MLemba and Associates

Social Science Research Specialists

Final Report

BASELINE AND PREVALENCE SURVEY OF WORKING CHILDREN AND CHILD LABOURERS IN CHADIZA, CHIPATA, KATETE, LUNDAZI AND PETAUKE DISTRICTS

EMPOWER: Increasing Economic and Social Empowerment for Adolescent Girls and Vulnerable Women in Zambia

Submitted to:

Winrock International

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ACRONYMS AND ABBREVIATIONS

CL	Child labour
CAPI	Computer-assisted personal interviewing
CSO	Central Statistics Office
HCL	Hazardous child labour
HH	Household
ILO	International labour Organization
LW	Light Work
DOL	Department of Labour
Deff	Design effect
EAs	Enumeration Area
KAP	Knowledge, Attitude and Perception
ME	Margin of Error
PB	Proportion of base population
PCA	Principal Component Analysis
PDA	Personal Digital Assistant
PPeS	Probability Proportional to Estimated Size
REAL	Rural Entrepreneurial and Leadership
RFP	Request for Proposals
RR	Response Rate
TV	Television
WI	Winrock International

EXECUTIVE SUMMARY

The Executive Summary presents results of the Winrock International commissioned baseline and prevalence study of working children and child labourers conducted by MLemba and Associates in five districts of Chadiza, Chipata, Katete, Lundazi and Petauke in Eastern province of Zambia.

Results obtained from the caregiver survey show that child labour across all the districts for children aged 5-17 years was 65.3 percent (of which 6.1% (95% CI, 6.05-6.07 was non-hazardous child labour, while 59.2 percent (95% CI, 59.22-59.26) was hazardous child labour). It should be noted that children tended to be more likely to say that they were working/involved in CL than their parents/caregivers did. The percentage of children aged 10-17 who self-reported being in CL or HCL was 90.9 percent (of which 7.09% (95% CI, 7.08-7.10) was non-hazardous child labour, while 83.8 percent (95% CI, 83.82-83.85) was hazardous child labour).

From the caregiver survey, child labour by sex of the child was 63.0% for males where non-HCL was 5.6 percent (95% CI,5.62-5.63) with HCL at 57.4 percent (95% CI,57.36-57.40). For females this stood at 67.7 percent for females where non-HCL was 6.5% (95% CI, 6.51-6.52) while HCL was 61.2 percent (95% CI, 61.16-61.19). As earlier indicated, even by sex of the child, children tended to self-report higher figures as compared to those reported by the caregiver. This pattern is generally consistent if similar age groups (10-12; 13-14 or 15-17) from the two surveys are compared with exceptions for males (13-14) and females (15-17) where caregivers reported less than one percent higher than those reported by the children themselves.

From the caregiver survey, the estimation of child labour by district shows that Chadiza had the highest prevalence of child labour at 70.5 percent (Non-HCL=5.9%, 95% CI, 5.88-5.90; HCL=64.6% CI, 64.57-64.60). There was an observed difference between sexes, with the male prevalence at 67.6 percent (Non-HCL=5.4%, 95% CI, 5.39-5.41; HCL=62.2% CI, 62.19-62.23) while that for females was at 73.3 percent (Non-HCL=6.4%, 95% CI, 6.36, 6.38; HCL=66.9% CI, 66.90, 66.93). Chadiza was followed by Chipata with 68.9 percent (Non-HCL=3.8%, 95% CI, 3.79-3.80; HCL=65.1% CI, 65.12-65.16). Just as the case was for Chadiza, there was an observed difference in prevalence between males and females with the male prevalence standing at 69.4 percent (Non-HCL=3.5%, 95% CI, 3.49-3.50; HCL=65.9% CI, 65.88-65.92) while that of females stood at 68.4 percent (Non-HCL=4.1%, 95% CI, 4.12-4.13; HCL=64.3% CI, 64.27-64.31). The third highest was Lundazi followed by Petauke in the fourth position. Katete had the lowest prevalence of 52.9 percent (Non-HCL=5.6%, 95% CI, 5.60-5.61; HCL=47.3% CI, 47.25-47.29).

According to findings presented, for children aged 10-17 who had self-reported on child work, for every 10 children aged 10-17 interviewed, about eight children were involved in hazardous child labour (83.8%) and nearly one child was involved in non-hazardous child labour (7.1%), a total of about nine in every 10 (Non-HCL + HCL) of the children aged 10-17 years reporting that they were engaged in some form of child labour. About one in 10 children (aged 10-17) interviewed reported not doing any work (6.8%), while the rest of the children were doing legal work (2.3%).

For both the child survey and the caregiver survey, the types of work a child was involved in varied with sex, age group and the district of the child. In the child survey, there was no relationship observed between the type of work the child was involved in and the relationship to the head of the household. The sex of the child mattered in determining the work status of the child. For the data reported by children themselves, to every non-working female child (10-17), there were about two non-working male children (8.6% vs 4.8%). Similarly, to every three male children who were involved in legal work there were about two female children (3% vs 1.6%). This pattern was also

observed in hazardous child labour. Male children were less likely than female children to be engaged in in hazardous child labour (82.4% vs 85.4%). However, generally, for both male and female children the majority (eight in every 10) were involved in some form of hazardous child labour

When work status of children (aged 10-17, from the child survey) was compared across districts, for every child that was not engaged in any work in Chadiza or Lundazi, there were about two children in Katete who were not doing any work. A child who was involved in some work in Petauke was about three times more likely to be involved in non–hazardous child labour than a counterpart in Chadiza or Chipata (11.6% vs 3.7%, 3.6%, respectively). Conversely a child from Petauke was about 1.2 times less likely to be involved in hazardous child labour than a counterpart in Chadiza or Chipata (76.6% vs 88.4% and 88.8%, respectively).

Results also shows that female children exposed to hazardous child labour were more likely to lift heavy loads (39.9%) compared to 35.8 percent of their male counterparts. The proportion of male children in hazardous jobs was eight times more than the female children (at 17.0 vs 2.7%). Lifting of heavy loads as a form of hazardous child labour was more pronounced in Lundazi, Chipata and Chadiza (from 15.7% to 17.0%). This was least in Katete were only 12.1 percent of children engaged in child labour indicated lifting heavy loads. Petauke recorded the least proportion of children exposed to hazardous conditions (0.4%). Only 2.6% of the children engaged in hazardous child labour stated having been exposed to hazardous jobs such as mining. Katete had the lowest proportion (2.1%) with Chadiza recording the highest (5.2%) of children who were exposed to hazardous jobs. Children in Chipata were more likely to be exposed to industrial conditions classified as hazardous child labour while Petauke had no children citing industrial conditions. Findings also show that about one in every ten children in Chipata and Chadiza were likely to be exposed to abuse, while Petauke recorded the lowest proportion of children in hazardous child labour who also faced abuse. This result is statistically significant at α=.05

Results reveals that children in Katete were ten (10) times more likely to work overtime in a week than children in Lundazi and Petauke. One in every five children in Chadiza and Chipata were likely to work overtime during the day compared to the rest of children in other districts.

The average age at engagement in work related activities was 7.7 years for both male and female children. Some children reported engaging in child work as early as three years while others only did so when they were around 17 years. Young children tended to report starting work earlier than older children. Children aged 15-17 reported starting work about 6 months later than those aged 10-12 and about 2.4 months than those aged 13-14. This pattern is consistent even in the caregiver survey. Those who were aged 5-9 were likely to start work two years and about ten months earlier than those aged 15-17 years. This trend may be due to changes over years or that respondents were likely to report ages closer to their current ages due to failure to correctly remember older events.

Children tended to get involved in paid work and family work at about seven years and four months while they did so in family farming/business and in fetching water or firewood about five months and a month later, respectively.

About 34.6 percent of the children involved in economic activities mentioned having been either constantly shouted at (32.4%), repeatedly shouted at (0.7%), or beaten physically/ hurt (1.5%). Less than one percent of the children reported having been sexually abused.

The social economic characteristics of the households, where child labour was estimated, included

the fact that majority of the households engaged in agricultural related activities as the main source of income for the households. Selling maize (67.3%) and selling groundnuts (51.1%) were the most common agricultural activities mentioned, while selling other produce (23.9%) and offering one's agricultural labour (19.5%) were the third and fourth most predominant sources of income respectively.

Using Principal Component Analysis (PCA) to place the households in quintiles based on their household possessions and not their income, results indicate that the poorest households are likely to be in Lundazi (13.3%) and headed by males (13.0%). Chadiza is likely to have more households in the highest wealth quintile (33.3%) with 36.4 percent of these households being headed by males compared to 23.2 percent which were headed by the females. Katete is likely to have the lowest proportion of households in the richest quantile.

The average number of children aged 5-17 in male-headed households were 2.35 while in female-headed households, the average number of children was 2.06. Majority of the household members were aged between 5-9 years old, followed by those in the age range 10-14 and 15-19 years. Generally, results show that the majority (85%) of the household members were aged below 35 years.

In terms of the education and literacy status of the children aged 10-17, about 39.2 percent of the children were not able to read at all. Literacy levels were related to the sex of the child and favoured the female children. About 40.0 percent of the school going children had missed school in the one month prior to the study and of these, 9.0 percent cited work-related reasons.

The number of caregivers with knowledge on the rights of children was as low as 30.8 percent. However, the right of children to education was known by most of the caregivers (76.3%).

The study has also established the existence of negative gender norms in all the districts but more predominant among the male adults compared to female adults.

Results show that only a small proportion of the households have received access to skills and livelihood support services in the study districts. For instance, only about 6.5 percent of the households (average for all the districts) had received agricultural related support in the 12 months preceding the survey. This was followed by support related to finances (2.0 % of the households). Connection to markets and education support was rare (below 1%).

Non-Governmental Organizations (NGOs) were the main source of training on business skills, entrepreneurship, improved farming techniques or other livelihood activities to households in the five targeted districts followed by the government, while the private companies are not as likely to provide such trainings to household members.

Few (2.3%) households reported having obtained a loan for a household. Savings group was most mentioned loan facilities (41 out of 2,400) followed by banks (7 out of 2,400) and microfinance (6 out of 2,400). Business networks were mentioned by only one household while "other type of institution was mentioned by two households in the entire sample.

In conclusion, the study has established high prevalence levels of child labour in the five districts; which is higher than national child labour prevalence established by studies such as the UCW (2009). The study has also established that most of the children engaged in child labour are in hazardous child labour posing a danger to both their health and well-being which can negatively

influence their social and economic development. The study results show that a significant proportion of children are involved in child labour as early as five years and in turn their education path growth is negatively affected.

Further the study has established low levels of knowledge on child rights and rights of children against child labour among the adults in the households. This is also coupled with existence of negative gender norms especially among male adults that in turn exposes the children, particularly the girls, to child labour and other gender inequalities

Recommendations

- The EMPOWER project should target efforts to address child labour proportionately to the prevalence by district, sex and age group. For instance, the level of effort to address existing child labour should be higher in districts like Chadiza while more prevention efforts should be targeted at districts like Katete.
- Segmentation of the child labour occurrences by geographical spread and intervention strategies should be well thought through based on the data findings.
- The EMPOWER Zambia project should deliberately target sensitizing men on women's rights and gender equality without leaving out the women.
- There is need for more sensitization of communities on child rights and gender using the gender norm transformative approaches to be embedded in the intervention if gender equality is to be achieved.
- The importance of education should be a focus of programme sensitization targeting the parents, community and traditional leaders.
- The project should consider conducting a rigorous mapping of the existing and potential partners to leverage on their added advantage to the project. These could include the Ministry of Labour, Ministry of education, Ministry of Gender, Police, NGOs and banks that have direct link to the intervention based on these results
- Given that literacy levels varied from one district to the other and by gender of the children, it is important that the Empower Zambia educational related intervention such as the REAL course consider developing educational materials in formats and language appropriate to target audience. For instance, it would be important to develop materials to include audio and visual formats. Consider developing some materials in local languages.

Chapter 1: INTRODUCTION

According to provisions of the Employment of Young Persons and Children Act of Chapter 268 of the Employment Act, no person shall, except under conditions to be prescribed, employ or cause to be employed, any person under the age of fifteen years. And any person who contravenes the provisions of this subsection shall be guilty of an offence. The Employment of Young Persons and Children Act 2004 states that: "A child between 13 and 15 years may be engaged in light work which is not likely to harm that child's health or development; or which is not prejudicial to that child's attendance at an institution of learning or participation in vocational orientation". A child under 13 years of age cannot work under any circumstances.

There is a very high involvement of children in economic activities in Zambia, involving about one in three children between the ages of 7 and 14.[1] Most working children are found on family farms (92) and most of these children are girls.[2] Girls are also involved in unpaid or poorly paid domestic labour or trafficked to urban areas as domestic labourers.[3]

Although girls' enrolment in basic education has risen almost to parity nationally,[4] economic, cultural, and legal gaps remain for girls to access acceptable work and quality training opportunities. Due to poverty and the "low social status assigned to women and girls" in Zambia,[5] struggling rural households often prioritize their sons' schooling over that of their daughters.[6] This is particularly the case after grade 7, when school fees and long distances (entailing transport and/or boarding costs) make schooling more complicated and costly.[7] With high competition for scarce jobs in the formal sector,[8] few female professional role models, and little training in life skills, workforce readiness, or entrepreneurship, large numbers of rural, adolescent girls have limited career or vocational opportunities.

From a legal perspective, Zambia's Education Act specifies that school is compulsory for children of "school-going age," but the failure to specify those exact ages can lead to children starting school late, particularly in rural areas. It can also lead children to leave school before they have completed seven years of basic education or before age 15, when they are legally eligible to work under non-hazardous conditions.[9]

The challenges faced by adolescent girls in Zambia is in many ways a reflection of the poverty and gender inequities faced by their mothers. Small-scale farmers in rural Zambia, the majority of whom are women, have limited livelihood opportunities since they often lack access to credit (key to obtaining inputs), functional literacy, entrepreneurial training, knowledge of improved crops and techniques, and links to producer groups and markets.[10]

Another overarching factor in child labour is the lack of public awareness in rural communities about the importance of gender equality for household well-being and economic prosperity as well as the difference between acceptable and unacceptable work. In 2013, the government

[1] Towards Ending Child Labor in Zambia: An Assessment of Resource Requirements, 2012, p. 6.
[2] Towards Ending Child Labor in Zambia, p. 7.
[3] U.S. Department of State, 2015 Trafficking in Persons Report, Zambia: Tier 2.
[4] In 2014, the gender parity index nationally was 1 in grades 1–4. Zambia EFA 2015 National Review, pp. 27–28.
[5] http://www.girlsnotbrides.org/child-marriage/zambia/
[6] Although primary school through grade 7 in Zambia is technically free, the costs of supplies, uniforms, lost opportunity, and school management committee fees are hurdles to girls' enrollment and completion.
[7] World Bank Project Appraisal Document, p. 3.
[8] Nationally, only 15.4 of those 15 and older are employed in the formal sector (5.5 in rural areas).
[9] U.S. Department of Labor, 2014 Findings on the Worst Forms of Child Labor, Zambia, p. 3.
[10] World Bank Project Appraisal Document, pp. 1–3.

enacted the Prohibition of Employment of Young Persons and Children Act, prohibiting 15-17 years old from working under hazardous conditions, but the act and its relevance are still not widely known, accepted, or adhered to in Zambia's large informal sector.

Without increased access to high-quality training and work opportunities for Zambia's adolescent girls and vulnerable women, the cycle of child marriage, early pregnancy, illiteracy, and poverty will continue. If communities, especially among leaders, men, and boys do not value girls' and women's education and empowerment through acceptable work, then harmful norms and practices related to child labour and gender discrimination will continue.

1.1 ABOUT THE PROJECT

Despite legal provisions in Zambia on child labour, incidences of child labour are prevalent in the country. To reduce the prevalence of child labour in Eastern Zambia, Winrock International (WI) and its partners PANOS and WARESA are implementing the "Increasing Economic and Social Empowerment for Adolescent Girls and Vulnerable Women in Zambia" (EMPOWER Zambia) Project. This is a four-year project using an integrated approach to reduce child labour in rural communities of Eastern Province in Zambia. EMPOWER Zambia project will: provide 2,500 adolescent girls with relevant life skills and access to acceptable work; help 1,500 vulnerable women access to increased livelihood opportunities; lead to increased understanding of acceptable work and the importance of gender equality by 1,000 men and in 20 community hubs; and convene 33 governments, civil society, and private stakeholder groups to create and promote safe, market-oriented opportunities for girls' and women's economic and social empowerment. The project will be implemented in five districts: Chipata, Lundazi, Katete, Chadiza and Petauke in Eastern Province.

To inform project implementation and future measurement of the project, Winrock and partners commissioned a baseline survey on the prevalence and perceptions on child labour in the targeted five districts of Eastern province. The baseline and prevalence survey was designed to assess child labour prevalence and perceptions about child rights, acceptable work, education, gender equality, and women's economic empowerment in the Eastern province of Zambia.

1.2 STUDY RATIONALE

- Establish a benchmark for the prevalence of legally working children, children engaged in child labour, children engaged in hazardous child labour for project areas;
- Analyse the socio-economic profiles of households to understand the relationship of certain characteristics with children engaged in child labour and hazardous child labour;
- Establish benchmarks on the school status and educational attainment of area children aged 5-17 and the socio-economic status of their families and other key household characteristics;
- Establish baseline levels for attitudes towards child labour and gender equality for household heads, child caretakers and other adult household members.

1.3 ORGANIZATION OF THE REPORT

This report highlights key findings of the baseline survey. The first part of the report covers the background information of the baseline study followed by detailed description of the approach used to collect, analyse and present the baseline findings. The report highlights some of the study limitations before presenting the baseline results. This is then followed by the conclusions and recommendation while the annex provides additional documentation.

CHAPTER 2: BASELINE METHODOLOGY

The following were the key tasks performed by the consultant in the survey

- Worked with Winrock International EMPOWER Project Monitoring and Evaluation (M&E) Officer (field office) and other staff (home office) to develop final work plan and methodology in the form of an inception report.
- Revised the survey instruments developed by Winrock staff in consultation with Winrock;
- Obtained ethical clearance of the survey protocol
- Recruited and trained enumerators and supervisors on the final version of the survey instruments
- Reviewed all relevant project documentation shared by Winrock
- Held meetings with key staff, project beneficiaries and other relevant stakeholders within the operating areas of the EMPOWER project to obtain information about the project.
- Conducted the EMPOWER project baseline survey, following the approved sampling and methodology
- Collected, cleaned and processed EMPOWER baseline data from the field
- Drafted final report

The baseline and prevalence survey was conducted in five districts of Zambia, namely; Chipata, Lundazi, Petauke, Chadiza and Katete.

2.1 RESEARCH DESIGN

The Empower Baseline and Prevalence Survey on working children and child labourers was designed to cover 100 Enumeration Areas (EAs) or approximately 2,400 non-institutionalized private households residing in both the rural and urban areas of five districts of Eastern Province namely Chadiza, Chipata, Katete, Lundazi and Petauke. The survey excluded institutional populations such as those in hospitals, barracks or refugee camps.

The Empower baseline survey was a cross sectional household study employing a two-stage stratified cluster sample design whereby Enumeration areas (EAs) were selected from 5 districts during the first stage and households were randomly selected from an enumeration area listing.

2.2 SAMPLE SIZE CALCULATION

In line with the ILO guidelines, sample size determination was based on the principle of first calculating the required sample size for a single domain (district) assuming a simple random sample design and no non-response. The results were then extended to allow for non-response and deviation from simple random sampling. Finally, the total sample size is obtained from summing the required sample size for a single domain over all reporting domains of the survey.

The required sample size for reporting a domain is determined by the following formulae:

$$n = \frac{4 * r(1-r) * deff}{ME^2 * pb * AveSize * RR}$$

Where:

ME is the Margin of Error
Deff is the design effect
r is the predicted indicator
pb is the proportion of base population in total population
AveSize is the average household size
RR is the response rate

SAMPLE SIZE CALCULATION for one domain				
INPUT VALUES			**OUTPUT VALUES**	
Parameter		**Value**		
Predicted value of main indicator	r	0.5	Sample size (number of households) N	**480**
Standard deviation of underlying variable	s		Standard deviation of underlying variable S	**0.5**
Design effect	deff	2	Design effect deff	**2**
Intraclass correlation	rho		Intra-class correlation rho	**2.9%**
Number of households per cluster	b		Standard error of estimate Se	**0.025**
Margin of error at 95% confidence	ME	0.05	Margin of error at 95% confidence ME	**0.05**
RME			RME	**0.10**
Average no. of persons in base population per HH	AveHH		AveHH	**1.7544**
Average household size	AveSize	5.1	Confidence limits (at 95% confidence) Lower	**0.45**
Proportion of base population in total population	pb	0.344	Upper	**0.55**
Response rate	RR	0.95	RR	**95.0%**
Sample size (number of households)	n			

ADDITIONAL INPUTS			ADDITIONAL OUTPUTS	
Cluster size (Number of households per cluster)	b	20	Number of clusters	**24**
Average household size	AveSize	5		
Base populations in total population			Expected sample households	**456**
Proportions of:			Expected sample household members	**2,280**
Households with children 5-17 yrs.		0.9	Expected sample holds with children 5-17 yrs.	**410**
Children 5-17 yrs.		0.15	Expected sample children 5-17 yrs.	**342**
Children 5-11 yrs.		0.08	Expected sample children 5-11 yrs.	**185**
Children 12-14 yrs.		0.03	Expected sample children 12-14 yrs.	**78**
Children 15-17 yrs.		0.03	Expected sample children 15-17 yrs.	**79**

In this study, ME was assumed to be 5 percent, r to be 50 percent[11] and, deff assumed to be 2. This is based on guidance by survey methods used by ILO. In this case the predictive indicator r is unknown and optimal value was assumed to be 50 while optimal design effect of 2 was used; pb of 0.344 was used based on the CSO projection report (2011-2035). This was calculated by dividing the total number of children aged 5-17 years in Eastern province by the total population in the province. The AveSize was assumed to be 5.1 according to the Zambia Living Conditions Monitoring Survey 2015[12] by CSO and RR was assumed at 95. These parameters when input into the SIMPOC Interactive Sampling Tools give a Sample size of 480 per domain (number of households in each district) and approximate number of households in all the five districts of 2400. See the calculation steps below

2.3 SAMPLING PROCESS

The Empower Baseline and Prevalence Survey employed a two-stage stratified cluster sample design whereby 100 EAs are selected with Probability Proportional to Estimated Size (PPES) during the first stage. The measure of size which is the number of households was taken from the frame developed from the 2010 census of population and housing. During the second stage, households were systematically selected from an enumeration area listing. The survey was designed to provide reliable estimates at district, rural/urban within province, and province.

2.3.1 SAMPLING OF ENUMERATION AREAS

At the first sampling stage, the sampled EAs were selected within each strata (district) systematically with Probability Proportional to Estimated Size (PPeS). The measure of size is based on the number of households identified in the 2010 Census. In each district 20 EAs were selected as follows.
The EAs were selected as follows:

Calculating the sampling interval of a district:

$$I = \frac{\sum_i M_i}{a}$$

Where $\sum_i M_i$ is the total strata size and a is the number of EAs allocated to a stratum which is 20.

- Calculating the cumulative size of Cluster (P)
- Calculating the sampling numbers, **R, R+*I*, R+2*I*…..R+(A-1)I,** where R is the random start number between 1 and I.

Comparing each sampling number with the cumulated sizes, the first EA with a cumulated number that was greater or equal to the random number was selected. The subsequent selection of EAs was achieved by comparing the sampling numbers to cumulated sizes of EAs in the same manner.

[11]Studies such as the UCW interagency report (http://www.ucw-project.org/attachment/ending_CL_Zambia_resource_requirements_201220121122_105629.pdf) showed that child labor in Eastern province was about 55, this is close to our proposed 50. We also assume child labor situation might have changed since then.
[12] CSO (2015); Living Conditions Monitoring Survey, CS, Lusaka

The Microsoft Excel software was used for selecting the sample EAs from the sampling frame using the steps described above.

2.3.2 SAMPLING HOUSEHOLDS FROM THE SAMPLED EAS

In this stage, households were listed in each of the selected EAs so as to form a list from which households were selected. The main purpose of listing is to update the sampling frame and in particular the secondary sampling units (households) within the primary sampling units (EAs), taking into account population movements and new household formations that have occurred since the last preparation of the sampling frame which was in 2010. During the listing stage, basic household characteristics like household size and whether the household had a child in the age-group 5-17. Upon completion of household listing in all the selected EAs, household which had children aged 5-17 years were serially assigned sampling serial numbers; 1, 2, 3 to N in each EA.

In order to select households, a simple random sampling procedure was used.

2.3.3 CALCULATION OF SAMPLE WEIGHTS

a) Calculation

Due to the disproportional allocation of the sample to the different strata (districts), sampling weights were computed to ensure actual representativeness of the estimates at the district level. The sampling probabilities of the EAs in the first-stage selection and probabilities of selecting the households in the second stage of selection were obtained to calculate the weights. The weights of the sample are equal to the inverse of the probability of selection.

The probability of selecting an EA was calculated as follows:

$$P_{hi}^{1} = \frac{a_h M_{hi}}{\sum_i M_{hi}}$$

Where:

P_{hi}^{1} = the first selection probability of EAs
a_h = the number of EAs selected in stratum h
M_{hi}= the size of the ith EA in stratum h
$\sum_i M_{hi}$ = the total size of stratum h

The selection probability of the household was calculated as follows:

$$P_{hi}^{2} = \frac{n_{hi}}{N_{hi}}$$

Where:
P_{hi}^{2} = the second selection probability of households
n_{hi} = the number of households selected from the ith EA of stratum h
N_{hi}= the total number of households listed in an EA

Therefore, the household specific sample weight was calculated as follows:

$$w_{hi} = \frac{1}{P_{hi}^{1} * P_{hi}^{2}}$$

While the 2010 Census Data was used to compute the First Stage Weights as explained above, Second Stage weights was computed using updated household data compiled from the listing stage.

b) Calibration

The base weights for the survey were adjusted so that the population obtained was compared to the CSO projected mid-year population for 2017. The procedure for adjusting the weights based on population projections is given below:

$$r = \frac{Y_{proj}}{Y_{QLFS}}$$

Where:

r = adjustment factor, which represents growth in the population

Y_{proj} = the Projected Population of the domain (Province) from the 2010 Census Projections Report

Y_{QLFS} = the estimated population using base weights

Therefore, the final weight was obtained as follows;

$$W_{hi} = W_i^{`} * r$$

c) Estimation Process

In order to correct for differential representation, all estimates from the survey are weighted expressions. Therefore, if $\mathbf{y}_{hij}$ is an observation on variable Y for the j^{th} household in i^{th} EA of the h^{th} stratum, then the estimated total for the h^{th} stratum is expressed as follows:

$$Y_{hT} = \sum_{i=1}^{a_h} w_{hi} \sum_{j=i}^{n_h} y_{hij}$$

Where:

Y_{hT} = the estimated total for the h^{th} stratum (District)

i = 1 to a_h: the number of selected clustered in the stratum

j = 1 to n_h: the number of sample household in the stratum

In this study the PCA standard for measuring the wealth quintile was used. Instead of using income of the households the following household possessions were among those used; Radio, TV set, Computer, Cell phone, Bicycle, Motor bike, Car, Refrigerator, Sewing machine, Bed etc.

2.4 DEVELOPMENT AND PILOTING OF SURVEY INSTRUMENTS

2.4.1 DEVELOPMENT OF SURVEY INSTRUMENTS

Two standardized questionnaires[13] reflecting comprehensive questions related to child labour prevalence and characteristics were developed; one for the knowledgeable adult member about the children aged 5-17 years and the other for the children aged 10-17 years. The construction of the instruments was based entirely on the objectives indicated in the RFP. The initial draft questionnaires were developed by Winrock International (WI) and the consultant reviewed for

[13] A household listing schedule is not a separate questionnaire but a form for identifying the respondent, thus part of both the Main care giver questionnaire and the children questionnaire

finalization in line with the terms of reference. The revision of the questionnaire took into account any additional questions that the client considered relevant after the enumerators' training.

In addition to the two questionnaires, a household schedule was developed and captured all the relevant background information on the respondent such as: age, sex, occupation, educational attainment, rural/urban residence, marital status, employment status. The adult and children questionnaires focused on child labour issues including work related activities and children education. Questions related to knowledge, attitude and practices of child labour and gender equality were only asked to adult respondents, while both adults and children (10-17 years) respondents will be asked about questions related to child labour and educational status.

2.4.2 PILOTING OF SURVEY INSTRUMENTS

Pretesting of the survey instruments formed an integral part of the study. A two-day pilot test of the tools was conducted in Chongwe district; a district in the Eastern part of Lusaka province closer to Eastern province. Chongwe district shares similar characteristics to the districts in Eastern province in terms of the targeted population, including the rural/urban divide and language spoken in Eastern province. During the pilot test, both the questionnaires as well as the programme installed on the Personal Digital Assistant (PDA) were tested. After the pilot test, a review meeting was convened between the enumerators, research core team and the Winrock staff. Thereafter, modifications in agreement with the client were made to the instruments. The purpose of the pilot test was to ensure the survey questions and variables were clearly understood by the enumerators and whether the translated language depicted the intended meaning and context. Similarly, changes were made to translated questionnaires where necessary after the pilot.

2.4.3 DEVELOP FIELD GUIDES

In order for all the enumerators to systematically and uniformly administer the data collection instruments, a field guide was developed. This document described how each of the questions was to be administered. It also describes, question-by-question, the codes that would be used, skip instructions/patterns to be followed, filter questions and how open-ended questions were to be managed. The guide also described a step-by-step process on what each data collector will do. Each enumerator was provided with a field guide as reference material and was part of the study pack.

2.4.4 TRANSLATION OF DATA COLLECTION TOOLS AND CONSENT FORMS

The data collection instruments were translated using the MAPI Translation Protocol (Methodology) as shown in the schema below. During the first step, two sets individuals (A and B) for each language (Chewa and Tumbuka) were used - each one translating from the source language (English) into the two target languages independently. The two translations for each questionnaire were compared and the differences reconciled by the three independent translators for each language.

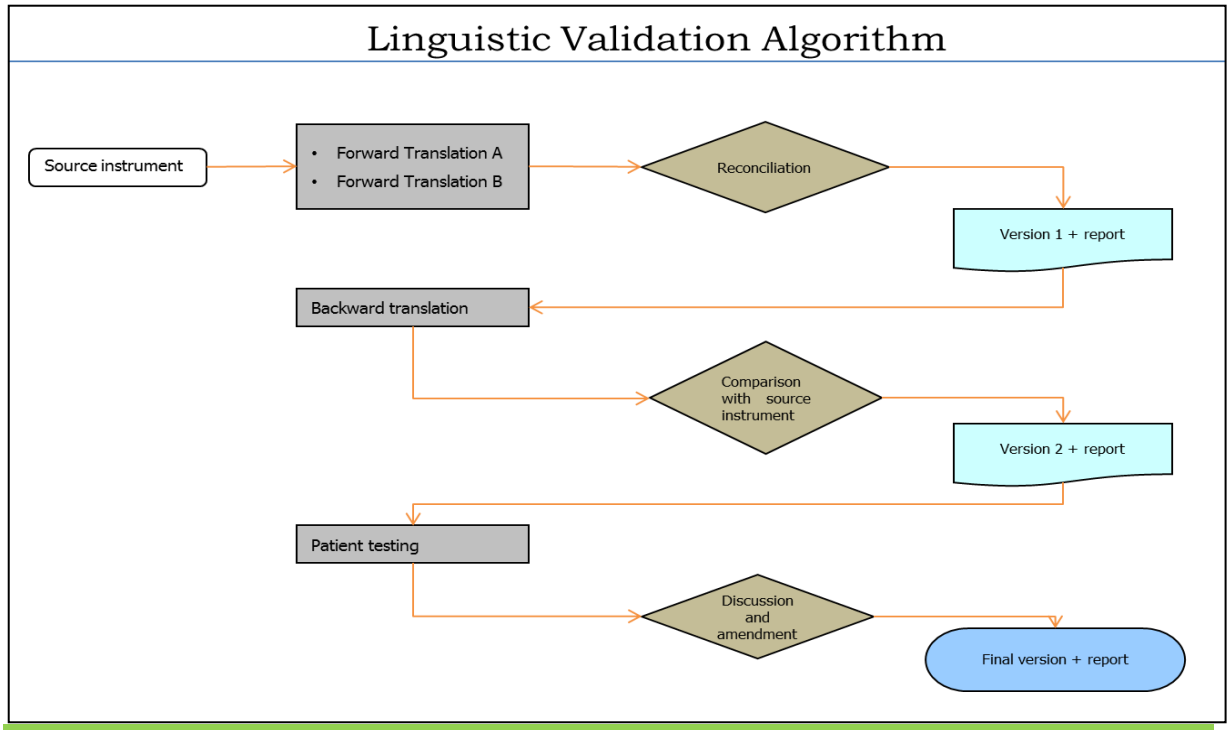

Figure 1MAPI translation Protocol

A translation report was prepared (which was a five-column tabular format highlighting the differences in translation of terms and suggestions for proper or suitable terms). The first three columns contained the different translations from each of the translators, the fourth column highlighted the sources of the difference, and the fifth column contained the reconciled translation and the final column had notes that explained why the three translators settled for that reconciliation.

Using the reconciliation notes (report), for each language, a consolidated translation for each questionnaire was produced (as Version 1. Three translators (Chewa, Nyanja and Tumbuka) undertook a backward translation into English. These were independent translators, who would not have seen the English versions for the questionnaires they were translating.
Each of the English version translated from the Chewa, and Tumbuka were then compared with the original English versions. For any discrepancies noted between the three English versions called for the revision to the local language versions. It is this second version of the Chewa and Tumbuka questionnaires which were used during the training and finally the pilot; after which the final version was produced for the survey.

2.4.5 PROGRAMMING OF QUESTIONNAIRES ONTO HAND-HELD DEVICES

MLemba & Associates and Winrock International (WI) chose data computer-assisted personal interviewing (CAPI) for this project. For this study CSPro Mobile operating on Android-based handheld devices was chosen as a software of choice. Questionnaires for one-on-one interviews were programmed onto the PDAs in English. All the responses for each question (in the three languages) pointed to only one field handle (which was in English). This way the interviewer can switched to an appropriate language without leaving the active screen.

Since the household survey had the household schedule from which sub surveys (at household level) was done, the resultant data file at each household level had a hierarchical structure.

CSPro was programmed to take this into account with a facility to export these files as single (flat) files for each sub survey or as a hierarchical file indexed on fields such as household numbers as primary keys.

2.5 TRAINING OF ENUMERATORS

In consultation with the client (during the inception phase), a convenient venue was chosen for the training of the survey team. The choice of the venue took into account the fact that maximum concentration from the trainees was required, as well as convenience to access pre-test/pilot sites.

The purpose of the training was to ensure that participants had a good understanding of the study, acquire confidence in answering questions about the study and questionnaires. Therefore, this training was core to assuring quality of the data. The training consisted of the following core aspects:

- Overview of the study
- Introduction to the questionnaire
- Interviewing techniques
- Practice sessions (mock interviews)

A team of qualified and highly experienced field staff were recruited. Regardless of their vast experience in conducting data collection, all field staff were subjected to a 3-day training exercise so that they were oriented on the survey objectives and what was required of them.

To select interviewer/supervisors, MLemba identified a pool of experienced enumerators that have worked with the firm in the past. Based on their qualifications, experience, availability, knowledge of questionnaire languages and gender, the required pool of 40 staff to be interviewed was established and subjected to interviews.

After the interviews, the second round of selection was done by reviewing each enumerator's bio-summary sheet. Up to three assessors independently scored each potential enumerator using the scale of 1 to 3; where: 1 meant fit and qualified to be a potential supervisor; 2 meant has the potential to be an enumerator and; 3 meant potential reserve. The three independent scores were then averaged and the resultant ranking provided a basis for the selection.

Although only 25 enumerators (including potential supervisors) were required, 30 were trained. And 25 were returned for study while 5 were put on reserve. During the training, everyone was tested at three stages and only those who passed were selected for the study. The stages were as follows:

- **Mock interviews**

  Once all trainees had been taken through the questionnaires, using the project field guide, mock interviews were planned within the training venue (for one-on-one interviews). This was done by choosing a participant(s) to act as a respondent(s) and another participant to be the interviewer. During this session, facilitators independently scored using a score sheet. Enumerators were scored on the following attributes: the ability to introduce oneself and the task at hand, confidence, ability to communicate the content, ability to paraphrase if respondent not clear, ability to control the flow of the interview, among other attributes.

A five-point scale was used (5 = excellent / 4 = good / 3 = average / 2 = below average / 1 = poor).

- **Theoretical tests**

The enumerators were also theoretically tested on their understanding of context within which the baseline had been designed; data collection and interviewing techniques, and use of handheld devices.

- **Reviewing completed questionnaires**

At the end of the pilot, each questionnaire used during the mock interview and the pilot was reviewed independently by the trainers. Each uncompleted question, a violated skip or wrongly recorded response (including failure to report a bug in the system) attracted a score of 1. The scores were totalled for similar questions and compared for all the respondents. Higher scores translate into a less desirable outcome for the interview process. Time management was also assessed separately for each section. For each section, the assessors compared the length of time that each enumerator took against the median time for completion. This comparison supported information in the final decision-making and assessment for the enumerator selection and team allocation. All trainees were therefore requested to submit their data (if not uploaded to the server) from the pilot session. Each dataset was independently reviewed by study team members. These observations were then reconciled to make a final decision.

By the end of the post-pilot review meeting, facilitators combined the information from the three assessments to select the needed number of trainees to form the core team of interviewers and team leads. Ranking was done as such: for mock interviews ranking was from lowest to highest; for individual attributes, from highest to lowest, and on theoretical questions from highest to lowest. An average rank for each interviewer was computed, which was used as the final position. The 5 closest scorers after selecting the 30 trainees were placed on a reserve list in case we needed to replace one when data collection had already commenced.

2.6 FIELD DATA COLLECTION

Prior to data collection a complete listing of only households with children aged 5-17 years was conducted. This process was conducted by five teams (one per district); each with three experienced mappers from CSO. Upon completion of household listing in all the selected EAs, mappers submitted the automatically serially numbered households to the data manager (central server) were sampling of required households was done after the listing exercise.

Sampling was conducted by the core team independently of the field team. A list of sampled households was then shared with the team supervisor who in turn allocated the required number of households in each EA to enumerators in each team.

In order to carry out the data collection the teams were divided in five groups (5 per team) according to the five districts. The teams started data collection with 3 districts which had already been listed by the listing teams. Team A and Team C started data collection with Chadiza district. Then Team B and Team E commenced data collection with Lundazi district. Team D started data collection with Katete district. After completing the three districts the team was divided into two to cover Chipata and Petauke respectively. Each district had 20 clusters

to be covered and from each cluster 24 eligible household were sampled for interviews by the technical team in Lusaka. With this regard 480 households were targeted per district for interviews which were eligible with children between the ages of 5-17 years.

Data was collected using PDAs that were provided to each interviewer and each supervisor. At the end of each day of data collection, a supervisor checked all the data captured on each PDA by each enumerator to check for possible errors before uploading the data to the central server. To ensure data quality, each supervisor was required to accompany each enumerator to some respondents to observe the interview process in his/her own presence. The field coordinator also conducted random spot checks during the data collection period to consolidate data quality assurance.

At the end of each field day, supervisors met with enumerators and EMPOWER district coordinators to review the day's work and challenges. During these meetings, the interviews scheduled for the day were reviewed and a plan for the next day discussed. Supervisors were required to make prior arrangements (at least 48 hours before the interview) to avoid call-backs. In addition, each supervisor submitted the daily interview completion report to the field coordinator daily.

2.7 DATA PROCESSING

Data collection used CSPro Computer Assisted Personal Interviewing (CAPI). CAPI is a computer assisted data collection method designed to replace the traditional paper-and-pen interviewing (PAPI) methods of survey. Data collection was conducted at the home of the respondent using a PDA. CAPI allows interviewers to conduct face-to-face interviews using PDAs. After the interviews, the interview data was automatically transferred to a central database which was Dropbox. The CAPI software used (CSPro), was installed on Android/iOS supported PDAs. The surveys were conducted offline without an Internet connection, and the data was stored on the device and then uploaded when an Internet connection was available. The collected data was then downloaded in the appropriate file format to conduct a more detailed statistical analysis. The use of CAPI proved efficient in monitoring and getting feedback while data collection was in process. Data collectors were trained in the use of CAPI as they served multiple roles encompassing data collection, entry, storage and transfer.

