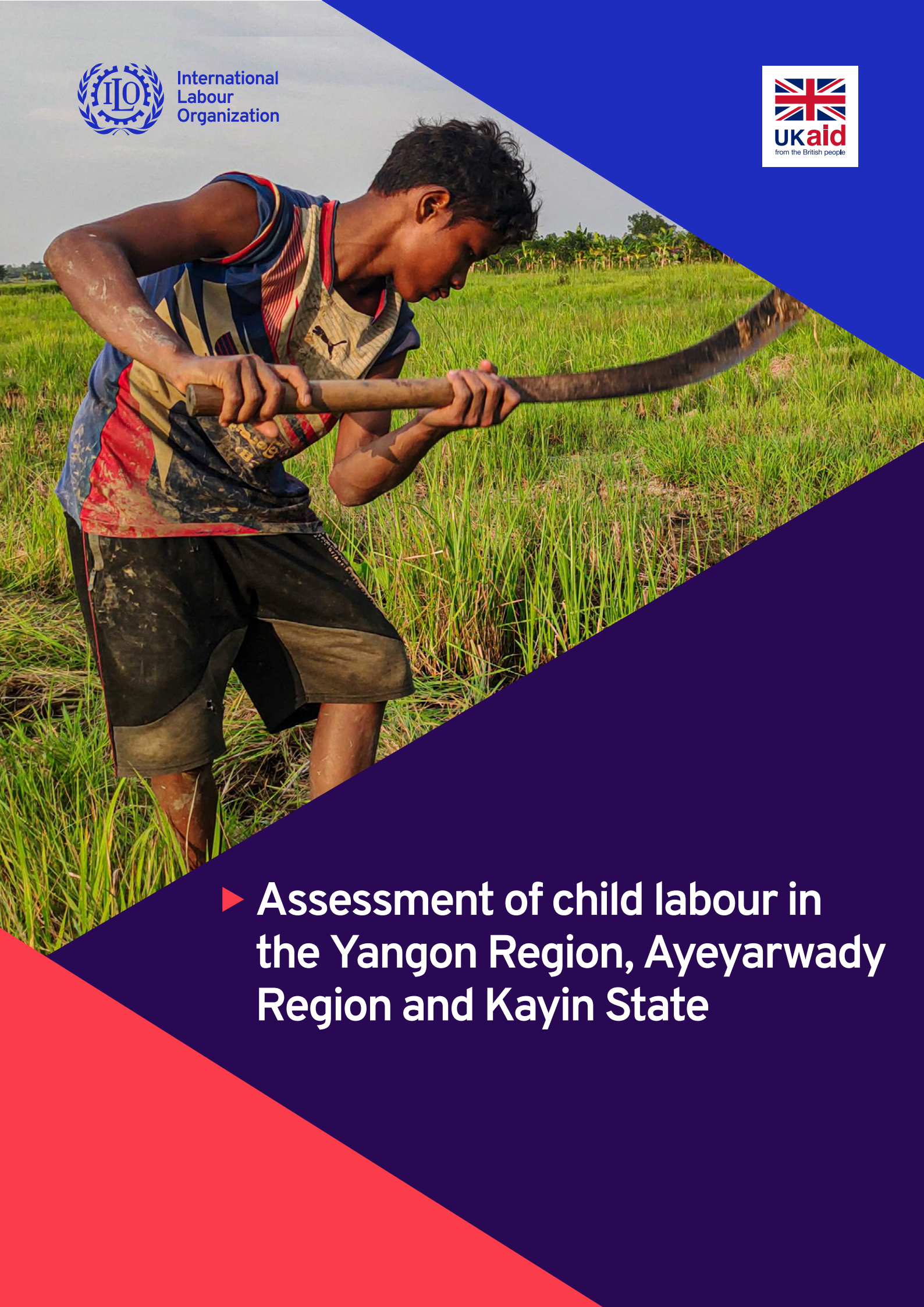




International
Labour
Organization



► **Assessment of child labour in
the Yangon Region, Ayeyarwady
Region and Kayin State**

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Foreword

Millions of young people around the world are engaged in child labour which, according to the most recent global estimates,¹ has risen to 160 million. Myanmar is not immune to this trend and with the combined impacts of the COVID-19 pandemic and the military takeover, many households are facing significant economic stress. If this is not mitigated, there is a greater risk of children ending up in child labour.

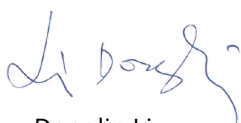
The International Labour Organization's (ILO) Asia Regional Child Labour (ARC) Project conducted an assessment of child labour in the Yangon and Ayeyarwady Regions and Kayin State in Myanmar. Its purpose was to improve understanding of the impacts of COVID-19 and the recent political crisis on child labour in selected rural and peri-urban areas that are known to have high concentrations of working children.

This report, launched to mark World Day Against Child Labour (WDACL) 2023, is the product of this assessment and provides an in-depth picture of child labour in these areas. This report also maps current child protection and vocational educational services in these regions, as a basis for developing referral mechanisms, including labour market and training opportunities for vulnerable youth.

For a number of years, the ILO Liaison Office has played a key role in the fight against child labour, and this report serves as an important tool to be used in the future. It provides recommendations for appropriate awareness raising, advocacy and overarching key policy interventions to be pursued, when the situation allows.

I would like to acknowledge the financial support provided by the Foreign Commonwealth and Development Office (FCDO) of the Government of the United Kingdom through the ILO's ARC Project that enabled this report to be prepared.

Finally, I extend my thanks to the team brought together by Innovations for Poverty Action Myanmar who conducted the research, the local NGO and CBO partners who assisted the field data collection, and all of the ILO staff who have provided their technical support for this report.



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¹ ILO and UNICEF, *Child Labour: Global Estimates 2020, Trends and the Road Forward*, 2021.

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A number of ILO staff members provided technical support to produce this report, including Maria Gabriella Breglia of the FUNDAMENTALS Branch Research Unit; Giovanni Soledad, Chief Technical Advisor of the ILO's Asia Regional Child labour (ARC) Project; Piyamal Pichaiwongse, Anne Boyd, Selim Benaissa and Hnin Wuit Yee of the ILO Liaison Office in Myanmar. Hkun Sa Mun Htoi and Thit Thit Su Mon of the ILO's ARC Project in Myanmar provided coordination and additional support. Ruya Leghari, ILO Consultant, edited and designed the final report.

Acronyms

ARC	Asia Regional Child Labour Project
ARM	Associate Research Manager
CAI	computer-assisted interviewing
CAPI	computer-assisted personal interviewing
CATI	computer-assisted telephone interviewing
CBO	community-based organization
CDM	Civil Disobedience Movement
CDW	child domestic worker
CLMS	Child Labour Monitoring System
COVID-19	coronavirus disease 2019
CSO	civil society organization
DICA	Directorate of Investment and Company Administration
FPRW	Fundamental Principles and Right at Work
GBV	gender-based violence
HFCs	high frequency checks
ILO	International Labour Organization
INGO	international non-governmental organization
IPA	Innovations for Poverty Actions
ISPCAN	International Society for the Prevention of Child Abuse and Neglect
KAP	knowledge, attitudes and practices
KII	key informant interview
LCCI	London Chamber of Commerce and Industry
MICS	Multiple Indicator Cluster Survey
MMK	Myanmar kyat
MOLIP	Ministry of Labour, Immigration and Population
MSME	micro, small and medium-sized enterprise
N	number
NGO	non-governmental organization

NRC	National Registration Card
OSH	occupational safety and health
PI	Principal Investigator
RA	Research Associate
SDGs	Sustainable Development Goals
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
TVET	technical and vocational education and training
UID	unique identifier
UN	United Nations
UNICEF	United Nations Children’s Fund
VAC	violence against children
WFCL	worst forms of child labour

Definitions

Working children:² All children below 18 years of age engaged in any activity to produce goods or to provide services for use by others or for their own use. This includes own-use production work, employment work, unpaid trainee work and volunteer work by children, as well as other work activities by children, such as unpaid community services and unpaid work by prisoners.

Child labour: Child labour measures the engagement of children in work activities based on the general production boundary or the 2008 System of National Accounts (SNA) production boundary, which are needed to be eliminated guided by national legislation, the ILO Minimum Age Convention, 1973 (No. 138) and the Worst Forms of Child Labour Convention, 1999 (No. 182), as well as their respective supplementing Recommendations (No. 146 and No. 190). Children engaged in child labour may be of any age between 5 to 17 years old, engaged for a specific time duration³ in one or more jobs categorized as one of the worst forms of child labour, work within the SNA production boundary if they are below the legal minimum age for entry into employment, or perform hazardous unpaid household services.

Worst forms of child labour: According to Article 3 of ILO Convention No. 182, the term comprises: (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. However, the definition of the unconditional worst forms of child labour have not yet been fully developed.

Hazardous work by children: As clarified in the ILO Worst Forms of Child Labour Recommendation, 1999 (No. 190), hazardous work by children involves: (a) work which exposes children to physical, psychological or sexual abuse; (b) work underground, under water, at dangerous heights or in confined spaces; (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels or vibrations damaging to their health; and/or (e) work under particularly difficult conditions, such as work for long hours or during the night, or work where the child is unreasonably confined to the premises of the employer.

² The definitions in this section are based on: ILO, *Resolution to Amend the 18th ICLS Resolution Concerning Statistics of Child Labour*, ICLS/20/2018/Resolution IV (2018).

³ ILO, *Myanmar: Legal review of national laws and regulations related to child labour in light of international standards 2020*, 2021.

Executive summary

Background

According to 2020 ILO-UNICEF global estimates, the number of children engaged in child labour globally has increased from 152 million in 2016 to 160 million in 2020.⁵ This includes 63 million girls and 97 million boys. In Myanmar, the 2015 Labour Force Survey, conducted with ILO support, estimated that 1.12 million children between 5 and 17 years old were engaged in child labour, with over 600,000 involved in hazardous work. However, these figures do not capture the subsequent dual burden of the COVID-19 pandemic and the military takeover, which have caused tremendous socio-economic stress for many households.⁶ Job losses, reductions to household income and decreased access to education have impacted the children of the poorest families the most.

This assessment provides a picture of child labour in the Yangon Region, Ayeyarwady Region and Kayin State, all of which have high concentrations of working children. The purpose is to understand the effects of COVID-19 and recent political crisis on child labour. It also maps available child protection and vocational training opportunities in these three areas, in addition to identifying labour market and training opportunities for vulnerable youth. Finally, it provides recommendations for appropriate awareness raising, advocacy and overarching key policy interventions to be pursued, when the situation allows. This mixed methodology assessment had a modest number of participants across three categories of informants (i.e. children and their guardians; employers' and workers' organizations; and wider community members) with a purposive sampling design. Therefore, the findings reveal insights and themes related to working children in the three assessment areas, but are not representative of all working children in Myanmar.

Main findings

Most of the children interviewed in the three assessment areas are engaged in work due to financial difficulties in the family.

Most of the children interviewed are engaged in work primarily due to household money problems (71 per cent). This accords with wider research cited in this assessment showing that poverty underlies a growth in children engaged in work that has been exacerbated by COVID-19 and the political crisis. School closures due to the pandemic and the political crisis have also driven some children to work. Even after schools re-opened, many children did not return to school due to safety concerns resulting from the political instability in the country. In Ayeyarwady, children largely work in family businesses, whereas it is more common for children to be externally employed in Yangon and Kayin.

Many working children suffer injuries as a result of hazardous work.

Children are often subjected to hazardous work conditions and performed dangerous tasks. These include carrying heavy loads, using heavy machinery and dangerous chemicals, and working in dusty, noisy and hot environments. For example, nearly 90 per cent of interviewed children involved in construction carry heavy loads and over 80 per cent work long hours in the sun without a break.

⁵ ILO and UNICEF, *Child Labour: Global Estimates 2020, Trends and the Road Forward*, 2021.

⁶ United Nations Myanmar, *UN in Myanmar: Research Digest No. 9*, 2021.

Respondents of all age groups have experienced accidents and injuries, with minor injuries being the most frequent, followed by bruises, bumps and swelling. Nearly half of the children interviewed in Kayin State have carried, pushed or pulled heavy loads and worked long hours in the hot sun without breaks. Common injuries in specific sectors include minor injuries for children engaged in sea/river fishing (90 per cent) and bad bruises, bumps or swelling among car mechanics (83.3 per cent). Nearly 20 per cent of the 5–11-year-olds questioned have been subjected to some type of physical abuse, and 30 per cent of 12–17-year-olds have been psychologically abused. Despite these conditions, working children are generally in good physical health, although they report mental health symptoms.

A third of children in the three assessment areas are in domestic work, with others primarily in agriculture, manufacturing, and wholesale and retail trade.

Working children are engaged in a variety of activities, with over one-third of the surveyed respondents participating in domestic work. A distant second is participation in agriculture (accounting for about 16 per cent of working children), followed by manufacturing (13.8 per cent), wholesale and retail trade (13.1 per cent) and construction (12.4 per cent). The sectoral composition changes by age: while the share of children engaged in domestic work is high for all age groups, it is particularly high among children who are 12–13 years old (61.9 per cent). Younger children aged 5–11 are more likely to be found in agriculture, wholesale and retail trade and waste-picking than their older counterparts. Older children, between 14 and 17 years old, are more likely to be involved in construction and manufacturing. Boys are typically engaged in the most physically demanding job roles, while girls are usually involved in less physically demanding jobs with low wages. Children under 11 years old work in low skill jobs that require them to work at a fast speed, while children over 11 years old are often engaged in risky work outdoors.

Long hours and low pay are common among working children in this assessment, with girls generally earning less than boys.

Working times vary considerably by industry and job roles. Overall, the children interviewed work an average of 5.6 days per week. However, those involved in industries such as farming and fisheries work longer hours with few breaks. Children usually receive lower pay than adults, despite doing the same work, and girls are generally paid less than boys. Among the three areas studied, the daily payment rate for working children is highest in Kayin State and lowest in the Ayeyarwady Region. In general, according to the respondents, working children are subject to long hours, wage discrimination, bullying and exploitation. Social protection and labour protections are minimal, and there is a dearth of insurance covering cases of workplace injury.

More than half of working children in the assessment would prefer an education if they had the choice.

In general, most children interviewed made the decision to work (62.8 per cent), while nearly one-quarter reported that their mother made this decision for them. However over half of the children said that they would continue to pursue an education if given the chance. Most children preferred to attend school full-time (56 per cent), followed by working for money full-time (16 per cent) and continuing their current work (15 per cent).

Community knowledge, attitudes, and practices (KAP) regarding working children are improving.

Communities and employers appear largely unaware of laws and regulations related to child labour and the minimum working age set for employment. Some employers, notably in the agriculture sector, indicated that they prefer to employ children because they can be easily controlled, paid less, and do not frequently complain. Others engaged children who accompanied their parents to work due to safety concerns at home. In general, children's involvement in child labour is accepted by communities, especially for those in financial difficulty. However, over 90 per cent of community respondents felt that work could be dangerous for children.

Many also thought that helping at home is not an appropriate reason for stopping schooling, and believed that obtaining a good education should be respected, as it is important for future career prospects. By contrast, over half of the parents interviewed felt that it is better for children to start working rather than to progress to secondary school. Around three-quarters of parents felt that boys benefit more from education than girls. Both community members and parents agree that working children should have the same rights as adults and that children should not be forced to work by their parents.

Charities and community groups have recently raised awareness of concerns around child labour, in addition to promoting education and vocational training opportunities. Although these options are increasingly popular, work and household chores are still considered a priority by many employers and families.

Many employers in the assessment areas tend to favour cheap, low-skilled and ad hoc workers.

The employers surveyed reported usually recruiting low-skilled workers who can be easily trained and paid low wages. Children are hired as daily wage and seasonal employees, often close to their villages. Most employers are micro, small and medium-sized enterprises (MSMEs), including farms, construction businesses, garment factories and tea shops, although the types of enterprises varies by region. Typical roles offered to children also vary according to traditional gender stereotypes. Some employers favour boys over girls due to their physical strength. However, girls are more popular in the farming sector as they are paid less than boys. Employers tend to value job experience and life skills – such as communication, hygiene and arithmetic – over educational attainment.

A mismatch exists between training courses and labour market demands.

Service providers – including community-based organizations (CBOs), technical and vocational education and training (TVET) providers, workers' organizations and community leaders – offer vocational training, awareness raising training, protection services, education and other services to children involved in child labour. However, services differ by region. Most courses are free of charge, except for those imparting higher level skills, such as computer training. Job placements tend to take place after participants complete vocational training. Yet respondents indicate that many courses are not relevant for the job market. In addition, no vocational courses were identified specifically for working children.



Recommendations

Child labour is a complex phenomenon. This report shows the complexity of decision-making in families. Poverty, livelihood challenges and family issues – such as alcoholic family members and ill breadwinners – were listed as the major factors that contribute to children's entry into the labour market. Other obstacles exist around children's ability to access vocational and skills development training. These include a lack of parental consent to children participating in training, financial concerns and the limited availability of training opportunities.

An integrated approach is required to address the wide array of factors that contribute to child labour. In line with the assessment's objectives, the recommendations below focus on awareness raising and key direct interventions, including referral mechanisms.

Recommendations for service providers

Employers' organizations, trade unions, civil society organizations, training organisations, UN agencies, development partners and other agencies working on child protection provide important services that support efforts to tackle child labour.

This report recommends that service providers:

- Develop targeted information messages for parents and employers that provide key information about child labour laws, particularly those related to hazardous work and working hours for children. Specify the types of tasks that are dangerous and exposure (for instance, to chemicals or fumes) that cause long-term health damage. Target information to parents and employers and offer age-appropriate targeted information for youth.
- Develop empowerment and confidence-building messages that increase children's understanding of their rights as children and their future rights as workers. Inform employers of labour laws and the Child Rights Law, including the legal minimum age for work.
- Provide information on available education and vocational training for children and adolescents, and involve employers in the design of vocational training. Conduct assessments of labour market demands in light of changes related to the COVID-19 pandemic and the military takeover.
- Encourage partners and stakeholders to offer free literacy, numeracy and vocational training options for youth who leave school.
- Develop wide-reaching referral networks among service providers, community groups, employers and workers for the referral of child labour cases, including through local Child Labour Monitoring Systems (CLMS). Ensure that services, including paediatric and emergency medical care providers, are aware of child labour and are available to provide age-appropriate assistance and referrals for the children involved, including psychosocial health services. Conduct child-friendly outreach to inform children engaged in child labour about available services that can help them if they are hurt, feel unsafe, are abused, treated cruelly or forced to perform work that might injure them.
- Prepare children and adolescents to enter the labour market when they reach the legal minimum age for employment by building their capacities. Deliver life skills training (for instance, on decision-making, communications, basic literacy, numeracy, financial literacy, health and well-being, and fundamental rights) to equip children and adolescents to seek livelihoods that are safe and generate a decent income, and which could be incorporated into vocational training. Inform children and adolescents of existing apprenticeship and job training programmes.

- Implement worker and child protection programmes and develop model/pilot childcare options in target regions, including the evaluation and cost prototypes of programmes.

Recommendations for policy-makers (under social justice conditions)

The recommendations in this report focus on, subject to the necessary conditions being in place, the need for the adoption of policies that take an inclusive and holistic approach to tackle child labour issues and its root causes to:

- Ensure consistency in national child labour legislation and alignment with international standards.
- Find fiscal resources to conduct training and labour inspections on child labour.
- Allocate funding for interventions to increase the productivity of adult workers and, at the level of enterprises, to reduce demand for child labour.
- Allocate funding to early childhood education centres and childcare services.
- Offer free or subsidized vocational training services in all states/regions to enable eligible children to access these opportunities without leaving their families and support networks. Prioritize basic education for children who are not eligible for TVET.
- Assess existing social protection measures and address gaps to prevent child labour, help children remain in school full-time and prepare them for entry into the labour market when they reach the legal minimum age for employment.
- Develop, test and evaluate child labour prevention and protection interventions that are co-designed with relevant stakeholders.

Introduction

► Children's involvement in child labour is increasing worldwide

Child labour remains a global problem affecting millions of young people around the world. Associated with several adverse physical and mental health outcomes, child labour is a major public health concern, particularly in low- and middle-income settings.⁷ Child labour is a violation of children's rights, compromises their education and limits their future opportunities, leading to vicious intergenerational cycles of poverty and child labour.⁸

The number of children engaged in child labour has increased from 152 million children in 2016, to 160 million in 2020 – including 63 million girls and 97 million boys. These figures account for nearly 1 in 10 children worldwide. Alarming, 79 million children are involved in hazardous work that directly endangers their health, safety and moral development. Predictions suggest that, without mitigation measures, the situation will only get worse, with a further 8.9 million children being driven into child labour by the end of 2022 due to rising poverty triggered by the COVID-19 pandemic.⁹ This makes it increasingly unlikely that countries will achieve Sustainable Development Goal (SDG) target 8.7, to end all forms of child labour by 2025.

Myanmar is not immune to global trends

Myanmar's 2015 Labour Force Survey estimates that 1.12 million children between 5 and 17 years old are engaged in child labour, with over 600,000 involved in hazardous work.¹⁰ While 78 per cent of children between the ages of 5 and 14 attend school, the proportion of children enrolled in education decreases to 50 per cent for 15- to 17-year-olds. Children between 12 and 17 years old work very long hours, estimated at around 60 hours per week. About 80 per cent of working children are concentrated in rural areas, with high proportions of children engaged in child labour living in Ayeyarwady (11.5 per cent) followed by the regions of Yangon (7.6 per cent) and Kayin (6.9 per cent).¹¹ Myanmar's agricultural sector employs over 60 per cent of children engaged in child labour, who often work in hazardous conditions. Other sectors with a high prevalence of child labour are manufacturing (12 per cent), as well as wholesale and retail trade (11 per cent).

The COVID-19 pandemic offers cause for concern, as modelling has linked the pandemic with a substantial rise in children's involvement in child labour. In addition, the military takeover on 1 February 2021 and consequent political crisis have exacerbated the impacts of COVID-19, causing tremendous socio-economic stress for many households. Employment trends during the first half of 2021 indicate considerable losses in employment and working hours compared to previous years.

⁷ Abdalla Ibrahim et al., "Child Labor and Health: A Systematic Literature Review of the Impacts of Child Labor on Child's Health in Low- and Middle-income Countries", *Journal of Public Health* 41, No. 1 (2019): 18–26.

⁸ UNICEF, "Child Labour Rises to 160 million – First Increase in Two Decades", 10 June 2021.

⁹ ILO and UNICEF, *Child Labour: Global Estimates 2020, Trends and the Road Forward*, 2021.

¹⁰ Myanmar, Ministry of Labour, Employment and Social Security, Central Statistical Organization, and ILO, *Myanmar Labour Force, Child Labour and School to Work Transition Survey 2015*, 2015.

¹¹ Myanmar, Ministry of Labour, Immigration and Population, and ILO, *Report on Child Labour in Myanmar*, 2016.

Relative to the fourth quarter of 2019, there were 3.2 million job losses in the second quarter of 2021, equivalent to a 15 per cent reduction in the workforce.¹² The education system has also been heavily impacted, with long-term school closures due to COVID-19 restrictions, teachers' continuous strikes as part of the Civil Disobedience Movement (CDM), and growing distrust in schools that are operating under the State Administration Council (SAC).

► Myanmar context

All sectors of the economy have been hit by job losses

The impact of the military takeover and the COVID-19 pandemic on Myanmar's labour market have been immense, with sectors in industrial and urban zones being particularly hard hit by demonstrations and violence, work stoppages and a cessation of foreign investment.¹³ ILO estimates indicate that total working hours in 2021 decreased by 18 per cent relative to levels in 2020, which is equivalent to the working time of at least 3.1 million full-time workers. Annual employment losses in 2021 amounted to an estimated 8 per cent, or 1.6 million jobs lost, indicating a sizeable decrease from employment of 20.5 million in 2020. In the first half of 2022, it is estimated that there were 1.1 million fewer workers employed than in 2020.¹⁴ These estimates cover the entire labour force of Myanmar, including formal and informal economy workers. All sectors of the economy have been impacted,¹⁵ with construction, garments, tourism and hospitality among the sectors most affected.¹⁶

Children living in poor households are particularly vulnerable

A study by the United Nations Children's Fund (UNICEF) in 2020 reveals that the loss of household income and inability to access education will have a disproportionate effect on the 11 million children (65 per cent of all children in Myanmar) living in poor or financially insecure households.¹⁷ Poverty is the most cited root cause of children's involvement in child labour in Myanmar, with school closures due to COVID-19 adding to the risks, especially for those in vulnerable situations. The number of children who are out of school more than doubled during the two years (2020–2021) of the COVID-19 pandemic, with about half of the country's children missing out on formal education due to school closures and escalating insecurity.¹⁸ In this context, limited social protection can lead families to rely on immediate economic opportunities versus making longer-term investments in education.

When children leave school and enter paid employment, it can be very difficult for them to resume their education.¹⁹ Even before the COVID-19 pandemic, children were more likely to be impacted by poverty, compared to other family members. In a recent survey on COVID-19's impacts among children in low-income households, 96 per cent were not attending school (4 out of 145 children had never attended school, while 83 out of 141 children had dropped out of school), and 83 per cent reported an increase in household chores.²⁰

¹² ILO, "Employment in Myanmar since the Military Takeover: A Rapid Impact Assessment", ILO Brief, July 2021.

¹³ ILO, "Employment in Myanmar since the Military Takeover: A Rapid Impact Assessment", ILO Brief, July 2021.

¹⁴ ILO, "Employment in Myanmar in the First Half of 2022: A Rapid Impact Assessment", ILO Brief, August 2022.

¹⁵ World Bank, *Myanmar Economic Monitor July 2022: Reforms Reversed*, 2022.

¹⁶ Ashwini Deshpande, Khaing Thandar Hnin, and Tom Traill, "Myanmar's Response to the COVID-19 Pandemic", *Brookings* (blog), 1 December 2020.

¹⁷ UNICEF, UNDP, and Myanmar Central Statistical Organization, *Overcoming Child Poverty in Myanmar: Investing in Human Capital, Responding to COVID-19*, 2020.

¹⁸ Save the Children, "Myanmar: Number of Children Out of School More Than Doubles in Two Years", 1 June 2022.

¹⁹ Eric V. Edmonds and Norbert Schady, "Poverty Alleviation and Child Labour", *American Economic Journal: Economic Policy* 4, No. 4 (2012): 100–124.

²⁰ ILO, *COVID-19 and Child Labour in Myanmar Situational Assessment April 2021*, 2021.

Technical and vocational education training (TVET) is currently informal and supply-driven

Before the onset of the COVID-pandemic in 2020, TVET education was important for Myanmar's economic development and ensuring that young citizens (15–24 years old) had the skills and competencies for a rapidly changing local and global economy.²¹ Despite this, the 2017 Labour Market Survey for Myanmar²² found that just 0.7 per cent of the working age population had received any training in preceding year, rising to just 2 per cent over a person's lifetime. Although TVET is provided by several types of institutions across the country, there is no centralized TVET management system. Aside from the Government and some prominent formal TVET providers – such as the Norwegian Refugee Council, Swiss Contact, Save the Children, Lan Pya Kyal Sin (GB Response Group – Nyanung) and the Child Rights Working Group (CRWG) – there are numerous informal providers, such as unofficial apprenticeships in local auto repair shops.²³

TVET in Myanmar is currently largely supply-driven, with training curricula developed with little or no consultations on opportunities in the labour market.²⁴ Reforms will benefit young people, for example, by matching curricula with labour market needs, and by establishing a TVET Council to centrally manage providers. While more data is needed on the impact of TVET programmes,²⁵ existing evidence for Myanmar indicates that TVET programmes appear to work better for youth engaged in the formal economy, which employs only a limited share of young people. Informal livelihoods are much more common, particularly in low-income settings.²⁶ In recent years before the pandemic and military takeover, the ILO worked with the Government to better match skills development with the country's economic needs and opportunities.²⁷ The ILO believes that vocational skills training would offer better benefits for youth in Myanmar if it were more demand-driven. If employers play a greater role in training development, businesses would be better able to find workers with appropriate skills, and workers themselves could acquire the skills that would lead them into more gainful, safe employment.

Given the widespread disruption to the labour market caused by COVID-19 and political turmoil, it is likely that job and TVET options for young people, as well as child protection services, will be severely impacted. Effective and targeted referral mechanisms are essential for providing access to potential opportunities for decent work for vulnerable families and working children. An assessment of labour market demands, including details on apprenticeships, will help inform the feasibility and acceptability of potential workplace interventions, with a focus on shifting from hazardous to safer forms of work, and the identification of economic empowerment opportunities. In 2019, the ILO implemented programmes such as the Myanmar Safe Work for Youth – Training Kit (second edition)²⁸ and proposals to integrate a Child Labour Monitoring System (CLMS) at the township level (tier 1) within mechanisms organized by the Ministry of Labour, Immigration and Population (MOLIP) and the Department of Social Work.²⁹

²¹ Myanmar, Ministry of Education, *National Education Strategic Plan 2016–21: Summary*, 2016.

²² Oxford Business Group, *The Report: Myanmar 2017*, 2017.

²³ ILO, *Needs Assessment of Educational Institutions in Yangon, Ayeyarwady and Mon State*, 2016.

²⁴ Simona Milio, Elitsa Garnizova, and Alma Shkreli, *Assessment Study of Technical and Vocational Education and Training (TVET) in Myanmar* (ILO, 2014).

²⁵ Janice Tripney et al., "Technical and Vocational Education and Training (TVET) Interventions to Improve the Employability and Employment of Young People in Low- and Middle-Income Countries: A Systematic Review", *Campbell Systematic Reviews* 9, No. 1 (2013).

²⁶ ILO, *Assessment of Vulnerable Youth Economic Integration Opportunities in Myanmar*, 2019.

²⁷ ILO, *Assessment of Vulnerable Youth Economic Integration Opportunities in Myanmar*, 2019.

²⁸ ILO, *Myanmar Safe Work for Youth – Training Kit, Second Edition*, 2021.

²⁹ ILO, *Assessment of Options for Establishing a Child Labour Monitoring System (CLMS) in Myanmar*, 2021.

► Objectives of this assessment

Children's involvement in child labour is associated with poor physical and mental health outcomes,³⁰ as well as adverse effects on education and children's life chances. Yet, to date, limited research has been conducted to explore combined interventions to address child labour, for example education, financial support mechanisms (e.g. cash transfers), occupational safety and health (OSH) interventions, vocational training, and Child Labour Monitoring Systems (CLMS). A holistic overview of the situation on the ground is needed to inform the general public of the problem of child labour, trends, and the impacts of COVID-19 and the military takeover on child labour. To overcome existing challenges, people-centred policies and legislation will be required through an appropriate democratic system. However, in Myanmar, the development of legislation and policies may be challenging given the current political crisis.

This assessment aims to feed into the evidence-based strategy of the International Labour Organization's (ILO) Asia Regional Child Labour (ARC) Project and shed light on referral mechanisms and vocational training options.³¹ Based on its findings, the assessment provides recommendations that are feasible and acceptable in both urban and rural areas in Yangon, Ayeyarwady and Kayin State. These recommendations are comprehensive interventions and approaches to reduce children's engagement in child labour, especially in hazardous work. The assessment particularly considers the effects of COVID-19 and political crises on children's involvement in child labour, alongside service mitigations which can operate amidst the dual crises.

The assessment's specific objectives are to:

- Understand the effects of COVID-19 and recent political changes on trends related to children's involvement in child labour, and related knowledge, attitudes and practices (KAP).
- Understand the characteristics of work performed by children in the target areas during the crisis.
- Understand community KAPs towards children's involvement in child labour and the feasibility/acceptability of potential interventions among employers.
- Map current child protection and vocational education services in target areas, with a view to developing referral mechanisms.
- Identify current labour market and vocational training opportunities for vulnerable youth in the target areas.
- Develop recommendations for appropriate awareness raising, advocacy and non-governmental policy interventions based on the assessment's findings, particularly in terms of appropriate messaging.

³⁰ Brice Lionel Batomen Kuimi, "Child Labour and Health: A Systematic Review", *International Journal of Public Health* 63 (2018): 663–672.

³¹ United Nations Myanmar, "ILO to Launch Myanmar eLearning Programme on Child Labour to Bolster Social Protection and Community Action", 30 May 2022.

Child labour: Legal framework and definitions

► Ratification of international instruments on child labour

Myanmar has ratified a number of relevant international instruments on child protection and child labour, thereby making a strong commitment to undertake immediate action for the prohibition and elimination of the worst forms of child labour. Specifically, it has adopted the key international treaty on child rights, the United Nations (UN) Convention on the Rights of the Child,³² which Myanmar signed in 1991. Most recently, Myanmar has ratified the UN Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, 2000. Myanmar has also ratified 25 of 190 ILO Conventions, including four of the ILO's ten Fundamental Conventions:³³

- Worst Forms of Child Labour Convention (No. 182) and Recommendation (No.190), 1999;
- Minimum Age Convention (No. 138) and Recommendation (No.146), 1973;
- Forced Labour Convention (No. 29) and Recommendation (No. 35), 1930; and
- Freedom of Association and Right to Organize Convention, 1948 (No. 87).

In addition, the Declaration on Fundamental Principles and Rights at Work (FPRW), 1998, as amended in 2022, commits ILO Member States, including Myanmar, to respect and promote principles and rights in five areas: freedom of association and the right to bargain collectively; the elimination of forced or compulsory labour; the abolition of child labour; a safe and healthy work environment; and the elimination of discrimination in employment and occupation.



Box 1. International standards concerning child labour

Child

Under the Child Rights Law and ILO Convention No. 182, a child is defined as anyone under the age of 18.

Minimum age for admission to work

ILO Convention No. 138 provides that the general minimum age for admission to work for a Member State whose economy and educational facilities are insufficiently developed, such as Myanmar, should not be less

³² United Nations, "Convention on the Rights of the Child".

³³ ILO, "Ratifications for Myanmar", ILO NORMLEX database, accessed 1 March 2023.



than 14 years old.ⁱ

This is aligned to Myanmar's Child Rights Law, which sets 14 years as the general minimum age for admission to employment. Convention No. 138 also provides that light work, which is not likely to be harmful to children or their impact school attendance, may be permitted for children aged 12 to 13 years old. However, no regulatory framework for light work exists in Myanmar.

Child labour

According to the ILO, child labour is *“Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.”*ⁱⁱ It is work that is mentally, physically, socially, or morally dangerous and/or interferes with schooling. It is dependent on the child's age, the type of work performed, as well as the conditions and objectives pursued by individual countries. Specifically, child labour is:

- First, work performed by a child under the minimum legal age for admission to work or employment as defined by national legislation in accordance with ILO Convention No. 138.
- Second, work performed by a child below the age of 18 if it constitutes one of the worst forms of child labour, including hazardous work.

Worst forms of child labour

The Convention on the Rights of the Child provides that 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 be harmful to the child's health or physical, mental, spiritual, moral or social development. ILO Convention No. 182 identifies the worst forms of child labour as:

- all forms of slavery or practices similar to slavery;
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs; and
- work in hazardous occupations and industries, as well 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.

The Child Rights Law also provides for a comprehensive definition of the worst forms of child labour and provides that no child should be employed in the worst forms of child labour.

Hazardous child labour, one of the worst forms of child labour

In accordance with the Convention on the Rights of the Child and the Child Rights Law, ILO Convention No. 182 provides that hazardous work, which is defined as *“work which, by its nature or the circumstances in which it is carried out, is likely to harm/jeopardize the health, safety, or morals of children”*, should be prohibited for all children under 18 years old.



As clarified in the ILO Worst Forms of Child Labour Recommendation, 1999 (No. 190), hazardous work by children involves:

- work which exposes children to physical, psychological or sexual abuse;
- work underground, under water, at dangerous heights or in confined spaces;
- work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels or vibrations damaging to their health; and/or
- work under particularly difficult conditions, such as work for long hours or during the night, or work where the child is unreasonably confined to the premises of the employer.

Sources: ⁱ ILO, “Ratifications of C138 - Minimum Age Convention, 1973 (No. 138)”, ILO NORMLEX database, accessed 1 March 2023.

ⁱⁱ ILO, “What is Child Labour”.

► National laws and regulations related to child labour

Until the end of 2020, the Government of Myanmar had been making some progress to improve the national regulatory framework with regard to child labour. On 23 July 2019, the landmark Child Rights Law was enacted to align national policies and regulatory frameworks with the UN Convention on the Rights of the Child. The minimum age for admission to employment in Myanmar is 14 years old, and there are restrictions on the recruitment and working hours of children (see Annexes 2 and 3).³⁴ The law provides for a comprehensive definition of the worst forms of child labour and details provisions prohibiting them.³⁵ According to the law, the worst forms of child labour comprise:

- 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 the forced or compulsory recruitment of children for use in armed conflict.
- The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances.
- The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant international treaties.
- 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.

³⁴ ILO, *ILO Guide to Myanmar Labour Law*, 2017.

³⁵ ILO, “C182 - Worst Forms of Child Labour Convention, 1999 (No. 182)”, ILO NORMLEX database, accessed 1 March 2023.

In addition, an amendment to the Factories Act was enacted in 2016 and a new Shops and Establishments Law was adopted in 2016. Table 1 provides an overview of Myanmar's national regulatory framework on child labour, by sector.

► **Table 1. National laws and regulations related to children's involvement in child labour and young workers**

National laws and regulations by sector or by category of workers	<p>Constitution</p> <p>The Constitution of the Republic of the Union of Myanmar, 2008</p> <p>Factories</p> <p>The Factories Act, 1951 (amended in 2016)</p> <p>Shops and establishments</p> <p>The Shops and Establishments Law, 2016</p> <p>Dock workers</p> <p>The Dock Labourers Act, 1934 [to be repealed] and Dock Workers (Regulation and Employment) Act, 1948 [to be repealed]</p> <p>Oilfields</p> <p>Oilfield (Labour and Welfare) Act, 1951 [to be amended]</p> <p>Seafarers</p> <p>The Myanmar Merchant Shipping Act, 1954 and the Law Amending the Myanmar Merchant Shipping Act, 1999</p> <p>Fisheries</p> <p>Myanmar Marine Fisheries Law, 1990</p> <p>Mines</p> <p>The Myanmar Mines Law, 1994</p> <p>Children and youth</p> <p>The Child Rights Law, 2019</p>
National laws and regulations by theme	<p>Industrial relations</p> <p>Labour Organization Law 2011</p> <p>Settlement of Labour Dispute Law 2019</p> <p>Wages</p> <p>The Payment of Wages Law, 2016</p> <p>The Minimum Wage Law, 2013</p> <p>Leave and holidays</p> <p>The Leave and Holidays Act, 2006</p> <p>Employment and skills development</p> <p>Employment and Skill Development Law, 2012</p>

National laws and regulations by theme (continued)
Social security

Social Security Law, 2012

Occupational safety and health

The Workmen Compensation Act, 1923

Others

Employment Statistics Act, 1948

Employment Restriction Act, 1959

Myanmar has also adopted relevant action plans, such as the National Education Strategic Plan (2016–2021) and the country's third five-year National Plan of Action to Combat Human Trafficking (2017–2021). Furthermore, the National Action Plan against Child Labour was adopted in January 2019, with the ultimate goal of eliminating children's involvement in child labour in Myanmar.

In terms of the country's education system, pre-school education is open for children from the age of 5 years old.³⁶ According to the National Education Law, it is compulsory for students to be enrolled in primary schools in Myanmar from the age of 6 to 11 years old (Grades 1 to 5).

Myanmar currently does not have a comprehensive law regulating the apprenticeship and vocational training of children and young persons. However, in 2020, the Government was in the process of drafting the Technical and Vocational Education Law (TVEL), which appeared to be targeted at extending vocational training for children who had dropped out from basic education. This process was disrupted by the military takeover in early 2021.

► Areas of concern regarding the implementation of child labour laws

Discrepancies exist between international labour standards and national laws, as well as between specific national laws themselves. For example, the Child Rights Law defines hazardous work as one of the worst forms of child labour and prohibits it for all children under 18 years old. On the other hand, the Factories Act provides for the possibility of children's employment in hazardous work from the age of 16. These inconsistencies result in a lack of clarity regarding the protection of working children, impacting law enforcement, employers and children involved in child labour.

In addition, the implementation of child rights laws appears to be problematic, largely due to the informal nature of the work carried out by children. The informality of this work makes it difficult to monitor and enforce laws to address child labour. Occupational safety and health arrangements are often minimal, leaving workers susceptible to unsafe work conditions.

As noted above, ILO Recommendation No. 190 identifies specific hazardous activities. These activities are known to be carried out by children in Myanmar.³⁷ However, the Recommendation is not legally binding. It is also not known whether measures to protect children involved in child labour have been affected by the military takeover. However, the disruption of judicial, legislative and executive systems – which are the pillars of democracy – are likely to directly result in a lack of respect for the rule of law.

³⁶ Myanmar, Ministry of Education, *National Education Strategic Plan 2016–21: Summary*, 2016.

³⁷ ILO, "Observation (CEACR) – adopted 2018, published 108th ILC session (2019)", ILO NORMLEX database, accessed 1 March 2023.

Methodology

The research methodology and tools used in this assessment followed the ILO's Child Labour Rapid Assessment methodology.³⁸ The assessment used a combination of primary research methods and a review of relevant literature.

► Target groups

The study involved three different respondent groups: 1) children and adolescents (5–17 years old) and parents/guardians, 2) employers' and workers' organizations, and 3) community leaders and members, non-governmental organizations (NGOs)/community-based organizations (CBOs), women and youth groups, and technical and vocational education and training (TVET) providers. Interviews were carried out in the Yangon Region, Ayeyarwady Region and Kayin State, as detailed in table 2 below.

► Table 2. Target group, interview methods and sample size

Target group	Method	Sample size
Working children and adolescents (5–17 years old) and parents/guardians	<p>Structured survey interviews, based on a shorter version of the revised ILO model questionnaire for child labour standalone surveys,³⁹ followed by selected qualitative open-ended questions in a key informant interview (KII).</p> <p>These interviews covered living and working conditions, demographics, schooling/learning during COVID-19, workplace tasks and hazards, injuries and health outcomes, workplace violence, knowledge and attitudes towards children engaged in child labour, perceptions of employment/livelihood options and required skills. Self-reports for 12–17-year-olds were included, as were parental/guardian reports for 5–11-year-olds, as feasible.</p>	<p>A total of 145 participants (children aged 5–17 years old) participated in the survey from Yangon (N=39), Ayeyarwady (N=52) and Kayin (N=54).</p> <p>Among a total of 99 children aged 12–17, key informant interviews were conducted with 41 randomly selected participants from Yangon (N=10), Ayeyarwady (N=15) and Kayin (N=16).</p>

³⁸ ILO and UNICEF, *Manual on Child Labour SIMPOC Rapid Assessment Methodology*, 2005.

³⁹ ILO, *Child Labour Stand-alone Surveys: Model Questionnaire*, 2022.

Target group	Method	Sample size
Employers' and workers' organizations	Key informant interviews were conducted in rural/urban areas (50% in each) with a focus on employers' needs, knowledge and attitudes towards children's involvement in child labour, local employment opportunities, and the feasibility and acceptability of potential interventions.	In this sample group, a total of 20 participants were interviewed, including two workers' organizations and 18 employers from Yangon (N=5), Ayeyarwady (N=9) and Kayin (N=6).
Community leaders and members, non-governmental organizations (NGOs)/ community-based organizations (CBOs), women and youth groups, and technical and vocational education and training (TVET) providers	Service mapping was conducted based on interviews and a document review. A labour market analysis was undertaken based on interviews and a document review. Key informant interviews were conducted, focusing on service provision, community knowledge and attitudes towards children's involvement in child labour, local employment/livelihood opportunities for youth and skills needed.	In this sample group, 16 key informant interviews were conducted with civil society organizations (CSOs)/CBOs (N=8), TVET providers (N=5) and community leaders (N=3)

► Target areas

Specific study areas and focus sectors in Yangon Region, Ayeyarwady Region and Kayin State were selected in collaboration with the ILO, as well as local NGO and CBO partners.⁴⁰ These were as follows:⁴¹

Yangon Region (urban)

- Partners: Hlaing Thar Yar⁴² and Shwe Pyi Thar via Terre Des Hommes and Girl Determined.
- Sectors: Waste collection, fisheries, casual labour (e.g. market porters) and children involved in domestic work.

Ayeyarwady Region (rural)

- Partners: Maubin township via a small local charity group and Bogole township via Kyal Sin May CBO.
- Sectors: Inland fisheries, agriculture and children involved in domestic work.⁴³

⁴⁰ Using township information from the Myanmar Information Management United (MIMU), available [here](#).

⁴¹ Some partners asked to remain anonymous.

⁴² ILO, *Rapid Assessment on Child Labour in Hlaing Thar Yar Industrial Zone in Yangon, Myanmar*, 2015.

⁴³ ILO, *Rapid Assessment on Child Domestic Work in Myanmar*, 2019.

Kayin State (rural)

- Partners: Hpa-An and Kyar Insein townships via one local partner and Leik-Tho township via local partners, Kayin Women Empowerment Group (KWEG) and a community volunteer group.
- Sectors: Casual labourers (e.g. market porters) and waste collection.

Sampling

The recruitment of all participants relied on partner organizations, as follows.

- **Working children (5–17 years old) and parents/guardians:** Partners facilitated the recruitment of study participants by identifying and reaching out to participants using snowballing and purposive sampling. In total, 150 working children between 5 and 17 years old were recruited and interviewed, with 99 interviews carried out directly with children in the 12–17-year-old age group and 46 proxy interviews conducted with the parents and caregivers of children in the 5–11-year-old age group.
- **Employers' and workers' organizations (adults over 18 years old):** Despite aiming for an even mix of genders and ages, the availability of participants was unfortunately limited. In total, 20 respondents were recruited and interviewed, of whom 16 were men and four were women. The average age of these participants was 44 years old.
- **Community leaders and members, NGOs/CBOs, teachers/head teachers/school administrators and TVET providers:** In total, 16 interviews were completed with this group of respondents. Six of the participants were men, while the rest were women. The average age of the respondents was 40 years old. NGOs/CBOs were identified on the basis of a mapping exercise conducted by Innovation for Poverty Actions Myanmar (IPA) and the London School of Hygiene and Tropical Medicine (LSHTM). As part of the Invisible Girls project, this exercise sought to identify organizations providing services for girls and women at risk of harm, as well as service and advocacy organizations focusing on children's engagement in domestic labour.⁴⁴

► Document review

A number of relevant documents were reviewed, including previous ILO Myanmar child labour rapid assessments, the latest legal review,⁴⁵ and knowledge, attitudes and practices (KAP) survey reports. These informed the topics for the surveys and key informant interviews used for this assessment. The World Bank economic monitor reports and Myanmar's COVID-19 monitoring reports, particularly the latest firm survey results, provided the context for the labour market assessment.⁴⁶ Other recent research conducted on children engaged in child labour in Myanmar was also examined,⁴⁷ including a large-scale survey of over 1,000 parents and children on the impact of COVID-19 on the incidence and dynamics of child labour in six states and regions,⁴⁸ as well as the Invisible Girls project's research on the feasibility and acceptability of interventions with employers of child domestic workers.⁴⁹

⁴⁴ A. M. Thi, "Service Mapping and Review: Support Options for Child Domestic Workers in Myanmar", 2021.

⁴⁵ ILO, *Child Labour in Myanmar: A Legal Review*, 2021.

⁴⁶ World Bank, "Myanmar COVID-19 Monitoring Platform".

⁴⁷ Sendrine Constant et al., *Social Norms and Supply Chains: A Focus on Child Labour and Waste Recycling in Hlaing Tharyar, Yangon, Myanmar* (Institute for Development Studies, 2020).

⁴⁸ ILO, *COVID-19 and Child Labour in Myanmar Situational Assessment April 2021*, 2021.

⁴⁹ A. M. Thi, Nicola Pocock, and Cathy Zimmerman, *Employers' Attitudes and Treatment of Child Domestic Workers in Myanmar: Scoping Report*, 2021.

