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**Closing the Child Labor and Forced Labor  
Evidence Gaps: Impact Evaluations**

***Experimental Evaluation of the  
Child Labor Elimination Actions for Real Change  
Phase II (CLEAR II) Program in Malawi***

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*Baseline Data Report*

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## **ABSTRACT**

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In 2014, USDOL/ILAB selected IMPAQ International, LLC (IMPAQ) to design and implement a number of randomized controlled trial (RCT) evaluations of the effectiveness of child labor interventions in diverse countries, including Costa Rica, Ecuador, India, Malawi, and Rwanda. In Malawi, IMPAQ is evaluating the Village Savings and Loan Associations (VSLA) component of the second phase of the Child Labour Elimination Actions for Real Change Project (CLEAR II). The project is funded by the Eliminating Child Labour in Tobacco Growing Foundation (ECLT) and is being implemented by a consortium of consisting of Centre for Community Mobilization; Total Land Care; and Youth Net and Counselling. CLEAR II is designed to significantly reduce child labor in tobacco-growing areas and create a replicable model for combating child labor in the tobacco sector. The evaluation focuses on estimating the impact of VSLA on the engagement of children and youth in hazardous labor. This report describes the baseline data collection activities and presents an analysis of the baseline data. The results indicate that there was an overall baseline equivalence across the treatment and control groups in most outcome and background variables, with statistically significant differences in several outcome and background variables.

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## EXECUTIVE SUMMARY

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The United States Department of Labor, Bureau of International Labor Affairs (USDOL/ILAB) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) supports international technical cooperation programs to eliminate forced labor, human trafficking, and the worst forms of child labor. In 2014, USDOL/ILAB selected IMPAQ International, LLC (IMPAQ) to design and implement a number of randomized controlled trial (RCT) evaluations of the effectiveness of child labor interventions in diverse countries, including India, Malawi, Costa Rica, Ecuador and Rwanda. These evaluations are part of the USDOL/ILAB project *Closing the Child Labor and Forced Labor Evidence Gaps: Impact Evaluations*.

This baseline report presents the activities conducted by IMPAQ as part of the evaluation of the Village Savings and Loan Associations (VSLA) component of the second phase of the Child Labour Elimination Actions for Real Change Project (CLEAR II). From 2011 to 2015, the Eliminating Child Labour in Tobacco Growing Foundation (ECLT), based in Geneva, funded a holistic five-year program to eliminate child labor in the tobacco growing areas of the Ntchisi, Mchinji, and Rumphi districts in Malawi. The multi-pronged program, known as the Child Labour Elimination Actions for Real Change, or CLEAR, aimed to generate a number of intermediate outcomes (ultimately oriented to achieve the end outcome of reducing child labor):

- Tackle the social and economic forces that perpetuate child labor,
- Strengthen and enable local structures to sustainably eliminate various forms of child labor in tobacco growing in three Malawi districts,
- Improve access to, and quality of, basic education as well as other basic social services, and
- Protect children who are working legally from hazardous and worst forms of child labor.

Based on the positive findings from the first phase of the CLEAR program (called CLEAR I hereafter), ECLT decided to expand the program and further the gains made during 2011 to 2015. The resulting second phase, known as CLEAR II, is being implemented from October 2016 to October 2018.

This evaluation focuses on the impact of a specific intervention: the Village Savings and Loan Associations (VSLA) component of CLEAR II. Our study assesses the impact of the VSLA intervention on three end outcomes, namely 1) reducing child labor, 2) reducing hazardous child labor in tobacco for legally working children, and 3) enhancing school enrollment and attendance. We seek to answer the following research question in connection to each of these end outcomes:

- What is the impact of introducing VSLA at the community level in non-CLEAR I communities?

Additionally, we assess the impact of this intervention on types of outcomes beyond child labor prevalence, such as education, savings, access to credit, and knowledge of and attitudes toward child labor.

To evaluate the VSLA component of CLEAR II, we implemented a clustered RCT in the Traditional Authority (TA) Mavwere in Mchinji district, TA Mwankhunikira in Rumphi district, and TA Kasakula in the Ntchisi district in Malawi. Eighteen non-CLEAR I communities are randomly assigned into a treatment group and control group, the treatment group includes ten communities and the control group has eight. In January 2017, ECLT began implementing CLEAR II VSLA in the treatment communities across the three districts. As part of the evaluation activities, IMPAQ, in collaboration with a local partner, Invest in Knowledge (IKI), conducted a baseline survey at the household level to collect information on households and the incidence of child labor in the study area. To assess directly children's school attendance and their involvement in various economic and household activities including tobacco work, we conducted a children's survey for all children between the ages of 5 and 17 in the selected households. These data collection activities were conducted from September through December 2016.

The team's analysis of the baseline data found that the treatment and control communities are similar in almost all respects. The treatment communities include 1,812 households with at least one child in the age group 5–17 years; the control communities include 2,106 such households. In the study area, about 40 percent of the individuals in the treatment group and control group were 18 years or older. The average size of households is 5.5 in the treatment and control communities. A little over 25 percent of the households were headed by females in the sample. In addition, the vast majority of the households in the study communities are Christians (95 percent for both treatment and control communities). The survey results demonstrate that household characteristics and financial variables are similar across the treatment and control communities, and there is overall baseline equivalence.

With respect to child characteristics related to school enrollment, and school attendance, there is baseline equivalence across the treatment and control villages. 9,579 household members in our survey were children from ages 5 to 17 - 47 percent of them in the treatment group and 53 percent in the control group. The sample is almost equally divided between boys and girls. Over 90 percent of children across the treatment and control groups were enrolled in school when the baseline survey was administered. This finding was consistent for both boys and girls. Although 83-84 percent of the children who were enrolled in school attended school every day during the week before the baseline survey, more than 10 percent of the children missed one to three days. There is no statistically significant difference between treatment and control groups on school absenteeism behavior.

Child labor, HCL, and tobacco related child labor prevalence statistics were measured as data from the last week/last week worked. Our main finding is that baseline equivalency is generally attained in the incidence of child labor, HCL, and tobacco work between the treatment and control communities. About 40 to 41 percent of children in both the treatment and control communities were engaged in child labor during the baseline survey. There is only one

difference across the two intervention groups when disaggregated by age, with incidence being higher in the control group. About 15 percent of children in the treatment communities are engaged in some form of tobacco work, compared to 13 percent in the control communities, the difference is not statistically significant at 5% level.

## 1. INTRODUCTION

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### 1.1 Evaluation Background

According to the International Programme on the Elimination of Child Labor (IPEC) of the International Labor Organization (ILO), there are at least 168 million children between the ages of 5 and 17 years old worldwide who are child laborers, accounting for almost 11 percent of the global child population.<sup>1</sup> Within the population of child laborers, about half (85 million) are in hazardous work that endangers their safety, health, or morals.<sup>2</sup> The risk of child labor is highest for children in sub-Saharan Africa where one in five children is in child labor, and in the agriculture sector, which employs 59 percent of all those in child labor.

Malawi's economy is mainly agricultural, with about 80% of the population living in rural areas. In Malawi, agriculture accounts for about one-third of their gross domestic product (GDP) and 90% of the foreign exchange earnings.<sup>3</sup> Malawi relies on tobacco as its main export product, representing over half of all exports. In 2013, Malawi was the seventh largest producer of tobacco leaves in the world.<sup>4</sup>

Tobacco is grown primarily in family-owned smallholder farms. Tenant farmers, employed by the smallholder farmers, commonly cultivate these farms. Usually, all members of tenant farmer families, including children, work in tobacco growing. For that reason, the U.S. Department of Labor's Bureau of International Labor Affairs (DOL/ILAB) has consistently highlighted Malawi's tobacco as a commodity produced under conditions of child labor and forced labor.<sup>5</sup> The 2002 Malawi National Child Labour Survey (MCLS), which is the latest government-sponsored study on child labor undertaken by the National Statistical Office (NSO), estimated that 23.3 percent (25.4% for boys and 21.3% for girls) of all children aged between 5 to 14 years old in Malawi worked.<sup>6</sup> In absolute terms, this means that 730,000 children in Malawi were working. Of these, 88.9 percent worked in agriculture, 10 percent in industry, and 0.9 percent in services.

From 2011 to 2015, the Eliminating Child Labour in Tobacco Growing Foundation (ECLT), based in Geneva, funded a holistic five-year program to eliminate child labor in the tobacco growing areas of the Ntchisi, Mchinji, and Rumphi districts in Malawi. The multi-pronged program,

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<sup>1</sup> International Labour Office, International Programme on the Elimination of Child Labour (IPEC), (2013). *Marking progress against child labour - Global estimates and trends 2000-2012*.

<sup>2</sup> ILO defines Hazardous child labor in Article 3 of ILO Convention No. 182 as "work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children."

<sup>3</sup> Central Intelligence Agency, (2016). *World Factbook*.

<sup>4</sup> Food and Agriculture Organization of the United Nations (FAO), Statistics Division, (2016). Food and agricultural commodities production rankings.

<sup>5</sup> U.S. Department of Labor, Bureau of International Labor Affairs, (2014). List of Goods Produced by Child Labor or Forced Labor. Retrieved from <http://www.dol.gov/ilab/reports/child-labor/list-of-goods/>.

<sup>6</sup> In MCLS, current working children were those children who reported having worked over the past seven days. The NSO recently completed the 2015 MCLS. Data and reports are due in June 2016.



known as the Child Labour Elimination Actions for Real Change, or CLEAR, aimed to generate a number of intermediate outcomes (ultimately oriented to achieve the end outcome of reducing child labor):

- Tackle the social and economic forces that perpetuate child labor,
- Strengthen and enable local structures to sustainably eliminate various forms of child labor in tobacco growing in three Malawi districts,
- Improve access to, and quality of, basic education as well as other basic social services; and,
- Protect children who are working legally from hazardous and worst forms of child labor.

Based on the positive findings from the first phase of the CLEAR program (called CLEAR I hereafter), ECLT decided to expand the program and further the gains made during 2011 to 2015. The resulting second phase, known as CLEAR II, is being implemented from October 2016 to October 2018.

DOL/ILAB commissioned IMPAQ International to conduct a rigorous independent experimental impact evaluation of CLEAR II using randomized controlled trial (RCT) design. This evaluation focuses on the impact of a specific intervention: the Village Savings and Loan Associations (VSLA) component of CLEAR II. Our study assesses the impact of the VLSA intervention on three end outcomes, namely 1) reducing child labor, 2) reducing hazardous child labor in tobacco for legally working children, and 3) enhancing school enrollment and attendance. We seek to answer the following research question in connection to each of these end outcomes:

- What is the impact of introducing VSLA at the community level in non-CLEAR I communities?

Additionally, we assess the impact of this intervention on types of outcomes beyond child labor prevalence, such as education, savings, access to credit, and knowledge of and attitudes toward child labor.

## **1.2 Evidence Gaps that the Current Evaluation Fills**

The RCT evaluation of the impact of VSLA intervention on child labor outcomes rests on two sets of literature:<sup>7</sup>

- 1) The effect of VSLA and similar schemes on household welfare and children's education and health outcomes, and
- 2) The relationship between economic shocks, access to credit, and child labor.

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<sup>7</sup> There is no experimental evidence of the impact of VSLA intervention on child labor and hazardous child labor exist in the literature. For study Fumagalli, L. and T. Martin, (2014). Income Smoothing, Child Labor and Schooling: a Randomized Field Experiment in the Nampula Province of Mozambique, we were only able to locate the abstract, which contains no results.

VSLA and similar savings group schemes have been found to be associated with increases in consumption, savings, asset holding, food intake, and preventive health in a variety of settings. Prior studies generally find that VSLA members typically use their funds to improve their livelihoods by buffering short-term economic shocks to fund household expenses, school expenses, health expenses, building materials, fertilizer, business start-up, as well as other business expenses. Although there is no current empirical experimental evidence of the impacts of VSLA on child labor, it has been established that agricultural child labor is particularly acute where financial markets are imperfect or incomplete, such that child labor varies with fluctuations in agricultural seasonality or unforeseen shocks.

Although the literature provides ample evidence on the effect of VSLA on savings, assets, consumption smoothing, and income generating activities and establishes an empirical relationship between household shocks, credit constraints, and child labor, there is dearth of evidence about the impact of VSLA programs on child labor, especially in the context of Sub-Saharan Africa. This experimental evaluation of the CLEAR II VSLA intervention fills the evidence gap between the two lines of research. Specifically, it will furnish rigorous evidence on a missing link in the literature by providing impact estimates of a VSLA intervention directly on child labor, hazardous child labor, and schooling outcomes.

### **1.3 Objectives of this Report**

In this report, we present the results from the baseline quantitative data collection undertaken between September 2016 and November 2016 in the study area. The administration of the baseline survey is critical for the impact evaluation because the collected data will help to assess the integrity of the random assignment by testing for baseline equivalence among key observable characteristics across the treatment and control groups. In addition, the baseline information will also be used to control for any differences between treatment and control group members when estimating the overall impact of the program. After a careful review of the data, we conclude that baseline equivalence has been attained for all main outcomes (schooling and child labor and hazardous child labor incidence) and most of the background characteristics.

The remainder of this report is organized as follows. Chapter 2 provides a comprehensive overview of the CLEAR II VSLA intervention, including a detailed description of the program's design and key outcomes of interest. Chapter 3 explains the overall methodological approach that will be used in this evaluation. Chapter 4 reports on the baseline data collection results, followed by a discussion of key findings from the data analysis. Chapter 5 includes information on ancillary issues, including the institutional review board (IRB) registration and protocol documentation process.

## 2. THE CHILD LABOR ELIMINATION ACTIONS FOR REAL CHANGE PROGRAM

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### 2.1 Malawi Child Labor Policy Context

In recent years, the Government of Malawi demonstrated its commitment to eliminating child labor by ratifying International Conventions, reviewing its policies and laws, and implementing various programs and projects. The Government ratified various international legislation on child labor including: ILO Convention 138 on Minimum Age of Admission into Employment, ILO Convention 182 on the Worst Forms of Child Labor and the United Nations Convention on the Rights of the Child (CRC). Malawi is also a signatory to the Southern African Development Community (SADC) Charter on Fundamental Social Rights and, by virtue of its membership, is party to the SADC Code of Conduct on Child Labor. The provisions of these instruments have been incorporated into national laws including the Employment Act, Employment (Prohibition of Hazardous Work for Children) Order, the Malawi Constitution, and the Child Care, Protection, and Justice Act.

The Government established institutional mechanisms for the enforcement of laws and regulations on child labor. The Malawi Ministry of Labour (MOL), through the District Labor Officers (DLO), has the legal and policy mandate to handle cases of child labor. Among other duties, labor inspectors have the authority to inspect employment places, receive and maintain employment registers, and prosecute offenses relating to labor laws. However, inspections cannot occur in private homes; therefore, child domestic labor is often undetected. In addition, the MOL's limited transport capacity severely restricts the number of inspections that they can perform, especially in more remote locations. There is no written labor policy, let alone a child labor policy, in Malawi. Perhaps more importantly, there is no meaningful enforcement of any of the existing provisions in the labor legal code regarding child labor.<sup>8</sup>

Malawi's National Child Labor Policy, which focuses on child labor issues and provides the Government and other partners with a framework to implement child labor programs, has not yet gone into effect. Equally important is the finalization and adoption of the Tenancy Bill, which has been extremely slow so far. The tobacco tenancy system contributes greatly to child labor in Malawi. Under this system, a tenant farmer agrees to grow tobacco on land provided to him by a landlord and to sell the tobacco to the landlord. The landlord gives seeds, tools, and food supplies to the tenant, while deducting the price of these expenses from the sales of the tenant's tobacco. Landlords usually prefer to hire an entire household at the price of one farmer. In order to meet the terms of the labor contract, tenant farmers may be forced to use children in the tobacco fields, which greatly contributes to the high rates of child labor in tobacco growing.<sup>9</sup> The tenancy systems also can exploit farmers due to the high levels of informality in agreements, gender or age based discrimination, and poor working conditions.

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<sup>8</sup> Otanez, M, M Muggli, R Hurt, and S Glantz, (2006). Eliminating Child Labour in Malawi: a British American Tobacco Corporate Responsibility Project to Sidestep Tobacco Labour Exploitation, *Tobacco Control*, 15, 224-230.

<sup>9</sup> See footnote 7.

The Tenancy Bill is expected to provide improved legal protection to tenants and their families. The lack of the Tenancy Bill, along with the absence of a national child labor policy, are the main legal and policy gaps in Malawi.

There are no specific child labor targets or strategies in the Malawi Growth and Development Strategy or in sector policies. Nevertheless, the Growth and Development Strategy, with its focus on poverty eradication, contributes to tackling child labor. Key sector policies, which may also contribute to elimination of child labor, include the Education Policy and the Agricultural Sector Policy. The Agricultural Sector Policy's focus on diversification and increasing agricultural output seeks to contribute to improved livelihoods and food security and may have a potential impact on child labor.

## **2.2 Overview of Program Activities and Program Logic**

In this section, we provide context for the evaluation by describing the CLEAR I and CLEAR II program activities, VLSA intervention, and the mechanisms through which we can expect them to affect child labor outcomes.

### **2.2.1 CLEAR I Program Activities**

From July 2011 to December 2015, ECLT worked with the following implementing partners: Save the Children, Total Land Care, Youth Net and Counselling, and Creative Centre for Community Mobilization (CRECCOM). CLEAR I provided services conducive to the elimination of child labor in the tobacco-growing areas of Ntchisi, Mchinji, and Rumphi. The target areas of CLEAR I included 59 communities that were identified during an external baseline survey.

The 59 communities were selected based on the following criteria:

- Substantial tobacco crop output
- High prevalence of child labor
- Limited service provision and support by other actors, and
- General poverty levels

CLEAR I consisted of a 54-month intervention across the 59 communities in the Mchinji and Ntchisi districts of the Central Region and in the Rumphi district of the Northern Region. Based on the information obtained from the CLEAR I baseline survey, ECLT and its implementing partners designed an intervention to combat child labor proactively by identifying and removing minors engaged in different forms of child labor through newly created community child labor committees (CCLCs). Once removed from child labor, minors were encouraged to enroll in formal school or pursue other educational pursuits to accelerate the process of catching up with their peers in terms of basic literacy and numeracy. CLEAR I implemented a holistic approach including community awareness campaigns (with training for community and education leaders), policy advocacy at the national and local levels, as well as interventions at

the household level. CLEAR I provided targeted households with means to relax their liquidity constraints, such as financial tools to boost their livelihoods in a way that reduces the likelihood that households resort to child labor, and facilitates schooling investments in children.

During November and December of 2015, IMPAQ conducted an external independent evaluation of CLEAR I. Since the target communities of CLEAR I were selected purposively, IMPAQ designed a quasi-experimental design impact evaluation using a difference-in-differences method to compare the pre-post child labor outcomes between the CLEAR I treated communities and matched comparison communities. Combining CLEAR I baseline survey with endline data collected in December 2015, our impact analysis estimated that CLEAR I had been successful in reducing child labor within the three districts, with a statistically significant impact estimate of 33 percentage points (over 50% reduction in child labor). Moreover, IMPAQ's analysis found that CLEAR I increased school attendance for children aged 5 to 17 years old in the treated communities by 7 percentage points, statistically significant at the 5 percent level.

The holistic implementation approach of CLEAR I sought to address the multiple root causes of child labor. IMPAQ's qualitative implementation study of CLEAR I revealed that VSLA was a particularly effective intervention to reduce child labor. Most VSLA groups met weekly and the members gained new access to credit to pay children's school fees, uniforms and other materials; run businesses, such as clothing and baked goods stores; build houses; sublease gardens; and buy animals, food, and fertilizers. Most groups also had an emergency fund for people with extenuating circumstances such as sickness, death, or other issues. Many parents expressed that the increase in savings and credit access, due to the VSLA intervention, reduced the need for child labor and that the financial stability allowed them to send their children to school instead of to work.

### **2.2.2 CLEAR II Program Activities and Village Savings and Loan Association Intervention**

CLEAR II is being implemented between October 2016 and October 2018. The design of CLEAR II builds on the lessons learned from CLEAR I. CLEAR II has two overarching goals:

- Protect children (5–17 years old) from child labor in tobacco growing,<sup>10</sup> and
- Protect legally working children (14–17 years old) from hazardous child labor in tobacco growing.