The software (CSPro) used was programmed to ensure data quality through integrated data checks, and to control the user interface and program flow using logic programming, below are some tasks that the program handled:

- Validation checks using logic
- Controlling the flow of CAPI applications
- Customization of questions, responses, and forms at runtime
- Capturing GPS coordinates
- Managing data flow for the survey
- Creating menu and control systems for enumerator
- Synchronization of the program and data files between Android devices and Internet servers

Data uploaded to the server was consistently checked by the data manager for obvious errors, such as misposting and incomplete surveys. The data manager also looked through each survey questionnaire that was synchronized from the PDA to the server and using the inbuilt

operational functions in CSPro either sent back incomplete questionnaires, categories questionnaires (marked by supervisors as "verified" or "not approved") or send these questionnaires back to the responsible data collector's PDA for the interview to be redone or completed every second day. Once an interview has been sent back to the interviewer, this was communicated with the respective supervisor for follow up. Questionnaires, which the manager was satisfied with were categorized as complete and approved.

After data was downloaded from the server (Dropbox) it was exported in SPSS which was the software used for data cleaning and analysis.

2.8 DATA ANALYSIS

SPSS has been used to analyse the data to respond to the study objectives as per the ToRs. Prior to data analysis in SPSS, data had to be exported from CSPRO with the accompanying data dictionary that informed the level of analysis required for each variable. Similarly based on the needs of the client a data analysis syntax for all variables and tables was designed. The client also guided in terms of the child labour prevalence and estimate syntax as well as the Knowledge Attitude and Perception of adults on section on gender equality and computation of the wealth index[14].

In this study a composite measure of a household's cumulative living standard was created by analysed with a principal component analysis (PCA) using variables such as household's ownership of selected assets, such as televisions and bicycles; type of dwelling; and sources of drinking water. Using the wealth index, individual households were placed into quintiles measuring relative wealth.

The analysis has combined simple frequencies for monovariate variables, bi-variate analysis and testing for statistical significance for some variables while for the child labour the analysis has involved data weighting and calculations for estimates and prevalence. Data analysis documentation report has been generated and will be submitted together with the final cleaned dataset.

2.9 ETHICAL CONSIDERATIONS

Winrock International was responsible to obtain ethical clearance. Ethical approval was obtained from ERES Converge prior to the study. The study contractor ensured that adherence to ethical considerations including respect for children's rights was upheld always, including their right to confidentiality and anonymity. Parental consent was obtained to interview children who are under the age of 18 in line with the research ethics committee requirement. Adult respondents were required to sign the consent forms while the children under 18 also had to assent to be interviewed. Enumerators were thoroughly trained on ethical procedures according to the approved protocol.

2.10 LIMITATIONS TO THE STUDY

The following are the limitations of the study:

- The study findings are based on the randomly selected number of households and household members and not the entire population and thus the figures presented are estimates that are subject to sampling error

[14] Computation of the wealth index has been explained in section 2.3.3

- Shifts and movements of the selected respondents due to new constructions such as roads where residential buildings were

2.11 SAMPLE COVERAGE

The total sample size covered were 2,400 households in the five districts. Each district had 20 clusters covered and from each cluster 24 eligible households were sampled for interviews by the contractor's technical team in Lusaka. Therefore, 480 households with children from the age of 5 years to 17 years were covered in each district. It should be noted that some of the clusters sampled in the initial selection were in places such as the valleys and rain prone areas which could not be reached with the available 4 x 4 vehicles, as such they were replaced as per tables A and B in annex I.

Table 1 shows that the total number of individuals in all the households covered was about 13,767 comprising of 6,969 females and 6,798 males. The total number of children aged 5-17 in the study were 5,478 comprising of 2,743 males and 2,735 females.

Table 1: Number of Household Members in Households Surveyed

District	Sex of Household Member					
	Male		Female		Total	
	Count	Percent	Count	Percent	Count	Percent
Chadiza	1,400	20.6	1,423	20.4	2,823	20.5
Chipata	1,440	21.2	1,356	19.5	2,796	20.3
Katete	1,236	18.2	1,306	18.7	2,542	18.5
Lundazi	1,355	19.9	1,430	20.5	2,785	20.2
Petauke	1,367	20.1	1,454	20.9	2,821	20.5
Total	6,798	100.0	6,969	100.0	13,767	100.0

Table 2 below depicts the number of EAs covered in each district. A total of 20 EAs were covered in each district with each EA comprising of 24 households.

Table 2: Sample distribution by cluster

Chadiza		Chipata		Katete		Lundazi		Petauke	
Cluster ID	Cases	Cluster ID	Cases	Cluster ID	Cases	Cluster ID	Cases	Cluster ID	Cases
1	163	21	140	41	99	61	156	81	135
2	115	22	119	42	128	62	149	82	132
3	134	23	119	43	137	63	161	83	150
4	133	24	142	44	124	64	118	84	127
5	123	25	146	45	120	65	133	85	159
6	128	26	138	46	140	66	132	86	131
7	137	27	153	47	134	67	138	87	159
8	141	28	138	48	135	68	128	88	122
9	155	29	146	49	144	69	143	89	135
10	155	30	121	50	145	70	121	90	155
11	148	31	154	51	127	71	149	91	153
12	156	32	164	52	136	72	145	92	138
13	159	33	129	53	132	73	160	93	126
14	155	34	129	54	113	74	149	94	157
15	127	35	153	55	117	75	140	95	145
16	168	36	147	56	122	76	141	96	151
17	116	37	146	57	126	77	131	97	130
18	116	38	153	58	108	78	127	98	153
19	141	39	128	59	111	79	123	99	133
20	198	40	131	60	144	80	142	100	130

Table 2: Sample distribution by cluster

Chadiza		Chipata		Katete		Lundazi		Petauke	
Cluster ID	Cases	Cluster ID	Cases	Cluster ID	Cases	Cluster ID	Cases	Cluster ID	Cases
Total cases	2868	Total cases	2796	Total cases	2542	Total cases	2786	Total cases	2821

2.12 RESPONSE RATE AND HOUSEHOLD COVERAGE

Table 3 shows that a total of 2,400 households were included in the study. All of the 24 selected households in each cluster were successfully interviewed; the enumerators ensured that each of the households where any of the household members was absent had to be visited up to three time until the household members were located. The number of heads of individuals who provided responses about the household characteristics and about child labour for children aged 5 to 17 years were 1,409 heads of households, 880 main caregivers and 111 other knowledgeable adults. The total number of children aged 10 to 17 years in the selected households was 2,706 and all of them responded to the children questionnaire (10-17 years). Thus the response rate both for households and for children was 100%.

Table 3: Number of respondents to each questionnaire

	Reached	**% Refused**	**% Not Located**
Households	2,400	0	0
HH-Heads	1,409	0	0
Caregivers	880	0	0
Other adults	111	0	0
Children 10 to 17	2,706	0	0

Distribution of respondents by type of questionnaire				
Type of Questionnaire	**Head of HH**	**Main caregiver**	**Other Informed Adults**	**Children 10-17**
Household	1,409	880	111	
Caregivers for children aged 5-17	2,336[15]	1,882[16]	423[17]	
Children 10-17				2,706

[15] Some households had more than one child aged 5 – 17 years, as such one Head of Household, main caregiver or other knowledgeable adult would respond for more than one child
[16] same as above
[17] same as above

CHAPTER 3: SURVEY RESULTS

3.1 INTRODUCTION

This section presents the results obtained from the baseline and prevalence study of working children and child labourers in the five districts of Eastern province. Firstly, demographic characteristics of households as obtained, from the heads of households which include age groups (of heads of households and the children), marital status, tribe and household size among other variables. Secondly, this section discusses social economic status of households surveyed, including the types of the dwelling, income sources and household wealth index. Follow-up sections present results regarding the agriculture characteristics of the households, followed by results on household access to livelihood support services. A detailed analysis of child labour is then presented and highlights the type of work performed by children and education before presenting estimates and prevalence of child labour for the surveyed districts. The results section ends with findings on knowledge, attitudes and perception of the respondents on gender equality and child rights. As explained above, all of the figures presented in the tables have been weighted to adjust differences between the project area population and the sample.

3.2 DEMOGRAPHIC CHARACTERISTICS OF HOUSEHOLDS

3.2.1 BACKGROUND CHARACTERISTICS OF HOUSEHOLD HEADS

Table 4 shows that the sample size was comprised of less than 0.1 percent of the child headed households. About 3.4 percent of the heads of the households were adolescents and young people aged 18-24 years. Majority of the heads of households (54.5%) were aged between 25-49 years. Overall, male-headed households were headed by younger heads (mean age = 22.8 years) as compared to the mean age for female-headed ones (39.4 years). In the ages from 25 to 49 years, one was more likely to find a male-headed household and conversely, the chances of finding a female-headed was higher in the age range 50 years and older.

Table 4: Age distribution of household heads by sex

Background characteristics	Sex of household heads					
	Male (n=1,847)		Female(n=553)		Total(N=2,400)	
Age groups	Percent	Mean	Percent	Mean	Percent	Mean
15 – 17	0.0	.	0.1	17.0	0.0	17.0
18 – 24	3.3	22.8	3.4	22.4	3.4	22.7
25 – 29	10.8	27.2	5.9	27.2	9.8	27.2
30 – 34	15.6	31.8	9.3	31.9	14.2	31.8
35 – 39	17.9	36.6	13.8	36.9	17.0	36.6
40 – 44	13.7	41.6	14.6	42.0	13.9	41.7
45 – 49	12.5	46.8	10.9	46.7	12.2	46.7
50 – 54	7.9	52.0	11.2	51.8	8.6	51.9
55 – 59	6.5	56.7	7.2	57.0	6.6	56.7
60 – 64	4.7	61.7	6.1	61.0	5.0	61.5
65 – 69	2.8	66.7	6.3	66.5	3.6	66.5
70+	4.3	76.1	11.3	75.7	5.8	75.9
Total	100.0		100.0		100.0	
Mean		42.5		47.9		43.7
SD		13.0		15.0		13.7
Min		20.0		17.0		17.0
Max		95.0		89.0		95.0

According to Table 5 below, nearly all male household heads (91.2%) were in a civil or religious marriage while female household heads were predominantly widowed or divorced (70.4%).

On the distribution of household heads by tribe, half (36.7%) of household heads were Chewa, followed by Ngoni (23.5%), Tumbuka (20.2%) and Nsenga (16.7%). The rest of the tribes accounted for less than 2.8 percent of the total sample of household members.

Table 5: Percentage Distribution of Households by Background Characteristics of Household Heads

Background characteristics	Sex of household heads		Total(N=2,400)
	Male (n=1,847)	Female(n=553)	
Marital Status			
Married civil/religious	91.20	14.80	74.40
Widowed	2.40	48.20	12.50
Divorced	2.00	22.20	6.50
Married but separated	2.60	3.10	2.70
Single or never married	0.40	8.60	2.20
Polygamous marriage	1.30	3.00	1.70
Living together as unmarried	0.00	0.10	0.00
Total	100.0	100.0	100.0
Tribe			
Chewa	36.4	38.1	36.7
Ngoni	24.0	21.8	23.5
Tumbuka	21.3	16.1	20.2
Nsenga	15.3	21.6	16.7
Other	1.6	1.3	1.5
Bemba	0.8	1.0	0.8
Tonga	0.3	0.0	0.3
Lozi	0.3	0.1	0.2
Luvale	0.0	0.0	0.0
Lunda	0.0	0.0	0.0
Kaonde	0.0	0.0	0.0
Total	100.0	100.0	100.0
District			
Chadiza	8.90	9.60	9.00
Chipata	35.20	32.70	34.60
Katete	13.10	14.60	13.50
Lundazi	25.60	21.20	24.60
Petauke	17.20	21.90	18.20
Total	100.0	100.0	100.0

Each district contributed an equal number of households (480), however, the size of the households varied from one district to the other as indicated in Section 3.2.2 below on household size.

3.2.2 AVERAGE HOUSEHOLD SIZE

Table 6 shows that the average number of household members in each household for the five districts was 5.7 with the number of male and female members being almost equal to 3 in each household. About 3.3 percent of the households were headed by young people below 24 years of age.

Table 6: Average Household Size by Background information of the head of the household				
Background characteristics	Average Number of members in a household			Count
	Males	Female	Total	
Sex of Household Head				
Male	3.05	2.86	5.92	10,928
Female	2.10	3.04	5.13	2,839
Age of Household head				
15 - 17	†	†	†	2
18 - 24	1.86	2.11	3.98	322
25 - 29	2.21	2.38	4.58	1,072
30 - 34	2.55	2.61	5.16	1,738
35 - 39	2.83	2.91	5.74	2,384
40 - 44	3.20	3.20	6.40	2,130
45 - 49	3.25	3.22	6.46	1,920
50 - 54	3.17	3.03	6.20	1,308
55 - 59	3.06	3.20	6.26	989
60 - 64	2.75	3.12	5.88	717
65 - 69	2.82	2.89	5.71	474
70+	2.78	2.87	5.65	711
District				
Chadiza	2.90	2.95	5.86	2,823
Chipata	3.00	2.83	5.83	2,796
Katete	2.58	2.72	5.30	2,542
Lundazi	2.82	2.98	5.80	2,785
Petauke	2.85	3.03	5.88	2,821
Total	2.83	2.90	5.74	13,767

† n<20

The pattern depicted in Table 6 above conforms to expectations that the older the head of the household the larger the household size. Households headed by females had an average size of 5.13 compared to the male-headed household which had an average size of 5.92. This is expected as most male-headed households are likely to have a wife and/or other dependents. Conversely, female-headed households are not likely to have a "husband" in the household composition.

3.2.3 AVERAGE NUMBER CHILDREN AGED 5-17 IN A HOUSEHOLD

As shown in Table 7, the average number of children aged 5-17 years in male-headed households was 2.35 while in female-headed households, the average number of children was 2.06; the difference is not statistically significant. In all the districts the average number of children aged 5-17 years were 2.8. Chadiza had 2.49 children aged 5-17 years per household 2.49 followed by Chipata with 2.34 children per household. Katete had 2.08 per household.

Table 7: Average number of children aged 5 to 17 in each household				
Background characteristics	Sex of the household head			Count
	Male	Female	Both	
Age of Household Head				
15 – 17	†	†	†	2
18 – 24	1.15	1.35	1.20	97
25 – 29	1.45	1.82	1.51	353
30 – 34	1.97	2.25	2.01	679
35 – 39	2.51	2.19	2.45	1,015

Table 7: Average number of children aged 5 to 17 in each household

Background characteristics	Sex of the household head			Count
	Male	Female	Both	
40 – 44	2.93	2.43	2.82	940
45 – 49	2.79	2.12	2.66	789
50 – 54	2.66	2.11	2.48	524
55 – 59	2.48	1.95	2.35	371
60 - 64	2.33	1.74	2.16	264
65 - 69	2.33	2.00	2.22	184
70+	2.24	1.74	2.03	260
District				
Chadiza	2.62	2.09	2.49	1200
Chipata	2.43	2.02	2.34	1123
Katete	2.07	2.13	2.08	999
Lundazi	2.38	2.07	2.32	1112
Petauke	2.24	1.98	2.18	1044
Total	2.35	2.06	2.28	5478

† n<20

The average number of children increases steadily from households headed by those aged 18-24 years (1.20) until 40-44 (2.82) then starts dropping steadily to 2.03 at age 70+.

3.2.4 AGE AND SEX STRUCTURE OF HOUSEHOLDS

The pyramid in Figure 2 shows that majority of the household members were aged between 4-7 yeas, followed by those in the age range 0-3 and 6-10 years. Children who were aged between 11-14 years were about 1,500 in the households sampled, while those aged 15-17 years were about 800 of the total sample. Generally, results show that the majority (85.0%) of the sampled household members were aged below age of 35 years.

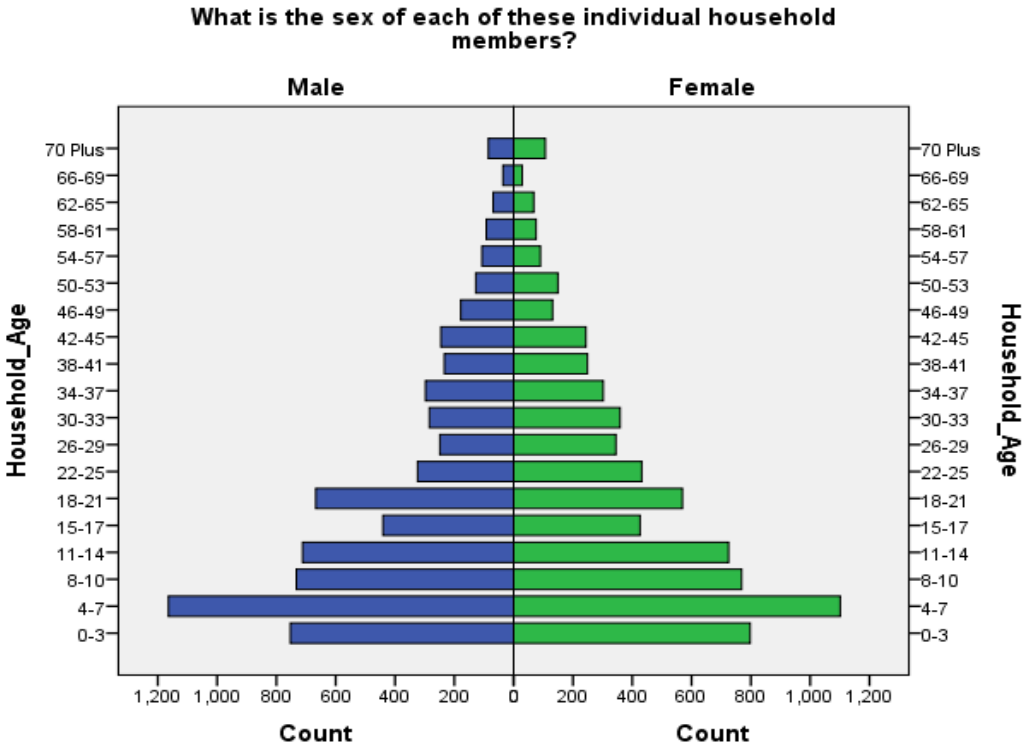

Figure 2: Age-Sex Pyramid of Household Members

3.3 SOCIO ECONOMIC CHARACTERISTICS OF HOUSEHOLDS

In the Baseline and Prevalence of Child Labour Study, heads of the households or primary care-givers were asked questions on their type of dwellings, ownership, size, sanitary facilities, main source of drinking water and sources of energy for cooking in the household. Table 8 through Table 12, summaries findings on each of these household characteristics while Table 13 presents findings on ownership of household items.

3.3.1 TYPES OF DWELLING OF HOUSEHOLDS

As shown in Table 8, about three in every four (75.4%) households surveyed was an independent (separate) house, followed by households (13.2%) with huts or several small buildings in the same compound. The third most common type was compound house with rooms attached to the same building (11.3%). The rest of the households (less than one) were either living quarters (attached to the office, shop or work place), or improvised home (kiosk, container, tent) and any other unspecified dwelling categories. Chadiza had the highest proportion of the independent housing units (84.8%) followed by Katete with 81.1 percent while Petauke had the least proportion of independent housing units (64.6%) and had the highest proportion of households with huts or several small buildings (18.9%) and compound houses (16.4%).

Table 8: Percentage distribution (multiple response sets) of types of dwelling households lived in by sex of head and district

District/Sex of Household Head		Type of Household Dwelling						Total	Chi-Square
		Independent	Compound house	Huts\ small buildings	Living quarters	Improvised home	Other		
Chadiza	Male	85.6	6.3	7.8	0.0	0.0	0.3	368	2.052
	Female	82.2	6.2	11.6	0.0	0.0	0.0	112	
	Total	84.8	6.3	8.7	0.0	0.0	0.2	480	
Chipata	Male	81.4	8.2	10.3	0.0	0.0	0.1	375	0.750
	Female	77.5	11.0	11.0	0.0	0.0	0.4	105	
	Total	80.6	8.8	10.5	0.0	0.0	0.2	480	
Katete	Male	80.5	10.0	9.2	0.3	0.0	0.0	366	0.394
	Female	83.0	8.6	8.4	0.0	0.0	0.0	113	
	Total	81.1	9.7	9.0	0.2	0.0	0.0	479	
Lundazi	Male	69.4	13.2	17.1	0.4	0.0	0.0	383	1.516
	Female	69.5	15.6	14.9	0.0	0.0	0.0	96	
	Total	69.4	13.6	16.7	0.3	0.0	0.0	479	
Petauke	Male	67.5	16.3	16.0	0.0	0.1	0.0	353	5.034
	Female	56.5	16.6	26.9	0.0	0.0	0.0	127	
	Total	64.6	16.4	18.9	0.0	0.1	0.0	480	
Sex	Male	76.2	10.9	12.7	0.1	0.0	0.1	1,845	3.091
	Female	72.5	12.4	15.0	0.0	0.0	0.1	553	
All Districts		75.4	11.3	13.2	0.1	0.1	0.0	0.1	118.851*ab

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

Table 8 results show that there were no statistically significant relationships between gender and type of household dwelling across all districts. The likelihood of occupying any type of dwelling was about the same for male- or female-headed households. In contrast, the relationship between district and type of dwelling was statistically significant. As shown in Table 8, a resident of Chadiza was 1.3 times more likely to live in an independent house than someone in Petauke (84.8% vs 64.6%). For compound houses, a resident of Petauke was about 2.6 times or 1.6 times likely to live in such a house than a resident of Chadiza (16.4 vs 6.3) or Katete (16.4 % vs 9.7%) respectively. Living in a hut was more common in Petauke (18.9%) and Lundazi (16.7%) than it was in Chadiza (8.7%), Chipata (10.5%) and Katete (9.0%). Therefore, household heads in Lundazi or Petauke were about twice as likely to live in a hut as their counterparts in Chadiza, Chipata or Katete.

3.3.2 OWNERSHIP OF DWELLINGS

Table 9, presents findings on the ownership of the dwellings distributed by gender and district. On average about 94.2 percent of the households were reported to be owned by one of the household members in the five districts, while about four percent were rented units, fully paid for by the tenant, with about two percent of the dwellings provided for free by either the employer or the owner of the housing unit. About two percent of the households where rented (subsidized) or any other form of ownership.

Further examination, Table 9 reveals that there was no statistically significant relationship between gender and ownership of dwellings. One's gender did not influence ownership of dwellings.

Table 9: Percentage of household dwelling ownership by sex and district

Background characteristics		Ownership of the dwelling					Total	Chi-Square
		Household member	Rented (normal)	Rented (subsidized)	Provided for free	Other		
Chadiza	Male	93.3	2.2	0.0	4.6	0.0	368	3.090
	Female	93.9	2.0	0.0	3.5	0.5	112	
	Total	93.4	2.1	0.0	4.3	0.1	480	
Chipata	Male	95.8	3.2	0.0	1.1	0.0	375	1.371
	Female	93.9	4.6	0.0	1.5	0.0	105	
	Total	95.4	3.5	0.0	1.2	0.0	480	
Katete	Male	85.8	10.7	0.3	3.2	0.0	366	5.994
	Female	83.9	8.0	1.1	6.2	0.9	113	
	Total	85.3	10.1	0.5	3.9	0.2	479	
Lundazi	Male	96.4	2.0	0.0	1.6	0.0	383	0.135
	Female	96.0	1.8	0.0	2.2	0.0	96	
	Total	96.3	2.0	0.0	1.7	0.0	479	
Petauke	Male	95.7	3.4	0.0	0.9	0.0	353	0.084
	Female	96.4	2.6	0.0	1.0	0.0	127	
	Total	95.9	3.2	0.0	0.9	0.0	480	
Sex	Male	94.4	3.8	0.0	1.8	0.0	1,845	7.557
	Female	93.4	3.8	0.2	2.4	0.2	553	
District		94.2	3.8	0.1	1.9	1.9	2398	69.858*ab

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

Conversely, ownership of a dwelling varied significantly from district to district. Lundazi (96.3%), Chadiza (93.4%) and Petauke (95.9%) had proportions of households owned by a household member above the average for all the five districts (94.2%) surveyed. A household in Katete was about five times more likely to be rented than a household in Chadiza (10.1% vs 2.1%) or Lundazi (10.1% vs 2.0%). Chances of finding a dwelling provided for free was higher in Katete (3.9%) than any of the other four districts; it was about five times more likely to find a dwelling unit provided for free in Katete than was in Petauke (3.9% vs 0.9%).

3.3.3 SOURCES OF DRINKING WATER

Table 10 presents findings on the main source of drinking water for the household, distributed by gender of the head of the household and district of residence. The majority of the households (74.8%) got their drinking water from a borehole or a tube well, followed by dug wells (15.3%), river, streams, ponds, lakes or dams (5.7%). Drinking water in bottles or sachets was the least common source of drinking water (0.2%). None of the households reported using rain water as their main source of drinking water.

When source of drinking water was compared between male- and female-headed household, the sex of the head of the household did not influence where the household got its water for drinking. This was true within each district and across all the districts.

Table 10:Percentage distribution of households according to main source of drinking water and by sex and district

Background Characteristics		Main source of drinking water for the household								Total	Chi-Square
		Piped into dwelling	Piped into yard/plot	River/stream/ pond/lake/dam	Bore-hole/ tube-well	Dug Well	Rain water	Bottled/sachet water	Other		
Chadiza	Male	1.1	1.9	3.0	76.8	16.1	0.0	0.0	1.0	368	0.676
	Female	0.7	2.3	3.2	78.2	14.5	0.0	0.0	1.1	112	
	Total	1.0	2.0	3.1	77.1	15.8	0.0	0.0	1.0	480	
Chipata	Male	1.2	3.4	0.5	82.5	11.5	0.0	0.4	0.5	375	4.845
	Female	3.7	2.0	0.0	80.3	13.4	0.0	0.0	0.5	105	
	Total	1.7	3.1	0.4	82.1	11.9	0.0	0.3	0.5	480	
Katete	Male	0.0	1.2	3.4	85.2	10.1	0.0	0.0	0.0	366	0.742
	Female	0.0	0.9	5.7	81.3	12.1	0.0	0.0	0.0	113	
	Total	0.0	1.1	4.0	84.3	10.6	0.0	0.0	0.0	479	
Lundazi	Male	2.1	2.9	12.0	52.8	30.1	0.0	0.0	0.0	383	1.731
	Female	3.7	2.6	10.9	58.8	24.0	0.0	0.0	0.0	96	
	Total	2.4	2.9	11.8	53.9	29.0	0.0	0.0	0.0	479	
Petauke	Male	0.4	1.1	11.2	78.5	7.5	0.0	0.6	0.7	353	5.292
	Female	0.0	0.0	7.2	87.8	4.6	0.0	0.0	0.5	127	
	Total	0.3	0.8	10.1	81.0	6.7	0.0	0.4	0.7	480	
Sex	Male	1.1	2.5	5.9	74.1	15.8	0.0	0.2	0.4	1,845	4.846
	Female	2.0	1.6	5.0	77.3	13.6	0.0	0.0	0.4	553	
District		1.3	2.3	5.7	74.8	15.3	0.0	0.2	0.4		333.065*ab

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

When source of drinking water was compared across districts, Table 10 shows that main source of drinking water for the household varied with districts. Households from Chipata district were about six times more likely to get water from a pipe, piped into the dwelling than did those from Katete (1.0% vs 0%) or Petauke ((1.0% vs 0.2%). Similarly, households from Chipata were about three times more likely to source their drinking water from pipes connected into the yard than did their counterparts from Katete (3.1% vs 1.1%) and Petauke (3.1% vs 0.8%). Getting drinking water from the river, stream, pond, lake or dam was more common in Lundazi (11.8%) and Petauke (10.1%) than was in the other three districts. For each household in Chadiza (3.1%) or Katete (4.0%) that reported sourcing water from a river, stream, pond, lake or dam there were about four corresponding households that reported so in Lundazi (11.8%). Although the borehole or tube well were the most commonly reported sources of water across all districts, there were variations across districts. Households from Katete (84.3%) were about 1.6 times more likely to use a borehole or tube well as a source of drinking water than households in Lundazi (53.9%).

3.3.4 SOURCES OF COOKING ENERGY

Table 11 presents findings on the main source of cooking fuel for each of the households distributed by gender and districts of the household head. About nine (8.7) in ten (10) households (87.7%) were using firewood as their main source of cooking fuel, while the rest were either using charcoal (10.3%), or electricity (2.5%). Gas, kerosene, straws or shrubs, grass and animal dung as a main source of cooking fuel were not reported by any household.

Table 11: Percentage distribution of households according to the main source of cooking fuel by sex of the

household head and district

Background characteristics		Main source of cooking fuel								Total	Chi-Square
		Fire wood	Charcoal	Kerosene	Gas	Straws/ shrubs/ grass	Electricity	Animal dung	Other, specify		
Chadiza	Male	92.3	7.7	0.0	0.0	0.0	0.0	0.0	0.0	368	6.599*[ab]
	Female	91.1	7.6	0.0	0.0	0.0	1.3	0.0	0.0	112	
	Total	92.1	7.6	0.0	0.0	0.0	0.3	0.0	0.0	480	
Chipata	Male	88.6	9.0	0.0	0.2	0.0	2.3	0.0	0.0	375	5.593
	Female	90.3	5.2	0.0	0.0	0.0	4.5	0.0	0.0	105	
	Total	88.9	8.2	0.0	0.1	0.0	2.7	0.0	0.0	480	
Katete	Male	76.6	21.4	0.0	0.0	0.0	0.9	0.0	1.1	366	2.562
	Female	79.8	20.2	0.0	0.0	0.0	0.0	0.0	0.0	113	
	Total	77.3	21.2	0.0	0.0	0.0	0.7	0.0	0.8	479	
Lundazi	Male	92.1	6.7	0.0	0.0	0.0	1.3	0.0	0.0	383	0.339
	Female	90.0	7.5	0.0	0.0	0.0	2.4	0.0	0.0	96	
	Total	91.7	6.8	0.0	0.0	0.0	1.5	0.0	0.0	479	
Petauke	Male	82.7	14.2	0.0	0.0	0.0	3.1	0.0	0.0	353	6.196*[b]
	Female	92.2	6.2	0.0	0.0	0.0	1.6	0.0	0.0	127	
	Total	85.2	12.1	0.0	0.0	0.0	2.7	0.0	0.0	480	
Sex	Male	87.2	10.8	0.0	0.1	0.0	1.8	0.0	0.1	1,845	6.966
	Female	89.2	8.3	0.0	0.0	0.0	2.5	0.0	0.0	553	
District		87.7	10.3	0.0	0.0	0.0	2.5	1.9	0.0	0.1	161.729*[ab]

*= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1

Overall, there was no observed relationship between gender and the main source of cooking fuel. However, a difference was observed individually between males and females in Chadiza and Petauke districts. In Chadiza, use of electricity as source cooking energy was mentioned in 1.3 percent of female-headed households and none in households headed by males, while female-headed households in Petauke females were about twice less likely to use charcoal as main source of cooking energy than male-headed households. For Chipata, Katete and Lundazi, the gender of the headed the household was not a factor in determining the main source of cooking energy in the household.

When source of energy was compared across districts, a difference across districts was observed. A household in Katete (21.2%) was more than about twice likely to use charcoal than a household in Chadiza (7.6%) or Lundazi (6.8 %). Similarly, households in Chipata, were about nine times (2.7% vs 0.3%) and about four times more likely to have access to electricity than households from Chadiza and Katete respectively.

3.3.5 HOUSEHOLD LIVELIHOOD

In the survey, each household was asked a question on what they did to earn a livelihood of the household in the last 12 months preceding the survey. Table 12 presents findings on the household income by gender and districts. Agricultural related activities featured prominently among the main sources of income mentioned by most respondents. Selling maize (70.1%) and selling groundnuts (55.3 %) were the most common agricultural activities mentioned, while selling other produce (25.6%) and offering one's agricultural labour (21.2%), were the third and fourth most predominant sources of income respectively. Non-agricultural related

activities such as transportation and other forms of self-employment were rarely mentioned as sources of income with less than 20 percent of the respondents mentioning them.

When gender of the household head was considered, Table 12 shows that generally, there was a difference in the sources of household income between male- and female-headed households. This was largely observed in Katete, which was the only district where a difference was noted between male and female-headed households. Male-headed households were more likely than their female counterparts to be engaged in the sale of maize (44.1 % vs 43.2 %), other crops or produce (13.4% vs 11.2%). On the other hand, female-headed households were to a limited extent, more likely than male-headed households to be engaged in the sale of groundnuts (56.7% vs 54.9%) and to engage in petty trading (9.7% vs 8.1%).

Table 12:Percentage distribution [*multiple response sets*] of households that mentioned a given source of HH

Background characteristics		Source of Household Income in the last 12 months												
		Selling Maize	Selling Groundnuts	Selling other crops/produce	Agricultural labour	Regular wage employment	Transportation	Petty trade	Other, self-employment	Pensions, dividends, interest, property rent	Remittances	Other	Count	Chi-Square
Chadiza	Male	67.9	49.9	33.1	25.3	4.4	0.6	8.0	3.1	0.6	0.0	14.7	358	10.571
	Female	56.5	41.8	31.7	23.4	5.8	0.0	14.2	1.4	0.0	0.0	18.7	103	
	Total	65.3	48.0	32.8	24.9	4.7	0.4	9.4	2.7	0.5	0.0	15.6	461	
Chipata	Male	68.6	61.4	34.1	27.5	6.3	0.9	11.1	2.1	0.2	0.3	7.2	360	6.878
	Female	65.7	62.7	22.9	27.4	4.4	0.0	10.2	3.5	1.3	0.0	4.4	102	
	Total	68.0	61.7	31.8	27.5	5.9	0.7	10.9	2.4	0.4	0.2	6.6	462	
Katete	Male	44.1	31.2	13.4	18.1	15.0	1.7	9.2	10.8	0.3	0.0	26.9	364	23.951*[ab]
	Female	43.2	30.6	11.2	26.5	8.5	1.0	17.5	1.9	0.0	0.0	20.0	107	
	Total	43.9	31.1	12.9	20.0	13.5	1.5	11.1	8.8	0.2	0.0	25.3	471	
Lundazi	Male	77.9	50.5	30.8	20.0	7.5	0.3	4.9	3.7	0.4	0.0	23.5	372	10.953
	Female	66.0	52.6	26.0	16.3	5.7	0.0	5.8	4.2	0.0	0.0	14.2	91	
	Total	75.7	50.9	29.9	19.3	7.1	0.3	5.1	3.8	0.4	0.0	21.7	463	
Petauke	Male	89.0	69.4	15.6	10.7	3.5	1.7	5.9	1.6	0.0	0.0	16.1	344	13.855
	Female	87.8	74.4	8.5	11.8	1.7	0.0	5.6	1.3	0.0	0.0	7.6	122	
	Total	88.6	70.7	13.8	11.0	3.0	1.2	5.9	1.5	0.0	0.0	13.9	466	
Sex	Male	71.1	54.9	27.3	21.2	7.1	0.9	8.1	3.7	0.3	0.1	16.2	1,798	33.361*[b]
	Female	66.6	56.7	19.5	21.1	4.8	0.1	9.7	2.7	0.4	0.0	10.7	525	
District		70.1	55.3	25.6	21.2	6.6	0.8	8.4	3.5	0.3	0.1	15.0	2,323	661.797*[ab]

*= $p<0.05$; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1

Table 12 further reveals that the source of household income varied with districts. For example, households in Petauke were about twice more likely to sell maize (88.6%) or groundnuts (70.7%) than those in Katete (43.9% and 31.1%, respectively). In the sale of crops other than maize or groundnuts, the top three districts were Chadiza (32.8%), Chipata (31.8%) and Lundazi (29.9) with Katete (12.9%), and Petauke (13.8%) at the tail end of the list. Households

in Katete (13.5%) and Lundazi (7.1%) were more likely to have their household heads in regular employment than Chipata (5.9%), Chadiza (4.7%) and Petauke (3.0%). Other forms of self-employment were most common in Katete than elsewhere.

3.3.6 OWNERSHIP OF HOUSEHOLD ITEMS

Ownership of household items is an indication of the household affluence. Heads of households were asked to state whether any member of the household owned either a radio, television (TV) set, computer, cell phone, bicycle, motor bike, car, refrigerator, sewing machine or bed. According to Table 13, the most common household item owned by any member of the household were cell phones (77.6%) and bicycle (66.0%), followed by a radio (57.3%). In each household, about six in every ten household members either owned a bed, computer, or sewing machine. Very few respondents owned motor bikes and refrigerators.

Table 13:Percentage distribution [*multiple response sets*] of households which indicated that a household member owned one of the following household items by sex and district

Background information		Household Items Owned											Total	Chi-Square
		Radio	TV	Computer	Cell phone	Bicycle	Bike	Car	Refrigerator	Sewing Machine	Bed	None		
Chadiza	Male	58.6	13.4	0.9	83.0	71.1	4.5	4.7	3.0	2.4	37.9	0.0	324	
	Female	34.3	13.8	2.6	81.0	46.1	5.6	2.6	1.9	0.0	41.4	0.0	73	40.373*[ab]
	Total	54.1	13.5	1.2	82.6	66.5	4.7	4.3	2.8	1.9	38.5	0.0	397	
Chipata	Male	58.2	15.8	1.3	77.2	71.1	1.3	3.4	3.5	0.7	39.4	0.0	336	
	Female	45.5	12.0	3.4	76.2	45.5	0.3	2.1	5.6	2.8	30.2	0.0	78	34.677*[a]
	Total	56.1	15.2	1.7	77.0	66.9	1.1	3.2	3.8	1.0	37.9	0.0	414	
Katete	Male	56.1	20.3	1.0	80.7	70.8	4.1	3.6	4.0	0.3	50.0	0.0	310	
	Female	41.5	17.2	0.0	84.6	28.6	0.0	3.3	6.2	0.0	54.5	0.0	65	52.541*[a]
	Total	53.6	19.8	0.8	81.4	63.6	3.4	3.5	4.4	0.3	50.7	0.0	375	
Lundazi	Male	58.3	18.5	1.7	74.5	68.9	2.7	3.8	5.8	1.8	39.8	0.0	333	
	Female	52.3	18.5	7.2	78.9	41.9	0.0	2.1	8.5	3.0	41.0	0.0	57	23.349*[ab]
	Total	57.5	18.5	2.5	75.1	65.2	2.4	3.6	6.2	2.0	40.0	0.0	390	
Petauke	Male	68.6	16.9	0.0	78.4	70.6	6.7	3.7	4.7	0.9	32.1	0.0	296	
	Female	43.8	6.7	0.0	69.6	50.4	0.0	0.0	1.9	3.2	32.0	0.0	73	48.297*[a]
	Total	63.9	14.9	0.0	76.8	66.8	5.5	3.0	4.1	1.3	32.1	0.0	369	
Sex	Male	59.7	17.0	1.1	77.7	70.4	3.2	3.7	4.3	1.1	39.5	0.0	1,599	156.680*
	Female	44.9	13.2	3.0	77.1	43.5	0.7	1.9	5.2	2.2	37.2	0.0	346	
District		57.3	16.4	1.4	77.6	66.0	2.8	3.4	4.4	1.3	39.1	0.0	1,945	137.399*

*= $p<0.05$; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1

Ownership of household items varied with gender of the head of the household across all districts. Except for the ownership of computers, refrigerators, sewing machines and beds,

male-headed households dominated the ownership of the rest of the household items. Male-headed household members were likely to have a radio (59.7% vs 44.9%), TV (17.0% vs 13.2%), bicycle (70.4% v43.5%) than female-headed households. Bicycle ownership had the greatest male-female disparity. A male-headed household was nearly twice likely to own a bicycle than a female-headed one.

Household items and ownership varied from district to district. Although ownership of some items such as radios (from 53.6% to 63.9%), cell phones (75.1% to 82.6%), and bicycles (63.6% to 66.9%) was generally high across districts, there were marked differences with respect to other household items. For example, households in Chipata were more than twice as likely to own a car or computer compared to all other districts. Ownership of television sets and refrigerators was also highest in Chipata with the lowest level of ownership in Chadiza.

3.3.7 WEALTH INDEX

Results in Table 14 indicate that the poorest households are likely to be in Lundazi (13.3%) and headed by female (14.6%). Chadiza is likely to have more households in the richest category (33.3%) with 36.4 percent of these households being headed by males compared to 23.2 percent of those headed by the females. Petauke is likely to have the least proportion of households in the richest quantile.

Statistical analysis revealed that there was a statistically significant relationship between gender and wealth status ($p<.05$). Male-headed households were more likely than their female counterparts to be in the richest quantile.