Structured survey interviews and key informant interviews with children/adolescents

Structured surveys were conducted with working children aged 12–17, and with proxy parent/caregiver reports for working children aged 5–11. The surveys used the new ILO child labour questionnaire (hazardous work, injuries, and health modules only) developed from a systematic review conducted by the Principal Investigators (PI) for the ILO.⁵⁰ Cognitive interviews were carried out during pilot testing to assess the children's understanding of these survey modules.

Selected and brief qualitative open-ended key informant interview questions were also included throughout the survey with children aged 12–17. These sought to learn about their expectations, aspirations and knowledge about livelihood options, the labour market and the skills needed to obtain decent work. These questions were integrated within the survey to ensure a narrative conversation flow based on themes, in order to facilitate comprehension among children who were questioned directly. Due to COVID-related restrictions, telephone interviews were conducted with adult key informants, while in-person surveys were carried out with the children.

Child protection and TVET services mapping

A mapping of child protection and TVET services was performed in target areas, with the aim of developing potential referral mechanisms for vulnerable families and working children. Key informant interviews were conducted with 18 TVET service providers across the study areas. The effects of the COVID-19 pandemic and military action on service availability and delivery were specifically evaluated.

Labour market assessment and intervention feasibility/acceptability

Interviews were conducted with 20 representatives of employers and workers' organizations to understand demands in the local labour market. Sectors were classified according to the ILO's detailed and major industry classifications.⁵¹ The respondents included 18 employers, seven in the agriculture and fishing sector, eight in wholesale and retail trade, two in construction and one in electricity, gas, steam and air-conditioning supply services. The interviews covered minimum job requirements, the skills mismatch between employers' needs and available workers' skills, and the identification of potential opportunities.

► Research ethics

Institutional Review Board approval

The study protocol and instruments were submitted to the IPA Institutional Review Board on 16 April 2022. Approval of the assessment's ethics was given on 13 May 2022.

⁵⁰ Nicola Pocock et al., "Measurement Tools for Occupational Safety and Health and Workplace Violence among Working Children: Rapid Review Protocol", *PROSPERO National Institute for Health Research*, 17 August 2020.

⁵¹ Myanmar Ministry of Immigration and Population, *The 2014 Myanmar Population and Housing Census. The Union Report: Occupation and Industry Census Report Volume 2-B*, 2016.

Informed consent

Informed verbal or written consent is required for participation in all IPA studies. This was gained in person or over the telephone. The study protocol was explained to participants, who were told that they had the right to refuse to answer any questions. Due to COVID-related restrictions and security concerns, this process was undertaken through local partners.

► Procedures and timing of data collection

Cognitive testing

Cognitive interviews tested children's (aged 12–17 years) understanding of the questionnaires, especially the meaning of phrases and words, rather than contributing to the findings. They were conducted using verbal probing methods, with direct questions used to monitor perceptions and responses. Only working children from Yangon participated in cognitive testing, due to the limited study duration and safety concerns. Nine children were selected for cognitive interviews, five of whom were boys and four were girls. These children worked as waste collectors, garment makers and bazaar (market) porters. Based on the feedback of the cognitive interviews, the wording and translation of questions was amended to aid children's comprehension.

Training

A total of 18 enumerators contributed to the study, with an average of six in each region or state. Partner organizations assisted in the hiring of enumerators, who were split into two groups and provided training on both quantitative and qualitative methods.

- **5 to 11 May 2022 (6 days):** The enumerators participated in training on concepts related to child labour, methods for interviewing children, and the aims of the questionnaires. They also took a pilot test on the quantitative methods and cognitive interviews carried out. The questionnaires were edited according to these results.
- **6 to 7 June 2022 (2 days):** A refresher training was delivered on key concepts and the goals of the assessment. During the refresher training, the enumerators were trained on the edited survey and new questions.

Piloting

There were three pilot tests in total, with the initial phase of testing carried out in Hlaing Thar Yar in Yangon before the training for enumerators. Six respondents were involved in the initial phase, with three respondents of each age group. The second phase of the pilot was conducted during the training period, with 18 respondents from communities in Ayeyarwady, Yangon and Kayin. The final stage of piloting tested rephrased questions and digital survey collection methods.

Data collection

Key informant interviews with adults – including employers, workers' organizations, TVET providers, community leaders and NGOs/CBOs – were conducted between 8 and 19 June 2022. In total, 36 study participants were interviewed over the telephone. On average, enumerators completed three survey interviews per day, with an average duration of 45 minutes.

Once sectors and locations were identified, survey teams conducted survey interviews with children aged 12–17 directly, as well as with parents/caregivers of the 5–11-year-olds (using proxy reports).

The 145 interviews carried out between 8 and 14 June 2022 were conducted in-person using SurveyCTO.⁵² Data collection occurred in all study areas simultaneously. The duration of the surveys was approximately 1–2 hours and included four open-ended qualitative key informant interview questions with a randomly selected sample.

Indicators

The findings throughout this report are presented by age groups (5–11-year-olds, 12–13-year-olds and 14–17-year-olds), an adapted version of the groups used by international standards aligned with the legal minimum age for work (14 years old) in Myanmar.

International standards based on the measurement framework of the ILO-UNICEF global estimates of child labour (general production boundary) were calculated as follows for this study:

- For 5 to 11-year-olds, at least 1 hour of economic activities or 21 hours of unpaid household services per week.
- For 12 to 14-year-olds, at least 14 hour of economic activities or 21 hour of unpaid household services per week.
- For 15 to 17-year-olds, at least 43 hours of economic activities, with no threshold for hours worked in unpaid household services.

As there is no national hazardous work list, the assessment calculated the proportion of children in hazardous work according to international standards (see box 1, above):

- According to ILO Convention No. 182 and Recommendation No. 190 on the Worst Forms of Child Labour,⁵³ hazardous work includes hazardous conditions, for example, long hours of work in tasks and duties which by themselves may or may not be of a hazardous nature for children, or work at night, alongside physical, psychological or sexual abuse. For the purposes of statistical measurement, hazardous work includes work in designated hazardous industries and/or hazardous occupations and/or 43 hours or more of work per week. In this study, hazardous work was coded positively according to the following conditions (see the survey instruments in Annexes 16 and 17):
 - hazardous work module E items 1–16 with any ‘YES’ response and any ‘NO’ response from 17,18,19, 20; or
 - child 12–17 survey workplace violence module F items 1a, 2, 3; proxy 5–11 survey workplace violence module F1 items 3, 4, 5, 6; F2 items 1a, 2, 3) with any ‘YES’ response; or
 - working 43 hours or more per week in economic activities for all age groups; and/or
 - working in the hazardous industries of mining or construction.

⁵² Using the SurveyCTO mobile data collection platform.

⁵³ ILO, “R190 - Worst Forms of Child Labour Recommendation, 1999 (No. 190)”, ILO NORMLEX database, accessed 1 March 2023.

► Data quality assurance

Data collection mode

Data was collected both in person and over the telephone using the SurveyCTO mobile data collection tool.⁵⁴ The assessment used the computer-assisted telephone interviewing (CATI) kit of the SurveyCTO case management system, newly adopted by SurveyCTO specifically for telephone interviews or in-person surveys using the SurveyCTO computer-assisted personal interviewing (CAPI) system. The system allowed multiple phone numbers to be called. A survey form was submitted each time, regardless of the status of the call. Meanwhile, the answers were recorded on a tablet. IPA compiled best practices for conducting telephone surveys.⁵⁵

Personal identifiable information (PII) was de-identified before the data was shared and published, to ensure that there was no identifying information in the dataset, such as a respondent's name or address, or a combination of variables that could be used to identify a respondent.

High frequency checks

The research team systematically conducted statistical tests to measure errors in the data collected. Variables included in these checks monitored enumerators' performance and key outcomes. The IPA Research Associate (RA) used a user-written command in Stata to perform high frequency checks (HFCs) with oversight from the Associate Research Manager (ARM).

Every morning during the data collection period, the Research Associate downloaded the new survey data from the secure server and saved it using encryption. Once downloaded, a series of automated Stata scripts were run to check any inconsistencies in the data, including duplicates, outliers, violations of survey logic and incomplete surveys. The completion rate of each enumerator was also continuously monitored. When the Research Associate detected any errors in the data after running high frequency checks, the issues were immediately shared with the survey team leaders. Whenever manual corrections were needed, these were sent back to the Research Associate, who would record and process all corrections at the end of the day.

Data storage

Respondents' confidential data was encrypted at all stages, starting at the time of data collection. Encryption was ensured on the data collection device, during wireless transmission, while on an external server, when the data was on a cloud storage system (e.g. Box or Dropbox) and while the data was on laptops and removable media (e.g. hard drives, flash drives). When the data was stored on a server that was not controlled by IPA, it was separately encrypted so that the company that controlled the server could not access the data.

In addition to de-identifying all personal identifying information in the dataset, each original unique identifier (UID) was replaced with a new unique identifier. De-identification was undertaken after matching across waves or different data collection activities. The Research Associate followed data security protocols and no data security issues were encountered.

⁵⁴ Computer-assisted interviewing (CAI) is used to ensure the quality of data and security. Therefore, IPA provided electronic devices (tablets) and necessary materials, such as batteries and power banks, to the enumerators.

⁵⁵ Abdul Latif Jameel Poverty Action Lab (J-PAL), "[Best Practices for Conducting Phone Surveys](#)".

► Limitations

A number of study limitations were identified; therefore, the data in this assessment should be interpreted with caution. For example, due to the security situation, study participants were selected using purposive sampling with the help of local partners. Samples of children engaged in child labour and adult proxies may, therefore, not have been representative of the total population. Aside from in Yangon, the Research Associate and Field Manager were not able to visit interview locations due to safety concerns. For example, in Kayin State, data collection was supervised online, as active conflict was occurring in areas such as Kyainseikkyi. In Yangon, communication channels were established through community volunteers from partner organizations, as wards and villages were distrustful of strangers. It was sometimes difficult to develop a rapport with interview respondents due to COVID-related restrictions, such as face masks and social distancing.

It was not possible to verify self-reported data using observational methods. Recall bias may also have been an issue, particularly for 12–17-year-olds, as respondents may not have been able to remember all details accurately. Additionally, parents and guardians acting as proxies for younger children may not have observed their work. As such, they may not have had a realistic knowledge of events.

Findings on working children

► Mixed methods findings

This section includes triangulated findings across the survey and qualitative data that are most relevant for the assessment's main recommendations.

Employers and community members are aware of hazardous work, which is ubiquitous among children.

Most of the children surveyed are engaged in hazardous work according to the ILO's definition, across all age groups. Children work on average 8 hours per day, 6 days per week across age groups. Among children of all age groups, the main hazardous tasks performed are carrying, pushing, or pulling heavy loads, as well as working long hours under the hot sun without breaks, especially among older children aged 14–17 (54 per cent and 60 per cent, respectively). Some children have been given protective equipment (39 per cent of 14–17-year-olds and 48 per cent of 5–11-year-olds). Physical violence is experienced more frequently by younger children compared to older children (20 per cent of 5–11-year-olds vs 8 per cent of 14–17-year-olds), while verbal abuse is more frequent among 12–13-year-olds (38 per cent). Despite children's experiences of hazardous work, half of the children across all age groups feel safe at work.

Employers seek physically able workers regardless of their age to perform work they knew to be hazardous, such as carrying heavy loads – this is seen as a simple task that is abundant across sectors. Most community members (92 per cent) thought that work could be dangerous for children. The prevalence of night work is high, with 29 per cent of 12–13-year-olds and 27 per cent of 14–17-year-olds working at night, as well as 13 per cent of children aged 5–11 years old. Limits on working time were suggested by some CSOs to reduce hazardous work, particularly night work which children were expected to do just like adults.

► The assessment's findings point to not only young children being engaged in work, but also across all age groups children work long hours, at night and undertake hazardous tasks.

Employers prefer children to adult workers and reinforce beliefs about children's responsibilities and the value of work.

Most employers know that hiring children is against the law. Nevertheless, they hire children and youths for several reasons, including the outmigration of adults internally in Myanmar and overseas. Adolescents, with a preference for young male workers,⁵⁶ are preferred to adult women in some sectors (e.g. construction) when they can carry the same heavy loads. Younger children are perceived as easier to control and instruct, as well as being allocated tasks out of sympathy for parents who are in financial need and who bring their children to worksites due to a lack of childcare options.

Children are also a cheaper source of labour (as they are paid less than half of the minimum daily wage) relative to adults. Hiring children was more prevalent at the onset of the COVID-19 pandemic to keep business costs down in Kayin State.

⁵⁶ Please see the 'Perspectives on the employment of children compared to adults' section on page 84 for cross references.

Elsewhere, children as insecure daily wage earners were dismissed easily during the pandemic. In some cases, it was no longer necessary to employ them. For example, teashops in Yangon shifted to home delivery services and dismissed child workers in favour of older delivery drivers.

Most community members (69 per cent) and parents (83 per cent) surveyed think that children had a responsibility to help their families. More than half of the parents surveyed (57 per cent) expect financial support from children when they grow up. Parents generally perceive that, as other children work, their children should follow suit. They also feel that working outside the home gives children important skills (72 per cent). One-fifth of parents (20 per cent) believe it is 'good' for children under 13 years old to contribute to the family income.

- The findings point to structural issues – such as migration and a lack of childcare facilities – contributing towards child labour, alongside attitudes that could be addressed in awareness raising interventions.

Mixed views on schooling exist among community members, parents, children and employers.

Most of the parents surveyed see little value in their children progressing to secondary school, with 61 per cent stating that it is better to start working. None of the community members surveyed expressed the same belief. Fewer than half of the community members (47 per cent) think that their local primary school provides quality education, compared to nearly all parents (91 per cent). However, there appears to be general trust among parents and community members that schooling will ensure that children secure good jobs (96 per cent and 64 per cent, respectively). The majority of both groups (94 per cent) respect those in the community with a good education. Insecurity due to the coup has also increased fears for children's safety as they travel to and from schools among both parents and children.

Most children prefer to attend school full-time (56 per cent), followed by working for money full-time (16 per cent) and continuing their current work (15 per cent). Roughly one-tenth of girls (9 per cent) want to continue their current work compared to one-fifth (19 per cent) of boys. Schooling and working part-time is not a popular option among children (7.6 per cent). Children have high aspirations, with 30 per cent of adolescents aged 12–17 wanting to complete a degree, and 35 per cent of 14–17-year-olds wanting to complete high school. However, older children are less optimistic about whether they will reach their desired educational level – 63 per cent of 14–17-year-olds compared with 43 per cent of 12–13-year-olds believe that they will not.

Employers value life skills such as hygiene, communication and basic arithmetic over formal education and feel children do not need qualifications. However, they are reluctant to offer them training opportunities at work, with a preference for children to simply get on with the job. The types of TVET recommended by CSOs and TVET providers vary by labour market demands in specific regions (e.g. electrical skills for working in factories in the Maubin Township).

- The findings point to the perceived value of primary school completion and TVET that corresponds with local needs, at the secondary level onwards, among parents and community members. However, many children would like to complete high school at minimum. Interventions should address this difference in the perceived value of education and aspirations between adults and children.

Children's aspirations for future jobs do not always correspond with local opportunities.

Two-thirds of the children surveyed (64 per cent) have seen no improvement in their working conditions or income during the previous two years of the COVID-19 pandemic and the coup. When asked what job they would like to do when they are 25 years old, children's responses varied and sometimes corresponded with currently available jobs in their region. For instance, 31 per cent of children in Yangon want to be factory workers and 12 per cent want to be teachers, while children in Kayin want to be masons, carpenters or roof thatchers (15 per cent), mechanics and tailors (12 per cent, respectively).

This is aligned with emerging sectors in these regions according to key informants. In Ayeyarwady, working as a civil servant (12 per cent) is the most selected option, which does not correspond with the agricultural opportunities available in the region. However, over one-third of children (36 per cent) do not expect to achieve their desired job due to a lack of education/skills or money problems (33 per cent, respectively). Among children who do not expect to achieve their desired job, being a labourer (12 per cent) is the most frequently chosen job, followed by being a civil servant, factory worker, market trader and tailor (9 per cent, respectively). It is important to note that the children do not have realistic salary expectations. For example, the expected monthly salary for domestic work is over 700,000 kyats, despite a typical average salary of 152,000 kyats in 2022.⁵⁷

- The findings point to the need to inform children and youths of locally available opportunities and educational/training requirements, as well as TVET, educational and social protection interventions to support youth to pursue their desired jobs. Informing young people of realistic salary expectations is also important.

► Demographics of respondents and interviewed working children

Profile of parents/guardians and working children

The average age of the child respondents in the 12–13-year-old and 14–17-year-old age groups were 12.4 years and 15.6 years, respectively. The average age of interviewed children aged between 5–11 years old was 9.6 years, as shown in table 3. The youngest child respondents were 5 years old. Across the three age groups, nearly 60 per cent of the children interviewed were boys.

Table 3 shows that the parents/guardians of the children aged 5–11 years old were on average 40.5 years old, and over 65 per cent were women. Approximately 15 per cent had not completed any education and 21.7 per cent had reached Grade 3. The education status of parents/guardians of children aged 5–11 years old is presented in Annex 3. This assessment also conducted qualitative interviews with 41 children between 12 and 17 years old, 61 per cent of whom are boys and 39 per cent are girls. Interviews were conducted with a randomly collected sample, 24 per cent of whom live in Yangon, 37 per cent in Ayeyarwady and 39 per cent in Kayin.

► Table 3. Respondents' age and sex

Age and sex	Parent/guardian	Children 5–11 years old	Children 12–13 years old	Children 14–17 years old
	N=46	N=46	N=21	N=78
Age	40.5 (12.0)	9.6 (1.5)	12.4 (0.5)	15.6 (1.1)
Sex				
Male	34.8% (16)	58.7% (27)	42.9% (9)	64.1% (50)
Female	65.2% (30)	41.3% (19)	57.1% (12)	35.9% (28)

⁵⁷ SalaryExplorer, "Average Salary in Myanmar".

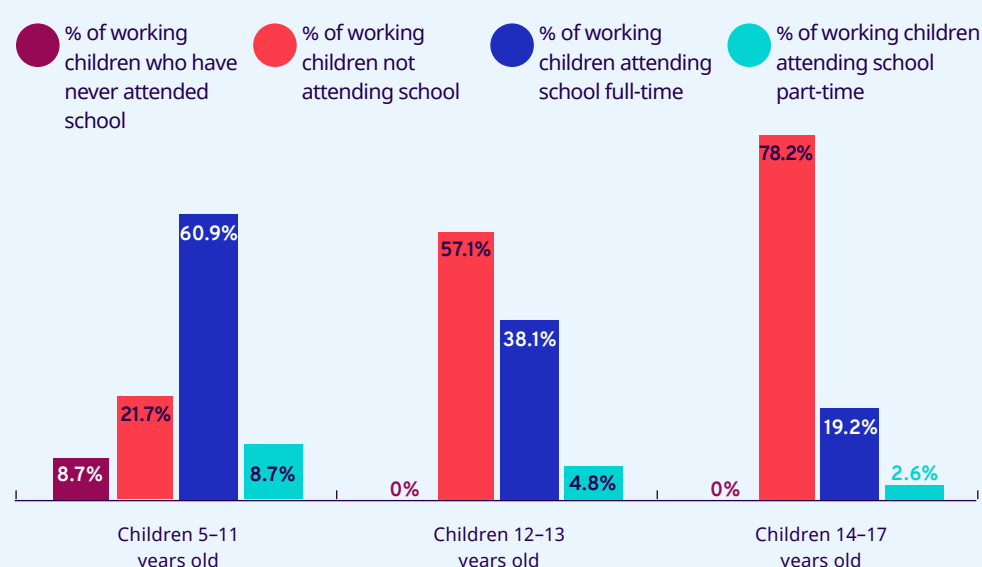
► **Table 4. Demographic of qualitative interview respondents (12–17 years old), by age, sex and state/region**

Age, sex, state/region	Children 12–17 years
	N=41
Age	15.2 (1.6)
Sex	
Male	61% (25)
Female	39% (16)
State/region	
Yangon	24% (10)
Ayeyarwady	37% (15)
Kayin	39% (16)

As shown in figure 1, most of the interviewed children between 5 and 11 years old attend school, either full-time or part-time, while 8.7 per cent have never attended school. The majority of children aged 12–13-years-old and 14–17-years-old are not attending school (57.1 and 78.2 per cent, respectively).

FIGURE 1

Percentage of the working children interviewed attending school (full-time/part-time), by age group



A total of 83 of 141 children have dropped out of education. Figure 2 shows that over 19 per cent of the children interviewed stopped their education at the primary level (Grade 5), and that nearly 16 per cent dropped out of school in Grade 4 and Grade 8. The dropout rate is much lower for children enrolled in pre-school or kindergarten, or those attending a religious school.

FIGURE 2

Education of children who dropped out of school

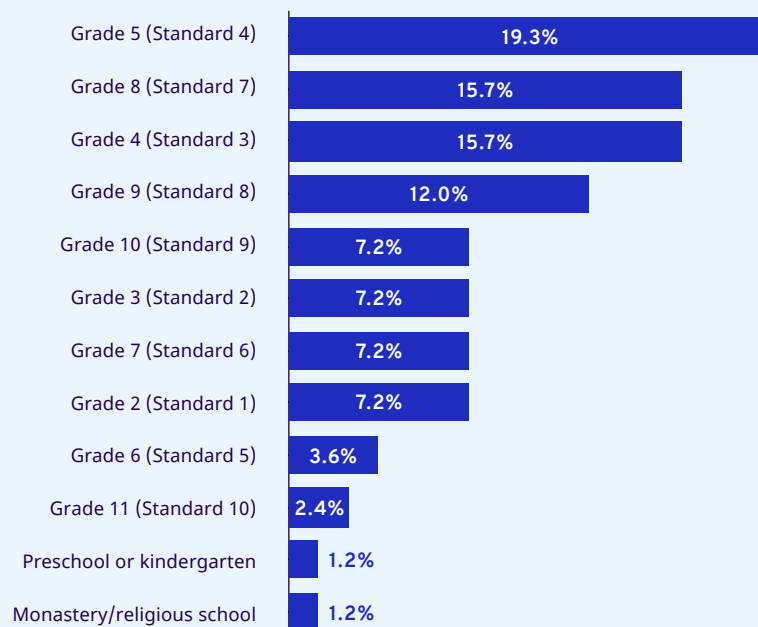
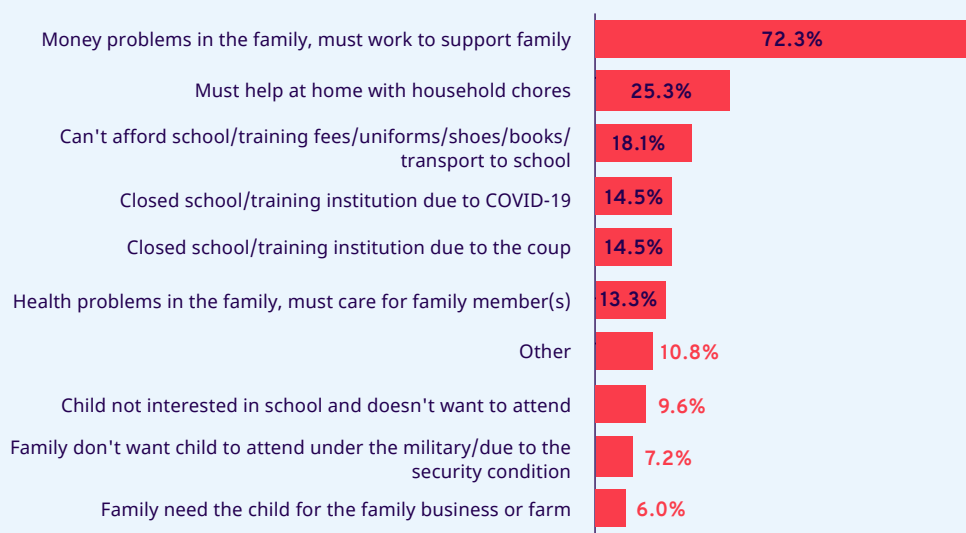


Figure 3 shows the reasons why children dropped out of school. Among the 83 children who have dropped out, 72.3 per cent did so because of their families' financial difficulties and the pressure on them to support the family income, 25.3 per cent because they were needed at home for household chores and 18.1 per cent because their families could not afford to pay for their schooling.

FIGURE 3

Reasons for children dropping out of school



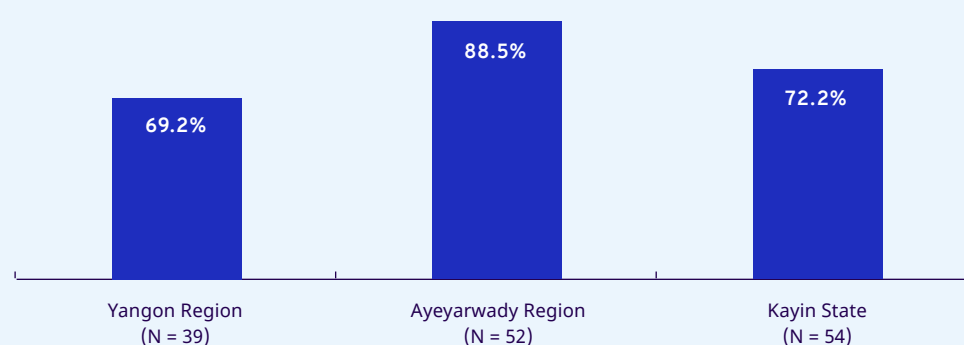
In terms of respondents' ethnicity, the majority of those interviewed identified as Bamar (74.5 per cent), followed by Kayin (20.7 per cent). Table 5 provides an overview of all the ethnicities cited by respondents. With regard to birth registration, approximately three-quarters of the children surveyed have had their births officially registered, while between 2 and 7 per cent do not know whether their birth has been registered. Among the three target areas of the assessment, the lowest rate of birth registration was reported in Yangon (69.2 per cent), as shown in figure 4.

► **Table 5. Ethnicity of respondents (parents/guardians and children aged 12–17 years old)**

Respondents' ethnicity	Parent/guardian	Children 12–13 years old	Children 14–17 years old	Total
	N=46	N=21	N=78	N=145
Kayin	6.5% (3)	33.3% (7)	25.6% (20)	20.7% (30)
Mon	2.2% (1)	0.0% (0)	0.0% (0)	0.7% (1)
Bamar	89.1% (41)	66.7% (14)	67.9% (53)	74.5% (108)
South Asian ⁵⁸	0.0% (0)	0.0% (0)	5.1% (4)	2.8% (4)
Kayin + Bamar	0.0% (0)	0.0% (0)	1.3% (1)	0.7% (1)
Pa O	2.2% (1)	0.0% (0)	0.0% (0)	0.7% (1)

FIGURE 4

Birth registration of working children, by state/region



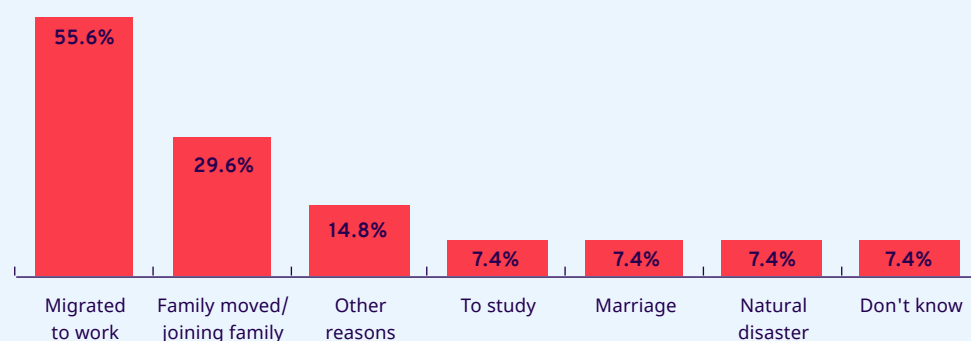
Among the children interviewed who have migrated, more than half migrated for work from other states and regions, while others went to join their families or migrated because their family moved, as shown in figure 5.

Almost 20 per cent of the children surveyed moved to their current location for three or more months at a time. These children seem to be particularly disadvantaged compared to those who have not migrated, as they are more likely not to attend school and to be involved in hazardous work. Approximately 85 per cent of the children who have migrated do not attend school, compared to half of those who have not migrated.

⁵⁸ This indicated an ethno-linguistic grouping of the diverse populations of South Asia, and they reported themselves as Muslim in this assessment.

FIGURE 5

Respondents' motivations for migration

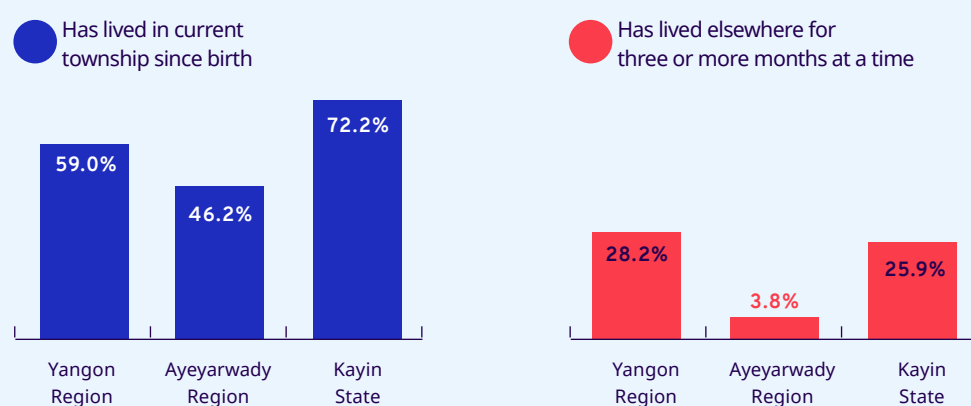


Most of the children surveyed are involved in domestic work, followed by agriculture and fishing/aquaculture (15.9 per cent) and construction (13.8 per cent). These children reported experiencing a range of injuries, including minor injuries, animal or snake bites, being hit by something or crushed by heavy machines, deep or long cuts, and significant bruises, bumps or swelling. Hazardous tasks performed by children include carrying, pushing or pulling heavy loads, working at heights, working with fire, hot machines or materials, working in a very noisy place, and working indoors or outdoors where dust, sand, dirt, smoke or fumes makes it hard to breathe or see clearly (see Annex 7 for details).

As shown in figure 6, most of the children interviewed in Yangon and Kayin live in the same townships where they were born. In Ayeyarwady, roughly half of the children surveyed live in the township of their birth. When asked about more recent movements, between 25 to 30 per cent of children in Yangon and Kayin have lived in different places for more than three months. In Ayeyarwady, only 3 per cent have migrated to other areas for three or more months at a time.

FIGURE 6

Migration status of the children interviewed, by state/region



Profile of adult KII respondents

As explained above, interviews for this assessment were also conducted with employers and workers' organizations, TVET providers, NGOs/CBOs and community leaders in order to understand work characteristics, the effects of COVID-19 and recent political crisis, and community attitudes towards children's involvement in child labour. Table 6 provides an overview of the adult respondents' demographics by area, including the types of respondents, their ages and gender.

► **Table 6. Profile of adult KII respondents, by state/region**

Type and sex	Yangon	Ayeyarwady	Kayin	Total
	N=11	N=13	N=12	N=36
Type of respondent				
Employer	27% (3)	62% (8)	50% (6)	47% (17)
Workers' organization	18% (2)	0% (0)	0% (0)	6% (2)
TVET provider	36% (4)	8% (1)	0% (0)	14% (5)
NGO/CBO	18% (2)	23% (3)	33% (4)	25% (9)
Community leader	0% (0)	8% (1)	17% (2)	8% (3)
Sex				
Male	36% (4)	85% (11)	58% (7)	61% (22)
Female	64% (7)	15% (2)	42% (5)	39% (14)

► Magnitude and characteristics of working children in the three regions

An overview of child labour

Using the ILO-UNICEF measurement framework, this assessment found that most of the 5–11-year-old children interviewed in Yangon are engaged in child labour (92.3 per cent), as are children in this age group in Kayin (92.3 per cent), as well as 100 per cent of 12–14-year-olds in Ayeyarwady (see table 7). The highest proportion of 15–17-year-olds engaged in child labour was found in Yangon (78.6 per cent).

In terms of gender, both boys and girls between 5 and 11 years old are involved in child labour, but more of the boys interviewed are engaged in child labour compared to the girls interviewed.

► **Table 7. Child labour (economic activities and household chores), by state/region and sex**

State/region and sex	Children 5–11 years old		Children 12–14 years old		Children 15–17 years old	
	N	%	N	%	N	%
State/region						
Yangon	12/13	92.3	11/12	91.7	11/14	78.6
Ayeyarwady	19/20	95.0	9/9	100.0	13/23	56.5
Kayin	12/13	92.3	14/16	87.5	3/25	12.0
Total	43/46	93.5	34/37	91.9	27/62	42.9
Sex						
Male	26/27	96.3	19/20	95.0	14/39	35.9
Female	17/19	89.5	15/17	88.2	13/23	56.5
Total	43/46	93.5	34/37	91.9	27/62	43.5

Note: The measurement framework used to categorize children's ages in this table is based on the ILO and UNICEF global estimates of child labour (general production boundaries).

As noted in the section on indicators above, the findings on children's involvement in hazardous work for the remainder of this report use the age groups 5–11 years old, 12–13 years old and 14–17 in order to align the categorization with international standards, while reflecting Myanmar's legal minimum age of work (14 years old). Table 8 shows the proportion of children involved in hazardous work in their main job activities, including any hazardous activities, workplace violence and work in the hazardous industries of agriculture or construction. All age groups perform at least one risky task in Yangon and Kayin, while 100 per cent of 12–13-year-olds and 14–17-year-olds have experienced work-related hazards in Ayeyarwady. Disaggregating the data by gender indicates that similar proportions of boys and girls across age groups work in risky conditions.

► **Table 8. Child labour in hazardous work, by state/region and sex**

State/region and sex	Children 5–11 years old		Children 12–14 years old		Children 15–17 years old	
	N	%	N	%	N	%
State/region						
Yangon	13/13	100.0	5/6	83.3	20/20	100.0
Ayeyarwady	18/20	90.0	4/4	100.0	28/28	100.0
Kayin	12/13	92.3	9/11	81.8	29/30	96.7
Total	43/46	93.5	18/21	85.7	77/78	98.7
Sex						
Male	25/27	92.6	8/9	88.9	50/50	100.0
Female	18/19	94.7	10/12	83.3	27/28	96.4
Total	43/46	93.5	18/21	85.7	77/78	98.7

Characteristics of children's work

The children interviewed are engaged in a range of economic activities, including farming and factory work. Activities are grouped according to the ILO's Detailed and Major Industry Classification.⁵⁹ Table 9 illustrates the percentage of children surveyed who engage in each activity in the week before they were interviewed. Over 30 per cent of children participate in domestic work, involving washing, ironing, cleaning, cooking/preparing food, and caring for children, elderly people or pets in another person's home. Overall, 15.9 per cent of the children interviewed spend at least part of their time working in agriculture and fishing/aquaculture. The children in Kayin (42.6 per cent) and Ayeyarwady (40.4 per cent) are mostly engaged in domestic work, while 35.9 per cent of the children in Yangon work in the manufacturing sector.

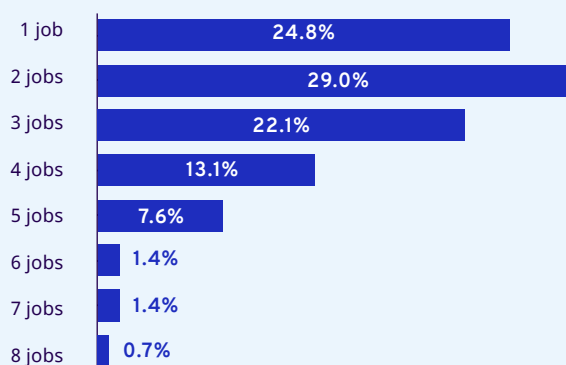
► **Table 9. Working children, by sector and state/region**

Sector	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Domestic work	17.9% (7)	40.4% (21)	42.6% (23)	35.2% (51)
Agriculture and fishing/aquaculture	7.7% (3)	26.9% (14)	11.1% (6)	15.9% (23)
Manufacturing	35.9% (14)	3.8% (2)	7.4% (4)	13.8% (20)
Wholesale and retail trade	12.8% (5)	11.5% (6)	14.8% (8)	13.1% (19)
Construction	0.0% (0)	15.4% (8)	18.5% (10)	12.4% (18)
Waste-picking	20.5% (8)	1.9% (1)	1.9% (1)	6.9% (10)
Mechanics or car/motorcycle care	5.1% (2)	0.0% (0)	3.7% (2)	2.8% (4)

The assessment calculated whether children work more than one job per week. The data reveals that just over half (53.8 per cent) of the children interviewed hold one or two jobs, as shown in figure 7, while 22.1 per cent work three jobs per week. A small percentage of children hold between six and eight jobs.

FIGURE 7

Number of multiple jobs held by children



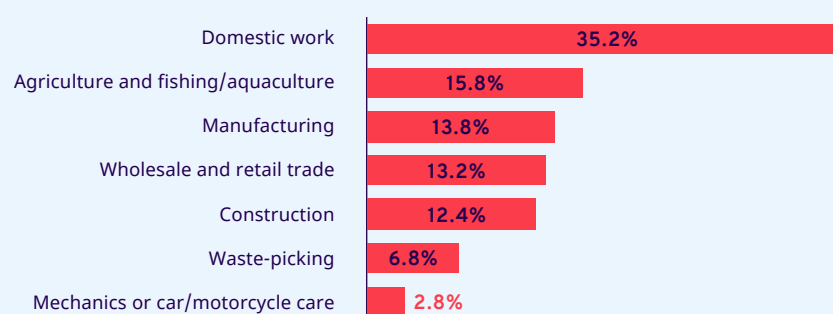
⁵⁹ ILO, "International Standard Industrial Classification of All Economic Activities (ISIC)".

Given that some respondents hold multiple jobs, they were asked to identify their main job by the highest number of hours worked. Figure 8 shows the sectors of the respondents' main jobs. As it shows, 15.8 per cent of the children principally work in farming/agriculture and fishing/aquaculture, while 12.4 per cent mainly work in construction⁶⁰ and 35.2 per cent predominantly identify domestic work as their main job activity.

Main activities for working children are also broken down by study area, as shown in Annex 4. In Ayeyarwady, 40.4 per cent of the children interviewed are engaged in domestic work, as are 42.6 per cent of the children in Kayin. Moreover, 26.9 per cent of the children interviewed in Ayeyarwady work in farming and agriculture, compared to 7.7 per cent and 11.1 per cent in Yangon and Kayin State, respectively. These findings are not surprising given that agriculture employs half of Myanmar's labour force nationwide⁶¹ and abundant quantities of rice are grown in Ayeyarwady.⁶² The percentage of children engaged in domestic work is evenly distributed across the three regions.

FIGURE 8

Percentage of working children who identified specific activities as their main job, by sector



As shown in table 10, nearly half of the children in the three study areas work as employees, while about 2 per cent are engaged as interns in Kayin and Ayeyarwady. Nearly 90 per cent of the children surveyed work for a family member in their main job. In Ayeyarwady, 61.5 per cent of the children surveyed work in the family business (table 11), while 44.2 per cent work as employees.

Respondents were asked whether children worked for the family business/farm or not, and if so, how their products are used. The findings indicate that 45.5 per cent of the children interviewed work in a family business/farm (table 11). On family farms, 36 per cent only produce for their family's use, while 21 per cent produce mostly for their family's use. At the regional level, Ayeyarwady is the only region where the majority of the children surveyed work in family businesses or farms, while most children in Yangon and Kayin are engaged in other activities.

⁶⁰ This means informal construction in rural area, wherein children worked as carpenters, carrying sand and concrete, and assisting carpenters. The respondents did not work on road construction.

⁶¹ Statista, "Agriculture in Myanmar – Statistics & Facts".

⁶² Ame Cho, Ben Belton and Duncan Boughton, "Crop Production and Profitability in Ayeyarwady and Yangon", Food Security Policy Research Paper, 2017.

► Table 10. Work type, by state/region

Work type	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
In what capacity are the children engaged in work?				
As employees	51.3% (20)	44.2% (23)	50.0% (27)	48.3% (70)
Doing their own business	38.5% (15)	13.5% (7)	33.3% (18)	27.6% (40)
Helping in the family business	10.3% (4)	40.4% (21)	14.8% (8)	22.8% (33)
As apprentices/interns	0.0% (0)	1.9% (1)	1.9% (1)	1.4% (2)
In their main job, who do they work for?				
A relative	5.1% (2)	0.0% (0)	3.7% (2)	2.8% (4)
Family member	84.6% (33)	96.2% (50)	85.2% (46)	89.0% (129)
Not a relative	10.3% (4)	3.8% (2)	11.1% (6)	8.3% (12)

► Table 11. Working children's family business characteristics, by state/region

Involvement in family business	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Are children working in a family business or family farm?				
Yes	35.9% (14)	61.5% (32)	37.0% (20)	45.5% (66)
No	64.1% (25)	38.5% (20)	63.0% (34)	54.5% (79)
If they are working on a family farm, what are the products they produce intended for?				
Only for sale	93% (13)	9% (3)	15% (3)	29% (19)
Mainly for sale	7% (1)	9% (3)	25% (5)	14% (9)
Mainly for family use	0% (0)	28% (9)	25% (5)	21% (14)
Only for family use	0% (0)	53% (17)	35% (7)	36% (24)

Disaggregating responses by gender shows that boys are more likely to be involved in activities that involve outdoor manual or physical labour, such as farming/agriculture and fishing/aquaculture (24.4 per cent) or construction work (18.6 per cent). An employer at a rice mill interviewed for this report expressed a preference for employing boys due to their physical capabilities. Meanwhile, girls are more likely to perform domestic work (48.5 per cent of girls) or be engaged in manufacturing (23.7 per cent), including girls who perform work in a garment factory as their main job.



It depends on demand. If it's a slipper factory, they need women. If it is electrics, they need men. We can also find men in the slipper factory. A lot of men can be found in rice-related businesses."

– Community leader, Ayeyarwady Region

► Table 12. Working children's main job, by sex

Main job	Male	Female	Total
	N=86	N=59	N=145
Domestic work	27.9% (24)	45.8% (27)	35.2% (51)
Agriculture and fishing/aquaculture	24.4% (21)	3.4% (2)	15.9% (23)
Manufacturing	7.0% (6)	23.7% (14)	13.8% (20)
Wholesale and retail trade	10.5% (9)	16.9% (10)	13.1% (19)
Construction	18.6% (16)	3.4% (2)	12.4% (18)
Waste-picking	7.0% (6)	6.8% (4)	6.9% (10)
Mechanics or car/motorcycle care	4.7% (4)	0.0% (0)	2.8% (4)

Disaggregating the data by age groups shows that 14–17-year-olds (16.7 per cent) primarily work in farming and fishing/aquaculture compared to younger children aged 12–13 years old. Moreover, 5–11-year-olds (19.6 per cent) mostly work in farming and fisheries. A higher percentage of younger children work as scavengers (15.2 per cent of 5–11-year-olds) and in street selling/wholesale and retail (17.4 per cent of 5–11-year-olds and 19 per cent of 12–13-year-olds), compared to older children.

► Table 13. Working children's main job, by age group

Main job	Children 5–11 years old	Children 12–13 years old	Children 14–17 years old	Total
	N=46	N=21	N=78	N=145
Domestic work	30.4% (14)	61.9% (13)	30.8% (24)	35.2% (51)
Agriculture and fishing/aquaculture	19.6% (9)	4.8% (1)	16.7% (13)	15.9% (23)
Manufacturing	10.9% (5)	4.8% (1)	17.9% (14)	13.8% (20)
Wholesale and retail trade	17.4% (8)	19.0% (4)	9.0% (7)	13.1% (19)
Construction	4.3% (2)	4.8% (1)	19.2% (15)	12.4% (18)
Waste-picking/scavenging	15.2% (7)	4.8% (1)	2.6% (2)	6.9% (10)
Mechanics or car/motorcycle care	2.2% (1)	0.0% (0)	3.8% (3)	2.8% (4)

Time intensity

Generally, children work 5.6 days per week, 8 hours per day and are given 97.4 minutes of break time per day. Most respondents receive 30 or 60 minutes of break time. Children interviewed in Kayin receive considerably longer break times compared to those in Ayeyarwady and Yangon. The girls interviewed reported having more break time than boys (tables 14 and 15).

Working time varies according to the nature of the work performed by the children interviewed. For example, according to a key informant interview with a CSO representative in Ayeyarwady, children working on farms work from the morning until the evening, while those employed in fishery ponds work the whole day with almost no breaks.



For farmers, working hours are mostly from the morning until evening. Sometimes, in summer, they have to work both day and night. For fisheries, they have to work both day and night. Their rest times are very short.”

– CSO representative, Ayeyarwady Region

► Table 14. Work intensity, by state/region

Work intensity	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Minutes of break time per day	87.3 (79.4)	88.5 (64.5)	114.6 (78.9)	97.4 (74.6)
Hours worked per day	8.0 (4.0)	8.0 (3.3)	7.9 (3.8)	8.0 (3.7)
Days worked per week	5.9 (1.2)	5.5 (1.7)	5.4 (1.8)	5.6 (1.6)

► Table 15. Work intensity, by sex

Work intensity	Female	Male	Total
	N=59	N=86	N=145
Minutes of break time per day	106.8 (87.5)	91.0 (64.2)	97.4 (74.6)
Hours worked per day	7.6 (4.1)	8.2 (3.3)	8.0 (3.7)
Days worked per week	5.6 (1.6)	5.5 (1.7)	5.6 (1.6)

Earnings and payment

Across all three regions, most of the children interviewed (80.7 per cent) are compensated with money for their work, as opposed to other forms of in-kind payment or debt relief schemes (table 16). Of those who receive monetary payments, 47 per cent are paid daily, while the rest are paid through a variety of methods, such as monthly wages, lump sum payments or piece rate payment (table 18). There are some notable differences between regions. In Yangon, for example, payments are made using different systems, indicating diverse working environments and job activities. Most children surveyed in Ayeyarwady and Kayin are paid daily, suggesting that types of work and payment arrangements are similar in these regions.



[Remuneration] is calculated per month. It starts at 60,000 kyats excluding food and accommodation, and 80,000 kyats excluding food and accommodation, and like that. They get a maximum of 120,000 kyats. They don't get more than that.”

– CSO representative, Ayeyarwady Region



In this area [Kyainseikkyi], we don't give monthly salaries. It is just daily wages.”

– Employer, Kayin State

Variations are also apparent in the levels of remuneration across regions, particularly between Kayin and the two other regions surveyed. Children interviewed in Kayin receive, on average, 5,088 Myanmar kyats per day, compared to 3,356 kyats in Ayeyarwady and 3,674 kyats in Yangon (table 19). An employer from Kayin who works in retail stated that the young workers he has hired are paid 5,000 kyats per day during peak season, dropping to 4,000 kyats per day when the business slows down. A CSO representative in Ayeyarwady said that the average wage in the area ranges between 60,000 and 120,000 kyats per month. Payments in Kayin similarly have greater variance, as shown by the higher standard deviation. Thus, any regional differences may not be evident for a larger sample size. Moreover, this assessment's findings indicate that boys engaged in child labour earn more than girls (table 20). This difference could reflect the perception that outdoor jobs are more difficult, and therefore better paid, or it may suggest a gender bias favouring boys in general.

► **Table 16. Form of payment, by state/region**

Form of payment	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Money	89.7% (35)	80.8% (42)	74.1% (40)	80.7% (117)
In-kind payment	5.1% (2)	21.2% (11)	13.0% (7)	13.8% (20)
Working to pay off debt	0.0% (0)	5.8% (3)	3.7% (2)	3.4% (5)
Don't know	7.7% (3)	5.8% (3)	11.1% (6)	8.3% (12)
Refused to answer	0.0% (0)	0.0% (0)	3.7% (2)	1.4% (2)

As shown in table 17, which breaks down payment types by job sector, most industries pay children money. Some 21.7 per cent of the children interviewed in agriculture and fishing/aquaculture receive in-kind payment, as do 21.1 per cent of those working in wholesale and retail trade. A small percentage of children only work to pay off debts.

