

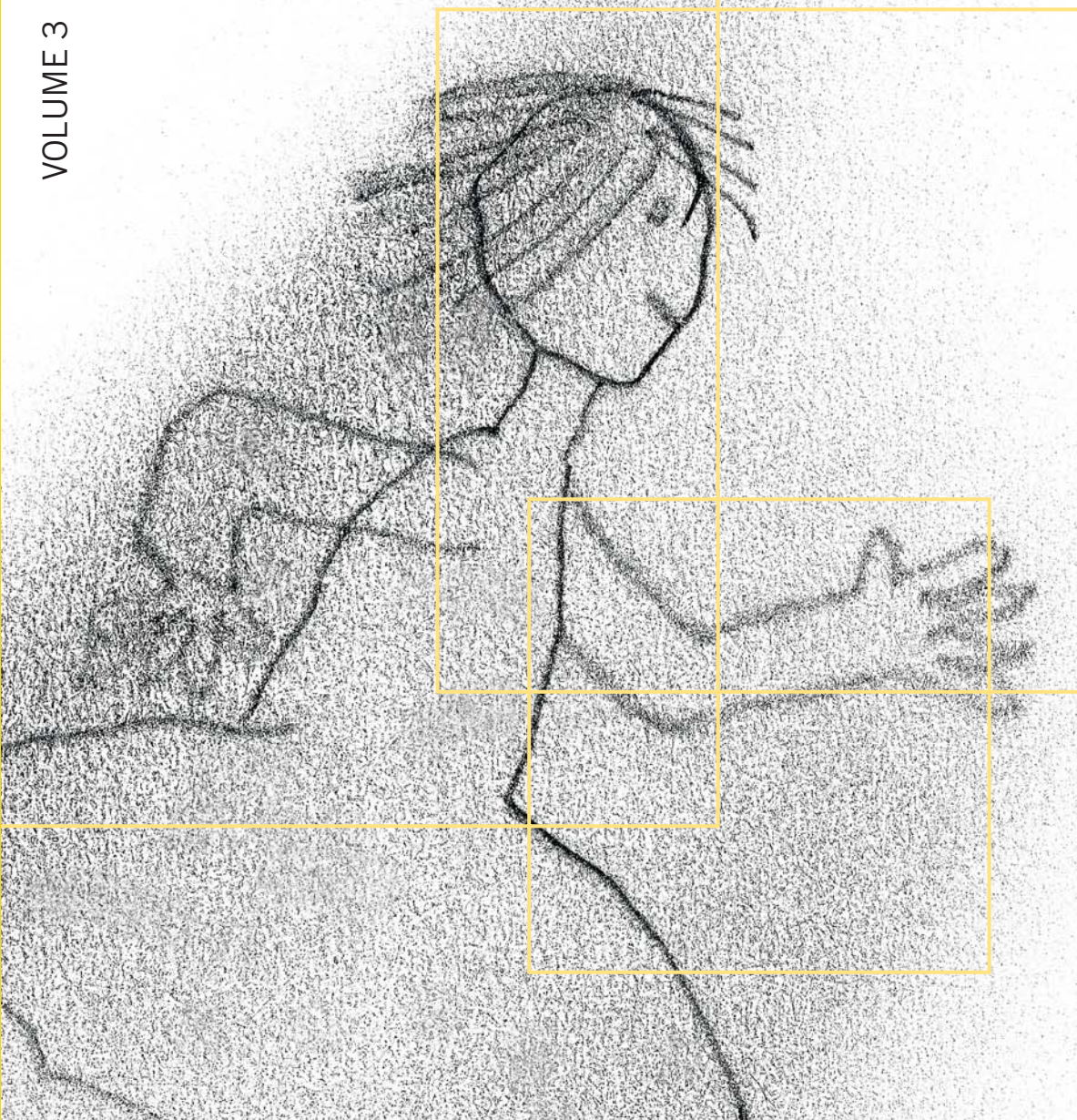
# Global Child Labour Data Review

A gender perspective



International  
Labour  
Office

VOLUME 3



**Global child labour data review :  
a gender perspective**

Volume N° 1 Girl child labour in agriculture, domestic work and sexual exploitation: rapid assessments on the cases of the Philippines, Ghana and Ecuador

Volume N° 2 A comparative analysis: girl child labour in agriculture, domestic work and sexual exploitation: the cases of Ghana, Ecuador and the Philippines

**Volume N° 3 Global child labour data review: a gender perspective**

Volume N° 4 A selected annotated bibliography on girl child labour: a gender perspective

# Global child labour data review: a gender perspective

**Girl child labour studies volume n° 3**

by:

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Lerzan Kayıhan Ünal

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## Acknowledgements

Child labour is a menace for society. To eradicate this curse, and allow children the opportunity of receiving education and a normal healthy upbringing, we need to understand the root causes of different forms of child labour. Recent research has shown that without an understanding of child labour from a gender perspective, our knowledge is incomplete, if not flawed. As a result, the elimination of child labour potentially risks leaving the roots of child labour deep within the psyche of society. This report comes as a part of the ILO's concerted effort to address gender issues in child labour.

The author is indebted to Anita Amorim and Mustafa Hakkı Özel for the numerous valuable comments she received, and to Una Murray and John Bland who edited this document. As well as Sergio Pilowsky and Lerzan Kayıhan Ünal who gave invaluable inputs for the document's finalization.

# Foreword

A rising concern about the need to provide protection and institutional responses that will ensure the progressive elimination of child labour performed by girls, as well as the general welfare of working girl-children, highlights the need among policy makers, both international and local, for a deeper understanding of the phenomenon. While gender and development programmes are finding their way into the institutional arena, little has been achieved in terms of providing coherent approaches, sensitive to the needs of girls. Thus, child labour initiatives have taken broad forms, like the national Time Bound Programmes for the elimination of child labour (TBP), and should apply the same degree of efficacy when extended to a girl child labourer. Both boys and girls deserve to be spared from child labour, in particular its worst forms, and encouraged to go to school.

Glimpses of the number of working girl children in agriculture, domestic work and the personal services sector can be discerned from scattered statistics. The statistical figures, however, can only be useful to the extent of raising awareness on the degree of participation of girl-children in the world of work. Disaggregating the numbers according to sex and dissecting them across industry and geographic locations can be used as means to pinpoint the general concentration of the girls. But in formulating policies and programmes to address the special needs of the working girl child, so much more information is required. In sectors where the girls are in workplaces that are not easily visible, their numerical visibility are of little help to policy-making. This is mainly due to the fact that employment arrangements, as for instance in domestic work, are generally casual and informal, making the girls virtually scattered, invisible, separated from their families and difficult to reach. The current work is the **third volume** of a series of girl child studies which include a review of **girl child labour in agriculture, domestic work and sexual exploitation** through rapid assessments in the Philippines, Ghana and Ecuador, **a comparative analysis of all the rapid assessments**<sup>1</sup> undertaken in the three countries in the fields of CDW, CSEC and agriculture, and **an annotated bibliography** on girl child labour from a gender perspective.

This volume comprises **a data review of existing global child labour data from a gender perspective** — mainly SIMPOC (ILO-IPEC), LSMS (World Bank) and MICS (UNICEF). While the data stem from a wide variety of sources, efforts have been made to extract outstanding examples of gender disparity in different sectors of child labour. The information is presented in ways that should assist further studies into the complex cross-relationship of child labour and gender anywhere in the world. The data are grouped into regions, and sources of data. The annexes include a

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<sup>1</sup> The International Labour Organization (ILO), through the International Programme on the Elimination of Child Labour (IPEC) and the Statistical Information and Monitoring Programme on Child Labour (SIMPOC), has made a major commitment to research on the elimination of the worst forms of child labour. Rapid Assessments are uniquely suited to meet these objectives. Balancing statistical precision with qualitative analysis, rapid assessments provide policy makers with insights into the magnitude, character, causes and consequences of the worst forms of child labour quickly and cheaply. These insights can then be used to determine strategic objectives for the elimination of the worst forms of child labour in each country or region, to design and target policy packages, and to implement, monitor and evaluate those programmes.

gender review of a number of Rapid Assessments that ILO-IPEC commissioned on the worst forms of child labour around the world, as well as an in-depth analysis of data from six countries, including the three countries which were the object of the main focus of the rapid assessments and comparative analysis of present series on the girl child labour: Philippines, Ghana and Ecuador.

# Abbreviations

CAR	Cordillera Administrative Region, the Philippines
CDW	Child Domestic Worker
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
CSEC	Commercial Sexual Exploitation of Children
DAW	Division for the Advancement of Women
DFID	UK Department for International Development
ECPAT	End Child Prostitution in Asian Tourism
FAO	Food and Agriculture Organization of the United Nations
FGD	Focus Group Discussions
GAATW	Global Alliance Against Traffic in Women
ICRW	International Centre for research on Women
ILO	International Labour Organization/Office
IOM	International Organization for Migration
IPEC	International Programme on the Elimination of Child Labour
KILM	Key indicators of the labour market
LSMS	Living Standards Measurement Study from the World Bank
MICS	Multiple Indicator Cluster Surveys
NER	Net Enrolment Rates
NGOs	Non-governmental organizations
SAARC	South Asian Association for Regional Co-operation
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
SIS	State Institute of Statistics
STDs	Sexually transmitted diseases
TBP	Time-bound programme
UCW	Understanding Children's Work: An Inter-Agency Research Cooperation Project
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population
UNICEF	United Nations Children's Fund
VF	Visayan Forum, an NGO based in the Philippines
WAPTCAS	West African Project to Combat Aids
WB	World Bank
WFCL	The worst forms of child labour
WHO	World Health Organization

# Executive Summary

This report opens with an overall review of the existing child labour data for boys and girls, looking at the issue specifically from a gender perspective. The author has gathered all the available tabled data on child labour to date<sup>2</sup>. As this material derives from a variety of sources<sup>3</sup>, the strategy of the subsequent analyses is fully discussed in the methodology chapter. Broadly speaking, the data sources are primarily SIMPOC<sup>4</sup>, LSMS<sup>5</sup> (World Bank LSMS surveys and other World Bank sponsored surveys, including national surveys), and MICS<sup>6</sup>. The analysis chapters are arranged in that order of sources, and cover distinct geographical regions of the world as well as transition economies and the Commonwealth of Independent States (CIS).

A summary of the data review by region demonstrates disparities between working boys and girls derived from a variety of sources, and draws noteworthy global inferences regarding the available child labour data. Differences are highlighted in the three broad categories: school attendance, children at work, and child inactivity. The last category, “child inactivity,” is assumed to refer primarily to children involved in the household chores.

Then follows a detailed review of and comparison between six countries, namely the three countries under focus for the ILO/IPEC United States Department of Labor’s Girl Child Project – Ecuador, Ghana and the Philippines – plus three other countries: Dominican Republic, South Africa and Turkey.

Available survey data on working children in the six countries are arranged according to specific indicators and analysed, with the differences according to sex highlighted. General trends on girl and boy child labour have been established for the six countries and are presented according to the SIMPOC KILM regions. The analyses take into consideration such elements as schooling, literacy, economic activity, working hours, and types of employment of children – including household chores, which are all too often left out of the reckoning. A series of tables summarize the data findings, with inter-country comparisons of the key findings as regards sex differentials.

This report then presents a succinct analysis of the rapid assessments by sectors – agriculture, child domestic work and commercial sexual exploitation. A concluding section underlines the limitations of the data so far collected on child

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<sup>2</sup> Latest data sources accessed July 2002.

<sup>3</sup> More on the sources can be found in the methodology chapter.

<sup>4</sup> SIMPOC is the statistical arm of IPEC which runs and monitors child labour in different parts of the world by helping national partners to conduct stand-alone or modular child labour surveys. The data sources that are under SIMPOC are not all SIMPOC countries. These data were supplied by the Policy Integration Department, which used the data for the recent exercise on the global count of child labour. In the case of non-SIMPOC countries, the data from them were harmonized to those of SIMPOC countries. This is explained more fully in the methodology chapter.

<sup>5</sup> World Bank’s principal LSMS surveys and other World Bank sponsored surveys are all lumped together to be called broadly LSMS surveys. The actual name and source of the data are cited in the respective places. All the data come from the UCW project (Understanding Children’s Work, a tripartite collaboration of ILO, UNICEF and World Bank) website – [www.ucw-project.org](http://www.ucw-project.org)

<sup>6</sup> UNICEF’s MICS surveys.

labour in general, but emphasizes the value of more than 40 RAs that have been made on the worst forms of child labour. Further research is required to obtain results that can be compared country by country. Nevertheless the RAs do shed light on the root causes of child labour and the factors that push children into abusive situations in agriculture, domestic work and commercial sexual exploitation. The challenges faced in obtaining a valid gender analysis of the RAs are indicated, and recommendations are proposed for improving the RA information in general.

Thus a process of analysing and categorizing data with a sex-disaggregated approach has been initiated. This is intended to make it easier to take the next step at the country or regional level, namely to analyse the sex-disaggregated data in terms of the socially determined issues that young boys and girls face in their day-to-day working life. For example, whether it is considered more appropriate to send boys to school than girls and why, or vice versa, or why more boys are in paid employment than girls in some countries and the reverse is true in others.

The power of a gender analysis is that it often reveals multiple reasons for particular situations. Thus there may be economic reasons such as running a family business and the need for sons or daughters to “help out”, social trends such as the reluctance to send girls to school as they tend to get married early, political or religious beliefs about sending daughters to school or having daughters working away from the home, environmental factors such as access to resources and rural urban locations, and institutional issues that promote or hinder from children working or attending school. Some issues are related to policy or national legislation, such as the ratification of relevant Conventions on child labour and their adoption into national legislation, or the availability of free education at a certain age. Other issues around child labour are related to intermediary problems such as the implementation of national policy and child labour laws, or the existence and availability of labour inspectors. Gender-related factors are also evident at the field level, in terms of women’s and men’s acceptance or not of child labour, and many and varied socio-cultural issues are peculiar to each country, region, area or municipality.

Using the information in this global child labour review, a more specific analysis of the socio-cultural factors in each country will make it easier to formulate effective policies to tackle and ultimately to eradicate different forms of child labour. It will also help to determine how to address the economic, social, cultural, environmental, political and institutional issues that are needed to boost school attendance of either sex.

The first step is to have data disaggregated by sex. For this to occur and for gender differences to be highlighted during studies and survey design, statisticians, census-takers, government officials and politicians need to be sensitized to the need for such information, why it is useful, and how to ask questions in a particular way that will bring forth the socio-cultural reasons for child work in paid employment, school attendance and so forth. Such sensitization will help to create better instruments that will in turn extract data with the gender dimension already added, rather than adding it at a later stage of analysis. For example, if it is realized that it is more probable (as was demonstrated in this report) that girls are heavily engaged in household chores, it can be highlighted that this type of work is often hidden from the mainstream of the labour force. Subsequently, questions focusing on the actual household chores performed can be asked in labour surveys. In addition to the usual questions of whether the child was involved in such activities, and how many hours she/he spends on them, more in-depth questions can be asked, like how household chores affect studies or cut into leisure time.

Often girls are hidden from specific sectors of work. Girls may be engaged in planting, weeding and harvesting crops but they may be perceived as helping parents/employers rather than “working”. These girls would not then be counted in the total number of agricultural workers, particularly if they do not get a salary, are paid in kind, or if their parents/employers or the girls do not consider themselves to be working. Girls are frequently seen as “helping out” even though such “helping out” takes many hours of their day and affects their schooling. Similarly domestic labour is often not viewed as work per se, but as preparation for future household duties, or as one less mouth to feed, when the girl is living elsewhere.

With the same type of approach, we can also extract boys who are hidden in a particular sector. For instance, prostitution is often believed to be a girls’ domain, but the ILO/IPEC’s Rapid Assessments in various countries illustrate that boys are also engaged in prostitution, albeit even more hidden than girls. A careful and gender-sensitive investigation would make an attempt to locate these hidden boys and address this issue.

In conclusion, an analysis of the trends brought forth using sex-disaggregated data can lead the way for more in-depth studies as to the why of global sex differences in particular countries and regions.

It is hoped that this report will serve as a starting point for more global (involving more countries), larger scale and comprehensive studies (covering more indicators) to be undertaken by child labour agencies, researchers and policy-makers worldwide.



# Chapter 1: Introduction

## Existing child labour data for boys and girls

The ILO estimated that in the year 2000<sup>7</sup> there were 352 million children aged 5 to 17 involved in economic activity in the world. This accounts for a little less than one-fifth of all children in this age group. The estimates suggest that there are no significant gender differences in the global incidence of children at work. Data on working children are still a scarce commodity. We need sex- and gender-disaggregated data to be able to see more clearly who is before us when we discuss child labour issues, whether they concern girls or boys or both.

Boys and girls experience life in different ways. Boys and girls can be treated in different ways by adults. They often have different educational opportunities; different options for survival; and different resources at their disposal. If we know more about the children involved in a particular child labour activity, we can attempt to better plan how to overcome the child labour problem. We can attempt to understand the gender-related reasons behind the employment of children, and plan for prevention of children being used for labour as well as how to reintegrate children back into school. For example, existing rehabilitation facilities for working street children may not be suitable for mixed sex groups.

Thus a “gender lens” is helpful to understand – and hence to prevent and solve – child labour problems. The challenge is to demonstrate that action against child labour and the promotion of gender equality do not mean a trade-off with other development gains, but provide long-lasting benefits to families, communities and societies.

## Gender definitions

Before going to the core of the data review that is the focus of this report, some relevant issues and terminologies are outlined below.

### Gender

**Gender** refers to the social differences and relations between girls and boys, women and men, which are learned and which vary widely within and between cultures and change over time. For example, in some countries it is appropriate for women and girls to work on the roads, whereas in others only men and boys perform

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<sup>7</sup> *Every Child Counts – New Global Estimates on Child Labour*, Geneva – 2002.

## Global child labour data review: a gender perspective

labour related to road works<sup>8</sup>. The use of a “gender lens” is vital to prevent and solve child labour problems, so that assumptions are not made about who does “what” and “when they do it”. Projects, programmes and policies that are gender-blind run the risk of failure.

Gender is a central organizing factor around which societies arrange work, rights and responsibilities in all spheres of life. Gender relations refer to the relationships between women and men, and between girls and boys, and how they influence situations and conditions in a given society at a given time. Gender roles and relations are not fixed; they vary across cultures and can change in a given culture in response to economic conditions, upheavals, HIV/AIDS and for countless other reasons.

**Gender roles** are *learned* behaviour in a given society, community or social group, in which people are taught to perceive activities, tasks and responsibilities as male or female. They are affected by other key classifiers in society, such as age, class, race, ethnicity, culture, religion or other ideologies, and by the geographical, economical and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances.

## Gender analysis

**Gender analysis** is a tool to diagnose differences and relations between girls and boys, men and women, and such an analysis is used to avoid assumptions about who does what, why and when. A gender analysis includes:

- collecting data which are disaggregated, i.e. broken down by sex,
- identifying gender differentials at work and in life, in terms of the division of labour, and access to and control over resources and benefits,
- understanding girls', boys', women's and men's needs, constraints and opportunities in relation to knowledge and skills needed, conditions of work, social protection, family responsibilities, and economic and political decision-making,
- identifying constraints and opportunities in the larger environment (laws, attitudes), and
- reviewing the capacities of existing institutions and mechanisms to reach out equally to girls, boys, women and men, and to promote gender equality”<sup>9</sup>.

It is important to point out that although gender analysis starts with sex disaggregation, it is not limited to this. The next step is analysing both qualitative or quantitative data with a gender dimension. This report is part of the first step for gender analysis, because it contains a global data review on child labour by sex differentiation.

It is essential when developing policies or programming and planning to undertake a gender analysis in order to begin to understand and assess inequalities between men and women and boys and girls, and to address them. Failure to do so often results in making the situation unintentionally worse for one group.

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<sup>8</sup> Murray U.; Amorim A. *Good Practices in Gender Mainstreaming for Combating Child Labour*, ILO-IPEC, 2003.

<sup>9</sup> Haspels N.; Romeijn M.; Schroth S. *Promoting gender equality in action against child labour in Asia: A practical guide*. International Labour Organization, Regional Office for Asia and the Pacific – 2000.

## The focus on the girl child

After the Fourth World Conference on Women at Beijing in 1995, the international community realized that not enough attention was being placed on the rights of the girl child. Several resolutions, in the context of the Commission for Human Rights, the United Nations Third Committee, the Commission on the Status of Women and others, have been passed asking that more attention be given to the girl child. Recently, the adoption of the Convention on the Elimination of the Worst Forms of Child Labour, No. 182, and Recommendation 190 brought increased focus on the girl child.

Evidence suggests that girls are often found working in the worst forms of child labour, which is related to the low status given to girls and women in many societies. Girls are particularly vulnerable to exploitation, but will have different coping strategies from boys. Programmes against child labour need to take these differences into account if they want to effectively reach both boys and girls. In the light of this, IPEC has a very strong gender focus in its programmes and activities.

The ILO Convention No. 182 highlights fields in which the girl child is often found working, and her exploitative conditions (e.g. commercial sexual exploitation, hazardous work, trafficking, exploitative forms of domestic labour). ILO-IPEC initiated several programmes targeting girls in an effort to address child labour. Nevertheless, a focus on the girl child is meaningless unless the girl child is compared with the boy child and unless different categories of girl children are compared. A focus on gender does not mean focusing only on the girl child, it means focusing on inequalities wherever they exist.

## The exclusion of domestic labour

Although the existence of child domestic workers has been widely acknowledged and, in fact, categorized as belonging to the informal sector of labour, still children (especially girls) in this work have remained fairly invisible in employment statistics. Such invisibility may be attributed to the fact that the nature of their job is not valued essentially as a “service” that deserves to be compensated, but rather it is viewed as an extension of their duties as children, even though they are also actually hired to do domestic work or work full time in the household on domestic chores. However, domestic work is not regarded as “real” or “serious” work. Consequently significant gaps exist in the recorded incidence of child labour. In particular statistical data do not take account of working girls in domestic labour<sup>10</sup>. This is further complicated by the fact that very often girls are sent to relatives in nearby towns to “help” with household chores in exchange for their board and keep, and perhaps the opportunity to attend school or “to gain experience”. Such children are not viewed as workers as such.

In this study, children officially classified as “neither working nor studying” are assumed to be involved in household chores.

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<sup>10</sup> Amparita S. S.-M. (2002). *Study on the Legal Protection of Child Domestic Workers in Asia-Pacific* (available on the ILO/IPEC website [www.ilo.org/childlabour](http://www.ilo.org/childlabour)) & Innocenti Research Centre, Child Domestic Work, 5 Innocenti Digest (August 20, 2002). <http://www.unicef-icdc.org/publications/pdf/digest5e.pdf>

### IPEC and gender awareness

IPEC aims to assist countries in progressively reducing child labour and especially in taking immediate action to eliminate the worst forms of child labour as a matter of urgency. In practical terms IPEC seeks to ensure that all activities undertaken to prevent child labour, or to withdraw and rehabilitate working children, benefit equally boys and girls. Consequently, understanding gender and the link between gender issues and child labour is one of IPEC's most important challenges.

Indeed, awareness that gender relations must be given greater consideration has driven IPEC to investigate how gender has been mainstreamed into IPEC policies to date, as well as researching effective measures to further integrate gender issues into all areas of work.

The ILO has adopted a policy of mainstreaming gender into all its work. **Gender mainstreaming** is considered the most effective approach for achieving gender equality in its programmes and policies and for ensuring that a gender analysis is carried out in all activities.

### How the report is organized

This report will attempt to look at child labour from a gender perspective. The author has gathered all the available tabled data on child labour to date<sup>11</sup>. As the data come from a variety of sources<sup>12</sup>, the strategy of the analysis that is followed in this report is fully discussed in the methodology chapter. Broadly speaking, the data sources are primarily SIMPOC<sup>13</sup>, LSMS<sup>14</sup> (World Bank LSMS surveys and other World Bank sponsored surveys, including national surveys), and MICS<sup>15</sup>. The analysis chapters are arranged in that order of sources.

A detailed annex on, and comparison of, six countries is contained at the end of this document. The six countries analysed in this annex are the three countries under focus for the ILO/IPEC United States Department of Labor's Girl Child Project – Ecuador, Ghana and the Philippines – plus three other countries: Dominican Republic, South Africa and Turkey.

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<sup>11</sup> Latest data sources accessed July 2002.

<sup>12</sup> More on the sources can be found in the methodology chapter.

<sup>13</sup> SIMPOC is the statistical arm of IPEC which runs and monitors child labour in different parts of the world by helping national partners to conduct stand-alone or modular child labour surveys. The data sources that are under SIMPOC are not all SIMPOC countries. These data were supplied by the Policy Integration Department, which used the data for the recent exercise on the global count of child labour. In the case of non-SIMPOC countries, the data from them were harmonized to those of SIMPOC countries. This is explained more fully in the methodology chapter.

<sup>14</sup> World Bank's principal LSMS surveys and other World Bank sponsored surveys are all lumped together to be called broadly LSMS surveys. The actual name and source of the data are cited in the respective places. All the data come from the UCW project (Understanding Children's Work, a tripartite collaboration of ILO, UNICEF and World Bank) website – [www.ucw-project.org](http://www.ucw-project.org)

<sup>15</sup> UNICEF's MICS surveys.

# Chapter 2: Methodology

## Data analysis strategy

All available child labour data have been presented in this report using a gender lens. All the existing and available gender-sensitive child labour data come from different and varying sources, yet an effort is made to extract any striking gender disparities on different aspects of child labour.

Most available data sources were disaggregated by sex, hence a gender study of different aspects of child labour – child work with or without schooling, employment categories, household chores etc. – could be derived from these data. This along with other existing studies, and any future endeavour involving in-depth knowledge stemming from the more complex cross-relationships of child labour, potentially enrich researchers' and policy-makers' understanding of child labour.

As the data come from a wide variety of sources<sup>16</sup>, the strategy that is followed throughout this report is to group the data into regions, and sources of data. In terms of regions the Key Indicators of the Labour Market (KILM) are followed, as developed by ILO.

## KILM

KILM was designed with the goal of establishing an international comparability of labour force. Regional groupings were developed based on the need of the ILO and its constituents, and of policy-makers and researchers, for an easily accessible, reliable and user-friendly tool with which to locate timely information on labour markets that is also comparable across countries<sup>17</sup>. There are 20 KILMs as outlined below.

- KILM 1. Labour force participation rate
- KILM 2. Employment-to-population ratio
- KILM 3. Status in employment
- KILM 4. Employment by sector
- KILM 5. Part-time workers
- KILM 6. Hours of work
- KILM 7. Informal sector employment

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<sup>16</sup> As indicated in the previous chapter, all child labour tabled data available as of end of July 2002 were considered for the purpose of this report. But due to the non-uniformity of the sources, the analysis was divided into three broad categories of sources to maintain the maximum possible homogeneity. By the same token, the choice of variables selected was also dictated by this same underlying fact. This implies that unfortunately, mainly due to lack of time, some variables were left out—therefore a follow-up study could be recommended.

<sup>17</sup> *Key Indicators of the Labour Market 2001-2002*, International Labour Office. Geneva.

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- KILM 8. Unemployment
- KILM 9. Youth unemployment
- KILM 10. Long-term employment
- KILM 11. Unemployment by educational attainment
- KILM 12. Time-related underemployment
- KILM 13. Inactivity rate
- KILM 14. Educational attainment and literacy
- KILM 15. Manufacturing wage indices
- KILM 16. Occupational wage and earning indices
- KILM 17. Hourly compensation costs
- KILM 18. Labour productivity and unit labour costs
- KILM 19. Labour market flows
- KILM 20. Poverty and income distribution

The scarcity and lack of uniformity of child labour data did not allow examination of all 20 Key Indicators of the Labour Market (KILM 2001-2002) in this case. However, with a gender-sensitive approach it is hoped that this report can be a stepping stone to a more comprehensive global study on this subject in the near future.

## Sources of data

In terms of sources of data, three main data sources are found. The analysis strategy for the different sources of the data is described under the respective category.

### **SIMPOC (Statistical Information and Monitoring Programme on Child-Labour of ILO)**

ILO's SIMPOC surveys are specifically designed for measuring child labour in different regions of the world. The programme was developed first to get a measure of child labour, and then to use these statistics to raise awareness on child labour. With this end in view, the surveys are designed to get statistical information of child labour in different sectors of work, and the data are also gender-sensitive, therefore quite useful and relevant for the purpose of the study of this report.

As the source of the data is rather uniform, an analysis for cross-country comparison was quite feasible. In addition to the analysis of data from only the SIMPOC countries as part of the recently finished ILO global estimate exercise, all available data to date (available until the end of 2001) were brought to the common base-line of year 2000, and the age category of 5-17. It was found that, given other things constant, SIMPOC data show a rise of child labour in the low age category of 5-9 years. This SIMPOC effect was also accounted for in the non-SIMPOC data which were normalized for this effect as well. These data are used in this part of the analysis. Because the non-SIMPOC country data were brought to the level of the SIMPOC data, we call all the data presented in this chapter "SIMPOC data". In addition to the year and age group harmonization, the non-SIMPOC data were adjusted for SIMPOC effect 1, and were normalized as such.

## LSMS (Living Standards Measurement Survey of World Bank)

The World Bank conducts a living standards measurement survey in different parts of the developing world quite regularly. The data that were extracted from the website of the UCW (Understanding Children's Work<sup>18</sup>, ILO, World Bank, UNICEF joint project on data sharing) was from the latest round of LSMS surveys that was available for different countries.

As the data come from different years, and the age category was not very uniform, only tables are presented for this section of analysis, and at the end of each region a short comparative conclusion is drawn.

Due to the non-uniformity of the data, at the end of each regional presentation, a summary table can be found which will depict the key aspects of child labour, and these tables are used later in the report to draw some conclusions. It should be noted that due to the varying sources of data these conclusions on the comparative issues are for guidance purposes only. A much more sophisticated and sound methodology should be applied before a solid and scientific comparison could be inferred from these data.

## MICS (Multiple Indicator Cluster Surveys of UNICEF)

UNICEF's MICS studies are also conducted in different parts of the developing world from time to time, and the data presented here are all extracted from the UCW website.

These data have greater uniformity than the LSMS data. As the data source is the same, and for the most part of the data the age category as well as the year of the survey are also uniform, a decent cross-country comparison was possible. These are depicted in the charts produced as part of the analysis in this section of the report.

## Other sources of data

Several other sources of data are presented in the fourth chapter of this report. Most of these data come from national labour force surveys, and some specialized surveys of the World Bank. The exact source is cited as the data from that particular source is presented.

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<sup>18</sup> [www.ucw-project.org](http://www.ucw-project.org)

Table 2.1: All available data sources from countries divided into KILM regions, and sub-regions

Countries according to the KILM grouping	Type of Survey				All available data sources from countries divided into KILM regions, and sub-regions												
	SIMPOC *	LSMS	MICS	Other surveys	Children working and studying	Children working only	Children studying only	Modality of employment					Children carrying out household chores		No activities	Type of activity	
								Paid employment	Unpaid employment	Family employment	Other employment	Self employment	Agricultural employment	Less than 4 hours a day		More than 4 hours a day	Agriculture
Developed economies:																	
Major Europe																	
1. Portugal	●				■		■								■	■	
2. Turkey	●				■		■									■	■
Transition economies:																	
3. Albania			■		■		■	■							■		
4. Bosnia and Herzegovina			■		■		■	■	■						■	■	
5. Azerbaijan	▲	■	■		■	■	■	■	■						■	■	
6. Georgia			■		■		■	■							■	■	
7. Kazakhstan	▲	■			■	■	■								■		
8. Moldova			■		■	■	■								■	■	
9. Tajikistan			■		■	■	■	■							■	■	
10. Ukraine	●				■		■								■		
11. Uzbekistan			■		■		■	■							■		

Asia and the Pacific:																			
South-central Asia																			
12. Bangladesh	▲								■									■	
13. India	▲								■									■	
14. Pakistan	●								■									■	
15. Sri Lanka	▲								■									■	
South-eastern Asia																			
16. Cambodia	▲	■							■									■	
17. Philippines	●							■	■									■	
Latin America and the Caribbean:																			
Latin America																			
18. Bolivia	▲							■	■					■				■	
19. Brazil	▲							■	■					■				■	
20. Colombia	▲							■	■					■				■	
21. Costa Rica	▲							■	■					■				■	
22. Ecuador		■							■					■				■	
23. El Salvador	▲							■	■					■				■	
24. Honduras								■	■					■				■	
25. Mexico	▲							■	■					■				■	
26. Panama								■	■					■				■	
27. Paraguay	▲							■	■					■				■	
28. Peru		■							■					■				■	
29. Venezuela								■	■					■				■	

Table 2.1: (cont.)

Countries according to the KILM grouping	Type of Survey				All available data sources from countries divided into KILM regions, and sub-regions												Type of activity		
	SIMPOC *	LSMS	MICS	Other surveys	Children working and studying	Children working only	Children studying only	Modality of employment					Children carrying out household chores		No activities	Agriculture	Non-agriculture		
								Paid employment	Unpaid employment	Family employment	Other employment	Self employment	Agricultural employment	Less than 4 hours a day				More than 4 hours a day	
Sub-Saharan Africa:																			
Eastern Africa																			
30. Burundi				■	■	■										■			
31. Kenya	●				■		■										■	■	■
32. Madagascar		■			■	■	■						■						
33. Zambia	●		■	■	■	■													
Middle Africa																			
34. Angola				■	■	■	■											■	
35. Cameroon	▲			■	■	■	■											■	
36. Central African Republic				■	■	■	■											■	
37. Chad			■		■												■		
Southern Africa																			
38. Namibia	●				■		■											■	■
39. South Africa	●				■		■											■	

<i>Western Africa</i>																
40. Côte d'Ivoire																
41. Gambia																
42. Ghana	●															
43. Guinea																
44. Guinea-Bissau																
45. Mali																
46. Mauritania	▲															
47. Niger																
48. Senegal	▲															
49. Sierra Leone																
<b>Middle East and North Africa:</b>																
<i>Middle East</i>																
50. Lebanon																
51. Somalia																
52. Yemen	▲															
<i>North Africa</i>																
53. Egypt	▲															
<p>● – SIMPOC country.</p> <p>▲ – non-SIMPOC country, data adjusted to SIMPOC. The country data are specially adjusted for the preparation of world and regional estimates of child labour at work. Consequently, these national data may differ from the results of the original surveys, and therefore they should be interpreted with caution.</p> <p>■ – All other available data marked with a solid square bullet.</p>																
<p>* Data were used for the analysis in chapter 3 “SIMPOC – An analysis of the data”.</p>																



# Chapter 3: SIMPOC

## – An analysis of the data

SIMPOC country tables are from the Global Estimate on Child Labour 1. These data are sex disaggregated. For a small selection of countries the data are also disaggregated by the industry groupings of agricultural and non-agricultural sectors. As the data source is the same but the age categories are not uniform, a male-female discrepancy analysis can be presented.

Here in this chapter, numbers are not presented but instead, how the numbers are compared in different categories and aspects of child labour, grouped according to the KILM regional divisions. In conformity with the recent global estimate<sup>19</sup>, the actual numbers are not published, yet they would be presented in a user-friendly way to highlight the gender aspects of child labour.

### **SIMPOC countries organized regionally**

SIMPOC and non-SIMPOC countries are indicated in the table given in the previous chapter. During the global estimate exercise, the non-SIMPOC sources at that time were brought to the level of SIMPOC sources by the normalization of age categories, and adjustment of the SIMPOC effect. This SIMPOC effect is explained in the report that followed the exercise 1. That are used in this part of the report are listed below, as per the six main KILM regional groupings.

### **Developed countries**

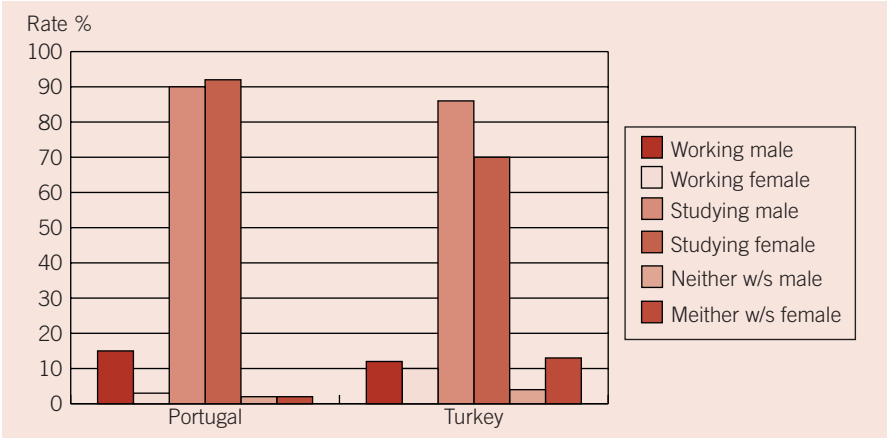
From the following chart, we can see that, in this region generally, more boys than girls are working. In the schooling there is no clear pattern, but in the household chores<sup>20</sup> girls are found to be dominating. A much higher percentage of children are involved in schooling than in any other activity, which is expected in a region of developed economies, although within this region, the two countries are different in the way their children are involved in economic activities and household chores.

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<sup>19</sup> The methodology followed to bring data from different sources to the level of SIMPOC, in terms of base-year and common age brackets, is described in *Every Child Counts – New Global Estimates on Child Labour* as found in [www.ilo.org/childlabour/sim poc](http://www.ilo.org/childlabour/sim poc). In addition to the harmonization for the year of study and age brackets, the data from non-SIMPOC sources were brought to the level of SIMPOC data, by using a SIMPOC effect factor – also explained in the above document.

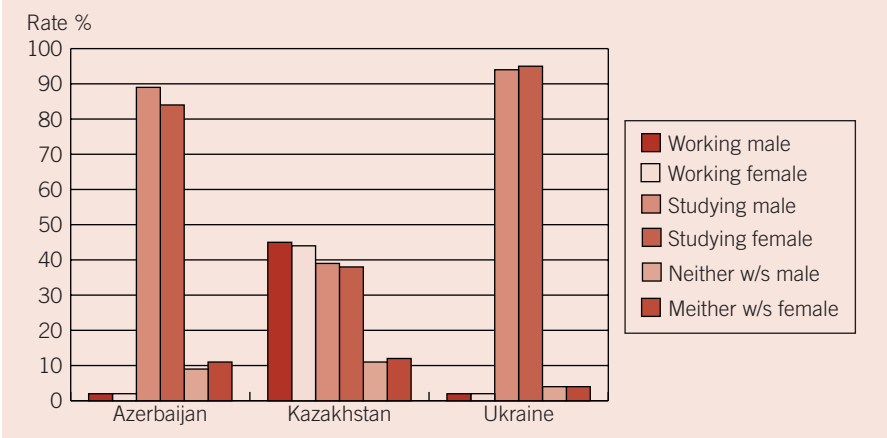
<sup>20</sup> In the charts “neither w/s” means “neither working nor studying”, which usually means household chores. The supplied tables for these countries that came from the global estimate exercise indicate “no activity” instead. But a closer look at the raw data reveals that these mainly comprise household chores. According to the ILO definitions (SIMPOC adopted the same), household chores are not included in the children’s work or child labour.