Table 14: Percentage distribution of households' index quintile of wealth by district and sex of household head

		Wealth index quintiles					Total
		Poorest	Second	Middle	Fourth	Richest	
Chadiza	Male	13.6	14.1	17.1	18.8	36.4	368
	Female	15.2	24.1	20.5	17.0	23.2	112
	Total	14.0	16.5	17.9	18.3	33.3	480
Chipata	Male	27.2	13.1	12.3	18.7	28.8	375
	Female	27.6	14.3	15.2	18.1	24.8	105
	Total	27.3	13.3	12.9	18.5	27.9	480
Katete	Male	27.9	17.5	21.9	19.1	13.7	366
	Female	24.8	17.7	27.4	19.5	10.6	113
	Total	27.1	17.5	23.2	19.2	12.9	479
Lundazi	Male	13.0	26.0	25.2	20.8	15.1	385
	Female	14.6	19.8	27.1	28.1	10.4	96
	Total	13.3	24.7	25.6	22.2	14.1	481
Petauke	Male	20.4	27.2	20.1	20.4	11.9	353
	Female	12.6	29.9	21.3	25.2	11.0	127
	Total	18.3	27.9	20.4	21.7	11.7	480
Total	Male	20.4	19.5	19.3	19.5	21.2	1,847
	Female	18.8	21.5	22.2	21.5	15.9	553
	Total	20.0	20.0	20.0	20.0	20.0	2,400

3.4 AGRICULTURAL CHARACTERISTICS OF HOUSEHOLDS

In the survey, household heads or the main care-givers were asked questions on farming characteristics of each household. These included: the type of agriculture undertaken by the households; types of crops grown for own use or consumption; crops grown for sale and type of livestock owned. Table 15 to Table 17 present results on these four aspects of agricultural

characteristics.

3.4.1 TYPE OF AGRICULTURAL PRODUCTION

Household heads were asked the question: "What types of agricultural activities are carried out by the household?" Table 15 presents results on the types of agricultural production mentioned by the respondents. Food crop farming was the most common type of production mentioned by nearly seven out of every ten eligible households (72.2%), followed by livestock and poultry farming (27.2%) and other commercial crops or agricultural products (11.6%).

Type of agricultural produce grown varied with the sex of the household head for some crops in some districts. Generally, keeping livestock/poultry (40.7% male vs 27.2% female) and cash crops (16.7% male vs 11.6% female) was associated with the sex of the household head. Specifically, association with sex of the household head was noted in Chadiza for food crops (77.3% male vs 66.3% female); livestock or poultry in Chipata (65.7% male vs 42.5% female) cash crops in Petauke (15.7% male vs 8.8% female) and no agricultural production in Chadiza (5.6% male vs 14.7% female).

Table 15:Percentage distribution [*multiple response sets*] of households according to type of agricultural production by sex and district

Background characteristics		Type of Agriculture Production										Count
		Food crop		Livestock/ poultry		Cash crops		Other crops		None		
		%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	
Chadiza	Male	77.3		65.4		15.6		5.6		5.6		368
	Female	66.3	5.583*	57.2	2.991	11.9	1.175	4.9	0.259	14.7	10.568*	112
	Total	74.7		63.5		14.7		5.4		7.8		480
Chipata	Male	68.5		65.7		29.8		6.2		7.9		375
	Female	74.2	0.288	42.5	10.376*	24.5	2.057	2.4	1.268	13.7	3.158	105
	Total	69.7		60.9		28.7		5.4		9.1		480
Katete	Male	81.6		31.1		0.0		0.7		13.9		366
	Female	80.1	0.057	23.5	1.405	0.0		0.0	0.940	11.1	0.759	113
	Total	81.2		29.3		0.0		0.5		13.3		479
Lundazi	Male	76.8		19.7		9.7		1.5		6.5		385
	Female	81.9	0.408	11.8	2.910	6.9	0.367	0.5	0.272	7.3	0.015	96
	Total	77.7		18.2		9.2		1.3		6.7		481
Petauke	Male	61.2		15.7		13.7		0.7		12.3		353
	Female	61.4	0.209	8.8	1.546	4.4	7.365*	0.0	1.086	11.2	0.002	127
	Total	61.3		13.8		11.3		0.5		12.0		480
Sex	Male	71.9		40.7		16.7		3.3		8.9		1,847
	Female	73.1	0.383	27.2	15.589*	11.6	8.685*	1.4	2.861	11.5	3.410	553
District		72.2	81.464*	37.8	367.565*	15.6	125.878*	2.8	36.149*	9.5	27.750*	2,400

**=p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count <1*

Comparing type of agriculture production across districts showed variations across districts for all produces. This ranged from 61.3 percent (Petauke) to 81.2 percent (Katete) for food crops; 13.8 percent (Petauke) to 63.5 percent (Chadiza) for livestock/poultry; 0.0 percent (Katete) to 28.7 percent (Chipata) for cash crops and; 0.5 percent (Petauke) to 5.4 percent (Chadiza) for other crops. The biggest disparity was in livestock/poultry between Katete and Chadiza.

3.4.2 TYPES OF CROPS PRODUCED FOR HOUSEHOLD CONSUMPTION

Respondents were asked to state what crops were grown by the household for their own use or consumption. According to Table 16, maize and groundnuts were the predominantly produced subsistence crops by the households. Maize was produced in seven out of every ten households while groundnuts were produced in about six in every ten households. Beans was mentioned as the third commonest type of crop which was produced by about one in every fifth household. The least produced crops were rice (0.1%), millet (0.2%) and sorghum (0.4%). When the production of subsistence crops between male- and female-headed households was compared, Table 16 also shows that sex of the head of the household was not associated with the type of subsistence crops grown.

On the other hand, the type of subsistence crops produced varied with the district of residence. Growing of maize was mostly in Katete (79.3%) and least in Petauke (60.1%) whilst households in Lundazi (51.6%) were more likely than those in Petauke to grow groundnuts for consumption. Growing beans (24.3%) and sweet potatoes (10.2%) was highest in Chadiza and the lowest in Petauke (15.0%) and 7.5 percent for beans and sweet potatoes respectively. Though the difference was noticeable, growing of rice (0% to 0.4%), millet (0% to 1.5%) and cassava (1.1% to 4.0%) was generally low across all districts.

3.4.3 TYPES OF CROPS PRODUCED FOR SALE

Each household was asked a question on which crops they grew for sale to earn some income. Respondents were further asked to state whether they grew any of the following crops: sunflower, cotton, soya beans, tobacco, cowpeas and "other agricultural commercial produce". Table 17 presents percentage distribution of households that were involved in production of each of the listed crops. Sunflower was the most predominantly grown cash crop. It was grown in every 10^{th} household followed by soya beans (9.0%), cotton (4.7%) and tobacco (1.0%). Cow peas, other commercial crops and other agricultural products were produced in less than one percent of the households. Majority (85.3%) of the households did not mention any of the crops or other agricultural products listed in Table 17.

Considering the gender of the head of the household, producing crops for commercial sale revealed that it did not matter whether the household was headed by male or female in the selection of which agriculture crop was produced for sale. This pattern was consistent across all the five districts included in the survey.
On the other hand, although production of cash crops was generally low across all districts, variations were observed for the following crops: sunflower, cotton, soya beans, tobacco and cow peas. Growing of sunflower was predominantly done in Chipata (15.9%) and least in Lundazi (4.6%) whilst households in Katete (11.9%) were more likely to grow soya beans than did households in Petauke (1.5%). Growing of cotton was reported in more households in Chipata (7.6%) as compared to the lowest (2.9%) in Lundazi. Similarly, marginal differences were observed in the growing of tobacco and cow peas with Chipata recording the highest

proportion of households in tobacco production (1.5%) and the lowest in Petauke (0.0%). Petauke recorded the highest proportion of households in production of cow peas (0.9%) with the lowest in Chadiza (0.0%), Katete (0.0%) and Lundazi (0.0%). Except for soya beans and "other agricultural products", households from Chipata also recorded the highest in the production the rest of the crops in Table 17.

Table 16: Percentage distribution [*multiple response sets*] of households that reported producing a given agricultural crop for household use or consumption by sex and district

Background characteristic		Type of Subsistence Crops Produced																						Count
		Maize		Groundnuts		Beans		Sweet potatoes		Rice		Millet		Cassava		Sorghum		Other roots		Other vegetables		Other fruits		None		
		%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	
Chadiza	Male	76.4		66.4		25.6		12.2		0.4		0.0		1.5		0.5		3.6		8.2		1.3		22.7		368
	Female	64.9	6.643	51.6	7.900	20.1	5.862	3.7	10.799	0.0	5.823	0.8	9.111	0.0	6.795	0.0	6.064	4.9	6.119	2.9	7.436	1.0	5.638	33.7	5.583	112
	Total	73.7		63.0		24.3		10.2		0.3		0.2		1.1		0.4		3.9		7.0		1.3		25.3		480
Chipata	Male	68.3		59.1		24.7		11.4		0.0		0.0		1.1		0.2		4.6		6.4		1.2		31.5		375
	Female	73.1	0.302	66.2	0.876	22.9	0.575	12.7	0.477	0.0	0.288	0.0	0.288	1.2	0.308	2.0	3.728	2.6	1.082	7.0	0.751	1.3	0.415	25.8	0.288	105
	Total	69.3		60.5		24.3		11.6		0.0		0.0		1.1		0.5		4.2		6.5		1.2		30.3		480
Katete	Male	79.8		61.4		23.3		9.9		0.2		0.8		2.4		0.0		6.6		5.9		3.7		18.4		366
	Female	77.6	0.294	67.4	3.097	22.1	0.111	5.0	2.058	0.0	0.363	1.5	0.661	2.0	0.127	0.0	0.057	10.4	1.381	7.6	0.233	2.9	0.164	19.9	0.057	113
	Total	79.3		62.8		23.0		8.7		0.2		0.9		2.3		0.0		7.5		6.3		3.5		18.8		479
Lundazi	Male	75.4		62.7		22.4		9.3		0.3		0.3		3.7		0.8		0.6		8.5		2.2		23.2		385
	Female	81.0	0.408	65.9	0.468	23.6	0.413	10.2	0.414	0.0	0.671	0.0	0.671	5.2	0.485	0.0	1.047	2.0	1.047	11.2	0.511	4.9	1.314	18.1	0.408	96
	Total	76.5		63.3		22.7		9.5		0.2		0.2		4.0		0.7		0.9		9.0		2.7		22.3		481
Petauke	Male	59.7		52.6		15.4		8.0		0.0		0.4		1.1		0.0		1.4		7.4		1.3		38.8		353
	Female	61.4	2.151	49.0	1.820	13.9	0.721	6.0	0.901	0.0	0.209	0.0	0.562	1.0	0.220	0.0	2.548	0.0	2.548	6.1	0.483	2.6	1.109	38.6	0.209	127
	Total	60.1		51.6		15.0		7.5		0.0		0.3		1.1		0.0		1.0		7.1		1.6		38.7		480
Sex	Male	70.9		59.8		22.4		10.1		0.1		0.2		2.0		0.3		3.2		7.2		1.8		28.1		1,847
	Female	72.1	0.417	61.1	0.393	20.7	1.422	8.7	4.043	0.0	1.257	0.3	0.520	2.0	0.646	0.6	0.384	3.3	0.633	7.4	0.442	2.5	0.601	26.9	0.383	553
District		71.1	84.421*	60.1	94.433*	22.0	91.295*	9.8	85.979*	0.1	83.160*[a,b]	0.2	87.311*	2.0	103.198*	0.4	88.627*[a]	3.2	111.497*	7.2	87.944*	2.0	86.971*	27.8	81.646*	2,400

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

Table 17: Percentage distribution [*multiple response sets]* of households by types of cash crops according to district and sex of the household head

District and Sex of household head		Types of crops produced																Count
		Sun flower		Cotton		Soya beans		Tobacco		Cow peas		Other crops		Other agricultural products		No cash crops		
		%	Chi-Square	%	Chi-Square	%	Chi-Square	%	Chi-Square	%	Chi-Square	%	Chi-Square	%	Chi square	%	Chi-Square	%
Chadiza	Male	14.4		5.5		13.2		0.9		0.0		0.3		0.0		83.5		368
	Female	9.6	1.398	1.3	2.614	8.2	2.058	0.5	0.006	0.0		0.0	0.308	0.0	0.308	90.4	2.863	112
	Total	13.3		4.5		12.0		0.8		0.0		0.2		0.0		85.1		480
Chipata	Male	16.6		7.3		10.5		1.2		0.6		0.5		0.3		77.4		375
	Female	13.5	0.620	8.6	0.035	18.8	0.746	2.6	0.395	1.6	0.581	0.4	0.023	0.0	0.281	72.5	0.002	105
	Total	15.9		7.6		12.2		1.5		0.8		0.5		0.2		76.4		480
Katete	Male	14.4	0.080	5.3		11.4		1.4		0.0		0.5		0.0		84.4		366
	Female	13.1		5.0	0.001	13.7	0.163	0.0	1.893	0.0	0.626	0.0	0.626	0.0		83.7	0.000	113
	Total	14.1		5.2		11.9		1.1		0.0		0.4		0.0		84.2		479
Lundazi	Male	4.7		2.6		7.4		1.0		0.0		1.0		0.8		90.1		385
	Female	4.2	0.088	3.9	1.789	5.5	0.167	0.6	0.00	0.0	0.745	0.0	0.745	0.0	0.745	91.7	0.002	96
	Total	4.6		2.9		7.0		0.9		0.0		0.8		0.6		90.4		481
Petauke	Male	6.3		3.1		1.6		0.0		0.7		0.0		0.0		90.9		353
	Female	11.7	2.281	4.0	0.079	1.2	0.815	0.0		1.4		0.0		0.0		84.6	1.478	127
	Total	7.7		3.4		1.5		0.0		0.9		0.0		0.0		89.2		480
Sex	Male	11.3	0.274	5.0	0.056	8.5	0.361	0.9	0.132	0.3	1.629	0.5	0.963	0.2	1.200	84.4	0.102	1,847
	Female	10.7		5.4		10.3		1.0		0.8		0.1		0.0		82.6		553
District		10.9	37.344*	4.7	10.457*	9.0	48.687*	1.0	10.509*[b]	0.4	16.067*[b]	0.4	5.021	0.2	8.514	85.3	35.924*	2,400

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

3.4.4 TYPES OF LIVESTOCK OWNED

Households were asked a question on whether the household owned chickens, doves, ducks, sheep, goats, pigs, cows, donkeys or other livestock. Table 18 summarizes findings on each of these types of livestock owned, by gender of the household head and district of residence. About one in every three household owned chickens (29.6%), followed by about one in every seventh household reporting that they owned cows and 13.9 percent of the households reporting that they owned goats. Owning sheep was rare (0.3%) while none of the households reported ownership of donkeys.

Except for sheep and "other livestock", ownership of all other types of livestock were influenced by the sex of the household head. Ownership of all other the other types of households were dominated by male-headed households. For chickens, this association was observed in Chipata (49.8% vs 31.6%), doves (1.8% vs 3.1%) in Chadiza; goats (33.2% vs 22.9%) in Chadiza; pigs (6.7% vs 0.0%) in Lundazi and; cows in all the districts but Petauke and Katete. The difference in ownership of cows between males and female were Chadiza (42.8% vs 20.2%); Chipata (28.4% vs 13.3%) and Lundazi (10.2% vs 1.8%).

The type of livestock kept varied with districts, and this was true for all livestock. Greatest disparities were observed in the rearing of chickens, cows, goats and pigs. For every household in Petauke that reported keeping chickens, there were five such households in Chadiza (10.7% vs 53.7%). Similarly, households in Chadiza were about five times more likely than those in Lundazi to keep cows (37.2% vs 8.6%) and about the same ratio to keep pigs than households in Katete (14.4% vs 3.3%). Regarding the keeping of goats, Chadiza had the highest proportion of households that reported keep them: for each household that reported keeping goats in Petauke, there were six such households in Chadiza (6.5% vs 30.8%). Keeping livestock was therefore a predominant activity in Chadiza and least practiced in Lundazi.

Table 18: Percentage distribution [*multiple response sets*] of households that reported keeping/rearing a given type of livestock by sex of household head and district

Background Characteristic		Type of Livestock Owned																		Count
		Chickens		Doves		Ducks		Sheep		Goats		Pigs		Cows		Donkeys	Other livestock		None	
		%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	%	%	X^2	%	X^2	
Chadiza	Male	55.6		5.4		4.8		0.6		33.2		15.6		42.2		0.0	2.2		35.6		368
	Female	47.6	2.468	1.0	4.234*[b]	5.0	0.034*[a]	0.0	.0.611	22.9	4.310*	10.6	2.268	20.8	16.309*	0.0	1.0	0.766	44.8	3.629	112
	Total	53.7		4.4		4.8		0.5		30.8		14.4		37.2		0.0	1.9		37.7		480
Chipata	Male	49.8		1.8		6.3		0.8		25.4		14.5		28.4		0.0	2.8		37.7		375
	Female	31.6	6.437*	3.1	0.395	1.2	2.205	0.7	0.010	14.5	2.743	8.0	1.603	13.3	0.943*	0.0	0.0	1.985	62.2	12.926*	105
	Total	46.0		2.0		5.3		0.8		23.2		13.2		25.3		0.0	2.2		42.8		480
Katete	Male	24.1		1.4		2.2		0.0		10.2		3.3		20.5		0.0	1.0		68.9		366
	Female	15.8	2.306	0.0	1.574	0.0	2.213	0.0	0.247	7.4	0.080	3.1	0.003	11.6	2.809	0.0	0.0	0.940	79.2	2.858	113
	Total	22.1		1.0		1.7		0.0		9.5		3.3		18.4		0.0	0.8		71.3		479
Lundazi	Male	16.8		3.1		2.5		0.3		7.1		6.7		10.2		0.0	0.4		80.7		385
	Female	11.8	1.139	0.0	3.297	0.5	0.617	0.0		3.9	1.543	0.0	5.689*[ab]	1.8	5.750*	0.0	0.0	.0247	88.2	2.695	96
	Total	15.8		2.5		2.1		0.2		6.5		5.4		8.6		0.0	0.3		82.1		481
Petauke	Male	12.7		0.0		1.6		0.0		5.6		4.3		11.0		0.0	0.0		84.3		353
	Female	5.2	3.784	0.0		0.0	2.186	0.0		4.0	0.028	1.1	1.196	6.5	1.196	0.0	0.0		90.2	1.052	127
	Total	10.7		0.0		1.2		0.0		5.1		3.4		9.8		0.0	0.0		85.9		480
Sex	Male	32.1	14.328*	2.1	6.245*	3.9	5.019*	0.4	0.503	16.0	7.050*	9.4	8.630*	20.9	27.50*	0.0	1.4	3.702	60.7	18.729*	1,847
	Female	20.8		1.1		1.0		0.2		9.7		4.3		9.8		0.0	0.1		74.7		553
District		29.6	292.234*	1.9	26.542*	3.2	20.674*	0.3	10.786*[a]	13.9	190.784*	8.3	75.943*	18.5	158.875	0.0	1.1	15.126*[a]	63.7	342.220*	2,400

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

3.5 ACCESS TO SKILLS AND LIVELIHOODS SUPPORT SERVICES

To assess the level of access to skills and livelihood support services, household heads were asked whether any of the household members in the 12 months prior to the survey had received any support services such as education support, agricultural support, financial support, connection to markets or any other form of assistance. They were also asked who (in terms of gender) among the household members had received this kind of support and whether it covered the whole household, children or individual members.

3.5.1 TYPES OF SUPPORT SERVICES

Table 19, summarizes findings on the type of support services received by district. According to this table, the most common type of support reported by households was that related to agriculture such as the provision of training inputs and equipment.

Table 19: Percentage distribution of households [*multiple response sets*] with members that had received support services such as training, according to type of support received and district

Background characteristics	Type of Support Services						Count
	Educational	Agricultural	financial support	Connection to markets	Others	None	
Chadiza	0.2	3.9	1.3	0.5	0.9	94.3	480
Chipata	0.5	6.9	2.5	0.3	0.0	90.9	480
Katete	0.4	7.2	2.9	0.6	0.6	88.6	480
Lundazi	0.2	11.3	2.8	0.6	0.3	86.6	480
Petauke	0.5	3.7	1.5	0.7	0.0	94.3	480
Total	0.4	7.2	2.3	0.5	0.3	90.5	2,400
Chi-Square	2.008	37.244*a	5.229	1.340	9.038	30.404*	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

About seven percent of the households (average for all the districts) had received agricultural related support in the 12 months preceding the survey. This was followed by support related to finances (2.0% of the households). Connection to markets and education support were rare (below 1.0%).

Except for agricultural support, the district of residence did not influence access to other support services. Households in Lundazi (12.1%) were about three times more likely than households in either Chadiza (3.8%) or Petauke (3.8%) to access skills and livelihood support related to agriculture.

3.5.2 TYPES OF TRAINING OR TECHNIQUES

Household heads were asked whether any member of the household had received any training on business skills, entrepreneurship, improved farming techniques or other livelihood activities in the 12 months before the survey. Information was also sought on who had provided the training and who the beneficiaries were in the household. According to Table 20,[18] NGOs (5.0%) and Government (4.1%) were the main source of training with private companies in the third place (2.0%).

[18] Note that vast majority of people did not receive any support for training; as such the percentages within the types of support are based on a very small N.

Table 20: Percentage distribution of households [*multiple response sets*] with members that had a received training or technique on livelihood activities according to sources of provider by the who received and district

	Background characteristics	Provider of training on business skills					Total	Chi-square
		Government	NGO	Private Company	Don't Know	None		
Chadiza	Whole household	25.1	30.0	45.0	0.0	0.0	33	
	Children only	0.0	0.0	0.0	0.0	0.0	0	
	Individual family members	66.2	17.1	16.6	0.0	0.0	52	539.423*[b]
	None	0.0	0.0	0.0	0.0	100.0	394	
	Total	9.1	4.0	5.1	0.0	81.7	479	
Chipata	Whole household	27.6	38.6	33.9	0.0	0.0	17	
	Children only	0.0	0.0	0.0	0.0	0.0	0	
	Individual family members	36.3	52.5	11.3	0.0	0.0	30	502.327*[ab]
	None	0.0	0.0	0.0	0.0	100.0	433	
	Total	3.9	5.6	2.4	0.0	88.1	480	
Katete	Whole household	28.8	57.4	0.0	13.8	0.0	8	
	Children only	0.0	0.0	0.0	0.0	0.0	0	
	Individual family members	35.4	60.7	0.5	3.4	0.0	82	482.151*[ab]
	None	0.0	0.0	0.0	0.0	100.0	384	
	Total	7.1	12.3	0.1	0.9	79.6	474	
Lundazi	Whole household	0.0	37.9	62.1	0.0	0.0	5	
	Children only	0.0	0.0	0.0	0.0	0.0	0	
	Individual family members	14.3	64.9	20.8	0.0	0.0	32	536.951*[ab]
	None	0.0	0.0	0.0	0.0	100.0	433	
	Total	0.9	4.5	1.9	0.0	92.7	470	
Petauke	Whole household	0.0	0.0	100.0	0.0	0.0	1	
	Children only	0.0	0.0	0.0	0.0	0.0	0	
	Individual family members	44.2	32.6	23.1	0.0	0.0	8	591.250*[ab]
	None	0.0	0.0	0.0	0.0	100.0	464	
	Total	0.8	0.6	0.6	0.0	98.0	473	
Beneficiar	Whole household	24.5	37.7	36.8	1.1	0.0	64	
	Children only	0.0	0.0	0.0	0.0	0.0	0	2571.922*[ab]
	Individual family members	35.9	52.2	10.9	1.1	0.0	204	
	None	0.0	0.0	0.0	0.0	100.0	2108	
District		3.5	5.2	1.9	0.1	89.3	2376	170.336*[ab]

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

Generally, there were observed disparities in the beneficiaries by type of providers. Individual family members benefited more from government (35.9%) and NGO (52.2%) initiated training; while whole households, did so from private company-based training.

From Table 21 the difference in the beneficiary by provider was observed in all the districts. In Chipata 31.8 percent of female household members compared to 3.2 percent of the male counterparts were likely to receive training on business skills from a private company. The proportion of female individuals in Chipata who were likely to receive training on business skills from government were 40.2 percent compared to 25.7 percent of the male individual counterparts, while 36.1 percent are likely to receive the training on business skills as a family.

As shown in Table 21, households from Chadiza were about nine times more likely to benefit from government than those Lundazi (9.1% vs 0.9%). Conversely, households in Chadiza were about four times more likely to benefit from NGOs than households from Petauke. Households from Katete rarely benefited from private companies as did their counterparts from other districts.

Table 21:Percentage distribution of households with members that had a received training or technique on livelihood activities according to sources of provider by sex of recipient and district

Background characteristics		Provider of training on business skills					Total	Chi-square
		Government	NGO	Private Company	Don't Know	None		
Chadiza	Male member	49.3	22.6	28.2	0.0	0.0	31	503.371*ab
	Female	68.7	18.4	12.9	0.0	0.0	21	
	Both	38.6	24.3	37.1	0.0	0.0	33	
	None	0.0	0.0	0.0	0.0	100.0	394	
	Total	9.1	4.0	5.1	0.0	81.7	479	
Chipata	Male member	25.7	71.1	3.2	0.0	0.0	18	582.047*ab
	Female	40.2	28.0	31.8	0.0	0.0	7	
	Both	36.1	33.3	30.6	0.0	0.0	22	
	None	0.0	0.0	0.0	0.0	100.0	433	
	Total	3.9	5.6	2.4	0.0	88.1	480	
Katete	Male member	39.1	56.6	1.2	3.0	0.0	34	512.959*ab
	Female	26.7	70.8	0.0	2.5	0.0	33	
	Both	41.4	50.1	0.0	8.5	0.0	23	
	None	0.0	0.0	0.0	0.0	100.0	384	
	Total	7.1	12.3	0.1	0.9	79.6	474	
Lundazi	Male member	17.1	56.0	26.9	0.0	0.0	16	496.410*ab
	Female	0.0	74.3	25.7	0.0	0.0	9	
	Both	16.2	57.2	26.5	0.0	0.0	12	
	None	0.0	0.0	0.0	0.0	100.0	464	
	Total	0.9	4.5	1.9	0.0	92.7	470	
Petauke	Male member	45.0	55.0	0.0	0.0	0.0	3	788.333*ab
	Female	78.2	0.0	21.8	0.0	0.0	3	
	Both	0.0	39.8	60.2	0.0	0.0	3	
	None	0.0	0.0	0.0	0.0	100.0	464	
	Total	0.8	0.6	0.6	0.0	98.0	473	
Sex of recipient	Male member	31.2	57.4	10.6	0.7	0.0	102	2461.680*ab
	Female	34.3	50.0	14.8	1.0	0.0	73	
	Both	33.5	38.4	26.6	1.5	0.0	93	
	None	0.0	0.0	0.0	0.0	100.0	2108	
District		3.5	5.2	1.9	0.1	89.3	2,376	170.336*ab

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

3.5.3 PARTICIPATION IN SUPPORT GROUPS

Household heads were asked a question whether any member of the household had ever participated in any support group services in the last 12 months preceding the survey. A follow up question asked the respondents to indicate the type of group support they participated in. Table 22, presents information on the proportion of households in each district that reported having participated in a financial support group. About 95.0 percent have never participated in any support group. Participation in savings groups was the most prominent (4.2%); and this was highest in Katete (13.2%) followed by Chipata (3.5%).

Table 22: Percentage distribution [*multiple response sets*] of households by participation in a given support group by district of the household head

District	Savings group	Business network	Other type of grouping	No training on business	Count
Chadiza	2.2	1.1	0.6	96.2	480
Chipata	3.5	0.6	0.3	95.9	480
Katete	13.2	0.9	0.6	85.5	480
Lundazi	3.1	0.7	0.5	96.0	480
Petauke	1.4	1.0	0.0	98.0	480
Total	4.2	0.8	0.4	95.0	2,400
Chi-square	77.432*	2.521	3.792	63.925*	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

Table 23, presents findings on the sex of household members receiving support for those households who participated in a support group, by type of support group and district. Most households that reported having participated in the support group had done so with savings groups (4.2%) followed by business networks (0.8%) while the rest (0.4%) had participated in any other group.

Table 23: Percentage distribution of households [*multiple response sets*] that had participated in a given support group by district and sex of the beneficiary in the household.

Background characteristics		Type of support group							
		Savings group		Business network		Other type of grouping		No Support	Count
		Percent	Chi Square	Percent	Chi Square	Percent	Chi Square	Percent	
Chadiza	Male member	37.6	253.413*ab	41.6	159.550*abc	20.8	100.741*ab	0.0	5
	Female member	59.1		17.5		23.4		0.0	9
	Both	67.8		32.2		0.0		0.0	5
	None	0.0		0.0		0.0		100.0	461
	Total	2.2		1.1		0.6		96.2	480
Chipata	Male member	56.3	439.447*ab	43.7	102.427*ab	0.0	59.123*ab	0.0	3
	Female member	78.5		0.0		21.5		0.0	8
	Both	100.0		15.4		0.0		0.0	10
	None	0.0		0.0		0.0		100.0	459
	Total	3.5		0.6		0.3		95.9	480

Table 23: Percentage distribution of households [*multiple response sets*] that had participated in a given support group by district and sex of the beneficiary in the household.

Background characteristics		Type of support group							
		Savings group		Business network		Other type of grouping		No Support	Count
		Percent	Chi Square	Percent	Chi Square	Percent	Chi Square	Percent	
Katete	Male member	92.7	438.428*ab	7.3	30.139*ab	0.0	123.621*ab	0.0	11
	Female member	93.2		6.6		2.4		0.0	47
	Both	50.0		0.0		50.0		0.0	2
	None	0.0		0.0		0.0		100.0	420
	Total	13.2		0.9		0.6		85.5	480
Lundazi	Male member	80.6	353.949*ab	0.0	111.986*ab	19.4	129.236*ab	0.0	4
	Female member	70.5		27.3		23.3		0.0	7
	Both	82.2		17.8		0.0		0.0	7
	None	0.0		0.0		0.0		100.0	462
	Total	3.1		0.7		0.5		96.0	480
Petauke	Male member	100.0	345.798*ab	0.0	265.191*ab	0.0		0.0	1
	Female member	69.7		62.0		0.0		0.0	7
	Both	55.4		44.6		0.0		0.0	2
	None	0.0		0.0		0.0		100.0	470
	Total	1.4		1.0		0.0		98.0	480
Sex of household member	Male member	76.6	0.842	17.3	0.413	6.1	0.518	0.0	24
	Female member	83.5		13.6		9.6		0.0	78
	Both	86.7		17.5		3.4		0.0	26
	None	0.0		0.0		0.0		100.0	2,272
District		4.2		0.8	16.891*b	0.4	6.963	95.0	95.0

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

In all the districts there was an association between the sex of the household member who participated in a support group and the type of support group they participated in. In Katete, specific sexes of household members, individually were more likely to participate in savings group or business network than collectively as both sexes.

Table 23 shows that participation of household members in support groups varied with the district of residence for choosing a savings group or business network. For one household in Chadiza that participated in a savings group, there were about five households in Katete (2.2% vs 13.2%) that did so. Results also show that households in Petauke (1.4%) were more likely participate in business networks than any other districts.

3.5.4 ACCESS TO FINANCIAL SERVICES

Household heads were asked whether any of their members had gotten any loan from support groups, business networks, banks, microfinance or any financial institution, in the 12 months preceding the survey. Table 24 presents findings on access to loans by type of institution and district of residence. Very few (2.4%) households reported having obtained a loan. Savings group was the most mentioned loan facility (1.8%) followed by banks and microfinance (0.3%). Business networks was mentioned by only one household while "other type of institution was mentioned by two households.

Table 24: Percentage distribution of households [*multiple response sets*] with members that had obtained a loan, according to type of loan institution by sex of household member and district

Background characteristics	Type of loan institutions						Total
	Savings group	Business network	Bank	Micro finance	Other type of institution	None at all	
Chadiza	1.2	0.2	0.0	0.2	0.0	98.3	480
Chipata	2.0	0.0	0.8	0.0	0.1	97.2	480
Katete	5.3	0.0	0.2	0.0	0.0	94.4	480
Lundazi	0.9	0.0	0.0	0.1	0.2	98.3	480
Petauke	0.2	0.0	0.0	0.5	0.0	99.3	480
Total	1.8	0.0	0.3	0.2	0.1	97.6	2,400
Chi-Square	30.621*	4.002	19.485*b	4.010	3.003	21.958*	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

As shown in Table 24, there was a difference in the access to loans from savings groups or banks from district to district. There was a big disparity in the access to loans between households from Petauke and other districts. Households from Katete were more likely to obtain a loan from a savings group than those from Petauke and about five times more likely to do so than households from Lundazi. None of the households in Chadiza, Lundazi and Petauke mentioned having obtained a loan from a bank. This is mostly likely influenced by the unavailability of banks and not necessarily the access to the bank loans. Chipata in which more banks exist than in any of the other four districts had most households that reported access to the loans.

3.6 CHILDREN'S WORK ACTIVITIES

3.6.1 CHILDREN'S WORK STATUS

To assess the level of children's involvement in any type of work, children 10-17 years and care-givers (for children 5-17) were asked whether each child in the month preceding the survey had been engaged in any work for at least an hour, as an employee, self-employed, employer or unpaid family worker. Table 25 summarizes findings on the proportion of children that were not working, doing legal work, involved in non-hazardous child labour[19] or involved in hazardous child labour.[20] Findings from both the child survey of children aged 10-17 and the caregiver survey about all children in the household age 5-17 are presented in the tables. However, the interpretation of the tables uses the children's direct reports for children aged 10-17 as the primary and only compares with the caregiver survey on the age of the child.

[19] The ILO defines child labor as follows: "Child Labor shall mean any work or activity that is mentally, physically, socially or morally dangerous and harmful to a child which interferes with their schooling by depriving them of the opportunity to attend school, or obliging the child leave school prematurely, or requiring the child to attempt to combine school attendance with excessively long and heavy work". EMPOWER project definitions state that child labor is any work done by children 12 years old and under; any work done by children 13-14 other than light work that is done for more than three hours per day or 13 hours/week; and any work done by children that meets any one of the hazardous child labor (HCL) criteria or worst forms of child labor (WFCL).

[20] The ILO defines hazardous child labor 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 a child. A person shall not employ or engage a child in any type of hazardous labor." EMPOWER project definitions for hazardous child labor (HCL) includes working more than 8 hours per day, or 43 or more hours/week; carrying a heavy load; being under 16 years of age and working at an industrial undertaking; and/or working under hazardous working conditions or at a job on the list of hazardous jobs.

According to findings presented in Table 25 , for children aged 10-17 who had self-reported on child work, for every 10 children aged 10-17 interviewed, about eight children were involved in hazardous child labour (83.8%) and nearly one child was involved in non-hazardous child labour (7.1%), a total of about nine in every 10 (Non-HCL + HCL) of the children aged 10-17 years reporting that they were engaged in some form of child labour. About one in 10 children (aged 10-17) interviewed reported not doing any work (6.8%), while the rest of the children were doing legal work (2.3%).

For both the child survey and the caregiver survey, the types of work a child was involved in varied with sex, age group and the district of the child. In the child survey, there was no relationship observed between the type of work the child was involved in and the relationship to the head of the household. The sex of the child mattered in determining the work status of the child. For the data reported by children themselves, to every non-working female child (10-17), there were about two non-working male children (8.6% vs 4.8%). Similarly, to every three male children who were involved in legal work there were about two female children (3% vs 1.6%). This pattern was also observed in hazardous child labour. Male children were less likely than female children to be engaged in in hazardous child labour (82.4% vs 85.4%). However, generally, for both male and female children the majority (eight in every 10) were involved in some form of hazardous child labour.

Table 25: Percentage distribution of children according to their work status by age, sex of child, relationship to the head of the household and district

Background Characteristics		Not working		Legal work		Non-hazardous CL		HCL		Total Count	Chi-square
		%	*95% CI*	*%*	*95% CI*	*%*	*95% CI*	*%*	*95% CI*		
		Child Work Status – Child Survey									
Sex	Male	8.59	(8.58, 8.6)	2.98	(2.97, 2.98)	6.01	(6, 6.02)	82.42	(82.41, 82.43)	1,340	28.659*
	Female	4.82	(4.81, 4.83)	1.58	(1.58, 1.59)	8.25	(8.24, 8.26)	85.35	(85.34, 85.37)	1,354	
Age	10-12	11.16	(11.15, 11.17)	0	(0, 0)	15.82	(15.81, 15.84)	73.01	(73.00, 73.03)	1,145	394.713*
	13-14	4.26	(4.25, 4.26)	4.48	(4.47, 4.49)	1.06	(1.05, 1.06)	90.21	(90.19, 90.22)	682	
	15-17	2.81	(2.8, 2.82)	3.71	(3.7, 3.72)	0	(0, 0)	93.48	(93.47, 93.49)	867	
District	Chadiza	5.83	(5.82, 5.84)	2.04	(2.04, 2.05)	3.7	(3.7, 3.71)	88.42	(88.41, 88.44)	599	62.803*
	Chipata	6.29	(6.28, 6.3)	1.3	(1.29, 1.3)	3.57	(3.56, 3.57)	88.84	(88.83, 88.86)	579	
	Katete	9.55	(9.54, 9.56)	3.94	(3.93, 3.95)	6.51	(6.5, 6.52)	79.99	(79.98, 80.01)	437	
	Lundazi	5.84	(5.83, 5.85)	2.24	(2.23, 2.24)	10.55	(10.54, 10.57)	81.37	(81.36, 81.39)	588	
	Petauke	8.09	(8.08, 8.1)	3.68	(3.67, 3.69)	11.64	(11.63, 11.65)	76.59	(76.58, 76.61)	491	
Sex of household head	Male	6.66	(6.65, 6.67)	2.28	(2.27, 2.28)	7.29	(7.28, 7.3)	83.77	(83.76, 83.78)	2,100	28.659*
	Female	7.2	(7.19, 7.21)	2.42	(2.41, 2.43)	6.31	(6.3, 6.32)	84.07	(84.06, 84.08)	594	
Total		6.78	(6.77, 6.78)	2.31	(2.3, 2.31)	7.09	(7.08, 7.1)	83.83	(83.82, 83.85)	2,694	
		Child Work Status – Caregiver Survey									
Sex	Male	36.14	(36.12, 36.15)	0.86	(0.85, 0.86)	5.62	(5.62, 5.63)	57.38	(57.37, 57.39)	2,739	13.277*
	Female	32.03	(32.02, 32.04)	0.28	(0.28, 0.28)	6.51	(6.51, 6.52)	61.18	(61.16, 61.19)	2,731	
Age	5-9	57.31	(57.3, 57.32)	0	(0, 0)	7.52	(7.51, 7.53)	35.17	(35.15, 35.18)	2,772	1739.551*[b]
	10-14	15.57	(15.56, 15.58)	0	(0, 0)	10.1	(10.1, 10.11)	74.32	(74.31, 74.33)	1,145	
	13-14	7.44	(7.44, 7.45)	2.14	(2.14, 2.15)	0.81	(0.81, 0.81)	89.61	(89.6, 89.61)	686	
	15-17	5.1	(5.1, 5.11)	1.98	(1.97, 1.98)	0	(0, 0)	92.92	(92.92, 92.93)	867	
District	Chadiza	28.7	(28.69, 28.71)	0.83	(0.83, 0.83)	5.89	(5.88, 5.9)	64.59	(64.57, 64.6)	1,200	112.542*
	Chipata	30.99	(30.97, 31)	0.08	(0.08, 0.08)	3.79	(3.79, 3.8)	65.14	(65.13, 65.15)	1,122	

Table 25: Percentage distribution of children according to their work status by age, sex of child, relationship to the head of the household and district

Background Characteristics		Not working		Legal work		Non-hazardous CL		HCL		Total Count	Chi-square
		%	*95% CI*	*%*	*95% CI*	*%*	*95% CI*	*%*	*95% CI*		
	Katete	46.43	(46.42, 46.44)	0.69	(0.69, 0.7)	5.6	(5.6, 5.61)	47.27	(47.26, 47.28)	996	
	Lundazi	31.21	(31.19, 31.22)	1.1	(1.09, 1.1)	7.88	(7.87, 7.88)	59.82	(59.81, 59.83)	1,109	
	Petauke	39.13	(39.11, 39.14)	0.59	(0.59, 0.59)	8.47	(8.46, 8.48)	51.81	(51.8, 51.82)	1,043	
Sex of household head	Male	34.69	(34.68, 34.7)	0.54	(0.54, 0.54)	5.89	(5.89, 5.9)	58.87	(58.86, 58.89)	4,335	13.277*
	Female	31.8	(31.79, 31.81)	0.71	(0.71, 0.72)	6.74	(6.73, 6.75)	60.74	(60.73, 60.76)	1,135	
	Total	34.12	(34.11, 34.14)	0.57	(0.57, 0.58)	6.06	(6.05, 6.07)	59.24	(59.23, 59.26)	5,470	

From the child survey, children who were aged 15-17 were about 1.3 times more likely to be involved in hazardous child labour than those aged 10-12 (93.5% vs 73.0%). On the other hand, children who were aged 10-12 tended to be involved in non–hazardous child labour than those aged 13-14 (15.8% vs 1.1%). Involvement in legal work did not differ much between those aged 13-14 and those 15-17 (4.5% vs 3.7%); though it did so for those aged 13-14, 15-17 and those aged 10-12. When the same age group (10-17) is compared, except for hazardous child labour (in those aged 10-12), children tended to overreport on their child labour than the caregivers did on their behalf. Caregivers, on the other hand, tended to report slightly higher figures for "not working" and lower figures for "legal work".

