



International
Labour
Organization



► **National child labour survey**

Reporting template full-length version

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Reporting template full-length version



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► Introduction

The National Child Labour Survey (NCLS) reporting template is designed for national statistical offices to guide the development of child labour survey reports.

This template provides a structured approach to analyzing data from NCLSs, and disseminating crucial insights, enabling statistical offices to present evidence-based findings essential for informing policy formulation and programmatic interventions aimed at combatting child labour.

Built upon the expertise of the International Labour Organization (ILO) in analyzing child labour data and developed on the basis of the latest child labour measurement standards, this full-length version is tailored to meet the needs of national statistical offices by providing comprehensive tabulations and areas of analysis while ensuring a robust methodology for conducting comprehensive child labour assessments.

Starting from a background discussion on child labour definitions and measurement, the template takes the user through the presentation of the key results of child labour survey in a succinct and accessible manner.

The template includes chapters on results relating to child labour prevalence, trends, the work-school interplay, correlates of child labour, child labour characteristics, occupational safety and health consequences, educational consequences, household chores. It concludes with a final chapter summarizing the survey findings deemed of most relevance for follow-up action. Annexes of the template provides additional possible tabulations and the survey methodology.

For each chapter, the template lists the key questions addressed, principal tabulations and possible figures, accompanied by explanatory text. Important points for consideration are also provided, signified with the symbol “👉”. Throughout, the template takes a selective, streamlined approach, focused on the presentation and descriptive analysis of the most salient results from the NCLS rather than simply a comprehensive listing of all results.

This template is flexible and adaptable, with no fixed rules regarding the inclusion of specific tables or sections in the main body of the report.

Instead, the structure outlined in the template serves as a proposition, providing a suggested framework that can be customized and tailored based on the unique characteristics and information gathered with the NCLS. National statistical offices are invited to adjust the structure, content, and presentation of the report to best reflect the findings and insights derived from their survey efforts.

► National child labour survey report – Title page

The purpose of the cover page is to provide the title and the date of publication.

► Preface

[1 page]

The preface should consist of a page written by the national statistical office, and/or other stakeholders that supported the survey; for example, the Ministry of Labour.

The preface usually presents the background to the survey, explains its importance and states the main objectives and intended scope of the statistical investigation.

Acknowledgements could either be included here or may instead be presented as a separate section.

The preface is usually signed by the Director of the Statistical Office and other stakeholders that supported the survey.

► Acknowledgements

[1 page]

The purpose of the acknowledgements is to thank the people or institutions that supported the implementation of the survey.

► Table of contents

► Preface	vi
► Acknowledgements.....	vii
► Abbreviations and acronyms.....	xv
► At a glance	xvi
► Executive summary.....	xvii
► 1. Introduction	1
► 2. National context.....	2
► 3. Child labour definitions and measurement	5
► 4. Child labour prevalence.....	8
► 5. Trends in child labour prevalence	11
► 6. Children's involvement in work and schooling.....	13
► 7. Household and community factors associated with child labour	16
► 8. Characteristics of child labour	23
8.1 Branch of economic activity	24
8.2 Child labour and forms of work.....	25
8.3 Time intensity of child labour.....	30
► 9. Child labour and schooling	34
9.1 Child labour and school attendance	35
9.2 Child labour and school performance	37
► 10. Child labour and occupational safety and health	41
10.1 Exposure to occupational safety and health hazards.....	42
10.2 Work-related injury and illness	42
► 11. Household chores	45
11.1 Involvement in household chores.....	46
11.2 Interplay between child labour and household chores	46
11.3 Child labour taking household chores into account.....	47
► 12. Priorities to eliminate child labour.....	51
12.1 Summary of findings.....	51
12.2 Mapping of current efforts against child labour (optional)	51
12.3 Identifying policy priorities	52
► Glossary	58
► Annex 1. Statistical tables.....	60
Characteristics of the child population	60

Child labour prevalence	61
Child labour trends	62
Children's involvement in work and schooling	64
Household and community factors associated with child labour	65
Child labour characteristics	66
Time intensity of child labour	70
Child labour and schooling	74
Child labour and occupational safety and health	79
Household chores	84
► Annex 2. Survey methodology	87
Scope and coverage of the survey	87
Questionnaire	87
Sampling design and implementation	87
Pre-test	89
Training of Interviewers, supervisors and fieldwork	89
Fieldwork	89
Data processing	90
Response rates and weighting	90
Ethical considerations	91
Limitations and lessons learned	91

► List of figures

► Figure 1. Child labour prevalence (percentage and number of children in child labour, children aged 5-17 years, by sex, residence and region)	10
► Figure 2. Child labour prevalence (percentage and number of children in child labour, children aged 5-17 years, by age and sex).....	10
► Figure 3. Trends in child labour prevalence (percentage and number of children in child labour, children aged 5-17 years, by sex, residence and age group)	12
► Figure 4. Assessing the pace of progress towards Target 8.7 of the Sustainable Development Goals (number of children in child labour, actual and projected, by year).....	12
► Figure 5. Child work, child labour and hazardous work (percentage and number of children aged 5-17 years in work, child labour and hazardous work)	13
► Figure 6. Child work and schooling (percentage distribution of children aged 7-14 years, by involvement in work, schooling, both or neither)	15
► Figure 7. Child labour and socio-economic vulnerability (percentage of children in child labour aged 5-17 years, by household income quintile, household poverty level, exposure to shocks and sex)	20
► Figure 8. Child labour and education level of household head (percentage of children in child labour aged 5-17 years, by education level of household head and sex)	21
► Figure 9. Child labour and labour market status/contractual status of household head (percentage of children in child labour aged 5-17 years, by labour market and contractual status of household head and sex)	21
► Figure 10. Reasons cited for involvement in child labour (percentage of children in child labour aged 5-17 years, by main reason for working and sex)	22
► Figure 11. Child labour and forms of work (number of children in child labour, by form of work)	26
► Figure 12. Child labour in own-use production work (percentage of children in child labour in own-use production work, children aged 5-17 years, by type of own-use production work and sex).....	28
► Figure 13. Child labour and form of work (prevalence of children in child labour, children aged 5-14 years, by form of work and sex)	31
► Figure 14. Child labour in employment work (percentage distribution of children aged 5-14 years in child labour in employment work, by branch of economic activity and sex).....	32
► Figure 15. Time intensity of child labour (average weekly working hours, by age group and sex).....	32
► Figure 16. Time intensity and child labour characteristics (average weekly working hours, children aged 5-14 years, by form of work and sex)	33
► Figure 17. Working hours distribution (percentage distribution, children aged 5-14 years in child labour, by weekly working hours)	33
► Figure 18. School attendance and child labour (school attendance rate, compulsory schooling age group, ^(a) by child labour status, age and sex)	38
► Figure 19. Out-of-school children (percentage of out-of-school children, by child labour status, sex and age group).....	38
► Figure 20. Reasons for not attending school (percentage distribution of children out of school, compulsory schooling age group, ^(a) by main reason for not attending school and sex).....	39

► Figure 21. Primary school repetition rate (percentage of children in primary school who have ever repeated a grade, by involvement in child labour and sex)	39
► Figure 22. Drop-out rate (percentage distribution of children dropping out of school, compulsory schooling age group, ^(a) by involvement in child labour and age)	39
► Figure 23. Delayed grade progression and child labour (percentage of children who are over-aged ^(a) for their grade, ^(b) children in compulsory schooling age group currently in school, by grade, child labour status and sex)	40
► Figure 24. Child labour and exposure to occupational safety and health hazards (number of children in child labour who are exposed to occupational safety and health hazards, children aged 5–17 years, by hazard type and sex)	43
► Figure 25. Child labour and exposure to workplace violence (number of children in child labour who are exposed to workplace violence, children aged 5–17 years, by type of violence and sex)	43
► Figure 26. Child labour and work-related injury and illness (number of children in child labour experiencing at least one episode of work-related illness or injury, children aged 5–17 years, by type of illness or injury and sex)	44
► Figure 27. Child labour and physical and psychosocial health (number of children in child labour experiencing physical and psychosocial symptoms, children aged 5–17 years, by type of symptoms and sex)	44
► Figure 28. Involvement in household chores (percentage of children performing household chores, by hours threshold, age and sex)	46
► Figure 29. Children's involvement in child labour and household chores (percentage and number of children in child labour, children aged 5–14 years, by involvement in household chores, ^(a) by sex and residence)	47
► Figure 30. Total time spent on child labour and household chores (average weekly working hours, children in child labour aged 5–14 years, by age and sex)	47
► Figure 31. Child labour taking household chores into account (percentage of children in child labour including and excluding household chores performed for at least 21 hours per week, by sex)	48
► Figure 32. Working hours distribution (percentage distribution, children aged 5–14 years performing household chores, by weekly hours spent performing chores and sex)	48
► Figure 33. Household chore types (percentage distribution of children performing household chores for at least 21 hours per week, ^(a) children aged 5–14 years, by chore type and sex)	49
► Figure 34. Household chores of a potentially hazardous nature (percentage of children performing household chores of a potentially hazardous nature for at least 21 hours per week, children aged 5–14 years, by potentially hazardous chore type and sex)(a)	50

► List of tables

► Table 1. [Country name] at a glance (key demographic, social and economic indicators).....	3
► Table 2. Children in child labour (percentage and number of children in child labour, by age group ^(a) , sex, residence and region)	9
► Table 3. Child work, child labour and hazardous work (percentage and number of children at work, child labour and hazardous work, by age group).....	14
► Table 4. Child work and schooling (percentage distribution of children aged 7–14 years by involvement in work, schooling, both or neither)	15
► Table 5. Child labour and branch of economic activity (percentage distribution of children in child labour, by branch of economic activity, age group, sex and residence)	24
► Table 6. Child labour and forms of work (prevalence of children in child labour, by forms of work, age group, sex and residence)	27
► Table 7. Child labour in employment work (percentage distribution of child labour in employment work, by branch of economic activity, age group, sex and residence)	29
► Table 8. Time intensity of child labour (average weekly working hours, by age group, residence and sex)	30
► Table 9. School attendance and child labour (school attendance rate, compulsory schooling age group, by child labour status, age, sex and residence).....	35
► Table 10. School attendance and child labour characteristics (school attendance rate, compulsory schooling age group, by form of work, sex and residence)	36
► Table 11. School attendance and child labour time intensity (school attendance rate, compulsory schooling age group, by working hours, sex and residence)	36
► Table 12. Mapping of extant plans, policies and interventions	52
► Table 13. Ensuring an adequate legal architecture: policy options	53
► Table 14. Extending social protection: policy options.....	54
► Table 15. Ensuring free, good-quality schooling: policy options.....	55
► Table 16. Promoting decent work for adults and youth of legal working age: policy options	56
► Table 17. Promoting adequate rural livelihoods and resilience: policy options	57
► Table A1.1. Characteristics of the child population (number of children, by age group, sex, residence, region and household income quintile)	60
► Table A1.2. Child work, child labour and hazardous work (percentage and number of children in work, child labour and hazardous work, by age group)	61
► Table A1.3. Children in hazardous work ^(a) (percentage and number of children in hazardous work, by age group, sex, residence and region)	61
► Table A1.4. Trends in child labour prevalence (percentage and number of children in child labour, by reference year, age group ^(a) , sex and residence).....	62
► Table A1.5. Trends in hazardous work prevalence (percentage and number of children in hazardous work, by reference year, age group ^(a) , sex and residence)	63
► Table A1.6. Child work (percentage of the child population and number of children in work, by age group, sex, residence and region)	64
► Table A1.7. Children's working and schooling (percentage distribution of children aged 15–17 years by involvement in work, schooling, both or neither).....	64

► Table A1.8. Child labour prevalence by key household and community factors ^(a) (percentage of children in child labour, by key household and community background characteristics, age and sex)	65
► Table A1.10. Child labour in own-use production work (prevalence of child labour in own-use production work, by activity, age group, sex and residence)	67
► Table A1.11. Child labour in employment work (percentage distribution of child labour in employment work, by branch of economic activity, age group, sex and residence)	68
► Table A1.12. Child labour and branch of economic activity ^(a) (percentage distribution of children in child labour, by one-digit ISIC industry classification, age group, sex and residence)	69
► Table A1.13. Time intensity of child labour and form of work (average weekly working hours, by form of work, age group, sex and residence).....	70
► Table A1.14. Time-intensity of child labour in own-use production work (average weekly working hours in own-use production work, by activity, age group, sex and residence)	71
► Table A1.15. Time intensity of child labour in employment work (average weekly working hours, by branch of economic activity, age group, sex and residence)	72
► Table A1.16. Time intensity of child labour in employment work (average weekly working hours, by one-digit ISIC industry classification, age group, sex and residence).....	73
► Table A1.17. Net intake (by involvement in child labour, sex and residence)	74
► Table A1.18. School life expectancy ^(a) and child labour (by sex and residence)	75
► Table A1.19. Reasons cited for not attending school ^(a) (percentage distribution of children in child labour, by main reason for not attending school, age group, sex and residence)	76
► Table A1.20. Reason for not attending school in the previous year (percentage of children not attending school in the previous year, compulsory schooling age group, by main reason, child labour status, sex and residence).....	77
► Table A1.21. Delayed grade progression and child labour (percentage of children who are over-aged for their grade, ^(a) children in compulsory schooling age group currently in school, by child labour status, sex and residence)	78
► Table A1.22. Students who are over-aged for their grade, ^(a) primary school (by involvement in child labour, sex and residence)	78
► Table A1.23. Grade repetition ^(a) and child labour (percentage of children of compulsory schooling age currently attending school who have ever repeated a grade at school, by involvement in child labour, sex and residence)	78
► Table A1.24. Child labour and exposure to occupational safety and health hazards (percentage of children in child labour exposed to occupational safety and health hazards, ^(a) by type of hazard, age group, sex and residence)	79
► Table A1.25. Child labour and exposure to occupational safety and health hazards (number of children in child labour exposed to occupational safety and health hazards, ^(a) by type of hazard, age group, sex and residence).....	80
► Table A1.26. Child labour and exposure to violence (number and percentage of children in child labour exposed to workplace violence or threats of violence, ^(a) by type of violence, age group, sex and residence)	81
► Table A1.27. Child labour and work-related injury and illness ^(a) (percentage of children in child labour experiencing at least one episode of work-related injury or illness, by type of injury or illness, age group, sex and residence).....	81
► Table A1.28. Child labour and work-related injury and illness ^(a) (number of children in child labour experiencing at least one episode of work-related injury or illness, by type of injury or illness, age group, sex and residence).....	82

► Table A1.29. Work-related ill-health per 100 hours worked (average number of episodes of work-related injury and illness per 100 hours worked, by age group, sex and residence).....	82
► Table A1.30. Child labour and physical and psychosocial health (number of children in child labour experiencing physical and psychosocial symptoms, by type of symptom, age group, sex and residence).....	83
► Table A1.31. Involvement in household chores (percentage and number of children performing household chores, by hours threshold, age group, sex and residence).....	84
► Table A1.32. Time intensity of household chores (average weekly working hours spent performing household chores, by age group, sex and residence).....	84
► Table A1.33. Household chore types (percentage distribution of children performing household chores for at least 21 hours per week, children aged 5–14 years, by chore type, sex and residence).....	85
► Table A1.34. Household chores of a potentially hazardous nature (percentage of children performing household chores of a potentially hazardous nature, children aged 5–14 years, by chore type, sex and residence)	86
► Table A1.35. Children’s involvement in child labour and household chores (percentage and number of children in child labour, children aged 5–14 years, by whether or not also performing household chores, ^(a) by sex and residence).....	86

► List of boxes

► Box 1. Legal and measurement standards regarding child labour	6
► Box 2. Determinants of child labour	16
► Box 3. Key household and community factors and their relevance to child labour	17

► Abbreviations and acronyms

This section is useful if a large number of abbreviations or acronyms is used throughout the report.

► At a glance

[1–2 pages]

Infographics provide a quick and highly visual means of presenting the headline results and can be valuable for engaging the reader's interest in the report. The following is one example of an infographics summary.

ILO child labour Conventions	Convention No. 138 (Minimum age)		Convention No. 182 (Worst forms)	
	Ratification status	Ratified, [date]	Ratification status	Ratified, [date]
	Minimum age for admission to employment or work	15	Hazardous list	Yes
	Light work provision (age group for permissible light work)	Yes [specify age group]		
Child labour situation 	Child work	Child labour		Hazardous work
	XX% of children are in work	YY% of children are in child labour		ZZ% of children are in hazardous work
	[number] children are in work	[number] children are in child labour		[number] children are in hazardous work

► Executive summary

[4–5 pages]

The executive summary should summarize the key points of the report. It should begin by restating the objectives of the report and then describe the key results and takeaways emerging from the report in simple, concise and accessible language. The executive summary should provide sufficiently thorough information to allow it to stand on its own, enabling the reader to understand what is discussed in the full report without necessarily having to read the report in detail. There is no set structure for an executive summary but one frequently adopted practice is to follow the structure of the full report, briefly discussing the key results and takeaways in each of the sections in the same order as in the full report.

► 1. Introduction

[1–2 pages]

This section should provide the reader with a clear idea of the objectives of the report and what it will cover. It can be useful to begin the introduction with a general statement about the child labour challenge in the country and the importance of the national child labour survey in informing policy responses to this challenge. Good introductions often include some of the key headline results from the survey, which will then be discussed in more detail in the subsequent sections. It is also good practice for the introduction to very briefly describe the key characteristics of the survey and the process by which it was carried out. The last paragraph of the introduction often provides a detailed description of the structure of the report as a guide to the reader.

► 2. National context

Question addressed

- What is the broader socio-economic context in which children and their families live and work?

Key tabulations

- **Country at a glance** (key demographic, social and economic indicators)

This section briefly characterizes the broader demographic, social and economic environment in which children and their families live and work. It helps to both contextualize and interpret the survey findings described in the subsequent sections by linking them to the broader development challenges facing the country.

The section should be structured around the issues that the report authors deem important in their specific context. In general, this section has greater impact if it is analytical rather than merely descriptive, and concise and focused rather than too broad and extensive. The issues raised should link directly or indirectly to child labour and to the circumstances that lead families to rely on their children's labour.

Elements commonly included in this section include demographics, poverty and inequality, economic performance and labour market characteristics, and human development. The section should draw on existing data from government agencies (such as national statistical offices and ministries of labour or education) augmented, if and where appropriate, by international sources, such as the World Bank, the International Labour Organization (ILO), UNICEF and the United Nations Statistics Division, among others. The reference years and sources of the data utilized should be noted (table 1).



A simple, “at a glance” table of key demographic, social and economic indicators can be useful as a means of contextualizing and interpreting findings described in the subsequent chapters. The indicators listed in the table are for illustrative purposes only – report authors should select the indicators that they deem most important for their national context.

► **Table 1. [Country name] at a glance (key demographic, social and economic indicators)**

		Value	Source
Population	Total, millions		
	Population growth (annual %)		
	Urban population (% of total population)		
	Population aged 17 years or less (% of total population)		
	Population aged 14 years or less (% of total population)		
	Age dependency ratio (% of working-age population)		
Poverty and inequality	Poverty headcount ratio at national poverty line (% of population)		
	Poverty headcount ratio at national extreme poverty line (% of population)		
	Income share held by lowest income quintile		
Economy	GDP per capita		
	GDP per capita annual growth rate		
	Inflation rate and trends		
	Value-added or share of agriculture/industry/services in GDP		
Labour market	Labour force participation rate (adults and children above the minimum working age, female and male)		
	Unemployment rate (adults and children above the minimum working age, female and male)		
	Share of employed adults and young people with written contracts (adults and young people, female and male)		
	Share of total employed population in agriculture/industry/services (adults and children above the minimum working age, female and male)		
	Distribution of employed population by status in employment (i.e. contributing family worker, own-account worker, employee, other) (adults and children above the minimum working age, female and male)		
	Literacy rate (adults and children above the minimum working age, female and male)		
Human development	Educational attainment rate (adults, female and male)		
	Life expectancy at birth (female and male)		
	HIV incidence per 1,000 population (female and male aged 15-49 years)		
	Orphans due to parents' death from AIDS (children aged 0 to 17 years, female and male)		
	Birth registration rate (children under age 5, female and male)		
	Gender inequality index		

Demographics. Key considerations include the rate of population growth and the size of the child population as a share of the total population. The age dependency ratio can also be relevant in the context of understanding household socio-economic vulnerability. The distribution of the population by area of residence (rural or urban) and by region is also useful for the interpretation of the results in the subsequent sections.

Poverty and inequality. Poverty and inequality are other key topics in the analysis of the national context, as evidence points to a strong link between household poverty and child labour. Levels and trends relating to poverty and extreme poverty, based on national or international poverty benchmarks, are especially important in this context. Indicators of inequality (for example, the Gini index and income distribution by income quintile) provide further insight into household socio-economic vulnerability and should therefore also be reported and discussed.

Economic environment. Indicators including gross domestic product (GDP) per capita, growth in GDP per capita and rates of inflation provide critical background information on the macroeconomic context in which child labour occurs. The value-added or share of agriculture/manufacturing/services in GDP aids in understanding the composition of the economy, which is, in turn, useful for contextualizing and interpreting results relating to the sectoral composition of child labour.

Labour market. The characteristics of the broader labour market can also be useful for understanding both the demand and the supply sides of the child labour equation. Labour force participation, inactivity and unemployment rates, for both adults and young people above the minimum working age, are among the key indicators to consider when describing the labour market. The relative importance of employment in the informal economy and the breakdown of the labour force by branch of economic activity both provide important additional context.

Human development. Child labour is linked to a variety of other human development challenges that a country can face and reporting on these too can be useful in contextualizing and understanding the child labour phenomenon. Numerous indicators are of potential relevance in this context, depending on the country in question and the specific development challenges it faces. These indicators include, but are by no means limited to, adult and youth literacy rates, education attainment rates, human immunodeficiency virus (HIV) incidence, children orphaned due to parents' death from acquired immune deficiency syndrome (AIDS) and birth registration. Gender disparities are a critical cross-cutting consideration and differences by sex should be reported for all of the human development indicators discussed.

► 3. Child labour definitions and measurement

Question addressed

- How is child labour defined in international legal standards?
- How is child labour defined in national law?
- How is child labour measured in the [survey name]?