The CLEAR II program is being implemented in the same three tobacco-growing districts where CLEAR I was implemented. The target communities for the CLEAR II program implementation will consist of both the communities that were part of the CLEAR I interventions and communities that were not part of the CLEAR I intervention. Our impact evaluation of CLEAR II will focus on the VSLA interventions in randomly assigned communities that were not part of CLEAR I starting in October of 2016.

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<sup>10</sup> Including exploitative, hazardous or worst forms of child labor.

In recent years, VSLA interventions have become the method of choice for engendering financial service inclusion to poor and isolated communities. Developed in the early 1990s by Care International, VSLA model has spread to at least 73 countries with over 12 million active participants worldwide.<sup>11</sup> VSLAs are self-selected groups of 10 to 25 members who save money through purchasing shares in the VSLA. Members can typically buy up to five shares per week. The group sets the cost of a share at a rate that allows even the poorest in the group to save. The savings are invested in a loan fund that members can borrow from and repay with a service charge added.<sup>12</sup> The cycle of savings and lending is time bound. At the end of an agreed period, the accumulated savings and service charge earnings are shared amongst the members in proportion to the amount that each member has saved throughout the cycle. Based on findings from our CLEAR I evaluation, VSLA beneficiaries expressed interest in receiving training beyond simple principles of how to save using a VSLA. Participants wished to learn more about how to establish a business and form cooperatives in order to get the best prices for their agricultural products. CLEAR II will include entrepreneurship and marketing training components as a part of the VSLA intervention. In CLEAR II communities, all households will be eligible to participate in VSLA regardless of their livelihood or engagement in child labor.

CLEAR II program began implementing activities starting October of 2016. These activities have limited resources and will not be provided to all communities in the target areas. In order to focus on the VSLA intervention and facilitate the rigorous RCT evaluation, implementation of these complementary activities will be limited to communities that were part of CLEAR I program and not part of our evaluation study communities.

These CLEAR II complementary activities will:

- Strengthen the child labor referral system established in CLEAR I through a toll-free line and use of a YONECO FM radio,
- Establish school gardens and improve sanitary conditions in schools especially for girls,
- Advocate for good agricultural labor practices through Theatre for Development methodologies at community level, and
- Support the National Steering Committee and the National Technical Working Group on Child Labour to facilitate the review and development of the National Action Plan on Child Labor.

### **2.2.3 VSLA Program Logic**

In this section, we present the theory of change of VSLA by exploring the mechanism through which the VLSA intervention may affect child labor outcomes. The theory of change can be considered a chain of events—with intermediate outcomes from the intervention—potentially

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<sup>11</sup> These numbers are from VSL Associates, a network of VSLA practitioners ([www.vsla.net](http://www.vsla.net)).

<sup>12</sup> VSL ASSOCIATES, (2009). *Village Savings and Loan Associations Program Guide*.

leading to long-term impacts on the primary outcomes of reducing child labor and enhancing schooling. The mechanism underlying the expected chain of events, presented in Exhibit 1 as the logic model, will guide our approach to the evaluation.

### ***Intermediate Outcomes***

VSLAs typically have three main components: (1) savings, (2) loans and (3) a social fund. Increased access to financial instruments offered by VSLA may lead to changes in the way VSLA members manage their finances and the tools they use to finance their expenditures and investments. Exhibit 1 describes the inputs, activities, outputs and intermediate outcomes, which could materialize during the first months of VSLA membership. If these changes occur, we would expect to be able to detect intermediate outcomes between 8 months and a year following the implementation of VSLA.

VSLAs provide their group members with a commitment device for regular savings. As such, we would expect to see the members save more on a regular basis. This may lead to increased savings capacity as well as actual savings, as shown in Exhibit 1. Although members cannot access their “share-out” until end of a cycle, VSLAs can help households to cope with economic shocks and improve food security through access to loans and access to the social fund. Most VSL implementations include a social fund, which provides members a basic form of insurance. It serves as a community safety net and may serve a number of purposes such as emergency assistance, festivals and funeral expenses.

The VSL “share-out” can help the farmers during the season when seeds and fertilizer are bought and during the beginning of the school year when education expenses are high. In addition, increased savings and access to credit from VSL can smooth household consumption during economic shocks. Thus, both channels (increased savings and increased access to loans) can lead to child labor reduction.

### ***End Outcomes***

CLEAR II VSLA intervention seeks to improve outcomes for children who are at risk of working and dropping out of school. CLEAR II VSLA will target tobacco tenant-farming households who are most vulnerable to child labor.

The RCT evaluation will assess the impact of VLSA intervention on three *end outcomes*:

- 1) Reducing child labor,
- 2) Reducing hazardous child labor in tobacco for legally working children<sup>13</sup>, and

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<sup>13</sup> In Malawi, all children’s work in tobacco farming is considered hazardous work. In accordance with C. 184, the Malawi Employment Act of 2000 and the Malawian tobacco industry’s Agriculture Labor Practices (ALP), no person under age 18 can perform tobacco work, as it involves many hazardous elements. Therefore, our theory of change for reducing HCL for children of between 14 and 17 years old (legally working children) would follow the exact same conceptual logic we developed for children below working age.



### 3) Enhancing schooling.

The creation of child labor impacts in the longer-term depends on the VSLA's ability to lead to relevant changes in the intermediate outcomes, such as using increased savings and access to financial services to smooth economic shocks and expenditures and to improve investments and business ownership. On average, the VSLA cycle is between eight and twelve months. VSLA group members might reasonably take between 18 months and two years before we can observe measurable changes in child labor and schooling outcomes.

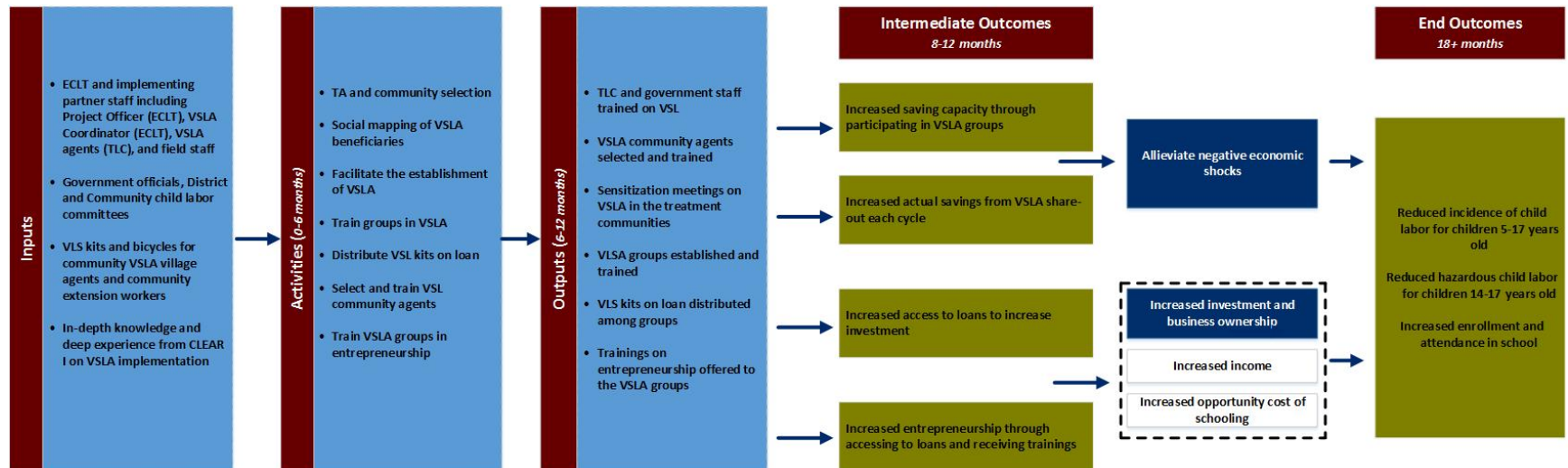
Exhibit 1 illustrates how the VSLA intervention is hypothesized to affect the child labor and schooling outcomes. To have an impact, the VSLA intervention's intermediate outcomes could potentially influence child labor and schooling outcomes through two pathways: (1) a smoothing effect and (2) an investment effect.

The short-run smoothing effect could improve child labor and schooling outcomes by alleviating the impacts of economic shocks, unforeseen health expenditures, and guaranteeing food security through increased savings and access to credit. Previous research demonstrates that households in developing countries who experience unexpected shocks tend to increase their use of child labor. By using child labor as a substitute for, or to supplement, adult labor in household activities or other work, this leads to a decrease in school attendance. The increased savings, household assets, and access to credit that VSLAs can provide may act as buffers against these shocks. This will be expected to reduce child labor and improve educational attainment of the children.

In the medium to long-term, the CLEAR II VSLA intervention also has the potential for relaxing liquidity constraints that limit entrepreneurship. The VSLA intervention makes it possible for households to expand old businesses or create new, more profitable ones. The higher level of investments could boost household income in the long term and reduce the need for child labor. Meanwhile, if increased access to loans helps open a new business, the opportunity cost of education increases and child labor may become more desirable, as presented in Exhibit 1.



## Exhibit 1. CLEAR II VSLA Intervention Logic Model



## 3. METHODOLOGY

CLEAR I was implemented in 59 communities between 2011 and 2015 in three tobacco growing districts in Malawi: Mchinji, Ramphi, and Ntchisi. A “community” is defined as a village where child labor is prevalent and has at least one school. Due to budgetary constraints and the focus on VSLA, CLEAR II will provide services (mostly VSLA) to a subset of the CLEAR I communities. In addition, CLEAR II will implement VSLA interventions in communities that were not part of CLEAR I implementation. These non-CLEAR I communities form the set of evaluation study sites.

### 3.1 Methodology Overview

#### 3.1.1 Survey Location

IMPAQ, in collaboration with a local partner, Invest in Knowledge (IKI), collected baseline data from communities in the Traditional Authority (TA) Mavwere in Mchinji district, TA Mwankhunikira in Rumphi district, and TA Kasakula in the Ntchisi district in Malawi. Exhibit 2 shows the data collection area. These TAs were not part of the CLEAR I interventions and were selected in collaboration with ECLT based on the criteria used to identify CLEAR I TAs, namely,

- Substantial tobacco crop output,
- High prevalence of child labor,
- Limited service provision and support by other actors, and
- General poverty levels.

We randomly selected 18 communities in these three TAs for potential intervention. These communities were then randomly assigned to treatment and control groups. IKI collected the baseline data before the randomization so the field supervisors and the enumerators did not know whether a particular community belonged to the treatment or the control group. A list of the treatment and control communities is presented in Exhibit 3.

#### 3.1.2 Sampling Design and Sample Size

The CLEAR program focuses on communities; therefore, to evaluate the CLEAR II VSLA intervention, we will apply a clustered randomization, which assigns treatment and control at the community level. Due to ECLT budgetary constraints and the focus on VSLA, CLEAR II will only be able to implement VSLA interventions in selected communities that were not part of CLEAR I implementation. The 18 non-CLEAR I communities are randomly assigned into treatment group and control group, the treatment group has ten communities and the control group has eight. In January 2017, ECLT began implementing CLEAR II VSLA in the treatment

**Exhibit 2. Study Districts in Malawi**



communities across the three districts. Section 3.3 presents the steps followed for randomizing villages into treatment and control groups. Below, we discuss the procedures used to sample households for the household survey and to sample children for the children's survey.

**Exhibit 3. List of Treatment and Control Communities**

Treatment			Control		
District	TA	Community	District	TA	Community
Mchinji	Mavwere	Chinyata	Mchinji	Mavwere	Choumba
Mchinji	Mavwere	Mafuta	Mchinji	Mavwere	Kanongo
Mchinji	Mavwere	Ndaula	Mchinji	Mavwere	Waliranji
Mchinji	Mavwere	Nyongani	Ntchisi	Kasakula	Chikho 2
Mchinji	Mavwere	Tamanimwendo	Ntchisi	Kasakula	Mlambe
Ntchisi	Kasakula	Chaola	Rumphi	Mwankhunikira	Kakoloha
Ntchisi	Kasakula	Chazim'bobo	Rumphi	Mwankhunikira	Luwira
Ntchisi	Kasakula	Nanzomba	Rumphi	Mwankhunikira	Mkombezi
Ntchisi	Kasakula	Pondani			
Rumphi	Mwankhunikira	Mzokoto			

### Household Survey

For the household survey, we defined an eligible respondent as “a member of the household who was 18 years and above.” The selected eligible adult respondent answered the survey questions for all the members in the household. The members of the household were defined as follows:

- People who live here together and eat their meals from the same kitchen, except when they are out working, away at school or somewhere else,
- People who usually live here or consider this to be their permanent address, that is, if they are out of work they will come live here, but currently do not because of work or school, and
- Visitors and house workers who have lived under the same roof with the household head for at least four weeks to the time of the interview.

The preferred respondent was the head of the household, defined as “the person who lives here, is responsible for managing the affairs of the household and also makes most of the decisions on behalf of the household.” If the head of household was not available, then the available adult who knew most about the household was interviewed.

In the 18 study communities, the aim was to survey 4,500 households in total with an average of 250 households per community. To meet this goal, we conducted a household-listing exercise in August 2016 in the entire 18 communities to form the basis for the sampling

frame.<sup>14</sup> The household list included all households with children in the age group of 5 to 17 years in the 18 study communities. Information was collected on the name of the household head, address, cell phone number, the number of people in the household, the number of children under age 18, and the number of children in the age group 5 through 17. Our household list showed that there are seven communities with less than 250 households with children in the age group 5 through 17, they are Mafuta and Nyongani from Mchinji district, Mlambe, Chaola, and Chazim'bobo Kakoloha from Ntchisi district, and Kakoloha and Luwira from Rumphu district. In order to maintain representation of smaller communities in our sample and to ensure a sufficient number of households from each of the small communities, we included all the households from these small communities based on our household list. The households from the larger communities were randomly selected proportional to the size of the community. We generated a random number for each household and sorted the random numbers in ascending order. We then selected the total number of households from each community to match the sample size that was proportional to the size of each of these communities.<sup>15</sup>

### Children's Survey

To assess children's school attendance and their involvement in various economic and household activities including tobacco work, we interviewed all children between the ages of 5 and 17 directly in the selected households. The children's survey gathered information on the current education activities, including current school enrollment status, any interruptions in education and their reasons, grade level, reasons for not attending school for youths out of school, and items to gauge children's general involvement with schooling. In addition, we asked questions about children's current labor activities, including both remunerated and non-remunerated activities, the type of work they do for pay, and hours spent at each type of work. We also included questions about their work environments to determine the safety of their work environments.

#### 3.1.3 Sample Strategy

The initial estimated sample size for the evaluation was approximately 4,500 households in the 18 study communities based on the minimum detectable effects calculations. The treatment effects identified from this experimental evaluation is intent-to-treat (ITT), that is, the survey sample is representative of all households with children in the age group of 5 to 17 years in the 18 study communities, not of the CLEAR II VSLA intervention beneficiaries. Exhibit 4 shows the actual sample sizes from the baseline survey. We interviewed 3,918 households<sup>16</sup> in the study

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<sup>14</sup> The household listing consisted of 4,759 households in Mchinji, 1,541 households in Ntchisi, and 1,314 households in Rumphu.

<sup>15</sup> In carrying out the baseline equivalence analysis, sampling weights have been applied to take into account the oversampling of households from the smaller communities, i.e. the 7 communities with less than 250 households.

<sup>16</sup> The baseline sample size is smaller than the planned sample size of 4,500 households, mainly due to non-response. Our power calculations with baseline sample size suggested that we can confidently detect VSLA effect size between 17 to 25 percent on intermediate and end outcome variables if we assume the intra-class correlation

communities. The survey team administered the children’s survey to 8,642 eligible children in these households. We present detailed information on the characteristics of the treatment and control communities in Chapter 4.

**Exhibit 4. Sample Size in Study Communities**

Sample Size	Mchinji	Ntchisi	Rumphi	Total
Number of households interviewed (Household Survey)	1,862	1,400	656	3,918
Number of children 5–17 years of age (Children Survey)	4,063	3,273	1,306	8,642

**Exhibit 5. Breakdown of Household Survey Response Rate**

	Treatment	Control	Total
Total Sample	2,143	2,507	4,650
Contacted	2,143	2,507	4,650
Completed	1,812	2,106	3,918
Incomplete	18	15	33
Non-response*	313	386	699
- Ineligible	71	91	162
- Not present	163	189	352
- Refusal	64	81	125
- Other reasons (Moved, etc.)	23	37	60
Household Survey Response Rate	85%	84%	84%

\*Non-response includes ineligible respondent, refusal to participate, no one present in the household, and other reasons. <sup>17,18</sup>

Exhibit 5 shows the overall response rate to the household survey by treatment status, including the distribution of non-responses and completes.<sup>19</sup> There were 699 non-response cases in the survey fielding exercise, with an overall response rate of about 84 percent. This response rate is lower than that obtained in Malawi’s Demographic and Health Survey

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equal to 0.1. As a reference point, the impact estimate of CLEAR I on child labor from the QED analysis was over 50 percent.

The endline data collection will take into account the challenges we encountered in the baseline survey and oversample the larger communities in the study districts.

<sup>17</sup> Within 699 non-response households, 162 of them are households that turned out to be ineligible for the survey, as they did not have children in the age group of 5 to 17. This is mainly due to the inaccuracy of the household-listing exercise. For example, in many instances, the children present in the households during the listing are only visiting the households.

<sup>18</sup> All households in the sample were visited at least three times by the interviewers before coded as not present.

<sup>19</sup> The response rates were calculated as per the American Association for Public Opinion Research (AAPOR) Guidelines. The number of households in the total sample is the number provided by the house-listing exercise.

(99.2%),<sup>20</sup> a large-scale, national, population-based household survey that is conducted as a personal interview (face-to-face). The response rates were 85% in the treatment communities and 84% in the control communities; we did not find systematic differences in reasons for nonresponse across the treatment and control groups, a potential threat to the internal validity of the baseline equivalence analysis.

There are many challenges we faced in the baseline survey fielding exercise that affected our response rate, some of these challenges include:

- In Mchinji district, most communities we surveyed are along the Malawi, Zambia and Mozambique borders and a lot of families and their children had moved to Mozambique and Zambia especially in communities like Tamani mwendo and Nyongani. This created a challenge when some households who were not sampled would claim that they were the ones that were sampled by using their relatives' name.
- It was a challenge to conduct interviews in communities that are very close to a trading center. Many people in these communities who do business or work elsewhere, and many of them would refuse to participate in the study.
- Some interviews were not conducted because the household heads worked in the farm and the owner of the estate did not allow the interviewers into the farm to conduct the interviews.
- There are two communities in Ntchisi where people suspected that the survey team belonged to a satanic group and were in the area looking for people's blood. This had made some households to refuse the interviews.

## 3.2 Questionnaire Design and Development

The main objective of this study is to produce rigorous quantitative evidence on the effectiveness of the CLEAR II VSLA intervention in tobacco growing districts of Malawi. The CLEAR II VSLA intervention focuses on reducing the incidence of child labor and ensuring that children receive an education. Exhibit 6 provides the list of activities conducted in the fielding of the baseline survey. These activities included compiling a comprehensive literature review of other surveys on the topic; drafting a questionnaire with input from ECLT, implementing partners, and staff at ILAB, and cognitive testing. We then revised the instrument based on the findings of the cognitive testing. Prior to fielding, IKI programmed the instrument, and both the programmed instrument and the survey protocol were pre-tested. Finally, an IMPAQ researcher and IKI staff trained the interviewers. The survey was fielded from September to November 2016.

**Exhibit 6. Survey Administration Activities**

Activity	Timeline	Location of Activity	Activity Conducted By
Literature Review	July–November 2015	Washington, DC, U.S.A.	IMPAQ research staff
Determining Research Questions	October 2015–March 2016	Washington, DC, U.S.A.	IMPAQ research staff with input from ILAB and ECLT

<sup>20</sup> Malawi National Statistical Office (2017). Malawi Demographic and Health Survey (2015-16) Final Report.