When work status of children (aged 10-17, from the child survey) was compared across districts, for every child that was not engaged in any work in Chadiza or Lundazi, there were about two children in Katete who were not doing any work. A child who was involved in some work in Petauke was about three times more likely to be involved in non–hazardous child labour than a counterpart in Chadiza or Chipata (11.6% vs 3.7%, 3.6%, respectively). Conversely a child from Petauke was about 1.2 times less likely to be involved in hazardous child labour than a counterpart in Chadiza or Chipata (76.6% vs 88.4% and 88.8%, respectively).

Note: For more details on child work status in each district, by age and age by sex of the child, please refer to **Error! Reference source not found.**, in annex II.

3.6.2 AVERAGE AGE AT WHICH CHILDREN STARTED WORKING FOR THE FIRST TIME

For children who had reported doing any economic activity (doing unpaid work for the family, doing paid work and running or doing any businesses), they were asked to state the age at which they started performing those activities. Table 26 presents the average age at which children started performing economic activities by sex and age of the child and type of work.

Table 26: Average age at which children started working by age and sex of the child and type of work engaged in

Background information	Age at engagement in work – Child survey					Age at engagement in work – caregiver survey				
	Mean	SD	Min	Max	Count	Mean	SD	Min	Max	Count
Sex										
Male	7.9	2.4	3.0	17.0	1,213	7.7	2.4	3.0	16.0	1,399
Female	7.6	2.1	3.0	16.0	1,284	7.3	2.2	3.0	17.0	1,386
Total	7.7	2.2	3.0	17.0	2,497	7.5	2.3	3.0	17.0	2,785
Age										
5-9						6.1	1.4	3.0	9.0	809
10-12	7.5	1.9	3.0	12.0	1,004	7.7	2.0	3.0	12.0	764
13-14	7.8	2.2	3.0	14.0	654	8.0	2.3	3.0	14.0	528
15-17	8.0	2.5	3.0	17.0	839	8.5	2.8	3.0	17.0	684
Type of work										
Fetch water/wood only	7.6	2.2	3.0	15.0	633	7.0	2.0	3.0	14.0	239
Family farm/business only	7.9	2.2	3.0	16.0	1,573	7.5	2.3	3.0	17.0	2,238
Paid work & family work	7.3	2.5	3.0	17.0	291	7.5	2.7	3.0	16.0	308

The average age at engagement in work related activities was 7.7 years for both male and female children. Some children reported engaging in child work as early as three years while others only did so when they were around 17 years. Young children tended to report starting work earlier than older children. Children aged 15-17 reported starting work about 6 months

later than those aged 10-12 and about 2.4 months than those aged 13-14. This pattern is consistent even in the caregiver survey. Those who were aged 5-9 were likely to start work two years and about ten months earlier than those aged 15-17 years. This trend may be due to changes over years or that respondents were likely to report ages closer to their current ages due to failure to correctly remember older events.

Children tended to get involved in paid work and family work at about seven years and four months while they did so in family farming/business and in fetching water or firewood about five months and a month later, respectively.

3.6.3 AVERAGE NUMBER OF HOURS CHILDREN WORKED IN A WEEK

Children who reported that they were engaged in economic activities were further asked to estimate the number of hours per week that they had spent doing these activities in the month preceding the survey. Table 27 presents findings on the average number of hours per week a child worked in the month before the survey by sex and age of the child and type of work the child was engaged in.

Table 27: Average number of hours per week children worked in the previous month before the survey by sex, age of the child and type of work engaged in

Background information	Estimated number of hours per week spent working – Child survey					Estimated number of hours per week spent working – Caregiver survey				
	Mean	SD	Min	Max	Count	Mean	SD	Min	Max	Count
Sex										
Male	13.7	13.0	.0	84.0	1,213	13.2	12.3	.0	77.0	1,399
Female	13.8	13.1	.0	84.0	1,284	12.6	12.0	.0	84.0	1,386
Total	13.8	13.1	.0	84.0	2,497	12.9	12.1	.0	84.0	2,785
Age										
5-9						10.2	10.6	.0	77.0	809
10-12	12.4	12.0	.0	84.0	1,004	12.7	11.6	.0	84.0	764
13-14	13.8	12.6	.0	70.0	654	13.7	11.8	.0	56.0	528
15-17	15.5	14.3	.0	84.0	839	16.0	14.0	.0	70.0	684
Type of work										
Fetch water/wood only	7.4	7.0	.0	48.0	633	5.3	4.8	.0	42.0	239
Family farm/business only	15.0	13.3	.0	84.0	1,573	13.0	11.9	.0	77.0	2,238
Paid work & family work	18.6	15.7	1.0	84.0	291	16.5	14.0	1.0	84.0	308

The average number of hours that both male and female children reported spending on doing various types of work was 13.8 (roughly two hours per day) in a week. Some children reported spending as low as less than one hour per week while others were spending as high as 84 hours (an average of 12 hours) per day in the month before the survey working.

Older children tended to report spending more hours working than did they younger ones. Those aged 15-17, on average did three hours and about two hours per week more than those aged 10-12 and 13-14, respectively. This pattern is consistent with the information reported by caregivers.

Children (10-17) were spending more time on paid work and family work than fetching water/firewood and family farm or family business. There were about twice likely to do so on paid work/family work and 1.2 times likely to do so than on fetching water or firewood and on

family farm/business, respectively.

3.6.4 MAXIMUM NUMBER OF HOURS PER DAY CHILDREN WORKED

Children who had reported being engaged in economic activities were asked to estimate the maximum number of hours that a child spent doing those activities. Table 28 presents findings on the average number of hours that a child worked per day in the month preceding the survey by sex and age of the child and type of work engaged in.

Table 28: Maximum number of hours per day children worked in the previous month before the survey by sex, age of the child and type of work engaged in

Background information	Maximum number of hours spent per day doing this/these activities in the past month– Child survey					Maximum number of hours spent per day doing this/these activities in the past month – Caregiver survey				
	Mean	SD	Min	Max	Count	Mean	SD	Min	Max	Count
Sex										
Male	3.9	2.4	.0	14.0	1,213	3.1	2.8	.0	21.0	1,399
Female	3.7	2.3	.0	15.0	1,284	2.6	2.3	.0	20.0	1,386
Total	3.8	2.4	.0	15.0	2,497	2.8	2.6	.0	21.0	2,785
Age										
5-9						2.1	2.0	.0	15.0	809
10-12	3.4	2.4	.0	15.0	1,004	2.8	2.5	.0	14.0	764
13-14	3.7	2.3	.0	14.0	654	3.2	2.6	.0	16.0	528
15-17	4.3	2.4	.0	14.0	839	3.7	3.0	.0	21.0	684
Type of work										
Fetch water/wood only	2.2	1.7	.0	15.0	633	1.8	1.5	.0	12.0	239
Family farming /business only	4.2	2.3	.0	14.0	1,573	3.2	2.6	.0	21.0	2,238
Paid work & family work	4.8	2.4	1.0	14.0	291	5.3	4.2	.0	18.0	308

Children aged 10-14 reported having had spent about four hours each day, doing various types of work. Male children reported spending 3.9 hours per day more compared to 3.7 hours for their female counterparts. The amount of time children spent doing various types of work was higher in older children than the younger ones. On the type of work, generally, children were spending more time on paid work and family than they did on the other types of work.

3.6.5 DAYS OF THE WEEK WHEN CHILDREN WORKED

Children who were involved in some form of economic activity were asked to state whether a child worked on weekdays only, weekends only or both. According to Table 29, about three quarters of children who were involved in some form of economic activity did so throughout the week (both weekends and weekdays). Comparing the time of work that a child was engaged in by sex, age of the child and type of work, a significant relationship was observed in all the three variables. Male children were about 1.3 times more likely than female children to work only on weekdays (14.1% vs 10.6%). Similarly, working only on weekends was higher in male children than their female counterparts (13.1% vs 11.6%). Conversely, female children were more likely to work throughout the week than did the males (77.7% vs 72.7%).

When age of the child was considered, children aged 10-12 were about twice likely to work only on weekends than their counterparts who were aged 15-17 (15.7% vs 9.1%). Similarly, this pattern was observed for “only on weekdays” for which younger children (10-12) were

about 1.3 times more likely than those aged 15-17 to work on weekends only (13.5% vs 10.6%). This pattern reverses for working throughout the week (both weekends and weekday). Older children (15-17) tended to work throughout the week than those aged 10-12.

Table 29: Percent distribution of children according to whether they worked during weekdays, weekends or both, in the previous month before the survey by sex, age of the child and type of work engaged in

Background characteristic	Does the child work on weekdays only weekends only or both – Child survey						Does the child work on weekdays only weekends only or both– caregiver survey					
	Only on weekdays	Only on weekends	Both weekdays and weekends	Don't know/Declined	Total	Chi-Square	Only on weekdays	only on weekends	Both weekends and weekends	Don't know/Declined	Total	Chi-Square
Sex												
Male	14.1	13.1	72.7	0.0	1,212	11.777*a	13.0	19.8	66.3	0.8	1,399	24.018*a
Female	10.6	11.6	77.7	0.1	1,284		12.7	12.5	74.2	0.6	1,386	
Total	12.4	12.4	75.2	0.1	2,496		12.9	16.3	70.1	0.7	2,785	
Age												
5-9							16.9	20.8	60.4	1.9	809	74.514*ab
10-12	13.5	15.7	70.6	0.2	1,003	27.555*ab	12.0	16.5	71.2	0.3	764	
13-14	12.9	11.2	75.9	0.0	654		13.1	13.2	73.7	0.0	528	
15-17	10.6	9.1	80.4	0.0	839		8.6	12.6	78.5	0.3	684	
Type of work												
Fetch water/wood only	21.9	17.9	60.2	0.1	633	78.260*a b	28.9	23.7	43.2	4.2	239	135.898*
Family farm/business only	9.6	11.6	78.8	0.1	1,573		11.3	16.7	71.5	0.5	2,238	
Paid work & family work	9.7	6.8	83.6	0.0	290		13.2	9.4	77.3	0.0	308	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

The type of work a child did and the days the work was undertaken were related. Children who fetched water or firewood only were about twice likely to do so only on week days than their counterparts who were involved in family business or paid work. Children who did paid work were more likely to do so throughout the week than their counterparts who fetched water/firewood only or working on family farming/business only (83.6% vs 60.2% and 78.8 respectively).

3.6.6 TIME OF THE DAY DURING WHICH CHILDREN DO THE WORK

Table 30 shows that the time at which most of the children irrespective of their sex and age, engage in work activities is between 06:00 hours in the morning to 07: 00 hrs in the evening.

Table 30: Percentage distribution of children by time of the day during which they do the work

Background Characteristic	Time the child did the work – Child Survey					Time the child did the work – caregiver survey					
	01-05 hrs.	06-19 hrs.	20-24 hrs.	Total	Chi-Square	01-05 hrs.	06-19 hrs.	20-24 hrs.	Don't know	Total	Chi-Square
Sex											
Male	1.4	98.6	0.0	1,212	8.718	0.1	99.7	0.2	0.0	1,399	1.365
Female	0.1	99.8	0.0	1,284		0.1	99.6	0.1	0.2	1,386	
Total	0.8	99.2	0.0	2,496		0.1	99.6	0.1	0.1	2,785	
Age											

Table 30: Percentage distribution of children by time of the day during which they do the work

Background Characteristic	Time the child did the work – Child Survey					Time the child did the work – caregiver survey					
	01-05 hrs.	06-19 hrs.	20-24 hrs.	Total	Chi-Square	01-05 hrs.	06-19 hrs.	20-24 hrs.	Don't know	Total	Chi-Square
5-9						0.2	99.2	0.3	0.3	809	
10-12	0.6	99.4	0.0	1,003		0.2	99.7	0.1	0.0	764	
13-14	0.9	99.1	0.0	654	3.125	0.0	99.9	0.1	0.0	528	4.292
15-17	1.0	99.0	0.1	839		0.1	99.9	0.1	0.0	684	
Type of work											
Fetch water/wood only	0.8	99.2	0.0	633		0.4	99.2	0.2	0.2	239	
Family farm/business only	1.0	99.0	0.0	1,573		0.1	99.6	0.2	0.1	2,238	23.640*ab
Paid work & family work	0.0	100.0	0.0	290	2.822	0.0	100.0	0.0	0.0	308	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

The table shows that for child survey, the sex, age and type of work the child did, did not have any influence on the time of the day the child did the work. In rare instances were a child reported doing work from 01-05 am, they were either fetching water/firewood on working on family farm or business; and these were mostly boys.

3.6.7 TIME OF THE YEAR (SEASON) WHEN CHILDREN WERE ENGAGED IN WORK ACTIVITIES

Children who were engaged in economic activities were asked to state whether they did this work all year round or only in certain seasons and what these seasons were. According to Table 31, about eight in every 10 children (80.5%) reported that they did work throughout the year and about one in every five (19.3%) reported doing so during specific seasons of the year. Of those that had reported working during specific seasons about seven in every 10, reported working during the rainy season; about one in every four, reported doing so during harvest time, while about one in every 10 did so during the dry season. Although the survey did not ask about the different jobs that children do in the rainy vs. dry season, most likely they would be cultivating, planting, weeding and applying fertilizer. It is also possible in some districts for the children to be engaged in picking mushrooms or collecting wild fruits during this time of the year.

Table 31: Percent distribution of children according to the time of year (season) by sex, age of the child and type of work engaged in

Background characteristics	Does the child work at this job all year round or only in certain seasons – Child survey							Does the child work at this job all year round or only in certain seasons – Care giver survey						
		Only certain seasons							Only certain seasons					
	All year round	Dry Season	Rainy Season	Harvest Time	Don't know	Total	Chi Square	All year round	Dry Season	Rainy Season	Harvest Time	Don't know	Total	Chi Square
Sex														
Male	77.1	2.0	15.7	4.9	0.2	983	12.166	68.7	3.4	24.9	1.6	1.5	1389	58.127*
Female	83.9	2.5	11.0	2.5	0.1	966		81.0	3.3	13.4	1.5	0.9	1377	

Table 31: Percent distribution of children according to the time of year (season) by sex, age of the child and type of work engaged in

Background characteristics	Does the child work at this job all year round or only in certain seasons – Child survey							Does the child work at this job all year round or only in certain seasons – Care giver survey						
		Only certain seasons							Only certain seasons					
	All year round	Dry Season	Rainy Season	Harvest Time	Don't know	Total	Chi Square	All year round	Dry Season	Rainy Season	Harvest Time	Don't know	Total	Chi Square
Total	80.5	2.2	13.4	3.7	0.2	1,949		73.3	2.9	21.0	2.2	0.5	1942	
Age														
5-9								69.2	6.3	20.6	1.2	2.7	799	
10-12	81.2	2.8	12.8	3.1	0.2	749		76.9	2.4	17.6	2.2	0.9	759	
13-14	80.4	2.3	13.2	3.8	0.3	523	6.008	76.2	2.5	19.0	1.9	0.4	526	45.769*b
15-17	79.6	1.5	14.4	4.5	0.0	677		77.7	1.5	19.7	0.9	0.2	682	
Type of work														
Fetch water/wood	77.1	5.9	9.7	7.1	0.2	204		72.1	10.9	9.5	3.1	4.4	235	
Family farm/business	81.7	1.3	13.9	2.9	0.2	1459	29.749*ab	75.4	2.9	19.1	1.5	1.1	2224	110.286*b
Paid work & family work	80.3	0.5	17.3	1.9	0.0	286		71.5	1.5	26.0	1.0	0.0	307	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

Time of the year during which the child did the work varied between male and female children while the season of the year in which the child was engaged in work varied according to the type of work. Female children were more likely to do work throughout the year than male children (83.9% versus 77.1%) while male children were likely to do so during the rainy and harvest seasons. Children who worked in dry season were more likely to do so fetching water and firewood only while those that worked during the rainy season were more likely to do paid work and family work. A child who reported doing paid work was about twice more likely to do so in the rainy season than their counterparts who just fetched water or firewood (17.3% vs 9.7%). Working on the family farm was equally predominant in the rainy season than during dry or harvest time

3.7 ESTIMATION OF CHILDREN ENGAGED IN CHILD LABOUR (CL)

Child labour has been estimated for all the age groups in each district, using both the caregiver survey and the child survey, and presented in Table 44 in Annex II. For each point estimates in the table, a 95% confidence interval was also computed and presented. Results obtained from the caregiver survey show that child labour across all the districts for children aged 5-17 years was 65.3 percent (of which 6.1% (95% CI, 6.05-6.07 was non-hazardous child labour, while 59.2 percent (95% CI, 59.22-59.26) was hazardous child labour). It should be noted that children tended to be more likely to say that they were working/involved in CL than their parents/caregivers did. The percentage of children aged 10-17 who self-reported being in CL or HCL was 90.9 percent (of which 7.09% (95% CI, 7.08-7.10) was non-hazardous child labour, while 83.8 percent (95% CI, 83.82-83.85) was hazardous child labour).

From the caregiver survey, child labour by sex of the child was 63.0% for males where non-

HCL was 5.6 percent (95% CI,5.62-5.63) with HCL at 57.4 percent (95% CI,57.36-57.40). For females this stood at 67.7 percent for females where non-HCL was 6.5% (95% CI, 6.51-6.52) while HCL was 61.2 percent (95% CI, 61.16-61.19). As earlier indicated, even by sex of the child, children tended to self-report higher figures as compared to those reported by the caregiver. This pattern is generally consistent if similar age groups (10-12; 13-14 or 15-17) from the two surveys are compared with exceptions for males (13-14) and females (15-17) where caregivers reported less than one percent higher than those reported by the children themselves.

From the caregiver survey, the estimation of child labour by district shows that Chadiza had the highest prevalence of child labour at 70.5 percent (Non-HCL=5.9%, 95% CI, 5.88-5.90; HCL=64.6% CI, 64.57-64.60). There was an observed difference between sexes, with the male prevalence at 67.6 percent (Non-HCL=5.4%, 95% CI, 5.39-5.41; HCL=62.2% CI, 62.19-62.23) while that for females was at 73.3 percent (Non-HCL=6.4%, 95% CI, 6.36, 6.38; HCL=66.9% CI, 66.90, 66.93). Chadiza was followed by Chipata with 68.9 percent (Non-HCL=3.8%, 95% CI, 3.79-3.80; HCL=65.1% CI, 65.12-65.16). Just as the case was for Chadiza, there was an observed difference in prevalence between males and females with the male prevalence standing at 69.4 percent (Non-HCL=3.5%, 95% CI, 3.49-3.50; HCL=65.9% CI, 65.88-65.92) while that of females stood at 68.4 percent (Non-HCL=4.1%, 95% CI, 4.12-4.13; HCL=64.3% CI, 64.27-64.31). The third highest was Lundazi followed by Petauke in the fourth position. Katete had the lowest prevalence of 52.9 percent (Non-HCL=5.6%, 95% CI, 5.60-5.61; HCL=47.3% CI, 47.25-47.29).

Note: For statistical relationship between child work and sex, age and district, please revert to Table 25, as the accompanying narrative.

3.7.1 ENGAGEMENT IN HAZARDOUS CHILD LABOUR

Further break down of hazardous child labour (HCL) is shown in **Error! Reference source not found.**a, which shows responses from the children 10-17 and indicates the percentage of children affected by each HCL factor for those who were in HCL. The project definition for HCL states that children aged 5-17 are in HCL if they work more than 42 hours a week or more than 8 hours a day.

The table reveals that children in Katete were ten (10) times more likely to work overtime in a week than children in Lundazi and Petauke. One in every five children in Chadiza and Chipata were likely to work overtime during the day compared to the rest of children in other districts. Lifting of heavy loads as a form of hazardous child labour was more pronounced in Lundazi, Chipata and Chadiza (from 15.7% to 17.0%). This was least in Katete were only 12.1 percent of children engaged in child labour indicated lifting heavy loads. Petauke recorded the least proportion of children exposed to hazardous conditions (0.4%). Only 2.6% of the children engaged in hazardous child labour stated having been exposed to hazardous jobs such as mining. Katete had the lowest proportion (2.1%) with Chadiza recording the highest (5.2%) of children who were exposed to hazardous jobs. Children in Chipata were more likely to be exposed to industrial conditions classified as hazardous child labour while Petauke had no children citing industrial conditions. Findings also show that about one in every ten children in Chipata and Chadiza were likely to be exposed to abuse, while Petauke recorded the lowest proportion of children in hazardous child labour who also faced abuse.

Error! Reference source not found.a, also shows that female children exposed to hazardous

child labour were more likely to lift heavy loads (39.9%) compared to 35.8 percent of their male counterparts. The proportion of male children in hazardous jobs was eight times more than the female children (at 17.0 vs 2.7%).

Table 32a: Percentage distribution [multiple response] of children who reported to be engaged in hazardous child labor by type of condition, age, sex and district

Background Characteristic		Type of hazardous child labour condition – As reported by the Child																					
		Overtime in the week			Overtime during the day			Lifting heavy loads			Hazardous conditions			Hazardous job			industrial conditions			Exposed to abuse		
		%	95% CI	X^2	%	95% CI	X^2	%	95% CI	X^2	%	95% CI	X^2	%	95% CI	X^2	%	95% CI	X^2	%	95% CI	X^2
Age and sex		Child Survey																					
10-12	Male	0	(0, 0)		0	(0, 0)		56.14	(56.13, 56.15)	13.417*	6.85	(6.84, 6.86)	5.806	30.5	(30.49, 30.51)	126.014*ab	3.21	(3.21, 3.21)	0.035	30.88	(30.87, 30.89)	0.602
	Female	0	(0, 0)		0	(0, 0)		69.56	(69.55, 69.57)		5.47	(5.46, 5.48)		4.84	(4.83, 4.85)		2.23	(2.23, 2.23)		30.1	(30.09, 30.11)	
	Total	0	(0, 0)		0	(0, 0)		62.76	(62.75, 62.77)		6.17	(6.16, 6.18)		17.84	(17.83, 17.85)		2.73	(2.73, 2.73)		30.49	(30.48, 30.5)	
13-14	Male	0	(0, 0)		0	(0, 0)		71.51	(71.5, 71.52)	26.386*	7.19	(7.18, 7.2)	9.834*ab	35.4	(35.39, 35.41)	85.756*b	3.34	(3.34, 3.34)	0.035	34.32	(34.31, 34.33)	0.364
	Female	0	(0, 0)		0	(0, 0)		91.03	(91.02, 91.04)		9.05	(9.04, 9.06)		5.65	(5.64, 5.66)		2.72	(2.72, 2.72)		32.84	(32.83, 32.85)	
	Total	0	(0, 0)		0	(0, 0)		80.76	(80.75, 80.77)		8.07	(8.06, 8.08)		21.31	(21.3, 21.32)		3.05	(3.05, 3.05)		33.62	(33.61, 33.63)	
15-17	Male	4.92	(4.91, 4.93)	0.245	17.25	(17.22, 17.28)	1.291	89.87	(89.86, 89.88)	14.774*	6.93	(6.92, 6.94)	1.759	36.59	(36.58, 36.6)	134.75	3.85	(3.84, 3.86)	1.01	30.52	(30.51, 30.53)	1.88
	Female	3.72	(3.71, 3.73)		12.51	(12.49, 12.53)		90.47	(90.46, 90.48)		7.71	(7.7, 7.72)		6.41	(6.4, 6.42)		2.71	(2.71, 2.71)		35.23	(35.22, 35.24)	
	Total	4.36	(4.35, 4.37)		15.05	(15.03, 15.07)		90.15	(90.14, 90.16)		7.3	(7.29, 7.31)		22.51	(22.5, 22.52)		3.32	(3.32, 3.32)		32.72	(32.71, 32.73)	
Total	Male	4.92	(4.91, 4.93)	0.245	17.25	(17.22, 17.28)	1.291	71.02	(71.00, 71.04)	10.190*	3.51	(3.51, 3.51)	8.571	16.99	(16.98, 17)	317.04*	1.74	(1.74, 1.74)	0.782	15.94	(15.93, 15.95)	0.358
	Female	3.72	(3.71, 3.73)		12.51	(12.49, 12.53)		81.40	(81.39, 81.41)		3.41	(3.41, 3.41)		2.67	(2.67, 2.67)		1.21	(1.21, 1.21)		15.61	(15.6, 15.62)	
	Total	4.36	(4.35, 4.37)		15.05	(15.03, 15.07)		76.00	(75.99, 76.01)		3.46	(3.46, 3.46)		9.96	(9.95, 9.97)		1.48	(1.48, 1.48)		15.78	(15.77, 15.79)	
District																							
Chadiza		2.84	(2.83, 2.85)	27.839	21.78	(21.75, 21.81)	60.238	80.46	(80.44,80.48)	37.00	6.71	(6.7, 6.72)	515.974	12.48	(12.47, 12.49)	66.582	0.59	(0.59, 0.59)	74.215	21.6	(21.59, 21.61)	194.356
Chipata		6.49	(6.47, 6.51)		30.85	(30.82, 30.88)		79.48	(79.47, 79.49)		2.64	(2.64, 2.64)		10.59	(10.58, 10.6)		3.41	(3.41, 3.41)		24.96	(24.95, 24.97)	
Katete		10	(9.98, 10.02)		6.79	(6.77, 6.81)		69.90	(69.89, 69.91)		6.28	(6.27, 6.29)		5.25	(5.24, 5.26)		0.36	(0.36, 0.36)		12.84	(12.83, 12.85)	
Lundazi		1.66	(1.65, 1.67)		4.73	(4.72, 4.74)		73.96	(73.95, 73.97)		3.5	(3.5, 3.5)		12.32	(12.31, 12.33)		0.69	(0.69, 0.69)		8.25	(8.24, 8.26)	
Petauke		0.91	(0.9, 0.92)		0.95			73.16	(73.17, 73.18)		1.14	(1.14, 1.14)		7.14	(7.13, 7.15)		0	(0, 0)		6.78	(6.77, 6.79)	

Table 32b: Percentage distribution [*multiple response*] of children who reported to be engaged in hazardous child labor by type of condition, age, sex and district

		Type of hazardous child labour condition – As reported by the Caregiver																		
		Overtime in the week			Overtime during the day			Lifting heavy loads			Hazardous conditions			Hazardous job			industrial conditions			Exposed to abuse		
		Rate	95% CI	X^2	Rate	95% CI	X^2	Rate	95% CI	X^2	Rate	95% CI	X^2	Rate	95% CI	X^2	Rate	95% CI	X^2	Rate	95% CI	X^2
Age and sex																						
5-9	Male	0	(0, 0)		0	(0, 0)		20.67	(20.66, 20.68)	36.569*	5.78	(5.77, 5.79)	6.383	12.61	(12.6, 12.62)	119.898*	0.09	(0.09, 0.09)	1.022	11.57	(11.56, 11.58)	0.872
	Female	0	(0, 0)		0	(0, 0)		29.17	(29.16, 29.18)		8.32	(8.31, 8.33)		2.41	(2.41, 2.41)		0.44	(0.44, 0.44)		11.6	(11.59, 11.61)	
	Total	0	(0, 0)		0	(0, 0)		24.93	(24.92, 24.94)		7.05	(7.04, 7.06)		7.5	(7.49, 7.51)		0.27	(0.27, 0.27)		11.58	(11.57, 11.59)	
10-12	Male	0	(0, 0)		0	(0, 0)		54.05	(54.04, 54.06)	32.867*	13.19	(13.18, 13.2)	5.632	27.85	(27.84, 27.86)	123.326*	2.32	(2.32, 2.32)	0.007	23.18	(23.17, 23.19)	0.216
	Female	0	(0, 0)		0	(0, 0)		70.1	(70.09, 70.11)		16.66	(16.65, 16.67)		4.2	(4.19, 4.21)		1.74	(1.74, 1.74)		22.98	(22.97, 22.99)	
	Total	0	(0, 0)		0	(0, 0)		61.97	(61.96, 61.98)		14.9	(14.89, 14.91)		16.18	(16.17, 16.19)		2.03	(2.03, 2.03)		23.08	(23.07, 23.09)	
13-14	Male	0	(0, 0)		0	(0, 0)		72.6	(72.59, 72.61)	26.151*	12.63	(12.62, 12.64)	8.32	37.31	(37.3, 37.32)	98.709*	1.87	(1.87, 1.87)	1.013	29.91	(29.9, 29.92)	3.574
	Female	0	(0, 0)		0	(0, 0)		87.34	(87.33, 87.35)		14.01	(14, 14.02)		6.07	(6.06, 6.08)		1.7	(1.7, 1.7)		22.63	(22.62, 22.64)	
	Total	0	(0, 0)		0	(0, 0)		79.58	(79.57, 79.59)		13.29	(13.28, 13.3)		22.52	(22.51, 22.53)		1.79	(1.79, 1.79)		26.47	(26.46, 26.48)	
15-17	Male	5.33	(5.31, 5.35)	0.729	16.43	(16.4, 16.46)	0.636	86.91	(86.9, 86.92)	10.347 *	16.6	(16.59, 16.61)	6.398	36.65	(36.64, 36.66)	151.624*	2.14	(2.14, 2.14)	2.131	28.02	(28.01, 28.03)	0.72
	Female	2.13	(2.12, 2.14)		12.86	(12.84, 12.88)		91.14	(91.13, 91.15)		15.09	(15.08, 15.1)		5.05	(5.04, 5.06)		0.92	(0.92, 0.92)		30.74	(30.73, 30.75)	
	Total	3.84	(3.83, 3.85)		14.77	(14.75, 14.79)		88.89	(88.88, 88.9)		15.89	(15.88, 15.9)		21.9	(21.89, 21.91)		1.57	(1.57, 1.57)		29.29	(29.28, 29.3)	
Total	Male	5.33	(5.31, 5.35)	0.729	16.43	(16.4, 16.46)	0.636	45.24	(45.23, 45.25)	36.708*	9.99	(9.98, 10)	3.478	22.95	(22.94, 22.96)	446.775 *	1.13	(1.13, 1.13)	1.313	19.08	(19.07, 19.09)	0.256
	Female	2.13	(2.12, 2.14)		12.86	(12.84, 12.88)		54.13	(54.12, 54.14)		11.79	(11.78, 11.8)		3.63	(3.63, 3.63)		0.94	(0.94, 0.94)		18.19	(18.18, 18.2)	
	Total	3.84	(3.83, 3.85)		14.77	(14.75, 14.79)		49.6	(49.59, 49.61)		10.87	(10.86, 10.88)		13.47	(13.46, 13.48)		1.04	(1.04, 1.04)		18.65	(18.64, 18.66)	
District																						
Chadiza		1.13	(1.12, 1.14)	16.734*	20.37	(20.34, 20.4)	53.390*	53.88	(53.87, 53.89)		12.43	(12.42, 12.44)		17.87	(17.86, 17.88)		0	(0, 0)	114.5948	25.17	(25.16, 25.18)	242.546*
Chipata		4.85	(4.84, 4.86)		29.71	(29.68, 29.74)		56.57	(56.56, 56.58)		3.77	(3.76, 3.78)		12.64	(12.63, 12.65)		2.82	(2.82, 2.82)		29.56	(29.55, 29.57)	
Katete		7.16	(7.14, 7.18)		6.77	(6.75, 6.79)		37.39	(37.38, 37.4)		10.96	(10.95, 10.97)		6.88	(6.87, 6.89)		0.27	(0.27, 0.27)		17.07	(17.06, 17.08)	
Lundazi		3.76	(3.75, 3.77)		6.25	(6.23, 6.27)		48.56	(48.55, 48.57)		16.97	(16.96, 16.98)		18.25	(18.24, 18.26)		0.04	(0.04, 0.04)		9.29	(9.28, 9.3)	
Petauke		0.89	(0.88, 0.9)		0	(0, 0)		43.18	(43.17, 43.19)		15.51	(15.5, 15.52)		10.37	(10.36, 10.38)		0	(0, 0)		7.38	(7.37, 7.39)	

*= p<0.05; a= more than 20 cells with expected counts < 5; b= minimum expected cell count < 1

3.7.2 EXPOSURE TO PHYSICAL OR SEXUAL ABUSE

Children who were involved in economic activities were asked to state whether during work they were constantly shouted at, repeatedly insulted, beaten/physically hurt, or sexually abused Table 33 summarizes findings on whether a child was sexually abused or physically abused. According to Table 33, 15.8 percent of the children mentioned having been either constantly shouted at (14.5%), repeatedly shouted (0.2%), or beaten physically/ hurt (1.0%). Less than 1 percent of the children reported having been sexually abused.

Table 33: Percentage distribution of children exposed to physical or sexual abuse by sex of child and district

Background Characteristics		Exposure to sexual or physical abuse – child survey											Exposure to sexual or physical abuse – Care giver survey									
		Constantly shouted at		Repeatedly insulted		Beaten/ physically hurt		Sexually abused		None		Total	Constantly shouted at		Repeatedly insulted		Beaten/ physically hurt		Sexually abused		None		Total
		%	X^2	%	X^2	%	X^2	%	X^2	%	X^2		%	X^2	%	X^2	%	X^2	%	X^2	%	X^2	
5-9	Male												10.6		0.2		0.7		0.1		28.1		1,393
	Female												10.7	1.041	0.2	0.000	0.5	0.067	0.2	0.000	38.1	32.245	1,379
	Total												10.7		0.2		0.6		0.1		33.1		2,772
10-12	Male	28.7		0.1		2.1		0.0		51.3		560	22.0		0.4		0.9		0.0		50.2		560
	Female	27.6	0.009	0.4	1.680	2.2	0.173	0.0		59.0	6.895	585	22.1	0.278	0.2	0.002	0.7	0.103	0.0		58.0	12.018	585
	Total	28.1		0.2		2.2		0.0		55.1		1,145	22.0		0.3		0.8		0.0		54.0		1,145
13-14	Male	31.2		0.6		2.4		0.0		55.5		349	29.0		0.7		0.2		0.0		53.0		349
	Female	30.5	0.230	0.9	0.00	0.8	0.000	0.7	1.013	61.0	1.990	345	20.8	4.092	0.6	0.649	0.5	1.029	0.7	1.013	66.2	11.864	345
	Total	30.9		0.8		1.7		0.3		58.1		694	25.1		0.7		0.4		0.3		59.2		694
15-17	Male	28.2		0.7		1.1		0.0		61.4		441	26.2		1.2		0.6		0.0		62.9		441
	Female	31.9	2.087	0.6	0.238	2.7	2.481	0.0		55.8	3.002	426	29.1	0.850	0.5	0.080	1.1	0.001	0.0		55.8	1.535	426
	Total	29.9		0.6		1.8		0.0		58.8		867	27.6		0.9		0.8		0.0		59.6		867
Total	Male	14.7		0.2		0.9		0.0		28.0		2,743	17.9		0.5		0.7		0.0		41.6		2,743
	Female	14.3		0.3		1.0		0.2		28.2		2,735	17.1		0.3		0.6		0.2		48.4		2,735
	Total	14.5		0.2		1.0		0.1		28.1		5,478	17.5		0.4		0.6		0.1		44.9		5,478
Chadiza		8.4		0.1				0.0		10.7		2,873	10.1		0.1		0.3		0.0		18.8		2873
Chipata		8.9		0.1		0.5		0.1		8.4		2,796	11.2		0.0		0.5		0.1		12.9		2796
Katete		4.9	171. 210	0.1	5.813	0.8	32.192	0.0	5.223	10.3	58.540	2,542	6.5	252.423	0.1	44.246	0.2	11.121	0.0	5.223	15.8	124.898	2542
Lundazi		3.0		0.2		0.1		0.0		14.9		2,786	3.1		0.5		0.2		0.0		23.5		2786
Petauke		2.4		0.0		0.1		0.0		11.8		2,821	2.7		0.0		0.0		0.0		19.9		2821

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

3.7.3 CHILDREN ENGAGED IN HOUSEHOLD WORK

Results presented in Table 43 (in Annex II) show that 45.6 percent of the children were engaged in some form of family work. Of these 29.5 percent were helping the family with farming, followed by one in 10 children (10.5%) who reported to be fetching water or firewood while only about 1.4 percent of children reported to be helping with family business. About 4.2 percent of the children reported to be doing both farming and family business related activities.

One in every four children aged 10-12 years in Katete compared to one in three children of the same age group in Lundazi were likely to be fetching water or firewood.

3.8 IMPACT OF CHILDREN'S WORK ON HEALTH, SAFETY AND EDUCATION

3.8.1 LITERACY OF CHILDREN

To assess the literacy levels, each child (aged 10-17) was asked to read aloud pre-printed sentences (in familiar language) on cards. Table 34 presents findings on whether the child was not able to read at all, able to read part of the sentence, able to read whole sentences or if the card could not be administered due to absence of applicable language or impairment. Detailed information on children's literacy by age and sex in each district can be found in Table 45 in Annex II.

According to Table 34, about four in every ten children were not able to read at all, while about three in every ten were able to read part of the sentence. Those who were able to read the whole sentence constituted 28.5% of the children aged 10-12. Less than one percent of children could not be administered with a card in the required language.

Table 34:Percentage distribution of children according to literacy by age group sex of child and district

	Ability to Read					Total	
	Cannot read at all	Able to read only parts of sentence	Able to read whole sentence	No card with required language	Blind/visually impaired		Chi-square
Age group							
10-12	53.5	31.8	14.5	0.2	0.0	1145	
13-14	32.7	35.0	32.3	0.0	0.0	694	254.534*[ab]
15-17	28.4	27.0	44.4	0.1	0.1	867	
Sex							
Male	44.7	31.4	23.8	0.1	0.1	1,350	36.094*[ab]
Female	35.5	30.8	33.6	0.1	0.0	1,356	
District							
Chadiza	42.0	30.5	27.4	0.2	0.0	599	
Chipata	41.9	31.3	26.7	0.0	0.1	580	
Katete	46.8	23.2	30.0	0.0	0.0	439	23.989
Lundazi	37.2	33.6	29.0	0.2	0.0	595	
Petauke	36.3	32.3	31.2	0.2	0.0	493	
Total	40.3	31.1	28.5	0.1	0.0	2,706	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

According to Table 34, ability to read varied with the age and sex of the child. The younger the child the more likely she/he was not able to read at all. Conversely, those more likely to read tended to be older. This is expected as progression in school is positively related to the age of the child (refer to Table 35). Children who were aged 10-12 were about twice likely not to read at all, than those that were aged 15-17 (53.5% vs 28.4%) and about 1.6 times than those aged 13-14 (53.5% vs 32.7%). Similarly, for every child aged 10-12 who could read a whole sentence, there were about three children aged 15-17 and two children aged 13-14 who were able to do so.

Literacy levels were also related to the sex of the child and favoured the female child. Table 34, above reveals that female children were more likely to read the whole sentence that was presented to them than did male children. In about every two male children that could read, there were about three female children able to do so. Similarly, the inability to read at all was more pronounced among the male children than it was among female children. For every three female children that could not read at all, there were about four male children that were not able to read at all.

3.8.2 SCHOOL ATTENDANCE STATUS

a) LEVEL OF EDUCATION

To assess school attendance status, both children and care givers were asked if that child was attending school or preschool and whether in the month preceding the survey that child had missed school at least once. Table 35 presents summaries on children's school attendance status by age, sex and district for both child and caregiver surveys while Table 46, (in annex II) presents similar information for each district.

According to Table 35, about 85.3 percent of the children aged 10-14 reported that they were in school while 89.6 of those aged 5-9 were reported by the caregivers to be in school at the time of the survey . Majority of the children aged 10-17 (7 in every 10) were primary school with about 9 percent in junior secondary school.

Table 35: Percentage distribution of children by type of education level they were currently attending

	Type of School Currently Attending						
	Pre-school	Primary	Junior Sec. School	Senior Sec Sch. O'level/ A' level	Not in school	Total	
	Child Survey						
Age group							
5-9							
10-12	0.6	90.9	1.3	0.2	7.1	923	
13-14	0.3	80.3	6.1	0.2	13.1	612	481.035*b
15-17	0.2	45.1	21.6	7.5	25.6	751	
Sex							
Male	0.3	72.8	9.0	2.4	15.5	1,097	3.296
Female	0.5	73.8	9.3	2.6	13.8	1,189	
District							
Chadiza	1.5	74.3	9.2	0.6	14.3	515	
Chipata	0.0	72.6	9.4	2.3	15.6	513	
Katete	0.3	76.0	7.1	1.0	15.6	321	47.206*b
Lundazi	0.4	71.6	8.3	3.9	15.8	540	
Petauke	0.5	75.8	11.1	2.7	9.9	397	

Table 35: Percentage distribution of children by type of education level they were currently attending

	Type of School Currently Attending						
	Pre-school	Primary	Junior Sec. School	Senior Sec Sch. O'level/ A' level	Not in school	Total	
Total	0.4	73.3	9.1	2.5	14.7	2,286	
				Caregiver Survey			
Age group							
5-9	16.0	78.6	0.3	0.1	4.9	1,246	
10-12	0.8	91.0	1.3	0.1	6.8	934	1340.850*
13-14	0.0	81.3	6.3	0.2	12.1	625	
15-17	0.1	44.4	21.7	7.5	26.3	761	
Sex							
Male	5.6	74.9	5.9	1.5	12.1	1712	8.695
Female	5.7	75.5	6.5	1.9	10.4	1854	
District							
Chadiza	12.1	71.8	6.2	0.3	9.7	846	
Chipata	3.3	76.4	6.1	1.7	12.5	781	
Katete	9.5	73.8	5.1	0.4	11.1	557	96.226*
Lundazi	4.4	75.4	6.1	2.8	11.3	775	
Petauke	6.6	75.2	7.1	1.8	9.3	607	
Total	5.7	75.5	6.5	1.9	10.4	3566	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count < 1*

The age of the child and district of residence were related the level of education of the children. The chances of a child (10-17) reporting being in primary school, decreased with age while being in junior secondary school increased with the age of the child. The chances of a child (10-17) not being in school increased with the age of the child. Those aged 15-17 were about twice likely not to be in school than those age 10-12. Further review of data revealed that there was a higher percent of those aged 15-17 than those aged 13-14 who had never been to school (13.4% vs 11.8). This suggests that older children were more likely never to enter school compared to the situation now. Similarly, the older the child is, the longer the exposure to the risk of dropping out of school than the younger ones.

b) MISSING SCHOOL

Table 36 presents findings on those children who were in school and whether a child had not missed school, missed school for less than five days or for five days and more by age, sex of the child and district. Table 47 (in Annex II) presents more details on missing school on each district distributed by age group and sex of the child.

