COVID-19 in Pakistan: A Phone Survey to Assess Education, Economic, and Health-Related Outcomes

Maryam Akmal, Lee Crawfurd, Susannah Hares, and Ana Luiza Minardi

Abstract

Using a sample of 1,211 households in Pakistan, we examine the effects of COVID-19 on three key domains: education, economic, and health-related. First, during school closures, 66 percent of surveyed households report not using technology for learning at all. Wealth disparities mar access to distance learning, and richer households are 39 percent more likely to use technology for learning compared to the poorest households. This has implications for learning remediation as children head back to school. Second, more than half of the respondents report a reduction in income and one-fifth report being food insecure during the lockdown in the first week of May 2020. Only one-fifth of households reporting a reduction in income and one-fifth of respondents reporting a reduction in the number of meals consumed report being covered by the federal government's cash transfer program. Third, while a majority of respondents (90 percent) report adopting precautionary measures such as face masks, a vast majority of respondents (78 percent) underestimate the risk of contracting a COVID-19 infection compared to tuberculosis. With schools reopening in a phased manner since mid-September, most respondents (68 percent) believe that school reopenings will further increase the risk of COVID-19 infections.

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Preface

Frontline organizations delivering vital services need to be empowered with data and evidence to respond to the impact of COVID-19 on their communities. So I am delighted that the Center for Global Development has collaborated with the Citizens' Foundation (TCF)—one of Pakistan's leading education organizations—to study the impacts of the crisis on the disadvantaged households served by TCF. The insights from this report are not only relevant for TCF but also for the policy makers and other civil society organizations in Pakistan looking to alleviate the negative consequences of the pandemic.

Even though schools across Pakistan opened last month and business-as-usual has largely resumed, this report suggests that COVID-19 is likely to leave lingering strains on multiple facets of society, including education, economic, and health outcomes. First, it highlights deep inequalities in access to distance learning, with many children returning to school after many months without any education. Second, there is widespread loss in income and increased food insecurity due to disruptions caused by COVID-19, raising concerns about livelihoods and future education decisions. Lastly, while the number of infections in Pakistan has reduced over the past few months, significant health risks persist, both nationally and globally.

I am heartened to see TCF respond to the evidence highlighted in this report and take steps to mitigate the impact of the pandemic. They are providing remediation and catch-up for students returning to schools; providing economic relief to needy TCF families; and prioritizing the physical and mental health of all of their students. The road to recovery for Pakistan's education system will be long and rocky, but this report finds that organizations like TCF—armed with the right data and evidence—can step up to play their part.

Masood Ahmed
President
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Key Messages

Educational Outcomes

Key Finding 1. While opinion on school closures is split, a large majority (97 percent) are worried about school closures negatively affecting children's learning.

Key Finding 2. Sixty-six percent of households are not using technology for learning at all. Among households with access to a TV and a mobile, only 47 percent are using technology for distance learning, while richer households are 55 percent more likely to do so compared to the poorest households.

Key Finding 3. Close to two-thirds of respondents report helping children with studies at home, with more educated and wealthier families more likely to do so.

Key Finding 4. Across income groups, studying is among the most common activities for both girls and boys, though girls are more likely to be engaged in household chores while boys spend time playing inside.

Key Finding 5. Households report no major difference in likelihood of sending boys and girls back to school.

Economic Outcomes

Key Finding 6. More than half of the respondents report a reduction in income during lockdown and felt the need to borrow money.

Key Finding 7. One-fifth of households report reducing both the number and size of meals consumed.

Key Finding 8. Only one-fifth of respondents reporting a reduction in income and one-fifth of respondents reporting a reduction in meals are covered by the government's cash transfer program.

Key Finding 9. Only 2 percent of respondents have internally migrated.

COVID-19 Awareness, Behavior, and Risk Perceptions

Key Finding 10. A large majority of respondents (99 percent) have heard about COVID-19, and report being worried about being infected.

Key Finding 11. Ninety percent of respondents report wearing a face mask and 97 percent report washing their hands more often than they used to.

Key Finding 12. A majority of respondents (78 percent) perceive a similar risk of contracting COVID-19 or tuberculosis, even though estimates suggest a 74 percent higher chance of contracting COVID-19 compared to tuberculosis.

Key Finding 13. Sixty-eight percent of respondents associate a higher risk of a COVID-19 infection if schools reopen compared to their current perceived risk (in June 2020).

Introduction

In response to the COVID-19 pandemic, Pakistan imposed a lockdown in most provinces on March 24, 2020. The country closed schools much earlier on March 13, 2020, along with sealing its borders, when the country only had 21 confirmed cases. The lockdown was lifted on May 9, 2020. Since June 16, 2020 localized lockdown was imposed in certain localities.

In June 2020, the World Health Organization (WHO) ranked Pakistan among the top ten countries reporting the highest number of new COVID-19 infections. In August, 2020, Pakistan ranked among the top five Asian countries with the highest number of COVID-19 cases, with 284,660 infections. Limited testing means that the outbreak is probably more severe than the numbers depict. However, latest reports suggest that the country has brought the number of new cases and deaths under control over the past few months.

As with other countries around the world, the pandemic is impacting economic, health, and education systems. The World Bank expects the economy to shrink by 0.2 percent. In June, the health system was straining with hospitals operating at full capacity, though recent reports suggest COVID-19 wards freeing up capacity. Schools were closed since March 13, 2020 and while there is a TV distance learning channel called TeleSchool in place, there are issues of accessibility and quality of content. Schools have started opening in a phased manner since September 15, 2020.

The objective of this survey is to gauge the impact of the crisis across three key dimensions: (i) educational impact on children who go to The Citizens Foundation (TCF) schools, (ii) economic impact on households where children attend TCF schools, and (iii) health-related information, behavior, and risk perceptions of TCF households.

Why TCF?

TCF operates 1600 primary and secondary schools in urban slums and rural communities of Pakistan, and serves a total of 240,458 students. For reference, the figure is roughly equal to the total primary and secondary school age population in Trinidad and Tobago (UNESCO, 2020). TCF schools are not free of cost—TCF charges between Rs. 10 to Rs. 600 per month (approximately 6 cents to $3.61 per month) depending on the family's income and number of people in the household. Uniforms and books are provided free of cost to families that cannot afford to pay. TCF tends to establish schools in communities where no schools exist, there aren't enough schools, or the schools are not affordable.

TCF's large-scale operations serving low-income households[1] offer an accessible convenience sample to understand the economic, educational, and health impacts of the crisis. The purpose of the survey is (i) to help TCF and other school operators respond to the crisis in terms of their economic relief, remedial learning, and school reopening plans; and (ii) assist policy makers working to mitigate the educational and health impacts of COVID-19 on their communities.

[1] As shown in Table 2, the average weekly income in our sample of TCF households is Rs. 1–10,000.

Data and Sampling

Sampling strategy

TCF schools are located across all four provinces in Pakistan—Punjab, Sindh, Khyber Pakhtunkhwa (KPK), Balochistan—as well as Azad Jammu & Kashmir (AJK). 39 percent of schools are located in Punjab, 49 percent in Sindh, 5 percent in KPK, 6 percent in Balochistan, and the remaining 1 percent in AJK (TCF, 2020). The total TCF student body is 240,458. For reference, there are roughly 12 million children enrolled in private primary and secondary institutions in Pakistan (World Bank, 2018).

TCF has access to mobile phone numbers for 26 percent of the total student body.[2] Among the sample for which contact information is available, TCF drew random samples from each region (weighted by student population in each region), creating a sample of 3,089 students. As shown in Table 1,[3] the sample roughly mirrors the regional distribution of the overall student body of TCF children (with and without phone information). The drawn sample also approximately mirrors the gender distribution of the overall student body, as shown in Table A2 in the appendix. Compared to the national distribution of students, TCF has a much larger presence in Sindh and a relatively smaller presence in Punjab.

Table 1. National distribution of student body vs. TCF student body distribution

	National		TCF student body		TCF student body with contact information		Final Sample	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
AJK	956,212	2.37	1,294	0.54	294	0.46	6	0.50
Balochistan	1,199,225	3.07	13,400	5.57	5,371	8.44	84	6.94
KPK	6,517,743	16.14	10,264	4.27	1,437	2.26	15	1.24
Punjab	23,697,262	58.67	94,345	39.24	30,565	48.06	542	44.76
Sindh	8,019,842	19.86	121,155	50.39	25,934	40.78	564	46.57
Total	**40,390,284**	**100.00**	**240,485**	**100.00**	**63,601**	**100.00**	**1,211**	**100.00**

Source: The national figures are from Pakistan Education Statistics 2016–2017 (Table 3.2), and excludes figures for FATA and GB. The numbers for ICT have been included in Punjab. Data about the TCF student body are provided by TCF, 2020.

[2] This number does not necessarily reflect lack of mobile ownership by parents but the lack of data collected and entered into TCF's student management system.

[3] Table A1 uses TCF's internal regional classification, while Table 1 uses the standard provincial classification.

CGD contracted the Center for Economic Research in Pakistan (CERP) to conduct phone surveys of sampled TCF households. For the first round, CERP had a target of interviewing 1200 households out of a sample of 3,089 households. For each region, CERP randomized the list of phone numbers, and conducted surveys until they achieved the target number of observations for each region (based on the percent of students in each region in the sample of 3,089 students TCF shared). In case CERP was unable to achieve the target number of observations for each region, they made up the difference by targeting households from a different region in which they had completed the target but were yet to exhaust the sample. The total number of completed surveys for the first round is 1,211.

Some respondents who did not answer their phone the first time were called back more than once until the target of 1200 households was achieved. Specifically, 267 people were called twice and 129 people were called three times. This means that out of the original sample of 3,089 households, 2,588 were called at least once. 501 names from the original sample were not contacted at all. The response rate for the first round survey is 50 percent—out of the 2,588 contacted, 1,305 answered the phone. 1,211 individuals completed the first round survey.[4]

The first round survey was conducted between June 3, 2020 and June 17, 2020. The second round was conducted in September, 2020, before schools reopened on September 15, 2020. The third round is tentatively scheduled for November 2020.

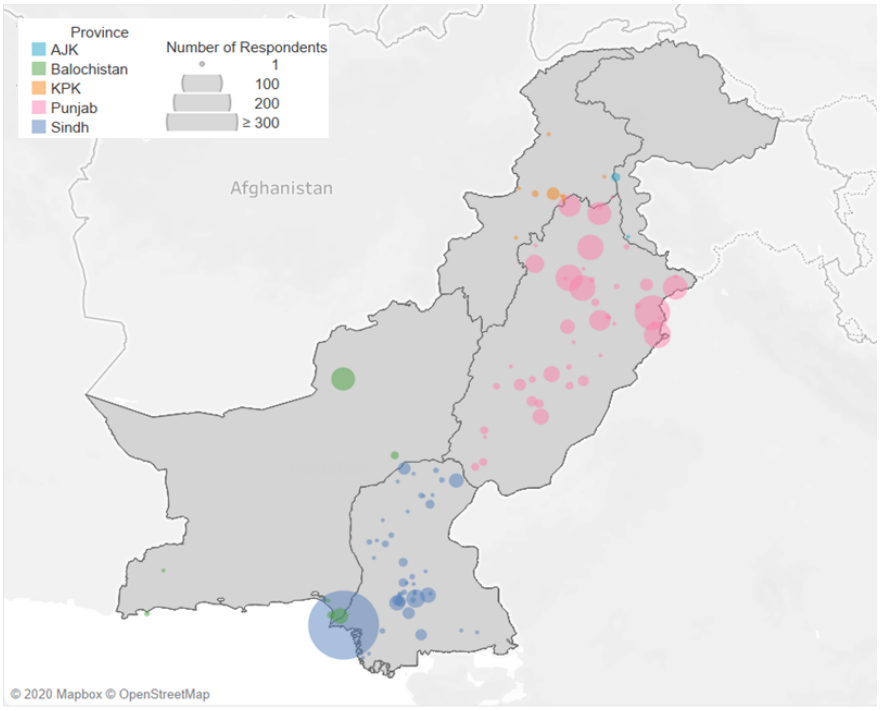
Sample

A majority of the respondents are male (85 percent), and close to half (48 percent) of the respondents are between 30–40 years old. 69 percent of the respondents are fathers of the oldest child enrolled in TCF schools. A majority of respondents (53 percent) have large families with 4 to 6 children—the overall age distribution has a long tail because of a family of 32 children, as shown in Figure A1 in the appendix. 55 percent of families have 2–3 children enrolled in TCF schools. There is roughly an even spread of respondents across education levels. 55 percent of female respondents report having no occupation or being a housewife.

Most of the respondents are from Punjab and Sindh, as shown in Figure 1 and Figure A2 in the appendix, reflecting the distribution of the full sample of TCF households.

[4] In our sample, 0.5 percent of households appear more than once, implying that multiple children from the same household are enrolled in a TCF school.

Figure 1. Geographical distribution of sample



Note: Graph is based on a sample size of 1,188 respondents.

Our convenience sample was not designed to be representative at the national level, and represents the population of TCF households whose contact information is available. As shown in Table 2, while TCF households have a similar number of children compared to the population average for households with school-aged children, they are more likely to be headed by a female, have lower incomes, are younger, and more likely to complete primary education.

The findings of this survey may guide TCF's responses to the pandemic as well as those of other similar school operators. The survey also highlights broader issues for policymakers concerned about the education, economic, and health impacts of the crisis.

Table 2. Representativeness of sampled households compared to overall population

	Sample Mean	Population Mean	Population with School Aged Children
Age of household head[5]	37.4	46.3	45.5
% female household head	14.9%	12.5%	8.9%
Education: % at least completed primary school	77.4%	48.8%	58.2%
Income	Rs. 5,000 per week	Rs. 10,386 per week	-
No. of children per household	5.1	2.73	4.7

Note: Weekly income figure was calculated using the respondent's self-reported pre-COVID-19 weekly income, and uses the mid-point of the reported income range. Survey asks respondents to choose a range, and 67 percent report earning Rs. 1–10,000 per week.

Source: Population mean for age of household head is from Household Income and Expenditure Surveys (2015–2016), % female household head figure is from DHS (2017), education is from World Bank Edstat (2017), population income is from Household Income and Expenditure Surveys (2018–2019) and we divide by 4 to get weekly estimate, and number of children per household figure is from Household Income and Expenditure Surveys (2018–2019). Corresponding variables for population with school aged children are from DHS (2017) sub-sample of respondents with living children between 6–15 years old.

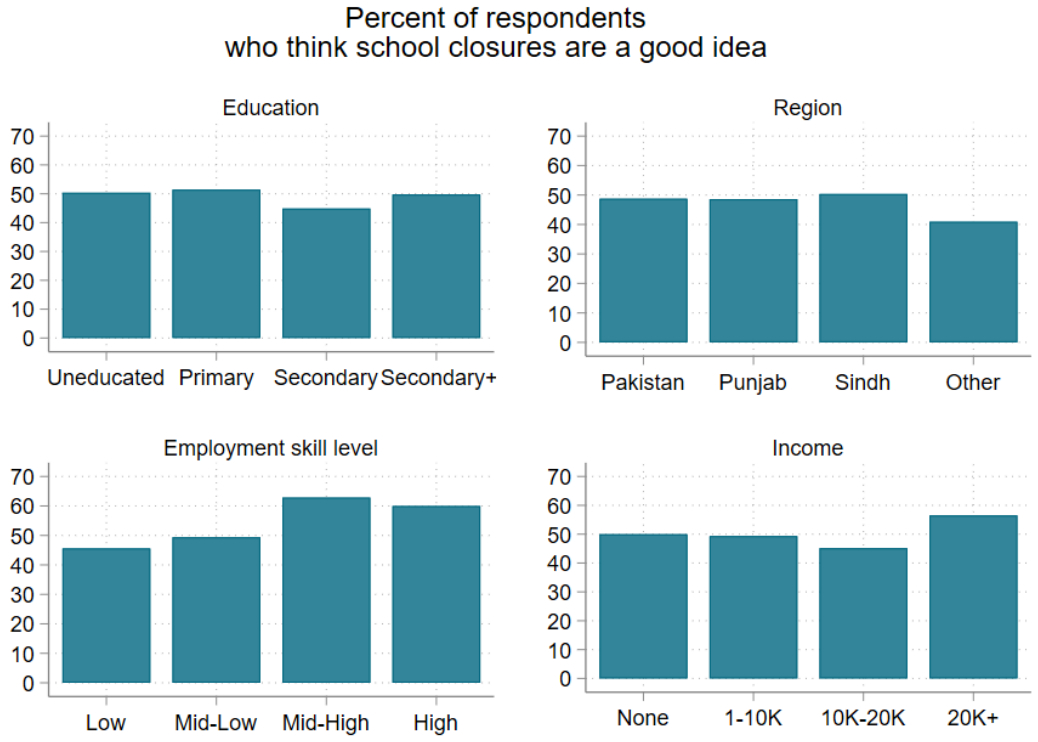
[5] For the purpose of Table 3, we assume that respondents are heads of the household, as they are likely the ones who enrolled children in school and whose numbers TCF has on file.

