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# **WORKING CHILDREN IN THE REPUBLIC OF ALBANIA**

**THE RESULTS OF THE 2010  
NATIONAL CHILD LABOUR SURVEY**

International  
Programme  
on the Elimination  
of Child Labour  
(IPEC)



**International  
Labour  
Organization**

Republika e Shqipërisë  
Instituti i Statistikës

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**THE RESULTS OF THE 2010  
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July 2012

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## FOREWORD

The Child labour phenomenon is drawing increased attention of both national and international community. In the last decade the Albanian government has given a special priority to the protection children's rights, therefore, children issues, including child labour and the worst forms of child labour, were systematically integrated in the main pillars of the government policy frameworks like the National Strategy for Development and Integration, the Stabilization and Association Agreement (SAA) with the European Union and the Millennium Development Goals (MDGs) and other relevant sectorial strategies such as the National Strategy for Children; The National Strategy for Development of Social Services; the National Strategy for Employment; National Strategy on Trafficking in Children etc. The areas of interventions are: Children's survival; children's protection; Children's development; Children's participation and involvement.

During the last years the policymakers have committed itself to take the necessary measures to address child labour by ratifying the following conventions and international instruments: UN Convention on the Rights of the Child, February 1992; ILO Convention No.138 on the Minimum Age for Admission to Employment, February 1998; ILO Convention No.182 on the Worst Forms of Child Labour, August 2001; UN Convention against Transnational Organized Crime, October 2002; UN protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the UN Convention against Transnational Organized Crime, August 2002; Council of Europe Convention on Action against Trafficking in Human Beings, February; 2007 (entered into Force in February 2008; Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, April 2009.

However, these legislations alone do not seem to be sufficient to address the complexities of child labour situation in Albania. In addition, a number of national laws contain important provisions for the protection of the interests of children and child labourers: Albanian Constitution (1998) contains provisions related to child protection against violence, maltreatment and labour exploitation. Education is compulsory up to the age of 16, which is also the minimum age for admission to employment. Labour Code (1996) prohibits employment of children less than 16 years of age and provides that young persons under 18 cannot be employed in activities or work likely to jeopardize their health, safety or morals. Penal Code (1995, amended in 2001 and 2008), establishes clear sanctions to the persons who abuse with children in different forms including trafficking, child labour, pornography and maltreatment.

The first Memorandum of Understanding between the International Labour Organization, represented by the International Programme on the Elimination of Child Labour, and the Government of Albania was signed in 1999. Based on the Memorandum, a National Steering Committee (NSC) against Child Labour has been in place since November 2001 and it is chaired by the Minister of Labour, Social Affairs and Equal Opportunities. A Child Labour Unit (CLU) has been set up within the Ministry of Labour, Social Affairs and Equal Opportunities (MOLSAEO) to act as a national focal point on child labour issues and as secretariat for the NSC. As of March 2010, the CLU is part of the civil service structure of MOLSAEO, funded from the budget of the Ministry. In 2010, the Government of Albania through

the National Institute of Statistics (INSTAT) agreed to conduct the Child Labour Survey (CLS) with the financial and technical support of ILO/IPEC -SIMPOC. The Child Labour Survey was completed in 2011 and generated quantitative and qualitative data on labour market and child activities from about 6,840 interviewed households and children aged 5-17 years.

This report provides a wealth of valuable information related to the child labour situation in Albania including: (i) a comprehensive demographic and socio-economic characteristics of all school-age children aged 5-17; (ii) number of children engaged in economic and non-economic activities, (iii) knowledge on the working conditions, health and safety issues (type, frequency and severity of injuries/illnesses) of economically active children and the reasons why children work. The timely publication of the Albanian Child Labour Report will be very useful to the policy and decision makers at the national and local level. It is hoped that the results will be valuable to a wider audience as well. Analysts in research and academic Institutions are encouraged to make full use of the data in their investigation of further issues Related to child labour in Albania.

We hope that this report will promote more effective dialogue around a common vision, commitments and strategies. We would like to express our sincere thanks to the International Labour Organization for providing financial and technical support as well as to the team of international and national experts who worked for the preparation of this valuable report.

Ines NURJA  
General Director  
National Institute of Statistics



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### EXECUTIVE SUMMARY

In 2010, the Institute of Statistics (INSTAT) of the Republic of Albania, in collaboration with ILO/IPEC, conducted the first National Child Labour Survey (NCLS) in Albania. The NCLS was designed to provide indicators on three main aspects of children's lives: employment, schooling, and unpaid household services. The survey covered 7,319 households containing 27,865 individuals, 6,003 of whom were children between the ages of 5-17 years.

The NCLS estimates that 57,000 children, or 8.2 percent of 5-17-year-olds, are economically active (Table E.1). Disregarding children who are looking for work (unemployment information is available only for 15-17-year-olds), the employment rate among children is estimated to be 7.7 percent. This rate tends to increase with age, with 2.4 percent of 5-11-year-olds employed, compared to 9.4 percent of 12-14-year-olds and 16.8 percent of 15-17-year-olds. Boys tend to have higher employment rates than girls (Table E.2). This gender employment gap increases with age, reaching 7.6 percent among children aged 15-17 years. Overall, children are estimated to work an average of 18.7 hours per week.

**Table E.1 Distribution of children by age group and labour status**

|                     | Ages 5-17 | Ages 5-11 | Ages 12-14 | Ages 15-17 |
|---------------------|-----------|-----------|------------|------------|
| Child population    | 698,600   | 354,400   | 163,600    | 180,600    |
| Employed            | 54,000    | 8,400     | 15,300     | 30,300     |
| Labour force*       | 57,000    | 8,400     | 15,300     | 33,300     |
| Child labour        | 35,500    | 8,400     | 12,600     | 14,600     |
| Employment rate (%) | 7.7%      | 2.4%      | 9.4%       | 16.8%      |
| LFPR (%)**          | 8.2%      | 2.4%      | 9.4%       | 18.4%      |
| Child labour (%)    | 5.1%      | 2.4%      | 7.7%       | 8.1%       |

\* The labour force includes both employed and unemployed individuals; however, unemployment is recorded only for children ages 15-17.

\*\* LFPR: Labour Force Participation Rate (LFPR).

**Table E.2 Distribution of boys and girls by age group and labour status**

|                     | Ages 5-17 |         | Ages 5-11 |         | Ages 12-14 |        | Ages 15-17 |        |
|---------------------|-----------|---------|-----------|---------|------------|--------|------------|--------|
|                     | Boys      | Girls   | Boys      | Girls   | Boys       | Girls  | Boys       | Girls  |
| Child population    | 357,800   | 340,800 | 189,700   | 164,600 | 79,600     | 84,000 | 88,500     | 92,100 |
| Employed            | 32,400    | 21,600  | 5,400     | 3,000   | 8,700      | 6,600  | 18,300     | 12,000 |
| Labour force*       | 34,000    | 23,000  | 5,400     | 3,000   | 8,700      | 6,600  | 19,900     | 13,400 |
| Employment rate (%) | 9.1       | 6.3     | 2.9       | 1.8     | 10.9       | 7.9    | 20.7       | 13.1   |
| LFPR (%)**          | 9.5       | 6.7     | 2.9       | 1.8     | 10.9       | 7.9    | 22.5       | 14.5   |

\* The labour force includes both employed and unemployed individuals; however, unemployment is recorded only for children ages 15-17.

\*\* LFPR: Labour Force Participation Rate (LFPR).

# WORKING CHILDREN IN THE REPUBLIC OF ALBANIA

## The Results of the 2010 National Child Labour Survey

A sizeable proportion (40.9%) of children engage in unpaid household services (UHS). As with employment, this proportion increases with age, reaching 68.8 percent among children aged 15-17 years. The proportion of girls engaged in UHS is greater than that of boys (49.8% vs. 32.5%). Overall, children spend an average of 7.2 hours per week engaged in UHS.

Over 90 percent of children aged 5-17 years attend school. The school-attendance rate is highest (94.8%) among compulsory-school-aged children (i.e. children aged 6-15). Significant declines in school attendance are registered after compulsory schooling, with the school-attendance rates decreasing to 81.1 percent and 75.2 percent, respectively, among 16- and 17-year-olds.

### E.3 Time-use patterns of children aged 6-17, by sex

|                                               | All              | Boys             | Girls            |
|-----------------------------------------------|------------------|------------------|------------------|
| School + Employed + Unpaid household services | 28,200<br>4.3%   | 14,800<br>4.4%   | 13,400<br>4.2%   |
| School + Employed                             | 12,500<br>1.9%   | 10,500<br>3.1%   | 2,000<br>0.6%    |
| School + Unpaid household services            | 232,300<br>35.4% | 94,100<br>28.1%  | 138,300<br>43.0% |
| Employed + Unpaid household services          | 9,400<br>1.4%    | 3,900<br>1.2%    | 5,500<br>1.7%    |
| School only                                   | 329,600<br>50.2% | 188,700<br>56.4% | 140,900<br>43.8% |
| Employed only                                 | 3,900<br>0.6%    | 3,200<br>1.0%    | 700<br>0.2%      |
| Unpaid household services only                | 15,400<br>2.3%   | 3,200<br>1.0%    | 12,200<br>3.8%   |
| Inactive (Idle)                               | 24,800<br>3.8%   | 16,400<br>4.9%   | 8,400<br>2.6%    |
| Total number of children aged 6-17            | 656,100          | 334,800          | 321,300          |

Almost half of children aged 6-17 attend school and are not employed in economic activity or engaged in UHS (Table E.3). This time-use pattern is 13 percentage points higher among boys when compared to girls. The second-most frequently encountered time-use pattern for children combines schooling with UHS. The proportion of children combining all three activities – school, employment and unpaid household services – is small but not negligible (4.3%); an even smaller proportion – mostly boys – combine school and work (1.9%); and only 1.0 percent of boys and 0.2 percent of girls are engaged in economic work without attending school or performing UHS.

**Table E.4 Distribution of children in employment by type of economic activity**

| Economic activity (NACE rev.1.1)           | All             | Boys            | Girls           |
|--------------------------------------------|-----------------|-----------------|-----------------|
| Agriculture, hunting, forestry and fishing | 43,200<br>80.0% | 25,200<br>77.8% | 18,000<br>83.3% |
| Manufacturing                              | 1,000<br>1.8%   | 600<br>2.0%     | 400<br>1.6%     |
| Electricity, gas, water                    | 200<br>0.3%     | 200<br>0.5%     | 0<br>0.0%       |
| Construction                               | 1,100<br>2.0%   | 1,000<br>3.1%   | 100<br>0.5%     |

# WORKING CHILDREN IN THE REPUBLIC OF ALBANIA

## The Results of the 2010 National Child Labour Survey

| Economic activity (NACE rev.1.1)                 | All           | Boys          | Girls         |
|--------------------------------------------------|---------------|---------------|---------------|
| Wholesale and retail trade                       | 4,400<br>8.2% | 2,600<br>8.1% | 1,800<br>8.4% |
| Hotels and restaurants                           | 2,200<br>4.1% | 1,700<br>5.1% | 600<br>2.6%   |
| Transport, storage and communication             | 500<br>1.0%   | 200<br>0.7%   | 300<br>1.4%   |
| Other activities                                 | 200<br>0.6%   | 0<br>0.0%     | 200<br>1.1%   |
| Not classified (fetching water, helping at home) | 1,200<br>2.1% | 900<br>2.8%   | 300<br>1.2%   |
| <b>Total number of employed children</b>         | <b>54,000</b> | <b>32,400</b> | <b>21,600</b> |

Overall, 80 percent of working children are engaged in agricultural activities. Wholesale and retail trade and hotels and restaurants employ an additional 8.2 percent and 4.1 percent of working children, respectively (Table E.4); thus, these three activities employ over 90 percent of all working children. A larger proportion of girls than boys work in agriculture, whereas a larger proportion of boys than girls work in hotels and restaurants as well as in construction. Relatively few children of either sex are employed in manufacturing.

**Table E.5 Distribution of children in employment by occupation**

| Occupation (ISCO-08)                                   | All             | Boys            | Girls           |
|--------------------------------------------------------|-----------------|-----------------|-----------------|
| Technicians and associate professionals                | 300<br>0.6%     | 0<br>0.0%       | 300<br>1.4%     |
| Service and sales workers                              | 5,700<br>10.5%  | 3,400<br>10.3%  | 2,300<br>10.7%  |
| <i>Personal service workers (518)</i>                  | 2,200<br>4.1%   | 1,600<br>4.9%   | 600<br>2.9%     |
| <i>Street and market sales persons (521)</i>           | 1,800<br>3.3%   | 900<br>2.7%     | 900<br>4.3%     |
| <i>Other</i>                                           | 1,700<br>3.1%   | 900<br>2.7%     | 800<br>3.5%     |
| Skilled agricultural workers                           | 600<br>1.2%     | 400<br>1.3%     | 200<br>1.0%     |
| Craft and related trades workers                       | 1,500<br>2.9%   | 1,200<br>3.8%   | 300<br>1.5%     |
| Plant and machine operators, assemblers                | 100<br>0.2%     | 100<br>0.4%     | 0<br>0.0%       |
| Elementary occupations                                 | 45,500<br>84.3% | 27,000<br>83.4% | 18,500<br>85.5% |
| <i>Agricultural, forestry, fishery labourers (921)</i> | 42,500<br>78.8% | 24,800<br>76.7% | 17,700<br>82.0% |
| <i>Mining and construction labourers (931)</i>         | 800<br>1.5%     | 800<br>2.5%     | 0<br>0.0%       |
| <i>Other</i>                                           | 2,200<br>2.9%   | 1,400<br>4.2%   | 800<br>3.5%     |
| <b>Total number of employed children</b>               | <b>54,000</b>   | <b>32,400</b>   | <b>21,600</b>   |

Note: Information on occupation is unavailable for 0.4% of all working children and 0.7% of working boys.

# WORKING CHILDREN IN THE REPUBLIC OF ALBANIA

## The Results of the 2010 National Child Labour Survey

In line with the importance of agricultural activity in the lives of working children, 78 percent of working boys and 86.5 percent of working girls are agricultural workers (Table E.5). Service and sales workers make up another sizeable group (10.5%), whereas craft and related trades workers make up only 3.8 percent of working boys and 1.5 percent of working girls. In addition, 2.5 percent of working boys are employed as mining and construction workers – occupations that are deemed hazardous for children.

Child employment often takes the form of unpaid family work. In Albania, over 93 percent of working girls and 87 percent of working boys are employed alongside family members. An additional 5.6 percent of working children are employed as wage workers, and 4.5 percent of working children work on their own account.

**Table E.6 Distribution of employed boys and girls by status in employment**

| Status in employment              | All             | Boys            | Girls           |
|-----------------------------------|-----------------|-----------------|-----------------|
| Wage worker (employee)            | 3,100<br>5.8%   | 2,400<br>7.4%   | 700<br>3.2%     |
| Own-account worker                | 2,500<br>4.6%   | 1,700<br>5.4%   | 700<br>3.3%     |
| Unpaid family worker              | 48,400<br>89.7% | 28,200<br>87.2% | 20,200<br>93.4% |
| Total number of employed children | 54,000          | 32,400          | 21,600          |

**Table E.7 Distribution of child labourers by types of risks faced**

| Child Labourers                                                                        | All             |       | Boys            |       | Girls          |       |
|----------------------------------------------------------------------------------------|-----------------|-------|-----------------|-------|----------------|-------|
| Total number of child labourers (a+b+c)                                                | 35,500          |       | 22,200          |       | 13,300         |       |
| Child labourers as a proportion of all children                                        | 5.1%            |       | 6.2%            |       | 3.9%           |       |
| a) Children in hazardous work                                                          | 20,200<br>56.6% | 100%  | 12,500<br>56.2% | 100%  | 7,700<br>57.4% | 100%  |
| <i>In hazardous economic activity</i>                                                  | 1,100<br>3.1%   | 5.5%  | 1,000<br>4.5%   | 8.0%  | 100<br>0.8%    | 1.4%  |
| <i>In hazardous occupation</i>                                                         | 500<br>1.3%     | 2.3%  | 500<br>2.1%     | 3.7%  | 0<br>0.0%      | 0.0%  |
| <i>Employed under hazardous conditions</i>                                             | 18,600<br>52.2% | 92.2% | 11,000<br>49.6% | 88.3% | 7,600<br>56.6% | 98.6% |
| b) Working children aged 5-13 years                                                    | 10,100<br>28.5% | 100%  | 6,600<br>29.8%  | 100%  | 3,500<br>26.4% | 100%  |
| c) Ages 14-15 working more than 14 hrs/week & ages 16-17 working more than 48 hrs/week | 5,300<br>14.8%  | 100%  | 3,100<br>14.0%  | 100%  | 2,200<br>16.2% | 100%  |

An estimated 35,500 children, or 5.1 percent of all 5-17-year-olds and 65.8 percent of working 5-17-year-olds, are child labourers, i.e. children who work in hazardous economic activities or occupations, for hours considered to be excessively long for their age, or under hazardous conditions (Table E.7). In Albania, what differentiates working children from child labourers is not the industries or occupations in which they are employed, but the conditions under which they work, including the hours they are required to work per week. While very few children are engaged in activities or occupations that require their immediate removal, 52.2 percent of child labourers are employed under hazardous conditions and 14.8 percent work for excessively long hours. Moreover, 5-13-year-olds who are prohibited by national legislation from working for even one hour per week constitute 28.5 percent of child labourers in Albania.

# WORKING CHILDREN IN THE REPUBLIC OF ALBANIA

## The Results of the 2010 National Child Labour Survey

Boys constitute a larger proportion of child labourers (63.4%) than girls. This is not a surprising finding, given that boys are more likely to be employed than girls. Despite the higher prevalence of child labour among boys, boys and girls tend to face similar risks (Table E.6). Over half of both boys (56.2%) and girls (57.4%) are classified as child labourers because they are engaged in hazardous work; an additional 29.8 percent of boys and 26.4 percent of girls are classified as child labourers because they are too young to work at all; and an additional 14 percent of boys and 16.2 percent of girls are classified as child labourers because they are employed in non-hazardous work beyond the number of hours permissible for their age. Notwithstanding these broad patterns, differences in child labour can be observed along gender lines, with a larger proportion of boys than girls engaged in hazardous economic activities and occupations, and a larger proportion of girls than boys working under hazardous conditions.

An estimated 13 percent of working children and 18.4 percent of child labourers suffered from a work-related illness or injury in the year preceding the survey; however, in only a few cases (less than 5% of children who experienced an illness/injury) were children forced to stop work or school permanently as a result of illness or injury. Extreme fatigue and fever are the most common health problems experienced by both working children and child labourers. A larger proportion of boys than girls suffer from work-related health problems.

About 33.7 percent of working children and 54.2 percent of child labourers are estimated to work under unfavourable conditions. The most common workplace risks faced by children are working in extreme cold or heat and working in environments with dust/fumes. Furthermore, 8.2 percent of working children and 12.2 percent of child labourers complain about unfavorable treatment at work, mostly in the form of shouting and beating, with those children who complain about physical abuse made up exclusively of unpaid family workers.

**Table E.8 School attendance of working and non-working children by age**

| School attendance    | Age 5-17         | Age 5-11         | Age 12-14        | Age 15-17        |
|----------------------|------------------|------------------|------------------|------------------|
| Working children     | 45,000<br>77.5%  | 8,500<br>98.8%   | 16,800<br>95.4%  | 19,700<br>61.9%  |
| Child labourers      | 29,200<br>79.9%  | 8,500<br>98.8%   | 13,000<br>95.2%  | 7,700<br>54.0%   |
| Non-working children | 594,300<br>93.8% | 319,900<br>92.5% | 141,900<br>97.2% | 132,500<br>89.1% |

A comparison of the school outcomes of working and non-working children (and child labourers) reveals that by age 17 working children would have completed roughly four less years of schooling than non-working children. A typical working child completes compulsory education, but does not proceed to high school. By and large, work and schooling beyond compulsory education are incompatible activities, with only 61.9 percent of working children and 54 percent of child labourers attending school beyond compulsory education, compared to 89.1 percent of non-working children (Table E.8). No appreciable difference was found between the school-starting ages of working and non-working children. Judging by grade-for-age, working children, especially child labourers, are more likely to repeat a grade than non-working children. Working children also miss school more frequently, although they tend to miss fewer days in any given week than non-working children. Attendance in vocational/skills training is very low, with only 4.4 percent of all 10-17-year-olds estimated to have ever attended a training program outside school, and with an even lower rate of attendance in such programs (2.1%) among out-of-school children.

The finding that most child labourers are unpaid family workers employed in agricultural establishments owned by the household offers both a challenge and an opportunity in the fight against

child labour. Improving the working conditions of children represents a challenge, as household-based agricultural establishments are often not subject to labour inspection. In order to devise ways of helping families improve working conditions for themselves and their children, labour inspectors first need to identify workplace risks so as to develop recommendations for reducing them. When the subject of the discussion is the well-being of their own children, farm households are likely to be receptive to the suggestions of labour inspectors and child-development experts. The high literacy rate among the adult population as well as the high school attendance rate among children offer ample opportunities for raising awareness of workplace risks among both parents and children through printed material and school-based programs.

Strengthening vocational training programs with a view to upgrading the skills of out-of-school youth might be another fruitful way forward, not only to ease their transition to the labour market following their separation from school, but also to increase their chances of finding and maintaining better jobs. Understanding the reasons behind the sharp drops in school attendance rates following the end of compulsory education is also important in terms of providing direction to education policies geared towards enrolment retention.

### INTRODUCTION

The 2010 National Child Labour Survey (NCLS) was conducted by the Institute of Statistics (INSTAT) of the Republic of Albania in collaboration with ILO/IPEC in 2010. The stand-alone survey covered 7,319 households containing 27,865 individuals, 6,003 of whom were children between the ages of 5-17 years. The NCLS was designed to provide indicators on three main aspects of children's lives: employment, schooling, and unpaid household services. This report documents the survey findings, in particular, the prevalence and characteristics of child employment and child labour, school attendance rates, the proportion of children engaged in unpaid household services, and the possible consequences of employment as measured by health and schooling outcomes.

With a population of 3.2 million, Albania is one of the smaller countries in Europe. The country is situated in the Balkans between Montenegro, Kosovo, the Republic of Macedonia and Greece and has coastlines on both the Adriatic and Ionian Seas. Most of the terrain is mountainous, with only 22 percent of a total area of about 29,000 km<sup>2</sup> considered suitable for agriculture (FAO, 2010). Nearly close to one-quarter of the Albanian population reside in the capital city, Tirana.

Albania is among the poorest countries in Europe. Its GNI per capita in 2010 was \$3,960, or about 10 percent of the GNI per capita of the countries in the Euro Zone (World Bank, 2010a). Adjusted for cost of living, Albania's GNI per capita in 2010 was \$7,950. In 2002, over a quarter of the population fell below the national poverty line. This figure dropped to 18.5 percent in 2005 and to 12.4 percent in 2008 (World Bank, 2010b; UNDP, 2010a), whereas the proportion of the Albanian population living below the international poverty line (\$2/day) was 8.7 percent in 2005.

Despite the poor economic indicators vis-à-vis other European economies, Albania fares well in terms of social indicators. Life expectancy at birth is 76.9 years, infant mortality is 15 per 1,000 children, and the literacy rate is 96.7 percent (World Bank, 2010a, b). In terms of the UNDP Human Development Index (HDI), Albania ranks 64 out of 169 countries, with an HDI value of 0.719 (UNDP, 2010b); however, its non-income HDI value is much higher, at 0.787. As a result, its rank based on HDI is 19 points higher than its rank based on GNI per capita. Moreover, while Albania is classified among countries with high human development, its position would have been even higher in the rankings had it not been for its comparatively lower income.

Albania has a narrow economic base that is dominated for the most part by agriculture. In terms of value-added by sector, agriculture constitutes 20.5 percent of GDP, compared to 19.6 percent for industry and 60 percent for services (World Bank, 2010a). In terms of employment, agriculture accounts for 44.1 percent of employment, compared to 19.9 percent for industry (including construction) and 36 percent for services. Albania's natural resource base is also quite narrow, with some natural gas and petroleum, but hardly enough for them to be drivers of the economy. Following the regime-change in 1990, many Albanians left the country to work overseas, and despite considerable improvements in the economy since then, remittances still constitute an important source of income for Albania. In 2010, remittances amounted to \$1.2 billion, down from \$1.5 billion in 2008 (World Bank, 2010a). These figures are higher than the amount of foreign direct investment in the country in both years, which amounted to \$1.1 billion in 2010 and a little less than \$1 billion in 2008. Remittances constituted more than 10 percent of the GDP in both years.

Against this background, this report examines the situation of children in Albania. Section 1 explains the survey methodology and the data set used in this analysis. Section 2 examines children's

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time-use patterns; it begins by presenting brief information on the size of the child population in Albania, and it is followed by more detailed information on the prevalence of employment among children, key school indicators and unpaid household services performed by children. Section 3 takes a closer look at the economic activities of children, providing further descriptive statistics on the nature of the work carried out by children and the conditions under which they work. Section 4 examines possible consequences of child employment, as measured by children's school attendance and health outcomes. Section 5 concludes the report.

## SECTION

# 1

## SURVEY METHODOLOGY AND DATA SET

### 1.1. Sample Design

In the first half of 2010, with financial and technical support from ILO/IPEC, the Institute of Statistics (INSTAT) of the Republic of Albania conducted the first National Child Labour Survey (NCLS) in Albania. The survey aimed to provide an understanding of the prevalence and characteristics of child employment and child labour as well as the potential consequences of employment on children, as measured by their school and health outcomes.

The survey covered 7,319 households containing 27,865 individuals, 6,003 of whom were children between the ages of 5-17 years. Of the 7,319 households selected, 16,193 households (58.1%) contained at least one child between the ages of 5 and 17. The overwhelming majority of interviews (98.4%) were conducted face-to-face during the month of May. The sample size was chosen so as to allow for representative estimates of key child-labour indicators for the country at large as well as for the 12 regions of the country. Table 1.1 shows the distribution of primary sampling units (PSUs) and individuals surveyed by region.

**Table 1.1 Distribution of primary sampling units (PSUs)**

| Regions     | No. of PSU's | No. of sampled households | No. of households responded | No. of individuals | No. of children aged 5-17 |
|-------------|--------------|---------------------------|-----------------------------|--------------------|---------------------------|
| Berat       | 36           | 504                       | 467                         | 1,640              | 324                       |
| Dibër       | 30           | 420                       | 333                         | 1,260              | 364                       |
| Durrës      | 62           | 868                       | 774                         | 2,888              | 598                       |
| Elbasan     | 68           | 948                       | 784                         | 3,145              | 707                       |
| Fier        | 70           | 980                       | 853                         | 3,265              | 711                       |
| Gjirokastër | 22           | 308                       | 234                         | 813                | 157                       |
| Korçë       | 52           | 728                       | 634                         | 2,160              | 384                       |
| Kukës       | 20           | 280                       | 219                         | 1,103              | 312                       |
| Lezhë       | 32           | 448                       | 377                         | 1,512              | 371                       |
| Shkodër     | 48           | 661                       | 561                         | 2,215              | 505                       |
| Tiranë      | 146          | 2,044                     | 1,743                       | 6,535              | 1321                      |
| Vlorë       | 34           | 476                       | 412                         | 1,329              | 249                       |
| Total       | 620          | 8,483                     | 7,391                       | 27,865             | 6,003                     |

### 1.2. Questionnaires

The NCLS questionnaire was developed based on the ILO/SIMPOC model Child Labour Survey questionnaire and consisted of three main parts: 1) an Adult Questionnaire; 2) a Household Characteristics Questionnaire; and 3) a Child Questionnaire.

The Adult Questionnaire was addressed to the most knowledgeable member of the household and collected information on household composition, school and employment status of household members, unpaid household services carried out by children and the perceptions of parents/guardians regarding children's employment. The Adult Questionnaire was comprised of the following sections:

1. Household Composition and Characteristics of Household Members
2. Educational Attainment (age 5 and above)
3. Current Economic Activity Status (age 5 and above)
4. Usual Employment Status (age 5 and above)
5. Household Tasks (age 5-17)
6. Perceptions/Observations of Parents/Guardians about Working Children

The Household Characteristics Questionnaire was also addressed to the most knowledgeable household member and collected information on housing characteristics, ownership of durable goods and socio-economic status. It was comprised of the following sections:

1. Housing and Household Characteristics
2. Household Socio-Economic Status

The Child Questionnaire was addressed to children between the ages of 5-17 and aimed to collect information on children's school, employment and health outcomes from children's own perspectives. The questionnaire was comprised of the following sections:

1. Educational Attainment
2. Current Economic Activity Status
3. Health and Safety Issues for Children in Employment
4. Unpaid Household Services (Chores)

The Child Questionnaire contained a total of 43 questions; however, in order to reduce the length of the questionnaire and to avoid asking younger children questions they would have difficulty understanding, children aged 5-9 were asked only 37 of these questions.<sup>1</sup>

Apart from the section on health and safety, the questions in the Child Questionnaire are the same as those in the Adult Questionnaire. This overlapping structure is designed to measure and control for differences, whether intentional or unintentional, between the responses of adults and children. In order to allow children to respond freely to the questions asked, interviewers requested that children be interviewed alone; however, due to reasons such as inadequate space and reluctance on the part of parents/guardians, this was not always possible. Of the 6,003 children surveyed, only 1,389 children (23.1%) were interviewed alone, whereas the rest were interviewed in the company of either an adult or another child.

The analysis of children's employment, school outcomes and involvement in unpaid household services presented in this report relies primarily on the responses of adults. However, there were few discrepancies between the responses provided by adults and children. This is unsurprising, given that a large number of children could not be interviewed alone.

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<sup>1</sup> Questions omitted covered additional work, hours of work in main and additional work, timing of work during the day, place of work, status in employment and mode of remuneration.

### 1.3. Definitions of employed children and child labourers

Definitions of key concepts as they are used in the remainder of this report are provided below. (For other definitions used in the survey, see Appendix A.)

*Children in employment (working children):* Children (aged 5-17) are defined as working (or employed) if they worked for at least one hour during the reference period or if they had a job or business from which they were temporarily absent. The UN System of National Accounts (SNA) delineates what is and what is not an economic activity. Broadly speaking, all market-oriented activities, production for own-consumption and certain services rendered for and by household members (such as major household repairs, fetching water or carrying firewood for household use) are considered economic activities, and those engaged in them are considered to be employed.

