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Central Agency  
for Public  
Mobilization  
and Statistics  
(CAPMAS)

# WORKING CHILDREN IN EGYPT: Results of the 2010 National Child Labour Survey



International  
Programme on  
the Elimination  
of Child Labour  
(IPEC)

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Egyptian Central Agency for Public Mobilization and Statistics (CAPMAS)

International Programme on the Elimination of Child Labour (IPEC)

International Labour Organization (ILO)

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## Preface

The Central Agency for Public Mobilization and Statistics (CAPMAS) has the pleasure to present the results of the National Child Labour Survey (NCLS) for Egypt carried out in April/May 2010. The survey was carried out by CAPMAS with the financial and technical assistance of the ILO's International Programme on the Elimination of Child Labour (IPEC) through its Statistical Information and Monitoring Programme on Child Labour (SIMPOC). The NCLS aims to estimate the number and percentage of working children 5 to 17 years of age at the national level and at the level of various geographic regions of Egypt and to determine the demographic and economic characteristics of these children and their families. The survey also aims to assess the conditions under which child work takes place in Egypt and how work interacts with the children's education, health, and general development. The survey was administered to a nationally representative sample of 33,000 households with children aged 5-17 drawn from 1500 PSUs from the CAPMAS Master Sample of one million households.

CAPMAS would like to express its gratitude to the ILO whose technical and financial support were critical to the success of this survey. In particular, CAPMAS would like to thank the following individuals: Mr. Mustafa Hakki Ozel (ILO-IPEC) for providing assistance in all stages of the survey; Ms. Hasibe Dedes and Dr. Mohamed F. Abulata for designing the sample and Dr. Ragui Assaad for preparing this analytical report.

CAPMAS hopes that the data from the survey and the findings presented in this report will be useful to policymakers, academics, and civil society organizations concerned with the child labour phenomenon and will assist in formulating the appropriate policies to address it.





## Executive summary

This report aims to assess the size of the child employment and child labour phenomena in Egypt and the extent of its interaction with schooling and child wellbeing. The report also examines the patterns of child employment, the conditions of such employment, and the household and community factors that contribute to child employment and child labour. The analysis presented here is based on data from the National Child Labour Survey of 2010 conducted by CAPMAS with technical and financial assistance from the ILO's International Programme on the Elimination of Child Labour (IPEC) through its Statistical Information and Monitoring Programme on Child Labour (SIMPOC).

The NCLS was successfully collected data from a nationally representative sample of 30,143 households containing children 5 to 17 years of age. The sample was made up of 163,628 individuals of whom 66,122 were children between the ages of 5 and 17, representing 17.1 million children in Egypt. As shown in Table E-1, 10.5% of these children, or 1.8 million, were employed and 9.3%, or about 1.6 million, were engaged in child labour according to international definitions. Both the rate employment and the rate of child labour increase significantly with age, reaching nearly 23% and 19%, respectively for children 15-17. Boys' rates of employment and child labour are over three times higher than those of girls, many of whom engage in domestic chores rather than economic activity. Nearly 90% of employed boys are engaged in child labour. Although the proportion of employed girls engaged in child labour is smaller, it is still quite substantial at 81%.

**Table E-1: Incidence of employment and child labour, ages 5-17, by age group and sex (percentage)**

		Age				Number in '000s
		5-11	12-14	15-17	Total (5-17)	
Boys	Employment	5.8	20	34.4	15.8	1,388
	Child Labour	5.8	18.2	29.8	14.3	1,256
Girls	Employment	2.2	6.5	10.0	5.0	419
	Child Labour	2.2	5.1	7.2	4.0	338
All	Employment	4.0	13.3	22.6	10.5	1,806
	Child Labour	4.0	11.8	18.9	9.3	1,594

Employed children are designated as child labourers if they perform hazardous work, or are under the age of 12, or are between the ages of 12 and 14 and work for 14 hours or more per week. Hazardous work includes any work in designated hazardous industries or occupations, work for long hours (i.e. more than 43 hours per week) or work under hazardous working conditions. Hazardous working conditions include working in an environment containing dust or fumes, fire gas or flames, loud noises or vibrations, extreme cold or heat, insufficient lighting or ventilation or in confined spaces; work with dangerous tools, chemicals or explosives; work underground, in high places, or under water; and work that involves exhaustion, bending for a long time or workplaces with no bathrooms. Based on this definition 1.59 million of the 1.81 million employed children in Egypt (88.2%) are engaged in child labour. As shown in Table E-2, 89% of the children engaged child labour are considered as such because they engage in hazardous work, with the rest being either employed children under 12 (6.6%) or children aged 12 to 14 working more than 14 hours a day (4.1%). Of those engaged in hazardous work, about 10% are designated as such because they work in hazardous industries, 2% because they work in hazardous occupations, 25% because they

work excessive hours (43 or more hours per week) and 63% because they work under other hazardous work conditions.

**Table E-2: Hierarchical framework to determine child labour status**

Work status			Number in '000s	Percentage of child labourers	Percentage of working children	Percentage of all children
In designated hazardous industries			139	8.7	7.7	0.8
In designated hazardous occupations			30	1.9	1.7	0.2
Long Hours of work			362	22.7	20.0	2.1
In other hazardous work conditions			892	56.0	49.4	5.2
<b>Subtotal: Hazardous work by children</b>			<b>1,423</b>	<b>89.3</b>	<b>78.8</b>	<b>8.3</b>
Non-hazardous work 14+ hours/week (12-14 years old)			65	4.1	3.6	0.4
Non-hazardous work condition (5-11 years old)			105	6.6	5.8	0.6
<b>Subtotal: Child Labour</b>			<b>1,594</b>	<b>100.0</b>	<b>88.3</b>	<b>9.3</b>
Employed Children 15-17 in non-hazardous work			145		8.0	0.8
Employed children 12-14 doing light work			67		3.7	0.4
<b>Sub-total: Non-child labour employment</b>			<b>212</b>		<b>11.7</b>	<b>1.2</b>
<b>Total child employment</b>			<b>1,806</b>		<b>100.0</b>	<b>10.5</b>
<b>Total children 5-17</b>			<b>17,151</b>			<b>100.0</b>

By far the most prevalent hazardous working condition in Egypt, involving 45.7% of child labourers, is "working in dust or fume's, a common occurrence because most children in Egypt work in agriculture on family farms, a situation that almost always involves dusty conditions. The second and third most common hazardous work conditions are "work that leads to exhaustion" (34.7%) and "work that involves bending for along time" (29.8%), also characteristics of work in agriculture. In fact, the NCLS 2010 reveals that 52% of children engaged in child labour in Egypt are unpaid family workers in agriculture (see Table E-3). An additional 11.5% are either unpaid family workers in other sectors or own account workers. Of the 37% of children engaged in child labour who are wage workers, nearly one third work in agriculture.

**Table E-3: Distribution of children engaged in child labour by industry group and employment status (percentage)**

	Employee	Own Account Worker	Employer	Unpaid family worker	Total
Agriculture	11.3	0.4	0.1	51.7	63.5
Industry	16.4	0.3	0.1	2.2	18.9
Services	9.1	1.0	0.0	7.5	17.6
<b>Total</b>	<b>36.8</b>	<b>1.6</b>	<b>0.2</b>	<b>61.4</b>	<b>100.0</b>

Since the results presented above show that the employment of the vast majority of employed children in Egypt (87.7%) meets the definition of child labour, we focus on what follows on the characteristics and determinants of child employment in general. In accordance with the result above that most employed children work as unpaid family workers in agriculture, the survey shows that 55% of children work on farms, gardens or plantations. The second most prevalent workplace for children is a shop, kiosk or coffee shop (9.7%), followed by a factory or workshop

(9.3%). For girls, the second most important workplace after the farm or plantation is their own home (32%).

On average children in Egypt work about four hours per day, with boys working slightly above 4 hours and girls just over 3 hours per day. However, a significant minority of children (about a quarter) work 43 or more hours per week, which is more than full-time work.

Changing the reference period from a short reference period of one week (the currently active population) to a long reference period of one year (the usually active population) raises the child employment rate from 10.7% to 12.7%, meaning that there is relatively limited seasonality in children's employment. A plurality of the usually employed children (43%) works continuously throughout the year. The second and third largest categories (13% and 10.5%) are employed for three and four months a year, respectively, presumably the school vacation period. In fact, the results show that the highest levels of child employment are found in June, July, August, and September, the months of summer vacation from school, and in particular in the two middle months of this period.

Children 5 to 17 in Egypt are typically engaged in multiple activities, including schooling, economic activity, and unpaid household services. Being engaged in economic activity and going to school are not necessarily mutually exclusive activities for children. As shown in Table E-4, more than 70% of employed children combine economic activity with school. This is not to say that employment for children is not associated with lower enrolment rates in school. Employment is associated with a 27percentage point decline in the rate of school enrolment, a significant decline given the almost universal school enrolment rate of non-employed children. This strong association does not however establish that child employment causes a decline in schooling. It could very well be that some children fail in school for a variety of reasons, including poor school quality, which leads them to drop out of school. Once out of school their parents put them to work. Determining the causal effect of employment on school enrolment requires more complex kinds of analyses and is beyond the scope of this report (See Assaad, Levison and Zibani 2010 and Assaad, Levison and Dang 2011).

**Table E-4: Children's activities, ages 5-17, by sex (percentage of all children 5-17)**

	Number in '000s	All	Boys	Girls
School	1,4761	86.1	86.2	85.9
Economic Activity*	1,828	10.7	16.0	5.0
Unpaid Household Services	11,528	67.3	62.7	72.0
School + Economic Activity + Unpaid Household Services	955	5.6	8.0	3.0
School + Economic Activity	265	1.6	2.9	0.2
School + Unpaid Household Services	9,400	54.8	49.3	60.6
Economic Activity + Unpaid Household Services	368	2.2	2.7	1.6
School only	4,140	24.2	26.1	22.1
Economic Activity only	240	1.4	2.5	0.2
Unpaid Household Services only	804	4.7	2.7	6.8
Inactive (none of the above)**	970	2.1	2.3	1.9

Notes:

\* Includes all employed children and unemployed children 15-17.

\*\* Estimate is limited to ages 6-17 to exclude children under school age.

The next step in the analysis was to examine the determinants of child employment and child labour at both the household and community levels. We find that the most important factors affecting the probability of child employment and child labour are parental education, parental absence, household wealth, household ownership of agricultural land, farm animals, and non-farm enterprises and the household experiencing a specific shock, such as an illness or loss of employment. When the father's education goes from zero to sixteen years, a child's probability of employment declines by about 60%. The impact of mother's education is even stronger leading to a 71% decline. The impact of parental education accelerates after about six years of education for the parent. The absence of one or both of the parents surprisingly has a negative effect on the probability of child employment and child labour. The biggest negative effect for boys is when the father is absent. This is probably because most employed children work in family businesses. With an absent father, there is less likelihood of having a family business and therefore the household's demand for child employment goes down. The biggest negative effect for girls is when both parents are absent. This is probably because their domestic work burdens increase, leaving less time for economic activity.

As expected, household wealth has a strong negative effect on child employment and child labour, but the effect is much stronger in urban than in rural areas. The poorest urban boys and the poorest rural boys have approximately the same probability of employment, but the probability in urban areas falls off much faster with wealth than in rural areas. More wealthy households in rural areas have more land and more farm animals, which raises the demand for child employment, thus attenuating the negative effect of wealth for these children. The increased demand for child labour for households with agricultural land and farm animals is confirmed in the analysis. We find that the probability of child employment and child labour first rises with land ownership and then falls after land ownership exceeds 35,000 square meters or 8.75 acres. The effect of agricultural land is much stronger for boys and than for girls. Boys in households with this amount of land are 2.8 times more likely to be employed than boys with households with no land, everything else remaining constant.

Ownership of large animals also significantly raises demand for child employment and child labour but the effects get weaker as the number of animals increases. For girls, the effects reaches a maximum at 6 animals, but for boys the maximum effect is only reached at 24 animals. Ownership of small animals has a weaker effect on the probability of child employment and child labour, but the relative effect of having small animals is much stronger for girls than for boys.

Negative shocks that are specific to the household, such as illness or job loss have an effect on child employment and child labour for both boys and girls, with a relatively stronger effect on girls. Community-wide shocks, such as crop failure have practically no significant effect on girls' probability of employment, but a large effect on boys' probability.

We end the analysis with a final simulation that defines a most vulnerable and least vulnerable eleven-year-old child based on the least favourable and most favourable combination of the characteristics discussed above. The most vulnerable boy has nearly a 36% probability of being employed or in child labour, whereas the probability for the least vulnerable child is virtually zero. Similarly the most vulnerable girl has a probability of employment and child labour of 13% compared to 0% for the least vulnerable girl.

The results presented above indicate that there is a predominant form of child labour in Egypt, which is children working as unpaid family workers on their own family's farm or nonfarm household enterprise. This type of child labour cannot be effectively addressed by regulations

banning child labour and must be addressed by policies that support families to help them do what is best for their children. Such policies would include raising awareness about hazardous conditions children on farms can be exposed to such as dust inhalation, exhaustion, bending for long periods of time, or exposures to pesticides, in an attempt to make the work safer for children. A minority of working children, about 30%, work for wages in hazardous industries or occupations or for very long hours. These are the children that can be reached by policies that either ban or strongly regulate child labour. Laws and regulations addressing such hazardous working conditions are already on the books in Egypt. What is required now is their effective enforcement. However, enforcement of existing laws alone is not going to be sufficient to stamp out child labour in Egypt. Our findings show that child labour is clearly linked to poverty, negative shocks affecting households, and poor parental education. More effective social programs to support families in crisis and to alleviate poverty can go a long way in reducing their need to put their children to work.



## Introduction

This report aims to assess the size of the child employment and child labour phenomena in Egypt and the extent of its interaction with schooling and child wellbeing based on the results of the National Child Labour Survey (NCLS) of 2010. The report also examines the patterns of child employment, the conditions of such employment, and the household and community factors that contribute to child employment and child labour. The NCLS was conducted by CAPMAS with technical and financial assistance from ILO, as part of its Statistical Information and Monitoring Program on Child Labour (SIMPOC).

The overall objective of NCLS in Egypt is to generate quantitative and qualitative data on labour market and children's activities, including schooling, economic and non-economic activities. Information is generated through interviews with heads of households and children aged 5-17.

The NCLS specifically aims at:

- a- Collecting information on the character, nature, scale and causes of child labour in Egypt; and determining the conditions of work and their effects on the health, education and normal development of working children.
- b- Strengthening CAPMAS capacity to collect quantitative information critical for planning actions against child labour in Egypt
- c- Establishing a quantitative information system (database) on child labour that will be updated on a regular basis as new information becomes available through additional surveys and administrative records.
- d- Providing a comprehensive analysis of the state of working children in Egypt by identifying priority groups and patterns and analyzing working conditions and their effects on children in order to produce inputs towards developing policies and action programs for child labour elimination.
- e- Producing, presenting and disseminating to the Government, employers' and workers' organization, NGO's and the general public, a comprehensive National Report on Child Labour in Egypt giving the highlights of the statistical findings and results of in-depth analysis, thereby enhancing the knowledge and understanding required to promote a sustainable, multi-disciplinary campaign against child labour involves all relevant key stakeholders.
- f- Integrating the Egyptian data into the ILO's child labour database.





## 1. Survey methodology and data set

### 1.1. Sample design

The Egypt NCLS was carried out on a design sample of 30,000 households with children aged 5 to 17, with 30,143 households successfully interviewed. The sample was drawn from a master sample of about 1 million households developed by CAPMAS in early 2010, which included information about which households have children between the ages of 5 and 17 and about the schooling status of these children.<sup>1</sup> The survey sample is a two-stage stratified cluster sample drawn from the master sample with two levels of stratification. In the first stage 1500 primary sampling units (PSUs) were selected from the master sample. In the second stage, 22 households were systematically selected from each PSU. The primary stratification variable in selection the PSUs was region.<sup>2</sup> The secondary stratification variable was the number of households in the PSU having potential working children.<sup>3</sup> EAs with large numbers of households with potential working children were oversampled so as to facilitate detecting a sizable number of working children in the survey. Given this oversampling, weights must be used to generate survey estimates. The sampling methodology is explained in more detail in Appendix A.

### 1.2. Questionnaire design

The questionnaire of the NCLS was modelled after a questionnaire developed by ILO-SIMPOC and consists of three main modules: (i) An Adult Questionnaire, (ii) A Household Characteristics Questionnaire, and (iii) A Child Questionnaire. The adult questionnaire was administered to the most knowledgeable person in the household and includes a household roster covering the basic demographic characteristics of all household members and more detailed questions relating to the education experience of members ages 5 and older and the employment characteristics in a short reference period of one week and a long reference period of one year. The adult questionnaire also inquires about the participation of children 5-17 in unpaid household services and parental attitudes about children's work. The household characteristics questionnaire is also administered to the most knowledgeable individual and includes questions about housing characteristics, access to services, ownership of durable goods, livestock and land. It also inquires about any shocks the household may have been exposed to in the past twelve months and the coping mechanisms the household adopted in the face of these shocks. The Child Questionnaire was administered to children 5-17 themselves and includes questions relating to their schooling and vocational training experience as well as their employment experience in the past week and their participation in unpaid household services. The main topic addressed in the Child Questionnaire that has no direct counterpart in the Adult Questionnaire relates to the health

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<sup>1</sup> The CAPMAS master sample is made up of 5,024 census enumeration areas (EAs) each of which consists of 200 households. The master sample was drawn from each stratum (governorates divided into urban and rural portions) using the systematic Probability Proportional to Size (PPS) method. Since the master sample was allocated proportionately among these strata, it is approximately self-weighted.

<sup>2</sup> For statistical purposes, Egypt is divided into seven regions: (i) urban governorates, (ii) urban Lower Egypt, (iii) urban Upper Egypt, (iv) urban Frontier governorates, (v) rural Lower Egypt, (vi) rural Upper Egypt, and (vii) rural Frontier governorates. See Map in Appendix B.

<sup>3</sup> A potential working child was defined on the basis of 2006 census data as a child who was actually working or was out of school. PSUs in the master sample were classified as follows: (i) Zero HHs in PSU with potential working children, (ii) 1-6 HHs in PSU with potential working children, (iii) 7-29 HHs in PSU with potential working children, (iv) 30+ HHs in PSU with potential working children but only in rural strata in Upper and Lower Egypt (primary strata 5 and 6).

and safety conditions of children's work, a subject that is crucial in distinguishing between children's permissible work and child labour.

As noted above a number of questions relating to children's education and employment are repeated in the adult and child questionnaires. This is done deliberately to control for differences in response, whether intentional or unintentional, between adults and children. Interviewers were instructed to interview children privately if possible, but this was not also the case. The analysis of children's work, schooling, and engagement in unpaid household services relies primarily on information from the adult questionnaire, but where relevant we compare across child and adult responses to highlight possible differences. The main exception, as mentioned above, is with regards to children's working conditions, where the information is obtained exclusively from the child questionnaire.

### **1.3. Definitions of children in employment (“working children”) and child labourers**

*Children in employment* are simply children engaged in an economic activity for at least one hour in the reference week or year or who were attached to a job or business from which there were temporarily absent. Economic activity is any activity that produces a good or services that falls within the confines of the UN System of National Accounts. This covers the production of all goods and services produced for the purpose of market exchange as well as the production and processing of primary products for purpose of own consumption, own-account construction and other production of fixed assets for own use.

*Child Labour* is a narrower concept than *children in employment*. It is defined by the ILO Minimum Age Convention, 1973 (No. 138) and the ILO Worst Forms of Child Labour Convention, 1999 (No. 182).<sup>4</sup> The definition used here is also based on Ministerial Decree 118 of 2003 issued by the Minister of Manpower and Migration, the national legislation that defines the occupations that children under the age of 18 are not allowed to engage in. The list of such occupations is shown in Appendix B.

Based on the international conventions and national legislation referred to above, child labour consists of work that is deemed unsuitable for children capacities or that may be harmful to their health, education or moral development. Children in child labour include:

- 1- All children in employment under age 12
- 2- Children 12-14 employed for 14 or more hours per week
- 3- Children under 18 engaged in *hazardous work*

A schematic presentation of child labour is given in Table 1-1.

*Hazardous Work* is defined based on ILO convention No. 182 on the Worst Forms of Child Labour. Besides illicit activities, such as child prostitution, pornography, slavery and work in slave-like conditions, and child soldiering, it includes work in designated *hazardous industries*, designated *hazardous occupations*, work for long hours (> 43 hours per week) or work under *other hazardous work conditions*. According to Ministerial Decree No. 118 of 2003, the economic activities designated as *hazardous industries* include mining and construction. The occupations designated as *hazardous occupations* include such things as nursing, construction, metal work,


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<sup>4</sup> See Diallo et al. (2010) for a review of international statistical standards on child labour.

pottery and glassmaking, machine operation, driving of motor vehicles, street vending, shoe cleaning, and garbage collection, among others.<sup>5</sup> *Other hazardous working conditions* not captured by designated hazardous industries or occupations or long working hours include exposure to adverse working conditions such as dust or fumes, fire, fuels or flames, loud noises and/or vibrations, extreme heat or cold, dangerous equipment, machinery or tools, chemicals, insecticides or adhesives, explosives or explosions, work under ground or in dangerous heights, work in water, lakes or rivers, in dark places or where ventilation is poor, exhausting work or one that involves long periods of bending, handling heavy loads or heaving machinery, or working in workplaces where no sanitary facilities are present.

**Table 1-1: Framework for the statistical identification of child labour**

SNA production				
Age	Light work	Regular work	Worst forms of child labour	
			Hazardous work	Worst forms of child labour other than hazardous work
5-11 years	Below min age for light work	Below min age for work	Employment in industries and occupations designated as hazardous, or work for 43 hrs/week or more, or under hazardous conditions in industries and occupations not designated as hazardous	Children trafficked for work; forced and bonded child labour; commercial sexual exploitation of children; use of children for illicit activities and armed conflict
12-14 years	Less than 14 hrs per week	14 hrs or more per week		
15-17 years	Less than 43 hrs per week	43 hrs or more per week		

 Denotes child labour

 Denotes activities not considered child labour

#### 1.4. Differences in reporting between adult and child questionnaires

As mentioned above, the same information about schooling, employment and participation in unpaid household services was collected from the most informed adult in the household and the child. In this section we compare responses from these two sources to see how it would affect reporting rates for these variables. As shown in Table 1-2, the number of children 5-17 reporting that they work is higher than what the adults report by 5.5%. In a few cases, the adult reports the child to be working but not the other way around. If we take the union of both variables, the number of children in employment is higher by 7.3%. The difference in reporting between adult and child is highest for younger children aged 5-11 (10.2%) and smallest for the older children aged 15-17 (3.3%). Therefore there seems to be some evidence that parents are reluctant to report employment for the youngest children.

Differences in reported school attendance are much smaller, generally less than 0.5%. However differences in reporting of participation in unpaid household services are somewhat larger at 1.4% for all children and 1.8% for children 5-11. These differences can simply result from honest differences in opinion between parent and child as what really constitutes participation in unpaid household services.

<sup>5</sup> The full list of hazardous occupations with their ISCO-88 codes is shown in appendix C.

**Table 1-2: Comparison of reported participation in employment, schooling and unpaid household services between adult and child questionnaires (unweighted number of observations)**

	All	Age 5-11	Age 12-14	Age 15-17
Total Number of children	66,922	35,537	16,375	15,010
<b>Employment (work)</b>				
Working-Reported by parent	7,246	1,392	2,241	3,613
Working-Reported by child	7,644	1,534	2,378	3,732
Working-Reported by child or parent	7,772	1,566	2,428	3,778
<b>Schooling</b>				
In School-Reported by parent	56,092	29,965	14,721	11,406
In School-Reported by child	56,118	29,975	14,733	11,410
In School-Reported by child or parent	56,245	30,073	14,747	11,425
<b>Unpaid household services (chores)</b>				
Performing Chores-Reported by parent	45,104	20,131	13,126	11,847
Performing Chores-Reported by child	45,732	20,501	13,260	11,971
Performing Chores-Reported by child or parent	46,567	21,041	13,421	12,105

To examine the impact of these differences in reporting on child employment rates, we present the data in rate form after using the appropriate sample weights. Again, as shown in the largest difference in reporting does not exceed 1 percentage point in the reported rates.

**Table 1-3: Comparison of reported employment, schooling and participation in chores rates between adult and child questionnaires (weighted percentages)**

	All	Age 5-11	Age 12-14	Age 15-17
<b>Employment (work)</b>				
Working-Reported by parent	10.53	4.04	13.34	22.63
Working-Reported by child	11.23	4.51	14.35	23.56
Working-Reported by child or parent	11.43	4.58	14.70	23.90
<b>Schooling</b>				
In school-Reported by parent	86.11	85.58	92.33	80.66
In school-Reported by child	86.12	85.58	92.33	80.69
In school-Reported by child or parent	86.30	85.84	92.42	80.81
<b>Unpaid household services (chores)</b>				
Performing chores-reported by parent	67.23	56.57	79.62	78.79
Performing chores-Reported by child	68.15	57.62	80.30	79.65
Performing chores-Reported by child or parent	69.53	59.21	81.43	80.82

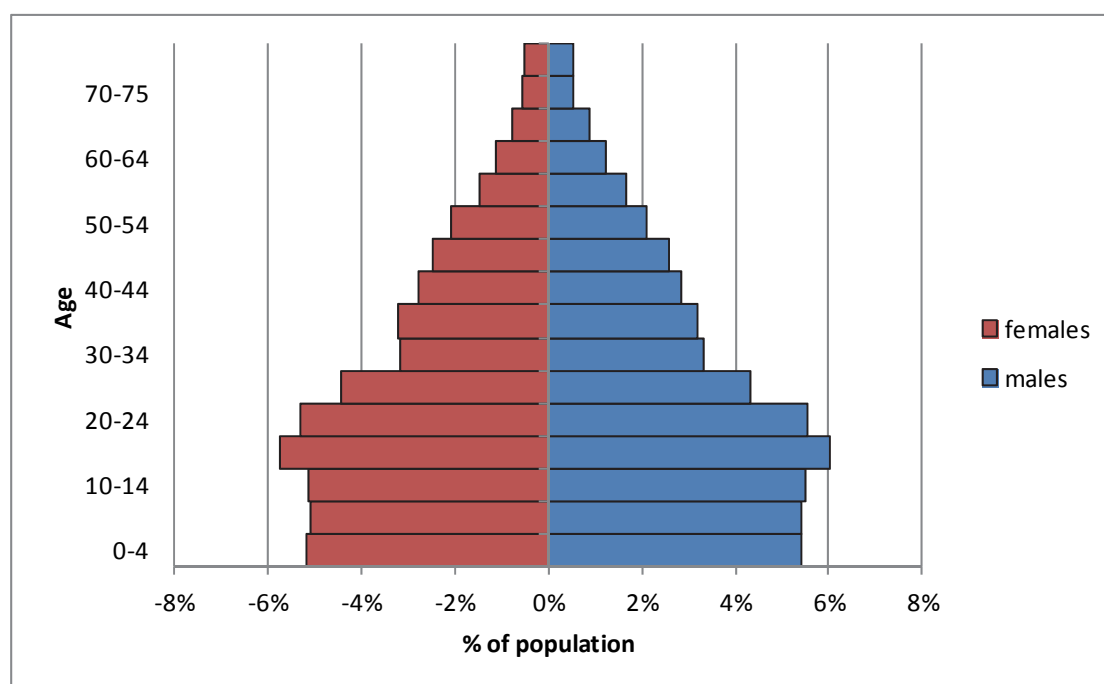
In what follows we will be relying primarily on the adult questionnaire for our estimates. The only exception unless otherwise noted is the determination of hazardous work, which is based on working conditions questions that are only asked in the child questionnaire. Thus to estimate child labour rates, we use information from the adult questionnaire about employment, hours, industry, and occupation and only rely on the child questionnaire for the determination of whether or not the working conditions are hazardous.

## 2. Brief background on the socio-economic characteristics of Egypt

In this section we present the socio-economic characteristics of the Egyptian population in an attempt to provide context for the child employment and child labour figures that follow. These statistics refer to 2010 or earlier years so as to be contemporaneous to the extent possible with the data collected in the NCLS. It should be kept in mind that these statistics refer to the period just prior to the January 25th, 2011 revolution and, as such, do not reflect the important changes that occurred since then.

