



WEKEZA END-LINE SURVEY REPORT

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ABBREVIATIONS

CHF	Children Health Fund
DCLC	District Child Labor Committee
DCTs	Data Collection tools
DEFF	Design effects
FCS	Foundation for Civil Society
GOT	Government of Tanzania
HH	Household
IDS	Institute for Development Studies
IOs	Intermediate Objectives
IRC	International Rescue Committee
KAP	Knowledge, Attitude and Practice
KIWOHEDE	Kiota Women Health and Development
MOLE	Ministry of Labor and Employment
MVC	Most Vulnerable Committee
OCFT	Office of Child Labor and Human Trafficking
ODK	Open Data Kit
PHC	Population and Housing Census
PPS	Probability Proportional to Size
SES	Social and Economic Status
TASAF	Tanzania Social Action Fund
TAYODEA	Tanga Youth Development Association
TOR	Terms of Reference
USDOL	United States Department of Labor
WEKEZA	Wezesha Ustawi Endeleva Kiwango Cha Elimu Kuzuia ajira kwa Watoto
WV	World Vision

EXECUTIVE SUMMARY

This report presents the results of the end-line survey conducted for the WEKEZA project, implemented from December 2012 to March 2017. Funded by the US Department of Labor (USDOL) the project was implemented in a consortium led by the International Rescue Committee (IRC). The other partners in the WEKEZA project included World Vision, Kiota Women Health and Development (KIWOHEDE), the Tanga Youth Development Association (TAYODEA), the Foundation for Civil Society (FCS), and the University of Dar es Salaam's Institute for Development Studies (IDS). The consortium also worked closely with the Government of Tanzania (GOT) to implement the project.

The aim of the WEKEZA project was to reduce the incidence of child labor in agriculture and domestic services in six districts and 56 villages in two regions of Tanzania, Kigoma and Tanga. The project had six intermediate objectives: (1) increasing access to quality education; (2) enhancing household livelihoods; (3) increasing youth employment; (4) institutional capacity building; and, (5) promoting access to social protection services; and, (6) increasing awareness and understanding of child labor issues.

The IRC recruited an external consultant to support the project team to conduct the end-line survey. The consultant was responsible for training enumerators, testing data collection tools, supervising data collection in the field, supervising data entry, and analyzing findings. This report is thus a culmination of the consultant's work. In specific, the report provides information on beneficiaries after the project, including changes from the baseline in household characteristics and knowledge of and attitudes toward child labor, as well as information on the extent to which children aged 5 to 17 remained engaged in child labor. The findings are presented with the findings of the baseline survey conducted in September 2013 and with the desired impacts on targeted beneficiaries. The report also explains how each objective contributed to the overall achievement of the project.

Overall, the WEKEZA project successfully **decreased** child labor in agriculture and domestic services in the two regions from 85% (49% of children directly engaged and 35% at-risk) to 28.5% (4.2% directly engaged in child labor and 24.3% at-risk). In summary, the WEKEZA project had the following impact:

- **Objective 1: Increasing Access to Quality Education:** Enrollment in education increased by 17% (from 70% at baseline to 87% at end-line).
- **Objective 2: Enhancing Household Livelihoods:** Findings for this objective were hard to compare to the baseline as different methodologies were used for the baseline (wealth index) versus the end-line (Social Economic Status - SES).
- **Objective 3: Increasing Youth Employment:** The percentage of youth (aged 15 to 24) employed decreased by 1% and the percentage of youth registered in school increased by 13% (from 33% at baseline to 46% at end-line).
- **Objective 4: Building Institutional Capacity:** The project contributed to Tanzania's National Plan of Action on Violence against Women and Girls, while maintaining a strong reputation with the Ministries of Labor and Social Welfare and with community members.
- **Objective 5: Promoting Access to Social Protection Services:** 6% more households accessed the Children Health Fund (CHF) (from 11% at the baseline to 17% at the end-line). The project also promoted the Tanzania Social Fund (TASAF). WEKEZA successfully promoted beneficiary access to social services with only 1 household surveyed at baseline benefitting from the Tanzania Social Fund (TASAF) compared to 15% of respondents at end-line.
- **Objective 6: Increasing awareness and understanding of child labor issues:** Decreased the percentage of community members with negative attitudes by 3% (from 95% at the baseline to 92% at the end-line).

Overall, the Wekeza project succeeded in its aim of reducing child labor in target zones. The summary of findings above will be explained in detail below.

Introduction

Global Context of Child Labor

Statistics from the International Labor Organization (2013) demonstrate Child Labor (CL) to be a tremendous challenge across the world. While the number of children engaged in CL has declined by one third since 2000 - from 246 million to 168 million children - more than half (85 million) continue to engage in hazardous work. CL is most prevalent in the agricultural sector, with more than 98 million children working in the sector worldwide. At the same time, children also make-up a significant portion of the labor force in the industrial (54 million) and informal sectors (12 million). Sub-Saharan Africa continues to be the region with the highest incidence of CL, with more than 59 million children, or 21% of children, engaged in CL.

Child Labor in Tanzania

According to 2012 data from the Population and Housing Census (PHC), Tanzania has a population of 44.9 million people and an average annual population growth rate of 2.7%. Tanzania's population is also predominately rural, with more than 70% of the population living in rural communities. According to the PHC 2012 report, Tanzania is also characterized by a young age structure, with 50.1 % of the total population below 18 years of age. The report demonstrates that there are about 14.7 million children (aged 5 to 17 years), of which 7.6 million are boys and 7.1 million are girls. In addition, children aged 5 to 11 years comprise the highest proportion (59.6 %) of the total child population, followed by children aged 14 to 17 years (24.6%). As such, Tanzania has a large population of children subject to the possible risks and actualization of CL. Findings of this report further indicate that girls are particularly vulnerable to CL, making up 84.2% of the children who experience CL.

Methodology¹

From 19 February to 24 March 2017, the WEKEZA project team with support of an external consultant recruited to oversee the process conducted the end-line survey. The survey's methodology was established in consultation with the project's donor, the United States' Department of Labor (USDOL). The methodology drew from quantitative data collection tools/methods. Prior to the survey, the data collection tools were tested two days after training of the enumerators so as to enable the team to make all necessary adjustments to data collection tools.

Sampling

The sample size for the end-line survey was predetermined by the project and agreed upon with USDOL. The project covered 19 wards (clusters) in six districts of Tanga and Kigoma region. In the end-line survey, three wards were selected in each region. Each ward represented a proportion of the 5,383 households supported by the project. The "*Probability Proportional to Size*" (PPS) method was used to ensure a statistically significant sample of the population was considered, while accounting for the heterogeneity in the size of the wards. While the sample size selected was composed of 576 households, in the end, a total of 564 households were reached in the study. Households were randomly selected to be surveyed, using the list of beneficiaries in each community and a random number generator in Microsoft Excel.

Selection of respondents

In the interview process, heads of household respondents were engaged for the collection of basic information at the household level. Heads of households and spouse/adult household members who were directly involved in the program were the main respondents of this survey. However, children were selected from the households that participated in the project, but in some cases, did not participate due to school.

Data collection team composition

Data collection consisted of three teams in each region with one coordinator per team to ensure data quality. Each data collection team comprised of 22 team members: 21 household questionnaire

¹ Initially the project targeted 19 wards, but one more ward was added as a result of the split of one targeted ward.

enumerators and 1 team leader (supervisor), who was responsible for logistics and overseeing data quality.

Data collection and entry

The data collection teams used Android mobile phones (Techno Y3) to collect data, complemented by Open Data Kit (ODK) software. The use of mobile devices and an electronic questionnaire improved data quality through the data validation rules and consistency checks integrated into ODK software. The mobile-based data collection process also reduced the data entry burden, as data was entered at the interviewer level and records were uploaded to a cloud server, using the built-in internet connectivity of the devices. This allowed the data analysis team to review data consistency everyday, and made it possible for data to be analyzed as early as one day after collection.

Data Quality control

The team of supervisors were responsible for re-interviewing two households per day on certain critical questions, using mobile phones. In addition to the data collection quality control system, there was an independent quality control specialist (Consultant) overseeing the data through the ODK database and providing feedback to the interviewers in the field on corrective actions.

Survey tools and survey questionnaire

Three data collection tools were used to collect the data from the field, including a head of household questionnaire, a child questionnaire (age 5-17), and Knowledge, Altitude and Practice questionnaire (KAP), which was filled out by both adults and children. At the inception phase, the questionnaire was revised to ensure that all program data requirements were met and uploaded to Cobox (ODK database). Samples of the questionnaire forms are provided in Appendix 1.

Data Collection, Entry, Analysis and Survey Response

Distribution of households by sex and age

The distribution of Heads of Households from selected districts by gender was 275 males (48.7 %) and 289 females (51.2%). There were a total of 276 respondents in Tanga region and 288 in Kigoma. Overall, the study was gender balanced. The study engaged a total of 1,241 children, which is the majority of children and youth between the ages of 5 to 17, who were key beneficiaries of the WEKEZA project. As noted above, in the *Methodology – Household respondents* section, all children in households' surveyed were interviewed regardless of the services they or their household received.

Distribution of Children by sex and age

The distribution by age group of children in Kigoma revealed that there were more respondents aged 5 to 11 years old in Kigoma (47.7%), than children aged 14 to 17 year olds (30.2%) and youth aged 12-13 (22.1%). In Tanga, a similar age distribution existed, in which children aged 5 to 11 years of age made up the majority (45.4%), whereas there were fewer children aged 14 to 17 years of age (33.8%) and youth aged 12 to 13 years of age (20.8%). This demographic therefore produced the greatest results for children aged 5 to 11 years of age, who make up the largest group covered by the project in both Kigoma and Tanga. Given this, it is also important to note that this is the age period during which most children begin and are expected to be enrolled in primary level education.

Social Economic Status

Education

The majority of children (74%) are enrolled in primary school. Primary school education levels include children from ages 5-10 (42%) and children aged 11-17 (58%). Tertiary education (college) has the lowest enrollment rate with less than 1% of the population enrolled. All children 4 years and below are enrolled in pre-school.

Marital Status

Although the project's theory of change does not link CL to marital status, children are more likely to engage in CL if they lose the care of their parents, due to separation, divorce, polygamous marriage, and/or they are the child of a widowed parent. Marital status of household respondents was assessed and distributed regionally. The findings of this assessment are presented in table 5. In Tanga, monogamous married households make-up 81% of all households, while in Kigoma, they make-up 58%. In the study area, more than 50% of households include only a single wife (monogamy marriage). On other hand, the level of polygamy marriages in both regions is 5% and 8% for Tanga and Kigoma respectively.

Household Livelihood

Based on end-line data, the majority of the respondents are students: 49% and 46% in Kigoma and Tanga, respectively. In regards to household livelihoods, the majority of respondents work in the agriculture sector a total of 27% and 28% in Kigoma and Tanga respectively. Small businesses are also emerging as a key sector for livelihoods, with 3% and 5% of respondents working or running small businesses in Kigoma and Tanga, respectively. At the same time, 13.5% of households in Kigoma and Tanga engage in more than one livelihood activity.

Child Labor Prevalence

The study revealed that 28.5% of children were either still directly engaged in child labor (4.2%) or at-risk (24.3%) of engaging child labor activities versus 84% engaged and at-risk during the baseline study in Kigoma and Tanga. The project defines CL as the engagement of a child (age 4-14) in work, if the following are true: he/she works 14 hours per week or above, he/she works for less than 14 hours a week, but is employed as a house girl/boy, and/or he/she works for less than 14 hours a week, but is engaged in hazardous activities. In addition, a child (age 4-14) is particularly at risk of working in CL if: he/she has siblings who are already engaged in CL, is not enrolled in school (or has dropped out of school), does not attend school regularly because of the need to combine work with school, experiences a set of living conditions, such as having an elderly or youth head of household, and/or their proximity to economic activities prone to employ children (tobacco/sisal).

The household questionnaire revealed that of the children surveyed, 4.2% of children engage in child labor, whereas 24.3% of children are at-risk. Of those children that make up the at-risk group, 53% of the children are female and 47% are male, while those engaged in CL are 45% female and 55% male. From these results, more male children are engaged in CL than female children.

In the survey area, detailed analysis revealed that children also do various work within the household, such as fetch water or collect firewood for sale. The use of children for household work for family activities constitutes the largest percentage of children's activity, accounting for 38% in Kigoma and 46% in Tanga. Working on the family plot, farm, food garden, and/or or looking after animals for the household, also constitutes 16% and 22% of children's activity in Kigoma and Tanga, respectively.

Children engagement in hazardous work

The study engaged children in general between 5-17years² of age to understand if they are engaged in hazardous work, even if they do not work for 14 hours on average per week. The major hazardous activities in which children are engaged include environments with no sufficient ventilation and work that requires the use of dangerous tool, such as knives, pangas, etc. Although respondents emphasized no ventilation as a hazardous environment, the majority of respondents worked in agricultural activities where ventilation problems are mostly minimized.

² This age group was taken to ease comparison with the group used at baseline

Child Education

Furthermore, the main reasons given for not attending school included: too young to go to school (29%), unable to afford school fees (17%), and disabilities and illness 13%. Working in the house and working for pay, in fact, were not mentioned as main reasons for not attending school.

