

# Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Central and Southern Ethiopia

University of Gondar in Collaboration with  
World Vision Ethiopia, E-FACE Project



Mission for  
Community  
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# Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sector, Central and Southern Ethiopia

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## Executive summary

Currently, occupational health and safety service is a growing demand of the workforce and society in Ethiopia. It is believed that the workplace is the ideal place for the promotion and improvement of the public health. This is because a large proportion of the population is found in the working age group, with more young people are joining the global workforce. They are mainly engaged in the informal sectors which can be hazardous and fall below the recommended minimum Occupational Safety and Health (OSH) standards. The ILO claimed that globally around 215 million children are engaged in child labor; according to the Convention on the Worst Forms of Child Labor (ILO Convention 182), 115 million children are working in hazardous jobs and the highest proportion of child labor is found in Sub-Saharan countries. Although child labor has decreased in the last four years, the older children who are involved in hazardous jobs are increasing at an alarming rate. Research studies evidence that many young workers are suffering from work-related injuries, illness and early death as they were involved in hazardous tasks.

Hence, the ILO and the global community took on a world-wide initiative to eradicate the Worst Forms of Child Labor around the globe by 2016. To achieve this goal, almost all member countries of the UN signed the Worst Forms of Child Labor convention and developed regional and national plans of action to eliminate child labor from their countries and regions.

Ethiopia, as part of the global community in the eradication of the worst forms of child labor, developed a National Plan of Action policy to eliminate the Worst Forms of Child Labor and a labor law that provides protection to children beyond signing the convention. However, empirical data is scarce concerning situations of hazardous work and child labor in the country.

Hence, the aim of this research was to assess the type and the magnitude of workplace hazards children were exposed to, mainly in traditional weaving, farming and fishing. In addition, it aimed to formulate ways of regulating standards in the informal sectors of two zones of the South Nation and Nationalities People Region, Wolayta and Gamo

Gofa, and Guliele Sub-city in Addis Ababa administrative city. A total of 12 districts and two town administrations with 54 'kebeles' were included. World Vision Ethiopia has targeted 20,000 children who are at risk or engaged in child labor in 7,000 households within the catchment areas.

Therefore, multiple research tools were designed and used both quantitatively and qualitatively for data collection. Children aged between 5 and 17 years were included in the research. The selection was one child and the head of a household/business owner per household or enterprise. Children, household heads or business owners and observations of the workplace environment were the data sources. Thus, a total sample of 1,268 children and 1,268 household heads/business owners were involved in the study.

The data on household background information, attitudes of heads of households, children's socio-demographic information and workplace health and safety information were collected through a structured questionnaire; the assessment of Musculo Skeletal Disorders (MSDs) was conducted using a standardized, structured NORDIC questionnaire; the Rosenberg Self-Esteem Scale was also used to assess the psychosocial impact of hazardous work on a child's behavioral development. In addition, the main five tasks of weaving and the risk of ergonomic hazards were evaluated using a standard posture analysis tool called Quick Exposure Check (QEC). The quantitative data were entered in EPI-Info version 7 and an analysis was done by STATA version 12.

A total of 76 subjects participated in 9 Focus Group Discussions (FGD), 6 key informant interviews (KII) and 3 case studies for the qualitative research portion of the study. Participants of the qualitative studies were working children, parents, and employers, delegates from different stakeholder organizations (such as government offices, non-governmental organizations, religious institutions, weavers, teachers and 'Kebele' administrators). The recorded data were transcribed, standardized, and analyzed with thematic content analysis approach using a structured coding manual. Since traditional weaving was the focus of project interventions and one of the well known sectors recruiting young children in the catchment areas, both quantitative and qualitative methods were used. Whereas, in the farming and fishing sectors only qualitative approaches were employed to explore more workplace hazard

information.

### **Major findings of the study**

- The study of households' monthly income showed high variability. The minimum monthly household income was 100 birr while the maximum was 4800 birr. The average monthly household income was 951.80 birr. The majority of the households 791(62.4%) had a monthly income that was lower than the average.
- There were statistically significant differences between the target and non-target households in terms of their monthly income. Households targeted by the E-FACE project had better monthly incomes than the non-targeted households/enterprises.
- About 60.3% of family heads or business owners started to work under the age of 14; there was a statistically significant relationship between parents and children with regard to the age that they started to work. Hence, it was likely for children to start work at an early age if their parents started work at an early age.
- Around 76.6% of family heads/business owners believed that children should start work before the age of 14.
- Children's work had an economic benefit for households. If children between the ages of 5-14 stopped working, 62.5% of household heads/owners expressed that the households' living standard would decline, 21.5% of them expressed households livelihood would be in danger and 63.1% believed children might not develop the necessary life skills for their life.
- One in four children were not currently enrolled in school due to lack of support and denial to attend by their parents or business owners, 57% and 15.6% respectively. The most vulnerable to having no access to education were migrant children who comprised 70% of the children who worked more than 5 years in weaving and children who worked more than 7 hours a day.
- Migration, engagement in weaving for more than five years and long hours were the major factors that affected children's education.

- The major reasons for child migration were household poverty and the need for education, 64.4% and 14.5 % respectively. Of this group who migrated, 55.6% of the children stated they were trafficked by their relatives.
- The majority of the children (89.2%) had no contractual agreement for their work, and 67% worked without payment, the majority of this (65.3%) was reported to be due to the fact that they worked for their family. Monthly earnings of the children ranged from 8.00 birr to 2800.00 birr, which included the children who were self-employed. The average monthly payment was 261.10 birr although the majority (78.3%) of the children were paid below the average. Additionally, payments made to children are not always formal monetary wages. According to the information gained from qualitative data, weaving children were not paid in paper money, but in 'SenbetMissa' [Sunday lunch].
- As many as 13 weaver children worked in small rooms. The weaving area ranged from 4m<sup>2</sup> to 100m<sup>2</sup>, with poor ventilation systems in 36.5% of the houses. Around ten percent of the children were sleeping at their workplaces. 36.9% of the workplaces had no toilet at all, while 52.2% had a toilet, but it was not sanitary. Around 93% of the children had no access to a bath or shower, and 32.7% of children's personal hygiene was poor.
- 84% percent of the children used and shared sharp tools like blades. 33.7% of the workplaces had no adequate light for the task demanded, 62.9% of the workplaces had excess cotton fibers in the air, and 81.6% of children were dissatisfied with the temperature of the workplace.
- Weaving tasks involved long periods of time sitting with a bent and twisted posture; the weaving machines were traditional and not ergonomically suitable for children. 89.0% of the seats observed had no back rest.
- According to the Quick Exposure Check (QEC) posture analysis assessment score, from the five tasks in weaving, "Shimena" and spinning were the most and least risky respectively. Back, neck, wrist/hand and shoulder/arm were parts of the body that were at high risk in the weaving tasks.

- Psychosocial hazards were very prevalent in weaving. For 31.1% of the children, their jobs were demanding beyond their capacity and they were emotionally abused at workplace. A child participant expressed her feeling as:

*“You can’t even cry...we come up with a pseudo reason to go to the toilet and to cry and to get over our sorrow there....I get really bored. I sometimes hate to be alive. In addition to this sometimes, when I am ordered to go for shopping, I am excited as it is the only means to relax. Due to the load of work, I cry now and then. If they see me crying, they will insult me, so I go around the kitchen and cry, or I will splash dust into my eyes to pretend that the tears happened due to it.” [AA-FGD1WCP1]*

- In the weaving sector, about 38.3% of the children were working more than 7 hours a day. Children’s working hours range from 1-18 hours, the average working hours per day was 6.8 hours. 44.2% of the children worked on weekends and holidays while 15.8% of them worked at night.
- The one year self-reported injury and illness prevalence was 121 and 261 per 1000 respectively. According to NORDIC Musculo-Skeletal Disorders (MSDs) pain assessment, 73.4% of the children developed at least one type of MSD; of these
- 22% were severe forms of MSDs. Among children in weaving, the prevalence of lower back pain was 43.5% followed by the upper arm at 29.7% and the least affected body part was the thigh at 9.9%.
- Because of the workload and the working conditions, children in weaving had low self-confidence, developed fear, had the feelings of exhaustion and hopelessness and even some of them had a wish to commit suicide. In the Rosenberg self-esteem assessment, nearly 30% of the children had low self-esteem. Child weavers expressed their deep hearted feeling as:

*“... [With a very broken voice] hmmm...Yes...very...very strongly. I wish I had a family; I need them. Since I lost my family, I am always traumatized. I feel helpless and hate everything”[AA-CSWCAI]*

*“...there are times that I feel to commit suicide...he [broker] brought me here from my region when I was a kid... I wish I had lived with my mother. I miss my mom and dad.” [AA- FGD2WCP1]*



- Children in fishing were exposed to extreme weather conditions, heavy storms, drowning, crocodile, hippopotamus, snake and mosquito bite, poisonous fish and heavy lifting.
- The major hazards for children engaged in farming were manual handling of heavy loads, working with poor posture, risk of falling and being attacked by wild animals.
- Almost all the children and employers didn't know the national labor law, and stakeholders criticized the present labor law as it fails to address the informal sectors and child labor properly. Hence, they suggested that it needed urgent amendment.

Many of the children in weaving, farming and fishing sectors were working in hazardous working conditions to earn money.

Interesting findings were demonstrated with respect to family livelihood/income, children's education and self-esteem in the E-FACE targeted households, which showed better results than the non-targeted ones. Hence, a collaborative effort should be made to strengthen the project intervention with the inclusion of more households and workplace health and safety service provision in its actions.

Furthermore, ergonomic improvements of the working tools and re-design of the work station is necessary to minimize the risk of ergonomic hazards in weaving. Occupational health and safety at the workplace should be further improved through creating awareness on the hazards, producing Information, Communication and Education (ICE) materials on health and safety materials in workplace, building capacity through training on risk assessment skills, and linking the improvement of the work and the living environment of employees to the market benefit. In addition, there was a need to build the capacity of the labor inspection service, developing and updating lists of hazardous tasks for children, revising the legal framework given the current demand of the informal sectors, setting and enforcing a minimum Occupational Health and Safety standard for informal sectors and organizing children of legal working age into groups/cooperatives for creating their own business. Most importantly, there was a strong need for efficient and collaborative planning to mainstream child labor at the

federal and local level and to do so with the feedback and involvement of children and civil society. The community should be encouraged to use the capacity of locally established systems. Moreover, universities and research institutions should be regularly involved in providing valuable research to guide policy makers and business owners on OSH and workplace improvements.

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## Acronyms

<b>AM</b>	Ante Meridiem
<b>CRC</b>	Convention on the Rights of the Child
<b>E-FACE</b>	Ethiopians Fighting Against Child Exploitation
<b>EPI-Info</b>	Epidemiological information
<b>EU</b>	European Union
<b>FDRE</b>	Federal democratic Republic of Ethiopia
<b>FGD</b>	Focus Group Discussion
<b>G20</b>	Group twenty countries
<b>GNP</b>	Gross National Product
<b>HIV/AIDS</b>	Human Immunodeficiency virus /Acquired Immuno Deficiency Syndrome
<b>ICE</b>	Information Communication Education
<b>ILO</b>	International Labor Organization
<b>IPEC</b>	International Program on Elimination of Child Labor
<b>KII</b>	Key Informants Interview
<b>KURET</b>	Kenya, Uganda, Rwanda, Ethiopia and Tanzania
<b>MCDP</b>	Mission for Community Development Program
<b>MEDA</b>	Mennonite Economic Development Associates
<b>MoA</b>	Ministry of Agriculture
<b>MoWCYA</b>	Ministry of Women's, Children, Youth Affairs
<b>MoE</b>	Ministry of Education
<b>MoJ</b>	Ministry of Justice
<b>MoLSA</b>	Ministry of Labor and Social Affairs
<b>MoTI</b>	Ministry of Trade and Industry
<b>MSDs</b>	Musculoskeletal disorders
<b>NGOs</b>	Non-Governmental Organization
<b>No</b>	Number
<b>NORDIC</b>	A Standard widely used questionnaire for the assessment of ergonomic hazards on musculo-skeletal pain
<b>OSH</b>	Occupational Health and Safety



<b>PM</b>	<i>post meridiem</i>
<b>PPE</b>	Personal Protective Equipment
<b>QEC</b>	Quick Exposure Check
<b>SNNP</b>	Southern Nations Nationalities and Peoples
<b>UK</b>	United Kingdom
<b>UN</b>	United Nation
<b>USD</b>	United States Dollar
<b>USDOL</b>	United States Department of Labor
<b>WHO</b>	World Health Organization
<b>WVE</b>	world Vision Ethiopia

## 1. Background

Everyone has the right to safe and healthy workplace conditions and work should offer real possibilities for personal achievement and self-fulfillment (1,2). But at present, rapid development has brought significant changes to work life that is affecting both the health of workers and the environment, particularly in the case of Africa where urbanization is steadily increasing, new technologies are being introduced, and new chemical substances and materials in the work environment are leading to new occupational and work-related diseases and injuries (3, 4). The International Labor Organization (ILO) Convention on Occupational Safety and Health (No.155) mentions that function of establishing and maintaining a healthy and a safe work environment, preventing of work-related disease, accidents and health hazards at work, should be available (5).

The magnitude of the global impact on human, social and economic costs of occupational accidents, injuries, diseases and major industrial disasters are causes for concern in the international sphere. Due to compensation, lost work time, interruption of production, training and retraining, medical expenses, and so on, the world loses roughly around 4% of its Gross National Product (GNP) every year due to such occupational health and safety issues (1). The ILO estimated that about 2.3 million workers died from work-related accidents and diseases, 160 million people suffered from work-related diseases and 270 million suffered from fatal and non-fatal work related accidents per year globally (1, 2).

Every year, amongst the 15 Member States of the European Union (EU) about 5,000 workers died in accidents at work and about 5 million workers became victims of accidents in the workplace which results in more than three days' absence from work (1). In Latin America and the Caribbean, about 30,000 fatalities occurred each year and 22.6 million occupational accidents caused at least three days' of absence from work. Sub-Saharan Africa appeared to have the greatest rate of occupational injuries per worker, with an average of 54,000 workers dying annually and 42 million work-related accidents that cause at least three days' of absence from work (1). Countries that were

still in the process of reporting the development of accidents and diseases received a limited number of occupational accident and disease reports, which may underestimate the real magnitude of the problem (6). According to a recent review of a research on occupational injury in Ethiopia, it was found that the rate of injury in different sectors varied from 63 to 783 per 1000 exposed workers (7).

There was a shift in the global work force that engaged young workers (15-24 years) especially in the informal sector. The global youth employment-to-population ratio in 2013 was 42.3 %. In fact, due to the global financial crisis and the increased enrollment of youth in education, global youth unemployment is estimated at 73.4 million (12.6%) and projected to climb above 17 per cent by 2015 (8). Young people also raised their concern at the 2009 G20 summit about the lack of decent jobs available for them (9). At the same time, informal employment among young people remained pervasive and transitions to decent work were slow and difficult (10).

Around 215 million children around the world were engaged in child labor and 115 million were exposed to the Worst Forms of Child Labor (11) out of them more than 53% of the children engaged in hazardous work. The number of older children (15-17) in hazardous work increased from 52 million in 2004 to 62 million in 2008 (12). These children were engaged in different sectors from formal to informal, most of them were in agriculture (11)

Similarly in Ethiopia, the micro and small scale enterprises alarmingly increased creating a huge job opportunity for many youth because the national development program favorably supported them with this policy. The 2010 urban employment and unemployment survey showed that job opportunities created in the urban setting by the informal sectors reached 34.1%. This informal sector was the major absorber of children in Ethiopia. According to the 2005 Labor Force Survey around 40% of children started work at the age of 6. However, most of these micro and small enterprises were considered as operating in the informal sector because they were unregistered and uninspected by the labor office (13). These children were often working with relatively poor health and safety conditions and they lacked the capacity to meet the minimum

labor standards (7). Child labor is common in Ethiopia, both in rural and urban areas, though the problem is more pervasive in rural areas where children engage in multiple sectors of work in order to survive. The survey also revealed that child labor was most common in small scale family-owned farms and it was particularly prevalent during the harvest season (14).

Globally the impact of child labor has been identified as a significant impediment to the realization of children's rights, development and the attainment of the Millennium Development Goals, particularly those related to poverty alleviation, education and gender equality. Hence, more legal and policy framework and global initiatives were developed at the UN and country level to eradicate child labor. Some of the ILO conventions focused on child labor include: Convention Concerning Forced or Compulsory Labor (15), Abolition of Forced Labor Convention (16), the Minimum Age Convention No 138 (17) and the Worst Forms of Child Labor Convention No 182 (18).

Beyond the development of legal frame work, the ILO initiated to eliminate the Worst Forms of Child Labor globally by the year 2016 through an organized effort of the International Program on the Elimination of Child Labor (IPEC) in collaboration with states, donors, professionals, civil society and the community (19). Regionally, there has been an initiative in East Africa entitled KURET (Kenya, Uganda, Rwanda, Ethiopia and Tanzania) to eliminate child labor through the support of ILO-IPEC and USDOL. As part of KURET, Word Vision Ethiopia gained needed expreince and understanding on the child labor issues inorder to lead a consortium of partner agenices (namely Mennonite Economic Development Associates–MEDA - and Mission for Community Development Program – MCDP) for the current E-FACE grant (Ethiopians Fighting Against Child Exploitation) (20).

## 2. Objectives

The main objective of this research is to assess the types and extent of workplace hazards to which children are exposed mainly in the informal sectors of weaving, farming and fishing and formulate recommendations for intervention.

The specific objectives of this research were to:

- Determine workplace hazardous for children in the traditional weaving, fishing and farming;
- Identify the reason for children working in the informal sectors;
- Examine the health, social and developmental impact of child labor;
- Identify actors involved in the informal sectors;
- Investigate the complex issues of child labor in the informal sector;
- Evaluate the present national policy, regulation and law enforcement mechanisms regarding child labor in the informal sector; and
- Identify institutional gaps and opportunities concerning child labor protection for a better program intervention.

### **3. Significance of the Study**

Since the study applied multiple research tools and collect information from wide areas, it has enormous significance at the national and entrepreneurial levels. The first and most important is, it showed the magnitude of hazardous practices by children in the informal sector which has to be communicated among stakeholders for better understanding of the situation. It also provides valuable information for E-FACE project interventions as a program evaluation and areas of focus for the remaining project period. In addition, it also provides input for a national policy review concerning workplace hazards for children and the legal framework. The study recommends ways to improve the workplaces for young workers who engage specifically in the informal sector. This will maximize their contribution to national development through increased productivity. Finally, the study clearly identifies the gaps to be addressed through further research.

## **4. Literature Review**

### **4.1. Nature of Child Labor in the Informal Sector**

According to the United Nation (UN) child labor means work performed by children who are under the minimum age legally specified for that kind of work, or work which, because of its detrimental nature or conditions, is considered unacceptable for children (17). In particular, all forms of slavery, procurement for prostitution, procuring or offering of a child for illicit activities, involving for the production and work which by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children are declared under the ILO Convention 182(18).

The UN Convention on the Rights of the Child (1989) (CRC) sets out a number of rights including “the right of children to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education or be harmful to the child’s health or physical, mental, spiritual, moral or social development” (Article 32) (17). Such rights of children play a crucial role in safeguarding children from the aforesaid worst forms of child labor.

#### **Situation of Child Labor**

According to ILO 2010 Global Report, child labor continued to decline, but only modestly, there were still 215 million children in child labor, compared to 222 million in 2006, with 115 million children in hazardous work. Globally, among children aged 5–14, child labor has fallen by 10%, the number of children in the same age range in hazardous work fell by 31% and 15% decrease in the number of girls in child labor. In the 15–17 years age group, who has reached the legal working age, there has been a reverse trend with an alarming increase of 20%, working in hazardous conditions considered to be the worst forms of child labor (21).

Asia and the Pacific Region have the largest numbers of child laborers (113.6 million), followed by Sub-Saharan Africa (65.1 million) and Latin America and the Caribbean (14.1 million). However, the incidence of child labor is highest in Sub-Saharan Africa, where one in four children and adolescents are child laborers, compared to around one

in eight in Asia and the Pacific and one in ten in Latin America and the Caribbean. This shows that children aged 5–14 in economic activity in Latin America, Asian-Pacific region and the Caribbean indicated decrease whereas increasing in Sub-Saharan Africa. Sub-Saharan Africa is the only region where child labor has increased with the number of children in employment aged 5–14 years increased from 49.3 million in 2004 to 58.2 million in 2008; 26 million of these children were in hazardous work and one fourth of aged 15–17 years were in hazardous work (21).

Like in many other Sub-Saharan African countries, a large number of children in Ethiopia joined the labor force below the age of 15. This ranks the country among those with the highest rate of child labor in the world (22). According to the 2001 survey on child labor in Ethiopia, around 15.5 million Ethiopian children (85.5% of all children) are engaged in work. The highest rate of child labor is found in the Southern Nations Nationalities and Peoples Region (SNNPR) at (88.8%), followed by Oromia (88.0%), Afar (86.0%), and Dire Dawa (78.6%), Tigray (76.6%), and Addis Ababa (69.1%) (23).

### **Child Labor Sectors**

The majority of the world's workers are economically active in small-scale enterprises, some of whom may be family members; and micro-enterprises run by individual self-employed persons (24). Young people are concentrated in low-skill informal work or in hazardous forms of work that are ill-suited to their age and experience and which provide generally unfavourable work conditions (25, 26). In 2000, of an estimated 246 million children who were engaged in child labor nearly 70% (171 million) children work in hazardous conditions including work in mines, in agriculture with chemicals and pesticides or with dangerous machinery (1, 27). In the age group of 5–14 years, almost 153 million children were engaged in child labor, and one third of them, 53 million were involved in hazardous activities (21).

Worldwide, agriculture represents the sector with the most child laborers and the highest incidence of hazardous work (28). The worst forms of child labor accounts for over 90% of the hazardous work and of this 60% are in agriculture, 26% in services, and 7% in manufacturing (29). Agriculture work comprises fishing, forestry, livestock



herding and aquaculture, in addition to subsistence and commercial farming (30, 31). In this sector, 132 million girls and boys aged 5 to 14, often do work that is hazardous to their health and/or interferes their education (30). However, the sector has great potential for turning hazardous work of children above the minimum age into safe and decent youth employment. Often invisible, informal and unregulated, agriculture remains a difficult sector to tackle due to the magnitude of the problem, the underlying economic constraints due to poverty, the limited access to quality education, and the traditional attitudes towards children's participation in agricultural activities (28).

In African countries literature showed that children are participating in different informal activities. In Zambia agriculture, services and trade accounted for 92%, 4%, and 3% of child labor, respectively (32); in Kenya farmland and related laborers 56.2% and 'cleaners, launders and domestic workers' 33.4% (33). A study done in Uganda showed that 88% of working children were employed as agricultural and fisheries workers, while the rest 4%, 3% and 4% were employed as service and sales workers, crafts and related trades workers and elementary occupations, respectively. One third of the children performed double work duty, performing both household chores and economic activity simultaneously (34). In Somaliland, cleaning services, hotel work and shop keeping, and domestic work together accounted for nearly 80% of all work done by children (35).

The composition of children's work differs considerably between urban and rural parts of Ethiopia as well. Family-based agriculture accounted for all rural child workers, whereas the services sector was the most important source of child work in cities and towns (26). Roughly 89% of working children in rural areas were engaged in agriculture. Four of five economically active children were in the agriculture sector where as only 12% were in services and 4% in manufacturing. The majority over 90% of the children worked overwhelmingly for their families without wages; very few children worked outside the family for wages 2% (26, 36). Surprisingly, in rural Ethiopia child labor was not considered as hazardous, rather it was considered as one aspect of educating children to socialize in the community and learn the essentials of life skills as they grow in to adults (22). Furthermore, although evidence was limited, there was reason to believe

that the worst forms of child labor were used in the production of coffee, cotton, sugarcane, and tea. Children's work in agriculture involved the use of potentially dangerous machinery and tools, the burden of heavy loads, and the application of harmful pesticides (36). Usually girls fetch water for the family or for their employers mostly from distant places, collect firewood, herd cattle and participate in harvesting crops while males in the age group of 4-7, assist their parents by herding cattle and other domesticated animals (22).

Children in Ethiopia were also found in other activities constituting the worst forms of child labor, such as prostitution, forced labor, and militias (36). In urban areas of Ethiopia, the children are engaged in shoe shining, lottery tickets selling in the streets, vending "injera, kolo and bread", working as taxi assistants, begging, weaving, baking and carrying goods for people (22, 36). Wholesale and retail trade, repair of vehicles and personal household goods, and domestic chores (37) are also work done most commonly by urban children. Commercial sexual exploitation of children is more prevalent in urban areas. Young girls, some as young as age 11, are recruited to work in prostitution at brothels, hotels, bars, rural truck stops, and in resort towns (36).

In almost all corners of Ethiopia, people usually segregate activities in the economic, social as well as political spheres on the basis of gender and age groups (22). Child labor in Ethiopia is predominantly a rural phenomenon characterized by the larger proportion of working rural children (86.6%) than their urban (77.9%) counterparts (37). The study done in three major towns of Southern Ethiopia showed that out of the child laborers that worked in individual homes, 30.1% of them washed family clothes, 23.3% took care of children, 12.3% took care of cattle, and 3.3% baked "injera" (38). Another study done in Ethiopia depicted that traditional weaving (50.13%), daily labor (16.54%), agriculture (12.76%), domestic work (10.81%), fishing (1.04 %) specific to Arba Minch Zuria & Western Abaya districts and commercial sex work (5.34%) in urban settings reported as the activities that absorb children (39).

## Children's Work Starting Age

In the informal sectors children are engaged in child labor at the early age. This is a serious problem shared commonly by all regions of the globe though Sub-Saharan African regions including Ethiopia are more affected by problems related to such issues. A child labor baseline survey done in Uganda documented that children in male headed households started working at age of 8 while those headed by female started work at age of 9. Girls work at an early age as compared to boys (34). A rapid assessment study conducted in Somaliland concerning child labor showed that above half (60%) of working children were aged 15-17, while 18% were aged 9-11 years. The youngest child workers were 9 years old which accounted for three percent of the total. Less than 30% girls were aged below 15 years, while 44% boys (35).

Although it is very difficult to establish the exact age in which children become involved in the child labor in Ethiopia, some studies revealed that often children begin work at young ages in both rural and urban areas; with this many start working at the age of 5. The Ministry of Labor and Social Affairs (MoLSA) has indicated that 2 out of 5 working children in Ethiopia are less than 6 years old. The age in which they start work is substantially lower in rural areas where more than 40% start work before reaching age 5 compared to 22.1% in urban areas (22, 37). Beside this, nearly 65% of the working child population in urban areas joins the labor market below the age of 15 and in rural areas at the age of 4 (22). In Southwest Ethiopia, most of the children (67.7%) started working below the age of seven and more girls are working than boys (40). Also, it was revealed that the most common work children carried out starting from the age of 4-5 is herding cattle. They keep the cattle from dawn to dusk in the pasture fields, engaged in tilling the land together with their parents or doing the traditional weaving which usually causes physical deformity on the children. The participation rate of 5-9 year old children in "elementary occupations" (e.g. subsistence farming, water and firewood collection) was higher than that of 10-14 and 15-17 years old children, indicating that younger children were more likely to participate in low-paid activities (22).

According to the study done in Gamo Gofa, Wolayta and Gullele Sub-city of Addis Ababa, a large number of children (88.80%) started working below the age of 14 years; children are engaged in weaving starting from age 7 to 10. Children engaged in work in the age group of 5 to 9 years old constitutes 52.99% of the children involved in work, with the average age at which they start is 7.16 for male and 6.69 for female (39).

## **Child Trafficking and Migration**

Around the Globe 1.2 million children are trafficked, 5.7 million forced into debt bondage or other forms of slavery, 1.8 million forced into prostitution, 300,000 recruited as child soldiers in armed conflict (27). A rapid assessment done in Somaliland depicted that around 12% of the working children migrated in 2011, while another 33% of them migrated within the last three years, bringing this to a total of 45%. The leading reasons of migration were moving in to cities to look for jobs and better life opportunities or to flee from conflict and drought (35).

In Ethiopia children are usually forced to migrate from rural to urban areas for commercial sexual exploitation, begging, street vending, manual labor and the weaving industry (22, 36) and from rural to Addis Ababa to work in the weaving industry where they face starvation, confinement, physical violence, and long hours of work (37,36). The study done in three major town of South Ethiopia showed that 63.3% of children came from rural and 36.8% were from urban areas (most of them from Soddo, Arbaminch, and Awassa towns). Particularly, 57.3% of the child laborers were from farming families, 13.6% small-scale merchants, 10.8% daily laborers, 7.4% employees of private organizations, 3.7% civil servants, 3.4% pensioned, and 0.9% ex-army members (38). Also a study revealed that 25.91% of the children had migrated from other areas. Involvement of relatives in children's trafficking appears to be 44.72% and peer pressure 20.60% (39).

The majority of the children involved in traditional weaving are from southern Ethiopia. Food insecurity in the rural areas, due to high fertility rate, fragmented land holding, and low productivity aggravated by inadequate applications of agricultural inputs and climate change are factors that contribute to child trafficking from rural to urban areas. Children

are exposed to various types of exploitation and abuses in the process of trafficking through transit towns and locations. Trafficked children who came to the broker to look for jobs stay with the broker in his/her home or custody until they get jobs. During their stay with the illegal brokers, children are ordered to practice commercial sex work to generate income for the brokers (39).

### **Cause of Child Labor**

A number of scholars from different sections of the world identified numerous issues that force children to be engaged in child labor. For instance, a child labor baseline survey conducted in Uganda pointed out poverty in communities leading to inability to afford school, loss of parents, stepparents who mistreat children, separation of parents, children's love for money, lack of interest in schooling and food shortage at home, peer pressure, ignorance and rebellious children as a major issues causing child labor (34). In a rapid assessment done in Somaliland most employers reasoned out that children are good in following instructions, and obeying what they are told or asked to do while the adults raise arguments and act cunningly to bypass instructions, children are active and do not get tired easily, children are cheaper to hire and accept the amount offered (35). Thus, all these lead employers to prefer children to adults.

In Ethiopia, a long list of factors can be made regarding reasons why children in the country are forced into the labor market in their early ages. The outstanding causes that push children in the labor market include poverty, family problems including death of parents and divorce and migration, inadequate educational opportunities, lack of standards and failure to enforce relevant laws and demand in the labor market (22, 25, 37). Harmful traditional practices like abduction, early marriage, and female genital mutilation, especially in rural areas, had also contributed to the situation by fueling migration and trafficking in children in urban areas (37).

In rural parts of Ethiopia, household poverty is caused by large family size, increasing fragmentation of farm land that ultimately leads to low family income. The situation in urban areas is also so severe that lack of employment opportunities lead to low family income and deprived parents cannot send their children to school and provide their

basic needs. Instead they tend to encourage and even sometimes force their children to enter into the labor market in their early ages so as to enhance the household income to sustain the families (22). When the family income is inadequate, children go to work either to increase the income or even to sole bread winners (41).

Most parents especially in rural parts of the country tend to discourage their children from going to school. This is mainly because of the deepened household poverty that force rural household to mobilize the labor source they can command in the family to produce enough on the subsistence farming to sustain the family (22). Child labor is understood to be a form of education which initiates the child into a communal life and is valued by many societies (41). A survey done on child labor documented that poor household income and food insecurity coupled with the high fertility rate as a result of lack of family planning, low productivity as a result of land fragmentation, and lack of use of modern technologies for agriculture were among the major causes of child labor (39).

Beside the above mentioned pushing factors that force children to child labor, pulling factors like fancy urban areas, desire to enroll in school, satisfaction that would be derived from work, the happiness from helping others, need for extra money, and being compeled by adults were recorded as primary motivation for many children to work as domestic servants (22). As well, work as a means of self-actualization, desire to increase consumption, contribution to family welfare, and inducement by friends were proved as factors pulling children to child labor (42)

## **4.2. The effects of child labor**

### **Physical, Biological, Ergonomic and Chemical Hazards**

Exposure to work related occupational health and safety hazards like physical, ergonomic, biological, and chemical hazards are common problems in almost every work set up throughout the world. However, the severity of the problem is higher in informal sectors since in such sectors workers often work in more hazardous areas with low knowledge and experience, as well as without the provision of any health and safety

services and supervisions. This holds true in African countries including Ethiopia, where most of the child laborers continue to work in the informal sectors. Working in such situation can endanger the physical, cognitive, emotional, social and moral development of children and might be associated with risks of injury, poison, and drop-out from schools or even death (25).

Workers in the informal economy are much more likely exposed to poor working environments, low safety and health standards and environmental hazards than formal workers (1, 24). Both in the rural agricultural sector and urban industrial sector the physical damage that working children face can be extreme. The children work in a very dangerous working environment where they can be easily exposed to accidents (22). Poor lighting, inadequate ventilation, excessive heat, poor housing, inadequate working space, poorly designed working tools, lack of suitable and adequate personal protective equipment, and high levels of noise were among the major hazards traced by the study done in Addis Ababa (43). As well, the studies done in India and Pakistan reported accumulation of contaminated fibers dust in handloom, poor ventilation during weaving (44), inadequate lighting (45, 46), thermal stress, and high exposure to cotton dust (45) among weaving children.

Different ergonomic hazards to which weaving children are exposed were also identified. For instance, sitting continuously on the hard floor (pit loom) or hard wooden bench (in horizontal handloom) without back support, less leg space in pit ,continuous sitting without rest, uncomfortable slant sitting, weaving continuously in same posture were revealed by the study done on occupational health hazards related to weaving in India (44). Similarly, the study done in Pakistan identified manual handling of objects, long working hours with poor posture/awkward posture, repetitive work, extensive use of hands, shoulders, back muscles and joints and many other ergonomic factors that are putting the health and safety of weaving children at risk (45). Beside this, work that leads to exhaustion and work that involves bending for a long time were reported as the second and the third most common ergonomic hazardous work conditions faced by children engaged in child laborers in Egypt (47).

On the other hand, in Uganda and Ethiopia heavy loads, exposure to dust/fumes or gas at workplace were identified (34, 39). Similarly, exposure to hazardous chemicals and dusts were recorded by the study done in Ethiopia (43). Another study done in Ethiopia revealed that children work on cotton plantations, where they are exposed to environmental toxins, snakes and other disease causing agents (37). Working with hot water and hot iron were also listed (42).

## **Psychosocial Hazards**

Working children suffer from different types of abuses that inflict severe damage on the psychological makeup. Most children engaged in domestic work had shown strong signs of depression, frustration and anxiety. The denial of the right for education further exacerbates the problem of children engaged in domestic work and forces them to believe that they are worthless in the society at large (22). Especially, child weavers may work long hours, face physical, sexual, or emotional abuse by their employers, and may develop physical deformities as a result of crouching while working on traditional weaving looms and some child weavers are exposed to starvation and debt bondage (36, 45).

The baseline survey conducted in Uganda indicated that constant reprimand and corporal punishment were common in workplaces where children worked (34). In Ethiopia, a number of studies identified different types of physical, psychological, and sexual violence in working children. These include: emotional abuse (rejecting, isolating, terrorizing, ignoring, inappropriate response to the child's expressions and its accompanying expressive behavior), physical abuse (39), beating, insulting, and sexual violence (48). Girls, particularly those who are over 12 years of age, were sexually harassed, mostly by the sons of the employers, and by others, including neighbors' sons and some girl domestic child workers worry about or fear the sexual intentions of members of the family (42). Boy child laborers were more likely to report physical abuse, while the girls had higher rates of neglect, emotional and sexual abuse (48). In general, as per the study done in Addis Ababa, children feel they receive no respect in the home of their employers and have multiple bosses; everybody in the house gives



them orders and wants them to accomplish the task as promptly as they possibly can. Children are often slapped, lashed with a stick/cane, kicked by foot, whipped, and pinched in that order of frequency. The lady/master, other members of the family of the employers as well as children often scream at them and shout foul words and curse them (42). Interestingly, it is reported that children trafficked from Gamo Gofa to Addis Ababa for weaving were the most abused and were invisible to the community as they spend long hours in the household (49).

## **Work Load**

Issues related to working hours, night work and break time are also traced as significant occupational health and safety hazards in different informal sectors. In line with this alarming issue, literatures (34, 45, 49) revealed long working hours in children employed at weaving sectors. Most of the time majority of the working children in weaving have little rest or break time while working. In a study among traditional carpet 77% weavers had two weekly rest days, while 20% had one rest-day (46).

In Uganda children aged 7-11 perform an average 14 hours of economic activity per week (34). In Somaliland 73% of children were working all days of the week, while 45% of them were working some hour of the night through the week. Twenty-four percent of the working children cited long working hours as a hazard (35).

In Ethiopia, traditional weaving children have no other choice than to toil for more than 14 hours a day. Due to working for longer hours, children usually face back pain which leads to deformity of body structure (39). A number of studies revealed the nature of working hours and its impacts on children of Ethiopia. For example, the study done in southwest Ethiopia, showed that 31.7% of the working children spent more than 8 hours at work per day, 29.8% were involved in night work, 73.4% worked on weekends and 33.5% work on public holidays (40). On average, a child engaged in productive activities work for 32 hours and 48 minutes per week. Children engaged in domestic works work more than 49 hours, in urban nearly 52 hours and in rural for nearly 45 hours and self-employed work around 24 and 26 hours per week. The length of the work per week falls down as the age increased: children between 5 and 9 work 32 - 39

hours per week, those between 10 and 14 work for 27 - 35 hours, and those between 15 - 17 work 25 - 32 hours per week (37). This could be reason out by Lower age children are easy to enforce to work more hour than the loder children.

Another study in three major town of south Ethiopia proved that 65.6 % of the children worked for more than 10 hours per day, while 34.4% worked for 8–10 hours (38). Weaving children were forced to work starting from 5 AM in the morning up to 1:00 AM at night and on average they work for 14.5 hours per day and were expected to deliver the work given by their employers within the stated time scale every day. On Sunday and the holidays they enjoy rest (22). Furthermore, it is recoded that child domestic's work is about 15 hour per day on average. Even though the remaining nine hours of the day are considered as sleeping hours, there could be elements of always being on call. Small number of the domestic child workers estimated that they had break for about 4.2 hours a day, even if it is not on a continuous basis 15% do not have any rest between dawn and the time they go to sleep(42).

## **Working and Living Environment**

Globally different literatures traced various problems related with working and living conditions of children working in different informal sectors. To list a few from the information reported by the rapid assessment conducted in Somaliland, about 66% of the working children were living in Somali huts, and 14% were living in mud-walled houses (35). The same room is also used for dining and living quarters. Some rooms have no windows and little light. The workplace is crowded, and unventilated. Children are forced to sleep in the same room where they work, wearing the same clothes day and night (39).

Poor cleanliness condition (44), poor personal hygiene (45, 46), sharing small living rooms [a single room (10x 12 ft) occupied by 6-8 person sometime even more], sharing each other's bed, inadequate hand washing facilities, poorly shaped dormitories without proper ventilation & poor cleanliness (poor cleanliness in the room, poor hygiene in sleeping quarters and toilets) (45) were identified as a considerable problem faced by weaving children.

Several food and nutrition related problems among children engaged in weaving were also distinguished by different researchers. Accordingly, the baseline survey done by WVE in Ethiopia recoded that child weavers were not provided with proper food and they were often given a minimal amount of food called 'kashka'. It is a single piece of bread which is to be eaten for breakfast, lunch and dinner and this leads to high prevalence of child malnutrition in the weaving industry (39).

## **Payment and Employment Conditions**

Approximately two-thirds of the children in hazardous work between 5 and 17 years old work as unpaid family workers (31). In Zambia almost all children in employment work for their families as unpaid labor, with little variation by age, place of residence or sex. Only about 4% of children work as paid employees. Children living in cities and towns are slightly less likely to work for their families, and slightly more likely to be involved in paid work and self-employed, compared to their counterparts living in the Peri-urban and rural areas (32). In Kenya the amounts of money children earned each week was depicted as: about 27% earned between KES 401-600 (USD 5-7.5), 26% earned between KES 201-400 (USD 2.5-5), 16.1% had even lower incomes of between KES 1-200 (USD 0.01-2.5), (16.6%) earned between KES 601-1000 (USD 7.5-12.5) and 14.2% above KES 1,000 (USD 12.5). About 20.9% of children were self-employed, 39% were employed by complete strangers, 32.5% by family friends, 26% by relatives and 2.6 % by parents (33). Similarly, in Somaliland nearly 60% of employed children were working for non-relatives, 22% for their parents, and 19% for other relatives. 38.5% of the children earn 1,000 Somaliland shillings or less per day, 41% earn up to 3,000 shillings and 8% more than 6,000 shillings (1 US dollar) (35).

In Ethiopia, a study done in Addis Ababa reported that there was no written contract for children engaged in domestic work, only verbal "gentlemen's agreement". Hiring and firing provisions are not agreed upon in the verbal contract during negotiation. Forty one percent work without fixed monetary compensation. The average salary was Birr 18 (US \$1 = 18.8 Birr) per month. Even among those who are paid, close to a quarter of children engaged in domestic work are not regularly paid. A small number of children

engaged in domestic works who do not know whether they are paid or not and large number of children engaged in domestic work send all or a portion of their wages to parents directly or through employers (42). It is documented that in three major towns of South Ethiopia (Awasa, Wolayta Sodo and Arbaminch) the daily income of 82% of the child laborers is less than 5 Birr whereas 13.5% and 1.7 % earned between 5-10 Birr 16-20 Birr, respectively (38).

In particular areas study at Gamo Gofa, Wolayta and Gullele Sub-city of Addis Ababa depicted that children who engage in traditional weaving are not paid in most cases and they are not in a position to claim for their rights because on the one hand they are not aware of their rights and on the other, they scared of losing their 'jobs'. Even among those who are paid, young children paid less than 10 Birr per a day though children above the age of 14 are paid on average Birr 10 – 15 a day which is commonly called 'senbet missa' or Sunday lunch. 'Senbet missa' [Sunday lunch] was a kind of payment given in the form of money to a child weaver every Sunday in place of household meals if they finish the allocated task per week (39).

### **Work-related Injury**

More than half (53%) of the 215 million child laborers worldwide do hazardous work and experience higher rates of injury and occupation-related illness like physical and psychological than adults, because they are still in a stage of rapid development (29). Particularly, the rate of fatal and serious injuries in informal workplace is twice than that in the large ones (1). Systematically collected injury and illness data in Brazil among children less than 18 years engaged at work showed up 93% of the children were suffering from work related injury and illness (50). A child labor baseline survey done in Uganda indicated that 19% of the working children experienced an injury due to the nature of their work in one year and the most common type of injury was "superficial injuries or open wounds" (34).

As per the study done in a rural town in South West Ethiopia puncture and burn were the frequent types of injuries happened at domestic or other work sites with more frequency on female children than males at domestic work (40). In addition, 19.08% of

children experienced injury while working, out of those who got back pain or muscle pain, wounds/deep cuts, and broken bones account 59.72%, 25.00%, and 15.28%, respectively. Out of the total injured 52.80% and 40.50% of the children had stopped work and schooling temporarily, respectively, due to the injury they suffered (39).

### **Work-related Illness**

Different types of illnesses which commonly occur among children engaged in informal sectors were traced globally. Especially in different African regions including Ethiopia a number of literature evidenced illnesses that children in informal sectors contract. A baseline survey done in Uganda revealed that 18% of working children had fever, while 7%, 2%, and 3% suffered from stomach and skin complications, breathing problems, and eye problems, respectively during the 12 months (34).

A review done in Ethiopia showed that weaver children have developed skin rashes, sight problems and physical deformity with their appearance as they bow down for long hours working on the backward weaving loom (22). In on study conducted in India 84% the child laborers reported to have one or more health problems within six months; malaria-like illness, diarrheal diseases, eye problem and respiratory tract diseases were the major diseases reported (38).

### **Developmental and Social Impacts**

A number of literatures have warned of the overall impact of child labor on children's cognitive and social development. The cost to society because of children contracting chronic illness or injury at work is much higher than an adult worker contracting a similar injury and illness (12, 51). A Malawian research documented sleeping problems and nightmares, continual sadness and a feeling of powerlessness or lack of locus of control among children (52). Simultaneously, discrimination and stigmatization of children by adults and peers in their communities and at the workplace was reported (52, 22).

Child labor explicitly affect children's right to education, the right to basic health, the right to play and experienceprotection and the right to remain at their place of origin. In

the 2012 World Vision Ethiopia, E-FACE baseline survey, 26.03% have never attended school and 41.0% children were not attending school currently (39). Of children engaged in domestic work, 35% were not currently enrolled in school (42). The 2002 national labor survey revealed that 56% of children never attended school. In assessment report of children education by Save the Children UK, in SNNPR of Gurage zone, 50% of the sampled child workers were not attending school (22) the national labor survey in 2005 found that 28.8% of children aged 5-17 were illiterate (14). More over, society may perceive child laborers as a threat like robbers and thieves which tends them to have a negative attitude towards the society and be violent and criminal (22).

