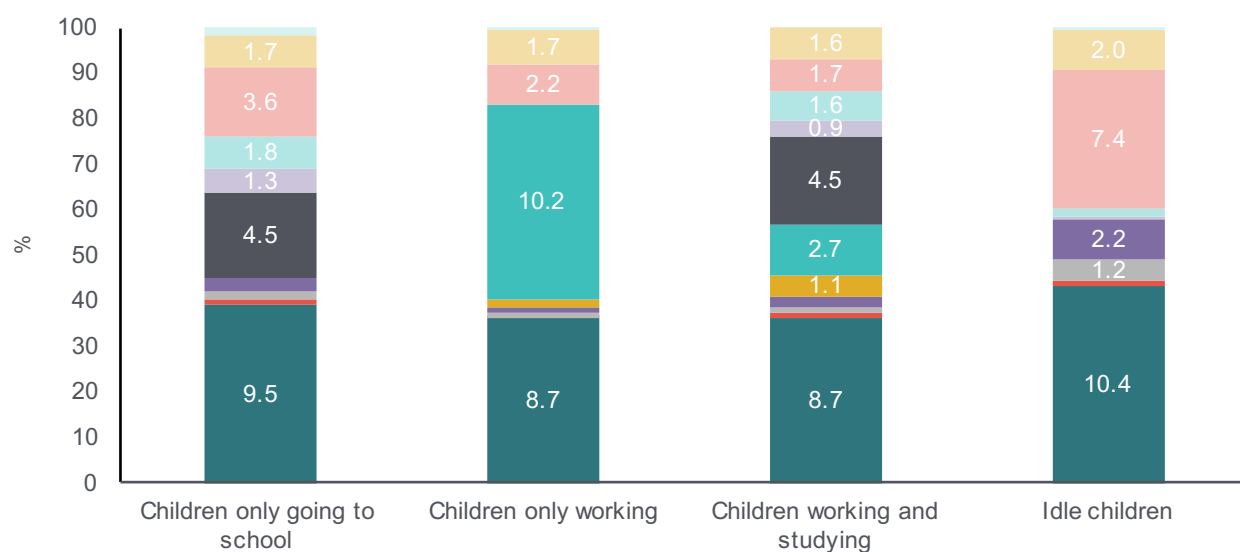
■ Other activities (ex. caring for ill household members, praying etc.)

■ Time taken eating, drinking and bathing

■ Play time/leisure time

■ Studying outside of school time/doing homework

■ Extra tuition (private coaching)

■ At school (including travel time to and from school)

■ Paid (remunerated) work or activities outside of the household or for someone not in the household

■ Tasks on family business/contributing to family income (ex. shop keeper, stall owner, artisanal shop etc.)

■ Domestic tasks (fetching water, collecting firewood, cleaning, cooking, washing, shopping/going to the market, etc.)

■ Caring for younger siblings

■ Morning assembly for prayer

■ Sleeping

AT23: Percentage of children that can read and write a letter with understanding in Bangla

	Non-working children (%)	Working children (%)
Age group 6-10	40.4	15.6
Age group 11-14	82.2	54.1

AT24: The child has been to school/Madrasha (%)

	Non-working children (%)	Working children (%)
Age group 6-10	90.4	66.7
Age group 11-14	97.2	91.2

AT25: At what age did you first enrol in school? (number of years)

Non-working children (%)	Working children (%)
6.0	6.4

AT26: What is the highest class/grade that you completed?

Children aged 10 (%)

	Non-working children (%)	Working children (%)
Grade 1	18.2	22.3
Grade 2	23.0	38.8
Grade 3	29.1	27.8
Grade 4	14.0	0.0
Grade 5	1.7	0.0
Non-graded Madrasha	4.8	11.2
Playground/kindergarten/nursery	9.2	0.0

AT27: What is the highest class/grade that you completed?

Children aged 14 (%)

	Non-working children (%)	Working children (%)
Grade 1	2.2	5.6
Grade 2	1.9	12.4
Grade 3	3.6	14.7
Grade 4	11.7	18.9
Grade 5	12.0	21.4
Grade 6	22.3	8.1
Grade 7	26.2	5.4
Grade 8	14.6	4.5
Grade 9	4.2	0.6
Non-graded Madrasha	0.6	3.9
Playground/kindergarten/nursery	0.6	4.5

AT28: Percentage of children that dropped out of school

	Non-working children (%)	Working children (%)
Age group 6-10	5.3	83.3
Age group 11-14	11.1	92.4

AT29a: For children aged 6 to 10

School	What kind of school are you currently attending?		What kind of school did you last attend?	
	Children only going to school (%)	Children working and studying (%)	Non-working children that dropped out of school (idle children) (%)	Child labourers that dropped out of school (%)
NGO school	26.7	60.1	30.2	24.0
Govt. school/college	26.4	0.0	44.4	60.0
Non-govt. school/college	23.7	20.0	11.1	8.0
Kindergarten school	11.8	20.0	4.8	0.0
Kaomi/Hafezi				
Madrasha	5.5	0.0	3.2	8.0
Alia Madrasha	2.8	0.0	4.8	0.0
Abtedai Madrasha	2.8	0.0	1.6	0.0
English Medium	0.3	0.0	0.0	0.0

Both Alia and Abtedai Madrasha are acknowledged and controlled, to some extent, by the Government.
Kaomi/Hafezi Madrasha is a non-official/non-graded school.

AT29b: For children aged 11 to 14

School	What kind of school are you currently attending?		What kind of school did you last attend?	
	Children only going to school(%)	Children working and studying (%)	Non-working children that dropped out of school (idle children) (%)	Child labourers that dropped out of school (%)
Non-govt. school/college	43.4	50.0	18.7	15.2
Govt. school/college	27.1	15.8	51.6	55.7
NGO school	18.6	22.4	23.5	20.0
Kindergarten school	4.4	2.6	2.2	1.7
Kaomi/Hafezi Madrasha	3.4	0.0	2.2	3.4
Alia Madrasha	1.6	2.6	1.0	1.8
Abtedai Madrasha	1.0	3.3	1.0	2.0
Other	0.3	3.3		
English Medium	0.2	0.0	0.0	0.2

Both Alia and Abtedai Madrasha are acknowledged and controlled, to some extent, by the Government.
Kaomi/Hafezi Madrasha is a non-official/non-graded school.

AT30: Percentage of children that are currently attending the school grade corresponding to their age

	Non-working children (%)	Working children (%)
Age group 6-10	18.4	20.1
Age group 11-14	11.2	5.9

	% of children that are currently attending school and that missed school days during the previous week	Average number of school days missed
Non-working children	13.5	2.5
Working children	13.3	3.1

AT31: Why did you miss school days during the past week?

	Non-working children (%)	Working children (%)
To work for payment/in kind	0.0	42.8
To help family business	0.0	40.9
Father/mother was sick	5.2	16.3
I was sick/ill	35.4	0.0
To play	21.9	0.0
Other	13.3	0.0
Younger brother/sister was sick	4.5	0.0
To help at home with household tasks/chores	4.0	0.0
To spent time with personal friend	3.5	0.0
Because I am afraid of teacher/s	3.0	0.0
To go to see ill relatives	3.0	0.0
Because the teacher was absent	2.5	0.0
Because another member of the household was sick	2.3	0.0
Because I am afraid of other students	0.9	0.0
Because of menstruation	0.6	0.0

AF29: What is the reason the attracts you the most to the school?

Bar chart showing percentages for Non-working children and Working children:
- I like to study: 47.8 / 61.0
- I have friends there: 39.8 / 18.2
- Education can change my life: 1.5 / 5.4
- Teachers are very caring: 2.4 / 4.9
- Teachers teach well/explain lessons clearly: 4.9 / 4.3
- The school has a playground: 3.0 / 3.5
- Other: 0.5 / 2.7

■ Non-working children ■ Working children
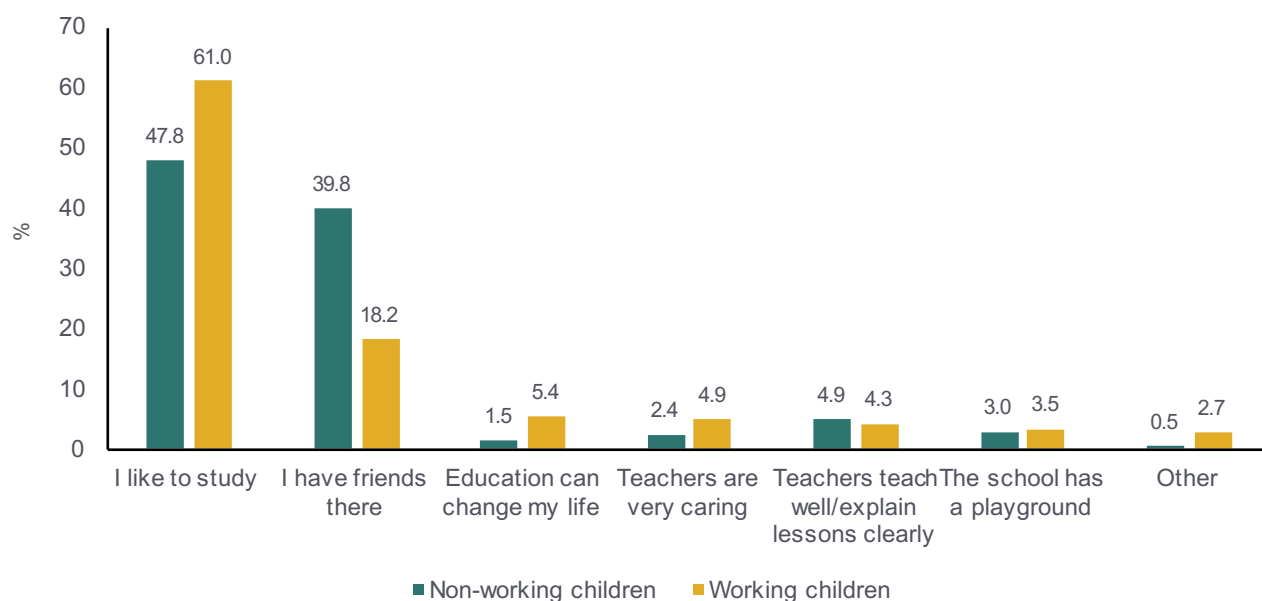
AT32: If you are not anymore enrolled in school, at what age did you leave school?

Non-working children (years)	Working children (years)
9.1	10.3

AT33: Have you ever repeated a grade/more than a grade in school?

	Children that are currently going to school		Children that have dropped out of school	
	Non-working children (%)	Working children (%)	Non-working children (idle children) (%)	Working children (%)
No	83.0	79.4	84.6	83.0
Yes, one grade	15.3	15.2	14.2	16.0
Yes, more than one grade	1.7	5.4	1.1	1.0

AT34: Number of students in the class and school facilities

	Children that are currently going to school		Children that have dropped out of school	
	Non-working children	Working children	Non-working children (idle children)	Working children
How many students are/were there in your class?	40	35	40	46

	Children that are currently going to school		Children that have dropped out of school	
	Non-working children (%)	Working children (%)	Non-working children (idle children) (%)	Working children (%)
The school have/had electricity connection	93.1	97.3	80.6	70.2
There is/was an electric fan in the classroom	90.8	97.3	76.1	66.8
The school have/had enough light	97.7	96.5	98.1	98.7
The blackboard is/was visible to all students	98.2	100.0	98.1	98.8
The roof leaks/leaked when it is/was raining	9.2	16.5	15.4	8.8
There are/were drinking water facilities in the school	84.3	84.8	87.1	88.5
What type of toilet facilities do/did you have in the school?				
a) Sanitary latrine/pit latrine with slab	87.5	87.0	84.6	86.3
b) Bathroom block	2.2	2.7	2.2	4.1
c) Open toilet	3.4	2.7	5.5	1.7
d) No toilet	6.9	7.6	7.7	7.8
Boys and girls use/d separate toilets	54.7	63.3	56.8	59.8

AF30: How do/did you sit in the class?
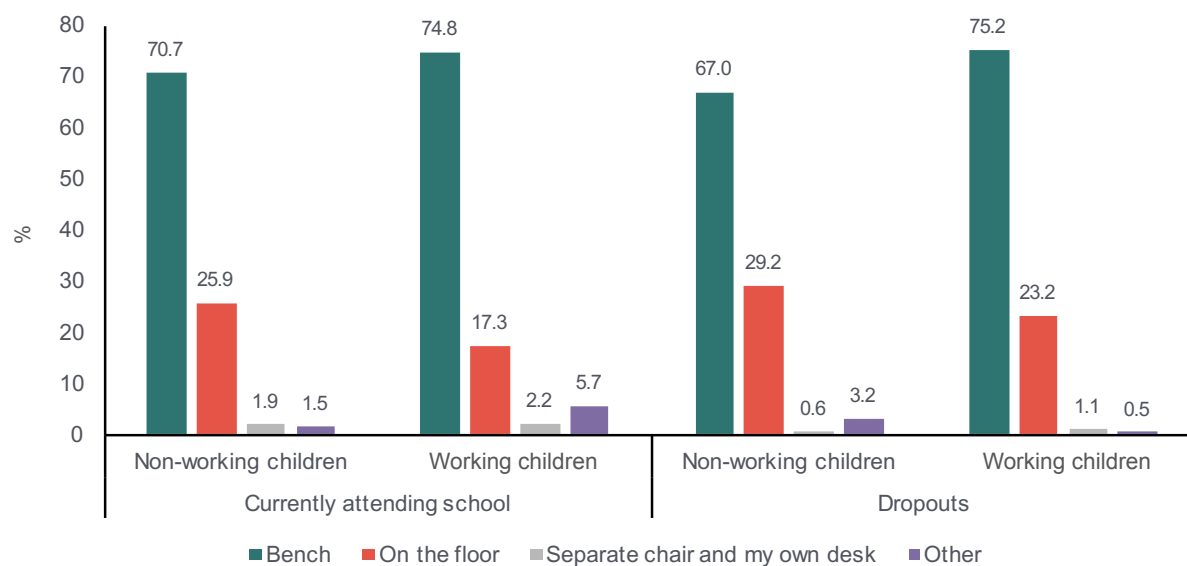
Schooling experience