Social protection services

WEKEZA's focus was on raising awareness of child labor and social protection for which the project successfully reached 5,252 households (98%). However, health services continue to be a challenge and hence the majority of respondents (85%) do not enjoy the benefit that ought to accrue from the Tanzania Social Action Fund (TASAF), neither do they (83%) receive benefits from the Children Health Fund (CHF). Respondents have also noted the poor function and support of Most Vulnerable Committees. Nevertheless,

Head of household's understanding/attitudes toward Child Labor

The majority of households agreed that certain measures needed to be taken to ensure a decrease, and an ultimate end, CL. From the survey, the majority of parents agreed on the following: parents should be prevented from allowing their children from working in hazardous activities, like sisal or tobacco (92.1%), action should be taken against employers that hire children for work that keep them out of school (91.8%), parents should be prevented from sending their children to work as domestic labors, such as house girls and boys (90.5%), employers should be prevented from hiring children (89.5%), adults should do dangerous work, rather than, children(81.6%), and the work that a Child must do should never interfere with their education (87.1%).

Although these findings suggest a positive outlook for CL in Kigoma and Tanga, the survey also revealed that some negative views remain. For example, some parents also supported the following statements: it is sometimes acceptable for children to do dangerous work (23.4%), the education children receive in our school will not help them in the future (22.2%), and it is acceptable to send your child to work as a domestic boy/girl if the family needs the money (20.7%). However, these positions contradict the most often-made assertions by parents. As such, the consultant concluded that some questions were not well understood by the respondents. More details about the understanding and perception of questions are provided in part three of this report.

Analysis, summary of findings and conclusion

Situational analysis of the Child Labor

The household end-line survey revealed that 24.3% of children are at risk of CL and 4.2% of children are already engaged in CL. These findings evidence that the situation has changed significantly (55.5%) since the baseline in 2012. Further, the findings show that children, who are directly engaged in CL significantly decreased from 49% at baseline to 4.2% at end-line. Lastly, the initial survey revealed that children engaged in CL are working in either agriculture or farming at domestic level (80%). However, at the baseline, of those that remain engaged in CL, 25% worked on household's plots, farms, and/or food gardens, 25% were involved in domestic work, and 21% were working in household business. As such, during the life of the project, there was a shift from domestic work to agricultural or farming work.

Despite some continuance of CL, the majority of children (73%) are not working in hazardous activities. Those children engaged in hazardous activities, including those that mentioned unsafe travel and use of water and pond, are a total of 9%. At the baseline almost half, 49%, of children were engaged in potentially hazardous activities, in which case they were exposed to any of the following: dust, fumes, fire, gas, flames, loud noise, vibration, extreme cold/heat, dangerous tools, work underground, work at heights, work in water, a dark or confined workplace, insufficient ventilation, chemicals, explosives, unsafe travel, dangerous animals or insects, and/or other processes or conditions, which potentially will negatively impact their health. Whilst the result of the study revealed the drop in CL cases, there was a gender shift in CL recognized in the baseline.

Knowledge, Attitudes and practices related to Child Labor

At the baseline, approximately 95% of adults surveyed said it was inappropriate for a child to: be employed as a house girl/boy outside the child's home, to do dangerous work around the household or farm, to do non-school work during school hours, heavy lifting, to do work that could be physically harmful, and to work inside a mine or for a sisal/tobacco plantation. The study revealed that the community (adults) obtained a deep understanding of the negative effects of the engagement of children in child labor. For example, 92% of adults indicated that action should be taken against employers that hire children for work that impedes children from going to school. In addition, 92% of adults also indicated that parents should be prevented from allowing their children to work in hazardous environments, such as sisal or tobacco. Furthermore, 91% of adults asserted that parents should be prevented from sending their children to work as domestic laborers (house girls/boys).

Social protection services

At the baseline, it was reported that 7% of households received support from MVCC, mostly in the form of in-kind goods and 11% of households received support from CHF, also largely in the form of in-kind goods. At the end-line survey, only 15.49% of households reported receiving support from TASAF; 33.21% of households reported receiving support from CHF; and 3.34% of households reported receiving support from the MVC. This data suggest that there may have been some progress compared to the baseline; however, there is remains significant work to transform the performance of the social protection services, which is outside the scope of the project.

Youth employment

In the household sample, 46% of the youth (age 15-24) are students, whereas in the baseline survey, the number of youth that are students was approximately one third (33%). At the baseline, the majority of students not enrolled in school reported keeping livestock or having a small business. In addition, 18% (14% at baseline) reported doing nothing at end-line.

Education

At the end of the project, 87% of the children enrolled in school actually attended to school. This is 30% higher than the situation at baseline (which was at 57%).

Limitations

One potential limitation of the end-line survey was the difference in design methods with respect to sampling between baseline and end-line. At baseline, detailed household listings were unavailable; therefore, second-stage selection of households was conducted, whereby selection was carried-out in collaboration with the Child Labor Committees (CLCs) of each village using baseline data (assessment of all community members in each village). At the end-line, a household listing exercise was conducted prior to the commencement of fieldwork and households for the second-stage of sampling were chosen from among the household lists.

The end-line survey was structured to be quantitative based, with limited qualitative methods. Therefore, conclusions drawn from the report are based on statistical results and interpretations of the quantitative data. However, give the research method used, it should be noted that it is challenging on a practical level to determine certain outcomes of the interventions on increased

school attendance, increased income in targeted households and increased employment among targeted youth, satisfaction of beneficiaries from received National Social Protection services, confirmation that CL issues are included in relevant development/education/anti-poverty and other social Policies and Program at National level, and changes in community attitudes towards CL.

Conclusion

Significant improvement has been achieved in both the children and communities' understanding of the negative effects of child labor under the WEKEZA project. As evidenced by the difference in the initial household questionnaire and the baseline survey, the end-line survey demonstrates the significant progress achieved in enabling children to go to and return to school. Overall, the project was able to attain the expectations of stakeholders. However, this final survey recommends that the IRC and USDOL consider other activities to ensure the sustainability of these initiatives beyond the project's tenure, so that CL is eliminated completely in Kigoma and Tanga, Tanzania.

1.3. The WEKEZA project

The project offered services to children engaged in or at-risk of child labor in the agriculture and domestic services sectors in two regions of Tanzania, Kigoma and Tanga. The project had six (6) Intermediate Objectives (IOs):

- IO 1: School attendance among Target Children increased (Education)
- IO 2: Income in a target household increased (Livelihoods)
- IO 3: Employment among Target Youth (15-24) increased
- IO 4: Beneficiaries Receive Benefits from National Social Protection services
- IO 5: Child Labor issues included in relevant Development/ Education/ Ant-Poverty and other social Policies and Program at National level (building government capacity)
- IO6: Community attitudes towards Child Labor, especially in domestic services change (through awareness rising).

The project was implemented from December 27th, 2012 to March 31st, 2017. Throughout the project, the following assessments were conducted: a baseline survey (September 2013), an interim evaluation of the project (January 2015), a final project evaluation (November 2016) and an end-line survey of beneficiaries (February and March 2017). This report presents findings from the end-line survey, which provides information on beneficiaries post-program, including a range of household characteristics, knowledge of and attitudes towards CL, and the extent to which children ages 5 to 17 engage in CL.

1.4. Objectives of the assignment

A consultant was recruited to support the project team in training enumerators, testing data collection tools, supervising data collection in the field, supervising data entry, analysis and interpretation, and writing of the report. The consultant furthermore designed data collection tools (DCTs) with which changes since baseline were evaluated. DCTs were piloted for two days in the Kigoma and Tanga regions. Three instruments were adapted from the DCTs pilot and used in the baseline survey, including the Household Questionnaire, the Child Questionnaire, and the Knowledge, Attitude and Practices (KAP) tool. Piloting of DCTs allowed feedback to be received on the appropriateness of the tools. In addition, the pilot helped to identify challenges that could have been experienced during use of the tools the field.

1.5. The report

This is the report of the end-line survey, which was conducted between February 2017 and March 2017. It presents the findings of the end-line survey and provides an assessment of the extent to which the desired end results of the project were achieved, measuring the overall impact on target populations and determining how interventions contributed to achieving project goals. The report is structured as follows:

- a) **Executive Summary**
- b) **Introduction**
- c) **Survey Methodology**
- d) **Results: Data Collection, entry, analysis and survey response**
- e) **Summary Findings, Recommendations and Conclusion**

2.0 SURVEY METHODOLOGY

This end line Survey was conducted by remaining WEKEZA project staff team, with the support of a consultant from the 19th of February 2017 to the 24th of March 2017. The survey methodology was predetermined by the client. The consultant's main responsibility was to ensure the validity and reliability of the data collected and to ensure that data collection procedures were in line with best practices. To conduct the end-line survey, the survey team used quantitative evaluation methods that are outlined below.

2.1 Document reviews

The study was structured to be quantitative. Therefore, no literature review was undertaken and qualitative methods were not used. However, some information and data were obtained from the baseline survey, midterm and progress reports. The consultant also went through ILO, Tanzania National Child Labor survey 2014, and UNICEF reports.

2.2 Data Collection Tools

Quantitative data for the end-line survey was collected and the following tools were used: Knowledge, Attitude, Practice (KAP), Household, and Child questionnaires (ages 5-17)³. Through the pilot, DCTs were administered to a sample of beneficiaries from the project, following a two day enumerator training on the use of tools. Findings and comments from the pilot were integrated and used to update the final DCTs before the baseline survey was fully undertaken in the field.

2.3 Sampling

The sample size was predetermined by the project and agreed upon with USDOL. Since 19 wards⁴ (clusters) were covered by the project in 6 districts of Tanga and Kigoma region, the sample was randomly selected among project beneficiaries from those 19 wards. Each ward contributed a proportional percentage of the 5,383 households supported by the project. The sampling methodology is "Probability Proportional to Size" (PPS). This method was used to ensure a statistically significant sample at population level from the target beneficiaries, while accounting for the heterogeneity in the size of the wards.

2.4 Sample Size Calculation

The proportion (p) of Households (HHs) who participated in the WEKEZA project was estimated to be 25% of the households per village in both target regions. The absolute error (\mathcal{E}) was estimated to be 5% at the level of 95% confidence interval and the design effect ($DEFF$) of 2 (Kaiser *et al.*, 2006). $DEFF$ is the ratio that shows loss of effectiveness by the use of cluster sampling (due to intra-cluster similarities between respondents), instead of simple random sampling and other human errors. The design effect accounts for the loss in randomness that occurs when cluster sampling is used (as is the case here).

The size of the design effect is the ratio of variance under cluster sampling to the variance under random sampling. A design effect of 2 means that the variance was going to be twice as high as it would be under random sampling. Therefore, the survey covered twice as many respondents in the clusters that were selected than it would survey if the sampling was completely random, in order to account for the likelihood that people in Community X are more similar to one another than people from different communities. Given the large number of clusters, large population size and that the main stratification in the sample is regional (Tanga vs. Kigoma) the $DEFF$ of 2 was considered to be realistic and offer precise estimate. The sample size formula is as shown below:

Therefore the minimum sample size is
$$n = \frac{Z_{\alpha/2}^2 p(1-p)(DEFF)}{d^2}$$

Sample size therefore is
$$n = \frac{1.96^2 \times 0.25 \times (1-0.25)(2)}{0.05^2} = 576$$

³ This age group taken to ease comparison with the groupings used at baseline.

⁴ Initially the project targeted 19 wards, but one more ward was added as a result of the split of one targeted ward.

The minimum sample size of 576 households was initially selected to be part of the survey. In the end, however, a total of 564 subsisted at the end-line survey. The difference of 12 (twelve HH) that were not reached are from Pande A = 3 HH, Pande B = 4 HH, Mzingani = 3 HH and Tewe = 2 HH villages (meaning Kiomoni ward 7, Mzingani ward 3 and Mpale ward 2). The sample was randomly selected from the pool of project beneficiaries with stratification by wards, as shown in the table below. The households were randomly selected using the list of beneficiaries in each ward using a random number generator in Microsoft Excel.

Table 1: Number of HHs selected from each ward

Region	District	Ward	Households	Prob. Prop to Size (A/N)	Total Selected HHs From Each Ward
KIGOMA	Kasulu	Titye	210	0.04	22
		Kagerankanda	292	0.05	31
		Kitagata	300	0.06	32
		Heruushingo	296	0.05	32
	Kigoma Ujiji	Bangwe	359	0.07	38
		Kitongoni	184	0.03	20
		MwangaKaskazini	+119	0.02	13
	Uvinza	Mganza	283	0.05	30
		Itebula	31	0.01	3
		Nguruka	131	0.02	14
TANGA	Korogwe	Mkalamo	318	0.06	34
		Mnyuzi ⁵	291	0.05	31
		Mpale	445	0.08	48
	Muheza	Songa	246	0.05	26
		Kwafungo	327	0.06	35
		Mtindiro	167	0.03	18
	Tanga City	Kirare	204	0.04	22
		Kiomoni	373	0.07	40
		Mzingani	268	0.05	29
		Total	5,383	1.00	576

2.5 Selection of respondents

Head of Household respondents were involved in the interview process for the collection of basic information at the household level. The household heads and spouse/adult household members who were directly involved in the program were the main respondents of this survey. Most of the questions in the three questionnaires (HH questionnaire, child questionnaires, and KAP questionnaires) aimed to collect information on all six IOs/objectives.