Finger deformities, premature arthritis, neck, shoulder and other muscular discomforts were also reported as impacts of poor ergonomic situations (12). Research indicates that 15-20% of skeletal development occurs between the ages of 10-20 years. Hence the damage for bones, joints, ligaments and muscles due to a physical strain or a repetitive movement that can make stunting and spinal injury lead to lifelong deformities and disability (51). Musculoskeletal disorders (MSDs) such as shoulder pain, backache, and pain in the hands, joints, knees, and calf muscles were illustrated in the India weaving industry (44). It is also verified that the interaction of stress, job demand and risk of work posture have huge impact on children's general MSDs and particularly results in back pain (12)

### **4.3. Occupational Safety and Health in Ethiopia**

#### **Characteristics of Work Setting**

The Federal Civil Servant Proclamation No.515/2007 regulates the employment relationship between a civil servant and a federal government institutions fully or partially financed by government budget (53). The labor proclamation No.377/2003 on its part regulates employer-employee relationships in the private sector, state-owned profit making enterprises and charitable organizations were considered as formal sectors. These sectors covered by the Labor Proclamation No.377/2003 (13) and

categorized into nine such as: Agriculture (hunting, forestry and fishing); Mining and Quarrying; Manufacturing; Electricity, Gas and Water; Construction; Wholesale and Retail Trade; Transport storage and communication; Finance, Insurance and Business Services and Community, Social and Personal Services.

The report of the 2007 Population and Housing Census showed that the labor force participation rate of people aged 15-19 was (57.2%) (54). From the 2005 national labor force surveys the overall employment at the country level was 76.7%, with 84.7% males and 69% females employed (14). The labor force is growing much more rapidly than the population as a whole because of the youth-dominated demographic profile. There are more children who less than 15 years old are joining the work force each year than people beyond that age (55). The annual employment growth rate was 9.3% every year from 2006/7 to 2010/11(56). According to the 2005 labor force survey the distribution of employment in the agriculture sector was 80.2%, mining and quarrying 0.3%, manufacturing 4.9%, construction 1.4%, wholesale and retail trade, repair of vehicles, personal and household goods 5.2%, hotels and restaurants 2.5% (14).

Based on the 2010 urban employment and unemployment survey out of the total 4.8 million employed populations in urban areas, 34.1% were engaged in the informal economy. A large number, 951,763 (19.8%), were engaged in wholesale and retail trades, 644,185 (13.4%) in manufacturing, 532,796 (11.1%) in agriculture, and 388,932 (8.1%) in hotels and restaurants, 322,546 (6.7%) people in the construction sector, and 233,027 (4.9%) people transport and communications (57).

The number of officially registered industries was 24,513 in 2010 according to the report of the Ministry of Labor & Social Affairs (58). There were 220,000 micro and small enterprises registered in 2012 and 1.72 million people were employed in these enterprise (59). Informal sector operators are not bound by public labor law or by provisions of labor unions and workers are not so far enjoying the privileges of decent working conditions and are most disadvantaged. This is partly because of the difficulty of providing labor extension services to the informal economy & regulating the working

conditions of the same and partly due to lack of established rules and regulations of the sector (55).

Based on the 2009/10 fourth national survey of small-scale manufacturing industries in Ethiopia 43,338 small-scale manufacturing establishments were surveyed, and 53.3%, 19.8% and 10.1% were grain mills, furniture and metal manufacturing establishments, respectively. There were 138,951 employed, and 90% of all workers were males, 40% unpaid family workers, and 84% were illiterate (60).

Along with the farm and the public sector, the non-farm private and informal sectors provide employment opportunities for the bulk of the labor force in Ethiopia. Studies indicate that the informal sector on average accounts for 71% of urban employment in Ethiopia (55).

### **Organization of OSH in Ethiopia**

The Federal MoLSA is responsible for addressing occupational safety and health of the labor force mandate given by proclamation (377/2003) (13). OSH is organized through a team at the Federal and regional level to safeguard the workers safety and health through labor and workplace inspection services. At the zonal and district level OSH experts were not available hence the service is not properly functioning especially in the developing regions (7). Hence its organizational structure is a challenge to provide the required level of OSH services. At enterprise level most of the time the OSH service is handled by a supplementary job of individual worker who have its own other professional responsibility and the commonly known safety committee formed from workers representatives, management bodies and employers.

The labor inspection addresses only the formal sectors with limited labor inspectorate with four types of inspection modalities: planned inspection, follow up inspection, complaint based inspection and accident investigation inspection (13). All of the inspection modalities do not serve workers in the informal sector where most of child labor is being practiced. In a recent review of the OSH system of Ethiopia absence of comprehensive policy, lack of legal standards and operational guidelines; such as



notification of occupational disease, periodic medical examination, shortage of competent OSH professionals, weak enforcement capacity, poor partnership involvement, weak monitoring and evaluation system and low awareness of OSH of public are the major challenges in the system. The review also identified training of labor inspectors, research and capacity building as the most prioritized area for the system which need an immediate intervention (7).

In the formal sector, some enterprises provided health service in their workplace based on facility with mid-level health professional, some used public and private health facility with an agreement and most of the workplaces have only first aid services (7). However, even the first aid service is not available in the informal workplaces. There is no national work related accidents, injury and illness surveillance system. Generally the national effort to address workplace health and safety is very low and needs more to be done (55).

The national strategy to prevent unwanted workplace incidents prioritized through elimination of the hazard at the source, to remove the individual from exposure, to isolate the hazard, to use warning signs, to train and instruct workers to properly use personal protective equipment (PPE). Fortunately training of workers and providing of PPE are the most widely used (7) but most of the workers did not use PPE properly at the workplace (61, 62).

However, there are some initiatives at the national level to uphold the labor sector through development of directives, programs and policy framework. Following the labor proclamation 377/2003 (13), the Ministry prepared Occupational Safety and Health Directives in 2008 (63) and the five-year labor sector development program (55). The program gave emphasis on the importance of health and safety services for the labor force. Besides, the draft National Occupational Safety and Health Policy document was prepared in 2011/2012 but has not yet been adopted by the government. To overcome the problem of competent OSH professionals in the country the University of Gondar has started training of OSH practitioners in a bachelor degree and higher level

graduates having a research and system establishment capacity in masters of occupational health and safety management.

There is a big gap in terms of knowledge at the national and enterprise level about workplace hazards, accident, injury and illness occurrences and their cost for the enterprises and the nation. However, a few studies were done on workplace hazard assessments and workers' exposure assessments in factory-based, cross-sectional studies. It was found that workers are exposed to different workplace hazards, the work places have higher prevalence of injury and illness and the working environment did not fulfill the minimum OSH standards (64, 65, 66, 67, 68). The situation is worse in the informal sector (69, 70). A recent review of researches in OSH at the country level showed the annual prevalence of workplace injury ranges from 63 – 783 per 1000 exposed workers (7).

## **4.4. National Legal and Policy Frame Work of Child Labor in Ethiopia**

### **The Constitution**

Ethiopia is a federal country with nine regional states. The Constitution (Article 36) unequivocally ordains that “Every child has the right not to be subject to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or wellbeing (71). As a state party to the international convention on the rights of the child, Ethiopia assumes a human rights obligation to give a primary consideration to the best interests of the child in all actions concerning children undertaken by all public and private organizations (72) Therefore, Ethiopia needs to have laws and policies geared towards the abolition of child labor. In pursuance of this grand objective, the Ethiopian government has ratified international covenants and adopted nation-wide laws that denounce child labor.

The meaning and extent of child labor is not something that has a unanimous consensus in all nations of the world. It is contingent upon the level of development of the country and the socio cultural context thereof (73). Having regard to its peculiar circumstances, Ethiopia has regulated issues of child labor by law, albeit in a fashion that inadequately addresses the informal sector. It has also ratified Conventions by the International Labor Organization (ILO) which are relevant to the subject under discussion.

### **ILO Conventions Ratified by Ethiopia**

The power to enact a labor code is among those which are exclusively designated as federal affairs. The Constitution provides that the legislative organ of the federal government i.e. the House of Peoples Representatives shall enact a labor code (71). One among the objectives of Ethiopian Labor Law, as stated in its preamble, is bringing the Ethiopian legal system in conformity with international instruments that Ethiopia has ratified in the field of labor law (13). As a law enacted by the house of peoples representatives of the federal government on a constitutionally designated federal affair,

the labor proclamation shall not bypass limits stated in the federal constitution and international conventions ratified by Ethiopia. The Constitution ordains that ‘all international agreements ratified by Ethiopia are integral parts of the law of the land (71). Therefore, ILO conventions ratified by Ethiopia are part and parcel of the Ethiopian legal system and they shall have binding effects. Setting aside the right to work as recognized in the International Covenant on Economic, Social and Cultural Rights, Ethiopia has ratified a number of conventions under the auspices of the ILO.

### **Forced Labor Convention No 29**

The ILO Convention concerning forced or compulsory labor was ratified by Ethiopia on September 2, 2003 and is currently in force. Forced or compulsory labor refers to ‘all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered him voluntarily. As a state party to the convention, Ethiopia undertakes to suppress forced or compulsory labor in all its forms within the shortest possible period. This commitment is further strengthened by the FDRE Constitution which prohibits all forms of inhuman treatment including forced or compulsory labor (71). Though forced labor is not an absolute prohibition, the legally plausible exceptions are those with public objectives only whereby the state may in exceptional circumstances make use of compulsory labor as exceptional transitional measures (71, 15). Hence, all forms of forced or compulsory labor performed in the private domain are violations of constitutional provisions and international agreements ratified by Ethiopia.

### **Abolition of Forced Labor Convention No 105**

The ILO Convention for the abolition of forced labor is ratified in March 24, 1999 and currently in force in Ethiopia. This Convention is based on the international commitment to prevent compulsory or forced labor from developing into conditions analogous to slavery and prohibiting methods of payment which deprive the worker genuine mandate to terminate his contract of employment (16). The Convention further reiterates the pledge to abolish all forms of forced labor.

## **Minimum Age Convention No 138**

Ethiopia ratified the ILO Minimum Age Convention in May 27, 1999 and it is currently in force. This Convention ordains that each state party shall set a minimum age for admission to employment or work and prohibit anyone less than 15 years age from being admitted to employment or work in any profession (17) The objective being the full physical and mental development of young persons, each state has the discretion to determine the minimum age in its territory, having regard to its objective realities, with a commitment to progressively raise the minimum age with time. This discretion is a limited one and a state cannot specify a minimum age that is less than the age of completion of compulsory schooling (72) and in any case shall not be less than 15 years (17). This being the rule, countries with insufficient economic and educational facilities may be excused to initially specify a minimum age of 14 years, and progressively rise the minimum age with time. Ethiopia has made use of such exception and communicated the same to the Director-General of the International Labor Office stating that the minimum age for admission to employment in Ethiopia is 14 (13).

The Convention adheres to strict procedures regarding states which specify minimum age below 15 years of age. A state which is given an excuse to specify a minimum age less than 15 shall have the burden of proving the fact in its periodic reports to the ILO that the reason for upholding a minimum age less than 15 still persists or a it has to renounce such stipulation should the objective realities change not to warrant the excuse (17). Therefore, Ethiopia cannot indefinitely maintain the minimum age at 14 and has to consider emerging circumstances either to uphold or renounce it.

In addition to the minimum age to be admitted to any employment, the Convention further regulates the minimum age to be admitted to a type of work or employment which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons, which shall not be less than 18 (17). Owing to the specificity of the case, the mandate to list down specific types or employment or work which are likely to jeopardize the health, safety and morals of the youth is left to each state party to determine having regard to its peculiar circumstances (17). As an exception, a state may, for justified reasons, authorize youth to be employed

or work in such sectors as from the age of 16 on condition that their health, safety and morals are fully protected and they receive specific instruction or vocational training in the specific field (17). Therefore, the Ethiopian government shall specify specific types of work and employment where youth shall not be engaged. It may also specify types of work and employment wherein youth can be engaged with specific instruction and vocational training.

### **Worst Forms of Child Labor Convention No 182**

The ILO Worst Forms of Child Labor Convention was ratified by Ethiopia on September 2, 2003 and it is currently in force. This convention sets out three basic things to consider in the process of abolishing Worst Forms of Child Labor calling for immediate and comprehensive action. The first is taking note of free basic education; the second is rehabilitating and socially integrating the children after removing them from all such work; the third is addressing the needs of the families of the children. Every one under the age of 18 shall be considered a child for the purposes of the Convention on Worst Forms of Child Labor (18). The Convention has appropriately identified the preceding three factors as they shall always be considered in the fight against all Worst Forms of Child Labor. Any effort to combat child labor without considering such factors would remain to be a pious wish. The Convention defines child labor in the following ways in term of the Worst Forms of Child Labor comprises:

- (a) All forms of slavery or practices similar to slavery
- (b) The use, procuring or offering of a child for prostitution or for a similar performance
- (c) The use, procuring or offering of a child for illicit activities
- (d) Work which, by its nature is likely to harm the health, safety or morals of children.

With a view to abolish Worst Forms of Child Labor, Ethiopia is legally bound to take all necessary time-bound measures including penal sanctions. The measures include preventing the engagement of children in the Worst Forms of Child Labor; providing the

necessary and appropriate direct assistance for the removal of children from the Worst Forms of Child Labor and for their rehabilitation and social integration; ensuring access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labor; identifying and reaching out to children at special risk; and taking account of the special situation of girls. The Convention further obliges state parties to designate a competent authority mandated to follow up on the proper implementation of the aforementioned measures (18).

### **Labor Proclamation 377/2003**

The Labor Proclamation Number 377/2003 is the leading legal instrument to regulate employment relations in the private sector in Ethiopia. The Labor Proclamation stipulates the respective rights and obligations of an employer and an employee in a labor relationship; exhaustively lists grounds and modalities of modifying, suspending and terminating employment contracts; provides rules of protection for special categories of employees (13, 74) and stipulates minimum working conditions. Among the special categories of employees, young employees are one. Despite several amendments to the labor proclamation, the provisions regarding young employees don't determine minimum wage.

#### **Scope of Application**

The Labor Proclamation shall be applicable to all forms of employment relations in the private sector. However, not all forms of employment relations will be governed by the labor proclamation. There are six different exclusionary grounds from the scope of application of the proclamation. One among the excluded categories of contracts is contracts of personal service for non-profit making purposes (13). In order for the labor proclamation to regulate a given employment relationship, it has to be noted that the relationship must be for a profit making purpose. For instance, if someone hires a servant at home, the relationship will not be regulated by the labor proclamation unless there is a profitable venture at stake.

### **Minimum Age Requirement**

It is prohibited to employ a child less than 14 years of age in any form of employment. The law does not have any exception in this regard. It is illegal to employ a child below the legally stipulated minimum age requirement.

### **Special Protection for Young Employees**

For the purposes of the labor proclamation, 'Young worker' means any person who has attained the age of 14 and less than 18 years. The law has provided the following special protection schemes for such young employees who are allowed to work on the condition that their health and safety is adequately protected. Young workers shall not work on any job/employment which by virtue of its nature or due to the condition it is carried out endangers the life or health of the young workers performing it. This criterion is very vague and indeterminate. Hence, the law envisages the appropriate ministry to prescribe list of activities that are prohibited for young employees to be engaged in.

The Ministry of Labor and Social Affairs office recently prepared an Amharic version directive for list of works prohibited and weight lifting standards for young workers. Some of the listed works include transport of passengers and goods by road, railway, air and internal waterway, tasks involving heavy weight lifting, pulling or pushing, work connected with electric power generation plants transformers or transmission, lines; underground work and excavation in the cave, work at height, fishing, hot work environment and steel factory, cigarette and alcohol production areas, chemicals, pesticides and insecticides producing factories, tasks involve explosives and presence of flammables, work have a risk of radiation exposure, work with a risk of infectious disease and other similar tasks which potentially harm the health and moral of young workers (75). The maximum working hours of a child shall not exceed 7 hours a day whereas work at night between 10:00 PM. and 6:00 AM., over time work, work on weekly rest days or public holidays are all unequivocally prohibited (13).

### **Labor Inspection Service**

Employment service and labor inspection services are the two major schemes whereby the relevant ministry monitors and supervises the enforcement of the Ethiopian labor



law. Among other things, labor inspection includes ensuring implementation of laws and registered collective agreements; supervise, educate study, make research and prepare standard of work, classify dangerous trades and undertakings; and ensure compliance of safety standards of the various undertakings. With a view to ensure proper labor inspection, labor inspectors have multifaceted powers and duties including ensuring that the relevant notices are affixed to the appropriate place of work and take consequent measures accordingly.

### **Penalties for Non-Obedience**

In addition to the penalties that may be imposed on an employer by a court of law due to termination of a contract of employment or the occurrence of employment injuries, the labor proclamation stipulates penalty provisions for non-obedience of the law including minimum labor conditions and safety rules. The penalty provisions envisaged in the proclamation do not set aside a severe punishment that the Criminal Code might impose on a certain offence, such as child trafficking.

Since the Criminal Code shall be applicable in cases when it prescribes a punishment more severe than the one provided in the labor proclamation, a brief overview of the relevant provisions of the Code is imperative. The Criminal Code criminalizes child labor and other forms of exploitation and child trafficking. Four specific crimes in the special part of the Criminal Code are devoted to criminalizing various acts which are related to child labor. These are the provisions regarding enslavement (Art. 596), trafficking in women and children (Art. 597), violation of the right of freedom of movement (Art. 602) and violation of the right of freedom to work (Art. 603). Regarding enslavement, the Code criminalizes forcible enslavement, sale, alienation, a pledge to buy or trading or trafficking or any form of exploitation or maintaining another in a condition of slavery, even in its disguised form and prescribes rigorous imprisonment from five years to twenty years and fines not exceeding fifty thousand birr. A similar punishment is also prescribed for anyone who carries off or transports an enslaved person or conducts or aids such traffic. The punishment becomes severe with rigorous imprisonment from ten to twenty years when the victim is a child, woman, feebleminded or weak person.

The Criminal Code also stated that *“whoever by violence, threat, deceit, fraud, kidnapping...recruits, receives, hides, transports, and exports or imports a woman or a minor for the purpose of forced labor is punishable with rigorous imprisonment from five years to twenty years, and fine not exceeding fifty thousand birr.”*

The Criminal Code further criminalizes an unauthorized prevention of any person from moving freely within the territory of Ethiopia and it is punishable with simple imprisonment or fine.

The Criminal Code has also criminalized violation of the right of freedom to work. It ordains that *“whoever, by intimidation, violence, fraud or any other unlawful means, compels another: (a) to accept a particular employment or particular conditions of employment, or to refuse or withhold his labor, with the object of imposing on an employer by force the acceptance or modification of terms of employment; or (b) to join a group or association having as its aim the objects mentioned in (a), or anyone who prevents another from freely leaving such a group or association is punishable upon complaint, with simple imprisonment for not less than three months, or fine.”* Where the violation of the right of freedom to work is carried out by the use of weapons or other instruments or where the prevention or coercion is the work of a large group, the prescribed imprisonment shall be imposed in combination with a fine.

Having the above stated provisions of the Criminal Code, the penalty provisions of the labor proclamation are applicable only in cases when the Criminal Code fails to criminalize an act or when it prescribes a less severe penalty. In line with this, the following offences by an employer are punishable with a fine not exceeding Birr 500:

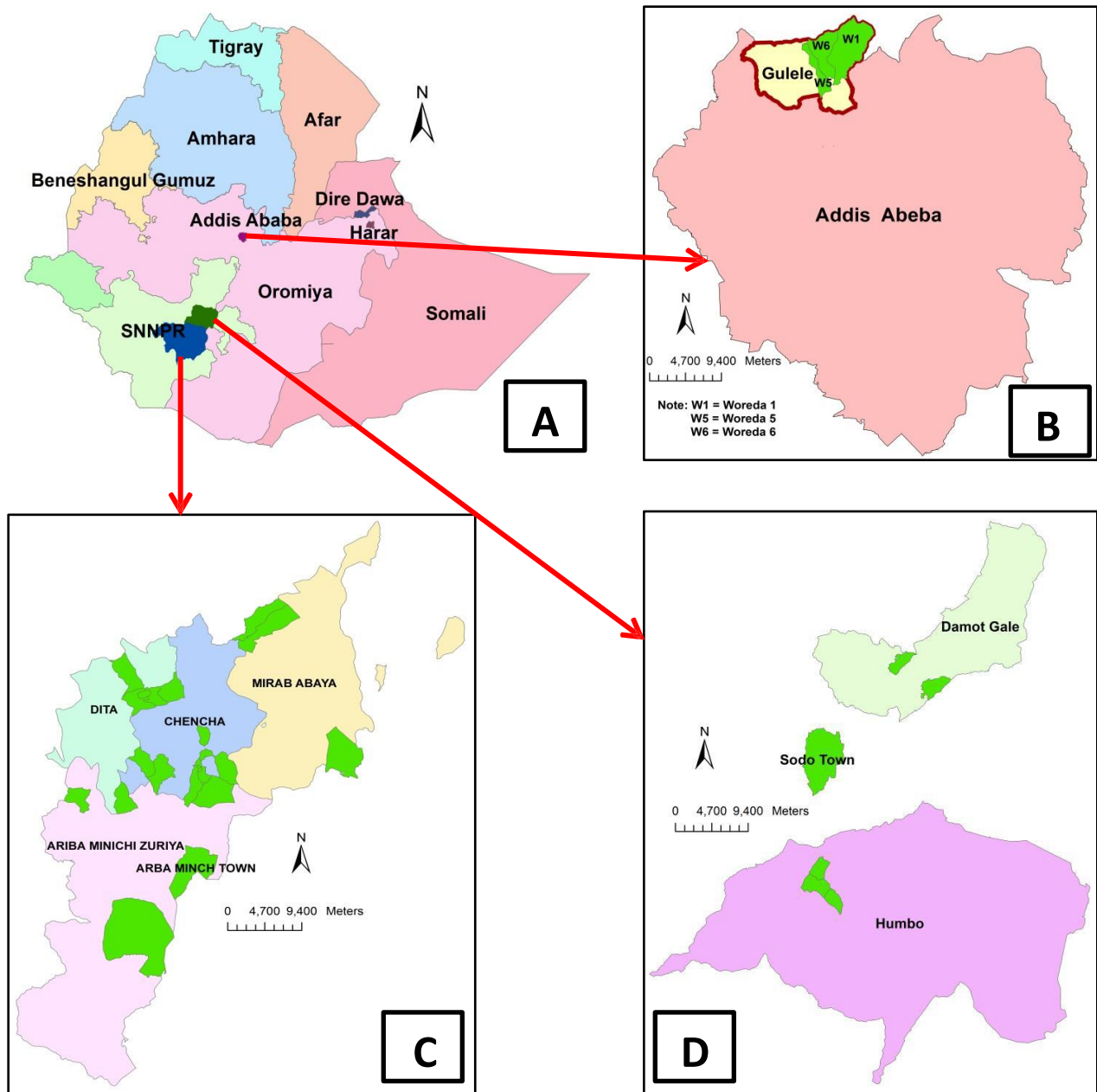
- Causing workers to work beyond the maximum working hours set forth in the labor proclamation or contravening in any manner the provisions relating to working hours;
- Infringing the provisions of the labor proclamation regulating weekly rest days, public holidays or leaves;

In addition to the above stated offences that may be applicable to cases of child labor, labor inspectors may submit labor dispute cases where there are violations of laws affecting the health and safety of employees which is most likely a collective labor dispute as per Article 142 of the labor proclamation.

## 5. Methods and Materials

### Study Area

The study covered central and Southern part (SNNPR) of Ethiopia, particularly the E-FACE project catchment area. Data was collected from Addis Ababa city, in three woredas; woreda 1, woreda 5 and woreda 6 of Gulele sub-city. A total of 16 Ketas were enrolled. From Wolayta Zone two woredas, Damot Gale and Humbo and one town administration, Sodo town. A total of 13 kebeles were covered in Wolayta Zone. From Gamo Gofa zone 4 woredas, Arbaminch Zuria, Chench, Dita and Mirab Abaya and one town administration, Arbaminch town. A total of 24 kebeles were covered in Gamo Gofa Zone. (*For detail of the study area see figure 1*)



**Figure 1: A - Map of Ethiopia showing regions, zones and sub-city of the study area; B – Map of Addis Ababa city showing Gulele sub-city and woredas (green color – data collection place); C – Map of Woredas in Gamo Gofa Zone showing kebeles and Ariba Minch town (green color – data collection place); D – Map of Woredas in Wolayta Zone showing kebeles & Sodo town (green color – data collection place)**

## Study Design

A cross-sectional descriptive study design that used both quantitative and qualitative research methods was employed; in addition to the review of relevant documents such as the World Vision proposal, the National OSH legal documents and policies, the National Plan of Action to eliminate the Worst Forms of Child Labor in Ethiopia, the national labor survey report, the WVE child labor baseline survey and other literature was reviewed.

Structured interviews (both for children and family heads/business owners), focus group discussions, key informant interviews, case studies, ergonomic assessment and workplace observation were used for assessing workplace hazards in the traditional weaving sector. However, in farming and fishing the workplace hazards were assessed using solely qualitative methods except the structured interview and ergonomic assessment.

In the quantitative assessment section, data was collected from children, household heads and business owners where the selected children were living or working. Children were asked for information concerning personal characteristics, working conditions, working posture, injury and illness, questions related to developmental and social concerns; the heads of households and business owners were asked about family conditions and relationships, income and expenditure, and attitudes on child work and child labor.

Overall, 1268 children aged 5-17 and 1268 household heads/business owners were involved in the quantitative survey whereas 76 participants from children, parents and stakeholder delegates from the government, NGOs, civil society, workers, teachers, Kebele administrators and weavers were enrolled. A total of 9 FGDs, 6 key informant interviews and 3 case studies were selected and analyzed. Moreover, posture analysis was performed to examine the risk of the ergonomic hazard of the five main weaving tasks (Spinning, “Diwora”, “Mequater”, designing, “Shema”) definition of the terms found in page 51.

## 5.1. Quantitative Data Collection Section

### Study Population

Children of age 5-17 were the total population of the study area and children aged 5-17 and engaged in weaving were the sampling units.

### Sample Size

There was no adequate information to estimate the prevalence of children aged 5-17 engaged in weaving from the children population. Hence to get a maximum sample size it had taken the proportion as 50%, alpha level of ( $\alpha=0.05$ ) that represents 5% risk or 95% confidence level, and 5% margin of error ( $d=0.05$ ), a design effect of 3 and none response rate of 10%, the total sample size was 1268. From the total sample size 65% of them were 14-17 years old and 35% aged 5-13 inclusive. Automatically 1268 household heads/business owners where the children resided were included in the research.

$$\begin{aligned}n &= \frac{Z^2 p(1-p)}{d^2} \\ &= \frac{(0.05)^2 (0.5 \times 0.5)}{0.05^2} \\ &= 384\end{aligned}$$

Multiplied by design effect of 3 and none response rate of 10%

$$\begin{aligned}&= 3 \times 1.1 \times 384 \\ n &= 1268\end{aligned}$$

### Sampling Technique and Procedure

A five-day quick preliminary survey was conducted to identify households with children aged 5-17 who were engaged in work. Hence, a total of 2002 households were registered; 532, 854, 616 from Wolayta Zone, Addis Ababa Gulelie sub-city and Gamo Gofa zone respectively. Then the total sample were distributed to each zone and sub-city, then to district and 'kebele' accordingly. Finally the households were randomly selected.

## **Participants' Selection Criteria**

The household in which the child resided was one source of data for work place hazards assessment. As it was mentioned earlier in the household level one child and one household head/business owner participated in the research. In most of family based weaving only one head and one child in the age range was found but in some areas especially in a business owner weaving run by employer more than one child was found. In this case the selection priority was given to female, trafficked children. If it was not, lottery method was employed. The criteria for child selection were as follows:

- A child must be involved in weaving
- A child should be at the age 5-17
- A child had to live/work in the selected house
- A girl and trafficked child would get priority to participate in the research

## **Data Collection**

Quantitative data were collected in a house to house survey using a standardized, structured and pretested questionnaire to understand the nature of hazardous work and working conditions for children in the traditional weaving sector. The questionnaire had two parts: the first part related to household head/business owner and the second contained child related information. The child related questionnaire was more detailed than the former; applying a NORDIC questionnaire to assess the MSDs that children faced, Rosenberg self-esteem questionnaire for the social and developmental impact assessment (31,76) and some environmental variables were operationally defined to minimize measurement bias.

## **Data Quality Assurance**

The care for the quality of the data was started from the selection of data collectors, their skills, commitment and proficiency of local language especially for Gamo Gofa and Wolayta zone were determined through the prescreening interview. A total of 32 data collectors who were diploma graduates and 8 supervisors were involved for the



quantitative data collection. Only 4-6 questionnaires per day were allowed for one data collector to administer, to avoid fatigue and unnecessary compromise of the data quality. Data collectors used the rest of the day time to check and clean the collected data. Supervisors checked the completeness of all the questionnaires collected daily. The questionnaires were checked and cleaned by the research team before the data entry.

## **Data Entry and Analysis**

The data were entered in a pre-prepared data entry template designed on EPI-Info version 7. Before analysis data were checked for consistency and availability then some variables were categorized like age, income, saving, etc. Data analysis was done by STATA version 12.

## **5.2. Qualitative Data Collection Section**

The methods applied for qualitative data collection were Focus Group Discussion (FGD), Key Informants Interview (KII) and case studies.

### **Focus Group Discussion**

Two types of FGD have been conducted across the three types of sectors where this study focused.

#### **1. FGD among Government and Social Representatives**

- It included representatives from legal services, NGOs, kebele/woreda administration, teachers, religious leaders (mosque and church), families of working children, labor brokers, business owners, police, representatives from Labor and Social Affairs office and Female, Child and Youth Affairs Office.
- It focused on issues of addressing child labor in all sectors, social understanding, nature and complexity of child trafficking, actors involved, working conditions and associated impacts.
- The FGD was conducted in two areas one in Addis Ababa and the other in Arbaminch with 9 and 13 participants, respectively.

## **2. FGD among Working Children**

- The FGD among working children was conducted in all the three sectors: Weaving, Agriculture, and Fishing. Although it was agreed to conduct qualitative study on children engaged only in farming and fishing sectors, it has been found that it was worthy to include weaving sector children so as to strengthen the information obtained through the house hold survey. Hence, two additional FGDs on children weavers were conducted.
- The FGDs of working children were basically intended to explore the details of how a child might become engaged in these types of sectors, identify hazards in each sector and its extent, to find out the working nature and associated hazards and to examine the health and developmental problems associated with their work.
- There were a total of 7 FGD groups with a total number of 45 participant children; 2 groups in the weaving sector with 18 children; 2 groups in fishing sector with 12 children and 3 groups in Farming sector with 15 children were conducted.

## **Key Informants Interviews**

- This was an in-depth interview which was conducted with families of the children and business owners where the children were working and/or living. A total of 6 KIIs, 2 from each sector, with families and employers had been conducted from all study settings.
- The discussion/interview focused on obtaining a detailed understanding of how these children became involved in the labor (Pull and Push factors), how families/business owners were managing these children, their understanding of available workplace hazards and associated health and social impacts for children and related issues in their specific sectors.

## **Case Studies**

Typical cases from each sector were identified and detailed discussion was made to get deep insight about the researched issue by demonstrating the real effects and associated causes: trafficking processes, workplace hazards and associated health effects. One typical case from each sector totally three cases were revealed about the children that could clearly show the actual picture of situations in the sectors and the physical and/or psychological/emotional defect as a result of their working conditions.

## **Data Collection Approach**

All the qualitative data collection of the FGDs, Key Informant Interviews and case studies were facilitated by the researchers themselves using common guides for facilitation. All the discussions were tape recorded (with participants' consent) and notes were taken by a separate note taker who was from the research team.

The information from qualitative studies were used to support and to triangulate the data found via house to house survey in case of weaving sector which would increase the validity and credibility of the findings. However, in the case of farming and fishing sectors qualitative study was the main approach used to address the research questions in these sectors.

## **Method of Recruiting Participants**

Participants of qualitative study were selected purposively through discussion with E-FACE project staff and key informants from the community, relevant organizations and children themselves (snowball sampling). Potential participants were then approached by researchers and invited to participate in the study with a written invitation letter for FGDs with stakeholder delegates. For working children FGDs, the case study and Key Informant Interview participants were identified during the house to house survey for those in the weaving sector. For those children in the fishing and farming sectors, children were identifying through Key Informant Interviews with relevant

organizations. Their families or business owners agreed to provide permission to let them participate in the study.

### **Criteria for Selecting Research Participants**

Participants of the research through qualitative methods were selected only when they took initiative to participate in the study when approached by researchers and should fulfill the following criteria:

- **Participants for FGDs;**
  - A child working in either of the proposed sectors (weaving, farming and fishing)
  - A representative of specific local organization that had responsibility around child labor situations and associated problems (police, Legal service, local implementing NGO (World Vision), kebele/woreda administration, teachers, religious leaders, families of working children, business owners, Labor and Social Affairs Office and Women, Child and Youth Affair Offices).
- **Participants for the KII;**
  - Owner of the business or family head of the child worked in the proposed child working sectors (farming, fishing and weaving)
- **Participants for Case Studies;**
  - Cases that could show the full image of the specific working conditions, health hazards and associated health and social impacts were selected during quantitative survey for weaving and during FGD and KII for farming and fishing sectors.

In addition, no one was excluded from the study as far as he/she was relevant and wished to participate in the discussion from the targeted sector.

### **Number of participants**

In the qualitative study approach a total of 76 participants from all types of working sectors and types of participants were included. The distribution of participants is described as follows;

- 2 FGDs with 22 participants delegated from stakeholder organizations;

- 45 participants in 7 FGDs with working children i.e. 18 children in weaving, 12 children in farming and 15 children in fishing;
- 6 KIIs with families and employers; and
- 3 case studies with working children one from each sector.

## Weaving Sector

- **Key informants interview:** In weaving sector a total of 2 key informants. Families of child weavers were interviewed from Addis Ababa and Arabaminch, one from each site.
- **Case study:** Three cases were selected and interviewed from household survey and then from which only one that typically represent the situation was selected for analysis.
- **FGDs among children weavers:** Two FGDs were conducted with children engaged in the weaving sector in Addis Ababa where the typical condition of child labor and its impact was demonstrated. A total of 18 children, 9 in each group, were participated in the two FGDs conducted with two female and 16 male children with the age ranged from 14-17 except the one who was only 10 years old and found to be very interested to participate in the discussion as she saw her friends coming to the discussion forum.

## Farming Sector

- **FGDs among children engaged in farming activities:** two in Gamo Gofa and one in Wolayta Zone were conducted among children engaged in farming.
- Participants of the focus group discussion were aged from 14-17 and engaged in agriculture labor. Participant children for the discussion were 2 females and 10 males, and 6 children were found in each FGD.
- **Key Informants Interview:** A total of 2 key informants one from a family and one from an employer were involved from Gamo Gofa zone where farming sectors were largely established.

- **Case study:** one case that typically represented the situation in farming sector was selected from the FGD and interviewed.

## **Fishing Sector**

- **FGDs among children engaged in fishing sector:** Two FGDs were conducted in Gamo Gofa zone where fishing activity was common. The FGDs were conducted among 15 male children with the age ranged from 14-17.
- **Key Informants Interview:** A total of 2 key informants were involved from Gamo Gofa zone with one parent and one employer working in fishing sector.
- **Case Study:** one case that typically represents the situation in fishing sector was selected from the FGD participants and interviewed.

## **Language**

The interview and facilitation of the qualitative data collection were mainly led by researcher team members using the national language Amharic where a local translator was involved to help facilitators in translating during discussion also participant children were helping in translating whenever there was a language problem faced in the discussion.

Participants were clearly briefed about the objective of the study and the governing rules before the actual discussion. All participants were made to feel free to express their natural feeling, to ask questions and clarify understanding about the study using their first language.

## **Data Analysis for Qualitative Studies**

- The recorded data was then transcribed into English with verbatim translation by English language translators from University of Gondar, Department of English and Literature Studies.
- The transcribed data were checked by the researchers against the recorded data to ensure that the translation on the written data is within the context of the verbal idea.

- Then the text data was standardized to fit in to the analysis process such as coding of participants' identification.

## **Steps in Qualitative Analysis**

The standardized data was then analyzed using thematic content analysis (77, 78) paying particular attention to patterns and interrelations between (present/absent) sub-themes as they appeared in different working sectors focused in this study. A single coding manual was used and refined for use across all three data sets allowing continual comparison. The following steps were followed throughout the data analysis process across all the working sectors.

Although the dimension of the analysis themes were predetermined during the preparation of the interview and discussion guide, the standardized text data were repeatedly read to identify the emerging subthemes in a specific theme and to identify if any additional themes are coming up from discussions within a specific sector.

A total of seven 'global' themes were identified in common where the number and types of sub themes were found to be varied from sector to sector based on the type of job children are engaged mainly with respect to theme 5 and theme 6. Having deep insight about the data a unique color was assigned for each theme emerging within the data which was used for coding purposes. Using the assigned color code the transcribed data were coded and analyzed with the following coding manual.

**STEP 1:** Code transcripts for the main themes under each working sectors by reading through the document and highlighting the idea discussed with the assigned color.

**STEP 2:** Compile the coded segments for each theme in a new document for each file that is for one FGD or for one interview.

**STEP 3:** Identify sub-themes *within* each theme; give each sub-theme a name, and write a description of each sub-theme (what does it referred to, what does it covered and what were included within the sub-theme)

**STEP 4:** Compile similar subthemes from each file in to one document; e.g. those with meaning of child labor and character from all files in to one document; those with meaning of child work and character in another document etc.

**STEP 5:** Repeat the cycle, steps 1-4: (identifying new sub-themes and refining existing sub-themes) and so on until all data have been coded and recoded.

**Step 6:** Collect the coded and compiled files under similar subtheme from all file in to one document.

**STEP 7:** Create analysis table with the identified themes, sub-themes, explanations and illustrative quotes.

**STEP 8:** FINAL STEP; write summary of the data from the analysis table: – what are the key themes, how do they fit together, are there any particularly interesting aspects, contradictions or areas that seem especially relevant and important etc.

Each file (FGD note and Interview note) was passed under these steps by two of the researchers and they were cross checked for the final report to be written up and this was done to ensure the validity of the information obtained.

Findings of qualitative data were utilized in two modalities i.e. for triangulation with the quantitative information (in case of weaving sectors) and as a stand alone result in case of the fishing and farming sectors. Way of presentation of qualitative information is by narrating the summary of findings from discussions supported by sample illustrative quotes from respondents which can be found in '*Italic text format*' and at the end of the statement with citation of source of the idea in a parenthesis i.e. [File name participant/number]. In the result session within the illustrative quotes from respondents there are dotted lines which are used to indicate the missed words from the original text which are not relevant for that point of discussion.



## 5.3. Ergonomic Assessment

### Methods for Posture Analysis

Different studies showed that musculoskeletal discomfort and injuries on different workers are related to the tasks performed in a condition of exposures for repetitive use of body parts and poor posture at workplace (79, 80, 81). Having this understanding, assessing postural conditions and the exposure level of workers while performing a specific task was an important step to determine exposure risks associated with the task and to design appropriate solution and minimize risks associated with the task performed.

Postural analysis was a powerful technique to assess risk of musculoskeletal disorders associated with the specific task by recording posture(s) in the context of a full ergonomic workplace assessment. Various methods were available to identify potential risk factors associated with a specific task. Quick Exposure Check (QEC) was designed to assess the level of exposure (hazard) to musculoskeletal risk factors of the back, shoulders/arms, hands/wrists, and neck (82).

In this study the QEC, a standardized ergonomic tool for posture analysis, was used because it had the power to assess the task as a whole in its functional condition than focused to a single posture condition. In addition, tasks in the weaving sector had the nature to make workers manipulate/use of the back, shoulders/arms, hands/wrists, and neck which brought a risk to develop musculoskeletal disorder that results in poor postural condition with extended use of these body parts.

- Different studies showed that musculoskeletal discomfort and injuries on different workers are related to the tasks performed in a condition of exposures for repetitive use of body parts and poor posture at workplace (79, 80, 81). Having this understanding, assessing postural conditions and the exposure level of workers while performing a specific task was an important step to determine exposure risks associated with the task and to design appropriate solution and minimize risks associated with the task performed.

- **Spinning:** The process of spinning threads which will be used to make the final cloth with a “Shimena” process. This task is performed in outdoor environment and requires wider work space to make a spine by moving here and there holding the thread in one hand and rolled threads in group on another hand. It requires high visual demand to tie the broken threads throughout the process of spinning to count the threads at the end of spinning.
- **“Diwora”:** The process of rolling threads on the traditional hand driven tool to make them ready for final weaving task i.e. “Shimena”. This task is performed by rolling a traditional machine to roll threads over; by sitting everywhere without proper seat arrangement, sometimes by kneeling or sitting over the legs; using the traditional tool with inappropriate handle even some times by inserting one finger in a hole made on it.
- **“Mequater”:** the starting process of traditional cloth making by tying the leftover threads of the finished with the newly started one. The task is managed by sitting everywhere without any proper seat arrangement, bending the back with twisted posture for about 3-4 hours with high concentration both mentally and visually in tying each single threads of about 300-400 pieces of string.
- **Designing:** Making a design on the traditional clothes while working on “Shimena” with similar sitting position of the “Shimena” Task; hands being busy in managing the fine design task using a stake, bending the back with twisted posture for about 3-4 hours with high concentration both mentally and visually.
- **“Shimena”:** It is the final weaving process of making clothes with traditional tools. This task performed by sitting on a dry seat, without back support, back bent for most of the time, hands busy with operating the traditional tool and manipulating threads, with frequent bending and twisting condition of the neck, legs down in the hole pulling down the tool alternatively by holding threads as the process of making the cloth proceeds.

The data was collected using the standard data collection sheet of the QEC tool during field survey both by asking questions to workers and collecting information by professional observers when children were working, as the tool was designed for. From

the assessment tool 'driving' task and 'use of vibrating tool' were omitted because it was known that weaving tasks do not involve this risk in its performance. The analysis was done as a case study for these specific tasks using the standard QEC analysis guide. Finally, the level of exposure is determined (from low to very high level of risk) for each types of task by body parts and presented in the result session.

## 5.4. Operational Definition

Words	Definitions
[xxx]/ [ ]	A sign used either to site the illustrative Quotes of respondents or to indicate description of researcher to clarify the original idea of the respondent.
‘Diwora’	The process of rolling threads on small bamboo stick.
‘Edir’	A local and traditional community organization in Ethiopia to support each other specially during death
‘Ikub’	A traditional saving approach like banking formed by known people each other
‘Injera’	Ethiopian traditional food
‘Keshka’	Traditional stable food for the Gamo society made of Corn
‘Mequater’	Starting process of traditional cloth making by tying the leftover threads of the finished with the newly started one.
‘Meskel’/‘Demera’	A festival for celebration of the true cross finding
‘Netela’	Double piece of traditional cloth which has around 6 meters length
‘Ogolo’	Traditional boat made of wood used for fishing activities
‘Senbet Misa’	Sunday Lunch, a given in the form of money to a child weaver every Sunday in place of household meals if they finish the allocated task per week
‘Shema’/ ‘Shimena’	The final weaving process of making clothes with traditional tools
‘Teff’	Traditional crop used to make ‘Injera’
‘Tej’	Traditional Beer made of Honey
‘Zenbaba, Seiko, Dirbedir, Tibe	Special type of designs on traditional clothes
.../ Dotted lines within illustrative Quotes from respondents	A sign used to indicate the missed words from the original text that are not relevant for that point of discussion.

<b>Farming</b>	A sector where children are engaged to work throughout the day that includes tasks of different activities like site clearing, digging, irrigation of the farm, removing weeds, protecting the farm from wild animals, collection of products on field, harvesting, transportation of farm products to home, transporting products to the market and selling products at market.
<b>Fishing</b>	A sector where children are engaged to work throughout the day that includes tasks of different activities like laying the net in to the water, checking the net if fish are trapped, take out the trapped fish, skin the trapped fish, lay the net again, in the afternoon check the net, take out the net with the fish and skin the fish and finally carry the trapped and skinned fishes.
<b>Musculoskeletal Disorders</b>	Any type of symptoms explained as aches, pain, or discomfort experienced by children in the neck, shoulders, elbow/forearm, hand/wrist, upper arm, upper and lower back with different duration and frequency of occurrence.
<b>Targeted Household</b>	Households which are selected by E-FACE project for intervention
<b>Non-targeted Household</b>	Household which are not selected for E-FACE project intervention
<b>Weaving</b>	A type sector where children are engaged to work throughout the day with common types of tasks like Designing, Spinning, “Shimena”, “Diwora”, “Mequater”, painting threads and transporting products of cloths to the market.
<b>Job demand</b>	A job or task which physically but most of the time mentally beyond an individual capacity to perform it.

## **6. Result and Discussions**

The finding of this research is organized and presented for each working sectors targeted in the study: weaving, farming and fishing.

Results of the weaving sector is presented with components of household heads information, child information, occupational health and safety information supported by ergonomic and self-esteem assessment and these findings triangulated with information from qualitative data within its sub themes across all cases.

Results of farming and fishing sectors is obtained through qualitative study design and presented according to the specific emerged sub themes within the identified 'global' themes with the flow of children information, living and educational information, occupational health and safety information (hazards and illnesses) and ways to regulate these informal sectors. Ways of result presentation is by providing summary findings for all information supported by illustrative quotes from participants to give an insight about the issue.

Presentations of case studies from each sector are also presented to briefly inform audiences what the typical condition of these working children in these sectors looks like. Finally, summary conclusion about the finding is formulated for each sector in a table and recommendations are made which can be used as a guide for any action planned to resolve problems of children engaged in the informal sectors.

A document review was analysed to define child labor and child work in Ethiopian context from the national legal documents and the National Plan of Action policy document review to eliminate the Worst Forms of Child Labor from Ethiopia.