Activity	Timeline	Location of Activity	Activity Conducted By
<b>Instrument Development</b>	April–July 2016	Washington, DC, U.S.A.	IMPAQ research staff with input from ILAB and ECLT
<b>Cognitive Testing</b>	August 2016	Lilongwe and Rumphi district, Malawi	IMPAQ survey methodologist and IKI staff
<b>Revisions Based on Findings of Cognitive Testing</b>	August 2016	Lilongwe, Malawi	IMPAQ and IKI teams
<b>Instrument Programming</b>	September 2016	Lilongwe, Malawi	IKI programmers
<b>Pre-testing</b>	September 2016	Kasungu district, Malawi	IMPAQ research staff and IKI staff
<b>Programmed Instrument Testing</b>	September 2016	Kasungu district, Malawi	IMPAQ research staff and IKI staff
<b>Enumerator Training</b>	September 2016	Kasungu district, Malawi	IMPAQ research staff and IKI staff
<b>Instrument Fielding</b>	September–November 2016	Mchinji, Ntchisi, and Rumphi districts, Malawi	IKI fielding team (IMPAQ research staff monitored the first day of data collection)
<b>Data Quality Checks</b>	November–December 2016	Washington, DC, U.S.A.	IMPAQ research staff

### 3.2.1 Instrument Development

To answer the research questions (see Section 1.1, above), the evaluation team conducted a detailed review of available definitions of child labor, paying particular attention to those provided by OCFT and ILO and those found in Malawian law. For the purpose of this evaluation, we use the definitions of child labor and hazardous child labor presented in section 3.4 to determine the child labor/HCL status of each child surveyed as part of the evaluation. The age range for target beneficiaries of CLEAR II is 5–17 years. These definitions also guided the development of the survey questions.

In addition, we reviewed surveys developed by other organizations such as the ILO's Statistical Information Monitoring Programme on Child Labour (SIMPOC); the ECLT CLEAR I Endline Survey, which includes questions on child education and child labor; and Save the Children's guidelines on collecting sensitive information about children.<sup>21</sup>

Our team held several face-to-face and phone meetings with ECLT and implementing partner staff to gain a deeper understanding of the program and the mechanisms employed to reduce the incidence of child labor in the study area. Based on the information gathered, the team developed two survey instruments (included in Appendix B):

#### Exhibit 7. Topics Covered in Survey Instruments

Asked of the Respondent to Household Survey	
Topic Areas	Asked For:

<sup>21</sup> Save the Children (2012). Knowledge, Attitude and Practice Surveys in Child Protection: A step-by-step guide for child protection programmes to the design and implementation of KAP survey methods. December 2012.



<b>Household composition</b> (who lives there, their relationship to the head of household, their ages, gender, marital status and where the household members live)	Household Head
<b>Education</b> (literacy status, last level of education completed, reason for not enrolling or dropping out and any vocational training completed)	Household Head
<b>Children's Education</b> (school enrollment and attendance status, reasons for not attending or enrolling)	Household Head
<b>Programs</b> (government programs household and household members participate in)	Household Head
<b>Children's Employment</b> (employment status, the nature and kinds of work each child engaged in, affect on school attendance, hours worked, and earnings)	Household Head
<b>Tobacco Activities</b> (where the work was performed, time spent, tobacco related tasks)	Household Head
<b>Children's Activities</b> (activities children do that are not for pay, hours spent on these activities, affect on school attendance because of these activities, information on activities that may be hazardous and exposure to dangerous things)	Each child in household
<b>Employment for Adults</b> (employment status, wages earned, whether the work was tobacco related, and self-employment)	Each member in the household
<b>Social Group</b> (religion and tribe/ethnic group)	Household overall unless different for members in household, then for each member
<b>Savings and Loans</b> (household savings, where they keep savings, knowledge and membership in VSLAs, loan access, uses of savings and loans)	Household overall
<b>Women's Empowerment</b> (making decisions, mobility and financial freedom)	Women Head of Households/Respondent to Household Survey
<b>Opinions</b> (on children attending school, working, and missing school)	Head of Household/Respondent to Household Survey
<b>Knowledge</b> (about laws pertaining to children)	Head of Household/Respondent to Household Survey
<b>Household Finances</b> (assets, land ownership, renting land)	Household overall
<b>Children's Survey</b>	
<b>Topic Areas</b>	<b>Asked of:</b>
<b>Children's Education</b> (highest grade obtainment, school enrollment and attendance status, reasons for not attending or enrolling)	Each child in household between 12 and 17 years
<b>Children's Employment</b> (employment status, age they began working, jobs the child worked, the hours worked, amount earned from each job, and the nature and kinds of work each household member engaged in, when they worked, hazardous work status)	Each child in household between 12 and 17 years
<b>Tobacco Activities</b> (what tobacco-related activities they perform)	Each child in household between 12 and 17 years
<b>Children's Activities</b> (activities children do that are not for pay, hours spent on these activities, affect on school attendance because of these activities, information on activities that may be hazardous and exposure to dangerous things)	Each child in household between 5 and 17 years

- 1) **Household Survey:** This survey was administered to the household head<sup>22</sup> and gathered detailed household information, including information on household members,

<sup>22</sup> As noted earlier, if the household head was absent, the individual with most information about the household was surveyed.



education, types of jobs, hours worked, working conditions, school enrollment and attendance for all minors, household income, savings and loans, household finances, and opinions on children's education and labor.

- 2) *Children's Survey*: This survey gathered information directly from children on the current education activities, including current school enrollment status, any interruptions in education and their reasons, grade level, reasons for not attending school for youth out of school, and items to gauge children's general involvement with schooling. In addition, this survey asked children questions about their current labor activities, including both remunerated and non-remunerated activities, the type of work they do for pay, hours spent at each type of work, and their work environments.

We designed these surveys to collect complete and reliable data to estimate program impacts, all instruments and training manuals were developed in English and then translated into Chewa and Tumbuka. Chewa is a widely spoken language in the Mchinji and Ntchisi districts and Tumbuka is the spoken language in the Rumphi district. The team shared the survey instruments with ECLT and ILAB for feedback, and updated the instruments to incorporate their comments and suggestions. Exhibit 7 lists the topic areas covered by the surveys.

### **3.2.2 Cognitive Testing**

After the development of the survey instrument, IKI staff translated the instrument into Chewa and Tumbuka and, under the supervision of an IMPAQ survey methodologist, cognitively tested the translated instruments with respondents in the city of Lilongwe and Rumphi district of Malawi. The cognitive interviews were conducted in August 22–28, 2016 and no interviews were conducted in any study community.

The cognitive interviews were conducted with nine respondents for the household survey and with 11 respondents for the children's survey for each language and were recorded with the interviewee's consent. Respondents were selected using purposive sampling based on their willingness to participate. The goal was to test the survey content, ensure that the survey instructions and wording of the questions were clear and understandable and that the response options were adequate. The cognitive interviews were used to assess whether respondents interpreted the questions as intended and whether the questions measured the constructs of interest.

Each interview consisted of two components: (1) the interviewer administered the survey and recorded the respondents' answers; and (2) after each question, the interviewer engaged the respondent in a conversation that explored the meaning of the item and how the respondents came up with their answer. IMPAQ's survey methodologist and IKI staff conducted and monitored the interviews to detect any problems experienced by either the respondent or the interviewer, such as questions that were poorly understood, terms that were not well-defined, inadequate response categories, difficult transitions between topics, or unclear interviewer instructions.

During the cognitive testing, IMPAQ and IKI staff debriefed continuously and adjusted the language and structure of the questions, so that the altered wording could be tested during the next day's interviews. Once the interviews were concluded, the audio recordings were transcribed, and staff from both organizations worked together to interpret the findings and edit the instruments. For example, some opinion questions were significantly reworded. A question which stated "up to what age should girls start working" was revised to "up to what age should girls start working for pay." The first version caused confusion and many respondents asked if we meant household work or work for pay. The second statement more explicitly lays out the type of work and was understood as such by the respondents interviewed in the following day's testing. The updated instruments were used to pre-test the surveys.

### **3.2.3 Pre-testing**

We designed the pre-test to test the final version of the survey and the survey protocols. During the pre-test, the entire survey protocol was deployed just as it would be if the survey were being fielded. IKI's field supervisors and a few experienced interviewers conducted the interviews with supervision from IMPAQ's research staff. The pre-test was conducted on September 14, 15, and 16, 2016 in selected villages in Kasungu district, all the communities selected for pre-testing were not included in the lists of study villages.

Staff from both IMPAQ and IKI monitored each interview and took detailed notes on issues that needed to be addressed. At the completion of the interviews, IMPAQ senior researchers were debriefed on the interviews. The identified issues were then addressed, and the instrument and survey protocols were amended as necessary. For example, during the pre-testing, we updated the list of crops to include groundnuts, tomatoes, onion, and other vegetables based on the feedback from the respondents. The final survey instruments were then programmed into a computer-assisted system.

### **3.2.4 Instrument Programming**

IKI staff programmed the questionnaires into tablets for in-person interviewing using CS Pro 6.2, a system for computer-assisted data capture and processing. The programmers implemented range, logic, and consistency checks customized for the question types and expected responses. Range checks ensured that continuous data were entered within predefined boundaries and that interviewers selected categorical data only from a predefined list of responses. Skip logic checks were scripted to ensure that respondents received the appropriate questions based on previous responses or data derivations. Internal consistency checks were also built into the program script to allow interviewers to make corrections to the data during the interview.

We encountered many difficulties in setting up the correct skip patterns and the complicated loops in both the household and the children questionnaires in CS Pro 6.2. Some of the skip patterns in the questionnaires required extensive testing and de-bugging to ensure valid instrument structure in the tablets. The IMPAQ and IKI teams thoroughly tested this instrument to ensure that it reflected the final paper instrument.

### **3.2.5 Training**

IKI recruited interviewers who had experience in survey administration in the study area. These interviewers already had basic training in survey administration, including how to approach respondents, procedures for handling respondents' questions and problems, refusal avoidance and conversion procedures, procedures to protect the confidentiality and rights of human subjects, quality control, recording, and editing procedures. The IKI staff who had programmed the survey instruments into CS Pro 6.2 made them available to the enumerators on their Android devices.

To learn the protocols of these surveys, the interviewers attended a five-day in-class training session between September 10 and 14, 2016. The interviewer manual includes a description of the purpose of the study and the study population, questionnaire specifications, and probing guidelines. All training was conducted in Chewa by IKI staff, with IMPAQ's research staff present, and each interviewer received a copy of the training manual translated into Chewa.

The enumerators were trained to use the application on their Android devices. The training focused not only on the various types of answers that could be entered—multiple choice, numeric, or string—but also on the intricacies of the application. During the training session, considerable time was devoted to mock interviewing. This process gives the interviewer valuable experience with responses that may be expected during an actual interview and helps the interviewer to become more comfortable with the instrument. Each interviewer conducted mock interviews with the trainers. To ensure that the enumerators were skilled in the tools and the digital entry process, the field workers filled out surveys and took turns role-playing the part of respondents during the training session.

The team conducted several practice interviews. No communities in the study area were visited for this purpose, to avoid contamination. Interviewers received feedback and additional one-on-one training, as deemed necessary. In addition, during the first day of fielding, field supervisors and IMPAQ research staff monitored multiple interviews conducted by each interviewer in the Mchinji district and provided feedback and additional training as necessary to ensure that they were following all study protocols and conducting the interviews correctly.

### **3.2.6 Field Work**

The surveys were administered to respondents from September 18 to November 17, 2016. Data manager, field supervisors and senior staff from IKI monitored the survey administration throughout the entire period. Staff from IMPAQ monitored the first few days of interviewing.

Throughout the fielding period, IMPAQ staff and IKI held frequent meetings to address issues as they came up to ensure that the survey implementation was proceeding as planned. IKI staff provided weekly datasets for IMPAQ staff to review for quality purposes. Any issues found during the review were communicated back to IKI staff, and solutions were jointly devised and swiftly implemented.

### **3.2.7 Data Entry and Processing**

After the instrument had been programmed, the evaluation team thoroughly tested the computerized questionnaires. The team developed a testing protocol and various testing scenarios to ensure that the instruments were performing correctly for all types of respondents. The team created test scenarios to evaluate whether question wording and response choices were accurate, instructions were clear, and skip patterns were functioning properly.

During the fielding, IKI staff periodically checked the data submitted by enumerators for logical consistencies. Features of CS Pro 6.2 such as the time stamp on each form, the details of the enumerator conducting a particular interview, and audio and text audits allowed the IKI staff to check the data collected on an ongoing basis and ensure the quality of data collected. For instance, during the back-end quality check of the data, IKI staff discovered some inconsistencies in some of the responses. The enumerators who conducted those interviews could be identified through CS Pro 6.2. To tackle this issue, field supervisors were instructed to cross validate the responses of the interviews conducted by these enumerators. Furthermore, to ensure proper response entry, enumerators who had problems were retrained and made to understand the reasons why the responses were considered inconsistent.

To further ensure data quality, the IMPAQ evaluation team downloaded the data on a weekly basis and ran quality control checks. Findings were flagged back to IKI to make additional decisions and adjustments as needed. The following aspects were reviewed during these checks: data completeness, skip pattern logic, final dispositioning of records, and data cleaning accuracy. Once data collection ended, we compiled a final dataset and performed additional data checks, including identifying outliers, performing logic checks, and making all necessary corrections to the data.

An important first step was cleaning the data. Frequency distributions were examined for each question to ensure that all data were within a valid range for each survey question. Although using a well-developed computer script with embedded skip patterns and logic checks minimizes the chances for error and inconsistent answers, the data were checked carefully for coding errors, misapplied ranges, inconsistent answers, or other illogical results. All findings were reviewed with IKI for additional clarification, where appropriate.

As part of the data cleaning process, implausible responses were set as “missing” and therefore dropped from the dataset. Variables with extreme outliers (such as individual’s earnings per month and hours worked per week) were top-coded at the 99th percentile in order to reduce their influence on the overall dataset.

## **3.3 Randomization**

The IMPAQ team received from ECLT and implementing partners a list of 18 non-CLEAR I communities for potential VSLA intervention. The objective was to assign randomly 11 communities, stratified by district, to the treatment group to achieve the CLEAR II implementation targets. Taking into account the programmatic and resource constraints, ECLT

and implementing partners decided that out of the 18 potential CLEAR II communities, IMPAQ could randomly select five communities from Mchinji, four communities from Ntchisi, and two communities from Rumphi to form the treatment group. In performing randomization, we stratified the communities by district and randomly selected three communities from Mchinji, two communities from Ntchisi, and two communities from Rumphi to the control group. The community of Mkombezi was originally randomized as a treatment community, but has been mistakenly excluded from the CLEAR II interventions. We included Mkombezi as part of the control group. At the end, we have ten communities in the treatment group and eight in the control group.

### **3.4 Measurement of Child Labor**

The 18th International Conference of Labour Statisticians (ICLS)<sup>23</sup> provides the statistical framework for measuring child labor. ICLS structures child labor around the following elements:

- Age of the child, and
- Productive activities, including the:
  - Nature of the activities performed,
  - Conditions under which they were performed, and
  - Duration of engagement by the child in such activities.

The 18th ICLS Resolution distinguishes three categories of child labor:

- 1) Worst forms of child labor,
- 2) Employment below the minimum age specified for light work and the general minimum working age, and
- 3) Hazardous unpaid household services.

For the purpose of statistical measurement, we classify all children (ages 5 to 17 years) into one of the three categories above or into a fourth category: not engaged in any forms of child labor. We include the following activities when calculating working hours and estimating exposure to child labor:

- Child labor,
- Hazardous child labor, and
- Hazardous unpaid household services.

#### **3.4.1 Age of a Child**

### **Exhibit 8. Minimum Working Ages, ILO Convention 138**

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<sup>23</sup> International Labour Organization (ILO). (2008). *Report of the Conference, 18<sup>th</sup> International Conference of Labour Statisticians*.

	The minimum age at which children can start work.	Possible exceptions for developing countries*
<b>Hazardous Work</b>		
Any work that is likely to harm children's health, safety, or moral development is prohibited by anyone under the age of 18.	18 (16 under strict conditions)	18 (16 under strict conditions)
<b>Basic Minimum Age</b>		
The minimum age for work should not be below the age for finishing compulsory schooling, and in any case, not less than 15.	15	14
<b>Light Work</b>		
Children between the ages of 13 and 15 years old may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training.	13-15	12-14

\*Malawi uses the lower age ranges for minimum age of employment.

According to the United Nations Conventions of the Rights of the Child, a child is a person under the age of 18 years. For the purposes of defining child work and labor, ILO's Statistical Information and Monitoring Programme on Child Labour (SIMPOC) defines a child as a person between the ages of 5 and 17 years old.<sup>24</sup> In accordance with ILO best practices, we use the age disaggregation of ages 5-11, 12-13, and 14-17.<sup>25</sup>

ILO Convention No. 138 states, "the minimum age shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years." However, ILO exempts countries "whose economy and educational facilities are insufficiently developed may, after consultation with the organizations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years." In accordance with the ILO's exemption for developing countries, Malawi's Employment Act (2000) and the Employment Order (2012) set the minimum age for employment at age 14.<sup>26</sup> Therefore, we use age 14 as the minimum age for employment in Malawi. There are different activities permissible for different age groups, as shown in Exhibit 8.

### 3.4.2 Definition of Work

The broadest concept in relation to measuring child labor is children in productive activities, which is defined by children engaged in any activity falling within the general boundary which of the System of National Accounts (SNA). Malawi adopted the use of SNA in 2004, which is in

<sup>24</sup> International Labour Office. Statistical Information and Monitoring Programme on Child Labour (SIMPOC), (2004). *Manual for Child Labour Data Analysis and Statistical Reports*.

<sup>25</sup> ILO Child Labor Conventions and Statistical Measurement of Child Labor. Presentation presented at the ILO-USDOL Child Labor and Forced Labor Survey Methods Training on January 26, 2016.

<sup>26</sup> Government of Malawi, (2000). *Employment Act No. 6* and Government of Malawi, (2012). *Employment (Prohibition of Hazardous Work for Children) Order*.

accordance with the ILO's definition of work. Therefore, we use the following framework to measure productive activities:<sup>27</sup>

- Economic production: Productive activities that fall inside the SNA production boundary are defined as economic production, which includes both market and non-market production.<sup>28</sup> These two types of economic production can be performed in formal and informal settings, as well as work inside and outside of family settings.
- Non-economic production: Productive activities that fall outside of the SNA production boundary. It includes the production of unpaid personal and domestic services, usually within a child's own household.

We measure all economic production within the SNA production boundary, as this captures children in employment. Outside the SNA production boundary, we measure, to the extent possible, the non-economic production of unpaid household chores by hours spent and whether they were performed in hazardous conditions. Exhibit 9 highlights the productive activities we will measure.

### **3.4.3 Legally Working Children**

Acceptable work is work performed by children who are of the legal working age and are performing work in accordance with the national legislation and international frameworks that include are non-hazardous, non-exploitative, and do not prevent a child from receiving education. This category also includes children doing light work below the legal working age.

### **3.4.4 Light Work**

Article 7 of ILO Convention No. 138 specifies that “national laws or regulations may permit the work of persons as from 13 years of age (or 12 years in countries that have specified the general minimum working age of 14 years)<sup>29</sup> in light work which is:

- Not likely to be harmful to their health or development,
- Not such as to prejudice their attendance at school, their participation in vocational orientation or training programs approved by the competent authority, or their capacity to benefit from the instruction received, and
- Does not exceed 14 hours in referenced week.”<sup>30</sup>

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<sup>27</sup> Government of Malawi. National Statistical Office, (2015). *The Malawi national Accounts Handbook: Sources and Methods*.

<sup>28</sup> International Labour Organization (ILO), (2008). *Report of the Conference, 18<sup>th</sup> International Conference of Labour Statisticians* and International Labour Office, Statistical Information and Monitoring Programme on Child Labour (SIMPOC), (2004). *Manual for Child Labour Data Analysis and Statistical Reports*.