Egypt's population at the beginning of 2010 was estimated at 77.8 million people. According to the latest population census in 2006, 56.9% of the population was living in rural areas and 31.7% was under 15 years of age (CAPMAS, 2012). The population of 5 to 17 year olds, targeted by the NCLS, was estimated in 2010 at 17.1 million children or 22% of the overall population. As shown in Figure 2-1, the population of Egypt is characterized by a pronounced youth bulge marked in the figure by the large 15-19 and 20-24 cohorts. The fact that the three younger cohorts are smaller is indicative of the reduction in fertility in recent years. However, as the youth bulge generation reaches reproductive age, the number of young children might rise again due the large number of young parents in the youth bulge generation.

**Figure 2-1: Population pyramid, 2006**



Source: CAPMAS, 2006 Population and Housing Census.

As shown in Table 2-1, the size of the labour force 15 and older in Egypt was 26.2 million in 2010, of whom 23.8 million are employed. This results in a labour force participation rate of 49.3% and an employment to population ratio of 44.9%. Labour force participation rates for males are about three times as high as for females and employment to population ratios are four times as high. Participation is close to universal for males 25 to 64 (93%), but is only 26.9% for females in the same age group. The highest participation rates for women are reached at the 20-24 age

group, the years just prior to marriage, but much of this participation is in the form of unemployment rather than employment.

The overall unemployment rate of 9% is an average that conceals significant variations by both sex and age. The female unemployment rate, at 22.6% is 4.6 times higher than the male rate of 4.9%, one of the highest such ratios in the world. We also note that the unemployment rate is much higher among youth than among adults, reaching a maximum of 27.6% among those 20-24, as compared to 4.8% among those 25 to 64. Young women in particular experience unemployment rates in excess of 50%.

**Table 2-1: Basic labour force statistics, 2010**

		Age Group				
		15+	15-19	20-24	25-64	65+
Population ('000s)	Total	53,103	7,928	8,017	33,817	3,201
	Males	26,818	4,096	4,174	16,782	1,637
	Females	26,145	3,769	3,834	16,866	1,539
Labour Force ('000s)	Total	26,180	1,594	4,000	20,160	426
	Males	20,140	1,266	2,885	15,615	375
	Females	6,040	328	1,116	4,545	51
Labour Force Participation Rate (%)	Total	49.3	20.1	49.9	59.6	13.3
	Males	75.1	30.9	69.1	93.0	22.9
	Females	23.1	8.7	29.1	26.9	3.3
Employment ('000s)	Total	23,829	1,306	2,898	19,199	426
	Males	19,153	1,136	2,405	15,237	375
	Females	468	170	493	3,963	51
Employment to Pop. Ratio (%)	Total	44.9	16.5	36.1	56.8	13.3
	Males	71.4	27.7	57.6	90.8	22.9
	Females	1.8	4.5	12.9	23.5	3.3
Unemployment ('000s)	Total	2,351	287	1,103	961	n.a.
	Males	987	129	480	379	n.a.
	Females	1,364	158	623	583	n.a.
Unemployment Rate (%)	Total	9.0	18.0	27.6	4.8	n.a.
	Males	4.9	10.2	16.6	2.4	n.a.
	Females	22.6	48.2	55.8	12.8	n.a.

Source: CAPMAS, Labour Force Survey, 2010.

n.a. = not applicable.

### 3. Children's work and schooling activities

In this section, we consider three main types of activities that children engage in, namely schooling, economic activity (which includes labour force work and search for such work for children 15-17), and unpaid household services. As shown in Table 3-1, the predominant activity for children in Egypt is schooling, with 86.1% of children attending school. The proportion in school is higher for boys (86.2%) than for girls (85.9%), but the difference is very small. The second most prominent activity is participation in unpaid household services, which involves 67.3% of children, and as expected this activity is more prevalent among girls (72.0%) than boys (62.7%). About 10.7% of children in Egypt are engaged in economic activity, which represents around 1.8 million children in total. Again as expected, boys are much more likely to engage in economic activity than girls (16% vs. 5%).

#### 3.1. Children's multiple activities

Children routinely combine activities in Egypt. About two thirds of economically active children combine work and school, with 52% combining all three activities and an additional 15% combining work and school. Similarly the vast majority of those engaged in household chores (90%) also go to school. Very few children are exclusively engaged in economic activity (1.4%) and almost no girls are (0.2%). A larger percentage (2.2%) combine economic activity with household chores and an even larger percentage (4.7%) are exclusively engaged in household chores.

**Table 3-1: Children's activities, ages 5-17, by sex (percent of all children 5-17)**

	Number in '000s	All	Boys	Girls
School	1,4761	86.1	86.2	85.9
Economic Activity*	1,828	10.7	16.0	5.0
Unpaid Household Services	11,528	67.3	62.7	72.0
School + Economic Activity + Unpaid Household Services	955	5.6	8.0	3.0
School + Economic Activity	265	1.6	2.9	0.2
School + Unpaid Household Services	9,400	54.8	49.3	60.6
Economic Activity + Unpaid Household Services	368	2.2	2.7	1.6
School only	4,140	24.2	26.1	22.1
Economic Activity only	240	1.4	2.5	0.2
Unpaid Household Services only	804	4.7	2.7	6.8
Inactive (none of the above)**	970	2.1	2.3	1.9

Notes:

\* Includes all employed children and unemployed children 15-17.

\*\* Estimate is limited to ages 6-17 to exclude children under school age.

The pattern of children's activities differs significantly by age and sex. As shown in Table 3-2, rates of economic activity rise sharply with age for both boys and girls. Boys' economic activity rates increase from 5.8% for boys 5-11, to 20% for those 12-14, to 35% for those 15-17. Girls' activity rates are about one third as high, going from 2.2% for girls 5-11, to 6.5% for girls aged 12-14 to 10.2% for girls 15-17. Rates of participation in household chores are highest for boys 12-14 and for girls 15-17.



**Table 3-2: Children's activities, ages 5-17, by sex and age group (percent of all children 5-17)**

	Boys			Girls		
	Age 5-11	Age 12-14	Age 15-17	Age 5-11	Age 12-14	Age 15-17
School	85.8	92.1	81.4	85.4	92.6	79.9
Economic Activity*	5.8	20.0	35.3	2.2	6.5	10.2
Unpaid Household Services	55.3	73.5	68.5	58.0	85.9	89.9
School + Economic Activity + Unpaid HH Services	4.0	11.3	13.8	1.7	4.6	4.5
School + Economic Activity	1.2	3.6	6.0	0.2	0.2	0.2
School + Unpaid HH Services	47.2	57.9	45.3	51.6	74.7	66.4
Economic Activity + Unpaid HH Services	0.4	2.9	7.7	0.2	1.6	4.9
School only	33.4	19.5	16.2	32.0	13.0	8.8
Economic Activity only	0.3	2.3	7.8	0.1	0.1	0.7
Unpaid HH Services only	3.7	1.5	1.7	4.5	5.0	14.1
Inactive (Idle)**	3.2	1.2	1.4	3.2	0.7	0.5
Number of children in '000s	4,637	2,119	2,019	4,440	2,060	1,876

**Notes:**

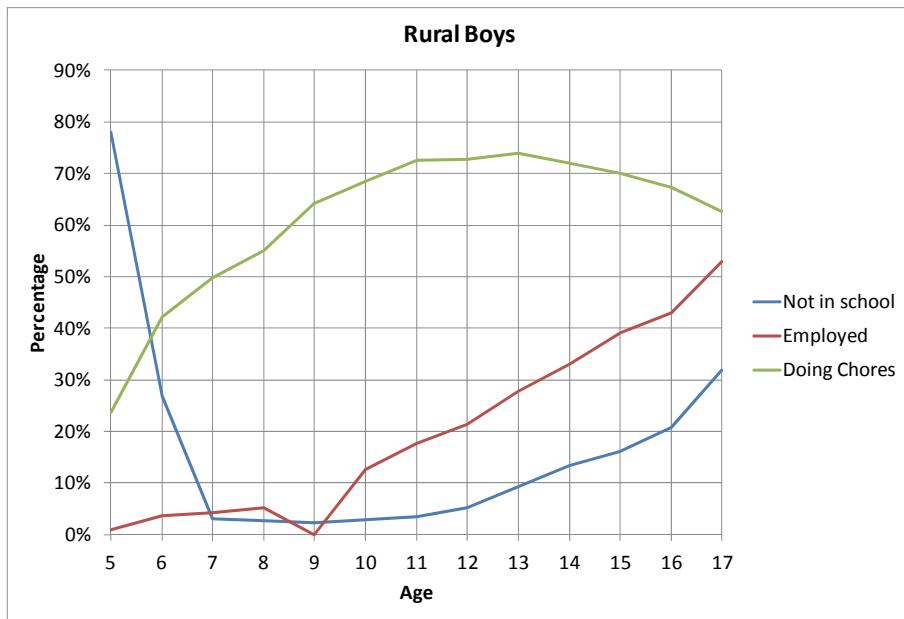
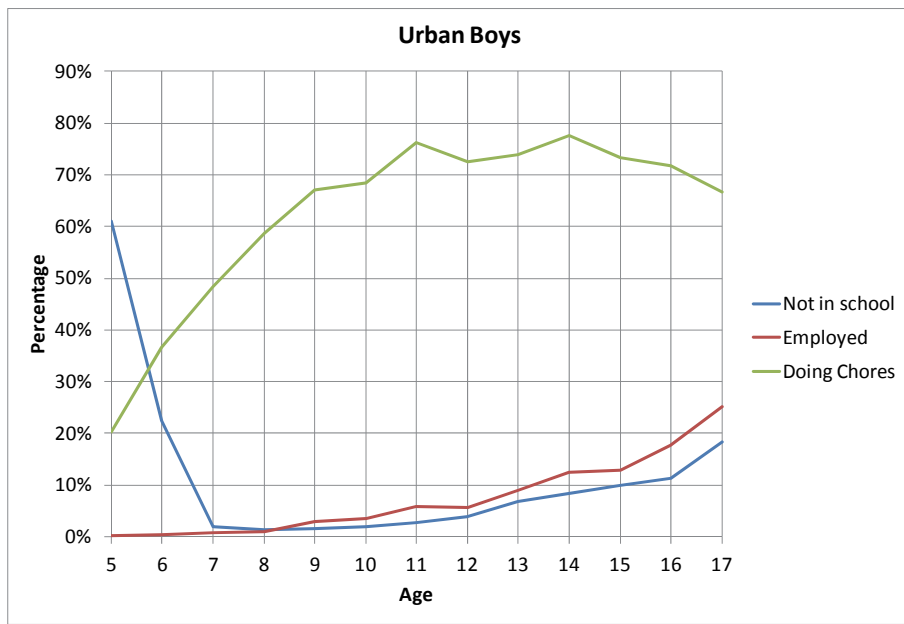
\* Includes all employed children and unemployed children 15-17.

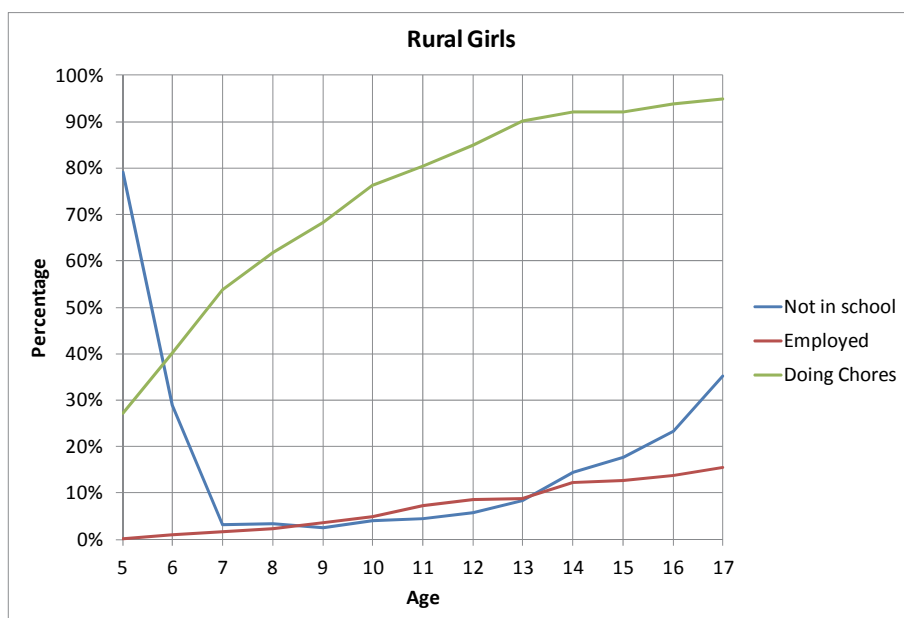
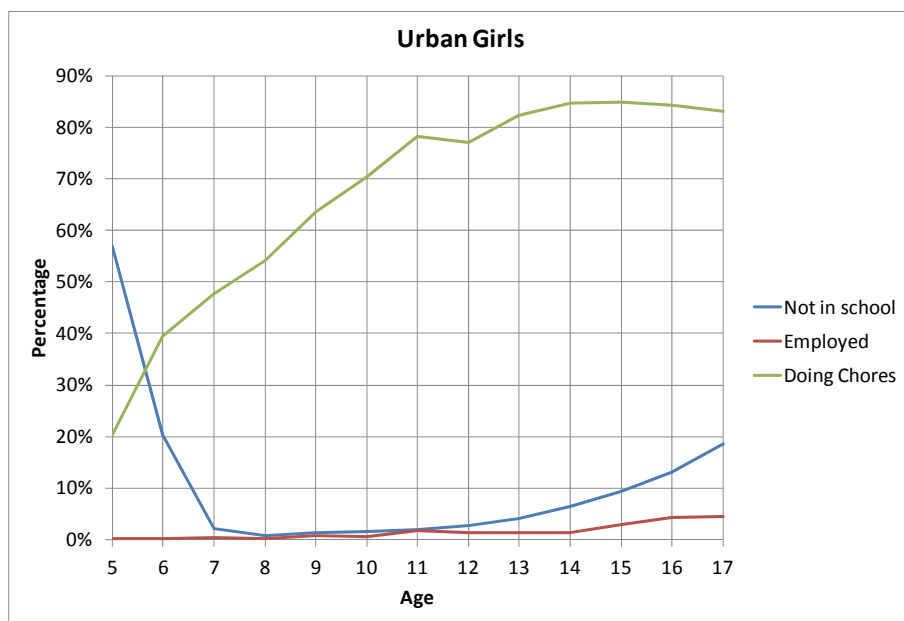
\*\* Estimate is limited to ages 6-17 to exclude children under school age.

The pattern of children's activities by single year of age, sex and urban/rural location is shown in Figure 3-1. It is clear from the chart that, by age 7, most children are in school. The peak schooling age is 8 in urban areas and 9 in rural areas, indicating that school delay is more of an issue in rural areas. In urban areas, the proportion not in school rises faster with age for boys than for girls, but then the non-attendance rates for girls catch up. By age 14, about 8.5% of boys and 6.5% of girls in urban areas are not in school, but by age 17, about 18.5% of both sexes are not in school. In rural areas, the peak school attendance rates are somewhat lower, and non-attendance rises faster with age after age 10. By age 14, 14% of rural girls and 13% of rural boys are not in school. These rates rise to 35% and 32%, respectively, by age 17.

Participation in labour force work rises most rapidly with age for rural boys, reaching 18% by age 11, 33% by age 14 and 53% by age 17. Employment rates among urban boys are two to three times lower, reaching 6% by age 11, 12% by age 14 and 25% by age 17. Employment rates among rural girls are similar at younger ages as those of urban boys, but top out at a maximum of 16% by age 17. Urban girls have by far the lowest employment rates, reaching only 1.4% by age 14 and 4.5% by age 17.

**Figure 3-1: Children's activities by single year of age, sex and urban/rural Location, ages 5-17**





### 3.2. Schooling

Pre-university schooling in Egypt is currently divided into two stages: a basic stages, which is mandatory and consists of nine years of schooling, and a secondary stage, which is optional and consists of three years of schooling in either a general (university-bound) track or a technical (mostly terminal) track. The minimum age of enrolment in first grade is six, but a significant proportion of children enrol in pre-school or kindergarten prior to that age. Given that there are nine years of mandatory schooling, if a child enters on time at age six, s/he would complete mandatory schooling by age 14. However, it is not uncommon for parents to delay their children's schooling until age 7.

As evidence of this gradual transition into school, school attendance rises from 28% for 5-year olds to 74.6% for 6-year olds to a nearly universal 97.4% among 7-year olds. As shown in Figure 3-1, attendance at age 5 is highest among urban girls (43%), followed by urban boys (39%), rural boys (22%) and then rural girls (21%). Attendance at age 6 follows the same pattern, but at rates that range from 71% for rural girls to 80% for urban girls.

Children’s employment does not necessarily conflict with schooling, but the probability of being in school is clearly lower for children who are employed. To look at potential conflicts between work and schooling we limit the analysis here to children of school-going age, i.e 6-17. As shown in Table 3-3, school enrolment for employed children is much lower than for all children 6-17. Employment is associated with a 27 percentage point decline in the net enrolment rate for both boys and girls. Among employed children, the vast majority of boys who are not in school have actually attended school in the past and left rather than have never been. Among girls, more than a third of the employed girls who are not currently in school have actually never been to school.

It is not clear from this analysis however whether the negative association between employment and schooling actually means that employment *causes* the decline in schooling. It could very well be that children drop out of school (or never go) because parents perceive the schooling to be of limited value due to its poor quality or for whatever other reasons. Once the children are out of school, they become available to work, but work itself was not the original reason they dropped out or never went.

**Table 3-3: Schooling status of children, ages 6-17, by employment status and sex (percentage)**

	Boys			Girls		
	not employed	employed	Total	not employed	employed	Total
Enrolled	95.0	68.3	90.5	91.6	64.4	90.1
Attended and left	1.8	27.4	6.1	4.2	22.2	5.2
Never attended	3.3	4.3	3.4	4.2	13.4	4.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Conflicts between work and schooling appear to increase with age, presumably as work becomes more of a full-time activity. As shown in Table 3-4, the differences in the rates of school enrolment between employed and non-employed children grow significantly with age. For children 6-11, the difference is 5.5 percentage points for boys and 7.6 percentage points for girls. By age 12 to 14, the difference rises to 22.4 percentage points for boys and 20 percentage points for girls. By age 15-17, the difference grows to 37.5 percentage points for both boys and girls. This suggests that the kind of work children do increasingly interferes with schooling as children grow.

**Table 3-4: Rates of school attendance for employed and not employed children, ages 6-17, by age group and sex**

	Age 6-11		Age 12-14		Age 15-17	
	Male	Female	Male	Female	Male	Female
School attendance-All Children	94.2	93.8	92.1	92.6	81.4	79.9
School attendance-Not Employed	94.5	94.0	96.6	93.9	94.3	83.6
School attendance-Employed	89.0	86.4	74.2	73.9	56.8	46.3

### 3.3. Participation in unpaid household services

Participation in unpaid household services is relatively high for children of all ages in both urban and rural areas, but is predictably higher for girls. Participation in unpaid household services peaks at 77.5% at the age of 14 for urban boys and at 74% at age 13 for rural boys (Figure 3-1). For urban girls, it peaks at 85% at age 15 and remains high. For rural girls and continues to rise up to age 17 for rural girls, reaching 95% at that age. Table 3-5 confirms the very high levels of participation in unpaid household services for girls', which becomes practically universal as girls get older. Boys, on the other hand, reduce their participation in such activities after age 14, as they begin to dedicate themselves more fully to labour force work.

**Table 3-5: Children's participation in unpaid household services, ages 5-17, by age group and sex**

	Age 5-17		Age 5-11		Age 12-14		Age 15-17	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Child population ('000s)	8,771	8,373	4,635	4,439	2,119	2,059	2,018	1,875
Children participating in unpaid HH services (N) ('000s)	5,728	6,193	2,685	2,688	1,605	1,796	1,437	1,709
Children participating in unpaid HH services (%)	65.3	74.0	57.9	60.5	75.8	87.3	71.2	91.1

As shown in Table 3-6, the most prevalent kind of unpaid household activity that children engage in Egypt is shopping or fetching things for the household, with more boys engaging in this activity than girls. The second most prevalent household activity is cleaning; an activity that is much more prevalent among girls than boys. While there is no difference in rates of engaging in shopping for boys by age, the rate of participation in cleaning are much higher for older girls than for younger ones. Cooking and child care are other activities whose incidence rises significantly with age for girls, confirming that girls are being socialized early for life-long roles as housewives and mothers.

**Table 3-6: Types of activities children engage in among children participating in unpaid household services, ages 5-17, by age group and sex (percentage)**

Activity	Age group					
	Age 5-11		Age 12-14		Age 15-17	
	Boys	Girls	Boys	Girls	Boys	Girls
Shopping	98.4	77.2	98.2	59.3	97.8	51.2
Repair	0.7	0.4	2.4	1.0	5.5	1.6
Cooking	1.4	14.5	2.1	49.6	3.0	76.3
Cleaning	10.5	60.4	11.9	89.1	11.1	95.6
Laundry	1.4	19.1	2.3	55.1	2.8	77.3
Childcare	4.2	12.3	4.4	19.1	4.8	23.0
Other tasks	0.1	0.3	0.1	0.4	0.1	0.5

Note: Percentages can add to more than 100% due to children engaging in more than one chore.

As shown in Table 3-7, children in Egypt spend about an hour a day on household services, for a total of six hours per week. As expected boys spend less time on these activities than girls (about 4 hours per week vs. 8 hours per week). The heaviest day in terms of housework

for girls is Friday, the weekly holiday in Egypt. For boys Fridays and Mondays are equally heavy days.

**Table 3-7: Average hours children spend on unpaid household services by day of week**

	Mean hours of work		Girls
	All children	Boys	
Days			
Monday	0.93 (0.90)	0.69 (0.61)	1.14 (1.05)
Tuesday	0.79 (0.96)	0.53 (0.63)	1.03 (1.12)
Wednesday	0.86 (0.94)	0.60 (0.62)	1.09 (1.11)
Thursday	0.87 (0.99)	0.60 (0.63)	1.12 (1.17)
Friday	1.03 (1.11)	0.68 (0.68)	1.35 (1.30)
Saturday	0.83 (0.98)	0.55 (0.63)	1.08 (1.16)
Sunday	0.83 (0.95)	0.57 (0.63)	1.07 (1.12)
<b>Weekly Average</b>	<b>6.14 (5.88)</b>	<b>4.22 (3.21)</b>	<b>7.89 (7.10)</b>

Note: Figures refer to hours worked in the reference week. Standard deviation is given in parenthesis.

### 3.4. Employment

#### 3.4.1. Child employment rates

Out of Egypt's 17.1 million children, the national child labour survey of 2010 reports 1.8 million to be engaged in some type of employment, a rate of 10.5%. Employment rates are more than three times higher for boys than for girls and also increase significantly with age for both genders. The employment rate for 15 to 17 year olds is five and the half times higher than for children 5 to 11. This multiple is higher for boys (5.9 times) than for girls (4.5 times).

**Table 3-8: Children in employment, ages 5-17, by age group and sex (number and percentage)**

	All	Age 5-11	Age 12-14	Age 15-17
All				
Child population ('000s)	17,151	9,077	4,179	3,895
In employment ('000s)	1,806	367	558	882
In employment (%)	10.5	4.0	13.3	22.6
Boys				
Child population ('000s)	8,776	4,637	2,119	2,019
In employment ('000s)	1,388	270	423	694
In employment (%)	15.8	5.8	20.0	34.4
Girls				
Child population ('000s)	8,376	4,440	2,060	1,876
In employment ('000s)	419	97	134	187
In employment (%)	5.0	2.2	6.5	10.0

#### 3.4.2. Characteristics of child employment

Most employed children in Egypt are working in their own family's enterprise or farm. As shown in Table 3-9, 64% of employed children are unpaid family workers. The share of such workers is highest among the youngest children (5-9) at 89.5% and is lowest among the older

children (15-17) at 50.5%. Similarly the proportion of unpaid family workers among girls is higher than among boys. Wage workers, the group most likely to be exposed to abusive working relations, constitute about one third of all child workers, but only 10% of youngest age group. The proportion of wage work rises significantly after age 11 to reach 29% among 12-14 year olds.

**Table 3-9: Status in employment for working children, ages 5-17, by age group and sex (percentage)**

	5-9	10-11	Age 12-14	15-17	All
Boys					
Employee	11.3	17.9	33.4	51.5	39.0
Own account worker	0.1	1.2	0.9	2.6	1.7
Employer	0.8	0.0	0.1	0.3	0.2
Unpaid family worker	87.8	80.9	65.6	45.5	59.1
<b>All boys</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Girls					
Employee	4.8	5.9	16.1	29.7	19.7
Own account worker	1.1	1.1	0.9	1.2	1.1
Employer	0.0	0.0	0.0	0.0	0.0
Unpaid family worker	94.1	93.0	83.0	69.1	79.2
<b>All Girls</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Both Sexes					
Employee	9.6	14.7	29.3	46.9	34.5
Own account worker	0.3	1.2	0.9	2.3	1.6
Employer	0.6	0.0	0.1	0.2	0.2
Unpaid family worker	89.5	84.1	69.8	50.5	63.7
<b>All</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

The distribution of working children by major area of economic activity confirms that the majority works in agriculture, mostly on their own families' farm. As one would expect, a higher proportion of working girls is found in agriculture than working boys (Table 3-10). The shares of those working in industry and services are about the same. The distribution by detailed economic activity reveals that about 10% of working children work in manufacturing and 8% work in construction, the vast majority of whom are boys. Within services, the largest share is in retail trade, which makes up 11.5% of all working children.

**Table 3-10: Distribution of employed children by major areas of economic activity, by sex (percentage)**

	All	Male	Female
Agriculture	63.8	59.9	76.9
Industry	17.7	20.6	7.8
Services	18.5	19.4	15.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Confirming the importance of agriculture as the most prevalent employment activity for children in Egypt, Table 3-11 shows that the most common place of work, by far, is the farm or plantation. For girls, a close second is the family dwelling itself, but for boys the next most prevalent places of employment are a factory or workshop or a shop or restaurant.

**Table 3-11: Distribution of children in employment, by place of work (percentage)**

Place of work	All children	Boys	Girls
At family dwelling	9.0	2.1	31.8
At dwelling for other	0.4	0.3	0.9
Client's place	2.8	3.5	0.4
Formal office	2.1	2.1	1.9
Factory/Workshop	9.3	10.9	3.9
Plantation/farm/garden	55.1	57.0	49.1
Construction sites	4.8	6.1	0.2
Mines/quarry	0.1	0.1	0.0
Shop/kiosk/coffee house/restaurant/hotel	9.7	10.1	8.1
Different places (mobile)	3.9	4.9	0.5
Fixed market stall	0.9	0.8	1.2
In street	1.3	1.2	1.8
Pond/Lake/river	0.5	0.7	0.0
Other	0.3	0.3	0.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

On average, children in Egypt work about four hours per day. As shown in Table 3-12, boys work slightly more than four hours and girls work a little more than three hours per day. The average hours per week are 27.5 hours; 29 hours for boys and 22 hours for girls. Parents, however, may be somewhat understating the workload on their children. As shown in the bottom panel of Table 3-12 children report longer hours, averaging 30 hours per week; 32 hours for boys and 23.5 hours for girls.

**Table 3-12: Mean hours of work per day and per week, ages 5-17**

	Mean hours of work		
	All children	Boys	Girls
<b>Adult questionnaire</b>			
Monday	4.14 (3.74)	4.40(3.83)	3.26 (3.28)
Tuesday	4.08 (3.79)	4.37 (3.88)	3.14 (3.30)
Wednesday	4.11 (3.78)	4.39 (3.87)	3.16 (3.29)
Thursday	4.01 (3.78)	4.27 (3.87)	3.16 (3.30)
Friday	3.40 (3.62)	3.56 (3.74)	2.84 (3.11)
Saturday	4.05(3.84)	4.32 (3.94)	3.17 (3.33)
Sunday	3.72 (3.72)	3.96 (3.83)	2.91 (3.23)
<b>Weekly average</b>	<b>27.46 (21.93)</b>	<b>29.21 (22.27)</b>	<b>21.65 (19.71)</b>
<b>Child questionnaire</b>			
Monday	4.51 (3.73)	4.81 (3.76)	3.53 (3.45)
Tuesday	4.45 (3.78)	4.77 (3.84)	3.42 (3.40)
Wednesday	4.44 (3.75)	4.75 (3.81)	3.44 (3.37)



	Mean hours of work		
	All children	Boys	Girls
Thursday	4.41 (3.78)	4.71 (3.84)	3.45 (3.41)
Friday	3.71 (3.64)	3.91 (3.76)	3.08 (3.15)
Saturday	4.42 (3.81)	4.71 (3.89)	3.47 (3.36)
Sunday	4.06 (3.76)	4.34 (3.84)	3.16 (3.34)
<b>Weekly average</b>	<b>29.99 (21.47)</b>	<b>31.99 (21.50)</b>	<b>23.54 (20.07)</b>

Note: Standard Deviations are in parentheses.