► **Table 17. Payment type, by sector**

Payment type	Agriculture and fishing/aquaculture	Manu-facturing	Cons-truction	Waste-picking	Wholesale and retail trade	Mechanics or car/motorcycle care	Domestic work	Total
	N=23	N=20	N=18	N=10	N=19	N=4	N=51	N=145
Money	65.2% (15)	100.0% (20)	88.9% (16)	100.0% (10)	89.5% (17)	100.0% (4)	68.6% (35)	80.7% (117)
In-kind payment	21.7% (5)	5.0% (1)	11.1% (2)	0.0% (0)	21.1% (4)	0.0% (0)	15.7% (8)	13.8% (20)
Working to pay off debt	4.3% (1)	0.0% (0)	11.1% (2)	0.0% (0)	0.0% (0)	0.0% (0)	3.9% (2)	3.4% (5)

As shown in table 18, roughly 68 per cent of the children interviewed give all of their earnings to their parents or families. This trend is especially pronounced in Yangon (81 per cent). Only 7 per cent of children do not give any of their earnings to their families. It appears that, overall, children's earnings are used to contribute to their family's living expenses.

► Table 18. Payment method, by state/region

	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Payment method				
Lump sum	20.0% (7)	2.4% (1)	20.0% (8)	13.7% (16)
Piece rate	25.7% (9)	0.0% (0)	15.0% (6)	12.8% (15)
Daily payment	20.0% (7)	76.2% (32)	40.0% (16)	47.0% (55)
Monthly wage	25.7% (9)	0.0% (0)	17.5% (7)	13.7% (16)
Pocket money	5.7% (2)	21.4% (9)	7.5% (3)	12.0% (14)
By percentage	2.9% (1)	0.0% (0)	0.0% (0)	0.9% (1)
Are any earnings given to parents/family?				
No, none	4% (1)	16% (5)	2% (1)	7% (7)
Yes, some	12% (3)	9% (3)	34% (14)	20% (20)
Yes, all	81% (21)	69% (22)	59% (24)	68% (67)
Don't know	4% (1)	6% (2)	5% (2)	5% (5)

► Table 19. Payment amount, by state/region

	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Payment per day in Myanmar kyats	3,674.1 (2455.1)	3,356.8 (2453.6)	5,088.7 (3460.9)	4,043.8 (2917.2)

► Table 20. Payment amount, by sex

	Female	Male	Total
	N=59	N=86	N=145
Payment per day in Myanmar kyats	3,568 (2365)	4,331 (3181)	4,044 (2917)

Decision to work

The children interviewed work for a variety of reasons. Many cited an absence of alternatives, either due to school closures or a lack of financial resources, while others mentioned the need to help provide for their families. It is important to note that children are often driven to work for more than one reason. A community leader in Ayeyarwady noted that local children have to work to help their families with financial problems.

The vast majority of the children surveyed identified financial difficulties in the family as a reason why they work (71 per cent), as illustrated by table 21. Results are similar across the three age groups (69.2 per cent of 14–17-year-olds, 66.7 per cent of 12–13-year-olds and 76.1 per cent of 5–11-year-olds) and consistent across all three surveyed regions (see Annex 5). Another notable reason is the need to support their families with household chores (31.7 per cent).



Their family allows them to work only because they are poor. These children help their families to earn a living as much as they can. Those who are not poor don't work."

– Community leader, Ayeyarwady Region

► Table 21. Children's reasons for working, by age group

Children's reasons for working	Children 5–11 years old N=46	Children 12–13 years old N=21	Children 14–17 years old N=78	Total N=145
Money problems in the family	76.1% (35)	66.7% (14)	69.2% (54)	71.0% (103)
Must help at home with household chores	34.8% (16)	38.1% (8)	28.2% (22)	31.7% (46)
Health problems in the family	17.4% (8)	9.5% (2)	15.4% (12)	15.2% (22)
Other reasons for working	10.9% (5)	0.0% (0)	20.5% (16)	14.5% (21)
Family needed the child for the family business or farm	10.9% (5)	9.5% (2)	14.1% (11)	12.4% (18)
Cannot afford school/training fees	15.2% (7)	0.0% (0)	6.4% (5)	8.3% (12)
School/training institution closed due to COVID-19	8.7% (4)	28.6% (6)	0.0% (0)	6.9% (10)
School/training institution closed due to the coup	6.5% (3)	14.3% (3)	1.3% (1)	4.8% (7)

As shown in tables 22 and 23, the majority of children of both genders (62.8 per cent) and in all states/regions reported that they made the decision to work themselves, while nearly one-quarter reported that their mother made this decision for them. According to a community leader interviewed in Ayeyarwady, some children work due to a lack of interest in education, prompting parents to decide that their child should work instead of going to school.



They work to live. After that children are no longer interested in going to school. As parents think that if they don't go to school and do nothing, they will be spoilt. If they have a job, they will settle down. So, parents accept it."

– Community leader, Ayeyarwady Region

► Table 22. Working children's main decision-maker, by state/region

Who is the main person making the decision for the child to work?	Yangon N=39	Ayeyarwady N=52	Kayin N=54	Total N=145
Children themselves	48.7% (19)	69.2% (36)	66.7% (36)	62.8% (91)
Mother	35.9% (14)	11.5% (6)	25.9% (14)	23.4% (34)
Father	0.0% (0)	17.3% (9)	3.7% (2)	7.6% (11)
Grandparent	12.8% (5)	1.9% (1)	3.7% (2)	5.5% (8)
Stepmother	2.6% (1)	0.0% (0)	0.0% (0)	0.7% (1)

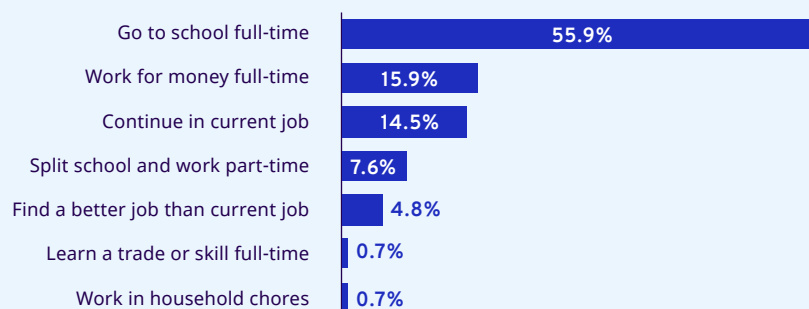
► Table 23. Working children's main decision-maker, by sex

Who is the main person making the decision for the child to work?	Female N=59	Male N=86	Total N=145
Children themselves	54.2% (32)	68.6% (59)	62.8% (91)
Mother	27.1% (16)	20.9% (18)	23.4% (34)
Father	8.5% (5)	7.0% (6)	7.6% (11)
Grandparent	8.5% (5)	3.5% (3)	5.5% (8)
Stepmother	1.7% (1)	0.0% (0)	0.7% (1)

Survey respondents were also asked whether they would continue working if they had a choice. Responses show that over half of the children interviewed would attend school full-time if allowed, as illustrated in figure 9. About 15 per cent would continue full-time with their current wage-paying job, with results consistent across regions and genders (tables 24 and 25). More girls (62.7 per cent) than boys (51.2 per cent) would like to go to school.

FIGURE 9

Children's preferences between school and work



► Table 24. Choice between school and working, by state/region

If working children made their own decision, they would:	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Go to school full-time	61.5% (24)	63.5% (33)	44.4% (24)	55.9% (81)
Work for money full-time	25.6% (10)	9.6% (5)	14.8% (8)	15.9% (23)
Continue in their current job	7.7% (3)	17.3% (9)	16.7% (9)	14.5% (21)
Go to school part-time and work part-time	5.1% (2)	1.9% (1)	14.8% (8)	7.6% (11)
Find a better job than their current job	0.0% (0)	7.7% (4)	5.6% (3)	4.8% (7)
Go for training/learn a trade or skill full-time	0.0% (0)	0.0% (0)	1.9% (1)	0.7% (1)
Work in household chores or housekeeping full-time	0.0% (0)	0.0% (0)	1.9% (1)	0.7% (1)

► Table 25. Choice between school and working, by sex

If working children made their own decision, they would:	Female	Male	Total
	N=59	N=86	N=145
Go to school full-time	62.7% (37)	51.2% (44)	55.9% (81)
Work for money full-time	16.9% (10)	15.1% (13)	15.9% (23)
Continue in their current job	8.5% (5)	18.6% (16)	14.5% (21)
Go to school part-time and work part-time	5.1% (3)	9.3% (8)	7.6% (11)
Find a better job than their current job	3.4% (2)	5.8% (5)	4.8% (7)
Go for training/learn a trade or skill full-time	1.7% (1)	0.0% (0)	0.7% (1)
Work in household chores or housekeeping full-time	1.7% (1)	0.0% (0)	0.7% (1)

The children were asked about their expectations or decisions related to jobs and education (table 26). More than half would like to go to school full-time, a consistent response across age groups. Approximately 15.9 per would like to work full time, while only a small proportion of children indicated an interest in working in household chores or learning a trade or skill full-time.

► Table 26. Choice between school and working, by age group

If working children made their own decision, they would:	Children 5–11 years old	Children 12–13 years old	Children 14–17 years old	Total
	N=46	N=21	N=78	N=145
Go to school full-time	78.3% (36)	57.1% (12)	42.3% (33)	55.9% (81)
Go for training/learn a trade or skill full-time	0.0% (0)	0.0% (0)	1.3% (1)	0.7% (1)
Work for money full-time	4.3% (2)	14.3% (3)	23.1% (18)	15.9% (23)
Go to school part-time and work part-time	8.7% (4)	9.5% (2)	6.4% (5)	7.6% (11)
Work in household chores or housekeeping full-time	0.0% (0)	4.8% (1)	0.0% (0)	0.7% (1)
Continue in their current job	6.5% (3)	9.5% (2)	20.5% (16)	14.5% (21)
Find better job than current job	2.2% (1)	4.8% (1)	6.4% (5)	4.8% (7)

Household chores

Performing at least 21 hours of unpaid household chores per week is considered child labour for the 5–11-year-old and 12–14-year-old age groups according to the ILO-UNICEF measurement framework (see the indicators section above).⁶³ This assessment found that 125 of the 145 children surveyed (86 per cent) perform household chores.

Across the three study areas, there is no significant difference in children's involvement in household chores, although rates are slightly higher in Yangon (table 27). About 24.5 per cent of 12–13 years-olds in Yangon are involved in unpaid household chores, compared to 20.5 per cent of 5–11-year-olds and 17.5 per cent of 14–17-year-olds. In Ayeyarwady, older children, aged 14–17 years old (20.4 per cent) are mostly involved in unpaid household chores, as are a not insignificant share of younger children. In Kayin, 5–11-year-olds are most likely to perform unpaid household chores. With regards to gender, the percentage distribution of boys and girls engaged in unpaid household chores is the same.

► Table 27. Unpaid household chores performed by children, by state/region and sex

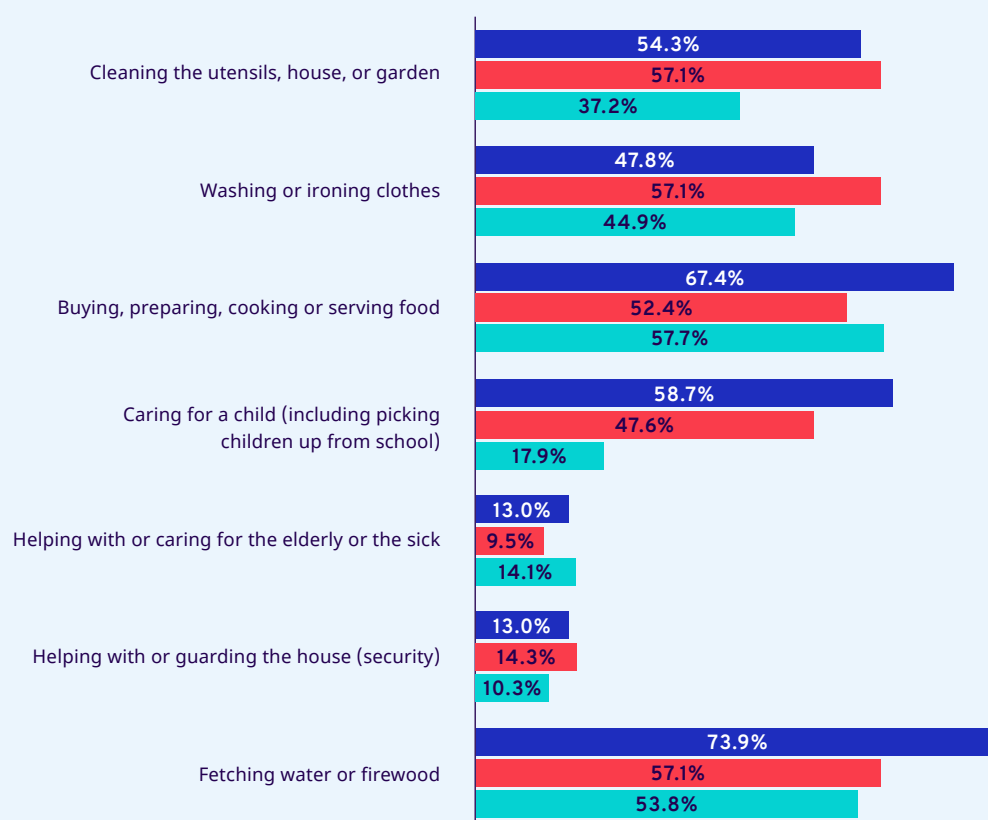
State/region and sex	Children 5–11 Years old	Children 12–13 years old	Children 14–17 years old	Total
	N=43	N=19	N=63	N=125
Yangon	20.5% (10.1)	24.5% (14.8)	17.5% (7.3)	20.0% (9.5)
Ayeyarwady	14.0% (5.9)	14.0% (7.0)	20.4% (11.8)	17.4% (10.0)
Kayin	19.0% (10.3)	10.5% (9.0)	15.6% (12.3)	15.2% (11.3)
Male	16.8% (7.1)	7.0% (4.3)	16.1% (9.6)	15.6% (8.8)
Female	16.8% (7.1)	7.0% (4.3)	16.1% (9.6)	15.6% (8.8)

⁶³ There is no threshold for hours spent on unpaid household chores for the 15–17-year-old age group in the ILO-UNICEF measurement framework.

As figure 10 shows, 5–11-year-olds are largely involved in fetching water or firewood (73.9 per cent), buying, preparing, cooking or serving food (67.4 per cent) and caring for children (58.7 per cent). The 12–13-year-olds interviewed are largely engaged in cleaning houses/gardens, washing or ironing clothes, and fetching water or firewood (57.1 per cent). The 14–17-year-olds surveyed tend to be engaged in buying, preparing, cooking or serving food (57.7 per cent), fetching water or firewood (53.8 per cent), and washing or ironing clothes (44.9 per cent).

FIGURE 10**Household chores performed by children, by age group**

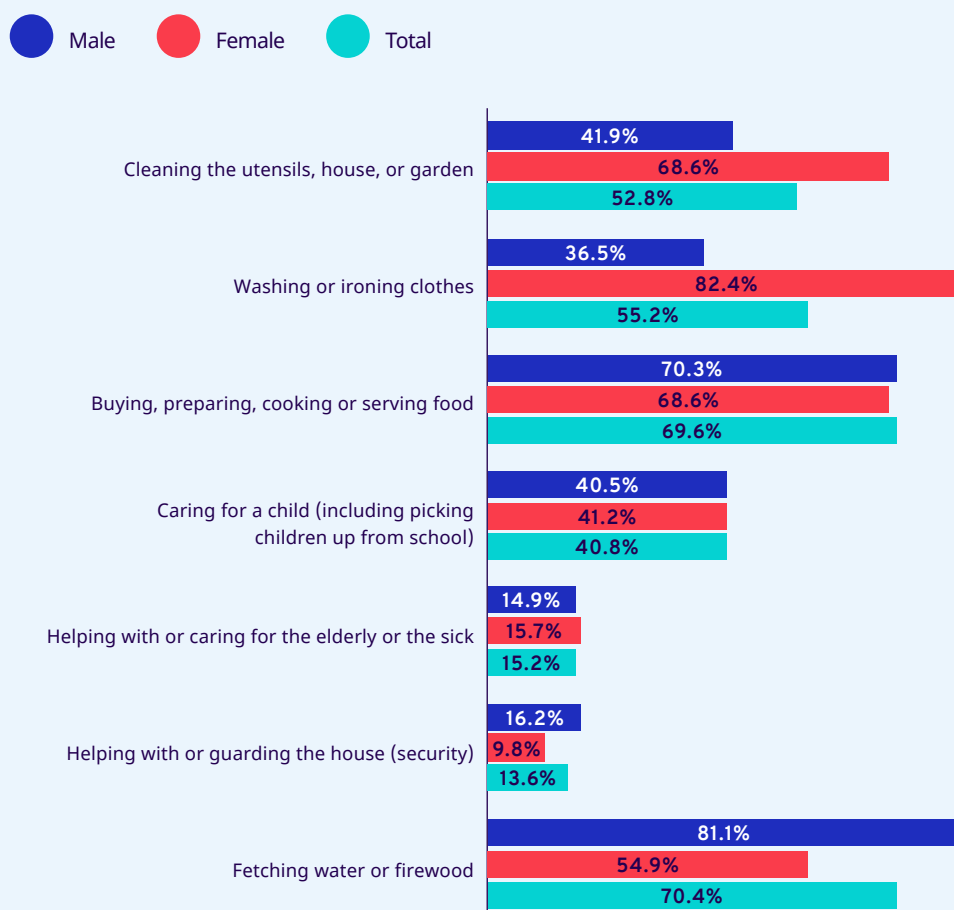
● Children 5–11 years old ● Children 12–13 years old ● Children 14–17 years old



The girls interviewed tend to be involved in washing or ironing clothes (82.4 per cent), cleaning utensils, houses or gardens (68.6 per cent), and buying, preparing, cooking or serving food (68.6 per cent). The boys surveyed fetch water or firewood (81.1 per cent), buy, cook, prepare or serve food (70.3 per cent), and clean (41.9 per cent). Therefore, overall, girls generally wash and clean, while boys usually guard houses and fetch water or firewood.

FIGURE 11

Household chores performed by children, by sex



► Hazardous work, injuries, workplace violence and health conditions

Hazardous work

This section focuses on children's involvement in hazardous work. The children interviewed were asked if they had carried out hazardous tasks in the week before the interview, including carrying heavy loads, using chemicals or heavy machinery, or working in noisy, dirty or dusty environments (figure 12). Results vary by state and region. The number of children who carry and pull loads is higher in Kayin (51.9 per cent) than in Yangon (33.3 per cent) and Ayeyarwady (42.3 per cent). The percentage of children working at heights is three times higher in Kayin (31.5 per cent) than in Yangon (7.7 per cent) and Ayeyarwady (9.6 per cent). Children in Kayin and Ayeyarwady carry out more hazardous work than those in Yangon. In Kayin, more children carry out work activities involving heavy loads, heights, long hours working in the sun without breaks, chemicals, night-time work and animals.

In Ayeyarwady, the percentage of children working with heavy machines, in the cold and rain, underwater, with agrichemicals and performing repetitive tasks at a fast pace for long hours is higher compared to other regions. In Yangon, more children use sharp tools, work with fire, ovens or hot machines, work in noisy places, or in dusty and dirty workplaces.

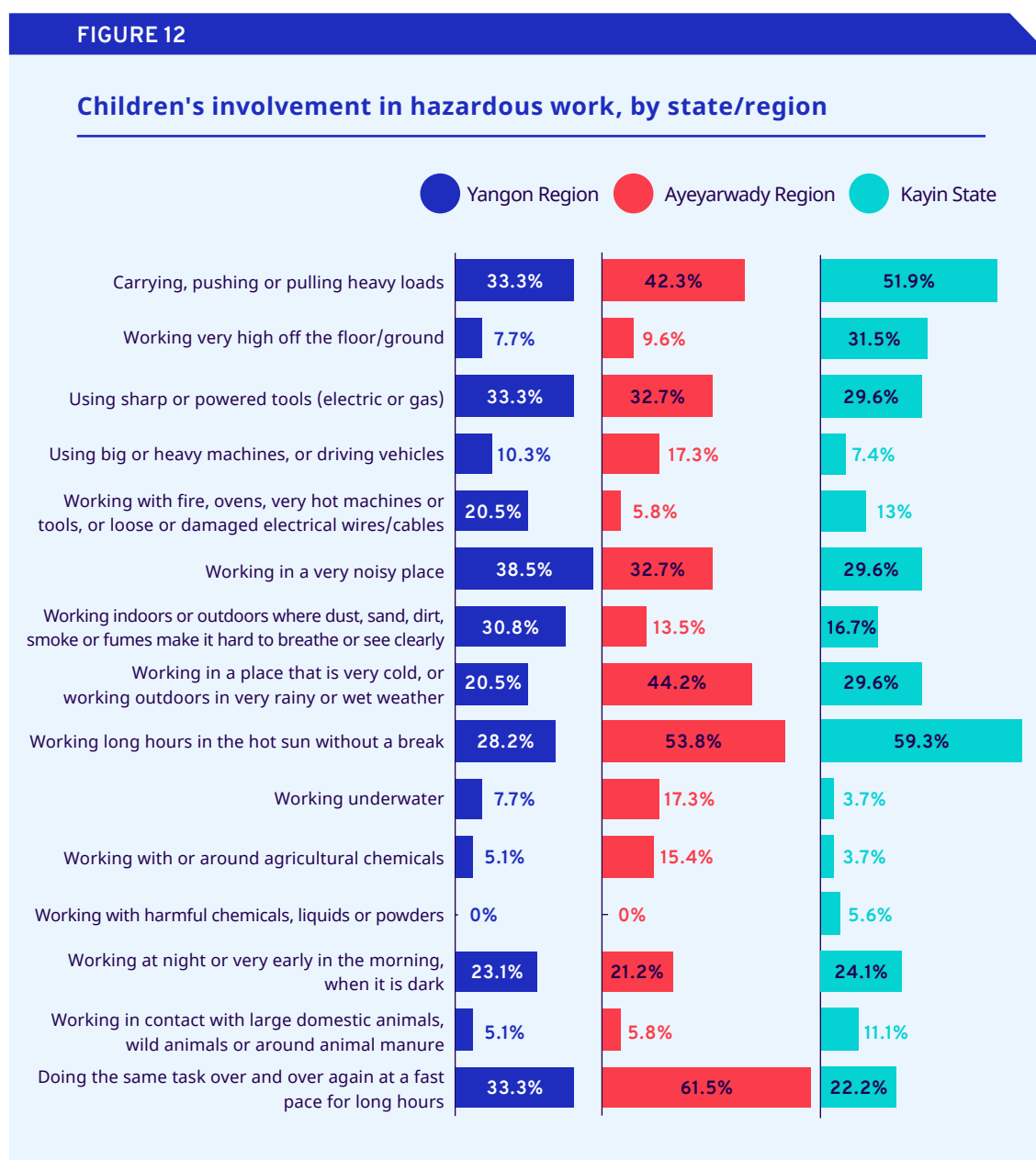


Table 28 shows the percentage of the children interviewed who have faced different types of hazards, specified by the type of business (family or non-family business) and other hazards by type of business. In family business, higher percentages of children using heavy machines and driving vehicles (76.5 per cent), working with chemicals (66.7 per cent) and working in dusty, sandy, dirty and smoky environments (53.6 per cent) were reported. Children working in non-family businesses frequently reported working with fire or electrical wires (77.8 per cent), with animals (72.7 per cent), and underwater (71.4 per cent).

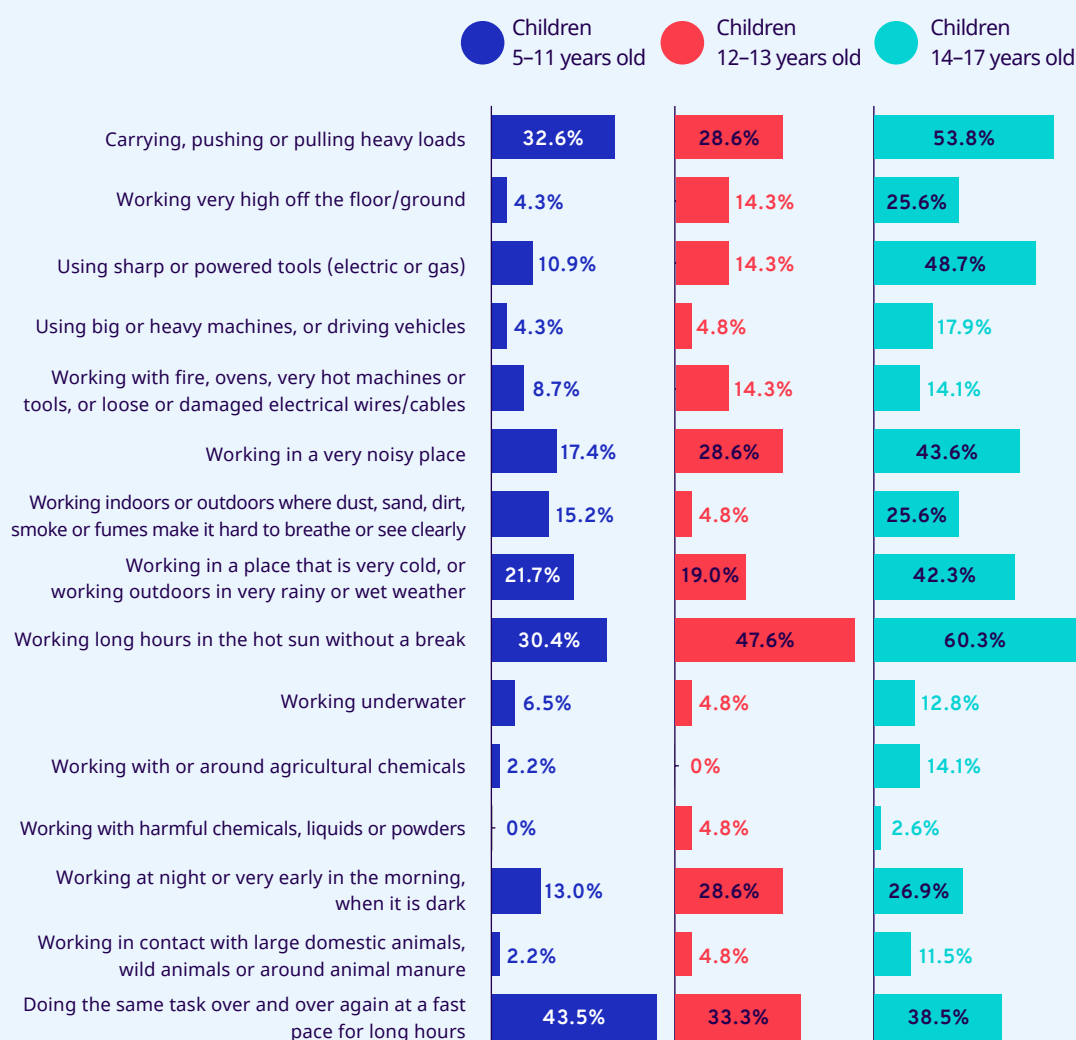
► Table 28. Percentage of children who reported facing hazards, by type of hazard and business

Type of hazard	% of children exposed to hazard in family businesses	% of children exposed to hazards in non-family businesses	% of children exposed to hazards while working
Using big or heavy machines, or driving vehicles	76.5	23.5	11.7
Working with chemicals/liquids/powders that are harmful	66.7	33.3	2.1
Working indoors or outdoors where dust, sand, dirt, smoke, or fumes make it hard to breathe or see clearly	53.6	46.4	19.3
Working long hours in the hot sun without a break	49.3	50.7	49
Doing the same task repeatedly at a fast pace for long hours	49.1	50.9	39.3
Working in a place that is very cold, or working outdoors in very rainy or wet weather	48.9	51.1	32.4
Working in a very noisy place	43.8	56.3	33.1
Working at night or very early in the morning when it is dark	42.4	57.6	22.8
Working with or around agricultural chemicals	41.7	58.3	8.3
Using sharp tools or powered tools (electric or gas)	41.3	58.7	31.7
Working very high off the floor/ground	40	60	17.2
Carrying, pushing or pulling heavy loads	39.7	60.3	43.4
Working underwater	28.6	71.4	9.7
Working in contact with large domestic animals, wild animals or around animal manure	27.3	72.7	7.6
Working with fire, ovens, very hot machines or tools, or loose or damaged electrical wires/cables	22.2	77.8	12.4

Figure 13 shows the hazardous work performed by the children interviewed across different age groups. In the 5–11-year-old age group, 43.5 per cent of children perform repetitive tasks at a fast pace for long hours. Some 47.6 per cent of 12–13-year-olds and 60.3 per cent of 14–17-year-olds work long hours in the hot sun without a break. Overall, older children (14–17-year-olds) are subjected to more hazardous tasks, including carrying heavy loads (53.8 per cent), working long hours in the sun (60.3 per cent) and using sharp tools (48.7 per cent).

FIGURE 13

Hazardous work performed by children, by age group



Injuries

This section looks at serious workplace injuries and accidents that prevent children from going about their normal activities, for example attending school or work. Respondents in all age groups have experienced accidents and injuries. Among 12-13-year-olds, 14.3 per cent have been injured in a fall, versus 8.7 per cent of 5-11-year-olds. The most common injuries are minor, with 56.5 per cent of 5-11-year-olds experiencing a minor injury, as did 42.9 per cent of 12-13-year-olds and 48.7 per cent of 14-17-year-olds. The second highest percentage of injuries or accidents are bad bruises, bumps or swelling, reported by 19.6 per cent of 5-11-year-olds, 28.6 per cent of 12-13-year-olds and 39.7 per cent of 14-17-year-olds. Approximately 9.5 per cent of 12-13-year-olds and 3.8 per cent of 14-17-year-olds have suffered eye or ear injuries. However, none of the 5-11-year-olds reported suffering from this type of injury. Nevertheless, children of all ages have suffered minor injuries (50.3 per cent), as well as bad bruises and bumps (31.7 per cent).

When comparing injuries by state and region, minor injuries (43.6 per cent), animal or snake bites (35.9 per cent), and bad bruises, bumps or swelling (28.2 per cent) are the most frequent injuries reported in Yangon. Minor injuries (65.4 per cent), bad bruises, swelling or bumps (26.9 per cent), and near drowning (23.1 per cent) are the most common injuries in Ayeyarwady. In Kayin, the children interviewed have mainly suffered from minor injuries (40.7 per cent), bad bruises, bumps or swelling (38.9 per cent), animal or snake bites (22.2 per cent) and electric shocks (22.2 per cent). In all three areas, minor injuries are the most common type of injury (suffered by 50.3 per cent of the children). This figure is higher for children engaged in domestic work (56.9 per cent). The second most common type of injury (31.7 per cent) is bad bruises, bumps or swelling, with 100 per cent of mechanics reporting this injury, as did 37.3 per cent of children involved in domestic work (table 29).

FIGURE 14

Work-related injuries, by age group

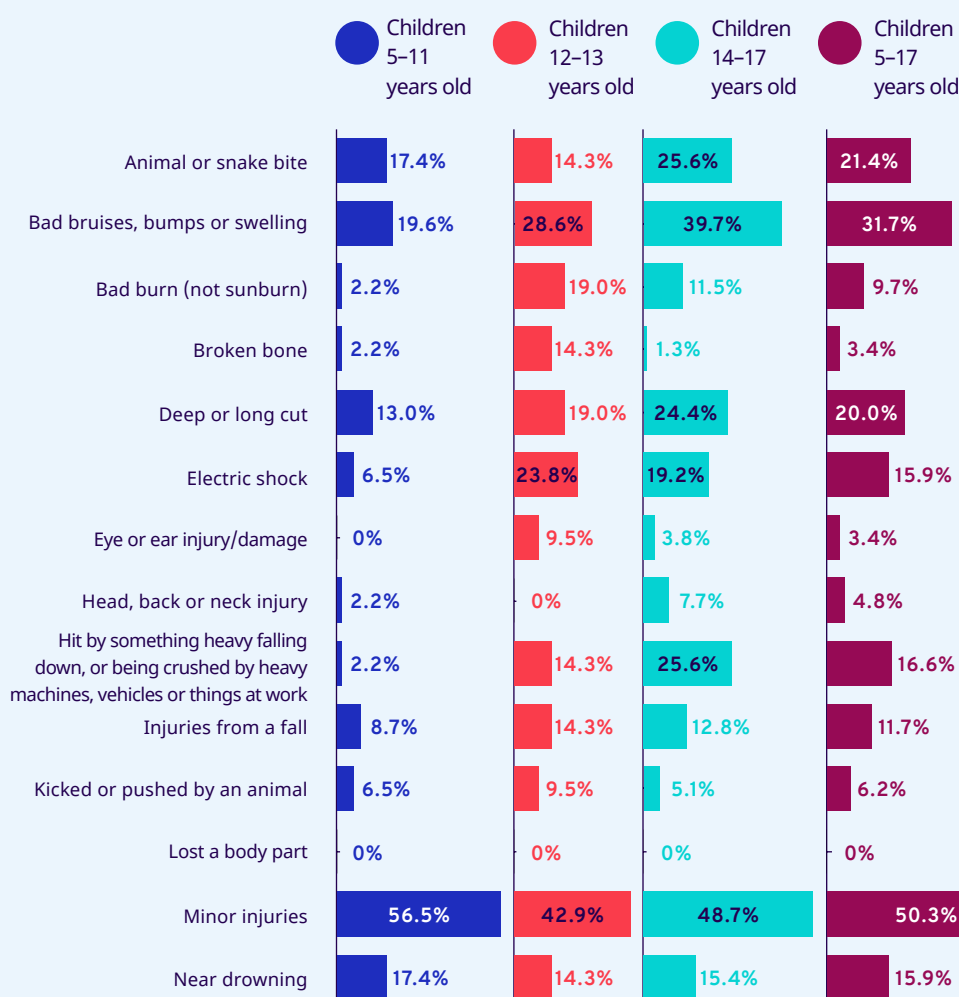
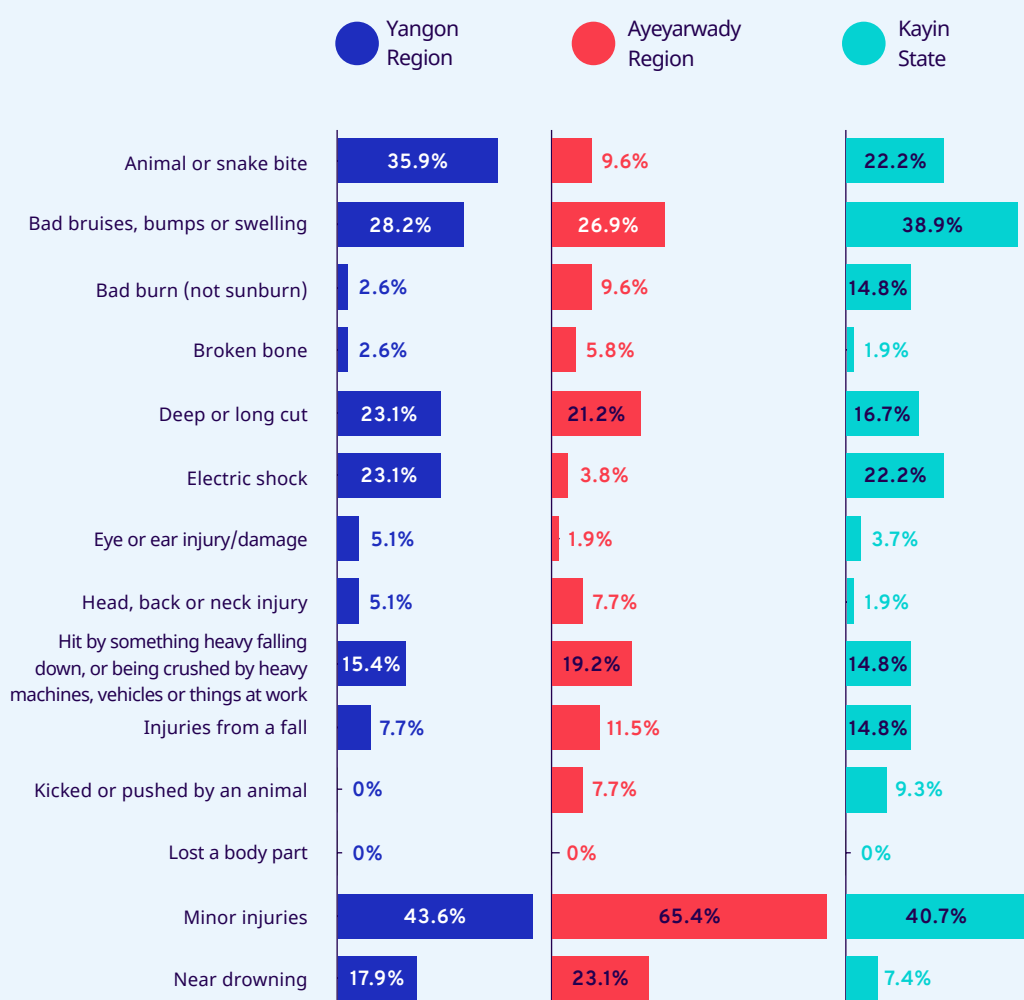


FIGURE 15

Work-related injuries, by state/region



► Table 29. Work-related injuries, by sector

Type of injury	Agriculture and fishing/aquaculture	Manufacturing	Construction	Waste-picking	Whole sale/retail trade	Mechanics	Domestic work	Total
	N=23	N=20	N=18	N=10	N=19	N=4	N=51	N=145
Minor injuries	56.5% (13)	50.0% (10)	27.8% (5)	50.0% (5)	52.6% (10)	25.0% (1)	56.9% (29)	50.3% (73)
Bad bruises, bumps or swelling	34.8% (8)	20.0% (4)	16.7% (3)	30.0% (3)	26.3% (5)	100.0% (4)	37.3% (19)	31.7% (46)
Animal or snake bite	13.0% (3)	25.0% (5)	16.7% (3)	70.0% (7)	10.5% (2)	75.0% (3)	15.7% (8)	21.4% (31)

Type of injury	Agriculture and fishing/aquaculture	Manu-facturing	Cons-truction	Waste-picking	Whole sale/retail trade	Mechanics	Domestic work	Total
	N=23	N=20	N=18	N=10	N=19	N=4	N=51	N=145
Electric shock	4.3% (1)	20.0% (4)	11.1% (2)	30.0% (3)	15.8% (3)	25.0% (1)	17.6% (9)	15.9% (23)
Near drowning	13.0% (3)	10.0% (2)	11.1% (2)	0.0% (0)	15.8% (3)	25.0% (1)	23.5% (12)	15.9% (23)
Injuries from a fall	8.7% (2)	10.0% (2)	22.2% (4)	0.0% (0)	5.3% (1)	25.0% (1)	13.7% (7)	11.7% (17)
Bad burn (not sunburn)	21.7% (5)	5.0% (1)	16.7% (3)	10.0% (1)	5.3% (1)	25.0% (1)	3.9% (2)	9.7% (14)
Kicked or pushed by an animal	8.7% (2)	5.0% (1)	0.0% (0)	0.0% (0)	10.5% (2)	0.0% (0)	7.8% (4)	6.2% (9)
Head, back or neck injury	0.0% (0)	10.0% (2)	11.1% (2)	0.0% (0)	5.3% (1)	25.0% (1)	2.0% (1)	4.8% (7)
Broken bone	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	5.3% (1)	0.0% (0)	7.8% (4)	3.4% (5)
Eye or ear injury/damage	0.0% (0)	5.0% (1)	0.0% (0)	0.0% (0)	5.3% (1)	25.0% (1)	3.9% (2)	3.4% (5)
Hit by something very heavy falling on a child, or being crushed by heavy machines	8.7% (2)	15.0% (3)	38.9% (7)	10.0% (1)	15.8% (3)	50.0% (2)	11.8% (6)	16.6% (24)

Workplace violence

Questions on workplace violence sought to determine whether children involved in child labour have been mentally or physically abused in the workplace. Children in all age groups reported experiencing psychological abuse, such as being ridiculed, insulted or shamed, as well as physical violence. Specifically, 38.1 per cent of 12–13-year-olds have been subjected to mental abuse, compared to 23.9 per cent of 5–11-year-olds. A higher percentage of younger children have suffered physical abuse, such as being slapped, kicked or punched (19.6 per cent of 5–11-year-olds) (figure 16).

More children in Yangon (17.9 per cent) have experienced slapping, punching, kicking or another type of physical abuse, compared to other regions. In Kayin, 14.8 per cent of children have experienced pain or an injury lasting more than two days due to physical violence, compared to 12.8 per cent in Yangon and 7.7 per cent in Ayeyarwady. In Kayin, 20.4 per cent of children have been threatened at work, while nearly half of the children interviewed (46.2 per cent) have been ridiculed, insulted or shamed in Yangon (figure 18).

Children are physically injured most often while working as mechanics or in car/motorcycle care (more than 70 per cent). Roughly 25 per cent of children reported pain lasting for more than two days due to physical violence when working as mechanics or in car/motorcycle care. Children working in wholesale and retail trade have also been threatened with physical violence (nearly 30 per cent). Children involved in scavenging, mechanics or car/motorcycle care have also been insulted and ridiculed (nearly 50 per cent), as shown in figure 17.