*Child labour:* Child labour in Albania is defined as children who are engaged in work unsuitable for their capacities as children or in work that may jeopardize their health, education or moral development. The national definition is based on ILO Convention No. 138 on Minimum Age and ILO Convention No. 182 on the Worst Forms of Child Labour, to which Albania is a signatory. The minimum age for employment in Albania is 16 years; however, children aged 14-15 years can work during school holidays provided this employment does not negatively affect their development (Albanian Labour Code, Article 98). Regardless of their age, children are not allowed to take up hazardous work, which includes unconditional worst forms of child labour (e.g. child prostitution and pornography, slavery and work in slave-like working conditions, child soldiering and involvement in illicit activities) as well as any other work that might be harmful to a child's physical, social or psychological development (Albanian Labour Code, Article 100), as defined in detail by the government of Albania (see Appendix B). Thus, child labour includes:

- i) Children employed in hazardous industries, including mining and quarrying, and construction;
- ii) Children employed in hazardous occupations, including, but not limited to, work in mines and underground; work in civil aviation; fermentation work in the tobacco and cigarette manufacturing industry; work in copper, chromium and coal enrichment factories; and work with ionizing radiation in the field of health care. (For a full-list of occupations see Appendix B.)
- iii) Children working under hazardous conditions that involve carrying heavy loads, operating machinery/heavy equipment, exposure to adverse conditions such as dust/fumes, fire/gas/flames, loud noise, etc. as well as children who are verbally or physically abused at work;
- iv) Children aged 5-13 who are employed (even if only for 1 hour per week);
- v) Children aged 14-15 who work more than 14 hours per week;<sup>2</sup>
- vi) Children aged 16-17 who work more than 48 hours per week.<sup>3</sup>

A schematic presentation of child labour is given in Table 1.2.

<sup>2</sup> The Albanian Labour Code does not specify a cut-off point for light work; therefore, this analysis utilized the 14-hour threshold used in the ILO's suggested definition of light work applicable for 12-14-year-olds.

<sup>3</sup> As per the Decision of the Council of Ministers, No. 409, dated 22.04.2009.

**Table 1.2 Framework for the statistical identification of child labour**

| Age group   | SNA production               |                           |                                                                                                                                                                                              |                                                                                                                                                                     |
|-------------|------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | Light work                   | Regular work              | Worst forms of child labour                                                                                                                                                                  |                                                                                                                                                                     |
|             |                              |                           | Hazardous work                                                                                                                                                                               | Worst forms of child labour other than hazardous work                                                                                                               |
| 5-13 years  | Below min age for light work | Below min age for work    | Employment in industries and occupations designated as hazardous, or work for more than 48 hrs/week, or under hazardous conditions in industries and occupations not designated as hazardous | Children trafficked for work; forced and bonded child labour; commercial sexual exploitation of children; use of children for illicit activities and armed conflict |
| 14-15 years | 14 hrs or less per week      | More than 14 hrs per week |                                                                                                                                                                                              |                                                                                                                                                                     |
| 16-17 years | 48 hrs or less per week      | More than 48 hrs per week |                                                                                                                                                                                              |                                                                                                                                                                     |

■ Denotes child labour    □ Denotes activities not considered child labour.

*Economically active children:* The term ‘economically active children’ includes children in employment as well as unemployed children. (The unemployment status is relevant only for children aged 15-17.)

## 1.4. Sample characteristics

### 1.4.1. Distribution of age groups

The analysis presented in this report is disaggregated by sex and by age group. As Table 1.3 shows, 42.8 percent of children surveyed were 5-11-year olds, 29.1 percent were 12-14-year-olds and 28.1 percent were 15-17-year-olds.

**Table 1.3 Number (and proportion) of children by age group and sex (un-weighted results)**

|               | Age 5-17        | Age 5-11         | Age 12-14        | Age 15-17        |
|---------------|-----------------|------------------|------------------|------------------|
| <b>Male</b>   | 3,088<br>(100%) | 1,390<br>(45.0%) | 853<br>(27.6%)   | 845<br>(27.4%)   |
| <b>Female</b> | 2,915<br>(100%) | 1,179<br>(40.5%) | 894<br>(30.7%)   | 842<br>(28.9%)   |
| <b>Total</b>  | 6,003<br>(100%) | 2,569<br>(42.8%) | 1,747<br>(29.1%) | 1,687<br>(28.1%) |

Among the younger children (ages 5-11), a slightly larger number of boys than girls were surveyed, whereas in the older age groups (12-14 and 15-17) boys slightly outnumbered girls (Table 1.3). Overall, gender representation was skewed very slightly towards boys.

### 1.4.2. Distribution of children's activities by age group

The proportions of children reported to be in employment, attending school and performing unpaid household services are presented in Table 1.4. As discussed earlier, this information was obtained from both children and their parents/guardians.

The answers provided by children differed slightly from the answers provided by their parents/guardians. With regard to questions on employment, a slightly higher proportion of 5-17-year-olds (11%) reported themselves to be working when compared to the proportion reported by parents/guardians (10%). The discrepancy in reporting is smaller for younger children than for older children, which is not surprising, given that a larger proportion of younger children than older children were interviewed in the company of an adult and/or another child. However, even among children not interviewed alone, responses of children and parents/guardians do not necessarily coincide. This may be due to the fact that some children who were not interviewed alone were accompanied by other children, rather than by their parents/guardians. It is also possible that interviewers may have recorded the original answers provided by children and parents, ignoring any subsequent deliberations between them. Although there is no data to support either of these explanations, the former explanation seems more likely.

**Table 1.4 Distribution of children's activities by age group and respondent (%)**  
(un-weighted results)

|                                           | Age 5-17 | Age 5-11 | Age 12-14 | Age 15-17 |
|-------------------------------------------|----------|----------|-----------|-----------|
| <b>Total number of children</b>           |          |          |           |           |
| <b>Employment (work)</b>                  |          |          |           |           |
| Working – reported by parents             | 10.0     | 2.6      | 11.8      | 19.6      |
| Working – reported by children            | 11.0     | 2.8      | 13.3      | 21.0      |
| <b>Schooling</b>                          |          |          |           |           |
| In school – reported by parents           | 91.1     | 92.7     | 96.4      | 83.1      |
| In school – reported by children          | 92.2     | 94.1     | 97.6      | 83.8      |
| <b>Unpaid household services (chores)</b> |          |          |           |           |
| Performing chores – reported by parents   | 43.5     | 18.2     | 55.5      | 69.4      |
| Performing chores – reported by children  | 44.6     | 19.5     | 56.8      | 70.1      |

Similar to the discrepancies reported for employment, school attendance as reported by children was slightly higher than school attendance as reported by adults. However, in contrast to the findings for employment, the discrepancy in the reported school attendance of younger children was greater than that of older children. Discrepancies regarding unpaid household services were also observed between children's responses and those of their parents/guardians; however, although more children than parents reported children's involvement in unpaid household services, the discrepancy in responses does not exceed more than 2 percentage points for any age group.

Despite these discrepancies, as Table 1.4 shows, regardless of whether children's or adults' responses are used, the patterns of children's time-use that emerge are very similar. Thus, the use of adult responses as the basis of analysis is unlikely to have any significant impact on either the estimated indicators or the main conclusions presented in this report.

### 1.4.3. Distribution of children by relationship to household head

The majority (82.9%) of children surveyed were children of the household head, and most of the remaining children (15.7%) were grandchildren of the household head (Table 1.5). This pattern holds for children of different age groups, although a larger proportion of 5-11-year-olds are grandchildren of the household head. This is not surprising, considering that younger children tend to have younger parents, who are more likely to face financial constraints and thus more likely to live in an extended family setting. Indeed, mothers of 95.2 percent and fathers of 83.3 percent of 5-11-year-olds classified as grandchildren of the household head were also present in the household at the time of the survey. In total, 81.9 percent of 5-11-year-olds living with grandparents had both parents present in the household. These figures are very similar to those obtained for the entire group of 5-17-year-olds living with grandparents, at 94.3 percent, 82.8 percent and 81.0 percent, respectively. Hence, the conclusions drawn in this report can be understood as relating to children who live with their parents, regardless of whether or not extended family members are also present.

**Table 1.5 Relationship of surveyed children to head of household, by age group (%)**  
(un-weighted results)

|                            | Age 5-17 | Age 5-11 | Age 12-14 | Age 15-17 |
|----------------------------|----------|----------|-----------|-----------|
| Spouse                     | 0.0      | 0.0      | 0.0       | 0.1       |
| Son/Daughter               | 82.9     | 76.6     | 85.9      | 89.3      |
| Brother/sister             | 0.2      | 0.0      | 0.2       | 0.4       |
| Daughter-in-law/son-in-law | 0.2      | 0.1      | 0.1       | 0.4       |
| Grandchild                 | 15.7     | 21.7     | 13.3      | 9.0       |
| Niece/nephew               | 0.9      | 1.3      | 0.5       | 0.7       |
| Stepchild                  | 0.1      | 0.1      | 0.0       | 0.1       |
| Other relative             | 0.2      | 0.2      | 0.1       | 0.2       |
| No. of observations        | 6,003    | 2,569    | 1,747     | 1,687     |

## SECTION

# 2

## EMPLOYMENT, SCHOOLING AND UNPAID HOUSEHOLD SERVICES OF CHILDREN

This section of the report presents the 2010 National Child Labour Survey's findings on children's time-use, i.e., their involvement in employment, schooling and unpaid household services. A detailed analysis of children's activities is preceded by a brief discussion of the size of the child population in Albania and its relative magnitude in terms of the total population.

### 2.1. Size of child population

The population of Albania is estimated at 3,195,000, 699,000 (21.9%) of whom are children between the ages of 5-17. Girls make-up a slightly smaller proportion (48.8%) of 5-17 year-olds than boys (51.2%). The population pyramid shown in Figure 2.1 has a narrow bottom, which is indicative of a low birth rate, while bulging out at the top (70+), which is indicative of an aging population. Interestingly, the population drops off suddenly after the mid-20s: While 20-24 year-olds account for 9.6 percent of the population, 25-29-year-olds account for only 8 percent and 30-34-year-olds for only 6.6 percent. These unexpected drops can be explained by the tendency of young adults to migrate out of the country. As a result of the low birth rate and emigration, the working-age population (18-64 years), estimated at about 2 million, makes up 62 percent of the population, whereas the dependent population is about 1.2 million. Thus, the dependency ratio, i.e. the ratio of the dependent population to the working-age population, is 62.4 percent; however, given that remittances may accrue from migrant household members, this ratio may not be an exact reflection of the proportion of the population that must be supported by the working-age population in the country.

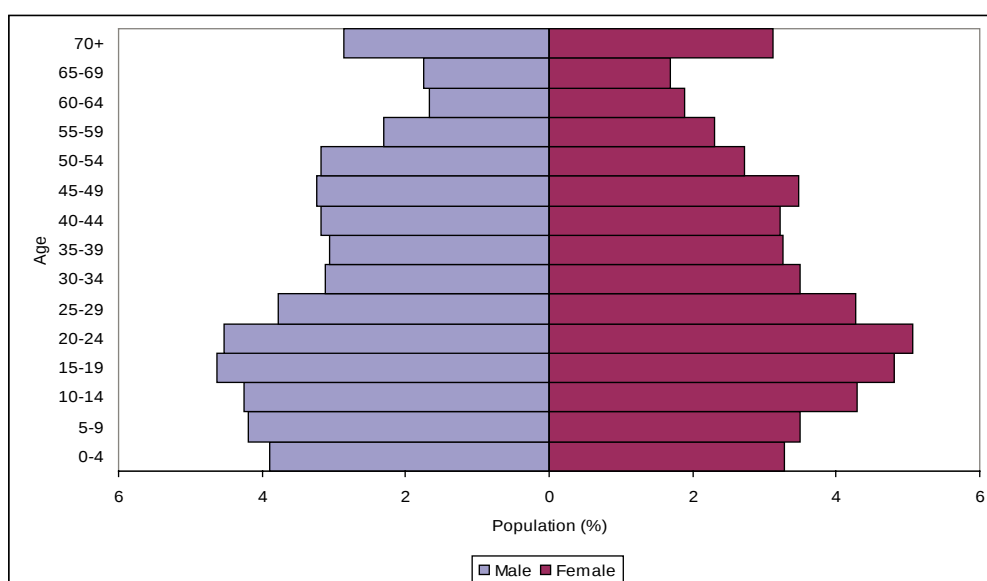


Figure 2.1 Population pyramid, by age and sex

### 2.2. Employment of children

An estimated 54,000 children aged 5-17 in Albania work. This figure represents 7.7 percent of the child population in this age group. The prevalence of employment increases with age, so that 2.4 percent of 5-11-year-olds are employed, compared to 9.4 percent of 12-14-year-olds and 16.8 percent of 15-17-year-olds.

When children aged 15-17 who are looking for work are also taken into account (unemployment status applies only to children in this age group), the number of economically active children increases to 57,000. The labour force participation rate<sup>4</sup> among 15-17-year-olds is estimated at 18.4 percent.

**Table 2.2 Prevalence of employment by age – short (1-week) reference period**

|                  | Age 5-17 | Age 5-11 | Age 12-14 | Age 15-17 |
|------------------|----------|----------|-----------|-----------|
| Child population | 698,600  | 354,400  | 163,600   | 180,600   |
| Working (n)      | 54,000   | 8,400    | 15,300    | 30,300    |
| Working (%)      | 7.7      | 2.4      | 9.4       | 16.8      |

Note: Reference period is the week preceding the survey.

**Table 2.3 Prevalence of employment by age and sex – short (1-week) reference period**

|                  | Age 5-17 |         | Age 5-11 |         | Age 12-14 |        | Age 15-17 |        |
|------------------|----------|---------|----------|---------|-----------|--------|-----------|--------|
|                  | Boys     | Girls   | Boys     | Girls   | Boys      | Girls  | Boys      | Girls  |
| Child population | 357,800  | 340,800 | 189,700  | 164,600 | 79,600    | 84,000 | 88,500    | 92,100 |
| Working (n)      | 32,400   | 22,600  | 5,400    | 3,000   | 8,700     | 6,600  | 18,300    | 12,000 |
| Working (%)      | 9.1      | 6.3     | 2.9      | 1.8     | 10.9      | 7.9    | 20.7      | 13.1   |

Note: Reference period is the week preceding the survey.

The prevalence of work is higher among boys than girls (Table 2.3). While 9.1 percent of boys aged 5-17 are estimated to be employed, this figure is 6.3 percent among girls. Furthermore, although the gender gap in employment is higher among older children than among younger children, it exists at all ages: there is a 1.1 percentage point gap (statistically significant at 10%) among 5-11-year-olds, a 3 percentage point gap (statistically significant at 1%) among 12-14-year olds, and a 7.6 percentage point gap (statistically significant at 1%) among 15-17-year olds.

Whereas Tables 2.2 and 2.3 present child employment figures based on children's involvement in economic activity as reported for the week preceding the survey, Tables 2.4 and 2.5 present child employment figures reported for the year preceding the survey. The higher estimates presented in the latter set of tables may be explained by the use of the longer reference period.

When the year preceding the survey is taken as the reference period, the estimated prevalence of employment among 5-17-year-olds increases to 9.5 percent, which represents a significant increase (1.8 percentage points or 23%) over the estimate based on a shorter reference period. Changes of similar magnitudes are observed for younger and older children: The estimate of work prevalence based on a one-year reference period is 1.8 percentage points (23%) higher than the estimate based on a one-week reference period among 5-11-year-olds, 2.2 percentage points (23%) higher among 12-14-year-olds and 4.0 percentage points (24%) higher among 15-17-year-olds.

<sup>4</sup> The labour force participation rate (LFPR) is the sum of employed and unemployed divided by the population. For children under age 15, the LFPR is equal to the employment rate.

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**Table 2.4 Prevalence of employment by age – long (1-year) reference period**

|                  | Age 5-17 | Age 5-11 | Age 12-14 | Age 15-17 |
|------------------|----------|----------|-----------|-----------|
| Child population | 698,600  | 354,400  | 163,600   | 180,600   |
| Working (n)      | 66,100   | 9,600    | 19,100    | 37,500    |
| Working (%)      | 9.5      | 2.7      | 11.6      | 20.8      |

Note: Reference period is the year preceding the survey.

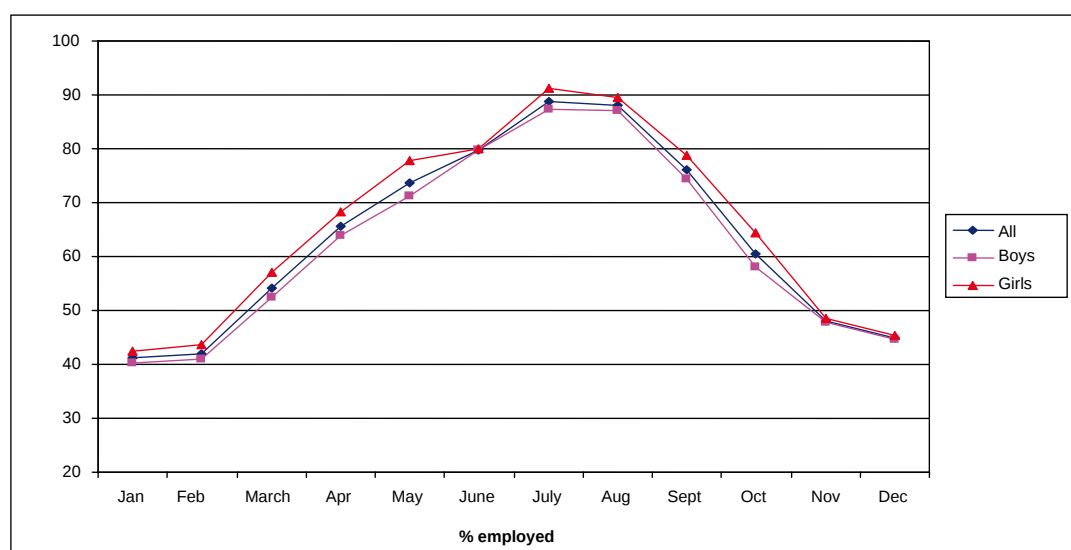
**Table 2.5 Prevalence of employment by age and sex – long (1-year) reference period**

|                  | Age 5-17 |         | Age 5-11 |         | Age 12-14 |        | Age 15-17 |        |
|------------------|----------|---------|----------|---------|-----------|--------|-----------|--------|
|                  | Boys     | Girls   | Boys     | Girls   | Boys      | Girls  | Boys      | Girls  |
| Child population | 357,800  | 340,800 | 189,700  | 164,600 | 79,600    | 84,000 | 88,500    | 92,100 |
| Working (n)      | 41,100   | 24,900  | 6,200    | 3,500   | 11,400    | 7,500  | 23,600    | 13,900 |
| Working (%)      | 11.5     | 7.3     | 3.3      | 2.1     | 14.3      | 9.0    | 26.6      | 15.1   |

Note: Reference period is the year preceding the survey.

In general, the change in reference period has a greater impact on the employment of boys than of girls. Whereas the estimate of girls' employment increases by 1.0 percentage point (from 6.3% to 7.3%) when the longer reference period is used, the estimate of boys' employment increases by 2.4 percentage points (from 9.1% to 11.5%). These figures represent a 16-percent increase in employment estimates among girls and a 26-percent increase among boys. However, among younger children, the reference period has a greater effect on estimates of girls' employment than on boys' employment: Among 5-11-year olds, the longer reference period results in an 16.7-percent increase in employment estimates for girls, compared to a 13.8-percent increase for boys, whereas the corresponding increases among 12-14-year olds and 15-17-year-olds are 13.9 percent and 15.3 percent, respectively, for girls, and 31.2 percent and 28.5 percent, respectively, for boys.

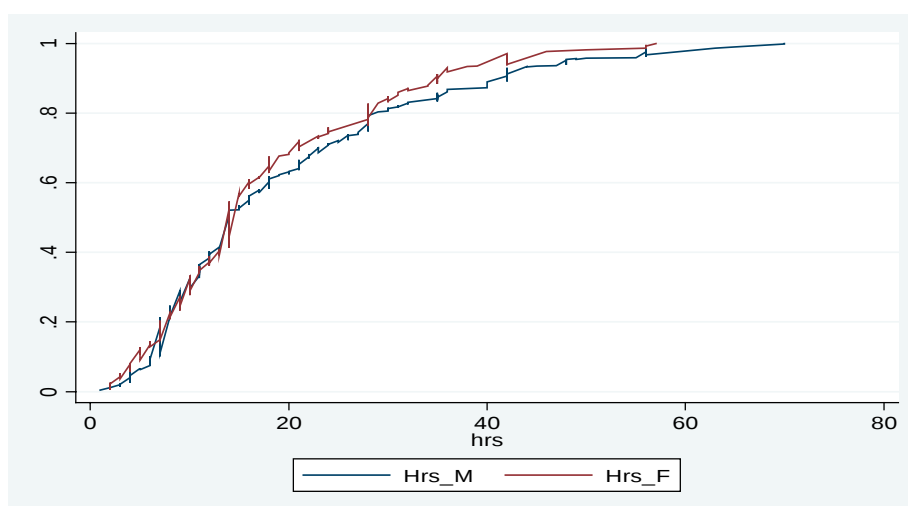
In sum, the above discussion suggests that depending on the reference period used, between 9-12 percent of boys and 6-9 percent of girls are in employment. The variations in estimates is unsurprising, given that the Child Labour Survey was conducted mainly during the month of May, a time when schools are open and agricultural activity is not at its peak. The seasonality of child employment is illustrated in Figure 2.1, which shows the proportion of children employed each month in relation to the population of children employed at any time during the year.



**Figure 2.1 Proportion of employed children by month**

Unsurprisingly, child employment peaks in the months of July and August, with 88 percent of working children found to be employed during these two months. Notwithstanding this seasonality, it is important to note that a large proportion of working children – almost 40% – work year-round. The average number of months worked is approximately 7.5 for boys and 7.9 for girls.

Another indicator of labour supply is hours worked. The NCLS gathers data on hours worked based on a one-week reference period and includes information about a child's main work as well as any additional job held during the reference week. (About 3 percent of employed children held an additional job during the reference week.) Overall, children were estimated to spend a mean 18.7 hours per week in employment, with boys working slightly more hours per week (19.5) than girls (17.6). As Figure 2.2 indicates, the majority of children work between 10-20 hours per week. A small proportion of children – 9.3 percent of all children in employment – work more than 40 hours per week, which suggests that they are holding regular, full-time jobs. The higher overall average number of hours worked per week for boys than for girls is a result of the fact that a significantly higher proportion of boys compared to girls work beyond 25 hours per week.



**Figure 2.2 Empirical cumulative distribution of boys' and girls' work hours**

## 2.3. Schooling of children

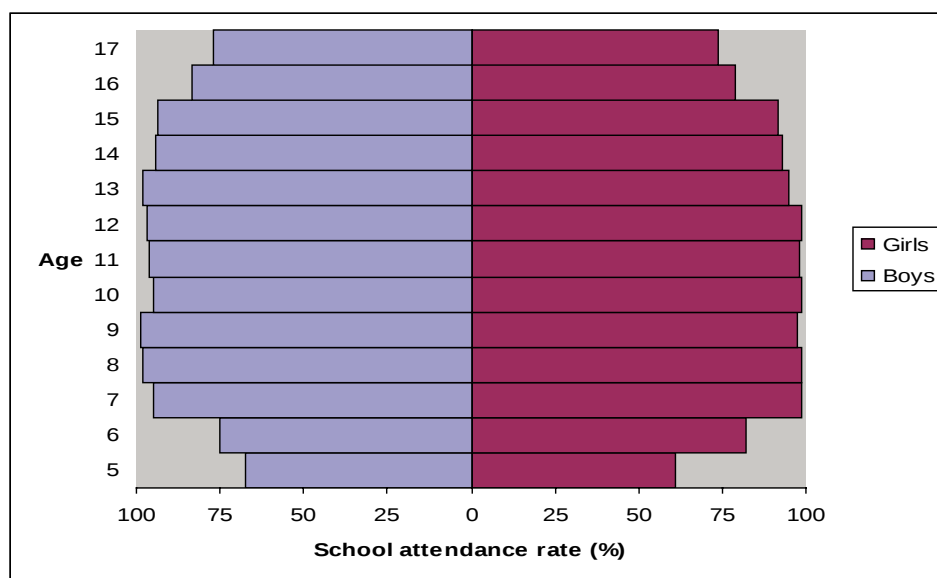
Prior to the 2008-2009 school years, compulsory education in Albania lasted for eight years. However, beginning with the 2008-2009 school-years, as a result of a 2004 amendment to the education law, compulsory basic education was increased from eight to nine years to cover children ages 6 to 14. As a result of this change, children surveyed by the NCLS are subject to two different regulations, with children who completed 8 years of basic education by the end of the 2007-2008 school year able to opt out of continued schooling, having received their basic education diploma, and those who had not yet completed 8 years of basic education required to remain in school until completing nine years of basic education. Neither pre-school, which covers children ages 3-6, nor high school, which normally lasts between three and four years and covers children age 15 (or, under the old law, age 14) and above, is compulsory.

### 2.3.1. School attendance

The average school attendance rate among 5-17-year-olds is estimated at 90.2 percent, with the rate slightly higher among boys (90.4%) than among girls (89.9%). Children of compulsory school age

(6-15 years) have a higher average school attendance rate (94.8%), with a similarly small gender gap that is not statistically significant (94.3% for boys and 95.3% for girls). As the school-enrolment pyramid<sup>5</sup> indicates (Fig. 2.3), school attendance rates of children ages 7-15 are high, but not universal, and while pre-school is not compulsory, almost 65 percent of 5-year-olds are enrolled in school.

The low attendance rate of 6-year-olds relative to older children (78.4%) can be explained by the late entrance of 6-year-olds into primary school, which is likely to occur among children born in the last quarter of the year, as parents may hold back their children if they feel they are not yet prepared for basic education. The timing of the survey could also explain the relatively low school attendance rate of 6-year-olds: Although the survey data does not provide exact dates of birth, if births are random, one-third of 6-year-olds could be expected to have celebrated their birthday in 2010 prior to being interviewed in May, but would not have turned six until after the start of the 2009-2010 school year, and could thus naturally be expected to delay school entrance until the start of the 2010-2011 school year in September 2010. In fact, the 98 percent school attendance rates of 8- and 9-year-olds confirm that most 6-year-olds who did not attend school at the time of the survey are likely to have started school shortly thereafter. Beyond 15 years of age, school attendance rates drop substantially: For 16-year-olds, the average school attendance rate is estimated to be 81.1 percent, and for 17-year-olds, 75.2 percent.



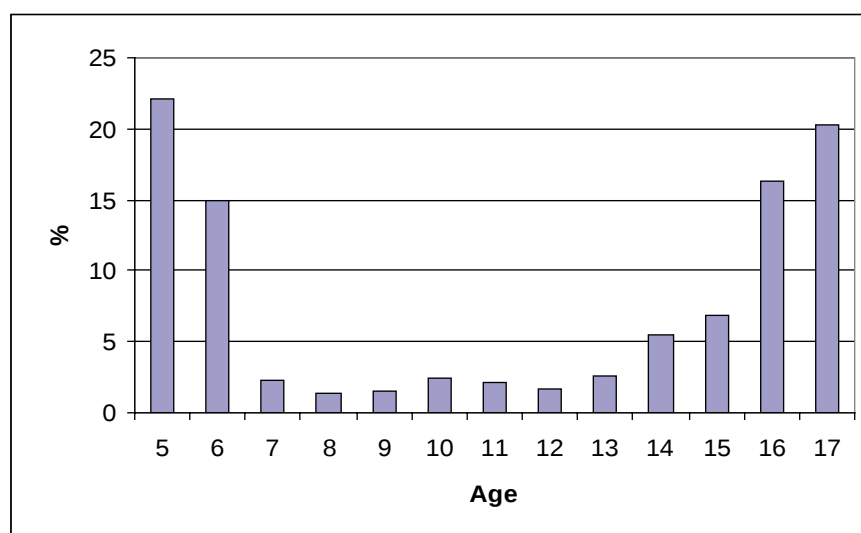
**Figure 2.3 School enrolment pyramid**

The school attendance pyramid shows equally favourable attendance rates for boys and girls by age. Although the estimated attendance rates are slightly higher for girls than boys in their early years of schooling (until about age 12), these differences are not statistically significant (except at age 10, when there is a 3.4 percentage point difference in favour of girls). Among older children, the estimated rates are slightly higher for boys, but, again, the differences are not statistically significant (except at age 13, when there is a 2.8 percentage point difference in favour of boys). Beyond compulsory schooling, attendance rates drop substantially for both boys and girls. At age 16, the drop is larger among girls, resulting in a statistically significant gap of 4.6 percentage points in favour of boys; however, the gender gap disappears at age 17, due to boys' earlier exits from the schooling system.

Figure 2.4 illustrates the distribution of out-of-school children by age. The youngest children (ages 5-6) and oldest children (16-17) represent the majority of out-of-school children, with 5-year-olds alone accounting for 22 percent of out-of-school children, followed by 17-year-olds (20.3%), 16-year-olds

<sup>5</sup> Following the age-enrolment pyramids of Orazem and King (2008).

(16.3%) and 6-year-olds (14.9%). It is also important to note that non-negligible proportions of 14- and 15-year-olds do not attend school. It is likely that these children were subject to the earlier legislation and could thus have left school in 2008 after completing eight years of compulsory schooling.



**Figure 2.4 Distribution of out-of-school children by age**

With regard to most out-of-school children ages 5-6, it is likely that they will start school within a few years. Among out-of-school 7-17-year-olds, 15.8 percent reported never attending school, with the majority of this group (63.3%) reported to suffer from a disability and/or illness preventing them from attending school. Among this group, the literacy rate is only 8.9 percent, as compared to 84.5 percent among all out-of-school children and 92.8 percent among out-of-school children without a disability/illness. These figures point to an urgent need to investigate the reasons behind the high illiteracy rate among children with disabilities and other compulsory-school-aged children who cannot read or write in any language.

### 2.3.2. Grade-for-age

Table 2.6 provides information on the grade level of children currently enrolled in school by age. The overwhelming majority (99.3%) of 5-year-olds who attend school are in pre-school. The majority (65.4%) of 6-year-olds who attend school are also in pre-school, whereas the remainder of 6-year-olds who attend school (34.6%) are in the first grade of compulsory basic education. As noted earlier, this may be related to the quarter of the year in which children are born. Among 7-year-olds, over 80 percent are in the first grade of basic education, while 19.3 percent have progressed on to the second grade, and among 8-year-olds, 69.2 percent are in the second grade, 18 percent are in the third grade or beyond and only a small proportion (12.8%) are still in the first grade. Some of the 8-year-old first-graders may also be late starters.