2.6 Data collection team composition

During data collection there were three data collection teams in each of the Tanga and Kigoma regions, with one coordinator per team to ensure data quality. Each data collection team was comprised of 22 team members, of which 21 were enumerators and 1 was team leader. The data collection started on Feb 19, 2017 and was completed on March 24, 2017.

⁵ Mnyuzi ward was split into two wards: Mnyuzi and Hale wards.

The team supervisors were comparatively experienced both in data collection, leading teams and knowledge of the project. The team supervisor was responsible for quality checks, identifying randomly selected HHs and for managing the data collector's movement during the data collection process. The team supervisors also took part in the practical training session and ensured quality data by cross-checking interviews on a sample basis.

2.7 Data collection and entry

Android mobile phones (Techno Y3) were used for data collection, complemented with Open Data Kit (ODK) software. The use of mobile devices and an electronic questionnaire improved data quality by allowing data validation rules and consistency checks that were integrated in the tablet ODK software program. The mobile-based data collection process reduced the data entry burden, as data was entered at the interviewer level and records were uploaded to a cloud server using the built-in internet connectivity of the devices. This allowed the data analysis team to review data consistency every day, and ensured the data were ready for analysis as early as one day after the completion of data collection for all 564 sample households attained. The ODK software-based electronic questionnaire was designed in English survey forms which were interchangeable at any time during the data collection process. Verbal translation in Swahili was used by the interviewer during interviewing process. This was after the two days training and practice.

2.8 Data quality control

The team supervisors were responsible for re-interviewing two households per day for some critical questions, using mobile phones. This procedure was not strictly maintained as some clusters are scattered in both Kigoma and Tanga. Despite the fact that supervisors had some engagement in data collection/interviews their major role was to ensure efficiency and effectiveness in the whole process with a specific emphasis on data quality.

In addition to the data collection team quality control system, there was an independent quality control specialist (Consultant) who was overlooking the data at the back stopping office (using ODK database) and providing the feedback to the interviewers in the field for the corrective actions. ODK database software allows for the cross-referencing of re-interview records with the original records collected by the enumerators. At the end of the day, the Consultant cross-checked the re-interview records with the actual interview record. The consultant provided the necessary technical support to the team if they found significant differences between the re-interview record and the record that the respective enumerator collected.

The consultant run data frequencies and cross-tabulations to verify data consistency at the individual interviewer level by comparing the re-interview data with the corresponding interview data. For any discrepancies found, the consultant provided the results to the respective enumerator and the respective team leader to determine the reasons and fix any identified problems.

2.9 Data management and analysis

The ODK dataset (CSV format) was converted into STATA database for data management and analysis. Validated data was accumulated in the main STATA database daily. The data analysis and tabulation followed the definition of the indicators and baseline data analysis logic so that the indicator values are accurately comparable (for the indicators that are comparable). SPSS statistical software was used to analyze the dataset.

2.10 Survey tools and survey questionnaire

Three data collection tools were used to collect the data from the field: A Head of Household questionnaire, a Children questionnaire (age 5-17), and a Knowledge, Attitude and Practice questionnaire (KAP) (Adults & Children). At the inception phase, questionnaires were refined and uploaded in Cobox (ODK database). The questionnaire used in the study is provided in Appendix 1.

2.11 Survey team training and field testing

The survey team had two days of training, including one day for field-testing and adjustment of tools. The training and participants' list is appended as Appendix 2. The team completed training including field testing in both regions.

2.12 Limitations

One potential limitation of the end-line survey was the difference in survey design with respect to sampling between baseline and end-line. At baseline, detailed household listings were unavailable; therefore, second-stage selection of households was conducted using trained Village Child Labor Committees. At end- line, random selection was done using beneficiary households list.

3.0 DATA COLLECTION, ENTRY, ANALYSIS AND SURVEY RESPONSE

This section presents the findings from the survey based on the triangulated findings from various information sources. The findings presents a synthesis of conclusions reached from the field work of the end line survey and the reflection on prior review that was carried out at baseline level and interim evaluation.

3.1 Demographic information

The study collected information about the general background and characteristics of the study respondents at different levels of data collection. However, for the purposes of this report, we will briefly summarize the background characteristics of the Heads of households and Children.

3.1.1 Distribution of Heads of Households by sex and age

Head of Households from Kigoma and Tanga, distributed by gender, is presented in table 2. The total number participating in the study were 564 (275 or 48.7% males and 289 or 51.2 % females). A total of 276 respondents were within the region of Tanga and 288 were from Kigoma.

Table 2: Regional Distribution of Head of Household by gender

	Male	Female	Total
Kigoma	159	129	288
Tanga	116	160	276
Total	275	289	564
Distribution in %	48.7%	51.2%	100%

Source: Household Questionnaire

Further analysis of respondent household members revealed that households were composed of the age groups as indicated in table 3 below. The study therefore engaged the majority of youth of between the ages of 5-17 whom have been the key beneficiaries and target of the WEKEZA project.

Table 3: Age and Sex of Households

Age Group	Female						Male					
	Kigoma		Tanga		Total		Kigoma		Tanga		Total	
		%		%		%		%		%		%
Age below 4yrs	53	6%	23	5%	76	6%	53	6%	27	6%	80	6%
Age 5 to 10	174	20%	82	18%	256	19%	197	24%	92	22%	289	23%
Age 11 to 17	249	28%	127	28%	376	28%	273	33%	137	33%	410	33%
Age 17 to 25	65	7%	40	9%	105	8%	95	12%	29	7%	124	10%
Age 26 to 30	33	4%	28	6%	61	5%	22	3%	12	3%	34	3%
Age 31 to 35	42	5%	25	6%	67	5%	12	1%	6	1%	18	1%
Age 36 to 40	77	9%	38	8%	115	9%	24	3%	25	6%	49	4%
Age 41 to 45	42	5%	25	6%	67	5%	30	4%	20	5%	50	4%
Age 46 to 50	37	4%	24	5%	61	5%	28	3%	23	5%	51	4%
Age 51 to 55	28	3%	14	3%	42	3%	19	2%	16	4%	35	3%
Age 56 to 60	34	4%	7	2%	41	3%	25	3%	16	4%	41	3%
Above 60	47	5%	18	4%	65	5%	43	5%	17	4%	60	5%
	881	100%	451	100%	1,332	100%	821	100%	420	100%	1,242	100%

Source: Household Questionnaire

3.1.2 Distribution of children by sex and age

Table 4 provides the age group distribution of children, the analysis revealed that there were more Heads of Households (47.7%) aged between 5 to 10 years (47.7%) in Kigoma followed by (30.2%) at the age of between 14 to 17 years and (22.1%) aged 11 to 12 years old. The same existed in Tanga with 45.4% aged between 5 and 11 years followed by 33.8%, 14 to 17 years and 20.8% aged between 12 to 13 years. Results in this category portrayed to have more children at an age group of between 5 to 11 years than rest of the age groups, this is the age group of which most children begin and are in primary level education.

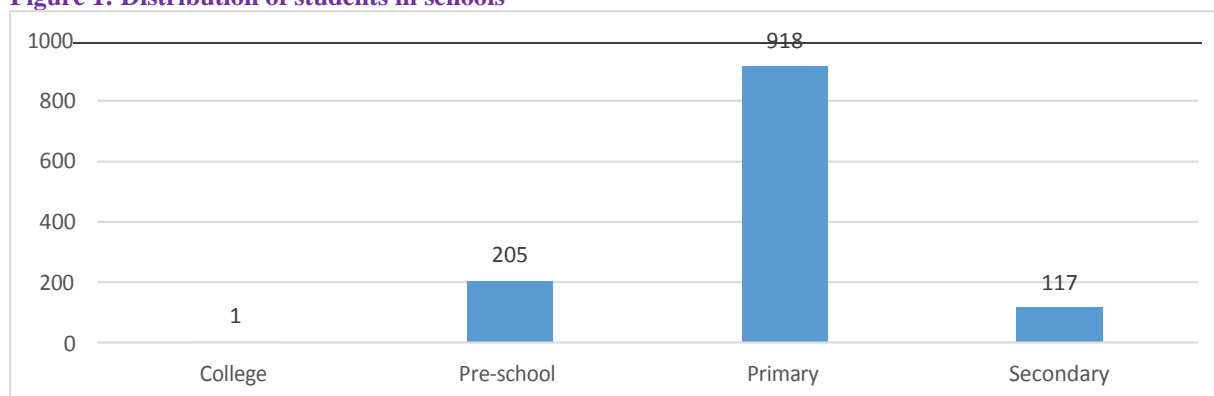
3.2 Social Economic Status

Social and Economic Status (SES) is a combined measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, whereas for an individual's SES, only their own attributes are assessed. Below the report provides the status of the project.

3.2.1 Education

The education profile of children who participated in the study by age category is presented in Table 5 and illustrated in Figure 1. The majority of children surveyed (74%) are enrolled in primary school. These are composed of age 5-10 (42%) and 11-17 (58%) that are undergoing primary education. The post-secondary education (college) is the lowest, below 1%. All children of 4 years and below are in pre-school. The majority of children 5-10 and 11-17 are enrolled in primary school represented by 78% and 74% respectively. The data is represented in Figure 2 for better visualization.

Figure 1: Distribution of students in schools



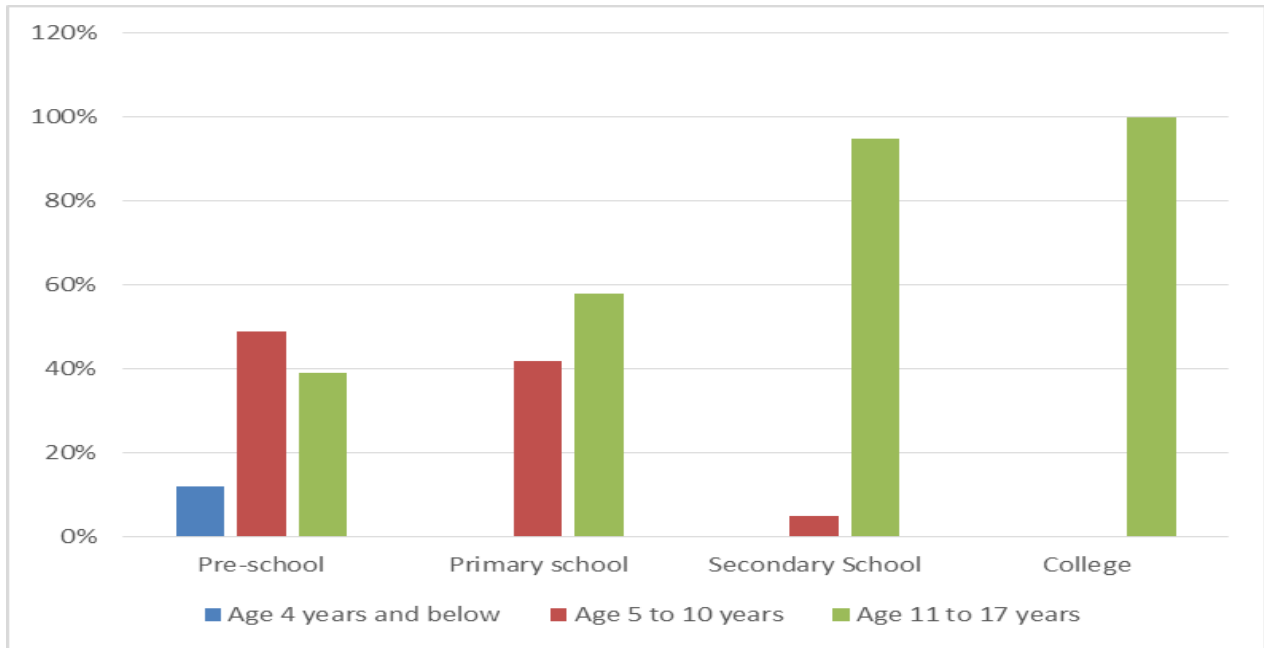
Source: Children Questionnaire

Table 4: Education levels of children by age category

	Pre-school		Primary school		Secondary School		College	
	#	%	#	%	#	%	#	%
Age 4 years and below	25	12%	0	0%	0	0%	0	0%
Age 5 to 10 years	101	49%	384	42%	6	5%	0	0%
Age 11 to 17 years	79	39%	534	58%	111	95%	1	100%