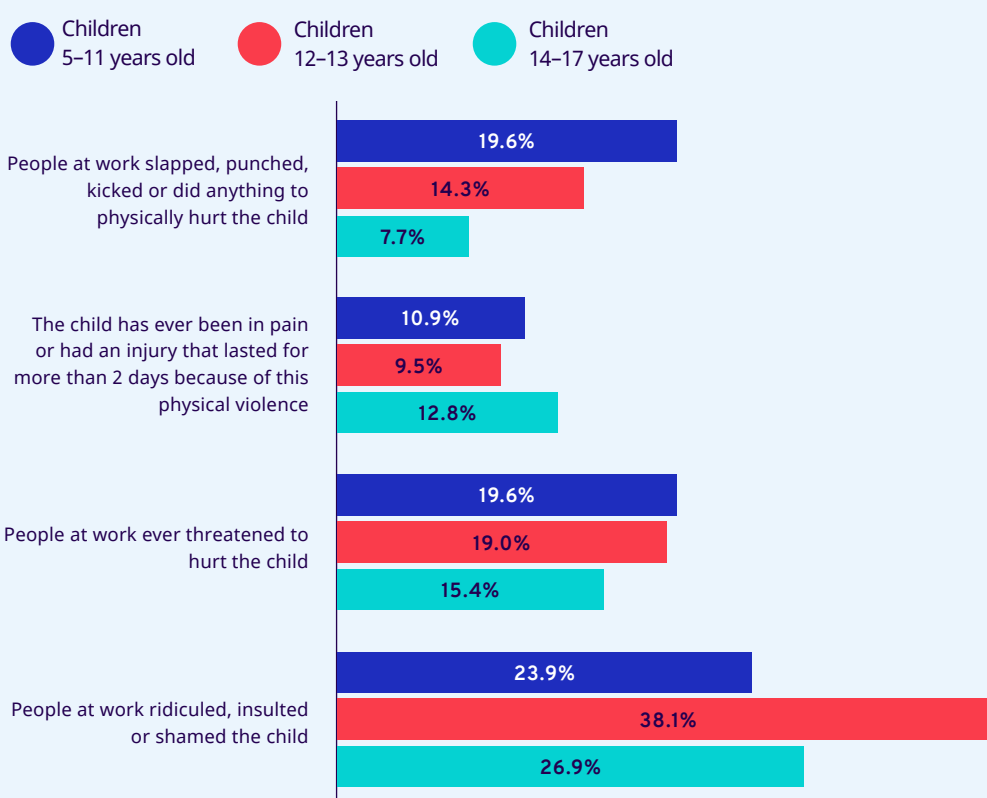
FIGURE 16**Workplace violence against children, by age group**

FIGURE 17

Workplace violence against children, by sector

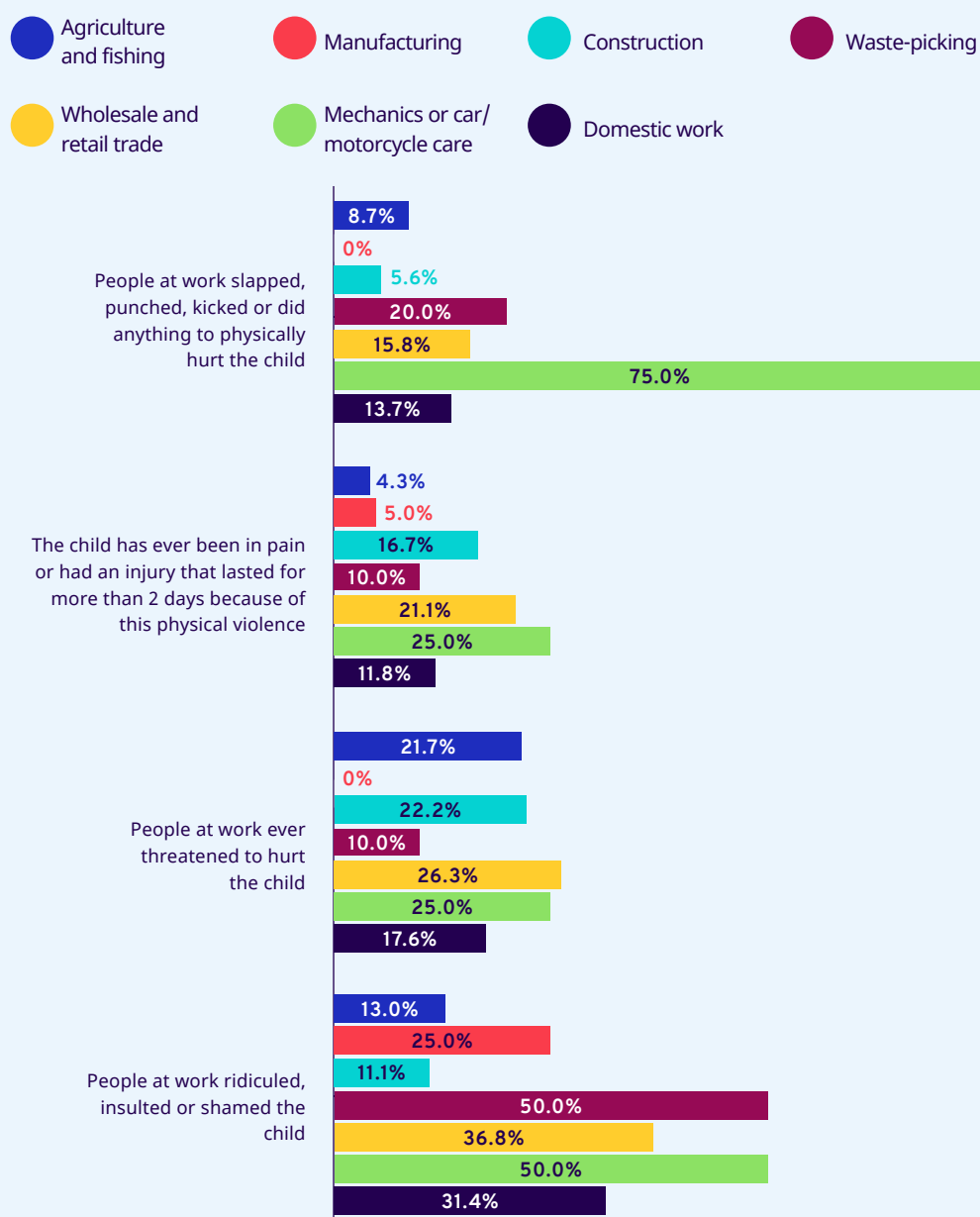
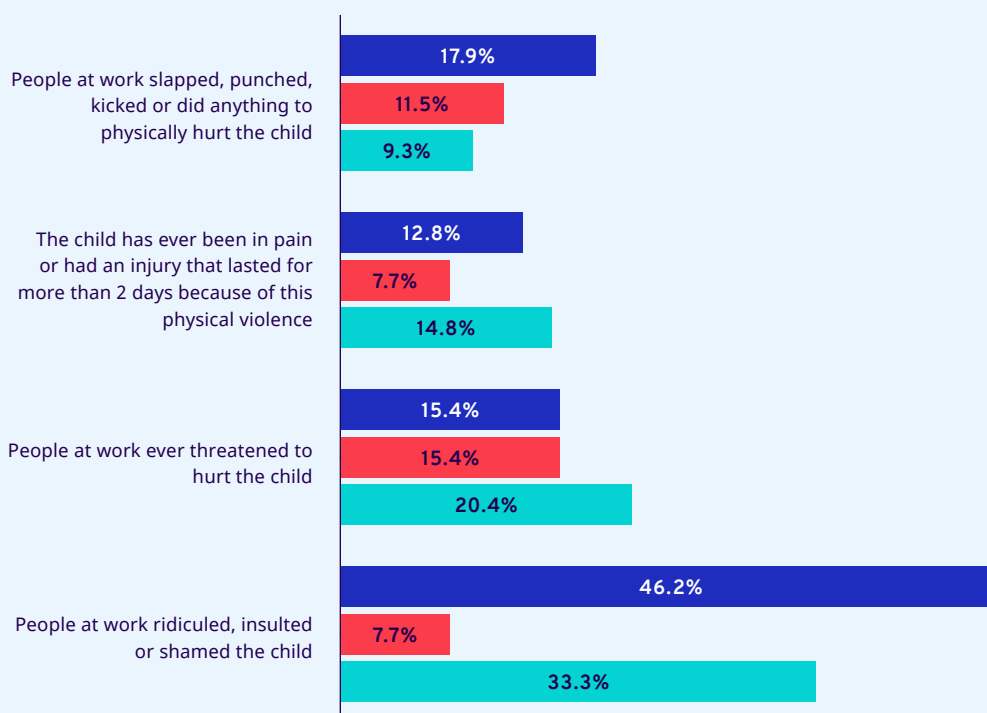


FIGURE 18

Workplace violence against children, by state/region

● Yangon Region
 ● Ayeyarwady Region
 ● Kayin State

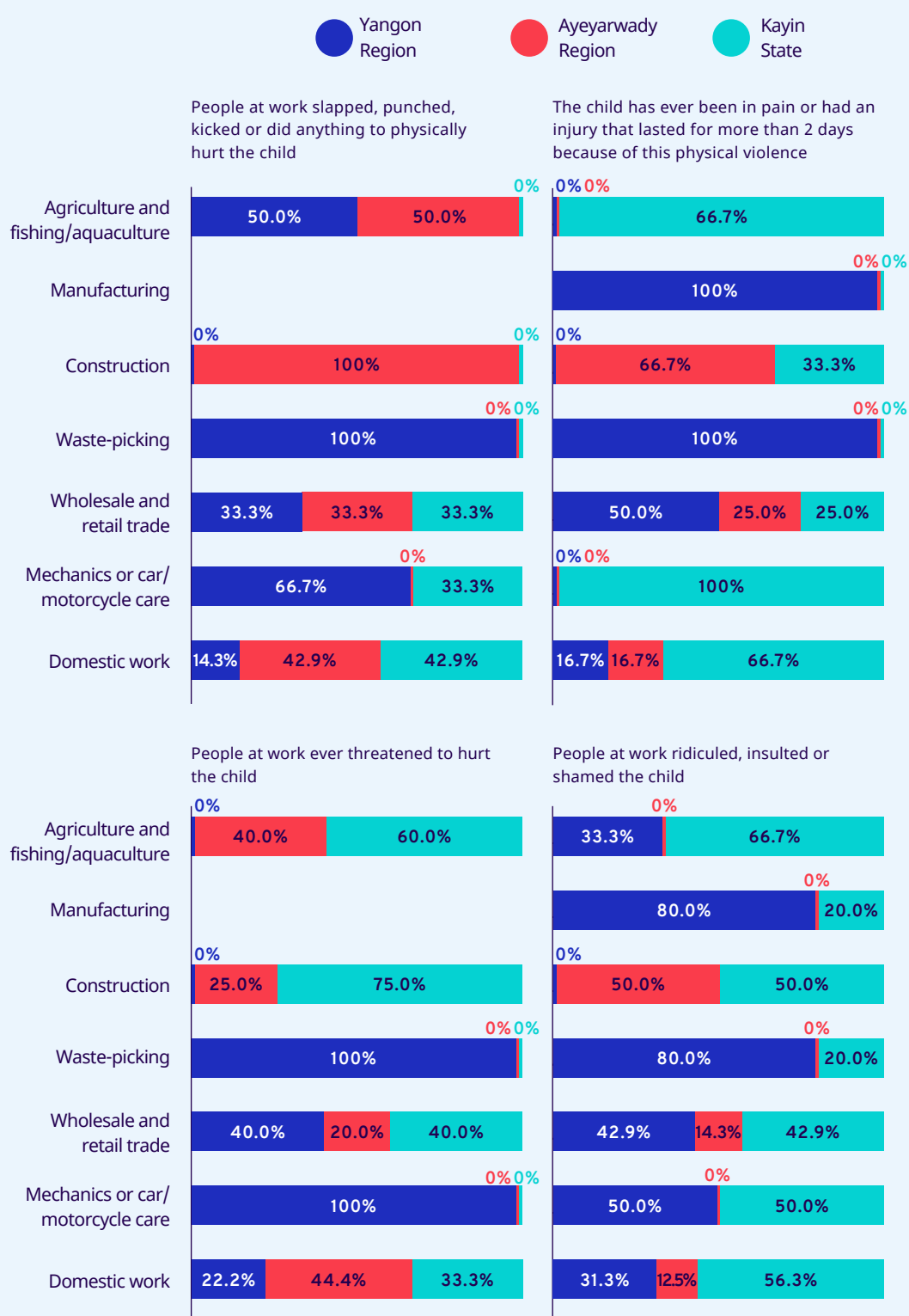


As shown in figure 19, more children involved in scavenging (100 per cent in Yangon), as mechanics (100 per cent in Yangon) and in construction (75 per cent in Kayin) have been threatened with being hurt compared to other types of jobs and areas. In terms of suffering pain that lasted two days or more, this was most reported by children working in agriculture and fishing/aquaculture (100 per cent in Kayin), manufacturing (100 per cent in Yangon), scavenging/waste-picking (100 per cent in Yangon), as mechanics (100 per cent in Kayin), in construction (66.7 per cent in Ayeyarwady) and in domestic work (66.6 per cent in Kayin). A high proportion of children reported being insulted or shamed at work, including 80 per cent of those involved in manufacturing in Yangon, 80 per cent of those engaged in waste-picking in Yangon, and 66.7 per cent of those engaged in agriculture and fishing/aquaculture in Kayin.

Children who reported being abused physically, such as being kicked or otherwise hurt physically, included 100 per cent of children involved in construction in Ayeyarwady, 100 per cent of those engaged in scavenging in Yangon and 66.7 per cent of those working as mechanics in Yangon. These findings seem to suggest that children working in Yangon are more prone to suffering mental and physical abuse compared to children working in Ayeyarwady and Kayin.

FIGURE 19

Workplace violence against children, by sector and state/region



Safety and protective practices at workplace

Myanmar's Child Rights Law of 2019 strictly states that children below the minimum age for admission to work (14 years old) must not be engaged in work, even if they use protective equipment. The parents/guardians of nearly half of the 5–11-year-olds surveyed reported that their children work in safe conditions and are given personal protective equipment in the workplace, for instance, gloves, hats, helmets, masks and eye protection. By contrast, the use of protective equipment was only reported by one-third of 12–13-year-olds and 14–17-year-olds (figure 20). Disaggregating the results by area indicates that nearly half of the children interviewed in Yangon use protective equipment at work, while those in Kayin State are the least likely to use such protective equipment (figure 21).

FIGURE 20

Use of safety and protective equipment in the workplace, by age group

● Children 5–11 years old
 ● Children 12–13 years old
 ● Children 14–17 years old

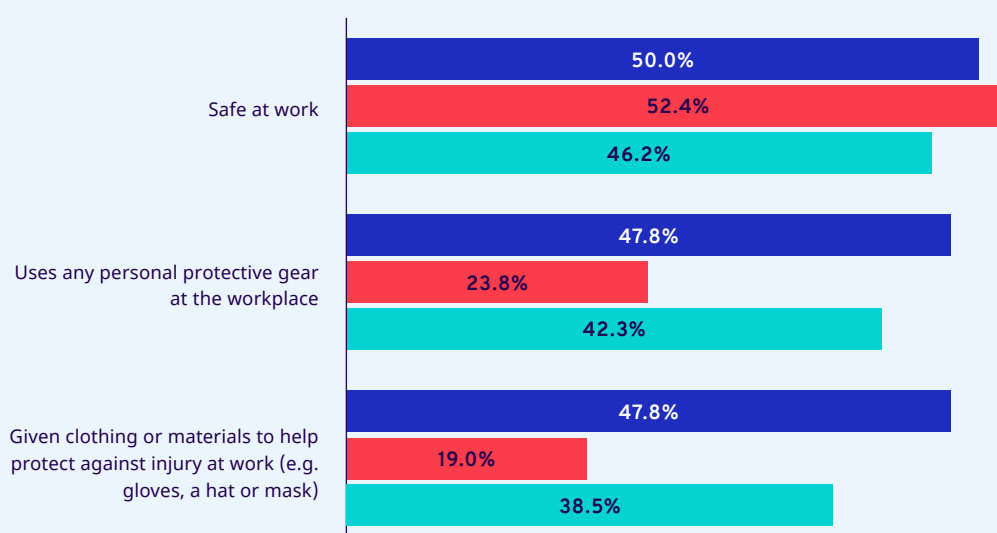
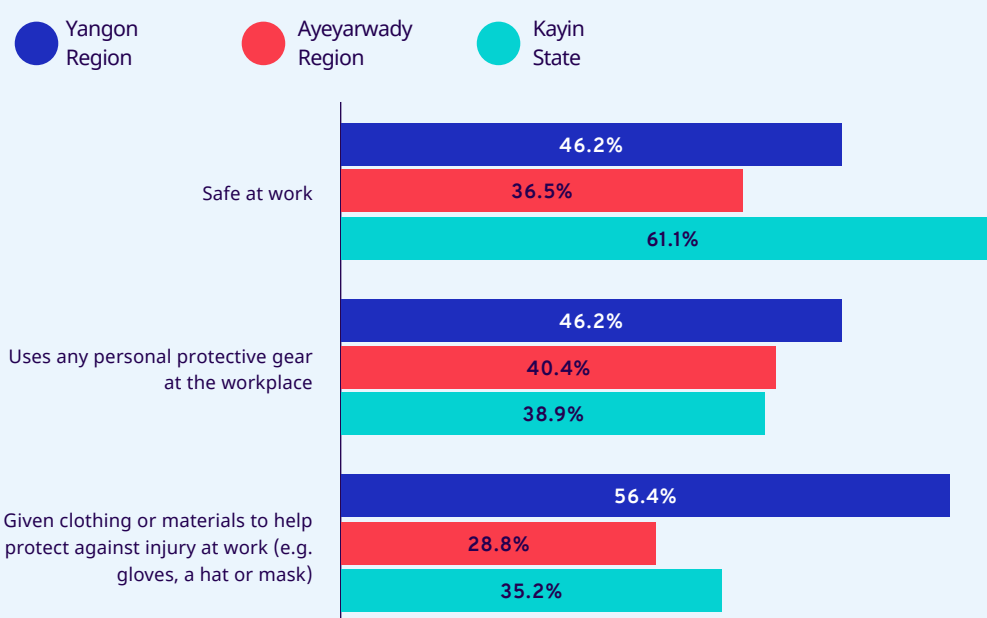


FIGURE 21

Use of safety and protective equipment in the workplace, by state/region



Over half of children involved in manufacturing and wholesale or retail trade indicated that they are safe at work, compared to lower proportions of children engaged in waste-picking (40 per cent) and mechanics or car/motorcycle care (25 per cent). Respondents were also asked about the use of protective gear in the workplace, including masks, gloves, and hats. Those interviewed identified personal protective equipment used to protect them against COVID-19, for example, surgical masks. The majority of children involved in agriculture, forestry and fishing reported that they do not use any protective equipment, with only 17.4 per cent reporting that they have been given and use equipment provided by their employers.

► Table 30. Safety and protection of children at the workplace, by sector

Safety and protection	Agriculture and fishing/aquaculture	Manufacturing	Construction	Waste-picking	Whole sale/retail trade	Mechanics	Domestic work	Total
	N=23	N=20	N=18	N=10	N=19	N=4	N=51	N=145
Safe at work	43.5% (10)	55.0% (11)	50.0% (9)	40.0% (4)	52.6% (10)	25.0% (1)	49.0% (25)	48.3% (70)
Using any personal protective gear at the workplace	17.4% (4)	50.0% (10)	33.3% (6)	50.0% (5)	42.1% (8)	75.0% (3)	47.1% (24)	41.4% (60)

Safety and protection	Agriculture and fishing/aquaculture	Manu-facturing	Cons-truction	Waste-picking	Whole sale/retail trade	Mechanics	Domestic work	Total
	N=23	N=20	N=18	N=10	N=19	N=4	N=51	N=145
Given any clothing or materials to help protect from workplace injuries	17.4% (4)	50.0% (10)	38.9% (7)	50.0% (5)	42.1% (8)	50.0% (2)	39.2% (20)	38.6% (56)

General health of working children

Nearly half of the children interviewed reported they are in 'good' health and there is no significant variation in terms of health status between different age groups. In Kayin State, 44.4 per cent of the children surveyed said their health is 'fair', while 40.7 per cent reported 'good' health. In Yangon, nearly half of the children interviewed classified their health as 'very good', the highest proportion in the three regions. Overall, the assessment survey indicates that children involved in child labour generally appear to be in good health (over 50 per cent).

Disaggregating health data by age reveals that 12–13-year-olds largely reported being in 'good' health and no children in this age group reported suffering from 'poor' health. However, 6.5 per cent of 5–11-year-olds are reportedly in 'poor' health. In Kayin, 5.6 per cent of children are in 'poor' health, as are 3.8 per cent of the children surveyed in Yangon and 2.6 per cent of those in Ayeyarwady. As shown in figure 23, a higher percentage of children involved in manufacturing identified their health as 'very good' (40 per cent), compared to children in other sectors. While some children engaged in wholesale and retail trade reported being in 'poor' health (10.5 per cent), most respondents in this sector (more than 50 per cent) said that their health is either 'good' or 'fair'.

FIGURE 22

General health status of children, by age group and state/region

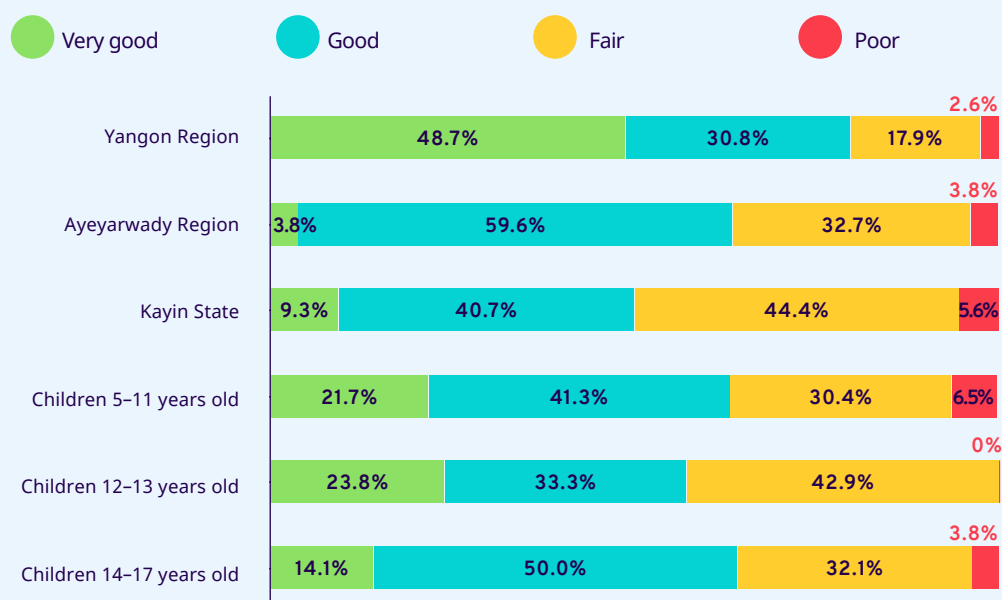
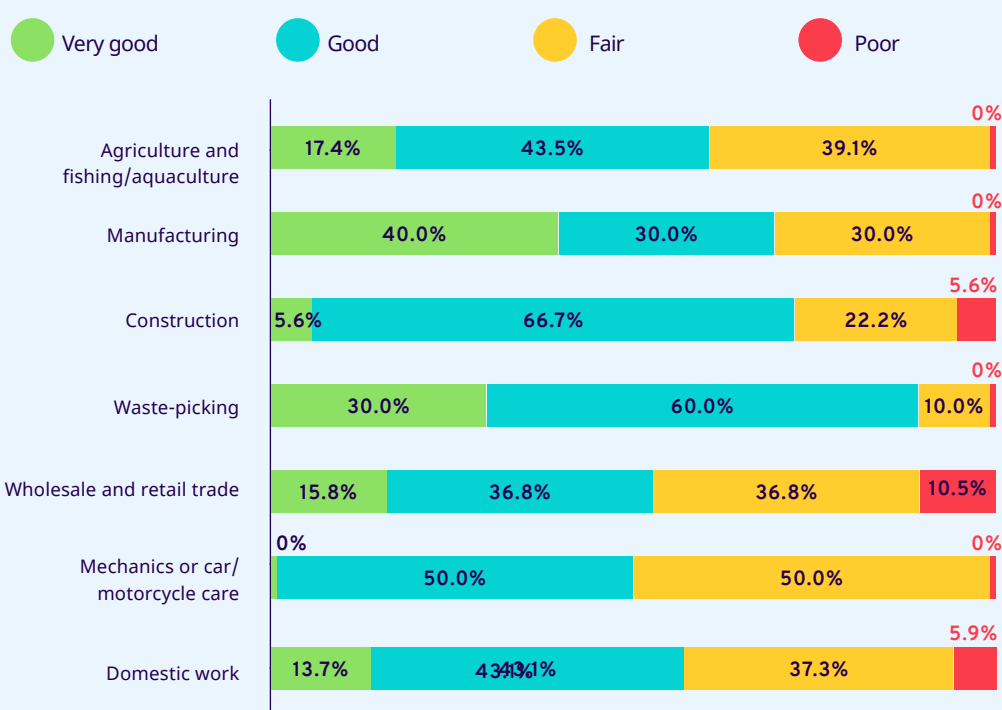


FIGURE 23

General health status of children, by sector



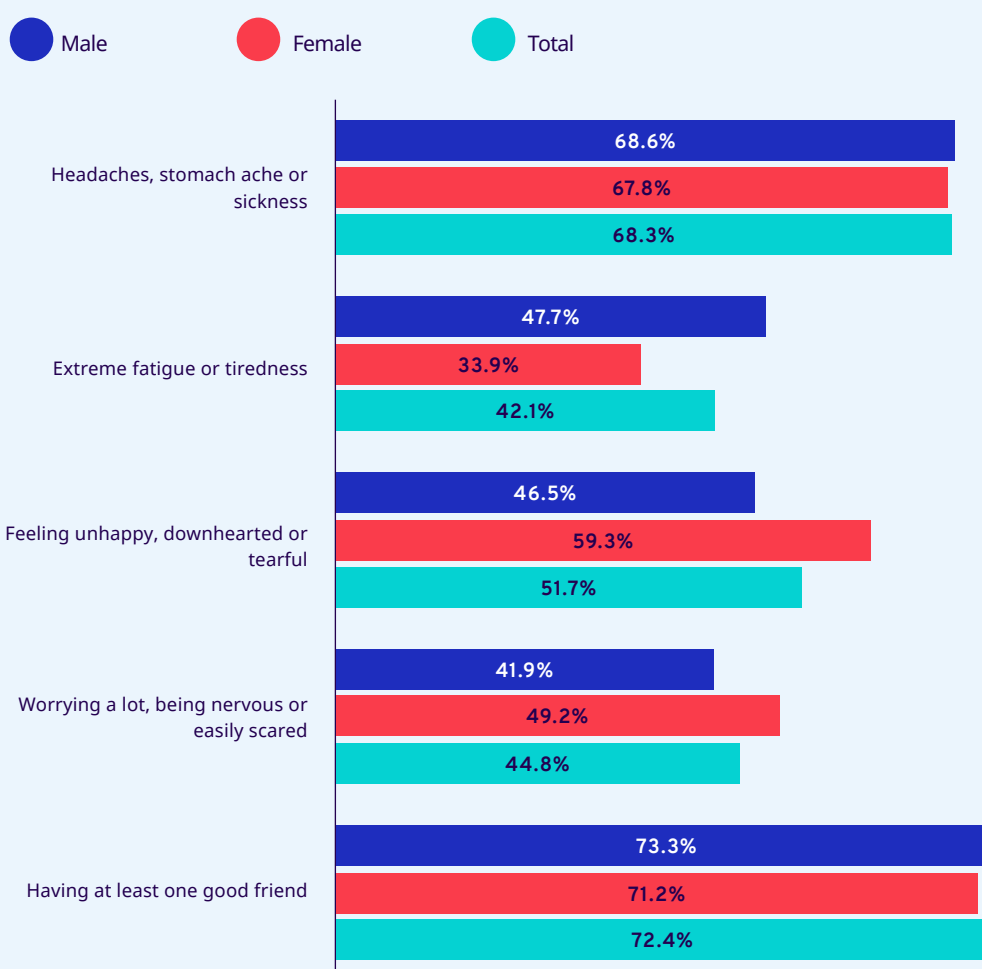
Psychosocial health

This section explores the psychosocial health status of the children and adolescents interviewed, who were asked about mental health symptoms in the preceding six months. Significant psychosocial disorders may involve acute pain and muscle cramps, mood and anxiety disorders, fatigue, tiredness and tearfulness.⁶⁴

There was no difference reported in terms of experiencing headaches, stomach aches or sickness between genders, symptoms reported by 68.6 per cent of boys and 67.8 per cent of girls. Boys reported suffering from tiredness and fatigue more frequently than girls, while girls reported feeling more unhappy, tearful or nervous more frequently. More than 70 per cent of the children interviewed, both boys and girls, reported that they have at least one good friend who they can speak to about their problems.

FIGURE 24

Psychosocial health of children in the past six months, by sex



⁶⁴ Encyclopaedia of Children's Health, "Psychosocial Personality Disorders".

Table 31 outlines findings on the children's psychosocial health status by the sectors in which they are engaged. The majority of the children involved in domestic work suffer from headaches, stomach aches or sickness (72.5 per cent), while 75 per cent of children involved in mechanics or car/motor cycle care suffer from headaches, stomach aches or sickness, or reported being unhappy or nervous. Children engaged in agriculture and fishing/aquaculture reported less tiredness compared to those engaged in other sectors.

► **Table 31. Psychosocial health of children during past six months, by sector**

Psychosocial health	Agriculture and fishing/aquaculture	Manu-facturing	Cons-truction	Waste-picking	Whole sale/retail trade	Mechanics	Domestic work	Total
	N=23	N=20	N=18	N=10	N=19	N=4	N=51	N=145
Having at least one good friend	73.9% (17)	75.0% (15)	55.6% (10)	80.0% (8)	89.5% (17)	100.0% (4)	66.7% (34)	72.4% (105)
Having headaches, stomach aches, or sickness	65.2% (15)	75.0% (15)	72.2% (13)	50.0% (5)	57.9% (11)	75.0% (3)	72.5% (37)	68.3% (99)
Being unhappy, downhearted or tearful	39.1% (9)	55.0% (11)	38.9% (7)	50.0% (5)	52.6% (10)	75.0% (3)	58.8% (30)	51.7% (75)
Worrying a lot, being nervous or easily scared	39.1% (9)	45.0% (9)	27.8% (5)	70.0% (7)	36.8% (7)	75.0% (3)	49.0% (25)	44.8% (65)
Extreme fatigue or tiredness	30.4% (7)	45.0% (9)	72.2% (13)	40.0% (4)	36.8% (7)	50.0% (2)	37.3% (19)	42.1% (61)

As figure 25 reveals, children across all three study areas reported suffering from headaches, stomach aches or sickness more than other psychosocial health symptoms. About 73.1 per cent of children in Ayeyarwady reported headaches, stomach aches or sickness, while 66.7 per cent of children in Yangon reported feeling unhappy, downhearted or tearful, while 53.8 per cent of children in Yangon reported feeling nervous. More than half (51.9 per cent) of the children in Kayin reported experiencing constant fatigue or tiredness.

FIGURE 25

Psychosocial health of children in the past six months, by state/region

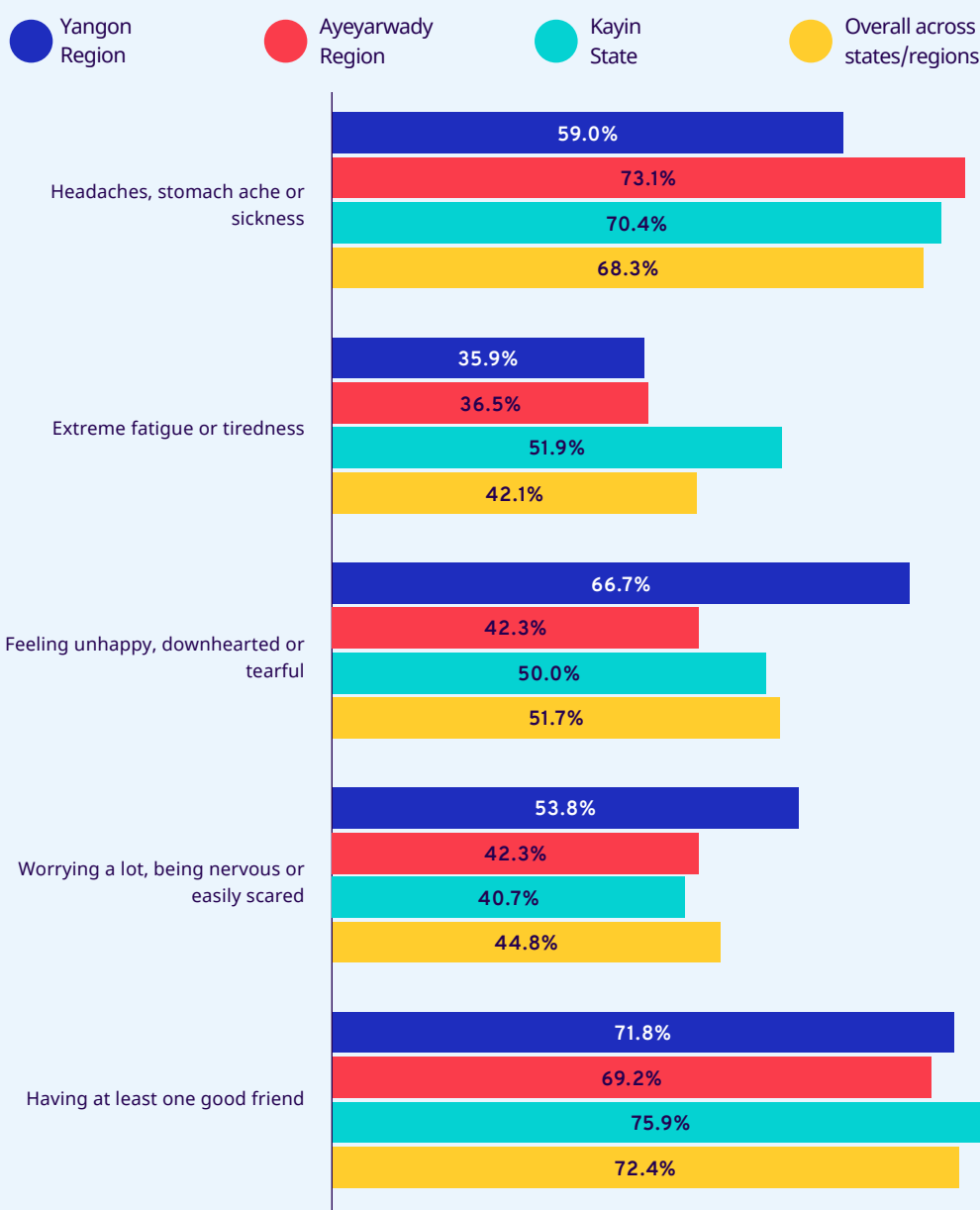
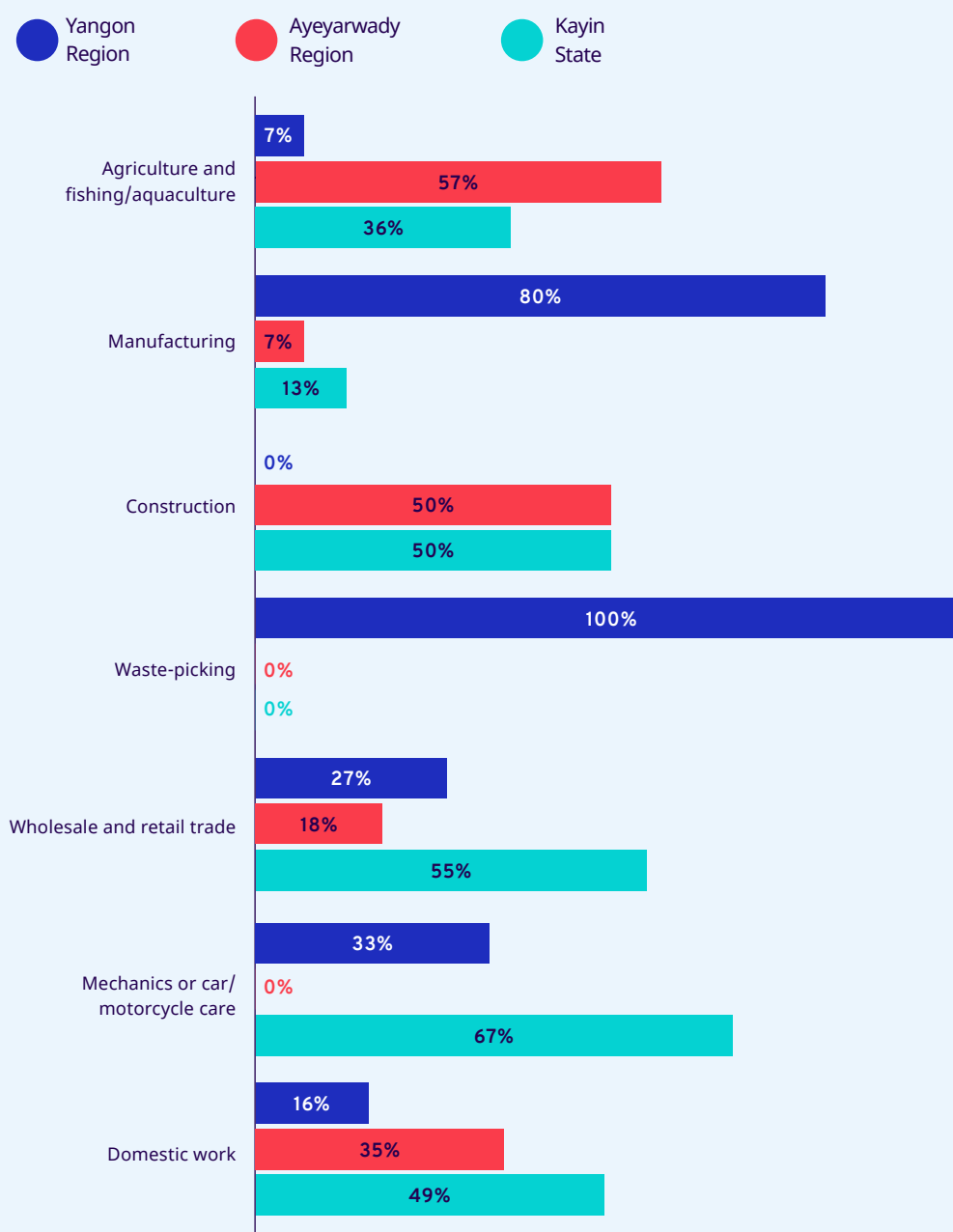


Figure 26 shows that 99 of 145 children interviewed (12–17 years old) expressed feelings of pleasure or being proud of their work. Children in Yangon seem to be especially proud of their work in the manufacturing sector (80 per cent) and in scavenging/waste-picking (100 per cent). Half (50 per cent) of the children engaged in construction in Ayeyarwady and Kayin feel positive about their work, as do 54.5 per cent of the children involved in wholesale and retail trade in Kayin, and 66.7 per cent of children working as mechanics or in car/motorcycle care in Kayin. Children involved in domestic work in Yangon are less enthusiastic, with just 16.2 per cent claiming to take pride in their work.

FIGURE 26

Children's feelings of pride in their work, by sector and state/region



► The effects of COVID-19 and recent political changes on working children

Effects on the schooling of working children

The COVID-19 pandemic forced schools around the world to close temporarily or permanently. Estimates suggest that more than 600 million students (681,709,287) faced full school closures due to the pandemic and were, therefore, unable to attend school.⁶⁵

School closures due to COVID-19, coupled with a poor economic climate, have been shown to cause learning losses, as well as increasing drop-out rates.⁶⁶

There are around 0.9 million high schools in Myanmar (932,199 high schools in 2018), which cater to over 10 million students (10,572,809 students in 2018).⁶⁷ In 2020, high schools across Myanmar were closed to help curb the spread of COVID-19. In 2021, schools started slowly re-opening, but many children did not return to school due to safety concerns linked to political instability in the country. The pandemic and political changes have had a tremendous effect on children's access education, with vulnerable children the most adversely impacted. School closures and instability has driven some children to engage in work, in order to help support their families in an economically turbulent time.

This section focuses on how children have been affected by both the pandemic and political changes. Among the children interviewed, 7.6 per cent of both 12–13-year-olds and 14–17-year-olds, as well as 2.8 per cent of 5–11-year-olds, reported working because their schools had closed due to the COVID-19 pandemic. Similar responses were reported for the coup. As shown in figure 27, younger children reported being affected less by school closures than older children. An employer from Ayeyarwady reported that school closures have driven adolescents in the 12–17-year-old age group to work, rather than to continue studying.



When schools were closed due to the COVID-19 outbreak, some children ended up working instead of continuing their education. They were aged 13, 14 and 15 years old.”

– Employer, Ayeyarwady Region

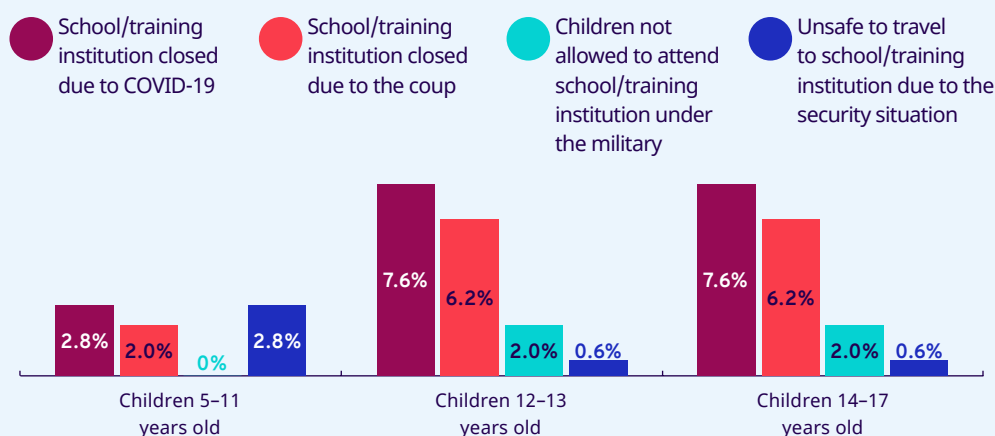
⁶⁵ World Bank, “The World Bank Education COVID-19 School Closures Map”.

⁶⁶ World Economic Forum, “COVID-19: How has the pandemic affected education?”.

⁶⁷ World Bank, “The World Bank Education COVID-19 School Closures Map”.

FIGURE 27

Reported impact on schooling of COVID-19 and political crisis, by age group



Changes in working conditions and income during the past two years

As shown in table 33, of the 69 children who are employed by businesses, 64 per cent reported that their working conditions and income have not improved over the past two years. As well as income, job security was also impacted by COVID-19, as described by an employer in Ayeyarwady. According to an employer interviewed in Yangon, as business activities slowed and workers were laid off, the demand for low-skilled labour, such as children involved in child labour, drastically decreased. According to this assessment's findings, 57.9 per cent of the children interviewed have seen their earnings reduced or been suspended from work due to the pandemic and security issues. The highest percentage of children whose earnings have decreased were reported in Kayin (64.8 per cent).

► **Table 32. Earning status of children due to the COVID-19 pandemic and security issues, by state/region**

Reduced income or suspension from work due to the pandemic and security issues	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Yes	46.2% (18)	59.6% (31)	64.8% (35)	57.9% (84)
No	53.8% (21)	40.4% (21)	35.2% (19)	42.1% (61)

During the pandemic, businesses and industries in Myanmar also closed temporarily, as noted in key informant interviews with employers in Kayin State. When workplaces were closed, children engaged therein did not receive daily wages. According to an employer in Yangon, where businesses remained open, recruitment practices and work schedules changed, with fewer workers hired and work assigned in shifts (morning and afternoon shifts). In addition to COVID-19, employers faced challenges due to the political turmoil following the coup, as noted by an employer in the farming sector in Ayeyarwady.



The teashop had to close because of the disease [COVID-19]. We had to reduce the number of workers. We had to reduce the number of workers who were under 18.”

– Employer (teashop), Yangon Region

Respondents were also asked about improvements in their working conditions or earnings over the previous two years (table 33). Overall, 64 per cent of the children interviewed reported that their working conditions and earnings have not improved. However, this proportion is considerably higher in Ayeyarwady (83 per cent). Improvements were only reported in Yangon, where 55 per cent of the children interviewed reporting improved working conditions or earnings.

► **Table 33. Improvements in working conditions or earnings over the past two years, by state/region**

Improvements in working conditions or earnings over the past two years	Overall	Yangon	Ayeyarwady	Kayin
No	64% (44)	40% (8)	83% (19)	65% (17)
Yes	33% (23)	55% (11)	13% (3)	35% (9)
Don't know	3% (2)	5% (1)	4% (1)	0% (0)
Total	100% (n = 69)	100% (n = 20)	100% (n = 23)	100% (n = 26)

In Yangon, children engaged in some forms of work, such as waste-picking, carried out their usual tasks during the coup. However, most workplaces closed during the height of the COVID-19 pandemic. In Ayeyarwady, workers were assigned shifts in order to enable social distancing and comply with other COVID-related restrictions. For example, farm workers were divided into groups to reduce the risk of infection. In some areas, business owners used workers from their own villages to reduce safety concerns. During the coup, however, the working situation returned to normal, according to employer in the farming sector in Ayeyarwady.



We reduced the workers. Normally, we used to work with 10 workers. However, in the pandemic, we could use only two workers.”

– Employer (farmer), Ayeyarwady Region



When the coup began, Yangon and other cities became insecure. At the time, workers were going back to their native villages due to safety concerns.”

– TVET provider, Yangon Region

Unemployment and employment of working children

Children involved in child labour also experienced changes to their working patterns during the pandemic, including decreased hours of work and a reduction in the overall number of workers. In Yangon, waste-picking wholesalers were closed due to health-related restrictions. Nevertheless, as noted above, children involved in waste-picking continued to work.

Many children stayed home due to the pandemic-related restrictions and fear of infection. They were also not able to find jobs easily in Yangon during the pandemic.⁶⁸ Very young workers in Yangon and workers over 30 years of age were dismissed due to the pandemic, ostensibly because only workers 'able to work productively' were hired.⁶⁹ CSO representatives reported that younger workers were dismissed when the pandemic began. In some areas, older workers were laid off, prompting these older workers to take up jobs performed by children and, therefore, leaving these children unemployed.⁷⁰

The effects of health restrictions and the 'Stay At Home' order on employers also caused them to lay off workers. In Yangon, tea shops closed due to the pandemic, with a particular impact on workers under 18 years old. Some rice mills stopped operating, causing mill workers to lose their jobs.⁷¹ Since rice mills and farms only recruited informal, daily wage workers without contracts, they were easily able to fire workers without providing them with any compensation.

Similar findings were evident in Kayin. During the COVID-19 lockdown, tea shops closed, leaving their workers (who were daily wage workers) unemployed and without the same rights as permanent employees.⁷² Children selling snacks also could not work. Teashops largely switched to home deliveries, thereby engaging adult delivery workers rather than children. However, unlike in Yangon and Ayeyarwady, children engaged in waste-picking in Kayin State were not able to work due to COVID-related restrictions, as well as the fact that wards and villages did not allow entry to strangers.⁷³

Some employers in rural areas believed that COVID-19 infections were less prevalent in rural settings or villages compared to urban areas. Therefore, they continued working as they did before the pandemic.⁷⁴



Children came and sold their waste as normal. Our waste wholesale business was also open during the politically unstable situation, whatever the situation. However, we closed the store during the COVID-19 pandemic due to health restrictions.”

– Employer (wholesale scavenging),
Yangon Region



I have been recruiting 13 workers since before the coup and I am also working now with them. We did not stop working during COVID-19, but I had to provide the workers with masks or hand gel.”

–Employer (electrical services),
Kayin State

⁶⁸ According to a key informant interview with an employer in Yangon Region.

⁶⁹ According to a key informant interview with the representative of a labour union in Yangon Region.

⁷⁰ According to a key informant interview with a CSO representative in Yangon Region.

⁷¹ According to a key informant interview with an employer (rice mill) in Ayeyarwady Region.

⁷² According to a key informant interview with a community leader in Kayin State.

⁷³ According to a key informant interview with a CSO representative in Ayeyarwady Region.

⁷⁴ According to a key informant interview with an employer (farmer) in Ayeyarwady Region.

In Kayin, employers recruited children under 18 years old during the COVID-19 pandemic, largely due to financial difficulties. Since children were paid less than adults, employers preferred to recruit them⁷⁵ and pay them lower wages. In some instances, children were dismissed from minor roles or working junior positions, such as porters.⁷⁶ In some parts of Kayin, working children risked contracting COVID-19 and their physical safety was at risk during coup-related violence as they had no choice but to work due to financial difficulties.⁷⁷ In these cases, some employers provided workers with COVID-related protective gear.

During the height of political instability in Yangon, many children did not dare to work in the city. Tea shop owners reported experiencing difficulties in finding workers and, therefore, they resorted to recruiting children through the connections of their existing workers. Some farmers and key informants in Ayeyarwady revealed that the political crisis did not affect their work. They reported working normally, with some even suggesting that the situation after the coup was better than during the COVID-19 pandemic. However, a CSO representative in the region reported that although farmers and key informants themselves may not have been affected, children involved in child labour were struggling.

During the early days of the coup, when workers did not go to work due to revolutionary activities, employers stopped their business.⁷⁸ Wages and job security were impacted after the coup.⁷⁹ Young workers were affected by political instability and were in danger, potentially risking their lives if they worked outside of their villages. For example, three young workers were killed in crossfire when they ventured beyond their village.⁸⁰ During the political crisis, some young men were dismissed because they were involved in revolutionary activities⁸¹ and/or were not hired because employers were afraid to take security risks, as they believed that young men were especially likely to engage in revolutionary activities.⁸²

Working days of child workers

Most employers continued normal operations after the coup. However, working days were reduced due to security concerns, especially in conflict areas in Kayin State. Due to instability or conflict, children decided not to go to work and/or employers instructed them not to come to work. Some business owners revealed that their operations were badly affected because children were afraid to come to work due to the political situation.⁸³



Children were afraid of working in Yangon due to the political situation, so I found workers through the connections of tea shop workers.”

– Employer (teashop), Yangon Region



There were no changes in the political situation. We have been working as usual. The only change was inflation.”

– Employer (farmer), Ayeyarwady Region

⁷⁵ According to a key informant interview with an employer (brick-baking) in Kayin State.

⁷⁶ According to a key informant interview with a CSO representative in Kayin State.

⁷⁷ According to a key informant interview with an employer (electrical service) in Kayin State.

⁷⁸ According to a key informant interview with an employer (fishing) in Ayeyarwady Region.

⁷⁹ According to a key informant interview with a CSO representative in Ayeyarwady Region.

⁸⁰ According to a key informant interview with a CSO representative in Kayin State.

⁸¹ According to a key informant interview with a CSO representative in Kayin State.

⁸² According to a key informant interview with a CSO representative in Kayin State.

⁸³ According to a key informant interview with an employer (farmer) in Kayin State.



Due to the political situation, we did not reduce the [number of] workers, but the working days were reduced. If there was an abnormal situation [conflicts] in the environment, we told the workers the situation and they did not come.”

– Employer (vegetable gardening and sale), Kayin State

Violating the rights of workers and working children



Workers were laid off and there were almost no jobs after the coup. There were no employers or any other groups which were responsible for the safety of jobs or labour rights.”

– TVET provider, Yangon Region

Due to the political situation, the number of daily wage workers increased. Some workers switched to informal work in sectors such as construction to earn daily wages. These jobs do not involve contracts or guarantees related to working hours or compensation. Therefore, workers’ rights were particularly violated during the coup period.⁸⁴



Since the COVID-19 outbreak affected job security, families faced financial instabilities, increasing the risk of child labour. Workers were also dismissed and factories were closed.”

– CSO representative, Yangon Region



Boys [over 14 years old] were mainly affected due to the political situation. They were arrested and their safety, as well as their job opportunities, were impacted.”

– TVET provider, Yangon Region

► Community knowledge, attitudes and practices (KAP) towards working children

Knowledge

Knowledge about working children

Table 34 presents the responses of employers, parents/guardians and children aged 12–17 years old in each region about their knowledge of child labour.

⁸⁴ According to a key informant interview with the representative of a labour union in Yangon Region.

Half (50 per cent) of employers in Kayin reported that they are aware of national laws and regulations on child labour. Only one-third of employers in Yangon (33 per cent) and just over one-third in Ayeyarwady (38 per cent) reported they are aware of such laws. In Ayeyarwady, 63 per cent of employers have heard of either the International Labour Organization (ILO) or the Minimum Age Convention, 1973 (No. 138). However, none of the employers interviewed in Yangon are aware of the ILO or Convention No. 138. Employers from all three study areas claimed that they are unaware of any workers' associations or unions.

As discussed above, according to the Child Rights Law and existing labour laws, the legal age for entry into employment in Myanmar is 14 years old. None of the parents/guardians or 12–17-year-olds interviewed are aware of the country's legal minimum age for work. Respondents from Yangon thought that the minimum age is 16, while respondents from Ayeyarwady and Kayin guessed that it is 15 years old.

Most employers are not aware of existing laws related to child labour as they are based in rural locations. The majority prefer to hire workers under 18 years old due to community needs and the higher costs of employing adult workers. Some employers are aware of the minimum working age but claimed that they have no choice but to engage children in child labour.



I think they don't know [...] that they are not supposed to ask children to work. But here, people are doing it. They don't know any laws or legislation at all."

–Employer, Ayeyarwady Region



We are aware that forcing underage children to work is against the law. However, we are basic. So, we can't follow this. For big companies, they can follow laws. There is no such thing here as we go with the daily wage system."

