

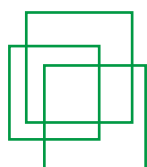


Central  
Statistical  
Agency



International  
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Organization

# 2015 ETHIOPIA NATIONAL CHILD LABOUR SURVEY





2015

ETHIOPIA

**NATIONAL CHILD  
LABOUR SURVEY**



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## DIAGRAM

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# EXECUTIVE SUMMARY

The Child Labour Survey 2015 carried out in Ethiopia collected information on the demographic characteristics of the population, including their education, health, employment, migration, and housing characteristics.

The survey covered both the rural and urban areas of the country. It was conducted in 721 enumeration selected areas consisting of 21, 526 private households from 25 May to 23 July 2015. Basic information on all persons living in private households was solicited. The population targeted by the survey was the group of children aged 5 to 17 years.

## SOCIO-DEMOGRAPHIC CHARACTERISTICS

The number of children aged 5 to 17 years in Ethiopia is estimated to be 37,332,738 which accounts for 42.6 per cent of the national population. Of this, 52.3 per cent are male and 47.7 per cent female. This child population is characterized by a high percentage of children belonging to the 5 to 11 age group (58.8 per cent). Children are distributed throughout the 11 regions of the country, with the Oromia, Amhara

and SNNP regions, being home to over 84 per cent children of the country, while the other eight regions are home to the remaining 16 per cent.

The school attendance rate was 61.3 per cent among children aged 5 to 17 years. Broken down in terms of age groups, 53 per cent of children aged 5 to 11 years, 78.3 per cent of children aged 12 to 14 years and 69.5 per cent of those aged 15 to 17 years were currently attending school. In the primary school age group (7 to 14 years) the school attendance rate was 68.4 per cent, with 70.3 per cent for girls and 66.7 per cent for boys.

The Addis Ababa City Administration has the highest school attendance of all regions with 89.7 per cent, followed by the Dire Dawa Administration with 78.0 per cent, while the Somali Region registered the least with 38.6 per cent.

The survey estimates that about 71.0 per cent of all children aged 5 to 17 years were engaged in household chores within their own households. Girls are more likely to undertake these activities than boys, respectively 79.3 per cent and 63.5 per cent.

## ECONOMIC ACTIVITY

According to the survey results, 51 per cent of children aged 5 to 17 years are engaged in economic activities. Most of them live in Amhara (64 per cent) and Oromia (54.4 per cent). Boys were more involved in economic activities than girls, especially in the rural areas where respectively 67.8 per cent and 46.5 per cent were working. The proportion of children who participated in economic activities among the 14 to 17 years age group was 65.4 per cent, while that of the 5 to 11 years age group was 41.7 per cent.

Children who participated in economic activities while attending school constituted 30.4 per cent, while their non-schooling counterparts constituted 20.6 per cent. Most of the working children (89.4 per cent) are engaged in the agricultural, forestry and fishing sectors, with a higher participation of the youngest children. The rural areas account for 93.0 per cent of working children in this sector while the urban areas account for 39.6 per cent. The wholesale and retail trade is the second most important sector where children are involved in working. The majority of children performing economic activities were working as unpaid family workers (95.6 per cent).

Overall, children engaged in economic activities spent about 31.8 hours per week working. Children who were attending school were working about 28 hours per week, while those who were only working put in 37.6 hours.

The children work primarily to help their household enterprise/family business (62.7 per cent) and to augment family income (28 per cent). In general, they were working in farm areas or fields (84.8 per cent) mainly in rural areas (88.7 per cent). In urban areas, home and business houses are the main place of work (38 per cent in total).

The majority of working children (in total 61.6 per cent) usually work during the day time between 6 a.m. and 6 p.m., as well as in the evening, while 7.4 per cent work at night. The urban areas reported

the highest proportion of working children who were engaged in economic activity on week-ends (41.4 per cent).

## CHILD LABOUR AND HAZARDOUS WORK

Child labour is the engagement of children in prohibited work and, more generally, in types of work to be eliminated as they are socially and morally undesirable. These are defined by national legislation, the ILO Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182).

Apart from this standardized definition, this report also includes a definition of child labour which expresses the national views of the phenomenon.

Hazardous work is a subset of child labour and refers to the engagement in industries or occupations designated as hazardous by the national legislation, as well as work carried out in hazardous conditions. Such conditions include long working hours, working at night, carrying heavy loads, working in an unhealthy environment such as extreme temperatures or humidity, exposure to dust, fumes etc.

As per the international guidelines, the survey indicated that 42.7 per cent of children aged 5 to 17 years were engaged in child labour.

When considering the area of residence, the proportion of children living in rural areas who were engaged in child labour was higher (48.8 per cent) as compared to the proportion of children living in urban areas where it stands at only 14.7 per cent. The northern regions of Amhara (54.9 per cent), Afar (46.2 per cent) and Tigray (42.8 per cent) including Oromya (46.7 per cent) have the highest percentage of children involved in child labour.

Moreover, boys were more likely to be engaged in child labour than girls, respectively 50.2 per cent and 34.5 per cent.

With regard to education, the findings show that non-working children have a higher school attendance rate (63.7 per cent) as compared to children involved in child labour (57.7 per cent). The difference is heightened in urban areas where the attendance rate is 85.2 per cent and 67 per cent respectively for non-working children and children in child labour.

The prevalence rate of hazardous work among children aged 5 to 17 years was 23.3 per cent (28.0 per cent for boys versus 18.2 per cent of girls) and in urban areas it was 9.2 per cent as compared to 26.4 per cent in rural areas.

The distribution of hazardous work across regions followed the same trend as the one for child labour. The highest prevalence is found in Afar (31.3 per cent), followed by the Amhara region (30.4 per cent), while Addis Ababa (3.6 per cent) and Dire Dawa (4.7 per cent) recorded the lowest rates of hazardous work.

Among children engaged in hazardous work, 87.5 per cent work in the agriculture sector where the share was higher for rural areas as compared to urban areas (91.4 per cent versus 35.2 per cent). However, children working in hazardous occupations and industries represent only 2.2 per cent. By inference, the majority of children are engaged in child labour because they are involved in hazardous working conditions.

The average hours of work per week performed by children engaged in hazardous work in the age group 5 to 17 years was 41.4 hours. In addition, 50.0 per cent of them are working more than 42 hours per week which constitutes the threshold for long

working hours. The youngest children aged 5 to 11 years are relatively more involved in working long hours than any other age category (53.3 per cent). In total, 66.2 per cent of children engaged in hazardous work are also involved in other hazardous working conditions such as night work, working in unhealthy environment or using unsafe equipment at work.

The statistical measurement for child labour as per national directives and guidelines reveals that the prevalence of child labour among children aged 5 to 17 years was 24.2 per cent (or 9,051,412), with boys relatively more involved than girls (29.1 per cent compare to 18.9 per cent).

Most children involved in child labour live in rural areas, representing 27.5 per cent of the total number of children living in rural areas. This rate is about three times higher than the percentage of children engaged in child labour who live in urban areas. This difference is more critical with regard to young children. In the 5 to 11 age group, the prevalence rates of child labour in rural areas is about four times higher than in urban areas (22.4 per cent compared to 5.2 per cent).

The distribution of child labour across regions shows that Amhara and Afar have the highest prevalence rate of child labour (33.3 per cent and 31.7 per cent respectively), followed by Somali, Oromiya and Tigray (28.1, 27.7 and 26.8 per cent, respectively). The lowest child labour rate was recorded in the Addis Ababa City Administration (3.7 per cent of 1,133,274), followed by the Dire Dawa region (4.9 per cent of 180,731).





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# ABBREVIATIONS AND ACRONYMS

<b>ACRWC</b>	African Charter on the Rights and Welfare of the Child	<b>MOFED</b>	Ministry of Finance and Economic Development
<b>CL</b>	Child Labour	<b>MoH</b>	Ministry of Health
<b>CSA</b>	Central Statistical Agency	<b>MOLSA</b>	Ministry of Labour and Social Affairs
<b>CIA</b>	Central Intelligence Agency	<b>MoY</b>	Ministry of Youth
<b>EA</b>	Enumeration Area	<b>NAP</b>	National Action Plan
<b>EDHS</b>	Ethiopian Demographic and Health Survey	<b>NCLS</b>	National Child Labour Survey
<b>EMDHS</b>	Ethiopian Mini Demographic and Health Survey	<b>NAR</b>	Net Attendance Ratio
<b>FDRE</b>	Federal Democratic Republic of Ethiopia	<b>NGO</b>	Non-Governmental Organization
<b>FDREC</b>	Federal Democratic Republic of Ethiopia Constitution	<b>NLFS</b>	National Labour Force Survey
<b>GPI</b>	Gender Party Index	<b>HEP</b>	Health Extension Personnel
<b>GDP</b>	Gross Domestic Product	<b>HIV/AIDS</b>	Humane Immune Deficiency Virus
<b>GAR</b>	Gross Attendance Ratio	<b>PHCC</b>	Population and Housing Census Commission
<b>GTP1</b>	First Growth and Transformation Programme	<b>SNA</b>	System of National Accounts
<b>HW</b>	Hazardous Work	<b>SIMPOC</b>	Statistical Information Monitoring Programme on Child Labour
<b>ICLS</b>	International Conference of Labour Statisticians	<b>TGE</b>	Transitional Government of Ethiopia
<b>ICPS</b>	Inter-Censal Population Survey	<b>UN</b>	United Nations
<b>ILO</b>	International Labour Organization	<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>IPEC</b>	International Programme on the Elimination of Child Labour	<b>US</b>	United States of America
<b>MDG</b>	Millennium Development Goal	<b>U5MR</b>	Under Five Mortality Rate
<b>MoE</b>	Ministry of Education	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
		<b>WFCL</b>	Worst Forms of Child Labour
		<b>WHO</b>	World Health Organization



# Chapter 1

## INTRODUCTION

### 1.1 BACKGROUND

Child labour remains a serious problem in the world today. The International Labour Organization (ILO) statistical data show that approximately 168 million children aged 5 to 17 are involved in child labour, with 85 million of them involved in hazardous work, which is considered one of the worst forms of child labour. In absolute terms, it is the Asia-Pacific region that has the most child labourers aged 5 to 17 (77.7 million) as compared with 59 million in sub-Saharan Africa and 12.5 million in Latin America and the Caribbean. Yet the sub-Saharan Africa region has the highest incidence of child labour, with one in five children involved. About one in 12 of the total child population in the Middle East and North Africa (9 million) was involved in child labour in 2012 (ILO, 2013).

Similar to other low-income developing countries, child labour remains a serious problem and policy issue in Ethiopia. In urban and rural areas, children are engaged in economic and non-economic activities not compatible with their ages or with their working capacity. Particularly, in urban areas, children are

often forced into the labour market due to a situation of persisting poverty and vulnerability, which demands the involvement of all family members to contribute to the household income. In rural areas, children are largely involved in the agricultural sector performing activities such as attending to domestic animals, weeding and harvesting; in addition, children, and particularly girls, are sometimes heavily involved in housekeeping activities (household chores), which sometimes prevents them from devoting adequate time to schooling, games, rest and leisure.

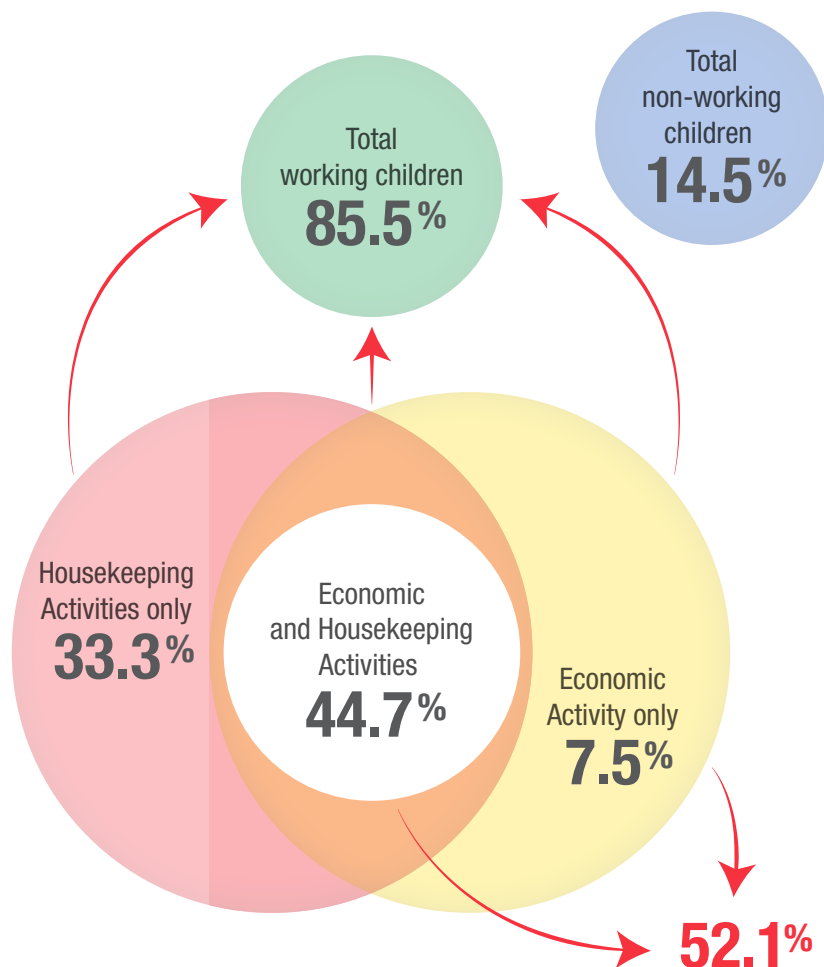
In general, the work performed by children is perceived as unavoidable or even as a necessary part of their socialization and development process. The social tolerance of child labour by society further complicates top-down strategies to deal with it. For some, it is widely accepted as part of the natural order of bringing up children to be responsible future adults, and hence, child labour is often equated with child work. However, the International Labour Organization (ILO) makes a distinction between child work and child labour, defining the latter as the engagement of children in prohibited work and, more generally, in types of work to be

eliminated as socially and morally undesirable as guided by national legislation, the ILO Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182), as well as their respective supplementing Recommendations (No. 146 and No.190). Therefore, the main concern is not child work as such, but rather those activities that are detrimental to children's physical and mental development.

Ethiopia has ratified the various UN conventions for rights of children and included articles in its Constitution regarding children's basic rights and privileges. Ethiopia ratified the ILO Minimum Age Convention, 1973 (No. 138) in 1999; the African Charter on the Rights and Welfare of the Child in 2002 and the ILO Worst Forms of Child Labour Convention, 1999 (No. 182) in 2003. At the national level, the Ministry of Labour and Social Affairs (MOLSA) has been spearheading the efforts of the government. A National Action Plan (NAP) was adopted to improve the situation of children in the country and its major components include: a) providing quality education; b) providing amenities and nutrition delivery; c) combating HIV/AIDS; d) protecting children against exploitation, abuse and violence; e) providing assistance to children in especially difficult situations; and f) reducing child labour. Thus, evaluating the legacies of previous plans and monitoring future road maps justifies the need for the collection of data concerning child labour in the country.

The first national child labour survey (NCLS) was conducted by the Central Statistical Agency (CSA) in 2001 with the financial and technical support of the ILO, through the International Programme on the Elimination of Child Labour (IPEC) and the Statistical Information and Monitoring Programme on Child Labour (SIMPOC). Following this survey, the CSA in collaboration with national partners and the ILO attached a child labour module to the Urban Employment and Unemployment Survey in 2009. A similar module was attached also to the 2010 – 2012 and the 2013 National Labour Force Survey conducted by the CSA. Although the data was collected in the 2001 NCLS, the detailed analysis on the extent and characteristics of child labour was not reported based on the standard definition of child labour, rather only the participation of children in economic and non-economic activities was taken into account

According to the report of the 2001 NCLS as indicated in the diagram below, about 85 per cent of the country's children were engaged in some kind of activity; that is, either in economic activities or housekeeping activities for at least one hour during the one-week reference period, while the remaining share was constituted by non-working children (14.5 per cent). Out of 18.2 million children aged 5 to 17 years, 52.1 per cent were engaged in some form of economic activity and 33.3 per cent were working in housekeeping activities, commonly called household chores. Children residing in rural areas had a higher chance of being engaged in either economic or housekeeping activities than those residing in the urban areas.

**Diagram 1:** Percentage distribution of children aged 5–17 by Activity status: 2001

In terms of sectors, 94.3 per cent of working children were engaged in agriculture in rural areas and 24.3 per cent in urban areas. The other major branches of economic activity by children in urban areas were: wholesale and retail trade including repair of vehicles, personal and household goods (24.7 per cent); private households (15.4 per cent); hotel and restaurants (12.5 per cent); manufacturing (12.5 per cent) and community, social and personal care services (7.3 per cent). At national level, the majority of children who were engaged in economic activities – about 92 per cent – were working as unpaid family workers. In general, employment as domestic workers seemed exclusively left for female children, while male children were more likely to be engaged in non-domestic economic activities (NCLS, 2001).

According to the NLFS of 2013, a total of 10 million children aged between 10 and 14 years (64.3 per cent) were economically active. Out of this, 68 per cent of the children were engaged in elementary type of occupations which are less paid, less skill demanding and non-professional, such as carrying goods and hotel garbage on the streets, and working as street sweepers.

After the 2001 NCLS, the government designed the first five-year Growth and Transformation Plan (GTP1) which ran from 2010–2011 to 2014–2015, and its successor, the second GTP2 running from 2015–2016 to 2019–2020. As a result, Ethiopia has gone through profound socio-economic and demographic changes. In the past 15 years the

country's population has increased considerably from 65 million in 2001 to 90 million in 2015, with a significant expansion of urban centres accompanied by an increase in urban population (PHCC, 1999 & ICP 2013). However, the overwhelming majority of individuals still resides in rural areas, and the generation of information on child labour in rural areas is therefore a key priority.

The other side of this transformation has been an intense migration process from rural to urban areas, increasing considerably the pressure on the public services' infrastructure. The labour market trends show a clear shift of employment from the agricultural sector to manufacturing and to the services sector, but the agricultural sector still absorbs a greater share of the economically active population of the country (MoFED, 2011). As a result of these and other changes, the incidence, causes, consequences and perceptions of child labour and its characteristics are likely to be changed. Monitoring and Evaluation of the second five-year Growth and Transformation Plan (GTP 2) with respect to child welfare also demands that comprehensive statistical information on child labour be generated.

For the above purposes, and because since 2001 there has not been a standalone national child labour survey in Ethiopia, the CSA conducted a specialized stand-alone national child labour survey (NCLS) in 2015 to fill in these data gaps. The NCLS 2015 is the second of its kind and was implemented with the technical and financial assistance of the ILO (ILO-FUNDAMENTALS). The main instruments of the survey were commented and amended by key survey stakeholders and technical committee members such as concerned government ministries MoLSA, MoFED, MoE, MoH, MoY and universities, research institutions and NGO's working on child welfare.

The 2015 NCLS covered 721 enumeration areas both in urban and rural settings with a total of 21,300 households interviewed having at least one target child aged 5 to 17 years (details on the calculation of the sample and the distribution of the different enumeration areas are provided in Chapter 3). The

survey was a household-based survey since the household is the most appropriate unit for identifying children and their families, measuring their socio-economic and demographic characteristics and housing conditions, obtaining information on the child's educational and work status, including engagement in hazardous work, and assessing the determinants and consequences of children's work. As a direct consequence of this data collection method, persons living in institutional quarters, prison, hospitals and military barracks were not sampled; also, persons without permanent living arrangements were outside the scope of the survey. It is important to highlight that those children who work on the streets but reside with their parents or guardians are included in the sample, while children who live and work on the streets and who by definition do not have any other place of residence, are not. For this group of extremely vulnerable children living on the streets, different qualitative and quantitative survey methods are required.<sup>1</sup>

As schooling and child labour are not necessarily mutually exclusive categories – and there is great interest in exploring and understanding their potential negative interaction – the timing of the survey was chosen before the end of June 2015 when schools closed. This allowed obtaining a comprehensive overview of the main sources of activities by children (schooling, economic and non-economic activities) and assessing their participation in one or more activities simultaneously. All categories of children in relation to education and work were studied: children in employment only, those attending school only, those combining school and employment and those neither in employment nor attending school. Additionally, the issue of household chores was studied in detail in view of identifying children, particularly girls, who undertake intensive household chores beyond acceptable limits. Topics related to indicators of hazardous work and working conditions, information on possible child-related

<sup>1</sup> An approach commonly applied, is a street children survey in which a sample of street children and, if possible, their employers and/or parents/guardians are interviewed.



occupational disease and health and safety risks were also included.

The result of this NCLS is expected to be supplemented in the future by additional surveys (modular or stand-alone), qualitative studies and micro-level surveys to be administered at the level of employers or establishments selected through a sample, and which would also cover street children using appropriate survey instruments and data collection methods.

## 1.2 OBJECTIVES OF THE SURVEY

Lack of up-to-date child labour data is a primary constraint in the development of policies on child labour and consequently on the elimination of the exploitive and worst forms of child labour. In light of this, the 2015 Ethiopia NCLS was designed to provide statistical data on children's economic and non-economic activities, schooling and work-related health and safety of children. This information is vital to identify specific areas that require actions/interventions, setting targets, formulating and implementing programmes and monitoring policies towards the progressive elimination of child labour and the improvement of the well-being of children.

The 2015 NCLS had the following specific objectives:

- to gather information on the magnitude, characteristics and main determinants of child labour in Ethiopia, and analyse working conditions and the consequences on children's health and education; specifically, collect information on socio-economic, demographic and educational characteristics, nature and type of work in terms of hours, working conditions, type of activity, and exposure to risks, among others;
- generate estimates of the proportion of children in employment to the total number of children in the age group 5 to 17 years, and indicators of child labour and hazardous child labour, disaggregated by sex and major age groups;

- to measure/monitor Ethiopia's progress since 2001 towards the reduction/elimination of child labour; and
- to generate data to support the efforts by the Government of Ethiopia to conduct future data collection, research and analysis in the area of child labour on a sustained basis.

## 1.3 ORGANIZATION OF THE REPORT

This survey report contains ten chapters. Chapter 1 provides a justification and background of the survey, the role of each institution participating, objectives of the survey and structure of the report. Chapter 2 presents a concise discussion on the overall national context in which child labour takes place including demographics; economic performance and labour market characteristics; poverty and inequality indicators; as well as an overview of the child labour situation. Chapter 3 presents the conceptual framework on child labour, national legislation and international labour standards from which the legal definition of child labour is derived. Chapter 4 summarizes the survey methodology, addressing issues such as the target population, scope and coverage of the survey, questionnaire design, sample design, details on the data collection exercise, pre-test and field work, data processing, response rates and weights used in the report, lessons learnt and limitations of the survey. Chapter 5 provides the main background characteristics of the children and their involvement in economic activities, seeking work, schooling, household chores and how they combine these activities. Chapter 6 takes a closer look at the nature of children's employment as measured by the industry of employment, occupation and status in employment, working hours, and engagement in non-market economic activities, the characteristics of their earnings and other characteristics of their work. Chapter 7 focuses on the estimation of child labour and hazardous work, reflecting the engagement of children in prohibited activities, or more generally, in types of work to be eliminated

as socially and morally undesirable. Chapter 8 explores the inter-linkages between child labour and education. Chapter 9 examines additional socio-economic determinants of child labour and the hazards and facilities found at the children's workplace.

The report contains three annexes: Annex I provides the NCLS questionnaire, Annex II presents in detail the existing legislation on hazardous work and its statistical operationalization and Annex III lists the regions and zone codes.

# Chapter 2

## NATIONAL CONTEXT

According to the 2012 inter-censual demographic survey report, the percentage of children below the age of 15 years was 44.5 per cent, while that of the working-age population aged 15 to 64 years was 52.4 per cent and that of the population aged 65 years and above constituted only 3.1 per cent. The overall age-dependence ratio was 91 for Ethiopia with a ratio of 85 for the young age group of 0 to 14 years and 6 for the old age group, aged 65 and above. This meant that for every 100 persons in the productive age group of 15 to 64 years, there were 91 young and old dependents to be supported. The proportion of children aged between 5 and 17 years was estimated to be about 35 per cent (NLFS, 2013). On the other hand, the employment-to-population ratio which is the percentage of total employed persons to the total working-age population aged 10 years and above in the country was 76.2 in 2013, and the corresponding figures for urban and rural areas were 55.5 and 81.6, respectively. In both urban and rural areas, the ratio for males is higher than that for females, indicating sex discrepancy in employment.

### 2.1 GEOGRAPHIC LOCATION

The Federal Democratic Republic of Ethiopia (FDRE) is located in eastern Africa, encompassing an area of 1,104,300 square kilometres in the centre of the great rift valley, stretching from 13° N to 3° N and from 33° E to 48°E . It shares borders with six countries; on the north and north east by Eritrea, on the east by Djibouti and Somalia, on the south by Kenya and on the west and south west by the Republic of the Sudan and South Sudan.

### 2.2 HISTORY

Ever since its emergence into the annals of history, Ethiopian society has been a rich conglomeration of different ethnic and linguistic communities some calling her “a museum of people”. The overwhelming majority of the population is either Christian or Muslim. As per recent archaeological discoveries, Ethiopia is home to one of the most ancient settlements of the human race, dating back over 3 million years. The varied geophysical conditions, the mild climate, the fertile soil and the abundant fauna and flora of the Ethiopian highland were conducive to

population settlement and domestication of plants and animals. Animal husbandry began towards the end of the third millennium BC.

## 2.3 DEMOGRAPHY

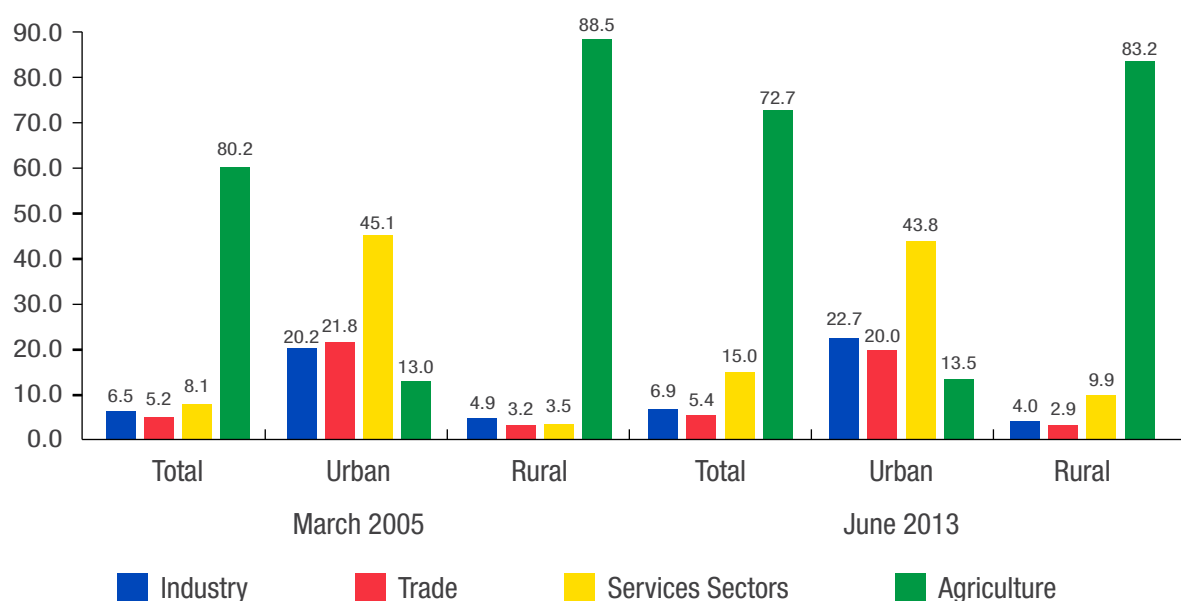
Ethiopia is the second most populous country in Africa. The country is divided into nine administrative regions, namely: Afar, Amhara, Benishangul-Gumuz, Gambella, Harari, Oromia, Somali, Southern Nations, Nationalities and Peoples, as well as the Tigray region and two City Administrative units, i.e., the Addis Ababa City Administration and the Dire Dawa Administration. According to projections based on the 2007 National Population Census, the total population in 2015 was estimated to be about 90 million, with a growth rate of 2.3 per cent per annum. The majority of the population (80 per cent) lives in rural areas. The sex ratio at country level is estimated to be about 101 men for every 100 women. Demographically speaking, the age pyramid is broad based with a high “young” population presence, given that 44 per cent of its population is under 15 years as revealed in the Inter-Censal Population

Survey (ICPS, 2012). This proportion has significant implications on the demands for education and health services. According to the report given in the Mini-Demographic and Health Survey, the annual average total fertility rate has fallen to 4.1 in 2014 from its previous high of 5.4 in 2005.

## 2.4 ECONOMY

Agriculture is the mainstay of the Ethiopian economy. The proportion of the total Ethiopian labour force engaged in the agricultural sector has declined from 80 per cent in March 2005 to 73 per cent in June 2013. The same pattern holds true for the labour force in rural areas (see Figure1). A shift in the labour force distribution has been observed from agriculture to service sectors due especially to the expansion of investments made in the education, health and small-scale business sectors. This shift has been particularly manifest in rural areas due to the expansion of manufacturing units in these areas, of which the major ones are to be found in cement, sugar factory, construction, mining and quarrying.

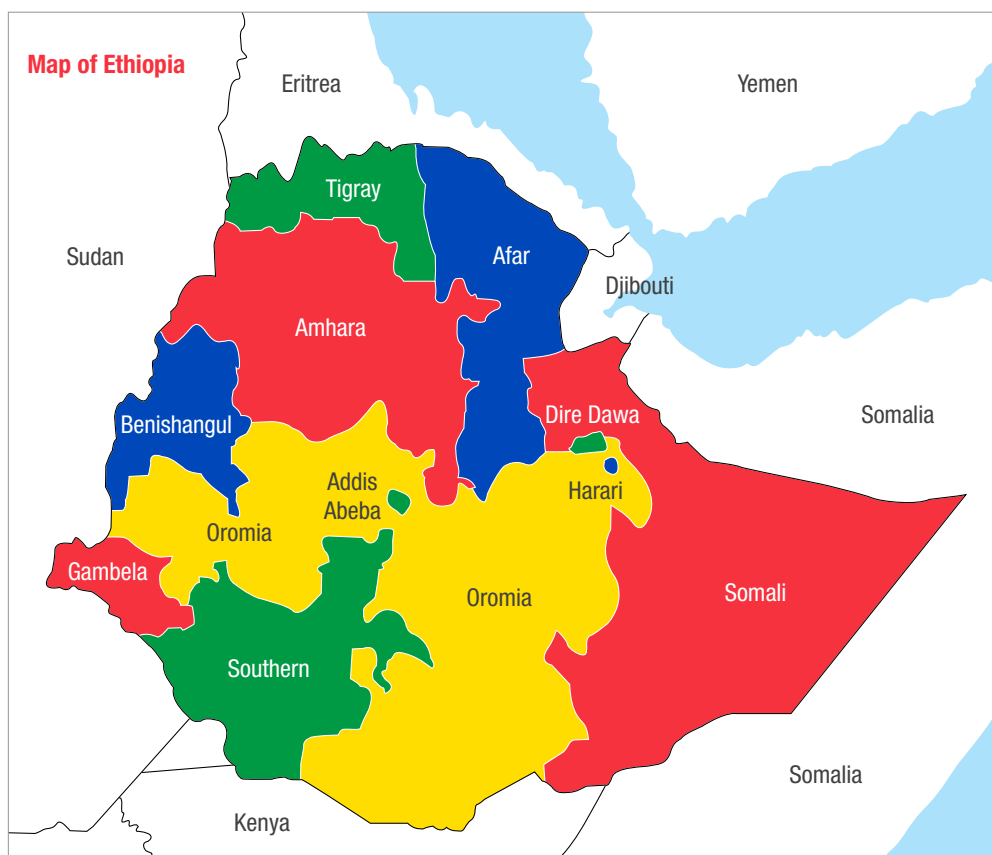
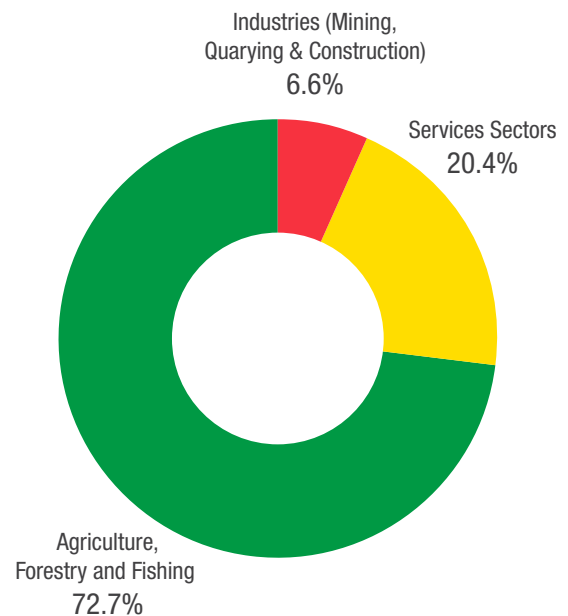
**Figure 1: Percentage Share Employed Population by Major Branches of Economy during the Two Survey Periods - Country Total**



The people dwelling in the highlands depend on farming in settled line villages, while lowland dwellers engage in a pastoralist way of life and shift camps seasonally. In the main, the farming, forestry and fishing sectors are labour intensive, consisting mainly of subsistence farming with small-land holders alongside cattle. According to the data collected in the 2013 NLFS, the share of employment in the service sectors at national level was 20.4 per cent, while manufacturing, mining, quarrying and construction industrial sectors constituted 6.9 per cent of the total population that was employed (see Figure 2). Agriculture still plays a predominant role in absorbing the rural working population, while the service sector does so in urban areas.

As of 2015[update], agriculture accounts for almost 40.5 per cent of GDP, 81 per cent of exports, and 85 per cent of the labour force ("Ethiopia. CIA the World Fact Book". CIA Factbook, 10 January 2017). Many other economic activities depend on agriculture, including marketing, processing, and export of

**Figure 2: Percentage Distribution of Employed Population by Major Branches of Economy - Country Total: 2013**



Source: CSA, 2012

agricultural products. Production is overwhelmingly of a subsistence nature, with principal crops including, cereals, potatoes, and vegetables. The agricultural sector suffers from poor cultivation practices and children are always involved to support the family. Working in agriculture is therefore considered as an inherent part of growing up for children and essential for their survival.

Indeed, some activities may help children acquire important livelihood skills and contribute to their survival and food security. However, the work children perform in agriculture is sometimes not age-appropriate, is likely to be hazardous or interferes with their education.

Child labour is not easily understood or considered as a significant problem in agriculture. Awareness of the hazards children face when involved in agricultural activities is required at many levels in order to reduce the phenomenon of child labour in this specific sector.

## 2.5 EDUCATION

Currently the country is witnessing a considerable expansion in the provision of educational services with the construction of more schools in the rural and urban vicinities. This is part of a wider strategy for the coming five years as planned in GTP2 to promote primary education, and might have a positive effect on reducing child labour. According to UNESCO, government spending on education was estimated to be 5 per cent of total GDP in 2010. The literacy rate for total population was about 54 per cent. The student-teacher average ratio at primary level was estimated to be 64 to 1 from 2011 to 2015 (UNESCO, 2012).

Although primary education is almost free in Ethiopia, registration fees, expenses for school uniforms learning materials, travel costs and time, and other miscellaneous expenses, make sending children to school an additional burden for

poor families. In addition, one needs to carefully consider the indirect (opportunity) costs of children attending school which include: foregone income from economic activities, foregone learning by doing, value of children's time in household production and the role children's earnings sometimes play as a buffer against shocks. In some cases, children who do not attend school support themselves by working outside the family. In particular, for poor families who benefit from government-run primary schools, the opportunity cost of sending children to school might be outweighed by the actual annual payments made for those schools. There is a view that such hard earned scanty resources could be used for meeting other pressing needs of the families as well. The 2001 NCLS result further supports the above assumptions, namely that: of 9.4 million economically active children, 89 per cent reported either supporting family business or supplementing family income as their main reason for working. In Ethiopia, about 64 per cent of children at the age of completing primary education were working in such kinds of basic occupations at the expense of their primary school even if some of them combined work and schooling.

According to the data obtained from the 2014 Ethiopian Mini- Demographic and Health Survey (EMDHS), about four in every ten females (42 per cent) and almost one-half of all males (48 per cent) have only some primary education, while 3 per cent of females and 4 per cent of males had completed primary education but did not attend secondary school. About 65 per cent of children of primary school age attended primary school (64 per cent among males and 67.0 per cent among females). At the same time, only 15 per cent of young people of secondary school age were attending school (13 per cent of males and 18 per cent of females). The attendance ratio at the primary school level is much lower in rural areas than in urban areas. The gender gap in education is more obvious at secondary levels of education, mainly because the proportion of females attending higher levels of education is relatively small compared to males.

The gross attendance ratio (GAR) for primary school is the total number of primary school students of any age expressed as a percentage of the official primary school-age population. On the other hand, the NAR for primary school is the total number of students of primary school age (age 7 to 14) expressed as the percentage of the population of primary school age. Following this definition, the gender parity index (GPI) for primary school attendance is slightly higher than 1 (1.06) for GAR, but lower than 1 (0.94) for the net attendance ratio (NAR) which shows a gender disparity in favour of males (EMDHS, 2014).

## 2.6 HEALTH

Ethiopia had no health policy until the early 1960s, when a health policy initiated by the World Health Organization (WHO) was adopted. In the mid-1970s, during the Dergue régime, a health policy was formulated with emphasis on disease prevention and control. This policy gave priority to rural areas and advocated community involvement. The health policy, promulgated by the Transitional Government, takes into account broader issues such as population dynamics, food availability, acceptable living conditions, and other essentials of better health (TGE, 1993b). Currently, Ethiopia has made significant progress towards improving the health of women and children compared with the last two decades, achieving its MDG for reducing child and maternal mortality.

Ethiopia achieved an under-5 mortality rate (U5MR) of 88 per 1000 live births according to the Ethiopia Demographic and Health Survey (EDHS) in 2011, a 47 per cent reduction since 2000. One in every 17 Ethiopian children dies before the first birthday, and one in every 11 children dies before the fifth birthday. According to the 2014 EMDHS, about 40 per cent of children under age 5 were stunted, 9 per cent wasted and 25 per cent underweight in 2014.

The measure of maternal mortality rate (MMR) per 100,000 live births was 676 for the preceding seven

years before the survey period (EDHS, 2011). About 21 per cent of women did not deliver at a health facility because health facilities are too far and women generally do not have transportation. The overall adult HIV prevalence in Ethiopia has remained low. The HIV prevalence among adults aged 15 to 49 in the 2011 EDHS is 1.5 per cent and was 1.4 per cent in the 2005 EDHS. By 2013, the life expectancy in Ethiopia had increased to 63.44 years. That year, the life expectancy for women was 65.37 years and for men 61.61 years (WHO, CIA World Fact book, 2015). Also, more than one-half of households in Ethiopia (57 per cent) had access to improved sources of drinking water (MDHS, 2014).

The current health workforce consists of 0.04 doctors, 0.43 nurses and 0.05 midwives per population of 1000, also represented as: one doctor for 26,943 people, one nurse for 2,311 people, and one midwife for 21,810 people. In order to overcome the lack of human resources for health and low utilization of health services, the country adopted a strategy to train the health extension workers (HEP) and midwives as well as scaling up family planning. The HEP has trained and deployed over 38,000 workers at the grass root level throughout the country, while approximately 16,000 health posts and 3,000 health centres have been constructed to increase access to essential health services (MoH, 2015).

## 2.7 SOCIAL PROTECTION

In the Ethiopian context, social protection has to play a significant role in addressing the challenge of food security. Since 2004, the Government of Ethiopia has introduced its National Food Security Programme (NFSP) which includes the flagship social transfer programme and the Productive Safety Net Programme (PSNP). The latter is Ethiopia's major vehicle for social protection, which has provided transfers to poor and food insecure rural households since 2005. The PSNP has two components: public works for adults with labour capacity, and direct transfers for adults and dependents unable to

undertake the physical labour required for the public works projects due to illness, disability and age (children and older people).

The programme is well targeted and has achieved many positive outcomes (reduction of the food gap, stabilizing assets, increasing access to basic social services, improving household level diet diversity). Programmes are ongoing to reduce out-of-pocket health expenditure: basic maternal and child health services are already provided free of charge. The Ministry of Health also implements an Indigent Health Fee Waiver programme for the poorest. For the rest of the population, financial protection in case of illness is provided through the Social Health Insurance Scheme (among formal sector employees and their family members) and Community-Based Health Insurance (CBHI) for the informal sector and rural population.

The poor are also increasingly being covered by safety net programmes. A new phase of PSNP (PSNP4) began in 2015, with the objective of supporting the transition towards a social protection system. PSNP4 will achieve this by ensuring that poor and vulnerable households benefit from an essential suite of services, including: safety net transfers; livelihood interventions: key health and nutrition services; community assets constructed through public works and support to households up to, during and beyond safety net graduation.

The MoLSA also started expanding the social welfare workforce, while efforts are underway to formalize the involvement of communities for the delivery of social protection services. The involvement of communities in the management of social cash transfers was tested successfully in Tigray, under the Social Cash Transfer Pilot Programme (SCTPP). The NSPP now envisages a further expansion of the

community social protection structures, which can – if supported by accredited social workers at the district level – also play a crucial role in supporting cash transfers and promoting child protection measures.

These experiences are encouraging, but some challenges remain. Health insurance and the Indigent Health Fee waiver schemes are steadily rolling out, but issues with coverage mean that universal social health protection is still a long way off, with only 1.2 per cent of the population insured and the Indigent Health Fee Waiver programme only covering 6 per cent of those estimated to be living below the poverty line. Recent reforms promote local alternatives for children without parental care, but a formal system of community or family-based alternative care is not yet established.

Ethiopia has a range of other social protection interventions. These include school feeding support to students in some regions selected on the basis of low enrolment. Fee waivers are provided to enable the most vulnerable to access health services related to outpatient therapeutic feeding of severely malnourished children, communicable diseases, immunization and maternal healthcare. Social insurance – social health insurance and pensions – is available to the formal sector but coverage is very low at only 1 per cent of the population (UNDP, empowered lives, resilient nations, March 2014).

Various policies and programmes that aim to increase access to basic services already exist in Ethiopia, but challenges remain in providing these services in a more comprehensive manner. Priority should be given to complementary services, ensuring the delivery of a child sensitive social protection system.



# Chapter 3

## SURVEY METHODOLOGY

This chapter presents the methodology used for the second stand-alone National Child Labour Survey (NCLS). It explains the scope and coverage of the survey, definition of operational terms, sampling frame, sampling design, sample size and selection scheme, the questionnaire, pre-test, training of the field staff, field work, and data processing, as well as survey limitations.

### 3.1 COVERAGE OF THE SURVEY

The Ethiopia National Child Labour Survey (NCLS) 2015 covers all rural and urban parts of the country except the non-sedentary areas in the Somali Region. The survey follows a household-based approach and covers households residing in conventional households; therefore, the population residing in institutions and collective quarters such as universities/colleges, hotel/hostel, and monasteries, as well as the homeless population is not covered by this survey. It was initially planned to cover 727 enumeration areas (EAs)<sup>2</sup> and 21,810 households

both in urban and rural areas of the country. In rural areas it was planned to cover 517 enumeration areas and 15,510 households while in urban areas it was planned to cover 210 enumeration areas and 6300 households. However, the sampling units that were actually covered consisted of 721 EAs and 21,526 households. The response rate was highly satisfactory both in rural and urban areas, with 99.2 per cent of EAs and 98.7 per cent of households successfully covered by the survey at country level. The target population of the survey was the group of children aged 5 to 17 years living in households throughout Ethiopia except the non-sedentary areas in the Somali Region. The survey was designed to obtain national estimates on many variables, particularly in relation to the economic and non-economic activities of the child population aged 5 to 17 years so as to determine the extent of child labour.