However, a significant minority of children (about a quarter) works 43 or more hours per week, which is more than full-time work. Again the proportion of boys who do that is higher than that of girls (Table 3-13). As before, a higher proportion of children work long hours in the data derived from the child questionnaire rather than the adult questionnaire.

**Table 3-13: Distribution of hours per week among children in employment, ages 5-17 (percentage)**

Hours of work per week	Distribution of children in employment		
	All children	Boys	Girls
<b>Adult questionnaire</b>			
27 hours or less	53.68	49.51	67.18
28-42 hours	21.66	22.92	17.58
43 hours or more	24.66	27.57	15.24
<b>Child questionnaire</b>			
27 hours or less	52.76	48.62	66.14
28-42 hours	21.71	23.16	17.01
43 hours or more	25.54	28.22	16.85

To get a sense of the variability of children’s employment across the year, we use a long reference period of one year in addition to the short reference period of one week that we have been using so far. The children who worked at any point during the year are referred to as the “usually employed population” as opposed to the “currently employed population of the short reference period. As shown in Table 3-14, the proportion of children in employment across the year is 12.7%, only 2.2% points (or about 20%) above the proportion working in the reference week. The difference between the usually employed and the currently employed population appears to be larger for boys than for girls, suggesting they have more variations in their employment experience across the year.

**Table 3-14: Employment rate of children in a long and short reference period (one year vs. one week)**

	All children	Boys	Girls
Children employed during the reference year (Usually economically active children)	12.7	19.3	5.9
Children employed during the reference week (Currently economically active children)	10.5	15.8	5.0

As shown in Table 3-15, a plurality of children (about 43%) is employed continuously across the entire year. The second and third largest categories are children employed for three

and four months (13% and 10.5%, respectively), presumably the school vacation period in the summer. About 60% of usually employed children are employed 6 months or more a year. Girls are only slightly more likely to have year-round employment than boys. Table 3-16 confirms that the months where the highest levels of employment are observed are June, July, August and September, the months of the summer vacation, and in particular the two middle months of that period.

**Table 3-15: Distribution of usually employed children by number of months a year in employment (percentage)**

Number of months	All children in employment	Boys in employment	Girls in employment
1	4.0	3.7	5.2
2	6.4	6.5	5.9
3	13.2	13.7	11.1
4	10.6	10.5	11.5
5	5.2	5.3	4.8
6	3.8	3.8	4.1
7	3.2	3.1	3.6
8	3.4	3.5	3.3
9	2.5	2.6	2.4
10	3.2	3.2	3.0
11	1.6	1.6	1.8
12	42.8	42.7	43.4

Note: Figures are based on responses of parents/guardians. The reference period is the year preceding the survey.

**Table 3-16: Usually employed children in each month of the year, by sex (percentage)**

Month	All children in employment	Boys in employment	Girls in employment
January	45.8	48.2	37.4
February	46.1	48.8	36.7
March	48.5	51.1	39.6
April	48.4	50.8	39.9
May	48.5	50.5	41.5
June	59.8	63.3	47.8
July	67.0	71.6	51.3
August	66.0	70.5	50.4
September	57.3	61.0	44.5
October	48.8	51.1	40.9
November	46.4	48.6	38.7
December	44.2	46.3	36.8

Note: Figures are based on responses of parents/guardians. The reference period is the year preceding the survey.



## 4. Child labour

As indicated in Section 1.3, not all children in employment are engaged in child labour. To identify those engaged in child labour, we go through a sequence of hierarchical tests, checking first whether the child works in a designated hazardous industry, if not, whether the child works in a designated hazardous occupations, if not, whether s/he works long hours (43+ hours per week), if not, whether s/he works in other hazardous conditions. All the children that meet any of these tests are designated as working in “hazardous work.” Among employed children not in hazardous work, 5-11 years old are considered to be engaged in child labour, irrespective of work hours, and 12-14 year olds are considered to be in child labour if they work 14 or more hours per week.

In Egypt, designated “hazardous industries” include mining and construction. Designated “hazardous occupations” include all the occupations listed in Appendix C. Hazardous conditions include a series of working conditions asked about in the child questionnaire. These conditions include exposure to the following: (i) dust or smoke, (ii) fire, fuel or flames, (iii) loud noises or vibrations, (iv) severe cold or heat, (v) dangerous tools or equipment, (vi) work underground, (vii) work in elevated places, (viii) work in water, lakes or rivers, (ix) work in dark places, (x) lack of ventilation or exposure to strong smells, (xi) exposure to chemical products, insecticides or glues, (xii) exposure to explosions or explosives, (xiii) severe exhaustion, (xiv) bending for long periods, (xv) no access to toilets, or other unsafe conditions to be determined.

Based on this definition, the National Child Labour Survey shows that 9.3% of children 5-17 in Egypt are engaged in child labour. This represents 87.7% of working children; a total of 1.58 million children. As shown in Table 4-1, this proportion is much higher for boys (14.3%) than for girls (4.0%) and also increases significantly with age, ranging from 2.4% for children 5 to 9 to 18.9% for children 15-17. The proportion in child labour among children 5-14 is 6.5%; 9.7% for boys and 3.1% for girls.

**Table 4-1: Children in child labour, ages 5-17, by age group and sex (percentage)**

	Age 5-9	Age 10-11	Age 12-14	Age 15-17	All children
Male	3.4	10.9	18.2	29.8	14.3
Female	1.3	4.1	5.1	7.2	4.0
<b>Total</b>	<b>2.4</b>	<b>7.6</b>	<b>11.8</b>	<b>18.9</b>	<b>9.3</b>

As shown in Table 4-2, the incidence of child labour in Egypt is much higher in rural than in urban parts of the country. The incidence of child labour is highest in rural Upper Egypt, followed by rural Lower Egypt and then the rural frontier governorates. Within urban areas, the highest incidence of child labour is urban Upper Egypt, followed by urban Lower Egypt and the urban governorates. This geographic pattern is consistent with the concentration of child work in the agricultural sector in Egypt.

**Table 4-2: Children in child labour by region and sex (percentage)**

	Male	Female	Total
Urban governorates	5.2	1.1	3.2
Urban Lower Egypt	7.1	0.8	4.0
Urban Upper Egypt	8.1	1.6	5.0
Urban Frontier governorates	4.7	1.3	3.0
Rural Lower Egypt	17.2	4.8	11.1
Rural Upper Egypt	21.2	7.1	14.4
Rural Frontier governorates	8.3	2.3	5.3
<b>Total</b>	<b>14.3</b>	<b>4.0</b>	<b>9.3</b>

As shown in Table 4-3, nearly 90% of children in child labour are designated as such because they engage in hazardous work. The rest are either children under 12 who engaged in any work (6.3%) or children from 12 to 14 who engage in non-hazardous work for 14 to 42 hours per week (3.9%). The major reason for children to be designated as being in child labour is when they are engaged in “other hazardous working conditions” besides working in a hazardous industry or occupation or working for long hours. Just under one half of employed children are designated as being in child labour because of this criterion. This group makes up about 56% of children in child labour. The second largest category is children who work long hours, who make up 20% of employed children and 23% of children in child labour. Children working in hazardous industries constitute no more than 8% of employed children and children working in hazardous occupations no more than 1.7%. The remaining categories qualifying as being in child labour do not constitute hazardous work. They include 5.5% of working children who are 5-11 years of age and 3.4% of working children who are 12-14 year olds working for 14 to 42 hours per week.

**Table 4-3: Hierarchical framework to determine child labour status**

Work status	Number in '000s	Percentage of child labourers	Percentage of Working children	Percentage of all children
In designated hazardous industries	139	8.7	7.7	0.8
In designated hazardous occupations	30	1.9	1.7	0.2
Long Hours of work	362	22.7	20.0	2.1
In other hazardous work conditions	892	56.0	49.4	5.2
<b>Subtotal: Hazardous work by children</b>	<b>1,423</b>	<b>89.3</b>	<b>78.8</b>	<b>8.3</b>
Non-hazardous work 14+ hours/week (12-14 years old)	65	4.1	3.6	0.4
Non-hazardous work condition (5-11 years old)	105	6.6	5.8	0.6
<b>Subtotal: Child Labour</b>	<b>1,594</b>	<b>100.0</b>	<b>88.3</b>	<b>9.3</b>
Employed Children 15-17 in non-hazardous work	145		8.0	0.8
Employed children 12-14 doing light work	67		3.7	0.4
<b>Sub-total: Non-child labour employment</b>	<b>212</b>		<b>11.7</b>	<b>1.2</b>
<b>Total child employment</b>	<b>1,806</b>		<b>100.0</b>	<b>10.5</b>
<b>Total Children 5-17</b>	<b>17,151</b>			<b>100.0</b>

Because “other hazardous working conditions” is such a large factor in qualifying working children to be in child labour, it is worthwhile to investigate this category further. Table 4-4 reports the incidence of each condition of work included under this category. As shown in the table, by far the largest category (46%) is “exposed to dust and smoke.” Given the dusty conditions in Egypt, this criterion essentially qualifies any job in agriculture, the most common activity for employed children, to be child labour. The next most frequent condition (34%) is being engaged in “exhausting work”, a somewhat subjective state from the child’s perspective. The third most frequent (30%) is “bending for long periods of time.” The incidence of other hazardous working conditions is much lower.

**Table 4-4: Incidence of hazardous working conditions among employed children (child questionnaire)**

Hazardous working condition	Percentage
Exposed to dust or smoke	45.7
Exposed to fuel or flames	3.9
Exposed to loud noises or vibrations	7.3
Exposed to severe heat or cold	16.6
Exposed to dangerous tools or equipment	5.7
Working under ground	0.4
Working in elevated areas	2.8
Working in water, lakes or rivers	3.0
Workplace too dark	0.9
Insufficient ventilation	5.8
Exposed to chemicals (glues, pesticides)	13.0
Exposed to explosives	2.1
Exhausting work	34.7
Work involves bending for long periods	29.8
No toilet facilities available	14.1
Other hazardous conditions	0.2

Note: Children can be exposed to more than one condition at a time.

In what follows we distinguish between hazardous work for a wage or salary, which we call hazardous wage work, and hazardous non-wage work, which is work as an unpaid family worker or in some instances as an own account worker. This distinction is useful for policy purposes because the policies approaches will be different for children working for others and children working for their own family's enterprise or farm. The other categories of "child labour status" are "other child labour", which includes non-hazardous work for 5-11 year olds and non-hazardous work for 14-42 hours per week for 12 to 14 year olds. Permissible light work is only for 12-14 year olds working less than 14 hours per week and other non-child labour employment is non-hazardous work for 15-17 year olds. The latter two categories are not considered child labour.

As shown in Table 4-5, less than a third of all employed children are engaged in hazardous wage work. Almost half of employed children are engaged in hazardous non-wage work, mostly as unpaid family workers. About 10% are in "other child labour" essentially meaning that their work is non-hazardous, but they are under age. The proportion of hazardous wage work increases steadily with age reaching 48% for 15-17 year-old boys and 28% for 15-17 year-old girls. Nonetheless nearly 9% of employed 5-9 year-olds are engaged in hazardous wage work. This is

clearly the most vulnerable group of child labourers followed by the 14% of employed 10-11 year-olds who are engaged in the same kind of work.

**Table 4-5: Distribution of employed children, ages 5-17, by child labour status, age group and sex (percentage)**

	Hazardous wage work	Hazardous non-wage work	Other child labour	Permissible light work	Other non-child labour employment	Total
<b>Boys</b>						
5-9 years	10.3	64.2	25.6	0.0	0.0	100.0
10-11 years	17.0	58.6	24.4	0.0	0.0	100.0
12-14 years	30.1	50.4	10.5	8.9	0.0	100.0
15-17 years	47.8	38.7	0.0	0.0	13.5	100.0
<b>All</b>	<b>35.9</b>	<b>46.6</b>	<b>8.0</b>	<b>2.7</b>	<b>6.8</b>	<b>100.0</b>
<b>Girls</b>						
5-9 years	4.4	59.7	35.9	0.0	0.0	100.0
10-11 years	5.6	52.4	42.0	0.0	0.0	100.0
12-14 years	14.8	48.3	15.6	21.3	0.0	100.0
15-17 years	28.3	44.1	0.0	0.0	27.6	100.0
<b>All</b>	<b>18.6</b>	<b>48.0</b>	<b>14.2</b>	<b>6.8</b>	<b>12.3</b>	<b>100.0</b>
<b>All</b>						
5-9 years	8.7	63.0	28.3	0.0	0.0	100.0
10-11 years	14.0	57.0	29.0	0.0	0.0	100.0
12-14 years	26.4	49.9	11.7	11.9	0.0	100.0
15-17 years	43.6	39.9	0.0	0.0	16.5	100.0
<b>All</b>	<b>31.9</b>	<b>46.9</b>	<b>9.5</b>	<b>3.7</b>	<b>8.0</b>	<b>100.0</b>

Employed children are potentially exposed to injury or illness as a result of their work. In Table 4-6 we examine the incidence of work-related injury or illness in the past 12 months for currently employed children by child labour status. Children in hazardous work are much more likely to be exposed to such work related health consequences than children in other kinds of employment. However, children in hazardous wage work are more likely than those in hazardous non-wage work to be exposed to fractures, burns, corrosions, scalds or frostbite, breathing problems, eye problems, skin problems and extreme fatigue. They are also the ones who have the highest likelihood of having to stop school or work due to the severity of the illness or injury. As shown in Table 4-7, about 46% of children engaged in hazardous wage work had to stop their normal activities due to their most severe illness or injury, whereas only 37% of those in hazardous non-wage work did. Surprisingly 46% of those engaged in permissible light work also had to stop their normal activities due to their most serious illness, but the incidence of injury and illness among that group is so low that the sample size is probably very small.

**Table 4-6: Incidence of work-related illness or injury in past 12 months by child labour status among currently employed children, ages 5-17 (percentage)**

	Hazardous wage work	Hazardous non-wage work	Other child labour	Permissible light work	Other non-child labour employment
Superficial injuries or open wounds	25.6	25.2	3.7	3.8	3.1
Fractures	1.9	1.1	0.3	0.0	0.0
Dislocations, sprains or stains	2.9	2.7	0.1	0.0	0.2
Burns, corrosions, scalds or frostbite	2.5	0.7	0.0	1.8	0.0
Breathing problems	4.5	2.1	0.2	0.2	0.2
Eye problems	6.3	4.1	0.1	0.0	0.2
Skin problems	4.0	2.4	0.0	0.0	0.2
Stomach problems / diarrhoea	1.6	1.5	0.0	0.0	0.2
Fever	1.1	1.9	0.0	0.1	0.2
Extreme fatigue	18.9	10.5	1.2	0.0	1.1

**Table 4-7: Effect of most serious work-related illness, injury on work/schooling by child labour status (percentage)**

	Hazardous wage work	Hazardous non-wage work	Other child labour	Permissible light work	Other non-child labour employment
Not serious- did not stop work/schooling	51.2	60.8	68.5	54.1	65.8
Stopped work or school for a short time	45.8	37.2	30.4	45.9	34.3
Stopped work or school completely	3.0	1.9	1.1	0.0	0.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>





## 5. Determinants of child employment and child labour

A number of child- household- and community-specific factors affect the probability that a child will be employed or engaged in child labour. As we have seen earlier children's employment is strongly affected by a child's age and gender. In addition the probability for a child to be employed or in child labour will depend on his/her parent's circumstances in terms of education and wealth and on the demand for labour by the household itself in its own farm and non-farm productive activities. We therefore expect to see that the probability of child employment and labour will decline with parental education and wealth and will increase if the household cultivates its own agricultural land, raises farm animals or poultry, or has its own non-farm enterprise. Since child employment is often used as coping mechanism by households experiencing negative economic shocks, we expect that the probabilities of both employment and child labour to increase if the household is exposed to both community-wide and household-specific shocks. Finally, child labour may be higher in rural areas because of the higher prevalence of productive activities in which children may be engaged, but it is not clear that would still be the case if we control for the presence of agricultural land and farm animals.

### 5.1. Methodology

In what follows we estimate a series of probit regressions where the dependent variable is either child employment or child labour. We estimate separate models for boys and girls given that the patterns of employment may be quite different between them. We present two specifications in each case. Model 1 simply controls for the household's ownership of any land and farm animals whereas Model 2 includes the area of land owned (and its square), the number of large and small farm animals (and their squares), and the number of chicken and other poultry (and its square). Separate regressions are run for boys and girls.

The explanatory variables we used in the regressions are as follows:

- 1) Child-specific variables such as age and relationship to the head of household.
- 2) Parental variables such as mother's and father's age when child was 5, mother's and father's years of schooling, and whether each of the parent's is present or absent from the household, with an indication if the father is absent temporarily (due to migration for example) or permanently (due to death or divorce).
- 3) Household variables such as the wealth quintile of the household, whether the household owns a non-farm enterprise, whether it has experienced a generalized economic shock or a specific shock due to illness or loss of employment. As mentioned above, in Model 1 we also have two dummy variables indicating the household's ownership of any land or farm animals and, in Model 2, we substitute the land area and number of large and small animals and poultry owned for the ownership dummies.<sup>6</sup>
- 4) Community-level variables such as the region where the community is located and whether it is an urban or rural area.

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<sup>6</sup> We estimate the household's wealth quintile by first estimating a normalized wealth index using all the information on ownership of durable assets and housing conditions that is present in the survey by means of principle component analysis. Our method is very similar to that used by the Demographic Health Survey to estimate a household wealth index.

Based on these regressions we carry out a series of simple simulations to predict the impact of each of these variables on the probability of child employment and child labour. The initial set of simulations indicates the net impact of each of the characteristics, keeping everything else constant. We then conduct an additional simulation, where we set the explanatory variables to give describe a child who is most vulnerable to child employment and child labour and another who is least vulnerable to see what is the maximum impact of observable characteristics on the probabilities of employment and child labour.

## **5.2. Regression results**

As indicated above we have eight regressions in total, four for boys and four for girls. The four regressions in each case include regressions for child employment and for child labour, with two different specifications for each one of these dependent variables (Model 1 and 2). To make the interpretation easier we present in Table 5-1 marginal effects of the explanatory variables on the relevant probabilities for a reference individual. The reference individual is assigned the mean for all the continuous variables (age, age squared/100, father's and mother's age when child was 5 and their squares, father and mother's years of education and their squares, and in case of Model 2, the area of farmland owned and its square, and the numbers of large and small animals and poultry and their squares). The dummy variables are set to zero for the reference individual, meaning that the reference child is living with both his/her parents, his/her household is from the poorest wealth quintile, is situated in rural Upper Egypt and does not own any farmland or farm animals in Model 1, but owns the mean amount of farmland and farm animals in Model 2. The predicted base probabilities for these reference individuals are shown in the first row of Table 5-1. Because the reference children in Model 2 are in households that own the mean amount of farmland and farm animals rather than no land and farm animals, their base probabilities tend to be higher than the reference individuals in Model 1. The marginal effects shown in the rest of the table are increments to be added to these base probabilities. For instance, a reference boy that lives in a household that has a non-farm enterprise has an employment probability of 8.6% or 3.1 percentage points above the reference probability of 5.5%.

As shown in Table 5-1, the probabilities of employment and child labour are affected in fairly similar ways by the explanatory variables. We will therefore focus our attention on columns A and E and will discuss the other results only when they are meaningfully different.

**Table 5-1: Marginal effects from probit regression for the probability of employment and of child labour for boys and girls, ages 5-17**

	Boys				Girls			
	Employment		Child labour		Employment		Child labour	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Base Probability	0.0548	0.078	0.0505	0.1123	0.015	0.0557	0.015	0.0468
Child's age	0.0271***	0.0368***	0.0281***	0.0328***	0.0096***	0.0111***	0.0096***	0.0102***
	(0.0039)	(0.0049)	(0.0039)	(0.0044)	(0.0023)	(0.0026)	(0.0023)	(0.0025)
Child's age squared/100	-0.0240*	-0.0361*	-0.0433***	-0.0529***	-0.0221***	-0.0254***	-0.0263***	-0.0277***
	(0.0109)	(0.0145)	(0.0110)	(0.0126)	(0.0067)	(0.0077)	(0.0074)	(0.0079)
Child of household head (d)	0.0045	0.0190*	0.0037	0.0162*	-0.0007	0.0037	-0.002	0.0017
	(0.0068)	(0.0092)	(0.0064)	(0.0074)	(0.0031)	(0.0036)	(0.0032)	(0.0035)
Father's age when child was 5	-0.0016*	-0.0022*	-0.0013	-0.0015	0	-0.0001	-0.0003	-0.0005
	(0.0008)	(0.0011)	(0.0007)	(0.0009)	(0.0004)	(0.0005)	(0.0004)	(0.0004)
Father's age when child was 5 squared/100	0.0017	0.0023	0.0013	0.0015	0.0001	0.0003	0.0004	0.0006
	(0.0010)	(0.0013)	(0.0009)	(0.0010)	(0.0004)	(0.0005)	(0.0004)	(0.0005)
Mother's age when child was 5	-0.0002	0.0000	-0.0005	-0.0004	-0.0003	-0.0004	-0.0003	-0.0002
	(0.0012)	(0.0016)	(0.0011)	(0.0013)	(0.0006)	(0.0007)	(0.0006)	(0.0007)
Mother's age when child was 5 squared/100	-0.0004	-0.0012	0.0002	-0.0002	-0.0002	-0.0003	-0.0002	-0.0004
	(0.0017)	(0.0023)	(0.0016)	(0.0018)	(0.0008)	(0.0010)	(0.0009)	(0.0010)
Father's years of education	-0.0007	-0.0006	-0.0009	-0.0007	-0.0008	-0.0007	-0.0007	-0.0005
	(0.0008)	(0.0010)	(0.0007)	(0.0008)	(0.0004)	(0.0005)	(0.0004)	(0.0004)
Father's years of education squared/100	-0.0171**	-0.0229**	-0.0148**	-0.0179**	-0.0008	-0.0011	-0.0012	-0.0018
	(0.0059)	(0.0077)	(0.0056)	(0.0064)	(0.0029)	(0.0034)	(0.0031)	(0.0034)
Mother's years of education	0.0006	0.0005	0.0009	0.0009	-0.0006	-0.0006	-0.0003	-0.0002
	(0.0009)	(0.0012)	(0.0008)	(0.0010)	(0.0005)	(0.0006)	(0.0005)	(0.0005)
Mother's years of education squared/100	-0.0303***	-0.0367***	-0.0321***	-0.0337***	-0.0039	-0.0042	-0.0072	-0.0076
	(0.0078)	(0.0099)	(0.0077)	(0.0085)	(0.0041)	(0.0047)	(0.0046)	(0.0049)
Both parents absent (d)	-0.0282*	-0.0323	-0.0257*	-0.0224	-0.0103*	-0.0117	-0.0132***	-0.0139**
	(0.0141)	(0.0213)	(0.0129)	(0.0174)	(0.0052)	(0.0063)	(0.0038)	(0.0043)
Mother absent, father present (d)	-0.0134	-0.0159	-0.0073	-0.0058	-0.0054	-0.007	-0.0055	-0.0053
	(0.0176)	(0.0247)	(0.0181)	(0.0218)	(0.0070)	(0.0080)	(0.0075)	(0.0088)
Father absent permanently, mother present (d)	-0.0334***	-0.0419**	-0.0310**	-0.0313**	0.0006	0.0024	-0.0071	-0.0069
	(0.0098)	(0.0143)	(0.0096)	(0.0120)	(0.0091)	(0.0113)	(0.0059)	(0.0066)
Father absent temporarily, mother present (d)	-0.0311**	-0.0383*	-0.0287**	-0.0290*	-0.003	-0.0018	-0.0098*	-0.0101
	(0.0104)	(0.0152)	(0.0097)	(0.0122)	(0.0074)	(0.0094)	(0.0046)	(0.0052)
HH owns agricultural land (d)	0.0952***		0.0830***		0.0294***		0.0269***	
	(0.0098)		(0.0089)		(0.0058)		(0.0055)	
HH owns livestock or poultry (d)	0.0765***		0.0628***		0.0407***		0.0329***	
	(0.0078)		(0.0068)		(0.0071)		(0.0061)	
HH has non-farm enterprise (d)	0.0308***	0.0392***	0.0206***	0.0244***	0.0061*	0.0074**	0.0062*	0.0073*
	(0.0053)	(0.0065)	(0.0044)	(0.0050)	(0.0024)	(0.0028)	(0.0025)	(0.0028)

	Boys				Girls			
	Employment		Child labour		Employment		Child labour	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
HH experienced generalized shock (d)	0.0231*	0.0339*	0.0243*	0.0304*	-0.0053	-0.0044	-0.003	-0.0017
	(0.0108)	(0.0143)	(0.0105)	(0.0123)	(0.0031)	(0.0039)	(0.0036)	(0.0042)
HH experienced specific shock (d)	0.0201***	0.0246***	0.0199***	0.0208***	0.0148***	0.0167***	0.0149***	0.0159***
	(0.0040)	(0.0049)	(0.0039)	(0.0042)	(0.0034)	(0.0038)	(0.0035)	(0.0037)
Urban governorates (d)	0.0067	-0.0096	0.0092	-0.001	0.0004	-0.0032	0.0018	-0.0013
	(0.0057)	(0.0065)	(0.0056)	(0.0055)	(0.0027)	(0.0027)	(0.0030)	(0.0028)
Urban Lower Egypt (d)	0.0293***	0.0238**	0.0249***	0.0220**	-0.0028	-0.0042	-0.0028	-0.0037
	(0.0077)	(0.0087)	(0.0071)	(0.0075)	(0.0025)	(0.0028)	(0.0027)	(0.0028)
Urban Upper Egypt (d)	0.0178**	0.0092	0.0188***	0.0127*	-0.0035	-0.0060*	-0.0038	-0.0056*
	(0.0059)	(0.0067)	(0.0057)	(0.0058)	(0.0021)	(0.0024)	(0.0022)	(0.0023)
Urban Frontier gov. (d)	-0.0122	-0.0240*	-0.0123	-0.0185*	-0.0038	-0.0066	-0.0032	-0.0061
	(0.0075)	(0.0094)	(0.0071)	(0.0078)	(0.0038)	(0.0041)	(0.0042)	(0.0041)
Rural Lower Egypt (d)	0.0025	0.0034	0.0019	0.0036	0.0005	0.002	0.0012	0.0025
	(0.0031)	(0.0041)	(0.0029)	(0.0033)	(0.0014)	(0.0017)	(0.0015)	(0.0017)
Rural Frontier gov. (d)	-0.0372***	-0.0553***	-0.0356***	-0.0438***	-0.0100***	-0.0101**	-0.0092**	-0.0090**
	(0.0061)	(0.0082)	(0.0058)	(0.0067)	(0.0029)	(0.0036)	(0.0031)	(0.0035)
2nd Lowest household wealth quintile (d)	-0.0043	-0.0031	-0.0044	-0.0032	-0.0045**	-0.0048**	-0.0040*	-0.0039*
	(0.0035)	(0.0046)	(0.0032)	(0.0037)	(0.0016)	(0.0018)	(0.0016)	(0.0017)
Middle household wealth quintile (d)	-0.0129***	-0.0121*	-0.0115**	-0.0100*	-0.0086***	-0.0097***	-0.0084***	-0.0090***
	(0.0039)	(0.0051)	(0.0036)	(0.0041)	(0.0022)	(0.0025)	(0.0022)	(0.0024)
2nd highest household wealth quintile (d)	-0.0182***	-0.0192**	-0.0159***	-0.0141**	-0.0091***	-0.0104***	-0.0088***	-0.0095***
	(0.0044)	(0.0058)	(0.0041)	(0.0048)	(0.0024)	(0.0027)	(0.0024)	(0.0026)
Highest household wealth quintile (d)	-0.0316***	-0.0425***	-0.0306***	-0.0344***	-0.0124***	-0.0138***	-0.0122***	-0.0126***
	(0.0057)	(0.0076)	(0.0054)	(0.0062)	(0.0030)	(0.0034)	(0.0031)	(0.0033)
2nd Lowest wealth quintile*urban (d)	-0.0171***	-0.0240***	-0.0159***	-0.0187***	0.0013	0.0018	-0.0007	-0.0005
	(0.0048)	(0.0064)	(0.0045)	(0.0051)	(0.0032)	(0.0037)	(0.0029)	(0.0032)
Middle wealth quintile*urban (d)	-0.0226***	-0.0326***	-0.0216***	-0.0256***	-0.0029	-0.0027	-0.0031	-0.0022
	(0.0048)	(0.0064)	(0.0045)	(0.0051)	(0.0029)	(0.0034)	(0.0030)	(0.0034)
2nd highest wealth quintile*urban (d)	-0.0326***	-0.0472***	-0.0302***	-0.0367***	-0.005	-0.0063	-0.0071*	-0.0076*
	(0.0051)	(0.0066)	(0.0047)	(0.0054)	(0.0028)	(0.0032)	(0.0028)	(0.0030)
Highest wealth quintile*urban (d)	-0.0307***	-0.0421***	-0.0314***	-0.0365***	-0.0081*	-0.0106**	-0.0089*	-0.0104**
	(0.0059)	(0.0079)	(0.0055)	(0.0063)	(0.0037)	(0.0040)	(0.0038)	(0.0039)
Area of farmland owned by HH in '000s sq m.		0.0053***		0.0044***		0.0005		0.0008**
		(0.0009)		(0.0007)		(0.0003)		(0.0003)
Area of farmland owned by HH squared/10		-0.0008***		-0.0007***		-0.0001		-0.0001*
		(0.0002)		(0.0001)		(0.0000)		(0.0001)
Number of large farm animals owned by HH		0.0397***		0.0348***		0.0171***		0.0150***
		(0.0039)		(0.0037)		(0.0033)		(0.0030)
Number of large farm animals owned by HH Sq./10		-0.0165***		-0.0203***		-0.0147***		-0.0135***
		(0.0017)		(0.0023)		(0.0030)		(0.0028)

	Boys				Girls			
	Employment		Child labour		Employment		Child labour	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Number of small farm animals owned by HH		0.0034***		0.0041***		0.0019***		0.0016***
		(0.0007)		(0.0008)		(0.0005)		(0.0004)
Number of small farm animals owned by HH Sq./10		-0.0001**		-0.0006**		-0.0002**		-0.0002**
		(0.0000)		(0.0002)		(0.0001)		(0.0001)
Number of poultry owned by HH		0.0011***		0.0006***		0.0004**		0.0002*
		(0.0002)		(0.0002)		(0.0001)		(0.0001)
Number of poultry owned by HH Sq./100		-0.0001		0		-0.0003*		-0.0002
		(0.0002)		(0.0001)		(0.0001)		(0.0001)
<b>P</b>	<b>0.0000</b>	<b>0.0000</b>	<b>0.0000</b>	<b>0.0000</b>	<b>0.0000</b>	<b>0.0000</b>	<b>0.0000</b>	<b>0.0000</b>
<b>N</b>	<b>34,412</b>	<b>34,412</b>	<b>34,412</b>	<b>34,412</b>	<b>32,498</b>	<b>32,498</b>	<b>32,498</b>	<b>32,498</b>

Standard errors are in parentheses. Statistical significance of the coefficients is indicated at the 0.1% level (\*\*\*), 1% (\*\*) and 5% (\*).

