



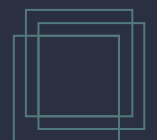
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International
Labour
Organization



**NATIONAL CHILD
LABOUR SURVEY 2016
ANALYTICAL REPORT
TIMOR-LESTE**



**NATIONAL CHILD
LABOUR SURVEY 2016**
ANALYTICAL REPORT
TIMOR-LESTE

Fundamental Principles and Rights at work (FUNDAMENTALS)
International Labour Organization (ILO)
General Directorate of Statistics, Ministry of Finance of Timor-Leste



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Table of contents

Executive summary	7
Chapter 1	
Introduction	12
1.1 Background and justification.....	12
1.2 Survey objectives.....	14
1.3 Structure of the report	14
Chapter 2	
Concepts and definitions.....	15
2.1 International labour standards.....	15
2.1.1 United Nations Convention on the Rights of the Child (UNCRC)	15
2.1.2 ILO Convention No. 182 on the Worst Forms of Child Labour	16
2.2 National legislative framework	17
2.2.1 National Constitution	17
2.2.2 Labour Code	18
2.2.3 Commercial sexual exploitation of children (CSEC) prohibition.....	21
2.2.4 Education System Framework Law	21
2.3 Concepts and operational definitions.....	21
2.3.1 System of National Accounts of the United Nations.....	22
2.3.2 Working age	22
2.3.3 Light work	22
2.3.4 Labour force participation rate	22
2.3.5 Household	23
2.3.6 Household head	23
2.3.7 Household activities.....	23
2.3.8 Occupation.....	23
2.3.9 Industry.....	23
2.3.10 Child labour measurement framework.....	23
2.3.11 Child.....	23
2.3.12 Working children	24
2.3.13 Children seeking work.....	24
2.3.14 Children engaged in household chores.....	24
2.3.15 Composition of child labour	24
2.3.16 Worst forms of child labour other than hazardous work.....	24
2.3.17 Hazardous child labour.....	24
2.3.18 Education level of the household head.....	25
2.3.19 Night work.....	25



Chapter 3

National context	26
3.1 Economic profile	26
3.2 Social and cultural profile.....	28
3.3 Demographic structure.....	28
3.3.1 Age and sex structure	28
3.3.2 Fertility.....	29
3.4 Health and nutrition condition.....	30
3.4.1 Antenatal care, birth delivery	30
3.4.2 Maternal and child mortality.....	31
3.4.3 Vaccination coverage of children	31
3.4.4 Nutritional status of children and women	32
3.4.5 HIV and AIDS	32
3.5 Employment and unemployment situation	33
3.6 Children and youth profile	35
3.6.1 Youth labour force	35
3.6.2 Children in employment	35
3.6.3 Violence against children and care of orphan children	36

Chapter 4

National child labour survey methodology	38
4.1 Scope and coverage of the survey	38
4.2 Questionnaire development and design	38
4.2.1 Questionnaire development.....	38
4.2.2 Questionnaire design	38
4.3 Sample design	39
4.3.1 Sampling frame and listing.....	39
4.3.2 Sample design.....	40
4.3.3 Sample selection.....	40
4.3.4 Sampling weights	41
4.4. Data collection period	42
4.5 Data processing	42
4.5.1 Data entry and editing.....	42
4.5.2 File description	42
4.5.3 Generation of statistical tables	42
4.6 Limitations of the National Child Labour Survey (NCLS)	44

Chapter 5

Activities performed by children	45
5.1 Main characteristics of the child population.....	45
5.2 Children's engagement in economic activities	45
5.3 Children seeking work.....	50
5.4 School attendance.....	50



5.5	Household chores.....	51
5.6	Children's activities.....	54
Chapter 6		
Characteristics of working children.....		56
6.1	Children economically active by industry	56
6.2	Children economically active by occupation.....	59
6.3	Employment status of children.....	60
6.4	Weekly hours of work.....	61
6.5	Reasons for working	63
6.6	Other characteristics of working children.....	64
Chapter 7		
Child labour and hazardous work		65
7.1	Child labour	65
7.2	Characteristics of children in child labour	66
7.3	Hazardous work by children	67
7.3.1	Children in hazardous work by hazardous work criterion	68
7.3.2	Children in hazardous work by industry.....	71
7.3.3	Children in hazardous work by occupation	72
7.3.4	Hazardous work by hours of work	73
Chapter 8		
Educational Characteristics		75
8.1	School attendance and child labour	75
8.1.1	Working hours and school attendance status.....	76
8.1.2	Children in hazardous work attending school.....	79
8.2	Children who never attended school	80
Chapter 9		
Recommendations		82
9.1	International Laws, National Legislative Framework and National Policy	82
9.2	Interventions.....	82
References.....		84
Annexes.....		85
	Annex A: Estimate of forced labour.....	85
	Annex B: National child labour survey questionnaire.....	88



Tables

Table 2.1: Framework for the measurement of child labour and hazardous child labour in Timor-Leste	27
Table 4.1: Distribution of sample households by municipality and urban/rural area.....	42
Table 4.2: Sample size of enumeration areas and households at the first and second stage of sample selection	43
Table 4.3: Calculation of sampling weights: A numerical example	44
Table 4.4: Questions used for the identification of children in employment, child labour and hazardous work	45
Table 5.1: Number and percentage of children by sex, age group and area of residence.....	47
Table 5.2: Number of children who worked by reference period, sex, age group and area of residence	51
Table 5.3: School attendance rate by age and sex (%)	53
Table 5.4: Distribution of children performing household chores, by sex, age group and area of residence	54
Table 5.5: Average time spent by children performing household chores by sex, age group and area of residence (hours per week).....	55
Table 5.6: Distribution of children's activities by sex, area of residence and age group (%)....	57
Table 6.1: Distribution of children's activities by sex, area of residence and age group (%)	58
Table 6.2: Distribution of children in economic activity by industry of employment, sex, area of residence and age group	60
Table 6.3: Average time spent by children in economic activities by sex, age group and area of residence (hours per week)	64
Table 6.4: Main reason for working among children in economic activity by sex, area of residence and age group (%)	65
Table 7.1: Number and percentage of children in child labour by sex, age group and area of residence	69
Table 7.2: Distribution of children aged 5-17 by category of child labour by sex, age group and area of residence	70
Table 7.3: Children aged 5-17 involved in hazardous work by hazardous work criterion.....	70
Table 7.4: Distribution of children in hazardous work by industry of employment, sex, area of residence and age group	74
Table 7.5: Average number of hours of work per week for children engaged in hazardous work by sex, age group and area of residence	75
Table 8.1: Number of children aged 5-17 involved in hazardous work by school attendance status.....	81



Figures

Figure 3.1: Map of Timor-Leste.....	30
Figure 4.1: Data processing specifications for the measurement of working children, child labour and hazardous work	47
Figure 5.1: Proportion of children in economic activities by age group and area of residence during the reference week (%)	50
Figure 5.2: Proportion of children in economic activities by age group, sex and area of residence during the reference week (%)	51
Figure 5.3: Proportion of children in economic activities by age group and area of residence during the reference week (%)	52
Figure 5.4: Proportion of children aged 5-17 having worked in the last 12 months, by month (%).....	53
Figure 5.5: Proportion of children seeking work by age group, and area of residence during the reference week (%)	54
Figure 5.6: Involvement of children aged 5-17 in household chores by type of household chore and sex (%)	56
Figure 5.6: Distribution of children performing household chores (for 1 hour or more) by weekly hours, age group and sex (%)	58
Figure 5.7: Distribution of children aged 5-17 by activity status (%).....	59
Figure 6.1: Distribution of children aged 5-17 in economic activity by occupation (%).....	63
Figure 6.2: Distribution of children in economic activity by occupation, sex, area of residence and age group (%) ¹⁵	64
Figure 6.3: Distribution of children aged 5-17 in economic activity by status in employment (%)	65
Figure 6.4: Distribution of children employed by status in employment, sex, area of residence and age group (%) ¹⁷	65
Figure 6.5: Cumulative percentage distribution of hours in employment per week for children aged 5-17 in economic activity (%).....	66
Figure 6.6: Distribution of children aged 5-17 in economic activity by place of work (%)	68
Figure 7.1: Distribution of children aged 5-17 by employment characteristics (%).....	69
Figure 7.2: Proportion of children in child labour by age group, sex and area of residence during the reference week (%)	70
Figure 7.3: Proportion of children aged 5-17 in hazardous work by type of hazardous conditions of work (%)	73
Figure 7.4: Proportion of children in hazardous work aged 5-17 by hazardous work criterion and sex (%).....	73
Figure 7.5: Proportion of children in hazardous work aged 5-17 by hazardous work criterion and area of residence (%)	74
Figure 7.6: Proportion of children in hazardous work by hazardous work criterion and age group (%).....	74



Figure 7.7: Distribution of children aged 5-17 involved in hazardous work by occupation (%)	77
Figure 7.8: Cumulative percentage distribution of hours in employment per week for children aged 5-17 years, by child labour status (%).....	78
Figure 8.1: School attendance rate by age group and child labour status (%).....	79
Figure 8.2: School attendance rate of children aged 5-17 by sex, area of residence and child labour status (%).....	80
Figure 8.3: Average working hours of children aged 5-17 in economic activity, by child labour and schooling status	81
Figure 8.4: Average working hours of children aged 5-17 in economic activity, by sex, child labour and school attendance status	81
Figure 8.5: Average working hours of children aged 5-17 in child labour by age group and school attendance status	82
Figure 8.6: Average working hours of children aged 5-17 in economic activity by area of residence, child labour and school attendance status	83
Figure 8.7: School attendance rate of children aged 5-17 by sex, area of residence and hazardous work status	84
Figure 8.8: Reason for never attending school of children aged 5-17 who never attended school	85
Figure 8.9: Employment characteristics of children aged 5-17 who never attended school	85



Executive summary

The report on the 2016 National Child Labour Survey (NCLS) in Timor-Leste presents key statistics on the magnitude, characteristics and main determinants of child labour in Timor-Leste, and analyzes working conditions and the consequences on children's health and education. Specifically, the NCLS collected information on socio-economic, demographic and educational characteristics, nature and type of work in terms of hours, working conditions, type of activity, and exposure to risks, among others. The survey results provide comprehensive statistical information for the identification of measures required for the effective elimination of child labour. Below is a summary of key findings presented in the report.

Survey methodology

The 2015 general population census database was used as the sampling frame, from which 1,755 private households were sampled covering the urban and rural areas of all 13 municipalities of the country. A two-stage cluster sampling design was used with 117 enumeration areas randomly selected at the first stage (with probability proportional to size) and 15 households selected in each sampled enumeration area through systematic sampling. The target population

of the survey was children 5-17 years old. Data collection took place between January 18 and February 19, 2016.

Concepts and definitions

The starting point for studying the extent and characteristics of child labour in Timor-Leste are the international conventions related to the rights of the child and child labour: the United Nations Convention on the Rights of the Child (UNCRC), 1989; ILO Convention No. 182 concerning the prohibition and immediate action for the elimination of the worst forms of child labour (1999); and related supplementary ILO Recommendations No. 146 and No. 190. The international legislative framework is supplemented by a set of instruments at the national level, including: the National Constitution of Timor-Leste; the Labour Code (Section II on the regulation of work of minors) and the Penal Code of Timor-Leste. For the transposition of legal instruments into statistical indicators, the report used the framework provided by the Resolution on child labour statistics adopted by the 18th International Conference of Labour Statisticians.

Activities performed by children

Based on the 2015 General Population Census data, there are 421,655 children aged 5-17 years in Timor-Leste, with boys constituting 50.6 percent and girls 49.4 percent. Almost four in every five children (78.7 percent) live in rural areas.



Approximately 16.1 percent of children aged 5-17 years are economically active (employed). The prevalence of economic activity is 15.5 percent for boys and 16.5 percent for girls. There is a sharp increase in children's involvement in economic activities with age from 9.9 percent in the 5-12 year-old bracket to 28.8 percent for 15-17 year-olds. Children in rural areas are almost four times more likely to be in economic activity than their peers in urban areas (19 percent against 5.5 percent). The rural nature of children's economic activity is even more evident in absolute terms: rural children in employment number 62,710 while their counterparts in cities and towns number only 4,978. The percentage of children employed over the last year is overwhelmingly higher than that of working children over the past week in all three age groups and also by area of residence. Survey results indicate that about 1 percent (4,019) of non-working children aged 5-17 years were seeking work during the reference week.

It is estimated that 84 percent of children aged 5-17 years attended school in the current academic year (353,447 of 421,655 children). The school attendance rate stands at 83.4 percent among boys and at 84.4 percent among girls. School attendance rates are higher for children aged 13-14 years (89.8 percent), followed by children aged 15-17 years (83.1 percent).

Approximately 65.8 percent of children aged 5-17 years are engaged in household chores, including 61.5 percent of boys and 70.1 percent of girls. Engagement in household chores for boys and girls increases with age, but levels are systematically higher for girls than boys in all age groups. Cleaning utensils/

house/washing-up, washing clothes and preparing and serving meals are the most common household chores performed by children in Timor-Leste. The average time spent by children on household chores equals 9.3 hours per week. Girls spend on average 0.8 hours more per week than boys. The intensity of household chores is systematically higher in rural areas than in urban areas for both boys and girls. In all age groups girls are overrepresented among children doing household chores above 14 hours per week. A non-negligible proportion of boys and girls within each age group conduct household chores for 24 hours or more per week, which clearly constitutes a potential impediment to their adequate participation in the education system.

The survey found that 70.7 percent of children aged 5-17 years attend school exclusively, while about 13.2 percent of children aged 5-17 years are both in employment and school and less than 2.9 percent are in employment exclusively (i.e., are working without also going to school). The remaining 13.2 percent of children aged 5-17 years are neither in employment nor in schooling. Children living in rural areas are about three times more likely to work exclusively (3.4 percent against 1.1 percent) and to work and study (15.5 percent against 4.4 percent) than their urban counterparts.

Characteristics of working children

Children aged 5-17 years are mainly working in "agriculture, hunting and forestry" and "other community, social and personal service activities", as per the International Standard

Industry Classification (ISIC Revision 3.1). These two industries concentrate nearly 83 percent of all working children in Timor-Leste.

Working children aged 5-17 years are largely employed in “field crop and vegetable growers” (56 percent) and as “housekeeping and restaurant service workers” (26 percent). The remaining 8 percent of working children are working as retail sales workers/street vendors. The gender analysis reveals important differences in terms of the occupations carried out by boys and girls. While boys and girls have a similar relative involvement as “field crop and vegetable growers” (55.7 percent and 54.7 percent, respectively), girls are more likely to work as “housekeeping and restaurant services workers” than boys (31.5 percent against 20.8 percent). Also in terms of area of residence “field crop and vegetable growers” are largely concentrated in rural areas, while “housekeeping and restaurant services workers” and “retail sales workers/street vendors” have a higher concentration in urban settings.

Working children aged 5-17 years are mainly categorized as “contributing family workers” (56 percent), followed by “own-account workers” (35 percent) and “employees” (9 percent).

Economically active children aged 5-17 years work an average of 16.3 hours per week. Data disaggregated by gender shows boys in this age group work on average 16.6 hours per week compared to 16.0 hours worked by girls. In urban areas, the average number of hours worked per week is greater than that found in rural areas (18.9 hours per week

against 16.1 hours per week). Additionally, as age increases, so does the number of hours that children spend on economic activities. This increase is particularly pronounced in urban areas where children aged 15-17 years work an average of 8.6 hours more than their counterparts of 5 to 12 years.

The main reason for children to work in Timor-Leste is to “supplement family income” (58.4 percent). The second main reason why children work is to “learn skills” (28.5 percent). Help in a household enterprise and to help pay family debt complete the main reasons with 6.3 percent and 5.5 percent, respectively. The majority of working children work primarily at their family dwelling (46 percent), followed by work in plantations/farm/garden (38 percent) and fixed, street or market stall (5 percent).

Child labour and hazardous work

Child labour is statistically defined as children of both sexes, between the ages of 5 and 17 years, who were involved in one or more of the following types of economic activities during the reference week prior to the survey:

- ◆ Hazardous work for all children aged 5-17 years
- ◆ Child labour other than hazardous work, composed of:
 - ◆ Children aged 5-12 years performing at least one hour of economic activities during the last week and;
 - ◆ Children aged 13-14 years performing between 26 and 44 hours of work per week or more than 5 hours per day, or who did not take two full days of rest during the past week.



Out of the total children aged 5-17 years (421,655), 83.9 percent are not working, 12.5 percent are in child labour (52,651) and 3.6 percent are working in permissible forms of work (15,037). There is a sharp increase in children's involvement in child labour from 9.9 percent in the 5-12 year old age group to 20.8 percent of 13-14 year olds. Child labour prevalence decreases for 15-17 year olds (14.1 percent) as many of these children have attained the minimum age for admission to employment and are not involved in prohibited forms of hazardous work.

Children in rural areas are almost four times more likely to be in child labour than their urban counterparts (14.8 percent against 3.9 percent). In absolute terms, rural children in child labour number 49,102, while their counterparts in urban areas number 3,549. Gender disaggregation shows that girls have a higher prevalence of child labour than boys (13.4 against 11.5 percent). This observation holds true regardless of the area of residence and age group.

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

- ◆ Working long hours (45 hours per week or more);¹
- ◆ Working in hazardous conditions: carrying heavy loads, operating machinery / heavy equipment or working in an unhealthy

environment (such as hazard exposures or working with dangerous tools)² and;

- ◆ Night work (between 6 p.m. and 6 a.m.).³

If a child's work falls in any of the above-mentioned categories, then their work is classified as hazardous work.

In Timor-Leste, 29,195 children aged 5-17 years, or 6.9 percent in the total age group, are involved in hazardous work. More than half (55.5 per cent) of children in child labour are classified in "hazardous work".

The survey shows that 41.9 percent of children in hazardous work perform their working activities during the night shift (between 6 p.m. and 6 a.m.), 12.8 percent of children perform hazardous work for more than 44 hours per week, and approximately 6 out of 10 children are working in hazardous conditions.

Children in hazardous work aged 5-17 years are prominently concentrated in "agriculture, hunting and forestry" and "other community, social and personal service activities". These two industries concentrate 87.2 percent of all children in hazardous work in Timor-Leste. Boys in hazardous work have a relatively higher involvement in agricultural activities than girls (48.2 percent against 37.3 percent), and a considerably lower involvement in "other community, social and personal service activities" (35.5 percent against 52.6 percent).

1 The threshold of "long hours" for hazardous work reflects the maximum hour threshold permitted for adult work (Article 25, Normal hours of work, Labour Code, 2012).

2 Reflecting special protection clauses of the Labour Code, 2012 (Articles 67 and 68).

3 Operational statistical definition of night work adopted for this specific survey.

Children in hazardous work on average perform 20.5 hours of work per week, which is approximately 4 hours more than the average for children involved in economic activities.

Educational characteristics

Overall, about 84 percent of children, or 353,447 in absolute terms, attend school in 2016. Children in child labour aged 5-17 years are two percentage points less likely to attend school than children not in child labour (82.1 percent against 84.1 percent). Adolescent children in child labour are the most disadvantaged in school attendance: the school attendance of adolescent in child labour is almost 16 percentage points less than that of children not in child labour (69.4 percent against 85.3 percent).

Children in child labour who are at the same time attending school log an average of about 15 hours of work per week. Children in child labour and out of education work on average about 27 hours per week – 10 hours per week more than children in other employment and not attending school. Differences by gender in working hours by child labour and school attendance status are marginal. The number of average weekly working hours spent by children in child labour increases with the age. Children in child labour and not attending school living in rural areas log an average of 8 hours more per week compared to their urban counterpart (27 versus 19 hours per week respectively). On the contrary, average

working hours of children in child labour who are also attending school are higher among those living in urban areas (20.9 hours per week) compared to their rural counterpart (14.5 hours per week).

There are 22,400 children engaged in hazardous work and at the same time attending school, representing about 76.7 percent of the total 29,200 children engaged in hazardous work. Children involved in hazardous work appear to be disadvantaged in terms of school attendance compared to those not involved in hazardous work.

About 43,000 children reported that they never attended school. More than 50 percent of children reported that “they are too young, as a reason for never having been at school.”⁴ Reasons related to lack of interest in school are cited by 13 percent of children, followed by the cost of schooling (cannot afford schooling - 9.9 percent) and because of disability/illness (8 percent). About 7 percent of children cited education is not considered valuable and other 5 percent declared that the family does not allow schooling or schooling is too far away (3.3 percent). Only two percent of children reported that they can not attend school because of the need to carry out household chores at home.

⁴ It is worth noting that only half of children reporting to be too young for going to school are aged 5 or 6 years. This result call for the need of awareness raising campaign addressing household and community leaders.



Chapter 1

Introduction

1.1 Background and justification

On May 20, 2002, Timor-Leste became the first new sovereign state of the 21st century and joined the United Nations and the Community of Portuguese Language Countries. In April 2003, Timor-Leste signed and ratified the Convention on the Rights of the Child and the Optional Protocol to the Convention on the Rights of the Child on the sale of children child prostitution and child pornography. The following year, in August 2, 2004, it ratified the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict.

On June 16, 2009, Timor-Leste signed and ratified the Worst Forms of Child Labour Convention, 1999 (ILO Convention No. 182) as well as the Forced Labour Convention, 1930 (ILO Convention No. 29) and Freedom of Association and Protection of the Right to Organise Convention, 1948 (ILO Convention No. 87) and Right to Organise and Collective Bargaining Convention, 1949 (Convention No. 98). On November 9, 2009, it signed the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime. On May 10, 2016 it has signed and ratified two more ILO Conventions, namely, Equal Remuneration Convention, 1951 (Convention No. 100) and

Discrimination (Employment and Occupation) Convention, 1958 (Convention No. 111).

The ratification of these instruments indicates Timor-Leste's commitment to provide the best possible environment for the holistic development of children, and to prohibit and eliminate incidences of child labour in general, and in particular, the worst forms of child labour. This commitment was demonstrated through several concerted endeavours in collaboration with national and international partners.

In addition, the Government has established relevant laws and regulations related to child labour, including its worst forms. Pertinent provisions are in the Timor-Leste Constitution, Labor Code, Immigration and Asylum Act of 2003, Penal Code of Timor-Leste and Law of Basic Education, among others. Article 18 of the Constitution of Timor-Leste concerns the protection of children and the Ministry of Justice has drafted two laws concerning juvenile justice during 2010. The first law exempts children aged between 12 and 16 from criminal liability pursuant to Article 20 of the Timor-Leste Penal Code. The second law differentiates a Special Penal Regime for Young Adults between 16 and 21 years old. These two laws are an encouraging step forward in separating children and young offenders from adult criminals during the stages of arrest, adjudication and detention.

Timor-Leste has established mechanisms to coordinate its efforts to address child labour, including its worst forms. These is the Child labour Commission, which is tasked to design, develop and recommend policies on child labour; the National Commission against Child labour (NCACL), a tripartite

body comprised of members from relevant government ministries to address the worst forms of child labour; the Inter-Agency Trafficking Working Group which is tasked to coordinate the Government's anti-trafficking efforts; and the Ministry of Defense and Security which oversees the Immigration Police, the Border Police, and the Timor-Leste National Police (PNTL), all of which work to enforce criminal laws against forced labour, sexual exploitation, and trafficking. In November 2013, the Government passed a resolution to establish the NCACL to combat the worst forms of child labour. On March 3, 2014, the NCACL held its first meeting. The relationship between the NCACL and the Child labour Commission (CLC) remains unclear.

The Labour Force Survey (LFS) 2013, the second such survey that has been carried out in Timor-Leste since the country became independent in 2002, was aimed at providing current data on the employment and unemployment at the national and the sub-national level. Similar to the first survey in 2010, the LFS 2013 was conducted in close collaboration between the Secretariat of State for Professional Training and Employment Policy (SEPFPOPE) and the General Directorate of Statistics, Ministry of Finance. While the survey was not designed to measure child labour, in addition to data on the working-age population of 15 years old and over, data was collected on the economic activity of children from 10 to 14 years old. There were an estimated 142,200 children

from 10-14 years old in Timor-Leste in 2013: 73,400 boys and 68,800 girls. Of them around 9 percent were working either for pay or profit (1.4 per cent of boys and 1.8 per cent of girls) or in subsistence food production (7.7 per cent of boys and 7.4 per cent of girls).

The first National Child Labour Survey (NCLS) was carried out in 2016⁵. The 2016 NCLS, conducted by the General Directorate of Statistics, Ministry of Finance, was made possible by way of collaboration between the Government of Timor-Leste and the International Labour Organization (ILO). ILO support was provided within the framework of the International Programme on the Elimination of Child Labour (IPEC), in the form of both financial and technical assistance.

The 2016 NCLS was timely for monitoring the country's progress towards the elimination of child labour and its associated negative effects. Its findings will serve as an indicator of the effectiveness of the programmes and initiatives that have been embarked upon to address the issue of children's activities, and will highlight specific areas, which require greater focus and/or additional interventions.

5 The survey was planned and implemented as the Timor-Leste National Child and Forced Labour Survey, focusing on child labour and forced labour of adults and children. Accordingly, the survey questionnaire had a module on "Employment Relationship of all Household Members aged 5 years and above, even if currently not economically active". However, analysis of data set revealed only 43 cases in the sample which is considered not sufficient for accurate estimates of forced labour prevalence and the study of its characteristics. The findings on forced labour has, therefore, been provided as a short Annex A containing a single table with national level estimates,



1.2 Survey objectives

The objectives of the 2016 NCLS are as follows:

- ◆ To collect data on the types of activities children are involved in, and in particular, on the current magnitude and nature of their involvement in economic activities;
- ◆ To analyze children's demographic and socioeconomic characteristics, and their contribution to children's involvement in economic activities;
- ◆ To measure/monitor Timor-Leste's progress towards the reduction/elimination of child labour;
- ◆ To update and expand the existing data and literature regarding child labour in Timor-Leste, for informing the decision-makers and contribute to further reduce the level of child labour in the country;
- ◆ To identify specific areas that require actions/interventions to further reduce the incidence of child labour, and to improve children's overall well-being.

Based on detailed statistical tables, Chapters 5 to 8 presents detailed findings of the NCLS, in terms of children's characteristics, activities of working children, child labour and hazardous work and, children's educational characteristics. The report concludes with Chapter 9 in which recommendations are outlined. The survey piloted a module to measure forced labour for the first time in the country. The indicators derived from this module are presented in Annex A. Annex B presents the full questionnaire used in this survey.

1.3 Structure of the report

The Report is structured as follows. Chapter 2 describes the international labour standards adopted by Timor-Leste, and provides an overview of the national legislative framework in relation to child labour, as well as a description of the various concepts and definitions employed throughout this report. Chapter 3 provides Timor-Leste demographic and socio-economic context within which Timor-Leste, while Chapter 4 outlines the methodology employed by the NCLS.

Chapter 2

Concepts and definitions

2.1 International labour standards

As a member state of the International Labour Organization, Timor-Leste ratified the following international conventions on the protection of children:

- ◆ United Nations Convention on the Rights of the Child (UNCRC), 1989 and its Optional Protocol on the sale of children, child prostitution and child pornography and involvement of children in armed conflict;
- ◆ ILO Convention No. 182, 1999, Worst Forms of Child Labour Convention on the Rights of the Child

It has also signed and ratified the Forced Labour Convention, 1930 (ILO Convention No. 29) and Freedom of Association and Protection of the Right to Organise Convention, 1948 (ILO Convention No. 87) and Right to Organise and Collective Bargaining Convention, 1949 (Convention No. 98) at the same time as ILO Convention No. 182. On May 10, 2016 it has signed and ratified two more ILO Conventions, namely, Equal Remuneration Convention, 1951 (Convention No. 100) and Discrimination (Employment and Occupation) Convention, 1958 (Convention No. 111).

On November 9, 2009, it signed the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime.

2.1.1 United Nations Convention on the Rights of the Child (UNCRC)

Timor-Leste signed and ratified the United Nations Convention on the Rights of the Child (UNCRC) and the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography on April 16, 2003. On August 2, 2004, it ratified the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict. The national agency with responsibility for ensuring compliance with the UNCRC is the National Commission for the Rights of the Child. It was formed on September 22, 2009 at the office of the Ministry of Justice. The Commission is mandated to promote, defend and monitor children's enjoyment of their rights. The work of the Commission also includes promoting a culture that would secure respect for children's rights throughout the country.

Article 1 of the UNCRC defines a 'child' as "a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18." Timor-Leste has not ratified ILO's Convention No. 138, 1973 on Minimum Age.



Children's right to education is outlined in Article 28, and Section (a) states the State's responsibility to provide free, compulsory, primary education for all children, while Article 31 protects child's right to rest and leisure.

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

"1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard of the relevant provisions of other international instruments, States Parties shall in particular:

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

2.1.2 ILO Convention No. 182 on the Worst Forms of Child Labour

On June 16, 2009, Timor-Leste signed and ratified the Worst Forms of Child Labour Convention, 1999 (ILO Convention No. 182). Member states ratifying this C182 pledged

to "take immediate and effective measures to ensure the prohibition and elimination of the worst of forms of child labour as a matter of urgency" (ILO, 1999). Convention 182 also defines a child as anyone under the age of 18, and in Article 3 describes the worst forms of child labour (WFCL) as follows:

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

Work reflected by Article 3(d) is also termed as 'hazardous work', while child labour forms indicated by Articles 3(a), 3(b) and 3(c) are called 'WFCL other than hazardous work'. Further, Article 4 of C182 speaks to the State's obligation to clearly and in detail define the work falling under Article 3(d) above, and to institutionalize periodic revisions and updates as necessary. Additionally, Article 7.1 clearly indicates that in order to expedite the elimination of the WFCL, countries should

establish and apply penal or other sanctions as appropriate.

2.2 National legislative framework

In addition to the UNCRC and ILO Conventions that have been ratified by Timor-Leste, child labour is addressed by several instruments of national legislation, as discussed below.