–Employer (electrical services), Kayin State

► **Table 34. Employers', parents/guardians, and children's (12–17 years old) knowledge of child labour laws and regulations, by state/region**

		Overall	Yangon	Ayeyarwady	Kayin
Employers	Knowledge of any national laws or regulations on child labour				
	No	59% (10)	67% (2)	63% (5)	50% (3)
	Yes	41% (7)	33% (1)	38% (3)	50% (3)
	Awareness of the International Labour Organization or the Minimum Age Convention				
	No	59% (10)	100% (3)	38% (3)	67% (4)
	Yes	41% (7)	0% (0)	63% (5)	33% (2)
	Awareness of workers' associations or unions in employers' workplaces				
	No	100% (17)	100% (3)	100% (8)	100% (6)
Parents/ guardians and 12–17-year-old children	Minimum age for children to work in Myanmar	N=145 15.8 (2.8)	N=39 16.2 (2.9)	N=52 15.4 (3.0)	N=54 15.7 (2.5)
	Total	100% (n = 36)	100% (n = 11)	100% (n = 13)	100% (n = 12)

Rural communities and employers appear to lack awareness of regulations on the minimum age for work or children's rights. This lack of awareness limits children's access to education and leads to their involvement in child labour.⁸⁵ When they work, children are often treated the same way as adult workers. For example, in some working environments, such as fishery ponds, children work both day and night. By contrast, financially secure families tend to have greater awareness of the importance of sending their children to school and of regulations on the minimum age for work, according to a CSO representative interviewed in Ayeyarwady.



Mostly, in villages, people are quite ignorant about this. The majority think their children are working and so my children should also be working. Since few people are financially secure, people say this [children should be working] because they just have no knowledge about this. So, I think these children should get these opportunities well.”

– CSO representative, Ayeyarwady Region



The primary issue is the financial needs of the family, which can stem from circumstances where children lack one or both parents, or where parents are unemployed and rely on their children's earnings.”

– CSO representative, Yangon Region



Most of these [working children's] families have multiple members and face financial difficulties due to a lack of employment and poor agriculture conditions. As a result, children are forced to work despite being underage. Nonetheless, these children should be granted their age-appropriate rights.”

– CBO representative, Kayin State



Working time should be limited. [...] If young workers have to work the same as other adult workers, it is really unfair for them. These children are working because of the conditions in their lives. In farming, they have to take larger responsibilities than they should, in order to be the same as adults. So, they should take the responsibilities that they can afford. I think they should get such rights [to prevent them] having to take on more responsibilities than they should and working overtime at nights.”

– CBO representative, Ayeyarwady Region

⁸⁵ According to a key informant interview with a CSO representative in Ayeyarwady Region.

Awareness of agencies that provide assistance to working children

The children surveyed were asked whether they know where they could seek help if they are hurt, felt unsafe or are forced to perform very hard work. More than half of the respondents (55.8 per cent) stated that they do not know where they could go for assistance if someone hurt them, while a similar proportion (59.4 per cent) said that they do not have someone to go to if they felt unsafe (figure 28). Most children (64.2 per cent) are unaware of where to turn for help if they are forced to do very hard work that might hurt them or prevent them from going to school. Only 15 to 22 per cent of the respondents knew where to go to obtain assistance.

Among the respondents, 14–17-year-olds have more awareness of where to go for help if someone hurts them (23 per cent), they feel unsafe (20.6 per cent) or are forcibly exposed to workplace hazards (15.4 per cent) (figure 29). Overall, guardians/parents have more knowledge of where to seek help compared to 12–13-year-old respondents.

FIGURE 28

Children's knowledge of agencies that can help them

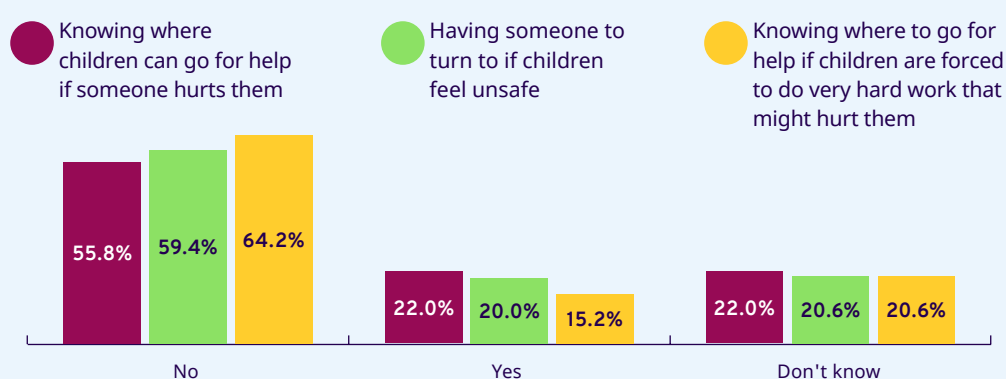
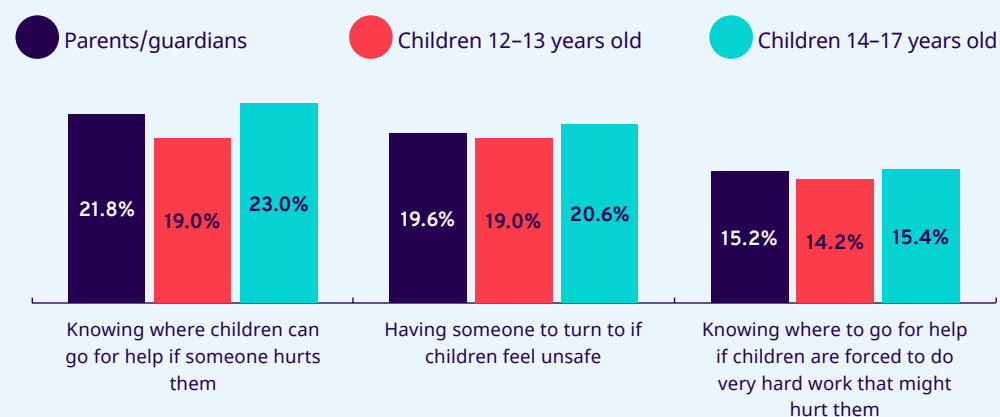


FIGURE 29

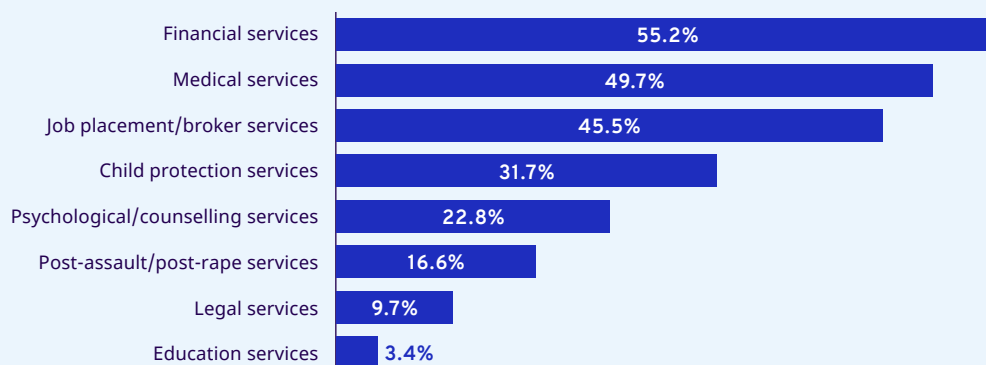
Parents/guardians' and children's (12–17 years old) knowledge of agencies that can help working children



When asked which services children engaged in work need most, more than half of the respondents identified financial services, followed by medical services (49.7 per cent). Legal services (9.7 per cent) and education services (3.4 per cent) are the services in least demand, as shown in figure 30.

FIGURE 30

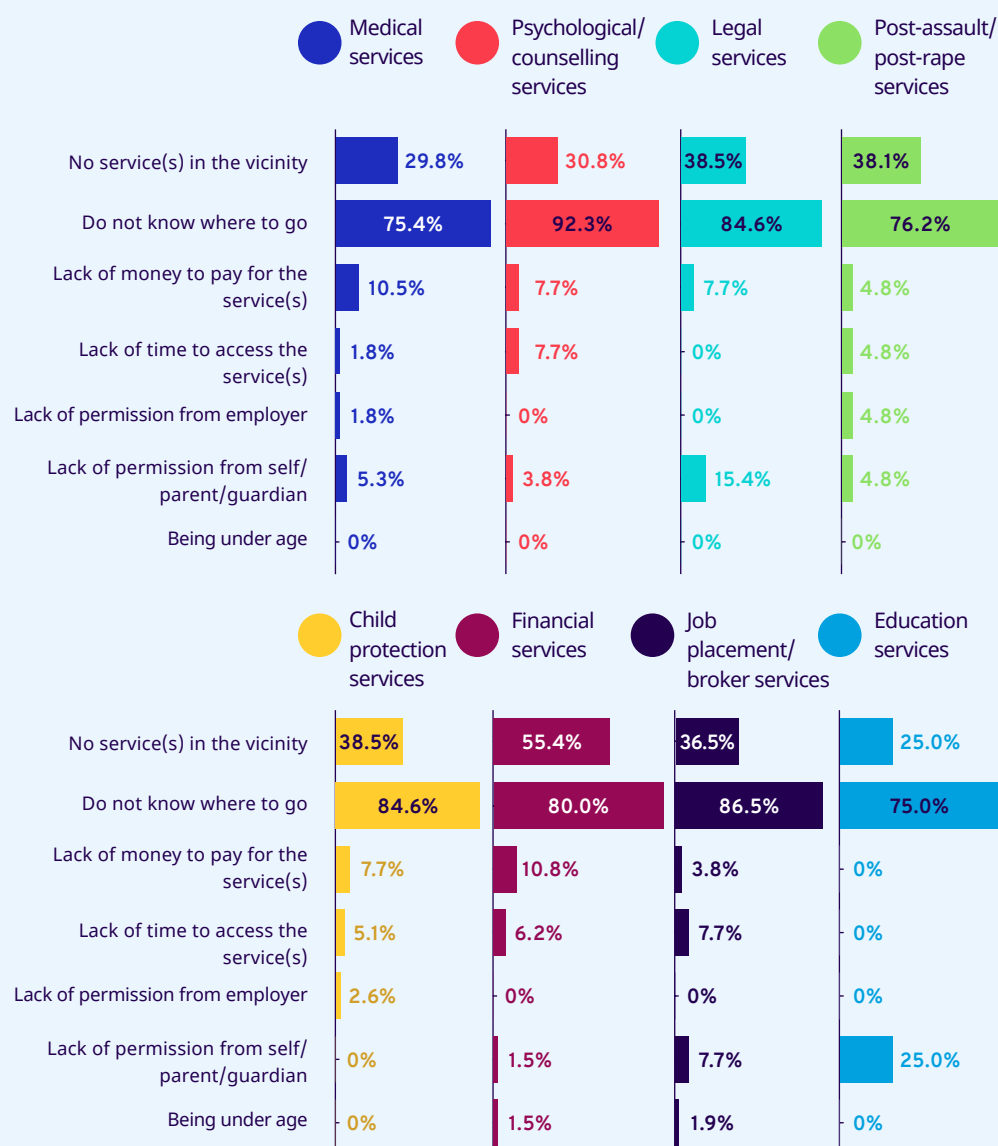
Services needed by working children



Despite the need for medical, psychological/counselling, legal, post-assault or rape services, respondents cited several reasons for not seeking out these services. More than 70 per cent of the children interviewed are not aware of the locations of medical service centres, psychological counselling services, legal services and post-assault or rape services. Often, these services do not exist near children's homes. Similarly, nearly 80 per cent of the children surveyed do not know where to access child protection services, financial services, job placement services or education services, very few of which exist in the vicinity (figure 31).

FIGURE 31

Reasons that children do not use available services



Community attitudes towards working children

According to the respondents, communities are generally not concerned about child labour. Communities often advise the parents of 12–17-year-olds who were experiencing financial difficulties to send their children to work. Employers often employ whole families, including children between 5 and 11 years old.



Child work is usual in our area. It doesn't get any special attention. The community has no problem with it."

– CSO representative, Ayeyarwady Region



The community isn't concerned with it. Most of the villagers don't think it's an issue."

– Community leader, Ayeyarwady Region



Honestly speaking, they should be taught how to work and asked to work. I think they should not be seen as regular workers. At present, they are asked to work as regular workers a lot."

– CSO representative, Ayeyarwady Region

Attitudes

This section outlines the assessment's findings on attitudes towards child labour, child rights and education held by different community members, including employers, CSOs, CBOs, workers' organizations, TVET providers, community leaders and parents/guardians.

Figure 32 illustrates community attitudes to children working and accessing education. Overall, although fewer than half of the community members surveyed trust the quality of primary schooling (47.2 per cent), the majority respect educated persons (94.4 per cent) and tend to perceive secondary education as particularly relevant. All of the respondents disagree that it would be better for children to start working rather than progressing to secondary school (100 per cent). The majority of the respondents agree with the statement that going to school ensures a child will secure a job (63.9 per cent).

Moreover, most respondents (97.2 per cent) do not agree with the statement that children should help at home rather than going to school, and 88.9 per cent do not believe that it is acceptable for children to miss school if their family needs help at home. Most respondents strongly disagree that school is not useful for the sort of work people perform in their township. Some 77.7 per cent of respondents strongly disagree with the statement that boys benefit more from education than girls, while 44.4 per cent strongly agree that it is difficult for children to balance school and work with their household chores.

FIGURE 32

Community attitudes towards children's work and education

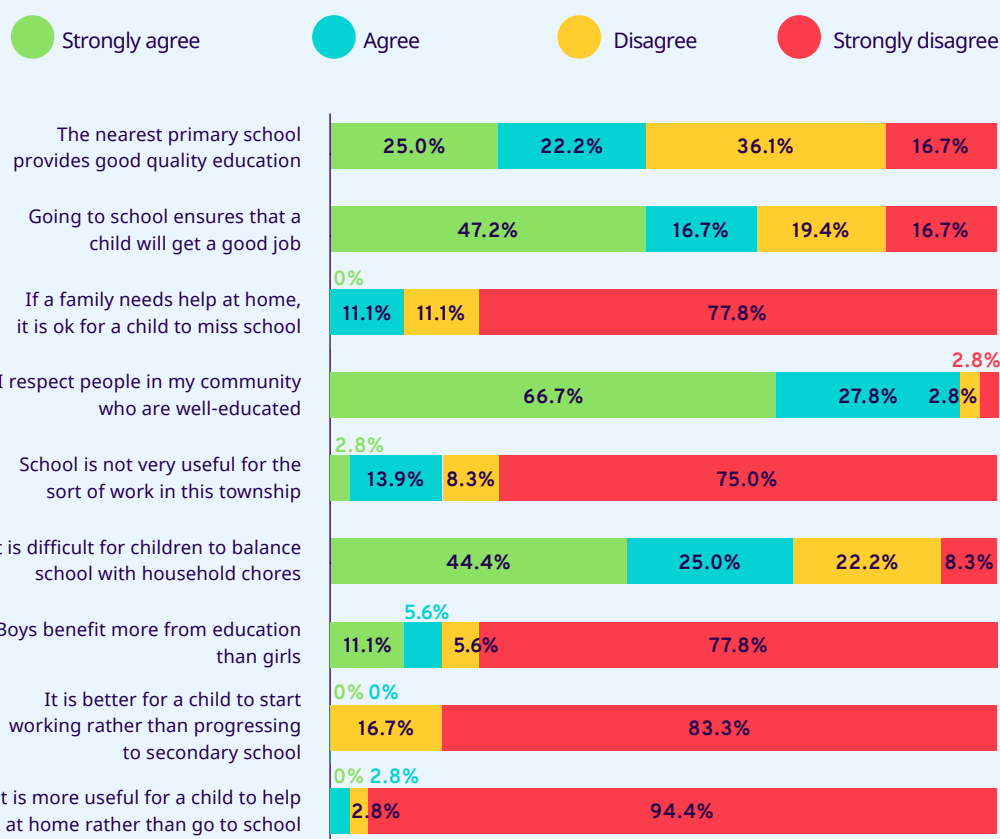


Figure 33 illustrates parents/guardians' mixed attitudes towards children's work and education. Their responses indicate that 54.4 per cent see the value in conventional training although they may not think that school is useful. Some 60.8 per cent believe that it would be better for a child to start working instead of progressing to secondary school. The majority of the parents/guardians surveyed (80.4 per cent) feel that other household members have to do more work when children are at school, while 67.4 per cent indicated that it would be difficult for children to balance school work with household chores. Indicating gendered attitudes, 78.3 per cent of parents/guardians believe that boys benefit more from education than girls.

Nevertheless, some 76.1 per cent feel that school is useful for the types of work performed in their township and 95.7 per cent agree that going to school ensures that a child will secure a job. The majority agree that the nearest primary school provides good quality education (91.3 per cent) and respect people in the community with a good education (93.5 per cent). The majority do not agree with the statement that if a family needs help at home, it is acceptable for a child to miss school (80.4 per cent).

FIGURE 33

Parents/guardians' attitudes towards children's work and education

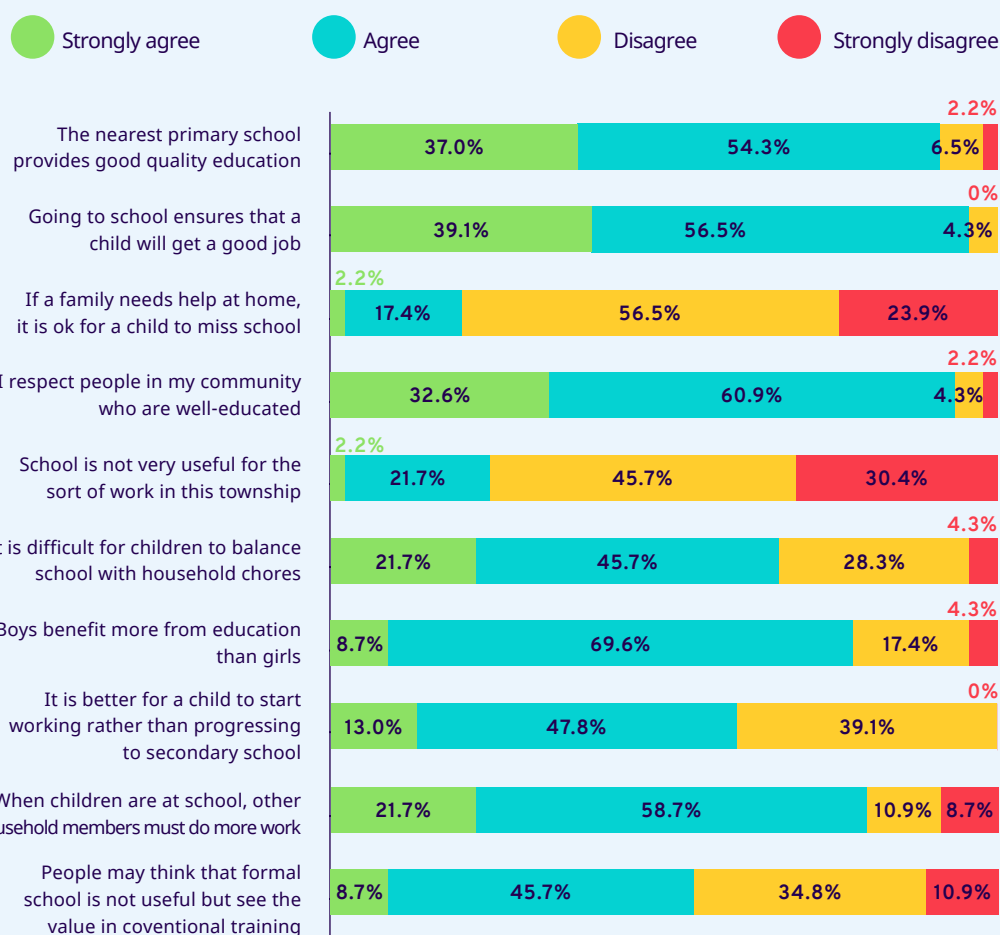


Figure 34 illustrates community attitudes towards children working and child rights. Most respondents (77.8 per cent) feel that working children should have the same rights as adult workers, and strongly agree that work can be dangerous for children (92 per cent). More than half of the respondents do not expect their children to support them financially when they grow up, while 69.4 per cent believe that children have a responsibility to help their families. Moreover, 41.7 per cent strongly disagree with the statement that children gain important skills by working at home or outside the home.

Figure 35 showcases the attitudes of parents/guardians towards children working and child rights. The majority (80.4 per cent) do not agree with the statement that working is good for children under 13 years old to help their family earn an income. Most respondents (80.5 per cent) indicated that working children should have the same rights as adult workers, while a higher proportion agree that they have no right to force their children to work (91.3 per cent). Over half expect their children to support them financially when they grow up, while 82.7 per cent believe that children have a responsibility to assist their families. Over half of the parents/guardians surveyed (71.8 per cent) strongly agree with the statement that working at home or outside equips children with important skills.

FIGURE 34

Community attitudes toward children's work and rights

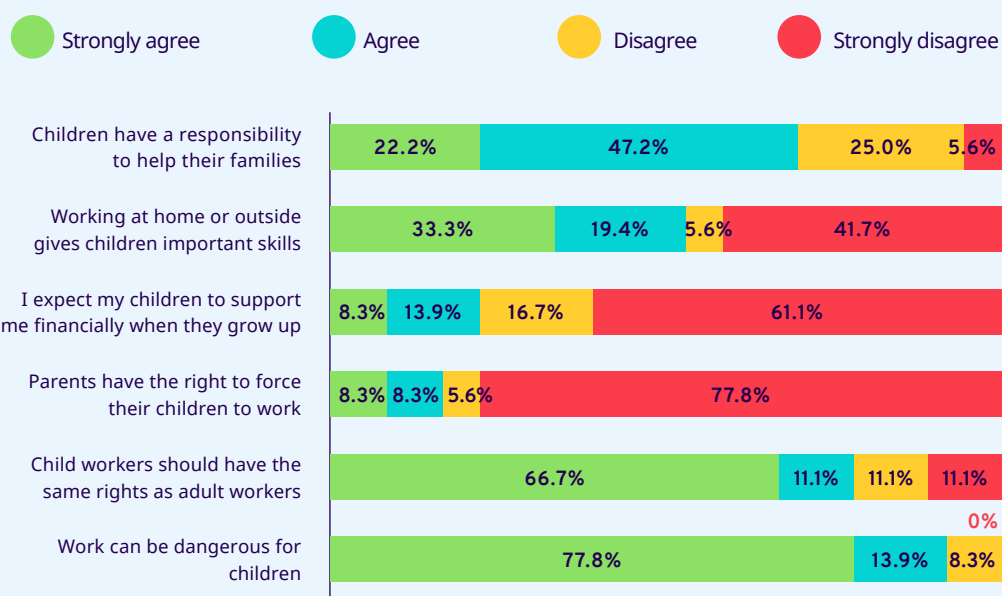
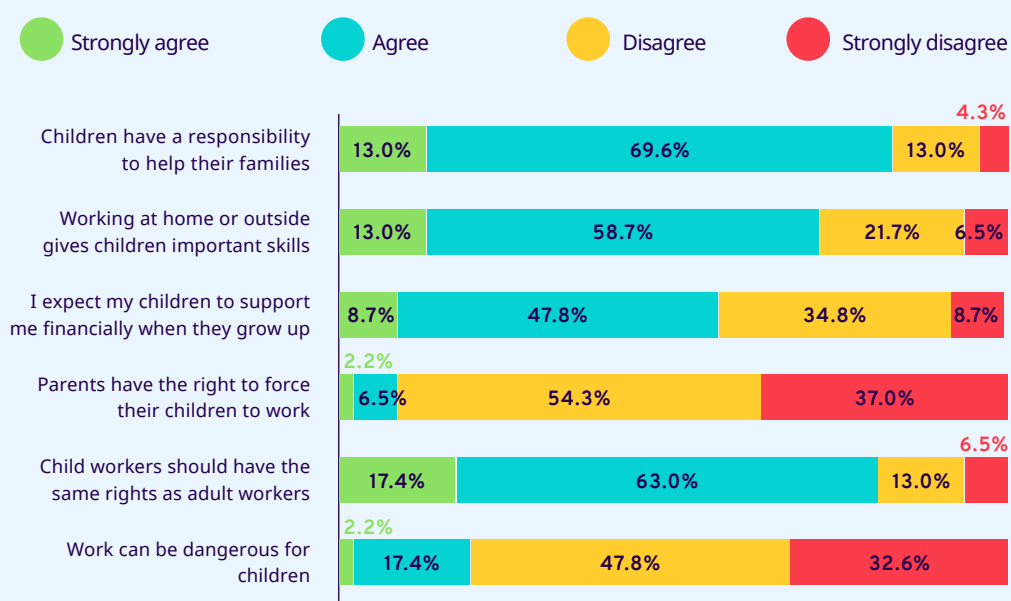


FIGURE 35

Parent/guardians' attitudes towards children's work and rights



Practices

Family decisions and practices of families/employers

While parents and guardians often decide that their children should work, a number of the children surveyed made this decision themselves due to poverty. This may have been influenced by cultural norms that expect children in Myanmar to contribute to the family income as adults. Some 12–17-year-olds surveyed were allowed to migrate to other areas in the country for to work.⁸⁶

Some employers intentionally employ boys and girls, as they can be easily controlled, paid low wages and because they do not tend to complain. Others employ children who accompany their parents to work for safety reasons and due to other difficulties.⁸⁷ In Yangon, a number of parents reported taking their children to work to protect them from the risks of rape and other crimes occurring in their communities. Some children lost interest in education and decided to start working when access to schooling was limited by the COVID-19 pandemic and political instability.⁸⁸ However in general, the main root causes of child labour identified by the respondents are poverty and financial difficulties.



Some families, when they are struggling to live, ask employers to offer jobs to their children. They ask for their children to be found a suitable workplace. [...] There are many different types of family. The main reason children have to work is to make a living for their family.”

– Employer, Ayeyarwady Region



Parents do not want their children to work as much as possible. They want their children to go to school. However, when they struggle to live, young people also have to go to work. They have to earn money; no one can live if their life is a struggle.”

– Employer, Ayeyarwady Region



Some parents do not ask their children to work, but children find work themselves, as they are grateful to their parents.”

–Employer, Ayeyarwady Region



My community is very poor. Some people don't even have homes. They have to rent other people's buildings. When they are asked why they don't send their children to school, they say they can't afford it, so they have to make their children work.”

– Employer, Kayin State

⁸⁶ According to a key informant interview with an employer in Ayeyarwady Region.

⁸⁷ According to a key informant interview with a CSO representative in Yangon Region.

⁸⁸ According to a key informant interview with a community leader in Ayeyarwady Region.

Community engagement and the engagement of working children

In general, communities want children to participate in education or vocational training programmes to enhance their job opportunities. According to the respondents, communities dislike the fact that children are obliged to work to supplement their families' income. Communities appear to have become more aware of concerns around child labour. While communities initially lacked empathy towards children involved in child labour, awareness raising by international non-governmental organizations (INGOs) in the past five years has led many people to believe that children should not work.⁸⁹ Communities increasingly encourage children to attend school rather than working, and largely believe that working long hours is harmful for children.

Although providers often offer free training and services, many people lack awareness of these opportunities. Service providers also face challenges because children engaged in child labour are not always able to participate in training due to their work-related and household commitments. Some service providers deliver services to help adults with financial difficulties, in order to alleviate the pressure on children to contribute to the family income. Others offer job placement services after participants successfully complete vocational training.⁹⁰

Some of the employers surveyed lack awareness of training options. Only a few allow their workers to participate in training, as they prefer their workers to spend time working.



They [children] have to help their parents because they cannot go to school due to COVID-19 and the political situation. Most teenagers cannot join in when there is training in the communities. They have to work on other people's farms. We can only include those who are left at home. We have difficulty recruiting people."

– CBO representative, Kayin State



They [children] are even sent to the workplaces where they will work. For example, at a training, we saw that some businesspeople are waiting to hire the children who completed these trainings. So, the children do not need to go back to their hometown for work after the trainings. We have seen such opportunities for them. They get jobs immediately."

–CSO representative, Ayeyarwady Region



"Usually, employers are only interested in their own profits. At the moment, we have not seen anything like that in Hlaing Thar Yar. They do not have enough time for training."

–CSO representative, Yangon Region

⁸⁹ According to a key informant interview with a CBO representative in Kayin State.

⁹⁰ According to a key informant interview with a CSO representative in Ayeyarwady Region.

Aspirations of working children (12–17 years old)

The survey conducted with 12–17-year-olds asked them about the level of schooling that they wanted to complete in the future. Among 12–13-year-olds, 29 per cent want to complete a university degree, while 24 per cent each wish to complete their primary education and middle school, respectively. Among 14–17-year-olds, 35 per cent want to complete high school, while 31 per cent want to attain a university degree. Some children did not express an interest in attending school or training. Overall, most of the children surveyed (30 per cent) want to complete a university degree.

► **Table 35. Level of schooling that children want to complete, by age group**

Level of schooling	Children 12–13 years old	Children 14–17 years old	Total
	N=21	N=78	N=99
University degree	29% (6)	31% (24)	30% (30)
High school	10% (2)	35% (27)	29% (29)
Middle school	24% (5)	12% (9)	14% (14)
Post-graduate degree (e.g. Master's degree, PhD)	5% (1)	14% (11)	12% (12)
Don't want to go back to school/training	10% (2)	6% (5)	7% (7)
Primary school	24% (5)	0% (0)	5% (5)
Post-secondary technical/vocational institute	0% (0)	3% (2)	2% (2)

When asked if they expect to achieve their desired level of education, 52 per cent of 12–13-year-olds expect to do so, while 63 per cent of 14–17-year-olds do not.

► **Table 36. Children's expectations about reaching their desired level of school or training, by age group**

Do children involved in child labour expect to reach their desired level of school or training?	Children 12–13 years old	Children 14–17 years old	Total
	N=21	N=78	N=99
No	43% (9)	63% (49)	59% (58)
Yes	52% (11)	32% (25)	36% (36)
Don't know	5% (1)	5% (4)	5% (5)

When asked what jobs they would like to be doing when they are 25 years old, 31 per cent of the children surveyed in Yangon expressed a desire to work in factories. In Ayeyarwady, 13 per cent of the children surveyed want to be civil servants, while 15 per cent of children in Kayin want to be masons, carpenters or thatchers. In Ayeyarwady, the 'rice bowl' of Myanmar⁹¹, 9 per cent of children expressed a desire to become farmers. None of the children surveyed in Yangon or Kayin identified farming as their desired future profession. Disaggregating the findings by gender indicates that boys want to work using their physical strength, for example, as masons (15 per cent), while girls expressed a preference for working in-doors (table 38). For instance, 20 per cent of the girls surveyed want to work in factories, while 18 per cent would like to be tailors.

⁹¹ Ame Cho, Ben Belton and Duncan Boughton, "Crop Production and Profitability in Ayeyarwady and Yangon", Food Security Policy Research Paper, 2017.

► **Table 37. Jobs that children would like to be doing when they are 25 years old, by state/region**

Job	Yangon	Ayeyarwady	Kayin	Total
	N=26	N=32	N=41	N=99
Factory worker	31% (8)	3% (1)	0% (0)	9% (9)
Mason/carpenter/thatcher	4% (1)	6% (2)	15% (6)	9% (9)
Civil servant	4% (1)	13% (4)	5% (2)	7% (7)
Mechanic	4% (1)	3% (1)	12% (5)	7% (7)
Tailor	0% (0)	6% (2)	12% (5)	7% (7)
Teacher	12% (3)	6% (2)	5% (2)	7% (7)
Doctor	0% (0)	9% (3)	7% (3)	6% (6)
Engineer	4% (1)	9% (3)	5% (2)	6% (6)
Market trader/shop assistant	8% (2)	0% (0)	5% (2)	4% (4)
Electrician	0% (0)	0% (0)	10% (4)	4% (4)
Construction worker	4% (1)	6% (2)	0% (0)	3% (3)
Driver	0% (0)	6% (2)	2% (1)	3% (3)
Farmer	0% (0)	9% (3)	0% (0)	3% (3)
Don't know	0% (0)	0% (0)	7% (3)	3% (3)
Accountant	4% (1)	3% (1)	0% (0)	2% (2)
Fisherman	8% (2)	0% (0)	0% (0)	2% (2)
Nurse	0% (0)	6% (2)	0% (0)	2% (2)
Trader businessman/woman	8% (2)	0% (0)	0% (0)	2% (2)
Entrepreneurs	0% (0)	0% (0)	5% (2)	2% (2)
Artist	4% (1)	0% (0)	0% (0)	1% (1)
Computer operator	0% (0)	3% (1)	0% (0)	1% (1)
Cook	4% (1)	0% (0)	0% (0)	1% (1)
Labour	0% (0)	0% (0)	2% (1)	1% (1)
Policeman/woman	0% (0)	0% (0)	2% (1)	1% (1)
Sportsman/woman	0% (0)	3% (1)	0% (0)	1% (1)
University student/further education	0% (0)	0% (0)	2% (1)	1% (1)
Pharmacist	0% (0)	3% (1)	0% (0)	1% (1)
Construction contractor	0% (0)	3% (1)	0% (0)	1% (1)
Translator	4% (1)	0% (0)	0% (0)	1% (1)
NGO worker	0% (0)	0% (0)	2% (1)	1% (1)

► **Table 38. Jobs that children would like to be doing when they are 25 years old, by sex**

Job	Male	Female	Total
	N=59	N=40	N=99
Factory worker	2% (1)	20% (8)	9% (9)
Mason/carpenter/thatcher	15% (9)	0% (0)	9% (9)
Civil servant	3% (2)	13% (5)	7% (7)
Mechanic	12% (7)	0% (0)	7% (7)
Tailor	0% (0)	18% (7)	7% (7)
Teacher	3% (2)	13% (5)	7% (7)
Doctor	5% (3)	8% (3)	6% (6)
Engineer	8% (5)	3% (1)	6% (6)
Market trader/shop assistant	5% (3)	3% (1)	4% (4)
Electrician	7% (4)	0% (0)	4% (4)
Construction worker	3% (2)	3% (1)	3% (3)
Driver	5% (3)	0% (0)	3% (3)
Farmer	5% (3)	0% (0)	3% (3)
Don't know	3% (2)	3% (1)	3% (3)
Accountant	2% (1)	3% (1)	2% (2)
Fisherman	3% (2)	0% (0)	2% (2)
Nurse	2% (1)	3% (1)	2% (2)
Trader businessman/woman	2% (1)	3% (1)	2% (2)
Entrepreneurs	2% (1)	3% (1)	2% (2)
Artist	0% (0)	3% (1)	1% (1)
Computer operator	2% (1)	0% (0)	1% (1)
Cook	2% (1)	0% (0)	1% (1)
Labour	2% (1)	0% (0)	1% (1)
Policeman/woman	0% (0)	3% (1)	1% (1)
Sportsman/woman	2% (1)	0% (0)	1% (1)
University student/further education	0% (0)	3% (1)	1% (1)
Pharmacist	2% (1)	0% (0)	1% (1)
Construction contractor	2% (1)	0% (0)	1% (1)
Translator	0% (0)	3% (1)	1% (1)
NGO worker	2% (1)	0% (0)	1% (1)

The children surveyed were also asked about the earnings they expected to receive for their work. Children engaged in domestic work expressed a desire to earn over 400,000 (479,167) kyats per month, while children involved in the manufacturing sector want to earn about 300,000 kyats (364,000) per month, on average. Overall, the children surveyed want like to earn between 200,000 and 400,000 kyats.

Children in Ayeyarwady expect the highest earnings, of approximately 500,000 (589,688) kyats, on average, compared to about 200,000 (238,378) kyats in Kayin and 300,000 (299,615) kyats in Yangon. Annex 9 disaggregates the monthly expected salaries of children involved in child labour by occupation and job sector, grouped in accordance with the ILO's classifications.⁹²

► **Table 39. Monthly expected earnings for jobs, by sector**

Main job	Monthly expected earnings (MMK) (SD)*	Total (N=99)
Domestic work	479,167 (1,636,284)	N=37
Construction	253,571 (139,317)	N=16
Manufacturing	364,000 (230,397)	N=15
Agriculture and fishing/aquaculture	256,154 (149,585)	N=14
Wholesale and retail trade	378,182 (339,906)	N=11
Waste-picking	266,667 (115,470)	N=3
Mechanics or car/motorcycle care	310,000 (168,226)	N=3

*Standard deviation

► **Table 40. Monthly expected earnings for jobs, by state/region**

State/region	Monthly expected earnings (MMK) (SD)*	Total (N=99)
Kayin	238,378 (204,458)	N=41
Ayeyarwady	589,688 (1,700,000)	N=32
Yangon	299,615 (212,537)	N=26

*Standard deviation

When asked what obstacles could prevent them from securing their desired job by the age 25, children in Yangon identified a lack of education or skills (44 per cent) as the chief impediment. Children in Ayeyarwady selected financial difficulties (43 per cent), while children in Kayin believe that they will struggle due to a lack of education or skills and financial problems (30 per cent, respectively).

Therefore, most of the children surveyed believe that a lack of education or skills and financial problems will prevent them from securing their desired job. Disaggregating the data by gender indicates that more boys worry about financial difficulties (39 per cent) than girls (27 per cent), while girls particularly fear that a lack of education or skills will prevent them from securing their preferred job (40 per cent).

⁹² ILO, "International Standard Industrial Classification of All Economic Activities (ISIC)".

► **Table 41. Main obstacles identified by children to securing their desired job, by state/region**

Obstacle	Yangon	Ayeyarwady	Kayin	Total
	N=9	N=14	N=10	N=33
Lack of education/skills	44% (4)	36% (5)	30% (3)	36% (12)
Money problems	22% (2)	43% (6)	30% (3)	33% (11)
Lack of determination (not goal-oriented)	0% (0)	0% (0)	20% (2)	6% (2)
Lack of parental support	11% (1)	0% (0)	10% (1)	6% (2)
Family will not allow	11% (1)	0% (0)	0% (0)	3% (1)
Lack of social networks to secure the job	0% (0)	7% (1)	0% (0)	3% (1)
Own illness, injury or disability	0% (0)	7% (1)	0% (0)	3% (1)
Lack of National ID Card	11% (1)	0% (0)	0% (0)	3% (1)
Due to political situation	0% (0)	7% (1)	0% (0)	3% (1)
Don't know	0% (0)	0% (0)	10% (1)	3% (1)

► **Table 42. Main obstacles identified by children to securing their desired job, by sex**

Main obstacle to achieving desired job	Male	Female	Total
	N=18	N=15	N=33
Lack of education/skills	33% (6)	40% (6)	36% (12)
Money problems	39% (7)	27% (4)	33% (11)
Lack of determination (not goal-oriented)	11% (2)	0% (0)	6% (2)
Lack of parental support	0% (0)	13% (2)	6% (2)
Family will not allow	0% (0)	7% (1)	3% (1)
Lack of social networks to secure the job	6% (1)	0% (0)	3% (1)
Own illness, injury or disability	6% (1)	0% (0)	3% (1)
Lack of National ID Card	0% (0)	7% (1)	3% (1)
Due to political situation	6% (1)	0% (0)	3% (1)
Don't know	0% (0)	7% (1)	3% (1)

The children surveyed were also asked what jobs they expected to have in the future given the obstacles they face. Due to these obstacles and struggles, most of the working children surveyed feel they will not secure their dream jobs. By state and region, 33 per cent of children expect to become factory workers in Yangon, while 14 per cent of those in Ayeyarwady feel they will become civil servants, market traders or shop assistants, engineers, or farmers. In Kayin, 30 per cent feel they will become labourers. Roughly 20 per cent of the girls surveyed expect to become labourers, factory workers or tailors, while 11 per cent of the boys expect to be market traders or shop assistants, engineers, farmers, or teachers.

► Table 43. Jobs that children expect to have due to the obstacles they face, by state/region

Job	Yangon	Ayeyarwady	Kayin	Total
	N=9	N=14	N=10	N=33
Labour	11% (1)	0% (0)	30% (3)	12% (4)
Civil servant	0% (0)	14% (2)	10% (1)	9% (3)
Factory worker	33% (3)	0% (0)	0% (0)	9% (3)
Market trader/shop assistant	0% (0)	14% (2)	10% (1)	9% (3)
Tailor	22% (2)	7% (1)	0% (0)	9% (3)
Engineer	0% (0)	14% (2)	0% (0)	6% (2)
Farmer	0% (0)	14% (2)	0% (0)	6% (2)
Teacher	0% (0)	7% (1)	10% (1)	6% (2)
Don't know	0% (0)	0% (0)	20% (2)	6% (2)
Construction worker	11% (1)	0% (0)	0% (0)	3% (1)
Doctor	11% (1)	0% (0)	0% (0)	3% (1)
Domestic worker/housekeeper	0% (0)	7% (1)	0% (0)	3% (1)
Driver	0% (0)	7% (1)	0% (0)	3% (1)
Mason/carpenter/thatcher	0% (0)	7% (1)	0% (0)	3% (1)
Pharmacist	0% (0)	7% (1)	0% (0)	3% (1)
Entrepreneurs	0% (0)	0% (0)	10% (1)	3% (1)
NGO worker	11% (1)	0% (0)	0% (0)	3% (1)
Worker in a foreign country	0% (0)	0% (0)	10% (1)	3% (1)

► Table 44. Jobs that children expect to have due to the obstacles they face, by sex

Job	Male	Female	Total
	N=18	N=15	N=33
Labour	6% (1)	20% (3)	12% (4)
Civil servant	6% (1)	13% (2)	9% (3)
Factory worker	0% (0)	20% (3)	9% (3)
Market trader/shop assistant	11% (2)	7% (1)	9% (3)
Tailor	0% (0)	20% (3)	9% (3)
Engineer	11% (2)	0% (0)	6% (2)
Farmer	11% (2)	0% (0)	6% (2)
Teacher	11% (2)	0% (0)	6% (2)
Don't know	6% (1)	7% (1)	6% (2)
Construction worker	6% (1)	0% (0)	3% (1)
Doctor	0% (0)	7% (1)	3% (1)
Domestic worker/housekeeper	6% (1)	0% (0)	3% (1)
Driver	6% (1)	0% (0)	3% (1)
Mason/carpenter/thatcher	6% (1)	0% (0)	3% (1)
Job	Male	Female	Total
	N=18	N=15	N=33
Pharmacist	6% (1)	0% (0)	3% (1)
Entrepreneurs	6% (1)	0% (0)	3% (1)
NGO worker	0% (0)	7% (1)	3% (1)
Worker in a foreign country	6% (1)	0% (0)	3% (1)

Employers and service providers' perspectives

This section looks at the circumstances of children involved in child labour from the perspective of employers and service providers. It describes the labour market in Yangon, Ayeyarwady and Kayin, based on 17 interviews conducted with employers and 19 service providers in these areas. Employers and service providers were asked about the education and skills of children engaged in child labour, the characteristics of these children, and employment and economic activities considering the influence of the COVID-19 pandemic and the political crisis.

Perspectives on the sectors and regions where children work

In Ayeyarwady, children are hired as daily wage workers and seasonal farm hands paid per crop basket. In Yangon, children are hired in tea shops and factories, as well as for waste collection. With the exception of children hired by factories, working children are expected to work continuously for whole months at a time. Children in Kayin work as masons and in electrical services, as well as performing agricultural work during the farming season. Children are, therefore, employed as seasonal workers and on an ad hoc basis as daily wage workers.

Children normally work in or close to their native villages. Older children, aged 15–18, are more mobile. However, a representative from a CSO in Kayin explained that teenagers usually migrate due to financial difficulties or if they are homeless.

Local businesses are the main employer of children engaged in child labour. In Ayeyarwady, the most common businesses are related to agriculture (e.g. farms, rice mills and rice traders), alongside tea shops, wholesale waste collection, and fishery ponds. In Yangon, these businesses are principally involved in garment production, waste collection and construction, in addition to tea shops. In Kayin, these businesses are involved in gardening, baking bricks, waste collection and tea shops.



A lot of young people start working when they become teenagers because there are a lot of families who are not well-off financially. I don't know how many of them there are in terms of population. A lot of young workers are migrants.”

– CBO representative, Kayin State



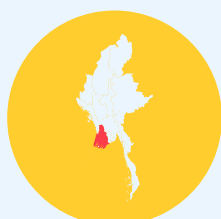
They are not residents. They are on the move from one residential area to another residential area as they don't have their own places. So, they are always on the move.”

–Employer, Yangon Region

FIGURE 36

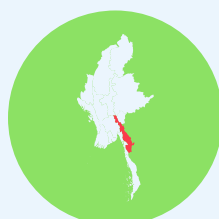
Most common type of businesses that employ children in the assessment areas, according to KII respondents, by state/region

Ayeyarwady Region



- Agriculture
- Fish food farming
- Fishing in rivers and seas
- Food processing
- Waste-picking
- Teashops/restaurants
- Construction
- Street selling
- Mechanic work
- Domestic work
- Shops/retail/grocery stores
- Making nippa palm roofs/door carpets
- Rice mills
- Carpentry
- Giggling water pumps

Kayin State



- Agriculture
- Fish food farming
- Fishing in rivers or seas
- Food processing
- Waste-picking
- Teashops/restaurants
- Garments
- Construction
- Street selling
- Mechanic work
- Domestic work
- Shops/retail/grocery stores
- Tree cutting services
- Electrical wire services
- Baking bricks
- Baking bread
- Rice wine pubs
- Carpentry
- Livestock
- Killing cattle

Yangon Region



- Agriculture
- Fish food farming
- Fishing in rivers and seas
- Food processing
- Waste-picking
- Teashops/restaurants
- Garments
- Construction
- Street selling
- Mechanic work
- Domestic work
- Shops/retail/grocery stores
- Factories

Children also work in other local businesses, such as nipa palm roofing and coconut broom production, oil factories, carpentry and electrical wire services. Most of these workplaces are micro, small and medium-sized enterprises (MSMEs) that employ fewer than 100 workers. According to the respondents, these businesses engage children because they need a physically strong, but unskilled, workforce for tasks such as harvesting crops.



Some children of ages 14, 15 and 16 years old seem stronger than their actual ages. They are able to carry heavy items in the bazaar. That is the reason we hire them.”

– Employer, Kayin State

Farm owners also employ children who accompany their parents to work, for example, during school holidays. This also occurred during the COVID-19 pandemic when schools were closed and parents faced additional financial hardships.

Perspectives on the employment of children compared to adults

When asked about employing children, business owners explained that they mainly look for low-skilled workers who can be easily trained, moulded and paid a low wage. Children are, therefore, hired as daily wage workers, paid less than minimum wage. In some instances, they are paid less than one-third of the minimum wage. One business owner stated that children involved in caring for farm animals, for instance herding cattle, are paid about 50,000 kyats per month.

Employers stated that they hire adolescent workers for their strength, especially for physically demanding work, such as carrying loads or catching fish. Employers are aware that some of these activities could be dangerous, so they look for able-bodied workers and do not check their ages.

According to employers, children are selected according to: (1) age, (2) job type, (3) availability in the community, and (4) family consent. Employers prefer young workers under 18 years old as they are less likely to complain or demand higher wages. Additionally, younger workers are valued for their physical strength and ability to complete demanding, strenuous tasks. Children are often the only available workers in the community, as adult workers have migrated abroad or to other regions in Myanmar with better job prospects.

Families sometimes force children into work, rather than finishing their basic education, for reasons such as poverty and the COVID-19 pandemic. In some cases, adolescent workers themselves choose to work to help their families overcome financial difficulties.



Schools are closed this year [due to the pandemic]. As he came with his mother, it is not good if I do not hire him. That is why I hired him.”

– Employer, Kayin State



They [children] mainly have to carry heavy items such as paddies and rice bags. It's not just them. We have a large workforce. They were assigned to work there. This is the simplest and most plentiful job in the Bogale Region.”

– Employer, Ayeyarwady Region



I have no preference for adult or children workers. Most adults go to work abroad, so I asked this boy to work.”

– Employer, Kayin State



Young people are active and strong. Their wages are also less than those of adult workers. The adult workers are also not capable of much. Adult workers sometimes talk back to us and refuse to work. They work for about 6 hours a day.”

– Employer, Ayeyarwady Region



In my business, I hire only young people under 18 years old and youth workers. They gain both experience and income. I prefer young people. It is possible to become an expert despite not being one. All they need is the desire to work hard.”

– Employer, Ayeyarwady Region



Because some of the parents are impoverished, they cannot afford for their children to complete their studies. Another issue is that when schools were closed due to the COVID-19 outbreak, some children ended up working instead of continuing their education. They were 13, 14 and 15 years old.”