### **6.1. Child Work and Child Labor in the Ethiopian Context**

Child labor in the Ethiopian context should be understood within in the frame work of the National Constitution; ratified Conventions of the ILO, the national labor regulation and laws, the NAP for Elimination of the Worst Forms of Child Labor and various research

studies conducted to understand the nature and scope of the issue from working children and their families.

### **Child Labor Context in this study**

In this study, child labor is understood by the majority of participants of the FGD and KII in a more or less similar context such as when children are engaged in work that can affect their education, play time, health or when children are forced to work beyond their ability, on weekly rest days, without payment, late in to the night, for extended periods, or when the rights of children are not respected, or when they perform tasks in an unsafe place that can affect their mental, physical and psychological well-being immediately or over time. In the stakeholder FGD, a participant described child labor as follows;

*“...work that can harm for their health that affects them in their education, their free time and psychology; ... work for a long time and more than their ability like, weaving underground, [where they] can't get what they need at that time. Like sun light, nutrition food, they work the whole day only after having a meal in the morning”. [AA-FGD\_GENERALP3]*

Therefore, child labor is recruiting a child less than 14 years in a business and also involving children age 14-17 years in a type of job demanding more than 6 days a week, forcing them to work at night, weekends, or on public holidays, in hazardous tasks that potentially affected their health and safety, or compromises the child's education, physical, mental, emotional, social and future development.

### **Child Work Context in this study**

Child work, however, is allowed for within the NAP in so far as it makes a positive contribution to a child's education, socialization and future development under special legal precondition (83).

Although different research participants have different perceptions, the term child work was defined by majority of respondents as any type of task performed by children that is relatively easy, appropriate to their age, within their capacity or not beyond their ability. Some participants also perceived and suggested that children should perform work with

time limit, with their interest not to affect their school and playing time and tasks which don't hurt them mentally and physically. In the children's, FGD a participant characterized child work like this:

*"...children in our age should first learn ... parents' should formulate a program that considers his [child] education, study time, work, and rest. What they should do according to their ability based on the strength of their muscle. Child work should be: for example, when their mother prepares food, they should fetch water. That means work which is easier and appropriate to their age."*[AA-FGD2WCP2]

Therefore, child work is a type of job or activity allowed for children to engage which allows for children to advance their physical and mental growth and social development. In addition, the job should be performed under family or employer supervision and should not compromise child education, well-being, morale, health and safety. Generally, the work shouldn't be physically or mentally demanding for them.

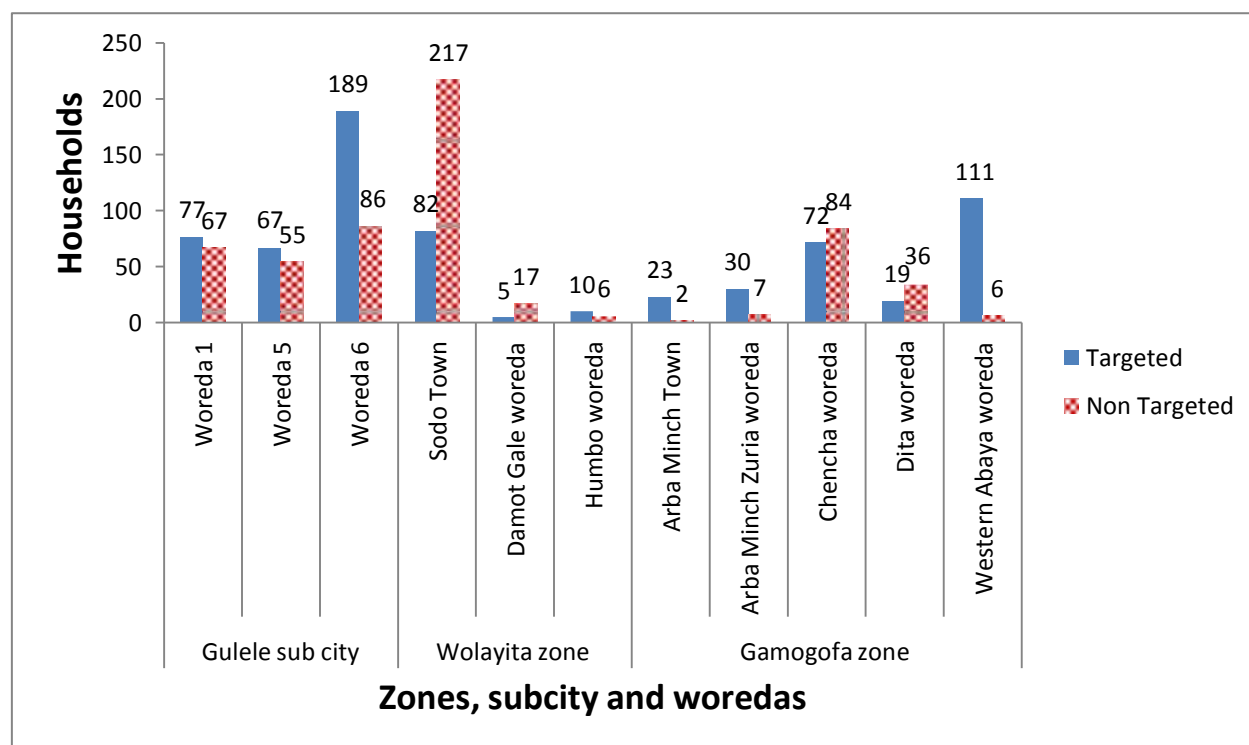
## **6.2. Weaving Sector**

A total of 1268 households were included in the study with a response rate of 100%. The distribution of respondents is 541 (42.6%), 337 (26.6%) and 390 (30.8%) were from Gulele sub city, Wolayta zone and Gamo Gofa zone respectively. From the total sample households and businesses 685 (54.0%) were targeted in the E-FACE project whereas the rest 583 (46.0%) were non targeted (*see table 1 for detail*)



**Table 1: Distribution of study subjects, engaged in the informal sector of traditional weaving by zone and district, Central and Southern Ethiopia, 2013**

Zone	Districts	Family/business target status		District total	Total
		Targeted	Non Targeted		
Gulele sub-city	Woreda 1	77	67	144	541
	Woreda 5	67	55	122	
	Woreda 6	189	86	275	
Wolayita Zone	Sodo Town	82	217	299	337
	Damot Gale	5	17	22	
	Humbo	10	6	16	
Gamo Zone Gofa	Arba Minch Town	23	2	25	390
	Arba Minch Zuria	30	7	37	
	Chencha	72	84	156	
	Dita	19	36	55	
	Western Abaya	111	6	117	
<b>Total</b>		<b>685</b>	<b>583</b>	<b>1268</b>	<b>1268</b>



**Figure 2: Distribution of study subjects, engaged in the informal sector of traditional weaving by zone and woreda, Central and Southern Ethiopia, 2013**

## 6.2.1. Parents/Business Owners' Information

### Demography

For many years weaving has been a commonly practiced job in the study area at a household level. However, currently weaving is expanding beyond household work to a small scale business, though the proportion is still small when compared to household endeavours. Hence, in the study only 11(0.8%) were small scale businesses and (99.2%) were household weavings. The age distribution of household heads in the study ranged from 14 to 87 years. The mean age of heads was 39.4 (SD of  $\pm 11.9$ ) years. As it was known weaving is a male dominant 1094(86.3%) activity. The Majority of the respondents' religion was Christianity: Orthodox and Protestant, 743 (58.6%) and 516 (40.7%), respectively. Other religions account for less than 1%. The highest percentage of respondents were from Gamo ethnicity 928 (73.2%) followed by Dorze 139 (11.0%). The proportion of heads that were unable to read and write were highest 451 (35.6%) but there were few family heads 16 (1.3%) completed grade 10 and above. More than half 692 (54.6%) of the study households have a family size greater than 5. The minimum and maximum family size of the study households were 1 and 15 respectively, with an average family size of 5.9 people per household. However, the household size in the three study areas was 6.0, 5.9 and 5.7 in Gamo Gofa, Wolayta and Addis Ababa respectively. (See table 2 for detail).

Family size in this study was higher than the national average household size (4.7), SNNPR (4.9) and Addis Ababa (4.1) (54). As it was witnessed in the FGD, families in the weaving sector have considered their children as wealth. Therefore, it was expected that household size might be higher than the general population. The result is approximate to the WVE child labor baseline survey result (5.77) revealed on the same area in 2012 (39). Approximately the same average family size (5.8) found in the 2009 child labor survey of Uganda (34). The difference might be as a result of sampling variation where the baseline surveys assessed all the child labor sectors where as this study focused only on the weaving population.

**Table 2: Socio-demographic characteristics of family heads/business owners engaged in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

Variable	Category	Target status of the family/business				Total (N=1268)	
		Targeted (n=685)		Non targeted (n=583)		No	%
		No	%	No	%		
Head ship	Family	682	99.6%	575	98.6%	1,257	<b>99.2%</b>
	Business owner	3	0.4%	8	1.4%	11	<b>0.8</b>
Head age	≤18	56	8.2%	12	2.1%	68	<b>5.4%</b>
	19-24	29	4.2%	16	2.7%	45	<b>3.5%</b>
	25-29	58	8.5%	53	9.1%	111	<b>8.8%</b>
	30-34	85	12.4%	73	12.5%	158	<b>12.5%</b>
	35-39	155	22.6%	129	22.1%	284	<b>22.4%</b>
	40-44	114	16.6%	89	15.3%	203	<b>16.0%</b>
	45-49	82	12.0%	75	12.9%	157	<b>12.4%</b>
	50-54	44	6.4%	48	8.2%	92	<b>7.3%</b>
	55-59	30	4.4%	39	6.7%	69	<b>5.4%</b>
	60-64	16	2.3%	22	3.8%	38	<b>3.0%</b>
65+	16	2.3%	27	4.6%	43	<b>3.4%</b>	
Head sex	Male	589	86.0%	505	86.6%	1,094	<b>86.3%</b>
	Female	96	14.0%	78	13.4%	174	<b>13.7%</b>
Religion	Orthodox	385	56.2%	358	61.4%	743	<b>58.6%</b>
	Protestant	294	42.9%	222	38.1%	516	<b>40.7%</b>
	Other	6	0.9%	3	0.5%	11	<b>0.9%</b>
Marital Status	Single	69	10.1%	39	6.7%	108	<b>8.5%</b>
	Married	559	81.6%	479	82.2%	1,038	<b>81.9%</b>
	Divorced	8	1.2%	12	2.1%	20	<b>1.6%</b>
	Widowed	19	2.8%	21	3.6%	40	<b>3.2%</b>
	Separated	30	4.4%	32	5.5%	62	<b>4.9%</b>
	Co-habited	69	10.1%	39	6.7%	108	<b>8.5%</b>
Ethnicity	Wolayta	19	2.8%	24	4.1%	43	<b>3.4%</b>
	Gamo	537	78.4%	391	67.1%	928	<b>73.2%</b>
	Dorze	31	4.5%	108	18.5%	139	<b>11.0%</b>
	Amhara	79	11.5%	56	9.6%	135	<b>10.6%</b>
	Zeyse	10	1.5%	1	0.2%	11	<b>0.9%</b>
	Other	9	1.3%	4	0.7%	13	<b>1.0%</b>
Education	Unable to read & write	221	32.3%	230	39.5%	451	<b>35.6%</b>
	Able to read & write	87	12.7%	75	12.9%	162	<b>12.8%</b>
	Grade 1-4	172	25.1%	106	18.2%	278	<b>21.9%</b>

Variable	Category	Target status of the family/business				Total (N=1268)	
		Targeted (n=685)		Non targeted (n=583)		No	%
		No	%	No	%		
	Grade 5-8	156	22.8%	133	22.8%	289	<b>22.8%</b>
	Grade 9-10	40	5.8%	32	5.5%	72	<b>5.7%</b>
	10+1 and above	9	1.3%	7	1.2%	16	<b>1.3%</b>
Household size	≤5	313	45.7%	263	45.1%	576	<b>45.4%</b>
	>5	372	54.3%	320	54.9%	692	<b>54.6%</b>

### Economic Condition

The economic condition of people and business owners is a very important variable for children engaged in traditional weaving. However, most of the time people are not truthfull when reporting their income for such type of study. Considering this fact, data collectors were well trained and prepared with different techniques of investigation to obtain the true information from respondents. Thus, the monthly family income of the study households had high variability; the minimum monthly income was 100 birr while the maximum was 4800 birr. The average monthly household income was 951.80 birr with a standard variation of 660.4 birr. Therefore, majority of the households 791(62.4%) have a monthly income less than the average. There was a total population of 7442 people living in the sample study households of 1268. The average monthly earning of the sector was 162.00 birr per head. There was a statistical significant difference ( $p < 0.0001$ ) in terms of household income between targeted and non-targeted households. That means 42.65% of the target and 31.7% of the non-target households have a monthly income greater than average.

Above all 970(76.5%) of households have a monthly saving ranging from 5.00 birr to 1000.00 birr. From those households that have a monthly saving, the larger proportion of households 647(66.7%) has less than the average (96.50 birr) per month. In line with this 987(77.8%) of the households have one year future plan. The lists of business plan were expanding weaving, mercantile and agriculture with a proportion of 82%, 13% and 4% respectively. (See table 3 for detail).

Although monthly income information was not strictly reliable (14) the result highly varied with the 2012 WVE child labor base line survey result of monthly income (77.00 birr per capita) (39). This variation could be resulted by the sample size difference or population difference and data collection technique. The statistical difference among targeted and non-targeted households in their monthly income was possibly due to the E-FACE project consortium intervention provided on livelihood improvement at household level.

**Table 3: Percentage distribution of family/business income by target status of the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

Variable	Category	Target status of the family/business				Total (N=1268)	
		Targeted (n=685)		Non targeted (n=583)		No	%
		No	%	No	%		
Household monthly income	<Average	393	57.4%	398	68.3%	791	<b>62.4%</b>
	Average+	292	42.6%	185	31.7%	477	<b>37.6%</b>
Household saving	Yes	513	74.9%	457	78.4%	970	<b>76.5%</b>
	No	172	25.1%	126	21.6%	298	<b>23.5%</b>
Future business plan	Yes	540	78.8%	447	76.7%	987	<b>77.8%</b>
	No	145	21.2%	136	23.3%	281	<b>22.2%</b>

### **Attitudes of Parents, Business Owners and Children on Weaving**

The age at which parents started to work and their attitudes towards the work are very important factors in the society for engaging the children in work at an early age. The study revealed that some family heads and business owners started working at the age of four years. About half 639 (50.4%) of family heads and business owners started work at the age range of 4-9 years. Only 126 (9.9%) of the family heads and business owners started work at the age of 14-17 years, (*see table 4 for more*). The age that parents started to work had statistically significant association ( $p < 0.0001$ ) with the age that children start to work. From the total children who started to work at the age of 5-9 years, 512 (65.3%) had parents started to work in the age 4-9 years. However, only

7.5% of the children had parents started to work at the age of 14 -17 years (see *table 4 for more*).

As far as family head or business owners' attitude concerning the appropriate age of children to begin work, the majority 971(76.6%) believed children should start work before 14 years old and only 254 (20%) and 43 (3.4%) believed that children should start work at the age of 14-17 years and beyond 18 years old, respectively. There was a statistically significant difference ( $P<0.0001$ ) between targeted and non-targeted household heads' concerning children work start age. More household heads in the targeted households indicated that children should start work at the age 14 years and above than the household heads of non-targeted households. (*See table 4*).

The majority 1056 (83.3%) of household heads preferred their children, aged less than 14 years, to go to school and to work at the same time and only 15% of the household heads preferred exclusively to send their children who are less than 14 years old to school. Surprisingly, 13 (1%) of household heads did not support child education. Hence, there is a statistically significant difference ( $P<0.001$ ) between targeted and non-targeted household heads' opinion on child education and work. More than half of the household heads 684 (53.9%) believed that weaving is not hazardous for children. Significant number of household heads 511 (40%) believed that children of 14-17 years old should work more than 7 hours a day. This result showed statistically significant difference ( $P<0.001$ ) among targeted and non-targeted household heads. A situational analysis report also witnessed that some parents in Ethiopia believed that sending their children to school was a waste of time which they would have used for economic activities that benefit the household (22).

**Table 4: Family heads' and business owners' attitudes toward child work and child labor in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

Variable	Category	Target status of the family/business				Total (N=1268)	
		Targeted (n=685)		Non targeted (n=583)		No	%
		No	%	No	%		
Family head /business owner work start age	4-9	335	48.9%	304	52.1%	639	50.4%
	10-13	261	38.1%	212	36.4%	473	37.3%
	14-17	70	10.2%	56	9.6%	126	9.9%
	18+	19	2.8%	11	1.9%	30	2.4%
Head attitude child work age	4-9	270	39.4%	214	36.7%	484	38.2%
	10-13	229	33.4%	258	44.3%	487	38.4%
	14-17	157	22.9%	97	16.6%	254	20.0%
	18+	29	4.2%	14	2.4%	43	3.4%
Head opinion child education and work	No child education	2	0.3%	11	1.9%	13	1.0%
	Child education & work	558	81.5%	498	85.4%	1,056	83.3%
	Child education	121	17.7%	73	12.5%	194	15.3%
	Other	4	0.6%	1	0.2%	5	0.4%
Head attitude on hazardousness of weaving for 14-17 years	Hazardous	286	41.8%	298	51.1%	584	46.1%
	Not hazardous	399	58.2%	285	48.9%	684	53.9%
Head opinion of working hours for age 14-17	≤7	437	63.8%	320	54.9%	757	59.7%
	>7	248	36.2%	263	45.1%	511	40.3%

The qualitative studies brought valuable information about the attitudes of both parties. The children stressed that weaving is a very stressful job that inhibits child development. One of the children expressed the hazards of weaving in very strong words alleging that children do not deserve to be mistreated in the way that children in the weaving industry are handled. On the other hand, key informant family members focus on the argument that weaving is something through which the children can earn a living, albeit on a temporary basis. In short, there are differing opinions between adults

and children about the current practice of weaving and its potential negative impacts on children.

*“Hmmm...yes I feel very terrified... “shema?” It is a very bad job which is really scary.”* A key informant who has been a weaver also shared children’s concerns by reminding his life experience of weaving as follows: *“... I myself was suffering a lot. I was 6th grader when I started weaving...Unless they study, if they continue with the weaving they have no future, except leaving everything to God... If they work much they may feel tired. It would be a problem in old days.....”* [AA-CSWCAI]

**Table 5: Distribution of parents and number of children work started age in the informal sectors of traditional weaving, Central and southern Ethiopia, 2013**

Parents work started age in years	No of children work start age in years			Total
	5-9 years	10-13 years	14-17 years	
5-9 years	515	110	14	639
10-13 years	205	235	33	473
14-17 years	59	50	17	126
>=18 years	9	13	8	30

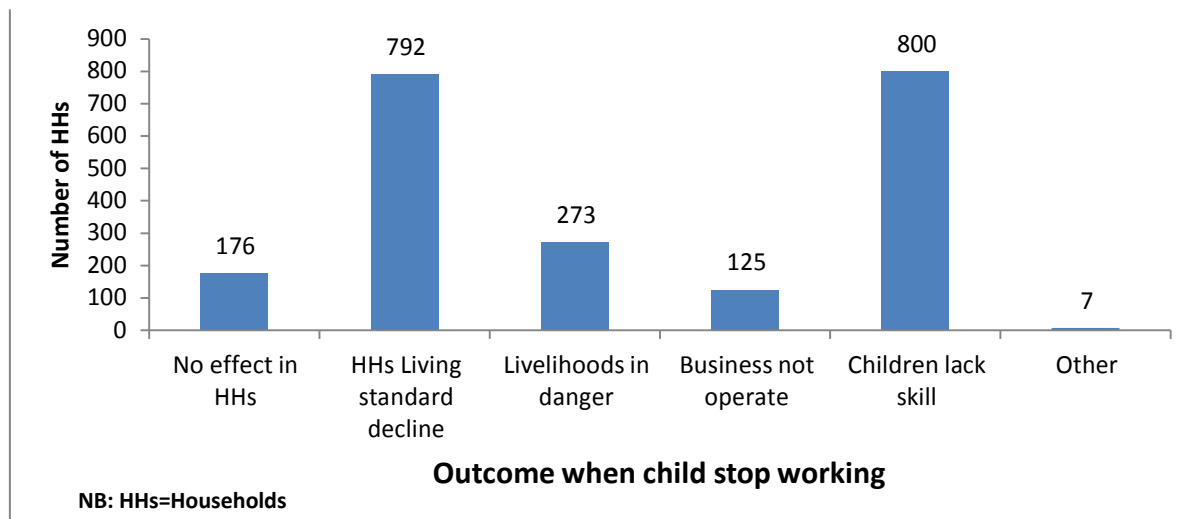
Child labor was considered to be a major economic share in the household. According to household heads belief, if children who are at the age of 5-14 years stop working, 62.5% of the households’ believed that living standard will decline and even 21.5% households livelihood will be in danger. Besides, 63.1% of household heads believed that children may not develop the necessary life skill which is essential for their adult life. (see figure 3). One Key informant parent participant argued that weaving prevents the children from being engaged in illegitimate acts such as gambling and it gives an opportunity for skill learning.

*“After their school they [my children] weave...Weaving is not that much difficult task... If they go out, they may jug wood, their clothes become dirty and but this one is performed in the house, no dirt at all. Only God knows what will happen. If I die, they can do [weaving] for them. They will not be servant of others”* [AA-KIWFSe]

The above result is in line with a situational analysis report .It was found that in rural Ethiopia child labor was not considered as hazardous rather it was seen as an



opportunity for developing children’s socialization and learning essential skills in their adult life (22).



**Figure 3: Believes of household heads if children aged 5-14 stop working in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

### 6.2.2. Children’s Socio-demographic Information

#### Demography

Of the total children involved in the study, 35% were less than 14 years old while the rest (64.2%) were found in the age range of 14-17 years. Weaving is said to be a male dominated job, as more than two third of the respondents were boys (69.6%). Similar to household heads the majority of the children were Orthodox and Protestant in their religion and Gamo in their ethnicity. Though they were small in number, from the total study population of children, 13 and 7 were married and divorced in their marital status, respectively while the rest were single as they are below the age of 10 years. (See table 7 for more).

#### Education

Concerning the children educational achievement, most (80.5%) were grade 8 and below. However, currently only 74.3% of them were enrolled in school at different grade level. The remaining 25.7% of children were not enrolled in school. There was a variation of result on children’s educational enrollment by different studies which might

be due to the variation in study period and study population. Besides, the variation could also be because of the intensive national school enrollment program of the government in the last eight years that significantly increased the primary school enrollment. In addition, weaving was practiced in areas of towns or village to get market access for raw materials and to sell products so children have the opportunity to go to a school which is not far from their residence. Moreover the E-FACE project interventions on schooling in the study areas have also contributed for the low illiteracy rate compared to the national.

The reasons stated for not currently being enrolled in school were lack of support, denial by their parents or business owners and illness: 184 (57%), 50 (15.6%) and 18 (5.6%), respectively. Even those who were currently enrolled in school struggle hard to manage both school and work. Hence, almost all 912 (96%) children were attending their education in line with working on in the opposite shift and at night while 35 (3.7%) were attending night school and working in the day time. There was a significant difference ( $p < 0.05$ ) between target and non-target households in terms of current children enrollment in schools. Of those children who belong to the targeted households 537 (78.4%) were currently attending school; out of the non-targeted households 412 (70.7%) were currently attending school. This difference could be a result of the intervention of educational support for children and households as well as school improvement program of E-FACE project in the study areas.

As the children's age increased the non-schooling proportion was increased too as follows; 10%, and 34% with the age group of 5-13 and 14-17 years old, respectively. This result was also statistically significant ( $P < 0.001$ ).

There was also gender variation in children current school enrollment; only 69.6% of boys were currently enrolled in school whereas 86.6% of girls were currently enrolled in school. (See *table 6*). This result was contradicted with the national labor force survey, where 55.6% more boys were in school than girls (14). This discrepancy might be linked to the fact that the national labor force survey was done at national level whereas this study was conducted at regional level. This point was also argued by the idea raised

during FGD that the society considers giving birth to a baby boy as a wealth, therefore, they let boys early to engage in the economic activities, and another possible reason might be more males (69.6%) were fully engaged in weaving than females (30.4%) in the study area. Hence in a family girls had more chance to be enrolled in school. This result was also statistically significant ( $P < 0.0001$ ).

**Table 6: Distribution of age, sex, and the current schooling status of children engaged in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

Variable	Category	Current school status of children (N=1268)				Total
		Children in school		Children not in school		
		No	%	No	%	
Age of child	5-9	81	93.1%	6	6.9%	87
	10-13	328	89.4%	39	10.6%	367
	14-17	540	66.3%	274	33.7%	814
Child sex	Male	615	69.6%	268	30.4%	883
	Female	334	86.6%	51	13.3%	385

In the study, the weaving experience of children ranged from 8 months to 12 years with average experience of 3.7 years. More than 24% of the children had greater than 5 years of service whereas 18.7% of them had less than 1 year experience in weaving. As children remained in weaving for many years, their enrollment in school declined; of those children who have worked in weaving for more than five years, 36.4% of them were not currently enrolled in school whereas from those who had less than 1 year experience in weaving, 21.1% were not currently attending school. The analytical report on Uganda by ILO/IPEC also found that school enrolment of working children lags behind to that of their counterparts who are not at work across all age levels (34).

**Table 7: Socio-demographic characteristics and weaving experiences of children engaged in the informal sector of tradition weaving, central and Southern Ethiopia, 2013**

Variable	Category	Target status of the family/business				Total (N=1268)	
		Targeted (n=685)		Non targeted (n=583)			
		No	%	No	%	No	%
Child religion	Orthodox	386	56.4%	354	60.7%	740	<b>58.4%</b>
	Protestant	294	42.9%	228	39.1%	522	<b>41.2%</b>
	Other	5	0.7%	1	0.2%	6	<b>0.5%</b>
Child Ethnicity	Wolayta	18	2.6%	25	4.3%	43	<b>3.4%</b>
	Gamo	540	78.8%	385	66.0%	925	<b>72.9%</b>
	Dorze	34	5.0%	112	19.2%	146	<b>11.5%</b>
	Amhara	81	11.8%	57	9.8%	138	<b>10.9%</b>
	Oromo	4	0.6%	2	0.3%	6	<b>0.5%</b>
	Zeyse	8	1.2%	2	0.3%	10	<b>0.8%</b>
Education	Unable to read & write	54	7.9%	59	10.1%	113	<b>8.9%</b>
	Able to Read & write	2	0.3%	1	0.2%	3	<b>0.2%</b>
	Grade 1-4	282	41.2%	206	35.3%	488	<b>38.5%</b>
	Grade 5-8	272	39.7%	260	44.6%	532	<b>42.0%</b>
	Grade 9-10	64	9.3%	51	8.7%	115	<b>9.1%</b>
	Preparatory	7	1.0%	5	0.9%	12	<b>0.9%</b>
	10+1 and above	4	0.6%	1	0.2%	5	<b>0.4%</b>
Currently in school	Yes	537	78.4%	412	70.7%	949	<b>74.8%</b>
	No	148	21.6%	171	29.3%	319	<b>25.2%</b>
Child work start age	5-9	443	64.7%	345	59.2%	788	<b>62.1%</b>
	10-13	204	29.8%	204	35.0%	408	<b>32.2%</b>
	14-17	38	5.5%	34	5.8%	72	<b>5.7%</b>
Experience in weaving	< 1 year	135	19.7%	102	17.5%	237	<b>18.7%</b>
	1-2 years	235	34.3%	207	35.5%	442	<b>34.9%</b>
	3-4 years	150	21.9%	134	23.0%	284	<b>22.4%</b>
	> 5 years	165	24.1%	140	24.0%	305	<b>24.1%</b>

Almost all the qualitative study participants' contend that weaving is incompatible with children's education. Employers and brokers brought children from rural areas with a pledge to let them continue their education, but finally children were either totally denied access to education or stop because of lack adequate time for their study.

*"...I refused to work and focused on my monthly test, and I got good results. My brother beat me... I therefore keep on working. Finally, I failed the third monthly exam getting 5 out of 15..., I cried a lot by saying why don't you give me free time for reading..., I sometimes feel tired. At that time, I cannot study. I sometimes cannot do the homework, and sometimes I do the homework during the break times in school or even while a teacher is teaching. Finally, I was asked to bring my parents to school. I was really pleased. The teacher asked him the reason why he doesn't give me time for reading. He said that I will do that, but he insulted and kept me do the something as we got back home." [AA-FGD1WCP2]*

Some of the children who were not attending school at the moment aspire to be engaged in education blaming their employers for by passing the pact they had with their families who let them attend school. Those who were currently enrolled had less concentration and did not have time to study their subjects that they alleged that do not have enough time to study and to do their homework.

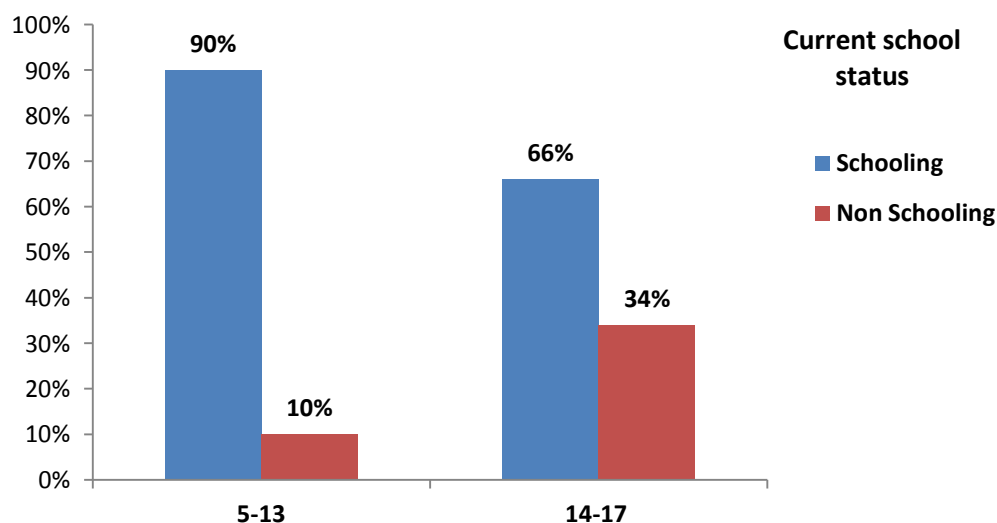
*"If I take up my exercise book to study, they will insult me, so I directly go to the weaving even after I get back from school." [AA-FGD1WCP8]*

Families and stakeholder representatives have also shared the fact that the children were busy as they work till night which made them very sleepy at school. The children also mentioned that since they work late in the evenings, they have no time to do their home works and were afraid of the anger of their teachers.

*"I am always absent from class on Fridays to work a lot for that day. I am working till 10:00 P.M. at night and sometimes up to 12:00 A.M. or 1:00 A.M. If I have a home work from school, I will get up too early even after that tiresome stay fearing the anger of my teachers." [AA-FGD1WCP1]*

Even with this situation, those who attended school showed their solidarity with their out-of-school-comrades and urged the government to facilitate conditions to send all children to school. Some of them considered school time as a leisure time where they enjoy life rather than as a serious business where they have to focus on.

*“..., we were helping each other... the guy [who was a child weaver] that he joined university now, he is helping me in advice not to stop my education. So, thank God” [AA-FGD2WCP2]*



**Figure 4: Age group and current schooling status of children engaged in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

### 6.2.3. Children Migration

To find out about children’s migration, the study focused on those children who were involved in weaving in districts different from those of their immediate family. Operationally defined, members of an immediate family included husband, wife, sons and daughters of the head of the house. With regard to their relationship with the household heads’ or business owners’, 345 (27.2%) of children were not a member of the family and 275 (21.7%) of them migrated from their place of birth. The result was nearly similar to a study that found 25.91% of the children who had migrated from other areas (39). Children who were trafficked were more afraid of their household heads according to a response about their relationship with the household head’s or business owners.

Hence the above migration result could be underestimated as children may be forced to tell outsiders that they are from the area and/or the trafficker is their family member. FGD participant of the local partner expressed his experience as follow:

*“... When I return back to my home on a bus...I met a husband and wife leaving for Addis with 3 children, the person was teaching the children to call him Agote, Agote [my uncle, my uncle]. Check point police asked him to show them his license...the license is prepared pretending that the traffickers are the uncle and aunt-in -law.... during that time the children said that he is their uncle.” [AM-FGD\_GENERAL P11]*

Majority of the children 177 (64.4%) were forced to migrate due to poverty (economic status of their family) followed by 40 (14.5%) seeking education and 39 (14.2%) death of their parents. Relatives 153 (55.6%) were taking the lion share of migrating children from their home followed by 49 (17.8%) children’s own migration and 40 (14.5%) migration with nonrelatives but by people they know. The direct involvement of brokers in transporting children out of their home was minimized to 14 (5.1%). The reason for migration due to poverty had also been confirmed that 186(67.8%) of the migrant children current living condition was better than that of their home; however, 86 (32.2%) of the children approved that their current living condition was no difference or worse as compared to their home. The most severe condition was that 73 (26.5%) of the migrant children had never communicated with their family. A child and woman trafficking assessment study in the same area also confirmed that trafficked children from Gamo Gofa to Addis Ababa for weaving were the most abused and they were the one who remained invisible in their community staying long hours in the household (49).

Migrant children were the most abused not only in their labor but also in their future development, more than two thirds of migrant children were not enrolled in school currently. However, the non-school enrollment among non-migrant children in this study was only 25.7%. Although 14.5% children have migrated to seek education because of their parent’s denial to send them to school this study also showed that trafficked children barely enrolled or completed their primary education.

Of those children who migrated, 93.8% of the children migrating alone and 85.3% of the children migrating with brokers were not currently enrolled in school. Children who migrated with their relatives have better chance of school enrollment at 46.5%. Children in the FGD discussion have also witnessed that:

*“... I came to Addis Ababa when I was a kid with my uncle. I was in grade 2 at that time. He asked permission from my mother, and she told him to take me and to send me to school and to raise me...he always tells me not to work too much and not to worry too much and he also sends me to school and teaches me weaving.” [AA-FGD2WCP3]*

## **Trafficking**

FGD conducted with children, FGDs with stakeholders, Key Informant Interviews of parents and business owners and case studies have clearly showed the dynamics of child trafficking in weaving with a special focus on the factors that pull children to migration and the factors that pushed them out of their home.

Trafficking of children is a major component of the weaving industry in urban centers such as Addis Ababa, Arbaminch and Wolayta Sodo. There are brokers who solicit children from rural areas and take them to urban centers to reap the benefits of their labor. Most of the time, the brokers use various deceptive techniques to convince the children and their family. They often propose better health and educational opportunities for the children and financial returns to their family. However, many children are being victimized by the process. Hence, there is increasing state supervision regarding the mobility of children. However, this remains to be unfruitful owing to the increasingly clandestine and complicated trafficking process which mainly involves relatives and children themselves in addition to the brokers who often operate it in a disguised manner. A family representative in the FGD expressed his worry as:

*“My origin is from Dakota [my place of birth] but now it is about 31 years since I have left that place. Still I see my relatives sending their children. I don’t know how this can be stopped.” [AA-FGD2WCP5]*

Traffickers do their job posing as relatives of the children being trafficked. The involvement of relatives and families make the process difficult to address from the



perspective of law enforcing agencies. An MCDP assessment of child trafficking in one of the study districts also approved that some trafficked children's parents voluntarily placed their child in that situation, hoping that they would get a better education and would be economically productive(22). A trafficked child who participated in the FGD witnessed that:

*“By the time I was coming to Addis Ababa, I was caught by traffic police at Arba Minch. Then I came to Addis Ababa with my brother.” [AA-FGD2WCP5]*

One among the most widely used methods was instructing the children to say that they are going for vacation visits to urban areas. FGD participant from labor and social affairs also expressed that:

*“They come with somebody who went there to visit relatives. This method is implemented. The reason they use for protection is, 'I will visit my relatives' especially in summer.” [AA-FGD\_GENERAL P6]*

The other method is children fleeing with their peers. If they are caught they say that they are sent to the market and will get back soon. A teacher FGD participant from the school said that

*“...but these days advancing their techniques they send children to bring other children. For example a child from Segen [name of local place] is sent to Gumaydie [name of local place] to bring 3 or 4 peers, When they are caught they respond that they are on their way to buy exercise books.” [AM-FGD\_GENERAL P4]*

They are also transported on the back side of Lorries. In short, there is a trafficking process which involves family and relatives which is really challenging for the State to control. The previous World Vision Ethiopia baseline survey on the same study area also pointed out the involvement of relatives, peer pressure and brokers were the main actors for children trafficking (39)

### **Pull Factors**

The qualitative study participants have also identified brokers, children who returned back home for vacation after being engaged in weaving, relatives living in urban centers, children's interest for education, as well as employers as pulling actors that persuade or force a child to migrate and get engaged in weaving.

*“He [my employer] talks to my family and he told me that I would get money if I learn weaving.” [AA-FGD1WCP8]*

The fact that some returnees wear better urban-like clothes than those in rural areas is often signaled as a pulling factor for children to come to urban centers and to be involved in weaving. Children are also pulled to the host areas in search of better educational and health care facilities which the employers, relatives or brokers promise to provide for the children. The aspirations of the family towards a prosperous future for their children make things easier for brokers to convince the family and take the child with them. Additionally, the exaggerated expectation or dream of children about life in the cities and the noticeable difference between urban and rural areas in terms of educational and health care facilities contributes a lot in this process.

*“In fact the brokers are taking them from the school. Then they write to their fathers telling them that they are with them later after two years of services they send them home with complete garments: shoes, jacket, shirt, t-shirt and trouser. When others look him they will fall in to the brokers’ palm.” [AM-FGD\_GENERALP3]*

## **Push Factors**

Almost all the participants have concurrent opinion on the fact that poverty is the major pushing factor that drives children to be involved in weaving. They mentioned that it is this poverty that triggers the families to urge their children to earn money through weaving and to support their parents.

*“The reason why we started working ‘Diwora’ was owing to poverty. For instance, when our parents see our neighbor working on weaving and help the whole family, they will insist us to work.” [AA-FGD2WCP4]*

Loss of parents, family breakage and harassment leads children to be migrated by traffickers or alone.

*“My mother died while I was a child. My father also died after about two years... my brother was very cruel. He used to beat me” [AA-CSWCAI]*

Many of the respondents alleged that there is a problem of awareness and societal pressure on the family to send their children to town.

*“if parents send their children they’ll get money for the annual tax paid for the land they own and can buy beef for the grand finding of the true cross holiday which is celebrated colorfully in that area so that they don’t feel inferior to their neighbor” [AM-FGDP6]*

They said parents urged their children to be weavers not because they were fully aware of the negative consequences thereof; but because they had a wrong assumption that their children could easily be prosperous. FGD participant at Arbaminch strongly argue about lack of parents awareness beyond poverty as it is:

*“It is not only poverty ... but lack of awareness .... Families who have 3-5 cattle and land also send their children to town because they need their children bring something [money] from there. Since they don’t have the awareness they don’t have vision for the future” [AM-FGDP2]*

Disagreement with family members, refusal by family members’ to send the children to school and families inability to buy school materials were also mentioned by respondents as pushing factors towards weaving.

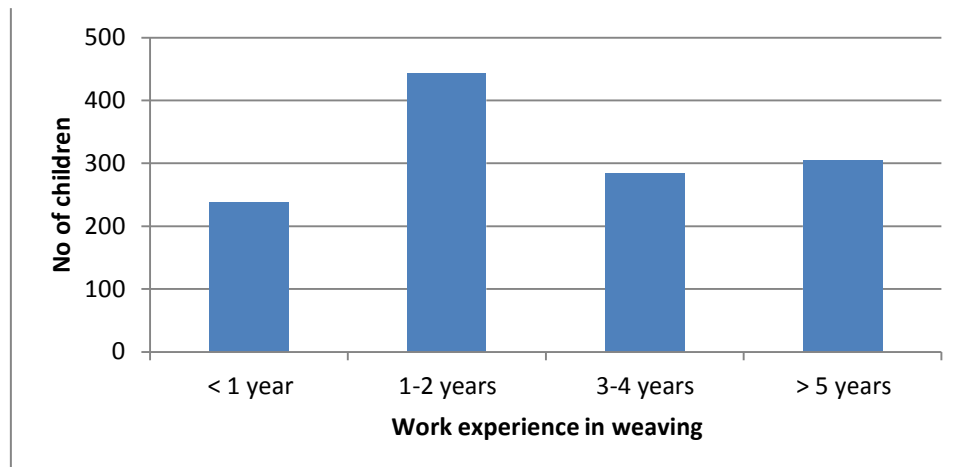
*“The reason I came here [Addis Ababa] was because my parents refused to send me to school. Then I quite my education from 5<sup>th</sup> grade and I started weaving.” [AA-FGD2WCP4]*

Regarding the actors, there is a consensus that the children, their parents and relatives as well as brokers were the major actors who push the children to be engaged in weaving.

A surprising result was found among migrating children in the quantitative interview concerning evaluation of their living condition; 67% of them said their current living condition was better than their home. This result was strongly argued in children’s FGD because children were afraid of their employers during the interview. However, in the FGD children independently discussed the issues out of the workplace.

**Table 8: Migration status of children aged 5-17 years who were not member of the family (neither son nor daughter) engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

Variable	Category	Current school status of children, N=275				Total	
		In school(n=91)		Not in school (n=184)		No	%
		No	%	No	%		
Means of migration	Peer	0	0	8	2.9%	8	2.9%
	Relatives	71	25.8%	82	29.8%	153	55.6%
	Known non relatives	11	4.0%	29	10.5%	40	14.5%
	Broker	2	0.7%	12	4.4%	14	5.1%
	Alone	3	1.1%	46	16.7%	49	17.8%
	Other	4	1.5%	7	2.5%	11	4.0%
Reason for migration	Parent died	20	7.3%	19	6.9%	39	14.2%
	Family breakdown	5	1.8%	6	2.2%	11	4.0%
	Financial problem	32	11.6%	145	52.7%	177	64.4%
	For education	32	11.6%	8	2.9%	40	14.5%
	Other	2	0.7%	6	2.2%	8	2.9%
Living condition comparison	Better now	67	24.4%	119	43.3%	186	67.6%
	Worst	9	3.3%	34	12.4%	43	15.6%
	No change	15	5.5%	31	11.3%	46	16.7%
Communication with family	Yes	68	24.7%	134	48.7%	202	73.5%
	No	23	8.4%	50	18.2%	73	26.5%



**Figure 5: Work experience of children in weaving in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

#### **6.2.4. Children Living Condition**

Since weaving is typically practiced at home in the family, the available space in homes is not good enough for the task. It was worse in the study area, where more people, as many as 13 weaver children work in a small room. In the surveyed households, the size of their work area for weaving ranges from 4m<sup>2</sup> to 100m<sup>2</sup>. In addition, they used extra outdoor space for spinning other than the above measured area. The average work space for weaving in the study households was 15.7m<sup>2</sup>. The condition was worse in small houses where the ventilation system was poor and this holds true for 36.5% of the houses. In the qualitative study, participants explained more about the ventilation condition of the work places. An FGD participant child in Addis Ababa expresses the situation of ventilation system in their working area as follows:

*“...there is only one window in that working room, so the nearest weaver can only have the chance of getting access, but the remaining even rarely see their work...” [AA-FGD1WCP6]*

*“There is no ventilation hence there are many problems in relation to the work.” [AA-FGD\_GENERALP5]*

Although workplaces are expected to have basic facilities for workers, 36.9% of the the surveyed workplaces had no toilet at all while 52.2% had a toilet but it was not sanitary enough to use. Despite the fact that the majority (93.6%) of workplaces had access to

safe water, 93.7% of children had no access to a bath. Some 132(10.4%) of the children were sleeping in their workplace and 31.4% of children had unwashed clothes. Hence, in the study with the operational definition focused on basic personal cleanliness, 32.7% of children's personal hygiene was poor.

The qualitative study was also in line with the above result. The housing condition in weaving households is a serious problem that needs to be considered. It has been found that a single room hosted about three to five independent households. Thus, people were living in suffocation and lack of privacy. Children slept in groups often in the same place that they performed weaving in day time. There were also insects such as lice, bedbugs, jigger flea, etc that made the houses hostile for living.

*"...we sleep on the floor; ...because it is made from wood it is not comfortable for the waist. We spend all the day on our work, and spend the night feel uncomfortable ....."[AA-FGD2WCP2]*

The hygienic conditions where the children do their weaving job were usually very poor. This ranges from poor housing condition and toilet facilities to failure to have spare time for sanitation being subjected to high work load. All the participants of the qualitative study consented with the idea that the hygienic conditions were poor. Due to lack of toilet and shower facilities at home, most of the children used forests as toilets and went to rivers to take bath as even though they don't have enough time for sanitation.

*"...we use toilet in the forest... [and take a bath] in the river." [AA-FGD2WCP5]*

A reasonably significant number 261(20.6%) of children engaged in weaving did not get adequate food but the true result was expected to be higher. In the quantitative study children were afraid to respond the truth if there member of a household. However, both in the key informant's interview and in the children's FGD a lot had been said about the inadequacy of food service for children. An FGD participant also described that:

*"...I heard them [weaving children] saying 'we ate three times, four times though in reality they would barely eat once in a day', I feel ashamed." [AA-FGD\_GENERAL P7]*

Weaving is a tiresome exercise especially for children who do not get a balanced diet. While some of them got food at home, others had been given a very small amount of money such as 15 birr per day to manage their meals. A child participant expressed his condition as follows:

*“..... I do not have any payment. The only thing I get is 15 birr for food, ... if I use 7 birr for breakfast, I have to stay till evening without eating any other food.....[one day] while I was asleep, he [my employer] forgot to give me the money and went somewhere. I was waiting for him, but he did not return back. I did not eat the whole day till my throat got sore.... I kept on suffering from hunger.” [AA-FGD1WCP8]*

The children involved in weaving in the study sites were typically devoid of such balanced diet as they mostly eat a traditional thin bread made of maize called ‘Keshka’ twice a day. In fact, lots of them experienced working without demanding food whenever they were told there was none at home.