Source: Children Questionnaire

Figure 2: Education levels of Children by age

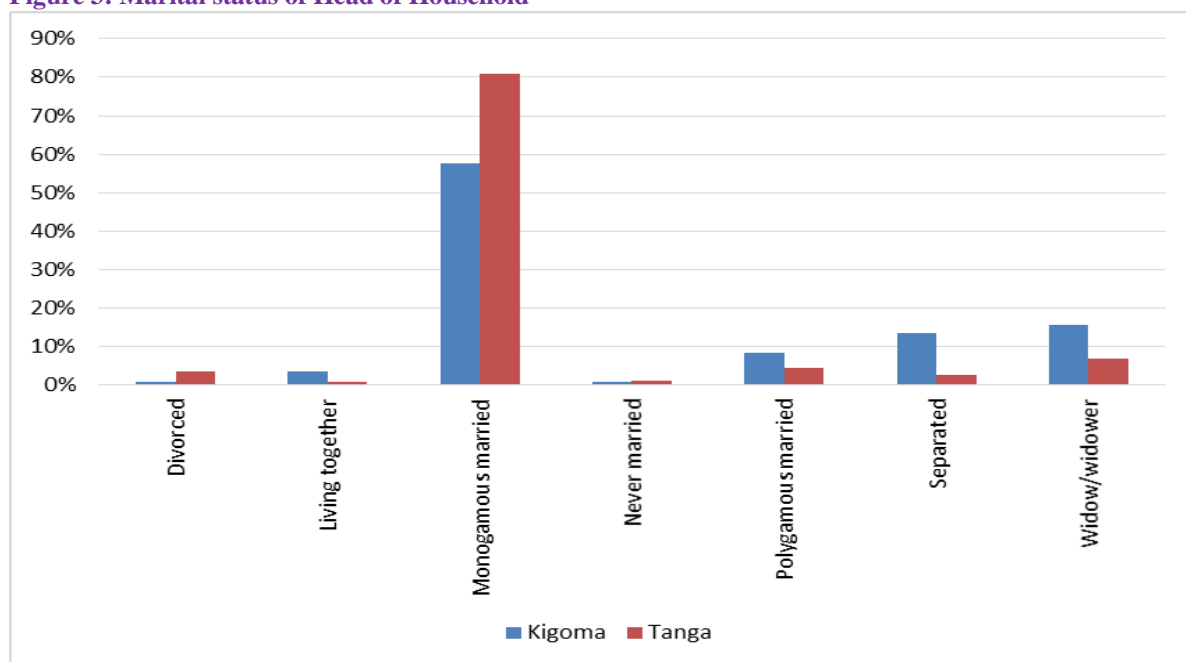


3.2.2 Marital status of Adult Respondents

Although the project theory of change does not link CL with marital status in their household, the natural cause suggests that children are more likely to engage in Child Labor if they lose the care of their parents due to separation, divorce, polygamous marriage and those for whom one or two parents have died.

Marital status of household respondents was assessed and distributed regionally. Findings are presented under figure 3. In Tanga region, monogamous, married households are 81%, while 58% of households in Kigoma were the same. Many (above 50%) of households in the two regions therefore live with a single wife (monogamy marriage). On the other hand, the level of polygamous marriages in both regions is as low as 4 % and 8% for Tanga and Kigoma, respectively. As such, Tanga has both a higher number of monogamous and polygamous households than Kigoma. Nevertheless Kigoma leads in the levels of divorce 14% and widow families 16%.

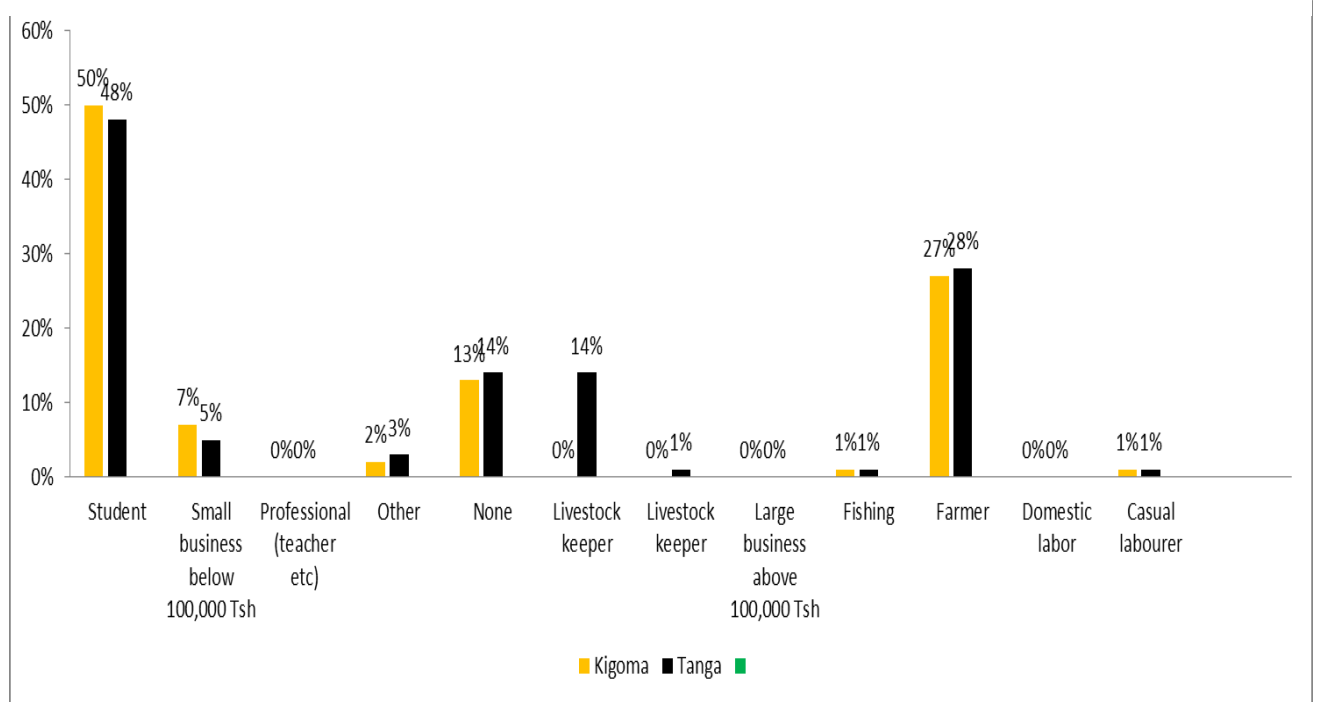
Figure 3: Marital status of Head of Household



3.3. Household Livelihood

Based on the findings of this study, once removing children and youth enrolled in school, the primary household occupation was farming with a total of 27% in Kigoma and 28% in Tanga engaged in the sector. The majority of the respondents are students 49% and 46% Kigoma and Tanga, respectively. This analysis is for all respondents at household level, including heads of households and children and youth. Findings from the end-line demonstrate that children continue to contribute significantly to the household income demonstrate that children reflects that students do dominate. On another hand 13% and 14% of the household have no particular activity for their living. Small businesses are emerging as one key sector of living with a reflection of 3 and 5% in Kigoma and Tanga respectively.

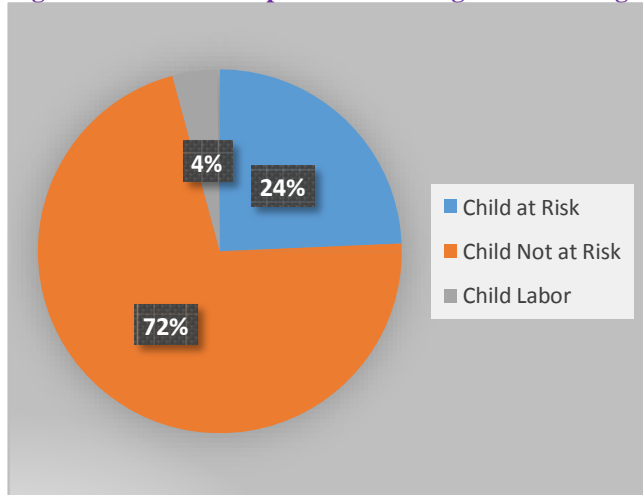
Figure 4: Income-generating Activities



3.4 Child Labor Prevalence

The study revealed that there are Child Labor activities still existing in both Kigoma and Tanga. The project defined Child Labor activity to be the engagement of children aged 5-14 in work if any of the following are true: his/her working hours per week are 14 or above, he/she worked for less than 14 hours a week but was employed as a house girl/boy, or he/she worked for less than 14 hours a week but engaged in hazardous activities. Based on the above understanding, Table 7 below provides the results of the study in relation to Child Labor.

Figure 5: Child Labor prevalence in Kigoma and Tanga



Source: Household Questionnaire

The prevalence of child labor in both Tanga and Kigoma is depicted in Figure 5 to the left. A child (aged 5-14) is said to be “at risk of working in Child Labor” if he/she is not engaged in Child Labor, but: has siblings who are already engaged in Child Labor, is eligible for but not in school (or has dropped out of school), does not attend school regularly because of combining work with school, or who lives under a set of conditions or living circumstances, such as living in a an elderly-headed or youth headed household or their proximity to economic activities that tend to employ children (tobacco/sisal).

The household questionnaire revealed that Child Labor is at 4.2% in both regions, those at-risk at 24.3% and those who are free from Child Labor at 71.4%. The at-risk group (24.3%) is composed of 53% females and 47% males, while those considered to be engaged in the Child Labor are 45% female and 55% male. From these results more male children are considered to be in Child Labor than female. Table 5 below provides more analysis of the results of the household questionnaire

Table 5: Child Labor analyzed by gender

	At Risk		No Child Labor: between 7 and 14hrs work		Child Labor: above 14 work		Total
Female	273	53%	769	51%	40	45%	1,082
Male	239	47%	736	49%	49	55%	1,025
Total	512	100%	1505	100%	89	100%	2,107
	24.3%		71.4%		4.2%		

3.5 Children engagement in hazardous work

The study engaged children in general between 5-17 years of age to understand if they are engaged in hazardous work. The major hazardous activity is work in areas with insufficient ventilation, followed by the use of dangerous tools such as knives, pangas etc. in both regions. It was not clear though why respondents indicated that they are not working in ventilated work places given the other results of the survey indicated that the majority are working in agricultural activities.

Table 6: Engagement in hazardous work

Hazardous activity	Kigoma	Tanga
Insufficient ventilation.	75%	60%
Dangerous tools (knives etc.)	11%	26%
Work in water/lake/pond/river	8%	7%
Work at heights	1%	3%
Workplace too dark or confined	3%	1%
Dust, fumes,	0%	2%
Work underground	0%	1%
Loud noise or vibration	1%	0%
Fire, gas, flames	1%	0%
Extreme cold or heat	0%	0%
	100%	100%

Source: Children questionnaire

3.6 Child Education

The analysis of the distribution of school attendance by district revealed that there are more children not attending school in the Kigoma region (56%) compared to the Tanga region (44%).

Possible reasons for children not going to school were populated in the questionnaire the main reasons given for not attending school by Head of Households were: too young to go to school (29%); not affording the school fees (17%); disabled and illness (13%); and, not being allowed by the family. Work (help at home with household chores, to work for pay, to learn a job) was mentioned to be the least common reason cited for not going to school. Detailed analysis is provided under Table 7 below.

Table 7: Reasons for not going to school

	Kigoma	Tanga	TotalTotal
Cannot afford schooling	20%	15%	17%
Disabled or illness	18%	10%	13%
Education not considered important	2%	13%	9%
Family did not allow	6%	13%	11%
Help at home with household chores	0%	1%	1%
No school/school	0%	10%	6%
Not interested in school	12%	8%	9%
School not safe	0%	2%	1%
To learn a job	0%	1%	1%
To work as unpaid worker	4%	0%	1%
To work for pay	0%	1%	1%
Too young	38%	25%	29%

Table 8 below describes the various work carried out by children in the surveyed area. The study revealed that to fetch water or collect firewood, either to sell or for household use, constitutes the largest percentage of CL activity in Kigoma (38%) and Tanga (46%). Next is working in the family plot, farm, food garden, or help in growing crops/ looking animals for the household which contribute to 16% and 22% in Kigoma and Tanga respectively.

Table 8: No. of working Children by industry sector, 5–17 years

		Kigoma	Tanga	Total
a. Work in any kind of business, big or small, for himself/herself	No	31	28	59
	%	4.5%	5.7%	10.0%
b. work for a money or did people give you something for your work such as food, a room to stay in, school supplies or clothing	No	42	20	62
	%	6%	4.1%	10.0%
c. Do any work as a domestic worker (a house girl or houseboy) for a money or were you given something for work such as food, clothing or school	No	25	9	34
	%	4%	2%	3%
d. Help unpaid in a household business of any kind?	No	19	30	49
	%	3%	6%	4%
e. Work on your own or the household's plot, farm, food garden, or help in growing crops or in looking after animals for the household?	No	111	106	217
	%	16%	22%	18%
f. Build anything (fence, shelter, and trough) or fix anything big/important on his/her own home, plot, or business or for other people in your household?	No	27	35	62
	%	4%	7%	5%
g. Catch any fish, prawns, shells, wild animals or other food to sell or for your household to eat?	No	15	21	36
	%t	2%	4%	3%
h. Fetch water or collect firewood for sale or for someone else's household use?	No	262	223	485
	%	38%	46%	41%
i. Making/carrying bricks/sand, mining or crushing stones	No	15	20	35
	%	2%	4%	3%
j. Make any other things that this household uses?	No	31	29	60
	%	5%	6%	5%

Source: KAP survey

3.7 Social protection services

The majority of respondents (85%) do not seem to be enjoying the benefit that ought to accrue from the Tanzania Social Development Fund (TASAF) (see table 11 below). Consequently, 83% of the respondents are not receiving the service benefit from the Children Health Fund (CHF). Worse is the functioning and support from the Most Vulnerable Committees (refer to Table 12).