2.2.1 National Constitution

Human rights in Timor-Leste are enshrined in the National Constitution (2002), and provides a sound basis for the elimination of child labour, as Part II, Fundamental Rights, Duties, Freedoms and Guarantee, Section 18 on Child Protection which states:

1. Children shall be entitled to special protection by the family, the community and the State, particularly against all forms of abandonment, discrimination, violence, oppression, sexual abuse and exploitation.
2. Children shall enjoy all rights that are universally recognised, as well as all those that are enshrined in international conventions commonly ratified or approved by the State.
3. Every child born inside or outside wedlock shall enjoy the same rights and social protection.

Additionally, Title III, Economic, Social and Cultural Rights and Duties, Section 50 (Right to work) categorically states:

1. Every citizen, regardless of gender, has the right and the duty to work and to choose freely his or her profession.
2. The worker has the right to labour safety and hygiene, remuneration, rest and vacation.
3. Dismissal without just cause or on political, religious and ideological grounds is prohibited.
4. Compulsory work, without prejudice to the cases provided for under penal legislation, is prohibited.
5. The State shall promote the establishment of co-operatives of production and shall lend support to household businesses as sources of employment.

It is worth mentioning that to further strengthen the government's commitment to children's rights, Timor-Leste formed the National Commission for the Rights of the Child on September 22, 2009 at the office of the Ministry of Justice. The Commission is mandated to promote, defend and monitor children's enjoyment of their rights. Its work includes promoting a culture that would secure respect for children's rights throughout the country.

The organic law of the VI Constitutional Government renamed the National Commission for the Rights of the Child as Commission for the Rights of the Child or *Komisária ba Direitus Labarik* (KDL). It then transferred the position of the Commission from the office of the Ministry of Justice to the office of the Ministry of State, Coordinator of Social Affairs to allow for better coordination and for a more comprehensive development of public policies in social areas providing better services to the citizens. The organizational structure of KDL was approved in 2014 while



its organizational Strategic Plan 2015-2019 was endorsed in 2015.

Timor-Leste's constitution (Section 59) also provides for free basic compulsory education and equal opportunities for education and vocational training, as follows:

Section 59 (Education and Culture)

1. The State shall recognise and guarantee that every citizen has the right to education and culture, and it is incumbent upon it to promote the establishment of a public system of universal and compulsory basic education that is free of charge in accordance with its possibilities and in conformity with the law.
2. Everyone has the right to equal opportunities for education and vocational training.
3. The State shall recognise and supervise private and co-operative education.
4. The State should ensure the access of every citizen, in accordance to their abilities, to the highest levels of education, scientific research and artistic creativity.
5. Everyone has the right to cultural enjoyment and creativity and the duty to preserve, protect and value cultural heritage

2.2.2 Labour Code

On December 20, 2011, the National Parliament enacted a new labour code for Timor-Leste.

The legal framework in Timor-Leste is not completely consistent with international standards on child labour. A minor is defined as a person whose age is less than 17 years (9, 11), leaving children age 17 years particularly vulnerable to the worst forms of child labour.

In 2012, Timor-Leste's Child labour Commission working group finalized a list of hazardous work activities in which children's employment under the age of 18 years would be prohibited and it was submitted to the Council of Ministers for approval in early 2018. This list of hazardous work will be used during the next round of child labour estimates in Timor-Leste.

In Timor-Leste' Labour Code "a young person" is defined as a person whose age is less than 17 years, pursuant to the applicable Civil Code.

It also defines "night work" as those carried out between 9 pm and 6 am of the following day.

Timor-Leste's Labour Code explicitly provides the prohibition of forced labour. Chapter II Fundamental Principles, Article 8 provides the definition of forced labour and reproduced as follows:

1. Forced or compulsory labour shall be prohibited.
2. Forced or compulsory labour shall mean any labour or service demanded from a person under threat or coercion and that is not offered voluntarily, notably:
 - a. Labour performed for payment of personal or third party's debt;

- b. Work performed as a mean of coercion or political education, or of punishment for expressing certain political or ideological opinions;
 - c. Work performed as a method of mobilization and use of manpower for economic development purposes;
 - d. Work performed as a measure of racial, social, national or religious discrimination;
3. The following shall not constitute forced or compulsory labour:
- a. Any work or service exacted by force of compulsory military service laws for work of a purely military character;
 - b. Any work or service that is part of the normal civic obligations of the citizens;
 - c. Any work or service exacted from any person as a consequence of a conviction in a court of law, provided that the said work or service is carried out under the supervision and control of a public authority and the said person is not hired to or placed at the disposal of private individuals, companies or associations;
 - d. Any work or service exacted in cases of emergency, that is to say, in the event of war or of a calamity, such as fire, flood, epidemics, or in any other circumstance that endangers the life or the security of the whole or part of the population;
 - e. Minor communal services of a kind which, being performed by the members of the community in the direct interest of the said community, can therefore be considered as normal civic obligations incumbent upon the members of the community, provided that the members of the community or

their direct representatives shall have the right to be consulted in regard to the need for such services

A whole section in the Labour Code provides the principles on the work of minors in Chapter V, Special Labour Protection Regimes. This is reproduced below:

SECTION II

WORK OF MINORS

Article 66. General principles

1. With respect to minors who can work pursuant to the law, the employer shall ensure working conditions adjusted to their respective age and which take into account their security, health status, physical, mental and moral development, including their education and training, and shall particularly prevent them from any risk resulting from their lack of experience and their unconsciousness insofar as the potential or existing risks are concerned.
2. The employer shall specifically assess the risks associated to their work before the minor starts working and whenever there is an important change in the working conditions.

Article 67. Special protection

1. The hiring of minors for undertaking dangerous works or works likely to compromise their education or jeopardize their health status or physical, mental, moral or social development shall be prohibited.
2. The following shall also be prohibited:



- a. All forms of slavery or practices analogous to slavery, such as sale and trafficking of children, subjection due to debts, servitude, forced or compulsory labour, including forced or compulsory recruitment of children to be used in armed disputes;
- b. The use, demand and offer of children for purposes of prostitution, production of pornographic materials or pornographic shows;
- c. The use, demand and offer of children for unlawful activities, particularly for the production and trafficking of drugs as defined in minors relevant international treaties;

Article 68. Minimum age for admission at work

1. The minimum age for admission to work shall be 15 years.
2. No minor who has not reached the minimum age referred to in the preceding paragraph shall be admitted to work, except for providing light work in legally recognized professional, technical, or artistic training programmes.
3. Minors between 13 and 15 years of age may undertake light works pursuant to article 69 below.
4. No minor shall undertake insalubrious or dangerous tasks or tasks requiring major physical efforts as defined by the relevant authority.
5. Employers hiring minor workers shall allow and encourage them to attend official education schools or equivalent education institutions recognized by the relevant government body, and the

rules provided for in article 76 shall apply.

Article 69. Light work

1. Light work shall mean an activity characterized by simple and defined tasks the performance of which presupposes only elementary knowledge, not involving physical and mental efforts likely to jeopardize the health and development of the minor and his or her studies or participation in professional training programmes approved by the Government.
2. The following shall not be considered light work:
 - a. Work that exceeds 5 hours per day and 25 hours per week;
 - b. Night work;
 - c. Work that implies a weekly rest of less than two days;
 - d. Work that implies a consecutive duration exceeding 3 hours without being interrupted for a break of not less than 1 hour;
3. Requesting or allowing overtime work by a minor hired to carry out light work shall be prohibited.

Article 70, Medical examination

1. A minor may only be admitted to work after being submitted to a medical examination that certifies his or her physical and mental fitness for the exercise of the functions, to be mandatorily conducted prior to commencing work.
2. The medical examination referred to in the preceding paragraph shall be repeated on an annual basis so as to

prevent the professional activity from resulting in damages to the health and the physical and mental development of the minor.

The Labour Code also provides the mechanisms to promote dialogue through the establishment of the National Labour Council, to be composed of three representatives of the Government, two representatives of employers' organizations and two representatives of trade unions. Its responsibilities include

- a. Promote social dialogue and consultation among stakeholders;
- b. Issue opinions on policies and legislation on labour relations;
- c. Propose the national minimum wage;
- d. Perform any other functions entrusted to it by law

2.2.3 Commercial sexual exploitation of children (CSEC) prohibition

Timor-Leste's Penal Code (Article 175) and its Labor Code (Article 67) explicitly prohibit the employment of children to engage in prostitution, production of pornographic materials or pornographic shows.

2.2.4 Education System Framework Law

Timor-Leste's Education System Framework Law, Law No. 14/2008, provides for universal primary education of nine years of compulsory free schooling, strengthening the guarantee of equal opportunities to access and academic success, and the planning of measures designed to provide an effective schooling to all citizens based on standards of quality.

The Law of Basic Education provides free and compulsory primary education for children for nine years. The Law requires children to start school in the year they turn 6, regardless of whether they have reached that age by the time the school year begins. The Law of Basic Education further provides that "the requirement to attend primary school ends at the end of the academic year when the student completes sixteen years of age." However, there are observations that there is no system in place to enforce primary compulsory education or to ensure primary education is free.

While acknowledging the improvements in the formal education system in the past decade, a large number of young and adult Timorese citizens still lack the education to fully support their economic and social participation, and access to life opportunities. There is a dearth of opportunities for poor, out-of-school and out-of-work youth. An adult population lacking basic literacy, numeracy and general skills will remain unequipped to help meet the emerging skills gaps of a growing economy.

2.3 Concepts and operational definitions

This section presents some concepts used throughout this report, along with the operational definitions of said concepts for the purpose of this report.



2.3.1 System of National Accounts of the United Nations

Economic activities

Persons are considered to be involved in economic activities if they contribute to or are available to contribute to the production of goods and services falling within the United Nations System of National Accounts.

Employment/Work

A person is employed if, during the reference period, they performed any economic activity for pay, profit or family gain for at least one hour. The categories of employment are:

- ◆ Paid Employment: Persons who, during the reference period, had a formal attachment to a job and performed some economic activity for a wage or salary, or payment in kind, as well as persons with a formal attachment to a job but who are temporarily absent from the job.
- ◆ Self-employment: Persons, who, during the reference period, performed any economic activity for profit or family gain, in cash or in kind, and persons with an enterprise, but who might temporarily not be at work.
- ◆ Unpaid Family Worker: Persons who work in their family business (e.g. store or farm), who do not receive payment of any kind. Throughout this report, the terms 'work', 'in economic activities' and 'employed' are used interchangeably.

Underemployment

Employed persons 14 years or older, who usually work less than 35 hours per week, are considered to be underemployed.

2.3.2 Working age

All persons in Timor-Leste who are at least 15 year-olds may be employed on a full-time basis, that is, up to 44 hours per week. Minors between 13 and 15 years of age may undertake light works in legally recognised professional, technical, or artistic training programmes.

2.3.3 Light work

An activity characterized by simple and defined tasks the performance of which presupposes only elementary knowledge, not involving physical and mental efforts likely to jeopardise the health and development of the minor and his or her studies or participation in professional training programmes approved by the Government. The following are examples of light work: work less than 5 hours per day and 25 hours per week; work that implies a weekly rest at least two days; or work that implies a consecutive duration not exceeding 3 hours without being interrupted for a break of not less than 1 hour. Night work is not considered light work.

2.3.4 Labour force participation rate

The proportion of the population 15 years or older who are either employed or not employed but available for employment.

2.3.5 Household

A household consists of one or more persons living together, which is, sleeping most nights of a week (at least 4 nights per week) and sharing at least one daily meal with the household. A member of a household does not need to be a relative of the main family, therefore a group of persons living together without family relations comprises a household.

2.3.6 Household head

In a one-person household, that person is the head of the household. In households with more than one member, the household head is the person recognized as such by other members of the household. This also applies in cases where a group of unrelated persons share a dwelling.

2.3.7 Household activities

Unpaid household services carried out by and for household members in their own household, such as preparing and serving meals, mending, washing and ironing clothes, shopping, caring for siblings and sick/disabled household members, cleaning and maintaining the household dwelling, repairing household durables, transporting household members and their goods, etc. The term 'household activities' is used interchangeably with 'household chores'.

2.3.8 Occupation

The type of economic activity that a person usually pursues to earn income in cash or kind during the reference period, regardless of the industry or status in employment

of the person, is regarded as the person's occupation, e.g. accounts clerk, legal secretary, domestic worker, fisherman, babysitter, or human resource manager. Each occupation is systematically classified and coded using the International Standard Classification of Occupations (ISCO 08).

2.3.9 Industry

The type of economic activity carried out at the person's place of work or business during the reference week determines the industry. This is defined in terms of the kind of goods produced or services supplied in exchange for some economic benefit (cash or kind), and not necessarily by the specific duties or functions of the person's job. For example, an accounts clerk could work in either the apparel manufacturing industry, the sugar cane industry, or the poultry rearing industry. Industries are systematically classified into different categories, based on the International Standard Industrial Classification of All Economic Activities (ISIC Rev 4).

2.3.10 Child labour measurement framework

In this report, the framework for the statistical measurement of child labour is based on guidelines contained in the Resolution on the Statistics of Child Labour adopted at the 18th International Conference of Labour Statisticians (ICLS) in December 2008.

2.3.11 Child

In accordance with the UNCRC and the ILO's Convention C182, a child is anyone under the age of 18 years.



2.3.12 Working children

All children engaged in economic activities during the reference period, even if they were temporarily absent from work, are considered to be working children. In this report, the reference age range for working children is 5 to 17 years. Working children are also called 'children in employment'.

2.3.13 Children seeking work

Those children who were not working during the reference period, but who indicated that they want to work and are available for work, if a job was offered.

2.3.14 Children engaged in household chores

Children who perform unpaid household services primarily in their own household, such as preparing and serving meals, mending, washing and ironing clothes, shopping, caring for siblings and sick/disabled household members, cleaning and maintaining the household dwelling, repairing household durables, transporting household members and their goods, etc.

For the purpose of this report, the fetching of water and collection of firewood for use by the household are considered household chores/activities.

2.3.15 Composition of child labour

All persons aged 5 to 17 years who were engaged in one or more of the following types

of economic activities during the reference period are considered to be a victim of child labour:

- ◆ Worst forms of child labour (WFCL) other than hazardous work;
- ◆ Designated hazardous occupations and industries, also called hazardous work;
- ◆ Any child 13-15 engaged in work other than light work, and any child age 5-12 engaged in any type of work.

2.3.16 Worst forms of child labour other than hazardous work

For the purpose of this report, measurement of the worst forms of child labour (WFCL) other than hazardous work will not be taken into consideration in the light of the difficulties inherent in measuring such forms of child labour in a household survey. Of those children involved in the WFCL, only those engaged in designated hazardous occupations and industries are included in the estimate of child labour in this report.

2.3.17 Hazardous child labour

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

- ◆ Working long hours (45 hours per week or more) ⁶;
- ◆ Working in hazardous conditions: carrying heavy loads, operating machinery / heavy equipment or working in an unhealthy

6 The threshold of "long hours" for hazardous work reflects the maximum hour threshold permitted for adult work (Article 25, Normal hours of work, Labour Code, 2012).

Table 2.1: Framework for the measurement of child labour and hazardous child labour in Timor-Leste

Age- group/ Type of work	SNA Production Boundary				
	Worst forms of child labour (WFCL)				
	Non-hazardous work in day time (> 1 hour and up to 25 hours per week)	Non-hazardous work in day time (up to 5 hours a day or 25 hours per week or lower)	Non-hazardous work in day time (> 25 hours per week and up to 44 hours per week)	Hazardous work: (i) Work >= 45 hrs weekly (Long hours) (ii) 'Yes' response to Qs HS6, HS7 & HS9 [Hazardous work conditions] (iii) Response '2' to Q CE12 (Night work*)	Worst forms of child labour other than hazardous work (Unconditional WFCL)
5 – 12 years	A			D	Not covered by Timor-Leste NCLS
13 – 14 years	Permissible work B1	B2		E	
15 – 17 years	C			F	

environment (such as hazard exposures or working with dangerous tools)⁷ and;

- ◆ Night work (between 6 p.m. and 6 a.m.)⁸.

The daily/weekly hours and age-group thresholds follow from the Timor-Leste Labour Code provisions.

For clarity and consistency, child labour and hazardous child labour measurement framework for each of the boxes A, B, C, D, E and F are estimated:

- ◆ Working children = A + B1 + B2 + C + D + E + F
- ◆ Child Labour = A + B2 + D + E + F
- ◆ Hazardous Child Labour = D + E + F
- ◆ Other Child Labour = A + B2
- ◆ Working Children not in Child Labour = B1 + C (Permissible Work by Children)

2.3.18 Education level of the household head

If the head of the household had no spouse, the head's education level is referred. However, if the head of the household has a spouse, the education level of the household head will refer to whichever of the higher level of education of the head or the spouse.

2.3.19 Night work

The conceptualization of 'night work' follows the stipulations in the Timor-Leste's Labour Code. For the purpose of 'working time', night work is defined as work carried out between the hours of 9 p.m. and 6 a.m. of the following day.

7 Reflecting special protection clauses of the Labour Code, 2012 (Articles 67 and 68).

8 Operational statistical definition of night work adopted for this specific survey.



Chapter 3

National context

The Democratic Republic of Timor-Leste is a country in Southeast Asia. It lies northwest of Australia in the Lesser Sunda Islands at the eastern end of the Indonesian archipelago. Timor-Leste includes the eastern half of the island of Timor, the Oecussi (Ambeno) region on the northwest portion of the island of Timor, and the small islands of Atauro and Jaco.

Figure 3.1: Map of Timor-Leste



On May 20, 2002, Timor-Leste became the first new sovereign state of the 21st century and joined the United Nations and the Community of Portuguese Language Countries.

As far as administrative division is concerned, Timor-Leste is split into 13 districts: Bobonaro, Liquiçá, Díli, Baucau, Manatuto and Lautém on the north coast; Cova-Lima,

Ainaro, Manufahi and Viqueque, on the south coast; Ermera and Aileu, the two landlocked districts; and Oecussi-Ambeno, the enclave in Indonesian territory. The borders determining the 13 districts have been more or less the same since the last years of Portuguese administration. Each district comprises one capital city and various subdistricts whose number can vary between three and seven, with an average of five subdistricts per district.

3.1 Economic profile

Nearly 37 percent of the population of Timor-Leste lives below the international poverty line of 1.25 USD per day, and 50 per cent of the population is illiterate.

Timor-Leste had its first household income and expenditure survey (HIES) in 2011. It conducted its first HIES over an entire year starting January 2011. This duration reduced the effects of seasonality on the results. The HIES was not just supposed to provide results useful for monitoring economic wellbeing. It also generated data for the consumption side of national accounts and improved the composition of the baskets of goods and services used in calculations of the consumer price index (CPI).

The survey was designed entirely in Timor-Leste, although obviously the experience from other countries was taken into account in specifying the methodology. Funding also came exclusively from national resources. Incidental technical assistance was provided by the European Union.



The fieldwork covered 4,800 private households throughout the national territory, about 1 out of every 40 private households. The District of Oecusse received a double sampling rate, in order to produce statistically significant results for this isolated part of the nation. The sample is sufficient to provide results at the national, urban/rural, and Oecusse levels with a 95 percent confidence interval for a maximum sampling error of 4.5 percent.

The HIES generated a wealth of information. The results presented in this section were derived from the report prepared by the General Directorate of Statistics, Ministry of Finance.

On the income side, the survey found that the mean monthly household income was 378 USD (urban: 634 USD, rural 292 USD). It should be considered that the equivalent rental value of owned homes is counted as part of the income. In urban areas this accounts for as much as 110 USD of the income. Nevertheless, important differences between urban and rural areas emerged from the survey results.

Both income and expenditures were substantially higher in urban Timor-Leste. Taking into account household sizes, mean per capita income was 62 USD (urban: 93 USD, rural 50 USD). Median incomes were found to be considerably lower than the mean values. This was due to the fact that the mean value of income ("average") was raised considerably by the presence of a small number of rather high-income households. Median per capita income was only 40 USD (urban: 64 USD, rural: 32 USD). In

other words: half of the population lived on 40 USD or less per person per month.

On the expenditure side, the mean monthly household expenditure was 297 USD (urban: 532 USD, rural 219 USD). It should be considered that the equivalent rental value of owned homes was counted as part of the income as well as of the expenditures. Again, in urban areas this accounted for over 110 USD of the monthly amount.

Taking into account household sizes, mean per capita expenditure was 49 USD (urban: 78 USD, rural 38 USD). Once again, the median expenditures were considerably lower than the mean values, due to the mean value of expenditure ("average") being pushed up by a limited number of relatively high-spending households. Median monthly per capita expenditure comes to only 34 USD (urban: 58 USD, rural: 30 USD).

The per capita expenditure was calculated to be lower than income at the median level by 10 to 15 percent. It might be a sign of the build-up of household savings outside official bank accounts or traditional savings schemes, but other causes cannot yet be excluded and further analysis would be needed.



3.2 Social and cultural profile

The term Maubere was used by the Portuguese to refer to native East Timorese and usually used as a synonym for the uneducated and illiterate, although it is now used as a term of pride. Maubere have many different ethnic groups, many of which are of mixed Malayo-Polynesian and Melanesian/Papuan descent.

The largest Malayo-Polynesian group represented were the Tetum (100,000), who live around Dili, followed by the Mambai (80,000) in the mountains, the Tukudede (63,000) around Liquica and Maubara, the Galoli (50,000), the Kemak (50,000) in north-central Timor island, and the Baikeno (20,000). The main groups of Papuan origin were the Bunak (50,000) in the central region of Timor island, the Fataluka (30,000) near Lospalos and the Makasae at the eastern end of the island. There is also a large group of mixed East Timorese and Portuguese origin called mesticos and a small Chinese minority.

Tetun and Portuguese are official languages while Indonesian and English are working languages. There are about 32 indigenous languages.

One out of three persons (67.5 percent) aged 15 years and over can read and write a simple message in any language. Male literacy rate is 71.5 percent, while female is 63.4 percent.

Timor-Leste is predominantly Roman Catholic.

3.3 Demographic structure

In 2017, the estimated population of Timor-Leste was 1.30 million, which ranks 158th in the world. The population growth rate was estimated at 2.4 percent (2016 estimate). The population was mostly concentrated around Dili, the largest city and capital, with a population of 234,000 persons. Based on 2016 estimates, the crude birth rate was 33.8 births per 1,000 population while the crude death rate was 6 deaths per 1,000 population.

3.3.1 Age and sex structure

The median age of the population was estimated at 18.8 years (based on 2016 estimates). In terms of median age, the males (18.2 years) are younger than the females (19.4 years).

The sex ratio at birth is 1.07 male(s)/female while that of the total population is 1.01 male(s)/female (2016 estimate).

Using the age distribution, a total dependency ratio of 92.3 dependents for every person in the working age was derived, resulting in 81.5 youth and 10.7 elderly dependents for every person in the working age.

Based on 2016 estimates, the life expectancy for the total population was 68.1 years. This was higher for females (69.7) years than males (66.5 years).

Timor-Leste is one of the countries with very high adolescent birth rates in South East Asia with 62.7 births per 1,000 girls, ages 15-19 years old, according to the report of

the 2010 Census Youth Monograph Report. The Demographic and Health Survey of 2010 complemented these findings with its estimate that one in five women (19 per cent) in Timor-Leste married before the age of 18 years, and one in four women had a child while in her teens. The Timor-Leste Census (2010) reported that marrying at an early age was particularly common in rural areas. Young girls were forced to marry due to unwanted pregnancies. This was more predominant amongst girls with little or no education and those who belong to families within the poorest quintile.

3.3.2 Fertility

The 2009-10 Timor-Leste Demographic and Health Survey (TLDHS) is the second national level population and health survey conducted in Timor-Leste and the first conducted as part of the global Demographic and Health Surveys (DHS) program. The sample for the survey was selected independently in every stratum, through a two stages selection process, to provide estimates for each of the 13 districts and for both urban and rural areas of the country. The 2009-10 TLDHS was designed: to cover a nationally representative sample of residential households, taking into account nonresponse; to obtain completed interviews of women age 15-49 in every selected household; and to obtain completed interviews of men age 15-49 in every third selected household.

Each household selected for the TLDHS was eligible to be interviewed with the Household Questionnaire, and a total of 11,463 households were interviewed. All eligible women age 15-49 in the selected households and all eligible men age 15-49

in every third household were interviewed with the Women's and Men's Questionnaires, respectively. A total of 13,137 women age 15-49 and 4,076 men age 15-49 were interviewed. Data collection took place over a six-month period, from early August 2009 to early February 2010.

The data presented in this section as well as the following sections are derived from the 2009-10 Timor-Leste Demographic and Health Survey.

The total fertility rate for Timor-Leste for the three years preceding the survey was 5.7 births per woman and was the highest in South East Asia and in Asia (together with Afghanistan) (PRB, 2010) but lower than Africa. At this level, it is estimated that the population will increase from its current size of 1.2 million to 1.9 million by the year 2025 and to 3.2 million by the year 2050.

As expected, fertility was considerably higher in rural areas than in urban areas. Rural women had on average about one child more than urban women (6.0 compared with 4.9 births per woman). As the age-specific fertility rates (ASFRs) show, the pattern of high rural fertility was prevalent in all age groups. The rural-urban difference in fertility was most pronounced for women age 20-24 (236 births per 1,000 women in rural areas versus 187 births per 1,000 women in urban areas). There were considerable differences among districts.

The level of fertility was inversely correlated to women's educational attainment, decreasing rapidly from 6.1 births among women with no education to 2.9 births among women with more than secondary education. Fertility



was also inversely associated with wealth quintile. Women in the lowest wealth quintile had an average of 7.3 births, about three children more than women in the highest quintile (4.2 births).

3.4 Health and nutrition condition

The data presented in this section refers to the health of women based on the 2009–10 Timor-Leste Demographic and Health Survey.

3.4.1 Antenatal care, birth delivery

Antenatal care from a skilled birth attendant, that is, from a doctor, nurse, midwife, or assistant nurse, was very common in Timor-Leste, with 86 percent of women reporting receipt of such care. The majority of women received care from a nurse or midwife (80 percent), four percent from a doctor, and less than 2 percent received care from an assistant nurse.

There was a significant improvement in the proportion of women receiving antenatal care from a skilled provider—from 61 percent in the 2003 DHS to 86 percent in the 2009–10 TLDHS—an increase of 41 percent.

Neonatal tetanus is a leading cause of neonatal death in developing countries where a high proportion of deliveries occur at home or in places where hygienic conditions may

be poor. Tetanus toxoid (TT) vaccinations are given to pregnant women to prevent neonatal tetanus. The survey results showed that three-quarters of mothers with a live birth in the five years preceding the survey received two or more tetanus toxoid injections during their last pregnancy, and four-fifths were protected for their last birth.

With regard to antimalarial indicators, the results showed that overall, 39 percent of all women and 45 percent of pregnant women slept under some sort of net the night before the interview. Thirty-seven percent of all women and 43 percent of pregnant women slept under an ever-treated net, and 34 percent and 41 percent, respectively, slept under an insecticide-treated bed net (ITN)⁹. In households that own at least one ITN, a substantially larger proportion of women slept under an ITN the night before the survey (77 percent of all women and 84 percent of pregnant women).

Just over one in five births are delivered in a health facility, with the vast majority delivered in a public (21 percent) rather than in a private (1 percent) facility. The majority of births (78 percent) are delivered at home.

Delivery in a health facility is most common among young mothers (25 percent), mothers of first-order births (31 percent), and mothers who have had at least four antenatal visits (31 percent). Half (53 percent) of the children in urban areas are born in a health facility, compared with only 12 percent in rural areas.

⁹ Bed-nets can be classified as untreated, ever-treated or currently-treated (an ITN). ITN or currently-treated net is a net that is a “permanently treated” or long lasting insecticide-treated net (a LLIN), or is pre-treated and has been purchased within the last 12 months, or has had insecticide put on it up to and including the last 12 months. “Ever-treated” refers to bed-nets that have been treated in the past, but are not currently-treated. “Untreated” refers to bed-nets never treated with insecticide.

Thirty percent of births were delivered with the assistance of a skilled provider (doctor, nurse, assistant nurse, or midwife), with a nurse or midwife being the most common skilled provider. Three percent of deliveries were performed by a doctor, and less than 1 percent were performed by an assistant nurse. Nearly one-fifth of deliveries were carried out by traditional birth attendants (18 percent). Women received assistance from a relative or some other person for nearly one in two births (49 percent), while 3 percent of births took place without any type of assistance at all. The majority of women (68 percent) did not receive a postnatal check.

3.4.2 Maternal and child mortality

Maternal mortality in Timor-Leste is high relative to many developed countries. Respondents reported 120 maternal deaths in the seven years preceding the survey. The maternal mortality rate, which is the annual number of maternal deaths per 1,000 women age 15-49, for the period zero to six years preceding the survey, was 0.96. Maternal deaths accounted for 42 percent of all deaths to women age 15-49; in other words, more than two in five Timorese women who died in the seven years preceding the survey died from pregnancy or pregnancy related causes. The maternal mortality ratio, which measures the obstetric risk associated with each live birth for the seven years preceding the survey is 557 deaths per 100,000 live births (or alternatively, about 6 deaths per 1,000 live births). The 95 percent confidence interval places the true MMR for 2009-10 anywhere between 408 and 706.

Under-5 mortality for the most recent period (0-4 years before the survey or, roughly, during the calendar years 2005-2009) is 64 deaths per 1,000 live births. This means that 1 in 16 children born in Timor-Leste died before the fifth birthday. Seventy percent of deaths among children under age 5 occurred during the first year of life: infant mortality was 45 deaths per 1,000 live births. During infancy, the risk of neonatal deaths and post neonatal deaths was 22 and 23 per 1,000 live births, respectively.

3.4.3 Vaccination coverage of children

Fifty-three percent of Timorese children aged 12-23 months were fully immunized, and 23 percent received no vaccinations. Forty-seven percent of children aged 12-23 months were fully vaccinated by 12 months of age. The percentage of children fully vaccinated nearly tripled from 18 percent in 2003.