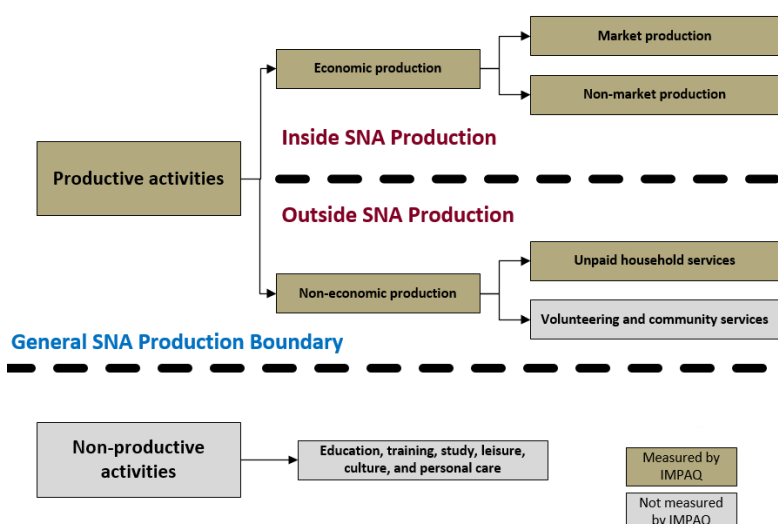
<sup>29</sup> Malawi's minimum age of employment is 14. Therefore, it is acceptable for ages 12-13 to perform light work activities.

<sup>30</sup> ILO Convention specifies the age range for light work as 13-15, whereas Paragraph 33 of the 18<sup>th</sup> ICLS specifies the age range as 12-14. For the purposes of this evaluation, we have adopted the later category as it is closely aligned with Malawi's national policy of allowing children aged 14 and older to work and the ILO's exceptions for developing countries.

Malawi Employment Act of 2000 specifies light work as those done in homes, vocational technical schools or other training institutions if work is:

- approved and supervised by a public authority, or
- an integral part of the educational or vocational training program for which the school or institution is responsible.

#### Exhibit 9. Classification of Activities in Relation to the System of National Accounts (SNA)



#### 3.4.5 Child Labor

Child labor, as generally defined by the ILO, is either mentally or physically harmful or dangerous to children; and interferes with their schooling because it deprives them of the ability to go to school, requires them to leave early, or requires them to attempt to attend school while working for long hours. In Malawi’s National Action Plan to Combat Child Labor (NAP), child labor is defined as, “any activity that employs a child below the age of 14 or that engages a child between the ages of 14 and 17 and prevents him or her from attending school or concentrating on school, or negatively impacts on the health, social, cultural, psychological, moral, religious and related dimensions of the child’s upbringing.”<sup>31</sup>


#### Exhibit 10. Statistical Framework for Child Labor


Age Group*	General Production Boundary	
	SNA Production	Non-SNA Production

<sup>31</sup> Child Labour National Action Plan for Malawi, 2009-2016.



	Light Work (1a)	Other forms of work not designated as hazardous (1b)	Worst Forms of Child Labor		Hazardous Unpaid Household Services (3a)	Other non- SNA production (3b)
			Hazardous Work (2a)	Worst Forms of Child Labor other than Hazardous Work** (2b)		
Children below the minimum age for light work (5-11 years)	Employment below the minimum age for light work	Employment below the general minimum working age	Employment in industries and occupations designated as hazardous, or work for long hours and/or at night in industries and occupations not designated as hazardous	Children trafficked for work; forced and bonded child labor; commercial sexual exploitation of children; use of children for illicit activities and armed conflict.	Unpaid household services for long hours; involving unsafe equipment or heavy loads; in generous locations, etc.	
Children within the age range for specified light work (12-13 years)						
Children at or above the general minimum working age (14-17)						
Notes:	(3a) is applicable where the general production boundary is used as the measurement framework for child labor. *These ages were adjusted to the ILO's minimum age exceptions for developing countries, such as Malawi. (1b) refers to only children in employment other than those covered under columns (1a), (2a), and (2b) **Due to the complex nature of measure WFCL other than HL, IMPAQ's survey will not measure this.					

 Denotes child labor, as defined by the ILO resolutions

 Denotes activities not considered child labor

ILO further classifies child labor, based on different age groups, as hazardous child labor and permissible light work. For the purposes of our statistical measurement in the context of Malawi, we classify an individual as engaged in child labor if:

- An individual is between the ages of 5 and 13, and performs any work for an hour or more in the past week inside of the SNA economic production boundary, discussed above,
- An individual is between the ages of 12 and 13, and is engaged in work not classified as light work or ordinary work, and
- An individual is between the ages of 14 to 17 and is engaged in any form of hazardous child labor (HCL).<sup>32</sup>

<sup>32</sup> HCL applied to children of all ages.

Exhibit 10 summarizes the various forms of work. These forms of work are described in detail below.

### **3.4.6 Children Engaged in Worst Forms of Child Labor (WFCL)**

The U.N. Convention on the Rights of the Child (1989)<sup>33</sup> provides an overall framework for the human rights of children. Article 32 states that “parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.”

Article 3 of ILO Convention 182 defines categories of WFCL as the following:<sup>34</sup>

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict,<sup>35</sup>
- The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances,
- The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant international treaties, and
- Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

There are two distinctions made within WFCL: (1) children engaged in hazardous work and (2) those engaged in WFCL other than hazardous work. Due to the challenges associated with capturing the listed activities, either from the head of households or the children themselves, we measure only hazardous work under the WFCL.<sup>36</sup>

### **3.4.7 Children Engaged in Hazardous Child Labor (HCL)**

For the purposes of statistical measurement of child labor, the ICLS divides hazardous work into the engagement of children in activities that are:

- Hazardous in nature (in designated hazardous industries and occupations), and
- Hazardous work conditions (such as long hours or night work).

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<sup>33</sup> UN Convention on the Rights of the Child: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<sup>34</sup> International Labor Organization (ILO), (1999). Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor.

<sup>35</sup> The ILO's “Hard to see, harder to count: Survey guidelines to estimate forced labour of adults and children” says that Article 3 of the Worst Forms of Child Labour Convention, 1999 (No. 182), there is no specific definition of what constitutes forced labour of children (page 16). Therefore, for the purposes of this evaluation, forced labor will be measured through our instrument's sections on worst forms of child labor. For more information, see [http://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---declaration/documents/publication/wcms\\_182096.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_182096.pdf).

<sup>36</sup> For the challenges associated with measuring children engaged in other Worst Forms of Child Labor, please see the NCLS Manual produced by SIMPOC.

### **Hazardous Child Labor Conditions**

ILO Recommendation No. 190<sup>37</sup> uses the following criteria to determine hazardous labor conditions:

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

### **Long Hours**

While the Convention does not define a maximum amount of hours that minors are allowed to work, in general, the ILO defines regular work as under 43 hours per week, if undefined by national regulations. The Government of Malawi—through the Employment Order of 2012--prohibits children under 18 from working more than 40 hours per week, which we will consider as hazardous child labor due to long hours. In addition, the rules prohibit any persons under 18 years old enrolled in school from working more than:

- Twenty hours in a week during the school term,
- 40 hours in a week that is entirely within school holidays,
- 3 hours on any school day followed by another school day, and
- 4 hours on a school day followed by a non-school day.

This provides us guidance on classifying hazardous child labor due to long hours for children enrolled in school.

### **Night Work**

The Employment Order (2012) from the Malawian government does not allow children to work before 5 AM or after 6 PM. Therefore, we are considering any work occurring between 6 PM and 5 AM as hazardous child labor in accordance with ILO Recommendation 190.

### **Hazardous Occupations and Industries**

The 18<sup>th</sup> ICLS states that hazardous occupations for children are to be designated by national laws or regulations, in accordance with the International Standard Classification of Occupations

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<sup>37</sup> International Labor Organization (ILO), (1999). Recommendation 190 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor.

(ISCO). Some forms of hazardous work can also be measured by whether a child is working in a hazardous industry.

The International Standard Industrial Classification of All Economic Activities (ISIC) provides some guidance on what industries can be classified as hazardous. According to guidance issued from the ILO, the following are designated hazardous industries: mining, quarrying, and construction.<sup>38</sup>

The Employment Order of 2012 of Malawi lists the prohibited work for children. IMPAQ reviewed the list of hazardous occupations and industries from the International Standard Classification of Occupations (ISCO)<sup>39</sup> with the ECLT and implementing partners to identify which industries and occupations in the three districts are most likely to involve children in hazardous work. ECLT and implementing partners identified work in tobacco, agriculture, and the entertainment industries as the most likely to fall under the hazardous work definition.<sup>40</sup> While we incorporated questions about these specific industries and occupations in our survey instrument, we also allow respondents to answer “other.”

### **Hazardous Work Ages**

Article 16 of ILO Convention No. 184<sup>41</sup> prohibits children from working in agriculture, “which by its nature or the circumstances in which it is carried out is likely to harm the safety and health of young persons shall not be less than 18 years.” In addition, Article 3 of the Minimum Age Convention (No. 138) states that, “national laws or regulations or the competent authority may, after consultation with the organizations of employers and workers concerned, where such exist, authorize employment or work as from the age of 16 years on condition that the health, safety and morals of the young persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.”

Currently, Section 23 of Malawi Constitution<sup>42</sup> states that children under age 16 are to be protected from all forms of hazardous labor, which is in accordance with the Child Care, Protection, and Justice Act.<sup>43</sup> While that legislation provides protection for children until age 16, Section 22 of the Employment Order of 2012 provides protection until age at 18.<sup>44</sup> Therefore, confusion pervades about the activities that children between the ages of 16 and 17 may perform. For the purpose of this evaluation, we use the more stringent criterion of age 18.

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<sup>38</sup> For more information about industries, see <http://unstats.un.org/unsd/statcom/doc02/isic.pdf>.

<sup>39</sup> For more information on occupations, see [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_172572.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_172572.pdf).

<sup>40</sup> We incorporated questions on these specific industries on the employment questions in the survey because they are the most likely to occur. However, we also allow the respondents to answer “other” and explain any work that is not listed.

<sup>41</sup> International Labour Organization (ILO), (2001). Convention 184 Concerning Safety and Health in Agriculture.

<sup>42</sup> Government of Malawi, (2004). *Constitution of the Republic of Malawi*.

<sup>43</sup> Government of Malawi, (2010). *Child Care, Protection and Justice Act*, No. 22.

<sup>44</sup> Government of Malawi, (2012). *Employment Act, Employment (Prohibition of Hazardous Work for Children) Order, 2012*, Cap. 55:02.

### **Malawian Guidance on Children in Tobacco Work**

In accordance with C. 184, the Malawi Employment Act of 2000 and the Malawian tobacco industry's Agriculture Labor Practices (ALP), no person under age 18 can perform tobacco work, as it involves many hazardous elements.<sup>45</sup> This definition is further guided by the Employment Order of 2012, which established a list of hazardous materials in addition to the ILO's guidance. The ILO list banned children from being involved with tobacco work, including "topping and suckering activities or handling tobacco leaves in the harvesting process; handling or grading tobacco leaves in damp conditions or conditions of poor lighting or ventilation; [and] any other work involving tobacco in commercial tobacco estates and farms."

For the purposes of this evaluation, we use the definition that no child under 18 can be involved in hazardous work, including all tobacco work. This is based on the legislation and current work of the tobacco companies' agricultural practices in addition to the guidance from the ILO. Furthermore, due to lack of resources, it is unlikely that children ages 16-17 would receive adequate training on methods to reduce the risk involved with hazardous work to qualify for the age exemption stated in Article 3 of C. 138.

ECLT, implementing partners, and the tobacco companies, developed a list of tobacco-growing activities, which are considered hazardous child labor. The list of hazardous activities is consistent with the broader list of prohibited tobacco work in the Employment Order Of 2012, it is presented in Exhibit 11.

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<sup>45</sup> Dangers to children may include carrying heavy loads, exposure to smoke or dust, pesticides and other chemicals, snakes, sharp objects, sexual abuse, wasps, and green tobacco sickness—to name a few.

## Exhibit 11. Hazardous Tobacco Related Activities and Role of Children

Activity	Role of Child
1. Clearing of land; Soil preparation	Preparation of seed beds, bush knives, carrying manure in # loads (weight and distance)
2. Raising and transporting seedling tobacco plants	
3. Planting of tobacco seedling plants and watering them in	Transporting watering cans from water source to field,
4. Fertiliser application	Artificial fertiliser-Use hands-corrosive- skin irritant
5. Spraying with pesticides	Bag pack spraying- watering-
6. Weeding	By hands- using hoe -ox and plough
7. Topping and suckering by hand or by knife to remove early flowers	Use of hands and knives, application of suckerside (type of pesticide) to stop the suckers from regrowing
8. Harvesting of tobacco by hand	Periodic plucking of mature leaves and putting into basket; carrying basket of wet leaves
9. Carrying bundles of tobacco leaves to the drying area	Basket weight in kilograms, walking distance in kilometres
10. Drying and curing of tobacco leaves	Manipulating of fire; Periodic, checking of leaves in drying barn; Staying considerable lengths of time in barn
11. Packing after curing, leaves are graded and tied into bundles, which are then tied into larger bundles or packed into crates for transport	Separating leaves and tying them into bails once leaves have been graded by an older person
12. Transporting crates to the collection point - lorries, bicycles	Driving of ox carts, loading lorries, transporting bales on bicycles

### 3.4.8 Hazardous Unpaid Household Services

Unpaid household chores includes activities such as shopping, repairing household equipment, cooking, washing clothing, cleaning, caring for other children, sick, or elderly, or a variety of other household tasks. The ICLS (2008) defines hazardous unpaid household services by:

- Long hours,
- Unhealthy environment, involving unsafe equipment or heavy loads, and
- Dangerous locations.

The 19<sup>th</sup> ICLS (Report III) states that children, who combine household chores with employment, are less likely to be in school. It also indicated that a 20 hours a week threshold could be a useful guide to determine long hours in household chore.<sup>46</sup> Since there is no other guidance or Malawian national legislation to decide the definition for long hours in household services, we will present the findings using this definition of working no more than 20 hours per week on household chores when enrolled in school. Our survey instrument, in accordance with 19<sup>th</sup> ICLS, measures separately both child labor in weekly hours of economic activities and weekly hours in household chores.

<sup>46</sup> International Labour Organization (ILO), (2013). Report of the Conference, 19<sup>th</sup> International Conference of Labour Statisticians.

However, the 19<sup>th</sup> ICLS recognized the difficulties of determining a threshold for children performing both household chores and employment and has not issued any guidance except that separate thresholds must be developed for the various age groups.<sup>47</sup> We use the same criteria to determine hazardous household chores as the criteria listed in the hazardous work subsections above, which considered the nature, location, and hours spent.

Due to the lack of consensus on determining age groups and combining household chores with regular work, we classify hazardous unpaid household services as hazardous child labor with the following criteria:

- Child of any age performs more than 20 hours of household chores when enrolled in school.
- Child of minimum working age who is not enrolled in school performs more than 40 hours of household chores.
- Child of any age performs household chores in hazardous work conditions or locations including at night.
- Child cannot attend school because of household chores.

In the following, we present a list of operationalized specific child labor definitions for this evaluation in Exhibit 12 and a visual map of these concepts in Exhibit 13.

#### **Exhibit 12. Operationalized Child Labor Definitions for CLEAR II VSLA Evaluation**

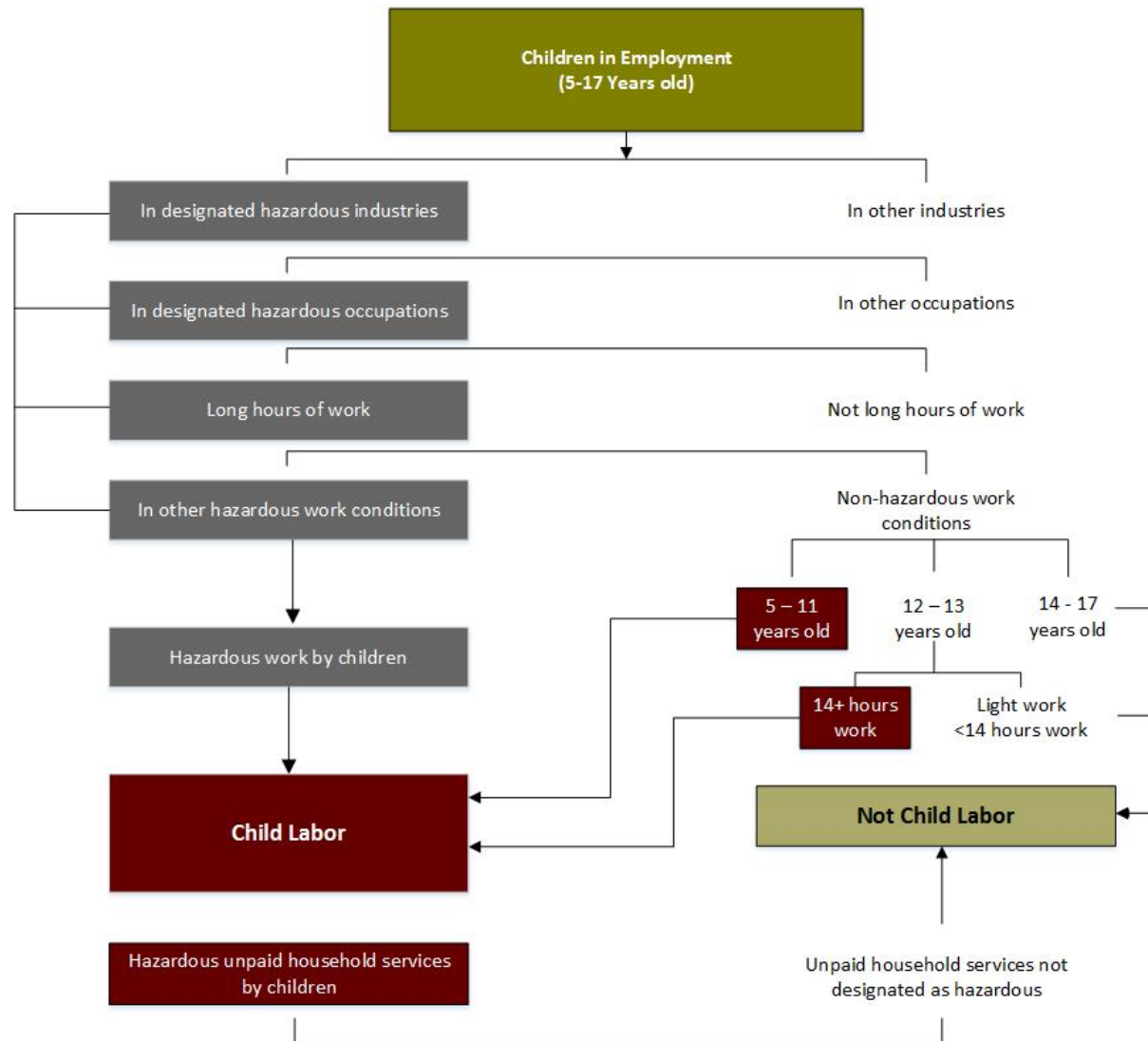
<b>Definition</b>	<b>Evaluation Definition</b>
Child Labor (CL)	An individual is between the ages of 5 and 11, and performs any work inside of the SNA economic production boundary.
	An individual is between the ages of 12 and 13, and is engaged in work not classified as light work or ordinary work.
	An individual is between the ages of 5 to 17 and is engaged in any form of hazardous child labor (HCL).
Hazardous Child Labor (HCL)	<b><i>Hazardous Child Labor Conditions</i></b>
	Activity which exposes children to physical, psychological or sexual abuse;
	Activity performed underground, under water, at dangerous heights or in confined spaces
	Activity performed with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
	Activity performed in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health
	Activity performed under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

<sup>47</sup> Ibid.

Definition	Evaluation Definition
	<b><i>Hazardous Child Labor Occupations, Industries, and Processes</i></b> Activity performed in industry and/or occupation that appears in Appendix A Activity that exceeds 40 hours per week Activity that exceeds 20 hours in a week during the school term, 40 hours in a week that is entirely within school holidays, 3 hours on any school day followed by another school day, and 4 hours on a school day followed by a non-school day for children enrolled in school. Activity conducted between 6 p.m. and 5 a.m.
Light Work	Work is not likely to be harmful to their health or development; Work is not such as to prejudice their attendance at school, their participation in vocational orientation or training programs approved by the competent authority or their capacity to benefit from the instruction received; Activity performed in establishments where none of the occupations or processes performed are listed in Appendix A Activity not conducted between the hours of 6 pm and 5 am Activity not performed by children under age 12 Work does not exceed 14 hours in referenced week.
Permissible/Ordinary work	40 hours in a week that is entirely within school holidays Activity does not occur before 5 am or past 6 pm Activity does not occur in extreme heats (below 6 degrees or above 30 degrees Celsius) Activity does not include lifting or transporting heavy weights Non-HCL activity is performed by child above age 14 Activity is not performed in occupations or industries referred to in Appendix A Activity is not performed in hazardous conditions (referenced above)
Hazardous Unpaid Household Services	Household services are not performed more than 20 hours when child is enrolled in school Household services are not performed more than 40 hours when a child aged 14 or above is not enrolled in school Household services are not performed in hazardous work conditions (referenced above) Household services are not performed at night
Notes:	Items highlighted in this color come from the Malawian legislation in accordance with ILO regulations. Items highlighted in this color provide guidance that is more stringent than ILO regulations but are still acceptable.