This section briefly describes the legal and statistical concepts relating to child labour. These concepts can be a source of confusion and it is therefore important to explain them in clear and concise language prior to discussing the survey results. The section should cover the definition of child labour in both international legal standards and in national legislation and, critically, explain how these legal definitions have been translated into statistical terms for the purpose of measuring child labour in the national child labour survey.

Sample text for possible inclusion in this section

Child labour refers to work for which children are either too young or that may be physically or psychologically injurious to their health and well-being. Three main international conventions – the United Nations Convention on the Rights of the Child, 1989 (UNCRC), ILO Minimum Age Convention, 1973 (No. 138) (Convention No. 138) and ILO Worst Forms of Child Labour Convention, 1999 (No. 182) (Convention No. 182) – together set the legal boundaries for child labour and provide the legal grounds for national and international actions against it. Resolution IV of the 20th International Conference of Labour Statisticians sets the frame of reference for child labour measurement and statistics ([box 1](#)).

[Country name] ratified Convention No. 138 in *[insert year]*, specifying a minimum working age of *[insert age]* and a lower minimum age of *[insert age]* years for light work. *[Country name]* ratified the UNCRC in *[insert year]* and Convention No. 182 in *[insert year]*. Article *[insert article number]* of the *[insert name and year of law]* provides the primary legal framework governing child labour in the country. This law sets a minimum working age of *[insert age]* and a lower minimum age of *[insert age]* for light work that is not likely to be harmful to children's health or development or to prejudice their school attendance. Article *[insert article number]* of the *[insert name of law]* also prohibits the involvement of children under the age of 18 years in sectors and conditions that are dangerous to their health, including *[insert work type 1]*, *[insert work type 2]*, *[insert work type 3]*,

On the basis of national legislation and national statistical practices, and with reference to the international legal and statistical standards concerning child labour, children in child labour in the current report consist of the following groups:

1. Children aged five to *[insert national minimum working age minus one]* engaged in the production of goods for own final use and/or engaged in work performed for others in exchange for pay or profit.
[Where children in particular age groups are permitted to engage in "light work" under national legislation ...]
2. Children aged *[insert age group for light work]* engaged in own-use production of goods for own final use and/or engaged in work performed for others in exchange for pay or profit, except those in permissible light work. In accordance with international statistical guidelines, permissible light work is defined as non-hazardous work performed for fewer than 14 hours during the reference week.
3. Children aged *[insert minimum working age]* to 17 years in work in industries and occupations designated as hazardous, or work for long hours and/or at night in industries and occupations not designated as hazardous.



A text box can be a useful means of explaining the main legal and statistical standards on child labour in a clear and succinct fashion.

The text in the box is an example based on international legal standards and should be adapted to reflect the national legislation.

► Box 1. Legal and measurement standards regarding child labour

The [ILO Minimum Age Convention, 1973 \(No. 138\)](#) calls on Member States to set a general minimum age for admission to work or employment not lower than the age of completion of compulsory education, and generally at least 15 years of age (Art. 2, para. 3), and a higher minimum age of not less than 18 years for employment or work which, by its nature or the circumstances in which it is carried out, is likely to jeopardize the health, safety or morals of young persons – usually referred to as hazardous work (Art. 3, para. 1).

However, there is currently no international list of hazardous work and the identification of hazardous types of employment or work prohibited up to the age of 18 years has to be determined by the competent national authority following consultation with employers' and workers' organizations (Art. 3, para. 2). The Convention also contains a number of flexibility clauses that are left to the discretion of the competent national authority in consultation with employers' and workers' organizations. These include clauses relating to minimum age and light work:

- a. **Minimum age.** Members whose economy and educational facilities are insufficiently developed may specify a lower general minimum age of 14 years (Art. 2, para. 4), although there are some that choose to set the minimum age at 16 years.
- b. **Light work.** National laws or regulations may permit the employment or work of persons 13 to 15 years of age which is (i) not likely to be harmful to their health or development and (ii) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received (Art. 7, para.1). The lower age limit for light work can be 12 years of age for developing countries (Art. 7, para. 4).

The [ILO Worst Forms of Child Labour Convention, 1999 \(No. 182\)](#) supplements Convention No. 138 by emphasizing the urgent focus on the worst forms of child labour that require immediate action. For the purposes of the Convention, the worst forms of child labour comprise:

- a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. the use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and
- d. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Art. 3) ("hazardous work").

The [ILO Worst Forms of Child Labour Recommendation, 1999 \(No. 190\)](#) provides more detailed guidance to countries to define hazardous work within their own borders.

The [United Nations Convention on the Rights of the Child, 1989 \(UNCRC\)](#) recognizes the child's right to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development (Art. 32, para. 1). In order to achieve this goal, the UNCRC calls on States Parties to set minimum ages for admission to employment, having regard to the relevant provisions of other international instruments (Art. 32, para.2).

[Resolution IV](#) of the 20th International Conference of Labour Statisticians, 2018 (ICLS) constitutes the authoritative standard for child labour measurement. It provides guidelines on the translation of the international legal standards concerning child labour measurement into statistical terms for the purpose of child labour measurement. It states that child labour may be measured in terms of the engagement of children in work activities either on the basis of the general production boundary or on the basis of the production boundary set forth in the 2008 [System of National Accounts \(SNA\)](#).

In the current report, unless otherwise specified, the SNA production boundary is used for the measurement of child labour. Again with reference to Resolution IV of the 20th ICLS, *"[o]wn-use production of goods, employment, unpaid trainee work, volunteer work in market and non-market units (i.e. government and non-profit institutions serving households) and volunteer work in households producing goods are forms of work within the SNA production boundary"*. In this report, we refer to "child work" or "working children" to refer to work within the SNA production boundary.

► 4. Child labour prevalence

Question addressed

- What percentage and number of children are in child labour and hazardous work?
- How does child labour prevalence vary by sex?
- How does child labour prevalence vary by other individual background characteristics of children?

Key tabulations

- **Children in child labour** (percentage and number of children in child labour, by age group, sex, residence and region)



In discussing the survey results, it is important to also be clear about their limitations. One important limitation in national child labour surveys is the fact that they are unable to capture many of the worst forms of child labour other than hazardous, and, relatedly, to capture children not living in a household. For these reasons, national child labour surveys may under-report the total prevalence of child labour.

This section reports the main “headline” results relating to the **prevalence of child labour and prevalence of hazardous work**. The results should be presented in accordance with the age groups for child labour specified in national legislation (see section 3. Child labour definitions and measurement above). *In the tabulations and charts included for illustrative purposes in this and subsequent sections, the minimum age for admission to employment is set at 15 years old and light work is allowed for children aged 12–14 years.* In order to provide a complete perspective on the prevalence of child labour in the country, the results should be reported in both absolute and percentage terms.

In addition to age group, it is critical that results concerning the prevalence of child labour are broken down by sex, as gender considerations are often very important in determining which children are involved in child labour and the nature of the work that they perform.



There is no fixed rule in terms of which tables should be included in the main body of the report and which should be presented in the statistical annex. However, in the interests of a clear and concise report narrative, it is good practice to limit the tables in the main body of the report to those that are considered core reference tables and of general interest, and to assign additional tables to the statistical annex. Charts can also be used to highlight salient results.

► **Table 2. Children in child labour (percentage and number of children in child labour, by age group^(a), sex, residence and region)**

Background characteristics		Children in child labour									
		5–11 years		12–14 years		5–14 years		15–17 years ^(b)		Total 5–17 years	
		%	No.	%	No.	%	No.	%	No.	%	No.
Total											
Sex	Female										
	Male										
Residence	Rural										
	Urban										
Sex and residence	Female, rural										
	Female, urban										
	Male, rural										
	Male, urban										
Region	Region 1										
	Region 2										
	Region 3										

Notes: (a) Specific age groups utilized should be in accordance with the age groups for child labour specified in national legislation. (b) Child labour for this age group consists of hazardous work as defined by the national legislation.



The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

The results should also be disaggregated by other key background characteristics of children, including, but not limited to, residence ([table 2](#) and [figure 1](#)). Orphaned status, indigenous status and language spoken are examples of other child characteristics that may be relevant in some contexts. The reporting of specific disaggregations helps to create a profile of the population of children in child labour – who they are and where they live ([figure 2](#) and [table A1.2](#)). This information is, in turn, critical for the design and targeting of policies.

It is also important to report estimates of the **prevalence of children in hazardous work**, again by age group, sex and other individual child characteristics. As discussed in section 3, this is the subset of child labour that is likely to harm the health, safety or moral development of children ([table A1.3](#)).

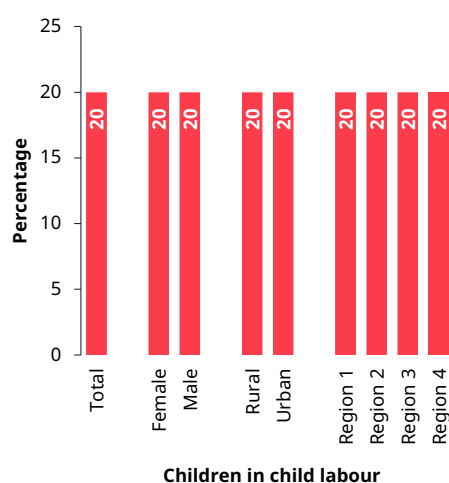
Sample charts for possible inclusion in section



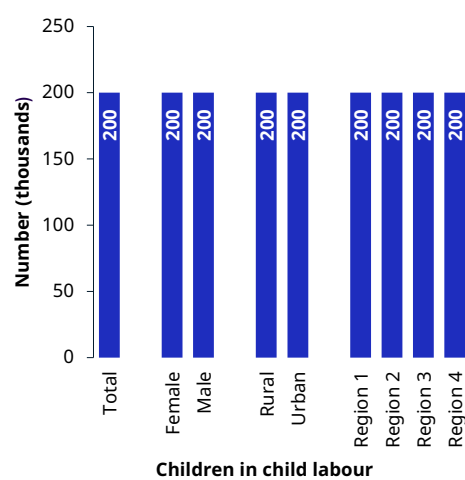
Here and in other sections of the report, simple bar charts can be a useful visual means of illustrating key variations in the indicator of interest.

► **Figure 1. Child labour prevalence (percentage and number of children in child labour, children aged 5-17 years, by sex, residence and region)**

(a) Percentage



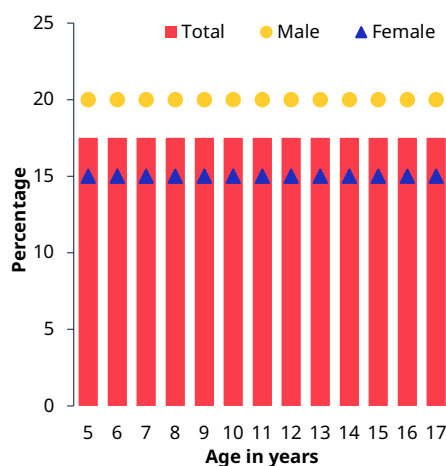
(b) Number



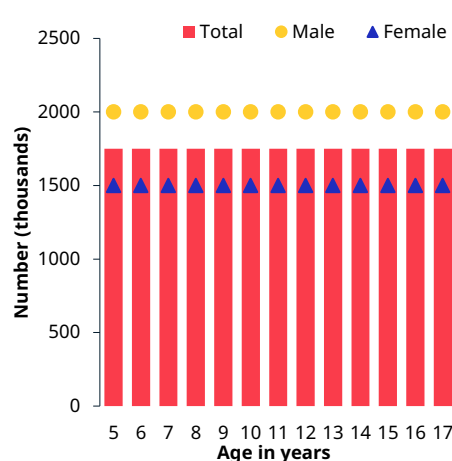
When presenting results across the 5-17 years age spectrum, it is important to note both the minimum working age and the minimum working age for permissible light work.

► **Figure 2. Child labour prevalence (percentage and number of children in child labour, children aged 5-17 years, by age and sex)**

(a) Percentage



(b) Number



► 5. Trends in child labour prevalence



An assessment of trends requires prior estimates of child labour that are comparable to those yielded by the current national child labour survey. Otherwise, this section should not be included in the report.

Questions addressed

- How is the percentage and number of children in child labour changing over time?
- Are there differences between girls and boys in terms of the pace of progress against child labour?
- Is the pace of progress sufficient to meet Target 8.7 of the Sustainable Development Goals and/or nationally defined targets for ending child labour?

Key tabulations

- **Trends in child labour prevalence** (percentage and number of children in hazardous work, by reference year, age group, sex and residence)
- **Assessing the pace of progress towards Target 8.7 of the Sustainable Development Goals** (number of children in child labour, actual and projected, by year)

This section looks at child labour trends and at the pace of progress in relation to global and national targets for ending child labour. The results of a single national child labour survey provide a valuable snapshot of the child labour situation at a particular point in time, but it can also be very useful to be able to assess how child labour prevalence is changing *over time*. Such a dynamic picture can help to recalibrate the national response to child labour and can provide important impetus for accelerated efforts.

An assessment of trends obviously requires prior estimates of child labour against which change can be measured. Comparability is a critical consideration in assessing trends. **If prior estimates are based on a different survey instrument or different indicator definitions, perhaps because of changes in the legislation concerning child labour or in the measurement framework, a comparison of estimates may lead to misleading conclusions about the pace of progress.** Therefore, an assessment of trends should only be undertaken if there are prior, comparable estimates of child labour. When an assessment of child labour trends is not possible, it might be useful to consider assessing trends in involvement in work as a proxy for trends in child labour.

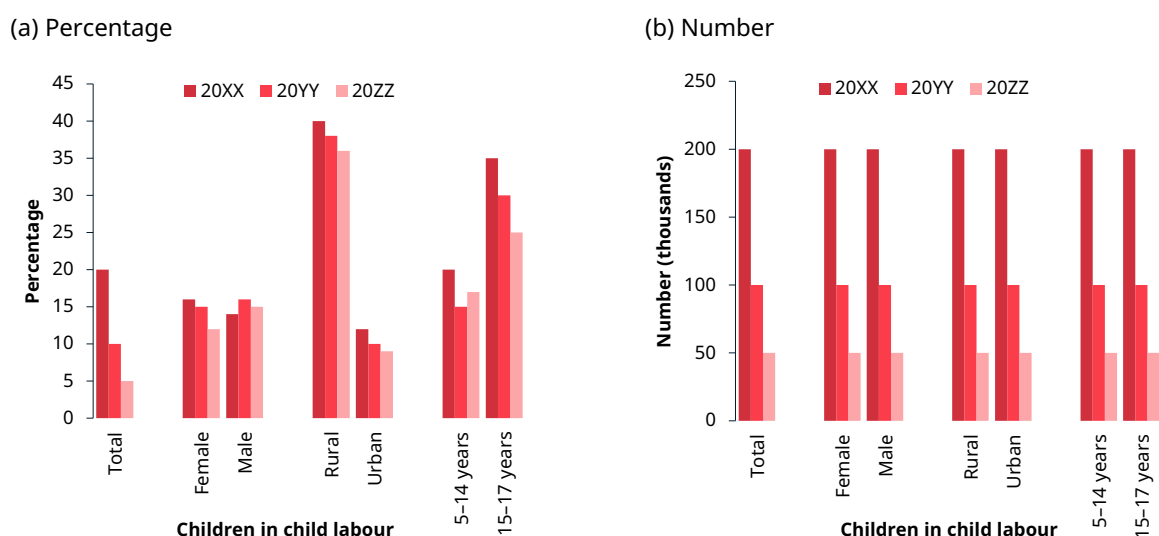
The trends assessment should include comparisons of **child labour prevalence** disaggregated by age group, sex and residence (figure 3 and table A1.4). Differences in the pace of progress between girls and boys are particularly important to note. Changes in absolute numbers and percentages can tell quite different stories and it is therefore important to report both.

The trends analysis can be extended to include additional indicators and disaggregations for which comparable data are available, and which are seen as important in the context in question. An examination of trends in **hazardous work prevalence**, for example, may also yield interesting results in some contexts (table A1.5). Valuable insights can also sometimes be gained by looking at changes in the characteristics of child labour, as discussed further in section 8.

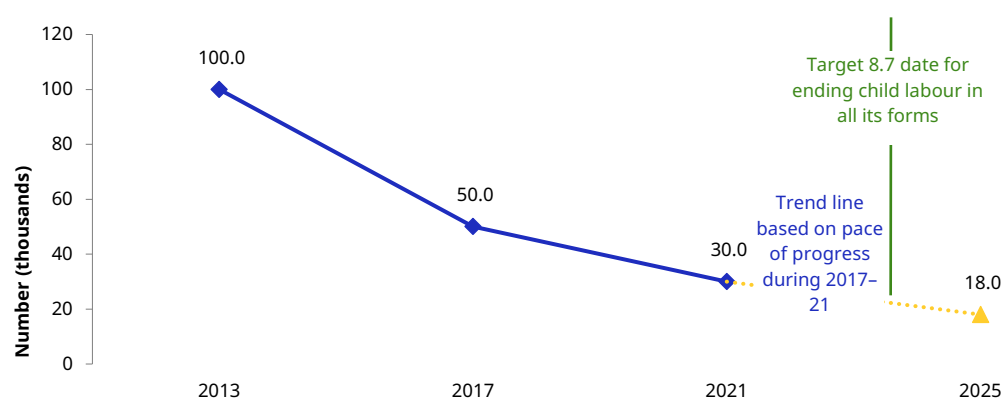
A line chart can be used as a simple means of illustrating the national pace of progress in reducing child labour, benchmarked against national or global targets for child labour elimination. In the hypothetical country illustrated in figure 4, for example, survey results for 2013, 2017 and 2021 point to steady progress in reducing child labour. However, the chart also shows that the pace of progress for the most recent time interval, 2017–2021, will not be fast enough to achieve the global target for ending all forms of child labour by 2025.

Sample charts for possible inclusion in section

► **Figure 3. Trends in child labour prevalence (percentage and number of children in child labour, children aged 5–17 years, by sex, residence and age group)**



► **Figure 4. Assessing the pace of progress towards Target 8.7 of the Sustainable Development Goals (number of children in child labour, actual and projected, by year)**



Child labour (CL) 2025 = ((CL 2021 – CL 2017) / CL 2017) * CL 2021 + CL 2021

► 6. Children's involvement in work and schooling

Questions addressed

- What percentage and number of children are working?
- What is the extent of the overlap between children's work and their schooling?
- What percentage and number of children are neither working nor in schooling?

Key tabulations

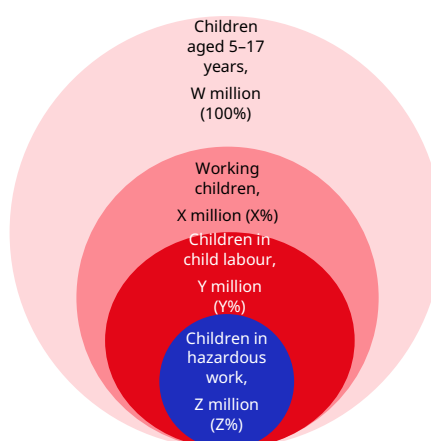
- **Child work, child labour and hazardous work** (percentage and number of children aged 5–17 years in work, child labour and hazardous work)
- **Child work and schooling** (percentage distribution of children aged 7–14 years by involvement in work, schooling, both or neither)

While the concept of child labour should be the central focus of the report, it is also important to show how child labour fits within the broader set of activities performed by children in the report narrative. This means also reporting results relating **to children's involvement in work** and **children's involvement in schooling**, and the interplay between the two.

Children's involvement in work is a wider measure that comprises both child labour and permitted forms of work performed by children of legal working age. A simple nested Venn diagram can be an effective visual means of depicting the numbers of children in work, children in child labour and children in hazardous work as successive subsets of the overall child population (figure 5). A summary table showing the number and percentage of child work, child labour and hazardous work can also be a useful reference for the reader (table 3).

Sample charts for possible inclusion in section

- **Figure 5. Child work, child labour and hazardous work (percentage and number of children aged 5–17 years in work, child labour and hazardous work)**



► **Table 3. Child work, child labour and hazardous work (percentage and number of children at work, child labour and hazardous work, by age group)**

Work category	Children aged 5–11 years		Children aged 12–14 years		Children aged 5–14 years		Children aged 15–17 years ^(a)		Children aged 5–17 years	
	%	No.	%	No.	%	No.	%	No.	%	No.
Working children										
Children in child labour										
Children in hazardous work										

Notes: (a) Child labour for this age group consists of hazardous work according to the national legislation.



The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

In contexts where child work is widely used as one of the indicators for child labour monitoring, it is, of course, also possible to report other disaggregations of child work (see, for example, table A1.6).

While the relationship between child labour and schooling is examined in detail in section 34, it is also useful to look at the interplay between children's work and their schooling. One way of assessing this interplay is to divide the child population into four non-overlapping activity groups – children only working, children only attending school, children combining school and work and children doing neither – as shown in figure 6, table 4 and table A1.6. In addition to information on the interplay between school and work, such a breakdown of the child population also sheds light on another important group of children in some contexts – those who are *outside both* work and schooling.



Results relating to the interplay of schooling and working are more meaningful if the lower age threshold is set at the first year of compulsory schooling.