Seventy-seven percent of children received the BCG vaccination, 75 percent received the first DPT dose, and 75 percent received the first polio dose. Coverage for all three vaccinations declines with subsequent doses: 66 percent of children received the recommended three doses of DPT, and 56 percent received three doses of polio. These figures reflect dropout rates (which represent the proportion of children who received the first dose of a vaccine but who did not get the third dose) of 12 percent for DPT and 25 percent for polio, respectively. This is a huge improvement from 2003 when the dropout rates for DPT and polio were 45 and 62 percent, respectively.



Sixty-eight percent of children received the measles vaccine. Hepatitis B coverage varies slightly from DPT coverage, although they have been given together in a tetravalent vaccine since 2007. This difference is likely due to the inclusion of a small number of children who received the DPT vaccine before the tetravalent vaccine was introduced.

3.4.4 Nutritional status of children and women

Fifty-eight percent of children under age 5 were stunted, and 33 percent were severely stunted. Nineteen percent of children under age 5 were wasted, and 7 percent were severely wasted. The weight-for-age indicator shows that 45 percent of children under age 5 were underweight, and 15 percent are severely underweight. In addition, 5 percent of Timorese children under age 5 were overweight.

There was a slight rise in the level of stunting, wasting, and underweight over the past 6 years. Stunting increased from 49 percent to 53 percent, wasting increased from 12 percent to 17 percent, and underweight increased from 46 percent to 52 percent.

Overall, 15 percent of women were shorter than 145 cm. Women in rural areas were much shorter on average than women in urban areas, with 17 percent falling below the 145 cm cutoff compared with only 9 percent of women in urban areas.

Twenty-seven percent of women were found to be malnourished with BMI <18.5 indicating that malnutrition among women is a serious public health concern in Timor-Leste. About 5

percent of Timorese women were overweight or obese.

Women's nutritional status improved over the years. The proportion of malnourished women (BMI <18.5) decreased by 29 percent in the past decade, from 38 percent in the 2003 DHS to 27 percent in the 2009-10 TLDHS.

However, the level of chronic energy deficiency among non-pregnant women was still high, with more than one-quarter of women having a BMI less than 18.5. The mean BMI increased only slightly over the years from 19.5 in the 2003 DHS to 20.2 in the 2009-10 TLDHS.

Night blindness is an indicator of severe vitamin A deficiency, with pregnant women are especially prone to experience it. More than nine in ten mothers (94 percent) consumed vitamin A-rich foods, and more than one-half (53 percent) consumed iron-rich foods in the 24 hours preceding the survey. Fifty-five percent of women received vitamin A postpartum, an improvement from the 23 percent of women who received vitamin A postpartum reported in the 2003 TLDHS.

3.4.5 HIV and AIDS

Forty-four percent of women and 61 percent of men have heard of HIV and AIDS. Women were most aware that the chances of getting the HIV virus can be reduced by limiting sex to one uninfected partner who has no other partners (36 percent). In addition, 26 percent mentioned that abstaining from sexual intercourse prevent the transmission of HIV. Among men, the most commonly known

prevention method was limiting sex to one uninfected partner who has no other partners (49 percent). Knowledge of condoms and the role that they can play in preventing the transmission of HIV was much less common among women than among men (30 percent versus 45 percent).

Fewer women and men (27 percent and 42 percent, respectively) were also aware that both using condoms and limiting sex to one uninfected partner can reduce the risk of getting the HIV virus.

Many Timorese adults lack accurate knowledge about the ways in which the HIV virus can and cannot be transmitted, with women being much less knowledgeable than men. Only 33 percent of women and 46 percent of men were aware that a healthy-looking person might be infected with the HIV virus. One in four women and two in five men knew that HIV cannot be transmitted by mosquito bites, or that a person cannot become infected by sharing food or sharing clothes with a person who has HIV. About twice as many men as women (28 percent and 15 percent, respectively) knew that a healthy looking person can have the virus and rejected the two most common local misconceptions (that HIV can be transmitted by mosquito bites and by sharing food).

3.5 Employment and unemployment situation

The main results of the Labour Force Survey show that in 2013 the economically active population comprised of 213,000 employed and unemployed persons, corresponding to a labour force participation rate of 30.6 percent. A total of 189,800 people from the labour force were employed. The employed are— defined as those working for pay or profit.

The Labour Force Survey (LFS) 2013 was the second such survey that has been carried out in Timor-Leste since the country became independent in 2002. Similar to the first survey in 2010, the LFS 2013 was conducted in close collaboration between the Secretariat of State for Professional Training and Employment Policy (SEPFPOPE) and the General Directorate of Statistics, Ministry of Finance.

The primary objective of LFS 2013 was to provide current data on the employment and unemployment situation at national and sub-national level. The present survey uses the new international standards concerning the statistics of work, employment and labour underutilization adopted by the 19th International Conference of Labour Statisticians in October 2013 at Geneva, Switzerland.

A look at the employment to population ratio reveals that just 27.3 percent of the population (15 years and older) were employed in 2013. At the same time, 23,400 people could be classified as unemployed, i.e., they had no



job during the survey reference period but were available and actively looking for work. The unemployment rate was estimated at 11 percent.

Among those employed, some 1,400 persons were in time-related underemployment, and of the people outside the labour force, 7,700 persons were on the margins of the labour and what is termed as potential labour force. The working-age population outside the labour force was estimated at 483,000.

In terms of broad economic sector activity (excluding subsistence foodstuff producers), the LFS results for 2013 show that with a share of 41 percent, the service sector employed most of the people. The agriculture sector ranked second in terms of employed, with a relative share of 41 percent. Only 13 percent of workers were employed in industry.

The 2013 survey also identified and quantified a substantial number of subsistence foodstuff producers (178,900) who were not considered employed according to the new international labour statistics standards. Only a few subsistence foodstuff producers were engaged in labour market activity, either as unemployed i.e. seeking work for pay or profit or as employed, having a secondary job.

The 2013 LFS also provides results concerning occupations, mismatch between occupation and education, status in employment, informal and vulnerable employment, income from employment, youth, education and training, as well as working children. The results show that there was a high degree of occupation concentration in Timor-Leste. The top 12 occupations covered more than 60 percent of the employed population. The top four

occupations were mainly in agriculture and sales and services. In the non-agricultural sector, the main occupations were security guards, car, taxi and van drivers, and concrete placers and concrete finishers, all of which were largely male-dominated. There was no industrial occupation in the top twelve occupations, except possibly one related to construction, "concrete placers, concrete finishers, other".

The analysis of occupation and education attainment indicates that about 7.5 percent of the employed population had skill-mismatch in their main job. Mismatch refers to when the worker's educational attainment is above the skill requirement of his or her job. Skill mismatch was found to be slightly higher for women (8.9 percent) than men (6.9 percent). But the percentage of people with occupation education mismatch and high educational attainment was nearly the same for men and women at 60 percent.

In terms of employment status, just 4 out of 10 employed people were wage and salaried workers (41 percent), followed by own-account workers (36.7 percent) contributing family workers (18.8 percent) and employers (2.7 percent). The combined proportion of own-account workers and contributing family workers in total employment, often considered as a measure of vulnerable employment, was 55 percent.

The majority of vulnerable workers were women (70 percent) when compared to men (48 percent).

Further results show that there were 136,600 people in informal employment, representing more than 71 percent of the employed population. In addition to informal own-account workers (36.7 percent) and contributing family workers (18.8 percent), informal employment included many informal employees (25.1 percent) and informal employers (1.9 percent). Informal employees are those who do not benefit from paid sick leave and paid annual leave. Employers and own-account workers in informal sector enterprises are those operating economic units engaging less than five workers and are not registered under specific forms of national legislation.

Data on income from paid employment or earnings of employees were collected as part of the LFS 2013. It covered wages and salaries for the main and any secondary activities, after tax deductions, if any, but before any other deductions. According to the survey results, the average monthly wage and salary of employees was 530.8 US Dollars (USD) in 2013 (the median was 272 USD). However, more than one quarter of the employees, were low pay workers, their pay being less than 181 USD per month—i.e., less than two-thirds of the median earnings of all the employees.

On average, women received lower monthly earnings (461 USD) than men (553 USD). The earnings gap was in almost all the occupational categories except for technicians and associate professionals where women appeared to receive, on average, more than twice the wages and salaries of men (763 USD for women versus 372 USD for men).

It is, however, surprising to note an unusual pattern in the earnings differential between employees with secondary and tertiary education. Employees with secondary education on average had higher monthly earnings (640 USD) than those with tertiary education (578 USD). This result seems to signal that labour market has “greater demand” for employment in jobs requiring secondary education than jobs requiring tertiary education.

3.6 Children and youth profile

3.6.1 Youth labour force

In 2013, 42.1 percent of the youth labour force had secondary education. The percentage of the youth labour force with tertiary education was only 1.4 percent. The size of the youth population (15 to 24) comprised 200,000 young men and women of whom 11.1 percent were employed. The number of youth unemployed (6,200) was much higher than unemployed adults. Youth made up more than one quarter of the total number of unemployed. Thus, the youth labour force was more than twice at risk of unemployment (21.9 percent) than the overall labour force (11 percent).

3.6.2 Children in employment

Based on the Census of Population in 2015, over 8,000 children aged 10 to 14 (6.2 percent) were employed and more than 4,000 were seeking work. The prevalence of child labour in Timor-Leste was high at about 9.3 percent among 10 to 14 years old children and 24 percent among the 6 to 14 years old. The



2010 Census also showed that there were more economically active 10 to 14 years old children in rural areas (11 percent) compared with urban areas (3.8 percent).

While the LFS was not designed to measure child labour, data were collected on the economic activity of children from 10 to 14 years old, in addition to data on the working-age population of 15 years old and over. 142,200 children aged 10 to 14 years were economically active in Timor-Leste in 2013: 73,400 boys and 68,800 girls. Approximately 9 percent of them were working either for pay or profit (1.4 percent of boys and 1.8 percent of girls) or in subsistence foodstuff production (7.7 percent of boys and 7.4 percent of girls)¹⁰.

Most of the children were working in agriculture-related occupations such as mixed crop growers, gardeners, field crop and vegetable growers, mixed crop and field labourers, livestock and dairy producers, pet groomers and animal care workers. Others were working in sales occupations as stall and market salespeople, shopkeepers and street food salespeople. Only a small percentage was working in factory or workshop settings. These were virtually all girls, mostly working with food and related products, as machine operators or as weaving and knitting machine operators. The majority of children working for pay or profit usually worked 14 to 42 hours per week: 62 percent of boys and 53 percent of girls. The percentage of children working very long hours, 43 hours or more per week, was 24 percent of boys and 13 percent of girls.

3.6.3 Violence against children and care of orphan children

The Timor-Leste Demographic and Health Survey (DHS) in 2009-2010 reported that approximately 38 percent of women aged 15 to 49 years and 30.8 percent of girls aged 15 to 19 years have experienced physical violence since the age of 15. The same study showed that perpetrators of this violence were mostly parents (76 percent), partners (60.4 percent), and siblings (15.2 percent).

Based on the report of the 2009-2010 Demographic and Health Survey (DHS), nearly one in four households (23 percent) in Timor-Leste had orphans or foster children within their care. Informal kinship care appeared to be the primary form of alternative care for children in the country according to a Mapping Assessment conducted by the Ministry of Social Solidarity. The study was approved by Ministry of Education in 2016, and to be published in 2017 by UNICEF Timor-Leste.

The National Action Plan for Children was approved by the Council of Ministers on 31st January 2017 as a result of strong commitment of the Government of Timor-Leste for full realization of the Convention of the Rights of the Child (CRC), which Government of Timor-Leste ratified in 2003. This National Action Plan for Children also provides a useful reference to understand the situation of children in Timor-Leste and actions to follow up based on the CRC and the recommendations received in 2015 from the independent body of UN Committee on the Rights of the Child, which is part of

an international Human Rights monitoring mechanism.

The Situation Analysis of Children in Timor-Leste or SitAn (2014) acknowledged the difficulty of estimating the number of working children in the country and in determining whether they were increasing or declining. This was mainly due to the lack of updated data and the difficulty of consolidating the existing surveys with different definitions and methodologies.





Chapter 4

National child labour survey methodology

4.1 Scope and coverage of the survey

The National Child Labour and Forced Labour Survey (NCLS) was conducted in 2016. It collected information on the activities of children between the ages of 5 and 17 years through sections III to VIII of the NCLS questionnaire (as described below). The NCLS coverage was nationwide with a random sample of households drawn from urban and rural areas of all administrative districts.

4.2 Questionnaire development and design

4.2.1 Questionnaire development

The questionnaire of the National Child Labour Survey (2016) includes more than 86 questions organized in 8 sections as follows:

- I. Household and housing characteristics
- II. Household composition and characteristics of all household members
- III. Educational attainment of all household members 5 years old and over

- IV. Current economic activity of all household members 5 years old and over (reference week)
- V. Usual employment status of all household members 5 years old and over (last 12 months)
- VI. Employment relationship of all household members 5 years old and over (last 5 years)
- VII. Health and safety at workplace of all household members 5 years old and over
- VIII. Household tasks of all household members 5 years old and over

Sections I to VI were addressed to the most knowledgeable person of the household. Sections VII and VIII were addressed directly to children.

4.2.2 Questionnaire design

A link to the 2016 NCLS questionnaire is included in Annex B. The questionnaire collected information on household and individual characteristics. Below a brief summary of the contents of each section is presented.

General information panel (cover page)

The first page of the household questionnaire identified the household being interviewed and provided tracking information about the progress of the interviews.

I. Household and housing characteristics

This module captured information on the structure and quality of the dwelling occupied by the household and on the utilities enjoyed by the household. It also asked questions on the mobility of the household and ownership



of livestock, animals, household appliances and motor/animal drawn vehicles.

II. Household composition and characteristics of all household members

All members of the household were listed in this module and information on a few variables were collected for each household member.

III. Educational attainment of all household members 5 years old and over

Information about education including reason for not attending school were collected in this module for all persons five years and above.

IV. Current economic activity of all household members 5 years old and over (reference week)

This module recorded information on those who were reported working in the past 7 days. Information for all persons five years and older were collected in this module. It provided filters differentiating persons in the labour force, persons employed and persons unemployed. It captured information about occupations and industries for the employed persons and about under employment and wages earned.

V. Usual employment status of all household members 5 years old and over (last 12 months)

This module recorded information on those who were reported working in the past 12 months. It captures information on the main

job/task performed as well as the main activity where the household member worked most of the time.

VI. Employment relationship of all household members 5 years old and over (last 5 years) (Forced labour module)

Issues of being forced to work against their will or through the use of lies, threats or violence were investigated by this module.

VII. Health and safety at workplace of all household members 5 years old and over

Issues on the hazards in the work place are investigated in this module.

VIII. Household tasks of all household members 5 years old and over

The types of household tasks performed by household members were collected in this module. In addition children aged 5 to 17 years were asked when they carried out the household activities.

4.3 Sample design

Sample design features included sampling frame and listing, sampling stages, choice of domains, stratification, sample allocation, and the calculation of sample weights.

4.3.1 Sampling frame and listing

The NCLS used the sampling frame provided by the list of 2015 census enumeration areas (EAs) with population and household



information from the National Population and Housing Census (NPHC). The sampling frame contained information about the Administrative Unit (Municipality, Postu, Suco, EA, Urban/Rural), Census Stiker, HH_Number, Person_Number, Name of Household head and Household head age.

4.3.2 Sample design

The National Child Labour Survey 2016 was carried out on the basis of a sample of 1,740 households covering the urban and rural areas of all 13 municipalities of the country (Table 4.1).

Table 4.1: Distribution of sample households by municipality and urban/rural area

Region	Number of sample households		
	Urban	Rural	Total
Aileu	15	75	90
Ainaro	30	75	105
Baucau	15	150	165
Bobonaro	15	135	150
Covalima	15	120	135
Dili	165	75	240
Ermera	45	150	195
Lautem	15	105	120
Liquica	15	75	90
Manatuto	15	90	105
Manufahi	15	75	90
Oecusse	15	105	120
Viqueque	15	120	135
Total	390	1,365	1,740

Source: National Child Labour Survey 2016, Directorate General of Statistics (DNE), Timor-Leste.

4.3.3 Sample selection

In the first stage of sampling, a sample of 116 enumeration areas was selected from the list of 2350 enumeration areas of the census of population and housing of 2015. The sampling frame was initially stratified by municipality and urban/rural area. Within each stratum, the allocated number of sample enumeration areas was selected with probability proportional to the size, measured in terms of number of households;

In the second stage of sampling, a fixed number of 15 households were selected in each sample enumeration area. The second stage sample was drawn with equal probability from the census list of households in the respective enumeration areas. No fresh listing of households was carried out to update the sampling frame.

The resulting total sample size was therefore 1,740 households (15x116). The basic elements of the sample design are summarized in Table 4.2.

Table 4.2: Sample size of enumeration areas and households at the first and second stage of sample selection

Sampling frame		
Census of population 2015	2,350	Enumeration areas stratified by municipality and urban/rural area
Sample selection		
- First stage	116	Sample enumeration areas selected with probability proportional to size of population within each stratum
- Second stage	15	Sample households selected with equal probability in each sample enumeration area
Sample size		
Total number of sample households	1,740	Sample households

Source: National Child Labour Survey 2016, Directorate General of Statistics (DNE), Timor-Leste.

4.3.4 Sampling weights

The sample results were extrapolated to the total population using sampling weights. The sampling weights were calculated as the inverse of the probabilities of selection. In a two-stage sampling scheme, the probability of selection of a sample household is obtained as the product of two probabilities corresponding to each stage of the sample selection as shown below:

Sample weight = 1/Probability of selection

Probability of selection = Probability of selection of sample enumeration area x Probability of selection of household in sample enumeration area

Table 4.3 gives a numerical example on the calculation of the sampling weights. The numerical example concerns the sample households in the sample enumeration area 010107012 in the rural Succo Lauisi of Sub-municipality Aileu-Vila. All sample households in this enumeration area have a sampling weight of 57 as described in Table A3. All household members were assigned with the sampling weights of the household in which they belong to.



Table 4.3: Calculation of sampling weights: A numerical example

Item	Calculation	Result
Probability of selection of sample enumeration area (code 010107012) in rural Succo Lauisi in Sub-Municipality Aileu Vila	$75 \times 54 / 64125$ 75=total sample enumeration areas in rural Aileu; 54=total households in sample ea; 64125= total households in rural Aileu	= 0.063158
Probability of selection of sample household in sample enumeration area (010107012)	$15 / 54$ 15=sample take per enumeration area; 54=total households in sample enumeration area	= 0.277778
Overall probability of selection of sample household in sample enumeration area (010107012)	0.063158×0.277778	= 0.175439
Sampling weight of sample household in sample enumeration area (010107012)	$1 / 0.175439$	= 57

4.4. Data collection period

The 2016 NCLS of Timor-Leste data collection used paper questionnaires. Data collection began on January 18, 2016, by 13 teams. Supervisors were responsible for the team, contacting local officials, locating and assigning the selected households, maintaining the pace of work, conducting household interviews as needed. Interviewers were responsible for conducting interviews. Fieldwork was completed on February 19, 2016. Fieldwork supervision was coordinated at GDS by GDS staff, SEPFOP staff and ILO staff.

4.5 Data processing

4.5.1 Data entry and editing

Completed questionnaires collected from the field were sent to the GDS data processing center in Dili and edited by GDS staff before starting the data entry process. The data entry was processed by 8 personal data entry operators. The GDS used CSPRO 6.1 for the data entry process.

4.5.2 File description

The file for Timor-Leste's NCLS contains 9,912 observations and 295 variables. The NCLS data is in Stata (.dta) format.

4.5.3 Generation of Statistical Tables

The statistical software Stata 10 was used to analyze the data.

The preliminary tables were generated considering the following:

1. Using hc2 as age variable
2. Records with NA sex values were imputed based on names. Fortunately, for children ages 5-17, names are distinguishable as to whether they are males or females. No imputation for records of other ages.

Working children, child labour and hazardous work were measured according to the framework detailed in Figure 4.1, including the variables specified.

The worst forms of child labour other than hazardous work are not covered in this study.

Figure 4.1: Data processing specifications for the measurement of working children, child labour and hazardous work

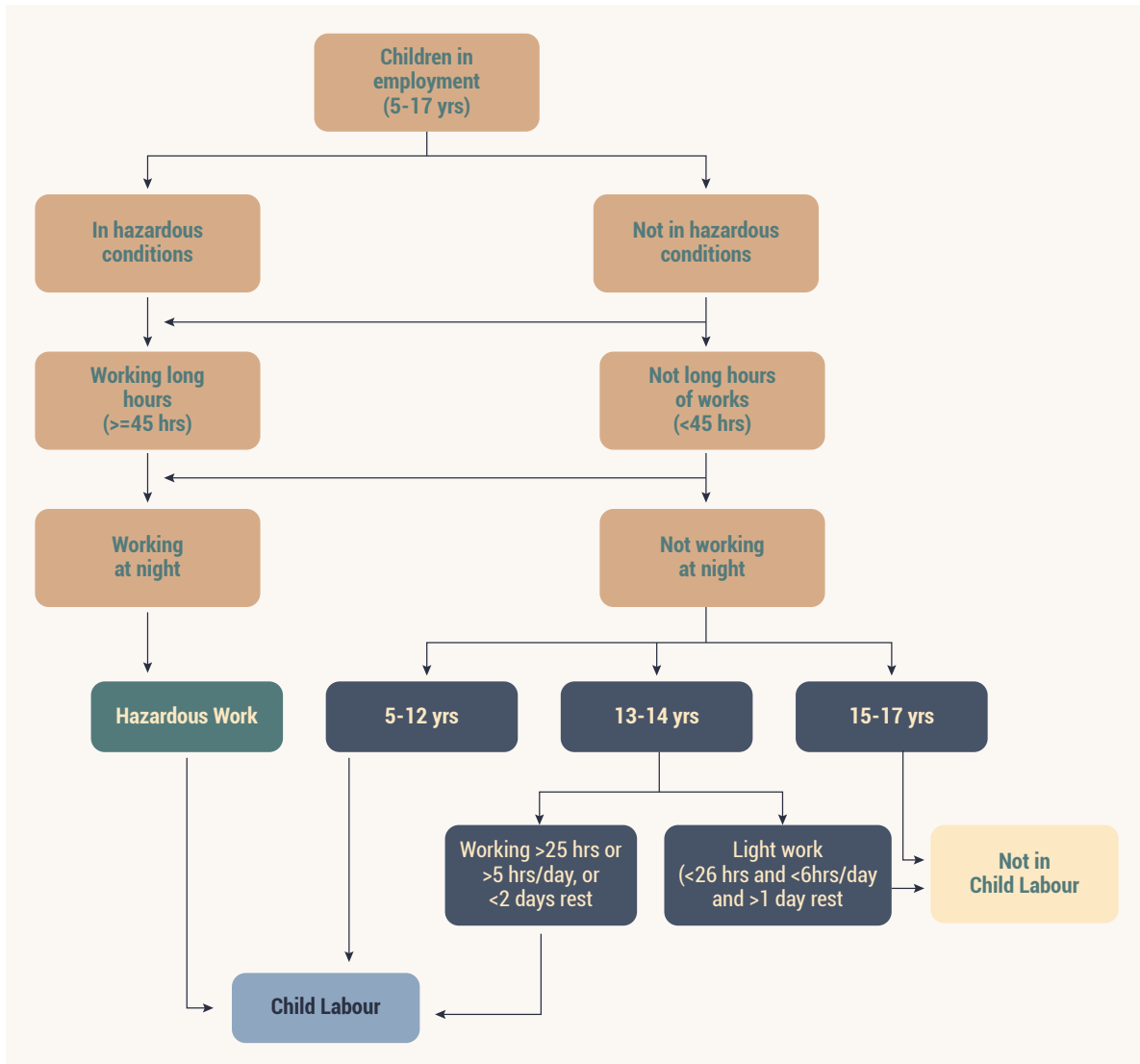


Table 4.4: Questions used for the identification of children in employment, child labour and hazardous work

Indicator	Questions
Children in employment or working Children (Chapters 5 and 6)	Children (5-17 years old) who: <ul style="list-style-type: none"> • Worked at least one hour during the past week (ce1, ce2a-ce2i, ce10) • If they did not, they have a job to return too (ce3)
Hazardous work (Chapter 7)	Working children : <ul style="list-style-type: none"> • Working in hazardous conditions (hs6,hs7,hs9_1,hs9_2,hs9_3,hs9_4,hs9_5,hs9_6,hs9_7,hs9_8,hs9_9,hs9_10,hs9_11,hs9_12,hs9_13,hs9_14,hs9_15); or • Working long hours (45 hours per week or more) (ce11h) • Working at night (ce14)
Child Labour (Chapter 7)	<ul style="list-style-type: none"> • 5-12 years working children • 13-14 years working children working more than 25 hours, or more than 5 hours per day or who have less than two days rest per week • 15-17 years children in hazardous work
School attendance (Chapter 8)	<ul style="list-style-type: none"> • Children attending school on the current school year (ed2)



4.6 Limitations of the National Child Labour Survey (NCLS)

This report provides estimates of hazardous work undertaken by children. However, it does not address the issue of the “worst forms of child labour other than hazardous work”. This is because common household survey instruments used for child labour measurement are ill-suited to capture this group. It is extremely unlikely, for example, that these morally repugnant or legally forbidden activities would be reported by a household member to a survey interviewer, even if the child in question were still part of the household.

The survey was done using the census frame. The difference in the definition of age groups in the 2015 census and NCLS prevents exact comparisons by age across time. As indicated by the ILO, the international standards for measuring child labour were implemented in 2008, thus improving the survey methodology.

Chapter 5

Activities performed by children

5.1 Main characteristics of the child population

There were 421,622 children 5 to 17 years-old in Timor-Leste in 2016; of these, 62 percent (262,702) are children aged 5 to 12

years-old, 15 percent (65,031) of children are aged 13 to 14 years-old, while the remaining 22 percent (93,922) were 15 to 17 years-old. The population of children in Timor-Leste is predominantly rural with as much as 79 percent of 5 to 17 year-olds residing in rural areas (Table 5.1).

5.2 Children's engagement in economic activities

This section analyses economic activities performed by children. A child is considered to be economically active (employed), if he or she furnishes the supply of labour for the production of goods and services defined

Table 5.1 Number and percentage of children by sex, age group and area of residence

		Boys		Girls		Total ¹	
		Number	%	Number	%	Number	%
Total		212,313	100	207,491	100	421,655	100
Age group	5 to 12	137,559	64.8	123,747	59.6	262,702	62.3
	13 to 14	29,767	14.0	35,159	16.9	65,031	15.4
	15 to 17	44,987	21.2	48,585	23.4	93,922	22.3
Area of residence	Urban	42,953	20.2	46,906	22.6	90,042	21.3
	Rural	169,360	79.8	160,585	77.4	331,613	78.7
Region	Aileu	9,446	4.5	8,761	4.2	18,207	4.3
	Ainaro	13,477	6.4	11,643	5.6	26,275	6.2
	Baucau	22,708	10.7	23,823	11.5	46,531	11.0
	Bobonaro	14,013	6.6	17,086	8.2	31,501	7.5
	Covalima	12,570	5.9	9,927	4.8	22,497	5.3
	Dili	46,612	22.0	47,128	22.7	93,923	22.3
	Ermera	22,460	10.6	22,234	10.7	44,694	10.6
	Lautem	13,179	6.2	12,282	5.9	25,572	6.1
	Liquica	12,868	6.1	12,133	5.9	25,001	5.9
	Manatuto	8,353	3.9	6,609	3.2	14,962	3.6
	Manufahi	10,188	4.8	9,355	4.5	19,543	4.6
	Oecusse	12,955	6.1	10,261	5.0	23,216	5.5
Viqueque	13,484	6.3	16,249	7.8	29,773	7.1	

11 The total does not match the sum of boys and girls due to 1,851 missing values of the sex variable



by the UN System of National Accounts during a specified reference period. The term “economically active” encompasses most activities undertaken by children with a view to producing goods and providing services: for the market or not; paid or unpaid; part-time or full-time; performed on a casual or a regular basis; performed in the formal or informal economy; performed within or outside the family setting; legal or illegal.

Figure 5.1 shows the prevalence of children economically active among children in their respective age groups. An estimated 67,688 children aged 5 to 17 years – 16.1 percent of this age group – are engaged in some form of economic activity. The figure shows a sharp increase in children's involvement in work with age from 9.9 percent in the 5 to 12 year-old bracket to 28.8 percent for 15 to 17 year-

olds. This likely reflects the higher returns to work associated with older children as well as the more limited schooling opportunities at the higher grades. In addition, it is possible to observe that children's work in Timor-Leste is prevalently a rural phenomenon. Children in rural areas are almost four times more likely to be in economic activity than their peers in urban areas (19 percent against 5.5 percent). The rural nature of children's economic activity is even more evident in absolute terms: rural children in employment number 62,710 while their counterparts in cities and towns number only 4,978. This marked urban-rural differences are due to the large participation of children in subsistence agriculture and the fact that almost 80 percent of the total population reside in rural areas.