### 3.2 SAMPLING FRAME

The sampling frame used for the 2015 NCLS is the frame of the Population and Housing Census (PHC) conducted in Ethiopia in 2007, provided by the CSA.

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2 An EA is a geographic area covering on average 181 households.

The census frame is a complete list of all census enumeration areas created for the 2007 PHC. The sampling frame contains information about the EA location, type of residence (urban or rural), and the estimated number of residential households. In the Somali Region, a cartographic frame was used in three zones out of the region's nine zones.

Administratively, Ethiopia is divided into 11 geographical regions. Each region is sub-divided into zones, each zone into Woredas, each Woreda into towns, and each town into Kebeles. The sample is designed to provide estimates in 11 regions for most child labour indicators.

### 3.3 SAMPLE SIZE DETERMINATION AND SURVEY PRECISION

Sample size determination in most household-based surveys with a multi-stage stratified design is based on the principle of first calculating the required sample size for a single "domain" assuming a simple random sample design and no nonresponse. A domain is a well-defined population group for which estimates with predetermined accuracy are sought. The results are then extended to allow for nonresponse and deviation from simple random sampling.

The sample of the child labour survey is expected to achieve a good level of precision for the key indicators of children aged 5 to 17 years. The calculation of the sample size has considered the desired precision levels that will be provided during the survey sessions. At the same time, the sample size should be specified in terms of the number of completed interviews on a target population unit. This means that factors such as response rates and the number of individuals per household should be accounted for in the calculations. All these factors will be discussed and provided during the project sessions. Moreover, the participants are highly encouraged to

ask the instructors for more information if needed. Finally, the total sample size is obtained from the addition of the required sample size for each one of the eleven reporting domains of the survey.

The required sample size consideration for a reporting domain is determined by the following formula:

$$n = \frac{Z_{\alpha}^2 * \delta^2 * deff^2}{d^2 * AveHH * RR}$$

Where  $\delta^2$  is 0.25, the assumed value of the standard deviation of the underlying variable defining the main indicator of the survey of children aged from 5 to 17 years ( $p=0.5$ ),  $deff^2$  is 2, the design effect, ME is 0.03 which is the specified margin of error at 95 per cent confidence level, AveHH is 1.57 which corresponds to the estimated average number of persons in the target or base population per household, and RR is the expected response rate of the survey. Based on the above scenario's, total sample size, for all eleven statistical domains is  $n = 21,810$  HHs, 727 EAs. The above formula for a sample size calculation ignores the finite population correction, assumed to be negligible in most national child labour force surveys.

### 3.4 SAMPLE DESIGN AND SELECTION

The 2015 NCLS sample is stratified and was selected in two stratified cluster sample designs. Each region is stratified into urban and rural areas yielding 21 sampling strata. Samples of EAs are selected independently in each stratum in two stages. Implicit stratification and proportional allocation are achieved at each of the lower administrative levels by sorting the sampling frame within each sampling stratum before sample selection, according to administrative units in different levels, and by using a probability which is proportional to size selection at the first stage of sampling.

In the first stage, a total of 727 EAs of which 210 in urban areas and 517 in rural areas were selected with probability proportional to size and with independent selection in each sampling stratum with the sample allocation given in the following Table 3.1. The EA size represented the number of residential households residing in the EA as censused in the 2007 PHC. A household listing operation was carried out in all the selected EAs, and the resulting lists of households served as a sampling frame for the selection of households in the second stage.

In the second stage of selection, a fixed number of 30 households per cluster were selected with an equal probability systematic selection from the newly created household listing. The survey was conducted in 21,810 residential households: 6,300 in urban areas and 15,510 in rural areas. The survey interviewer was to interview only the pre-selected households. Neither replacements nor changes

of the pre-selected households are allowed in the implementing stages in order to prevent bias.

**Table 3.1:** Child labour survey sample enumeration areas by region, urban and rural

REGION	URBAN	RURAL	TOTAL
Tigray	20	53	73
Afar	11	35	46
Amhara	18	98	116
Oromia	21	109	130
Somali	7	57	64
Benishangul- Gumuz	7	33	40
SNNP	14	93	107
Gambella	9	21	30
Harari	17	9	26
Addis Ababa City Administration	64	0	64
Dire Dawa Administration	22	9	31
<b>Total</b>	<b>210</b>	<b>517</b>	<b>727</b>

SAMPLE SIZE CALCULATION for one domain					
INPUT VALUES			OUTPUT VALUES		
Parameter		Value	Estimate		Value
Predicted value of main indicator	r	0.5	Sample size (number of households)	n	1984
Standard deviation of underlying variable	s		Standard deviation of underlying variable	s	0.5
Design effect	deff	2	Design effect	deff	2
Intraclass correlation	rho		Intraclass correlation	rho	4.1%
Number of households per cluster	b		Standard error of estimate	se	0.013
Margin of error at 95% confidence	ME	0.0267	Margin of error at 95% confidence	ME	0.03
	RME			RME	0.05
Average no. of persons in base population per HH	AveHH			AveHH	1.5708
Average household size	AveSize	4.62	Confidence limits (at 95% confidence)	Lower	0.47
Proportion of base population in total population	pb	0.34		Upper	0.53
Response rate	RR	0.9		RR	90.0%
Sample size (number of households)	n				

With this we get a sample size per domain of 1984 households. Considering that we have 11 domains, this includes approximately 21,824 households. Therefore 21,810 households initially calculated with 98.7 per cent coverage is acceptable.

### 3.5 SURVEY ALLOCATION

In terms of total population distribution, 80 per cent of Ethiopians live in the rural areas and 20 per cent in the urban areas. In order to have a representative sample for the urban areas of the country, 30 per cent of the total sample has been considered for those locations and 70 per cent for the rural areas.

In total, 517 EAs and 15,510 households were selected from the rural areas. Sampled EAs of each reporting level were selected using Probability Proportional to Size (PPS) and households were selected using systematic sampling; with size being the number of households obtained from the 2007 Population and Housing Census. From the fresh list of households prepared at the beginning of the survey, 30 households per EA included in the final sample were systematically selected and surveyed.

The survey uses a **power allocation** for the following reasons: because national child labour surveys are multipurpose surveys, a proportional allocation of the sample is recommended if the domains/strata are not too different in size. However, if the domains/strata sizes are very different, the smaller domains/

strata may receive a very small sample size. This allocation is aimed at strengthening the sampling efficiency at the national level or domain level and reducing sampling errors.

If a desired precision is required at a domain/stratum level, by assuming equal relative variations across strata, a power allocation with an appropriate power value  $\alpha$  ( $0 \leq \alpha \leq 1$ ) may be used to guarantee sufficient sample size in small domains/strata (Bankier, 1988). Therefore, the sample survey clusters or EA are allocated by using power allocation and its formula is as follows:

$$n_j = nM_j^\alpha / \sum_{j=1}^J M_j^\alpha \quad (0 \leq \alpha \leq 1)$$

Where:

$M$ : household size of measure in strata

$n$ : total number of sample size

$\alpha$ : power value (0.22)

$j$ : number of strata (21)

The distribution of planned, covered and response rate of EAs and households of rural areas is provided in Table 3.2 below.

**Table 3.2:** Distribution of planned, covered and response rate of EAs and households of rural areas, Country Total: 2015

Region	EAs			Households		
	Planned	Covered	Response rate	Planned	Covered	Response rate
Tigray	53	53	100.0	1,590	1,589	99.9
Afar	35	35	100.0	1,050	1,011	96.3
Amhara	98	98	100.0	2,940	2,940	100.0
Oromia	109	109	100.0	3,270	3,269	100.0
Somali	57	56	98.2	1,710	1,653	96.7
Benishangul- Gumuz	33	33	100.0	990	990	100.0
SNNP	93	92	98.9	2,790	2,758	98.9
Gambella	21	18	85.7	630	540	85.7
Harari	9	9	100.0	270	270	100.0
Addis Ababa City Admin.	0	0	0	0	0	0.0
Dire Dawa Administration	9	9	100.0	270	266	98.5
<b>Total</b>	<b>517</b>	<b>512</b>	<b>99.0</b>	<b>15,510</b>	<b>15,286</b>	<b>98.6</b>

With regard to urban areas, 210 EAs and 6,300 households were selected. Sampled EAs from each reporting level in this category were also selected using PPS; the size being the number of households obtained from the 2007 Population and Housing Census. From the fresh list of households prepared at the beginning of the survey, 30 households per EA were systematically selected and surveyed. Table 3.3 shows planned, covered and response rate of EAs and households of the urban areas.

## 3.6 DEFINITION OF TERMS

The following are the definitions of the variables used in this report for operational purposes.

### 3.6.1 Household

A household is defined as a person or group of persons who live together in the same house or compound, who share the same housekeeping

arrangements and who are catered for as one unit. Members of a household are not necessarily related to each other either by blood or by marriage.

### 3.6.2 Housing unit

This is defined as a separate and independent place of abode, either intended for habitation or not but that was occupied as a living quarter by a household during the survey period. Although intended for habitation by one household, a housing unit may, at the time of the survey be occupied by one or more households or may be used partly for living and partly as an establishment for economic activities.

### 3.6.3 Head of household

The head of household is a person who provides economic support or manages the household. The head of the household is selected by household members for reasons related to age or respect, regardless of their sex.

**Table 3.3:** Distribution of planned, covered and response rate of EAs and households of urban areas, Country Total: 2015

Region	EAs			Households		
	Planned	Covered	Response rate	Planned	Covered	Response rate
Tigray	20	20	100.0	600	585	97.5
Afar	11	11	100.0	330	330	100.0
Amhara	18	18	100.0	540	540	100.0
Oromia	21	20	95.2	630	600	95.2
Somali	7	7	100.0	210	210	100.0
Benishangul- Gumuz	7	7	100.0	210	208	99.0
SNNP	14	14	100.0	420	418	99.5
Gambella	9	9	100.0	270	265	98.1
Harari	17	17	100.0	510	510	100.0
Addis Ababa City Administration	64	64	100.0	1,920	1,917	99.8
Dire Dawa Administration	22	22	100.0	660	657	99.5
<b>Total</b>	<b>210</b>	<b>209</b>	<b>99.5</b>	<b>6,300</b>	<b>6,240</b>	<b>99.0</b>

### 3.6.4 Usual member of a household

A person is considered a usual member of a household if he or she is:

- a) a person who continuously lives/resides at least for six months and has common cooking and eating arrangements within the household;
- b) a person who is temporarily absent from the household at the time of the survey but his absence has not violated the six months criterion; and
- c) domestic workers, guards, baby sitters, etc...with no other dwelling and who were staying with the household at the time of the survey; and persons who plan to live more than six months with the household due to a job search or job transfer.

### 3.6.5 Enumeration area (EA)

An EA is a unit of land delineated for the purpose of enumerating population and housing units without omission and duplication. An EA in rural areas usually consists of 150–200 households. On the other hand, an EA in urban areas consists of 150–200 housing units.

## 3.7 SURVEY QUESTIONNAIRE

The survey questionnaire was developed from an adaptation of the stand-alone SIMPOC Model questionnaires to the national context of Ethiopia. The questionnaire is divided into three parts. Part 1 and Part 2 are addressed to the most knowledgeable adult member of the household, while Part 3 is addressed directly to children. Two additional modules were included. The three Parts are:

Part I: Adult Questionnaire

Part II: Household Characteristics Questionnaire

Part III: Child (Aged 5–17) Questionnaire

The two additional modules are:

- a) Child's natural parent alive or not status
- b) Children aged 5–17 years who live in other households

### Part I: Adult questionnaire

This part of the questionnaire was addressed to the most knowledgeable member of the household in order to collect information on socio-demographic characteristics of the individual household members. Part I had six sections:

- Section I Household members socio-demographics questionnaire
- Section II Educational attainment for all household members (age 5 and above)
- Section III Current economic activity status of all household members (age 5 and above) during the reference week
- Section IV Usual employment status of all household members (5 and above) during the last 12 months
- Section V Household tasks: about children (5–17) only
- Section VI Perceptions/observations of parents/guardians about working children (5–17)

### Part II: Household characteristics questionnaire

The household questionnaire was designed to collect data on the household and household dwelling structure. The information was filled in by asking the household head or knowledgeable member of the household.

- Section VII Housing and household characteristics
- Section VIII Household socio-economic status

### Part III: Child questionnaire

The questions in this part were asked directly to children between the ages of 5 and 17. Since this part of the questionnaire was specifically designed to be answered by children themselves, consent of their parents/guardians was obtained before interviewing the children. However, if parents refused their consent and/or if the child was not willing to be interviewed alone, the parents/guardians were allowed to assist them.

- Section IX Educational attainment of all children (5–17)
- Section X Current economic activities status of all children (5–17)
- Section XI Health and safety issues about working children (5–17)
- Section XII Household tasks of children (5–17)

### Additional sections (13 and 14)

Section 13 was addressed to the head of the household (the most knowledgeable member of household). The objective of this section was to identify whether the natural parents of the child under study were alive or not. Section 14 aimed mainly to investigate additional information on children aged 5 to 17 living elsewhere. The sections are:

- Section XIII Children aged 5–17; whether their parents are alive or not
- Section XIV Questionnaire of children aged 5–17 who live elsewhere

## 3.8 PRE-TEST

### Objectives of the pre-test

The objectives of the pre-test were as follows:

- testing the appropriateness of instruments used during the survey;
- testing the appropriateness of the wording, the skip instructions (between questions) and clarity of the questionnaire;
- obtaining feedback from field staff in terms of suggestions of what worked well and what could be improved;
- determining the average time required to interview a single household and household members as well as to determine the average time needed to complete the whole survey;
- verifying the field use of the instructions in the enumerators' manual; and

- establishing the appropriate operational procedures for the survey; gathering insights from the experience as well as obtaining first-hand information of the real conditions that could be expected in the actual survey.

Before conducting the actual survey, the CSA decided to undertake a pre-test to assess the effectiveness of the survey instrument and to obtain feedback to be used for making improvements. The working team had reviewed and adapted the ILO/SIMPOC model questionnaire and taken into consideration other countries' experiences before the start of the pre-test. Following the training given by ILO experts in Addis Ababa from March 3 to 6, 2015, the team consisting of 15 professionals reviewed the questionnaire based at the BIN International Hotel from March 14 to 22, 2015 in the town of Bishoftu situated 50 km away from Addis Ababa. The experts went through the SIMPOC model questionnaire in detail, section by section. The amendments and comments suggested during the training sessions and stakeholders<sup>3</sup> meeting were also incorporated. This resulted in the preparation of the first draft survey questionnaire and manual in an Amharic version (local language). The pre-test field workers were carefully selected from the head office among those who had been working as senior experts and data editors for a long time. The training was given by the professionals from the head office who were directly involved in the study, and was guided by the draft questionnaire and enumerators' manual which provided detailed explanation of the different concepts and instructions on how to fill in the questionnaire. The discussions were intended to exchange observations from the field and identify the areas of the survey questions that needed more attention and modification.

The pre-test field interviews took place from 20 to 23 March 2015 in the town of Bishoftu and in the

3 Ministry of Labour and Social Affairs (MOLSA), Ministry of Education (MOE), Ministry of Women and Children (MOWC), Ministry of Justice (MOJ), Ministry of Finance and Economic Development (MOFED), Workers Association Confederation (WAC), Ethiopian Employer Federation (EEF), Addis Ababa University (A.A.U) ILO and UNICEF

Denkaka rural areas, 25 km away from the town. In the sampled sites, the data collection for the pre-test was carried out during four days in the urban and rural areas during which about 100 households were successfully covered. Fifteen enumerators were assigned to fill in the pre-test questionnaire along with four field supervisors. Supervisors closely supervised the pre-test interviews from house to house and observed how the field enumerators administered the questions and recorded the responses. Simultaneously, in addition to the supervisors, senior CSA officials also went to the field during the pre-test phase to observe the interview process and to obtain first-hand information.

After the field interview there was a one-day meeting between the interviewers and supervisors to collect suggestions and obtain relevant feedback. Detailed discussions took place on each item of the questionnaire and on a set of observations that emerged during the interviews. The outcome of the pre-test was entered into the final questionnaire, as well as into the manuals for the enumerators. A working team composed of 12 professionals participated in making amendments and producing the final questionnaire.

## 3.9 RECRUITMENT, TRAINING AND FIELD WORKERS

### 3.9.1 Recruitment of the field workers

The enumerators were selected from the CSA branch offices, among staff who had a long experience in data collection. Statisticians and supervisors were also directly recruited from the CSA's permanent field staff. However, for branches where there was a shortage of enumerators, the following criteria for recruitment were considered:

- i) Educational level: holding at least a diploma in statistics, or economics, sociology, geography and related fields and

- ii) Educational level: 12 grade (old 10 grade) with completion of the new curriculum and two years (and more) experience of data collection in similar surveys such as labour force surveys.

### 3.9.2 Training of field staff

Following the recruitment phase, a total of 376 data collectors, 118 supervisors and 38 statisticians were trained at four training centres in the towns of Jimma, Hawassa, Dessie and Harar for 11 days. The training of this field staff was conducted from 9 to 19 May, 2015, including one day of field practice. The training was given by senior professionals from the head office who had extensive experience in survey design, planning, analysis and report writing.

Since the child labour survey covered a relatively different area from traditional surveys implemented by the CSA, sufficient training time was devoted to understanding concepts and definitions, the survey questionnaire and its administration, the international standard classification of occupation (ISCO) and the international standard industry classification (ISIC). The overall objective of the training was to build the capacity of the trainees and equip them with skills and capacities to understand the questionnaires, manuals, methodologies and instructions to be used in the field. One further objective was to familiarize the trainees with the survey questionnaire and the skip rules included in the interviewer's manual.

The training included theoretical presentations and practical exercises and the interviewers' manual was presented section by section by the trainers.

The documents and materials submitted to the trainees included:

- Listing forms
- EA maps
- Questionnaires
- Interviewer's manual
- ISCO and ISIC codebooks



- Note books
- Pen and pencils...etc.

The training also included classroom discussions on concepts and definitions and techniques to fill in the questionnaire. There were mock-interview exercises implemented among the trainees. The objective of mock interviews and field practice were two-fold. First, it enabled supervisors and senior staff to assess how well the theoretical class discussions were understood by all participants. The second objective was to examine the difficulties likely to be encountered during actual fieldwork and to identify possible solutions. Furthermore, the training included a one-day field practice in both urban and nearby rural areas of the training centres. The trainees went to the field for practical exercises and each enumerator filled in at least two full household questionnaires. After the field practice, a general discussion and briefing were conducted on the outcome of the field practice of the day.

The statistical branch offices of the CSA also administered the financial and logistic aspects of the survey, deploying field staff to their respective sites, as well as field supervisors within the areas of their assignment and retrieving completed questionnaires and submitting them to the head office.

### 3.9.3 Data collection

The field data collection exercise is one of the challenging phases of a survey, particularly for countries where infrastructure and communication networks are limited. In spite of infrastructural constraints, the CSA was able to overcome the problem with its extensive experience in managing field data collection for large-scale surveys. The agency's regional branch offices set up collaboration with Regional States, Zonal, Woreda and Kebele administration and arranged the field work with the appropriate deployment and required support to ensure the successful implementation of the survey.

In line with the programme, immediately after the completion of the training session, the data collection was conducted from 25 May to 21 June, 2015 in the 727 enumeration areas. Thirty households were randomly selected in each of the urban and rural enumeration areas and so a total of 21,810 households were selected in the afore-mentioned enumeration areas.

A total of 118 teams composed of three enumerators and one supervisor were formed. Thus the 721 EAs were effectively covered by 118 mobile teams. Thirty-four days were allocated for the field work of each team including, travelling and fresh - listing of the households. Each enumerator was assigned to two EAs and expected to complete at least two questionnaires per day and cover 60 households within approximately one month. The field equipment was distributed to each field member at the four training centres. Vehicles and daily allowances were also provided to each field worker/staff from the branch offices.

The method of data collection took place from house to house with face-to-face interviews using structured questionnaires and relevant codebooks. Since Ethiopia is home to several nations, nationalities and people, interpreters/ translators were made available in cases where it was difficult to communicate with the selected households in localities where ethnic groups speak only the local language. Much effort was made to complete the questionnaire including with frequent call backs. At the commencement of the study, the enumerator was responsible for preparing the fresh-list of households (sampling frame) in order to select 30 households. After these were selected, he/she visited them to complete the set of questionnaires.

### 3.9.4 Field supervision

Data collection supervision is one of the mechanisms used for assuring the quality of the survey. Field supervision was undertaken to ensure that the field workers worked correctly and to identify problems

early and solve them rapidly in the field. Hence, the CSA planned the CLS data collection follow-up to be carried out from the beginning of the data collection to the end of the process. The supervision was implemented in the following two ways.

**Field supervisors from the branch offices:** A total of 118 trained and experienced supervisors and 38 statisticians were assigned to follow up the data collection process. Supervisors were deployed together with the data collectors at the beginning of the survey (because one team was expected to cover six EAs or a total of 180 households). The supervisors made spot checks, re-interviewing sampled households and editing the completed questionnaires. These groups were also responsible for day-to-day technical and administrative routine activities under their supervision. In addition, the branch statisticians supervised selected sites for two weeks and undertook the supervision of the progress of the data collection process, carrying out further checking to improve the quality of the data as well.

**Field supervisors from the head offices:** Close field supervision was undertaken by head office experts, branch statisticians and supervisors, in parallel with data collection at all levels. Also, the representatives from the ILO provided supervision from 9 to 14 June, 2015 so as to provide technical support, as well as to observe the data collection process. The ILO experts visited two branch offices of Adama, and Hawassa in both urban and rural areas and nearby towns.

During their visit, they followed up on: how the interviewers asked questions and the reaction of respondents, particularly to the child labour section of the survey; assessing the completed questionnaire column by column; recording of activities and their coding, and other quality control techniques. The filled-in questionnaires were also checked as per the instruction manual. They provided solutions to the problems to the field workers on the spot. The challenges encountered during the preliminary work, training and field work are listed in the following table.

### 3.9.5 Problems encountered and solutions given during the survey:

No.	Challenges faced	Solution provided
1	Overcrowding on preparation of survey instruments (i.e., questionnaire, manuals, codebooks, etc...)	Working overtime and weekend days
2	Overburden of printing activities	Working overtime and weekend days
3	Transportation problems especially to distant locations (from branch office to enumeration areas)	Proper allocation of vehicles to those areas
4	Changing of enumeration area due to urban redevelopment and construction, mobile nature of pastoralists in pastoral and semi-pastoral areas etc.	Instant measures were taken by replacing enumeration areas (EAs)
5	Some household members especially students went to school during the week days, as a result there was a high frequency of call-backs	Increasing the frequency of visits and sometimes by working in the evening
6	It was difficult to meet household members who went to work early in the morning and returned in the evening	Increasing the frequency of visits and sometimes by working in the evening

### 3.9.6 Data processing

The data processing cycle involves many interdependent activities. These include data editing, coding, data entry and data cleaning. Following the transfer of the completed questionnaires from the regional Statistical Branch Offices to the CSA Head Office, the training of data editors was given from 13 to 14 August, 2015. A total of 47 data editors, coders, entry and cleaner staff took part in the training. The data editors were trained on how to check and correct entries in the completed questionnaires and to check for consistency between responses. Thereafter, the data editing and coding processes started on August 17, 2015. The filled-in questionnaires that were returned from the statistical branch office were first subjected to manual editing and coding. The total number of edited and coded questionnaires were again fully verified and checked for consistency before they were submitted to the data entry section.

After the data were entered, they were again verified using computer software. Both the data entry and cleaning process were carried out with the CSPro software. This was done by running the programme on the whole data for which the entry was completed. Thus, while the programme analysed the data, the questionnaires with errors were listed in the error list file. This file was printed out for checking with the actual questionnaire for consistencies and completeness. Then the correction of errors was done on the screen of the computer until there was a zero error-message. This process of data cleaning was carried out from 27 October to 11 January, 2016.

Consistency checks and re-checks were also made based on frequencies and tabulation results, carried out by senior programmers in collaboration with the subject matter experts.

### 3.10 Limitations of the National child labour survey

This section presents some of the limitations of the survey, with a view to helping future data collection programmes improve the situation and also help the data users to correctly analyse and interpret the survey results. The main limitations are therefore:

- i) Due to cost considerations, the minimum reporting level of the 2015 stand-alone child labour survey was set at the level of regions including the urban, rural and national levels. Thus, the survey result cannot produce information for administrative levels lower than regions.
- ii) The 2015 stand-alone child labour survey is a household-based survey that utilized a household data collection approach. Hence, the survey did not address children working and living in the streets and children dwelling in non-conventional households; in particular, children living with pastoral families mainly located in the west and south of Ethiopia were not included.
- iii) It should also be noted that the survey didn't capture the worst forms of child labour other than hazardous work, such as: commercial sexual exploitation of children; child trafficking; and use of children for illicit activities, in particular the production and trafficking of drugs. These worst forms of child labour other than hazardous work are difficult to capture in a standard household-based survey as interviewees may be reluctant to report the involvement of children in these forms of exploitation, even if they are aware of it. The ILO has developed specific survey tools to capture some of these worst forms of child labour other than hazardous work, but these were outside the scope of this NCLS.

# Chapter 4

## CONCEPTS AND DEFINITIONS

This chapter presents the main concepts and definitions in national legislation and international labour standards on child labour. Legal definitions of child labour contained in national legislation and in international labour standards are the starting point for statistical measurement. The legal framework provides the essential legal basis for all national and international actions related to child labour. The 2015 NCLS of Ethiopia followed the international labour standards concepts and definitions as well as the recommendations of the ILO.

### 4.1 INTERNATIONAL LABOUR STANDARDS

As a member state of the International Labour Organization, Ethiopia subscribes to the provisions of the following international conventions which speak to the protection of children in terms of their activities:

1. The United Nations Convention on the Rights of the Child (UNCRC), 1989;
2. The ILO's Minimum Age Convention, 1973 (No. 138); and

3. The ILO's Worst Forms of Child Labour Convention, 1999 (No. 182).

These two Conventions are part of the ILO Fundamental Principles and Rights at Work (FUNDAMENTALS) which comprise:

1. Freedom of association and the right to collective bargaining (C. 87 and C.98);
2. Elimination of forced or compulsory labour (C. 29 and C. 105);
3. Effective abolition of child labour (C.138 and C. 182); and
4. Elimination of discrimination in employment and occupation (C. 100 and C. 111).

The ILO fundamental conventions are considered by the international community as fundamental human rights and "enabling rights" for all rights at work. They apply to all member States, irrespective of the level of economic development or availability of resources and have received the endorsement and commitment of the ILO tripartite constituency: governments, employers' and workers' organizations. They apply to all workers and employers, in informal and formal economies, in all economic sectors and contribute to poverty reduction, economic and social justice.

### 4.1.1 Convention on the Rights of the Child

Ethiopia ratified the UNCRC on 14 May 1991. It defines a child as anyone under the age of 18 years, unless the national law specifies an earlier majority age (UNCRC, 1989).

The UNCRC contains a range of international rights for children. Article 28 recognizes the right of the child to education and Section (a) expresses the State's responsibility to provide free, compulsory, primary education for all children, Article 31 states the child's right to rest and leisure as well as to involve in play and recreational activities suitable to the age of the child and participate freely in cultural life and the arts.

The issue of economic exploitation is addressed in Article 32 of the UNCRC, which states in its entirety:

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article.

To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- a. Provide for a minimum age for admission to employment;
- b. Provide for appropriate regulation of the hours and conditions of employment;
- c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

### 4.1.2 ILO Convention No. 138

As mentioned earlier, the ILO Minimum Age Convention, 1973 (No.138) requires ratifying States to pursue a comprehensive national policy to eliminate child labour and set minimum age levels for admission to employment, or work. This Convention was ratified by Ethiopia on 27 May 1999.

Article 1 of ILO Convention No. 138 establishes that "each Member for which this Convention is in force undertakes to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons (ILO, 1973)". Although, Article 2.3 of this Convention sets the minimum employment age at 15 years, i.e., the age of completion of compulsory schooling, Ethiopia, by means of a special privilege granted to developing countries under Article 2.4, established its minimum working age as 14 years. Then again, Article 3 sets the minimum age for involvement in hazardous work at 18 years, (meaning that no children below 18 should be involved in hazardous work whatsoever). The MoLSA has made an attempt to classify occupations that are considered "hazardous" in line with national legislation, however, the present compilation requires significant work before it can be considered comprehensive.

Article 7 of ILO Convention No. 138 does allow for children aged 13 to 14 years to be involved in "light work" for a specified number of hours, so long as their development is not adversely affected. Thus, this Article defines light work as work:

- "(a) not likely to be harmful to their health or development; and
- (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received."

Given that the minimum age adopted by Ethiopia is 14 years, the potential age range for light work only includes children aged 12 to 13 years-old.

Additionally, Article 8 of ILO Convention No.138 allows exceptions to Article 2 if the child is involved in artistic performances, with the requirement that the number of hours worked and the working conditions do not adversely affect the child's development. After consultation with the organizations of employers and workers concerned, where such exist, the competent authority may, by permits granted in individual cases, allow exceptions to the prohibition of employment or work provided for in Article 2 of Convention No.138, for such purposes as participation in artistic performances. Permits so granted shall limit the number of hours during which and prescribe the conditions in which employment or work is allowed.

The ILO's Convention No.138 defines different minimum ages for employment, including the basic minimum age, the minimum age applied to hazardous work and the minimum age applied to light work, explicitly.

**Table 4.1: Minimum ages of employment under ILO Convention No.138**

Minimum age of employment	General minimum age applied to every country	Minimum age-exception for developing countries
Basic minimum age (Article 2)	Not under 15 years	Not under 14 years
Minimum age applied to Hazardous work (Article 3)	Not under 18 years (16 years conditionally)	<i>NO EXCEPTION</i> Their morals and safety should be ensured
Minimum age applied to light work (Article 7)	13-14 years	12-13 years

### 4.1.3 ILO Convention No. 182

In addition to Convention No. 138, the ILO Worst Forms of Child Labour Convention, 1999 (No.182) concerning the prohibition and immediate action for the elimination of the Worst Forms of Child Labour (WFCL) was also ratified by Ethiopia on 2 September 2003. Member states ratifying this Convention pledge to "take immediate and effective measures to ensure the prohibition and elimination of the WFCL as a matter of urgency", (ILO, 1999). Convention No. 182 also defines a child as anyone under the age of 18, and Article 3 of this Convention defines the WFCL as follows:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Work reflected by Article 3(d) is also termed as "hazardous work", while child labour forms indicated by Articles 3(a), 3(b) and 3(c) are called "WFCL other than hazardous work".

Furthermore, Article 4 of Convention No. 182 specifies the State's obligation to clearly and in detail define the work falling under Article 3(d) above, and to institutionalize periodic amendments and revisions as necessary. Moreover, Article 7.1 clearly indicates that in order to accelerate the elimination of the WFCL, countries should establish and apply penal or other sanctions as appropriate.

## 4.2 NATIONAL LEGISLATIVE FRAMEWORK

The relevant sections of the various national laws are discussed below.

At the regional level, the country ratified the African Charter on the Rights and Welfare of the Child (ACRWC) on 4 July 2000 and the Dakar Optional Protocol on Minimum Age Admission to Employment in 1999. These instruments provide for universally accepted standards for the well-being of children and lay down the legal framework for their protection (Ghetnet, 2010).

### 4.2.1 Child Labour Law and enforcement in Ethiopia

International conventions on the rights of the child and recommendations upon which different definitions of child labour are based have long been put in place, and many countries have ratified them. Ideally, all ratifying countries, including Ethiopia, need to apply these conventions and recommendations as part of their respective national laws, so as to define and combat child labour. Ethiopia, as a member state of the ILO and the United Nations, has ratified and incorporated these documents as part of the law of the land as clearly enshrined in the FDRE Constitution Article 9 sub-article 4 which states: "All international agreements ratified by Ethiopia are an integral part of the law of the land". Ethiopia also has an article in its constitution on the rights of children, i.e., Article 36 mentioned below (Getachew, 2012).

After the ratification of all major international instruments, the state carried out many activities geared towards ensuring the protection and promotion of the rights and welfare of children. The UNCRC was adapted through a national legislation process (Proclamation No 10/1992). Thereafter, it was translated into 11 official languages of Ethiopia for dissemination. Furthermore, other agreements such as the African Charter on the Rights and

Welfare of the Child (ratification Proclamation No 283/ 2002) and ILO Convention No 182 on the Worst Forms of Child Labour were officially validated by the government. In the administration of justice, courts are now frequently citing the principle of the "best interest of the child", principle which is also incorporated in national laws including the Federal Constitution and the Family Law (MoLSA, 2005).

Ethiopia is a Federal Republic constituted of nine regions and two administrative cities. The Federal Constitution is the supreme law of the land which serves as a treaty between the regions and the federal government. Consequently, power is shared between the federal government and the regions. For instance, while the regions are mandated to legislate on family law, the Federal Government is empowered to enact the penal and labour law (MoLSA, 2005).

### 4.2.2 The Federal Democratic Republic of Ethiopia (FDRE) Constitution

The Constitution of the FDRE was adopted on 8 December 1994 and publicized as Proclamation No. 1/1995. The FDRE Constitution has incorporated the international human rights instruments ratified by Ethiopia into the domestic laws of the country and makes them standards for the interpretation of the constitution in matter of fundamental human rights (Article 9/5 and 13/2) (Ghetnet, 2010).

#### Article 36 Rights of Children as stated in the Ethiopian Constitution

1. Every child has the right:
  - (a) To life;
  - (b) To a name and nationality;
  - (c) To know and be cared for by his or her parents or legal guardians;
  - (d) Not to be subject to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being;



- (e) To be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children.
2. In all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies the primary consideration shall be the best interests of the child.
  3. Juvenile offenders admitted to corrective or rehabilitative institutions and juveniles who become wards of the State or who are placed in public or private orphanages, shall be kept separately from adults.
  4. Children born out of wedlock shall have the same rights as children born of wedlock.
  5. The State shall accord special protection to orphans and shall encourage the establishment of institutions, which ensure and promote their adoption and advance their welfare, and education (FDREC, 1995; MoLSA, 2005). The Constitution has repeated most of the rights of children recognized in the Convention on the Rights of the Child.

### 4.2.3 Domestic laws

Ethiopia does not yet have an exclusive legislation aimed at protecting the rights of children or even a more specific one for protecting children against child labour. However, there are provisions scattered in different legislations such as the Constitution, the primary laws of the country, especially the Civil Code, the Criminal Code, the Revised Family Code, and the Labour Proclamation which contain provisions protecting children from child labour.

### 4.2.4 The Civil Code of Ethiopia

The Civil Code of Ethiopia (1960) recognizes and provides sanctions for the exploitation and abuse of a child. Article 2052 of the Civil Code states that failure to educate or supervise any person under one's charge results in extra-contractual liability. The code states that a person is at fault, and liable under

the law "...where as a consequence of his failure, damage is suffered by the person in his charge". The 1960 Civil Code also provides for civil redress in the form of compensation to child victims under its provisions relating to Extra Contractual Liability. Moreover, in the Code there is a relevant section for child labour issues which governs the relationships of household employment, among other provisions.

### 4.2.5 Labour Law/Proclamation

Children are also protected from economic exploitation by Proclamation No. 377/2003 of the Labour Law. This proclamation that sets the minimum age for work as 14 years categorizes workers of ages 14 to 18 as young workers. Accordingly, young workers are given a right to special protective measures.

Young workers can work for a maximum of seven working hours per day compared to the eight working hours for adults.

Moreover, the law prohibits the employment of young workers for night work, overtime work, and work on weekly rest days or public holidays.

Young workers are not allowed to work in the following activities:

- Work in the transport of passengers, and goods by road, rail, air, and internal water way;
- Work in docksides and ware houses involving heavy weight lifting, pulling or pushing or any other related type of labour;
- Fishing and transportation of goods on water bodies;
- Work connected with electric power generation plants, transformers or transmission lines;
- Working under ground in areas of mining, stone excavation and related occupations;
- Construction activities which involve the use of scaffold at high heights moreover, carrying, handling of goods from heavy loads and moving



goods by using machines (cranes and lifts) loading;

- Cave quarrying occupations;
- Production, handling, and serving or selling of alcoholic beverages, tobacco and related works/occupations;
- Working in areas of extremely cold stores and ware houses;
- Working in areas of extreme heat, for example in sugar factories and steel furnaces;
- Working with dangerous rays of radiation and waves/ ionizing or non-ionizing radioactive substances (x-rays, ultra-violet, gamma-ray, and visible) exposed to health danger;
- Working with occupations in dangerous and poisonous chemicals like arsenic, lead, mercury, calcium, manganese and related metals, minerals and solvents; working in the production and usage of explosive and flammable areas;
- Working in the processing and production of drugs and chemicals like pesticides;
- Working while being directly exposed to biological problems in relation to infectious diseases due to fungus, bacteria, virus.
- Other occupations/ works that have a detrimental effect on the young workers' physical, mental and moral development (MoLSA, 2013).

#### 4.2.6 The Revised Family Code

The Revised Family Code, which came into force in 2000 amending parts of the Civil Code relating to marriage and the family, was issued with the specific aim of harmonizing Ethiopian family laws with the provisions of the Constitution and international instruments including the UNCRC. The Code provides for the protection of minors defined as “a person of either sex who has not attained the full age of eighteen years” under Article 215 and imposes a duty on guardians and care givers to ensure the safety and welfare of the child’s physical and intellectual development. More specific to child labour, article 195 of the Code stipulates the revocation of adoption where the adopter enslaves the child, engages the child in immoral acts for gain, or handles the child

in any other manner that is detrimental to his future (Ghetnet, 2010).

#### 4.2.7 The Criminal Code

The Criminal Code, which came into effect in 2005, incorporates provisions protecting children from all forms of abuse and exploitation including child labour. It includes provisions criminalizing child labour in general as well as the worst forms of child labour as described above. The Criminal Code also prescribes punishment for the omission to register the birth of an infant (Ibid).

### 4.3 NATIONAL POLICIES AND ACTION PLANS

Although the national policy framework does not include a single and comprehensive national policy dealing with child labour, there are a number of policy documents containing provisions on child labour issues (Ibid). These include the Development and Social Welfare Policy, the Education and Training Policy, the National Plan of Action for Children, the National Plan of Action on Sexual Abuse and Exploitation of Children and the (Draft) National Action Plan on the Elimination of the WFCL in Ethiopia.

In relation to child labour, the Education and Training Policy, for example, specifically provides that grain mills and water supplies will be provided close to the communities so that children will be spared domestic labour, which is an impediment to their schooling. The policy also provides for non-formal education targeting out of school children and the establishment of community skill-training centres in rural communities. These may be important in creating educational opportunities for child workers and enabling access to skills training that can make them more competitive in the labour market. Moreover, Ethiopian law provides for free and universal primary education.

## 4.4 KEY CONCEPTS AND OPERATIONAL DEFINITIONS

This sub-section consists of some concepts used throughout this report, along with their respective operational definitions. It also presents the framework in which child labour measurement is defined, and finally, the definition of child labour according to national legislation.

### 4.4.1 Productive and non-productive activities

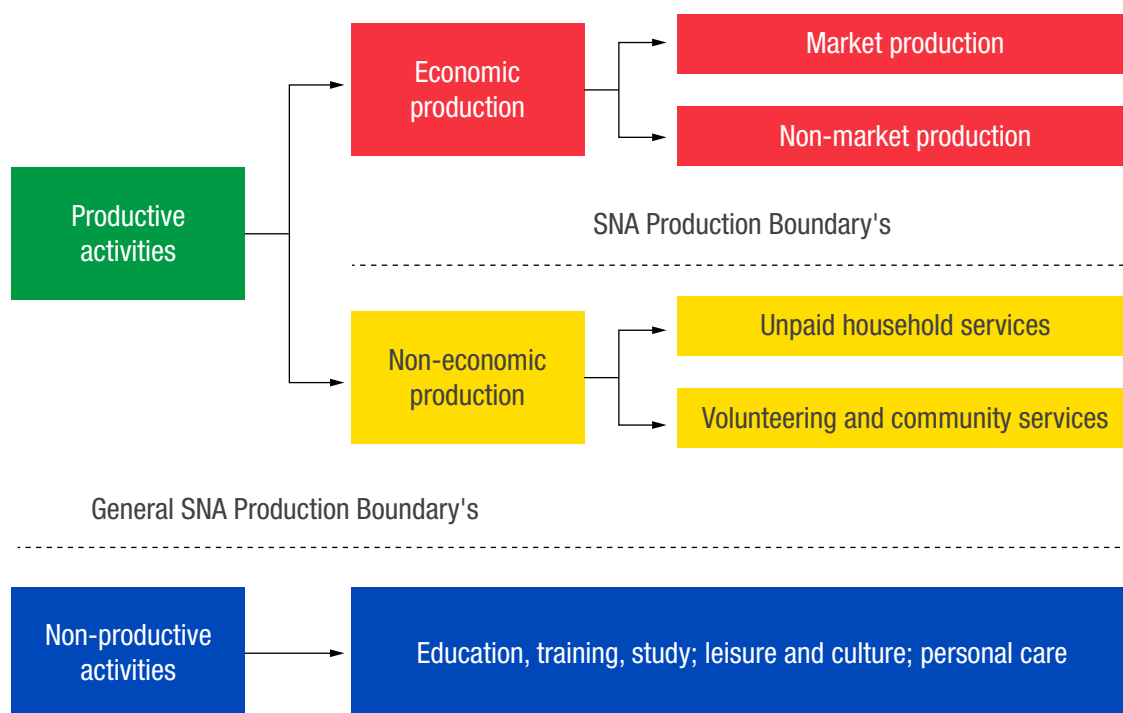
Production which falls within the System of National Accounts (SNA) production boundary is defined as *economic production*, covering all market production and certain types of *non-market production*

(principally the production of goods for own use). It includes forms of work in both the formal and the informal sector, as well as forms of work inside and outside family settings.

Production which falls outside the SNA production boundary is defined as *non-economic production*, and usually involves activities leading to the production of unpaid domestic and personal services primarily for use within the child's own household.

Therefore, as depicted in Figure 1, *productive activities* are defined as all activities falling within the general production boundary, that is, any human controlled activity resulting in an output capable of being exchanged. *Non-productive activities* are those for which this condition does not hold, and include such activities as education and leisure.

**Figure 4.1:** Classification of activities in relation to the System of National Accounts (SNA)



Source: ILO, 2008

### 4.4.2 Children engaged in economic activities

As per Figure 4.1, economic activities include all activities within the UN System of National Accounts production boundary (i.e., the production of goods and services for the market, or production of goods for self-consumption). Economic activity is a broad concept that encompasses most productive activities by children, including unpaid and illegal work, work in the informal sector, and the production of goods for own consumption. Therefore, a child is considered as working if he/she had a job or business, or was engaged either as paid or unpaid in the family or other household's farm or business, at any time for at least one hour during the week prior to the survey. The terms: 'children in economic activities', 'children in employment' and 'working children' are used interchangeably in this report.