We begin by summarizing the main results. Most of the variables we consider appear to be statistically significant determinants of child employment and child labour for both boys and girls. The exceptions are the parents' ages (and their squares) when the child was 5 years old, the relationship of the child to the household head, the absence of the mother when the father is present, and, in the case of girls, the absence of the father when the mother is present, the presence of household non-farm enterprises and the household experiencing a generalized shock. We will investigate the magnitude of the statistically significant effects further in Section 0 below. It is however interesting to note that the probabilities of child employment and child labour appears to decline quadratically with father's and mother's education, and the effect of mother's education is even stronger than that of father's education. Surprisingly, when both parents are absent the probability of employment and child labour are *lower* for both boys and girls and when the father is absent either permanently or temporarily, they are lower for boys.<sup>7</sup> As expected, the presence of non-farm household enterprises and the experiencing of a community-wide or specific shock by the household raises the probability of employment and child labour, especially for boys. Also, as expected, higher wealth tends to reduce child employment and labour, and the negative effect of wealth is greater in urban areas than in rural areas. Household ownership of agricultural land and farm animals significantly raises the probability of employment for both boys and girls. Model 2 indicates that the effect of land ownership is non-linear, with small amounts of land increasing child employment and then the effect weakens as the amount of land increases. The maximum probability of employment for boys and girls occurs at about 35,000 square meters of land for boys. More animals and poultry also raise the work burden.

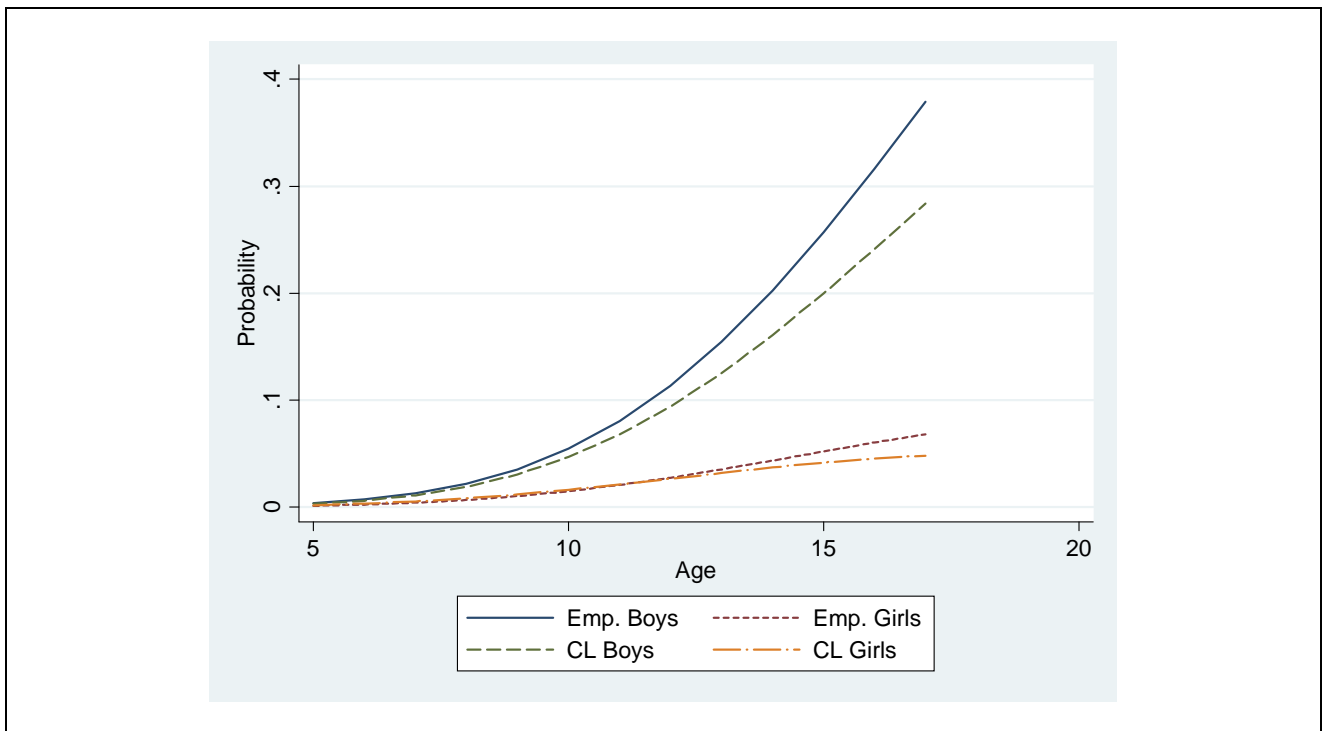
### 5.3. Simulations

To illustrate the magnitude of the effect of each variable on the probability of employment and child labour for boys and girls, we use the results of Model 2 to predict how the probability changes when we vary each of the variables with statistically significant coefficients,

<sup>7</sup> The distinction between the permanent and temporary absence of the father is made using the marital status of the mother. If she is currently married, the absence is deemed temporary. If she is divorced or widowed, the absence is deemed permanent.

keeping everything else constant.<sup>8</sup> We start by investigating the effect of age, which is shown in Figure 5-1. We can see that for boys, the probabilities of both employment and child labour increase at an increasing slope with age. For girls, the slope of both probabilities begins to flatten at about age 14, and the probability of child labour early reaches a maximum at age 17. A 17-year old boy is 4.8 times as likely to work as an eleven year-old, who is himself 21 times more likely to work than a 5-year old, everything else remaining constant. For girls these ratios are 3.9 and 13.4 times, respectively.

**Figure 5-1: Predicted Probability of Employment and Child Labour, ages 5-17, by age and sex**

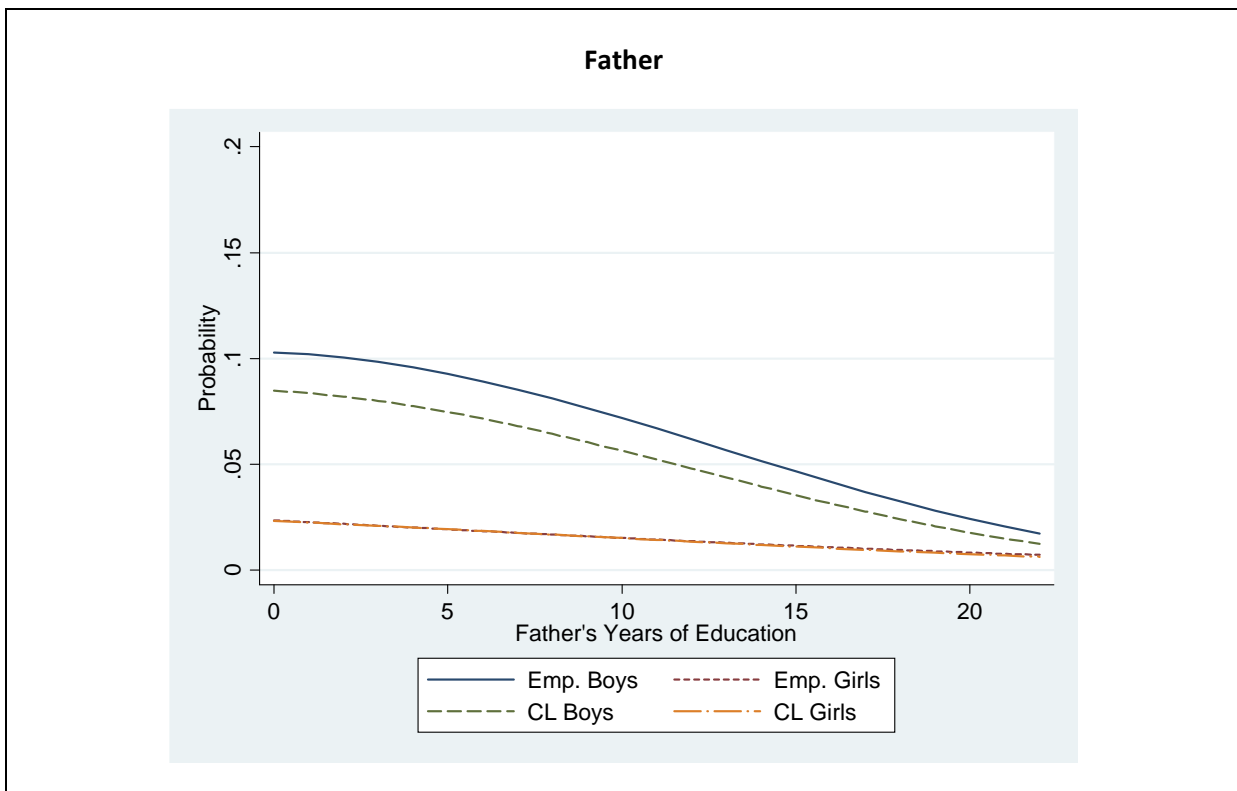


The effects of parents' education on the probabilities of employment and child labour are shown in Figure 5-2. A boy is 60% less likely to work when his father has sixteen years of education compared to zero years. The effect of mother's education is even stronger. When mother's education goes from zero to 16, a boy's employment probability goes down by 70 percent. For girls, the effect of father's education is weaker but that of mother's education is slightly stronger. When the father's education goes from zero to sixteen years, there is a 54% reduction in a girl's probability of employment and when the mother's education does the same, there is a 71% reduction in her probability of employment. As shown in the figure, the negative effect of parental education accelerates with years of education, especially after six years of education. The acceleration of the negative effect with years of education appears to be greater for mothers than for fathers and greater for boys than for girls.

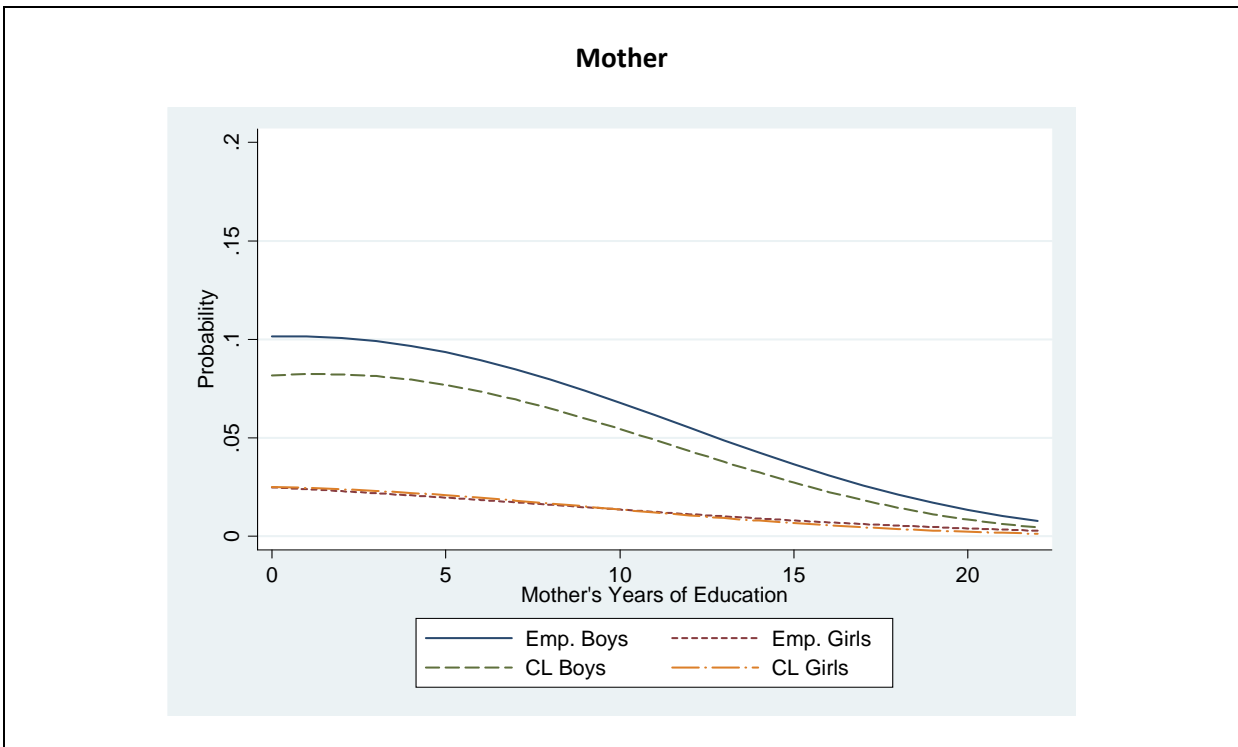
<sup>8</sup> Unless otherwise specified, the predicted probabilities are for a reference child who is 11 years old, lives with both his/her parents in a village in Upper Egypt in a household in the lowest wealth quintile that did neither experienced a general nor a specific shock. His/her parents were of the mean age when the child was 5 (34.7 for the father and 30.8 for the mother) and have the mean years of education (6.7 years for the father and 5.6 years for the mother). He/she lives in a household with the mean area of agricultural land (896 sq. m) and the mean number of large animals (0.55), small animals (0.45) and poultry (5), but in a household that does not own a non-farm enterprise. Model 2 is used for all predictions except those where we examine the effect of whether or not the household owns productive assets rather than the amount of assets owned, where we use Model 1.

We investigate next the impact of the presence and absence of the parents on the probabilities of child employment and child labour. As shown in Figure 5-3, the absence of one or both of the parents has, surprisingly, a negative effect on both probabilities for both boys and girls. The highest probabilities of child labour are for children with both parents present, followed by those with the mother being absent. Other combinations of absent parents have approximately the same effect on the probability of employment for boys, but the absence of both parents has the biggest negative effect on the probability of employment for girls. It is most probable that such an absence results in a higher probability of domestic work for girls, a status that is not captured here.

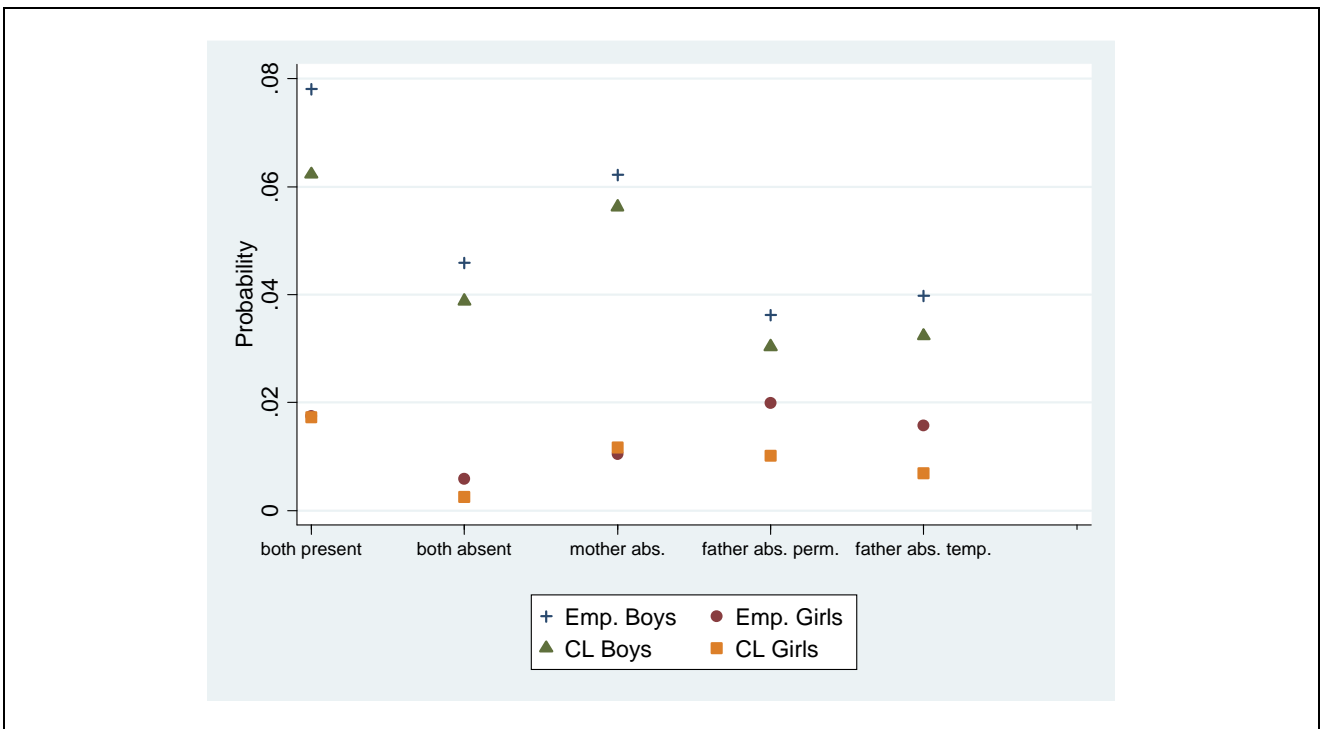
**Figure 5-2: Predicted probability of employment and child labour for children, ages 5-17, by sex and fathers' and mothers' years of education**





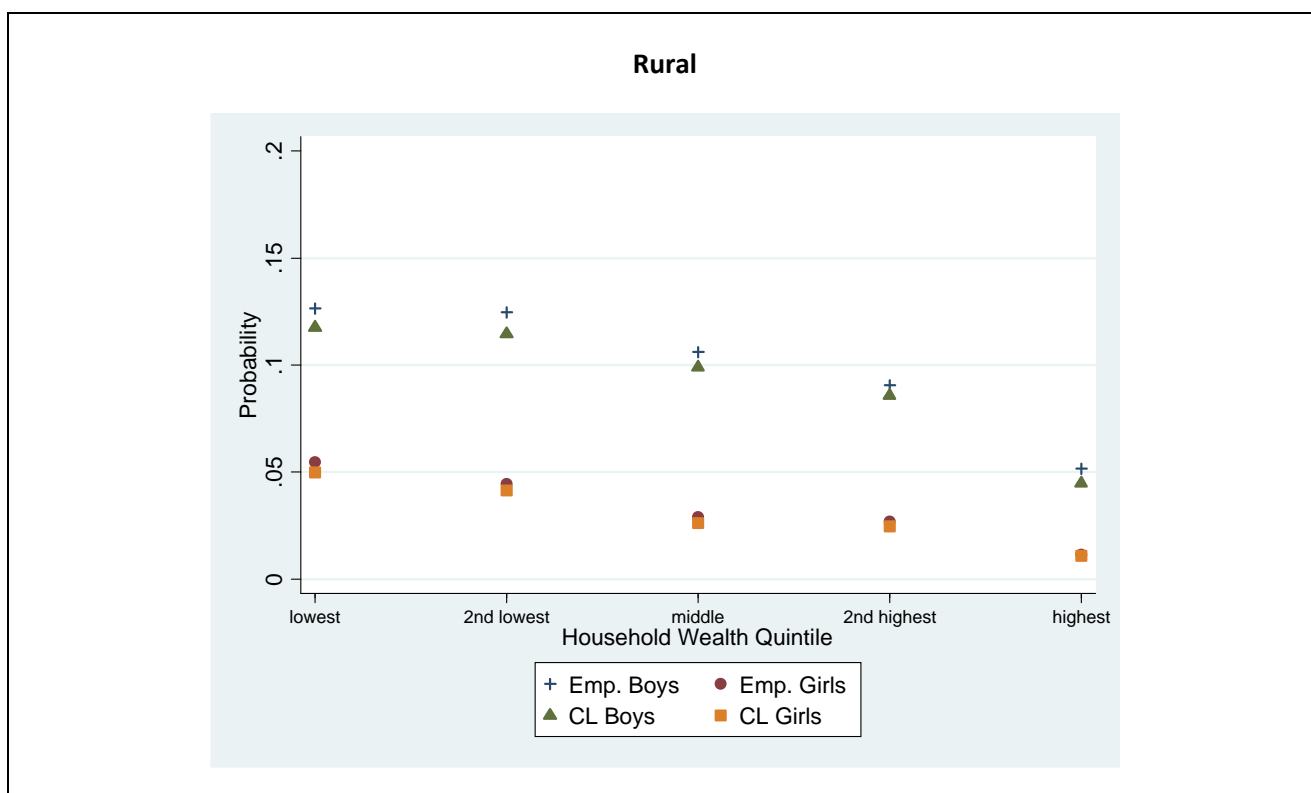


**Figure 5-3: Predicted probability of employment and child labour for children, ages 5-17, by sex and pattern of parental presence or absence**



We move to investigating the impact of household wealth on the probabilities of child employment and labour. Our model allows the impact of wealth on the probabilities of employment and child labour to be different in urban and rural areas, and we therefore plot both of these effects in Figure 5-4. As shown in the figure wealth has a strong negative effect on both probabilities, but the negative effect is much steeper in urban areas than in rural areas. The poorest boys in urban and rural areas have nearly the same probability of child employment and child labour as the poorest rural boys, but the urban probabilities are much lower than the rural ones at higher quintiles of wealth. For instance a boy going from the lowest to the highest wealth quintile in rural areas reduces the employment probability for boys by 79 percent, whereas going from the lowest to the highest in urban areas reduces it by 94 percent. This difference is most likely due to the impact of agricultural land ownership in rural areas, which raises the demand for child labour (as we will see below) and therefore attenuates the negative impact of wealth there.