The concentration of school-going children in the grades expected for their age indicates that most children transition smoothly from one grade to the next. However, as children get older, the dispersion in grade-for-age increases; for example, 68 percent of 17-year-olds are in the third grade of high school, 12.4 percent are in the fourth grade of high school, and the remaining 19.3 percent are in lower grades. Depending upon whether they started school at age 6 or 7, children aged 17 at the time of the survey could be expected to have been attending either the third or fourth year of high school, suggesting that those in lower grades may be repeaters. Furthermore, to the extent that children who repeat grades are

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more likely to drop out of school, the progression of students through grade levels may not be as smooth as indicated in Table 2.6.<sup>6</sup>

**Table 2.6 Distribution of currently enrolled children by school level and grade (%)**

|                        | Age 5 | Age 6 | Age 7 | Age 8 | Age 9 | Age 10 | Age 11 | Age 12 | Age 13 | Age 14 | Age 15 | Age 16 | Age 17 |
|------------------------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| Pre-school             | 99.3  | 65.4  | 0.2   |       |       |        |        |        |        |        |        |        |        |
| CS Grade 1             | 0.7   | 34.6  | 80.5  | 12.8  |       | 0.5    |        |        |        |        |        |        |        |
| CS Grade 2             |       |       | 19.3  | 69.2  | 5.3   | 0.2    |        |        |        |        |        |        |        |
| CS Grade 3             |       |       |       | 16.8  | 93.3  | 19.7   | 2.9    |        |        |        |        |        |        |
| CS Grade 4             |       |       |       | 1.2   | 1.2   | 61.0   | 15.9   |        |        |        |        |        |        |
| CS Grade 5             |       |       |       |       |       | 18.5   | 65.3   | 17.2   | 0.6    |        | 0.4▼   |        |        |
| CS Grade 6             |       |       |       |       |       |        | 15.9   | 68.4   | 16.3   | 1.3    | 0.7    |        |        |
| CS Grade 7             |       |       |       |       | 0.2*  |        |        | 14.1   | 70.2   | 16.4   | 2.6    |        | 0.2    |
| CS Grade 8             |       |       |       |       |       |        |        | 0.1    | 12.6   | 67.1   | 18.4   | 1.4    | 0.6    |
| CS Grade 9             |       |       |       |       |       |        |        |        | 0.2    | 15.2   | 64.1   | 15.4   | 1.8    |
| Highschool Grade 1     |       |       |       |       |       |        |        |        |        | 0.04   | 13.9   | 58.9   | 8.3    |
| Highschool Grade 2     |       |       |       |       |       |        |        |        |        |        |        | 22.4   | 8.6    |
| Highschool Grade 3     |       |       |       |       |       |        |        | 0.11*  |        |        |        | 1.9    | 68.0   |
| Highschool Grade 4     |       |       |       |       |       |        |        |        |        |        |        | 0.04   | 12.5   |
| Non-standard Schooling |       |       |       |       |       |        |        |        |        | 0.1    |        |        | 0.1    |

Note: CS refers to compulsory schooling. \*These far off-diagonal elements are likely to be data errors.

School outcomes of school-going and out-of-school children can be compared by examining the school outcomes of children at various ages.<sup>7</sup> Among 16-year-olds, children who attend school are estimated to have completed 10.1 grades, compared to only 8.2 grades among drop-outs. Among 17-year-olds, the corresponding figures are 11.8 and 8.2, respectively. Hence, by age 17, a gap on the order of 3.6 grades opens up between school-going and out-of-school children. If children who never attended school are assigned a value of 0 for grade, this gap widens further, to 3.8 grades.

Among 17-year-olds who no longer attend school, the majority (85.7%) dropped out right after completing compulsory education, and an additional 2.3 percent completed higher grade levels prior to dropping out. This indicates that the majority (93.3%) of 17-year-olds actually complete at a minimum their compulsory schooling before leaving the school system.

## 2.4. Unpaid household services of children

According to the NCLS, 40.9 percent of children are estimated to be engaged in unpaid household services (UHS) (Table 2.5). The prevalence of this type of activity increases with age, with 19.3 percent of 5-11-year-olds performing UHS, compared to 57.0 percent of 12-14-year-olds and 68.8 percent of 15-17-year-olds.

<sup>6</sup> School-starting ages of children are not included in the Adult Questionnaire. Regardless of whether children aged 17 at the time of the survey started school at age 6, 7 or even 8, they would have been subjected to the old law requiring eight years of basic education. It should be noted as well that data errors in reported age or grade may result in an over-estimation of grade-repeaters.

<sup>7</sup> Adjusting for age differences between drop-outs and school-going children is required because drop-outs are older than children currently in school. Since most drop-outs are aged 16-17, outcomes are compared on the basis of these two age groups.

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A larger proportion of girls than boys perform UHS. Among all children aged 5-17, the gender gap is on the order of 17.3 percentage points (32.5% vs. 49.8%). However, as Table 2.5 shows, this gap tends to increase with age, from 5.9 percentage points among 5-11-year-olds to 19.9 percentage points among 12-14-year-olds and 29.2 percentage points among 15-17-year-olds. Moreover, girls spend more time on unpaid household services than boys – an average of 8.2 hours per week for girls, compared to 5.8 hours per week for boys. In other words, girls are more involved in performing UHS than boys, in terms of proportion of children as well as time spent.

**Table 2.5 Prevalence of unpaid household services, by age**

|                  | Age 5-17 | Age 5-11 | Age 12-14 | Age 15-17 |
|------------------|----------|----------|-----------|-----------|
| Child population | 698,600  | 354,400  | 163,600   | 180,600   |
| UHS (n)          | 285,800  | 68,300   | 93,300    | 124,200   |
| UHS (%)          | 40.9     | 19.3     | 57.0      | 68.8      |

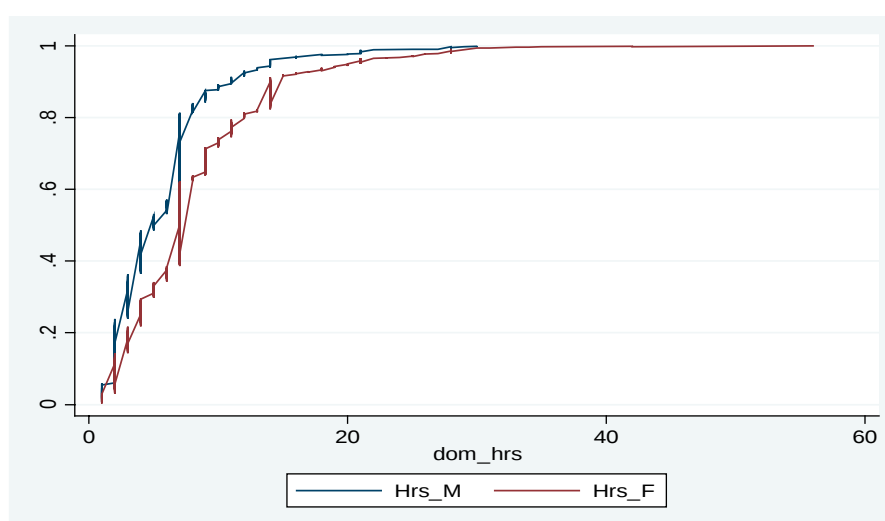
Note: Reference period is the week preceding the survey.

**Table 2.5 Prevalence of unpaid household services by age and sex**

|                  | Age 5-17 |         | Age 5-11 |         | Age 12-14 |        | Age 15-17 |        |
|------------------|----------|---------|----------|---------|-----------|--------|-----------|--------|
|                  | Boys     | Girls   | Boys     | Girls   | Boys      | Girls  | Boys      | Girls  |
| Child population | 357,800  | 340,800 | 189,700  | 164,600 | 79,600    | 84,000 | 88,500    | 92,100 |
| UHS (n)          | 116,300  | 169,600 | 31,400   | 36,900  | 37,300    | 56,100 | 47,700    | 76,600 |
| UHS (%)          | 32.5     | 49.8    | 16.5     | 22.4    | 46.8      | 66.7   | 53.9      | 83.1   |

Note: Reference period is the week preceding the survey.

Figure 2.5 depicts the cumulative distribution of boys and girls performing UHS. Despite the clearly greater input of girls in comparison to boys, the overwhelming majority of both put in less than 20 hours per week, which corresponds to close to three hours per day. Only 3.9 percent of all children who perform UHS do so for over 20 hours per week (2.3% of boys and 5.0% of girls).

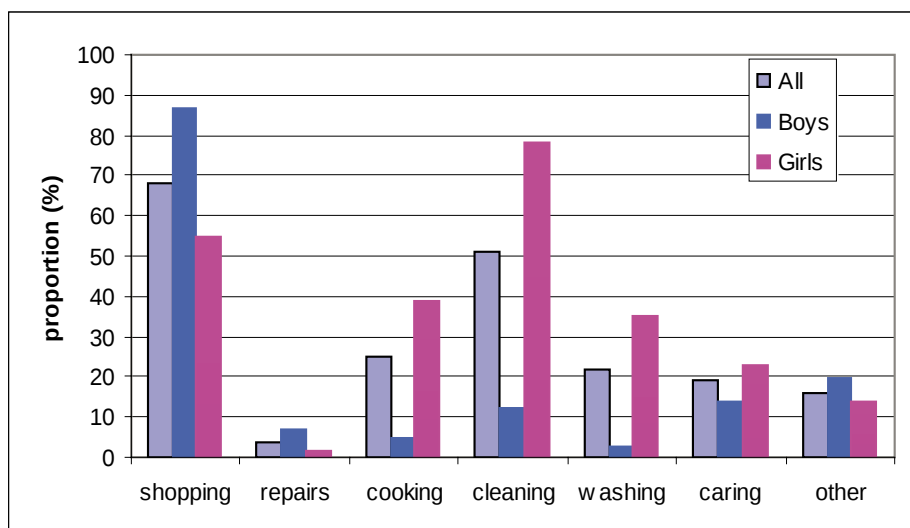


**Figure 2.5 Empirical cumulative distributions of UHS hours by sex**

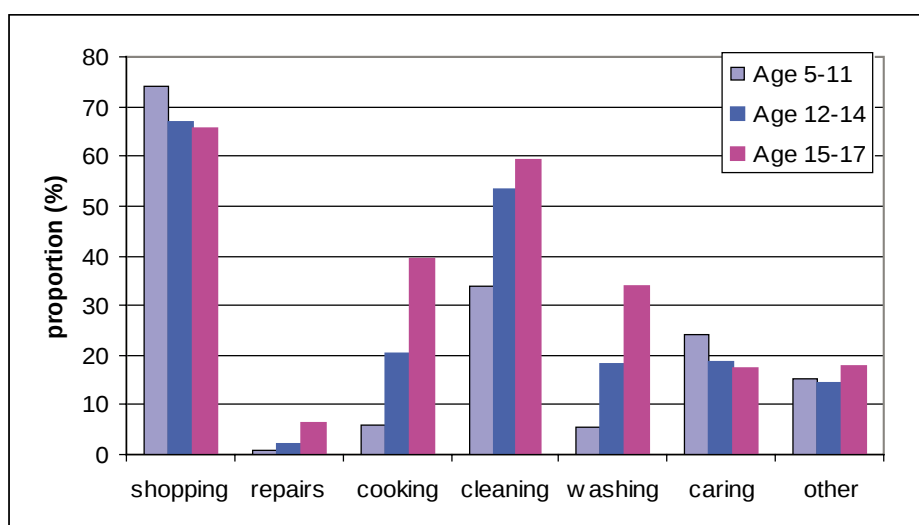
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A gender gap exists with regard to the type of unpaid household services carried out by children, with boys more likely to engage in shopping and repairs and girls more likely to engage in cooking, cleaning, washing and caring activities (Figure 2.6).



**Figure 2.6 Type of unpaid household services of children by sex**



**Figure 2.7 Type of unpaid household services of children by age**

Activities carried out by children also differ by age (Figure 2.7). Shopping, which is the UHS most commonly performed by children, occupies a larger proportion of younger children than older children. In the case of younger children, 'shopping' most likely refers to quick errands, such as being sent to purchase fresh bread for dinner, rather than large-scale purchases of household supplies. Younger children are less involved in activities such as cooking, cleaning and washing, which require more physical strength and knowledge. Surprisingly, perhaps, a larger proportion of younger than older children are engaged in caring activities: While almost one-quarter of 5-11-year-olds who perform UHS engage in caring activities, the corresponding proportions among 12-14-year-olds and 15-17-year-olds are 18.5 percent and 17.1 percent, respectively. Overall, these findings suggest a division of labour among children along age and gender lines – the former indicative of physical strength, and the latter of socially appropriate roles for males and females.

### 2.5. Children in multiple activities<sup>8</sup>

A large proportion (43%) of children aged 6-17 engage in multiple activities. Overall, the single-most-important activity in the lives of children is schooling, with 50.2 percent of 6-17-year-olds attending school without being involved in either economic work or unpaid household services (Table 2.6). The second-most-frequently encountered time-use pattern (35.4%) is one that combines schooling with unpaid household services, whereas a small, but non-negligible, proportion of children (4.3%) combine schooling with unpaid household services and economic activity. Other less-frequently encountered time-use patterns include combining schooling with employment (1.9%), combining employment with unpaid household services (1.4%), engaging exclusively in employment (0.6%) and engaging exclusively in unpaid household services (2.3%).

**Table 2.6 Time-use patterns of children aged 6-17, by sex**

|                                                 | All              | Boys             | Girls            |
|-------------------------------------------------|------------------|------------------|------------------|
| School + Employment + Unpaid household services | 28,200<br>4.3%   | 14,800<br>4.4%   | 13,400<br>4.2%   |
| School + Employment                             | 12,500<br>1.9%   | 10,500<br>3.1%   | 2,000<br>0.6%    |
| School + Unpaid household services              | 232,300<br>35.4% | 94,100<br>28.1%  | 138,300<br>43.0% |
| Employment + Unpaid household services          | 9,400<br>1.4%    | 3,900<br>1.2%    | 5,500<br>1.7%    |
| School only                                     | 329,600<br>50.2% | 188,700<br>56.4% | 140,900<br>43.8% |
| Employment only                                 | 3,900<br>0.6%    | 3,200<br>1.0%    | 700<br>0.2%      |
| Unpaid household services only                  | 15,400<br>2.3%   | 3,200<br>1.0%    | 12,200<br>3.8%   |
| Inactive (Idle)                                 | 24,800<br>3.8%   | 16,400<br>4.9%   | 8,400<br>2.6%    |
| Total number of children aged 6-17              | 656,100          | 334,800          | 321,300          |

**Table 2.7 Time-use patterns of children aged 6-17, by age**

|                                                 | Age 6-11         | Age 12-14       | Age 15-17       |
|-------------------------------------------------|------------------|-----------------|-----------------|
| School + Employment + Unpaid household services | 4,600<br>1.5%    | 10,500<br>6.4%  | 13,100<br>7.3%  |
| School + Employment                             | 3,400<br>1.1%    | 4,000<br>2.5%   | 5,200<br>2.9%   |
| School + Unpaid household services              | 61,700<br>19.8%  | 79,600<br>48.6% | 91,100<br>50.4% |
| Employment + Unpaid household services          | 300<br>0.1%      | 400<br>0.3%     | 8,600<br>4.8%   |
| School only                                     | 225,300<br>72.2% | 62,800<br>38.4% | 41,500<br>23.0% |
| Employment only                                 | 100<br>0.02%     | 400<br>0.2%     | 3,500<br>1.9%   |
| Unpaid household services only                  | 1,100<br>0.4%    | 2,800<br>1.7%   | 11,400<br>6.3%  |
| Inactive (Idle)                                 | 15,400<br>5.0%   | 3,100<br>1.9%   | 6,200<br>3.5%   |
| Total number of children                        | 311,800          | 163,600         | 180,600         |

<sup>8</sup> This section covers children ages 6 through 17, since children do not enter compulsory school until age 6.

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Time-use patterns differ between boys and girls. For example, larger proportions of boys than girls attend school without engaging in either economic work or unpaid household services (56.4% vs. 43.8%), combine school with economic activity (3.1% vs. 0.6%) or engage exclusively in employment (1.0% vs. 0.2%). In contrast, larger proportions of girls than boys combine school with unpaid household services (43% vs. 28.1%) or engage exclusively in unpaid household services (3.8% vs. 1.0%).

Time-use patterns also differ by age (Table 2.7). The most significant difference lies in the proportion of children who attend school without engaging in either economic work or unpaid household services. This figure is highest among 6-11-year-olds (72.2%), followed by 12-14-year-olds (38.4%) and 15-17-year-olds (23%). As children grow older, they tend to combine schooling with other activities, the most common being unpaid household services. The proportion of children exclusively engaged in employment also tends to increase with age, although even among older children ages 15-17, this figure is limited to 1.9 percent. A small proportion of children (3.8%) are inactive – i.e., not engaged in schooling, economic activity, or unpaid household services. Of these, the majority (40.6%) are six years old, and a large proportion of them (88%) are considered by their parents to be too young to start school and, most likely, to engage in other activities as well. Inactivity also tends to be high among 16- and 17-year-olds, who constitute, respectively, 11.4% and 9.4% of inactive children. Older inactive children are likely to have completed their compulsory schooling and to have opted not to continue further. Given the facts that only a very small proportion of older inactive children never attended school (mainly due to disability/illness), that the majority of them (67.2%) are boys, and that there is a high labour participation rate among men in Albania, it can be concluded that most older inactive children are in the process of transitioning from school to work.<sup>9</sup>

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<sup>9</sup> The labour force participation rate in Albania is distinctively low among women. The NCLS estimates this rate to be 59.1% for adult women aged 18-64, compared to 84.2% for men.

## SECTION

# 3

## NATURE OF CHILD EMPLOYMENT AND CHILD LABOUR

This section of the report takes a closer look at the nature of children's employment as measured by type of economic activity, occupation, status in employment and earnings. An important part of this section is devoted to understanding the prevalence and characteristics of child employment and child labour. Regional aspects of child work and child labour are also discussed in this section.

### 3.1. Economic activity

The majority of working children (80%) are engaged in agricultural activity and another sizeable proportion (8.2%) are involved in wholesale and retail trade. A small proportion (2%) is found in construction, a type of economic activity that is banned in many countries for individuals under age 18. Hotels and restaurants employ 4.1 percent of working children, whereas manufacturing employs 1.8 percent.

**Table 3.1 Distribution of children in employment by type of economic activity**

| Economic activity (NACE rev.1.1)                 | All             | Boys            | Girls           |
|--------------------------------------------------|-----------------|-----------------|-----------------|
| Agriculture, hunting, forestry and fishing       | 43,200<br>80.0% | 25,200<br>77.8% | 18,000<br>83.3% |
| Manufacturing                                    | 1,000<br>1.8%   | 600<br>2.0%     | 400<br>1.6%     |
| Electricity, gas, water                          | 200<br>0.3%     | 200<br>0.5%     | 0<br>0.0%       |
| Construction                                     | 1,100<br>2.0%   | 1,000<br>3.1%   | 100<br>0.5%     |
| Wholesale and retail trade                       | 4,400<br>8.2%   | 2,600<br>8.1%   | 1,800<br>8.4%   |
| Hotels and restaurants                           | 2,200<br>4.1%   | 1,700<br>5.1%   | 600<br>2.6%     |
| Transport, storage and communication             | 500<br>1.0%     | 200<br>0.7%     | 300<br>1.4%     |
| Other activities                                 | 200<br>0.6%     | 0<br>0.0%       | 200<br>1.1%     |
| Not classified (fetching water, helping at home) | 1,200<br>2.1%   | 900<br>2.8%     | 300<br>1.2%     |
| Total number of employed children                | 54,000          | 32,400          | 21,600          |

The distribution of employment by type of economic activity is similar for boys and girls. For example, the majority of both are engaged in agricultural activity, although the proportion of girls (83.3%)

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is somewhat higher than that of boys (77.8%). The proportions of girls and boys engaged in wholesale and retail trade are also similar and estimated at 8.4 percent of girls and 8.1 percent of boys. In contrast, a larger proportion of boys are employed in manufacturing, construction and hotel and restaurant work.

**Table 3.2 Distribution of children in employment by type of economic activity and age**

| Economic activity (NACE rev.1.1)                 | Age 5-11       | Age 12-14       | Age 15-17       |
|--------------------------------------------------|----------------|-----------------|-----------------|
| Agriculture, hunting, forestry and fishing       | 7,200<br>86.2% | 12,700<br>83.1% | 23,300<br>76.7% |
| Manufacturing                                    | 0<br>0.0%      | 300<br>1.9%     | 700<br>2.3%     |
| Electricity, gas, water                          | 0<br>0.0%      | 0<br>0.0%       | 200<br>0.5%     |
| Construction                                     | 200<br>2.2%    | 100<br>0.6%     | 800<br>2.7%     |
| Wholesale and retail trade                       | 200<br>2.9%    | 1,000<br>6.5%   | 3,200<br>10.6%  |
| Hotels and restaurants                           | 0<br>0.0%      | 800<br>5.4%     | 1,400<br>4.6%   |
| Transport, storage and communication             | 0<br>0.0%      | 100<br>0.9%     | 400<br>1.3%     |
| Other activities                                 | 0<br>0.0%      | 0<br>0.0%       | 200<br>0.8%     |
| Not classified (fetching water, helping at home) | 700<br>8.7%    | 300<br>1.6%     | 200<br>0.6%     |
| Total number of employed children                | 8,400          | 15,300          | 30,300          |

The types of economic activity children engage in vary with age. Younger children tend to be more involved in agricultural activity, which accounts for 86.2 percent of child employment among 5-11-year-olds, compared to 83.1 percent among 12-14-year-olds and 76.7 percent among 15-17-year-olds. In contrast, wholesale and retail trade, the second-most-frequent economic activity among children, accounts for a larger proportion of older children than younger children, namely, 2.9 percent of 5-11-year-olds, 6.5 percent of 12-14-year-olds and 10.6 percent of 15-17-year-olds. Older children are also more likely to be employed in hotels and restaurants and in manufacturing. Surprisingly, in addition to the proportions of 12-14-year olds (0.6%) and 15-17-year-olds (2.7%) engaged in construction, a non-negligible proportion (2.2%) of younger children aged 5-11 are also engaged in construction. Furthermore, a sizeable proportion (8.7%) of 5-11-year-olds are engaged in unclassified activities related mainly to economic activity that takes place at the home, such as fetching water.

## 3.2. Occupation

Table 3.3 shows the distribution of children across occupations (as listed by the ISCO-08 classification system). Accordingly, 80 percent of working children are estimated to be agricultural workers, with 78.8 percent classified as elementary agricultural workers and 1.2 percent as skilled agricultural workers. This is consistent with the earlier finding that children work mainly in the agricultural sector. Service and sales workers account for another significant group (10.5%) of working children, with 4.1 percent classified as personal service workers, 3.3 percent as street and market sales workers, and 2.9 percent as craft and related trades workers.

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**Table 3.3 Distribution of children in employment by occupation**

| Occupation (ISCO-08)                                   | All             | Boys            | Girls           |
|--------------------------------------------------------|-----------------|-----------------|-----------------|
| Technicians and associate professionals                | 300<br>0.6%     | 0<br>0.0%       | 300<br>1.4%     |
| Service and sales workers                              | 5,700<br>10.5%  | 3,400<br>10.3%  | 2,300<br>10.7%  |
| <i>Personal service workers (518)</i>                  | 2,200<br>4.1%   | 1,600<br>4.9%   | 600<br>2.9%     |
| <i>Street and market sales persons (521)</i>           | 1,800<br>3.3%   | 900<br>2.7%     | 900<br>4.3%     |
| <i>Other</i>                                           | 1,700<br>3.1%   | 900<br>2.7%     | 800<br>3.5%     |
| Skilled agricultural workers                           | 600<br>1.2%     | 400<br>1.3%     | 200<br>1.0%     |
| Craft and related trades workers                       | 1,500<br>2.9%   | 1,200<br>3.8%   | 300<br>1.5%     |
| Plant and machine operators, assemblers                | 100<br>0.2%     | 100<br>0.4%     | 0<br>0.0%       |
| Elementary occupations                                 | 45,500<br>84.3% | 27,000<br>83.4% | 18,500<br>85.5% |
| <i>Agricultural, forestry, fishery labourers (921)</i> | 42,500<br>78.8% | 24,800<br>76.7% | 17,700<br>82.0% |
| <i>Mining and construction labourers (931)</i>         | 800<br>1.5%     | 800<br>2.5%     | 0<br>0.0%       |
| <i>Other</i>                                           | 2,200<br>2.9%   | 1,400<br>4.2%   | 800<br>3.5%     |
| <b>Total number of employed children</b>               | <b>54,000</b>   | <b>32,400</b>   | <b>21,600</b>   |

Note: Information on occupation is unavailable for 0.4% of all working children and 0.7% of working boys.

Occupations held by children differ somewhat by sex. For example, 83 percent of girls are classified as agricultural workers, including 82 percent elementary agricultural workers, whereas the corresponding figures for boys are 78 percent and 76.7 percent. Close to equal proportions of girls and boys work as service and sales workers, but whereas most girls in this category are sales workers, most boys are service workers. The proportions of boys working as craft and related trades workers, plant and machine operators and mining and construction workers are also higher in comparison to girls.

**Table 3.4 Distribution of children in employment by occupation and age**

| Occupation (ISCO-08)                         | Age 5-11    | Age 12-14      | Age 15-17      |
|----------------------------------------------|-------------|----------------|----------------|
| Technicians and associate professionals      | 0<br>0.0%   | 0<br>0.0%      | 300<br>1.0%    |
| Service and sales workers                    | 100<br>0.7% | 1,600<br>10.7% | 4,000<br>13.1% |
| <i>Personal service workers (518)</i>        | 0<br>0.0%   | 800<br>5.4%    | 1,400<br>4.6%  |
| <i>Street and market sales persons (521)</i> | 0<br>0.0%   | 200<br>1.5%    | 1,600<br>5.1%  |
| <i>Other</i>                                 | 100<br>0.7% | 600<br>3.7%    | 1,000<br>3.4%  |
| Skilled agricultural workers                 | 0<br>0.0%   | 100<br>0.8%    | 500<br>1.7%    |
| Craft and related trades workers             | 0<br>0.0%   | 200<br>1.1%    | 1,400<br>4.5%  |
| Plant and machine operators, assemblers      | 0<br>0.0%   | 0<br>0.0%      | 100<br>0.4%    |

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| Occupation (ISCO-08)                                   | Age 5-11       | Age 12-14       | Age 15-17       |
|--------------------------------------------------------|----------------|-----------------|-----------------|
| Elementary occupations                                 | 8,100<br>96.6% | 13,400<br>87.4% | 24,000<br>79.2% |
| <i>Agricultural, forestry, fishery labourers (921)</i> | 7,200<br>86.2% | 12,800<br>83.6% | 22,500<br>74.3% |
| <i>Mining and construction labourers (931)</i>         | 200<br>2.2%    | <100<br>0.3%    | 600<br>1.9%     |
| <i>Other</i>                                           | 700<br>8.2%    | 600<br>2.5%     | 900<br>3.0%     |
| Total number of employed children                      | 8,400          | 15,300          | 30,300          |

Note: Information on occupation is unavailable for 2.7% of 5-11-year-old working children.

Children's occupations also differ by age. While agriculture represents a strong presence in the lives of both younger and older children, the proportion of children engaged in agriculture tends to decrease with age, with 86.2 percent of 5-11-year-olds employed as elementary agricultural workers, compared to 84.4 percent of 12-14-year-olds and 76 percent of 15-17-year-olds. Conversely, the proportion of children engaged in service and sales work increases with age, from 0.7 percent among 5-11-year-olds to 10.7 percent among 12-14-year-olds and 13.2 percent among 15-17-year-olds. The jump in the proportion of children engaged as sales workers is particularly noteworthy: while no children aged 5-11 years are classified as sales workers, 1.5 percent of 12-14-year-olds and 5.1 percent of 15-17-year-olds are classified as sales workers. The proportion of children working as craft and related trades workers is very small, and is estimated at less than 5 percent of 15-17-year-old working children and approximately 1 percent of 12-14-year-old working children.

### 3.3. Place of work

Overall, 73 percent of working children work on a farm or in a garden; 7.9 percent work in a shop, restaurant or hotel; 5.1 percent work within the premises of their own household dwelling; 4.6 percent have no fixed workplace; and 4.4 percent work in a street or market stall.

**Table 3.5 Distribution of children in employment by place of work**

| Place of work                    | All             | Boys            | Girls           |
|----------------------------------|-----------------|-----------------|-----------------|
| At own household dwelling        | 2,800<br>5.1%   | 1,600<br>4.8%   | 1,200<br>5.6%   |
| Client's place                   | 700<br>1.2%     | 500<br>1.5%     | 200<br>0.8%     |
| Formal office                    | <100<br>0.1%    | <100<br>0.2%    | 0<br>0.0%       |
| Factory/atelier                  | 400<br>0.8%     | 200<br>0.6%     | 200<br>1.0%     |
| Farm/garden/plantation           | 39,400<br>73.0% | 22,700<br>70.0% | 16,700<br>77.4% |
| Construction site                | 200<br>0.4%     | 200<br>0.7%     | 0<br>0.0%       |
| Mines/quarry                     | <100<br>0.1%    | <100<br>0.2%    | 0<br>0.0%       |
| Shop/kiosk/café/restaurant/hotel | 4,300<br>7.9%   | 2,500<br>7.6%   | 1,800<br>8.3%   |
| Different places (mobile)        | 2,500<br>4.6%   | 2,000<br>6.3%   | 2500<br>.2%     |
| Fixed, street/market stall       | 2,400<br>4.4%   | 1,600<br>5.0%   | 800<br>3.6%     |

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| Place of work                     | All         | Boys        | Girls       |
|-----------------------------------|-------------|-------------|-------------|
| Pond/lake/river                   | 700<br>1.3% | 500<br>1.6% | 200<br>0.7% |
| Other                             | 600<br>1.1% | 500<br>1.5% | 100<br>0.5% |
| Total number of employed children | 54,000      | 32,400      | 21,600      |

In general, the workplaces of boys and girls are similar, with the majority of both (70% of boys and 77.4% of girls) working on a farm or in a garden. The proportions of boys and girls working in a shop, restaurant or hotel are also similar (7.6% and 8.3%, respectively); however, the proportion of boys with no fixed workplace is greater than that of girls (6.3% and 2.2%, respectively).