### 4.4.3 Non-economic activities

All activities, which fall outside the 'production boundary' established by the UN System of National Accounts (1993 Rev. 3) are considered to be 'non-economic activities'. These include children who perform unpaid household services, that is, the production of domestic and personal services by a household member for consumption within their own household, commonly called 'household chores'. In contrast, the performance of household services in a third-party household, paid or unpaid is included within the production boundary of the SNA. Household chores include services rendered by and for household members, such as preparing and serving meals; mending, washing and ironing clothes; shopping; caring for siblings and sick/disabled household members; cleaning and maintaining the household dwelling; repairing household durables, among others.

### 4.4.4 Child labour

The term child labour reflects the engagement of children in prohibited work and, more generally, in types of work to be eliminated as socially and morally undesirable as stipulated by national legislation, the ILO Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182), as well as their respective supplementing Recommendations (Nos. 146 and 190). Child labour may be measured in terms of the engagement of children in productive activities either on the basis of the general production boundary, or on the basis of the SNA production boundary.

Those engaged in 'light work' for an accepted duration of time or in work excluded from the list of prohibited work under the relevant proclamation of the Labour Law are not to be classified under child labour. While considering that the minimum age in Ethiopia is set at 14 years-old, there are three age groups of particular relevance for the definition of child labour: 5 to 11-year-olds; 12 to 13-year olds and; 14 to 17-year-olds.

The operational definition for the statistical measurement of child labour used in this report, is in accordance with the guidelines contained in the resolution concerning the statistics of child labour adopted by the 18<sup>th</sup> International Conference of Labour Statisticians (18th ICLS), in conjunction with the provisions of the Labour Law (Proclamation No. 377/2003).

For the purpose of this measurement, children engaged in child labour include all persons aged 5 to 17 years who, during a specified time period, were engaged in one or more of the following categories of activities:

- Children aged 5 to 13 years engaged in any economic activity for at least one hour during the reference week;
- Children aged 5 to 17 years engaged in hazardous work in the reference week.

### 4.4.5 Hazardous work

According to ILO Recommendation No. 190, the following criteria should be taken into account when determining hazardous work conditions of children at the national level:

- (a) work which exposes children to physical, psychological or sexual abuse;
- (b) work underground, under water, at dangerous heights or in confined spaces;
- (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; and
- (e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

Hazardous work by children is statistically defined in terms of the engagement of children in activities of a hazardous nature (designated hazardous industries and occupations by the national legislation) as reflected in sub paragraphs (a)–(d), or as work under hazardous conditions, for example, long hours of work in tasks and duties which by themselves may or may not be of a hazardous nature for children as reflected in sub paragraph (e) mentioned in Section 4.2.5.

For the purpose of statistical measurement, children engaged in hazardous work include all persons aged 5 to 17 years who, during a specified time period, were engaged in one or more of the following activities:

- hazardous industries (mining, carrying and construction)
- hazardous occupations (see list of hazardous work in Annex II)

- hazardous conditions of work:

- working long hours (more than 42 hours a week)
- working at night
- working in an unhealthy environment
- carrying heavy loads
- operating heavy equipment

### 4.4.6 Current and usual economic activity

*Current economic activity* is measured in relation to a short reference period (generally one week). Hence, the word 'current' means during the week prior to a survey or the most recent week, whereas *usual economic activity* is measured in relation to a person's activity over a longer time period (such as the preceding 12 months).

The economically active population includes both employed and unemployed persons. The currently active population is also known as the 'labour force'. Thus, in short, economic activity is any work or activity within the SNA production boundary performed during a specified reference period for pay (in cash or in kind), for profit or for family gain.

The last seven days and the last 12 months preceding the interview are the two reference periods used in the Ethiopia NCLS 2015 as well as in other labour surveys implemented by the CSA.

### 4.4.7 Status in employment

#### *Paid employment*

*Employees* are workers who hold the type of job defined as 'paid employment jobs', that is, jobs where the incumbents hold explicit (written or oral) or implicit employment contracts which give them a basic remuneration which is not directly dependent upon the revenue of the unit for which they work (this unit can be a corporation, a non-profit institution, a government unit or a household). Some or all of the tools, capital equipment, information systems

and/or premises used by the incumbents may be owned by others, and the incumbents may work under direct supervision of, or according to strict guidelines set by the owner(s) or persons in the owners' employment. Persons in paid employment jobs are typically remunerated by wages (on a daily basis) or salaries (per monthly basis), but may be also paid by commission from sales, piece-rates, bonuses or in-kind payments such as food, housing or training.

### Self-employment

*Employers* work on their own account or with one or a few partners, and hold the type of job defined as a 'self-employment job', and, in this capacity, on a continuous basis (including the reference period) have engaged one or more persons to work for them in their business as 'employee(s)'. The meaning of 'engage on continuous basis' is determined by national circumstances, in a way which is consistent with the definition of 'employees with stable contracts'. The partners may or may not be members of the same family or household. Self-employment jobs are those jobs where the remuneration is directly dependent upon the profits (or the potential for profits) derived from the goods and services produced (where own consumption is considered to be part of profits). The incumbents make the operational decisions affecting the enterprise, or delegate such decisions while retaining responsibility for the welfare of the enterprise. In this context 'enterprise' includes one-person operations.

*Own-account workers* work on their own account or with one or more partners, hold the type of job defined as a 'self-employment job' (see above), and have not engaged on a continuous basis any 'employees' to work for them during the reference period. It should be noted that during the reference period the members of this group may have engaged 'employees', provided that this is on a non-continuous basis. The partners may or may not be members of the same family or household.

*Members of producers' cooperatives* are workers who hold a 'self-employment' job (as defined earlier) in a cooperative producing goods and services, in which each member takes part on an equal footing with other members in determining the organization of production, sales and/or other work of the establishment, the investments and the distribution of the proceeds of the establishment amongst their members.

### Unpaid family workers

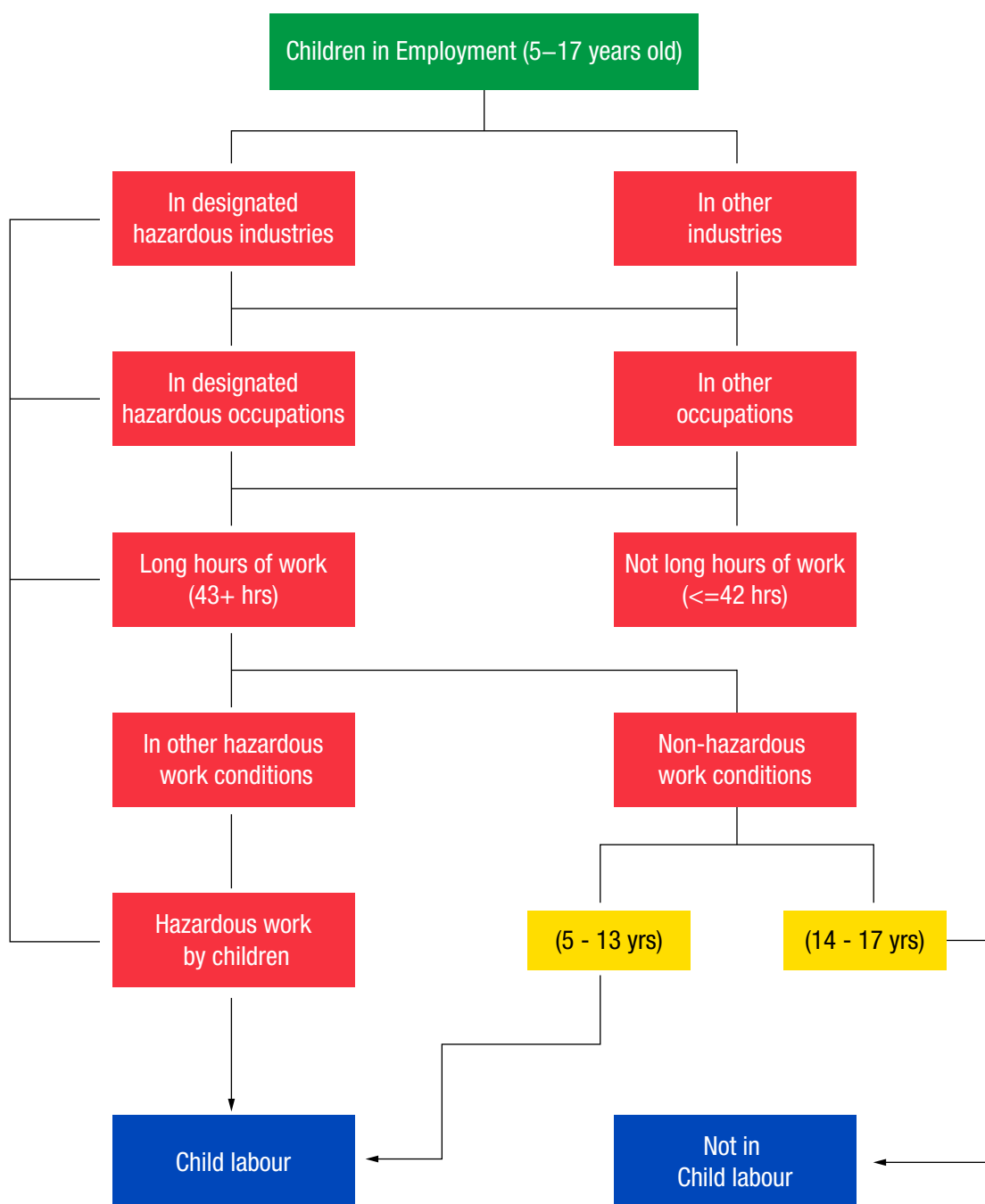
*Contributing family workers* are workers who hold a 'self-employment' job (as defined earlier) in a market-oriented establishment operated by a related person living in the same household, who cannot be regarded as a partner, because their degree of commitment to the operation of the establishment, in terms of working time or other factors to be determined by national circumstances, is not at a level comparable to that of the head of the establishment. Where it is customary for young persons, in particular, to work without pay in an economic enterprise operated by a related person who does not live in the same household, the requirement of 'living in the same household' may be eliminated.

## 4.4.8 Unemployed

According to the relaxed definition of unemployment, which best suits the Ethiopian labour market, this term includes persons who had no work but were available for work. They may be either seeking work or not seeking work (discouraged job seekers). The latter are those unemployed who want a job but are not taking any active steps to search for work because they think none is available in the labour market.

## 4.5 CHILD LABOUR MEASUREMENT FRAMEWORK

**Figure 4.2:** Child Labour Measurement Framework



# Chapter 5

## ACTIVITIES PERFORMED BY CHILDREN

This chapter presents a summary of the demographic and social characteristics of children aged 5 to 17 years. These issues are elucidated to help the reader interpret the results presented in the subsequent chapters in their proper context. This chapter includes the main characteristics of the child population, children's engagement in economic activities, children seeking work, school attendance, household chores by children, and children grouped by activities performed.

### 5.1 MAIN CHARACTERISTICS OF THE CHILD POPULATION

As estimated from the NCLS 2015, the total population of Ethiopia was 87,730,309 of which 44,309,815 (50.5 per cent) were men and 43,420,494 (49.5 per cent) women.

Table 5.1 shows that the proportion of the child population aged 5 to 17 years residing in urban areas is 17.8 per cent while 82.2 per cent live in rural areas. The size of the 5 to 17-year age group is estimated to be 37,332,738 accounting for 42.6 per cent of the

national population, with boys making up 52.3 per cent and girls 47.7 per cent. It may be noted that Oromia (15,091,990), Amhara (8,658,915) and the SNNP (7,648,683) regions are home to over 84 per cent children of the country, while the other eight regions have the remaining 16 per cent. []

#### Children in particular vulnerable situations

Orphan and vulnerable children include all those who have lost both of their parents, and other groups of children who live under especially difficult circumstances and face severe social, economic and psychological problems because of poor living conditions, illness of parents and other reasons which are beyond their control.

Orphans and other vulnerable children are forced to work to earn an income. They are very young, vulnerable to exploitation, abuse, and exposed to several hazards. Table 5.2 indicates that an estimated 165,790 children were orphans at the time of the survey. The proportion of orphan children residing in urban areas is 1.0 per cent of all urban children, and the corresponding share of rural orphaned children is 0.3 per cent. Addis Ababa City Administration has

**Table 5.1:** Number and percentage of children by sex, age groups, area of residence and regions, Country Total: 2015

Main background characteristics	Male		Female		Total	
	N	%	N	%	N	%
Total	19,508,933	100	17,823,805	100	37,332,738	100
AGE GROUPS						
5-11 years	11,494,023	58.9	10,474,951	58.8	21,968,974	58.8
12-13 years	3,250,203	16.7	3,080,843	17.3	6,331,046	17.0
14-17 years	4,764,707	24.4	4,268,011	23.9	9,032,718	24.2
AREA OF RESIDENCE						
Urban	3,110,755	15.9	3,542,957	19.9	6,653,712	17.8
Rural	16,398,178	84.1	14,280,848	80.1	30,679,026	82.2
REGIONS						
Tigray	1,122,045	5.8	1,046,310	5.9	2,168,355	5.8
Afar	402,052	2.1	310,275	1.7	712,327	1.9
Amhara	4,421,847	22.7	4,237,068	23.8	8,658,915	23.2
Oromia	8,054,500	41.3	7,037,490	39.5	15,091,990	40.4
Somali	589,361	3.0	456,382	2.6	1,045,743	2.8
Benshangul-Gumuz	226,479	1.2	199,488	1.1	425,967	1.1
SNNP	3,941,876	20.2	3,706,807	20.8	7,648,683	20.5
Gambella	89,929	0.5	80,644	0.5	170,573	0.5
Harari	48,258	0.2	47,920	0.3	96,178	0.3
Addis Ababa city Admin.	522,545	2.7	610,730	3.4	1,133,275	3.0
Dire Dawa Administration	90,042	0.5	90,690	0.5	180,732	0.5

the highest concentration of orphans in the country with 15,632 (1.4 per cent). A high proportion (0.9 per cent), totaling 85,682 of all orphans, belongs to the 14 to 17-year age group.

## 5.2 CHILDREN INVOLVEMENT IN FETCHING WATER AND COLLECTING FIREWOOD

The survey data provided information on the main source of energy and drinking water for children's households. The results below show that in general, household members collect natural resources for domestic consumption. Their importance becomes more crucial when rural households base their livelihoods heavily on environmental resources

such as firewood and water. Therefore, parents are assumed to distribute their children's time between leisure, education and home production activities including resource collection. As fetching water and collecting fire wood are part of the economic activity, the lack of water and electricity accessibility in Ethiopia will have a negative impact on the status of child labour in the country.

Table 5.3 shows that in total 88 per cent of children live in households where wood is mainly used for cooking. This percentage is more important in rural areas, with 93 per cent living in households where electricity used for cooking is very rare. In urban areas, only 16.5 per cent of children live in households that use electricity for cooking.

Benshangul followed by Gambella and Oromya are the main regions where wood is the main source of



**Table 5.2:** Number and percentage of children aged 5 to 17 years in vulnerable situations by type of vulnerability, sex, age groups, area of residence and region, Country Total: 2015

Main background characteristics	Orphaned children		Children in domestic service		Total	
	N	%	N	%	N	%
Total	165,790	0.4	150,718	0.4	316,508	0.8
SEX						
Male	86,045	0.4	53,259	0.3	139,304	1.0
Female	79,745	0.4	97,459	0.5	177,204	1.0
AGE GROUPS						
5-11 years	51,355	0.2	22,526	0.1	73,881	0.3
12-13 years	28,753	0.5	29,852	0.5	58,605	0.9
14-17 years	85,682	0.9	98,340	1.1	184,022	2.0
AREA OF RESIDENCE						
Urban	69,530	1.0	79,794	1.2	149,324	2.2
Rural	96,260	0.3	70,923	0.2	167,183	0.5
REGIONS						
Tigray	13,724	0.6	6,693	0.3	20,417	0.9
Afar	2,918	0.4	1,506	0.2	4,424	0.6
Amhara	39,178	0.5	52,941	0.6	92,119	1.1
Oromiya	51,453	0.3	47,994	0.3	99,447	0.7
Somali	3,163	0.3	1,607	0.2	4,770	0.5
Benshangul-Gumuz	1,813	0.4	1,291	0.3	3,104	0.7
SNNP	35,363	0.5	16,476	0.2	51,839	0.7
Gambella	958	0.6	506	0.3	1,464	0.9
Harari	633	0.7	347	0.4	980	1.0
Addis Ababa city Admin.	15,632	1.4	19,827	1.7	35,459	3.1
Dire Dawa Administration	955	0.5	1,530	0.8	2,485	1.4

energy for cooking. In Addis Ababa, 43.3 per cent of children live in households using electricity.

Table 5.4 presents the percentage distribution of children aged 5 to 17 years with respect to the main source of drinking water in their households. As might be expected, in urban areas more than half of the children have a pipe borne inside their house or compound (54.1 per cent), whereas in rural areas, this is very rare with less than 2 per cent of children's households (1.6 per cent) having such a pipe. In these areas where 70.6 per cent of children are found to be living, water for drinking is mainly collected from a well, spring, river or pond. The use of a pipe inside the household or compound is more

usual in Addis Ababa, where 66 per cent of children live in households using it as a main source of drinking water.

## 5.3 CHILDREN'S ENGAGEMENT IN ECONOMIC ACTIVITIES

Both parents and children were asked whether they carried out any work for pay, profit or family gain during the reference week (and in the preceding twelve months) – commonly referred to as being economically active or in employment. This section presents the findings with respect to children aged

**Table 5.3:** Distribution of children by main source of cooking energy in their household by region and area of residence, Country Total: 2015

	Main source of energy for cooking									
	Wood		Charcoal		Electricity		Other		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Regions</b>										
Tigray	1,783,069	82.2	103,345	4.8	95,242	4.4	186,700	8.6	2,168,356	100.0
Afar	612,472	86.0	96,328	13.5	234	0.0	3,293	0.4	712,327	100.0
Amhara	7,585,125	87.6	20,430	0.2	93,746	1.1%	959,614	11.0	8,658,915	100.0
Oromiya	13,730,988	91.0	280,336	1.9	395,646	2.6	685,021	4.5	1,5091,991	100.0
Somali	867,553	83.0	126,728	12.1	3,822	0.4	47,640	4.5	1,045,743	100.0
Benshangul	420,950	98.8	3,413	0.8	817	0.2	787	0.1	425,967	100.0
SNNP	7,308,003	95.5	204,086	2.7	90,002	1.2	46,592	0.6	7,648,683	100.0
Gambella	158,746	93.1	10,308	6.0	656	0.4	863	0.5	170,573	100.0
Harari	66,203	68.8	15,947	16.6	12,681	13.2	1,347	1.4	96,178	100.0
Addis Ababa	351,061	31.0	257,658	22.7	494,612	43.6	29,945	2.6	113,3276	100.0
Dire Dawa	92,747	51.3	65,182	36.1	16,357	9.1%	6,445	3.5	180,731	100.0
<b>Residence</b>										
Urban	4,358,626	65.5	1,081,549	16.3	1,094,611	16.5	118,927	1.8	6,653,713	100.0
Rural	28,618,291	93.3	102,213	0.3	109,205	0.4	1,849,318	6.0	30,679,027	100.0
<b>Total</b>	<b>32,976,917</b>	<b>88.3</b>	<b>1,183,761</b>	<b>3.2</b>	<b>1,203,815</b>	<b>3.2</b>	<b>19,602,996</b>	<b>5.2</b>	<b>37,332,740</b>	<b>100.0</b>

**Table 5.4:** Distribution of children by main source of drinking water for their household by region and area of residence, Country Total: 2015

	Main source of water for drinking									
	Pipe borne inside house or compound		Pipe borne outside compound		Well/ spring /river/ pond		Other		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Regions</b>										
Tigray	244,891	11.3	460,854	21.3	1,436,666	66.3	25,943	1.2	2,168,354	100.0
Afar	91,153	12.8	60,394	8.5	511,867	71.9	48,912	6.9	712,326	100.0
Amhara	739,024	8.5	2,717,108	31.4	5,038,393	58.2	164,391	1.9	8,658,916	100.0
Oromiya	1,302,317	8.6	3,052,515	20.2	10,299,097	68.2	438,061	2.9	15,091,990	100.0
Somali	54 581	5.2	167,089	16.0	701,109	67.0	122,962	11.8	1,045,741	100.0
Benshangul	35,084	8.2	145,937	34.3	234,934	55.2	10,011	2.4	425,966	100.0
SNNP	715,444	9.4	2,585,033	33.8	3,838,412	50.2	509,793	6.7	7,648,682	100.0
Gambella	18,642	10.9	42,311	24.8	107,206	62.9	2,414	1.4	170,573	100.0
Harari	31,092	32.3	34,571	35.9	29,482	30.7	1,034	1.1	96,179	100.0
Addis Ababa	751,016	66.3	318,048	28.1	46,095	4.1	18,116	1.6	1,133,275	100.0
Dire Dawa	90,733	50.2	57,484	31.8	26,633	14.7	5,881	3.3	180,731	100.0
<b>Residence</b>										
Urban	3,597,589	54.1	2,315,030	34.8	619,803	9.3	121,290	1.8	6,653,712	100.0
Rural	476,389	1.6	7,326,316	23.9	21,650,093	70.6	1,226,228	4.0	30,679,026	100.0
<b>Total</b>	<b>4,073,978</b>	<b>10.9</b>	<b>9,641,346</b>	<b>25.8</b>	<b>22,269,896</b>	<b>59.7</b>	<b>1,347,518</b>	<b>3.6</b>	<b>37,332,738</b>	<b>100.0</b>

5 to 17 years. Table 5.5 below shows that of the total child population of 37,332,738 aged 5 to 17 years; 19,641,334 had worked in the preceding 12 months and 19,044,693 were working children who had worked during the last seven days, representing 52.6 per cent and 51.0 per cent, respectively, of that portion of the child population.

Most of the children who had worked in the 12 preceding months as well as those who had worked during the last seven days were found in the Oromia Region (about 8.5 million belonging to the first category), the Amhara Region followed with about 5.7 million and the SNNP Region came third with about 3 million. The pattern was very similar and the estimates were close between the two groups of working children.

**Table 5.5:** Number and percentage of working children aged 5 to 17 years, by reference period and regions, Country Total: 2015

Main background characteristics	Working children during last week		Children who had worked in the last 12 months	
	N	%	N	%
Total	19,044,691	51.0	19,641,334	52.6
REGIONS				
Tigray	1,100,876	50.8	1,146,077	52.9
Afar	369,607	51.9	381,350	53.5
Amhara	5,544,949	64.0	5,695,990	65.8
Oromiya	8,209,467	54.4	8,478,554	56.2
Somali	459,600	43.9	486,406	46.5
Benshangul-Gumuz	214,751	50.4	229,348	53.8
SNNP	2,985,187	39.0	3,033,726	39.7
Gambella	42,742	25.1	49,354	28.9
Harari	28,451	29.6	31,741	33.0
Addis Ababa city Administration	69,450	6.1	83,324	7.4
Dire Dawa Administration	19,613	10.9	25,464	14.1

The survey revealed that the gender mix of the working child population comprised 11,785,493 boys (60.4 per cent) and 7,259,199 girls (40.7 per cent). The vast majority of working children were found to be in rural areas, totaling 17,754,881 million (57.9 per

cent) of rural children, compared to 1,289,812 (19.4 per cent) of urban children (see Table 5.6). This could be explained by the income gap which exists between the urban and rural areas, resulting in children having to work to help increase their household's income. Furthermore, the rural economy's focus on agriculture, craftwork and household businesses facilitates the incorporation of children into the labour market.

Table 5.6 shows that 41.7 per cent of children aged 5 to 11 years are involved in an economic activity. In absolute numbers this accounts for 9,156,850 working children in that age group, which poses potential challenges because these children are too young to be working and are entitled to universal education under the Law on Education. Of the total number of working children in the 5 to 17 years age group, about 3,983,141 are aged 12 to 13 years (62.9 per cent of children of that age) and 5,904,701 are aged 14 to 17 years (65.4 per cent of children in that age group).

## 5.4 CHILDREN SEEKING WORK

The survey estimated that 49,273 children between the ages of 5 and 17 years were seeking work (Table 5.7). With regard to the distribution disaggregated by sex, most job seekers were girls (30,313) as compared to boys (18,960). Out of the total number of children seeking work, 61.2 per cent lived in rural areas (30,141), while 38.8 per cent resided in urban areas (19,132). Therefore, the distribution of job search by sex and area of residence showed that a higher proportion of urban boys (10,764) sought work than rural boys (8,196), as did more urban than rural girls (respectively 19,377 and 10,936).

Meanwhile, children in the 14 to 17 age group comprised about 64.1 per cent of all job seekers, reflecting that they were more likely to be seeking work than the 12 to 13-year-olds and the 5 to 11-year-olds, who comprised 8.5 per cent and 27.4 per cent of the job seeker population, respectively.

**Table 5.6:** Distribution of children 5 to 17 years in economic activities on current status by sex, age group, area of residence and regions, Country Total: 2015

Main background characteristics	Male		Female		Total	
	N	%	N	%	N	%
Total	11,785,493	60.4	7,259,199	40.7	19,044,692	51.0
AGE GROUPS						
5-11 years	5,626,650	49.0	3,530,200	33.7	9,156,850	41.7
12-13 years	2,424,719	74.6	1,558,422	50.6	3,983,141	62.9
14-17 years	3,734,124	78.4	2,170,577	50.9	5,904,701	65.4
AREA OF RESIDENCE						
Urban	674,909	21.7	614,903	17.4	1,289,812	19.4
Rural	11,110,584	67.8	6,644,297	46.5	17,754,881	57.9
REGIONS						
Tigray	666,918	59.4	433,959	41.5	1,100,877	50.8
Afar	227,950	56.7	141,657	45.7	369,607	51.9
Amhara	3,242,281	73.3	2,302,668	54.3	5,544,949	64.0
Oromiya	5,230,561	64.9	2,978,906	42.3	8,209,467	54.4
Somali	282,225	47.9	177,374	38.9	459,600	43.9
Benshangul-Gumuz	128,414	56.7	86,336	43.3	214,751	50.4
SNNP	1,924,551	48.8	1,060,636	28.6	2,985,187	39.0
Gambella	28,695	31.9	14,048	17.4	42,742	25.1
Harari	17,178	35.6	11,273	23.5	28,451	29.6
Addis Ababa city Administration	26,329	5.0	43,121	7.1	69,450	6.1
Dire Dawa Administration	10,391	11.5	9,222	10.2	19,613	10.9

**Table 5.7:** Number and percentage of children seeking work, by sex, age groups and area of residence, Total Country: 2015 (percentage distribution)

Main background characteristics	Male		Female		Total	
	N	%	N	%	N	%
Total	18,960	100	30,313	100	49,273	100
AGE GROUPS						
5-11 years	6,046	31.9	7,458	24.6	13,504	27.4
12-13 years	338	1.8	3,833	12.6	4,171	8.5
14-17 years	12,576	66.3	19,021	62.8	31,597	64.1
AREA OF RESIDENCE						
Urban	10,764	56.8	19,377	63.9	30,141	61.2
Rural	8,196	43.2	10,936	36.1	19,132	38.8

## 5.5 SCHOOL ATTENDANCE

When children are in full-time education, the use of their time should be geared towards studying and they are therefore less available for other activities, including work. It is against this background that this section discusses the education of children within the 5 to 17 age group. The discussion centres on school attendance disaggregated by sex, age group, area of residence and region. Ethiopia has made considerable achievements in promoting education for all, in large part due to the Law on Education and policies supporting children with special needs.

Table 5.8 presents the percentage distribution of children aged 5 to 17 years with respect to school

attendance. The survey results revealed that 61.3 per cent of children in that age category attend school, with corresponding percentages being 53.0 per cent for children aged 5 to 11 years, 78.3 per cent for children aged 12 to 13 years, and 69.5 per cent for children aged 14 to 17 years. It is important to point out that the school attendance rate in the primary school age group (7–14 years) was 68.4 per cent, with 70.3 per cent for girls and 66.7 per cent for boys.

School attendance disaggregated by sex indicates that the majority of children were currently attending school, with the proportion of boys in urban and rural areas attending school being 83.0 and 55.2 per cent, respectively. The corresponding percentages for girls are 81.9 and 58.5 per cent respectively.

**Table 5.8:** Number and percentage of children attending school, by sex, age groups, area of residence, and regions, Country Total: 2015

Main background characteristics	Male		Female		Total	
	N	%	N	%	N	%
Total	11,627,583	59.6	11,252,426	63.1	22,880,009	61.3
AGE GROUPS						
5-11 years	5,915,438	51.5	5,728,322	54.7	11,643,760	53.0
12-13 years	2,474,334	76.1	2,483,854	80.6	4,958,188	78.3
14-17 years	3,237,811	68.0	3,040,250	71.2	6,278,060	69.5
7-14 years	874,4362	66.7	853,1306	70.3	17,275,668	68.4
AREA OF RESIDENCE						
Urban	2,581,250	83.0	2,902,705	81.9	5,483,955	82.4
Rural	9,046,334	55.2	8,349,720	58.5	17,396,054	56.7
REGIONS						
Tigray	727,370	64.8	735,443	70.3	1,462,813	67.5
Afar	202,510	50.4	155,329	50.1	357,839	50.2
Amhara	2,670,138	60.4	2,930,198	69.2	5,600,337	64.7
Oromiya	4,431,442	55.0	4,032,261	57.3	8,463,703	56.1
Somali	240,284	40.8	163,109	35.7	403,393	38.6
Benshangul-Gumuz	145,382	64.2	129,664	65.0	275,045	64.6
SNNP	2,553,733	64.8	2,404,818	64.9	4,958,550	64.8
Gambella	67,330	74.9	58,821	72.9	126,151	74.0
Harari	38,657	80.1	35,779	74.7	74,435	77.4
Addis Ababa city Administration	478,169	91.5	538,585	88.2	1,016,754	89.7
Dire Dawa Administration	72,569	80.6	68,419	75.4	140,987	78.0

Table 5.6 reveals significant school attendance gaps by region. The Addis Ababa City Administration is at the top of all regions with more than 89.7 per cent of school attendance, followed by the Dire Dawa Administration with 78.0 per cent and the Harari Regional state with 77.4 per cent, while the Afar and Somali regional states are at the bottom with 50.2 per cent and 38.6 per cent, respectively.

## 5.6 CHILDREN PERFORMING HOUSEHOLD CHORES

The survey estimates that about 26,518,233 children aged 5 to 17 years (71.0 per cent of the total) are engaged in household chores in their own households (Table 5.9). Girls are more likely to undertake these activities than boys, in both absolute numbers (14,139,508 girls against 12,378,725 boys) and relative terms (79.3 per cent of total girls against 63.5 per cent of total boys). Common household chores include babysitting, cleaning, cooking, shopping and caring for sick household members. These activities,

if carried out for a large number of hours during the day, can interfere with schooling and affect health in a similar way to economic activities. Moreover, since there is a considerable gender bias in the performance of household chores, with girls largely overrepresented, any analysis that overlooks this important category of work will not capture the full set of working activities and – even more important – the work burden faced by girls.

As age increases, the probability of performing household chores increases as well. The gender bias is noticeable in all age categories and by area of residence. Virtually, more than nine out of every ten girls at the country level perform household chores in the age categories of 14 to 17 years and 12 to 13 years, as compared to about seven of every ten boys. It is also pertinent to highlight that despite the gender angle, for both boys and girls, household chores are the most common form of work performed by children at the country level.

**Table 5.9:** Number and percentage of children performing household chores, by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Male		Female		Total	
	N	%	N	%	N	%
Total						
5–11 years	6,423,935	55.9	7,277,070	69.5	13,701,005	62.4
12-13 years	2,374,800	73.1	2,853,302	92.6	5,228,102	82.6
14-17 years	3,579,990	75.1	4,009,136	93.9	7,589,126	84.0
Total	12,378,725	63.5	14,139,508	79.3	26,518,233	71.0
Urban						
5-11 years	913,537	53.3	1,125,256	63.2	2,038,794	58.3
12-13 years	401,773	77.6	549,109	89.7	950,882	84.1
14-17 years	689,727	78.4	1,052,201	91.6	1,741,928	85.9
Total	2,005,037	64.5	2,726,566	77.0	4,731,604	71.1
Rural						
5-11 years	5,510,398	56.3	6,151,814	70.8	11,662,211	63.1
12-13 years	1,973,027	72.2	2,304,192	93.3	4,277,220	82.2
14-17 years	2,890,263	74.4	2,956,935	94.8	5,847,198	83.5
Total	10,373,688	63.3	11,412,941	79.9	21,786,629	71.0

### 5.6.1 Average weekly hours of household chores performed by children aged 5 to 17 years

Table 5.10 shows that the average number of hours girls spend performing household chores per week is higher than that of boys (14.8 versus 13.4), in particular for the age groups 12 to 13 years (15.6 versus 13.8 respectively) and 14 to 17 years (17.8 versus 14.3). Table 5.8 also shows that, on average, weekly hours spent doing household chores increases with age for both sexes.

**Table 5.10:** Average weekly hours of household chores performed by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Male	Female	Total
<b>Total</b>			
5-11 years	13.0	12.9	13.0
12-13 years	13.8	15.6	14.7
14-17 years	14.0	17.8	16.0
<b>Total</b>	<b>13.4</b>	<b>14.8</b>	<b>14.2</b>
<b>Urban</b>			
5-11 years	9.4	11.0	10.3
12-13 years	10.1	15.3	13.1
14-17 years	11.7	19.1	16.2
<b>Total</b>	<b>10.3</b>	<b>15.0</b>	<b>13.0</b>
<b>Rural</b>			
5-11 years	13.6	13.2	13.4
12-13 years	14.5	15.6	15.1
14-17 years	14.5	17.4	16.0
<b>Total</b>	<b>14.0</b>	<b>14.8</b>	<b>14.4</b>

### 5.6.2 Distribution of children performing household chores

The average number of hours spent per week performing household chores increases with age. Table 5.11 shows that 14.4 per cent of the children in the youngest age group, from 5 to 11, years who are engaged in household chores, work 24 or more

hours per week. The corresponding proportion (that is spending 24 or more hours weekly in household chores) for children in the 12 to 13 age group is 17.3 per cent, and for children in the 14 to 17 age group it is 21.2 per cent. When we disaggregate these proportions by sex, it is possible to observe that girls are overrepresented in all categories, except in the category of '1 hour to less than 7 hours'.

**Table 5.11:** Distribution of children performing household chores by hours-categories, sex and age groups, Country Total: 2015

Main background characteristics	1 hour to less than 7 hours	7 hours to less than 14 hours	14 hours to less than 24 hours	24 hours or more	Total
<b>Total</b>					
5-11 years	31.4	33.7	20.4	14.4	100.0
12-13 years	24.1	33.1	25.5	17.3	100.0
14-17 years	22.1	30.2	26.6	21.2	100.0
<b>Total</b>	<b>27.0</b>	<b>32.0</b>	<b>23.2</b>	<b>16.9</b>	<b>100.0</b>
<b>Male</b>					
5-11 years	35.3	31.0	18.1	15.6	100.0
12-13 years	32.2	30.4	20.9	16.5	100.0
14-17 years	32.6	28.0	21.3	18.1	100.0
<b>Total</b>	<b>33.9</b>	<b>30.0</b>	<b>19.6</b>	<b>16.5</b>	<b>100.0</b>
<b>Female</b>					
5-11 years	28.1	36.0	22.5	13.0	100.0
12-13 years	17.4	35.3	29.4	17.9	100.0
14-17 years	13.0	32.1	31.1	23.8	100.0
<b>Total</b>	<b>21.7</b>	<b>34.8</b>	<b>26.3</b>	<b>17.2</b>	<b>100.0</b>

### 5.6.3 Types of household chores performed by children

Children in the sample were asked about the type of household chores they performed and how many hours they had spent doing such chores in the seven days prior to the survey. Multiple answers were allowed, with up to nine types of household chores. As shown in Table 5.12, the four most common household chores were washing, cleaning, cooking and shopping, in both urban and rural areas.



**Table 5.12:** Type of household chore performed by children engaged in household chores, by sex, age group and area of residence, Country Total: 2015

Main background characteristics	Sex	age	Shopping		Repairing		Cooking		Cleaning		Washing		Caring for children		Caring for all		Caring for sick		Other hh tasks	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
			Total																	
			Urban																	
Male	5-11	3,147,972	49.0	331,717	5.2	1,349,486	21.0	3,742,148	58.3	2,752,612	42.8	2,126,039	33.1	238,128	3.7	141,226	2.2	1,475,745	23.0	
	12-13	1,353,654	57.0	266,715	11.2	754,761	31.8	1,570,695	66.1	1,627,277	68.5	563,182	23.7	107,466	4.5	83,008	3.5	460,687	19.4	
	14-17	2,106,316	58.8	536,519	15.0	1,116,896	31.2	2,071,378	57.9	2,590,296	72.4	569,565	15.9	227,008	6.3	160,161	4.5	669,196	18.7	
Female	5-11	3,184,130	43.8	332,222	4.6	371,7695	51.1	5,645,932	77.6	3,624,786	49.8	2,891,040	39.7	291,714	4.0	177,852	2.4	13,58,503	18.7	
	12-13	1,502,252	52.6	230,794	8.1	2,325,963	81.5	2,483,572	87.	2,153,384	75.5	940,099	32.9	168,138	5.9	108,238	3.8	447,159	15.7	
	14-17	2,387,299	59.5	423,738	10.6	3,571,961	89.1	3,595,746	89.7	3,294,087	82.2	1,068,452	26.7	262,404	6.5	200,993	5.0	710,388	17.7	
Total	5-11	6,332,102	46.2	663,939	4.8	5,067,181	37.0	9,388,080	68.5	6,377,398	46.5	5,017,079	36.6	529,843	3.9	319,078	2.3	2,834,248	20.7	
	12-13	2,855,907	54.6	497,509	9.5	3,080,724	58.9	4,054,267	77.5	3,780,661	72.3	1,503,281	28.8	275,603	5.3	191,246	3.7	907,845	17.4	
	14-17	4,493,615	59.2	960,257	12.7	4,688,858	61.8	5,667,124	74.7	5,884,382	77.5	1,638,016	21.6	489,412	6.4	361,155	4.8	1,379,584	18.2	
			Rural																	
Male	5-11	664,055	72.7	42,627	4.7	196,144	21.5	576,246	63.1	269,399	29.5	224,991	24.6	31,845	3.5	15,588	1.7	193,978	21.2	
	12-13	292,199	72.7	36,078	9.0	151,010	37.6	297,314	74.0	235,394	58.6	93,709	23.3	23,950	6.0	24,851	6.2	78,297	19.5	
	14-17	457,016	66.3	75,411	10.9	284,378	41.2	488,695	70.9	469,862	68.1	133,305	19.3	44,023	6.4	30,489	4.4	115,104	16.7	
Female	5-11	770,819	68.5	71,528	6.4	558,294	49.6	894,868	79.5	465,332	41.4	368,834	32.8	50,967	4.5	39,187	3.5	203,825	18.1	
	12-13	373,442	68.0	57,202	10.4	42,8726	78.1	491,011	89.4	391,027	71.2	179,992	32.8	31,788	5.8	29,128	5.3	81,424	14.8	
	14-17	717,389	68.2	121,648	11.6	919,543	87.4	96,5136	91.7	866,457	82.3	284,062	27.0	77,667	7.4	53,019	5.0	190,795	18.1	
Total	5-11	143,4874	70.4	114,155	5.6	754,438	37.0	1,471,114	72.2	734,731	36.0	593,825	29.1	82,812	4.1	54,774	2.7	397,802	19.5	
	12-13	685,641	70.0	93,280	9.8	579,736	61.0	788,326	82.9	62,6421	65.9	273,701	28.8	55,738	5.9	53,979	5.7	159,720	16.8	
	14-17	1,174,405	67.4	197,059	11.3	1,203,921	69.1	1,453,831	83.5	1,336,318	76.7	417,367	24.0	121,689	7.0	83,509	4.8	305,899	17.6	
			Rural																	
Male	5-11	2,483,917	45.1	289,091	5.2	1,153,342	20.9	3,165,902	57.5	2,483,212	45.1	1,901,048	34.5	206,283	3.7	125,638	2.3	1,281,767	23.3	
	12-13	1,061,455	53.8	230,637	11.7	603,751	30.6	1,273,381	64.5	1,391,883	70.5	469,473	23.8	83,515	4.2	58,158	2.9	382,390	19.4	
	14-17	1,649,300	57.1	461,108	16.0	832,519	28.8	1,582,683	54.8	2,120,434	73.4	436,260	15.1	182,985	6.3	129,672	4.5	554,092	19.2	
Female	5-11	2,413,311	39.2	260,694	4.2	3,159,401	51.4	4,751,065	77.2	3,159,455	51.4	2,522,206	41.0	240,748	3.9	138,665	2.3	1,154,679	18.8	
	12-13	1,128,810	49.0	173,592	7.5	1,897,236	82.3	1,992,561	86.5	1,762,357	76.5	760,107	33.0	136,349	5.9	79,110	3.4	365,735	15.9	
	14-17	1,669,911	56.5	302,090	10.2	2,652,418	89.7	2,630,609	89.0	2,427,630	82.1	784,390	26.5	184,738	6.2	147,974	5.0	519,594	17.6	
Total	5-11	4,897,228	42.0	549,784	4.7	4,312,743	37.0	7,916,966	67.9	5,642,667	48.4	4,423,254	37.9	447,031	3.8	264,304	2.3	2,436,446	20.9	
	12-13	2,190,265	51.2	404,229	9.5	2,500,988	58.5	3,265,942	76.4	3,154,240	73.7	1,229,580	28.7	219,865	5.1	137,267	3.2	748,125	17.5	
	14-17	3,319,211	56.8	763,198	13.1	3,484,937	59.6	4,213,292	72.1	4,548,064	77.8	1,220,649	20.9	367,723	6.3	277,646	4.7	1,073,686	18.4	



## 5.7 CHILDREN GROUPED BY ACTIVITIES PERFORMED

### 5.7.1 Number and percentage of children by activity status

Table 5.13 reveals that about 30.4 per cent of the total child population of the country was working (engaged in economic activity) in addition to attending school at the time of the survey. On the other hand, 20.6 per cent of the children were working only and not fortunate enough to attend school, while 30.9 per cent of the children were attending school only. On the contrary, 18.1 per cent of Ethiopian children are

neither attending school nor working (i.e., household chores are excluded from these four mutually exclusive categories).

As shown from this table, in urban areas more than half the children are attending school only (68.7 per cent), whereas in rural settings the highest proportion comprises children both working and attending school (34.0 per cent). Also, in rural areas, approximately 23.9 per cent of children work without attending school and those only attending school represent 22.7 per cent. Gender disparities are clearly shown in the table, with more female children attending school only than their male counterparts (38.3 per cent versus 24.1 per cent).