**Figure 5-4: Predicted probability of employment and child labour for children, ages 5-17, by sex and wealth quintile in rural and urban areas**



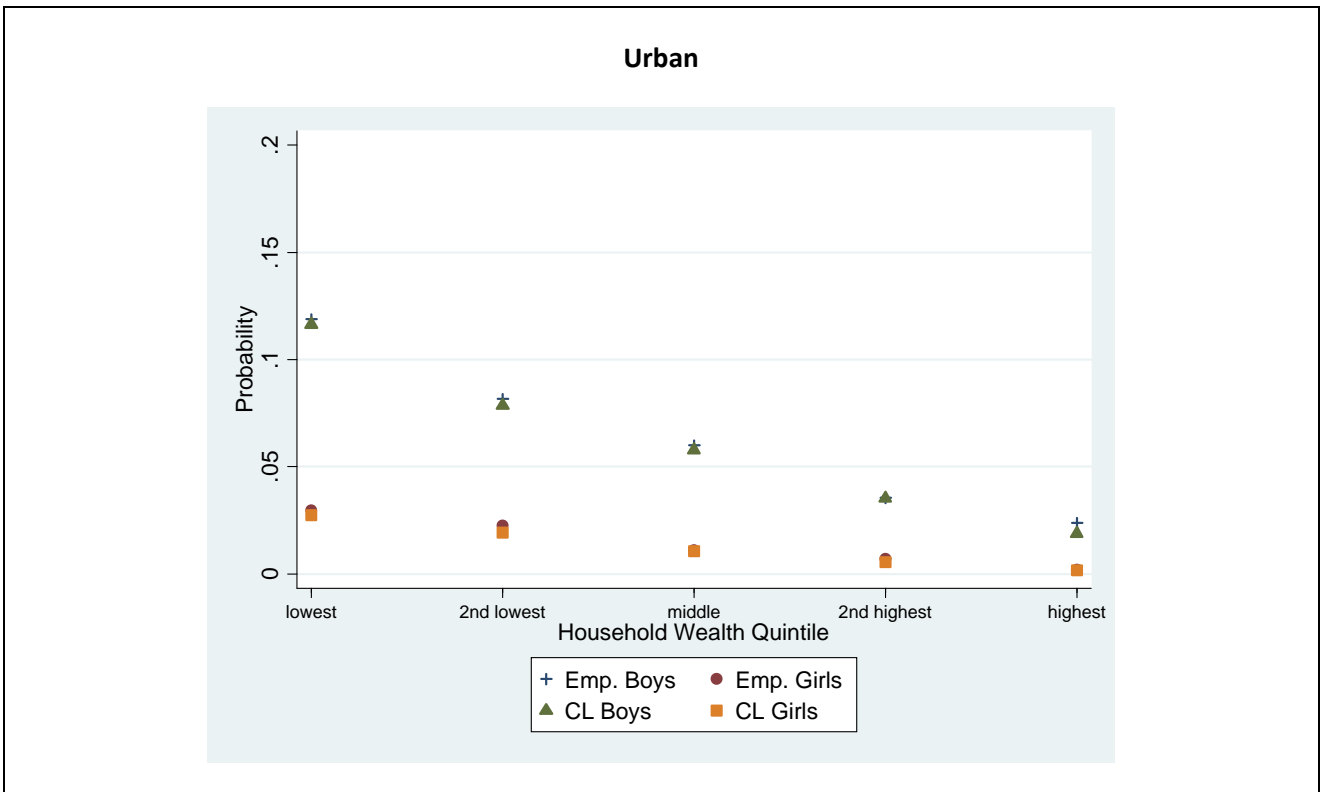
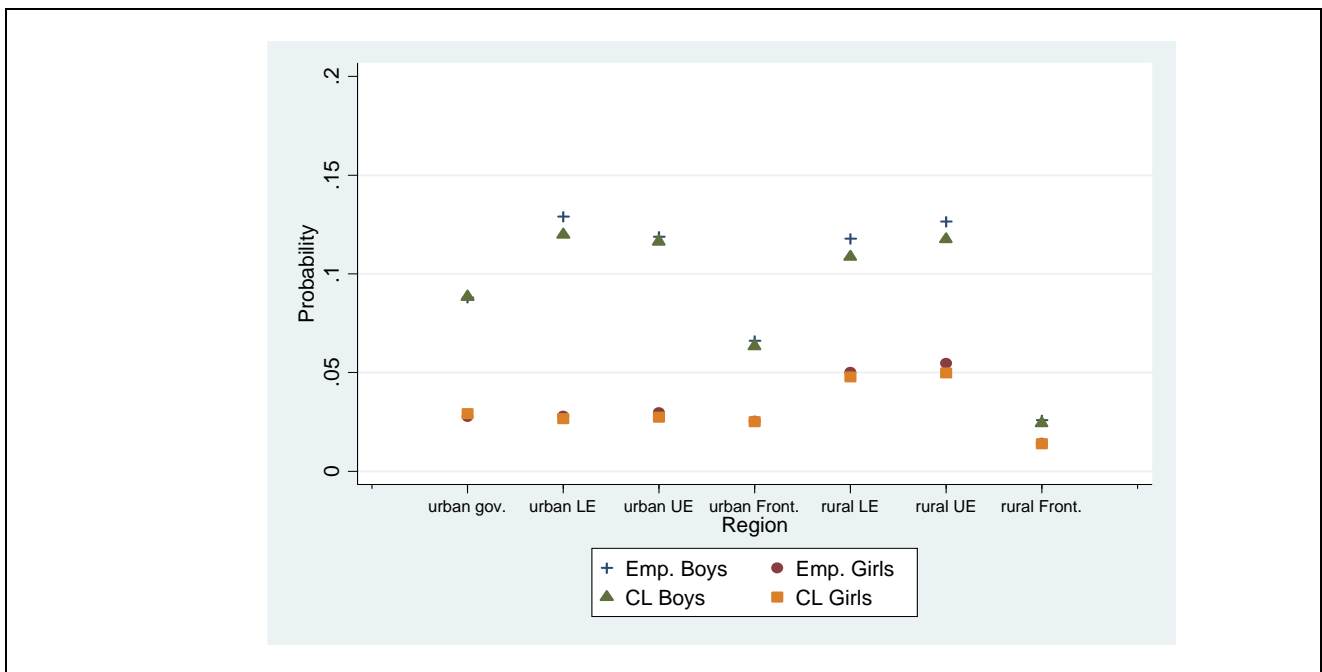


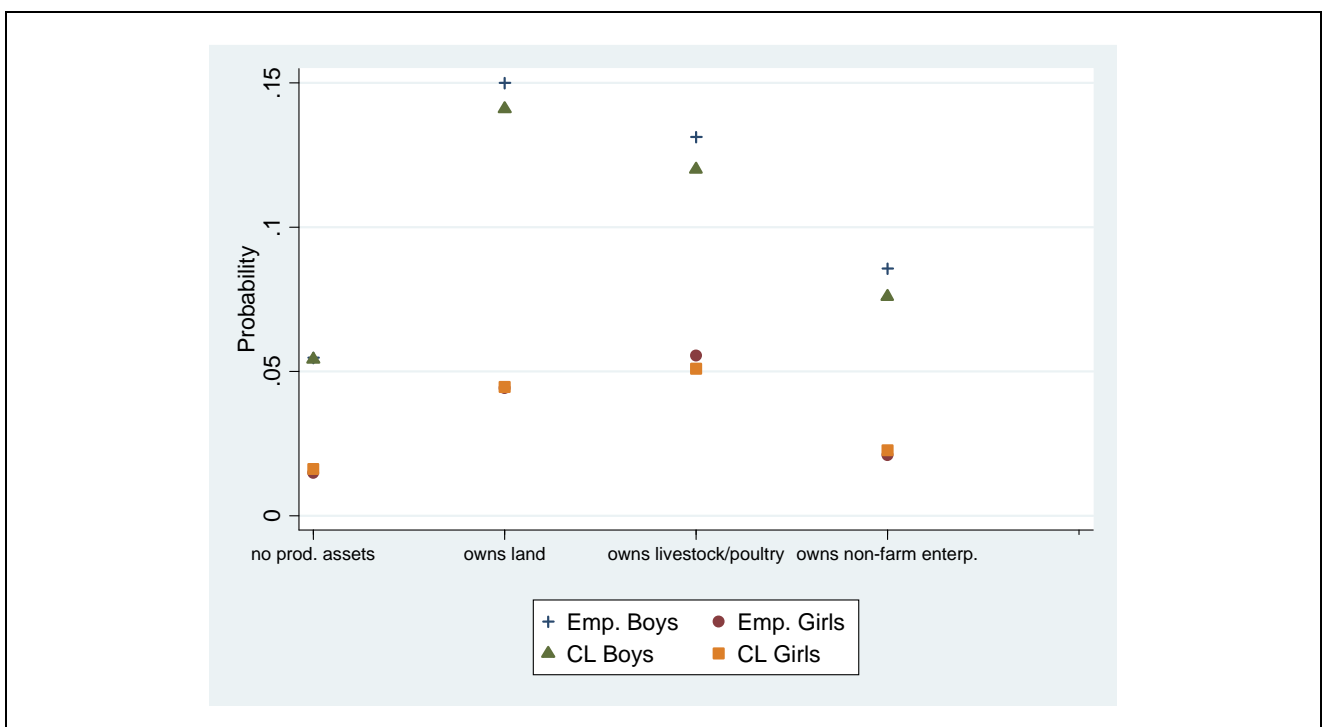
Figure 5-5 looks further into geographic differences in the probabilities of child employment and child labour. In contrast to the bivariate statistics, which showed that the incidence of child labour was much higher in rural areas, the multivariate analysis shows that, for boys, the predicted probabilities in urban and rural Upper and Lower Egypt are about the same, all other variables remaining constant. This suggests that the rural-urban differences we observed in the bivariate statistics are due to differences in wealth, household ownership of land and farm animals as well as other differences in parental and household characteristics and are not due to intrinsic differences between urban and rural areas. The lowest predicted probabilities are observed in the rural parts of Frontier governorates. For girls, the highest probabilities of both employment and child labour are in the rural areas of both Upper Egypt and Lower Egypt, even after correcting for household and parental characteristics.

The ownership of household productive assets raises the demand for labour in the household and has, therefore, the potential of increasing child employment and child labour, everything else remaining constant. As shown in Figure 5-6, just the mere fact of owning agricultural land, irrespective of the amount of land owned, raises the probability of child employment for boys by three fold. Owning livestock and poultry increases the probability two and a half times and owning a non-farm household enterprise increases it by more than fifty percent. Girls' employment is also strongly affected by the household's ownership of productive assets, with the largest effect for girls being from livestock and poultry, which raises the probability of employment more than three folds for the reference girl.

**Figure 5-5: Predicted probability of employment and child labour for children, ages 5-17, by region and sex**



**Figure 5-6: Predicted probability of employment and child labour for children, ages 5-17, by sex and ownership of productive assets**



Having determined that the mere ownership of productive assets raises the probabilities of child employment and labour, we examine next the way in which these probabilities change with the amount of assets owned. As can be seen from Figure 5-6, the relation between owning land and child employment or labour is not monotonic. At relatively small farm sizes, there is a

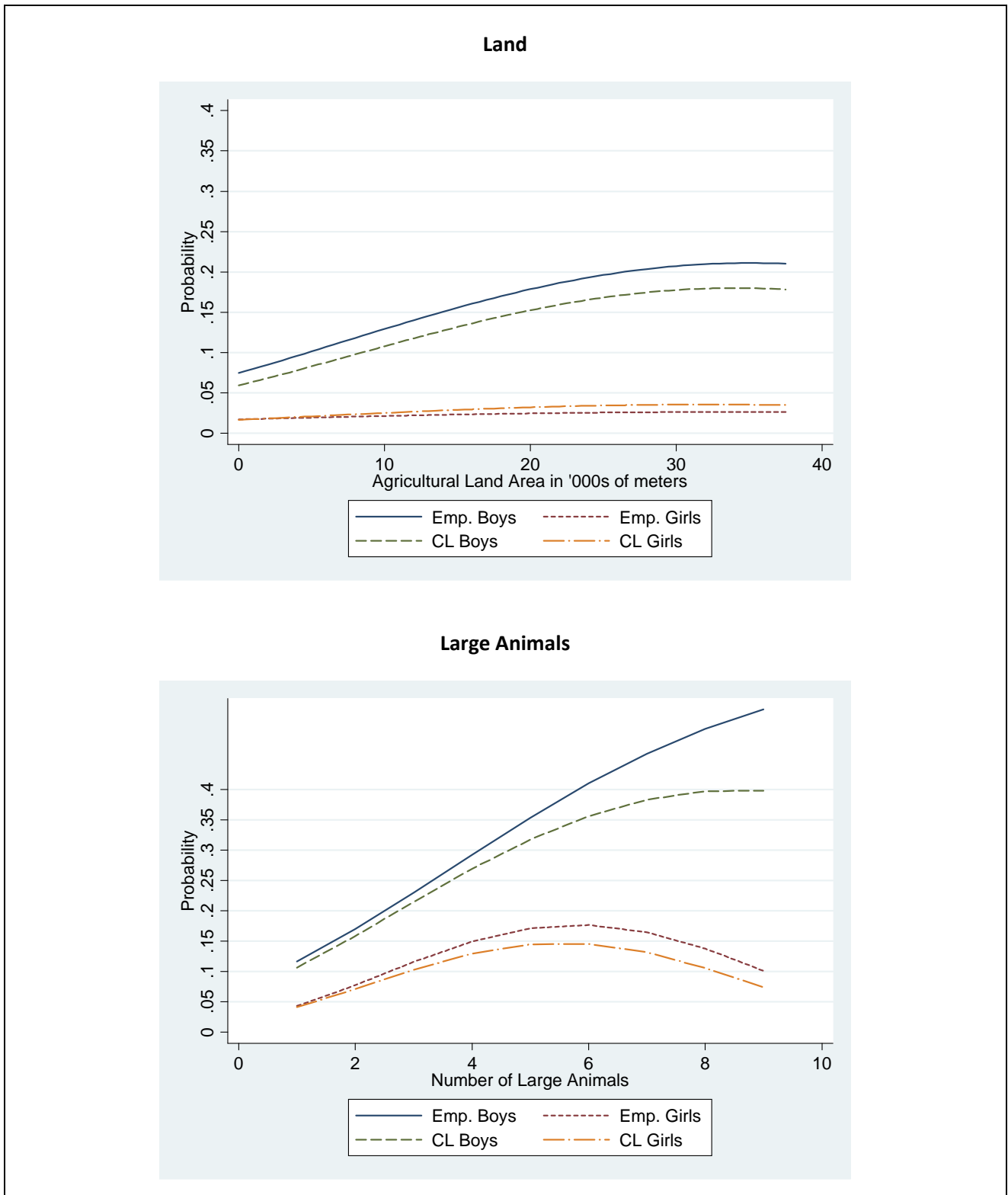
positive relationship, indicating that the household labour demand exceeds the wealth effect. A maximum probability of child employment is then reached and after that the probabilities decline with more land. For boys, this maximum probability is reached for farm size of about 35,000 square meters or about 8.75 acres. Boys in households that own this much land are 2.8 times as likely to work as ones in households with no land, but with the average amount of livestock and poultry. For girls, the maximum is reached at approximately the same amount of land, and girls in household with this much land are 53% more likely to work than ones in households with no land. Land, therefore, has a much stronger effect on boys' work than on girls' work.

Ownership of large animals also significantly raises the probability of child employment and labour, but the effect per animal gets weaker with the number of animals. Boys in households with 9 large animals are 7.3 times more likely to work than ones in households with no animals. For boys, the effect on employment reaches a maximum at 24 animals. For girls the effect on employment reaches a maximum at 6 large animals. The probability of employment for girls in a household with six large animals is 9.4 times what it is for girls in households with no animals. Thus the effect of owning large livestock is larger for girls than for boys at smaller number of animals, but gets larger for boys when the number of animals is high.

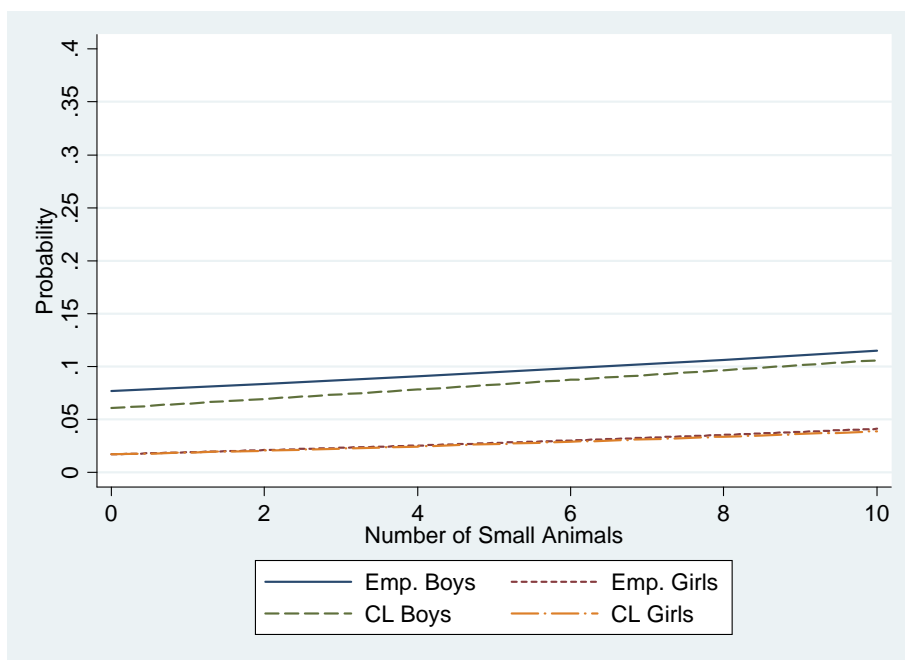
Ownership of small animals has a milder effect on both boys and girls, but the relative effect is larger for girls than for boys. Going from zero to ten small animals increases the probability of employment for girls by 2.4 times compared to only 1.5 times for boys. Owning poultry has a relatively mild effect on child employment and labour as well, and the effect is about the same in relative terms for both boys and girls.

The results on land and livestock ownership are in line with the known adult gender division of labour of farm activities in Egypt. Adult males tend to be responsible for field-based activities and adult females for raising livestock and poultry. The fact that boys' employment is more responsive to land and girls' employment more responsive to ownership of large animals is on line with this, but boys are still engaged in some animal and poultry rearing activities, suggesting that the division of labour is not as strong for children as it is for adults.

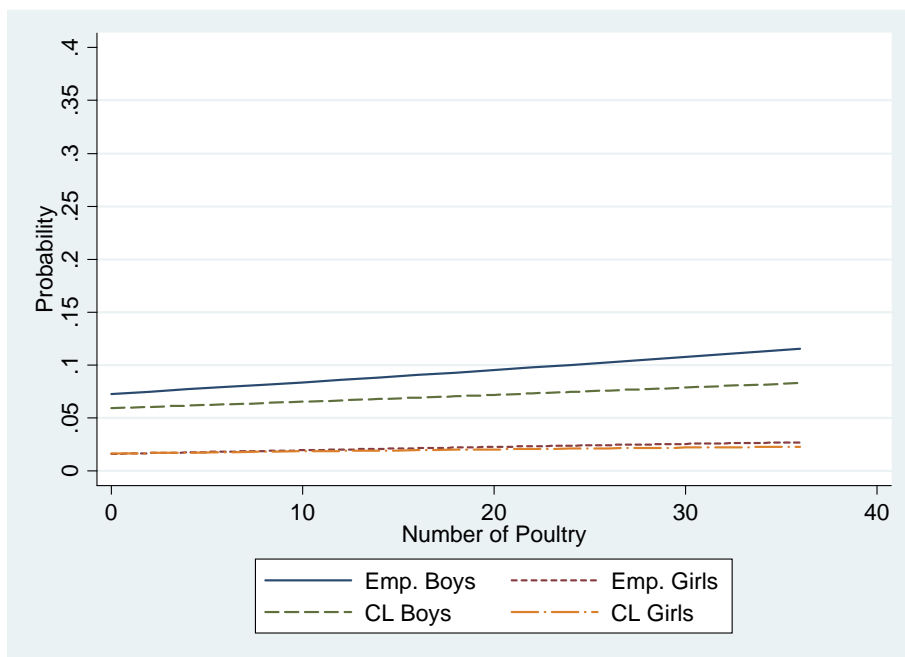
**Figure 5-7: Predicted probability of employment and child labour for children, ages 5-17, by sex and amount of productive assets owned**



### Small Animals



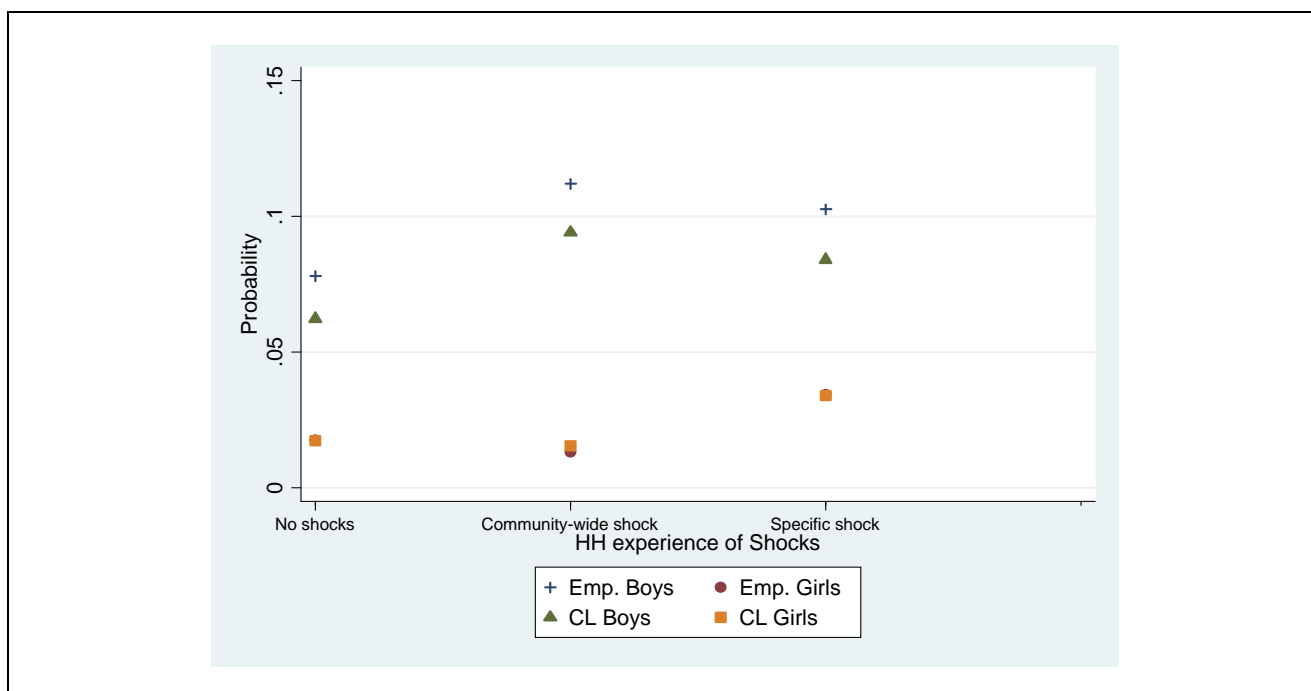
### Poultry



Since households are often exposed to negative shocks both at the community level, such as crop failure, or at the household level, such as the illness of an adult member of the household, we investigate here the effect of these shocks on child employment and labour. As shown in Figure 5-8, community-wide shocks seem to affect the probability of employment of boys but not that of girls. A reference boy whose household is exposed to a shock is 43% more likely to work than one whose household is not. On the other hand, a household-specific shock has a stronger

effect on a girl's probability of employment than a boy's. A girl's employment probability is increased nearly two fold by a shock specific to her household compared to only 31% for a boy.

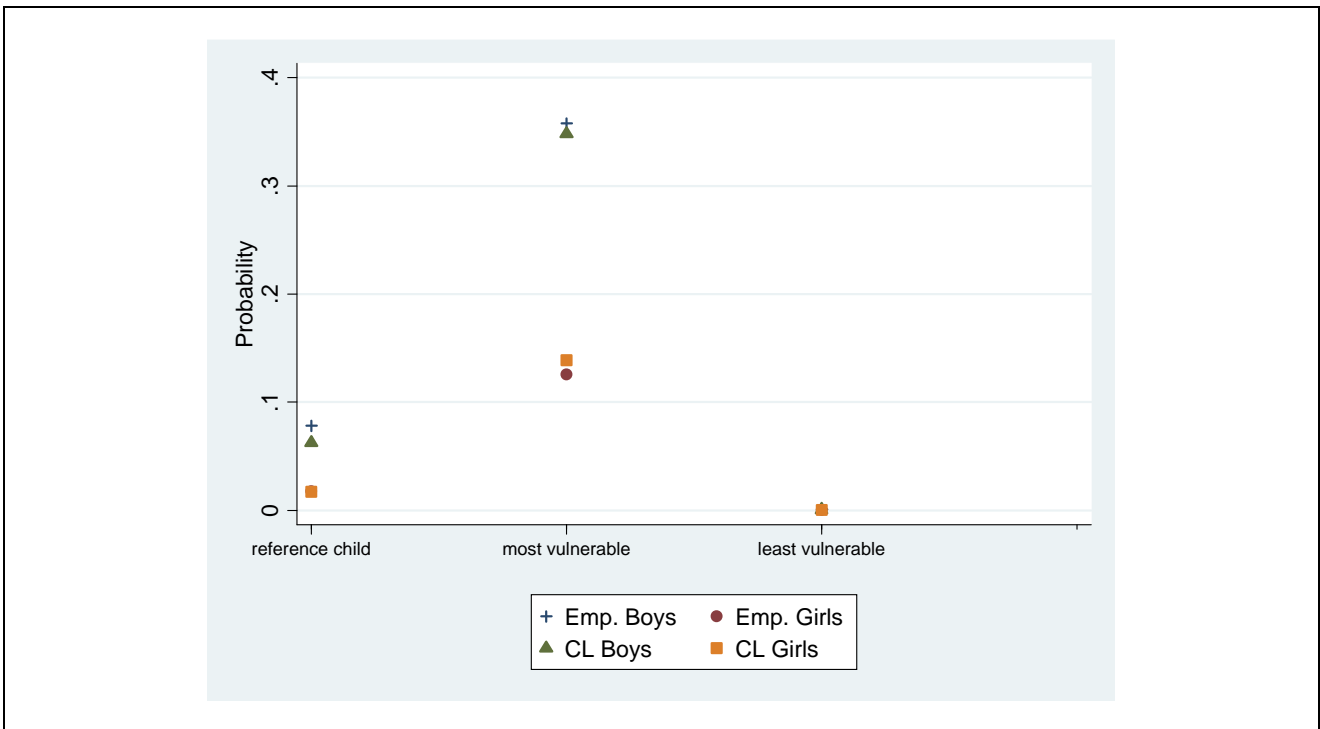
**Figure 5-8: Predicted probability of employment and child labour for children, ages 5-17, by sex and exposure to community-wide and household-specific shocks**



As a final exercise, we investigate the effect of a combination of variables on the probabilities of child labour and employment. We do so by defining a most vulnerable child and least vulnerable child based on the combination of variables that raises vs. lowers the probability of employment the most. The most vulnerable child is defined as an 11 year-old with parents of average age, but now his parents each have zero years of schooling, belong to the lowest wealth quintile, live in rural Upper Egypt. His/her household owns 4,000 square meters of land (one acre), one large animal, one small animal and 12 chicken. Finally his/her household experienced both a generalized and a specific household shock. The least vulnerable child is also 11 years of age with parent of mean age, but his parents have 16 years of education each, they belong to the upper wealth quintile and live in one of the urban governorates. They own no land or animals and have not experienced either a generalized or a specific shock. Figure 5-9 shows the predicted probability for each of these children compared to the reference child described in footnote 9 above. The most vulnerable 11-year old boy has probabilities of employment and child labour that are close to 36% compared to nearly 0% for the least vulnerable boy. Similarly, the most vulnerable girl has probabilities of 13% compared to also 0% for the least vulnerable girl. These results underscore the large variation in exposure to child labour that can be explained using the relatively small set of circumstances we were able to measure.



**Figure 5-9: Predicted probability of employment and child labour for children for the least and most vulnerable children, ages 5-17, by sex**



## 6. Conclusions and policy implications

Our analysis has shown that the majority of children in child labour in Egypt (about 52%) work as unpaid family workers on their own family's farm. Our results show that the ownership of land and of farm animals is a significant sources of demand for the employment of children and do significantly increase the probability that the children will work. This kind of work is considered child labour because working conditions on the farm involves working in dusty conditions, sometime exhausting work, bending for long periods, working with no toilet facilities present, and possibly working with chemicals, such as fertilizers and pesticides. All these conditions are considered hazardous and therefore qualify the employment to be hazardous and qualify the employed child to be engaged in child labour. Another 10% or so of children in child labour work as unpaid family workers in their own family's non-farm enterprise.

Children's work on their own family's farm or non-farm enterprise can have some important benefits for children, including being trained to eventually take over those farms or enterprises and learning a trade or a profession. However, it is important to address its harmful aspects by raising the parents' awareness about the hazards for children of farm work or work in a family business, in an attempt to reduce or eliminate these hazards. In particular, it is important to make farming families aware of the dangers of working with agricultural chemicals and of work involving exhaustion or bending for long periods of time.

About 30% of employed children are working in hazardous industries (7.7%), such as mining and construction, or hazardous occupations (1.7%), or for long hours (20%). These children are clearly more vulnerable and their situation needs to be addressed with a combination of better legislation, better enforcement of existing legislation, and social programs to address the conditions that led their families to put them to work in the first place. Our findings indicate that parents' lack of education, poverty, and households being exposed to both specific and community shocks significantly raise the probability of child labour. As education levels among Egyptian young adults rise, we can expect that rates of child labour to further come down. However, the results also emphasize the need for policies that reduce overall poverty levels by creating productive and decent employment for adults and that build social safety nets to protect families from falling into poverty as a result of either specific or community-wide shocks.



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### A.1. Introduction

The Central Agency for Public Mobilization and Statistics (CAPMAS) fielded the 2010 Child Labour Survey (CLS) in April 2010 based on the sample design described in this report.

Egypt's CLS was conducted with the technical and financial support from the ILO's Statistical Information and Monitoring Program on Child Labour (SIMPOC). The CLS is an extremely useful instrument for identifying the magnitude and nature of child labour in a country. Not only did implementation of the CLS in Egypt aim to support the development of national and sub-national estimates of the extent and evolution of child labour and its basic characteristics, it was also designed to facilitate the identification of the underlying causes and consequences of child labour in Egypt with regard to associated socio-economic characteristics.

Following this introduction, this report is divided into the following sections: Survey Objectives; Summary of Sample Design; CLS Sample Design Parameters; Outline of the CAPMAS Master Sample Design; CLS Sample Size Determination; Stratification and Sample Allocation; CLS Sample Selection; and CLS Estimation Procedures.

### A.2. Survey objectives

The overall objective of conducting the CLS in Egypt was to generate quantitative and qualitative data on the labour market and children's activities, including schooling as well as economic and non-economic activities. Information was generated through interviews with heads of households and children aged 5-17.

As stated in the project document, the CLS aimed specifically to:

- a) Collect information on the character, nature, scale and causes of child labour in Egypt and identify working conditions and their effects on the health, education and normal development of working children.
- b) Strengthen CAPMAS's capacity to collect quantitative information critical for planning actions against child labour in Egypt
- c) Establish a quantitative information system (database) on child labour that will be updated on a regular basis as new information becomes available through additional surveys and administrative records.
- d) Provide a comprehensive analysis of the state of working children in Egypt by identifying priority groups and patterns and analysing working conditions and their effects on children in order to produce inputs towards developing policies and action programs for the elimination of child labour.
- e) Produce, present and disseminate among the Government, employers' and workers' organizations, NGOs and the general public a comprehensive National Report on Child Labour in Egypt, giving the highlights of the statistical findings and results of in-depth analysis, thereby enhancing the knowledge and understanding required to promote a sustainable, multi-disciplinary campaign against child labour involving all key stakeholders.