**Table 3.6 Distribution of children in employment by place of work and age**

| Place of work                     | Age 5-11       | Age 12-14       | Age 15-17       |
|-----------------------------------|----------------|-----------------|-----------------|
| At own household dwelling         | 400<br>4.7%    | 500<br>3.4%     | 1,900<br>6.1%   |
| Client's place                    | <100<br>0.9%   | <100<br>0.6%    | 500<br>1.6%     |
| Formal office                     | 0<br>0.0%      | 0<br>0.0%       | <100<br>0.3%    |
| Factory/atelier                   | 0<br>0.0%      | 200<br>1.0%     | 300<br>0.8%     |
| Farm/garden/plantation            | 6,800<br>81.8% | 12,200<br>79.4% | 20,400<br>67.3% |
| Construction site                 | 0<br>0.0%      | 0<br>0.0%       | 200<br>0.7%     |
| Mines/quarry                      | 0<br>0.0%      | 0<br>0.0%       | <100<br>0.2%    |
| Shop/kiosk/café/restaurant/hotel  | 60<br>0.7%     | 1,300<br>8.2%   | 2,900<br>9.7%   |
| Different places (mobile)         | 300<br>3.2%    | 400<br>2.8%     | 1,800<br>5.9%   |
| Fixed, street/market stall        | 600<br>7.7%    | 400<br>2.8%     | 1,300<br>4.4%   |
| Pond/lake/river                   | 80<br>1.0%     | 200<br>1.3%     | 400<br>1.3%     |
| Other                             | 0<br>0.0%      | <100<br>0.5%    | 500<br>1.7%     |
| Total number of employed children | 8,400          | 15,300          | 30,300          |

Employment on a farm or garden decreases as children get older, which is in line with the finding that the proportion of children engaged as agricultural workers decreases with age. While 81.8 percent of 5-11-year-olds work on a farm or garden, this figure is 79.4 percent among 12-14-year-olds and 67.3 percent among 15-17-year-olds. In contrast, the proportions working in a client's place and in a shop, restaurant or hotel increase with age. Working at a street or market stall and working with no fixed workplace does not show a clear trend by age.

### 3.4. Status in employment

The overwhelming majority of all working children (87.2% of boys and 93.4% of girls) are unpaid family workers, whereas rather small proportions of children work on their own account (5.4% of boys and 3.3% of girls) or as wage workers (7.4% of boys and 3.2% of girls). No child working as a wage worker has a written work contract.

**Table 3.7 Distribution of employed boys and girls by status in employment**

| Status in employment              | All             | Boys            | Girls           |
|-----------------------------------|-----------------|-----------------|-----------------|
| Wage worker (employee)            | 3,100<br>5.8%   | 2,400<br>7.4%   | 700<br>3.2%     |
| Own-account worker                | 2,500<br>4.6%   | 1,700<br>5.4%   | 700<br>3.3%     |
| Unpaid family worker              | 48,400<br>89.7% | 28,200<br>87.2% | 20,200<br>93.4% |
| Total number of employed children | 54,000          | 32,400          | 21,600          |

**Table 3.8 Distribution of employed boys and girls by status in employment**

| Status in employment              | Age 5-11       | Age 12-14       | Age 15-17       |
|-----------------------------------|----------------|-----------------|-----------------|
| Wage worker (employee)            | 0<br>0.0%      | 500<br>3.0%     | 2,600<br>8.7%   |
| Own-account worker                | 500<br>5.7%    | 400<br>2.8%     | 1,600<br>5.2%   |
| Unpaid family worker              | 7,900<br>94.3% | 14,400<br>94.3% | 26,100<br>86.1% |
| Total number of employed children | 8,400          | 15,300          | 30,300          |

Unpaid family work tends to decrease as children grow older. Among working children, 94.3 percent of both 5-11-year-olds and 12-14-year-olds are unpaid family workers, compared to 86.1 percent of 15-17-year-olds. Wage work, on the other hand, is limited to 3 percent of working children aged 12-14 and 8.7 percent of those aged 15-17. Interestingly, own-account work tends to be higher among both 5-11-year-olds and 15-17-year-olds than among 12-14-year-olds, although it does not surpass 6 percent in any of these groups.

### 3.5. Earnings and benefits<sup>10</sup>

As noted above, children who work as wage earners or on their own account constitute 10.4 percent of all working children, and taken together, the average monthly cash income of these children is estimated at 125,117 Albanian Lek.<sup>11</sup> In contrast, the monthly cash earnings of adult wage earners (i.e. those aged 18-64) is estimated at 291,217 Albanian Lek<sup>12</sup> and of all adult workers at 270,243 Albanian Lek.<sup>13</sup> In other words, children earn about 43-46 percent of what adults earn.

Of the 5.8 percent of working children who are wage earners, a small proportion also receive non-monetary benefits from work, such as weekly rest days (16%), weekly rest days plus paid sick leave (5.6%), weekly rest days plus food/meals (2.7%) and annual leave (4.6%). However, 71.1 percent of wage earners do not receive any non-monetary benefits from work.

<sup>10</sup> Due to the small number of observations, the analyses in this section are not disaggregated by sex or age.

<sup>11</sup> Standard deviation: 75,824.

<sup>12</sup> Standard deviation: 147,796.

<sup>13</sup> Standard deviation: 170,686.

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### 3.6. Child labour

Child labourers include children who perform hazardous work as well as other children who, due to their age or working hours, are considered to be facing various risks to their physical, social, psychological or educational development that stem from their employment (see Section 1.3 on definitions). In Albania, an estimated 35,500 children – 5.1 percent of all children aged 5-17 and 65.8 percent of all working children aged 5-17 – are considered to be child labourers.

**Table 3.9 Distribution of child labourers by types of risks faced (%)**

| Child Labourers                                                                                   | All                           |             | Boys                          |             | Girls                        |             |
|---------------------------------------------------------------------------------------------------|-------------------------------|-------------|-------------------------------|-------------|------------------------------|-------------|
| <b>Child labour in numbers (a+b+c)</b>                                                            | <b>35,500</b>                 |             | <b>22,200</b>                 |             | <b>13,300</b>                |             |
| <b>Child labourers as a proportion of all children</b>                                            | <b>5.1%</b>                   |             | <b>6.2%</b>                   |             | <b>3.9%</b>                  |             |
| <b>a) Children in hazardous work</b>                                                              | <b>20,200</b><br><b>56.6%</b> | <b>100%</b> | <b>12,500</b><br><b>56.2%</b> | <b>100%</b> | <b>7,700</b><br><b>57.4%</b> | <b>100%</b> |
| <i>In hazardous economic activity</i>                                                             | 1,100<br>3.1%                 | 5.5%        | 1,000<br>4.5%                 | 8.0%        | 100<br>0.8%                  | 1.4%        |
| <i>In hazardous occupation</i>                                                                    | 500<br>1.3%                   | 2.3%        | 500<br>2.1%                   | 3.7%        | 0<br>0.0%                    | 0.0%        |
| <i>Employed under hazardous conditions</i>                                                        | 18,600<br>52.2%               | 92.2%       | 11,000<br>49.6%               | 88.3%       | 7,600<br>56.6%               | 98.6%       |
| <b>b) Working children aged 5-13 years</b>                                                        | <b>10,100</b><br><b>28.5%</b> | <b>100%</b> | <b>6,600</b><br><b>29.8%</b>  | <b>100%</b> | <b>3,500</b><br><b>26.4%</b> | <b>100%</b> |
| <b>c) Ages 14-15 working more than 14 hrs/week &amp; ages 16-17 working more than 48 hrs/week</b> | <b>5,300</b><br><b>14.8%</b>  | <b>100%</b> | <b>3,100</b><br><b>14.0%</b>  | <b>100%</b> | <b>2,200</b><br><b>16.2%</b> | <b>100%</b> |

In order to better understand the types of risks children face at work, children can be grouped together in mutually exclusive categories according to the type and conditions of their work (see Section 1.3, Table 1.2). In line with this categorization, Table 3.9 provides a distribution of child labour in which children are counted only once, even if they face multiple risks. As the table indicates, 56.6 percent of child labourers are engaged in hazardous work, children considered too young to work for even one hour per week constitute 28.5 percent of child labourers, and children aged 14 and older who work excessive hours for their age constitute 14.8 percent of child labourers. Among those children engaged in hazardous work, the overwhelming majority (92.2%) are employed under hazardous conditions, whereas 3.1 percent are engaged in hazardous economic activities and 1.3 in hazardous occupations. It should be noted that while the estimates provided here are affected by the ordering of risks (and thus the formation of the mutually exclusive categories of child labour), given that hazardous industries and occupations are listed first, it is safe to state that children in Albania are classified as child labour not so much because of the occupations they hold or the industries in which they work (note that the majority of children are employed in agriculture as unpaid family workers), but because of the conditions under which they work.

Boys constitute 62.5 percent of child labourers, due in part to their higher employment rate when compared to girls.<sup>14</sup> However, as Table 3.9 shows, despite the difference in child labour rates, boys and girls face fairly similar risks. For example, among child labourers, 56.2 percent of boys and 57.4 percent of girls are engaged in hazardous work, 29.8 percent of boys and 26.4 percent of girls are children too young to work, and 14.0 percent of boys and 16.2 percent of girls are children aged 14 or older who work excessively long hours for their age. Among boys and girls engaged in hazardous work, the proportion

<sup>14</sup> An analysis of child labour by age group was not conducted, since age is already one of the determinants of child labour.

of girls (98.6%) employed under adverse working conditions exceeds that of boys (88.3%), whereas the proportion of boys engaged in industries or occupations that require their immediate removal exceeds that of girls.

### 3.6.1. Type of economic activity held by child labourers

The majority of child labourers (81.7%) are employed in agriculture (Table 3.10), another sizeable proportion (6.1%) are in wholesale and retail trade, an additional 4.4 percent work in hotels and restaurants and a further 3.1 percent are in construction. Interestingly, this distribution is very similar to that of working children (see Tables 3.1 and 3.10), which indicates that the conditions under which children work do not differ drastically among the different economic activities. If, for example, agriculture were to offer a much safer working environment than other economic sectors, its share among child labourers would have been much lower than its share among working children. That this is not the case (agriculture accounts for, respectively, 81.7% and 80% of child labourers and working children) indicates that it is not agricultural work per se that may pose a hazard to children, but the conditions under which children in agriculture work (including their working hours) that results in their classification as child labour.

**Table 3.10 Distribution of child labourers by type of economic activity**

| Economic activity (NACE rev.1.1)                 | All             | Boys            | Girls           |
|--------------------------------------------------|-----------------|-----------------|-----------------|
| Agriculture, hunting, forestry and fishing       | 29,000<br>81.7% | 17,500<br>78.7% | 11,600<br>86.6% |
| Manufacturing                                    | 500<br>1.4%     | 400<br>1.7%     | 100<br>1.0%     |
| Electricity, gas, water                          | 0<br>0.0%       | 0<br>0.0%       | 0<br>0.0%       |
| Construction                                     | 1,100<br>3.1%   | 1,000<br>4.5%   | 100<br>0.8%     |
| Wholesale and retail trade                       | 2,200<br>6.1%   | 1,500<br>6.5%   | 700<br>5.3%     |
| Hotels and restaurants                           | 1,500<br>4.4%   | 1,000<br>4.7%   | 500<br>3.9%     |
| Transport, storage and communication             | 100<br>0.4%     | 100<br>0.6%     | 0<br>0.0%       |
| Other activities                                 | <100<br>0.2%    | 0<br>0.0%       | <100<br>0.5%    |
| Not classified (fetching water, helping at home) | 1,000<br>2.8%   | 700<br>3.3%     | 300<br>1.9%     |
| Total number of child labourers                  | 35,500          | 22,200          | 13,300          |

In line with the above findings, the sectoral distribution of child labourers does not differ greatly from that of working children, regardless of sex (Tables 3.1 and 3.10). For example, 77.8 percent of working boys and 83.3 percent of working girls are found in agriculture (Table 3.1), as compared to 78.7 percent of boy child labourers and 86.6 percent of girl child labourers (Table 3.10). These findings clearly indicate that the risks children face in agriculture should not be dismissed. Higher female employment in agriculture also translates into a higher proportion of female child labourers as compared to male child labourers in agriculture. In contrast, a larger proportion of male child labourers are found in construction, wholesale and retail trade and hotels and restaurants (see Table 3.10).

### 3.6.2. Occupation held by child labourers

In line with their involvement in agricultural work, the majority of child labourers (80.6%) are classified as elementary agricultural workers. Another sizeable proportion of child labourers are service and sales workers (8.9%), close to half of whom are personal service workers. Craft and related trades workers constitute 3 percent and elementary mining and construction workers 2.3 percent of child labourers. As is the case with sectoral distribution, the occupational distributions of child labourers and working children are very similar (Tables 3.2 and 3.11), although the proportion of service and sales workers is slightly lower among child labourers than among working children, whereas the proportion of elementary workers is slightly higher among child labourers than among working children. This suggests that elementary workers face higher risks when compared to children in other occupations.

**Table 3.11 Distribution of child labourers by occupation**

| Occupation (ISCO-08)                                   | All             | Boys            | Girls           |
|--------------------------------------------------------|-----------------|-----------------|-----------------|
| Service and sales workers                              | 3,200<br>8.9%   | 1,900<br>8.3%   | 1,300<br>9.9%   |
| <i>Personal service workers (518)</i>                  | 1,500<br>4.2%   | 1,000<br>4.3%   | 500<br>4.0%     |
| <i>Street and market sales persons (521)</i>           | 700<br>1.9%     | 300<br>1.2%     | 400<br>3.2%     |
| <i>Other</i>                                           | 1,000<br>2.8%   | 600<br>2.8%     | 400<br>2.7%     |
| Skilled agricultural workers                           | 200<br>0.6%     | 200<br>0.8%     | <100<br>0.1%    |
| Craft and related trades workers                       | 1,000<br>3.0%   | 800<br>3.7%     | 200<br>1.8%     |
| Plant and machine operators, assemblers                | <100<br>0.1%    | <100<br>0.2%    | 0<br>0.0%       |
| Elementary occupations                                 | 30,800<br>86.8% | 19,000<br>86.0% | 11,800<br>88.2% |
| <i>Agricultural, forestry, fishery labourers (921)</i> | 28,600<br>80.6% | 17,300<br>78.0% | 11,300<br>84.8% |
| <i>Mining and construction labourers (931)</i>         | 800<br>2.3%     | 800<br>3.7%     | 0<br>0.0%       |
| <i>Other</i>                                           | 1,400<br>3.9%   | 900<br>4.3%     | 500<br>3.4%     |
| <b>Total number of child labourers</b>                 | <b>35,500</b>   | <b>22,200</b>   | <b>13,300</b>   |

Note: Note: Information on occupation is unavailable for 0.6% of all child labourers and 1% of male child labourers.

About an equal proportion of male and female child labourers (86% and 88.2%) work as elementary workers. However, the proportion of girls who are elementary agricultural workers is greater than that of boys (84.8% vs. 78%). The proportion of male and female child labourers employed as service and sales workers are similar (8.3% of males as compared to 9.9% of females), although the proportion of girls classified as street and market sales workers is slightly higher than that of boys (3.2% vs. 1.2%), and the proportion of boys classified as craft and related trades workers is greater than that of girls (3.7% vs. 1.8%). In addition, 3.7% of boys are elementary mining and construction workers.

### 3.6.3. Status in employment of child labourers

The overwhelming majority of child labourers (89.6%) are employed as unpaid family workers, which again parallels the earlier finding that 89.7 percent of working children are unpaid family workers. Hence, in terms of risks faced, children working as unpaid family workers do not differ substantially from children who are wage earners.

**Table 3.12 Distribution of child labourers by status in employment**

| Status in employment            | All             | Boys            | Girls           |
|---------------------------------|-----------------|-----------------|-----------------|
| Wage worker (employee)          | 2,100<br>6.0%   | 1,800<br>8.4%   | 300<br>2.0%     |
| Own-account worker              | 1,500<br>4.4%   | 1,200<br>5.3%   | 300<br>2.8%     |
| Unpaid family worker            | 31,900<br>89.6% | 19,200<br>86.3% | 12,700<br>95.2% |
| Total number of child labourers | 35,500          | 22,200          | 13,300          |

The overwhelming majority of girl child labourers (95.2%) are employed as unpaid family workers, whereas this proportion is slightly lower (86.3%) among boy child labourers (Table 3.12). This gender difference is not surprising, given the proportions of girls and boys (93.4% and 87.2%, respectively) who work as unpaid family workers (See Table 3.7). Among children who are wage-earners, boys appear to be at a greater risk of child labour when compared to girls.<sup>15</sup>

## 3.7. Regional differences in working children and child labour

Tables 3.12 and 3.13 show the regional distribution of working children, child labourers and the child population. In a number of Albania's 12 regions, the prevalence of child employment is higher than what might be expected based on population. For example, Elbasan is home to 10.7 percent of the child population, but 27.7 percent of working children. Berat, Diber, Korce and Shkoder also have higher than expected numbers of working children, whereas Durres, Fier, Lezhe, Tirana and Vlore boast far fewer working children than their child populations would suggest. The capital city Tirana, which is home to over a quarter of the nation's child population, accounts for only 9.3 percent of the nation's working children.

<sup>15</sup> Due to the small numbers of children employed as wage workers and own-account workers, the prevalence of child labour is not disaggregated by employment status.

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**Table 3.13 Distribution of working children by region**

| Region      | Child Population | Working Children | Working Boys   | Working Girls  |
|-------------|------------------|------------------|----------------|----------------|
| Berat       | 37,400<br>5.4%   | 3,900<br>7.2%    | 2,600<br>8.1%  | 1,300<br>5.9%  |
| Diber       | 30,600<br>4.4%   | 3,500<br>6.5%    | 2,200<br>6.8%  | 1,300<br>6.1%  |
| Durres      | 67,900<br>9.7%   | 1,500<br>2.7%    | 900<br>2.8%    | 600<br>2.6%    |
| Elbasan     | 74,900<br>10.7%  | 14,900<br>27.7%  | 8,700<br>26.9% | 6,200<br>28.9% |
| Fier        | 81,800<br>11.7%  | 4,200<br>7.8%    | 2,000<br>6.3%  | 2,200<br>10.1% |
| Gjirokaster | 22,400<br>3.2%   | 1,000<br>1.8%    | 800<br>2.5%    | 200<br>0.9%    |
| Korce       | 56,300<br>8.1%   | 10,300<br>19.2%  | 6,200<br>19.2% | 4,100<br>19.2% |
| Kukes       | 17,300<br>2.5%   | 1,300<br>2.3%    | 600<br>1.8%    | 700<br>3.1%    |
| Lezhe       | 34,700<br>5.0%   | 700<br>1.2%      | 500<br>1.6%    | 200<br>0.7%    |
| Shkoder     | 53,800<br>7.7%   | 7,000<br>13.1%   | 4,200<br>12.9% | 2,900<br>13.4% |
| Tirana      | 175,100<br>25.1% | 5,000<br>9.3%    | 3,300<br>10.0% | 1,700<br>8.2%  |
| Vlore       | 46,300<br>6.6%   | 600<br>1.1%      | 400<br>1.2%    | 200<br>1.0%    |
| Total       | 698,600          | 54,000           | 32,400         | 21,600         |

The distribution of working children across regions shows similarities between boys and girls. This finding indicates that regional economic structures offer similar work opportunities for both girls and boys. Moreover, the distribution of child labourers across regions closely follows the distribution of working children, so that regions with large proportions of working children are also home to large proportions of child labourers, and those with small proportions of working children are also home to small proportions of child labourers. For example, Elbasan is home to 27.7 percent of working children and 26 percent of child labourers, while Tirana is home to only 9.3 percent of working children and only 8.7 percent of child labourers. The distribution of boy and girl child labourers across regions also closely follows the distribution of working children in general (See Table 3.12).

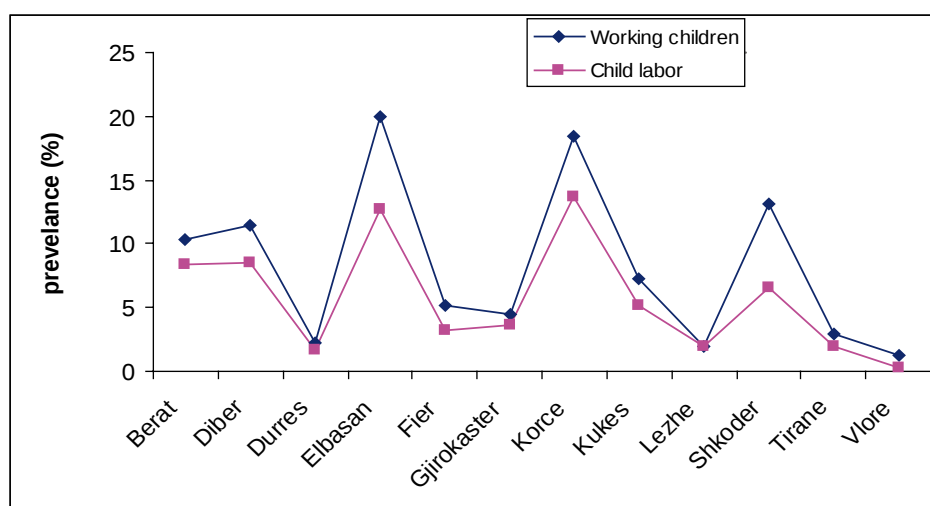
**Table 3.14 Distribution of child labourers by region**

| Region | Child Population | Child Labour  | Child Labour Boys | Child Labour Girls |
|--------|------------------|---------------|-------------------|--------------------|
| Berat  | 37,400<br>5.4%   | 3,100<br>8.8% | 2,000<br>8.9%     | 1,100<br>8.8%      |
| Diber  | 30,600<br>4.4%   | 2,600<br>7.3% | 1,900<br>8.5%     | 700<br>5.3%        |
| Durres | 67,900<br>9.7%   | 1,200<br>3.3% | 900<br>3.9%       | 300<br>2.3%        |

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| Region      | Child Population | Child Labour   | Child Labour Boys | Child Labour Girls |
|-------------|------------------|----------------|-------------------|--------------------|
| Elbasan     | 74,900<br>10.7%  | 9,200<br>26.0% | 5,400<br>24.6%    | 3,800<br>28.2%     |
| Fier        | 81,800<br>11.7%  | 2,600<br>7.3%  | 1,300<br>5.8%     | 1,300<br>9.8%      |
| Gjirokaster | 22,400<br>3.2%   | 800<br>2.3%    | 750<br>3.4%       | <100<br>0.4%       |
| Korce       | 56,300<br>8.1%   | 7,700<br>21.7% | 4,500<br>20.1%    | 3,200<br>24.2%     |
| Kukes       | 17,300<br>2.5%   | 900<br>2.5%    | 400<br>2.0%       | 500<br>3.5%        |
| Lezhe       | 34,700<br>5.0%   | 700<br>1.9%    | 500<br>2.3%       | 200<br>1.2%        |
| Shkoder     | 53,800<br>7.7%   | 3,500<br>10.0% | 2,500<br>11.4%    | 1,000<br>7.7%      |
| Tirana      | 175,100<br>25.1% | 3,100<br>8.7%  | 1,900<br>8.6%     | 1,200<br>8.8%      |
| Vlore       | 46,300<br>6.6%   | 100<br>0.3%    | 100<br>0.5%       | 0<br>0.0%          |
| Total       | 698,600          | 35,500         | 22,200            | 13,300             |



**Figure 3.1 Prevalence of child work and child labour by region**

Figure 3.1 offers a visual comparison between the prevalence of working children and child labour by region. One finding that becomes apparent from Figure 3.1 is that regions that boast high child employment rates tend to have high child labour rates as well. Interestingly, however, in Elbasan and Shkoder, two of the regions in which the prevalence of child labour is highest, the child labour rates are lower than what might be expected given the closer similarities between child employment and child labour rates in the other regions of the country. Nonetheless, the overall findings indicate that the hazards children face at work do not vary greatly across regions.

## SECTION

# 4

## HEALTH, SCHOOLING AND CHILD EMPLOYMENT

Child employment raises concerns mainly because of the possibility that work may jeopardize children's health and/or schooling. In addition to collecting information about children's working conditions, the Child Labour Survey collects information about working children's health outcomes during the year preceding the survey with a view to identifying the short-term consequences of work as well as the potential risks children face. Information on short-term health outcomes (i.e. work-related illnesses and injuries suffered by children) and potential risks from work as well as schooling outcomes of both working and non-working children (as measured by school attendance, highest grade completed, school-starting age, school absence and vocational training) was also gathered directly from the children themselves.<sup>16</sup> It should be noted that any discrepancies observed in schooling outcomes between the two groups cannot be readily attributed to the negative consequences of work, but may, in fact, be the result of underlying factors that simultaneously affect decisions on both work and school. Nonetheless, it is important to understand whether or not a negative association exists between work and schooling in order to identify groups of children who may benefit from targeted policies.

### 4.1. Health outcomes and workplace risks of working children

#### 4.1.1. Health outcomes of working children and child labourers<sup>17</sup>

An estimated 8,000 working children suffered from a work-related illness or injury during the year prior to the survey. This figure represents 13 percent of all working children. As Table 4.1 shows, the most common complaint among children was extreme fatigue, which affected 7.2 percent of all working children (8.3% of boys and 5.3% of girls). Another 6 percent of working children (5.7% of boys and 6.5% of girls) suffered from fever; and 2.2 percent of working children (3.1% of boys and 0.8% of girls) suffered from superficial cuts and injuries. Other work-related illnesses/injuries (fractures, strains, burns, skin problems, etc.) were reported by less than one percent of working children.

**Table 4.1 Work-related illnesses/injuries of working children**

| Type of illness/injury suffered | All           | Boys          | Girls       |
|---------------------------------|---------------|---------------|-------------|
| Superficial cuts/injuries       | 1,400<br>2.2% | 1,200<br>3.1% | 200<br>0.8% |
| Fracture                        | <100<br>0.1%  | <100<br>0.2%  | 0<br>0.0%   |
| Dislocation/sprain              | 400<br>0.6%   | 400<br>1.0%   | 0<br>0.0%   |

<sup>16</sup> In contrast to the information presented in the previous sections, estimates of child work in this section are based on child responses; therefore, the estimates presented in this section may differ somewhat from those presented in previous sections.

<sup>17</sup> Due to the small numbers of children reporting work-related illnesses/injuries, this section is not disaggregated by age.

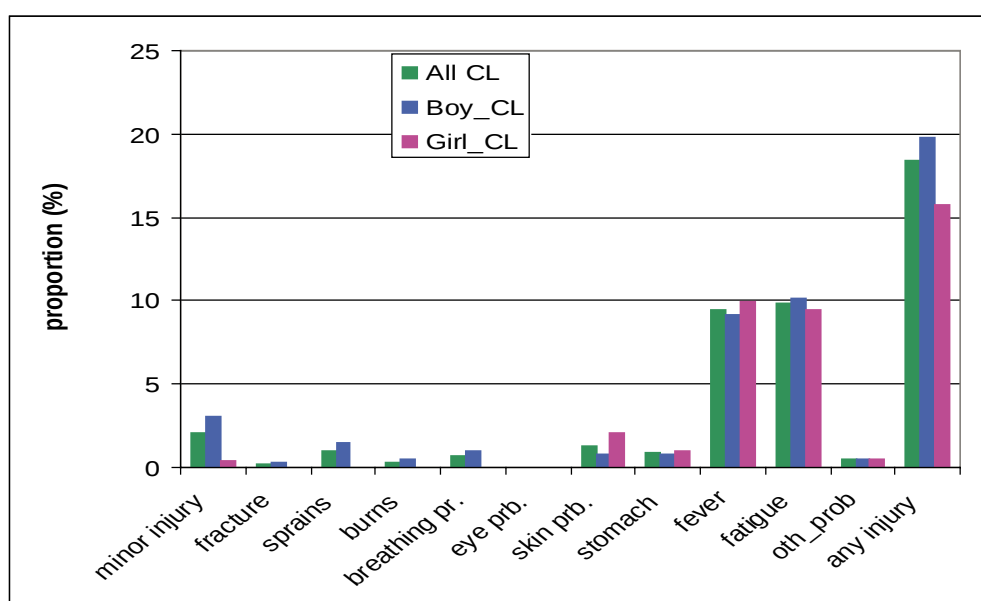
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| Type of illness/injury suffered            | All            | Boys           | Girls          |
|--------------------------------------------|----------------|----------------|----------------|
| Burns, corrosions, frostbite               | 100<br>0.2%    | 100<br>0.3%    | 0<br>0.0%      |
| Respiratory-related problem                | 200<br>0.4%    | 200<br>0.6%    | 0<br>0.0%      |
| Skin problems                              | 500<br>0.8%    | 200<br>0.5%    | 300<br>1.1%    |
| Stomach problem/diarrhea                   | 400<br>0.7%    | 200<br>0.5%    | 200<br>1.0%    |
| Fever                                      | 3,700<br>6.0%  | 2,200<br>5.7%  | 1,500<br>6.5%  |
| Extreme fatigue                            | 4,400<br>7.2%  | 3,200<br>8.3%  | 1,200<br>5.3%  |
| Other problems                             | 200<br>0.3%    | 100<br>0.3%    | 100<br>0.3%    |
| Any illness/injury                         | 8,000<br>13.0% | 5,500<br>14.4% | 2,500<br>10.8% |
| No. of children employed in past 12 months | 61,500         | 38,200         | 23,400         |

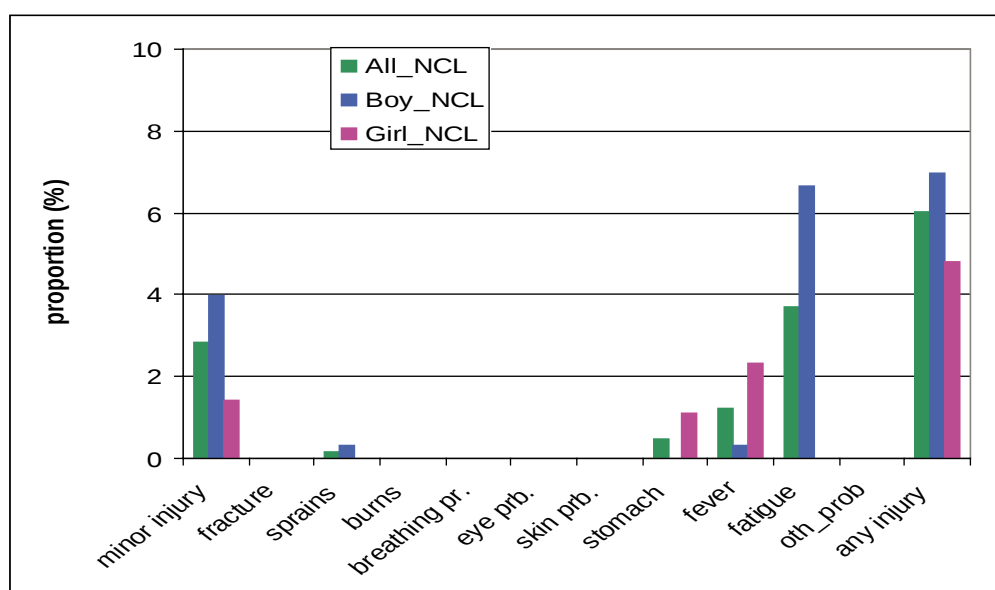
Note: The reference period for employment is the year preceding the survey.