Table 3.1: Developed countries: Categories of activities (5-17 years)



Transition economies

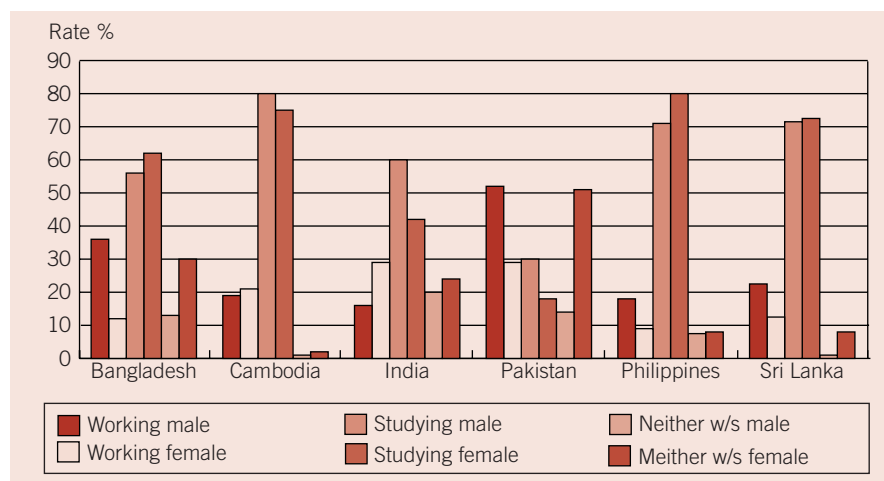
Table 3.2: Transition economies: Categories of activities (5-17 years)



The above chart illustrates a number of points. In the Commonwealth of Independent States (CIS) sub-region of the transition economies, there is surprisingly no clear pattern as to the different activities of boys and girls. Although there are great similarities between Azerbaijan and Ukraine, Kazakhstan stands out in all respects. In Azerbaijan and Ukraine there is a very high rate of schooling among children, while both working and household chores are not so high (for Ukraine this is quite low); whereas in Kazakhstan the data are just the opposite both for working and school-attending children, although the children in household chores are similar to the ones in Azerbaijan. Generally slightly more boys are working than girls; the tables are turned for household chores, whereas for schooling there is no clear pattern.

## Asia and the Pacific

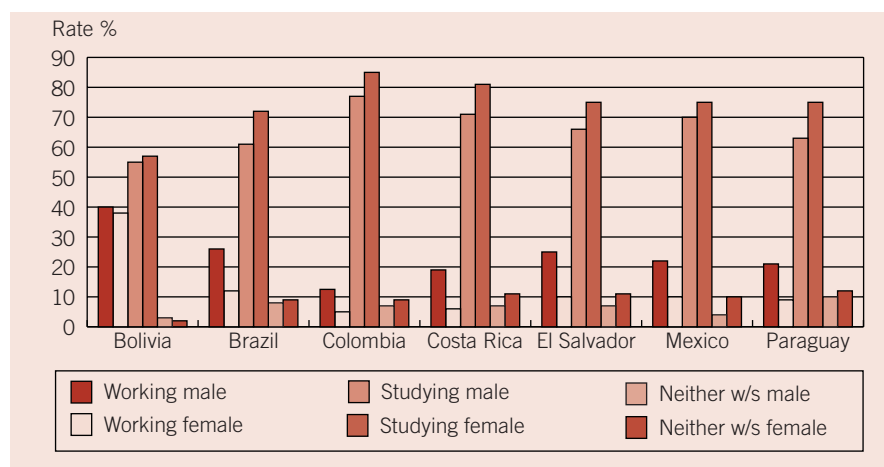
Table 3.3: Asia and the Pacific: Categories of activities (5-17 years)



From the above chart we can see that in four out of six Asian countries, there are more boys working than girls, the exceptions being Cambodia and India, where the opposite is true. The pattern is 50/50 in schooling, but for household chores there are more girls engaged in such activities than boys. Across the countries, the schooling rate is moderate in south Asia, except for Pakistan, where it is very low, and Sri Lanka where it is quite high. In the Philippines, Sri Lanka and Cambodia, school attendance is considerably higher than in the other countries.

## Latin America and the Caribbean

Table 3.4: Latin America and the Caribbean: Categories of activities (5-17 years)

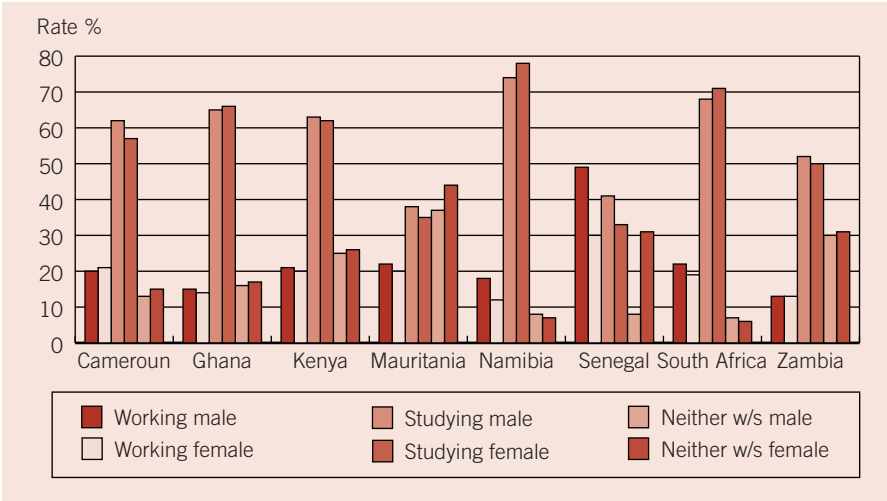


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From the chart we see that the schooling rate is moderately decent in almost all countries, and significantly more girls are studying than boys. Except for Bolivia the working population of 5-17 year olds is not so high. The boys to girls ratio of working is the opposite of studying. The number of children involved in household chores is not very high either, and generally more girls are assigned to such roles than boys, except for Bolivia, where again the scenario is the opposite, but the difference is not so significant.

Sub-Saharan Africa

Table 3.5: Sub-Saharan Africa: Categories of activities (5-17 years)

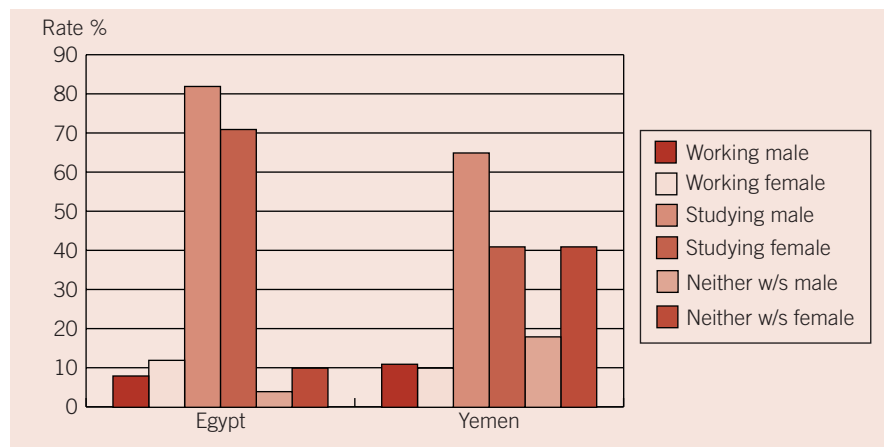


Although not a significant difference (with the exception of Senegal), generally more boys than girls are working. In Cameroon more girls are working, and in Zambia the working population is evenly distributed between boys and girls. There is no such clear pattern between boys and girls in terms of schooling, but we can see that the schooling rate is moderate. In terms of household chores, discounting Namibia and South Africa, generally more girls are involved in this type of work than boys.

Middle East and North Africa

From the chart below, there is no clear idea as to whether it is boys or girls that are working more. Noticeably more boys are studying than girls. Also, in terms of household chores, significantly more girls are involved in this type of work.

Table 3.6: Middle East and North Africa: Categories of activities (5-17 years)



## SIMPOC data analysis with type of activity

As mentioned previously, only a subset of the KILM indicators was chosen for analysis for the purpose of this research. The choice was based on the availability of the uniform data. For the same reason, a gender analysis in terms of types of activity was limited to data from three SIMPOC countries only. The data presented in this section are for year 1999 and the age category is adjusted to 5-17 years of children.

Table 3.7: Population engaged in Agriculture and Non-Agriculture: Kenya, Namibia, Turkey

Country	Agriculture		Non-agriculture	
	Male	Female	Male	Female
Kenya	85.0	68.5	10.9	13.4
Namibia	81.2	79.5	9.6	8.9
Turkey	39.7	62.6	35.4	12.4

From the above chart, no conclusion could be drawn regarding these three countries as to whether boys or girls are more involved in agriculture. For Kenya it is more boys, for Turkey it is girls, while for Namibia there is almost no difference.

In terms of non-agricultural activity, the scenario is not too different from agricultural activities in terms of establishing a clear pattern. In Turkey significantly more boys compared to girls are engaged in non-agricultural activities; in Kenya slightly more girls are involved in agricultural activities, whereas in Namibia it is almost even.

Table 3.8: Children in Agriculture (5-17 years)

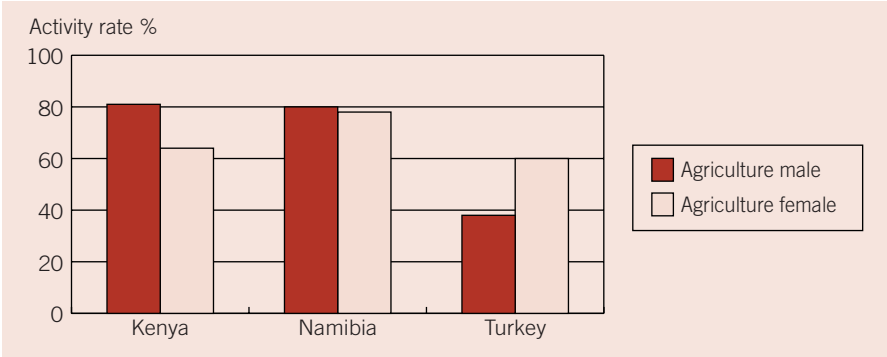
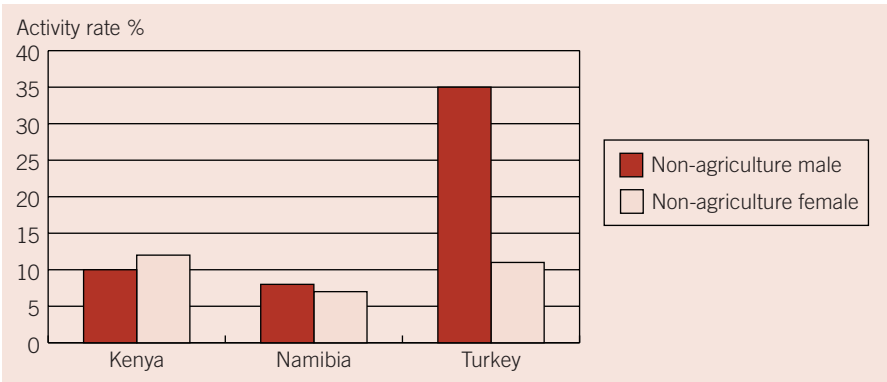


Table 3.9: Children in Non-Agriculture (5-17 years)



## Summary of SIMPOC countries

Table 3.10: Summary of SIMPOC Countries

Countries	Male-Female discrepancy			Type of activity	
	Working	Studying	Neither working nor studying	Agriculture	Non-agriculture
<b>KILM region I</b>					
Portugal	▶▶	■	■	—	—
Turkey	▶	▶	◀◀	◀◀	▶▶
<b>KILM region II</b>					
Azerbaijan	■	▶	◀	—	—
Kazakhstan	■	■	◀	—	—
Ukraine	■	■	■	—	—
<b>KILM region III</b>					
Bangladesh	▶▶	◀	◀◀	—	—
Cambodia	◀	▶	■	—	—
India	◀◀	▶▶	◀	—	—
Pakistan	▶▶	▶▶	◀◀	—	—
Philippines	▶▶	◀	■	—	—
Sri Lanka	▶▶	■	◀◀	—	—
<b>KILM region IV</b>					
Bolivia	▶	◀	■	—	—
Brazil	▶▶	◀	◀	—	—
Colombia	▶▶	◀	◀	—	—
Costa Rica	▶▶	◀	◀◀	—	—
El Salvador	▶▶	◀	◀◀	—	—
Mexico	▶▶	◀	◀◀	—	—
Paraguay	▶▶	◀	◀	—	—
<b>KILM region V</b>					
Cameroon	■	▶	◀	—	—
Ghana	■	■	■	—	—
Kenya	■	■	■	▶	◀
Mauritania	▶	■	◀	—	—
Namibia	▶	◀	■	■	▶
Senegal	▶▶	▶	◀◀	—	—
South Africa	▶	◀	■	—	—
Zambia	■	■	■	—	—
<b>KILM region VI</b>					
Egypt	◀◀	▶	◀◀	—	—
Yemen	■	▶▶	◀◀	—	—

Table 3.11: Legends: Male-Female Discrepancy

Boys significantly more	▶▶
Girls significantly more	◀◀
Boys more	▶
Girls more	◀
About the same	■
No available data	—

This chapter, which outlines countries on which SIMPOC has data, can be summarized as follows:

- Among working children, boys prevail. Although this is a general trend across all regions, we can still decipher the following in the regions mentioned:
  - In transition economies we do not see much difference.
  - In the Asia and the Pacific, in a third of the countries with data presented, the trend does not hold.
  - In Africa: the trend is shared between no difference and boys prevailing.
  - In the Middle East and North Africa, boys do not prevail, and in 50 per cent of the cases there is no difference between boys' and girls' work.
- Among children attending school, there is no significant difference between the boys and girls. But in particular:
  - In Latin America and the Caribbean, girls prevail in schooling.
  - In the Middle East and North Africa, boys prevail.
- Regarding children involved in household chores (classified as "neither working nor studying" in these sources) it is clear that girls generally outnumber boys. Comparing the different regions, the following was revealed:
  - In many cases the gender differential is not clear.
  - In the Middle East and North Africa, clearly girls prevail in household chores.
- Due to low availability of statistics, for types of activity in agriculture and non-agriculture work no clear gender trend can be found. There is an apparent cancelling effect, as was demonstrated by the three countries in the activity charts above.

## Chapter 4: An analysis of non-SIMPOC sources

### An analysis of non-SIMPOC sources (LSMS, MICS)

This chapter contains descriptive analyses of gender disparities among working children, regionally and nationally. Details of all 44 countries presented in this chapter are available on [www.ucw-project.org](http://www.ucw-project.org). The UCW data come from the following sources: MICS (Multiple Indicator Cluster Survey) of UNICEF, LSMS (The Living Standards Measurement Study) of the World Bank, Priority World Bank Survey, Household Expenditure Survey, Household Survey, Labour-Force/Household Survey, Poverty Indicators Survey, Welfare Indicators/Poverty Indicators and Income/Expenditure/Budgetary Survey.

Some country data found in this chapter were presented in the previous chapter as part of SIMPOC data. Such country data are cited here again to see if the new data source reveals any new trends, and a different conclusion can be drawn.

Because of the large amount of sources at UCW, it is very difficult to find the same information for each country. For this reason, in this chapter a table for each country is presented to represent the main indicators of child labour for a given source of data, such as: working children, studying children, modality of employment, and household chores. Household chores are often disguised as “no activities”.

The countries found in the UCW website are presented according to the ILO KILM regional groups. All the analysis presented in this chapter follow these KILM groupings. Countries from KILM group I – developed economies – are absent from the sources found. All the 44 countries are grouped as before by the principal KILM regional groupings.

World Bank data sources (LSMS, etc.) are presented in the form of sex-disaggregated tables and in terms of some key indicators. Data from World Bank sources lack uniformity and homogeneity. Due to lack of a harmonization scheme, a cross-platform comparison could not be performed. It is however envisaged that in the future such an exercise would be carried out, perhaps by the time of the next global estimate on child labour. At present however this remains beyond the scope of this report.

For some countries multiple data sources are presented, excluding SIMPOC. There are some overlapping countries for which SIMPOC (or adjusted to SIMPOC) data exist. These are presented in the previous chapter that focuses entirely on SIMPOC.

In the following pages, the listings of these 44 countries are cited, divided into KILM regions and sub-regions.

**1.2. KILM region II: Transition economies:**

***Central and Eastern Europe***

- 1.2.1.1. Albania
- 1.2.1.2. Bosnia and Herzegovina

***Commonwealth of Independent States***

- 1.2.1.3. Azerbaijan
- 1.2.1.4. Georgia
- 1.2.1.5. Kazakhstan
- 1.2.1.6. Moldova
- 1.2.1.7. Tajikistan
- 1.2.1.8. Uzbekistan

**1.3. KILM region III: Asia and the Pacific:**

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- 1.3.1.1. Bangladesh
- 1.3.1.2. India

***South-Eastern Asia***

- 1.3.1.3. Cambodia
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**1.4. KILM region IV: Latin America and the Caribbean:**

***Latin America***

- 1.4.1.1. Bolivia
- 1.4.1.2. Brazil
- 1.4.1.3. Colombia
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**1.5. KILM region V: Sub-Saharan Africa:**

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- 1.5.1.1. Burundi
- 1.5.1.2. Madagascar
- 1.5.1.3. Zambia

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- 1.5.1.5. Cameroon
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- 1.5.1.8. Côte d'Ivoire
- 1.5.1.9. Gambia
- 1.5.1.10. Ghana
- 1.5.1.11. Guinea
- 1.5.1.12. Guinea-Bissau
- 1.5.1.13. Mali
- 1.5.1.14. Mauritania
- 1.5.1.15. Niger
- 1.5.1.16. Senegal
- 1.5.1.17. Sierra Leone

**1.6. KILM region VI: Middle East and North Africa:**

***Middle East***

- 1.6.1.1. Lebanon
- 1.6.1.2. Somalia

***North Africa***

- 1.6.1.3. Egypt

## Transition Economies

### Central and Eastern Europe

#### *Albania*

Table 4.1: Albania: Children's activities (Data source: MICS, 2000;  
Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 7 to 14 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	35.6	89.7	1.0	2.9	48.4	0.4
Female	27.7	90.1	0.8	2.2	62.4	1.5

The data indicates that more boys work than girls, but the difference between them is not significant. There is no difference between male and female school attendance, and the level of school attendance is quite high. From this data we can see that in paid employment the differences between girls and boys are not noticeable, but in unpaid employment boys prevail. We can see that, for both less than four hours a day and more than four hours a day, more girls carry out household chores than boys.

#### *Bosnia and Herzegovina*

Table 4.2: Bosnia and Herzegovina: Children's activities (Data source: MICS, 2000; Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 8 to 15 attending school	Modality of employment			Children carrying out household chores	
			Paid employment	Unpaid employment	Family employment	Less than 4 hours a day	More than 4 hours a day
Male	19.5	93.5	1.1	6.0	17.9	48.8	0.5
Female	15.9	94.6	0.7	5.9	13.16	61.9	0.7

We can see that more boys work than girls, but the differences between them are not significant. The percentage of school attendance is quite high and there is almost no difference between the two sexes. In the modality of employment we can see that in paid and unpaid employment differences between girls and boys are not significant, but differences are more noticeable in family employment – where more boys are involved than girls. In household chores, however, girls prevail.

Commonwealth of Independent States (CIS)

Azerbaijan

Table 4.3: Azerbaijan: Children’s activities (Multiple data source: MICS 2000, LSMS 1995): MICS (Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 7 to 10 attending school	Modality of employment			Children carrying out household chores	
			Paid employment	Unpaid employment	Family employment	Less than 4 hours a day	More than 4 hours a day
Male	13.6	88.3	0.3	5.2	6.1	49.2	3.8
Female	12.3	88.4	0.2	4.9	1.8	57.0	6.8

From the above table we can see that there is almost no difference between girls and boys in categories of working children and school attendance. In family employment we see more boys than girls. Significantly more girls carry out household chores, especially in the “more than 4 hours a day” bracket.

Table 4.4: Azerbaijan: LSMS (Age bracket 6-14 years)

Children aged 6 to 14	Working only	Studying only	Working and studying	No activities <sup>21</sup>
Male	0.2	94.1	0.1	5.6
Female	0.0	94.9	0.4	4.7

From the table above we can see that there are no girls in the “working only” category, and the percentage of boys is not very high either. Although the rate of school attendance is high, no noticeable difference is found between boys and girls. Four times more girls are “working and studying”, but the overall rate is not very high. And from the category “no activities”, which normally stands for household chores, we can see that boys prevail, but again differences between male and female are not significant.

Georgia

The table below indicates that there is no significant difference between boys and girls that are working and attending school. Percentage of school attendance is very high. We can see that boys prevail in paid and unpaid employment, but the difference between boys and girls is not significant. Also we can see a very high percentage of children that carry out household chores, especially in the ‘less than 4 hours a day’ category, but the difference between male and female is not noticeable.

<sup>21</sup> The category “no activities” may involve household chores and idle children.

Table 4.5: Georgia: Children's activities (Data source: MICS, 1999;  
Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 6 to 15 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	31.2	95.8	4.8	24.9	87.4	12.6
Female	28.7	96.3	2.2	21.3	87.5	12.5

### *Kazakhstan*

Table 4.6: Kazakhstan: Children's activities (Data source: LSMS, 1996;  
Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	No activities
Male	1.0	64.5	29.6	4.9
Female	0.6	65.5	29.2	4.7

In all categories, differences between girls and boys are not significant. Rather more boys than girls are working (studying simultaneously or not). The percentage of studying children is not very high, especially compared to other CIS countries.

### *Moldova*

Table 4.7: Moldova: Children's activities (Data source: MICS, 2000;  
Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 7 to 12 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	37.0	98.0	2.3	10.3	70.5	13.1
Female	37.1	99.0	1.9	9.0	71.8	16.2

As we can see, the difference between male and female is not significant for any category. Level of school attendance is the highest among all CIS countries found in this section. The percentage of children that carry out household chores is quite high, with girls predominating.

**Tajikistan**Table 4.8: Tajikistan: Children's activities (Data source: MICS, 2000;  
Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 7 to 11 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	25.0	93.4	1.0	2.7	54.2	13.8
Female	24.8	92.7	0.8	2.4	58.6	18.1

From the above table we can see that there is almost no difference between girls and boys in any category. The exception is in the category “modality of employment” where boys prevail over girls. The percentage of school attendance is quite high. And also a high percentage of children found to be engaged in household chores, especially for less than 4 hours a day. More girls than boys work more than 4 hours a day as well as less than four hours a day on household chores.

**Uzbekistan**Table 4.9: Uzbekistan: Children's activities (Data source: MICS, 2000;  
Age bracket: 5-15 years)

Children aged 5 to 15	Children working only and working and studying	Children aged 7 to 11 attending school	Modality of employment			Children carrying out household chores	
			Paid employment	Unpaid employment	Family employment	Less than 4 hours a day	More than 4 hours a day
Male	26.2	90.9	0.9	5.1	14	66.9	8.9
Female	20.5	90.5	1.1	4.4	7.5	70.0	9.6

From the above table we can see that more boys are working. In school attendance there is no difference between boys and girls, and the percentage of children attending school is quite high. We can also see that almost twice as many boys are in the category of “other employment” than girls. We can see a high percentage of children carrying out household chores, and there is almost no difference in terms of boys and girls.

## Summary of Transition Economies & CIS

Table 4.10: Summary of Transition Economies and CIS

Countries	Male-Female discrepancy				
KILM region II	Working	Studying	Modality of employment		Household chores
			Paid	Unpaid	
Albania	►	■	►	►	◄◄
Bosnia	►	■	►►	►	◄◄
Azerbaijan <sup>22</sup>	►	■	■	►►	◄◄
Georgia	►	■	►►	►	■
Kazakhstan	►►	■	—	—	◄
Moldova	■	■	►►	►	◄
Tajikistan	■	■	►	■	◄
Uzbekistan	►►	■	◄◄	►►	◄

### Legends: Male-Female Discrepancy

Boys significantly more	►►►
Girls significantly more	◄◄◄
Boys more	►
Girls more	◄
About the same	■
No available data	—

The summary chart above illustrates that more boys are employed than girls. There is no difference between the boys and girls in terms of their school attendances. For modality of employment, boys prevail in paid as well as unpaid employments. And finally, in the household chores, girls are found to be involved considerably more than boys.

<sup>22</sup> MICS source and LSMS source change slightly the scenario for household chores in favour of boys.

## Asia and the Pacific

### South – Central Asia

#### Bangladesh

Table 4.11: Bangladesh: Children's activities (Data source: Household Expenditure Survey, 1995 to 1996; Age bracket: 5-14 years)

Children aged 5 to 14	Working only	Studying only	Modality of employment			No activities
			Paid employment	Self employment	Family employment	
Male	10.3	71.4	54.8	12.9	32.3	18.4
Female	1.9	72.3	75.2	8.2	16.6	25.8

From the above table we can see that five times more boys than girls are in the “working only” category. The percentages of children who study are about the same amongst boys and girls, but the schooling rate is only moderate. In family employment and self-employment categories boys prevail, but in paid employment the scenario is the opposite. We can also see more girls in the category of “no activities”, which basically comprises household chores.

#### India

Table 4.12: India: Children's activities (Data source: Human Development of India, 1994; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	No activities
Male	4.8	76.1	0.5	18.6
Female	3.9	61.8	0.3	34.0

There are slight differences in the numbers of boys and girls “working only”. More boys than girls are studying only, although in general the level of schooling is not too high. In the category of working and studying there are almost no differences between boys and girls. Many more girls than boys are in the category of “no activities” – i.e., presumably household chores.

## South – Eastern Asia

### Cambodia

Table 4.13: Cambodia: Children's activities (Data source: LSMS, 1999; Age bracket: 5-14 years)

Children aged 5 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	1.8	90.6	6.3	3.9	5.1	91.1	1.3
Female	3.0	89.9	5.1	3.4	7.1	89.6	2.1

In all categories there is not too much difference between boys and girls, but significantly more girls are found to be in “working only” and involved in “no activities” categories. The percentage of school attendance is quite high, with no noticeable difference between boys and girls. The percentage of family employment is the highest among all countries in this region, but no significant differences between boys and girls are noted.

### Philippines

Table 4.14: Philippines: Children's activities (Data source: Poverty Indicators, 1998; Age bracket: 6-14 years)

Children aged 6 to 14	Working only	Studying only	Working and studying	No activities
Male	2.8	84.8	4.8	7.7
Female	0.9	88.5	3.6	7.0

There are almost three times more working boys than girls, but in other categories the difference between boys and girls is not so noticeable. The level of school attendance is not very high, but we can see that slightly more girls are studying than boys.



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Summary of Asia and the Pacific

Table 4.15: Summary of Asia and the Pacific

Countries	Male-Female discrepancy				
KILM region III	Working	Studying	Modality of employment		Household chores
			Paid	Unpaid	
Bangladesh	▶▶	■	◀◀	▶▶	◀◀
India	▶▶	▶▶	—	—	◀◀
Cambodia	■	■	▶	◀	◀◀
Philippines	▶▶	◀	—	—	▶

Legends: Male-Female Discrepancy

Boys significantly more	▶▶
Girls significantly more	◀◀
Boys more	▶
Girls more	◀
About the same	■
No available data	—

The summary chart above illustrates that considerably more boys are employed than girls, except for Cambodia where there is no distinction. There is practically no difference between the boys and girls in terms of their school attendance, except in India where there are many more boys than girls. In Philippines there are slightly more girls attending school than boys. Regarding the modality of employment, overall there is a cancelling effect between boys and girls. It could be concluded in this KILM region that there is no difference between the sexes for paid or unpaid employment. Finally with respect to household chores, girls are found to be involved considerably more than boys.

Latin America and the Caribbean

Bolivia

Table 4.16: Bolivia: Children’s activities (Data source: Labour Force Survey, 1999; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	2.7	72.4	23.1	7.7	2.7	89.5	1.8
Female	4.8	72.0	21.2	9.0	3.1	87.9	2.0

According to the data presented in the table above, almost twice as many girls than boys are working only, but in other categories the differences between boys and girls are not so noticeable. We can see that the level of education is not very high, with a very high level of family employment for all children, irrespective of the sex.

## Brazil

Table 4.17: Brazil: Children's activities (Data source: Household Survey, 1998; Age bracket: 5-14 years)

Children aged 5 to 14	Working only	Studying only	Working and studying	No activities
Male	1.4	79.1	10.3	9.2
Female	0.8	85.3	5.2	8.8

In Brazil, more boys than girls are found to be in the “working only” and “working and studying” categories, while more girls are found to be studying. The level of school attendance is not very high. Among children that “do not do anything” (household chores) there is no significant difference between the boys and girls.

## Colombia

Table 4.18: Colombia: Children's activities (Data source: Labour Force/Household Survey, 1998; Age bracket: 5-14 years)

Children aged 10 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	6.4	84.3	1.7	42.2	12.0	45.8	7.7
Female	1.8	88.6	0.4	63.7	11.8	24.4	9.2

Three times more boys than girls are working (even more in the working and studying category) in Colombia. In school attendance there is almost no difference between boys and girls, but girls have a higher rate of school attendance. In modality of employment girls noticeably outnumber boys in paid employment, but in other categories the scenario is the opposite. The difference between boys and girls is not so noticeable in the “no activities” category, however more females are described as having no activities than males.

### Costa Rica

Table 4.19: Costa Rica: Children's activities (Data source: Labour Force/Household Survey, 1998; Age bracket: 12-14 years)

Children aged 12 to 14	Working only	Studying only	Working and studying	No activities
Male	8.9	77.5	5.9	7.7
Female	2.0	92.2	2.1	3.7

From the above table we can see that in Costa Rica many more boys than girls are found both in working and in "no activities" (household chores). The percentage of girls' school attendance is quite high, while boys' school attendance is noticeably lower.

### Ecuador

Table 4.20: Ecuador: Children's activities (Data source: LSMS, 1998; Age bracket: 10-14 years)

Children aged 10 to 14	Working only	Studying only	Working and studying	No activities
Male	10.8	51.6	35.7	1.9
Female	8.0	63.3	23.6	5.1

A higher percentage of boys over girls are working in Ecuador. The percentage of children that work and study is quite high, which is balanced by a moderately lower rate of children who attend school. In school attendance girls prevail. Also in the category "no activities" girls prevail, which probably indicates that more girls carry out household chores.

### El Salvador

Table 4.21: El Salvador: Children's activities (Data source: Household Survey, 1998; Age bracket: 5-14 years)

Children aged 5 to 14	Working only	Studying only	Working and studying	No activities
Male	6.7	76.2	9.5	7.5
Female	2.5	79.5	4.1	13.8

From the above table we can see that more boys are working, but the percentage of working children is not very high. In school attendance girls prevail, and the

percentage of studying children is not too high either. Almost twice as many girls as boys are found to be involved in household chores (“no activities”).

### *Honduras*

Table 4.22: Honduras: Children’s activities (Data source: Household Survey, 1998; Age bracket: 10-14 years)

Children aged 10 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	13.5	74.8	3.0	30.6	3.8	65.6	8.7
Female	2.7	79.8	1.4	37.3	1.3	61.4	16.2

From the Honduras table, a noticeably higher number of boys than girls are working. While the school attendance rate is not so high, there is almost no significant difference between the participation rates of boys and girls. Girls prevail in paid employment, while in the other two modes of employment boys outnumber girls. In the presumed household chores (“no activities”), one can see that girls are represented twice as much as boys.

### *Mexico*

Table 4.23: Mexico: Children’s activities (Data source: Income/Expenditure Survey, 1996; Age bracket: 12-14 years)

Children aged 12 to 14	Working only	Studying only	Working and studying	No activities
Male	9.2	75.3	11.7	3.8
Female	4.3	75.8	5.5	14.5

We can see that more boys are working, but the percentage of working children is not very high. There is no noticeable difference between the sexes regarding children that attend school, and the level of school attendance is not very high. Among children that are described as not doing anything (which can be assumed to indicate household chores) girls outnumber boys by a factor of more than three.

### *Panama*

Table 4.24: Panama: Children’s activities (Data source: Labour Force/Household Survey, 1998; Age bracket: 10-14 years)

Children aged 10 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	3.2	90.7	1.8	28.5	27.5	44.0	4.3
Female	0.6	94.3	0.4	69.3	2.6	28.1	4.7

## Global child labour data review: a gender perspective

From the above table on Panama there is a noticeable difference between boys and girls for working, with boys prevailing. There is a fairly high level of school attendance, with girls outnumbering the boys. We can see a big difference between children in paid employment – twice as many girls as boys – while in self-employment and family employment the situation is the opposite – boys prevail. The percentage of children in family employment is moderately high. Among children that are suspected to be involved in household chores (described as “no activities”) there is almost no difference between girls and boys, and the percentage of children in this category is relatively low.

### Paraguay

Table 4.25: Paraguay: Children’s activities (Data source: Household Survey, 1999; Age bracket: 5-14 years)

Children aged 5 to 14	Working only	Studying only	Working and studying	No activities
Male	2.1	79.8	6.9	11.2
Female	0.9	84.9	2.5	11.7

Difference between boys and girls is not significant among the children that study only, and children that do not do anything (household chores), but girls outnumber boys in both cases. The percentage of school attendance is not very high. Boys prevail over girls regarding working only, and working and studying children.

### Peru

Table 4.26: Peru: Children’s activities (Data source: LSMS, 1994; Age bracket: 6-14 years)

Children aged 6 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Self employment	Unpaid employment	Other	
Male	1.3	80.1	17.5	3.6	85.5	11.0	1.1
Female	1.1	84.0	13.2	1.2	94.8	4.0	1.7

In “work only” and “work and study”, boys prevail but the difference between the sexes is not significant. The percentage of school attendance is not so high, but in studying and presumed household chores (“no activities”) girls prevail, although the difference is not significant. In the modality of employment we can see a very high percentage of unpaid employment, and in this category girls prevail. In other categories of employment boys prevail.

## Venezuela

Table 4.27: Venezuela: Children's activities (Data source: Household Survey, 1998; Age bracket: 10-14 years)

Children aged 10 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Unpaid employment	
Male	2.7	89.0	3.8	46.7	20.2	33.1	4.6
Female	0.7	93.2	1.3	35.7	28.2	36.0	4.7

From the table on Venezuela more boys than girls are described as working. Among children that attend school, girls prevail. The percentage of children studying is fairly high. In the modality of employment girls prevail in self-employment and unpaid employment, while boys prevail over girls in paid employment. In the category of “no activities” (household chores), there is no difference between girls and boys, and the percentage for household chores is not very high.



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Summary of Latin America and the Caribbean

Table 4.28: Summary of Latin America and the Caribbean

Countries	Male-Female discrepancy				
KILM region IV	Working	Studying	Modality of employment		Household chores
			Paid	Unpaid	
Bolivia	◀	■	◀◀	◀	◀
Brazil	▶▶	◀	—	—	▶
Colombia	▶▶	◀	◀◀	▶▶	◀◀
Costa Rica	▶▶	◀◀	—	—	▶▶
Ecuador	▶▶	◀◀	—	—	◀◀
El Salvador	▶▶	◀	—	—	◀◀
Honduras	▶▶	◀	◀◀	▶▶	◀◀
Mexico	▶▶	■	—	—	◀◀
Panama	▶▶	◀	◀◀	▶▶	◀
Paraguay	▶▶	◀	—	—	◀
Peru	▶▶	◀	—	—	◀◀
Venezuela	▶▶	◀	▶▶	◀◀	■

Legends: Male-female discrepancy

Boys significantly more	▶▶▶
Girls significantly more	◀◀◀
Boys more	▶
Girls more	◀
About the same	■
No available data	—

The summary chart above illustrates that significantly more boys are employed than girls. There are generally more girls than boys found to be in school attendance. For modality of employment, girls prevail in paid and boys in unpaid employment. And finally, in the household chores, girls are found to be involved considerably more than boys.

## Sub – Saharan Africa

### Eastern Africa

#### *Burundi*

Table 4.29: Burundi: Children's activities (Data source: Priority WB, 1998; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	No activities
Male	28.4	54.8	0.4	16.4
Female	34.6	46.6	0.4	18.4

In Burundi, there is a high percentage of children that are working only, and this is balanced by a low percentage of children that attend school. Among children that work only girls prevail, and among children that study only, boys prevail. There is no difference between boys and girls that work and study, but we can see more girls in the category of “no activities”, which presumably means that girls prevail in household chores.

#### *Madagascar*

Table 4.30: Madagascar: Children's activities (Data source: LSMS, 1993; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	20.10	52.00	10.87	7.47	91.87	8.13	17.13
Female	15.74	53.51	9.53	11.28	90.74	7.58	21.23

We can see quite a high percentage of children in the working only category and consequently a low percentage of school attendance. Among children that are working only boys prevail, whereas girls prevail in the category of children that study only. However in both cases the differences are not significant. In modality of employment girls prevail in paid employment, but in self-employment and family employment there are more boys than girls. We also can see a very high percentage of self-employment amongst children of either sex. Among children that are presumably engaged in household chores (“no activities”), girls prevail.

Zambia

Table 4.31: Zambia: Children’s activities (Data source: Priority WB, 1996; Age bracket: 6-11 years)

Children aged 6 to 11	Working only	Studying only	Working and studying	No activities
Male	14.3	35.9	15.7	34.1
Female	10.5	41.2	13.5	34.8

There is not too much difference between male and female in any of the categories listed in the above table. In “work only” and “work and study” boys prevail, and in “study only” girls prevail. The percentage of school attendance is very low, and there is a slightly higher level of school attendance found amongst girls. There appears to be no significant difference between boys and girls for household chores (“no activities”).



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Middle Africa

Angola

Table 4.32: Angola: Children’s activities (Data source: Priority WB, 1995; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	4.4	89.8	0.7	5.9	51.5	42.6	5.1
Female	4.3	88.9	1.3	3.0	44.4	52.5	5.5

From the above table we can see that there is no significant difference between boys and girls in any category – although slightly more girls than boys are in work and study (however overall this is a low percentage). Quite a high percentage of school

attendance is found amongst all children. In paid employment and self-employment boys prevail, but in family employment the opposite is true. The percentages of self and family employment are quite high.

### Cameroon

Table 4.33: Cameroon: Children's activities (Data source: Priority WB, 1996; Age bracket: 6-14 years)

Children aged 6 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	7.7	73.7	5.6	1.8	7.0	91.2	13.0
Female	8.7	70.5	2.6	0.0	12.9	87.1	18.2

Girls prevail in categories of “working only” and “no activities” categories, but differences in percentages are not so significant. Amongst children that “study only” and “work and study”, boys prevail. Overall the percentage of school attendance is not very high. In paid employment girls are absent, but the percentage of boys are not high either – giving rise to a boys versus girls discrepancy. In self-employment girls prevail, but in family employment the scenario is opposite. The percentage of family employment is amongst the highest found.