Table 11: Number and % of beneficiaries supported by TASAF

	NO	YES
Kigoma	287	50
	85%	15%
Tanga	86	17
	83%	17%
Total	373	67
%	85%	15%

Source: Household Questionnaire

Table 12: Number and % of beneficiaries supported by CHF

	NO	YES
Kigoma	244	50
Tanga	86	17
Total	330	67
%	83%	17%

Source: Household Questionnaire

Table 14: Number and % of beneficiaries supported by MVC

	NO	YES
Kigoma	328	9
Tanga	192	10
Total	520	19
%	96%	4%

Source: Household Questionnaire

3.8 Head of household's understanding/attitudes toward Child Labor

The assertions that head of households agreed with the most: Parents should be prevented from allowing their children to work in hazardous conditions or with hazardous materials, like sisal or tobacco (92.1%); Action should be taken against employers that hire children for work which keeps them out of school (91.8%); Parents should be prevented from sending their Children to work as domestic laborers (house girls/boys) (90.5%); Employers should be prevented from hiring children (89.5%); Adults should do dangerous work so that children don't have to (81.6%); and, the work that a child must do should never interfere with their education (87.1%).

The statements most frequently disavowed by heads of households were: It is fine for children to do dangerous work sometimes (23.4%); the education children receive in our schools will not help them in the future (22.2%); it is fine to send your child to work as a domestic boy/girl if you need the money (20.7%).

These positions are contradictory most likely because the questions were not well understood by the respondents. More details about the understanding and perception of Child Labor are presented under table 15.

Table 15: Adult Attitudes on Child Labor scale

	Agree (%)	Neutral (%)	Disagree (%)
1.The education Children receive in our schools will not help them in the future	74.6	3.2	22.2
2. Action should be taken against employers that hire Children for work that keep them out of school	91.8	4.7	3.5
3. Parents should be prevented from allowing their Children from working in hazardous works like sisal or tobacco	92.1	4.5	3.3
4. It is OK to send your Child to work as a domestic boy/girl if you need the money.	74.4	4.8	20.7
5. Children learn more important skills from work than from school	69.7	11.9	18.4
6. In this household every one including Children have to work to contribute to meeting family needs.	77.1	8	14.9
7. Employers should be prevented from hiring Children	89.5	3.2	7.4
8. It is OK in this household if a Child is able to work and be paid even if they choose not to go to school	74.4	7.2	18.4
10. Parents should be prevented from sending their Children to work as domestic Laborers ((house girls/boys).)	90.5	5.4	4.2
11. Children in this household are free to choose to work to meet their own basic needs.	77.1	6.4	16.6
12. The work that a Child must do should never interfere with their education.	87.1	7.2	5.7
13. Children have more opportunities working as a house girl/boy for a family in town than staying in the village	75.3	8.9	15.9
13. It is OK for Children to do dangerous work sometimes.	73.9	2.7	23.4
14. Adults should do dangerous work so that Children don't have to.	81.6	10.2	8.2

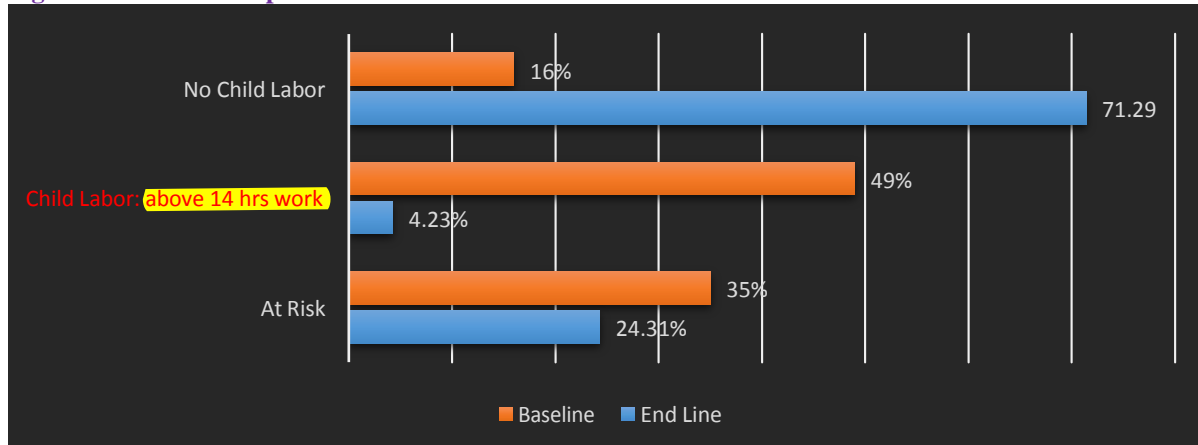
Source: KAP survey

4.0 ANALYSIS, SUMMARY OF FINDINGS AND CONCLUSION

4.1 Situational analysis of the Child Labor

The household questionnaire revealed that 71.29% of children are free from Child Labor and 24.3% are at-risk, therefore only 4.2% (prevalence of Child Labor) of the child population from surveyed households are engaged in Child Labor. The prevalence of Child Labor in the project area (Kigoma and Tanga) is presented under Figure 6.

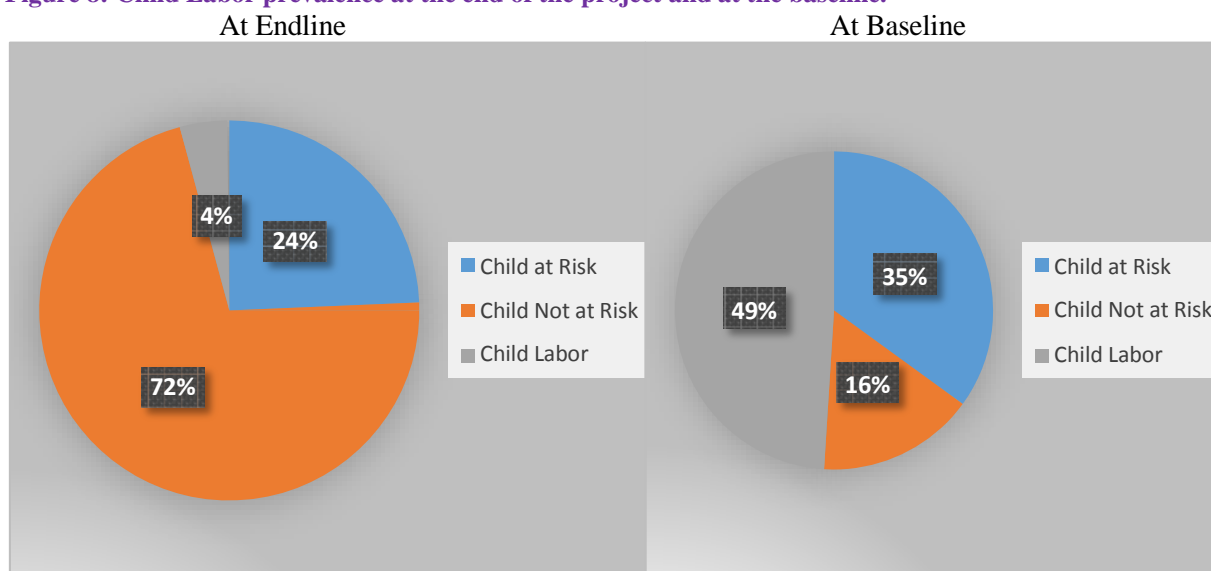
Figure 6: Child Labor prevalence at End line and baseline



Source: Household questionnaire

Whilst the result of the study revealed the drop in Child Labor cases, there was a gender shift of the proportions of those engaged in Child Labor as 40% are girls (56% at the baseline) against 49% boys (40% at the baseline), this would mean that lesser girls and more boys engagement in Child Labor compared to the situation at baseline.

Figure 8: Child Labor prevalence at the end of the project and at the baseline.



Source: Household questionnaire

4.2 Knowledge, Attitude and practices related to Child Labor

The study revealed the community (adult) kept significant understanding of the negative effects of engagement of children in Child Labor, for example 92% indicated that the Action should be taken against employers that hire Children for work that keep them out of school; 92% said parents should be prevented from allowing their Children from working in hazardous works like sisal or tobacco and 91% indicated parents should be prevented from sending their Children to work as domestic Laborers ((house girls/boys). It would appear though that KAP regressed as at baseline approximately 95% of adults surveyed said that it was inappropriate for a Child to be employed as a house girl/boy outside the Child’s home, do dangerous work around the household or farm, non-school work during school hours, heavy lifting, work that could be physically harmful, or work inside a mine or for a sisal/tobacco plantation. Nevertheless, the attainment of more than 90% both at the end line and baseline indicate superior understanding of Child Labor.

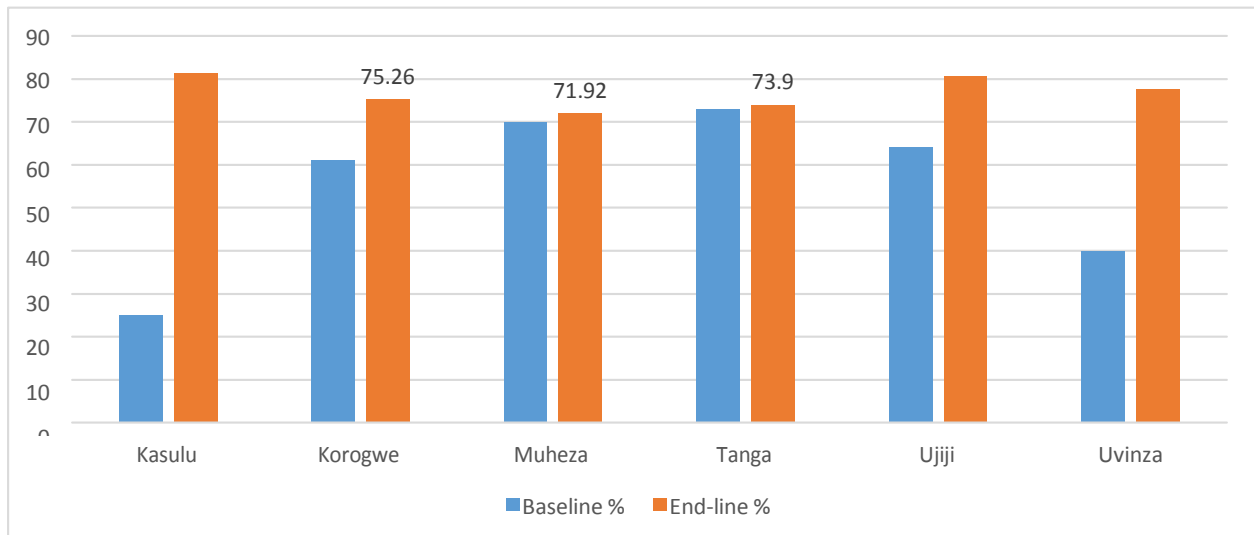
4.3 Social protection services

At the baseline, it was reported that 7% of households received support from MVC, mostly in the form of in-kind goods. 11% of households received support from CHF, also largely in the form of in-kind goods. The survey presents that only 15.49% said receive support from TASAF, 33.21% received support from CHF and 3.34% received support from the MVC. It is hereby concluded that there has been some progress compared to the situation at baseline, however, a lot is desired to transform the performance of the social protection services, this may however, be out of the ambition of the project.

4.4 Education

At the end of the project 87% of the children surveyed enrolled in school are going to school. This is 30% higher than the situation at baseline when 57% of children enrolled in school were attending (household's survey of attending school).

Figure 9: Comparison of school attendance at the end line and baseline



4.5 Feedback on the WEKEZA program and Conclusion

In conclusion, the end-line study demonstrated that the WEKEZA project successfully reduced Child Labor in the target regions. Understanding of the consequences of Child Labor for children and the community is very high and significant progress was made towards enabling children to go to school when compared to the situation at baseline.

Appendix 1: Tools

WEKEZA END-LINE STUDY - CHILDREN QUESTIONNAIRE

Name _____ Child number _____ Region _____

District _____ Ward _____ Village _____

Start Time _____ End time _____

Date: _____ Visit No. _____

Directions: Randomly select two Children from the household who are between 10 and 17 yrs. The Child should be in sight of an older sibling or parent but out of earshot of the parents. Read the informed consent to the parent and Child before beginning the interview. If the Child seems distracted or tired, do a stretching or singing game for a few minutes. Probe often for understanding particularly on hours. Use the sun position chart to help the Child understand the hours worked during the day.