- f) Integrate data from Egypt into the ILO's child labour database.

### **A.3. Summary of sample design**

The 2010 Egypt CLS was based on a designed sample of 30,000 households with children between the ages of 5-17 years. The sample was disproportionately allocated over seven strata: 1-Urban Governorates; 2-Urban Lower Egypt; 3-Urban Upper Egypt; 4-Urban Frontier Governorates; 5-Rural Lower Egypt; 6-Rural Upper Egypt; and 7-Rural Frontier Governorates. A Master Sample developed by CAPMAS in early 2010 was used to select the CLS sample. In order to prepare the Master Sample, information was collected to allow for the explicit stratification of Primary Sampling Units (PSUs) according to the number of households with potential working children (i.e. those actually working plus those not attending school). PSUs with larger numbers of households with potential working children were over-sampled so as to facilitate the detection of a sizable number of working children by the survey.

The CLS sample was selected in two stages. In the first stage, 1,500 PSUs were selected from the Master Sample using equal probability sampling. In the second stage, 22 households were selected from each of the selected PSUs. Because the Master Sample was developed shortly (only 2 months) before the CLS was fielded, there was no need to update the household lists of the sample PSUs used to select the household sample.

The final sampling rate is composed of four components: 1- The sampling rate of the Master Sample, selected using Probability Proportional to Size (PPS); 2- The sampling rate of the first sampling stage of the CLS, selected using equal probability, 3- The sampling rate of the final (household) stage of the CLS, also selected using equal probability; and 4- The non-response adjustment rate.

### **A.4. CLS Sample Design Parameters**

The survey sample design was based on the following parameters:

- a) The sample must produce highly precise estimates of child labour at the national level.
- b) The sample must produce reasonably precise estimates of child labour at the primary stratum level.
- c) Cluster sizes must be determined in such a way as to maintain a balance between precision and the requirements of fieldwork.
- d) The survey population is comprised of households with at least one child aged 5-17 years.

### **A.5. Outline of the CAPMAS Master Sample Design**

CAPMAS's standard practice is to develop a new Master Sample following the release of the results of a new population census and to use this updated Master Sample in the selection process of all inter-censal surveys. The Master Sample is large enough to accommodate several surveys, some of which may be carried out simultaneously, without overburdening the respondents. The largest ever Master Sample (more than one million households) was developed by CAPMAS following the release of the final results of the 2006 population census. The 2010 CLS sample was selected from a Master Sample developed by CAPMAS in early 2010.

The Master Sample treats each Enumeration Area (EA) as a Primary Sampling Unit (PSU). The 2010 Master Sample contains 5,024 EAs, with an average size of about 200 households. It was selected using PPS, with the number of households in the EAs of the census taken as the Measure of Size (MOS), and it was allocated proportionally among governorates and their urban/rural components (Table 1), making it relatively self-weighting. Moreover, prior to selection, the sampling frame was ordered by proximity in a serpentine fashion in order to insure a proportionally balanced geographic distribution.

Since the 2010 Master Sample was fielded during the preparation for the CLS, it was judged useful to collect additional information with special relevance to the CLS as part of the master sample household list. This included information on the number of children 5-17 in a household, the number of working children 5-17, and the number of out-of-school children 5-17, which was used to further stratify the master sample for the purpose of over-sampling the EAs with larger numbers of potential working children (those actually working plus those out of school). Moreover, by identifying households without children aged 5-17, these households could be eliminated from the Master Sample.

Prior to fielding the CLS, listing studies (quick counts) were conducted in each of the selected EAs in order to construct an updated list of households, and the data obtained was transferred to an electronic environment, which greatly facilitated the subsequent selection of samples from the Master Sample.

The probability of selection of the Master Sample is defined as follows:

$$P_{\alpha} = \frac{\lambda M_{\alpha}}{\sum_{\alpha} M_{\alpha}}$$

Where,  $\lambda$  is the number of sample PSUs selected from the stratum, and

$M_{\alpha}$  is the measure of size (number of households) in the  $\alpha^{\text{th}}$  PSU.

**Table 1: Allocation of the master sample among governorates and urban/rural components**

Governorate name	Governorate code	Urban	Rural	Total
Cairo	1	516	0	516
Alexandria	2	310	0	310
Port Said	3	50	0	50
Suez	4	50	0	50
Helwan	5	87	32	119
Sixth October	6	53	126	179
Domiat	11	32	50	82
Dakahlia	12	104	262	366
Sharqiah	13	87	278	365
Kalyobiah	14	138	164	302
Kafr El Sheikh	15	43	135	178
Garbia	16	91	197	288
Menofia	17	47	175	222
Behira	18	64	252	316
Ismaelia	19	31	35	66
Giza	21	214	18	232



Governorate name	Governorate code	Urban	Rural	Total
BeniSuef	22	36	107	143
Fayom	23	39	123	162
Menia	24	53	210	263
Asuit	25	58	153	211
Suhag	26	51	186	237
Qena	27	41	142	183
Aswan	28	33	45	78
Luxor	29	14	15	29
Red Sea	31	17	1	18
New Valley	32	6	7	13
Matrouh	33	13	5	18
North Sinai	34	13	8	21
South Sinai	35	4	3	7
<b>Total</b>		<b>2295</b>	<b>2729</b>	<b>5024</b>

#### A.6. CLS sample size determination

Due to the very low prevalence of working children among the overall population, a large sample is required to accurately measure the phenomenon. Given that previous surveys in Egypt suggested the ratio of working children to be close to 2.5 percent, a Simple Random Sample (SRS) of approximately 15,000 children aged 5-17 years would allow for the calculation of a national estimate of working children within a relative error of 10% at a 95% confidence level. Further, taking into consideration the design effect ( $deff=2$ ), a multistage cluster sample was estimated to require 30,000 children aged 5-17. In other words, the CLS would require a sample of 30,000 households selected from among those households with children aged 5-17. (Considering that households without children aged 5-17 were eliminated from the sample, it is more than likely that a sample size of less than 30,000 households would have been sufficient to provide precise estimates at the national level. However, to ensure accuracy at both the national and sub-national/primary stratum levels, a sample size of 30,000 households was maintained.) It was determined that meeting the needs of both precision and field operations would require 1,500 EAs with a cluster size of 20 households. In order to account for possible non-response, this cluster size was increased by 10% (2 households).

#### A.7. Stratification and sample allocation

The Master Sample frame underwent two processes of explicit stratification. The first process involved stratification according to major geographic regions, whereas the second process involved further stratification according to the number of households with potential working children in each EA.

##### A.7.1. Primary stratification: major geographic regions

Primary stratification was used to organize the Master Sample frame according to the major geographic regions in Egypt for which survey estimates were sought, as follows: (1) Urban Governorates; (2) Urban Lower Egypt; (3) Urban Upper Egypt; (4) Urban Frontier Governorates; (5) Rural Lower Egypt; (6) Rural Upper Egypt; and (7) Rural Frontier Governorates. Components of each primary stratum (See Table 1) are given below:

- 1) Urban Governorates: Cairo, Alexandria, Port Said, Suez, Helwan, Sixth of October.
- 2) Urban Lower Egypt: the urban areas of the governorates from Domiat to Ismaelia.
- 3) Urban Upper Egypt: the urban areas of the governorates from Giza to Luxor.
- 4) Urban Frontier Governorates: the urban areas of the governorates from Red Sea to South Sinai.
- 5) Rural Lower Egypt: the rural areas of the governorates from Domiat to Ismaelia.
- 6) Rural Upper Egypt: the rural areas of the governorates from Giza to Luxor.
- 7) Rural Frontier Governorates: the rural areas of the governorates from Red Sea to South Sinai.

Table 2 shows the distribution of EAs in the Master Sample and the CLS sample among the primary strata as well as the sampling rate for each primary strata. As the table shows, the sample was disproportionally allocated over the seven strata, with Urban Upper Egypt oversampled (because of the more heterogeneous nature of children’s work in urban areas as compared to rural areas), Rural Lower Egypt under sampled (because of the great homogeneity of children’s work in rural areas, which is largely agricultural), and all EAs in both urban and rural area of the Frontier Governorates sampled (due to the small number of EAs in these areas).

**Table 2: Allocation of the master sample and the CLS sample over primary strata**

Primary stratum	Master Sample of EAs	CLS Sample size of EAs	Sampling Rate for Primary Stratum
Urban Governorates	924	283	0.31
Urban Lower Egypt	777	244	0.31
Urban Upper Egypt	539	226	0.42
Urban Frontier Governorates	53	53	1.00
Rural Lower Egypt	1706	356	0.21
Rural Upper Egypt	999	314	0.31
Rural Frontier Governorates	24	24	1.00
<b>Total</b>	<b>5022*</b>	<b>1500</b>	<b>0.30</b>

(\*) Two EAs were not processed at the time of the CLS Sample selection.

#### **A.7.2. Secondary stratification: numbers of households in an EA with potential working children**

Secondary stratification was used to organize the Master Sample frame according to the number of households with potential working children in each EA so that EAs with higher numbers of households with potential working children might be oversampled in order to detect as many working children as possible. This process was facilitated by a listing survey conducted prior to the CLS designed to improve the survey design by eliminating all houses found to contain no children aged 5-17 years from the Master Sample frame.

The listing form used to update the Master Frame included questions designed to identify whether or not households had working children aged 5-17 years and/or potentially working children aged 5-17 years, i.e., children not working, but not attending school, either.

Table 3 shows the distribution of the Master Sample according to primary and secondary strata. As the table shows, PSUs with larger numbers of households with potential working

children were over-sampled so as to facilitate the detection of a sizable number of working children by the survey. (It should be noted that in order to further increase oversampling, the secondary strata '7+' was further divided into two sub-strata, '7-29' and '30+' for the primary strata Rural Lower Egypt and Rural Upper Egypt, two regions expected to have comparatively high numbers of working and/or potentially working children.

**Table 3: Distribution of the master sample of EAs according to primary strata (major geographic region) and secondary strata (number of households with potential working children in an EA)**

Primary strata	Secondary strata				Total
	0	1-6	7-29	30+	
Urban Governorates	384	372		168	924
Urban Lower Egypt	294	344		139	777
Urban Upper Egypt	187	245		107	539
Urban Frontier Governorates	26	17		10	53
Rural Lower Egypt	401	708	507	90	1706
Rural Upper Egypt	166	316	407	110	999
Rural Frontier Governorates	7	11		6	24
<b>Total</b>	<b>1465</b>	<b>2013</b>		<b>1544</b>	<b>5022*</b>

(\*) Two EAs were not processed at the time of the CLS Sample selection.

By allocating the CLS sample over the sub-strata defined by the intersection of primary and secondary strata (Table 4), secondary strata with higher numbers of households with potential working children could be oversampled while still maintaining the overall geographic distribution of the sample shown in Table 2.

**Table 4: Distribution of the CLS sample EAs according to primary strata (major geographic region) and secondary strata (number of households with potential working children in an EA)**

Primary strata	Secondary strata				Total
	0	1-6	7-29	30+	
Urban Governorates	28	87		168	283
Urban Lower Egypt	24	81		139	244
Urban Upper Egypt	23	96		107	226
Urban Frontier Governorates	26	17		10	53
Rural Lower Egypt	36	71	159	90	356
Rural Upper Egypt	31	63	110	110	314
Rural Frontier Governorates	7	11		6	24
<b>Total</b>	<b>175</b>	<b>426</b>		<b>899</b>	<b>1500</b>

#### A.8. CLS sample selection

The CLS sample was selected in two stages. (NOTE: In fact, the final CLS sampling rate may be considered to be composed of four components: 1- The sampling rate of the Master Sample – selection of which may be considered to be the 'real first stage' of the CLS sample selection procedures – selected using Probability Proportional to Size; 2- The sampling rate of the

first sampling stage of the CLS, selected using equal probability, 3- The sampling rate of the final household stage of the CLS, also selected using equal probability; and 4- The non-response adjustment rate. In addition, sample weights were used to generate survey estimates.) In the first stage, 1,500 EAs (PSUs) were selected from the Master Sample using equal probability sampling. In this stage, a separate sample of EAs was systematically selected using equal probability from the substrata of the Master Sample defined by the intersection of primary and secondary strata, as described above. With reference to Table 5, full enumeration of the Master sample EAs has been carried out in eleven substrata, and sampling is done in twelve substrata. For the purpose of introducing implicit stratification, the sampling frame was first sorted by governorate and then within each governorate, EAs were sorted by number of households with working and/or potentially working children. In the second stage, a non-compact cluster of 22 households was systematically selected from each EA selected in the previous sampling stage, regardless of the probability of the selection of the EA. Implicit stratification was introduced by sorting the household list using a binary variable indicating whether or not the household had potential working children. As mentioned above, the 10% increase in cluster size (2 households) over the effective size identified (20 households) was designed to compensate for potential non-responses in order to ensure that the sample did not fall much lower than the design of 30,000 households.

**Table 5: Selection probabilities of the cells defined by the intersection of primary and secondary strata**

Primary strata	Secondary strata				Total
	0	1-6	7-29	30+	
Urban Governorates	0.072917	0.233871		1	0.306277
Urban Lower Egypt	0.081633	0.235465		1	0.314028
Urban Upper Egypt	0.122995	0.391837		1	0.419295
Urban Frontier Governorates	1	1		1	1
Rural Lower Egypt	0.089776	0.100282	0.313609	1	0.208675
Rural Upper Egypt	0.186747	0.199367	0.27027	1	0.314314
Rural Frontier Governorates	1	1		1	1
<b>Total</b>	<b>0.119454</b>	<b>0.211624</b>		<b>0.582254</b>	<b>0.298686</b>

Because the Master Sample was developed shortly (only 2 months) before the CLS was fielded, there was no need to update the household lists of the sample PSUs used to select the household sample.

## A.9. Estimation procedures

### A.9.1. Weighting procedures

Ensuring that the sample estimates from the CLS 2010 are representative of the survey population required multiplying the data by a sampling weight, or expansion factor. The basic weight for each sample household is equal to the inverse of its probability of selection (calculated by multiplying the probabilities at each sampling stage). The overall probability of selection for sample households can be expressed as follows:

$$P_{\alpha\beta h} = P_{\alpha}^1 \times P_{\alpha h}^2 \times p_{\beta|\alpha h}$$

where:

$p_{\alpha\beta h}$  : Probability of selection of the  $\beta^{th}$  household from the  $\alpha^{th}$  EA within the substratum h (the substratum h is defined by the intersection of primary and secondary strata),

$p_{\alpha}^1$  : Probability of selection of the  $\alpha^{th}$  EA in the Master Sample (as shown in Section 5)

$p_{ch}^2$  : Probability of selection of the  $\alpha^{th}$  EA from the substratum h of the Master Sample, given that it has been selected from the Master Sample, as shown in Table 5 above.

$P_{\beta|ch}$  : Probability of selection of the  $\beta^{th}$  household from the  $\alpha^{th}$  EA, given the  $\alpha^{th}$  EA has been selected from the substratum h,

$P_{\beta|ch} = \frac{22}{M_{ch}}$ , where  $M_{ch}$  is the number of households with children aged 5-17 in the  $\alpha^{th}$  EA drawn from the substratum h.

The basic sampling weight, or expansion factor, was calculated as the inverse of the probability of selection, as follows:

$$W_{\alpha\beta h} = \frac{1}{p_{\alpha\beta h}},$$

where:

$W_{\alpha\beta h}$  : Basic weight for the  $\beta^{th}$  sample household in the  $\alpha^{th}$  EA drawn from substratum h

Because two of the 5024 EAs were not used in the sample selection, the basic weight was adjusted in order to obtain accurate estimates for the overall population using the following formula:

$$adj(W_{\alpha\beta h}) = a \times \frac{1}{p_{\alpha\beta h}},$$

where:

$$a = \frac{\text{number.of.households.with.children.aged.5-17.years.in.the.5024.EAs}}{\text{number.of.households.with.children.aged.5-17.years.in.the.5022.EAs}}$$

Further adjustment was performed at the EA level to account for non-response. Thus, the final weight ( $W'_{\alpha\beta h}$ ) for the sample households in the  $\alpha^{th}$  EA within the  $h^{th}$  substratum can be expressed as follows:

$$W'_{\alpha\beta h} = adj(W_{\alpha\beta h}) \times \frac{m_{ch}}{m_{ch}}$$

where:

$m_{ch}$  : Total number of eligible sample households selected in the  $\alpha^{th}$  EA within the  $h^{th}$  substratum

$m'_{ch}$  : Total number of interviewed sample households selected in the  $\alpha^{th}$  EA within the  $h^{th}$  substratum

### A.9.2. Survey estimates

The following formula was used to calculate total numbers for the most common survey estimates:

$$\hat{Y} = \sum_{h=1}^L \sum_{\alpha=1}^{n_h} \sum_{\beta=1}^{m_{\alpha}} W'_{ch} y_{\alpha\beta h} ,$$

where:

L : Number of substrata (23)

$y_{\alpha\beta h}$  : Value of variable y for the  $\beta^{th}$  sample household in the  $\alpha^{th}$  EA within the  $h^{th}$  substratum

The following formula was used to calculate ratios for the most common survey estimates:

$$\hat{R} = \frac{\hat{X}}{\hat{Y}} ,$$

where  $\hat{Y}$  and  $\hat{X}$  are estimates of totals for variables y and x, respectively, calculated as specified previously.

Means and proportions are two types of ratios relevant to clustered designs. With means, a variable Y, in the denominator of the ratio, is defined as equal to 1 for each element so that the denominator is the sum of the weights. With proportions, the variable Y in the denominator is also defined as equal to 1 for all elements, and the variable X in the numerator is binomial and is defined as equal to either 0 or 1, depending on the absence or presence, respectively, of a specified attribute in the observed element.

### A.9.3. Variance estimation procedures

Variance was calculated using the software STATA using the following formula:

Variance of r was calculated as follows:

$$\text{var}(r) = \sum_h (1 - f_h) \frac{m_h}{m_h - 1} \sum_i \left[ z_{hi} - \frac{z_h}{m_h} \right]^2$$

$$z_{hi} = \frac{1}{X} (y_{hi} - r \cdot x_{hi}) \text{ and } r_h = \sum_i z_{hi}$$

Where:

h: strata (h:1.....L)

$m_{hi}$  : Total number of selected clusters in  $h^{\text{th}}$  strata

$y_{hi}$  : Total weighted value of variable y in  $i^{\text{th}}$  cluster and h .strata

$x_{hi}$  : Total (weighted) observation of variable x in  $i^{\text{th}}$  cluster and  $h^{\text{th}}$  strata.

f: Sampling rate







## Appendix C: List of hazardous occupations defined by Ministerial Decree No. 118 of 2003 of the Ministry of Manpower and Migration

- 1) Underground work in mines and quarries, and all work connected with extraction of metals and stones.
- 2) Work in furnaces provided for melting, refining or producing metallurgical materials and dangerous substances.
- 3) Work in which mercury and its compounds are used.
- 4) Work in the explosives industry and in related industries.
- 5) Glass melting and ripening.
- 6) All kinds of welding.
- 7) Production of alcoholic drinks and spirits and the like.
- 8) Work with paints, the composition of which comprises solvents and dangerous substances.
- 9) Treatment, preparation and storage of ash comprising lead and extraction of silver from lead.
- 10) Production of tin and metallurgical compounds comprising lead compounds.
- 11) Production of lead monoxide (golden litharge) or yellow lead oxide, lead dioxide, lead carbonate, orange lead oxide, and lead sulphate, chromate, and ingots.
- 12) Mixing and kneading processes in the manufacture and repair of electric batteries.
- 13) Cleaning the workshops where the processes listed in points 9, 10, 11 and 12 are carried out.
- 14) Running or monitoring large capacity engines or motorized machinery.
- 15) Carrying out maintenance, clean-up and repair operations for these engines or motorized machinery during their operation.
- 16) Production of asphalt and its derivatives.
- 17) Exposure to petroleum or products comprising petroleum.
- 18) Work in tanneries.
- 19) Work in depositories of fertilizers extracted from stool materials, animal dung, bones, blood, or poultry waste, and depots and stores of dangerous materials and waste.
- 20) Skinning and cutting of animals, scalding them and melting their grease.
- 21) Work in the rubber industry.
- 22) The transport of passengers by land, railways, or internal waterways.
- 23) Loading and unloading of goods in docks, on platforms, in ports and in storage warehouses.
- 24) Stacking cotton seeds in ship holds.
- 25) Using adhesive substances in the leather processing industries.
- 26) Production of coke from animal bones, including the sorting out of bones before burning them.
- 27) Working as stewards in places of entertainment.
- 28) Working in establishments that sell alcoholic drinks, such as bars.
- 29) Working in front of furnaces in warehouses.
- 30) Work in petroleum and petrochemical refineries.
- 31) Work in cement and refractory industries.
- 32) Working in refrigeration.
- 33) Work in the production of oils by mechanical means.
- 34) Cotton pressing.

- 35) Work in workshops and factories for filling canisters and containers with compressed gases.
- 36) Work in textile bleaching, dyeing, and printing operations.
- 37) Lifting, dragging, or pushing weights if they exceed those indicated in the following table:

<b>Gender</b>	<b>Weights that can be lifted</b>	<b>Weights pushed on rails</b>	<b>Weights driven on a one-wheel or two-wheel cart</b>
Male	10kg	300kg	Juveniles may not be employed therein
Female	7kg	150kg	Juveniles may not be employed therein

- 38) Work on high voltage towers or within the range of these towers.
- 39) Preparing, readying, spreading, and spraying agricultural pesticides.
- 40) Work on the production of plastics from plastic wastes and burning plastics.
- 41) Work on the production of glue.
- 42) Work in the manufacture and testing of tobacco and tobacco products.
- 43) Work involving diving.
- 44) Work at dangerous elevations.

**Appendix D: National Child Labour Survey 2010 Questionnaire**

**CAPMAS**

**Ministry of Manpower & Migration**

**ILO**

PSU No.

No. of HH. In PSU

HH No. in the Sample Frame

**NATIONAL CHILD LABOUR SURVEY 2010**

**GENERAL INFORMATION**

Governorate

Kism/Markaz

/city/ villageShiakha

1- Urban 2- Rural

HH. number on governorate level

HH No. on the level of Shiakha / village

Street name/ Bolok No..... :

Building Number..... :

Name of HH. Head ..... HONE No.

MOBILE NUMBER

Item	Males	Females	Total
Number of persons in household			
Number of children (5-17)			

If Additional Questionnaires used indicate additional number

This research data is confidential and used only for research purposes

**CAPMAS****Ministry of Manpower & Migration****ILO**PSU No. No. of HH. In PSU 

HH No. in the Sample Frame

**NATIONAL CHILD LABOUR SURVEY2010****GENERAL INFORMATION**Governorate Kism/Markaz /city/ villageShiakha 1- Urban 2- Rural HH. number on governorate level HH No. on the level of shiaka/village 

Street name/ Bolok No..... :

Building Number..... :

Name of HH. Head .....HONE No. MOBILE NUMBER **INTERVIEWER VISITS****( \* ) RESULT CODES**

Number of visit	Date of visit	Time of visit		RESULT CODES	1-Completed 2-Completed partially (mention reason) 3- No household members at home or no competent respondent 4- Entire Household absent for extended period of time 5- Dwelling destroyed 6- address not a dwelling 7- Refused 8- Dwelling not found 96- Other (Specify).....
		From	To		
First visit	/ /				
Second visit	/ /				
Third visit	/ /				

Number of persons |n household Number of children (5-17)

Workers	Name	signature
supervisor..... <input type="text"/> <input type="text"/>	.....	.....
Interviewer..... <input type="text"/> <input type="text"/> :	.....	.....
Field editor..... <input type="text"/> <input type="text"/> :	.....	.....
Office editor..... <input type="text"/> <input type="text"/> :	.....	.....
Coder <input type="text"/>		
Data entry..... <input type="text"/> <input type="text"/> :	.....	.....
<b>If Additional Questionnaires used indicate additional number</b> <input type="checkbox"/>		

**Section I:**

**Household Composition and Characteristics for All Household Members**

Person's serial number in household	Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household?  <i>(A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage) and not all those related in the same house or compound are necessarily of the same household)</i>	Which household member provided information the individual (write serial number from A1)	What is (NAME)'s relationship to head of the household  1. Household Head 2. Spouse 3. Son / Daughter 4. Daughter-in-law / son-in-law 5. Grandchild 6. Father/ Mother 7. Brother/Sister 8. Father/ Mother in-law 9.Servant (live-in) 10. Other relative 11. Non-relative	What is the sex of each of these individual household members ?  1. Male 2. Female	How old was (NAME) at (his/her) last birthday ?  <i>(In complete d years)</i>	Indicate With "1" if person is between 5-17 years old, "0" otherwise	What is (NAME)'s marital status (for persons 18 years or above)  0 under age 1. Single or never married 2. Married contract 3. Married civil/religious 4. Divorced 5. Widowed 6. Married but separated	For all household members		
								Please indicate (NAME) 's serial number .  <i>(Write 95 if absent or not applicable)</i>		
								Spouse  <i>(if applicable and s/he is among the household members)</i>	Natural Mother  <i>(if she is among the household members)</i>	Natural Father  <i>(if he is among the household members)</i>
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
01		_ _	_ _	_	_ _	_	_	_ _	_ _	_ _

02										
03										
04										
05										
06										
07										
08										



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

Section II:		Educational Attainment for <u>All Household Members</u> aged 5 and above							
Serial No in A1		_ _	_ _	_ _	_ _	_ _	_ _	_ _	Skip To Question
Name of household member →									
Age of household member →		_ _	_ _	_ _	_ _	_ _	_ _	_ _	
1. A12. Can (NAME) read and write a short, simple statement with understanding in any language?									
1. Yes.....	1	1	1	1	1	1	1	1	
2. No.....	2	2	2	2	2	2	2	2	
2. A13. Is (NAME) attending school or pre-school during the current school year?									
1. Yes.....	1	1	1	1	1	1	1	1	→A14
2. No.....	2	2	2	2	2	2	2	2	→A15

A14. What is the level of school and grade that (NAME) is attending?		L	G	L	G	L	G	L	G	L	G	L	G	L	G	L	G
<i>Level: (L) Grade: (G)</i>																	
1.	Pre-school*.....	1	_	1	_	1	_	1	_	1	_	1	_	1	_	1	_
2.	Primary.....	2	_	2	_	2	_	2	_	2	_	2	_	2	_	2	_
3.	preparatory.....	3	_	3	_	3	_	3	_	3	_	3	_	3	_	3	_
4.	Secondary- general.....	4	_	4	_	4	_	4	_	4	_	4	_	4	_	4	_
5.	Secondary-Technical.....	5	_	5	_	5	_	5	_	5	_	5	_	5	_	5	_
6.	Above intermediate.....	6	_	6	_	6	_	6	_	6	_	6	_	6	_	6	_
7.	University or higher.....	7	_	7	_	7	_	7	_	7	_	7	_	7	_	7	_
8.	Non standard curriculum*...	8	_	8	_	8	_	8	_	8	_	8	_	8	_	8	_
9.	Don't now.....	9	_	9	_	9	_	9	_	9	_	9	_	9	_	9	_

A18

A16

put zero in grade in case of 1,8

Serial No in A1	_	_	_	_	_	_	_	_	Skip To Question
Name of household member →									
Age of household member →	_	_	_	_	_	_	_	_	

3. A15. Has (NAME) ever attended school?																			→A16 →A17
	1.	Yes.....	1		1		1		1		1		1		1		1		
2.	No.....	2		2		2		2		2		2		2		2			
A16.What is the highest level of school and grade that (NAME) has attended and completed successfully?  Level: (L) Grade: (G)			G	L	G	L	G	L	G	L	G	L	G	L	G	L	G	} A18	
	1.	Pre-school*.....	1	_	1	_	1	_	1	_	1	_	1	_	1	_	1		_
	2.	Primary.....	2	_	2	_	2	_	2	_	2	_	2	_	2	_	2		_
	3.	preparatory.....	3	_	3	_	3	_	3	_	3	_	3	_	3	_	3		_
	4.	Secondary- general.....	4	_	4	_	4	_	4	_	4	_	4	_	4	_	4		_
	5.	Secondary-Technical.....	5	_	5	_	5	_	5	_	5	_	5	_	5	_	5		_
	6.	Above intermediate.....	6	_	6	_	6	_	6	_	6	_	6	_	6	_	6		_
	7.	University or higher.....	7	_	7	_	7	_	7	_	7	_	7	_	7	_	7		_
	8.	Non standard curriculum* ...	8	_	8	_	8	_	8	_	8	_	8	_	8	_	8		_
	9.	Don't know	9	_	9	_	9	_	9	_	9	_	9	_	9	_	9		_