AT35: Schooling experience

	Children that are currently going to school		Children that have dropped out of school	
	Non-working children (%)	Working children (%)	Non-working children (idle children) (%)	Working children (%)
In my class, I can/could express my opinion	86.0	97.8	70.6	77.0
In my class, I can/could take part in group discussions/ project work/group work	78.8	87.5	71.4	71.3
In my class, I can/could ask questions to the teacher/s	90.2	95.1	77.4	83.8
How often do/did the teachers praise you for doing well in class?				
a) Never	10.1	4.3	22.2	16.3
b) Some days	68.8	71.8	68.8	73.9
c) Every day	21.1	23.9	9.1	9.8
Do/did your teacher/s scold pupils when they do/did not understand the lesson?				
a) No	57.2	77.2	50.5	43.4
b) Yes, some teachers	37.7	20.6	43.0	50.4
c) Yes, all the teachers	5.0	2.2	6.5	6.1
Do/did your teacher/s tease or mock pupils based on their intelligence?				
a) No	82.3	90.2	80.0	76.9
b) Yes, some teachers	16.4	9.7	18.5	21.7
c) Yes, all the teachers	1.2	0.0	1.6	1.4
Do/did your teacher/s tease or mock pupils based on their appearance or general cleanliness?				
a) No	48.7	66.1	42.7	48.5
b) Yes, some teachers	40.2	30.4	44.0	44.3
c) Yes, all the teachers	11.1	3.5	13.3	7.1
At school, I faced harassment from other students	20.4	22.2	20.9	13.3

AF31: If you faced any harassment from other students at school, what kind of harassment was that?

Legend:
- They annoyed me
- They called me names
- They teased me
- They told me offensive words
- They punched me at times
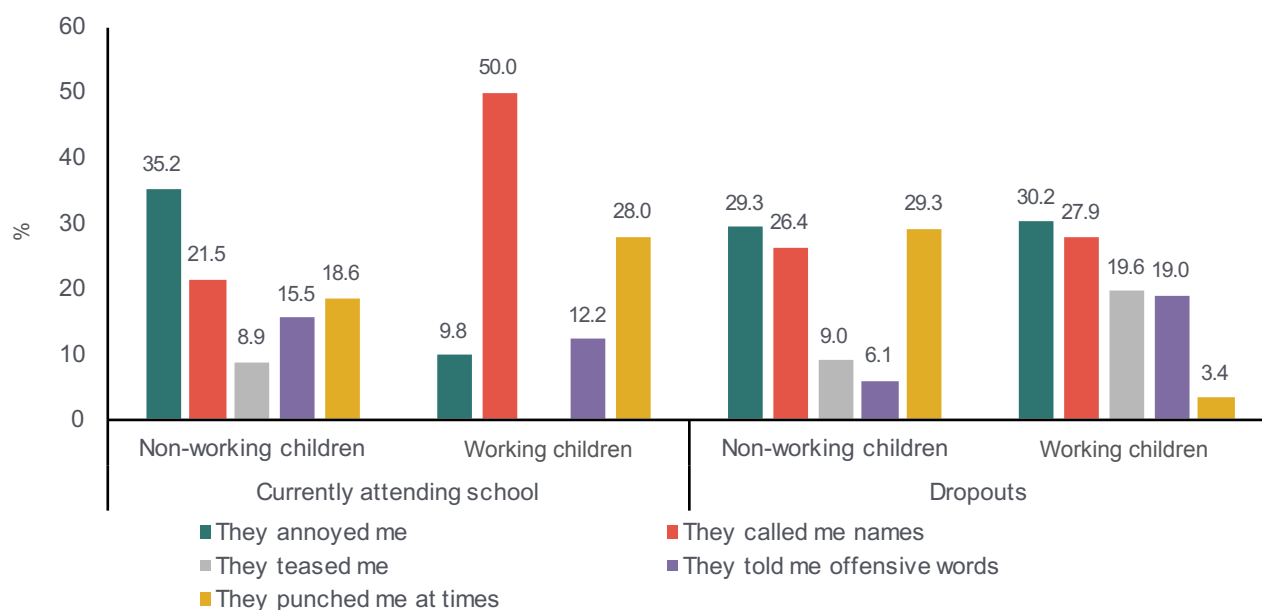
AF32: What did you do when you were harassed by other students?

Legend:
- I sought help from/complained to an authority figure
- I got angry and upset, but I did nothing
- I stopped talking to them
- I asked them to stop
- I walked away
- I ignored it
- I stopped going to school
- Other
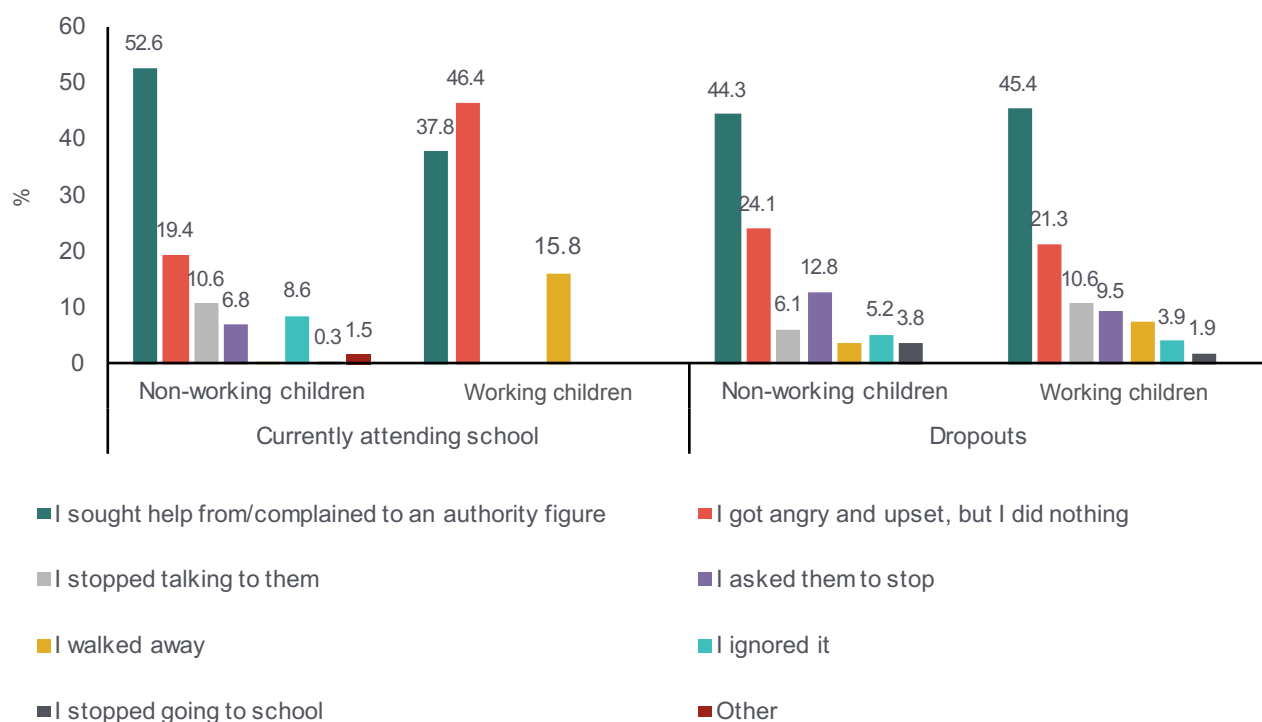
Private tuition

AT36: The child pays/paid a private tutor outside school hours for better results in the exams

Children that are currently going to school		Children that have dropped out of school	
Non-working children (%)	Working children (%)	Non-working children (idle children) (%)	Working children (%)
66.3	49.9	52.2	50.1

For children that are studying and working

AF33: What is the effect of working on your education?
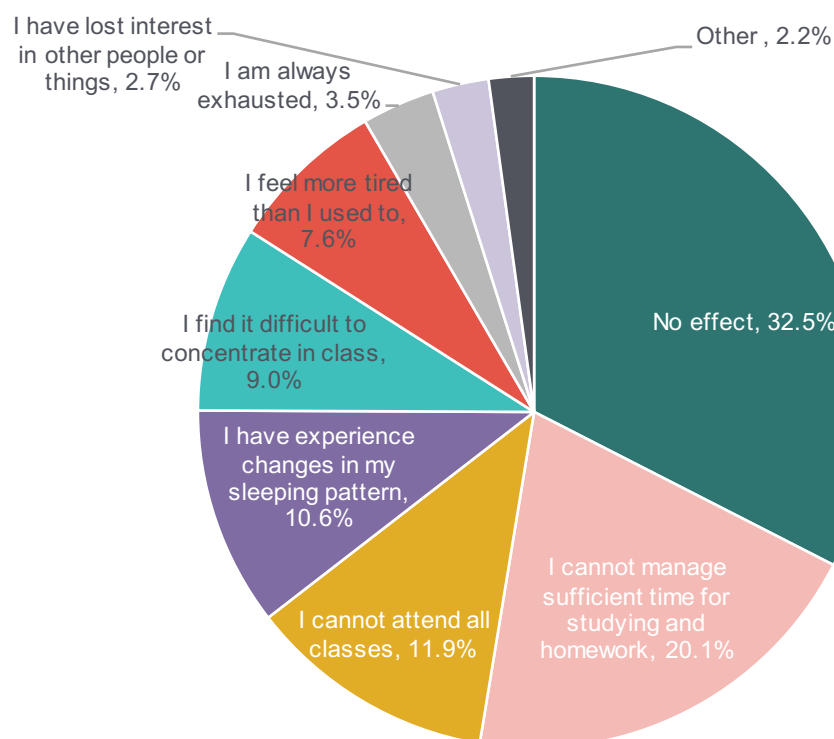
Technical and vocational training

AT37: Have you ever attended/are currently attending a vocational/skills training course/internship outside of school? (% of children)

	Non-working children (%)	Working children (%)
Yes	97.1	77.8
No	2.9	22.2

AF34: If yes, what type of technical education/internship did you receive/are you receiving?

Non-working children   Working children
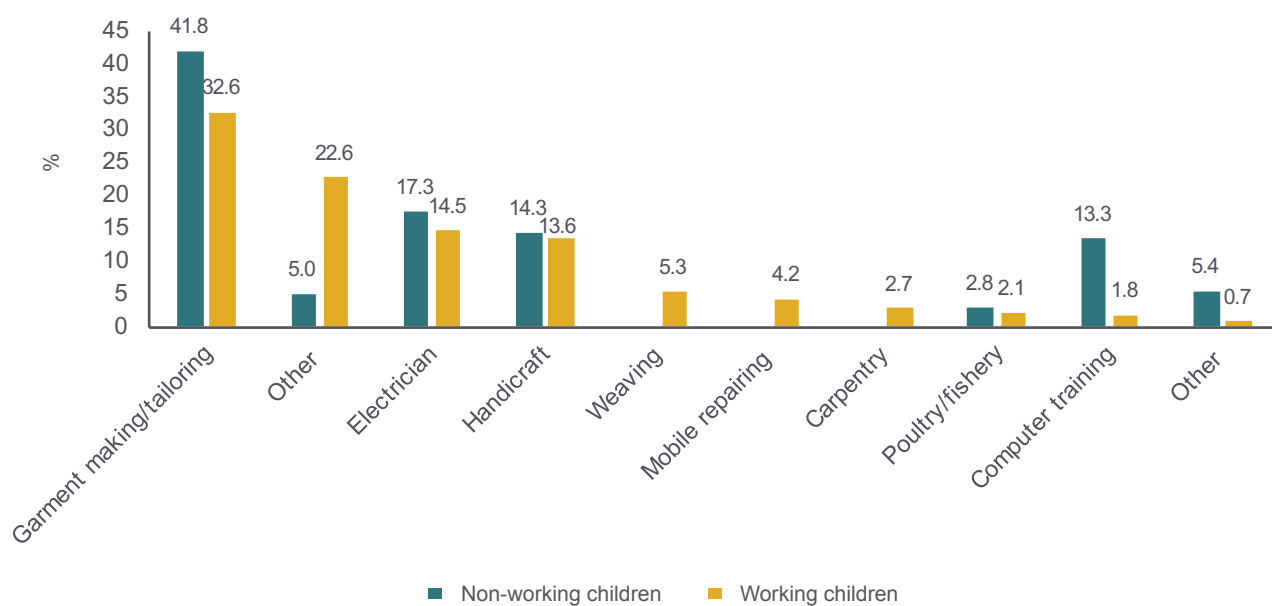
Children that have never been to school