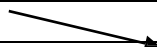
PART III CHILD QUESTIONNAIRE

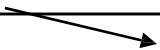
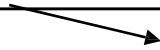
Ask two Children selected randomly (10-17) in the household HOUSEHOLD ID NUMBER : | | | | |

SECTION IX

Educational Attainment of All Children (10-17)

Skip to Question



Serial No in A1					
					
Name of household member					
					Children Aged 10-17 Years
Age of household member					
C1. Can you read and write a sentence in Kiswahili? Can you read this sentence? (Her name is Amina. He has a goat.) Read write the sentence: [The Children go to the farm]. [If the Child can both read and write the sentences, mark 1 for yes and 2 if no]					
1. Yes.....					
2. No.....	1		1		
	2		2		
C2. Are you attending school or pre-school during the current school year?					
1. Yes.....	1		1		→C3
2. No.....	2		2		→C8
C3. What is the level of school and grade that you are currently attending? Level: (L) Grade (G)	L	G	L	G	
1. Pre-school.....	1		1		} C4 } →
2. Primary.....	2		2		
3. Secondary Ordinary Level.....	3		3		
4. Secondary Advanced Level.....	4		4		
					C7(Higher Learning)

5.Higher learning institutions					
6. Non-standard curriculum.....		5		5	
C4. At what age did you begin primary school? (If C3=1 write 99)					
Serial No in A1					Skip to Question
Name of household member					
Age of household member					Children Aged 10-17 Years
C5. Have you ever attended school?					
1. Yes.....	1	1			→C7
2. No.....	2	2			→C6
C6. Why have you never attended school? (Read each of the following options and ask respondent to rank the three most important reasons):					
1. Too young	RANK: 1 RANK 2 RANK 3	RANK: 1 RANK 2 RANK 3			
2. Disabled/ illness.....					
3. No school or the school is too far.....					
4. Cannot afford schooling.....					
5. Parents do not consider school valuable and does not allow schooling					
6. Not interested in school.....					
7. Take care of babies/Children, elderly person or sick person					

8. School not safe..... 9. To learn a job..... 10. To work for pay either for family or business/farm not owned by the family 11. To work as unpaid worker in family business/farm 12. To work as an unpaid worker for business or farm not owned by the family 13. No way to get to and from school safely 14. Help at home with household tasks like cooking, cleaning or fetching water or firewood 15 Other					
Other(Specify)					
C7. What is the highest level of school and grade you have attended? <i>Level (L) Grade (G)</i> 1. Pre-school..... 2. Primary..... 3. Secondary..... 4. Diploma..... 5. University 6. Nonstandard curriculum.....	L	G	L	G	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Other.....					
C8. At what age did you leave school?	<input type="checkbox"/>	<input type="checkbox"/>			

Serial No in A1			Skip to Question	
Name of household member			Children Aged 10-17 Years	
Age of household member			<p>C9. Why did you leave school? Rank the three most important reasons) (CHECK LIST TO MAKE SURE IT IS CORRECT ON PDA)</p> <p>RANK 1 RANK 2 RANK3</p> <p>RANK 1 RANK 2 RANK3</p> <p>1. Completed his/her compulsory schooling (IF C10=X)</p> <p>2. Too old for school.....</p> <p>3. No school or the school is too far.....</p> <p>4. Cannot afford schooling.....</p> <p>5. Parents do not consider school valuable and does not allow schooling</p> <p>6. Not interested in school.....</p> <p>7. Take care of babies/Children, elderly person or sick person</p> <p>8. School not safe.....</p> <p>9. To learn a job.....</p> <p>10. To work for pay either for family or business/farm not owned by the family</p> <p>11. To work as unpaid worker in family business/farm</p> <p>12. To work as an unpaid worker for business or farm not owned by the family</p> <p>13. No way to get to and from school safely</p>	

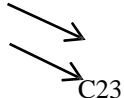
14. Help at home with household tasks like cooking, cleaning or fetching water or firewood 15. Teacher harassed me or hurt me 16. Became pregnant (girls only) 15 Other (specify)				
C10 Are you currently attending a vocational / skills training course outside of school? 1. Yes..... 2. No.....	1 2	1 2		→C12 →C11
C11. Have you ever attended a vocational/skills training course outside of school? 1. Yes..... 2. No.....	1 2	1 2		→C12
C12. What type of skills program did you attend-or are you attending? 1. On-the-job training 2. Certificate after 1 or 2+ years 3. Informal apprenticeship 4. Formal apprenticeship 5. Other (specify)	1 2 3 4 5	1 2 3 4 5		→If any yes C13

C13. Have you used this vocational training?				
1. Yes.....	1	1		
2. No.....	2	2		→C14

NOTE: SIMPLIFY LANGUAGE				
SECTION X		Current Economic Activities		
Serial No in A1	Status of All Children (10-17)		Skip to Question	
Name of household member				Children
Age of household member				Aged 10-17 years
<i>Economic Activity</i>				
C14. During the past week, did you do any of the following activities, even for only one hour?	Y= YES N=NO	Y= YES N=NO		
(a) Work in any kind of business, big or small, for himself/herself or with one or more people?				
<i>Examples: Selling things, making things for sale, repairing things, guarding car, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining etc.</i>				
(b) Do any work for a money or did people give you something for your work such as food, a room to stay in, school supplies or clothing (excl. domestic work)?				

<i>Examples: a regular job, contract, casual or piece work for pay, work in</i>			
<i>Exchange for food or housing.</i>			
(c) Do any work as a domestic worker (a house girl or houseboy) for a money or were you given something for work such as food, clothing or school			
(d) Help unpaid in a household business of any kind? (Don't count normal housework.)			
<i>Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.</i>			
(e) Do any work on your own or the household's plot, farm, food garden, or help in growing crops or in looking after animals for the household? <i>Examples: ploughing, harvesting, and looking after livestock.</i>			
(f) Did you build anything (fence, shelter, and trough) or fix anything big/important on his/her own home, plot, or business or for other people in your household?			
(g) Catch any fish, prawns, shells, wild animals or other food to sell or for your household to eat?			
(h) Fetch water or collect firewood for sale or for someone else's household use?			
(i) Making or carrying bricks/sand, mining or crushing stones			
(j) Make any other things that this household uses?			
<i>Examples: clothing, furniture, clay pots, etc.</i>			

Directions: Use the sun dial chart to help Children understand the timing for seven days

Serial No in A1			Skip to Question
Name of household member			
Age of household member			Children Aged 10-17 Years
<p>C15. You said you did not do any of work mentioned in the last week. Were you taking a break from work last week but will return to work now or in the next few weeks? <i>(For agricultural activities, the off season in agriculture is not a temporary absence).</i></p> <p>1. Yes..... 2. No.....</p>	1 2	1 2	 C23
<p>Directions: This is the first of two sections on work schedules. It is important to distinguish between work for an employer such as a plantation, mine, fishing operation etc. from household work including cooking, Child care, gather in water and firewood. The hours in the various calculations that define Child work include both types of work so we need to understand them together. This section is about work outside the home. (WE WILL TEST SOME TYPE OF TIME VISUAL TO HELP KIDS UNDERSTAND HOURS WORKED AND SCHEDULES)</p>			
Serial No. AI			Skip to Question
Name of household member			
Age of household member			Children Aged 10-17 years

C16. During the past week when did you usually carry out these activities? (Read list and Include all relevant times)			
<i>For ALL Children (including Children attending school):</i>			
1. During the day (between 6 a.m. and 6 p.m.)	1	1	
2. In the evening or at night (after 6 p.m.)	2	2	
3. During both the day and the evening (for the entire day).	3	3	
4. On the week-end... ..	4	4	
5. Sometimes during the day, sometimes in the evening	5	5	
<i>ADDITIONAL: For Children attending school ONLY (If C2=YES):</i>			
6. After school	6	6	
7. Before school	7	7	
8. Both before or after school.....	8	8	
9. On the week-end.....	9	9	
10. During missed school hours/days	10	10	
Serial No in A1			Skip to Question
Name of household member			
Age of household member			Children
C17. Which the following options best describes your main job/work situation during the last 7 days: (read list and ask for the (one) best description of the MAIN job)			Aged 10-17 years
1. Did you work for someone else? (employee)	1	1	→C19

2. Do you have your own business without people working for you?	2	2	
3. Do you have your own business with other people working for you (His/her own business with employees)	3	3	
4. Unpaid worker for you family	4	4	
5. Other (specify)	5	5	C20

Serial No in A1			Skip to Question
	□	□	
Name of household member			
			Children Aged 10-17 Years
Age of household member	□	□	
C18. What is your average weekly income from the main work? (in local currency)	□□	□□	
C19. Why do you work? (MAXIMUM OF TWO ANSWERS - RANK 1 and RANK 2)			
1. Add to the family income...	1	1	
2. Help pay family debt.....	2	2	
3. Help in household business	3	3	
4. Learn skills.....	4	4	
5. To earn money for myself			
5. Schooling not useful for future.....	5	5	C23
6. School too far / no school	6	6	
7. Cannot afford school fees.....	7	7	
8. Not interested in school.....	8	8	
9. To temporarily replace someone at home who is unable to work.	9	9	

10, Other				
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Directions: Make sure to distinguish between work at a place other than at the household and work at home. Work at the household includes things like cooking, cleaning and gathering firewood. Work at a job will be working on a plantation, in a shop, fishing or in a factory. The two sections about schedules and work are similar in structure but cover two very different types of work. (CHANGED PLACES)

SECTION XII	Household Tasks of Children (10-17)		
Serial No in A1	_ _	_ _	Skip to Question
Name of household member			
Age of household member			Children Aged 10-17 Years
C20. During the past week (seven days) did you do any of the following tasks for this household? (Read each of the following options and mark "YES" or "NO" for all options)	Y= YES	Y= YES	
	N=NO	N=NO	
1. Shopping for household....	1 _ _	1 _ _	If any "YES" →C42
2. Repairing any household or farm equipment like a hoe or bicycle	2 _ _	2 _ _	
3. Cooking.....	3 _ _	3 _ _	Otherwise END
4. Washing dishes or cleaning the house or stable.....	4 _ _	4 _ _	For this HH member. Go to the next Child in
5. Washing clothes.....	5 _ _	5 _ _	Section II.
6. Caring for Children/old/sick.....	6 _ _	6 _ _	
7. Collecting firewood for home use			
8.Fetching water for home use			

9. Other household tasks.....(specify)	7 _	7 _	
Other (Specify)			
C21. In the past week how many hours did you do such household tasks? (Record for each day separately and use visual aid)			
1. Average working hours per week at home			
2. Average working hours per week outside home			
TOTAL	_	_ _	
<i>For ALL Children (including Children attending school):</i>			
1. During the day (between 6 a.m. and 6 p.m.)	1	1	
2. In the evening or at night (after 6 p.m.)	2	2	
3. During both the day and the evening (for the entire day).	3	3	
4. On the week-end.....	4	4	
5. Sometimes during the day, sometimes in the evening	5	5	
<i>ADDITIONAL: For Children attending school ONLY (if C2=YES):</i>			
6. After school.....	6	6	
7. Before school.....	7	7	
8. Both before or after school.....	8	8	
9. On the week-end.....	9	9	
10. During missed school hours/days.....	10	10	

SECTION XI		Children (10-17)		Health and Safety Issues about working
Serial No in A1		_	_	Skip to Question
Name of household member				
Age of household member		_	_	Children Aged 10-17 Years
<p>C23. Did you have any of the following in the past 12 months because of your work (both at household tasks or work outside the household)? (Read each of the following options and mark "YES" or "NO" for all options) If yes, ask (Did this happen doing household tasks or other work?)</p> <p>1 Cuts, scratches or open wounds</p> <p>2. Broken bone(s).....</p> <p>3. Dislocations, sprains or stains...</p> <p>4. Burns, scalds</p> <p>5. Breathing problems.....</p> <p>6. Eye problems.....</p> <p>7. Skin problems...</p> <p>8. Stomach problems / diarrhoea ...</p> <p>9. Fever.....</p> <p>10. Very tired</p> <p>11. Other (specify).....</p> <p>Other (specify)</p>		Y= YES N=NO	Y= YES N=NO	<p>If all "NO" → C31</p> <p>If yes → C29</p>
		1 _	1	
		2	2	
		3 _	3	
		4	4	
		5 _	5	
		6	6	
		7	7	
		8	8	
		9 _	9	
		10	10	
		11 _	11 _	

<p>C24. Think about your most serious illness/injury, how did this/these affect your work (inside and outside household) schooling?</p> <p>1. Not serious- did not stop work/schooling.</p> <p>2. Stopped work or school for a short time</p> <p>3. Stopped work or school completely.</p> <p>4. Nothing happened/No problem (Only makes sense in the PDA for skipping)</p>	<p>1</p> <p>2</p> <p>3</p>	<p>1</p> <p>2</p> <p>3</p>	
<p>C25 Think about your most serious sickness or injury when you were working, what were you doing when this happened?</p>			
<p>Job/Task</p>			
<p>OCCUPATION CODE For Official use</p>	<p> _ _ </p>	<p> _ _ </p>	

			Skip to Question
Serial No in A1	□□	□□	
Name of household member			
Age of household member	□□	□□	
C26. Do you carry heavy loads at work or doing household tasks? (need some picture for heavy load)			
1. Yes.....	1	1	
2. No.....	2	2	
C27. Do you operate any machinery/heavy equipment at work or doing household tasks?			
1. Yes.....	1	1	→ C28
2. No.....	2	2	→ C29
C28. What type of tools, equipment or machines do you use at work at the household?			
(Write down 2 mostly used)	1.....	1.....	
	2.....	2.....	
C29. Work hazards	Y= YES N=NO	Y= YES N=NO	
(Read each of the following options and mark "YES" or "NO" for all options) For all yes answers, ask: was this at the household or somewhere else?			