Education During School Closures

Key Finding 1. While opinion on school closures is split, a large majority (97 percent) are worried about school closures negatively affecting children's learning.

At the time of the survey in June, 2020, schools had been closed for around three months since March 13, 2020. We ask respondents about whether they support school closures, and if they're worried about the impacts of school closures on children's learning. About half (49 percent) of the respondents support school closures in response to the pandemic.

Figure 2. Across education, income, and regions, opinion is split on whether school closures are a good idea



Note: All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on a sample size of 1,210 respondents. Income graph is based on a sample size of 972 respondents and employment skill level graph is based on a sample size of 999 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives, and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

The opinion is similarly split across the education level of respondent, as shown in Figure 2, though respondents with the highest income or highest employment skill classifications are slightly more likely to support school closures compared to those with the lowest income or employment skill classification.[6]

Table 3. A large majority of respondents, including those who support and oppose school closures, are worried about the impacts of school closures on children's learning

Do you think school closures are a good idea?	Are you worried about school closures negatively impacting children's learning?			
	Not Worried	Neutral	Worried	Total
No	0.48%	0.48%	99.03%	100%
Yes	1.19%	3.74%	95.08%	100%
Total	**0.83%**	**2.07%**	**97.1%**	**100%**

Nevertheless, a large majority (97 percent) are worried about school closures negatively affecting children's learning, as shown in Table 3. This majority persists among those who support (95 percent) as well as oppose school closures (99 percent).

Key Finding 2. Sixty-six percent of households are not using technology for learning at all. Among households with access to a TV and a mobile, only 47 percent are using technology for distance learning, while richer households are 55 percent more likely to do so compared to the poorest households.

To understand children's access to distance learning, we ask households if they are using TV or mobile phones to keep children engaged with learning during school closures. 64 percent of households have a TV in the house. We assume 100 percent mobile phone ownership since all respondents are contacted through a mobile phone number.

Overall, only 34 percent of respondents in the full sample report using technology (TV or mobile) for distance learning during school closures.[7]

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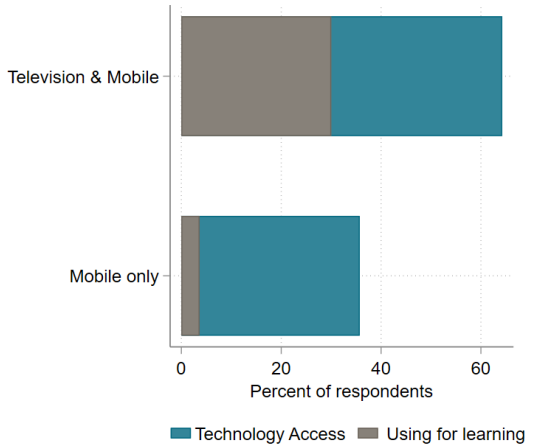
[6] Respondents' skill level is from the standard classification of occupations by the Pakistan Bureau of Statistics. Jobs are classified into four basic skill levels: low, mid-low, mid-high, and high. Employment skill level classification serves as a robustness check for income classifications, which may be prone to reporting error. As shown in Figure A4 in the appendix, employment skill level is highly correlated with possession of assets such as TV or mobile, suggesting it could serve as a proxy for household wealth. Employment skill level is also highly correlated with education level.

[7] This statistic includes the full sample, including those that do not have access to TV or mobiles.

Figure 3. Most households are not using technology for distance learning

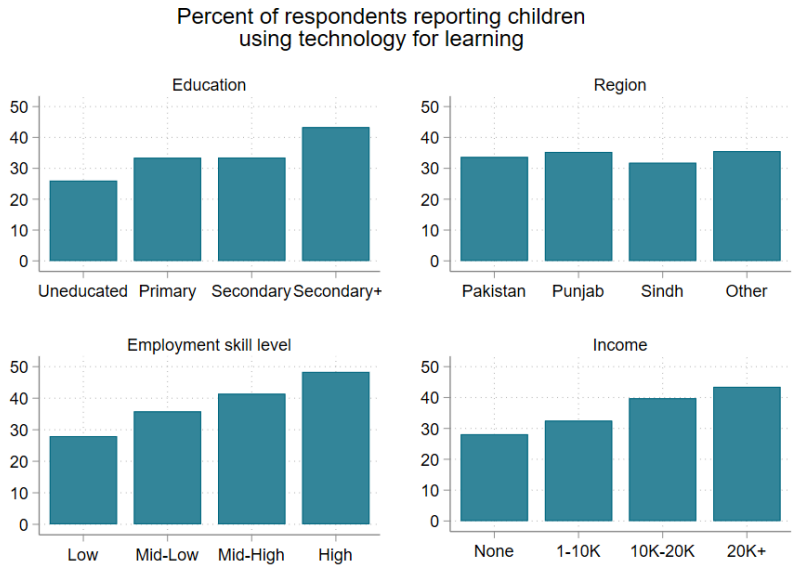


Note: Graph is based on a sample size of 1,209 respondents.

Overall, 23 percent of respondents report children are watching the government's distance learning channel "TeleSchool," which provides each grade one hour of curriculum per day. Restricting the sample to only respondents with a TV, 35 percent are watching TeleSchool. This finding is similar to a Gallup finding where one-in-three Pakistanis report that their children watch the TeleSchool transmission. This is slightly lower than results from a similar survey in Bangladesh, where half of students with access to government-provided TV learning programs choose to access them. Among respondents with a mobile, which is our full sample, 17 percent report children using the mobile for distance learning. Among respondents with both technologies (TV and a mobile), 25 percent report only watching TeleSchool, 12 percent report using only a mobile for distance learning, and 10 percent report using both technologies for learning.

As expected, among those with access to a TV, a mobile or both, richer households making more than Rs. 20,000 per week are 55 percent more likely to report using technology for distance learning (43 percent) compared to households reporting no income (28 percent). A similar pattern emerges when looking at disparities by employment classification levels of the respondent, which could be used as a proxy for household wealth. Respondents with high-skilled jobs are 71 percent more likely to report using technology for distance learning (48 percent) compared to respondents with low-skilled jobs (28 percent). This pattern appears across many countries, for example a survey in the UK by the Sutton Trust finds income disparity in access to online distance learning: 30 percent of relatively wealthier households are participating in live online distance learning compared to 16 percent of pupils from lower income households. Similarly, respondents with more than secondary education are more likely to report children engaging with distance learning (48 percent) compared to respondents with no education (35 percent). A CGD survey from Senegal also finds disparities in access to learning by education and wealth.

Figure 4. As expected, richer and more educated households are more likely to use technology for distance learning

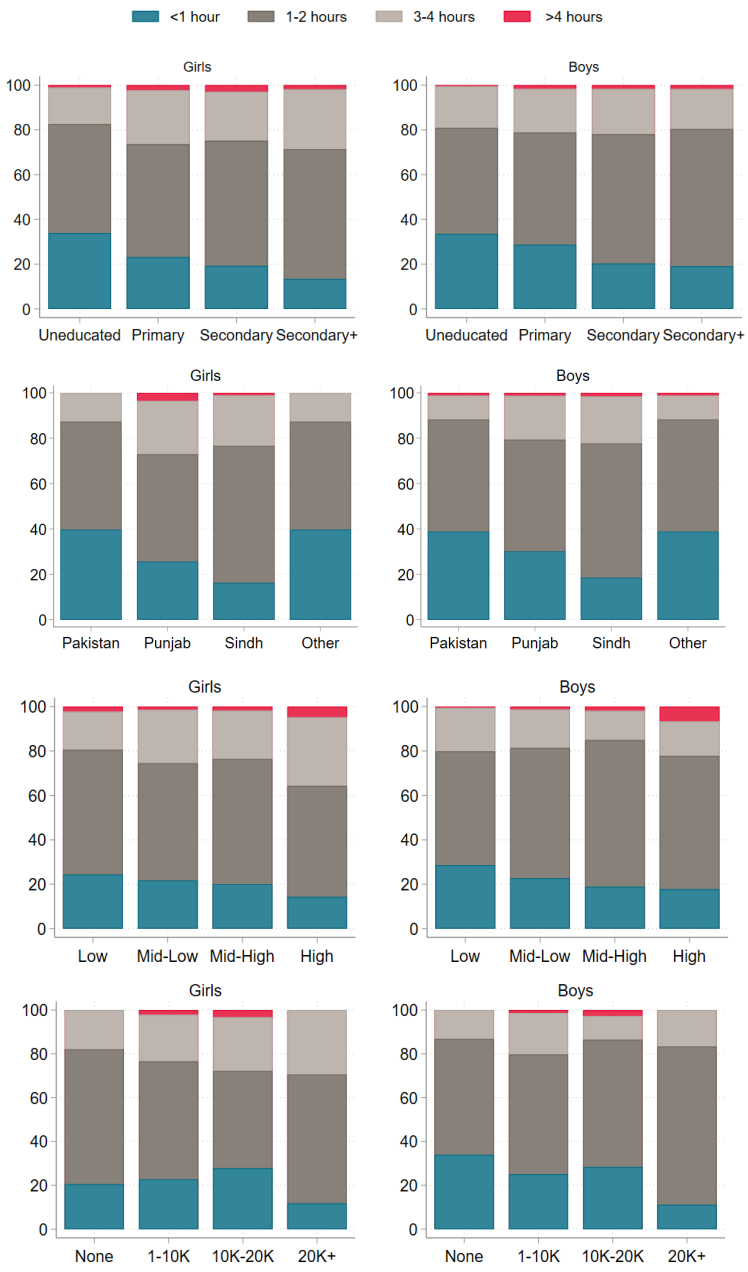


Note: All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on a sample size of 966 respondents. Income graph is based on a sample size of 846 respondents and employment skill level graph is based on a sample size of 997 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives, and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

We ask respondents about the educational activities of the oldest male and female child separately and find no significant gender differences: 80 percent of girls and 79 percent of boys study at home, and 78 percent of girls and 75 percent of boys study at least one hour a day. Furthermore, 51 percent of households report the primary learning activity for girls being studying alone compared to 46 percent for boys. This is encouraging, given concerns about prioritisation of boys' education and unequal learning loss among boys and girls.

For both boys and girls, the likelihood of children spending less than 1 hour a day studying is higher for households where the respondent has no education compared to those with more than secondary education. A similar trend appears when comparing households where respondent has a high-skilled job against households where the respondent has a low-skilled job.

Figure 5. Girls and boys are equally likely to spend time studying at home

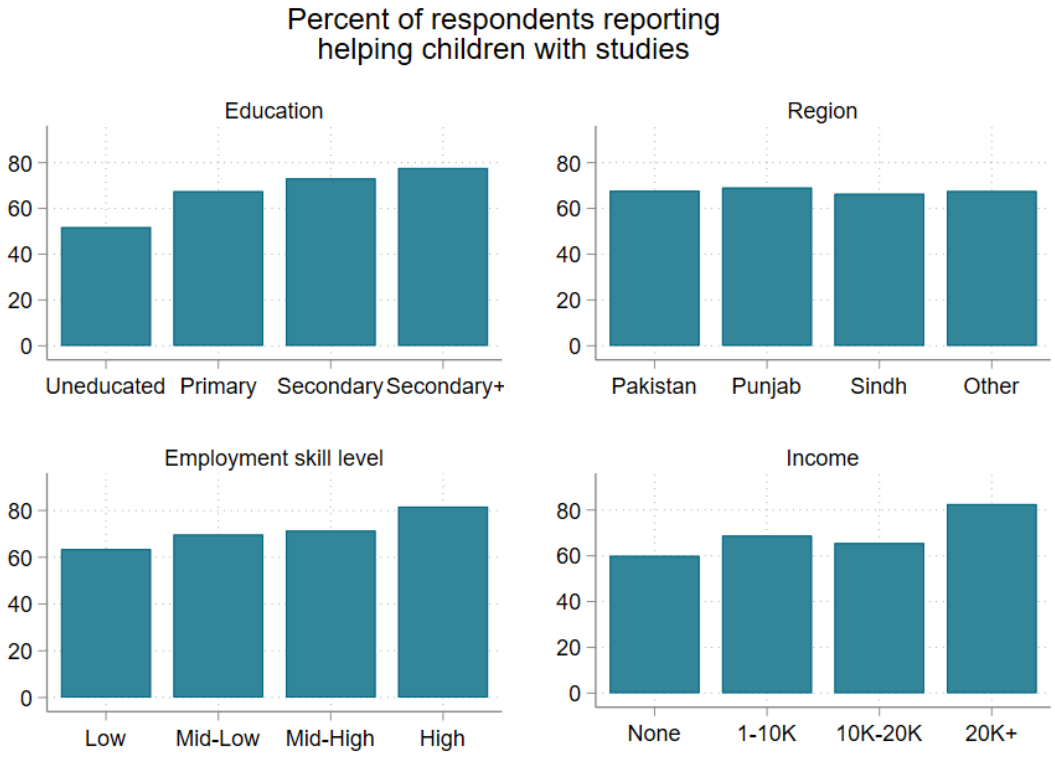


Note: The y axis shows the percent of respondents reporting girls' and boys' hours spent studying. All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on 839 respondents for girls and 925 respondents for boys. Income graphs are based on a sample size of 676 respondents for girls and 746 for boys. Employment skill levels graphs are based on a sample size of 691 respondents for girls and 767 for boys. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives, and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

Key Finding 3. Close to two-thirds of respondents report helping children with studies at home, with more educated and wealthier families more likely to do so.

We ask respondents if they, or someone in the household, help children with learning at home while schools are closed.

Figure 6. More educated and higher income families are more likely to report helping children with studies at home



Note: All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on a sample size of 1,209 respondents. Income graph is based on a sample size of 971 respondents and employment skill level graph is based on a sample size of 998 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives, and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

68 percent of the respondents declare that they or someone in the household is helping children with their studies. As with distance learning, richer and more educated households are more likely to help children with studies at home. For example, households where the respondent has more than secondary education are 50 percent more likely to help children with studies at home compared to households where the respondent has no education (78 percent versus 52 percent). Similarly, households that make more than Rs. 20,000 per week (before COVID) are 33 percent more likely to help children with studies compared to

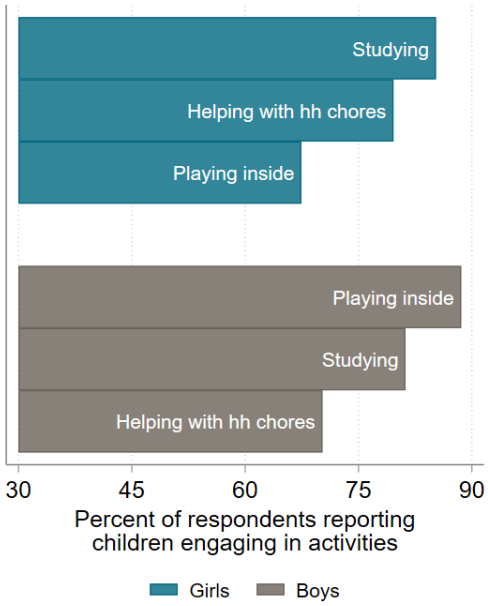
households that make no income per week (83 percent versus 62 percent). A similar trend holds when looking at disparities by employment skill classifications.

Furthermore, 79 percent of households report having books or learning material available in the house[8]—this is significantly higher compared to the similar statistic for Punjab from the MICS survey where only 3.5 percent of kids in Punjab have 3 or more books to read at home. This could be because TCF students might be more likely to get textbooks from their schools, as TCF provides books free of cost to families that cannot afford to buy them, and distributed learning magazines for students during school closures. TCF has distributed roughly 155,000 copies for primary and 38,500 copies for secondary magazines to date (TCF, 2020)

Key Finding 4. Across income groups, studying is among the most common activities for both girls and boys, though girls are more likely to be engaged in household chores while boys spend time playing inside.

We ask households about the main activities of girls and boys during school closures.