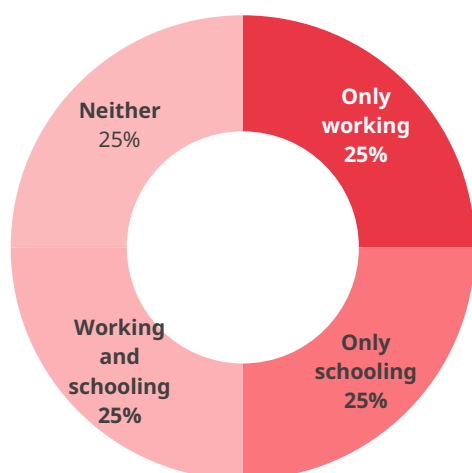
► **Table 4. Child work and schooling (percentage distribution of children aged 7–14 years by involvement in work, schooling, both or neither)**

Background characteristics		Mutually exclusive activity categories				(a) +(c) Total working	(b) + (c) Total schooling	(a) + (d) Total out of school
		(a) Only working	(b) Only schooling	(c) Working and schooling	(d) Neither activity			
Sex	Female							
	Male							
Residence	Rural							
	Urban							
Total children aged 7–14 years								

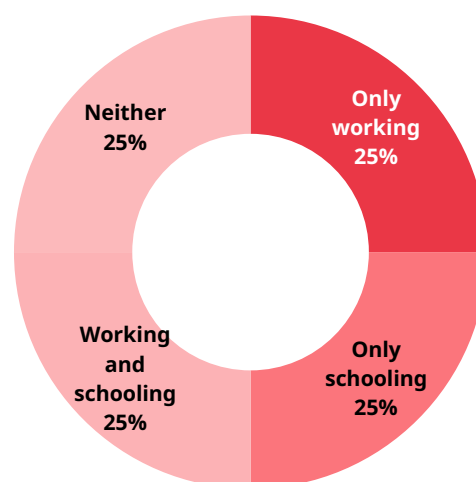
Sample charts for possible inclusion in this section

► **Figure 6. Child work and schooling (percentage distribution of children aged 7–14 years, by involvement in work, schooling, both or neither)**

(a) Female



(b) Male



The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

► 7. Household and community factors associated with child labour

Questions addressed

- What household and community characteristics are correlated with child labour?
- How do household and community factors influence involvement in child labour?

This section looks at some of the household and community characteristics that are likely to influence child labour. Descriptive statistics can help to associate child labour prevalence with the characteristics of children's households and of the communities where they live. This can be useful for gaining an initial insight into the factors driving child labour and, subsequently, for identifying possible targets for policy responses. However, descriptive statistics do not reveal causal factors and caution should therefore be exercised in drawing policy conclusions based solely on correlations. The assessment of factors associated with child labour using more robust econometric methods is discussed in box 2.

► Box 2. Determinants of child labour

Questions addressed

- What is the strength of the *association* between child labour and specific individual, household and community background variables?
- What are the possible policy implications of these associations?

For those familiar with econometric techniques, the identification of factors associated with child labour described in section 7 can be taken a step further by examining the relationship between child labour and specific individual/household/community background variables while holding the effects of other related variables constant (*ceteris paribus*). This enables us to draw more robust inferences about the link between different background variables and child labour – that is, about the factors affecting or causing child labour – and, concomitantly, **permits greater confidence in making recommendations for policy development.**

In more precise terms, econometric models (probit/logit) can be used to investigate the nature and strength of the relationship between child labour (dependent variable) and suspected individual, household and community causal factors (independent variables).

Based on theory and on an extensive body of literature, an econometric model of household decision-making can be used to guide the empirical specification. The individual background factors reported in section 4 (including age, sex, residence and location) and the household and community factors reported in section 7 are among those that should be included in the econometric model, owing to their potential influence on household decisions concerning children's school attendance and involvement in work.

Results of the econometric analysis are included in section 7 to help assess their possible implications for policy development, while detailed econometric results/regressions are reported in the annex. Such econometric results can play a very important role in confirming or qualifying the descriptive results presented in section 7. For example, we know that in many contexts child labour is strongly negatively correlated with the education level of the household head. A possible explanation is that

more educated parents have better knowledge of the returns on education, and/or are in a better position to help their children exploit the earning potential acquired through education. However, this correlation might also be driven by a disguised income effect. In other words, more educated household heads are likely to have better paying jobs, and it could be greater income, rather than education per se, that is driving the negative correlation between child labour and household education. Econometric techniques allow us to control for income and thus exclude this latter possibility.

Similarly, the typically strong correlation between income and child labour, while suggestive, cannot be interpreted as evidence that income poverty alone causes child labour because income poverty is accompanied by other attributes that also distinguish poor from non-poor households, and these other attributes can also influence the need to resort to child labour. Income-poor households, for example, are likely to differ from their non-poor neighbours in terms of their access to basic services, educational background, employment status and land ownership status, all of which potentially affect their decisions concerning child labour. Gathering evidence of a causal relationship between child labour and income therefore requires the effect of income to be disentangled from the range of other household attributes that accompany income poverty, through the use of econometric techniques.

Box 3 presents some of the household and community characteristics commonly collected in national child labour surveys and report what research and theory have to say about their relevance to child labour. It should be stressed, however, that this list is by no means definitive or exhaustive. Some survey instruments collect information on additional household or community characteristics that may be relevant for inclusion in the analysis while, in other cases, information on some of the background characteristics listed in box 3 may not be available or may not be deemed applicable in the particular national context.



Some surveys also contain questions that address the children themselves regarding why they are working. This direct feedback from children offers an invaluable additional layer of understanding of the factors driving child labour and should therefore also be discussed in the survey report. Where the number of observations permits, it is often worth exploring how the responses of children differ in accordance with their sex, age and residence (figure 10 and table A1.8).

► **Box 3. Key household and community factors and their relevance to child labour**

Household and community background factors	Relevance to child labour
Education level of household head	Child labour in many contexts is strongly negatively correlated with the education level of the household head. One possible explanation is that more educated parents have a better knowledge of the returns on education, and/or are in a better position to help their children exploit the earning potential acquired through education.

Household and community background factors	Relevance to child labour
Household composition	Children from households with a larger number of children are typically more likely to be in child labour, presumably because larger households have more dependent members to support. The presence of a greater number of prime-age adults in the household has the opposite effect, reducing the likelihood of children being in employment. The effect of elderly household members can vary – old-age pensions can help to ease household resource constraints and dependency on child labour but the opposite can apply in cases where old-age pensions are not available.
Household income poverty	Child labour is typically much more common among children from low-income and/or poor households. This result points to the fact that socio-economically vulnerable households are more likely to have to resort to child labour in order to meet their basic needs. The poverty-child labour link can also work in the opposite direction. Children whose education is denied or impeded by child labour enter adulthood lacking the skills needed for decent work, leaving them at greater risk of poverty as a result.
Employment status of household head	The employment status of household heads can be another important indicator of socio-economic vulnerability. Households in which the head is unemployed or is outside the labour market altogether are more likely to be in situations of socio-economic vulnerability and, as a result, have to resort to their children's labour.
Contractual status of employed household head	The contractual status of employed household heads is also linked to household socio-economic vulnerability. The lack of a written contract is often suggestive of precarious work in the informal economy, while written contracts are more likely to be associated with more stable jobs in the formal economy.
Household indebtedness	Households can be forced to turn to child labour in order to service their debts. In extreme circumstances, household debt can be associated with debt bondage involving children.
Exposure to shocks	Households experiencing individual (such as catastrophic illness or injury, job loss) or collective shocks (for example, natural disasters, food price shocks, economic shocks) are more likely to have to resort to child labour as a means of buffering the adverse impact of the shock. This is especially the case for households that are already in situations of socio-economic vulnerability, which are pushed below the subsistence floor as the result of a shock.

Household and community background factors	Relevance to child labour
Proximity to primary and secondary schooling	A shorter distance to school reduces the direct and indirect cost of travel to school, making schooling more attractive as an alternative to child labour. Parents may be especially reluctant to allow their daughters to travel long distances to school, for cultural as well as cost-related reasons, and therefore school proximity can be a particularly important determinant of girls' schooling and work. Research also suggests that the presence of a secondary school in a community can play a role in parents' decisions concerning children's schooling and work at an earlier stage in the education cycle. This is because parents may be less willing to invest in their children's primary schooling when there is no opportunity for their children to proceed to secondary schooling, where the returns on their investment in their children's schooling begin to be realized in the form of better job prospects.
Access to basic services	Access to basic services can be an important determinant of child labour predominantly because it affects the value of children's time outside the classroom. In contexts where access to basic services, such as water, electricity and gas networks, is limited, children may have to shoulder a greater burden of tasks, such as carrying water and fetching firewood.
Orphaned status	Children who lack one or both of their parents can be at significantly greater risk of falling into situations of child labour.
Access to social protection	An important driver of child labour is household vulnerabilities associated with poverty, risk and shocks, and social protection is critical for mitigating these vulnerabilities. Without social protection, families in situations of vulnerability can be forced to resort to child labour as a coping mechanism in the face of poverty and shocks.

The section should report child labour prevalence by the key background household and community characteristics collected by the survey. As the factors underlying child labour can be, *inter alia*, sex- and age-specific, it is important to include disaggregations by age and sex. Examples of specific indicators that can be constructed for these household and community characteristics, depending on the particular survey instrument, are presented in tables A1.8 and A1.9, and figures 7 and 10. Again, what is most important in this section is to identify and highlight some of the household and community characteristics that are correlated to child labour as a starting point for a broader discussion on the reasons why children work and on how these can be addressed in policy terms.

Sample charts for possible inclusion in this section



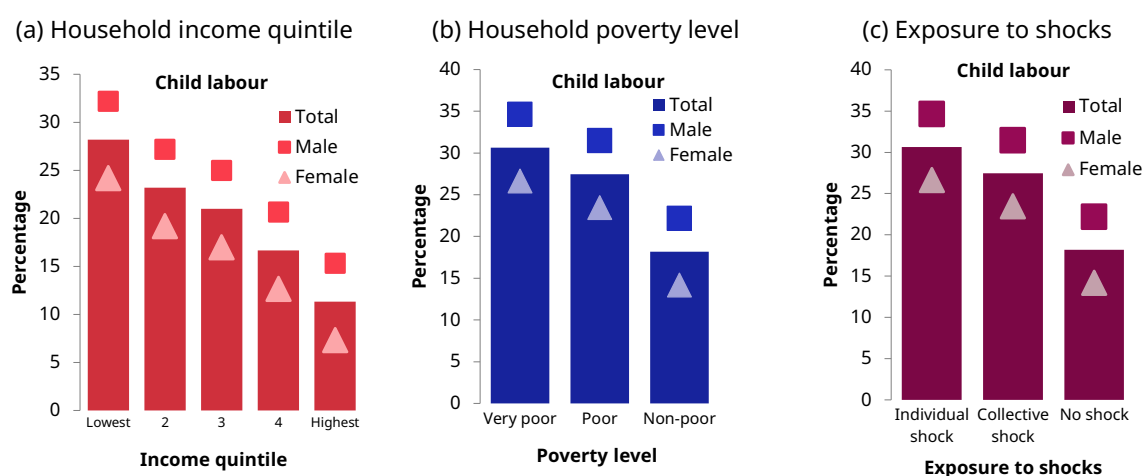
When multiple graphs are presented side by side, comparisons can be made easier by ensuring that the y-axis scales are the same.

Not all the charts shown here are for inclusion in the final report: we recommend selecting the most relevant.

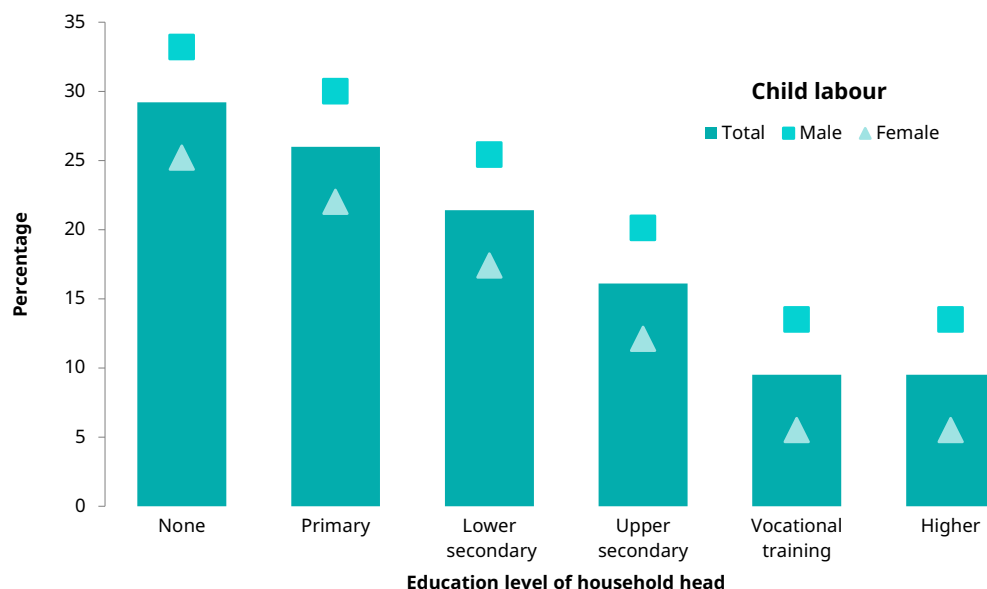


The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

► **Figure 7. Child labour and socio-economic vulnerability (percentage of children in child labour aged 5–17 years, by household income quintile, household poverty level, exposure to shocks and sex)**

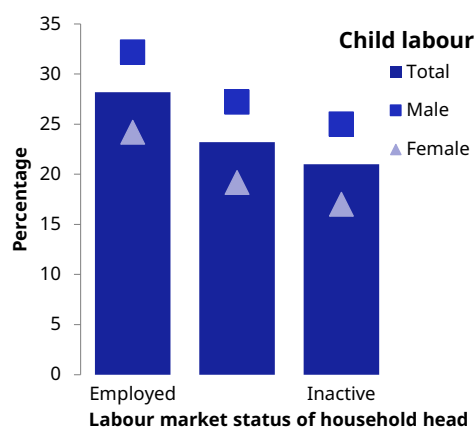


► **Figure 8. Child labour and education level of household head (percentage of children in child labour aged 5–17 years, by education level of household head and sex)**

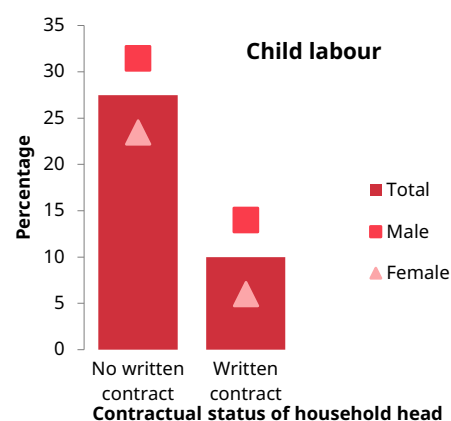


► **Figure 9. Child labour and labour market status/contractual status of household head (percentage of children in child labour aged 5–17 years, by labour market and contractual status of household head and sex)**

(a) Labour market status



(b) Contractual status

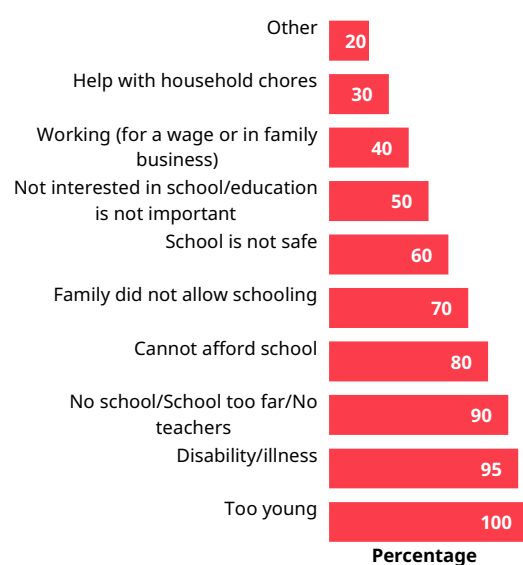


► **Figure 10. Reasons cited for involvement in child labour (percentage of children in child labour aged 5–17 years, by main reason for working and sex)**

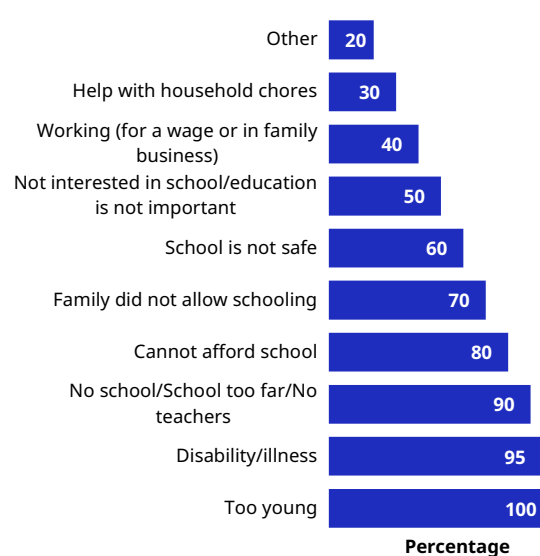


For inclusion in surveys which also contain questions that address the children themselves regarding why they are working. Arrange the reasons in order, starting with those most frequently cited.

(a) Female



(b) Male



► 8. Characteristics of child labour

Questions addressed

- Where in the economy and the labour force is child labour most common?
- What is the nature of the work performed by children in child labour?
- How does the nature of the work performed by children in child labour differ by sex?
- How much time, on average, do children spend in child labour each week?
- How does the time intensity of child labour differ between girls and boys?
- How does the time spent in child labour vary by different types of child labour?

Key tabulations

- **Child labour and branch of economic activity** (percentage distribution of children in child labour, by branch of economic activity, age group, sex and residence)
- **Child labour and forms of work** (number of children in child labour, by form of work)
- **Child labour and forms of work** (prevalence of children in child labour, by forms of work, age group, sex and residence)
- **Child labour in own-use production work** (percentage of children in child labour in own-use production work, children aged 5–17 years, by type of own-use production work and sex)
- **Child labour in employment work** (percentage distribution of child labour in employment work, by branch of economic activity, age group, sex and residence)
- **Time intensity of child labour** (average weekly working hours, by age group, residence and sex)

This section presents survey results relating to the branches of economic activity and forms of work performed by children in child labour. This information provides a useful insight into *where* in the economy child labour is most common, and therefore constitutes a key starting point for the design and targeting of programmes aimed at combating child labour in specific industries or occupations.

Together with working hours and exposure to workplace health and safety risks, discussed in sections 8.3 and 10, respectively, this information also helps to construct an initial picture of the *nature* of the work performed by children in child labour. However, more granular information on the specific duties and tasks of children in child labour, which is unfortunately beyond the scope of most national child labour surveys, is necessary to build a more complete picture of the nature of child labour.

8.1 Branch of economic activity



Depending on the format of the questionnaire, information on the branch of economic activity might not be available for the overall population of children in child labour, but for a sub-section of the population only (most often, for children in child labour in employment). If this is the case, you would not be able to develop this section of the report.

This subsection should first report the distribution of children in child labour by broad economic activity aggregates. On the basis of the [International Standard Industrial Classification \(ISIC\) of All Economic Activities \(Rev.4\)](#), which is used to classify economic activity in most national statistical systems, these broad aggregates are agriculture, industry and services. In contexts where domestic work is an area of concern, it may also be useful to make a distinction between domestic work and other forms of services.

The composition of child labour can differ considerably by sex and the results should therefore be reported and analysed separately for female and male children in child labour. The results should also be disaggregated by residence, age group and other relevant individual characteristics of children (tables 6 and A1.10).

► **Table 5. Child labour and branch of economic activity (percentage distribution of children in child labour, by branch of economic activity, age group, sex and residence)**



If the International Standard Industrial Classification (ISIC) is not used to classify the respective data on economic activity, this should be clearly stated in the report and the alternative system of classification applied should be explained in detail in a footnote or an annex.

Background characteristics			Branch of economic activity ^(a)				
			Agriculture	Industry	Services (other than domestic work)	Domestic work	Other
Children aged 5–14 years	Sex	Female					
		Male					
	Residence	Rural					
		Urban					
	Total ^(b)						
Children aged 15–17 years	Sex	Female					
		Male					
	Residence	Rural					
		Urban					
	Total ^(b)						

Notes: (a) In accordance with the International Standard Industry Classification (ISIC), Rev.4, Industry comprises manufacturing, construction, mining and quarrying, electricity, gas and water supply and Services comprise trade, transportation, accommodation and food, domestic work, community, social and other services and activities. For the

purpose of this analysis, services are disaggregated in services other than domestic work and domestic work. (b) Children might be involved in multiple activities and, depending on the format of the questionnaire, the distribution of children by sector might not sum to 100 per cent.



The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

Further insight into the composition of child labour can be gained by breaking down the broad ISIC economic activity aggregates into subcategories. An additional breakdown of child labour at the one-digit level of ISIC, Rev.4 classification is shown in Table A1.9. In areas where child labour is concentrated, and where there are sufficient observations in the survey microdata, additional breakdowns of ISIC classifications of economic activity can be useful. In agriculture, for example, a two-digit level disaggregation permits the identification of children in crop and animal production and a three-digit level disaggregation permits the further identification of those in activities such as growing of non-perennial crops, growing of perennial crops, animal husbandry and mixed farming, thus providing a more nuanced picture of agricultural child labour.

8.2 Child labour and forms of work

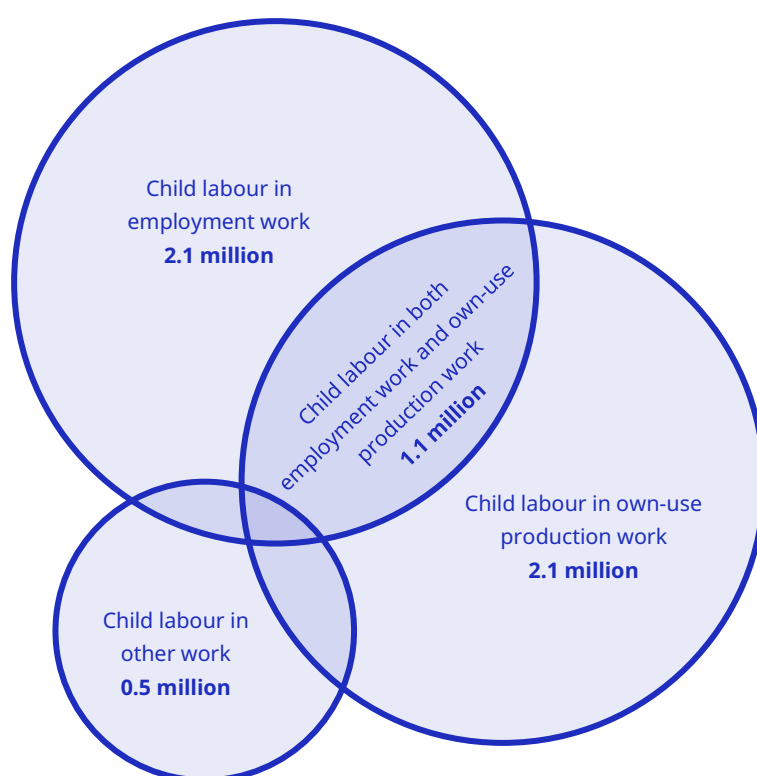
This subsection should report the broad *forms of work* performed by children in child labour, where such information is available from the national child labour survey. This indicator is especially important for understanding the extent to which child labour involves market-oriented production, as opposed to the production of goods for a household's own final use.