### Central African Republic

Table 4.34: Central African Republic: Children's activities (Data source: Priority WB, 1992; Age bracket: 6-14 years)

Children aged 6 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	14.6	61.9	0.6	1.0	19.0	80.1	23.0
Female	16.6	48.8	0.4	0.5	17.5	82.0	34.3

According to the data presented above more girls are in the “working only” category, although the discrepancy is not so significant. More boys are found to be “studying only” and “working and studying”. The percentage of school attendance is low. There are twice as many boys in paid employment than girls, but the percentage is low, and boys prevail in “self-employment”, with a slight margin over girls. There is a very high percentage of children in family employment, and in the Central African Republic girls prevail. We also see significantly more girls in the category of “no activities”.

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### Chad

Table 4.35: Chad: Children's activities (Data source: MICS, 2000;  
Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 6 to 11 attending school	Modality of employment			Children carrying out household chores	
			Paid employment	Unpaid employment	Family employment	Less than 4 hours a day	More than 4 hours a day
Male	66.5	45.5	4.4	22.5	58.5	70.7	3.2
Female	64.6	32.8	2.3	24.1	52.0	77.1	11.3

From the above table concerning Chad a very high percentage of children are in the “working only” and “working and studying” categories, with a consequently low percentage of school attendance – in both cases boys prevail with an insignificant edge over girls. We also see that girls prevail in unpaid employment, while more boys are found to be in paid employment and family employment. More girls than boys carry out household chores; especially noteworthy is in the “more than 4 hours a day” bracket.



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### West Africa

#### Côte d'Ivoire

Table 4.36: Côte d'Ivoire: Children's activities (Multiple data source: MICS, 2000, Priority WB, 1995) MICS (Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 6 to 11 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	38.6	61.4	2.4	3.7	53.8	3.5
Female	42.1	51.8	1.8	4.2	62.8	10.9

More girls than boys are found to be “working only” and “working and studying” with the level of working children quite high. Boys prevail in “school attendance”, but the percentage of school attendance is moderately low. We can also see that boys prevail in “paid employment” and girls prevail in “unpaid employment”. More girls carry out household chores. There is a particular margin (three times more girls than boys) in the “more than 4 hours a day” bracket.

Table 4.37: Côte d’Ivoire WB (Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	21.3	59.4	0.6	5.3	4.9	89.8	18.6
Female	15.8	51.8	0.0	4.2	8.8	87.1	32.4

The table above indicates that more boys than girls are in “working only” and “working and studying” categories – with no girls found in the group of “working and studying”. There are also more boys that attend school, but the percentage of school attendance is fairly low overall. Boys prevail in “paid employment” and “family employment”, but the difference between girls and boys is not significant. The percentage of family employment is very high, with insignificant difference between the participation rates of boys and girls, but in self-employment, almost twice as many girls as boys are found to be present. Almost twice more girls than boys are indicated as being most probably involved in household chores (“no activities”).

## Gambia

Table 4.38: Gambia: Children’s activities (Data source: Priority WB, 1994; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	24.93	66.82	0.61	0.90	9.09	90.01	7.64
Female	38.12	49.76	0.59	3.59	4.96	91.44	11.53

Quite a high percentage of children in the working only category is evident in the Gambia, and amongst these children there are more girls than boys. This in turn yields a relatively low schooling rate among children. Boys prevail in the studying only category. In paid employment girls outnumber boys by more than three times, but the overall percentage of children in this category is not very high. In self-employment boys prevail, but in family employment we can see more girls than boys. The percentage of family employment is extremely high. Also we see more girls who can be assumed to be engaged in household chores (“no activities”).

**Ghana**

Table 4.39: Ghana: Children's activities (Data source: Welfare Indicators/Poverty Indicators, 1997; Age bracket: 6-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	Modality of employment				No activities
				Paid employment	Self employment	Unpaid family employment	Paid family employment	
Male	8.4	80.0	0.3	0.6	3.2	93.8	2.4	11.4
Female	10.1	77.5	0.3	1.0	2.7	89.3	7.1	12.1

The table indicates that sizeably more girls than boys are in the working only category in Ghana. The percentage of children that attend school is high, and in this category boys are slightly more represented than girls. There is no difference whatsoever between boys and girls that work and study, and the percentage of children in this category are quite low. In paid employment and paid family employment girls prevail, and we can also see more boys in self- and unpaid family employment. Finally slightly more girls evidently carry out household chores ("no activities").

**Guinea**

Table 4.40: Guinea: Children's activities (Data source: LSMS, 1994; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	Modality of employment				No activities
				Paid employment	Self employment	Unpaid employment	Agriculture employment	
Male	44.9	40.6	2.3	0.0	0.6	4.9	94.5	12.2
Female	48.0	27.0	1.4	0.1	2.1	5.1	92.7	23.5

From the above table on Guinea a high percentage of children are found to be in the "working only" population, and among these children girls prevail. Girls also prevail in the category of "no activities" which presumably means household chores. We also can see a very low percentage of school attendance, where boys prevail as well as prevailing in the category of work and study. There are no boys indicated in paid employment, with only 0.1 per cent girls. In self-employment the overall percentage of children is very low, but in this category girls prevail by twice as much as boys. In unpaid employment there is almost no difference between boys and girls, and the number of children in this category is not very high. There is a very high percentage of children in agricultural employment, but the difference between boys and girls is not significant.

**Guinea Bissau**

Table 4.41: Guinea Bissau: Children's activities (Data source: MICS, 2000; Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 7 to 11 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	65.2	37.2	5.8	9.3	63.1	2.5
Female	65.6	31.9	4.5	10.1	80.7	4.9

In Guinea Bissau there is high percentage of children that are working and studying, with no difference between girls and boys. The percentage of school attendance is very low, and in this category we can see more boys than girls. In paid employment boys prevail, whereas in unpaid employment girls prevail, but the difference between the sexes is not significant. More girls carry out household chores than boys, especially in the “more than 4 hours a day” category.

**Mali**

Table 4.42: Mali: Children's activities (Data source: Priority WB, 1994; Age bracket: 6-14 years)

Children aged 6 to 14	Working only	Studying only	Working and studying	Modality of employment			No activities
				Paid employment	Self employment	Family employment	
Male	58.7	18.1	22.7	0.2	3.7	96.1	0.4
Female	71.9	14.6	13.2	0.4	3.6	96.0	0.3

The table from Mali indicates a high percentage of children found to be in the working only category, and in this girls prevail. A very low percentage of school attendance is evident – the lowest among all countries found in this report – and in this category boys prevail. Among children that study only and work and study, boys prevail. A very high percentage of children are evident as being engaged in family employment. In paid employment and self-employment there are not too many children, with no significant difference between boys and girls (although percentage-wise there are twice as many girls as boys in paid employment). There are almost no children in the category of “no activities”, which is generally judged to mean household chores.

**Mauritania**

Table 4.43: Mauritania: Children's activities (Data source: LSMS, 1995; Age bracket: 7-14 years)

Children aged 7 to 14	Working only	Studying only	Working and studying	No activities
Male	0.5	55.5	0.2	43.8
Female	0.1	48.1	0.0	51.8

There are not too many children in the working only and working and studying categories, with a total absence of girls in the work and study category. Among working only children, boys prevail but the difference is not significant. The percentage of studying children is not very high, and in this category more boys than girls are present. A high percentage of children are present in the category of "no activities" in which girls prevail, which translates as more girls being involved in household chores.

**Niger**

Table 4.44: Niger: Children's activities (Data source: MICS, 2000; Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 5 to 12 attending school	Modality of employment			Children carrying out household chores	
			Paid employment	Unpaid employment	Other employment	Less than 4 hours a day	More than 4 hours a day
Male	73.4	35.4	3.1	39.9	52.3	73.8	9.7
Female	66.9	25.2	1.9	39.7	35.3	67.6	23.7

From the table on Niger above, a very high percentage of children that are in working only and working and studying categories is evident and among these children boys prevail. The percentage of school attendance is very low, and again in this category more boys are present than girls. In paid employment boys prevail, but in unpaid employment no difference between boys and girls was noticed. In other employment boys prevail. Between children that carry out household chores for less than 4 hours a day boys prevail, but twice more girls carry out household chores for more than 4 hours a day.

**Senegal**

Table 4.45: Senegal: Children's activities (Multiple data source: MICS 2000, Income/Expenditure/Budgetary Survey, 1994 – 1995)  
MICS (Age bracket: 5-14 years for some indicators age bracket is 5-15)

Children aged 5 to 14	Children working only and working and studying	Children aged 7 to 12 attending school	Modality of employment			Children carrying out household chores	
			Paid employment	Unpaid employment	Family employment	Less than 4 hours a day	More than 4 hours a day
Male	39.4	53.9	1.5	14.5	26.3	65.6	5.7
Female	35.7	44.6	1.4	14.7	10.4	64.7	17.7

The above table on Senegal indicates that there is a moderately high percentage of children in working only and working and studying, and among this group boys prevail, although the difference between the sexes is not significant. There is not a high percentage of children that attend school, and among these children boys prevail. In paid and unpaid employment, the difference between boys and girls is not significant, and the overall percentage of children is not high. We can see twice as many boys as girls in family employment, although again the overall percentage is not high. Among children that carry out household chores for less than 4 hours a day no significant difference is noticeable between boys and girls, however in the higher hour bracket, three times more girls carry out household chores than boys.

Table 4.46: Senegal Income/Expenditure/Budgetary Survey  
(Age bracket: 10-14 years)

Children aged 10 to 14	Working only	Studying only	Modality of employment			No activities
			Paid employment	Self employment	Family employment	
Male	34.1	54.2	0.1	7.5	92.3	11.6
Female	19.7	41.5	7.7	10.8	81.5	38.8

Boys prevail among children that are found to be in the “working only” and “studying only” categories, while the overall percentage of children studying is low. In “paid employment” girls exceed boys by 77 times, although the percentage of paid employment is not very high. In “self” and “family employment” the difference between boys and girls is not significant, though it is notable that there are quite a high percentage of children in family employment. In the category of “no activities” – probably household chores, we can see twice as many girls as boys.

Sierra Leone

Table 4.47: Sierra Leone: Children's activities (Data source: MICS, 2000; Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 5 to 12 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	71.9	44.0	2.0	47.9	73.6	9.4
Female	71.3	39.8	1.2	47.4	74.9	10.4

From the data on Sierra Leone, there is a very high percentage of children that are found to be in “working only” and “working and studying” categories, but among these children no noticeable difference is seen between boys and girls. The percentage of school attendance is fairly low, and among them there are more boys than girls. In paid and unpaid employment boys prevail, with an insignificant difference. The same is true for household chores. In the lower hour bracket for carrying out household chores, a higher percentage of children are involved than in the higher hour bracket.

Table 4.48: Summary of Sub-Saharan Africa

Countries	Male-Female discrepancy				
	Working	Studying	Modality of employment		Household chores
			Paid	Unpaid	
Burundi	◀◀	▶▶	—	—	◀◀
Madagascar	▶▶	◀	◀◀	▶▶	◀◀
Zambia	▶▶	◀◀	—	—	■
Angola	◀◀	■	▶▶	■	◀
Cameroon	▶	▶	▶▶	◀◀	◀◀
Central African Republic	▶	▶▶	▶▶	▶	◀◀
Chad	▶	▶▶	▶▶	■	◀◀
Côte d'Ivoire *	◀	▶▶	▶▶	◀◀	◀◀
Gambia	▶▶	◀◀	◀◀	▶▶	◀◀
Ghana	◀◀	▶	◀◀	▶	◀
Guinea	▶	▶▶	◀◀	◀◀	◀◀
Guinea-Bissau	■	▶▶	▶▶	◀	◀◀
Mali	▶	▶▶	◀◀	▶	▶▶
Mauritania	▶▶	▶▶	—	—	◀◀
Niger	▶▶	▶▶	▶▶	▶▶	◀◀
Senegal **	▶▶	▶▶	■	▶▶	◀◀
Sierra Leone	▶	▶▶	▶▶	▶	◀◀

\* MICS results, secondary source of data; in the priority World Bank study the scenario is pretty much the opposite.

\*\* Multiple data source, MICS used for the table; about the same conclusion in all but the unpaid employment category.

## Legends: Male-female discrepancy

Boys significantly more	▶▶▶
Girls significantly more	◀◀◀
Boys more	▶
Girls more	◀
About the same	■
No available data	—

The summary chart above illustrates that in 6 out of 17 countries significantly more boys are employed than girls, and in 6 countries slightly more boys than girls are employed. On the other hand, in three countries significantly more girls are working than boys (Angola, Burundi and Ghana) and only in one country are slightly more girls working than boys (Côte d'Ivoire). Thus it could be said that generally more boys are employed than girls. There are also significantly more boys found to be attend-

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ing school than girls, except for Zambia and the Gambia where there are significantly more girls, and in Cameroon and Madagascar there are slightly more girls attending school than boys.

For modality of employment, boys prevail in paid employment, but for unpaid employment, the pattern is almost equally divided between boys and girls. And finally, in the household chores, girls are found to be involved considerably more than boys (with the exception of Mali where significantly more boys are involved and in Zambia where it is about the same).



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## Middle East and North Africa

### Middle East

#### Lebanon

Table 4.49: Lebanon: Children's activities (Data source: MICS, 2000;  
Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Modality of employment		Children carrying out household chores	
		Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	35.4	2.4	8.4	27.7	0.2
Female	55.8	0.7	3.5	51.3	2.8

The table from Lebanon depicts that a high percentage of children are working only and working and studying, and among these children girls prevail. In “paid” and “unpaid employment”, boys prevail by twice as much. Almost twice as many girls carry out household chores for less than 4 hours a day and this factor is 10 times more than in the 4 hours a day category.

#### Somalia

Table 4.50: Somalia: Children's activities (Data source: MICS, 1999;  
Age bracket: 5-14 years)

Children aged 5 to 14	Children working only and working and studying	Children aged 5 to 12 attending school	Modality of employment		Children carrying out household chores	
			Paid employment	Unpaid employment	Less than 4 hours a day	More than 4 hours a day
Male	37.4	60.8	1.2	1.8	56.5	43.5
Female	49.5	55.7	1.2	2.2	46.3	53.7

Through the data from Somalia, it is evident that a lot of children are found to be working, and among them girls prevail. The percentage of school attendance is not high, but in this category boys prevail. There is absolutely no difference between girls and boys in paid employment, and the overall percentage is quite low, but more girls are in “unpaid employment”, also with a low overall percentage. There is a high percentage of children in both more than 4 hours a day and less than 4 hours a day brackets pertaining to household chores. In the lower bracket boys prevail, whereas in the higher bracket girls prevail.

North Africa

Egypt

Table 4.51: Egypt: Children’s activities (Data source: Labour Force Survey, 1998; Age bracket: 6-14 years)

Children aged 6 to 14	Working only	Studying only	Working and studying	Modality of employment		No activities
				Paid employment	Family employment	
Male	2.9	91.4	0.8	52.0	48.0	5.0
Female	4.3	82.0	3.9	51.4	48.6	9.8

The above tabular data tell us that more girls than boys are working only and four times more girls than boys are working and studying. The percentage of school attendance is high, with boys prevailing. In modality of employment there is no noticeable difference between the boys and girls, and percentages of children in paid employment almost equal the percentages of children in family employment. Among children that do not do anything, that is, are presumably involved in household chores only, almost twice more girls are found than boys.



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Table 4.52: Summary of Middle East and North Africa

Countries	Male-Female discrepancy				
	Working	Studying	Modality of employment		Household chores
			Paid	Unpaid	
Lebanon	◀◀	—	▶▶	▶▶	◀◀
Somalia	◀◀	▶	■	◀◀	■
Egypt	◀◀	▶▶	▶	◀	◀◀

Legends: Male-female discrepancy

Boys significantly more	▶▶
Girls significantly more	◀◀
Boys more	▶
Girls more	◀
About the same	■
No available data	—

The summary chart above illustrates that significantly more boys are employed than girls in all the 3 countries with data from these regions. There are more boys than girls attending school. For modality of employment, boys prevail in “paid” and girls in “unpaid employment”. And finally, in the category of “household chores”, girls are found to be involved considerably more than boys.



# Chapter 5: An analysis of MICS sources

## Analysis with Multiple Indicator Cluster Surveys (MICS)

The largest ever data collection exercise in history for monitoring children's rights and well-being was undertaken in the effort to monitor the goals of the World Summit for Children. The creation of the multiple indicator cluster surveys (MICS) was the key to this endeavour. This flexible, practical survey methodology, developed by UNICEF and a number of partners in 1998, was used to assess progress on all goals at the end of the decade. Through the surveys, data were collected not only on nutrition, health and education, but also on birth registration, family environment, child work and knowledge of HIV/AIDS.

The end-decade MICS were conducted in 66 countries, primarily by national government ministries with support from a variety of partners, thus helping fill many gaps in data on children in the developing world.

The multiple indicator cluster survey (MICS) was developed by UNICEF and a number of partners in 1998, and was used to assess progress on all goals at the end of the decade. The author of this report has undertaken an analysis on the MICS countries from the UCW website. Almost all these surveys were done in the year 2000 with the same age category, and therefore contain comparable data. The exception was two countries where the surveys were done in the year 1999 (Georgia and Somalia) and Senegal, which dealt with an age bracket of 5 to 15 years. The rest of the countries used the age category 5 to 14 years. In this chapter we compare data from 11 countries. For each country, data on school attendance have different age categories so cannot be compared. However, information on schooling for some of these countries can be found in the previous chapter.

The purpose of this paper is to highlight the gender differentials of child labour. Thus for ease of drawing policy implications, the comparisons are divided into KILM regions rather than doing a flat comparison of all the countries with common denominators.

The 11 countries are categorized below into the major KILM divisions.

### **KILM region II: Transition economies:**

- Albania
- Azerbaijan
- Bosnia and Herzegovina
- Moldova
- Tajikistan

### **KILM region V: Sub-Saharan Africa:**

- Chad
- Côte d'Ivoire
- Guinea-Bissau
- Niger
- Sierra Leone

### **KILM region VI: Middle East and North Africa:**

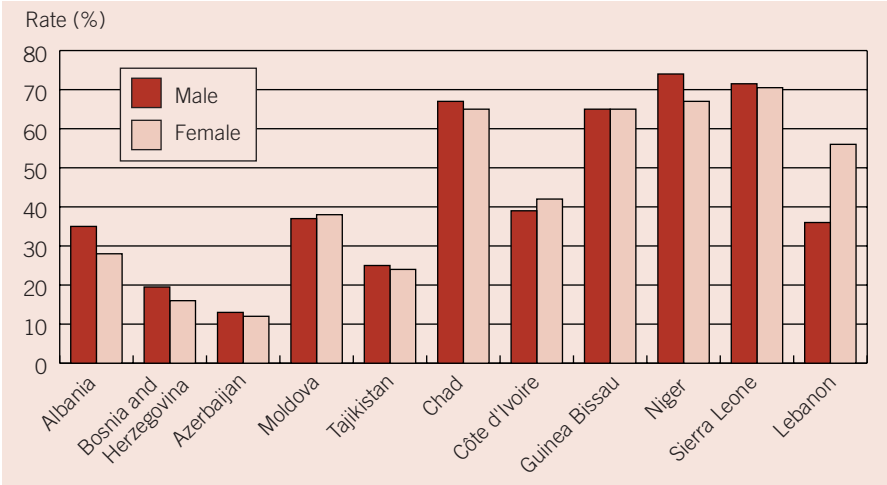
- Lebanon

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Because there are not too many countries for analysis in this chapter, all the countries are lumped together in the subsequent analytical charts, and a gender comparison is made based on different aspects of child labour.

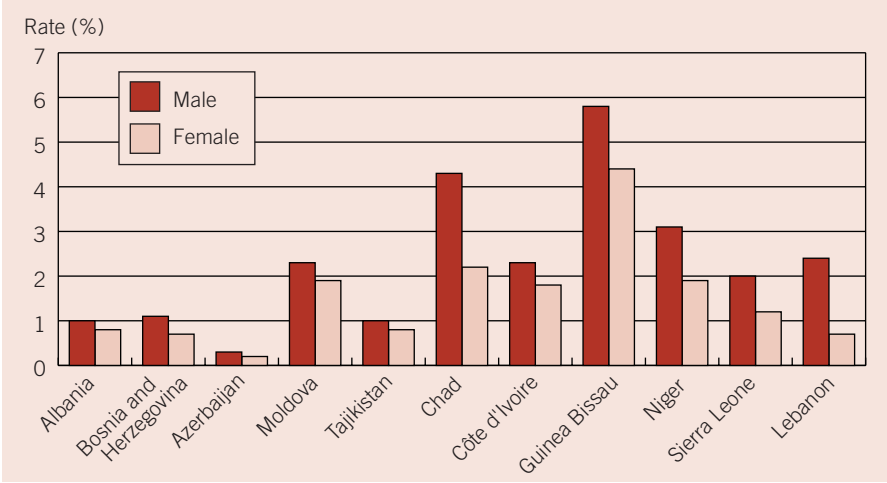
For the charts in this chapter, the data sources are of homogeneous MICS surveys – all for the year 2000, and with the same age category of children aged 5 to 14 years.

Table 5.1: Children working only, and working and studying (5-14 years)



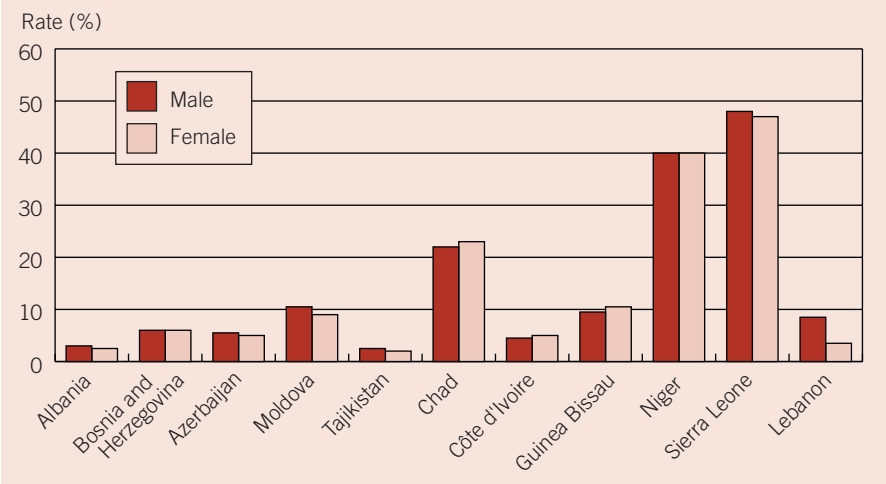
In the “working children” category, generally more boys are found to be working than girls, with the exception of Côte d'Ivoire, and Lebanon. In Lebanon significantly more girls are working than boys. In Moldova, and Tajikistan, there is no noticeable difference between the boys and girls.

Table 5.2: Modality of employment – paid employment



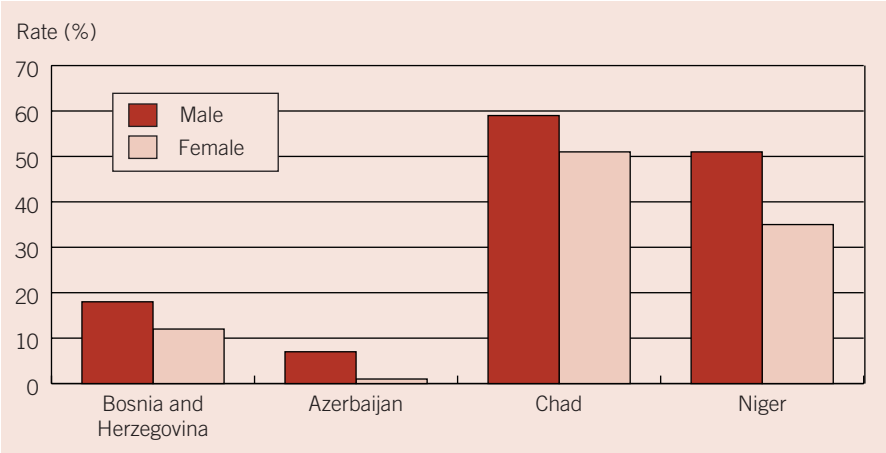
In the “paid employment” category, as depicted in the above chart, generally significantly more boys are found to be working than girls.

Table 5.3: Modality of employment – unpaid employment



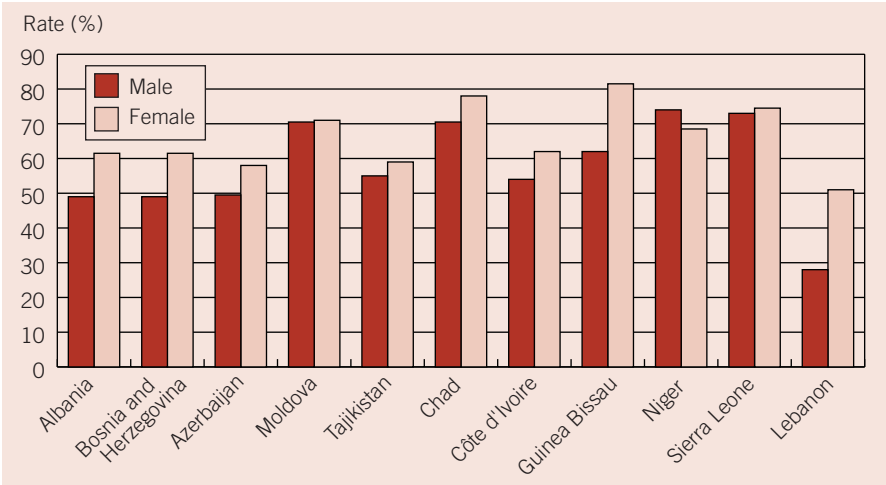
In the “unpaid-employment” category, the trend from the paid employment is much less noticeable, and it can be concluded from the above chart that there is almost no boy-girl distinction.

Table 5.4: Modality of employment – family employment



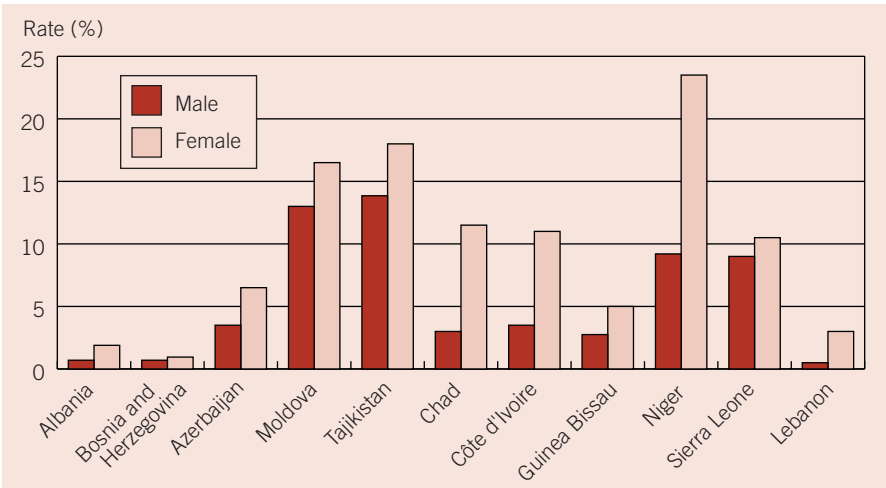
In the “family-employment” category, again more boys are found to be working than girls.

Table 5.5: Children carrying out household chores less than 4 hours a day



The above chart tells us that generally more girls are engaged in the household chores that take less than 4 hours a day. The overall rate of engagement in this kind of work is significantly higher than the other forms of more formal employment.

Table 5.6: Children carrying out household chores more than 4 hours a day



The above chart compares children carrying out household chores more than 4 hours a day. When the household chores are more than 4 hours a day, we find significantly more girls than boys doing this kind of work. Apart from Bosnia and Herzegovina, this is prevalent throughout all the countries listed, including CIS countries.

## Summary of MICS countries

Table 5.7: Summary of MICS countries

Countries	Male-Female discrepancy					
	Working and studying	Modality of employment			Household chores	
MICS source		Paid	Unpaid	Family	Less than 4 hours a day	More than 4 hours a day
<b>KILM region II</b>						
Albania	►	►	■	—	◄	◄◄
Bosnia and Herzegovina	►	►	■	►	◄	■
Azerbaijan	■	►	■	►►	◄	◄◄
Moldova	■	►	►	—	■	◄
Tajikistan	■	►	■	—	◄	◄
<b>KILM region V</b>						
Chad	■	►►	◄	►	◄	◄◄
Côte d'Ivoire	◄	►	■	—	◄	◄◄
Guinea Bissau	■	►►	■	—	◄◄	◄◄
Niger	►	►►	■	►►	►	◄◄
Sierra Leone	■	►►	■	—	■	◄
<b>KILM region VI</b>						
Lebanon	◄◄	►►	►►	—	◄◄	◄◄

Legends: Male-female discrepancy

Boys significantly more	►►
Girls significantly more	◄◄
Boys more	►
Girls more	◄
About the same	■
No available data	—

In this chapter we compared 11 countries. The following points can be drawn and concluded from the data and charts in this chapter:

- In the category of “working and studying” together, boys prevail, except for the cases of Côte d'Ivoire and Lebanon, for which the scenario is just opposite.
- In the “paid” and “family employment” categories, more boys are evident than girls.
- This disparity diminishes when we examine the “unpaid employment” category – where there is almost no noticeable difference between the boys’ and girls’ activities.
- In the “household chores” categories, more girls work than boys, and as the hours of work increases and crosses the cut-off mark of “4 hours a day” this distinction becomes noticeably more significant.



## Chapter 6: Summary of data review by region

In this region-by-region data review, disparities between working boys and girls have been highlighted using a variety of sources. The following briefly encapsulates the findings, looking first at the KILM regional groupings, then at some noteworthy global inferences that can be deduced regarding the child labour data. Differences are highlighted in the three broad categories: schooling; working; and child inactivity. The last category, “child inactivity”, can be assumed primarily to refer to children involved in the household chores.

### Developed Economies

The data source was the ILO/SIMPOC recent global estimate exercise, and the countries studied were Portugal and Turkey only.

#### Schooling

No significant difference between boys and girls for the 2 countries, but in the 15-17 age bracket there is some difference, but no clear pattern is evident as to where boys or girls prevail over the other.

#### Working

More boys than girls work, especially in the higher age brackets.

#### Child inactivity

More girls than boys are described as inactive, especially in the highest age bracket.

### Transition Economies

The data come from Understanding Children’s Work (UCW) website ([www.ucw-project.org](http://www.ucw-project.org)), as well as the recent ILO global estimate exercise. The countries covered are Albania, Bosnia and Herzegovina, Azerbaijan, Georgia, Kazakhstan, Moldova, Tajikistan, Uzbekistan, and Ukraine.

## Global child labour data review: a gender perspective

### Schooling

No significant difference between male and female enrolment rates.

### Working

Some differences noted. Generally more boys than girls are involved in economic activities, although the difference is not very significant.

### Child inactivity

Some differences noted. Generally more girls than boys are found to be involved in household chores, and in some countries this difference is quite manifest.

## Asia and the Pacific

The sources of the data include both the UCW website and the recent ILO global estimate exercise. The countries included are Bangladesh, Cambodia, India, Pakistan, Philippines, and Sri Lanka.

### Schooling

There were noticeable difference but the pattern is split. In 50 per cent of the cases there are more boys than girls, and in the other 50 per cent this situation is reversed.

### Working

Noticeably more boys than girls are involved in economic activities, with the exception of India, where the opposite situation holds. This difference is more noticeable as we go into higher age categories.

### Child inactivity

Not much noticeable difference between boys and girls, except in the higher age categories, where girls prevail.

## Latin America

The data sources include, UCW website and the global estimate. The countries under study were Bolivia, Brazil, Colombia, Costa Rica, Ecuador, El Salvador, Honduras, Mexico, Panama, Paraguay, Peru, Venezuela.

### Schooling

In every country there is a slight difference between boys and girls, with girls more involved in schooling.

### Working

Generally significantly more boys than girls are involved in economic activities.

### Child inactivity

Although in some countries the difference is not significant, generally girls prevail in undertaking household chores.

## Sub-Saharan Africa

The data sources were both the UCW website and the global estimate.

The countries included in the study were: Angola, Burundi, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Madagascar, Mali, Mauritania, Namibia, Niger, Senegal, Sierra Leone, South Africa, and Zambia.

### Schooling

Mostly boys prevail in schooling.

### Working

In about 60 per cent of the cases boys prevail over girls in economic activities, and in the remaining cases it is the girls that outnumber the boys.

### Child inactivity

Girls prevail.

## North Africa and the Middle East

The data come both from the UCW website and the recent ILO global estimate exercise. The countries included were Egypt, Lebanon, Somalia and Yemen.

### Schooling

Boys prevail.

### Working

Generally more girls are working.

### Child inactivity

Significantly more girls than boys can be assumed to be involved in household chores.

## Global Patterns

### Schooling

No clear difference.

### Working

Generally more boys are involved in economic activities.

### Child inactivity

Generally more girls are presumed to be involved in household chores.

# Chapter 7: Child labour data review of six countries

## Introduction

In order to complement the Global Child Labour Data Review, this chapter consists of a detailed analysis of the available SIMPOC data from five countries, namely the Dominican Republic, Ghana, the Philippines, South Africa and Turkey. The World Bank's Living Standard Measurement Studies (LSMS)<sup>23</sup> data from Ecuador have then been included, making a total of six countries analysed. This information has been approached and presented in a gender-sensitive way.

Comprehensive tables indicate each country's current situation with respect to schooling, literacy, economic activity, work hours and hours spent on household chores, family relationships and future aspirations of the children. These are followed by a set of tables comparing the countries' standing in respect of schooling, working children and household chores, but also showing such global patterns as can be discerned. Finally there is a concise set of conclusions that have been drawn from the data.

One of the challenges in any kind of analysis using various sources of data is the non-homogeneity of the data. As the resources involved in this review include not only data from the ILO/IPEC/SIMPOC, but also data from the World Bank's LSMS survey, we are faced with a methodological non-uniformity of the data sources. Although five of the six data sources are SIMPOC, there is still some dissimilarity of the data, as each data source uses their own survey instrument (survey questionnaire), which is not identical, and hence gives rise to the definitional issues of child labour-related matters. Additionally, the data are not all from the same year, nor always dealing with the same age category of the children.

The following indicators are used for the purpose of this study.

- Labour force participation rate
- Sectors of employment
- Hours of work (economic and other)
- Unemployment or idleness
- Educational attainment and literacy
- Participation in household chores

Raw data from the following six countries are analysed in this annex and gender differences highlighted.

- Dominican Republic (SIMPOC: ILO)
- Ecuador (LSMS: World Bank)

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<sup>23</sup> World Bank's principal surveys that are conducted in different developing countries of the world are called Living Standard Measurement Studies. World Bank conducts these surveys in conjunction with National Surveys either as stand-alone or modular surveys.

## Global child labour data review: a gender perspective

- Ghana (SIMPOC: ILO)
- Philippines (SIMPOC: ILO)
- South Africa (SIMPOC: ILO)
- Turkey (SIMPOC: ILO)

An attempt to conduct a regression analysis of the available child labour raw data in order to make an in-depth statistical analysis was in most cases not possible. As no linear correlation was found between any two related variables, a linear regression model could not be prepared. This was tested with scatter plots first, before linear regression statistics were drawn out. However non-linear regression could still be tried, but this is at present beyond the scope of the analysis.

It is important to note that, for the raw data from Ecuador, the weight factor could not be found. However, some key tables matched with the sample numbers found in the tables in the UCW<sup>24</sup> website.

The focus of analysis is child labour, although for Ecuador, the data is not collected for the purpose of child labour. In the light of the indicators chosen for this analysis, the appropriate tables are produced so that cross-country comparison could be performed.

The report is organized according to the country, using the following structure for each country:

- A brief on the source of data;
- A presentation of the data based on the suggested indicators, with some summary points highlighted underneath.

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<sup>24</sup> UCW is a UNICEF-WB-ILO joint project based in the Innocenti Research Centre, Florence, Italy.

## Dominican Republic

### Attributes of the Dominican Republic Survey

**Title:** Child Labour Survey in Dominican Republic

**Time period covered:** 2001

**Date of collection:** 2001

**Geographic coverage:** The national data include all the geographic regions of Dominican Republic.

**Geographic unit:** This survey covered all the provinces, states and districts.

**Unit of analysis:** As for most surveys, the basic unit of analysis is the individual person; this survey is no exception.

**Universe:** The survey covers a sample representing all persons of Dominican Republic. But the scope of the analysis is children aged five to seventeen years.

**Kind of data:** Survey data.

**Data collector:** National statistics office for administering the questionnaire, interviewing and for compiling the data.

**Frequency of data collection:** One time.

**Mode of data collection:** Face-to-face interviews.

**Type of research instrument:** "Structured" questionnaire includes mostly pre-coded questions.

**Weighting:** The weights are calculated and applied to the data.

Table 7.1.1: Schooling

Age category	Sex	
	Male	Female
5-9 years	DO you currently attend school, high school or university	YES
		% within DO you currently attend school, high school or university
		% within Sex
	NO	% within DO you currently attend school, high school or university
		% within Sex
	ON VACATION	% within DO you currently attend school, high school or university
		% within Sex
	UNKNOWN	% within DO you currently attend school, high school or university
		% within Sex
<b>Total</b>		
		<b>50.7%</b>
		<b>100.0%</b>
10-14 years	DO you currently attend school, high school or university	YES
		% within DO you currently attend school, high school or university
		% within Sex
	NO	% within DO you currently attend school, high school or university
		% within Sex
	ON VACATION	% within DO you currently attend school, high school or university
		% within Sex
		% within Sex
		<b>50.4%</b>
		<b>96.1%</b>
		<b>46.4%</b>
		<b>3.1%</b>
		<b>33.0%</b>
		<b>0.1%</b>

Table 7.1.1: (cont.)

Age category	Sex				
	Male	Female			
15-17 years	UNKNOWN	% within DO you currently attend school, high school or university % within Sex	69.5% 1.6%	30.5% 0.7%	
	Total	% within DO you currently attend school, high school or university % within Sex	50.0% 100.0%	50.0% 100.0%	
	DO you currently attend school, high school or university	YES	% within DO you currently attend school, high school or university % within Sex	51.5% 83.9%	48.5% 82.9%
		NO	% within DO you currently attend school, high school or university % within Sex	47.8% 12.4%	52.2% 14.2%
	ON VACATION	% within DO you currently attend school, high school or university % within Sex	21.4% 0.3%	78.6% 1.0%	
		UNKNOWN	% within DO you currently attend school, high school or university % within Sex	65.5% 3.5%	34.5% 1.9%
	Total	% within DO you currently attend school, high school or university % within Sex	51.2% 100.0%	48.8% 100.0%	

We can see that in the age categories 5-14 years there is little difference between male and female among those who currently attend school. There is a slight difference in the age category 15-17, with more boys studying than girls. The author speculates that girls marry at an early age and thus drop out of school to take care of family responsibilities.