AF35: Why have you never attended school? (data from interviews with children)
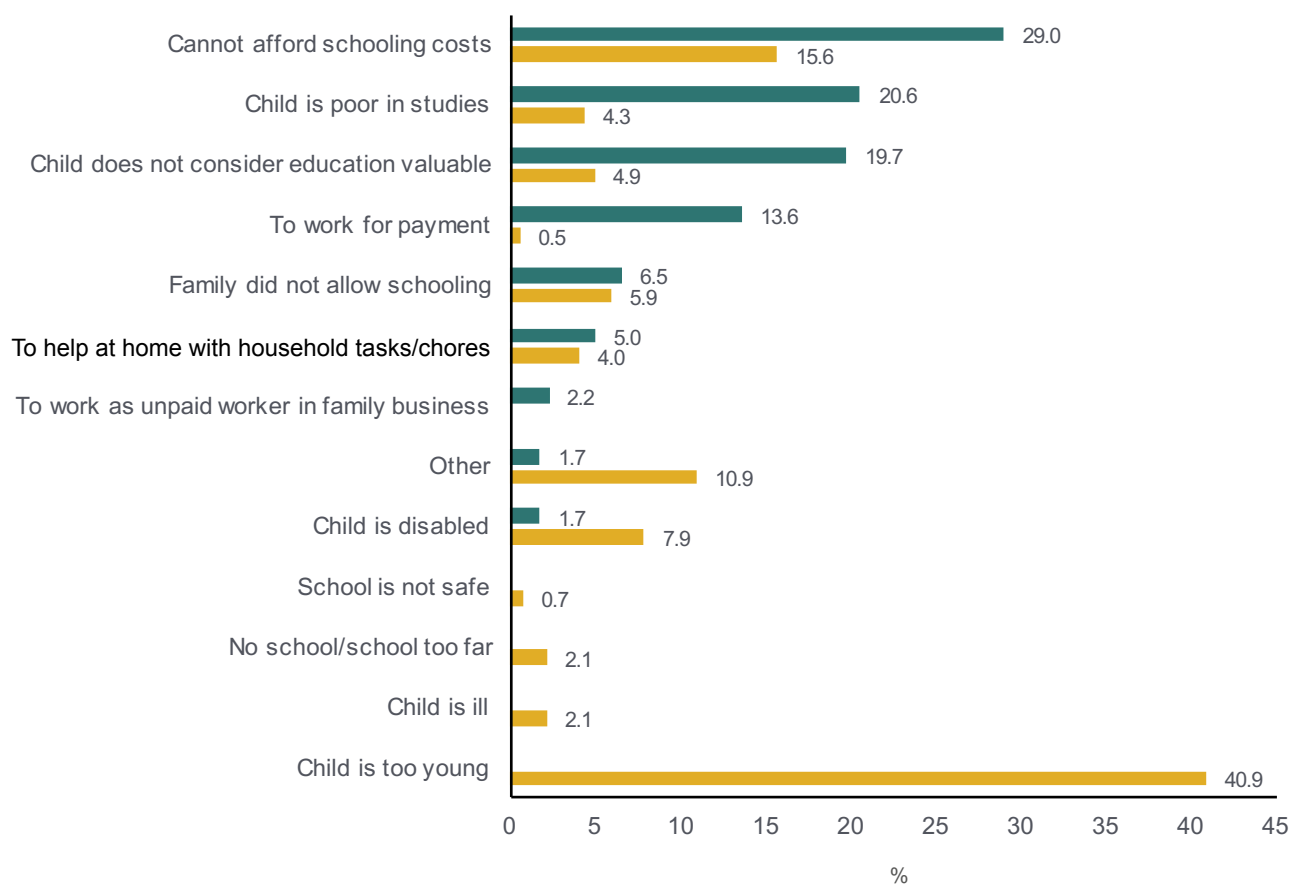
Child labour and education: interview with an adult member of the household

Adult member of the household and the child's education, work and future

AF36: Is the child currently in full-time education?

	No education at all/Never enrolled	Out of school at the moment/dropout	Yes, but attending irregularly	Yes, and attending regularly
Households of non-working children	7.5	6.5	2.0	84.0
Households of working children	11.4	81.2	0.6	6.8
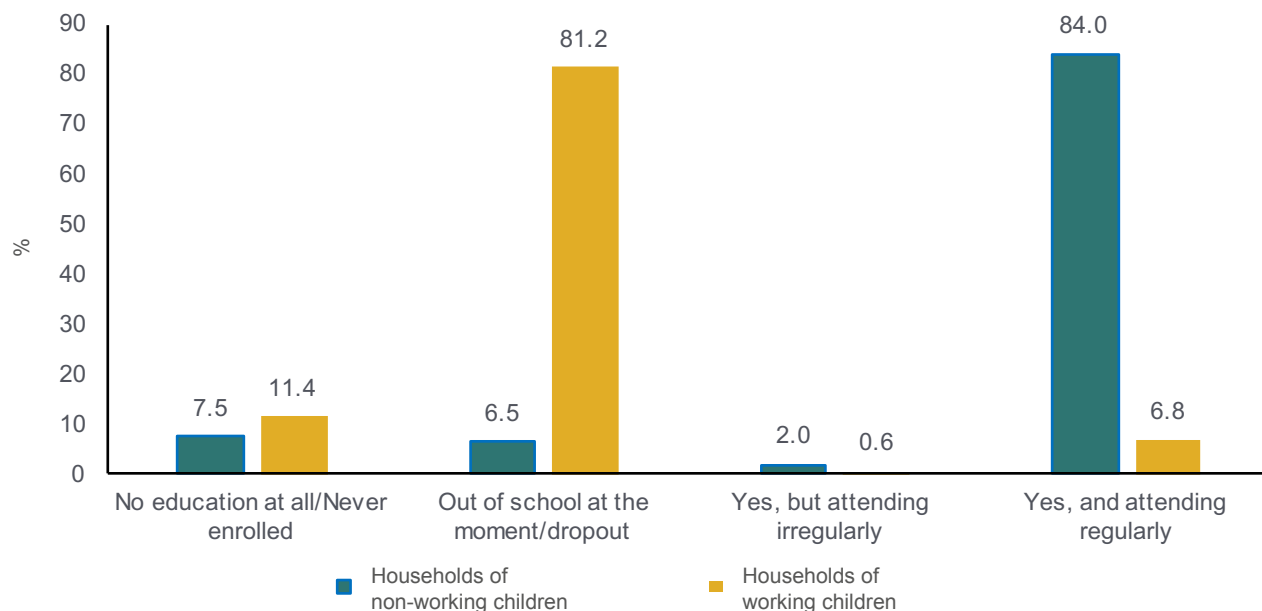
AF37: How would you say the child is performing (if currently in school and either attending regularly or irregularly)?

	Excellent	Good	Reasonably well	Poorly	Very bad
Households of non-working children	5.4	43.7	47.3	3.2	0.5
Households of working children	13.3	52.6	25.7	8.4	0.0
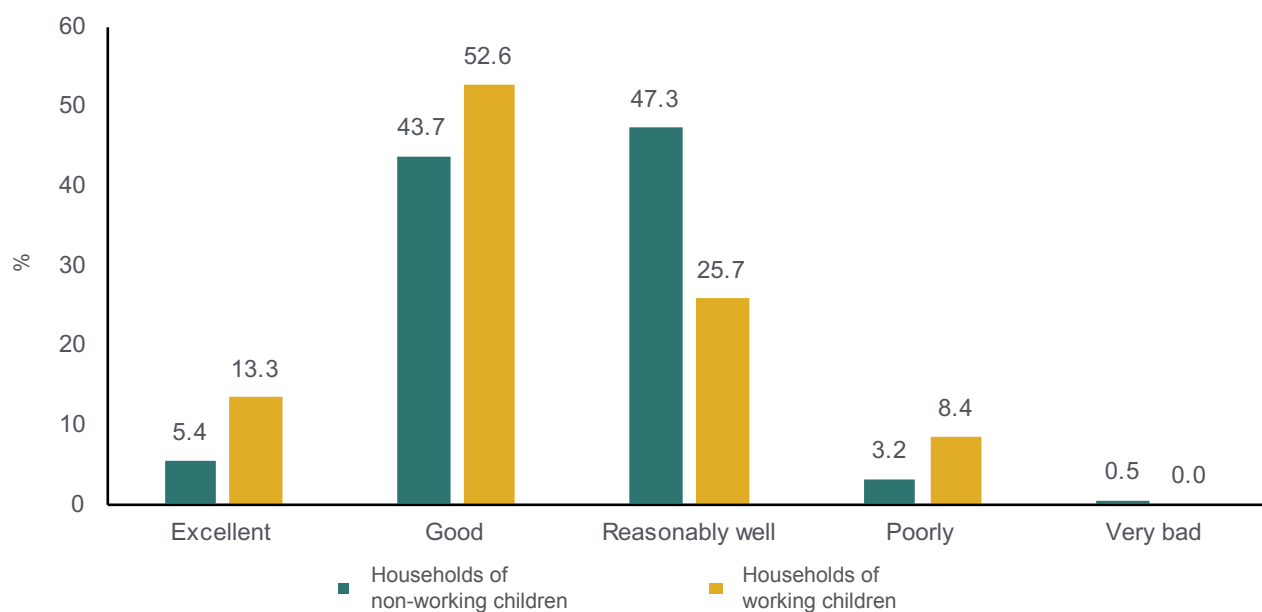
AF38: How far do you think the child will be able to study?

Chart showing percentages by education level:

Level	Households of non-working children	Households of working children
Primary	3.3	17.3
Secondary	36.6	36.3
Graduation	21.5	17.3
Masters	34.2	29.0
Phd	1.0	0.0
Other	3.4	0.0
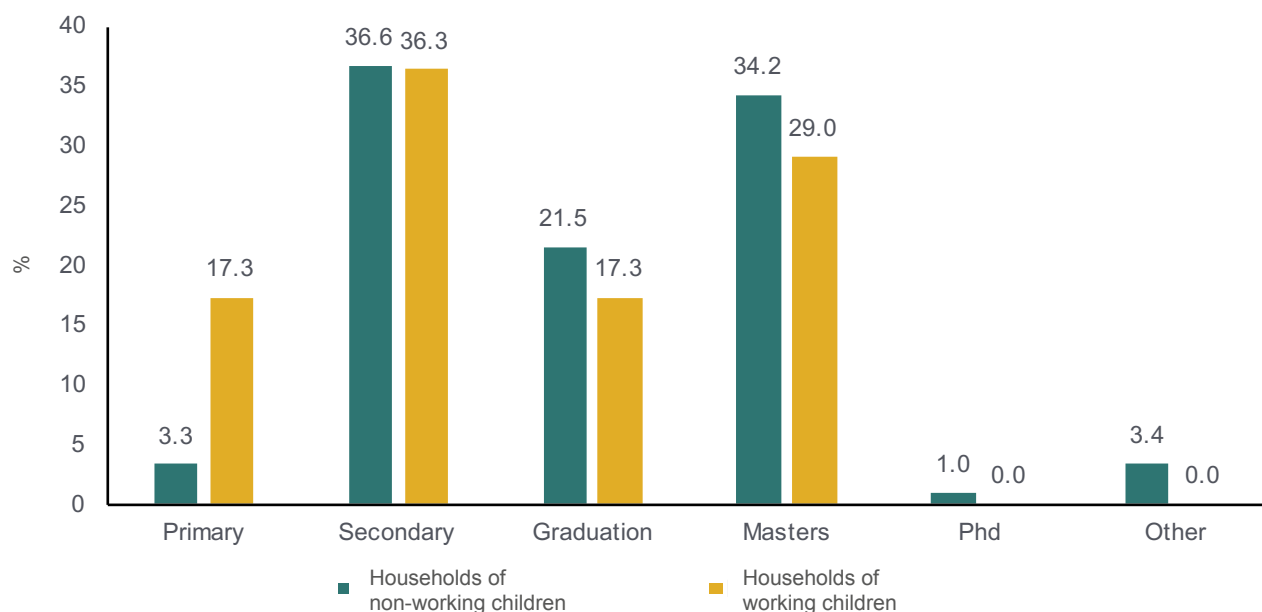
Child's perceptions on poverty and expectations

AF39: How would you define poverty?