– Employer, Ayeyarwady Region

Some employers prefer adult workers over children due to their physical strength, greater knowledge and experience, and better communications skills. Others are concerned with the potential legal ramifications of hiring underage workers. As a result, they favour adults. Conversely, some employers reported that they are more likely to hire children as opposed to adults, because they can be paid lower wages and because they are efficient and hard-working.



The reason I prefer adults is that they are more knowledgeable. They also understand the business.”

– Employer (brick baking), Kayin State



Workers must carry heavy loads [...] Adults are stronger, faster and get more work done than children.”

– Employer (rice mill), Ayeyarwady Region



Because they have heard that they shouldn't hire workers under 18, some employers don't want to hire [children] as they are young.”

– Employer, Ayeyarwady Region



Adults can earn 10,000 kyats per day as a porter. But children can't charge [...] I think employers are willing to pay 3,000, 4,000 or 5,000 kyats per day for a person [...] Child workers need jobs, and employers only want to pay 150,000 kyats per month. So, it works well.”

– Employer, Ayeyarwady Region



Child workers are employed on construction sites because children are capable of performing tasks that women do, such as carrying stones and bricks. So, they hire children for low pay instead of adult women.”

– CSO representative, Yangon Region

This assessment's findings demonstrate that demands for labour vary by gender, with respondents voicing stereotypical gendered pre-conceptions about the nature of 'male' and 'female' jobs. For instance, most respondents believe that jobs requiring lighter physical work – such as garment and tailoring jobs – are 'female' jobs. Those requiring heavy physical labour, or which are thought of as highly skilled – such as the work of car mechanics – are assumed to be for men. Wages are also another significant factor in deciding whether to hire men or women, with women often preferred because they are paid lower wages.

Overall, employers are more likely to favour boys over girls, as the former are considered suitable for riskier work. The owner of a rice mill, for instance, claimed that he prefers boys as they can do 'any type of work'. However, employers' preferences vary depending on the type of job activity.

Respondents identified poverty, livelihood challenges and family issues – such as alcoholic family members and ill breadwinners – as the major contributing factors to children's entry into the labour market. However, a few respondents reported that children themselves decide to work, particularly if they face desperate situations or are unwilling to study.



In my opinion, when parents can barely make ends meet, they ask their children to go to work.”

– Employer, Ayeyarwady Region



There are concerns that women will not be able to do as much work as men when it comes to cleaning motorcycles [...] So, buying and selling between men is probably the best option.”

– Employer, Ayeyarwady Region



They [employers] hire more women because they need to pay them less [...] now when garment factories open, they hire more women, because they only need to pay them 5,000 kyats, instead of 10,000 kyats to men.”

– TVET provider, Yangon Region



A family with issues, like [if] the father was an alcoholic and the mother was addicted to drugs, a child who was born in such a family will be nothing now and in the future [...] That is why there are many child workers.”

– Community leader, Kayin State

Children and adolescent workers are often engaged for part-time jobs or specific projects, for instance for digging lakes or building a house. Most are paid daily, for example in farming, while others are paid per piece or basket (of crops). Employers tend to hire workers directly from their communities. In general, children and adolescents have no opportunity to choose a specific type of work; instead, they are obliged to take up work available in the local area.



We only require labourers when digging lakes. This is only on a part-time basis, not all the time. They don't provide salaries."

– Employer, Ayeyarwady Region

Views on economic activity

The families of children engaged in child labour tend to be poor and beset by financial hardship. Households are frequently large, and all members under 18 years old are usually working. In Yangon, families are often migrants living as squatters. In some cases, parents are involved in criminal activities, such as drug use, or were alcoholics. In these cases, children are forced to work to survive and look after younger children.



It is mostly because they have a lot of family members. Their family is not financially well-off. There are few opportunities for them."

– CSO representative, Kayin State



A family with many household members has many child workers."

– CSO representative, Ayeyarwady Region



Most families are large. Some only have one parent. Others are homeless and squatters. Children live in such places. There are many migrants."

– TVET provider, Yangon Region

Perspectives on education and training

Employers identified a lack of training and educational attainment as among the reasons why children work long hours in hazardous roles, often for low pay. Many of these roles require skills and experience, rather than a specific educational level.



They don't need education qualifications to do such jobs. They just have to be good at calculations."

– Employer (plastic/iron recycling business), Yangon Region



Only workplace skills are needed. It has nothing to do with education levels."

– Employer (fish farming), Ayeyarwady Region

Employers value certain life skills and knowledge, such as communication, hygiene and arithmetic skills. However, a few respondents highlighted the importance of a completed education to make a living and for long-term career development.



The main thing is education. I want them to prioritize their school education. They have to do it. Because if they only go out and work in, say, tea shops, their life will not improve.”

– CBO representative, Kayin State



They [children] would need communication skills. Personal hygiene would also be required.”

– Employer (tea shop), Yangon Region

Some respondents recommend vocational skills, such as sewing for girls and machinery and electronic skills for boys, as well as computer skills. In general, the required skill sets for children engaged in child labour are heavily dependent on the types of jobs available and labour market demands.



If they [children] have a proper education, something like computers or languages – [such as] of there are many Chinese factories, Chinese language or Japanese language or LCCI [London Chamber of Commerce and Industry]⁹⁴ – are needed.”

– TVET provider, Yangon Region



I think it depends on what they will work on. For example, in our region, Maubin, there is an industrial zone [...] Children need electrical skills if they work at the electronics factory.”

– Community leader, Ayeyarwady Region

Obstacles exist around children’s ability to access vocational or skills development training. Major constraints reported include parents’ unwillingness to allow their children to participate in training, financial concerns and long distances to training centres.



Some children attend vocational training because they are contacted to attend them. However, since they are quite young, between 15 and 18 years of age, their parents want them to stay at home.”

– CSO representative, Ayeyarwady Region

⁹⁴ LCCI is an international recognized Accounting and Finance Management Diploma, organized by the London Chamber of Commerce and Industry.



The number one problem is that not all children can afford to pay for [training] courses.”

– Community leader, Kayin State

Perspectives on wages, workers’ protection and rights

In general, respondents indicated that children engaged in child labour have long working hours, mentioning hospitality and fisheries as sectors with extremely long days.



Those [children] working in fisheries have to work for 16 hours in general.”

– CSO representative, Ayeyarwady Region



They start working at 5 a.m. [at the tea shop]. They have two hours of rest in the evening and continue their work until 7 p.m.”

– Employer, Yangon Region

Age plays a crucial role in determining income levels, although wage discrimination and exploitation is reported for all ages and both genders. Children over 14 years old earn more than younger children. However, compared to adults, adolescents are paid less, even if their workloads are the same. Skills, experience, years of work and seasonal factors also influence earnings. Respondents noted a lack of standardization with regard to payment amounts and payment mechanisms due to the informal nature of the work performed by children and variability between individual employers.



Wages will be 2,800 kyats if they work in a factory, since they are children, they wouldn’t get 3,600 kyats or 4,800 kyats like others.”

– TVET provider, Yangon Region



The child workers get 50,000 to 60,000 kyats when they start working [in restaurants and tea shops]. When they become skilled in their work, they get 80,000 to 100,000 kyats a month.”

– Employer, Ayeyarwady Region

In terms of working conditions, according to most of the respondents, insurance or labour protection arrangements rarely exist for child workers. In some cases, workplace injuries could lead to unemployment. In some rare instances, where the a community advocates for children engaged in child labour or an employer is willing, some employers contribute to children’s medical fees. In several locations, local CSOs and NGOs mentioned that they provide medical support for children injured at work.



There are cases in which medical bills are paid by employers because of pressure from the community. But there is no guarantee about what the employers will do for the workers.”

– CSO representative, Ayeyarwady Region



Working children are not entitled to any benefits or rights related to the medical treatment of workplace injuries. I tell the Child Champion⁹⁵ and the CBO to inform us if children under 18 are injured. We help them through the CBO and the Child Champion.”

– CBO representative, Kayin State

A few respondents reported that children are unprotected in the workplace due to the lack of a clear legal framework for protecting underage workers. For instance, while social protection entitlements – such as social security and insurance schemes – are given to adult workers, children are not entitled to such protection because they are underage.

In addition to a lack of labour protection, some respondents highlighted that children face exploitation, workplace harassment and violence from older workers.



They [children] do not qualify for welfare benefits. If they want to get welfare benefits, they have to be 18 years old.”

– CSO representative, Yangon Region



I heard that they make social security cards, but I did not hear about insurance. I heard that they are usually given at the age of 18 and above.”

– TVET provider, Yangon Region



Young workers, who are under 18 years old, are being bullied by those who are over 18.”

– CSO representative, Kayin State



They [children] get bullied [...] For example, a commercial sex worker under 18 years old, she had to sleep with four customers in one night, but she only got paid 7,000 kyats and the rest were taken by the senior man from work.”

– TVET provider, Yangon Region

⁹⁴ “Championing Child Rights in Myanmar”, *DIPLO* (blog), 9 December 2018.

Emerging sectors

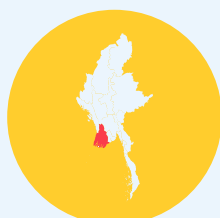
Respondents from the Ayeyarwady Region stated that rice farming, rice milling, fisheries and dried fish processing are the main entry-level jobs for young men and women. Sewing and work in micro-businesses, like snack and food shops, are suggested for young women and girls. In more urbanized areas, young workers tend to work in factories – for instance, making garments – and grocery stores. In Kayin State, electronic, automobile, petrol and phone shops are considered appropriate workplaces for young men, while sewing, beauty salons and working mobile sales clerks are considered suitable occupations for young women. In the Yangon Region, respondents reported a variety of job opportunities open to young men, and more limited options for young women, largely concentrated in factories. Machine maintenance, delivery services, culinary work, clothes cutting at garment factories, security and trishaw businesses are considered appropriate sectors for young men. By contrast, the respondents in the region suggested sewing, makeup, shop work and online sales as fitting sectors for young women.

As figure 37 shows, respondents identified different economic sectors experiencing growth in different regions. In Ayeyarwady, they listed farming (rice farming and trading), fisheries, food industries (dried fish and shrimp), the sale of construction materials and machinery businesses as potential business sectors. In Kayin State, new business areas include food processing and the overseas export of local products (coffee and fruit), as well as electronic and mechanic services, and the sale of construction materials and fuel.

FIGURE 37

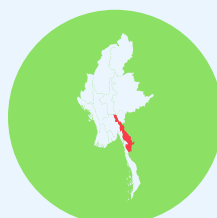
Potential occupations in the assessment areas, by state/region

Ayeyarwady Region



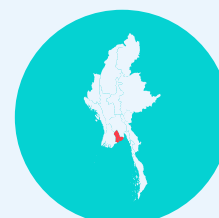
- Farms
- Fishery
- Food production
- Rice mills
- Shops/vendors/bazaars
- Automobile repair workshops
- Waste-picking
- Teashops/restaurants

Kayin State



- Teashops/restaurants
- Carpentry
- Farms/gardens
- Food processing
- Sewing and cleaning
- Shops/vendors/bazaars
- Construction
- Automobile repair workshops
- Computer-related jobs
- Salons
- Hotels
- Waste-picking
- Electricals services

Yangon Region



- Factories (garments, food processing, and other manufacturing)
- Taxi driving
- Carpentry
- Teashops/restaurants
- Construction

In Yangon, major growth sectors include garment and food processing factories for overseas exports. Some respondents identified clothing, electronics, fuel and food/drink sales as emerging business areas.

Societal context

This section looks at employers' and service providers' awareness of labour market policies and programmes, national legislation and labour support. According to section 48(b) of the Child Rights Law of Myanmar, it is illegal for children under 14 years old to work (Pyidaungsu Hluttaw Law No. 22/2019), as noted above. Some representatives of local CSOs highlighted legal concerns about engaging children in child labour and the lack of legal protections for them.



In fact [...] children are not allowed to work. This is their right. So, children cannot be hired and are illegally employed.”

– CSO representative, Yangon Region



According to the law, child workers should not work. Once the law is enacted, these rights can be guaranteed. Without laws on child workers, it is not easy to legally demand the rights of these children.”

– Community leader, Kayin State

Respondents indicated that children's engagement in child labour is unsurprising considering the financial difficulties faced by many families and increased demand for low-cost workers. Employers tend to lack awareness of existing national legislation and its implementation.



I don't know any specifics. But I have heard that they [children] can work when they are old enough. We heard from the community [...] that children should not work.”

– Employer (rice mill), Ayeyarwady Region



There is a law, but whether there is a law or not, they do not apply. This is the livelihood of this country [...] They [children] were only asked to work to make a living.”

– Employer (rice mill), Ayeyarwady Region



I've heard that we shouldn't make them work if they are not 18 years old.”

– Employer (rice mill), Ayeyarwady Region

Several respondents identified general benefits that could be granted to children engaged in child labour with a view to protecting them. These include equal pay, limited work hours, the prohibition of hazardous work, and the provision of proper break times.



Limiting working time [... would benefit children]. Mostly, workers at fisheries have to work both day and night. If young workers have to work the same as other adult workers, it is really unfair for them.”

– CSO representative, Ayeyarwady Region



Just like there are pensions for government employees, the bonus should be paid to young workers after they have worked, say, three or two years.”

– CSO representative, Kayin State



They [children] are given the same roles from 6 a.m. to 6 p.m. But the adults are paid 10,000 kyats and they are paid 3,000 kyats. So, they should have equal rights as the adults, and it should be fair.”

– TVET provider, Yangon Region

Protecting children: Mapping services in the target areas

► Service providers and occupational skills development

This section presents the perspectives of service providers engaged for the assessment, including representatives of CSOs/CBOs, TVET providers, workers' organizations (labour unions) and community leaders.⁹⁵ These service providers deliver vocational training, awareness raising training, protection services, education services and other services (government education services are not included). Most awareness raising training targets employers, parents/guardians and community groups, rather than children. A number of services did not specify criteria regarding the age of participants, while others concentrate specifically on children who have not completed their education. Some vocational training services focus on children who are 14 years old and older, while education programmes target children under 18 year olds, thereby covering both the 5–11-year-old and 12–17-year-old age groups.

In Ayeyarwady, service providers are most likely to deliver vocational training to communities. This includes technical skills for various occupational sectors, for example, farming techniques and net-making for jobs in agriculture and fishing/aquaculture, the region's main industries. Other industry-related training specific to this region are for mechanics and electricians.



There are no specific criteria for students. Most are children below 18 years (from 7 to 17), some are above 9 years (from 9 years to 18 years).”

– CSO representative, Kayin State



For various reasons, children under the age of 18 attend the training. We help both children who have committed crimes and children who were victims. We assist them by putting them in touch with attorneys. While they are [participating] in training, we support them to learn how to reunite with their parents.”

–CSO representative, Yangon Region

⁹⁵ Community leaders are considered a type of service provider in this assessment, as they support families to resolve social issues.

In Yangon, awareness raising training and protection services are most frequently provided. Awareness raising training increases participants' legal knowledge, as well as their understandings of labour laws, migration, labour card/National Registration Card (NRC) and technological skills (internet, e-mail). Awareness of labour cards/NRCs is particularly pertinent in this region due to the high concentration of formal industrial zones in which business licences and labour cards are required by law. Protection services encompass legal services, family reintegration services and healthcare services.

Awareness raising training is also the most common service in Kayin. Such training includes reading clubs, leadership skills, safe migration, risk management, human rights and commissions, and sex education. Safe migration is especially relevant for this state, as it has one of the highest migrant populations in Myanmar. According to the respondents, communities in Kayin also have access to vocational training, such as soap and candle-making, horticulture – for instance, for coffee plantations in Leik Tho – surveying, weaving and embroidery. These findings, as shown in the table below, demonstrate how training and services vary according to the needs of different states and regions.

► **Table 45. Overview of service providers in the assessment areas**

Name of service provider	Age limitation	Area(s) where services are provided	Services provided	Potential services that could be provided to children engaged in child labour
CSO*	15 years old (minimum age)	Bogale	In Bogale in Ayeyarwady, this small CSO connects children with training centres to develop their skills in sewing, baking, hospitality and as mechanics.	Given its rooted presence in the area, the organization's workers could be trained to recognize children involved in child labour and connect them with training centres.
Solidarity of Trade Unions Myanmar (STUM)	17 years old (minimum age)	Yangon	STUM provides trainings on legal awareness, safe migration, finances and paralegal service training.	Although though their target group is young adults, STUM could potentially expand the content of their training to focus on basic skills development for younger children.
Action Labour Right (ALR)	Under 18 years old	Yangon	ALR provides vocational training and basic education services to working children under 18. They also negotiate with the families of children whose parents did not want them to attend training.	ALR stopped all services during the pandemic. With new funding, they might be able to restart (part of) their services.

Name of service provider	Age limitation	Area(s) where services are provided	Services provided	Potential services that could be provided to children engaged in child labour
Girl Determined	9–17 years old	Yangon, Southern Shan State, Mandalay	Girl Determined focuses on training on issues of gender and reproduction, finances and security, as well as sports and one-on-one counselling sessions for girls. Their programme is implemented via a network of churches, monasteries, religious community centres and government schools.	Girl Determined could extend their services, such as training and counselling, to girls outside of their programme.
Terres de Hommes (TdH)	Under 18 years old	Yangon, Kayin	<p>TdH hires Community Support Groups (CSGs) within the townships or villages/wards where they work. Their trainings or services are held in religious buildings. They provide training on various topics to children under 18, such as:</p> <ul style="list-style-type: none"> ► maternal and newborn health care; ► pregnancy, childbirth, childhood health care and nutrition; ► family reintegration; ► free legal juvenile justice services; ► alternative care for children who have been separated from their parents for various reasons; ► life skills; ► peer education; ► family preservation; 	TdH has an extensive network of local organizations and Community Support Groups. Members of these organizations and groups could be trained to recognize children engaged in child labour. TdH could also refer children to their partners for additional training.

Name of service provider	Age limitation	Area(s) where services are provided	Services provided	Potential services that could be provided to children engaged in child labour
Terres de Hommes (TdH) (continued)			<ul style="list-style-type: none"> ► child protection; ► gender-based violence; and ► mental health. 	
Centre of Vocational Training (CVT)	13–16 years old	Yangon	CVT is a government institute that collaborates with the Ministry of Education. Their centres provide training for children in Yangon, who are linked with businesses after graduation. Training focuses on general education (literacy and communication skills training), vocational training (carpentry and drawing, handmade textiles, cross-stitching, embroidery, crochet and sewing, electrician skills), and social and environment skills (life skills, information and communication technology (ICT), civic education, career development and sports).	CVTs could be opened in other states and regions.
Swan Saung Shin	15–18 years old	Labutta	Children are trained in their own community/village by trainers hired by Swan Saung Shin. Trainings cover life skills, as well as vocational skills (phone repair, crab/fish trap building and sewing).	Swan Saung Shin's reach could be expanded by developing training material, since it may not be feasible to deploy trainers in conflict-affected areas.

Name of service provider	Age limitation	Area(s) where services are provided	Services provided	Potential services that could be provided to children engaged in child labour
Ratana Metta Organization (RMO)	No age limitation	Yangon, Ayeyarwady	RMO provides trainings near workplaces on labour rights (including child rights) and awareness. They also provide legal services.	RMO only provides services upon request. This is challenging as children/parents often do not seek help, usually because parents force their children to work.
Pan Taing Shin (PTS)	14-24 years old	Hlaing Thar Yar and Shwe Pyi Thar	PTS organizes trainings at a park in Shwe Pyi Thar Township in Yangon, as well as at their office. Training topics include employment services (how to find vacancies), life skills (finances, labour rights and awareness of laws) and internet-related training. Occasionally, they provide a small contribution for their young adult beneficiaries to apply for jobs at factories.	
Kyal Sin May (KSM)	No limitation	Bogale	KSM focuses on families with several children, providing legal services by connecting people with other organizations (including to address rape cases), as well as by providing training on maternal and childcare, awareness of human trafficking, finances (focusing on loans), women's empowerment and agriculture.	KSM has connected with nine village tracts (47 villages), provides training on agriculture and giving seeds to poor farmers. They also have experience in providing vocational training to children.

Name of service provider	Age limitation	Area(s) where services are provided	Services provided	Potential services that could be provided to children engaged in child labour
Karuna Mission Social Solidarity (KMSS)	No limitation	Hpa-an, Kyainseikkyi, Kawkareik, Thahton	KMSS delivers trainings in five villages in Hpa-an, three villages in Kyainseikkyi, five villages in Kawkareik and three villages in Thahton. These focus on mental health and life skills, as well as gender-based and sexual violence. They also contribute to knowledge sharing on communication and problem-solving skills.	KMSS could deliver training on safe migration, water, sanitation and hygiene (WASH) or conflict management since their implementation areas are in Hpa-an and conflict areas from which many people migrate to Thailand.
KWEG	5 years old (minimum age)	Kayin, Ayeyarwady, and refugee camps on the Thai-Myanmar border	In KWEG's implementation areas in Kayin State and the Ayeyarwady Region, the organization provides legal services, for which they hire and train local volunteers. Trainings cover issues like child rights, accountability awareness, risk management and general life skills.	
Community leader	14 years old (minimum age)	Maubin	This community leader in Ayeyarwady is a volunteer who connects children with vocational training centres that focus on sewing, electrical services and motorcycle repair.	

Name of service provider	Age limitation	Area(s) where services are provided	Services provided	Potential services that could be provided to children engaged in child labour
Myanmar Migrant Monitoring Group (MMMG)	12 years old (minimum age)	Myawaddy	MMMG trains children at their training centre in Myawaddy Township in Kayin State. Training focuses on computer skills, crafts, flower decoration, sex education and the London Chamber of Commerce and Industry (LCCI) diploma.	As MMMG work in an area with high migration rates, it could provide training on safe migration and raise awareness of (labour) laws in both Thailand and Myanmar.
Community leader	No limitation	Kyainseikkyi	In Kayin, this community leader sends children of any age to access training opportunities in a nearby town. These focus on skills for mechanics, art, music, and religious training.	

Note: * This CSO's name has been anonymized at their request.

► Service delivery

According to the respondents, most services and training, for example training on manual technical skills such as farming techniques, are provided free of charge. Courses that deliver higher level skills cost approximately 20,000 kyats per course, such as basic computer training and Microsoft Excel courses.

Training and services target all children, with a focus on girls. Similarly, education programmes are aimed at children, including children who have dropped out of school. Respondents noted that courses for girls include gender-related training and vocational classes, such as sewing, while boys are offered training on electrics, phone repair and mechanics.



Gender, factory type and age restrictions apply to some programmes under specific projects. Nothing in the union, such as skin colour, age, or gender, is restricted by our specific training. The training is open to anyone who wants to join the union or is interested in learning more about it. Most of those who attend the training, however, are women. I'm not sure if it's because our team's movements are customized to women in particular. Some training programmes require that participants be females, the factory be related to garments, and so on."

– Labour union representative, Yangon Region

These courses are not available for girls and it is likely that gender gaps in training opportunities will lead to an increased imbalance in employment opportunities between boys and girls. Overall, respondents indicated that women are more likely to attend awareness raising training.

Job placements occur after trainees complete vocational training courses. However, many courses are not matched to jobs in relevant industries. According to the respondents, some businesses are connected to certain TVET providers who, therefore, send their trainees to these programmes. However, children must be of a certain age to access TVET courses, and there are a limited number of matched jobs for trainees, meaning that not all children can access TVET. Restrictions exist for matching jobs with TVET programmes which offer training, including age limitations for participants.

Service providers face challenges when recruiting participants (children) for training programmes for a variety of reasons. According to the respondents, the most common reason is that parents opposed their children's participation due to financial concerns, for instance, if a child is contributing to the household income. Community gatherings may have been limited by COVID-related restrictions or safety issues caused by political instability.

This would have impacted the implementation of training programmes, as well as children's ability to participate in group events. When training could not be conducted in their own village, some children were unable to participate due to travel costs.



It is not [always] convenient for children to attend livelihood training. For youths under 18, they did not have permission from their parents to attend. There are two reasons. The first is that parents do not believe their children are safe, and the other is that the child's wages will be stopped and there will be no earnings from the course."

– CSO representative, Ayeyarwady Region



There are some limitations. They [trainees] must be within the specified age range and specific areas. If they need to apply for a job, we screen and support them."

– TVET provider, Yangon Region



Some children were only 17 years old when they finished the training. But these kids are also connected to offices or stores where businesses need them, or the children need to work. Once there is a job offer, they go and do the interview, and then we arrange what they need for the job opportunity."

– Community leader, Kayin State



The problem is that some of their family members are unwilling to support them. They want kids to help around the house because they only get one day off a week. Their families expect them to assist them with household chores, such as moving, house-renting and so on."

– CSO representative, Yangon Region



Currently, it is difficult and there are limitations on inviting youths due to COVID-19 and political issues. As our targets are girls, it is also difficult to get their parents' permission. This is our challenge.”

– TVET provider, Yangon Region



We faced difficulties during COVID-19 and all of our programmes were almost stopped because we couldn't gather [...] more than five people. Our circle discussions normally have over 10 people once a week. So it became worse during this time of politics. If normally there are around 5,000 per year, for the period from 2021 to 2022, the percentage of girls dropped very low.”

– TVET provider, Yangon Region

► **Table 46. SWOT* analysis of service providers in the assessment areas**

Strengths	Weaknesses	Opportunities	Threats
Vocational training Awareness raising training Protection services Education services Other services Knowledge generation	No specific vocational training for working children Imbalanced supply and demand in growing sectors in Yangon Can increase migration for job opportunities (and, vice versa, can increase labour demand and, therefore, child labour) Limited advocacy for awareness raising for local businesses Higher costs for higher level technical skills training (computer or Excel training) Training is not always relevant for the job market	Trainings in growing sectors Job placements after training (limited) Business start-up loans	Working for the family Limited age ranges to learn technical skills (e.g. phone repair) Gender gaps in training and job opportunities Boys participate in risky jobs (physically demanding roles) Parental consent to attend the trainings COVID-19 restrictions and political impact Training in distant locations

Note: (*) SWOT stands for strengths, weaknesses, opportunities and threats.

► Service gaps and employment

According to the respondents, traditional businesses predominate in Ayeyarwady, which lacks new and emerging industries. Nonetheless, import businesses in this area are considered robust and successful. These include rice trading and rice mills, as well as growing fishing/aquaculture sectors, such as crab and fish farming.

In Kayin State, farming and the service industry are considered the two main growth sectors. Farming includes coffee bean production and durian cultivation. However, respondents indicated a need to improve crop quality for export purposes and to obtain better prices. Core service industries in the area include the sale of processed food products, exports and imports, phone repair and vehicle maintenance.

In Yangon, respondents reported that factories and service industries are functioning. The garment sector in particular has expanded considerably and garments were Myanmar's top export in 2021.⁹⁶ Other growing or functioning sectors in the region include food processing, tea shops and restaurants, and online sales businesses. COVID-19 specifically triggered accelerated e-commerce growth, which likely contributed to a 'new normal' of online sales businesses using social media.



It would be necessary to improve the quality of local products in order to grow businesses. Because some of them lose money when the price of the products is not stable.”

– CBO representative, Kayin State



The only work sector which is growing in this region is the garment sector.”

– TVET provider, Yangon Region



I have found that the online business is also doing well.”

– TVET provider, Yangon Region

⁹⁶ Trading Economics, “Myanmar Exports – June 2022 Data”.

► Table 47. Growing sectors in the assessment areas, by state/region

State/region	Sector
Ayeyarwady Region	<ul style="list-style-type: none"> ► Rice trading and processing ► Construction material shops ► Aquaculture ► Sales of local products, such as shrimp and crab
Kayin State	<ul style="list-style-type: none"> ► Food processing ► Online sales businesses ► Gardening (coffee, durian, cardamom and bamboo root) ► Tea shops ► Repair shops (mechanics) ► Export and import businesses ► Phone services
Yangon Region	<ul style="list-style-type: none"> ► Factories ► Tea shops, karaoke television bars (KTV), restaurants ► Food processing ► Exports ► Online sales businesses ► Shops ► Garments

Recommendations

The assessment's findings suggest that most of the children interviewed are engaged in work primarily due to household money problems. Several factors appear to underlie this trend, including school closures due to the COVID-19 pandemic and the coup and the impetus to lower costs by engaging children as workers. Nevertheless, as noted above, some children were dismissed from work as businesses closed or needed fewer workers due to social distancing measures. Overall, insecure daily wage work now appears to be the norm among children who remain engaged in child labour. Although schools have slowly reopened, many children remain out of school due to parents and children's safety concerns – such as worries about travelling safely to school amidst political conflict – as well as parents not wanting children to attend schools under the military junta. The more children remain out of school, the more vulnerable they are to becoming involved in child labour.

Concerted action is required to address child labour in Myanmar's current context. This section outlines recommendations for appropriate awareness raising, advocacy and policy interventions, with a focus on appropriate messaging and direct interventions, based on the findings of this assessment.

Recommendations for service providers

- **Develop targeted information messages for parents and employers that provide key information about child labour laws, particularly those related to hazardous work and working hours for children. Specify the types of tasks that are dangerous and exposure (for instance, to chemicals or fumes) that cause long-term health damage. Target information to parents and employers and offer age-appropriate targeted information for youth.**

National laws and international conventions outline the conditions in which work performed by children is acceptable, for example, the age of the children involved, the number of hours they can work for, the types of tasks they may perform, and how children's health and development must always be safeguarded. Young people who meet the minimum legal age for employment should never undertake hazardous tasks that put them at risk of acute or long-term injury and should always be given size-appropriate protective gear and provided safety training. Levels of hazard by age should be determined by national frameworks for hazardous work (where these exist) alongside international standards.

Sector-specific messaging should be developed for sectors in which hazardous tasks are prevalent, such as carrying heavy loads (e.g. in construction), working long hours in the hot sun without a break (e.g. agriculture, scavenging or fishing), and using heavy or dangerous equipment (e.g. electric/chain saws or jack hammers). For both adults and children, clear messaging should be visible regarding common risks, injuries, protective practices and gear to avoid injuries, such as the risk of electric shocks in waste-picking, or the importance of using gloves, hats, goggles, etc. on worksites.

New workers should be supervised by experienced workers, and health and safety checks should be conducted regularly. Existing 'Safe Work for Youth' occupational safety and health training materials developed in Myanmar should be promoted to inform employers, parents and youth of hazards at work.⁹⁷

⁹⁷ ILO, *Myanmar Safe Work for Youth – Training Kit, Second Edition*, 2021.

Messaging around the health and developmental impact of hazardous tasks on children and adolescents could draw on work that has been developed in Myanmar.⁹⁸ New messages should be developed and pilot tested in target communities to determine their effectiveness and monitor any unintended consequences, such as the inadvertent encouragement of child labour. Furthermore, strategies should be developed to target messaging towards migrant children, more of whom are engaged in hazardous work compared to non-migrant children.

- **Develop empowerment and confidence-building messages that increase children's understanding of their rights as children and their future rights as workers. Inform employers of labour laws and the Child Rights Law, including the legal minimum age for work.**

Children and adolescents are rarely aware of workers' rights or child rights. Of those who are aware of these rights, few have the confidence to exercise them. Similarly, employers may also be unaware that they are violating the law by engaging children in child labour. Well-targeted information about workers' and child rights, as well as labour laws, should be made easily accessible. Alongside information on legislation, messaging should promote decent work for those above the legal minimum age for employment. Where it is appropriate for adolescents to conduct the same tasks as adults, safe working hours should be ensured for youths and their pay should be commensurate with the earnings of adult workers.

- **Provide information on available education and vocational training for children and involve employers in the design of vocational training.**

TVET options are largely supply-driven. TVET providers should conduct assessments of labour market demands, considering the ways in which the political situation and COVID-19 pandemic have changed these demands. Employers should be involved in the design of vocational training. TVET options are especially important for children aged 14–17, particularly those who are more interested in working rather than pursuing a formal education. Furthermore, vocational training may be relevant for parents, a fact which should also be considered in outreach initiatives.

- **Encourage partners and stakeholders to offer free literacy, numeracy and vocational training options for youth who leave school.**

Many families decide to engage their children in child labour to supplement the household income, help their children gain skills for future livelihoods, and because local schools are either of low quality or unavailable. While primary education is officially free, associated costs exist for parents. In addition to investing in basic social and health insurance, including cash transfer schemes, and improving the education in Myanmar, partners and stakeholders should develop basic education opportunities (numeracy and literacy) and life skills opportunities (communications and financial literacy) for out-of-school children. Both the promotion of non-formal education and pathways to return to formal education should be considered. Educational interventions can only succeed if young people's participation is subsidized, so parents can afford not to send them to work. Furthermore, parental concerns about sending children to classes due to the security situation should be considered in the design of educational materials, for instance, remote options could be explored.

- **Develop wide-reaching referral networks among service providers, community groups, employers and workers for the referral of child labour cases, including through local Child Labour Monitoring Systems (CLMS). Ensure that service providers, including paediatric and emergency medical care providers, are aware of child labour and are available to provide age-appropriate assistance and referrals for the children involved, including psychosocial health services. Conduct child-friendly outreach to inform children engaged in child labour about available services that can help them if they are hurt, feel unsafe, are abused, treated cruelly or forced to perform work that might injure them.**

⁹⁸ ILO, "10 Medical Reasons against Child Labour".

Most of the children interviewed for this assessment did not know where to turn if they experienced difficulties or injuries at work. Child-focused services should develop and maintain an up-to-date list of reliable services for children involved in child labour. They should delineate safe, effective referral procedures, including for psychosocial and mental health services, in order to address the high burden of these problems among children engaged in work. For example, Terres des Hommes focuses on community-based training through Community Support Groups (volunteers) to reach community members. Where psychosocial health services do not exist, service providers could explore the feasibility of pilot models for children engaged in child labour.

Beyond service referrals, local CLMS – which involve community groups monitoring and negotiating with employers – can play an important role in collecting information about child labour that can be used to inform other interventions. For example, shifting children to safer forms of work where their complete withdrawal from work is not possible. Partners and stakeholders should also explore how child labour can be mainstreamed into the existing child protection system, which is currently being explored in Myanmar through a case management taskforce.

► **Prepare children and adolescents to enter the labour market when they reach the legal minimum age for employment by building their capacities. Deliver life skills training – for instance, on decision-making, communications, basic literacy, numeracy, financial literacy, health and well-being, and fundamental rights – to equip children and adolescents to seek livelihoods that are safe and generate a decent income, and which could be incorporated into vocational training. Inform children and adolescents of existing apprenticeship and job training programmes.**

The employers interviewed for this assessment identified ‘communication with employers’, ‘hygiene’ and ‘calculation skills’ as the most useful skills for workers, alongside basic education. Since informal work and self-employment are major sources of livelihoods in low-income settings, basic financial, communications and planning skills will be fundamental to youth’s future earning, savings and budgeting abilities. Training children on empowerment, rights and decision-making concepts will also support their abilities to navigate discrimination and other challenges in the labour market. Financial literacy training for parents should also be considered, as sometimes children are pushed into child labour when parents cannot manage the household income.

► **Implement worker and child protection programmes.**

Few worker protection measures appear to be implemented in hazardous work sectors. Occupational safety and health should be promoted for children of and over the minimum legal age for employment. Employers should be strongly encouraged to implement occupational training sessions and shift youth to age-appropriate tasks. External monitoring, such as through community-based CLMS, should be implemented to identify underage workers, hazardous work practices, and the consistent delivery of training and mentoring sessions for apprentices. Community groups working to detect such practices in the CLMS can negotiate with employers to improve working conditions and occupational safety and health practices.

► **Develop model/pilot childcare options in target regions, and evaluate and cost prototypes.**

Parents often bring children aged 5–11 to worksites, where it is not unusual for parents or employers to engage children in workplace tasks. On-site or off-site childcare models would protect children from underage and hazardous work. They may prove beneficial to employers by attracting workers in need of child care and enabling these workers to focus on their work without being distracted by childcare obligations.

It will be important to reach out to partners and stakeholders to discuss childcare models. Pilot community and/or employer-based childcare models could be developed and tested to support working parents of younger children to prevent their early entry to work.

For instance, family-friendly workplace models that have been implemented in the garment sector in India and Bangladesh.⁹⁹ Service providers should also inform the parents of young children aged 5–11 about educational opportunities and promote primary school enrolment, in addition to connecting them to social protection mechanisms to support children's continued engagement in education.

Recommendations for policy-makers (under social justice condition)

The recommendations in this report focus on, subject to the necessary conditions being in place, the need for the adoption of policies that take an inclusive and holistic approach to tackling child labour issues and their root causes. These recommendations should be considered alongside the recommendations included in Myanmar's National Action Plan on Child Labour 2019–2023.¹⁰⁰

► Ensure consistency in national child labour legislation.

Discrepancies exist between the main legal frameworks on child labour in Myanmar. For instance, hazardous work is permitted under specific circumstances for children aged 16 and above in the Factories Act, 2016, but it is prohibited for all children under 18 years old in the Child Rights Law, 2019. Future amendments to the national legal framework on child labour should ensure that provisions are consistent across laws.

► Find fiscal resources to conduct training and labour inspections on child labour.

Adolescents are usually hired because they are perceived to be strong enough to carry out physically demanding work. While employers are aware of the risks involved in such work, they often do not check how old workers are before engaging them. Labour inspectors should be trained on the risks and consequences of child labour using existing training materials that have been developed in Myanmar.¹⁰¹ Labour inspections should be conducted in the most hazardous sectors (agriculture, forestry, fishing/aquaculture, construction, manufacturing, scavenging, and mechanics or car/motorcycle care).

► Allocate funding for interventions to increase the productivity of adult workers and, at the level of enterprises, to reduce demand for child labour.

Children are usually hired as low-skilled and cheaper sources of labour than adults. Improving the productivity of adult workers would increase business outputs, thereby reducing the demand for children's involvement in child labour. For example, employers providing skills training in Myanmar's manufacturing sector led to wage gains among trained workers and productivity gains for MSMEs.¹⁰² Implementing good business practices – such as formal record-keeping, monthly written budgets, visiting competitors to assess prices and products, and having sales targets, among other practices – have also improved the productivity of MSMEs in Myanmar's manufacturing sector.¹⁰³ Productivity-related interventions should be evaluated to assess reductions in the demand for engaging children as workers.

► Allocate funding to early childhood education centres and childcare services.

The lack of childcare options leads many parents to take young children to worksites, which is a common pathway to child labour.

⁹⁹ Netherlands Enterprise Agency, *Fund against Child Labour (FBK) Lessons Learned*, 2020.

¹⁰⁰ Myanmar, Ministry of Labour, Immigration and Population, *Myanmar National Action Plan on Elimination of Child Labour 2019–2023*, 2019.

¹⁰¹ ILO, *Combatting Child Labour in Myanmar: A Course for Labour Inspectors*, 2015.

¹⁰² Henrik Hansen et al., "Workplace Training in Myanmar: Determinants and Wage Returns", Development Economics Research Group Working Paper Series No. 10-2021, 2021.

¹⁰³ Paolo Falco et al., "Good Business Practices Improve Productivity in Myanmar's Manufacturing Sector", WIDER Working Paper No. 2021/45, 2021.

Early childhood development (ECD) is now being assessed as part of the SDGs and investment in these services is likely to reduce child labour and increase primary school enrolment.

- **Offer free or subsidized vocational training services in all states/regions to enable eligible children to access these opportunities without leaving their families and support networks. Prioritize basic education for children who are not eligible for TVET.**

This assessment's findings reveal that, in general, communities and families see little value in children progressing to secondary education. While they prefer vocational training, TVET opportunities are usually located far from children's homes. Developing locally accessible training courses that correspond with labour market demands could help to increase enrolment and improve youth's opportunities for viable future livelihoods.

To be effective, training courses must be accompanied by paid apprenticeships and/or mentorships to foster youth engagement in the labour market. Training models should be evaluated to assess the effects on labour conditions and income outcomes. Formal TVET provision is usually limited to the post-secondary and upper secondary levels. Therefore, ensuring basic education at the primary level, as well as supporting the transition to the secondary level and high school completion should be prioritized for children aged 5–16.¹⁰⁴

- **Assess existing social protection measures and address gaps to prevent child labour, help children remain in school full-time and prepare them for entry into the labour market when they reach the legal minimum age for employment.**

With an estimated 98 per cent of Myanmar's population not covered by social protection,¹⁰⁵ a review of existing provision and the implementation of schemes relevant for young workers and their families should be conducted to assess social protection gaps and how these may be addressed. The assistance provided should be sufficient to cover the opportunity cost of engaging in low-wage work. Working part-time and schooling part-time was not a popular option among the children interviewed for this assessment (7.6 per cent), with over half (56 per cent) preferring to be in school full-time. Both conditional and unconditional cash transfers have been effective in reducing child labour elsewhere, as have health insurance schemes.¹⁰⁶ Healthcare-related impoverishment is a significant push factor for children to work in various contexts.¹⁰⁷

On the other hand, certain social protection schemes – including micro-credit as a standalone intervention¹⁰⁸ – have encouraged families to pull children out of school to help with a family business.¹⁰⁹ Furthermore, improvements in the quality of education and teaching may also encourage parents to keep their children in school. While some cash transfers to families without steady incomes were implemented as part of Myanmar's COVID-19 Economic Recovery Plan, it is unclear whether and what follow-up measures have been implemented.¹¹⁰

Overall, a social protection floor system should be established to ensure the proportional allocation of the state budget towards employment generation for the population of working age, to assist children to receive basic education, prepare children to enter the labour market at the legal age, to ensure TVET opportunities without discrimination, and to adopt unemployment insurance.

¹⁰⁴ UNESCO, *TVET System Review Myanmar*, 2019.

¹⁰⁵ ILO, "Myanmar Social Protection Profile".

¹⁰⁶ Ana C. Dammert et al., "Effects of Public Policy on Child Labor: Current Knowledge, Gaps, and Implications for Program Design", *World Development* 110 (2018): 104–123.

¹⁰⁷ Ana C. Dammert et al., "Effects of Public Policy on Child Labor: Current Knowledge, Gaps, and Implications for Program Design", *World Development* 110 (2018): 104–123.

¹⁰⁸ Iffat Idris, Pauline Oosterhoff, and Nicola Pocock, *Child Labour in South Asia: Assessing the Effectiveness of Interventions. Rapid Evidence Assessment* (United Kingdom Foreign, Commonwealth & Development Office, 2020).

¹⁰⁹ Eric Edmonds and Caroline Theoharides, "Do Asset Transfer Programmes Lead to Child Labour? Evidence from Philippines", *VoxDev* (blog), 20 November 2020.

¹¹⁰ "Millions of Families Receive First Cash Handouts under COVID-19 Relief Scheme", *Frontier Myanmar*, 1 August 2020.

Additionally, the efforts, or planned efforts, of civil society organizations working on child protection should also be supported to ensure the wider coverage of child protection services, in order to address child labour.

► **Develop, test and evaluate child labour prevention and protection interventions that are co-designed with relevant stakeholders.**

Myanmar currently has few interventions that are specifically aimed at reducing child labour. Making the most of the recommendations outlined above will require intervention-focused research and evaluation. To avoid wasting important programming investments, community members – including parents, children (workers and non-workers), TVET programmes and employers – should be included in intervention design processes to determine effective modes of delivery. Prototypes should be evaluated to understand what is working for whom, what is not working, and how much effective interventions will cost. Furthermore, formative research on potential childcare options, life skills training and vocational training (relevant to the recommendations outlined above) should be conducted to inform the design of these interventions and appropriate outreach strategies.