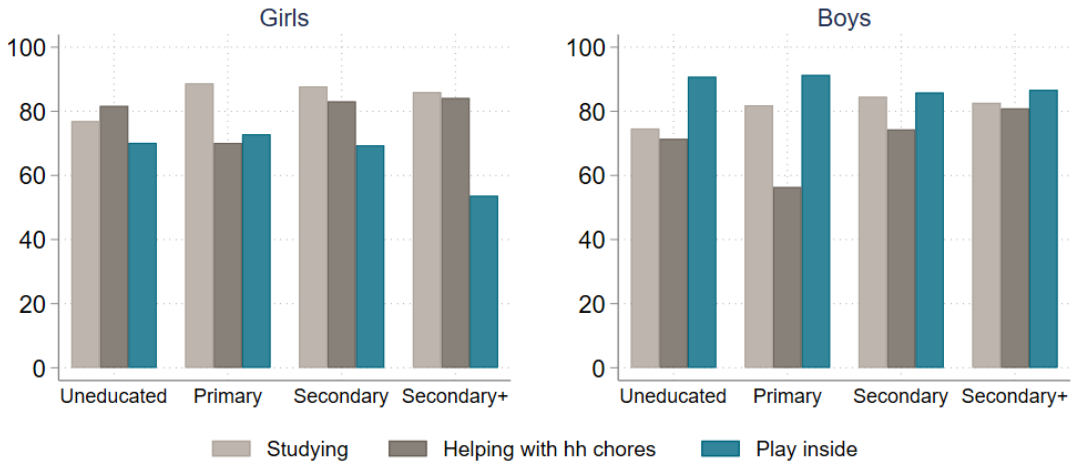
Figure 7. Girls most often study and help with chores while boys most often play inside and study



Note: Graph is based on 851 respondents for girls and 936 respondents for boys. Children can engage in more than one activity. Question refers to the oldest female or male child.

[8] See Figure A5 in the appendix for breakdown by education, income, employment skill classification, and region.

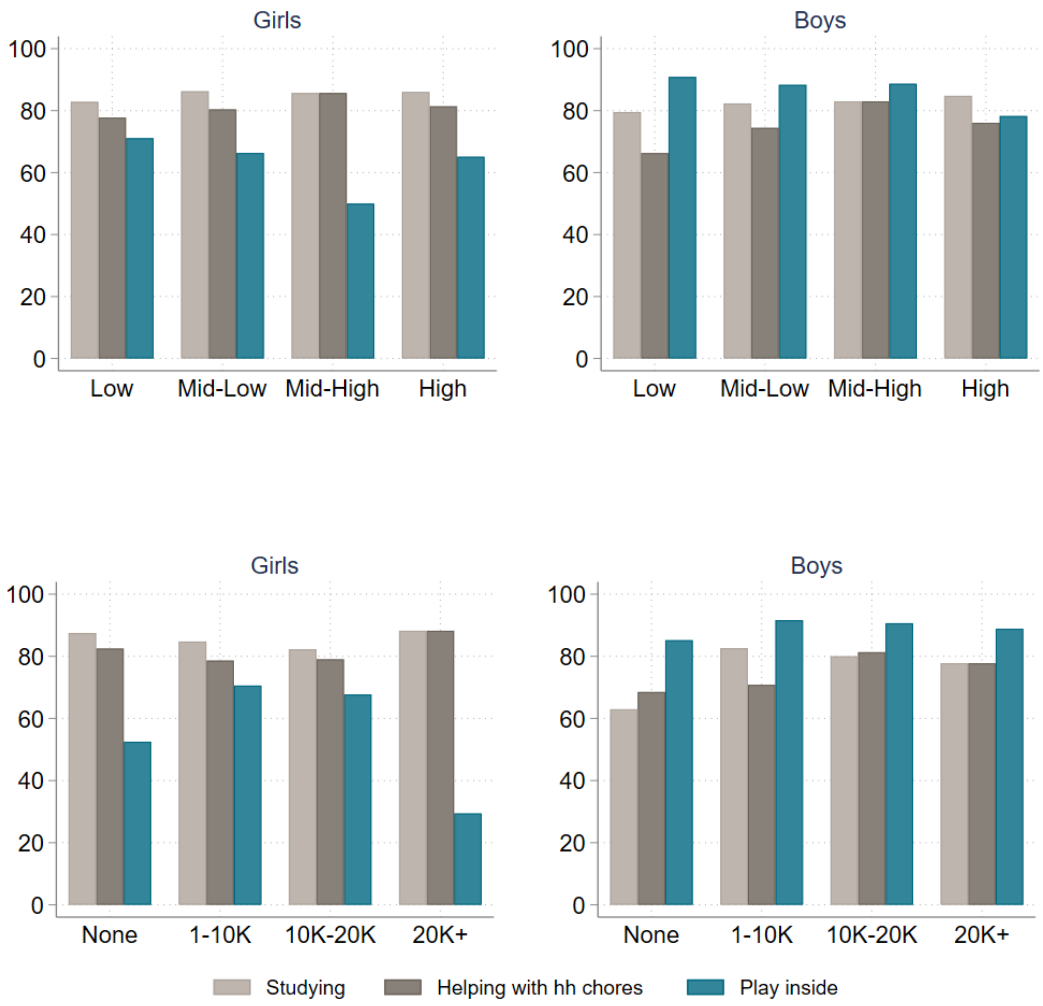
Figure 8. Across education levels, studying is the most common activity for girls and playing inside is the most common activity for boys



Note: The y axis shows the percent of respondents reporting specific activities for girls and boys respectively. Children can engage in more than one activity. All graphs refer to the respondents' education. Graph is based on a sample size of 854 respondents for girls and 937 for boys.

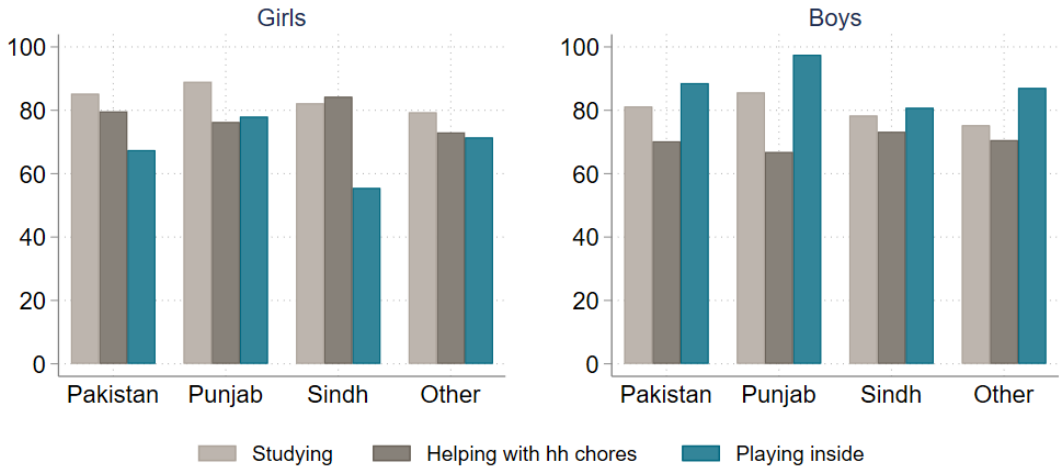
Girls' main activities are studying and helping with household chores and boys' main activities are playing inside and studying, in that order. This pattern is consistent across income groups. However, the pattern for girls is less consistent when the respondent is uneducated, and girls' primary reported activity is helping with household chores followed by studying. Prior evidence suggests that adolescent girls as "big sisters" contribute substantially to caring for younger siblings and overall domestic work.

Figure 9. Across employment skills levels and income, studying is the most common activity for girls and playing inside is the most common activity for boys



Note: The y axis shows the percent of respondents reporting specific activities for girls and boys respectively. Children can engage in more than one activity. All graphs refer to the respondents' employment skill level and income. Income graphs are based on a sample size of 689 respondents for girls and 757 respondents for boys. Employment skill level graphs are based on a sample size of 705 for girls and 778 respondents for boys. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives, and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics.

Figure 10. Across regions, activity pattern is consistent for boys, but less consistent for girls



Note: The y axis shows the percent of respondents reporting specific activities for girls and boys respectively. Children can engage in more than one activity. All graphs refer to the respondents' region. Graph is based on a sample size of 854 respondents for girls and 937 respondents for boys. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

Key Finding 5. Households report no major difference in likelihood of sending boys and girls back to school.

The international education community is rightly worried that many girls will simply not make it make it back to class once schools reopen. We ask households how likely they are to send male and female children back to school once they reopen.

In our sample, there is no difference in reported likelihood of boys and girls returning to school. 99 percent of households report they will send all boys and girls back to TCF schools. A recent study from Pakistan finds no gender differences in re-enrollment in the aftermath of the 2005 earthquake. While the respondent's self-reported data in our survey do not suggest gender differences in re-enrollment, this is not to suggest that gendered risks to girls' education do not exist. Evidence from Sierra Leone suggests that female enrollment fell by 17 percentage points after the Ebola crisis. Other evidence from Sub-Saharan Africa and South Asia suggests that households facing limited resources may prioritize sending boys to school rather than girls. Therefore, while respondents may be inclined to say that they will send girls back to school, their actual actions once schools reopen may be different, especially when compounded by lingering economic strains. It is also worth noting that at the time of the survey, schools had only been closed for approximately three months, and parents' opinions on re-enrollment may change as schools continue to stay shut in the medium and longer term.

Economic Impact of Lockdown

Key Finding 6. More than half of the respondents report a reduction in income during lockdown and felt the need to borrow money.

We ask households about economic shocks and impacts on employment, income, and food consumption during the lockdown, particularly referencing the period of the first week of May, 2020. More than half (58 percent) of the respondents report a reduction in income during the lockdown period. This finding is similar to a Gallup poll finding where 44 percent of Pakistanis report being laid off, taking a salary cut, or getting unpaid leave due to the pandemic. This statistic is lower than findings from a similar survey in Senegal where 87 percent of respondents report a loss in income. For context, the survey in Senegal took place in April, 2020 and while the Senegalese government had not imposed a full lockdown, it had imposed a curfew and restricted travel across regions. 44 percent of our sample reports no income for the entire month of May, 2020, and 56 percent report no income during lockdown in the first week of May, 2020.

Table 4. More than half of the respondents report earning no income in the first week of May during lockdown

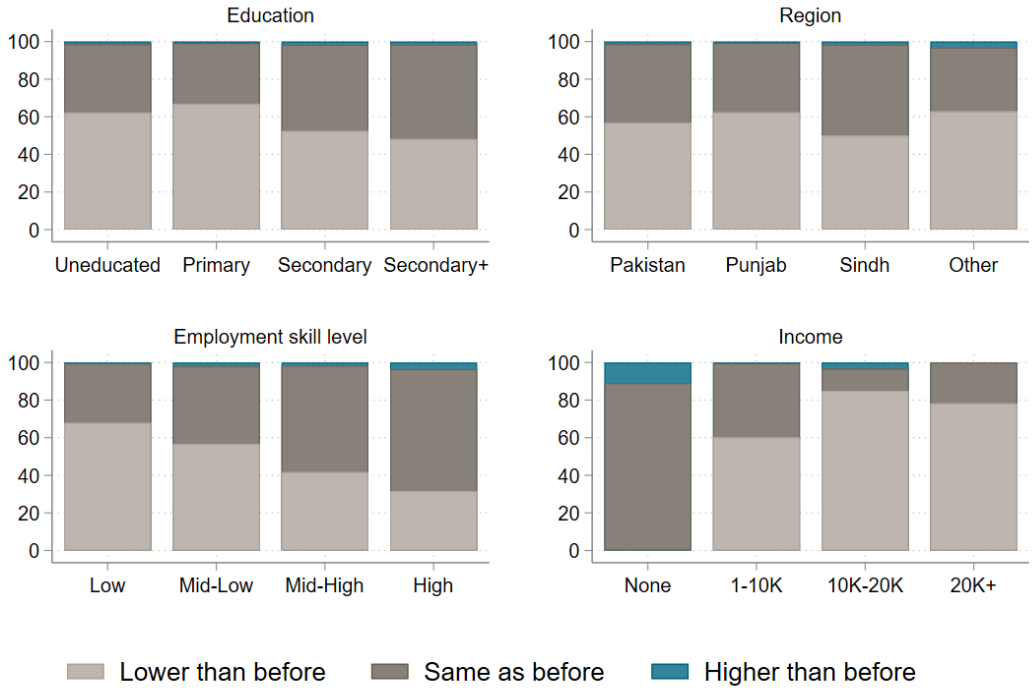
	How much did you earn this year in the lockdown period in the first week of May?					
How much do you usually earn in the first week of May?	Doesn't know/refused to answer	No Income	1–10,000 RS	10,0001–20,000 RS	Above 20,001 RS	Total
Doesn't know/refused to answer	83.7%	12.8%	2.3%	-	1.2%	**100.0%**
No Income	3.0%	86.4%	7.6%	3.0%	-	**100.0%**
1–10,000 RS	1.0%	59.6%	39.2%	0.1%	0.1%	**100.0%**
10,0001–20,000 RS	-	46.7%	39.1%	12.0%	2.2%	**100.0%**
Above 20,001 RS	-	34.8%	39.1%	4.3%	21.7%	**100.0%**
Percent of sample	**7.8%**	**55.8%**	**34.2%**	**1.4%**	**0.9%**	**100.0%**

Note: Table excludes students, teenagers with no occupation, housewives, and women with no occupation (likely to be housewives).

While most of the interviewed households (75 percent)[9] report earning Rs. 1–10,000 usually in the first week of May pre-COVID, 60 percent of these respondents report earning no income in the first week of May 2020 during lockdown, as shown in Table 4. Furthermore, 58 percent of households that usually earn some money before COVID-19 report a 100 percent reduction in income during the first week of May.

[9] Figure excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives).

Figure 11. Income reductions occur across levels of education, income, employment skill, and region



Note: The y axis shows the percent of respondents reporting no change or change in income. All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on a sample size of 1,055 respondents. Income graph is based on a sample size of 976 respondents and employment skill level graph is based on a sample size of 994 respondents. All graphs exclude respondents who declared themselves to be students, teens with no occupation, housewives, and women with no occupation (likely to be housewives). Income figure is the respondent's self-reported pre-COVID-19 weekly income. Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

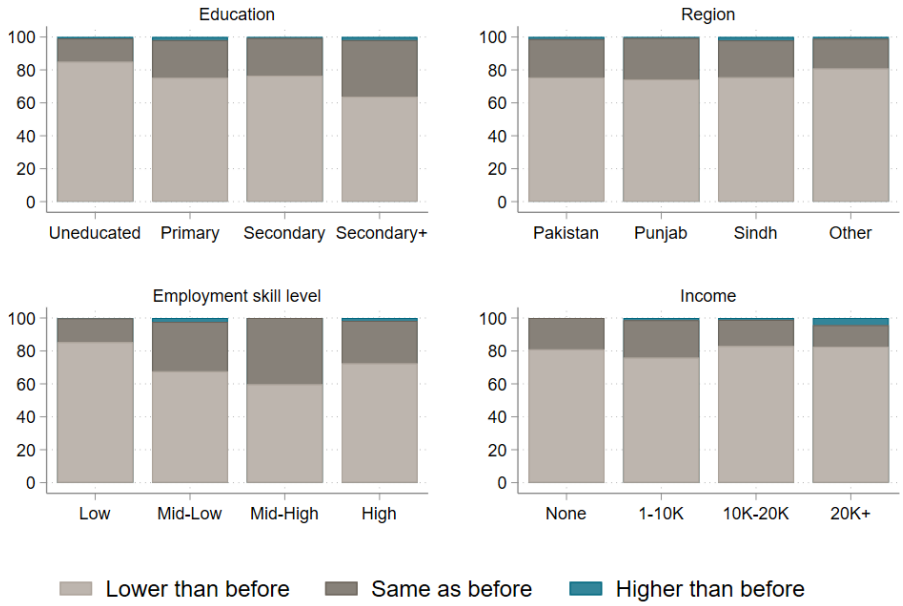
Income shocks are prevalent across all education levels, with 62 percent of respondents who have no education reporting a reduction in income compared to 48 percent of respondents who have more than secondary education. While respondents across all levels of pre-lockdown income report a reduction in income, relatively richer respondents are slightly more likely to report a reduced income. The opposite trend is observed across employment skill classification levels, as respondents with low-skilled jobs are 36 percentage points more likely to report reduction in come compared to those with high-skilled jobs.

In addition to income reduction, we ask respondents about the need to borrow money and reduction in days worked. More than half (52 percent) of households report that they felt the need to borrow money during the month of May. 62 percent of households report that they did not work at all during the first week of May.[10] 75 percent of households report a

[10] The number excludes students, housewives, and women with no occupation (likely to be housewives).

reduction in days worked during the first week of May during lockdown,[11] while 68 percent of respondents report reducing the number of days worked by half or more.[12]

Figure 12. Reduction in number of days worked occurs across levels of education, income, employment skill, and region



Note: The y axis shows the percent of respondents reporting no change or a change in number of days worked. All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on a sample size of 989 respondents. Income graph is based on a sample size of 987 respondents and employment skill level graph is based on a sample size of 946 respondents. Graphs include respondents who reported working usually at least one day of the week pre-COVID. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives, and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

Similar to the pattern for income shocks, the reduction in number of days worked is more pronounced among more respondents with no education, with 54 percent of respondents who have no education reporting a reduction in days worked compared to 25 percent[13] of respondents who have more than secondary education. Respondents across all levels of pre-lockdown income report a reduction in days worked. Similar to income reductions,

[11] Note that 56 percent of respondents who report no change in number of days worked are working 7 days a week.