**Table 5.13:** Number and percentage of children by activity status (working/attending school), sex, area of residence and age group, Country Total: 2015

Activity status	Male		Female		Total	
	N	%	N	%	N	%
<b>Total</b>	<b>19,508,934</b>	<b>100</b>	<b>7,823,805</b>	<b>100</b>	<b>37,332,740</b>	<b>100</b>
Working only	4,865,402	24.9	2,833,547	15.9	7,698,950	20.6
Attending school only	4,707,494	24.1	6,826,773	38.3	11,534,267	30.9
Working and attending school	6,920,090	35.5	4,425,652	24.8	11,345,742	30.4
Neither working nor attending school	3,015,948	15.5	3,737,833	21.0	6,753,781	18.1
<b>Urban</b>						
Working only	176,503	5.7	200,713	5.7	377,216	5.7
Attending school only	2,082,844	67.0	2,488,515	70.2	4,571,359	68.7
Working and attending school	498,405	16.0	414,190	11.7	912,595	13.7
Neither working nor attending school	353,002	11.3	439,540	12.4	792,542	11.9
<b>Rural</b>						
Working only	4,688,899	28.6	2,632,834	18.4	7,321,733	23.9
Attending school only	2,624,649	16.0	4,338,258	30.4	6,962,907	22.7
Working and attending school	6,421,685	39.2	4,011,462	28.1	10,433,147	34.0
Neither working nor attending school	2,662,946	16.2	3,298,293	23.1	5,961,239	19.4
<b>5-11 years</b>						
Working only	2,813,922	24.5	1,671,726	16.0	4,485,648	20.4
Attending school only	3,102,710	27.0	3,869,847	36.9	6,972,557	31.7
Working and attending school	2,812,728	24.5	1,858,474	17.7	4,671,203	21.3
Neither working nor attending school	2,764,663	24.1	3,074,904	29.4	5,839,567	26.6
<b>12-13 years</b>						
Working only	662,569	20.4	380,115	12.3	1,042,685	16.5
Attending school only	712,185	21.9	1,305,547	42.4	2,017,732	31.9
Working and attending school	1,762,149	54.2	1,178,307	38.2	2,940,456	46.4
Neither working nor attending school	113,300	3.5	216,874	7.0	330,174	5.2
<b>14-17 years</b>						
Working only	1,388,911	29.1	781,706	18.3	2,170,617	24.0
Attending school only	892,598	18.7	1,651,379	38.7	2,543,977	28.2
Working and attending school	2,345,213	49.2	1,388,871	32.5	3,734,083	41.3
Neither working nor attending school	137,985	2.9	446,055	10.5	584,040	6.5

## 5.7.2 Number and percentage of boys and girls by activity status

As shown in Table 5.14, among all children, 12.2 per cent were only working in economic activities and not engaged in household chores. This percentage was higher for boys (18.6 per cent) than for girls (5.2 per cent). The percentage of children engaged in household chores exclusively was 32.2 per cent, but about two times higher for girls than for boys (43.8 per cent versus 21.6 per cent). This gender difference is more pronounced in rural areas (39.6

per cent versus. 16.3 per cent) than in urban settings (60.7 per cent versus. 47 per cent). For the age group of 14 to 17 years, girls were about three times more involved in only performing household chores than their male peers (46.0 per cent against 16.3 per cent).

Table 5.14 also shows that children involved in both activities accounted for 38.8 per cent of the total number of children, thus revealing that this is the single most important category of the four different possibilities for both, boys and girls. We observe here that a significant proportion of boys and girls who are economically active also take part in large

**Table 5.14:** Number and percentage of boys and girls by activity status (working/involved in household chores), area of residence and age group, Country Total: 2015

Activity status	Male		Female		Total	
	N	%	N	%	N	%
Total						
Working only	3,622,069	18.6	933,824	5.2	4,555,892	12.2
Household chores only	4,215,302	21.6	7,814,132	43.8	12,029,434	32.2
Working and performing household chores	8,163,424	41.8	6,325,375	35.5	14,488,799	38.8
Neither working nor performing household chores	3,508,139	18.0	2,750,474	15.4	6,258,614	16.8
Urban						
Working only	133,181	4.3	47,439	1.3	180,621	2.7
Household chores only	1,463,310	47.0	2,159,103	60.9	3,622,413	54.4
Working and performing household chores	541,728	17.4	567,463	16.0	1,109,191	16.7
Neither working nor performing household chores	972,536	31.3	768,952	21.7	1,741,488	26.2
Rural						
Working only	3,488,888	21.3	886,384	6.2	4,375,272	14.3
Household chores only	2,751,992	16.8	5,655,029	39.6	8,407,021	27.4
Working and performing household chores	7,621,696	46.5	5,757,912	40.3	13,379,608	43.6
Neither working nor performing household chores	2,535,603	15.5	1,981,523	13.9	4,517,126	14.7
5-11 years						
Working only	2,036,229	17.7	688,509	6.6	2,724,737	12.4
Household chores only	2,833,514	24.7	4,435,378	42.3	7,268,892	33.1
Working and performing household chores	3,590,421	31.2	2,841,692	27.1	6,432,113	29.3
Neither working nor performing household chores	3,033,859	26.4	2,509,373	24.0	5,543,232	25.2
12-13 years						
Working only	655,069	20.2	120,658	3.9	775,727	12.3
Household chores only	605,150	18.6	1,415,538	45.9	2,020,688	31.9
Working and performing household chores	1,769,650	54.4	1,437,764	46.7	3,207,413	50.7
Neither working nor performing household chores	220,334	6.8	106,883	3.5	327,217	5.2
14-17 years						
Working only	930,771	19.5	124,657	2.9	1,055,428	11.7
Household chores only	776,637	16.3	1,963,216	46.0	2,739,853	30.3
Working and performing household chores	2,803,353	58.8	2,045,920	47.9	4,849,272	53.7
Neither working nor performing household chores	253,946	5.3	134,218	3.1	388,164	4.3

numbers in the responsibilities of housework. Children neither working nor involved in household chores represented approximately 26.2 per cent of all children in urban areas compared to 14.7 per cent in rural settings, and their relative importance was particularly significant among the 5 to 11-year-olds.

### 5.7.3 Number and percentage of children, by activity status

The 2015 Ethiopia NCLS collected information on children's education, employment and household chores, including their characteristics. Table 5.15 shows the distribution of children by various combinations of activities, including 'no activity' at all; this category of children is also called 'idle' children.<sup>4</sup>

A total of 3,007,827 children (8.1 per cent of the total population of all children aged 5 to 17 years) were attending school only (i.e., not working in economic activities and not doing household chores), 2,281,349 children (6.1 per cent of the total child population)

were working only (i.e., not attending school nor engaged in household chores), and 3,502,994 children (9.4 per cent of the total child population) were engaged in household chores only (i.e., not working in economic activities and not engaged in household chores). As indicated in Table 5.15, 14.5 per cent of children (or 5,417,601 in absolute numbers) were working in economic activities as well as being engaged in some form of household chores, with boys involved more so than girls. About 22.8 per cent of the children of the 5 to 17 age group in Ethiopia were performing household chores as well as attending school, and 6.1 per cent were working in economic activities and attending school as well. Additionally, 24.3 per cent of children (or 9,071,198 in absolute numbers) were carrying out the three activities together. This situation was more common for boys (5,076,624) than for girls (3,994,574). It is also estimated that 3,250,786 children aged 5 to 17 years – equivalent to 8.7 per cent – were 'idle' at the time of the survey; that is, not attending school, and neither working nor performing household chores.

<sup>4</sup> For a comprehensive discussion on the determinants of idleness please consult <http://documents.worldbank.org/curated/en/668971468177561186/pdf/438730WP0Box321en13nov200301PUBLIC1.pdf>

**Table 5.15:** Number and percentage of children, by activity status (working/involved in household chores/attending school), sex, and age group, Country Total: 2015

Activity status	Male		Female		Total	
	N	%	N	%	N	%
Total						
Working only	1,778,603	9.1	502,746	2.8	2,281,349	6.1
Attending school only	1,722,128	8.8	1,285,699	7.2	3,007,827	8.1
Involved in household chores only	1,229,937	6.3	2,273,058	12.8	3,502,994	9.4
Working and attending school only	1,843,466	9.4	431,078	2.4	2,274,544	6.1
Working and involved in household chores	3,086,800	15.8	2,330,801	13.1	5,417,601	14.5
Attending school and involved in household chores	2,985,365	15.3	5,541,074	31.1	8,526,440	22.8
Working, attending school and involved in hh chores	5,076,624	26.0	3,994,574	22.4	9,071,198	24.3
Neither activity	1,786,011	9.2	1,464,775	8.2	3,250,786	8.7
5-11 years						
Working only	1,143,086	9.9	407,432	3.9	1,550,517	7.1
Attending school only	1,335,753	11.6	1,094,031	10.4	2,429,785	11.1
Involved in household chores only	1,066,557	9.3	1,659,562	15.8	2,726,119	12.4
Working and attending school only	893,143	7.8	281,077	2.7	1,174,220	5.3
Working and involved in household chores	1,670,836	14.5	1,264,294	12.1	2,935,130	13.4
Attending school and involved in household chores	1,766,957	15.4	2,775,816	26.5	4,542,773	20.7
Working, attending school and involved in hh chores	1,919,585	16.7	1,577,397	15.1	3,496,983	15.9
Neither activity	1,698,106	14.8	1,415,341	13.5	3,113,447	14.2
12-13 years						
Working only	230,403	7.1	37,027	1.2	267,430	4.2
Attending school only	171,662	5.3	90,875	2.9	262,537	4.1
Involved in household chores only	64,627	2.0	200,866	6.5	265,493	4.2
Working and attending school only	424,665	13.1	83,631	2.7	508,297	8.0
Working and involved in household chores	432,166	13.3	343,088	11.1	775,254	12.2
Attending school and involved in household chores	540,523	16.6	1,214,672	39.4	1,755,196	27.7
Working, attending school and involved in hh chores	1,337,484	41.2	1,094,675	35.5	2,432,159	38.4
Neither activity	48,673	1.5	16,008	0.5	64,681	1.0
14-17 years						
Working only	405,113	8.5	58,288	1.4	463,401	5.1
Attending school only	214,713	4.5	100,793	2.4	315,506	3.5
Involved in household chores only	98,753	2.1	412,629	9.7	511,382	5.7
Working and attending school only	525,658	11.0	66,369	1.6	592,027	6.6
Working and involved in household chores	983,798	20.6	723,418	16.9	1,707,216	18.9
Attending school and involved in household chores	677,885	14.2	1,550,586	36.3	2,228,471	24.7
Working, attending school and involved in hh chores	1,819,555	38.2	1,322,502	31.0	3,142,056	34.8
Neither activity	39,232	0.8	33,426	0.8	72,658	0.8

# Chapter 6

## CARACTERISTICS OF WORKING CHILDREN

### 6.1 WORKING CHILDREN BY INDUSTRY

Table 6.1 below provides the distribution of children who are currently working by the industry they are involved in.

#### Working children by industry and sex

Most children (89.4 per cent) are engaged in the agricultural, forestry and fishing sectors. The next most important sector where children are found to be working is the wholesale and retail trade including repair of motor vehicles and motorcycles services which represents 3.1 per cent, followed by manufacturing with 2.9 per cent. The distribution disaggregated by sex shows that among boys who are working, 92.2 per cent are working in the agricultural sector, where the corresponding share for girls is 84.9 per cent. The proportion among girl workers in the wholesale and retail trade, including repair of motor vehicles and motorcycles services is 4.9 per cent and in manufacturing it is 4.2 per cent, while the corresponding share of these two sectors is 2.0 per cent and 2.2 per cent, respectively for boy workers (Table 6.1).

#### Working children by industry and age

Analysing the results by age differentials, a clear pattern emerges showing that engagement in agriculture, forestry and fishing which represents the main sector decreases with age: from 93.5 per cent for children aged 5 to 11 years, to 89.8 per cent for children aged 12 to 13 years, and 82.6 per cent for the older children aged 14 to 17 years. This pattern, however, is reversed in the case of wholesale and retail trade including repair of motor vehicles and motorcycles services, where it rises from 1.2 per cent for children aged 5 to 11 years to 3.4 per cent for children aged 12 to 13 years, and to 5.9 per cent for children aged 14 to 17 years. A similar increasing pattern is observed for the manufacturing sector where for children aged 5 to 11 years, 12 to 13 years and 14 to 17 years, the share in employment is 2.3 per cent, 2.7 per cent and 4.2 per cent, respectively.

#### Working children by industry and area of residence

The sector in which working children in the rural areas are predominantly engaged is the agricultural sector (93.0 per cent). In urban areas, in addition to agriculture (39.6 per cent), other major sectors of employment are the wholesale and retail trade

including repair of motor vehicles and motorcycles services (26.8 per cent) and the manufacturing sector (8.1 per cent). A significant share of urban working children is also engaged in some service

sectors, notably: accommodation and food service activities (5.6 per cent), other services (6.0 per cent), as well as in households as employers (7.9 per cent).

**Table 6.1:** Distribution of working children by industry of employment, sex, age groups and area of residence, Country Total: 2015

Industry	Sex		Age Group			Residence		Total	
	Male	Female	5-11 years	12-13 years	14-17 years	Urban	Rural		
	%	%	%	%	%	%	%	Number	%
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	19,044,691	100.0
Agriculture, forestry and fishing	92.1	84.9	93.5	89.8	82.6	39.6	93.0	17,020,687	89.4
Mining and quarrying	0.1	0.2	0.1	0.2	0.2	0.2	0.1	28,651	0.2
Manufacturing	2.2	4.2	2.3	2.7	4.2	8.1	2.6	560,176	2.9
Electricity, gas, steam and air conditioning supply	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,294	0.0
Water supply; sewerage, waste management and remediation activities	0.0	0.0	0.0	0.0	0.0	0.1	0.0	5,186	0.0
Construction	0.8	0.9	0.7	1.0	1.0	2.0	0.8	165,393	0.9
Wholesale and retail trade; repair of motor vehicles and motorcycles	2.0	4.9	1.2	3.4	5.9	26.8	1.4	590,155	3.1
Transportation and storage	0.8	0.6	0.6	0.8	1.0	2.0	0.7	146,165	0.8
Accommodation and food service activities	0.6	1.3	0.7	0.5	1.2	5.6	0.5	157,039	0.8
Information and communication	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	.0
Financial and insurance activities	0.0	0.0	.0	.0	.0	0.0	0.0	306	0.0
Real estate activities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
Professional, scientific and technical activities	0.1	0.1	0.1	0.2	0.2	0.3	0.1	27,041	0.1
Administrative and support service activities	0.0	0.0	0.0	0.0	0.0	0.2	0.0	4,975	0.0
Public administration and defence; compulsory social security	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
Education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,613	0.0
Human health and social work activities	0.0	0.1	0.1	0.0	0.0	0.2	0.0	7,707	0.0
Arts, entertainment and recreation	0.1	0.1	0.0	0.1	0.1	0.8	0.0	12,466	0.1
Other service activities	0.6	0.7	0.2	0.6	1.4	6.0	0.3	126,371	0.7
Activities of households as employers undifferentiated goods and services-producing activities of households for own use	0.4	2.0	0.5	0.8	1.8	8.0	0.5	188,284	1.0
Activities of extraterritorial organizations and bodies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	183	0.0
Description									

## 6.2 WORKING CHILDREN BY OCCUPATION

### Working children by occupation and sex

Table 6.2 presents information on the main occupation of children who were engaged in an economic activity during the survey period. The table shows the distribution by percentage of the children who are currently working by their major occupation, according to the International Standard Classification of Occupation (ISCO). Children engaged as agricultural, forestry and fishery workers account for 79.6 per cent of the total number of working children and those in elementary occupations account for about 15.0 per cent of the total. A similar pattern emerges when disaggregated by sex, with a higher proportion of boys than girls engaged as skilled agricultural, forestry and fishery workers (83.1 per cent versus 74.0 per cent, respectively). However, as regards the elementary occupations category, the

share among girl workers (16.9 per cent) is higher than for boys (13.3 per cent).

In terms of age groups, the data show that for skilled agricultural, forestry and fishery workers the share is greater for the age group 5 to 11 years (82.5 per cent), gradually falling to 80.5 per cent for 12 to 13 year-olds, and to 74.5 per cent for the 14 to 17 age group. No clear pattern in terms of age groups emerges for elementary occupations.

With regard to place of residence, more than four out of five rural child workers (82.9 per cent) were engaged as skilled agriculture, forestry and fishery workers, while those who were engaged in elementary occupations accounted for 14.3 per cent of the total. In urban areas, 35.4 per cent of the child workers were engaged as service and sales workers, while 35.2 per cent were skilled agriculture, forestry and fishery workers, 20.7 per cent in elementary occupations and 6.9 per cent in crafts and related trades.

**Table 6.2:** Distribution of working children by occupation in employment, sex, age groups and area of residence, Country Total: 2015

Occupation	Sex		Age Group			Residence		Total	
	Male	Female	5-11 years	12-13 years	14-17 years	Urban	Rural	Number	%
	%	%	%	%	%	%	%		
Managers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	357	0.0
Professionals	0.0	0.0	0.0	0.0	0.0	0.1	0.0	1,535	0.0
Technicians and associate professionals	0.0	0.0	0.0	0.0	0.0	0.1	0.0	2,506	0.0
Clerical support workers	0.0	0.0	0.0	0.0	0.1	0.4	0.0	4,849	0.0
Service and sales workers	2.6	6.7	1.7	4.1	8.0	35.4	1.9	792,341	4.2
Skilled agricultural, forestry and fishery workers	83.1	74.0	82.5	80.5	74.5	35.2	82.9	15,164,208	79.6
Craft and related trades workers	0.7	2.3	0.4	1.5	2.6	6.9	0.9	251,237	1.3
Plant and machine operators, and assemblers	0.2	0.1	0.0	0.1	0.4	1.3	0.1	28,536	0.1
Elementary occupations	13.3	16.9	15.3	13.8	14.4	20.7	14.3	2,799,123	14.7
Others	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0

## 6.3 WORKING CHILDREN BY STATUS IN EMPLOYMENT

### Status in employment of working children by sex

Table 6.3 shows the distribution of working children by status in employment. The majority of them worked as unpaid family workers with a share of 95.6 per cent, followed by self-employment (2.1 per cent) and domestic employees (1.2 per cent).

A slightly higher proportion of boys were working as unpaid family workers as compared to girls (96.2 per cent versus 94.8 per cent), while girls tended to be slightly more involved than their male counterparts in self-employment (2.6 per cent versus 1.8 per cent) and domestic work (1.5 per cent versus 1.0 per cent).

### Status in employment of working children by age

It is observed from the survey data that while the majority of working children are unpaid family

workers, the percentage decreases as children grow older. Specifically, 98.4 per cent of working children aged 5 to 11 years, 96.2 per cent of those aged 12 to 13 years, and 91.0 per cent aged 14 to 17 years are unpaid family workers. It is only when children grow into the 14 to 17 years age bracket that a significant number work as self-employed (4.2 per cent), or as domestic employees (2.6 per cent).

### Status in employment of working children by area of residence

Furthermore, Table 6.3 provides the distribution of status in employment for working children disaggregated by place of residence. A higher proportion of child workers in rural areas worked as unpaid family workers, as compared to children in urban areas (97.1 per cent versus 75.5 per cent). However, in urban areas, 9.5 per cent of working children were operating their own businesses and 8.1 per cent of them were working as domestic employees, compared to 1.6 per cent and 0.7 per cent, respectively, for rural child workers.

**Table 6.3:** Distribution of working children by status in employment, sex, and age groups and area of residence, Country Total: 2015

Status in Employment	Sex		Age Group			Residence		Total	
	Male	Female	5-11 years	12-13 years	14-17 years	Urban	Rural	Number	%
	%	%	%	%	%	%	%		
Employee-government	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
Employee- government parastatal	0.0	0.0	0.0	0.0	0.0	0.0	0.0	777	0.0
Employee - private organization	0.8	0.9	0.2	0.6	1.9	5.3	0.5	156,894	0.8
Employee- NGO or (International Organization)	0.0	0.0	0.0	0.0	0.1	0.0	0.0	3,132	0.0
Employee - domestic	1.0	1.5	0.4	1.1	2.6	8.1	0.7	225,996	1.2
Other employees	0.1	0.1	0.0	0.1	0.2	0.6	0.1	17,875	0.1
Member of Co-operatives	0.0	0.1	0.1	0.0	0.0	0.3	0.0	8,528	0.0
Self employed	1.8	2.6	0.9	1.8	4.2	9.5	1.6	398,562	2.1
Unpaid family worker	96.2	94.8	98.4	96.2	91.0	75.5	97.1	18,212,539	95.6
Employer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	840	0.0
Apprentice	0.1	0.0	0.0	0.1	0.1	0.3	0.0	11,148	0.1
Others	0.1	0.0	0.0	0.0	0.1	0.2	0.0	8,401	0.0



## 6.4 HOURS OF WORK

The survey gathered information on hours spent in economic activities during the week prior to the survey. This includes hours for the main job and all other jobs the child may be performing, with the aim of approximating the total workload faced by children. Data on weekly hours of work are cross-classified by sex, age, area of residence, industry, and other socio-demographic characteristics to facilitate analysis for the design of public policies. However, it should be kept in mind that the hours of work variable measures the time spent on an activity and does not reflect the efficiency or intensity with which the work was performed, although in the case of children it reflects the time used at work, and its potential adverse impact on children's other activities such as schooling, games and leisure. Thus, the criterion relating to hours of work is embodied in the concept of child labour both at the lower and higher risk (worst forms) levels. It is exploitative when children work for long hours, as this not only endangers their health but also affects the school performance of full-time students/pupils. At the same time, since international guidelines on definitions allow 'light work' for children older than a certain age, the total number of hours worked in a week is an important criterion to distinguish between working children and child labourers.

Table 6.4 shows that for the country, on average, a working child exerted about 31.8 hours a week in economic activities. According to the survey findings, child workers aged 5 to 11 years and 14 to 17 years were more likely to spend a slightly higher number of hours at work (32.0 hours weekly) than those aged 12 to 13 years who worked 31.2 hours in a week, on average.

Distribution by area of residence shows that the number of weekly work hours for working children aged 5 to 17 years, who live in rural areas (31.9 hours), was higher compared to those in the urban areas (30.5 hours). It should be noted that in rural areas, the average working time for boys (33.5 hours weekly)

was greater than for their female counterparts (29.4 hours weekly). In contrast, in urban areas, working boys had shorter hours of work averaging 29.1 hours in a week compared to working girls who worked an average of 32.1 hours for the same period.

**Table 6.4:** Weekly hours of work performed by working children by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Male	Female	Total
<b>Country Total</b>			
5-11 years	33.7	29.3	32.0
12-13 years	32.8	28.6	31.2
14-17 years	32.7	30.8	32.0
Total	33.2	29.6	31.8
<b>Urban</b>			
5-11 years	30.0	27.8	29.1
12-13 years	25.0	26.2	25.6
14-17 years	30.4	36.2	33.4
Total	29.1	32.1	30.5
<b>Rural</b>			
5-11 years	33.9	29.4	32.2
12-13 years	33.3	28.8	31.6
14-17 years	32.9	29.8	31.8
Total	33.5	29.4	31.9

## 6.5 WORKING CHILDREN AND SCHOOL ATTENDANCE

The survey findings by education status of children who are currently working are presented in Table 6.5. The number of hours worked per week is expected to be different for children who are working and attending school, as compared to those who are not attending school, but working only. Thus, the table shows the number of hours worked per week by children aged 5 to 17 years who have been engaged in an economic activity during the last 7 days – both for those who are working and attending school, and those who are working only. The data show that children who are working only are engaged for longer

hours per week (37.6 hours) than those combining work and schooling (27.9 hours).

Boys worked longer hours than girls, in both groups of children: those who were working and studying, and those who were working only. Among those children who only worked, the average hours of work per week for boys was 39.3 against 34.8 for girls. Similarly, for those who worked and attended school, the number of hours worked per week by boys (about 29 hours) was higher than for girls (about 26 hours).

As shown in Table 6.5, among the 5 to 17 age group of working children, for those who are working only, the weekly hours of engagement in an economic activity increases with a rise in the age group. Thus, for such child workers belonging to the age groups 5 to 11 years, 12 to 13 years and 14 to 17 years, the hours worked weekly are 36.0, 39.3 and 40.1 hours, respectively. In contrast, the number of hours worked per week by those who were combining work and schooling decreased for the highest age group (14 to 17 years) with the number of weekly hours at work totalling 27.3 hours. There was not much difference between the weekly work hours of such children aged 12 to 13 years (28.3 hours) and those aged 5 to 11 (28.2 hours).

In urban areas, children who were working only worked more than 46 hours per week, as compared to about 37 hours for such children in the rural areas. However, for children who combined working and attending schooling, those in the rural areas worked longer per week (28.3 hours) than their counterparts in urban areas (23.8 hours).

In general, children who are working only are working longer hours than those combining work and schooling.

**Table 6.5:** Weekly hours of work performed by children working only and children combining school and employment, by sex, age group and area of residence, Country Total: 2015

Main background characteristics	Working and attended school	Working only
Total	27.9	37.6
<b>Sex</b>		
Male	28.9	39.3
Female	26.3	34.8
<b>Age Group</b>		
5-11 years	28.2	36.0
12-13 years	28.3	39.3
14-17 years	27.3	40.1
<b>Area of Residence</b>		
Urban	23.8	46.7
Rural	28.3	37.2

## 6.6 FREQUENCY OF EARNINGS

The survey questionnaire asked the children in paid employment about receiving earnings and the basis for payment. According to the findings, of the 371,110 working children (out of 242,448) who worked for pay during the week prior to the survey the most popular frequency of payment overall was on a monthly basis. Thus, by percentage distribution, an estimated 65.3 per cent of all working children who had received remuneration were paid on a monthly basis, while the remaining 9.7 per cent were paid upon the completion of tasks and 9.2 per cent were earning on a daily basis (Table 6.6).

Most girl workers, with a share of 82.4 per cent, were remunerated on a monthly basis. Next in importance for girls – at over 9 per cent – was payment on a daily basis. In contrast, the share of male child workers receiving payment on a monthly basis was 49.4 per cent and was followed by payment upon completion of work (18.1 per cent) and then by payment on a daily basis (9.2 per cent).

By age group, the share of working children paid on a monthly basis increases for the higher age groups and as shown in Table 6.6 it stands at 70.1 per cent for those aged 14 to 17 years, 55.2 per cent for those aged 12 to 13 years and 45.4 per cent for the 5 to 11 year olds. This pattern of increase for the higher age groups is also observed for payments made on a daily rate basis. However, for the age group 14 to 17 years, the share of those paid upon the completion of a task is relatively less important than for the lower age groups.

As regards distribution by area of residence, the share of working children in urban areas who receive payment on a monthly basis reaches 86.3 per cent, whereas for the same category of children in rural areas it reaches 46.5 per cent. The proportion of rural child workers who are paid on a daily basis stands at 12.6 per cent and at 16.2 per cent for those who are paid on completion of work, but the share for these two types of payment is less for urban child workers: 5.5 per cent and 2.5 per cent, respectively.

## 6.7 MAIN USE OF EARNINGS

The working children were also asked what they usually do with their earnings. This can explain to some extent why the children are engaged in paid employment and therefore shed light on causes of child labour, in general. Based on the survey findings, the largest share of the working children (153,882 of 275, 021) give all or part of their earnings to their parents or guardians. A high number of them (72,887) answered that they would use part of their earnings to buy things for themselves, while 46,315 said they would like to save their earnings. These were the two main uses of earnings commonly reported by both working boys and girls across all age groups living in rural and urban areas alike. (Table 6.7).

## 6.8 MAIN REASONS FOR WORKING

In an analysis of working children, it is important to find out the main reasons why children are working. In this survey children provided their reasons for working, which are summarized in Table 6.8. The following are the key reasons, in general, given by both working boys and girls across all age groups and in rural areas and urban areas alike: the main reason given by children for choosing to work was so they could help their household enterprise/family business (8,429,576 or 62.7 per cent); another 3,802,140 working children (about 28 per cent) reported to have worked so as to augment family income; and the other important reason given by children for working was to learn skills (422,639 or 3.1 per cent).

## 6.9 CHILDREN'S WORK PLACE

Data findings on the places where children were mainly working during the last seven days prior to the survey are shown in Table 6.9. The underlying reason for compiling information on the main place of work was to assess whether the location was known to pose some risks to children or not. For example, working as a street vendor or working on construction sites, or in mining or quarrying may present far riskier work environments than working in the home. By bringing the work place into focus, the survey found that the most common work sites for child workers were farm areas/fields where 16,154,997 (84.8 per cent) of the children were working. The next highest percentage of child workers, (4 per cent or 752,287) were engaged in work wherever they could find it i.e., without a fixed work location. Finally, the share of children working in the home stands at 3.1 per cent (590,387).

The relative shares of boys who worked in the farm areas/fields, and in work wherever it was found (mobile locations or no fixed location) are higher

Main background characteristics	Frequency of earnings																										
	Piece rate			Hourly			Daily			Weekly			Monthly			Upon completion of task			Every 15 days			Other			Total		
	%	Count		%	Count		%	Count		%	Count		%	Count		%	Count		%	Count		%	Count	%	Count		
Sex																											
Male	2.8	5,301	0.8	1,547	9.2	17,665	1.2	2,360	49.4	94,723	18.1	34,787	.6	1,226	17.9	34,264	100.0	191,873									
Female	0.6	989	0.2	284	9.3	16,656	1.0	1,744	82.4	147,725	0.7	1,261	2.2	3,871	3.7	6,706	100.0	179,237									
Age Group																											
5-11 years	7.9	2,318	0.0	0	0.0	0	0.0	0	45.4	13,305	14.3	4,202	0.0	0	32.3	9,479	100.0	29,304									
12-13 years	0.0	0	0.0	0	8.9	6,327	1.1	798	55.2	39,250	15.7	11,176	0.0	0	19.0	13,521	100.0	71,071									
14-17 years	1.5	3,972	0.7	1,831	10.3	27,995	1.2	3,307	70.1	189,893	7.6	20,670	1.9	5,097	6.6	17,971	100.0	270,736									
Area of Residence																											
Urban	1.4	2,473	0.2	284	5.5	9,635	1.7	2,938	86.3	151,647	2.5	4,396	2.2	3,802	0.3	487	100.0	175,662									
Rural	2.0	3,817	0.8	1,547	12.6	24,686	0.6	1,166	46.5	90,801	16.2	31,652	0.7	1,295	20.7	40,483	100.0	195,448									

Main background characteristics	Receiving Earnings by Type of Use														Total		
	Give all/part of money to my parents/ guardians		Employer gives all/part of money to my parents/ guardians		Pay my school fees		Buy things for school		Buy things for household		Buy things for myself		Save			Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
	Sex																
Total	153,882	100	39,922	100	7,729	100	11,426	100	7,947	100	72,887	100	46,315	100	3,163	100	275,021
Male	74,649	52.1	27,186	19.0	5,177	3.6	5,163	3.6	881	0.6	36376	25.4	22,772	15.9	1,669	1.2	143,206
Female	79,233	60.1	12,737	9.7	2,552	1.9	6,263	4.8	7,067	5.4	36,511	27.7	23,542	17.9	1,494	1.1	131,815
5-11 years	10,015	44.8	4,532	20.3	0	0.0	0	0.0	0	0.0	5,976	26.7	4,610	20.6	1,669	7.5	22,375
12-13 years	25,092	49.8	11,322	22.5	298	.6	431	.9	548	1.1	15722	31.2	6,424	12.7	0	0.0	50,409
14-17 years	118,775	58.7	24,068	11.9	7,431	3.7	10,995	5.4	7,399	3.7	51,189	25.3	35,280	17.4	1,494	0.7	202,236
Urban	64,967	51.3	13,435	10.6	6,474	5.1	10,034	7.9	6,673	5.3	37,478	29.6	27,515	21.7	1,494	1.2	126,715
Rural	88,915	60.0	26,487	17.9	1,254	0.8	1,392	0.9	1,274	0.9	35,409	23.9	18,800	12.7	1,669	1.1	148,306

N.B. Multiple responses were allowed for this question

**Table 6.8:** Distribution of working children by main reason for working, sex, age group, area of residence, Country Total: 2015

Main background characteristics	Main Reasons for Working											
	Supplement family income		Help pay family debt		Help in household enterprise		Learn skills		Schooling not useful for future		No school/ school too far	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Sex												
Male	2,256,396	27.1	74,733	0.9	5,257,373	63.2	280,327	3.4	41,523	0.5	37,399	0.4
Female	1,545,744	30.1	35,891	0.7	3,172,203	61.8	142,313	2.8	22,506	0.4	12,344	0.2
Age Group												
5-11 years	939,027	26.4	26,569	0.7	2,364,419	66.4	98,858	2.8	7,499	0.2	22,312	0.6
12-13 years	1,104,968	27.7	30,436	0.8	2,541,178	63.8	129,360	3.2	22,053	0.6	9,354	0.2
14-17 years	1,758,145	29.8	53,620	0.9	3,523,979	59.7	194,421	3.3	34,477	0.6	18,077	0.3
Area of Residence												
Urban	434,635	39.6	12,969	1.2	456,585	41.6	74,441	6.8	15,767	1.4	2,863	0.3
Rural	3,367,505	27.3	97,656	0.8	7,972,991	64.6	348,199	2.8	48,262	0.4	46,881	0.4
											29,941	0.2

Cont'd / Table 6. 8/

Main background characteristics	Main Reasons for Working							
	Child not interested in school		Temporarily replacing someone unable to work		Preventing him/her from making bad friends and/or being led		other	
	Count	%	Count	%	Count	%	Count	%
Male	33,118	0.4	146,369	1.8	11,307	0.1	142,226	1.7
Female	30,708	0.6	64,159	1.3	9,937	0.2	70,534	1.4
5-11 years	10,964	0.3	39,633	1.1	2,766	0.1	40,768	1.1
12-13 years	12,138	0.3	53,689	1.3	4,842	0.1	60,111	1.5
14-17 years	40,724	0.7	117,207	2.0	13,636	0.2	111,880	1.9
Urban	12,299	1.1	10,723	1.0	9,614	0.9	41,020	3.7
Rural	51,526	0.4	199,805	1.6	11,630	0.1	171,739	1.4
							109,8714	3.6
							1,234,6135	0.9

**Table 6.9:** Distribution of working children by place of work, sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Place of Work											
	Business House			Office			At home			'Gulit'/ Open Market		
	Count	%		Count	%		Count	%		Count	%	
Male	144,901	1.2	17,234	0.1	154,649	1.3	70,659	0.6	201,262	1.7	10,342,711	87.8
Female	144,632	2.0	19,593	0.3	435,738	6.0	56,391	0.8	219,091	3.0	5,812,287	80.1
5-11 years	64,409	0.7	7,786	0.1	135,162	1.5	34,162	0.4	115,830	1.3	8,044,959	87.9
12-13 years	60,094	1.5	6,527	0.2	136,134	3.4	25,708	0.6	93,687	2.4	3,394,410	85.2
14-17 years	165,029	2.8	22,514	0.4	319,091	5.4	67,181	1.1	210,836	3.6	4,71,5628	79.9
Urban	203,785	15.8	21,454	1.7	286,710	22.2	53,502	4.1	112,914	8.8	398,535	30.9
Rural	85,748	0.5	15,373	0.1	303,677	1.7	73,549	0.4	307,440	1.7	15,756,463	88.7
total	289,533	1.5	36,827	0.2	590,387	3.1	127,051	0.7	420,353	2.2	1,6154,997	84.8

Cont'd / Table 6.9/

Main background characteristics	Place of Work											
	Quarry/ mining			Anywhere as found			In construction site			Where customer available		
	Count	%		Count	%		Count	%		Count	%	
Male	9,252	0.1	514,970	4.4	23,766	0.2	43,132	0.4	126,023	1.1	132,824	1.1
Female	6,167	0.1	237,317	3.3	19,924	0.3	10,094	0.1	222,271	3.1	59,021	0.8
5-11 years	2,140	0.0	429,306	4.7	5,571	0.1	7,131	0.1	198,560	2.2	104,783	1.1
12-13 years	953	0.0	146,464	3.7	6,060	0.2	6,899	0.2	63,772	1.6	38,618	1.0
14-17 years	12,325	0.2	176,518	3.0	32,059	0.5	39,196	0.7	85,962	1.5	48,446	0.8
Urban	2,291	0.2	133,926	10.4	12,285	1.0	25,884	2.0	12,724	1.0	18,351	1.4
Rural	13,127	0.1	618,362	3.5	31,405	0.2	27,342	0.2	335,569	1.9	173,495	1.0
Total	15,418	0.1	752,287	4.0	43,690	0.2	53,226	0.3	348,294	01.8	191,846	1.0

than the corresponding shares for girls. The share of girls working in farm areas/fields is very significant but relatively lower than that of boys, while their relative involvement in work at home or in the open market is higher.

By age group, a larger share of the younger children tends to work in farm areas/fields, or in unfixed locations (wherever work is found), than those in the upper age groups. The older age groups have a higher tendency to work at home and in the open market. As may be expected, the overwhelming share (88.7 per cent) of working children from rural areas indicated their workplace as farm areas/fields, while 3.5 per cent of them work in whatever work they can find and 1.7 per cent in the open market. The main work places for urban working children, in addition to farm areas/ fields (30.9 per cent), were at home (22.2 per cent), business house (15.8 per cent), and anywhere where work is to be found, (10.4 per cent) as well as in the open market (8.8 per cent).

## 6.10 TIME OF THE DAY IN WHICH WORK IS PERFORMED

From Table 6.10 it is observed that the majority of working children (about 32 per cent) usually worked sometimes during the daytime, sometimes in the evening. Contrary to the existing Children's Act which does not encourage children to be engaged in night work, around 5.7 per cent of working children were reported to be working in the evening or at night after 6 p.m. About 29 per cent of the working children worked in the daytime between 6 a.m. and 6 p.m., while 25.3 per cent worked on weekends. This general pattern of the time of the day and week when children work applies almost consistently, and no significant differences are observed when disaggregated by sex, age group or area of residence.

**Table 6.10:** Distribution of working children by time of day in which work is performed by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Time of the day in which work is performed											
	During the day (between 6 a.m. and 6 p.m.)		In the evening or at night (after 6 p.m.)		During both the day and the evening (for the entire day).		On Saturday and Sunday		Sometimes during the day, sometimes in the evening		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Sex												
Male	229,2605	28.1	476,123	5.8	625,167	7.7	2,140,869	26.2	2,628,154	32.2	8,162,918	100.0
Female	191,4438	30.4	354,300	5.6	441,674	7.0	1,519,639	24.1	2,073,641	32.9	6,303,692	100.0
Age Group												
5-11 years	201,4038	31.5	350,658	5.5	522,378	8.2	1,451,480	22.7	2,054,656	32.1	639,3210	100.0
12-13 years	833,610	25.9	211,325	6.6	197,755	6.1	893,765	27.8	1,084,311	33.7	3,220,766	100.0
14-17 years	1,359,396	28.0	268,440	5.5	346,708	7.1	1,315,264	27.1	1,562,828	32.2	4,852,636	100.0
Area of Residence												
Urban	309,588	27.9	46,343	4.2	52,318	4.7	459,360	41.4	240,925	21.7	1,108,534	100.0
Rural	3,897,456	29.2	784,079	5.9	101,4523	7.6	3,201,148	24.0	4,460,870	33.4	13,358,076	100.0
Total	4,207,044	29.1	830,422	5.7	1,066,841	7.4	3,660,508	25.3	4,701,795	32.5	14,466,610	100



# Chapter 7

## CHILD LABOUR AND HAZARDOUS WORK

Ethiopia is characterized by a very high rate of population growth, which has almost trebled in the period from 1980 to 2014. At present, the growth rate is among the ten highest in the world. Ethiopia's population is mainly based in the rural areas (85 per cent) and relies primarily on agriculture, and related activities, for its subsistence and income generation. Poverty is pervasive in the country and is more pronounced in the rural areas where 40 per cent of the households are estimated to live below the poverty line. This is a fundamental affirmation.

The issue of child labour is principally embedded in the severe poverty encountered in the country. In the rural areas, household resource endowment is an important determinant of poverty, where the amount of land and livestock owned is significant in establishing the probability of a household to be poor. The landholdings are fairly small and traditional production techniques – mainly labour intensive – hinder productivity and thus, many barely eke out a subsistence. In such circumstances, the households rely upon all members, including children, to contribute to productive capacity and income generation. A study undertaken on the determinants of poverty in the country concluded that in the rural areas, children were considered as valuable assets

and a vast majority, as young as 6 years old, were generally part of the households' labour force.<sup>5</sup>

Working children are also omnipresent in the urban informal and formal economy and customarily their labour is used to sustain families both socially and economically. Although the country has attracted foreign investment in recent years for the modernization of its economy, the formal enterprises are largely characterized by cottage industries (e.g., wood and metal works, shoe manufacture) where many children and youth are employed, often working in hazardous conditions and where rights violations are common. In the informal economy, child labour is rampant and many activities of their employment are regarded as violent and extremely hazardous by communities due to their obvious physical and psychological impacts that present imminent danger to the lives of children. However, within the social and economic context of everyday life, the households interpret this not as hazardous but rather as one

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5 A. Bogale, K. Hagedorn and B. Korf: "Determinants of poverty in rural Ethiopia", in *Quarterly Journal of International Agriculture* 44 (2005), No. 2: 114. The authors further noted that "looking after livestock and participating in weeding are among the prime activities of boys; whereas fetching water and fuel wood gathering are among the traditional responsibilities of girls".



aspect of educating children as a socializing activity and as part of life-skills acquisition. Indeed, this was noted in an ILO organized national workshop more than two decades ago:

*"... the work of children in the home or on the family farm under the guidance of parents is an essential part of socialization and development in traditional societies. Where access to education is limited by other factors, and where poverty requires the contribution of children's work, the work of children in traditional family and community occupations may be on balance positive both in its contributions to family welfare and in the social and psychological development of the child."*<sup>6</sup>

Of course, human capital plays an important role in determining poverty. In fact, education is an important dimension of poverty itself, when poverty is broadly defined to include shortage of capabilities and knowledge deprivation. Lack of education has important effects on poor children's chance to escape from poverty in their adult age and plays a catalytic role for those who are most likely to be poor, particularly those households living in rural communities. The problem in Ethiopia is that education – and health – services are not easily accessed by the larger population because they are insufficient, geographically widespread and/or concentrated in few urban areas. Under such conditions, households put their faith in traditional

systems of labour allocation for ensuring their survival.

Commensurately, the prevalence of child labour needs to be considered from this viewpoint as well. There are standardized definitions conforming to the two ILO Conventions 138 and 182 but the contextual aspect also demands a consideration from the country's perspective.

Not all work performed by children should be classified as child labour to be targeted for elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling, is generally regarded as being positive. The term "child labour" includes work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development. In short, work that is prohibited according to national legislation and international conventions.

This section of the report quantifies child labour as a subset of children in employment. It is important to highlight that this report includes two child labour definitions: one according to ILO international standards (sections 7.1-7.3) and one which expresses the views of the Ministry of Labour and Social Affairs – MoLSA (section 7.4). The main difference between the two child labour indicators is reflected in the table below:

Child labour statistical measurement according to ILO international standards	Child labour statistical measurement according to the Ministry of Labour and Social Affairs (MoLSA)
<ul style="list-style-type: none"> <li>• Children aged 5 to 17 years engaged in hazardous work</li> <li>• Children aged 5 to 13 years engaged in economic activities (engaged in any activity falling within the production boundary in the SNA for at least one hour during the reference period)</li> </ul>	<ul style="list-style-type: none"> <li>• Children aged 5 to 17 years engaged in hazardous work</li> <li>• Children aged 5 to 13 years engaged in economic activities and:               <ul style="list-style-type: none"> <li>• Not attending school or</li> <li>• Not working as unpaid family workers nor self-employed</li> </ul> </li> </ul>

<sup>6</sup> ILO: Report of the National Workshop on Child Labour in Ethiopia; November 1995, p.29

It is also important to highlight that the statistical definition of hazardous is derived from national legislation, according to guidelines provided by the Resolution of child labour statistics adopted by the International Conference of Labour Statisticians (ICLS). The technical details on the elaboration of the hazardous work indicator are explained in section 4.4.5.