Figure 5.1: Proportion of children in economic activities by age group and area of residence during the reference week (%)

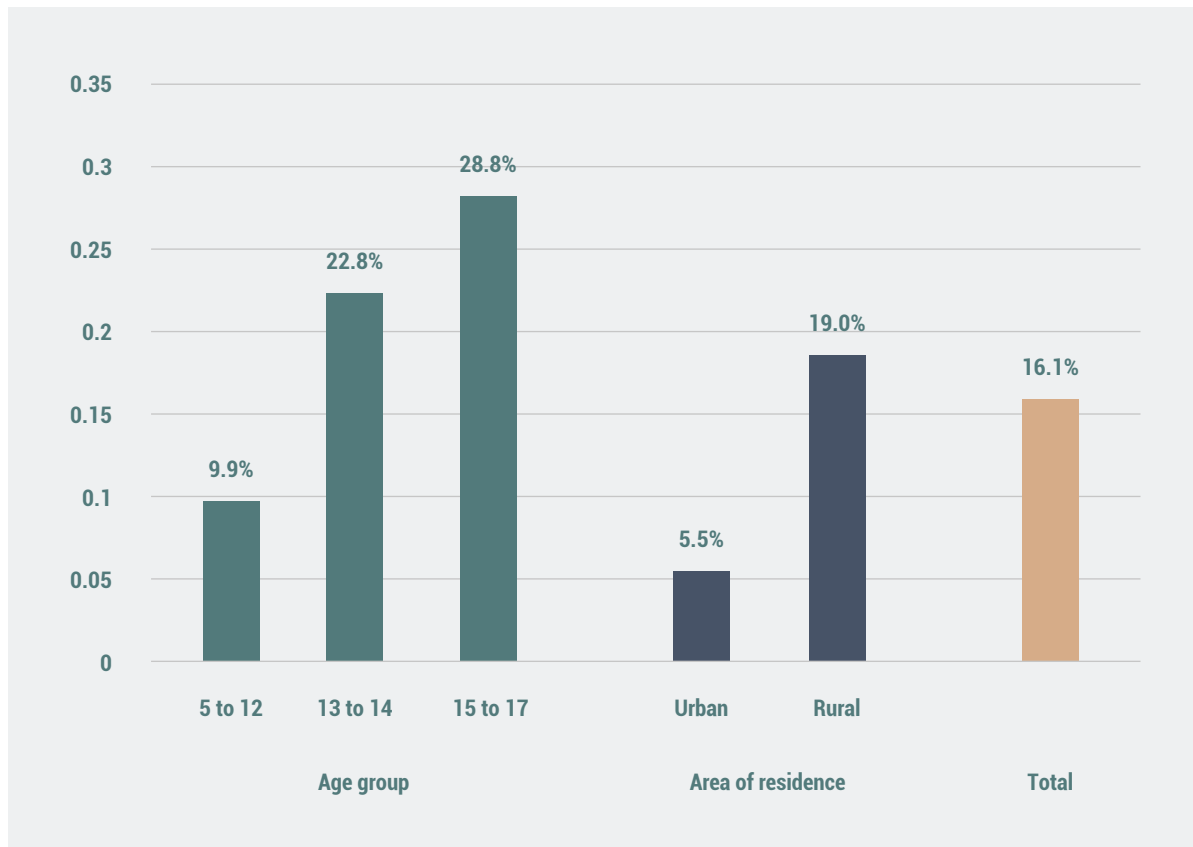




Figure 5.2 presents the relative involvement of boys and girls in economic activities by age group and area of residence. In average, girls present slightly higher economic activity rates than boys (16.5 percent vs. 15.5 percent). However this aggregate masks

some important differences in terms of age group. Boys aged 13 to 14 are more likely to work than girls in the same age group (25 percent against 20.9 percent), and so is the case for children aged 15 to 17 (29.9 percent against 27.6 percent).

Figure 5.2: Proportion of children in economic activities by age group, sex and area of residence during the reference week (%)

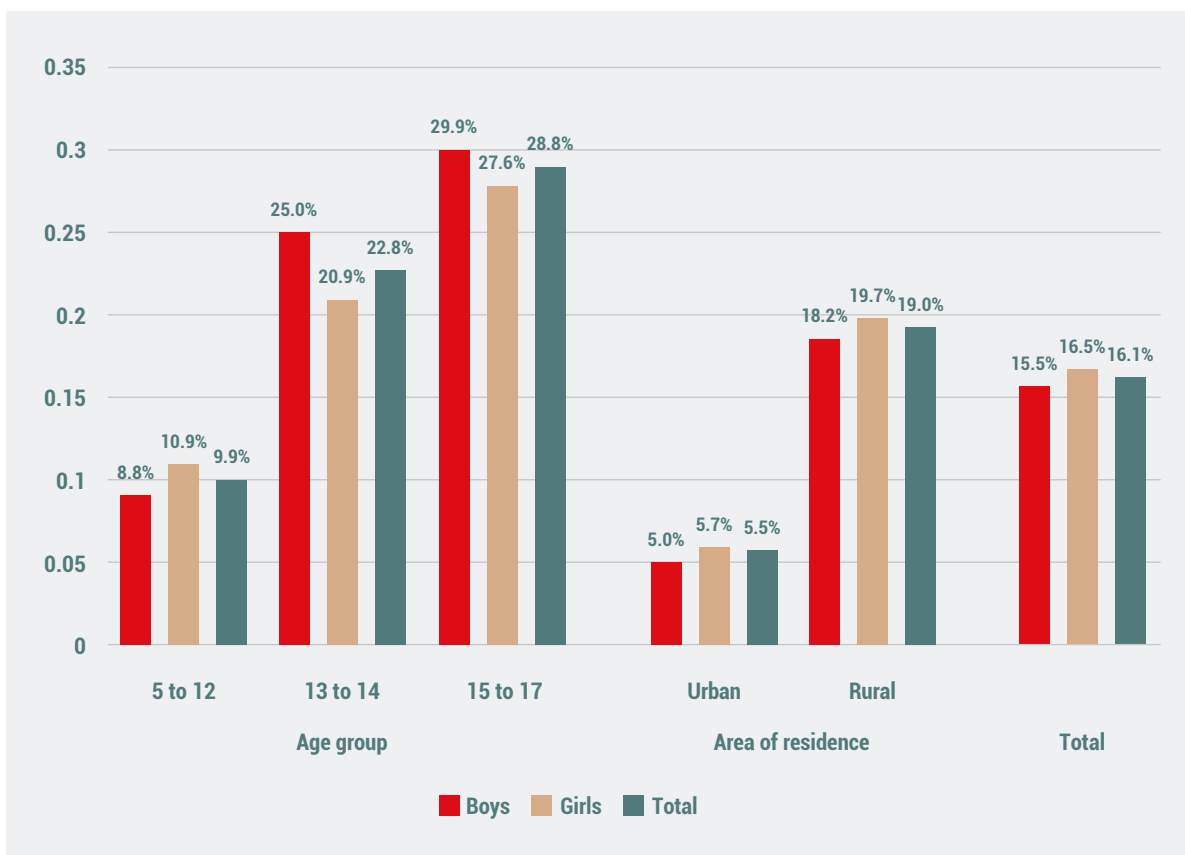
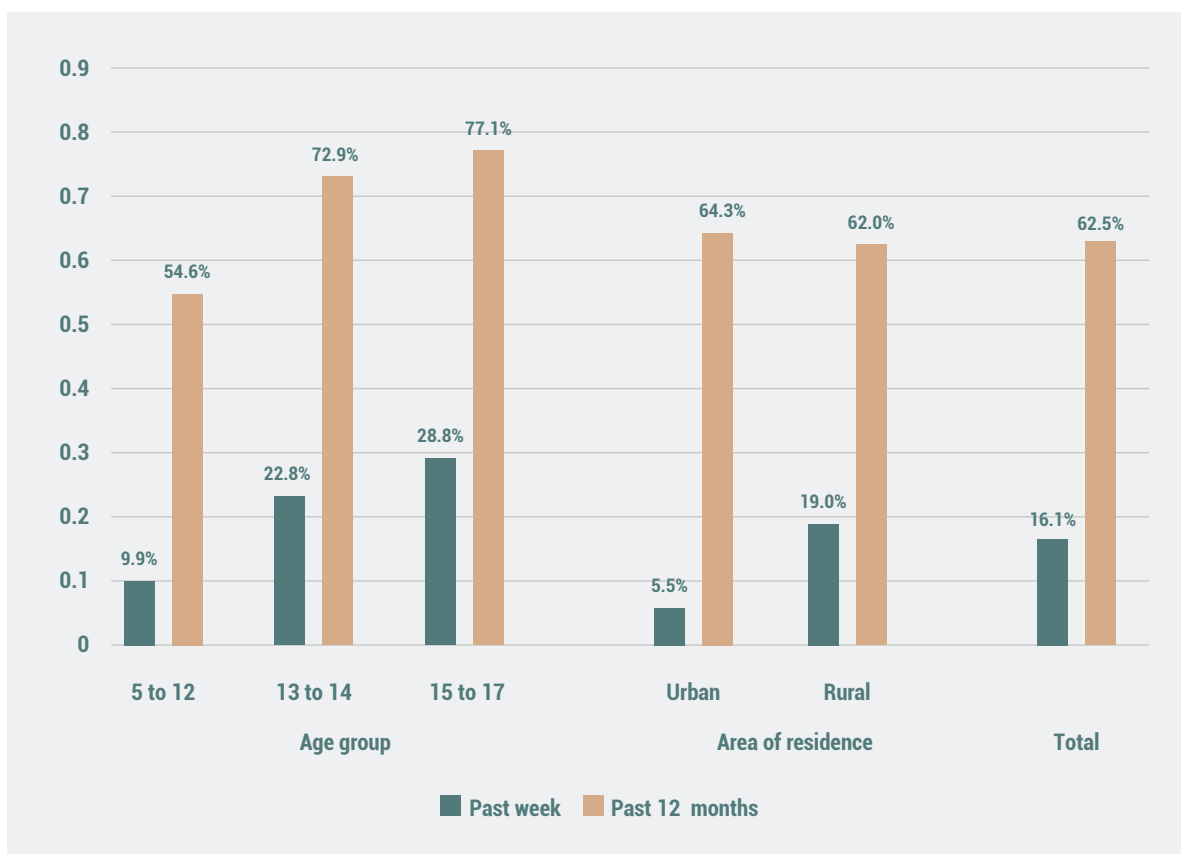




Figure 5.3 provides statistical information on the proportion of children economically active by age group and area of residence in two specific reference periods: the past week and the past 12 months. The percentage of children employed over the last year is overwhelmingly higher than that of working children over the past week in all three age groups and also by area of residence. This result indicates that about 6 out of 10 children in Timor-Leste worked at least one hour in the last 12 months prior

to survey implementation. This result should be analyzed from the point of view of the seasonality of agricultural work in Timor-Leste. The figures for the 7-day reference period are an average of the children's work between January 18, 2016, when the survey began, until about a month later when data collection concluded. On the other hand, the employment indicator for the 12 months reference period includes all the children who worked at least one hour during the prior 12 months of the survey.

Figure 5.3: Proportion of children in economic activities by age group and area of residence during the reference week (%)



The survey also includes questions that explore the participation of children in economic activities month by month, using a threshold of at least 10 days worked in each month to consider a child as economically

active (Figure 5.4). Consistently, about a third of total children aged 5 to 17 years worked at least 10 days in each month during the prior year, with small fluctuations across the year.

Figure 5.4: Proportion of children aged 5-17 having worked in the last 12 months, by month (%)

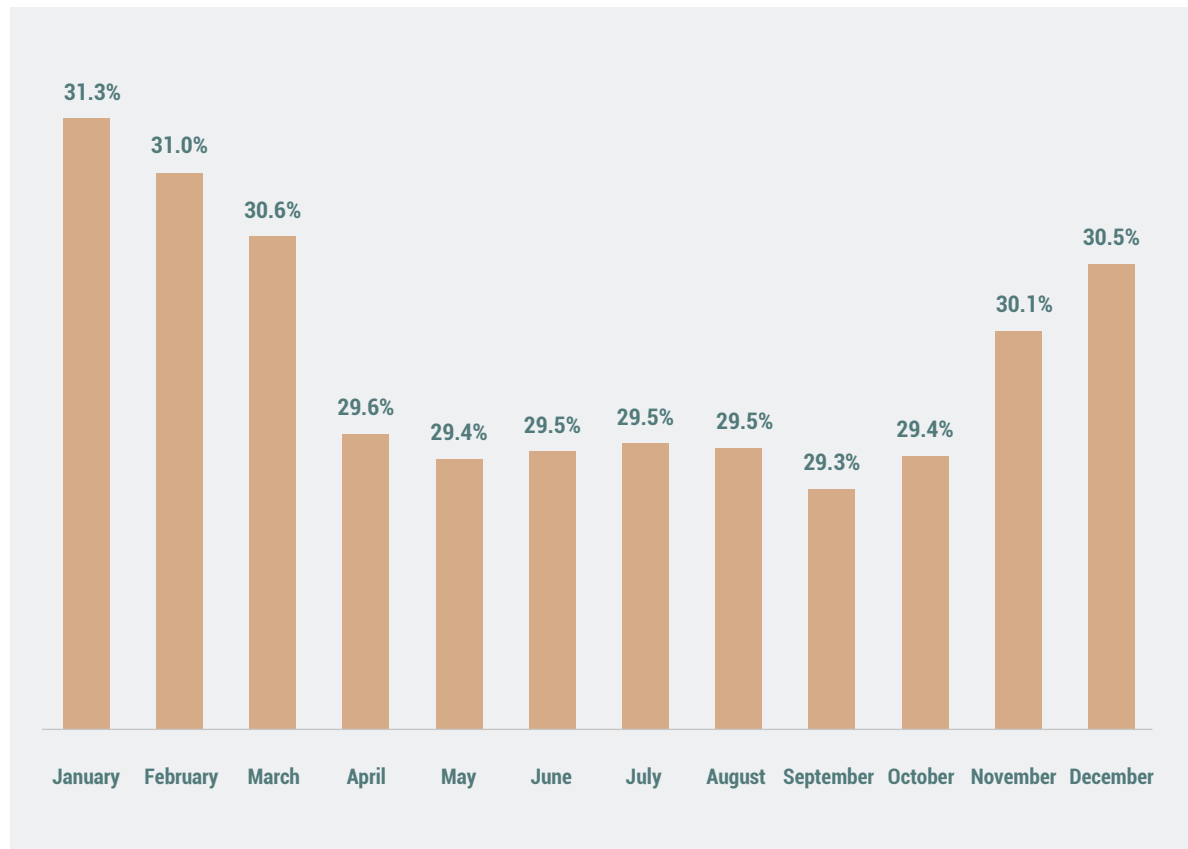


Table 5.2: Number of children who worked by reference period, sex, age group and area of residence

		Working during the last week			Working children during the last 12 months		
		Boys	Girls	Total	Boys	Girls	Total
	Total	32,995	34,300	67,688	130,083	132,320	264,038
Age group	5 to 12	12,109	13,507	25,904	73,101	69,598	143,990
	13 to 14	7,448	7,360	14,808	23,029	24,456	47,590
	15 to 17	13,438	13,433	26,976	33,953	38,266	72,458
Area of residence	Urban	2,129	2,666	4,978	25,810	31,862	57,855
	Rural	30,866	31,634	62,710	104,273	100,458	206,038

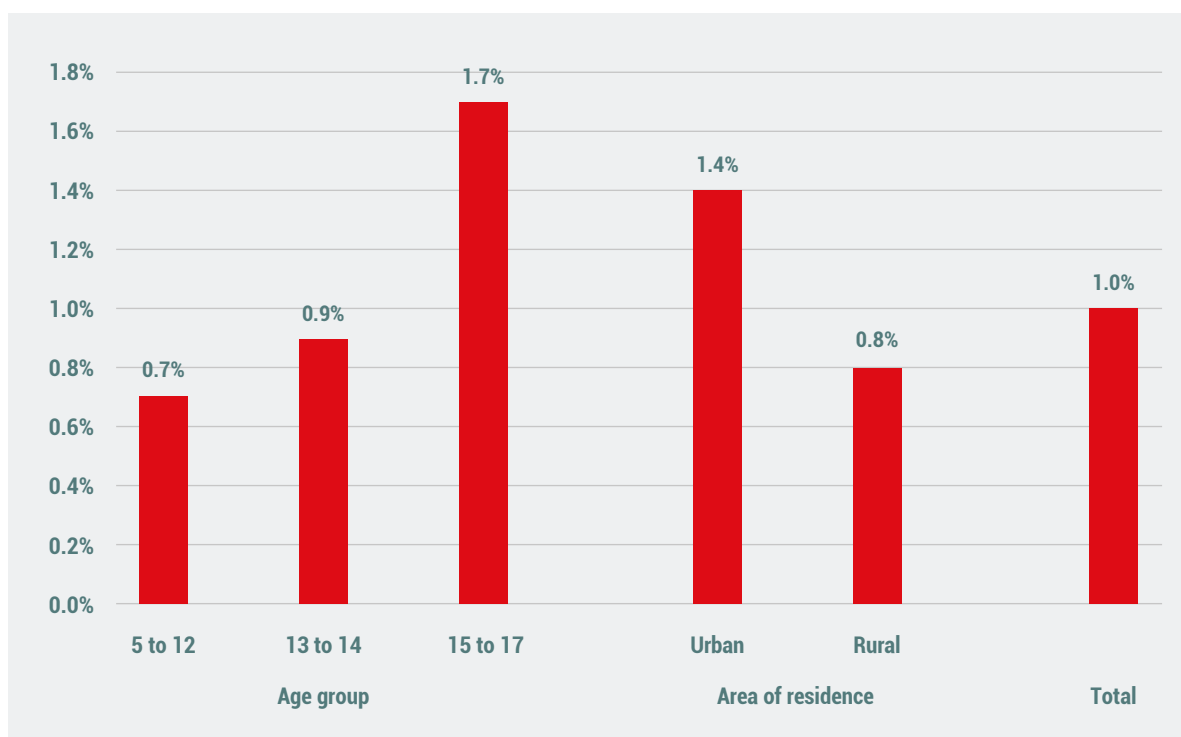


5.3 Children seeking work

The survey results indicate that about 1 percent (4,019) of non-working children aged 5-17 are seeking work and are ready to start work if offered. The prevalence of children

seeking work increases with age (from 0.7 percent of 5-12 year-olds to 1.7 percent in the 15-17 age bracket). With regards to gender, one out three children seeking work are girls. Girls comprise 64.5 percent of children seeking work while boys represent the remaining 35.5 percent.

Figure 5.5: Proportion of children seeking work by age group, and area of residence during the reference week (%)



5.4 School attendance

84 percent of 5-17 year-old children living in Timor-Leste attended school in the current academic year (353,447 of 421,655 children). The school attendance rate stands at 83.4 percent among boys and at 84.4 percent among girls. School attendance rates are higher for children 13-14 years-old (89.8 percent); followed by adolescents 15 to 17

years-old (83.1 percent). Taking into account that compulsory education lasts 9 years from age 6 to 14¹², it is important to highlight that 28.4 percent of all children not attending school in the age bracket from 5 to 12 years are precisely 5 years-old. The survey reveals a marked disadvantage of children living in rural areas in terms of their ability to participate in the education system (6.4 percentage points of difference in school attendance rates).

¹² Taken from <http://uis.unesco.org/country/TL>

Table 5.3: School attendance rate by age and sex (%)

	Boys	Girls	Total
Total	83.4	84.4	83.9
Age group			
5-12 years	82.3	83.1	82.7
13-14 years	88.8	90.7	89.8
15-17 years	83.2	83.0	83.1
Area of residence			
Urban	89.0	88.9	88.9
Rural	82.0	83.0	82.5

5.5 Household chores

Approximately 65.8 percent of children aged 5-17 are engaged in household chores, including 61.5 percent of boys and 70.1 percent of girls (see Table 5.4).

The data shows that engagement of 13 to 14 and 15 to 17 year-old children in household chores is nearly identical, constituting 83.3 percent and 85.3 percent. Children aged 5-12 years are involved in household chores to a lesser extent, constituting 54.4 percent of all children in the age group.

The engagement in household chores for boys and girls increases with age, but levels are systematically higher for girls than boys in all age groups.

Another interesting result is that in rural areas children 5 to 12 years-old start engaging in household chores earlier than their urban counterparts with prevalence rates of 56.7 percent against 45.2 percent, respectively.

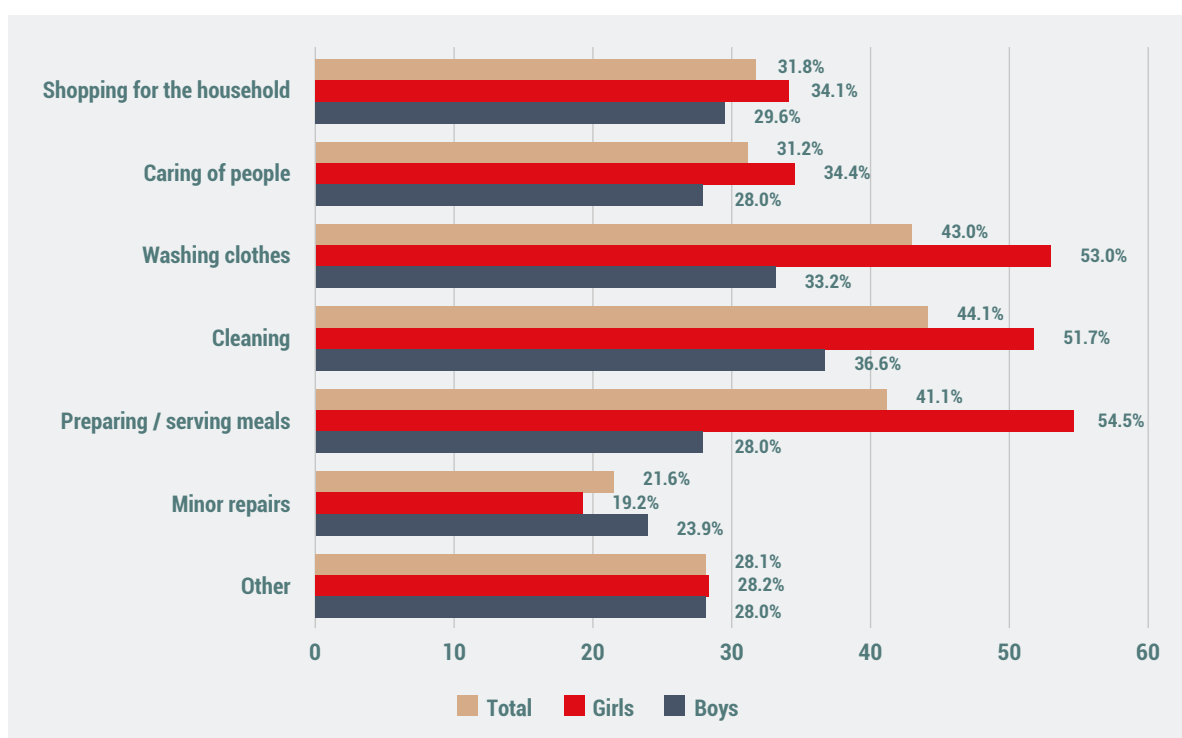
Figure 5.6 reflects involvement of 5-17 year-old children in various household chores. Cleaning utensils/house/washing-up, washing clothes and preparing and serving meals are the most common household chores performed by children in Timor-Leste (with an average of more than 4 in every 10 children aged 5 to 17 performing them). These three activities present the greatest gender differences as well, with girls significantly more involved in all of them. Shopping for the household and caring activities (of children, elder or sick family members) involved about a third of all children 5 to 17 in Timor-Leste and present a more gender balanced distribution in terms of the relative involvement of boys vis-à-vis girls. Last but not least, approximately 2 in every 10 children are involved in minor repairs of the household.



Table 5.4: Distribution of children performing household chores, by sex, age group and area of residence

	Boys		Girls		Total	
	Number	%	Number	%	Number	%
Total						
5-12 years	70,682	51.4	71,320	57.7	142,002	54.4
13-14 years	23,108	77.6	30,944	88.0	54,052	83.3
15-17 years	36,744	81.7	43,011	88.8	79,755	85.3
Total	130,534	61.5	145,275	70.1	275,809	65.8
Urban						
5-12 years	10,906	39.9	13,067	50.8	23,973	45.2
13-14 years	3,842	77.6	8,554	93.9	12,396	88.2
15-17 years	8,723	81.9	10,180	84.2	18,903	83.1
Total	23,471	54.6	31,801	67.8	55,272	61.5
Rural						
5-12 years	59,776	54.3	58,253	59.5	118,029	56.7
13-14 years	19,266	77.6	22,390	86.0	41,656	81.9
15-17 years	28,021	81.6	32,831	90.3	60,852	86.1
Total	107,063	63.3	113,474	67.8	220,537	61.5

Figure 5.6: Involvement of children aged 5-17 in household chores by type of household chore and sex (%)



The average time spent by children on household chores equals 9.3 hours per week. Girls spend on average 0.8 hours more per week than boys. Compared to boys, girls spend weekly on household chores 0.7 hours more in urban areas, and 0.9 hours more in rural areas. The intensity of household chores is systematically higher in rural areas than in urban areas for both, boys and girls. The average time spent by children doing household chores increases with age (from an average of 8 hours per week for 5-12 year-olds to 11.0 hours per week for 15-17 year-olds).

age groups girls are overrepresented among children doing household chores above 14 hours per week. A non-negligible proportion of boys and girls within each age group do household chores for 24 hours or more per week, which clearly constitutes a potential impediment to their adequate participation in the education system.

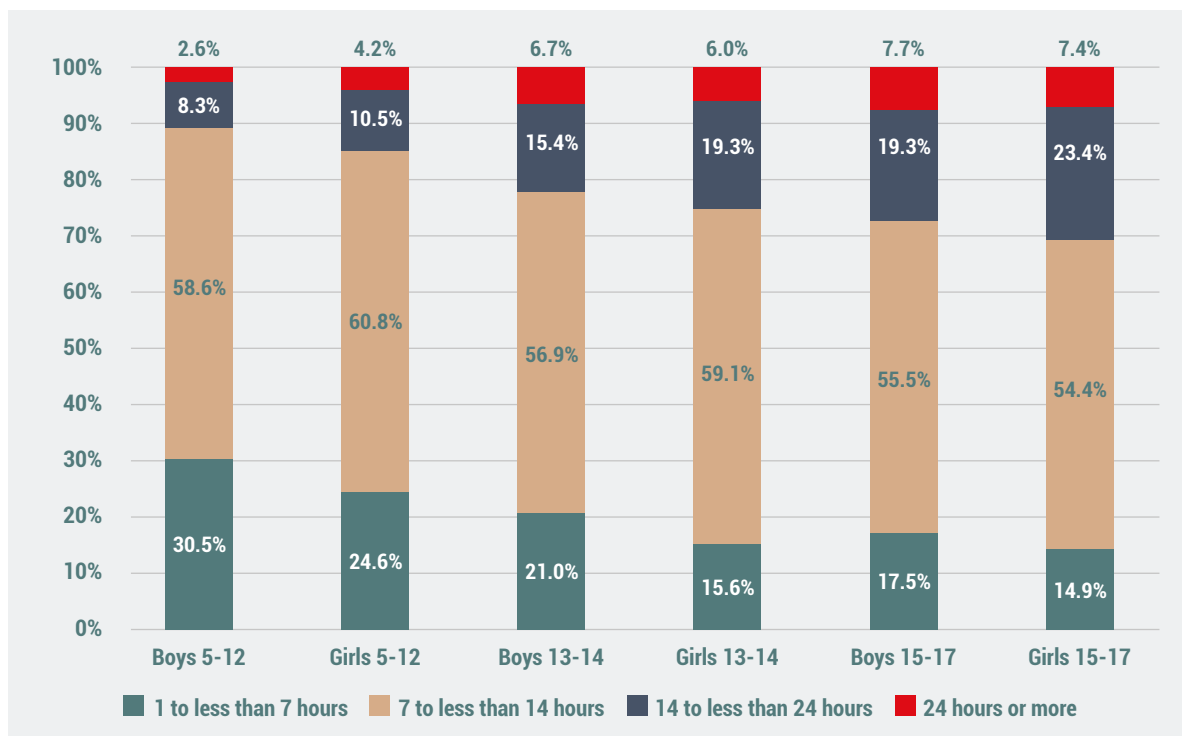
Table 5.5: Average time spent by children performing household chores by sex, age group and area of residence (hours per week)

	Boys	Girls	Total
Total			
5-12 years	7.7	8.4	8.0
13-14 years	9.9	10.4	10.2
15-17 years	10.6	11.4	11.0
Total	8.9	9.7	9.3
Urban			
5-12 years	6.6	7.5	7.1
13-14 years	7.4	8.7	8.3
15-17 years	10.1	10.1	10.1
Total	8.0	8.7	8.4
Rural			
5-12 years	7.9	8.6	8.2
13-14 years	10.4	11.1	10.7
15-17 years	10.8	11.8	11.3
Total	9.1	10.0	9.6

Apart from analyzing the extent and average number of hours per week in household chores, it is interesting to look at the distribution of hours in household chores by sex and age group (Figure 5.6). Even though most boys and girls do household chores for less than 14 hours a week, a significant number of children work above this hour threshold. In all



Figure 5.6: Distribution of children performing household chores (for 1 hour or more) by weekly hours, age group and sex (%)



5.6 Children's activities

One way of viewing the interaction between children's economic activity and schooling is by disaggregating the child population into four non-overlapping activity groups – children in economic activities exclusively ("work only"), children attending school exclusively ("study only"), children combining school and economic activity ("work and study") and children doing neither (Figure 5.7). This disaggregation shows that 70.7 percent of children aged 5 to 17 years attend

school exclusively, while about 13.2 percent of 5-17 year-olds are in both employment and school and less than 2.9 percent are in employment exclusively (i.e., are working without also going to school). The remaining 13.2 percent of 5-17 year-olds are neither in employment nor in schooling. In absolute terms, about 12,348 children work exclusively, 298,107 attend school exclusively and 55,340 children combine schooling and work. The remaining 55,860 children neither work nor attend school.