Chart showing percentages by poverty definition:

Definition	Households of non-working children	Households of working children
Lack of money and assets (shelter)	90.0	87.2
Lack of good health	1.1	3.6
Lack of opportunities in life	3.2	3.4
Lack of power/ability to achieve	2.0	2.9
Lack of education	1.8	2.3
Other	2.0	0.7
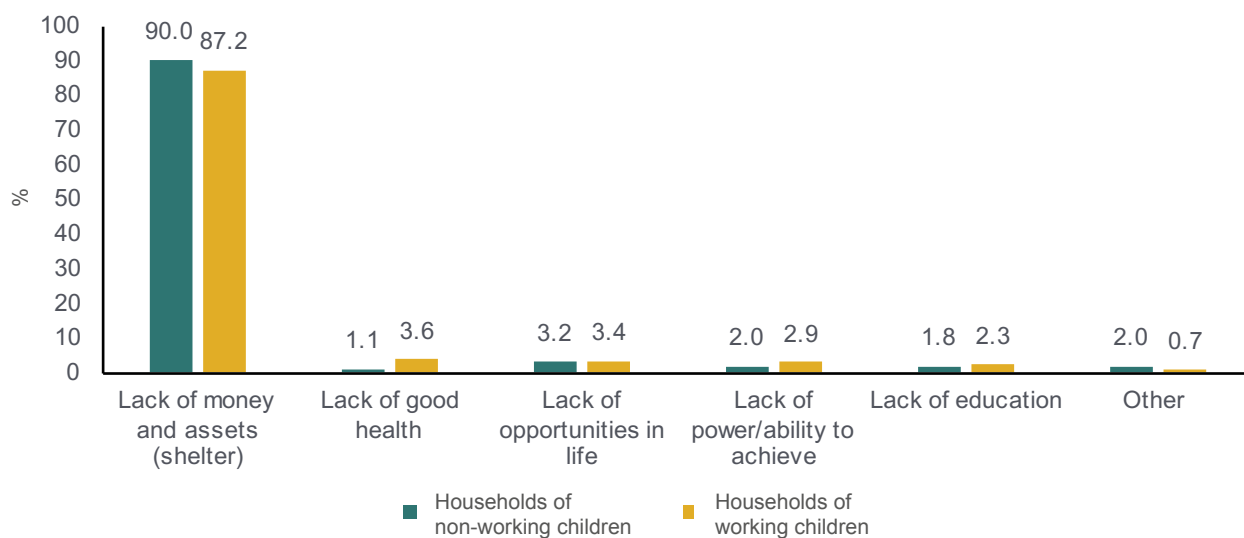
AT38: Percentage of children that consider themselves poor

Non-working children (%)	Working children (%)
56.4	75.5

AF40: In your view, how could a person escape poverty?

	You have to work as hard as you can	You need to have good luck	You need access to social assistance from the government or from international organisations	There is no solution to poverty	I do not know
Non-working children	81.3	10.2	2.0	0.1	6.3
Working children	88.2	8.0	1.5	1.1	1.1
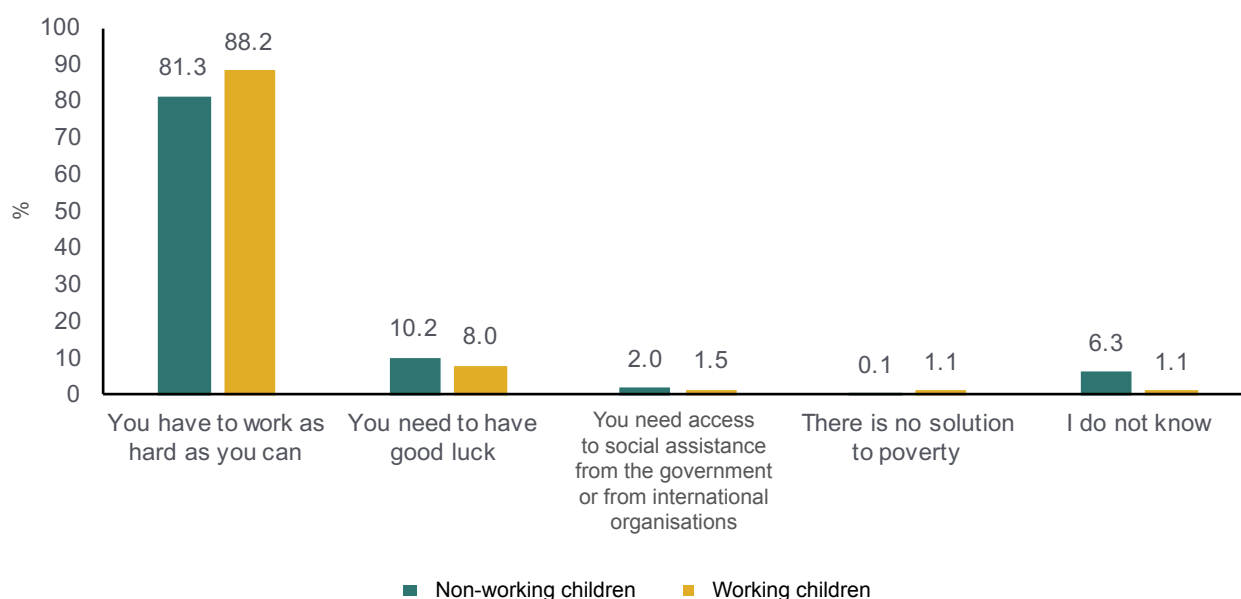
AT39: Percentage of children that were told, at least once, that they cannot do something because of where they come from *(their family, where they live etc.)*

Non-working children (%)	Working children (%)
5.9	7.4

AT40: How did you feel in that/those occasion/s?

Feelings	Non-working children (%)	Working children (%)
Angry and disappointed, but I accepted what I was told	59.7	78.4
Angry and disappointed, but I did not believe this was true	36.1	21.6
Other	4.2	0.0

Child's expectations

AT41: For children currently going to school: How far do you think you will be able to study?

	Non-working children (%)	Working children (%)
Primary	2.3	5.7
Secondary	23.0	43.1
Graduation	20.8	18.7
Masters	47.4	30.4
PhD	1.7	2.2
Kaomi/Hafiji/non-graded Madrasha	4.7	0.0
Other	0.1	0.0

Annex 5: Literacy and numeracy tests

In the following analysis, we distinguish between non-working children that are currently going to school (1,863 observations in our sample) and non-working children that are idle (i.e. that have never been to school or that are not currently going to school, 308 observations in our sample).

We do not distinguish between working children that are going to school (38 observations) and those that are not going to school (491 observations) because of the very small sample size for children working and studying.

Literacy test

AT42: Reading or identifying alphabets from Bengali alphabet

The child was presented with 10 letters from the Bengali alphabet

Number of letters that the child can correctly identify	Age group 6-10			Age group 11-14		
	Non-working children		Working children (%)	Non-working children		Working children (%)
	Children only studying (%)	Idle children (%)		Children only studying (%)	Idle children (%)	
0	0.8	17.1	22.2	0.5	11.1	7.3
1	2.1	15.4	8.9	0.7	8.0	2.0
2	1.3	9.0	11.1	0.2	5.0	3.2
3	2.3	12.2	13.3	0.4	4.0	4.1
4	1.4	6.9	4.4	0.3	4.2	1.7
5	3.2	10.1	6.7	0.6	6.1	4.6
6	2.3	5.3	2.2	0.6	4.4	3.2
7	3.7	3.2	11.1	0.7	1.7	3.3
8	6.7	3.7	4.5	2.2	9.8	5.7
9	10.9	6.4	2.2	3.0	10.0	7.3
10	65.2	10.6	13.3	90.8	35.6	57.7

There is statistically significant difference between working and non-working children and between children only going to school and idle children for all age groups.

AT43: Reading words

The child was presented with five words to read in Bengali

Number of letters that the child can correctly identify	Age group 6-10			Age group 11-14		
	Non-working children		Working children (%)	Non-working children		Working children (%)
	Children only studying (%)	Idle children (%)		Children only studying (%)	Idle children (%)	
0	8.9	70.2	62.2	1.1	31.8	17.0
1	6.2	11.2	6.7	1.0	5.9	6.3
2	8.9	5.3	11.1	1.1	7.3	6.6
3	11.3	4.8	4.4	2.5	7.5	9.0
4	12.4	2.1	0.0	4.1	11.7	10.0
5	52.4	6.4	15.6	90.1	35.8	51.1

There is statistically significant difference between working and non-working children and between children only going to school and idle children for all age groups.

AF41: Reading two sentences in Bengali

First sentence: 'Agricultural work is hard' (in Bangla)
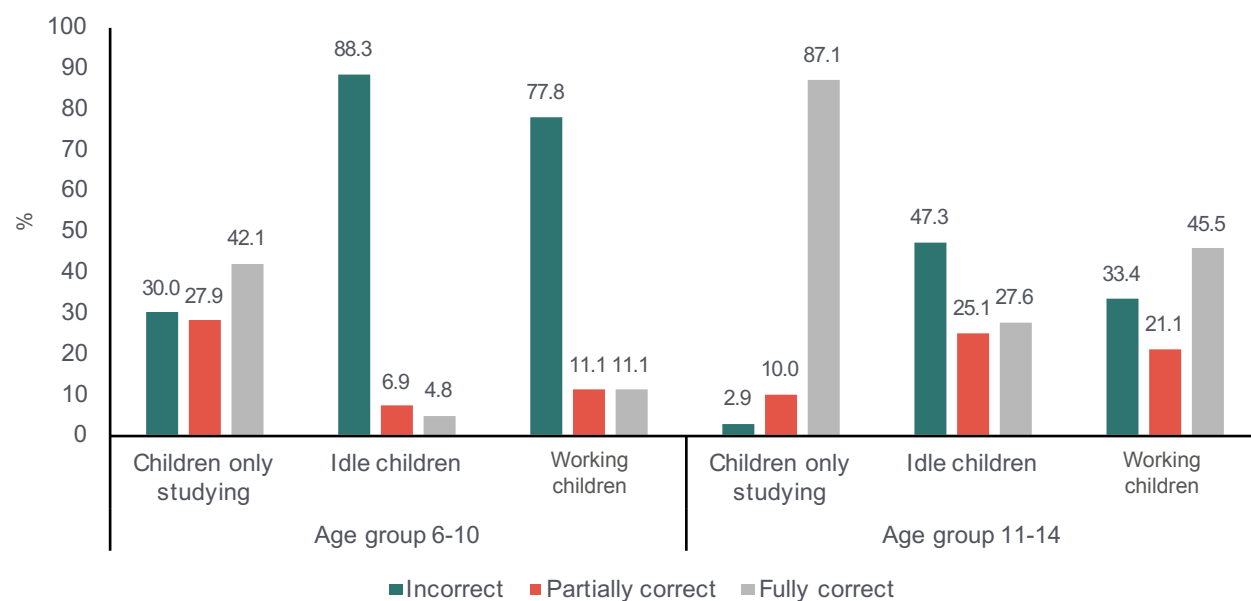
There is statistically significant difference between working and non-working children and between children only going to school and idle children for all age groups.

Second sentence: 'The girl is playing' (in Bengali)
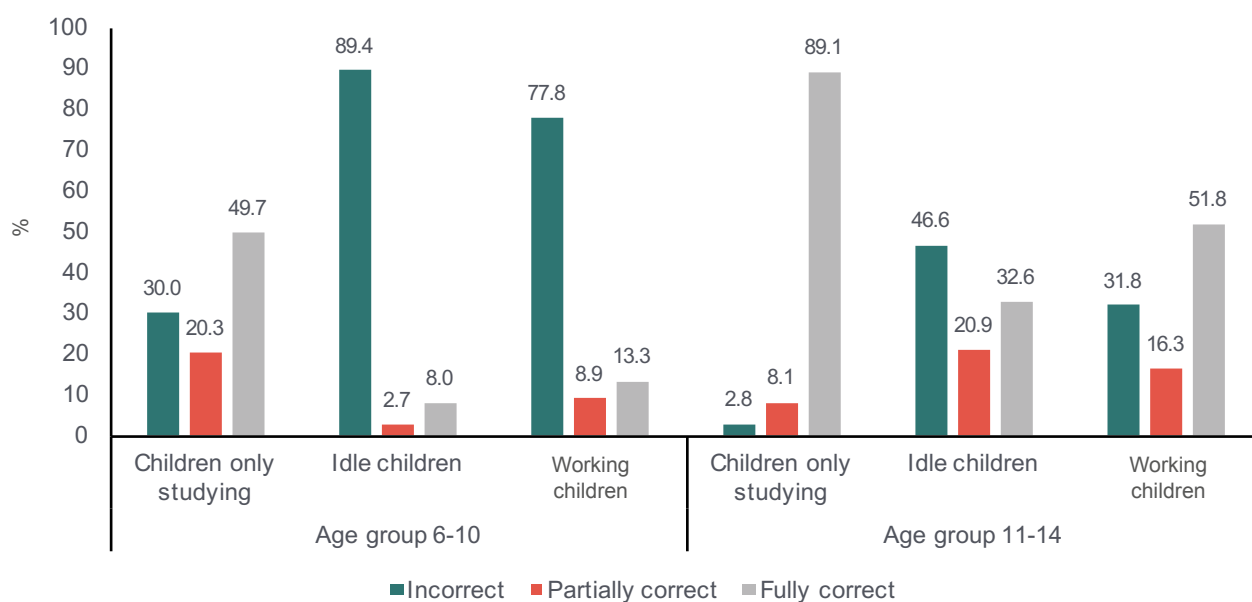
There is statistically significant difference between working and non-working children and between children only going to school and idle children for all age groups.