Figures 4.1 and 4.2 depict work-related health problems suffered by child labourers and working children who are not child labourers. As a comparison of the two figures indicates, child labourers suffer more from work-related health problems than working children who are not considered child labour.<sup>18</sup> For example, while 18.4 percent of child labourers report having suffered from an illness or injury during the year preceding the survey, the corresponding rate among those working children not considered child labourers is only 6 percent.



**Figure 4.1 Injury/illness suffered by child labourers**

<sup>18</sup> More information on work-related illnesses and injuries of child labourers can be found in Tables A4.1 and A4.2 in Appendix C.



**Figure 4.2 Injury/illness suffered by working children not child labourers**

Despite the differences in magnitude, the types of work-related health problems suffered by working children who are not classified as child labourers and those who are classified as child labourers are fairly similar, with both groups of children complaining most often of fatigue (3.7% and 9.9%, respectively) and fever (1.2% and 9.4%, respectively). These findings are not surprising, considering that excessive work hours form one of the criteria by which child-labour status is identified. Children who work longer hours – possibly under more strenuous conditions – could be expected to complain more about exhaustion and fever, to which weaker children are more susceptible. Child labourers are also more likely than other working children to suffer from work-related injuries and illnesses such as fractures, strains, burns, skin problems, etc.; however, with the exception of minor injuries (reported by 2.1% of child labourers and 2.8% of working children not considered child labour), these problems were reported by less than 2 percent of child labourers.

Male child labourers are more likely to suffer from a work-related injury or illness than female child labourers, with the prevalence rates among boys and girls 19.8 percent and 15.8 percent, respectively. (The difference is not statistically significant, although this may be due to the small number of observations.) A smaller gender gap exists between male and female working children who are not considered child labourers (7.0% and 4.8%, respectively). The types of injuries/illnesses suffered by male and female child labourers are similar, with the majority of both groups suffering mainly from extreme fatigue and fever. While for female child labourers these two problems more or less summarize their work-related problems (aside from a small group who complain about skin-related problems), the variety of illnesses/injuries suffered by male child labourers is more varied (see Figure 4.1).

For more than half of all working children who reported a work-related illness or injury during the previous year, even the most serious illness/injury was not serious enough to prevent them from going to work or school (Table 4.2). However, in 43.1 percent of cases, children stopped going to work or school temporarily, and in 4.1 percent of cases, children left work or school permanently. More than half of child labourers also reported no serious consequences as a result of work-related illness/injury (see Table 4.3). However, 4.8 percent of child labourers reported a serious problem that prevented them from going to work or attending school permanently, whereas none of the working children not classified as child labour reported such a consequence.

**Table 4.2 Consequences of most serious illness/injury for all working children**

| Consequence                                        | All            | Boys           | Girls          |
|----------------------------------------------------|----------------|----------------|----------------|
| Not serious – did not stop work or going to school | 4,200<br>52.9% | 3,000<br>54.4% | 1,200<br>49.7% |
| Stopped work or attending school for a short time  | 3,400<br>43.1% | 2,200<br>39.7% | 1,200<br>50.3% |
| Stopped work or attending school completely        | 300<br>4.1%    | 300<br>5.9%    | 0<br>0.0%      |
| Number of injured in past 12 months                | 8,000          | 5,500          | 2,500          |

Note: The reference period for employment is the year preceding the survey.

**Table 4.3 Consequences of most serious illness/injury for child labourers**

| Consequence                                        | All            | Boys           | Girls          |
|----------------------------------------------------|----------------|----------------|----------------|
| Not serious – did not stop work or going to school | 3,600<br>54.2% | 2,700<br>58.9% | 900<br>43.5%   |
| Stopped work or attending school for a short time  | 2,700<br>41.0% | 1,600<br>34.1% | 1,100<br>56.5% |
| Stopped work or attending school completely        | 300<br>4.8%    | 300<br>7.0%    | 0<br>0.0%      |
| Number of injured in past 12 months                | 6,700          | 4,700          | 2,000          |

Note: The reference period for employment is the year preceding the survey.

Some differences are observed between boys and girls in terms of work-related illnesses/injuries. While the most serious illness/injury did not prevent the majority of either boys or girls from attending school or work, or did so only temporarily, 5.9 percent of all working boys (and 7% of male child labourers) reported stopping work or attending school permanently. Importantly, almost 80 percent of children reporting an injury or illness due to work were agricultural workers.

**Table 4.4 Working children subjected to unfavourable treatment at work**

| Treatment              | All           | Boys          | Girls         |
|------------------------|---------------|---------------|---------------|
| Constantly shouted at  | 4,100<br>6.7% | 3,000<br>7.9% | 1,100<br>4.7% |
| Repeatedly insulted    | 400<br>0.6%   | 100<br>0.3%   | 300<br>1.1%   |
| Beaten/physically hurt | 1,900<br>3.0% | 1500<br>3.8%  | 400<br>1.8%   |
| Other                  | 700<br>1.1%   | 400<br>1.0%   | 300<br>1.4%   |
| Any of the above       | 5,000<br>8.2% | 3,500<br>9.1% | 1,500<br>6.8% |
| Number of employed     | 61,500        | 38,200        | 23,400        |

**Table 4.5 Child labourers subjected to unfavourable treatment at work**

| Treatment                 | All            | Boys           | Girls          |
|---------------------------|----------------|----------------|----------------|
| Constantly shouted at     | 3,500<br>9.6%  | 2,400<br>10.3% | 1,100<br>8.4%  |
| Repeatedly insulted       | 400<br>1.0%    | 100<br>0.5%    | 300<br>2.0%    |
| Beaten/physically hurt    | 1,300<br>3.7%  | 900<br>3.9%    | 400<br>3.2%    |
| Other                     | 700<br>1.9%    | 400<br>1.6%    | 300<br>2.6%    |
| Any of the above          | 4,500<br>12.2% | 2,900<br>12.2% | 1,600<br>12.1% |
| Number of child labourers | 36,500         | 23,500         | 13,000         |

With regard to their treatment at work, 8.2 percent of all working children reported being mistreated at work, with the most common complaints being constantly shouted at (6.7%) or beaten/physically hurt (3.0%). Rates of mistreatment were reported to be higher among child labourers (12.2%), although the types of unfavourable treatment were similar, namely, being constantly shouted at (9.6%) and physically abused (3.7%). A closer look at those working children reporting physical abuse reveals that this group is comprised entirely of unpaid family workers; in other words, it is very likely that these children are injured by their parents or another family member. Considering that it is not uncommon for adults to look upon physical punishment as a means of disciplining children and ‘teaching’ them how to behave ‘properly’, it would not be surprising to find that the mistreatment at work reported by children does not represent anything substantially different from how they are treated outside of work.

The proportions of girls and boys who complain about unfavourable treatment at work are fairly similar. For example, among working children, 6.8 percent of girls and 9.1 percent of boys complain about some sort of mistreatment at work. Among child labourers, the corresponding figures for girls and boys are 12.1 percent and 12.2 percent, respectively. Types of complaints voiced by girls and boys are also similar, with both groups reporting being constantly shouted at and physically hurt. A larger proportion of male child labourers than working children report being repeatedly insulted at work.

Finally, with regard to mistreatment at work, it should be noted here again that a sizeable proportion of children were not interviewed alone and that the majority of children are employed by their own parents; thus, the estimates of the proportions of children subjected to unfavorable treatment at work should be regarded as lower-bound estimates.

### 4.1.2. Workplace risks of working children and child labourers

Table 4.6 shows the distribution of working children by workplace risks. The most common risk faced by working children is dust/fumes (21.2%), followed by working in extreme cold or heat (20.1%). These are not surprising findings, given that the majority of working children work outdoors in agricultural establishments. In total, approximately one-third of working children are estimated to work in unfavourable environments.

The types of workplace risks faced by girls and boys are fairly similar, although larger proportions of boys are subject to risks other than dust/fumes and heat/cold. For instance, a larger proportion of boys as compared to girls (5.4% vs. 1.3%) report carrying heavy loads at work. That a larger proportion of working girls report working in environments with dust/fumes and under extreme cold or heat may have to do with subjective evaluation of workplace risks. For example, if girls are more sensitive to

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dust, they will be more likely to report working under such circumstances. Hence, part of the gender discrepancy in risks should be regarded as the result of differences in the subjective evaluation of risks by boys and girls.

**Table 4.6 Proportion of children subject to unfavourable work environments**

| Work environment                   | All             | Boys            | Girls          |
|------------------------------------|-----------------|-----------------|----------------|
| Carries heavy loads                | 2,400<br>3.9%   | 2,100<br>5.4%   | 300<br>1.3%    |
| Operates heavy machinery/equipment | 500<br>0.9%     | 500<br>1.4%     | 0<br>0.0%      |
| Dust/fumes                         | 13,000<br>21.2% | 7,200<br>18.8%  | 5,800<br>25.0% |
| Fire, gas, flames                  | 300<br>0.4%     | 200<br>0.5%     | 100<br>0.2%    |
| Loud noise or vibration            | 2,000<br>3.2%   | 1,700<br>4.3%   | 300<br>1.3%    |
| Extreme cold or heat               | 12,400<br>20.1% | 7,200<br>19.0%  | 5,200<br>22.0% |
| Dangerous tools                    | 700<br>1.4%     | 600<br>1.6%     | 100<br>0.9%    |
| Work at heights                    | 200<br>0.2%     | 100<br>0.1%     | 100<br>0.5%    |
| Work in water/lake/pond/river      | 500<br>0.8%     | 500<br>1.2%     | 0<br>0.0%      |
| Workplace too dark or confined     | 300<br>0.6%     | 300<br>0.9%     | 0<br>0.0%      |
| Insufficient ventilation           | 500<br>0.8%     | 300<br>0.9%     | 200<br>0.8%    |
| Chemicals                          | 1,700<br>2.8%   | 900<br>2.5%     | 800<br>3.3%    |
| Explosives                         | 100<br>0.2%     | 0<br>0.0%       | 100<br>0.5%    |
| Other                              | 100<br>0.1%     | 100<br>0.2%     | 0<br>0.0%      |
| Any of above                       | 20,700<br>33.7% | 12,400<br>32.6% | 8,300<br>35.4% |
| Number of employed                 | 61,500          | 38,200          | 23,400         |

**Table 4.7 Proportion of child labourers subject to unfavourable work environments**

| Work environment                   | All             | Boys           | Girls          |
|------------------------------------|-----------------|----------------|----------------|
| Carries heavy loads                | 2,400<br>6.5%   | 2,100<br>8.8%  | 300<br>2.3%    |
| Operates heavy machinery/equipment | 500<br>1.4%     | 500<br>2.2%    | 0<br>0.0%      |
| Dust/fumes                         | 12,100<br>33.2% | 6,500<br>27.9% | 5,600<br>42.7% |
| Fire, gas, flames                  | 300<br>0.7%     | 200<br>0.9%    | 100<br>0.4%    |

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| Work environment               | All             | Boys            | Girls          |
|--------------------------------|-----------------|-----------------|----------------|
| Loud noise or vibration        | 1,900<br>5.3%   | 1,600<br>7.0%   | 300<br>2.1%    |
| Extreme cold or heat           | 12,000<br>32.9% | 7,000<br>29.9%  | 5,000<br>38.4% |
| Dangerous tools                | 800<br>2.3%     | 600<br>2.6%     | 200<br>1.7%    |
| Work at heights                | 200<br>0.4%     | 100<br>0.2%     | 100<br>0.8%    |
| Work in water/lake/pond/river  | 500<br>1.3%     | 500<br>2.0%     | 0<br>0.0%      |
| Workplace too dark or confined | 400<br>0.9%     | 400<br>1.5%     | 0<br>0.0%      |
| Insufficient ventilation       | 500<br>1.4%     | 300<br>1.4%     | 200<br>1.5%    |
| Chemicals                      | 1,700<br>4.7%   | 900<br>4.0%     | 800<br>5.9%    |
| Explosives                     | 100<br>0.3%     | 0<br>0.0%       | 100<br>0.8%    |
| Other                          | 100<br>0.2%     | 100<br>0.3%     | 0<br>0.0%      |
| Any of above                   | 19,800<br>54.2% | 11,800<br>50.3% | 8,000<br>61.3% |
| Number of child labourers      | 36,500          | 23,500          | 13,000         |

Considering that child labourers are defined in part based on their work environments, it is not surprising that a larger proportion of child labourers (54.2%) reported facing workplace risks when compared to working children in general (33.7%) (Table 4.7). Whereas one-third of both working children and child labourers reported working in environments with dust/fumes and under extreme heat or cold, 6.5 percent of child labourers reported carrying heavy loads at work, compared to only 3.8 percent of working children.

Both male and female child labourers face greater risks when compared to working boys and girls in general. As noted earlier, this is not an unexpected outcome, since the definition of child labour includes workplace risks. What is important to note here is that the ordering of risks in terms of the proportions of children affected are similar for working children and child labourers, which is an indication that the work environments of these two groups are fairly similar.

## 4.2. Schooling outcomes of non-working children, working children and child labourers

### 4.2.1. School attendance rates

School attendance rates differ by employment status. Among 5-17-year-olds, 77.5 percent of working children and 79.9 of child labourers were estimated to attend school, compared to 93.8 percent of children who do not work. However, it is likely that the true difference in school attendance rates is exaggerated by the fact that working children and child labourers tend to be two to three years older than non-working children. Indeed, when school attendance rates are compared by age groups, the difference between working and non-working children decreases among younger children, but increases among older children.

# WORKING CHILDREN IN THE REPUBLIC OF ALBANIA

## The Results of the 2010 National Child Labour Survey

Among 5-11-year-olds, school attendance rates are estimated to reach 99 percent among working children and child labourers, compared to only 92.5 percent among children who do not work. The lower rate for non-working children can be explained by two factors: first, non-working children are younger than working children and child labourers by 1.7 years, and second, issues such as disability, illness and parental perceptions about a child's readiness for school that are likely to prevent children's school attendance are also likely to prevent their employment. Among 12-14-year-olds, school attendance rates of working children and child labourers decline slightly to 95 percent, whereas the school attendance rate of non-working children increases to 97.2 percent. Among 15-17-year-olds, school attendance rates register a sharp drop, declining to 61.9 percent among working children, 54 percent among child labourers and 89.1 percent among non-working children. Thus, the difference in school attendance rates between 12-14-year-olds and 15-17-year-olds is 8.1 percentage points among non-working children, whereas the corresponding figure among working children and child labourers is 33.5 and 41.2 percentage points, respectively. The timing of the drop in attendance coincides with the end of compulsory schooling.

The above-mentioned rates given for older children suggest that there is a negative association between school attendance and employment. As children grow older and exceed the age for compulsory schooling, their school attendance decreases; however, this decrease is much more substantial for working children and child labourers than it is for non-working children. As Table 4.7 shows, in comparison to non-working children, working children experience a 25-percentage-point greater drop in school attendance (33.5%, as compared to 8.1%), and child labourers a 35-percentage-point greater drop (41.2%, as compared to 8.1%). While it is tempting to attribute these differences to the effects of employment, the fact that both work and schooling are choice variables complicates the analysis, and the similarities in school attendance rates among younger children, regardless of their work status, casts further doubts on the causal effects of work on school attendance (Table 4.8). That child labourers experience a 7.7-percentage-point greater drop in school attendance vis-à-vis working children could be interpreted as the negative effect of hazardous work on child schooling; in fact, however, this estimate is likely to exaggerate the effect of hazardous employment on schooling, since the definition of child labour includes hours of work, which is itself a choice variable. In other words, factor(s) that lead children to work longer hours may be the source of the negative association between school and work.

**Table 4.8 School attendance of working and non-working children by age**

| School attendance | Age 5-17         | Age 5-11         | Age 12-14        | Age 15-17        |
|-------------------|------------------|------------------|------------------|------------------|
| Working children  | 45,000<br>77.5%  | 8,500<br>98.8%   | 16,800<br>95.4%  | 19,700<br>61.9%  |
| Child labourers   | 29,200<br>79.9%  | 8,500<br>98.8%   | 13,000<br>95.2%  | 7,700<br>54.0%   |
| Not working       | 594,300<br>93.8% | 319,900<br>92.5% | 141,900<br>97.2% | 132,500<br>89.1% |

**Table 4.9 School attendance rates of working and non-working children by age and sex**

| School attendance | Age 5-17         |                  | Age 5-11       |                  | Age 12-14       |                 | Age 15-17       |                 |
|-------------------|------------------|------------------|----------------|------------------|-----------------|-----------------|-----------------|-----------------|
|                   | Boys             | Girls            | Boys           | Girls            | Boys            | Girls           | Boys            | Girls           |
| Working children  | 28,400<br>79.9%  | 16,600<br>73.7%  | 5,500<br>100%  | 3,000<br>96.5%   | 10,100<br>94.8% | 6,700<br>96.3%  | 12,700<br>65.9% | 7,000<br>55.8%  |
| Child labourers   | 18,600<br>79.2%  | 10,600<br>81.3%  | 5,500<br>100%  | 3,000<br>96.5%   | 7,900<br>95.3%  | 5,100<br>95.2%  | 5,100<br>53.4%  | 2,600<br>55.3%  |
| Not working       | 300,500<br>93.2% | 293,800<br>92.3% | 169,400<br>92% | 150,500<br>93.1% | 67,300<br>97.6% | 74,600<br>96.7% | 63,700<br>92.1% | 68,800<br>86.4% |

The school enrolment rates of girls and boys in employment fall short of their non-working counterparts, especially at ages beyond compulsory schooling (Table 4.9). While the school-attendance gap between working and non-working boys aged 12-14 is on the order of 2.8 percentage points, this gap increases to 26.2 percentage points among working boys aged 15-17. The corresponding rates among girls are 0.4 and 30.6 percentage points, respectively.

### 4.2.2. School starting age

Most children reported starting compulsory basic education at age 6 (Table 4.9). There is very little differentiation in the school-starting ages of non-working children, working children and child labourers. While 72.8 percent of non-working children started basic education at age 6 or younger, the corresponding figures for working children and child labourers are 71.9 percent and 73.7 percent, respectively (Table 4.10). Similarly, while 27.2 percent of non-working children started school at age 7 or older, the corresponding figures for working children and child labourers are 28.1 percent and 26.3 percent, respectively. Overall, the mean school-starting age of children is 6.3 years, regardless of work status.

**Table 4.10 (Basic education) school-starting age by work status**

| School-starting age                             | Non-working children | Working children | Child labour    |
|-------------------------------------------------|----------------------|------------------|-----------------|
| 5 or younger                                    | 3,600<br>0.6%        | 900<br>1.6%      | 700<br>1.8%     |
| 6                                               | 398,600<br>72.2%     | 40,300<br>70.3%  | 25,800<br>71.9% |
| 7                                               | 145,900<br>26.4%     | 15,600<br>27.1%  | 9,000<br>25.1%  |
| 8                                               | 3,400<br>0.6%        | 400<br>0.7%      | 300<br>0.9%     |
| Older than 8                                    | 1,000<br>0.2%        | 100<br>0.3%      | 100<br>0.3%     |
| Total children ever enrolled in basic education | 552,400              | 57,300           | 35,900          |

These findings also shed light on previous findings on grade-for-age (discussed in Section 2) and confirm the earlier conjecture that while a small group of children (27.3%) do, in fact, start compulsory basic education later than age 6, the majority (72%) starts at age 6.

### 4.2.3. Highest grade completed

As noted above, schooling outcomes of working and non-working children diverge mainly beyond the age of compulsory education. Table 4.11 compares the current school grade of 17-year-old working and non-working children and child labourers who still attend school,<sup>19</sup> while Table 4.12 compares the highest grade attained by 17-year-old drop-outs by their current work status.

<sup>19</sup> Child labourers who are currently in school are limited to 17 observations. Due to small sample size, estimates may not be precise.

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**Table 4.11 Current school grade of 17-year-old school going children by employment status**

| Current grade                              | Not working     | Working        | Child labourers |
|--------------------------------------------|-----------------|----------------|-----------------|
| Compulsory schooling 7 <sup>th</sup> grade | 0<br>0.0%       | <100<br>0.8%   | 0<br>0.0%       |
| Compulsory schooling 8 <sup>th</sup> grade | 100<br>0.3%     | <100<br>0.7%   | 0<br>0.0%       |
| Compulsory schooling 9 <sup>th</sup> grade | 600<br>1.5%     | 100<br>2.6%    | 0<br>0.0%       |
| High school 1 <sup>st</sup> grade          | 3,100<br>8.5%   | 400<br>8.3%    | 400<br>21.5%    |
| High school 2 <sup>nd</sup> grade          | 2,900<br>8.1%   | 600<br>10.8%   | 100<br>5.7%     |
| High school 3 <sup>rd</sup> grade          | 24,900<br>68.2% | 3,600<br>68.8% | 1,000<br>61.1%  |
| High school 4 <sup>th</sup> grade          | 4,900<br>13.4%  | 400<br>8.0%    | 200<br>11.8%    |
| Children 17 years of age in school         | 36,400          | 5,200          | 1,700           |

The majority of 17-year-old children who attend school are in the third grade of high school. This is true for non-working children as well as for working children and child labourers (Table 4.11). What differentiates the non-working children from the others is that the proportion of non-working children (18.2%) attending lower grades is smaller than that of working children (23.2%) and child labourers (25.7%), whereas the proportion of non-working children (13.4%) attending higher grades (grade four of high school) is larger than that of working children (8.0%) and child labourers (11.2%). Given that there is no difference in school-starting ages among non-working children, working children and child labourers, these findings indicate that grade repetition is more common among working children and child labourers than among non-working children.

**Table 4.12 Highest school grade completed by 17-year-old drop-outs by employment status**

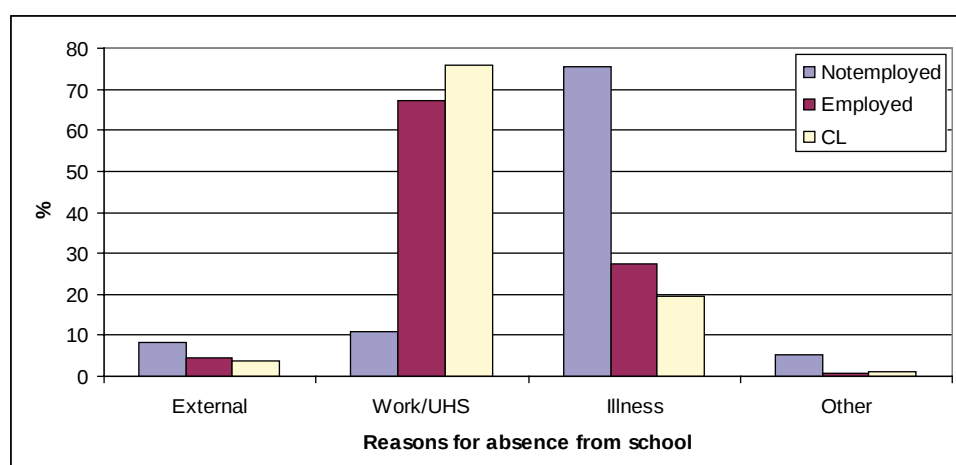
| Highest grade completed                              | Not working    | Working        | Child labourers |
|------------------------------------------------------|----------------|----------------|-----------------|
| Compulsory schooling less than 6 <sup>th</sup> grade | 300<br>4.1%    | <100<br>0.8%   | 0<br>0.0%       |
| Compulsory schooling 6 <sup>th</sup> grade           | 200<br>4.0%    | 0<br>0.0%      | 0<br>0.0%       |
| Compulsory schooling 7 <sup>th</sup> grade           | <100<br>0.9%   | 200<br>3.3%    | 200<br>4.8%     |
| Compulsory schooling 8 <sup>th</sup> grade           | 4,700<br>76.8% | 5,000<br>73.3% | 2,300<br>66.6%  |
| Compulsory schooling 9 <sup>th</sup> grade           | 400<br>7.0%    | 1,300<br>19.9% | 900<br>24.4%    |
| High school 1 <sup>st</sup> grade                    | 200<br>2.6%    | 100<br>2.1%    | 100<br>4.2%     |
| High school 2 <sup>nd</sup> grade                    | 200<br>3.8%    | 0<br>0.0%      | 0<br>0.0%       |
| High school 3 <sup>rd</sup> grade                    | <100<br>0.8%   | <100<br>0.6%   | 0<br>0.0%       |
| Children 17 years of age not in school               | 6,200          | 6,800          | 3,500           |

When school drop-outs are compared, larger proportions of working children (96.5%) and child labourers (95.8%) than non-working children (84.7%) report their highest level of schooling achieved to be the 8<sup>th</sup> or 9<sup>th</sup> grade of basic education (Table 4.12).<sup>20</sup> In contrast, a larger proportion of non-working children than working children and child labourers completed grade levels beyond compulsory schooling, and a larger proportion of them also completed grade levels below those of compulsory schooling (8<sup>th</sup> or 9<sup>th</sup> grade) prior to dropping out. These findings indicate that while the majority of working children and child labourers finish their compulsory basic education, very few continue on to high school before dropping out of the education system. In the case of non-working children, the significant proportions who drop-out before or after completing some education beyond compulsory schooling (rather than dropping out immediately upon completion of compulsory schooling) suggests that unexpected events or changing circumstances had an influence on their schooling choices. By contrast, for working children and child labourers, the decision not to continue school beyond what is legally required appears to be a decision made well before graduation.

### 4.2.4. Absence from school

Among children attending school, 5.7 percent reported having missed some school during the reference week. This proportion increases to 10.6 percent among working children and to 12.1 percent among child labourers. Despite the fact that larger proportions of working children and child labourers appear to have missed school when compared to non-working children, the number of days missed is slightly lower for working children and child labourers (1.6 days) when compared to non-working children (1.9 days).

Boys are more likely to miss school than girls, although the gender gap is smaller among working children than among non-working children. Among non-working school-going children, 5.9 percent of boys and 4.8 percent of girls missed school during the reference week, whereas the corresponding figures among working boys and girls are 10.8 percent and 10.1 percent, respectively. In terms of school days missed, the average per week for non-working boys and girls is 1.9 days and 2 days, respectively, compared to 1.6 and 1.7 days, respectively, for working boys and girls.



**Figure 4.3 Proportion of children absent from school by reason**

<sup>20</sup> As noted earlier in the text, children aged 17 at the time of the survey would have been subject to the old compulsory schooling law, which required them to complete only 8 years of compulsory schooling. Those who reported completing 9 years of compulsory schooling most likely started school late and due to grade repetition were bound by the new law requiring 9 years of compulsory schooling.

Over three-quarters of non-working children reported their absence from school to be a result of illness/injury/disability (Figure 4.3). In contrast, 67.4 percent of working children and 75 percent of child labourers reported missing school due to work or engagement in unpaid household services, whereas less than one-third of both working children and child labourers reported missing school due to illness/injury/disability. Furthermore, less than 10 percent of all children reported their absence to be due to external factors such as bad weather conditions, teacher absence or school vacation. The fact that a larger proportion of non-working children miss school due to health problems also explains why their absences are less frequent but last longer than those of working children and child labourers.

#### **4.2.5. Vocational Training**

The proportion of children who are currently attending or who previously attended a training program outside of school is limited to 4.4 percent of 10-17-year-olds. This figure is slightly higher among children currently attending school (4.6%) than among out-of-school children (2.1%). Children who never attended school were found never to have attended a training program, either. These findings indicate that whatever factors increase the likelihood of children attending school also increase their likelihood of attending vocational training. Notwithstanding this observation, the low attendance rate in vocational/skill training programs requires investigation. Understanding whether the low participation in vocational and skills training programs is due to low demand or limited supply could help guide in making adjustments to these programs so that they can become a channel through which children acquire a trade. Moreover, programs geared especially towards older out-of-school children could ease their transition into the labour market.

### CONCLUSION

The aim of this descriptive report was to present the results of the 2010 National Child Labour Survey (NCLS) conducted by the Institute of Statistics (INSTAT) of the Republic of Albania in collaboration with ILO/IPEC. The survey results indicate the prevalence of work among children aged 5-17 to be 7.7 percent. Employment tends to increase with age: While the prevalence of employment is as low as 2.4 percent among 5-11-year-olds, it increases to 9.4 percent among 12-14-year-olds and further to 16.8 percent among 15-17-year olds. When a longer time-frame is used to measure employment (one year as opposed to one week), the employment ratio among 5-17-year-olds increases by an additional 1.8 percentage points (or 23%), from 7.7 percent to 9.5 percent. On average, working children spend 18.7 hours per week in employment.

Depending on the timeframe used to measure employment, the prevalence of work tends to be three to four percentage points higher among boys than among girls. The average time input of working boys is also higher than that of girls by about 2 hours per week. In contrast, the proportion of girls engaged in unpaid household services (UHS) is higher than that of boys (49.8% vs. 32.5%), and while children in general spend about 7.2 hours per week on UHS, girls spend about 2.5 hours more per week on UHS than boys.

School attendance in Albania is high. Among 5-17-year-olds, the school attendance rate is 90.2 percent, and this increases to 94.7 percent among children of compulsory school age (6-15-year-olds). However, significant drops in attendance start to occur beyond nine years of compulsory education, with school attendance rates among 16- and 17-year-olds estimated at only 81.1 percent and 75.2 percent, respectively. No appreciable differences in schooling are observed between girls and boys.

Time-use patterns indicate that at young ages, children tend to attend school exclusively, rather than combine school with other activities such as employment and UHS. This time-use pattern is observed among the majority (72.2%) of 5-11-year-olds attending school. In contrast, the most frequently encountered time-use pattern among older children is one that combines schooling with unpaid household services (48.6% of 12-14-year-olds and 50.4% of 15-17-year-olds). It is less common to find children of any age combining school with work or engaging in all three activities (school, employment, UHS), and it is very rare to find children engaging exclusively in economic activity (0.2% of 12-14-year-olds and 1.9% of 15-17-year-olds).

Among working children, the majority (80%) are engaged in agricultural activities and work almost exclusively as unpaid family workers in their family's agricultural establishment (97%). The second-largest economic activity, employing 8.2 percent of working children, is wholesale and retail trade, followed by hotel and restaurant work (4.1%). Even in these activities, over 70 percent of children work as unpaid family workers. In fact, the proportion of working children engaged in wage work is limited to 5.6 percent and is comprised of service/sales workers (31%), craft workers (25.8%), elementary workers (33.6%) and technicians (9.7%).