Figure 5.7: Distribution of children aged 5-17 by activity status (%)

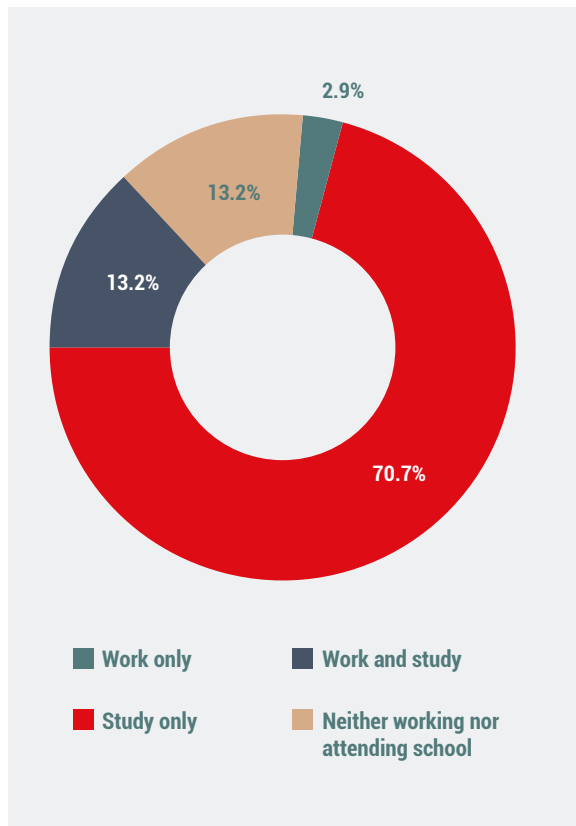


Table 5.6 provides further insights into the breakdown of children's activities in terms of sex, area of residence and age group. While the gender distribution of the 4 mutually exclusive categories is quite similar for boys and girls, there are important differences in terms of area of residence and age group. Children living in rural areas are about three times more likely to work exclusively (3.4 percent against 1.1 percent) and to work and study (15.5 percent against 4.4 percent) than their urban counterparts. Children living in rural areas are less likely to be studying exclusively (67 percent against 84.3 percent) and more likely to be neither working nor attending school (14.1 percent against 10.2 percent). In terms of age group, as age increases children are much more likely to be working only and combining work and school, and less likely to be studying exclusive or neither working nor attending school.

Table 5.6: Distribution of children's activities by sex, area of residence and age group (%)

	Work only	Study only	Work and study	Neither working nor attending school	Total
Total	2.9	70.7	13.2	13.2	100.0
Sex					
Boys	3.1	71.0	12.4	13.5	100.0
Girls	2.6	70.5	13.9	13.0	100.0
Area of residence					
Urban	1.1	84.3	4.4	10.2	100.0
Rural	3.4	67.0	15.5	14.1	100.0
Age group					
5-12 years	1.4	74.2	8.4	16.0	100.0
13-14 years	2.5	69.6	20.2	7.6	100.0
15-17 years	7.4	61.7	21.3	9.6	100.0



Chapter 6

Characteristics of working children

6.1 Children economically active by industry

Data derived from the survey indicate that there are 67,688 working children aged 5 to 17 in Timor-Leste. This represents an economic activity rate of 16.1 percent among children. Working girls account for the greater proportion of working children than working boys (15.5 percent). Economic activity rate increase with age; the age group 15-17 years has the highest proportion of working children (28.7 percent). In rural areas the percentage of working children is 18.9 percent compared to 5.5 percent in urban areas.

Table 6.1: Distribution of children's activities by sex, area of residence and age group (%)

Disaggregation	Number	%
Working children, total (age 5-17)	67,688	16.1
Sex		
Boys	32,995	15.5
Girls	34,300	16.5
Area of residence		
Urban	4,978	5.5
Rural	62,710	18.9
Age group		
5-12 years	25,905	9.9
13-14 years	14,808	22.8
15-17 years	26,976	28.7

Table 6.2 shows that children aged 5 to 17 are mainly working in "Agriculture, hunting and forestry" and "Other community, social and personal service activities", as per the International Standard Industry Classification (ISIC Revision 3.1). These two industries concentrate nearly 83 percent of all working children in Timor-Leste. "Agriculture, hunting and forestry" includes activities such as growing crops, raising animals, harvesting timber and harvesting other plants and animals from a farm or their natural habitats. "Other community, social and personal service activities" includes services provided by businesses and government units to individuals, other businesses or the community as a whole. Since this category is relatively broad, in order to get further insights on the specific working activities that children do, it is possible to disaggregate this industry into specific sub-industries at the 3-digit level. Nearly all children under "Other community, social and personal service activities" are classified under ISIC Revision 3.1 code 930, "Other service activities", which includes: washing and (dry) cleaning of textile and fur products; hairdressing and other beauty treatment; shoe shiners, porters, valet car parkers, etc. Another alternative to get further insights cross classify branch of economic activity and occupation (International Standard Classification of Occupations – ISCO-88). This allows to identify that approximately 43 percent of all children working under "Other community, social and personal service activities" are classified under ISCO-88 code 512, which corresponds to "Housekeeping and restaurant services workers", which includes 3 sub-occupations: housekeepers,



cooks, waiters, waitresses and bartenders.¹³ A potential hypothesis is that at least some of these children are in fact involved in child domestic work.

Boys have a higher relative involvement in agricultural activities than girls (40.2 against 36.3), and a considerably lower involvement in "Other community, social and personal service activities" (37.9 percent against 50 percent). Another interesting result in terms of gender is that some sectors such as fishing and construction boys represent almost all working children.

In terms of area of residence, agriculture concentrates the highest percentage of working children in rural areas (39.8 percent), as opposed to "Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods" in urban areas (25.6 percent). Mining and quarrying takes place exclusively in rural areas and there is somehow a balanced distribution of "Other community, social and personal service activities" in terms of area of residence.

Last but not least, there are important differences in terms of branch of economic activity by age group. The main trend is that agricultural activities increase with age (from 31.2 percent of 5 to 12 year-olds to 41.7 percent of 15 to 17 year-olds) and the relative involvement of children in "Other community, social and personal service activities" decreases with age (from 52.1 percent of 5 to 12 year-olds to 38.4 percent of 15 to 17 year-olds).

¹³ The occupation variable in survey presents a significant number of missing values 246 cases out of 615 for children in employment aged 5 to 17 years. Therefore these result should be read with caution.



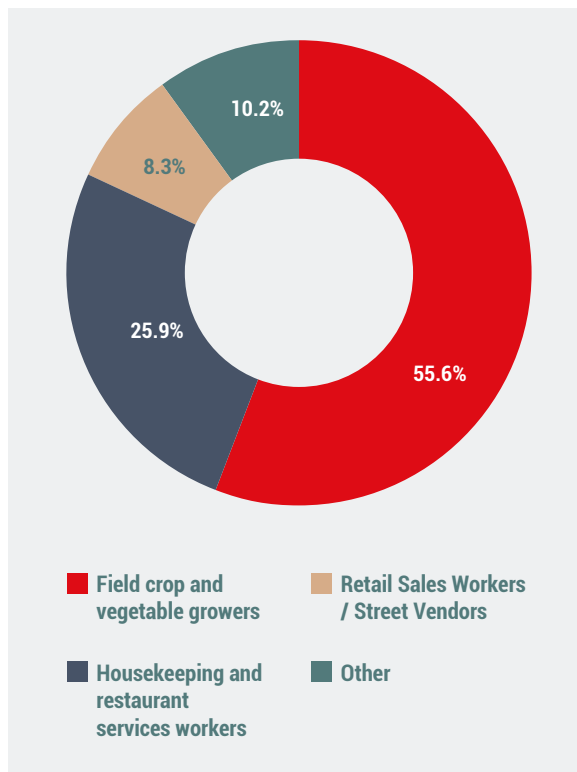
Table 6.2: Distribution of children in economic activity by industry of employment, sex, area of residence and age group

Industry	Sex		Area of residence		Age group			Total working children 5-17 years	
	Boys	Girls	Urban	Rural	5-12	13-14	15-17	Number	%
	%	%	%	%	%	%	%		
Agriculture, hunting and forestry	40.2	36.3	24.0	39.8	31.2	45.9	41.7	25,636	38.6
Fishing	2.2	0.2	1.6	1.3	0.5	1.6	1.7	814	1.2
Mining and quarrying	5.3	4.4	-	5.1	5.2	3.7	5.1	3,213	4.8
Manufacturing	1.6	1.5	3.9	1.4	1.0	1.8	1.9	1,031	1.6
Electricity, gas and water supply	0.3	0.3	-	0.3	0.4	-	0.3	178	0.3
Construction	1.4	-	-	0.7	0.4	-	1.3	438	0.7
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	8.9	6.1	25.6	6.0	7.1	6.8	8.1	4,936	7.4
Public administration and defense; compulsory social security	0.7	-	-	0.4	0.9	-	-	233	0.4
Education	1.4	0.8	2.6	1.0	0.8	0.9	1.5	723	1.1
Health and social work	-	0.4	-	0.2	0.5	-	-	128	0.2
Other community, social and personal service activities	37.9	50.0	42.3	43.9	52.1	39.3	38.4	29,109	43.8
Total	100	100	100	100	100	100	100	67,688	100

6.2 Children economically active by occupation

Children aged 5 to 17 years are largely employed in “field crop and vegetable growers” (56 percent) and as “housekeeping and restaurant service workers” (26 percent). The remaining 8 percent of working children are working as retail sales workers/street vendors. All other occupations with approximately 10 percent of working children are classified under the residual category “Others”. It is important to highlight that the occupation variable presents a considerable number of missing values (183 non-weighted cases out of 615 cases of working children aged 5 to 17 years-old) and therefore these results should be read with great caution.

Figure 6.1: Distribution of children aged 5-17 in economic activity by occupation (%)¹⁴

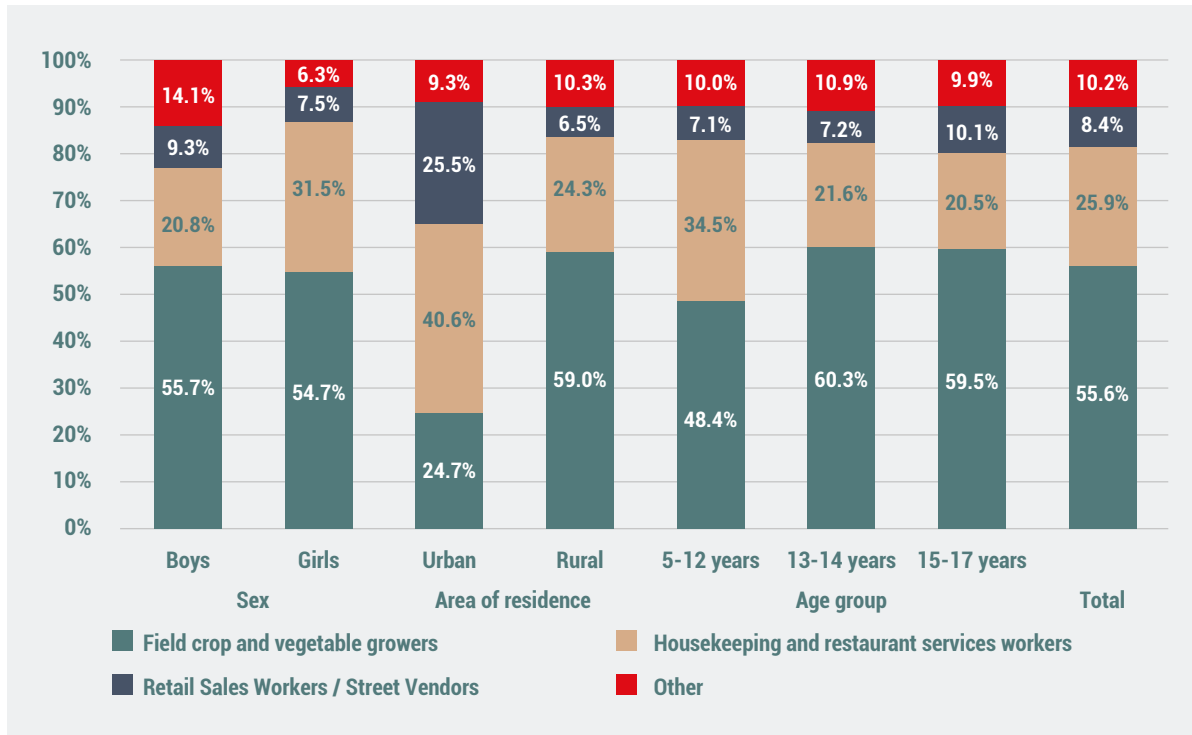


The gender analysis reveals important differences in terms of the occupations carried out by boys and girls. While boys and girls have a similar relative involvement as “field crop and vegetable growers” (55.7 percent and 54.7 percent, respectively), girls are more likely to work as “housekeeping and restaurant services workers” than boys (31.5 percent against 20.8 percent). Also in terms of area of residence “field crop and vegetable growers” are largely concentrated in rural areas, while “housekeeping and restaurant services workers” and “retail sales workers/street vendors” have a higher concentration in urban settings. As age increases the occupation “field crop and vegetable growers” increases from 48.4 percent of working children aged 5 to 12 years-old to 59.5 percent among 15 to 17 year-olds. In contrast to this trend, as age increases the relative involvement of children as “housekeeping and restaurant services workers” decreases from 34.5 percent of working children aged 5 to 12 years-old to 20.5 percent among 15 to 17 year-olds. Children 15 to 17 years-old are also a larger relative involvement as “retail sales workers/street vendors” than their younger peers.

¹⁴ The occupation variable in the survey presents a significant number of missing values for children in employment aged 5 to 17 years (183 non-weighted cases out of 615). Therefore results should be interpreted with caution.



Figure 6.2: Distribution of children in economic activity by occupation, sex, area of residence and age group (%)¹⁵



6.3 Employment status of children

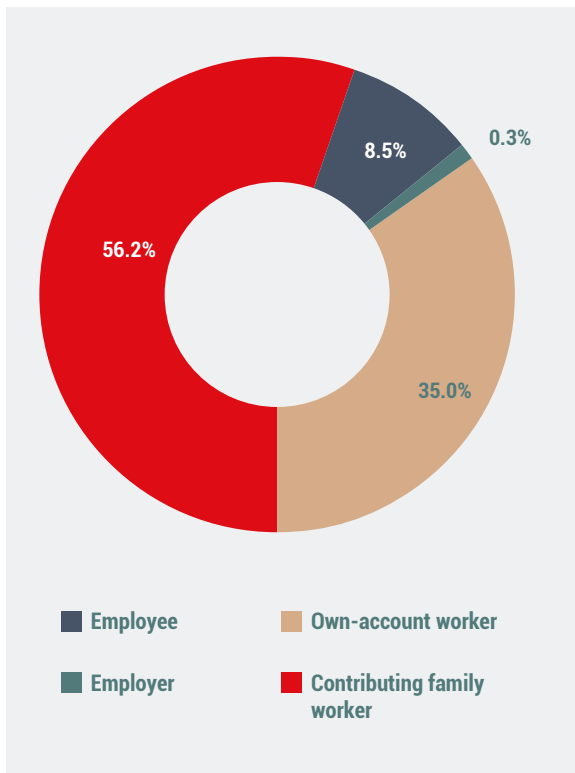
Children aged 5 to 17 years are mainly categorized as “contributing family workers” (56 percent), followed by “own-account workers” (35 percent) and “employees” (9 percent) (Figure 6.3). Figure 6.4 breaks down these figures in terms of gender, area of residence and age group. The gender distribution of status in employment follows a similar pattern for both sexes. In terms of area of residence, working children in urban areas are more likely to be “employees” and “contributing family workers” than their rural peers, and less likely to be working as “own-

account workers”. Age patterns show that as age increases children are more likely to work as “contributing family workers” and less likely to work on their own account. This result is somewhat counterintuitive and probably related with the large predominance of agricultural work in Timor-Leste and the absence of job opportunities outside the agricultural sector for adolescents.

It is important to highlight that the status in employment variable presents a considerable number of missing values (251 non-weighted cases out of 615 cases of working children aged 5 to 17 years-old) and therefore results should be interpreted with caution.

¹⁵ The occupation variable in the survey presents a significant number of missing values for children in employment aged 5 to 17 years (183 non-weighted cases out of 615). Therefore results should be interpreted with caution.

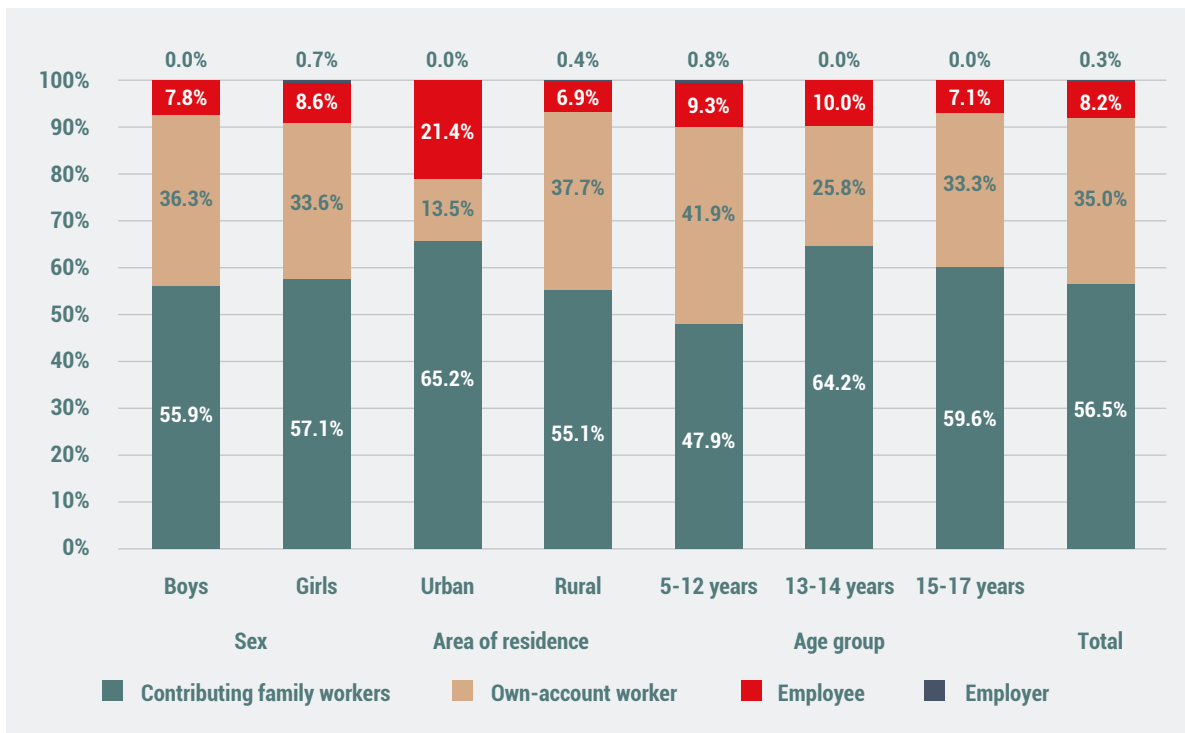
Figure 6.3: Distribution of children aged 5-17 in economic activity by status in employment (%)^{16 17}



6.4 Weekly hours of work

Economically active children aged 5 to 17 years work an average of 16.3 hours per week. Data disaggregated by gender shows that boys in this age group work on average 16.6 hours per week compared to 16.0 hours per week by girls. In urban areas, the average number of hours worked per week is greater than that found in rural areas (18.9 hours per week against 16.1 hours per week). Additionally, as the age increases, so does the number of hours that children spend on economic activities. This increase is particularly pronounced in urban areas where children aged 15 to 17 work an average of 8.6 hours more than their counterparts of 5 to 12 years.

Figure 6.4: Distribution of children employed by status in employment, sex, area of residence and age group (%)¹⁷



¹⁶ The status in employment variable in the survey presents a significant number of missing values 251 non-weighted cases out of 615 for children in employment aged 5 to 17 years. Therefore results should be interpreted with caution.

¹⁷ The status in employment variable in the survey presents a significant number of missing values 251 non-weighted cases out of 615 for children in employment aged 5 to 17 years. Therefore results should be interpreted with caution.

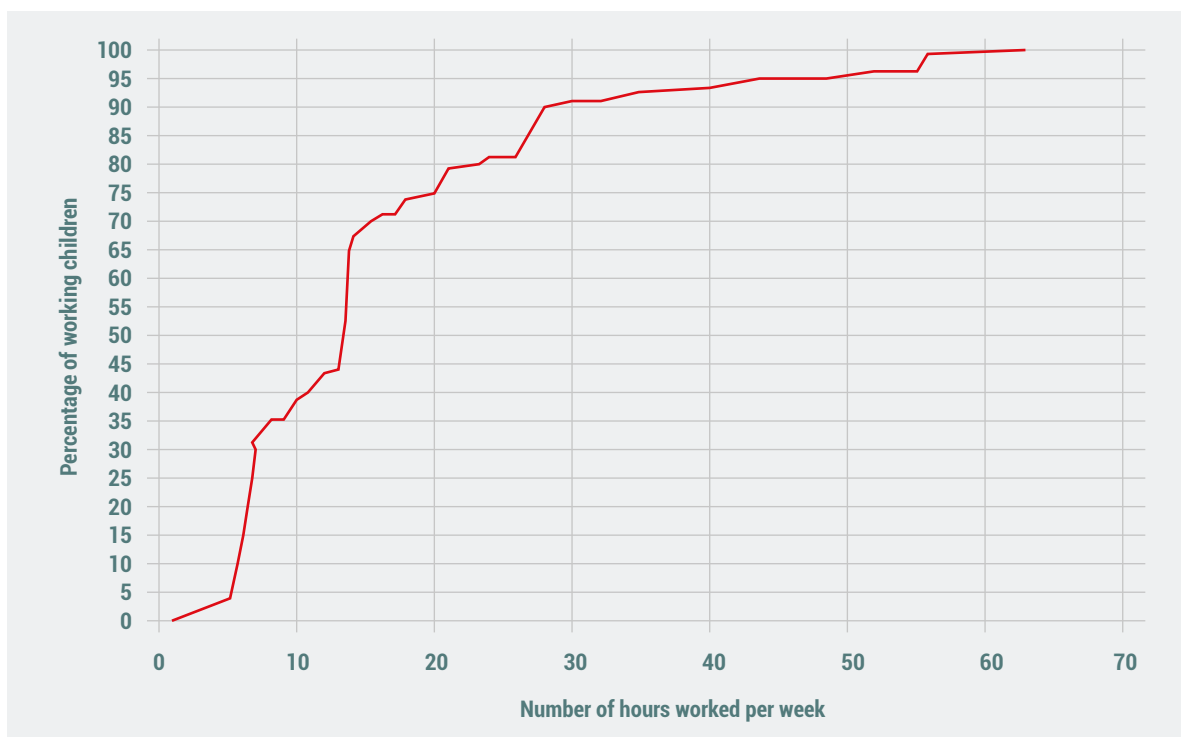


Table 6.3: Average time spent by children in economic activities by sex, age group and area of residence (hours per week)

	Boys	Girls	Total
Total			
5-12 years	13.8	14.1	14.0
13-14 years	16.7	14.8	15.8
15-17 years	19.0	18.3	18.6
Total	16.6	16.0	16.3
Urban			
5-12 years	15.9	13.2	13.9
13-14 years	14.2	16.2	15.2
15-17 years	22.9	22.2	22.5
Total	20.2	17.9	18.9
Rural			
5-12 years	13.8	14.2	14.0
13-14 years	16.8	14.8	15.8
15-17 years	18.6	17.9	18.2
Total	16.4	15.8	16.1

The cumulative percentage distribution presented in Figure 6.5 allows obtaining a more accurate idea of the real nature of the working hours beyond the averages presented in the previous table. Although about 75 percent of working children work for 20 hours or less per week, about 25 percent work beyond this hour threshold. A high number of working hours can not only interfere with school attendance and learning achievement, but it represents an objective condition to classify an activity as hazardous work.

Figure 6.5: Cumulative percentage distribution of hours in employment per week for children aged 5-17 in economic activity (%)



6.5 Reasons for working

The survey inquired directly about the main reasons why children work. This information is of great value as it allows us to obtain a more precise idea of the main determinants of children's work. The main reason for children to work in Timor-Leste is to "supplement family income" (58.4 percent). Taking into account that 42 percent of the population of Timor-Leste lives below the national poverty line¹⁸, this result could represent a direct indication of the relative importance of poverty and social vulnerability as a key driver of children's work (i.e., households have to resort to children's work to meet basic needs). The second main reason why children work is to "learn skills" (28.5 percent). There is a considerable body of literature indicating that the allocation of children's

time across different activities is directly related to the returns to such activities. If the schooling system is not perceived as the primary source of skills that can guarantee an adequate insertion on the labour market, household may engage children in working activities as an alternative source of learning skills. Help in a household enterprise and help pay family debt, complete the main reasons with 6.3 percent and 5.5 percent, respectively. It is interesting to note that "supplement family income" is a much more common reason in rural areas, precisely where poverty is more acute, and that "learn skills" is more common in urban areas. Also in terms of age group, as children grow older their families are more likely to rely on them to supplement family income, and the relative importance of learning skills decreases.

Table 6.4: Main reason for working among children in economic activity by sex, area of residence and age group (%)

	Supplement family income	Help pay family debt	Help in a household enterprise	Learn skills	Not interested in school	To temporarily replace someone unable to work	Total
Total	58.4	5.5	6.3	28.5	0.4	0.9	100
Sex							
Boys	62.1	5.0	7.0	24.3	0.9	0.8	100
Girls	55.3	5.9	5.7	32.0	-	1.1	100
Area of residence							
Urban	38.5	-	3.8	54.7	-	3.1	100
Rural	60.1	5.9	6.5	26.3	0.5	0.8	100
Age group							
5-12 years	50.6	4.9	6.1	37.0	-	1.4	100
13-14 years	60.7	7.3	5.9	26.2	-	-	100
15-17 years	64.7	5.0	6.7	21.5	1.1	1.0	100

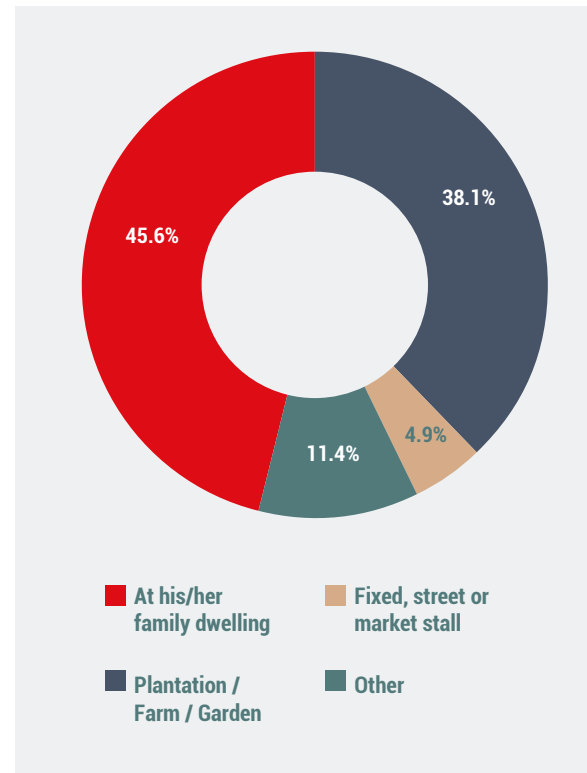
¹⁸ http://www.tl.undp.org/content/timor_lemte/en/home/poverty.html



6.6 Other characteristics of working children

The majority of working children work primarily at their family dwelling (46 percent), followed by work in plantations/farm/garden (38 percent) and fixed, street or market stall (5 percent) (Figure 6.6). Combining information from the variable “place of work” with occupation it is possible to further inquire in the type of activity children do in their own dwellings. Mainly this includes housekeeping activities, field crop and vegetable growers, retail sales workers and food processing workers.

Figure 6.6: Distribution of children aged 5-17 in economic activity by place of work (%)¹⁹



¹⁹ The place of work variable in the survey presents a significant number of missing values 251 non-weighted cases out of 615 for children in employment aged 5 to 17 years. Therefore results should be interpreted with caution.

Chapter 7

Child labour and hazardous work

This chapter provides an analysis of the prevalence and characteristics of child labour and hazardous work. This information is essential to determine the extent and nature of prohibited forms of work in Timor-Leste with regard to national legislation and international labour standards. It also highlights critical elements for the identification of relevant target groups and for the development of policies and programs aimed at the elimination of child labour.

7.1 Child labour

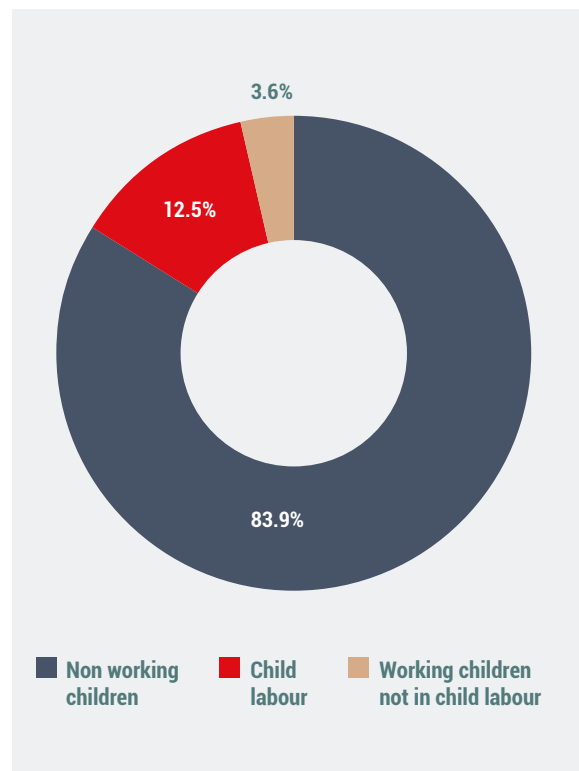
Child labour is statistically defined as children of both sexes, between the ages of 5 and 17 years, who are involved in one or more of the following types of economic activities during the reference week prior to the survey:

- ◆ Hazardous work for all children aged 5-17 years-old (see Section 2.3.17)
- ◆ Child labour other than hazardous work, composed of:
 - ◆ Children aged 5-12 years performing at least one hour of economic activities during the last week and;
 - ◆ Children aged 13-14 years old performing between 26 and 44 hours of work or more than 5 hours per day,

or who did not take two full days of rest during the past week.

Figure 7.1 shows that out of total children aged 5 to 17 years (421,655), 83.9 percent are not working, 12.5 percent are in child labour (52,651) and 3.6 percent are working in permissible forms of work (15,037).