AF42: Reading two sentences in English

First sentence: 'Parents love their children'
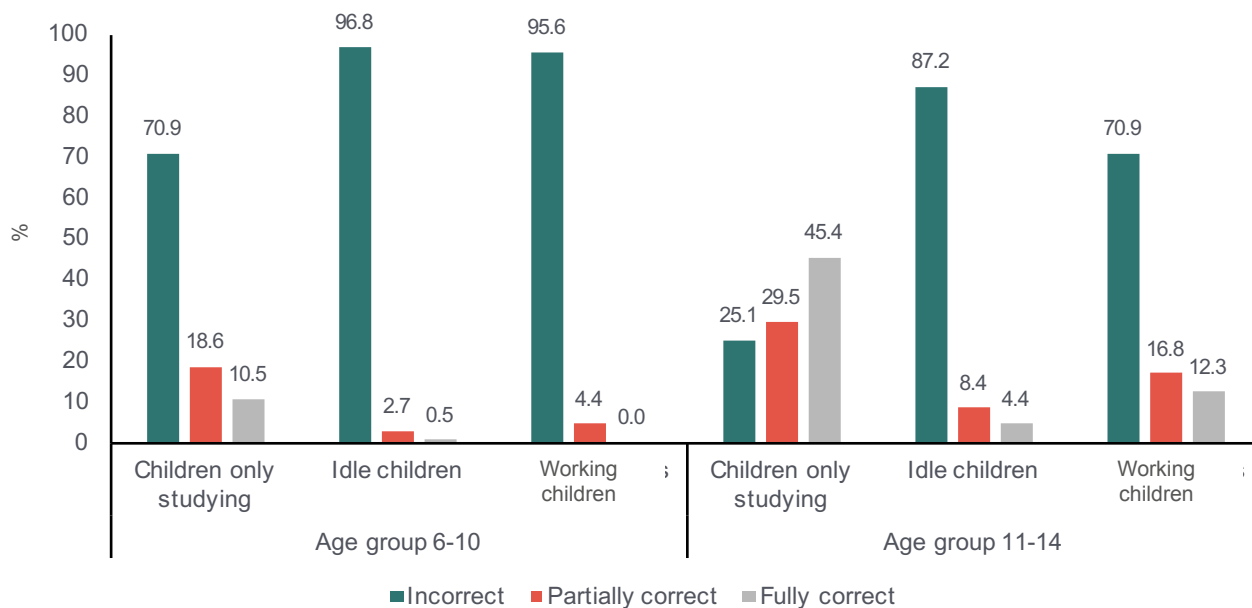
There is statistically significant difference between working and non-working children only for the age group 11-14.
There is statistically significant difference between children only going to school and idle children both for the 6-10 and for the 11-14 age group.
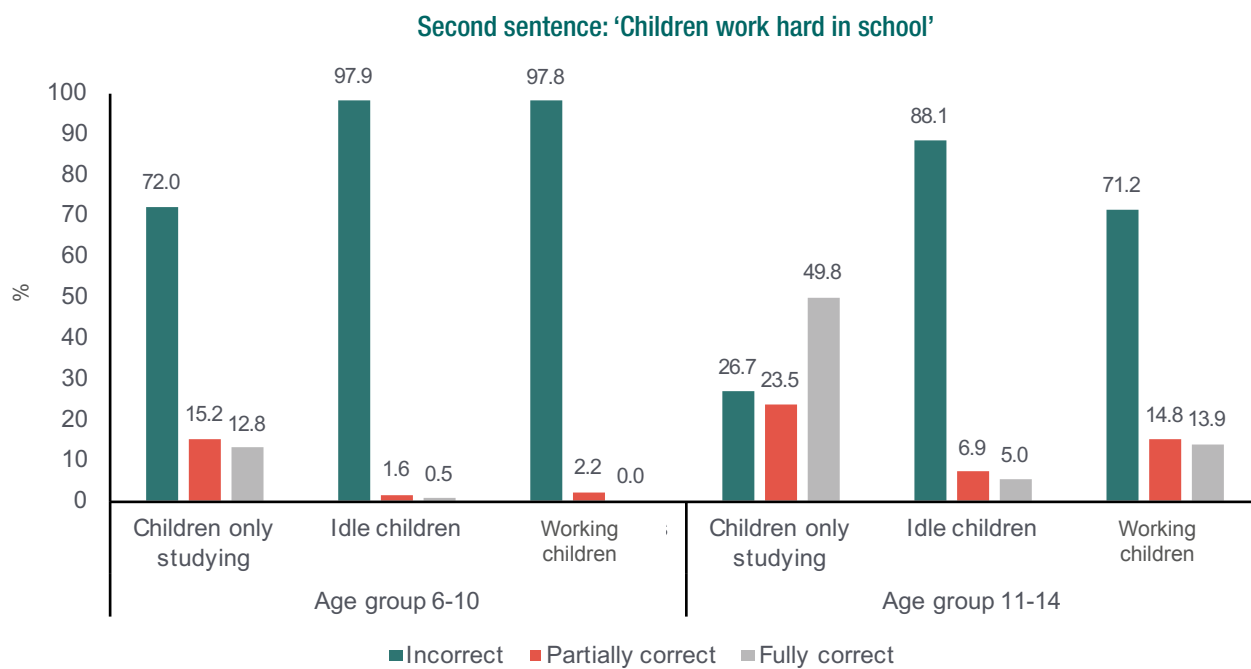
Second sentence: 'Children work hard in school'

There is statistically significant difference between working and non-working children and between children only going to school and idle children for all age groups.

AT44a: Read the passage in Bengali – My friend Nipa lives in Pabna. She loves that place. She has two brothers and three sisters. Her brothers are older than her. My friend works at home every day. She takes care of her two younger sisters at home. She wants to become a doctor after her studies.

| | Age group 6-10 | | | | Age group 11-14 | | | |
| | Non-working children | | Child labourers | Is the difference between working and non-working children statistically significant? | Non-working children | | Child labourers | Is the difference between working and non-working children statistically significant? |
	Children only studying	Idle children			Children only studying	Idle children		
The reader can read the passage in a minute or less (percent of children)	42.5	3.7	15.6	Yes	87.8	31.6	49.1	Yes
Time for reading the passage in seconds	55.5	58.6	57.8	No	44.1	56.6	53.4	Yes
The child can read the first five sentences (percent of children)	53.3	5.9	15.6	Yes	93.6	38.9	57.8	Yes

There is statistically significant difference between children only going to school and idle children for all age groups.

AT44b: Comprehension of the passage in Bengali – Percentage of children that answered the questions correctly

| | Age group 6-10 | | | Age group 11-14 | | |
| | Non-working children | | Child labourers (percent) | Non-working children | | Child labourers (percent) |
	Children only studying (percent)	Idle children (percent)		Children only studying (percent)	Idle children (percent)	
Where does your friend live? (Answer: Pabna)	38.9	5.3	8.9	77.6	26.0	46.5
How many brothers and sisters does Nipa have? (Answer: Two brothers and three sisters)	36.5	3.7	13.3	65.1	23.0	37.6
Are the brothers younger or older than Nipa? (Answer: Older)	46.3	4.3	13.3	83.4	29.3	47.1
What does she do every day at home? [Answer: She works at home OR she takes care of her (two) younger sisters]	40.6	3.2	11.1	78.9	25.7	44.1
What does she want to be in the future? (Answer: A doctor)	42.5	2.7	13.3	87.5	28.3	48.0

There is statistically significant difference between working and non-working children and between children only going to school and idle children for all age groups.

Numeracy test

AT45: Percentage of children that answered correctly

	Age group 6-10				Age group 11-14			
	Non-working children		Child labourers (%)	Is the difference between working and non-working children statistically significant?	Non-working children		Child labourers (%)	Is the difference between working and non-working children statistically significant?
	Children only studying (%)	Idle children (%)			Children only studying (%)	Idle children (%)		
1. What are the missing numbers? 14, 15, ____, 17, ____, 19, ____	94.3	63.3	86.7	No	99.5	84.1	95.8	No
2. Arrange the numbers in descending order: 8, 10, 5, 11, 4	85.0	39.4	71.1	No	97.7	76.8	88.9	Yes
3. Find out the missing numbers: 20, 30, 40, ____, 60, 70	89.5	58.0	84.5	No	99.1	87.7	95.3	Yes
4. Addition 37+57=?	51.7	10.6	35.6	No	90.5	32.6	64.6	Yes
5. Subtraction: 18-7=?	58.6	12.2	48.9	No	93.4	43.5	75.2	Yes
6. Multiplication: 6*7=?	45.7	4.8	26.7	No	86.7	31.4	51.2	Yes
7. Division: 45/3=?	20.3	1.6	13.3	No	61.0	9.6	28.9	Yes
8. A banana costs Tk 8. How much would it cost to buy 3 bananas?	51.6	12.8	53.3	No	87.7	52.9	75.4	Yes
9. Convert 4,600 grams into kilograms and grams	4.4	0.5	4.5	No	14.3	0.8	4.8	Yes
10. Aisha has 300 eggs. She sells 218 eggs. What is the remaining number of eggs that Aisha is left with?	23.6	3.7	20.0	No	63.2	13.2	40.8	Yes
11. The result of the multiplication of two numbers is 255. One of the number is 15. What is the other number?	3.5	0.0	0.0	No	17.2	0.0	4.8	Yes
12. A person purchased a mobile phone costing Tk 4,000 and sold it for Tk 5,000. What is the profit rate that person gained? (The answer should be a percentage)	2.6	1.6	6.7	No	13.7	1.9	6.6	Yes
13. What is the area of a square having a side equal to 8 cm?	2.3	0.0	2.2	No	12.6	0.0	1.7	Yes
14. Which one of the following is different from the remaining three?	79.2	50.5	80.0	No	96.2	81.4	88.9	Yes
15. Which of the following is different from the remaining three shapes? A) ⬭ B) ◯ C) ▭ D) △	58.6	29.8	40.0	No	76.5	51.0	64.1	Yes

There is statistically significant difference between children only going to school and idle children for all questions but questions number 12 and 13 for the age group 6 to 10.

AT46: Percentage of children that answered correctly

| | Age group 6-10 | | | | Age group 11-14 | | | |
| | Non-working children | | Child labourers (%) | Is the difference between working and non-working children statistically significant? | Non-working children | | Child labourers (%) | Is the difference between working and non-working children statistically significant? |
	Children only studying (%)	Idle children (%)			Children only studying (%)	Idle children (%)		
What is the national anthem of Bangladesh? Typical answer: First sentence of the national anthem – 'Oh, my golden Bengal!'	84.8	33.5	57.8	Yes	97.5	73.7	86.0	Yes
What is the name of the current Prime Minister of Bangladesh? Answer: Sheikh Hasina	62.7	31.4	62.2	No	91.9	77.8	89.1	No
What is the state language of Bangladesh? Answer: Bangla	88.8	55.3	84.4	No	98.8	87.0	94.5	Yes
When did the war of Independence of Bangladesh happen? Answer: 1971	36.5	3.7	24.4	No	80.8	29.5	45.4	Yes
How many districts are there in Bangladesh? Answer: 64	12.0	1.1	0.0	No	42.6	6.1	18.7	Yes

There is statistically significant difference between children only going to school and idle children for all questions and age groups.

Annex 6: Survey questionnaire

Research on child labour and education in informal settlements of Dhaka City

Individual interviews with children/young people aged 6-14 years and an adult member of their household

1. Introductory questions

To be completed prior to interview

CLUID: Cluster No.:	I__I__I	**HID:** Household No.:	I__I__I	
THAID: Thana name and code:			**WADID:** Ward/union name and code:	
………………………………………..	I__I__I		……………………………………..	I__I__I
MOHID: Part name:……………………………………..			**PHAID**: Sub-part name:……………………………………..	
IN7: Name of interviewer:		………………………………………………………………………………		
IN8: Name of supervisor:		………………………………………………………………………………		
IN9: Date of interview (DD/MM/YYYY)		I__I__I/I__I__I/I__I__I__I__I		

Introduction: must be read before starting the interview *(this accompanies the informed consent form)*
My name is _____. I am working with ODI, BIED, BRACU, and UCW. We are here to learn from you about the lives of children in Dhaka. We are especially interested in the different activities that children do, such as working and going to school. This information is collected for research purposes only.
We are staying in the community for around_____ weeks and we will be talking to many children and adults during this time.
We cannot promise to improve your life but we will use the information that you tell us in our research reports. We hope that this information will be useful for local and national governments when planning services for children in the future.

2. Interview with an adult member of the child's household

2.1. Characteristics of the household members

HH1:	Name of Interviewer:		
HH2:	How many years have you been living in this slum for?		I__I__I
HH3:	Where did you live before coming here?	1 = Other place in Dhaka 2 = Urban area (Out of Dhaka) 3 = Rural area (Out of Dhaka) 99 = Not applicable	I__I__I
HH4:	Where is your original village?	1 = Other place in Dhaka 2 = Rural area in Dhaka 3 = Urban area (Out of Dhaka) 4 = Rural area (Out of Dhaka) 99 = Not applicable	I__I__I
HH5:	Who are you with respect to the child?	01 = Child father 02 = Child mother 03 = Child stepfather 04 = Child stepmother 05 = Child adopted by father (relative) 06 = Child adopted by mother (relative) 07= Child adopted by father (orphanage) 08 = Child adopted by mother (orphanage) 09= Elder brother/sister 10= Half-sibling (same father) 11= Half-sibling (same mother) 12= Uncle/aunt 13 = Grandparent 14 = Employer (relative) 15 = Employer (non-relative) 16 = Sheltered 17 = Distant relative 18 = Other (specify)_____	I__I__I
HH6:	Are you the head of the household?	0 = No 1 = Yes	I__I__I
HH7:	If not, who is the head of the household?	01 = Child father 02 = Child mother 03 = Child stepfather 04 = Child stepmother 05 = Child adopted by father (relative) 06 = Child adopted by Mother (relative) 07= Child adopted by father (orphanage) 08 = Child adopted by mother (orphanage) 09= Elder brother/sister 10= Half-sibling (same father) 11= Half-sibling (same mother) 12= Uncle/aunt 13 = Grandparent 14 = Employer (relative) 15 = Employer (non-relative) 16 = Sheltered 17 = Distant relative 18 = Other (specify)_____	I__I__I
HH8:	Is the household head disabled?	0 = No 1 = Yes 88 = Don't know	I__I__I