[12] Figure includes people who pre-COVID-19 worked at least one day per week and declared not working in the first week of May.

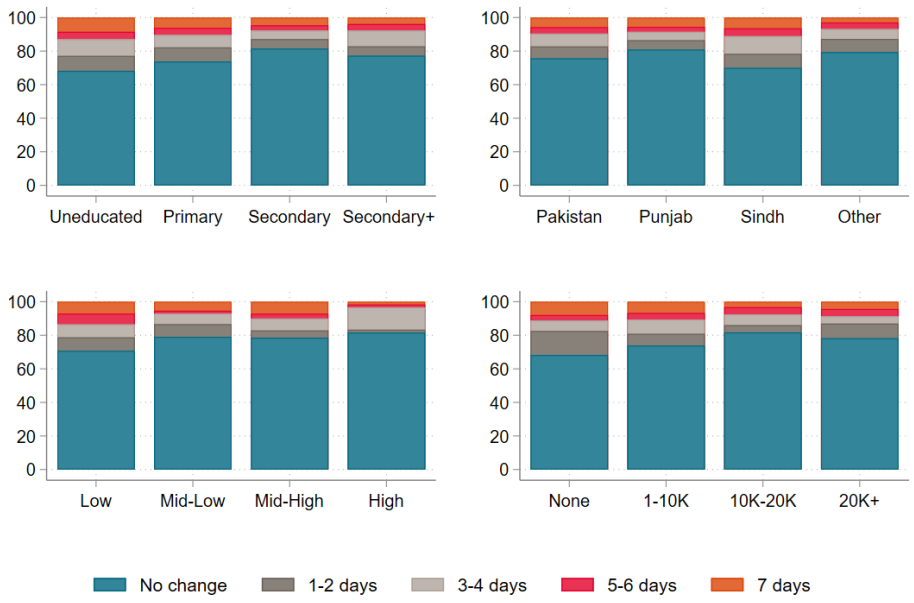
[13] Figures refer to respondent's who report working in the first week of May and excludes students, teens with no occupation, housewives, and women with no occupation (likely to be housewives).

respondents whose jobs are classified as low-skilled are more susceptible to reduction in days worked compared to respondents with high-skilled jobs.

Key Finding 7. One-fifth of households report reducing both the number and size of meals consumed.

While more than half of the households report a reduction in income during lockdown, a smaller percentage report becoming food insecure. 28 percent of households report reducing the number of meals, and 24 percent report reducing the size of meals.[14] Overall, 20 percent of households report reducing the number and size of meals.[15] This is similar to a Gallup poll finding that 27 percent of urban and 20 percent of rural Pakistanis report reducing the size and number of meals in April, 2020. Another study from Nigeria reports that 30 percent of households experienced severe food insecurity in June, 2020.

Figure 13. Reduction in meal sizes occur across levels of education, income, employment skill, and region



Note: The y axis shows the percent of respondents reporting no change or a change in meal sizes. All graphs refer to the respondents' education, region, employment skill level, and income. Graph is based on a sample size of 1,082 respondents for income background and 1,202 respondents for other categories. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

[14] 74 percent of respondents reducing the number of meals also report reducing the size of meals.
[15] 0.74 * 0.28

Respondents across education levels report a reduction in meal sizes, with 13 percent of uneducated households and 8 percent of those with more than secondary education reporting reducing meal sizes for 5 or more days in the first week of May. Sindh, compared to other provinces, reports a higher proportion (30 percent) of households reducing meal sizes. 19 percent of households with income of less than Rs. 10,000 per week are reducing meal sizes for more than 3 days per week compared to 14 percent of households making above Rs. 10,000 per week. Similarly, respondents with low-skilled jobs are more likely to report reducing meal sizes. A similar pattern emerges when looking at the number of meals (Figure A11 in the appendix).

Key Finding 8. Only one-fifth of respondents reporting a reduction in income and one-fifth of respondents reporting a reduction in meals are covered by the government's cash transfer program.

Overall, only a small percentage of households (21 percent of households) are covered by government's Ehsaas program,[16] and 12 percent of households report receiving food rations from relief organizations. Furthermore, only a little more than one-fifth (22 percent) of households reporting a reduction in income due to lockdown are covered by the government's Ehsaas program. This finding implies that the government must consider expanding coverage of Ehsaas program to include other needy beneficiaries to reduce the economic impacts of the crisis.

A similar picture emerges when looking at food insecure households covered by the government's cash transfer program. Overall, 20 percent of respondents report reducing both meal sizes and number of meals. Only 26 percent of these individuals are covered by the government's cash transfer program and 21 percent of these individuals report receiving food rations from a relief organization. Food insecurity (reduction in both meal size and number of meals) is worse for uneducated households, yet only one-third of such households are covered by the government's Ehsaas program. Similarly, food insecurity is worse for respondents reporting no income, yet only a small minority are covered by the government's cash transfer program. Looking across employment skill classifications, those with low-skilled jobs are roughly two times more likely to be food insecure compared to those with high-skilled jobs, but only one-third of those with low-skilled jobs report being covered by the government's social assistance program. Across regions, respondents from Sindh are most likely to report being food insecure, but only one-fourth are covered by the cash transfer program.

[16] The program is formerly known as BISP (Benazir Income Support Program) and is the federal government's targeted unconditional cash transfer program. To respond to COVID-19, the government announced an emergency cash assistance program to provide 12 million families Rs. 12,000 ($77) per month for four months.

Figure 14. A sizable proportion of respondents have reduced both the number of meals and their sizes, and only a small fraction are covered by the government's cash transfer program

Note: The y axis shows the percent of respondents reporting reduction in meal sizes and numbers, and percent of food insecure households covered by the Ehsaas program. All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on 1,202 respondents. Income graph is based on a sample size of 968 respondents and employment skill level graph is based on a sample size of 994 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

Key Finding 9. Two percent of respondents have internally migrated.

Many countries, including neighboring India, have seen a surge in migrants returning to their native villages and towns in response to the lockdown. In our sample, only 1.6 percent of households report being in a different place compared to where they were before the lockdown.

COVID-19 Awareness, Risk Perceptions, and Behaviors

Key Finding 10. A large majority of respondents (99 percent) have heard about COVID-19, and report being worried about being infected.

99 percent of the respondents have heard about COVID-19. This is similar to findings from a prior CGD survey in Senegal where 99 percent of respondents had heard about the virus. Most respondents report getting information about the virus from the news (84%). A significant proportion (44 percent) also report receiving information from family and neighbors. More educated respondents are more likely to get their information from social media, and less likely to get their information from religious leaders compared to respondents with no education (Table A6 in the appendix). Furthermore, 92 percent of the respondents report being "extremely worried" or "worried" about being infected by COVID.

Key Finding 11. Ninety percent of respondents report wearing a face mask last week and 97 percent report washing their hands more often than they used to.

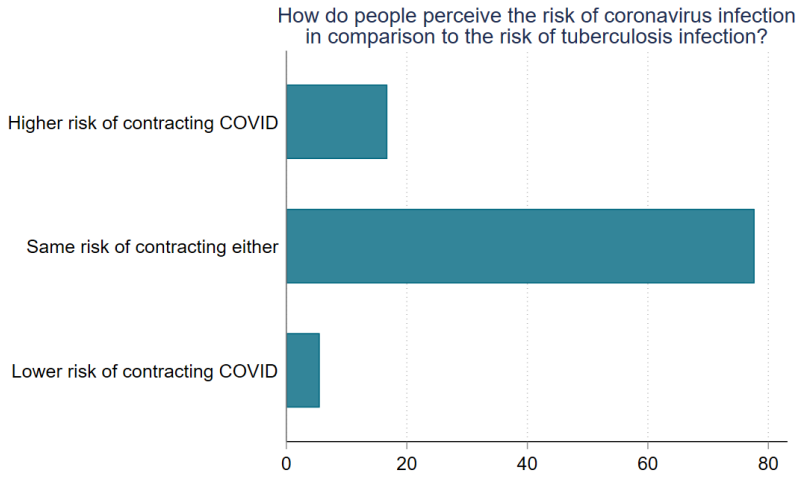
We ask respondents about preventative health practices such as wearing face masks and hand washing to curb the transmission of COVID-19. 90 percent of the respondents report wearing a face mask in the week prior to the survey interview, and 97 percent report washing their hands and using hand sanitizer more often than they used to.

Key Finding 12. A majority of respondents (78 percent) perceive a similar risk of contracting COVID-19 or tuberculosis, even though estimates suggest a 74 percent higher chance of contracting COVID-19 compared to tuberculosis.

We ask respondents to guess the chances that they or someone in their household contracts COVID-19 and tuberculosis separately. Tuberculosis is highly endemic in Pakistan. ONS estimates (Table 13) indicate that 2.62 percent of individuals in contact with a COVID-19 case within 14 days test positive for the virus, while contact tracing data for tuberculosis in Pakistan indicate 1.51 percent[17] of those in contact with a tuberculosis case contract the bacteria.

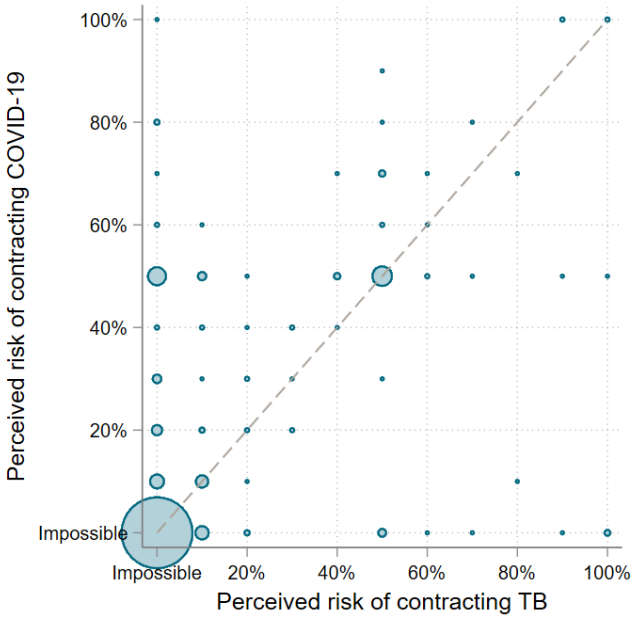
[17] 2019, Q1–Q2 data; refers to number of confirmed cases detected in relation to number of household contacts screened.

Figure 15. Less than one-fifth of respondents report a higher chance of contracting COVID-19 compared to tuberculosis



Note: The x axis refers to the percent of respondents with a specific perceived risk of contracting COVID-19 compared to tuberculosis. Graph is based on a sample size of 1,199 respondents.

Figure 16. Overall, a majority (71 percent) believe it is impossible for them or someone in their household to contract either COVID-19 or TB



Note: Graph is based on a sample size of 1,199 respondents. Bubble size represents the number of respondents in that coordinate. Dashed line represents similar associated risk of infection for both COVID-19 and TB.

A majority of respondents (78 percent) believe that there is a similar chance of contracting COVID-19 or tuberculosis. Only less than one-fifth of respondents (17 percent) report a higher risk of contracting COVID-19 compared to tuberculosis, while 5 percent report a higher risk of contracting tuberculosis compared to COVID-19. As shown in Figure 16, 71 percent of respondents believe that it is impossible for them or someone in their household to catch either disease.[18] While a majority of respondents assume a similar or zero risk of contracting either disease, ONS estimates suggest a 74 percent higher chance of contracting COVID-19 compared to tuberculosis.

Key Finding 13. Sixty-eight percent of respondents associate a higher risk of a COVID-19 infection if schools reopen compared to their current perceived risk (in June 2020).

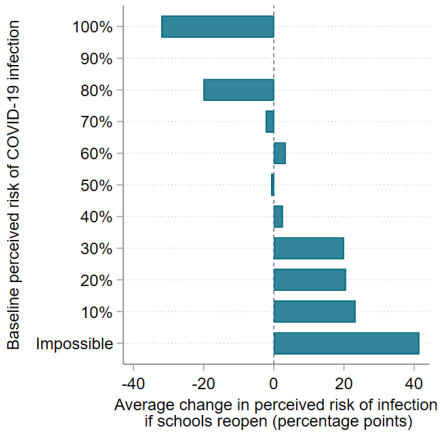
We also ask respondents to rate the odds of someone in their household contracting COVID-19 if their child goes to school to study and play with other children. The government has started a phased reopening of schools since September 15, 2020.

A majority of respondents (67 percent) associate a higher risk of COVID-19 infection under a scenario where schools reopen while 28 percent report no change compared to their baseline risk.[19] Among respondents who originally report a 0 percent chance of contracting COVID-19, two-thirds believe that there is a 50 percentage point increase in the chance of infection under a school reopening scenario and 7 percent believe that there will be guaranteed infection.

[18] As shown in Figure A12 in the appendix, 75 percent of the households believe that it is impossible for them or someone in their household to contract coronavirus, compared to 85 percent for tuberculosis. In contrast, 92 percent report being "extremely worried" or "worried" about being infected with COVID-19. This difference could be driven by the way the two questions are worded: "How worried are you about being infected with Coronavirus?" versus "What are the chances that you or someone in your household contracts Coronavirus?" It could also be due to the fact that people are implementing social distancing and health measures (90 percent of respondents report wearing a face mask last week and 97 percent report washing their hands more often than they used to) that reduces the perceived likelihood of them or someone in their household actually contracting the virus, but still leaves them generally worried about contracting the infection.

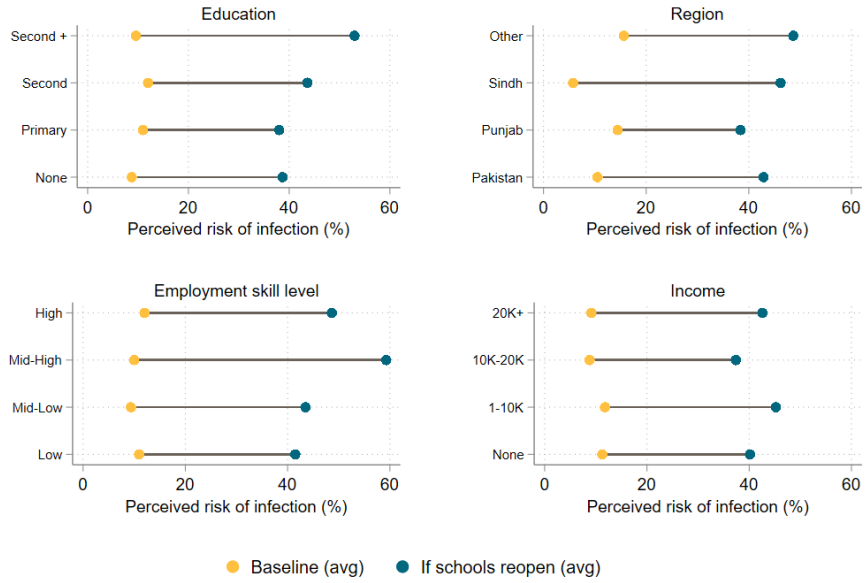
[19] Baseline risk refers to the respondent's current perceived odds of them or someone in their household contracting the virus.

Figure 18. Most respondents believe that there is a higher risk of COVID-19 infection if schools reopen



Note: Graph is based on a sample size of 1,196 respondents. Number of respondents (n) that associated probability p to COVID-19 infection at baseline question is as follows: p=0%, n=895; p=10%, n=53; p=20%, n=21; p=30%, n=15; p=40%, n=8; p=50%, n=178; p=60%, n=6; p=70%, n=9; p=80%, n=5; p=90%, n=1; p=100%, n=5.

Figure 19. Respondents with more than secondary education associate a higher increase in probability of COVID-19 infection if schools reopen

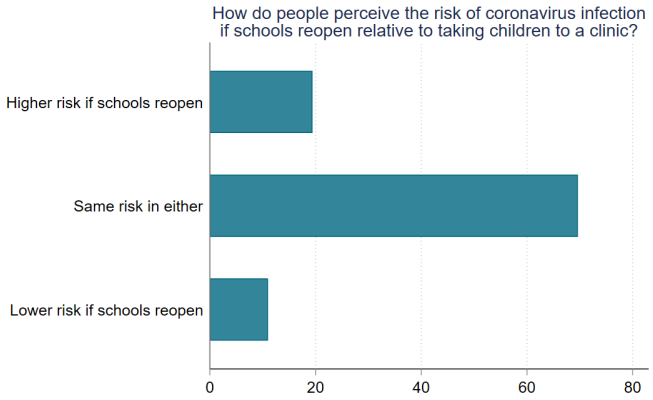


Note: All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graphs are based on a sample size of 1,196 respondents. Income graph is based on a sample size of 966 respondents and employment skill level is based on a sample size of 991 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

As shown in Figure 19, more educated households associate school re-opening with a higher increase in risk of infections compared to less educated households, though baseline risks are roughly similar across education groups. Across regions, there is large variation in both baseline perceived risk as well as increase in risk under a scenario where schools re-open.