## 7.1 CHILD LABOUR STATISTICAL MEASUREMENT ACCORDING TO ILO INTERNATIONAL STANDARDS

For the purpose of statistical measurement as per ILO standards, children engaged in child labour include all persons aged 5 to 17 years who, during a

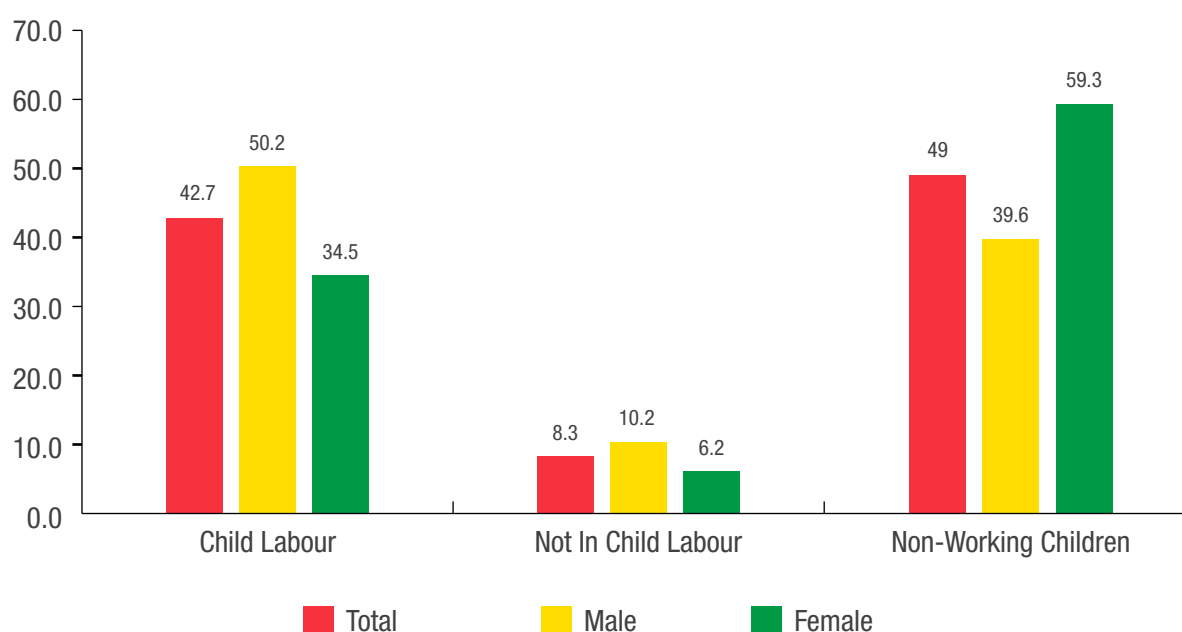
specified time period, were engaged in one or more of the following categories of activities:

- (a) Hazardous work;
- (b) Employment below the minimum age (aged 5 to 13 years and engaged in an economic activity).

As per this definition, the 2015 Ethiopia NCLS indicated that 42.7 per cent of children aged 5 to 17 years were in child labour, equivalent to 15,948,175 individuals. Approximately, 3,096,516 or 8.3 per cent of the total number of children were working in permitted forms of work and the remainder, 18,288,047, of children aged 5 to 17, equivalent to 49.0 per cent of children were not working (Table 7.1 and Figure 7.1).

Provided that the minimum age for admission to employment or work in Ethiopia is set at 14 years, all working children aged 5 to 11 were considered

**Figure 7.1:** Percentage of children in child labour, working children not in child labour and non-working children by sex (aged 5 to 17 years-old), Country Total, 2015



**Table 7.1:** Number and percentage of children in child labour aged 5-17, working children not in child labour and non-working children by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Working children (economically active)				Non-working children		Total	
	Child labour		Not in child labour					
	N	%	N	%	N	%	N	%
Sex								
Total	15,948,175	42.7	3,096,516	8.3	18,288,047	49.0	37,332,739	100.0
Male	9,792,082	50.2	1,993,411	10.2	7,723,441	39.6	19,508,934	100.0
Female	6,156,094	34.5	1,103,105	6.2	10,564,606	59.3	17,823,805	100.0
Age Group								
5-11 years	9,156,850	41.7	0	0.0	12,812,124	58.3	2,196,8975	100.0
12-13 years	3,983,141	62.9	0	0.0	2,347,906	37.1	6,331,046	100.0
14-17 years	2,808,184	31.1	3,096,516	34.3	3,128,017	34.6	9,032,718	100.0
Area of Residence								
Urban	976,341	14.7	313,470	4.7	5,363,901	80.6	6,653,712	100.0
Rural	14,971,834	48.8	2,783,046	9.1	12,924,146	42.1	30,679,026	100.0

to be in child labour, that is, 9,156,850 or 41.7 per cent within the age group. The same applied to the age group of 12 to 13 years-olds, which includes 3,983,141 child labourers or 62.9 per cent.<sup>7</sup> For those adolescents aged 14 to 17 –above the minimum age–, the child labour indicator includes all children as performing hazardous work (defined in section 4.4.5), accounting for 2,808,184 individuals or 31.1 per cent within the age group.

In terms of area of residence, child labour in the 5 to 17 age-bracket was considerably higher in rural areas (14,971,834 or 48.8 per cent), than in urban areas (976,341 or 14.7 per cent).

Table 7.2 presents detailed information on child labour as a share of the total number of children, as well as a share of the total number of working children. For the age group of 5 to 17 years, 50.2 per cent of boys (9,792,082 out of 19,508,934) and 34.5 per cent of girls (6,156,094 out of 17,823,805) were involved in child labour. The table illustrates that 83.1 per cent of working boys aged 5 to 17 years were

engaged in child labour, compared to 84.8 per cent of working girls.

In urban areas, the prevalence of child labour among 5 to 17-year-olds was higher for boys (16.4 per cent) than for girls (13.2 per cent). However, the share for working girls in child labour was slightly higher than that of boys (76.2 per cent versus 75.4 per cent).

The pattern is similar for children in rural areas. Child labour prevalence among 5 to 17-year-olds was higher for boys (56.6 per cent of 16,398,178) than for girls (39.8 per cent of 14,280,848). As a share of working children in rural areas, the percentage for girls in child labour was marginally higher (85.6 per cent) than that of boys (83.6 per cent).

<sup>7</sup> The concept of “light work” is not established by the national legislation of Ethiopia.

**Table 7.2:** Number and percentage of child labour in working children and total children by sex, age groups and area of residence, Country Total: 2015

Main background characteristics		Child Labour			No. of working children	Total children
		N	% of Total children	% of Total working children		
Total						
Male	5-11 years	5,626,650	49.0	100.0	5,626,650	11,494,023
	12-13 years	2,424,719	74.6	100.0	2,424,719	3,250,203
	14-17 years	1,740,713	36.5	46.6	3,734,124	4,764,707
	Total	9,792,082	50.2	83.1	11,785,492	19,508,934
Female	5-11 years	3,530,200	33.7	100.0	3,530,200	10,474,951
	12-13 years	1,558,422	50.6	100.0	1,558,422	3,080,843
	14-17 years	1,067,471	25.0	49.2	2,170,577	4,268,011
	Total	6,156,094	34.5	84.8	7,259,199	17,823,805
Total	5-11 years	9,156,850	41.7	100.0	9,156,850	21,968,975
	12-13 years	3,983,141	62.9	100.0	3,983,141	6,331,046
	14-17 years	2,808,184	31.1	47.6	5,904,700	9,032,718
	Total	15,948,175	42.7	83.7	19,044,691	37,332,739
Urban						
Male	5-11 years	210,521	12.3	100.0	210,521	1,713,001
	12-13 years	150,829	29.1	100.0	150,829	517,689
	14-17 years	147,316	16.7	47.0	313,559	880,065
	Total	508,666	16.4	75.4	674,909	3,110,755
Female	5-11 years	156,920	8.8	100.0	156,920	1,781,873
	12-13 years	120,671	19.7	100.0	120,671	612,396
	14-17 years	190,084	16.5	56.4	337,312	1,148,689
	Total	467,675	13.2	76.1	614,903	3,542,957
Total	5-11 years	367,441	10.5	100.0	367,441	3,494,873
	12-13 years	271,500	24.0	100.0	271,500	1,130,085
	14-17 years	337,400	16.6	51.8	650,870	2,028,754
	Total	976,341	14.7	75.7	1,289,811	6,653,712
Rural						
Male	5-11 years	5,416,129	55.4	100.0	5,416,129	9,781,023
	12-13 years	2,273,890	83.2	100.0	2,273,890	2,732,514
	14-17 years	1,593,398	41.0	46.6	3,420,565	3,884,642
	Total	9,283,416	56.6	83.6	11,110,584	16,398,178
Female	5-11 years	3,373,281	38.8	100.0	3,373,281	8,693,078
	12-13 years	1,437,751	58.2	100.0	1,437,751	2,468,447
	14-17 years	877,387	28.1	47.9	1,833,265	3,119,322
	Total	5,688,418	39.8	85.6	6,644,297	14,280,848
Total	5-11 years	8,789,409	47.6	100.0	8,789,409	18,474,101
	12-13 years	3,711,641	71.4	100.0	3,711,641	5,200,961
	14-17 years	2,470,784	35.3	47.0	5,253,830	7,003,964
	Total	14,971,834	48.8	84.3	17,754,880	30,679,026

## 7.2 HAZARDOUS WORK BY CHILDREN

Concepts and definitions of child labour and hazardous work have been explained in Chapter 4. It has also been clarified that not all children in the 5 to 17 age group in employment are engaged in child labour, and – significantly – that hazardous work is a sub-set of child labour.

This section presents statistical estimates of hazardous work. It examines all components of the indicator, namely: whether children work in designated hazardous industry and/or occupations, for long hours (in excess of 42 hours per week) and/or in other hazardous conditions.

As shown in Table 7.3, the prevalence rate of hazardous work for children 5 to 17 years-old was 23.3 per cent (28.0 per cent of boys compared to 18.2 per cent of girls).

By age group, the share of those engaged in hazardous work among the respective child labour populations was estimated at 18.9 per cent for children aged 5 to 11 years, 27.6 per cent for children aged 12 to 13 years and 31.1 per cent for 14 to 17-year-olds.

With regard to distribution by location, the prevalence rate of hazardous work was 9.2 per cent in urban areas as compared to 26.4 per cent in rural areas.

The table also shows significant variations in the prevalence of hazardous work by administrative region. The highest prevalence is identified in Afar (31.3 per cent), followed by the Amhara region (30.4 per cent). Addis Ababa (3.6 per cent) and Dire Dawa (4.7 per cent) recorded the lowest rates of hazardous work, while the largest absolute number of children in hazardous work is observed in Oromiya (4,029,147) and Amhara (2,634,942), accounting for about 77 per cent of all hazardous work at the country level.

**Table 7.3:** Distribution of number and percentage of children aged 5-17 in hazardous work by sex, age groups, area of residence and regions, Country Total: 2015

Main background characteristics	Hazardous Work		Total Children
	N	%	
Sex			
Total	8,707,752	23.3	37,332,739
Male	5,460,287	28.0	19,508,934
Female	3,247,465	18.2	17,823,805
Age Group			
5-11 years	4,150,028	18.9	21,968,975
12-13 years	1,749,539	27.6	6,331,046
14-17 years	2,808,184	31.1	9,032,718
Area of Residence			
Urban	611,169	9.2	6,653,712
Rural	8,096,583	26.4	30,679,026
Regions			
Tigray	561,626	25.9	2,168,355
Afar	223,007	31.3	712,327
Amhara	2,634,942	30.4	8,658,915
Oromiya	4,029,147	26.7	15,091,991
Somali	291,272	27.9	1,045,743
Benishangul -Gumuz	84,296	19.8	425,967
SNNP	818,741	10.7	7,648,683
Gambella	8,246	4.8	170,572
Harari	6,791	7.1	96,178
Addis Ababa	41,163	3.6	1,133,275
Dire Dawa	8,520	4.7	180,732

## 7.3 CHARACTERISTICS OF CHILD LABOUR AND HAZARDOUS WORK

Out of all the children involved in child labour, 54.6 per cent are engaged in hazardous work (55.8 per cent of boys versus 52.8 per cent of girls), and the share of children who belong to the age groups 5 to 11 and 12 to 13 and who are engaged in child labour other than hazardous work reaches 31.4 per cent and 14.0 per cent, respectively (Table 7.4).

The distribution of child labour in terms of age groups shows that about 45.3 per cent of children in child labour aged 5 to 11 are engaged in hazardous work, while the remaining 54.7 per cent are in child labour other than hazardous work (meaning that they are working below the minimum age, but not involved in hazardous work). The share of 12 to 13-year-olds in child labour engaged in hazardous work was 43.9 per cent, while by definition, all child labour in the age category from 14 to 17 is hazardous.

In urban areas, the share of hazardous work in child labour was 62.6 per cent, compared to 54.1 per cent in rural areas.

By administrative region, the share of hazardous work in child labour was the highest in Addis Ababa (80.9 per cent) – even if it is also the region with the lowest percentage of children in child labour – followed by the Somali Region (70.6 per cent). Gambella (29.2 per cent) and Harari (30.9 per cent)

**Table 7.4:** Distribution of children in hazardous work and child labour other than hazardous work by sex, age groups, area of residence and regions, Country Total: 2015

Main background characteristics	Hazardous work (HW)		Child labour other than hazardous work				Total child labour	
			Children aged 5-11 not in HW		Children aged 12-13 not in HW			
	N	%	N	%	N	%	N	%
Sex								
Total	8,707,752	54.6	5,006,822	31.4	2,233,601	14.0	15,948,175	100.0
Male	5,460,287	55.8	2,963,761	30.3	1,368,033	14.0	9,792,082	100.0
Female	3,247,465	52.8	2,043,061	33.2	865,568	14.1	6,156,094	100.0
Age Group								
5-11 years	4,150,028	45.3	5,006,822	54.7	0	0.0	9,156,850	100.0
12-13 years	1,749,539	43.9	0	0.0	2,233,601	56.1	3,983,141	100.0
14-17 years	2,808,184	100.0	0	0.0	0	0.0	2,808,184	100.0
Area of Residence								
Urban	611,169	62.6	193,154	19.8	172,019	17.6	976,341	100.0
Rural	8,096,583	54.1	4,813,668	32.2	2,061,583	13.8	14,971,834	100.0
Regions								
Tigray	561,626	60.5	254,778	27.5	111,367	12.0	927,771	100.0
Afar	223,007	67.8	71,818	21.8	34,120	10.4	328,944	100.0
Amhara	2,634,942	55.4	1,461,833	30.7	659,609	13.9	4,756,385	100.0
Oromiya	4,029,147	57.1	2,129,195	30.2	894182	12.7	7,052,524	100.0
Somali	291,272	70.6	89,983	21.8	31,405	7.6	412,661	100.0
Benishangul Gumuz	84,296	48.8	60,163	34.9	28,167	16.3	172,626	100.0
SNNP	818,741	37.5	907,000	41.6	454,848	20.9	2,180,589	100.0
Gambella	8,246	29.2	13,463	47.7	6,491	23.0	28,200	100.0
Harari	6,791	30.9	10,965	49.9	4,232	19.2	21,988	100.0
Addis Ababa	41,163	80.9	2,931	5.8	6,769	13.3	50,863	100.0
Dire Dawa	8,520	54.5	4,693	30.0	2,411	15.4	15,624	100.0

recorded the lowest proportions of hazardous work as a share of child labour.

As shown in Table 7.5, the majority of children involved in hazardous work are subject to hazardous working conditions. Fifty per cent of children are working long hours. The threshold considered was 42 hours, which implies that approximately half of all children in hazardous work are working more than 42 hours per week. The proportion of children involved in hazardous work conditions – different from long hours of work, such as night work, working in unhealthy environment or using unsafe equipment at work – reaches 66.2 per cent.

Children involved in hazardous work industries and occupations, as defined by the national legislation, only represent a minority of the total hazardous work indicator with 2.2 per cent of children aged 5 to 17 years in designated hazardous industries, and approximately the same percentage in designated hazardous occupations.

While the relative share of girls in hazardous work is higher in the category 'other hazardous work

conditions' (70.2 per cent of girls versus. 63.9 per cent of boys), the relative share of boys 'working long hours' exceeds that of girls (54.0 per cent versus. 43.7 per cent).

With regard to age groups, younger children, aged 5 to 11 years, are relatively more involved in 'working long hours' than any other age-category, which is particularly worrying given the high threshold of 42 hours per week considered. Children aged 12 to 13 years and 14 to 17 years were employed relatively more in 'other hazardous conditions' of work different from 'long hours'. However, there was a larger relative involvement of 14 to 17-year-olds in designated hazardous occupations (4.0 per cent).

By area of residence, the survey shows that child labourers in urban areas are relatively more involved in designated 'hazardous occupations' than those in rural areas (15.3 per cent and 1.2 per cent respectively). With respect to 'other hazardous working condition', children in rural areas bear the largest relative numbers vis-à-vis their urban counterparts (66.6 versus 61.5 per cent).

**Table 7.5:** Number and percentage of children in hazardous work by types of hazards, by sex, age groups and area of residence. Country Total: 2015

Main background characteristics	Hazardous industries		Hazardous occupations		Working long hours		Other hazardous work conditions		Total in hazardous work	
	N	%	N	%	N	%	N	%	N	%
<b>Sex</b>										
Total	194,044	2.2	191,863	2.2	4,366,173	50.1	5,767,844	66.2	8,707,752	100.0
Male	116,372	2.1	106,248	1.9	2,947,508	54.0	3,489,111	63.9	5,460,287	100.0
Female	77,672	2.4	85,616	2.6	1,418,664	43.7	2,278,733	70.2	3,247,465	100.0
<b>Age Group</b>										
5-11 years	75,293	1.8	33,706	0.8	2,203,866	53.1	2,597,098	62.6	4,150,028	100.0
12-13 years	47,969	2.7	46,405	2.7	798,201	45.6	1,243,468	71.1	1,749,539	100.0
14-17 years	70,782	2.5	111,752	4.0	1,364,105	48.6	1,927,278	68.6	2,808,184	100.0
<b>Age Group</b>										
Urban	28,393	4.6	95,444	15.6	302,804	49.5	375,895	61.5	611,169	100.0
Rural	165,651	2.0	96,420	1.2	4,063,369	50.2	5 391 948	66.6	8,096,583	100.0

\*Since children can be involved in more than one hazardous work category, totals of each individual category do not add to the total

### 7.3.1 Hazardous work by industry

Table 7.6 presents the distribution of children in hazardous work for the age group 5 to 17 by industrial classification of economic activities. As is indicated in the table, more than three-quarters (87.5 per cent) of the children in hazardous work were engaged in agricultural, forestry and fishery industries, while 3.2 per cent were engaged in manufacturing. In addition, work in wholesale and retail trade, accounted for 3.0 per cent of hazardous work.

For boys, the share of involvement in the agriculture, forestry and fishing industry was 90.5 per cent, while for girls it was 82.4 per cent. However, wholesale and retail trade, and manufacturing activities were relatively more important for girls since the respective shares in hazardous work were 5.0 per cent and 4.3 per cent, respectively, as compared to corresponding shares of 1.8 per cent and 2.5 per cent for boys. The share of girls engaged in hazardous work in construction was 2.0 per cent, compared to 1.8 per cent for boys.

Even though about 87.5 per cent of all the children aged 5 to 17 found in hazardous work were working in agricultural activities, it is interesting to note that such a proportion decreases proportionally with age (92.8 per cent for 5 to 11-year-olds, 88.4 per cent for 12 to 13-year-olds and 79.0 per cent for 14 to 17-year-olds). However, the share of children engaged in hazardous work in the manufacturing and wholesale and retail trade sectors was higher for 14 to 17-year-olds than for their younger counterparts.

By area of residence, the analysis shows that most of the children involved in hazardous work were engaged in the agriculture and forestry sector, and the share of this sector was higher for children working in rural areas as compared to urban areas (91.4 per cent versus 35.2 per cent). For children engaged in the wholesale and retail trade industry, the importance of this sector in urban areas was significantly higher than in rural areas (24.2 per cent versus 1.4 per cent). Table 7.6 also

illustrates the importance of the following sectors in the context of employing children in hazardous work: manufacturing, construction, wholesale and retail trade, transportation and storage, and accommodation and food service activities.

### 7.3.2 Hazardous work by occupations

Table 7.7 reveals information on the occupation of the children who were engaged in hazardous work during the survey period. As shown in the table, the majority of children – 78.3 per cent – worked as skilled agricultural, forestry and fishery workers, while 15.6 per cent worked in elementary occupations. Children involved in hazardous work as service and sales workers accounted for 4.3 per cent of the total, while craft and related trades engaged 1.5 per cent of such workers.

There are some important gender differences, with 82.0 per cent of boys in hazardous work working as skilled agricultural, forestry and fishery workers compared to 71.9 per cent of girls. However, the proportion among girls engaged in elementary occupations (17.9 per cent) and as service and sales workers (7.4 per cent) was higher than that of boys for whom the shares in these occupations were 14.2 per cent and 2.5 per cent, respectively.

In terms of age group, the data show that the proportion of children in hazardous work as skilled agricultural, forestry and fishery workers declines with an upper movement in age groups. Accordingly, while this rate is 81.3 per cent within the age group 5 to 11 years, it falls to 81.1 per cent for those of age 12 to 13 years and to 72.0 per cent for those aged 14 to 17 years. For the latter age group, the proportion of children working as service and sales workers was 9.3 per cent and as craft and related trades workers 3.0 per cent.

According to the area of residence, the result shows that 36.0 per cent of urban children involved in hazardous work were employed as service and sales workers, while 23.4 per cent were engaged



**Table 7.6:** Distribution of children in hazardous work by industries, sex, age groups and residence, Country Total:2015

Major industry	Sex			Age Group						Area of Residence					
	Male		Female		5-11 years		12-13 years		14-17 years		Urban		Rural		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Agriculture, forestry and fishing	4,940,554	90.5	2,676,757	82.4	3,852,110	92.8	1,547,271	88.4	2,217,930	79.0	215,222	35.2	7,402,089	91.4	7,617,311
Mining and quarrying	16,296	0.3	12,355	0.4	8,761	0.2	6,988	0.4	12,902	0.5	2,511	0.4	26,140	0.3	28,651
Manufacturing	134,414	2.5	140,706	4.3	104,210	2.5	49,771	2.8	121,138	4.3	44,067	7.2	231,052	2.9	275,119
Electricity, gas, steam and air conditioning supply	0	0.0	2,294	0.1	0	0.0	0	0.0	2,294	0.1	0	0.0	2,294	0.0	2,294
Water supply, sewerage, waste management and remediation activities	1,755	0.0	0	0.0	134	0.0	1,046	0.1	574	0.0	1,486	0.2	269	0.0	1,755
Construction	100,077	1.8	65,317	2.0	66,533	1.6	40,981	2.3	57,879	2.1	25,883	4.2	139,511	1.7	165,393
Wholesale and retail trade; repair of motor vehicles and motorcycles	96,857	1.8	163,265	5.0	32,019	0.8	50,399	2.9	177,705	6.3	147,969	24.2	112,153	1.4	260,122
Transportation and storage	73,527	1.3	22,690	0.7	29,251	0.7	21,085	1.2	45,880	1.6	21,960	3.6	74,257	0.9	96,217
Accommodation and food service activities	35,208	0.6	48,425	1.5	29,450	0.7	10,201	0.6	43,982	1.6	44,421	7.3	39,212	0.5	83,633
Financial and insurance activities	0	0.0	306	0.0	0	0.0	0	0.0	306	0.0	306	0.0	0	0.0	306
Professional, scientific and technical activities	11,881	0.2	5,600	0.2	4,935	0.1	4,929	0.3	7,617	0.3	1,759	0.3	15,722	0.2	17,481
Administrative and support service activities	0	0.0	739	0.0	0	0.0	0	0.0	739	0.0	739	0.1	0	0.0	739
Human health and social work activities	977	0.0	2,441	0.1	1,123	0.0	0	0.0	2,296	0.1	2,296	0.4	1,123	0.0	3,419
Arts, entertainment and recreation	4,685	0.1	3,263	0.1	2,445	0.1	165	0.0	5,338	0.2	6,296	1.0	1,652	0.0	7,948
Other service activities	32,468	0.6	20,925	0.6	2,620	0.1	6,001	0.3	44,773	1.6	32,736	5.4	20,657	0.3	53,393
Activities of households as employers undifferentiated goods and services-producing activities of households for own use	11,588	0.2	82,200	2.5	16,437	0.4	10,702	0.6	66,649	2.4	63,336	10.4	30,452	0.4	93,788

**Table 7.7:** Distribution of children in hazardous work by occupations in employment, sex, age group and area of residence, Country Total: 2015

Major occupations	Sex				Age Group						Area of Residence					
	Male		Female		5-11 years		12-13 years		14-17 years		Urban		Rural		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Managers	0	0.0	183	0.0	0	0.0	0	0.0	183	0.0	183	0.0	0	0.0	183	0.0
Clerical support workers	0	0.0	909	0.0	115	0.0	0	0.0	794	0.0	909	0.1	0	0.0	909	0.0
Service and sales workers	134,643	2.5	239,168	7.4	51,134	1.2	62,216	3.6	260,461	9.3	220,271	36.0	153,540	1.9	373,811	4.3
Skilled agricultural, forestry and fishery workers	4,479,198	82.0	2,335,154	71.9	3,374,303	81.3	1,418,144	81.1	2,021,904	72.0	187,739	30.7	6,626,612	81.8	6,814,351	78.3
Craft and related trades workers	46,540	0.9	87,721	2.7	18,592	0.4	31,683	1.8	83,986	3.0	44,056	7.2	90,205	1.1	134,261	1.5
Plant and machine operators, and assemblers	21,365	0.4	3,935	0.1	1,284	0.0	2,781	0.2	21,235	0.8	13,177	2.2	12,123	0.1	25,300	0.3
Elementary occupations	777,006	14.2	580,395	17.9	704,601	17.0	234,714	13.4	418,086	14.9	143,299	23.4	1,214,102	15.0	1,357,401	15.6

in elementary occupations. The proportion of such urban children employed as skilled agricultural, forestry and fishery workers was 30.7 per cent. For children of rural localities performing hazardous work, the results indicated that 81.8 per cent of such children were engaged as skilled agricultural, forestry and fishery workers, and those who worked in elementary occupations accounted for 15.0 per cent, while 1.9 per cent were employed as service and sales workers.

### 7.3.3 Weekly hours of work performed by children in hazardous work

The standard hours of work measurement is embodied in the child labour concept, since it is exploitative when children work for long hours, as this not only endangers their health but also affects their school attendance. The survey recorded the mean number of working hours in economic activities during the reference week, and those working 42 hours per week were termed as being in 'long hours of work' and as such to be included in the estimate of hazardous work.

As shown in Table 7.8, children in this category aged 5 to 17 years worked on average 41.4 hours a week. Those children aged 5 to 11 years were more likely to spend a higher number of hours at work per week (42.5 hours) than those aged 12 to 13 years (39.9 hours), as well as those aged 14 to 17 years who worked an average of 40.9 hours a week. When the distribution was disaggregated by sex, boys were found to have a higher mean number of working hours per week than girls (43.2 hours versus 38.4 hours).

In urban areas, the mean number of working hours per week for children who were engaged in hazardous work in the age group 5 to 17 years was 42.9 hours and was slightly higher when compared to those in the rural areas (41.3 hours). Similarly, the mean weekly working time of urban girls (45.8 hours) was greater than those of rural girls (37.7 hours). In

contrast, boys in rural areas worked longer hours (43.4 hours) per week than urban boys (40.0 hours).

**Table 7.8:** Weekly hours of work performed by children in hazardous work by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Mean Weekly Hours of Work		
	Sex		
	Male	Female	Total
Urban			
5-11 years	39.3	38.3	38.9
12-13 years	34.8	40.8	37.4
14-17 years	42.4	49.8	46.5
Total	40.0	45.8	42.9
Rural			
5-11 years	44.6	39.0	42.6
12-13 years	43.0	35.5	40.1
14-17 years	41.8	37.2	40.1
Total	43.4	37.7	41.3
Total			
5-11 years	44.4	39.0	42.5
12-13 years	42.6	35.8	39.9
14-17 years	41.8	39.4	40.9
Total	43.2	38.4	41.4

### 7.3.4 Distribution of child labour other than in hazardous work by industry

The highest share of 'child labour other than in hazardous work' was in the agricultural, forestry and fishing sector with 93.1 per cent, followed by the manufacturing and wholesale and retail trade including repair of motor vehicles and motorcycles (2.2 per cent).

A similar pattern is illustrated when disaggregated by sex, with 95.1 per cent of such child labour in the agricultural sector performed by boys, compared to 90.2 per cent for girls. The share of girls who worked in the manufacturing sector (3.3 per cent) is notably higher than for boys (1.5 per cent) as indicated in Table 7.9 below.

When the analysis is carried out in terms of age group, engagement in agriculture activities as the main sector of child labour – other than in hazardous work – is higher at 94.1 per cent for the group aged 5 to 11 years than for children aged 12 to 13 years (90.1 per cent). [It should be noted that there are no estimates for such child labour for the age group 14 to 17 years by definition, since for the highest age group of children *all child labour is necessarily in hazardous work*.]

The predominant sector in the rural areas where such child labour was engaged was agriculture, forestry and fishing (95.4 per cent), while the corresponding share for urban areas was 49.9 per cent. However, such child labourers in the urban areas were also engaged in wholesale and retail (29.2 per cent), manufacturing (6.6 per cent), and accommodation and food services (4.1 per cent). In rural areas, the other sector in which child labour was engaged was manufacturing with a 2.0 per cent share.

### 7.3.5 Distribution of child labour other than in hazardous work by occupations

The most prominent occupations engaging child labour other than in hazardous work for the age group 5 to 17 are agriculture, forestry and fishery where they work as skilled workers (82.5 per cent) as well as elementary occupations (14.0 per cent) as shown in Table 7.10 below.

A similar pattern is demonstrated by disaggregation by sex, with 85.0 per cent of boys engaged in such child labour as skilled agricultural, forestry and fishery workers compared to 78.6 per cent of females. However, relatively more girls (16.1 per cent) were found in the elementary occupations as compared to boys (12.5 per cent).

The comparison across age groups revealed that such child labour among the younger 5 to 11 age group was absorbed by 83.5 per cent as skilled agricultural, forestry and fishery workers, compared to 80.1 per cent of 12 to 13-year-olds. Table 7.10 also shows that elementary occupations were relatively more significant for the 12 to 13 age group as compared to those belonging to the 5 to 11 age group. In addition, there were significantly more 12 to 13-year olds engaged as sales and service workers than 5 to 11-year olds. [It should be noted that there are no estimates for such child labour for the age group 14 to 17 by definition, since for the highest age group of children *all child labour is necessarily in hazardous work*.]

In rural areas, the major sector in which children are subject to such conditions of child labour was agriculture, forestry and fishery where 84.4 per cent worked as skilled workers, significantly more than the 45.5 per cent registered in urban areas. In contrast, in urban areas, children working in the service and sales sector accounted for 29.5 per cent of such child labour, and was much higher than the corresponding 1.5 per cent in rural areas.

**Table 7.9:** Distribution of children in child labour other than hazardous work by industry of employment, sex, age groups and residence, Country Total: 2015

Major industry	Sex				Age Group						Area of Residence					
	Male		Female		5-11 years		12-13 years		14-17 years		Urban		Rural		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agriculture, forestry and fishing	4,118,707	95.1	2,622,676	90.2	4,711,647	94.1	2,029,737	90.9	0	0.0	182,103	49.9	6,5592,81	95.4	6,741,383	93.1
Manufacturing	64,608	1.5	96,035	3.3	10,3108	2.1	57,535	2.6	0	0.0	24,124	6.6	136,518	2.0	160,643	2.2
Water supply; sewerage, waste management and remediation activities	1,306	0.0	631	0.0	1,306	0.0	631	0.0	0	0.0	0	0.0	1937	0.0	1,937	0.0
Wholesale and retail trade; repair of motor vehicles and motorcycles	68,757	1.6	88,514	3.0	73,609	1.5	83,662	3.7	0	0.0	106,540	29.2	50,732	0.7	157,272	2.2
Transportation and storage	16,528	0.4	17,809	0.6	24,601	0.5	9,735	0.4	0	0.0	1,527	0.4	32,809	0.5	34,337	0.5
Accommodation and food service activities	17,273	0.4	27,952	1.0	37,000	0.7	8,225	0.4	0	0.0	15,040	4.1	30,185	0.4	45,225	0.6
Professional, scientific and technical activities	2,796	0.1	2,803	0.1	3,775	0.1	1,824	0.1	0	0.0	1,108	0.3	4,491	0.1	5,599	0.1
Administrative and support service activities	1,442	0.0	1,144	0.0	2,288	0.0	298	0.0	0	0.0	298	0.1	2,288	0.0	2,585	0.0
Human health and social work activities	1,290	0.0	2,434	0.1	3,723	0.1	0	0.0	0	0.0	0	.0	3,723	0.1	3,723	0.1
Arts, entertainment and recreation	2,606	0.1	219	0.0	697	0.0	2,128	0.1	0	0.0	2,606	0.7	219	0.0	2,825	0.0
Other service activities	20,796	0.5	11,689	0.4	14,210	0.3	18,275	0.8	0	0.0	19,295	5.3	13,190	0.2	32,485	0.4
Activities of households as employers undifferentiated goods and services-producing activities of households for own use	15,687	0.4	36,723	1.3	30,857	0.6	21,553	1.0	0	0.0	12,533	3.4	39,878	0.6	52,410	0.7

2015

Major occupation	Sex				Age Group				Area of Residence							
	Male		Female		5-11 years		12-13 years		14-17 years		Urban		Rural		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Technicians and associate professionals	956	0.0	0	0.0	478	0.0	478	0.0	0	0.0	956	0.3	0	0.0	956	0.0
Clerical support workers	115	0.0	0	0.0	0	0.0	115	0.0	0	0.0	115	0.0	0	0.0	115	0.0
Service and sales workers	86,908	2.0	121,373	4.2	105,356	2.1	102,925	4.6	0	0.0	107,739	29.5	100,542	1.5	208,281	2.9
Skilled agricultural, forestry and fishery workers	3,683,686	85.0	2,287,469	78.6	4,181,436	83.5	1,789,719	80.1	0	0.0	166,073	45.5	5,805,082	84.4	5,971,155	82.5
Craft and related trades workers	14,832	0.3	31,344	1.1	19,910	0.4	26,266	1.2	0	0.0	16,090	4.4	30,086	0.4	46,176	0.6
Plant and machine operators, and assemblers	1,925	0.0	0	0.0	1,627	0.0	298	0.0	0	0.0	1,925	0.5	0	0.0	1,925	0.0
Elementary occupations	543,373	12.5	468,443	16.1	698,015	13.9	313,800	14.0	0	0.0	72,274	19.8	939,541	13.7	1,011,815	14.0

### 7.3.6 Weekly hours of work performed by children in child labour other than hazardous work

The survey estimated that, on average, children belonging to the age group 5 to 17 (taken as a whole) who were engaged in child labour worked about 19.5 hours a week (Table 7.11).

There is a slight difference in the work duration between boys and girls who are engaged in child labour, as boys (20.3 hours) tend to work longer hours than girls (18.4 hours) per week.

Actual hours worked show that children engaged in child labour belonging to the 5 to 11 age group worked 20.2 hours a week, compared to the 18.7 hours per week worked by the 12 to 13 age group.

In urban areas, hours worked per week by 5 to 17-year olds engaged in child labour reached 23.9 hours, compared to the 23.7 hours worked by such children in the rural areas. The table also reflects that the mean weekly hours worked by boys involved in child labour in both urban and rural areas were higher than that for girls.

**Table 7.11: Weekly hours performed by sex, age groups and area of residence, Country Total: 2015**

Main background characteristics	Mean Weekly Hours of Work		
	Sex		
	Male	Female	Total
Total			
5-11 years	21.4	18.7	20.2
12-13 years	19.1	18.2	18.7
Total	20.3	18.4	19.5
Urban			
5-11 years	24.2	22.5	23.5
12-13 years	25.7	23.4	24.8
Total	24.7	22.7	23.9
Rural			
5-11 years	24.1	22.3	23.4
12-13 years	25.3	22.9	24.3
Total	24.5	22.5	23.7

## 7. 4 CHILD LABOUR ACCORDING TO NATIONAL DIRECTIVES AND GUIDELINES FROM THE MINISTRY OF LABOUR AND SOCIAL AFFAIRS (MOLSA)

Ethiopia has a commitment to abolish child labour and therefore has promulgated a National action plan which is a document resulting from a tripartite agreement. It gives the national definition of child labour than can be targeted for abolition according to the national context. In this regard, child labour is defined as the work performed by children aged 5 to 17 years that meets the following criteria, i.e., work that:

- affects children's physical and mental development;
- exposes children to safety and health problems;
- affects their educational opportunity and their school attendance;
- exposes them to working long hours with minimum payment; and
- is exploitative in nature and reflects employee-employer relationship.

This definition takes into account school attendance, hazardous work conditions and all hazardous work by nature. Therefore, all children in hazardous work are also considered in child labour.

For the purpose of statistical measurement as per the national directives and guidelines from the Ministry of Labour and Social Affairs (MoLSA), children engaged in child labour include all persons aged 5 to 17 years who, during a specified time period, were engaged in one or more of the following categories of activities:

- In hazardous work (see section 4.4.5)
- Working and not attending school
- Working but not as unpaid family workers nor self-employed

At the national level, the concept of child work is defined as any work that contributes to the better growth of children and socializes them to the culture of work and develops their skills. This work should:

- not affect their educational opportunity and school attendance;
- not expose children to safety and health problems; and
- should mostly be performed for their own family without payment (the work must not reflect any employee – employer relationship).

For the purpose of statistical measurement as per above, children engaged in child work include all persons aged 5 to 17 years who, during a specified time period, were engaged in any economic activity but not in child labour.

#### 7. 4.1 Main characteristics of child labour and child work

The survey reveals that the total number of children aged 5 to 17 years engaged in child labour was 9,051,412 (or 24.2 per cent) with boys relatively more

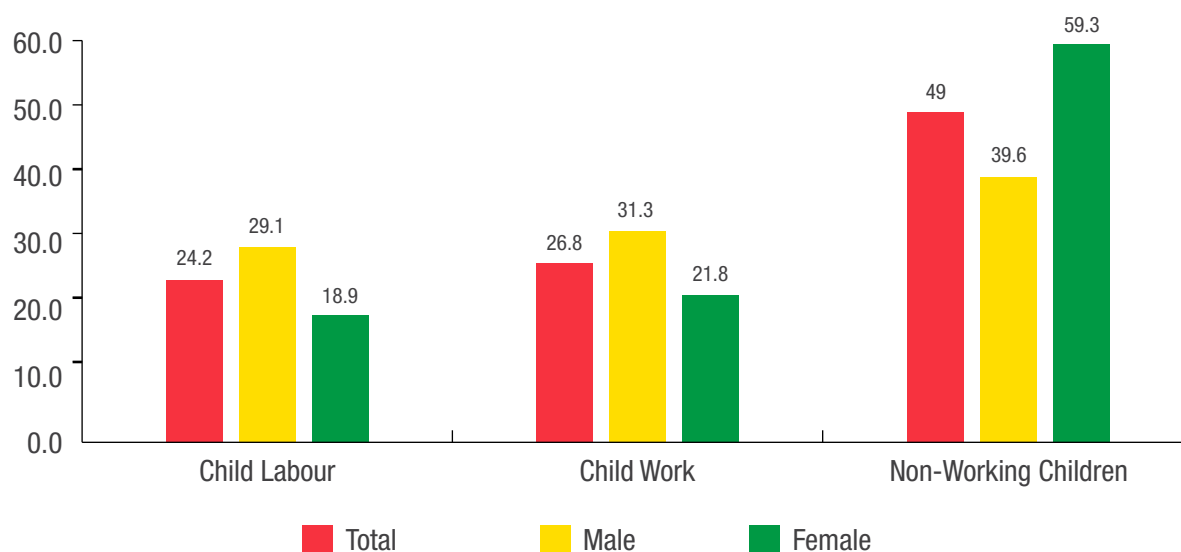
involved than girls (29.1 per cent versus 18.9 per cent). When considering age groups, child labour prevalence increases with age: 22.0 per cent for children aged 5 to 11 years, 32.5 per cent for those aged 12 to 13 years and 34.3 per cent for 14 to 17-year olds (Table 7.12).

Most children engaged in child labour live in rural areas, representing 27.5 per cent of the total number of children living in such areas. Such a prevalence rate is about three times higher than that of urban areas.

Regarding child work, the share of children involved reached 28.6 per cent. This means they were working but attending school and were not involved in any hazardous work. The graph below shows that more boys than girls were involved in this activity. The data showed that the participation in child work of older children is higher compared to that of the younger ones, and this is because they are being prepared for employment in terms of their adult work activity.

Three times more children who are engaged in child work live in rural areas than in urban areas and this is the same pattern that emerges for child labour.

**Figure 7.2:** Percentage of children in child labour, child work and non-working children by sex, Country Total: 2015





**Table 7.12:** Number and percentage of children in child labour aged 5-17, child work and non-working children by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Child Labour		Child Work		Non - Working Children		Total	
	N	%	N	%	N	%	N	%
<b>Sex</b>								
Total	9,051,412	24.2	9,993,280	26.8	18,288,047	49.0	37,332,739	100.0
Male	5,681,696	29.1	6,103,796	31.3	7,723,441	39.6	19,508,934	100.0
Female	3,369,716	18.9	3,889,484	21.8	10,564,606	59.3	17,823,805	100.0
<b>Age Group</b>								
5-11 years	4,317,910	19.7	4,838,940	22.0	12,812,124	58.3	21,968,975	100.0
12-13 years	1,925,317	30.4	2,057,824	32.5	2,347,906	37.1	6,331,046	100.0
14-17 years	2,808,184	31.1	3,096,516	34.3	3,128,017	34.6	9,032,718	100.0
<b>Area of Residence</b>								
Urban	625,637	9.4	664,175	10.0	5,363,901	80.6	6,653,712	100.0
Rural	8,425,775	27.5	9,329,105	30.4	12,924,146	42.1	30,679,026	100.0

The share of child labour in the total number of working children aged 5 to 17 was 47.5 per cent (48.2 per cent for boys and 46.4 per cent of girls – see Table 7.13). While the share of working children engaged in child labour was slightly higher for boys than for girls (48.3 versus 46.0 per cent), it is interesting to note that in urban areas it was higher for girls than for boys (51.2 per cent versus 46.0 per cent).

The prevalence rate of child labour in rural areas triples that of urban areas (27.5 per cent versus 9.4 per cent). This difference is more critical for young children. In the 5 to 11 age group, the prevalence rates of child labour are about four times higher in rural than in urban areas (22.4 per cent compared to 5.2 per cent). For the 12 to 13 age group, the percentage of children engaged in child labour is three times higher in rural areas (9.5 per cent) as compared to urban areas (34.9 per cent). For the 14 to 17 age group, the equivalent prevalence rate is doubled.

## 7.4.2 Characteristics of child labour and non-working children

While according to the national definition, 24.2 per cent of children 5 to 17 years are engaged in child labour, non-working children represent 49.0 per cent of the total of 37,332,739 children.

The distribution of child labour across regions is provided in Table 7.14. It shows that the regions of Amhara and Afar have the highest prevalence rate of child labour (33.3 per cent of its child population and 31.7 per cent respectively), followed by the Somali, Oromiya and Tigray regions (28.1 per cent, 27.7 per cent and 26.8 per cent, respectively). It is important to notice that the Oromiya region accounted for the largest population of children engaged in child labour, with 4,186,298 individuals. The lowest child labour rate was recorded in the Addis Ababa City Administration (3.7 per cent of 1,133,274), followed by the Dire Dawa region (4.9 per cent of 180,731). In 2015, the share of child labour from the total number of children by region was highest in the Somali Region (63.9 per cent of 459,600), followed by the Afar region (61.1 per cent of 369,606). For the regions with the largest populations of children engaged in child labour, namely, Oromiya and Amhara, the indicator was 51.0 and 48.9 per cent, respectively.