In accordance with the latest [guidelines for child labour statistics](#) produced by the International Conference of Labour Statisticians, the different forms of work by children in child labour can be categorized as follows:

- a. *own-use production work by children*, comprising production of goods for own final use;
- b. *employment work by children*, comprising work performed for others in exchange for pay or profit (that is, market-oriented production);
- c. *unpaid trainee work by children*, comprising work performed for others without pay to acquire workplace experience or skills;
- d. *volunteer work by children*, comprising non-compulsory work performed for others without pay; and
- e. *other work activities by children*, not presently defined but including activities such as unpaid community services and unpaid work by prisoners, when ordered by a court or similar authority.

At a minimum, the first two categories – own-use production work and employment work – should be reported. Where unpaid trainee work is an issue, this category of work should also be included (figure 13). It is worth highlighting the fact that these work categories are not mutually exclusive, meaning that some children in child labour are both in own-use production work *and* in employment work. To provide a complete overall picture, therefore, it can be instructive to report the number or share of children in child labour that are in own-use production work, employment work or both, by means of a simple Venn diagram (figure 11).

► **Figure 11. Child labour and forms of work (number of children in child labour, by form of work)**



An analysis of the differences in the forms of work performed by children in child labour by sex, residence and age is also important for understanding the composition of child labour and how this composition varies according to different background variables (table 6).

► **Table 6. Child labour and forms of work (prevalence of children in child labour, by forms of work, age group, sex and residence)**

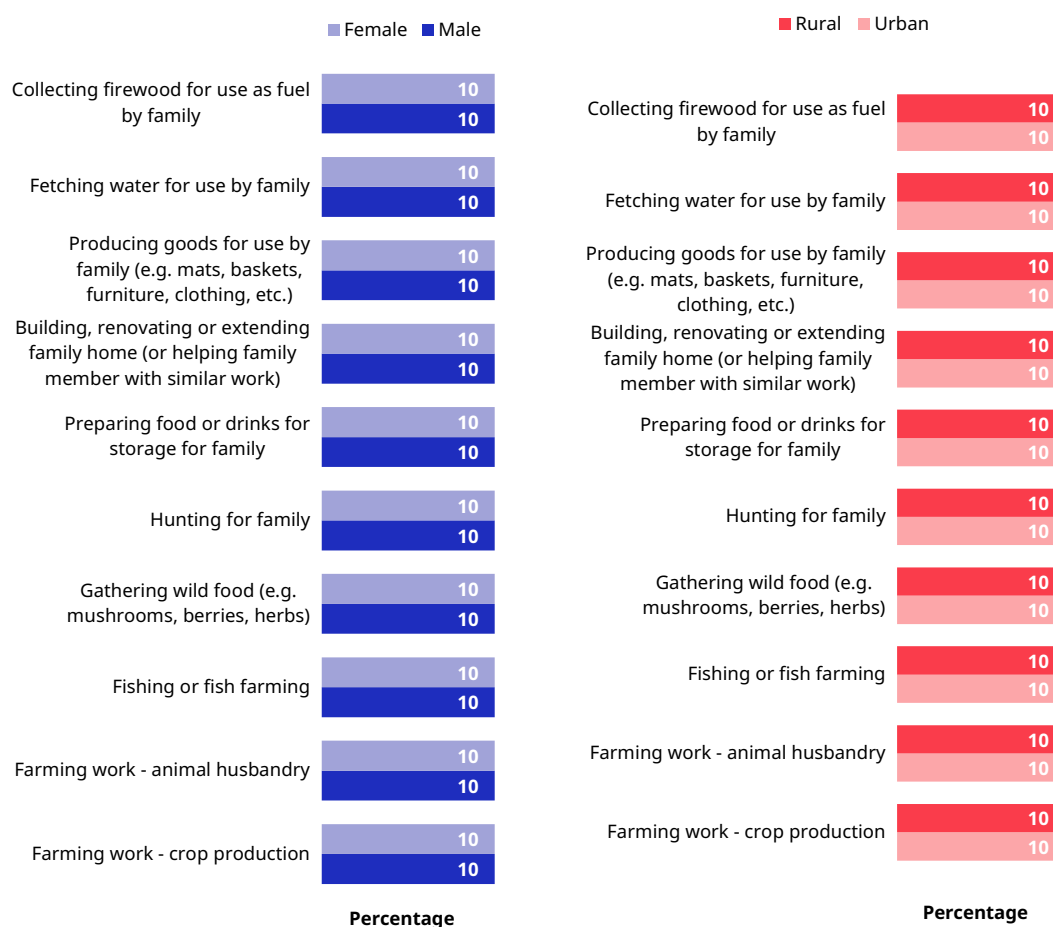
Background characteristics			Forms of work			
			Child labour in own-use production work	Child labour in employment work	Child labour in unpaid trainee work	Child labour in other work ^(a)
Children aged 5–14 years	Sex	Female				
		Male				
	Residence	Rural				
		Urban				
	Total^(b)					
Children aged 15–17 years	Sex	Female				
		Male				
	Residence	Rural				
		Urban				
	Total^(b)					

Notes: (a) The residual “other” category covers: unpaid trainee work by children, comprising work performed for others without pay to acquire workplace experience or skills; volunteer work by children (that is, non-compulsory work performed for others without pay); and further work activities by children not presently defined. (b) Percentages by row may not sum to 100 because children in child labour can be involved in more than one form of work.

8.2.1 Child labour in own-use production work

This subsection provides further detail on the composition of child labour in own-use production work; that is, work performed by children to produce goods used in their own households rather than sold on the market. This form of work includes subsistence agriculture and fishing, and the self-provisioning of water, firewood and other fuels in areas with limited infrastructure. In many contexts, children’s participation in own-use production work remains widespread, and therefore reporting survey information on this form of work can be critical for a broader understanding of child labour and for the identification of policy responses to it. It is useful to report and discuss the different types of own-use production work performed by children, and differences in this regard by sex and residence (figure 12 and table A1.10).

► **Figure 12. Child labour in own-use production work (percentage of children in child labour in own-use production work, children aged 5–17 years, by type of own-use production work and sex)**



8.2.2 Child labour in employment work



If information is available, it is useful to also report the distribution by status at work in employment (wage employment, unpaid work, self-employment).

This subsection provides further detail on the composition of child labour in employment work. On the basis of the International Standard Industrial Classification (ISIC), which is used to classify economic activity in most national statistical systems, the distribution of child labour in employment work should be reported according to the sector of economic activity: agriculture, industry or services. In contexts where domestic work is an area of concern, it may also be useful to make a distinction between domestic work and other forms of services (figure 14).

When interpreting the results, it should be emphasized that results in this subsection refer solely to child labour in employment, which is a subset of the overall child labour.

The composition of child labour in employment work can differ considerably by sex and the results should therefore be reported and analysed separately for female and male children in child labour. The results

should also be disaggregated by residence, age group and other relevant individual characteristics of children (tables 7 and A1.11).

► **Table 7. Child labour in employment work (percentage distribution of child labour in employment work, by branch of economic activity, age group, sex and residence)**



If the International Standard Industrial Classification (ISIC) is not used to classify the respective data on economic activity, this should be clearly specified in the report and the alternative system of classification applied should be explained in detail, in a footnote or an annex.

Background characteristics			Branch of economic activity ^(a)				
			Agriculture	Industry	Services (other than domestic work)	Domestic work	Other
Children aged 5-14 years	Sex	Female					
		Male					
	Residence	Rural					
		Urban					
	Total ^(b)						
Children aged 15-17 years	Sex	Female					
		Male					
	Residence	Rural					
		Urban					
	Total ^(b)						

Notes: (a) In accordance with the International Standard Industry Classification (ISIC), Rev.4, Industry comprises manufacturing, construction, mining and quarrying, electricity, gas and water supply and Services comprise trade, transportation, accommodation and food, domestic work, community, social and other services and activities. (b) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity.

Further insight into the composition of child labour can be gained by breaking down the broad ISIC economic activity aggregates into subcategories. An additional breakdown of child labour in employment work at the one-digit level of ISIC, Rev.4 classification, is illustrated in table A1.12. In areas where child labour is concentrated, and where there are sufficient observations in the survey microdata, additional breakdowns of ISIC classifications of economic activity can be useful. In agriculture, for example, a two-digit level disaggregation permits the identification of children in crop and animal production and a three-digit level disaggregation permits the further identification of those in activities such as growing of non-perennial crops, growing of perennial crops, animal husbandry and mixed farming, thus providing a more nuanced picture of agricultural child labour.

8.3 Time intensity of child labour



It is important to note in this section that the time spent in child labour does not reflect the total time spent in work each week because it does not include the hours that children spend performing household chores. The question of the total weekly working hours is addressed in section 11 of the report.

This subsection reports results relating to the amount of time children spend in child labour. This information provides an important insight into the possible impacts of child labour on health and education, as more working hours translate into greater exposure to any workplace hazards and health risks, and correspondingly less time for study.

The section should report and highlight differences in average weekly working hours by age group, sex and residence (table 8). Additionally, average weekly working hours by form of work (table A1.14), by activity performed in own-use production (table A1.15) and by sector of employment work (figure 14, table A1.16 and table A1.17) can shed light on the types of child labour that are most time intensive for children (figure 15). It can be informative to look at the time implications of involvement in child labour in *both* own-use production work and employment work (figure 16 and table A1.14).

Working hours are often also correlated with school attendance and with work-related ill-health. These issues are examined in sections 9 and 10, respectively.

► **Table 8. Time intensity of child labour (average weekly working hours, by age group, residence and sex)**

Background characteristics		Average weekly working hours				
		Children aged 5–11 years	Children aged 12–14 years	Children aged 15–17 years	Children aged 5–14 years	Children aged 5–17 years
Sex	Female					
	Male					
Residence	Rural					
	Urban					
Sex and residence	Female, rural					
	Female, urban					
	Male, rural					
	Male, urban					
Total						



Where data allow, further disaggregation by sex and residence within each age group can offer additional insights into the time intensity of child labour.

In addition to average weekly hours, it can be interesting to report the **working hours distribution**, that is, how the population of children in child labour is distributed across the working hours continuum. This analysis can offer information on, for example, the share and number of children in the “tail” of the working hours distribution, who are having to work exceptionally long hours each week. These children are among the worst off, as their work responsibilities preclude their rights to schooling, study, leisure and adequate rest. Their prolonged exposure to workplace risks also undoubtedly increases their susceptibility to work-related sickness and injury. Figure 17 offers an illustration of how such a distribution can be depicted graphically.

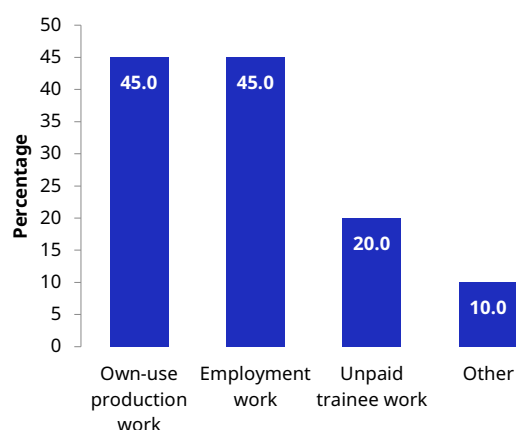
Sample charts for possible inclusion in this section



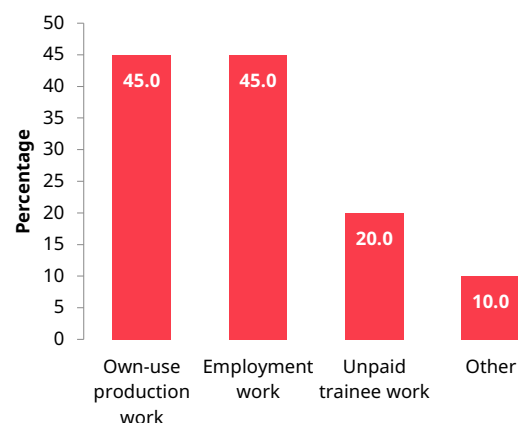
The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

► **Figure 13. Child labour and form of work (prevalence of children in child labour, children aged 5–14 years, by form of work and sex)**

(a) Female



(b) Male



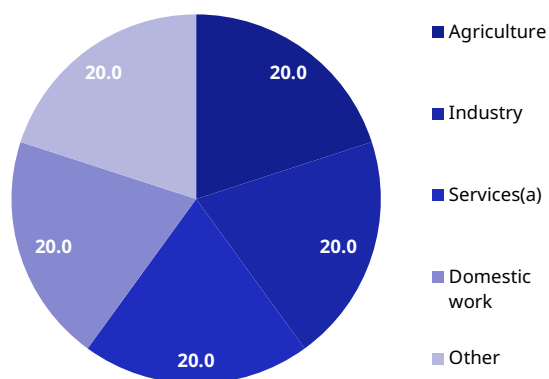
Note: Children might be involved in multiple activities and, depending on the format of the questionnaire, the distribution of children by sector might not sum to 100 per cent.



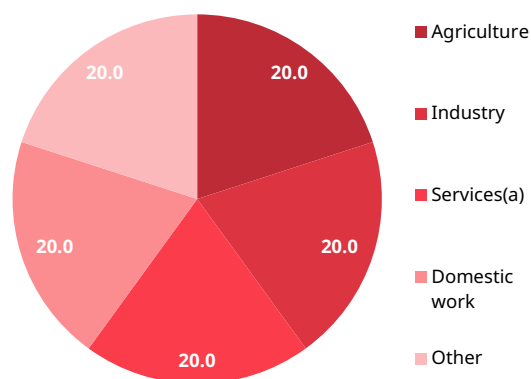
With the exception of figure 15, the graphs presented here show data only for children aged 5–14 years. We recommend including similar graphs for children aged 15–17 years. This will help to identify age patterns by branch of economic activity and status at work. However, it is important to select only the most relevant graphs as not all of them are suitable for inclusion in the final report.

► **Figure 14. Child labour in employment work (percentage distribution of children aged 5–14 years in child labour in employment work, by branch of economic activity and sex)**

(a) Female



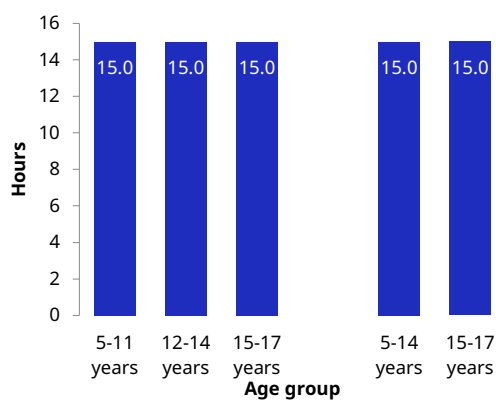
(b) Male



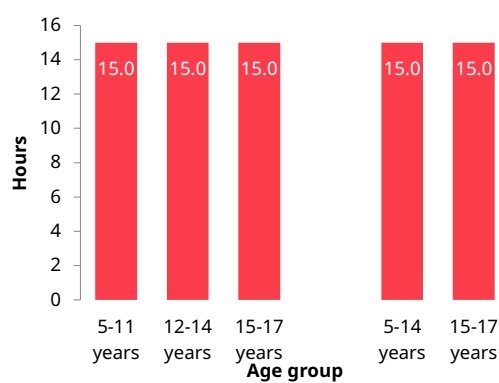
Notes: (a) Refers to services other than domestic work.

► **Figure 15. Time intensity of child labour (average weekly working hours, by age group and sex)**

(a) Female

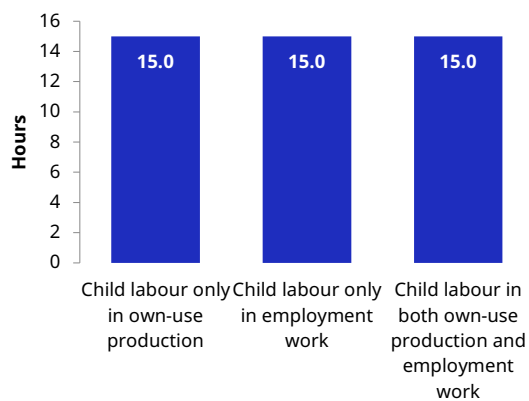


(b) Male

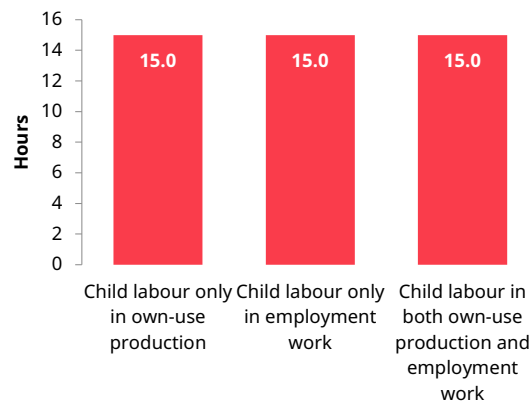


► **Figure 16. Time intensity and child labour characteristics (average weekly working hours, children aged 5–14 years, by form of work and sex)**

(a) Female

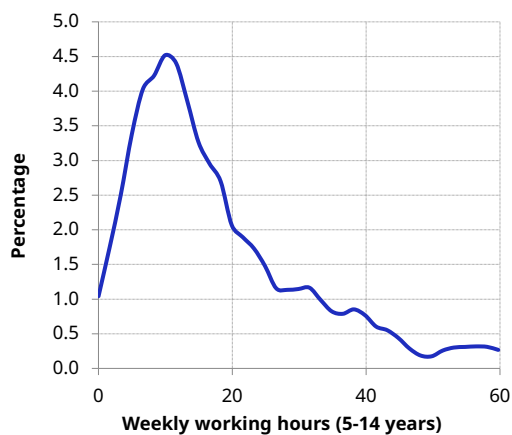


(b) Male

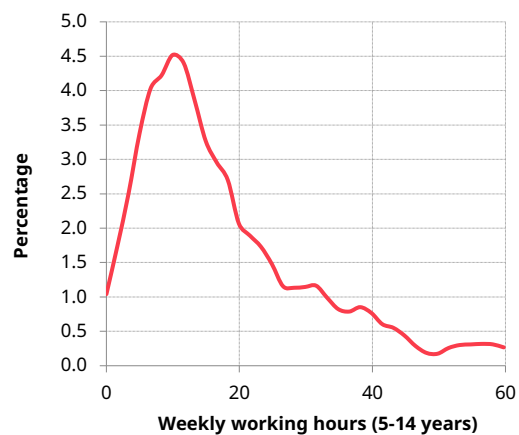


► **Figure 17. Working hours distribution (percentage distribution, children aged 5–14 years in child labour, by weekly working hours)**

(a) Female



(b) Male



► 9. Child labour and schooling



While the section looks at how child labour impacts schooling, it should be borne in mind that the interplay between child labour and schooling can also work in the opposite direction – the perceived quality, relevance and accessibility of schools can affect household decisions concerning children's involvement in child labour. In other words, households can opt to involve their children in child labour when schools are not perceived as a worthwhile or viable alternative. This dimension of the interplay between child labour and schooling should be considered in section 6, as part of the broader discussion of the factors associated with child labour.

Questions addressed

- How does child labour affect children's ability to attend school?
- How does the interplay between child labour and school differ by sex?
- Are some types of child labour more disruptive to school attendance than others?
- How is school attendance affected by the time intensity of child labour?
- How does child labour affect children's educational performance?

Key tabulations

- **School attendance and child labour** (school attendance rate, compulsory schooling age group, by child labour status, age, sex and residence)
- **School attendance and child labour characteristics** (school attendance rate, compulsory schooling age group, by form of work, sex and residence)
- **School attendance and child labour time intensity** (school attendance rate, compulsory schooling age group, by working hours, sex and residence)

This section explores the interplay between child labour and schooling and, specifically, examines how involvement in child labour can affect children's ability to enter, persist in and proceed normally through the school system. The degree to which child labour interferes with children's schooling is one of the most important determinants of the long-term impact of child labour. If the exigencies of child labour mean that children are denied schooling altogether or are less able to benefit from their time in the classroom, then these children will be disadvantaged in terms of their accumulation of education and skills necessary for more gainful employment upon entering adulthood.

[illegible]

► **Table 10. School attendance and child labour characteristics (school attendance rate, compulsory schooling age group, by form of work, sex and residence)**

Background characteristics		Form of work		
		Child labour ONLY in own-use production work	Child labour ONLY in employment work	Child labour IN BOTH own-use production and employment work
Sex	Female			
	Male			
Residence	Rural			
	Urban			
Sex and residence	Female, rural			
	Female, urban			
	Male, rural			
	Male, urban			
Total				

► **Table 11. School attendance and child labour time intensity (school attendance rate, compulsory schooling age group, by working hours, sex and residence)**

Background characteristics		Weekly working hours						
		1-7 hours	8-14 hours	15-21 hours	22-27 hours	28-34 hours	35-41 hours	42 or more hours
Sex	Female							
	Male							
Residence	Rural							
	Urban							
Sex and residence	Female, rural							
	Female, urban							
	Male, rural							
	Male, urban							
Total								

Indicators of **school entry and participation** describe whether children are attending school and, if so, from what age and at what level and grade. These indicators can help to identify whether, and to what extent, children in child labour are at greater risk of delayed school entry or exclusion from the school system. In particular, the **net intake rate (NIR)** shows the level of access to primary education of the eligible population of primary school-entrance age (table A1.17). Other indicators for assessing children's participation in education are the **school life expectancy** (table A1.18), a measure of the total number of

years of education that a child can expect to achieve in the future, and **out-of-school children**, a measure of exclusion from school (figure 19).¹

Where available, information on **reasons for not attending school** (figure 20 and table A1.19) should be reported, as this information provides valuable insights into the various factors – school-related, work-related and other – pushing or pulling children out of the classroom, and how these factors may differ between children in child labour and other out-of-school children.