*“...I eat only bread [Keshka] with “Berbere” in all the meals... since there is no right to ask for more....Sometimes they notice your tiredness, but they do not give you any especially if there is no flour at home. They know that you keep working even you are hungry; there are times when we simply work the whole day without food if there is none at home.” [AA-FGD1WCP1]*

In spite of all these, it has been stressed that the children should not tell an outsider about their feeling of hunger and should pretend as if they do eat three times a day while they actually don't. Even though the study subjects differ from with the current study, availability of food was a pressing demand of working children (35, 83).

## **6.2.5. Workplace Hazards**

### **Physical, Chemical and Biological Hazards**

About 18.8% of the children engaged in weaving had contact with chemicals, particularly dyes and some other fiber strengthening chemicals. While cutting threads 84.1% of children used sharp tools such, as knives or razor blades. In the children's FGD, it was expressed that, they had a common practice of sharing these sharp tools.

Hence, they were at high risk for the potentially transmitted blood borne disease including HIV/AIDS. Some children also expressed their fear of being infected due to these sharp tools.

*“...for cutting they used blades, and the blade may cut you..., also they borrow blades from each other so they may be infected not only with HIV, but also with other diseases.”*  
[AA-FGD\_GENERALP5]

According to the workplace light adequacy assessment, 427 (33.7%) of the work places had no adequate light for the task demanded. The inadequacy of light in the work environment was also expressed during children and stakeholders FGD. It was complained that because of lack of adequate light on duty especially during “Lekema/design” children’s eyes became fatigued and lost its power and there was a risk of falling down in the working ground when the artificial light is off.

*“Light goes so frequently and I even fall in the weaving ground holes.”* [AA-FGD1WCP1]

*” . ...The light is also poor, it affects their eyes.”* [AA-FGD\_GENERALP5]

In the process of weaving, cotton fibers produced from the threads in use. The workplace dust assessment revealed that, 797 (62.9%) of the workplaces had excess cotton fibers. It was also witnessed that some children’s eyebrows, floors and walls were covered by cotton dusts.

The thermal conditions of the work places were different from place to place in the study areas. Some of the selected households were found in the low lands and some of them were in the high lands. The thermal condition of children while working was assessed by using a standardized thermal comfort assessment tool called Predictive Mean Vote. Accordingly, the result showed that 1035 (81.6%) of children were dissatisfied with their workplace thermal condition; 617 (48.7%) felt too warm and 418 (33.0%) felt too cool.

Parallel to this result the analytical report from Uganda by ILO/IPEC depicted that a significant proportion of children were exposed to different occupational health and safety hazards; More than two-thirds 67% of economically active working children were exposed to dust/fumes or gas at their work places (34), children used harmful sharp



tools and chemical dyes in textile (12). Similar result was also reported from Egypt as 45.7% of child laborers are working in dust or fumes, about 16.6% exposed to severe heat and cold, 5.8% subjected to insufficient ventilation and 14.1% with no toilet facility (47). Moreover, the studies done in India and Pakistan reported accumulation of contaminated fibers dust in handloom, poor ventilation during weaving (44), inadequate lighting (45, 46), thermal stress, and High exposure to cotton dust (45) are among hazards that weaving children faced.

**Table 9: Living condition of children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

Variable	Category	Number	%
Toilet facility	Clean	138	10.9%
	Not clean	662	52.2%
	Not available	468	36.9%
Shower facility	Yes	79	6.2%
	No	1,189	93.8%
Availability of separated Kitchen	Yes	930	73.3%
	No	338	26.6%
Animal living with human	Yes	225	17.7%
	No	1,043	82.3%
Access for Protected water source	Yes	1,188	93.7%
	No	80	6.3%
Accommodation	Family	1,001	78.9%
	Business owner	86	6.8%
	Self-rented house	29	2.3%
	Rented house with friend	3	0.2%
	Working place	132	10.4%
	Other	17	1.3%
Availability of food	Yes	1,007	79.4%
	No	261	20.6%
Clothing	Good	864	68.1%
	Poor	404	31.8%
Personal hygiene	Good	853	67.3%
	Poor	415	32.7%

**Table 10: Workplace health and safety hazard conditions of children in the informal sector of traditional weaving central and Southern Ethiopia, 2013**

No	Variable	Category	Total (N=1268)	Percent
1.	Use of Chemical	Yes	239	18.8%
		No	1,029	81.2%
2.	Use of Sharp tools	Yes	1,067	84.1%
		No	201	15.9%
3.	Workplace thermal condition	Warm	617	48.7%
		Neutral	233	18.4%
		Cool	418	33.0%
4.	Preference of workplace thermal condition	Warm	413	32.6%
		Unchanged	303	23.9%
		Cool	552	43.5%
5.	Workplace Illumination	Adequate	841	66.3%
		Low	427	33.7%
6.	Excess cotton fiber in workplace	Yes	797	62.9%
		No	471	37.1%
7.	Workplace ventilation system	Yes	800	63.1%
		No	468	36.9%
8.	Seat back rest	Yes	139	11.0%
		No	1,129	89.0%

### **Ergonomic Hazards**

Almost all of the weaving machines were traditional and designed for adults and not ergonomically fitted for younger users. Workers were supposed to sit for long hours in weaving. However, 89.0% of children did not have seat back rests.

In the qualitative study during children FGD, stakeholders FGD and KII, the significance of ergonomic hazards in tasks of the weaving sector was bolded out. Some of the frequently mentioned Ergonomic hazards were: poor posture with bending (forward and side way) and sitting for extended period in all the tasks of weaving such as,

“Tibeblekema” [designing], “Shema” and “Diwora”. An FGD participant expressed the task as follows:

*“If we look at weaving children who work there, they spend the whole day bending their body like this [bending forward his body].” [AM-FGD\_GENERALP7]*

Lack of proper sitting arrangement while doing all the above tasks prohibit the worker to adapt different body posture, in the working process especially “Shema” is conducted sitting with legs in a ground hole and “Diwor” by sitting with the legs bent. The difficulties to reach the work bench (work station) of “Shema” by children were also identified, because the work station was designed for an adult size weaver. One child FGD participant expressed the situation as:

*“Although they [families/employers] know that the child is under age and small in size having the belief that the child must work, they put stone or other things in order to make the task near to the child.” [AA-FGD\_GENERALP7]*

### **Posture Analysis**

The risk of different tasks in weaving was also assessed by a standardized ergonomic posture analysis tool. Postural analysis is a powerful technique to assess risk of musculoskeletal disorders associated with the specific task through posture(s) record in the context of a full ergonomic workplace assessment. The QEC analysis were applied in Spinning, “Diwora, “Mequater,” Designing and “Shema”.

The findings from the analysis of all the five tasks have found that workers were at greater risk for the development of work related musculoskeletal disorders on different parts of their body in which the exposure levels are found to be high and very high; hence there needed urgent remedial action to solve the problem at the grass root level or to minimize the risk.

All the assessed tasks of weaving were performed in a stressful condition at high demand of work pace except spinning, as the task is performed in outdoor environment interacting with other people and with the ability to move about. The exposure at

moderate levels demonstrates lesser risk but still requires some modification to minimize that risk.

The assessment score values is used to determine the level of exposure for the task as a whole, where “Diwora” and “Shema” are the most risky tasks showing the exposure level of high and very high across all the assessment values, followed by “Mequater” and “TibebLekema” tasks whereas spinning is the least risky task in weaving that only has a high risk on the shoulder/arm and wrist/hand. The comparative levels of exposure risks of the task for each body area were also determined. Back and neck were record high risk parts of the body in the weaving tasks while wrist/hand and shoulder/arm followed.

These children can even be at high risk when they are forced to work for extended period since their physique is not well developed. Priorities for interventions should be given to the situation where the levels of exposure are at high and very high level. (See *table 11 for more*).

In line with the findings of this study, a number of research articles have identified different ergonomic hazards to which weaving children are exposed. For instance, the study conducted on occupational health hazards related to weaving in India acknowledged sitting continuously on a hard floor (pit loom) or hard wooden bench (in horizontal handloom) without back support, less leg space in the pit, continuous sitting without rest, uncomfortable slant sitting, and weaving continuously in same the posture as major ergonomic hazards encountered in such work place (44). In a similar way, the study done in Pakistan identified manual handling of objects, long working hours with poor posture/awkward posture, repetitive work, extensive use of hands, shoulders, back muscles and joints and many other factors that are putting the health and safety of weaving children at risk (45, 12). Beside this, work that leads to exhaustion (34%) and work that involves bending for a long time (30%) were reported as the second and the third most common hazardous work conditions faced by children engaged in Egypt (47). Likewise, fingers deformities, premature arthritis, neck, shoulder and other muscular discomfort were identified as consequences of exposure to the aforementioned ergonomic hazards (12).

The quantitative assessment of the self-reported MSDs result, the ergonomic posture analysis and the qualitative studies showed that there is a great risk of back pain among child weavers. As it was presented on table 11 above and confirmed on the FGD, children highly concentrated in their work and spent more time at work. Studies have supported that the interaction of stress the job demand and the risk of work posture had impact on children general MSDs particularly back pain (12).

**Table 11: Ergonomic assessment of the posture analysis of children engaged in different tasks of the informal sector of traditional weaving Southern and Central Ethiopia, 2013.**

Task	Exposure level assessment											
	Back		Shoulder/Arm		Wrist/hand		Neck		Work pace		Stress	
	value scored	Risk level	value scored	Risk level	value scored	Risk level	value scored	Risk level	value scored	Risk level	value scored	Risk level
Spining	22 (mobile)	moderate	34	high	32	High	10	moderate	4	moderate	4	moderate
Mequater	24(static)	High	16	low	28	moderate	14	high	4	moderate	9	high
Diwera	30(static)	very high	36	HIGH	46	very high	14	high	9	high	16	very high
Shimena	28(static)	High	34	high	40	High	18	very high	9	high	16	very high
Designing	24(static)	High	16	low	28	moderate	16	very high	9	high	16	very high

## Psychosocial Hazards

Currently psychosocial hazard is one of the growing challenges in the work place. Since many young illiterate and trafficked children were involved in weaving the risk of psychosocial hazard expected to be high. In this study 395 (31.1%) of children complained that their job demand energy beyond their capacity. Moreover, 242 (19.1%) of the children were emotionally abused in their workplace. The common types of abuses were as it is responded harassment, mistreatment, neglect and blame for mistakes that did not belong to them (78.1%, 24.8%, 18.6% and 16.1%, respectively).

The quantitative result of emotional abuse at workplace in this study differ from the analytical report of Uganda (34), where only 13% children stated emotional hazard, 12% of them were repeatedly insulted at the workplace. This difference in terms of the proportion of children exposed to emotional abuse might be due to the difference in characteristics of the employers among the two countries or the difference in types of work performed by the children. Other psychosocial hazards like fatigue at work, physical workload, psychological stress, and work on a fast speed were reported in a study done in Pakistan (45). As justified by the weaving children in our study, they have been pressured by employers to work fast, otherwise they would not be paid “SenbetMissa” [Sunday lunch] if they produced less they will be insulted for their lower performance.

**Table 12: Psychosocial hazard of children engaged in the informal sector of traditional weaving Southern and Central Ethiopia, 2013.**

Variable	Category	Total (N=1268)	Percent
Emotional abuse	No	1,026	80.9%
	Yes	242	19.1%
Type of Emotional abuse	Neglected	45	18.6%
	Blamed you for their mistake	39	16.1%
	Mistreated	60	24.8%
	Harassment	189	78.1%
	Denied food	21	8.7%

Psychosocial hazards in the workplace were more expressed in the qualitative study because of its nature. Children and stakeholders had explained more about their feeling in the discussion summarized below. Throughout the discussion forums conducted, psychosocial hazards were the most repeatedly mentioned as they were most experienced by children engaged in weaving sector and stakeholders too witnessed that children were exposed to different forms of abuse. Though the nature and severity of the harm varies across the cases, the voice of participants about this hazard can be seen in the dimensions of psychological, social and physical abuses.

- Emotional disturbance like crying and being irritated were mentioned many times by participants as experience and as a witness, that children had lack of free time to play with friends, work at night on the weaving tasks, work beyond their ability and mistreatment/ frightening by employer to work fast.

*“It is really bad not to play with friends although you are highly in need of it. Following that you may not properly listen to their orders, so that they will insult and beat you.” [AA-FGD1WCP2]*

- Bullying from friends and neighbors when realized that they are weavers. Besides they were insulted, undermined and disrespected which in return can lead them feel inferior and develop low self-esteem. They conflicted with others when they are harassed for being a weaver.

*“In school...emm, something.....eeee they[students] don't have good feeling for this work [weaving], so I don't want let them know that I am working “Shema”. You got insulted there. Their image about you will be reduced if they know that you are working in “shema”. ”.[AA-FGD1P3]*

- Stress associated with lack of support and understanding, lack of belongingness and feeling of homesickness, loneliness and insecurity in life whenever children face any challenge like illness. A child in the FGD expressed his deep feeling of belongingness;



*" In a very broken voice] ...I don't have any [friends].[With a very broken voice] hmmm...Yes...very...very strongly. I wish I had a family and I need them. Since I lost my family, I am always traumatized. I feel helpless and hate everything". [AA-CSWCAI]*

- Communication barrier with the employer, no positive feedback for good performance but have negative feedback for a bad performance. They have no communication except about receiving orders,

*"..With the employers, we do not talk much, he orders me to work properly and I accept it and work. If I talk with the adults, he insults me, and told me they are not my peers. He is my uncle; I do not talk with him other than work issue". [AA-FGD2WCP6]*

- Children have no freedom even to cry. As a result they present different false reason like the need to go to the toilet as a means to get time out; lack of freedom at work, even to talk with colleagues, they have no right to talk about their problem with anyone, and they even have no close friend to share their feeling.

*"You can't even cry while being noticed; we go out with a reason of going to the toilet and cry there to get over the sorrow....I get really bored. I sometimes hate to live even. In addition to this Sometimes, when I am ordered to go for shopping, I am pleased to relax. Due to the load of work, I cry now and then. If they see me crying, they will insult me, so I go around the kitchen and cry, or I will drop dusts to my eyes and claim to them I found a dust in my eye." [AA-FGD1WCP1]*

- Physical abuse like being beaten was the most frequently mentioned problem that children faced in the process of weaving even when they are training the weaving skills as a punishment for a child who could not master the skills easily and committed mistakes. An old man family representative who has been a weaver since his early age expressed that:

*"The unskilled laborers will be trained for 'Diwora' by their employers throughout the day being beaten for the inconveniences they create." [AM-FGD\_GENERALP10]*

- Trafficked children had either limited or no access of communication with their family member at all, they were not allowed to get out from the house and had no socialization with the local community.

*“...In the four years stay it is only once that I met my family via a phone call. They [employers] do not help me. They don’t understand my problems and I have no one to share my grief.” [AA-FGD1WCP8]*

- Females were prone to sexual harassment and rape either by employer and/or by co-workers.

*“There are incidents that these females [cook] were raped by their employers...She [the cook] said ‘I came from my region to cook and he [employer] came drunk and rape me’, but he denied...” [AA-FGD\_GENERALP5]*

### **6.2.6. Work Load**

Children in weaving worked more hours a day; out of their school, 485(38.3%) of children were working more than 7 hours a day. The daily working hour of children ranges from 1 -18 hours with average 6.8 working hour per day. Specifically in this study from the legal working age groups (14-17 years, n=814), 385 (47.3%) had worked more than 7 hours per day. Although the labor law forbids children aged below 14 to be engaged in business making job, out of the total children aged 5-13 (n=454) who were involved in the study, 100 (22.0%) had worked more than 7 hours per day in weaving. Those children who have been working long hours had low chance to be enrolled in school. More than 85% of the children worked greater than 7 hours per day did not attend school currently whereas only 22% of children who had worked less than 7 hours did not attend school. Working long hours affect children school enrollment, this was statistically significant ( $P<0.0001$ ). Most of the time weaving was practiced at home. Hence, 561(44.2%) of children were on duty during weekends and holidays. Some children 201(15.8%) were also engaged in night work (10:00PM – 6A:00M).

In this study 38.3% of children had worked more than 7 hours per day, which is more than the recommended time by labor law of Ethiopia and also higher than the 2005 national labor survey (14), where the national average of working hours of age greater than 10 years of the population was 28.4 hours per week and the regional average of SNNPR was 27.3 hour per week. The average daily working hours was also higher than the 2001 labor force survey of Ethiopia in which case about 21% children work 5-6 hours a day. Almost comparable result was reported in a rapid assessment done in

Somaliland (35), where a quarter of children worked 43 or more hours per week (which is more than full-time work). Also, other literatures (12, 34, 45, 49) revealed long working hours in children employed at weaving sectors.

A Research conducted on Ethiopian domestic work by children found that the average working hour was 15.4 hours per day, which was more than twice of this study's result (6.8hr per day). The difference could be because our study area is an intervention site for education, social protection and livelihood by E-FACE project; hence, that possibly contribute for lower time of work; the other reason would be the difference of the study setting (domestic work vs. weaving). However, this result was much higher than Uganda average working hour that is 20 hours per week (34).

Concerning break time while working, nearly half 607(48%) of the children did not have a regular break time. From the total children who had a regular break time (n=661), 29.1% and 25.1% had less than 15 minutes break in between their daily activity in the morning and afternoon, respectively.

**Table 13: Percentage distribution of children working conditions by age group, engaged in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

Variable	Category	Age group of children				Total (N=1268)	
		Age 5-13 (n=454)		Age 14-17 (n=814)			
		No	%	No	%	No	%
Work hour per day	≤7	354	78.0%	429	52.7%	783	61.8%
	8-12	81	17.8%	261	32.1%	342	27.0%
	13+	19	4.2%	124	15.2%	143	11.3%
Work weekend/holidays	Yes	183	40.3%	378	46.4%	561	44.2%
	No	271	59.7%	436	53.6%	707	55.8%
Regular play time	Yes	334	73.6%	462	56.8%	796	62.8%
	No	120	26.4%	352	43.2%	472	37.2%
Children's interest	Full-time school	257	56.6%	341	41.9%	598	47.2%
	Full-time work	2	0.4%	18	2.2%	20	1.6%
	Per time school	183	40.3%	405	49.8%	588	46.4%
	Better job/work	12	2.6%	50	6.1%	62	4.9%
Adequacy of weaving skill	Yes	157	34.6%	448	55.0%	605	47.7%
	No	297	65.4%	366	45.0%	663	52.3%
Night work (10:00 PM – 6:00 AM)	Yes	36	7.9%	165	20.3%	201	15.9%
	No	418	92.1%	649	79.7%	1,067	84.1%
Regular break time	Yes	323	71.1%	338	41.5%	661	52.1%
	No	370	81.5%	237	29.1%	607	47.9%

The study also revealed that from the total children, 796 (62.8%) had regular play time. Playing different games on the field was the most preferred 699 (87.8%) which was followed by playing games at home 294(36.9%). This was done commonly once in a week on Sunday. However, nearly half of children that work in weaving had no rest or

break time while working. In the study about traditional carpet weavers (77%) had rest twice a week, while 20% had rest once in a week (46).

The qualitative study also strongly supported the nature of work load as followed. Workplace hazards that have been mentioned frequently by participants under the subtheme of work load were described in terms of working hours, night work after 10:00PM, rest/break conditions; working nature on public holidays and weekly rest days, job demands (speed, pressure and work expectation).

- Almost all of the child weavers, families and delegates of stakeholder organizations gave a similar voice that these children were exposed for excessive work load beyond their capacity with high pressure; where Friday and Saturday were the special days that they had to spend much of their time on duty even being absent from school with brisk work speed so as to make products ready for market of Saturdays and Sundays.
- These children were also found in a serious struggle to cope with these difficulties and to manage their job to the level they are expected to do or equal to their adult co-workers which children complained many times throughout the discussion.

*“... He [his brother] work much more than me. He forces me to work like him on Saturdays since I am off school.” [AA-FGD1WCP2]*
- Employers had believed that children can do weaving without difficulties. A key informant participant claimed that:

*“...It is similar; there is no such kind of work division. It is a matter of knowing how to weave, not the age.” [AM-KIIWFDI]*
- Throughout the discussion forums child weavers were expressing that tasks of weaving sector are very difficult that they got it difficult to manage. An FGD participant child said that:

*“... Weaving needs intensive effort since it is done in obsolete traditional ways that require force”. [AA-FGD1WCP1]*
- Another child participant also expressed as:

*“...they are forced to work on the place which is appropriate for adults not for a child.” [AA-GENERALP5]*

- However, their employers had understandings that weaving tasks do not require much labor and can be managed simply once you have the necessary skill of it. An employer said that:

*“... This work [weaving] doesn't need much labor, but what it needs is the skill. For example, does driving a car need labor? It is like that if you have the knowhow, you can do it.” [AA-KII2]*

- This opposing idea might be the root cause for many of the problems still exists as a hazard in their work setup.
- Almost all participants gave great emphasis in their explanation that these children were forced to work for long hours that reach up to 16 hours per day with either limited or no provision of rest .One child participant said that:

*“...All day I should work. On Monday and Tuesday nights, I sleep only by 11:00pm and I start working from 06:00 AM without break.” [AA-FGD2WCP1]*

- A family FGD participant said that:

*“They [children] do not have enough break, working for 14 -15 hours is common. They start working early in the morning which is from 06:00am -6:00pm. Then they will have their lunch for 30 minutes and ... they continued work until 11:00pm.” [AA-FGD\_GENERALP5]*

- These children continuous working started from early morning even some times before 04:00am in fact usually from 06:00am - 11:00pm or 12:00am, whereas this working hour could be maximized on some special days like Friday and Saturday to make the cloth ready for market by working overnight. They were obliged to work the whole day whenever there is public holiday or holidays of others religion and on weekends. A child explained it as:

*“I spend Friday and Saturday nights without rest. When others go for sleep, I spend all night without sleep.” [AA-FGD2WCP1]*

- In the stakeholders FGD a participant's also explained as:

*“The child has to wake up early in the morning and weave until 10:00pm then continue to 11:00pm without any break. When he falls asleep his employer kicks him on his head... If it is Friday he wakes up early in the morning and work until 08:00am or 09:00am on Saturday morning to finish Friday’s “Dir” [Spin] without any sleep....” [AM-FGD\_GENERALP3]*

- Night Work after 10pm and before 06:00am with inadequate sleeping time is frequently mentioned throughout the discussion both by working children and witnesses from families and stakeholder organizations.

*“Whether you want to sleep or not you should finish the work by the due date because they may take away incentives you should get...Previously when I face with a very huge work load, it makes me to feel as if I never had been born!” [AA-FGD2WCP2]*

- They lack freedom to take a break in their working period. As a result they use alternate means to take some rest with a reason that they want to go to toilet or by taking some time delay when they are out for meal.

*“When I ask for rest, they say ‘you can leave; I will not raise you’. So, if I want to get break I will say I need to go out for pee ...If I completed what I started, I will sleep early if not there is no rest or sleep until 7 am [the next day].” [AA-FGD2WCP6]*

- Even on weekends and public holidays they are forced to work more since they will have full day off school, if they are students.

*“...In our surrounding most of the people are Christianity followers, so when there is Islamic holiday they even tell us to do more. He doesn’t give you day off in contrast he [employer] asks you to do more because you have the whole day [free from school]...if there is no education; you will be ordered to work.” [AA-FGD2WCP2]*

**Table 14: Break time of children working in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

Break schedule	Break time intervals	Working hour per day				Total	
		≤ 7 hour		> 7 hour			
		No	%	No	%	No	%
Break time in morning	≤ 5 minutes	27	6.5%	6	2.6%	33	<b>5.1%</b>
	6-15 minutes	89	21.4%	67	28.9%	156	<b>24.1%</b>
	16-30 minutes	187	44.9%	99	42.6%	286	<b>44.1%</b>
	>30 minutes	113	27.2%	60	25.8%	173	<b>26.6%</b>
Break time in afternoon	≤ 5 minutes	25	6.0%	4	1.7%	29	<b>4.5%</b>
	6-15 minutes	81	19.3%	53	22.9%	134	<b>20.6%</b>
	16-30 minutes	220	52.3%	99	42.8%	319	<b>49.0%</b>
	>30 minutes	94	22.3%	75	32.4%	169	<b>25.9%</b>

### 6.2.7. Payment

Most of the children 1130 (89.2%) had no contractual agreement with the business owners and household heads. In the weaving sector most children 849 (67%) were engaged without payment; out of these, 65.3% work for their family. From the total 419 paid children, the majority 392 (93.4%) were paid in items and the rest 27 (6.4%) were paid with money. The payment of 12(2.8%) children was taken by families and others. The monthly payment of the children ranged from 8.00 birr to 2800.00 birr due to the fact that some children were self-employed. The average monthly payment was 261.10 birr, hence majority 328 (78.3%) of the children were paid below the average. There was a statistically significant difference ( $p < 0.0001$ ) in payment status between age group of 5-13 and 14-17 children. From those children aged 14-17, 342 (42%) were paid whereas out of the age group 5-13, only 77 (16.9%) were paid. Among those migrated children involved in weaving only one out five were paid for their work.



There was a great variation in the amount of payment among the children. The difference in the amount of payment among the children engaged in child labor could be linked to the level of children's skills, the type of work they performed, and the way that children are trafficked: as justified by the respondents, those children who were trafficked by their relatives having agreements with the children's families and those who went thereby themselves without taking agreement with employers are not equally paid.

The qualitative study pointed out the payment conditions as followed. According to the description from child weavers with the witness from stakeholders and families, children are not paid a formal wage rather they will be given a kind of incentive for their accomplishment of the task given to them per week every Sunday for 'senbet missa' so that they can use it for anything they wish but they were not allowed to have any meal from home on that day. It ranges from 10 birr to 50 birr depending on the relationship and level of agreement to get access for house hold meal. Children living with their families were allowed to eat at home though some of them have small money as "Senbetmisa" [Sunday lunch] while employed children cannot eat in the house on Sunday once they received the money.

Although this trend had its own advantage for these children to get some time out and relax in its name, it has also a drawback by itself as it was not a benefit but a replacement of the household meal. Hence it may not be enough for them to feed themselves with this small amount of money as the price inflation affect the market conditions currently.

In addition to this, "Senbet missa" would be denied if children failed to accomplish the assigned task per week by their employer/family. This clearly showed that children were not normally paid for their work.

*"...If I fail to work what he [employer] ordered me, he will decline to give my "Senbetmisa" [Sunday Lunch] [AA-FGD1WCP8]*

There was also a condition that children took some money for their family when they went back home for holiday as a payment since their employers agreed with their

family. In contrast there are also some children who were trafficked and paid only 15 birr per day but had no other payment or other privileges like education.

*“I do not have payment. The only thing I get is 15 birr per day for food...So I have to use that 15 birr wisely. But now the cost of food is very high...” [AA-FGD1WCP8]*

**Table 15: Payment of children engaged in the informal sector of traditional weaving by age group, central and Southern Ethiopia, 2013**

Variable	Category	Age group of children				Total (N=1268)	
		Age 5-13 (n=454)		Age 14-17 (n=814)		No	%
		No	%	No	%		
Job demand	Yes	136	30.0%	259	31.9%	395	31.2%
	No	318	70.0%	555	68.1%	873	68.8%
Payment	Yes	77	17.0%	342	42.0%	419	33.0%
	No	377	83.0%	472	58.0%	849	67.0%

### 6.2.8. Work Related Injury and Illness

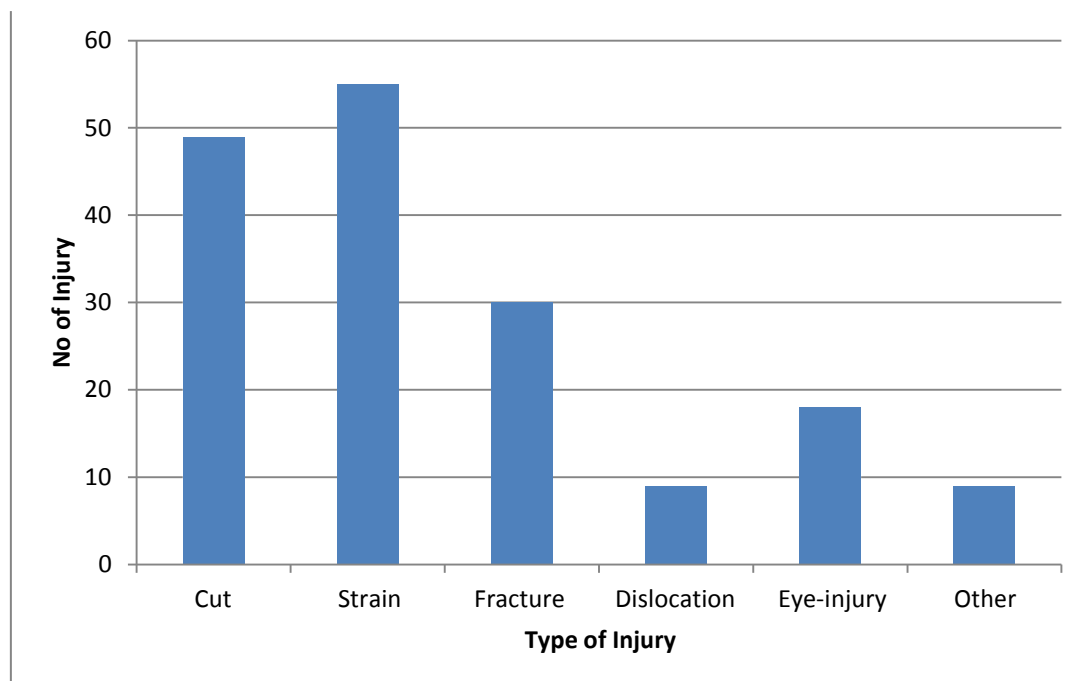
The one year self-reported injury prevalence was found to be 121 per 1000 children and 16.2% of them had an injury exposure of three and more times in one year period. From the total injuries strain and cuts/puncture were the most frequently occurred. Excluding the general illness, the one year work related illness complained by children was 261 per 1000 children and one third of them had three and more times illness exposure frequency in a year. Respiratory illness was the leading disease reported by 111 (33.5%) of children followed by eye illness 92 (27.8%).

In this study, 67% of children who faced work related injury and illness in the last 12 months prior to the survey had stopped their work temporarily and 29% had stopped their school for some time.

**Table 16: Work-related Injury and illness distribution among children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

Variable	Category	Work shift of children				Total	Percent
		Night work (n)	Percent	Day work (n)	Percent		
Injury in the last one year	Yes	36	18.0%	118	11.05%	154	<b>12.1%</b>
	No	165	82.0%	949	89.0%	1,114	<b>87.9%</b>
Frequency of Injury	Once	21	58.3%	78	66.1%	99	<b>64.3%</b>
	Twice	8	22.2%	22	18.6%	30	<b>19.5%</b>
	Three and above	7	19.4%	18	15.3%	25	<b>16.2%</b>
Illness in the last one year	Yes	67	33.3%	264	24.7%	331	<b>26.1%</b>
	No	134	66.7%	803	75.3%	937	<b>73.9%</b>
Frequency of Illness	Once	23	34.3%	116	44.0%	139	<b>42.0%</b>
	Twice	17	25.4%	66	25.0%	83	<b>25.0%</b>
	Three and above	27	40.3%	82	31.0%	109	<b>33.0%</b>

The major reason for not understanding the magnitude of hazardous tasks for children was lack of available surveillance data and reports on accidents and work-related injuries and illness among youth workers, especially in developing countries (12). A systematically collected injury and illness data in Brazil and Chile among children less than 18 years engaged at work showed that up to 93% of children were suffering from work related injury and illness. It was found that 39% of children work in unacceptable condition (50). In Uganda, around 19% of the working children experienced injury in one year period due to the nature of their work. The injury cost 48.0% of children to stop working temporarily and 44.7% to stop schooling temporarily (34).



**Figure 6: Type of work-related Injury among children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

Although most of the different task in weaving needs long time of sitting or standing, it required musculoskeletal movements to perform the task. Children's musculoskeletal disorders were investigated using a standardized tool. The tool analyzed the severity and frequency of occurrence of MSDs pain in 15 different body parts at the same time. According to the assessment, 931 (73.4%) of children had developed at least one type of MSD. Majority 78% of the MSDs were mild and 22% were severe forms of MSDs. Since the MSDs were work related, majority of 73% of children felt the pain once during their working day and 84% of the MSDs occurred at the end of their task. In the specific body part, prevalence of lower back pain 551 (43.5%) followed by upper arm 377 (29.7%) and the least body part prevalence was on thigh 126 (9.9%).

Researches witnessed that the skeletal development of 15-20% of the human being acquired at the age between of 10-20. Hence the damage of bones, joints, ligaments and muscles due to a physical strain or a repetitive movement could result in stunting and caused spinal injury leads to a lifelong deformities and disabilities (51). Musculoskeletal disorders (MSDs) such as shoulder pain, backache, pain in hand, joints, knees, calf muscles as illustrated in India weaving industry (44). The finding of

our study also strengthened the aforementioned musculoskeletal disorders as a significant health and safety impact that weaving children encounter due to the nature of the activity they accomplish.

During the qualitative study, the general view of both child workers and stakeholders indicated that work related illnesses and injuries that have been experienced by children weavers were found to be musculoskeletal disorders highly associated with work practices, habits, design of work stations/places, the management of working conditions according to the capacity and need of the working person.

*“I feel the pain on my legs when I stand up due to my sitting arrangement. ... My hands become so soft that it is easily hurt by equipment’s. Light goes so frequently and I even fall in the weaving holes... the spinning machine hit me... Sometimes I find my hands get tired of working due to the excessive work. So I will tie my arms and keep on working. I am the only one who works ‘Diwor’...I just have to continue working holding my pains back.” [AA-FGD1WCP1]*

Almost all participants have more frequently explained that children engaged in weaving tasks highly suffered from pain on their lower back followed by upper arms. Working by sitting in awkward posture (bending), on uncomfortable seat, without back support for extended period is very risky condition that lead individuals to the development of musculoskeletal disorders. Conditions of these children work practice/habit were observed and discussed as the causes for their illness.

*“Weaving is a very harmful job because you work by bending yourself like this [bending his posture], and when you work ‘Diwora’ like this [bending his posture] you will feel pain here [directing to the back]”. [AA-FGDP3]*

The tasks of “Tibeblekema” [designing] and “Diwora” mainly exposed these children to bend and twist their back and neck for about 3-4 hours to finish their task under which condition it is not possible to adapt different posture and relax their body.

*“There are different kinds of designs. We are children, we feel pain when we work that design by bending like this [bending his back]. There is no chance for looking up [no chance to relax] and in that state we feel pain in our waist.” [AA-FGD2WCP4]*

It is accepted by the society that weavers back is humped and feet are splayed so that they did not give much attention for any physical change that can happen to their children as a result of their poor contact with the children at their work place where their physical structure was barred to develop. .

*“Their back bends down as they spent the whole day working. Their skin turned yellow because they never see to the sunlight and even their eyes are afraid of the sunlight. These children have a physique that isn’t well built.” [FGD\_GENERALP6]*

Cuts by sharp tools like blades used for cutting threads were also among the most frequently mentioned injuries that these children faced while they were working in weaving.

*“... While cutting the thread the blade might cut my hand, at that time it hurts and you may feel worried and want to go away”. [AA-FGD2P2]*

Another child participant also explained as:

*“I started weaving when my mother was cut while working ... Her hand was bleeding during that time, so she was unable to do weaving”. [AA-FGD1P4]*

In addition to these, pain on many parts of their body like around their lower legs, around waist area, thigh, fatigue on their hands, abrasion with hand bleeding as a result of hand overuse, falling into weaving holes, headache, uterine pain, intestinal obstruction, skin turned to yellow and eyes afraid of sunlight due to long time stay at indoor works were types of illness and injuries mentioned by different participants from children, stakeholders and key informants.

*“I have faced serious problems in relation to weaving. I had intestinal obstruction surgery last year. Still there is scar of that. It is the result of “shema”. I started “shema” when I was a kid. I face with the intestinal obstruction from long time of work.” [AA-FGD2WCP2]*

The other critical problem that children raised was that whatever the problem they were faced it was not possible for them to get proper medical treatment. Many of them reflected that they did not inform to anyone about their illness because no one gave

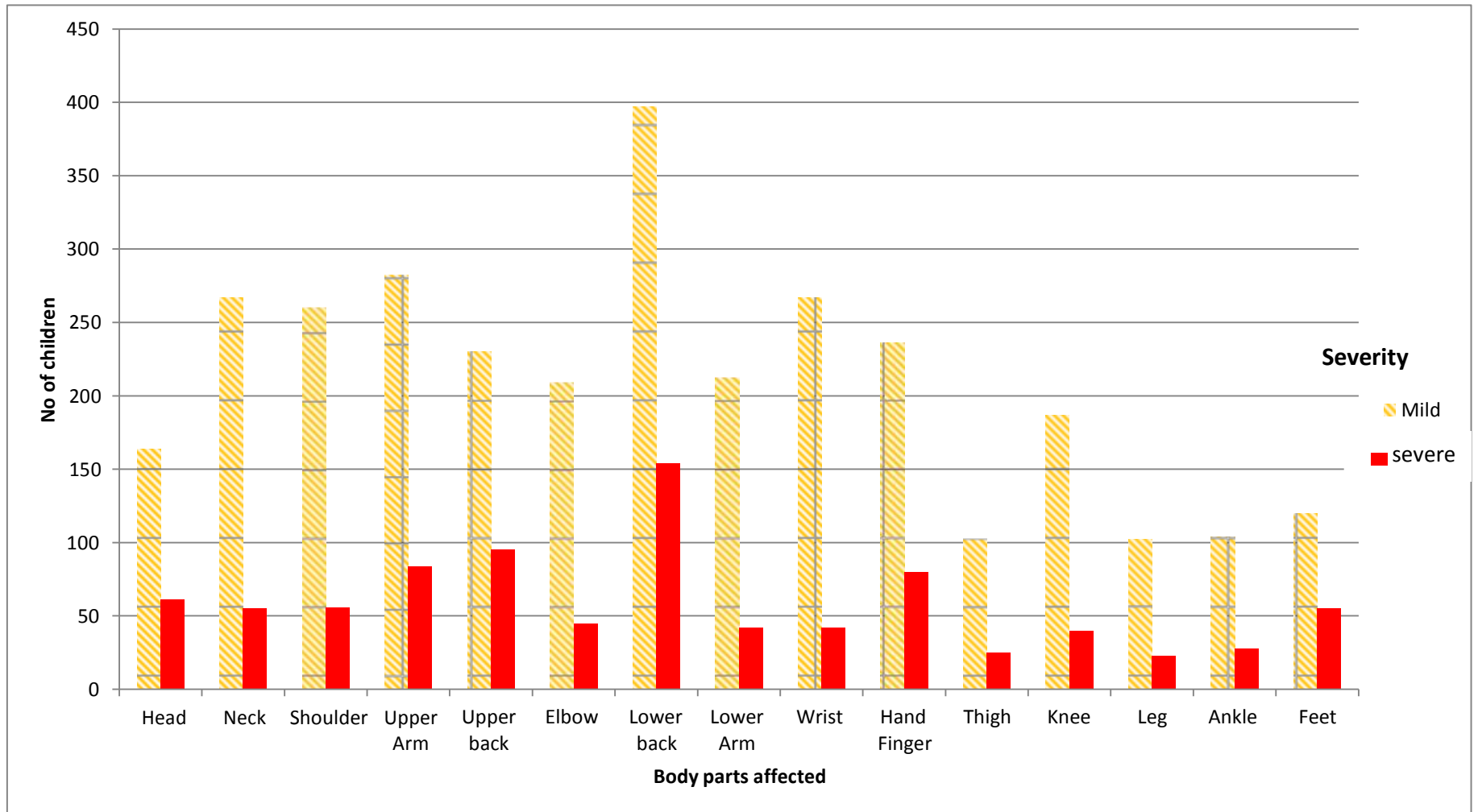
them attention and just pushed to continue their work. If they got any help it was the drug that their employers bought them without the prescription of a physician.

*"I feel pain on my back, my legs, my hands...I don't even have anyone to take me to a hospital when I got sick... / always get sick [in a very broken voice]..." [AA-CSWCAI]*

**Table 17: Work-related Musculo-skeletal Disorders among children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

Body parts	Degree of Pain of WRMSDs		N° and % of children with MSDs		Frequency of feeling pain				Occurrence of pain	
	Mild	Severe	Number	%	1/day	1/week	1/month	Since start work	Between and at the end of task	Throughout the day
Head	164	61	225	17.7%	88	65	44	28	147	78
Neck	267	55	322	25.4%	218	44	26	34	265	57
Shoulder	261	56	317	25.0%	262	28	2	25	278	39
Upper Arm	293	84	377	29.7%	269	65	9	34	325	52
Upper back	230	95	325	25.6%	225	44	15	41	265	60
Elbow	210	45	255	20.1%	193	39	5	18	228	27
Lower back	397	154	551	43.5%	391	84	24	52	443	108
Lower Arm	213	42	255	20.1%	196	26	5	28	228	27
Wrist	267	42	309	24.4%	251	40	5	13	282	27
Hand Finger	236	80	316	24.9%	245	23	6	42	279	37
Thigh	101	25	126	9.9%	109	10	2	5	109	17
Knee	187	40	227	17.9%	170	23	9	25	188	39
Leg	104	23	127	10.1%	96	9	4	18	107	20
Ankle	104	28	132	10.4%	113	15	2	2	108	24
Feet	120	55	175	13.8%	123	18	34	0	139	36





**Figure 7: Work-related Musculo-skeletal conditions among children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

### 6.2.9. Social and Developmental Impacts

The qualitative study of both children’s FGD and stakeholders’ FGD explicitly showed the social and physical impact of weaving on children, which they already had faced and which they will face in their future life. It is obvious that the impact of all these hazards would be huge on children’s future life as a citizen and for the country at large. The problems were expressed in different ways; which were summarized as follows.

Children’s future will be affected by disgrace from different directions like employers; friends and neighbors that make them have no self- confidence and lead them to have low self-esteem. The Rosenberg self-esteem assessment result showed that nearly 30% of children have low self-esteem while only three children have high self-esteem. There was a difference among target household children and non-targeted household children concerning their self-esteem with a  $P < 0.0001$ . From the total 22.7% and 38.1% children have low self-esteem in the targeted and non-targeted households respectively. Besides, high self-esteem was also found only in the targeted household children, none of the children in the non-targeted households have high self-esteem. This difference could be due to the E-FACE project livelihood and child protection intervention in the targeted households (*more on table 17*).

*“... They [neighbors’ children outside] say [by laughing] ‘you work till your buttocks get dry’. At that time, we feel backwardness and inferiority...” [AA-FGD1WCP2]*

**Table 18: Self-esteem status of children aged 14-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

Category	N=969		Total
	Targeted, n=528	Non Targeted, n=441	
Low	120	168	288
%	<b>22.73</b>	<b>38.1</b>	<b>29.72</b>
Normal	405	273	678
%	<b>76.7</b>	<b>61.9</b>	<b>69.97</b>
High	3	0	3
%	<b>0.57</b>	<b>0</b>	<b>0.31</b>

- Being traumatized at an early age either through physical abuse such as being beaten or psychological abuse such as being insulted continuously will lead these children to develop the feeling of backwardness, inferiority and self under estimation, frustration, hopelessness and hate. Some children even expressed that they thought of committing suicide.

*“[With a very broken voice] hmmm...Yes...very...very strongly. I wish I had a family and I need them. Since I lost my family, I am always traumatized. I feel helpless and hate everything”. [AA-CSWCA]*

- Another child participant also expressed as:

*“...there are times that I feel to make suicide...he bring me here from my region when I was a kid ... I felt I wish to live with my mother. I miss my mom and dad.” [AA-FGD2WCP1]*

- As they grew they became afraid, less confident to stand for their right and to express their feeling, frightened to stand on the stage due to bad memory and influence of their past. Family representative in the FGD expressed that:

*“...if the child can't make four [Netela] as they were ordered to make four... if by chance he stopped at three, that's all..., The child spend horrible week with abusing, beating and other...the whole neighborhoods may be disturbed.” [AA-FGD\_GENERALP7]*

- Children can't communicate with others freely, unable to stand for their right legally, even afraid to inform police about their problem. Even during the discussion period some children were not freely talking about their idea; sometimes they watch around and duck their head to the floor. They will have difficulty to socialize themselves when they are joined with other groups of society, because they have been always abused physically and psychologically while they were child.