**Table 7.13:** Number and percentage of child labour in working children and total children by sex, age groups and area of residence, Country Total: 2015

Main background characteristics		Child Labour			No. of working children	Total children
		N	% of total children	% of total working children		
Total						
Male	5-11 years	2,769,174	24.1	49.2	5,626,650	11,494,023
	12-13 years	1,171,809	36.1	48.3	2,424,719	3,250,203
	14-17 years	1,740,713	36.5	46.6	3,734,124	4,764,707
	Total	5,681,696	29.1	48.2	11,785,492	19,508,934
Female	5-11 years	1,548,736	14.8	43.9	3,530,200	10,474,951
	12-13 years	753,508	24.5	48.4	1,558,422	3,080,843
	14-17 years	1,067,471	25.0	49.2	2,170,577	4,268,011
	Total	3,369,716	18.9	46.4	7,259,199	17,823,805
Total	5-11 years	4,317,910	19.7	47.2	9,156,850	21,968,975
	12-13 years	1,925,317	30.4	48.3	3,983,141	6,331,046
	14-17 years	2,808,184	31.1	47.6	5,904,700	9,032,718
	Total	9,051,412	24.2	47.5	19,044,691	37,332,739
Urban						
Male	5-11 years	104,841	6.1	49.8	210,521	1,713,001
	12-13 years	58,519	11.3	38.8	150,829	517,689
	14-17 years	147,316	16.7	47.0	313,559	880,065
	Total	310,676	10.0	46.0	674,909	3,110,755
Female	5-11 years	75,540	4.2	48.1	156,920	1,781,873
	12-13 years	49,336	8.1	40.9	120,671	612,396
	14-17 years	190,084	16.5	56.4	337,312	1,148,689
	Total	314,961	8.9	51.2	614,903	3,542,957
Total	5-11 years	180,381	5.2	49.1	367,441	3,494,873
	12-13 years	107,855	9.5	39.7	271,500	1,130,085
	14-17 years	337,400	16.6	51.8	650,870	2,028,754
	Total	625,637	9.4	48.5	1,289,811	6,653,712
Rural						
Male	5-11 years	2,664,333	27.2	49.2	5,416,129	9781,023
	12-13 years	1,113,289	40.7	49.0	2,273,890	2,732,514
	14-17 years	1,593,398	41.0	46.6	3,420,565	3,884,642
	Total	5,371,020	32.8	48.3	11,110,584	16,398,178
Female	5-11 years	1,473,196	16.9	43.7	3,373,281	8,693,078
	12-13 years	704,172	28.5	49.0	1,437,751	2,468,447
	14-17 years	877,387	28.1	47.9	1,833,265	3,119,322
	Total	3,054,755	21.4	46.0	6,644,297	14,280,848
Total	5-11 years	4,137,529	22.4	47.1	8,789,409	18,474,101
	12-13 years	1,817,462	34.9	49.0	3,711,641	5,200,961
	14-17 years	2,470,784	35.3	47.0	5,253,830	7,003,964
	Total	8,425,775	27.5	47.5	1,7754,880	30,679,026

**Table 7.14:** Number and percentage of children in child labour, working children not in child labour by region, Country Total: 2015

Region	Child Labour			No. of working children	Total children
	N	% of total children	% of working children		
Tigray	580,909	26.8	52.8	1,100,877	2,168,356
Afar	225,848	31.7	61.1	369,606	712,326
Amhara	2,710,345	31.3	48.9	5,544,948	8,658,915
Oromiya	4,186,298	27.7	51.0	8,209,467	15,091,991
Somali	293,563	28.1	63.9	459,600	1,045,743
Benshangul Gumuz	89,737	21.1	41.8	214,750	425,966
SNNP	896,899	11.7	30.0	2,985,187	7,648,683
Gambella	8,642	5.1	20.2	42,742	170,572
Harari	8,364	8.7	29.4	28,451	96,179
Addis Ababa	41,893	3.7	60.3	69,450	1,133,275
Dire Dawa	8,913	4.9	45.4	19,612	180,731
Total	9,051,411	24.2	47.5	1,9044,690	37,332,737

# Chapter 8

## EDUCATIONAL CHARACTERISTICS

Child labour is widely recognized as a major hindrance to education by restricting the right of millions of children to access and benefit from education. Large numbers of child labourers are denied the fundamental opportunity to attend school, while those who combine work with schooling are often unable to fully profit from the education on offer. This chapter presents an analysis of basic education indicators derived from the 2015 Ethiopia NCLS, disentangling some of the most important linkages between work and schooling.

### 8.1 WORKING CHILDREN'S SCHOOL ATTENDANCE

Table 8.1 presents school attendance rates of children aged 5 to 17 years disaggregated by sex, area of residence, age group and working status. While at the national level the school attendance rate stands at 61.3 per cent, working children have lower average school attendance rates than their non-working counterparts (63.1 per cent compared to 59.6 per cent).

School attendance rates vary considerably in terms of area of residence. While in urban settings approximately 82.4 per cent of children attend school, this indicator drops to 56.7 per cent in rural areas. Once we include in the analysis the working status and the area of residence, it is possible to observe several interesting points. First, for all age groups, non-working children who live in urban areas have significantly higher school attendance rates than their working counterparts (85.2 per cent versus 70.8 per cent). The school attendance gap between non-working and working children is particularly severe in the 14 to 17 age group (91.2 per cent versus 64.8 per cent). In this age group, females are particularly disadvantaged in terms of their school attendance opportunities. Additionally, it is important to highlight that in urban settings, working females present lower school attendance rates than their male peers (67.4 per cent versus 73.8 per cent).

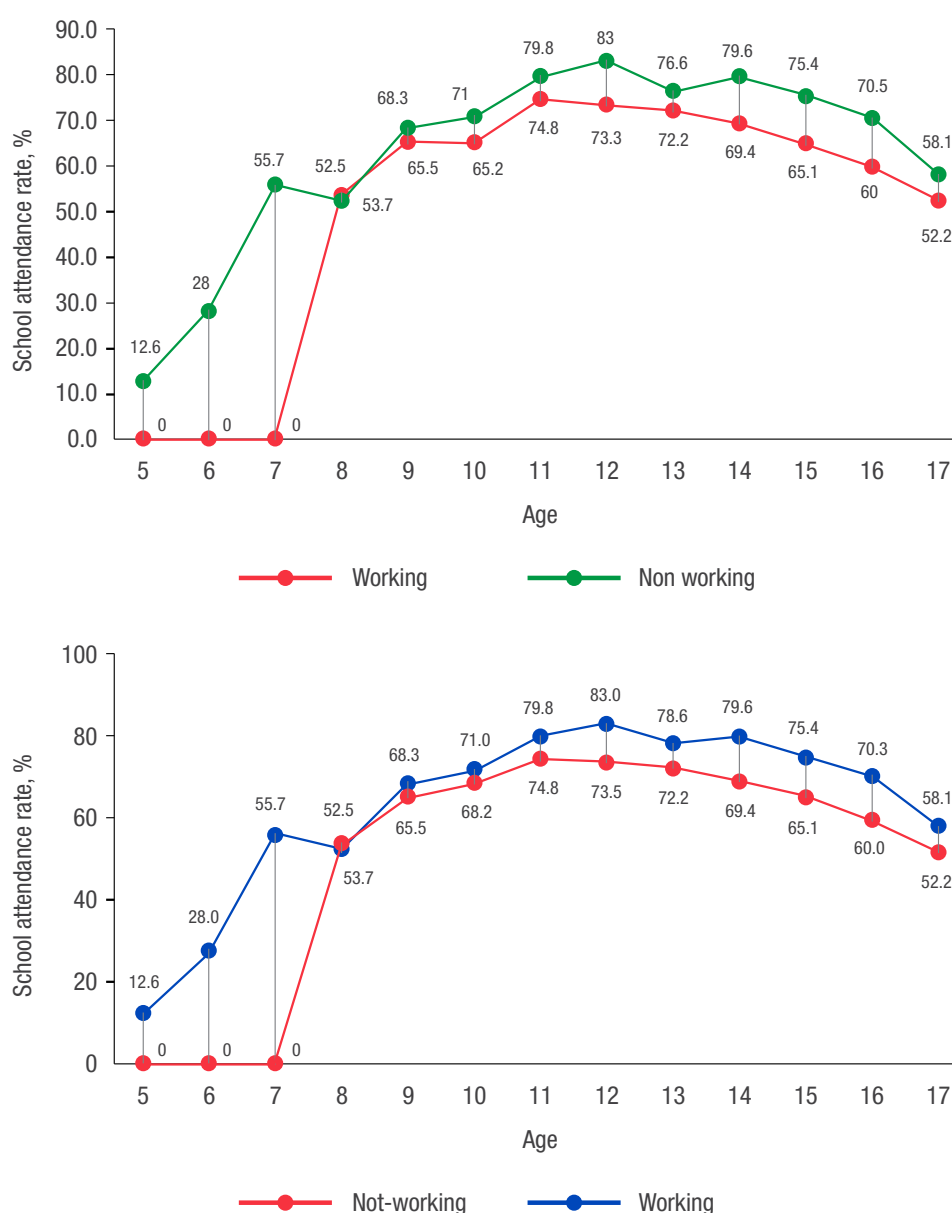
**Table 8.1:** Number and percentage of working and non-working children attending school by sex, age-groups and area of residence, Country Total: 2015

Main background characteristics		Working children		Non-working children		Total	
		N	%	N	%	N	%
COUNTRY TOTAL							
Total	5-11 years	4,671,203	51.0	6,972,557	54.4	11,643,760	53.0
	12-13 years	2,940,456	73.8	2,017,732	85.9	4,958,188	78.3
	14-17 years	3,734,083	63.2	2,543,977	81.3	6,278,060	69.5
	Total	11,345,742	59.6	11,534,267	63.1%	22,880,009	61.3%
Male	5-11 years	2,812,728	50.0	3,102,710	52.9	5,915,438	51.5
	12-13 years	1,762,149	72.7	712,185	86.0	2,474,334	76.1
	14-17 years	2,345,213	62.8	892,598	86.6	3,237,811	68.0
	TOTAL	6,920,090	58.7	4,707,494	61.0	11,627,584	59.6
Female	5-11 years	1,858,474	52.6	3,869,847	55.7	5,728,322	54.7
	12-13 years	1,178,307	75.6	1,305,547	85.8	2,483,854	80.6
	14-17 years	1,388,871	64.0	1,651,379	78.7	3,040,250	71.2
	Total	4,425,652	61.0	6,826,773	64.6	11,252,425	63.1
Urban							
Total	5-11 years	257,956	70.2	2,506,843	80.2	2,764,798	79.1
	12-13 years	232,730	85.7	807,783	94.1	1,040,513	92.1
	14-17 years	421,910	64.8	1,256,734	91.2	1,678,643	82.7
	Total	912,595	70.8	4,571,359	85.2	5,483,955	82.4
Male	5-11 years	143,976	68.4	1,214,548	80.8	1,358,524	79.3
	12-13 years	134,873	89.4	344,602	93.9	479,474	92.6
	14-17 years	219,557	70.0	523,695	92.4	743,251	84.5
	Total	498,405	73.8	2,082,844	85.5	2,581,250	83.0
Female	5-11 years	113,979	72.6	1,292,295	79.5	1,406,274	78.9
	12-13 years	97,857	81.1	463,182	94.2	561,039	91.6
	14-17 years	202,353	60.0	733,039	90.3	935,392	81.4
	Total	414,190	67.4	2,488,515	85.0	2,902,705	81.9
Rural							
Total	5-11 years	4,413,247	50.2	4,465,715	46.1	8,878,962	48.1
	12-13 years	2,707,726	73.0	1,209,949	81.2	3,917,675	75.3
	14-17 years	3,312,174	63.0	1,287,243	73.6	4,599,417	65.7
	Total	10,433,147	58.8	6,962,907	53.9	17,396,054	56.7
Male	5-11 years	2,668,752	49.3	1,888,162	43.3	4,556,914	46.6
	12-13 years	1,627,277	71.6	367,584	80.1	1,994,860	73.0
	14-17 years	2,125,656	62.1	368,903	79.5	2,494,559	64.2
	TOTAL	6,421,685	57.8	2,624,649	49.6	9,046,334	55.2
Female	5-11 years	1,744,495	51.7	2,577,552	48.5	4,322,047	49.7
	12-13 years	1,080,449	75.1	842,365	81.7	1,922,815	77.9
	14-17 years	1,186,518	64.7	918,340	71.4	2,104,858	67.5
	Total	4,011,462	60.4	4,338,258	56.8	8,349,720	58.5

When turning our attention to rural areas, it is clear that for the 12 to 13 and 14 to 17 age groups, non-working children have higher school attendance rates. When we observe school attendance rates in rural areas by working status for the 5 to 11 and 5 to 17 age groups, it seems that working children have a certain advantage in terms of their school participation. This is not the case, but is a computational bias that stems from the fact that

there are so many children in the 5 to 8 age group not attending school, that when considering total averages, it causes this effect. In order to better understand the school attendance dynamics of this group we can observe school attendance by specific ages in rural areas. Besides the 8-year-old group, working children systematically have lower school attendance rates than their non-working counterparts.

**Figure 8.1: Children's school attendance by age and working status**



**Table 8.2.:** School attendance rate of children in hazardous work, children in child labour other than hazardous work and working children not in child labour, by sex, age groups, and area of residence, Country Total: 2015

		Hazardous work		Child labour		Working children		Non-working children	
		N	%	N	%	N	%	N	%
TOTAL									
Male	5-11 years	1,091,160	41.0	2,812,728	50.0	2,812,728	50.0	3,102,710	52.9
	12-13 years	656,060	62.1	1,762,149	72.7	1,762,149	72.7	712,185	86.3
	14-17 years	896,329	51.5	896,329	51.5	2,345,213	62.8	892,598	86.6
	Total	2,643,550	48.4	5,471,207	55.9	6,920,090	58.7	4,707,494	61.0
Female	5-11 years	682,862	45.9	1,858,474	52.6	1,858,474	52.6	3,869,847	55.7
	12-13 years	488,052	70.4	1,178,307	75.6	1,178,307	75.6	1,305,547	85.8
	14-17 years	576,851	54.0	576,851	54.0	1,388,871	64.0	1,651,379	78.7
	Total	1,747,765	53.8	3,613,632	58.7	4,425,652	61.0	6,826,773	64.6
Total	5-11 years	1,774,022	42.7	4,671,203	51.0	4,671,203	51.0	6,972,557	54.4
	12-13 years	1,144,112	65.4	2,940,456	73.8	2,940,456	73.8	2,017,732	85.9
	14-17 years	1,473,180	52.5	1,473,180	52.5	3,734,083	63.2	2,543,977	81.3
	Total	4,391,314	50.4	9,084,838	57.0	11,345,742	59.6	11,534,267	63.1
URBAN									
Male	5-11 years	51,634	51.0	143,976	68.4	143,976	68.4	1,214,548	80.8
	12-13 years	43,859	77.6	134,873	89.4	134,873	89.4	344,602	93.9
	14-17 years	76,931	52.2	7,6931	52.2	219,557	70.0	523,695	92.4
	Total	172,424	56.5	355,780	69.9	498,405	73.8	2,082,844	85.5
Female	5-11 years	42,344	58.0	113,979	72.6	113,979	72.6	1,292,295	79.5
	12-13 years	29,508	68.7	97,857	81.1	97,857	81.1	463,182	94.2
	14-17 years	86,059	45.3	86,059	45.3	202,353	60.0	733,039	90.3
	Total	157,911	51.6	297,896	63.7	414,190	67.4	2,488,515	85.0
Total	5-11 years	93,978	53.9	257,956	70.2	257,956	70.2	2,506,843	80.2
	12-13 years	73,367	73.7	232,730	85.7	232,730	85.7	807,783	94.1
	14-17 years	162,991	48.3	162,991	48.3	421,910	64.8	1,256,734	91.2
	Total	330,336	54.0	653,676	67.0	912,595	70.8	4,571,359	85.2
RURAL									
Male	5-11 years	1,039,526	40.6	2,668,752	49.3	2,668,752	49.3	1,888,162	43.3
	12-13 years	612,201	61.2	1,627,277	71.6	1,627,277	71.6	367,584	80.1
	14-17 years	819,398	51.4	819,398	51.4	2,125,656	62.1	368,903	79.5
	Total	2,471,125	47.9	5,115,426	55.1	6,421,685	57.8	2,624,649	49.6
Female	5-11 years	640,518	45.3	1,744,495	51.7	1,744,495	51.7	2,577,552	48.5
	12-13 years	458,544	70.6	1,080,449	75.1	1,080,449	75.1	842,365	81.7
	14-17 years	490,791	55.9	490,791	55.9	1,186,518	64.7	918,340	71.4
	Total	1,589,853	54.0	3,315,736	58.3	4,011,462	60.4	4,338,258	56.8
Total	5-11 years	1,680,044	42.3	4,413,247	50.2	4,413,247	50.2	4,465,715	46.1
	12-13 years	1,070,745	64.9	270,7726	73.0	2707,726	73.0	1,209,949	81.2
	14-17 years	1,310,189	53.0	1,310,189	53.0	3,312,174	63.0	1,287,243	73.6
	Total	4,060,978	50.2	8,431,162	56.3	10,433,147	58.8	6,962,907	53.9

Table 8.2 presents school attendance rates of working children aged 5 to 17 years, grouped by four classifications. Countrywide, children in hazardous work have the lowest school attendance rates (50.4 per cent) compared to children in child labour (57 per cent), working children (59.6 per cent) and non-working children (63.1 per cent). Generally speaking, non-working children were more likely to attend school than those working or engaged in prohibited forms of work.

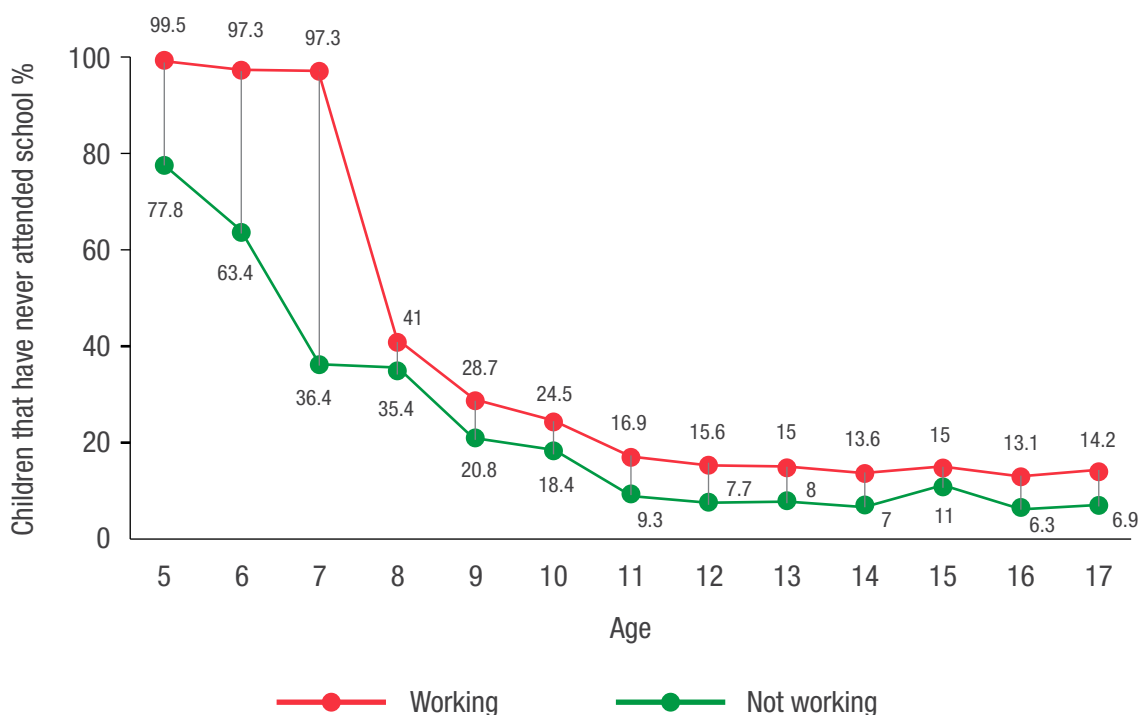
In urban as well as in rural areas, we observe the same trend. Furthermore, the difference is greater for girls in the urban areas aged 14 to 17 years where only 45.3 per cent of girls in hazardous work were attending school versus 90.3 per cent of non-working girls. For boys in the same age group in urban areas, we noticed only 52.2 per cent of school attendance for boys in hazardous work or in child labour versus 70 per cent for working boys and 92.4 per cent for non-working boys.

Whatever group is considered, whether it be children engaged in hazardous work or in child labour or in any of the two other groups, the percentage of school attendance is more important for children living in urban areas than those living in rural areas. For example, among children involved in child labour, the school attendance rate is 67 per cent in urban areas and 56.3 per cent in rural areas while for non-working children the school attendance rate is respectively 85.2 per cent and 53.9 per cent.

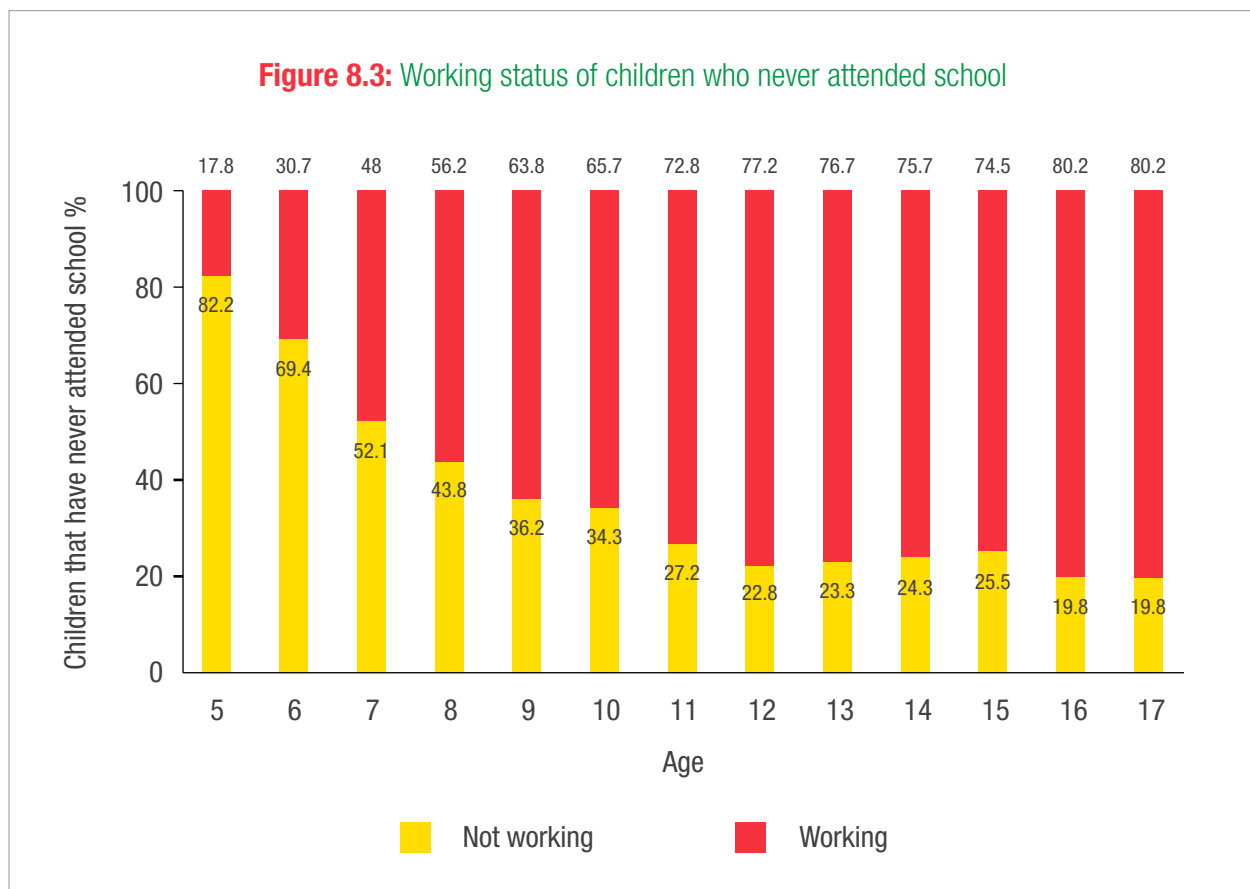
## 8.2 NEVER ATTENDED SCHOOL

At national level, out of all children aged 5 to 17, 30.4 per cent have never attended formal/informal schooling during their life time (31.3 per cent of boys and 29.4 per cent of girls). When including working status in the analysis (Figure 8.2), it is possible to observe that from the ages of 5 to 7, the majority of

**Figure 8.2:** Children who have never attended school by working status







children who never attended school are working, reflecting no other reason than the late entrance of pupils into the education system. From the age of 8 onwards, the balance is reversed, with working children being largely overrepresented among those who have never attended school.

Another way to analyse the situation of children who have never attended school is to observe among them, the rates of working for each specific age (Figure 8.3). There are systematically higher rates of working children across all ages amongst children who have never attended school, and the trend suggests that they tend to enter work later.

The area of residence is revealed as an essential variable for the understanding of these indicators. While 10.6 per cent of urban children have never attended school, this indicator is more than three times higher, at 34.7 per cent in the country's rural areas.

## 8.3 REASONS FOR NEVER ATTENDING SCHOOL

In discussing the underlying reasons why children have never attended school, the most commonly reported answer was that the child was too young to be in school (56.4 per cent), while other reasons with lower rates include: working as an unpaid worker in the family business /farm, family (9.8 per cent); family did not allow schooling (8.0 per cent); child was not interested in school (4.9 per cent); there was no school nearby/school too far (3.7 per cent); the child helps at home in household chores and cannot afford schooling (each with 3.5 per cent). Chronic illnesses and disabilities add up to 2.8 per cent of the responses.

Similarly, for children engaged in child labour, the most frequent response was that the child was too young to go to school (42.2 per cent); other reasons included: working as an unpaid worker in the family

business/farm (15.6 per cent) and the family did not allow schooling (11.8 per cent). While the reasons reported disaggregated by sex tend to follow similar patterns – with the exception of the indicator ‘help at home in household chores’, where girls have a higher representation, – there are noticeable differences in terms of the area of residence. Reporting of disabilities was higher in urban areas as compared to rural areas (4.7 per cent versus 0.3 per cent) and the same was true for reporting of chronic illnesses (4.5 per cent versus 2.0 per cent). The indicator ‘cannot afford schooling’ was particularly prevalent in urban areas as compared to rural areas (11.1 per cent 3.7 per cent, respectively). An interesting difference is that the indicator ‘family did not allow schooling’ was relatively more prevalent in rural than urban settings, indicating that the cultural perceptions of the value of education may be different according to the area of residence.

For working children, the main reason given for all groups was that the child is ‘too young’, followed by

the second most frequent response for the indicator ‘working in family business/farm as unpaid worker’ (15.9 per cent), followed by ‘family did not allow schooling’ (12.2 per cent), with noticeable differences in terms of area of residence and sex.

For children in the non-working category, 71.9 per cent mentioned ‘age’ as the reason for never attending school and 4.2 per cent of them were involved in work as unpaid workers in a family business or farm.

## 8.4 SCHOOL DROP-OUT

Table 8.4. indicates the school drop-out rates of children aged 5 to 17 years, disaggregated by: three age groups, area of residence and sex for working and non-working children. Accordingly, 2,830,842 children in the 5 to 17 age group, accounting for 7.6 per cent of the total number of children in the country, dropped out of school. The drop-out rate

**Table 8.3:** Distribution of children aged 5-17 years in child labour, working children and non-working children who never attended school by main reason for not working, sex and area of residence, Country Total: 2015

Main reason for not working	Male	Female	Urban	Rural	Total	
	%	%	%	%	No.	%
TOTAL						
Too young	56.6	56.3	65.7	55.8	6,404,619	56.4
Disabled	0.5	0.7	1.8	0.5	66,750	0.6
Chronic illnesses	2.0	2.4	3.9	2.1	249,399	2.2
No school nearby/ school too far	3.7	3.7	0.9	3.8	415,702	3.7
Cannot afford schooling	3.4	3.6	7.3	3.2	396,111	3.5
Family did not allow schooling	8.2	7.8	4.2	8.3	908,727	8.0
Not interested in school	5.4	4.3	5.9	4.9	559,321	4.9
Education not considered valuable	1.4	1.6	0.1	1.5	165,207	1.5
School not safe	1.9	2.5	1.5	2.2	245,795	2.2
To learn a job	0.9	0.4	0.7	0.7	75,636	0.7
To work for pay	0.6	0.2	0.9	0.4	49,374	0.4
To work as unpaid worker in family business /farm	10.7	8.8	0.6	10.4	1,115,744	9.8
Help at home with household chores	2.1	5.2	2.8	3.6	399,186	3.5
Other	2.5	2.5	3.3	2.5	283,887	2.5
Not stated	0.1	0.1	0.4	0.1	10,754	0.1

**Table 8.3:** Distribution of children aged 5-17 years in child labour, working children and non-working children who never attended school by main reason for not working, sex and area of residence, Country Total: 2015 (cont.)

Main reason for not working	Male	Female	Urban	Rural	Total	
	%	%	%	%	No.	%
<b>CHILD LABOUR</b>						
Too young	42.5	41.6	47.7	42.0	2,163,930	42.2
Disabled	0.2	0.8	4.7	0.3	21,592	0.4
Chronic illnesses	2.1	2.0	4.5	2.0	104,047	2.0
No school nearby/ school too far	5.0	5.6	1.3	5.3	266,521	5.2
Cannot afford schooling	3.9	4.0	11.1	3.7	201,744	3.9
Family did not allow schooling	11.9	11.5	5.8	11.9	603,299	11.8
Not interested in school	6.9	5.1	9.1	6.1	319,101	6.2
Education not considered valuable	1.6	1.4	0.1	1.6	80,027	1.6
School not safe	2.5	3.3	3.7	2.8	144,587	2.8
To learn a job	1.1	0.6	0.2	0.9	45,428	0.9
To work for pay	1.1	0.4	3.5	0.8	42,844	0.8
To work as unpaid worker in family business /farm	16.1	14.7	1.4	15.9	798,115	15.6
Help at home with household chores	2.0	5.1	4.1	3.1	161,686	3.2
Other	3.2	4.0	2.8	3.5	178,282	3.5
<b>WORKING CHILDREN</b>						
Too young	40.1	39.0	43.5	39.6	2,164,370	39.7
Disabled	.2	0.8	4.3	0.3	22,658	0.4
Chronic illnesses	2.1	2.1	4.1	2.1	115,472	2.1
No school nearby/ school too far	5.1	5.6	1.3	5.4	286,739	5.3
Cannot afford schooling	4.4	4.4	12.3	4.2	23,9204	4.4
Family did not allow schooling	12.1	12.4	5.3	12.4	666,934	12.2
Not interested in school	7.6	5.5	10.3	6.7	37,1503	6.8
Education not considered valuable	1.9	1.5	0.3	1.8	95,772	1.8
School not safe	2.4	3.3	3.3	2.7	149,403	2.7
To learn a job	1.1	0.7	0.7	1.0	52,511	1.0
To work for pay	1.1	0.4	3.4	0.8	45,060	0.8
To work as unpaid worker in family business /farm	16.4	15.0	1.5	16.3	866,237	15.9
Help at home with household chores	2.1	5.4	3.9	3.3	182,632	3.3
Other	3.4	3.9	5.7	3.5	194,220	3.6
<b>NON-WORKING CHILDREN</b>						
Too young	77.1	67.5	71.1	72.0	4,240,249	71.9
Disabled	0.9	0.6	1.1	0.7	44,092	0.7
Chronic illnesses	2.0	2.5	3.9	2.1	133,927	2.3
No school nearby/ school too far	1.9	2.4	0.8	2.3	128,963	2.2
Cannot afford schooling	2.2	3.0	6.0	2.3	156,907	2.7
Family did not allow schooling	3.4	4.7	4.0	4.1	241,793	4.1
Not interested in school	2.7	3.6	4.8	3.0	187,818	3.2

**Table 8.3:** Distribution of children aged 5-17 years in child labour, working children and non-working children who never attended school by main reason for not working, sex and area of residence, Country Total: 2015 (cont.)

Main reason for not working	Male	Female	Urban	Rural	Total	
	%	%	%	%	No.	%
Education not considered valuable	0.7	1.6	0.1	1.3	69,435	1.2
School not safe	1.3	1.9	1.0	1.7	96,391	1.6
To learn a job	0.5	0.3	0.7	0.4	23,125	0.4
To work for pay	0.1	0.1	0.2	0.1	4,313	0.1
To work as unpaid worker in family business /farm	3.6	4.8	0.4	4.6	249,507	4.2
Help at home with household chores	2.0	5.1	2.5	3.8	216,554	3.7
Other	1.4	1.6	2.7	1.4	89,667	1.5
Not stated	0.2	0.2	0.5	0.1	10,754	0.2

was higher among working children (10.9 per cent) than non-working children (4.1 per cent). Working boys were more likely to drop out of school than working girls (11.6 per cent versus 9.8 per cent).

In the 14 to 17 age group 1,634,955 children – equivalent to 18.1 per cent – dropped out of school. Among all age categories, this age group – working and non-working – had the highest dropout rates. In urban and rural areas working children were more likely to drop out of school than their non-working counterparts.

At national level, 2,246,233 working children – equivalent to 11.8 per cent – dropped out of school.

The percentage rates of school dropouts among children engaged in hazardous work, children in child labour, working children and non-working children were 15.9 per cent, 10.9 per cent, 11.8 per cent and 4.7 per cent respectively. This indicates a clear pattern with children engaged in hazardous work having the highest school drop-out percentage rate, while non-working children have the lowest.

**Table 8.4:** Number and percentage of working children and non-working children who dropped-out of school by sex, age group, area of residence and other relevant characteristics, Country Total: 2015

	Working children		Non-working children		Total	
	N	%	N	%	N	%
Total	2,082,847	10.9	747,996	4.1	2,830,842	7.6
SEX						
Male	1,372,758	11.6	249,905	3.2	1,622,663	8.3
Female	710,088	9.8	498,091	4.7	1,208,179	6.8
AGE GROUPS						
5-11 years	367,152	4.0	280,996	2.2	648,148	3.0
12-13 years	413,334	10.4	134,405	5.7	547,739	8.7
14-17 years	1,302,360	22.1	332,595	10.6	1,634,955	18.1
AREA OF RESIDENCE						
Urban	230,611	17.9	193,696	3.6	424,307	6.4
Rural	1,852,236	10.4	554,300	4.3	2,406,535	7.8

When we considered the age groups, the difference observed above is more important in the 14 to 17 age group. Actually, for children engaged in hazardous work in this age group, the drop-out percentage rate is 29.5, higher than for working children (22.7 per cent) and for non-working children (10.8 per cent).

A similar pattern is observed in urban areas where the highest proportion of school dropouts is to be found amongst children engaged in hazardous work (29.7 per cent). The school drop-out rate for other groups in urban areas is lower: 20.1 per cent in

the child labour group, 18.5 per cent in the working children group and only 4.2 per cent for non-working children.

For children engaged in hazardous work, we noticed that the percentage of dropouts is almost half in rural areas as compared to urban areas (14.9 versus 29.7) and the same applies to children engaged in child labour (10.3 versus 20.1), while the difference is slightly less for working children (11.3 versus 18.5). However, for non-working children, the drop-out rate is almost the same in both rural and urban areas (4.2 and 4.9 per cent, respectively).

**Table 8.5:** Number and percentage of children in hazardous work, children in child labour, working children and non-working children who dropped out of school by sex, age group, area of residence and other relevant characteristics, Country Total: 2015

Main background characteristics		Children in hazardous work		Children in child labour		Working children		Non-working children		Total	
		N	%	N	%	N	%	N	%	N	%
Sex	Country total	1,388,475	15.9	1,732,135	10.9	2,246,233	11.8	860,284	4.7	3,106,518	8.3
	Male	904,987	16.6	1,126,396	11.5	1,480,917	12.6	295,905	3.8	1,776,822	9.1
	Female	483,488	14.9	605,739	9.8	765,316	10.5	564,380	5.3	1,329,696	7.5
Age groups	5-11 years	303,959	7.3	471,841	5.2	471,841	5.2	375,712	2.9	847,552	3.9
	12-13 years	255,686	14.6	431,464	10.8	43,1464	10.8	147,339	6.3	578,803	9.1
	14-17 years	828,830	29.5	828,830	29.5	1,342,929	22.7	337,233	10.8	1,680,162	18.6
Area of residence	Urban	181,653	29.7	196,121	20.1	238,253	18.5	227,760	4.2	46,6012	7.0
	Rural	1,206,822	14.9	1,536,013	10.3	2,007,981	11.3	632,524	4.9	2,640,505	8.6

### 8.4.1 Reasons for school drop-outs

The principal reasons why children dropped out of school were presented in line with their working status. Table 8.6 presents the distribution of school drop-outs among all children, children engaged in child labour, children engaged in hazardous work and non-working children. As reflected in the table, 18.8 per cent of all children combined dropped out of school because they had to work as unpaid family workers in the family business or farm. This reason was the main one reported for boys (23.8 per cent) and also for children living in rural areas (21.2 per cent).

Working in this situation is also the main reason reported by children engaged in child labour (20.6 per cent) as well as those in hazardous work (21.1 per cent) who have dropped out. The second main reason reported by these two groups is 'Poor in studies or not interested in school', respectively by 15.8 per cent and 18.8 per cent.

Non-working children who have dropped out of school report that the main reason was to help at home with household tasks (14.7 per cent).

**Table 8.6:** Distribution of children in child labour, hazardous work and non-working children who dropped out of school by main reasons reported, sex and area of residence, Country Total:2015

Reasons for dropping out	Male	Female	Urban	Rural	Total
	%	%	%	%	%
<b>CHILD LABOUR</b>					
Completed his/her primary schooling	0.2	0.9	1.4	0.4	0.5
Too old for school	0.5	0.4	0.8	0.4	0.5
Illness	5.7	7.5	6.0	6.4	6.3
Disability	0.3	0.9	1.1	0.4	0.5
Injury	1.0	1.0	0.0	1.1	1.0
No school/school too far	4.5	4.4	4.4	4.5	4.5
Cannot afford schooling	6.5	7.4	16.0	5.6	6.8
Family did not allow schooling	5.9	7.6	6.3	6.5	6.5
Poor in studies/not interested in school	15.3	16.7	12.3	16.2	15.8
Education not considered valuable	3.6	1.5	1.6	3.1	2.9
School not safe	2.3	2.9	1.2	2.7	2.5
To learn a job	2.9	2.7	5.6	2.5	2.9
To work for pay as employee	1.9	1.5	4.6	1.4	1.8
To work as unpaid worker in family business/farm	25.0	12.5	6.4	22.5	20.6
Help at home with household tasks	3.6	7.8	6.2	5.0	5.1
Other	9.8	12.7	12.9	10.5	10.8
Not Stated	11.0	11.6	13.2	11.0	11.2
<b>HAZARDOUS WORK</b>					
Completed his/her primary schooling	0.3	1.1	1.4	0.5	0.6
Too old for school	0.6	0.5	0.9	0.5	0.6
Illness	5.5	6.6	5.3	6.0	5.9
Disability	0.2	0.8	1.2	0.3	0.4
Injury	1.0	1.0	0.0	1.2	1.0
No school/school too far	4.7	4.3	4.7	4.6	4.6
Cannot afford schooling	6.9	7.9	16.4	5.8	7.2
Family did not allow schooling	6.0	8.1	6.8	6.7	6.7
Poor in studies/not interested in school	16.6	17.1	13.2	17.3	16.8
Education not considered valuable	3.5	1.4	1.7	2.9	2.8
School not safe	2.1	2.4	0.9	2.4	2.2
To learn a job	3.1	3.4	6.0	2.7	3.2
To work for pay as employee	2.2	1.8	4.9	1.6	2.1
To work as unpaid worker in family business/farm	25.6	12.5	6.6	23.4	21.1
Help at home with household tasks	3.3	7.4	6.0	4.6	4.8
Other	9.3	13.7	13.0	10.5	10.8
Not Stated	9.1	9.8	11.0	9.0	9.3

**Table 8.6:** Distribution of children in child labour, hazardous work and non-working children who dropped out of school by main reasons reported, sex and area of residence, Country Total:2015 (cont.)

Reasons for dropping out	Male	Female	Urban	Rural	Total
	%	%	%	%	%
<b>NON-WORKING CHILDREN</b>					
Completed his/her primary schooling	1.2	0.6	0.7	0.8	0.8
Too old for school	0.9	0.5	0.0	0.9	0.6
Illness	8.6	10.0	9.7	9.5	9.6
Disability	0.1	0.0	0.2	0.0	0.0
Injury	0.9	1.4	0.0	1.7	1.3
No school/school too far	3.4	2.9	1.1	3.8	3.1
Cannot afford schooling	7.3	6.5	9.0	6.0	6.8
Family did not allow schooling	3.7	4.0	2.1	4.5	3.9
Poor in studies/not interested in school	9.7	10.3	5.5	11.7	10.1
Education not considered valuable	2.3	2.8	2.0	2.9	2.6
School not safe	3.0	2.4	1.9	2.9	2.6
To learn a job	1.8	0.8	1.5	1.0	1.1
To work for pay as employee	0.1	1.1	0.1	1.0	0.8
To work as unpaid worker in family business/farm	11.7	9.8	1.6	13.6	10.4
Help at home with household tasks	11.3	16.4	15.5	14.4	14.7
Other	9.9	11.6	14.9	9.6	11.0
Not Stated	24.1	18.6	34.1	15.7	20.4
<b>Total</b>					
Completed his/her primary schooling	0.7	0.9	1.7	0.6	0.8
Too old for school	0.6	0.4	0.4	0.6	0.5
Illness	6.0	8.5	7.2	7.0	7.1
Disability	0.2	0.4	0.6	0.3	0.3
Injury	0.8	1.2	0.3	1.1	1.0
No school/school too far	4.3	3.6	2.6	4.3	4.0
Cannot afford schooling	6.3	7.0	11.9	5.7	6.6
Family did not allow schooling	5.9	6.2	4.4	6.3	6.0
Poor in studies/not interested in school	13.5	14.1	8.8	14.7	13.8
Education not considered valuable	3.8	2.1	1.6	3.4	3.1
School not safe	2.2	2.5	1.4	2.5	2.3
To learn a job	2.8	1.9	3.3	2.2	2.4
To work for pay as employee	1.5	1.7	3.2	1.3	1.6
To work as unpaid worker in family business/farm	23.8	12.2	5.4	21.2	18.8
Help at home with household tasks	4.4	11.1	10.7	6.7	7.3
Other	10.0	12.1	14.4	10.3	10.9
Not Stated	13.1	14.0	22.2	12.0	13.5

**Table 8.7:** Number and distribution of children in hazardous work, child labour, working children and non-working children by highest level of schooling achieved by their household head, Country Total: 2015

	Hazardous work		Child labour		Working children		Non-working Children		Total	
	N	%	N	%	N	%	N	%	N	%
<b>URBAN</b>										
No School	80,194	13.1	118,162	12.1	149,254	11.6	504,835	9.4	654,089	9.8
Primary school	387,246	63.4	633,611	64.9	807,543	62.6	2,643,792	49.3	3,451,335	51.9
Secondary school	74,363	12.2	126,927	13.0	194,551	15.1	1,151,743	21.5	1,346,294	20.2
Above Secondary school	69,366	11.3	97,641	10.0	138,464	10.7	1,063,531	19.8	1,201,995	18.1
Total	611,169	100.0	976,341	100.0	1,289,811	100.0	5,363,901	100.0	6,653,712	100.0
<b>RURAL</b>										
No School	2,379,651	29.4	4,185,186	28.0	4,765,534	26.8	2,947,283	22.8	7,712,817	25.1
Primary school	5,323,483	65.7	10,046,543	67.1	12,045,120	67.8	8,909,200	68.9	20,954,320	68.3
Secondary school	305,904	3.8	588,486	3.9	761,942	4.3	765,990	5.9	1,527,932	5.0
Above Secondary school	87,544	1.1	151,620	1.0	182,285	1.0	301,673	2.3	483,958	1.6
Total	8,096,583	100.0	14,971,834	100.0	17,754,880	100.0	12,924,146	100.0	30,679,026	100.0
<b>TOTAL</b>										
No School	2,459,845	28.2	4,303,348	27.0	4,914,787	25.8	3,452,118	18.9	8,366,905	22.4
Primary school	5,710,729	65.6	10,680,154	67.0	12,852,663	67.5	11,552,992	63.2	24,405,655	65.4
Secondary school	380,267	4.4	715,413	4.5	956,493	5.0	1,917,733	10.5	2,874,226	7.7
Above Secondary school	156,910	1.8	249,260	1.6	320,749	1.7	1,365,204	7.5	1,685,953	4.5
Total	8,707,752	100.0	15,948,175	100.0	19,044,691	100.0	18,288,047	100.0	37,332,739	100.0

## 8. 5 HOUSEHOLD HEAD'S EDUCATIONAL ACHIEVEMENT

Table 8.7 presents the distribution of children engaged in hazardous work, children engaged in child labour, working children and non-working children by the highest level of schooling achieved by the household head.