Generally, most of the children (6 in 10) reported that they had not missed school at all in the month preceding the survey, while about one in every three children reported having missed school for less than five days and 7.7% reporting missing school for a week or more. The sex of the child did not influence whether the child missed class or not.

Missing school varied with the age of the child. Those aged 10-12 were less likely to miss school than those aged 13-14 and 15-17 respectively. For every four children aged 10-12 who reported that they had missed school before the survey, there were five children age 13-14 who had missed class in the same period. The frequency of missing class was higher in children aged 15-17 than those aged 13-14. A child aged 15-17 was about 1.3 times (8.6% vs 6.6%) more likely to miss class for five days or more in a month than did a child aged 13-14.

The likelihood of missing class varied from one district to the other. There is a higher chance of finding a child that had not missed class for the whole month in Petauke than it was for Katete or Lundazi. A child in Katete or Lundazi was more likely to miss class for five days or more than a child in Petauke, Chipata or Lundazi. For every child in Petauke that reported missing class for five days or more in a month, there were about six children that did so in Katete or Lundazi.

3.8.3 REASONS FOR CHILDREN MISSING SCHOOL

For children that had reported missing school, a list of potential reasons for missing school were read out to them so that they could select one important reason for missing school. According to Table 37 illness not related to work was the most common reason for missing school (76.8%), followed by inability to afford school (13.1%), and lack of interest (10.7%). Work related reasons was mentioned in about 9.0 percent of the respondents.

Reasons for missing class were related to the sex of the child. Boys were more likely to miss class than girls due to lack of interest, doing farm work and not valuing education. For each female child that reported missing class due to lack of interest, there were two male children who missed class for that reason, while for each female child that reported missing class for doing farm work, there were about five male children that reported missing class for that reason. Inability to afford school and distance from home to the school as reasons for missing class were the same for both girls and boys. Overall, illness that was not related to doing any work was the main cause for missing school for both girls and boys. Female children were likely to miss school due to this than male children (eight females to seven males).

Table 36: Percentage distribution of children according to whether the child had missed school in the month before the survey, by age group sex of child and district

District, Age and Sex of the child	(a) Number of Days Child Reported Missing Class in the past 1 month - Child survey					(b) Number of Days Child Missed Class in the past 1 month – care giver survey				
	Not Missed School	Less than 5 days	5+ Days	Total	Chi-square	Not Missed School	Less than 5 days	5+ Days	Total	Chi-square
Age group										
5-9						61.4	31.8	6.8	1190	
10-12	61.7	30.6	7.7	853	9.854*b	61.6	31.4	7.0	867	4.752
13-14	54.6	38.8	6.6	541		60.5	32.3	7.1	564	
15-17	59.7	31.7	8.6	575		62.7	29.7	7.6	579	
Sex										

Table 36: Percentage distribution of children according to whether the child had missed school in the month before the survey, by age group sex of child and district

District, Age and Sex of the child	(a) Number of Days Child Reported Missing Class in the past 1 month - Child survey					(b) Number of Days Child Missed Class in the past 1 month – care giver survey				
	Not Missed School	Less than 5 days	5+ Days	Total	Chi-square	Not Missed School	Less than 5 days	5+ Days	Total	Chi-square
Male	59.7	32.1	8.2	934	3.813	60.6	31.8	7.6	1519	1.176
Female	58.7	34.2	7.1	1035		62.5	31.0	6.5	1681	
District										
Chadiza	60.1	35.0	4.8	443		61.8	32.5	5.6	767	
Chipata	62.4	32.3	5.3	445		60.8	34.0	5.2	697	
Katete	49.4	38.4	12.3	269	64.928*	54.2	34.6	11.1	495	74.972*
Lundazi	55.6	31.1	13.3	454		59.5	29.0	11.5	686	
Petauke	63.4	34.4	2.2	358		71.6	26.5	1.9	555	
Total	59.2	33.2	7.7	1969		61.5	31.4	7.0	3200	

Table 37: Percentage distribution [*multiple response sets*] of children who missed school in the previous month prior to the survey according reason for missing by age group and sex of the child

Reasons for Missing School	Reported by Child						Reported by Care-giver						
	Sex		Age group of children			Total	Sex		Age group of children				Total
	Male	Female	10-12	13-14	15-17		Male	Female	5-9	10-12	13-14	15-17	
Illness not related to work	71.7	81.0	72.9	77.3	82.1	76.8	55.3	61.0	66.1	59.6	59.1	44.6	58.2
Could not afford	12.6	13.6	14.1	11.1	13.9	13.1	18.3	19.1	14.9	19.5	18.2	23.9	18.7
Not interested	14.5	7.7	15.1	10.2	5.0	10.7	23.4	16.3	19.2	21.8	17.8	19.9	19.8
School too far	4.1	4.1	5.2	4.2	2.5	4.1	2.8	5.2	4.2	5.2	3.6	2.8	4.0
Illness related to work	3.1	2.8	2.7	3.2	3.0	3.0	2.2	2.1	1.5	1.7	2.0	3.7	2.1
Help at home	1.3	4.4	3.4	3.2	2.0	3.0	1.3	1.4	.4	1.4	1.2	2.8	1.4
Do farm work	2.5	.5	1.4	2.3	.5	1.4	.7	.3	.2	.3	1.2	.6	.5
Emergency in family	1.6	1.0	.3	2.3	1.5	1.3	.9	1.0	.4	.6	2.0	1.2	.9
Education not valuable	2.2	.3	.7	1.4	1.5	1.1	1.8	.7	1.0	2.3	0.0	1.2	1.2
Weather conditions	.3	1.8	1.4	.9	1.0	1.1	1.6	1.5	1.5	1.4	2.0	1.5	1.6
Injury not related to work	1.6	.5	.7	2.3	.0	1.0	1.9	.8	1.3	1.1	2.4	.9	1.4
Not allowed	.6	.8	1.0	.5	.5	0.7	1.3	.6	1.9	.6	.4	.3	.9
Not very good in studies	.6	.8	1.4	.0	.5	0.7	1.5	.7	.4	1.1	.8	2.1	1.1
Injury related to work	.6	.3	.0	.9	.5	0.4	.4	.3	.4	.3	.8	0.0	.4
School not safe	.6	.3	.3	.9	.0	0.4	.4	.3	1.0	0.0	0.0	0.0	.4
Travel	.0	.8	.7	.0	.5	0.4	1.0	.6	.6	1.4	.4	.6	.8
Worked for pay food	.0	.5	.3	.5	.0	0.3	.3	.3	0.0	0.0	.8	.6	.3
Disabled	.0	.3	.0	.0	.5	0.1	.7	0.0	.4	0.0	.4	.6	.4
Given birth	.0	.3	.0	.0	.5	0.1	.1	1.9	0.0	0.0	0.0	4.6	1.1
Learn job skill	.0	.0	.0	.0	.0	0.0	.3	0.0	0.0	0.0	.4	.3	.1
Family business	.0	.0	.0	.0	.0	0.0	0.0	.1	.2	0.0	0.0	0.0	.1
Total	318	390	291	216	201	708	683	718	478	349	247	327	1401
Chi Square	46.838*				52.998			53.623*				174.466	

3.8.4 REASONS FOR CHILDREN LEAVING SCHOOL

Children aged 10-17 years, who were not attending school at the time of the survey were provided with a list of potential reasons for having stopped attending school. Table 38, summarizes findings on the reasons responsible for children stopping school. About four in every ten children who reported having stopped school did so either because they could not afford, or they were not just interested.

Reasons for leaving school were associated with the sex of the child. Boys were about 1.3 times more likely to stop school than girls due to lack of interest in school (46.0% vs 34.6%) and about four times more likely than girls to stop school because they did not value it (11.5% vs 3.7%). On the other hand, female children were about 1.4 times more likely than male children to stop school because they could not afford (46.7% vs 33.1%).

Table 38: Percentage distribution [*multiple response sets*] of children who left school according reasons for leaving school by age group and sex of the child

Reasons for Leaving School	(a) Reported by child						(b) Reported by caregiver						
	Sex		Age group			Total	Sex		Age group				Total
	Male	Female	10-12	13-14	15-17		Male	Female	5-9	10-12	13-14	15-17	
Not interested	46.0	34.6	41.4	37.7	42.5	41.1	50.3	31.7	39.6	34.8	44.8	43.3	41.4
Could not afford	33.1	46.7	36.2	41.0	39.4	39.0	32.4	36.6	43.8	37.9	29.3	32.2	34.4
Illness not related to work	10.1	12.1	15.5	13.1	7.9	11.0	6.7	13.4	4.2	13.6	17.2	7.6	9.9
Not very good in studies	10.8	4.7	3.4	6.6	11.0	8.1	7.3	4.3	10.4	1.5	3.4	7.0	5.8
Education not valuable	11.5	3.7	6.9	6.6	9.4	8.1	15.6	5.5	8.3	10.6	8.6	12.3	10.8
Travel	2.9	4.7	5.2	4.9	2.4	3.7	2.2	4.9	4.2	4.5	6.9	1.8	3.5
Not allowed	2.9	2.8	5.2	3.3	1.6	2.8	1.7	.6	6.3	0.0	1.7	0.0	1.2
Do farm work	1.4	1.9	0.0	1.6	2.4	1.6	1.1	1.8	0.0	0.0	0.0	2.9	1.5
Disabled	2.2	0.0	0.0	1.6	1.6	1.2	1.7	0.0	0.0	0.0	1.7	1.2	.9
School too far	1.4	0.9	1.7	0.0	1.6	1.2	4.5	6.7	0.0	12.1	3.4	5.3	5.5
Help at home	0.0	1.9	0.0	0.0	1.6	0.8	2.2	2.4	0.0	1.5	1.7	3.5	2.3
Illness related to work	0.0	0.9	0.0	0.0	0.8	0.4	.6	.6	0.0	1.5	0.0	.6	.6
Emergency in family	0.0	0.9	0.0	0.0	0.8	0.4	0.0	1.2	0.0	0.0	1.7	.6	.6
Injury not related to work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	4.2	0.0	0.0	0.0	.6
Injury related to work	0.0	0.0	0.0	0.0	0.0	0.0	.6	.6	0.0	1.5	0.0	.6	.6
School not safe	0.0	0.0	0.0	0.0	0.0	0.0	0.0	.6	2.1	0.0	0.0	0.0	.3
Learn job skill	0.0	0.0	0.0	0.0	0.0	0.0	.6	0.0	0.0	1.5	0.0	0.0	.3
Worked for pay food	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 38: Percentage distribution [*multiple response sets*] of children who left school according reasons for leaving school by age group and sex of the child

Reasons for Leaving School	(a) Reported by child						(b) Reported by caregiver						
	Sex		Age group			Total	Sex		Age group				Total
	Male	Female	10-12	13-14	15-17		Male	Female	5-9	10-12	13-14	15-17	
Family business	0.0	0.0	0.0	0.0	0.0	0.0	.6	0.0	0.0	0.0	0.0	.6	.3
Weather conditions	0.0	0.0	0.0	0.0	0.0	0.0	1.7	1.2	0.0	1.5	1.7	1.8	1.5
Given birth	0.0	0.0	0.0	0.0	0.0	0.0	2.8	11.6	2.1	3.0	3.4	11.1	7.0
Total Count	139	107	58	61	127	246	179	164	48	66	58	171	343
Chi Square		26.761*			20.413			52.779*				95.300*	

3.9 PERCEPTIONS AND OPINION ON GENDER EQUALITY

A knowledge, attitudes and perceptions (KAP) survey was administered during the baseline and prevalence survey to the adult respondents only. Results presented in Table 39 below show that women were more likely to affirm to the statements that promote gender equality than men. A Likert scale was used to compute a mean score between scores 1 to 5. (1 = Strongly agree; 2=Agree; 3=Neutral; 4=Disagree; 5=Strongly disagree). Note that variable denoted with (i) are scaled inversely (5 = Strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree). It is evident that in all the districts women either were neutral or agreed to the statement "Women should be able to choose how they make money for the family, such as taking a job that they like or starting a new economic activity in the household", so did the men. Similarly, both men and women expressed neutrality to the statement that if women are working to make money for the family, they should have the right to decide how the money is spent. In some cases, gender inequality statements were reinforced by both men and women, for instance both men and women agreed to the statement "Changing diapers, giving kids a bath, and feeding the kids are the mother's responsibility" and men disagreed to the statement that "Women should decide for themselves how to spend her leisure", while females were generally neutral. Both men and women strongly agreed that "A woman's most important role is to take care of her home and cook for her family"

Perception on gender equality was also assessed in this study through assessing respondent's perception of women roles in leadership outside the household. Results presented in Table 40 show that women respondents are more likely to approve women to assume leadership roles than men in all the districts. For instance, 6.2 percent of women compared to 10.1 percent of men in Katete indicated that they would disapprove if a woman around their household was selected for leadership of a local organization. This was the case with Chadiza where 1.8 percent of women compared to 3.3 percent of men expressed the same opinion as in Katete. In the five study districts 4.0 percent of men compared to 2.4 percent women indicated that they would disapprove if a woman around their household was selected for leadership of a local organization. This is statically significant ($p<.05$) in all the districts.

The results also show the general recognition by both men (39.1%) and women (42.9 %) that women in all the five districts are rarely selected for leadership of an organization.

3.10 NORMS AND PERCEPTIONS ON CHILD LABOUR

This study also attempted to establish the respondent's perception on child labour and the results are presented in Table 41, below. While on average both men and women respondents in all the districts disagreed (4.1) that the education children receive schools will not help them in the future, respondents in Lundazi (male= 2.75, female= 3.01) were more in a neutral position on this aspect. Further analysis shows that in districts were opinions did not strongly favour child education, opinions against child labour were also not as strong. For instance, in Lundazi, the opinion that everyone including the children must work to contribute to meeting family needs in the household was around neutral (male= 3.38, female= 3.23). There was a statistical difference ($p<.05$) between opinions on child labour and districts but there was no statistical difference between gender and opinion on child labour.

Table 39: Mean score on the opinion on women's rights[21]

Opinions about women rights	District and sex of the caregiver										Total	
	Chadiza		Chipata		Katete		Lundazi		Petauke			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Women should be able to choose how they make money for the family, such as taking a job that they like or starting a new economic activity in the household(i)	3.63	4.02	3.77	4.05	3.79	3.95	3.81	4.07	3.97	3.82	3.79	3.97
A woman's most important role is to take care of her home and cook for her family	1.78	1.83	1.75	1.84	1.89	2.04	1.87	2.28	2.03	1.94	1.86	1.98
If women are working to make money for the family, they should have the right to decide how the money is spent(i)	3.01	3.46	3.09	3.50	3.22	3.63	2.94	3.41	2.89	3.28	3.03	3.45
Women should decide for themselves how to spend her leisure(i)	2.69	3.02	2.78	3.15	3.07	3.32	2.87	3.33	2.84	3.24	2.85	3.21
Women should be able to borrow or save money without having to get a man's approval(i)	2.03	2.20	1.95	2.65	2.05	2.09	2.05	2.64	2.15	2.53	2.04	2.41
Changing diapers, giving kids a bath, and feeding the kids are the mother's responsibility	1.80	1.79	1.61	1.91	2.01	2.00	2.11	2.21	2.31	2.20	1.97	2.02
A man should have the final word about decision in his home	2.30	2.51	2.12	2.38	2.20	2.34	2.81	3.10	3.07	3.16	2.49	2.70
Women should be able to start a new type of economic activity for their household(i)	3.87	4.07	3.88	4.09	3.52	3.89	3.58	3.77	3.54	3.53	3.68	3.86
Women should decide for themselves how to vote in parliamentary or presidential elections(i)	1.97	1.70	1.58	1.67	1.95	2.00	1.87	1.72	1.93	1.82	1.86	1.78

[21] Range is from 1 to 5. (1 = strongly agree; 2=Agree; 3=Neutral; 4=Disagree; 5=Strongly disagree). Note that variable denoted with (1) are scaled inversely (5 = strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree)

Table 40: Percentage distribution of household heads on their opinion and perceptions about women's leadership roles outside of the household.

	District and sex of the caregiver																	
	Chadiza			Chipata			Katete			Lundazi			Petauke			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
In your opinion, how many people around here approve of women being selected for the leadership of a local organization such as School																		
very few or none	33.2	37.5	34.2	34.9	34.3	34.8	28.1	25.7	27.6	47.8	50.0	48.2	56.4	51.2	55.0	40.0	39.8	39.9
Less than half or about half	26.9	19.6	25.2	18.7	19.0	18.8	18.3	17.7	18.2	31.9	29.2	31.3	20.1	22.0	20.6	23.3	21.3	22.8
More than half	28.3	27.7	28.1	26.4	31.4	27.5	33.3	34.5	33.6	16.7	16.7	16.7	20.7	24.4	21.7	25.0	27.1	25.5
Almost everyone	11.7	15.2	12.5	20.0	15.2	19.0	20.2	22.1	20.7	3.7	4.2	3.8	2.8	2.4	2.7	11.7	11.8	11.7
If a woman around here was selected for leadership of a local organization would you																		
Disapprove	3.3	1.8	2.9	3.5	1.0	2.9	10.1	6.2	9.2	1.8	2.1	1.9	1.1	.8	1.0	4.0	2.4	3.6
Neither approve nor disapprove	1.9	1.8	1.9	.5	0.0	.4	2.5	5.3	3.1	2.1	0.0	1.7	2.3	4.7	2.9	1.8	2.5	2.0
Approve	49.7	46.4	49.0	46.4	49.5	47.1	73.5	71.7	73.1	66.1	54.2	63.7	68.0	69.3	68.3	60.7	58.8	60.2
Strongly approve	45.1	50.0	46.3	49.6	49.5	49.6	13.9	16.8	14.6	30.0	43.8	32.8	28.6	25.2	27.7	33.6	36.3	34.2
Around here, how often are women selected for leadership of an organization																		
Never	4.6	4.5	4.6	5.1	8.6	5.8	8.2	10.6	8.8	7.3	10.4	7.9	3.4	2.4	3.1	5.7	7.1	6.0
Rarely	38.3	38.4	38.3	33.9	43.8	36.0	35.0	34.5	34.9	39.9	45.8	41.1	49.0	51.2	49.6	39.1	42.9	40.0
Sometimes	36.4	31.3	35.2	34.4	20.0	31.3	25.4	30.1	26.5	39.4	29.2	37.4	35.1	36.2	35.4	34.2	29.7	33.2
often	20.7	25.9	21.9	26.7	27.6	26.9	31.4	24.8	29.9	13.3	14.6	13.6	12.5	10.2	11.9	20.9	20.4	20.8
Would you like to be appointed for a leadership role in any organization/ School or social or trade association/ community or village development committee etc.?																		
No	9.2	11.6	9.8	12.3	10.5	11.9	19.7	31.9	22.5	8.6	6.3	8.1	5.4	7.9	6.0	11.1	13.7	11.7
Probably Not	10.6	10.7	10.6	10.4	15.2	11.5	8.2	8.0	8.1	3.7	4.2	3.8	1.7	1.6	1.7	6.9	7.8	7.1
Perhaps	9.8	5.4	8.8	5.9	14.3	7.7	11.5	13.3	11.9	13.3	12.5	13.2	9.1	19.7	11.9	9.9	13.2	10.7
Yes	70.4	72.3	70.8	71.5	60.0	69.0	60.7	46.9	57.4	74.4	77.1	74.9	83.9	70.9	80.4	72.1	65.3	70.5
Number cases	368	112	480	375	105	480	366	113	479	385	96	481	353	127	480	1847	553	2,400

Table 41: Mean score on the Norms and Perception on Child Labor [22]

Norms and perceptions about child labour	District and sex of the caregiver										Total	
	Chadiza		Chipata		Katete		Lundazi		Petauke			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
The education children receive in our schools will not help them in the future	3.31	3.03	3.97	4.12	3.87	3.73	2.75	3.01	4.15	4.05	4.15	4.05
Parents should be prevented from allowing their children to work in hazardous jobs like tobacco(i)	4.12	4.11	4.39	4.10	3.98	3.86	4.10	4.11	4.32	4.20	4.32	4.20
Action should be taken against employers that hire children for work that keeps them out of school(i)	4.10	4.16	4.33	4.02	3.98	3.88	4.23	4.13	4.34	4.20	4.34	4.20
It is OK to send your child to work as a domestic boy/girl if you need the money.	4.05	4.07	4.33	4.13	3.85	3.77	3.65	3.55	3.95	3.80	3.95	3.80
Children learn more important skills from working than from attending school	3.93	3.84	4.22	4.02	3.93	3.94	3.62	3.69	3.99	3.74	3.99	3.74
In this household, everyone including the children has to work to contribute to meeting family needs	3.36	3.24	3.49	3.38	3.42	3.32	3.38	3.23	3.73	3.58	3.73	3.58
Employers should be prevented from hiring children(i)	4.07	4.06	4.35	4.10	3.79	3.79	3.86	3.78	4.08	3.81	4.08	3.81
It is OK in this household if a child chooses to work and be paid instead of going to school	3.99	4.10	4.26	4.06	3.95	3.83	4.00	3.78	4.03	3.98	4.03	3.98
Parents should be prevented from sending their children to work as domestic Labourers (house girls/boys(i)	3.99	4.13	4.26	4.27	3.86	3.79	3.62	3.71	4.09	3.85	4.09	3.85
Children in this household are free to choose to work to meet their own basic needs	3.41	3.54	3.70	3.47	3.34	3.14	3.46	3.28	3.82	3.62	3.82	3.62
It is OK for children to do dangerous work sometimes	4.22	4.18	4.29	4.23	4.12	4.16	4.23	4.07	4.15	4.15	4.15	4.15
Adults should do dangerous work so that children don't have to(i)	3.99	3.97	3.90	3.79	3.45	3.60	3.15	3.06	3.46	3.45	3.46	3.45
Children have the right to decide when to engage in any form of work	3.33	3.26	3.43	3.42	2.88	2.91	3.25	3.33	3.58	3.37	3.58	3.37

[22] Range is from 1 to 5. (1 = strongly agree; 2=Agree; 3=Neutral; 4=Disagree; 5=Strongly disagree). Note that variable denoted with (i) are scaled inversely (5 = strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree)

3.11 KNOWLEDGE ABOUT CHILD RIGHTS

Caregivers were asked if they were familiar with human rights for children. Out of the caregivers/heads of households and other knowledgeable adults that responded to the caregiver questionnaire (4,641) about 30.8 percent categorically stated that they were aware of children's rights. For those who responded that they did, they were asked to state the rights they were familiar with. Table 42 presents results on the percent distribution of care-givers who spontaneously stated a given child human right by district and sex of the household head. The most commonly known child's right was the right to education (74.6%) followed by the right to survival (60.9%). Freedom of expression as child's right was the least known. This pattern was consistent across districts and gender of the respondent.

Table 42: Percentage distribution of household heads/Caregivers on the rights of children they were familiar with by district and sex of the caregiver

Background characteristic		Child's right a caregiver was familiar with					Total
		To life, survival and development	To be protected from violence, abuse or neglect	To education	To parental support and guidance	To freedom of expression	
Chadiza	Male	69.1	42.4	76.5	39.9	34.6	243
	Female	62.7	38.8	79.1	34.3	26.9	67
	Total	67.7	41.6	77.1	38.7	32.9	310
Chipata	Male	55.6	47.1	74.4	51.1	41.3	223
	Female	53.4	50.0	72.4	56.9	41.4	58
	Total	55.2	47.7	74.0	52.3	41.3	281
Katete	Male	37.9	42.4	48.2	29.5	20.5	224
	Female	38.9	29.6	42.6	35.2	16.7	54
	Total	38.1	39.9	47.1	30.6	19.8	278
Lundazi	Male	70.0	57.3	87.2	59.0	41.9	227
	Female	73.5	61.2	85.7	67.3	36.7	49
	Total	70.7	58.0	87.0	60.5	40.9	276
Petauke	Male	74.8	71.2	89.4	68.6	31.4	226
	Female	61.7	70.0	80.0	56.7	33.3	60
	Total	72.0	71.0	87.4	66.1	31.8	286
Total	Male	61.7	52.0	75.2	49.5	33.9	1,143
	Female	58.0	49.7	72.2	49.3	30.9	288
	Total	60.9	51.5	74.6	49.5	33.3	1,431

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSIONS

The study has established high prevalence levels of child labour at 65.3 percent as reported by caregivers (for children aged 5-17) and 90.2 percent self-reported by children aged 10-17, in the five districts of Eastern province. This is higher than national prevalence established by other studies such as the UCW (2009) which estimated child labour in Zambia to be at 55 percent. The study has also established that most of the children engaged in child labour are in hazardous child labour posing a danger to both their health and well-being which can negatively influence their social and economic development. The study results also show that a significant proportion of children are involved in child labour as early as five years with the girls being more vulnerable than the boys, and in turn their education path growth is negatively affected. District disparities in prevalence of child labour have been established although it is higher in all the districts.

The study also established that the illiteracy levels in all the five districts was around 40 percent among the children aged 10-17.

The social economic characteristics of the households has a bearing on exposure of children to child labour in the study districts. It has been established that most of the households are small-scale farmers with dependence on subsistence produce especially the sale of maize. Very few of the households have also benefited from skills and livelihoods support services. Access to financial and other technical services is very limited in the targeted districts with very few households having benefitted from saving clubs and loans.

Further the study has established low levels of knowledge on child rights and rights of children against child labour among the adults in the households. This is also coupled with existence of negative gender norms especially among male adults that in turn exposes the children particularly the girls to child labour and other inequalities. Although negative gender norms were more pronounced among the male adult respondents, negative gender norms were also reinforced by the women too.

In districts where opinions did not strongly favour child education, opinions against child labour were also not as strong. For instance, in Lundazi, the opinion that everyone including the children must work to contribute to meeting family needs in the household was neutral among the adult respondents.

4.2 RECOMMENDATIONS

- The EMPOWER project should target efforts to address child labour proportionately to the prevalence by district, sex and age group. For instance, the level of effort to address existing child labour should be higher in districts like Chadiza while more prevention efforts should be targeted at districts like Katete.
- Segmentation of the child labour occurrences by geographical spread and intervention strategies should be well thought through based on the data findings
- The EMPOWER Zambia project should deliberately target sensitizing men on women's rights and gender equality without leaving out the women

- There is need for more sensitization of communities on children rights and gender using the gender norm transformative approaches to be embedded in the intervention if gender equality was to be achieved
- The importance of education should be a focus of programme sensitization targeting the parents, community and traditional leaders
- The project should consider conducting a rigorous mapping of the existing and potential partners to leverage on their added advantage to the project. These could include the Ministry of Labour, Ministry of Education, Ministry of Gender, police, NGOs, banks that have direct link to the intervention based on these results
- Given that literacy levels varied from one district to the other and by gender of the children, it is important that the EMPOWER Zambia educational related intervention such as the REAL course consider developing educational materials in formats and language appropriate to target audience. For instance, it would be important to develop materials to include audio and visual formats. Consider developing some materials in local languages

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Annex I: Cluster Replacements

Table A: Original clusters

District	Const. Name	Const.	Ward Name	Ward	Region	CSA	SEA	Geo ID	Households	Population
Chipata	Chipangali	41	Sisinje	13	1	2	3	30302041131023	110	571,0000
Chipata	Chipangali	41	Nthope	14	1	27	2	30302041141272	84	421,0000
Chipata	Chipangali	41	Kasenga	16	1	1	3	30302041161013	109	505,0000
Chipata	Chipangali	41	Rukuzye	17	1	8	1	30302041171081	116	596,0000
Chipata	Chipangali	41	Msandile	18	1	11	1	30302041181111	151	587,0000
Lundazi	Lumezi	49	Chibande	27	1	4	2	30304049271042	141	770,0000
Chipata	Kasenegwa	43	Kwenje	8	1	14	3	30302043081143	101	470,0000
Chipata	Kasenegwa	43	Ng'ongwe	9	1	11	1	30302043091111	71	351,0000

Table B: New Replacements

District	Const. Name	Const.	Ward Name	WARD	REGION	CSA	SEA	Geo ID	Households	Population
Chipata	Chipangali	41	Sisinje	13	1	1	1	30302041131011	84	463
Chipata	Chipangali	41	Nthope	14	1	1	3	30302041141013	57	288
Chipata	Chipangali	41	Kasenga	16	1	10	1	30302041161101	117	526
Chipata	Chipangali	41	Rukuzye	17	1	10	1	30302041171101	110	507
Chipata	Chipangali	41	Msandile	18	1	7	1	30302041181071	96	430
Lundazi	Chasefu	45	Kaboli	10	1	4	1	30304045101041	141	770,0000
Chipata	Kasenegwa	43	Kwenje	8	1	1	1	30302043081011	64	387
Chipata	Kasenegwa	43	Ng'ongwe	9	1	2	1	30302043091021	164	874

ANNEX II: Additional Data Tables

Table 43a: Estimated proportions and number of children involved in various types of family work - Child Survey

Background Characteristics			Type of Family Help									
			No family help		Fetch only		Farm help		Fam Bus help		Both fam farm and fam bus		Total
			%	95% CI	%	95% CI	%	95% CI	%	95% CI	%	95% CI	
Chadiza	10-12	Male	14.28	(14.27, 14.29)	19.7	(19.73, 19.75)	50.7	(50.63, 50.67)	4.4	(4.42, 4.44)	10.9	(10.9, 10.92)	6,007
		Female	7.36	(7.35, 7.37)	22.5	(22.48, 22.52)	56.1	(56.03, 56.07)	7.7	(7.66, 7.68)	6.43	(6.42, 6.439)	6,365
		Total	10.72	(10.71, 10.73)	21.2	(21.14, 21.18)	53.4	(53.41, 53.45)	6.1	(6.08, 6.1)	8.6	(8.59, 8.611)	12,372
	13-14	Male	8.6	(8.59, 8.61)	23.9	(23.86, 23.9)	49.9	(49.84, 49.88)	9.7	(9.68, 9.7)	7.97	(7.96, 7.98)	4,284
		Female	1.16	(1.16, 1.16)	15.7	(15.67, 15.69)	67.9	(67.84, 67.88)	7.2	(7.14, 7.16)	8.14	(8.13, 8.15)	4,037
		Total	4.99	(4.98, 5)	19.9	(19.88, 19.92)	58.6	(58.57, 58.61)	8.5	(8.45, 8.47)	8.05	(8.04, 8.06)	8,321
	15-17	Male	0.83	(0.83, 0.83)	12.4	(12.37, 12.39)	67.6	(67.6, 67.64)	5	(4.98, 5)	14.2	(14.16, 14.18)	5,141
		Female	4.6	(4.59, 4.61)	15.9	(15.86, 15.88)	54.9	(54.85, 54.89)	7.1	(7.13, 7.15)	17.5	(17.51, 17.53)	4,589
		Total	2.61	(2.6, 2.62)	14	(14.02, 14.04)	61.6	(61.59, 61.63)	6	(5.99, 6.01)	15.8	(15.74, 15.76)	9,730
	Total	Male	8.22	(8.21, 8.23)	18.4	(18.43, 18.45)	56.1	(56.06, 56.1)	6.1	(6.07, 6.09)	11.2	(11.17, 11.19)	29,751
		Female	4.85	(4.84, 4.86)	18.6	(18.62, 18.64)	58.9	(58.85, 58.89)	7.4	(7.36, 7.38)	10.3	(10.28, 10.3)	30,358
		Total	6.56	(6.55, 6.57)	18.5	(18.52, 18.54)	57.5	(57.44, 57.48)	6.7	(6.7, 6.72)	10.7	(10.73, 10.75)	60,109
Chipata	10-12	Male	12.76	(12.75, 12.77)	16.8	(16.76, 16.78)	50.4	(50.38, 50.42)	6.1	(6.11, 6.13)	14	(13.94, 13.96)	25,216
		Female	6.5	(6.49, 6.51)	23.7	(23.71, 23.75)	47.6	(47.58, 47.62)	7.5	(7.46, 7.48)	14.7	(14.69, 14.71)	21,911
		Total	9.85	(9.84, 9.86)	20	(19.99, 20.03)	49.1	(49.08, 49.12)	6.8	(6.74, 6.76)	14.3	(14.29, 14.31)	47,127
	13-14	Male	8.24	(8.23, 8.25)	11.9	(11.92, 11.94)	48.9	(48.9, 48.94)	5.7	(5.67, 5.69)	25.2	(25.2, 25.24)	15,454
		Female	0.37	(0.37, 0.37)	12.6	(12.62, 12.64)	56.1	(56.07, 56.11)	8.9	(8.89, 8.91)	22	(22, 22.04)	11,051
		Total	4.96	(4.95, 4.97)	12.2	(12.21, 12.23)	51.9	(51.89, 51.93)	7	(7.01, 7.03)	23.9	(23.86, 23.9)	26,505
	15-17	Male	2.66	(2.65, 2.67)	15.1	(15.04, 15.06)	54	(53.98, 54.02)	4.6	(4.58, 4.6)	23.7	(23.68, 23.72)	17,689
		Female	6.3	(6.29, 6.31)	16.4	(16.37, 16.39)	52.2	(52.16, 52.2)	2.8	(2.83, 2.85)	22.3	(22.28, 22.32)	14,223
		Total	4.28	(4.27, 4.29)	15.6	(15.63, 15.65)	53.2	(53.17, 53.21)	3.8	(3.8, 3.82)	23.1	(23.05, 23.09)	31,912
	Total	Male	8.5	(8.49, 8.51)	15	(14.96, 14.98)	51.1	(51.08, 51.12)	5.5	(5.53, 5.55)	19.9	(19.87, 19.91)	111,953
		Female	5	(4.99, 5.01)	18.9	(18.91, 18.93)	51	(50.95, 50.99)	6.4	(6.4, 6.42)	18.7	(18.7, 18.72)	100,376
		Total	6.94	(6.93, 6.95)	16.7	(16.72, 16.74)	51	(51.02, 51.06)	5.9	(5.92, 5.94)	19.4	(19.35, 19.37)	212,329
Katete	10-12	Male	23.77	(23.75, 23.79)	3.11	(3.1, 3.12)	70.4	(70.33, 70.37)	1.5	(1.49, 1.49)	1.29	(1.29, 1.294)	5,953
		Female	12.09	(12.08, 12.1)	19.9	(19.85, 19.89)	68.1	(68.03, 68.07)	0	(0, 0)	0	(0, 0)	7,063
		Total	17.43	(17.42, 17.44)	12.2	(12.19, 12.21)	69.1	(69.08, 69.12)	0.7	(0.68, 0.68)	0.59	(0.59, 0.593)	13,016
	13-14	Male	15.97	(15.96, 15.98)	6.95	(6.94, 6.96)	72.6	(72.6, 72.64)	0	(0, 0)	4.45	(4.44, 4.458)	3,976
		Female	2.72	(2.71, 2.73)	20	(20.02, 20.06)	73.3	(73.26, 73.3)	4	(3.96, 3.98)	0	(0, 0)	4,164
		Total	9.19	(9.18, 9.2)	13.7	(13.64, 13.66)	73	(72.94, 72.98)	2	(2.02, 2.04)	2.17	(2.16, 2.175)	8,140
	15-17	Male	6.05	(6.04, 6.06)	7.09	(7.08, 7.1)	78.9	(78.87, 78.91)	0	(0, 0)	7.97	(7.96, 7.98)	5,090
		Female	2.43	(2.42, 2.44)	16	(16.01, 16.03)	79.1	(79.11, 79.15)	0	(0, 0)	2.43	(2.42, 2.436)	6,808

Table 43a: Estimated proportions and number of children involved in various types of family work - Child Survey

Background Characteristics			Type of Family Help									
			No family help		Fetch only		Farm help		Fam Bus help		Both fam farm and fam bus		Total
			%	95% CI	%	95% CI	%	95% CI	%	95% CI	%	95% CI	
		Total	3.97	(3.96, 3.98)	12.2	(12.19, 12.21)	79	(79, 79.04)	0	(0, 0)	4.8	(4.79, 4.808)	11,898
		Male	15.7	(15.69, 15.71)	5.48	(5.47, 5.49)	73.9	(73.83, 73.87)	0.6	(0.59, 0.59)	4.39	(4.38, 4.398)	37,251
	Total	Female	6.28	(6.27, 6.29)	18.5	(18.45, 18.47)	73.4	(73.42, 73.46)	0.9	(0.92, 0.92)	0.92	(0.92, 0.924)	37,397
		Total	10.56	(10.55, 10.57)	12.6	(12.55, 12.57)	73.6	(73.6, 73.64)	0.8	(0.77, 0.77)	2.49	(2.48, 2.496)	74,647
		Male	13.32	(13.31, 13.33)	24.5	(24.43, 24.47)	62.2	(62.21, 62.25)	0	(0, 0)	0	(0, 0)	17,484
	10-12	Female	7.1	(7.09, 7.11)	42.7	(42.7, 42.74)	50.2	(50.16, 50.2)	0	(0, 0)	0	(0, 0)	17,139
		Total	10.24	(10.23, 10.25)	33.5	(33.47, 33.51)	56.3	(56.25, 56.29)	0	(0, 0)	0	(0, 0)	34,623
		Male	3.66	(3.65, 3.67)	18.5	(18.49, 18.51)	73.4	(73.33, 73.37)	0	(0, 0)	4.49	(4.48, 4.498)	9,707
	13-14	Female	5.9	(5.89, 5.91)	27.6	(27.61, 27.65)	65.9	(65.86, 65.9)	0	(0, 0)	0.59	(0.59, 0.593)	9,919
		Total	4.79	(4.78, 4.8)	23.1	(23.1, 23.14)	69.6	(69.56, 69.6)	0	(0, 0)	2.52	(2.51, 2.526)	19,626
Lundazi		Male	4.35	(4.34, 4.36)	20.5	(20.51, 20.55)	75.1	(75.1, 75.14)	0	(0, 0)	0	(0, 0)	15,166
	15-17	Female	1.44	(1.44, 1.44)	17.4	(17.35, 17.37)	79.2	(79.19, 79.23)	0	(0, 0)	1.99	(1.98, 1.995)	10,968
		Total	3.13	(3.12, 3.14)	19.2	(19.19, 19.21)	76.8	(76.82, 76.86)	0	(0, 0)	0.83	(0.83, 0.833)	26,133
		Male	7.89	(7.88, 7.9)	21.7	(21.66, 21.7)	69.4	(69.38, 69.42)	0	(0, 0)	1.03	(1.03, 1.034)	77,222
	Total	Female	5.16	(5.15, 5.17)	31.5	(31.45, 31.49)	62.7	(62.63, 62.67)	0	(0, 0)	0.73	(0.73, 0.733)	74,964
		Total	6.6	(6.59, 6.61)	26.3	(26.29, 26.33)	66.2	(66.18, 66.22)	0	(0, 0)	0.89	(0.89, 0.894)	152,186
		Male	19.45	(19.44, 19.46)	28.9	(28.9, 28.94)	49.6	(49.58, 49.62)	0	(0, 0)	2.03	(2.02, 2.035)	9,899
	10-12	Female	9.07	(9.06, 9.08)	32.9	(32.83, 32.87)	58.1	(58.05, 58.09)	0	(0, 0)	0	(0, 0)	10,402
		Total	14.13	(14.12, 14.14)	30.9	(30.91, 30.95)	53.9	(53.92, 53.96)	0	(0, 0)	0.99	(0.99, 0.994)	20,301
		Male	10.01	(10, 10.02)	28	(28, 28.04)	61.1	(61.1, 61.14)	0	(0, 0)	0.85	(0.85, 0.853)	6,744
	13-14	Female	4.64	(4.63, 4.65)	33.4	(33.33, 33.37)	62	(61.99, 62.03)	0	(0, 0)	0	(0, 0)	6,973
		Total	7.28	(7.27, 7.29)	30.7	(30.71, 30.75)	61.6	(61.56, 61.6)	0	(0, 0)	0.42	(0.42, 0.422)	13,717
Petauke		Male	7.54	(7.53, 7.55)	22.1	(22.08, 22.12)	70.4	(70.34, 70.38)	0	(0, 0)	0	(0, 0)	6,846
	15-17	Female	1.81	(1.8, 1.82)	34.7	(34.64, 34.68)	63.5	(63.5, 63.54)	0	(0, 0)	0	(0, 0)	7,113
		Total	4.62	(4.61, 4.63)	28.5	(28.48, 28.52)	66.9	(66.86, 66.9)	0	(0, 0)	0	(0, 0)	13,959
		Male	13.27	(13.26, 13.28)	26.7	(26.65, 26.69)	59	(58.94, 58.98)	0	(0, 0)	1.1	(1.1, 1.104)	51,026
	Total	Female	5.7	(5.69, 5.71)	33.5	(33.5, 33.54)	60.8	(60.76, 60.8)	0	(0, 0)	0	(0, 0)	52,728
		Total	9.41	(9.4, 9.42)	30.2	(30.15, 30.19)	59.9	(59.87, 59.91)	0	(0, 0)	0.54	(0.54, 0.543)	103,754
		Male	15.09	(15.08, 15.1)	19.7	(19.72, 19.74)	55.3	(55.32, 55.36)	2.9	(2.93, 2.95)	6.89	(6.88, 6.9)	64,559
	10-12	Female	7.8	(7.79, 7.81)	29.9	(29.84, 29.88)	53.2	(53.17, 53.21)	3.4	(3.37, 3.39)	5.77	(5.76, 5.779)	62,880
		Total	11.5	(11.49, 11.51)	24.7	(24.71, 24.75)	54.3	(54.26, 54.3)	3.2	(3.15, 3.17)	6.34	(6.33, 6.349)	127,439
		Male	8.24	(8.23, 8.25)	17	(16.99, 17.01)	59.3	(59.3, 59.34)	3.2	(3.21, 3.23)	12.2	(12.21, 12.23)	40,165
Total	13-14	Female	3.07	(3.06, 3.08)	21.9	(21.92, 21.96)	63.2	(63.19, 63.23)	4	(3.97, 3.99)	7.8	(7.79, 7.81)	36,145
		Total	5.79	(5.78, 5.8)	19.3	(19.33, 19.35)	61.2	(61.14, 61.18)	3.6	(3.57, 3.59)	10.1	(10.12, 10.14)	76,309
	15-17	Male	4	(3.99, 4.01)	16.6	(16.59, 16.61)	66.6	(66.58, 66.62)	2.1	(2.13, 2.15)	10.7	(10.66, 10.68)	49,931