Table 7.1.2: Educational attainment

Age category			Sex	
			Male	Female
5-9 years	Highest level	NONE	30,1%	28,4%
		1	30,8%	27,5%
		2	21,8%	23,8%
		3	11,4%	12,2%
		4	3,1%	4,7%
		5	0,6%	1,1%
		6	0,1%	0,2%
		7	0,1%	0,1%
		8	0,0%	0,1%
		DON'T KNOW	0,5%	0,5%
		UNKNOWN	1,6%	1,3%
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Highest level	NONE	5,2%	2,9%
		1	5,1%	5,6%
		2	13,1%	8,6%
		3	15,2%	13,2%
		4	20,7%	20,2%
		5	17,1%	19,0%
		6	11,7%	15,0%
		7	8,2%	10,5%
		8	2,7%	4,8%
		DON'T KNOW	0,3%	0,0%
		UNKNOWN	0,6%	0,3%
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Highest level	NONE	4,8%	2,8%
		1	17,5%	19,9%
		2	10,1%	15,6%
		3	9,7%	9,7%
		4	9,2%	7,8%
		5	8,4%	6,1%
		6	11,2%	7,6%
		7	12,9%	14,4%
		8	15,0%	14,9%
		DON'T KNOW	0,5%	0,6%
		UNKNOWN	0,8%	0,5%
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Although we see more girls as we go up to the higher levels of education, this averages out, and we see about the same number of boys and girls in each age category in the overall level of education.

Table 7.1.3: Literacy

Age category				Sex	
				Male	Female
5-9 years	Reads and writes	YES	% within Reads and writes	47.9%	52.1%
			% within Sex	58.3%	65.5%
		NO	% within Reads and writes	55.4%	44.6%
			% within Sex	40.7%	33.8%
		UNKNOWN	% within Reads and writes	57.7%	42.3%
			% within Sex	1.0%	0.7%
		Total	% within Reads and writes	50.7%	49.3%
	% within Sex		100.0%	100.0%	
10-14 years	Reads and writes	YES	% within Reads and writes	49.3%	50.7%
			% within Sex	94.5%	97.1%
		NO	% within Reads and writes	64.7%	35.3%
			% within Sex	5.3%	2.9%
		UNKNOWN	% within Reads and writes	100.0%	
			% within Sex	0.2%	
		Total	% within Reads and writes	50.0%	50.0%
	% within Sex		100.0%	100.0%	
15-17 years	Reads and writes	YES	% within Reads and writes	50.8%	49.2%
			% within Sex	96.1%	97.8%
		NO	% within Reads and writes	64.6%	35.4%
			% within Sex	3.8%	2.2%
		UNKNOWN	% within Reads and writes	68.8%	31.3%
			% within Sex	0.1%	0.1%
		Total	% within Reads and writes	51.2%	48.8%
	% within Sex		100.0%	100.0%	

From the table on literacy, we can see that in all age categories more female than males are literate, but the difference between them is not so evident. This could be due to the fact that there are more working boys than girls, and work takes over time for studying.

Table 7.1.4: Economic activity rate

Age category			Sex	
			Male	Female
5-9 years	worked last week	yes	7,9%	3,6%
		no	92,1%	96,4%
	Total		100,0%	100,0%
10-14 years	worked last week	yes	22,9%	7,6%
		no	77,1%	92,4%
	Total		100,0%	100,0%
15-17 years	worked last week	yes	42,3%	12,9%
		no	57,7%	87,1%
	Total		100,0%	100,0%

From the table on employment status, we can see that in the age category 5 to 9 years two times more boys were working than girls. In the age category 10 to 17 years, 3 times more males than females work. In the lower age categories, we can see that there are not many working children. In the age category 15-17 among boys, almost half of them are working. Overall more boys are found in economic activity than girls.

Table 7.1.5: Employment status

Age category				Sex	
				Male	Female
5-9 years	On this job she/he is or was	SALARY MAN	% within On this job s-he is or was	75.1%	24.9%
			% within Sex	27.7%	23.8%
		EMPLOYER	% within On this job s-he is or was	83.0%	17.0%
			% within Sex	1.8%	1.0%
		SELF-EMPLOYED	% within On this job s-he is or was	82.6%	17.4%
			% within Sex	29.1%	16.0%
		UNPAID FAMILY	% within On this job s-he is or was	65.6%	34.4%
			% within Sex	29.2%	39.9%
		OTHER	% within On this job s-he is or was	68.0%	32.0%
			% within Sex	4.4%	5.4%
		DON'T KNOW	% within On this job s-he is or was		100.0%
			% within Sex		1.3%

Table 7.1.5: (cont.)

Age category				Sex	
				Male	Female
		UNKNOWN	% within On this job s-he is or was	61.6%	38.4%
			% within Sex	7.8%	12.7%
		<b>Total</b>	% within On this job s-he is or was	<b>72.2%</b>	<b>27.8%</b>
			% within Sex	<b>100.0%</b>	<b>100.0%</b>
	10-14 years	On this job she/he is or was	SALARY MAN	% within On this job s-he is or was	78.9%
				% within Sex	21.1%
		EMPLOYER		% within On this job s-he is or was	44.7%
				% within Sex	36.9%
		SELF-EMPLOYED		% within On this job s-he is or was	48.3%
				% within Sex	51.7%
		UNPAID FAMILY		% within On this job s-he is or was	0.3%
				% within Sex	0.9%
		OTHER		% within On this job s-he is or was	77.2%
				% within Sex	22.8%
	15-17 years	On this job she/he is or was	UNPAID FAMILY	% within On this job s-he is or was	25.7%
				% within Sex	23.4%
		OTHER		% within On this job s-he is or was	73.1%
				% within Sex	26.9%
		DON'T KNOW		% within On this job s-he is or was	21.3%
				% within Sex	24.1%
		UNKNOWN		% within On this job s-he is or was	67.8%
				% within Sex	32.2%
		<b>Total</b>		% within On this job s-he is or was	3.4%
				% within Sex	4.9%
	15-17 years	On this job she/he is or was	DON'T KNOW	% within On this job s-he is or was	100.0%
				% within Sex	0.3%
		UNKNOWN		% within On this job s-he is or was	0.3%
				% within Sex	41.2%
		<b>Total</b>		% within On this job s-he is or was	58.8%
				% within Sex	9.7%
				% within On this job s-he is or was	75.5%
				% within Sex	24.5%
				% within On this job s-he is or was	100.0%
				% within Sex	100.0%
	15-17 years	On this job she/he is or was	SALARY MAN	% within On this job s-he is or was	71.3%
				% within Sex	28.7%
		EMPLOYER		% within On this job s-he is or was	59.5%
				% within Sex	66.3%
		SELF-EMPLOYED		% within On this job s-he is or was	60.8%
				% within Sex	39.2%
		UNPAID FAMILY		% within On this job s-he is or was	2.0%
				% within Sex	3.6%
				% within On this job s-he is or was	82.0%
				% within Sex	18.0%
	15-17 years	On this job she/he is or was	OTHER	% within On this job s-he is or was	20.3%
				% within Sex	12.3%
		UNPAID FAMILY		% within On this job s-he is or was	75.2%
				% within Sex	24.8%
				% within On this job s-he is or was	9.2%
				% within Sex	8.4%
				% within On this job s-he is or was	
				% within Sex	
				% within On this job s-he is or was	
				% within Sex	

Table 7.1.5: (cont.)

Age category			Sex		
			Male	Female	
	OTHER	% within On this job s-he is or was	95.8%	4.2%	
		% within Sex	4.9%	0.6%	
	DON'T KNOW	% within On this job s-he is or was	36.1%	63.9%	
		% within Sex	0.3%	1.3%	
	UNKNOWN	% within On this job s-he is or was	58.5%	41.5%	
		% within Sex	3.8%	7.5%	
	Total		% within On this job s-he is or was	73.4%	26.6%
			% within Sex	100.0%	100.0%

In almost all types of work boys dominate. However a slightly higher number of girls than boys are categorized as employers in the 10-14 years of age category.

Table 7.1.6: Work-related injuries and sickness

Age category			Sex	
			Male	Female
5-9 years	Have you been injured or sick because of your job	YES	10,5%	10,5%
		NO	89,1%	89,5%
		UNKNOWN	0,4%	
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Have you been injured or sick because of your job	YES	12,5%	8,7%
		NO	87,4%	91,3%
		UNKNOWN	0,1%	
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Have you been injured or sick because of your job	YES	13,9%	11,8%
		NO	85,9%	88,2%
		UNKNOWN	0,2%	
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Because there are more working boys than girls, it can be expected that they are more exposed to injuries and sickness connected to their job. In all age categories, except for the age category 5-9 years, more boys than girls experienced injuries and sickness because of their working activities. However, the difference between males and females is not so significant. This could imply that, even if there

are fewer working girls, they are more vulnerable to injuries and sickness because of their work activities.

Table 7.1.7 illustrates that boys dominate when children are working long hours, both in work as well as in the household chores. This is irrespective of the age categories.

Table 7.1.7: Working and household chores hours

Age category	hh chores hours				Sex	
					Male	Female
5-9 years	less than 42 hours	working hours last week	less than 42 hours	% within working hours last week brackets	43.2%	56.8%
				% within Sex	99.1%	99.9%
			more than 42 hours	% within working hours last week brackets	90.6%	9.4%
				% within Sex	0.9%	0.1%
		Total		% within working hours last week brackets	43.4%	56.6%
				% within Sex	100.0%	100.0%
	more than 42 hours	working hours last week	less than 42 hours	% within working hours last week brackets	52.4%	47.6%
				% within Sex	98.4%	100.0%
			more than 42 hours	% within working hours last week brackets	100.0%	
				% within Sex	1.6%	
		Total		% within working hours last week brackets	52.8%	47.2%
				% within Sex	100.0%	100.0%
10-14 years	less than 42 hours	working hours last week	less than 42 hours	% within working hours last week brackets	39.8%	60.2%
				% within Sex	96.4%	99.0%
			more than 42 hours	% within working hours last week brackets	70.1%	29.9%
				% within Sex	3.6%	1.0%
		Total		% within working hours last week brackets	40.4%	59.6%
				% within Sex	100.0%	100.0%

Table 7.1.7: (cont.)

Age category	hh chores hours				Sex			
					Male	Female		
	more than 42 hours	working hours last week	less than 42 hours	% within working hours last week brackets	55.1%	44.9%		
				% within Sex	95.4%	100.0%		
			more than 42 hours	% within working hours last week brackets	100.0%			
				% within Sex	4.6%			
				Total			% within working hours last week brackets	56.3%
				% within Sex	100.0%	100.0%		
	15-17 years			less than 42 hours	working hours last week	% within working hours last week brackets	33.9%	66.1%
		% within Sex	88.1%			93.9%		
		more than 42 hours	% within working hours last week brackets		51.9%	48.1%		
			% within Sex		11.9%	6.1%		
			Total			% within working hours last week brackets	35.4%	64.6%
					% within Sex	100.0%	100.0%	
			more than 42 hours		working hours last week	less than 42 hours	% within working hours last week brackets	42.7%
		% within Sex		84.2%			87.3%	
more than 42 hours		% within working hours last week brackets		49.0%		51.0%		
		% within Sex		15.8%		12.7%		
		Total				% within working hours last week brackets	43.6%	56.4%
						% within Sex	100.0%	100.0%

Table 7.1.8: Household chores

Age category			Sex	
			Male	Female
5-9 years	Did you do any household chores during the last 7 days	YES	53,7%	68,0%
		NO	45,4%	31,4%
		UNKNOWN	1,0%	0,6%
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Did you do any household chores during the last 7 days	YES	63,7%	88,3%
		NO	34,8%	11,1%
		UNKNOWN	1,6%	0,6%
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Did you do any household chores during the last 7 days	YES	48,6%	90,6%
		NO	48,0%	7,7%
		UNKNOWN	3,4%	1,7%
		<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.1.8 illustrates that there are more girls found engaging in household chores than boys. The difference between male and female is quite significant. Differences become very significant in the age category 15 – 17 years, where girls exceed boys almost twice. This is connected to the social roles of girls in society. Girls mimic the roles of their mothers, and as future mothers are expected to help raise children and do all related household activities.

Table 7.1.9: Parents' relationship

Are the parents	Did you have work during the last 7 days	Age category		Sex	
				Male	Female
TOGETHER	YES	5-9 years	% within Age category	74,6%	25,4%
			% within Sex	20,0%	24,9%
		10-14 years	% within Age category	81,6%	18,4%
			% within Sex	45,9%	37,7%
		15-17 years	% within Age category	76,9%	23,1%
			% within Sex	34,1%	37,4%
		<b>Total</b>	% within Age category	<b>78,5%</b>	<b>21,5%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>
	NO	5-9 years	% within Age category	48,0%	52,0%
			% within Sex	50,7%	46,0%
		10-14 years	% within Age category	45,0%	55,0%
			% within Sex	35,9%	36,7%
		15-17 years	% within Age category	39,3%	60,7%
			% within Sex	13,4%	17,3%
		<b>Total</b>	% within Age category	<b>45,6%</b>	<b>54,4%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>
	UNKNOWN	5-9 years	% within Age category	54,4%	45,6%
			% within Sex	20,4%	30,0%
		10-14 years	% within Age category	72,3%	27,7%
			% within Sex	29,8%	20,1%
		15-17 years	% within Age category	63,7%	36,3%
			% within Sex	49,8%	50,0%
		<b>Total</b>	% within Age category	<b>63,7%</b>	<b>36,3%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>
SEPARATED	YES	5-9 years	% within Age category	73,6%	26,4%
			% within Sex	19,1%	24,0%
		10-14 years	% within Age category	80,0%	20,0%
			% within Sex	46,2%	40,5%
		15-17 years	% within Age category	77,4%	22,6%
			% within Sex	34,7%	35,5%
		<b>Total</b>	% within Age category	<b>77,8%</b>	<b>22,2%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>
	NO	5-9 years	% within Age category	50,4%	49,6%
			% within Sex	50,1%	42,5%
		10-14 years	% within Age category	42,7%	57,3%
			% within Sex	36,0%	41,7%
		15-17 years	% within Age category	43,0%	57,0%
			% within Sex	13,8%	15,8%
		<b>Total</b>	% within Age category	<b>46,3%</b>	<b>53,7%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>

Table 7.1.9: (cont.)

Are the parents	Did you have work during the last 7 days	Age category		Sex	
				Male	Female
	UNKNOWN	5-9 years	% within Age category	55,7%	44,3%
			% within Sex	28,6%	45,5%
		10-14 years	% within Age category	63,5%	36,5%
			% within Sex	40,6%	46,8%
		15-17 years	% within Age category	89,0%	11,0%
			% within Sex	30,8%	7,7%
		<b>Total</b>	% within Age category	<b>66,8%</b>	<b>33,2%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>
DIVORCED	YES	5-9 years	% within Age category	43,5%	56,5%
			% within Sex	4,9%	19,4%
		10-14 years	% within Age category	82,4%	17,6%
			% within Sex	56,3%	36,9%
		15-17 years	% within Age category	73,2%	26,8%
			% within Sex	38,8%	43,7%
		<b>Total</b>	% within Age category	<b>75,4%</b>	<b>24,6%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>
	NO	5-9 years	% within Age category	64,5%	35,5%
			% within Sex	44,1%	27,1%
		10-14 years	% within Age category	50,8%	49,2%
			% within Sex	39,7%	42,8%
		15-17 years	% within Age category	37,3%	62,7%
			% within Sex	16,1%	30,1%
		<b>Total</b>	% within Age category	<b>52,7%</b>	<b>47,3%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>
	UNKNOWN	5-9 years	% within Age category	56,5%	43,5%
			% within Sex	39,4%	34,0%
		10-14 years	% within Age category	100,0%	
			% within Sex	60,6%	
		15-17 years	% within Age category		100,0%
			% within Sex		66,0%
		<b>Total</b>	% within Age category	<b>52,9%</b>	<b>47,1%</b>
			% within Sex	<b>100,0%</b>	<b>100,0%</b>

Among working children in all age categories whose parents live together, Table 7.1.9 shows there are significantly more boys than girls. The same pattern can also be found among children whose parents separated. In families with divorced parents there are slightly more girls than boys in the age category 5-9 years, but in the higher age categories, again more boys are found than girls.

## Global child labour data review: a gender perspective

It could be deduced that broken homes (separated, divorced families) are not necessarily an indicator of working children, because working children come from all kinds of families.

Table 7.1.10: Relationship to head of household

Age category	Relation to the Head of Household		Sex	
			Male	Female
5-9 years	SPOUSE	% within Relation to the Head of Household	69,8%	30,2%
		% within Sex	0,2%	0,1%
	SON-DAUGHTER	% within Relation to the Head of Household	50,6%	49,4%
		% within Sex	68,0%	68,3%
	STEPSON-DAUGHTER	% within Relation to the Head of Household	55,3%	44,7%
		% within Sex	4,0%	3,4%
	SON-DAUGHTER-IN-LAW	% within Relation to the Head of Household	42,9%	57,1%
		% within Sex	0,1%	0,1%
	GRANDSON-DAUGHTER	% within Relation to the Head of Household	50,8%	49,2%
		% within Sex	23,4%	23,3%
	PARENTS IN-LAWS	% within Relation to the Head of Household	100,0%	
		% within Sex	0,1%	
	OTHER RELATIVES	% within Relation to the Head of Household	46,0%	54,0%
		% within Sex	3,3%	4,0%
	HOUSEHOLD WORKER	% within Relation to the Head of Household	100,0%	
		% within Sex	0,0%	
	NON-RELATIVE	% within Relation to the Head of Household	51,6%	48,4%
		% within Sex	0,8%	0,8%
	UNKNOWN	% within Relation to the Head of Household	75,5%	24,5%
		% within Sex	0,1%	0,0%
	<b>Total</b>	% within Relation to the Head of Household	<b>50,7%</b>	<b>49,3%</b>
		% within Sex	<b>100,0%</b>	<b>100,0%</b>

Table 7.1.10: (cont.)

Age category	Relation to the Head of Household		Sex	
			Male	Female
10-14 years	HEAD OF HOUSEHOLD	% within Relation to the Head of Household		100,0%
		% within Sex		0,1%
	SPOUSE	% within Relation to the Head of Household	38,6%	61,4%
		% within Sex	0,2%	0,2%
	SON-DAUGHTER	% within Relation to the Head of Household	50,6%	49,4%
		% within Sex	70,0%	68,4%
	STEPSON-DAUGHTER	% within Relation to the Head of Household	48,6%	51,4%
		% within Sex	4,9%	5,2%
	SON-DAUGHTER-IN-LAW	% within Relation to the Head of Household	11,0%	89,0%
		% within Sex	0,0%	0,2%
	GRANDSON-DAUGHTER	% within Relation to the Head of Household	50,7%	49,3%
		% within Sex	19,3%	18,7%
	BROTHER-SISTER	% within Relation to the Head of Household	40,7%	59,3%
		% within Sex	0,7%	1,1%
	OTHER RELATIVES	% within Relation to the Head of Household	44,9%	55,1%
		% within Sex	3,7%	4,5%
	HOUSEHOLD WORKER	% within Relation to the Head of Household	62,9%	37,1%
		% within Sex	0,1%	0,1%
	NON-RELATIVE	% within Relation to the Head of Household	38,1%	61,9%
		% within Sex	1,0%	1,6%
	UNKNOWN	% within Relation to the Head of Household	100,0%	
		% within Sex	0,0%	
<b>Total</b>		% within Relation to the Head of Household	<b>50,0%</b>	<b>50,0%</b>
	% within Sex	<b>100,0%</b>	<b>100,0%</b>	

Table 7.1.10: (cont.)

Age category	Relation to the Head of Household		Sex	
			Male	Female
15-17 years	HEAD OF HOUSEHOLD	% within Relation to the Head of Household	56,5%	43,5%
		% within Sex	0,6%	0,5%
	SPOUSE	% within Relation to the Head of Household	1,7%	98,3%
		% within Sex	0,1%	5,4%
	SON-DAUGHTER	% within Relation to the Head of Household	54,3%	45,7%
		% within Sex	72,8%	64,5%
	STEPSON-DAUGHTER	% within Relation to the Head of Household	46,2%	53,8%
		% within Sex	4,3%	5,3%
	SON-DAUGHTER-IN-LAW	% within Relation to the Head of Household		100,0%
		% within Sex		2,8%
	GRANDSON-DAUGHTER	% within Relation to the Head of Household	57,4%	42,6%
		% within Sex	13,7%	10,7%
	BROTHER-SISTER	% within Relation to the Head of Household	55,4%	44,6%
		% within Sex	2,3%	1,9%
	OTHER RELATIVES	% within Relation to the Head of Household	50,5%	49,5%
		% within Sex	5,5%	5,6%
	HOUSEHOLD WORKER	% within Relation to the Head of Household		100,0%
		% within Sex		0,5%
	NON-RELATIVE	% within Relation to the Head of Household	21,7%	78,3%
		% within Sex	0,8%	2,9%
	<b>Total</b>	% within Relation to the Head of Household	<b>51,2%</b>	<b>48,8%</b>
		% within Sex	<b>100,0%</b>	<b>100,0%</b>

There is not much difference between males and females in the age category 5-9 years, but in the age categories of 10-14 and 15-17 years we can see a high percentage of girls as:

- **spouse** – because in many developing countries there is a high proportion of girls who marry at an early age.
- **daughter-in-law** – this can be explained as girls living in the houses of their in-laws after marriage, which is prevalent in some developing countries.

- **household workers** – this is a profession where girls are over-represented

It is also interesting to note that in the age category 10 – 14 years there are more boys than girls found as household workers.

Table 7.1.11: Future aspirations of the child

What would you like to do when you are grown up	Age category	Sex	
		Male	Female
STUDY UNIVERSITY	5-9 years	16,9%	25,6%
	10-14 years	17,1%	25,4%
	15-17 years	11,7%	13,8%
STU UNIV AND WORK	5-9 years	44,5%	43,0%
	10-14 years	48,9%	52,3%
	15-17 years	54,6%	61,1%
WORK FOR MONEY	5-9 years	9,6%	5,2%
	10-14 years	5,9%	2,5%
	15-17 years	4,3%	3,7%
FIN SCHOOL AND WORK	5-9 years	9,7%	8,4%
	10-14 years	8,3%	6,3%
	15-17 years	5,8%	6,4%
LOOK FOR BETTER JOB	5-9 years	0,8%	0,5%
	10-14 years	0,8%	0,2%
	15-17 years	1,7%	0,5%
START OWN BUSINESS	5-9 years	3,4%	2,2%
	10-14 years	4,1%	2,0%
	15-17 years	5,4%	4,2%
HELP FAM BUSINESS	5-9 years	0,4%	0,3%
	10-14 years	0,3%	0,2%
	15-17 years	0,2%	0,2%
DON'T KNOW	5-9 years	3,6%	4,2%
	10-14 years	0,8%	0,7%
	15-17 years	1,2%	1,1%
ATTORNEY	5-9 years	0,9%	0,7%
	10-14 years	1,5%	1,4%
	15-17 years	1,1%	0,4%
ENGINEER	5-9 years	0,7%	0,1%
	10-14 years	1,5%	0,8%
	15-17 years	1,9%	0,5%
DOCTOR	5-9 years	0,9%	2,0%
	10-14 years	0,6%	1,3%
	15-17 years	0,3%	1,0%
TEACHER	5-9 years	0,5%	2,1%
	10-14 years	0,5%	0,9%
	15-17 years		0,7%

Table 7.1.11: (cont.)

What would you like to do when you are grown up	Age category	Sex	
		Male	Female
POLICE OFFICER	5-9 years	1,0%	0,1%
	10-14 years	0,5%	0,1%
	15-17 years	0,8%	0,3%
BASEBALL PLAYER	5-9 years	1,8%	0,1%
	10-14 years	3,0%	0,1%
	15-17 years	2,5%	0,1%
OTHER	5-9 years	3,7%	4,4%
	10-14 years	4,0%	4,9%
	15-17 years	4,8%	3,6%
UNKNOWN	5-9 years	1,7%	1,1%
	10-14 years	2,0%	1,0%
	15-17 years	3,7%	2,3%
Total	5-9 years	100,0%	100,0%
	10-14 years	100,0%	100,0%
	15-17 years	100,0%	100,0%

For future aspirations, observations from Table 7.1.11 reveal the following:

- **study:** girls have higher aspiration for this
- **work:** boys are more into finding work in the future, including setting up their own farm or business
- **professional work:** depending on the profession; both boys and girls have aspirations for professional work – boys as attorneys or engineers, and girls as doctors and teachers.

## Ecuador

### Attributes of the Ecuador Survey

**Title:** Encuesta Condiciones de Vida – Tercera Ronda

**Time period covered:** 1997- 1998

**Date of collection:** 1998.

**Geographic coverage:** The data include all the geographic regions of Ecuador.

**Geographic unit:** This survey covers all the provinces, states or districts.

**Unit of analysis:** As for most surveys, the basic unit of analysis or observation is the individual person, and this survey is no exception. Although this survey was designed not specifically for child labour, it has some information that gives some insight into the child labour situation in Ecuador.

**Universe:** The survey covers a sample representing all persons of Ecuador. The scope of the analysis is children five to fourteen years for education, and for work-related matters it is for children ten to fourteen years old.

**Kind of data:** Survey data.

**Data collector:** National statistics office (Instituto Nacional Estadística y Censos) for administering the questionnaire, interviewing and compiling the data.

**Frequency of data collection:** World Bank administers LSMS surveys throughout the world on a regular basis, and this was the second LSMS survey in Ecuador. The first one took place in 1994.

**Sampling procedure:** This is the type of sample and sample design used to select survey respondents representative of the target population. It includes reference to the target sample size and the sampling fraction.

**Mode of data collection:** Method used to collect the data – face-to-face interviews.

**Type of research instrument:** “Structured” questionnaire includes open-ended and close-ended questions.

**Weighting:** The weights are calculated and applied to the data.

The data from Ecuador are from World Bank’s Living Standards Measurement Survey (LSMS), therefore it is different from the other datasets that were considered for this paper. As that survey does not concentrate on children, most variables from Ecuador have limited scope in terms of comparability. Thus, this dataset has been set aside from the mainstream analysis of this paper, and it is recommended that any cross-country comparison should be avoided without a normalization scheme put into place. Such an effort was beyond the scope of this paper.

Table 7.2.1: School attendance rate of children

Age	Male	Female	Total
5	1.0	1.0	1.0
6	81.9	89.3	85.3
7	90.5	94.4	92.4
8	97.1	97.0	97.0
9	94.6	97.7	96.2
10	96.0	97.7	96.9
11	95.4	97.4	96.4
12	90.9	91.4	91.1
13	79.4	78.1	78.7
14	74.9	69.6	72.4
<b>Total</b>	<b>90.1</b>	<b>91.4</b>	<b>90.7</b>

There are slightly more girls in school attendance than boys until the age of 12. At the age 13 and 14 there are slightly more boys in education. This could perhaps be due to early marriages of some girls who are then forced to drop out of school. A common pattern emerges that in the older age categories fewer children overall attend school.

Table 7.2.2: Studying only children by sex and age

Age	Male	Female	Total
10-14	51.6	63.3	57.4

Table 7.2.2 illustrates that more girls than boys are studying only.

Table 7.2.3: Working and studying children by sex and age

Age	Male	Female	Total
10-14	35.7	23.6	29.7

Table 7.2.3 shows that when we combine the work and study, boys predominate over girls.

Table 7.2.4: Economic activity rate of children \*

Age	Male	Female	Total
10-14	46.5	31.6	39.1

\* As the survey was not designed for children or to measure child labour, economic activity does not cover children below 10 years of age.

Table 7.2.4 illustrates that there are more working boys than girls in the age group 10-14 years.

Table 7.2.5: Average weekly working hours for working only children

Age	Male	Female	Total
10 – 14	39.5	35.4	37.8

Among working only children, Table 7.2.5 highlights that boys work longer hours than girls, but the difference is not significant.

Table 7.2.6: Average weekly working hours for children (working and studying)

Age	Male	Female	Total
10 – 14	24.9	24.0	24.5

Among the children that both work and study, no difference in working hours between boys and girls is observed according to Table 7.2.6.

Table 7.2.7: Percentage of children with health problems by type of activity

Type of Activity	Male	Female	Total
Work only	54.4	53.1	53.8
Study only	41.2	31.2	35.7
Work and study	43.8	34.1	39.7
No activities	27.5	50.6	43.9
<b>Total</b>	<b>43.3</b>	<b>34.8</b>	<b>39.1</b>

Table 7.2.7 indicates that there are more boys than girls with health problems in the categories of work only, study only and work and study. A significantly greater percentage of girls experience health problems in the no-activities category, which could be related to domestic work.

Table 7.2.8: Children with health problems and the duration of illnesses

Type of Activity	Duration of Illness in days	Male	Female	Total
Work only	1-7	76.5	78.0	77.1
	8-15	23.5	11.6	18.4
	16-22	0.0	10.4	4.5
	23-31	0.0	0.0	0.0
Study only	1-7	71.4	85.1	78.0
	8-15	25.9	11.9	19.1
	16-22	0.7	0.8	0.7
	23-31	2.0	2.3	2.1
Work and study	1-7	84.7	85.8	85.1
	8-15	14.0	11.0	12.9
	16-22	0.0	0.0	0.0
	23-31	1.3	3.3	2.0
No activities	1-7	1.0	60.9	68.0
	8-15	0.0	34.4	28.1
	16-22	0.0	4.7	3.9
	23-31	0.0	0.0	0.0
<b>Total</b>	<b>1-7</b>	<b>77.6</b>	<b>82.6</b>	<b>79.8</b>
	<b>8-15</b>	<b>20.7</b>	<b>13.3</b>	<b>17.4</b>
	<b>16-22</b>	<b>0.3</b>	<b>2.1</b>	<b>1.1</b>
	<b>23-31</b>	<b>1.4</b>	<b>2.1</b>	<b>1.7</b>

Among working only children and working and studying, we can see that girls remain sick for longer hours than boys. Among children that study only there is almost no difference between male and female in the duration of illnesses, with only more boys than girls sick for 8-15 days. And among children categorized as having no activities, there are almost no sick boys, only girls, indicating that girls categorized as having no activities (which often means being involved in domestic work) experience much more illness than boys. Overall, Table 7.2.8 illustrates that girls slightly predominate in 1-7, 16-22 and 23-31 days of illnesses, whereas boys experience more illnesses of 8-15 days than girls.

Table 7.2.9: Children considered idle

Age	Male	Female	Total
10-14	1.9	5.1	3.5

Table 7.2.9 depicts that more girls are described as idle than boys. However, these girls are usually found to be working in the household enterprise in tasks which are often not registered in any questions captured by the interviews. One of the objectives of the ILO/SIMPOC is to probe deeper into this hard to access and define category of perceived “idleness”.

## Ghana

### Attributes of the Ghana Survey

The Ghana Statistical Service in collaboration with the Ministry of Employment and Social Welfare conducted the Ghana Child Labour Survey.

**Title:** Ghana Child Labour Survey

**Time period covered:** 2000

**Date of collection:** 2000

**Geographic coverage:** These data include all the geographic regions of Ghana.

**Geographic unit:** This survey covers all the provinces, states and districts.

**Unit of analysis:** As for most surveys, the basic unit of analysis is the individual person, and this survey is no exception.

**Universe:** The survey covers a sample representing all persons of Ghana. But the scope of the analysis is children aged five to seventeen years.

**Kind of data:** Survey data.

**Data collector:** Ghana Statistical Services (GSS) for administering the questionnaire, interviewing and for compiling the data.

**Frequency of data collection:** One time.

**Mode of data collection:** Face-to-face interviews.

**Type of research instrument:** "Structured" questionnaire includes mostly pre-coded questions.

**Weighting:** The weights are yet to be received by SIMPOC from the GSS, but it is advised that the data are self-weighted data.

Table 7.3.1: Schooling

Age category	Attended/attending school/training	Sex	
		Male	Female
5-9 years	Never attended	21,1%	21,5%
	still attending	77,9%	77,7%
	past (left school)	1,0%	0,8%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Never attended	13,8%	13,9%
	still attending	82,8%	81,4%
	past (left school)	3,4%	4,7%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Never attended	15,6%	18,9%
	still attending	63,8%	59,1%
	past (left school)	20,6%	22,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

In all age categories there is no significant difference that can be highlighted between studying males and females, but overall Table 7.3.1 indicates rather more males than females attending school. On the whole, it is evident that the overall level of school attendance decreases with age. This has negative correlation with the following Table 7.3.3 on economic activity. As children start to work, their school attendance decreases, and often they just simply drop out. Because of this fact, many people see the solution to elimination of child labour as education for all, and enforcement of that through national legislation.

Table 7.3.2: Highest level of education

Age category	Highest level of schooling	Sex	
		Male	Female
5-9	No Education	21.1%	21.6%
	Pre-school	19.6%	19.6%
	Primary	59.2%	58.8%
	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>
10-14	No Education	13.8%	13.9%
	Primary	69.2%	67.7%
	Middle/JSS	16.9%	18.3%
	Secondary/SSS	0.1%	0.1%
	Voc/Tech/Commercial		0.0%
	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>
15-17	No Education	15.7%	18.9%
	Primary	25.7%	21.2%
	Middle/JSS	50.4%	50.5%
	Secondary/SSS	7.4%	8.6%
	Voc/Tech/Commercial	0.7%	0.7%
	Post sec	0.1%	
	<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

A few more boys than girls have primary education in all age categories in Table 7.3.2. above. Slightly more girls are in junior secondary and higher education than boys.

Table 7.3.3: Economic activity

Age category	Work for pay or profit during last week?	Sex	
		Male	Female
5-9 years	Yes	15,6%	14,1%
	No	84,4%	85,9%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Yes	33,8%	34,7%
	No	66,2%	65,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Yes	46,7%	45,0%
	No	53,3%	55,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

From the Table 7.3.3 above, we can see that in all age categories the difference between male and female is not significant. The number of working children increases according to age, which is quite to be expected.

Table 7.3.4: Types of employment of children

Age category	Employment Status	Sex	
		Male	Female
5-9 years	Wage employment	1,2%	1,2%
	Self-employment	4,1%	4,6%
	Unpaid family work	94,5%	94,0%
	Other	0,2%	0,2%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Wage employment	2,8%	2,7%
	Self-employment	7,4%	8,5%
	Unpaid family work	88,6%	88,1%
	Other	1,3%	0,7%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Wage employment	6,2%	6,7%
	Self-employment	12,0%	14,5%
	Unpaid family work	76,4%	73,3%
	Other	5,4%	5,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.3.4 highlights that in “wage employment” there is no significant difference between boys and girls in any age category. In “self-employment”, we can see slightly more girls than boys. In “unpaid family work” there are slightly more boys than girls, in all age categories. The number of children in wage and self-employment increases with age, but the number of children in unpaid family work is the opposite. It is likely that this shift is due to the migration of children from unpaid family work into employment that yields monetary benefits.

Table 7.3.5: Industry distribution

Age category	Major industry	Sex	
		Male	Female
5-9 years	Agric/Hunting/Forestry	76,3%	63,9%
	Fishing	4,4%	0,9%
	Mining and quarrying	0,3%	0,5%
	Manufacturing	2,3%	6,4%
	Wholesale and retail trade	13,5%	23,8%
	Hotel and restaurants	1,8%	3,2%
	Transport/Storage/Communication	0,5%	
	Health and social work		0,2%
	Other community activities	0,7%	0,4%
	Private households	0,2%	0,5%
	Extra territorial bodies	0,2%	0,2%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Agric/Hunting/Forestry	72,9%	51,0%
	Fishing	3,7%	0,3%
	Mining and quarrying	0,5%	0,5%
	Manufacturing	5,2%	6,7%
	Construction	0,2%	0,1%
	Wholesale and retail trade	14,0%	32,8%
	Hotel and restaurants	2,6%	8,0%
	Transport/Storage/Communication	0,2%	0,2%
	Other community activities	0,6%	0,1%
	Private households	0,1%	0,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Agric/Hunting/Forestry	69,5%	43,4%
	Fishing	4,6%	1,1%
	Mining and quarrying	0,5%	0,5%
	Manufacturing	6,8%	10,7%
	Electricity/Gas/Water	0,2%	
	Construction	1,4%	0,1%
	Wholesale and retail trade	12,1%	33,7%
	Hotel and restaurants	1,9%	5,7%
	Transport/Storage/Communication	1,5%	0,3%
	Real estate/Rent	0,2%	
	Education		0,3%
	Health and social work		0,1%
	Other community activities	1,0%	2,0%
	Private households	0,2%	1,9%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

## Global child labour data review: a gender perspective

From the Table 7.3.5 the following points were noted regarding the types of activities girls and boys engage in.

More boys were found in:

- agriculture/hunting/forestry (the overall number of children decreases according to age);
- fishing (significantly more boys in all age categories);
- transport/storage/communication (overall more boys than girls);
- other community activities (in age categories 5-14 there are more boys, but in age category 15-17 girls prevail);

More girls were found in:

- manufacturing (in all age categories girls prevail; the difference was more noticeable in the younger age category);
- wholesale and retail trade (in all age categories there are more girls than boys);
- hotel and restaurant work (in all age categories girls prevail);
- health and social work (present in the age categories 5-9 and 15-17 years, and represented only by girls);
- private households (significantly more girls than boys, the numbers increasing according to the age).

Table 7.3.6: Hours worked during the day

Age Group	Hours worked during – day		Sex	
			Male	Female
5-9	Less than 1 hr	% within Hours worked during – day	50.0%	50.0%
		% within Sex	3.2%	3.5%
	1-2 hrs	% within Hours worked during – day	51.5%	48.5%
		% within Sex	24.2%	25.0%
	2-3 hrs	% within Hours worked during – day	50.3%	49.7%
		% within Sex	27.7%	29.9%
	3-4 hrs	% within Hours worked during – day	53.9%	46.1%
		% within Sex	21.5%	20.2%
	4-5 hrs	% within Hours worked during – day	50.7%	49.3%
		% within Sex	13.5%	14.4%
	6-8 hrs	% within Hours worked during – day	58.3%	41.7%
		% within Sex	7.4%	5.8%
	more than 8hrs	% within Hours worked during – day	68.2%	31.8%
		% within Sex	2.6%	1.3%
	<b>Total</b>	% within Hours worked during – day	<b>52.3%</b>	<b>47.7%</b>
		% within Sex	<b>100.0%</b>	<b>100.0%</b>
10-14	Less than 1 hr	% within Hours worked during – day	50.0%	50.0%
		% within Sex	2.0%	2.2%
	1-2 hrs	% within Hours worked during – day	49.8%	50.2%
		% within Sex	16.9%	18.3%
	2-3 hrs	% within Hours worked during – day	51.1%	48.9%
		% within Sex	31.5%	32.3%
	3-4 hrs	% within Hours worked during – day	52.7%	47.3%
		% within Sex	23.4%	22.6%
	4-5 hrs	% within Hours worked during – day	49.9%	50.1%
		% within Sex	16.1%	17.3%
	6-8 hrs	% within Hours worked during – day	61.5%	38.5%
		% within Sex	8.1%	5.5%

## Global child labour data review: a gender perspective

Table 7.3.6: (cont.)