We also ask respondents to rate the odds of someone in their household contracting COVID-19 if they take their child to a clinic. A majority of respondents (70 percent) perceive a similar risk of contracting COVID-19 from children going to school or going to clinic.

Figure 20. Most respondents believe the chances of contracting the virus from schools reopening versus taking a child to the clinic are roughly similar

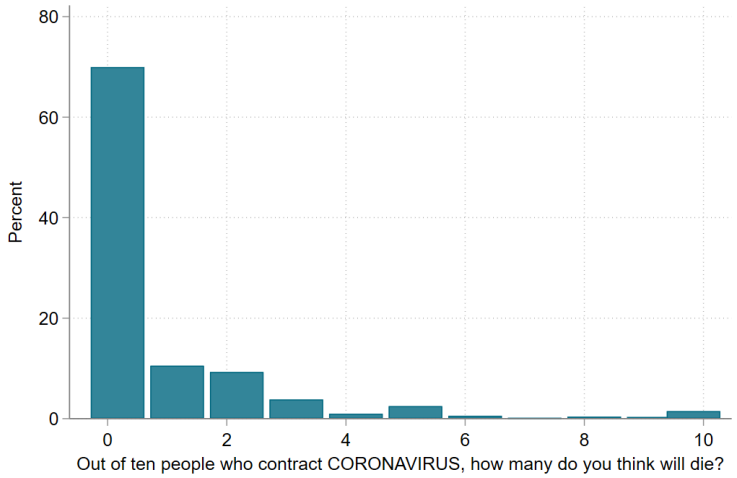


Note: The x axis refers to the percent of respondents with a specific perceived risk of contracting COVID-19 from children going to school compared to children going to a clinic. Graph is based on a sample size of 1,198 respondents.

Close to one-fifth of the respondents report a higher risk of them or someone in their household contracting COVID-19 if their child went to school compared to the child visiting a clinic. 70 percent of the respondents say there is a similar risk of contracting the COVID-19 from a visit to a school or a clinic, and 49 percent of the respondents say that in both cases chances are 50 percent. Only a minority of respondents (9 percent) believe that the risk of infection from a school visit is lower than the risk from a clinic visit.

We also ask respondents to estimate the probability of death from a COVID-19 infection by asking them how many people out of 10 would die if exposed to COVID-19.

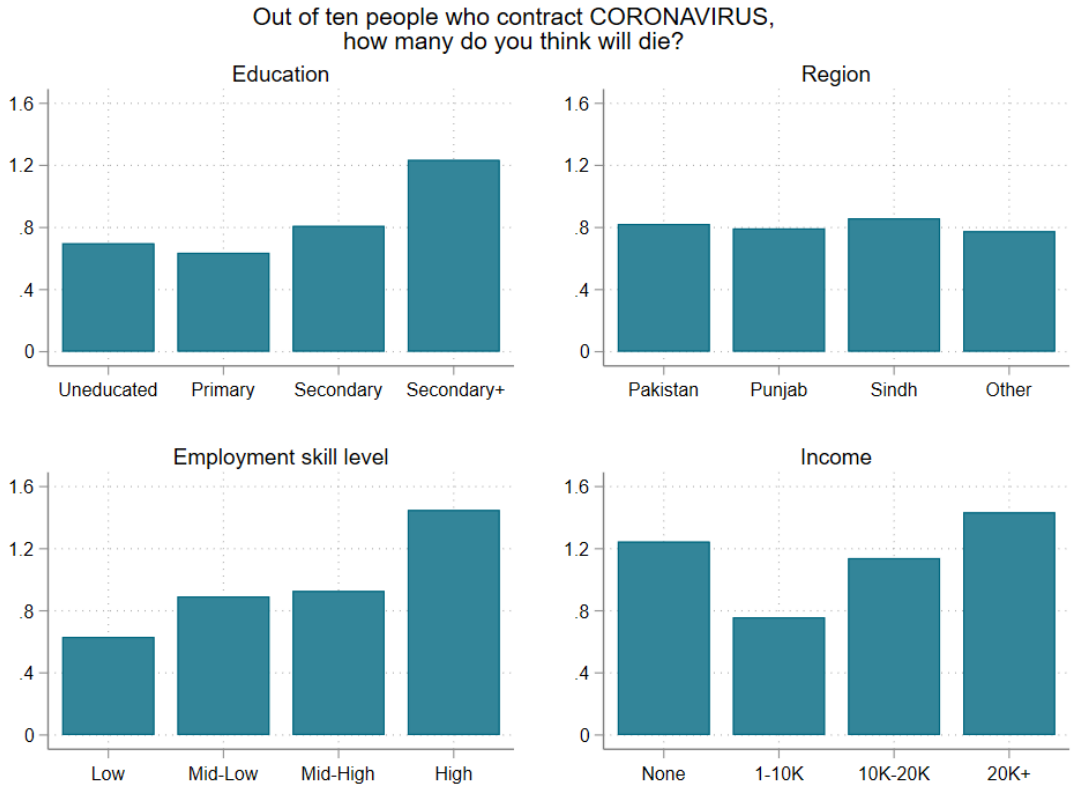
Figure 21. 70 percent of respondents believe 0 out of 10 infected people with COVID-19 will die



Note: The y axis refers to the percent of respondents who think a specific number of people (out of ten) will die from a coronavirus infection. Graph is based on a sample size of 1,205 respondents.

Overall, 70 percent of the respondents believe that a COVID-19 infection will kill 0 out of 10 people. The perceived death risk is associated with levels of respondents' education, income, and employment skill classifications. While 80 percent of respondents with no education believe that a COVID-19 infection would kill 0 people, 57 percent of respondents with more than secondary believe so. Similarly, 66 percent of respondents with no income believe that a COVID-19 infection would kill 0 people compared to 52 percent of respondents who make more than Rs. 20,000 per week. The gradient is starker when looking at employment skill classification levels, with respondents with high-skilled jobs estimating the death risk from a COVID-19 infection twice as high as those with low-skilled jobs (Figure 22).

Figure 22. Perceived death risk of COVID-19 across education, province, income, and employment skill level



Note: The y axis refers to the number of deaths expected from a coronavirus infection out of 10 infected people, as reported by respondents. All graphs refer to the respondents' education, region, employment skill level, and income. Education and regional graph is based on a sample size of 1,205 respondents for other categories. Income graph is based on a sample size of 969 respondents and employment skill level graph is based on a sample size of 996 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics. Due to the small number of observations from AJK, KPK, and Balochistan, as shown in Table 1, the provincial breakdown compares the national average, the two biggest provinces, with the remaining provinces included in "Other."

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Appendix

Table A1. Regional distribution of overall student body vs. where contact information is available

	TCF student body		TCF student body with contact information		Final Sample	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Central	30,705	12.77	8,385	13.18	157	12.96
North	47,350	19.69	14,165	22.27	237	19.57
North West	27,393	11.39	7,490	11.78	131	10.82
PS–North	31,160	12.96	10,641	16.73	195	16.10
PS–South	9,550	3.97	1,449	2.28	46	3.80
South	35,878	14.92	3,221	5.06	161	13.29
South West	58,422	24.30	18,250	28.69	284	23.45
Total	**240,458**	**100.00**	**63,601**	**100.00**	**1,211**	**100.00**

Source: The Citizens Foundation, 2020.

Table A2. Gender distribution of overall student body vs. where contact information is available

	TCF student body		TCF student body with contact information		Final sample	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	110,650	46.02	29,926	47.05	586	48.39
Male	129,808	59.98	33,675	52.95	625	51.61
Total	**240,485**	**100**	**63,601**	**100**	**1,211**	**100**

Source: The Citizens Foundation, 2020.

Table A3.1. Support for school closures

Questions on school closures	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000	Income > 10,000
Do you think school closures are a good idea?	48.8 (1.44)	45.3 (3.71)	49.4 (1.56)	50.4 (3.02)	51.4 (2.83)	44.9 (2.52)	49.8 (3.28)	49.4 (1.70)	47.4 (4.66)
Are you worried about school closures negatively impacting the children's learning?									
Not worried	0.83 (0.26)	0.55 (0.55)	0.88 (0.29)	1.09 (0.63)	-	0.8 (0.44)	1.7 (0.86)	0.9 (0.32)	0.9 (0.86)
Neutral	2.1 (0.41)	1.10 (0.08)	2.24 (0.46)	1.09 (0.63)	1.61 (0.71)	2.8 (0.84)	2.6 (1.05)	2.2 (0.50)	-
Worried	97.1 (0.48)	98.3 (0.09)	96.88 (0.54)	97.81 (0.89)	98.4 (0.71)	96.4 (0.94)	95.7 (1.34)	96.9 (0.59)	99.1 (0.86)
Sample size	**1,210**	**181**	**1,029**	**274**	**311**	**391**	**233**	**855**	**116**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020.

Table A3.2. Technology access and distance learning

Questions on distance learning	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000	Income > 10,000
Is there a TV in the house?	64.3 (1.39)	70.9 (3.40)	63.2 (1.52)	56.8 (3.01)	61.3 (2.77)	66.9 (2.42)	73.0 (2.92)	62.9 (1.56)	71.9 (4.23)
Is there a mobile phone in the house?	57.4 (1.43)	59.8 (3.68)	57.0 (1.56)	46.9 (3.04)	48.7 (2.84)	60.6 (2.52)	76.0 (2.81)	57.7 (1.59)	71.9 (4.23)
Are children watching the distance learning channel "Teleschool" on TV?	22.6 (1.20)	22.1 (3.09)	22.6 (1.31)	18.4 (2.35)	23.8 (2.42)	23.0 (2.13)	25.0 (2.85)	21.5 (1.32)	28.8 (3.67)
Are the children using the mobile phone for distance learning?	17.5 (1.09)	18.8 (2.91)	17.3 (1.18)	10.3 (1.85)	15.8 (2.07)	17.4 (1.92)	28.4 (2.97)	16.4 (1.27)	20.3 (3.26)
Are you or someone else in the household helping children with studies while schools are closed?	68.1 (1.35)	65.9 (3.55)	68.5 (1.46)	52.4 (3.04)	67.7 (2.66)	73.8 (2.26)	77.7 (2.73)	68.4 (1.60)	68.4 (4.37)
Are there books or learning material in the house?	78.9 (1.18)	74.3 (3.28)	79.7 (1.27)	74.5 (2.65)	78.1 (2.35)	74.3 (2.25)	92.3 (1.75)	82.2 (1.31)	80.7 (3.71)
Sample size	**1,194**	**179**	**1,015**	**271**	**310**	**378**	**233**	**850**	**114**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020.

Table A3.3. Female and male re-enrollment

Questions on School Closure:	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000*	Income > 10,000*
How many of the male children are enrolled in a TCF school?	1.81 (0.33)	1.54 (0.07)	1.86 (0.04)	1.92 (0.07)	1.79 (0.06)	1.70 (0.05)	1.90 (0.09)	1.84 (0.04)	1.94 (0.11)
How many of the male children will you send back to TCF schools once they reopen?	1.80 (0.34)	1.52 (0.07)	1.85 (0.04)	1.90 (0.07)	1.78 (0.06)	1.69 (0.05)	1.90 (0.09)	1.83 (0.04)	1.90 (0.11)
Sample size	**937**	**129**	**808**	**217**	**242**	**304**	**173**	**664**	**93**
How many of the female children are enrolled in a TCF school?	1.78 (0.03)	1.68 (0.07)	1.81 (0.04)	1.77 (0.07)	1.87 (0.08)	1.71 (0.05)	1.82 (0.08)	1.82 (0.04)	1.72 (0.09)
How many of the female children will you send back to TCF schools once they reopen?	1.77 (0.03)	1.68 (0.07)	1.79 (0.04)	1.76 (0.07)	1.86 (0.07)	1.70 (0.06)	1.77 (0.08)	1.80 (0.04)	1.70 (0.10)
Sample size	**851**	**148**	**703**	**190**	**221**	**276**	**164**	**609**	**79**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020. Table only shows results for respondents who had at least one boy or one girl enrolled in TCF.

Table A3.4. Girls' and boys' educational activities during school closures

Questions on children's education		Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000	Income > 10,000
What educational activities have female/male children been pursuing since the schools were closed?										
Study Alone:	F	51.1 (1.71)	46.6 (4.11)	52.0 (1.88)	48.7 (3.63)	60.2 (3.30)	53.6 (3.00)	37.2 (3.79)	50.1 (1.90)	46.8 (5.65)
	M	46.3 (1.63)	38.8 (4.31)	47.5 (1.76)	45.6 (3.39)	53.5 (3.21)	48.4 (2.87)	33.5 (3.60)	45.5 (1.82)	37.6 (5.05)
Study Under Guidance of Parents:	F	27.6 (1.53)	23.0 (3.47)	28.6 (1.70)	14.7 (2.57)	19.9 (2.69)	34.5 (2.86)	41.5 (3.86)	28.2 (1.82)	34.2 (5.37)
	M	27.7 (1.46)	25.6 (3.86)	28.1 (1.58)	12.0 (2.21)	20.6 (2.60)	37.2 (2.78)	41.0 (3.75)	28.0 (1.74)	38.7 (5.08)
Study Under Guidance of Siblings:	F	26.1 (1.50)	29.7 (3.77)	25.4 (1.64)	21.5 (2.98)	27.1 (3.00)	26.6 (2.66)	29.3 (3.56)	23.7 (1.67)	25.3 (4.92)
	M	27.2 (1.45)	29.5 (4.03)	26.9 (1.56)	26.3 (2.99)	30.0 (2.95)	25.3 (2.50)	27.7 (3.41)	26.4 (1.59)	22.6 (4.36)
Private coaching or tuition:	F	23.0 (1.44)	25.7 (3.60)	22.4 (1.57)	18.8 (2.84)	29.4 (3.07)	21.9 (2.49)	20.7 (3.18)	22.7 (1.62)	20.3 (4.55)
	M	22.1 (1.36)	29.5 (4.03)	20.9 (1.43)	21.2 (2.78)	25.1 (2.79)	21.7 (2.37)	19.7 (3.03)	21.5 (1.59)	19.4 (4.12)
Study using online resources or mobile phones:	F	1.8 (0.45)	3.4 (1.49)	1.4 (0.45)	-	2.7 (1.10)	1.1 (0.62)	3.7 (1.47)	1.6 (0.47)	3.8 (2.16)
	M	1.8 (0.44)	3.1 (1.53)	1.6 (0.44)	0.9 (0.65)	2.1 (0.91)	1.3 (0.65)	3.5 (1.40)	1.8 (0.51)	-
Study using TV resources:	F	1.5 (0.42)	0.7 (0.68)	1.7 (0.49)	-	1.4 (0.78)	1.1 (0.62)	4.3 (1.58)	1.8 (0.54)	1.3 (1.27)
	M	1.8 (0.44)	0.8 (0.78)	2.0 (0.49)	0.5 (0.46)	2.1 (0.91)	1.0 (0.57)	4.6 (1.60)	2.2 (0.57)	1.1 (1.08)

None of the above:	F	13.2 (1.16)	12.2 (2.70)	13.5 (1.29)	23.0 (3.05)	9.0 (1.93)	10.4 (1.84)	12.2 (2.56)	14.1 (1.41)	15.2 (4.06)
	M	16.5 (1.21)	17.1 (3.32)	16.5 (1.31)	23.5 (2.89)	13.2 (2.17)	14.5 (2.02)	16.2 (2.81)	18.1 (1.49)	15.1 (3.73)
Sample size	**F**	**839**	**144**	**695**	**189**	**216**	**270**	**164**	**611**	**78**
	M	**925**	**126**	**799**	**215**	**241**	**296**	**173**	**664**	**92**
How many hours do female/male children spend in education activities in a typical day?										
Less than an hour:	F	22.4 (1.44)	24.3 (3.59)	22.0 (1.57)	33.9 (3.45)	23.1 (2.88)	19.3 (2.40)	13.4 (2.67)	22.6 (1.71)	24.4 (4.89)
	M	25.3 (1.43)	28.6 (4.04)	24.8 (1.53)	33.5 (3.23)	28.6 (2.92)	20.3 (2.34)	19.1 (3.00)	25.3 (1.43)	25.0 (4.54)
1–2 hours:	F	53.3 (1.72)	52.1 (4.18)	53.5 (1.89)	48.7 (3.65)	50.5 (3.41)	55.9 (3.03)	57.9 (3.87)	54.3 (2.03)	47.4 (5.69)
	M	54.1 (1.64)	46.2 (4.46)	55.2 (1.76)	47.4 (3.41)	50.2 (3.23)	57.8 (2.88)	61.3 (3.71)	54.1 (1.64)	60.9 (5.12)
2–4 hours	F	22.2 (1.43)	22.9 (3.51)	22.0 (1.57)	16.4 (2.70)	24.1 (2.92)	21.9 (2.52)	26.8 (3.47)	21.1 (1.67)	25.6 (4.98)
	M	19.2 (1.30)	23.1 (3.76)	18.6 (1.38)	18.6 (2.66)	19.5 (2.56)	20.3 (2.34)	17.9 (2.92)	19.2 (1.30)	12.0 (3.40)
More than 4 hours:	F	2.1 (0.50)	0.7 (0.69)	2.4 (0.59)	1.1 (0.75)	2.3 (1.03)	3.0 (1.03)	1.8 (1.05)	2.1 (0.57)	2.6 (1.80)
	M	1.4 (0.38)	1.59 (1.11)	1.4 (0.41)	0.5 (0.47)	1.7 (0.82)	1.7 (0.75)	1.7 (1.00)	1.4 (0.39)	2.2 (1.53)
Sample size	**F**	**839**	**144**	**695**	**189**	**216**	**270**	**164**	**598**	**78**
	M	**925**	**126**	**799**	**215**	**241**	**296**	**173**	**654**	**92**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020. "F" and "M" rows refer to the gender of the child, while "Female" and "Male" columns refer to the gender of the adult who answers the phone. Table only shows results for respondents who had at least one boy or one girl enrolled in TCF.