Figure 7.1: Distribution of children aged 5-17 by employment characteristics (%)





7.2 Characteristics of children in child labour

Figure 7.2 shows the prevalence of child labour in terms of the main axes of analysis used across this report, while Table 7.1 presents the absolute numbers and percentage distributions. An estimated 52,651 children aged 5 to 17 years – 12.5 percent of this age group – are engaged in child labour. The figure shows a sharp increase in children's involvement in child labour from 9.9 percent in the 5 to 12 year old age category to 20.8 percent for 13 to 14 year olds. Child labour prevalence decreases

for 15 to 17 year olds (14.1 percent) as many of these children have attained the minimum age for admission to employment and are not involved in prohibited forms of hazardous work. It is reasonable to conclude that child labour in Timor-Leste is predominantly a rural phenomenon. Children in rural areas are almost four times more likely to be in child labour than their urban counterparts (14.8 percent against 3.9 percent). In absolute terms, rural children in child labour number 49,102, while their counterparts in urban areas number 3,549. Gender disaggregation shows that girls have a higher prevalence of child labour than boys (13.4 against 11.5 percent). This observation holds true regardless of the area of residence and age group.

Figure 7.2: Proportion of children in child labour by age group, sex and area of residence during the reference week (%)

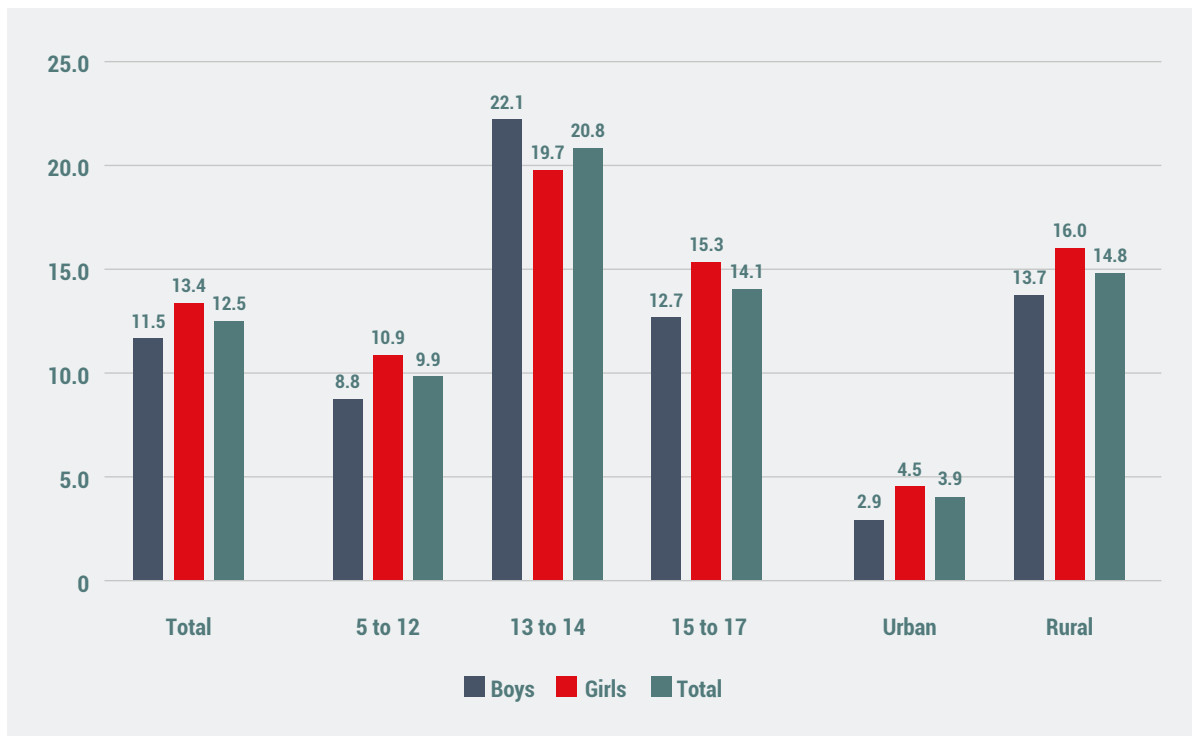


Table 7.1: Number and percentage of children in child labour by sex, age group and area of residence

		Boys		Girls		Total ²	
		Number	%	Number	%	Number	%
	Total	24,427	100.0	27,831	100.0	52,651	100.0
Age group	5 to 12	12,109	49.6	13,507	48.5	25,904	49.2
	13 to 14	6,589	27.0	6,914	24.8	13,503	25.7
	15 to 17	5,729	23.5	7,410	26.6	13,244	25.2
Area of residence	Urban	1,257	5.2	2,109	7.6	3,549	6.7
	Rural	23,170	94.9	25,722	92.4	49,102	93.3

7.3 Hazardous work by children

Hazardous work is defined as work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children, or negatively impact their school attendance.

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

- ◆ Working long hours (45 hours per week or more)²⁰;
- ◆ Working in hazardous conditions: carrying heavy loads, operating machinery / heavy equipment or working in an unhealthy environment (such as hazard exposures or working with dangerous tools)²¹ and;
- ◆ Night work (between 6 p.m. and 6 a.m.)²².

If a child's work falls in any of the above-mentioned categories, then their work is classified as hazardous work.

In Timor-Leste, 29,195 children aged 5 to 17 years, or 6.9 percent in the total age group, are involved in hazardous work. Table 7.2 shows that more than half (55.5 per cent) of children in child labour are classified in hazardous work, while the other half (44.5 per cent) are involved in other forms of child labour not designated as hazardous work. It further shows that girls in child labour have a larger relative involvement in hazardous work than boys in child labour (57.4 percent against 53.2 percent).

Approximately 6.0 percent of children in child labour in urban areas are classified in hazardous work, while 94 percent are in child labour other than hazardous work. The relative involvement in hazardous work of children in rural areas stands at 54.9 percent of all children in child labour.

Given that the minimum working age in Timor-Leste is 15 years, 100 percent of 15 to 17 year-olds in child labour fall within the hazardous work classification.

²⁰ The threshold of "long hours" for hazardous work reflects the maximum hour threshold permitted for adult work (Article 25, Normal hours of work, Labour Code, 2012).

²¹ Reflecting special protection clauses of the Labour Code, 2012 (Articles 67 and 68).

²² Operational statistical definition of night work adopted for this specific survey.



Table 7.2: Distribution of children aged 5-17 by category of child labour by sex, age group and area of residence

	Child labour (Number)	Hazardous work (%)	Child labour other than hazardous work (%)
Total	52,651	55.5	44.5
Sex			
Boys	24,427	53.2	46.8
Girls	27,831	57.4	42.6
Age group			
5 to 12	25,904	33.9	66.1
13 to 14	13,503	53.2	46.8
15 to 17	13,244	100.0	-
Area of residence			
Urban	3,549	6.0	94.0
Rural	49,102	54.9	45.1

7.3.1 Children in hazardous work by hazardous work criterion

Table 7.3 presents data on children engaged in hazardous work by the different criteria used to classify hazardous work.

Table 7.3: Children aged 5-17 involved in hazardous work by hazardous work criterion

Hazardous work criterion	Number of children in hazardous work	Share of children in hazardous work (%)
Long hours	3,734	12.8
Hazardous conditions	17,262	59.1
Night work	12,227	41.9

The survey shows that 41.9 per cent of children in hazardous work undertake their activities during night hours (between 6 p.m. and 6 a.m.). 12.8 per cent of children perform hazardous work for more than 44

hours per week. Finally, approximately 6 out of 10 children involved in hazardous work are working in hazardous conditions.

Figure 7.3 provides further insights into the most frequent hazardous conditions encountered by children in hazardous work. Concerning the unhealthy environment category, the most common hazardous exposure is dust or fumes (45 percent of all children in hazardous work)²³: 18.5 per cent of children reported handling dangerous tools at work, 18.5 per cent of children are subject to extreme temperatures, 12.0 per cent are exposed to gas, fire and flames and 6.8 per cent are exposed to harmful noise levels. In addition, 19.3 percent are found to carry heavy loads, 5.9 per cent are operating machinery and 56.8 of children reported that they are exposed to other hazardous conditions.

Figure 7.4 depicts the share of children involved in hazardous work in terms of gender and hazardous work criteria. Night work is performed by 43.4 percent of girls in hazardous work and by 40.6 percent of boys in this situation. Working in hazardous conditions (including operating machinery, lifting heavy loads and working in what would be described as an unhealthy environment) accounts for 59.8 per cent and 57.6 percent of girls and boys in hazardous work, respectively. Boys in hazardous work are more likely to work long hours than girls (15.5 percent against 10.7 percent).

²³ The dust often contains silica, which has a particularly noxious effect on children because the alveoli in their lungs are still developing. <http://www.ilo.org/ipeinfo/product/download.do?type=document&id=30315>



Figure 7.3: Proportion of children aged 5-17 in hazardous work by type of hazardous conditions of work (%)

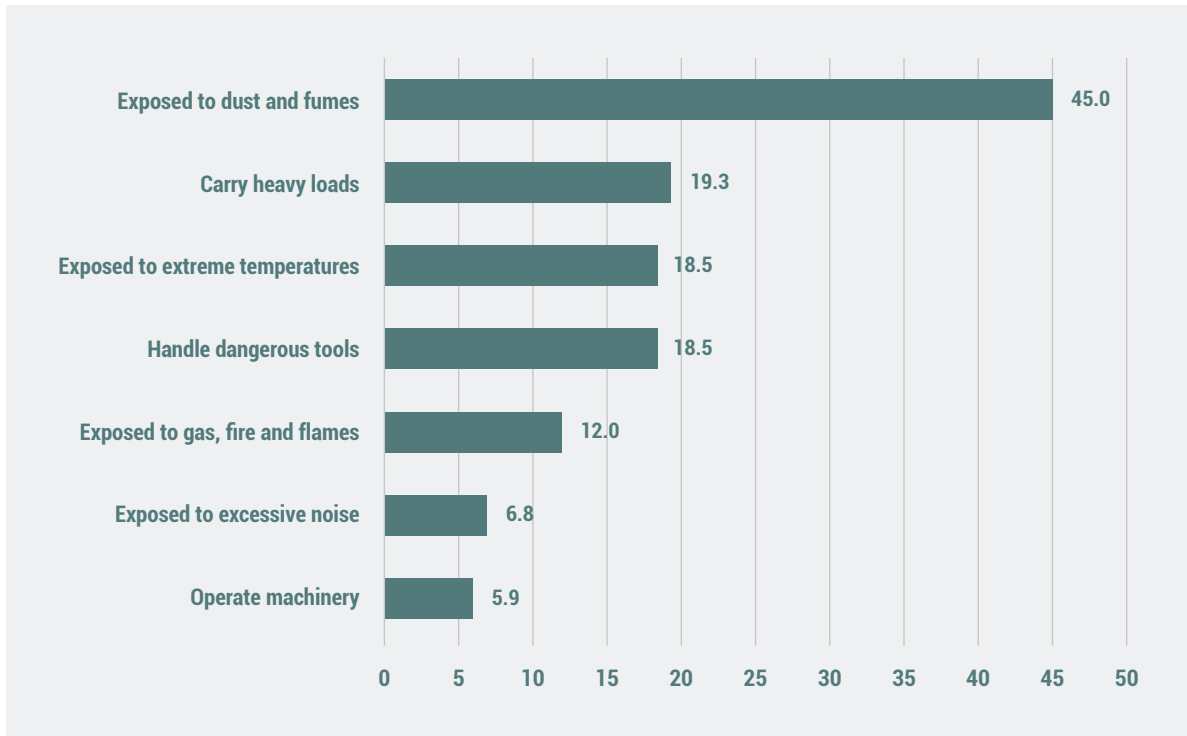
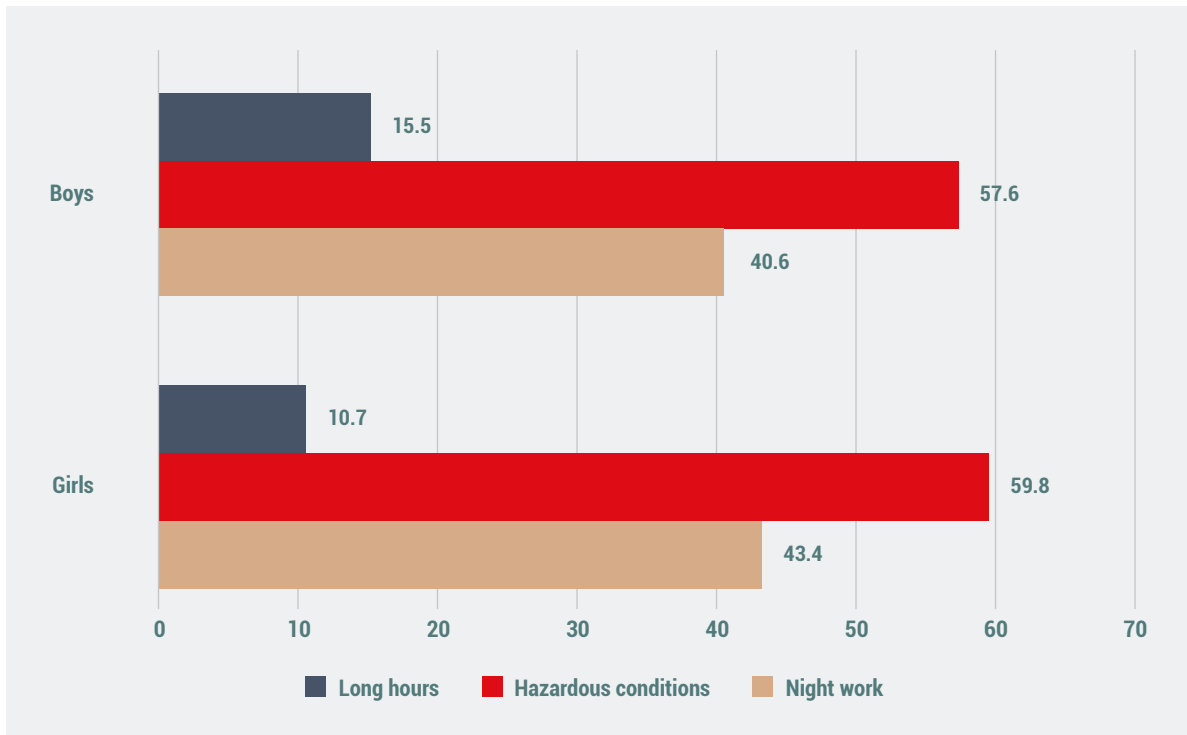


Figure 7.4: Proportion of children in hazardous work aged 5-17 by hazardous work criterion and sex (%)





As shown in Figure 7.5, the proportion of children in hazardous work working long hours is twice as much in urban than in rural areas. Similarly, working in hazardous conditions is more common in urban than

rural areas (89.6 against 56.7). However, night work has a higher prevalence in rural areas (45.0 per cent) compared to urban areas (3.6 per cent). Figure 7.6 presents hazardous work criteria in terms of age group.

Figure 7.5: Proportion of children in hazardous work aged 5-17 by hazardous work criterion and area of residence (%)

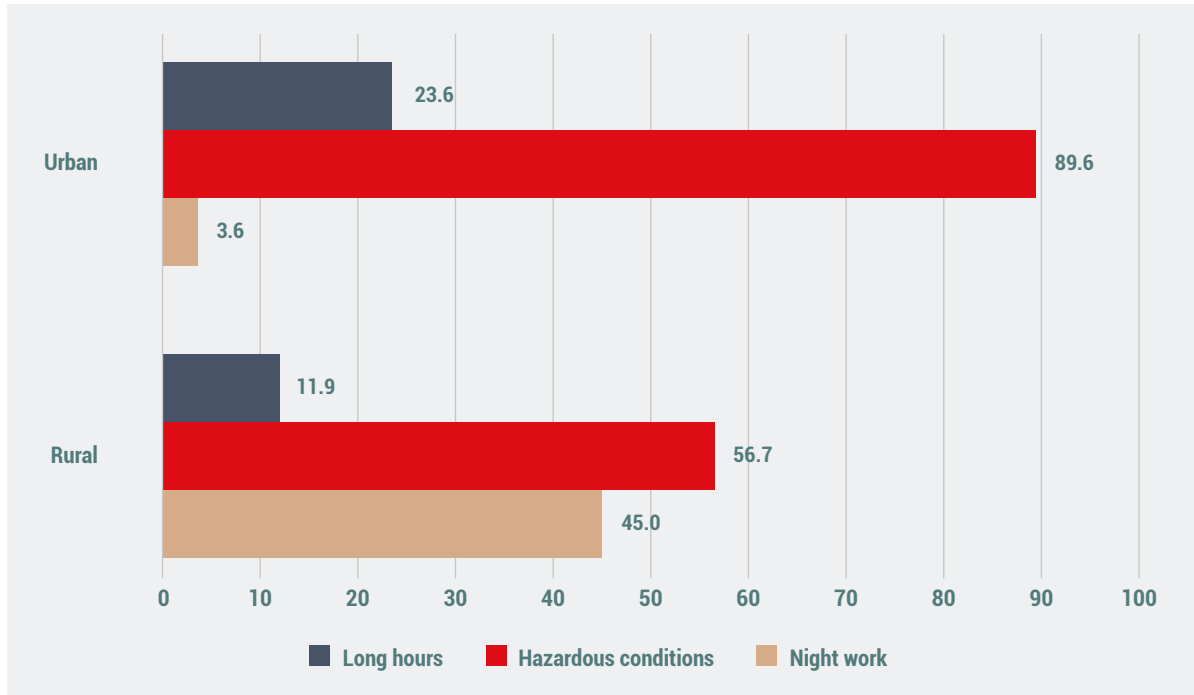
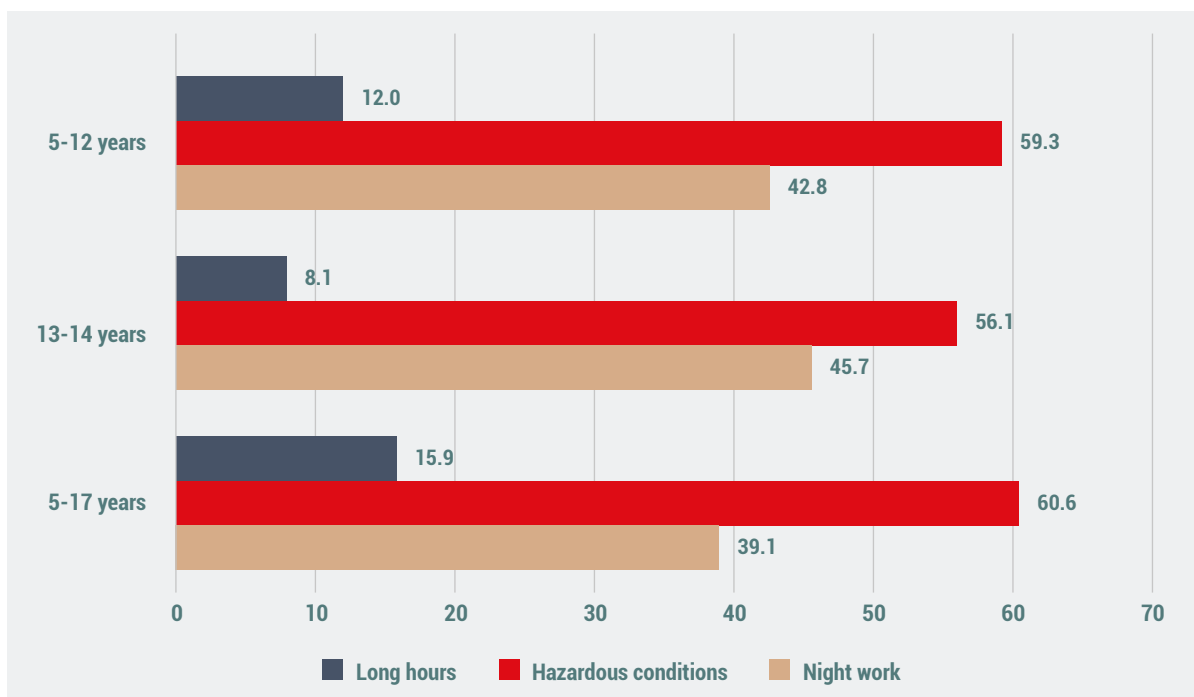


Figure 7.6: Proportion of children in hazardous work by hazardous work criterion and age group (%)



7.3.2 Children in hazardous work by industry

Table 7.4 shows that, similarly to children in economic activity, children in hazardous work aged 5 to 17 are prominently concentrated in "agriculture, hunting and forestry" and "other community, social and personal service activities", as per the International Standard Industry Classification (ISIC Revision 3.1). These two industries concentrate 87.2 percent of all children in hazardous work in Timor-Leste. Hazardous work in agriculture exposes children to a considerable number of risks and hazards, accidents and injuries and other adverse health effects²⁴.

Boys in hazardous work have a relative higher involvement in agricultural activities than girls (48.2 percent against 37.3 percent), and a considerably lower involvement in "other community, social and personal service activities" (35.5 percent against 52.6 percent). Hazardous work in manufacturing²⁵ is predominantly done by girls, while the opposite holds true for industries such as fishing and construction, mainly done by boys.

In rural areas "other community, social and personal service activities" concentrates the highest proportion of children in hazardous work (45.2 percent), followed closely by "agriculture, hunting and forestry" (42.9 percent). In urban areas, hazardous work is mainly concentrated in "agriculture, hunting and forestry" (39.2 percent), followed by "other community, social and personal service activities" (36.6 percent), "wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods" (11.7 percent) and manufacturing (8.9 percent).

Lastly, there are important differences in terms of hazardous work by branch of economic activity and age group. The main trend is that hazardous child labour in agriculture increases proportionally to age (from 31.2 percent of 5 to 12 year olds to 41.7 percent of 15 to 17 year olds). Whereas hazardous labour in other community, social and personal service activities decreases from 52.1 percent of 5 to 12 year olds to 38.4 percent of 15 to 17 year olds.

24 The handling, mixing and spraying pesticides and other agrochemicals, carrying heavy loads, use of motorized machinery or sharp farm tools and exposure to extreme weather, sun, insects wild animals, parasites and the lack of drinking water, are some of the hazardous encountered within the agriculture industry.

25 Children working in manufacturing may be exposed to harmful dyes, solvents, fumes, awkward postures, repetitive movements, sharp tools and dust.



Table 7.4: Distribution of children in hazardous work by industry of employment, sex, area of residence and age group

Industry	Sex		Area of residence		Age group			Total children in hazardous work 5-17 years	
	Boys	Girls	Urban	Rural	5-12	13-14	15-17	Number	%
	%	%	%	%	%	%	%		
Agriculture, hunting and forestry	48.2	37.3	39.2	42.9	31.5	49.0	46.7	12,259	42.7
Fishing	1.7	0.0	0.0	0.8	0.0	0.0	1.7	224	0.8
Mining and quarrying	6.7	3.1	3.6	4.8	3.3	4.7	5.5	1,342	4.7
Manufacturing	0.0	1.8	8.9	0.3	0.0	0.0	2.1	282	1.0
Electricity, gas and water supply	0.7	0.6	0.0	0.7	1.0	0.0	0.7	178	0.6
Construction	1.6	0.0	0.0	0.8	1.0	0.0	0.9	205	0.7
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	3.7	4.7	11.7	3.6	3.6	2.9	5.3	1,208	4.2
Public administration and defense; compulsory social security	1.8	0.0	0.0	0.9	2.7	0.0	0.0	233	0.8
Other community, social and personal service activities	35.5	52.6	36.6	45.2	56.8	43.4	37.2	12,812	44.6
Total	100	100	100	100	100	100	100	28,743	100

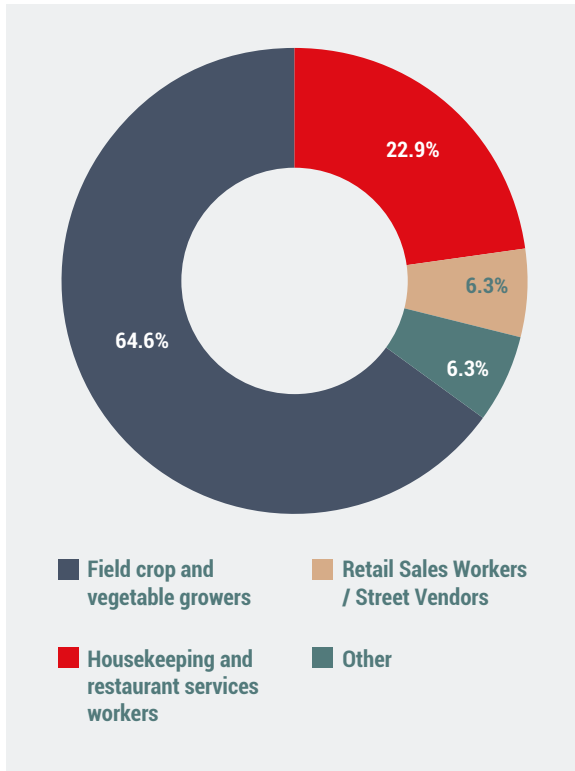
7.3.3 Children in hazardous work by occupation

Figure 7.7 depicts the distribution of the children in hazardous work by occupation (International Standard Classification of Occupations – ISCO-88). This figure shows that, consistently with the distribution of children in economic activity, nearly 2 in every 3 children in hazardous work are working

as “field crop and vegetable growers”. The second occupation which concentrates the largest number of children in hazardous work is “housekeeping and restaurant services workers”. “Retail sales workers/street vendors” accounts for 6 per cent of the children in hazardous work, and the remaining 6 per cent are in other occupations. Once again, it is important to keep in mind that these results should be interpreted with

caution, given that the occupation variable presents a non-negligible number missing values²⁶.

Figure 7.7: Distribution of children aged 5-17 involved in hazardous work by occupation (%)



7.3.4 Hazardous work by hours of work

Children in hazardous work on average perform 20.5 hours of work per week, which is approximately 4 hours more than the average for economic activity (Table 7.5). Boys in hazardous work spend longer hours per week than girls (22.5 hours per week against 19.0 hours per week). The weekly hours performed by children in hazardous work generally increase proportionally to age: 18.0 hours for children aged 5-12, 18.2 hours for those aged 13-14 and 23.3 for those aged 15-17. Finally, the number of hours worked by children in hazardous work living in urban

areas is higher than that in rural areas (23.7 against 20.3 hours).

Table 7.5: Average number of hours of work per week for children engaged in hazardous work by sex, age group and area of residence

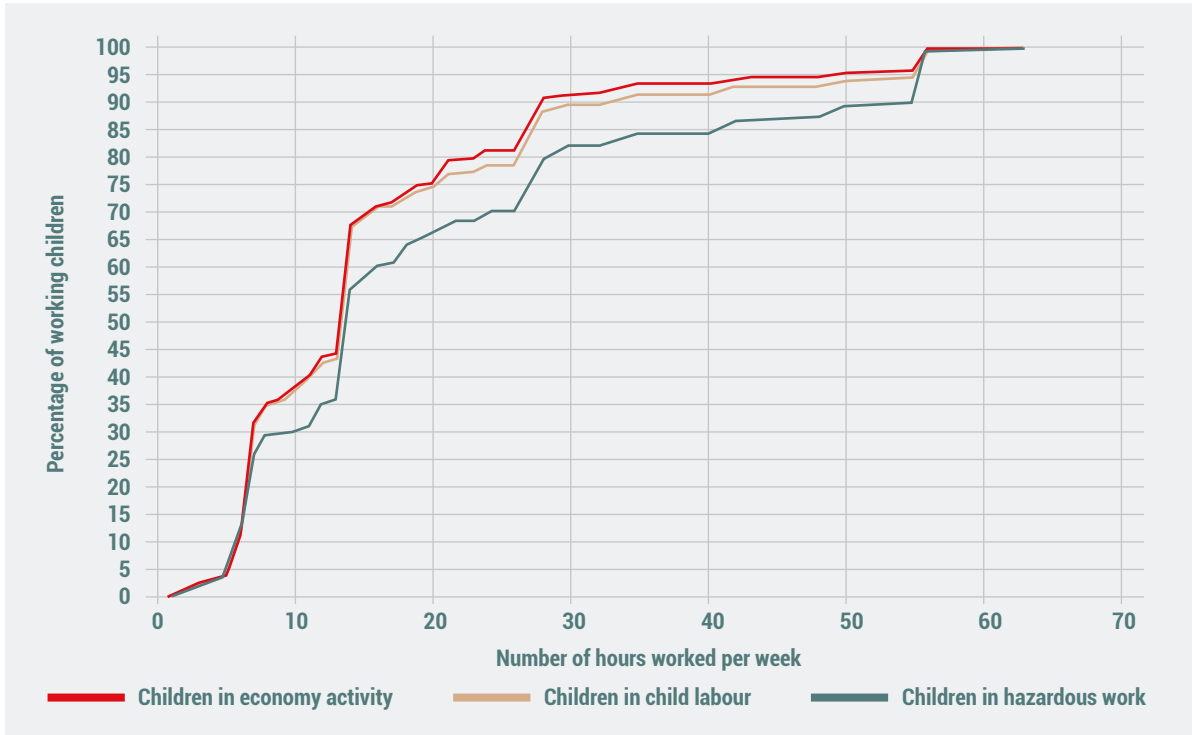
Weekly hours of work	Total	20.5
Sex	Boys	22.5
	Girls	19.0
Age group	5-12	18.0
	13-14	18.2
	15-17	23.3
Area of residence	Urban	23.7
	Rural	20.3

Figure 7.8 depicts the cumulative percentage distribution of children in employment, child labour and hazardous work. The vertical shift in the distribution of working hours in child labour and hazardous work, relative to the distribution of children in employment, indicates that there is a consistent trend of children in child labour and hazardous work working for longer hours per week.