Age Group	Hours worked during – day		Sex	
			Male	Female
	more than 8hrs	% within Hours worked during – day	53.3%	46.7%
		% within Sex	2.0%	1.8%
	<b>Total</b>	% within Hours worked during – day	<b>51.8%</b>	<b>48.2%</b>
		% within Sex	<b>100.0%</b>	<b>100.0%</b>
	15 – 17	Less than 1 hr		
		% within Hours worked during – day	50.0%	50.0%
		% within Sex	1.2%	1.4%
		1-2 hrs		
		% within Hours worked during – day	47.7%	52.3%
		% within Sex	10.0%	12.0%
	2-3 hrs	% within Hours worked during – day	51.6%	48.4%
		% within Sex	22.4%	23.2%
	3-4 hrs	% within Hours worked during – day	54.4%	45.6%
		% within Sex	25.1%	23.2%
	4-5 hrs	% within Hours worked y during – day	53.1%	46.9%
		% within Sex	21.2%	20.6%
	6-8 hrs	% within Hours worked during – day	53.9%	46.1%
		% within Sex	14.1%	13.3%
	more than 8hrs	% within Hours worked during – day	51.2%	48.8%
		% within Sex	6.0%	6.3%
	<b>Total</b>	% within Hours worked during – day	<b>52.4%</b>	<b>47.6%</b>
		% within Sex	<b>100.0%</b>	<b>100.0%</b>

Boys were found to be working longer hours during the day than girls in all age categories as specified in Table 7.3.6 above. On the whole the differences in hours worked amongst boys and girls were not large. Slightly more girls than boys were found only in the age category 10-17 years to be working 1-2 hours a day.

Table 7.3.7: Hours worked during the night

Age Group	Hours worked during – night		Sex	
			Male	Female
5-9	Less than 1 hr	% within Hours worked during – night	60.7%	39.3%
		% within Sex	29.3%	21.6%
	1-2 hrs	% within Hours worked during – night	43.6%	56.4%
		% within Sex	29.3%	43.1%
	2-3 hrs	% within Hours worked during – Night	51.7%	48.3%
		% within Sex	25.9%	27.5%
	3-4 hrs	% within Hours worked during – night	62.5%	37.5%
		% within Sex	8.6%	5.9%
	4-6 hrs	% within Hours worked during – night	75.0%	25.0%
		% within Sex	5.2%	2.0%
	6-8 hrs	% within Hours worked during – night	100.0%	
		% within Sex	1.7%	
	<b>Total</b>	% within Hours worked during – Night	<b>53.2%</b>	<b>46.8%</b>
		% within Sex	<b>100.0%</b>	<b>100.0%</b>
10-14	Less than 1 hr	% within Hours worked during – night	51.1%	48.9%
		% within Sex	35.6%	26.3%
	1-2 hrs	% within Hours worked during – night	40.2%	59.8%
		% within Sex	34.1%	39.2%
	2-3 hrs	% within Hours worked during – night	39.7%	60.3%
		% within Sex	17.4%	20.5%
	3-4 hrs	% within Hours worked during – Night	42.9%	57.1%
		% within Sex	6.8%	7.0%
	4-6 hrs	% within Hours worked during – night	15.4%	84.6%
		% within Sex	1.5%	6.4%
	6-8 hrs	% within Hours worked during – Night	80.0%	20.0%
		% within Sex	3.0%	0.6%

Table 7.3.7: (cont.)

Age Group	Hours worked during – night		Sex	
			Male	Female
	more than 8 hrs	% within Hours worked during – Night % within Sex	100.0% 1.5%	
	<b>Total</b>	% within Hours worked during – night % within Sex	<b>43.6%</b> <b>100.0%</b>	<b>56.4%</b> <b>100.0%</b>
15-17	Less than 1 hr	% within Hours worked during – night	50.0%	50.0%
		% within Sex	27.3%	21.6%
	1-2 hrs	% within Hours worked during – night	50.0%	50.0%
		% within Sex	39.0%	30.9%
	2-3 hrs	% within Hours worked during – night	31.6%	68.4%
		% within Sex	15.6%	26.8%
	3-4 hrs	% within Hours worked during – night	33.3%	66.7%
		% within Sex	9.1%	14.4%
	4-6 hrs	% within Hours worked during – night	57.1%	42.9%
		% within Sex	5.2%	3.1%
	6-8 hrs	% within Hours worked during – night	100.0%	
		% within Sex	2.6%	
	more than 8 hrs	% within Hours worked during – night	25.0%	75.0%
		% within Sex	1.3%	3.1%
	<b>Total</b>	% within Hours worked during – night % within Sex	<b>44.3%</b> <b>100.0%</b>	<b>55.7%</b> <b>100.0%</b>

In the age category 5-9 years, Table 7.3.7 illustrates that there are more boys working during the night than girls, but in the age category 10-14 the situation is the opposite, where more girls than boys work during the night. Boys prevail only in long working hours (starting from 6 hours and more). In the age category 15-17 years, many more girls than boys work at night in the 2-3, 3-4 (both double) hour categories, as well as the 4-5 hours and more than 8 hours categories. More boys are represented as working 6-8 hours per night in this age category.

Table 7.3.8: Injury

Age category	Ever been injured	Sex	
		Male	Female
5-9 years	No	81,7%	85,7%
	Yes, at home	12,4%	10,2%
	Yes, at school	3,0%	2,3%
	Yes, at work place	2,9%	1,8%
	Other	0,0%	
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	No	71,5%	77,7%
	Yes, at home	14,7%	13,6%
	Yes, at school	4,3%	3,1%
	Yes, at work place	9,3%	5,6%
	Other	0,2%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	No	66,3%	72,8%
	Yes, at home	15,4%	15,8%
	Yes, at school	3,4%	2,5%
	Yes, at work place	14,5%	8,8%
	Other	0,3%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

More boys have ever been injured than girls according to Table 7.3.8, and the percentage of injuries increases according to the age. It is especially noticeable that significantly more boys were injured at the work place than girls.

Table 7.3.9: Household chores

Age category	Engaged in housekeeping activities	Sex	
		Male	Female
5-9 years	Yes	79,1%	86,0%
	No	20,9%	14,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Yes	93,3%	96,3%
	No	6,7%	3,7%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Yes	93,1%	95,5%
	No	6,9%	4,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.3.9 clearly illustrates that more girls than boys engage in housekeeping activities in all age categories.

Table 7.3.10: Future aspirations

Age category	What to do in Future	Sex	
		Male	Female
5-9 years	Go to school full time	2,2%	2,7%
	Work for income full time	23,3%	22,2%
	Work full time in hsehold enterprise	1,1%	0,9%
	Work full time in hsehold chores		0,1%
	Go to school part time and work part time	0,2%	0,2%
	Work part time in hsehold enterprise	0,1%	0,2%
	Work part time in hsehold chores		0,0%
	Compete education and start work	44,2%	43,0%
	Find a better job than present one	1,6%	0,8%
	Learn a trade	22,8%	26,2%
	Travel abroad	2,9%	2,1%
	Other	1,6%	1,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Go to school full time	2,5%	2,0%
	Work for income full time	23,4%	23,7%
	Work full time in hsehold enterprise	1,0%	0,9%
	Work full time in hsehold chores	0,0%	0,3%
	Go to school part time and work part time	0,2%	0,2%
	Work part time in hsehold enterprise	0,1%	0,1%
	Work part time in hsehold chores	0,0%	0,1%
	Compete education and start work	43,1%	38,9%
	Find a better job than present one	1,9%	1,9%
	Learn a trade	22,7%	28,6%
	Travel abroad	3,3%	2,2%
	Other	1,8%	1,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Go to school full time	2,3%	2,1%
	Work for income full time	29,1%	27,0%
	Work full time in hsehold enterprise	1,3%	1,1%
	Work full time in hsehold chores	0,1%	0,1%
	Go to school part time and work part time	0,3%	0,2%
	Work part time in hsehold enterprise	0,1%	0,1%
	Work part time in hsehold chores	0,1%	
	Complete education and start work	38,0%	37,6%
	Find a better job than present one	3,4%	2,9%
	Learn a trade	20,8%	24,8%
	Travel abroad	2,8%	2,5%
	Other	1,7%	1,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Regarding boys and girls future aspirations, the observations from Table 7.3.10 above are the following:

- **Study:** boys have higher aspirations for study, except for girls in the 5-9 age category.
- **Work:** boys are represented more as wishing to find work in the future, including finding better jobs; however more girls want to learn a trade. We also can see more girls that want to be involved in the household chores, but this percentage is very small.

## The Philippines

The Philippines SIMPOC child labour survey included all children between the ages of five and seventeen who were found to have worked at any time during the last twelve months from the time of the interview. Hence no information on the children who did not work during the past year is available. Among the sample size of 6670 children interviewed, 4272 were boys (64.1%), and 2396 girls (35.9%) (all of whom worked during the last year). No sex or age information is missing from the dataset and it has weight, which brings it to the national estimation.

### **Attributes of the Philippines Survey**

**Title:** Child Labour Survey in Philippines

**Time period covered:** 1995

**Date of collection:** 1995

**Geographic coverage:** These data include all the geographic regions of Philippines.

**Geographic unit:** This survey covers all the provinces, states and districts.

**Unit of analysis:** As for most surveys, the basic unit of analysis is the individual person, and this survey is no exception.

**Universe:** The survey covers a sample representing all persons of Philippines. But the scope of the analysis is children aged five to seventeen years.

**Kind of data:** Survey data.

**Data collector:** National statistics office for administering the questionnaire, interviewing and for compiling the data.

**Frequency of data collection:** One time.

**Mode of data collection:** Face-to-face interviews.

**Type of research instrument:** “Structured” questionnaire includes mostly pre-coded questions.

**Weighting:** The weights are calculated and applied to the data.

Table 7.4.1: School attendance

Age category	Are you attending school at present or attended school last school year?	Sex	
		Male	Female
5-9 years	yes	87,9%	91,4%
	no	12,1%	8,6%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	80,8%	87,9%
	no	19,2%	12,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	50,9%	63,5%
	no	49,0%	36,5%
	not reported		
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

In all age categories more girls attend school than boys. The number of children attending school decreases through the years.

Table 7.4.2: Economic activity rate

Age category	Did you work during the past week?	Sex	
		Male	Female
5-9 years	yes	75,9%	70,0%
	no	23,4%	28,8%
	not reported	0,7%	1,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	75,8%	75,2%
	no	23,9%	24,3%
	not reported	0,3%	0,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	79,3%	74,0%
	no	20,2%	25,5%
	not reported	0,4%	0,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

More boys found working than girls in all age categories; however the difference between male and female is not so significant.

Table 7.4.3: Industry distribution

Age category	Industry	Sex	
		Male	Female
5-9 years	farming	71,7%	41,0%
	fishing	5,0%	2,0%
	forestry/logging	2,1%	2,5%
	quarrying	0,6%	
	retail trade	14,6%	43,5%
	wholesale trade	1,0%	
	transportation	0,5%	
	food manufacturing	1,2%	0,7%
	non-food manufacturing	0,8%	3,3%
	restaurant/catering	1,8%	3,6%
	personal services	0,5%	3,3%
	others, specify	0,4%	
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	farming	68,5%	48,4%
	fishing	8,2%	2,1%
	forestry/logging	1,3%	1,3%
	quarrying	0,3%	
	retail trade	12,5%	28,2%
	wholesale trade	0,1%	0,6%
	transportation	1,0%	
	communication	0,1%	
	construction	0,7%	
	utilities	0,0%	0,1%
	health services	0,0%	
	food manufacturing	1,1%	1,1%
	non-food manufacturing	2,1%	6,3%
	restaurant/catering	0,4%	1,8%
	personal services	2,9%	9,8%
	others, specify	0,8%	0,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	farming	59,6%	33,8%
	fishing	10,5%	1,7%
	forestry/logging	1,2%	0,2%
	mining	0,1%	
	quarrying	0,5%	
	retail trade	7,7%	24,5%
	wholesale trade	0,6%	1,1%
	transportation	3,8%	
	communication	0,2%	
	construction	3,3%	0,1%

Table 7.4.3: (cont.)

Age category	Industry	Sex	
		Male	Female
	utilities	0,1%	
	health services		0,2%
	education services		0,2%
	food manufacturing	2,8%	2,4%
	non-food manufacturing	4,0%	7,8%
	restaurant/catering	1,1%	4,1%
	personal services	3,4%	23,4%
	others, specify	0,9%	0,6%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

From Table 7.4.3 the following points were noted:

More boys are found in:

- farming (significantly more boys than girls in each age category);
- fishing (significantly more boys, in each age category);
- forestry/logging (more boys than girls in all age categories; except for the age category 10-14 there is no difference between male and female);
- quarrying (only boys present in all age categories);
- transportation (only boys present in all age categories);
- food manufacturing (more boys than girls, except for the age category 10-14 where girls prevail);
- communication, construction (this type of activity is present only in the age categories 10-17 and represented only by boys);

More girls found in:

- retail trade (significantly more girls than boys in all age categories);
- wholesale trade (more girls than boys);
- non-food manufacturing (girls prevail over boys in all age categories);
- restaurant/ catering (the biggest difference is in the higher age category);
- personal services (significantly more girls than boys in all age categories, and the difference increases between male and female with age);

Table 7.4.4: Frequency of heavy physical work

Age category	Heavy physical work	Sex	
		Male	Female
5-9 yrs	always/often	83.4%	16.6%
	sometimes	66.3%	33.7%
	seldom/never	60.2%	39.8%
	<b>Total</b>	<b>63.0%</b>	<b>37.0%</b>

Table 7.4.4: (cont.)

Age category	Heavy physical work	Sex	
		Male	Female
10-14 yrs	always/often	81.0%	19.0%
	sometimes	72.0%	28.0%
	seldom/never	57.2%	42.8%
	not reported	100.0%	
	<b>Total</b>	<b>64.1%</b>	<b>35.9%</b>
15-17 yrs	always/often	85.0%	15.0%
	sometimes	72.0%	28.0%
	seldom/never	56.9%	43.1%
	not reported	100.0%	
	<b>Total</b>	<b>67.3%</b>	<b>32.7%</b>

Boys were found to be doing more heavy physical work than girls, and Table 7.4.4. indicates that there is no difference with respect to age.

Table 7.4.5: Risky or dangerous work

Age category	Did/do you consider some aspects of your work risky or dangerous?	Sex	
		Male	Female
5-9 years	yes	13,1%	9,1%
	no	86,9%	89,7%
	not reported		1,2%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	19,0%	9,4%
	no	80,8%	90,3%
	not reported	0,2%	0,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	25,7%	10,3%
	no	73,9%	89,5%
	not reported	0,5%	0,2%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.4.5 illustrates that more boys than girls are exposed to risky and dangerous work. Work becomes even more risky with the increase in age.

Table 7.4.6: Satisfaction with job/business

Age category	Were/are you satisfied with your last/recent job/business?	Sex	
		Male	Female
5-9 years	yes	76,5%	74,8%
	no	23,5%	24,5%
	not reported		0,7%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	73,0%	76,0%
	no	26,8%	23,9%
	not reported	0,1%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	72,4%	71,9%
	no	27,6%	28,0%
	not reported	0,0%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

It is evident from Table 7.4.6 that a lot of children reported that they are satisfied with their job, and they are mostly males. Overall the difference between male and female is not significant.

Table 7.4.7: Working hours

Age category	Working hour bracket (last week)	Sex	
		Male	Female
5-9 years	less than 42 hours	99,5%	100,0%
	42 hours or more	0,5%	
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	less than 42 hours	93,1%	93,7%
	42 hours or more	6,9%	6,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	less than 42 hours	79,4%	71,6%
	42 hours or more	20,6%	28,4%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.4.7 shows that with the increase of age girls are prone to work longer hours than boys. There is almost no difference in the 10-14 years category, but in the 15-17 years category the difference is more pronounced.

Table 7.4.8: Working and household chores together

Hh chores hours	Working hours	Age category 2		Sex		
				Male	Female	
less than 42 hours	less than 42 hours	5-9 yrs	% within age category 2	61.5%	38.5%	
			% within sex	6.7%	7.1%	
		10-14 yrs	% within age category 2	60.0%	40.0%	
			% within sex	47.8%	54.1%	
		15-17 yrs	% within age category 2	66.5%	33.5%	
			% within sex	45.5%	38.8%	
	Total		% within age category 2	62.9%	37.1%	
			% within sex	100.0%	100.0%	
	more than 42 hours	10-14 yrs	% within age category 2	61.5%	38.5%	
			% within sex	24.4%	21.7%	
		15-17 yrs	% within age category 2	57.9%	42.1%	
			% within sex	75.6%	78.3%	
		Total		% within age category 2	58.7%	41.3%
				% within sex	100.0%	100.0%
more than 42 hours	less than 42 hours	5-9 yrs	% within age category 2	45.6%	54.4%	
			% within sex	7.6%	9.4%	
		10-14 yrs	% within age category 2	54.4%	45.6%	
			% within sex	48.4%	41.9%	
		15-17 yrs	% within age category 2	48.3%	51.7%	
			% within sex	43.9%	48.7%	
	Total		% within age category 2	50.8%	49.2%	
			% within sex	100.0%	100.0%	
	more than 42 hours	10-14 yrs	% within age category 2	39.7%	60.3%	
			% within sex	46.9%	16.3%	
		15-17 yrs	% within age category 2	12.7%	87.3%	
			% within sex	53.1%	83.7%	
		Total		% within age category 2	18.6%	81.4%
				% within sex	100.0%	100.0%

From Table 7.4.8 above it is evident that girls work longer hours when you consider regular work and household chores combined. While boys and girls are about the same when we count high working hours, boys have relatively lower hours for household chores.

Table 7.4.9: Household chores

Age category	Do you usually do housekeeping activities at home?	Sex	
		Male	Female
5-9 years	yes	75,2%	85,9%
	no	24,8%	13,6%
	not reported		0,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	76,7%	94,0%
	no	23,3%	6,0%
	not reported		
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	69,7%	90,0%
	no	30,3%	10,0%
	not reported		
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.4.9 illustrates that more girls than boys are engaged in housekeeping activities, and this difference increases according to their age.

Table 7.4.10: Economic status of family

Age category	In your opinion, what is the economic status of your family?	Sex	
		Male	Female
5-9 years	very rich	0,2%	
	rich	1,3%	3,7%
	middle level	27,9%	34,0%
	poor	52,9%	44,2%
	very poor	17,8%	18,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	very rich	0,2%	0,4%
	rich	0,9%	1,1%
	middle level	30,4%	33,5%
	poor	53,9%	52,3%
	very poor	14,6%	12,7%
	not reported		
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

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Table 7.4.10: (cont.)

Age category	In your opinion, what is the economic status of your family?	Sex	
		Male	Female
15-17 years	very rich	0,4%	0,4%
	rich	0,8%	0,9%
	middle level	34,7%	35,4%
	poor	52,0%	52,3%
	very poor	12,0%	11,0%
	not reported		
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Most working children in the survey come from middle class and poor families, but it is interesting to note that more girls come from the rich-middle level families, while more boys come from poor and very poor families.

Table 7.4.11: Future aspirations

Age category	Mainly what would you like to do in the future?	Sex	
		Male	Female
5-9 years	attend school only	59,1%	69,5%
	undergo skills training for a better job	4,9%	2,4%
	look for a better job	19,0%	16,7%
	help in parent's/relative's/guardian's household enterprise	14,8%	6,1%
	others	1,7%	5,3%
	not reported	0,5%	
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	attend school only	46,2%	55,4%
	undergo skills training for a better job	8,1%	9,6%
	look for a better job	30,8%	21,8%
	help in parent's/relative's/guardian's household enterprise	12,0%	11,0%
	others	2,7%	2,1%
	not reported	0,1%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	attend school only	28,4%	40,7%
	undergo skills training for a better job	13,1%	9,4%
	look for a better job	43,4%	38,5%
	help in parent's/relative's/guardian's household enterprise	11,9%	8,4%
	others	3,2%	2,9%
	not reported	0,1%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Regarding future aspirations of the children surveyed, observations from Table 7.4.1 include the following:

- **Study:** girls have higher aspiration for study than boys.
- **Work:** boys are usually more interesting in finding work in the future, including finding a better job, and getting further training for this.
- **Household work:** boys have higher aspirations for helping the family in the household enterprise.

## South Africa

### **Attributes of the South African Survey**

**Title:** Child Labour Survey in South Africa

**Time period covered:** 1999

**Date of collection:** 1999

**Geographic coverage:** These national data include all the geographic regions of South Africa.

**Geographic unit:** This survey covers all the provinces, states and districts.

**Unit of analysis:** As for most surveys, the basic unit of analysis is the individual person, and this survey is no exception.

**Universe:** The survey covers a sample representing all persons of South Africa. But the scope of the analysis is children aged five to seventeen years.

**Kind of data:** Survey data.

**Data collector:** National statistics office for administering the questionnaire, interviewing and for compiling the data.

**Frequency of data collection:** One time.

**Mode of data collection:** Face-to-face interviews.

**Type of research instrument:** “Structured” questionnaire includes mostly pre-coded questions.

**Weighting:** The weights are calculated and applied to the data.

Table 7.5.1: School attendance

Age category	Do you currently attend school?	Sex	
		Male	Female
5-9 years	unspecified	0,8%	0,4%
	yes	89,2%	90,0%
	no	10,1%	9,6%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	unspecified	0,4%	0,7%
	yes	89,3%	89,2%
	no	10,3%	10,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	unspecified	0,7%	0,7%
	yes	90,5%	88,9%
	no	8,7%	10,4%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Among children that attend school, Table 7.5.1 highlights that there is negligible difference between male and female in all age categories. While for 5-9 years there are slightly more girls, in the 15-17 age group, the scenario is the opposite.

Table 7.5.2: Economic activity

Age category	Worked last week	Sex	
		Male	Female
5-9 years	yes	27,6%	27,7%
	no	72,4%	72,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	26,5%	28,9%
	no	73,5%	71,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	27,8%	30,0%
	no	72,2%	70,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

There is not much evident difference in economic activity among the sexes in all age categories according to Table 7.5.2. There is a tendency to see progressively more girls as we move from the age category of 5-9 years, with over 2 per cent differential present in the highest age group of 15-17 years.

Table 7.5.3: Working hours

Age category	Working hours bracket	Sex	
		Male	Female
5-9 years	less than 42 hours	94,8%	95,9%
	42 or more hours	5,2%	4,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	less than 42 hours	95,1%	95,7%
	42 or more hours	4,9%	4,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	less than 42 hours	97,6%	96,2%
	42 or more hours	2,4%	3,8%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.5.3 illustrates that in the age categories 5-14 years, working girls spend fewer hours than their male counterparts, and this tendency is the opposite in the 15-17 age categories.

Table 7.5.4: Work by type of activity

Age category	Activity codes	Sex	
		Male	Female
5-9 years	Economic activity	19,6%	18,2%
	Unpaid domestic work	1,8%	1,8%
	Fetching water or wood	33,3%	36,1%
	Household chores	6,5%	4,9%
	School work	2,5%	2,1%
	No labour activity	36,1%	36,7%
	Unspecified	0,1%	0,2%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Economic activity	20,3%	20,1%
	Unpaid domestic work	2,7%	2,0%
	Fetching water or wood	34,6%	35,2%
	Household chores	5,6%	6,5%
	School work	2,0%	1,8%
	No labour activity	34,7%	34,3%
	Unspecified	0,1%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Economic activity	20,2%	24,0%
	Unpaid domestic work	2,4%	2,0%
	Fetching water or wood	32,1%	34,8%
	Household chores	5,7%	5,1%
	School work	2,2%	0,8%
	No labour activity	37,5%	33,3%
	Unspecified	0,0%	0,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.5.4 indicates that more boys than girls are engaged in economic activities for the age category 5-14 years. For the age categories 15-17 years more girls than boys are engaged in economic activities.

It is interesting to note that more boys are found idle than girls in the age category of 10-17 years. We also can see that more boys are found in unpaid domestic work than girls. There are more girls found in activities such as fetching water and collecting firewood in all age categories. In household chores, interestingly more boys are found, except for the age category of 10-14 years.

Table 7.5.5: Industry distribution of working children

Age category	Industry	Sex	
		Male	Female
5-9 years	Not applicable	68,3%	68,0%
	Unspecified	0,8%	0,9%
	Agriculture	21,3%	19,3%
	Manufacturing	0,5%	0,5%
	Construction	0,0%	
	Trade	8,2%	9,6%
	Transport	0,2%	0,0%
	Finance	0,0%	0,1%
	Services	0,3%	0,7%
	Private Households	0,5%	0,9%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Not applicable	66,2%	65,2%
	Unspecified	0,6%	0,9%
	Agriculture	21,3%	20,8%
	Manufacturing	1,0%	0,7%
	Construction	0,1%	
	Trade	8,6%	10,2%
	Transport	0,1%	0,2%
	Finance	0,2%	0,2%
	Services	0,9%	1,0%
	Private Households	0,9%	0,8%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Not applicable	66,3%	63,4%
	Unspecified	0,1%	0,5%
	Agriculture	22,5%	22,3%
	Manufacturing	0,2%	0,5%
	Construction		0,2%
	Trade	8,7%	10,1%
	Transport	0,3%	
	Finance	0,0%	1,1%
	Services	1,0%	0,9%
	Private Households	0,6%	1,2%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

From the information in Table 7.5.5 the following points can be made:

- In all age categories girls prevail in trade.
- In the age categories 5-14 girls prevail in services, but there are more boys than girls in the age category 15-17.

- In the age category 5-9 more girls are found in finance, but in the age category 10-14 years it evens out, whereas in the age category 15-17 again there are more girls than boys.
- In all age categories there are more girls than boys in private households. The exception is only in the age category 10-14 where there are more males found than females.
- More boys are found in agriculture.
- More boys are found in manufacturing for the age categories 5-14; but in the age category 15-17 we can see more girls.
- For the age categories 10-17 more boys are found in transport, with more girls in the age category 15-17.
- For construction in the age categories 5-14 there are only boys present, and in the age category 15-17 there are only girls present.

Table 7.5.6: Household chores

Age category	Housekeeping activity last week	Sex	
		Male	Female
5-9 years	yes	31,0%	30,2%
	no	69,0%	69,8%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	31,6%	31,2%
	no	68,4%	68,8%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	29,9%	29,6%
	no	70,1%	70,4%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.5.6 illustrates that both boys than girls are engaged in housekeeping activities, and there are no significant differences in all age categories.

Table 7.5.7: Household chores and number of hours spent on them

Age category	Housekeeping hour bracket	Sex	
		Male	Female
5-9 years	Less than 42 hours	99,8%	100,0%
	More than 42 hours	0,2%	0,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Less than 42 hours	100,0%	99,9%
	More than 42 hours	0,0%	0,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Less than 42 hours	100,0%	99,7%
	More than 42 hours		0,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Table 7.5.7 above shows that among children that are involved in household chores for less than 42 hours a week there are more boys in all age categories, except in the age category 5-9 years where the scenario is the opposite. However, the difference is not really significant. The scenario is the opposite in the higher hour bracket, with slightly more girls working more than 43 hours per week.

## Turkey

The current application of the Child Labour Survey in Turkey was carried out in October 1999 within the framework of an agreement between ILO and SIS (State Institute of Statistics). While the first survey was carried out under IPEC (1994), the second survey was made possible through the Statistical Information and Monitoring Programme on Child Labour (SIMPOC). The sample size was increased from 1994 and the age group under study was expanded to cover children in the 5-17 year age group. However, only limited information on the employment and schooling status of the 5-year-olds was obtained. Therefore, the 1999 results in the report are based on the 6-17 year age group.

For the 1999 application, 17,978 households from 167 urban places and 5,211 households from 250 rural places were chosen. Of the 23,189 households across the country 18,876 accepted the interview. Among the surveyed households 9,116 were found to have at least one child in the 5-17 year age category.

The 1999 Child Labour Survey was applied as a module of the 1999 Labour Force Survey (HLFS: October round). Therefore, the questionnaire designed for Child Labour Survey (CLS) was simply added on to the standard labour force questionnaire which is in line with the ILO definitions.

The HLFS questionnaire is made up of two forms; Form A and Form B. In the first section of Form A, demographic characteristics of the household members such as their age, sex, schooling, and marital status are covered. The second section of Form A investigates the employment status of the household head. Form B is used to determine the employment status of household members 5 years of age and over. The second part of Form A and Form B are identical and they consist of the following sections:

- questions on employment
- questions on unemployment and inactivity
- questions on past work experience.

The CLS questionnaire is also made up of two forms; Form D and Form E. Form D consist of questions on dwelling and dwelling facilities, household income and expenditures, migration status and the educational and work status of children in the 5-17 year age group. It is prepared to be answered by the household head. Form E is posed to all children between the ages of 5-17 and consists of questions on schooling, employment status, working conditions, earnings from work, time spent on domestic chores etc.

### **Attributes of the Turkey Survey**

**Title:** Child Labour Survey in Turkey

**Time period covered:** 1999

**Date of collection:** 1999

**Geographic coverage:** These data include all the geographic regions of Turkey.

**Geographic unit:** This survey covers all the provinces and districts.

**Unit of analysis:** As for most surveys, the basic unit of analysis is the individual person, and this survey is no exception.

**Universe:** The survey covers a sample representing all persons of Turkey. But the scope of the analysis is children aged five to seventeen years.

**Kind of data:** Survey data.

**Data collector:** State Institute of Statistics for administering the questionnaire, interviewing and for compiling the data.

**Frequency of data collection:** Second round of child labour survey conducted by IPEC (first one conducted in 1994).

**Mode of data collection:** Face-to-face interviews.

**Type of research instrument:** Structured questionnaire includes mostly pre-coded questions.

**Weighting:** The weights are calculated and applied to the data.

Table 7.6.1: Schooling

Age category	School attendance past/present	Sex	
		Male	Female
5-9 years	yes	81,0%	80,3%
	no	19,0%	19,7%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	91,8%	83,3%
	no	8,2%	16,7%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	58,2%	43,6%
	no	41,8%	56,4%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Overall Table 7.6.1 illustrates that there are more boys in school than girls. Before the age category 15-17 year the difference is not so significant. The number of children studying decreases significantly in the age category 15-17 years.

Table 7.6.2: Economic activity rate

Age category	Worked last week	Sex	
		Male	Female
5-9 years	yes	0,7%	1,4%
	no	99,3%	98,6%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	8,1%	5,6%
	no	91,9%	94,4%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	34,8%	20,9%
	no	65,2%	79,1%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

In the age category 5-9 years more girls are found to be working than boys, but in the age categories 10-14 years there are more boys than girls. The number of working children increases with age. This is correlated with the opposite trend seen in the data on schooling, which can safely be concluded as universal among the countries where child labour is prevalent. This negative correlation between schooling and employment can also be seen among young adults at the juncture of “entry to work force” age, and it is quite a natural phenomenon.

Table 7.6.3: Working hours

Age category	Hours bracket	Sex	
		Male	Female
5-9 years	Less than 42 hours	95,2%	91,7%
	42 hours or more	4,8%	8,3%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	Less than 42 hours	50,2%	59,4%
	42 hours or more	49,8%	40,6%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	Less than 42 hours	29,8%	46,3%
	42 hours or more	70,2%	53,7%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

From Table 7.6.3 above it is evident that generally more boys work for 42+ hours per week in the 10-14 and 15-17 years category. On the other hand, girls work more than 42 hours in the 5-9 years category. In the age categories 10-17 girls prevail among children that work “less than 42 hours per week”.

Table 7.6.4: Work-related injuries

Age category	Have you ever been injured at your work place due to an accident or suffered illness due to the work condition?	Sex	
		Male	Female
5-9 years	N/A	99,3%	98,6%
	no	0,7%	1,4%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	N/A	91,9%	94,4%
	yes	0,1%	0,0%
	no	7,9%	5,6%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	N/A	65,2%	79,1%
	yes	0,6%	0,3%
	no	34,2%	20,6%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Most of the information regarding work-related injuries is not applicable. However, Table 7.6.4 illustrates that more boys get injuries and illnesses than girls, and this is true for all age categories. Nevertheless, the overall percentage of work-related injuries is low.

Table 7.6.5: Industry distribution

	Age category	Sex	
		Male	Female
Agriculture, hunting, forestry, fishing	5-9 years	97,5%	100,0%
	10-14 years	49,7%	81,7%
	15-17 years	43,6%	71,8%
Mining and quarrying	15-17 years	0,2%	
Manufacturing	10-14 years	17,6%	11,3%
	15-17 years	25,5%	15,3%
Electricity, gas and water	15-17 years	0,2%	
Construction	10-14 years	3,7%	
	15-17 years	4,0%	
Wholesale and retail trade	5-9 years	2,5%	
	10-14 years	10,7%	2,0%
	15-17 years	14,0%	8,0%
Transport, storage and communication	10-14 years	0,4%	
	15-17 years	0,5%	0,1%
Financing, Insurance, Real Estate and Business Services	15-17 years	1,0%	1,5%
Community, Social and Personal Services	10-14 years	17,9%	5,0%
	15-17 years	11,0%	3,2%
<b>Total</b>	5-9 years	<b>100,0%</b>	<b>100,0%</b>
	10-14 years	<b>100,0%</b>	<b>100,0%</b>
	15-17 years	<b>100,0%</b>	<b>100,0%</b>

The following points have been drawn from Table 7.6.5

- In agriculture girls dominate
- Boys dominate in manufacturing
- In electricity, construction (only boys), trade and transport industries boys dominate
- In finance girls dominate
- And in community, social and personal services, boys outnumber girls.

Table 7.6.6: Household chores

Age category	During the last week have you worked in any housework?	Sex	
		Male	Female
5-9 years	yes	15,6%	26,5%
	no	84,4%	73,5%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
10-14 years	yes	18,2%	52,6%
	no	81,8%	47,4%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>
15-17 years	yes	18,9%	76,0%
	no	81,1%	24,0%
	<b>Total</b>	<b>100,0%</b>	<b>100,0%</b>

Significantly more girls are found to be doing household chores than boys in all age categories according to Table 7.6.6 above.

Table 7.6.7: Household chores hours versus working hours

Working hours	Hh hours	Age category		Sex	
				Male	Female
less than 42 hours	less than 42 hours	5-9 years	% within age category	52.3%	47.7%
			% within sex	37.5%	35.4%
		10-14 years	% within age category	50.2%	49.8%
			% within sex	41.7%	42.7%
		15-17 years	% within age category	49.5%	50.5%
			% within sex	20.8%	21.9%
		<b>Total</b>	% within age category	<b>50.8%</b>	<b>49.2%</b>
			% within sex	<b>100.0%</b>	<b>100.0%</b>
	more than 42 hours	5-9 years	% within age category		100.0%
			% within sex		5.9%
		10-14 years	% within age category	7.0%	93.0%
			% within sex	100.0%	19.5%
		15-17 years	% within age category		100.0%
			% within sex		74.6%
		<b>Total</b>	% within age category	<b>1.5%</b>	<b>98.5%</b>
			% within sex	<b>100.0%</b>	<b>100.0%</b>
more than 42 hours	less than 42 hours	5-9 years	% within age category	34.5%	65.5%
			% within sex	0.1%	0.4%
		10-14 years	% within age category	63.0%	37.0%
			% within sex	21.8%	26.4%
		15-17 years	% within age category	68.8%	31.2%
			% within sex	78.1%	73.2%
		<b>Total</b>	% within age category	<b>67.4%</b>	<b>32.6%</b>
			% within sex	<b>100.0%</b>	<b>100.0%</b>
	more than 42 hours	10-14 years	% within age category		100.0%
			% within sex		100.0%
		15-17 years	% within age category	100.0%	
			% within sex	100.0%	
		<b>Total</b>	% within age category	<b>32.9%</b>	<b>67.1%</b>
			% within sex	<b>100.0%</b>	<b>100.0%</b>

The following points have been drawn from Table 7.6.7

- With a combination of lower working hours and higher hours in household chores, girls dominate
- With a combination of higher working hours and low or high hours in household chores, boys dominate
- In some cases data are mostly equal for boys and girls.

Table 7.6.8: Economic status of the family and the working children

According to you how is your family's economic status?	Age category		Sex	
			Male	Female
rich/wealthy	10-14 years	% within age category	50.8%	49.2%
		% within sex	3.7%	23.9%
	15-17 years	% within age category	89.5%	10.5%
		% within sex	96.3%	76.1%
	<b>Total</b>	% within age category	<b>87.0%</b>	<b>13.0%</b>
		% within sex	<b>100.0%</b>	<b>100.0%</b>
middle level (not rich/poor)	5-9 years	% within age category	49.9%	50.1%
		% within sex	1.4%	2.2%
	10-14 years	% within age category	53.0%	47.0%
		% within sex	19.9%	28.0%
	15-17 years	% within age category	64.1%	35.9%
		% within sex	78.7%	69.8%
	<b>Total</b>	% within age category	<b>61.3%</b>	<b>38.7%</b>
		% within sex	<b>100.0%</b>	<b>100.0%</b>
poor	5-9 years	% within age category	26.1%	73.9%
		% within sex	2.7%	11.7%
	10-14 years	% within age category	64.6%	35.4%
		% within sex	38.2%	31.4%
	15-17 years	% within age category	60.9%	39.1%
		% within sex	59.1%	57.0%
	<b>Total</b>	% within age category	<b>60.0%</b>	<b>40.0%</b>
		% within sex	<b>100.0%</b>	<b>100.0%</b>
very poor	5-9 years	% within age category	100.0%	
		% within sex	3.2%	
	10-14 years	% within age category	68.7%	31.3%
		% within sex	51.6%	37.0%
	15-17 years	% within age category	53.0%	47.0%
		% within sex	45.2%	63.0%
	<b>Total</b>	% within age category	<b>61.2%</b>	<b>38.8%</b>
		% within sex	<b>100.0%</b>	<b>100.0%</b>

Among the children interviewed that are found to be working, more boys hail from families of all types of economic status, according to Table 7.6.8. This distinction diminishes when children who are found to be not working are considered.