If information is available, it is useful to also report the *rate of absenteeism* for children in child labour and children not in child labour, respectively, as involvement in child labour can have an important impact not only on children's ability to attend school, but also on their ability to do so regularly. Absenteeism is usually calculated as children absent from school for one day or more during the week of reference as a share of total children enrolled in school. Other related indicators are the average number of days on which children are absent from school.

9.2 Child labour and school performance

Child labour in many contexts is not only a major impediment to school attendance but also to the ability of those managing to attend school to derive educational benefit from their time in the classroom and to progress at a normal pace through the school system. The exigencies of work can limit the time and energy that children have for their studies, which, in turn, negatively impacts their academic performance.

National household surveys on child labour do not provide information on educational performance directly (such as test scores) but do yield information on grade progression, which is driven, at least in part, by educational performance. It is therefore also important to report **delays in grade progression** (table A1.21) and how these may differ between children in child labour and those not in child labour. **Repetition rates** measure the phenomenon of students within a given cohort repeating a grade (figure 21 and table A1.23). **Drop-out rates** measure the share of students from an age cohort dropping out of school (figure 22). The percentage of **over-aged students**² is another indicator that can be used in this context (figure 23 and table A1.22).

Sample charts for possible inclusion in this section

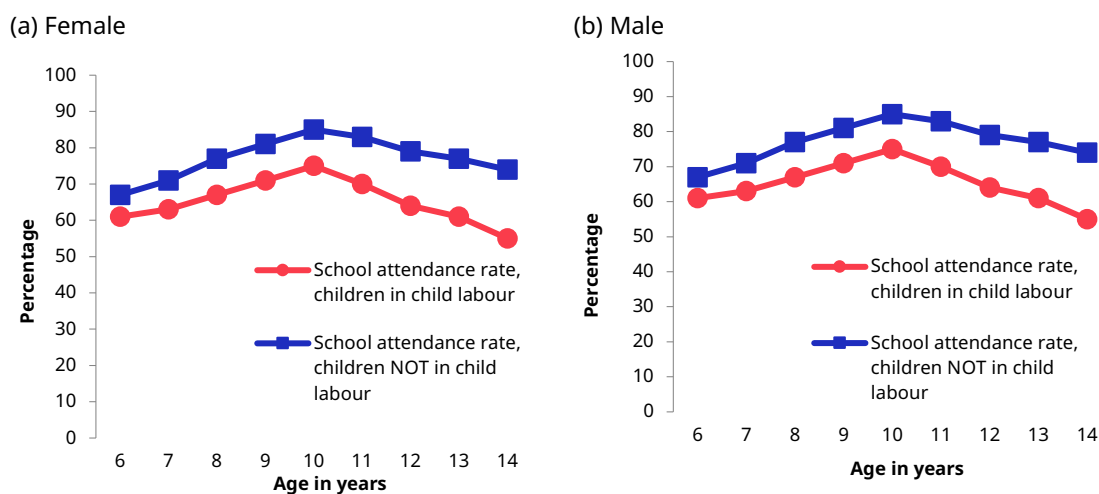


The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

¹ A detailed description of these indicators can be found in World Bank, [“Measuring the educational impact of child labour: Indicators available from common household survey instruments”](#), Understanding Children's Work Project Working Paper, 2008.

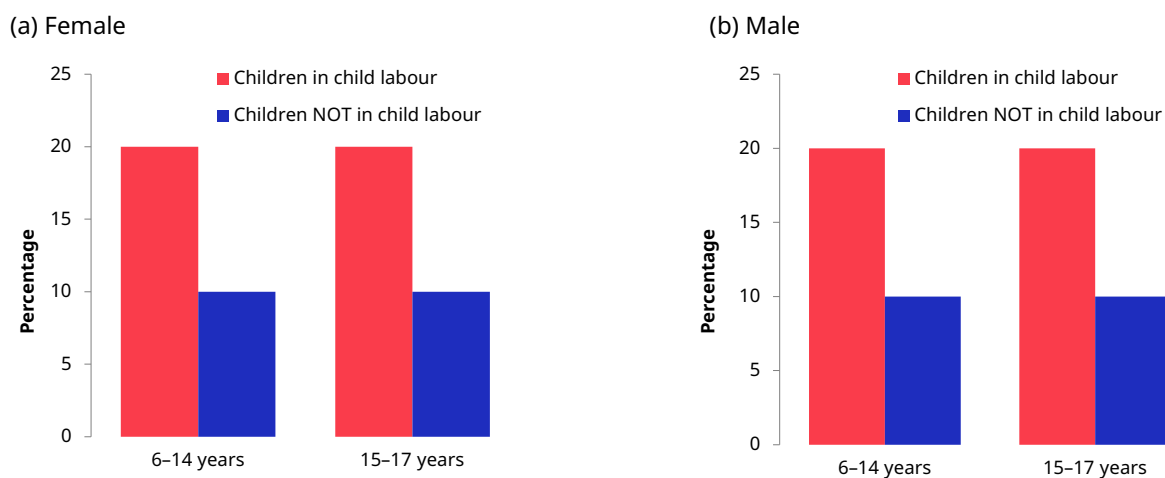
² The sum of children attending school across all grades in the given level of education who are two or more years older than the intended age for the given grade, expressed as a percentage of the total children attending school in the given level of education.

► **Figure 18. School attendance and child labour (school attendance rate, compulsory schooling age group,^(a) by child labour status, age and sex)**

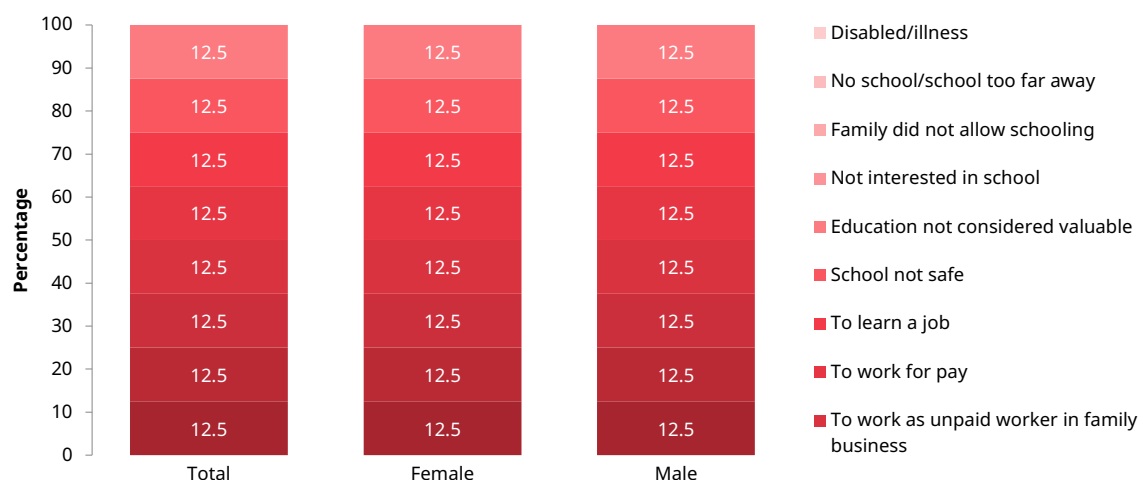


Notes: (a) The age group should be in accordance with the structure of the country's national education systems.

► **Figure 19. Out-of-school children (percentage of out-of-school children, by child labour status, sex and age group)**

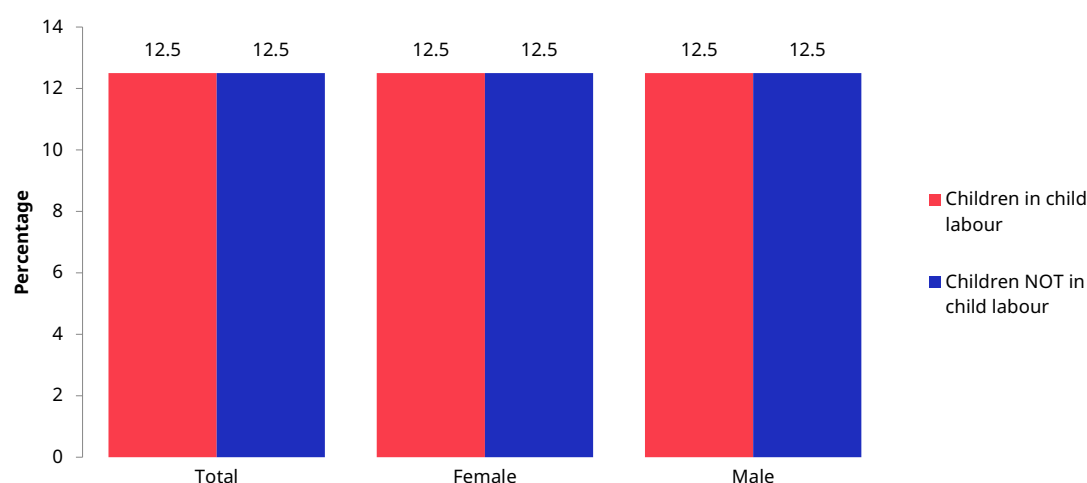


► **Figure 20. Reasons for not attending school (percentage distribution of children out of school, compulsory schooling age group,^(a) by main reason for not attending school and sex)**

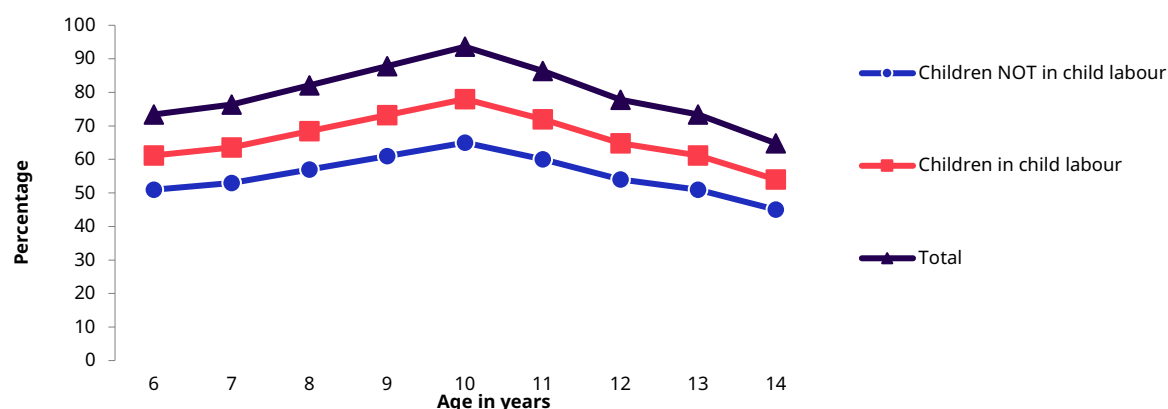


Notes: (a) The age group should be in accordance with the structure of the country's national education systems.

► **Figure 21. Primary school repetition rate (percentage of children in primary school who have ever repeated a grade, by involvement in child labour and sex)**



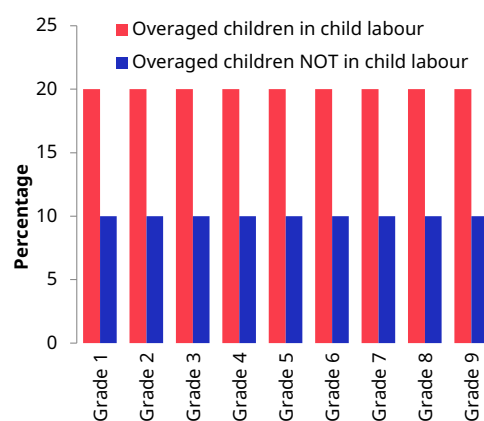
► **Figure 22. Drop-out rate (percentage distribution of children dropping out of school, compulsory schooling age group,^(a) by involvement in child labour and age)**



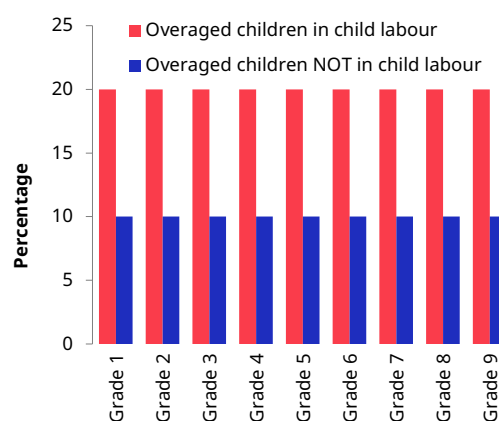
Notes: (a) The age group should be in accordance with the structure of the country's national education systems.

► **Figure 23. Delayed grade progression and child labour (percentage of children who are over-aged^(a) for their grade,^(b) children in compulsory schooling age group currently in school, by grade, child labour status and sex)**

(a) Female



(b) Male



Notes: (a) Over-aged is defined as at least two years above the intended age for their grade. The intended age for a given grade is the age at which students would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade. (b) The grade range should be in accordance with the structure of the country's national education system.

► 10. Child labour and occupational safety and health

Questions addressed

- What share of children in child labour are exposed to workplace conditions that pose a risk of injury or illness?
- How commonly do children in child labour experience work-related injuries or ill-health?
- How does exposure to workplace health risks and work-related health impacts differ by sex?

Key tabulations

- **Child labour and exposure to occupational safety and health hazards** (number of children in child labour exposed to occupational safety and health hazards, by hazard type/age group, sex and residence)
- **Child labour and exposure to workplace violence** (number of children in child labour who are exposed to workplace violence, by type of violence and sex)
- **Child labour and work-related injury and illness** (number of children in child labour experiencing at least one episode of work-related illness or injury, by type of illness or injury, age group and sex)
- **Child labour and physical and psychosocial health** (number of children in child labour experiencing physical and psychosocial impacts symptoms, children aged 5–17 years, by type of impact symptoms and sex)

This section looks at how child labour can jeopardize children's health and safety. The health and safety dimensions of children's work lie at the heart of international legal standards relating to child labour³ and can provide critical information concerning the industries, occupations and working conditions that should be included in national definitions of hazardous work and that should be prioritized in policy responses to child labour. The national child labour survey provides information on *exposure* to health and safety hazards in the workplace and on the health and safety *impacts* of child labour, and results relating to both of these dimensions should be reported in this section.



The information yielded by national child labour surveys offers only a partial picture of the relationship between child labour and health. The negative impact of child labour on health, for example, may be obscured by the selection of the healthiest children for work. In addition, the relationship between child health and work is essentially dynamic (in that current health is affected by past work as much as by present work, and current work affects future health as much as present health), a fact not captured by measuring reported illness over a short period. Moreover, capturing episodes of work-related ill-health does not provide an indication of the severity of each ill-health episode – information that is also critical to understanding the health impacts of child labour. This is an area where further methodological work is required.

³ ILO Convention No. 138 states that no child should enter work that, by its nature or the circumstances in which it is carried out, is likely to jeopardize her or his health, safety or morals (Art. 3). ILO Convention No. 182, following on from Convention No. 138, calls on Members to take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency (Art. 1), and identifies threats to health, safety or morals of children, as one of the criteria defining the worst forms of child labour (Art. 3).

10.1 Exposure to occupational safety and health hazards

The section should first report results relating to children's exposure to health and safety hazards in the workplace. Specifically, the percentage and number of **children in child labour exposed to each of the occupational safety and health hazards** specified in the survey questionnaire (typically over a 12-month period) should be reported, broken down by age group, sex and residence, to provide an overview of the extent of exposure and of the specific sub-groups of children most affected (figure 24, table A1.24 and table A1.25).

Children in child labour exposed to violence or threats of violence should also be reported where this information is available, as violence is an important concern in many child labour contexts (figure 25 and table A1.26).

10.2 Work-related injury and illness



The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

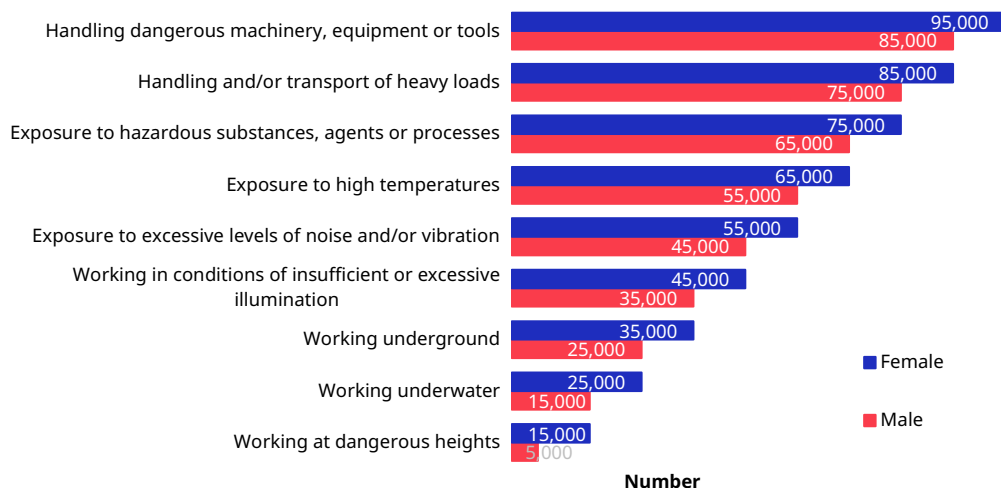
The section should then address the impact of exposure to occupational safety and health hazards in the workplace, by reporting results relating to work-related injury and illness. Specifically, the percentage and number of **children experiencing episodes of each of the work-related illnesses and injuries** specified in the survey questionnaire (typically over a 12-month period) should be reported, again broken down by age group, sex and residence (figure 26, table A1.27 and table A1.28), in order to provide a picture of the subgroups of children and specific types of child labour that are most associated with ill-health.

Child labour can also have significant psychosocial implications for children and it is important to report on **children experiencing physical and psychosocial symptoms**, where this information is available (figure 27 and table A1.30).

The number of episodes of ill-health can be strongly influenced by the *amount of time* that a child spends in the workplace, and therefore exposed to a given workplace health or safety risk. Where the requisite data are available, therefore, it can also be useful to report the likelihood of experiencing an episode of work-related ill-health over a specific time period, *taking working hours into account*. **The average number of work-related ill-health episodes per 100 hours worked**, for example, can provide a more precise idea of the relative risk of work-related ill-health for different subgroups of children (table A1.29).

Sample charts for possible inclusion in this section

► **Figure 24. Child labour and exposure to occupational safety and health hazards (number of children in child labour who are exposed to occupational safety and health hazards, children aged 5–17 years, by hazard type and sex)**

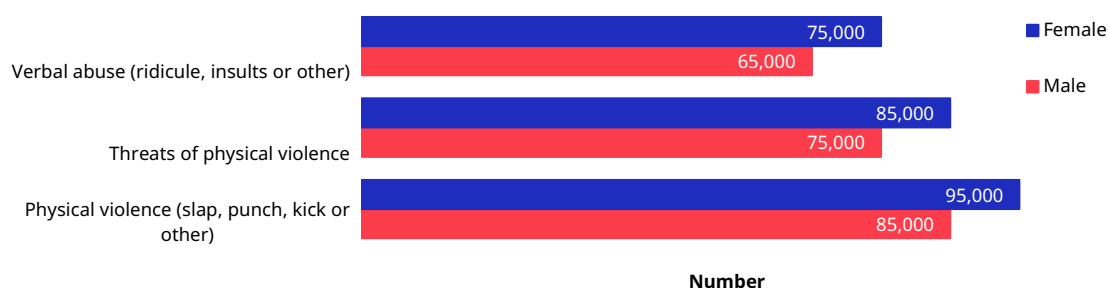


Arrange the data in order, starting with the most frequent exposure.

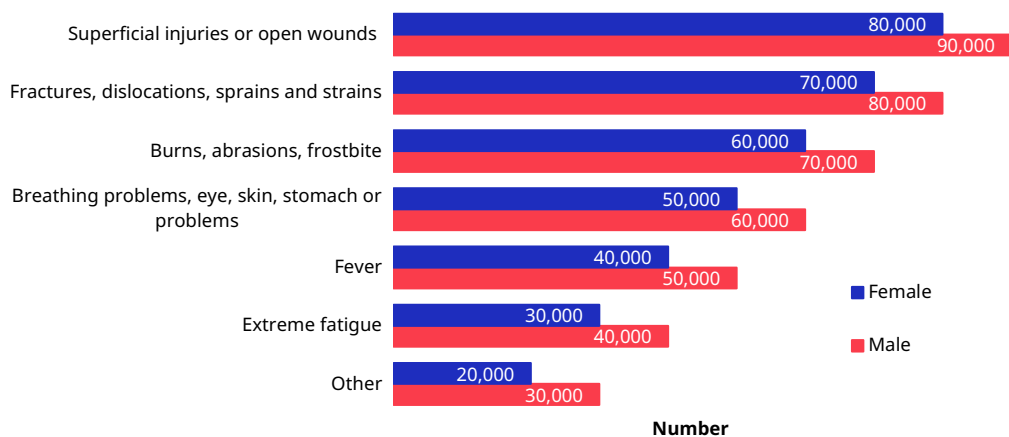


It might be useful to disaggregate the data by age group (5–14 years, 15–17 years).