Based on their working conditions and the nature of their work, 5.1 percent of 5-17-year-olds, or 65.8 percent of all working children, are estimated to be child labourers. What differentiate working children from child labourers is not the industries or occupations in which they are engaged – very few are involved in activities or occupations that require their immediate removal – but their working conditions, including their hours of work. Underage working children – i.e. 5-13-year-olds prohibited by national legislation from working for even one hour per week – also account for a sizeable proportion (28.5%) of child labourers.

Child labour describes a group of working children who need to be removed from work immediately due to the potential hazards they face at work. Given that the majority of these children work as unpaid family workers in household establishments engaged not in work that is harmful in itself, but under conditions that are unfavourable poses a challenge for policymakers. Part of this challenge involves developing ways to improve working conditions, particularly in agriculture, whereas another important part involves convincing parents that work may have a harmful effect on young children. Both of these tasks require raising awareness and developing practical guidelines to help improve the working environments of children. Fortunately, the high literacy rate among the adult population as well as the high school-attendance rates among children offer ample opportunity to disseminate information on the harmful effects of child labour and how to protect against work-place risks. Education can be provided not only through formal training in schools, but also through the distribution of printed material to families of children considered to be at risk.

Based on the survey data, 13 percent of working children and 18.4 percent of child labourers were estimated to have suffered from a work-related illness or injury during the year preceding the survey, with the proportion of boys experiencing work-related health problems exceeding that of girls. The most common health problems recorded by both working children and child labourers were extreme fatigue and fever. Overall, about 33.7 percent of working children and 54.2 percent of child labourers were estimated to work under unfavourable conditions, the most common of which were working in extreme cold or heat and in environments with dust/fumes. Moreover, 8.2 percent of working children and 12.2 percent of child labourers complained about unfavourable treatment at work, mostly in the form of shouting and beating. Children who complained about physical abuse were comprised exclusively of unpaid family workers, indicating that these children are likely to have been treated badly by their own parents or other family members.

A comparison of the school outcomes of working and non-working children revealed that by age 17, working children have completed roughly four less years of schooling than non-working children. A typical working child will complete compulsory education, but will not proceed on to high school. By and large, work and schooling beyond compulsory education are not compatible activities: Only 61.9 percent of working children and 54 percent of child labourers attend school, as compared to 89.1 percent of non-working children. Judging by grade-for-age, working children – and child labourers, in particular – are more likely to repeat a grade than non-working children. They also miss school more frequently than non-working children, although their absences in any given week tend to be shorter than those of non-working children.

Despite the fact that all these findings suggest that working children lag behind their non-working counterparts in terms of schooling outcomes, this should not be interpreted as implying a negative causal effect of work on schooling: As discussed earlier, it may be that common underlying factors lead children both to engage in work and to drop-out of school.

It is also important to note that vocational/skills training programs have a very small presence in the education sector in Albania. Strengthening such programs might provide a useful means of attracting a larger proportion of working children to the education system and equipping them with skills useful in the labour market. This requires understanding the reasons why vocational/skills training programs are poorly attended. Moreover, given the agrarian nature of the country and the limited job opportunities available, it may be expected that the current economic migration of young adults to more affluent European countries will continue; thus, in designing training programs, efforts should be made to ensure that the qualifications children acquire through such programs are certified and transferable across borders, i.e. that they are recognized in destination countries. Harmonization of the Albanian education sector with that of the EU (to which Albania formally applied for membership in 2009) should not only situate Albania closer to other EU member-states in terms of its schooling system, it should also increase the employment opportunities available to Albanian youth, as they gain wider access to the EU labour market.

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### Appendix **A**: Concepts and Definitions

**Child:** In line with the 1989 UN Convention on the Rights of the Child (CRC) and the 1999 ILO Convention No. 182 on the Worst Forms of Child Labour, a child is defined as an individual under the age of 18. Since it is commonly agreed that a child under age five is too young to engage in work or start school, the NCLS considers children aged 5-17 years only.

**Children in employment (working children):** Children (aged 5-17) are defined as working (or employed) if they worked for at least one hour during the reference period or if they had a job or business from which they were temporarily absent. The UN System of National Accounts (SNA) delineates what is and what is not an economic activity. Broadly speaking, all market-oriented activities, production for own-consumption and certain services rendered for and by household members (such as major household repairs, fetching water or carrying firewood for household use) are considered to be economic activities, and those engaged in them are considered to be employed.

**Child labour:** Child labour in Albania is defined as children who are engaged in work unsuitable for their capacities as children or in work that may jeopardize their health, education or moral development. The national definition is based on ILO Convention No. 138 on Minimum Age (1973) and ILO Convention No. 182 on the Worst Forms of Child Labour. The minimum age for employment in Albania is 16 years; however, children aged 14 to 15 years can work during school holidays provided this employment does not negatively affect their development (Albanian Labour Code, Article 98). Regardless of their age, children are not allowed to take up hazardous work, which includes unconditional worst forms of child labour (e.g. child prostitution and pornography, slavery and work in slave-like working conditions, child soldiering and involvement in illicit activities) or any other work that might be harmful to a child's physical, social or psychological development (Albanian Labour Code, Article 100), as defined in detail by the government of Albania (see Appendix B). Thus, child labour includes:

- i) Children employed in hazardous industries, including mining and quarrying and construction;
- ii) Children employed in hazardous occupations, including, but not limited to, work in mines and underground; work in civil aviation; fermentation work in the tobacco and cigarette manufacturing industry; work in copper, chromium and coal enrichment factories; and work with ionizing radiation in the field of healthcare. (For a full-list of hazardous occupations see Appendix B.)
- iii) Children working under hazardous conditions that involve carrying heavy loads, operating any machinery/heavy equipment, exposure to adverse conditions such as dust/fumes, fire/gas/flames, or loud noise, etc. as well as children who are verbally or physically abused at work;
- iv) Children aged 5-13 who are employed (even if only for 1 hour per week);
- v) Children aged 14-15 who work more than 14 hours per week;
- vi) Children aged 16-17 who work more than 48 hours per week.

**Economic Activity:** Includes all types of establishments or businesses in which individuals are engaged in the production and/or distribution of goods and services. The national classification system of industries has been used in the survey.

**Household:** A household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage), and not all those related in the same house or compound necessarily belong to the same household.

**Occupation:** An occupation is defined as a type of economic activity a person usually pursues to earn income in cash or in kind. If more than one occupation is held, the one in which the maximum working hours were spent during the reference period is regarded as the main occupation. If equal time is spent, the one providing the larger share of income is regarded as the main occupation. The national classification system has been used in the survey.

**Work:** Any activity that falls within the production boundary of the UN System of National Accounts (SNA) is considered work. This boundary covers all market production and certain types of non-market production, including production and processing of primary products for own consumption, own-account construction and other production of fixed assets for own use. Whether the activity takes place in the formal or the informal sector, in urban or rural areas, or whether it is paid or not is of no significance; however, unpaid domestic services rendered within the household by and for household members are excluded from this definition of work.

**Unpaid Household Services (UHS):** Any activity that falls within the general production boundary but outside of the production boundary of the UN System of National Accounts (SNA) is considered to be unpaid household services. These are services rendered by and for household members without pay. They include such activities as cooking, ironing, housecleaning, shopping, looking after children, making small repairs, etc. A few unpaid household services – carrying water and fetching firewood for household use and major household repairs – are treated within the SNA production boundary and are thus considered to be work.

### **Appendix B: DECISION No. 207, dated 9.5.2002 FOR DETERMINING DIFFICULT OR HAZARDOUS WORKS**

Pursuant to Article 100 of the Constitution and Paragraph 1 of Article 100 of Law 7961, dated 12.7.1995 “Labour Code of the Republic of Albania”, amended by Law No. 8085, dated 13.3.1996, the proposal of Deputy and Minister of Labour and Social Affairs, Council of Ministers

#### DECIDED:

Determination of difficult or dangerous to human life and health, as follows:

- a) Works in the mines, underground, and in other works, underground, carried out by:  
mineral, armature and fire and their assistants (ISCO-08=811); technical manager (engineering-technical personnel); Mining engineering technician (ISCO-08=311); loading and transportation labourers (ISCO-08=931); rescue and inspection personnel, mining, and the staff of the department of inspection and rescue (ISCO-08=821); rescue and inspection personnel, mining, and the staff of the department of inspection and rescue, mining, Tirana (ISCO-08=311).
- b) Works in civil aviation, performed by:  
commander; aviation pilot (ISCO-315); navigator (ISCO-315); mechanic (ISCO-723); radio-telegraphers (ISCO-311); radio-telephonist (ISCO-311).
- c) Works in factories for enrichment of copper, chromium, coal, in foundries and in the enrichment plant of coastal sands and quartz enrichment plants, including:  
works in the foundry; works in the blacksmith; works on boilers and vessels under pressure; electric arc welding and working with operators to automate the welding; welding oxyacetylene (ISCO-721).
- d) Works such as:  
scuba gear, welder electro-welder reservoirs, towers and tanks, employees of cleaning the interior of reservoirs, employees working with solution aerosols, radioactive; employees working with radioactive rays and radioactive environments; drivers and aid drivers (ISCO-754).
- e) Works in the fields of education and culture, such as:  
ballet dancers and dancer ensembles; acrobats and circus gymnast; soloist of the opera; musician wind instruments, the orchestras and bands (ISCO-265).
- f) Works in the field of health  
with ionizing radiation (cobalt-therapy, imagery, classical radiology, scanner, magnetic resonance) (ISCO-221); the microbial laboratories (ISCO-221); the infectious service, in surgery and anaesthesia in operating rooms with gas (ISCO-211).
- g) Works in the copper industry (ISCO-721).

- h) Works in chemical and processing industries such as:  
the production of batteries; the processing of leather and fur (ISCO-815); in paper factories (ISCO-814).
- i) Works in the metallurgical industry, oil production and its by products, such as:  
in black metallurgy of ferrochrome; in the rolling mill plants; in the pig iron plants; in units of furnace; the production of synthetic substances, extruded, polyethylene, etc.
- j) Works in the electrical industry:  
hanging about 5 feet from the surface of the earth; services operating at 110 kw sub-stations and higher; services of devices that emit coherent monochromatic beam (laser), electromagnetic rays, high frequency, very high, low and very low; in electro derrick services, with mobile tower; operative services in electrical filial and distribution.
- k) Works in bricks and tiles production and ceramic items as:  
the manufacture of cement (ISCO-811); the manufacture of glass, glass and electric lamps; in the leather industry; in the wood industry, paper and plates carpentry tiles
- l) Works in the fermentation of the tobacco industry and cigarette manufacturing industry.
- m) Construction of:  
employee of asphalt and asphalt production worker (ISCO-931); employee prepares concrete (ISCO-931); employee raises industrial chimneys (ISCO-931); a worker who makes the pylon; probe worker; excavator worker (ISCO-834); miner to quarrying (ISCO-811); plating operator (ISCO-812); roller worker; in the careers of clay miner; poly-graphic worker.
- n) Jobs in military enterprises:  
the dismantling of ammunition; the extraction of explosives from shells un-mountable; the extraction of powder from the ammunition cartridges to be dismantled; transportation of munitions, propulsion and explosives; the manipulation of pressure vessels; the ranges of tests and rounds of cartridges; the manufacture of dry batteries (electrolytes preparation and blending agglomerate); on production lines in the tunnel; galvanic processes; the manufacture of fireworks; in tire production (preparation of pulp); the welds with tin; in the process of cleaning the sand and shiny detail; the production of detonators; in processing lines and production of propulsion and explosives; the manufacture and manipulation of explosives, initials, propulsion, explosive.

### Appendix C: Work-related illnesses/injuries of child labourers and working children not considered child labour

**Table A4.1 Work-related illnesses/injuries of child labourers (%)**

| Type of illness/injury suffered | All    | Boys   | Girls  |
|---------------------------------|--------|--------|--------|
| Superficial cuts/injuries       | 2.1    | 3.0    | 0.4    |
| Fracture                        | 0.2    | 0.3    | 0.0    |
| Dislocation/sprain              | 1.0    | 1.5    | 0.0    |
| Burns, corrosions, frostbite    | 0.3    | 0.5    | 0.0    |
| Respiratory-related problem     | 0.7    | 1.0    | 0.0    |
| Eye problem                     | 0.0    | 0.0    | 0.0    |
| Skin problems                   | 1.3    | 0.8    | 2.0    |
| Stomach problem/diarrhea        | 0.9    | 0.8    | 1.0    |
| Fever                           | 9.4    | 9.2    | 9.9    |
| Extreme fatigue                 | 9.9    | 10.1   | 9.5    |
| Other problems                  | 0.5    | 0.5    | 0.5    |
| Any illness/injury              | 18.4   | 19.8   | 15.8   |
| Number of child labourers       | 36,523 | 23,477 | 13,046 |

Note: The reference period for employment is the year preceding the survey.

**Table A4.2 Work-related illnesses/injuries of working children not considered child labour (%)**

| Type of illness/injury suffered                     | All    | Boys   | Girls |
|-----------------------------------------------------|--------|--------|-------|
| Superficial cuts/injuries                           | 2.8    | 4.0    | 1.4   |
| Fracture                                            | 0.0    | 0.0    | 0.0   |
| Dislocation/sprain                                  | 0.2    | 0.3    | 0.0   |
| Burns, corrosions, frostbite                        | 0.0    | 0.0    | 0.0   |
| Respiratory-related problem                         | 0.0    | 0.0    | 0.0   |
| Eye problem                                         | 0.0    | 0.0    | 0.0   |
| Skin problems                                       | 0.0    | 0.0    | 0.0   |
| Stomach problem/diarrhea                            | 0.5    | 0.0    | 1.1   |
| Fever                                               | 1.2    | 0.3    | 2.3   |
| Extreme fatigue                                     | 3.7    | 6.7    | 0.0   |
| Other problems                                      | 0.0    | 0.0    | 0.0   |
| Any illness/injury                                  | 6.0    | 7.0    | 4.8   |
| No. of working children who are not child labourers | 21,558 | 11,995 | 9,563 |

Note: The reference period for employment is the year preceding the survey.



| ALBANIAN NATIONAL CHILD LABOUR SURVEY                                                                                                                                                                            |   |   |   |                                                                                                                                         |  |                                                                                                                                              |                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| (Addressed to the most knowledgeable member of the household)                                                                                                                                                    |   |   |   |                                                                                                                                         |  |                                                                                                                                              |                             |
| GENERAL INFORMATION                                                                                                                                                                                              |   |   |   |                                                                                                                                         |  |                                                                                                                                              |                             |
| PREFECTURE.....       DISTRICT.....      <br>MUNICIP./COMMUNE.....       TOWN/VILLAGE.....            <br>NAME AND SURNAME OH HEAD OF HOUSEHOLD .....<br>ADDRESS OF HOUSEHOLD.....<br>PHONE NUMBER (-----) ..... |   |   |   | EA NUMBER          <br><br>PSU NUMBER                                                                                                   |  | HOUSE/STRUCTURE NO.<br><br>                                                                                                                  | HOUSEHOLD ID NUMBER<br><br> |
| INTERVIEWER VISITS                                                                                                                                                                                               |   |   |   | FINAL VISIT                                                                                                                             |  |                                                                                                                                              |                             |
|                                                                                                                                                                                                                  | 1 | 2 | 3 | DATE/MONTH/YEAR                                                                                                                         |  | -       -                                                                                                                                    |                             |
| DATE                                                                                                                                                                                                             |   |   |   | RESULT *                                                                                                                                |  |                                                                                                                                              |                             |
| NEXT VISIT                                                                                                                                                                                                       |   |   |   | ( * ) RESULT CODES                                                                                                                      |  |                                                                                                                                              |                             |
| INTERVIEWER'S<br>NAME<br><br>                                                                                                                                                                                    |   |   |   | 01. Completed<br>02. No household members at home or no competent respondent<br>03. Entire Household absent for extended period of time |  | 04. Refused<br>05. Dwelling vacant or address not a dwelling<br>06. Dwelling destroyed<br>07. Dwelling not found<br>96. Other (Specify)..... |                             |
| SUPERVISOR'S<br>NAME<br><br>                                                                                                                                                                                     |   |   |   | • Number of persons in the household.....                                                                                               |  |                                                                                                                                              |                             |
|                                                                                                                                                                                                                  |   |   |   | • Number of children (5-17) .....                                                                                                       |  |                                                                                                                                              |                             |
| KEYER'S<br>NAME<br><br>                                                                                                                                                                                          |   |   |   | Starting Time: ____ : ____                                                                                                              |  | Ending Time: ____ : ____                                                                                                                     |                             |
|                                                                                                                                                                                                                  |   |   |   | If Additional Questionnaires used indicate                                                                                              |  |                                                                                                                                              |                             |
|                                                                                                                                                                                                                  |   |   |   | Number.....                                                                                                                             |  | •                                                                                                                                            |                             |

| PART I: ADULT QUESTIONNAIRE                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                   |                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                           |     |     |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----|-----|
| Addressed to the most knowledgeable member of household |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                   |                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                           |     |     |
| SECTION I:                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Household Composition and Characteristics for All Household Members                                |                                                                                                                                                                                                                                                                                                                                                           |                                                                                            |                                                                                   |                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                           |     |     |
| Person's serial number in household                     | Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household?<br><br><i>(A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage) and not all those related in the same house or compound are necessarily of the same household)</i> | Which household member provided information the individual<br><i>(write serial number from A1)</i> | What is (NAME)'s relationship to head of the household<br>1. Household Head<br>2. Spouse<br>3. Son / Daughter<br>4. Brother/Sister<br>5. Daughter-in-law / son-in-law<br>6. Grandchild<br>7. Niece / Nephew (child of sister/brother)<br>8. Step child<br>9. Aged parent/parent-in-law<br>10. Servant (live-in)<br>11. Other relative<br>12. Non-relative | What is the sex of each of these individual household members?<br><br>1. Male<br>2. Female | How old was (NAME) at (his/her) last birthday?<br><br><i>(In completed years)</i> | Indicate With "1" if person is between 5-17 years old, "0" otherwise | What is (NAME)'s marital status (for persons 12 years or above)<br><i>(write "0" for persons &lt;12 years old)</i><br><br>1. Single or never married<br>2. Married civil/religious<br>3. Married but separated<br>4. Polygamous marriage<br>5. Living together as married partners<br>6. Divorced<br>7. Widowed | For all household members<br><br>Please indicate (NAME)'s serial number.<br><i>(Write 95 if absent or not applicable)</i> |     |     |
| A1                                                      | A2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A3                                                                                                 | A4                                                                                                                                                                                                                                                                                                                                                        | A5                                                                                         | A6                                                                                | A7                                                                   | A8                                                                                                                                                                                                                                                                                                              | A9                                                                                                                        | A10 | A11 |
| 01                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |
| 02                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |
| 03                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |
| 04                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |
| 05                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |
| 06                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |
| 07                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |
| 08                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | □□□                                                                                                | □□□                                                                                                                                                                                                                                                                                                                                                       | □□                                                                                         | □□□                                                                               | □□                                                                   | □□                                                                                                                                                                                                                                                                                                              | □□□                                                                                                                       | □□□ | □□□ |

**IMPORTANT NOTE: SECTION II onwards to be filled in column-wise beginning with the Serial No: 01 from A1**

55



| SECTION III:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   | Current Economic Activity Status of <u>All Household Members</u> (5 and above) during the reference week |                   |                   |                   |                   |                   |                   | Skip<br>To<br>Question                            |  |
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| Serial No in A1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
| Name of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
| Age of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
| <b>A. Employment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
| <b>A18. Did (NAME) engage in any work at least one hour during the past week?</b><br><i>(As employee, self employed, employer or unpaid family worker)</i><br>1. Yes.....<br>2. No.....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1<br>2            | 1<br>2                                                                                                   | 1<br>2            | 1<br>2            | 1<br>2            | 1<br>2            | 1<br>2            | 1<br>2            | →A21<br>→A19                                      |  |
| <b>A19. During the past week did (NAME) do any of the following activities, even for only one hour?</b><br><i>(Read each of the following questions until the first affirmative response is obtained)</i><br><br><b>(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners?</b><br><i>Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, barber, shoe shining etc.</i><br><br><b>(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?</b><br><i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.</i><br><br><b>(c) Do any work as a domestic worker for a wage, salary or any payment in kind?</b><br><br><b>(d) Help unpaid in a household business of any kind? (Don't count normal housework.)</b><br><i>Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.</i><br><br><b>(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?</b><br><i>Examples: ploughing, harvesting, and looking after livestock.</i><br><br><b>(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?</b><br><br><b>(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?</b><br><br><b>(h) Fetch water or collect firewood for household use?</b><br><br><b>(i) Produce any other good for this household use?</b><br><i>Examples: clothing, furniture, clay pots, etc.</i> | 1 = YES<br>2 = NO | 1 = YES<br>2 = NO                                                                                        | 1 = YES<br>2 = NO | 1 = YES<br>2 = NO | 1 = YES<br>2 = NO | 1 = YES<br>2 = NO | 1 = YES<br>2 = NO | 1 = YES<br>2 = NO | If any<br>"YES"<br>→ A21<br><br>Otherwise<br>→A20 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                                                                                                          |                   |                   |                   |                   |                   |                   |                                                   |  |

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| Serial No in A1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | Skip<br>To<br>Question |
| Name of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 |                        |
| Age of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 |                        |
| <b>A20. Even though (NAME) did not do any of these activities in the past week, does he/she have a job, business, or other economic or farming activity that he/she will definitely return to?</b><br><i>(For agricultural activities, the off season in agriculture is not a temporary absence.)</i><br>1. Yes.....<br>2. No.....                                                                                                                                                                                     | 1<br>2                                                               | 1<br>2                                                               | 1<br>2                                                               | 1<br>2                                                               | 1<br>2                                                               | 1<br>2                                                               | 1<br>2                                                               | 1<br>2                                                               | → A21<br>→A33          |
| <b>A21. Describe the main occupation/job/task (NAME) was performing e.g. carrying bricks; mixing baking flour; harvesting maize; etc.</b><br><i>("Main" refers to the work on which (NAME) spent most of the time during the week.)</i>                                                                                                                                                                                                                                                                                |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                        |
| Occupation/Job/Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 |                        |
| <b>OCCUPATION CODE</b><br><i>For official use</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 |                        |
| <b>A22. Describe briefly the main activity i.e. goods produced and services rendered where (NAME) is working.</b>                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                                                                      |                        |
| Activity/Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 |                        |
| <b>INDUSTRY CODE</b><br><i>For official use</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 |                        |
| <b>A23. Where did (NAME) carry out his/her main work during the past week? (Read out responses below)</b><br>1. At (his/her) family dwelling...<br>2. Client's place .....<br>3. Formal office .....<br>4. Factory / Atelier .....<br>5. Plantations / farm / garden.....<br>6. Construction sites.....<br>7. Mines / quarry.....<br>8. Shop / kiosk / coffee house / restaurant / hotel<br>9. Different places (mobile).....<br>10. Fixed, street or market stall .....<br>11. Pond/lake/river.....<br>96. Other..... | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>96 |                        |
| Other (specify)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 | <input type="text"/>                                                 |                        |
| <b>A24. During the past week, which of the following best describe (NAME) 's work situation at his/her main work? (Read out responses below)</b><br>1. Employee.....<br>2. Own account worker (His/her own business without employees) .....<br>3. Employer (His/her own business with employees)<br>4. Unpaid family worker.....                                                                                                                                                                                      | 1<br>2<br>3<br>4                                                     | 1<br>2<br>3<br>4                                                     | 1<br>2<br>3<br>4                                                     | 1<br>2<br>3<br>4                                                     | 1<br>2<br>3<br>4                                                     | 1<br>2<br>3<br>4                                                     | 1<br>2<br>3<br>4                                                     | 1<br>2<br>3<br>4                                                     |                        |

|                                                                                                                                                                                 |                      |                      |                      |                      |                      |                      |                      |                      |                        |
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| Serial No in A1                                                                                                                                                                 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Skip<br>To<br>Question |
| Name of household member →                                                                                                                                                      |                      |                      |                      |                      |                      |                      |                      |                      |                        |
| Age of household member →                                                                                                                                                       | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                        |
| <b>A25. Has (NAME) been employed on the basis of...?</b>                                                                                                                        |                      |                      |                      |                      |                      |                      |                      |                      |                        |
| 1. A written contract.....                                                                                                                                                      | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    |                        |
| 2. A verbal agreement.....                                                                                                                                                      | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    |                        |
| 8. Don't know.....                                                                                                                                                              | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    |                        |
| <b>A26. Is (NAME)'s contract/agreement.....</b>                                                                                                                                 |                      |                      |                      |                      |                      |                      |                      |                      | } →A27<br>A28          |
| 1. Limited duration.....                                                                                                                                                        | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    |                        |
| 2. Unlimited duration.....                                                                                                                                                      | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    |                        |
| 8. Don't know.....                                                                                                                                                              | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    |                        |
| <b>A27. What is the duration of (NAME)'s contract/ agreement?</b>                                                                                                               |                      |                      |                      |                      |                      |                      |                      |                      |                        |
| 1. Less than 12 months.....                                                                                                                                                     | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    | 1                    |                        |
| 2. 12-36 months.....                                                                                                                                                            | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    | 2                    |                        |
| 3. More than 36 months                                                                                                                                                          | 3                    | 3                    | 3                    | 3                    | 3                    | 3                    | 3                    | 3                    |                        |
| 8. Don't know.....                                                                                                                                                              | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    | 8                    |                        |
| <b>A28. What is (Name's) average monthly cash income from the main work? (in old leks)</b>                                                                                      |                      |                      |                      |                      |                      |                      |                      |                      |                        |
| Check A24! if A24=2 or 3 then skip to A30                                                                                                                                       |                      |                      |                      |                      |                      |                      |                      |                      |                        |
| <b>A29. What other benefits does (NAME) usually receive in his/her main work?</b><br>(Read each of the following questions and circle answers.<br>Multiple answers are allowed) |                      |                      |                      |                      |                      |                      |                      |                      |                        |
| A. Weekly rest days....                                                                                                                                                         | A                    | A                    | A                    | A                    | A                    | A                    | A                    | A                    |                        |
| B. Medical expenses.....                                                                                                                                                        | B                    | B                    | B                    | B                    | B                    | B                    | B                    | B                    |                        |
| C. School expenses.....                                                                                                                                                         | C                    | C                    | C                    | C                    | C                    | C                    | C                    | C                    |                        |
| D. Assistance with schooling ...                                                                                                                                                | D                    | D                    | D                    | D                    | D                    | D                    | D                    | D                    |                        |
| E. Paid sick leave.....                                                                                                                                                         | E                    | E                    | E                    | E                    | E                    | E                    | E                    | E                    |                        |
| F. Annual vacation.....                                                                                                                                                         | F                    | F                    | F                    | F                    | F                    | F                    | F                    | F                    |                        |
| G. Free/subsidized accommodation.....                                                                                                                                           | G                    | G                    | G                    | G                    | G                    | G                    | G                    | G                    |                        |
| H. Food/meal.....                                                                                                                                                               | H                    | H                    | H                    | H                    | H                    | H                    | H                    | H                    |                        |
| I. Paid leave .....                                                                                                                                                             | I                    | I                    | I                    | I                    | I                    | I                    | I                    | I                    |                        |
| J. Clothing.....                                                                                                                                                                | J                    | J                    | J                    | J                    | J                    | J                    | J                    | J                    |                        |
| K. Transportation .....                                                                                                                                                         | K                    | K                    | K                    | K                    | K                    | K                    | K                    | K                    |                        |
| U. Other .....                                                                                                                                                                  | U                    | U                    | U                    | U                    | U                    | U                    | U                    | U                    |                        |
| X. Don't know                                                                                                                                                                   | X                    | X                    | X                    | X                    | X                    | X                    | X                    | X                    |                        |
| Y. Nothing.....                                                                                                                                                                 | Y                    | Y                    | Y                    | Y                    | Y                    | Y                    | Y                    | Y                    |                        |
| <b>Other (specify)</b>                                                                                                                                                          |                      |                      |                      |                      |                      |                      |                      |                      |                        |



|                                                                                                                                           |        |        |        |        |        |        |        |        |                        |                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|------------------------|---------------------------|
| Serial No in A1                                                                                                                           |        |        |        |        |        |        |        |        | Skip<br>To<br>Question |                           |
| Name of household member →                                                                                                                |        |        |        |        |        |        |        |        |                        |                           |
| Age of household member →                                                                                                                 |        |        |        |        |        |        |        |        |                        |                           |
| <b>B. Unemployment</b>                                                                                                                    |        |        |        |        |        |        |        |        | Aged 5-9<br>years      | Aged 10 years<br>and over |
| <b>A33. Was (NAME) seeking work during the past week?</b> (As employee, employer or own-account worker to establish his/her own business) |        |        |        |        |        |        |        |        | } A37                  | →A34<br>→A35              |
| 1. Yes.....<br>2. No.....                                                                                                                 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 |                        |                           |
| <b>A34. What steps did (NAME) take during the past four weeks to find work?</b> (Mark at most 4 boxes)                                    |        |        |        |        |        |        |        |        | } A37                  | →A35                      |
| A. Asked friend or relatives to find a job for him/her                                                                                    | A      | A      | A      | A      | A      | A      | A      | A      |                        |                           |
| B. Applied to the employment office/mediator                                                                                              | B      | B      | B      | B      | B      | B      | B      | B      |                        |                           |
| C. Placed/answered job advertisements in newspaper                                                                                        | C      | C      | C      | C      | C      | C      | C      | C      |                        |                           |
| D. Submitted job application.....                                                                                                         | D      | D      | D      | D      | D      | D      | D      | D      |                        |                           |
| E. Tried to obtain equipment, credit and/or a work place to establish his/her own business                                                | E      | E      | E      | E      | E      | E      | E      | E      |                        |                           |
| U. Other .....                                                                                                                            | U      | U      | U      | U      | U      | U      | U      | U      |                        |                           |
| X. Don't know.....                                                                                                                        | X      | X      | X      | X      | X      | X      | X      | X      |                        |                           |
| Y. Nothing.....                                                                                                                           | Y      | Y      | Y      | Y      | Y      | Y      | Y      | Y      |                        |                           |
| Other (specify)                                                                                                                           |        |        |        |        |        |        |        |        |                        |                           |
| <b>A35. Did (NAME) want to work during the past week?</b>                                                                                 |        |        |        |        |        |        |        |        |                        |                           |
| 1. Yes.....<br>2. No.....                                                                                                                 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 | 1<br>2 |                        | →A36<br>→A39              |
| <b>A36. What is the main reason why (NAME) did not seek work during the past week?</b> (Indicate the most important reason)               |        |        |        |        |        |        |        |        |                        |                           |
| 1. Found a job but waiting to start                                                                                                       | 01     | 01     | 01     | 01     | 01     | 01     | 01     | 01     |                        |                           |
| 2. Works seasonally .....                                                                                                                 | 02     | 02     | 02     | 02     | 02     | 02     | 02     | 02     |                        |                           |
| 3. Tired of looking for work, believes no suitable work is available....                                                                  | 03     | 03     | 03     | 03     | 03     | 03     | 03     | 03     |                        |                           |
| 4. Lacks employers' requirements (training, experience, qualification)                                                                    | 04     | 04     | 04     | 04     | 04     | 04     | 04     | 04     |                        |                           |
| 5. Does not know where to search for a job..                                                                                              | 05     | 05     | 05     | 05     | 05     | 05     | 05     | 05     |                        |                           |
| 6. Student (studying).....                                                                                                                | 06     | 06     | 06     | 06     | 06     | 06     | 06     | 06     |                        |                           |
| 7. Family/parents/spouse does not allow.....                                                                                              | 07     | 07     | 07     | 07     | 07     | 07     | 07     | 07     |                        |                           |
| 8. Engaged in household chores.....                                                                                                       | 08     | 08     | 08     | 08     | 08     | 08     | 08     | 08     |                        |                           |
| 9. On retirement, no need to work                                                                                                         | 09     | 09     | 09     | 09     | 09     | 09     | 09     | 09     |                        |                           |
| 10. Unable to work (illness, disability)                                                                                                  | 10     | 10     | 10     | 10     | 10     | 10     | 10     | 10     |                        |                           |
| 11. Too young for work.....                                                                                                               | 11     | 11     | 11     | 11     | 11     | 11     | 11     | 11     |                        |                           |
| 96. Other.....                                                                                                                            | 96     | 96     | 96     | 96     | 96     | 96     | 96     | 96     |                        |                           |
| Other (specify)                                                                                                                           |        |        |        |        |        |        |        |        |                        |                           |