Annexes

► Annex 1. Myanmar's international commitments on child labour

Instrument	Signature	Ratification/ ascension
ILO Forced Labour Convention, 1930 (No. 29)	4 March 1955	4 March 1955
ILO Worst Forms of Child Labour Convention, 1999 (No. 182)	18 December 2013	18 December 2013
ILO Minimum Age Convention, 1973 (No. 138)	8 June 2020	8 June 2020
ILO Night Work of Young Persons (Industry) Convention, 1919 (No. 6)	14 July 1921	14 July 1921
Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others	21 March 1950	
United Nations Slavery Convention	29 April 1957	
Protocol Amending the Slavery Convention	14 March 1956	29 April 1957
United Nations Convention Against Organized Transnational Crime		30 March 2004
Protocol Against the Smuggling of Migrants by Land, Sea and Air		30 March 2004
Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children		30 March 2005
Geneva Conventions (I-IV)		25 August 1992
United Nations Convention on the Rights of the Child (CRC)		15 July 1991
Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography		16 January 2012
Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict	28 September 2015	17 September 2019
United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)		22 July 1997
United Nations Convention on the Rights of People with Disabilities (CRPD)		7 December 2011
Optional Protocol to the CRPD		12 January 2012

► Annex 2. Myanmar regulatory framework by sector

Sector	Regulatory framework
Education	National Education Law, 2014 (Phyidaungsu Hluttaw Law No. 41/2014) Basic Education Law of the Republic of the Union of Myanmar 2019 Technical and Vocational Education Bill
Migrants and foreign workers	Burma Immigration (Emergency Provisions) Act, 1947 Registration of Foreigners Act 1940 (No. 7/40) and Rules 1948 The Law relating to Overseas Employment 1999. The Anti-Trafficking in Persons Law, 2005
Farmers	Protecting Rights and Enhancing Economic Welfare of Farmers Law (approved by Parliament in October 2013)
Foreign investment	Myanmar Investment Law 2016
Special economic zones	Special Economic Zones Law, 2014
Small and medium-sized enterprises	SME Development Law, 2013

► Annex 3. Education of parents/guardians and working children (12–17 years old)

Respondent's education	Total	Parent/ guardian	Children 12–17 years old
	N=145	N=46	N=99
None	4.8% (7)	15.2% (7)	0.0% (0)
Grade 1 (Standard 0)	1.4% (2)	4.3% (2)	0.0% (0)
Grade 2 (Standard 1)	4.1% (6)	8.7% (4)	2.0% (2)
Grade 3 (Standard 2)	11.0% (16)	21.7% (10)	6.1% (6)
Grade 4 (Standard 3)	15.9% (23)	19.6% (9)	14.1% (14)
Grade 5 (Standard 4)	15.2% (22)	15.2% (7)	15.2% (15)
Grade 6 (Standard 5)	7.6% (11)	8.7% (4)	7.1% (7)
Grade 7 (Standard 6)	6.2% (9)	0.0% (0)	9.1% (9)
Grade 8 (Standard 7)	12.4% (18)	2.2% (1)	17.2% (17)
Grade 9 (Standard 8)	11.0% (16)	0.0% (0)	16.2% (16)
Grade 10 (Standard 9)	7.6% (11)	2.2% (1)	10.1% (10)
Grade 11 (Standard 10)	2.1% (3)	2.2% (1)	2.0% (2)
Monastery/Religious School	0.7% (1)	0.0% (0)	1.0% (1)

► Annex 4. Working children's main jobs, by state/region

Sector	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
Domestic work	17.9% (7)	40.4% (21)	42.6% (23)	35.2% (51)
Agriculture and fishing/ aquaculture	7.7% (3)	26.9% (14)	11.1% (6)	15.9% (23)
Manufacturing	35.9% (14)	3.8% (2)	7.4% (4)	13.8% (20)
Wholesale and retail trade	12.8% (5)	11.5% (6)	14.8% (8)	13.1% (19)
Construction	0.0% (0)	15.4% (8)	18.5% (10)	12.4% (18)
Waste-picking	20.5% (8)	1.9% (1)	1.9% (1)	6.9% (10)
Mechanics or car/ motorcycle care	5.1% (2)	0.0% (0)	3.7% (2)	2.8% (4)

► Annex 5. Children's reasons for working, by state/region

Reason for children working	Yangon	Ayeyarwady	Kayin	Total
	N=39	N=52	N=54	N=145
School/training institution is closed due to COVID-19	10.3% (4)	0.0% (0)	11.1% (6)	6.9% (10)
School/training institution is closed due to the coup	5.1% (2)	0.0% (0)	9.3% (5)	4.8% (7)
Family does not allow the child to go to school	0.0% (0)	0.0% (0)	5.6% (3)	2.1% (3)
Family needs the child for the family business or farm	12.8% (5)	3.8% (2)	20.4% (11)	12.4% (18)
Cannot afford school/training fees/uniforms/shoes/books/transport to school	15.4% (6)	5.8% (3)	5.6% (3)	8.3% (12)
Money problems in the family/must work to support the family	84.6% (33)	73.1% (38)	59.3% (32)	71.0% (103)
Health problems in the family/must care for a family member	15.4% (6)	15.4% (8)	14.8% (8)	15.2% (22)
Must help at home with household chores	23.1% (9)	48.1% (25)	22.2% (12)	31.7% (46)
Own illness, injury or disability	0.0% (0)	1.9% (1)	0.0% (0)	0.7% (1)
School too far from home/lack of transport	0.0% (0)	1.9% (1)	0.0% (0)	0.7% (1)
Not interested in school, child does not want to go	0.0% (0)	0.0% (0)	7.4% (4)	2.8% (4)
Not smart enough to go to school	0.0% (0)	0.0% (0)	1.9% (1)	0.7% (1)
Married and/or pregnant	2.6% (1)	0.0% (0)	1.9% (1)	1.4% (2)
Child works to learn a skill	0.0% (0)	0.0% (0)	5.6% (3)	2.1% (3)
Lack of proper papers required to attend school (e.g. birth registration)	2.6% (1)	0.0% (0)	0.0% (0)	0.7% (1)
Too old to attend school	2.6% (1)	0.0% (0)	0.0% (0)	0.7% (1)
For pocket money	5.1% (2)	0.0% (0)	0.0% (0)	1.4% (2)
For food	2.6% (1)	0.0% (0)	0.0% (0)	0.7% (1)
Living with another family	2.6% (1)	0.0% (0)	0.0% (0)	0.7% (1)
For the cost of education	2.6% (1)	0.0% (0)	0.0% (0)	0.7% (1)
Not applicable	2.6% (1)	2.0% (1)	0.0% (0)	1.4% (2)
Don't know	0.0% (0)	3.8% (2)	1.9% (1)	2.1% (3)
Refused to answer	0.0% (0)	0.0% (0)	1.9% (1)	0.7% (1)

► Annex 6. Places, organizations or persons that children can seek help from, by state/region

Where to go if a child is hurt by someone	Yangon	Ayeyarwady	Kayin	Total
	N=13	N=5	N=14	N=32
Nowhere to go	8% (1)	0% (0)	0% (0)	3% (1)
INGO/NGO	15% (2)	0% (0)	7% (1)	9% (3)
Clinic	15% (2)	20% (1)	14% (2)	16% (5)
Administrative leader	8% (1)	60% (3)	36% (5)	28% (9)
Police station	0% (0)	20% (1)	14% (2)	9% (3)
Women's organization	15% (2)	0% (0)	14% (2)	13% (4)
Local CBO	23% (3)	0% (0)	14% (2)	16% (5)
Child protection centre	15% (2)	0% (0)	0% (0)	6% (2)

Who to go to if child feels unsafe	Yangon	Ayeyarwady	Kayin	Total
	N=15	N=5	N=9	N=29
NGO/INGO	20% (3)	0% (0)	0% (0)	10% (3)
Relatives/siblings	27% (4)	40% (2)	56% (5)	38% (11)
Women's organization	13% (2)	0% (0)	0% (0)	7% (2)
Parent	7% (1)	40% (2)	0% (0)	10% (3)
Police	7% (1)	20% (1)	0% (0)	7% (2)
Administrative leader	7% (1)	0% (0)	11% (1)	7% (2)
Social welfare association	7% (1)	0% (0)	0% (0)	3% (1)
Local CBO	7% (1)	0% (0)	11% (1)	7% (2)
Child protection centre	7% (1)	0% (0)	11% (1)	7% (2)
Don't know	0% (0)	0% (0)	11% (1)	3% (1)

A place to go if child is forced into very hard work or kept from going to school	Yangon	Ayeyarwady	Kayin	Total
	N=14	N=2	N=6	N=22
NGO/INGO	21% (3)	0% (0)	0% (0)	14% (3)
Police	7% (1)	50% (1)	33% (2)	18% (4)
Administrative leader	0% (0)	50% (1)	0% (0)	5% (1)
Relatives/siblings	7% (1)	0% (0)	33% (2)	14% (3)
Women's organization	21% (3)	0% (0)	0% (0)	14% (3)
Social welfare association	7% (1)	0% (0)	0% (0)	5% (1)
Local CBO	7% (1)	0% (0)	0% (0)	5% (1)
Child protection centre	14% (2)	0% (0)	17% (1)	14% (3)
Don't know	14% (2)	0% (0)	17% (1)	14% (3)

► Annex 7. Migration status by age, schooling and job type of working children

Migration status by age, schooling, and job type	Migrated child workers	Non-migrated child workers	Total
	N=27	N=118	N=145
Age	14.0 (2.2)	13.1 (3.1)	13.2 (2.9)
Schooling			
Never attended	0.0% (0)	3.4% (4)	2.8% (4)
Not attending school	85.2% (23)	50.8% (60)	57.2% (83)
Attending (full-time)	11.1% (3)	40.7% (48)	35.2% (51)
Attending (part-time)	3.7% (1)	5.1% (6)	4.8% (7)
Main job			
Agriculture and fishing/aquaculture	7.4% (2)	17.8% (21)	15.9% (23)
Manufacturing	18.5% (5)	12.7% (15)	13.8% (20)
Construction	11.1% (3)	12.7% (15)	12.4% (18)
Waste-picking	11.1% (3)	5.9% (7)	6.9% (10)
Wholesale and retail trade	14.8% (4)	12.7% (15)	13.1% (19)
Mechanics or car/motorcycle care	7.4% (2)	1.7% (2)	2.8% (4)
Domestic work	29.6% (8)	36.4% (43)	35.2% (51)
Injury			
Injuries from fall	18.5% (5)	10.2% (12)	11.7% (17)
Hit by something very heavy falling on child, or being crushed by heavy machines	22.2% (6)	15.3% (18)	16.6% (24)
Deep or long cut	33.3% (9)	16.9% (20)	20.0% (29)
Bad burn (not sun burn)	14.8% (4)	8.5% (10)	9.7% (14)
Bad bruises, bumps or swelling	51.9% (14)	27.1% (32)	31.7% (46)
Kicked or pushed by animal	3.7% (1)	6.8% (8)	6.2% (9)
Animal or snake bite	18.5% (5)	22.0% (26)	21.4% (31)
Head, back or neck injury	0.0% (0)	5.9% (7)	4.8% (7)
Broken bone	3.7% (1)	3.4% (4)	3.4% (5)
Eye or ear injury/damage	3.7% (1)	3.4% (4)	3.4% (5)
Electric shock	11.1% (3)	16.9% (20)	15.9% (23)
Near drowning	11.1% (3)	16.9% (20)	15.9% (23)
Minor injuries	37.0% (10)	53.4% (63)	50.3% (73)

Migration status by age, schooling, and job type	Migrated child workers	Non-migrated child workers	Total
	N=27	N=118	N=145
Hazardous work			
Carrying or pushing or pulling heavy loads	48.1% (13)	42.4% (50)	43.4% (63)
Working very high off the floor/ground	25.9% (7)	15.3% (18)	17.2% (25)
Using sharp tools or powered tools (electric or gas)	37.0% (10)	30.5% (36)	31.7% (46)
Using big or heavy machines, or driving vehicles	18.5% (5)	10.2% (12)	11.7% (17)
Working with fire, ovens, or very hot machines or tools, or loose or damaged else	22.2% (6)	10.2% (12)	12.4% (18)
Working in a very noisy place	44.4% (12)	30.5% (36)	33.1% (48)
Working indoors or outdoors where dust, sand, dirt, smoke or fumes make hard to breathe or see clearly	33.3% (9)	16.1% (19)	19.3% (28)
Working in a place that is very cold, or working outdoors in very rainy or wet place	37.0% (10)	31.4% (37)	32.4% (47)
Working long hours in the hot sun without a break	59.3% (16)	46.6% (55)	49.0% (71)
Working underwater	11.1% (3)	9.3% (11)	9.7% (14)
Working with or around agricultural chemicals	7.4% (2)	8.5% (10)	8.3% (12)
Working with chemicals/liquids/powders that are harmful.	7.4% (2)	0.8% (1)	2.1% (3)
Working during the night-time or very early in the morning when it is dark	29.6% (8)	21.2% (25)	22.8% (33)
Working in contact with large domestic animals, wild animals or around animals	7.4% (2)	7.6% (9)	7.6% (11)
Doing the same task repeatedly at a fast pace for long hours	37.0% (10)	39.8% (47)	39.3% (57)

► Annex 8. Monthly expected earnings by children engaged in child labour, by occupation

Occupation type	Monthly expected earnings (MMK)	Total (N=99)
Professionals	316,316 (222,616)	N=20
Craft and related trade workers	242,963 (119,287)	N=27
Elementary occupations	307,692 (259,556)	N=14
Managers, senior officials, and legislators	432,000 (353,723)	N=5
Clerical support workers	195,455 (82,020)	N=11
Services and sales workers	100,000 (0)	N=2
Skilled agricultural, forestry, and fishery workers	180,000 (199,625)	N=5
Arts, entertainment and recreation	300,000 (.)	N=1
Other service activities	10,000,000 (.)	N=1
Plant and machine operators and assemblers	266,667 (208,167)	N=3
Professional, scientific and technical activities	325,000 (147,479)	N=6
Students	200,000 (.)	N=1
Don't know	250,000 (.)	N=3

► Annex 9. Monthly expected earnings by children engaged in child labour, by job sector

Job sector	Monthly expected earnings (MMK)	Total (N=98)
Construction	295,263 (140,173)	N=19
Professional, scientific, and technical activities	286,667 (264,380)	N=12
Human health and social work activities	388,889 (275,882)	N=10
Manufacturing	321,111 (278,633)	N=9
Education	176,250 (25,599)	N=8
Public administration and defence; compulsory social security	168,750 (75,297)	N=8
Mechanic/car repair	314,286 (174,915)	N=7
Wholesale and retail trade	283,333 (132,916)	N=6
Agriculture and fishing	180,000 (199,625)	N=5
Electricity, gas, steam and air conditioning supply	157,500 (15,000)	N=4
Transportation and storage activities	266,667 (208,167)	N=3
Don't know	250,000 (.)	N=3
Arts, entertainment and recreation	350,000 (70,711)	N=2
Accommodation and food service activities	100,000 (.)	N=1
Information and communication	10,000,000 (.)	N=1

► Annex 10. Computer-assisted interview (CAI) and using it in the field

Computer-assisted interviewing (CAI) or digital data collection

IPA is committed to ensuring the highest level of data quality and security; thus, data was collected using Computer-Assisted Interviewing (CAI). Tablets were used to enable quick survey turnaround times, to minimize data entry errors, and to ensure automated data security. IPA used SurveyCTO, a specialized software to design surveys, collect data, keep information secured under multiple layers of encryption, and monitor data in real-time. Before data collection began, the Field Manager checked each tablet to make sure that all programming was correctly carried out. Furthermore, they tested the full data flow system and quality check analysis.

Using CAI in the field

IPA provided all the materials necessary to conduct electronic data collection, such as the tablets, batteries, and power banks. These materials were well-maintained and in sufficient quantity to facilitate data collection without any interruption. Power banks were used to charge tablets' batteries in areas with intermittent access to electricity. In cases of remote villages with limited or no access to electricity, enumerators were provided with a power bank based. The field team did not face any issues related to tablet power shortage during the interviews and enumerators had the appropriate equipment to conduct remote surveys.

► Annex 11. Sensitive topics

The survey included a short module about physical and psychological workplace violence (module F in the 12–17-year-old survey with direct reports, module F1 or F2 in the proxy 5–11-year-old survey asked of adults). These questions had been developed by Violence Against Children (VAC) researchers based on gold standard VAC survey instruments (e.g. ISPCAN Child maltreatment survey), which had been extensively used and tested globally. These questions had also undergone a rigorous review process by the PIs and the ILO. To minimize risks of distress, a dedicated preamble to these workplace violence modules was incorporated, which informed respondents about what they are about to be asked and assured them that they could skip questions or stop answering them. Additionally, these questions were phrased as sensitively as possible, and were based on a series of specific acts (e.g. being slapped, punched, kicked) rather than ambiguously asking about ‘physical violence’, to ensure the participant does not misinterpret the meaning. The preamble and items in module F1 had been adapted from the UNICEF Multiple Indicator Cluster surveys (MICS) child discipline module, which had been extensively tested worldwide. The preambles were phrased as follows:

Preamble in 12–17-year-old survey module F:

"Thank you for telling me about the things you are doing at work. I would now like to ask you some questions about things that people sometimes do to children and adolescents that may hurt them or make them feel uncomfortable, upset or scared at work.

There are no right or wrong answers to any of these questions. We just want to know your ideas. If at any point you feel like you want to skip a question or stop answering these questions, just tell me. If you want to talk about any of the things I ask you about, please let me know."

Preamble in 5–11-year-old proxy survey module F1 when a child works with family members:

"Thank you for telling me about the things your child is doing at work. Now I'd like to talk to you about what happens when <NAME> makes mistakes or misbehaves.

Sometimes, children misbehave or make mistakes at work, and adults might respond in different ways. When you're at work with <NAME>, have you or anyone else in your household or workplace used any of these methods?"

Preamble in 5–11-year-olds proxy survey module F2 when a child works in external employment:

"Thank you for telling me about the things your child is doing at work. I would now like to ask you about things that some people might do to children and adolescents that may hurt them or make them feel uncomfortable, upset or scared at work.

There are no right or wrong answers to any of these questions. If at any point you feel like you want to skip a question or stop answering these questions, please tell me."

Sexual violence was deliberately omitted in the workplace violence modules, as it was recognized that questions on this topic was likely to cause distress and that there might not be referral NGOs available for sexual violence in the study areas.

The workplace violence module was positioned in the middle of the surveys, to give enumerators a chance to build a rapport with the participant before asking sensitive questions. Importantly, this ensured that the interview did not end on a potentially heavy or upsetting note, as per best practice in VACs surveys.

Enumerators underwent a specific training module on how to ask these questions and how to respond sensitively to children, should they disclose serious ongoing violence at the workplace or at home and/or become upset.

Based on previous service mapping conducted for Child Domestic Worker referrals and through discussions with local NGO/CBO partners, one or more referral organizations were identified to support youth who make disclosures and consented to an onward referral (to social workers or counsellors).

The field team were also trained on how to make supported referrals for youth who agreed to assistance. In the Child Domestic Worker (CDW) service mapping,¹¹¹ 12 organizations participated in the study who worked on child protection, gender-based violence (GBV) survivor case management and awareness raising, human trafficking, girl's empowerment, migrant worker issues and free legal consultation and support. Referral options for different types of assistance and potential coalition partners were identified. All research staff were trained to ensure referrals were made in supportive ways to vetted and trusted referral services.

The wording in the information sheets was as follows:

Youth (12–17-year-old) information sheet:

"The things that you tell me will be private. When I write about what you have told me I will not use your real name. This means that no-one will know that it was you that told me. But, if you say something that makes me worried about your safety, I will talk to you about it and then I may talk to a qualified person at <insert referral NGO> for advice; this person may then talk to you in private about your situation."

Proxy (5–11-year-old) information sheet:

"The things that you tell me will be private. When I write about what you have told me I will not use your real name. This means that no-one will know that it was you that told me. But, if you say something that makes me worried about your child's safety, I will talk to you about it and then I may talk to a qualified person at <insert referral NGO> for advice; this person may then talk to your child in private about their situation."

Given the military coup and lack of functioning government child protection mechanisms, cases were not referred to the Department of Social Work, given the risks to children of doing so (e.g. automatic removal of children from workplaces, which can cause more harm than benefit when children are already in precarious work with limited income).

¹¹¹ A. M. Thi, "Service Mapping and Review: Support Options for Child Domestic Workers in Myanmar", 2021.

► Annex 12. Informed consent

Limitations existed due to COVID-19 rules and security concerns. Telephone interviews were conducted for Adult KII and in-person surveys were conducted with children with the help of local partners for safety and security for both respondents and participants.

For in-person surveys, interviews were scheduled in advance by the survey team at a time convenient to the participant. As the written consent was considered sensitive due to the military coup, verbal consent was requested and recorded.

For phone surveys, when the call was answered by participants, the enumerator introduced themselves, and read out the information sheet and informed consent questions to the participant. The enumerator proceeded with the interview once verbal consent had been given by the participant.

Audio recordings during interviews were optional. During the interviews with 12–17-year-olds, enumerators turned on the audio recorder for four qualitative questions only, for 41 selected respondents, which were integrated into the survey modules to allow a narrative flow of conversation.

During adult KIIs, audio interviews were recorded if participants consented. All respondents agreed to audio recordings.

Audio recordings were securely stored in an encrypted folder. Once audio recorded data were transcribed and translated to English, the audio files were deleted. Transcripts were stored securely in an encrypted folder and were only accessed by the study team.

► Annex 13. Child safeguarding and child and parental informed consent procedures

For interviews with current or former child workers, principles outlined in the ethical research involving children guidelines were followed.¹¹² It was necessary to rely heavily on local NGO partners to identify participants for whom it was safe to participate (with no risk of retribution), who were capable of making an independent decision and who would not be harmed in any way by participating.

For the 12–17-year-old age group, children provided their own consent for interviews. The purpose of the research was explained to children in order to obtain informed consent. For interviews taking place at home, parents were also given an explanatory information sheet, although parent consent was not specifically obtained. For children aged 5–11 years old, consent was gained from the parents/guardians who participated in the interview process.

Interviewers were selected primarily from a pool of qualified candidates with experience of sensitive conducting surveys with vulnerable youth. Most of these interviewers have worked with IPA in multiple surveys. The Research Associate and qualitative consultant have experience of conducting interviews with children and youth and will be involved in designing and delivering enumerator training. The research team has been trained to pose difficult questions in sensitive ways, respond to distress and make referrals when required (see ‘sensitive topics’ above).

Furthermore, in the Yangon study sites, we partnered with Girl Determined, an NGO who have a trained cadre of peer researchers, some of whom have previously been hired as IPA enumerators. We trained peer researchers to conduct surveys with youth aged 12–17 in these study sites.

Interviewers were trained to be able to identify common risks involved in research with children and respond using sensitive and supportive techniques. For instance, if a child becomes distressed, researchers responded in calm, understanding, and supportive ways, assuring the child that they were not to blame for what happened to them and that there was help available if they wanted it. They should not push for details about why the child was distressed but offer the time, patience and opportunity for the young person to disclose what they want and should ask the child if they want to stop talking or take a break. Interviews emphasized voluntary participation and withdrawal from the research at any time. We were aware of certain risks or restrictions that might arise with child domestic workers. For example, employers might not agree to child domestic workers taking part in the research if they thought there was a risk to themselves or their family, for example, legal action or social sanctions. To mitigate this risk, we prioritized former child domestic workers for recruitment.

Parental consent procedures

Parents/caregivers of 12–17-year-old survey participants were given an information sheet about the purpose of the study and what was being asked of their child but not asked for their consent. As explained above, we tried to recognize the independence and capacity of the participants by prioritizing their consent, alongside safety screening by our local partners.

Children aged 12–17 in the study locations were already working and most were making many independent decisions about their daily activities – activities that often pose much greater risks than participating in an interview. Moreover, local partner NGOs identified, screened, and only referred young people who were in situations for which an interview would not pose risks to their mental or physical health or negative repercussions.

¹¹² ERIC, “Ethical Research Involving Children (ERIC) Guidelines”.

The health and safety risks related to the interview are negligible, making it reasonable to empower youth to make their own decisions about whether to participate in the study, after being informed in age-relevant ways about the purpose and content of the interview. Based on substantial research experience with vulnerable youth and consultations with experts in youth-focused research, in the case of working youth or other independent minors (e.g. street youth, unaccompanied refugee minors) parental permission was not a well-reasoned requirement to protect participants who were already operating, to a great extent, as 'emancipated minors. Moreover, in the case of child domestic workers, employers or household hosts might not make the most trustworthy guardians to represent the child's safety and well-being. As explained above, our approach recognized the right of children and young people to make decisions, as well as their competence as social actors in choosing whether to involve their parents (or employers) or other guardians in their decision.¹¹³

¹¹³ T. Skelton, "Research with Children and Young People: Exploring the Tensions Between Ethics, Competence and Participation", *Children's Geographies* 6 (2008), 21–36.

► Annex 14. Risks and benefits

The assessment team expected possible risks to the study participants to be minimal. These risks were related to the loss of personal data, which was highly unlikely due appropriate management involving the electronic collection of data, and ensuring that very few individuals had access to this digital data. All datasets were stored on a cloud-based service, rather than on physical drives or investigators' own computers. This limited the likelihood of the loss or theft of personal property, or damage to physical storage devices.

The team did not envision any additional risk to participants, as the survey did not cover sensitive topics. Ways in which risks were mitigated for the workplace violence module were discussed in the 'sensitive topics' section.

► Annex 15. Survey instrument (12–17 years old)

A. Start and demographics

A	Question	Answer	Source/ justification
1	Child consent (12–17)?	1 Yes 2 No	N/A
2	Adult consent to interview 12–17 years old?	1 Yes 2 No	
3	Date	__ / __ / ____ (dd/mm/yy)	
4	Interviewer	<Insert enumerator ID options>	
5	Participant ID	__ / __ / __ / __ / __ /	
6	Referring NGO	<Insert NGO ID options>	
Introduction: <i>"Thank you for agreeing to talk with me today. We are going to start by asking some questions about you and your family.</i> <i>Please remember that you can decide to stop the survey at any time or skip any question you want."</i>			
7	In what month/year were you born?	__ / ____ (mm/yy)	
8	How old are you?	__ years ► Q10 98 Don't know/not sure ► Q9	
9	Can you guess about how old you are?	__ years	
10	Are you....?	1 Male 2 Female 3 Transgender/non-binary	
10a	What is your ethnicity?	1 Kachin 2 Kayar 3 Kayin 4 Chin 5 Mon 6 Bumar 7 Rakhine 8 Shan 9 Other (specify)	

A	Question	Answer	Source/ justification
11	I'd like to ask about the head of the household (person who is in charge in your house). Are they your...?	1 Mother 2 Father 3 Sibling 4 Grandparent 5 Other (specify)	
12	About how old is the head of the household?	___/► If they do not know/are not sure, give the options below: 1 14 years old or younger 2 15-17 3 18-25 4 26-35 5 36-44 6 45 or older	
13	What is the highest level of schooling that the head of the household has completed?	1 Never attended school 2 Preschool or kindergarten 3 KG 4 Grade 1 5 Grade 2 6 Grade 3 7 Grade 4 8 Grade 5 9 Grade 6 10 Grade 7 11 Grade 8 12 Grade 9 13 Grade 10 14 Technical high school (THS) (after Std 8) 15 Teacher's certificate (after Std 10) 16 TVET diploma (GTI, GTC, etc.) 17 Undergraduate/community college 18 Bachelor's graduate 19 Postgraduate diploma 20 Master's degree 21 PhD 22 Monastery/religious school 23 Other (specify)	

A	Question	Answer	Source/ justification
14	How many children below age 18 are in this household? CAPI: loop over 14a-14 c based on Q14	__/__	
14a	What is the name of [child]? Repeat for number of children mentioned in the reply to Q14	First name	
14b	What is gender of the [child]? Repeat for number of children mentioned in the reply to Q14	1 Male 2 Female 3 Transgender/non-binary	
14c	Is [child] working or in school? Repeat for number of children mentioned in the reply to Q14	1 Only work 2 Schooling and now work 3 Only school 4 Neither school nor not	
15	Did you register the birth of <NAME>? Repeat for number of children mentioned in the reply to Q14	1 Yes 2 No 98 Don't know 97 Refused to answer	
16	In what month/year was [child] born? Repeat for number of children mentioned in the reply to Q10	__ / __ __ (mm/yy) 98 Don't know/not sure ► Q18	
17	How old is [child]? Repeat for number of children mentioned in the reply to Q10	__ years ► Q19 98 Don't know/not sure ► Q18	
18	Can you guess about how old [child] is? Repeat for number of children mentioned in the reply to Q10	__ years	
19	Now think about the area where you live. Compared to other households/families here in <TOWNSHIP>, how would you describe your household at the moment?	1 Among the richest 2 Richer than most households/families 3 About average 4 A little poorer than most households/families 5 Among the poorest 98 Don't know 97 Refused to answer	Relative wealth and impact on aspirations

A	Question	Answer	Source/ justification
20	How long has <NAME> been continuously living in (name of current city, town or village of residence)? If less than one year, record '00' years	__ years If years = <NAME>'s age ► Migration	MICS
21	Just before <NAME> you moved here, did you live in a city, in a town, or in a rural area? Probe to identify the type of place	1 City 2 Town 3 Rural area 98 Don't know 97 Refused to answer	MICS

Migration

Introduction: "Now I would like to discuss your migration patterns."

	Question	Answer	Source/ justification
1	When <NAME> was first born, did <NAME> live in (current place of residence)?	1 Yes 0 No	ILO child labour standalone survey
2	Have <NAME> ever lived in another place, such as another village, another town, or abroad, for three or more months at one time?	1 Yes 0 No ► end migration section	
3	Where was the last place <NAME> lived prior to living in [current place of residence]? (read and select one)	1 Other place in the same country 2 Other country 3 Other specify	
4	In what year did <NAME> come to live in (current place of residence)?	---- year 97 Don't remember	
5	What was <NAME>'s main reason for moving to [current place of residence] from the last place <NAME> lived?	1 To take up a job 2 Job transfer 3 Too look for paid work 4 To study 5 Marriage 6 Family moved/joining family 7 Medical treatment, health 8 Conflict, insecurity 9 Natural disaster 10 Lifestyle, cost of living 11 Return to household 99 Other, specify 97 Don't know 98 Refused to answer	

B. Household chores and CDW

Introduction: "I am now going to ask about tasks that have to be done regularly at home, such as cleaning, washing, ironing, fetching water or firewood, helping or caring for a child, for elderly or the sick.

Does <NAME> do the following:

1 Household chores only his/her household => jobs for this household?

2 Household chores only for someone else => jobs for another household?

3 Household chores both his/her household and someone else? ► jobs for both households

4 No household chores?" ► skip to section C

B Jobs for this household		Jobs for another household		Source/ justification
1	Asking child directly: Now, I would like to ask about things you might be doing in YOUR home. On a typical day in the past week, were you doing any of these things, for 1 hour or more? (e.g. help with or do any repair of household equipment)	5	Asking child directly: On a typical day in the past week, were you doing any of these things, for 1 hour or more, in someone else's home? (e.g. help with or do any repair of household equipment)	2018 Suhaimi CDW survey (adapted) Detailed task questions to get at whether someone is a CDW (determined in Q5–8, which distinguishes from kids doing chores in their own home) FOR B4 & B8, USE TIME USE REFERENCE SHEET TO HELP CHILD UNDERSTAND HOW MANY HOURS <e.g. say 'before lunchtime, how many hours were you doing housework or chores? And after lunchtime? etc.'
	1 Cleaning the house or garden?		1 Cleaning the house or garden?	
	2 Washing or ironing clothes?		2 Washing or ironing clothes?	
	3 Buying, preparing, cooking or serving food?		3 Buying, preparing, cooking or serving food?	
	4 Helping with or Caring for a child? (including picking children up from school)		4 Helping with or caring for a child? (including picking children up from school)	
	5 Caring for the elderly, or the sick?		5 Caring for the elderly, or the sick?	
	6 Helping to guard the house (security)?		6 Helping to guard the house (security)?	
	7 Fetching water or firewood?		7 Fetching water or firewood?	
	9. Doing other types of domestic/ housework or chores, besides those mentioned? (specify)		9 Doing other types of domestic work or chores, besides those mentioned? (specify)	
		5a	For whom was s/he doing these tasks: 1 Extended family member 2 Friend of family 3 Not a relative	

B Jobs for this household		Jobs for another household		Source/ justification
2	<p>If YES to any of the above: Did you do these things for money or in exchange for goods? Y/N</p> <p>1 Yes 2 No ► Q3 98 Don't know ► Q3</p>	6	<p>If YES to any of the above: Did you do these things for money or in exchange for goods? Yes/No</p> <p>1 Yes 2 No ► Q7 98 Don't know ► Q7</p>	
3	<p>If not money/goods – did you do these things in exchange for food, or somewhere to live?</p> <p>1 Yes 2 No 98 Don't know</p>	7	<p>If not money/goods – did you do these things in exchange for food, or somewhere to live?</p> <p>1 Yes 2 No 98 Don't know</p>	
4	<p>Roughly how many hours do you spend on these domestic/ housework or chores on a typical day?</p> <p>___/___ hours OR if child cannot recall:</p> <p>1 Less than one hour 2 2–3 hours 3 4–5 hours 4 6–7 hours 5 8 hours or more 98 Don't know</p>	8	<p>Roughly how many hours do you spend on these domestic/ housework or chores on a typical day?</p> <p>___/___ hours OR if child cannot recall:</p> <p>1 Less than one hour 2 2–3 hours 3 4–5 hours 4 6–7 hours 5 8 hours or more 98 Don't know</p>	

C. Education and training

C	Question	Answer	Source/ justification
1a	<p>What is the highest level of school that you have completed?</p> <p>Please select one</p>	<p>1 Never attended school ► Q4</p> <p>2 Monastery education</p> <p>3 Preschool or kindergarten</p> <p>4 KG</p> <p>5 Grade 1</p> <p>6 Grade 2</p> <p>7 Grade 3</p> <p>8 Grade 4</p> <p>9 Grade 5</p> <p>10 Grade 6</p> <p>11 Grade 7</p> <p>12 Grade 8</p>	

C	Question	Answer	Source/ justification
1a	(continued)	13 Grade 9 14 Grade 10 15 First year of university 16 Other (specify)	
1b	Can you read?	1 Can read 2 Can write 3 Can read and write 98 Don't know 97 Refused to answer	
2	Are you currently attending school?	1 Yes – full-time (skip Q 6,8) 2 Yes – part-time (skip Q 6,8) 3 No ► Q4 98 Don't know ► Q4 97 Refused to answer ► Q4	
3	Which type of school is this? Please select one	1 Government school 2 Monastic school 3 Informal learning centre/NGO school 4 Tuition 5 Other (specify)	
4	Are you currently attending another training institution? E.g. vocational training provider to prepare you for different jobs	1 Yes – full time ► Q5 2 Yes - part time ► Q5 3 No ► Q6 98 Don't know ► Q7 97 Refused to answer ► Q7	
5	What kind of training are you receiving? Please select all that apply	1 Agriculture (e.g. farming, animal rearing, cutting trees/lumber) or forestry 2 Carpentry 3 Masonry 4 Blacksmithing 5 Foreign domestic worker 6 Sewing/garment 7 Catering/cooking/baking 8 Hospitality/hotel 9 Electrical 10 Car repair/mechanics 11 Driving 12 Hairdressing/beauty 13 Arts/crafts	

C	Question	Answer	Source/ justification
5	(continued)	14 Other (specify) 98 Don't know 97 Refused to answer	
6	Why are you not currently attending school or training? Please select all that apply Do not read responses aloud – listen to the child and code	1 School/training institution is closed due to COVID-19 2 School/training institution is closed due to the coup 3 The child/parents do not want the child to attend school/training institution under the military 4 Family does not allow the child to go to school 5 Family needed the child for the family business or farm 6 Cannot afford school/training fees/ uniforms/shoes/books/ transport 7 Money problems in family/must work to support themselves/the family 8 Health problems in family/must care for a family member 9 Must help at home with household chores 10 Own illness, injury or disability 11 Unsafe to travel to school due to security situation 12 School too far from home/lack of transport 13 Worried for own safety at school, bullying, abuse 14 Stigma/discrimination at school 15 Quality of education at school is poor 16 No separate toilets for girls at school 17 No teachers at school (teacher absenteeism) 18 Not interested in school, don't want to go 19 Not smart enough to go to school 20 Waiting for exam results before being allowed to continue 21 Banned from school due to poor attendance because of work 22 Banned from school due to poor behaviour	Options adapted from GAGE/ Young Lives surveys (surveys with working children)

C	Question	Answer	Source/ justification
6	(continued)	23 Acquired all the education I wanted 24 Married and/or pregnant 25 Child needs to learn a skill 26 Child does not have proper papers to attend (e.g. birth registration) 27 Other (specify) 98 Don't know 97 Refused to answer	
7	What is the most important reason why you are not currently attending school or training? Please select one Do not read responses aloud – listen to the child and code	___/___ See codes from Q6	
8	Since schools closed or has been closed, what changes have there been in how you spend your time? Please select all that apply	1 More time spent on paid work 2 More time spent on unpaid work 3 More time spent on helping at home 4 More free time 5 More time spent studying 6 Other (specify)	PACE child labour survey options
9	Have you ever used any time of online learning or other ways of learning at home due to the COVID-19 pandemic and security issues?	1 Yes ► Q10 2 No 98 Don't know 97 Refused to answer	
9a	If no, does <NAME> have any constraints to access these forms of learning? Please select all that apply	1 No access to internet (go to Q11) 2 No access to computer 3 Not know source of online learning 98 Don't know 97 Refused to answer 4 Other (specify)	
10	What does <NAME> learn online?	1 Myanmar Basic Education – NUG 2 Language 3 Life skills 4 Other (specify)	

C	Question	Answer	Source/ justification
10a	What online learning or other learning? Please select all that apply	1 Facebook 2 YouTube 3 Homework books given to me by school (any type of school) 4 Other (specify)	
11	Apart from formal school, what types of skills or training might help you to improve their life chances in future? Please select all that apply	1 Financial literacy (e.g. savings and money management) 2 Health education (e.g. COVID-19, sexual and reproductive health) 3 Managing a business 4 Negotiating and speaking with others 5 Workers' rights education 6 Customer service 7 Family and marriage skills 8 Community engagement and leadership 9 Other (specify) 10 None ► next section D	To understand children's preferences for potential interventions
11a	Can you explain why these skills might be useful for <NAME>? Insert field notes		
12	If you were invited to a training or service like this, what times of day are possible for you, and for how many hours? Please select all that apply	1 Morning: __ hours 2 Lunchtime: __ hours 3 Afternoon: __ hours 4 Evening: __ hours	To understand timing for potential interventions Use time use reference sheet to help child understand how many hours they usually work, and when they might be available

D. Working conditions (work hours, days, rest, sector)

Introduction: "Now I'd like to ask you about any work you do, or help other people to do."

D	Question	Answer	Source/ justification
1	<p>In the past week, have you done any of these things (for one or one more hours)?</p> <p>Probe: Did you do any other type of work?</p> <p>Read options aloud</p> <p>Please select all that apply</p> <p>Skip to Q2, unless answer option #15 (None) was selected</p>	<p>1 Farming or agriculture (e.g. growing, planting or picking rice/peanuts/fruits/vegetables, weeding plots, feeding, grazing or milking animals)</p> <p>2 Fish food farming (e.g. tending to fish or shrimp food ponds inland)</p> <p>3 Fishing in rivers or at sea (e.g. preparing and cleaning nets, lines and other fishing tackle and boat equipment, loading/unloading fish)</p> <p>4 Food processing (e.g. packing, cleaning or cutting heads of fish/prawns/chickens, carrying loads)</p> <p>5 Waste-picking (e.g. collecting/ waste-picking from streets, sorting, carrying loads, selling to recycling companies)</p> <p>6 Begging</p> <p>7 Teashops or restaurant (e.g. serving, cleaning dishes, cooking/preparing food, taking payments)</p> <p>8 Garment factory work (e.g. cutting helper, sewing, transporting items from one site to another)</p> <p>9 Construction work (e.g. carrying loads on building sites, building/plastering/ repairing walls, rooms, roofs, etc.)</p> <p>10 Street selling or market porter (e.g. selling reusable items/ flowers/ water bottles/ snacks and fruits on street or markets, carrying loads at market)</p> <p>11 Mechanics or car/motorcycle care (e.g. fixing vehicles or motorcycles, washing vehicles)</p> <p>12 Domestic work (e.g. washing, ironing, cleaning house, cooking/preparing food, caring for children, old people or pets)</p> <p>13 If yes – for this employer, do you work in your employer's shop or business? (e.g. grocery shop, sewing/tailoring shop)</p> <p>14 Other work (specify)</p> <p>15 None (temporary absence from job) ► Q1a</p>	<p>Options taken from 2020 CLARISSA report on children's work in Hlaing Thar Yar (Yangon)</p> <p>For 'domestic work', compare responses to task-based module above</p>

D	Question	Answer	Source/ justification
1a	Although <NAME> did not work last week, did <name> have a work activity from which <NAME> (was) temporarily absent?	1 Yes 2 No	
1b	What type of work was this?	See code options in Q1	
2	Of what you have just told me, what is your MAIN activity that you spent most time doing? Say: We will now call this your MAIN job Please select one	See code options in Q1 Main job: __/ __	To determine detailed hours, payment for main job
3	I'd like you to think about your MAIN job. On the day that you last worked in your MAIN job during the past week: What time did you start work? What time did you finish work? ► OR how many hours did you work?	____/ ____ AM/PM ____/ ____ AM/PM __ hours No fixed time Don't know/can't remember	Work intensity Use time use reference sheet to help child understand how many hours – e.g. say 'before lunchtime, how many hours were you working? And after lunchtime? etc.
<i>"Now I am going to ask you about the tasks that you do most of the time."</i>			
3a	Thinking about the different types of work that <NAME> has done: What is the task or type of work that <NAME> does most often?		
4	On the day that you last worked in your MAIN job during the past week: How much time did you have for breaks? <e.g. any breaks for meals or to rest during the workday> If respondent does not know exactly, ask them to estimate	__ minutes OR hours Don't know/can't remember	Work intensity Pilot 'last day worked' and 'typical day' in past week options

D	Question	Answer	Source/ justification
5	In your MAIN job, how many days per week, on average, do you work? If respondent doesn't know exact number, give them options	----- days OR 1 1-2 days/week 2 3-4 days/week 3 5-6 days/week 4 Every day, 7 days a week 5 No fixed amount of days 98 Don't know	Work intensity
6	Is your MAIN job, working with a family member in a family business or family farm? (e.g. helping on farm, street stall or market, grocery or other shop) Please select one	1 Yes 2 No ► 6b 9 Don't know/not sure ► 6b 97 Refused to answer ► 6b If the answer is not "1 Yes", go to Q6b	
6a	If the <NAME> is engaged in work in family farming: Thinking about the work in (farming, rearing, fishing etc.), are the products intended:	Only for sale Mainly for sale Mainly for family use Only for family use	
6b	Does <NAME> work...	1 As an employee 2 In <NAME>'s own business activity 3 Helping in family business 4 As an apprentice, intern 5 Helping a family member who works for someone else	
7	In your MAIN job, who do you work for? Read options aloud Please select one	1 Not a relative 2 Family member 3 Member of extended family 4 Not a relative 5 Other (specify)	ILO definition of workers
8	Do you receive money, food, clothes, shelter or things for yourself or your family for doing this work? Please select all that apply	1 Yes – money 2 Yes – in-kind payment (food, clothes, shelter, other things) 3 No – working to pay off debt ► Q12 98 Don't know 97 No response/refused to answer	

D	Question	Answer	Source/ justification
8a	How does <NAME> earn salary (payment method)?	1 Lump sum 2 Pieces rate (by basket/pieces) 3 Daily payment 4 Hourly payment 5 Monthly payment 6 Just pocket money 7 Other (specify)	
9	Are any of your earnings (money or things) paid to your parents/family? Please select one	1 No, none – I am paid my earnings ► Q10 2 Yes, some of it 3 Yes, all of it 98 Don't know/can't remember 97 Refused to answer	
10	Do you give any of your earnings (money or things) to your parents/family? Please select one	1 No, none 2 Yes, some of it 3 Yes, all of it 98 Don't know/can't remember 97 Refused to answer	
11/9	If money – how much are you paid? Please circle which form of payment (week/month/day/load) Probe: If respondent does not know exactly, ask them to estimate	_____kyats per_____ (week OR month OR day OR per load) If load – how many loads are you usually paid for?_____ (per week OR month OR day) 98 Don't know/can't remember 97 Refused to answer	
12/10	Have you had your wages cut, or been suspended without wages from work due to COVID-19 pandemic and security issues?	1 Yes (earned less/reduced) 2 Yes (suspended from work) 3 No 98 Don't know 97 Refused to answer	

D	Question	Answer	Source/ justification
13/11	<p>What is the main reason for you to work?</p> <p>Please select all that apply</p>	<p>1 School/training institution is closed due to COVID-19</p> <p>2 School/training institution is closed due to the coup</p> <p>3 You do not want child to attend school/training institution under the military</p> <p>4 Family does not allow child to go to school</p> <p>5 Family needs child for family business or farm</p> <p>6 Cannot afford school/training fees/uniforms/shoes/books/ transport</p> <p>7 Money problems in family – must work to support family</p> <p>8 Health problems in family – must care for family member</p> <p>9 Must help at home with household chores</p> <p>10 Own illness, injury or disability</p> <p>11 Unsafe to travel to school due to security situation</p> <p>12 School too far away/lack of transport</p> <p>13 Worried for child's safety at school, bullying, abuse</p> <p>14 Stigma/discrimination at school</p> <p>15 Quality of education at school is poor</p> <p>16 No separate toilets for girls at school</p> <p>17 No teachers at school (teacher absenteeism)</p> <p>18 Child not interested in school, doesn't want to go</p> <p>19 Not smart enough to go to school</p> <p>20 Waiting on exam results before allowed to continue</p> <p>21 Banned from school due to poor attendance because of work</p> <p>22 Banned from school due to poor behaviour</p> <p>23 Acquired all the education child wanted</p> <p>24 Married and/or pregnant</p> <p>25 Child needs to learn a skill</p> <p>26 Child does not have proper papers to attend (e.g. birth registration)</p>	Adapted from 2007 SIMPOC, PACE, Tanzania LFS Child module

D	Question	Answer	Source/ justification
13/11	(continued)	27 Other (specify) 98 Don't know 97 Refused to answer	
14/12	Who was the MAIN person who made the decision for you to work? Please select one	1 Myself 2 Mother 3 Father 4 Sibling 5 Grandparent 6 Other (specify)	To understand how much autonomy child has in work decision
15/13	How did your work affect your schooling or training in the past 12 months? Please select all that apply	1 Experienced injury because of work which made me miss school/training 2 Experienced illness because of work which made me miss school/training 3 Missed school or training because I had to do work on the day(s) 4 Could not do homework because of work 5 Could not study for exams due to work 6 Could not concentrate on studies because of work 7 Could not attend school/training at all because of work 8 Other (specify) 9 Child not in school or training 98 Don't know 97 Refused to answer	NORC survey adapted To understand impact of work on education
16/14	If you made your own decision, what would you choose about going to school and working? Read options aloud Please select one	1 Go to school full-time 2 Go to training/learn a trade or skill full-time 3 Work for money full-time 4 Work for money part-time 5 Go to school part-time and work part-time 6 Help with household chores or housekeeping part-time or after school hours only 7 Work in household chores or housekeeping full-time 8 Continue in current job 9 Find better job than current job 10 Other (specify)	Tanzania LFS Child module To understand children's preferences for potential interventions

E. Hazardous work, workplace violence, injuries, health

Introduction: "We would like to know more about the things that children and adolescents all around the world are doing when they are at work. These questions will help people to know how to keep children safe. Now, I want you to think about work that you have been doing during the past week. Were you doing any of these things at work?"

Please select all that apply.

Questions	Answer			
	Yes	No	Don't know	No response
1 Carrying or pushing or pulling heavy loads? (e.g. firewood or water, crops, bricks, rubbish/waste, rocks or cement, other heavy items? Show 'carrying loads' reference sheet)	1	2	98	97
2 Working where you have to climb high off the floor/ground, from where if you fell, you might be injured? (e.g. ladders taller than you, high up on trees, scaffolding, construction platforms)	1	2	98	97
3 Using sharp tools or power tools (electricity or gas)? (e.g. axes, knives, machetes)	1	2	98	97
4 Using big or heavy machines, or driving vehicles? (machines that are bigger than you) (e.g. assembly machines, jack hammers, tractors, forklifts, cranes, trucks, motorcycles)	1	2	98	97
5 Working with fire, ovens, or very hot machines or tools, or unsafe electric wires/cables, where you might get burned? (e.g. fire ovens, irons, welding tools, hot metal surfaces, burners, electric wires/cables, brick kilns)	1	2	98	97
6 Working in a very noisy place, so that you have to shout to speak? (e.g. very loud/noisy machines, loud traffic)	1	2	98	97
7 Working indoors or outdoors where dust, sand, dirt, smoke or fumes make hard to breathe or see clearly? (e.g. insufficient ventilation)	1	2	98	97
8 Working in a place that is very cold, or working outdoors in very rainy or wet weather? (e.g. in cold stores/fridges, working in fishing or farming, working in rain/storms)	1	2	98	97
9 Working long hours in the hot sun without a break?	1	2	98	97
10 Working below the ground in mining wells or tunnels or other very small spaces? (e.g. going down into mines to bring out rocks/stones/coal, cutting rocks/stones/coal below the ground)	1	2	98	97
11 Working underwater? (e.g. diving for shells, untangling nets in seas, lakes, rivers)	1	2	98	97
12 Working with or around agricultural chemicals? Or helping someone else to do this? (e.g. spraying or spreading fertilizers to help crops/plants grow, spraying or spreading pesticides to kill bugs or weeds, cleaning pesticide containers)	1	2	98	97

Questions		Answer			
13	Working with liquids or powders that irritate your skin, burn easily, give off vapour that smell bad or can explode? (e.g. cleaning products, oil or gas, paints, glues, bleach, disinfectants, dyes, solvents, batteries, mercury, or other chemicals)	1	2	98	97
14	Working at night time or very early in the morning, when it is dark? (including going to or from work when it is dark)	1	2	98	97
15	Working in contact with large domestic animals (e.g. cattle), wild animals (e.g. snakes, insects) or around animal manure (e.g. manure pits, cleaning stalls)?	1	2	98	97
16	Doing the same task over and over again at a fast pace for long hours? (e.g. weaving, pounding rocks)	1	2	98	97
17	Do you generally feel safe at work?	1	2	98	97
18	Does <NAME> use any personal protective gear at your workplace, such as gloves, hats or helmets or masks or protection for your eyes or other items that will keep you from being injured?	1	2	98	97
19	Have you ever been punished for mistakes made at work?	1	2	98	97
20	Would you be allowed to stop working or leave your workplace if you were very ill, injured, had a serious family problem or wanted to quit?	1	2	98	97
21	Is <NAME> given any clothing or materials to help protect them from an injury at work, such as gloves or hat or mask?	1	2	98	97
22	What is <NAME>'s employment status?	1 Employed by someone else , go to 23 2 An independent livelihood 98 Don't know 97 No response			
23	Have you seen any improvements in <NAME>'s work conditions or income over the past two years? (e.g. employers treat <NAME> better/well-equipped with protective gear).	1	2	98	97

F. Workplace violence

Introduction: "Thank you for telling me about the things you are doing at work. I would now like to ask you some questions about things that people sometimes do to children and adolescents that may hurt them or make them feel uncomfortable, upset or scared at work.

There are no right or wrong answers to any of these questions. We just want to know your ideas. If at any point you feel like you want to skip a question or stop answering these questions, just tell me. If you want to talk about any of things I ask you about, please let me know."

F	Question	Answer
1a	Sometimes people at work can hurt children and adolescents physically. Thinking about yourself in the work you are doing now, has anyone at work slapped you, punched you, kicked you or done anything else to hurt you physically?	