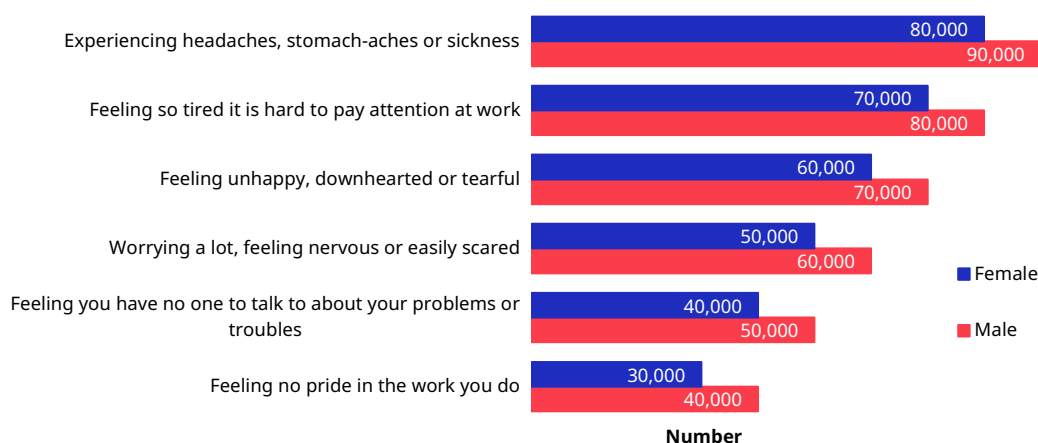
► **Figure 25. Child labour and exposure to workplace violence (number of children in child labour who are exposed to workplace violence, children aged 5–17 years, by type of violence and sex)**



► **Figure 26. Child labour and work-related injury and illness (number of children in child labour experiencing at least one episode of work-related illness or injury, children aged 5–17 years, by type of illness or injury and sex)**



► **Figure 27. Child labour and physical and psychosocial health (number of children in child labour experiencing physical and psychosocial symptoms, children aged 5–17 years, by type of symptoms and sex)**



► 11. Household chores

Questions addressed

- What share of children perform household chores for a significant amount of time each week?
- What specific types of household chores are most commonly performed by children?
- How does the involvement in and nature of household chores differ between female and male children?
- What is the average time that children spend working each week when both household chores and child labour are considered?
- What is the number and percentage of children in child labour considering household chores?

Key tabulations

- **Involvement in household chores** (percentage and number of children performing household chores, by hours threshold, age group, sex and residence)
- **Children's involvement in child labour and household chores** (percentage and number of children aged 5–14 years in child labour, by involvement in household chores for at least 21 hours per week, by sex and residence)
- **Total time spent on child labour and household chores** (average weekly working hours, children in child labour aged 5–14 years, by age group, sex and residence)
- **Child labour taking household chores into account** (percentage of children in child labour including and excluding household chores performed for at least 21 hours per week, by sex)

This section presents survey findings concerning the involvement of girls and boys in household chores. Household chores are unpaid services for own use that are carried out within one's own household. They fall *outside* the United Nations System of National Accounts (SNA) production boundary but within the general production boundary.

All results concerning household chores should be broken down by sex, as there is often an important gender dimension in the allocation of chores within a household. It is also important to consider children's residence and age when interpreting results.

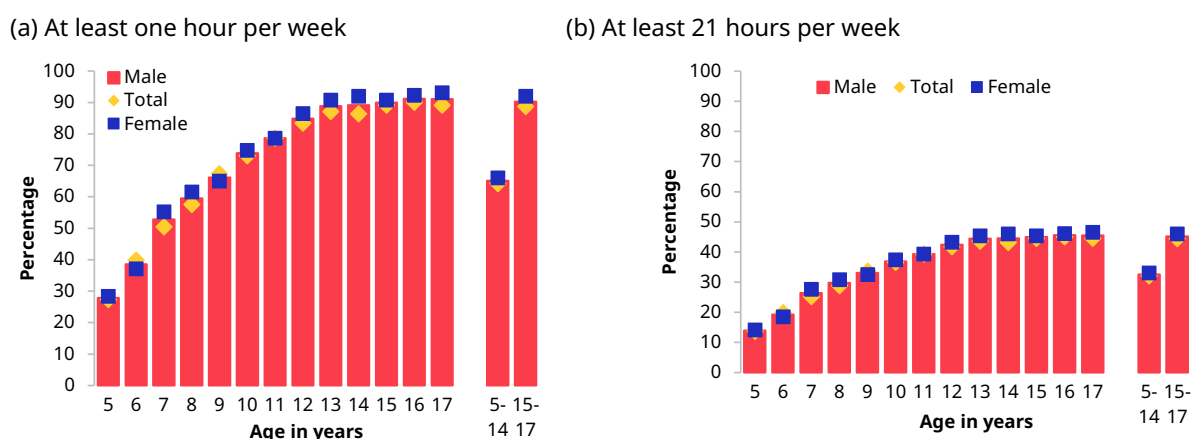


In more technical terms, household chores are referred to as own-use provision of services. They constitute a “non-economic” form of production and are therefore excluded from consideration in the UN System of National Accounts (SNA) – the internationally agreed standard set of guidelines for measuring national economic activity. The practice in most national statistical programmes is to use the SNA production boundary as the basis for child labour measurement. It should be recalled, however, that household chores do fall within the general production boundary, and are included when the general production boundary is used as the basis for measuring child labour.

11.1 Involvement in household chores

The section should first report the **number and share of children performing household chores**. It can be useful to report these results for children spending an hour or more on household chores in a reference week and for children performing household chores for at least 21 hours per week (figure 28 and table A1.31). A total of 21 hours per week is the threshold beyond which initial research suggests that household chores begin to negatively impact the ability of children to attend and benefit from school. However, there are not yet any agreed international measurement standards.

► **Figure 28. Involvement in household chores (percentage of children performing household chores, by hours threshold, age and sex)**



Reporting the average amount of time children spend on chores each week (table A1.32), and the distribution of children performing chores by time spent performing them (figure 32), can also be useful in understanding how chores might affect children's schooling and right to leisure time.

The specific chores performed by children should also be reported to provide initial insight into the nature of the chores performed by children and how this differs by sex. As the principal concern is regarding children spending significant time each week on chores, it can be useful to limit the discussion on tasks to the group of children performing household chores for at least 21 hours per week (figure 33 and table A1.33).

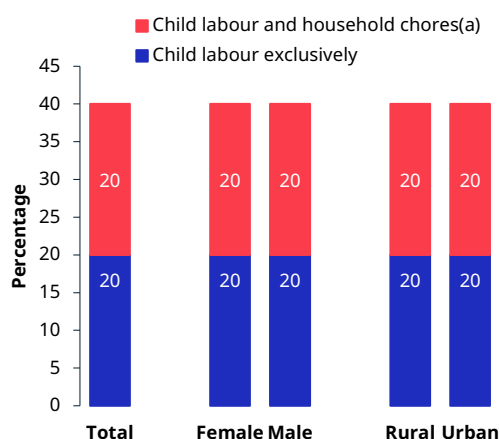
It is also important to report involvement in **household chores of a potentially hazardous nature**, as this indicator provides insight into the possible consequences of household chores for children's health and safety (figure 34 and table A1.34). In the case of potentially hazardous household chores, *any* exposure is a concern and therefore *all* children performing such chores, regardless of the number of hours, should be considered.

11.2 Interplay between child labour and household chores

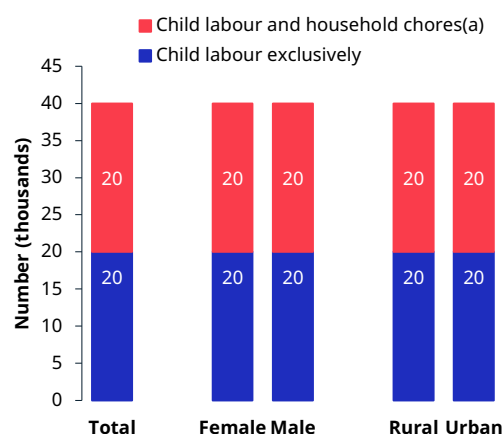
This subsection should examine the interplay between child labour and household chores. **A breakdown of children in child labour by their involvement in household chores** for significant amounts of time each week can be one useful indicator in this context (figure 29 and table A1.35). Relatedly, **the total working hours of children in child labour when both child labour and household chores are considered** can offer a more complete picture of the total work burden of children in child labour (figure 30).

► **Figure 29. Children's involvement in child labour and household chores (percentage and number of children in child labour, children aged 5–14 years, by involvement in household chores,^(a) by sex and residence)**

(a) Percentage

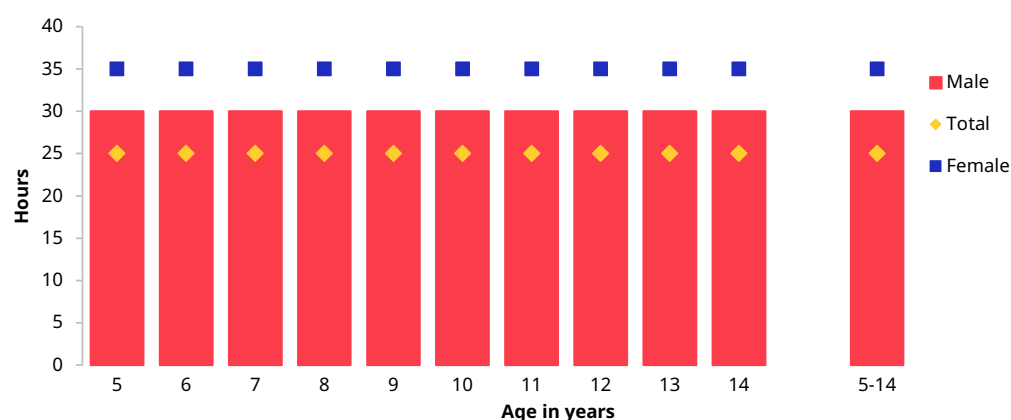


(b) Number



Notes: (a) Refers to children in child labour also performing household chores for at least 21 hours per week.

► **Figure 30. Total time spent on child labour and household chores (average weekly working hours, children in child labour aged 5–14 years, by age and sex)**

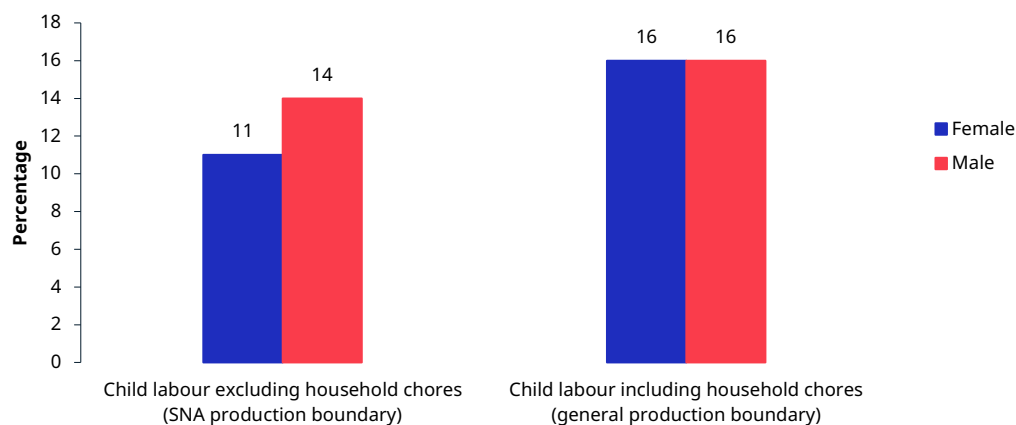


11.3 Child labour taking household chores into account

This subsection should report child labour estimates within the *general production boundary* – in other words, the prevalence of child labour when household chores, performed for at least 21 hours per week, are also considered in the calculation. As the performance of household chores has an important gender dimension, results should be broken down by sex.

A comparison of child labour measured within the SNA production boundary (i.e. without taking household chores into consideration) with child labour measured within the general production boundary (i.e. taking household chores into consideration) can be useful to illustrate how much the estimate of child labour prevalence increases when household chores are taken into consideration (figure 31). Such a comparison can also illustrate how the female child labour estimate changes relative to the male child labour estimate when the performance of household chores is taken into account.

► **Figure 31. Child labour taking household chores into account (percentage of children in child labour including and excluding household chores performed for at least 21 hours per week, by sex)**



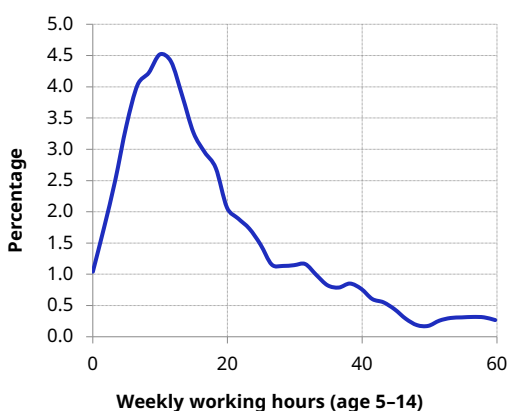
Sample charts for possible inclusion in this section



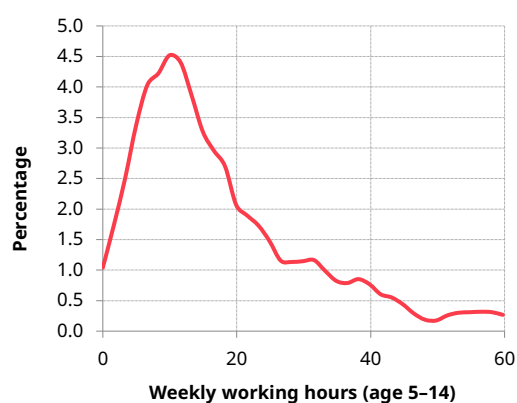
The number of observations should be considered when deciding which disaggregations to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

► **Figure 32. Working hours distribution (percentage distribution, children aged 5–14 years performing household chores, by weekly hours spent performing chores and sex)**

(a) Female



(b) Male

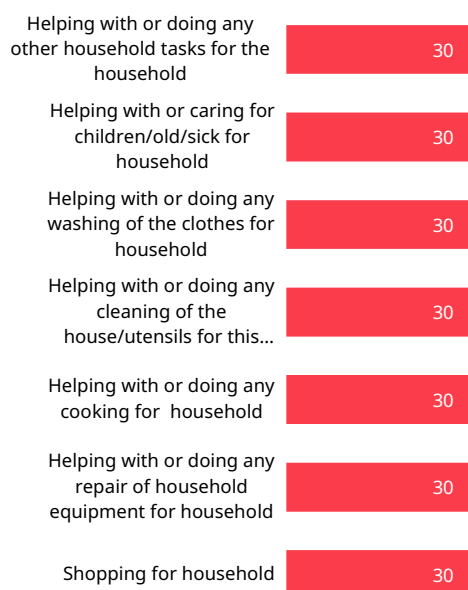




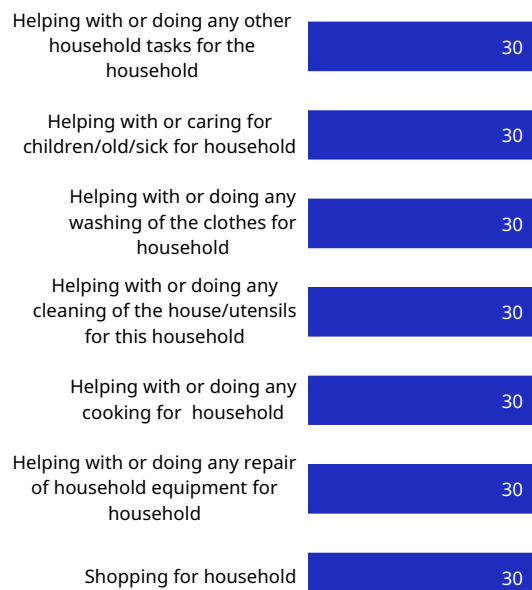
It might be useful to look at the 15–17 years age group to gain a better understanding of the interplay between child labour, education and household chores.

► **Figure 33. Household chore types (percentage distribution of children performing household chores for at least 21 hours per week,^(a) children aged 5–14 years, by chore type and sex)**

(a) Female



(b) Male



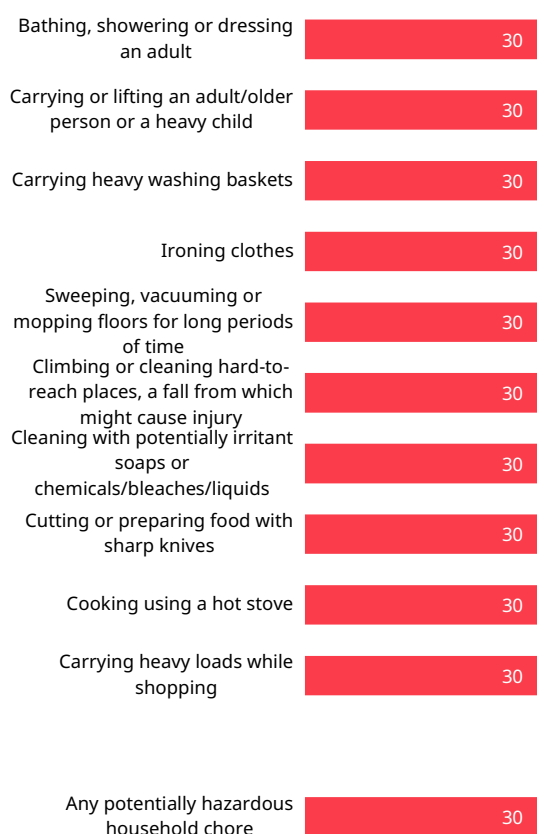
Notes: (a) Percentages may sum to more than 100 because children can perform more than one type of household chore.



Arrange the type of chores in order, starting with those most frequently cited.

► **Figure 34. Household chores of a potentially hazardous nature (percentage of children performing household chores of a potentially hazardous nature for at least 21 hours per week, children aged 5–14 years, by potentially hazardous chore type and sex)(a)**

(a) Female



(b) Male



Notes: (a) Percentages may sum to more than 100 because children can perform more than one type of household chore.

► 12. Priorities to eliminate child labour

Questions addressed

- What do the survey findings say about the specific groups of children and types of child labour that should be prioritized in policy responses?
- What do the findings suggest about the mix of policies needed to effectively address child labour?
- What policies and measures are already in place that are of relevance to child labour?

This concluding section discusses and analyses the *implications* of the survey findings for national efforts to combat child labour. It therefore extends beyond the descriptions of the survey results contained in the previous sections to explore how the findings should be addressed in policy terms.

12.1 Summary of findings

A **brief summary of the survey findings** can be a useful means of introducing the discussion on policy priorities. This summary should focus on findings that relate to the profile and characteristics of the population of children in child labour, in order to highlight the specific groups of children and the types of child labour that should be prioritized in policy responses and accompanying resource allocation decisions. This summary should address, *inter alia*, the following:

- where child labour is most common (for example, rural or urban areas; geographic region);
- the groups of children among which child labour is most common (girls or boys; 5–14-year-olds or 15–17-year-olds; indigenous or non-indigenous);
- where in the economy and under which work modalities child labour is most common (such as sector and occupation).

The summary should also include the household and community factors most commonly associated with child labour (section 7. Household and community factors associated with child labour).

12.2 Mapping of current efforts against child labour (optional)

A brief **mapping of extant plans, policies and interventions** of relevance to national efforts against child labour can often be helpful in contextualizing the discussion of future policy priorities. Such a mapping should include policies and interventions that directly target child labour, such as time-bound national plans to eliminate child labour, as well as those with a bearing on child labour, such as education, social protection, labour market and rural livelihood plans. Similarly, the mapping should include not only governmental efforts but also those of the range of non-governmental actors that play a role in addressing child labour issues (table 12). The inclusion of budgetary information in the mapping is important to allow an understanding of the existing resource allocations for efforts to combat child labour.

► **Table 12. Mapping of extant plans, policies and interventions**

Agency	Interventions
Government	Time-bound national plans, roadmaps and strategies relating to child labour and its worst forms
	Key sectoral plans, policies and interventions in the fields of social protection, basic education, labour markets and rural livelihoods
	Key government efforts linked to monitoring and enforcement of child labour laws
Non-Governmental Actors	Current NGO projects and activities targeting child labour and related issues
	Current programmes and activities of multilateral agencies targeting child labour and related issues
	Current efforts of employers' and workers' organizations against child labour

12.3 Identifying policy priorities

As a first step, survey findings and the mapping of policies should be looked at in combination to identify priority child labour issues and policy gaps. A **process of consultation with national stakeholders** that deal with child labour and related issues will then be critical to the identification of policy priorities, in order to bring a broad range of perspectives and voices to bear on the issue. Relevant stakeholders vary from country to country, but typically include ministries of labour and education, multilateral agencies (such as the ILO and UNICEF), non-governmental organizations (NGOs), employers' and workers' organizations and other civil society groups. Other government ministries, including ministries of agriculture, social welfare and justice, also play an important role in efforts to bring an end to child labour in many contexts and are sometimes also included in the consultation process. Many of these groups may already be involved in the survey process through their participation in the survey technical committee; however, involvement in the consultation on policy priorities need not be limited to those on the survey technical committee.

A large body of experience and evidence⁴ exists, which sheds light on the broad policy pillars that are most relevant to addressing child labour, namely:

- ensuring an **adequate legal architecture** for protecting children from child labour, backed by enforcement and child protection systems for its application;
- extending **social protection** for children and their families to mitigate the poverty and economic uncertainty that underpin child labour;
- ensuring free, good-quality schooling, at least up to the national minimum age for entering employment, to provide a viable alternative to child labour;
- promoting **decent work** that delivers a fair income for both young people (of legal working age) and adults, with a particular emphasis on workers in the informal economy, where vulnerability to child labour is greatest;
- promoting **adequate rural livelihoods and resilience**, to reduce the dependence of family farms and enterprises on the labour of their children.

⁴ For a review of the evidence, see ILO, [Ending child labour by 2025: A review of policies and programmes](#), second edition, 2018.

These policy pillars are interdependent and mutually reinforcing. Underpinning them is the **critical need for a comprehensive, integrated approach** to addressing child labour that is situated within and linked to broader national development efforts.



Child labour cannot be effectively addressed in narrow sectoral terms or through limited scale project-based approaches, but rather must be viewed as an integral part of broader economic and social development policies.

The tables that follow provide a non-exhaustive listing of some of the policy options of relevance under each of the broad policy pillars (table 13 to table 17). It should be underscored, however, that consensus regarding a common set of policy pillars does not and cannot mean that there also exists a common set of measures for addressing child labour that are equally applicable everywhere. In other words, **there is no one-size-fits-all approach to addressing child labour**. Rather, the specific measures that make up policy responses need to be tailored to the variety of contexts in which child labour persists.

Even in the absence of a separate mapping exercise, the discussion of policy priorities should reference the measures already in place and demonstrate how these existing measures will be leveraged and built upon in the policy response to child labour, moving forward. Only in very rare circumstances will a national policy response to child labour be starting from zero and it is critical that the discussion of future policy priorities fully reflects and accounts for the policy blocks that are already present.