A17. What is/was the main reason why (NAME) has never attended school?										
(Read each of the following options and circle the most appropriate option)										
1. Too young .....	01	01	01	01	01	01	01	01	01	} A18
2. Disabled/ illness.....	02	02	02	02	02	02	02	02	02	
3. No school/school too far.....	03	03	03	03	03	03	03	03	03	
4. Cannot afford schooling.....	04	04	04	04	04	04	04	04	04	
5. Family did not allow schooling...	05	05	05	05	05	05	05	05	05	
6. Not interested in school.....	06	06	06	06	06	06	06	06	06	
7. Education not considered valuable.	07	07	07	07	07	07	07	07	07	
8. School not safe.....	08	08	08	08	08	08	08	08	08	
9. To learn a job.....	09	09	09	09	09	09	09	09	09	
10. To work for pay .....	10	10	10	10	10	10	10	10	10	
11. To work as unpaid worker in family business/farm .....	11	11	11	11	11	11	11	11	11	
12. Help at home with household chores.....	12	12	12	12	12	12	12	12	12	
13. I haven't birth certificate	13	13	13	13	13	13	13	13	13	
96. Other.....	96	96	96	96	96	96	96	96	96	
<b>Other (specify)</b>										

\* put zero in grade in case of 1,8

**Section III:**

**Current Economic Activity Status of All Household Members (5 and above) during the reference week**

Serial No in A1	_____	_____	_____	_____	_____	_____	_____	_____	Skip To Question
Name of household member →									
Age of household member →	_____	_____	_____	_____	_____	_____	_____	_____	
<b>A. Employment</b>									
A18 Did (NAME) engage in any work at least one hour during the past week? <i>(As employee, self employed, employer or unpaid family worker)</i>									
1. Yes.....	1	1	1	1	1	1	1	1	→A21
2. No.....	2	2	2	2	2	2	2	2	→A19
<b>A19. During the past week did (NAME) do any of the following activities, even for only one hour?</b> <i>(Read each of the following questions until the first affirmative response is obtained)</i>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	
<b>(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners?</b> <i>Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining, production of ghee, butter, cheese etc.</i>	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
<b>(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?</b> <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing working in quarries, tanneries.</i>	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	

(c) Do any work as a domestic worker for a wage, salary or any payment in kind?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	If any "YES" → A21  Otherwise →A20
(d) Help unpaid in a household business of any kind? (Don't count normal housework.) <i>Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.</i>	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? <i>Examples: ploughing, harvesting, looking after livestock.</i>	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(h) Fetch water or collect firewood for household use?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(i) Produce any other good for this household use? <i>Examples: clothing, furniture, clay pots, etc.</i>	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	

Serial No in A1	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<b>A20. Even though (NAME) did not do any of these activities in the past week, does he/she have a job, business, or other economic or farming activity that he/she will definitely return to?</b>  <i>(For agricultural activities, the off season in agriculture is not a temporary absence.)</i>									
1. Yes.....	1	1	1	1	1	1	1	1	→ A21
2. No.....	2	2	2	2	2	2	2	2	→A33
<b>A21. Describe the main job/task (NAME) was performing e.g. carrying bricks; mixing baking flour; harvesting maize; etc.</b>  <i>("Main" refers to the work on which (NAME) spent most of the time during the week.)</i>									
Job/Task									
OCCUPATION CODE <i>For official use</i>	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
<b>A22. Describe briefly the main activity i.e. goods produced and services rendered where (NAME) is working.</b>									
Activity/Type									
INDUSTRY CODE <i>For official use</i>	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	

<b>A23. Where did (NAME) carry out his/her main work during the past week? (Read out responses below)</b>										
1.	At (his/her) family dwelling...	01	01	01	01	01	01	01	01	
2.	At dwelling for other.....	02	02	02	02	02	02	02	02	
3.	Client's place .....	03	03	03	03	03	03	03	03	
4.	Formal office .....	04	04	04	04	04	04	04	04	
5.	Factory / Atelier .....	05	05	05	05	05	05	05	05	
6.	Plantations / farm / garden.....	06	06	06	06	06	06	06	06	
7.	Construction sites.....	07	07	07	07	07	07	07	07	
8.	Mines / quarry.....	08	08	08	08	08	08	08	08	
9.	Shop / kiosk / coffee house / restaurant / hotel	09	09	09	09	09	09	09	09	
10.	Different places (mobile).....	10	10	10	10	10	10	10	10	
11.	Fixed market stall.....	11	11	11	11	11	11	11	11	
12.	In street.....	12	12	12	12	12	12	12	12	
13.	Pond/lake/river.....	13	13	13	13	13	13	13	13	
96.	Other.....	96	96	96	96	96	96	96	96	
Other (specify)										
<b>A24. During the past week, which of the following best describe (NAME) 's work situation at his/her main work? (Read out responses below)</b>										
1.	Employee.....	1	1	1	1	1	1	1	1	→A25
2.	Own account worker (His/her own business without employees) .....	2	2	2	2	2	2	2	2	
3.	Employer (His/her own business with employees)	3	3	3	3	3	3	3	3	→ A28
4.	Unpaid family worker.....	4	4	4	4	4	4	4	4	→ A30



Serial No in A1	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<b>A25. Has (NAME) been employed on the basis of</b>									
1. A written contract.....	1	1	1	1	1	1	1	1	
2. A verbal agreement.....	2	2	2	2	2	2	2	2	
8. Don't know.....	8	8	8	8	8	8	8	8	
<b>A26. Is (NAME)'s contract/agreement.....</b>									→A27 } A28
1. Limited duration.....	1	1	1	1	1	1	1	1	
2. Unlimited duration.....	2	2	2	2	2	2	2	2	
8. Don't know.....	8	8	8	8	8	8	8	8	
<b>A27. What is the duration of (NAME)'s contract/ agreement?</b>									
1. Less than 12 months.....	1	1	1	1	1	1	1	1	
2. 12-36 months.....	2	2	2	2	2	2	2	2	
3. More than 36 months	3	3	3	3	3	3	3	3	
8. Don't know.....	8	8	8	8	8	8	8	8	

A28. What is (Name's) average monthly cash income from the main work? (in local currency)	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	
Check A24! if A24=2 or 3 then skip to A30									
<p>A29. What other benefits does (NAME) usually receive in his/her main work?</p> <p>(Read each of the following questions and circle answers. Multiple answers are allowed)</p> <p>A. Weekly rest days....</p> <p>B. Medical expenses.....</p> <p>C. School expenses.....</p> <p>D. Assistance with schooling ...</p> <p>E. Paid sick leave.....</p> <p>F. Annual vacation....</p> <p>G. Free/subsidized accommodation.....</p> <p>H. Food/meal.....</p> <p>I. Paid leave .....</p> <p>J. Clothing.....</p> <p>K. Transportation .....</p> <p>U. Other .....</p> <p>X. Don't know</p> <p>Y. Nothing.....</p>	A	A	A	A	A	A	A	A	
Other (specify)									

Serial No in A1	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Skip To Question								
Name of household member →																	
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _									
<b>A30. In addition to (NAME)'s main work, did (NAME) do any other work during the past week?</b>																	
1. Yes.....	1	1	1	1	1	1	1	1									
2. No.....	2	2	2	2	2	2	2	2	1 2								
<b>A31. For each day worked during the past week how many hours did (NAME) actually work?</b>	M	O	M	O	M	O	M	O	M	O	M	O	M	O	M	O	
<i>Main: (M) Other: (O)</i>																	
1. Monday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _
2. Tuesday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _
3. Wednesday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _
4. Thursday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _
5. Friday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _
6. Saturday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _
7. Sunday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _

<b>TOTAL</b>	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<b>A32. At what age did (NAME) start to work for the first time in his/her life (As employee, own account worker, employed, employer or unpaid family worker)?</b>	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	<b>→A40</b>

<b>Serial No in A1</b>	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	<b>Skip To Question</b>
<b>Name of household member</b> →									
<b>Age of household member</b> →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	

B. Unemployment									Aged 5-9 years	Aged 10 years and over
<b>A33. Was (NAME) seeking work during the past week? (As employee, employer or own-account worker to establish his/her own business)</b>									} A37	→A34 →A35
1. Yes.....	1	1	1	1	1	1	1	1		
2. No.....	2	2	2	2	2	2	2	2	} A37	→A35
<b>A34. What steps did (NAME) take during the past four weeks to find work? (Mark at most 4 boxes)</b>										
A. Asked friend or relatives to find a job for him/her.	A	A	A	A	A	A	A	A		
B. Applied to the employment office/mediator	B	B	B	B	B	B	B	B		
C. Placed/answered job advertisements in newspaper	C	C	C	C	C	C	C	C		
D. Submitted job application .....	D	D	D	D	D	D	D	D		
E. Tried to obtain equipment, credit and/or a work place to establish his/her own business	E	E	E	E	E	E	E	E		
U. Other .....	U	U	U	U	U	U	U	U		
X. Don't know.....	X	X	X	X	X	X	X	X		
Y. Nothing.....	Y	Y	Y	Y	Y	Y	Y	Y		
Other (specify)										
<b>A35. Did (NAME) want to work during the past week?</b>										→A36 →A39
1. Yes.....	1	1	1	1	1	1	1	1		
2. No.....	2	2	2	2	2	2	2	2		
<b>A36. What is the main reason why (NAME) did</b>										

<b>not seek work during the past week?</b> <i>(Indicate the most important reason)</i>										
1. Found a job but waiting to start	01	01	01	01	01	01	01	01	01	
2. Works seasonally .....	02	02	02	02	02	02	02	02	02	
3. Tired of looking for work, believes no suitable work is available....	03	03	03	03	03	03	03	03	03	
4. Lacks employers` requirements (training, experience, qualification)	04	04	04	04	04	04	04	04	04	
5. Does not know where to search for a job	05	05	05	05	05	05	05	05	05	
6. Student (studying).....	06	06	06	06	06	06	06	06	06	
7. Family/parents/spouse does not allow.....	07	07	07	07	07	07	07	07	07	
8. Engaged in household chores.....	08	08	08	08	08	08	08	08	08	
9. Unable to work (illness, disability)	09	09	09	09	09	09	09	09	09	
10. Waiting hiring	10	10	10	10	10	10	10	10	10	
11. prefer male than female in hiring	11	11	11	11	11	11	11	11	11	
12. prefer female than male in hiring	12	12	12	12	12	12	12	12	12	
13. No social relations to help me to find chance in hiring	13	13	13	13	13	13	13	13	13	
14. Too young for work.....	14	14	14	14	14	14	14	14	14	
96. Other.....	96	96	96	96	96	96	96	96	96	
<b>Other (specify)</b>										

<b>Serial No in A1</b>									<b>Skip to Question</b>	
	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _		
<b>Name of household member</b> →									<b>Aged 5-9 years</b>	<b>Aged 10 years and over</b>
<b>Age of household member</b> →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _		

A37. If opportunity to work had existed, would (NAME) have been able to start work in the past week?										A41	→A38
1. Yes.....	1	1	1	1	1	1	1	1	1		→A39
2. No.....	2	2	2	2	2	2	2	2	2		
<b>A38. How long has (NAME) been out of work and seeking work?</b>										A41	
1. Less than one month....	1	1	1	1	1	1	1	1	1		
2. 1 to 3 month.....	2	2	2	2	2	2	2	2	2		
3. 4 to 6 month.....	3	3	3	3	3	3	3	3	3		
4. 7 to 12 month.....	4	4	4	4	4	4	4	4	4		
5. 13 to 24 months.....	5	5	5	5	5	5	5	5	5		
6. More than 2 years....	6	6	6	6	6	6	6	6	6		
<b>A39. Why was (NAME) not available or did not want to work? (Indicate the most important reason)</b>										A41	
1. Found a job but waiting to start	01	01	01	01	01	01	01	01	01		
2. Works seasonally .....	02	02	02	02	02	02	02	02	02		
3. Tired of looking for work, believes no suitable work is available....	03	03	03	03	03	03	03	03	03		
4. Lack of employers` requirement (training, experience, qualification)	04	04	04	04	04	04	04	04	04		
5. Does not know where to search for a job..	05	05	05	05	05	05	05	05	05		
6. Student (studying).....	06	06	06	06	06	06	06	06	06		
7. Family/parents/spouse does not allow....	07	07	07	07	07	07	07	07	07		
8. Engaged in household chores .....	08	08	08	08	08	08	08	08	08		
9. Unable to work (illness, disability)	09	09	09	09	09	09	09	09	09		
10. Waiting hiring	10	10	10	10	10	10	10	10	10		
11. prefer male than female in hiring	11	11	11	11	11	11	11	11	11		
12. prefer female than male in hiring	12	12	12	12	12	12	12	12	12		
13. No social relations to help me to find chance in hiring	13	13	13	13	13	13	13	13	13		

14. Too young for work.....	14	14	14	14	14	14	14	14		
96. Other.....	96	96	96	96	96	96	96	96		
<b>Other (specify)</b>										



**Section IV:**

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

Serial No in A1										Skip To Question
Name of household member →										
Age of household member →										
A40. Was the work reported in A21, A22 and A24 (NAME)'s main employment during the past 12 months? <i>(As employee, own account worker, employer or unpaid family worker)</i>										
1. Yes.....	1	1	1	1	1	1	1	1	1	→ A46
2. No.....	2	2	2	2	2	2	2	2	2	→ A43
A 41 Did (NAME) engage in any work at least one hour during the past 12 months? <i>(As employee, self employed, employer or unpaid family worker)</i>										
1. Yes.....	1	1	1	1	1	1	1	1	1	→A43
2. No.....	2	2	2	2	2	2	2	2	2	→A42
A 42. In the past twelve months, did (NAME) do any of the following activities, even for only one hour? <i>(Read each of the following questions until the first affirmative response is obtained)</i>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	<b>YES NO</b>	
(a) <b>Run or do any kind of business, big or small, for himself/herself or with one or more partners?</b> <i>Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining, , production of ghee, butter, cheese etc.</i>	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(b) <b>Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?</b> <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing. working in quarries, tanneries</i>	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	

(c) Do any work as a domestic worker for a wage, salary or any payment in kind?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	<p>If any</p> <p><b>“YES”</b></p> <p>→ A43</p> <p><b>Otherwise</b></p> <p>If Age &lt;18→A47</p> <p>If Age ≥18→END</p> <p>for this HH member.</p> <p>Go to the next HH member in Section II</p>
(d) Help unpaid in a household business of any kind? (Don't count normal housework.) Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc,	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? Examples: ploughing, harvesting, looking after livestock.	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(h) Fetch water or collect firewood for household use?	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
(i) Produce any other good for this household use? Examples: clothing, furniture, clay pots, etc.	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	

Serial No in A1	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<b>A43. Describe the main job/task (NAME) was performing during the last 12 months e.g. carrying bricks; mixing baking flour; harvesting maize; etc.</b> <i>("Main" refers to the work on which (NAME) spent most of the time during the year.)</i>									
Job/Task									
<b>OCCUPATION CODE</b> For official use	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
<b>A44. Describe briefly the main goods produced and /or services rendered where (NAME) worked most of the time.</b>									
Activity/Type									
<b>INDUSTRY CODE</b> For official use	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
<b>A45. Which of the following best describe (NAME) `s work situation at his/her main work in the past 12 months? (Read out responses below)</b>									
1. Employee.....	1	1	1	1	1	1	1	1	
2. Own account worker (His/her own business without employees)...	2	2	2	2	2	2	2	2	
3. Employer (His/her own business with employees)	3	3	3	3	3	3	3	3	
4. Unpaid family worker.....	4	4	4	4	4	4	4	4	

A46. In each month during the past year did (NAME) work or have a job?	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	
(Mark "YES" or "NO" for all months)									
1. January.....	01 __	01 __	01 __	01 __	01 __	01 __	01 __	01 __	If Age <18→A47  <b>Otherwise</b>  <b>END</b>  for this HH member.  Go to the next HH member in Section II
2. February.....	02 __	02 __	02 __	02 __	02 __	02 __	02 __	02 __	
3. March.....	03 __	03 __	03 __	03 __	03 __	03 __	03 __	03 __	
4. April.....	04 __	04 __	04 __	04 __	04 __	04 __	04 __	04 __	
5. May.....	05 __	05 __	05 __	05 __	05 __	05 __	05 __	05 __	
6. June.....	06 __	06 __	06 __	06 __	06 __	06 __	06 __	06 __	
7. July.....	07 __	07 __	07 __	07 __	07 __	07 __	07 __	07 __	
8. August.....	08 __	08 __	08 __	08 __	08 __	08 __	08 __	08 __	
9. September.....	09 __	09 __	09 __	09 __	09 __	09 __	09 __	09 __	
10. October.....	10 __	10 __	10 __	10 __	10 __	10 __	10 __	10 __	
11. November.....	11 __	11 __	11 __	11 __	11 __	11 __	11 __	11 __	
12. December.....	12 __	12 __	12 __	12 __	12 __	12 __	12 __	12 __	
<b>TOTAL</b>	__ __	__ __	__ __	__ __	__ __	__ __	__ __	__ __	

**Section V:**

**Household Tasks: About Children (5-17) ONLY**

Serial No in A1	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
A47. During the past week did (NAME) do any of the tasks indicated below for this household? (Read each of the following options and mark "YES" or "NO" for all options)	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	If any "YES" →A48
1. Shopping for household....	1 _	1 _	1 _	1 _	1 _	1 _	1 _	1 _	If all "NO" &Working (*)→A49
2. Repairing any household equipment	2 _	2 _	2 _	2 _	2 _	2 _	2 _	2 _	<u>Otherwise</u>
3. Cooking.....	3 _	3 _	3 _	3 _	3 _	3 _	3 _	3 _	END for this HH Member.
4. Cleaning utensils/house.....	4 _	4 _	4 _	4 _	4 _	4 _	4 _	4 _	Go to the next HH member in Section II
5. Washing clothes.....	5 _	5 _	5 _	5 _	5 _	5 _	5 _	5 _	
6. Caring for children/old/sick.....	6 _	6 _	6 _	6 _	6 _	6 _	6 _	6 _	
7. Other household tasks.....	7 _	7 _	7 _	7 _	7 _	7 _	7 _	7 _	
Other (specify)									

<p><b>A48. During each day of the past week how many hours did (NAME) do this household task?</b></p> <p><i>(Record for each day separately)</i></p> <p>1. Monday.....</p> <p>2. Tuesday.....</p> <p>3. Wednesday.....</p> <p>4. Thursday.....</p> <p>5. Friday.....</p> <p>6. Saturday.....</p> <p>7. Sunday.....</p>	_	_	_	_	_	_	_	_	<p>If Working (*)</p> <p>→A49</p> <p><b>Otherwise</b></p> <p><b>END</b> for this HH Member.</p> <p>Go to the next HH member in Section II</p>
<b>TOTAL</b>	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	

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

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

**Section VI**

**1. Perceptions/Observations of Parents/Guardians about working children (5-17)**

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

Serial No in A1	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	Skip To Question
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<b>A 49. What do you consider currently best for (NAME)?(Read the options)</b>									
1. Work for income.....	1	1	1	1	1	1	1	1	
2. to gain a vocation	2	2	2	2	2	2	2	2	
3. Assist family business.....	3	3	3	3	3	3	3	3	
4. Assist with household chores	4	4	4	4	4	4	4	4	
5. Attend school .....	5	5	5	5	5	5	5	5	
7. Other .....	7	7	7	7	7	7	7	7	
<b>Other (specify)</b>									

<p>A 50. What problem(s) does (NAME) face as a result of his/her work? (<i>Read the options and circle all the ones that are appropriate.</i>)</p> <p>A. Injury, illness or poor health.....</p> <p>B. Poor grades in school.....</p> <p>C. Emotional harassment (intimidation, scolding, insulting).....</p> <p>D. Physical harassment (beating)...</p> <p>E. Sexual abuse.....</p> <p>F. Extreme fatigue.....</p> <p>G. No play time.....</p> <p>H. No time to go to school.....</p> <p>I. No time for the homework or to review lessons</p> <p>J. None.....</p> <p>U. Others .....</p>	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	
<p>A51. What are the main reasons for letting (NAME) work? (<i>Indicate three most important reasons</i>)</p> <p>A. Supplement family income.....</p> <p>B. Help pay family debt.....</p> <p>C. Help in household enterprise...</p> <p>D. Learn skills.....</p> <p>E. Schooling not useful for future...</p> <p>F. No school/school too far.....</p> <p>G. Cannot afford school fees or other expenses for education</p> <p>H. Child not interested in school.....</p> <p>I. Temporarily replacing someone unable to work.</p> <p>J. Preventing him/her from making bad friends and/or being led astray</p> <p>U. Other.....</p>	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	A B C D E F G H I J U	<p>Go to the next HH member in Section II</p>



Other (specify)									
-----------------	--	--	--	--	--	--	--	--	--

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

**PART II HOUSEHOLD CHARACTERISTICS**

**Addressed to the most knowledgeable member of household**

**HOUSEHOLD ID NUMBER :**

**SECTION VII**

**Housing and Household Characteristics**

**10 JAN 2008**

<b>B1. In what type of dwelling does the household live?</b>		<b>Skip to question</b>
1. Apartment/flat	1	
2. More than one apartment	2	
3. Villa or Private house	3	
4. Countryside house	4	
5. Part of a private house (room or more in a house unit)	5	
6. Separate room or more	6	
7. Mobile home (e.g. tent, caravan).	7	
8. Shelter not meant for living purposes (burial Hall)	8	
9. Other.....	9	
<b>Other(specify)</b>		
<b>B2. What is the ownership status of this dwelling?</b>		
1. Rented (ordinary low rent)	1	
2. Rented (new low rent)	2	
3. Rented (furniture rent)	3	
4. Owned by any household member	4	
5. Donation	5	
6. Provided free(gift)	6	
7. Subsidised by employer (lodging).....	7	
8. Other...	8	
<b>Other (specify)</b>		

<b>B3. How many rooms are there in this dwelling (include hall)?</b>					
	_ _ _				
<b>B4. What is the size of dwelling in square metres?</b>					
1. Less than 20 square metres...	1				
2. 20 to 39 square metres.....	2				
3. 40 to 69 square metres.....	3				
4. 70 to 99 square metres.....	4				
5. 100 square metres or more.....	5				
<b>B5. Are any of these facilities available to the household? (Enter appropriate code for each facility)</b>	<b>KITCHEN</b>	<b>BATHROOM</b>	<b>TOILET</b>		
1. Inside house and exclusive.....	1	1	1		
2. Inside house and shared.....	2	2	2		
3. Outside house and exclusive...	3	3	3		
4. Outside house and shared...	4	4	4		
95. Not available.....	95	95	95		
<b>B6. What is the main source of energy?</b>	<b>COOKING</b>	<b>HEATING</b>	<b>COOLING</b>	<b>LIGHTING</b>	
0. Nothing.....	00	00	00	00	
1. Gas bottle .....	01	01	01	01	
2. Natural Gas.....	02	02	02	02	
3. Kerosene.....	03	03	03	03	
4. Electricity.....	04	04	04	04	
96. Other...	96	96	96	96	

<b>Other (Specify)</b>				
<b>B7. What is the main source of drinking water?</b>				<b>Skip to question</b>
01. Pipe-borne inside house.....	01			
02. Pipe-borne outside house....	02			
03. River/stream.....	03			
04. Bore-hole/tube well ....	04			
05. Public Tap	05			
06. Tanker service .....	06			
96. Other.....	96			
<b>Other (Specify)</b>				
<b>B8. Has the household ever changed the place of residence? (Kism/Markz/Governorate/country)</b>				
1. Yes.....	1			→B9
2. No.....	2			→B12
<b>4. B9. In which district/province/country was the last place of residence of the household?</b>			<b>CODES (For official use)</b>	
Governorate:	.....		_ _	
Urban/Rural:	.....		_	
City/kism/markz	.....		_ _ _	
Country:	.....		_ _ _	
<b>B10. In which year did the household move to the present place of residence?</b>				
		_ _ _ _		
<b>B11. What was the main reason for coming or changing to the present place of residence?</b>				
01 Job transfer.....	01			
	02			
	03			

02 Found a job.....	04	
03 Looking for job.....	05	
04 Looking for better agricultural land...	06	
05 Studies (Schooling/training).....	07	
06 Proximity to place of work	08	
07 Looking for better housing	09	
08 Looking for more affordable housing	10	
09 Social problem	11	
10 political problem	96	
11 Health .....		
96 Other .....		
<b>Other(Specify)</b>		

**SECTION VIII**

**Household Socio-Economic Status**

B12. Does the household own any of the following? (Mark "YES" or "NO" for all options)	YES	NO	Skip to question
1. Air condaition	1	2	
2. Air heat	1	2	
3. Heater	1	2	
4. Automobile.....	1	2	
5. Tractor.....	1	2	
6. Motor-bike.....	1	2	
7. Toktok	1	2	
8. Bicycle.....	1	2	
9. Animal drawn-cart...	1	2	
10. Television.....	1	2	
11. Iron.....	1	2	
12. VCD/DVD player.....	1	2	
13. Washing machine aautomatic.....	1	2	
14. Washing machine.....	1	2	
15. Oven(potagaz).....	1	2	
16. Dishwasher.....	1	2	
17. Refrigerator.....	1	2	
18. Computer/Laptop.....	1	2	
19. Sewing machine.....	1	2	
20. Satellite/Cable TV.....	1	2	
21. Telephone (Land line)...	1	2	
22. Mobile phone.....	1	2	
23. Radio/casit.....	1	2	

<b>B13. Does the household own any livestock?</b>		
1. Yes.....	1	→B14
2. No.....	2	→B15
<b>B14. How many?</b>	<i>In number</i>	
1. Camel.....	_ _ _	
2. Horse/donky.....	_ _ _	
3. Cow/buffalo.....	_ _ _	
4. Sheep.....	_ _ _	
5. Goat.....	_ _ _	
6. Poultry.....	_ _ _	
96 Other.....	_ _ _	
<b>B15. Does the household own any land?</b>		
1. Yes.....	1	→B16
2. No.....	2	→B17
<b>B16. How many ares of land does the household own?</b> <i>(1 are =100 square meters)</i>	<i>Ares</i>	
1. Agricultural (cultivable)....	_ _ _	
7. Other .....	_ _ _	
<b>Other (Specify)</b>		

B17. Has the household been adversely affected by any (countrywide/communitywide) problem in the last 12 months?		Skip to question
1. Yes.....	1	→B18
2. No.....	2	→B19
<b>B18. What was the problem?</b> (Indicate the most important faced)		
1. Natural disaster (drought, flood, storms, hurricane, landslides, forest fires).....	1	
2. Epidemics.....	2	
3. Business closing due to economic recession	3	
4. Falling agricultural prices.	4	
5. Price inflation .....	5	
6. Public protests .....	6	
7. Other .....	7	
Other (Specify)		

B19. Has the household suffered a fall in income due to any of the following household specific problems in the last 12 months?		YES	NO		
(Mark "YES" or "NO" for all options)					
1. Loss of employment of any member...		1	2	If any "YES" → B20	
2. Bankruptcy of a family business .....		1	2		
3. Illness or serious accident of a working member of the household		1	2		
4. Death of a working member of the household		1	2		
5. Abandonment by the household head		1	2		
6. Fire in the house/business/property		1	2		
7. Criminal act by household member		1	2		
8. Land dispute		1	2		Otherwise →B21
9. Loss of cash support or in-kind assistance		1	2		
10. Fall in prices of products of the household business.		1	2		
11. Loss of harvest.....		1	2		
12. Loss of livestock.....		1	2		
96. Other .....		1	2		
Other (Specify)					