F	Question				Answer
	Yes	1	B01b If yes, was it by:	An adult	1
	No	2		Another child/adolescent	2
	Don't know	98		Don't know	98
	No response	97		No response	97
	Not applicable	96		Not applicable	96
1b	Have you ever been in pain or had an injury that lasted for more than 2 days because of being physically hurt in these ways?				1 Yes 2 No 98 Don't know 97 Refused 96 Not applicable
2	Sometimes, when children and adolescents are at work people say or do things that scare them or make them worry about their safety. Since you've worked at this job, has anyone at work ever threatened to hurt you?				
	Yes	1	B02.b. If yes, was it by:	An adult	1
	No	2		Another child/adolescent	2
	Don't know	98		Don't know	98
	No response	97		No response	97
	Not applicable	96		Not applicable	96
3	Sometimes when children and adolescents are at work people say or do things to make them feel bad. Since you've worked in this job, has anyone at work ridiculed you, insulted you or made you feel ashamed?				
	Yes	1	B03.b. If yes, was it by:	An adult	1
	No	2		Another child/adolescent	2
	Don't know	98		Don't know	98
	No response	97		No response	97
	Not applicable	96		Not applicable	96

G. Injuries

Introduction: "Thank you for telling me about things that have happened at work. Now, I'd like to ask you about serious accidents and injuries that you might have had at work. A serious injury is one that prevents a child from doing normal activities like work or school, and/or that requires medical care from a doctor or nurse.

Since you have been working, have you experienced any of these serious accidents or injuries because of the work you were doing?"

G Question		Yes	No	Don't know	No response
1	Injuries from fall (e.g. falling from scaffolding/buildings, ladders, trees)	1	2	98	97
2	Hit by something very heavy falling on you, or being crushed by heavy machines, vehicles or things at work (e.g. being squeezed or crushed by heavy machines, vehicles or things you move at work, something heavy falling on you, show reference sheet illustrations)	1	2	98	97
3	Deep or long cut	1	2	98	97
4	Bad burn (not sun burn) (e.g. from poisons or chemicals)	1	2	98	97
5	Bad bruises, bumps or swelling (e.g. sprained muscle, dislocations)	1	2	98	97
6	Minor injuries (e.g. by the thorns of shrimp head or fish bones)	1	2	98	97
7	Kicked or pushed by animal	1	2	98	97
8	Animal or snake bite				
9	Head, back or neck injury	1	2	98	97
10	Broken bone	1	2	98	97
11	Lost a body part (e.g. finger, hand, arm, leg)	1	2	98	97
12	Eye or ear injury/damage	1	2	98	97
13	Electric shock	1	2	98	97
14	Near drowning	1	2	98	97
15	Other (specify)				
16	Do any of these injuries cause pain or problems for more than 2 days?	1	2	98	97
17	How many times did you have a serious injury because of your work or from accidents at work?	1 Injured once 2 Injured a few times 3 Injured many times 4 Cannot remember			
18	Thinking about your most serious injury, what were you doing when this happened? <Allow child to describe in own words and insert SECTOR code from WORKING CONDITIONS module D Q1. If child discloses violence as cause of injury, insert here>	[] [] Sector code, OR [] Injury from workplace violence			
19	Was medical care received for this injury?	1	2	98	97

20	Thinking about your most serious injury, how did this affect your work?	1 Stopped work permanently 2 Stopped work temporarily 3 Changed jobs 4 Work not affected 5 Work not affected but affected in daily activities (e.g. doing household chores, playing with friends)
21	Thinking about your most serious injury, how did this affect your schooling?	1 Does not go to school 2 Stopped school permanently 3 Stopped school temporarily 4 Schooling not affected
22	<i>"Now I'd like to ask you about your health in general. Compared to other children your age, would you say your health is: very good, good, fair or poor?"</i>	
	Very good	1
	Good	2
	Fair	3
	Poor	4

H. Psychosocial health

Introduction: *"I now have some questions about how you've been feeling since you've been working. Have you...?"*

H Question		Yes	No	Don't know	No response
1	Had lots of headaches, stomach-aches, or sickness?	1	2	98	97
2	Felt so tired it was hard for you to pay attention at work?	1	2	98	97
3	Felt unhappy, downhearted or tearful?	1	2	98	97
4	Worried a lot, felt nervous or easily scared?	1	2	98	97
5	Felt like you had someone to talk to about your problems or troubles?	1	2	98	97
6	Felt proud of the work that you do?	1	2	98	97

I. Awareness of helping agencies/projects/laws

Introduction: "Now I'd like to ask you about where you can go to for different kinds of help."

I	Question			Answer	Source/ justification
1	Do you know of a place a girl/boy like you could go for care if someone hurt her/him?			1 Yes (specify where) 2 No 98 Don't know 97 Refused to answer	PACE Ethiopia survey questions
2	Do you know someone to go if you don't feel safe?			1 Yes (specify who) 2 No 98 Don't know 97 Refused to answer	
3	If a child is forced to do very hard work that might hurt them or keep them from going to school, do you know of a place where he or she can get help?			1 Yes (specify) 2 No 98 Don't know 97 Refused to answer	
4	Sometimes there are organizations who come to communities and run projects to support children. Have you ever participated in this kind of project?			1 Yes (specify name of NGO or project) 2 No 98 Don't know 97 Refused to answer	NORC child labour survey question To ascertain prior engagement in interventions
6	I'm going to read a list of services that a person might want or need. I want you to tell me if you have needed any of the following services in the last one year? Read aloud and select all that apply – if none, circle code 9	A	B. Did you receive service? 1 Yes 2 No 98 Don't know 97 Refused to answer	C For what reasons did you not go for the service when you needed it? 1 No service in vicinity 2 Don't know where to go 3 No money to pay for service 4 No time for service 5 Employer does not permit 6 Parent/guardian does not permit 7 Other (specify)	Pop Council CDW Ethiopia survey To understand children's use of services and gaps (for potential intervention development)
		1 Medical services	__/__	__/__	
		2 Psychological/counselling services	__/__	__/__	
		3 Legal services	__/__	__/__	
		4 Post-assault or rape services	__/__	__/__	

I	Question	Answer	Source/ justification
	5. Child protection services	__/__	
	6 Financial services	__/__	
	7 Job placement/ broker services	__/__	
	8 Other (specify) _____	__/__	
	9 None of the above	__/__	
5	Do you know what is the minimum age for children to work in Myanmar? Please tell me what you think	__/__	Awareness of law (age=14)

J. Future plans/aspirations

J	Question	Answer	Source/ justification
1	Now I'd like to ask you about your hopes and what you want to do in the future Imagine you had no obligations or pressures, and you could study for as long as you liked, or go back to school or training if you have already left. What level of school or training would you like to complete? Please select one	1 Don't want to go back to school/ training ► Q3 2 Primary school 3 Lower secondary 4 Upper secondary 5 Post-secondary technical/ vocational institute 6 University degree 7 Post-graduate degree (e.g. Master's, PhD) 8 Religious education (e.g. spending time in a monastery or nunnery, church, Islamic school, etc.) 9 Other (specify)	Young Lives round 4 Ethiopia adapted
2	Given your current situation, do you expect that you will reach that level of school or training?	1 Yes 2 No 98 Don't know 97 Refused to answer	Young Lives round 4 Ethiopia adapted

J	Question	Answer	Source/ justification
3	<p>When you are about 25 years old, what job would you like to be doing?</p> <p>Do not read aloud. Listen to the child's response and code</p> <p>Please select one</p>	<p>1 Accountant</p> <p>2 Actor or social media star</p> <p>3 Artist</p> <p>4 Computer operator</p> <p>5 Construction worker</p> <p>6 Cook</p> <p>7 Dentist</p> <p>8 Doctor</p> <p>9 Domestic worker/housekeeper</p> <p>10 Driver</p> <p>11 Engineer</p> <p>12 Factory worker ► 1 Garment 2 Agriculture processing 3 Other (specify)</p> <p>13 Farmer</p> <p>14 Fire-fighter</p> <p>15 Fisherman</p> <p>16 Full-time parent/housewife</p> <p>17 Journalist</p> <p>18 Labourer</p> <p>19 Lawyer</p> <p>20 Lecturer</p> <p>21 Manager</p> <p>22 Market trader/shop assistant</p> <p>23 Mason/carpenter/thatcher</p> <p>24 Mechanic/car repair</p> <p>25 Nurse</p> <p>26 Painter/decorator</p> <p>27 Pilot</p> <p>28 Policeman/woman</p> <p>29 Politician</p> <p>30 Religious leader/monk/nun</p> <p>31 Secretary/administrative assistant</p> <p>32 Scientist</p> <p>33 Singer</p> <p>34 Soldier</p> <p>35 Sportsman/woman</p> <p>36 Tailor</p>	Young Lives round 4 Ethiopia adapted

J	Question	Answer	Source/ justification
3	(continued)	37 Taxi driver 38 Teacher 39 Trader businessman/woman 40 University student/further education 41 Veterinarian 42 Waitress/waiter (e.g. teashop, restaurant) 43 Other (specify)	
4	How much do you think you'll make monthly with this job?	_____ kyats/month	
5	Given your current situation, do you expect that you will be able to get that kind of job?	1 Yes ► Q9 2 No ► Q6 98 Don't know 97 Refused to answer	Young Lives round 4 Ethiopia adapted
6	What is the MAIN obstacle to achieve this? Do not read aloud. Listen to the child's response and code Please select one	1 Lack of education/skills 2 Money problems 3 Family will not allow 4 Lack of social networks to get this job 5 Own illness, injury or disability 6 Lack of determination (not goal oriented) 7 Lack of parental support 8 Taking care of their children and family 9 Other (specify) 98 Don't know 97 Refused to answer	Young Lives round 4 Ethiopia adapted
7	Because of this obstacle, what kind of job/activity do you expect to have in future? Do not read aloud. Listen to the child's response and code	See code options in Q3 --/--	Young Lives round 4 Ethiopia adapted
8	How much do you think you'll make monthly with this job?	_____ kyats/month	

Qualitative interview – selected respondents

Turn on audio recorder if child consented – if not, take notes.

We need 30–45 qualitative responses for this section. Please select AT RANDOM using SurveyCTO randomization function if there is one, at the start of the interview (we will need to programme this).

1	I'd like to know more about your future ideas and plans that we just talked about...	<p>What are the main jobs in <TOWNSHIP>? <REGION>?</p> <p>Where would you like to live and work in future?</p> <p>Probe: This area, another area in the country, migration overseas (e.g. Thailand, Malaysia, China, within Myanmar)?</p> <p>What jobs do you know about in <ANOTHER AREA OF MYANMAR/COUNTRY>? What is the pay? How will you go there?</p>	To understand perceptions of local/regional/overseas opportunities & preferences (including migration)
2	<p>Before we talked about what you preferred to do if you made your own decision, about going to school and working.</p> <p>Can you tell me more about what you would choose to do?</p>	<p>What are the reasons for your preferred choice?</p> <p>What needs to happen so that you can pursue this option?</p> <p>If school and work part-time – what would make this option possible for you? (e.g. someone pays fees, better paid job for myself or parents)</p>	To understand future preferences for work/education
3	Before we talked about skills or training that might help you to improve their life chances in future, things like financial literacy, managing a business, and you told me that <insert what training child said> would be useful for you	<p>Can you explain why these skills or training might be useful for you?</p> <p>If you were invited to a training or service like this, should it be....?</p> <p>In person? Remote?</p> <p>How many hours per day or week?</p> <p>Preferred location?</p> <p>Preferred age-groups, mentors/facilitators?</p> <p>Cultural concerns or obstacles to participate?</p>	To understand potential intervention preferences
4	I'd like to know more about your future level of school or training that we just talked about...	In question 1 & 2, Session J, you answered that you want to complete <LEVEL OF SCHOOL OR TRAINING> and you expect that you will reach (or not reach) that level of school or training in a given current situation, why/ why not?	

K. End

K	Question	Answer	Source/ Justification
1	What do you like to do in your free time? (when you are not working, or not at school) Please select ALL that apply	1 Help around the house or run errands 2 Play or spend time with friends 3 Play games on mobile phone 4 Social media on mobile phone 5 Watch TV 6 Read 7 Do online learning or other lessons 8 Sleeping 9 Other (specify)	Ending interview question. Indicates what child prefers to do in free time re. intervention design
2	This interview is nearly over and I would like to know how you felt about talking to me this way. Please can you tell me, was this interview:	1 Difficult 2 Little bit difficult 3 Easy	To understand how child felt about interview
3	Interviewer's observations		

"Thank you very much. I know that some of these questions were not easy, but your responses were very clear and helpful."

► Annex 16. Survey instrument (5–11 years old)

A. Start and demographics

A	Question	Answer	Source/ justification
1	Adult consent to interview on behalf of the 5–11-year-old?	1 Yes 2 No	N/A
2	Date	__/__/____ (dd/mm/yy)	
3	Interviewer	<Insert enumerator ID options>	
4	Participant ID	__/_/_/_/_/_/_/_	
5	Referring NGO	<Insert NGO ID options>	
6	Introduction: Thank you for agreeing to talk with me today. We are going to start by asking some questions about you, your household and <NAME> Please remember that you can decide to stop the survey at any time or skip any question you want		
7	How old are you?	__/_	
8	Are you...?	1 Male 2 Female 3 Transgender/non-binary	
8a	What is your ethnicity ?	1 Kachin 2 Kayar 3 Kayin 4 Chin 5 Mon 6 Bumar 7 Rakhine 8 Shan 9 Other (specify)	
9	What is the highest level of schooling that you've completed?	1 Never attended school 2 Preschool or kindergarten 3 KG 4 Grade 1 5 Grade 2 6 Grade 3 7 Grade 4 8 Grade 5 9 Grade 6	

A	Question	Answer	Source/ justification
9	(continued)	10 Grade 7 11 Grade 8 12 Grade 9 13 Grade 10 14 Technical high school (THS) (after Std 8) 15 Teacher's certificate (after Std 10) 16 TVET diploma (GTI, GTC etc.) 17 Undergraduate/community college diploma 18 Bachelor's graduate 19 Postgraduate diploma 20 Master's degree 21 PhD 22 Monastery/religious school 23 Other (specify)	
10	How many children below age 18 are in this household? CAPI: Loop over 10a–14 based on Q10	__/__	
10a	What is the name of [child] Repeated for number of children answered in Q10	First name	
10b	What is gender of the [child] Repeated for number of children answered in Q10	1 Male 2 Female 3 Transgender/non-binary	
10c	Is [child] working or in school? Repeated for number of children answered in Q10	1 Only work 2 Schooling and now work 3 Only school 4 Neither school or work	
11	Is [child] your...? Repeated for number of children answered in Q10	1 Son 2 Daughter 3 Sibling 4 Grandchild 5 Niece or nephew 6 Adopted/foster/step child 7 Live-in domestic worker/maid 8 Other (specify)	

A	Question	Answer	Source/ justification
11a	Did you register the birth of [child]? Repeated for number of children answered in Q10	1 Yes 2 No 98 Don't know 97 Refused to answer	
12	In what month/year was [child] born? Repeated for number of children answered in Q10	__ / __ __ (mm/yy) 98 Don't know/not sure ► Q14	
13	How old is [child]? Repeated for number of children answered in Q10	__ years ► Q15 98 Don't know/not sure ► Q14	
14	Can you guess how old [child] is? Repeated for number of children answered in Q10	__ years	
15	Is <NAME>...?	1 Male 2 Female 3 Transgender/non-binary	
15a	Is <NAME> your...?	1 Son 2 Daughter 3 Sibling 4 Grandchild 5 Niece or nephew 6 Adopted/foster/step child 7 Live-in domestic worker/maid 8 Other (specify)	
16	Now think about the area where you live Compared to other households/families here in <WARD/VILLAGE>, how would you describe your household at the moment?	1 Among the richest 2 Richer than most households/families 3 About average 4 A little poorer than most households/families 5 Among the poorest 98 Don't know 97 Refused to answer	Relative wealth and impact on aspirations
17	How long has <NAME> been continuously living in (name of current city, town or village of residence)? If less than one year, record '00' years	__ years If years = <NAME>'s age ► Migration	MICS

A	Question	Answer	Source/ justification
18	Just before <NAME> you moved here, did you live in a city, in a town, or in a rural area? Probe to identify the type of place	1 City 2 Town 3 Rural area 98 Don't know 97 Refused to answer	MICS

Migration

To be asked in the 12-17 child survey.

Introduction: "Now I would like to discuss your migration patterns."

Now I would like to discuss your migration pattern			Source/ justification
1	When <NAME> was first born, did <name> live in (current place of residence)?	1 Yes 0 No	ILO Child labour standalone survey
2	Have <NAME> ever lived in another place, such as another village, another town, or abroad, for three or more months at one time?	1 Yes 0 No ► end migration section	
3	Where was the last place <NAME> lived prior to living in [current place of residence]? (Read and select one)	1 Other place in the same country 2 Other country 3 Other (specify)	
4	In what year did <NAME> come to live in (current place of residence)?	---- (year) 97 Don't remember	
5	What was <NAME>'s main reason for moving to <CURRENT PLACE OF RESIDENCE> from the last place <NAME> lived?	1 To take up a job 2 Job transfer 3 Too look for paid work 4 To study 5 Marriage 6 Family moved/joining family 7 Medical treatment, health 8 Conflict, Insecurity 9 Natural disaster 10 Lifestyle, cost of living 11 Return to household 99 Other, specify 97 Don't know 98 Refused to answer	

Household chores and CDW

Introduction: "I am now going to ask about tasks that have to be done regularly at home, either for your own household or for another one, such as cleaning, cooking, washing, ironing, fetching water or firewood, helping or caring for a child, for elderly or the sick.

Does <NAME> do the following:

1 Household chores only his/her household.=>JOBS for this household

2 Household chores only for someone else.=>JOBS for another household

3 Household chores both his/her household and someone else=>JOBS for both households

4 No household chores?" ► skip to section C

B	Chores FOR THIS HOUSEHOLD		Household chores FOR ANOTHER HOUSEHOLD	Source/ justification
1	Now, I would like to ask about things <NAME> might be doing in your home (like help with or do any repair of household equipment)	5	Now, I would like to ask about things <NAME> might be doing in someone else's home. On a typical day in the past week, was <NAME> doing any of these things, for 1 hour or more?	2018 Suhaimi CDW survey (adapted) Detailed task questions to get at whether someone is a CDW (determined in Q5-8, which distinguishes from kids doing chores in their own home)
	1 Cleaning the utensils, house or garden?		1 Cleaning the utensils, house or garden?	
	2 Washing or ironing clothes?		2 Washing or ironing clothes?	
	3 Buying, preparing, cooking or serving food?		3 Buying, preparing, cooking or serving food?	
	4 Helping with or caring for a child? (including picking children up from school)		4 Helping with or caring for a child? (including picking children up from school)	
	5 Helping with or caring for the elderly, or the sick?		5 Helping with or caring for the elderly, or the sick?	
	6 Helping with or guarding the house (security)?		6 Helping with or guarding the house (security)?	
	7 Fetching water or firewood?		7 Fetching water or firewood?	
			8 Helping in the household head's shop or business? (e.g. grocery shop, tailoring/sewing shop)	
	9 Doing other types of domestic/housework or chores, besides those mentioned? (specify)		9 Doing other types of domestic work or chores, besides those mentioned? (specify)	

B	Chores FOR THIS HOUSEHOLD		Household chores FOR ANOTHER HOUSEHOLD	Source/ justification
		5a	For whom was s/he doing these tasks: 1 Extended family member 2 Friend of family 3 Not a relative	
2	If yes to any of the above: Did <NAME> do these things for money or in exchange for goods? Y/N 1 Yes 2 No ► Q3 98 Don't know ► Q3	6	If yes to any of the above: Did <name> do these things for money or in exchange for goods? Y/N 1 Yes 2 No ► Q7 98 Don't know ► Q7	
3	If not money/goods – did <NAME> do these things in exchange for food, or somewhere to live? 1 Yes 2 No 98 Don't know	7	If not money/goods – did <name> do these things in exchange for food, or somewhere to live? 1 Yes 2 No 98 Don't know	
4	Roughly how many hours did <NAME> spend on these domestic/housework or chores on a typical day? ___/___ hours OR if cannot recall: 1 Less than one hour 2 1–3 hours 3 4–5 hours 4 6–7 hours 5 8 hours or more 98 Don't know	8	Roughly how many hours did <NAME> spend on these domestic/housework or chores on a typical day? ___/___ hours OR if cannot recall: 1 Less than one hour 2 2–3 hours 3 4–5 hours 4 6–7 hours 5 8 hours or more 98 Don't know	

C. Education and training

C	Question	Answer	Source/ justification
1a	What is the highest level of school that <NAME> has completed? Please select one	1 Never attended school ► Q6 2 Monastery education 3 Preschool or kindergarten 4 Primary ► KG ► Grade 1 ► Grade 2 ► Grade 3 ► Grade 4 ► Grade 5 ► Grade 6	

C	Question	Answer	Source/ justification
1b	Can <NAME> read?	1 Can read 2 Can write 3 Can read and write 98 Don't know 97 Refused to answer	
2	Is <NAME> currently attending school?	1 Yes – full-time (skip Q 6) 2 Yes – part-time (skip Q 6) 3 No ► Q4 98 Don't know ► Q4 97 Refused to answer ► Q4	
3	Which type of school is this? Please select one	1 Government school 2 Monastic school 3 Informal learning centre/NGO school 4 Tuition 5 Other (specify)	
4	Why is <NAME> not currently attending school or training? Please select all that apply Do not read responses aloud. Listen to the respondent and code	1 School/training institution is closed due to COVID-19 ► Q6 2 School/training institution is closed due to the coup 3 You do not want child to attend school/training institution under the military 4 Family does not allow child to go to school 5 Family needed child for family business or farm 6 Cannot afford school/training fees/uniforms/shoes/books/transport to school 7 Money problems in family – must work to support family 8 Health problems in family – must care for family member 9 Must help at home with household chores 10 Own illness, injury or disability 11 Unsafe to travel to school due to security situation 12 School too far from home/lack of transport 13 Worried for child's safety at school, bullying, abuse	Options adapted from GAGE/Young Lives surveys (surveys with working children)

C	Question	Answer	Source/ justification
4	(continued)	14 Stigma/discrimination at school 15 Quality of education at school is poor 16 No separate toilets for girls at school 17 No teachers at school (teacher absenteeism) 18 Child not interested in school, doesn't want to go 19 Not smart enough to go to school 20 Waiting on exam results before allowed to continue 21 Banned from school due to poor attendance because of work 22 Banned from school due to poor behaviour 23 Acquired all the education child wanted 24. Married and/or pregnant 25 Child works to learn a skill 26 Child does not have proper papers to attend (e.g. birth registration) 27 Other (specify) 98 Don't know 97 Refused to answer	
5	What is the most important reason why <NAME> is not currently attending school or training? Please select one Do not read responses aloud. Listen to the respondent and code	__/__ See codes from Q4	
6	Since the school is closed, or has been closed,, what changes have there been in how <NAME> spends their time? Please select all that apply	1 More time spent on paid work 2 More time spent on unpaid work 3 More time spent on helping at home 4 More free time 5 More time spent studying 6 Other (specify)	PACE child labour survey options

C	Question	Answer	Source/ justification
7	Has <NAME> ever used any type of online learning or other ways of learning at home due to the COVID-19 pandemic and security issue?	1 Yes ► Q8 2 No 98 Don't know 97 Refused to answer	
7a	If no, does <NAME> have any constraints to access these learnings? Please select all that apply	1 No access to internet ► Q9 2 No access to computer 3 Not know source of online learning 98 Don't know 97 Refused to answer 4 Other (specify)	
8	What does <NAME> learn online?	1 Myanmar Basic Education – NUG 2 Language 3 Life skills 4 Other (specify)	
8a	What online learning or other learning platform does <name> usually use? Please select all that apply	1 Facebook 2 YouTube 3 Homework books given to me by school (any type of school) 4 Other (specify)	
9	In your opinion, what types of skills might help <NAME> to improve their life chances in future? Please select all that apply	1 Financial literacy (e.g. savings and money management) 2 Health education (e.g. COVID-19, sexual and reproductive health) 3 Managing a business 4 Negotiating and speaking well with others 5 Workers rights education 6 Customer service 7 Family skills 8 Community engagement and leadership 9 Other (specify) 10 None ► NEXT SECTION D	To understand children's preferences for potential interventions
10	Can you explain why these skills might be useful for <NAME>? Insert field notes		

D. Working conditions (work hours, days, rest, sector)

D	Question	Answer	Source/ justification
1	<p>Now I'd like to ask you about any work <NAME> does, or helps other people to do. In the past week, has <NAME> done any of these things (for one or more hours)?</p> <p>Probe: Did <NAME> do any other type of work?</p> <p>Read options aloud</p> <p>Please select all that apply</p> <p>Skip to Q2, unless answer option 15 (none) was selected</p>	<p>1 Farming or agriculture (e.g. growing, planting or picking rice/peanuts/fruits/vegetables, weeding plots, feeding, grazing or milking animals, rearing animals, hunting)</p> <p>2 Fish food farming (e.g. tending to fish or shrimp food ponds inland)</p> <p>3 Fishing in rivers or at sea (e.g. preparing and cleaning nets, lines and other fishing tackle and boat equipment, loading/unloading fish)</p> <p>4 Food processing (e.g. packing, cleaning or cutting heads of fish/prawns/chickens, carrying loads)</p> <p>5 Waste-picking (e.g. collecting/ waste-picking from streets, sorting, carrying loads, selling to recycling companies)</p> <p>6 Begging</p> <p>7 Teashops or restaurant (e.g. serving, cleaning dishes, cooking/preparing food, taking payments)</p> <p>8 Garment factory work (e.g. cutting helper, sewing, transporting items from one site to another)</p> <p>9 Construction work (e.g. carrying loads on building sites, building/plastering/repairing walls, rooms, roofs, etc.)</p> <p>10 Street selling or market seller/porter (e.g. selling reusable items/ flowers/ water bottles/ snacks and fruits on street or markets, carrying loads at market)</p> <p>11 Mechanics or car/motorcycle care (e.g. fixing vehicles or motorcycles, washing vehicles)</p> <p>12 Domestic work (e.g. washing, ironing, cleaning house, cooking/preparing food, caring for children, old people or pets)</p>	<p>Options taken from 2020 CLARISSA report on children's work in Hlaing Thar Yar (Yangon)</p> <p>For 'domestic work', compare responses to task-based module above</p>
1	(continued)	<p>13 Work in the employer's shop or business? (e.g. grocery shop, sewing/ tailoring shop)</p> <p>14 Other (specify)</p> <p>15 None (temporary absence from job) ► Q1a</p>	
1a	Although <name> did not work last week, did <name> have a work activity from which <NAME> (was) temporarily absent?	<p>1 Yes</p> <p>2 No</p>	

D	Question	Answer	Source/ justification
1b	What type of work was this?	See code options in Q1	
2	Of what you have just told me, What is the main activity of the place or business here <NAME> helps/works? Say – We will now call this <NAME’S> main job Please select one	See code options in Q1 Main job: __/__	To determine detailed hours, payment for main job
3	I’d like you to think about <NAME’S> MAIN job. On the day that <name> last worked in their MAIN job during the past week: What time did they start work? What time did they finish work? ► OR how many hours did they work?	____/ ____ a.m./p.m. ____/ ____ a.m./p.m. ____hours No fixed time Don’t know/can’t remember	Work intensity
<i>"Now, I'm going to ask you about the tasks that <name> does most of the time."</i>			
3a	Thinking about the different types of work that <NAME>has done: What is the task or type of work that <name> does most often?		
4	In general, when <name> does the MAIN tasks or work: How much time does <NAME> have for breaks? For example, any breaks for meals or to rest during the workday If respondent does not know exactly, ask them to estimate	_____ minutes OR hours Don’t know/can’t remember	Work intensity Pilot ‘last day worked’ and ‘typical day’ in past week options
5	In <NAME’S> MAIN job, how many days per week does <NAME> usually work? If respondent doesn’t know exact number, give them options	_____ days OR 1 1-2 days/week 2 3-4 days/week 3 5-6 days/week 4 Every day, 7 days a week 5 No fixed amount of days 98 Don’t know	Work intensity

D	Question	Answer	Source/ justification
6	Is <NAME> working with you or a family member in a family business or family farm? (e.g. helping on farm, street stall or market, grocery or other shop) Please select one	1 Yes 2 No ► 6b 98 Don't know/not sure ► 6b 97 Refused to answer ► 6b If the answer is not "1 Yes", go to Q6b	ILO definition of workers
6a	If the <NAME> is engaged in work in family farming: Thinking about the work (in farming, rearing, fishing etc.), are the products intended:	Only for sale Mainly for sale Mainly for family use Only for family use	
6b	Does <NAME> work...	1 As an employee 2 In <NAME>'s own business activity 3 Helping in family business 4 As an apprentice, intern 5 Helping a family member who works for someone else	
7	In <NAME>'S MAIN job, who does <NAME> work for? Read options aloud Please select one	1 Not a relative 2 Family member 3 Member of extended family 4 Not a relative 3 Other (specify)	ILO definition of workers
8	Does <NAME> receive money, food, clothes, shelter or things for themselves or your family for doing this work? Please select all that apply	1 Yes – money 2 Yes – in-kind payment (food, clothes, shelter, other things) 3 No – working to pay off debt ► Q10 98 Don't know 97 No response/refused to answer	
8a	How does <NAME> earn salary (payment method)?	1 Lump sum 2 Pieces rate (by basket/pieces) 3 Daily payment 4 Hourly payment 5 Monthly payment 6 Just pocket money 7 Other (specify)	
9	If money – about how much is <NAME> paid? Please select which form of payment (week/month/day/load) Probe: if respondent does not know exactly, ask them to estimate	_____kyats per __ (week OR month OR day OR per load) If load – how many loads are you usually paid for? __ (per week OR month OR day) 98 Don't know/can't remember 97 Refused to answer	

D	Question	Answer	Source/ justification
10	Has <NAME> earned less money due to the COVID-19 pandemic and security issues, or been suspended without wages from work?	1 Yes (earned less/ reduce) 2 Yes (suspended from work) 3 No 98 Don't know 97 Refused to answer	
11	What is the main reason for <NAME> to work? Please select all that apply	1 School/training institution is closed due to COVID-19 2 School/training institution is closed due to coup 3 You do not want child to attend school/ training institution under the military 4 Family does not allow child to go to school 5 Family needed child for family business or farm 6 Cannot afford school/training fees/ uniforms/shoes/books/ transport to school 7 Money problems in family – must work to support family 8 Health problems in family – must care for family member 9 Must help at home with household chores 10 Own illness, injury or disability 11 Unsafe to travel to school due to security situation 12 School too far from home/lack of transport 13 Worried for child's safety at school, bullying, abuse 14 Stigma/discrimination at school 15 Quality of education at school is poor 16 No separate toilets for girls at school 17 No teachers at school (teacher absenteeism) 18 Child not interested in school, doesn't want to go 19 Not smart enough to go to school 20 Waiting on exam results before allowed to continue 21 Banned from school due to poor attendance because of work 22 Banned from school due to poor behaviour 23 Acquired all the education child wanted 24 Married and/or pregnant 25 Child needs to learn a skill	Adapted from 2007 SIMPOC, PACE, Tanzania LFS Child module

D	Question	Answer	Source/ justification
11	(continued)	26 Child does not have proper papers to attend (e.g. birth registration) 27 Other (specify) 98 Don't know 97 Refused to answer	
12	Who was the MAIN person who made the decision for <NAME> to work? Please select one Phrase as 'You – Mother' etc. for response options depending on who respondent is	1 Child themselves 2 Mother 3 Father 4 Sibling 5 Grandparent 6. Other (specify)	To understand how much autonomy child has in work decision
13	How did <NAME'S> work affect their schooling or training in the past 12 months? Please select all that apply	1 Experienced injury because of work which made child miss school/training 2 Experienced illness because of work which made child miss school/training 3 Missed school or training because child had to do work on the day(s) 4 Could not do homework because of work 5 Could not study for exams because of work 6 Could not concentrate on studies because of work 7 Could not attend school/training at all because of work 8 Other (specify) 9 Child not in school or training	NORC survey adapted To understand impact of work on education
13	(continued)	98 Don't know 97 Refused to answer	
14	If <NAME> made their own decision, what would <NAME> choose about going to school and working? Read options aloud Please select one	1 Go to school full-time 2 Go to training/learn a trade or skill full-time 3 Work for money full-time 4 Work for money part-time 5 Go to learn part time and work part-time 6 Help with household chores or housekeeping part-time or after school hours only 7 Work in household chores or housekeeping full-time 8 Continue in current job 9 Find better job than current job 10 Other (specify)	Tanzania LFS Child module To understand children's preferences for potential interventions

E. Hazardous work, workplace violence, injuries and health

Introduction: "We would like to know more about the things that children and adolescents around the world are doing when they are at work."

E	Question	Answer			
		Everyday	Every few days	Less than once a month	Don't know/no response
0	First, I would like to know, how often do you see <NAME>?	1	2	98	97
"Now, I'd like to ask about work that <CHILD'S FIRST NAME> has been doing during the past week. Was <NAME> doing any of the following?"					
		Yes	No	Don't know	No response
1	Carrying or pushing or pulling heavy loads? (e.g. firewood or water, crops, bricks, rubbish/waste, rocks or cement, other heavy items? Show 'carrying loads' reference sheet)	1	2	98	97
2	Working very high off the floor/ground? (e.g. tall ladders, high up on trees, scaffolding, construction platforms)	1	2	98	97
3	Using sharp tools or powered tools (electric or gas)? (e.g. axes, knives, machetes, drills, saws, regional tools, chain/table saws, electric sanders)	1	2	98	97
4	Using big or heavy machines, or driving vehicles? (i.e. machines that are bigger than the child) (e.g. assembly machines, jack hammers, tractors, forklifts, cranes, trucks, motorcycles)	1	2	98	97
5	Working with fire, ovens, or very hot machines or tools, or loose or damaged electric wires/cables? (e.g. fire ovens, irons, welding tools, hot metal surfaces, burners, electric wires/cables, brick kilns)	1	2	98	97
6	Working in a very noisy place? (e.g. very loud/noisy machines, loud traffic)	1	2	98	97
7	Working indoors or outdoors where dust, sand, dirt, smoke or fumes make hard to breathe or see clearly? (e.g. insufficient ventilation)	1	2	98	97
8	Working in a place that is very cold, or working outdoors in very rainy or wet weather? (e.g. in cold stores/fridges, working in fishing or farming, working in rain/storms)	1	2	98	97
9	Working long hours in the hot sun without a break?	1	2	98	97
10	Working below the ground in mining wells or tunnels or other very small spaces? (e.g. going down into mines to bring out rocks/stones/coal, cutting rocks/stones/coal below the ground)	1	2	98	97

11	Working underwater? (e.g. diving for shells, untangling nets in seas, lakes, rivers)	1	2	98	97
12	Working with or around agricultural chemicals? Or helping someone else to do this? (e.g. spraying or spreading fertilizers to help crops/plants grow, spraying or spreading pesticides/herbicides to kill bugs or weeds, cleaning pesticide containers)	1	2	98	97
13	Working with chemicals like paints, glues, bleach, disinfectants, dyes, solvents, batteries, petrol, mercury, or other chemicals? (e.g. cleaning products, oil or gas)	1	2	98	97
14	Working during the night-time or very early in the morning, when it is dark? (including going to or from work when it is dark)	1	2	98	97
15	Working in contact with large domestic animals (e.g. cattle), wild animals (e.g. snakes, insects) or around animal manure (e.g. manure pits, cleaning stalls)?	1	2	98	97
16	Doing the same task over and over again at a fast pace for long hours? (e.g. weaving, pounding rocks)	1	2	98	97
17	Do you believe <NAME> is safe at work?	1	2	98	97
18	Do <NAME> use any personal protective gear at your workplace, such as gloves, hats or helmets or masks or protection for your eyes or other items that will keep you from being injured?	1	2	98	97
19	Would <NAME> be allowed to stop working or leave the workplace if they were very ill, injured, had a serious family problem or wanted to quit?	1	2	98	97
20	Is <NAME> given any clothing or materials to help protect them from an injury at work, such as gloves or hat or mask?	1	2	98	97
21	What is <NAME'S> employment status?	Employed by someone else, GO to 2 2 An independent livelihood 98 Don't know 97 No response			
22	Have you seen any improvements in <NAME>'s work conditions or income over the past two years? (e.g. employers treat <NAME> better/well-equipped with protective gears)	1	2	98	97

F1. Child discipline (working with family, including whole family external employment)

Introduction: "Thank you for telling me about the things your child is doing at work. Now I'd like to talk to you about something else.

Sometimes, children misbehave or make mistakes at work, and adults might respond in different ways. When you're at work with <NAME>, have you or anyone else in your household or workplace used any of these methods? "

F1					
1	Took away privileges, forbade something s/he liked or did not allow her/him to leave the house or workplace				
	Yes	1	B01b	Yourself	1
	No	2	If yes, was it by:	Another adult	2
	Don't know	98		Another child/adolescent	3
	No response	97		Don't know	98
	Not applicable	96		No response/NA	97
2	Explained why his/her behaviour was wrong				
	Yes	1	B02b	Yourself	1
	No	2	If yes, was it by:	Another adult	2
	Don't know	98		Another child/adolescent	3
	No response	97		Don't know	98
	Not applicable	96		No response/NA	97
3	Shook, spanked, hit, or slapped him/her				
	Yes	1	B03b	Yourself	1
	No	2	If yes, was it by:	Another adult	2
	Don't know	98		Another child/adolescent	3
	No response	97		Don't know	98
	Not applicable	96		No response/NA	97
4	Shouted, yelled at, or screamed at him or her				
	Yes	1	B04b	Yourself	1
	No	2	If yes, was it by:	Another adult	2
	Don't know	98		Another child/adolescent	3
	No response	97		Don't know	98
	Not applicable	96		No response/not applicable	97
5	Called (him/her) dumb, lazy or another name like that				
	Yes	1	B05b	Yourself	1
	No	2	If yes, was it by:	Another adult	2
	Don't know	98		Another child/adolescent	3
	No response	97		Don't know	98
	Not applicable	96		No response/ not applicable	97

6	Beat him/her up, that is, hit him/her over and over as hard as one could				
	Yes	1	B06b If yes, was it by:	Yourself	1
	No	2		Another adult	2
	Don't know	98		Another child/adolescent	3
	No response	97		Don't know	98
	Not applicable	96		No response/not applicable	97
7	Has <NAME> ever been in pain or had an injury that lasted for more than 2 days because of these corrections or punishments?			1 Yes 2 No 98 Don't know 97 Refused to answer 96 Not applicable	

F2. Workplace violence (child in external employment only)

Introduction: "Thank you for telling me about the things your child is doing at work. I would now like to ask you about things that some people might do to children and adolescents that may hurt them or make them feel uncomfortable, upset or scared at work.

There are no right or wrong answers to any of these questions. If at any point you feel like you want to skip a question or stop answering these questions, please tell me."

F2					
1a	Sometimes people at work can hurt children and adolescents physically. Thinking about the work that <NAME> is doing now, has anyone at work slapped, punched, kicked, or done anything else to hurt <NAME> physically?				
	Yes	1	B01b If yes, was it by:	An adult	1
	No	2		Another child/adolescent	2
	Don't know	98		Don't know	98
	No response	97		No response	97
	Not applicable	96		Not applicable	96
1b	Has <NAME> ever been in pain or had an injury that lasted for more than 2 days because of this physical violence?				1 Yes 2 No 98 Don't know 97 Refused 96 Not applicable

2	Sometimes, when children and adolescents are at work people say or do things that scare them or make them worry about their safety. Since <NAME> has worked at this job, has anyone at work ever threatened to hurt them?				
	Yes	1	B02b If yes, was it by:	An adult	1
	No	2		Another child/ adolescent	2
	Don't know	98		Don't know	98
	No response	97		No response	97
	Not applicable	96		Not applicable	96
3	Sometimes when children and adolescents are at work, people say or do things to make them feel bad. Since <NAME> has worked in this job, has anyone at work ridiculed, insulted, or shamed them?				
	Yes	1	B03.b. If yes, was it by:	An adult	1
	No	2		Another child/ adolescent	2
	Don't know	98		Don't know	98
	No response	97		No response	97
	Not applicable	96		Not applicable	96

G. Injuries

Introduction: "Thank you for answering those questions about problems at work. Now, I'd like to ask you about serious accidents and injuries that <NAME> might have had at work. A serious injury is one that prevents a child from doing normal activities like work or school, and/or that requires medical care from a doctor or nurse."

Since <NAME> has been working, has <NAME> experienced any of these serious accidents or injuries because of their work?					
		Yes	No	Don't know	No response
1	Injuries from fall (e.g. falling from scaffolding/buildings, ladders, trees)	1	2	98	97
2	Hit by something very heavy falling on you, or being crushed by heavy machines, vehicles or things at work (e.g. being squeezed or crushed by heavy machines, vehicles or things you move at work, something heavy falling on you, show reference sheet illustrations)	1	2	98	97
3	Deep or long cut	1	2	98	97
4	Bad burn (not sun burn) (e.g. from poisons or chemicals)	1	2	98	97
5	Bad bruises, bumps or swelling (e.g. sprained muscle, dislocations)	1	2	98	97
6	Minor injuries (e.g. by the thorns of shrimp head or fish bones)	1	2	98	97
7	Kicked or pushed by animal	1	2	98	97
8	Animal or snake bite	1	2	98	97

9	Head, back or neck injury	1	2	98	97
10	Broken bone	1	2	98	97
11	Lost a body part (e.g. finger, hand, arm, leg)	1	2	98	97
12	Eye or ear injury/damage	1	2	98	97
13	Electric shock	1	2	98	97
14	Near drowning	1	2	98	97
15	Other (specify)				
16	Did any of these injuries cause <NAME> pain or problems for more than 2 days?	1	2	98	97
17	How many times did <NAME> have a serious injury because of their work or from accidents at work?	1 Injured once 2 Injured a few times 3 Injured many times 4 Cannot remember			
18	Thinking about your child's most serious injury, what was <NAME> doing when this happened? <Allow respondent to describe in own words, and insert SECTOR code from WORKING CONDITIONS module D Q1. If respondent discloses violence as cause of injury, insert here>	[] [] Sector code, OR [] Injury from workplace violence			
19	Was medical care received for this injury?	1	2	98	97
20	Thinking about <NAME'S> most serious injury, how did this affect <NAME'S> work?	1 Stopped work permanently 2 Stopped work temporarily 3 Changed jobs 4 Work not affected 5 Work not affected but affected in daily activities (e.g. doing household chores, playing with friends)			
21	Thinking about your most serious injury, how did this affect <NAME'S> schooling?	1 Does not go to school 2 Stopped school permanently 3 Stopped school temporarily 4 Schooling not affected 5 Not applicable			
22	Compared to other children this age, would you say <NAME'S> health is: very good, good, fair or poor?				
	Very good	1			
	Good	2			
	Fair	3			
	Poor	4			

H. Psychosocial health

Introduction: "I now have some questions about health problems <NAME> might have had in the past six months."

H Has/does <NAME>...?		Yes	No	Don't know	No response
1	Often complained of headaches, stomach-aches, or sickness?	1	2	98	97
2	Complained of extreme fatigue or tiredness?	1	2	98	97
3	Often seemed unhappy, downhearted or tearful?	1	2	98	97
4	Have many worries, seem nervous or easily scared?	1	2	98	97
5	Thank you. This is my last question. Does <NAME> have at least one good friend?	1	2	98	97

I. Awareness of helping agencies/projects/laws

I	Question	Answer	Source/ justification
1	Now I'd like to ask you about where <NAME> and you can go to for different kinds of help Do you know of a place a girl/boy like <NAME> could go for care if someone hurt her/him?	1 Yes (specify where) 2 No 98 Don't know 97 Refused to answer	PACE Ethiopia survey questions
2	Does <NAME> have someone to go to if they don't feel safe?	1 Yes (specify who) 2 No 98 Don't know 97 Refused to answer	
3	If a child is forced to do very hard work that might hurt them or keep them from going to school, do you know of a place where he or she can get help?	1 Yes (specify) 2 No 98 Don't know 97 Refused to answer	
4	Sometimes there are organizations who come to communities and run projects to support children. Have you or <NAME> ever participated in this kind of project?	1 Yes (specify name of NGO or project) 2 No 98 Don't know 97 Refused to answer	NORC child labour survey question To ascertain prior engagement in interventions
6	I'm going to read a list of services that a person might want or need. I want you to tell me if <NAME> has needed any of the following services in the last one year? Read aloud and select all that apply – if none, circle code 9		

I	Question	Answer	Source/ justification
	A	1 Medical services __/__/__	
		2 Psychological/ counselling services __/__/__	
		3 Legal services __/__/__	
		4 Post-assault or rape services __/__/__	
		5 Child protection services/case management __/__/__	
		6 Financial services __/__/__	
		7 Job placement/ broker services __/__/__	
		8 Other (specify) __/__/__	
		9 None of the above __/__/__	
	B Did <NAME> receive service? 1 Yes 2 No 98 Don't know 97 Refused to answer	C For what reasons did <NAME> not go for the service when they needed it? 1 No service in vicinity 2 Don't know where to go 3 No money to pay for service 4 No time for service 5 Employer does not permit 6 Myself/parent/guardian does not permit 7 Other (specify)	Pop Council CDW Ethiopia survey To understand children's use of services and gaps (for potential intervention development)
5	Do you know what is the minimum age for children to work in Myanmar? Please tell me what you think	__/__/__	Awareness of law (age=14)

J. Attitudes towards child work

Introduction: "I am going to read some things that people sometimes say, think or feel. Please think about whether you have thought, said or felt these things and how much you agree or disagree with the idea I will read."

J	Statement	Strongly agree	Agree	Disagree	Strongly disagree	Source/ justification
		1	2	3	4	
1	The nearest primary school provides a good quality education for children	1	2	3	4	
2	Children have a responsibility to help their families	1	2	3	4	
3	Going to school ensures you will get a good job	1	2	3	4	
4	If a family needs help at home, it is ok for a child to miss school	1	2	3	4	
5	I respect people in my community who have had a good education	1	2	3	4	
6	Working at home or outside gives children important skills to have future work and income	1	2	3	4	
7	School isn't very useful for the sort of work people do in this township	1	2	3	4	
8	It is difficult for children to balance school with their household chores	1	2	3	4	
9	Boys benefit more from education than girls	1	2	3	4	
10	It is better for a child to start working than to progress to secondary school	1	2	3	4	

J	Statement					Source/ justification
		Strongly agree	Agree	Disagree	Strongly disagree	
11	When children are at school, other household members have to do more work	1	2	3	4	
12	I expect my children to support me financially when they are grown up	1	2	3	4	
13	Parents have the right to force children to work to earn money	1	2	3	4	
14	Child workers should have the same rights as adult workers	1	2	3	4	
15	It is good for children under age 13 to help the family earn income	1	2	3	4	
16	People might be thinking that formal school is not useful but see the value in vocational training	1	2	3	4	

K. End

K	Question	Answer	Source/ Justification
1	What does <name> like to do in their free time? (when they are not working, or not at school) Please select ALL that apply	1 Help around the house or run errands 2 Play or spend time with friends 3 Play games on mobile phone 4 Social media on mobile phone 5 Watch TV 6 Read 7 Do online learning or other lessons 8 Sleeping 9 Other (specify)	Ending interview question. Indicates what child prefers to do in free time re. intervention design
2	When you think about <NAME> in the future, what do you wish that <NAME> does when she/he is an adult? Insert field notes		To understand parental hopes, expectations
3	This interview is nearly over and I would like to know how you felt about talking to me this way. Please can you tell me, was this interview:	1 Difficult 2 Little bit difficult 3 Easy	To understand how respondent felt about interview
	Thank you very much. I know that some of these questions were not easy, but your responses were very clear and helpful.		
4	Interviewer's observations		

Assessment of child labour in the Yangon Region, Ayeyarwady Region and Kayin State

This assesment report, launched to mark the World Day Against Child Labour (WDACL) 2023, provides an in-depth picture of child labour in the Yangon Region, Ayeyarwady Region and Kayin State in Myanmar. It also maps current child protection and vocational educational services in these regions, as a basis for developing referral mechanisms, including labour market and training opportunities for vulnerable youth. For a number of years, the ILO Liaison Office has played a key role in the fight against child labour, and this report serves as an important tool to be used in the future. It provides recommendations for appropriate awareness raising, advocacy and overarching key policy interventions to be pursued, when the situation allows.

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