Examples of possible policy options

► **Table 13. Ensuring an adequate legal architecture: policy options**

Policy goals	Strategies and measures
Strengthening laws governing child labour as a foundation and guide for action against child labour	Ensure the registration of every child at birth, so that children have a legal identity and can enjoy all of their rights from birth.
	Promote ratification of international legal standards concerning child labour.
	Transpose international legal standards into national legislation and practice; a gap mapping of national legislation in comparison with international legal standards can be a useful starting point for aligning national legislation with international legal standards.
	Establish national hazardous work lists.
	Ensure coherence between laws governing the minimum age for work and those dealing with the age group for compulsory schooling.
Strengthening laws in areas relating to child labour	Ensure that laws exist to protect children's rights in areas relating to child labour, including: the right to registration at birth; social protection; free, good-quality education; healthcare and nutrition; and protection from violence, abuse, neglect and exploitation.
	Extend the national legal architecture to other fundamental labour rights, including freedom of association and freedom from discrimination, which are also key preconditions for ensuring children's right to freedom from child labour.

Policy goals	Strategies and measures
Strengthening enforcement	Encourage the engagement of non-state actors (such as social workers, teachers, childcare workers, youth workers, community development workers, welfare officers and a range of other social services actors) to complement the regulatory role of public labour administrations and help extend their reach and effectiveness.
	Facilitate the mobilization of trade unions, so that they can play a role in identifying child labour and supporting public labour inspectorates through their active presence in workplaces.
	Develop local community-based child labour monitoring systems to back public labour inspectorates in identifying and following up child labour cases.

► **Table 14. Extending social protection: policy options**

Policy goals	Strategies and measures
Mitigate economic vulnerabilities associated with child labour	Introduce or expand child benefits and other cash transfer schemes, such as universal child benefits or quasi-universal child benefits, to help ease budget constraints and supplement the incomes of poor households vulnerable to child labour.
	Introduce or expand in-kind transfer schemes, including food-for-education schemes, in order to help reduce household food insecurity and provide an additional incentive for school attendance; school meals can also improve student concentration and performance, resulting in greater benefit from classroom time.
Mitigate the impact of other contingencies that lead to a reliance on child labour	Extend health protection to address the social distress and economic loss associated with ill-health.
	Extend social protection for persons with disabilities to address the social and economic vulnerabilities associated with disabilities, including through contributory and non-contributory disability benefits, wage replacement for disabling injuries and illnesses, and provision of social care services for people with disabilities or who suffer from long-term illness.
	Ensure income security in old age through pension schemes or similar measures, to help offset the social vulnerabilities associated with ageing and help provide income security in multigenerational households.
	Extend unemployment protection in order to secure the income needs of households impacted by loss of work.
Ensure adequate funding	Develop domestic resource mobilization strategies to expand fiscal space, through measures such as progressive taxation and reallocation of existing spending to prioritize children and families in situations of vulnerability.

Complementary social finance schemes ^(a)	
Expand household access to credit	Introduce microcredit and micro-insurance schemes for vulnerable families to facilitate their access to the financial market and enable them to hedge against part of the risks they face.

Notes: (a) Complementary social finance schemes are not technically part of social protection systems.

► **Table 15. Ensuring free, good-quality schooling: policy options**

Policy goals	Strategies and measures
Expanded access to early childhood development opportunities for vulnerable households	Promote targeted introduction/expansion of local centre-based preschool programmes.
	Promote targeted introduction/expansion of home outreach programmes on better parenting and caregiving.
	Promote targeted introduction/expansion of comprehensive early childhood care programmes.
Reduced direct schooling costs	Eliminate school fees.
	Provide free school uniforms and textbooks.
	Provide free school transportation.
Reduced indirect schooling costs	Introduce/expand cash transfer programmes, including child benefits, for families with school-aged children.
	Introduce/expand in-kind transfer schemes, including food-for-education schemes.
Improved school quality	Address teachers' working conditions, academic freedom, violence against teachers, teacher migration and mobility, and institutional independence.
	Recruit well-trained teachers and teaching assistants from the local community, and ensure gender balance in the teaching corps to help encourage girls to attend school.
	Promote the engagement of parents and communities in the life of the school.
	Ensure protection for all children, girls and boys, from violence, including sexual violence, at school.
	Introduce curriculum reform aimed at improving relevance.
	Facilitate the integration of digital learning into education.
Expanded school access	Ensure targeted school and classroom expansion based on needs assessment (including of children with learning difficulties or with physical disabilities).
	Expand schooling hours and after-hours activities as an alternative to child labour.
Ensuring adequate financing	Introduce budgetary reform to attain international benchmarks of allocating 15–20 per cent of public expenditure and 4–6 per cent of GDP to education.

Policy goals	Strategies and measures
	Prioritize spending on lower levels of education.

► **Table 16. Promoting decent work for adults and youth of legal working age: policy options**

Policy goals	Strategies and measures
Promote transition from informal to formal economy	Promote the development of sustainable micro-, small and medium enterprises (MSMEs).
	Create an enabling policy and regulatory environment that reduces barriers to formalization while protecting workers' rights.
	Promote a greater awareness among informal entities of the advantages and protection that come with formalization (business development services for MSMEs, access to the market, productive resources, credit programmes, and training and promotional programmes to upgrade informal economy units).
	Enable the self-organization of workers from the informal economy and encourage informal enterprises to join together in producers' associations, including cooperatives.
	Invest in skills development and training that is responsive both to the diverse requirements and levels of informal economy workers and to the evolving demands of the labour market, including informal apprenticeship schemes.
	Reform skill accreditation systems to permit accreditation for skills acquired through work in the informal economy.
	Extend minimum wage protections to workers in the informal economy.
	Build collective representation structures for different categories of informal economy workers, in order to strengthen their collective voice and enable them to influence their working conditions, productivity and incomes.
Promote decent work for youth of legal working age	Enact active labour market interventions targeting young people, including training and skills development, public works, job-search support and other labour market services, employment subsidies, and self-employment and entrepreneurship opportunities.
	Ensure young persons' rights at work, so that they receive equal treatment and are protected from abuse and exposure to hazards.
	Ensure the participation of young people in employers' and workers' organizations and in social dialogue.
End child labour among adolescents aged 15–17 years	Develop systems for providing youth removed from hazardous work with second chances for education, training and securing decent work.
	Develop systems for providing youth removed from the worst forms of child labour with necessary social services: emergency shelter, medical care, psychosocial counselling, legal support, family tracing, and assessment and post-reintegration follow-up.

Policy goals	Strategies and measures
	Provide training and awareness-raising about occupational safety and health for employers and their young workers, master crafts persons and their apprentices, and trade union occupational safety and health representatives, including on adequate and consistent supervision.
	Mobilize trade unions, business associations, chambers of commerce, community organizations and social protection agencies in monitoring minimum age guidelines, the safety of the workplace and its adolescent workers, in conjunction with the labour inspectorate.
	Institute “strategic inspection plans” to help in identifying workplace hazards facing adolescents and that require follow-up action.

► **Table 17. Promoting adequate rural livelihoods and resilience: policy options**

Policy goals	Strategies and measures
Promote decent rural livelihoods	Promote small producers’ associations and democratic cooperatives as a means of boosting market and bargaining power in agricultural value chains, upholding price stability, and pooling adult labour resources, inputs, tools and other facilities.
	Strengthen the collective, representative voice of those who earn their livelihoods in the rural economy, including for collective bargaining with employers, not least in plantation agriculture, and for product price negotiations to improve adult incomes.
	Improve access to credit for family farms and enterprises, including through the development of community savings and credit unions.
	Introduce sustainable and appropriate technologies and alternative practices in family farms and enterprises, in order to improve productivity and viability.
	Invest in food processing and infrastructure, to add quality and value to locally grown produce.
Promote rural resilience	Develop social protection strategies that combine contributory social insurance and tax-based social assistance to ensure the adequate protection of rural populations throughout their lives, including in confronting risks and contingencies specific to rural areas.
	Invest in developing the skills of rural youth to bolster farm productivity and contribute to a structural shift towards higher-value-added manufacturing and services.
	Implement employment-intensive investment in rural infrastructure and basic services, such as water and power systems, to offer off-farm jobs while improving farm productivity and reducing the need for tasks often done by children, such as fetching water and gathering fuel.
	Establish agricultural extension policies for crop diversification, the introduction of more resistant crop or livestock varieties, disaster risk reduction and insurance against weather-related crop failures, to enhance resilience to climate change.

► Glossary

A glossary can be useful as a quick reference for definitions of the key terms used in the report. The list proposed below can be revised depending on the report's contents.

Child	The United Nations Convention on the Rights of the Child, 1989 (UNCRC) defines a child as any person under the age of 18 years.
Child labour	Child labour refers to work for which children are either too young or that may be physically or psychologically injurious to their health and well-being. The operational definition of child labour is presented in section 3 of the report.
Domestic work	Following ILO Domestic Workers Convention, 2011 (No. 189), "domestic work" means work performed in or for a household or households and "domestic worker" means any person engaged in domestic work within an employment relationship. Child domestic work is a general reference to children's work in the domestic work sector in the home of a third party or employer. This general concept encapsulates both permissible and non-permissible situations. ⁵
Employment	Employment encompasses any work performed for others in exchange for pay or profit.
Forms of work	The 20 th ICLS distinguishes the following different forms of work by children: own-use production work, employment, unpaid trainee work, volunteer work and other work activities.
Hazardous work	Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. ⁶ Hazardous work is one of the worst forms of child labour.
Out-of-school children⁷	Children in the official age group for the given level of education who are not enrolled in education.
Own-use production work	Work involving the production of goods and services for own final use, such as agricultural goods consumed by the household.
Permitted light work	This concept stems from Article 7 of the ILO Minimum Age Convention, 1973 (No. 138), which states that national laws or regulations may permit the employment or work of persons from 13 years of age (or 12 years in countries that have specified the general minimum working age as 14 years, rather than 15 years) in light work that is not likely to harm their health or development. Such work should also not limit school attendance, participation in vocational orientation or training programmes, or the capacity to benefit from instruction.
Unpaid household services or household chores	Unpaid household services encompass own-use production of services or, equivalently, production of domestic and personal services within the general production boundary by a household member for consumption within their own household, commonly called "household chores", as well as volunteer work in households producing services for others.

⁵ ILO, "[Child Labour and Domestic Work](#)".

⁶ ILO, [Worst Forms of Child Labour Convention, 1999 \(No. 182\)](#).

⁷ UNESCO Institute for Statistics (UIS), "[UIS Glossary](#)".

Unpaid trainee work	Work performed for others without pay to acquire workplace experience or skills.
Volunteer work	Non-compulsory work performed for others without pay.
Working children	Children engaged in any activity falling within the general production boundary as defined in the 2008 System of National Accounts (SNA). Working children comprise all children below the age of 18 years engaged in any activity to produce goods or to provide services for use by others or for own use.
Worst forms of child labour⁸	For the purposes of the ILO Worst Forms of Child Labour Convention, 1999 (No. 182), the worst forms of child labour comprise: (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict; (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; (c) the use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Art. 3) ("hazardous work").

⁸ ILO, [Convention No. 182](#).

► Annex 1. Statistical tables



The annex is meant to provide more detailed information than the key figures presented in the main text.



For all the statistical tables included in the annex, the number of observations should be considered when deciding which disaggregation to include in the report. At high levels of disaggregation, some variables may have too few observations to yield statistically reliable estimates. A useful rule of thumb is a threshold of 25 observations for a given disaggregation; below this level, an estimate is not considered reliable and therefore should either be marked with an asterisk, and an explanatory note added, or excluded.

Characteristics of the child population

► **Table A1.1. Characteristics of the child population (number of children, by age group, sex, residence, region and household income quintile)**

Background characteristics		Child population			
		5–11 years	12–14 years	15–17 years	Total 5–17 years
Sex	Female				
	Male				
Residence	Rural				
	Urban				
Sex and residence	Female, rural				
	Female, urban				
	Male, rural				
	Male, urban				
Region	Region 1				
	Region 2				
	Region 3				
	Lowest				
Income quintile	2				
	3				
	4				
	Highest				
Total					

Child labour prevalence

► **Table A1.2. Child work, child labour and hazardous work (percentage and number of children in work, child labour and hazardous work, by age group)**

Work category	Children aged 5–11		Children aged 12–14		Children aged 5–14		Children aged 15–17(a)		Children aged 5–17	
	%	No.	%	No.	%	No.	%	No.	%	No.
Total children	100		100		100		100		100	
Child work										
Children in child labour										
Children in hazardous work										

Notes: (a) Child labour for this age group consists of hazardous work according to the national legislation.

► **Table A1.3. Children in hazardous work^(a) (percentage and number of children in hazardous work, by age group, sex, residence and region)**

Background characteristics		Children in hazardous work									
		5–11 years		12–14 years		5–14 years		15–17 years ^(b)		Total 5–17 years	
		%	No.	%	No.	%	No.	%	No.	%	No.
Sex	Female										
	Male										
Residence	Rural										
	Urban										
Sex and residence	Female, rural										
	Female, urban										
	Male, rural										
	Male, urban										
Region	Region 1										
	Region 2										
	Region 3										
Total											

Notes: (a) As defined by the national legislation. (b) Hazardous work for this age group coincides with child labour.

Child labour trends

► **Table A1.4. Trends in child labour prevalence (percentage and number of children in child labour, by reference year, age group^(a), sex and residence)**

Background characteristics		Reference year	Children in child labour									
			5–11 years		12–14 years		15–17 years ^(b)		Total 5–17 years			
			%	No.	%	No.	%	No.	%	No.	%	No.
Total		20XX										
		20YY										
		20ZZ										
Sex	Female	20XX										
		20YY										
		20ZZ										
	Male	20XX										
		20YY										
		20ZZ										
Residence	Rural	20XX										
		20YY										
		20ZZ										
	Urban	20XX										
		20YY										
		20ZZ										

Notes: (a) Specific age groups utilized should be in accordance with the age groups for child labour specified in national legislation. (b) Child labour for this age group consists of hazardous work as defined by the national legislation.

► **Table A1.5. Trends in hazardous work prevalence (percentage and number of children in hazardous work, by reference year, age group^(a), sex and residence)**

Background characteristics		Reference year	Children in hazardous work									
			5-11 years		12-14 years		5-14 years		15-17 years ^(b)		Total 5-17 years	
			%	No.	%	No.	%	No.	%	No.	%	No.
Total		20XX										
		20YY										
		20ZZ										
Sex	Female	20XX										
		20YY										
		20ZZ										
	Male	20XX										
		20YY										
		20ZZ										
Residence	Rural	20XX										
		20YY										
		20ZZ										
	Urban	20XX										
		20YY										
		20ZZ										

Notes: (a) Specific age groups utilized should be in accordance with the age groups for child labour specified in national legislation. (b) Child labour for this age group consists of hazardous work as defined by the national legislation.

Children's involvement in work and schooling

► **Table A1.6. Child work (percentage of the child population and number of children in work, by age group, sex, residence and region)**

Background characteristics		Working children									
		5–11 years		12–14 years		15–17 years		15–17 years ^(b)		Total 5–17 years	
		%	No.	%	No.	%	No.	%	No.	%	No.
Sex	Female										
	Male										
Residence	Rural										
	Urban										
Sex and residence	Female, rural										
	Female, urban										
	Male, rural										
	Male, urban										
Region	Region 1										
	Region 2										
	Region 3										
Total											

► **Table A1.7. Children's working and schooling (percentage distribution of children aged 15–17 years by involvement in work, schooling, both or neither)**

Background characteristics		Mutually exclusive activity categories				(a) and (c)	(b) and (c)	(a) and (d)
		(a)	(b)	(c)	(d)			
		Only economic	Only schooling	Working and schooling	Neither activity	Total working	Total schooling	Total out of school
Sex	Female							
	Male							
Residence	Rural							
	Urban							
Total 15–17 years								

Household and community factors associated with child labour

► **Table A1.8. Child labour prevalence by key household and community factors^(a) (percentage of children in child labour, by key household and community background characteristics, age and sex)**

		Children in child labour					
Household and community background factors		5–14 years			15–17 years		
		Female	Male	Total	Female	Male	Total
Education level of household head	None						
	Primary or less						
	Lower secondary						
	Upper secondary						
	Tertiary						
Sex of household head	Female						
	Male						
Employment status of household head	Employed						
	Unemployed						
	Inactive						
Contractual status of employed household head	Employment contract						
	No employment contract						
Household income quintile	Lowest						
	2						
	3						
	4						
	Highest						
Household poverty	Very poor						
	Poor						
	Non-poor						
Household indebtedness	Indebted						
	Not indebted						
Household access to basic services	Access to tap water						
	Access to electricity network						
Exposure to shocks	None						
	Individual						
	Collective						

Notes: (a) The household and community background factors listed in the table are not definitive or exhaustive. Some survey instruments collect information on additional household or community characteristics that may be relevant for

inclusion in the analysis while, in other cases, information on some of the background characteristics listed in the table may not be available.

Child labour characteristics

Table 18Table A1.9. Child labour and branch of economic activity^(a) (percentage distribution of children in child labour, by one-digit ISIC industry classification, age group, sex and residence)

Background characteristics			Agriculture	Industry					Services					Other
				Mining and quarrying	Construction	Manufacturing	Electricity, gas and water supply		Trade	Transportation	Accommodation and food	Domestic work	Other services	
Children aged 5–14 years	Sex	Female												
		Male												
	Residence	Rural												
		Urban												
	Total ^(b)													
Children aged 15–17 years	Sex	Female												
		Male												
	Residence	Rural												
		Urban												
	Total ^(b)													
Children aged 5–17 years	Sex	Female												
		Male												
	Residence	Rural												
		Urban												
	Total ^(b)													

Notes: (a) In accordance with the International Standard Industry Classification (ISIC) Rev.4. (b) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity.

► **Table A1.10. Child labour in own-use production work (prevalence of child labour in own-use production work, by activity, age group, sex and residence)**

Background characteristics			Own-use production activity									
			Farming work – crop production	Farming work – animal husbandry	Fishing or fish farming	Gathering wild food (e.g. mushrooms, berries, herbs)	Hunting for family	Preparing food or drinks for storage for family	Building, renovating or extending family home (or helping family member with	Producing goods for use by family (e.g. mats, baskets, furniture, clothing, etc.)	Fetching water for use by family	Collecting firewood for use as fuel by family
Children aged 5–14 years	Sex	Female										
		Male										
	Residence	Rural										
		Urban										
	Total ^(a)											
Children aged 15–17 years	Sex	Female										
		Male										
	Residence	Rural										
		Urban										
	Total ^(a)											
Children aged 5–17 years	Sex	Female										
		Male										
	Residence	Rural										
		Urban										
	Total ^(a)											

Notes: (a) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity

► **Table A1.11. Child labour in employment work (percentage distribution of child labour in employment work, by branch of economic activity, age group, sex and residence)**

Background characteristics			Branch of economic activity ^(a)				
			Agriculture	Industry	Services (other than domestic work)	Domestic work	Other
Children aged 5–14 years	Sex	Female					
		Male					
	Residence	Rural					
		Urban					
	Total^(a)						
Children aged 15–17 years	Sex	Female					
		Male					
	Residence	Rural					
		Urban					
	Total^(a)						
Children aged 5–17 years	Sex	Female					
		Male					
	Residence	Rural					
		Urban					
	Total^(a)						

Notes: (a) In accordance with the International Standard Industry Classification (ISIC) Rev.4. (b) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity.

► **Table A1.12. Child labour and branch of economic activity^(a) (percentage distribution of children in child labour, by one-digit ISIC industry classification, age group, sex and residence)**

Background characteristics			Agriculture	Industry				Services					Other
				Mining and quarrying	Construction	Manufacturing	Electricity, gas and water supply	Trade	Transportation	Accommodation and food	Domestic work	Other services	
Children aged 5–14 years	Sex	Female											
		Male											
	Residence	Rural											
		Urban											
	Total ^(b)												
Children aged 15–17 years	Sex	Female											
		Male											
	Residence	Rural											
		Urban											
	Total ^(b)												
Children aged 5–17 years	Sex	Female											
		Male											
	Residence	Rural											
		Urban											
	Total ^(b)												

Notes: (a) In accordance with the International Standard Industry Classification (ISIC) Rev.4. (b) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity.

Time intensity of child labour

► **Table A1.13. Time intensity of child labour and form of work (average weekly working hours, by form of work, age group, sex and residence)**

Background characteristics		Children aged 5–11 years				Children aged 12–14 years				Children aged 15–17 years			
		Child labour in own-use production	Child labour in employment work	Child labour in unpaid training work	Child labour	Child labour in own-use production	Child labour in employment work	Child labour in unpaid training work	Child labour	Child labour in own-use production	Child labour in employment work	Child labour in unpaid training work	Child labour
Sex	Female												
	Male												
Residence	Rural												
	Urban												
Sex and residence	Female, rural												
	Female, urban												
	Male, rural												
	Male, urban												
Total ^(a)													

Notes: (a) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity.

► **Table A1.14. Time-intensity of child labour in own-use production work (average weekly working hours in own-use production work, by activity, age group, sex and residence)**

Background characteristics			Child labour in own-use production – activity										
			Farming work – crop production	Farming work – animal husbandry	Fishing or fish farming	Gathering wild food (e.g. mushrooms, berries, herbs)	Hunting for family	Preparing food or drinks for storage for family	Building, renovating or extending family home (or helping family member with similar work)	Producing goods for use by family (e.g. mats, baskets, furniture, clothing, etc.)	Fetching water for use by family	Collecting firewood for use as fuel by family	Child labour in own-use production work
Children aged 5–14 years	Sex	Female											
		Male											
	Residence	Rural											
		Urban											
	Total ^(a)												
Children aged 15–17 years	Sex	Female											
		Male											
	Residence	Rural											
		Urban											
	Total ^(a)												
Children aged 5–17 years	Sex	Female											
		Male											
	Residence	Rural											
		Urban											
	Total ^(a)												

Notes: (a) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity.