*“...they are not allowed to express their ideas freely; they may be beaten...they may be punished with food, “yesebetmisa”[Sunday lunch]. They may be mistreated, may*

*be insulted. These things might affect them psychologically and they became unconfident.” [AA-KIIWFP5]*

- Even children showed their perception about the severity of the problem that the excessive work load might lead them to disability or to some sort of effect on their physical fitness:

*“While we are working our muscle gets exhausted, and this is not appropriate for children because this exhaustion might lead to disability after years.” [AA-FGD2WCP2]*

- Stakeholders also reflected their strong view on the uncomfortable work place, the mistreatment and the denial of their human rights just like good nutrition and free time to play as a kid might have effect on their physical mental and psychological growth; they are not well developed according to their age. Expert participant from the zonal children, youth and women affairs said that:

*“... to our zone’s reality children are not growing to the level they should grow...With respect to its psychological impact, since children are always under influence they become coward, they are not expressive and even they can’t stand for their own rights.” [AM-FGD\_GENERALP6]*

- Those trafficked children may even forget their families because they were sent to their employer while they were very young and may stay away home until their death. They also would face difficulty to fully socialize with the society as an adult for the future because they did not have such affair when they grew up. They always feel as if they are under control even at their adult age. Over all they won’t have good personality and will not have the moral and vision to get out of such system. Family representing participant who have been a child weaver, summarized the impact by telling a story:

*“There is a myth about one person who tied a lion till it grows then later on he left it tied with thin rope and the lion remained there thinking that he couldn’t go further. Even it can’t think that it can go further as it grew up tied to that place.” To be honest, to ask our people to go and work somewhere else will be meaningless. In their adult*

*life time they feel that they are under control. I am witness for that” [AM-FGD\_GENERALP3]*

Beyond this research finding, many literatures have warned the overall effect of child labor on children’s development and social life. The cost of a society due to children contracting chronic illness or injury at work is much higher than an adult worker contracting a similar injury and illness (12, 51). A Malawian research stated that children were subjected to sleeping problems and nightmares, continual sadness and a feeling of powerlessness or lack of locus of control (52). Simultaneously, discrimination and stigmatization of children by adults and peers in their communities and at the workplace was also reported (52, 14). Child labor explicitly affects children’s right for education, the right to basic health, the right to play and protection and the right to remain at their place of origin. The society perceived child laborers as a threat like robbers and thieves which make them have a negative attitude towards society and tend them to be violent and criminal (14).

### **Future plan of Children Involved in Weaving**

Nearly half 598 (47.2%) of children wanted full time schooling while 588 (46.4%) of children preferred schooling with spare time work. More than half 663 (52.3%) of children didn’t have adequate skill on weaving, of those (302) 45.6% required additional training on "Shimena." But surprisingly 205 (31%) didn’t want any training in weaving; rather they wanted to leave the weaving sector.

Children and key informants in the qualitative studies have pointed out children’s future dream. One’s aspirations truly defined the state of being which often influences our course of action in choosing what is good for him/her. Some of the key informants did not want their children to continue as weavers throughout their life. Some of the children in urban areas aspire to quit weaving and join their families in rural areas.

*“Yes ...but my employer doesn’t want ...I prefer to be with my family.” [AA-FGD1WCP7]*

- Those who were not attending school aspire to pursue their studies.

*“ I wish to have all things giving me comfort. I wish to attend school...had good results...but what is its use? I have no value at all. I want to have all these but...I don't know till when... hmmm...above all I want to attend school...that is what I need most. ” [AA-CSWCA]*

- Key informant parents also want their children to be employed in the formal sector.

*“... If they continue with the weaving they have no future, except leaving everything to God....I wish if they will become good citizen...be happy if they be doctors or office workers though it is the will of God.” [AA-KIWFSe]*

### 6.3. Farming Sector

Farming is one of the listed hazardous sectors for Children. The long standing societal culture of farming and the engagement of the majority of the country's population in farming made children start participating in agriculture with their family. However, because of the growing demand of agricultural products in urban areas, the farming practices in the study area were commercial farming that focused on cash crops and market demanding products like: banana, apple, cotton, maize and sugar cane. These types of farming give much production which in return utilizes large labor force. Hence, child labor was available, cheap and easily accessible in the area. Children have different roles in the sector in irrigating the crops, in collecting, in transporting farm products, etc. The result of qualitative study gained in this research focused on the educational conditions of children engaged in farming, their living conditions, the workplace hazards associated with farming, their health condition and the developmental and social impacts of farming on young children in the study area. This research was conducted through FGD conducted with children involved in the private owned farms, case studies, key informants: employers and parents of children and FGD of stakeholders. Children for the FGD were recruited from banana, cotton, maize and mixed farming of involved in livestock.

#### Migration of Children for Farming

Although there were some local resident children who participated in the farming, there were also children migrating from other places to work on farming in Arba Minch area. The children have succinctly explained that they have been subjected to child trafficking which fulfils the deception element. One of the respondents explained that he received information, regarding what life looks like at destination, from children who returned home from urban centres and was tempted to migrate. He then, travelled long distances on foot the whole day and reach destination travelling through the forest. The child explained his ways:

*"I was told about it [the idea of migrating out of birth place and coming here [farming]] by children who went back home after staying in urban centres...Yes [I had no one even to guide me the way]. I had no one....I came here [farming] on foot...I*

*started journey at 7:00 A.M in the morning and reached here [farming] about 8:00 P.M. in the evening. I came through the forest using shortcut ways to arrive here [farming].”[AM-CS-AgrCBa].*

Others have mentioned that they came to this destination as they were tricked by deceptive information that says there are lucrative jobs to change one’s life. They are now regretting being deceived.

*“I came here from wolayita [other zone] because of wrong information that I received from different directions “here there is a very huge agricultural area and you can be productive within short period of time.” But it is not true.” [AM-FGD1-AgrCP6]*

### **Pushing Factors**

Almost all the respondents mentioned poverty as a pushing factor for the children to be engaged in the farming sector in Arba Minch and Wolayta. They explained different facets of poverty that triggered them to be engaged in the sector. A girl FGD participant expressed emphatically her family’s destitution as a reason to involve in farming:

*“He [my father] is a daily laborer. The money that he receives from his day labor is used for our day to day hand to mouth life and other social life expenses. By this situation, asking my father to give me money is very shame for me. For myself I can eat and learn by working at day labor but I have younger sisters at home. Although it is challenging to continue my education, I want to finish and help my younger sisters.” [AM-FGD1-AgrCP2]*

While most of the children mention poverty’s consequent effect saying that it hinders them from accessing educational materials and thereby taking them out of school and finally let them leave their parents in search of a job to get educated, others go to the extent that their engagement in farming is a requirement just to live. Almost all the child respondents have mentioned lack of educational access and family unwillingness to send them to school as a pushing factor for them to look for a job in urban centers which they ultimately hoped may pave the way to access education.



Some of them seriously complained that their parents simply deny them the right to go to schools. There are also some who contended that their families require them to work and support them. They said this forced them to work as laborers in farms. A migrant child expressed his feeling as:

*“Generally, they don’t fulfill my needs...I felt that I don’t have to stay there [with family] if I am not attending school....Yes [I leave my family to come here] [farming] because of my grudge on them [family] as they prevented me from school.” [AM-Case Study-AgrCBa]*

The other major factor that has been mentioned is death of parents. Some of the children explained that it is when one or both of their parents died that they felt helpless and decided to work as laborers in the farming sector. One of the child respondents mentioned that he preferred to work as a laborer in farming because the only thing it required was to invest his labor. A child FGD participant expressed his pushing factor for agriculture as:

*I had never worked any work before now. When my mother died I was enforced to do this difficult and challenging work.” [AM-FGD1-AgrCP2]*

One of the key informants identified land fragmentation, family preference and influence as a factor that pushes the children towards farming. He explained as:

*“Since we are economically poor having land that we inherited from our fathers, we force children to work so we can satisfy their needs...Since all of us are farmers, we want our children to be farmers too.” [AM-KII-AgrFBa]*

### **Pulling Factors**

The children explained that they are engaged in farming activities mainly driven by the fact that their parents are also farmers. As they have been brought up in a family that predominantly relies on farming to win daily breads, they are engaged in farming as young employees to earn enough money that supports their respective families.

*“The reason why we enter in to agriculture is it is an activity that our parents were engaged in since many Ethiopian people are engaged in agriculture, following our parents we participate on agriculture” [Wt-FGD-AgrCP1]*

In addition to their families’ backgrounds, the children mentioned two other pulling factors that have contributed for their current engagement. The first one is the need to support their family whereas the second one is the fact that they are comfortable with the daily payment schemes they have in the agricultural sector, unlike most other sectors. It has been mentioned that the children are happy with the daily payments they get from their engagements in the farming sector other than a monthly or related salary payment schemes in other types work. A child FGD participant said:

*“I prefer banana cultivation because the salary is given to us within a day. The salary of others is given after 15 days, or monthly. This is not good for me because my today’s salary is used for breakfast, lunch or dinner.” [AM-FGD1-AgrCP]*

Family influence and daily payment arrangements could similarly be recognized as prominent pulling factors.

### **Children Education in Farming**

A summarized opinion of participants from children’s FGD, Key informants and case studies regarding educational conditions of children engaged as laborers in the farming sector was described below.

There were two major categories of children engaged in farming in the study areas in terms of the challenges they had on educational aspects. These were those who were not attending school at that time due to various challenges and those who were indeed of attending school but had very serious problems in terms of efficiency. The first category was those who were not attending school at all at that time. These children mentioned two basic reasons for being non-attendant.

The first reason was that their families were not willing to send them to school because of cultural influences and they simply required their children to help them

out in household work. One of the child respondents suggested that this kind of attitude was so widespread in rural areas where most of the children came from. This opinion has also been confirmed by one of the key informant parents who also have his children engaged in farming. It has been explained that owing to reasons of being skeptical about the prospect of education for their children, a number of parents are still hesitant to send their children to school. However, it was also suggested that this kind of attitude was getting improved as many parents came to understand the necessity of education for their children. A key informant who has been involved in farming also confirmed that:

*“What I see happening in my home and in others in this area is that nobody cares about children’s education. They [farmers] are not interested in letting their children go to school. This has become an established custom for quite long. There are some improvements now. People have started being interested in the education of their children, but they are facing such difficulties as a few numbers of schools in this area and children dropping out from schools when they are in the fourth or fifth grade.”*  
[AM-KII-AgrF Ba]

The second reason that most of the participants mentioned as a factor for children non-attendance and persistent drop-out was the economic conditions of their parents. Some of the children who were not attending school at the moment have never been there at all whereas some others started education and were forced to drop out as there was no support from their families mainly in terms of provision of educational materials and other necessities. For instance, one of the respondents expressed that he started education and reached grade two; but it was not possible for him to proceed further as there were demonstrated inability to win life and make educational materials available which drove him to be engaged in the laborious farming practice. A child participant said that:

*“I had a very strong ambition to attend school but my family was not capable to let me attend school... they [parents in rural] are not willing to send their children to school... they fail to buy exercise book and pen.”* [AM-Case Study-AgrCBa]

There are some children who were attending school and working in farming at the same time. Most of them mentioned that they do so as they attend classes in the morning and work in the afternoon or the vice versa. Most of these children admitted that they are attending schools absentmindedly and they are poor in their educational achievements. The most influential reason they mentioned is that they are working in a very tiresome condition and literally had no spare time to study as they got too exhausted to study when they got home. Because of this they often went to classes without doing their homework and assignments so their teachers became furious with them which further frustrate the children. It has also been mentioned that it is quite normal to miss classes if they had unbearable workloads which often comes on an intermittent basis. A child mentioned that:

*“There are two shifts in the school. We go to school on shifts. If I have to go to school in the morning, I work in the afternoon and vice versa...If I have morning classes, I work from 3:00 P.M to 6:00 P.M. in the afternoon. If I have classes in the afternoon, I work from 7:00 A.M. to 11:00 A.M. in the morning. Sometimes, I miss classes to work both in the mornings and afternoons.” [AM-FGD2-AgrCP1]*

In addition to the workload and the consequent fatigue, the children mentioned lack of educational materials including study books as one reason that hampered their good performance in education. For instance, one child mentioned that in his school they took one book for ten students. Hence, the students should share the book which is often a challenge for the children engaged in farming as they spend all their day time in the farmland. The child mentioned the scenario as:

*“In our school we have scarcity of books and we have one book for ten students and when we have assignments and homework we can't do it, we spent all our time on the farm land. We haven't time to borrow the book and I fear to go to my friend's home to borrow the book at night time. In this situation how can I continue my education? What will be my destiny? What can I do? I really worry about this issue.” [AM-FGD1-AgrCP2]*

Work related injuries are also mentioned as factors affecting child education. One of the children mentioned the case of his injury while working. His family had no income to take him to the clinic to get treatment so he missed his education.

*“...When I was digging the farm land I cut my leg with hoe and I stayed away from school for a week. I haven’t had money for medication. I missed exams and the school suspended me. I am begging the school to get me back to school.” [Wt-FGD-AgrCP5]*

The various factors mentioned above have exacerbated the dropout problems of the children in the study area. Many children dropped out of school after reaching grade four or five and even below that. FGD participant child also illustrated that:

*“I stopped my education at grade two because of constraints of money for school and other services. Then I came [migrated] here to work in crop and livestock production, as well as in forestry and agriculture [I can’t continue my education].” [AM-FGD1-AgrCP3]*

One key informant father mentioned that he was forced to make his child leave school and plough the land as the income of the family is very low to support the rest of the children who do not work but attends school only. However, the father also maintained that it was because the child has become ineffective in education that he finally withdraws and became a fulltime farmer to earn money for his family at an early age. Father of a child Batkero, key informant said that:

*“Since he [my child who works in the farm] didn’t score good results, he [my child] resorted to farming” [AM-KIIAgrF]*

### 6.3.1. Children's Living Conditions in Farming

#### Food

Nearly all of the respondents explained that they had serious problems regarding their food or dietary conditions. They all complained that they neither got enough food per meal nor did they eat three times a day regularly. This was substantiated by the opinion of a key informant father who repeated what the children complained about. It is only one participant child who mentioned an experience of eating three times a day, albeit nothing was commented on food adequacy and quality.

Most of the children suggested that their dietary condition was not programmed and it simply depended on unpredictable conditions. If their employer failed to give them their daily wages, which was explained not to be a rare case, they would simply be starved as they have no other option. They also seriously complained on the unaffordable price for food with regard to their meager wages. One of the children explained the challenges he struggled to manage all his meals, his monthly house rent and other expenses.

*"...if the owner or the merchant fails to give me money, I may not eat my dinner...per day I may get a salary of 7-10 birr. From this I may buy "injera" [local food], potato and paying house rent...It is not enough to fulfill these basic needs. I may not eat if the daily work is not available." [AM-FGD1-AgrCP6]*

This and the poverty of their parents, for those living with their parents, make it normal to miss one of the meals in order to get the next one. It has also been mentioned that the children did not get enough food even when they were said to have eaten. Most of the children stated that they eat "Quolo" [roasted corn] in most of their meals and further asserted that they mostly have such meals twice a day.

*"... I eat two times a day, but I mostly eat one times a day. I say the day would be interesting/good when I eat two times. We buy one can of corn with 2 birr and eat it with coffee in the morning and at 8 o'clock. We again eat a "quolo" [roasted corn] again." [Wt-FGD-AgrCP7]*

## Hygiene

Most of the children expressed that they had problems regarding their hygiene as they did not have enough clothes and they also did not have time and sometimes money for sanitation such as a haircut. A child FGD participant who have employed in the household for the purpose of farming, livestock and other household activity said that:

*“...our owners [employers] do not fulfill these basic needs (food, cloth and house), even to cut my hair I am always begging them.” [AM-FGD1-AgrCP3]*

One child responded that he had enough clothes to the standard of the community he was living with. Others seriously complained that they only got one cloth per year and they wear the same cloth while working and sleeping at night. One of the children said that he did not have enough cloth to cover his body referring to the towel (*fotta*) he was wearing during data collection.

*“We sleep by wearing what we wore in the day time because we don’t have other clothes specific for sleeping. But I don’t have clothes. I have 1 trouser 1 shirt. I always wear it both inside and outside the house.” [Wt-FGD-AgrC]*

## Housing

With regard to housing, most of the children explained that they live in a hut made of grasses that only keep them warm while it becomes miserable in the rainy and cold season. The children consider having a house with an iron roof as a sign of accomplishment. A migrant child working in the state farm mentioned his struggle as:

*“I am just working in a very hazardous situation.... When I lost my job, I leased a house hence; I have to work hard to cover my accommodation here.” [AM-FGD1-AgrCP6]*

One of the children mentioned that it was only his father who slept in such a house whereas another child explained that he had no housing problems as his family

recently constructed a house made of an iron roof. One of the children has also complained about the fact that their house is very small and dirty.

*“... We have a very small, dirty hut. It does not look like that people are living in.”*  
[AM-FGD1-AgrCP2]

This was case of the children living with their employers or families; there were also children who rented a house on their own. These children seriously complained that they were leading a very challenging life to cover their house rent costs from the small amount of money they got, which was not enough even for their food.

### **6.3.2. Workplace Hazards in Farming**

Although the focus of this study is not to address the magnitude of children involved in the farming sectors, it was known that many adults and child labors were invested in the farming sector. Similar situation was found in sub- Sahara Africa. It is relatively the largest employer of children. However, it has highly hazardous tasks for children. According to an IPEC report 59% of children aged 5-17years enrolled in the agriculture sector were in the hazardous work compared to 30% in service sector and 11% in industry sectors (85).

#### **Physical, Biological and Chemical Hazards**

Participants have mentioned different hazards they faced day to day in their working environment. The commonly voted hazards of physical and biological origins were use of sharp materials, fall, and harm by wild animals. The following general safety hazards have been discussed as a risk both by children and their families while working in the farm;

- Hazards of cut injury from using sharp tools and equipment in the farm to cut plants and harvest crops such as use of Sickle, Shovel and Picks.

*“...While children are working with shovels or picks beyond their ability, they cut themselves.”* [AM-KII-AgrFBa]



- Falling on the ground while loading of the banana. Children were not only afraid of falling hazard but also their employer's harassment and deduction of their wage if they let heavy load of bananas fall down. They expressed it as:

*"...often we fear that if we let down and broken the banana, the owner may deduct our salaries. This is frightening" [AM-FGD1-AgrCP1]*

- They are exposed to extreme weather conditions, since tasks of farming were performed in an outdoor environment.

*"...the sun light may get him more and cold air which leads him/her to certain health problem." [Wt-FGD-AgrCP5]*

- Occasionally children are exposed to snake bites, *Garter snake*, Wild Pigs and Frogs. Worms could also enter to their body.

*"When we come upon a wild pig in the farm, it goes for us and tries to bite us. They cause serious injuries...There are scorpions that also pose serious risks. While working in the farm, we come upon wild animals, snakes and scorpions which can put the life of people in danger." [AM-KII-AgrEKe]*

- Children had exposure to farm chemicals such as fertilizer and pesticides.

*"The other is that, we use fertilizers. If there is no fertilizer our farms will not give good results. When we use fertilizers we breathe in it ... I think these are dangerous." [Wt-FGD-AgrCP1]*

### **Ergonomic Hazards**

- Children and key informants have identified some ergonomic hazards in relation with the tasks involved in farming. The most often mentioned ergonomic hazards were associated with the materials they used, manual handling of heavy loads and the way of doing things such as:
- Poor working posture with bending and twisting while digging and clearing farming area with long time standing.

*“...because we work bending our backs like digging, we mostly face back and chest aches. We have sicknesses around our chest and back.” [Wt-FGD-AgrCP2]*

- Poor design of working hand tools and equipment which did not fit with children’s growth could lead the user to commit error and affect him/herself or even others who have been working with them.

## **Psychosocial Hazards**

Throughout the discussion forums conducted, the following psychosocial hazards for children engaged in agricultural activities are mentioned as an experience by children and have been mentioned by families, too. Though the nature and severity of the harm varied across the cases, this hazard could also be seen in the dimensions of psychological, social and physical abuses. The most repeatedly mentioned psychosocial hazards experienced by children and mentioned by families and employers were feelings of sadness and becoming angry, being insulted and beaten by employers, deduction of their salary for any mistake, lack of communication with their family etc.

Major psychosocial hazards raised in the discussion were described as follows:

- Children were frightened of their employer. Sometimes they decided to take risks in their practice due to fear of beating, insulting, and deducting salary for any mistake or poorly performed tasks.

*“... if I make a mistake while I perform my duty, they [employers] become so angry with me, they [employers] insult me. This frightened me.” [AM-FGD1-AgrCp4]*

- Stress associated with high work load and lack of understanding from employers and families showed how they are suffering to perform the task.

*“...when I returned back to my home, my families do not understand my tiredness...especially my step mother don’t” [AM-FGD1-AgrCP2]*

- Children expressed that they missed their families (feeling of homesickness) and they did not have freedom to communicate with families they couldn't even manage their own assets that they cannot save for any purpose.

*"I am not even able to return back to my family. If I wish, I have to go back on foot...hmmm...if I wish to take a car, I can't get money promptly. If I ask to go back to sell the goat which I have been given, they [employers] don't let me go. They [employers] will force me to stay here [farming]...Yes [feel homesickness now] I feel it [homesickness] very much." [AM-CS-AgrCBa]*

- Conditions of psychological disturbance i.e. shivering due to fear of wild animals' harm while working in farms.

*"...when we are irrigating maize and bananas under the banana tree we may find Snakes or Garter Snake. This area is known in snakes and Garter snake. At that time we are shivering, shouting and run away think this by itself has its own psychological impact on our life. [AM-FGD1-AgrCP5]*

## **Work Load**

Based on the information from participant children engaged in agricultural sectors children perform the following activities as their major tasks: Cutting grass, collecting wood, ploughing, planting, digging, removing weeds, preparing maize and cotton, cultivating and carrying banana, handling heavy weight water Jar and bringing apple and other farm products to the market were the most commonly mentioned type of activities in addition to looking after cattle. Above all they were involved in other household activities. A girl FGD participant explained her daily activity as:

*"... in the morning and begin my day by cultivating banana and balancing the heavy Jar on my head or back as I returned I prepare breakfast, coffee .... If I have lunch I may eat if not I may go to carry banana without having food. I work to feed the family." [AM-FGD1-AgrCP2].*

- Although these children were engaged in different busy tasks, their attitude towards working and being a child was positive.

*"Children who are 14-17 age limits are capable of helping their fathers being aside them (fathers) and these children also have to take rest after working in the morning.*

*Getting back from rest children shall work tasks which can change them [their life] he says.” [Wt-FGD-AgrCP1]*

- However, they were exposed to high work load with high physical demanding task, long hours without break time, and work in the weekends, on holidays and at night.
- Although children in farming had a flexible payment condition unlike to the weaving they were complaining that they were exposed to excessive work load beyond their capacity. It has been also confirmed by the key informants that there was no difference in job allocation for children and adults once they agreed to be engaged with it.

*“The work is very difficult and inappropriate for us, yet we haven’t any choice and are enforced to do.” [AM-FGD1-AgrCP2]*

- There was a difference in length of working hour between students and non-students. Students worked for half a day while the others work the whole day schedule that reaches up to 12 hours per day as per their explanation;

*“We often worked starting from 07:00am-06:00pm.” [AM-FGD1-AgrCP3].*

- A key informant as employer from Arbaminch also gave a witness that their working hours reaches up to 10 hours per day.

*“At 07:00am [work start] and after taking a 1 hour rest... keep working up to 06:00pm.” [AM-KII-AgrEKe]*

- It was suggested that children should not work on the weekends and holidays, they emphasized the importance of break in the course of their work day for rest and play.

*“I am working at an enterprise, the work started at 7:00 am to 6:00pm and we are working there without break.” [AM-FGD1-AgrCP1].*

- However, they also showed their concern for the economic status of their family.

- Some children also mentioned that sometimes they were forced to work at night until mid-night and beyond, especially during fetching water for irrigation from a nearby well and keeping wild animals away from the farm.

*"I begin my night by fetching water to the maize from a nearby well. I haven't break day time and night time. This is difficult for me, but I haven't any choice. I even work after mid night till 2:00 A.M."* [AM-FGD1-AgrCP6]

- There was a variation among participants in terms of work on the weekends and holidays. One participant who had been employed and lived with his employers complained that he always worked on Sundays and holidays.

*"Whether it is Sunday or Public holyday [I always work]. My specific work is watching cows."* [AM-FGD1-AgrCP1].

- The rest of the participants described that they were always free on Sundays and holidays.

*"For us resting time is Sunday; other six days are work days. On Sunday people go to church that is why Sunday is resting day. We should rest on Sunday."* [AM-FGD1-AgrCP5]

## **Payment**

According to the description from children and their families the payment conditions of children engaged in agriculture sector is quite different from the conditions of children engaged in weaving sectors. The daily laborer children engaged in farming activities were working by their choice for their payment conditions and amounts, however the mode of payment were still varied across the cases. Those who lived with the employers had some sort of verbal agreement in front of their family or elderly people and the employer is supposed to feed him/her and the payment could be annually.

*"...I receive my salary at the end of the year and lead my life... It is not money. They pay us in the form of cereal...I sell it in the market and I buy goat, shoe, cloth and other necessary things ..."* [AM-FGD1-AgrCP3]

Whereas for the daily employed children payment done after the accomplishment of task in each day. Still some children gave their labor for the employer and they have shared the product during the harvest time.

*“They [Children] are not paid as daily laborers. When the crops collected, they are allowed to take what they deserve. They take their salaries in the form of grains; it could be maize, cotton or banana...They can take 50%. If the workers are two, they have to share that between themselves. [AM-KII-AgrEKe]*

### **6.3.3. Health, Developmental and Social Problems**

Generally almost all participants had complaints of different health problems associated with their farming practices.

- The most frequently mentioned health problem was injury while using sharp tools like axe, pickaxe, knife, sickle, shovel, etc. Sometimes the injuries from sharp tools let them get infected and might lead to serious illness.

*“Since we mostly work with sharp materials like digging with axe, once I was injured and it creates infection and have been sick. [Wt-FGD-AgrCP1]*

- These children are also sometimes poisoned by snake bites and other wild animals:

*“...I came upon a snake while working in the farm, and it went into a pit after spitting its venom on my eyes. I was very sick and had difficulty of recovering for long. There are scorpions that also pose serious risks.”[AM-KII-AgrEKe]*

- They are also at risk of seasonal infections like malaria since their task is managed in a place which is favorable for mosquitoes breeding.

*“While working in the farm, people including children and adults can be exposed to communicable diseases. Malaria in particular is increasingly becoming a health risk in this area...that will seriously affect our farm work.” [AM-KII-AgrEKe]*

- Children have also suffered from pain on their back, knee and chest associated with long working hours on laborious tasks and use of poor posture bending their

back while doing activities like digging, weeding [removing weeds manually], site clearing activities for long period and heavy loading.

*“Because we work bending our backs like digging, we mostly face back and chest aches. We have sicknesses around our chest and back.” [Wt-FGD-AgrCP2]*

- During the rainy season they also faced a challenge of flooding in the small gorges; as it was mentioned some people died of accidental flood while working in the farm.

*“Yes, around 29 people engulfed in the flood and died [while working in the farm].” [AM-KII-AgrFBa]*

- Some children in farming had more freedom to change their employment conditions than children in weaving when they were not happy with it but this does not work for all of them. Still children in farming had a feeling of boredom, hopelessness, dissatisfaction with their work and worry about their future.

*“Sometimes I asked myself what is my fate and how I’m born with this fate. I really enforced to work while I am tired.” [AM-FGD1-AgrCP2]*

- The heavy task involved in their daily activity and the lack of adequate rest and lack of adequate nutritional supply put them under high risk of developmental problem.

*“Children do not usually take good care. So, they don’t develop properly and get stunted.” [AM-KII-AgrFBa]*

- Generally the discussion during the qualitative study pointed out the presence and magnitude of different health, developmental and social problems associated with farming practices among children. In a quantitative approach of IPEC agriculture took the largest proportion for children health problems, 93% of adolescent workers suffered by work-related injury and illness in the sector. A study in Philippines witnessed that the risk of serious work-related injuries and illnesses in agriculture are five times higher than other sectors. (86)

## Future Wishes of Children in Farming

The most noteworthy future aspiration of the children is pursuing their education and be professionals. A case study participant said that:

*“I want to continue my school. I wish to be a doctor if I attend school.” [AM-CS-AgrCBa]*

One of the children expressed his wish to leave his daily laborer job in the farming sector and to start trading small items like sugar cane. His plan is to save some money and pursue his studies. A child participant expressed his wish as:

*“If I will go home once with my people, I can work like trading by selling sugarcane and maize. If I have money I want to continue schooling. I do not want to continue in this way.” [AM-CS-AgrCBa].*

However, employers of the children tried to find out means to make children stay with them without offering better living conditions to them while building up their own wealth. One of the key informants suggested that:

*“They [children] work for others for a year or two years. After that, they will have their own land and house...They have to do saving. When they find land that is up for sale, they buy. They will then continue living as residents in this Kebele.” [AM-KII-AgrEKe]*



## 6.4. Fishing Sector

Children engaged in fishing sector had many responsibilities to manage throughout the day and they also had to work in a similar set up using the same equipment to perform fishing when there is no defined job allocation for children and adults. These tasks include laying the net in to the water, checking the net for trapped fish, collecting the trapped fish, skinning the trapped fish, laying the net again, checking the net again in the afternoon, taking out the net and skinning the fish again, carrying out the trapped fish and skinning with this they ended up the days job. But all these would be accomplished with no rest time even to take a breath and struggling with the wind, weather condition, hippos and crocodiles. Children working in the fishing sector must have good swimming skills, and it is better if they can swim with their hands rather than legs to minimize the sound produced so that animals would not become alert due to the splashing sound created while swimming.

*“...Then [after some time from laying the net in to the lake] we return back and check the net as “Koda” [a kind of fish] get spoiled soon. Then we’ll skin the fish trapped. We don’t have much time. While we are doing all these it will be about 03:00pm. So we return back in to the water to take out the net and skin the trapped fish. If there are carry boys [laborers to carry materials around] they will carry it but if there are not we ourselves will carry it. Then we go to the village to take bath.” [AM-FGD1FCP4]*

Assessments of the work place practices of fishing in other places also found that; the task of children in fishing encompasses hazardous work which was legally prohibited and light work which may be allowed with certain conditions. There are tasks on the land such as lifting nets, fish cases, and repairing nets, cleaning and processing fish; in water such as crew work, hauling nets, line fishing and diving. All these activities entail long hours and exposed children to extremely bad weather conditions (12).

## Migration of Children for Fishing

Unlike to farming and weaving few children enrolled in fishing besides, almost all the children were local residents. The involvement of other parties was minimal, unlike to farming and weaving parents don't allow their children for fishing.

## Pulling Factors for Fishing

All the respondents concurred with one single most important pulling factor that prompted the children to be attracted to work in the fishing sector; this was the high amount of money the children could get from fishing as compared to agriculture or any other activity they may be engaged in their localities.

*"You work on courage, make birr and buy something to take home this time fathers get delighted. You may make about 2000 birr from that you will spend 100 -300 birr or 500 birr if your families are poor. Then you will buy clothe, it may be second hand."*  
[AM-FGD1FCP2]

For those children who were not engaged in fishing, it was stated that they got easily attracted by having a look at the changing lifestyles and monetary earnings of their peers who joined the sector before. The children, their employers and families made a comparison between agriculture and fishing and suggested that fishing was more attractive as the money paid there was high. It was the lucrative character of the fishing sector that all the respondents unanimously mentioned as the most significant pulling factor for the children engaged there.

*"In this area we can't create another job. Children and elderly go to the sea side. There is no other place to go. If we choose agriculture there is job on agriculture project. At least you will be given 100m with 6 lines this will take at least 6 hrs. You go there in the morning and work up to 12:00pm then you will get 10 birr. You go by the sea side hoping that you'll get more than 10 birr."* [AM-FGD1FCP1]

Apart from this, the fact that food was not a problem for anyone engaged in fishing, the perceived allegation that fishing was a simple job with little hassles [noted only

by one participant] and the wise character of employers who knew how to handle the children were the other pulling factors identified in the course of this study.

### **Pushing Factors to Fishing**

Almost all the children and key informant respondents mentioned poverty and low economic status of the respective families as a pushing factor for children to be engaged in the hazardous fishing job at an early age. The fact that their families were not able to satisfy the basic needs of the children was repeatedly mentioned as the most important pushing factor so that the children could cover their costs and support their families.

*“For example in our family, we are six at home so they can’t teach all of us. They only send two to school but the rest four remain home...there is no one to support me while studying. My younger siblings attend school here and if I attend school in Arbaminch I have to pay 100 birr per month for house rent and there is meal, edible oil, pen, fire wood and other things. So this is bothering my family. Should they teach me only or teach the rest of the children. So thinking this I feel annoyed and start fishing. Now I go to Abaya and help my family.” [AM-FGD1FCP2]*

In addition to that, family unwillingness despite their capacity to send the children to school had also been mentioned as another pushing factor worth mentioning.

*“At the beginning I looked after cattle...Then all the cattle died, so we went to school. But my father doesn’t help me. He doesn’t have care about education. He has property cherished by God but he drinks with it. He drinks and disturb at home. So I leave home deciding to improve myself. I went to Abaya [lake] working on other’s net for share.” [AM-FGD1FCP6]*

Children had also lacked alternative jobs other than fishing for the sake of helping themselves. Families would not welcome children at home unless they got job to support them.

*“Most of the people here work there [in private farm]. When I went there to work I perceived that there is a desperate labor abuse. Assuming myself as an educated personality I dealt the situation with the employer. He didn’t listen me at all then he*

*said go I don't want to hire you. After that I couldn't find a job. I said where should I go? Later on I search and search and got nothing. If I return to my family they don't welcome me. If they were a little bit educated, they would see from different angles and say it is. [AM-FGD2FP2]*

### **Children Education in Fishing**

Two FGDs were conducted among child fishers; almost all of them had declared that they already dropped out of school. In fact, all the respondents in the first FGD with the children engaged in fishing were already dropped out of school. A number of factors have been mentioned in this regard. The first one was the plight to support one's own family as an urgent requirement.

*"I quit my education with the consent of my family. Because they are poor and unable to support me to attend classes, we agreed to quit my education for 1 or 2 years to work and buy 3 goats not to bother them. So I worked and bought 3 "Shihirs" (female goats that can reproduce) to breed them, so that I can sell them when I need money for education. Then I use the money for my study and buy another from its profit. This is how am studying [grade 7]" [AM-FGD1FCP1]*

Others dropped out of school because of disagreement with teachers during classes and lack of adequate time for education while they are fishing.

*"As we spend most of the time in the fishing, we don't have enough time to study." [AM-FGD2FCP2]*

Even those who are attending school alleged that they attend classes in an absentminded manner and had little, if not no, spare time to study.

*"...I attend classes and I go there on time. But mere presence at school doesn't serve any purpose. I don't give attention to what the teacher says and what home work he gives. But it would be better to earn a living carrying anything rather than risking my life here in fishing." [AM-FGD2FCP6]*

Moreover, it has been mentioned by the key informant employer, that the amount of money the children received from fishing made them reluctant in their education.

*"...they think if they can get this amount of money, why do they go to school? Specially, when the season is good for fishing they can get 6 and 7 thousand birr in a*

*month. So they believe that education is useless. Most of them are drop outs from school. Of course, recently some children returned back to school, because they felt regret by themselves. However, there are some foolish still thinking work on fishing is better than to be a civil servant in a state organization.” [AM-KII-FEKj]*

#### **6.4.1. Living and Working Condition**

Some children in fishing were living around the seaside which took nearly an hour to walk from the village to the camp. Others were working in the seaside and back home. Those, who lived in the camp used “Mamma” [tower for sleeping] and the ground around the sea for sleeping.

*“We sleep on the Mamma [tower]. One “mamma” is given for 6 up to 7 fishers but there are some who sleep on the ground. Even some of the “mammams” may leak rain water.” AM\_FGD1FCP4]*

They worked naked, often with only underwear, because they did not have swimming suits for the fishers. Hence, they worked in the sea, cooked and ate around the sea and slept there too.

*“When we go inside the water, we entered naked only with an under wear. When we come out and stay in the camp we only wear t-shirts ... For night we can get blankets from there to wear if we don’t have we can share it with our friends.” [AM\_FGD1FCP4]*

The children mainly spoke about their dietary conditions and stated about their housing and hygiene conditions. Food was not a big challenge for the children engaged in fishing as they stated. Though they ate twice a day most of the times, the fish they ate was fatty and they did not have the feeling of hunger.

*“Breakfast in Abaya prepared only once at about 09:00am or 11:00am that means breakfast and lunch together at once. We don’t feel hungry once we eat, as we eat well and drink soup after. Then at about 07:00pm dinner will be prepared” [AM-FGD1FCP2]*

## **Children Attitude towards Fishing**

All the respondents seem to have concurring ideas with respect to their attitude towards fishing as a profession for the children. They unanimously agreed that it was a very risky venture for adults let alone for children less than eighteen years old. They mentioned a number of facts in support of their allegations. The fact that it is very tiresome, it takes too much time during the period that the children should have to spend attending school and most importantly the death-prone situations in which the children work in were among the factors the respondents considered in this regard. It was with passion and deep concern that the respondents explained the hazards of fishing life comparing with the life of a soldier in the battle field.

*“Fishing! Fishing! It is not a work. It is paying scarification as military. A fisher lives in a forest throughout his life and if he fell in to the water there is no means to be rescued. For example if a glass is broken it will be of no use except being thrown. Accidentally if you fell of the “Ogolo” [boat like made of flat wood] you’ll remain under the water as a stone, the chance to come up to the surface is very low. Fishing, let alone for the age of below 18 it is bad for us. I can’t say they [children below 18 years] should do, even I myself is regretting on myself at this age.” [AM-KIIFFGi]*

## **Future Wishes of Children in Fishing**

The most noteworthy future wish expressed by the respondents was attending school. It has been mentioned that most children involved in fishing earned better money and often abandon school and attending school was the most important wish that the children might have in the study area.

*“My future plan is attending my education. If I score good result I intend to reach to a good position and if it is not I want to save money and increase my capital...” [AM-CSFCAe]*

## 6.4.2. Work Place Hazards in Fishing

### Physical and Chemical Hazards

According to the children and employers response, fishing was one of the tiresome works for children. Most participants emphasized the physical hazards in fishing such as natural factors, the working practice, the work environment and the work tools they are using. Some of the major work place hazards were discussed as follow:

- They used sharp tools to process the trapped fish for market.

*“We use share sharp utensils in the camp, we may cut our hands.” [AM-FGD1FCP2]*

- The weight of the trapped fish might lead the child fisher to drown in to the water if it was not properly trapped.

*“I pull out a fish that weighs 27 kg...I should catch it on its eyes then it sleeps. After sometimes it kicks the “ogolo” had a sound “twa-twa”. I was “Eyeselebku” [making it to sleep/Sedate]. It was not taken up in to the “Ogolo”. I stood up, and then it lets me down in the water. Its power doesn’t balance with mine. I sit on the “Ogolo”. I frightened and said ‘in the name of God thinking what other fishermen do. Others pull out standing up but I said “Tuss” [a sound to express a condition of difficulty]! Why don’t I pull it out sitting down why should I suffer! Then I pull it up sitting but if there was a hippo it turns me down and I would be caught by a crocodile.” [AM-FGD1FCP2]*

- Since they were working in an outdoor environment, exposure to extreme weather conditions was the common hazard particularly rain and heavy winds that create storms. This situation was explained by both key informants and children. The key informant further explained the condition of heavy wind storms which pose a threat to drowning with their “Ogolo”.

*“If there is wind, it may result in storm. This time children below the age of 18 couldn’t resist [the storm] to come out of it.” [AM-KIIFFGj]*

A child FGD participant also witnessed his experience of the heavy rain combined with wind created storm that hinder distant vision and cause risk of drowning.

*“By the time I trapped fish in the lake a hippo chased me, when I tried to escape from it there comes a speedy wind storm. I can’t see any one. Chamo lake wind blows from there to here. I said, oh, my God, if I have to die I will die. There is a 12 m rope that I use to tie “nechassa” [white fish]. I sit on it [Ogolo] and lie.” [AM-FGD1FCP7]*

- Conflict with different armed tribes around the lake happened sometimes and that would result in death. The tribes thought that the fishermen came to their territory and took their own property.

*“...‘the Guyi’ a tribe at the boarder who are pastoralists. They are always armed. Since they do have weapons they fire gun on to us...They [‘the Guyi’] kill...Yes [the Guyi’ kill]! Earlier time 4-5 people were killed ...” [AM-KIIFFGi]*

- Falling from their boat in to the lake, especially while handling trapped fish and selling was the other mentioned hazard.

*“... sometimes a fisher man might fall in to the lake.” [AM-KII-FEKI]*

### **Ergonomic Hazards**

Because of the speed needed, fisher children were unable to manage their posture in a rushing work condition on the boat and outside the sea and they were working with materials of manual handling that leads to major ergonomic problems associated to the task, some of them were discussed below:

- Participants of the study expressed that they had difficulty associated with poor working posture to perform their task when they threw the net into the lake and when they collected the trapped fish

*“When I get back after I throw my net and even when I catch the fishes the wave makes me suffer.” [AM-FGD2FCP1]*



- These children were also exposed to risky handling activities while they tried to take the trapped fish on to the “Ogolo”, while rowing, transferring out from “Ogolo”, during skinning and transporting it to the market place. All these activities required them to handle heavy weighted fishes.

*“I worked with hooks trapping “nech assa” [white fish]. While three fish enter the hook I caught two that weigh 30kg 15 each. It was too heavy ...” [AM-FGD2FCP7]*

### **Biological Hazards**

All participants of this study from fishing sector have briefly described about the different hazardous situations. The most hazardous condition in the sector was biological hazards: being attacked by different animals while working in the lake and having blood borne disease due to sharing sharp tools. Points of discussion are summarized as follows:

- They had experienced an attack by large water animals like crocodile and hippos while working in and around the lake

*“...the hippo tried to turn down me but when I become far to the middle of the lake it frightened and returned back...hippos live only by the sea side.... Hippos and crocodiles cause many problems and make people troubled...We lay the net with our feet. While I was walking to lay the net I walked over the crocodile and it rolled me down...It dismantled the “Ogolo” checking if I am on it. If I didn’t run back fast, I would already be done” [AM-FGD1FCP6]*

- The large water animals some times become trapped in the fish net and could turn the boat upside down.

*“...crocodile, yes, they make trouble. In some places they chase you to catch. There is “Ogolo” ..., they will hurt by breaking it, even tried to take away [being Emotional]. There are hippopotamus that hurts...Hippopotamus and storm are hazardous. Oh! They might lead to death...there are a lots of problem [With Emotion].” [AM-KII-FEKi]*

- Since most children were living in the camp they should go to the lake side to do some other work like fetching water and other activities, they had a risk of being attacked by animals.

*“While he [his friend] was fetching the water, a crocodile came in the front and took his jar to the middle of the river assuming that it got the child.” [AM-FGD2FCP3]*

- Getting pricked by different type of fish species like “Kochie” with its saw like sharp body, “Koda with its hard back bone and “Bandira” with a tooth like thing children experience illnesses. All these might prick these fisher children while they work in the lake if these fish had contact on their body that might lead them to pain of different level.

*“All types of fish have bones so they harm...” [AM-FGD1FCP5].*

- Wild animals and dogs also attacked children. Dogs attacked children when they walked around the village carrying fish for sale that smelled from a distance.

*“The place was very frightening and there were many dogs. The fish smelled very much. We were two and the dogs encircled us and about to bite us. We couldn’t escape running because the road was muddy and flooded 09:00pm. so we left the fish to them and run away for life while they devour it.” [AM-FGD1FCP6]*

- Risk of disease transmission through blood was high. As they share sharp tools when they processed the fish blood borne diseases were threats.

*“We share sharp utensils in the camp, we may cut our hands. If there is a person who has some kind of virus you might suffer from communicable disease through blood.” [AM-FGD1FCP2]*

- Other water borne diseases were also risk due to swimming, washing body parts and drinking contaminated water that might lead to infections.
- Biting of mosquitoes, other insects and snake while sleeping around the lake and on the ground resulted in acquiring malaria and other diseases.

## Psychosocial Hazards

Throughout the discussion forums conducted, the most repeatedly mentioned psychosocial hazards of children engaged in fishing sectors were associated with fear of facing attack from crocodiles, hippos and accidents from stormy winds. They sometimes had severe emotional disturbance while working if they saw any of these hazards happened to them. Points of their discussion are summarized as follows;

- Being worried in fear of the hippos, crocodiles, stormy wind; they had anxiety even shivering and emotional disturbance when they saw these animals that impacted their working.

*“The hippo followed me. I was worried too much. It chased me and I thought that if it turned me down it would stand over my head and its mouth is too wide and merciless. Thinking that, I row and row hurriedly but the situation was not far from over so I shivered with anxiety. I threw the stones, and then I freeze hopelessly for it to come and kill me. Finally with the blessing of God it returned back.” [AM-FGD1FCP5]*

- Children were afraid of their employer due to insecurity to get their wage on time.

*“... [Children] are afraid of them and think their employers will not give their wage on time and sack them not to work here.” [AM-KII-FEKj]*

## Work Load

Workplace hazards that were mentioned frequently by participants included the nature of the work load that included working hours, (night work after 10:00PM) rest/break conditions, working nature, (on public holidays and weekly rest days) the job demand (speed, pressure, energy) and work expectation.

## Job Demand

All of the participants (childfishers, families and employers) gave a similar voice that these children were exposed to an excessive work load beyond their capacity as the job was highly energy demanding to manage tasks like laying the net, taking out the

trapped fish, skinning and carrying the skinned fish. They were all high energy demanding activities that made fishing difficult to be managed by children.

*“Even the place [lake where fishing done] is dangerous because you work here [in fishing] only as long as you are young when you get older you can’t do the work [fishing]...Even if there is no other alternative it [fishing] should only be done by adults” [AM-KIIFFGi]*

A child who works in fishing should have strong swimming skills and it would be better if one could swim using only their hands rather than legs and if one had high physical fitness and courage for the task.