### Exhibit 13. Visual Representation of Child Labor Definitions



### 3.5 Statistical Methods

Although randomization, on average, balances treatment and control groups on observed and unobserved characteristics, there may still be some differences across the groups due to sampling errors. We tested for baseline equivalences using summary measures (and confidence intervals) of the variables from the treatment group and those from control communities using cluster-adjusted  $t$ -tests.<sup>48</sup> We present point estimates and confidence intervals for village-level characteristics and child labor measures using cluster-level summary measures. In generating the descriptive statistics, the estimates were weighted with sampling weights which took into account our sampling design including the oversampling of seven smaller communities. In chapter 4, we present the baseline differences across the treatment and control group communities for demographic, education, employment, savings and loans, and child labor characteristics. We present the child labor measures and key characteristics of children in different age groups and by gender. Based on the analysis of the baseline data, the evaluation team will control for pre-treatment covariates in the regression analysis to improve the precision of the estimated program impacts.

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<sup>48</sup> Hedges, L.V. (2007). Correcting a significance test for clustering. *Journal of Educational and Behavioral Statistics*, 32, 151-179.

## 4. BASELINE SURVEY RESULTS

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This chapter presents detailed baseline data collected from household and children respondents on key indicators, including demographic characteristics, household composition, educational attainment, religion, earning, savings and access to loan, and employment history for adults and children in our sample. The main purpose of this chapter is to assess whether randomization was conducted adequately by determining whether there is baseline equivalence between the treatment and control groups. After a careful review of the data, we conclude that baseline equivalence has been attained for all main outcomes and the majority of the background characteristics. Imbalances were detected among a few variables; this is not surprising, since some imbalance is possible even if randomization was done correctly.<sup>49</sup> Variables in which statistically significant differences were detected at baseline will be included as control variables in future multivariate regression analysis to control for baseline differences between the treatment and control groups.

### 4.1 Household and Adult Characteristics

In this section, we present detailed demographic information on the treatment and control communities. Exhibit 14 shows that there were 1,812 and 2,106 households with at least one child in the age group 5–17 in the treatment communities and the control communities, respectively. We collected information on 9,603 individuals in the treatment group and 11,167 individuals in the control group. About 40 percent of the individuals in the treatment group and control group were 18 years or older (hereafter defined as adults). The average size of households is 5.5 in the treatment and control communities, and a little over 25 percent of the households were headed by females in the sample. In addition, the vast majority of the households in the study communities are Christians (95 percent for both treatment and control communities). The survey results demonstrate that household characteristics and financial variables are similar across the treatment and control communities, and there is overall baseline equivalence.

Exhibit 14 also presents information on household savings and access to credit in the study sample, these are important intermediate outcome variables that are illustrated in the program theory of change in Chapter 2. On average, 64 percent of the households in the treatment group and 63 percent of those in the control communities did not have savings last month. For the households who did save, the total savings amounted about 5,814.3 Malawi Kwacha (MWK) in the treatment group and 5,738.1 MWK in the control communities, the difference is not statistically significant at 5% level. Only a little more than 30 percent of the households in the study sample had access to credit when they needed it.

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<sup>49</sup> Glennerster R. and K. Takavarasha (2013). *Running Randomized Evaluations: A Practical Guide*. Princeton University Press.

**Exhibit 14. Household Demographic and Financial Characteristics**

Demographic Characteristics	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
<b>Number of households</b>	<b>1,812</b>		<b>2,106</b>			
Adults 18 years and above (% total number of household members)	0.411 (1.196)	9603	0.418 (1.179)	11167	-0.007	(-0.020, 0.006)
Average number of household members	5.466 (0.314)	1812	5.462 (0.326)	2106	0.004	(-0.020, 0.024)
Children between 5 and 11 (% total number of household members)	0.283 (1.591)	9603	0.280 (1.605)	11167	0.004	(-0.009, 0.016)
Children between 12 and 13 (% total number of household members)	0.075 (3.510)	9603	0.072 (3.583)	11167	0.003	(-0.004, 0.010)
Children between 14 and 17 (% total number of household members)	0.108 (2.880)	9603	0.105 (2.915)	11167	0.002	(-0.006, 0.011)
% of female headed households	0.258 (1.695)	1812	0.263 (1.674)	2106	-0.005	(-0.033, 0.023)
<b>General information of household members</b>						
Age	20.389 (0.842)	9603	20.527 (1.723)	11167	-0.138	(-0.607, 0.331)
Female	0.511 (0.978)	9603	0.509 (0.983)	11167	0.003	(-0.011, 0.016)
Currently married (household members 12 years and above)	0.499 (1.001)	5705	0.502 (0.997)	6656	-0.002	(-0.020, 0.015)
Christian religion	0.945 (0.240)	9603	0.950 (0.229)	11167	-0.005	(-0.011, 0.001)
<b>Household savings and loan</b>						
% households with no savings last month	0.641 (0.748)	1812	0.632 (0.762)	2106	0.009	(-0.021, 0.039)
Total savings (MWK)	5814.288 (3.668)	1812	5738.052 (3.154)	2106	76.236	(-2025.97, 2178.442)
% with access to loan	0.348 (1.368)	1812	0.326 (1.439)	2106	0.022	(-0.007, 0.052)

### Exhibit 15. Adult Education, Employment and Earnings

Demographic Characteristics	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
Highest education levels: household members 18 years and above						
Never enrolled in school (%)	0.171 (2.202)	3964	0.167 (2.408)	4676	0.004	(-0.008, 0.013)
Pre-primary (%) <sup>1</sup>	-	-	-	-	-	-
Primary (grades 1– 5) (%)	0.391 (1.248)	3964	0.393 (1.354)	4676	-0.002	(-0.018, 0.016)
Upper primary (grades 6– 8) (%)	0.277 (1.658)	3964	0.274 (1.590)	4676	0.003	(-0.002, 0.006)
Secondary (grades 9–10) (%)	0.072 (3.580)	3964	0.077 (3.091)	4676	0.002	(-0.018, 0.021)
Higher secondary (grades 11–12) (%)	0.069 (3.752)	3964	0.075 (3.192)	4676	-0.006	(-0.017, 0.007)
Some college (%)	-	-	-	-	-	-
College degree or above (%)	0.016 (10.166)	3964	0.011 (9.524)	4676	0.005	(-0.006, 0.010)
Adult employment and earnings						
% employed in last week	0.258 (1.742)	3964	0.266 (1.662)	4676	-0.008	(-0.026, 0.019)
Adult earnings last week (MWK)	5927.154 (1.581)	1023	6762.240 (1.609)	1243	-835.09	(-1770.736, 100.564)
% employed who did tobacco work last week	0.066 (3.760)	1023	0.073 (3.559)	1243	-0.007	(-0.028, 0.014)

<sup>1</sup> All rows of data with response sample sizes of fewer than 20 have been suppressed.

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001

The distribution of educational attainment shown in Exhibit 15 underscores the severity of the schooling problem in the study districts. Overall, among adults, the level of educational attainment follows the same pattern across the treatment and control communities. Nearly 17 percent of the adults in both groups reported having never attended school (17.1 percent and 16.7 percent of treatment and control adults, respectively). Almost 40 percent of adults (39.1

percent and 39.3 percent of treatment and control individuals, respectively) reported having only

### Exhibit 16. Adult Attitudes and Perceptions

Attitudes of Study Participants	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
Up to what age is a person considered a child?	16.296 (0.273)	1,812	16.650 (0.261)	2,106	-0.355**	(-0.635, -0.075)
<b>Up to what age should boys/girls go to school?</b>						
Girls	19.946 (0.310)	1,821	20.543 (0.274)	2,106	-0.597***	(-0.984, 0.211)
Boys	21.472 (0.315)	1,821	22.172 (0.278)	2,106	-0.699***	(-1.130, 0.275)
<b>At what age should boys/girls start doing household chores?</b>						
Girls	8.359 (0.423)	1,821	8.354 (0.467)	2,106	0.005	(-0.231, 0.242)
Boys	9.226 (0.395)	1,812	9.053 (0.418)	2,106	0.173	(-0.063, 0.409)
<b>At what age should boys/girls start working for pay?</b>						
Girls	17.020 (0.326)	1,821	16.912 (0.333)	2,106	0.107	(-0.250, 0.465)
Boys	17.696 (0.323)	1,812	17.851 (0.326)	2,106	-0.154	(-0.522, 0.214)
<b>At what age should boys/girls get married?</b>						
Girls	19.852 (0.150)	1,821	19.742 (0.154)	2,106	0.11	(-0.080, 0.301)
Boys	22.556 (0.152)	1,812	22.294 (0.167)	2,106	0.262	(0.034, 0.490)
<b>Preferred that children 12 years of age or older:</b>						
Help earn money instead of going to school	0.020 (6.928)	1812	0.017 (7.585)	2106	0.003	(-0.005, 0.012)
Go to school instead of helping earn money	0.852 (0.417)	1821	0.870 (0.386)	2106	-0.018**	(-0.040, 0.003)
Help earn money and still go to school	0.107 (2.897)	1821	0.097 (3.054)	2106	0.01	(-0.009, 0.029)

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001

been enrolled in grades 1 through 5, followed by a slightly smaller share of adults having only been enrolled in grades 6 through 8 (27 percent for both groups of communities). There is no statistically significant difference in the share of adults who were employed last week between the treatment and control groups (26 percent for both groups). Among the employed, 7 percent of the adults in the treatment and control communities did tobacco work the week before we administered the survey. Adults earned 5,927 MWK per week in the treatment group and 6,762 MWK per week in the control group. This difference was not statistically significant.

We added exploratory outcomes related to adult attitudes and perceptions on key themes related to the children's education and child labor. Exhibit 16 reports the results on adult attitudes toward childhood, marriage, work and school attendance. The analysis indicates that nearly every respondent, irrespective of intervention assignment, marked the end of childhood at the age of 16 or below. Even though the mean difference between the treatment and the control group is less than half a year, it is statistically significant at 5% level. The treatment and control groups were in agreement with respect to the age at which children should stop their education: 21–22 years of age for boys and about 19 years of age for girls<sup>50</sup>. These findings align closely with perceptions about the appropriate age for marriage: as children transition into adulthood, marriage becomes increasingly acceptable. The acceptable age for marriage is 22-23 years for boys and 19–20 years for girls for both the treatment and control communities.

When asked about an appropriate age to begin working, adults in the treatment and control communities agreed that 17–18 years of age is permissible for boys and girls. As shown in Exhibit 16, respondents to the household survey were asked to either agree or disagree with several statements pertaining to the permissibility of school absences. Over 85 percent of the respondents in the treatment and control groups agreed that children of 12 years of age or older should go to school instead of helping earn money. The responses were slightly higher and statistically significant for those in the control group by 2 percentage points.

## **4.2 Child Characteristics**

This section presents the results of child characteristics, particularly, baseline information related to demographics and education. As shown in Exhibit 17, there are 9,579 household members in our survey who were children from ages 5 to 17, 47 percent of them in the treatment group and 53 percent in the control group. The sample is almost equally divided between boys and girls. There is no statistically significant difference in age distribution across treatment and control communities in our sample of children. For example, 60 percent of the treatment group are children between ages 5 to 11, while the share in the control group is 61 percent. The group of children between 14 and 17 represents 23 percent the sample in both treatment and control communities.

As shown in Exhibit 18, over 90 percent of children across the treatment and control groups were enrolled in school when the baseline survey was administered. This finding was consistent

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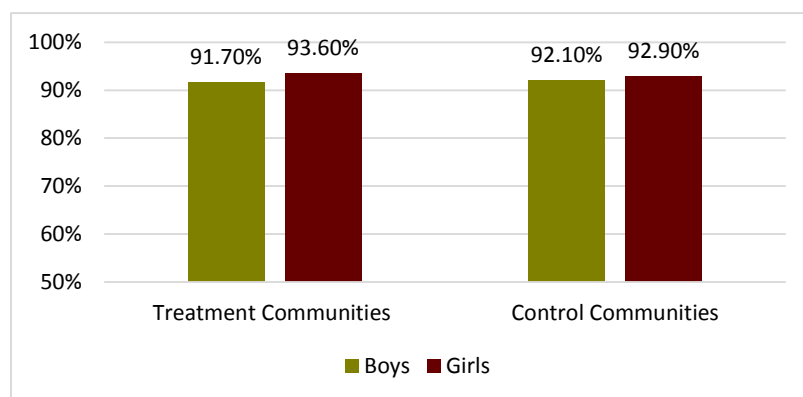
<sup>50</sup> The difference between the treatment and control groups, though substantively insignificant, is statistically significant at 1% level.

for both boys and girls. For example, 91.7 percent of the boys between 5 and 17 in the treatment communities were enrolled in school so were the 92.1 percent of those in the control communities. Exhibit 19 shows children's school enrollment, attendance, and absenteeism behavior. There are some statistically significant differences between the treatment and control groups in current grade attending. Well over 90 percent of both treatment and control group children were attending primary school when the survey was fielded. About 3 to 4 percent of the children between ages 5 and 17 were attending secondary school. There are some imbalances that we detected between treatment and control groups in the schooling distribution, although very small in magnitude, some of the differences are statistically significant. We plan to control for them when producing the regression adjusted impact estimates during the endline analysis.

**Exhibit 17. Child Demographic Characteristics**

Demographic Characteristics	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
Sex: children from ages 5 to 17						
Female	0.505 (0.989)	4474	0.502 (0.996)	5,105	0.003	(-0.017, 0.023)
Age groups: children from ages 5 to 17						
5 to 11	0.608 (0.803)	4474	0.611 (0.797)	5,105	-0.003	(-0.023, 0.016)
12 to 13	0.161 (2.282)	4474	0.158 (2.307)	5105	0.003	(-0.012, 0.018)
14 to 17	0.231 (1.825)	4474	0.230 (1.829)	5105	-0.001	(-0.016, 0.018)

**Exhibit 18. School Enrollment for Children 5-17**



**Exhibit 19. School Enrollment, Attendance, and Absenteeism for Children 5-17**



Education Enrollment and Attendance	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
Children's school enrollment (ages 5–17)						
% of children enrolled in school	0.928 (0.299)	4474	0.925 (0.257)	5105	0.003	(-0.015, 0.021)
% of boys	0.917 (0.314)	2213	0.921 (0.264)	2542	-0.004	(-0.012, 0.003)
% of girls	0.936 (0.284)	2261	0.929 (0.251)	2563	0.007	(-0.017, 0.031)
Children's grade currently attending for the enrolled (ages 5–17)						
Pre-primary (%)	0.021 (6.798)	4474	0.035 (5.228)	5105	0.014***	(-0.021, 0.007)
Primary (grades 1– 5) (%)	0.763 (0.558)	4474	0.720 (0.624)	5105	0.043***	(0.025, 0.062)
Upper primary (grades 6–8) (%)	0.185 (2.099)	4474	0.200 (2.002)	5105	-0.015*	(-0.031, 0.002)
Secondary (grades 9–10) (%)	0.019 (7.095)	4474	0.031 (5.619)	5105	0.011***	(-0.018, -0.005)
Higher secondary (grades 11–12) (%)	0.010 (9.721)	4474	0.014 (8.269)	5105	-0.004	(-0.008, 0.001)
Children's school attendance for the enrolled (ages 5-17)						
% attending every day last week	0.832 (0.450)	4474	0.842 (0.406)	5105	-0.009	(-0.142, 0.125)
% missing 1-3 days last week	0.119 (2.784)	4474	0.117 (2.847)	5105	0.002	(-0.011, 0.016)
% missing more than 3 days last week	0.049 (4.391)	4474	0.041 (5.581)	5105	0.008	(-0.023, 0.039)
Whether children (ages 5-17) missed school for work						
% of children who missed school in last week because of work	0.059 (3.972)	4474	0.056 (4.546)	5105	0.003	(-0.133, 0.127)
% of boys	0.057 (4.065)	2213	0.053 (4.047)	2542	0.004	(-0.134, 0.142)
% of girls	0.062 (3.886)	2261	0.060 (4.640)	2563	0.002	(-0.135, 0.139)

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001

Exhibit 19 also presents details on absenteeism behavior, especially for children who were engaged in paid work and enrolled in school. Although 83-84 percent of the children who were

enrolled in school attended school every day during the week before the baseline survey, more than 10 percent of the children missed one to three days. There is no statistically significant difference between treatment and control groups on school absenteeism behavior. Working was the reason that 5.9 percent in the treatment communities and 5.6 percent in the control villages missed school within the previous week, the difference between the two groups is not statistically significant at conventional levels. In both treatment and control groups, the fraction of girls who missed school for work is slightly higher than the fraction of boys, although this difference is not statistically significant.

### 4.3 Prevalence of Child Labor and Hazardous Child Labor

**Exhibit 20. Prevalence of Child Labor**

Characteristic	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
Total	0.404 (1.214)	4474	0.418 (1.180)	5105	-0.014	(-0.034, 0.006)
<b>Age: Percentage of children engaged in child labor in each age category</b>						
5 to 11	0.369 (1.307)	4474	0.369 (1.308)	5105	0.000	(-0.024, 0.025)
12 to 13	0.455 (1.095)	4474	0.503 (0.994)	5105	-0.048*	(-0.098, 0.002)
14 to 17	0.461 (1.082)	4474	0.490 (1.020)	5105	-0.029	(-0.071, 0.012)
<b>Sex: Percentage of children engaged in child labor in each gender category</b>						
Girls	0.449 (1.108)	4474	0.451 (1.103)	5105	-0.003	(-0.031, 0.026)
Boys	0.359 (1.337)	4474	0.385 (1.265)	5105	-0.026*	(-0.053, 0.002)

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001.

To preface this section, Exhibit 12 in Chapter 3 operationalized the child labor and hazardous child labor (HCL) definitions used in this evaluation. Child labor and HCL prevalence statistics were measured as data from the last week/last week worked. Our main finding is that baseline equivalency is generally attained in the incidence of child labor and HCL between the treatment and control communities except for certain age groups. Exhibit 20 reports detailed information on the prevalence of child labor. Looking across different categories, there are only two marginally significant differences in age and gender both at 10% level. The exhibit shows that 40 to 41 percent of children in both the treatment and control communities were engaged in child labor during the baseline survey. There is only one difference across the two intervention

groups when disaggregated by age, with incidence being higher in the control group. That is, 45.5 percent and 50.3 percent of children between the ages of 12 and 13 in the treatment and control groups, respectively, were engaged in child labor; for the age groups 5 to 11 and 14 to 17, there are no statistically significant differences between the treatment and control groups in child labor prevalence. The exhibit also shows that 45 percent of girls in both the treatment and control villages were involved in some form of child labor, compared to 36 percent and 39 percent of boys in the treatment and control communities, respectively.

**Exhibit 21. Prevalence of Hazardous Child Labor**

Characteristic	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
Total	0.319 (1.461)	4474	0.307 (1.502)	5105	0.012	(-0.007, 0.031)
Age: Percentage of children engaged in hazardous child labor in each age category						
5 to 11	0.287 (1.576)	4474	0.265 (1.667)	5105	0.022*	(-0.000, 0.045)
12 to 13	0.322 (1.453)	4474	0.331 (1.423)	5105	-0.009	(-0.056, 0.038)
14 to 17	0.402 (1.221)	4474	0.404 (1.214)	5105	-0.003	(-0.044, 0.039)
Sex: Percentage of children engaged in hazardous child labor in each gender category						
Girls	0.387 (1.260)	4474	0.364 (1.322)	5105	0.023	(-0.005, 0.050)
Boys	0.250 (1.731)	4474	0.250 (1.732)	5105	0.000	(-0.024, 0.025)

Exhibit 21 provides a snapshot of the prevalence of hazardous child labor across the treatment and control communities and disaggregates the baseline results for HCL along age and gender. There is only one statistically significant difference across the treatment and control groups in the incidence of HCL when disaggregated by age and gender at 10% level. Roughly, 32 percent of children in the treatment communities are engaged in some form of HCL, compared to 31 percent in the control communities, the difference is not statistically significant at conventional levels. As the exhibit shows, older children ages 12–13 and 14–17 are engaged in HCL in higher proportions than their younger 5 to 11 counterparts.