Table A3.5. Girls' and boys' top three main activities during school closures

Questions on children's activities		Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000	Income > 10,000
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Can you rank number 1 main activity of the oldest female/male child of the household?										
Studying:	F	43.9 (1.70)	41.5 (4.08)	44.5 (1.87)	43.5 (3.60)	44.7 (3.37)	36.5 (2.90)	56.1 (3.89)	43.6 (2.01)	49.4 (5.66)
	M	41.7 (1.61)	31.8 (4.12)	43.2 (1.75)	37.8 (3.30)	42.1 (3.18)	35.5 (2.75)	56.6 (3.78)	42.8 (1.92)	33.3 (4.91)
Helping Mother with Cooking:	F	17.5 (1.31)	12.2 (2.72)	18.6 (1.47)	17.3 (2.74)	16.9 (2.54)	14.8 (2.14)	23.2 (3.30)	17.9 (1.56)	22.8 (4.75)
	M	1.28 (0.37)	3.9 (1.71)	0.8 (0.33)	0.9 (0.65)	1.65 (0.82)	0.99 (0.57)	1.7 (1.00)	0.5 (0.26)	1.1 (1.08)
Helping with Household Chores:	F	10.8 (1.07)	17.0 (3.11)	9.5 (1.11)	9.9 (2.17)	10.0 (2.04)	11.9 (1.95)	11.0 (2.45)	9.2 (1.17)	10.1 (3.42)
	M	12.6 (1.09)	7.0 (2.25)	13.5 (1.21)	16.1 (2.50)	10.7 (1.99)	9.2 (1.66)	16.7 (2.85)	13.3 (1.32)	18.3 (4.03)
Playing Outside:	F	0.5 (0.23)	0.68 (0.68)	0.43 (0.25)	1.0 (0.74)	0.5 (0.46)	0.36 (0.36)	-	-	1.3 (1.27)
	M	3.85 (0.63)	6.2 (2.13)	3.5 (0.64)	4.1 (1.36)	2.90 (1.08)	5.9 (1.36)	1.2 (0.82)	3.0 (0.66)	3.2 (1.84)
Playing Inside:	F	27.0 (1.52)	27.9 (3.71)	26.8 (1.67)	28.3 (3.27)	27.9 (3.04)	36.1 (2.89)	9.1 (2.26)	28.9 (1.84)	16.5 (4.20)
	M	37.0 (1.58)	45.7 (4.40)	35.6 (1.69)	37.8 (3.30)	39.3 (3.15)	44.7 (2.86)	19.1 (3.00)	37.0 (1.88)	38.7 (5.1)
Working Outside:	F	0.2 (0.17)	0.68 (0.68)	0.14 (0.14)	-	-	0.4 (0.36)	0.6 (0.61)	0.3 (0.23)	-
	M	3.6 (0.61)	5.4 (2.00)	3.3 (0.63)	3.2 (1.20)	3.31 (1.15)	3.6 (1.07)	4.6 (1.60)	3.5 (0.71)	5.4 (2.35)

Sample size	**F**	**851**	**147**	**704**	**191**	**219**	**277**	**164**	**608**	**79**
	M	**936**	**129**	**807**	**217**	**242**	**304**	**173**	**663**	**93**
Can you rank number 2 main activity of the oldest female/male child of the household?										
Studying:	F	21.2 (1.40)	26.5 (3.65)	20.0 (1.51)	15.7 (2.64)	25.1 (2.94)	28.9 (2.73)	9.1 (2.26)	20.6 (1.64)	15.2 (4.06)
	M	18.6 (1.27)	27.9 (3.96)	17.1 (1.33)	15.3 (2.5)	22.7 (2.70)	21.7 (2.37)	11.6 (2.44)	17.7 (1.48)	20.4 (4.20)
Helping Mother with Cooking:	F	20.4 (1.38)	17.7 (3.16)	20.9 (1.53)	23.6 (3.08)	13.2 (2.30)	17.7 (2.30)	30.5 (3.61)	20.2 (1.63)	27.8 (5.08)
	M	1.1 (0.34)	0.78 (0.78)	1.1 (0.37)	-	1.7 (0.82)	1.3 (0.65)	1.2 (0.82)	0.60 (0.30)	-
Helping with Household Chores:	F	34.1 (1.63)	29.3 (3.76)	35.1 (1.80)	37.2 (3.51)	32.0 (3.16)	31.0 (2.79)	38.4 (3.81)	34.9 (1.93)	29.1 (5.14)
	M	33.0 (1.54)	24.0 (3.78)	34.5 (1.68)	33.8 (3.2)	23.1 (2.72)	34.2 (2.73)	43.9 (3.78)	33.8 (1.84)	35.5 (4.99)
Playing Outside:	F	4.35 (0.70)	6.12 (1.98)	4.0 (0.74)	7.3 (1.89)	2.7 (1.11)	4.7 (1.27)	2.4 (1.21)	3.9 (0.79)	7.6 (3.00)
	M	15.9 (1.20)	15.5 (3.20)	16.0 (1.29)	21.3 (2.79)	16.1 (2.37)	14.8 (2.04)	11.0 (2.38)	15.0 (1.39)	14.0 (3.62)
Playing Inside:	F	19.9 (1.37)	19.7 (3.29)	19.9 (1.51)	16.2 (2.68)	26.5 (2.99)	17.3 (2.28)	19.5 3.10()	20.2 (1.63)	20.3 (4.55)
	M	28.0 (1.47)	27.1 (3.93)	28.2 (1.59)	24.5 (2.93)	34.7 (3.07)	24.0 (2.45)	30.1 (3.50)	29.5 (1.77)	28.0 (4.68)
Working Outside:	F	0.24 (0.17)	0.7 (0.68)	0.1 (0.14)	-	0.5 (0.46)	0.4 (0.36)	-	0.2 (0.16)	-
	M	3.3 (0.59)	4.7 (1.86)	3.1 (0.61)	5.1 (1.50)	1.7 (0.82)	3.9 (1.12)	2.3 (1.15)	3.5 (0.71)	2.15 (1.51)
Sample size	**F**	**851**	**147**	**704**	**191**	**219**	**277**	**164**	**608**	**79**
	M	**935**	**129**	**806**	**216**	**242**	**304**	**173**	**661**	**93**

Can you rank number 3 main activity of the oldest female/male child of the household?

Studying:	F	20.62 (1.39)	18.75 (3.26)	21.00 (1.54)	17.89 (2.79)	19.72 (2.70)	23.08 (2.55)	20.86 (3.19)	21.36 (1.67)	18.99 (4.44)
	M	21.2 (1.34)	20.5 (3.59)	21.3 (1.45)	21.8 (2.81)	17.6 (2.47)	27.5 (2.57)	14.6 (2.70)	20.8 (1.58)	25.8 (4.56)
Helping Mother with Cooking:	F	15.5 (1.25)	16.7 (3.12)	15.3 (1.36)	13.7 (2.50)	22.5 (2.83)	12.8 (2.03)	12.9 (2.63)	15.4 (1.47)	12.7 (3.76)
	M	1.6 (.41)	2.4 (1.35)	1.5 (.43)	2.3 (1.03)	1.7 (.83)	1.0 (.57)	1.8 (1.01)	0.8 (0.34)	5.4 (2.35)
Helping with Household Chores:	F	35.3 (1.65)	34.7 (3.98)	35.4 (1.81)	34.7 (3.46)	28.9 (3.08)	41.0 (2.98)	35.0 (3.75)	35.4 (1.95)	41.8 (5.58)
	M	24.9 (1.42)	34.6 (4.24)	23.3 (1.50)	21.8 (2.81)	23.0 (2.73)	31.1 (2.67)	20.5 (3.09)	23.9 (1.66)	26.9 (4.62)
Playing Outside:	F	7.2 (0.89)	7.6 (2.22)	7.1 (0.97)	6.8 (1.84)	9.6 (2.00)	6.6 (1.50)	5.5 (1.79)	6.6 (1.01)	3.8 (2.16)
	M	22.5 (1.37)	21.3 (3.64)	22.7 (1.48)	21.8 (2.81)	33.5 (3.06)	16.9 (2.16)	18.1 (2.95)	23.4 (1.65)	14.0 (3.62)
Playing Inside:	F	21.0 (1.40)	22.2 (3.48)	20.7 (1.53)	25.8 (3.18)	19.3 (2.68)	16.5 (2.5)	25.2 (3.41)	20.7 (1.65)	22.8 (4.75)
	M	23.9 (1.40)	16.5 (3.31)	25.1 (1.53)	28.7 (3.09)	18.0 (2.49)	17.2 (2.16)	38.0 (3.72)	25.1 (1.69)	23.7 (4.43)
Working Outside:	F	0.4 (0.20)	-	0.4 (0.25)	1.1 (0.74)	-	-	0.6 (0.61)	0.5 (0.29)	-
	M	5.8 (.77)	4.7 (1.89)	6.0 (.84)	3.7 (1.29)	6.3 (1.57)	6.3 (1.40)	7.0 (1.96)	6.1 (0.93)	4.3 (2.12)
Sample size	**F**	**844**	**144**	**700**	**190**	**218**	**273**	**163**	**604**	**79**
	M	**928**	**127**	**801**	**216**	**239**	**302**	**171**	**658**	**93**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020.

Table A4.1. Employment

Questions on employment	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000*	Income > 10,000*
Did you work during the first week of May 2020? (% yes)	39.9 (1.56)	39.1 (6.15)	40.0 (1.62)	33.3 (3.14)	40.8 (3.08)	38.2 (2.84)	48.5 (3.49)	38.2 (1.70)	39.6 (4.66)
Sample size	**979**	**64**	**915**	**225**	**255**	**293**	**206**	**809**	**111**
How many days did you typically work per week before the March 24 lockdown went into effect?	5.7 (0.05)	5.9 (0.16)	5.6 (0.05)	5.6 (0.11)	5.8 (0.09)	5.3 (0.11)	6.12 (0.09)	5.7 (0.05)	5.9 (0.14)
Sample size	**1,044**	**66**	**978**	**241**	**265**	**328**	**210**	**848**	**116**
How many days did you spend working in the first week of May?	2.1 (0.89)	1.8 (0.34)	2.1 (0.09)	1.46 (0.16)	2.1 (0.18)	2.0 (0.16)	2.7 (0.21)	2.0 (0.09)	1.9 (0.25)
Sample size	**1,000**	**67**	**933**	**227**	**258**	**305**	**210**	**817**	**113**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020. Table only shows results for those who usually work 1 day or more per week.

Table A4.2. Income

Questions on income	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000	Income > 10,000
In which bracket is your personal total income for the month of May 2020?									
No Income	44.1 (1.54)	27.1 (4.85)	45.6 (1.60)	53.1 (3.19)	37.1 (2.98)	46.7 (2.72)	38.0 (3.44)	47.2 (1.72)	34.8 (4.46)
1–10,000 RS	22.2 (1.29)	29.4 (4.97)	21.6 (1.33)	22.0 (2.65)	26.1 (2.71)	19.0 (2.15)	22.5 (2.96)	23.7 (1.47)	24.3 (4.02)
10,001–20,000 RS	18.9 (1.22)	9.4 (3.19)	19.8 (1.29)	17.1 (2.41)	24.2 (2.64)	16.7 (2.04)	18.0 (2.72)	18.4 (1.33)	24.3 (4.02)
More than 20,001 RS	14.7 (1.10)	34.1 (5.17)	13.0 (1.09)	7.8 (1.71)	12.5 (2.04)	17.6 (2.08)	21.5 (2.91)	10.8 (1.07)	16.5 (3.48)
Sample size	**1,045**	**85**	**960**	**245**	**264**	**336**	**200**	**844**	**115**
In the lockdown period was your income lower than what you would have earned in that period had there been no lockdown?									
Same as before	19.9 (1.23)	20.3 (4.88)	19.8 (1.27)	20.7 (2.61)	14.6 (2.17)	21.4 (2.24)	23.2 (2.91)	19.4 (1.35)	13.8 (3.22)
Lower than before	74.6 (1.34)	73.9 (5.32)	74.6 (1.39)	75.6 (2.77)	80.1 (2.45)	71.8 (2.45)	70.6 (3.14)	75.7 (1.47)	81.0 (3.66)
Higher than before	5.6 (0.71)	5.80 (2.83)	5.6 (0.73)	3.72 (1.22)	5.2 (1.37)	6.8 (1.38)	6.2 (1.66)	4.9 (0.74)	5.2 (2.07)
Sample size	**1,057**	**69**	**988**	**242**	**267**	**337**	**211**	**856**	**116**
How much do you usually earn in the first week of May?									
No Income	6.8 (0.81)	7.9 (3.43)	6.7 (0.83)	8.3 (1.81)	4.0 (1.24)	10.3 (1.76)	3.14 (1.27)	-	-

1–10,000 RS	81.3 (1.25)	81.0 (4.99)	81.3 (1.29)	83.0 (2.48)	86.1 (2.19)	75.7 (2.48)	81.7 (2.81)	-	-
10,001–20,000 RS	9.57 (0.94)	11.1 (3.99)	9.46 (0.97)	7.8 (1.77)	7.57 (1.68)	11.0 (1.81)	12.0 (2.36)	-	-
More than 20,001 RS	2.37 (0.49)	-	2.53 (0.52)	0.9 (0.61)	2.39 (0.97)	3.0 (0.99)	3.14 (1.27)	-	-
Sample size	**972**	**63**	**909**	**230**	**251**	**300**	**191**	**-**	**-**
How much did you earn this year in the lockdown period in the first week of May?									
No Income	60.5 (1.57)	52.3 (6.24)	61.1 (1.62)	66.7 (3.13)	67.3 (2.97)	59.3 (2.83)	46.1 (3.60)	62.4 (1.67)	44.3 (4.65)
1–10,000 RS	37.1 (1.55)	44.6 (6.21)	36.5 (1.60)	32.5 (3.11)	30.3 (2.91)	37.7 (2.80)	50.3 (3.61)	37.2 (1.66)	39.1 (4.57)
10,001–20,000 RS	1.5 (0.39)	1.5 (1.54)	1.5 (0.41)	0.9 (0.62)	1.2 (0.69)	1.3 (0.66)	3.11 (1.26)	0.4 (0.20)	10.4 (2.86)
More than 20,001 RS	0.92 (0.31)	1.5 (1.54)	0.9 (0.31)	-	1.2 (0.69)	1.7 (0.74)	0.5 (0.52)	0.12 (0.12)	6.1 (2.24)
Sample size	**974**	**65**	**909**	**228**	**251**	**302**	**193**	**845**	**115**
In May did you feel the need to borrow money or rely on relief efforts/donations/Zakat?	51.8 (1.44)	53.0 (3.72)	51.6 (1.56)	52.9 (3.02)	50.0 (2.84)	55.8 (2.51)	46.4 (3.27)	54.7 (1.70)	44.0 (4.62)
Are you part of the Government of Pakistan's Ehsaas or BISP program?	20.5 (1.16)	17.7 (2.84)	20.9 (1.27)	25.2 (2.63)	21.0 (2.32)	20.0 (2.03)	15.0 (2.34)	21.4 (1.32)	18.1 (3.60)
Sample size	**1,207**	**181**	**1,026**	**274**	**310**	**390**	**233**	**856**	**116**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020. Question on income and income loss excludes respondents who refused to answer or didn't know their income as well as students, teens with no occupation, housewives & women with no occupation (likely to be housewives).