*“Both courage and swimming skill are very important ...” [AM-FGD1FCP7]*

These children were also found to be struggling to cope with these difficulties and to manage their job as they were expected to do equal to their adult co-workers. Adult interviewees as key informants [family and employer] themselves were describing it throughout the discussion periods.

*“...really it is less [the capacity of children to do one job], but they [their employers] think that if a child works strongly he can get more fish than an adult. So they have to work equally.” [AM-KII-FEKi]*

Fisher children were found to work in a similar setup and using the same equipment as adults since there is no difference in work allocation for different age groups. This might be difficult and even might lead them to any sort of accident in the water and also give chance for crocodiles and hippos to attack children as they will have more difficulty in rescuing themselves because of the stormy wind. When there was a stormy wind children would face difficulty to get out of the water rowing on the Ogolo.

*“...while walking on the ground you can resist it but it is so hard in water. This let alone to them [children] it is difficult for us. It is overwhelming to come out of water struggling with the storm as the ‘Ogolo’ is not a motor but it is something which is manipulated by human labor. This is the difficult thing.” [AM-KIIFFGi]*

## Working Hours

The length of working hours per day for those who were students and who were not students was found to be varied where students only worked for half a day.

*“... starting from 7:00 AM. up to 12:00 PM. then I go to school.” [AM-FGD2FCP2],*

While others worked for long periods that reach up to 11hours for some up to 15 hours for others associated with different reasons.

*“We set off early morning at 06:00am and arrive to the camp at least around 07:00am. Then we get in to the water. A fisherman at least should lay 4 or 5 nets. When we lay the nets, the place may not be comfortable. If the place isn't comfortable the net may remain under the water. So we should change sites here and there till we find suitable area to the net. If there is wind, from morning it might stop up to 11:00am or 12:00pm. At 01:00pm the wind may calm down. During this time, we return back to check the net doing. So it will be about 02:00-03:00pm. When we come out and if others take out “koda” [type of fish], [we'll prepare it and eat lunch; then we'll check for the net. When we finish this it'll be 04:00pm or 05:00pm.” [AM-FGD1FCP4]*

Participant children and families from fishing sectors mentioned that children did not have rest time except for meals in an irregular manner. The reason for lack of break time was reported to be because the trapped fish might become spoiled in the net.

*“We lay down the net early in the morning, then, we prepare and eat our breakfast and lunch together returning from that we check for the net. After skinning we check the net again and take it out from the water. Then after we return from the lake we cook and eat dinner. We don't have any rest.” [AM-FGD1FCP5]*

Although these children were working for long periods with some breaks in the middle, the majority of the tasks for most of the participants were accomplished before 5:00PM and they did not start work before 06:00AM. Hence, they did not work at night, complying with the labor law.

The majority of child participants responded that they do not work on holidays and weekends especially on Sundays. When they were asked if they work on public holidays and weekends [Sunday], the response of all participants together was “No we don’t work”.

On the contrary, according to the description from families, once they became members of the union, they have to work on holidays and weekends. The reason behind this discrepancy with children was that because the children were not members of the union, they were not obliged to work on the days they wanted to take rest like holidays. But union members had to obey the union rules as long as they wanted to stay as a member. A key informant family member who was also a member of the union explained the work difference accordingly:

*“We live in a forest and we come out of there only once in a month to collect our salary. If you say I’ve to work [fishing] you might stay all the 30 days there [fishing work place].”*  
[AM-KIIFFKj]

## **Payment**

According to the description from child fishers with the witness from families and employers, children working in this sector could make good money that sometimes would exceed 7,000 birr per month. However, many of them especially families and employers explained that they spent what they earn in a short period since these children spent their money haphazardly without saving especially when they were young (when below 18 years old). Some chew khat and drink alcohol. Many felt hopeless and wanted to change jobs but felt fishing provided the best income. This income even sometimes would affect children’s attitude for their education cultivating the idea that fishing was a more beneficial income than that of a job gained through education.

*“...in fishing work, children under the age of 18, if they earn a certain amount of money, they won’t save and use it properly. Of course they earn in thousands but they consume it within 3 days...“civilized youngsters” will go to hotel to dance, to drink alcohol and enjoy with ladies...they think if they can get ... All fishermen can’t*

*save money when they get; they buy fashionable clothes and loose their money within days.” [AM-KII-FEKi]*

Their payment modality was according to the work they did. They would be paid 50% out of the total earned which would make them work hard. All materials used for the fishing process and their meals would be supplied by the employers. Their job was to trap fish to be paid half of the money made and the employer would take half of it for the supply he provided and the legality that he had for fishing in the union’s designated area. Since children were not members of the association; however, they do not receive equal payment with the adults.

*“If they [children work as an apprentice in fishing] are our private worker we will give them half of what we gain when we collect our salary. If they [children] work being member of the union meal, “Ogolo” and everything is supplied to them...we will be paid if only we work hard, we only concentrate on our work.” [AM-KIIFFGi]*

However, children complained that employers collected money for the price which they do not pay. They mentioned the amount they earned per day as it was from 30-50 birr which was quite different from what employers said.

*“The employers take this money [the money earned] while staying at home while the employee is out working, staying even the night.” [AM-FGD1FCP3]*

#### **6.4.3. Health, Developmental and Social Impacts**

The general view of both child fisher and families/employers indicated that work related illnesses and injuries that have been experienced by children while fishing were found to be more related with biological hazards associated with attack from big animals in the water like crocodiles and hippopotamus. They said in group

*“Ayayaa! [a saying to express bad filling/sorrow], there are many occasions of water body animals attack” [AM-FGD1FC in Group].*

An FGD participant child told us the bad experience as follow:

*“...I told the person not to get in the water. He replied me that “it was not your business...the crocodile hear the sound of water filling the Jar with a sound of “bububu” [a sound of water fetching in a jar].... It came out and caught the person at this [on his hand]... children were also killed by it [crocodile] at the same place.” [AM-FGD1FCP2]*

The heavy storm in the sea also exposed children to life threatening conditions if not killed they might be injured, fatigued or exhausted. These problems might be more severe when the fisher was a child because they do not have muscular strength and mental maturity to struggle and rescue them. Participants expressed their feelings on what happened to fishers

*“..Other than these [hippo and crocodile], wind is a problem... By the time I trapped fish in a lake a hippo chased me when I tried to escape from it there comes a speedy wind. You can't see anything... “Chamo” lake wind blows from there to here. I said, oh, my God, if I have to die I will die. There is a 12 m rope that I used to tie nech assa [white fish]. I sit on it [Ogolo] and lie... If it turns down, it will become upside down and I will rotate with it... the wind took me up to the height of the roof then it turns me down...If I get down and die, thinking that my body will be found nowhere, I tie myself to the “ogolo” without taking care of the fish I trapped...finally I came out through “Cantafora” [local name of a place more than 20kms distance far away]... but the security of the new camp came up to me and kicked me, thinking I was a thief but my villagers there told him that I'm not...then he wanted to take my fish, but I paid 50 birr to him.” [AM\_FGD1FCP2]*

Severe injury on the hands, legs and other body parts due to the physical harm by a small fishes

*“...for example “Koda” [type of fish] has back bone. If it pricks your hand when you take it out your hand will swollen and remain painful for about two days. “Bandira” [type of fish] has teeth unlike other kinds of fish. It pricks us when we take it out of the hook...It looks like an Ethiopian Flag. It has green, yellow and red at the waist. .. It can harm you. It catches like a saw.” [AM-FGD1FCP5]*



Children also reported experiencing back pain associated with poor posture, bended back for extended periods when throwing the net.

*“I feel a back pain when we throw the net if there is a wave.” [AM-FGD2FCP1]*

Parasitic infections caused by mosquito bite and giardia associated with the drinking of contaminated water while swimming and even the deliberate drinking of lake water because of having no access to treated water. An illness and injury assessment study from East Africa found that more than 70 % of children working in the fishing sector had been injured or sick during the prior 6 months (83).

*“Everybody here is bitten by mosquitoes. Some do have malaria. Some are able to be revived and some are not.” [AM-FGD1FCP4]*

Children were reported to not be saving money but instead living extravagantly on the money they earned and wasting it within days. They exposed themselves to different unnecessary actions to spend their money like drinking alcohol, buying costly clothing, sleeping with sex workers, and the like. Although fishing could not be done at old ages because it requires strength, they were not leading their life with a vision and in a wise manner for their future.

*“Even the place [lake where fishing done] is dangerous because you work here [in fishing] only as long as you are young when you get older you can't do the work [fishing] or you aren't pensioned... in this work [fishing] if you can't row and bring out fish you only sit cross armed. This is very difficult. So this is not good to their [children's] future life” [AM-KIIFFGi]*

In addition, one person [family] expressed that this work had an impact on children's development (mentally and socially) indicating that they had poor interaction with their families and their thinking was affected due to the high work load. It was perceived that these fisher children would have great difficulty in engaging with their community when they grew up to be a full adult.

*“Yes [children's relation with their parents is not good], very much!”...These children [child engaged in fishing], when matured they won't serve the community later on as his mind is spoiled by the load and the difficulty of the work.” [AM-KIIFFGi]*

The experience from incidents made them feel bad and had lack of confidence in doing their activity because of the trauma they had. Study also showed that children engaged in fishing have difficulty with proper sleeping because of the long hours at work and the dangerous incidents they saw or faced at work place (84)

*“...when I sleep I dream of what happened to me in the day time and I feel uncomfortable. When I am going to work in the next morning I worried a lot. When the children enter in to the lake I stay for a while try to avoid my feeling of being frightened. If you frightened you might face an accident. So when you work you should be courageous otherwise you won't be able to escape from an accident.” [AM-FGD1FCP7]*

The long hours stay around the lake for fishing and preparing the fish to the market started from early in the morning and continued up to late in the afternoon and the opportunity of getting much money, the lack of advice and counseling were reasons for the children not to attend education which in turn increased illiteracy rates in the country.

## **6.5. National Regulatory and policy frame work against child labor**

The national regulatory and policy framework for child labor was discussed only in the qualitative studies. The result was summarized under the theme of knowledge on the labor law, gaps in its scope, gaps in its practical applicability, gaps that requires policy consideration, and proposed ways for a better regulation and finally it recommended responsibility of stakeholders; government, civil society, employer and family.

### **6.5.1. Knowledge and Scope of the Law**

Regarding knowledge of the national labor law, participants from stakeholder organizations expressed that they know the existing labor law well. However, they stressed the fact that the law is not known by the less educated community where child labor is a widespread practice. This has been validated by the opinions of all the children who participated in the FGD and the key informant family members as

they unanimously stated that they are all unaware of the applicability and contents of the labor proclamation.

*“...we don’t know [the presence of labor law]” [AA-KIIWFSe]*

### **Gaps in its Scope**

Most of the participants contended that the currently practiced labor proclamation number 377/2003 had some gaps that exacerbate the problems associated with child labor. They mentioned that the proclamation is primarily designed to regulate labor relations in high-size industrial structures and this has an impact of tacitly deregulating the informal labor sector wherein child labor has already become a pressing problem that needs an urgent measure. Another gap they have identified from the law is that the labor law excludes contracts of personal service for nonprofit purposes such as a contract with house maids from its ambit of applicability. FGD participant lawyer commented on the labor law gap as follows:

*“As to me proclamation 377 has a gap! I have learned this through my practical experience. From the beginning, the proclamation says ‘to keep the well-being of the industry, to make the industry zone peaceful’ and ‘to safeguard the growth and transformation plan’. The proclamation focuses more on the industrial stability but not the employee”. [AM-FGD\_GENERALP13]*

Another failure that has been identified is the fact that the labor proclamation fails to regulate child work as it fails to clearly identify the types of work that juvenile employees are expected to be engaged in and those where they have to be excluded. Despite a pledge to state all these details in a forthcoming regulation, the labor law has remained ambiguous for over a decade regarding specific activities that might be regarded as work where children cannot be legitimately employed.

*“The proclamation states that the minimum work hours for 14-18 years old child must be less than 8 hours but it never states the kind of work they are expected to do” [AM-FGD\_GENERALP13]*

## Gaps in Practical Applicability

Being cognizant of what the law says and its gaps, the participants question the practical applicability of the existing law which also has several limitations stated above. In fact most of the participants maintained that we are even far behind implementing the already available guarantees in law. Though the law clearly provides working hours for children to be a maximum of seven hours per day and prohibiting night work after 10:00 P.M., this is consistently betrayed in practice and there is only little, not to say none, that is being done to pursue compliance with the labor proclamation.

*“It [labor law] is not practical; nothing is done beyond the paper”...Child labor abuse is becoming worse in every place.” [AM-FGD\_GENERAL P11]*

What makes the practicality of the labor law under question is the fact that nearly all of the children engaged in the informal sector and mainly in weaving do not have predictable terms of contract with their respective employers. The participants have mentioned different factors that exacerbate the gaps in terms of practical applicability. The first most serious factor identified was poverty whereas a lack of awareness of the law by the community and the weaknesses of the justice sector were also identified as factors that hinder the practical applicability of the law. An FGD participant from the labor and social office said that:

*“During the supervision we might find under aged children working there and make them quit but they complained about what to eat for survival they asked for another job to be given for them.” [AM-FGD\_GENERAL P6]*

One participant mentioned that the justice system does not have an effective prosecution strategy. It was illustrated stating that when one observes someone in the neighborhood exploiting child labor and reports the case to the police, the police often require more from that person rather than handling the matter in their own way to reach at prosecution. This tends to create a feeling of complacency on the observer who may not have the courage to have a quarrel with his neighbors for a cause for which the justice system fails to be responsive.

*“...Even if you don’t exploit labor you might see neighbors do that activity but since you do not want to quarrel with them you don’t disclose their action. If you tell the police they need an eye witness and other procedures instead of investigating the criminal and bringing them before the law. So why do you put yourself in a blood line with the people you live with?” [AM-FGD\_GENERAL P13]*

### **Gaps that Require Policy Consideration**

In addition to the often recited need to increase societal awareness on child labor issues and related laws using ways that are comfortable to the local communities, some of the participants strengthen their argument concerning the practical inapplicability of the labor proclamation alleging that given the objective realities at hand, the law does not seem to be realistic for application let alone calling for a stricter regulation. One of the participants inquired on the appropriateness of enforcing the law without providing alternative livelihood opportunities for the children. It has been contended that mere punishment of the employers may not bring the change we aspire to see since the children might be even more vulnerable if they are exposed to be street children.

The gaps in the law lead to gaps in practice. One participant contended that the focus of the law is on large scale industry undertakings and the consequent tacit deregulation of the informal sector has caused practical problems with respect to labor inspection. It has been mentioned that though companies with registered licenses are often inspected to monitor compliance with minimum labor conditions, they practically do not inspect unregistered ones, where child labor is a rampant practice.

*“...it [labor law] says nothing about cottages [informal sectors] found in the villages... ... nothing is said about details and procedures till now...by the time that this point proclaimed the child labor and industry were not that much widespread ... but now the problem itself will push us to design the solution.” [AM-FGD\_GENERAL P13]*

### 6.5.2. Proposed Ways for Better and Effective Regulation

Some of the respondents urged for the need to have legislative amendment to better regulate labor relations in the informal sector. It was argued that the objective realities regarding child labor have transformed a lot in the last ten years though the labor proclamation remains unchanged. Hence, a call for an amendment to address the scope of the application of the labor proclamation, the focus only on big undertakings and the absence of a concrete list of activities where children shall not be legitimately engaged.

*“Ideas for amendment may be raised from the society, universities or ... for example this discussion is very important it is said that the proclamation doesn't consider house maids ... since the proclamations are too general they must be specified and techniques of implementation ...there is no reason not to amend this proclamation”.*  
[AM-FGD\_GENERAL P13]

On the other hand, some participants argued the focus should not be legislative amendment but pragmatic application of the already available laws and addressing the root causes of the child labor problem. Another FGD participant from the justice office argued against the amendment of the law as follows:

*“The crucial thing here is not amending the proclamation but eradicating the problem from its grass root level.... When we say eradicating the child labor from its grass root level it means eradicating child trafficking.”* [AM-FGD\_GENERAL P2]

In addition to the contested plea for a legislative amendment, increasing awareness about child labor, arranging family reunion programs for victims of child labor and increased and integrated institutionalized response have been recommended. It is suggested that legislative amendment shall be made only after a thorough examination of the case with the participation of the community and stakeholders. Family reunion programs were also recommended for children who might face street life as a result of measures to be taken on actors involved in child labor. Regarding institutional structure, a recommendation was given to further establish and

strengthen the Labor and Social Affairs offices and offices for Women, Children and Youth Affairs.

*“...there is a show [in television] presented by labor and social affair about child labor but that is not enough by itself. In the south about 92% of the population lives in rural areas it is only city dwellers that can watch TV.” [AM-FGD\_GENERAL P6]*

A coordinated effort to control illicit ways of child trafficking is also recommended as part of the solution to the problems associated with child labor.

*“It is very nice if the women’s, children and youth affairs and labor and social affairs are structured to the local level to safeguard children’s right....”[AM-FGD\_GENERALP11]*

### **6.5.3. The Role of Stakeholders**

The qualitative study participants in the experts FGD, FGDs of weaving children, FGDs of children in farming, FGDs of children in fishing and key informant participants (parents and business owners) of the respective sectors have suggested a defined role for various stakeholders; government, civil society, employer and families to improve and regulate the informal sector.

#### **The Role of the Families**

The problems associated with child labor are by no means alien to the families of the children subjected thereto. The respondents of the key informant interview, FGD participants and case study subjects all capitalize on the importance bringing onboard the family to improve and regulate the informal sector.

The children who participated in the FGDs have identified three- responsibilities that they have considered to be vital for their families to discharge. The first and the most important one, which almost all the children have been reciting was that families should be able to trace the whereabouts of their children that are working outside of the home. Families should not rely on the fake information that might be provided from employers and brokers and they have the right to examine how their children

are being treated and reporting to law enforcement officials if anything negative happens to their children.

*“Even if they [parents] send them [children], they should follow up on their children’s security... they send ... they don’t bring them; they never came and check them”*  
[AM-FGD\_GENERAL P11]

The other thing that the children expected their families to provide for them were basic needs such as food, clothing and provision of educational materials for school. The children also mentioned the importance of their families’ awareness on the impacts of child labor and on how to strike the balance between child work and child labor. FGD participant child commented as:

*“Parents should take trainings about child labor and give enough rest for their children and give them work that is within their abilities.”* [AA-FGD1WCP5]

The FGD participants of the experts’ from various stakeholder organizations reiterated the importance of family awareness on child labor issues that has been prioritized by the children, as it has been stated herein before. This would help them to be aware of the implications of sending their children to cities without inquiring about the work environment.

One respondent from a key informant interview contended that parents should train their children in their respective professional and artistic capacities. He maintained that a parent who is versed in weaving or other sorts of arts should make sure that his children are also versed in it so that they can earn a living out of that skill. This also holds true in the case of parents engaged in other occupations.

Children in fishing also emphasized the importance of families to educate their children, advising children not to do fishing and similar risky jobs and fulfilling the basic needs of the children.

*“Family should give us an advice. They should say “this job is risky for your life, so change it.”* [AM-FGD2FCP6]



## The Role of the Employers

Of all the categories of respondents in this study, the children themselves were more concerned to speak out on the roles that should be taken on by employers how employers should behave in connection with their juvenile employees. The most important thing that almost all the children involved in the study forwarded was that employers should not be as self-centered as they are and they should treat their employees in the same manner as they treat their children.

*“The employers should be concerned for us like they are concerned for themselves...they went to bed early, but we work late. They should be concerned like they care for themselves.” [AA-FGD2WCP2]*

While saying so, most of the children mention personal experiences. Children who are employed by a person who is not their parent are often subjected to various sorts of mistreatment. The second most important point that was raised is that employers should consider giving commensurate payments for the selfless service the children provide at an early age suggesting that the payment they receive does not deserve to be named as such. FGD participant child suggested as:

*“The employers can do a number of things to avoid dangerous things ... the working areas...besides, they must provide all necessary materials for the workers...it will be better if the weekly payment increased so as to encourage us.” [AA-FGD1WCP5]*

This has also been reemphasized by one of the key informant interviewees. The other role that was expected from employers, as mentioned by the children themselves, was that employers should create safe and healthy working environments. In addition to this, one participant mentioned that their employers refrained from resorting to physical punishments against their employees.

*“... if we make mistakes they [employers] should tell us to do things properly with advice, ...at the time we make mistakes, we may become stressed because there is someone who will beat us if we make mistakes ... This thing shouldn't happen. [AA-FGD2WCP8]*

Fishing sector participants have identified two basic roles that employers could play. The first one was that the employers had to train and empower the young employees on how to save money.

*“What employers should do is that; a fisher doesn’t have any concept of saving. As they earn they hang out, intoxicated and chew khat, then soon they run out of money. But the employers should come weekly or every three days to advise the employee to save money and buy materials of his own using their wage properly. But the employers don’t have care so they simply pay the money after reducing the money needed.” [AM-FGD1FCP3]*

It has been also mentioned that employer should take all the necessary safety and precautionary measures to protect the young employees.

*“Accidents happen, the employer should take the victim to the clinic or if it bleeds we must burn it with fatty flesh.” [AM-FGD1FCP3]*

IPEC experts reported that the role of enterprise owners in the informal sectors have a key role for the protection of young workers through awareness of the occupational safety and health of their working environment (12).

## **The Role of the Government**

The children who participated in the FGD and case study qualitative data gathering techniques have pin pointed a number of activities that the government shall perform so as to improve the objective realities of where they are working. Most of the children suggested that since lack of access to education is one basic factor causing child labor, the government has to construct schools in rural areas and provide free education in urban centers. They also underlined the importance of free provision of educational materials and living accommodations for the needy. FGD participant child said that:

*” if someone wants to learn, the government should fulfill the materials like: exercise book, pen, bag and uniform...some money to make him/her focus on their education properly”. [AM-FGD1P5]*

The children further noted the importance of conducting a consultative dialogue between the government, child employees and their respective employers. The children also recommended the government shall train employers so as to devise friendly working environments and punish those who consistently bypass state sanctioned laws. One participant of the FGD summarized the role of the government stating that it shall enforce the constitutional rights of children.

*“The government has to train employers to better use other options that do not over utilizing children. If the employer refuses, he should be asked by the law enforcement bodies ...Finally, he will be punished accordingly.” [AA-FGD1WCP1]*

The key informant family heads share the above stated recommendations calling for increased government involvement in making education freely available for all. In addition to this, both of the key informants pleaded for state sponsored investment to change traditional weaving machines into modern ones and create market links for the weavers.

*“There are some beginnings, like working shade and prepare ‘weaving’ centers to create a good work environment, but still they are empty..., improved weaving machines should be fabricated...there are a lot of poly technique schools and universities...it would not require a lot of energy nor be time consuming.” [AA-FGD\_GENERAL P2]*

It has been stated that such measures will surely transform the industry to a level where the children involved will better be protected both in terms of safety working conditions as well as financial benefits. Experiences from Pakistan showed that, an intervention based on ergonomic redesigning of the working machine, sitting posture, and foot rest, (through an ILO-IPEC project on traditional carpet weaving) increased earnings more than 150% (85).

Stakeholder representatives, on their part, capitalized on the necessary role that the government has to play by using the media to increase public awareness on child labor issues as well as efficient utilization of local level state structures in the process to combat child labor. They also called for coordinated actions by the state

machinery mentioning successful accomplishment experience seen in the fight against HIV/AIDS.

*“Education is crucial for all these [child labor related problems]...as we developed in agriculture and as we work hand to hand, like our fight to reduce HIV/AIDS, we should work altogether. There should be a national move unless otherwise we can’t stop it”. [AM-GENERALP8]*

The need for creating market links for weavers was also mentioned as it was suggested that absence of proper market channels is making the weavers losers of the industry they are contributing a lot to.

*”....The weavers’ economy is hand to mouth; this is not because the price of the “shema” is low. But their customers are brokers. ....if you found it [product of weavers] in bole sub city... its price is more double... there should be away... to the market directly without the brokers, the children’s life will also be improved, ... the economy of the weaver is increase” [AA-FGD\_GENERAL P2]*

Children involved in fishing have also requested the government to provide them motor boats. It was explained that the provision of such a boat would surely pay the dividends since it prevents the child fishers from a sudden attack either by a hippopotamus or a crocodile. It was further suggested that since it might be challenging to provide such a boat for everyone, the government might organize the fishers in the form of associations wherein many would equally participate.

*“The government should give us boats or “zatera” [a boat made of flattened wood] for the association. In fact “zatera” needs a lot of power to use it but it doesn’t harm people. Because being on “zatera” you are never afraid of being attacked by crocodiles or hippos and the wind doesn’t cause much harm in there...” [AM-FGD1FCP2]*

## **The Role of the Civil Society**

Participants of the FGDs from various stakeholder organizations were the ones who gave more focus on the role of the civil society in regulating the informal sector for a better protection of the rights of children working there. The civil society should play

a vital role in creating awareness about child labor and in organizing strong societal mobilization were among the most important roles identified by FGD participants.

*“...the NGOs also need to fund more than they are funding now in order to bring a permanent solution... [work to] create awareness for the society, that is, for the employers, brokers and parents.” [AA-FGD\_GENERAL P2]*

Points have been made about religious fathers and organizations as well as community organizations such as ‘Edir’ and ‘Equb’ to mobilize the society against child labor.

*“...the uses of “Edir”, “Equb” have a lot power in creating awareness. ...on how their [children] economy should improve ... have a great link with the social issue...”[AM-GENERALP6]*

It is also commented that the civil society should further strengthen their activity and it must be geared towards a sustainable solution to the problem rather than mere ‘fire-fighting’ strategies.

*“Religious institutions ... should create circumstances to teach the impropriety of the activity and create awareness.” [AM-FGD\_GENERAL P6]*

One among the key respondent interviewees expressed how grateful he and his family are towards the support they get from World Vision Ethiopia and calls for more assistance from all the civil society towards addressing the urgent problems they have in terms of fulfilling basics to their children. Participants expected also the civil society to organize the young employs in the fishing sector and transfer them to other lucrative and predictable jobs. A key informant participant parent also witnessed the important role of civil society as follow:

*“I never stopped blessing them [World Vision Ethiopia] because I had difficulty to buy even a single exercise book or bag. Thus, with their help my children are attending their education” [AM-KIIW]*

## **7. Possible limitations of the Study**

Although the study especially in the weaving sector applied multiple research tools, the study on fishing and farming sector lacks quantitative measurement for the workplace hazards.

## **8. Conclusion**

### **8.1. Weaving**

#### **Parental Attitude**

Currently the weaving sector work has expanded from solely the household family level to a small business sector which demands a growing labor force. Hence, in the study area the weaving tasks were conducted by many child laborers, including some trafficked children. Conditions of household level poverty in the study area, parents' attitudes on child labor, the belief that weaving has no effect on children's health and an increasing market demand for weaving products in urban settings indicates that children's involvement in the weaving sector will likely continue for some time into the future.

#### **Education and Living Condition**

Significant numbers of children in weaving lack access to formal education. Trafficked children were the most disadvantaged. Project interventions from World Vision Ethiopia have significantly benefited children particularly in education, social protection and livelihood improvement on those targeted households. Most children are working in weaving tasks in a small area used both for work and sleeping where the hygienic condition is poor, with inadequate lighting and poor ventilation. The personal hygiene of these children was also poor and with inadequate supply of food.

## **Migration**

Although there was a traditional norm in the society to send children to urban areas for weaving, currently the most driving forces for children was found to be household poverty, lack of support for schooling from parents, poor handling by parents at the household level, as well as lobbying by brokers and previously migrated children who return to the village to recruit additional children.

## **Workplace Hazards**

The weaving business continues to operate under traditional standards. The working conditions of these children are found to be highly hazardous from physical and ergonomic hazards of the work place typically described by poor design of the workplace and tools, lack of back rest, repetitive monotonous work practice, long periods of standing, long periods of sitting, bending and twisting posture, use and sharing of sharp tools, excessive dust with poor ventilation system and poor lighting conditions. Children work without the use of any personal protective equipment and with no available first aid services at the work place. Moreover, the presence of a higher degree of psychosocial hazards exist such as: physical beating, emotional harassment by employers and neighbors, insulting for mistakes and low performance, stigmatization and discrimination by school colleagues for being a weaver and for having poor posture and with no/limited communication with their parents (particularly for trafficked children).

## **Work Load**

The study confirmed that the sector was best described by its highly demanding tasks with long working hours and with inadequate break time or failure to provide breaks at all. The majority of children were working more than the legally recommended 7 hours per day even in the evening after 10:00PM and before 06:00AM, including weekend and holidays.

## **Payment**

Child labor was found to be highly prevalent in weaving; the majority were poorly paid or remunerated for the services solely in the form of 'Senbet Misa' ("Sunday lunch") unless they reached to a level of running their own business independently.

## **Health, Developmental and Social Impact**

In weaving many children were suffering from injury and illness in most cases associated with their job and working environment. Almost all have developed musculoskeletal disorders with high prevalence on their back, neck, shoulder and wrist which might have an impact on their growth and development. They also reported low self-esteem, hopelessness, lack confidence, negative attitudes towards society and difficulty in socialization.

## **Regulatory Frame work**

Almost all of the participant parents and business owners have no adequate knowledge of the labor proclamation 377/2003. The same is true for the other small scale enterprises and due to the limited legal scope and competency of the labor inspectors in the Labor and Social Affairs Office and other governmental agencies, these sectors have never been inspected. The hazardous nature of weaving for children, the high number of children involved in child labor, the limited scope and lack of awareness of the labor law by employers and parents, the inability of legal actors to take action on the ground, and lack of public awareness about the sector were the major identified facts in relation to the legal and policy framework which need immediate intervention for action.



## **8.2. Farming**

### **Parental Attitude**

Since children in rural areas typically begin assisting their parents with farming at an early age, there was a strong belief by parents that farming was not a problem for children. Hence, the growing commercial farms around the study area attracted children to be engaged in these sectors where child labor abuse is a huge problem.

### **Migration**

Household level poverty, loss of parents in a family, denied access for education and no need of special skills in farming practices make the commercial farming sector a preferable choice for children. Migrated children were wrongly initiated by brokers and other people about the presence of a better job in commercial farming with promise of ample payment in the study area.

### **Living Conditions**

The living conditions of children in farming varied depending on the mode of employment in farming. The first type of employment entailed children working in household farming while living with their employer, all food and accommodation was provided by their family and they are paid annually in cash or in kind. The second type of employment is a contractual agreement with the land owner/employer to cultivate the land and share the crop product at the end of the season. For this group the employer is not responsible to pay any monthly or annual wages. The third group includes daily laborers who sell their labor to the employer and are paid daily in cash. The similarity among all was they have an inadequate food supply, are unable to buy sufficient clothing, have difficulty maintaining personal hygiene and live in low level of socio-economic standard.

## **Payment**

Children engaged in farming were poorly paid where their wage couldn't cover the basic needs of children for food, clothing and accommodation.

## **Workplace Hazards**

Exposure to sharp hand tools, biological hazards (snake, scorpion bite), fear of wild animals, exposure to extreme weather conditions in outdoor work, exposure to chemicals, heavy manual handling, falling into open quarries, long working hours, poor posture with bending and twisting, emotional harassment and bullying were the most prevalent hazards among these children.

## **Work Load**

Although children have accepted their work, most of them work for long hours - more than 7 hours per day which is beyond the recommended limit and some worked in the evening. Most of the children, however, were not working on the weekend. The heavy work load in farming created difficulties for children in managing their education.

## **Health, Developmental and Social Impact**

Children heartily expressed the extent of their suffering with injury that was caused by sharp hand tools they had used, bites by snake and other wild animals, from musculoskeletal pain particularly on their back, as well as infections like malaria. They lacked access to education and became hopeless. They had low self-esteem and value for themselves.

## **Regulatory Frame Work**

Similar to children and employers in weaving, child participants and key informants in farming were rarely aware of the national labor law.

## **8.3. Fishing**

### **Parental Attitude**

Families often have fear of children working in and around the lake; however, because of the higher incomes in fishing, more children are attracted to engage in the sector.

### **Migration**

Household level poverty, peer and fishermen's pressure, better earnings than agriculture and other social reasons like failing in school were the main reason that children engaged in fishing. However, most of the time fishing did not involve trafficked children; almost all of the participants were local residents who were comfortable swimming.

### **Living Condition**

Fisher children live in a camp around the lake. Some of the children sleep on the tower and some on the ground with a high risk of bites from mosquitos and large animals. Children reported eating twice a day and did not complain about a lack of food. These children did not use any personal protective clothing while working; rather they took off their clothes in the water while fishing.

### **Payment**

Children are not members of the fishers' union rather they are contractually recruited by the union or private fishermen. The union and private fishermen give them boat and any needed materials for fishing and they share 50% of the money from sold fish. Hence, their payment was depending on the amount of fish handled by the children.

### **Workplace Hazards**

These children are exposed for different workplace hazards. Risk of attack by large animals in the water such as crocodile, hippopotamus, and snake, risk of bites from

some poisonous fish species, parasitic infection, mosquito bite, choking or drowning, harsh weather conditions, injury from sharp tools and emotional disturbance due to the fear of animals in the water and poor working posture were the most common hazards identified.

### **Work Load**

Fishing demands strong swimming skills and physical fitness for the job, hence children are investing high energy to manage the task. The time of fishing is not self-determined so children normally work from 07:00AM to 05:00PM every day except weekends. No difference is considered when assigning tasks to children and adults workers.

### **Health, Developmental and Social Impact**

Fishing needs much time starting from making a net and laying the net in to the lake, trapping the fish then processing the fish and taking it to the market. Exhaustion after work and earning reasonably good money influenced children not to go to school. Almost all participants have stopped their education. Injury from sharp tools, large animals, use of poor posture, illness (infection and poisoning), and death from attack with large animals and drowning were common. Additionally, they were living around the lake that made them poor in socialization with the community. Due to lack of close family and employer advice, these children were reported to misbehave and spend their money and time on chewing khat, drinking alcohol and having sex with commercial sex workers. Therefore, the community has a negative attitude against fisher children's behavior.

### **Regulatory Frame work**

Similar to children and employers in weaving, agriculture child participants and key informants in fishing were rarely aware of the national labor law.

## 8.4. Summary Conclusion

Overall summary of the different hazards and related outcomes which were identified in this research across the three informal sectors are discussed below. Therefore, any workplace safety and health improvement activities for children should focus on addressing these concerns.

Interesting findings have been demonstrated with respect to family livelihood/income, children's education and self-esteem where the E-FACE targeted households showed better results than the non-targeted households.

**Table 14: List of Major Hazards and Related Outcomes on Children Engaged in the Informal Sectors Weaving, Farming and Fishing, Central And Southern Ethiopia, 2013.**

<b>Sector</b>	<b>Hazard category</b>	<b>Identified hazards</b>	<b>Related Impact</b>
<b>Weaving Sector</b>	Physical Hazard	Work in overcrowded space with poor ventilation and holes	Respiratory illness, falling, suffocation
		Use and share of sharp tools	Injury, transmission of blood borne disease including HIV/AIDS
		Inadequate lighting	Visual fatigue, discomfort glare, accident of falling, MSDs due to poor posturing for looking closer, stress and poor performance
		Workplace thermal condition	Discomfort, poor performance, exhaustion

	Biological hazard	In accessible toilet, lack of washing facility and poor house keeping	Poor personal and workplace hygiene, high infectious diseases such as jigger flea, infestation, parasitic infection
	Chemical	Contact with dyes	Skin problem, allergy
		Excessive cotton dust	Bysinopsis, general respiratory problem
	Ergonomic hazard	No back rest for seat	Back pain
		Not fitted to their work associated with poor design of weaving tools and process	Over stretching muscles, MSDs, poor performance
		Sitting work for long hours	MSDs, loss of muscle tone, developmental problem of the muscle and bones, poor performance, stress
		Poor working posture; bending, twisting, work seating on dry surface	MSDs of different forms, loss of muscle tones, developmental problem of the muscle and bones, poor performance, stress
		Performing a repetitive and monotonous task	Stress, back pain, wrist/hand, shoulder, leg pain, deformities
	Psychosocial hazard	job demand: work beyond capacity, work with pressure, inadequate break time, long hour working	Stress, exhaustion, MSDs, sleeping disorder
		Poor workplace relationship: poor communication with employer/head, colleagues, unable to communicate with elder people from them	Stress, lack of confidence
Lack of support: lack constructive feedback,		Lack confidence, always feel weak, home sick, development of	

		considered as weak and poor	non-supporting behavior, stress
		Bulling and harassment: insulting for mistakes, emotional harassment, sexual harassment, mistreated	Lack confidence, development of poor behavior such as; hiding of mistakes, lack of learning from mistakes, negative attitude for the society, aggressive behavior, intolerance, stress, psychologically traumatized, hopelessness, sleeping disorder low self-esteem, depression, suicide,
		Stigma and discrimination: at school, neighbor	Poor self-esteem, lack confidence, loose self-expressiveness, stress, depression, negative attitude for others, poor behavior such as; aggressive, irritant, hopelessness, hate others, school drop out
		Lack of communication with family	Home sick, hopelessness, stress
		Lack of playing time	Low mental development, stress, depression,
		Physical abuse like beating	Injury of the physical attack, Lack confidence, home sick, develop inferiority, hating of others, aggressiveness, hopelessness, traumatized, suicide
		Work at night	Sleeping disorder, poor physical and mental development, fear of physical attack
<b>Farming Sector</b>	Physical hazard	Use of sharp hand tools and equipment	Cutting injury and infection
		Extreme weather condition: temperature, rain, wind, flood	Exhaustion, death, stress, increase susceptibility for illness, sun burn

	Holes in the farm	Falling that might result in fracture, dislocation
Biological hazard	Dangerous wild animals attack: wild pig, gater snake, etc	Poisoning, physical attack, injury, death,
	Poisonous bite: snake, scorpion	Poisoning, death
	Mosquito and other insect bite, worm	Parasitic infection and worm infestation
Chemical	Excessive dust	Respiratory problem
	Pesticides and fertilizer exposure	Irritation, allergy, chronic illness
Ergonomic hazard	Heavy loading, manual handling and twisting	back pain, other body MSDs, developmental problem
	Poor working posture: bending	Back pain and other MSDs
	Working with hand tools of adult size	Injury, harming themselves or others
Psychosocial hazard	Job demand: work beyond capacity, long hour working	Stress, exhaustion, MSDs, sleeping disorder
	Poor workplace relationship: relation fear of employer	Stress, lack confidence
	physical and emotional harassment: insulting	, Injury of the physical attack, lack confidence, development falsehood behavior, stress, psychologically traumatized, become hopeless
	Fear of wild animals	Emotional disturbance, sleeping disorder
	Lack of communication with family	Home sick, hopelessness, stress
	Lack of playing time	Low mental development, stress, depression,



<b>Fishing Sector</b>	Physical hazard	Use and share of sharp tools	Cut injury, blood borne infection including HIV/AIDS
		Extreme weather condition: temperature, wind, storm, rain	Sun burn, skin allergy, drowning, exhaustion, death,
	Biological hazard	Attack by large animals in the water: Crocodile, hippopotamus,	Injury, sinking in the water, disability, death
		Poisonous fish and snake bite	Cut injury, poisoned, infection
		Mosquito and other insect bite	Parasitic infection
		Contact and drinking contaminated water	Water borne disease, food borne disease and dermatitis
	Ergonomic hazards	Heavy load and manual handling of fish and fishing materials	Back and other MSDs, exhaustion
		Poor posture while on boat	Sinking in the water, death, MSDs
	psychosocial hazards	Job demand: work beyond capacity, long hour working	exhaustion, Stress, MSDs
		Poor workplace relationship: unpaid	Stress, negative attitude for the society
		Fear of water body animals	Sadness, hopelessness, sleeping disorder, stress

## **9. Recommendation**

Based on the findings of this study on workplace hazard assessment recommendations were formulated by considering two age groups, age below 14 and 14-17 years. Children below the minimum working age of 14 years need urgent intervention to be removed from child labor. The following recommendations are forwarded for the legal working age children, 14-17 years, to improve their working environment, the working condition and living conditions so that their work is no longer considered hazardous.

### **Occupational Health and Safety Improvement**

Redesigning the working tools and work station is the most important area of intervention to alleviate workplace hazards for weaving children. The intervention should focus both on the working machinery and on the working environment. Working machines are traditional which leads children to apply a great deal of energy with an awkward posture and are designed for adult body sizes thus children are unable to operate the machinery in such a way that allows for proper body posture while working.

The problem can be improved with a simple redesigning of the working tools and thorough application of a proper work station design. This has the potential to bring a huge change both in the productivity and protection of the health of children and adult workers too. The E-FACE project especially through MEDA with its long standing experience in workplace improvement with collaboration from the local technology universities could be a venue to produce an ergonomically well designed model of weaving machines which many of the young small scale workshops can produce in mass for the market. There are similar good practices in India and Pakistan where the redesign of work environment has been applied in traditional weaving.

Workplace improvement through labor inspection is minimal in these types of informal sectors because of the nature of a home based practice, lack of labor laws that addresses such sectors and due to the inadequacy and insufficient capacities of labor inspection service in the Labor and Social Affairs office. Hence, workplace health and safety improvement should target the employer and working children to improve their knowledge and practices on workplace health and safety.

Since these informal sectors are always busy and employers struggle to find time to address these issues, the strategy should focus on developing simple work procedures and work manuals in local languages and in a pictorial presentation for young workers to be delivered with supported demonstration of adult experienced weavers.

Develop instruments that can provide valuable information with self-used ICE materials (Information, Communication and Education) to improve the health and safety of young workers in the informal sectors.

Provide training of young workers on manual handling, working posture, recognition of hazards in their workplace and basic risk assessment skills for local implementing agents, supervisors, employers and parents. Prepare different types of posters that demonstrate children with good working posture, major hazards in weaving and its impact, to be posted on their workplace wall to influence their practice. The training on workplace health and safety for employers and parents should focus on the role of creating better workplaces for their business success.

The other most dangerous and devastating condition that affects the development of young children is the psychosocial hazards at their work place. The young workers' relationships with their employers should be improved through different awareness raising and sensitization events for employers.

Psycho-social rehabilitation of the children who have been victimized should be encouraged by experts of the Ministry of Women's, Children and Youth Affairs and implementing agencies in the area. Supervision, advisory and training of youth about

their working conditions should be planned, implemented and evaluated as one of the means to alleviate the problem by the zonal, district and kebele level government structure especially offices of the Labor and Social Affairs and the Women, Children and Youth Affairs.

E-FACE project in collaboration with the local small and micro-enterprise agency create and implemented that hosts a weekly 1-2 hour discussion forum on workplace health and safety among employers and young workers together to discuss their business plans, evaluate their performance and workplace hazards. This can enable employers to understand the value of young workers at their workplace and children will get an opportunity to raise their concerns and play an indispensable role in the improvement of their workplace.

The regional Labor and Social Affair Office with E-FACE project prepare a minimum workplace Health and Safety standard for the weaving sector and implement a system for registration of households based on its level of fulfillment of the minimum standards set for weaving. Then, on an annual basis, identify those households who have better performance in meeting the standards and graduate them. Arrange a reward scheme for graduated households for better workplace achievements on a quarterly basis and link this achievement with loans or other project benefits. The graduated households can be then used as a model to influence others and an experience platform for other interventions as well. Aligned with this recommendation, efforts to develop a “child-safe” or “child-labor free” product seal for weavers should continue.

Strong efforts should be made to improve the living and working conditions of children in the weaving sector with respect to the room size of the weaving area, ventilation system, and sleeping area, access to toilet facilities and to washing services to improve their hygienic conditions. As a result the overall health condition of these young workers will be dramatically improved.

## **Capacity Building**

Adequate skills for labor inspectors should be provided to support the household business and improvement of the work environment for young workers. The enforcement of labor laws should come later.

A list of hazardous and prohibited tasks specifically for children should be communicated with the public and the list should be continuously reviewed and updated.

The offices of Labor and Social Affairs at all levels up to the district level should be strengthened with qualified personnel to support the system.

In response to the booming of informal small scale business in the country and the high number of young labor force involved in these sectors, the legal framework of labor should be revised to encompass all business sectors and workers in these businesses including the informal sector.

The contents of the labor law concerning child work such as working age, work hour, and hazardous task should be presented for public debate in media, in local community meetings and in schools for their improvement.

Work towards generating resources and strengthening the availability of free schooling. Additionally, children highly in need should be able to access school feeding and be provided with support for educational materials, as this will attract families and employers to send children for study. This can be achieved with fundraising activities through the mobilization of the local community, budget from local government, funds from supporting agencies and alumni of the schools.

Create market linkages with the end user should be strengthen to get weavers the right share of the market and to benefit recruited young children in those working sectors.

## **Legal Frame work and Labor Inspection**

Minimum workplace health and safety standards that show a direction of future improvement should be set for informal sectors, considering the sector development, socio-economic level and direction of national development, through the involvement of different stakeholders.

The developed minimum workplace health and safety standards should be communicated for all stakeholders including parents practicing weaving and children. These standards should be inspected and follow by labor inspectors or any delegate of the labor inspector at the local level.

The experience in implementation of workplace health and safety standard in weaving should be replicated to the other informal sectors of the nation like fishing and agriculture sectors.

Since many of the stakeholders lack knowledge about the available legal framework and policies, designing and delivering awareness creation and advocacy programs is very important for all stakeholders, including employers and young workers. These campaigns can take place through television, radio, print media, community workers, and local administrators.