Table 7.6.9: Aspirations for the future

Age category	What would you like to do in the future?	Sex	
		Male	Female
5-9 years	to attend school only	82,5%	88,8%
	to attend a training course for a better job	1,1%	1,4%
	to work in a better job	7,4%	4,9%
	to work in my own business	5,2%	1,2%
	to help in household's economic activity	1,0%	1,0%
	to get married	0,6%	1,3%
	other (explain)	2,3%	1,5%
	Total	100,0%	100,0%
10-14 years	to attend school only	76,4%	80,1%
	to attend a training course for a better job	1,3%	3,2%
	to work in a better job	9,7%	8,5%
	to work in my own business	8,9%	2,2%
	to help in household's economic activity	2,3%	3,0%
	to get married	0,3%	2,5%
	other (explain)	1,2%	0,5%
	Total	100,0%	100,0%
15-17 years	to attend school only	56,3%	54,5%
	to attend a training course for a better job	2,5%	4,9%
	to work in a better job	18,2%	17,6%
	to work in my own business	18,0%	6,7%
	to help in household's economic activity	3,8%	7,9%
	to get married	0,3%	7,4%
	other (explain)	1,0%	1,1%
	Total	100,0%	100,0%

Table 7.6.9 summarizes information found on future aspirations of the children surveyed. The following points were noted.

- **Study:** more girls than boys would like to attend school.
- **Work:** Girls are more interested in getting training for a better job, while boys have higher aspirations for a better job. Boys are also more interested in setting up their own business.
- **Household work:** In the low age category there is no difference between boys and girls, but in the higher age categories girls prevail in wishing to help in the household's economic activities.
- Girls are strikingly more interested in getting married than boys.

## Summaries of countries and data analysis

The countries analysed in this report according to the SIMPOC KILM regional grouping are outlined below. As mentioned in the introduction, although data are available for Ecuador, they are not collected for the purpose of child labour, so cross-country comparison cannot be performed.

### KILM Region I: Developed Economies:

- Turkey

### KILM Region III: Asia and Pacific:

- The Philippines

### KILM Region IV: Latin America and the Caribbean:

- Dominican Republic

### KILM Region V: Sub-Saharan Africa:

- Ghana
- South Africa

Because all regions are represented by only one country, except for Region V where two countries are represented, a regional analysis is impossible. Nevertheless, an attempt is made to examine the data and to see if any global pattern could be extracted with special attention to sex differences. Although there are data from the Philippines which cover the KILM region II: Asia and the Pacific, the numbers from the Philippines are not taken into account. This is because the Philippines' questionnaire was designed in such a way that a cross-country comparison is not feasible. At the very beginning of interviews in the Philippines, a question was asked as to whether the child did not work at all during the last year, and if the child did not work, the interview was terminated. Thus, any percentage derived from the variables is not representative of the population, but rather of the selected sample.

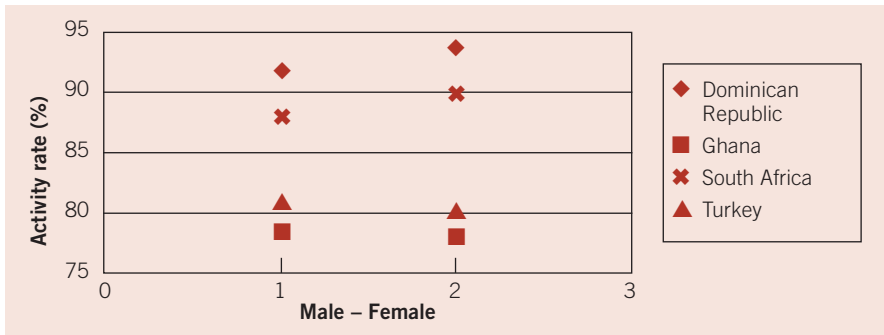
The following data from the four countries, Dominican Republic, Ghana, South Africa and Turkey, are instead analysed:

1. School attendance.
2. Working children.
3. Household chores.

In the charts below, sex is plotted in the x-axis, and 1 stands for male, and 2 for female. The respective activity rates are in the y-axis.

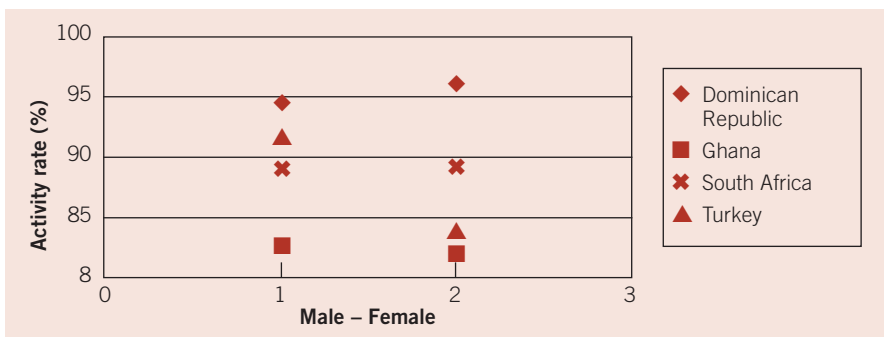
## School attendance

Table 7.7.1: Schooling children (5 to 9 years)



From the Chart above on schooling children, it is evident that Ghana and Turkey fall into one cluster, and Dominican Republic (DR) and South Africa (SA) fall into another – the first cluster denoting a relatively lower level of schooling, while the second has a rather modest level of the same. It might have been expected that Turkey would belong to the higher cluster. There is almost no (negligible) sex differential shown for any of the four countries.

Table 7.7.2: Schooling children (10 to 14 years)



The Chart on schooling children aged 10-14 years does not hold any clustering pattern like the previous one. Turkey does show a significant sex differential, with girls' rate of schooling about 10 per cent lower than that of boys. For the other three countries, a gender differential is almost absent.

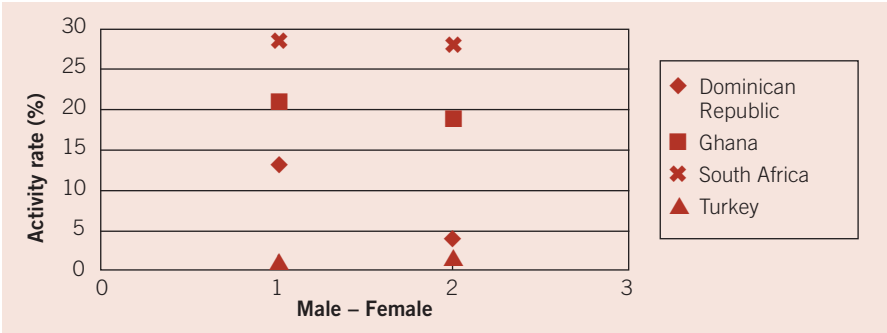
Table 7.7.3: Schooling children (15 to 17 years)



The Chart on schooling children aged 15-17 years demonstrates a better clustering effect than the chart for the 5-9 year olds. There appears to be a general trend of falling schooling attendance rates at this age category, which is probably because of these children’s increasing entry into the active labour market. There is a border line in many countries for minimum age of employment, and because of this the fall in school attendance is understandable. While the better clustering of DR and SA is apparent, Turkey’s high sex differential prevented it falling into a well-defined cluster with Ghana.

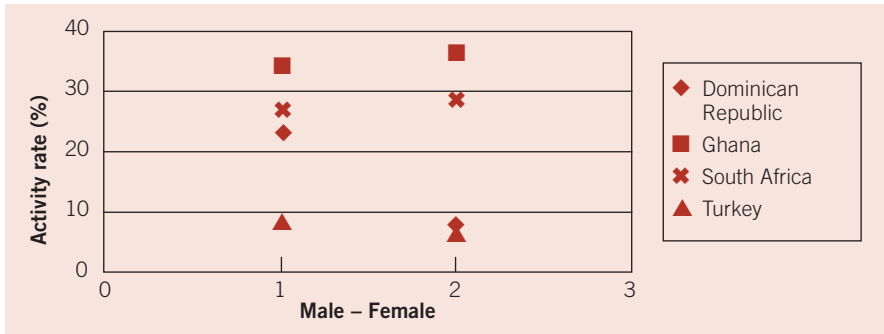
Working children

Table 7.7.4: Working children (5 to 9 years)



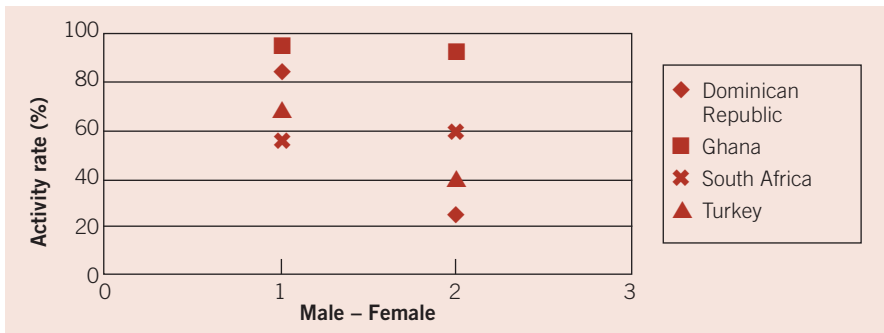
While SA surpasses all the other countries in the rate of working children aged 5 to 9 years, there is a sort of clustering effect in this chart with the Dominican Republic and Turkey, but due to the sex differential for the Dominican Republic, this did not occur. There is a sizeable difference between the rates of working children for boys and girls in the Dominican Republic, with boys outnumbering girls.

Table 7.7.5: Working children (10 to 14 years)



In the age category of 10-14-year olds, again there is no clear clustering pattern shown in working children aged 10-14 years. There is a slight sex differential present for South Africa, with more girls than boys working, while it is striking for the Dominican Republic with more boys than girls working.

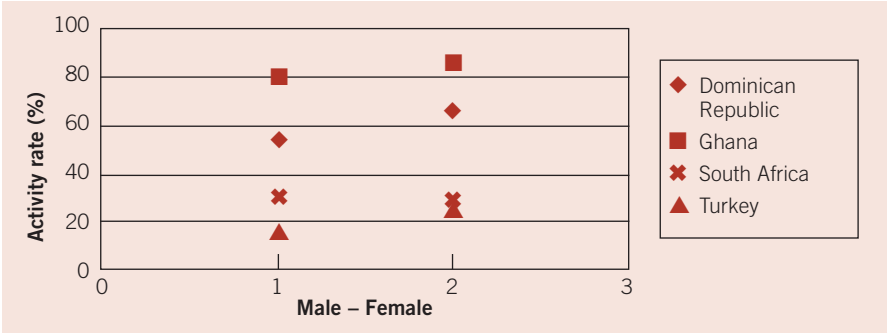
Table 7.7.6: Working children (15 to 17 years)



In the chart of working children aged 15-17 years, clear sex differentials are present, with boys dominating both in the cases of Dominican Republic and Turkey. The other two countries show only insignificant difference in the working rates of boys and girls. There is also no clear cluster-pattern.

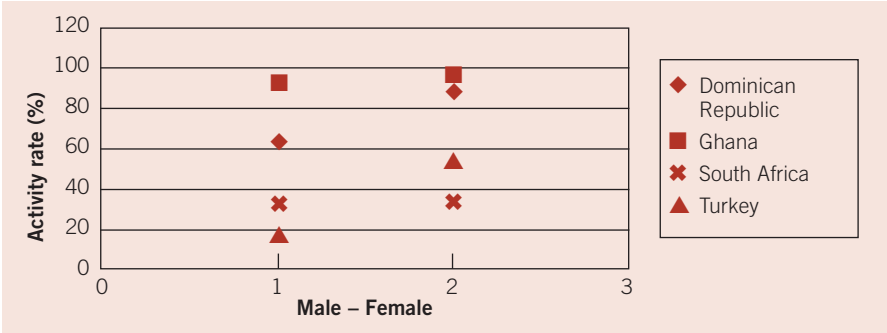
Household chores

Table 7.7.7: Household chores



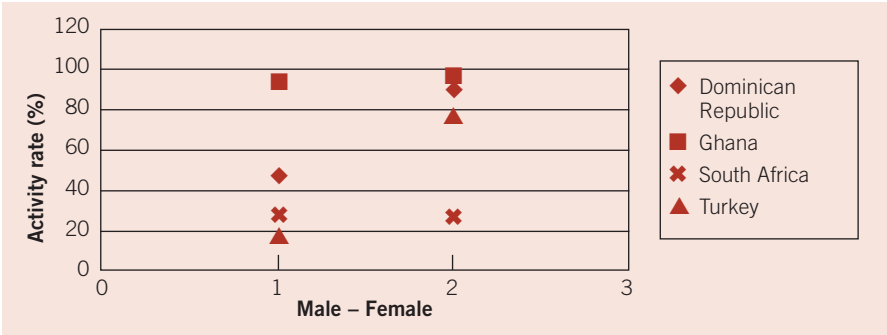
The Chart on household chores for children of 5-9 years illustrates that South Africa and Turkey fall into a cluster for boys and girls. For the Dominican Republic and Ghana, there is also a distant cluster evident. Sex differentials are present for Ghana, the Dominican Republic and Turkey, with girls outnumbering boys in all cases. The balance slightly tilts the other way for South Africa, with slightly more boys than girls involved in household chores.

Table 7.7.8: Household chores (10 to 14 years)



The Chart that plots household chores for children aged 10-14 year does not show much clustering effect, with the data plotted over a wide spectrum in the vertical axis. The level of males and females in household chores is almost equal for South Africa and Ghana. The reverse is true for Turkey and the Dominican Republic, where girls dominate.

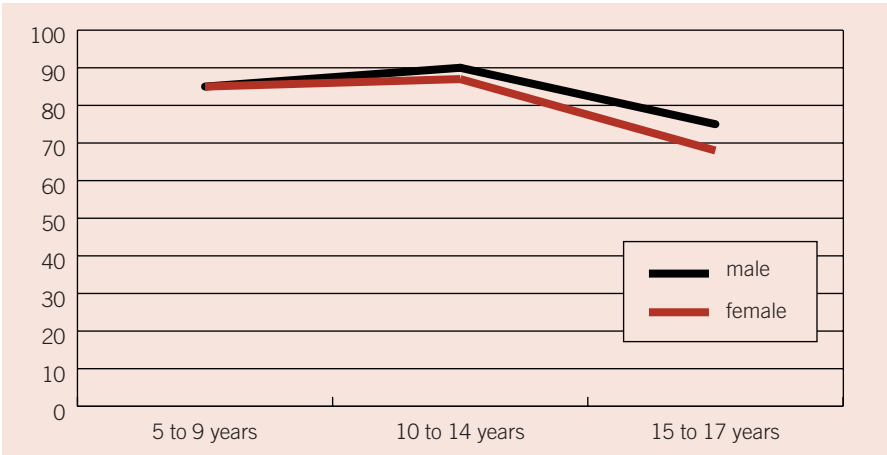
Table 7.7.9: Household chores (15 to 17 years)



The Chart outlining household chores for children aged 15-17 years illustrates a wider gap between the rates of males and female for Turkey and the Dominican Republic. For Ghana and South Africa the rates for boys and girls are nearly similar. For Ghana the household chores rates are strikingly high for both boys and girls.

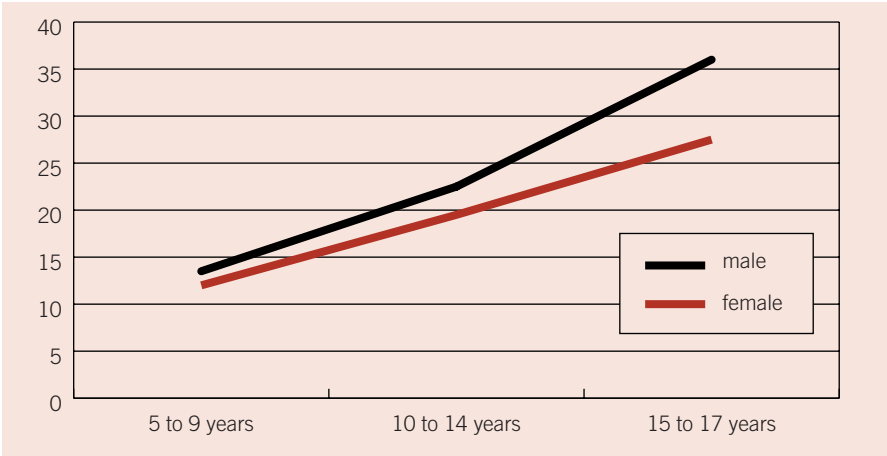
Global patterns

Table 7.7.10: Studying children (averages)



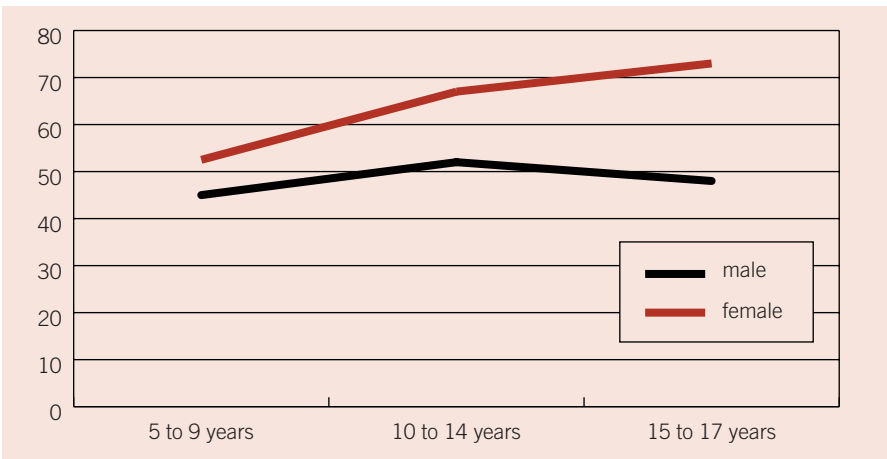
The common pattern for all countries is that there are more boys in school attendance than girls. We can also see that the number of studying children increases in the age category 10-14 but falls sharply in the next age category of 15-17 years. The differences between the sexes are insignificant in the lower two age categories, but start to increase in the highest age bracket.

Table 7.7.11: Working children (averages)



Among working children males prevail, and the number of working children increases with increasing age, with a widening gap between males and females in the higher age category. In fact there is a stark difference at the highest age bracket.

Table 7.7.12: Household chores (averages)



For household chores the opposite is true when compared to children involved in economic activities. Girls outnumber boys and this difference increases with the rising age categories. This forking effect between boys and girls is quite peculiar to this form of children’s activities.

## Comparison of working, studying and household chores

From the Tables throughout this report, the three basic attributes of working, studying and performing household chores have been summarized below.

Table 7.7.13: Comparison of working, studying and household chores

Countries	Male-Female discrepancy		
	Working	Studying	Household chores
Dominican Republic	▶▶	◀	◀
Ecuador	▶	■	—
Ghana	■	■	■
Philippines	▶▶	▶▶	▶▶
South Africa	—	■	◀
Turkey	▶▶	■	◀◀

Legends: Male-female discrepancy

Boys significantly more	▶▶
Girls significantly more	◀◀
Boys more	▶
Girls more	◀
About the same	■
No available data	—

The followings can be concluded from the summary of countries through the table above.

- Generally boys prevail in working activities with significantly more boys working in the Dominican Republic and Ecuador. Slightly more girls work in South Africa and about the same number of boys and girls work in Ghana.
- Regarding schooling or studying, there is only a slight sex differential evident in the data. Turkey is the exception with significantly more boys attending school. Slightly more girls attend school in the Dominican Republic, Ecuador and the Philippines. About the same number of boys and girls attend school in Ghana and South Africa.
- The general sentiment that girls prevail over boys in household chores holds throughout the countries analysed in this report. Significantly more girls are involved in household chores in the Dominican Republic, the Philippines and Turkey. Slightly more girls are involved in such tasks in Ghana and about the same number of boys and girls are involved in South Africa.

## Final observations of the six country data review

Available survey data on working children for six countries were organized according to specific indicators and analysed, highlighting differences according to sex throughout this report. General trends on girl and boy child labour were established for the six countries and presented according to the SIMPOC KILM regions. The next step at the country level would be to analyse the sex-disaggregated data in terms of the socially determined issues that young boys and girls face in their day-to-day working life. For example, whether it is considered more appropriate to send boys to school than girls and why or vice versa, or the reasons behind whether more boys are in paid employment than girls in some countries and vice versa in others.

The power of a gender analysis is that it often reveals multiple reasons for particular situations; for example, economic reasons such as running a family business and the need for child labour, social trends such as the reluctance to send girls to school as they usually get married early, political or religious beliefs about sending daughters to school or having daughters working away from the home, environmental factors such as access to resources and rural urban locations, and institutional issues that promote or hinder children working, or attending school.

Using the information presented in this six country review, a more specific analysis of the socio-cultural factors in each country will make it easier to formulate effective policies to tackle and ultimately eradicate different forms of child labour. It will also help to determine how to address the economic, social, cultural, environmental, political and institutional issues that are needed to boost school attendance of either sex. The first step has already been done – having the data disaggregated and analysed by sex.

The approach taken in this report is a starting point for further studies and analysis. In order that gender differences are always highlighted during studies and survey design in every country, statisticians, census takers, government officials and politicians need to be sensitized to the need for such information, why it is useful, and how to ask questions in a particular way. Such sensitization also helps to create better instruments that would in turn extract data with the gender dimension already added to the data, rather than adding it at a later stage of analysis. Subsequently surveys can bring forth the socio-cultural reasons for child work in paid employment, school attendance and so forth. For example, if it is realized that it is more probable (as was demonstrated in this report) that girls are heavily engaged in household chores, it can be highlighted that this type of work is often hidden from the mainstream of the labour force. Consequently, questions focusing on the actual household chores performed can be asked in labour surveys. In addition to the usual questions on whether the child was involved in such activities, and how many hours she/he spent on them, more in-depth questions like how household chores affect studies or affect leisure time can be asked.

Often girls are hidden from specific sectors of work. Taking the example of agriculture, girls may be engaged in planting, weeding and harvesting crops but they may be perceived as helping parents/employers rather than “working”. These girls would then not be counted in the total number of agricultural workers, particularly if they do not get a salary, are paid in kind, or their parents/employers or the girls do not consider themselves to be working. Often girls are seen as “helping out” even though such “helping out” takes many hours of their day and affects their schooling.

Similarly domestic labour is often not viewed as work per se, but as preparation for future household duties, or as one less mouth to feed, when the girl child is living elsewhere.

With a gender-based approach, we can also extract boys who are hidden in a particular sector. For instance, prostitution is often believed to predominantly involve girls, but the ILO/IPEC's Rapid Assessments in various countries illustrate that boys are also engaged in prostitution, albeit even more hidden than girls. A careful and gender-sensitive investigation would make an attempt to locate these hidden boys and address this issue.

In conclusion, an analysis of the trends brought forth using sex-disaggregated data can lead the way for more in-depth studies as to the **why** behind global sex differences in child labour in particular countries and regions. As mentioned, it is hoped that this report will serve as a starting point for more global (involving more countries), larger scale and comprehensive studies (covering more indicators) to be undertaken by child labour agencies, researchers and policy-makers worldwide.



## Chapter 8: Data review of ILO-IPEC rapid assessments: gender-sensitive approach to child labour

### Introduction

According to the 2002 ILO estimates<sup>25</sup>, more than half of the children in child labour are in hazardous working conditions, and additionally about eight and a half million children between the ages of 5 and 17 are trapped in the worst forms of child labour. The estimates suggest that there are no significant gender differences in the global incidence of children at work. On the whole however, data on working children are still a scarce item.

In order to better understand, and hence prevent and solve child labour problems, it is necessary to know who we are talking about in different forms of child labour and in different sectors. Children are often categorized as a group, but girls and boys have diverse socio-cultural backgrounds. Some children are orphaned, others will belong to families who run businesses, others will have been sold, some come from dire poverty backgrounds, some will have been involved in conflict situations, some children will have many siblings, some are the eldest in the family and have to help out with younger children etc.

Wearing a “gender lens” while examining the issue of child labour implies that we keep in mind that we are looking at *working* boys and girls, and young boys and girls face different situations, issues, problems, that are socially related and context-specific and ultimately influence whether they work or not. IPEC aims to assist countries in progressively reducing child labour and especially in taking immediate action to eliminate the worst forms of child labour as a matter of urgency. In practical terms it seeks to ensure that all activities undertaken to prevent child labour, or to withdraw and rehabilitate working children, equally benefit boys and girls.

Even though the 2002 global estimate suggests that there are no significant differences between the boys and girls in their involvement in economic activities, in many societies girls and women are looked down upon, and hence given a lower status than their male counterparts. Both girls and boys are found to be particularly vulnerable to child labour exploitation, albeit in different ways. Boys and girls have different coping strategies, and tackle the numerous problems of child labour differently. Thus, any programme that has an objective to tackle child labour needs to take any gender differences into account. Knowledge about such differences is necessary if a programme wishes to reach both girls and boys.

Combating child labour and the promotion of equality between men and women (through wearing a gender lens) both address key human rights issues. The challenge is to demonstrate that action against child labour and promotion of gender

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<sup>25</sup> Every Child Counts – New Global Estimates on Child Labour, Geneva, 2002.

## Global child labour data review: a gender perspective

equality do not mean a trade-off with other development gains, but provide long-lasting benefits to families, communities and societies.

### Purpose

The purpose of this report is to analyse the available data from ILO/IPEC rapid assessment surveys in a gender-sensitive manner. Thus, the report contributes to the process of deepening our knowledge on gender issues in child labour, and on the causes of girl child labour in particular.

This report analyses data from 38 Rapid Assessment studies that were carried out by IPEC/SIMPOC, covering 19 countries and one border area. The following sectors of the worst forms of child labour are covered:

- Children in agriculture
- Child domestic workers (CDWs)
- Children in prostitution, and commercial sexual exploitation.

Due to the lack of statistical solidity, these studies mostly rely on qualitative analysis, although attempts are made to demonstrate some aspects with quantitative tables and charts.

Through attempting to analyse these RAs highlighting gender differences, it is hoped that such work will be a stepping-stone to a more comprehensive global study on this subject in the future.

## I) Background

### Gender-related concepts

As it was mentioned earlier in this publication, **gender** refers to the social differences and relations between girls and boys, women and men that are learned and vary widely within and across cultural boundaries; they are also likely to change over time periods. For example, in some countries it is appropriate for women and girls to work on the roads, whereas in others only men and boys perform such tasks. We examine situations with a gender perspective so that assumptions are not made about who does “what”, “why” and “when they do it”. Projects, programmes and policies that are gender-blind run the risk of losing full effectiveness or even ending in failure (Murray, 2002).

**The girl child** has been receiving increasing attention in various United Nations (UN) fora, as well as by Non-Governmental Organizations (NGOs) and in civil society. After the Fourth World Conference on Women at Beijing in 1995, the international community realized that not enough attention was being given to the rights of the girl child, as opposed to those of the boy child. Several resolutions, in the context of the Commission for Human Rights, the United Nations Third Committee, the Commission on the Status of Women (and others), have been passed, asking that more attention be given to the girl child. Recently, the adoption of Convention No. 182 on the Elimination of the Worst Forms of Child Labour and Recommendation No. 190 brought increased focus on the girl child and on a neglected area of abuse of the rights of the girl child and her labour exploitation.

Following the ILO Convention No. 182, which highlights fields in which the girl child is often found working under exploitative conditions (e.g. commercial sexual exploitation, hazardous work, trafficking, exploitative forms of domestic labour), ILO-IPEC initiated several programmes targeting girls as part of the overall effort to eliminate child labour. Indeed, awareness that gender must be given greater consideration has driven IPEC to undertake a global evaluation on how gender has been mainstreamed into IPEC policies to date, and an investigation on effective measures to further integrate gender into all areas of work. This includes programme design, implementation and evaluation of all IPEC work.

The ILO has adopted a **gender mainstreaming** strategy as the most effective approach for achieving gender equality in its programmes. A gender mainstreaming strategy should ensure that a gender analysis is carried out routinely in all project design, policy assessments and programme formulation.

**Gender disaggregated data and sex disaggregated:** The mere disaggregation of data by sex does not make such data gender-sensitive. Data disaggregated by sex only tells us the number of males and females for which a particular issue relates. A further dimension of analysis must be added to deepen the understanding of the reasons why there are differences in data for girls and boys. Such further analysis includes examining girls' and boys' needs, constraints and opportunities in relation to knowledge and skills needed, conditions of work, social protection, family responsibilities and economic decision-making. Additionally it is necessary to identify constraints and opportunities in the larger environment, such as laws and attitudes towards child labour.

### The worst forms of child labour

As defined by the ILO convention No. 182, Article 3:

- (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 safety or morals of children.*

### Child labour in agriculture

According to the 2002 global estimate, 70 per cent of all working children are involved in agriculture. Even though it is often seen as a benign form of labour, it can also be considered a worst form of child labour. For example, children may experience conditions like serfdom or slavery; young boys and girls may be subjected to pesticides, herbicides, dangerous agro-chemicals etc. Girls and boys may be found to be working with hazardous instruments.

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Both boys and girls working in fields miss out on the opportunity to go to school and have less leisure time, often not experiencing 'normal conditions' of childhood.

### Child domestic work

Child domestic work is also known as domestic child labour, and is defined internationally as "children working in an employer's house with or without a wage"<sup>26</sup>.

A "Child Domestic Labourer is a child under 18 years of age who:

- works for pay in cash or kind;
- is employed by adults other than the parents;
- lives inside the house of others, regardless of whether the child attends school on a full time or part-time basis or not"<sup>27</sup>.

This form of child labour varies widely depending on the country, culture, social norms etc. Girls and boys have to perform domestic chores such as washing, cooking, cleaning, looking after young children, and other household activities. Often they are unpaid, and sometimes the conditions are even similar to slavery. Discounting the extreme forms, in almost all circumstances that were found by the IPEC investigations young boys and girls are denied their basic right to education, even when they are promised an opportunity to attend school at the onset of their employment. They suffer isolation, and grow up with the trauma of their childhood being robbed from them, while they see young children of similar ages enjoying other privileges and freedom.

Girls often find themselves exploited sexually by their masters or relatives of their masters. It has been found that many girls who end up in prostitution often started off in domestic work and left because of abuse and harassment.

### Commercial sexual exploitation of children

Commercial sexual exploitation is an area where mostly girls are found, but in a growing number of cultures and countries boys are also subject to this worst form of child labour. Such incidences are often hidden, and it becomes quite difficult to assess a true estimate of the extent and condition of boys in prostitution, and other commercial sexual exploitations. The scope of this form of child labour varies widely from country, place, culture and demand.

### Children involved in prostitution

The term child prostitute refers to boys and girls under 18 year of age who are engaged in sexual activity in exchange for money, material goods, protection, social status, affection or access to persons perceived to have power and influence in society. This also includes young boys and girls involved in sexual relationships with

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<sup>26</sup> Nepal – Situation of Domestic Child Labourers in Kathmandu: a RA. Shiva Sharma, Manasa Thakurathi, Krishna Sapkota, Bishnu Devkota, Brahma Rimal. November 2001 – Geneva.

<sup>27</sup> Ethiopia – Child Domestic Workers in Addis Ababa: a RA.: Kifle A., July 2002 – Geneva.

adults in exchange for money and family support within the context of their home (CDW), or in the street and in private business places.

### ***Children in prostitution as forced labour***

Although sometimes it was reported in the RAs that the boys and girls found in prostitution are engaged in this type of work of their own free will and choice, more often they are brought to this profession or exploited by people that have control over them in different ways, and hence the name commercial sexual exploitation.

### **Trafficking**

Often children are trafficked into different forms of the worst forms of child labour, it is important to understand trafficking as per the definition of the ILO – *“the recruitment and/or transportation of children between and within countries by the use of violence, threat of violence, deception, coercion, or debt-bondage.”*

When children are trafficked, young boys and girls are often forced to engage in a variety of sexual activities – oral, anal, vaginal, verbal, sensual massage, straight sex, and also sometimes in “kinky” and “all-inclusive” sexual activities, as well as forms of pornography.

## Rapid Assessment (RA) research

Rapid Assessment is a research methodology that uses several data-collecting strategies contemporaneously in order to achieve an understanding of a specific social reality or situation in a particular socio-cultural context. It is usually done with the objective of formulating a project or some other kind of intervention. Its methods may be a blend of the quantitative and qualitative, and its findings may be partly descriptive, partly analytic and partly statistical, depending upon the particular aims of a given research investigation. If the research has been done well, the findings will be reasonably accurate and representative of the issue that was investigated. They can even be replicated, with a fair degree of reproducibility. They will never have the validity of scientific inquiry.

As the name suggests, *Rapid Assessments* are expected to last no more than three months from beginning to end. RA researches populations by observing or interviewing small groups of individuals; it does not employ scientific sampling methods or use control groups. It also does not engage in the intensive long-term participant observation that characterizes anthropological field work. In most cases, in fact, even repeated interviews with the same individual prove difficult to arrange.

### RAs and gender sensitivity

The extent to which a Rapid Assessment is undertaken in a gender-sensitive manner depends very much on the gender-sensitivity of the RA researchers, and to a certain extent on whether the guidelines for conducting a RA highlight what is needed and how to do the research in a gender-sensitive way. Some researchers will be able to get beyond standard responses given by interviewees, where interviewees often give the answer they think the interviewer expects. At other times interviewers make assumptions, particularly if they think they are familiar with the culture, and do not see “gender” related elements in their research. Including gender-awareness training in any induction courses or workshops for RA researchers is thus a vital component for ensuring that the results of RA research yield gender differences.

Furthermore, by only interviewing girls, light will not be shed on how they compare to their male counterparts.

### Advantages and disadvantages of RA methodology

Table 8.1: The advantages and disadvantages of rapid assessments

Attributes	Advantages	Disadvantages
Short time-span	Saves time	–
Relatively cheap	Saves money	–
Statistics	–	No statistical sampling
Scope	–	Concentrates on incidences
Coverage	–	Concentrates on pockets rather than wide area for global representation
Gender sensitivity	Has the potential to yield rich gender-differentiated information	The extent of gender-sensitivity of RAs depends almost entirely on the sensitivity of the researchers

## RAs and the ILO/IPEC/SIMPOC

Following the ILO convention no. 182 on the worst forms of child labour, information was urgently needed on the hazards and dangers, both physical and psychological, to which many working children are exposed. In addition, the root causes as to why children are exposed to such hazards and dangers, as well as about the bonded or forced conditions in which many children work, had to be explored. The urgency is recognized to research the many working children who are invisible to the public, either because they are intentionally kept from public view or because, although they work in public places, those around them take them for granted to the point of not even noticing their presence. Often it is found that those activities that are among the most dangerous or unhealthy or morally demeaning are also those for which we have the least amount of information. For example, prior to project formulation, information on boys and girls in various sexually exploitative situations needs to be known, as well as on those in domestic servant situations, in isolated rural areas, in illegal factories making dangerous products, and boys and girls exploited in various ways by their own families.

As a means of accessing information about working children, the RA offers great promise because it is an eclectic methodology, drawing what it needs from different research traditions and techniques, and it can be used by researchers who have not had extensive training in highly formalized research procedures. It is thus an unpretentious methodology.

The findings of RA research can be used to pave the way for later and more intensive investigations or else for similar comparative research in other parts of a country, so that a picture of child labour in, for example, different cities or across an entire region can be achieved. Material derived from the RA, including case descriptions of working children observed in the field, may be vital to bring the local child labour situation into public view and indirectly prod policy-makers to take action. The findings can affect the allocation of resources, given that information on the needs of working children and on the resources available to meet them is vital when planning a programme directed to where the need is greatest. For example, if a critical choice between allocating scarce resources among various populations of working children in an area needs to be made, the RA may help decision-makers to choose whether to direct such resources to visible working children in the city streets, or towards children in backstreet workshops, or “invisible” child workers in domestic service, or to children working in the rural environment.

It is important to note that even in a particular location, it is not possible in a short time-span to research everything there is to know about working children. Nevertheless some possible issues that researchers may want to investigate using RA are outlined below<sup>28</sup>.

- Derive an initial estimate of the incidence of child labour in an area, and a preliminary understanding of the kinds of work children do there.
- Identify and describe the actual working conditions of children in the area or in a particular occupation within it, including work processes and their physical effects, hours, rates of pay, relation to the employer, living conditions, etc. (This can include children working as well as family workers).

<sup>28</sup> These, in addition to some of the material in the neighbouring paragraphs, are taken from the RA field manual: see bibliography and references.

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- Learn about some characteristics of the working children, their families and communities, their migration and work histories, and the influences that resulted in their working.
- Learn about the relationship between school and work, the attitudes toward education of children and parents, the forces, pressures and attitudes that push children in one direction or the other, and the condition of the schools in an area.
- Assess the extent of hazardous, unhealthy or morally unsound or illicit conditions in child work in the area, the numbers of children involved in them, the pathways that led to those occupations, the chances for improvement or removal of the children from those conditions, the desire for rehabilitation, etc.
- Determine the possible existence of “hidden” or “hard-to-access” working populations of children in the area, and/or the possible prevalence of “bonded” child labour.
- Determine suitable bases for initiating programmes and interventions by governments, NGOs, etc., including an appraisal of existing resources and agencies that can help to address problems.

## List of available RA data by country and sector

Table 8.2: Summary of available RA data from different countries that are at the disposal of SIMPOC to date:

RA Studies / Countries	Agriculture			Domestic work	Prostitution
	Coffee	Tea	Tobacco		
Ecuador <sup>29</sup>					
Ethiopia					
Ghana <sup>30</sup>					
Jamaica					
Lebanon					
Nepal					
Philippines					
Sri Lanka					
Tanzania					
Thailand-Myanmar border areas					
Thailand					
Vietnam					

<sup>29</sup> In Ecuador, data is not disaggregated by the sub-sector of agriculture; it is rather one single study of the entire agriculture industry of the country, with a focus on the children.

<sup>30</sup> In Ghana, data are not disaggregated by the sub-sector of agriculture.

## Methodology used in the analysis of the IPEC/SIMPOC RA reports

As mentioned previously, the gender-sensitivity of information yielded from RAs depends almost entirely on the gender-sensitivity of the researchers, the guidelines they are using for conducting the RA, as well as whether the objective of the RA is to analyse the sector by one sex or both.

The work involved in producing this report included developing a synthesis of the qualitative information gathered by ILO/IPEC/SIMPOC to date on the Rapid Assessments in the areas of child labour in agriculture, domestic labour and sexual exploitation. Such information was analysed in order to investigate the root causes of these worst forms of child labour, taking into account historical, social, economic and other factors. As much as possible, any sex differences between boy and girls were highlighted.

### Indicators used

The strategy to analyse the RA reports was to analyse the qualitative data by Key Indicators of the Labour Market (KILM), as developed by ILO. The 20 KILM are, again, outlined below, for ease of reference:

- KILM 1. Labour force participation rate
- KILM 2. Employment-to-population ratio
- KILM 3. Status in employment
- KILM 4. Employment by sector
- KILM 5. Part-time workers
- KILM 6. Hours of work
- KILM 7. Informal sector employment
- KILM 8. Unemployment
- KILM 9. Youth unemployment
- KILM 10. Long-term employment
- KILM 11. Unemployment by educational attainment
- KILM 12. Time-related underemployment
- KILM 13. Inactivity rate
- KILM 14. Educational attainment and literacy
- KILM 15. Manufacturing wage indices
- KILM 16. Occupational wage and earning indices
- KILM 17. Hourly compensation costs
- KILM 18. Labour productivity and unit labour costs
- KILM 19. Labour market flows
- KILM 20. Poverty and income distribution

KILM were developed based on the need of the ILO and its constituents, and of policy-makers and researchers for an easily accessible, reliable and user-friendly tool for locating timely information on labour markets that is also comparable across

countries<sup>31</sup>. KILM was designed with the goal of establishing an international comparability related to labour force. Nevertheless, the scarcity and lack of uniformity of the data on the worst forms of child labour do not allow for all 20 Key Indicators of the Labour Market to be examined.