If yes, ask:							
How would you describe the household head main disability or disabilities? (Record '1' next to all those which apply, otherwise record '0')							
HH9:	Hearing impairment (including deaf)	1 = Yes 0 = No	I_I_I	HH10:	Visual impairment (including blind)	1 = Yes 0 = No	I_I_I
HH11:	Mobility impairment (including housebound)	1 = Yes 0 = No	I_I_I	HH12:	Speech impairment	1 = Yes 0 = No	I_I_I
HH13:	Don't know exactly	1 = Yes 0 = No	I_I_I	HH14:	Others (ex. mental impairment)	1 = Yes 0 = No	I_I_I
HH15:	Don't know exactly	1 = Yes 0 = No	I_I_I				

HH16:	If not, who is the head of the household?	0 = Never attended school 1 = Some primary education 2 = Completed primary education 3 = Some secondary education 4 = Completed secondary education 5 = Completed vocational school 6 = Non-graded Madrasha 7 = Completed graduation 8 = Completed Master degree 88 = Does not know 9 = Other (specify)_____	I_I_I	HH17:	Highest level of education achieved of the child's father:	0 = Never attended school 1 = Some primary education 2 = Completed primary education 3 = Some secondary education 4 = Completed secondary education 5 = Completed vocational school 6 = Non-graded Madrasha 7 = Completed graduation 8 = Completed Master degree 88 = Does not know 9 = Other (specify)_____	I_I_I
HH18:	Principal occupation of the child's mother:	1 = Formal Job (government office/private office) 2 = Day labour 3 = Self-employed 4 = Driver 5 = Unemployed (15-65 years old) 6 = Housewife 7 = Domestic worker 8 = Irregular day labourer 9 = Don't do anything (disable/old age) 10 = Rickshaw puller 11= Garment worker (formal sector) 12 = Other (specify)_____ 99 = Not applicable (ex. parent not alive)	I_I_I	HH19:	Principal occupation of the child's father:	1 = Formal Job (government office/private office) 2 = Day labour 3 = Self-employed 4 = Driver 5 = Unemployed (15-65 years old) 6 = Housewife 7 = Domestic worker 8 = Irregular day labourer 9 = Don't do anything (disable/old age) 10 = Rickshaw puller 11= Garment worker (formal sector) 12 = Other (specify)_____ 99 = Not applicable (ex. parent not alive)	I_I_I

HH20:	Monthly income of your family	
_1	Father's income	I__I__I__I__I__I
_2	Mother's income	I__I__I__I__I__I
_3	Working child income (6-14 years child who is respondent)	I__I__I__I__I__I
_4	Other family member's income	I__I__I__I__I__I
_5	Other family member's income	I__I__I__I__I__I__I

HH21:	Including yourself, how many members are there in your household? (Write 99 if not applicable)	I__I__I
HH21:	Including yourself, how many members are there in your household? (Write 99 if not applicable)	I__I__I

HH22	Number of men aged 50 years and older:	I__I__I	HH23:	Number of women aged 50 years and older:	I__I__I
HH24:	Number of men aged 15-49 years:	I__I__I	HH25:	Number of women aged 15-49 years:	I__I__I
HH26:	Number of boys aged 6-14 years:	I__I__I	HH27:	Number of girls aged 6-14 years:	I__I__I
HH28:	Number of boys aged 3-5 years:	I__I__I	HH29:	Number of girls aged 3-5 years:	I__I__I
HH30:	Number of boys aged 0-2 years:	I__I__I	HH31:	Number of girls aged 0-2 years:	I__I__I

Check numbers reported in HH22-31 add up to the total reported in HH21

2.2. Housing characteristics

HC1:	Housing structure: what is the structure of the house that you and your household are living in?	1 = Jhupri 2 = Kutcha 3 = Semi-pucca 4 = Pucca	I__I__I
HC2:	How many rooms does the household live in? (record number)		I__I__I
HC3:	What is the total size of the room/s? (record number in square feet)		I__I__I__I

2.3. Household's ownership of assets

How many of the following do you or any member of your household own? (write 99 if not applicable)					
A1: Chocky/bed	I__I__I	A2: Khat (i.e. good bed)	I__I__I	A3: Electricity connection	I__I__I
A4: Motorcycle/CNG	I__I__I	A5: Pressure cooker	I__I__I	A6: Television	I__I__I
A7: Refrigerator	I__I__I	A8: Satellite dish	I__I__I	A9: Almirah or wardrobe	I__I__I
A10: Reading table	I__I__I	A11: Dining table	I__I__I	A12: Chair/bench	I__I__I
A13: Sofa	I__I__I	A14: Showcase	I__I__I	A15: Mobile Phone	I__I__I
A16: Bicycle	I__I__I	A17: Rickshaw/van	I__I__I	A18: Other (specify)	I__I__I

2.4. Water and sanitation

WS1:	What kind of drinking water facility does your household have access to?	00 = No supply of drinking water 01 = Shared supply of drinking water in the compound 02 = Supply of drinking water to my own household	I__I__I
WS2:	What kind of toilet facility do members of your household usually use?	1 = Sanitary latrine (water proof) 2 = Latrine hanging over water 3 = Pit latrine with slab 4 = Pit latrine without slab/open pit 5 = Open defecation 6 = Other (specify)_____	I__I__I

WS3:	Is the latrine owned by your own household or is it shared in the compound?	00 = No latrine at all 01 = The latrine is shared with other households in the compound 02 = My household owns its own latrine	|__|__|

WS4:	If the latrine is shared, how many people are using the same latrine? (write 999 if not applicable)	|__|__|

2.5. Household adult member and the child's education, work and future

HA1:	Is the child currently in full-time education?	0 = No education at all/never enrolled 1 = Out-of-school at the moment/drop-out 2 = Yes, but attending irregularly 3 = Yes, and attending regularly	|__|__|
HA2 _1: _2: _3:	Why have you chosen the last school (for dropout children) or present school for the child to attend? (record up to 3 answers in order of importance)	1 = School is near home 2 = No school fees/NGO's school 3 = Low tuition fees 4 = Good school/good quality teaching 5 = Single sex school 6 = Mixed gender 7 = Siblings/children from the neighbourhood are going to this school 8 = School provides the school rickshaw/van to go the school 9 = The school provides extra-curriculum activities (playing/drama/spots etc.) 10 = The school provides the chance for teachers to meet with the parents 11 = Other/s (specify) .... 99 = Not applicable	|__|__| |__|__| |__|__|

HA3 _1: _2: _3:	What is/are the main reason/s why the child has never attended school/ has dropped out of school/is attending school irregularly? (record up to 3 answers in order of importance)	1 = Fees are too expensive (tuition, examination fees etc.) 2 = Books are too expensive 3 = Notebooks/guidebooks and/or other supplies are too expensive 4 = Mandatory uniform for school is too expensive 5 = Transport is too expensive 6 = School is too far from home 7 = Not safe to travel to school 8 = Truancy, child does not want to go, not interested, not willing to go 9 = The child is not capable of studying/intelligent enough to study 10 = The child has been harassed/teased by other students (verbal abuse) 11 = The child has been subject to extortion and/or physical abuse (beating) by other students 12 = The child has been scolded by the teacher/s 13 = The child has been teased by the teacher/s for his/her intelligence 14 = The child has been teased by the teacher/s for his/her general appearance 15 = Child was banned from school for behaviour reasons 16 = Child was banned from school because s/he has been away for too long/ lagged behind and could not cope with other students 17 = Child left the school because s/he repeated the same grade more than once 18 = Quality of education at school (teaching and learning) is poor 19 = Absence of healthcare of other non-educational care facilities 20 = The school facilities (ex. sanitation facilities and common rooms) are poor 21 = The child needs to learn a trade/skill, e.g. through apprenticeship so s/he went to work 22 = The child needs to stay home to look after siblings 23 = The child is needed for domestic work at home (include chores, family business, farming activities, taking care of livestock) 24 = The child has to do paid work to earn money and supplement family income 25 = The child has to do paid work to help pay family debt 26 = The child has to help in household business 27 = The child has to get married 28 = The child is disabled/ill 29 = The child has to take care of a parent that is ill/disabled 30 = The child has been facing stigma and discrimination at school (the child was not welcome because of ethnic group/caste/socioeconomic group etc.) 31 = Other (specify).. 99 = Not applicable	|__|__| |__|__| |__|__|
HA4::	How would you say the child is performing (if currently in school)?	1 = Excellent 2 = Good 3 = Reasonably well 4 = Poorly 5 = Very bad 99 = Not applicable	|__|__|
HA5:	How far do you think the child will be able to study?	1 = Primary 2 = Secondary 3 = Graduation 4 = Masters 5 = Phd 6 = Other (specify) .... 99 = Not applicable	|__|__|

| HA6: | What do you expect the child to become in the future? | 1 = Doctor
2 = Engineer
3 = Teacher
4 = Government (BCS) Job/Civil service
5 = Other Government Job
6 = Corporate Job
7 = Media/Journalist
8 = NGO/ Social worker
9 = Businessman
10 = Banker
11 = Factory worker
12 = Rickshaw puller
13 = Day labourer
14 = Other/s (specify)..................................... | |__|__| |

3. Interview with the child

3.1. General information

| C1: | Name of respondent: | ....
.... | C2: | Gender of respondent: | |__| | C3: | Age of the respondent
(write in completed years) | |__|__| |

| C4: | Marital Status | 01 = Unmarried
02 = Married
03 = Separate
04 = Divorced
05 = Widow | |__|__| | C5: | At what age did you get married? | | |__|__| |

| C6: | Do you have a birth registration card? | 0 – No
1 – Yes | |__|__| | C7: | If yes, what is the date of birth recorded in your birth registration card? | |__|__|/|__|__|/|__|__|__|__|
Day   Month   Year |

| C8: | How many brothers do you have? | | |__|__| | C9: | How many brothers younger than 6 years of age do you have? | |__|__| |

| C10: | How many sisters do you have? | | |__|__| | C11: | How many sisters younger than 6 years of age do you have? | |__|__| |

| C12: | **What is your birth order number?** Ex. 1 = first child; 2 = second child etc…. | | | |__|__| |

| C13: | Are you an orphan? | 1 = The child is not an orphan and s/he maintains relationship with her/his parents
2 = The child is not an orphan, but s/he maintains no relationship with her/his parents
3 = The child lost her/his mother
4 = The child lost her/his father
5 = The child lost both parents
99 = Not applicable | |__|__| |

C14:	Relationship to head of the household:	01 = Child father 02 = Child mother 03 = Child stepfather 04 = Child stepmother 05 = Child adopted by father (relative) 06 = Child adopted by mother (relative) 07 = Child adopted by father (orphanage) 08 = Child adopted by mother (orphanage) 09 = Elder brother/sister 10= Half-sibling (same father) 11= Half-sibling (same mother) 12 = Uncle/aunt 13 = Grandparent 14 = Employer (relative) 15 = Employer (non-relative) 16 = Sheltered 17 = Distant relative 18 = Other (specify)_____	I__I__I

3.2. My day

C15: What do you do during a typical weekday (from Sunday to Thursday)?

Activities	Time of the day
1. Sleeping	_1
2. Morning assembly for prayer	_2
3. Caring for younger siblings	_3
4. Domestic tasks (fetching water, collecting firewood, cleaning, cooking, washing, shopping/going to the market, etc.)	_4
5. Tasks on family business/contributing to family income (ex. shop keeper, stall owner, artisanal shop, etc.)	_5
6. Paid (remunerated) work or activities outside of the household or for someone not in the household	_6
7. At school (including travel time to and from school)	_7
8. Extra tuition (private coaching)	_8
9. Studying outside of school time/doing homework	_9
10. Play time/leisure time	_10
11. Time taken eating, drinking and bathing	_11
12. Others (ex. caring for ill household members, praying, etc.)	_12

3.3. Education

CE1:	Can you read and write a letter and with understanding in Bangla?	0 = No 1 = Yes	I__I__I
CE2:	Have you ever been to school/Madrasha?	0 = No 1 = Yes	I__I__I
CE3:	At what age did you first enrol in school? (write age in completed years)		I__I__I

CE4:	What is your highest completed class/grade?	1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Grade 9 10 = Grade 10 11= Non-graded Madrasha 12 = Play/Kindergarten/nursery 99 = Not applicable	|__|__|
CE5:	Are you still enrolled in school?	0 = No 1 = Yes 99 = Not applicable	|__|__|

3.4. Currently going to school

Attendance, performance and repetition

CE6:	What type of school are you currently attending?	1 = Govt. school/college 2 = Non govt. school/college 3 = NGO school 4 = Alia Madrasha 5 = Abtedai Madrasha 6 = Kaomi/Hafezi Madrasha 7 = English version of NCTB 8 = English Medium 9 = Kindergarten school 10 = Other (specify) _____ 99 = Not applicable	|__|__|
CE7:	What is the school grade that you are currently attending?	1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Grade 9 10 = Grade 10 11= Non-graded Madrasha 12 = Play/kindergarten/nursery 99 = Not applicable	|__|__|
CE8:	Did you miss any school day during the past week?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE9:	If yes, how many school day/s did you miss during the past week? (state number/s)		|__|__|