Prepare and implement a system of standardized contractual language for young workers who are engaged in the informal sector. This contractual language between employers and workers should then be deemed a requirement in all contracts such that labor inspectors can confirm the document and its implementation during supervision and use for legal enforcement.

For young children engaged in fishing and agricultural sectors, efforts should be made to involve them in non-hazardous activities of the sector like skinning and processing of the trapped fish and supply of products to market. This will steer youth away from hazardous work such as trapping fish in the lake (which often entails

struggling with large animals) and various difficult and laborious activities in farming which is beyond the capacity of the child.

### **Collaborative Efforts among Stakeholders**

Since child labor is multi-dimensional and has a deep rooted social reasoning in a society like Ethiopia, collaborative efforts between national and local level stakeholders are important, including between MoLSA, MoE, MoCYW, MoJ, MoA and MoTI, for whom it is vital to be engaged at all levels of the administration.

Interesting findings have been demonstrated with respect to family livelihood/income, children's education and self-esteem where the E-FACE targeted households showed better result than the non-targeted. Hence, a collaborative effort should be made to strengthen and expand project interventions to include more households and incorporate workplace health and safety service awareness rising in its community engagement.

The current societal mentality showed that child labor is considered as the responsibility of NGOs, hence the involvement of government and civil society (Edir, religious institutions and associations) is minimal. Therefore, the government should support multi-stakeholders initiatives and create a discussion platform whereby the roles and responsibilities of all stakeholders are outlined and discussed.

Arrange loan services and provide improved fishing equipment for youths in fishing so as to protect them from the hazardous nature of the fishing activities like the effects of crocodile, hippos, and wind storms. This can be achieved through the local small scale enterprise agency, microfinance institutions and local implementing agencies. This effort can be combined with activities such as savings groups which promote savings behaviors among adults and young workers, thereby addressing the problem perceived within the fishing industry of young workers wasting their hard-earned money on frivolous things.

Using the existing experience and resources of the local and international NGOs (WVE, MEDA, MCDP) working in the selected intervention areas of SNNPR and Addis Ababa, the government should institutionalize child labor protection in its systems by mainstreaming activities in all sectors and in all educational curriculums.

Taking the E-FACE intervention area as a model, the federal and regional government, in collaboration with the E-FACE consortium, should develop and implement a labor inspection package in the informal sector that could be piloted in a targeted area and then further applied nationwide.

There should be a supportive system for the monitoring and evaluation of child labor, workplace hazards and work related illness/injuries through reporting and research activities.

### **Use of Local Capacity**

The flow of children into business enterprises, particularly those under the age of 14 years, should be stopped through a collaborative and sustainable effort. The most intelligent structure which has been found within the community for the purpose of health and developmental activity is the “one-to-five structure”. It is the organization of five households into one group. Hence, by using this structure the community can share child labor information and identifying households and local employers who abuse child labor and to provide advice and application of enforcement. Therefore, such a kind of a functional and organized self-supporting system of child labor protection should be established at all levels of the community.

The other existing strong community structures are ‘Edir’ and religious institutions. These institutions can play a significant role in stopping child labor specially the worst forms. Therefore, building the capacity of these institutions with adequate knowledge and commitment will help to utilize their structure for the creation of child labor free area in their community.



## **Research**

The involvement of universities and research institutes should continue to increase as a means of providing valuable knowledge to inform policy and programming decisions. The involvement of research institutes and universities will continue to build the base of evidence which will shed light on issues such as a child labor. A strong evidence base will help to support the update of a hazardous work list, the nature of child labor in various sectors, and good practices regionally or globally that have proven effective to mitigate child labor. Thus, a continued engagement with such academic groups is encouraged.

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## Annexes

### Annex 1: Additional Result Tables

Table 19: Distribution of study subjects, engaged in the informal sector of traditional weaving by zone and woreda, Central and Southern Ethiopia, 2013

variable	category	zone or sub - city															
		Addis Ababa				Wolayta				Gamo Gofa							Total
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum		
Headship	Family	143	122	274	539	291	22	16	329	25	36	156	55	117	389	1257	
	Business owner	1	0	1	2	8	0	0	8	0	1	0	0	0	1	11	
Headage	≤18	3	0	22	25	5	0	0	5	5	0	33	0	0	38	68	
	19-24	1	1	29	31	10	0	0	10	1	1	1	1	0	4	45	
	25-29	8	3	35	46	45	1	0	46	4	2	7	0	6	19	111	
	30-34	20	5	36	61	58	1	2	61	6	3	7	0	20	36	158	
	35-39	34	27	51	112	81	4	4	89	5	9	22	4	43	83	284	
	40-44	19	25	35	79	42	6	2	50	1	10	35	4	24	74	203	
	45-49	23	22	32	77	25	4	1	30	2	4	18	14	12	50	157	
	50-54	10	12	12	34	18	1	2	21	0	2	20	11	4	37	92	
	55-59	8	10	14	32	10	4	2	16	0	1	6	11	3	21	69	
	60-64	4	8	6	18	4	1	1	6	0	2	4	4	4	14	38	
65+	14	9	3	26	1	0	2	3	1	3	3	6	1	14	43		

variable	category	zone or sub - city														
		Addis Ababa				Wolayta				Gamo Gofa					Sum	Total
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya		
Head sex	Male	101	91	214	406	285	21	14	320	24	32	149	48	115	368	1094
	Female	43	31	61	135	14	1	2	17	1	5	7	7	2	22	174
Religion	Orthodox	116	122	169	407	113	7	9	129	9	19	117	51	11	207	743
	Protestant	28	0	105	133	184	13	6	203	16	18	39	4	103	180	516
	Other	0	0	1	1	2	2	1	5	0	0	0	0	3	3	9
Marital Status	Single	3	5	36	44	28	2	0	30	6	0	25	1	2	34	108
	Married	119	100	227	446	235	20	15	270	14	35	111	48	114	322	1038
	Divorced	3	4	5	12	5	0	0	5	0	0	2	1	0	3	20
	Widowed	10	12	3	25	5	0	1	6	0	2	4	2	1	9	40
	Separated	9	1	4	14	26	0	0	26	5	0	14	3	0	22	62
	Co-habited															0
Ethnicity	Wolayta	0	0	1	1	5	22	15	42							43
	Gamo	142	1	247	390	217	0	0	217	25	36	99	55	106	321	928
	Dorze	0	0	3	3	77	0	1	78	0	1	57	0	0	58	139
	Kembata	1	0	0	1											1
	Amhara	1	117	17	13											135

variable	category	zone or sub - city														
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	Total
					5											
	Oromo	0	4	7	11											11
Education	Unable to read & write	38	24	85	147	140	12	7	159	3	21	40	37	44	145	451
	Able to read & write	21	34	13	68	25	4	1	30	2	7	18	13	24	64	162
	Grade 1-4	31	17	78	126	60	3	6	69	13	7	32	1	30	83	278
	Grade 5-8	41	28	84	153	61	3	1	65	5	2	45	4	15	71	289
	Grade 9-10	5	17	13	35	12	0	1	13	2	0	18	0	4	24	72
	Preparatory	5	1	0	6	1	0	0	1	0	0	2	0	0	2	9
	10+1 and above	3	1	2	6					0	0	1	0	0	1	7
Household size	≤5	57	66	145	268	131	10	6	147	14	8	85	32	22	161	576
	>5	87	56	130	273	168	12	10	190	11	29	71	23	95	229	692
Household monthly	<Average	99	71	149	319	183	17	13	213	9	18	83	55	94	259	791
	Average	45	51	126	22	116	5	3	12	16	19	73	0	23	131	477

variable	category	zone or sub - city															Total
		Addis Ababa				Wolayta				Gamo Gofa							
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum		
income	+				2				4								
Household saving	Yes	112	73	155	340	284	15	15	314	18	34	124	42	98	316	970	
	No	32	49	120	201	15	7	1	23	7	3	32	13	19	74	298	
Future business plan	Yes	103	113	139	355	231	18	11	260	22	37	145	54	114	372	987	
	No	41	9	136	186	68	4	5	77	3	0	11	1	3	18	281	

**Table 20: Family head and business owners attitude towards child work and child labor in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

variable	category	zone or sub - city															Total
		Addis Ababa				Wolayta				Gamo Gofa							
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum		
Head work start age	5-9	79	18	93	190	177	8	14	199	21	22	102	35	70	250	639	
	10-13	60	83	128	271	95	5	2	102	4	14	36	10	36	100	473	
	14-17	4	19	42	65	25	7	0	32	0	1	16	3	9	29	126	
	18+	1	2	12	15	2	2	0	4	0	0	2	7	2	11	30	
Head	5-9	59	5	27	91	135	11	2	14	8	25	72	36	104	245	484	

variable	category	zone or sub - city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
attitude child work age									8							
	10-13	55	71	91	217	130	10	13	153	9	12	69	16	11	117	487
	14-17	28	44	125	197	29	1	1	31	8	0	13	3	2	26	254
	18+	2	2	32	36	5	0	0	5	0	0	2	0	0	2	43
Head opinion child education and work	No child education	2	0	0	2	10	0	0	10	0	0	0	1	0	1	13
	Child education & work	120	108	212	440	261	21	12	294	24	35	116	49	98	322	1056
	Child education	22	13	63	98	28	1	4	33	1	2	36	5	19	63	194
	Other	0	1	0	1					0	0	4	0	0	4	5
Head attitude on hazardousness of weaving for 14-17 years	Hazardous	44	112	107	263	129	10	14	153	11	8	69	41	39	168	584
	Not hazardous	100	10	168	278	170	12	2	184	14	29	87	14	78	222	684

variable	category	zone or sub - city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Head opinion of working hour for age 14-17	≤7	127	116	213	456	59	10	3	72	17	26	79	34	73	229	757
	>7	17	6	62	85	240	12	13	265	8	11	77	21	44	161	511
Effect of age 5-14 stopped working in household Head work start age	Nothing	35	7	90	132	18	1	2	21	2	2	11	0	8	23	176
	living standard decline	81	105	153	339	200	16	9	225	10	24	76	42	76	228	792
	livelihoods in danger	24	6	17	47	104	10	1	115	2	29	41	24	15	111	273
	Business not operate	2	0	0	2	83	7	1	91	0	4	10	18	0	32	125
	Children lack skills and capacity	121	110	179	410	160	13	3	176	14	16	84	41	59	214	800

**Table 21: Distribution of socio-demographic characteristics of children engaged in the informal sector of tradition weaving, Central and southern Ethiopia, 2013**

## Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sector, Central and Southern Ethiopia, 2013

variable	category	zone or sub - city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chenc ha	Dit a	Western Abaya	Sum	
Age of child	5-9	7	4	14	25	24	3	2	29	2	11	8	2	10	33	87
	10-13	35	33	56	124	84	7	6	97	9	13	47	19	58	146	367
	14-17	102	85	205	392	191	12	8	211	14	13	101	34	49	211	814
Child sex	Male	91	63	193	347	219	13	10	242	20	24	115	46	89	294	883
	Female	53	59	82	194	80	9	6	95	5	13	41	9	28	96	385
Child religion	Orthodox	119	122	175	416	107	7	8	122	9	15	115	52	11	202	740
	Protestant	25	0	98	123	192	15	7	214	16	22	41	3	103	185	522
	Other	0	0	2	2	0	0	1	1	0	0	0	0	3	3	6
Child marital status	< 10 years	7	4	10	21	22	3	2	27	2	11	7	2	10	32	80
	Single	137	118	263	518	275	19	14	308	22	26	136	52	106	342	1168
	Married	0	0	2	2	2	0	0	2	1	0	6	1	1	9	13
	Separated									0	0	7	0	0	7	7
Child Ethnicity	Wolayta	1	0	0	1	5	22	15	42							43
	Gamo	140	1	250	391	212	0	0	212	25	37	98	55	107	322	925

variable	category	zone or sub - city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
	Dorze	2	0	3	5	82	0	1	83	0	0	58	0	0	58	146
	Amhara	1	119	18	138											138
	Oromo	0	2	4	6											6
	Zeyse									0	0	0	0	10	10	10
Education	Unable to read & write	0	1	29	30	66	0	0	66	1	3	6	3	4	17	113
	Able to Read & write	1	0	0	1	1	0	1	2							3
	Grade 1-4	54	21	115	190	130	15	4	149	12	23	40	23	51	149	488
	Grade 5-8	66	63	105	234	98	6	8	112	10	9	86	25	56	186	532
	Grade 9-10	20	28	22	70	4	1	3	8	2	2	23	4	6	37	115
	Preparatory	3	5	4	12											12
	10+1 and above	0	4	0	4					0	0	1	0	0	1	5
Currently in school	Yes	131	111	189	431	172	18	11	201	16	30	123	45	103	317	949



variable	category	zone or sub - city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
No		13	11	86	110	127	4	5	136	9	7	33	10	14	73	319
How education while working	Night school	6	1	27	34	1	0	0	1							35
	Day schooling and working on the night shift	57	101	146	304	6	2	0	8	0	2	19	25	1	47	359
	Schooling in shift work	68	9	15	92	164	16	11	191	16	28	104	20	102	270	553
	Other	0	0	1	1	1	0	0	1							2
Reasons for not school	Not allowed	0	2	4	6	36	1	0	37	0	1	3	2	1	7	50
	Failed school	2	1	1	4	6	0	2	8	1	0	1	0	2	4	16
	Afraid of teachers	0	0	1	1	3	0	0	3							4
	Illness	1	4	3	8	7	0	1	8	0	0	2	0	0	2	18

variable	category	zone or sub - city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Disability	0	0	1	1											1	
Family breakdown	2	0	3	5	3	0	0	3	1	0	2	2	0	5	13	
Lack of support	8	4	51	63	70	3	1	74	7	6	22	1	11	47	184	
Registration passed	0	0	14	14											14	
Lack of interest	0	0	3	3	1	0	0	1	0	0	2	1	0	3	7	
Other	0	0	5	5	1	0	1	2	0	0	1	4	0	5	12	

**Table 22: Condition of child work and child labor of children engaged in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Children work start age	5-9	95	26	120	241	206	18	14	238	22	32	120	36	99	309	788
	10-13	44	90	121	255	88	4	2	94	3	4	25	9	18	59	408
	14-17	5	6	34	45	5	0	0	5	0	1	11	10	0	22	72
Experience in weaving	< 1 year	8	15	80	103	44	2	2	48	7	12	39	16	12	86	237
	1-2 years	56	53	93	202	103	4	4	111	6	13	58	18	34	129	442
	3-4 years	54	31	46	131	62	5	5	72	6	6	26	13	30	81	284
	> 5 years	26	23	56	105	90	11	5	106	6	6	33	8	41	94	305
Payment	Yes	58	3	132	193	149	1	2	152	11	2	55	1	5	74	419
	No	86	119	143	348	150	21	14	185	14	35	101	54	112	316	849
Payment status	In cash	57	3	131	191	133	1	2	136	6	2	52	0	5	65	392
	In kind	1	0	1	2	16	0	0	16	5	0	3	1	0	9	27

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variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Payment taker	Myself	56	3	126	185	145	1	2	148	11	2	55	1	5	74	407
	My family	2	0	5	7	4	0	0	4							11
	Other	0	0	1	1											1
Payment per month	< average	56	0	98	154	132	1	2	135	6	2	25	1	5	39	328
	≥ average	2	3	34	39	17	0	0	17	5	0	30	0	0	35	91
Saving	Yes	29	1	51	81	91	1	2	94	1	2	30	0	0	33	208
	No	29	2	81	112	58	0	0	58	10	0	25	1	5	41	211
Reason for not paid	Family business	86	117	136	339	147	21	14	182	14	34	94	54	112	308	829
	Forced to work	0	2	0	2					0	0	1	0	0	1	3
	Other	0	0	7	7	3	0	0	3	0	1	6	0	0	7	17

**Table 23: Child work and child labor of children engaged in the informal sector of traditional weaving, central and Southern Ethiopia, 2013**

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Work hour per day	≤7	121	115	166	402	75	14	6	95	14	31	117	38	86	286	783
	8-12	23	5	71	99	142	8	10	160	7	6	24	15	31	83	342
	13+	0	2	38	40	82	0	0	82	4	0	15	2	0	21	143
Work days per week	≤ 6 days	108	122	270	500	293	18	15	326	23	32	152	55	116	378	1204
	7 days	36	0	5	41	6	4	1	11	2	5	4	0	1	12	64
Work weekends/holidays	Yes	97	113	168	378	89	6	7	102	2	7	46	18	8	81	561
	No	47	9	107	163	210	16	9	235	23	30	110	37	109	309	707
Regular play time	Yes	70	99	139	308	191	14	13	218	13	31	108	50	68	270	796
	No	74	23	136	233	108	8	3	119	12	6	48	5	49	120	472
Game types	Watching TV/video	24	24	12	60	24	0	0	24	0	0	2	13	27	42	126

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodotown	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Ditaa	Western Abaya	Sum	
Local games (playing in the field)	Local games (playing in the field)	68	95	131	294	177	15	14	206	13	31	72	32	51	199	699
	Home games	15	79	20	114	71	10	3	84	1	5	37	21	32	96	294
	Other	1	2	3	5					0	0	1	0	0	1	6
Children interest	Full-time school	91	103	114	308	89	5	7	101	8	18	52	34	77	189	598
	Full-time work	2	4	0	6	9	0	0	9	0	0	4	1	0	5	20
	Per time school	43	14	144	201	199	17	9	225	17	17	74	16	38	162	588
	Better job/work	8	1	17	26	2	0	0	2	0	2	26	4	2	34	62
Adequacy of weaving skill	Yes	67	13	169	249	132	12	0	144	15	8	86	30	73	212	605
	No	77	109	106	292	167	10	16	193	10	29	70	25	44	178	663

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variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Child skill training demand	No need	9	102	36	147	11	0	0	11	3	2	30	8	4	47	205
	DEER	1	0	4	5	4	1	0	5							10
	MADAWOR	0	0	1	1	1	0	0	1	0	2	1	0	6	9	11
	MAKLEM									0	0	2	0	9	11	11
	SHIMENA	28	6	57	91	109	8	16	133	6	25	24	12	11	78	302
	TIBEB	37	1	7	45	41	1	0	42	1	0	13	5	13	32	119
	OTHER	2	0	1	3	1			1					1	1	5
Night work (10:00 PM – 6:00 AM)	Yes	63	6	76	145	33	2	4	39	3	3	10	0	1	17	201
	No	81	116	199	396	266	20	12	298	22	34	146	55	116	373	1067
Contractual agreement	Yes	2	2	21	25	91	1	1	93	2	1	16	0	1	20	138

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variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
	No	142	120	254	516	208	21	15	244	23	36	140	55	116	370	1130
Regular break time	Yes	27	112	88	227	192	17	14	223	5	27	67	47	65	211	661
	No	117	10	187	314	107	5	2	114	20	10	89	8	52	179	607



**Table 24: Occupational health and safety conditions in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Use of Chemical	Yes	4	7	4	15	156	11	6	173	2	1	5	0	43	51	239
	No	140	115	271	526	143	11	10	164	23	36	151	55	74	339	1029
Use of Sharp tools	Yes	134	122	250	506	229	12	7	248	16	36	107	53	101	313	1067
	No	10	0	25	35	70	10	9	89	9	1	49	2	16	77	201
Workplace thermal condition	Warm	64	101	197	362	77	6	10	93	24	16	33	22	67	162	617
	Neutral	66	4	48	118	84	6	3	93	1	4	13	4	0	22	233
	Cool	14	17	30	61	138	10	3	151	0	17	110	29	50	206	418
Preference of workplace thermal condition	Warm	13	77	40	130	88	3	1	92	1	19	108	23	40	191	413
	Unchanged	25	33	106	164	52	8	6	66	24	1	12	4	32	73	303
	Cool	106	12	129	247	159	11	9	179	0	17	36	28	45	126	552

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variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humb o	Sum	Arbaminc h town	Arbami nch zuria	Chenc ha	Dit a	Western Abaya	Sum	
Workplace Illumination	Adequate	76	85	209	370	169	14	10	193	21	24	114	21	98	278	841
	Low	68	37	66	171	130	8	6	144	4	13	42	34	19	112	427
Excess cotton fiber in workplace	Yes	140	122	119	381	197	11	6	214	8	12	99	52	31	202	797
	No	4	0	156	160	102	11	10	123	17	25	57	3	86	188	471
Seat back rest	Yes	6	2	25	33	62	3	0	65	1	4	19	13	4	41	139
	No	138	120	250	508	237	19	16	272	24	33	137	42	113	349	1129

**Table 25: Work-related Injury and illness distribution of children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chenc ha	Dit a	Western Abaya	Sum	
Injury in the last one year	Yes	52	3	14	69	40	4	0	44	2	2	29	1	7	41	154
	No	92	119	261	472	259	18	16	293	23	35	127	54	110	349	1114
Frequency of Injury	Once	35	2	10	47	26	4		30	2	1	12	1	6	22	99
	Twice	12	0	1	13	6	0	0	6	0	1	10	0	0	11	30
	Three and above	5	1	3	9	8	0	0	8	0	0	7	0	1	8	25
Type of Injuries	Cuts or punctured	24	0	6	30	14	0	0	14	0	0	4	0	1	5	49
	Strain	21	2	5	28	14	1	0	15	1	1	6	0	4	12	55
	Fracture	13	1	0	14	2	0	0	2	1	1	11	1	0	14	30
	Dislocation	3	0	0	3	3	1	0	4	0	0	0	0	2	2	9
	Eye-injury	3	0	1	4	5	1	0	6	0	0	8	0	0	8	18
	Other	1	0	2	3	5	1	0	6							9
Illness in the last one year	Yes	87	6	54	147	81	10	0	91	7	8	53	2	23	93	331

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damo t Gale	Humbo	Sum	Arbaminc h town	Arbamin ch zuria	Chenc ha	Dit a	Wester n Abaya	Sum	
	No	57	116	221	394	218	12	16	246	18	29	103	53	94	297	937
Frequency Illness	Once	32	0	21	53	41	5		46	1	4	23	1	11	40	139
	Twice	22	2	8	32	20	4		24	4	1	16	0	6	27	83
	Three and above	33	4	25	62	20	1		21	2	3	14	1	6	26	109
Type of Illness	Eye infection	15	2	6	23	28	3	0	31	0	3	24	0	11	38	92
	Ear infection	2	0	7	9	9	0	0	9	0	0	0	0	2	2	20
	Skin disease	4	0	3	7	8	1	0	9	0	2	6	0	0	8	24
	Respiratory disease	61	1	18	80	9	3	0	12	0	2	15	0	2	19	111
	Allergies	3	0	2	5	11	2	0	13	1	0	15	1	7	24	42
	kidney	4	0	2	6	6	1	0	7	1	1	4	0	3	9	22

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damo t Gale	Humbo	Sum	Arbaminc h town	Arbamin ch zuria	Chenc ha	Dit a	Wester n Abaya	Sum	
	Urinary tract infection	5	0	1	6	3	0	0	3	0	0	2	0	0	2	11
	OTHER	6	4	18	28	16	1	0	17	5	2	7	1	4	19	64
Severity of Injury and Illness	Stopped work temporarily	60	5	29	94	72	9	2	83	12	4	32	2	24	74	251
	Stopped schooling temporarily	18	4	21	43	18	2	2	22	8	0	26	0	11	45	110
	Didn't prevent work	23	1	10	34	17	2	0	19	0	4	7	0	2	13	66
	Other	0	0	2	2	299	22	16	337	25	37	156	55	117	390	729
Treatment options	Traditional healer	7	1	9	17	22	2	1	25	2	2	17	0	9	30	72
	Visit medical facilities	66	5	29	100	48	9	0	57	11	2	32	0	19	64	221

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chenc ha	Dit a	Western Abaya	Sum	
No treatment	15	0	16	31	21	0	0	21	0	3	4	2	0	9	61	
Other	0	0	1	1	3	0	1	4	0	1	0	0	0	1	6	

**Table 26: Workplace Psychosocial conditions of children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chenc ha	Dit a	Western Abaya	Sum	
Take own break	Yes	36	107	177	320	129	9	10	148	8	29	93	51	68	249	717
	No	108	15	98	221	170	13	6	189	17	8	63	4	49	141	
Supportive feedback	Yes	64	118	216	398	197	13	11	221	20	33	110	54	117	334	953
	No	80	4	59	143	102	9	5	116	5	4	46	1	0	56	

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variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dit a	Western Abaya	Sum	
Workplace relationship	Yes	11	3	43	57	56	4	3	63	9	5	20	4	1	39	159
	No	133	119	232	484	243	18	13	4	16	32	136	51	116	351	1109
Emotional abuse	No	62	120	239	421	212	21	12	5	22	29	146	47	116	360	1026
	Neglected	4	0	3	7	32	0	2	34	0	3	1	0	0	4	45
	Blamed you for their mistake	20	0	1	21	12	1	1	14	2	1	0	1	0	4	39
	Mistreated	16	0	5	21	31	0	1	32	2	2	1	1	1	7	60
	Harassment	78	2	30	110	53	1	0	54	3	5	9	8	0	25	189
	Denied food	2	0	3	5	16	0	0	16							21
	Other	7	0	6	13	1	0	0	1							14

**Table 27: Living condition of children aged 14-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dita	Western Abaya	Sum	
Workplace ventilation system	Yes	55	79	174	308	157	17	10	184	21	31	122	28	106	308	800
	No	89	43	101	233	142	5	6	153	4	6	34	27	11	82	468
Toilet facility	Clean	1	4	5	10	29	3	0	32	0	0	40	0	56	96	138
	Not clean	107	91	236	434	19	1	0	20	4	2	4	4	0	14	468
	Not available	36	27	34	97	251	18	16	285	21	35	112	51	61	280	662
Shower facility	Yes	2	13	6	21	18	0	0	18	0	0	2	0	38	40	79
	No	142	109	269	520	281	22	16	319	25	37	154	55	79	350	1189
Separate Kitchen	Yes	77	67	187	331	224	16	6	246	24	32	139	45	113	353	930
	No	67	55	88	210	75	6	10	91	1	5	17	10	4	37	338
Animal living with human	Yes	41	47	66	154	27	4	11	42	1	5	13	4	6	29	225
	No	103	75	209	387	272	18	5	295	24	32	143	51	111	361	1043



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variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dita	Western Abaya	Sum	
Access for Protected water source	Yes	141	121	274	536	283	22	12	317	25	24	144	25	117	335	1188
	No	3	1	1	5	16	0	4	20	0	13	12	30	0	55	80
Living with	Family	132	116	195	443	186	22	14	222	15	35	115	54	117	336	1001
	Business owner	4	1	31	36	36	0	0	36	1	2	10	1	0	14	86
	Self-rented house	3	0	4	7	2	0	0	2	3	0	17	0	0	20	29
	Rented house with friend					1	0	0	1	2	0	0	0	0	2	3
	Working place	5	1	36	42	70	0	2	72	4	0	14	0	0	18	132
	other	0	4	9	13	4	0	0	4							17
Availability of food	Yes	104	120	238	462	190	13	10	213	21	33	132	49	97	332	1007
	No	40	2	37	79	109	9	6	124	4	4	24	6	20	58	261
Clothing	Good	69	116	213	398	163	6	6	175	16	26	116	42	91	291	864
	Poor	75	6	62	143	136	16	10	162	9	11	40	13	26	99	404

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dita	Western Abaya	Sum	
Personal hygiene	Good	66	118	215	399	160	6	6	172	16	17	116	47	86	282	853
	Poor	78	4	60	142	139	16	10	165	9	20	40	8	31	108	415

**Table 28: Migration status of children aged 5-17 years engaged in the informal sector of traditional weaving, in central and Southern part of Ethiopia, 2013**

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humbo	Sum	Arbaminch town	Arbaminch zuria	Chencha	Dita	Western Abaya	Sum	
Migration	Yes	24	4	103	131	113	0	1	114	16	1	12	1		30	275
	No	1	5	16	22	7	1	2	10	0	3	35	0		38	70
How do you come with	Peer	0	0	1	1	6		0	6	0	0	1	0		1	8
	Relative s	20	2	62	84	53		1	54	7	1	6	1		15	153
	Known non relatives	3	0	17	20	14		0	14	5	0	1	0		6	40
	Broker	0	0	5	5	9		0	9							14

variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humb o	Sum	Arbamin ch town	Arbamin ch zuria	Chencha	Dita	Western Abaya	Sum	
Alone		1	2	11	14	28		0	28	4	0	3	0		7	49
Other		0	0	7	7	3		0	3	0	0	1	0		1	11
Reason for migration	Parent died	3	0	13	16	12		1	13	4	1	4	1		10	39
	Family breakdown	3	1	0	4	3		0	3	1	0	3	0		4	11
	Financial problem	11	2	58	71	92		0	92	9	0	5	0		14	177
	Quarrel with family					2		0	2							2
	For education	7	1	27	35	3		0	3	2	0	0	0		2	40
	Other	0	0	5	5	1		0	1							6
Living condition comparison	Better now	16	4	84	104	65		1	66	8	1	6	1		16	186
	Worst	1	0	8	9	27		0	27	4	0	3	0		7	43

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variable	category	zone or sub city														Total
		Addis Ababa				Wolayta				Gamo Gofa						
		District 1	District 2	District 3	Sum	Sodo town	Damot Gale	Humb o	Sum	Arbamin ch town	Arbamin ch zuria	Chencha	Dita	Western Abaya	Sum	
No change		7	0	11	18	21		0	21	4	0	3	0		7	46
Communication with family	Yes	18	4	84	106	74		0	74	15	1	6	0		22	202
	No	6	0	19	25	39		1	40	1	0	6	1		8	73

## Annex 2: Survey Questionnaire

### A. Amharic questionnaire

I. የስምምነት መግለጫ /ቅጽ/

በደቡብና መካከለኛ ኢትዮጵያ መደበኛ ባልሆኑ የስራ መስኮች በስራ ላይ የሚገኙ ጠንቆችን በማጥናት የመቆጣጠሪያ መንገዶችን ለመቀመር የተዘጋጀ መጠይቅ

ስሜ ----- ነው። የምሰራው በደቡብና መካከለኛ ኢትዮጵያ መደበኛ ባልሆኑ የስራ መስኮች በስራ ላይ የሚገኙ ጠንቆችን በማጥናት የመቆጣጠሪያ መንገዶችን ለመቀመር ጎንደር ዩኒቨርሲቲ ከወርልድ ቪዥን ኢትዮጵያ ጋር በመተባበር በማካሄድ ላይ ለሚገኘው ጥናት ነው። የዚህ ጥናት ዋና አላማ መደበኛ ባልሆኑ የሽመና ስራ መስኮች የሚገኙ ዋና ዋና የስራ ላይ ጠንቆችን ለመለየትና በስራ መስኩ የተሰማሩ ህጻናትና ወጣቶች ላይ የሚደርሰውን የአካልና የጤና እክሎች ለማወቅ ነው። ይህን መረጃ ለማግኘት ስለራስዎ ፣ ቤተሰብዎ፣ የኑሮ ሁኔታና እና የሥራ አካባቢን በተመለከተ ይጠየቃሉ። የዚህ ጥናት ውጤት ለመንግስት ፣ ፖሊሲ አውጭዎች፣ ለአሰሪዎችና ለወጣት ሠራተኞች ጠቃሚ መረጃዎችን ለማቅረብ ያገለግላል። መጠይቁ ከ30 ደቂቃ ያልበለጠ ጊዜ ይወስዳል። በመጠይቁና በጥናቱ ውጤት ላይ ስምዎ አይገለጽም። እንዲሁም የሚሰጡት መረጃ በሚስጥር ይጠበቃል። በዚህ መጠይቅ ላይ አለመሳተፍ ወይም አንዳንድ ጥያቄዎችን ያለመመለስ መብትዎ የተጠበቀ ነው።

በመጠይቁ ለመሳተፍ ፈቃደኛ ነዎት

1. አዎ
2. አይደለሁም

መልሱ አይደለሁም ከሆነ ወደ ሚቀጥለው ተጠያቂ ይሂዱ። በመጠይቁ ላለመሳተፋቸው ምክንያት ይጻፍ።

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የስምምነት መግለጫውን ያረጋገጠው

ስም \_\_\_\_\_ ፊርማ \_\_\_\_\_

መጠይቁ የተደረገበት ቀን \_\_\_\_\_ የተጀመረበት ሰዓት \_\_\_\_\_ የተጠናቀቀበት ሰዓት \_\_\_\_\_

የመጠይቁ ውጤት

1. ተጠናቋል
2. ያልተሟላ መጠይቅ

የመስክ ተቆጣጣሪ ስም \_\_\_\_\_ ፊርማ \_\_\_\_\_ ቀን \_\_\_\_\_

1. የቤተሰብ ሀላፊና አሰሪዎችን የተመለከቱ ጥያቄዎች

ተቁ	ጥያቄ	ምላሽ	ዝላል
1.	ስራው የሚመራው	1. በቤተሰብ 2. በድርጅት	
2.	የቤተሰብ/ አስተዳደሪ(ዋ) ሀላፊ እድሜ		
3.	የቤተሰብ/ አስተዳደሪው ጾታ	1. ወንድ 2. ሴት	
4.	የቤተሰብ/ አስተዳደሪው(ዋ) ሀይማኖት	1. ኦርቶዶክስ 2. ፕሮቴስታንት 3. ካቶሊክ 4. ሙስሊም 5. ሌላ ካለ ይገለፅ	
5.	የቤተሰብ/ አስተዳደሪው(ዋ) የጋብቻ ሁኔታ	1. ያላገቡ 2. ያገቡ 3. የተፋቱ 4. የሞተባቸው 5. ተጋብተው ግን ተለያይተው የሚኖሩ 6. ሳይጋቡ አብረው የሚኖሩ	
6.	የቤተሰብ/ አስተዳደሪው(ዋ) ጎሳ/ብሄር	1. ወላይታ 2. ጋሞ 3. ዶርዜ 4. ጉራጌ 5. ሀድያ 6. ከምባታ 7. አማራ 8. ኦሮሞ 9. ትግራይ 10. ዘይሰ 11. ሌላ ካለ ይገለፅ	
7.	የቤተሰብ/ አስተዳደሪው(ዋ) የትምህርት ደረጃ	1. ማንበብና መጻፍ የማይችሉ 2. ማንበብና መጻፍ የሚችሉ(የጎልማሳ ምህርት) 3. ከ1ኛ-4ኛ ክፍል 4. ከ5ኛ-8ኛ ክፍል 5. ከ9ኛ-10ኛ ክፍል	

		6. መሰናዶ 7. ዲፕሎማ/10+1 እና በላይ	
8.	የቤተሰብ ብዛት		
9.	የቤተሰብ/ድርጅት ወርሀዊ ገቢ		
10.	በወር ምን ያህል ይቆጥባሉ?		
11.	በሚቀጥለው አንድ አመት የስራ ማስፋፊያ እቅድ አለዎት?	1. አዎን 2. የለም	→13
12.	ለጥያቄ ቁጥር 11 መልስዎ አዎን ከሆነ ዋነኛው የስራ እቅድዎ ምንድን ነው?	1. ሽመና 2. ሌላ ካለ ይገለጹ	
13.	በልጅነትዎ ስራ ሲጀምሩ እድሜዎ ምን ያህል ነበር?		
14.	የህፃናት ስራ መጀመሪያ እድሜ ስንት ዓመት መሆን አለበት ብለው ያምናሉ?		
15.	እድሜአቸው ከ14 ዓመት በታች የሆኑ ህፃናት የትምህርትና የስራ ሁኔታ እንዴት መሆን አለበት ብለው ያምናሉ?	1. የህፃናትን ት/ት አልደግፍም 2. ህፃናት እየሰሩ ይማሩ እላለሁ 3. ህፃናት ስራ ሳይሰሩ ይማሩ እላለሁ 4. ሌላ ካለ ይገለጹ	
16.	እድሜአቸው ከ14-17 ዓመት ለሆኑ ህፃናት የሽመና ስራ አደጋ አለው ብለው ያስባሉ?	1. አዎ 2. የለም	
17.	እድሜአቸው ከ14-17 የሆኑ ህፃናት በቀን ስንት ሰአት መስራት አለባቸው ብለው ያምናሉ?		
18.	እድሜአቸው ከ5-14 ዓመት የሆኑ ህፃናት ባይሰሩ ቤተሰብ/ድርጅቱ ምን ይሆናል? (ከአንድ በላይ መልስ ይቻላል)	1. ምንም አይሆንም 2. የቤተሰብ የኑሮ ደረጃ ይቀንሳል 3. የቤተሰብ ኑሮ አደጋ ላይ ይወድቃል 4. የቤተሰብ/ድርጅቱ ስራ-ሊካሄድ-አይችልም 5. ልጆቹ በቂ የስራ ችሎታ ስለማይኖራቸው ወደፊት በራሳቸው ህይወታቸውን መምራት ያቅታቸዋል 6. ሌላ ካለ ይገለጹ	
19.	በቤተሰብ/ድርጅቱ ውስጥ የሚሰሩ እድሜው ከ5-17 ዓመት የሆነና ከሚከተሉት ውስጥ የአካል ጉዳት ያለበት አለ?	1. የለም 2. ማየት የተሳነው 3. የመንቀሳቀስ ችግር 4. መስማት የተሳነው 5. ሌላ ካለ ይገለጹ	

II. እድሜያቸው ከ5-17 አመት የሆኑ ልጆችን የተመለከተ መጠይቅ  
 ሀ/የልጆችን ማህበራዊ ጉዳዮች በተመለከተ

ተቁ	ጥያቄ	ምላሽ	ዝላል
20.	የልጁ/ቷ እድሜ		
21.	የልጁ/ቷ ይታ	<ol style="list-style-type: none"> <li>1. ወንድ</li> <li>2. ሴት</li> </ol>	
22.	የልጁ/ቷ ሀይማኖት	<ol style="list-style-type: none"> <li>1. ኦርቶዶክስ</li> <li>2. ፕሮቴስታንት</li> <li>3. ካቶሊክ</li> <li>4. ሙስሊም</li> <li>5. ሌላ ካለ ይገለጹ _____</li> </ol>	
23.	የልጁ/ቷ የጋብቻ ሁኔታ	<ol style="list-style-type: none"> <li>1. ለጋብቻ ያልደረሱ (&lt;10 አመት)</li> <li>2. ያላገቡ</li> <li>3. ያገቡ</li> <li>4. የተፋቱ</li> <li>5. የሞተባቸው</li> <li>6. የተጋቡ ግን ተለያይተው የሚኖሩ</li> <li>7. ሳይጋቡ አብረው የሚኖሩ</li> </ol>	
24.	የልጁ/ቷ ብሄር	<ol style="list-style-type: none"> <li>1. ወላይታ</li> <li>2. ጋሞ</li> <li>3. ዶርዜ</li> <li>4. ጉራጌ</li> <li>5. ሀድያ</li> <li>6. ከምባታ</li> <li>7. አማራ</li> <li>8. ኦሮሞ</li> <li>9. ትግራይ</li> <li>10. ዘይሰ</li> <li>11. ሌላ ካለ ይገለጽ</li> </ol>	
25.	የልጁ/ቷ የትምህርት ደረጃ	<ol style="list-style-type: none"> <li>1. ማንበብና መጻፍ የማይችሉ</li> <li>2. ማንበብና መጻፍ የሚችሉ (የጎልማሳ ትምህርት)</li> </ol>	



		<ul style="list-style-type: none"> <li>3. ከ1ኛ-4ኛ ክፍል</li> <li>4. ከ5ኛ-8ኛ ክፍል</li> <li>5. ከ9ኛ-10ኛክፍል</li> <li>6. የመሰናዶ</li> <li>7. ዲፕሎማ/10+1 እና በላይ</li> </ul>	
26.	በአሁኑ ሰአት ትምህርት በመከታተል ላይ ነዎት?	<ul style="list-style-type: none"> <li>1. አዎ</li> <li>2. አይደለም</li> </ul>	→28
27.	ለጥያቄ ቁጥር 26 መልስዎ አዎ ከሆነ እንዴት ነው እየሰሩ የሚማሩት?	<ul style="list-style-type: none"> <li>1. የማታ ትምህርት</li> <li>2. ማታ እየሰሩሁ ቀን እማራለሁ</li> <li>3. በፈረቃ እየሰሩሁ እማራለሁ (ጥዋት/ ከሰአት)</li> <li>4. ሌላ ካለ ይገለፅ _____</li> </ul>	<ul style="list-style-type: none"> <li>→29</li> <li>→29</li> <li>→29</li> <li>→29</li> </ul>
28.	ለጥያቄ ቁጥር 26 መልስዎ አይደለም ከሆነ የማይማሩበት ምክንያት ምንድን ነው?	<ul style="list-style-type: none"> <li>1. ቤተሰብ/አሰሪዎች አይፈቅዱልኝም</li> <li>2. በፈተና ወድቄ ስለወጣሁ</li> <li>3. መምህራንን ስለምፈራ</li> <li>4. ተማሪዎችን ስለምፈራ</li> <li>5. በህመም ምክንያት</li> <li>6. በአካል ጉዳት ምክንያት</li> <li>7. በቤተሰብ መለያየት ምክንያት</li> <li>8. በገንዘብ ችግር ምክንያት</li> <li>9. ሌላ ካለ ይገለፅ _____</li> </ul>	
29.	ከቤተሰቡ ሀላፊ ጋር ያለዎት ዝምድና ምንድን ነው?	<ul style="list-style-type: none"> <li>1. ባል/ሚስት</li> <li>2. ልጅ</li> <li>3. ወንድም/እህት</li> <li>4. የጉዲፊቻ/የማደገ ልጅ</li> <li>5. የዘመድ ልጅ</li> <li>6. ተቀጣሪ/ሰራተኛ</li> <li>7. ሌላ ካለ ይገለፅ _____</li> </ul>	<ul style="list-style-type: none"> <li>→35</li> <li>→35</li> </ul>
ለጥያቄ ቁጥር 29 የተሰጠው መልስ 3:4 :5: 6: ወይም 7 ከሆነ ከጥያቄ ቁጥር 30-34 ያሉትን ጥያቄዎች ይጠይቁ			
30.	ከዚህ ወረዳ ውጭ ነው የመጡት?	<ul style="list-style-type: none"> <li>1. አዎን</li> <li>2. አይደለም</li> </ul>	→35

31.	ለጥያቄ ቁጥር 30 መልስዎ አዎ ከሆነ እንዴት መጡ?	<ol style="list-style-type: none"> <li>1. ከአቻዎቼ ጋር</li> <li>2. ከቤተሰብ/ከዘመድ ጋር</li> <li>3. ከማውቃቸው ነገር ግን ዘመዶቼ ካልሆኑ ሰዎች ጋር</li> <li>4. ከደላላ ጋር</li> <li>5. ብቻዬን</li> <li>6. ሌላ ካለ ይገለፅ</li> </ol>					
32.	ከቤትዎ የወጡበት ዋና ምክንያት ምንድን ነው?	<ol style="list-style-type: none"> <li>1. ወላጅ/የወላጆች ሞት</li> <li>2. የቤተሰብ መለያየት</li> <li>3. ገንዘብ ለማግኘት</li> <li>4. ቤተሰብ የገቢ ችግር</li> <li>5. ከቤተሰብ በመጣላት</li> <li>6. ለትምህርት</li> <li>7. ሌላ ካለ ይገለፅ</li> </ol>					
33.	አሁን ያሉበትን የኑሮ ሁኔታ ከቤተሰብዎ ጋር ከነበሩበት ሁኔታ ጋር እንዴት ያወዳድሩታል?	<ol style="list-style-type: none"> <li>1. የተሻለ ነው</li> <li>2. መጥፎ ነው</li> <li>3. ልዩነት የለውም</li> </ol>					
34.	ከቤተሰብዎ ጋር ይገናኛሉ?	<ol style="list-style-type: none"> <li>1. አዎ</li> <li>2. አልገናኝም</li> </ol>					
35.	ስራ መስራት የጀመሩት በሰንት ዓመትዎ ነው?	<table border="1" style="width: 100%; height: 25px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
36.	የሽመናን ስራ ለምን ያህል ጊዜ ሰሩ?	<table border="1" style="width: 100%; height: 45px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>					
37.	አሁን የት ነው የሚያድሩት?	<ol style="list-style-type: none"> <li>1. ከቤተሰብ ጋር</li> <li>2. ከአሰሪው ጋር</li> <li>3. በተከራየሁት ቤት</li> <li>4. ከጓደኞቼ ጋር በተከራየሁት ቤት</li> <li>5. በምሰራበት ቦታ</li> <li>6. በጎዳና ላይ</li> <li>7. ሌላ ካለ ይገለፅ</li> </ol>					
38.	በየአለቱ በቂ ምግብ ያገኛሉ?	<ol style="list-style-type: none"> <li>1. አዎን</li> </ol>					