Based on 20 KILM, the available information and the objectives of this report, the following are considered as viable indicators of the Worst Forms of Child Labour (WFCL).

- Family background
- Family education
- Children's level of education
- Type of work
- Hours of work
- Risks/health related issues
- Wages/compensations

In Annex A, a description of the particular worst form of child labour can be found for each RA within the context of the following indicators. It was not possible to capture all the indicators for each of the studies conducted and chosen for this exercise, due to the lack of available information.

Although an attempt is made to have similar indicators for all three sectors of child labour, often from sector to sector the indicators vary. Each RA is arranged by the three sectors of child labour (agriculture, domestic work and prostitution), with the exception of Ecuador where, rather than three RAs taking place, one integrated study comprising all three sectors was undertaken. The researchers in Ecuador highlighted how agricultural work, domestic work and sexual exploitation constitute stages of a same process. Another factor regarding Ecuador is that domestic tasks are not registered as contributing to the family economy or as relating to economic activities.

## II) Rapid Assessment analysis by sectors

### Agriculture

Today, among all the sectors of economic activities, agriculture still employs the largest proportion of workers throughout the world. Child labour is no exception to this. According to the previous global estimates of child labour, about 70 per cent of the children in the economic activities were involved in this sector. Although agriculture is considered a benign sector of economic activity, due to increased use of pesticides, heavy machinery and other adverse situations, it is now believed that agriculture holds the potential to be one of the worst forms of child labour.

For the agricultural sector, we have data from the following countries and sub-sectors:

- Ecuador
  - Child labour in agriculture

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<sup>31</sup> Key Indicators of the Labour Market 2001-2002, International Labour Office, Geneva.

- Ghana
  - Children in agriculture
- Lebanon
  - Child labour in tobacco plantations
- Tanzania
  - Children working in commercial agriculture – coffee
  - Children working in commercial agriculture – tea
  - Children working in commercial agriculture – tobacco

## **Ecuador**

### **Child Labour in agriculture**

Because of the serious economic crisis in the country and region, approximately 70 per cent of the population is under the poverty level. The main farming products for export are: bananas, coffee, cocoa and also increasingly horticulture products. In this Rapid Assessment the type of agricultural work is not specified. The study was undertaken in the rural area of the Manabí province.

Table 8.3: Children surveyed in the RA of Agricultural Work in Ecuador

Age of children	Number of children	
	Male	Female
8		1
9	1	
11	3	
12	1	
13	4	1
14	2	
15	1	
16	1	
17	1	
<b>Total</b>	<b>14</b>	<b>2</b>

It can be seen from the above table that although a dominant proportion of the interviewees are boys, the overall number of interviewees is low. This does not rule out that the girls were quite often involved in this sector as well, but their presence is mostly hidden by the type of work they perform and unfortunately does not get counted.

Children work mostly:

- to help parents;
- to pay for school.

The average age at which children start work for remuneration is between 8-9 years. Girls begin to work in the household from an average age of 6 years.

From this study the following gender-related points were noted:

- Fathers are found to be more educated, as no mother is seen to have an education higher than the primary level. On the other hand, more mothers are found to have acquired primary education.
- In terms of the education of the children employed in the agricultural sector, no difference was noticed between boys and girls in terms of their level of education. But a majority of the children (9) are found to be not attending school.
- The RA states that fewer girls work in paid agricultural activities, because a girl working alone is particularly vulnerable to sexual harassment and abuse. Girls should be accompanied in rural areas at all times, and should not work alone in fields.
- Domestic work was not considered on top of agricultural work in the analysis.
- The pay rate is low, but no difference is noted between the pay of boys and girls. This could be due to the fact that the girls are not paid at all or are paid by kind, although this is an assumption.
- Although it seems that the risks are equally shared by the boys and girls, due to the fact that more boys are reported to be more involved in agricultural work, exposure to agro-chemicals is an important aspect of boys' work. This is also true with respect to verbal and physical abuses.

Ghana

Children in agriculture

The Rapid Assessment was conducted in five regions in Ghana: Northern, Ashanti, Western, Eastern, Brong Ahafo regions. These regions were chosen because they are representative of the agricultural sector of the country.

Table 8.4: Children in agriculture in Ghana

Region	Male	Female
Northern	15	40
Ashanti	15	40
Brong Ahafo	15	40
Eastern	15	40
Western	15	40
<b>Total</b>	<b>75</b>	<b>200</b>

There were 275 children surveyed working in agriculture in the age category 12-17 years. The majority of the children come from large families, with an average size of six family members. The main reasons of work in agricultural activity are:

- to help parents;
- to survive;
- to be independent financially.

Most of the children's work does not depend on the season. The main areas of activity outlined in the RA are crop farming and animal rearing. In crop farming the main activities are:

- weeding;
- planting;
- land preparation;
- harvesting;
- watering.

On the other hand in animal rearing the main activities include:

- feeding animals;
- bringing animals to pasture;
- fetching water.

The most common health complaints of the boys are: backache, work overload, lack of good drinking water. Girls on the other hand suffer from sunburn, stress/fatigue, headache and carrying heavy loads. 85 per cent of the children have some level of education, and we also see that boys are much more favoured with respect to schooling opportunities than girls. It is further noted that most of the parents had not completed formal education or are illiterate. More girls than boys drop out of school because of lack of parental support for their education and thus lack of interest. Boys mostly drop out when they cannot afford school, are not interested or when they need to help their family.

It is interesting to note that most of the children give their salaries to their mothers but not to the fathers. Two-thirds of the children working in agriculture would like to quit their job. Most of the children want to continue education or learn a trade; boys had higher aspirations for future work than girls.

## Lebanon

### Child Labour on Tobacco Plantations

South Lebanon is where tobacco plantations are primarily concentrated. This RA was conducted in five villages in this area. The selection of the villages was based on their geographical distribution, and the importance of tobacco cultivation in each village of the area.

According to the national reports, the estimated number of working children in tobacco amounts to 25,000 boys and girls between the ages of 7 and 14 years. Of this total, 22,400 are estimated in their respective age categories to work in the South Lebanon's tobacco plantation sector:

- 7,400 are 5-9 years old,
- 7,400 are 10 -14 years old and
- 7,600 are 15-19 years old.

Most of the children are seasonal workers, especially during the summer and spring seasons. The following sub-sectors are where the children and young adults are primarily involved (also seen in the following table):

- Needle binding of tobacco leaves
- Cultivation in the field

## Global child labour data review: a gender perspective

- Harvesting
- Seedling transplant
- Drying
- Packaging

Table 8.5: Nature of children's work per age group and sex<sup>32</sup>:

Nature of work	Age group	Gender differential
Seedling plant and transplant	10-15 yrs 16-20 yrs	Primarily females when males try to get wage employment
Cultivation in the field	10-15 yrs 16-20 yrs	No gender differences observed
Harvesting	10-15 yrs 16-20 yrs	Primarily females while males try to get wage employment
Leaves in steelheads	Less than 5 yrs old (4 heads) 6-10 yrs (40-50 heads) 11-15 yrs (75-100 heads) more than 16 yrs	No gender differences observed except for older ages
Drying	10-15 yrs older than 16 yrs	No gender differences observed
Packaging	Older than 15 yrs	Primarily females

Some gender-specific aspects that the study revealed are:

- While the level of education varies from family to family, the fathers are also found to be generally more educated, having attained higher levels of education.
- Boys are involved in fewer types of activities, while the girls are found to be working in all spheres of the industry.
- No evidence of sexual or other types of abuses was reported among the working boys and girls in the tobacco plantation of Lebanon.

## Tanzania

### Children working in commercial agriculture – coffee

The economy of Tanzania is heavily dependent on the agricultural sector, which accounts for 5 per cent of the GDP, and contributes more than 55 per cent of foreign exchange earnings. This sector also provides employment to 85 per cent of the population and is a dependable source of food and raw materials for the industrial sector.

<sup>32</sup> Lebanon – Child Labour on tobacco plantations: a RA. Consultation and Research Institute, May 2002 – Geneva.

The main coffee producing areas in Tanzania include: Kagera Mbeya, Ruvuma, and Kilimanjaro and Arusha regions. The study was undertaken in Arusha region.

Table 8.6: Children working in coffee in Tanzania

Age of children	Male	Female
10-13	26%	46%
14-17	14%	14%
<b>Number of children</b>	<b>20</b>	<b>30</b>

The study revealed that the four key locations, i.e. Nitin, Shah, Tinga and Kiran coffee plantations, employed around 1,200 children during the picking season. The majority of the children who worked on the coffee plantation were 10 to 14 years old.

The study conducted in the coffee sector of Tanzania revealed the following gender-specific aspects of the working conditions of the boys and girls involved:

- Although no differential is found among the fathers and mothers in terms of their education, it is determined that, irrespective of the sex, the level of education and rate of literacy are poor, and this is why education is not considered valuable for the boys and girls. Consequently families send their sons and daughters to work. Many studies show that when the parents are educated, there is a higher tendency that children will also attend school. In particular a mother's education plays a decisive role in the education of the children.
- Boys are found to be working in many more types of work than girls. Despite this, it appears that the girls are involved in the more labour-intensive part of the work.
- Most payments are in cash. Payment is indirect through the parents because, although employers know that children are working on the plantations, they are afraid to be caught employing them. Coffee is a cash-crop for Tanzania and, due to growing concern about child labour from the developing countries, the use of children is becoming more and more a hidden phenomenon.
- The higher involvement of the girls in a more labour-intensive job makes them more prone to physical hazards.

## **Tanzania**

### **Children working in commercial agriculture – tea**

The assessment was conducted in two districts of Rungwe and Lushoto in Mbeya and Tanga Regions respectively, and covered both medium-scale tea farms and large estates.

Using the above-mentioned RA methodology, the study was able to cover or survey sixteen (16) primary schools located both close to and far from tea plantations in Rungwe and Lushoto Districts. The study also covered thirteen (13) villages, eight (8) tea plantations and three (3) tea factories. A total of 563 different respondents, including working and non-working boys and girls, were covered by the study both

in Lushoto and Rungwe districts through focus group discussions, structured interviews and questionnaires.

Table 8.7: Children working in tea in Tanzania

Age of children	Number of children	
	Male	Female
5-6	3	1
7-9	7	8
10-13	28	23
14-17	65	38
<b>Total</b>	<b>103</b>	<b>70</b>

About 18 per cent of the working children engage in income-generating activities, for example, preparations of locally made tea known as “SIDO”.

Especially in the Lushoto district, girls are involved in tea plucking. This activity is closely associated with the female role of looking for and preparing food for the family. In the district of Lushoto, as there is a scarcity of food, the girls are driven into tea plucking activities in order to earn money for food.

It should also be noted that, judged by the number of interviewed children in commercial agriculture, boys prevail, but in RA conclusions it is noted that in commercial agriculture – tea, girl child workers prevail.

Other gender-specific aspects noted:

- There was a low level of education among the parents of the children interviewed.
- The work-load is significantly lower in tea compared to coffee industry.
- In terms of the health and other risks, again no gender differential is found by the study. Boys and girls seem to share equally the pangs and agonies which include bad weather conditions, cuts/bruises, exposure to snakes, hazardous chemicals and carrying of heavy loads.

## Tanzania

### Children working in commercial agriculture – tobacco

Tanzania’s tobacco industry brings the country a significant proportion (9%) of its export earnings. It is mostly maintained by small- and medium-scale subsistence farms in Tabora, Ruvuma, Shinyanga, Singida, Rukwa and Kagera. There, these small-scale farmers organize themselves into cooperative unions. But there are also large-scale plantations or estates such as in Iringa. To get a representative sample of these two types of tobacco plantations in Tanzania, this particular study was conducted on the tobacco farms in two districts in mainland Tanzania: Urambo district in Tabora region and Iringa rural district in Iringa region.

Table 8.8: Children working in tobacco in Tanzania

Age of children	Number of children	
	Male	Female
7-9	1	5
10-13	9	17
14-17	41	14
<b>Total</b>	<b>51</b>	<b>36</b>

The following gender-related points were noted:

- Fathers are found to be more literate, although it is seen that mothers are often more educated as they attend more secondary education. Like in the tea industry, boys and girls are also simultaneously working while attending schools.
- No significant gender differential is found in the types of work the children are involved in. The same is also found to be true for wages received, and work-related hazards and risks. But it does appear that girls are prone to sexual harassment.

From the studies conducted in Tanzania we can see a pattern suggesting that, in most cases the socio-economic condition of the families is quite poor.



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## Comparative chart for the agriculture sector

Table 8.9: Comparative chart for the agriculture section

Attributes	Countries									
	Ecuador		Ghana		Lebanon		Tanzania		Tanzania	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of children	14	2	75	200	49,2%	50,8%	20	30	103	70
Age of children	8-17		12-17		3-17		10-17		5-17	
Type of work	Farming		Crop farming and animal rearing		Tobacco plantations		Coffee plantations		Tea plantations	
Working hours	30-45 hrs per week	2-9 hrs per week	2-8 hrs/day		4-6 hrs/day		6-8 hrs/day		8-12 hrs/day	
Wages	They receive payment in cash and kind		63% without payment, rest paid in cash and kind		Most without payment		84% receive payment <sup>33</sup> in cash, rest in kind		Mostly in cash	
Working conditions	<ul style="list-style-type: none"><li>• Risks (use of chemicals, heavy loads)</li><li>• Verbal and physical abuse</li><li>• Sexual harassment (girls)</li></ul>		<ul style="list-style-type: none"><li>• Risks (sunburn, heat, insect bites, fertilizer, excessive walking)</li><li>• No first aid kit: Lack of good drinking water</li><li>• Physical abuse</li></ul>		<ul style="list-style-type: none"><li>• Risks (long exposure to the sun, cuts, poisonous insects etc.)</li><li>• Lunch break</li><li>• No abuse/sexual harassment</li></ul>		<ul style="list-style-type: none"><li>• Risks (skin diseases, cuts, bruises, poisonous insects, snakes, wild animals)</li><li>• Verbal and physical abuse</li></ul>		<ul style="list-style-type: none"><li>• Risks (bad weather conditions, cuts, bruises, snake bites, chemicals, carrying heavy loads)</li><li>• Verbal and physical abuse</li></ul>	<ul style="list-style-type: none"><li>• Risks (extreme climate, bad weather conditions, cuts, snakes, burns, snakes, insects bites, use of fertilizers and pesticides)</li><li>• Not enough time for lunch</li><li>• Sexual harassment (girls)</li></ul>

Table 8.9: (cont.)

Attributes	Countries								
	Ecuador		Ghana		Lebanon		Tanzania		
	Male	Female	Male	Female	Male	Female	Male	Female	
Education of children	No difference most of the children do not attend school		85% have some level of education		Majority in school		Majority in school		Low attendance in school
Education of parents	Fathers more educated	Mostly primary education	Very low		Low		Low		Low

<sup>33</sup> Parents receive payment on behalf of the children.

Child Domestic Work

Child domestic work is a very hidden sector of employment. Children often suffer silently from many types of hazards and severe conditions of work. In addition to physical hazards associated with this kind of work (long working hours or working through late hours, deprivation from schooling, cuts, burns, or other wounds, abuses including sexual harassment etc.), girls and boys as child domestic workers are subject to many verbal abuses and traumas. Isolation alone can cause a child to suffer psychologically, which can hamper his/her ability to grow up as normal human beings. Thus child domestic work is considered to be one of the WFCL.

RAs on child domestic work have been conducted in the following countries and regions of such countries.

- Ecuador
  - Child labour in domestic work
- Ethiopia
  - Child domestic worker in Addis Ababa
- Ghana
  - Girls in domestic child labour
- Nepal
  - Situation of domestic child labourers in Kathmandu
- Thailand
  - Child domestic workers

Ecuador

Child domestic worker in Ecuador

The RA study was undertaken in the Tungurahua province of Ecuador

Table 8.10: Children interviewed during RA in Ecuador

Age of children	Number of children	
	Male	Female
<9		1
10-14	1	14
15-17		11
Total	1	26

Almost all the children interviewed are girls.

- No gender differential could be derived from the sample in Ecuador, because the sample size of one male was too small.

## Ethiopia

### Child domestic worker in Addis Ababa

Poverty drives a lot of workers and children into the capital city of Ethiopia in order to engage in domestic work.

Table 8.11: Children interviewed during RA in Ethiopia

Age of children	Number of children	
	Male	Female
<8-9	3	11
10-14	13	61
15-17	–	12
<b>Total</b>	<b>16</b>	<b>84</b>

Although the data are not a statistically selected sample, they may represent a typical scenario which establishes that domestic work is primarily a domain of the girls. When employers are hiring domestic servants they tend to hire girls more often than boys. It can be argued, as is also supported by many studies, that girls can be “subdued more easily”, hence they are a more favourable choice as child domestic workers.

Other points noted in this RA study:

- Girls’ schooling levels are noticeably lower.
- There is slight disparity in terms of the working hours of the boys and girls, with boys having to work for more hours on the average.
- Most boys and girls are paid workers, and there is no gender differential observed among the paid workers, nor among the minority group of the CDWs who are paid in kind.
- In terms of the risks and hazards at work, more boys are subject to physical violence, while more girls are found to be victims of sexual harassment.

## Ghana

### Girls in Domestic Child Labour

The study was conducted in two cities from the Ashanti and Greater Accra regions of Ghana. Based on the notion that domestic work has a greater propensity in the urban areas, these regions were chosen. It is accepted by the researchers and demonstrated through other sources<sup>34</sup> that girls are mostly found to be perform-

<sup>34</sup> The other two papers on gender issues showed that girls are predominant in the kind of work performed within the confines of the household. So it is often rightly generalized that it is also the girls who enter the realm of domestic work outside their own household for a number of reasons, including but not limited to the fact that they are simply preferred as a result of the traditional roles they play in the household in most developing countries, that they are easier to control, that they are cheaper etc.

Table 8.12: Children interviewed during RA in Ghana

Regions	Female
Ashanti	100
Greater Accra	150
<b>Total number of the children</b>	<b>250</b>

ing domestic work, and with this end in view most RA studies on domestic work involved only girls.

A total of 250 girls aged 13 to 18 years were interviewed. Most of them come from large families with average size of the household comprising 5 to 10 members, with low level of income. Many girls had migrated to the city from rural areas to work as CDW. The main reason for migration was that parents cannot provide children with enough food, clothes or education. It is also demonstrated that death of the parent(s), broken families and bitter experiences at home led to such migration.

About 63 per cent of the girls have been to school, but only 15 per cent completed junior level of education. Most of the girls have dropped out of school. The main reasons for leaving school were that:

- They cannot afford school;
- They chose to work (for economic reasons);
- They were not interested in school.

There is also a cultural belief that girls are seen as homemakers, who do not need a high level of education. Women are responsible for providing food for the household, and that is why they traditionally carry a greater burden than men. Mothers often encourage their daughters to start working as CDW.

Girls usually stay at the employer's house, and the size of the employer's family is generally smaller than that of the employed CDW. These girls are usually provided with basic food and a sleeping place. The main tasks performed by CDW are:

- washing the dishes;
- selling;
- cooking;
- cleaning the house;
- doing the laundry.

About 64 per cent of the girls receive payment, of which 79 per cent is in cash and the remaining 21 per cent is in kind (food, clothing). But a lot of children in exchange for their services hope to learn a trade. The RA stated that "It is estimated that boy CDWs receive more money than girls", although this could not be demonstrated from the study, numerically or otherwise, as the study excluded boys.

## Nepal

### Situation of domestic child labourers in Kathmandu

The use of child domestic workers is a common feature in Nepal, especially in its affluent urban areas. Although lacking specific urban/rural distribution, it is commonly believed that at least half of CDWs are working in urban centres. It is estimated that in the all urban areas and municipalities of Nepal there are 42,674 CDWs aged 14 years or younger. In Nepal there is a social stigma towards girls – they are considered impure during menstruation. Boys are also more mobile than girls.

It is reported that CDWs are mostly migrants. About 50 per cent do not receive any pay; most receive:

- room and board,
- clothing, and
- some may be allowed to attend school.

Table 8.13: Children interviewed during RA in Nepal

Age of children	Number of children	
	Male	Female
5-7	3	4
8-9	22	28
10-11	56	57
12-14	90	69
15 or above	35	14
<b>Total</b>	<b>206</b>	<b>172</b>

Some gender-related points noted:

- Significantly more boys are in school or are sent to school than girls, as girls' education is not considered important. Girls are expected to get married and serve in the homes of their husbands when grown up. This is also reflected in lower numbers of girls at higher levels of education.
- In terms of the working hours, girls are found to be working more in the middle hour bracket, while boys are found more in the higher hour brackets.
- More girls received salaries. Quite often girls receive their salaries indirectly through their parents. In such cultural setting as Nepal, parents collect the money for their daughters' work, and save them to be useful at the time of their marriage. Boys usually have more influence in their mode of payment, and tend to receive their salary directly more often.
- Although physical harm is shared evenly between the working boys and girls. Girls are reported to be more vulnerable and usually find themselves more prone to sexual abuses and harassment.

Thailand

Child domestic workers

Thai culture teaches children to obey their parents. Children should eventually make up for the efforts of their parents in their upbringing by providing them with economic assistance. Consequently, child labour under these circumstances is considered as a process that enables children to learn and practise their working skills as well as taking responsibility for themselves and their families.

In this study 155 child domestic workers in Bangkok were interviewed. Of these, 89 were girls and 26 were boys. This may reflect a typical picture of Thai society as more girls are working as domestic workers than boys.

Table 8.14: Children interviewed during RA in Thailand

Age of children	Male	Female
12	–	1.1
13	–	1.1
14	11.5	2.2
15	15.4	6.7
16	7.7	22.5
17	65.4	66.3
Number of children	26	89

Some gender differences noted:

- Although it is found that most children reach a formal level of education, no significant difference between the boys and girls was reported.
- In terms of the hours of work, the scenario is the opposite of Nepal. In the low and medium hour bracket we see more boys, while in the higher hour brackets significantly more girls are involved.
- Remuneration does not go hand-in-hand with the hours worked, as we find girls receiving less salary than boys. We find more girls in the lower wage bracket, and almost none in the highest bracket, while the boys dominate both in the middle and higher brackets.
- Girls are less subject to physical punishments. There is no report of physical, verbal or sexual abuse. Hence, Thailand is one of the exceptions in the category of child domestic work, where girls are not reported to have been subjected to sexual harassment. However, this could be due to under-reporting, or a sample not covering a representative bulk of the population.

**Comparative chart for the domestic work sector**

Table 8.15: Comparative chart for the domestic work sector

Attributes	Countries broken down by sex									
	Ecuador		Ethiopia		Ghana		Nepal		Thailand	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of children	1	26	16	84	–	250	206	172	26	89
Age of children	10-14	<9 –17	8 – 18		13-18		5-15		12-17	
Working hours	5-14 hrs (boys usually less)	15.3 hrs per day	15.8 hrs per day	15.3 hrs per day	8-12 hrs per day		14 hrs/day (average)		8-14 hrs/day	
Salary	Monthly salary	Monthly salary	59% paid		64% paid (in cash and kind)		50% paid <sup>35</sup>		Monthly salary	
Working days/week	Varies		All week		All week		All week		One off-day	
Schooling	18 out of 27 children currently attend school		Engaged in school (motivation for DCL)		63% have been to school, but 53% are dropped out		More boys than girls (for girls' education is not considered important)		All children have some formal education (93%)	
Treatment by the employers	<ul style="list-style-type: none"><li>• Abuse</li><li>• Physical violence</li><li>• Sexual harassment</li></ul>	<ul style="list-style-type: none"><li>• Beating</li><li>• Sexual harassment</li><li>• Not allowed to play or any other recreational activity</li></ul>		<ul style="list-style-type: none"><li>• Punishment</li><li>• Low remuneration</li></ul>		<ul style="list-style-type: none"><li>• Abuse</li><li>• Sexual harassment</li></ul>	<ul style="list-style-type: none"><li>• WFCL in CDW is not present</li></ul>			
Reasons for engaging in DCL	<ul style="list-style-type: none"><li>• Poverty of the family</li><li>• Single parent</li></ul>	<ul style="list-style-type: none"><li>• Schooling</li><li>• Poverty of the family</li><li>• Single parent</li></ul>		<ul style="list-style-type: none"><li>• Schooling</li><li>• Single parent</li><li>• Help to family</li><li>• Learn a trade</li></ul>		<ul style="list-style-type: none"><li>• Poverty</li><li>• Help to family</li><li>• Schooling</li></ul>	<ul style="list-style-type: none"><li>• Lack of job opportunities</li><li>• Help to family</li><li>• Earn money</li></ul>			
Ability of children to quit present job	–	Not allowed		It is not so easy but possible		Allowed, but parents would disagree, they took money in advance		Not a problem, easy to find another job		

<sup>35</sup> Salary mostly collected by parents.

## Global child labour data review: a gender perspective

In conclusion:

- Distinctly more girls were found to be working as CDWs, the exception being Nepal.
- Although the level of education is quite uniform between the boys and girls in most cases, it is quite unique in Nepal, where girls' educational needs are largely ignored, due to the notion that they are more useful as housewives or domestic helpers.
- Hours of work are not always correlated with the remuneration received.
- Girls are more vulnerable to physical abuses, especially sexual harassment. This latter hazard (rape etc.) sometimes eventually drives them into prostitution. Evidence of this was not found in Thailand.



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## Commercial sexual exploitation

The 2002 global child labour estimates revealed that millions of children are trapped in commercial sexual exploitation, an intolerable form of employment.

By nature, girls are subject to commercial sexual exploitation, but often the qualitative data lacks information on boys. In fact it is becoming increasingly evident that boys are also involved and are sometimes even more hidden than girls. Due to difficulties in accessing both girls and boys involved in commercial sexual exploitation, a skewed gender picture emerges, which does not necessarily reflect the reality.

The countries where the ILO/IPEC RAs took place are:

- Ecuador
  - Children in prostitution

- Jamaica
  - The situation of children in prostitution
- Nepal
  - Trafficking in girls with special reference to prostitution
- Philippines
  - Girl child labour in commercial sexual exploitation
- Sri Lanka
  - The commercial sexual exploitation of children
- Tanzania
  - Children in prostitution
- Thailand border area
  - Trafficking of children into the worst forms of child labour
- Vietnam
  - Children in prostitution in Hanoi, Hai Phong, Ho Chi Minh City and Can Tho

## Ecuador

### Children in prostitution

The study was undertaken in the Guayas province, and the age and number of girls interviewed are outlined below.

Table 8.16: Children interviewed during RA in Ecuador

Age of children	Number of children
	Female
14	1
15-16	18
17	3
Total	22

As the study involved only girls, a balanced picture of girls and boys is lacking. In general it was found that:

- Most girls come from poor families, and hence with the added lack of social protection they end up as sex workers or prostitutes.
- Half of the children migrate from neighbouring provinces to the city.
- 9 girls out of 22 come from the single mother family.
- Most do not attend school, while a small minority are still in school.
- Girls working in prostitution find themselves to be working full-time. They do not have any week-ends or holidays.
- Client preference for girls was explained by the belief that girls may not be infected with the HIV/AIDS virus, and the mistaken belief that girls can cure one of HIV/AIDS.

## Jamaica

### Situation of children in prostitution

This RA report from Jamaica contains only qualitative information; therefore a quantitative analysis, on which this work is based, has proved challenging for Jamaica. Jamaica enjoys a flourishing tourism industry, which brought the country a healthy USD 1.3 million in 2000. Tourism employs thousands of people in the selling of goods and services to the tourists.

Research was conducted in Montego Bay, Negril, Sav-la-Mar, Lucea, Spanish Town, Portmore and Kingston. 129 children were interviewed during the RA, the majority of whom were females.

The vast majority of children found in prostitution and related activities are girls and there is a gender division of labour in some sexual activities. Quantitatively, girls are more exploited than boys, although there are groups of boys who are severely sexually exploited. The main categories for children involved in sexual activities are listed below:

Table 8.17: Magnitude and ages of children in prostitution in Jamaica<sup>36</sup>

Location	Numbers	Male	Female	Age range	Activity
Hanover	310		30	12-18 yrs	Go-go dancers
Negril	31	6	25	13-18 yrs	Prostitution
Montego Bay	30	10	20	10-18 yrs	Prostitution, go-go dancing
Amphitheatre	9	9	–	10-16 yrs	
F. Club	6		6	16-18 yrs	Go-go dancing
Western Jamaica	100		100	Under 18 yrs	Go-go dancing
Kingston	Unknown				Various activities
St Catherine	Unknown				Various activities

Although the rapid assessment did not find any forced prostitution, poor economic conditions force a lot of children into the commercial sexual business associated with the tourism industry of Jamaica.

Some other points noted:

- Most girls are not attending school, with a high dropout rate.
- Boys are mostly involved as sex workers on the street whereas girls tend to be more institutionalized as prostitutes.
- Some girls engage in work as a prostitute seasonally during peak tourism times.
- Boys tend to be engaged in sex work to meet their survival needs, whereas girls are found to be in prostitution for more superficial needs outside of the primary need to survive.

<sup>36</sup> Table 4: Jamaica – Situation of children in prostitution: a RA. Dunn L., November 2001 – Geneva.

## Nepal

### Trafficking in girls with special reference to prostitution

Nepal, where close to fifty per cent people live below the poverty line, ranks 144th in the United Nations Human Development Index. Nepal has a per capita income of USD 210.

The target group for the RA investigation was vulnerable girls who had been trafficked for sexual exploitation as well as girls engaged in prostitution in Nepal, trafficked girls living in rehabilitation centres or those who have been reintegrated into their families, communities and/or society, referred to as returnees.

In the study, the respondents have been classified as follows:

- vulnerable girls
- girls trafficked for sexual exploitation inside Nepal
- returnees.

The numbers of respondents in the above categories were 100, 13 and 72 respectively. The phenomenon of trafficking in girls for commercial sexual exploitation traverses boundaries of caste, ethnicity, religion, gender, economic classes and different geographic regions of Nepal. A majority of trafficked children were from ethnic groups living in the hilly areas, particularly from Tamang communities.

Two models exist to provide explanations on the complex processes of trafficking:

- Hard trafficking
- Soft trafficking

Hard trafficking takes place due to coercion, fraud, abduction and deception, largely from working places of children into the worst forms of child labour. In soft trafficking, children, girls in particular, are seen as a commodity that can be bought and sold. Soft trafficking seems to take place with the consent or complicity of parents from some remote and poor localities. Other points noted in the RA report:

- 23 per cent of girls were put into prostitution immediately after having spent one day at the brothel and 90 per cent within one week.
- The duration of the stay in the brothel varied from 3 months to 10 years, with an average of 13 hours per day engaged in prostitution.
- A lot of girls reported that they were severely tortured, mentally as well as physically.
- It was found that many trafficked girls who have been returned home have died or have been affected by HIV/AIDS.

Due to social stigma towards prostitutes, returning girls to a 'normal society' is a complicated process. Sometimes they prefer to stay in brothels rather than being sent to rehabilitation centres.

Other points noted:

- As the study was focused on the girls, gender differences are lacking.
- Education for girls is considered as unnecessary, therefore hardly any girls are found to be in school, and most of them are illiterate.
- There is a historical aspect to prostitution in Nepal. In the Tamang communities, girls/women were housed as mistresses in the palaces; in turn they are sold to the brothels. These girls later became the owners of the brothels, and over the generations they would come back to their society, and recruit/force girls from

the lower castes into prostitution. These girls today have to work long hours and serve many clients on a daily basis. They only get a fraction of their earnings as pocket money, and the remaining amount goes to the brothel owners, who are essentially slave owners. These girls are also subject to a variety of physical violence and torture if they refuse to perform or try to escape.

Table 8.18: Current situation of rehabilitated girls in Nepal<sup>37</sup>:

Categories		N	Per cent
Are you living a normal life?	Yes	44	91.7
	No	4	8.3
Are you doing some work?	Yes	43	89.6
	No	5	10.4
Type of work	Income-generating activities	28	65.1
	Training	8	18.6
	Social	5	11.6
	Others	2	4.7
Did you receive a salary?	Yes	20	46.5
	No	23	53.5
	All	41	85.4
<b>Total</b>		<b>48</b>	<b>100.00</b>

## The Philippines

### Girl-Child Labour in commercial sexual exploitation in the Philippines

The study was conducted in the urban centre – Bacolod City in the Philippines. 33 girls and 11 boys were interviewed during this Rapid Assessment. Most of the children, 52%, are originally from the same city, with the remaining half being migrants from nearby provinces.

Table 8.19: Children interviewed during RA in the Philippines

Age of children	Male	Female
14	2	3
15	2	3
16	4	11
17	3	16
<b>Total number of children</b>	<b>11</b>	<b>33</b>

<sup>37</sup> Table 4.2: Nepal – Trafficking in girls with special reference to prostitution: a RA. Bal Kumar KC; Govind Subedi; Yogendra Bahadur Gurung; Keshab Prasad Adhikari. Central Department on Population Studies (CDPS), TU. November 2001 – Geneva.

The main reasons why children go into commercial sexual exploitation are:

- to help their family;
- to escape from family problems;
- to be economically independent;
- no other job opportunities.

The children generally start their work in commercial sexual exploitation with the help of friends and peers.

A sizable 38.6 per cent of the children have cordial relations with their family, and about 60 per cent of them live with the respective family members. The remaining children live with their friends, co-workers or pimps.

Gender differences noted:

- Boys start work from the age 13-14 years, whereas girls start work on average around the age of 15 years;
- Girls tend to charge higher fees for their services than boys, although fees charged depend on the locations where children are picked up. Younger children only obtain higher fees when a pimp negotiates their fee.

All children have some level of education, but 93 per cent of them are currently not in school.

Again, the popularity of young children can be explained by the popular belief that: *If you will have a young partner, you will also become young*, and also because young children are believed to be free of STD or HIV/AIDS.

It is also noteworthy that sex-tourism is not so widespread in this area, and the main customers are the local population.

## **Sri Lanka**

### **The commercial sexual exploitation of children**

The study is focused on children under 18 years of age who are victims of commercial sexual exploitation. The total sample comprised 120 children, 78 boys and 42 girls, out of which 14 were found in two rehabilitation centres. The large number of boys in prostitution can be explained by the factor that it was more difficult to access girls in prostitution than boys.

Reasons for commercial sexual exploitation of children are:

- Tourism
- Weak law enforcement against such activities
- Ongoing civil war – close to a million children in the north and the east are affected directly, and many more indirectly

Children often avoid rehabilitation centres where the services are limited to basic education and vocational training only. Essential psychological support for these children is often ignored.

Some gender differences noted:

- There is a high rate of boys and girls attending school. Sri Lanka enjoys a very high literacy rate among its neighbours, and this is duly reflected even among the boys and girls in prostitution or commercial sexual exploitation. Despite this high rate of schooling, in recent times school dropout rates are increasing. Even

## Global child labour data review: a gender perspective

so the prostitutes in Sri Lanka are perhaps the most literate among all the studies under investigation.

- The commercial sexual industry employs young boys and girls of minor age and this may have its roots in the tourism industry. Boys are mostly engaged in sexual activities with tourists, while the girls entertain the local clients.
- Boys who quit prostitution to resume a more 'normal' life can make the transition more easily whereas girls in Sri Lanka are considered social outcasts throughout their lives.

### Tanzania

#### Children in prostitution

In Tanzania, prostitution is regarded as the *choice left for divorced women and widows with no male children*. Also children born to underage mothers are regarded as outcasts by most societies in Tanzania, as are their mothers. Society rejects them and the only possible option they have is prostitution.

This study was carried out in four regions, namely Ruvuma, Mwanza, Dar-es-Salaam and Singida. In these regions the study concentrated on urban areas. Certain key locations were deliberately selected according to a number of issues in relation to child prostitution.

Of the 246 children interviewed, only 6 were boys. Children were aged between 9 and 17 years, with 2 per cent of the total respondents being very young, aged between 7 and 9 years.

Often recruitment into prostitution was done with the support of the parents and other members of the family.

According to the study, in order of percentages of occurrences, the following reasons are responsible for the children becoming involved in prostitution:

- poverty
- fights and maltreatment
- problem with father
- no other opportunities
- peer influence
- sexual abuse.

This research has shown that the girls face the following problems:

- At least 95 per cent of the respondents had once experienced trauma, such as being raped by individuals or gangs, battering, being kidnapped, and/or contracting sexually transmitted diseases
- Being involuntary participants in the production of pornographic film and pictures
- Forced to use drugs
- Having clients who do not pay them (clients who do not want to pay or want more than what they have paid for etc.)
- Harassment from state groups such as the police.

Tanzanian's culture tends to favour boys over girls. Boys receive more educational and social opportunities than girls. Due to this, girls are more prone to engage in different activities such as working as barmaids or in petty trade, and supple-

menting this with prostitution. Many girls attend initiation ceremonies that teach them how to keep house and how to perform good acts of sexual satisfaction for men. Many girls practise this while they are very young.

This RA report also included data about children prostitution in Zanzibar, with research conducted in Stone Town of Zanzibar. Thirty-one children were interviewed. Through daily observation by the researchers in local bars and hotels at night, it was established that there were about 50 children engaged in prostitution under the age of 18 years.

More children were involved in prostitution during the peak tourist period, from mid-July to mid-November every year. During the peak period the number of children under 18 years in prostitution may double to 100.

Table 8.20: Age structure of interviewed children in Stone Town, Zanzibar<sup>38</sup>

Sex	Age in years			Total (%)
	6-7	11-14	15-18	
Male	–	1	3	4 (13)
Female	–	2	25	27 (87)
<b>Total</b>	<b>–</b>	<b>3</b>	<b>28</b>	<b>31 (100)</b>

During the research it was noted that about 51 per cent of all respondents come from the Tanzania mainland, 22 per cent from Kenya, 9 per cent from Uganda and only 3 per cent from Zanzibar itself. Given this fact, it can be argued that, due to the Islamic culture in Zanzibar, prostitution is a new phenomenon that has only recently influenced the local people.

Other points noted:

- Typically it is girls that are found in prostitution, becoming involved as a result of sexual abuse at home by relatives when young.
- In about 25 per cent of cases girls come to prostitution after they have been abused as a child domestic worker. About 90 per cent of the girls interviewed moved from the rural areas to the urban areas to get into CDW.
- The principal customers were businessmen, bureaucrats, policemen, tourists and foreigners.
- The places where girls are mostly found to have been engaged in prostitution are: brothels, bars, guest houses, hotels for tourists and the streets.
- Many divorced women and widows have to resort to prostitution, as they are treated as “already been used” by society. When girls are forced to get married to older men, they may be divorced quickly or widowed. It becomes very difficult for them get married again, and they move to prostitution as a means of survival.
- The study was conducted in the urban areas, as there is a belief that by moving away from the rural areas there is less AIDS.