1. When you are working, do you breath heavy dust, smoke or fumes,	1	1	
2. When you are working are you close to a fire, gas, or flames.....	2	2	
3. When you are working, is it very loud noise or does machinery vibrate?.....	3	3	
4. When you are working is it very cold or very hot?	4	4	
5. When you are working do you use dangerous tools like sharp knives, pangas, etc?).....	5	5	
6. When you are working do you ever work underground as in a mine	6	6	
7. When you are working do you work high off the ground like in a tall tree or on top of a building?	7	7	
8. When you are working are you near or in a pond, river or lake?	8	8	
9. When you are working do you work in a very small, tight or dark space?	9	9	
10. When you are working do you have enough fresh air to breathe?	10	10	
11. When you are working do you use or spray chemicals like pesticides, glues?	11	11	
12. When you are working do you use or make explosives like dynamite or fireworks?	12	12	
13. Unsafe travel to and from worksite in open, closed or overcrowded vehicle			
14. When you are working is there anything else that might hurt you or be bad for your health or safety (specify)?.....	13	13	
15 Dangerous animals or insects			
Other (specify)			
None			
C30. Have people at your work ever done any of the following to you? (Read each of the following options and mark "YES" or "NO" for all options)	Y= YES N=NO	Y= YES N=NO	

1. When you are working do people shout at you often?	1	1		
2. When you are working do people often insult you or call you names.....	2	2		
3. When you are working do people sometimes beat me or hurt me	3	3		
4. When you are working do people have touched you or done (sexual) things to you that you did not want)	4	4		
5. Other (Specify).....	5	5		
Other (specify)				
C. 31 Do you do work (other than housework or schoolwork) during other times of the year? (Use pictures to differentiate seasons)	C43. What kind of work (other than schoolwork or housework) do you usually do in the wet season? Below was coded after pilot	C44. What kind of work (other than schoolwork or housework) do you usually do in the dry season?		
1. Yes	1.Slashing/ Preparing home farm			
2. No	2.Tilling home farm	1. Harvesting home farm		
C.32 Has (NAME) been interviewed within the company of an adult or an older Child?	3.Weeding home farm	2.Harvesting somebody's farm		
1. Yes	4.Preparing, tilling, weeding somebody's farm	3. Doing business		
2. No	5. Planting/seeding			

WEKEZA END-LINE STUDY - HOUSEHOLD QUESTIONNAIRE

Name _____ HH number _____ Region _____

District _____ Ward _____ Village _____

Start Time _____ End time _____

Date: _____ Visit No. _____

SECTION ONE: DEMOGRAPHIC CHARACTERISTICS							
<p>A "household" includes all members of a common decision making unit (usually within one residence) that are sharing income and other resources. Include workers or servants as members of the household. Then, ask do you or your spouse have Children between the ages 5 to 17 who are working as domestic workers at another location? If yes, include these Children in the household roster Ask the following questions about a person who was part of the household at least one month in the last 12 months and for Children who are domestic workers at another location. Use an extra sheet if necessary</p>							
PERSON ID	<p>R1. (Confirm that household head here is same as household head listed on cover.) <i>[NAME] List household head on line 1. Make a complete list of all individuals who normally live and eat their meals together in this household, starting with the head of household.</i></p>	<p>R2. Gender</p>	<p>R3. How old is [Name] If respondent doesn't know, use year of birth to calculate age. Check that age in question 4 and year of birth in question 3 are consistent. If younger than a year put: "0"</p>	<p>R4: For the last 12 months has [NAME] stayed in this household for 3 months or more</p>	<p>R5.Relation to household head:</p>	<p>R6. Marital Status <i>(applicable to HH members aged 18 and above)</i></p>	<p>R7. What was [NAME]'s main occupation for the past 12 months?</p>

		M = 1 F = 2		Yes...1 No.....2	1. Head 2. Spouse 3. Son/daughter 4. Stepson/daughter 5. Adopted son/daughter 6. Sister/brother 7. Grandchild 8. Father/mother 9. Other relative 10. Live-in servant 11. Other non-relative	1. Monogamous married 2. Polygamous married 3. Living together 4. Separated 5. Divorced 6. Never married 7. Widow/widower	1. None 2. Student 3. Farmer 4. Livestock keeper 5. Casual Labourer 6. Small business <100,000 7. Large business > 100,000 8. Professional (teacher, nurse, doctor) 9. Fishing 10. Mining 11. Domestic labour 12. Other (specify)
ID	NAME						
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

HOUSEHOLD QUESTIONNAIRE: SECTION 2 EDUCATION OF ALL HOUSEHOLD MEMBERS

PERSON ID	E1a. Is the [NAME] above 5 years	E1b. Did [NAME] ever go to school?	E2. What is the main reasons why [NAME] has never attended school? (<i>Ask open ended and record ask for the main reason.</i>) Select main Reason 1 and Reason 2	E3. At what age did [NAME] start school?	E4. Is [NAME] currently in school?	E.5. Is the school he/she is currently attending a preschool, a primary school, a lower secondary school, an upper secondary school or a post-secondary institution?	E5a. Which grade?	E6. Was [NAME] in school last year?	E7. How much has the household spend overall on [NAME] education in the last 12 months?
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for HH Members 5 years or above	Yes...1 No.....2	Yes...1 No.....2 if YES SKIP to QN E4	<ol style="list-style-type: none"> 1. Too young 2. Disabled or illness 3. No school/school too far 4. Cannot afford schooling 5. Family did not allow schooling 6. Not interested in school 7. Education not considered valuable. 8. School not safe 9. To learn a job 10. To work for pay 11. To work as unpaid worker in family business/farm 12. Help at home with household chores 13. Other (specify) 		Yes...1 No.....2 if No SKIP to QN E8	<ol style="list-style-type: none"> 1. Pre-school 2. Primary 3. Secondary 4. Diploma 5. University 6. Nonstandard curriculum 7. Others 	<ol style="list-style-type: none"> 1. pre-school 2. Standard one 3. Standard two 4. Standard three 5. Standard four 6. Standard five 7. Standard six 8. Standard seven 9. Form one 10. Form two 11. Form three 12. Form four 13. Form five 14. First year 15. Second year 16. Third year Forth year 	Yes...1 No.....2 if No SKIP to QN E10	<u>Expense</u> <ol style="list-style-type: none"> 1. Tuition or school fees? 2. Parent association fees 3. Uniforms or clothing? 4. Food and lodging for student 5. Food and lodging for teacher(s) (if not included in other fees) 6. Textbooks 7. Exercise books, pens and other materials 8. Other fees or expense (specify) (PROGRAM TO ADD THE TOTAL)
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PERSON ID		for HH Members 5 years or above	E8. Does [NAME] currently receive any direct support to pay for education costs?	E8a. What did the support include? (Read list one at a time and mark yes or no for each item)	E8b. Who provides the support? <i>Use Code for Source</i>	E9. What is the highest level of school and grade completed by [NAME]?
		Yes...1 No.....2	Yes...1 No.....2	1. Books 2. School fees 3. Uniforms 4. School supplies 5. Other (Specify)	1. Relative 2. Government 3. NGO 4. Religious Organization 5. Non-relative individual 6. Other (SPECIFY)	Level (L) Grade (G) 1. Pre-school 2. Primary [IF STD 7 completed] 3. Secondary 4. Diploma 5. University 6. Non-standard curriculum 7. Vocational Training

HOUSEHOLD QUESTIONNAIRE: SECTION 3 CHILD EMPLOYMENT

PERSON ID	CL1. During last 12 months, did [NAME] undertake any work activities for themselves, household or for someone else	CL2. During last 12 months did [NAME] undertake any of the following activities for selling, self and/or own use, for this household or for someone else? (<i>Read each of the following questions and note affirmative answers</i>) 1	CL2A If yes ask: Did (NAME) receive any payment?. If YES choose between code below), if No go to 2B	CL2B: Why (NAME) did not receive payment?.	CL3. Did (NAME) undertake any of these activities in the last seven days?	CL3A If yes ask: Did (NAME) receive any payment?. If YES choose between code below), if No go to 3B	CL3B: Why did (NAME) not receive payment?.	CL4. Was (NAME) exposed to any of the following while conducting these activities during the last 12 months?	CL5. At what age did [NAME] start to work for the first time in his/her life (<i>As employee, own account worker, employed, employer or unpaid Or domestic Laborer</i>)
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[OF CHIL DREN 5-17 YEAR S OLD]	Yes...1 No.....2	1. Agricultural /farming 2. Tend to livestock including herding cattle, goats, sheep and other animals 3. Petty Business. 4. Industrial 5. Fishing 6. Mining 7. Street vending, peddling, hawking, touting 8. Weaving, dyeing or making handicrafts 9. Domestic work. 10. Carrying luggage or other loads 11. Construction. 12. Timber works 13. Other (specify)	1. Payment in Cash 2. Payment in-kind	1. For Child his- or herself or own business 2. A family member without pay 3. An employer without pay	1. Agricultural /farming 2. Tend to livestock including herding cattle, goats, sheep and other animals 3. Petty Business. 4. Industrial 5. Fishing 6. Mining 7. Street vending, peddling, hawking, touting 8. Weaving, dyeing or making handicrafts 9. Domestic work. 10. Carrying luggage or other loads 11. Construction. 12. Timber works 13. Other (specify)	1. Payment in Cash? 2. Payment in-kind	1. For Child his- or herself or own business 2. A family member without pay 3. An employer without pay	<i>(Read each of the following options and mark "YES" or "NO" for all options)</i> 1. Dust, fumes, 2. Fire, gas, flames..... 3. Loud noise or vibration..... 4. Extreme cold or heat 5. Dangerous tools (knives etc.)..... 6. Work underground..... 7. Work at heights..... 8. Work in water/lake/pond /river..... 9. Workplace too dark or confined 10. Insufficient ventilation..... 11. Chemicals (pesticides, glues, etc.).. 12. Explosives... 13 Unsafe	Age____
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								<p>travel to and from worksite in open, closed or overcrowded vehicle.</p> <p>14. Other things, processes or conditions bad for your health or safety 15 Dangerous animals or insects (specify).....</p> <p>.....</p>	
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							Skip to Question
Child ID Number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Name	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
CL6. For the past week how many hours did [NAME] actually work?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
1. Average working hours per week at home	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2. Average working hours per week outside home	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
CL7. During the past week when did [NAME] usually carry out the main and other work activities? (DELETE O CATEGORY)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>For ALL Children (including Children attending school):</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
1. During the day (between 6 a.m. and 6 p.m.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2. In the evening or at night (after 6 p.m.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
3. During both the day and the evening (for the entire day).	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
4. On the week-end... ..	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
5. Sometimes during the day, sometimes in the evening	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>ADDITIONAL: For Children attending school ONLY (if C2=YES):</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

6. After school	6	6	6	6	6	6	6
7. Before school	7	7	7	7	7	7	7
8. Both before or after school.....	8	8	8	8	8	8	8
9. On the week-end.....	9	9	9	9	9	9	9
10. During missed school hours/days	10	10	10	10	10	10	10

SECTION XII

Household Tasks of Children (5-17)

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serial No in A1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CL8. During the past week did you do any of the tasks indicated below for this household? (Read each of the following options and mark "YES" or "NO" for all options)	Y= YES	Y= YES	Y= YES	Y= YES	Y= YES	Y= YES
	N=NO	N=NO	N=NO	N=NO	N=NO	N=NO
1. Shopping for household....	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
2. Repair any household equipments	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
3. Cooking.....	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Cleaning utensils/house.....	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Washing clothes.....	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Caring for Children/old/sick.....	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
7. Fetching water	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
8. Collecting firewood	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>	8 <input type="checkbox"/>
9. Other household tasks.....	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>	9 <input type="checkbox"/>
10. Other (Specify)	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>	10 <input type="checkbox"/>
CL9. In the past week how many hours did you do such household tasks? (Record for each day separately)						
1. Average working hours per week at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Average working hours per week outside home						
TOTAL						
CL10. During the past week when did you usually carry out these activities?						
<i>For ALL Children (including Children attending school):</i>						
1. During the day (between 6 a.m. and 6 p.m.)	1	1	1	1	1	1
2. In the evening or at night (after 6 p.m.)	2	2	2	2	2	2
3. During both the day and the evening (for the entire day).	3	3	3	3	3	3
4. On the week-end.....	4	4	4	4	4	4
5. Sometimes during the day, sometimes in the evening	5	5	5	5	5	5
<i>ADDITIONAL: For Children attending school ONLY (If C2=YES):</i>						
6. After school.....	6	6	6	6	6	6
7. Before school.....	7	7	7	7	7	7
8. Both before or after school.....	8	8	8	8	8	8
9. On the week-end.....	9	9	9	9	9	9
10. During missed school hours/days.....	10	10	10	10	10	10