Over one-third of girls (39 and 36 percent in the treatment and control communities, respectively) are engaged in some form of hazardous child labor. These findings are noticeably higher than the prevalence among working boys (25 percent in both the treatment and control groups, respectively).

## Exhibit 22. Prevalence of Child Labor in Tobacco Activities

Characteristic	Treatment		Control		Difference (t test)	
	Mean	N	Mean	N	Mean	CI (LB, UB)
	(CV)		(CV)			
Total	0.147	4474	0.131	5105	0.016	(-0.002, 0.034)
	(2.381)		(2.574)			
Age: Percentage of children engaged in hazardous child labor in each age category						
5 to 11	0.110	4474	0.099	5105	0.011	(-0.026, 0.005)
	(2.841)		(3.006)			
12 to 13	0.184	4474	0.150	5105	0.035*	(-0.072, 0.003)
	(2.105)		(2.383)			
14 to 17	0.230	4474	0.202	5105	0.029	(-0.063, 0.006)
	(1.829)		(1.990)			
Sex: Percentage of children engaged in hazardous child labor in each gender category						
Girls	0.103	4474	0.094	5105	0.009	(-0.026, 0.008)
	(2.959)		(3.111)			
Boys	0.186	4474	0.168	5105	0.018*	(-0.002, 0.038)
	(2.023)		(2.724)			

Exhibit 22 provides a summary of the prevalence of child labor in tobacco activities, the main target of CLEAR II interventions, across the treatment and control communities and disaggregates the baseline results along age and gender. There are two statistically significant difference across the treatment and control groups in the incidence of tobacco related child labor when disaggregated by age and gender, both at 10% level. About 15 percent of children in the treatment communities are engaged in some form of tobacco work, compared to 13 percent in the control communities, the difference is not statistically significant at 5% level. As the exhibit shows, older children ages 14–17 are engaged in tobacco work in much higher proportions than their younger 5 to 11 counterparts. About 1 in 10 girls (10 and 9 percent in the treatment and control communities, respectively) are engaged in some form of tobacco work. More interestingly, these findings are noticeably lower than the prevalence among working boys (19 and 17 percent in the treatment and control groups, respectively).

To summarize, after a careful review of the data, we conclude that baseline equivalence has been generally achieved for almost all the main outcomes and most of background characteristics. For the primary outcome of the CLEAR II interventions, the hazardous child labor in tobacco activities, we found statistically significant differences in its prevalence between treatment and control communities for children between the ages of 12 and 13 and for boys. Although these differences are statistically significant at 10% level, the magnitudes are between 2 to 3.5 percentage points. For children between 12 and 13, 18.4% of those who lived in the treatment communities were engaged in tobacco related work, while 15% of those

from control communities were involved in hazardous tobacco work. Focusing on boys, 18.6% of those who were from the treatment communities were engaged in tobacco work, while the corresponding fraction in the control area was 16.8%. We have also observed the similar statistically significant differences for these two groups for child labor prevalence, both at 10% level. It is likely that these differences were driven primarily by the differences in tobacco work for these two demographic groups. Variables in which statistically significant differences were detected at baseline will be included as control variables in future multivariate regression analysis to control for potential imbalances between the treatment and control groups.

## ANNEX A. BASELINE QUESTIONNAIRE

### ILAB MALAWI BASELINE

#### HOUSEHOLD AND CHILDREN (5-17 YEAR OLDS) SURVEY

HHID: <<insert>>

REGION: <<insert>>

DISTRICT: <<insert>>

TRADITIONAL AREA/AUTHORITY: <<insert>>

EDUCATION ZONE/COMMUNITY: <<insert>>

Time Started Interview: \_\_\_\_\_ AM/PM      Time Ended Interview: \_\_\_\_\_ AM/PM

Hello, my name is [insert name] and first I'd like to thank you for taking the time to talk to me. I am from [insert subcontractor], which is a company that interviews people to collect information about them and their opinions.

I am going to ask you a few questions about your household and how you feel about some things in your community. It should take no more than 35 to 40 minutes of your time. Please note that everything you say to me is confidential. We will never identify you or anyone in your household in any reports or information we release. You can choose to refuse to do this interview. You can also choose to refuse to answer any questions you are uncomfortable with or don't want to answer. There are no penalties to you for not participating or not answering a question. There is also no direct benefit to you for participating in this survey. Do I have your permission to continue? If yes:

**Can you please tell me your address?**

**ADDRESS:** \_\_\_\_\_

**Can you please tell me the name of the head of household? Head of household is the person who lives here, is responsible for managing the affairs of the household and also makes most of the decisions on behalf of the household. Can I have his/her cell phone, in case I need to contact him/her to clarify some answers?**

**Name of Head of Household:** \_\_\_\_\_

**Cell Phone of Head of Household:** \_\_\_\_\_

**And what is your name?**

**Name of Respondent:** \_\_\_\_\_

1. We would first like to ask about the people who usually live in your household. By this we mean:

- Members living in the same dwelling unit and **eating out of the same kitchen;**
- Member **who live somewhere else because of work or school but would otherwise live here,** that is, consider this to be their permanent address;
- Any visitors or house workers who have been **living at this address for at least 4 weeks.**

Do not count

- Members who have migrated with the entire immediate family.
- Any child who is permanently living with other relatives.
- Any child or other family member who is married and living with in-laws, even though, they are visiting for 4 or more weeks.

Can you please tell me how many people live in this household? \_\_\_\_\_ **(RECORD NUMBER)**

Now, can I have the name of the head of household? Who is this person in this household? Who are the next persons who live in your household?

<b>HH Members</b>
<b>(name) Full Name</b>
<b>(rel) What is your/&lt;&lt;name&gt;&gt;'s relationship to household head?</b>
<input type="checkbox"/> 1 Head of household [SHOULD BE LISTED FIRST IN ROSTER]

<b>HH Members</b> <input type="checkbox"/> 2 Spouse (wife or husband) <input type="checkbox"/> 3 Child (son or daughter) <input type="checkbox"/> 4 Parent (father or mother) <input type="checkbox"/> 5 Sibling (sister or brother) <input type="checkbox"/> 6 Son-in-law/Daughter-in-law <input type="checkbox"/> 7 Grandchild <input type="checkbox"/> 8 Niece/Nephew <input type="checkbox"/> 9 Other relation <input type="checkbox"/> 10 Non-relative
<b>(sex) What is your/ &lt;&lt;name&gt;&gt;'s gender?</b> <input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female <input type="checkbox"/> 3 Other
<b>(age) What is your/ &lt;&lt;name&gt;&gt;'s age?</b>
<b>(mar) [ASK ONLY IF AGE &gt;=12 YEARS] What is your/ &lt;&lt;name&gt;&gt;'s marital status?</b> <input type="checkbox"/> 1 Never married <input type="checkbox"/> 2 Currently married <input type="checkbox"/> 3 Widowed <input type="checkbox"/> 4 Divorced <input type="checkbox"/> 5 Separated
<b>(live) [ASK ONLY IF AGE &lt; 18 YEARS] Do/Does /&lt;&lt;name&gt;&gt; normally live here, at place of work or somewhere else?</b> <input type="checkbox"/> 1 Here/With Family <input type="checkbox"/> 2 Place of work <input type="checkbox"/> 3 At school <input type="checkbox"/> 4 Somewhere else (specify nature of the location, not physical address)

2. I would now like to ask questions about education of each member of the family. We will begin with the adults first. First, tell me can you read and write? Can <<name>> read and write?

<b>HH Members AGED 5 YEARS AND OLDER</b>				
<b>(lit) Can you/&lt;&lt;name&gt;&gt; read and write a short, simple sentence in any language?</b>				
<input type="checkbox"/> 1 Yes				
<input type="checkbox"/> 2	No			
<input type="checkbox"/> 8 Unsure/ Don't know				
<b>(educ) What is highest level of education that you/&lt;&lt;name&gt;&gt; have/has completed? By complete we mean that you finished one Standard and went on to the next level. What is that last level you/&lt;&lt;name&gt;&gt; completed?</b>				
<input type="checkbox"/> 99	Never	enrolled	<i>(go</i>	<i>to</i> <i>nenroll)</i>
<input type="checkbox"/> 0	Pre-Primary (nursery, KG)			
<input type="checkbox"/> 66	Directly went to Standard 1			
<input type="checkbox"/> 1	Standard 1			
<input type="checkbox"/> 2	Standard 2			
<input type="checkbox"/> 3	Standard 3			
<input type="checkbox"/> 4	Standard 4			
<input type="checkbox"/> 5	Standard 5			
<input type="checkbox"/> 6	Standard 6			
<input type="checkbox"/> 7	Standard 7			
<input type="checkbox"/> 8	Standard 8			
<input type="checkbox"/> 9	Form 1			
<input type="checkbox"/> 10	Form 2			
<input type="checkbox"/> 11	Form 3			
<input type="checkbox"/> 12	Form 4			
<input type="checkbox"/> 13	Some College (attended but incomplete)			
<input type="checkbox"/> 14	College Graduate or more <i>(go to question 3)</i>			
<input type="checkbox"/> 88	Don't know			
<b>(nenroll) What is the <u>main</u> reason you/&lt;&lt;name&gt;&gt; never enrolled or did not undertake further studies?</b>				
<input type="checkbox"/> 1	Financial constraints/Could not afford schooling			
<input type="checkbox"/> 2	Social discrimination (religion, tribe, etc.)			
<input type="checkbox"/> 3	Too young for school			
<input type="checkbox"/> 4	Want to undertake vocational training			
<input type="checkbox"/> 5	Not interested			
<input type="checkbox"/> 6	School not available			
<input type="checkbox"/> 7	Transportation not available			
<input type="checkbox"/> 8	Security reasons			
<input type="checkbox"/> 9	Teacher not coming/absent			
<input type="checkbox"/> 10	Treatment in school (specify) (bullying, harassment			
<input type="checkbox"/> 11	School entitlements not being distributed			
<input type="checkbox"/> 12	School too far			
<input type="checkbox"/> 13	No one sent or cared to send to school			
<input type="checkbox"/> 14	Has had enough education			
<input type="checkbox"/> 15	Poor quality of school			
<input type="checkbox"/> 16	Had to go to work to earn money			
<input type="checkbox"/> 17	Had to help with family farm, livestock or business			
<input type="checkbox"/> 18	Had to learn a job that will help earn money			



**HH Members AGED 5 YEARS AND OLDER**

- ☐19 Had to help with household chores, such as cooking, cleaning, taking care of children or older relatives
- ☐66 Currently in school/college
- ☐77 Other reason (specify)
- ☐88 Don't know

3. I have a few questions now about the children in your household.

**HH Members AGED 5 YEARS TO 17 YEARS**

**(currenroll)** Is <<name>> currently enrolled or signed up in a school or college?

- ☐1 Yes
- ☐2 No (go to notinsch)
- ☐8 Unsure/ Don't know (go to notinsch)

**(grade)** Which standard is <<name>> currently attending/did <<name>> attend the last time he/she attended school?

- ☐0 Pre-Primary (nursery, KG)
- ☐1 Standard 1
- ☐2 Standard 2
- ☐3 Standard 3
- ☐4 Standard 4
- ☐5 Standard 5
- ☐6 Standard 6
- ☐7 Standard 7
- ☐8 Standard 8
- ☐9 Form 1
- ☐10 Form 2
- ☐11 Form 3
- ☐12 Form 4
- ☐13 Vocational school/College
- ☐88 Don't know
- Go to misssch

**(notinsch) [ASK IF CURRENROLL NE 1]** What is the main reason <<name>> is not enrolled in any type of school currently?

- ☐1 Financial constraints/Could not afford schooling
- ☐2 Social discrimination (religion, tribe, etc.)
- ☐3 Too young/old for school
- ☐4 Want to undertake vocational training
- ☐5 Not interested
- ☐6 School not available
- ☐7 Transportation not available
- ☐8 Security reasons
- ☐9 Teacher not coming/absent
- ☐10 Treatment in school (specify) (bullying, harassment)
- ☐11 School entitlements not being distributed
- ☐12 School too far
- ☐13 No one sent or cared to send to school
- ☐14 Has had enough education

<b>HH Members AGED 5 YEARS TO 17 YEARS</b>			
<input type="checkbox"/> 15 Poor quality of school <input type="checkbox"/> 16 Had to go to work to earn money <input type="checkbox"/> 17 Had to help with family farm, livestock or business <input type="checkbox"/> 18 Had to learn a job that will help earn money <input type="checkbox"/> 19 Had to help with household chores, such as cooking, cleaning, taking care of children or older relatives <input type="checkbox"/> 66 Currently in school/college <input type="checkbox"/> 77 _____ Other _____ reason _____ (specify) <input type="checkbox"/> 88 Don't know <b>→Go to scheme</b>			
<b>(misssch) Did &lt;&lt;name&gt;&gt; miss school or was absent from school last week because he/she was...</b> a. Needed to do household chores, such as cooking, cleaning and taking care of siblings or other family members? b. Needed to work on the family or household's farm? c. Needed to help with the family or household's business? d. Needed to do some other kind of work?			
<b>(schdays) How many days did &lt;&lt;name&gt;&gt; miss school in the last week?</b>			
<b>(scheme) Does &lt;&lt;name&gt;&gt; currently receive any support from the government, a non-governmental organization, church, school, landlord, friend or relative or someone else? Support can be monetary, as a scholarship or some other type of material help.</b> <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No ( <i>go to question 4</i> ) <input type="checkbox"/> 8 Unsure/ Don't know ( <i>go to question 4</i> )			
<b>(schmtyp) What type of support did &lt;&lt;name&gt;&gt; receive? CHECK ALL THAT APPLY.</b> <input type="checkbox"/> a School fees <input type="checkbox"/> b Clothing <input type="checkbox"/> c Food <input type="checkbox"/> d Money <input type="checkbox"/> e School uniform <input type="checkbox"/> f Learning materials, such as books, pencils, etc. <input type="checkbox"/> g Farming materials <input type="checkbox"/> h Other (specify) _____			
<b>(schmsrc) Where did the support come from? CHECK ALL THAT APPLY.</b> <input type="checkbox"/> a Government <input type="checkbox"/> b Non-governmental organization (NGO) <input type="checkbox"/> c Church <input type="checkbox"/> d Landlord <input type="checkbox"/> e Friend/relative or family <input type="checkbox"/> f School <input type="checkbox"/> g Don't know <input type="checkbox"/> h Other (specify) _____			

4. Now, I have some questions about the work that some of your household members do. I want you to first think back to the last week. By last week we mean last Sunday (insert date) to Saturday (insert date).

### HH Members AGED 5 to 17 YEARS

**(emp)** Now, think about all the activities <<name>> did in the last week. Please tell me if <<name>> did any of the following in the last week. Did <<name>> do this activity in the last week? Did <<name>> do this activity just for the household, for someone else or for both?

- ☐1 Yes, only for household
- ☐2 Yes, only for someone else
- ☐3 Yes, for household and someone else
- ☐4 No, did not do this activity in last **week**
- ☐8 Don't know

- (a) Ran or did any kind of business, big or small, for yourself/himself/herself or for your household or with one or more partners? By business we mean, selling things, making things for sale, repairing things, guarding car, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining and other such businesses
- (b) Did any tobacco-related work, including working on a tobacco farm?
- (c) Did any work as a domestic worker for someone else?
- (d) Helped look after livestock such as cattle, goats, chickens, pigs, etc.
- (e) Did any construction or major repair work on his/her own home, plot, or business or those of the household?
- (f) Helped gather wild leaves such as blackjack and okra leaves, or wild fruits, berries for household use?
- (g) Helped with keeping birds and other pests from crops
- (h) Fetched water
- (i) Collected firewood
- (j) Caught mice, grasshopper, hares and other animals, or caught fish, prawns, or shells, for sale or household food?
- (k) Produced any other goods for the household's use?
- (l) Did any work on your/his/her own or the household's plot, farm, food garden, or helped in growing farm produce, including sowing, watering, weeding, harvesting, etc.?
- (m) Worked or spent time at a bar, tavern, pub, shebeen or other establishment of entertainment that sells alcohol
- (n) Sold any liquid that contained alcohol?

<b>HH Members AGED 5 to 17 YEARS</b>	
<p>(o) Making bricks</p> <p>(p) Working on a construction or building site</p> <p>(q) Going to the maize mill</p> <p>(r) Did any other type of work (please specify what type of work)</p> <p style="text-align: center;"><sup>51</sup></p>	
<p><b>(ownfarm) [ASK IF (I)=YES]: Was any of the work you/he/she did on own or household's plot, farm or food garden related to growing and harvesting tobacco?</b></p> <p><input type="checkbox"/>1 Yes</p> <p><input type="checkbox"/>2 No <b>(go to homehrs)</b></p> <p><input type="checkbox"/>8 Unsure/ Don't know <b>(go to homehrs)</b></p>	
<p><b>(tobowntime) Please tell me how many hours last week he/she spent working on own or household's plot, farm or food garden in growing or harvesting tobacco? RECORD HOURS.</b></p>	
<p><b>(tobactivity) [ASK IF emp_b=YES OR OWNFARM=YES]. Please tell me if &lt;&lt;name&gt;&gt; was involved in any of the following for at least one hour last week.</b></p> <p><input type="checkbox"/>1 Yes</p> <p><input type="checkbox"/>2</p> <p><input type="checkbox"/>8 Unsure/ Don't know</p> <p style="text-align: right;">No</p> <p>(a) Land preparation?</p> <p>(b) Manure application?</p> <p>(c) Nursery establishment?</p> <p>(d) Ridging</p> <p>(e) Planting</p> <p>(f) Fertilizer application</p> <p>(g) Shade/ban construction (kukonza zigafa)</p> <p>(h) Weeding</p> <p>(i) Bunding</p> <p>(j) Application of pest control</p> <p>(k) De-sucking</p> <p>(l) Leaf plucks</p>	

<sup>51</sup> List is based on what are the relevant hazardous industries and occupation in the study areas. Item O (other) will capture any other industries or occupations being performed. Using the list from Malawi's prohibited work for children, we will specify information to categorize it as hazardous or not.

**HH Members AGED 5 to 17 YEARS**

**(homehrs)** How many hours did <<name>> spend last week in doing household chores? **DO NOT INCLUDE HOURS SPENT HELPING IN OWN OR OTHER FARM, FETCHING WATER OR GATHERING FIREWOOD.**

- child minding own/other children
- education/training of own children at home
- housecleaning and decorating exclusively for own household
- cooking/preparing meals for own household
- caring for the sick and aged (unpaid)
- repairs (minor) to own dwelling, etc.
- repair of own domestic equipment and vehicles

5. I have some more questions about the activities that you just indicated your children engaged in the last week.

**EACH ACTIVITY MENTIONED FOR EACH HH Members AGED 5 TO 17 YEARS**

**(else)** *[ASK IF RESPONSE FOR ANY ACTIVITY FOR EMP IS 2 or 3, THAT IS, WORKED FOR SOMEONE ELSE]*  
You indicated that <<name>> did <<emp>> for someone else. Was that person a relative, non-relative or did he/she do this activity for both relatives and non-relatives?

- ☐1 Relative only
- ☐2 Non-relative only
- ☐3 Both relative and non-relatives
- ☐8 Don't know

**(time)** Please tell me how many minutes or hours <<name>> spent doing <<emp>> each day last week?

- a. How many minutes or hours last Monday did <<name>> spend doing this <<emp>>?
- b. How many minutes or hours last Tuesday did <<name>> spend doing this <<emp>>?
- c. How many minutes or hours last Wednesday did <<name>> spend doing this <<emp>>?
- d. How many minutes or hours last Thursday did <<name>> spend doing this <<emp>>?
- e. How many minutes or hours last Friday did <<name>> spend doing this <<emp>>?
- f. How many minutes or hours last Saturday did <<name>> spend doing this <<emp>>?
- g. How many minutes or hours last Sunday did <<name>> spend doing this <<emp>>?