The table shows that 22.4 per cent of children lived in households where the household head had never been to school. This percentage is more important in rural areas (25.0 per cent) and especially for the group of children in hazardous work (29.4 per cent) and those in child labour (28.0 per cent), whereas in urban areas, only 9.8 per cent of children were living in such households, with 13.0 per cent for children in hazardous work and 9.4 per cent for non-working children.

Only 7.7 per cent of children were living in households where the head of household had reached above secondary school level. These children are mainly found living in urban areas where the percentage is 18.1 per cent, which is ten times higher than that in rural areas (1.6 per cent).

Among non-working children living in urban areas, almost one child in every five (19.8 per cent) is living in a household where the head had reached above secondary school level. Other urban children who are engaged in hazardous work as well as those in child labour, have lower percentages, 11.3 per cent and 10 per cent, respectively.



# Chapter 9

## OTHER RELEVANT CHARACTERISTICS

### 9.1 SOCIO-ECONOMICS CHARACTERISTICS OF THE HOUSEHOLDS

#### 9.1.1 Housing standards and living conditions

Lack of adequate shelter, poor sanitation, insufficient and unsafe water supply, inappropriate defecating facilities and inadequacy of basic housing facilities, etc., in general, characterize the extent of poverty in developing countries. Inaccessibility to these basic needs have an adverse effect on health conditions and the general well-being of the society at large. Since child labour is often closely linked to poverty, the survey collected data on households' characteristics such as the type of household dwelling, type of toilet facilities, source of lighting and drinking water.

#### 9.1.2 Household dwellings

Information on housing quality is an important indicator of the well-being of a household. Good quality houses are usually related to better income, which could be taken as an indicator of better

economic well-being. Dense occupation of rooms and use of low quality materials in the construction of houses are likely to have adverse effects on the health of individuals residing in such housing units. Therefore, to assess the living conditions of households, with regard to their dwelling units, the survey collected information on the types of dwelling units used by the sampled households. The survey found that for the country overall, children who are not working seem to be living in better types of dwelling than those who are working or who are engaged in child labour. About 57 per cent of children engaged in child labour were living in a house constructed with iron sheets, while the rate is higher for non-working children at 65.2 per cent. The second most important type of dwelling is a 'thatch house'. More children engaged in child labour are living in this type of dwelling (37.4 per cent) than non-working children (30.0 per cent). We noticed that iron sheet dwellings are mainly found in urban areas, whereas thatch houses are mainly present in the rural areas. For all groups of children, apartments or flats are rare both in urban and rural areas (see Table 9.1).

### 9.1.3 Sources of lighting

Households use different types of energy for lighting, depending on the availability and/or affordability of these facilities. Electricity, kerosene, and solar are the main sources of lighting. As regards electricity, 36.4 per cent of non-working children live in households that have electricity, while only 10.7 per cent of children engaged in child labour live in similar circumstances. In urban areas, almost 92 per cent of non-working children live in households that are using electricity as a main source of lighting, while these conditions are the same for 77.5 per cent of children engaged in child labour. The survey found that about 30.9 per cent of children engaged in child labour live in households that use local kerosene lamps (kuraz) which was the next most common source of lighting, mainly utilized in rural areas. However, in urban areas, only 3.3 per cent of non-working children belonged to households using it as main source of lighting. Solar energy is also often used by households, mainly in rural areas. More children engaged in hazardous work lived in households that used it as main source of lighting as compared to non-working children.

The relative use of these sources of lighting differs very much between rural and urban households. Among the three categories of children, the highest proportion, ranging from 77 per cent to 92 per cent of urban households use electricity, while the use of local kerosene (32 to 36 per cent) and solar (11 to 14 per cent) are more common in rural areas.

### 9.1.4 Toilet facilities

One of the indicators of a household's welfare is the availability and quality of a toilet facility. Availability of standard toilet facilities for households indicates not only the well-being of households but also helps in lessening the spread of disease associated with poor sanitation. The data collected in the survey enable to assess the extent of availability of toilet facilities as well as the identification of the types of toilet used by the households. The questionnaire

asks about four possible types of toilet facilities: toilet inside the house private, inside the compound private, inside the compound shared, outside the compound shared.

At country level, for both rural and urban areas, the use of a private toilet facility inside the compound is predominant among the three defined categories of children and accounted for 40 to 60 per cent of households, while those households without any ready-made toilet facilities ranged from 25 per cent to 40 per cent. However, while for rural areas most of the remaining households had no toilet facilities, in urban areas the share of households with shared toilets inside the compound and those without toilet facilities were both significant.

### 9.1.5 Sources of drinking water

Lack of safe water is one of the major causes of diseases and death in developing countries. Adequate and safe drinking water for all is an effective way of preventing the expansion of water-borne diseases such as diarrhoea, cholera, and dysentery, which is a potent cause of loss of life especially of children. Information on the estimated number of people using unsafe water for drinking would be of great importance for policy considerations in the context of supplying adequate water for personal use, as well as for mitigating the spread of water-borne diseases. With this premise, the survey was designed to provide data on sources of drinking water mostly used by households. The 'safe' sources of drinking water are listed as pipe-borne inside, pipe-borne in the compound, own tap, pipe-borne outside the compound and tanker service. There could also be other sources such as, protected well/spring, unprotected well/spring, river/pond/well and rain water which may be classified as 'unsafe' sources of water.

Table 9.1 shows that for the country as a whole, most of the households with children engaged in labour or working children (27.0 per cent) use unprotected well/spring, followed by river/pond/

well, reaching about 25.0 per cent in both cases. For those households with non-working children, the respective shares of pipe-borne water outside the compound, unprotected well/spring and river/pond/well were 29.7, 18.8 and 16.1 per cent.

The majority of urban dwellings have access to safe water and their share ranges from 70 to 85 per cent among the three categories of households classified by child labour status. On the contrary, more than half of the rural households are exposed to unsafe water that is obtained from unprotected well/spring and river/pond/well.

**Table 9.1:** Distribution of households of children in child labour, working children, and non-working children by main characteristics of dwellings, toilet facility, source of lighting, source of drinking water, and area of residence, Country Total: 2015

Main dwelling characteristics	AREA OF RESIDENCE								
	Urban			Rural			Total		
	Child labour %	Working children %	Non-working children %	Child labour %	Working children %	Non-working children %	Child labour %	Working children %	Non-working children %
HOUSEHOLD DWELLINGS									
Apartment/flat/Condominium	1.5	1.6	1.9	1.3	1.3	1.2	1.3	1.3	1.4
Iron sheet house	95.2	95.0	94.0	54.5	55.1	53.2	57.0	57.8	65.2
Thatch house	2.9	2.9	2.9	39.7	39.2	41.3	37.4	36.8	30.0
Mobile home (e.g. tent, caravan).	0.0	0.0	0.2	1.6	1.5	1.0	1.5	1.4	0.7
Shelter not meant for living purposes	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1
Shanty	0.0	0.1	0.4	0.8	0.8	1.2	0.8	0.8	0.9
	0.4	0.3	0.6	2.1	2.1	2.1	2.0	2.0	1.7
TOILET FACILITY									
Inside the house privet	9.6	9.3	8.9	3.6	3.8	4.3	4.0	4.1	5.7
Inside the compound privet	44.8	48.4	45.5	51.2	52.7	58.4	50.8	52.4	54.6
Inside the compound shared	19.0	18.5	31.0	3.7	3.6	3.9	4.6	4.6	11.9
Outside the compound shared	1.9	1.6	3.8	1.9	2.0	1.9	1.9	2.0	2.4
Not available	24.8	22.2	10.8	39.5	37.9	31.4	38.6	36.9	25.4
SOURCES OF LIGHTING									
Wood	0.2	0.2	0.2	3.3	3.3	2.7	3.1	3.1	2.0
Charcoal	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Kerosene	0.2	0.2	0.5	2.2	2.2	3.4	2.1	2.1	2.6
Electricity	77.5	79.4	91.8	6.3	6.8	13.4	10.7	11.7	36.4
Bio Gas	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1
Solar	5.0	4.1	1.8	13.8	13.4	11.8	13.3	12.7	8.8
Butane Gas	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kerosene lamp	1.8	1.4	0.5	5.3	5.3	5.4	5.1	5.0	4.0

**Table 9.1:** Distribution of households of children in child labour, working children, and non-working children by main characteristics of dwellings, toilet facility, source of lighting, source of drinking water, and area of residence, Country Total: 2015 (cont.)

Main dwelling characteristics	AREA OF RESIDENCE								
	Urban			Rural			Total		
	Child labour	Working children	Non-working children	Child labour	Working children	Non-working children	Child labour	Working children	Non-working children
	%	%	%	%	%	%	%	%	%
Lantern	0.0	0.0	0.0	0.6	0.6	0.8	0.6	0.6	0.6
Dung/manure	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.0
Local kerosene lamp (Kuraz)	12.6	12.2	3.3	32.1	33.1	36.0	30.9	31.7	26.4
None	0.2	0.1	0.1	1.5	1.4	1.1	1.4	1.3	0.8
Others	2.3	2.2	1.7	34.8	33.9	25.1	32.8	31.7	18.2
SOURCE OF DRINKING WATER									
Pipe-borne inside the house	3.8	3.8	4.3	0.0	0.0	0.1	0.3	0.3	1.3
Pipe-borne in compound	36.9	38.8	52.5	0.9	1.0	2.2	3.1	3.5	16.9
Pipe-borne Outside the compound	37.3	37.3	34.2	20.5	21.0	27.9	21.5	22.1	29.7
Tanker service	1.3	1.3	1.0	1.1	1.1	0.9	1.1	1.1	1.0
Protected well/spring	2.2	1.9	2.6	20.0	19.6	18.4	18.9	18.4	13.8
unprotected well/spring	2.0	2.4	1.5	29.3	28.8	25.9	27.7	27.0	18.8
River/pond /Well	16.0	13.8	3.2	25.6	25.6	21.5	25.0	24.8	16.1
Rain water	0.3	0.7	0.6	1.1	1.1	1.1	1.0	1.0	0.9
Others	0.1	0.1	0.1	1.6	1.9	2.0	1.5	1.7	1.4

## 9.2 HOUSEHOLD ASSETS AND INDEBTEDNESS

Across the country, surveyed households were asked about possession of selected assets that are commonly used. A significant proportion of non-working children came from households that owned 15 of the 18 assets listed in Table 9.2 which included relatively expensive items such as computers, automobiles, radio/ tape players, refrigerators, motorcycles etc. Among the different child categories, households which had the highest percentage of mobile phones were those with non-working children (60.9 per cent). These households also have the highest rate of possession of radio/

tape players (41.4 per cent) and satellite cable TV (21.5 per cent). If ownership of the assets is taken as a comprehensive measure of well-being of families, the data support the premise that children from wealthier households tend to work less. As regards households in the possession of housing units and agricultural farm tools, it is observed that such households with children engaged in child labour are in a higher percentile than households with other categories of children and this may be explained by the nature of the Ethiopian economy where child labour is mostly found in the agricultural and allied sectors, and in rural areas.

**Table 9.2:** Percentage of households of children in child labour, working children not in child labour, and non-working children by assets owned and by area of residence, Country Total: 2015

Asset owned	AREA OF RESIDENCE								
	Urban			Rural			Total		
	Child labour	Working children not in child labour	Non-working children	Child labour	Working children not in child labour	Non-working children	Child labour	Working children not in child labour	Non-working children
	%	%	%	%	%	%	%	%	%
Automobile	1.1	1.3	3.0	0.3	0.3	0.5	0.4	0.4	1.2
Tractor	0.7	0.5	0.4	0.1	0.1	0.1	0.1	0.1	0.2
Motorbike/ Bicycle	4.0	4.7	4.3	1.0	1.0	1.5	1.2	1.3	2.3
Housing unit	72.4	70.9	60.6	90.9	90.9	89.5	89.8	89.5	81.0
Animal drawn cart	4.4	4.0	5.2	3.4	3.3	4.3	3.4	3.4	4.6
Television	41.3	42.8	60.1	1.1	1.3	4.8	3.6	4.1	21.0
Iron	7.8	8.5	11.9	0.3	0.3	1.2	0.7	0.9	4.3
VCD DVD player	24.1	24.5	36.1	0.5	0.6	2.9	2.0	2.2	12.6
Washing machine	1.8	1.9	4.9	0.1	0.1	0.4	0.2	0.2	1.7
Oven	12.6	13.4	26.1	1.2	1.2	2.4	1.9	2.0	9.3
Agricultural farm tools	41.1	38.8	21.1	86.2	86.3	81.6	83.4	83.1	63.9
Refrigerator	20.1	19.6	24.3	1.3	1.4	2.7	2.5	2.6	9.0
Computer	3.4	4.0	8.3	0.2	0.2	0.4	0.4	0.4	2.7
Sewing machine	2.3	2.3	2.2	0.3	0.3	0.4	0.4	0.4	0.9
Satellite Cable TV	15.3	15.3	19.6	0.2	0.2	0.9	1.1	1.2	6.4
Telephone	12.2	13.3	18.7	0.5	0.5	0.9	1.2	1.3	6.1
Mobile phone	79.9	80.3	86.4	43.3	44.0	48.6	45.5	46.5	59.6
Radio/ tape player	54.2	52.5	52.3	33.7	34.2	35.6	35.0	35.4	40.5

Table 9.3 indicates the indebtedness of households with children aged 5 to 17 in relation to a child's status as engaged in child labour, working but not in child labour, and non-working. Households were considered as indebted if any of the residing members had an outstanding loan. The survey found that households with children engaged in child labour had higher rates of indebtedness as compared to the other categories of children, and that there was little difference between boys and girls (23.6 per cent and 23.7 percent respectively).

By age group of children, households with children engaged in child labour belonging to the 14 to 17 age group (24.7 per cent) had the highest share of debt; and by area of residence, the rural households with children engaged in child labour had the highest with 23.9 per cent.

In both urban and rural areas, households with non-working children had less indebted members (15.5 per cent and 20.3 per cent respectively), while in households with children engaged in child labour the rate of indebtedness in both urban and rural areas was respectively 21 per cent and 23.7 per cent.

**Table 9.3:** Reported indebted condition of households of children in child labour, working children not in child labour, and non-working children by sex, age groups and area of residence, Country Total: 2015

Main background characteristics	Child labour		Working children not in child labour		Non-working children		Total	
	N	%	N	%	N	%	N	%
SEX								
Male	2,299,427	23.5	2,649,718	22.5	1,390,820	18.0	4,040,538	20.7
Female	1,448,987	23.5	1,699,116	23.4	2,061,056	19.5	3,760,172	21.1
AGE GROUPS								
5-11 years	2,170,298	23.7	2,170,298	23.7	2,470,559	19.3	4,640,857	21.1
12-13 years	906,712	22.8	906,712	22.8	4,67,065	19.9	1,373,776	21.7
14-17 years	671,404	23.9	1,271,824	21.5	514,252	16.4	178,6077	19.8
AREA OF RESIDENCE								
Urban	204,578	21.0	261,061	20.2	829,273	15.5	204,578	21.0
Rural	3,543,835	23.7	4,087,774	23.0	2,622,603	20.3	3,543,835	23.7

## 9.3 HEALTH AND WORK SAFETY ISSUES

The survey collected information on health and safety issues at work faced by children engaged in child labour who are especially vulnerable and often prone to more than one health and/or safety risk. Work performed in an unhealthy and unsafe environment exposes the child to hazardous working conditions and abuses, making this an important issue in the study of child labour.

### 9.3.1 Children in hazardous work handling equipment

Table 9.4 and Figure 9.1 indicate that almost 30.9 per cent of female children engaged in hazardous work were carrying heavy loads or handling unsafe equipment and this share was higher than for male children (24.1 per cent). The same pattern was observed for girls as per the indicator for carrying heavy loads (24.8 per cent) and operating unsafe or handling heavy equipment (8.2 per cent), which again was higher than for boys (19.2 per cent, and 7.2 per cent, respectively).

Again, the table shows that the proportion of 5 to 17-year-old children engaged in hazardous work, carrying heavy loads or handling unsafe equipment increases with age. This could be a reflection of the nature and intensity of work performed by children at different ages. Older children were engaged in more tiring and demanding activities, and therefore, were more exposed to hazardous work than children belonging to the middle and younger age groups.

In terms of place of residence, there is a higher incidence of children engaged in hazardous work handling unsafe equipment or carrying heavy loads in the rural areas (26.8 per cent) than in the urban areas (22.2 per cent).

The proportion of children in hazardous work in terms of usage of unsafe equipment or carrying heavy loads was more concentrated in the economic activities related to water supply; sewerage, waste management and remediation activities, as well as professional, scientific and technical activities. Next in importance were mining and quarrying, and manufacturing activities.

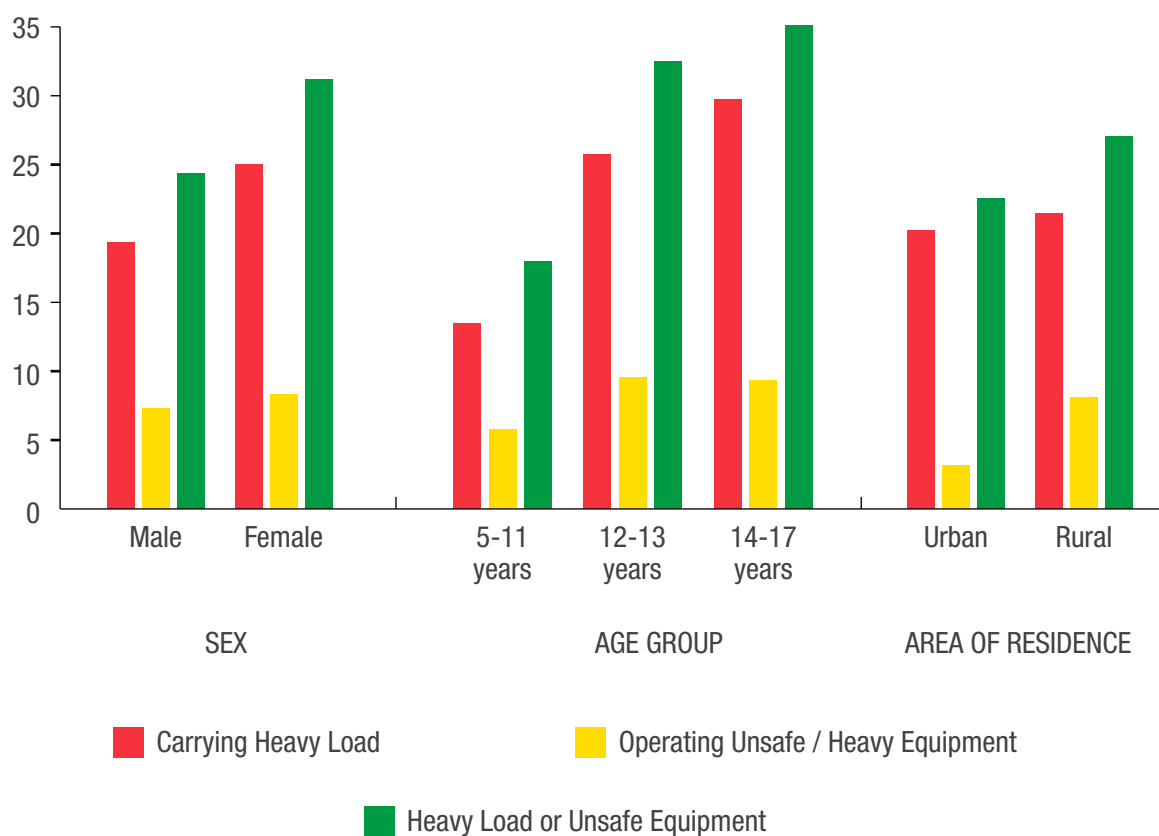
Greater proportions of child workers engaged in hazardous work carrying heavy loads or handling unsafe equipment, and liable for injury or health

problems were recorded among the following occupations: service and sales (31.0 per cent), agriculture, forestry and fishery, as skilled workers (27.7 per cent) and craft and related trades (26.1 per cent).

**Table 9.4:** Percentage distribution of children in hazardous work handling unsafe equipment or heavy loads by type, sex, age-groups, industries and occupations, Country Total: 2015

Main characteristics	Carrying heavy load	Operating unsafe/ heavy equipment	Heavy load or unsafe equipment
	%	%	%
<b>SEX</b>			
Male	19.2	7.2	24.1
Female	24.8	8.2	30.9
<b>AGE GROUP</b>			
5-11 years	13.3	5.6	17.8
12-13 years	25.4	9.4	32.3
14-17 years	29.4	9.1	34.9
<b>AREA OF RESIDENCE</b>			
Urban	20.0	3.2	22.2
Rural	21.3	7.9	26.8
<b>INDUSTRY</b>			
Agriculture, forestry and fishing	20.5	8.0	26.2
Mining and quarrying	31.9	3.8	33.3
Manufacturing	29.3	6.3	33.4
Water supply; sewerage, waste management and remediation activities	100.0	100.0	100.0
Construction	39.0	0.0	39.0
Wholesale and retail trade; repair of motor vehicles and motorcycles	39.5	0.8	39.6
Transportation and storage	17.7	0.6	16.5
Accommodation and food service activities	0.8	2.9	3.8
Professional, scientific and technical activities	95.6	52.2	100.0
Human health and social work activities	4.0	0.0	4.0
Other service activities	13.4	0.0	13.4
Activities of households as employers undifferentiated goods and services-producing activities of households for own use	20.9	7.1	25.3
<b>OCCUPATION</b>			
Clerical support workers	0.0	15.7	15.7
Service and sales workers	28.6	2.9	31.0
Skilled agricultural, forestry and Fishery workers	21.1	9.0	27.7
Craft and related trades workers	24.7	1.8	26.1
Plant and machine operators, and assemblers	20.5	7.3	19.1
Elementary Occupations	18.8	2.5	19.5

**Figure 9.1:** Percentage distribution of children in hazardous work handling unsafe equipment or heavy loads by type, sex, age-groups. Country Total: 2015



### 9.3.2 Children in hazardous work environment

The survey data analysed the risks posed by exposure to health and safety in the work place of working children aged 5 to 17 years, and examined whether children engaged in economic activities had been exposed to dangerous tools, chemicals, unhealthy work environment and other harmful conditions in the past 12- month reference period.

As regards children working in an unhealthy work environment, a higher proportion of boys (63.1 per cent) than girls (36.9 per cent) was exposed to an unhealthy work environment in 10 out of a total of 12 possible negative conditions. Girl workers were more exposed to fire, gas and flames (70.8 per cent)

and to a work place that was too dark or confined (52.2) as compared to boys (29.2 and 47.8 per cent, respectively).

In terms of age group, the data show that overall a greater proportion of children (82.5 per cent) within the 5 to 11 age group was more exposed to an unhealthy work environment compared to their counterparts in the other age groups and that the proportion of such children is the lowest among the 12 to 13-year olds as compared to the other age groups.

The proportion of children exposed to an unhealthy work environment was higher in the rural than in the urban areas (93.1 and 6.9 per cent, respectively). The pattern across industries vary, but the bulk of children



who were engaged in agriculture, forestry and the fishing industry, had a high incidence of exposure to some type of unhealthy work environment at 88.9 per cent.

**Table 9.5:** Number and percentage of children in hazardous work working in unhealthy work environment by type, sex, age groups and industries, Country Total: 2015

Main characteristics	Dust, fumes,	Fire, gas, flames	Loud noise or vibration	Extreme cold or heat	Dangerous tools Knives etc.	Work under ground	Work at heights	Work in water/ lake/pond/river	Work place too dark or confined	Insufficient ventilation	Chemicals (pesticide, glues, etc.)	Explosives	Other things, processes or conditions bad for your health or safety	Total unhealthy work environment	
	%	%	%	%	%	%	%	%	%	%	%	%	%	N	%
SEX															
Male	62.4	29.2	62.3	62.9	61.6	62.8	62.9	54.7	47.8	62.1	69.5	68.2	46.6	2,271,562	63.1
Female	37.6	70.8	37.7	37.1	38.4	37.2	37.1	45.3	52.2	37.9	30.5	31.8	53.4	1,328,904	36.9
AGE GROUPS															
5-11 years	43.3	32.1	35.8	45.2	32.1	37.4	42.8	48.2	43.4	44.9	40.7	46.2	37.8	1,572,710	43.7
12-13 years	21.5	25.0	21.3	21.6	26.4	23.3	23.2	23.9	27.3	17.5	12.8	17.7	21.9	779,653	21.7
14-17 years	35.2	42.9	42.9	33.2	41.5	39.4	34.0	28.0	29.3	37.6	46.6	36.2	40.3	1,248,103	34.7
AREA OF RESIDENCE															
Urban	6.9	16.9	29.6	6.7	13.1	1.8	3.6	6.6	6.0	14.3	29.8	19.8	14.0	248,139	6.9
Rural	93.1	83.1	70.4	93.3	86.9	98.2	96.4	93.4	94.0	85.7	70.2	80.2	86.0	3,352,327	93.1
MAJOR INDUSTRY															
Agriculture, forestry and fishing	89.2	72.1	65.1	89.8	81.3	85.1	94.6	92.8	77.4	78.3	67.7	78.0	90.9	3,201,664	88.9
Mining and quarrying	0.7	0.7	2.2	0.8	0.2	8.4	1.1	2.6	15.5	8.5	0.8	0.0	0.0	22,357	0.6
Manufacturing	1.4	5.2	3.0	1.0	2.8	0.5	0.1	1.5	0.7	1.0	1.5	0.0	1.2	50,113	1.4
Water supply; sewerage, waste management and remediation activities	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	439	0.0
Construction	0.4	0.4	3.3	0.3	0.8	0.0	0.1	0.0	0.0	1.5	0.0	0.0	0.0	14,176	0.4
Wholesale and retail trade; repair of motor vehicles and motorcycles	3.0	10.3	13.2	3.6	7.1	2.9	1.6	1.3	2.4	0.2	6.6	.0	4.4	131,018	3.6
Transportation and storage	0.6	1.1	4.5	0.6	1.3	0.0	0.0	0.0	0.0	0.4	7.3	.0	2.1	19,480	0.5
Accommodation and food service activities	0.5	1.7	3.1	0.4	0.8	0.0	0.0	0.0	0.0	5.0	7.9	10.9	0.0	18,789	0.5
Professional, scientific and technical activities	0.1	0.0	0.0	0.2	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3,064	0.1
Human health and social work activities	0.1	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,286	0.1
Other service activities	0.9	2.7	2.6	0.6	1.5	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	30,734	0.9
Activities of households as employers undifferentiated goods and services-producing activities of households for own use	3.0	5.6	2.9	2.6	3.7	3.1	2.4	1.2	4.0	5.1	8.1	11.1	0.7	106,163	2.9
Activities of extraterritorial organizations and bodies description	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	183	0.0

### 9.3.3 Children in hazardous work locations

Children in the sample areas were asked whether they had been working in dangerous work locations in the 12-month reference period, and it is observed that for all dangerous work locations such as work underground, in water, at a height and with insufficient ventilation, the proportional rate of girls who worked in such conditions was higher than for boys.

With regard to the area of residence, the results indicated that the proportion of children who

considered their work place as dangerous was significantly higher in rural areas (10.0 per cent) as compared to those in the urban areas (5.6 per cent).

When the analysis is carried out by age groups, no distinct pattern is observed, as indicated in Table 9.6.

### 9.3.4 Children in hazardous work exposed to health hazards

Table 9.7 indicates the incidence of work-related injury or illness in the 12-month reference period for children currently employed in work that is considered hazardous. Children engaged in hazardous work are

**Table 9.6:** Number and percentage of children in hazardous work exposed to health hazards by type, sex and age groups, Country Total: 2015

Main characteristics	Work under ground	Work in water/lake/Pond/river	Work at heights	Insufficient ventilation	Dangerous work locations	
	%	%	%	%	N	%
SEX						
Male	2.4	3.9	5.4	0.5	355,752	8.9
Female	2.6	5.8	5.7	0.5	243,021	10.9
AREA OF RESIDENCE						
Urban	0.6	4.0	2.7	1.0	26,358	5.6
Rural	2.6	4.6	5.7	0.5	572,415	10.0
AGE GROUPS						
5-11 years	2.0	4.8	5.1	0.5	277,736	9.7
12-13 years	2.9	5.4	6.4	0.4	134,626	10.8
14-17 years	2.9	3.8	5.5	0.6	186,411	8.9

**Table 9.7:** Number and percentage of children in hazardous exposed to health hazards by sex and age groups, Country Total: 2015

		Sex					
		Male		Female		Total	
		Count	%	Count	%	Count	%
age group	5-11 years	438,733	16.5	289,928	19.5	728,661	17.6
	12-13 years	230,355	21.8	110,594	16.0	340,949	19.5
	14-17 years	333,618	19.2	184,684	17.3	518,302	18.5
	Urban	35,381	11.6	31,935	10.4	67,316	11.0
	Rural	967,324	18.8	553,271	18.8	1,520,595	18.8
Total		1,002,706	18.4	585,206	18.0	1,587,912	18.2

much more likely to be exposed to such work-related health consequences than children in other kinds of employment. There are numerous dangers involved in this type of work performed by children which can have a negative impact on their health.

Among the children aged 5 to 17 years who were engaged in hazardous work, the highest exposure to health hazards was experienced by boys in the 12 to 13 age group (21.8 per cent) and 14 to 17 age group (19.1 per cent), while similarly high exposure was also experienced by girls in the youngest age group (5 to 11 years) at 19.6 per cent.

By residence status, children in the 5 to 17 age group who were involved in hazardous work, were more highly exposed to health hazards if they worked in the rural areas (18.8 per cent) as compared to those in the urban areas (11 per cent).

## 9.4 EXPOSURE TO ABUSE

Table 9.8 reveals that a significant proportion of the 5 to 17-year-old children working in a hazardous environment was exposed to more than one type of abuse. However, the share of children in hazardous work exposed to psychological abuse (2, 425,732 or 39.1 per cent) is much higher than to physical abuse (475,145 or 7.7 per cent). The table further indicates that girls were more abused than boys on both accounts.

When the type of abuse by place of residence is examined, the number of rural children who had experienced both psychological (2,244,020) and physical (438,174) abuse was much higher than for urban children (181,712 and 36, 972, respectively). By age group, child workers in the 5 to 11 age group were much more prone to psychological as well as physical abuse than those in the remaining 12 to 13 and 14 to 17 age groups.

**Table 9.8:** Number and percentage of children in hazardous work exposed to abuse by type, sex and age groups, Country Total: 2015

Main characteristics	Physical abuse		Psychological abuse		Total children exposed to abuse	
	N	%	N	%	N	%
SEX						
Male	265,720	6.7	1,514,317	38.1	1,536,123	38.6
Female	209,425	9.4	911,415	40.9	928,604	41.7
Total	475,145	7.7	2,425,732	39.1	2,464,728	39.7
AREA OF RESIDENCE						
Urban	36,972	7.9	181,712	38.9	184,181	39.5
Rural	438,174	7.6	2,244,020	39.1		39.7
AGE GROUPS						
5-11 years	223,377	7.8	1,081,908	37.8	1,093,809	38.3
12-13 years	131,215	10.5	528,562	42.4	540,855	43.4
14-17 years	120,554	5.7	815,262	38.8	830,064	39.6

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# ANNEXES

## ANNEX I: Questionnaires

### 1. THE 2007 ETHIOPIAN CHILD LABOUR SURVEY QUESTIONNAIRE

AREA IDENTIFICATION										(FOR OFFICE USE ONLY)		
1	2	3	4	5	6	7	10	12	13			
REGION	ZONE	WEREDA	TOWN	KEFTEGNA/ WEREDA/KETEMA	KEBELE	ENUMERATION AREA	SELECTED HOUSEHOLD SELECTED SERIAL NO.	BRANCH OFFICE	SERIAL NO OF EAs			

1. PART I: ADULT QUESTIONNAIRE

2. PART II: HOUSEHOLD CHARACTERISTICS

3. PART III: CHILD (AGED 5-17) QUESTIONNAIRE

STATUS	Name	Signature	Date	Code	STATUS	Name	Signature	Date	Code
Enumerator									
Supervisor									
Statistician									
Branch Office Head									

NOTE:- PART I AND PART II ARE ADDRESSED TO THE HOUSEHOLD HEAD OR TO THE MOST KNOWLEDGEABLE ADULT MEMBER OF THE HOUSEHOLD AND PART III IS ADDRESSED DIRECTLY TO CHILDREN.

CENTRAL STATISTICAL AGENCY  
THE 2015 NATIONAL CHILD LABOUR SURVEY  
(Addressed to the most knowledgeable member of the household)

GENERAL					
1. REGION.....	CODE <input type="text"/>	2. ZONE.....	CODE <input type="text"/>	7. ENUMERATION AREA CODE <input type="text"/>	10. HOUSEHOLD SELECTION SERIAL NO. <input type="text"/>
3. WEREDA.....	CODE <input type="text"/>	4. TOWN.....	CODE <input type="text"/>		
5. KEFTEGNA/ WEREDA/K/KETEMA.....	CODE <input type="text"/>				
6. KEBELE/FA.....	CODE <input type="text"/>			9. HOUSEHOLD HEAD NAME .....	11. Is there continued Questionnaire? 1. YES 2. NO
VISITS AND REASONS					
DATE	VISIT 1	VISIT 2	VISIT 3	DATE/MONTH/YEAR	FINAL VISIT
				<input type="text"/> - <input type="text"/> - <input type="text"/>	<input type="text"/>
INTERVIEWER				RESULT * <input type="text"/>	
				( * ) RESULT CODES	
				1. Completed 2. No household members at home or no competent respondent 3. Entire Household absent for extended period of time 4. Postponed	5. Refused 6. Dwelling vacant or address not a dwelling 7. Dwelling destroyed 8. Dwelling not found 9. Other (Specify).....
SUPERVISOR				ELIGIBILITY	
				Number of persons in the household.....	<input type="text"/>
				Number of children (5-17) .....	<input type="text"/>
NEXT VISIT				DATA COLLECTION	END OF DATA COLLECTION
				Starting Time: .....	Ending Time: .....
				If Additional Questionnaires used indicate Number .....	<input type="text"/>

PART I: ADULT QUESTIONNAIRE									
Addressed to the most knowledgeable member of household									
Section I: For All Household Members Socio-Demographics Questionnaire									
Person's serial number in household	'List names of usual household members in the following order : - Head - Spouse - Never married Children according to seniority in age - Married children and their household members who live in this housing unit - Employee - Domestic workers - Other relatives - Non relatives	Which household member provided information the individual (write serial number from A1)	What is (NAME)'s relationship to head of the household 01. Household Head 02. Spouse 03. Son/daughter of head and spouse 04. Son/daughter of head 05. Son/daughter of spouse 06. Mother/father of head/spouse 07. Sister/brother of head/spouse 08. Daughter-in-law / son-in-law 09. Step child 10. Niece / Nephew 11. Employee Domestic workers 12. Other relatives 13. Non-relatives	Sex 1. Male 2. Female	How old was (NAME) at (his/her) last birthday? (Enter age in completed year. If under one year's enter '00', 97 and above '97' in the column)	Indicate With "1" if person is between 5-17 years old, "0" otherwise	For Household Members Aged 10 years or above	For household members Aged 5-17 years	
								Is (Name)'s biological/ Natural Mother/Father member of this household? Please indicate (NAME)'s serial number. (Write 98 if absent or not applicable)	Biological/ Natural Mother (if she is among the household members)
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
01		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPORTANT NOTE: Section II onwards to be filled in column –wise beginning with the Serial No. 01 from A1

Section II: Educational Attainment for All Household Members aged 5 and above												
Serial No in A1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member												
Age of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A11. Can (NAME) read and write?												
1. Yes .....	1	1	1	1	1	1	1	1	1	1	1	
2. No .....	2	2	2	2	2	2	2	2	2	2	2	
A12. Has (NAME) ever attending formal or informal education?												
1. Yes .....	1	1	1	1	1	1	1	1	1	1	1	→ A14
2. No .....	2	2	2	2	2	2	2	2	2	2	2	
A13. What is/was the main reason why (NAME) has never attended education? (Read each of the following options and circle the most appropriate option)												
1. Too young .....	1	1	1	1	1	1	1	1	1	1	1	A17
2. Disabled .....	2	2	2	2	2	2	2	2	2	2	2	
3. chronic illnesses .....	3	3	3	3	3	3	3	3	3	3	3	
4. No school nearby/ school too far .....	4	4	4	4	4	4	4	4	4	4	4	
5. Cannot afford schooling .....	5	5	5	5	5	5	5	5	5	5	5	
6. Family did not allow schooling .....	6	6	6	6	6	6	6	6	6	6	6	
7. Not interested in school .....	7	7	7	7	7	7	7	7	7	7	7	
8. Education not considered valuable .....	8	8	8	8	8	8	8	8	8	8	8	
9. School not safe .....	9	9	9	9	9	9	9	9	9	9	9	
10. To learn a job .....	10	10	10	10	10	10	10	10	10	10	10	
11. To work for pay .....	11	11	11	11	11	11	11	11	11	11	11	
12. To work as unpaid worker in family Business / farm .....	12	12	12	12	12	12	12	12	12	12	12	
13. Help at home with household chores .....	13	13	13	13	13	13	13	13	13	13	13	
14. Other .....	14	14	14	14	14	14	14	14	14	14	14	



[illegible]

Section III - Current Economic Activity Status of All Household Members (5 and above) during the reference week												
Serial No in A1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skip To Question
Name of household member												
Age of household member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. Employment												
A19 Did (NAME) engage in any work at least one hour during the last seven days? (As employee, self employed, employer or unpaid family worker and apprentices)												
1. Yes .....	1	1	1	1	1	1	1	1	1	1	1	Code 1 → A22
2. No .....	2	2	2	2	2	2	2	2	2	2	2	
A20. During the last seven did (NAME) do any of the following activities, even for only one hour? (Read each of the following questions and answer Code 1=Yes OR Code 2= No)	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	
(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) Do any work as a domestic worker for a wage, salary or any payment in kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) Help unpaid in a household business of any kind? (Don't count normal housework.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(h) Fetch water or collect firewood for household use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(i) Produce any other good for this household use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N.B:- Notes are provided in the Enumerators Manual.