<b>B20. How was it possible for the household to overcome this hardship?</b> <i>(Multiple answers are allowed)</i>		Skip to question
A. Financial assistance from government agencies	A	
B. Financial assistance from NGOs/ religious organisations/ local community organisations	B	
C. Financial assistance from relatives / friends.....	C	
D. Took children out of school as could not afford it..	D	
E. Placed child(ren) in other household(s)	E	
F. Additional work hours by household members.	F	
G. Sold property/used savings.....	G	
H. Reduced household expenditures.....	H	
I. No serious impact .....	I	
J. Work of child	J	
K. Not solve until now	K	
U. Other .....		
<b>Other (Specify)</b>		
<b>B21. Did any of your household members have any outstanding loans or obtain a new loan during the past 12 months?</b>		
1. Yes.....		→B22
2. No.....		→B28

<b>B22. What was the main reason for obtaining a loan?</b>			
1. To meet essential household expenditures (buying food, child education etc).		1	
2. To buy vehicle (bike, motorbike, car) for household member		2	
3. To purchase/remodel/repair/construct a house.		3	
4. To meet health related expenditures for household members (medicine, doctor or hospital fees)		4	
5. To meet the following ritual expenditures: birth, funeral, and wedding		5	
6. To open/increase business		6	
7. To pay previous loan....		7	
96. Other.....		96	
<b>Other (Specify)</b>			
<b>B23. Where did the household obtain the loan from?</b> <i>(Multiple answers are allowed)</i>			
A. Government.....		A	
B. Bank/credit card.....		B	
C. Micro-credit/finance groups.		C	
D. Employer/landowner.....		D	
E. Supplier of merchandise, equipment or raw materials		E	
F. A friend/relative of employer/landowner...		F	
G. Individual money lender.....		G	
H. A friend/relative of borrower		H	
U. Other.....			
<b>Other (Specify)</b>			

<b>24. Was the debt paid back?</b>		<b>Skip to question</b>
		→B25(A)
1. Yes, wholly	1	
2. Yes, partly	2	→B25(b)
3. No	3	
<b>B25. A) How was the debt paid back?</b> (Read all the options and circle all the appropriate ones)		
A. Cash, by borrowing money from someone else...	A	} B26 (A)
B. Cash, by selling some assets..	B	
C. Cash, by getting income from work...	C	
D. Provide direct labour to the creditor by adult household member	D	
E. Provide direct labour to the creditor by child household member...	E	
F. In kind.....	F	
U. Other.....	U	
X. Don't know....	X	
<b>B) How will the debt be paid back?</b> (Read all the options and circle all the appropriate ones)		
G. Cash, by borrowing money from someone else...	G	} B26 (B)
H. Cash, by selling some assets..	H	
I. Cash, by getting income from work...	I	
J. Provide direct labour to the creditor by adult household member	J	
K. Provide direct labour to the creditor by child household member...	K	
L. In kind.....	L	
U. Other.....	U	
X. Don't know....	X	

<b>B26. A) Was any child withdrawn from school?</b>		
1. Yes.....	1	→B27
3. No need to withdraw.....	3	→B28
<b>B) Will any child be withdrawn from school to pay the debt back?</b>		
1. Yes.....	1	
2. Maybe.....	2	
3. No need to withdraw.....	3	→B28
<b>B27. Will the child/children withdrawn from school be sent back to school after the debt situation improves?</b>		
1. Yes	1	
2. Maybe	2	
3. No....	3	
<b>B28. What is the household's average monthly expenditure? (in local currency)</b> (This question is to be recorded as expenditure incurred at the household level.)		
	_ _ _ _ _	
<b>B.29. What are the household's sources of income?</b> (Multiple answers are allowed)		
A. Employment...	A	
B. Social transfers	B	
C. Rent/property	C	
D. Private transfers	D	
E. Remittances from any of H.H member living abroad	E	
F. Retirement <b>passion</b>	F	
U. Other	U	
<b>Other (Specify)</b>		

<b>B30. What is the household's average monthly income?</b> <i>(in local currency)</i>	_ _ _ _ _	
<b>B31. Does the household receive any of the following :</b>	Yes	No
1. Pensions of the Ministry of Social Solidarity.	1	2
2. Pensions Proclaimed by the Child Law	1	2
3. Scholarships	1	2
4. Pensions for Families of Civilians who died in military actions	1	2
5. Support from Ministry of Social solidarity	1	2
6. Pensions to families of recruited soldiers	1	2
7. Support from the General Organization for Social solidarity	1	2
8. Support from the Nasser Social Bank.	1	2
9. Scholarship to the children of the families under the umbrella of Ministry of Social Solidarity (for basic and secondary education)	1	2
10. Scholarships for visually impaired students in higher education	1	2
11. Other	1	2

**Go to the 3rd part of the Questionnaire to interview each child (5-17)**





**SECTION IX**

**Educational Attainment of All Children (5-17)**

**17 JUL 2007**

Serial No in A1 →							Skip to Question						
	_ _	_ _	_ _	_ _	_ _	_ _							
Name of household member →													
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 5-9 years	Children Aged 10-17 years					
<b>C1. Can you read and write a short, simple statement with understanding in any language?</b>													
1. Yes.....	1	1	1	1	1	1							
2. No.....	2	2	2	2	2	2							
<b>C2. Are you attending school or pre-school during the current school year?</b>													
1. Yes.....	1	1	1	1	1	1	→C3						
2. No.....	2	2	2	2	2	2	→C8						
<b>C3. What is the level of school and grade that you are currently attending? Level: (L) Grade (G)</b>	L	G	L	G	L	G	L	G	L	G	L	G	C4          →C10
1. Pre-school.....	1	_	1	_	1	_	1	_	1	_	1	_	
2. Primary.....	2	_	2	_	2	_	2	_	2	_	2	_	
3. preparatory.....	3	_	3	_	3	_	3	_	3	_	3	_	
4. Secondary- general.....	4	_	4	_	4	_	4	_	4	_	4	_	
5. Secondary-Technical.....	5	_	5	_	5	_	5	_	5	_	5	_	
6. Above intermediate.....	6	_	6	_	6	_	6	_	6	_	6	_	
7. University or higher.....	7	_	7	_	7	_	7	_	7	_	7	_	
8. Non standard curriculum...	8	_	8	_	8	_	8	_	8	_	8	_	

<b>C4. At what age did you begin primary school? (If C3=1 write 95)</b> <i>(Age in completed years..)</i> .....	_ _	_ _	_ _	_ _	_ _	_ _		
<b>C5. Did you miss any school day during the past week?</b> 1. Yes..... 2. No.....	1 2	1 2	1 2	1 2	1 2	1 2	→C6 →C17	→C6 →C14
<b>C6. How many school days did you miss during the past week?</b> <i>(write the number of days)</i> .....	_	_	_	_	_	_		
<b>C7. Why did you miss school day(s) during the past week ?</b> <i>(Read each of the following options and circle two most appropriate option)</i> A. School vacation period..... B. Teacher was absent ..... C. Physical or emotional violence from teacher or peers D. Bad weather conditions..... E. To help family business..... F. To help at home with household tasks ... G. Working outside family business.... H. Illness/ Injury/disablement ..... U. Other .....	A B C D E F G H U	A B C D E F G H U	A B C D E F G H U	A B C D E F G H U	A B C D E F G H U	A B C D E F G H U	}          <b>C17</b>	}          <b>C14</b>
<b>Other (Specify)</b> .....								

Serial No in A1 →							Skip to Question	
	_ _	_ _	_ _	_ _	_ _	_ _		
Name of household member →								
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 5-9 years	Children Aged 10-17 years
<b>C8. Have you ever attended school?</b>								
1. Yes.....	1	1	1	1	1	1	→C10	
2. No.....	2	2	2	2	2	2	→C9	
<b>C9. Why have you never attended school? (read each of the following options and circle the most appropriate option)</b>								
1. Too young .....	01	01	01	01	01	01	} C17	} C14
2. Disabled/ illness.....	02	02	02	02	02	02		
3. Physical or emotional violence from teachers or peers	03	03	03	03	03	03		
4. I can't go to school at the same days of work	04	04	04	04	04	04		
5. No school/school too far.....	05	05	05	05	05	05		
6. Cannot afford schooling.....	06	06	06	06	06	06		
7. Family can't afford other education costs	07	07	07	07	07	07		
8. Family did not allow schooling...	08	08	08	08	08	08		
9. Not interested in school.....	09	09	09	09	09	09		
10. Education not considered valuable.	10	10	10	10	10	10		
11. School not safe.....	11	11	11	11	11	11		
12. To learn a job.....	12	12	12	12	12	12		
13. To work for pay .....	13	13	13	13	13	13		
14. My family not allow me to go to school because I'm a girl and my body grow up	14	14	14	14	14	14		
15. To work as unpaid worker in family business/farm .....	15	15	15	15	15	15		

16. Help at home with household tasks...	16	16	16	16	16	16	16	16	16	16		
17. I don't have a birth certificate	17	17	17	17	17	17	17	17	17	17		
96. Other.....	96	96	96	96	96	96	96	96	96	96		
<b>Other(Specify)</b>												
<b>C10. What is the highest level of school and grade you have attended and completed successfully?</b> <i>Level (L) Grade (G)</i>	<b>L</b>	<b>G</b>	<b>L</b>	<b>G</b>	<b>L</b>	<b>G</b>	<b>L</b>	<b>G</b>	<b>L</b>	<b>G</b>	<b>L</b>	<b>G</b>
1. Pre-school.....	1	__	1	__	1	__	1	__	1	__	1	__
2. Primary.....	2	__	2	__	2	__	2	__	2	__	2	__
3. Preparatory.....	3	__	3	__	3	__	3	__	3	__	3	__
4. Secondary- general.....	4	__	4	__	4	__	4	__	4	__	4	__
5. Secondary-Technical.....	5	__	5	__	5	__	5	__	5	__	5	__
6. Above intermediate.....	6	__	6	__	6	__	6	__	6	__	6	__
7. University or higher.....	7	__	7	__	7	__	7	__	7	__	7	__
8. Non standard curriculum...	8	__	8	__	8	__	8	__	8	__	8	__
<b>C11. At what age did you begin primary school?</b> <i>(If C10=1 write 95) (Age in completed years).....</i>	__	__	__	__	__	__	__	__	__	__	__	__
<b>C12. At what age did you leave school?</b> <i>(Age in completed years).....</i>	__	__	__	__	__	__	__	__	__	__	__	__

Serial No in A1 →							Skip to Question	
	_ _	_ _	_ _	_ _	_ _	_ _		
Name of household member →								
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 5-9 years	Children Aged 10-17 years
<b>C13. Why did you leave school?</b> <i>(circle the most appropriate option)</i>							} <b>C17</b>	
1. Completed his/her compulsory schooling (if C10=X)	01	01	01	01	01	01		
2. Too old for school.....	02	02	02	02	02	02		
3. Disabled/ illness.....	03	03	03	03	03	03		
4. No school/school too far.....	04	04	04	04	04	04		
5. Cannot afford schooling...	05	05	05	05	05	05		
6. Family did not allow schooling.	06	06	06	06	06	06		
7. Poor in studies/not interested in school.	07	07	07	07	07	07		
8. Education not considered valuable	08	08	08	08	08	08		
9. School not safe.....	09	09	09	09	09	09		
10. To learn a job.....	10	10	10	10	10	10		
11. To work for pay as employee or (as paid/ unpaid worker) in family business or farm.....	11	11	11	11	11	11		
12. Help at home with household tasks.....	12	12	12	12	12	12		
96. Other (Specify).....	96	96	96	96	96	96		
<b>Other(Specify)</b>								

<b>C14. Have you ever attended/are you currently attending a vocational / skills training course outside of school?</b> 1. Yes..... 2. No.....	1 2	1 2	1 2	1 2	1 2	1 2		→C15 →C17
<b>C15. Have you /will you obtain a certificate for this vocational training?</b> 1. Yes ..... 2. No.....	1 2	1 2	1 2	1 2	1 2	1 2		→C16 →C17
<b>C16. Describe subject of vocational training received/being received.</b> (e.g Carpentry, Car repair, Nursing, etc) <i>(If more than one then indicate the most important)</i>								
<b>For official use (OCCUPATION CODE)</b>	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _		

SECTION X		Current Economic Activities Status of All Children (5-17)						
Serial No in A1 →	_ _	_ _	_ _	_ _	_ _	_ _	Skip to Question	
Name of household member →								
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 5-9 years	Children Aged 10-17 years
Economic Activity								
C 17. Did you engage in any work at least one hour during the past week? (As employee, self employed, employer or unpaid family worker)								
1. Yes.....	1	1	1	1	1	1	→ C20	
2. No.....	2	2	2	2	2	2	→ C18	
<b>C18. During the past week, did you do any of the following activities, even for only one hour?</b> (Read each of the following questions until the first affirmative response is obtained)	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>		
<b>(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners?</b> <i>Examples: Selling things, making things for sale, repairing things, guarding car, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining , production of ghee, butter, cheese etc.</i>	_	_	_	_	_	_		
<b>(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)?</b> <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing working in quarries, tanneries.</i>	_	_	_	_	_	_		



<p>(c) Do any work as a domestic worker for a wage, salary or any payment in kind?</p> <p>(d) Help unpaid in a household business of any kind? (<i>Don't count normal housework.</i>) <i>Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.</i></p> <p>(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? <i>Examples: ploughing, harvesting, looking after livestock.</i></p> <p>(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?</p> <p>(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?</p> <p>(h) Fetch water or collect firewood for household use?</p> <p>(i) Produce any other good for this household use? <i>Examples: clothing, furniture, clay pots, etc.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>If any "YES" → C20</p> <p>Otherwise →C19</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Serial No in A1 →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skip to Question	
Name of household member →								
Age of household member →	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children Aged 5-9 years	Children Aged 10-17 years

<b>C19. Even though you did not do any of these activities in the past week, do you have a job, business, or other economic or farming activity that you will definitely return to?</b> <i>(For agricultural activities, the off season in agriculture is not a temporary absence).</i>							
1. Yes.....	1	1	1	1	1	1	→C20
2. No.....	2	2	2	2	2	2	→C31
<b>C20. Describe the main job/task you were performing e.g. carrying bricks; mixing baking flour; harvesting maize; etc.</b> <i>("Main" refers to the work on which (NAME) spent most of the time during the week.)</i>							
<b>Job/Task</b>							
<b>OCCUPATION CODE</b>	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
For official use							
<b>C21. Describe briefly the main activity i.e. goods produced and services rendered where you are doing this job or task</b>							
<b>Activity / Type</b>							
<b>INDUSTRY CODE</b>	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	
For official use							
							→C33  Chek c17,c18,c19  If c17=2 and c18=2 in all ophions and c19=1  Then skip to c25

<b>Serial No in A1</b> →													<b>Skip to Question</b>
	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<b>Name of household member</b> →													<b>Children Aged 10-17 years</b>
<b>Age of household member</b> →													
	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	
<b>C22. In addition to your main work, did you do any other work during the past week?</b>													
1. Yes.....	1	1	1	1	1	1	1	1	1	1	1	1	
2. No.....	2	2	2	2	2	2	2	2	2	2	2	2	
<b>C23. For each day worked during the past week how many hours did you actually work?</b> <i>Main (M) Other (O)</i>	<b>M</b>	<b>O</b>	<b>M</b>	<b>O</b>	<b>M</b>	<b>O</b>	<b>M</b>	<b>O</b>	<b>M</b>	<b>O</b>	<b>M</b>	<b>O</b>	
1. Monday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	
2. Tuesday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	
3. Wednesday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	
4. Thursday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	
5. Friday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	
6. Saturday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	
7. Sunday.....	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	_ _	_	
<b>TOTAL</b>	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	_ _	

<b>C24. During the past week when did you usually carry out these activities?</b>  <b><u>For ALL children (including children attending school):</u></b>  A. During the day (between 6 a.m. and 6 p.m) ..... B. In the evening or at night (after 6 p.m.) C. During both the day and the evening (for the entire day). D. On the week-end..... E. Sometimes during the day, sometimes in the evening  <b><u>ADDITIONAL: For children attending school ONLY (If C2=YES):</u></b>  F. After school..... G. Before school..... H. Both before or after school..... I. On the week-end..... J. During missed school hours/days..... K. I can't go to school at the same days of work	A	A	A	A	A	A	
	B	B	B	B	B	B	
	C	C	C	C	C	C	
	D	D	D	D	D	D	
	E	E	E	E	E	E	
	F	F	F	F	F	F	
	G	G	G	G	G	G	
	H	H	H	H	H	H	
	I	I	I	I	I	I	
	J	J	J	J	J	J	
	K	K	K	K	K	K	

<b>Serial No in A1</b> →	_ _	_ _	_ _	_ _	_ _	_ _	<b>Skip to Question</b>
<b>Name of household member</b> →							
<b>Age of household member</b> →	_ _	_ _	_ _	_ _	_ _	_ _	<b>Children Aged 10-17 years</b>

<b>C25. Where did you carry out your main work during the past week?</b>							
1. At (his/her) family dwelling...	01	01	01	01	01	01	
2. At dwelling for others	02	02	02	02	02	02	
3. Client's place .....	03	03	03	03	03	03	
4. Formal office .....	04	04	04	04	04	04	
5. Factory / Atelier .....	05	05	05	05	05	05	
6. Plantations / farm / garden.....	06	06	06	06	06	06	
7. Construction sites.....	07	07	07	07	07	07	
8. Mine / quarry.....	08	08	08	08	08	08	
9. Shop / kiosk / coffee house / restaurant / hotel	09	09	09	09	09	09	
10. Different places (mobile).....	10	10	10	10	10	10	
11. Fixed market stall	11	11	11	11	11	11	
12. in street	12	12	12	12	12	12	
13. Pond / lake / river.....	13	13	13	13	13	13	
96. Other.....	96	96	96	96	96	96	
<b>Other (specify)</b>							
<b>C26. For your main job/work were you a/an....?</b>							
1. Employee.....	1	1	1	1	1	1	→C27
2. Own account worker (His/her own business without employees)	2	2	2	2	2	2	} C28
3. Employer (His/her own business with employees)	3	3	3	3	3	3	
4. Unpaid family worker....	4	4	4	4	4	4	} C30
<b>C27. What was the mode of payment for the last payment period?</b>							
1. Piece rate.....	01	01	01	01	01	01	
2. Hourly.....	02	02	02	02	02	02	
3. Daily.....	03	03	03	03	03	03	
4. Weekly.....	04	04	04	04	04	04	

5. Monthly.....	05	05	05	05	05	05	
6. Upon completion of task....	06	06	06	06	06	06	
96 Other (specify).....	96	96	96	96	96	96	
Other (specify)							

Serial No in A1 →	_ _	_ _	_ _	_ _	_ _	_ _	Skip to Question	
							Children Aged 5-9 years	Children Aged 10-17 years
Name of household member →								
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _		
C28. What is your average monthly income from the main work?(in local currency)	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _		
C29. What do you usually do with your earnings? (Multiple answers are allowed)								
A. Give all/part of money to my parents/guardians...	A	A	A	A	A	A		
B. Employer gives all/part of money to my parents/guardians...	B	B	B	B	B	B		
C. Pay my school fees.....	C	C	C	C	C	C		
D. Buy things for school .....	D	D	D	D	D	D		
E. Buy things for household	E	E	E	E	E	E		
F. Buy things for myself	F	F	F	F	F	F		
G. Save	G	G	G	G	G	G		
U. Other	U	U	U	U	U	U		
Other (specify)								

<b>C30. Why do you work? (Multiple answers are allowed)</b>								
A. Supplement family income...	A	A	A	A	A	A		} C33
B. Help pay family debt.....	B	B	B	B	B	B		
C. Help in household enterprise...	C	C	C	C	C	C		
D. Learn skills.....	D	D	D	D	D	D		
E. Schooling not useful for future.....	E	E	E	E	E	E		
F. School too far / no school .....	F	F	F	F	F	F		
G. Cannot afford school fees.....	G	G	G	G	G	G		
H. Not interested in school.....	H	H	H	H	H	H		
I. To temporarily replace someone unable to work.	I	I	I	I	I	I		
U. Other	U	U	U	U	U	U		
<b>Other (specify)</b>								
<b>A. Job Search</b>								
<b>C31. Were you seeking work ing the last week?</b>								
1. Yes.....	1	1	1	1	1	1		
2. No.....	2	2	2	2	2	2		
<b>C32. At any time during the past 12 months did you engage in any work?</b>								
1. Yes.....	1	1	1	1	1	1		→C33
2. No.....	2	2	2	2	2	2		→C41

SECTION XI		Health and Safety Issues about working children (5-17)						Skip to Question	
Serial No in A1 →	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 5-9 years	Children Aged 10-17 years	
Name of household member →									
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _			
<b>C33. Did you have any of the following in the past 12 months because of your work? (Read each of the following options and mark "YES" or "NO" for all options)</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<p>If all "NO" → C36</p> <p>Otherwise → C34</p>		
01. Superficial injuries or open wounds	01 _	01 _	01 _	01 _	01 _	01 _			
02. Fractures.....	02 _	02 _	02 _	02 _	02 _	02 _			
03. Dislocations, sprains or stains...	03 _	03 _	03 _	03 _	03 _	03 _			
04. Burns, corrosions, scalds or frostbite	04 _	04 _	04 _	04 _	04 _	04 _			
05. Breathing problems.....	05 _	05 _	05 _	05 _	05 _	05 _			
06. Eye problems.....	06 _	06 _	06 _	06 _	06 _	06 _			
07. Skin problems...	07 _	07 _	07 _	07 _	07 _	07 _			
08. Stomach problems / diarrhea ...	08 _	08 _	08 _	08 _	08 _	08 _			
09. Fever.....	09 _	09 _	09 _	09 _	09 _	09 _			
10. Extreme fatigue.....	10 _	10 _	10 _	10 _	10 _	10 _			
96. Other (specify).....	96 _	96 _	96 _	96 _	96 _	96 _			
<b>Other (specify)</b>									



<b>C34. Think about your most serious illness/injury, how did this/these affect your work/schooling?</b>							
1. Not serious- did not stop work/schooling.	1	1	1	1	1	1	
2. Stopped work or school for a short time	2	2	2	2	2	2	
3. Stopped work or school completely.	3	3	3	3	3	3	
<b>C35. Think about your most serious illness/injury, what were you doing when this happened?</b>							
<b>Job/Task</b>							
<b>OCCUPATION CODE</b>							
<b>For Official use</b>	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	_ _ _	

<b>Serial No in A1</b> →	_ _	_ _	_ _	_ _	_ _	_ _	<b>Skip to Question</b>	
<b>Name of household member</b> →								
<b>Age of household member</b> →	_ _	_ _	_ _	_ _	_ _	_ _	<b>Children</b> Aged 5-9 years	<b>Children</b> Aged 10-17 years
<b>C36. Do you carry heavy loads at work?</b>								
1. Yes.....	1	1	1	1	1	1		
2. No.....	2	2	2	2	2	2		
<b>C37. Do you operate any machinery/heavy equipment at work?</b>								
1. Yes.....	1	1	1	1	1	1	→ C38	
2. No.....	2	2	2	2	2	2	→ C39	

<b>C38. What type of tools, equipment or machines do you use at work?</b>  (Write down 2 mostly used)	1.....  2.....	1.....  2.....	1.....  2.....	1.....  2.....	1.....  2.....	1.....  2.....	
<b>C39. Are you exposed to any of the following at work?</b> (Read each of the following options and mark "YES" or "NO" for all options)	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	<b>1= YES 2=NO</b>	
01. Dust, fumes,	01 __	01 __	01 __	01 __	01 __	01 __	
02. Fire, gas, flames.....	02 __	02 __	02 __	02 __	02 __	02 __	
03. Loud noise or vibration.....	03 __	03 __	03 __	03 __	03 __	03 __	
04. Extreme cold or heat	04 __	04 __	04 __	04 __	04 __	04 __	
05. Dangerous tools (knives etc).....	05 __	05 __	05 __	05 __	05 __	05 __	
06. Work underground.....	06 __	06 __	06 __	06 __	06 __	06 __	
07. Work at heights.....	07 __	07 __	07 __	07 __	07 __	07 __	
08. Work in water/lake/pond/river.....	08 __	08 __	08 __	08 __	08 __	08 __	
09. Workplace too dark or confined .....	09 __	09 __	09 __	09 __	09 __	09 __	
10. Insufficient ventilation\Bad smell.....	10 __	10 __	10 __	10 __	10 __	10 __	
11. Chemicals (pesticides, glues, etc.)..	11 __	11 __	11 __	11 __	11 __	11 __	
12. Explosives.....	12 __	12 __	12 __	12 __	12 __	12 __	
13. getting extremely tired	13 __	13 __	13 __	13 __	13 __	13 __	
14. Bending for a long time	14 __	14 __	14 __	14 __	14 __	14 __	
15. no toilet in work place	15 __	15 __	15 __	15 __	15 __	15 __	
96. Other things, processes or conditions bad for your health or safety (specify).....	96 __	96 __	96 __	96 __	96 __	96 __	
<b>Other (specify)</b>							

C40. Have you ever been subject to the following at work? (Read each of the following options and mark "YES" or "NO" for all options)	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	
1. Constantly shouted at .....	1 __	1 __	1 __	1 __	1 __	1 __	
2. Repeatedly insulted.....	2 __	2 __	2 __	2 __	2 __	2 __	
3. Beaten /physically hurt...	3 __	3 __	3 __	3 __	3 __	3 __	
4. Sexually abused (touched or done things to you that you did not want)	4 __	4 __	4 __	4 __	4 __	4 __	
7. Other (Specify).....	7 __	7 __	7 __	7 __	7 __	7 __	
Other (specify)							

SECTION XII		Household Tasks of Children (5-17)						
Serial No in A1 →	_ _	_ _	_ _	_ _	_ _	_ _	Skip to Question	
Name of household member →								
Age of household member →	_ _	_ _	_ _	_ _	_ _	_ _	Children Aged 5-9 years	Children Aged 10-17 years
<b>C41. During the past week did you do any of the tasks indicated below for this household? (Read each of the following options and mark "YES" or "NO" for all options)</b>	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	If any "YES" →C42  Otherwise→ C44	
1. Shopping for household....	1 _	1 _	1 _	1 _	1 _	1 _		
2. Repair any household equipments	2 _	2 _	2 _	2 _	2 _	2 _		
3. Cooking.....	3 _	3 _	3 _	3 _	3 _	3 _		
4. Cleaning utensils/house.....	4 _	4 _	4 _	4 _	4 _	4 _		
5. Washing clothes.....	5 _	5 _	5 _	5 _	5 _	5 _		
6. Caring for children/old/sick.....	6 _	6 _	6 _	6 _	6 _	6 _		
7. Other household tasks.....	7 _	7 _	7 _	7 _	7 _	7 _		
Other (Specify)								
<b>C42. During each day of the past week how many hours did you do such household tasks? (Record for each day separately)</b>								
1. Monday.....	_ _	_ _	_ _	_ _	_ _	_ _		
2. Tuesday.....	_ _	_ _	_ _	_ _	_ _	_ _		
3. Wednesday.....	_ _	_ _	_ _	_ _	_ _	_ _		
4. Thursday.....	_ _	_ _	_ _	_ _	_ _	_ _		
5. Friday.....	_ _	_ _	_ _	_ _	_ _	_ _		
6. Saturday.....	_ _	_ _	_ _	_ _	_ _	_ _		

7. Sunday.....	_ _	_ _	_ _	_ _	_ _	_ _	
<b>TOTAL</b>	_ _	_ _	_ _	_ _	_ _	_ _	
C43. During the past week when did you usually carry out these activities? <i>For ALL children (including children attending school):</i>							
A. During the day (between 6 a.m. and 6 p.m) .....	A	A	A	A	A	A	
B. In the evening or at night (after 6 p.m.)	B	B	B	B	B	B	
C. During both the day and the evening (for the entire day).	C	C	C	C	C	C	
D. On the week-end.....	D	D	D	D	D	D	
E. Sometimes during the day, sometimes in the evening	E	E	E	E	E	E	
<i>ADDITIONAL: For children attending school ONLY (if C2=YES):</i>							
F. After school.....	F	F	F	F	F	F	
G. Before school.....	G	G	G	G	G	G	
H. Both before or after school.....	H	H	H	H	H	H	
I. On the week-end.....	I	I	I	I	I	I	
J. During missed school hours/days.....	J	J	J	J	J	J	
C44. Has (NAME) been interviewed in the company of an adult or an older child?							} <b>END</b> for this HH member. Go to the next child in Section II.
1. Yes	1	1	1	1	1	1	
2. No	2	2	2	2	2	2	

**END OF INTERVIEW**

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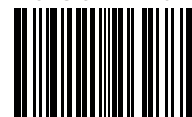
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