**(earn)** How much did <<name>> earn from <<emp>> in a last week?

5a. I have some more questions about the activities that children in your household engage in.

**EACH ACTIVITY MENTIONED FOR EACH HH Members AGED 5 TO 17 YEARS**

**(tobseas)** Did <<name>> work on your own household's or someone else's tobacco farm last tobacco season?

- ☐1 Yes, own only
- ☐2 Yes, someone else's only
- ☐3 Yes, own and someone else's
- ☐4 No, did not work in any tobacco farm (*go to question 6*)
- ☐8 Unsure/ Don't know

**(tobhrsown)** In a typical week last tobacco season how many hours did <<name>> work on?

- a. *[ASK IF 1 or 3 above]* Own household's tobacco farm?
- b. *[ASK IF 2 or 3 above]* Someone else's tobacco farm?

<b>EACH ACTIVITY MENTIONED FOR EACH HH Members AGED 5 TO 17 YEARS</b>
---

<b>(tobearn) In a typical week, how much did &lt;&lt;name&gt;&gt; earn from working in tobacco farms during the last tobacco season?</b>
--

6. Now please tell me if the children in your household engaged in any of the following activities.

<b>HH MEMBERS 5-17 YEARS</b>
------------------------------

<b>(othhaz) Did &lt;&lt;name&gt;&gt; engage in any of the following activities <u>last week</u>? CHECK ALL THAT APPLY.<sup>52</sup></b>
---

- |   |
|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/>a WORKED UNDERGROUND</li><li><input type="checkbox"/>b WORKED IN CONFINED SPACES</li><li><input type="checkbox"/>c WORKED IN OR UNDER WATER</li><li><input type="checkbox"/>d WORKED AT DANGEROUS HEIGHTS</li><li><input type="checkbox"/>e CARRY HEAVY LOADS (HEAVIER THAN ONE BUCKET OF WATER)</li><li><input type="checkbox"/>f WORKING WITH ANY TOOLS THAT YOU THINK ARE DANGEROUS</li><li><input type="checkbox"/>g WORK IN A PLACE WITH INSUFFICIENT VENTILATION</li><li><input type="checkbox"/>h WORKING IN CONDITIONS OF EXTREME HEAT OR COLD</li><li><input type="checkbox"/>i WORKING UNDER CONDITIONS WHERE HE/SHE IS NOT ALLOWED TO LEAVE WHEN HE/SHE WANTS TO LEAVE</li><li><input type="checkbox"/>j NONE OF THE ABOVE</li></ul> |
|---|

<b>(exp) Has &lt;&lt;name&gt;&gt; been exposed to any of the following in the <u>last week</u>? CHECK ALL THAT APPLY.</b>
---

- |  |
|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/>a Dust THAT BOTHERS BREATHING OR fumes FROM TOBACCO OR OTHER CHEMICALS</li><li><input type="checkbox"/>b Fire, gas, flames</li><li><input type="checkbox"/>c Loud noise, or vibration, SUCH AS NOISE or VIBRATION MADE BY MACHINES LIKE THE MAIZE MILL</li><li><input type="checkbox"/>d Chemicals and pesticides</li><li><input type="checkbox"/>e Explosives</li><li><input type="checkbox"/>f None OF the ABOVE</li></ul> |
|--|

<b>(time) Please tell me if &lt;&lt;name&gt;&gt; worked during any of the following times in the <u>last week</u>? Please include any hours that &lt;&lt;name&gt;&gt; worked during weekdays (Monday through Friday) and on weekends (Saturday and Sunday).</b>
---

- |  |
|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/>a Early morning (between 5 AM to 8 AM)<ul style="list-style-type: none"><li><input type="checkbox"/>b Morning (8 AM to 12 PM)</li><li><input type="checkbox"/>c Mid-day (12 PM to 2 PM)</li><li><input type="checkbox"/>d Afternoon (2 PM to 6 PM)</li><li><input type="checkbox"/>e Evening (6 PM to 9 PM)</li><li><input type="checkbox"/>f Night (9 PM to 5 AM)</li></ul></li></ul> |
|--|

7. I have some questions now about the activities of adults in the household.

<b>HH MEMBERS 18 YEARS AND OLDER</b>
--------------------------------------

<b>(adultemp) Please tell me if you/&lt;&lt;name&gt;&gt; worked for wages, salary, commission or payment in kind, such as food or other goods, in a <u>last week</u>?</b>
---

- |   |
|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/>1 Yes</li><li><input type="checkbox"/>2 No (<i>go to question 8</i>)</li><li><input type="checkbox"/>8 Unsure/ Don't know (<i>go to question 8</i>)</li></ul> |
|---|

<sup>52</sup> This entire section refers to both work and household chores. We will check for this during cognitive testing and re-word as necessary.

<b>HH MEMBERS 18 YEARS AND OLDER</b>	
<b>(adultearn) How much did you/ &lt;&lt;name&gt;&gt; earn in wages, salary, commission or payment in kind in the last week?</b>	
<b>(adulttob) Was any of the work you/ &lt;&lt;name&gt;&gt; did to earn wages, salary, commission or payment in kind in the last week tobacco related?</b>	
<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 <input type="checkbox"/> 8 Unsure/ Don't know	No
<b>(self) Are you:</b> <input type="checkbox"/> 1 Self-employed <input type="checkbox"/> 2 Working for someone else <input type="checkbox"/> 3 Both, that is you work for yourself and someone else <input type="checkbox"/> 4 Don't work (not engaged in any economic productive activity)	

8. Does everyone in your household:
- |  |                                |                               |
|--|--------------------------------|-------------------------------|
| a. Practice the same religion?               | <input type="checkbox"/> 1 Yes | <input type="checkbox"/> 2 No |
| b. Belong to the same tribe or ethnic group? | <input type="checkbox"/> 1 Yes | <input type="checkbox"/> 2 No |

**IF YES for a AND B – complete FOLLOWING GRID just for head of household. If No on any item, ask GRID FOR that item for all in Household.**

<b>HH MEMBERS</b>	
<b>(rel) What is your/ &lt;&lt;name&gt;&gt;'s religion? PROBE: Are you Christian, Muslim or do you follow some other religion or do you not have a religion?</b>	
<input type="checkbox"/> 1 Christian <input type="checkbox"/> 2 Muslim <input type="checkbox"/> 3 Other religion <input type="checkbox"/> 4 <input type="checkbox"/> 8 Unsure/ Don't know	No religion
<b>(tribe) In Malawi people belong to different tribes such as Chewa, Tumbuka and many others. What is the name of your/ &lt;&lt;names&gt;&gt;'s tribe or ethnic group?</b>	
<input type="checkbox"/> 1 Chewa <input type="checkbox"/> 2 Nyamja <input type="checkbox"/> 3 Yao <input type="checkbox"/> 4 Tumbuka <input type="checkbox"/> 5 Lomwe <input type="checkbox"/> 6 Ngonde <input type="checkbox"/> 7 Ngoni <input type="checkbox"/> 8 Sena <input type="checkbox"/> 9 Tonga <input type="checkbox"/> 10 Lambya <input type="checkbox"/> 11 Senga <input type="checkbox"/> 12 Nyika <input type="checkbox"/> 77 Other <input type="checkbox"/> 88 Unsure/ Don't know	

**SAVINGS AND LOANS:**

**(save)** Now, I have some questions about your household. How much did your household save in the last month? **RECORD AMOUNT, 0 for NONE and 88888 for DON'T KNOW. (SKIP TO saveall if 0).**

**(savings) [ASK IF SAVE GT 0]** Where do you put the money that you saved last month, that is, in the last 4 weeks? **CHECK ALL THAT APPLY.**

- ☐a In the house
- ☐b Rotating Savings and Credit Associations (ROSCA)
- ☐c Bank or credit union account
- ☐d Malawi Union of Savings and Credit Cooperative's (MUSCCO) micro-insurance program SACCO (Savings and Credit Cooperative Organizations)
- ☐e Village Savings and Loan Association or Village Bank
- ☐f Other (specify) \_\_\_\_\_

**(saveall)** How much total savings does your household have? **(SKIP TO vsla if 0)**

**(savingsall) [ASK IF SAVEALL GT 0]** Where do you put this money that your household has saved? **CHECK ALL THAT APPLY.**

- ☐a In the house
- ☐b Rotating Savings and Credit Associations (ROSCA)
- ☐c Bank or credit union account
- ☐d Malawi Union of Savings and Credit Cooperative's (MUSCCO) micro-insurance program SACCO (Savings and Credit Cooperative Organizations)
- ☐e Village Savings and Loan Association or Village Bank
- ☐f Other (specify) \_\_\_\_\_

**(vsla)** Have you ever heard of a village savings and loan association?

☐1 Yes → Please describe in your own words what a village savings and loan association is.

\_\_\_\_\_  
☐2 No  
☐8 Unsure/ Don't know

**(bank)** Does anyone in your household currently:

- a. Have a bank or credit union account ☐1 Yes ☐2 No ☐8 Unsure/Don't know
- b. Belongs to a village savings and loan association **[SKIP IF VSLA NE YES]** ☐1 Yes ☐2 No ☐8 Unsure/Don't know

**(interest) [ASK IF NO OR UNSURE/DK TO BANK A OR B AS APPROPRIATE]** Would you be interested in:

- a. Having a bank or credit union account ☐1 Yes ☐2 No ☐8 Unsure/Don't know
- b. Belonging to a village savings and loan association ☐1 Yes ☐2 No ☐8 Unsure/Don't know

**(vslawho) [ASK IF BANK\_B=YES]** Who in your household belongs to a village savings and loan association? **CHECK ALL THAT APPLY**

- ☐a Self
- ☐b Spouse (wife or husband)
- ☐c Child (son or daughter)
- ☐d Parent (father or mother)



- ☐e Sibling (sister or brother)
- ☐f Son-in-law/Daughter-in-law
- ☐g Grandchild
- ☐h Niece/Nephew
- ☐i Other relation
- ☐j Non-relative

**(vslalen)** *[ASK IF BANK\_B=YES]* What is the longest time that your household member(s) have/has belonged to a village savings and loan association?

**(vslapay)** *[ASK IF BANK\_B=YES]* Has your household received a payout from the village savings and loan association in the last year, that is, since September 2015?

- ☐1 Yes
- ☐2 \_\_\_\_\_ No *(go to loanaccess)*
- ☐8 Unsure/ Don't know *(go to loanaccess)*

**(vslause)** *[ASK IF BANK\_B=YES and VSLAPAY=YES]* How did your household use the money that you received as payout from the village savings and loan association? **CHECK ALL THAT APPLY.**

- ☐a Food
- ☐b Medical expenses
- ☐c To pay off debts
- ☐d For children's schooling (school fees, supplies, uniforms, tuition etc.)
- ☐e To make a major household purchase
- ☐g Marriage, birth or other family celebration
- ☐k To invest in a business or farm, including buying seeds, farming instruments, etc.
- ☐h Home improvement or maintenance
- ☐i To give to another family member
- ☐j To lend to someone else at interest
- ☐k To have as savings
- ☐l Other (specify) \_\_\_\_\_

**(loanaccess)** If you wanted to get a loan today, are you able to get one?

- ☐1 Yes → From where can you get such a loan? \_\_\_\_\_
- ☐2 \_\_\_\_\_ No
- ☐8 Unsure/ Don't know

**(loan)** Have you ever taken out a loan?

- ☐1 Yes
- ☐2 \_\_\_\_\_ No *(go to vslaatt)*
- ☐8 Unsure/ Don't know *(go to vslaatt)*

**(loannum)** How many loans did you take out in the last year, that is between September 2015 and today?

**(loanval)** What was the value of all the loan(s) that you took out in the last year, that is between September 2015 and today?

**(loanwhere)** Where did you get your loans from in the last year, that is, between September 2015 and today? **CHECK ALL THAT APPLY.**

- ☐a From a family member, friend, neighbor or relative
- ☐b From a private money lender

- ☐c From a Village Savings and Loan Association (VSLA)
- ☐d From a Rotating Savings and Credit Associations (ROSCA)
- ☐e From a Bank or credit union account
- ☐f From a Malawi Union of Savings and Credit Cooperative's (MUSCCO) micro-insurance program SACCO (Savings and Credit Cooperative Organizations)
- ☐g From Other (specify) \_\_\_\_\_

**(loanreas)** What prompted you to take out a loan(s) last year, that is, between September 2015 and today? **CHECK ALL THAT APPLY.**

- ☐a Natural disaster such as flood, drought, earthquake, hurricane, cyclone, etc.
- ☐b Other disaster such as fire, explosion, etc.
- ☐c Illness of a household member
- ☐d Changing life circumstances of a household member, such as wedding, graduation, etc.
- ☐e Other (specify) \_\_\_\_\_

**(loanuse)** How did you use the money that you took out as a loan? **CHECK ALL THAT APPLY.**

- ☐a Food
- ☐b Medical expenses
- ☐c To pay off debts
- ☐d For children's schooling (school fees, supplies, uniforms, tuition etc.)
- ☐e To make a major household purchase
- ☐g Marriage, birth or other family celebration
- ☐k To invest in a business or farm, including buying seeds, farming instruments, etc.
- ☐h Home improvement or maintenance
- ☐i To give to another family member
- ☐j To lend to someone else at interest
- ☐k To have as savings
- ☐l Other (specify) \_\_\_\_\_

**(loanwho)** Who made the decision to take out the loan(s)? **CHECK ONE.**

- ☐1 Self
- ☐2 \_\_\_\_\_ Spouse
- ☐3 Both
- ☐3 Someone else (specify) \_\_\_\_\_

**(vslaatt)** Now I am going to read you some statements. Please tell me if you agree or disagree with each of these statements. There is no right or wrong answer.

	Agree (1)	Disagree (2)	Unsure (3)
a. My household would save more if there was a place where we could put aside a little savings each week.			
b. If my household had some place where I could put aside a little savings each week, then my children would not have to work.			
c. If my household had some place where I could put aside a little savings each week, then I could one day start my own business.			
d. If my household has some place where I could put			

aside a little savings each week, then I will have something to fall back on if something bad like an illness, flooding or drought happens.			
e. If I could get a loan in times of difficulty, then I would not have to send my children to work.			
f. If I could get a loan, then I could start my own business.			

**WOMEN HH RESPONDENTS ONLY (Skip to AGEOP if NOT Woman Respondent):**

**(wmearn)** Do you do any work that earns you money?

- ☐ 1 Yes
- ☐ 2 No **(go to question 11b)**
- ☐ 8 Unsure/Don't know **(go to question 11b)**

**(earncomp)** [ASK IF MAR FOR RESPONDENT=2, i.e., CURRENTLY MARRIED] Would you say that the money that you earn is:

- ☐ 1 More than husband
- ☐ 2 Less than husband
- ☐ 3 About the same
- ☐ 4 Husband has no earning **(ask 11a but not 11b)**
- ☐ 8 Unsure/Don't know

**(earnuse)** Please tell me, if you have a say in:

- 1=Yes
- 2=No
- 3=Sometimes/Maybe
- 4=Husband has no earnings
- 8=Unsure/Don't know

a. How your earnings will be used? **(Skip if question 9 NE 1)**

b. How your husband's earnings will be used? **(Skip if question 10=4)**

**(ownmon)** Do you have any money of your own that you alone can decide how to use?

- ☐ 1 Yes
- ☐ 2 No

**(decision)** Now, please tell me if you have any say in the following decisions:

- 1=Yes
- 2=No
- 3=Sometimes/Maybe/Some say
- 8=Unsure/Don't know

- a. Decision about your child(ren)'s schooling
- b. Decision about when your child(ren) should start working to help earn money
- c. Decision about what kind of work your child(ren) will do to help earn money
- d. Decision about your child(ren)'s health care, that is when and where they should see someone for their health
- e. Decisions related to children's marriage

- f. Decision when pregnant about which doctor to see, where to go for health care and where to give birth
- g. Decisions about making major household purchases?
- h. Decisions about making purchases for daily household needs?
- i. Decisions related to participating in groups, such as women's or mother's groups or the village savings and loan association within your community?

**ASK ALL (FROM HERE TO END OF SURVEY):**

**(ageop)** Now, we have some questions on your opinions.

- a. Till what age is a person considered to be a child?

**RECORD AGE**

☐88 Unsure/Don't know

- b. Up to what age should
  - i. Girls go to school \_\_\_\_\_ **RECORD AGE**
  - ii. Boys go to school \_\_\_\_\_ **RECORD AGE**
- c. At what age should
  - i. Girls start doing household chores? \_\_\_\_ **RECORD AGE**
  - ii. Boys start doing household chores? \_\_\_\_ **RECORD AGE**
- d. At what age should
  - i. Girls start working for pay? \_\_\_\_\_ **RECORD AGE**
  - ii. Boys start working for pay? \_\_\_\_\_ **RECORD AGE**
- e. At what age should
  - i. Girls get married? \_\_\_\_\_ **RECORD AGE**
  - ii. Boys get married? \_\_\_\_\_ **RECORD AGE**

**(Kidlab)** I am now going to read you three statements. Please tell me which one is closer to your view? Remember there is no right or wrong answer. Just tell me which one comes closer to your opinion.

IF MY FAMILY REALLY NEEDS MONEY BADLY THEN,

- a. I would prefer that the children 12 and older help the family earn money instead of going to school
- OR
- b. I would prefer to send the children 12 and older to school instead of sending them to earn money
- OR
- c. The children 12 and older have to work to earn money, but I would still send them to school

- ☐1 Closer to A
- ☐2 Closer to B
- ☐2 Closer to C
- ☐8 Unsure/Cannot decide

**(klabwhy)** Could you tell me why you feel this way?

[OPEN-ENDED]

**(kidop)** Now I am going to read you some statements. Please tell me if you agree or disagree with each of these statements. There is no right or wrong answer.

	Agree (1)	Disagree (2)	Unsure (3)
a. Girls can miss school for a few days if they are needed at home for housework or to work in the fields			
b. Nowadays girls are the same as boys and if you educate them, they can earn just as much as the boys and help their families			
c. If they work from a young age, then the children will not develop and there will be a negative impact.			
d. To learn work skills, it is important to start at a young age			
e. Boys can miss school for a few days if they are needed at home for housework or to work in the fields			
f. Education is important for a child's future			

**(kidlaw)** The Government of Malawi has laws about children and their activities. My next questions are about some of these laws. I would like to know how much you know about them. Many people do not know them so don't be embarrassed if you are not sure; just tell me so. Can you please tell me:

a. Is there a law that requires children to go to school?

- ☐1 Yes  
☐2 No  
☐8 Unsure/Don't know

b. How about work? Is there a law that regulates at what age children can work?

- ☐1 Yes  
☐2 No  
☐8 Unsure/Don't know

c. Have you heard of the term child labor?

- ☐1 Yes  
☐2 No  
☐8 Unsure/Don't know

d. **[IF C=YES]** What does the term child labor mean to you? \_\_\_\_\_

**e. [IF C=YES]** Where did you hear about child labor? **CHECK ALL THAT APPLY.**

- ☐a Radio  
☐b Friends/family/neighbors  
☐c Newspaper  
☐d Television  
☐e Other (specify) \_\_\_\_\_

**(radio) [DO NOT ASK IF E=RADIO THAT IS YES TO RADIO ABOVE]** Have you heard about child labor on radio?

- ☐1 Yes
- ☐2 No
- ☐8 Unsure/Don't know

**FOOD SECURITY**

Fs1	In the last month, did you, other adults or children in your household once reduce the size of your meals, skip meals or substitute certain foods for other less nutritious food because there was not enough food or money for food? <b>CHECK ONE.</b> 1. Yes 2. No ( <b>go to WATER</b> ) 8. Don't know ( <b>go to WATER</b> )
Fs1a	Who in the household usually does this, that is, reduce the size of the meals, skip a meal or substitute certain foods for other less nutritious food? 1. Everyone 2. Women 3. Girls (child) 4. Men 5. Boys (child) 6. Other (specify)

**INCOME: Respondent's Household Income/Asset Status**

**WATER.** Does your home have running water? Running water means that there is a pipe that brings water to your home.

- ☐1 Yes
- ☐2 No
- ☐8 Unsure/Don't know

**ELEC.** Does your home has electricity? Is that from solar panels or from a line that brings electricity or both?

- ☐1 Yes, electric line
- ☐2 Yes, solar only
- ☐3 Yes, electric line and solar
- ☐3 No (**go to INC1B**)
- ☐8 Unsure/Don't know

**INC1a. [ASK IF ELEC=YES OR DON'T KNOW]** I have a few more questions about your household. Please tell me how many of each of the following does your household own?