Table 43a: Estimated proportions and number of children involved in various types of family work - Child Survey

Background Characteristics		Type of Family Help										Total
		No family help		Fetch only		Farm help		Fam Bus help		Both fam farm and fam bus		
		%	95% CI	%	95% CI	%	95% CI	%	95% CI	%	95% CI	
	Female	3.57	(3.56, 3.58)	19.5	(19.48, 19.5)	65.3	(65.27, 65.31)	1.7	(1.67, 1.67)	9.98	(9.97, 9.991)	43,701
	Total	3.8	(3.79, 3.81)	18	(17.94, 17.96)	66	(65.97, 66.01)	1.9	(1.91, 1.93)	10.3	(10.33, 10.35)	93,632
	Male	9.73	(9.72, 9.74)	18	(18, 18.02)	60	(59.99, 60.03)	2.8	(2.75, 2.77)	9.49	(9.48, 9.501)	307,203
Total	Female	5.31	(5.3, 5.32)	24.7	(24.66, 24.7)	59.4	(59.41, 59.45)	3	(3, 3.02)	7.57	(7.56, 7.58)	295,822
	Total	7.61	(7.6, 7.62)	21.2	(21.19, 21.23)	59.7	(59.71, 59.75)	2.9	(2.87, 2.89)	8.57	(8.56, 8.581)	603,025

Table 43b: Estimated proportions and number of children involved in various types of family work – Caregiver Survey

Background Characteristics			Type of Family Help										Total
			No family help		Fetch only		Farm help		Fam Bus help		Both fam farm and fam bus		
			%	95% CI	%	95% CI	%	95% CI	%	95% CI	%	95% CI	
Chadiza	5-9	Male	64.1	(64.09, 64.11)	5.3	(5.29, 5.31)	27.6	(27.59, 27.61)	2.1	(2.1, 2.1)	0.8	(0.8, 0.8)	292
		Female	64.4	(64.39, 64.41)	9.6	(9.59, 9.61)	22.7	(22.69, 22.71)	3	(3, 3)	0.4	(0.4, 0.4)	309
		Total	64.3	(64.29, 64.31)	7.5	(7.49, 7.51)	25.1	(25.09, 25.11)	2.5	(2.5, 2.5)	0.6	(0.6, 0.6)	601
	10-12	Male	29.7	(29.69, 29.71)	6.2	(6.19, 6.21)	49.6	(49.59, 49.61)	6.8	(6.79, 6.81)	7.7	(7.69, 7.71)	119
		Female	25.4	(25.39, 25.41)	7.8	(7.79, 7.81)	56.2	(56.19, 56.21)	8.1	(8.09, 8.11)	2.4	(2.4, 2.4)	129
		Total	27.5	(27.49, 27.51)	7	(6.99, 7.01)	53	(52.99, 53.01)	7.4	(7.39, 7.41)	5	(4.99, 5.01)	248
	13-14	Male	20.3	(20.29, 20.31)	10.4	(10.39, 10.41)	51.7	(51.69, 51.71)	11.6	(11.59, 11.61)	6	(5.99, 6.01)	84
		Female	12.7	(12.69, 12.71)	5	(4.99, 5.01)	69.9	(69.89, 69.91)	6.1	(6.09, 6.11)	6.3	(6.29, 6.31)	78
		Total	16.6	(16.59, 16.61)	7.7	(7.69, 7.71)	60.5	(60.49, 60.51)	8.9	(8.89, 8.91)	6.2	(6.19, 6.21)	162
	15-17	Male	10.6	(10.59, 10.61)	0.9	(0.9, 0.9)	70.5	(70.49, 70.51)	6.9	(6.89, 6.91)	11.1	(11.09, 11.11)	101
		Female	14.3	(14.29, 14.31)	2.9	(2.9, 2.9)	62.3	(62.29, 62.31)	7.7	(7.69, 7.71)	12.9	(12.89, 12.91)	88
		Total	12.3	(12.29, 12.31)	1.8	(1.8, 1.8)	66.6	(66.59, 66.61)	7.3	(7.29, 7.31)	11.9	(11.89, 11.91)	189
	Total	Male	41.6	(41.59, 41.61)	5.5	(5.49, 5.51)	42.9	(42.89, 42.91)	5.3	(5.29, 5.31)	4.7	(4.69, 4.71)	596
		Female	41.8	(41.79, 41.81)	7.6	(7.59, 7.61)	42	(41.99, 42.01)	5.2	(5.19, 5.21)	3.5	(3.5, 3.5)	604
		Total	41.7	(41.69, 41.71)	6.5	(6.49, 6.51)	42.5	(42.49, 42.51)	5.2	(5.19, 5.21)	4.1	(4.09, 4.11)	1200
Chipata	5-9	Male	63.3	(63.29, 63.31)	1.7	(1.7, 1.7)	27.9	(27.89, 27.91)	0.3	(0.3, 0.3)	6.8	(6.79, 6.81)	279
		Female	66.3	(66.29, 66.31)	3.4	(3.4, 3.4)	26.9	(26.89, 26.91)	2.1	(2.1, 2.1)	1.3	(1.3, 1.3)	264
		Total	64.8	(64.79, 64.81)	2.6	(2.6, 2.6)	27.4	(27.39, 27.41)	1.2	(1.2, 1.2)	4.1	(4.09, 4.11)	543
	10-12	Male	24.9	(24.89, 24.91)	7.1	(7.09, 7.11)	50.7	(50.69, 50.71)	5.3	(5.29, 5.31)	12	(11.99, 12.01)	133
		Female	21.8	(21.79, 21.81)	5.2	(5.19, 5.21)	56.8	(56.79, 56.81)	5.5	(5.49, 5.51)	10.7	(10.69, 10.71)	118
		Total	23.4	(23.39, 23.41)	6.2	(6.19, 6.21)	53.6	(53.59, 53.61)	5.4	(5.39, 5.41)	11.4	(11.39, 11.41)	251
	13-14	Male	16.8	(16.79, 16.81)	3.7	(3.7, 3.7)	48.8	(48.79, 48.81)	7.2	(7.19, 7.21)	23.4	(23.39, 23.41)	77
		Female	14.8	(14.79, 14.81)	3.7	(3.7, 3.7)	58.2	(58.19, 58.21)	6.7	(6.69, 6.71)	16.5	(16.49, 16.51)	62
		Total	16	(15.99, 16.01)	3.7	(3.7, 3.7)	52.7	(52.69, 52.71)	7	(6.99, 7.01)	20.5	(20.49, 20.51)	139
	15-17	Male	13.7	(13.69, 13.71)	2.1	(2.1, 2.1)	55.3	(55.29, 55.31)	4.8	(4.79, 4.81)	24	(23.99, 24.01)	97
		Female	23.1	(23.09, 23.11)	6.8	(6.79, 6.81)	47	(46.99, 47.01)	2.8	(2.8, 2.8)	20.3	(20.29, 20.31)	92
		Total	17.9	(17.89, 17.91)	4.2	(4.19, 4.21)	51.6	(51.59, 51.61)	3.9	(3.89, 3.91)	22.4	(22.39, 22.41)	189
	Total	Male	40.4	(40.39, 40.41)	3.3	(3.3, 3.3)	40.3	(40.29, 40.31)	3.1	(3.1, 3.1)	13	(12.99, 13.01)	586
		Female	44.8	(44.79, 44.81)	4.3	(4.29, 4.31)	39.7	(39.69, 39.71)	3.4	(3.4, 3.4)	7.7	(7.69, 7.71)	536
		Total	42.5	(42.49, 42.51)	3.8	(3.79, 3.81)	40	(39.99, 40.01)	3.3	(3.3, 3.3)	10.5	(10.49, 10.51)	1122
Katete	5-9	Male	77.8	(77.79, 77.81)	1.8	(1.8, 1.8)	20	(19.99, 20.01)	0.3	(0.3, 0.3)	0	(0, 0)	305
		Female	75.9	(75.89, 75.91)	3.9	(3.89, 3.91)	20.2	(20.19, 20.21)	0	(0, 0)	0	(0, 0)	255
		Total	76.9	(76.89, 76.91)	2.8	(2.8, 2.8)	20.1	(20.09, 20.11)	0.2	(0.2, 0.2)	0	(0, 0)	560
	10-12	Male	38	(37.99, 38.01)	0	(0, 0)	59.3	(59.29, 59.31)	1.5	(1.5, 1.5)	1.3	(1.3, 1.3)	76

Table 43b: Estimated proportions and number of children involved in various types of family work – Caregiver Survey

Background Characteristics			Type of Family Help										Total
			No family help		Fetch only		Farm help		Fam Bus help		Both fam farm and fam bus		
			%	95% CI	%	95% CI	%	95% CI	%	95% CI	%	95% CI	
		Female	34.4	(34.39, 34.41)	1.1	(1.1, 1.1)	63.5	(63.49, 63.51)	1.1	(1.1, 1.1)	0	(0, 0)	94
		Total	36	(35.99, 36.01)	0.6	(0.6, 0.6)	61.5	(61.49, 61.51)	1.3	(1.3, 1.3)	0.6	(0.6, 0.6)	170
		Male	24.4	(24.39, 24.41)	0	(0, 0)	69.2	(69.19, 69.21)	4.5	(4.49, 4.51)	1.9	(1.9, 1.9)	48
	13-14	Female	23	(22.99, 23.01)	0	(0, 0)	75.3	(75.29, 75.31)	0	(0, 0)	1.6	(1.6, 1.6)	60
		Total	23.7	(23.69, 23.71)	0	(0, 0)	72.3	(72.29, 72.31)	2.2	(2.2, 2.2)	1.8	(1.8, 1.8)	108
		Male	10.1	(10.09, 10.11)	0	(0, 0)	80.6	(80.59, 80.61)	1.5	(1.5, 1.5)	7.8	(7.79, 7.81)	66
	15-17	Female	17.8	(17.79, 17.81)	0	(0, 0)	79	(78.99, 79.01)	0	(0, 0)	3.3	(3.3, 3.3)	92
		Total	14.5	(14.49, 14.51)	0	(0, 0)	79.7	(79.69, 79.71)	0.6	(0.6, 0.6)	5.2	(5.19, 5.21)	158
		Male	56.5	(56.49, 56.51)	1.1	(1.1, 1.1)	39.8	(39.79, 39.81)	1.1	(1.1, 1.1)	1.5	(1.5, 1.5)	495
	Total	Female	51.6	(51.59, 51.61)	2.2	(2.2, 2.2)	45.2	(45.19, 45.21)	0.2	(0.2, 0.2)	0.8	(0.8, 0.8)	501
		Total	54	(53.99, 54.01)	1.7	(1.7, 1.7)	42.5	(42.49, 42.51)	0.7	(0.7, 0.7)	1.1	(1.1, 1.1)	996
		Male	71	(70.99, 71.01)	4.3	(4.29, 4.31)	24.4	(24.39, 24.41)	0.3	(0.3, 0.3)	0	(0, 0)	248
	5-9	Female	63.1	(63.09, 63.11)	9.2	(9.19, 9.21)	27.4	(27.39, 27.41)	0.3	(0.3, 0.3)	0	(0, 0)	269
		Total	67	(66.99, 67.01)	6.8	(6.79, 6.81)	26	(25.99, 26.01)	0.3	(0.3, 0.3)	0	(0, 0)	517
		Male	34.1	(34.09, 34.11)	2.6	(2.6, 2.6)	63.2	(63.19, 63.21)	0	(0, 0)	0	(0, 0)	127
	10-12	Female	39.1	(39.09, 39.11)	7.7	(7.69, 7.71)	52.6	(52.59, 52.61)	0	(0, 0)	0.6	(0.6, 0.6)	133
		Total	36.6	(36.59, 36.61)	5.1	(5.09, 5.11)	57.9	(57.89, 57.91)	0	(0, 0)	0.3	(0.3, 0.3)	260
		Male	14.4	(14.39, 14.41)	1.9	(1.9, 1.9)	83.7	(83.69, 83.71)	0	(0, 0)	0	(0, 0)	68
Lundazi	13-14	Female	27.1	(27.09, 27.11)	3.8	(3.79, 3.81)	67.7	(67.69, 67.71)	1.5	(1.5, 1.5)	0	(0, 0)	73
		Total	20.8	(20.79, 20.81)	2.8	(2.8, 2.8)	75.6	(75.59, 75.61)	0.8	(0.8, 0.8)	0	(0, 0)	141
		Male	22.7	(22.69, 22.71)	0	(0, 0)	76.5	(76.49, 76.51)	0	(0, 0)	0.7	(0.7, 0.7)	108
	15-17	Female	20.7	(20.69, 20.71)	2.1	(2.1, 2.1)	74.7	(74.69, 74.71)	0	(0, 0)	2.5	(2.5, 2.5)	83
		Total	21.9	(21.89, 21.91)	0.9	(0.9, 0.9)	75.8	(75.79, 75.81)	0	(0, 0)	1.5	(1.5, 1.5)	191
		Male	46.1	(46.09, 46.11)	2.8	(2.8, 2.8)	50.9	(50.89, 50.91)	0.1	(0.1, 0.1)	0.1	(0.1, 0.1)	551
	Total	Female	46.7	(46.69, 46.71)	7.1	(7.09, 7.11)	45.4	(45.39, 45.41)	0.3	(0.3, 0.3)	0.5	(0.5, 0.5)	558
		Total	46.4	(46.39, 46.41)	4.9	(4.89, 4.91)	48.2	(48.19, 48.21)	0.2	(0.2, 0.2)	0.3	(0.3, 0.3)	1109
		Male	76.2	(76.19, 76.21)	2.2	(2.2, 2.2)	21.4	(21.39, 21.41)	0	(0, 0)	0.3	(0.3, 0.3)	269
	5-9	Female	75.7	(75.69, 75.71)	5.6	(5.59, 5.61)	18.7	(18.69, 18.71)	0	(0, 0)	0	(0, 0)	282
		Total	75.9	(75.89, 75.91)	3.9	(3.89, 3.91)	20	(19.99, 20.01)	0	(0, 0)	0.1	(0.1, 0.1)	551
		Male	45.4	(45.39, 45.41)	3.4	(3.4, 3.4)	50.4	(50.39, 50.41)	0	(0, 0)	0.7	(0.7, 0.7)	105
Petauke	10-12	Female	30	(29.99, 30.01)	7.6	(7.59, 7.61)	61.2	(61.19, 61.21)	1.2	(1.2, 1.2)	0	(0, 0)	111
		Total	37.5	(37.49, 37.51)	5.6	(5.59, 5.61)	55.9	(55.89, 55.91)	0.6	(0.6, 0.6)	0.4	(0.4, 0.4)	216
		Male	27.7	(27.69, 27.71)	1.9	(1.9, 1.9)	70.4	(70.39, 70.41)	0	(0, 0)	0	(0, 0)	68
	13-14	Female	37.3	(37.29, 37.31)	0	(0, 0)	60.8	(60.79, 60.81)	0	(0, 0)	1.8	(1.8, 1.8)	68
		Total	32.6	(32.59, 32.61)	0.9	(0.9, 0.9)	65.6	(65.59, 65.61)	0	(0, 0)	0.9	(0.9, 0.9)	136

Table 43b: Estimated proportions and number of children involved in various types of family work – Caregiver Survey

Background Characteristics			Type of Family Help										Total
			No family help		Fetch only		Farm help		Fam Bus help		Both fam farm and fam bus		
			%	95% CI	%	95% CI	%	95% CI	%	95% CI	%	95% CI	
		Male	28.9	(28.89, 28.91)	0	(0, 0)	70.2	(70.19, 70.21)	1	(1, 1)	0	(0, 0)	69
	15-17	Female	35	(34.99, 35.01)	2.2	(2.2, 2.2)	62.8	(62.79, 62.81)	0	(0, 0)	0	(0, 0)	71
		Total	32	(31.99, 32.01)	1.1	(1.1, 1.1)	66.4	(66.39, 66.41)	0.5	(0.5, 0.5)	0	(0, 0)	140
		Male	57.5	(57.49, 57.51)	2.1	(2.1, 2.1)	40	(39.99, 40.01)	0.1	(0.1, 0.1)	0.3	(0.3, 0.3)	511
	Total	Female	56.1	(56.09, 56.11)	4.8	(4.79, 4.81)	38.6	(38.59, 38.61)	0.2	(0.2, 0.2)	0.2	(0.2, 0.2)	532
		Total	56.8	(56.79, 56.81)	3.5	(3.5, 3.5)	39.3	(39.29, 39.31)	0.2	(0.2, 0.2)	0.3	(0.3, 0.3)	1043
		Male	69.6	(69.59, 69.61)	2.8	(2.8, 2.8)	24.8	(24.79, 24.81)	0.4	(0.4, 0.4)	2.5	(2.5, 2.5)	1393
	5-9	Female	68.3	(68.29, 68.31)	5.9	(5.89, 5.91)	24.2	(24.19, 24.21)	1.1	(1.1, 1.1)	0.5	(0.5, 0.5)	1379
		Total	68.9	(68.89, 68.91)	4.3	(4.29, 4.31)	24.5	(24.49, 24.51)	0.7	(0.7, 0.7)	1.5	(1.5, 1.5)	2772
		Male	32.2	(32.19, 32.21)	4.6	(4.59, 4.61)	54.7	(54.69, 54.71)	2.8	(2.8, 2.8)	5.6	(5.59, 5.61)	560
	10-12	Female	29.7	(29.69, 29.71)	6.1	(6.09, 6.11)	57.1	(57.09, 57.11)	3.1	(3.1, 3.1)	4.1	(4.09, 4.11)	585
		Total	30.9	(30.89, 30.91)	5.3	(5.29, 5.31)	55.9	(55.89, 55.91)	3	(3, 3)	4.9	(4.89, 4.91)	1145
		Male	19.2	(19.19, 19.21)	3.3	(3.3, 3.3)	63.2	(63.19, 63.21)	4.5	(4.49, 4.51)	9.8	(9.79, 9.81)	345
Total	13-14	Female	23.2	(23.19, 23.21)	2.7	(2.7, 2.7)	64.6	(64.59, 64.61)	3.1	(3.1, 3.1)	6.3	(6.29, 6.31)	341
		Total	21.1	(21.09, 21.11)	3	(3, 3)	63.9	(63.89, 63.91)	3.8	(3.79, 3.81)	8.2	(8.19, 8.21)	686
		Male	17.8	(17.79, 17.81)	0.9	(0.9, 0.9)	67.9	(67.89, 67.91)	2.7	(2.7, 2.7)	10.7	(10.69, 10.71)	441
	15-17	Female	22.7	(22.69, 22.71)	3.4	(3.4, 3.4)	63.1	(63.09, 63.11)	1.7	(1.7, 1.7)	9.1	(9.09, 9.11)	426
		Total	20.1	(20.09, 20.11)	2	(2, 2)	65.7	(65.69, 65.71)	2.2	(2.2, 2.2)	9.9	(9.89, 9.91)	867
		Male	46.7	(46.69, 46.71)	2.9	(2.9, 2.9)	43.1	(43.09, 43.11)	1.8	(1.8, 1.8)	5.4	(5.39, 5.41)	2,739
	Total	Female	47.8	(47.79, 47.81)	5.2	(5.19, 5.21)	41.9	(41.89, 41.91)	1.9	(1.9, 1.9)	3.3	(3.3, 3.3)	2,731
		Total	47.3	(47.29, 47.31)	4	(3.99, 4.01)	42.5	(42.49, 42.51)	1.8	(1.8, 1.8)	4.4	(4.39, 4.41)	5,470

Table 44: Estimation of proportions and number of children in various work categories

Background Characteristics			Children's work status – Child Survey									Children's work status – Caregiver Survey								
			Not working		Legal work		Non-hazardous CL		HCL		Total	Not working		Legal work		Non-hazardous CL		HCL		Total
			%	95% CI	%	95% CI	%	95% CI	%	95% CI		%	95% CI	%	95% CI	%	95% CI	%	95% CI	
Chadiza	5-9	Male										54.32	(54.3, 54.33)	0.00	(0, 0)	8.82	(8.81, 8.83)	36.87	(36.85, 36.88)	292
		Female										47.53	(47.52, 47.55)	0.00	(0, 0)	10.71	(10.7, 10.72)	41.76	(41.74, 41.78)	309
		Total										50.81	(50.79, 50.82)	0.00	(0, 0)	9.80	(9.79, 9.81)	39.40	(39.38, 39.42)	601
	10-12	Male	14.28	(14.27, 14.29)	0.00	(0, 0)	10.46	(10.45, 10.47)	75.26	(75.25, 75.28)	119	21.22	(21.21, 21.24)	0.00	(0, 0)	5.72	(5.71, 5.73)	73.06	(73.04, 73.07)	119
		Female	6.90	(6.89, 6.91)	0.00	(0, 0)	7.84	(7.83, 7.85)	85.26	(85.25, 85.27)	129	9.14	(9.13, 9.15)	0.00	(0, 0)	4.52	(4.52, 4.53)	86.34	(86.33, 86.35)	129
		Total	10.48	(10.47, 10.49)	0.00	(0, 0)	9.11	(9.1, 9.12)	80.41	(80.39, 80.42)	248	15.01	(15, 15.02)	0.00	(0, 0)	5.10	(5.1, 5.11)	79.89	(79.88, 79.91)	248
	13-14	Male	7.49	(7.48, 7.5)	3.74	(3.73, 3.75)	0.00	(0, 0)	88.77	(88.76, 88.78)	84	3.63	(3.62, 3.63)	4.90	(4.89, 4.9)	0.00	(0, 0)	91.48	(91.47, 91.49)	84
		Female	0.00	(0, 0)	3.57	(3.56, 3.58)	0.00	(0, 0)	96.43	(96.42, 96.44)	78	0.00	(0, 0)	3.06	(3.06, 3.07)	0.00	(0, 0)	96.94	(96.93, 96.94)	78
		Total	3.86	(3.85, 3.87)	3.66	(3.65, 3.66)	0.00	(0, 0)	92.48	(92.47, 92.49)	162	1.87	(1.86, 1.87)	4.01	(4, 4.01)	0.00	(0, 0)	94.13	(94.12, 94.13)	162
	15-17	Male	0.83	(0.83, 0.84)	3.97	(3.96, 3.97)	0.00	(0, 0)	95.20	(95.19, 95.21)	101	1.89	(1.88, 1.89)	2.39	(2.39, 2.4)	0.00	(0, 0)	95.72	(95.71, 95.73)	101
		Female	2.46	(2.45, 2.46)	2.46	(2.45, 2.46)	0.00	(0, 0)	95.08	(95.07, 95.09)	88	1.28	(1.28, 1.28)	0.91	(0.9, 0.91)	0.00	(0, 0)	97.81	(97.81, 97.82)	88
		Total	1.60	(1.6, 1.6)	3.26	(3.25, 3.26)	0.00	(0, 0)	95.14	(95.14, 95.15)	189	1.60	(1.6, 1.6)	1.69	(1.69, 1.7)	0.00	(0, 0)	96.71	(96.7, 96.71)	189
	Total	Male	7.92	(7.91, 7.93)	2.36	(2.35, 2.37)	4.07	(4.06, 4.08)	85.65	(85.64, 85.67)	304	31.28	(31.26, 31.29)	1.12	(1.12, 1.12)	5.40	(5.39, 5.41)	62.21	(62.19, 62.23)	596
		Female	3.68	(3.67, 3.69)	1.71	(1.71, 1.72)	3.33	(3.32, 3.34)	91.27	(91.26, 91.29)	295	26.17	(26.16, 26.18)	0.54	(0.54, 0.55)	6.37	(6.36, 6.38)	66.92	(66.9, 66.93)	604
		Total*	5.83	(5.82, 5.84)	2.04	(2.04, 2.05)	3.71	(3.7, 3.71)	88.42	(88.41, 88.44)	599	28.70	(28.69, 28.71)	0.83	(0.83, 0.83)	5.89	(5.88, 5.9)	64.58	(64.57, 64.6)	1200
Chipata	5-9	Male										53.97	(53.96, 53.99)	0.00	(0, 0)	3.83	(3.82, 3.84)	42.20	(42.18, 42.22)	279
		Female										52.81	(52.79, 52.82)	0.00	(0, 0)	4.52	(4.52, 4.53)	42.67	(42.65, 42.69)	264
		Total										53.39	(53.38, 53.41)	0.00	(0, 0)	4.17	(4.17, 4.18)	42.43	(42.41, 42.45)	543
	10-12	Male	12.76	(12.75, 12.77)	0.00	(0, 0)	8.02	(8.01, 8.03)	79.21	(79.2, 79.23)	133	13.33	(13.33, 13.34)	0.00	(0, 0)	7.38	(7.37, 7.39)	79.29	(79.28, 79.31)	133
		Female	6.50	(6.49, 6.51)	0.00	(0, 0)	7.91	(7.9, 7.92)	85.59	(85.58, 85.61)	118	8.18	(8.17, 8.18)	0.00	(0, 0)	7.88	(7.87, 7.89)	83.94	(83.93, 83.96)	118
		Total	9.85	(9.84, 9.86)	0.00	(0, 0)	7.97	(7.96, 7.98)	82.18	(82.16, 82.19)	251	10.94	(10.93, 10.95)	0.00	(0, 0)	7.61	(7.6, 7.62)	81.45	(81.44, 81.47)	251
	13-14	Male	5.19	(5.18, 5.2)	4.35	(4.34, 4.36)	0.00	(0, 0)	90.46	(90.45, 90.47)	76	7.72	(7.72, 7.73)	0.00	(0, 0)	0.00	(0, 0)	92.28	(92.27, 92.29)	77
		Female	0.37	(0.36, 0.37)	1.13	(1.12, 1.13)	0.00	(0, 0)	98.51	(98.5, 98.51)	63	5.06	(5.05, 5.07)	0.00	(0, 0)	0.00	(0, 0)	94.94	(94.93, 94.95)	62
		Total	3.16	(3.15, 3.17)	2.99	(2.99, 3)	0.00	(0, 0)	93.84	(93.84, 93.85)	139	6.63	(6.62, 6.63)	0.00	(0, 0)	0.00	(0, 0)	93.37	(93.37, 93.38)	139
	15-17	Male	1.45	(1.45, 1.46)	2.47	(2.47, 2.48)	0.00	(0, 0)	96.07	(96.07, 96.08)	97	3.45	(3.45, 3.46)	0.97	(0.96, 0.97)	0.00	(0, 0)	95.58	(95.57, 95.59)	97
		Female	6.30	(6.29, 6.31)	1.00	(0.99, 1)	0.00	(0, 0)	92.70	(92.69, 92.71)	92	8.51	(8.5, 8.52)	0.00	(0, 0)	0.00	(0, 0)	91.49	(91.48, 91.5)	92
		Total	3.61	(3.61, 3.62)	1.82	(1.81, 1.82)	0.00	(0, 0)	94.57	(94.56, 94.58)	189	5.70	(5.7, 5.71)	0.54	(0.53, 0.54)	0.00	(0, 0)	93.76	(93.75, 93.77)	189

Table 44: Estimation of proportions and number of children in various work categories

Background Characteristics			Children's work status – Child Survey									Children's work status – Caregiver Survey								
			Not working		Legal work		Non-hazardous CL		HCL		Total	Not working		Legal work		Non-hazardous CL		HCL		Total
			%	95% CI	%	95% CI	%	95% CI	%	95% CI		%	95% CI	%	95% CI	%	95% CI	%	95% CI	
		Male	7.34	(7.33, 7.35)	1.89	(1.89, 1.9)	3.48	(3.47, 3.49)	87.29	(87.28, 87.3)	306	30.45	(30.44, 30.47)	0.15	(0.15, 0.15)	3.49	(3.49, 3.5)	65.90	(65.88, 65.92)	586
	Total	Female	5.00	(4.99, 5.01)	0.56	(0.56, 0.57)	3.67	(3.67, 3.68)	90.76	(90.75, 90.77)	273	31.58	(31.57, 31.59)	0.00	(0, 0)	4.13	(4.12, 4.13)	64.29	(64.27, 64.31)	536
		Total*	6.29	(6.28, 6.3)	1.30	(1.29, 1.3)	3.57	(3.56, 3.57)	88.84	(88.83, 88.86)	579	30.99	(30.97, 31)	0.08	(0.08, 0.08)	3.79	(3.79, 3.8)	65.14	(65.12, 65.16)	1122
		Male										73.14	(73.13, 73.15)	0.00	(0, 0)	6.52	(6.51, 6.53)	20.34	(20.33, 20.36)	305
	5-9	Female										66.91	(66.9, 66.92)	0.00	(0, 0)	6.31	(6.3, 6.32)	26.78	(26.77, 26.8)	255
		Total										70.24	(70.23, 70.25)	0.00	(0, 0)	6.42	(6.41, 6.43)	23.34	(23.33, 23.36)	560
		Male	21.84	(21.83, 21.86)	0.00	(0, 0)	14.18	(14.17, 14.2)	63.98	(63.96, 63.99)	76	35.51	(35.49, 35.52)	0.00	(0, 0)	10.19	(10.18, 10.2)	54.31	(54.29, 54.33)	76
	10-12	Female	11.00	(10.99, 11.01)	0.00	(0, 0)	16.32	(16.3, 16.33)	72.68	(72.66, 72.7)	94	22.25	(22.24, 22.26)	0.00	(0, 0)	8.38	(8.37, 8.39)	69.37	(69.35, 69.39)	94
		Total	15.96	(15.94, 15.97)	0.00	(0, 0)	15.34	(15.33, 15.35)	68.70	(68.68, 68.72)	170	28.31	(28.3, 28.32)	0.00	(0, 0)	9.21	(9.2, 9.22)	62.48	(62.46, 62.5)	170
Katete		Male	16.61	(16.6, 16.62)	4.12	(4.11, 4.13)	0.00	(0, 0)	79.27	(79.25, 79.28)	49	19.55	(19.54, 19.56)	2.19	(2.19, 2.2)	4.15	(4.15, 4.16)	74.10	(74.08, 74.12)	48
	13-14	Female	2.72	(2.71, 2.72)	4.92	(4.91, 4.93)	3.49	(3.48, 3.49)	88.88	(88.87, 88.89)	60	6.39	(6.39, 6.4)	1.43	(1.43, 1.44)	3.49	(3.48, 3.49)	88.69	(88.67, 88.7)	60
		Total	9.37	(9.36, 9.38)	4.54	(4.53, 4.54)	1.82	(1.81, 1.82)	84.28	(84.27, 84.29)	109	12.57	(12.56, 12.58)	1.79	(1.79, 1.79)	3.80	(3.8, 3.81)	81.84	(81.82, 81.85)	108
		Male	3.01	(3, 3.02)	15.51	(15.49, 15.52)	0.00	(0, 0)	81.48	(81.47, 81.5)	66	6.20	(6.2, 6.21)	7.38	(7.37, 7.38)	0.00	(0, 0)	86.42	(86.41, 86.43)	66
	15-17	Female	2.43	(2.42, 2.43)	2.13	(2.13, 2.14)	0.00	(0, 0)	95.44	(95.43, 95.45)	92	4.73	(4.73, 4.74)	0.00	(0, 0)	0.00	(0, 0)	95.27	(95.26, 95.27)	92
		Total	2.68	(2.67, 2.68)	7.85	(7.84, 7.86)	0.00	(0, 0)	89.47	(89.46, 89.48)	158	5.36	(5.36, 5.37)	3.16	(3.15, 3.16)	0.00	(0, 0)	91.48	(91.47, 91.49)	158
		Male	14.05	(14.04, 14.06)	6.37	(6.36, 6.38)	5.68	(5.67, 5.69)	73.90	(73.89, 73.92)	191	52.51	(52.5, 52.53)	1.23	(1.23, 1.24)	5.98	(5.97, 5.98)	40.28	(40.26, 40.29)	495
	Total	Female	5.85	(5.84, 5.86)	1.94	(1.94, 1.95)	7.20	(7.19, 7.21)	85.01	(85, 85.03)	246	40.42	(40.41, 40.43)	0.16	(0.16, 0.16)	5.24	(5.23, 5.24)	54.19	(54.17, 54.2)	501
		Total*	9.55	(9.54, 9.57)	3.94	(3.93, 3.95)	6.51	(6.5, 6.52)	79.99	(79.98, 80.01)	437	46.43	(46.42, 46.44)	0.69	(0.69, 0.7)	5.60	(5.6, 5.61)	47.27	(47.25, 47.29)	996
		Male										61.52	(61.51, 61.53)	0.00	(0, 0)	9.87	(9.86, 9.88)	28.61	(28.59, 28.63)	248
	5-9	Female										45.71	(45.7, 45.73)	0.00	(0, 0)	9.52	(9.52, 9.53)	44.76	(44.75, 44.78)	269
		Total										53.39	(53.38, 53.4)	0.00	(0, 0)	9.69	(9.68, 9.7)	36.92	(36.9, 36.94)	517
		Male	12.89	(12.88, 12.9)	0.00	(0, 0)	17.21	(17.19, 17.22)	69.90	(69.89, 69.92)	127	20.29	(20.28, 20.3)	0.00	(0, 0)	8.95	(8.94, 8.96)	70.77	(70.75, 70.78)	127
	10-12	Female	7.10	(7.09, 7.11)	0.00	(0, 0)	29.00	(28.99, 29.02)	63.90	(63.88, 63.91)	133	15.47	(15.46, 15.48)	0.00	(0, 0)	18.18	(18.17, 18.19)	66.36	(66.34, 66.37)	133
		Total	10.02	(10.01, 10.03)	0.00	(0, 0)	23.05	(23.03, 23.06)	66.93	(66.91, 66.95)	260	17.90	(17.89, 17.91)	0.00	(0, 0)	13.52	(13.51, 13.53)	68.58	(68.57, 68.6)	260
Lundazi		Male	1.77	(1.76, 1.77)	11.28	(11.27, 11.29)	3.47	(3.46, 3.47)	83.49	(83.48, 83.5)	64	7.01	(7, 7.02)	8.10	(8.1, 8.11)	3.24	(3.24, 3.25)	81.64	(81.63, 81.65)	68
	13-14	Female	3.95	(3.95, 3.96)	2.67	(2.67, 2.68)	0.79	(0.78, 0.79)	92.59	(92.58, 92.6)	73	5.31	(5.3, 5.32)	1.67	(1.67, 1.68)	0.00	(0, 0)	93.02	(93.01, 93.03)	73
		Total	2.90	(2.89, 2.9)	6.84	(6.83, 6.85)	2.08	(2.08, 2.09)	88.19	(88.17, 88.2)	137	6.16	(6.16, 6.17)	4.89	(4.89, 4.9)	1.62	(1.62, 1.63)	87.32	(87.31, 87.34)	141
	15-17	Male	3.05	(3.04, 3.05)	1.36	(1.35, 1.36)	0.00	(0, 0)	95.60	(95.59, 95.6)	108	7.68	(7.68, 7.69)	3.34	(3.34, 3.35)	0.00	(0, 0)	88.97	(88.96, 88.99)	108

Table 44: Estimation of proportions and number of children in various work categories