► **Table A1.15. Time intensity of child labour in employment work (average weekly working hours, by branch of economic activity, age group, sex and residence)**

Background characteristics			Child labour in employment work – branch of economic activity					Child labour in employment work
			Agriculture	Industry	Services (other than domestic work)	Domestic work	Other	
Children aged 5–14 years	Sex	Female						
		Male						
	Residence	Rural						
		Urban						
	Total ^(a)							
Children aged 15–17 years	Sex	Female						
		Male						
	Residence	Rural						
		Urban						
	Total ^(a)							
Children aged 5–17 years	Sex	Female						
		Male						
	Residence	Rural						
		Urban						
	Total ^(a)							

Notes: (a) Depending on the specific questionnaire, percentages by row may not sum to 100 because children can be involved in more than one activity.

Child labour and schooling

► Table A1.17. Net intake (by involvement in child labour, sex and residence)

Background characteristics		Number of children aged N currently attending the first grade of primary school			Number of children aged N			Net intake rate (NIR)		
		Children NOT in child labour	Children in child labour	Total	Children NOT in child labour	Children in child labour	Total	Children NOT in child labour	Children in child labour	Total
Sex	Female									
	Male									
Residence	Rural									
	Urban									
Sex and residence	Female, rural									
	Female, urban									
	Male, rural									
	Male, urban									
Total										

Notes: N corresponds to the starting age of primary education.

► **Table A1.18. School life expectancy^(a) and child labour (by sex and residence)**

	Children in child labour				Children NOT in child labour				Total
	Female	Male	Rural	Urban	Female	Male	Rural	Urban	
At age 7									
At age 8									
At age 9									
At age 10									
At age 11									
At age 12									
At age 13									
At age 14									
At age 15									
At age 16									
At age 17									

Notes: (a) School life expectancy (SLE) provides a measure of the total number of years of education that a child can expect to achieve in the future. Relatively higher levels of school life expectancy indicate greater probability of spending more years in education, but the expected number of years does not necessarily coincide with the expected number of grades of education completed, because of grade repetition. The formula for the SLE at age a in year t is as follows:

$$SLE_a^t = \sum_{i=a}^{i=n} \frac{A_i^t}{P_i^t}$$

where: A_i^t = attendance of the population of age i ($i = a, a + 1, \dots, n$) in school year t ; n = the theoretical upper age limit of schooling; P_i^t = population of age i in school year t .

► **Table A1.19. Reasons cited for not attending school^(a) (percentage distribution of children in child labour, by main reason for not attending school, age group, sex and residence)**

Background characteristics		Main reason for not attending school										
		Too young	Disability/illness	No school/school too far away/no teachers	Cannot afford school	Family did not allow schooling	School is not safe	Not interested in school/education is not important	Working (for a wage or in family business)	Help with household chores	Other	Total
Sex	Female											100
	Male											100
Residence	Rural											100
	Urban											100
Age group	6–11 years											100
	12–14 years											100
	15–17 years											100
	6–17 years											100
Total												100

Notes: (a) Specific response categories should be constructed according to the information available from the questionnaire.

► **Table A1.20. Reason for not attending school in the previous year (percentage of children not attending school in the previous year, compulsory schooling age group, by main reason, child labour status, sex and residence)**

Background characteristics			Reason for not attending school in the previous year												
			Finished school	Could not afford, too costly	Help at home with household chores	To work as unpaid worker in family business	To work for pay	To learn a job	School not safe	Education not considered valuable	Not interested in school	Family did not allow schooling	No school/school too far away	Disability/illness	Total
Children in child labour	Sex	Female													
		Male													
	Residence	Rural													
		Urban													
	Total ^(a)														
Children NOT in child labour	Sex	Female													
		Male													
	Residence	Rural													
		Urban													
	Total ^(a)														

Notes: (a) Depending on the specific questionnaire, percentages by row may not sum to 100 because children might report more than one reason for not attending school. If multiple answers are allowed, the table heading should be replaced with the following: Reasons for not attending school (percentage of children not attending school, compulsory schooling age group, by reason, child labour status, sex and residence).

► **Table A1.21. Delayed grade progression and child labour (percentage of children who are over-aged for their grade,^(a) children in compulsory schooling age group currently in school, by child labour status, sex and residence)**

Background characteristics		Children in child labour									Children NOT in child labour								
		Grade									Grade								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Sex	Female																		
	Male																		
Residence	Rural																		
	Urban																		
Total																			

Notes: (a) Over-aged is defined as at least two years above the intended age for their grade. The intended age for a given grade is the age at which students would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade.

► **Table A1.22. Students who are over-aged for their grade,^(a) primary school (by involvement in child labour, sex and residence)**

Background characteristics		Children in child labour		Children NOT in child labour	
		Number of over-aged children in primary school	Proportion over-aged	Number of over-aged children in primary school	Proportion over-aged
Sex	Female				
	Male				
Residence	Rural				
	Urban				
Total					

Notes: (a) Over-aged is defined as at least two years above the intended age for their grade. The intended age for a given grade is the age at which students would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade.

► **Table A1.23. Grade repetition^(a) and child labour (percentage of children of compulsory schooling age currently attending school who have ever repeated a grade at school, by involvement in child labour, sex and residence)**

Background characteristics		Children in child labour who have ever repeated a grade at school	Children NOT in child labour who have ever repeated a grade at school
Sex	Female		
	Male		
Residence	Rural		
	Urban		
Total			

Notes: (a) Grade repetition is measured as those answering “yes” to the question “Did [you/NAME] ever repeat a grade at school?”.

Child labour and occupational safety and health

► **Table A1.24. Child labour and exposure to occupational safety and health hazards (percentage of children in child labour exposed to occupational safety and health hazards,^(a) by type of hazard, age group, sex and residence)**

Background characteristics		Children aged 5–14 years								Children aged 15–17 years									
		Handling dangerous machinery, equipment or tools	Handling and/or transport of heavy loads	Exposure to hazardous substances, agents or processes	Exposure to high temperatures	Exposure to excessive levels of noise and/or vibration	Working in conditions of insufficient or excessive light	Working underground	Working underwater	Working at dangerous heights	Handling dangerous machinery, equipment or tools	Handling and/or transport of heavy loads	Exposure to hazardous substances, agents or processes	Exposure to high temperatures	Exposure to excessive levels of noise and/or vibration	Working in conditions of insufficient or excessive light	Working underground	Working underwater	Working at dangerous heights
Sex	Female																		
	Male																		
Residence	Rural																		
	Urban																		
Total																			

Notes: (a) Types of workplace hazards and health risks should be constructed according to the available information from the questionnaire.

► **Table A1.25. Child labour and exposure to occupational safety and health hazards (number of children in child labour exposed to occupational safety and health hazards,^(a) by type of hazard, age group, sex and residence)**

[illegible]

► **Table A1.26. Child labour and exposure to violence (number and percentage of children in child labour exposed to workplace violence or threats of violence,^(a) by type of violence, age group, sex and residence)**

Background characteristics		Children aged 5–14 years						Children aged 15–17 years					
		Physical violence (slap, punch, kick or other)		Threats of physical violence		Verbal abuse (ridicule, insults or other)		Physical violence (slap, punch, kick or other)		Threats of physical violence		Verbal abuse (ridicule, insults or other)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Sex	Female												
	Male												
Residence	Rural												
	Urban												
Total													

Notes: (a) Types of workplace violence or threats of violence should be constructed according to the available information from the questionnaire.

► **Table A1.27. Child labour and work-related injury and illness^(a) (percentage of children in child labour experiencing at least one episode of work-related injury or illness, by type of injury or illness, age group, sex and residence)**

Background characteristics		Children aged 5–14 years							Children aged 15–17 years						
		Superficial injuries or open wounds	Fractures, dislocations, sprains and strains	Burns, abrasions, frostbite	Breathing problems, eye, skin or stomach problems	Fever	Extreme fatigue	Other	Superficial injuries or open wounds	Fractures, dislocations, sprains and strains	Burns, abrasions, frostbite	Breathing problems, eye, skin or stomach problems	Fever	Extreme fatigue	Other
Sex	Female														
	Male														
Residence	Rural														
	Urban														
Total															

Notes: (a) Type of injury, accident and ill-health categories should be constructed according to the available information from the questionnaire.

► **Table A1.28. Child labour and work-related injury and illness^(a) (number of children in child labour experiencing at least one episode of work-related injury or illness, by type of injury or illness, age group, sex and residence)**

Background characteristics		Children aged 5–14 years							Children aged 15–17 years						
		Superficial injuries or open wounds	Fractures, dislocations, sprains and strains	Burns, abrasions, frostbite	Breathing problems, eye skin or stomach problems	Fever	Extreme fatigue	Other	Superficial injuries or open wounds	Fractures, dislocations, sprains and strains	Burns, abrasions, frostbite	Breathing problems, eye skin or stomach problems	Fever	Extreme fatigue	Other
Sex	Female														
	Male														
Residence	Rural														
	Urban														
Total															

Notes: (a) Type of injury, accident and ill-health categories should be constructed according to the available information from the questionnaire.

► **Table A1.29. Work-related ill-health per 100 hours worked (average number of episodes of work-related injury and illness per 100 hours worked, by age group, sex and residence)**

Background characteristics		Children aged 5–11 years	Children aged 12–14 years	Children aged 15–17 years	Children aged 18–24 years
Sex	Female				
	Male				
Residence	Rural				
	Urban				
Total					

► **Table A1.30. Child labour and physical and psychosocial health (number of children in child labour experiencing physical and psychosocial symptoms, by type of symptom, age group, sex and residence)**

[illegible]

Household chores

► **Table A1.31. Involvement in household chores (percentage and number of children performing household chores, by hours threshold, age group, sex and residence)**

Background characteristics		One or more hours per week						21 or more hours per week					
		Children aged 5–11 years		Children aged 12–14 years		Children aged 5–14 years		Children aged 5–11 years		Children aged 12–14 years		Children aged 5–14 years	
		%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Sex	Female												
	Male												
Residence	Rural												
	Urban												
Sex and residence	Female, rural												
	Female, urban												
	Male, rural												
	Male, urban												
Total													

► **Table A1.32. Time intensity of household chores (average weekly working hours spent performing household chores, by age group, sex and residence)**

Background characteristics		Number of hours					
		Children aged 5–11 years		Children aged 12–14 years		Children aged 5–14 years	
Sex	Female						
	Male						
Residence	Rural						
	Urban						
Sex and residence	Female, rural						
	Female, urban						
	Male, rural						
	Male, urban						
Total							

► **Table A1.33. Household chore types (percentage distribution of children performing household chores for at least 21 hours per week, children aged 5–14 years, by chore type, sex and residence)**

Background characteristics		Shopping for household	Helping with or doing any repair of household equipment for	Helping with or doing any cooking for	Helping with or doing any cleaning of the house/utensils for household	Helping with or doing any washing of clothes for household	Helping with or caring for children or elderly/sick members of	Helping with or doing any other household tasks for household
Sex	Female							
	Male							
Residence	Rural							
	Urban							
Sex and residence	Female, rural							
	Female, urban							
	Male, rural							
	Male, urban							
Total^(a)								

Notes: (a) Percentages by row may sum to more than 100 because children can perform more than one type of chore.

► **Table A1.34. Household chores of a potentially hazardous nature (percentage of children performing household chores of a potentially hazardous nature, children aged 5–14 years, by chore type, sex and residence)**

Background characteristics		Carrying heavy loads while shopping	Cooking using a hot stove	Cutting or preparing food with sharp knives	Cleaning with potentially irritant soaps or chemicals/bleaches/liquids	Climbing or cleaning hard-to-reach places, a fall from which might cause injury	Sweeping, vacuuming or mopping floors for long periods of time	Ironing clothes	Carrying heavy washing baskets	Carrying or lifting an adult/elderly person or a heavy child	Bathing, showering or dressing an adult	Any potentially hazardous chore
Sex	Female											
	Male											
Residence	Rural											
	Urban											
Sex and residence	Female, rural											
	Female, urban											
	Male, rural											
	Male, urban											
Total ^(a)												

Notes: (a) Percentages by row may sum to more than 100 because children can be exposed to more than one type of hazard.

► **Table A1.35. Children's involvement in child labour and household chores (percentage and number of children in child labour, children aged 5–14 years, by whether or not also performing household chores,^(a) by sex and residence)**

Background characteristics		Child labour exclusively		Child labour and household chores		Total, children in child labour	
		%	No.	%	No.	%	No.
Sex	Female						
	Male						
Residence	Rural						
	Urban						
Sex and residence	Female, rural						
	Female, urban						
	Male, rural						
	Male, urban						
Total							

Notes: (a) Performing household chores for at least 21 hours per week.

► Annex 2. Survey methodology

This section should summarize the survey methodology, addressing issues such as the target population, scope and coverage of the survey, questionnaire design, sample design, details on the data collection exercise, pre-test and fieldwork, data processing, response rates and weights used in the report and, finally, limitations of the survey.

Scope and coverage of the survey

This section should describe the target population of the survey, the main structure of the survey and the pre-fieldwork publicity campaign, if conducted.

As the national child labour survey (NCLS) is a household-based survey, the target population comprises households and individuals/children within households. In order to identify the target population, it might be necessary to identify both the survey population and those segments that are excluded.

This section should also specify the organization of the child labour survey, as this can vary depending on how and to what extent the child labour survey is linked to surveys on other topics. There are two main formats for the organization of child labour surveys: modular surveys and stand-alone child labour surveys.

- In modular child labour surveys (where the child labour survey takes the form of an add-on), the collection of information on child labour is incorporated into another ongoing household-based survey, such as a labour force survey. Such modular surveys usually present limits to the number and detail of child labour information items that may reasonably be inserted into the survey questionnaire.
- Stand-alone child labour surveys are primarily concerned with children's activities and child labour topics and are characterized by their single-subject focus. This dedicated child labour survey format offers tighter control and greater flexibility in the design and operation of the survey for the purpose of collecting child labour statistics.

According to the structure of the NCLS, this section should also discuss any modification made to the ongoing survey, aside from the child activities module.

If a pre-fieldwork publicity campaign was conducted to inform the population about the organization of the NCLS, the report should discuss these activities, their usefulness and successes, and the lessons learned from the campaign.

Questionnaire

This section should explain the structure of the main survey questionnaire. If the survey applies a series of modules, a brief description of the key information collected by each module should be included. This description should cover information about the respondents to whom the questions were addressed (for example, children or their parents/guardians).

The questionnaire itself represents an important reference document and the survey report should therefore include a copy of the main survey questionnaire as a separate annex.

Sampling design and implementation

This section should describe the sample design and implementation. This description should be clear and concise, as it is critical for the subsequent interpretation of survey results.

Sampling frame

This subsection should define the sample frame used. This frame is usually based on the most recent population census. Reports should note the source of the sampling frame, the year it was generated (and, in the case of a census, if there were intercensal updates of the frame) and if it has any known deficiencies.

Sample size

The grounds for determining the target survey sample size should be specified in this subsection. These grounds may include, for example, practical considerations for conducting the survey (availability of trained personnel, deadlines for completion, computing facilities), the desired precision of the estimates, the extent of disaggregation by geographical area of the estimates and survey cost/available budget.

Sampling design



Distribution of the sample. It is helpful to provide a table that describes the geographical distribution by major regions/provinces/districts (as appropriate) of the final sample used in the survey, together with the selected sampling units of each stage.

For example, in the 2011 Paraguay NCLS, PSUs were divided by geographical department and into two residence types: urban/rural. A total of 604 PSUs were selected from the different areas (stratum) and, within each selected PSU, eight households were selected to implement the survey.

Theoretical sample size and distribution in Paraguay NCLS 2011		
Stratum	No. of PSUs	No. of households
Asunción	69	552
Itapúa	107	856
Alto Paraná	103	824
Central	96	760
Other urban	83	664
Other rural	147	1 176
Total	604	4 832

This subsection should provide information on the number of stages used and, at each stage, the criteria followed to classify the units. It should also describe in detail, for each stage, the process used to select each unit of analysis up to the final sampling unit. This description is very important for understanding how the population weights were calculated.

Typically, in a national household survey, the sampling frame is divided into area units, such as localities or enumeration areas (EAs), and a sample of these areas is selected at the first stage (primary sampling units – PSUs). The second stage may consist of dividing each of the PSUs into smaller areas and then selecting one or more of these second-stage units from each selected PSU. This process continues until a sample of sufficiently small area units is obtained. At the final stage, households are selected as the ultimate or secondary sampling units (USUs or SSUs) in each selected sample area.

Other aspects of sampling design that should also appear in this subsection include whether the child labour survey is an add-on to an existing labour force survey and if a rotation pattern is used for the selection of households or if particular subgroups of the population are oversampled.

Pre-test

This section should present information regarding the pre-test: the number of households and individuals interviewed, the issues and problems, if any, that surfaced after the pre-test and lessons learned. Difficulties encountered and their remedies, including any unexpected challenges or results, are very informative for others planning to conduct child labour surveys.



Example of reporting of pre-test results. The following is the description of the pre-test results for the Chile 2013 NCLS report. "During the pilot study in preparation for the 2012 NCLS, it was observed that children aged 5–8 years had problems in understanding the questions, especially those related to their engagement in different activities. Thus, it was decided, among others, to adapt this specific group questionnaire by including cards with pictures of children engaged in household chores activities, economic activities, and hazardous work (work involving handling unsafe equipment or heavy loads) in order to adapt the questionnaire to children's cognitive and psychosocial development.

Training of Interviewers, supervisors and fieldwork

The section should describe the training of interviewers and supervisors, and the implementation of fieldwork as this information can provide insights into potential non-sampling errors in the survey. Such errors include, but are not limited to, errors which occurred during the implementation of the survey.

Training of interviewers and supervisors

This subsection should include information about the parameters used in the selection of field staff and the different methods used for training them, including the agenda of the training programme. In an NCLS, this issue is of particular importance since a country is frequently implementing such a survey for the first time. In order to properly conduct a nationwide survey, qualified staff must be employed and training programmes are required for the survey interviewers, supervisors and coordinators.

Fieldwork

Information concerning the fieldwork may include the characteristics of the field staff (number of interviewers and supervisors, actions taken to minimize errors in data collection, such as reinterviews by supervisors) and the composition of survey teams; the system of supervision for overseeing the work done by interviewers; the procedures for the transfer of completed questionnaires for data processing; and the duration of data collection and any particular event that occurred which might affect fieldwork (harvesting season, rainy season or the occurrence of a natural disaster).



Example of reporting on fieldwork. The following is the description of fieldwork in the Cambodia NCLS 2013 report: "In total, 75 people, among them 61 males and 14 females (15 supervisors and 60 enumerators), were recruited and received five days of training on data collection (20–24 February 2012) at NIS. [...] After the training, the data collection of the main survey was conducted over a period of 48 days, from 26 February to 13 April 2012. Fifteen teams were established for the data collection. Each team consisted of one supervisor and four enumerators (two staff from NIS and the other two from the provinces), and each was assigned

40 enumeration areas. Five coordinators supervised the fieldwork; each coordinator supervised three supervisors.”

Data processing

This section should describe the data processing, which includes activities ranging from data entry to data validation. These activities affect the quality of the datasets and should be perceived as being equally important as other activities, such as questionnaire design, sampling design and data analysis. Accordingly, the report may include a section containing information on these activities.

The section should provide information on data processing personnel, including supervisors, data entry personnel and data editors. It should also present information on the methods of data entry used (for example, double entry or intelligent data entry) and on the software program chosen for entering and cleaning the data.

Imputation techniques should be included in the discussion. They consist of filling in missing values (where survey respondents fail to provide responses to given questions) or dealing with data entries that appear incorrect or that seem extreme. The report should make clear whether any given variable has high proportions of missing values and how the results might be affected by the imputations.



Example of reporting on data processing. The following is the description of data processing given in the Cambodia NCLS 2013 report: “The data entry was carried out using CSPro software, which is a computer program developed by the United States Census Bureau. Data matching was carried out by printing out the lists of the first and second entry (comparison list) of each operator to edit and check the correct value of variables by looking or checking with the actual questionnaire and then correcting it on the screen of the computer. The matching of data was conducted 25 June–2 July 2012. After data matching, data consistency checking or cross-referencing was done by the CSPro batch application designed for this purpose. Questionnaires with errors were listed in the error list file that was printed out for correcting until there was zero error-message. Data cleaning was carried out 3–8 July 2012.”

Response rates and weighting

Response rates

This subsection should describe the response rates (that is, the proportion of the sample households who answered the survey questionnaire). The response rate provides important information on the extent to which the results can be generalized accurately to the population of interest (as samples with low response rates might be less likely to represent the overall target population).

Response rates can be shown at various stages of the sample selection process. Household and individuals’ or children’s response rates should be presented in all reports, if possible by geographical distribution, to allow the detection of patterns in reaching the survey-sampled households for interviews. A description of non-response rates provides useful information on the reasons why targeted households and/or individuals did not participate in the survey.



Example of reporting on response and non-response rates. The following is the description of response and non-response rates in the 2011 Paraguay NCLS report: “In the survey, the overall household response rate was 89.6%. The non-response was explained by the fact that 7.1% of the selected households were not interviewed because the members were absent during every visit and 3.3% because they refused to participate in the survey. The lowest response rate was found in the stratum of Asunción with a rate of 81.3%. The effective sample size, which is the final number of interviewed households, after accounting for non-response rate, was 4,445 households.”

Weighting

This subsection should provide a detailed description of the formulae and methods used in calculating sample weights for both households and individuals.

In most situations, weighting of sample data is necessary to produce estimates for the population of interest. Sometimes, weights need to be adjusted due to shortcomings in the selection and implementation of the sample, such as under- or over-coverage or non-response. In this case, also, the formula and its basis should be properly noted.

Ethical considerations

This section should provide a description of the ethical considerations underpinning the research and how they have been mainstreamed in the research process, from the design of the survey to interviewing parents and children and data storage. Where national protocols or guidelines exist, relevant reference to these should be included here.

Limitations and lessons learned

The information contained in this section should include lessons learned during the different steps of the survey, including the questionnaire design, sampling design, fieldwork and any other aspect of the survey relevant for future improvements. This information is extremely useful for future surveys within the country and other countries or organizations interested in conducting a child labour survey.

This section should also discuss the methodological limitations identified during the survey process (such as outdated sample frames, questionnaires that were too long, questions that were not adequately understood by respondents or were too sensitive to obtain reliable responses, etc.).

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