CE10:	If you missed school days during the past week, why did you miss them?	1 = I was sick/ill 2 = Younger brother/sister was sick 3 = Father/mother was sick 4 = Other member of the household was sick 5 = Dirty uniform 6 = Menstruation 7 = Spent time with personal friend 8 = Afraid of teacher/s 9 = Afraid of other students 10 = Play 11 = Go to see ill relatives 12 = Teacher was absent 13 = Bad weather conditions 14 = Market day 15 = To help family business 16 = To help at home with household tasks/chores 17 = To work for payment/in kind 18 = Other (specify)_____ 99 = Not applicable	I__I__I
CE11:	In the previous school week, how many days did you attend school for?		I__I
CE12 _1: _2: _3:	What is the reason that attracts you most to the school? (rank up to three most important reasons)	1 = I have friends there 2 = Teachers are very caring 3 = Teachers teach well/explain lessons clearly 4 = Students can participate in classroom discussion 5 = I feel safe in school 6 = The school has a playground 7 = I like to study 8 = Education can change my life 9 = Other (specify)_____ 99 = Not applicable	I__I__I I__I__I I__I__I
CE13:	What was the result of your last school final exam?	0 = Failed 1 = Passed 99 = Not applicable	I__I__I
CE14:	If highest grade was grade 5 or above then ask, Did you sit for the Class 5 Somapony examination?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CE15:	If highest grade was grade 5 or above then ask, What was your result in the exam?	0 = Failed 1 = Passed 99 = Not applicable	I__I__I
CE16:	If highest grade was grade 8 or above then ask, Did you sit for the Class 8 Somapony examination?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CE17:	If highest grade was grade 8 or above then ask, What was your result in the exam?	0 = Failed 1 = Passed 99 = Not applicable	I__I__I
CE18:	Have you ever repeated a grade/more than a grade in school?	1 = No 2 = Yes, one grade 3 = Yes, more than one grade 99 = Not applicable	I__I__I

CE19 _1: _2: _3: _4: _5:	What grade/s did you repeat?	1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Grade 9 10 = Grade 10 11= Non-graded Madrasha 12 = Play/Kindergarten/nursery 99 = Not applicable	_1 |__|__| _2 |__|__| _3 |__|__| _4 |__|__| _5 |__|__|
CE20 _1: _2:	What was the reason for this repetition? (Rank up to two most important reasons)	1 = Failure in exam 2 = Migration 3 = Sickness 4 = Family member's sickness 5 = I had to work 6 = Other (Specify)_____ 99 = Not applicable	_1 |__|__| _2 |__|__|

Facilities and services at school

CE21:	How many students does your class have?	|__|__|

CE22:	How do you sit in the class?	1 = Individual chair and individual desk 2 = Individual chair with attached desks 3 = Bench 4 = Round table and individual chair 5 = On the floor 99 = Not applicable	|__|__|
CE23:	Does the school have electricity connection?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE24:	Is there an electric fan in the classroom?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE25:	Does the classroom have enough light?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE26:	Is the blackboard visible to all students?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE27:	Does the roof leak when it is raining?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE28:	Are there drinking water facilities in the school?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE29:	What type of toilet facilities do you have in the school?	0 = No toilet 1 = Open toilet 2 = Kutcha/not pucca 3 = Sanitary/slab/pit 99 = Not applicable	|__|__|

CE30:	Do boys and girls use separate toilets?	0 = No 1 = Yes 99 = Not applicable	I__I__I

Schooling experience

CE31 _1: _2: _3:	In your class, can you _1. Express your opinion? _2. Take part in group discussions/project work/group work? _3. Ask questions to the teacher/s?	0 = No 1 = Yes 99 = Not applicable	_1 I__I__I _2 I__I__I _3 I__I__I
C32:	How often do the teachers praise you for doing well in class?	1 = Never 2 = Some days 3 = Every day 99 = Not applicable	I__I__I
C33:	Do your teachers scold pupils when they do not understand the lessons?	1 = No 2 = Yes, some teachers 3 = Yes, all the teachers 99 = Not applicable	I__I__I
C34:	Do your teachers tease or mock pupils based on their intelligence?	1 = No 2 = Yes, some teachers 3 = Yes, all the teachers 99 = Not applicable	I__I__I
C35:	Do your teachers tease or mock pupils based on their general cleanliness?	1 = No 2 = Yes, some teachers 3 = Yes, all the teachers 99 = Not applicable	I__I__I
C36:	At school, did you ever face any harassment from other students?	0 = No 1 = Yes 99 = Not applicable	I__I__I
C37:	If yes, what kind of harassment?	1 = They teased me 2 = They annoyed me 3 = They called me names 4 = They told me offensive words 5 = They punched me at times 6 = They whistled at me 7 = Other (specify)_____ 99 = Not applicable	I__I__I
C38 _1: _2: _3:	If yes, what did you do at that time? (Rank the three most important actions taken/not taken)	1 = Got angry and upset, but did nothing 2 = Ignored it 3 = Stopped speaking to them 4 = Told them to stop 5 = Sought help/complained to authority figure 6 = Walked away 7 = Stopped going to school 8 = Other (specify)_____ 99 = Not applicable	_1 I__I__I _2 I__I__I _3 I__I__I

Learning experience

CE39:	If you are confused by a concept taught in class, how do you clarify it?	1 = Ask teacher 2 = Ask another student 3 = Ask friend 4 = Ask private tutor 5 = Ask parent/guardian 6 = Read textbook 7 = Look up on the internet 8 = Ignore it 9 = Other (specify) _____ 99 = Not applicable	|__|__|
CE40:	Do you find the textbooks easy to understand?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE41:	Does your school arrange regular parent-teacher meetings?	0 = No 1 = Yes 88 = Do not know 99 = Not applicable	|__|__|

Financial help to attend school and private lessons

CE42:	Do you have a paid private tutor outside your school hours for better results in the exam?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE43:	If yes, how much does it cost per month to go for private coaching (in total for all tutors)?	1 = Below Tk 500 2 = Tk 500-1,000 3 = Tk 1,000-2,000 4 = Tk 2,000 and above 88 = Do not know 99 = Not applicable	|__|__|

3.5. Drop out from school

Attendance, performance and repetition

CE44:	What type of school did you last attend?	1 = Govt. school/college 2 = Non-govt. school/college 3 = NGO school 4 = Alia Madrasha 5 = Abtedai Madrasha 6 = Kaomi/Hafezi Madrasha 7 = English version of NCTB 8 = English Medium 9 = Kindergarten school 10 = Other (specify) _____ 99 = Not applicable Note: Both Alia and Abtedai Madrasha are acknowledged and controlled, to some extent, by the government	|__|__|
C45:	If you are not anymore enrolled in school, at what age did you leave school? (age in completed years)		|__|__|

C46 _1: _2: _3:	**Why did you leave school?** (Rank the three most important reasons)	1 = Completed compulsory schooling 2 = Too old for school 3 = Disabled/ill 4 = I had to care for siblings 5 = I had to care for ill members of the family 6 = School too far 7 = Cannot afford schooling 8 = Family could not bear anymore schooling costs 9 = Poor in studies 10 = I do not consider education valuable 11 = Parents/guardian/s are concerned: school not safe 12 = Parents/guardian/s are concerned: poor school quality 13 = I was scolded/teased/mocked by the teacher/s based on my intelligence 14 = I was scolded/teased/mocked by the teacher/s based on my appearance/general cleanliness 15 = I got married 16 = To learn a job 17 = To work for payment 18 = To work as unpaid worker in family business 19 = To help at home with household tasks/chores 20 Other (specify)_____ 99 = Not applicable	_1 |__|__| _2 |__|__| _3 |__|__|
CE47:	**What was the result of your last school final exam?**	0 = Failed 1 = Passed 88 = I do not know 99 = Not applicable	|__|__|
CE48:	If highest grade was grade 5 or above then ask, **Did you sit for the Class 5 Somapony examination?**	0 = No 1 = Yes 99 = Not applicable (for students that did not reach grade 5)	|__|__|
CE49:	If highest grade was grade 5 or above then ask, **What was your result in the exam?**	0 = Failed 1 = Passed 88 = I do not know 99 = Not applicable	|__|__|
CE50:	If highest grade was grade 8 or above then ask, **Did you sit for the Class 8 Somapony examination?**	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE51:	If highest grade was grade 8 or above then ask, **What was your result in the exam?**	0 = Failed 1 = Passed 88 = I do not know 99 = Not applicable	|__|__|
CE52:	**Have you ever repeated a grade/more than a grade in school?**	1 = No 2 = Yes, one grade 3 = Yes, more than one grade 99 = Not applicable	|__|__|

CE53 _1: _2: _3: _4: _5:	What grade/s did you repeat?	1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Grade 9 10 = Grade 10 11= Non-graded Madrasha 12 = Play/Kindergarten/nursery 99 = Not applicable	_1 |__|__| _2 |__|__| _3 |__|__| _4 |__|__| _5 |__|__|
CE54 _1: _2:	What was the reason for this repetition? (Rank up to two most important reasons)	1 = Failure in exam 2 = Migration 3 = Sickness 4 = Family member's sickness 5 = I had to work 6 = Other (Specify)_____ 99 = Not applicable	_1 |__|__| _2 |__|__|

Facilities and services at school

CE55:	How many students did your class have?		|__|__|
CE56:	How did you sit in the class?	1 = Individual chair and individual desk 2 = Individual chair with attached desks 3 = Bench 4 = Round table and individual chair 5 = On the floor 99 = Not applicable	|__|__|
CE57:	Did the school have electricity?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE58:	Was there an electric fan in the classroom?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE59:	Did the classroom have enough light?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE60:	Was the blackboard visible to all students?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE61:	Did the roof leak when it was raining?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE62:	Were there drinking water facilities in the school?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE63:	What type of toilet facilities did you have in the school?	0 = No toilet 1 = Open toilet 2 = Kutcha/not pucca 3 = Sanitary/slab/pit 99 = Not applicable	|__|__|

CE64:	Did boys and girls use separate toilets?	0 = No 1 = Yes 99 = Not applicable	|_|_|

Schooling experience

CE65 _1: _2: _3:	In your class, could you _1. Express your opinion? _2. Take part in group discussions/project work/group work? _3. Ask questions to the teacher/s?	0 = No 1 = Yes 99 = Not applicable	_1 |_|_| _2 |_|_| _3 |_|_|
C66:	How often did the teachers praise you for doing well in class?	1 = Never 2 = Some days 3 = Every day 99 = Not applicable	|_|_|
67:	Did your teachers scold pupils when they do not understand the lessons?	1 = No 2 = Yes, some teachers 3 = Yes, all the teachers 99 = Not applicable	|_|_|
C68:	Did your teachers tease or mock pupils based on their intelligence?	1 = No 2 = Yes, some teachers 3 = Yes, all the teachers 99 = Not applicable	|_|_|
C69:	Did your teachers tease or mock pupils based on their appearance or general cleanliness?	1 = No 2 = Yes, some teachers 3 = Yes, all the teachers 99 = Not applicable	|_|_|
C70:	At school, did you ever face any harassment from other students?	0 = No 1 = Yes 99 = Not applicable	|_|_|
C71:	If yes, what kind of harassment?	1 = They teased me 2 = They annoyed me 3 = They called me names 4 = They told me offensive words 5 = They punched me at times 6 = They whistled at me 7 = Other (specify)_____ 99 = Not applicable	|_|_|
C72 _1: _2: _3:	If yes, what did you do at that time? (Rank the three most important actions taken/not taken)	1 = Got angry and upset, but did nothing 2 = Ignored it 3 = Stopped speaking to them 4 = Told them to stop 5 = Sought help/complained to authority figure 6 = Walked away 7 = Stopped going to school 8 = Other (specify)_____ 99 = Not applicable	_1 |_|_| _2 |_|_| _3 |_|_|

Learning experience

CE73:	If you were confused by a concept taught in class, how did you clarify it?	1 = Ask teacher 2 = Ask another student 3 = Ask friend 4 = Ask private tutor 5 = Ask parent/guardian 6 = Read textbook 7 = Look up on the internet 8 = Ignore it 9 = Other (specify) _____ 99 = Not applicable	|__|__|
CE74:	Did you find the textbooks easy to understand?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE75:	Did your school arrange regular parent-teacher meetings?	0 = No 1 = Yes 88 = Do not know 99 = Not applicable	|__|__|

3.6. Private tuition

CE76:	Do you/did you have a paid private tutor outside your school hours for better results in the exam?	0 = No 1 = Yes 99 = Not applicable	|__|__|
CE77:	If yes, how much does it/did it cost per month to go for private coaching (in total for all tutors)?	1 = Below Tk 500 2 = Tk 500-1,000 3 = Tk 1,000-2,000 4 = Tk 2,000 and above 88 = Do not know 99 = Not applicable	|__|__|

3.7. Never been to school

CE78 _1: _2: _3:	Why have you never attended school? (Rank the three most important reasons)	1 = Too young 2 = Disabled/illness 3 = Sick 4 =No school/school too far 5 = Cannot afford schooling costs 6 = Family did not allow schooling 7 = Poor in studies 8= I do not consider education valuable 9 = School not safe 10 = To learn a job 11 = To work for payment 12 = To work as unpaid worker in family business 13 = To help at home with household tasks/chores 14 Other (specify)_____ 99 = Not applicable	_1 |__|__| _2 |__|__| _3 |__|__|

4. Technical and vocational training

CE79:	Have you ever attended/are currently attending a vocational/skills training course/internship outside of school?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CE80:	If yes, what type of technical education/internship did you receive/ are you receiving?	1 = Garment making/tailoring 2 = Cooking 3 = Carpentry 4 = Weaving 5 = Electrician 6 = Plumber 7 = Computer training 8 = Salon/Haircut training 9 = Secretarial 10 = Accountant 11 = Poultry/fishery 12 = Handicraft 13 = Mobile repairing 14 = Food processing 15 = Photography training 16 = Other (specify)_____ 99 = Not applicable	_1I__I__I _2I__I__I _3I__I__I