26 In the specific case of hazardous work, missing values represent 82 cases over 266, or 30.8 per cent (un-weighted).



Figure 7.8: Cumulative percentage distribution of hours in employment per week for children aged 5-17 years, by child labour status (%)



Chapter 8

Educational Characteristics

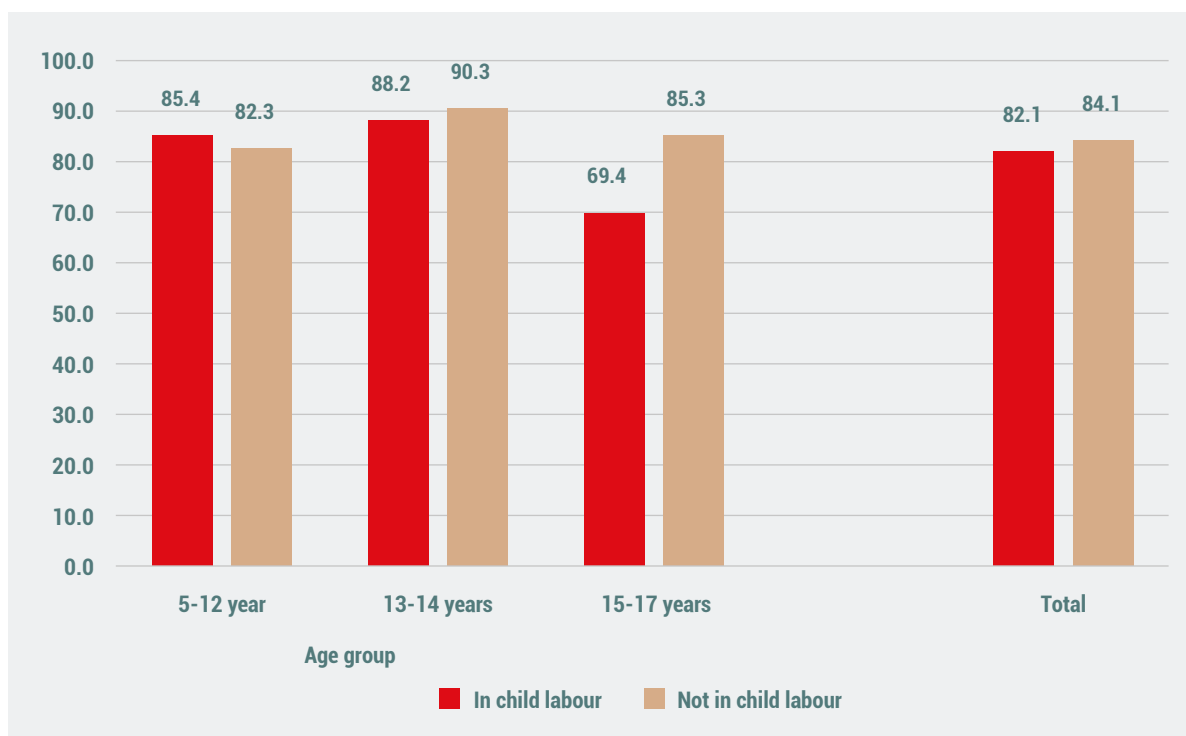
The degree to which child labour interferes with children’s education is one of the most important determinants of the long-term impact of early work experience. Reduced educational opportunities constitute the main link between child labour and employment outcomes later in the life. Children involved in child labour are usually less likely to go to school or are less able to perform in the classroom, with the result that they will not acquire the human capital necessary for decent work upon entering adulthood. This section looks at evidence of the impact of child labour on education.

8.1 School attendance and child labour

Overall, about 84 percent of children, or 353,447 in absolute terms, attended school during the current academic year (see Chapter 5). Children in child labour aged 5-17 are two percentage points less likely to attend school than children not in child labour (Figure 8.1).

Adolescent children in child labour are the most disadvantaged in school attendance: the school attendance of adolescent in child labour is almost 16 percentage points less than that of children not in child labour.

Figure 8.1: School attendance rate by age group and child labour status (%)



Note: note that compulsory education starts from the age of 6

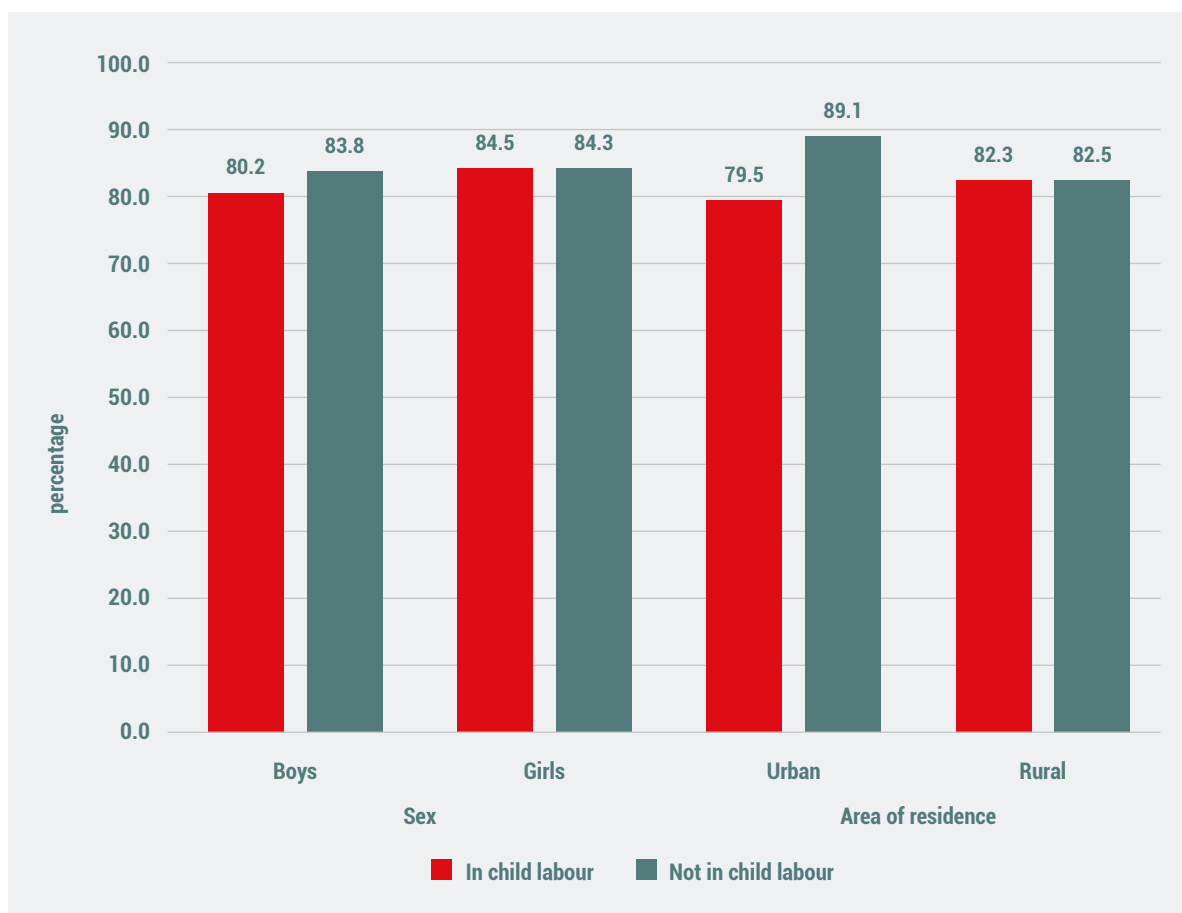


Boys and children living in urban areas involved in child labour are the most disadvantaged in terms of school attendance compared to children not in child labour.

The school attendance of boys in child labour is 4 percentage points less than that

of boys not in child labour. Disparities are higher among children living in urban areas. The school attendance of urban children in child labour is about 10 percentage points lower than that of children not in child labour residing in urban areas.

Figure 8.2: School attendance rate of children aged 5-17 by sex, area of residence and child labour status (%)



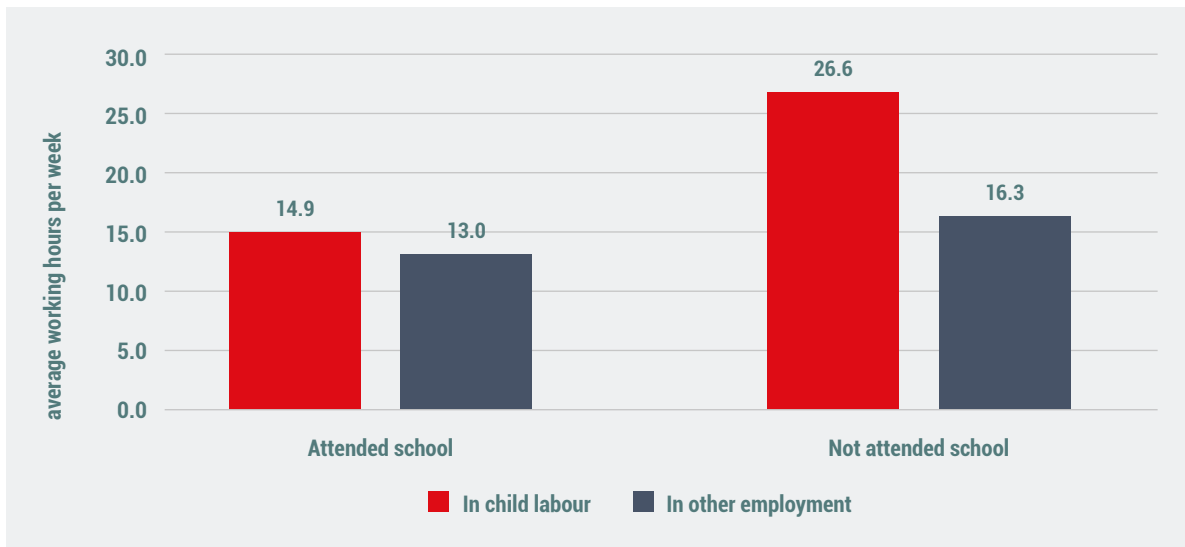
Note: note that compulsory education starts from the age of 6

8.1.1 Working hours and school attendance status

Children in child labour who are at the same time attending school log an average of about 15 hours of work per week. Children in child

labour and out of education work on average about 27 hours per week – 10 hours per week more than children in other employment and not attending school (Figure 8.3).

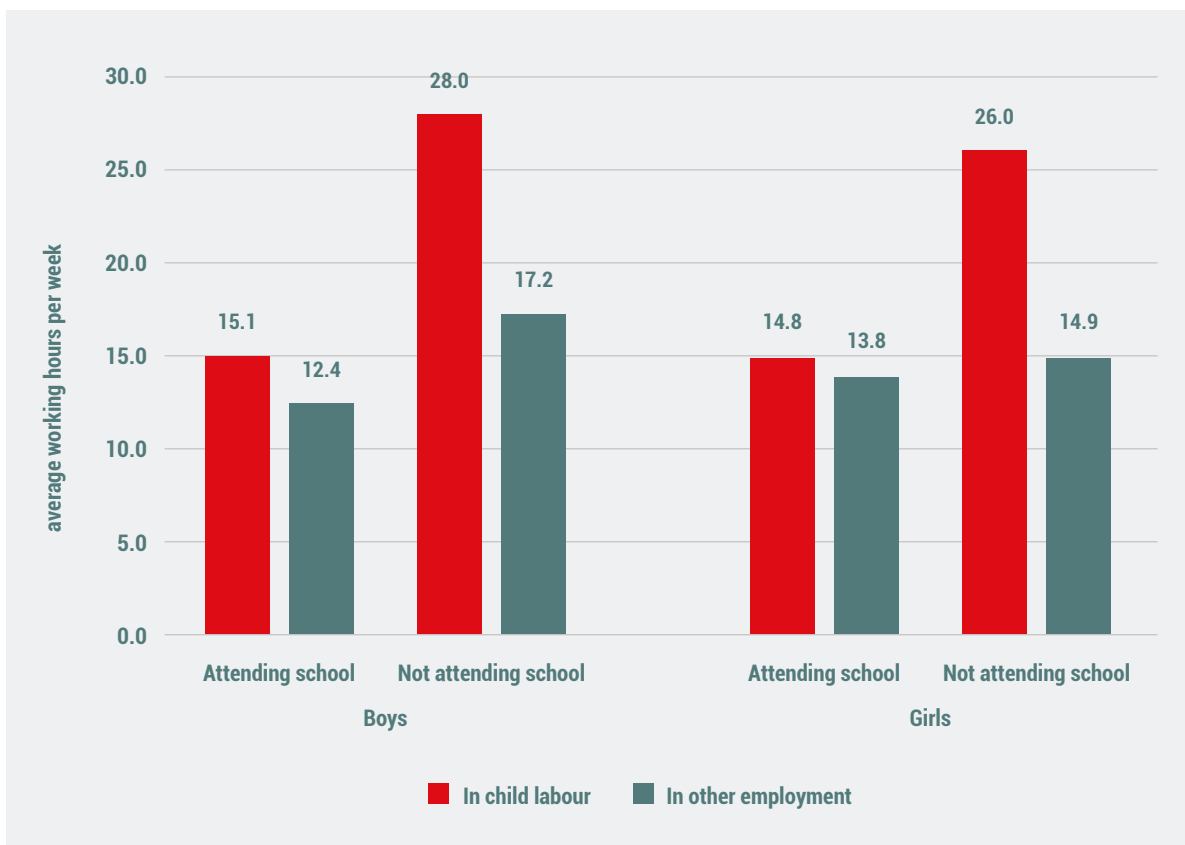
Figure 8.3: Average working hours of children aged 5-17 in economic activity, by child labour and schooling status



Differences by gender in working hours by child labour and school attendance status are marginal. Both boys and girls in child labour and not attending school tend to work

long hours, with boys logging on average two more working hours per week compared to girls (respectively 28 hours versus 26 hours).

Figure 8.4: Average working hours of children aged 5-17 in economic activity, by sex, child labour and school attendance status



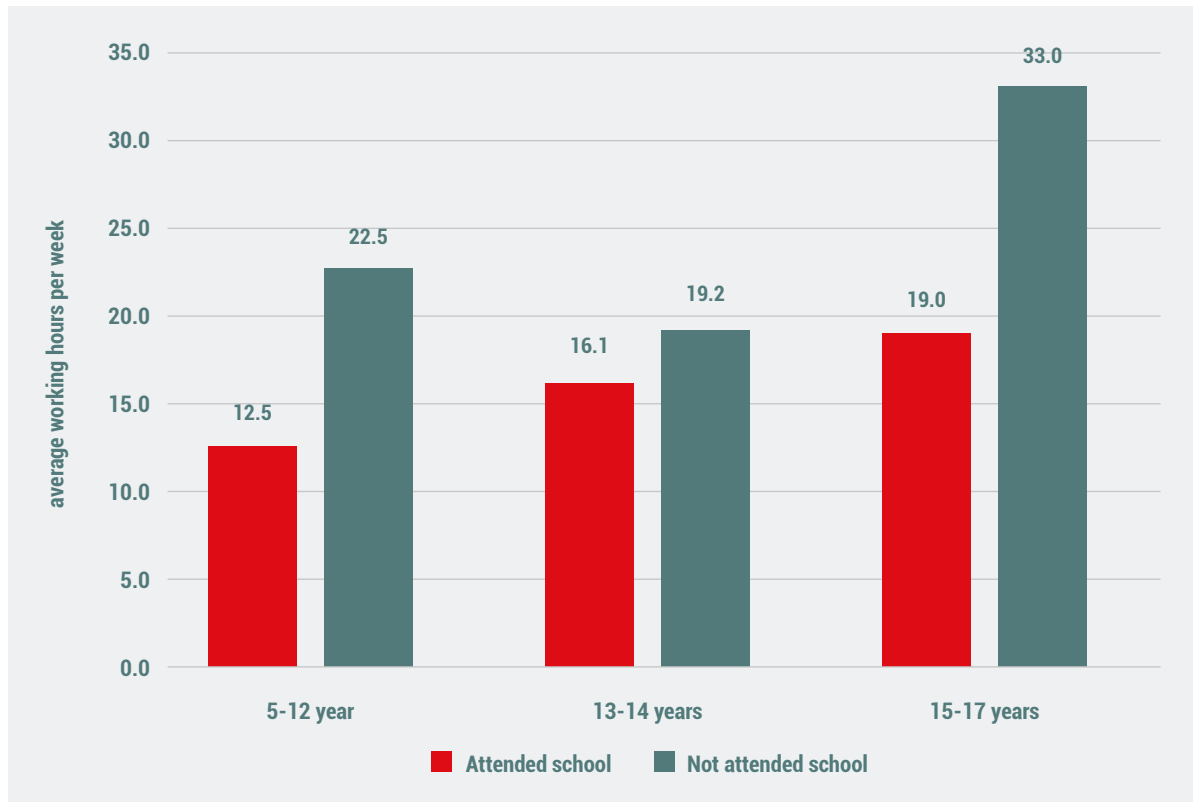


The number of average weekly working hours spent by children in child labour increases with the age (Figure 8.5). Children in child labour not attending school log on average from 22 hours per week (age group 5-12 years) to 33 hours per week (age group 15-17 years).

However, the average working hours of children in child labour who also attend

school are not negligible and increase with the age. Young working children in the age group 5 to 12 years log an average of 12.5 hours per week while at the same time attending school. The time spent on child labour activities increases to 19 hours per week for those in the age group 13 to 14 years and to 33 hours per week for the older 15 to 17 years old (Figure 8.5).

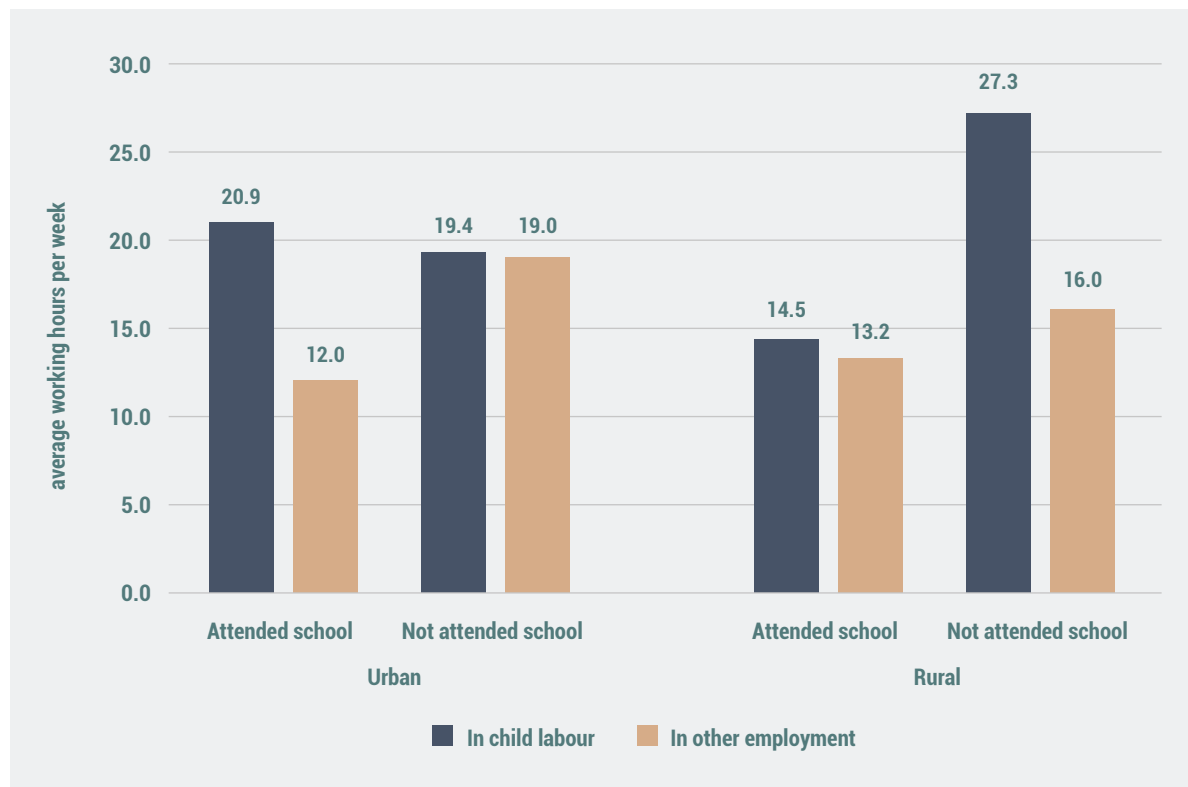
Figure 8.5: Average working hours of children aged 5-17 in child labour by age group and school attendance status



Children in child labour and not attending school living in rural areas log an average of 8 hours more per week compared to their urban counterpart (27 versus 19 hours per week respectively). On the contrary, average

working hours of children in child labour who are also attending school are higher among those living in urban areas (20.9 hours per week) compared to their rural counterpart (14.5 hours per week) (Figure 8.6).

Figure 8.6: Average working hours of children aged 5-17 in economic activity by area of residence, child labour and school attendance status



8.1.2 Children in hazardous work attending school

There are 22.4 thousand children engaged in hazardous works and at the same time attending school, representing about 76.7 percent of the total 29.2 thousand children engaged in hazardous work.

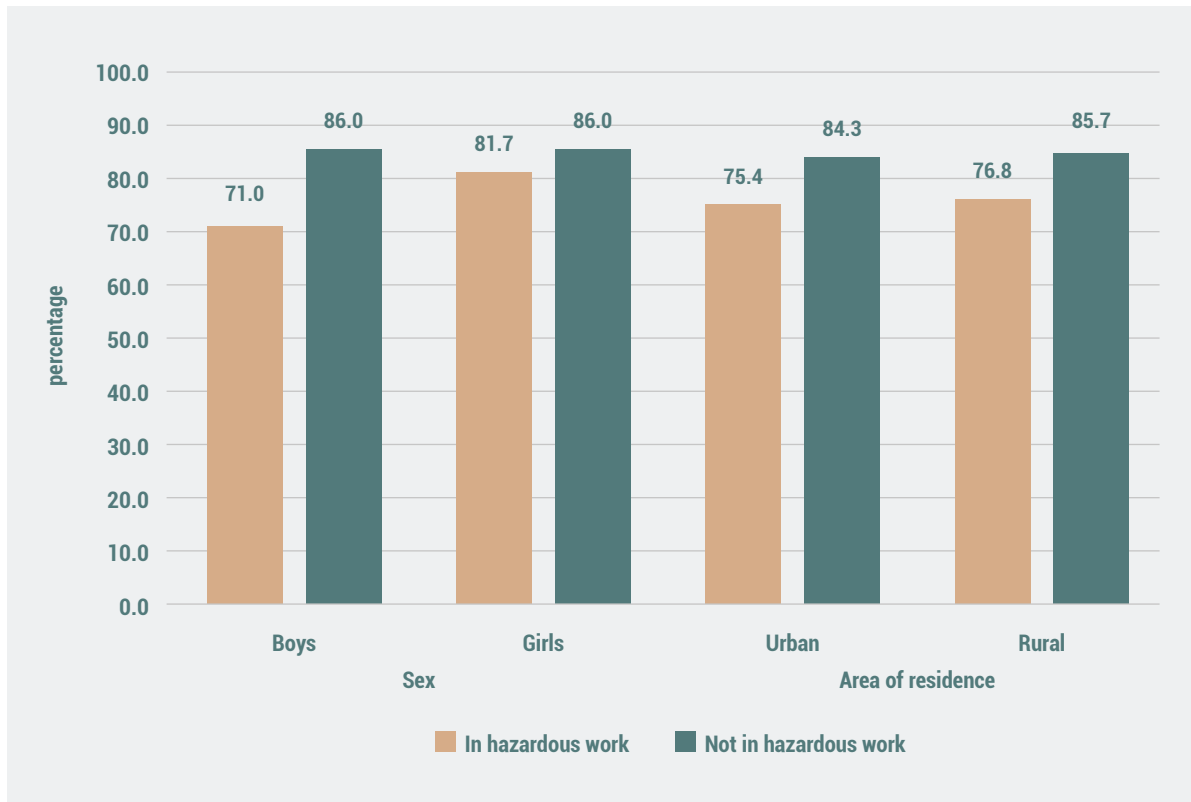
Children involved in hazardous activities appear to be disadvantaged in terms of school attendance compared to those not involved in hazardous activities. Boys in hazardous work are less likely to attend school compared to those not involved in hazardous activities (71 percent versus 86 percent respectively). A similar pattern prevails among girls and by area of residence according to the children working status (Figure 8.7).

Table 8.1: Number of children aged 5-17 involved in hazardous work by school attendance status

		Attending school	Not Attending school
Gender	Boys	9,227	3,771
	Girls	13,063	2,924
Age group	5-12 years	6,890	1,880
	13-14 years	6,320	861
	15-17 years	9,185	4,059
Area of residence	Urban	1,669	545
	Rural	20,726	6,255
Total		6,800	22,395



Figure 8.7: School attendance rate of children aged 5-17 by sex, area of residence and hazardous work status



8.2 Children who never attended school

About 43 thousand reported that they never attended school. More than 50 percent of children reported as a reason for never been at school that they are too young (figure 8.8)²⁷. Reason related to lack of interest in the school are cited by 13 percent of children, followed by the cost of schooling (cannot afford schooling - 9.9 percent) and because of disability/illness (8). About 7 percent of children cite education is not considered valuable and other 5 percent declare that the family did not allow schooling or schooling is too far away (3.3 percent). Only two percent of children reported that they can not attend

school to carry out household chores at home.

Among the 43 thousand children reporting never been at school, 6.5 thousand are involved in an economic activity, 4.9 thousand in child labour, and 2.9 thousand in hazardous work.

²⁷ It is worth noting that only half of children reporting to be too young for going to school are aged 5 or 6 years. This result call for the need of awareness raising campaign addressing household and community leaders.



Figure 8.8: Reason for never attending school of children aged 5-17 who never attended school

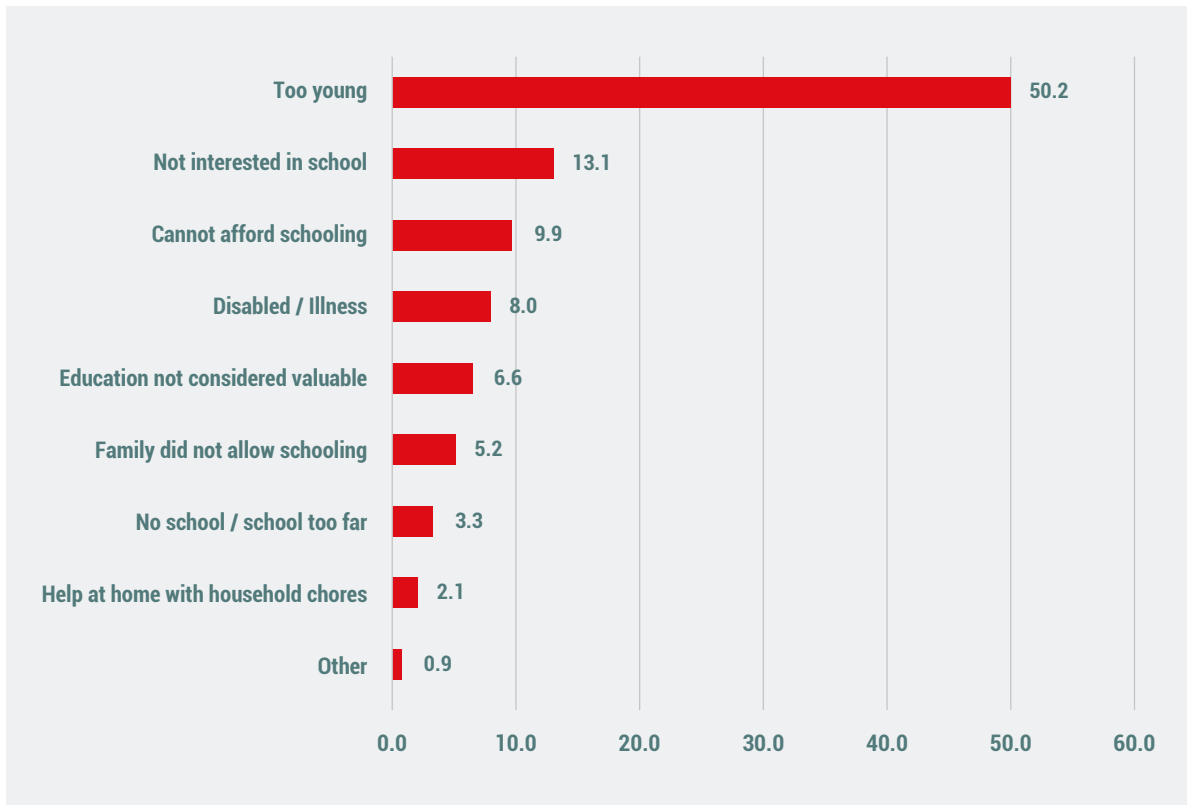
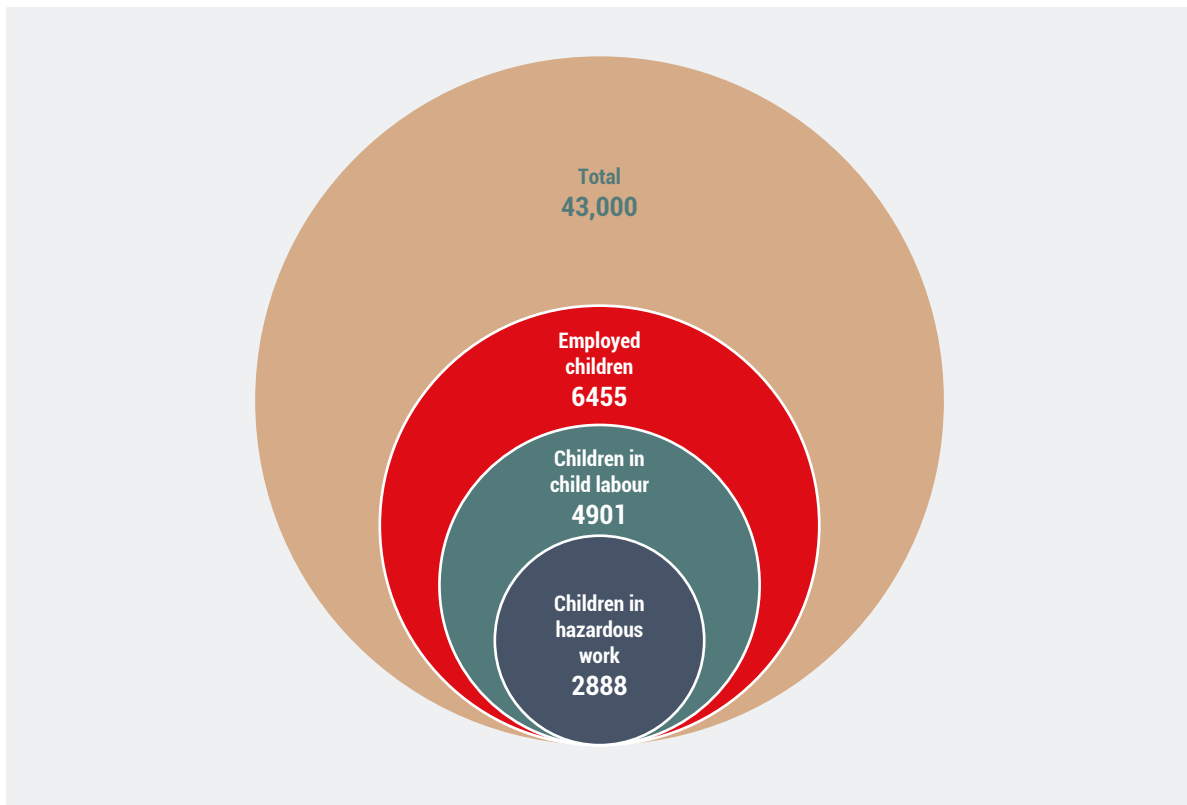


Figure 8.9: Employment characteristics of children aged 5-17 who never attended school





Chapter 9

Recommendations

9.1 International Laws, National Legislative Framework and National Policy

- ◆ In general, the national legislative framework with regards to children's employment should be strengthened to allow for easier enforcement of the Laws of Timor-Leste and the International Labour Conventions.
- ◆ In particular, the existing laws might be reviewed with the goal of stipulating realistic penalties for violations where no such stipulations exist, and where penalties have already been prescribed, to make these more realistic in order to increase the role of the Laws as deterrents to would-be violators.
- ◆ Further, where exceptions are made to certain regulations because the employer might be a family operation, the guidelines should be more clearly defined in the best interests of the child.
- ◆ The Government of Timor-Leste should seek to invest in additional human resource and capacity building, to support the identification and elimination of instances of child labour across the

country; on this regard, strengthening of the labour inspection system should be considered.