Table A4.3. Food security

Questions on food security	Full Sample Mean	Female Mean	Male Mean	No education Mean	Primary Mean	Secondary Mean	More than Secondary Mean	Income <= 10,000* Mean	Income > 10,000* Mean
In the month of May did you receive any food ration from a relief organization?	12.4 (0.95)	16.6 (2.77)	11.7 (1.00)	15.2 (2.20)	13.0 (1.92)	13.1 (1.72)	6.9 (1.66)	12.0 (0.01)	14.7 (3.30)
Sample size:	**1,198**	**180**	**1,018**	**270**	**307**	**388**	**233**	**855**	**116**
In the first week of May, how many days have you or someone in your household had to reduce your regular meals?	1.26 (0.66)	1.46 (0.18)	1.23 (0.71)	1.58 (0.15)	1.15 (0.12)	0.95 (0.10)	1.58 (0.17)	1.4 (0.08)	1.09 (0.20)
Sample size:	**1,202**	**180**	**1,022**	**270**	**310**	**389**	**233**	**852**	**116**
How many days (in the first week of May) you had to limit portion size at meal-times? / Consume less number of rotis	0.99 (0.06)	1.26 (0.17)	0.94 (0.61)	1.31 (0.14)	1.06 (0.11)	0.76 (0.09)	0.90 (0.07)	1.09 (0.07)	0.77 (0.17)
Sample size:	**1,202**	**180**	**1,022**	**271**	**309**	**389**	**233**	**855**	**116**

Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020.

Table A5. Migration

Questions on migration	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000*	Income > 10,000*
Were you staying in the same place before the lockdown? (%yes)	98.0 (0.00)	97.7 (0.01)	98.1 (0.00)	98.2 (0.01)	98.1 (0.01)	98.7 (0.01)	96.6 (0.01)	98.0 (0.00)	98.3 (0.01)
Sample size	**1,210**	**181**	**1,029**	**274**	**311**	**392**	**233**	**856**	**116**

Table A6.1. COVID-19 awareness and mitigation

Questions on COVID-19 awareness	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000*	Income > 10,000*
Last week, did you wash your hands with soap or use hand sanitizer more often than you used to?	93.7 (0.47)	98.3 (0.96)	97.1 (0.53)	96.7 (1.08)	97.1 (0.96)	98.0 (0.72)	97.0 (1.13)	97.7 (0.48)	96.6 (1.70)
Last week, did you wear face masks?	89.9 (0.87)	80.0 (2.99)	91.6 (0.87)	87.5 (2.00)	86.6 (1.94)	93.4 (1.26)	90.9 (1.89)	91.4 (0.95)	89.7 (2.84)
Before this call, had you heard about the "coronavirus" or COVID-19?	98.8 (0.32)	98.3 (0.96)	98.8 (0.34)	98.5 (0.73)	98.7 (0.65)	98.2 (0.67)	100 -	99.2 (0.31)	97.4 (1.48)
Where do you get information on coronavirus from?									
Government Communication	11.6 (0.92)	6.6 (1.85)	12.4 (1.03)	4.7 (1.29)	14.1 (1.98)	12.2 (1.66)	15.0 (2.34)	12.9 (1.14)	17.2 (3.52)
Newspaper, TV, Radio	83.5 (1.07)	80.7 (2.94)	84.0 (1.14)	82.5 (2.30)	75.6 (2.44)	88.0 (1.64)	87.6 (2.16)	83.0 (1.28)	87.9 (3.04)
Social Media (Whatsapp, Facebook, etc.)	35.8 (1.38)	37.0 (3.60)	35.5 (1.49)	16.4 (2.24)	26.7 (2.51)	41.6 (2.49)	60.7 (3.20)	34.2 (1.52)	37.9 (4.52)
Family or Neighbor	44.8 (1.43)	50.3 (3.73)	43.8 (1.55)	48.5 (3.02)	46.3 (2.83)	42.9 (2.50)	41.5 (3.23)	48.9 (1.71)	37.9 (4.52)
Religious Leaders	9.5 (0.84)	7.7 (1.99)	9.8 (0.93)	11.3 (1.92)	8.4 (1.57)	12.0 (1.64)	4.7 (1.39)	10.6 (1.05)	6.9 (2.36)
Others	1.0 (0.28)	0.6 (0.55)	1.1 (0.32)	0.7 (0.52)	1.0 (0.56)	1.3 (0.57)	0.9 (0.60)	0.7 (0.29)	4.3 (1.89)
Sample size	**1,204**	**1,024**	**180**	**273**	**307**	**392**	**232**	**856**	**116**

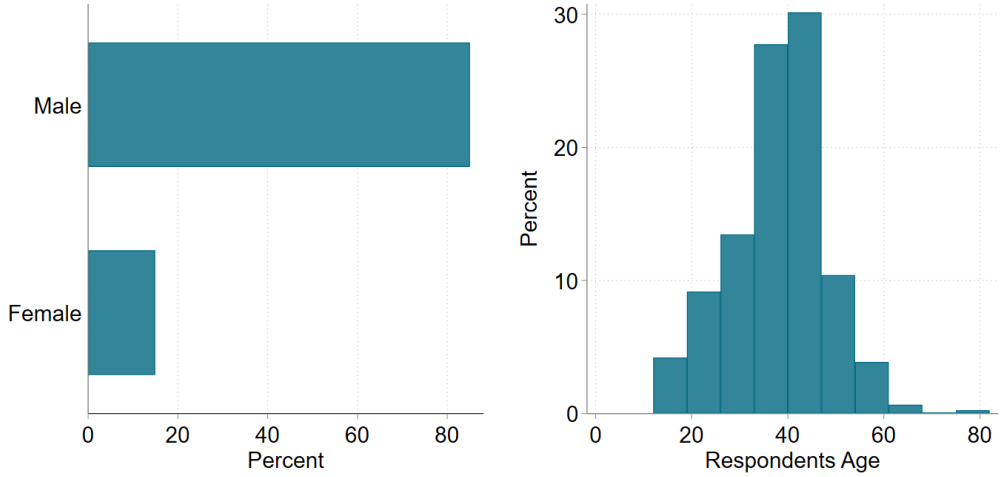
Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020.

Table A6.2. COVID-19 risk perceptions

Questions on risk perception	Full Sample	Female	Male	No education	Primary	Secondary	More than Secondary	Income <= 10,000*	Income > 10,000*
How worried are you about being infected with Coronavirus?									
Not Worried at all	2.6 (0.46)	1.1 (0.78)	2.9 (0.52)	2.2 (0.89)	2.3 (0.84)	1.79 (0.67)	5.2 (1.46)	2.6 (0.54)	5.2 (2.07)
A little bit worried	2.1 (0.41)	1.7 (0.95)	2.1 (0.45)	2.2 (0.89)	1.6 (0.71)	2.6 (0.80)	1.7 (0.86)	2.0 (0.48)	3.4 (1.70)
Neutral	2.9 (0.48)	3.9 (1.44)	2.7 (0.50)	2.6 (0.95)	3.9 (1.09)	2.8 (0.84)	2.2 (0.96)	2.5 (0.53)	6.0 (2.22)
Worried	12.9 (0.96)	16.0 (2.73)	12.4 (1.03)	10.2 (1.83)	14.5 (2.00)	11.5 (1.61)	16.4 (2.4)	12.3 (1.12)	12.9 (3.13)
Extremely Worried	79.5 (1.16)	77.3 (3.11)	79.9 (1.25)	82.8 (2.28)	77.8 (2.36)	81.4 (1.97)	74.6 (2.9)	80.7 (1.35)	72.4 (4.17)
What are the chances that you or someone in your household contracts Tuberculosis (TB) from 0 to 10?	0.58 (0.48)	0.51 (1.14)	0.59 (0.53)	0.51 (0.91)	0.66 (1.1)	0.64 (0.87)	0.44 (0.94)	0.60 (0.58)	0.52 (1.20)
What are the chances that you or someone in your household contracts coronavirus from 0 to 10?	1.05 (0.06)	0.98 (0.14)	1.06 (0.07)	0.88 (0.11)	1.09 (0.12)	1.19 (0.11)	0.96 (0.13)	1.17 (0.07)	0.879 (0.16)
Now suppose your children go back to school, and study and play with other children. In that case, where would you place the chances someone in your household contracts coronavirus from 0 to 10?	4.28 (0.74)	4.21 (2.22)	4.30 (0.78)	3.87 (1.56)	3.80 (1.46)	4.36 (1.30)	5.30 (1.50)	4.48 (0.85)	3.84 (2.43)
Now suppose you take your child to the clinic. In that case, where would you place the chances someone in your household contracts coronavirus from 0 to 10?	3.91 (0.73)	3.64 (1.92)	3.95 (0.78)	3.56 (1.53)	3.59 (1.47)	3.77 (1.28)	4.99 (1.40)	4.14 (0.08)	3.46 (2.54)
Out of ten people who contract coronavirus, how many do you think will die?	0.82 (0.05)	0.91 (0.12)	0.81 (0.05)	0.70 (0.12)	0.64 (0.08)	0.81 (0.09)	1.24 (0.13)	0.80 (0.06)	1.20 (0.20)
Sample size	**1,204**	**1,024**	**180**	**273**	**307**	**392**	**232**	**852**	**116**

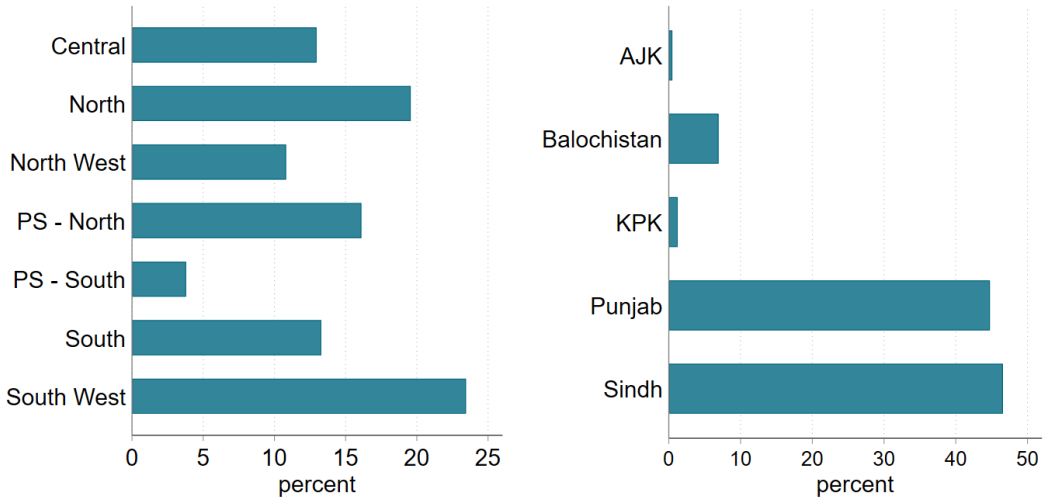
Note: Table shows means with standard errors in parentheses. Income is the respondent's usual income in the first week of May 2020.

Figure A1. Gender and age distribution of respondents



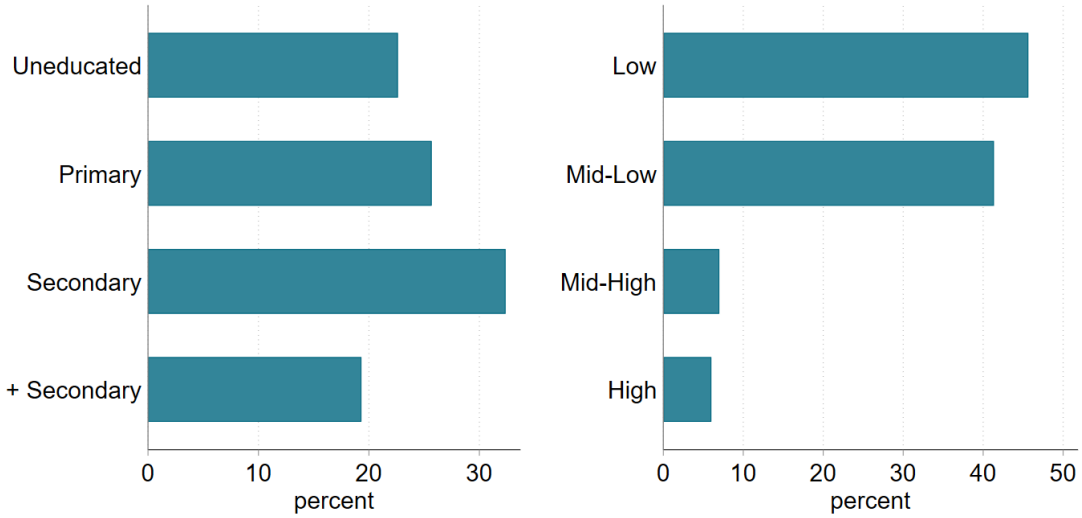
Note: Graphs are based on a sample size of 1,211 respondents.

Figure A2. Respondents' regional and provincial distribution



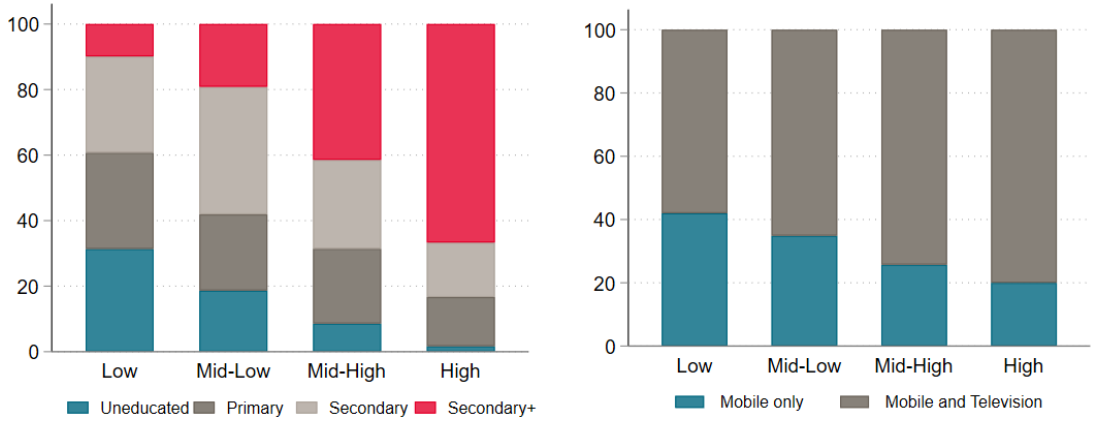
Note: Graphs are based on a sample size of 1,211 respondents.

Figure A3. Respondents' education and employment skill level distribution



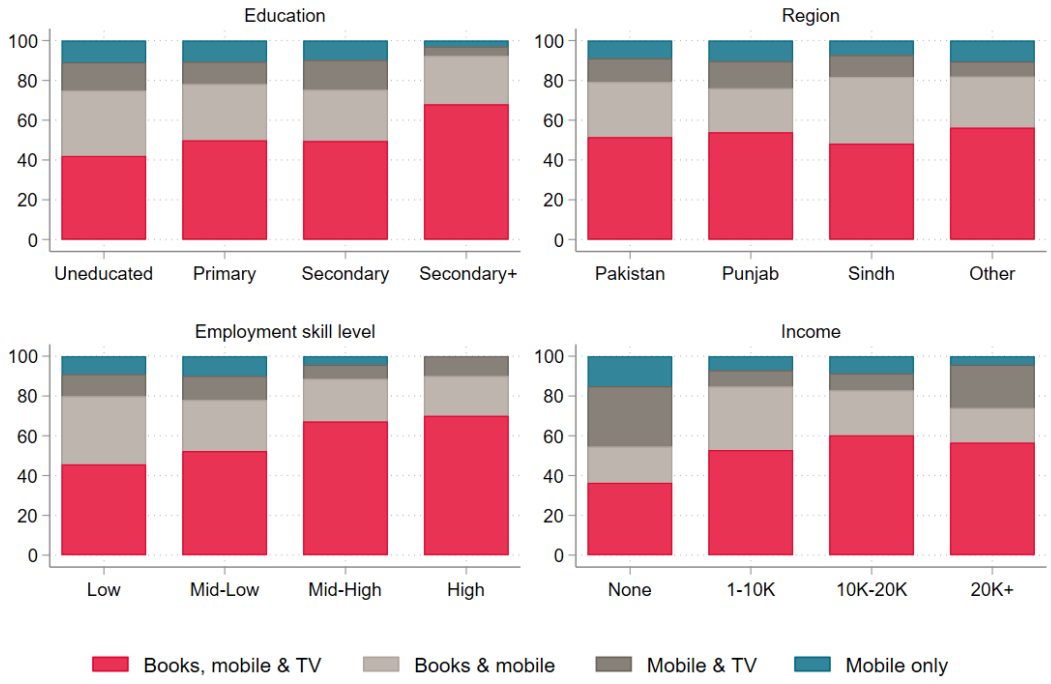
Note: Education graph is based on a sample size of 1,211 respondents and employment skill level graph is based on a sample size of 999 respondents.