5. Child work

CW1:	Were you engaged in any job in the last twelve months?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CW2:	Did you engage in any job in the last seven days?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CW3:	Even though you were not engaged in any work in the past seven days (CW2=0), do you have any work that you were engaged in before the last seven days and that you can return to or are you engaged in any work at the moment?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CW4:	If yes, at what age did you start working?	0 = No 1 = Yes 99 = Not applicable	I__I__I

Ask the following questions only to children that answered CW2 = 1 OR CW3 = 1

CW5 _1: _2: _3:	Why are you working? (Record three answers for order of importance) If CW2 = 1 OR CW3 = 1	1 = Supplement family income 2 = Help pay family debt 3 = Help in household enterprise 4 = Learn skills 5 = Schooling not useful for future 6 = I am not learning at school/school not good quality 7 = School too far/no school 8 = Cannot afford school fees 9 = Not interested in school 10 = I am not a good student/my mind does not work 11 = To temporarily replace someone unable to work 12 = Family Shock 13 = Other (specify)_____ 99 = Not applicable	_1I__I__I _2I__I__I _3I__I__I

CW6:	Who took the decision for you to work? If CW2 = 1 OR CW3 = 1	01 = By myself 02 = Myself but I was not well-informed and carefully informed on the type of job 03 = My parents/guardians 04 = Others_____ 99 = Not Applicable	I__I__I
CW7:	If you answered yes (= 1), to question CW2 or question CW3, what kind of work did you perform?	1 = Vegetable seller 2 = Day labour 3 = Fisher/hunter 4 = Worker at nursery 5 = Sewing cloths (informal sector) 6 = Garment's worker (formal sector) 7 = Work at workshop 8 = Work at Hotel 9 = Grocery shop 10 = Domestics worker 11 = Work at gold shop 12 = Shoe maker/polish/repair shoes 13 = Barber 14 = Repair phones 15 = Construction worker 16 = Rickshaw puller 17 = Handicraft maker 18 = Sales man/woman 19 = Driver helper 20 = Crumb collector and seller (Tokai and Vangari trader) 21 = Vendor 22 = Other .... 99 = Not applicable	I__I__I
CW8:	Is the work mentioned in question CW7 part of a family business or others' business?	01 = Family (not paid) 02 = Other (paid) 99 = Not Applicable	I__I__I
CW9:	How is your salary paid for? If CW8 = 2	01 = Cash 02 = Cash and in kind 03 = In kind (food and shelter) 04 = Nothing 99 = Not applicable	I__I__I
CW10:	If the answer to question CW9 is 03 = kind, then what do you receive?	01= Food, shelter & dress/es 02 = Food & dress 03 = Only food 99 = Not Applicable	I__I__I
CW11:	If you are employed, have you been employed on the basis of… If CW8 = 2	1 = A written contract 2 = A verbal agreement 88 = Do not know 99 = Not applicable	I__I__I
CW12:	If you have been employed on a contract/agreement, is this of… If CW11 = 1 OR CW11 = 2	1 = Limited duration, less than 12 months 2 = Limited duration, more than 12 months 3 = Unlimited duration 88 = Do not know 99 = Not applicable	I__I__I
CW13:	If you are currently working, how many hours do you usually work for in a day? How many days a week?	_1 I__I__I Number of hours per week _2 I__I__I Number of days per week	

CW14:	If you are currently working and paid in cash, what is your average daily and monthly income (in Bangladeshi takas)?	Daily income _1 I_I_I_I_I	Monthly income _1 I_I_I_I_I_I
CW15 _1: _2: _3:	If you are currently working and paid in kind or cash, how did you spend your money the last month? (Record the three most important categories)	1 = Contribute to family income (my employer give/s all/part of money to my parents/guardians) 2 = Savings 3 = Dowry 4 = Own transport costs 5 = School fees 6 = Schoolbooks 7 = Medicines 8 = Mobile bills 9 = Clothes 10 = Cosmetics 11 = Entertainment 12 = Travel/visiting places 13 = Repay loan/s 14 = Investment in business 15 = Other/s (specify)_____ 99 = Not applicable	_1 I__I__I _2 I__I__I _3 I__I__I
CW16 _1: _2: _3: _4: _5: _6: _7: _8: _9: _10: _11: _12:	Did you experience any of the following in the past 12 months because of your work? Read each of the following options and mark 1 = Yes 0 = No for all options; if not applicable, write 99	1 = Superficial injuries, scars or open wounds 2 = Fractures 3 = Dislocations 4 = Burns, corrosions 5 = Breathing problems 6 = Eye problems 7 = Skin problems (itching, infection) 8 = Stomach problems/diarrhoea 9 = Back pain 10 = Fever 11 = Extreme fatigue 12 = Other/s (specify)_____	_1 I__I__I _2 I__I__I _3 I__I__I _4 I__I__I _5 I__I__I _6 I__I__I _7 I__I__I _8 I__I__I _9 I__I__I _10 I__I__I _11 I__I__I _12 I__I__I
CW17:	Do you carry heavy loads at work?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CW18:	Do you operate any machinery/heavy equipment at work?	0 = No 1 = Yes 99 = Not applicable	I__I__I
CW19 _1: _2: _3: _4: _5: _6: _7: _8: _9: _10: _11: _12: _13: _14:	Are you exposed to any of the following at work? Read each of the following options and mark 1 = Yes 0 = No for all options; if not applicable, write 99	1 = Dust, fumes, toxic substances, chemical substances 2 = Fire, gas, flames 3 = Loud noise or vibration 4 = Electric circuit 5 = Extreme cold or heat 6 = Dangerous tools (knives, etc.) 7 = Work underground 8 = Work at heights 9 = Work in water/pond/river 10 = Workplace too dark or confined 11 = Insufficient ventilation 12 = Chemicals (pesticides, glues, etc.) 13 = Explosives 14 = Other things, processors or conditions bad for your health and/or safety (specify)_____	_1 I__I__I _2 I__I__I _3 I__I__I _4 I__I__I _5 I__I__I _6 I__I__I _7 I__I__I _8 I__I__I _9 I__I__I _10 I__I__I _11 I__I__I _12 I__I__I _13 I__I__I _14 I__I__I

CW20 _1: _2: _3: _4: _5: _6: _7: _8:	**If you are exposed to dangerous working conditions, what do you usually do to protect yourself?** Read each of the following options and mark 1 = Yes 0 = No for all options; if not applicable, write 99	1 = Use mask 2 = Use gloves 3 = Use earplugs 4 = Use shoes/do not walk barefoot 5 = Use protective glasses 6 = Use protective suit 7 = Nothing 8 = Other (specify)_____	_1 |__|__| _2 |__|__| _3 |__|__| _4 |__|__| _5 |__|__| _6 |__|__| _7 |__|__| _8 |__|__|
CW21:	**Does your employer force you to…?**	1 = Work extra time 2 = Work without payment 3 = Be available any time for work 4 = Perform work that is not in the contract 5 = Work for other employers 6 = Being subject to freedom-less work 7 = Other_____	_1 |__|__| _2 |__|__| _3 |__|__| _4 |__|__| _5 |__|__| _6 |__|__| _7 |__|__|
CW22:	**Does your employer force you to…?**	1 = Physical punishment 2 = I am given more work 3 = I am not allowed to take food and rest 4 = I would be fired 5 = Other	_1 |__|__| _2 |__|__| _3 |__|__| _4 |__|__| _5 |__|__|
CW23:	**How does your employer (or the person you are working for in the household) usually treat you?**	1 = Very badly 2 = Bad 3 = Well 4 = Very well 99 = Not applicable	|__|__|
CW24 _1: _2: _3: _4: _5: _6:	**If your employer treats you bad, have you ever been subject to the following at work?** If CW23 = 1 OR CW23 = 2 Read each of the following options and mark 1 = Yes 0 = No for all options; if not applicable, write 99	1 = Constantly shouted at 2 = Repeatedly insulted 3 = Beaten/physically hurt 4 = Sexually abused 5 = Not allow to take food and rest 6 = Other (specify)_____ 99 = Not applicable	_1 |__|__| _2 |__|__| _3 |__|__| _4 |__|__| _5 |__|__| _6 |__|__|
CW25:	**Do you have any lunch time?**	00 = No 01 = Yes 99 = Not Applicable	|__|__|
CW26:	**How much time do you have for lunch** (in minutes)**?**		|__|__|
CW27:	**If you want to leave the job, could you do that any time?**	01 = Yes, any time 02 = Yes, but only after the contract is over 03 = Yes, but only according to the rules of contract 04 = No 05 = Other_____ 88 = Don't know 99 = Not Applicable	|__|__|
CW28 _1: _2: _3:	**If you are both working and studying, what is the effect of working on your education?** (Record up to three answers in order of priority)	1 = I cannot attend all classes 2 = I find it difficult to concentrate in class 3 = I cannot manage sufficient time for studying and homework 4 = I feel more tired than I used to 5 = I am always exhausted 6 = I cry more often and over every little thing 7 = I feel more restless than usual 8 = I have lost interest in other people or things 9 = I have experience changes in my sleeping pattern 10 = I am more irritable than usual 11 = No effect 12 = Other (specify) _____ 99 = Not applicable	_1 |__|__| _2 |__|__| _3 |__|__|

6. Other sources of money

Ask the following question to <u>all</u> children (working and not working, in school and out-of-school)

C16:	Independently from employment, do you receive any (other) source of money?	0 = No 1 = Yes 99 = Not applicable	I__I__I
C17 _1: _2:	If yes, what are these other sources of money that you receive?	01 = Family members 02 = Relatives 03 = Scholarship 04 = Other (specify)_____ 99 = Not applicable	_1 I__I__I _2 I__I__I
C18:	If yes, how much do you receive in a typical month from this/these other source/s of income (in Bangladeshi takas)?		I__I__I__I__I__I
C19:	If yes, what proportion of your total monthly income can you spend at your own discretion (without permission from your parent/s and/or guardian/s)?	1 = Total portion 2 = Half 3 = One third 4 = Two thirds 5 = None 6 = Other (specify) _____ 99 = Not applicable	I__I__I

7. Child's expectations, feelings and thoughts

7.1. Child's perceptions on poverty

C20:	Do you consider yourself poor?	0 = No 1 = Yes 99= Not applicable	I__I__I
C21 _1: _2:	How would you define poverty? (Rank up to two most important answers)	1 = Lack of money and assets (shelter) 2 = Lack of opportunities in life 3 = Lack of power/ability to achieve 4 = Lack of education 5 = Lack of good health 6 = Lack of happiness 7 = Other (specify) _____ 99 = Not applicable	_1 I__I__I _2 I__I__I
C22 _1: _2:	What is more important in order to be able to escape poverty in your view? (Rank up to two most important answers)	1 = To have good luck 2 = To work as hard as you can 3 = To access social assistance from the government or from international organisations 4 = No solution to poverty 88 = Don't know 99= Not applicable	_1 I__I__I _2 I__I__I
C23:	What do you think of the ability of children living in informal settlements to succeed at school?	1 = These children are not good enough for studying: they are poor and they inherit low ability 2 = These children are as clever as or more cleaver than other children, but they struggle to study (because they have to work) 3 = These children can do as good as other children in their studies, and they can study as much as other children 99= Not applicable	I__I__I
C24:	Have you ever been told that you cannot do something because of where you come from (your family, where you live etc.)?	0 = No 1 = Yes 99= Not applicable	I__I__I

C25:	If yes, how did you feel?	1 = Angry and disappointed, but I accepted this 2 = Angry and disappointed, but I do not believe this is true 3 = Other (specify)_____ 99 = Not applicable	|__|__|

7.2. Child's expectations

C26:	How far do you think you will be able to study?	1 = Primary 2 = Secondary 3 = Graduation 4 = Masters 5 = Phd 6 = Kaomi/Hafiji/non-graded Madrasha 07 = Other (specify)_____ 99 = Not applicable	|__|__|
C27:	What would you like to become in the future?	1 = Doctor 2 = Engineer 3 = Teacher 4 = Government (BCS) job 5 = Other government job 6 = Corporate job 7 = Media/journalist 8 = NGO/social worker 9 = Businessman 10 = Banker 11 = Factory worker 12 = Rickshaw puller 13 = Day labourer 14 = Political leader 15 = Social/community leader 16 = Work in other country 17 = Housewife 18 = Domestic worker 19 = Other/s (specify)_____ 99 = Not applicable	|__|__|

7.3. Child's feelings and thoughts about her/himself

C28:	How often do you feel sad/unhappy? (Read all the options and select one)	1 = Never 2 = Sometime 3= Most of the time 4= Always 5 = Other/s (specify)_____ 99 = Not applicable	|__|__|
C29:	How do you feel about your future? (Read all the options and select one)	1 = I am confident that a bright future is waiting for me 2 = I feel discouraged about my future more than I used to 3 = I feel my future is hopeless, and that it will just get worse 4 = Other/s (specify)_____ 99 = Not applicable	|__|__|
C30:	How do you feel about yourself? (Read all the options and select one)	1 = I feel confident and happy with myself 2 = I think I am a failure and I am disappointed at myself 3 = I dislike myself and I feel I am the reason of my own troubles 4 = Other/s (specify)_____ 99 = Not applicable	|__|__|