- ◆ Adopt the children's code and amend its legislation to explicitly prohibit corporal punishment in all settings, including family, schools and institutions.
- ◆ Adopt laws/policies to address child labour and prohibit involvement of children in bonded and dangerous labour.
- ◆ Raise awareness on the negative consequences of child labour.
- ◆ Consider ratifying the ILO Minimum Age Convention, 1973 (No. 138).
- ◆ Continue implementing policies and programmes for the prevention of child sexual exploitation and the recovery and social reintegration of victims.
- ◆ The results of the 2016 NCLS should play an integral role in the formulation of the next Plan of Action for the CLC and NCALC.

9.2 Interventions

- ◆ Design and implement a public education campaign to raise awareness of the issue of child employment and child labour across the country, to be targeted at both adults and children. This is necessary as many children who are engaged in child labour might not be aware that they are in fact at risk, and it is possible that some parents who facilitate child labour are not

aware of the danger this poses to their children's development.

- ◆ Focus should also be placed on the dangers posed to children by the tools/machinery that they use in their work, as well as the dangers posed by certain physical working conditions.
- ◆ The Ministries of Education and Culture and Ministry of Internal Affairs have roles to play with regards to children who are not attending school, as there is scope for the improvement of the truancy monitoring system to further reduce the incidents of children's non-attendance at school.
- ◆ With regards to children who are not attending school because of a lack of funds, there is a need to increase awareness of the various forms of assistance that are available to families for this purpose.
- ◆ Families should be assisted to a level of understanding of the instrumental role that education plays in development in general and the alleviation of the cycle of poverty in particular, and that as such, it can no longer be optional for children to obtain an education, simply because "they are not interested."
- ◆ The Ministry of Social Solidarity and Ministry of Social Affairs, in the fulfilment of their mandate for the monitoring of the development of families and children, should put in place measures to highlight the possible damaging effects on children's development when they have to bear the triple burden of having to earn

their own livelihood while attending school and performing household chores. This can drastically reduce the amount of time available for homework and leisure, which are important aspects of children's overall well-being. There is also the possibility that doing so much might detract from the quality of education, as a child who is tired might not be able to focus in a learning environment.



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Anexes

ANNEX A: ESTIMATE OF FORCED LABOUR

Survey design and implementation

A specific module (Section 6 on 'Employment Relationship of all Household Members during the past 5 years (even if not currently economically active)' with questions related to forced labour was added to the NCLS questionnaire and addressed to all persons aged 5 and above.

A filter question (in three parts) was asked to limit detailed questions to the respondents who were identified as at risk of having been in forced labour in the last 5 years through these filter questions (FL1 a-b-c, FL2 and FL3 a-b-c).

FL1: *In the past 5 years, has (Name) been forced to:*

- a. *been forced to take a job against his/her will or his/her parent's will?*
- b. *been forced to work in unacceptable conditions?*
- c. *been forced to stay longer with the employer than he/she wanted?*

In case any response was 'yes', question L2 was skipped and question FL3 was posed.

FL2: *Has someone menaced, threatened or coerced any household member (parent or spouse) to force them to let (Name) work (in the past 5 years)?*

In case any response was 'yes', question FL3 was posed. For those responding 'no' forced labour was ruled out.

Forced labour is assessed in consistency with ILO Convention 29 definition of forced labour as follows:

Forced Labour = Involuntariness AND penalty.

Involuntariness can happen during the recruitment (the person was forced to take the job against his/her will), or while at work, or when the worker wants to leave the employer and cannot.

Penalty is assessed through the existence of any threat or actual penalty or mean of coercion imposed on the worker.

FL3: *In order to limit the analysis, a set of three questions (FL3 a-b-c) - similar to FL1 - was asked specifically for the most recent experience of forced exploitation.*

- a. *been forced to accept the job against his/her will or his/her parent's will?*
- b. *been forced to work in unacceptable conditions?*
- c. *been forced to stay longer with the employer than he/she wanted?*

The details of involuntariness were assessed through three modules (A, B and C) which were limited to those who passed (responded 'yes') the filters. Module A was applied to those who responded 'yes' to FL3a; and similarly Module B and Module C were posed, respectively, to those who responded 'yes' to FL3b and FL3c. It should be noted that a single worker might have had to answer to all three modules.



Module A asked why the respondent was forced to take up the job and by whom. Module B queried the actions that the respondent was forced to do against his/her will, while Module C searched the underlying factors why the respondent was unable to quit the job.

Analytical approach

Involuntariness is deemed positive if the respondent answers 'yes' to FL1 a-b-c, or to FL2. Given the problems in the implementation, respondents who replied 'yes' to FL3 a-b-c would also be counted in the involuntariness component.

Penalty is deemed positive if to question FL8 on 'How was (name) forced to take the job, or to work under duress, or not able to leave the job' (suggested options FL8a to FL8q – 17 possible forms of penalties) any response by a respondent was 'yes'.

Among others, a question was asked on the main economic activity sector a worker had engaged in.

Survey findings

Table A.1: Forced labour in Timor-Leste (N=43 cases)²⁸

	Number	Percent
Total	4096	100%
Sex		
Male	2736	67%
Female	1360	33%
Age at time of working in FL		
Children (5 - 17 years)	1623	40%
Adults	2473	60%
Urban/Rural		
Urban	246	6%
Rural	3850	94%
	Percent distribution only	
Country of exploitation		
Victims in TL		75%
Other country		25%
Sector		
Agriculture and Fishing		66%
Other sectors		34%
Average duration		
Average duration (months)		4.9

²⁸ The results presented in Table A.1 are based on 43 cases identified ascertained as being in forced labour. As a pilot module, the results indicated hereafter should be interpreted with caution.



From the survey, only 43 cases were ascertained as being in forced labour. Therefore, the number was too small to extrapolate with reasonable precision at the national (even more so for disaggregation), and the estimates in the below table should be viewed only as indicative.

The table indicates that the estimated total number of workers (adult and child workers taken together) in forced labour conditions in terms of the Timor-Leste NCLS 2016 findings was 4,096 of which two-thirds were male and one-third female. Of the total number of workers in forced labour, child workers constituted about 40 percent while adult workers were 60 percent. Most workers who had experienced forced labour resided in rural areas.

It may be noted that about three-fourths of those in forced labour were exposed to the adverse conditions within their own country, and only one-fourth of the victims underwent the experience abroad. As regards the main economic sector engaged in, the survey results suggest that two-thirds of the country's total work force exposed to forced labour work in agriculture and fishing. Finally, the average duration of being in a situation of forced labour by a worker was estimated at 4.9 months.

Addressed to the most knowledgeable person of the household

Section I: Household and Housing characteristics

		Skip to question																								
HA1. In what type of dwelling does the household live? 1. Apartment/flat _____ 2. Private house _____ 3. Part of a private house _____ 4. Mobile home (e.g. tent, caravan). _____ 5. Shelter not meant for living purposes _____ 6. Shanty _____ 7. Other _____		1 2 3 4 5 6 7																								
Other (specify) _____																										
HA2. What is the ownership status of this dwelling? 1. Owned by any household member 2. Co-owner 3. Provided free 4. Subsidised by employer (lodging) 5. Rented _____ 6. Other _____		1 2 3 4 5 6																								
Other (specify) _____																										
HA3. How many rooms are there in this dwelling?		<input type="text"/> <input type="text"/>																								
HA4. What is the overall size of dwelling in square metres? 1. Less than 20 square metres _____ 2. 20 to 39 square metres _____ 3. 40 to 69 square metres _____ 4. 70 to 99 square metres _____ 5. 100 square metres or more _____		1 2 3 4 5																								
HA5. Are any of these facilities available to the household? (Enter appropriate code for each facility)		<table border="1"> <thead> <tr> <th>KITCHEN</th> <th>BATHROOM</th> <th>Bath- house</th> <th>TOILET</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	KITCHEN	BATHROOM	Bath- house	TOILET	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5
KITCHEN	BATHROOM	Bath- house	TOILET																							
1	1	1	1																							
2	2	2	2																							
3	3	3	3																							
4	4	4	4																							
5	5	5	5																							
1. Inside house and exclusive _____ 2. Inside house and shared _____ 3. Outside house and exclusive _____ 4. Outside house and shared _____ 5. Not available _____																										





Addressed to the most knowledgeable person of the household						
Section I: Household and Housing characteristics						
	COOKING	HEATING	colling	Lighting		
HA6. What is the main source of energy? 1. Wood _____ 2. Coal _____ 3. Kerosene _____ 4. Gas _____ 5. Electricity _____ 6. Solar _____ 7. Other _____ Other (specify) _____	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		
HA7. What is the main source of drinking water? 1. Pipe-borne inside house _____ 2. Pipe-borne outside house _____ 3. Tanker service _____ 4. River/stream _____ 5. Bore-hole/tubewell _____ 6. Well _____ 7. Dug out/pond _____ 8. Rain water _____ 9. Other _____ Other (specify) _____						
HA8. Has the household ever changed the place of residence? <i>(district/province/country)</i> 1. Yes _____ 2. No _____ HA9. In which district/province/country was the last place of residence of the household? District: _____ Province: _____ Country: _____						→HA9 →HA12
					CODES <i>(For official use)</i> [] [] [] [] [] []	

Addressed to the most knowledgeable person of the household

Section I: Household and Housing characteristics

<p>HA10. In which year did the household move to the present place of residence?</p>	<p>□ □ □ □ □ □</p>
<p>HA11. What was the main reason for coming or changing to the present place of residence?</p> <ol style="list-style-type: none"> 1. Job transfer _____ 2. Found a job _____ 3. Looking for job _____ 4. Looking for better agricultural land _____ 5. Studies (Schooling/training) _____ 6. Proximity to place of work _____ 7. Housing _____ 8. Social/political problem _____ 9. Health _____ 10. Other _____ 	<p>1 2 3 4 5 6 7 8 9 10</p>
<p>Other (specify) _____</p>	
<p>HA12. Does the household own any livestock?</p> <ol style="list-style-type: none"> 1. Yes _____ 2. No _____ 	<p>1 2</p>
<p>→HA14 →HA15</p>	





Section I: Household and Housing characteristics	
Addressed to the most knowledgeable person of the household	
<p>HA13. How many?</p> <p>1. Camel _____</p> <p>2. Horse _____</p> <p>3. Cow/buffalo _____</p> <p>4. Sheep _____</p> <p>5. Goat _____</p> <p>6. Pig _____</p> <p>7. Poultry _____</p> <p>8. Other _____</p> <p>Other (specify) _____</p>	<p><i>In number</i></p> <p>□ □</p> <p>□ □</p> <p>□ □</p> <p>□ □</p> <p>□ □</p> <p>□ □</p> <p>□ □</p> <p>□ □</p> <p>□ □</p>
<p>HA14. Does the household own any land?</p> <p>1. Yes _____</p> <p>2. No _____</p>	<p>→ HA16</p> <p>→ HA17</p> <p>1</p> <p>2</p>
<p>HA15. How many Acres of land does the household own? <i>(in acres)</i></p> <p>1. Agricultural (cultivable) _____</p> <p>2. Other _____</p> <p>Other (specify) _____</p>	<p>Acres</p> <p>□ □ □ □ □ □</p> <p>□ □ □ □ □ □</p> <p>□ □ □ □ □ □</p>
<p>HA 16. What is the household's average monthly expenditure? <i>(in local currency)</i> <i>(This question is to be recorded as expenditure incurred at the household level.)</i></p>	<p>□ □ □ □ □ □</p>

Addressed to the most knowledgeable person of the household

Section I: Household and Housing characteristics

<p>HA 17. What are the household's sources of income?</p> <p>1. Employment</p> <p>2. Social transfers</p> <p>3. Scholarship</p> <p>4. Rent/property</p> <p>5. Private transfers</p>	<p><input type="checkbox"/> <input type="checkbox"/> Yes=1, No=2</p> <p><input type="checkbox"/> <input type="checkbox"/> Yes=1, No=2</p> <p><input type="checkbox"/> <input type="checkbox"/> Yes=1, No=2</p> <p><input type="checkbox"/> <input type="checkbox"/> Yes=1, No=2</p> <p><input type="checkbox"/> <input type="checkbox"/> Yes=1, No=2</p>	
<p>HA 18. What is the household's average monthly income? <i>(in local currency)</i></p>	<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"/></p>	



Section III: Educational Attainment for All Household Members aged 5 and above
Addressed to the most knowledgeable member of household

Serial No in HC1	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		Skip To Question
	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>				
Name of household member	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		
Age of household member	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		
ED1. Can (NAME) read and write a short, simple statement with understanding in any language? 1. Yes _____ 2. No _____	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
ED2. Is (NAME) attending school or pre-school during the current school year? 1. Yes _____ 2. No _____	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	--ED3 --ED5
ED3. What is the level of school and grade (year) that (NAME) is attending? Level: (L) Grade, Year: (G)	L	G	L	G	L	G	L	G	L	G	L	G	L	G	L	G	
1. Pre-school _____	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	
2. Primary _____	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	
3. Junior secondary school _____	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	
4. Senior secondary school _____	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	
5. Technical vocational School (Tech. Voc.) _____	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	ED4
6. Teachers Training College/ Tertiary _____	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	
7. University or higher _____	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	
8. Non standard curriculum _____	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	
9. Don't know _____	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	} ED7



Section III: Educational Attainment for All Household Members aged 5 and above
Addressed to the most knowledgeable member of household

Serial No in HC1	□ □		□ □		□ □		□ □		□ □		□ □		□ □		Skip To Question	
	Name of household member		□ □		□ □		□ □		□ □		□ □		□ □			
Age of household member	□ □		□ □		□ □		□ □		□ □		□ □		□ □			
ED8. What is the highest level/type of school and grade (NAME) has attended? Level: (L) Grade (G)	L	G	L	G	L	G	L	G	L	G	L	G	L	G		
	1. Pre-school _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	2. Primary _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	3. Junior secondary school _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	4. Senior secondary school _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	5. Technical vocational School (Tech. Voc.) _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	6. Teachers Training College/ Tertiary _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	7. University or higher _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	8. Non standard curriculum _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	9. Don't know _____	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
ED9. At what age did (NAME) leave school? (Age in completed years)	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	→ Go to the next section, question CE1



Addressed to the most knowledgeable member of household

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

Serial No in HC1	[] []		[] []		[] []		[] []		[] []		[] []		[] []		[] []		Skip To Question
	Name of household member		Age of household member														
(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>	<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"/>	Otherwise
(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>	<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"/>	—CE3
(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(h) Fetch water or collect firewood for household use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(i) Produce any other good for this household use? <i>Examples: clothing, furniture, clay pots, etc.</i>	<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"/>	
CE3. 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? <i>(For agricultural activities, the off season in agriculture is not a temporary absence.)</i>	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	—CE4 —CE14
1. Yes _____																	
2. No _____																	



Addressed to the most knowledgeable member of household

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

Serial No in HC1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member																		
Age of household member																		
CE7. During the past week, which of the following best describe (NAME)'s work situation at his/her main work? (Read out responses below)																		CE8
1. Employee _____	1	1	1	1	1	1	1	1	1	1	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	2	2	2	2	2	2	2	2	2	2
3. Employer (His/her own business with employees) _____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4. Member or producers (agricultural cooperative) _____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5. Unpaid family worker _____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
CE8. What is (Name's) average monthly cash income from the main work? (in local currency)																		--CE10
CE9. What other benefits does (NAME) usually receive in his/her main work? (Read each of the following questions and circle answers)																		
1. Not applicable if CE7=2,3 or 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2. Weekly rest days _____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3. Medical expenses _____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4. School expenses _____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5. Assistance with schooling _____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6. Paid sick leave _____	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7. Annual vacation _____	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8. Free/subsidized accommodation _____	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9. Food/meal _____	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
10. Paid leave _____	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
11. Clothing _____	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
12. Transportation _____	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
13. Other _____	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
14. Nothing _____	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
Other (specify)																		

Addressed to the most knowledgeable member of household

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

Serial No in HC1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Age of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
CE12. What are the main reasons for letting (NAME) work? (Indicate three most important reasons)																		
1. Supplement family income _____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2. Help pay family debt _____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3. Help in household enterprise _____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4. Learn skills _____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5. Temporarily replacing someone unable to work _____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6. Preventing him/her from making bad friends and/or being led astray _____	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7. Other _____	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
CE13. What (NAME) usually do with your earnings? (Multiple answers are allowed)																		
1. Give all/part of money to my parents/guardians _____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2. Employer gives all/part of money to my parents/guardians _____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3. Pay my school fees _____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4. Buy things for school _____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5. Buy things for household _____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6. Buy things for myself _____	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7. Save _____	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8. Other _____	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8



Addressed to the most knowledgeable member of household

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

Serial No in HC1	□ □		□ □		□ □		□ □		□ □		□ □		□ □		Skip To Question
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Name of household member	□ □		□ □		□ □		□ □		□ □		□ □		□ □		
Age of household member	□ □		□ □		□ □		□ □		□ □		□ □		□ □		
UE1. Was the work reported in CE4, CE5 and CE7 (NAME)'s main employment during the past 12 months? (As employee, own account worker, employer or unpaid family worker)	1	2	1	2	1	2	1	2	1	2	1	2	1	2	UE4 UE2
UE2. Did (NAME) engage in any work at least one hour during the past 12 months? (As employee, self-employed, employer or unpaid family worker)	1	2	1	2	1	2	1	2	1	2	1	2	1	2	UE4 UE3
UE3. In the past twelve months, did (NAME) do any of the following activities, even for only one hour? (Read each of the following questions until the first affirmative response is obtained)	□ □		□ □		□ □		□ □		□ □		□ □		□ □		
(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners? <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 etc.</i>	□ □		□ □		□ □		□ □		□ □		□ □		□ □		1 = YES 2 = NO
(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)? <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing. Types of work: bar attendant, restaurant worker, night watchman, scavenger, scrap metal collector, commercial sex worker, etc.</i>	□ □		□ □		□ □		□ □		□ □		□ □		□ □		If any "YES" UE4



Addressed to the most knowledgeable member of household

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

Serial No in HC1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Skip To Question
Name of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Age of household member	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
UE5. Describe briefly the main activity i.e. goods produced and services rendered where (NAME) worked most of the time. ("Main" refers to the work on which (NAME) spent most of the time during the year.)												
Activity/Type	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
INDUSTRY CODE <i>For official use</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
UE6. Which of the following best describe (NAME)'s work situation at his/her main work in the past 12 months? (Read out responses below)	1	1	1	1	1	1	1	1	1	1	1	
1. Employee	2	2	2	2	2	2	2	2	2	2	2	
2. Own account worker (His/her own business without employees)	3	3	3	3	3	3	3	3	3	3	3	
3. Employer (His/her own business with employees)	4	4	4	4	4	4	4	4	4	4	4	
4. Member of producers' co-operatives	5	5	5	5	5	5	5	5	5	5	5	
5. Unpaid family worker												



Addressed to the most knowledgeable member of household

Section VI: Employment relationship of All Household Members (5 and above) during the last 5 years (even if not currently economically active)

Serial No in A1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skip To Question
Name of household member																		
Age of household member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Read: Sometimes people are forced to work against their will or cannot leave because someone uses lies, threats or violence against them or their family. This can happen to adults or children of ANY age, including very young children.</p>																		
FL1. In the past five years, has (NAME)	<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"/>	
a) been forced to take a job against his/her will or his/her parent's will?	<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"/>	If at least one "Yes" → FL3
b) been forced to work in unacceptable conditions?	<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"/>	
c) been forced to stay longer with the employer than he/she wanted?	<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"/>	
FL2. Has someone menaced, threatened or coerced any household member (parent or spouse) to force them to let (Name) work??	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If "NO", END. Go to next HH member
FL3. Let us talk about the most recent situation of forced exploitation you were thinking about. In this situation, has (Name)	<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"/>	If "NO", END. Go to next HH member
a) been forced to accept the job against his/her will or his/her parent's will?	<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"/>	
b) been forced to work in unacceptable conditions?	<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"/>	
c) been forced to stay longer with the employer than he/she wanted?	<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"/>	



Addressed to the most knowledgeable member of household
 Section VI: Employment relationship of All Household Members (5 and above) during the last 5 years (even if not currently economically active)

MODULE B

If FL3-b=Yes Go to FL6
 If FL3-b=No Go to Module C

FL6. What was (Name) forced to do against his/her will?	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO
a) To Work excessive hours over normal working time									
b) To Do hazardous tasks without protection									
c) To do illicit activities									
d) To live in degrading conditions imposed by employer									
e) To take drugs, alcohol									
f) To comply with their employer's orders (instructions?) relating to their private lives									
g) To perform additional tasks which are not part of (Name)'s job, such as working in employer's house, or working for a relative of the employer									
h) To provide sexual services to employer or anyone related to employer									

MODULE C

If FL3-c=Yes Go to FL7
 If FL3-c=No Go to MODULE D

FL7. Why was (Name) unable to quit the job?	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO	Y= YES N=NO
a) Because of threats and violence of employer									
b) Waiting for unpaid due wages									
c) Because documents were confiscated									
d) Other, specify									



Addressed to the most knowledgeable member of household

Section VI: Employment relationship of All Household Members (5 and above) during the last 5 years (even if not currently economically active)

FL10. For how long in total did it last? (in months)											
FL11. Where did it take place? Country _____ Province _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
FL12. What type of work was (Name) MAINLY doing? (One only) 1. Agriculture/forestry 2. Fishing 3. Mining and quarrying 4. Manufacturing 5. Construction 6. Wholesale and retail trade 7. Repair of motor vehicles and motorcycles or cycles 8. Accommodation and food service activities 9. Military 10. Arts, entertainment and recreation 11. Prostitution/sexual exploitation 12. Drug production/sales/trafficking 13. Begging 14. Personal services (massages/beauty parlours, etc.) 15. Domestic work 16. Other	<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"/>



Addressed to the most knowledgeable member of household

Section VII: Health and Safety issues at Work Place of All Household Members (5 and above)

HS3. Think about your most serious illness/injury, what were you doing when this happened?											
Job/Task											
OCCUPATION CODE <i>For official use</i>											
HS4. Did you require medical attention and/or involve stay in hospital? 1. No medical treatment or hospital stay required 2. Only medical treatment required 3. Both medical treatment or hospital stay required	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	If 1 → HS6 If 2,3 → HS5
HS5. Who paid for treatment and/or hospital stay expenses? 1. Paid completely by self and/or family 2. Paid partly by employer/ insurance, partly by self/ family 3. Paid fully by employer/ insurance	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
HS6. Do you carry heavy loads at work? 1. Yes _____ 2. No _____	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	
HS7. Do you operate any machinery/heavy equipment at work? 1. Yes _____ 2. No _____	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	→ HS8 → HS9
HS8. What type of tools, equipment or machines do you use at work? <i>(Write down 2 mostly used)</i>	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	1 _____ 2 _____	





Addressed to the most knowledgeable member of household

Section VII: Health and Safety issues at Work Place of All Household Members (5 and above)

HS9. Are you exposed to any of the following at work? <i>(Read each of the following options and mark "YES" or "NO" for all options)</i>	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO
1. Dust, fumes, _____	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Fire, gas, flames _____	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Loud noise or vibration _____	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Extreme cold or heat _____	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Dangerous tools (knives etc) _____	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Work underground _____	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
7. Work at heights _____	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
8. Work in water/lake/pond/river _____	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>
9. Workplace too dark or confined _____	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>
10. Insufficient ventilation _____	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>
11. Chemicals (pesticides, glues, etc.) _____	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>	11 <input type="checkbox"/>
12. Explosives _____	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>	12 <input type="checkbox"/>
13. Narcotic drugs _____	13 <input type="checkbox"/>	13 <input type="checkbox"/>	13 <input type="checkbox"/>	13 <input type="checkbox"/>	13 <input type="checkbox"/>	13 <input type="checkbox"/>	13 <input type="checkbox"/>	13 <input type="checkbox"/>	13 <input type="checkbox"/>
14. Arms (guns) _____	14 <input type="checkbox"/>	14 <input type="checkbox"/>	14 <input type="checkbox"/>	14 <input type="checkbox"/>	14 <input type="checkbox"/>	14 <input type="checkbox"/>	14 <input type="checkbox"/>	14 <input type="checkbox"/>	14 <input type="checkbox"/>
15. Other things, processes or conditions bad for your health or safety (specify) _____	15 <input type="checkbox"/>	15 <input type="checkbox"/>	15 <input type="checkbox"/>	15 <input type="checkbox"/>	15 <input type="checkbox"/>	15 <input type="checkbox"/>	15 <input type="checkbox"/>	15 <input type="checkbox"/>	15 <input type="checkbox"/>
Other (specify) _____									

If all "NO"
→HS6
Otherwise
→HS2

Addressed to the most knowledgeable member of household

Section VII: Health and Safety issues at Work Place of All Household Members (5 and above)

HS10. 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. Frequently shouted at _____
2. Repeatedly insulted _____
3. Beaten /physically hurt to force you to work _____
4. Sexually abused (touched or done things to you that you did not want)
5. Wages/dues not paid/ held back to force you to continue to work
6. Other (Specify) _____

1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO	1= YES 2=NO
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>

Other (specify)





Addressed to the most knowledgeable member of household

Section VIII: Household Tasks of All Household Members (5 and above)

Serial No in HC1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skip To Question		
Name of household member	<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"/>			
Age of household member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
HT1. During the past week did you do any of the tasks indicated below for this household?	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO	1 = YES 2 = NO			
<i>(Read each of the following options and mark "YES" or "NO" for all options)</i>	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1. Shopping for household _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Repair any household equipment _____	<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"/>
3. Cooking _____	<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"/>
4. Cleaning utensils/house _____	<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"/>
5. Washing clothes _____	<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"/>
6. Caring for children/old/sick _____	<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"/>
7. Other household tasks _____	<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"/>
Other (specify)														

If any "YES" → HT2
 Otherwise END
 for this HH member.

Addressed to the most knowledgeable member of household


Section VIII: Household Tasks of All Household Members (5 and above)									
HT2. During each day of the past week how many hours did you do such household tasks? <i>(Record for each day separately)</i>								If age > 18 years, END for this HH member.	
	1. Monday	2. Tuesday	3. Wednesday	4. Thursday	5. Friday	6. Saturday	7. Sunday	Total	
1. Monday _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Tuesday _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Wednesday _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Thursday _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Friday _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Saturday _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Sunday _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
HT3. <i>Only for ALL children aged 5-17 years (including children attending school):</i> During the past week when did you usually carry out these activities?	END OF QUESTIONNAIRE								
1. During the day (between 6 a.m. and 6 p.m.) _____	1	1	1	1	1	1	1	1	1
2. In the evening or at night (after 6 p.m.) _____	2	2	2	2	2	2	2	2	2
3. During both the day and the evening (for entire day) _____	3	3	3	3	3	3	3	3	3
4. On the week-end _____	4	4	4	4	4	4	4	4	4
5. Sometimes during the day, sometimes in the evening _____	5	5	5	5	5	5	5	5	5
ADDITIONAL: For children aged 5-17 years attending school ONLY (If ED2= YES):									
6. After school _____	6	6	6	6	6	6	6	6	6
7. Before school _____	7	7	7	7	7	7	7	7	7
8. Both before or after school _____	8	8	8	8	8	8	8	8	8
9. On the week-end _____	9	9	9	9	9	9	9	9	9
10. During missed school hours/days _____	10	10	10	10	10	10	10	10	10



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