<sup>38</sup> Table 20: Tanzania – Children in prostitution: a RA. Kamala E.; Lusinde E.; Millinga J.; Mwaitula J. November 2001. Geneva.

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- Most children who move to the cities live in the streets, which make them subject to rape, violence etc., and for obvious reasons, girls are more vulnerable to such treatment.
- It is also believed among the customers that pregnant girls are more satisfying in sexual acts, thus a high proportion of such girls were found in prostitution.
- Also in the study only 2 per cent are found to be boys, but this could be due to a number of reasons. Boys may be less vulnerable as subjects of rape in the first place (which leads girls into prostitution); to avoid violence either at the family level or in the streets; or less often to work as child domestic workers, moving on to prostitution.
- Once boys get into prostitution, they become even more invisible.
- Most children come into prostitution with support of their relatives for economic reasons.
- Often girls said that they are in prostitution, not in order to become rich, but for a good life.
- It is found in the study that girls in female-headed households find themselves more vulnerable to commercial sexual exploitation.
- 13 per cent of the girls never attended school, and the main reason for that is poverty.
- More girls are found to be involved in pornographic production than boys.
- Boys have more prospects for jobs and other opportunities, whereas girls have much less and are often left without a choice.
- Girls are often beaten by clients. This is found to be less common for boys.
- The majority of girls are bonded to the owners of the bars, brothels etc.

## Thailand-Myanmar border areas

### Trafficking in children into the worst forms of child labour

Research was conducted at four research sites along Thailand's border. Nong Khai and Muk Dahan are situated on the Thai-Laotian border and Mae Sai and Mae Sot are located on the Thai-Myanmar border.

Children were found in the worst forms of child labour namely: working in factories (22), construction (17), fisheries (10), domestic work (4), other services (5) and 45 children were exploited by the sex industry. Here we focus on sexual exploitation.

Estimates of girls under the age of 18 employed in the sex industry in Thailand vary from 15,000 to 800,000. The Office of the National Commission of Women's Affairs estimated that in 1994 Thailand had 22,500 – 40,000 child prostitutes.

The average age of children interviewed in prostitution was 15.5 years, but some were as young as 13. The general characteristics of the sex industry in Thailand varied greatly between the research sites in terms of visibility, clientele, workers and the function of the trafficking process. Nong Khai province, for example, has the highest concentration of sex work in Thailand. The three districts directly opposite the entry points into Thailand from Laos have the highest number of sex establishments within the province. Many children who are trafficked for sexual exploitation are taken from villages in Laos. In some cases girls are held in debt bondage until a certain amount of money is made.

Children coming from outside the country are predominantly found in more exploitative and dangerous work situations than Thai children.

Reasons given for children leaving home included:

- to escape poverty;
- to help parents;
- lack of educational attainment and job opportunities;
- family problems;
- parental pressure (girls reported that their parents had persuaded them to go to work);
- the Asian concept of *filial piety* tends to describe the selection process of children to work outside the house as stemming ultimately from the particularly Asian concept of the individual's obligations to the greater good of the family;
- to make quick money.

Other gender-related points included:

- Most boys and girls came from poor and dysfunctional families.
- There was no report of sexual abuse, which is quite commonplace in other countries. Child prostitutes do not seem to be escaping domestic work, but rather are fed into the sex industry from traditional causes of poverty and other domestic abnormalities.
- There were no gender differences observed in terms of family background and level of education amongst boy and girl prostitutes.

## Vietnam

### Children in prostitution in Hanoi, Hai Phong, Ho Chi Minh City and Can Tho

Prostitution developed both extensively and intensively during the Viet Nam War, particularly in the South to provide entertainment for soldiers and government officials. By contrast, in the North, prostitution was outlawed by the government and effectively eliminated by the state apparatus. New social values established a solid foundation for widespread resistance to prostitution.

Table 8.21: Age of children interviewed in Viet Nam<sup>39</sup>

Province	Age					Total
	13	14	15	16	17	
Hanoi	–	–	2	8	13	23
Hai Phong	–	–	3	3	13	19
HCM City	3	5	11	11	11	41
Can Tho	1	4	11	12	11	39
<b>Total</b>	<b>4 (3.3%)</b>	<b>9 (7.4%)</b>	<b>27 (22.1%)</b>	<b>34 (27.9%)</b>	<b>48 (39.3%)</b>	<b>122 (100%)</b>

<sup>39</sup> Table 3: Vietnam – Children in prostitution in Hanoi, Hai Phong, Ho Chi Minh City and Can Tho: a RA. Le Bach Duong, July 2002 – Geneva.

The assessment was carried out in two separate studies; the first took place in North Viet Nam (Hanoi, Hai Phong) in late 1999, and the study of the situation in South Viet Nam (Ho Chi Minh City and Can Tho) was conducted in 2000.

Overall 122 children (23 in Hanoi, 19 in Hai Phong, 41 in Ho Chi Minh City and 39 in Can Tho) engaged in prostitution were interviewed, accounting for more than one-fourth of the total 441 children available at these places.

In the North, the majority (88 per cent) of children were 16 or 17 years old. The age distribution of the children interviewed in Ho Chi Minh City and Can Tho was wide – slightly more than half of them (56.3 per cent) were aged between 16 and 17, and the rest (43.7 per cent) were between 13 and 15 years. This suggests the more widespread participation in the sex sector of children of different ages in the South.

The main reasons why children become involved in prostitution are:

- To help their family out of economic difficulties;
- Children themselves looked for work in prostitution;
- Children were forced by parents to help them economically;
- Because of family problems (family trauma);
- Because of personal problems (love affairs);
- To make quick money with an “easy” activity.

Other points:

- No significant gender-related information can be extracted from the data in the RA report.
- The prostitution, especially that involving young boys and girls, essentially started in French colonial times, and practically did not exist before then.
- The brothel owners and middle-persons are mostly women, and they locate prostitutes from their own communities.
- The “filial piety” applies almost evenly to boys and girls – to serve their parents at any cost.
- Women and girls are treated as of less value than men and boys, often leading girls into prostitution. It is widely believed among the business community that sleeping with virgin girls would bring prosperity and success to the business.

### Comparative chart for the commercial sexual exploitation sector

Table 8.22: Comparative chart for the commercial sexual exploitation sector

Attributes	Countries											
	Ecuador		Jamaica		Nepal		Philippines		Sri Lanka		Tanzania	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Number of children	–	22	30%	70%	–	185	11	33	78	42	6	240
Age of children	–	14-17	12-18	10-18	–	9-18	15-17		12-17	8-17	9-17	
Working hours	21-40 hrs per week		Depending on type of sexual activities (ex: street children working more than go-go dancers)		3-24 hrs per day		Average time 6-7 hrs per day		–		Long hours	
Working days/ week	Depends on demand		Depends on the demand (some children working only in weekends and holidays)		All week		No fixed days, but 16% work almost every day		–		All week, depends on demand	
Earnings	Money, payment in kind		Depending on type of sexual activities (ex: street children get payment in kind (food, clothing)		Brothel owners take 90-95% of earnings		Money, payment in kind. Younger children get higher price for their services		Money, clothes and gifts		Money, food and clothing	
											50% of earnings goes to owner in all types of establishment	
											All week, depends on demand	
											Depending from type and area of work	

Table 8.22: (cont.)

Attributes	Countries															
	Ecuador		Jamaica		Nepal		Philippines		Sri Lanka		Tanzania		Thailand-Myanmar		Vietnam	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Schooling/ literacy	Low enrolment (mostly primary)	Low enrolment (mostly primary)	–	21% literate	93% of the children currently not in school	93% literate	87% literate	Low enrolment (mostly primary)	Very low enrolment (average time in education 3,3 years)	Mostly primary and over secondary (16% illiterate)						
Parents literacy	Low level	Very low	92% of mothers illiterate		Low level	Very low		–		Low (mothers less than fathers)						
Reasons for engaging in CSE	<ul style="list-style-type: none"><li>• Poverty</li><li>• Sexual abuse</li></ul>	<ul style="list-style-type: none"><li>• Poverty</li><li>• Parents careless</li><li>• Early exposure to sexual intercourse</li><li>• Sexual abuse</li></ul>	<ul style="list-style-type: none"><li>• Poverty</li><li>• Broken families</li><li>• Parents careless</li><li>• Early marriages</li></ul>	<ul style="list-style-type: none"><li>• Help parents</li><li>• Broken families</li><li>• Desire to make quick money</li><li>• Sexual abuse</li></ul>	By friends, peer influence	<ul style="list-style-type: none"><li>• Poverty</li><li>• Broken families</li><li>• Parents careless</li><li>• Desire to make quick money</li></ul>	<ul style="list-style-type: none"><li>• Poverty</li><li>• Broken families</li><li>• Sexual abuse</li></ul>	<ul style="list-style-type: none"><li>• Poverty</li><li>• Broken families</li></ul>	<ul style="list-style-type: none"><li>• Poverty</li><li>• Help parents</li><li>• Lack of education</li><li>• Filial piety<sup>40</sup></li><li>• Desire to make quick money</li></ul>	With help from friends or people from home areas						
How entered	–	By family and friends, and upon own decision	By family <sup>41</sup> and trafficking		By friends, peer influence	By friends and family		By family and friends	By family money							

Table 8.22: (cont.)

Attributes	Countries									
	Ecuador		Jamaica		Nepal		Philippines		Sri Lanka	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Risks or hazards	Physical violence, STDs		Drugs, STDs, HIV/AIDS		Physical torture, STDs, HIV/AIDS		Physical violence, abuse, STDs, HIV/AIDS		STDs	
									Rape, beating, STDs	
									–	
										STD's, HIV/AIDS

<sup>40</sup> Asian concept of individual obligations to the greater good of the family.

<sup>41</sup> Children treated by parents as commodities.

## Global child labour data review: a gender perspective

In conclusion:

- Prostitution is predominantly seen as a girl's profession. But in many cases the studies conducted were concentrated on girls only.
- Boys are found in prostitution, but they were reported to be outnumbered by girls, mostly due to the fact that boys are hidden because of social factors and taboos.

## Chapter 9: Summary conclusions



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This overall review of the existing child labour data for boys and girls has examined the issues specifically from a gender perspective. A summary of the data review by region has demonstrated disparities between working boys and girls, and has made it possible to draw global inferences about the child labour situation under the three broad categories of school attendance, children at work, and “child inactivity” – a category which for the purpose of this review is assumed to refer primarily to children involved in the household chores. However, more light should be shed on this category in future research commissioned by ILO-IPEC.

Available survey data on working children in six countries – Dominican Republic, Ecuador, Ghana, the Philippines, South Africa and Turkey – have been arranged according to specific indicators and analysed, with the differences according to sex highlighted. The analyses have taken into consideration such elements as schooling, literacy, economic activity, working hours, and types of employment of children – including household chores, which are all too often left out of the reckoning.

The results of Rapid Assessments were then presented under the three headings – agriculture, child domestic work and commercial sexual exploitation. It is clear that further research is required to obtain results that can be compared country by country, but these RAs do shed light on the root causes of child labour and the factors that push children into abusive situations in agriculture, domestic work and commercial sexual exploitation. This review thus marks a first step towards analysing the sex-disaggregated data in terms of the socially determined issues that young boys and girls face in their day-to-day working life.

Overall the fact remains that child labour data are scarce. Obtaining such data often involves overcoming social taboos and other obstacles, such as the denial of the existence of child labour and the “invisibility” of the girls and boys themselves. Nevertheless, as is evident from the RA reports, SIMPOC/IPEC have already gathered a wealth of information on the worst forms of child labour, and more than 40 RAs have been conducted, ranging from hazardous labour in agriculture to prostitution. All the RA studies represent the worst forms of child labour. This report reviewed all the available ILO/SIMPOC rapid assessment data to date in the sectors of agriculture, domestic work and commercial sexual exploitation.

These RAs have illustrated that the hazards to which boys and girls are exposed range from exposure to pesticides or agro-chemicals and to the most intolerable forms of prostitution and pornography. RA studies vary in type and are qualitative in nature, particularly because the role of the researchers themselves is crucial to the information yielded from children through the RA methodology. In general therefore it is difficult – through using information from rapid assessments – to forecast regional patterns regarding these WFCL, to determine the objectives of each RA in terms of gender analysis, and to obtain comparative results.

Nonetheless, at the global level it can be stated – based on the available information – that there are more boy child workers in agriculture and there are more girl child workers in domestic child labour. According to the results of the RA data analysed in this report, more girls are found in sexual exploitation, with the exception of Sri Lanka, where boys prevail. Nevertheless we see boys involved in prostitution in four out of the seven countries where studies were undertaken.

Determining linkages between these worst forms of child labour is another step that needs to be undertaken and cannot easily be explored by virtue of the primary objectives of rapid assessments. Thus, information on the source of trafficking which feeds into several worst forms of child labour is often lacking – for example, what proportion of trafficked children went into domestic work or sexual exploitation. In Thailand, it was not evident that domestic workers automatically end up in sexual exploitation, whereas in Ecuador, agricultural work, domestic labour and sexual exploitation were all seen as a process of abuse, the one leading to the other.

According to the RA reports, poverty is the principal cause of children being pushed into the labour market in the agricultural and domestic work sectors. Additional factors such as the ones listed below throw girls and boys into the worst forms of child labour.

Some factors that lead to commercial sexual exploitation are common to both sexes:

- To help their family out of economic difficulties
- Girls and boys often themselves looked for work in prostitution
- Girls and boys were often forced by parents to help the family economically
- Desire to make quick money with an activity that is perceived to be “easy”
- Growing consumerism and desire for material items
- Dysfunctional families
- Family problems (family trauma)
- Lack of care and attention from parents
- Personal problems
- Female-headed households

- Gender discrimination
- Traditional marriage practices
- A lack of political will and resources to stop it.

The restraints that were faced in the gender analysis of the rapid assessments included the following:

- Rapid Assessments are by definition qualitative reports, and thus are often lacking much-needed quantitative information;
- Due to the difficulty involved in gathering information, the surveys do not allow statistical sampling that could be extrapolated to national levels;
- The sample sizes are extremely small, often in the order of tens of interviewees, which makes it difficult to reach any meaningful conclusions;
- Often some of the rapid assessments under study had one or the other sex present and not both, and hence undertaking a gender analysis was impossible.

Recommendations on how to improve the RA information may be summed up as follows:

- For a better gender analysis on the worst forms of child labour, more statistically sound sets of data are desirable;
- A more balanced representation of boys and girls is required among the datasets;
- A sociological analysis as well as a statistical analysis is a sound approach to RAs, with appropriate representation of children of both sexes;
- Training of researchers is necessary to ensure that they understand what is meant by gender differences, what to look out for and how to probe further into certain issues.

Once reliable gender-sensitive information on child labour does become available, the more difficult task to implement ILO's Convention No. 182 will still remain, namely how to eradicate these worst forms of child labour for both boys and girls. Eradication is required so that millions of children will no longer be at risk from these conditions that violate their basic rights to education, and to a childhood. Girls and boys are, after all, the citizens and leaders of the future.

Using the information in this global child labour review should make it easier to formulate effective policies, in any country of the world, and to tackle and ultimately eradicate different forms of child labour. It will also help to determine how to address the economic, social, cultural, environmental, political and institutional issues that are needed to boost school attendance of either sex. Further analysis of the trends identified through using sex-disaggregated data can lead the way for more in-depth studies as to the why of global sex differences in particular countries and regions.

As we have stated earlier, in order to ensure that gender differences are always highlighted during studies and survey design in every country, statisticians, census-takers, government officials and politicians need to be sensitized to the need for such information, why it is useful, and how to ask questions in a particular way. Such sensitization also helps to create better instruments that would in turn extract data with the gender dimension already added, rather than adding it at a later stage of analysis. Subsequent surveys can bring forth the socio-cultural reasons for child work in terms of paid employment, school attendance and so forth.

## Global child labour data review: a gender perspective

Finally, it is hoped that this report will serve as a starting point for studies that that can be undertaken by child labour agencies, researchers and policy-makers worldwide, and that can be of larger scale, more global (involving more countries), and more comprehensive (covering more indicators).

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<sup>42</sup> Items 1 to 17 – all Rapid Assessments used for the analysis in this report; in each section and item in the body of the report, the exact title of the respective Rapid Assessment is also cited.

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# Annex: Gender-sensitive indicators

## Agriculture

### Ecuador: Child labour in agriculture

#### Family background (socio-economic status)

Male	Female
Most families have low levels of education, and income.	

#### Family education

Male (father)	Female (mother)
3 have primary education (3 below primary), 1 person – secondary education and 9 do not know.	6 have primary education (1 below primary), 9 do not know.

#### Children's level of education

Male	Female
No sex differences found. 7 children are found studying and 9 children non-studying. Out of two girls, one is attending school and one is not.	

#### Hours of work

Male	Female
Average working hours: 30 – 45 hours per week.	Girls are found to be working 2 to 9 hours per week.

#### Wages

Male	Female
No sex difference reported. Children are getting a monthly salary of an average of USD 20 – 40 per month.	

#### Risks/health-related issues

Male	Female
No sex difference reported. The principal hazards associated with this type of work irrespective of the sex of the workers include: <ul style="list-style-type: none"><li>• Verbal and physical abuse</li><li>• Carrying heavy loads</li><li>• Exposure to chemicals</li></ul>	

## *Ghana: Children in agriculture*

### Family background (socio-economic status)

Male	Female
Most families have low income. Average size of the family 6 members.	

### Family education

Male (father)	Female (mother)
Most of the parents have not completed formal education, many of them are illiterate.	

### Children's level of education

Male	Female
85% the children have some level of education, 15% of the children have never been to school. But on the whole, more boys attend school than girls.	

### Type of work

Male	Female
<ul style="list-style-type: none"><li>• Weeding</li><li>• Land preparation</li><li>• Bringing the animals to pasture</li><li>• Sweeping</li><li>• Planting</li><li>• Feeding animals</li></ul>	<ul style="list-style-type: none"><li>• Harvesting</li><li>• Watering</li><li>• Fetching water</li><li>• Collecting eggs</li><li>• Planting</li><li>• Feeding animals</li></ul>

### Hours of work

Male	Female
Children working from 2 to 8 hours a day.	

### Wages

Male	Female
63% of the children working without payment, 37% paid workers, but 26% out of the paid workers receive their salary in kind.	

### Risks/health-related issues

Male	Female
Most of the boys suffer from: – backache, work overload, lack of good drinking water.	Girls suffer from: – sunburn, stress/fatigue, headache and too much walking.

## *Lebanon: Child labour in tobacco plantations*

### Family background (socio-economic status)

Male	Female
Most families are quite big. Average size is 7.1. Most families have low levels of education and income.	

### Family education

Male (father)	Female (mother)
14% illiterate (23% adding barely literate). Only 12% attend secondary education, and merely 2% are at the university level.	38% are illiterate (40% with barely literate added). Only 11% attend secondary school, and just about 1% is enrolled at the university level.

### Children's level of education

Male	Female
School attendance is quite high; 93% of children are found to be in school. There is no distinguishing feature of school attendance reported among boys and girls.	

### Type of work

Male	Female
<ul style="list-style-type: none"> <li>• Cultivation in the fields</li> <li>• Leaves in steelheads</li> <li>• Drying</li> </ul>	<ul style="list-style-type: none"> <li>• Seedling plant and transplant</li> <li>• Harvesting</li> <li>• Packaging</li> <li>• Cultivation in the fields</li> <li>• Leaves in steelheads</li> <li>• Drying</li> </ul>

### Hours of work

Male	Female
No sex difference reported. 47% of the children work about six hours a day. About 31% work four hours on a daily basis seasonally (during tobacco production season)	

### Wages

Male	Female
No sex difference reported. 90% of the children are found to be family workers, and hence they have to work without wages. The remaining boys and girls receive remuneration.	

## Global child labour data review: a gender perspective

### Risks/health-related issues

Male	Female
<p>No sex difference reported. Children could eat during the working hours, and they also had access to safe drinking water. Common in some countries and in most WFCL are abuses, sexual harassment and illegal trafficking, which was not reported in the tobacco plantations in Lebanon.</p> <p>Although first aid kits are available at the work-places, the common risks the children are exposed to involve:</p> <ul style="list-style-type: none"><li>• Long exposure to the sun</li><li>• All kinds of cuts/bruises as a result of unsafe equipment/utensils</li><li>• Exposure to poisonous insects</li></ul>	

### *Tanzania: Children working in commercial agriculture – coffee*

#### Family background (socio-economic status)

Male	Female
<p>Most families are quite large – ranging from six to twelve members in a family. Families usually have a low-income profile, and in most families the parents are employed in the agricultural sector. Because of the low level of education among the parents, most families do not value education.</p>	

#### Family education

Male (father)	Female (mother)
<p>Low levels of education among the parents. No distinguishing differences between the fathers and mothers are noticed.</p>	

#### Children's level of education

Male	Female
<p>Although no difference is reported in the RA report, most children attend school. The dropout rate among the children is also insignificant. Most children work simultaneously with school, and the work usually takes place either at the week-ends or after school hours, so there is no conflict between schooling and work. Among girls the main reason for dropping out of school is pregnancy – as most girls get married at an early age.</p>	

#### Type of work

Male	Female
<p>Boys are found to be engaged in the following types of work:</p> <ul style="list-style-type: none"><li>• Picking</li><li>• Weeding</li><li>• Pruning</li><li>• Spraying</li></ul>	<p>These two types of work girls are involved in are also the most labour-intensive among all types that involve children in the coffee sector in Tanzania.</p> <ul style="list-style-type: none"><li>• Picking</li><li>• Weeding</li></ul>

### Hours of work

Male	Female
<p>No sex difference reported. Younger children work longer hours for the same job than their older counterparts, as they need more time to do the same kind of work. They get paid for the job, not based on the hours worked.</p> <p>The children in the younger age category (10-13) spend about 7-8 hours per day, while the children aged 14-17 years spend about six hours per day working in the same type of job.</p>	

### Wages

Male	Female
<p>No sex difference reported. 84% of payment is in cash, and the remaining is done in kind (mostly food). In most cases parents receive the payment on behalf of the children. This is because the employers are afraid of getting caught employing children, so an indirect payment scheme is in place.</p>	

### Risks/health-related issues

Male	Female
<p>No sex difference reported. Common risks the children are exposed to involve:</p> <ul style="list-style-type: none"> <li>• Problem of skin diseases</li> <li>• All kinds of cuts/bruises as a result of unsafe equipment/utensils</li> <li>• Exposure to poisonous insects and snakes</li> <li>• Possible attack from wild animals due to proximity of wilderness and national parks</li> </ul>	

## *Tanzania: Children working in commercial agriculture – tea*

### Family background (socio-economic status)

Male	Female
<p>Most families are quite big. Average size is 8 members. Most families have low levels of income. Child- or female-headed households are more likely to be working.</p>	

### Family education

Male (father)	Female (mother)
<p>Low level of education among the parents of the working children. Only 7% of the parents go on to secondary level of education.</p>	

### Children's level of education

Male	Female
<p>Most of the children work and attend school whilst also working. The main reason they work is to keep themselves in school (to afford school fees). Among the two districts under study, in Rungwe the schooling rate (60-70%) is almost double that of Lushoto. While the drop-out rates are 12-18% and 25% respectively in the said districts.</p>	

## Global child labour data review: a gender perspective

### Type of work

Male	Female
Plucking tea leaves and carrying loads of leaves to the weighing/selling centres.	

### Hours of work

Male	Female
No sex difference reported. Children work an average of 8 hours a day, older children (14-17 years) work between 8 – 12 hours a day.	

### Wages

Male	Female
No sex difference reported. Most of the children receive payment in cash.	

### Risks/health-related issues

Male	Female
<p>No sex difference reported. Most of the children cannot eat during the working hours. Although first aid kits are not available at the work-places, the common risks the children are exposed to involve:</p> <ul style="list-style-type: none"><li>• Bad weather conditions(cold weather and rain)</li><li>• All kinds of cuts/bruises as a result of unsafe equipment/utensils</li><li>• Exposure to poisonous snakes</li><li>• Exposure to hazardous chemicals</li><li>• Carrying heavy loads (20-30 kg)</li></ul>	

## *Tanzania: Children working in commercial agriculture – tobacco*

### Family background (socio-economic status)

Male	Female
Families with low socio-economic status	

### Family education

Male (father)	Female (mother)
Iringa: 4 – no education, 7 – drop out, 17 primary education. Urambo: 20 – drop out, 18 primary education, 4 secondary education.	Iringa: 12 – no education, 8 – drop out, 15 primary education. Urambo: 16 – drop out, 15 primary education, 1 secondary education.

### Children's level of education

Male	Female
Most of the children attend school and work simultaneously.	

### Type of work

Male	Female
<ul style="list-style-type: none"> <li>• Cultivation in the fields</li> <li>• Seedling plant and transplant</li> <li>• Harvesting</li> <li>• Packaging</li> <li>• Leaves in steelheads</li> <li>• Drying</li> </ul>	

### Hours of work

Male	Female
9 -14 hours a day, children in Urambo work on average longer hours than those in Iringa.	

### Wages

Male	Female
Children received salary in cash daily, weekly, monthly or per year.	

### Risks/health-related issues

Male	Female
<ul style="list-style-type: none"> <li>• Bad weather conditions (cold weather and rain)</li> <li>• All kinds of cuts/bruises as a result of unsafe equipments/utensils</li> <li>• Exposure to poisonous snakes</li> <li>• Exposure to hazardous chemicals</li> <li>• Carrying heavy loads</li> <li>• Sexual harassment (particularly girls)</li> </ul>	

## Domestic Work

### *Ecuador: Child labour in domestic work*

#### Family background (socio-economic status)

Male	Female
Most child domestic workers come from poor families. Quite often they also come from single parent families. Most of the parents have a low level of education, or none at all. The average size of the family is 6 members.	

#### Children's level of education

Male	Female
18 children currently attend school, and 9 do not go to school.	

## Global child labour data review: a gender perspective

### Hours of work

Male	Female
9 – 11 hours per day.	Most of the girls working 6 – 8 and 9 – 11 hours a day.

### Wages

Male	Female
Males get a monthly salary 16 – 30\$.	Most of the girls get an average of 16 – 40\$ per month.

### Risks/health-related issues

Male	Female
They are exposed mainly to the following hazards: <ul style="list-style-type: none"><li>• Verbal abuse</li><li>• Physical violence</li><li>• Sexual harassment</li></ul>	

## *Ethiopia: Child domestic worker in Addis Ababa*

### Family background (socio-economic status)

Male	Female
Most child domestic workers hail from poor families – which is the reason why they are sent to work as CDW. Quite often they also come from single-parent families.	

### Children's level of education

Male	Female
12 boys out of 16 in the sample currently attend school. Considerably more boys are involved in schooling than girls.	53 girls out of 84 attend school. As can be seen, the proportion of girls who are in schooling is smaller than boys.

### Hours of work

Male	Female
15.8 hours per day, among the 16 boys interviewed.	15.3 hours/day working hours for the 84 girls interviewed.

### Wages

Male	Female
Most (59%) children (irrespective of their sex) are paid workers. Among the remaining unpaid workers (41%), they receive payment in kind – schooling, food etc. There is no gender-based difference found.	

## Risks/health-related issues

Male	Female
<p>They are exposed to:</p> <ul style="list-style-type: none"> <li>• Verbal abuse</li> <li>• Physical violence</li> </ul>	<p>They are exposed mainly to:</p> <ul style="list-style-type: none"> <li>• Verbal abuse</li> <li>• Sexual harassment</li> </ul>

*Ghana: Girls in Domestic Child Work*

## Family background (socio-economic status)

Male	Female
<p>Most of the children come from the big families (5-10 members) with low income. Most of the parents have not completed education, they are partially educated.</p>	

## Children's level of education

Female
<p>About 63% of girls have been to school, but most of them at primary level. More than half of the girls dropped out of school.</p>

## Hours of work

Female
<p>Girls work normally whole week, 8-12 hours a day.</p>

## Wages

Female
<p>64% of the girls receive payment, most of which is in cash but 21% in kind.</p>

## Risks/health-related issues

Female
<ul style="list-style-type: none"> <li>• Headache</li> <li>• Fever</li> <li>• Back pain</li> <li>• Knife cuts</li> <li>• Fire burns</li> <li>• Verbal and physical abuse</li> </ul>

## Nepal: Situation of domestic child labourers in Katmandu

### Family background (socio-economic status)

Male	Female
No sex difference reported. Most CDW come from very poor rural families. 10% of children come to domestic work through bonded labour. Most of them come to this kind of work through relatives or parents. A small percentage were found to be trafficked into domestic work by brokers.	

### Children's level of education

Male	Female
<ul style="list-style-type: none"><li>• Considerably higher number of boys is usually sent to school</li><li>• 46% boys attend school</li><li>• Among boys the report finds the following:<ul style="list-style-type: none"><li>– 28 illiterate</li><li>– 115 in primary level</li><li>– 63 in secondary level</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Girls' education is not regarded as being essential as they get married at an early age; they are often not sent to school</li><li>• 16.3% attend school</li><li>• Among the girls, the findings are:<ul style="list-style-type: none"><li>– 80 illiterate or just literate</li><li>– 86 in primary level</li><li>– 6 in secondary level</li></ul></li></ul>

### Hours of work

Male	Female
<ul style="list-style-type: none"><li>• &lt;12 hours: 1%</li><li>• 12-14 hours: 25.2%</li><li>• 14-16 hours: 66.5%</li><li>• &gt;16 hours: 7.3%</li><li>• Boys work more hours</li></ul>	<ul style="list-style-type: none"><li>• &lt;12 hours: 1%</li><li>• 12-14 hours: 34.9%</li><li>• 14-16 hours: 61.6%</li><li>• &gt;16 hours: 2.3%</li></ul>

### Wages

Male	Female
<ul style="list-style-type: none"><li>• 36% boys receive payment<ul style="list-style-type: none"><li>– 52% receive their payment directly</li><li>– 41% through parents</li></ul></li><li>• 58% are involved in non-remunerated work</li><li>• 6% do not know</li></ul>	<ul style="list-style-type: none"><li>• 41% girls receive payment<ul style="list-style-type: none"><li>– 17% get their salary directly</li><li>– 79% through parents</li></ul></li><li>• 47% are involved in non-remunerated work</li><li>• 13% do not know</li></ul>

### Risks/health-related issues

Male	Female
<p>They are exposed to:</p> <ul style="list-style-type: none"><li>• Physical harms, like, cuts, burns etc.</li><li>• Bad treatment: 41% with abuses.</li><li>• Harassment</li></ul>	<p>They are exposed to:</p> <ul style="list-style-type: none"><li>• Physical harm, like cuts, burns, etc.</li><li>• Bad treatment: 29% with abuses.</li><li>• Harassment: especially sexual.</li></ul>

## Thailand: Child domestic workers

### Family background (socio-economic status)

Male	Female
Most children come from families with low income but with relatively less poor conditions. Boys and girls are usually neither bonded labourers nor are trafficked into this profession. Culturally, there is not much negativity associated with CDW. Children also get involved in these activities as a duty towards their parents who brought them up.	

### Children's level of education

Male	Female
<ul style="list-style-type: none"> <li>• No sex difference reported.</li> <li>• 94% of children reach a formal level of education.</li> </ul>	

### Hours of work

Male	Female
<ul style="list-style-type: none"> <li>• &lt;8 hours: 12%</li> <li>• 8-11 hours: 58%</li> <li>• 12-14 hours: 27%</li> <li>• &gt;14 hours: 4%</li> </ul>	<ul style="list-style-type: none"> <li>• &lt;8 hours: 2%</li> <li>• 8-11 hours: 24%</li> <li>• 12-14 hours: 54%</li> <li>• &gt;14 hours: 19%</li> <li>• As hours increase we can easily see from the above that more girl CDWs are found to be working.</li> </ul>

### Wages

Male	Female
<ul style="list-style-type: none"> <li>• In lower wage bracket boys are less prevalent.</li> <li>• In the middle income category boys are outnumbered by girls.</li> <li>• Boys outnumber the girls in the highest salary ranges.</li> </ul>	<ul style="list-style-type: none"> <li>• In the lower wage bracket girls prevail.</li> <li>• In the middle income bracket girls also prevail.</li> <li>• There are not as many girls in the highest wage bracket.</li> </ul>
Both boys and girls received salary directly, and they could also quit their jobs at their wish any time if they were dissatisfied with the domestic work.	

### Risks/health-related issues

Male	Female
<p>They are exposed to:</p> <ul style="list-style-type: none"> <li>• Physical punishments (warning): 27%</li> <li>• Minor work-related illnesses: most report these to be non-work-related</li> </ul>	<p>They are exposed to:</p> <ul style="list-style-type: none"> <li>• Physical punishments (warning): 17%</li> <li>• Minor work-related illnesses: most report these to be non-work-related</li> </ul>

Commercial Sexual Exploitation

*Ecuador: Children in prostitution*

Family background (socio-economic status)

Male	Female
Most of the boys and girls come from poor families with a low level of education. Most of the fathers do not know what education they have, and most of the mothers have an incomplete primary education.	

Children's level of education

Female
2 girls are currently attending school, and 20 do not attend school. About 50% have completed primary education, and 30% have yet to complete that.

Hours of work

Female
They are working an average 21 – 40 hours per week.

*Jamaica: Situation of children in prostitution*

Family background (socio-economic status)

Male	Female
Most of the children come from a poor economic background.	

Children's level of education

Female
But about 50% of the girls interviewed have completed primary education, and 30% of the girls interviewed have yet to complete that.

Types of work

Male	Female
The types of prostitution or commercial sexual exploitation that the children are subjected to involve: <ul style="list-style-type: none"><li>• Working street children – mainly boys (6-17 years) are involved so as to meet their basic survival needs.</li><li>• Children in prostitution – mainly girls (as low as 10-11 years), and some homosexual boys.</li><li>• Children in seasonal prostitution – mainly girls (15-17 years) – driven to meet their desire for designer clothing, trendy hairstyles etc.</li><li>• Other types of activities include go-go-dancers, massage parlour workers, sugar daddy girls (girls only), or sugar mummy boys (boys only), children in pornographic productions, and ritual type sex activities. Girls are usually victims of these types of activities.</li></ul>	

### ***Nepal: Trafficking in girls with special reference to prostitution***

#### **Family background (socio-economic status)**

Male	Female
Most of the children come from poor economic background. Their families belong to the hill ethnic group and lower castes.	

#### **Children's level of education**

Female
Almost all girls are illiterate and do not attend school. This is connected to the common situation in Nepal, where education for girls is not valued.

#### **Types of work**

Female
<ul style="list-style-type: none"> <li>All trafficked girls were found to be working in brothels where they are forced into prostitution. Girls were forced to serve on average 14 clients per day, with a minimum 3 and maximum 40 clients per day. They also get only 5-10% of their earnings as pocket money; everything else is collected by the brothel owner. They were also exposed to all kinds of physical violence and torture if they refused to perform sexual activities or if they tried to escape.</li> </ul>

### ***Philippines: Girl-Child Labour in commercial sexual exploitation in the Philippines***

#### **Family background (socio-economic status)**

Male	Female
Most of the children come from poor families (example: parents working as vendors or manual labourers). Most of the parents can read and write.	

#### **Children's level of education**

Male	Female
All the children were attending school, or attended it before. But 93% of the children currently are not in school.	

#### **Types of work**

Male	Female
On average boys start work at an earlier age than girls.	Girls tend to charge higher for their services than boys.

*Sri Lanka: The commercial sexual exploitation of children*

Family background (socio-economic status)

Male	Female
Most of the children come from poor and dysfunctional families.	

Children's level of education

Male	Female
Ninety per cent of the children attend Primary School, without sex discrimination in terms of enrolment. However, the rate of school dropouts has been increasing in recent times, despite the fact that education is free in Sri Lanka. Level of literacy is very high in Sri Lanka.	

Types of work

Male	Female
<ul style="list-style-type: none"><li>Boys engaged in sexual activities mostly with tourists.</li></ul>	<ul style="list-style-type: none"><li>Girls are mostly involved with local clients.</li></ul>

*Tanzania: Children in prostitution*

Family background (socio-economic status)

Male	Female
Most of the children come from poor and single-parent families.	

Children's level of education

Male	Female
Educational level of the children ranged from illiteracy to secondary education. Many children are drop-outs (40.3%), but almost an equal number have completed primary education (35.2%).	

Types of work

Male	Female
Children were found working on the streets, in casinos, hotels, night clubs, brothels and guest houses. They are exposed to physical violence and abuse, sexually transmitted diseases, HIV/AIDS.	

**In Zanzibar** (under the same investigation as the Tanzania prostitution), we find the following:

Children’s level of education

Male	Female
It was noted that a majority of the children belong to the group that has completed primary school education. They account for about 61% of all respondents. Among the rest, 32% were dropouts from primary schools, and about 7% of the children had not attended school at all.	

Types of work

Male	Female
About 74.2% of all interviewed children in prostitution are actively engaged every day; the rest, 9.6% and 13%, practise prostitution every weekend and a few days every week respectively. Another 3.2% are engaged in prostitution for a few days every month. The children who engage in prostitution daily mostly come from outside Zanzibar. They practise prostitution as this is their main source of income to enable them to afford life while in Zanzibar. Most of the children who engage in prostitution at the weekends are from Zanzibar.	

**Thailand border area: Trafficking in children into the worst forms of child labour**

Family background (socio-economic status)

Male	Female
Most of the children come from poor and dysfunctional families.	

Children’s level of education

Male	Female
Most of the children have a low level of education.	

Types of work

Male	Female
<ul style="list-style-type: none"><li>• Indirect and direct sex industry. Indirect sex industry includes restaurants, cafés, massage parlours, karaoke bars, beautification, entertainment and escort services.</li><li>• Direct sex industry: streets, brothels etc.</li><li>• Girls engaged in sex activities are mostly from outside Thailand, from the neighbouring regions.</li><li>• Most of the children entered the industry voluntarily, through friends or contacts/brokers, but some are tricked.</li><li>• Indirect industry yields considerably more income than being involved in direct sex-industry.</li></ul>	

***Vietnam: Children in prostitution in Hanoi, Hai Phong, Ho Chi Minh City, and Can Tho***

Family background (socio-economic status)

Male	Female
Most of the children come from the poor families. Families had a low level of education.	

Children's level of education

Male	Female
The educational attainment of the children was low: 15.6% were illiterate, 37.7% had received only primary education, 40.1% had lower secondary education and only 6.6% had managed to reach upper secondary education level.	

Types of work

Male	Female
Children are often engaged in prostitution every day throughout the entire year. They entertain customers from around noon continuously through to midnight. They were exposed to physical violence, sexually transmitted diseases, HIV/AIDS.	

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