Figure A4. Education and technology access by employment skill level



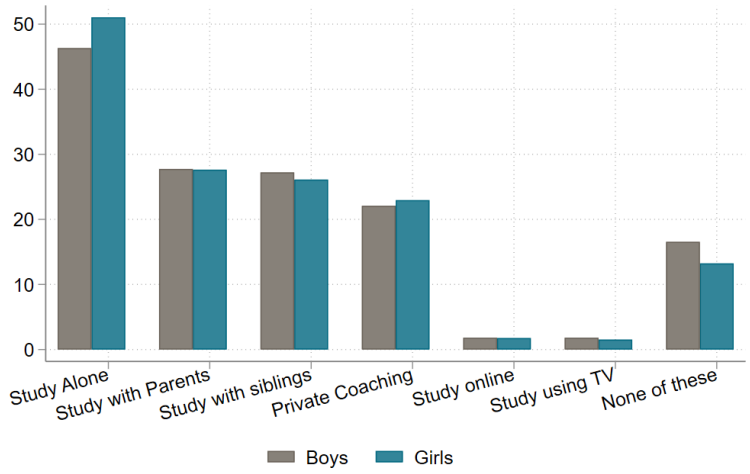
Note: All graphs refer to the respondents' education and employment skill level. Education graph is based on a sample size of 999 respondents and the technology access graph is based on a sample size of 998 respondents.

Figure A5. Respondents' access to technology and books by education, region, employment skill level and income



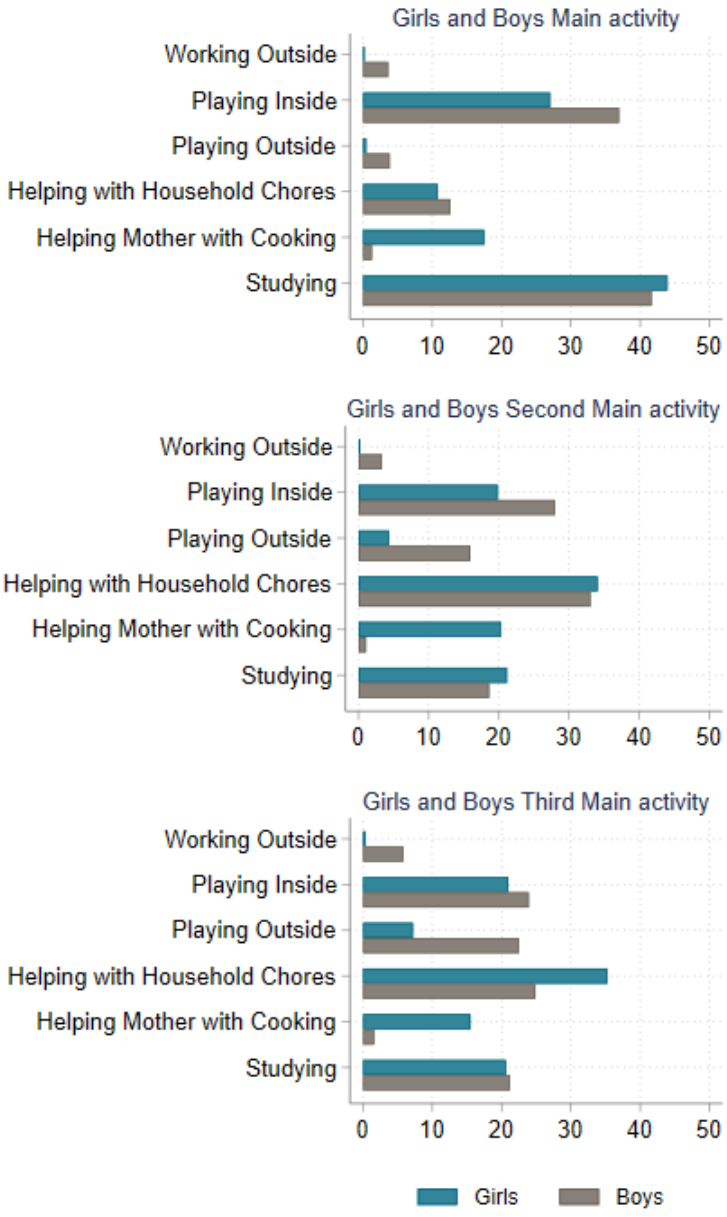
Note: All graphs refer to the respondents' education, region, employment skill level, and income. Education and provincial graph is based on a sample size of 1,192 respondents. Income graph is based on a sample size of 964 respondents and employment skill level graph is based on a sample size of 987 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives).

Figure A7. Educational activities of boys and girls



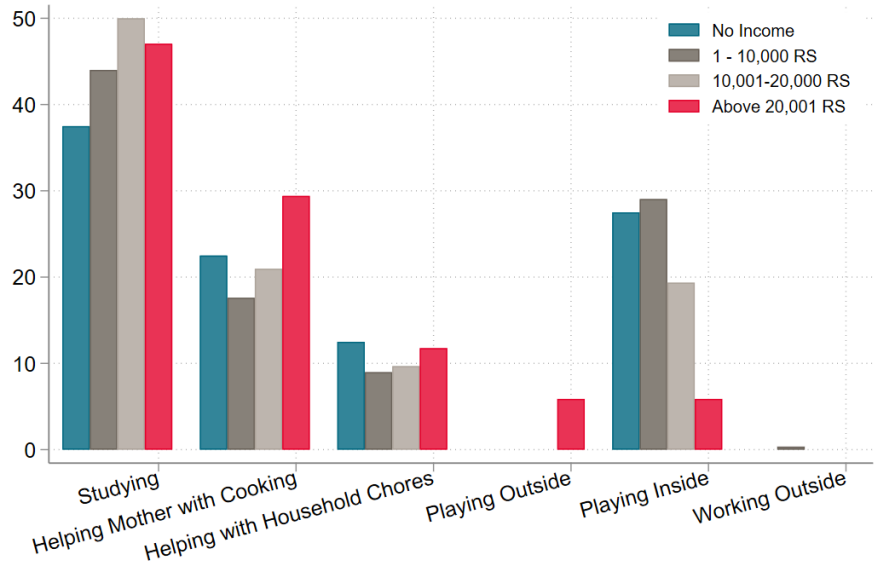
Note: Graph refers to the oldest female or male child enrolled in TCF school. For boys, the sample size is 937 respondents and for girls, the sample size is 852 respondents.

Figure A8. Educational and non-educational activities of boys and girls during school closures



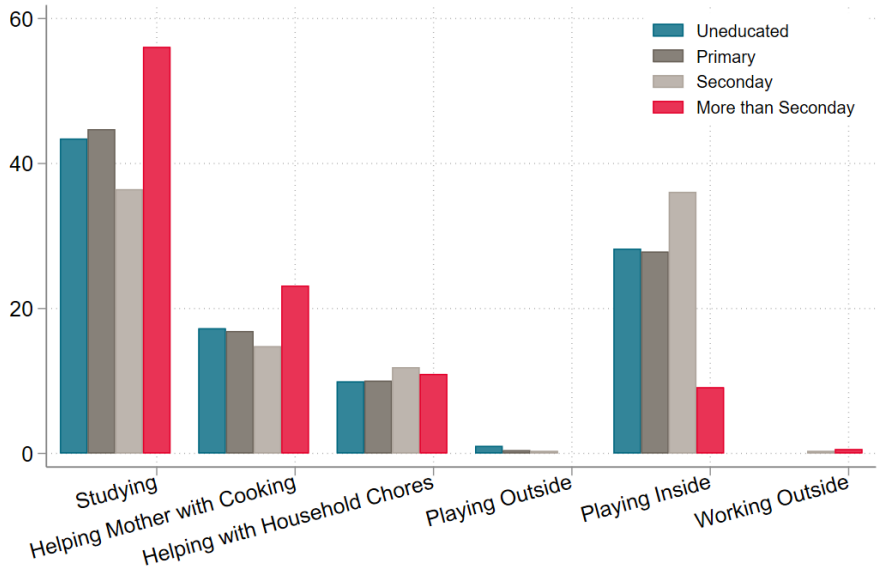
Note: For boys, graphs are based on sample sizes of 936, 935 and 928 respondents for the first, second and third main activities, respectively. For girls, graphs are based on sample sizes of 851 respondents for the first and second main activity and 844 respondents for the third main activity.

Figure A9. Girls' first main activity by income



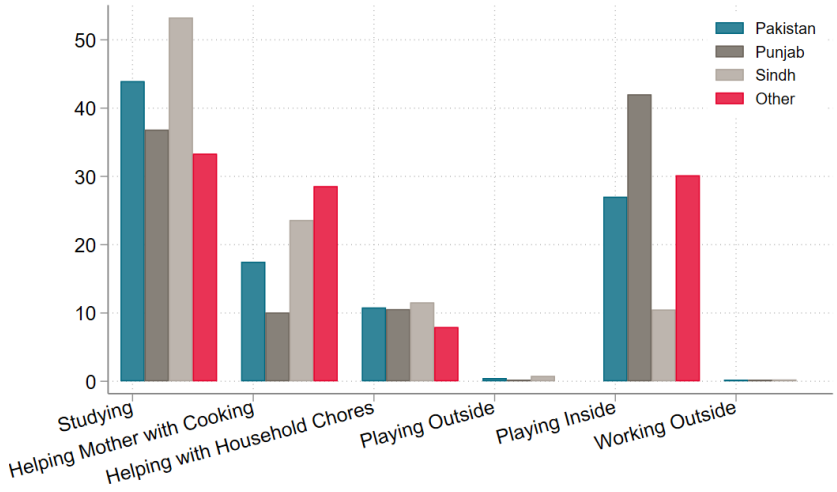
Note: Graph is based on a sample size of 867 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income. Graph excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives).

Figure A10. Girls' first main activity by education



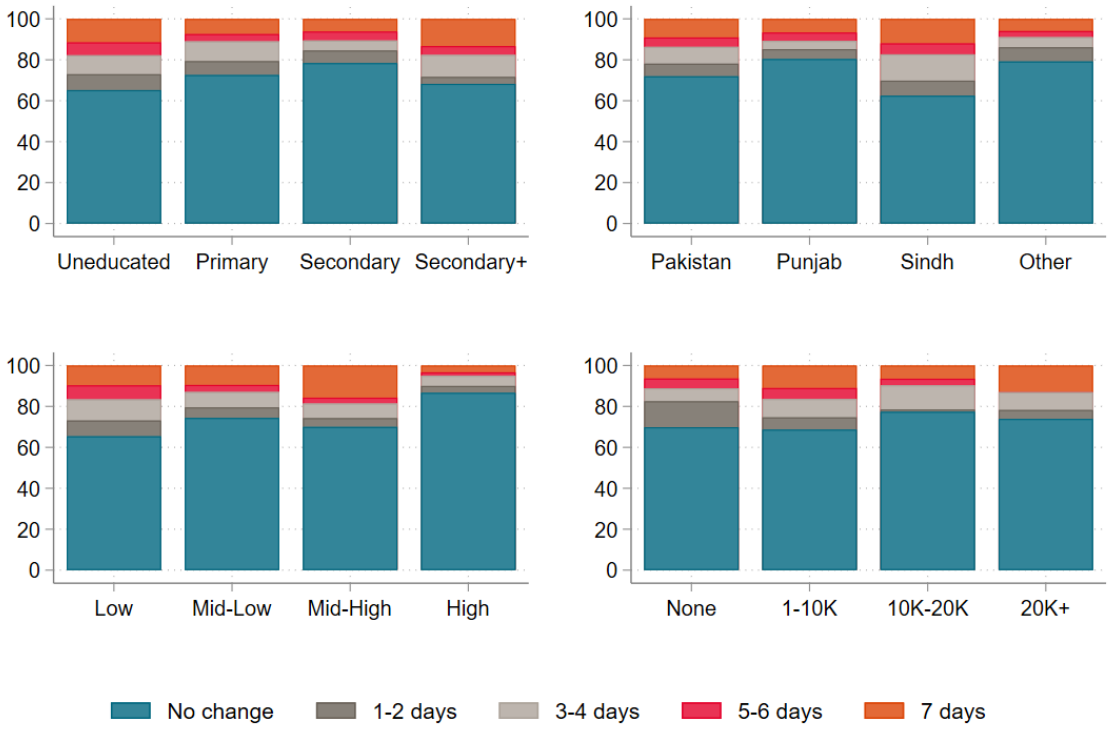
Note: Graph is based on a sample size of 851 respondents.

Figure A11. Girls' first main activity by province



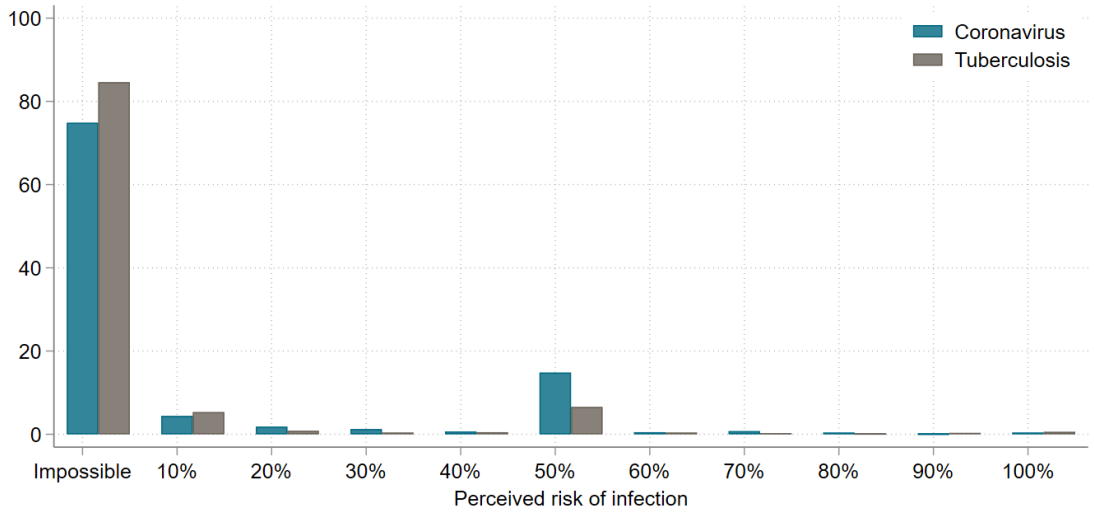
Note: Graph is based on a sample size of 1,211 respondents.

Figure A12. A significant proportion of households have reduced the number of meals in the first week of May



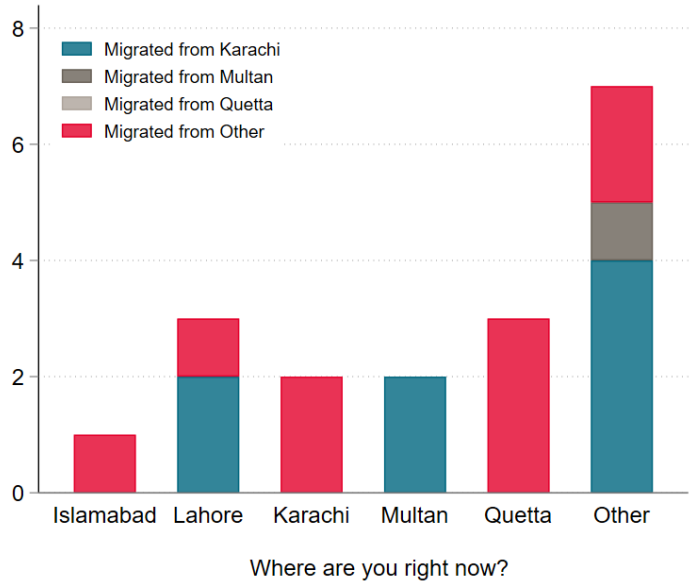
Note: Education and provincial graphs are based on a sample size of 1,202 respondents. Income graph is based on a sample size of 968 respondents and employment skill level graph is based on a sample of 994 respondents. Income figure is the respondent's self-reported pre-COVID-19 weekly income and excludes students, teens with no occupation, housewives and women with no occupation (likely to be housewives). Respondents' skill level is from job classifications by the Pakistan Bureau of Statistics.

Figure A13. Most respondents believe it is impossible for them or someone in their household to contract either tuberculosis or COVID-19



Note: Graph is based on a sample size of 1,201 respondents for COVID-19 bars and 1,202 for TB bars.

Figure A14. Cities respondents migrated to and from (in absolute numbers)



Note: Graph is based on a sample size of 19 respondents. The x axis refers to the respondent's current city.