CL11. What do you consider the best option for (NAME) currently? (5 to 17 only)	CL12. Does (NAME) face any of these problems as a result of his/her work at home ?) (Read List and check all mentioned)	CL13. What are the main reasons for having (NAME) work?
<i>(Read the options)</i>	1. Injury, illness or poor health.....	1. Supplement family income
1. Work for income.....	2. Poor grades in school.....	2. Help pay family debt
2. Assist family business.....	3. Emotional harassment (intimidation, scolding, insulting)	3. Help in household enterprise
3. Assist with household chores	4. Physical harassment (beating)...	4. Learn skills
4. Attend school	5. Sexual abuse	5. Schooling not useful for future
5. Other	6. Extreme fatigue	6. No school/school too far
DK	7. No play time	7. Cannot afford school fees
	8. No time to go to school	8. Child not interested in school
	9. None.	9. Temporarily replacing someone unable to work.
	DK	10. Preventing him/her from making bad friends and/or being led astray
		11. Other (Specify_____)

SECTION G: Children In Domestic Service

DS 1		DS 1 A	DS 2	DS 3	DS 4	DS 4A	DS 5	DS 6	DS 7
Are there Children between 5 and 17 years old from this household who work in domestic service elsewhere (outside this household)?	LIST ALL CHILDREN working in domestic service	DS 1B. CHILD INDIVIDUAL ID	Name of Child	Sex	Age of [NAME]	At what age did NAME begin to work as a domestic service?	What is his or relationship to the household head? (USE SAME DEFINITIONS AS IN ROSTER)	What is the highest grade completed by [NAME]?	How much cash and in-kind has [NAME] sent to this household in the last 3 months? INCLUDE VALUE OF IN-KIND ENTER 0 IF NONE
YES..1 NO.2 ▶NEXT					M. .1 F.. 2	AGE	1. Son/daughter 2. Stepson/stepdaughter 5. Sister/brother 6. niece/nephew 7. Other relative (specify) 8. Non-relative (specify)	1. 1. Pre-school 2. Primary 3. Sekondary 4. Diploma 5. University 6. Non standard curriculum 7. Others	s SHILLINGS
		C1							
		C2							
		C3							
		C4							
		C5							
		C6							
		C7							
		C8							

SECTION THREE:FARMING

Next I would like to ask you some questions about the things you and members of your household own.

F1. Does anyone in this household own any agricultural land?		F2. Does anyone in this household rent any agricultural land?		F3. If how many acres was cultivated in the last 12 months	
00 No ==> SKIP TO F3		00 No ==> SKIP TO L1			
01 Yes		01 Yes			
F4. What are the three most important crops grown by members of this household?					
	Crops	4a. Mostly Grown for Food		4b. Mostly Grown as a Cash Crop	
1	Maize (sacks)				
2	Beans (20 kg. cans)				
3	Cassava (sacks)				
4	Rice (sacks)				
5	Sunflower (cans)				
6	Onions (cans)				
7	Sorghum / Millet (sacks)				
8	Simsim (cans)				
9	Groundnuts (sacks)				
10	Cashews (kgs.)				
11	Tobacco (kgs.)				
12	Sweet potatoes (cans)				
13	Tomatoes (cans)				
14	Green vegetables (sacks)				
15	Coffee (sacks)				
16	Tea (kgs.)				
17	Cotton (kgs.)				
18	Coconut (cans)				
19	Bananas (stalks)				
20	Mangos (sacks)				

21	Papaya (sacks)			
22	Oranges (sacks)			
23	Peas (all kinds, cans)			
24	Wheat (sacks)			
25	Garlic (cans)			
26	Cinnamon			
27	Cardamom			
28	Black paper			
29	Palm Oil			
99	Other (specify)			

SECTION _:PROCESSED AGRICULTURAL PRODUCTS AND AGRICULTURAL BY-PRODUCTS

F5. Did the household process any of the products harvested on the farm in the last 12 months?	F6. Did you sell the products you produced?	F7: Do you keep livestock?	F8: In the last 12 months, Did you manage to sell any of the livestock	F9: Are you engaged in selling of natural resources?	F10:if yes, What type of natural resources jare you engaged in?
00 No ==> SKIP TO	Yes...1 No.....2	Yes...1 No.....2	Yes...1 No.....2	Yes...1 No.....3	1. firewood
01 Yes					2. charcoal
					3.timber or building poles
					4.water
					5.medicinal plants
					6.bush meat
					7. grasses (roofing, fodder, etc)
					8. honey

					9. fish
					10. other

F11: How much income do you earn in the past 12 months from:		F12: Is the market for the products readily available		
			YES or No	
1. Crops production	TZS	1. Crops		
2. Livestock	TZS	2. Livestock		
3. Natural resources	TZS	3. Natural resources		

SECTION P: CREDIT

LO1. Did any of your household members have any outstanding loan or obtain a new loan during the last 12 months?	LO2. What is the combined value of all the the loans	LO3. Was the debt repaid?	LO.4 A) Was any Child withdrawn from school to pay debt back? B) Will any Child be withdrawn from school to pay the debt back?
00 No ==> SKIP TO END	TSH	1. Yes Wholly	1. Yes
01 Yes		2. Yes Partly	2. Maybe
		3 No	3. No need to withdraw
		4.DK	4. DK

Household ID	NF1. Did you or anyone in your household do any wage work during the last 7 days? (i.e work for someone else for pay)	NF2. Who is his or her employer for this work? (Use codes below)	NF3. How many total hours did he/she work last week?	NF4. For how many months has he/she worked there over the past 12 months		NF5. How much was his/her income from wages in the past 12 months?	NF7. Did you or anyone in your household run his or her own business in the past 12 month other than the income-generating activities already mentioned?	NF8. How much was his/her income from this business in the past 12 months?
	Yes...1 No.....2	1. Central gov. 2. Local gov.. 3. Parastatal 4. Political party 5. Co-operative 6. NGO						

		7. Int'l Org. 8. Religious Org 9. Private sector.						
1	1 no 2 yes		__hours	__Months	TSH	TSH	1 no 2 yes	TSH
2	1 no 2 yes		__hours	__Months	TSH	TSH	1 no 2 yes	TSH
3	1 no 2 yes		__hours	__Months	TSH	TSH	1 no 2 yes	TSH
4	1 no 2 yes		__hours	__Months	TSH	TSH	1 no 2 yes	TSH
5	1 no 2 yes		__hours	__Months	TSH	TSH	1 no 2 yes	TSH

NF6. Did you receive any support from the following organizations?			NF7. In addition to the income, mentioned, how much did your family receive income from any other sources over the past 12 months?	NF12. Are you aware of any advocacy meetings ore public education sessions about Social Protection Services for other issues related to food security, extrmr poverty or violence against Children or women's in the past 12 months?
1. Tanzania Social Development Fund 00 no 01 yes			1.Remittances from family members	TSH
2. Children's Health Fund 00 no 01 yes			2. Government transfers/pensions including TASAFA, CHF and MVC (ADD IN CHF ETC)	TSH
3. Most Vulnerable Children Committee? no 01 yes 00			3. Financial assistance from a faith-based organization, an NGO or Community-based organizations?	TSH

			3. Sales of durable goods	TSH	00 No ..Next section 01 Yes>> CL24
			4. Inheritance	TSH	DK >> Next section
			5. Other (specify)	TSH	
			3. Sales of durable goods	TSH	
			4. Inheritance	TSH	
			5. Other (specify)	TSH	
			TOTAL		

SURVEY INSTRUMENTS

KAP SURVEY

Adult

Practices	Agree	Disagree	DK
1. My Children do not work more than 7 hours per week.			
2. One or more of my Children 14 years old or younger often miss school so they can work.			
3. I have hired a Child 14 or younger to work on my farm or business for more than 14 hours a			
4. One or more of my Children 17 or younger is engaged in domestic service away from home.			
5. I have at least one Child between 5 and 14 who does not attend school.			
6. At least one of my Children has had to work in hazardous conditions.			
7. All my Children who are school aged attend school every day.			
8. One or more of my Children 14 or younger have been injured or become ill because of their work.			
9. At least one of my Children 14 or younger regularly lifts heavy objects in their work.			
10. At least one of my Children under 17 regularly works more than 14 hours per week.			
11. My Children use pangas, axes, or other sharp tools in their work.			
12. I have hired a boy or girl in school to work on household tasks for more than 14 hours per week.			

Knowledge:

1. How do you define Child Labor: (code during pilot)
2. What are the worst forms of Child Labor? (code during pilot)
3. What do you consider hazardous work for a Child? (code during pilot)

If performed by a Child, which of the following work conditions does the Tanzanian government consider appropriate? (Yes/No/DK)

Statement	Agree	Disagree	DK
Non-school work done before/after school hours			
School work assigned by the teacher to be completed at home			
A Child who works less than 14 hours per week and the work does not interfere With schooling,			
A Child aged 5-14 years who works 14 or more hours a week			
A Child engaged as a house girl/boy for less than 14 hours a week			
Dangerous work around the house or farm for less than 5 hours per week			
Non-school work done during school hours			
A Child engaged in work that requires heavy lifting			
A Child aged 15-17 who attends school and who works more than 15 hours per			
Dangerous work around the house or farm for more than 14 hours per week			
Working inside a mine			
Working for a sisal or tobacco plantation			
Working for a factory			
Working on the family farm			
Working as a domestic boy/girl outside the Child's own home			
Work that can be physically harmful			
Gathering firewood or water for the household			
Work that isn't fun for the Child			
Non-school work done before/after school hours			
School work assigned by the teacher to be completed at home			

Attitude

1. The education Children receive in our schools will not help them in the future	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. Action should be taken against employers that hire Children for work that keeps them out of school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. Parents should be prevented from allowing their Children to work in hazardous jobs like sisal or tobacco	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. It is OK to send your Child to work as a domestic boy/girl if you need the money.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Children learn more important skills from work than from school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. In this household every one including Children have to work to contribute to meeting family needs.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. Employers should be prevented from hiring Children	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. It is OK in this household if a Child is able to work and be paid even if they choose not to go to school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Parents should be prevented from sending their Children to work as domestic Laborers (house girls/boys).	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Children in this household are free to choose to work to meet their own basic needs.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. The work that a Child must do should never interfere with their education.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. Children have more opportunities working as a house girl/boy for a family in town than	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

staying in the village					
13. It is OK for Children to do dangerous work sometimes.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14. Adults should do dangerous work so that Children don't have to.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. What is the maximum number of hours that a Child can be expected to work each week? (open ended)					

KAP Children

Practices

Practices	Agree	Disagree	DK
1. I work with pesticides or other chemicals			
2. I often work more than 14 hours each week.			
3. I work as a house boy/girl.			
4. I work more than 14 hours each week and attend school.			
5. I have been injured or sick because of work			
6. I use pangas, knives or axes, or other sharp tools in my work.			
7. I work most days so I do not go to school often			
8. I work far from home			
9. Sometimes my work can be dangerous			
10. 10. I regularly lift heavy objects at work.			

Knowledge

How do you define Child Labor: (code)

What are the worst forms of Child Labor? (code)

What do you consider hazardous work for a Child? (Code)

If performed by a Child, which of the following work conditions does the Tanzanian government consider appropriate? (Yes/No/DK)

Statement	Agree	Disagree	DK
Non-school work done before/after school hours			
School work assigned by the teacher to be completed at home			
A Child who works less than 14 hours per week and the work does not interfere With schooling,			
A Child aged 5-14 years who works 14 or more hours a week			
A Child who works as a house girl/boy for less than 14 hours a week			
Dangerous work around the house or farm for a few hours a week			
Non-school work done during school hours			
A Child whose work requires heavy lifting			
A Child aged 15-17 who attends school and who works more than 15 hours per			
Dangerous work around the house or farm for more than 14 hours per week			
Working inside a mine or somewhere underground			
Working for a sisal or tobacco plantation			
Working for a factory			
Working on the family farm			
Working as a domestic boy/girl outside the Child's own home			
Work that can be physically harmful			
Gathering firewood or water for the household			
Work that isn't fun for the Child			
Non-school work done before/after school hours			
School work assigned by the teacher to be completed at home			

Attitude

1. Going to school in our schools will not help me in the future	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. Employers should be prevented from hiring Children for work that keeps them out of school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. Parents should not be allowed to let their Children work in hazardous jobs like sisal or tobacco	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. It is OK to send your Child to work as a house boy/girl if you need the money.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Children learn more important skills from work than from school	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. In this household every one including Children have to work to contribute to meeting family needs.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. Employers should be prevented from hiring Children	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. It is OK in this household if a Child is able to work and be paid even if they choose not to	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

go to school					
9. Parents should be prevented from sending their Children to work as domestic Laborers (house girls/boys).	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Children in this household are free to choose to work to meet their own basic needs.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. The work that a Child must do should never interfere with their education.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. Children have more opportunities working as a house girl/boy for a family in town than staying in the village	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. It is OK for Children to do dangerous work sometimes.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14. Adults should do dangerous work so that Children don't have to.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree



Appendix 2: Enumerators Training Participants List