[illegible]

**SECTION IV:**
**Usual Employment Status of All Household Members (5 and above) during the last 12 months**

| Serial No in A1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Skip<br>To<br>Question                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                                                                                                                               |
| Age of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                                                                                                                               |
| <b>A40. Was the work reported in A21, A22 and A24 (NAME)'s main employment during the past 12 months?</b><br><i>(As employee, own account worker, employer or unpaid family worker)</i><br>1. Yes.....<br>2. No.....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | → A46<br>→ A43                                                                                                                                                |
| <b>A41. Did (NAME) engage in any work at least one hour during the past 12 months?</b><br><i>(As employee, self employed, employer or unpaid family worker)</i><br>1. Yes.....<br>2. No.....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | →A43<br>→A42                                                                                                                                                  |
| <b>A 42. In the past twelve months, did (NAME) do any of the following activities, even for only one hour?</b><br><i>(Read each of the following questions until the first affirmative response is obtained)</i><br><br>(a) <b>Run or do any kind of business, big or small, for himself/herself or with one or more partners?</b><br><i>Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, barber, shoe shining etc.</i><br><br>(b) <b>Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?</b><br><i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.</i><br><br>(c) <b>Do any work as a domestic worker for a wage, salary or any payment in kind?</b><br><br>(d) <b>Help unpaid in a household business of any kind? (Don't count normal housework.)</b><br><i>Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc,</i><br><br>(e) <b>Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?</b><br><i>Examples: plugging, harvesting, and looking after livestock.</i><br><br>(f) <b>Do any construction or major repair work on his/her own home, plot, or business or those of the household?</b><br><br>(g) <b>Catch any fish, prawns, shells, wild animals or other food for sale or household food?</b><br><br>(h) <b>Fetch water or collect firewood for household use?</b><br><br>(i) <b>Produce any other good for this household use?</b><br><i>Examples: clothing, furniture, clay pots, etc.</i> | 1= YES 2=NO          | 1= YES 2=NO          | 1= YES 2=NO          | 1= YES 2=NO          | 1= YES 2=NO          | 1= YES 2=NO          | 1= YES 2=NO          | 1= YES 2=NO          | 1= YES 2=NO          | If any<br><b>"YES"</b><br>→ A43<br><br><b>Otherwise</b><br>If Age <18→A47<br><br>If Age ≥18→END for this HH member.<br>Go to the next HH member in Section II |
| <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                                                                                                                               |
| <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                                                                                                                               |
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| <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                                                                                                                               |
| <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                                                                                                                               |
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| SECTION V:                                                                                                                                                                                                                     |                                       | Household Tasks: About Children (5-17) ONLY |                                       |                                       |                                       |                                       |                                       |                              |                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Serial No in A1                                                                                                                                                                                                                |                                       |                                             |                                       |                                       |                                       |                                       |                                       |                              | Skip<br>To<br>Question                                                                                                                                                              |
| Name of household member →                                                                                                                                                                                                     |                                       |                                             |                                       |                                       |                                       |                                       |                                       |                              |                                                                                                                                                                                     |
| Age of household member →                                                                                                                                                                                                      |                                       |                                             |                                       |                                       |                                       |                                       |                                       |                              |                                                                                                                                                                                     |
| <b>A47. During the past week did (NAME) do any of the tasks indicated below for this household?</b><br><i>(Read each of the following options and mark "YES" or "NO" for all options)</i>                                      | <b>1= YES</b><br><b>2=NO</b>          | <b>1= YES</b><br><b>2=NO</b>                | <b>1= YES</b><br><b>2=NO</b>          | <b>1= YES</b><br><b>2=NO</b>          | <b>1= YES</b><br><b>2=NO</b>          | <b>1= YES</b><br><b>2=NO</b>          | <b>1= YES</b><br><b>2=NO</b>          | <b>1= YES</b><br><b>2=NO</b> | If any "YES"<br>→A48<br><br>If all "NO" &<br><b>Working</b><br>(*)→A49<br><br><u>Otherwise</u><br><b>END</b> for this HH<br>Member.<br>Go to the next<br>HH member in<br>Section II |
| 1. Shopping for household....<br>2. Repairing any household equipment<br>3. Cooking.....<br>4. Cleaning utensils/house.....<br>5. Washing clothes.....<br>6. Caring for children/old/sick.....<br>7. Other household tasks.... | 1 <br>2 <br>3 <br>4 <br>5 <br>6 <br>7 | 1 <br>2 <br>3 <br>4 <br>5 <br>6 <br>7       | 1 <br>2 <br>3 <br>4 <br>5 <br>6 <br>7 | 1 <br>2 <br>3 <br>4 <br>5 <br>6 <br>7 | 1 <br>2 <br>3 <br>4 <br>5 <br>6 <br>7 | 1 <br>2 <br>3 <br>4 <br>5 <br>6 <br>7 | 1 <br>2 <br>3 <br>4 <br>5 <br>6 <br>7 |                              |                                                                                                                                                                                     |
| Other (specify)                                                                                                                                                                                                                |                                       |                                             |                                       |                                       |                                       |                                       |                                       |                              |                                                                                                                                                                                     |
| <b>A48. During each day of the past week how many hours did (NAME) do this household task?</b><br><i>(Record for each day separately)</i>                                                                                      |                                       |                                             |                                       |                                       |                                       |                                       |                                       |                              | If Working (*)<br>→A49<br><br><u>Otherwise</u><br><b>END</b> for this HH<br>Member.<br>Go to the next<br>HH member in<br>Section II                                                 |
| 1. Monday.....<br>2. Tuesday.....<br>3. Wednesday.....<br>4. Thursday.....<br>5. Friday.....<br>6. Saturday.....<br>7. Sunday.....                                                                                             | <br> <br> <br> <br> <br>              | <br> <br> <br> <br> <br>                    | <br> <br> <br> <br> <br>              | <br> <br> <br> <br> <br>              | <br> <br> <br> <br> <br>              | <br> <br> <br> <br> <br>              | <br> <br> <br> <br> <br>              |                              |                                                                                                                                                                                     |
| <b>TOTAL</b>                                                                                                                                                                                                                   |                                       |                                             |                                       |                                       |                                       |                                       |                                       |                              |                                                                                                                                                                                     |

(\*) WORKING = IF A18=YES or A19 = YES or A20 = YES

Attention: Section VI applies ONLY to those working (A18 = YES or A19 = YES or A20 = YES) children age 5-17 (A7 = 1).

## SECTION VI

### Perceptions/Observations of Parents/Guardians about working children (5-17)

These questions are intended to solicit views from parents or guardians about children's work.. Therefore reference should only be made about children who were reported to be working.

| Serial No in A1                                                                                                                                |   |   |   |   |   |   |   |   | Skip To Question                       |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|----------------------------------------|
| Name of household member →                                                                                                                     |   |   |   |   |   |   |   |   |                                        |
| Age of household member →                                                                                                                      |   |   |   |   |   |   |   |   |                                        |
| <b>A 49. What do you consider currently best for (NAME)?</b><br>(Read the options)                                                             |   |   |   |   |   |   |   |   |                                        |
| 1. Work for income.....                                                                                                                        | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |                                        |
| 2. Assist family business.....                                                                                                                 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |                                        |
| 3. Assist with household chores                                                                                                                | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |                                        |
| 4. Attend school .....                                                                                                                         | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |                                        |
| 7. Other .....                                                                                                                                 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |                                        |
| Other (specify)                                                                                                                                |   |   |   |   |   |   |   |   |                                        |
| <b>A 50. What problem(s) does (NAME) face as a result of his/her work?</b><br>(Read the options and circle all the ones that are appropriate.) |   |   |   |   |   |   |   |   |                                        |
| A. Injury, illness or poor health.....                                                                                                         | A | A | A | A | A | A | A | A |                                        |
| B. Poor grades in school.....                                                                                                                  | B | B | B | B | B | B | B | B |                                        |
| C. Emotional harassment (intimidation, scolding, insulting).....                                                                               | C | C | C | C | C | C | C | C |                                        |
| D. Physical harassment (beating)...                                                                                                            | D | D | D | D | D | D | D | D |                                        |
| E. Sexual abuse.....                                                                                                                           | E | E | E | E | E | E | E | E |                                        |
| F. Extreme fatigue.....                                                                                                                        | F | F | F | F | F | F | F | F |                                        |
| G. No play time.....                                                                                                                           | G | G | G | G | G | G | G | G |                                        |
| H. No time to go to school.....                                                                                                                | H | H | H | H | H | H | H | H |                                        |
| Y. None.....                                                                                                                                   | Y | Y | Y | Y | Y | Y | Y | Y |                                        |
| <b>A51. What are the main reasons for letting (NAME) work?</b><br>(Indicate three most important reasons)                                      |   |   |   |   |   |   |   |   |                                        |
| A. Supplement family income.....                                                                                                               | A | A | A | A | A | A | A | A |                                        |
| B. Help pay family debt.....                                                                                                                   | B | B | B | B | B | B | B | B |                                        |
| C. Help in household enterprise...                                                                                                             | C | C | C | C | C | C | C | C |                                        |
| D. Learn skills.....                                                                                                                           | D | D | D | D | D | D | D | D |                                        |
| E. Schooling not useful for future...                                                                                                          | E | E | E | E | E | E | E | E |                                        |
| F. No school/school too far.....                                                                                                               | F | F | F | F | F | F | F | F |                                        |
| G. Cannot afford school fees.....                                                                                                              | G | G | G | G | G | G | G | G |                                        |
| H. Child not interested in school.....                                                                                                         | H | H | H | H | H | H | H | H |                                        |
| I. Temporarily replacing someone unable to work.                                                                                               | I | I | I | I | I | I | I | I |                                        |
| J. Preventing him/her from making bad friends and/or being led astray                                                                          | J | J | J | J | J | J | J | J |                                        |
| U. Other.....                                                                                                                                  | U | U | U | U | U | U | U | U |                                        |
| Other (specify)                                                                                                                                |   |   |   |   |   |   |   |   | Go to the next HH member in Section II |

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

# PART II HOUSEHOLD CHARACTERISTICS

HOUSEHOLD ID NUMBER:

Addressed to the most knowledgeable member of household

## SECTION VII

## Housing and Household Characteristics

| <b>B1. In what type of dwelling does the household live?</b><br>1. Apartment/flat.....<br>2. Private house.....<br>3. Part of a private house.....<br>4. Mobile home (e.g. tent, caravan).<br>5. Shelter not meant for living purposes<br>6. Shanty.....<br>7. Other.....               | 1<br>2<br>3<br>4<br>5<br>6<br>7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skip to question |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|---------|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| Other (specify)                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| <b>B2. What is the ownership status of this dwelling?</b><br>1. Owned by any household member<br>2. Co-owner<br>3. Provided free<br>4. Subsidised by employer (lodging)<br>5. Rented .....<br>7. Other...                                                                               | 1<br>2<br>3<br>4<br>5<br>7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Other (specify)                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| <b>B3. How many rooms are there in this dwelling?</b>                                                                                                                                                                                                                                   | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                  |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| <b>B4. What is the size of dwelling in square metres?</b><br>1. Less than 20 square metres...<br>2. 20 to 39 square metres.....<br>3. 40 to 69 square metres.....<br>4. 70 to 99 square metres.....<br>5. 100 square metres or more.....                                                | 1<br>2<br>3<br>4<br>5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| <b>B5. Are any of these facilities available to the household? (Enter appropriate code for each facility)</b><br>1. Inside house and exclusive.....<br>2. Inside house and shared.....<br>3. Outside house and exclusive...<br>4. Outside house and shared...<br>95. Not available..... | <table border="1"> <tr> <th>KITCHEN</th> <th>BATHROOM</th> <th>TOILET</th> </tr> <tr> <td>01</td> <td>01</td> <td>01</td> </tr> <tr> <td>02</td> <td>02</td> <td>02</td> </tr> <tr> <td>03</td> <td>03</td> <td>03</td> </tr> <tr> <td>04</td> <td>04</td> <td>04</td> </tr> <tr> <td>95</td> <td>95</td> <td>95</td> </tr> </table>                                                                                                                                                                                                                                                                | KITCHEN          | BATHROOM | TOILET  | 01       | 01 | 01 | 02 | 02 | 02 | 03 | 03 | 03 | 04 | 04 | 04 | 95 | 95 | 95 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| KITCHEN                                                                                                                                                                                                                                                                                 | BATHROOM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TOILET           |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 01                                                                                                                                                                                                                                                                                      | 01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 01               |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 02                                                                                                                                                                                                                                                                                      | 02                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 02               |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 03                                                                                                                                                                                                                                                                                      | 03                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 03               |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 04                                                                                                                                                                                                                                                                                      | 04                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 04               |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 95                                                                                                                                                                                                                                                                                      | 95                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 95               |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| <b>B6. What is the main source of energy?</b><br>0. Nothing.....<br>1. Wood.....<br>2. Coal.....<br>3. Kerosene.....<br>4. Gas.....<br>5. Electricity.....<br>6. Solar.....<br>96. Other...                                                                                             | <table border="1"> <tr> <th>COOKING</th> <th>HEATING</th> <th>COOLING</th> <th>LIGHTING</th> </tr> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> <tr> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> <tr> <td>03</td> <td>03</td> <td>03</td> <td>03</td> </tr> <tr> <td>04</td> <td>04</td> <td>04</td> <td>04</td> </tr> <tr> <td>05</td> <td>05</td> <td>05</td> <td>05</td> </tr> <tr> <td>06</td> <td>06</td> <td>06</td> <td>06</td> </tr> <tr> <td>96</td> <td>96</td> <td>96</td> <td>96</td> </tr> </table> | COOKING          | HEATING  | COOLING | LIGHTING | 00 | 00 | 00 | 00 | 01 | 01 | 01 | 01 | 02 | 02 | 02 | 02 | 03 | 03 | 03 | 03 | 04 | 04 | 04 | 04 | 05 | 05 | 05 | 05 | 06 | 06 | 06 | 06 | 96 | 96 | 96 | 96 |  |
| COOKING                                                                                                                                                                                                                                                                                 | HEATING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | COOLING          | LIGHTING |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 00                                                                                                                                                                                                                                                                                      | 00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 00               | 00       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 01                                                                                                                                                                                                                                                                                      | 01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 01               | 01       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 02                                                                                                                                                                                                                                                                                      | 02                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 02               | 02       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 03                                                                                                                                                                                                                                                                                      | 03                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 03               | 03       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 04                                                                                                                                                                                                                                                                                      | 04                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 04               | 04       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 05                                                                                                                                                                                                                                                                                      | 05                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 05               | 05       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 06                                                                                                                                                                                                                                                                                      | 06                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 06               | 06       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| 96                                                                                                                                                                                                                                                                                      | 96                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 96               | 96       |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |
| Other (Specify)                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |          |         |          |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |

| <b>B7. What is the main source of drinking water?</b><br>01. Pipe-borne inside house.....<br>02. Pipe-borne outside house....<br>03. Tanker service.....<br>04. River/stream.....<br>05. Bore-hole/tube well ....<br>06. Well.....<br>07. Dug out/pond.....<br>08. Rain water.....<br>96. Other.....                                                                                          | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>08<br>96                                                                                                                                                                                                                                                            | Skip to question            |  |                      |                      |                      |                      |                      |                      |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--|
| Other (Specify)                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                               |                             |  |                      |                      |                      |                      |                      |                      |  |
| <b>B8. Has the household ever changed the place of residence? (district/province/country)</b><br>1. Yes.....<br>2. No.....                                                                                                                                                                                                                                                                    | 1<br>2                                                                                                                                                                                                                                                                                                        | →B9<br>→B12                 |  |                      |                      |                      |                      |                      |                      |  |
| <b>B9. In which district/province/country was the last place of residence of the household?</b><br><br>District: .....<br><br>Province: .....<br><br>Country: .....                                                                                                                                                                                                                           | <table border="1"> <tr> <th colspan="2">CODES<br/>(For official use)</th> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table> | CODES<br>(For official use) |  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |  |
| CODES<br>(For official use)                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                               |                             |  |                      |                      |                      |                      |                      |                      |  |
| <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                          | <input type="text"/>                                                                                                                                                                                                                                                                                          |                             |  |                      |                      |                      |                      |                      |                      |  |
| <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                          | <input type="text"/>                                                                                                                                                                                                                                                                                          |                             |  |                      |                      |                      |                      |                      |                      |  |
| <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                          | <input type="text"/>                                                                                                                                                                                                                                                                                          |                             |  |                      |                      |                      |                      |                      |                      |  |
| <b>B10. In which year did the household move to the present place of residence?</b>                                                                                                                                                                                                                                                                                                           | <input type="text"/>                                                                                                                                                                                                                                                                                          |                             |  |                      |                      |                      |                      |                      |                      |  |
| <b>B11. What was the main reason for coming or changing to the present place of residence?</b><br>01 Job transfer.....<br>02 Found a job.....<br>03 Looking for job.....<br>04 Looking for better agricultural land...<br>05 Studies (Schooling/training).....<br>06 Proximity to place of work<br>07 Housing .....<br>08 Social/political problem<br>09 Health .....<br>96 Other .....<br>97 | 01<br>02<br>03<br>04<br>05<br>06<br>07<br>07<br>09<br>96                                                                                                                                                                                                                                                      |                             |  |                      |                      |                      |                      |                      |                      |  |
| Other (Specify)                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                               |                             |  |                      |                      |                      |                      |                      |                      |  |



|                                                                                                                          |    |                         |
|--------------------------------------------------------------------------------------------------------------------------|----|-------------------------|
| <b>B20. How was it possible for the household to overcome this hardship?(Multiple answers are allowed)</b>               |    | <b>Skip to question</b> |
| A. Financial assistance from government agencies                                                                         | A  |                         |
| B. Financial assistance from NGOs/ religious organizations/ local community organisations                                | B  |                         |
| C. Financial assistance from relatives / friends.....                                                                    | C  |                         |
| D. Took children out of school as could not afford it..                                                                  | D  |                         |
| E. Placed child(children) in other household(s)                                                                          | E  |                         |
| F. Additional work hours by household members.                                                                           | F  |                         |
| G. Sold property/used savings.....                                                                                       | G  |                         |
| H. Reduced household expenditures.....                                                                                   | H  |                         |
| I. No serious impact .....                                                                                               | I  |                         |
| U. Other .....                                                                                                           | U  |                         |
| <b>Other (Specify)</b>                                                                                                   |    |                         |
| <b>B21. Did any of your household members have any outstanding loans or obtain a new loan during the past 12 months?</b> |    |                         |
| 1. Yes.....                                                                                                              | 1  | →B22                    |
| 2. No.....                                                                                                               | 2  | →B28                    |
| <b>B22. What was the main reason for obtaining a loan?</b>                                                               |    |                         |
| 01. To meet essential household expenditures (buying food, child education etc).                                         | 01 |                         |
| 02. To buy vehicle (bike, motorbike, car) for household member                                                           | 02 |                         |
| 03. To purchase/remodel/repair/construct a house.                                                                        | 03 |                         |
| 04. To meet health related expenditures for household members (medicine, doctor or hospital fees) ...                    | 04 |                         |
| 05. To meet the following ritual expenditures: birth, funeral, and wedding                                               | 05 |                         |
| 06. To open/increase business                                                                                            | 06 |                         |
| 07. To pay previous loan....                                                                                             | 07 |                         |
| 96. Other.....                                                                                                           | 96 |                         |
| <b>Other (Specify)</b>                                                                                                   |    |                         |
| <b>B23. Where did the household obtain the loan from?</b><br>(Multiple answers are allowed)                              |    |                         |
| A. Government.....                                                                                                       | A  |                         |
| B. Bank/credit card.....                                                                                                 | B  |                         |
| C. Micro-credit/finance groups.                                                                                          | C  |                         |
| D. Employer/landowner.....                                                                                               | D  |                         |
| E. Supplier of merchandise, equipment or raw materials                                                                   | E  |                         |
| F. A friend/relative of employer/landowner...                                                                            | F  |                         |
| G. Individual money lender.....                                                                                          | G  |                         |
| H. A friend/relative of borrower                                                                                         | H  |                         |
| U. Other.....                                                                                                            | U  |                         |
| <b>Other (Specify)</b>                                                                                                   |    |                         |

|                                                                                                                                                                        |                 |                         |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------|----------------------|
| <b>B24. Was the debt paid back?</b>                                                                                                                                    |                 | <b>Skip to question</b> |                      |
| 1. Yes, wholly                                                                                                                                                         | 1               |                         |                      |
| 2. Yes, partly                                                                                                                                                         | 2               |                         |                      |
| 3. No                                                                                                                                                                  | 3               |                         |                      |
| <b>If B24 = 1 ask the options A in B25 and B26</b><br><b>If B24 = 2, 3 ask the options B in B25 and B26</b>                                                            |                 |                         |                      |
| <b>B25. A) How was the debt paid back?</b><br><b>B) How will the debt be paid back?</b>                                                                                |                 |                         |                      |
| (Read all the options and circle all the appropriate ones)                                                                                                             |                 |                         |                      |
| A. Cash, by borrowing money from someone else...                                                                                                                       | A               |                         |                      |
| B. Cash, by selling some assets..                                                                                                                                      | B               |                         |                      |
| C. Cash, by getting income from work...                                                                                                                                | C               |                         |                      |
| D. Provide direct labour to the creditor by adult household member                                                                                                     | D               |                         |                      |
| E. Provide direct labour to the creditor by child household member...                                                                                                  | E               |                         |                      |
| F. In kind.....                                                                                                                                                        | F               |                         |                      |
| U. Other.....                                                                                                                                                          | U               |                         |                      |
| X. Don't know....                                                                                                                                                      | X               |                         |                      |
| <b>B26.</b>                                                                                                                                                            |                 |                         |                      |
| <b>A. Was any child withdrawn from school?</b>                                                                                                                         |                 |                         | } <b>B27</b><br>→B28 |
| <b>B. Will any child be withdrawn from school to pay the debt back?</b>                                                                                                |                 |                         |                      |
| 1. Yes.....                                                                                                                                                            | 1               |                         |                      |
| 2. Maybe.....                                                                                                                                                          | 2               |                         |                      |
| 3. No need to withdraw.....                                                                                                                                            | 3               |                         |                      |
| <b>B27. Will the child/children withdrawn from school be sent back to school after the debt situation improves?</b>                                                    |                 |                         |                      |
| 1. Yes                                                                                                                                                                 | 1               |                         |                      |
| 2. Maybe                                                                                                                                                               | 2               |                         |                      |
| 3. No....                                                                                                                                                              | 3               |                         |                      |
| <b>B28. What is the household's average monthly expenditure?</b><br>(in old leks)<br>(This question is to be recorded as expenditure incurred at the household level.) |                 |                         |                      |
|                                                                                                                                                                        | □ □ □ □ □ □ □ □ |                         |                      |
| <b>B29. What are the household's sources of income?</b><br>(Multiple answers are allowed)                                                                              |                 |                         |                      |
| A. Employment...                                                                                                                                                       | A               |                         |                      |
| B. Social transfers                                                                                                                                                    | B               |                         |                      |
| C. Scholarship                                                                                                                                                         | C               |                         |                      |
| D. Rent/property                                                                                                                                                       | D               |                         |                      |
| E. Private transfers                                                                                                                                                   | E               |                         |                      |
| U. Other                                                                                                                                                               | U               |                         |                      |
| <b>Other (Specify)</b>                                                                                                                                                 |                 |                         |                      |
| <b>B30. What is the household's average monthly income?</b><br>(in old leks)                                                                                           |                 |                         |                      |
|                                                                                                                                                                        | □ □ □ □ □ □ □ □ |                         |                      |

| PART III CHILD QUESTIONNAIRE                                                                                                                     |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|---|---|-----------------------------------------------|---|---|---|---------------------------------|---|-------------|-------------|
| Ask every child (5-17) in the household                                                                                                          |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| HOUSEHOLD ID NUMBER:                                                                                                                             |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| SECTION IX                                                                                                                                       |  |   |   |   |   |   |   | Educational Attainment of All Children (5-17) |   |   |   |                                 |   |             |             |
| Serial No in A1 →                                                                                                                                |  |   |   |   |   |   |   | Skip to Question                              |   |   |   |                                 |   |             |             |
| Name of household member →                                                                                                                       |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| Age of household member →                                                                                                                        |  |   |   |   |   |   |   | Children<br>Aged 5-9 years                    |   |   |   | Children<br>Aged 10-17<br>years |   |             |             |
| <b>C1. Can you read and write a short, simple statement with understanding in any language?</b>                                                  |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| 1. Yes.....                                                                                                                                      |  | 1 |   | 1 |   | 1 |   | 1                                             |   | 1 |   | 1                               |   |             |             |
| 2. No.....                                                                                                                                       |  | 2 |   | 2 |   | 2 |   | 2                                             |   | 2 |   | 2                               |   |             |             |
| <b>C2. Are you attending school or pre-school during the current school year?</b>                                                                |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| 1. Yes.....                                                                                                                                      |  | 1 |   | 1 |   | 1 |   | 1                                             |   | 1 |   | 1                               |   |             |             |
| 2. No.....                                                                                                                                       |  | 2 |   | 2 |   | 2 |   | 2                                             |   | 2 |   | 2                               |   |             |             |
| <b>C3. What is the level of school and grade that you are currently attending? Level: (L) Grade (G)</b>                                          |  | L | G | L | G | L | G | L                                             | G | L | G | L                               | G |             |             |
| 1. Pre-school.....                                                                                                                               |  | 1 |   | 1 |   | 1 |   | 1                                             |   | 1 |   | 1                               |   | } → C4      |             |
| 2. Primary.....                                                                                                                                  |  | 2 |   | 2 |   | 2 |   | 2                                             |   | 2 |   | 2                               |   |             |             |
| 3. Secondary (grades V-IX)....                                                                                                                   |  | 3 |   | 3 |   | 3 |   | 3                                             |   | 3 |   | 3                               |   |             |             |
| 4. High school.....                                                                                                                              |  | 4 |   | 4 |   | 4 |   | 4                                             |   | 4 |   | 4                               |   |             |             |
| 5. Non standard curriculum.....                                                                                                                  |  | 5 |   | 5 |   | 5 |   | 5                                             |   | 5 |   | 5                               |   |             |             |
| <b>C4. At what age did you begin primary school? (If C3=1 write 95)<br/>(Age in completed years..).....</b>                                      |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| <b>C5. Did you miss any school day during the past week?</b>                                                                                     |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| 1. Yes.....                                                                                                                                      |  | 1 |   | 1 |   | 1 |   | 1                                             |   | 1 |   | 1                               |   | →C6<br>→C17 | →C6<br>→C14 |
| 2. No.....                                                                                                                                       |  | 2 |   | 2 |   | 2 |   | 2                                             |   | 2 |   | 2                               |   |             |             |
| <b>C6. how many school days did you miss during the past week?<br/>(Write the number of days).....</b>                                           |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |
| <b>C7. Why did you miss school day(s) during the past week ?<br/>(Read each of the following options and circle two most appropriate option)</b> |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   | } C17       | } C14       |
| A. School vacation period.....                                                                                                                   |  | A |   | A |   | A |   | A                                             |   | A |   | A                               |   |             |             |
| B. Teacher was absent .....                                                                                                                      |  | B |   | B |   | B |   | B                                             |   | B |   | B                               |   |             |             |
| C. Bad weather conditions.....                                                                                                                   |  | C |   | C |   | C |   | C                                             |   | C |   | C                               |   |             |             |
| D. To help family business.....                                                                                                                  |  | D |   | D |   | D |   | D                                             |   | D |   | D                               |   |             |             |
| E. To help at home with household tasks ...                                                                                                      |  | E |   | E |   | E |   | E                                             |   | E |   | E                               |   |             |             |
| F. Working outside family business....                                                                                                           |  | F |   | F |   | F |   | F                                             |   | F |   | F                               |   |             |             |
| G. Illness/ Injury/disablement .....                                                                                                             |  | G |   | G |   | G |   | G                                             |   | G |   | G                               |   |             |             |
| U. Other .....                                                                                                                                   |  | U |   | U |   | U |   | U                                             |   | U |   | U                               |   |             |             |
| <b>Other (Specify).....</b>                                                                                                                      |  |   |   |   |   |   |   |                                               |   |   |   |                                 |   |             |             |