- 06. Television
- 07. Electric Iron
- 08. VCD/DVD player
- 09. Washing machine
- 10. Oven
- 11. Dishwasher, that is, a machine that washes dishes
- 12. Refrigerator
- 13. Computer

- 15. Satellite/Cable TV
- 28. Motorized pump

INC1b. **[ASK ALL]** I have a few more questions about your household. Please tell me how many of each of the following does your household own?

- 01. Car
- 02. Tractor
- 03. Motorcycle
- 04. Bicycle
- 05. Animal drawn-cart
- 07. Fire heated Iron
- 14. Sewing machine
- 16. Telephone (Land line)
- 17. Mobile phone
- 18. Radio
- 19. Furniture
- 20. Utensils (metal pots and metal kitchen ware).
- 21. Grinding Mill
- 22. Bailing jack
- 23. Plough/ ridge
- 24. Treadle pump
- 25. Sprayer
- 26. Solar panel
- 27. Wheel barrow

INC2. Does your household own land for growing crops?

- ☐1 Yes → How many plots does your household own for growing crops, i.e., plots that are registered in the name of someone in your household? Please include any plots your household might own, but are renting out to others for growing.
- ☐2 No

INC3. Does anyone in your household rent land for growing crops?

- ☐1 Yes
- ☐2 No (**skip to INC4**)

INC3A. How many plots does your household rent for growing crops?

INC3B. For how long has your household been renting plots for growing crops?

- ☐1 Less than one year
- ☐2 1 to 3 years
- ☐3 3 to 5 years
- ☐4 More than 5 years
- ☐8 Unsure/Don't know

**THANK INTERVIEWEE AND END HOUSEHOLD SURVEY**

**(children) Use question 1 to assess if household has any 5-17 year-olds. IF YES, ASK EACH 12-17 YEAR**

**OLD THE FOLLOWING AFTER OBTAINING CONSENT FROM PARENT/GUARDIAN AND ASK EACH 5-11 YEAR OLD ONLY QUESTION (YoungChild).**

**(ASK GUARDIAN)** May I now ask <<name>> a few questions? It is about his/her usual activities. Do I have your permission to continue? If yes:

Hello, my name is [insert name] and first I'd like to thank you for taking the time to talk to me. I am from [insert subcontractor], which is a company that interviews people to collect information about them and their opinions.

I am going to ask you a few questions about your household and how you feel about some things in your community. It should take no more than 10 to 15 minutes of your time. Please note that everything you say to me is confidential. We will never identify you or anyone in your household in any reports or information we release. You can choose to refuse to do this interview. You can also choose to refuse to answer any questions you are uncomfortable with or don't want to answer. There are no penalties to you for not participating or not answering a question. There is also no direct benefit to you for participating in this survey. Do I have your permission to continue? If yes:

**(YoungChild)** I am going to read you a list of activities that people often do. Please tell me if you did any of these activities in the last week for at least one hour.

**(YoungChild)** I am going to read you a list of activities that people often do. Please tell me if you did any of these activities in the last week for at least one hour.

☐1 Yes

☐4 No, did not do this activity in last **week**

☐8 Don't know

(a) Did you sell any food in the street?

(b) Did you do any farm work in tobacco related activities?

(c) Did you do any other farm work, including harvesting or taking care of livestock?

(d) Did you do any domestic work outside your house or take care someone outside your family?

(e) Did you mold bricks?

(f) Did you fetch water?

(g) Did you collect firewood?

(h) Did you transport materials

(i) Did you beg in the street

(j) Did you do any other economic productive activity (please specify)

**ASK TO EACH CHILD 5-11 YEARS AND THEN THANK INTERVIEWEES BEFORE ENDING THE SURVEY.**

D1. Did you attend any kind of school last week?

☐1 Yes

☐2 No (**go to D3a**)



D2. Did you miss school or were absent from school last week because you were...?

*Code as Yes, No and Not Applicable*

- a. Needed to do household chores, such as cooking, cleaning and taking care of siblings or other family members?
- b. Needed to work on the family or household's farm?
- c. Needed to help with the family or household's business?
- d. Needed to do some other kind of work?

➔ **Skip to D4.**

D3a. In which year did you last attend any type of school?

**[ENTER YEAR – 4 digits]**      ☐ 8888 Don't know

D3b. How old were you when you last attended any type of school? **[ENTER AGE]**

D3c. What was your **main** reason for not attending school/not attending school last term?

- ☐ 1 I am not interested in school
- ☐ 2 I was not good at school
- ☐ 3 My family did not allow schooling or did not consider it to be valuable
- ☐ 4 I did not have money for school fees or I cannot afford schooling
- ☐ 5 I need to work for own money
- ☐ 6 I need to work for money because family needs money
- ☐ 7 I need to help with family farm or business, even though I don't earn any money doing so
- ☐ 8 I need to help my family with household chores, including taking care of younger children or older relatives
- ☐ 9 The school is too far
- ☐ 10 I am afraid of the teacher or other children
- ☐ 11 I needed to learn a job, including farming skills
- ☐ 12 I got pregnant or had a child
- ☐ 77 Something else

D4. What grade or class did you attend when you last went to school? **Check ONE.**

- ☐ 0 Pre-Primary (nursery, KG)
- ☐ 1 Standard 1
- ☐ 2 Standard 2
- ☐ 3 Standard 3
- ☐ 4 Standard 4
- ☐ 5 Standard 5
- ☐ 6 Standard 6
- ☐ 7 Standard 7
- ☐ 8 Standard 8
- ☐ 9 Form 1
- ☐ 10 Form 2
- ☐ 11 Form 3
- ☐ 12 Form 4
- ☐ 13 Vocational school/College

☐88 Don't know

## WORK – Respondent's Work Information

W2. I am now going to read you a list of activities that people often do. Please tell me if you did any of these activities in the last week for at least one hour.

- ☐1 Yes, only for household  
☐2 Yes, only for someone else  
☐3 Yes, for household and someone else  
☐4 No, did not do this activity in last **week**  
☐8 Don't know

- (a) Ran or did any kind of business, big or small, for yourself/himself/herself or for your household or with one or more partners? By business we mean, selling things, making things for sale, repairing things, guarding car, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining and other such businesses
- (b) Did any tobacco-related work, including working on a tobacco farm?
- (c) Did any work as a domestic worker for someone else?
- (d) Helped look after livestock such as cattle, goats, chickens, pigs, etc.
- (e) Did any construction or major repair work on his/her own home, plot, or business or those of the household?
- (f) Helped gather wild leaves such as blackjack and okra leaves, or wild fruits, berries for household use?
- (g) Helped with keeping birds and other pests from crops
- (h) Fetched water
- (i) Collected firewood
- (j) Caught mice, grasshopper, hares and other animals, or caught fish, prawns, or shells, for sale or household food?
- (k) Produced any other goods for the household's use?
- (l) Did any work on your/his/her own or the household's plot, farm, food garden, or helped in growing farm produce, including sowing, watering, weeding, harvesting, etc.?
- (m) Worked or spent time at a bar, tavern, pub, shebeen or other establishment of entertainment that sells alcohol

- (n) Sold any liquid that contained alcohol?
- (o) Making bricks
- (p) Working on a construction or building site
- (q) Going to the maize mill
- (r) Did any other type of work (please specify what type of work)

W3. Now, I have some questions about the work that you did in the last week/last week you worked.

**(kidelse) [ASK IF RESPONSE FOR ANY ACTIVITY FOR KIDEMP IS 2 or 3, THAT IS, WORKED FOR SOMEONE ELSE] You indicated that <<name>> did <<emp>> for someone else. Was that person a relative, non-relative or did he/she do this activity for both relatives and non-relatives?**

- ☐1 Relative only
- ☐2 Non-relative only
- ☐3 Both relative and non-relatives
- ☐8 Don't know

**a. Please tell me how many hours on each day of the week you did this activity on <<weekday>> last week?**

- i. Monday **(RECORD HOURS)**
- ii. Tuesday **(RECORD HOURS)**
- iii. Wednesday **(RECORD HOURS)**
- iv. Thursday **(RECORD HOURS)**
- v. Friday **(RECORD HOURS)**
- vi. Saturday **(RECORD HOURS)**
- vii. Sunday **(RECORD HOURS)**

**b. [ASK ONLY FOR ACTIVITIES THAT CHILD WORKED FOR SOMEONE ELSE, THAT IS, KIDEMP=2 or 3] I see that you worked a total number of <<hours totaled in a. for that activity>> the last week you did this activity. For how many of those hours did you get paid either in cash or in kind? *RECORD HOURS (should be equal to or less than hours totaled from a)***

***IF 0, then go to NEXT ACTIVITY OR IF AT END OF ACTIVITY, GO TO TOBSEAS.***

**c. Were you paid for these hours either in kind, with cash or with both?**

- ☐1 In-kind only **(go to NEXT JOB/TOBSEAS)**
- ☐2 Cash only **(go to e)**
- ☐3 Both **(go to d)**
- ☐4 Not paid **(go to NEXT JOB/TOBSEAS – RECONCILE WITH RESPONDENT)**

**d. You said, you got paid for <<hours from b>> hours for doing this activity the last week when you did it. For how many of these hours, did you get paid in cash? *RECORD HOURS (should be equal to or less than hours totaled from b)***

**e. How much did you earn in cash last week when you worked at this activity? *RECORD AMOUNT***

W3a. I have some more questions about the activities that you did. First,

<p><b>(tobseas) Did you work on your own household's or someone else's tobacco farm last tobacco season? Was it your own household's, someone else's or both?</b></p> <p><input type="checkbox"/>1 Yes, own only</p> <p><input type="checkbox"/>2 Yes, someone else's only</p> <p><input type="checkbox"/>3 Yes, own and someone else's</p> <p><input type="checkbox"/>4 Yes, someone else's only</p> <p><input type="checkbox"/>4 No, did not work in any tobacco farm (<b>go to W4a</b>)</p> <p><input type="checkbox"/>8 Unsure/ Don't know</p>
<p><b>(tobhrsown) In a typical week last tobacco season how many hours did you work on:</b></p> <p>a. [ASK IF 1 or 3 above] Own household's tobacco farm (RECORD HOURS)</p> <p>b. [ASK IF 2 or 3 above] Someone else's tobacco farm (RECORD HOURS)</p>
<p><b>(tobearn) In a typical week, how much did &lt;&lt;name&gt;&gt; earn from working in tobacco farms during the last tobacco season?</b></p>

W4a. What types of crop do you help with? **CHECK ALL THAT APPLY.**

- ☐a Tobacco
- ☐b Maize
- ☐c Rice
- ☐d Sorghum
- ☐e Millet
- ☐f Cassava
- ☐g Banana
- ☐h Sweet Potato
- ☐l Irish Potato
- ☐j Groundnut
- ☐k Tomatoes
- ☐l Onions
- ☐m Other fruits and vegetables
- ☐n Other
- ☐o Never help with crops (**skip to W5**)

W4b. Which of the following tasks do you **usually** do while farming? **CHECK ALL THAT APPLY.**

- (a) Land preparation?
- (b) Manure application?
- (c) Nursery establishment?
- (d) Ridging
- (e) Planting
- (f) Fertilizer application
- (g) Shade/ban construction (kukonza zigafa)
- (h) Weeding
- (i) Bunding
- (j) Application of pest control
- (k) De-sucking
- (l) Leaf plucks

W5. At which of the following times did you work in the last week? Please include any hours that you worked during weekdays (Monday through Friday) and on weekends (Saturday and Sunday). Please include any time during the last week when you may have worked during the times I am about to read out. **CHECK ALL THAT APPLY.**

- ☐a Early morning (between 5 AM to 8 AM)
- ☐b Morning (8 AM to 12 PM)
- ☐c Mid-day (12 PM to 2 PM)
- ☐d Afternoon (2 PM to 6 PM)
- ☐e Evening (6 PM to 9 PM)
- ☐f Night (9 PM to 5 AM)

W6. How many hours did you spend last week in doing household chores?

- child minding own/other children
- education/training of own children at home
- housecleaning and decorating exclusively for own household
- cooking/preparing meals for own household
- caring for the sick and aged (unpaid)
- repairs (minor) to own dwelling, etc.
- repair of own domestic equipment and vehicles

W7. At what age did you **first start working**? \_\_\_\_\_ RECORD AGE

- ☐1 Under 6
- ☐2 6-13
- ☐3 14-16
- ☐4 17 and over
- ☐8 Don't know
- ☐9 Never worked

#### **HARD WORK: Respondent's Hazardous or Hard Work Status**

HW1. Now, please tell me if you have used any of the following equipment **in the LAST WEEK while you were working**? Please include all work that you do for pay and jobs and chores that you do for which you do not get paid.

Would you say

- a. Tools like Circular saw/Hacksaw/Saw/ Blade
- b. Tools like Sickle/Axe/Pick/ Machete/Hoe
- c. Tools like Knife/ cutter
- d. Tools like Hammer/Mallet
- e. Tools like Shears
- f. Welding Tools
- g. Blow (explosion)/Acetylene (gas)
- h. Torch with fire/ blowtorch
- i. Bullock/Plow
- j. Sprayer

- k. Ropes
- l. Machines that are turned on or off automatically/ not protected by supervisors
- m. Lifting machines
- n. Driving heavy machines/ vehicles
- o. Visiting, verifying, servicing machines that are turned on and don't have protective parts to avoid contact with such parts in motion

HW2. Did you engage in any of the following activities last week because of your work? Please include all work that you do for pay and jobs and chores that you do for which you do not get paid.

**CHECK ALL THAT APPLY.**

- ☐a WORKED UNDERGROUND
- ☐b WORKED IN CONFINED SPACES
- ☐c WORKED IN OR UNDER WATER
- ☐d WORKED AT DANGEROUS HEIGHTS
- ☐e CARRY HEAVY LOADS (HEAVIER THAN ONE BUCKET OF WATER)
- ☐f WORKING WITH ANY TOOLS THAT YOU THINK ARE DANGEROUS
- ☐g WORK IN A PLACE WITH INSUFFICIENT VENTILATION
- ☐h WORKING IN CONDITIONS OF EXTREME HEAT OR COLD
- ☐i WORKING UNDER CONDITIONS WHERE HE/SHE IS NOT ALLOWED TO LEAVE WHEN HE/SHE WANTS TO LEAVE
- ☐j NONE OF THE ABOVE

HW3. Have you been exposed to any of the following in the last week because of your work? Please include all work that you do for pay and jobs and chores that you do for which you do not get paid.

**CHECK ALL THAT APPLY.**

- ☐a Dust that bothers breathing OR fumes from tobacco or other chemicals
- ☐b Fire, gas, flames
- ☐c Loud noise or vibration, such as noise or vibration made by machines like a maize mill
- ☐d Chemicals and pesticides
- ☐e Explosives
- ☐f None of the above

HW4. In the last week, please tell me if you experienced any of the following health related problems **because of your work**? Please include all work that you do for pay and jobs and chores that you do for which you do not get paid.

Would you say

- a. Back or muscle pains (Did you experience this in the last 12 months because of any work you do?)
- b. Headaches
- c. Wounds or deep cuts
- d. Breathing problems
- e. Eye problems
- f. Skin problems
- g. Stomach problems

- h. Fevers
- i. Snake bites
- j. Broken bones
- k. Extreme fatigue
- l. Depression
- m. Anxiety
- n. Did you have any other health problem as a result of work that you do?  
(specify) \_\_\_\_\_

HW5. In the last week, please tell if you experienced any of the following **when you were working**?  
Again, please include all work that you do for pay and jobs and chores that you do for which you do not get paid.

Would you say

- a. Emotional harassment such as scolding, insulting and intimidation
- b. Physical harassment such as being beaten or slapped
- c. Someone touching you in a private place or inappropriately when you did not want them to
- d. Someone proposing or forcing sexual activity of any kind when you did not want to

**ASK TO EACH CHILD 12-17 YEARS AND THEN THANK INTERVIEWEES BEFORE ENDING THE SURVEY.**

## ANNEX B. CHILD LABOR DEFINITIONS AND BASELINE SURVEY CROSSWALK

Child Labor Definition	Survey Question	
	Household Question:	Children Question:
Minimum age for employment	(age) What is your//<<name>>'s age?	W1a. Have you EVER worked? Was it for pay in cash or in kind, not for pay or both?  W7. At what age did you first start working?
Employment and hours worked	(emp) Now, think about all the activities <<name>> did in the last week. Please tell me if <<name>> did any of the following in the last week for at least one hour. Did <<name>> do this activity in the last week for at least one hour?	W2. I am now going to read you a list of activities that people often do. Please tell me if you did any of these activities in the last week for at least one hour. First, Did you work ... (READ LIST) in the last week? By last week we mean last Sunday to Saturday (insert dates).
	(time) Please tell me how many minutes or hours <<name>> spent doing <<emp>> each day last week?	W3. [ASK ONLY THOSE WHO WORKED AT LEAST IN LAST WEEK] Now, I have some questions about the work that you did in the last week/last week you worked. POPULATE ROSTER WITH ALL JOBS MENTIONED IN W2. ASK EACH QUESTION FOR EACH ACTIVITY. SUM SHOULD NOT BE ZERO.
Hazardous Child Labor (HCL) including hazardous industries, occupations, and conditions	HCL in Tobacco Work	
	(ownfarm) [ASK IF (I)=YES]: Was any of the work you/he/she did on own or household's plot, farm or food garden related to growing and harvesting tobacco?	W4a. What types of crop do you help with?
	(tobowntime) Please tell me how many hours during a typical week in the last 3 months he/she spent working on own or household's plot, farm or food garden in growing or harvesting tobacco? RECORD HOURS.	W4b. Which of the following tasks do you usually do while farming? READ RESPONSES - Check all that apply.



	(tobactivity) [ASK IF emp_b=YES OR OWNFARM=YES]. Please tell me if <<name>> was involved in any of the following for at least one hour last week.	
	Hazardous Work Conditions	
	(time) Please tell me if <<name>> worked during any of the following times in the last week? Please include any hours that <<name>> worked during weekdays (Monday through Friday) and on weekends (Saturday and Sunday).	W5. At which of the following times did you work in the last week? Please include any hours that you worked during weekdays (Monday through Friday) and on weekends (Saturday and Sunday). Please include any time during the last week when you may have worked during the times I am about to read out.
	(othhaz) Did <<name>> engage in any of the following activities last week?	HW2. Did you engage in any of the following activities last week?
	(exp) Has <<name>> been exposed to any of the following in the last week?	HW3. Have you been exposed to any of the following in the last week?
		HW1. Now, please tell me on a scale of 1 to 10, where 1="Never" and 10="Everyday" while working and 5 means about "Half of the Time" while working, how often you have used any of the following equipment in the LAST WEEK while you were working? Please include all work that you do for pay and jobs and chores that you do for which you do not get paid.
		HW4. In the past week, please tell me on a scale of 1 to 10, where 1="Never" and 10="Everyday" while working and 5 means about "Half of the Time" while working, how often did you experience any of the following health related problems because of your work? Please include all work that you do for pay and jobs and chores that you do for which you do not get paid.

		HW5. In the past week, please tell me on a scale of 1 to 10, where 1="Never" and 10="Everyday" while working and 5 means about "Half of the Time" while working, how often did you experience any of the following when you were working? Again, please include all work that you do for pay and jobs and chores that you do for which you do not get paid.
Time spent on household chores	(homehrs) How many hours did <<name>> spend last week in doing household chores? vehicles	W6. How many hours did you spend last week in doing household chores?
Education opportunities foregone due to child labor	(nenroll) What is the main reason you/<<name>> never enrolled in/did not undertake further studies?	(D2) Did you miss school last term because you were...
	(notinsch) [ASK IF LASTENROLL NE 1] What is the main reason <<name>> was not enrolled in any type of school last term?	D3c. What was your main reason for not attending school/not attending school last term?
	(misssch) Did <<name>> miss school last term because he/she was...	D6. What is the main reason you are not enrolled to any type of school next term?
	(notinnext) [ASK IF ENROLLNEXT NE 1 or 3] What is the main reason <<name>> was not enrolling in any type of school next term?	