Serial No in A1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member																		
Age of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A21. Even though (NAME) did not do any of these activities in the last seven days, does he/she have a job, business, or other economic or farming activity that he/she will definitely return to?																		
1. Yes .....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Code 2 → A34
2. No .....	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
A22. Describe the main job/task (NAME) was performing.	If a person was not engaged at work in the last 7 days, then the occupation before that period will be asked.																	
Write the Main Job/Task	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
OCCUPATION CODE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A23. Describe the main activity i.e. goods produced and services rendered where (NAME) is working.	If a person was not engaged at work in the last 7 days, then the product/service of the organization before that period will be asked.																	
Write the Activity/Type	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
INDUSTRY CODE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A24. Where did (NAME) carry out his/her main work during the last seven days? (Read out responses below)																		
1 = Business house	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2 = Office	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
3 = At home	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
4 = On street	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
5 = 'Gulit'/Open market	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
6 = Farm area/field	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6		
7 = Factory / Industry	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7		
8 = Quarrying/mining	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8		
9 = Anywhere as found	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9		
10 = In construction site	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
11 = Where customer available	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11		
12 = Lakes/river/wells	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12		
13 = Other	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13		
Other (Specify)																		

[illegible]

→ Section 4

[illegible]

Code 2	→	A39
[A44]		

Serial No in A1	Skip To Question									
	Aged 10 years and above									
Name of household member	Aged 5-9 years									
Age of household member										
A38. Are you willing to take up work for wage or salary on locally prevailing terms or ready to undertake self-employment activity given the necessary resources and facility? If the answer is "Yes" where do you prefer the place of job to be?										
1. Not available 2. Within this dwelling only 3. Within residence village/ town only 4. Only in Urban areas of this country 5. Anywhere in the country 6. Overseas only	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
A39. Why are you not available or ready for a work?										
0 = Home maker 1 = Pregnancy/ delivery 2 = Student 3 = Disabled 4 = Illness 5 = Too young 6 = Remittance 7 = Pensioned 8 = Old age 9 = Others	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
Other (specify)										
For those who answered Code "2 - 6" in A38 A40. What type of job are you looking for? Enumerator: Read the alternative answers if need arises.										
1. Self-employment/ To set up private business 2. Paid employment-private 3. Paid employment-Gov't 4. Any available work 5. Others	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Other (specify)										



[illegible]

Section IV: Usual Employment Status of All Household Members(5 and above) during the last 12 months												
Serial No in A1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skip To Question
Name of household member												
Age of household member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A 44 Did (NAME) engage in any work at least one hour during the last 12 months? (As employee, self employed, employer or unpaid family worker and apprentice s)												
1. Yes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Code 1 → A46
2. No .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A 45. In the past twelve months, did (NAME) do any of the following activities, even for only one hour? (Read each of the following questions until the first affirmative response is obtained)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If any "YES" → A46  Otherwise If Age < 18 → A50  If Age ≥ 18 → END for this HH member. Go to the next HH member in Section II
(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) Do any work as a domestic worker for a wage, salary or any payment in kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) Help unpaid in a household business of any kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(h) Fetch water or collect firewood for household use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(i) Produce any other good for this household use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Serial No in A1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member													
Age of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A46. Describe the main job/task (NAME) was performing during the last 12 months. ("Main" refers to the work on which (NAME) spent most of the time during the year.)													
Write the Main Job/Task													
OCCUPATION CODE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A47. Describe briefly the main activity i.e. goods produced and services rendered where (NAME) worked most of the time.													
Write the Activity/Type													
INDUSTRY CODE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A48 What was the status in employment of your main job?	1 = Employee-government 2 = Employee – Government parastatal 3 = Employee - Private Organization 4 = Employee- NGO or (International Organization) 5 = Employee - domestic 6 = Other employees 7 = Member of Co-operatives 8 = Self employed 9 = Unpaid family worker 10 = Employer 11 = Apprentice 12 = Other workers.....	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12		
Other (Specify)													

A49. In each month during the last year did (NAME) work or have a job? (Mark 1 for "YES" or 2 for "NO" for all months)	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO
1. January	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. February	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. March	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. April	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5. May	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
6. June	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
7. July	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
8. August	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>
9. September	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>
10. October	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>
11. November	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>
12. December	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>
TOTAL for "Yes answers"	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Go to the next Section V

Section V: Household Tasks: About Children (5-17) ONLY												
Serial No in A1	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Skip To Question
Name of household member												
Age of household member	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
A50. During the last seven days did (NAME) do any of the tasks indicated below for this household? (Read each of the following options and mark "YES" or "NO" for all options)	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	1 = Yes 2 = No	
1. Shopping for household .....	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	If any "YES" → A51
2. Repairing any household equipment .....	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	If all "NO" & Working (*) → A52
3. Cooking .....	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	Otherwise END
4. Cleaning utensils/house .....	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	for this HH member.
5. Washing clothes .....	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	Go to the next HH member in Section II
6. Caring for children .....	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	
7. Caring for old .....	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	
8. Caring for sick .....	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	
9. Other household tasks .....	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	
Other (specify)												
A51. During each day of the Last seven days how many hours did (NAME) do this household task? (Record for each day separately)												
1. Monday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If Working (*) → A52
2. Tuesday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Otherwise END
3. Wednesday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	for this HH member.
4. Thursday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Go to the next HH member in Section II
5. Friday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Saturday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Sunday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

(\*)WORKING = IF A19= YES or A20= YES or A21 = YES

Attention: Section VI applies ONLY to those working (A19=YES or A20=YES or A21=YES) children age 5-17 (A7=1). Section VI: Perceptions/Observations of Parents/Guardians about working children (5-17) These questions are intended to solicit views from parents or guardians about children's work.. Therefore reference should only be made about children who were reported to be working.												
Serial No in A1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member												
Age of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A 52. What do you consider currently best for (NAME)? (Read the options)												
1. Work for income .....	1	1	1	1	1	1	1	1	1	1	1	1
2. Assist family business .....	2	2	2	2	2	2	2	2	2	2	2	2
3. only attending school .....	3	3	3	3	3	3	3	3	3	3	3	3
4. Assist with household chores .....	4	4	4	4	4	4	4	4	4	4	4	4
5. Work for income and Assist family business .....	5	5	5	5	5	5	5	5	5	5	5	5
6. Work for income and Attend school .....	6	6	6	6	6	6	6	6	6	6	6	6
7. Neither working nor attending school .....	7	7	7	7	7	7	7	7	7	7	7	7
8. Do not know .....	8	8	8	8	8	8	8	8	8	8	8	8
9. Other .....	9	9	9	9	9	9	9	9	9	9	9	9
Other (specify)												

Go to the 2nd part of the Questionnaire FORM II to ask questions on the household

PART II HOUSEHOLD CHARACTERISTICS							
Addressed to the most knowledgeable member of household					HOUSEHOLD ID NUMBER :		
SECTION VII: Housing and Household Characteristics							
B1. In what type of dwelling does the household live?	1 2 3 4 5 6 7	Skip to question	B6. What is the main source of drinking water?	1 2 3 4 5 6 7 8 9	Skip to question		
1. Apartment/flat/Condominium ..... 2. Iron sheet house ..... 3. Thatch house ..... 4. Mobile home (e.g. tent, caravan) ..... 5. Shelter not meant for living purposes ..... 6. Shanty ..... 7. Other .....			1. Pipe-borne inside the house ..... 2. Pipe-borne in compound ..... 3. Pipe-borne Outside the compound ..... 4. Tanker service ..... 5. Protected well/spring ..... 6. unprotected well/spring ..... 7. River/pond /Well ..... 8. Rain water ..... 9. Other .....				
Other (specify)			Other (Specify)				
B2. What is the ownership status of this dwelling?	1 2 3 4 5 6		B7. Has the household ever changed the place of residence?	1 2	→ B12		
1. Owned by any household member 2. Co-owner 3. Rented from housing agency 4. Rented from "kebele" 5. Rented from private enterprise 6. Provided free 7. Subsidized by employer (lodging) 8. other .....			1. Yes ..... 2. No .....				
Other (specify)							
B3. How many rooms are there in this dwelling?	<input type="text"/> <input type="text"/>		B8. In which Region/Zone was the last place of residence of the household?	NAME	CODE		
B4. Are any of these facilities available to the household? (Enter appropriate code for each facility)	KITCHEN	BATHROOM	TOILET	..... .....	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
1. Inside the house privet ..... 2. Inside the compound   privet ..... 3. Inside the compound   shared ..... 4. Outside the compound shared ..... 5. Not available .....	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5				



B5. What is the main source of energy?	COOKING	HEATING/ COOLING	LIGHTING	B10. In which year did the household move to the present place of residence?	B11. What was the main reason for coming or changing to the present place of residence?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Wood ..... 2. Charcoal ..... 3. Kerosene ..... 4. Electricity ..... 5. Bio Gas ..... 6. Solar ..... 7. Butane Gas ..... 8. kerosene lamp ..... 9. Lantern ..... 10. dung/manure ..... 11. Local kerosene lamp (Kuraz) ..... 12. none ..... 13. other .....	1 2 3 4 5 6 7 8 9 10 11 12 13	1 2 3 4 5 6 7 8 9 10 11 12 13	1 2 3 4 5 6 7 8 9 10 11 12 13		1. Job transfer ..... 2. Found a job ..... 3. Looking for job ..... 4. Looking for agricultural land ..... 5. Studies (Schooling/training) ..... 6. Proximity to place of work ..... 7. Housing ..... 8. Social problem/Family displacement/war/drought ..... 9. Health ..... 10. divorce / marriage union ..... 11. Other .....	1 2 3 4 5 6 7 8 9 10 11
Other (Specify)					Other (Specify)	

SECTION VIII: Household Socio-Economic Status				
B12. Does the household own any of the following? (Mark "YES" or "NO" for all options)	1= YES 2=NO	Skip to question	B17. Has the household been adversely affected by any problem in the last 12 months?	Skip to question
1. Automobile ..... 2. Tractor ..... 3. Motor-bike/ Bicycle ..... 4. Housing unit ..... 5. Animal drawn-cart ..... 6. Television ..... 7. Iron ..... 8. VCD/DVD player ..... 9. Washing machine ..... 10. Oven ..... 11. Agricultural farm tools ..... 12. Refrigerator ..... 13. Computer ..... 14. Sewing machine ..... 15. Satellite/Cable TV ..... 16. Telephone (Land line) ..... 17. Mobile phone ..... 18. Radio/tape player .....	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/>		1. Yes ..... 2. No .....	1 2 → B19
B13. Does the household own any livestock? 1. Yes ..... 2. No .....	1 2	Code 2 → B15	B18. If the response of question B17 is Yes, What was the problem? (Indicate the most important faced) 1. Natural disaster (drought, flood, storms, hurricane, landslides Forest fires) ..... 2. Drought/ famine ..... 3. Illness/death of main income source of household member ..... 4. Epidemics ..... 5. Food shortage ..... 6. Business closing due to economic recession ..... 7. Falling in prices agricultural products ..... 8. Price inflation ..... 9. Serious loss of harvest/livestock ..... 10. Insecurity ..... 11. Theft/robbery ..... 12. Fall in prices of products .....	1 2 3 4 5 6 7 8 9 10 11 12
B14. If the response of question B13 is Yes, How many? 1. Camel ..... 2. Horse ..... 3. mule ..... 4. donkey ..... 5. Cow/ox ..... 6. Sheep ..... 7. Goat ..... 8. Poultry ..... 9. Bee hives ..... 10. Other .....	In number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		B19. Has the household suffered a fall in income due to any of the following household specific problems in the last 12 months? (Mark "YES" or "NO" for all options) 1. Loss of employment of any household member ..... 2. Bankruptcy of a family business ..... 3. Illness or serious accident of a working member of the household ..... 4. Death of a working member of the household ..... 5. Abandonment by the household head ..... 6. Fire in the house/business/property ..... 7. Criminal act by household member ..... 8. Land dispute ..... 9. Loss of cash support or in-kind assistance ..... 10. Fall in prices of products of the household business ..... 11. Loss of harvest ..... 12. Loss of livestock ..... 13. Other .....	1= YES 2=NO  1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/>
Other (Specify) .....	<input type="text"/> <input type="text"/>			If any "YES" → B20 Otherwise → B21
B15. Does the household own any land? 1. Yes ..... 2. No .....	1 2	Code 2 → B15		
B16. How many Square meter of land does the household own? (1 Hectare = 10,000 Square meter) 1. Agricultural (cultivable) ..... 2. Other .....	Square meter <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
Other (Specify) .....	<input type="text"/> <input type="text"/>		Other (Specify)	

B20. How was it possible for the household to overcome this hardship? <i>(Multiple answers are allowed)</i> 1. Financial assistance from government agencies 2. Financial assistance from NGOs/ religious organisations/local community organisations 3. Financial assistance from relatives / friends 4. Took children out of school as could not afford it.. 5. Placed child(ren) in other household(s) 6. Additional work hours by household members 7. Sold property/used savings 8. Reduced household expenditures 9. No serious impact 10. Other Other (Specify)	1 2 3 4 5 6 7 8 9 10	Skip to question	B24. Was the debt paid back? 1. Yes, wholly 2. Yes, partly 3. No If B24 = 1 ask the options A in B25 and B26 If B24 = 2, 3 ask the options B in B25 and B26	1 2 3	Skip to question
B21. Did any of your household members have any outstanding loans or obtain a new loan during the past 12 months? 1. Yes ..... 2. No ..... Other (Specify)	1 2	Code 2 → B28	B25. A) How was the debt paid back? B) How will the debt be paid back? <i>(Read all the options and circle all the appropriate ones)</i> 1. Cash, by borrowing money from someone else ..... 2. Cash, by selling some assets ..... 3. Cash, by getting income from work ..... 4. Provide direct labour to the creditor by adult household member ..... 5. Provide direct labour to the creditor by child household member ..... 6. In kind ..... 7. Other ..... 8. Don't know .....	1 2 3 4 5 6 7 8	
B22. What was the main reason for obtaining a loan? 1. To meet essential household expenditures (buying food, child education etc). 2. To buy vehicle (bike, motorbike, car) for household member 3. To purchase/remodel/repair/construct a house. 4. To meet health related expenditures for household members (medicine, doctor or hospital fees) ... 5. To meet the following ritual expenditures: birth, funeral, and wedding 6. To open/increase business 7. To pay previous loan.... 8. Other..... Other (Specify)	1 2 3 4 5 6 7 8		B26. A) Was any child withdrawn from school? B) Will any child be withdrawn from school to pay the debt back? 1. Yes ..... 2. Maybe ..... 3. No need to withdraw ..... 4. Not applicable .....	1 2 3 4	Codes 3, 4 → B28
B23. Where did the household obtain the loan from? <i>(Multiple answers are allowed)</i> 1. Government..... 2. Bank/credit card ..... 3. Micro-credit/finance groups. 4. Employer/landowner..... 5. Supplier of merchandise, equipment or raw materials 6. A friend/relative of employer/landowner... 7. Individual money lender..... 8. A friend/relative of borrower 9. Other..... Other (Specify)	1 2 3 4 5 6 7 8 9		B28. What is the household's average monthly expenditure? (in Birr) <i>(This question is to be recorded as expenditure incurred at the household level.)</i> <i>(If the expenditure is &gt;=9,997 Birr, write code 9997.)</i> B29. What are the household's primary and secondary sources of income? 1. Employment (salary, wage, commission... etc) 2. Pension/social security 3. Agricultural/Livestock out put 4. Rent House/ property 5. Non- agricultural household enterprise 6. Remittance 7. Aid in cash/kind 8. Free From forest/field 9. gift	Primary 1 2 3 4 5 6 7 8 9 Secondary 1 2 3 4 5 6 7 8 9	
B30. What is the household's average monthly income? (in Birr)(If the income is >=9,997 Birr, write code 9997.) Other (Specify)				1 2 3 4 5 6 7 8 9	

PART III CHILD QUESTIONNAIRE Ask every child (5-17) in the household										HOUSEHOLD ID NUMBER : <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
SECTION IX: Educational Attainment of All Children (5-17)													
Serial No in A1	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	Skip to Question			
Name of household member										Children Aged 5-9 years		Children Aged 10-17 years	
Age of household member	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
C1. Have you ever attended formal or pre-school (KG)?													
1 = Yes, I am attending this year	1	1	1	1	1	1	1	1	1	1	1	1	1
2 = Yes, I attended before this year	2	2	2	2	2	2	2	2	2	2	2	2	2
3 = Never attended	3	3	3	3	3	3	3	3	3	3	3	3	3
C2. Did you miss any school day during the past week?													
1. Yes .....	1	1	1	1	1	1	1	1	1	1	1	1	1
2. No .....	2	2	2	2	2	2	2	2	2	2	2	2	2
C3. How many school days did you miss during the past week? (Write the number of days) .....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
C4. Why did you miss school day(s) during the past week ? (Read each of the following options and circle two most appropriate option)													
1. School vacation period.....	1	1	1	1	1	1	1	1	1	1	1	1	1
2. Teacher was absent .....	2	2	2	2	2	2	2	2	2	2	2	2	2
3. Bad weather conditions.....	3	3	3	3	3	3	3	3	3	3	3	3	3
4. To help family business.....	4	4	4	4	4	4	4	4	4	4	4	4	4
5. To help at home with household tasks ...	5	5	5	5	5	5	5	5	5	5	5	5	5
6. Working outside family business....	6	6	6	6	6	6	6	6	6	6	6	6	6
7. Illness	7	7	7	7	7	7	7	7	7	7	7	7	7
8. Injury	8	8	8	8	8	8	8	8	8	8	8	8	8
9. Disablement .....	9	9	9	9	9	9	9	9	9	9	9	9	9
10. Other .....	10	10	10	10	10	10	10	10	10	10	10	10	10
Other (Specify).....													

Serial No in A1	Name of household member						Age of household member						Skip to Question	
													Children Aged 5-9 years	Children Aged 10-17 years
C5. Why have you never attended school? (Read each of the following options and circle the most appropriate option)														
1. Too young .....	1						1							
2. Illness .....	2						2							
3. Disablement .....	3						3							
4. Injury .....	4						4							
5. No school/school too far .....	5						5							
6. Cannot afford schooling .....	6						6							
7. Family did not allow schooling .....	7						7							
8. Not interested in school .....	8						8							
9. Education not considered valuable .....	9						9							
10. School not safe .....	10						10							
11. To learn a job .....	11						11							
12. To work for pay .....	12						12							
13. To work as unpaid worker in family business/farm .....	13						13							
14. Help at home with household tasks .....	14						14							
15. Other .....	15						15							
Other(Specify) .....														
C6. At what age did you begin primary school? (Age in completed years) .....														
If C1 code 2														
C7. At what age did you leave school? (Age in completed years) .....														
If C1 code 2														
C8. Why did you leave school? (Circle the most appropriate option)														
1. Completed his/her Primary Schooling .....	1						1							
2. Too old for school .....	2						2							
3. Illness .....	3						3							
4. Disablement .....	4						4							
5. Injury .....	5						5							
6. No school/school too far .....	6						6							
7. Cannot afford schooling .....	7						7							
8. Family did not allow schooling .....	8						8							
9. Poor in studies/not interested in school .....	9						9							
10. Education not considered valuable .....	10						10							
11. School not safe .....	11						11							
12. To learn a job .....	12						12							
13. To work for pay as employee .....	13						13							
14. To work as unpaid worker in family business/farm .....	14						14							
15. Help at home with household tasks .....	15						15							
16. Other .....	16						16							
Other (Specify) .....														

Section X: Current Economic Activities Status of All Children (5-17)											
Serial No in A1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skip To Question
Name of household member											
Age of household member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children Aged 5-9 years Children Aged 10-17 years
A. Economic Activity											
C9 Did (NAME) engage in any work at least one hour during the last seven days? (As employee, self employed, employer or unpaid family worker and apprentices)	Code 1 → C12										
1. Yes .....	1	1	1	1	1	1	1	1	1	1	
2. No .....	2	2	2	2	2	2	2	2	2	2	
C10. During the past 7 days, did you do any of the following activities, even for only one hour? (Read each of the following questions until the first affirmative response is obtained)	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	
(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) Do any work as a domestic worker for a wage, salary or any payment in kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) Help unpaid in a household business of any kind? (Don't count normal housework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(h) Fetch water or collect firewood for household use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(i) Produce any other good for this household use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (Specify)											

NOTE:- Economic Activity examples are provided in the manual.



Serial No in A1 <span style="float:right">→</span>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member <span style="float:right">→</span>																		
Age of household member <span style="float:right">→</span>																		
C14. In addition to your main work, did you do any other work during the past 7 days?																		
1. Yes .....	1		1		1		1		1		1		1		1			
2. No .....	2		2		2		2		2		2		2		2			
C15. For each day worked during the past week how many hours did you actually work? (Main and Additional)																		
1. Monday .....	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
2. Tuesday .....	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
3. Wednesday .....	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
4. Thursday .....	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
5. Friday .....	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
6. Saturday .....	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
7. Sunday .....	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>TOTAL HOURS</b>	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
C16. During the past 7 days when did you usually carry out these activities?																		
For ALL children (including children attending school):																		
1. During the day (between 6 a.m. and 6 p.m.) .....	1		1		1		1		1		1		1		1		1	
2. In the evening or at night (after 6 p.m.) .....	2		2		2		2		2		2		2		2		2	
3. During both the day and the evening (for the entire day) .....	3		3		3		3		3		3		3		3		3	
4. On Saturday and Sunday .....	4		4		4		4		4		4		4		4		4	
5. Sometimes during the day, sometimes in the evening .....	5		5		5		5		5		5		5		5		5	
ADDITIONAL for children attending school ONLY (If C1=YES, Coded 1):																		
6. After school .....	6		6		6		6		6		6		6		6		6	
7. Before school .....	7		7		7		7		7		7		7		7		7	
8. Both before or after school .....	8		8		8		8		8		8		8		8		8	
9. On Saturday and Sunday .....	9		9		9		9		9		9		9		9		9	
10. During missed school hours/days .....	10		10		10		10		10		10		10		10		10	



Serial No in A1												Skip To Question
	Name of household member											
	Age of household member											Children Aged 10-17 years
C17. Where did you carry out your main work during the past 7 days?	1. At home ..... 2. Where customer available ..... 3. Office ..... 4. Industry/Factory ..... 5. Farm area/field ..... 6. In construction site ..... 7. Quarrying/mining ..... 8. Shop/Market/Kiosk/restaurant/Hotel ..... 9. Different places/mobile ..... 10. On street ..... 11. Pond/Lack/River ..... 12. Other .....	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12			
Other (specify)												
C18. What was the status in employment of your main job?	1 = Employee-government ..... 2 = Employee - Government parastatal ..... 3 = Employee - Private Organization ..... 4 = Employee- NGO /International Organization ..... 5 = Employee - domestic ..... 6 = Other employees ..... 7 = Member of Co-operatives ..... 8 = Self-employed ..... 9 = Unpaid family worker ..... 10 = Employer ..... 11 = Apprentice ..... 12 = Others .....	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	Code 7-12 → C22	
Other (specify)												
C19. What was the mode of payment for the last payment period?	1. Piece rate ..... 2. Hourly ..... 3. Daily ..... 4. Weekly ..... 5. Monthly ..... 6. Upon completion of task ..... 7. Every 15 days ..... 8. Other .....	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8		
Other (specify)												

[illegible]

Section XI: Health and Safety Issues about working children (5-17)										
Serial No in A1	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Skip To Question		
Name of household member							Children Aged 5-9 years	Children Aged 10-17 years		
Age of household member	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
C26. Did you have any of the following in the past 12 months because of your work? (Read each of the following options and mark "YES" or "NO" for all options)	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2		
01. General, such as fever, cold . . . etc.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	Yes = 1 No = 2	If all "NO" → C30 Otherwise → C27	
02. Eye infection	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	Yes = 1 No = 2		
03. Ear infection	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>		Yes = 1 No = 2
04. Skin problem	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>		Yes = 1 No = 2
05. Breathing problem	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>		Yes = 1 No = 2
06. Stiff neck	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	Yes = 1 No = 2	
07. Back problem	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	Yes = 1 No = 2	
08. Anemia	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/>	1 <input type="checkbox"/> 2							

Serial No in A1											Skip To Question	
Name of household member											Children Aged 5-9 years	Children Aged 10-17 years
Age of household member												
C30. Do you carry heavy loads at work?												
1. Yes .....	1											
2. No .....	2											
C31. Do you operate any machinery/heavy equipment at work?												
1. Yes .....	1											
2. No .....	2											
C32. What type of tools, equipment or machines do you use at work? (Write down 2 mostly used)	1 .....	1										
	2 .....	2										
C33. Do you use protective wears while working ?												
1. Yes	1											
2. No	2											
3. The work doesn't require protective wears	3											
C34. Which of the following protective wears are you used?												
1. Glass	1											
2. Helmet	2											
3. Ear plugs	3											
4. Special shoes	4											
5. Gloves	5											
6. Other (please specify)	6											
C35. Are you exposed to any of the following at work? (Read each of the following options and mark "YES" or "NO" for all options)												
1. Dust, fumes, .....	1											
2. Fire, gas, flames .....	2											
3. Loud noise or vibration .....	3											
4. Extreme cold or heat .....	4											
5. Dangerous tools (knives etc) .....	5											
6. Work underground .....	6											
7. Work at heights .....	7											
8. Work in water/lake/pond/river .....	8											
9. Workplace too dark or confined .....	9											
10. Insufficient ventilation .....	10											
11. Chemicals (pesticides, glues, etc.) .....	11											
12. Explosives .....	12											
13. Other things, processes or conditions bad for your health or safety (specify) .....	13											
Other (specify)												



Section XII: Household Tasks of Children (5-17)										
Serial No in A1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skip To Question
Name of household member										Children Aged 5-9 years
Age of household member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children Aged 10-17 years
C38. During the last seven days did you do any of the tasks indicated below for this household? (Read each of the following options and mark "YES" or "NO" for all options)	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	Yes = 1 No = 2	If any "YES" → C39  Otherwise END this question and Go to question C41.
1. Shopping for household ..... 2. Repair any household equipments ..... 3. Cooking ..... 4. Cleaning utensils/house ..... 5. Washing clothes ..... 6. Caring for children ..... 7. Caring for old ..... 8. Caring for sick ..... 9. Other household tasks .....	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/>	Yes = 1 No = 2	
Other (specify)										
C39. During each day of the past week how many hours did you do such household tasks? (Record for each day separately)										
1. Monday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tuesday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Wednesday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Thursday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Friday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Saturday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sunday .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C40. During the past week when did you usually carry out these activities?										
For ALL children (including children attending school):										
1. During the day (between 6 a.m. and 6 p.m.) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	1 <input type="checkbox"/>
2. In the evening or at night (after 6 p.m.) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	2 <input type="checkbox"/>
3. During both the day and the evening (for the entire day) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	3 <input type="checkbox"/>
4. On the week-end .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Sometimes during the day, sometimes in the evening .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	5 <input type="checkbox"/>
ADDITIONAL: For children attending school ONLY (If C2=YES):										
6. After school .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	6 <input type="checkbox"/>
7. Before school .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	7 <input type="checkbox"/>
8. Both before or after school .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	8 <input type="checkbox"/>
9. On the week-end .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>
10. During missed school hours/days .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
C41. Has (NAME) been interviewed in the company of an adult or an older child?										
1. Yes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	1 <input type="checkbox"/>
2. No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	2 <input type="checkbox"/>

Addressed to head of the house hold/the most knowledgeable member of household about children's parents question

Section 13: Children aged 5-17 years; whether their parents alive not									
Serial No in A1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member									
Age of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
D1. With whom the child is living?									
1. with natural mother and father	1	1	1	1	1	1	1	1	<div> <div>→</div> <div>→ D3</div> <div>→ End this section</div> </div>
2. with natural mother only	2	2	2	2	2	2	2	2	
3. with natural father only	3	3	3	3	3	3	3	3	
4. with relative (Guardian)	4	4	4	4	4	4	4	4	
5. with employer / non relative	5	5	5	5	5	5	5	5	
6. Living alone	6	6	6	6	6	6	6	6	
7. Other	7	7	7	7	7	7	7	7	
Other, please specify									
D2. Is his/her Mother alive?									
1. Yes	1	1	1	1	1	1	1	1	<div> <div>for those who answered in D1 code 3 End this section</div> </div>
2. No	2	2	2	2	2	2	2	2	
3. I don't know	3	3	3	3	3	3	3	3	
D3. Is his/her Father alive?									
1. Yes	1	1	1	1	1	1	1	1	
2. No	2	2	2	2	2	2	2	2	
3. I don't know	3	3	3	3	3	3	3	3	

Addressed to head of the house hold/the most knowledgeable member of household, children aged 5-17 years of the head of the house hold/his wife, who lives other place.

#### Section 14: Questionnaire of children aged 5-17 years who lives other place

E1. Amongst the children of the head of the house hold/his wife aged 5-17 years, are there any other children who live other place?

1. Yes

2. No ———→ End of this questionnaire

E2. Amongst the children of the head of the house hold/his wife aged 5-17 years, how many male and female live other place?

Male

Female

Children age in order	Elder	Next to elder	Younger	.....		
E3. What is the sex of the child? 1. Male 2. Female	1 2	1 2	1 2	1 2	1 2	1 2
E4. What is the age of the child? (write down in completed year)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
E5. With whom the child is living? 1. with natural mother only 2. with natural father only 3. with relative/ Grandfather/mother/ Uncle/Ant ...etc 4. with Godfather/mother 5. with Guardian / non relative 6. with employer / non relative 7. Living alone 8. Other	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Other, please specify						
E6. What is the living condition of the child? 1. Very good 2. Not bad 3. Bad 4. Don't know/ Don't follow	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

END OF INTERVIEW



## ANNEXE II: List of hazardous work included in 2015 NCLS

Codes	Hazardous work found in Occupational Classification	Indicated in List of hazardous work given by MoLSA
8311	Locomotive-engine drivers	
8312	Railway brake, signal and switch operation	
8321	Motorcycle drivers	
8322	Car, taxi and van drivers	
8331	Bus and tram drivers	
8332	Heavy truck and lorry drivers	
9331	Hand and pedal vehicle drivers	
9332	Drivers of animal-drawn vehicle and machinery	
9333	Freight handlers	• Lifting-load/unload parts/motors—9333
9334	Shelf fillers	
8350	Ships' deck crews and related workers	
6340	Subsistence fishers, hunters, trappers and gatherers	• Cutting flowers/greenhouse—6340 • Fish catching—6340
9216	Fishery and aquaculture labourers	• Net preparation—9216 • Heavy loading/unloading—9216 • Gutting process—9216 • Trimming—9216
7412	Electrical mechanics and fitters	
7411	Building and related electricians	• Maintenance—7411
8212	Electrical and electronic equipment assemblers	
3131	Power and production plant operators	
7413	Electrical line installers and repairers	
8111	Miners and quarries	
8112	Mineral and stone processing plant operators	
8113	Well drillers and borers and related workers	
8114	Cement, stone and other mineral products machine operators	
8115	Mining and mineral processing plant operators not elsewhere classified	
7111	House builders	
7112	Bricklayers and related workers	
7113	Stonemasons, stone cutters, splitters and carvers	• Masonry—7113
7114	Concrete placers, concrete finishers and related workers	• Operating on vibrators and mixers—7114
7115	Carpenters and joiners	
7119	Building frame and related trades workers not elsewhere classified	
7121	Roofers	
7122	Floor layers and tile setters	
7123	Plasterers	
7124	Insulation workers	• Electric installation—7124
7125	Glaziers	
7126	Plumbers and pipe fitters	• Water pipe/plumber—7126

Codes	Hazardous work found in Occupational Classification	Indicated in List of hazardous work given by MoLSA
7127	Air conditioning and refrigeration mechanics	
7131	Painters and related workers	• Painting—7131
7132	Spray painters and varnishes	• Painting—7132
7133	Building structure cleaners	
7212	Welders and flame cutters	• Welding/girding—7212
7211	Metal moulders and core makers	
7213	Sheet-metal workers	
7214	Structural-metal preparers and erectors	• Assembling—7214
7215	Riggers and cable splices	
8342	Earthmoving and related plant operators	• Crasher operations—8342 • Machine operations—8342
8343	Crane, hoist and related plant operators	
8344	Lifting truck operators	
9312	Civil engineering labourers	• Digging—9312 • Load/unload—9312 • Cleaning—9312 • Cutting materials (stone, wood)—9312 • Building bridges and canals —9312
9313	Building construction labourers	• Cement-sand mixing—9313 • Carrying materials—9313 • Watering building—9313 • Demolishing/clearing—9313 • Grinding—9313 • Barn construction—9313
9311	Mining and quarrying labourers	
5131	Waiters	• Catering/services/waiter/waitress—5131
5132	Bartenders	
7516	Tobacco preparers and tobacco products makers	
5414	Security guards	• Guarding/security—5414
7514	Fruit, vegetable and related preservers	
3135	Metal production process controllers	
3132	Incinerator and water treatment plant operators	
3133	Chemical processing plant controllers	
8141	Rubber products machine operators	
8142	Plastic products machine operators	
3134	Petroleum and natural gas refining plant operators	
7221	Blacksmiths, hammer smiths and forging press workers	• Traditional manual forging and grinding—7221 • Heating the metal—7221
7222	Toolmakers and related workers	
7223	Metal working machine tool setters and operators	
7224	Metal polishers, wheel grinders and tool sharpeners	• Cutting—7224 • Grinding—7224 • Drilling—7224
8131	Chemical products plant and machine operators	

Codes	Hazardous work found in Occupational Classification	Indicated in List of hazardous work given by MoLSA
7544	Fumigators and other pest and weed controllers	<ul style="list-style-type: none"> <li>• Spray chemicals—7544</li> <li>• Mixing chemical—7544</li> </ul>
9611	Garbage and recycling collectors	<ul style="list-style-type: none"> <li>• Transportation—9611</li> <li>• Loading/unloading—9611</li> <li>• Collecting—9611</li> </ul>
9612	Refuse sorters	
3212	Medical and pathology laboratory technicians	
3240	Veterinary technicians and assistants	
5411	Fire-fighters	

## ANNEXE III: List of Regions and Zone Codes

List of Regions and Zone Codes		
Region	Zone	Code
<b>01. Tigray</b>	North westernTigray	01
\$	Central Tigray	02
\$	Eastern Tigray	03
\$	Southern Tigray	04
\$	Western Tigray	05
\$	Mekele special Tigray	06
<b>02. Affar</b>	Zone 1	07
\$	Zone 2	08
\$	Zone 3	09
\$	Zone 4	10
\$	Zone 5	11
<b>03. Amhara</b>	North Gonder	12
\$	South Gonder	13
\$	North Wello	14
\$	SouttWello	15
\$	North Shewa	16
\$	East Gojjam	17
\$	West Gojjam	18
\$	Waghemra	19
\$	Awi	20
\$	Oromia	21
\$	Bahir Dar Special	22
\$	Argoba Special	23
<b>04. Oromia</b>	West Wellga	24
\$	East Wellega	25
\$	Illu Aba Bora	26
\$	Jimma	27
\$	West Shewa	28
\$	North Shewa	29
\$	East Shewa	30
\$	Arsi	31
\$	West Hararge	32
\$	West Hararge	33
\$	Bale	34
\$	Borena	35
\$	South West Shewa	36
\$	Guji	37

List of Regions and Zone Codes		
Region	Zone	Code
\$	Adama Special	38
\$	Jimma	39
\$	West Arsi	40
\$	KelemWellega	41
\$	HoroGuduruWellega	42
\$	Burayu Special	43
<b>05. Somale</b>	Shinile	44
\$	Jijiga	45
\$	Degehabur	46
\$	Warder	47
\$	Korahe	48
\$	Fik	49
\$	Gode	50
\$	Afder	51
\$	Liben	52
<b>06. Benishangul-Gumuz</b>	Metekel	53
\$	Asossa	54
\$	Kemashe	55
\$	Pawe Special	56
\$	Mao Komo	57
<b>07. S.N.N.P.</b>	Gurage	58
\$	Hadiya	59
\$	Kembata	60
\$	Sidama	61
\$	Gedeo	62
\$	Wolayita	63
\$	South Omo	64
\$	Sheka	65
\$	Keffa	66
\$	GamoGofa	67
\$	Bench Maji	68
\$	Yem SpecialWereda	69
\$	Amaro SpecialWereda	70
\$	Burji SpecialWereda	71
\$	Konso SpecialWereda	72
\$	Derashe SpecialWereda	73
\$	Dawro Special Wereda	74

List of Regions and Zone Codes		
Region	Zone	Code
\$	Basketo Special Wereda	75
\$	Konta Special Wereda	76
\$	Silte Zone	77
\$	Alaba Special Wereda	78
\$	Hawassa City Admn.	79
<b>08. Gambella</b>	Agnewak	80
\$	Nuwer	81
\$	Mezhenger	82
\$	Etang Special Zone	83
<b>09. Harari</b>	Harari	84
<b>10. Addis Ababa City Admn.</b>	Addis Ababa City Admn.	85
<b>11. Dire Dawa Admn.</b>	Dire Dawa Admn.	86

## ANNEXE IV: For A14 and A16 - Highest Educational Level completed

### Educational level Categorization Based on Ethiopian Educational Curriculum

Grade	Code	Descriptions of Graded level
<b>A. Both the Old and New Educational Curriculum</b>		
Kindergarten(KG)	00	Kindergarten (KG) include those who complete nursery / pre-school and those who attend Grade 1 at the time of the survey.
Grade 1	01	Grade one completed
Grade 2	02	Grade two completed
Grade 3	03	Grade three completed
Grade 4	04	Grade Four completed
Grade 5	05	Grade Five completed
Grade 6	06	Grade Six completed
Grade 7	07	Grade Seven completed
Grade 8	08	Grade Eight completed
<b>B. The Old Curriculum</b>		
Grade 9	09	Grade Nine completed
Grade 10	10	Grade Ten completed
Grade 11	11	Grade Eleven completed
Grade 12	12	Grade Twelve completed (Those who had taken E.S.L.C.E )
Certificate	13	Certificate in College and Universities
Certificate from T.T.C	14	Certificate from T.T.C (C Certificate from Teacher training college)
First Year college	15	First Year completed from colleges/ Universities
Second Year college	16	Second Year completed from colleges/ Universities
Diploma	17	Diploma from colleges/ Universities
Third Year college	18	Third Year college completed from colleges/ Universities
B.A/B.S.C/B.L.L ...etc	19	Degree completed from colleges/ Universities
Above first Degree	20	Above first Degree includes :- PH.D/M.A/M.SC/Post graduate Diploma
<b>C. New Curriculum</b>		
Grade 9	21	Grade Nine completed
Grade 10	22	Grade Ten completed
Grade 11 Preparatory	23	Preparatory – First level who completed Grade 11
Grade 12 Preparatory	24	Preparatory – Second level who completed Grade 12
Certificate from T.V.E.T 10+1 level	25	Certificate completed 10+1 level from T.V.E.T
Certificate from T.V.E.T 10+2 level Incomplete	26	Certificate completed 10+1 level but not completed 10+2 level from T.V.E.T
Certificate from T.V.E.T 10+2 level	27	Certificate completed 10+2 level from T.V.E.T
10+1 completed from 10+3 program	28	First Year completed in 10+3 program
10+2 completed from 10+3 program	29	Second Year completed in 10+3 program
Diploma	30	Diploma in 10+3 program completed
First Year college	31	First Year completed from colleges/ Universities at Degree program / level 4
Second Year college	32	Second Year completed from colleges/ Universities at Degree program / level 4

Grade	Code	Descriptions of Graded level
Third Year college	33	Third Year college completed from colleges/ Universities at Degree program / level 4
B.A/B.S.C/B.L.L ...etc	34	Degree completed from colleges/ Universities / level 4
Above first Degree	35	Above first Degree includes :- PH.D/ M.A/M.SC/Post graduate Diploma
Adult Education	93	Those who can read and write by attending adult education but not attend formal education
Adult Education	94	Those who can read and write by attending adult education but not attend formal education
Alternative Education	95	Those who can read and write by attending Alternative education but not attend formal education
Non- formal Education	96	Non- formal Education includes those who can read and write by attending education in church, Kurean education but not attend formal education

## ANNEX V: For a18 - List of Educational and Professional Training Code

Fields of specialization	code	Fields of specialization	code
<b>01 Social Science</b>		037 Chemistry	®37
001 Accounting & Finance	®®1	038 Computer Science	®38
002 Agricultural Economics	®®2	039 Earth Science	®39
003 Archeology & Heritage	®®3	040 Environmental Science	®4®
004 Banking & Insurance	®®4	041 Food Science	®41
005 Business Administration	®®5	042 Geology	®42
006 Civics & Ethics	®®6	043 Information Systems	®43
007 Cooperatives Organization & Management	®®7	044 Mathematics	®44
008 Demography	®®8	045 Meteorology	®45
009 Economics	®®9	046 Physics	®46
010 Education	®1®	047 Sport Science	®47
011 Fine & Theatre Arts	®11	048 Statistics	®48
012 Folklore & Literature	®12	049 Other Natural Science Fields	®49
013 Gender & Development	®13	<b>03 Engineering &amp; Allied Services</b>	
014 Geography	®14	050 Agricultural Engineering	®5®
015 Governance & Public Administration	®15	051 Architecture	®51
016 History	®16	052 Cadaster & mapping Service	®52
017 Journalism & Broadcasting	®17	053 Chemical Engineering	®53
018 Language	®18	054 Civil Engineering	®54
019 Law	®19	055 Computer Engineering	®55
020 Library & Information Services	®2®	056 Communication Engineering	®56
021 Management	®21	057 Construction Technology	®57
022 Management Information System	®22	058 Drafting	®58
023 Marketing	®23	059 Electrical engineering	®59
024 Philosophy	®24	060 Esthetics	®6®
025 Political Science	®25	061 Food Processing	®61
026 Procurement & Supply Management	®26	062 Industrial Engineering	®62
027 Psychology	®27	063 Manufacturing Technology	®63
028 Purchasing	®28	064 Mechanical Engineering	®64
029 Rural Development	®29	065 Metal Engineering	®65
030 Social Work	®3®	066 Petroleum Engineering	®66
031 Sociology & Anthropology	®31	067 Surveying	®67
032 Special Needs education	®32	068 Textile Engineering	®68
033 Tourism & Hotel Management	®33	069 Urban Land Development Service	®69
034 Other Social Science Fields	®34	070 Urban Planning & Management	®7®
<b>02 Natural Science</b>		071 Water Resources Engineering	®71
035 Biology	®35	072 Wood Science Technology	®72
036 Biotechnology	®36	073 Other Engineering Fields	®73



Fields of specialization		code
<b>04 Health Science</b>		
074	Anesthesia	®74
075	Animal Health Care	®75
076	Dentistry	®76
077	Dental Hygiene	®77
078	Food Hygiene	®78
079	Health Extension	®79
080	Health Officer	®8®
081	Massage & Physiotherapy	®81
082	Medical Doctor	®82
083	Medical Laboratory	®83
084	Midwifery	®84
085	Nursing	085
086	Nursing Assistance	®86
087	Ophthalmology	®87
088	Pharmacy	®88
089	Psychiatry	®89
090	Public/Environmental Health	®9®
091	Radiography	®91
092	Retail Pharmacy Assistance	®92
093	Veterinary Medicine	®93
094	Other Health Fields	®94
<b>05 Agricultural Science</b>		
095	Agricultural Extension	®95
096	Animal Production & Management	®96
097	Animal Science	®97
098	Artificial insemination	®98
099	Bamboo Harvesting	®99
100	Beekeeping	1®®
101	Dairy Production	1®1
102	Field Crops Production	1®2
103	Forestry	1®3
104	Horticulture	1®4
105	Leather Basic Production	1®5
106	Natural Resource Management	1®6
107	Plant Science	1®7
108	Post Harvest Management	1®8
109	Poultry Production	1®9

Fields of specialization		code
110	Range Science	11®
111	Stimulants & Spices Production	111
112	Sugar Crops Production	112
113	Vegetables, Fruits, Flowers Production	113
114	Other Agricultural Fields	114
<b>06 Construction Industry</b>		
115	Bar Bending & Concreting	115
116	Building Construction	116
117	Building Electrical Installation	117
118	Building Metal construction	118
119	Carpentry & Joinery	119
120	Coble Stone Carving	12®
121	Coble Stone Road Construction	121
122	Concreting & Reinforcing Works	122
123	Construction Equipment Operation	123
124	Construction Management	124
125	Finishing Construction Works	125
126	Foundry Works	126
127	Geo-Technical Drilling	127
128	Masonry Works	128
129	Metal Machining	129
130	Metal Works	13®
131	Plastering & Paints Works	131
132	Road Construction Maintenance	132
133	Road Surfacing	133
134	Tiling Work	134
135	Tunnel Construction	135
136	Water Well Drilling & Construction	136
137	Welding	137
138	Other Construction Fields	138
<b>07 Construction Industry</b>		
139	Aircraft Mechanic	139
140	Automotive Driving	14®
141	Automotive Electrical/Electronic Servicing	141
142	Automotive Mechanic	142
143	Automotive Painting	143
144	Automotive Servicing Management	144
145	Automotive Technology	145

Fields of specialization	code
146 City Bus Driving	146
147 Taxi Driving	147
148 Other Transport Service Fields	148
<b>08 Infrastructure Services</b>	
149 Biomedical Equipment Servicing	149
150 Home/Office Elect/Electronics Equip. Servicing	15®
151 Hydrometric Monitoring	151
152 Infrastructure operations	152
153 IT Service Management	153
154 IT support Service	154
155 Mechatronics & Instrumentation servicing	155
156 Production Machine Installation	156
157 Sanitary Installation	157
158 Telecommunication Works	158
159 Water Supply & Distribution Operations	159
160 Web & Multimedia Designing	160
161 Other Infrastructure Service Fields	161
<b>09 Production Operations</b>	
162 Animal By-Product Processing	162
163 Plant By-Product Processing	163
164 Hide & Skin Processing	164
165 Textile Chemical Processing	165
166 CNC Machine Operation	166
167 Tool & Die Making	167
168 Dry Food & Spice Processing	168
169 Bamboo Derivatives Production	169
170 Bamboo Furniture Making	17®
171 Sugar & Ethanol Production	171
172 Garment production	172
173 Leather Goods Making	173
174 Metal Machining	174
175 Millwright	175
176 Root Crops Processing	176
177 Production Technology	177
178 Furniture Making	178
179 Dressmaking & Tailoring	179
180 Cement Production Equipment Operation	18®
181 Other Production Operations	181
<b>10 Other Social Services</b>	
182 Ambulance Service & Emergency Care	182
183 Domestic Caregiving	183

Fields of specialization	code
184 Domestic Service	184
185 Embalming Service	185
186 Embroidery	186
187 Fashion Designing	187
188 Hairdressing Beauty Care	188
189 Housekeeping & Laundry Service	189
190 Mortuary & Cemetery Service	19®
191 Music	191
192 Police	192
193 Pottery	193
194 Records & Archives Services	194
195 Secretarial Service	195
196 Tour & Travel Service	196
197 Video & Photography	197
198 Waste Handling & Waste Diversion	198
199 Weaving	199
200 Other Social Services	2®®



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