|                                                                                                                            |                      |                      |                      |                      |                      |                      |                                |                                  |                      |                      |                      |                      |  |
|----------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------------------|----------------------------------|----------------------|----------------------|----------------------|----------------------|--|
| <b>Serial No in A1</b> →                                                                                                   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <b>Skip to Question</b>        |                                  |                      |                      |                      |                      |  |
| <b>Name of household member</b> →                                                                                          | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                |                                  |                      |                      |                      |                      |  |
| <b>Age of household member</b> →                                                                                           | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <b>Children Aged 5-9 years</b> | <b>Children Aged 10-17 years</b> |                      |                      |                      |                      |  |
| <b>C8. Have you ever attended school?</b>                                                                                  |                      |                      |                      |                      |                      |                      | →C10<br>→C9                    |                                  |                      |                      |                      |                      |  |
| 1. Yes.....<br>2. No.....                                                                                                  | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               |                                |                                  |                      |                      |                      |                      |  |
| <b>C9. Why have you never attended school?</b> (Read each of the following options and circle the most appropriate option) |                      |                      |                      |                      |                      |                      | C17                            | C14                              |                      |                      |                      |                      |  |
| 1. Too young .....                                                                                                         | 01                   | 01                   | 01                   | 01                   | 01                   | 01                   |                                |                                  |                      |                      |                      |                      |  |
| 2. Disabled/ illness.....                                                                                                  | 02                   | 02                   | 02                   | 02                   | 02                   | 02                   |                                |                                  |                      |                      |                      |                      |  |
| 3. No school/school too far.....                                                                                           | 03                   | 03                   | 03                   | 03                   | 03                   | 03                   |                                |                                  |                      |                      |                      |                      |  |
| 4. Cannot afford schooling.....                                                                                            | 04                   | 04                   | 04                   | 04                   | 04                   | 04                   |                                |                                  |                      |                      |                      |                      |  |
| 5. Family did not allow schooling...                                                                                       | 05                   | 05                   | 05                   | 05                   | 05                   | 05                   |                                |                                  |                      |                      |                      |                      |  |
| 6. Not interested in school.....                                                                                           | 06                   | 06                   | 06                   | 06                   | 06                   | 06                   |                                |                                  |                      |                      |                      |                      |  |
| 7. Education not considered valuable.                                                                                      | 07                   | 07                   | 07                   | 07                   | 07                   | 07                   |                                |                                  |                      |                      |                      |                      |  |
| 8. School not safe.....                                                                                                    | 08                   | 08                   | 08                   | 08                   | 08                   | 08                   |                                |                                  |                      |                      |                      |                      |  |
| 9. To learn a job.....                                                                                                     | 09                   | 09                   | 09                   | 09                   | 09                   | 09                   |                                |                                  |                      |                      |                      |                      |  |
| 10. To work for pay .....                                                                                                  | 10                   | 10                   | 10                   | 10                   | 10                   | 10                   |                                |                                  |                      |                      |                      |                      |  |
| 11. To work as unpaid worker in family business/farm .....                                                                 | 11                   | 11                   | 11                   | 11                   | 11                   | 11                   |                                |                                  |                      |                      |                      |                      |  |
| 12. Help at home with household tasks...                                                                                   | 12                   | 12                   | 12                   | 12                   | 12                   | 12                   |                                |                                  |                      |                      |                      |                      |  |
| 96. Other .....                                                                                                            | 96                   | 96                   | 96                   | 96                   | 96                   | 96                   |                                |                                  |                      |                      |                      |                      |  |
| <b>Other(Specify)</b>                                                                                                      |                      |                      |                      |                      |                      |                      |                                |                                  |                      |                      |                      |                      |  |
| <b>C10. What is the highest level of school and grade you have completed?</b><br><i>Level (L) Grade (G)</i>                | <b>L</b>             | <b>G</b>             | <b>L</b>             | <b>G</b>             | <b>L</b>             | <b>G</b>             | <b>L</b>                       | <b>G</b>                         | <b>L</b>             | <b>G</b>             | <b>L</b>             | <b>G</b>             |  |
| 1. Pre-school.....                                                                                                         | 1                    | <input type="text"/> | 1                    | <input type="text"/> | 1                    | <input type="text"/> | 1                              | <input type="text"/>             | 1                    | <input type="text"/> | 1                    | <input type="text"/> |  |
| 2. Primary.....                                                                                                            | 2                    | <input type="text"/> | 2                    | <input type="text"/> | 2                    | <input type="text"/> | 2                              | <input type="text"/>             | 2                    | <input type="text"/> | 2                    | <input type="text"/> |  |
| 3. Secondary (grades V-IX).                                                                                                | 3                    | <input type="text"/> | 3                    | <input type="text"/> | 3                    | <input type="text"/> | 3                              | <input type="text"/>             | 3                    | <input type="text"/> | 3                    | <input type="text"/> |  |
| 4. High school.....                                                                                                        | 4                    | <input type="text"/> | 4                    | <input type="text"/> | 4                    | <input type="text"/> | 4                              | <input type="text"/>             | 4                    | <input type="text"/> | 4                    | <input type="text"/> |  |
| 5. Non standard curriculum....                                                                                             | 5                    | <input type="text"/> | 5                    | <input type="text"/> | 5                    | <input type="text"/> | 5                              | <input type="text"/>             | 5                    | <input type="text"/> | 5                    | <input type="text"/> |  |
| <b>C11. At what age did you begin primary school?</b><br><i>(If C10=1 write 95) (Age in completed years).....</i>          | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>           | <input type="text"/>             | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |  |
| <b>C12. At what age did you leave school?</b><br><i>(Age in completed years).....</i>                                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/>           | <input type="text"/>             | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |  |



## SECTION X

## Current Economic Activities Status of All Children (5-17)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |                      |                      |                      |                      |                      |                                                 |                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------------------------------------------------|------------------------------|
| Serial No in A1 →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Skip to Question                                |                              |
| Name of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| Age of household member →                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | Children<br>Aged 5-9 years                      | Children<br>Aged 10-17 years |
| <b>Economic Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                      |                      |                      |                      |                      |                      |                                                 |                              |
| <b>C 17. Did you engage in any work at least one hour during the past week?</b><br><i>(As employee, self employed, employer or unpaid family worker)</i><br>1. Yes.....<br>2. No.....                                                                                                                                                                                                                                                                                                                                                                              | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | 1<br>2               | → C20<br>→ C18                                  |                              |
| <b>C18. During the past week, did you do any of the following activities, even for only one hour?</b><br><i>(Read each of the following questions until the first affirmative response is obtained)</i><br><b>(a) Run or do any kind of business, big or small, for him/herself or with one or more partners?</b><br><i>Examples: Selling things, making things for sale, repairing things, guarding car, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, barber, shoe shining etc.</i> | 1 = YES<br>2 = NO    | 1 = YES<br>2 = NO    | 1 = YES<br>2 = NO    | 1 = YES<br>2 = NO    | 1 = YES<br>2 = NO    | 1 = YES<br>2 = NO    | If any "YES"<br>→ C20<br><br>Otherwise<br>→ C19 |                              |
| <b>(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?</b><br><i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.</i>                                                                                                                                                                                                                                                                                                                                               | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| <b>(c) Do any work as a domestic worker for a wage, salary or any payment in kind?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| <b>(d) Help unpaid in a household business of any kind? (Don't count normal housework.)</b><br><i>Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.</i>                                                                                                                                                                                                                                                                                                                                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| <b>(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?</b><br><i>Examples: ploughing, harvesting, looking after livestock.</i>                                                                                                                                                                                                                                                                                                                               | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| <b>(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| <b>(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| <b>(h) Fetch water or collect firewood for household use?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |
| <b>(i) Produce any other good for this household use?</b><br><i>Examples: clothing, furniture, clay pots, etc.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                                                 |                              |



|                                                                                     |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                              |
|-------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------------|
| Serial No in A1 →                                                                   | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      | Skip to Question             |
| Name of household member →                                                          |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                              |
| Age of household member →                                                           | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      | <input type="text"/> |                      |                              |
| C22. In addition to your main work, did you do any other work during the past week? |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      | Children<br>Aged 10-17 years |
| 1. Yes.....                                                                         | 1                    |                      | 1                    |                      | 1                    |                      | 1                    |                      | 1                    |                      | 1                    |                      |                              |
| 2. No.....                                                                          | 2                    |                      | 2                    |                      | 2                    |                      | 2                    |                      | 2                    |                      | 2                    |                      |                              |
| C23. For each day worked during the past week how many hours did you actually work? | M                    | O                    | M                    | O                    | M                    | O                    | M                    | O                    | M                    | O                    | M                    | O                    |                              |
| Main (M) Other (O)                                                                  |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                              |
| 1. Monday.....                                                                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| 2. Tuesday.....                                                                     | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| 3. Wednesday.....                                                                   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| 4. Thursday.....                                                                    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| 5. Friday.....                                                                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| 6. Saturday.....                                                                    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| 7. Sunday.....                                                                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| TOTAL                                                                               | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |                              |
| C24. During the past week when did you usually carry out these activities?          |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                              |
| <b><u>For ALL children (including children attending school):</u></b>               |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                              |
| A. During the day (between 6 a.m. and 6 p.m.) .....                                 | A                    | A                    | A                    | A                    | A                    | A                    | A                    | A                    | A                    | A                    | A                    | A                    |                              |
| B. In the evening or at night (after 6 p.m.) .....                                  | B                    | B                    | B                    | B                    | B                    | B                    | B                    | B                    | B                    | B                    | B                    | B                    |                              |
| C. During both the day and the evening (for the entire day).                        | C                    | C                    | C                    | C                    | C                    | C                    | C                    | C                    | C                    | C                    | C                    | C                    |                              |
| D. On the week-end.....                                                             | D                    | D                    | D                    | D                    | D                    | D                    | D                    | D                    | D                    | D                    | D                    | D                    |                              |
| E. Sometimes during the day, sometimes in the evening                               | E                    | E                    | E                    | E                    | E                    | E                    | E                    | E                    | E                    | E                    | E                    | E                    |                              |
| <b><u>ADDITIONAL: For children attending school ONLY</u></b>                        |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                              |
| <b><u>(If C2=YES):</u></b>                                                          |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                              |
| F. After school.....                                                                | F                    | F                    | F                    | F                    | F                    | F                    | F                    | F                    | F                    | F                    | F                    | F                    |                              |
| G. Before school.....                                                               | G                    | G                    | G                    | G                    | G                    | G                    | G                    | G                    | G                    | G                    | G                    | G                    |                              |
| H. Both before or after school.....                                                 | H                    | H                    | H                    | H                    | H                    | H                    | H                    | H                    | H                    | H                    | H                    | H                    |                              |
| I. On the week-end.....                                                             | I                    | I                    | I                    | I                    | I                    | I                    | I                    | I                    | I                    | I                    | I                    | I                    |                              |
| J. During missed school hours/days.....                                             | J                    | J                    | J                    | J                    | J                    | J                    | J                    | J                    | J                    | J                    | J                    | J                    |                              |

| Serial No in A1 →                                                        |    |    |    |    |    |    | Skip to Question                               |
|--------------------------------------------------------------------------|----|----|----|----|----|----|------------------------------------------------|
| Name of household member →                                               |    |    |    |    |    |    |                                                |
| Age of household member →                                                |    |    |    |    |    |    | Children Aged 10-17 years                      |
| <b>C25. Where did you carry out your main work during the past week?</b> |    |    |    |    |    |    | <div>→C27</div> <div>C28</div> <div>→C30</div> |
| 1. At (his/her) family dwelling...                                       | 01 | 01 | 01 | 01 | 01 | 01 |                                                |
| 2. Client's place .....                                                  | 02 | 02 | 02 | 02 | 02 | 02 |                                                |
| 3. Formal office .....                                                   | 03 | 03 | 03 | 03 | 03 | 03 |                                                |
| 4. Factory / Atelier .....                                               | 04 | 04 | 04 | 04 | 04 | 04 |                                                |
| 5. Plantations / farm / garden.....                                      | 05 | 05 | 05 | 05 | 05 | 05 |                                                |
| 6. Construction sites.....                                               | 06 | 06 | 06 | 06 | 06 | 06 |                                                |
| 7. Mine / quarry.....                                                    | 07 | 07 | 07 | 07 | 07 | 07 |                                                |
| 8. Shop / kiosk / coffee house / restaurant / hotel                      | 08 | 08 | 08 | 08 | 08 | 08 |                                                |
| 9. Different places (mobile).....                                        | 09 | 09 | 09 | 09 | 09 | 09 |                                                |
| 10. Fixed, street or market stall                                        | 10 | 10 | 10 | 10 | 10 | 10 |                                                |
| 11. Pond / lake / river.....                                             | 11 | 11 | 11 | 11 | 11 | 11 |                                                |
| 96. Other.....                                                           | 96 | 96 | 96 | 96 | 96 | 96 |                                                |
| <b>Other (specify)</b>                                                   |    |    |    |    |    |    |                                                |
| <b>C26. For your main job/work were you a/an....?</b>                    |    |    |    |    |    |    |                                                |
| 1. Employee.....                                                         | 1  | 1  | 1  | 1  | 1  | 1  |                                                |
| 2. Own account worker (His/her own business without employees)           | 2  | 2  | 2  | 2  | 2  | 2  |                                                |
| 3. Employer (His/her own business with employees)                        | 3  | 3  | 3  | 3  | 3  | 3  |                                                |
| 4. Unpaid family worker....                                              | 4  | 4  | 4  | 4  | 4  | 4  |                                                |
| <b>C27. What was the mode of payment for the last payment period?</b>    |    |    |    |    |    |    |                                                |
| 1. Piece rate.....                                                       | 01 | 01 | 01 | 01 | 01 | 01 |                                                |
| 2. Hourly.....                                                           | 02 | 02 | 02 | 02 | 02 | 02 |                                                |
| 3. Daily.....                                                            | 03 | 03 | 03 | 03 | 03 | 03 |                                                |
| 4. Weekly.....                                                           | 04 | 04 | 04 | 04 | 04 | 04 |                                                |
| 5. Monthly.....                                                          | 05 | 05 | 05 | 05 | 05 | 05 |                                                |
| 6. Upon completion of task....                                           | 06 | 06 | 06 | 06 | 06 | 06 |                                                |
| 96 Other (specify).....                                                  | 96 | 96 | 96 | 96 | 96 | 96 |                                                |
| <b>Other (specify)</b>                                                   |    |    |    |    |    |    |                                                |

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                          |                                                |                                                |                                                |                                                |                                                |                                                |                              |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------|
| Serial No in A1 →                                                                 | <input type="text"/>                                                                                                                                                                                                                                                                                                                                     | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | Skip to Question                               |                              |
| Name of household member →                                                        | <input type="text"/>                                                                                                                                                                                                                                                                                                                                     | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           |                                                |                              |
| Age of household member →                                                         | <input type="text"/>                                                                                                                                                                                                                                                                                                                                     | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | Children<br>Aged 5-9 years                     | Children<br>Aged 10-17 years |
| C28. What is your average monthly income from the main work?<br>(in old leks)     | <input type="text"/>                                                                                                                                                                                                                                                                                                                                     | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           |                                                |                              |
| C29. What do you usually do with your earnings?<br>(Multiple answers are allowed) | A. Give all/part of money to my parents/guardians...<br>B. Employer gives all/part of money to my parents/guardians...<br>C. Pay my school fees.....<br>D. Buy things for school .....<br>E. Buy things for household<br>F. Buy things for myself<br>G. Save .....<br>U. Other.....                                                                      | A<br>B<br>C<br>D<br>E<br>F<br>G<br>U           | A<br>B<br>C<br>D<br>E<br>F<br>G<br>U           | A<br>B<br>C<br>D<br>E<br>F<br>G<br>U           | A<br>B<br>C<br>D<br>E<br>F<br>G<br>U           | A<br>B<br>C<br>D<br>E<br>F<br>G<br>U           |                                                |                              |
| Other (specify)                                                                   | <input type="text"/>                                                                                                                                                                                                                                                                                                                                     | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           |                                                |                              |
| C30. Why do you work? (Multiple answers are allowed)                              | A. Supplement family income...<br>B. Help pay family debt.....<br>C. Help in household enterprise...<br>D. Learn skills.....<br>E. Schooling not useful for future.....<br>F. School too far / no school .....<br>G. Cannot afford school fees.....<br>H. Not interested in school.....<br>I. To temporarily replace someone unable to work.<br>U. Other | A<br>B<br>C<br>D<br>E<br>F<br>G<br>H<br>I<br>U | A<br>B<br>C<br>D<br>E<br>F<br>G<br>H<br>I<br>U | A<br>B<br>C<br>D<br>E<br>F<br>G<br>H<br>I<br>U | A<br>B<br>C<br>D<br>E<br>F<br>G<br>H<br>I<br>U | A<br>B<br>C<br>D<br>E<br>F<br>G<br>H<br>I<br>U | A<br>B<br>C<br>D<br>E<br>F<br>G<br>H<br>I<br>U | } C33                        |
| Other (specify)                                                                   | <input type="text"/>                                                                                                                                                                                                                                                                                                                                     | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           | <input type="text"/>                           |                              |
| A. Job Search                                                                     |                                                                                                                                                                                                                                                                                                                                                          |                                                |                                                |                                                |                                                |                                                |                                                |                              |
| C31. Were you seeking work in the last week?                                      |                                                                                                                                                                                                                                                                                                                                                          |                                                |                                                |                                                |                                                |                                                |                                                |                              |
| 1. Yes.....<br>2. No.....                                                         | 1<br>2                                                                                                                                                                                                                                                                                                                                                   | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         |                              |
| C32. At any time during the past 12 months did you engage in any work?            |                                                                                                                                                                                                                                                                                                                                                          |                                                |                                                |                                                |                                                |                                                |                                                |                              |
| 1. Yes.....<br>2. No.....                                                         | 1<br>2                                                                                                                                                                                                                                                                                                                                                   | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         | 1<br>2                                         | →C33<br>→C41                 |

| SECTION XI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | Health and Safety Issues about working children (5-17) |             |             |             |             |                                             |                         |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------|-------------|-------------|-------------|-------------|---------------------------------------------|-------------------------|---------------------------|
| Serial No in A1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | →           |                                                        |             |             |             |             |                                             | Skip to Question        |                           |
| Name of household member                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | →           |                                                        |             |             |             |             |                                             |                         |                           |
| Age of household member                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | →           |                                                        |             |             |             |             |                                             | Children Aged 5-9 years | Children Aged 10-17 years |
| <b>C33. Did you have any of the following in the past 12 months because of your work?</b> <i>(Read each of the following options and mark "YES" or "NO" for all options)</i><br><br>01. Superficial injuries or open wounds<br>02. Fractures.....<br>03. Dislocations, sprains or stains...<br>04. Burns, corrosions, scalds or frostbite<br>05. Breathing problems.....<br>06. Eye problems.....<br>07. Skin problems...<br>08. Stomach problems / diarrhoea ...<br>09. Fever.....<br>10. Extreme fatigue.....<br>96. Other (specify)..... | 1= YES 2=NO | 1= YES 2=NO                                            | 1= YES 2=NO | 1= YES 2=NO | 1= YES 2=NO | 1= YES 2=NO | If all "NO"<br>→ C36<br><br>Otherwise → C34 |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
| Other (specify)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
| <b>C34. Think about your most serious illness/injury, how did this/these affect your work/schooling?</b><br><br>1. Not serious- did not stop work/schooling.<br>2. Stopped work or school for a short time<br>3. Stopped work or school completely.                                                                                                                                                                                                                                                                                         |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |                                                        |             |             |             |             |                                             |                         |                           |
| <b>C35. Think about your most serious illness/injury, what were you doing when this happened?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |                                                        |             |             |             |             |                                             |                         |                           |
| Occupation/Job/Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |                                                        |             |             |             |             |                                             |                         |                           |
| OCCUPATION CODE<br>For Official use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |                                                        |             |             |             |             |                                             |                         |                           |

|                                                                                                                                                 |                           |                           |                           |                           |                           |                           |                                    |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|------------------------------------|--------------------------------------|
| <b>Serial No in A1</b> →                                                                                                                        | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <b>Skip to Question</b>            |                                      |
| <b>Name of household member</b> →                                                                                                               | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      |                                    |                                      |
| <b>Age of household member</b> →                                                                                                                | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <b>Children<br/>Aged 5-9 years</b> | <b>Children<br/>Aged 10-17 years</b> |
| <b>C36. Do you carry heavy loads at work?</b><br>1. Yes.....<br>2. No.....                                                                      | 1<br>2                    | 1<br>2                    | 1<br>2                    | 1<br>2                    | 1<br>2                    | 1<br>2                    |                                    |                                      |
| <b>C37. Do you operate any machinery/heavy equipment at work?</b><br>1. Yes.....<br>2. No.....                                                  | 1<br>2                    | 1<br>2                    | 1<br>2                    | 1<br>2                    | 1<br>2                    | 1<br>2                    | → C38<br>→ C39                     |                                      |
| <b>C38. What type of tools, equipment or machines do you use at work?</b><br>(Write down 2 mostly used)                                         | 1.....<br>2.....          | 1.....<br>2.....          | 1.....<br>2.....          | 1.....<br>2.....          | 1.....<br>2.....          | 1.....<br>2.....          |                                    |                                      |
| <b>C39. Are you exposed to any of the following at work?</b><br>(Read each of the following options and mark "YES" or "NO" for all options)     | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> |                                    |                                      |
| 01. Dust, fumes,                                                                                                                                | 01  <input type="text"/>  | 01  <input type="text"/>  | 01  <input type="text"/>  | 01  <input type="text"/>  | 01  <input type="text"/>  | 01  <input type="text"/>  |                                    |                                      |
| 02. Fire, gas, flames.....                                                                                                                      | 02  <input type="text"/>  | 02  <input type="text"/>  | 02  <input type="text"/>  | 02  <input type="text"/>  | 02  <input type="text"/>  | 02  <input type="text"/>  |                                    |                                      |
| 03. Loud noise or vibration.....                                                                                                                | 03  <input type="text"/>  | 03  <input type="text"/>  | 03  <input type="text"/>  | 03  <input type="text"/>  | 03  <input type="text"/>  | 03  <input type="text"/>  |                                    |                                      |
| 04. Extreme cold or heat                                                                                                                        | 04  <input type="text"/>  | 04  <input type="text"/>  | 04  <input type="text"/>  | 04  <input type="text"/>  | 04  <input type="text"/>  | 04  <input type="text"/>  |                                    |                                      |
| 05. Dangerous tools (knives etc).....                                                                                                           | 05  <input type="text"/>  | 05  <input type="text"/>  | 05  <input type="text"/>  | 05  <input type="text"/>  | 05  <input type="text"/>  | 05  <input type="text"/>  |                                    |                                      |
| 06. Work underground.....                                                                                                                       | 06  <input type="text"/>  | 06  <input type="text"/>  | 06  <input type="text"/>  | 06  <input type="text"/>  | 06  <input type="text"/>  | 06  <input type="text"/>  |                                    |                                      |
| 07. Work at heights.....                                                                                                                        | 07  <input type="text"/>  | 07  <input type="text"/>  | 07  <input type="text"/>  | 07  <input type="text"/>  | 07  <input type="text"/>  | 07  <input type="text"/>  |                                    |                                      |
| 08. Work in water/lake/pond/river.....                                                                                                          | 08  <input type="text"/>  | 08  <input type="text"/>  | 08  <input type="text"/>  | 08  <input type="text"/>  | 08  <input type="text"/>  | 08  <input type="text"/>  |                                    |                                      |
| 09. Workplace too dark or confined.....                                                                                                         | 09  <input type="text"/>  | 09  <input type="text"/>  | 09  <input type="text"/>  | 09  <input type="text"/>  | 09  <input type="text"/>  | 09  <input type="text"/>  |                                    |                                      |
| 10. Insufficient ventilation.....                                                                                                               | 10  <input type="text"/>  | 10  <input type="text"/>  | 10  <input type="text"/>  | 10  <input type="text"/>  | 10  <input type="text"/>  | 10  <input type="text"/>  |                                    |                                      |
| 11. Chemicals (pesticides, glues, etc.)..                                                                                                       | 11  <input type="text"/>  | 11  <input type="text"/>  | 11  <input type="text"/>  | 11  <input type="text"/>  | 11  <input type="text"/>  | 11  <input type="text"/>  |                                    |                                      |
| 12. Explosives.....                                                                                                                             | 12  <input type="text"/>  | 12  <input type="text"/>  | 12  <input type="text"/>  | 12  <input type="text"/>  | 12  <input type="text"/>  | 12  <input type="text"/>  |                                    |                                      |
| 96. Other things, processes or conditions bad for your health or safety (specify).....                                                          | 96  <input type="text"/>  | 96  <input type="text"/>  | 96  <input type="text"/>  | 96  <input type="text"/>  | 96  <input type="text"/>  | 96  <input type="text"/>  |                                    |                                      |
| <b>Other (specify)</b>                                                                                                                          | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      |                                    |                                      |
| <b>C40. Have you ever been subject to the following at work?</b><br>(Read each of the following options and mark "YES" or "NO" for all options) | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> | <b>1 = YES<br/>2 = NO</b> |                                    |                                      |
| 1. Constantly shouted at .....                                                                                                                  | 1  <input type="text"/>   | 1  <input type="text"/>   | 1  <input type="text"/>   | 1  <input type="text"/>   | 1  <input type="text"/>   | 1  <input type="text"/>   |                                    |                                      |
| 2. Repeatedly insulted.....                                                                                                                     | 2  <input type="text"/>   | 2  <input type="text"/>   | 2  <input type="text"/>   | 2  <input type="text"/>   | 2  <input type="text"/>   | 2  <input type="text"/>   |                                    |                                      |
| 3. Beaten /physically hurt...                                                                                                                   | 3  <input type="text"/>   | 3  <input type="text"/>   | 3  <input type="text"/>   | 3  <input type="text"/>   | 3  <input type="text"/>   | 3  <input type="text"/>   |                                    |                                      |
| 4. Sexually abused (touched or done things to you that you did not want)                                                                        | 4  <input type="text"/>   | 4  <input type="text"/>   | 4  <input type="text"/>   | 4  <input type="text"/>   | 4  <input type="text"/>   | 4  <input type="text"/>   |                                    |                                      |
| 7. Other (Specify).....                                                                                                                         | 7  <input type="text"/>   | 7  <input type="text"/>   | 7  <input type="text"/>   | 7  <input type="text"/>   | 7  <input type="text"/>   | 7  <input type="text"/>   |                                    |                                      |
| <b>Other (specify)</b>                                                                                                                          | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      | <input type="text"/>      |                                    |                                      |

| SECTION XII                                                                                                                                                                                                                      |   | Household Tasks of Children (5-17)                                                                                                                                                 |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Serial No in A1                                                                                                                                                                                                                  | → | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | Skip to Question                                                        |
| Name of household member                                                                                                                                                                                                         | → | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               |                                                                         |
| Age of household member                                                                                                                                                                                                          | → | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <div>Children Aged 5-9 years</div> <div>Children Aged 10-17 years</div> |
| C41. During the past week did you do any of the tasks indicated below for this household? (Read each of the following options and mark "YES" or "NO" for all options)                                                            |   | 1 = YES<br>2 = NO                                                                                                                                                                  | 1 = YES<br>2 = NO                                                                                                                                                                  | 1 = YES<br>2 = NO                                                                                                                                                                  | 1 = YES<br>2 = NO                                                                                                                                                                  | 1 = YES<br>2 = NO                                                                                                                                                                  | 1 = YES<br>2 = NO                                                                                                                                                                  | If any "YES" → C42<br><br>Otherwise → C44<br>for this HH member.        |
| 1. Shopping for household....<br>2. Repair any household equipments<br>3. Cooking.....<br>4. Cleaning utensils/house.....<br>5. Washing clothes.....<br>6. Caring for children/old/sick.....<br>7. Other household tasks.....    |   | 1 <input type="text"/><br>2 <input type="text"/><br>3 <input type="text"/><br>4 <input type="text"/><br>5 <input type="text"/><br>6 <input type="text"/><br>7 <input type="text"/> | 1 <input type="text"/><br>2 <input type="text"/><br>3 <input type="text"/><br>4 <input type="text"/><br>5 <input type="text"/><br>6 <input type="text"/><br>7 <input type="text"/> | 1 <input type="text"/><br>2 <input type="text"/><br>3 <input type="text"/><br>4 <input type="text"/><br>5 <input type="text"/><br>6 <input type="text"/><br>7 <input type="text"/> | 1 <input type="text"/><br>2 <input type="text"/><br>3 <input type="text"/><br>4 <input type="text"/><br>5 <input type="text"/><br>6 <input type="text"/><br>7 <input type="text"/> | 1 <input type="text"/><br>2 <input type="text"/><br>3 <input type="text"/><br>4 <input type="text"/><br>5 <input type="text"/><br>6 <input type="text"/><br>7 <input type="text"/> | 1 <input type="text"/><br>2 <input type="text"/><br>3 <input type="text"/><br>4 <input type="text"/><br>5 <input type="text"/><br>6 <input type="text"/><br>7 <input type="text"/> |                                                                         |
| Other (Specify)                                                                                                                                                                                                                  |   | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               |                                                                         |
| C42. During each day of the past week how many hours did you do such household tasks? (Record for each day separately)                                                                                                           |   | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               |                                                                         |
| 1. Monday.....<br>2. Tuesday.....<br>3. Wednesday.....<br>4. Thursday.....<br>5. Friday.....<br>6. Saturday.....<br>7. Sunday.....                                                                                               |   | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>               |                                                                         |
| TOTAL                                                                                                                                                                                                                            |   | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               | <input type="text"/>                                                                                                                                                               |                                                                         |
| C43. During the past week when did you usually carry out these activities?                                                                                                                                                       |   | A<br>B<br>C<br>D<br>E<br><br>F<br>G<br>H<br>I<br>J                                                                                                                                 | A<br>B<br>C<br>D<br>E<br><br>F<br>G<br>H<br>I<br>J                                                                                                                                 | A<br>B<br>C<br>D<br>E<br><br>F<br>G<br>H<br>I<br>J                                                                                                                                 | A<br>B<br>C<br>D<br>E<br><br>F<br>G<br>H<br>I<br>J                                                                                                                                 | A<br>B<br>C<br>D<br>E<br><br>F<br>G<br>H<br>I<br>J                                                                                                                                 | A<br>B<br>C<br>D<br>E<br><br>F<br>G<br>H<br>I<br>J                                                                                                                                 |                                                                         |
| ADDITIONAL: <u>For children attending school ONLY (If C2=YES):</u><br>F. After school.....<br>G. Before school.....<br>H. Both before or after school.....<br>I. On the week-end.....<br>J. During missed school hours/days..... |   | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                                                               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                                                               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                                                               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                                                               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                                                               | <input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/><br><input type="text"/>                                                               |                                                                         |
| C44. Has (NAME) been interviewed in the company of an adult or an older child?                                                                                                                                                   |   | 1<br>2                                                                                                                                                                             | 1<br>2                                                                                                                                                                             | 1<br>2                                                                                                                                                                             | 1<br>2                                                                                                                                                                             | 1<br>2                                                                                                                                                                             | 1<br>2                                                                                                                                                                             | } END for this HH member.<br>Go to the next child in Section II.        |

END OF INTERVIEW

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