Background Characteristics			Children's work status – Child Survey									Children's work status – Caregiver Survey								
			Not working		Legal work		Non-hazardous CL		HCL		Total	Not working		Legal work		Non-hazardous CL		HCL		Total
			%	95% CI	%	95% CI	%	95% CI	%	95% CI		%	95% CI	%	95% CI	%	95% CI	%	95% CI	
		Female	1.44	(1.44, 1.45)	2.77	(2.76, 2.78)	0.00	(0, 0)	95.79	(95.78, 95.8)	83	4.17	(4.17, 4.18)	2.00	(2, 2.01)	0.00	(0, 0)	93.82	(93.81, 93.83)	83
		Total	2.37	(2.37, 2.38)	1.95	(1.94, 1.96)	0.00	(0, 0)	95.68	(95.67, 95.69)	191	6.21	(6.21, 6.22)	2.78	(2.78, 2.78)	0.00	(0, 0)	91.01	(91, 91.02)	191
		Male	6.91	(6.9, 6.92)	2.92	(2.92, 2.93)	7.98	(7.97, 7.99)	82.19	(82.18, 82.21)	299	34.81	(34.8, 34.82)	1.66	(1.66, 1.67)	6.90	(6.89, 6.91)	56.63	(56.61, 56.65)	551
	Total	Female	4.65	(4.65, 4.66)	1.48	(1.48, 1.49)	13.40	(13.39, 13.41)	80.46	(80.45, 80.48)	289	27.48	(27.47, 27.49)	0.51	(0.51, 0.51)	8.89	(8.88, 8.9)	63.12	(63.1, 63.14)	558
		Total*	5.84	(5.83, 5.85)	2.24	(2.23, 2.24)	10.55	(10.54, 10.57)	81.37	(81.36, 81.39)	588	31.21	(31.19, 31.22)	1.10	(1.09, 1.1)	7.88	(7.87, 7.89)	59.82	(59.8, 59.84)	1109
		Male										64.76	(64.75, 64.78)	0.00	(0, 0)	10.36	(10.36, 10.38)	24.87	(24.86, 24.89)	269
	5-9	Female										62.63	(62.62, 62.64)	0.00	(0, 0)	11.12	(11.11, 11.13)	26.25	(26.23, 26.27)	282
		Total										63.68	(63.67, 63.7)	0.00	(0, 0)	10.75	(10.74, 10.76)	25.57	(25.55, 25.59)	551
		Male	19.45	(19.44, 19.47)	0.00	(0, 0)	21.63	(21.61, 21.65)	58.92	(58.9, 58.94)	105	20.65	(20.64, 20.66)	0.00	(0, 0)	13.74	(13.73, 13.75)	65.62	(65.6, 65.63)	105
	10-12	Female	7.83	(7.82, 7.84)	0.00	(0, 0)	30.42	(30.4, 30.44)	61.75	(61.73, 61.76)	111	8.75	(8.74, 8.75)	0.00	(0, 0)	13.67	(13.66, 13.69)	77.58	(77.57, 77.6)	111
		Total	13.50	(13.49, 13.51)	0.00	(0, 0)	26.13	(26.12, 26.15)	60.37	(60.35, 60.39)	216	14.55	(14.54, 14.56)	0.00	(0, 0)	13.70	(13.69, 13.72)	71.75	(71.73, 71.76)	216
Petauke		Male	8.32	(8.31, 8.33)	8.43	(8.42, 8.44)	3.93	(3.92, 3.94)	79.33	(79.31, 79.34)	66	16.05	(16.04, 16.06)	1.91	(1.91, 1.92)	0.00	(0, 0)	82.04	(82.02, 82.05)	68
	13-14	Female	2.79	(2.79, 2.8)	1.03	(1.03, 1.04)	0.00	(0, 0)	96.17	(96.17, 96.18)	69	6.58	(6.57, 6.58)	1.05	(1.05, 1.05)	0.00	(0, 0)	92.37	(92.36, 92.38)	68
		Total	5.47	(5.46, 5.48)	4.62	(4.61, 4.63)	1.91	(1.9, 1.91)	88.01	(87.99, 88.02)	135	11.28	(11.27, 11.29)	1.48	(1.48, 1.48)	0.00	(0, 0)	87.24	(87.23, 87.26)	136
		Male	3.73	(3.72, 3.74)	5.66	(5.65, 5.66)	0.00	(0, 0)	90.61	(90.6, 90.62)	69	3.73	(3.73, 3.74)	3.77	(3.77, 3.78)	0.00	(0, 0)	92.50	(92.49, 92.51)	69
	15-17	Female	1.81	(1.81, 1.82)	10.50	(10.48, 10.51)	0.00	(0, 0)	87.69	(87.68, 87.7)	71	3.99	(3.98, 3.99)	2.18	(2.17, 2.18)	0.00	(0, 0)	93.84	(93.83, 93.85)	71
		Total	2.75	(2.75, 2.76)	8.12	(8.11, 8.13)	0.00	(0, 0)	89.12	(89.11, 89.14)	140	3.86	(3.86, 3.87)	2.96	(2.95, 2.96)	0.00	(0, 0)	93.18	(93.17, 93.19)	140
		Male	11.70	(11.69, 11.71)	4.03	(4.03, 4.04)	10.29	(10.28, 10.3)	73.98	(73.96, 73.99)	240	41.58	(41.57, 41.59)	0.76	(0.76, 0.76)	8.26	(8.25, 8.27)	49.40	(49.39, 49.42)	511
	Total	Female	4.65	(4.64, 4.66)	3.34	(3.34, 3.35)	12.92	(12.91, 12.93)	79.09	(79.07, 79.1)	251	36.75	(36.74, 36.76)	0.43	(0.43, 0.43)	8.67	(8.67, 8.69)	54.14	(54.13, 54.16)	532
		Total*	8.09	(8.08, 8.1)	3.68	(3.67, 3.69)	11.64	(11.63, 11.65)	76.59	(76.58, 76.61)	491	39.13	(39.11, 39.14)	0.59	(0.59, 0.59)	8.47	(8.46, 8.48)	51.81	(51.79, 51.83)	1043
		Male										60.47	(60.46, 60.48)	0.00	(0, 0)	7.25	(7.24, 7.26)	32.28	(32.26, 32.3)	1393
	5-9	Female										54.16	(54.15, 54.18)	0.00	(0, 0)	7.79	(7.79, 7.8)	38.04	(38.03, 38.06)	1379
		Total										57.31	(57.3, 57.32)	0.00	(0, 0)	7.52	(7.51, 7.53)	35.17	(35.15, 35.19)	2772
		Male	14.80	(14.79, 14.81)	0.00	(0, 0)	13.39	(13.38, 13.41)	71.81	(71.79, 71.82)	560	19.12	(19.11, 19.13)	0.00	(0, 0)	8.88	(8.87, 8.89)	72.00	(71.98, 72.02)	560
Total	10-14	Female	7.43	(7.42, 7.44)	0.00	(0, 0)	18.32	(18.31, 18.34)	74.25	(74.23, 74.27)	585	11.94	(11.93, 11.94)	0.00	(0, 0)	11.36	(11.35, 11.37)	76.70	(76.69, 76.72)	585
		Total*	11.16	(11.15, 11.17)	0.00	(0, 0)	15.82	(15.81, 15.84)	73.01	(73, 73.03)	1145	15.57	(15.56, 15.58)	0.00	(0, 0)	10.10	(10.1, 10.12)	74.32	(74.3, 74.34)	1145
	13-14	Male	6.31	(6.3, 6.32)	6.55	(6.54, 6.56)	1.46	(1.46, 1.47)	85.68	(85.67, 85.7)	339	9.62	(9.61, 9.63)	3.01	(3, 3.01)	1.17	(1.16, 1.17)	86.20	(86.19, 86.22)	345

Table 44: Estimation of proportions and number of children in various work categories

Background Characteristics		Children's work status – Child Survey									Children's work status – Caregiver Survey								
		Not working		Legal work		Non-hazardous CL		HCL		Total	Not working		Legal work		Non-hazardous CL		HCL		Total
		%	95% CI	%	95% CI	%	95% CI	%	95% CI		%	95% CI	%	95% CI	%	95% CI	%	95% CI	
	Female	2.03	(2.02, 2.03)	2.24	(2.23, 2.24)	0.62	(0.61, 0.62)	95.12	(95.11, 95.12)	343	5.00	(4.99, 5.01)	1.17	(1.17, 1.17)	0.41	(0.41, 0.41)	93.42	(93.41, 93.43)	341
	Total*	4.26	(4.25, 4.26)	4.48	(4.47, 4.49)	1.06	(1.05, 1.06)	90.21	(90.19, 90.22)	682	7.44	(7.44, 7.45)	2.14	(2.14, 2.15)	0.81	(0.81, 0.81)	89.61	(89.6, 89.62)	686
	Male	2.34	(2.34, 2.35)	4.05	(4.05, 4.06)	0.00	(0, 0)	93.60	(93.59, 93.61)	441	4.89	(4.89, 4.9)	2.87	(2.87, 2.88)	0.00	(0, 0)	92.23	(92.22, 92.24)	441
15-17	Female	3.34	(3.34, 3.35)	3.32	(3.31, 3.33)	0.00	(0, 0)	93.34	(93.33, 93.35)	426	5.34	(5.33, 5.34)	0.95	(0.95, 0.95)	0.00	(0, 0)	93.71	(93.7, 93.72)	426
	Total*	2.81	(2.8, 2.82)	3.71	(3.7, 3.72)	0.00	(0, 0)	93.48	(93.47, 93.49)	867	5.10	(5.1, 5.11)	1.98	(1.97, 1.98)	0.00	(0, 0)	92.92	(92.91, 92.93)	867
	Male*	8.59	(8.58, 8.6)	2.98	(2.97, 2.98)	6.01	(6, 6.02)	82.42	(82.41, 82.43)	1,340	36.14	(36.12, 36.15)	0.86	(0.85, 0.86)	5.62	(5.62, 5.63)	57.38	(57.36, 57.4)	2739
Total	Female*	4.82	(4.81, 4.83)	1.58	(1.58, 1.59)	8.25	(8.24, 8.26)	85.35	(85.34, 85.37)	1354	32.03	(32.02, 32.04)	0.28	(0.28, 0.28)	6.51	(6.51, 6.52)	61.18	(61.16, 61.19)	2731
	Total*	6.78	(6.77, 6.78)	2.31	(2.3, 2.31)	7.09	(7.08, 7.1)	83.83	(83.82, 83.85)	2694	34.12	(34.11, 34.14)	0.57	(0.57, 0.58)	6.06	(6.05, 6.07)	59.24	(59.22, 59.26)	5470

- Comparable with Table 25

Table 45: Percentage distribution of children according to literacy by age group sex of child and district

Background Characteristics			Ability to read						Chi square
			Cannot read at all	Able to read only parts of sentence	Able to read whole sentence	No card with required language	Blind/ visually impaired	Total	
Chadiza	10-12	Male	60.5	30.5	9.1	0.0	0.0	119	
		Female	49.2	32.6	18.2	0.0	0.0	129	3.262
		Total	54.7	31.5	13.8	0.0	0.0	248	
	13-14	Male	45.2	37.8	17.0	0.0	0.0	84	
		Female	25.4	33.8	40.8	0.0	0.0	78	14.432*
		Total	35.6	35.9	28.5	0.0	0.0	162	
	15-17	Male	35.1	27.8	36.2	0.9	0.0	101	
		Female	27.2	20.8	52.1	0.0	0.0	88	5.267
		Total	31.4	24.5	43.7	0.5	0.0	189	
	Total	Male	47.8	31.6	20.3	0.3	0.0	304	
		Female	36.1	29.3	34.7	0.0	0.0	295	15.713*
		Total	42.0	30.5	27.4	0.2	0.0	599	
Chipata	10-12	Male	60.7	31.4	7.9	0.0	0.0	133	
		Female	46.8	34.2	18.9	0.0	0.0	118	5.617
		Total	54.2	32.7	13.0	0.0	0.0	251	
	13-14	Male	32.4	44.0	23.6	0.0	0.0	77	
		Female	28.7	30.7	40.6	0.0	0.0	63	4.375
		Total	30.9	38.5	30.7	0.0	0.0	140	
	15-17	Male	40.7	20.8	37.8	0.0	0.7	97	
		Female	23.1	26.1	50.8	0.0	0.0	92	8.534*
		Total	32.8	23.1	43.6	0.0	0.4	189	
	Total	Male	47.1	31.5	21.1	0.0	0.2	307	
		Female	35.4	30.9	33.6	0.0	0.0	273	15.673*
		Total	41.9	31.3	26.7	0.0	0.1	580	
Katete	10-12	Male	65.2	23.4	11.4	0.0	0.0	76	
		Female	59.0	26.5	14.5	0.0	0.0	94	0.209
		Total	61.8	25.1	13.1	0.0	0.0	170	
	13-14	Male	41.7	26.8	31.5	0.0	0.0	51	
		Female	33.0	24.0	43.0	0.0	0.0	60	1.579
		Total	37.2	25.4	37.4	0.0	0.0	111	
	15-17	Male	36.5	18.4	45.2	0.0	0.0	66	
		Female	37.0	20.7	42.2	0.0	0.0	92	0.038
		Total	36.8	19.7	43.5	0.0	0.0	158	
	Total	Male	49.3	22.6	28.2	0.0	0.0	193	
		Female	44.7	23.8	31.5	0.0	0.0	246	0.672
		Total	46.8	23.2	30.0	0.0	0.0	439	
Lundazi	10-12	Male	57.5	28.7	13.8	0.0	0.0	127	
		Female	46.0	37.2	15.9	0.9	0.0	133	3.404
		Total	51.8	32.9	14.8	0.5	0.0	260	
	13-14	Male	34.2	37.3	28.5	0.0	0.0	69	
		Female	32.8	28.0	39.3	0.0	0.0	75	0.596
		Total	33.5	32.6	34.0	0.0	0.0	144	

Table 45: Percentage distribution of children according to literacy by age group sex of child and district

Background Characteristics			Ability to read						
			Cannot read at all	Able to read only parts of sentence	Able to read whole sentence	No card with required language	Blind/ visually impaired	Total	Chi square
	15-17	Male	21.4	39.0	39.5	0.0	0.0	108	
		Female	19.5	30.2	50.3	0.0	0.0	83	6.192*
		Total	20.6	35.3	44.0	0.0	0.0	191	
	Total	Male	39.2	34.4	26.4	0.0	0.0	304	
		Female	34.9	32.8	31.9	0.4	0.0	291	4.629
		Total	37.2	33.6	29.0	0.2	0.0	595	
Petauke	10-12	Male	58.8	25.5	15.2	0.5	0.0	105	
		Female	39.0	38.3	22.2	0.5	0.0	111	6.988
		Total	48.6	32.1	18.8	0.5	0.0	216	
	13-14	Male	44.8	34.9	20.3	0.0	0.0	68	
		Female	17.4	38.4	44.2	0.0	0.0	69	13.835*
		Total	30.8	36.7	32.5	0.0	0.0	137	
	15-17	Male	20.4	35.6	44.1	0.0	0.0	69	
		Female	26.8	21.7	51.5	0.0	0.0	71	3.370
		Total	23.7	28.5	47.8	0.0	0.0	140	
	Total	Male	43.6	31.1	25.1	0.2	0.0	242	
		Female	29.3	33.5	37.0	0.2	0.0	251	10.204*
		Total	36.3	32.3	31.2	0.2	0.0	493	
Total	10-12	Male	59.9	29.0	11.0	0.1	0.0	560	
		Female	46.9	34.7	18.1	0.3	0.0	585	14.332*
		Total	53.5	31.8	14.5	0.2	0.0	1145	
	13-14	Male	37.2	38.5	24.3	0.0	0.0	349	
		Female	27.8	31.0	41.2	0.0	0.0	345	24.543*
		Total	32.7	35.0	32.3	0.0	0.0	694	
	15-17	Male	31.0	28.8	39.8	0.1	0.3	441	
		Female	25.4	25.0	49.6	0.0	0.0	426	12.808*
		Total	28.4	27.0	44.4	0.1	0.1	867	
Sex		Male	44.7	31.4	23.8	0.1	0.1	1,350	36.094*
		Female	35.5	30.8	33.6	0.1	0.0	1,356	
All Districts			40.3	31.1	28.5	0.1	0.0	2706	

Table 46: Percentage distribution of children by type of education level they were currently attending

Background Information			Type of school currently attended – Child Survey						Chi-square	Type of school currently attended – Caregiver Survey						Chi-square
			Pre-school	Primary	Junior Sec. School	Senior Sec Sch/ O'level/A ' level	Not in school	Total		Pre-school	Primary	Junior Sec School	Senior Sec Sch/ O'level/A ' level	Not in school	Total	
Chadiza	5-9	Male								33.5	60.4	0.0	0.0	6.1	137	
		Female								28.1	68.1	0.5	0.0	3.3	181	3.285
		Total								30.4	64.8	0.3	0.0	4.5	318	
	10-12	Male	2.1	89.1	0.0	0.0	8.7	91		1.3	92.0	0.0	0.0	6.8	86	
		Female	4.3	89.8	0.9	0.0	5.0	120	2.133	3.9	89.4	2.9	0.0	3.7	126	3.827
		Total	3.4	89.5	0.5	0.0	6.6	211		2.9	90.5	1.7	0.0	5.0	212	
	13-14	Male	0.0	85.2	4.9	0.0	9.9	69		0.0	90.2	3.2	0.0	6.6	75	
		Female	0.0	85.8	8.2	0.0	6.0	72	0.461	0.0	89.5	7.0	0.0	3.5	73	0.684
		Total	0.0	85.5	6.6	0.0	7.9	141		0.0	89.8	5.1	0.0	5.0	148	
	15-17	Male	1.1	47.2	23.6	1.3	26.8	85		1.0	49.0	20.9	1.2	28.0	87	
		Female	0.0	44.2	20.6	2.8	32.4	78	2.146	0.0	43.3	25.4	1.4	29.9	81	1.714
		Total	0.6	45.8	22.2	2.0	29.5	163		0.5	46.2	23.1	1.3	28.9	168	
	Total	Male	1.2	73.4	9.6	0.4	15.4	245		12.2	70.7	5.5	0.3	11.4	385	
		Female	1.8	75.2	8.8	0.8	13.4	270	0.778	12.0	72.8	6.7	0.3	8.3	461	1.749
		Total	1.5	74.3	9.2	0.6	14.3	515		12.1	71.8	6.2	0.3	9.7	846	
Chipata	5-9	Male								6.7	85.7	0.0	0.0	7.7	146	
		Female								11.8	82.5	1.2	0.0	4.4	109	4.198
		Total								9.0	84.3	0.5	0.0	6.2	255	
	10-12	Male	0.0	89.0	2.2	0.0	8.8	108		1.9	89.1	2.0	0.0	7.0	112	
		Female	0.0	93.8	1.6	0.0	4.6	106	0.679	0.0	93.1	1.6	0.0	5.3	106	1.167
		Total	0.0	91.4	1.9	0.0	6.7	214		1.0	91.1	1.8	0.0	6.2	218	

Table 46: Percentage distribution of children by type of education level they were currently attending

Background Information		Type of school currently attended – Child Survey						Chi-square	Type of school currently attended – Caregiver Survey						Chi-square
		Pre-school	Primary	Junior Sec. School	Senior Sec Sch/ O'level/A ' level	Not in school	Total		Pre-school	Primary	Junior Sec School	Senior Sec Sch/ O'level/A ' level	Not in school	Total	
Katete	13-14 Male	0.0	77.8	5.4	0.0	16.8	73	3.399	0.0	79.1	5.9	0.0	15.1	76	1.046
	13-14 Female	0.0	85.0	5.6	0.0	9.4	59		0.0	82.9	5.3	0.0	11.7	62	
	13-14 Total	0.0	80.8	5.5	0.0	13.8	132		0.0	80.7	5.7	0.0	13.7	138	
	15-17 Male	0.0	37.3	25.6	4.6	32.5	87	4.424	0.0	38.2	24.5	4.7	32.7	86	4.025
	15-17 Female	0.0	39.2	21.5	12.1	27.1	80		0.0	37.8	19.6	13.3	29.2	84	
	15-17 Total	0.0	38.1	23.9	7.8	30.2	167		0.0	38.0	22.3	8.5	31.2	170	
	Total Male	0.0	69.6	10.5	1.4	18.5	268	6.703	2.8	75.8	6.6	0.9	13.9	420	6.716
	Total Female	0.0	76.4	8.1	3.4	12.1	245		3.9	77.2	5.6	2.6	10.7	361	
	Total Total	0.0	72.6	9.4	2.3	15.6	513		3.3	76.4	6.1	1.7	12.5	781	
	5-9 Male								26.8	66.0	0.0	0.0	7.2	131	4.610
	5-9 Female								19.4	78.2	0.0	0.0	2.4	97	
	5-9 Total								23.6	71.3	0.0	0.0	5.1	228	
	10-12 Male	2.1	85.1	1.0	0.0	11.8	47	2.990	0.0	85.7	0.0	0.0	14.3	51	0.365
	10-12 Female	0.0	88.0	0.0	0.0	12.0	69		0.0	90.8	0.0	0.0	9.2	69	
	10-12 Total	0.9	86.8	0.4	0.0	11.9	116		0.0	88.6	0.0	0.0	11.4	120	
	13-14 Male	0.0	92.1	0.0	0.0	7.9	41	0.167	0.0	91.5	0.0	0.0	8.5	42	1.808
	13-14 Female	0.0	86.2	0.0	0.0	13.8	48		0.0	87.9	2.9	0.0	9.2	48	
	13-14 Total	0.0	89.1	0.0	0.0	10.9	89		0.0	89.7	1.5	0.0	8.8	90	
	15-17 Male	0.0	60.4	14.5	2.2	22.9	46	1.921	0.0	59.9	16.1	0.0	24.0	47	4.477
	15-17 Female	0.0	51.9	22.3	2.9	22.8	70		0.0	46.5	27.1	2.9	23.5	72	
	15-17 Total	0.0	55.3	19.2	2.6	22.9	116		0.0	51.9	22.7	1.7	23.7	119	
	Total Male	0.7	78.8	5.3	0.7	14.4	134	2.883	12.5	72.8	2.9	0.0	11.8	271	14.222*

Table 46: Percentage distribution of children by type of education level they were currently attending

Background Information			Type of school currently attended – Child Survey						Chi-square	Type of school currently attended – Caregiver Survey						Chi-square
			Pre-school	Primary	Junior Sec. School	Senior Sec Sch/ O'level/A ' level	Not in school	Total		Pre-school	Primary	Junior Sec School	Senior Sec Sch/ O'level/A ' level	Not in school	Total	
		Female	0.0	73.9	8.5	1.1	16.6	187		6.7	74.8	7.3	0.7	10.4	286	
		Total	0.3	76.0	7.1	1.0	15.6	321		9.5	73.8	5.1	0.4	11.1	557	
Lundazi	5-9	Male								17.5	80.6	0.0	0.0	1.9	96	
		Female								12.0	85.1	0.8	0.0	2.1	141	1.929
		Total								14.3	83.2	0.5	0.0	2.0	237	
	10-12	Male	0.0	91.0	0.7	1.1	7.2	107		0.0	93.0	0.0	1.1	5.9	104	
		Female	1.1	89.1	0.9	0.0	9.0	117	2.262	0.0	89.8	1.0	0.0	9.2	117	2.217
		Total	0.5	90.0	0.8	0.5	8.1	224		0.0	91.3	0.5	0.5	7.6	221	
	13-14	Male	0.0	85.6	2.5	1.8	10.1	63		0.0	86.0	4.0	1.8	8.2	64	
		Female	1.6	70.8	6.3	0.0	21.3	73	5.662	0.0	70.7	6.2	0.0	23.1	72	6.135
		Total	0.9	77.8	4.5	0.9	16.0	136		0.0	78.0	5.2	0.8	16.0	136	
	15-17	Male	0.0	49.3	17.7	10.9	22.1	101		0.0	49.0	17.4	10.7	22.9	103	
		Female	0.0	38.3	23.8	9.4	28.5	79	2.655	0.0	37.1	25.8	10.2	26.9	78	3.953
		Total	0.0	44.7	20.3	10.2	24.8	180		0.0	44.1	20.9	10.5	24.5	181	
	Total	Male	0.0	74.0	7.6	4.9	13.5	271		4.6	76.1	5.6	3.6	10.1	367	
		Female	0.9	69.1	9.1	2.8	18.1	269	4.672	4.2	74.8	6.6	1.9	12.5	408	2.217
		Total	0.4	71.6	8.3	3.9	15.8	540		4.4	75.4	6.1	2.8	11.3	775	
Petauke	5-9	Male								16.9	74.0	0.0	0.0	9.1	90	
		Female								19.1	75.5	0.0	1.1	4.3	118	3.578
		Total								18.1	74.8	0.0	0.6	6.4	208	
	10-12	Male	0.0	95.7	0.0	0.0	4.3	67		2.0	91.5	0.0	0.0	6.6	69	
		Female	0.0	93.3	2.9	0.0	3.8	91	1.491	0.0	91.9	2.9	0.0	5.2	94	2.847

Table 46: Percentage distribution of children by type of education level they were currently attending

Background Information			Type of school currently attended – Child Survey						Chi-square	Type of school currently attended – Caregiver Survey						Chi-square
			Pre-school	Primary	Junior Sec. School	Senior Sec Sch/ O'level/A ' level	Not in school	Total		Pre-school	Primary	Junior Sec School	Senior Sec Sch/ O'level/A ' level	Not in school	Total	
Total		Total	0.0	94.3	1.7	0.0	4.0	158		0.8	91.7	1.7	0.0	5.8	163	
	13-14	Male	1.0	73.0	8.0	0.0	18.0	52		0.0	78.8	8.2	0.0	13.0	50	
		Female	0.0	76.4	18.1	0.0	5.5	62	6.341	0.0	76.8	17.4	0.0	5.8	63	2.640
		Total	0.5	74.8	13.5	0.0	11.2	114		0.0	77.7	13.4	0.0	8.9	113	
	15-17	Male	2.2	57.1	20.3	6.6	13.9	60		0.0	53.1	23.2	6.2	17.5	60	
		Female	0.0	51.3	20.5	10.1	18.0	65	1.930	0.0	52.9	17.4	9.2	20.5	63	2.523
		Total	1.0	54.1	20.4	8.5	16.1	125		0.0	53.0	20.2	7.7	19.0	123	
	Total	Male	1.0	75.9	9.3	2.2	11.6	179		6.3	74.3	6.8	1.4	11.1	269	
		Female	0.0	75.8	12.5	3.1	8.6	218	5.291	6.8	75.8	7.3	2.1	7.9	338	3.910
		Total	0.5	75.8	11.1	2.7	9.9	397		6.6	75.2	7.1	1.8	9.3	607	
Total	5-9	Male								16.0	77.6	0.0	0.0	6.5	600	
		Female								16.1	79.6	0.7	0.2	3.4	646	11.655*
		Total								16.0	78.6	0.3	0.1	4.9	1246	
	10-12	Male	0.3	90.2	1.2	0.3	8.0	420		1.2	90.5	0.8	0.3	7.2	422	
		Female	0.7	91.5	1.4	0.0	6.4	503	2.257	0.4	91.4	1.6	0.0	6.5	512	3.653
		Total	0.6	90.9	1.3	0.2	7.1	923		0.8	91.0	1.3	0.1	6.8	934	
	13-14	Male	0.1	81.1	4.5	0.4	13.8	298		0.0	83.0	4.9	0.4	11.6	307	
		Female	0.5	79.5	7.8	0.0	12.2	314	4.771	0.0	79.5	7.8	0.0	12.7	318	4.916
		Total	0.3	80.3	6.1	0.2	13.1	612		0.0	81.3	6.3	0.2	12.1	625	
	15-17	Male	0.4	46.6	21.3	6.4	25.3	379		0.1	46.6	21.0	6.1	26.2	383	
		Female	0.0	43.3	22.0	8.8	25.9	372	5.024	0.0	42.0	22.5	9.1	26.4	378	5.337
		Total	0.2	45.1	21.6	7.5	25.6	751		0.1	44.4	21.7	7.5	26.3	761	

Table 46: Percentage distribution of children by type of education level they were currently attending

Background Information		Type of school currently attended – Child Survey							Type of school currently attended – Caregiver Survey						
		Pre-school	Primary	Junior Sec. School	Senior Sec Sch/ O'level/A ' level	Not in school	Total	Chi-square	Pre-school	Primary	Junior Sec School	Senior Sec Sch/ O'level/A ' level	Not in school	Total	Chi-square
Total	Male	0.3	72.8	9.0	2.4	15.5	1097	3.296	5.6	74.9	5.9	1.5	12.1	1712	8.695
	Female	0.5	73.8	9.3	2.6	13.8	1189		5.7	75.5	6.5	1.9	10.4	1854	
	Total	0.4	73.3	9.1	2.5	14.7	2286		5.7	75.2	6.2	1.7	11.2	3566	

Table 47: Percentage distribution of children according to whether the child had missed school in the month before the survey, by age group sex of child and district

District, Age and Sex of the child			(a) Number of Days Child Reported Missing Class in the past 1 month - Child survey					(b) Number of Days Child Missed Class in the past 1 month – care giver survey				
			Not Missed School	Less than 5 days	5+ Days	Total	Chi-square	Not Missed School	Less than 5 days	5+ Days	Total	Chi-square
Chadiza	5-9	Male						58.2	35.7	6.0	129	
		Female						59.3	35.3	5.4	175	0.206
		Total						58.8	35.5	5.7	304	
	10-12	Male	61.9	34.0	4.1	83		67.5	27.2	5.4	80	
		Female	62.6	33.1	4.3	114	0.066	70.9	25.2	3.9	121	0.472
		Total	62.3	33.5	4.2	197		69.6	26.0	4.5	201	
	13-14	Male	61.4	34.0	4.6	63		60.2	31.7	8.2	71	
		Female	50.5	48.5	1.0	67	4.047	56.2	37.3	6.6	70	0.612
		Total	55.7	41.6	2.7	130		58.2	34.5	7.4	141	
	15-17	Male	69.7	21.6	8.6	63		63.0	29.3	7.7	64	
		Female	52.0	40.2	7.8	53	5.135	58.8	38.1	3.0	57	2.153
		Total	61.5	30.3	8.2	116		61.0	33.6	5.4	121	
	Total	Male	64.1	30.3	5.6	209		61.7	31.7	6.6	344	
		Female	56.6	39.3	4.1	234	4.225	62.0	33.2	4.9	423	1.558
		Total	60.1	35.0	4.8	443		61.8	32.5	5.6	767	
Chipata	5-9	Male						58.3	37.3	4.4	138	
		Female						65.9	27.5	6.6	104	2.067
		Total						61.8	32.9	5.4	242	
	10-12	Male	62.4	32.7	4.9	100		58.1	33.9	8.1	104	
		Female	69.2	27.2	3.7	101	0.461	60.7	37.1	2.2	100	1.695
		Total	65.8	29.9	4.3	201		59.3	35.5	5.2	204	
	13-14	Male	61.9	30.9	7.1	63		61.2	32.1	6.7	67	
		Female	52.9	44.5	2.6	54	1.579	61.8	36.8	1.4	56	2.159
		Total	58.0	36.8	5.2	117		61.5	34.1	4.4	123	
	15-17	Male	63.3	31.4	5.3	62		64.1	31.1	4.8	61	
		Female	57.4	32.5	10.1	65	1,257	56.2	37.0	6.8	67	0.083
		Total	60.7	31.9	7.4	127		60.5	33.8	5.7	128	
	Total	Male	62.5	31.9	5.6	225		59.7	34.4	5.9	370	
		Female	62.3	32.8	4.9	220	0.147	62.1	33.6	4.3	327	0.132
		Total	62.4	32.3	5.3	445		60.8	34.0	5.2	697	
Katete	5-9	Male						54.3	37.1	8.6	122	
		Female						47.3	41.4	11.2	95	0.435
		Total						51.2	39.0	9.8	217	
	10-12	Male	65.0	24.2	10.8	41		70.9	20.7	8.4	44	
		Female	47.6	34.2	18.2	60	2.238	58.3	23.9	17.8	62	1.488
		Total	54.8	30.0	15.1	101		63.6	22.5	13.9	106	
	13-14	Male	45.4	45.4	9.2	37		56.5	35.7	7.8	38	
		Female	51.4	43.3	5.2	42	0.555	49.0	48.5	2.5	44	2.456
		Total	48.4	44.4	7.2	79		52.7	42.1	5.1	82	
	15-17	Male	46.8	36.0	17.2	35		48.4	26.3	25.3	35	
		Female	42.1	47.2	10.7	54	1.702	53.6	36.0	10.3	55	4.699
		Total	44.0	42.7	13.3	89		51.5	32.1	16.4	90	

Table 47: Percentage distribution of children according to whether the child had missed school in the month before the survey, by age group sex of child and district

District, Age and Sex of the child			(a) Number of Days Child Reported Missing Class in the past 1 month - Child survey					(b) Number of Days Child Missed Class in the past 1 month – care giver survey				
			Not Missed School	Less than 5 days	5+ Days	Total	Chi-square	Not Missed School	Less than 5 days	5+ Days	Total	Chi-square
Lundazi	Total	Male	52.9	34.8	12.2	113		56.9	32.1	11.0	239	
		Female	46.6	41.1	12.3	156	1.089	51.7	37.1	11.2	256	0.703
		Total	49.4	38.4	12.3	269		54.2	34.6	11.1	495	
	5-9	Male						56.4	32.4	11.2	94	
		Female						61.2	29.7	9.1	137	0.408
		Total						59.2	30.8	10.0	231	
	10-12	Male	47.8	33.1	19.1	97		53.8	30.5	15.7	96	
		Female	60.3	30.9	8.7	106	6.128*	59.5	32.3	8.3	106	2.739
		Total	54.1	32.0	13.9	203		56.7	31.4	11.9	202	
	13-14	Male	47.4	41.7	10.9	57		57.2	28.3	14.6	59	
		Female	55.3	28.9	15.8	58	1.444	57.8	26.4	15.9	57	0.572
		Total	51.3	35.4	13.3	115		57.5	27.4	15.2	116	
	15-17	Male	62.7	26.9	10.4	76		66.7	24.5	8.8	77	
		Female	59.2	25.2	15.6	60	0.541	63.9	23.0	13.1	60	0.567
		Total	61.3	26.2	12.5	136		65.6	23.9	10.5	137	
	Total	Male	52.8	33.1	14.2	230		58.3	29.2	12.5	326	
		Female	58.7	28.9	12.4	224	2.804	60.6	28.9	10.5	360	1.326
		Total	55.6	31.1	13.3	454		59.5	29.0	11.5	686	
Petauke	5-9	Male						66.9	31.3	1.8	82	
		Female						79.8	15.7	4.5	114	4.605
		Total						74.4	22.3	3.3	196	
	10-12	Male	82.2	14.5	3.3	64		72.5	26.4	1.2	65	
		Female	58.9	37.8	3.3	87	7.879*[a]	68.6	31.4	0.0	89	1.807
		Total	68.6	28.1	3.3	151		70.2	29.3	0.5	154	
	13-14	Male	53.2	45.2	1.6	42		65.7	34.3	0.0	43	
		Female	56.4	42.1	1.4	58	0.227	71.9	24.7	3.4	59	3.491
		Total	55.1	43.4	1.5	100		69.3	28.7	1.9	102	
	15-17	Male	62.3	36.6	1.1	51		72.6	26.3	1.1	50	
		Female	65.6	33.1	1.2	56	0.069	68.2	30.5	1.3	53	0.421
		Total	64.0	34.8	1.2	107		70.4	28.4	1.2	103	
	Total	Male	67.7	30.2	2.1	157		69.3	29.5	1.2	240	
		Female	60.0	37.8	2.2	201	2.754	73.3	24.2	2.5	315	1.833
		Total	63.4	34.4	2.2	358		71.6	26.5	1.9	555	
Total	5-9	Male						58.5	35.2	6.3	565	
		Female						64.1	28.6	7.3	625	2.734
		Total						61.4	31.8	6.8	1,190	
	10-12	Male	60.8	30.0	9.3	385		60.4	30.4	9.2	389	
		Female	62.5	31.2	6.3	468	2.635	62.6	32.3	5.0	478	2.159
		Total	61.7	30.6	7.7	853		61.6	31.4	7.0	867	
	13-14	Male	55.3	37.4	7.3	262		60.2	31.7	8.1	278	
		Female	53.8	40.3	5.9	279	0.756	60.8	33.0	6.2	286	0.383
		Total	54.6	38.8	6.6	541		60.5	32.3	7.1	564	

Table 47: Percentage distribution of children according to whether the child had missed school in the month before the survey, by age group sex of child and district

District, Age and Sex of the child		(a) Number of Days Child Reported Missing Class in the past 1 month - Child survey					(b) Number of Days Child Missed Class in the past 1 month – care giver survey				
		Not Missed School	Less than 5 days	5+ Days	Total	Chi-square	Not Missed School	Less than 5 days	5+ Days	Total	Chi-square
15-17	Male	62.2	30.1	7.7	287	2.186	64.9	27.5	7.6	287	1.980
	Female	56.7	33.6	9.7	288		60.3	32.2	7.6	292	
	Total	59.7	31.7	8.6	575		62.7	29.7	7.6	579	
Total	Male	59.7	32.1	8.2	934	3.813	60.6	31.8	7.6	1,519	1.176
	Female	58.7	34.2	7.1	1,035		62.5	31.0	6.5	1,681	
	Total	59.2	33.2	7.7	1,969		61.5	31.4	7.0	3,200	

**= p<0.05; a= more than 20% cells with expected counts < 5; b= minimum expected cell count< 1*

ANNEX III: Data Collection Tools

HOUSEHOLD SCHEDULE

STRICTLY CONFIDENTIAL

CLUSTER NO: ☐☐☐☐

1.1.1.a.1.1.1.1.1 HOUSEHOLD IDENTIFICATION PARTICULARS	CODE NUMBER
1. PROVINCE NAME_____	☐☐
2. DISTRICT NAME_____	☐☐☐
3. CONSTITUENCY NAME_____	☐☐☐
4. WARD NAME_____	☐☐
5. CSA NUMBER_____	☐☐
6. SEA NUMBER_____	☐
7. RURAL……1 URBAN……. 2	☐
8. HOUSEHOLD NUMBER (HHN) [_____]	☐☐☐☐
9. VILLAGE OR LOCALITY NAME_____	
10. CHIEF'S/CHIEFTAINESS' AREA (RURAL AREAS ONLY) _____ FOR URBAN AREAS RECORD ……. 888	☐☐☐
12. ENUMERATED HOUSEHOLD Residential Sampling Serial Number: Name of Head…….……Address…… ……	☐☐☐☐
13. NAME OF MAIN RESPONDENT (SERIAL NUMBER FROM HOUSEHOLD ROSTER)	☐☐
15. TOTAL NUMBER OF PERSONS WHO LIVE IN THIS HOUSEHOLD (INCLUDE USUAL MEMBERS ABSENT)	☐☐
16. TOTAL NUMBER OF CHILDREN 5-17 YEARS OLD	☐☐

17. ENUMERATOR'S NAME……. DATE OF INTERVIEW	DD MM Y☐☐ ☐☐ ☐☐
18. SUPERVISOR'S NAME……DATE OF CHECKING	DD MM YY ☐☐ ☐☐ ☐☐

HOUSEHOLD SCHEDULE (Page 1)

Enter the individual household member ID (Starting from 01, 02….)	**Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household?** *(A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related - by blood or marriage - and not all those related in the same house or compound are necessarily of the same household.)*	**What is (NAME)'s relationship to head of the household?** 1. Household Head 2. Spouse 3. Son/Daughter 4. Brother/Sister 5. Daughter-in-law/son-in-law 6. Grandchild 7. Niece / Nephew 8. Step child 9. Aged parent/parent-in-law 10.Servant (live-in) 11. Other relative 12. Non-relative	**What is the sex of each of these individual household members?** 1. Male 2. Female	**How old was (NAME) at (his/her) last birthday?** *(In completed years)* *(e.g. if Name is 12 years 5 months, record 12)*	**What is (NAME)'s marital status?** *(Enter "Does not apply" for persons 12 years or below.)* 1. Single or never married 2. Married civil/religious 3. Married but separated 4. Polygamous marriage 5. Living together as unmarried partners 6. Divorced 7. Widowed	**Only for Children aged 5 – 17 years** *Fill in the personal ID number of the child's relative (Choose 88 if absent or not applicable)* If (NAME) is married, **Does (NAME)s Spouse live in the household? (***Fill in spouse's ID if s/he is among the household members, 88 otherwise***)**	**Does (NAME)'s Mother live in the household? (***Fill in mother's ID if she is among the household members, 88 otherwise***)**	**Does (NAME)'s Father live in the household? (***Fill in father's ID if he is among the household members, 88 otherwise***)**
ID	**HR1**	**HR2**	**HR3**	**HR4**	**HR5**	**HR6**	**HR7**	**HR8**
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|
|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|

|__|__|		|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|	|__|__|

HOUSEHOLD SCHEDULE (Page 2)

Enter the individual household member ID (As on page 1)	**What is (NAME)'s Tribe?** 1. Chewa 2. Nsenga 3. Tumbuka 4. Ngoni 5. Kunda 6. Bemba 7. Tonga 8. Lozi 9. Kaonde 10. Other Specify)	**Does (NAME) have any disability or chronic illness that prevents him or her from working or attending school?** 1. Yes 0. No	**Adult 18 years and Over** **Household member selected for interview under Household Questionnaire?** 0. No interview 1. Yes, head of household 2. Yes, main child caretaker (children aged 5-17) 3. Yes, other informed adult ***(ONE adult, either the <u>head of household or the main child caretaker will be interviewed.)</u>***	**Children 10-17 years only** **Household member selected for interview under Child Questionnaire?** 0. No interview 1. Yes, child age 10-17 ***<u>(ALL children between 10 and 17 years will be interviewed.)</u>***
ID	**HR9**	**HR10**	**HR11**	**HR12**
|__|__|	|__|	|__|	|__|	|__|
|__|__|	|__|	|__|	|__|	|__|
|__|__|	|__|	|__|	|__|	|__|
|__|__|	|__|	|__|	|__|	|__|
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|__|__|	|__|	|__|	|__|	|__|
|__|__|	|__|	|__|	|__|	|__|
|__|__|	|__|	|__|	|__|	|__|

HR13 End of interview	**Enter the date and time of end of the interview Date- DD/MM/YY: |_|_| |_|_| |_|_| Time: _____**

HOUSEHOLD QUESTIONNAIRE
(To be answered by Head of Household/Primary Child Caregiver)

HOUSEHOLD IDENTIFICATION PARTICULARS	CODE NUMBER
1. HOUSEHOLD NUMBER (HHN) [_____]	☐☐☐☐
2.ID NUMBER OF MAIN RESPONDENT TO THIS QUESTIONNAIRE (SERIAL NUMBER FROM HOUSEHOLD ROSTER)	☐☐
3. ENUMERATOR'S NAME……. DATE OF 1ST INTERVIEW	DD MM ☐☐ ☐☐ ☐☐
RESULT OF 1ST INTERVIEW: 1 Interview obtained 2 Unable to interview: New appointment 3 Interview refused (Mark refused, do not return)	☐
DATE OF 2ND INTERVIEW	DD MM ☐☐ ☐☐ ☐☐
RESULT OF 2ND INTERVIEW: 1 Interview obtained 2 Unable to interview: New appointment 3 Interview refused (Mark refused, do not return)	☐
DATE OF 3RD INTERVIEW	DD MM ☐☐ ☐☐ ☐☐
RESULT OF 2ND INTERVIEW: 1 Interview obtained 2 Unable to interview: Do not return 3 Interview refused (Mark refused, do not return)	☐
4. SUPERVISOR'S NAME……...DATE OF CHECKING	DD MM YY ☐☐ ☐☐ ☐☐

Interviewer instructions are in italics

B. Socio-Economic Characteristics

B1. In what type of dwelling does your household live? *Single response* *Complete this through observation. Otherwise, ask*	1=Independent (separate) house 2= Compound (shared) house (rooms) 3= Huts/several small buildings (same compound) 4= Improvised home (kiosk, container, tent) 5=Living quarters attached to office/shop/work place 6= Other, specify		
B2. Who owns your dwelling? *Single response*	1=Owned by a household member 2= Rented (normal) 3= Rented (subsidized) 4= Provided free by employer/owner 5=Other		
B3. How many rooms in this household are used for sleeping?	Number of sleeping rooms		
B3. What kind of toilet facility do members of your household usually use?	1= Flush or pour flash toilet 2= Pit latrine 3= Composting toilet 4= Bucket toilet 5= No facility/ Bush/ Field →B5 6= Other (Specify) ……		
B4. Do you share this toilet with other households?	1 = Yes 0= No		
B5. What is the main source of drinking water for the household? *Single response*	1=Piped into dwelling 2=Piped into yard/plot 3=River/stream/pond/lake/dam 4=Bore-hole/tube-well 5=Dug Well 6=Rain water 7=Bottled/sachet water 8=Other, specify……		
B6. What type of fuel does your household mainly use for cooking? *Single response*	1=Fire wood 2=Charcoal 3=Kerosene 4=Gas 5=Straws/shrubs/grass 6= Electricity 7=Animal dung 6=Other, specify……		
B7. Does the household own any of the following household items? *(read list and mark affirmative answers)*		Yes	No
	1=Radio	1	0
	2=TV set	1	0
	3=Computer	1	0
	4=Cell phone	1	0
	5=Bicycle	1	0
	6=Motor bike	1	0
	7=Car	1	0
	8=Refrigerator	1	0
	9=Sewing machine	1	0
	10=Bed	1	0
	11=None	1	0

B8. What does your household do to earn its livelihood during the last 12 months? Please include all of the economic activities of all household members. *Continue prompting* Are there any more? *(more than one answer allowed—do not read the responses)*		Yes	No
	1=Selling Maize	1	0
	2=Selling Groundnuts	1	0
	3=Selling other crops/produce (answers B8.1)	1	0
	4=Agricultural labour	1	0
	5=Regular wage employment	1	0
	6=Transportation	1	0
	7=Petty trade	1	0
	8=Other self-employment (answers B8.2)	1	0
	9=Pensions, dividends, interest, property rent	1	0
	10=Remittances	1	0
	11=Other (answers B8.3)	1	0
B8.1. Please specify the other crops/produce.			
B8.2. Please specify the type of other self-employment.			
B8.3. Please specify the other source of income.			

C. Farming Characteristics

C1. What types of agriculture are carried out by the household? *(read list and mark affirmative answers)*		Yes	No
	1= Food crop farming →Answer C1.1	1	0
	2= Livestock/poultry farming →Answer C1.2	1	0
	3= Other commercial crops or agricultural products →Answer C1.3	1	0
	4= Other (Specify)	1	0
	5= None → Go to C2		
C1.1. What crops are grown by the household for own use or consumption? *(read list and mark affirmative answers)*		Yes	No
	1= Maize	1	0
	2= Groundnuts	1	0
	3= Beans	1	0
	4= Sweet potatoes	1	0
	5= Rice	1	0
	6= Millet	1	0
	7= Cassava	1	0
	8= Sorghum	1	0
	9= Other roots	1	0
	10= Other vegetables	1	0
	11= Other fruits	1	0
C1.2. What crops are grown by the household for sale? *(this refers to commercial or cash crops which are agricultural crops grown for sale to return a profit)* *Multiple response* *(read list and mark affirmative answers)*		Yes	No
	1= Sunflower	1	0
	2= Cotton	1	0
	3= Soya beans	1	0
	4= Tobacco	1	0
	5= Cow peas	1	0
	6= Other crops (Specify)…….	1	0
	7= Other agricultural products	1	0
C1.3. What livestock does the household own?		Yes	No
	1= Chickens	1	0

(read list and mark affirmative answers)	2= Doves 3= Ducks 4= Sheep 5= Goats 6= Pigs 7= Cows 8= Donkeys 9= Other livestock 10= None	1 1 1 1 1 1 1 1 1	0 0 0 0 0 0 0 0 0
C2. Does your household own any tools and machinery used in agriculture?	1 = Yes → answer C2.1 0= No → Go to D1		
C2.1. What tools and machinery used in agriculture does the household own? *Multiple response* *(read list and mark affirmative answers)*	1=Machetes 2=Bullocks 3=Hoes 4=Wheelbarrows 5=Tractors 6=Animal drawn-carts 7=Spraying machines 8=Plough 9=Hammer mill 10=Weighing scales for produce 11=Other tools and machinery 12=None	Yes 1 1 1 1 1 1 1 1 1 1 1 1	No 0 0 0 0 0 0 0 0 0 0 0 0

D. Access to Skills and Livelihood Support Services

D1. Has any member of your household ever received any support services such as training, being connected to markets or loans in the last 12 months? *Single response*	1 = Yes 0= No →D2 99 = Don't Know/ Declined →D2		
D1.1. What type of support was received? *(more than one answer allowed—do not read the responses)*	1= Education support (scholarship, uniforms, supplies) 2= Agricultural support (training, inputs, equipment, etc.) 3= Savings and Loans or other financial support 4= Connection to markets 5= Other form of assistance (specify)	Yes 1 1 1 1 1	No 0 0 0 0 0
D1.2. Was this assistance for the whole household or for some individual family members? *Single response*	1= Whole household→D2 2= Children only→D2 3= Individual family members:		
D1.3 Which member of your household received this assistance?	1=Male member 2=Female member		

Single response	3=Both Male and Female member 99=Don't Know		
D2. Did any member of your household receive any training on business skills, entrepreneurship, improved farming techniques or other livelihood activities in the last year? *Single response*	1 = Yes 0= No →D3 99 = Don't Know/ Declined →D3		
D2.1 If yes, who provided this training *(more than one answer allowed—do not read the responses but probe to classify response by respondent)*	1=Government 2=NGO 3=Private Company 99=Don't Know	Yes 1 1 1 1	No 0 0 0 0
D2.2. Was this training/ technique for the whole household or for some individual family members? *Single response*	1= Whole household 2= Children only 3= Individual adults only		
D2.3. Which member of your household received any training on business skills, entrepreneurship, improved farming techniques or other livelihood activities in the last year? *Single response*	1=Male member 2=Female member 3=Both Male and Female member 99=Don't Know		
D2.4. Specifically, what type of training or what technique(s)? *(more than one answer allowed—do not read the responses)*	1= Selling and trading 2= Understanding markets 3= Agro processing 4= Improved farming 5= Business networking 6= Other (specify)	Yes 1 1 1 1 1 1	No 0 0 0 0 0 0
D2.5. Has any member of your household ever used the skills/techniques learnt from the training after receiving it? *Single response*	1 = Yes 0= No 99 = Don't Know/ Declined		
D3. In the past 12 months, has any member of your household ever participated in any support group? *Single response*	1 = Yes 0= No →E1 99 = Don't Know/ Declined →E1		
D3.1. What type of support group is this? *Multiple response* *(read list and mark affirmative answers)*	1= Savings group 2= Business network 3= Other type of grouping (Specify)	Yes 1 1 1	No 0 0 0
D3.2 Which member or members of the household participated in any of the group? *Single response*	1=Male member 2=Female member 3=Both Male and Female member		
D3.3 During the last 12 months, did any member of your household get	1 = Yes 0= No →E1		

any loan from any support group, bank or financial institution? *Single response*	99 = Don't Know/ Declined →E1		
D3.3. What type of institution or association provided this loan? *Multiple response* *(read list and mark affirmative answers)*	 1= Savings group 2= Business network 3= Bank 4= Micro finance 4= Other type of institution or association (Specify)	Yes 1 1 1 1 1	No 0 0 0 0 0
D3.4 Which member(s) of the household received a loan? *Single response*	1=Male member 2=Female member 3=Both Male and Female member		

CL. Child Work (Question on children in household between age 5 and 17 To be filled in by Head of Household or Child Caregiver

In the PDA program, all applicable section E questions for one child should be asked (cycling through each applicable activity for that child). Then the program should go on to the next child and ask all activities for that child etc.

	CL1			CL2			CL2.3	
Write the ID number of all Children 5-17 from the Household Roster	In any of the weeks in the past month, did (NAME) engage in any work for at least an hour as an employee, self-employed, employer or unpaid family worker? *Single response* 1 = Yes →**CL2.1** 0 = No →**CL2.2** 99 = Don't Know/ Declined			CL2.1 In the work that (NAME) has done during the past month, did (NAME) perform any of the following activities even for one hour? CL2.2 Just to make sure, I want to ask you if (NAME) has done any of the following for an hour or more in any of the weeks in the past month (*Read list given below the page and mark affirmative answers. If no affirmative response, mark only No (0)).*			Even though (NAME) did not do any of these activities even for an hour in any of the weeks during the past month, does he/she have a job, business or other economic or faming activity that he/she will return to? (For agriculture, off-season in agriculture is not a temporary absence) 1= Yes 2= No →**E1**	
Child's ID	**Yes**	**No**	**Decline**	**Yes→ E2.4**	**No →E2.3**	**Decline →E2.3**	**Yes**	**No →Section F**
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|
[__][__]	|_1_|	|_0_|	[_99_]	|_1a_||_1b_||_1c_||_2_||_3_|	|_0_|	[_99_]	|_1_|	|_0_|

E2- Economic Activities

1. Doing unpaid work for the family, such as
   - *a.* Fetch water or collect firewood for household use?
   - *b.* Doing any farm work on his/her own on the household's plot, farm, food garden, or help in growing farm produce; help in looking after animals for the household; catching any fish, wild animals, or other food for sale or household food? Example: *ploughing, harvesting*; *caring for poultry; hunting mice (Mbeba), rabbits etc.*
   - c. Helping unpaid in a household business of any kind or producing goods for the household, or do any construction or major repair work on his/her own home, plot, or business or those of the household? (*Don't count normal housework*.) *Examples: Helping to sell things, making things for sale or exchange, doing the accounts, cleaning up for the business, etc. or*
2. Doing paid work, such as doing any work for a wage, salary, commission or any payment in kind, including farm work, domestic work or caring for children/elderly? *Examples: a regular job, contract, casual or piece work for- pay, exchange for food or housing*

3.	Running or doing any kind of business, big or small, for himself/herself or with one or more partners? *Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, taxi or other transport business, having a public phone shop, barber, shoe repairing etc.*
0.	Did not engage in any of the above activities →**CL2.3**

Now I'm going to ask you some more details about the work that (NAME) does

	CL3	**CL4**		**CL5**	**CL5.1**	**CL6**	**CL7**	**CL7.1**
Write the number and names of all Children 5-17 from the Household Roster	How old was (NAME) when he/she started performing this/these activities?	Does the child work on weekdays only, weekends only or both? *(Single response)* 1= Only on weekdays 2= Only on weekends 3= Both weekdays and weekends 99 = Don't know/Declined		About how many hours per week did (NAME) spend doing this/these activities on average in the past month? *For multiple jobs, include all hours at all jobs* *If respondent doesn't know the hours per week, ask, about how many does he/she work per day on average and multiply number of hours per day by days worked to get hours per week)*	What is the maximum number of hours that (NAME) spent per day doing this/these activities in the past month?	At what time of the day did (NAME) perform this/these activities even for one hour in the past one month? (*read list and mark affirmative answers of time of the day; multiple response)* 1= Before sunrise (01- 05 hours) 2= During day (After sunrise) (06 – 19 hours) 3= Evening (After sunset) (20 – 24 hours) 99 = Don't Know/ Declined	Does the child work at this job all year round or only in certain seasons? *(Single response)* 1 = All year round → **CL8** 2= Only certain seasons →CL**7.1** 99 = Don't Know/ Declined →**CL8**	What are the seasons when the child works at this activity? *(Multiple responses- read list and mark affirmative answers)* 1= Dry season 2= Rainy season 3= Harvesting time 99 = Don't know/Declined
Child's ID/ name	**Age in years**	**Frequency**	**Decline**	**Number of hours per week**	**Number of hours per day**	**Time of day**	**Yes/No**	**Time of year**
[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|
[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|
[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|

[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|
[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|
[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|
[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|
[__][__]		|_1_| |_2_| |_3_|	[_99_]			|_1_||_2_||_3_||_99_|	|_1_| |_2_| |_99_|	|_1_| |_2_| |_3_| |_99_|

	CL8	CL8.1	CL9	CL9.1
Write the names of all Children 5-17 from the Household Roster	When (NAME) does this/these activities, does he/she ever carry a heavy load, such as: 15 litres container (Chigubbu) filled with water (for male) *or* 10 litres container (Chigubbu) filled with water (for female). *Show card with picture of water container, maize seeds and Mealie Meal sacks* 1 = Yes 0= No →**CL9** 99 = Don't Know/ Declined →**CL9**	How long does (NAME) carry this load? Is it just for a few minutes, around ½ hour, for an hour or two, or for three hours or more? *(Single response)* 1 = Just a few minutes (less than 30) 2= About half hour to one hour 3= One or two hours 4= Three hours or more 99 = Don't Know/ Declined	Now I'd like to ask about a lighter load: when (NAME) does this activity, does he/her ever carry a load, such as: 10 litres container (Chigubbu) filled with water (for male) *or* 5 litres container (Chigubbu) filled with water (for female). *Show card with picture of water container, maize seeds and Mealie Meal sacks* 1 = Yes 0= No →**CL10** 99 = Don't Know/Declined→**CL10**	How long is (NAME) carrying this load? Is it just for just a few minutes, around ½ hour, for an hour or two, or for three hours or more? *(Single response)* 1 = Just a few minutes (less than 30) 2= About half hour to one hour 3= One or two hours 4= Three hours or more 99 = Don't Know/ Declined
Child's ID	**Yes/No/Decline**	**Duration**	**Yes/No/decline**	**Duration**
[__][__]	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|
[__][__]	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|
[__][__]	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|
[__][__]	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|
[__][__]	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|
[__][__]	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|
[__][__]	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|	|_1_||_0_||_99_|	|_1_||_2_||_3_||_4_||_99_|

<table>
<tr><th></th><th colspan="3">CL10</th><th colspan="3">CL11</th><th colspan="3">CL12</th><th colspan="3">CL13</th></tr>
<tr><td>Write the IDs of all Children 5-17 from the Household Roster</td><td colspan="3">When (NAME) is working at this/these activities, did any of the following conditions apply even for one hour in the last month? (*Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))*

1= Exposure to spraying of pesticides or herbicides
2=Exposure to other toxic chemicals and gases
3= Exposure to extreme heat for long hours
4= Exposure to dust
5= Exposure to high levels of noise
6= Exposure to high voltage
7= Working underground
8= Working at a great height
9= Working where there may be falling objects
10= Working where there is no ventilation
11=Working near or in water that may carry disease or infections
12=Working under insufficient light
13= If exposed to other risky or hazardous conditions, specify</td><td colspan="3">When (NAME) is working at this/these activities, did he or she perform any of the following activities even for one hour in the last month? *(Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))*

1= Herding farm animals
2= Selling or serving in bars
3= Operating power or manual driven machinery
4= Using or handling sharp cutting tools
5= Handling tobacco on all stages of production
6= Handling cotton on all stages of production
7= Making bricks or blocks
8= Burning charcoal
9= Crushing stones
10= Doing excavation or drilling
11= Welding
12=Using explosives</td><td colspan="3">Describe briefly the main goods produced and services rendered where (NAME) is working at this/these activities
(wait for responses and mark all affirmative answers under each appropriate industry code. However, if none of the industry code applies, then mark only NO (0))

1= Mining, Quarrying, or any other works to extract minerals from the earth
2= Construction, maintenance, repair, or demolition (other construction works such as preparation for laying the foundation of works or structures, building etc.)
3= Manufacturing, Production, processing of other goods/articles or transformation of materials (e.g. clothing,)
4= Transportation of passengers or goods by road or rail (excluding by hand) and handling of goods at docks, warehouses (e.g. packaging of agro produce, loading produce etc.)
0= None of these goods and services</td><td colspan="3">During work that we've been discussing, has (NAME) ever been subjected to any of the following? (Multiple responses- read each response)
1= Constantly shouted at
2= Repeatedly insulted
3= Beaten/physically hurt
4= Sexually abused (touched or things done to you that you did not want)
0= None
99 = Don't Know/Declined</td></tr>
<tr><th>Child's ID</th><th>Yes</th><th>No</th><th>Decl</th><th>Yes</th><th>No</th><th>Decl</th><th>Industry code</th><th>No</th><th>Decl</th><th>Yes</th><th>No</th><th>Decl</th></tr>
<tr><td>[__][__]</td><td>|_1_||_2_||_3_||_4_||_5_||_6_||_7_||_8_||_9_||_10_||_11_||_12_||_13_|</td><td>|_0_|</td><td>[_99_]</td><td>|_1_||_2_||_3_||_4_||_5_||_6_||_7_||_8_||_9_||_10_||_11_||[_12_]</td><td>|_0_|</td><td>[_99_]</td><td>|_1_||_2_||_3_||_4_|</td><td>|_0_|</td><td>[_99_]</td><td>|_1_||_2_||_3_||_4_|</td><td>|_0_|</td><td>[_99_]</td></tr>
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</table>

	CL10			CL11			CL12			CL13		
Write the IDs of all Children 5-17 from the Household Roster	When (NAME) is working at this/these activities, did any of the following conditions apply even for one hour in the last month? (*Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))* 1= Exposure to spraying of pesticides or herbicides 2=Exposure to other toxic chemicals and gases 3= Exposure to extreme heat for long hours 4= Exposure to dust 5= Exposure to high levels of noise 6= Exposure to high voltage 7= Working underground 8= Working at a great height 9= Working where there may be falling objects 10= Working where there is no ventilation 11=Working near or in water that may carry disease or infections 12=Working under insufficient light 13= If exposed to other risky or hazardous conditions, specify			When (NAME) is working at this/these activities, did he or she perform any of the following activities even for one hour in the last month? *(Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))* 1= Herding farm animals 2= Selling or serving in bars 3= Operating power or manual driven machinery 4= Using or handling sharp cutting tools 5= Handling tobacco on all stages of production 6= Handling cotton on all stages of production 7= Making bricks or blocks 8= Burning charcoal 9= Crushing stones 10= Doing excavation or drilling 11= Welding 12=Using explosives			Describe briefly the main goods produced and services rendered where (NAME) is working at this/these activities *(wait for responses and mark all affirmative answers under each appropriate industry code. However, if none of the industry code applies, then mark only NO (0))* 1= Mining, Quarrying, or any other works to extract minerals from the earth 2= Construction, maintenance, repair, or demolition (other construction works such as preparation for laying the foundation of works or structures, building etc.) 3= Manufacturing, Production, processing of other goods/articles or transformation of materials (e.g. clothing,) 4= Transportation of passengers or goods by road or rail (excluding by hand) and handling of goods at docks, warehouses (e.g. packaging of agro produce, loading produce etc.) 0= None of these goods and services			During work that we've been discussing, has (NAME) ever been subjected to any of the following? (Multiple responses- read each response) 1= Constantly shouted at 2= Repeatedly insulted 3= Beaten/physically hurt 4= Sexually abused (touched or things done to you that you did not want) 0= None 99 = Don't Know/Declined		
[__][__]	|_1_||_2_||_3_||_4_||_5_||_6_||_7_||_8_||_9_||_10_||_11_||_12_||_13_|	|_0_|	[_99_]	|_1_||_2_||_3_||_4_||_5_||_6_||_7_||_8_||_9_||_10_||_11_|[_12_]	|_0_|	[_99_]	|_1_||_2_||_3_||_4_|	|_0_|	[_99_]	|_1_||_2_||_3_||_4_|	|_0_|	[_99_]
[__][__]	|_1_||_2_||_3_||_4_||_5_||_6_||_7_||_8_||_9_||_10_||_11_||_12_||_13_|	|_0_|	[_99_]	|_1_||_2_||_3_||_4_||_5_||_6_||_7_||_8_||_9_||_10_||_11_|[_12_]	|_0_|	[_99_]	|_1_||_2_||_3_||_4_|	|_0_|	[_99_]	|_1_||_2_||_3_||_4_|	|_0_|	[_99_]

E. Child Education (Question on children in household between age 5 and 17) *To be filled in by main child caregiver*

<table>
<tr><th></th><th colspan="2">E1</th><th colspan="2">E2</th><th>E3</th><th colspan="2">E4</th><th>E4.1</th><th colspan="2">E5</th></tr>
<tr><td>Write the number of all Children 5-17 from the Household Roster</td><td colspan="2">Has (NAME) ever attended school or pre-school?
1= Yes
0= No →E9</td><td colspan="2">Is (NAME) currently attending school or pre-school?
1= Yes
0= No →E6</td><td>What type of school is (NAME) currently attending? (Single response)
1=Pre-school
2=Primary
3=JSS
4=SSS/'O' level/'A' level
5=Non-standard curriculum</td><td colspan="2">In the past month, did (NAME) miss any school days?
1= Yes
0= No →E9</td><td>About how many days of school did (NAME) miss in the past month?
1=One or two
2=Three or four
3=5 to 9
4=10 or more</td><td colspan="2">I am going to read you a list of some reasons why students might miss school days. Please tell me if any of these were the reason why (NAME) missed school for some days.
(Read list below this page and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))</td></tr>
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Reasons for missing school

1= He/she had an illness not related to work
2= He/she had an illness related to work
3= He/she had an injury not related to work
4= He/she had an injury related to work
5= He/she is/was disabled
6= The school is too far
7= He/she could not afford schooling
8= He/she was not allowed to go to school
9= He/she was not very good in his/her studies
10= He/she was not interested in school
11= Education was not valuable to him/her
15= He/she was needed for the family business
16= He/she had to do farm work
17= He/she had to help at home with household chores
18= The weather conditions were very bad
19= An emergency happened in the family where he/she was needed
20= He/she had to travel
21= She had given birth
22= Other, specify…………….

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<tr><td>Write the ID number of all Children 5-17 from the Household Roster</td><td>What was the last type of school (NAME) attended? (single response)
1=Pre-school
2=Primary
3=JSS
4=SSS/'O' level/'A' level
5=Non-standard curriculum
6=Other, specify</td><td>How old was (NAME) when he/she stopped attending school or preschool? Write age in years</td><td colspan="2">I am going to read you a list of some reasons why students might stop attending school. Please tell me if any of these were the reason why (NAME) stopped attending school. (Read list below this page and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0)</td><td colspan="2">Has (NAME) attended any other form of education including technical/vocational training in the last 12 months?
1=Yes
0= No→ End interview</td><td>Describe subject of vocational training received/being received. (Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))</td><td>What organization or government agency offered the training? Multiple responses allowed
1= TEVETA
2= Run by government department/ ministry
3= Run by NGO
4= Run by a church/religious group or FBO
5= Other, specify</td></tr>
<tr><th>Child's ID</th><th>School Attended</th><th>Years</th><th>Yes</th><th>No</th><th>Yes</th><th>No</th><th>Technical/vocational subject</th><th>Organisation/ Agency</th></tr>
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Reasons for stopping school

1= He/she had an illness not related to work
2= He/she had an illness related to work
3= He/she had an injury not related to work
4= He/she had an injury related to work
5= He/she is/was disabled
6= The school is too far
7= He/she could not afford schooling
8= He/she was not allowed to go to school
9= He/she was not very good in his/her studies
10= He/she was not interested in school
11= Education was not valuable to him/her
12= The school is/was not safe
13= He/she wanted to learn a job/skill instead
14= He/she worked for pay or food
15= He/she was needed for the family business
16= He/she had to do farm work
17= He/she had to help at home with household chores
18= The weather conditions were very bad
19= An emergency happened in the family where he/she was needed
20= He/she had to travel
21= She had given birth
22= Other, specify…….

Technical/vocational training

1= Agriculture
2= Carpentry
3= Masonry
4= Fitting/mechanics
5= Tailoring/dressmaking
6= Blacksmithing
7= Electrical
8= Draughtsman ship
9= Hairdressing
10= Bakery/catering
11= Textiles/weaving
12= Other reasons (specify)

F. Norms and Perceptions on Child Labour

I am now going to ask you about your personal views about children's activities. When I refer to children in these questions, I am referring to children aged 5 – 17. You can agree strongly, just agree, or remain neutral. You can also disagree with the statement or indeed strongly disagree. For each question, give your own opinion, not what you think other people might say.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
F1. The education children receive in our schools will not help them in the future	1	2	3	4	5
F2. Parents should be prevented from allowing their children to work in hazardous jobs like burning charcoal or making bricks	5	4	3	2	1
F3. Action should be taken against employers that hire children for work that keeps them out of school	5	4	3	2	1
F4. It is OK to send your child to work as a domestic boy/girl if you need the money.	1	2	3	4	5
F5. Children learn more important skills from working than from attending school	1	2	3	4	5
F6. In this household, everyone including the children have to work to contribute to meeting family needs	1	2	3	4	5
F7. Employers should be prevented from hiring children	5	4	3	2	1
F8. It is OK in this household if a child chooses to work and be paid instead of going to school	1	2	3	4	5
F9. Parents should be prevented from sending their children to work as domestic labourers (house girls/boys)	5	4	3	2	1
F10. Children in this household are free to choose to work to meet their own basic needs	1	2	3	4	5
F11. It is OK for children to do dangerous work sometimes	1	2	3	4	5
F12. Adults should do dangerous work so that children don't have to	5	4	3	2	1
F13. Children have the right to decide when to engage in any form of work (paid or unpaid)	1	2	3	4	5

G. Child Rights

Now I am going to ask you about rights that children may have in some societies.

Question	Responses		
G1. Are you familiar with human rights for children?	1= Yes → G2 0= No→ H1		
G2. Name the rights you are familiar with that children should have. *OPEN ENDED: Do not read the options 1 to 5 aloud; Respondent must name answers. Keep asking "Can you think of anymore?" until respondent cannot name any more rights.* *Mark all affirmative answers. If respondent mentions a statement not listed here, type in under other.*	1= The right to life, survival and development 2= The right to be protected from violence, abuse or neglect 3= The right to education 4= The right to parental support and guidance 5= The right to freedom of expression 6= Other (specify)……	Yes 1 1 1 1 1 1	N 0 0 0 0 0 0

H. Gender Equity and Women's Rights

Now I will ask some more questions where I would like to get your opinion. For these you can strongly agree, agree, disagree or strongly disagree. If you have no opinion, you can choose "neutral"

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
H1. Women should be able to choose how they make money for the family, such as taking a job that they like or starting a new economic activity in the household	5	4	3	2	1
H2. A woman's most important role is to take care of her home and cook for her family	1	2	3	4	5
H3. If women are working to make money for the family, they should have the right to decide how the money is spent	5	4	3	2	1
H4. Women should decide for themselves how to spend her leisure time	5	4	3	2	1
H5. Women should be able to borrow or save money without having to get a man's approval	5	4	3	2	1
H6. Changing diapers, giving children a bath, and feeding the children are the mother's responsibility	1	2	3	4	5
H7 A man should have the final word about decisions in his home	1	2	3	4	5
H8. Women should be able to start a new type of economic activity for their household, such as planting a new crop or raising a new type of livestock	5	4	3	2	1

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
H9. Women should decide for themselves how to vote in parliamentary or presidential elections	5	4	3	2	1

Now I have some questions about leadership roles outside of the household. For each of the questions I will be asking you, I will guide you on how to respond. *Read out each question with its respective response options before moving to the next question.*

H10. In your opinion, how many people around here approve of women being selected for the leadership of a local organization such as School or social or trade association/ community or village development committee etc.?	Very few or none	Less than half or about half	More than half	Almost everyone
	1	2	3	4
H11. If a woman around here was selected for leadership of a local organization would you approve or disapprove?	Strongly approve	Approve	Neither approve nor disapprove	Disapprove
	4	3	2	1
H12. Around here, how often are women selected for leadership of an organization?	Never	Rarely	Sometimes	Often
	1	2	3	4
H13. Would you like to be appointed for a leadership role in any organization/ School or social or trade association/ community or village development committee etc.?	No	Probably not	Perhaps	Yes
	1	2	3	4

END OF INTERVIEW (If interview ends prematurely, enter reason (s) and next steps below. Otherwise, move to next respondent).

CHILD QUESTIONNAIRE
To be answered by children aged 10-17

HOUSEHOLD IDENTIFICATION PARTICULARS	CODE NUMBER
1. HOUSEHOLD NUMBER (HHN) [_____]	☐☐☐☐
2. ID NUMBER OF CHILD TO THIS QUESTIONNAIRE (SERIAL NUMBER FROM HOUSEHOLD ROSTER)	☐☐
3. ENUMERATOR'S NAME……. DATE OF INTERVIEW	DD ☐☐ MM ☐☐ YY ☐☐
RESULT OF 1ST INTERVIEW: 1 Interview obtained 2 Unable to interview: New appointment 3 Interview refused (Mark refused, do not return)	☐
DATE OF 2ND INTERVIEW	DD ☐☐ MM ☐☐ YY ☐☐
RESULT OF 2ND INTERVIEW: 1 Interview obtained 2 Unable to interview: New appointment 3 Interview refused (Mark refused, do not return)	☐
DATE OF 3RD INTERVIEW	DD ☐☐ MM ☐☐ YY ☐☐
RESULT OF 2ND INTERVIEW: 1 Interview obtained 2 Unable to interview: Do not return 3 Interview refused (Mark refused, do not return)	☐
4. SUPERVISOR'S NAME……...DATE OF CHECKING	DD ☐☐ MM ☐☐ YY ☐☐

Instructions are in italics

CL. Work Related Activities

Introduction: I am going to be asking you about the different activities that you do every day.

Questions	Responses
CL1. In any of the weeks in the past month, did you engage in any work for at least an hour as an employee, self-employed, employer or unpaid family worker? *Single response*	1 = Yes→**CL2.1** 0= No →**CL2.2** 99 = Don't Know/ Declined

CL2. *If answer to **CL1** is Yes, ask **CL2.1** below. If, however, answer to **CL1** is No, then ask **CL2.2** below.*		Yes	No
CL2.1- In the work that you did in the past month, did you perform any of the following activities even for one hour?	1a	1	0
	1b	1	0
	1c	1	0
CL2.2- Just to make sure, I want to ask if you did any of the following for an hour or more in any of the weeks in the past month	2	1	0
	3	1	0
(*Read list given below but do not mark affirmative answers yet. If no affirmative response, mark only No (0)).*	0	1	0
			0
Economic Activities			
4. Doing unpaid work for the family, such as			
a. Fetch water or collect firewood for household use?			
b. Doing any farm work on his/her own on the household's plot, farm, food garden, or help in growing farm produce; help in looking after animals for the household; catching any fish, wild animals, or other food for sale or household food? Example: *ploughing, harvesting*; *caring for poultry; hunting mice (Mbeba), rabbits etc.*			
c. Helping unpaid in a household business of any kind or producing goods for the household, or do any construction or major repair work on his/her own home, plot, or business or those of the household? (*Don't count normal housework*.) *Examples: Helping to sell things, making things for sale or exchange, doing the accounts, cleaning up for the business, etc. or*			
5. Doing paid work, such as doing any work for a wage, salary, commission or any payment in kind, including farm work, domestic work or caring for children/elderly? *Examples: a regular job, contract, casual or piece work for- pay, exchange for food or housing*			
6. Running or doing any kind of business, big or small, for himself/herself or with one or more partners? *Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, taxi or other transport business, having a public phone shop, barber, shoe repairing etc.*			
0. Did not engage in any of the above activities →**CL2.3**			

CL2.3. Even though you did not do any of these activities even for an hour in any of the week during the past month, do you have a job, business or other economic or faming activity that you will return to? (For agriculture, off-season in agriculture is not a temporary absence)	1= Yes 2= No →E1

Questions	Responses		
Now I'm going to ask you some more details about the work that you do.			
CL3. How old were you when you started performing this/these activities?	*Write age in years* ☐		
CL4. Do you work on weekdays only, weekends only or both? *(Single response)*	1= Only on weekdays 2= Only on weekends 3= Both weekdays and weekends 99 = Don't know/Declined		
CL5. About how many hours per week did you spend doing this/these activities on average in the past month? *For multiple jobs, include all hours at all jobs. If respondent doesn't know the hours per week, ask, about how many does he/she work per day? (multiply number of hours per day by days worked (prompt this) to get hours per week)*	*Number of hours per week* ☐		
CL5.1. What is the maximum number of hours that you spent per day doing this/these activities in the past month?	*Number of hours per day* ☐		
CL6. At what time of the day did you perform this/these activities even for one hour in the past month? (*read list and mark affirmative answers of time of the day)*	1= Before sunrise (01- 05 hours) 2= During day (After sunrise) (06 – 19 hours) 3= Evening (After sunset) (20 – 24 hours) 99 = Don't Know/ Declined	Yes 1 1 1 1	No 0 0 0 0
CL7. Do you work at this job all year round or only in certain seasons? *(Single response)*	1 = All year round →**CL8** 2= Only certain seasons →CL**7.1** 99 = Don't Know/ Declined →**CL8**		
CL7.1. What are the seasons when you work at this activity? (*Multiple responses- read list and mark affirmative answers)*	1= Dry season 2= Rainy season 3= Harvesting time 99 = Don't know/Declined	Yes 1 1 1 1	No 0 0 0 0

Questions	Responses		
CL8. When you do this/these activities, do you ever carry a heavy load, such as: 15 litres container (Chigubbu) filled with water (for male) *or* 10 litres container (Chigubbu) filled with water (for female). *Show card with picture of water container, maize seeds and Mealie Meal sacks*	1 = Yes 0= No →**CL9** 99 = Don't Know/ Declined →**CL9**		
CL8.1. How long do you carry this load? Is it just for a few minutes, around ½ hour, for an hour or two, or for three hours or more? *(Single response)*	1 = Just a few minutes (less than 30) 2= About half hour to one hour 3= One or two hours 4= Three hours or more 99 = Don't Know/ Declined		
CL9. Now I'd like to ask about a lighter load: when you do this activity, do you ever carry a load, such as: 10 litres container (Chigubbu) filled with water (for male) *or* 5 litres container (Chigubbu) filled with water (for female). *Show card with picture of water container, maize seeds and Mealie Meal sacks*	1 = Yes 0= No →**CL10** 99 = Don't Know/Declined→**CL10**		
CL9.1. How long do you carry this load? Is it just for just a few minutes, around ½ hour, for an hour or two, or for three hours or more? (Single response)	1 = Just a few minutes (less than 30) 2= About half hour to one hour 3= One or two hours 4= Three hours or more 99 = Don't Know/ Declined		
CL10. When you are working at this/these activities, did any of the following conditions apply even for one hour in the last month? *(Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0)).*		Yes	No
	1= Exposure to spraying of pesticides or herbicides	1	0
	2=Exposure to other toxic chemicals and gases	1	0
	3= Exposure to extreme heat for long hours	1	0
	4= Exposure to dust	1	0
	5= Exposure to high levels of noise	1	0
	6= Exposure to high voltage	1	0
	7= Working underground	1	0
	8= Working at a great height	1	0
	9= Working where there may be falling objects	1	0
	10= Working where there is no ventilation	1	0
	11=Working near or in water that may carry disease or infections	1	0
	12=Working under insufficient light		
	13= If exposed to other risky or hazardous conditions, specify		

Questions	Responses		
CL11. When you are working at this/these activities, did you perform any of the following activities even for one hour in the last month? *(Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0)).*		Yes	No
	1= Herding farm animals	1	0
	2= Selling or serving in bars	1	0
	3= Operating power or manual driven machinery	1	0
	4= Using or handling sharp cutting tools	1	0
	5= Handling tobacco on all stages of production	1	0
	6= Handling cotton on all stages of production	1	0
	7= Making bricks or blocks	1	0
	8= Burning charcoal	1	0
	9= Crushing stones	1	0
	10= Doing excavation or drilling	1	0
	11= Welding	1	0
	12=Using explosives		
CL12. Describe briefly the main goods produced and services rendered where you are working at this/these activities *(wait for responses and mark all affirmative answers under each appropriate industry code. However, if none of the industry code applies, then mark only NO (0)))*		Yes	No
	1= Mining, Quarrying, or any other works to extract minerals from the earth	1	0
	2= Construction, maintenance, repair, or demolition (other construction works such as preparation for laying the foundation of works or structures, building etc.)	1	0
	3= Manufacturing, Production, processing of other goods/articles or transformation of materials (e.g. clothing,)	1	0
	4= Transportation of passengers or goods by road or rail (excluding by hand) and handling of goods at docks, warehouses (e.g. packaging of agro produce, loading produce etc.)	1	0
	0= None of these goods and services		
CL13. During work that we've been discussing, have you ever been subjected to any of the following? (Multiple responses- read each response)		Yes	No
	1= Constantly shouted at	1	0
	2= Repeatedly insulted	1	0
	3= Beaten/physically hurt	1	0
	4= Sexually abused (touched or things done to you that you did not want)	1	0
	0= None	1	0
	99 = Don't Know/Declined	1	0

E. Education

I am now going to be asking you about issues related to education

Questions	Responses		
E1a. Now I would like you to read this sentence to me. *(Show card to child)* IF RESPONDENT CANNOT READ WHOLE SENTENCE, PROBE: Can you read any part of the sentence to me?	1= Cannot read at all 2= Able to read only parts of sentence 3= Able to read whole sentence 4= No card with required language (Specify language) 5= Blind/visually impaired		
E1. Have you ever attended school or pre-school?	1=Yes 0= No →**E9**		
E2. Are you currently attending school or pre-school?	1=Yes →**E6** 2=No		
E3. What type of school are you currently attending? *(Single response)*	1=Pre-school 2=Primary 3=JSS 4=SSS/'O' level/'A' level 5=Non-standard curriculum 6=Other, specify…….		
E4. In the past month, did you miss any school days?	1=Yes 0= No →**E9**		
E4.1. About how many days of school did you miss in the past month?	1=One or two 2=Three or four 3=5 to 9 4=10 or more		
E5. I am going to read you a list of some reasons why students might miss school days. Please tell me if any of these were the reason why you missed school for some days. *(Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))*		Yes	No
	1= I had an illness not related to work	1	0
	2= I had an illness related to work	1	0
	3= I had an injury not related to work	1	0
	4= I had an injury related to work	1	0
	5= I am/was disabled	1	0
	6= The school is too far	1	0
	7= I could not afford schooling	1	0
	8= I was not allowed to go to school	1	0
	9= I was not very good in my studies	1	0
	10= I was not interested in school	1	0
	11= Education was not valuable to me	1	0
	12= My school is/was not safe	1	0
	13= I wanted to learn a job/skill instead	1	0
	14= I worked for pay or food	1	0
	15= My family needed me for the family business	1	0
	16= I had to do farm work	1	0
	17= I had to help at home with household chores	1	0
	18= The weather conditions were very bad	1	0
	19= An emergency happened in my family where I was needed	1	0
	20= I had to travel	1	0
	21= I had given birth		
	22= Other, specify…….		

Questions	Responses		
E6. What was the last type of school you attended? *(Single response)*	1=Pre-school 2=Primary 3=JSS 4=SSS/'O' level/'A' level 5=Non-standard curriculum 6=Other, specify…….		
E7. How old were you when you stopped attending school or pre-school?	*Write age in years* ☐		
E8. I am going to read you a list of some reasons why students might stop attending school. Please tell me if any of these were the reason why you stopped attending school. *(read list and mark affirmative answers)*		Yes	No
	1= I had an illness not related to work	1	0
	2= I had an illness related to work	1	0
	3= I had an injury not related to work	1	0
	4= I had an injury related to work	1	0
	5= I am/was disabled	1	0
	6= The school is too far	1	0
	7= I could not afford schooling	1	0
	8= My family did not allow me to go to school	1	0
	9= I was not very good in my studies	1	0
	10= I was not interested in school	1	0
	11= Education was not valuable to me	1	0
	12= My school is/was not safe	1	0
	13= I wanted to learn a job/skill instead	1	0
	14= I worked for pay or food	1	0
	15= My family needed me for the family business	1	0
	16= I had to do farm work	1	0
	17= I had to help at home with household chores	1	0
	18= The weather conditions were very bad	1	0
	19= An emergency happened in my family where I was needed	1	0
	20= I had to travel		
	21= I had given birth		
	22= Other, specify…….		

Questions	Responses		
E9. Have you attended any other form of education including technical/vocational training in the last 12 months?	1=Yes 0= No →End Interview		
E10. Describe subject of vocational training received/being received. *(Read list and mark all affirmative answers. However, if no affirmative response is obtained, then mark only NO (0))*		Yes	No
	1= Agriculture	1	0
	2= Carpentry	1	0
	3= Masonry	1	0
	4= Fitting/mechanics	1	0
	5= Tailoring/dressmaking	1	0
	6= Driving	1	0
	7= Blacksmithing	1	0
	8= Electrical	1	0
	9= Draughtsman ship	1	0
	10= Hairdressing	1	0
	11= Bakery/catering	1	0
	12= Textiles/weaving	1	0
	13= Other reasons (specify)	1	0
E11. What organization or government agency offered the training? (*Multiple responses- read list and mark affirmative answers)*		Yes	No
	1= TEVETA	1	0
	2= Run by government department/ ministry	1	0
	3= Run by NGO	1	0
	4= Run by a church/religious group or FBO	1	0
	5= Other, specify……		

END OF INTERVIEW (If interview ends prematurely, enter reason (s) and next steps below. Otherwise, move to next respondent).