	ትርጉም ፍቺ ይመልከቱ	2. የለም	
39.	ልጁ/ቷ በቂ ልብስ ለብሷልን? በምልክታ ይሞላ ትርጉም ፍቺ ይመልከቱ	1. አዎ 2. አይደለም	
40.	የልጁ/ቷ ንጽህና ምን ይመስላል? ትርጉም ፍቺ ይመልከቱ	1. መጥፎ 2. ጥፋ	
ለ/ የስራ-ሁኔታናክፍያንየሚመለከቱጥያቄዎች			
ተቁ	ጥያቄ	ምላሽ	ዝለል
41.	ለሚሰሩት ስራ ይከፈልዎታልን?	1. ይከፈላቸዋል 2. አይከፈሉኝም	→46
42.	ለጥያቄ ቁጥር 41 መልስዎ ይከፈላቸዋልሆነ የአከፋፈልዎ ሁኔታ እንዴት ነው?	1. በጥሬ ገንዘብ 2. በአይነት 3. ሌላ ካለ ይገለፅ _____	
43.	ክፍያውን የሚቀበለው ማነው?	1. እኔው እራሴ 2. ቤተሰብ 3. ሌላ ካለ ይገለፅ _____	
44.	በወር ምን ያህል ይከፈልዎታል?		
45.	በግልጽ የሚቆጥቡት አለ?	1. አዎ 2. የለም	→47 →47
46.	ለጥያቄ ቁጥር 41 መልስዎ አይከፈሉኝምሆነ ያለ ክፍያ የሚሰሩበት ምክንያትምንድን ነው?	1. የቤተሰብ ስራ ስለሆነ 2. ተገድጄ 3. የቤተሰብ/ የዘመድ እዳ ለመክፈል 4. ሌላ ካለ ይገለፅ _____	
47.	በቀን ለምን ያህል ሰዓት ይሰራሉ?		
48.	በሳምንት ስንት ቀን ይሰራሉ?		
49.	በሳምንት መጨረሻና በህዝብ በአላት ወቅት ይሰራሉ?	1. አዎን 2. የለም	
50.	ከሽመና ሌላ ተጨማሪ ስራ ወይም ሀላፊት አሉብዎት?	1. አዎ 2. የለም	

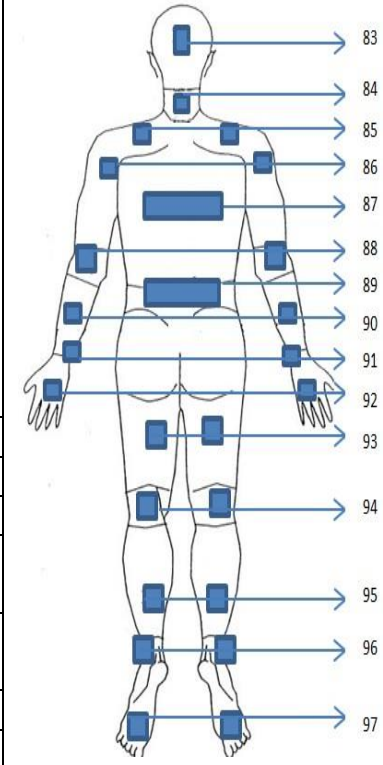
51.	ከስራ ውጭ ከጓደኞች ጋር የሚጫወቱበት በየቀኑ ጊዜ አለዎት?	1. አዎ 2. የለኝም	→53
52.	ለጥያቄ ቁጥር 51 መልስዎ አዎ ከሆነ ምን ምን አይነት ጨዋታዎች ያዘወትራሉ? (ከአንድ በላይ መልስ ይቻላል)	1. ፊዲየ/ቴሌቪዥን ፊልም እከታተላለሁ 2. በመስክ ላይ ጨዋታዎችን እጫዎታሁ 3. የኮምፒውተር ወይም የሞባይል ጨዋታ እጫዎታለሁ 4. የቤት ውስጥ ጨዋታዎች 5. ሌላ ካለ ይገለፅ _____	
53.	ከተዘረዘሩት ውስጥ የትኞቹን ነገሮች ይወስዳሉ? (ከአንድ በላይ መልስ ይቻላል)	1. አልወስድም 2. ጫት 3. ሲጋራ 4. አልኮል መጠጥ 5. ሸሻ 6. ሌላ ካለ ይገለፅ _____	
54.	ምርጫ ቢሰጥዎት ምን ለማድረግ ይፈልጋሉ?	1. የሙሉ ቀን ትምህርት መከታተል 2. ሙሉ ቀን መስራት ትምህርት ትቶ 3. እየሰራሁ መማር 4. የተሻለ ስራ መፈለግ 5. ሌላ ካለ ይገለፅ _____	
55.	የሽመና ስራን ለመስራት የሚያስፈልገውን በቂ ክህሎት አለኝ ብለው ያስባሉ?	1. አለኝ 2. የለኝም	→57
56.	ለጥያቄ ቁጥር 55 መልስዎ የለኝም ከሆነ ምን አይነት መሰረታዊ የክህሎት ስልጠና ያስፈልግዎታል?		
መ/ የስራ ላይ ጤና እና ደህንነትን የተመለከተ			
ተቁ	ጥያቄ	ምላሽ	ዝለል
57.	ከምሽቱ አራት ሰዓት እስከ ንጋቱ አሰራ ሁለት ሰዓት ይሰራሉን?	1. አዎ 2. አልሰራም	
58.	ከስራዎ ጋር በተያያዘ ህጋዊ የኮንትራት ውል	1. አዎ	

	ስምምነት አለዎት? በቃልም የተስማሙ ቢሆን	2. የለም	
59.	የስራ ቦታዎ ሁኔታ በመንግስት ተወካይ ተጎብኝቶ ያውቃል?	1. የለም 2. አላውቅም 3. በየወሩ ይታያል 4. በየስድስት ወር ትታያል 5. በየአመቱ ይታያል ላ 6. ሌላ ካለ ይገለፅ	
60.	በስራ ላይ ምን አይነት ኬሚካል ይጠቀማሉ?	1. አልጠቀምም 2. ማቅለሚያ/ ቀለም 3. ሌላ ካለ ይገለፅ	
61.	ለስራዎ ስለታም/ሹል መሳሪያዎች ይጠቀማሉ?	1. አዎ 2. የለም	
62.	በስራ አካባቢዎ የአየር ሁኔታ ምን ይሰማዎታል?	1. በጣም ሙቀት 2. ሞቅ ያለ 3. መጠነኛ ሙቀት 4. የማይሞቅ የማይቀዘቅዝ 5. መጠነኛ ቀዝቃዛዜ 6. ቀዝቀዝ ያለ 7. በጣም ቀዝቃዛ	
63.	የስራ አካባቢዎ የአየር ሁኔታ ምን ቢሆን ይፈልጋሉ?	1. ሞቅ ቢል 2. ቀዝቀዝ ቢል 3. ባይለወጥ	
64.	የስራ አካባቢው የብርሀን ሁኔታ እንዴት ነው? ትርጉም ፍቺ ይመልከቱ	1. ዝቅተኛ 2. በቂ	
65.	በሥራው አካባቢ የጩኸት ችግር አለን? ትርጉም ፍቺ ይመልከቱ	1. አዎን 2. የለም	
66.	በሚሰሩበት ቦታ እጅግ የበዛ አቧራ አለ? ትርጉም ፍቺ ይመልከቱ	1. አዎ 2. የለም	
67.	በሥራዎ አካባቢ እጅግ የበዛ የጥጥ ብናኝ አለ? ትርጉም ፍቺ ይመልከቱ	1. አዎ 2. የለም	
68.	በሥራዎ አካባቢ ሊኖር ስለሚችል የስራ ላይ	1. አግኝቼአለሁ	

	ጠንቆች ሥልጠና አግኝተዋልን?	2. አላገኘሁም	
69.	በሥራ በታው የመጀመርያ እርዳታ አገልግሎት መስጫ አለ?(በምልከታ ይሞላ)	1. አለ 2. የለም	
70.	በስራ ላይ እያሉ መደበኛ የእረፍት ሰአት አለዎት?	1. አዎ 2. የለም	→72
71.	ለጥያቄ ቁጥር 70 መልስዎ አዎ ከሆነ የእረፍትዎ ርዝመት ምን ያህል ነው?	የጥቅትእረፍት (በደቂቃ) <input type="text"/> የከሰአትእረፍት (በደቂቃ) <input type="text"/>	
72.	የሚቀመጡበት ነገር የጀርባ ድጋፍ አለው? (በምልከታ ይሞላ)	1. አለው 2. የለውም	
ሠ/ በስራ ላይ የአካል ጉዳት እና ህመም			
ተቁ	ጥያቄ	ምላሽ	ዝላል
73.	ባለፈው 12 ወራት በስራ ላይ የአካል ጉዳት አጋጥመዎት ያውቃል?	1. አዎ 2. የለም	→76
74.	ለጥያቄ ቁጥር 73 መልስዎ አዎን ከሆነ ምን ያህል ጊዜ አደጋደርሶብዎት ያውቃል?	1. አንድ ጊዜ 2. ሁለት ጊዜ 3. ሶስትና ከዚያ በላይ	
75.	የደረሰብዎት የአካል ጉዳት አይነት ምንድን ነው?(ከአንድ በላይ መልስ ይቻላል)	1. ቃጠሎ 2. መቆረጥ፣መበሳት፣ ወጋት 3. ወለምታ 4. ስብራት 5. ውልቃት 6. የአይን ጉዳት 7. ሌላ ካለ ይገለፅ	
76.	ባለፉት 12 ወራት ከስራ ጋር በተያያዘ ታምመውያውቃሉ?	1. አዎን 2. የለም	→81
77.	ለጥያቄ ቁጥር 76 መልስዎ አዎን ከሆነ ምን ያህል ጊዜ ታመሙ?	1. አንድ ጊዜ 2. ሁለት ጊዜ 3. ሶስትና ከዚያ በላይ	
78.	የህመሙ አይነት?ከአንድ በላይ መመለስ ይቻላል	1. አይን ህመም 2. የጀሮ ህመም	

		<ol style="list-style-type: none"> <li>3. የቆዳ በሽታ</li> <li>4. የመተንፈሻ አካላትበሽታ</li> <li>5. ሰውነት መቆጣት/አለርጅ</li> <li>6. የኩላሊትህመም</li> <li>7. የነርቭ ህመም</li> <li>8. የሽንት ቧንቧ ህመም</li> <li>9. ሌላ ካለ ይገለፅ</li> </ol> <p>_____</p>	
79.	የህመም/የአካል ጉዳቱ ከብደትምን ያህል ነበር? (ከአንድ በላይ መልስ ይቻላል)	<ol style="list-style-type: none"> <li>1. ዘላቂየአካል ጉዳተኛነት</li> <li>2. ለጊዜው ስራ ያስቆመ</li> <li>3. ስራ ያስለወጠ ጉዳት</li> <li>4. ለጊዜው ትምህርት ያስቆመ</li> <li>5. ትምህርት በዘላቂነት ያስቆመ</li> <li>6. ስራ ያልከለከለጉዳት</li> <li>7. ሌላ ካለ ይገለፅ</li> </ol> <p>_____</p>	
80.	ለደረሰው ህመም ወይም የአካል ጉዳት በዋነኝነት ምን አይነት የህክምና አገልግሎት አገኙ?	<ol style="list-style-type: none"> <li>1. ባህላዊ ህክምና</li> <li>2. ዘመናዊ ህክምና በተመላላሽ</li> <li>3. ሆስፒታል ተኝቼ ታከምኩ</li> <li>4. ባላዊም ሆነ ዘመናዊ ህክምና አላስፈለገኝም</li> <li>5. ሌላ ካለ ይገለፅ</li> </ol> <p>_____</p>	
81.	በስራ ሰዓት የአደጋ መከላከያ መሳሪያ ይጠቀማሉ?(በምልከታ ይሞላ)	<ol style="list-style-type: none"> <li>1. እጠቀማለሁ</li> <li>2. አልጠቀምም</li> </ol>	→83
82.	ለጥያቄ ቁጥር 81 መልስዎ አዎን ከሆነ የትኞቹን መከላከያዎች ይጠቀማሉ?	<ol style="list-style-type: none"> <li>1. የእጅ ጓንት</li> <li>2. የጀሮ መከላከያ</li> <li>3. የብናኝ መከላከያ</li> <li>4. ሌላ ካለ ይገለፅ</li> </ol> <p>_____</p>	

ረ/ በአሁኑ ሰአት በጡንቻናበአጥንት ላይ ያለ ቀውስ ወይም ችግር መጠይቅ

ተቁ	የሰውነትክፍሎች	የህመም ክብደት 1. የለውም 2. ቀላል 3. ከባድ መልሱ 1 ቁጥር ከሆነ ወደሌሎች ጥያቄዎች ይለፉ	የህመም ድግግም 1. በየቀኑ 2. በየሳምንቱ 3. በየወሩ 4. ይህን ስራ ከጀመርኩ 1 ጊዜ	ህመም የሚነሳበት ወቅት 1. ስራ ሰርጽ ስጨርስ 2. ቀኑን ሙሉ የእረፍት ሰአትን ጨምሮ	
83.	ጭንቅላት				
84.	አንገት				
85.	ትክሻ				
86.	የላይኛው ክንድ				
87.	የላይኛው የጀርባ				
88.	ክርን				
89.	የታችኛው የጀርባ				
90.	የታችኛው ክንድ				
91.	ፍንጅ				
92.	የእጅ ጣት				
93.	ታፋ/ጭን				
94.	ጉልበት				
95.	እግር				
96.	ቁርጭምጭሚት				
97.	መጫሚያ				

ሸ/በስራ-ቦታ የሚያጋጥሙ የስነ-አእምሮ ጠንቆች

ተቁ	ጥያቄ	ምላሽ	ዝላል
98.	በጣም በፍጥነት እንዲሰሩ ይገደዳሉ?	1. አዎን 2. የለም	
99.	እረፍት የሚወስዱበትን ሰዓት እራስዎ መወሰን	1. አዎን	



	ይችላሉ?	2. የለም			
100.	ከቤተሰብም ሆነ ከአሰሪዎ ስለሰራዎ ገንቢ አስተያየት ያገኛሉ?	1. አዎን 2. የለም			
101.	በሰራዎ ቦታ ከሰዎች ጋር ያለዎት ግንኙነት ችግር/አለመግባባት አለው?	1. አዎን 2. የለም			
102.	በሚሰሩበት ቦታ ስሜትን የሚጎዱ ፀያፍ ድርጊቶች አጋጥሞዎት ያወቃሉ?(ከአንድ በላይ መልስ ይቻላል)	1. የለም 2. ጣልጣልመደረግ/ መረሳት 3. ለሌሎች ስህተት ተጠያቂ መደረግ 4. ያለአግባብ አያያዝ 5. መሰደብ 6. ምግብ መከልከል 7. ሌላ ካለ ይገለፅ			
ቀ/ ህጻናትና ወጣቶች ለራሳቸው የሚሰጡትን ግምት ለማጥናት የተዘጋጀ					
ተቁ	ጥያቄዎች	በጣም እስማማለሁ (3)	እስማማለሁ (2)	እቃወማለሁ (1)	በጣም እቃወማለሁ (0)
103.	በጠቅላላው በራሴ እረካለሁ				
104.	በርካታ ጥሩ ችሎታዎች አሉኝ ብዬ አምናለሁ				
105.	ስራዎችን ሌሎች እንደሚሰሩት አድርጌ መስራት እችላለሁ				
106.	ቢያንስ ከሌሎች ጋር እኩል በሆነ ደረጃ ላይ የምገኝ መሆኔ ይሰማኛል				
107.	ለራሴ አዎንታዊ/መልካም አስተሳሰብ አለኝ				
ተቁ	ጥያቄዎች	በጣም እስማማለሁ (0)	እስማማለሁ (1)	እቃወማለሁ (2)	በጣም እቃወማለሁ (3)
108.	አንዳንድ ጊዜ ጥሩ አይደለሁም ብዬ አስባለሁ				
109.	የሚያኮራ ነገር አለኝ የሚል ስሜት የለኝም				
110.	አንዳንድ ጊዜ በእርግጥ አልረባም/አልጠቅምም የሚል ስሜት ያድርብኛል				
111.	ለራሴ የተሻለ ክብር ቢኖረኝ ብዬ እመኛለሁ				
112.	በጠቅላላው እኔ ደካማ ነኝ ብዬ ወደ ማመን አዘነብላለሁ				
113.	አስገድዶ መደፈር ወይም የመደፈር ሙከራ	1. የለም			

	ደርሱ-በዎት ያውቃል?	2. በአሰሪዬ 3. በዘመድ 4. በአቻ ጓደኛዬ 5. በባእድ				
III. የመኖሪያ ቤትና የስራ ቦታ መከታተያ ዝርዝር						
ተቁ	ጥያቄ	ምላሽ				ዝላል
114.	የመስሪያ ቤቱ ስፋት (በካሬ ሜትር) (በምልከታ ይሞላ)					
115.	የስራ ቦታው ወይም ክፍሉ በቂ የአየር ዝውውር አለው? ትርጉም ፍቺ ይመልከቱ (በምልከታ ይሞላ)	1. አዎን 2. የለም				
116.	የመፀዳጃ አገልግሎት? ትርጉም ፍቺ ይመልከቱ (በምልከታ ይሞላ)	1. የለም 2. አለ ግን ንጹህ አይደለም 3. ንጹህ መፀዳጃ አለ				
117.	የገላ መታጠቢያ አገልግሎት? (በምልከታ ይሞላ)	1. አለ 2. የለም				
118.	በስራው ቦታ የአደጋ መከላከያና የማስጠንቀቂያ ምልክት በግልጽ በሚታይ ስፍራ ተቀምጦአልን? (በምልከታ ይሞላ)	1. አዎን 2. የለም				
119.	የስራ ቦታው ወለል ከምን የተሰራ ነው? (በምልከታ ይሞላ)	1. በስሚንቶ 2. በፕላስቲክ ስጋጃ የተነጠፈ 3. በአፈር 4. በእንጨት 5. ሌላ ካለ ይገለፅ				
120.	በመስሪያክፍሉ ውስጥ ስንት ሰዎች ይሰራሉ?					
121.	ማእድ ቤቱ/ኩሽና ስራ ከሚሰራበት ክፍል የተለየ ነው?	1. አዎን 2. አይደለም				
122.	በስራ ክፍሉ ውስጥ እንስሳት ይኖሩበታል?	1. አዎን 2. የለም				
123.	የመጠጥ ውሃው በዋናነት መገኛው ምንድን ነው?	1. የቧንቧ ውሃ 2. የተጠበቀ ምንጭ/ጉድጓድ 3. ያልተጠበቀ ውሃ 4. ሌላ ካለ ይገለፅ				

## B. English questionnaire

### Consent form

#### A questionnaire prepared for Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Southern and Central Ethiopia

My name is \_\_\_\_\_. I am working with a research group from the University of Gondar in collaboration with World Vision Ethiopia, who are doing “**Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Southern and Central Ethiopia**”. The purpose of this research is to determine the principal workplace hazards, injuries, and health problems for young employees engaged in the informal weaving sector of Southern and Central Ethiopia. In order to obtain this information you will be asked questions regarding yourself, family, education, and workplace. The results from this research will be helpful in providing valuable information for policy makers, employers and young employees. Your answers will also help the government to design better strategies to stop child labor in Ethiopia.

The questionnaire will take not more than 30 minutes. Your name will not be written on this form and the information you provide will be kept confidential. If you do not want to answer all or some of the questions, you have the right to stop your participation at any time. However, your participation is appreciated. Do I have your permission to continue?

1. Yes

2. If no, skip to the next participant by writing reasons for his/ her refusal

\_\_\_\_\_

#### Informed consent certified by

Interviewer name \_\_\_\_\_ Signature \_\_\_\_\_

Date of interview \_\_\_\_\_ Time started \_\_\_\_\_ Time completed \_\_\_\_\_

Result of interview: 1. Completed

2. Incomplete

Supervisor's name \_\_\_\_\_ signature \_\_\_\_\_ Date \_\_\_\_\_

**III. Questions about household head/business owner**

No	Question	Response	skip
1.	Head of Household	1. Family 2. Business owner	
2.	Age of head of household	<input type="text"/>	
3.	Sex of head of household	1. Male 2. Female	
4.	Religion	1. Orthodox 2. Protestant 3. Catholic 4. Muslim 5. Other	
5.	Marital Status	1. Single 2. Married 3. Divorced 4. Widowed 5. Separated 6. Co-habited	
6.	Ethnicity	1. Wolayta 2. Gamo 3. Dorze 4. Gurage 5. Hadiya 6. Kembata 7. Amhara 8. Oromo 9. Tigraye 10. Zeyse 11. Other	
7.	Educational status	1. Illiterate (Unable to read & write) 2. Able to Read & write (informal education) 3. Grade 1-4 4. Grade 5-8 5. Grade 9-10 6. Preparatory 7. 10+1 and above	
8.	Household size	<input type="text"/>	

9.	Household monthly income (birr)					
10.	How much do you save per month?					
11.	In the coming one year, do you have any business expansion plan?	2. No				→13
12.	If yes to Q 11, what is your main business plan?	1. Weaving 2. Other (Specify)				
13.	How old were you when you started work?					
14.	At what age do you believe that children should start work?					
15.	What is your opinion on education and work for children up to age 14	1. I do not support child education 2. I support child education while they work 3. I support child education without involving them in work 4. Other				
16.	Do you think that weaving is hazardous for children aged 14-17?	1. Yes 2. No				
17.	How many hours do you think a child aged 14-17 years should work in a day?					
18.	What will happen to your family if children aged 5-14 stop working?	1. Nothing 2. Household's living standard will decline 3. Household's livelihoods will be in danger 4. Household's business will not be able to operate 5. The children will not accumulate skill and knowledge for their future or children will not be capacitated for life 6. Others				
19.	Is there a disabled child aged 5-17 years working in the house	1. No 2. Visual impairment 3. Movement impairment 4. Hearing impairment 5. Other				

**IV. Questions about child age 5-17 years**  
**a. Child socio-demographic conditions**

No	Question	Response	skip
20.	Age of child in completed years		

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21.	Sex of child	1. Male 2. Female	
22.	Child religion	1. Orthodox 2. Protestant 3. Catholic 4. Muslim 5. Other	
23.	Child marital Status	1. <10 years age 2. Single 3. Married 4. Divorced 5. Widowed 6. Separated 7. Co-habited	
24.	Child ethnicity	1. Wolayta 2. Gamo 3. Dorze 4. Gurage 5. Hadiya 6. Kembata 7. Amhara 8. Oromo 9. Tigraye 10. Zeyse 11. Other	
25.	Completed educational level of a child	1. Illiterate (Unable to read & write) 2. Able to Read & write (informal education) 3. Grade 1-4 4. Grade 5-8 5. Grade 9-10 6. Preparatory 7. 10+1 and above	
26.	Are you currently in school?	1. Yes 2. No	→2 8
27.	If yes for Q 26, how do you attend school while working?	1. Night school 2. Day schooling, and working on the night shift 3. Schooling in shift work 4. Other	→2 9 →2 9 →2 9
28.	If no for Q 26, what is your main reason for not attending school?	1. Family/business owner does not allow me 2. Failed out of school 3. Afraid of teachers 4. Afraid of pupil 5. Illness 6. Disability	

		7. Family breakdown 8. Financial problem 9. Others (specify)					
29.	What is your relationship with the head of household?	1. Husband/wife/head 2. Son/daughter 3. Brother/Sister 4. Adopted/foster 5. Other relative 6. Employee 7. Other	→3 5 →3 5				
<b>If the response for the above questions was 3 or 4 or 5 or 6 or 7 ask the following questions No 30-34</b>							
30.	Did you migrate to this district?	1. Yes 2. No	→35				
31.	If yes to Q30, how did you come here?	1. With peer 2. With family/relatives 3. With known non-relatives 4. By child traffickers 5. On my own 6. Other					
32.	What was the main reason for leaving your home?	1. Parent/s died 2. Family break down 3. To make money 4. Economic problem in my family 5. Quarreling with my family 6. Education 7. Other					
33.	How do your current living conditions compare with your living conditions with your family?	1. Better 2. Worse 3. Same					
34.	Do you communicate with your family?	1. Yes 2. No					
35.	At what age did you start to work?	<input type="text"/>					
36.	How long have you been working in the weaving industry?(years)	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Year</td><td>Month</td></tr><tr><td><input type="text"/></td><td><input type="text"/></td></tr></table>	Year	Month	<input type="text"/>	<input type="text"/>	
Year	Month						
<input type="text"/>	<input type="text"/>						
37.	Where are you currently staying?	1. With family 2. With business owner 3. Rented my own house					

		4. Rented with friends 5. In the working place 6. On street 7. Others	
38.	Do you get an adequate meal every day? <b>(look at operational definition)</b>	1. Yes 2. No	
39.	Is the child wearing adequate clothing? <b>(look at operational definition)</b>	1. Yes 2. No	
40.	How is the child's personal hygiene status? <b>(look at operational definition)</b>	1. Poor 2. Good	
<b>a. Working conditions and payment</b>			
<b>No</b>	<b>Question</b>	<b>Response</b>	<b>skip</b>
41.	Are you being paid for your work?	1. Yes 2. No	→46
42.	If yes for Q 41, how do you get paid?	1. In cash 2. In kind 3. Other	
43.	Who receives the payment?	1. Myself 2. My family 3. Other	
44.	How much do you get paid per month?	<input type="text"/>	
45.	Do you have your own savings?	1. Yes 2. No	→47 →47
46.	If no for Q 41, why do you work without payment?	1. It's family business 2. Forced to work 3. Paying family/relatives debit 4. Other	
47.	How many hours do you work per day?	<input type="text"/>	
48.	How many days do you work per week?	<input type="text"/>	
49.	Do you work on weekends or public holidays?	1. Yes 2. No	
50.	Do you have any other work responsibility other than weaving?	1. Yes 2. No	



51.	Do you have regular play time with your friends outside of work?	1. Yes 2. No	→53
52.	If yes for Q 51, what do you do during play time? <b>(multiple response)</b>	1. Watching tv/video 2. Local games (playing in the field) 3. Computer/mobile games 4. Indoor games 5. Other	
53.	Do you use any of the following substances? <b>(multiple responses)</b>	1. No 2. Chat 3. Cigarettes 4. Alcohol 5. Shisha 6. Other specify _____	
54.	If given a choice, what would you like to do?	1. Goto school full-time 2. Work full-time 3. Go to school part-time and workpart-time 4. Find a better job/work 5. Other (specify)	
55.	Do you feel that you have the adequate skill required for your work?	1. Yes 2. No	→57
56.	If No for Q 55, What basic skills/trainings you need? _____		
<b>b. Occupational Health and Safety</b>			
<b>No</b>	<b>Question</b>	<b>Response</b>	<b>skip</b>
57.	Do you work between 10:00PM- 6:00AM o'clock?	1. Yes 2. No	
58.	Do you have a legal contractual agreement for your work?	1. Yes 2. No	
59.	Has anyone from the government ever inspected your working conditions?	1. No 2. I don't know 3. Every month 4. Every six month 5. Once in a year 6. Other	
60.	Which chemical type you use while work?	1. No chemical use 2. Dyes 3. Other specify _____	
61.	Do you use sharp tools?	1. Yes 2. No	

62.	How is the environment at work?	1. Hot 2. Warm 3. Slightly warm 4. Neutral 5. Slightly cool 6. Cool 7. Cold	
63.	Would you change the environment, and how?	1. Warmer 2. Cooler 3. No change	
64.	How is the illumination of the work area? ( <b>look at operational definition</b> )	1. Low 2. Adequate	
65.	Is there any noise problem in your work area? ( <b>look at operational definition</b> )	1. Yes 2. No	
66.	Is there excessive dust in your working environment( <b>look at operational definition</b> )	1. Yes 2. No	
67.	Is there excessive cotton found in your working environment? ( <b>look at operational definition</b> )	1. Yes 2. No	
68.	Did you receive any training related to the hazards of your work?	1. Yes 2. No	
69.	Is there a first aid service at the work place ( <b>observation</b> )	1. Yes 2. No	
70.	Do you have a regular break time while at work?	1. Yes 2. No	→72
71.	If yes for Q 71, how long is your break?	In the morning (minutes) <input type="text"/> <input type="text"/> In the afternoon (minutes) <input type="text"/> <input type="text"/>	
72.	Does your seat have back support? ( <b>observation</b> )	1. Yes 2. No	
<b>c. Accident, injury and illness</b>			
<b>N o</b>	<b>Question</b>	<b>Response</b>	<b>skip</b>
73.	Have you been injured at work in the past 12 months	1. Yes 2. No	→76
74.	If yes to Q 73, how often has this injury happened	1. Once 2. Twice	

		3. Three and more	
75.	Type of injury ( <b>multiple response possible</b> )	1. Abrasion or scratch 2. Burns 3. Cuts or punctured or piercing 4. Fracture 5. Dislocation 6. Eye-injury 7. Other	
76.	Have you been ill because of your work in the last 12 months	1. Yes 2. No	→81
77.	If yes for Q 76, how frequently have you been ill?	1. Once 2. Twice 3. Three and more	
78.	Type of illness ( <b>multiple response</b> )	1. Eye infection 2. Ear infection 3. Skin disease 4. Respiratory disease 5. Allergies 6. kidney 7. Nerve diseases 8. Urinary tract infection 9. Other	
79.	How serious was the injury or illness? ( <b>multiple response</b> )	1. Permanently disabled 2. Stopped work temporarily 3. Changed jobs 4. Stopped schooling temporarily 5. Prevented from attending school permanently 6. Didn't prevent work 7. Other	
80.	For the most serious accident/illness/injury what type of treatment did you receive?	1. Traditionally treated 2. Medically treated 3. Hospitalized/admitted 4. Did not need any medical or traditional treatment 5. Other (specify)	
81.	Do you use any protective devices at work? ( <b>observation</b> )	1. Yes 2. No	→83
82.	If yes for Q 81, which protective devices do you use?	1. Glove 2. Ear defender 3. Mask 4. Other	

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**d. Musculoskeletal disorders or discomforts on different body parts**

No	Body Parts	Severity of pain 1. No→ 2. Slight 3. Sever <b>If 1, skip to next question</b>	Frequency of discomfort 1. Everyday 2. 1/week; 3. 1/month 4. Once since I start this job	Occurrence of Event 1. End of the task/day 2. throughout the day even during rest	
83.	Head				
84.	Neck				
85.	Shoulder				
86.	Upper Arm				
87.	Upper back				
88.	Elbow				
89.	Lower back				
90.	Lower Arm				
91.	Wrist				
92.	Hand Finger				
93.	Thigh				
94.	Knee				
95.	Leg				
96.	Ankle				
97.	Feet				

**e. Psychosocial hazards in the work place**

No	Question	Response	skip
98.	Do you have to work very fast?	1. Yes 2. No	
99.	Can you decide when to take a break?	1. Yes	

		2. No				
100	Do you receive supportive feedback on the work you do from family or the business owner?	1. Yes 2. No				
101	Are your relationships at work strained?	1. Yes 2. No				
102	Have you ever experienced any one of the following emotional abuses at work? <b>(Multiple response)</b>	1. No 2. Neglected or forgotten 3. Blamed you for their mistake 4. Mistreated 5. Harassment 6. Denied food 7. Other				
<b>f. Self-esteem assessment</b>						
<b>No</b>	<b>Questions</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
103	On the whole, I am satisfied with myself					
104	I feel that I have a number of good qualities					
105	I am able to do things as well as most other people					
106	I feel that I'm a person of worth, at least on an equal plane with others					
107	I take a positive attitude toward myself					
<b>No</b>	<b>Questions</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	
108	At times, I think I am no good at all.					
109	I feel I do not have much to be proud of.					
110	I certainly feel useless at times.					
111	I wish I could have more respect for myself.					
112	All in all, I am inclined to feel that I am a failure.					
113	Have you ever experienced sexual abuse or an attempt of sexually abuse	1. No 2. Abused by employer 3. Abused by relatives 4. Abused by Peer 5. Non relatives				
<b>g. Observation check list of the housing/working condition</b>						
<b>No</b>	<b>Question</b>	<b>Response</b>				<b>skip</b>
114	The area of work space in meter					

	square( <b>Measurement</b> )				
115	Does the working room have an adequate ventilation system?( <b>look at operational definition</b> )	3. Yes 4. No			
116	Toilet facility and cleanliness?( <b>look at operational definition</b> )	1. Not available 2. Available but not clean 3. Available and clean			
117	Are there shower facilities?( <b>observation</b> )	1. Yes 2. No			
118	Are there safety or warning signs displayed in the workplace? ( <b>observation</b> )	3. Yes 4. No			
119	Floor of the work room( <b>observation</b> )	1. Cement 2. Plastic carpet 3. Mud floor 4. Wooden 5. Other			
120	How many people work in the room				
121	Is the kitchen separated from the workroom	1. Yes 2. No			
122	Are animals living in the work room?	3. Yes 4. No			
123	What is the source of drinking water?	1. Tapped water 2. Protected spring or well 3. Unprotected source 4. Other			

## Annex 3: Operational definitions

### A. Amharic

#### ተግባራዊ ትርጉም/ፍቺ

1. የግል ጤና አጠባበቅ

- ሀ. ጥሩ ፣ ግለሰቡ/ቧ ንፁህ ጥፍሮች፣ፊት እና ፀጉር አለው/ላት አለባቸው/ሷም ንፁህ ነው ለ ደካማ፣ግለሰቡ/ቧ ቆሻሻ ጥፍር፣ያልታጠበ ፊት፣ ቅማል የሚይታይበት ፀጉር እና ንፁህ ያልሆነ አለባቸው አለው/ላት

2. የብርሃን ሁኔታ ፣ የእነዚህ ምልክቶች “////\_---\_0000 XXXX” መጠን 500Lux ብርሃን ባለው ክፍል ውስጥ በሙከራ ተለክቶ የተመጠነ ነው።

ሀ. ዝቅተኛ ፣ለማንበብ የሚያስቸግርና ከህፃኑ በአንድ ክንድ የሚርቅ

ለ. በቂ ፣ያለቸግር የሚያስነብብ ከህፃን በአንድ ክንድ የሚርቅ

3. የጫጫታ ችግር

- ሀ. አለ፣ በአንድ ሜትር ርቀት በመደበኛ ደረጃ ለመነጋገር /ለመደማመጥ የሚያስቸግር
- ለ. የለም ፣በአንድ ሜትር ርቀት በመደበኛ ደረጃ ለመደማመጥ/ለመነጋገር ይቻላል።

4. ከልክ በላይ የሆነ አቧራ መገኘት

- ሀ. አለ፣ በእቃዎች ገጽ ላይ ያለው ሲነኩት በእጅ ላይ የሚቀር እና በሽፋሽፍት ፣ በፀጉርና በአልባሣት ላይም የሚታይ ነው። ወደ ክፍሉ ውስጥ ሲገቡም ማስነጠስ እና የአፍንጫ መቆጣት ያጋጠምዎታል።

- ለ.የለም፣ የእቃዎች ገጽ ሲነካ በእጅ ላይ የሚቀር ነገር የለም፣ በሽፋሽፍት በፀጉር እና በአልባሣት ላይ አይታይም። ወደ ክፍሉ ውስጥ ሲገቡም ማስነጠል እና የአፍንጫ መቆጣት አያጋጥምዎትም።

5. እጅግ ብዙ የተቆራረጠ ክር መኖር

- ሀ. አለ፣ የተበጣጠሰ የጥጥ ክር በህፃኑ ጀሮዎች ፣ ሽፋሽፍትና ልብስ ላይ ይታያል።
- ለ. የለም፣በህፃኑ ሰውነትና ልብስ ላይ የተቆራረጠ የጥጥ ክር አይታይም።

6. በቂ የንፁህ አየር ዝውውር መኖር

- ሀ. አለ፣ጎን ለጎን ወይም ፊት ለፊት በሚገኙ ግደግዳዎች ውስጥ የተከፈቱ መስኮቶችን

በሮች አሉ።

ለ. የለም፣ መስኮቶች ሊኖሩ ይችላሉ፣ ነገር ግን ክፍት አይደሉም

7. የመጠጫ ቤት ንጽህና

ሀ. ንፁህ፣ የመጠጫ ቤቱ ተገን እና የእግር ማረፊያ አለው፣ በወለልና ግድግዳው ላይም አይነ ምድር የለም በክፍሉ ውስጥም ዝንቦች አይታዩም

ለ. ንፁህ አይደለም፣ የመጠጫ ቤቱ ተገንም ሆነ የእግር ማረፊያ የለውም። በወለልና በግድግዳው ላይ አይነ ምድር የለም። በክፍሉም ውስጥ ዝንቦች አይታዩም።

8. የበቂ ምግብ መኖር/አቅርቦት

ሀ. አለ፣ በቀን ቢያንስ 3 ጊዜ ይበላል ። የምግብ ተደራጀነት አለ፣ የረሀብ ስሜት የለም።

ለ. የለም፣ በቀን 3 ጊዜ አይበላም፣ የረሀብ ስሜት አለ።

**B. Operational definition in English**

**1. Personal hygiene**

- a. Good: The person has clean nails and face, is wearing clean clothing and has clean hair
- b. Poor: The person has dirty nails, an unwashed face, unclean clothing or lice in his/her hair.

**2. Illumination** (the reading characters size were experimented in a measured known illuminated room of 500 Lux )

- a. low: difficulty to read "////\_ \_ \_ \_ 0 0 0 0 x x x x" with arm distance of the child
- b. adequate: able to read without difficulty "////\_ \_ \_ \_ 0 0 0 0 x x x x" with arm distance of the child

**3. Noise problem**

- a. Yes: difficulty to have a normal conversation at a distance of 1 meter
- b. No: able to have a normal conversation at a distance of 1 meter

**4. Excessive dust**

- a. Yes: dust found in the surface by touching and dust is observed on eyebrows, hair or clothing. You experience sneezing or irritation when you come into the room



- b. No: no dust found on the surface by touching and no dust can be observed on eyebrows, hair and clothing. No sneezing and irritation is experienced when you come in the room

**5. Excessive cotton fiber**

- a. Yes: observed cotton fibers on the child's ears, eyebrows, hair and clothing
- b. No: no observed cotton fibers on the child's ears, eyebrows, hair and clothing

**6. Adequate ventilation**

- a. Yes: Opened window on parallel or adjacent walls or opened window with parallel doors
- b. No: window may available but not opened

**7. Toilet cleanliness**

- a. Clean: toilet has shelter, and a foot rest. There are no feces on the floor or walls and flies are not visible.
- b. Not clean: toilet has no shelter or foot rest. There are feces on the floor and/or walls and flies in room.

**8. Adequate food**

- a. Yes: Eat at least three times a day, get food access without problem and do not feel starvation
- b. No: Not eat three times a day or feeling of starvation

## **Annex 4: Dictionary for Quantitative Data**

This dictionary is prepared for readers to have clear understanding about the variables in the data base. It tried to link the questionnaire with the data by giving variable name started with the question number in the questionnaire. For example the variable 'q20\_child\_age' tells that the variable is from question 20 in the questionnaire. The variables by themselves are explanatory. But if one can't understand about a variable then he/she might see the 'variable description' which is found from the dictionary and the stata data. If the variable description is not also self-explanatory then one can further refer to the question in the questionnaire as each variable are linked with the question number in the questionnaire.

The dictionary has 6 parts:

1. Variable: all questions in the questionnaire are named and listed here. The variables are given clear name with each word separated by underscore so that readers can understand each easily.
2. Data type: This tells the type of data entered. For example the variable age has numeric data type.
3. Width: This is the size of the record with in the variable. For example the size for the variable 'zone\_code' is 1 indicating the maximum digit entered is only 1.
4. Decimal: This feature is available only for numeric data type telling the possible decimal digits in the data.
5. Variable description: This is a descriptive part of the variable name. It tells you more description about the variable.
6. Category: If a variable has category then you can find the category here. 'None' indicates that the variable is not categorized.

### **Acronyms**

Msd- Musculoskeletal disorder

hh- household

## **About categorized variables**

Some variables are categorized for analysis purpose. The categorized variables are listed at the end of the variable lists. These variables are named by indicating the question number in the questionnaire; by indicating that the variable is categorized; and by writing the name of the category. For example we have a variable called q20\_child\_age. This variable is categorized as q20\_cat\_child\_age. As you can see there is 'q20' indicating the question number in the questionnaire; there is also 'cat' indicating that the variable is categorized; and there is 'child\_age' indicating the variable name. This variable is listed at the end of the variable list.

## **Coding**

Each code (zone code, woreda code, kebele code, household code, and questionnaire code) has its own meaning. Zone code A indicates that the data were collected from Addis Ababa, while W and G tells that the data were collected from Wolayta zone and Gamo Gofa zone respectively. For each zone, woreda codes were given; and kebele codes were also given for each woredas. Finally serial number was given for each household in each kebele, woreda, and zone. The combination of these codes gave unique questionnaire code. For example a questionnaire code G302120 tells that the data was collected from Gamo Gofa zone, Woreda 3, kebele 02 household number 120 which is the unique identification for each individual. So, codes are given scientifically.

**Table 29: description of variables in STATA file**

Variable	Data type	Width	Decimal	Variable description	Category
zone_code	String	1	0	zone code	A= Addis Ababa; W= Wolayta; G= Gamo Gofa
woreda_code	String	1	0	woreda code in each zones	None
kebele_code	String	2	0	kebele code in each woreda	None
household_code	String	3	0	household code in each kebele	None
questionnaire_code	String	7	0	questionnaire code is a code given to each questionnaire	None
targeted	Numeric	8	0	targeted or non-targeted households by E-FACE project	{1, targeted; 2, non-targeted}
q1_owner_ship	Numeric	8	0	owner ship of the household (family or business owner)	{1, household head; 2, business owner}
q2_hh_head_age	Numeric	8	0	household head/business owner age	None
q3_hh_head_sex	Numeric	8	0	household head/business owner sex	{1, male; 2, female}
q4_hh_head_religion	Numeric	8	0	household head/business owner religion	{1. Orthodox 2. Protestant 3. Catholic 4. Muslim 5. Other}
q4_hh_head_religion_other_specif	String	1	0	if household head/business owner's religion is other, then specify	None
q5_hh_head_marital_statuses	Numeric	8	0	household head/business owner marital status	{1. Single 2. Married 3. Divorced 4. Widowed 5. Separated 6. Co-habited}

					<ul style="list-style-type: none"> <li>1. Wolayta</li> <li>2. Gamo</li> <li>3. Dorze</li> <li>4. Gurage</li> <li>5. Hadiya</li> <li>6. Kembata</li> <li>7. Amhara</li> <li>8. Oromo</li> <li>9. Tigraye</li> <li>10. Zeitse</li> <li>11. Other}</li> </ul>
q6_hh_head_ethnicity	Numeri c	8	0	household head/business owner ethnicity	
q6_hh_head_ethnicity_oth er_speci	String	1	0	if household head/business owner ethnicity is other, then specify	None
q7_hh_head_education	Numeri c	8	0	household head/business owner education	<ul style="list-style-type: none"> <li>1. Illiterate (Unable to read &amp; write)</li> <li>2. Able to Read &amp; write (informal education)</li> <li>3. Grade 1-4</li> <li>4. Grade 5-8</li> <li>5. Grade 9-10</li> <li>6. Preparatory</li> <li>7. 10+1 and above}</li> </ul>
q8_family_size	Numeri c	8	0	family size of the household	None
q9_family_income	Numeri c	8	0	family income of the household	None
q10_family_monthly_depos it	Numeri c	8	0	family monthly deposit	None
q11_hh_head_business_pla n	Numeri c	8	0	household head/business owner next year business plan	<ul style="list-style-type: none"> <li>1. Yes</li> <li>2. No }</li> </ul>

q12_if_plan_type	Numeric	8	0	if household head/business owner has plan, then type of plan (weaving or other)	{1. Weaving 2. Other (Specify) }
q12_if_plan_other_specify	String	18	0	if household head/business owner plan is other than weaving, then specify	None
q13_hh_head_work_start_age	Numeric	8	0	age when household head/business owner start working (any work)	None
q14_head_opinion_child_work_star	Numeric	8	0	household head/business owner opinion on child work start age	None
q15_head_opinion_on_child_educ_w	Numeric	8	0	household head/business owner opinion on child educ & work for child aged <14	{1. I do not support child education 2. I support child education while they work 3. I support child education without involving them in work 4. Other}
q16_head_opinion_on_weaving_haza	Numeric	8	0	hh/business owner opinion on hazardous of weaving for child aged 14-17	{1. Yes 2. No }
q17_head_opinion_child_working_h	Numeric	8	0	household head/business owner opinion on child aged 14-17 working hour per day	None
q18_effect_if_child_stop_work_no	Numeric	8	0	effect to hh when child aged 14-17 stop working: nothing	{0, no; 1, yes}
q18_effect_living_std_decline	Numeric	8	0	effect to hh when child aged 14-17 stop working: living standard decline	{0, no; 1, yes}
q18_effect_livelihood_in_danger	Numeric	8	0	effect to hh when child aged 14-17 stop working: livelihood in danger	{0, no; 1, yes}
q18_effect_business_not_operate	Numeric	8	0	effect to hh when child aged 14-17 stop working: business not operate	{0, no; 1, yes}
q18_effect_child_will_not_have_s	Numeric	8	0	effect to hh when child aged 14-17 stop working: child will not have skill	{0, no; 1, yes}
q18_effect_other	Numeric	8	0	effect to hh when child aged 14-17 stop working: other	{0, no}...

q18_effect_other_specify	String	17	0	effect to hh when child aged 14-17 stop working: other, specify	None
q19_disabled_child_in_the_hh	Numeri c	8	0	is there disabled child in the household	{1. No 2. Visual impairment 3. Movement impairment 4. Hearing impairment 5. Other }
q19_disabled_child_in_hh_other_s	String	13	0	if disabled child in the household is other, specify	None
q20_child_age	Numeri c	8	0	child age	None
q21_child_sex	Numeri c	8	0	child sex	{1, male; 2, female}
q22_child_religion	Numeri c	10	0	child religion	{1. Orthodox 2. Protestant 3. Catholic 4. Muslim 5. Other}
q22_child_religion_other_s pecify	String	1	0	if child religion is other, then specify	None
q23_child_marital_status	Numeri c	10	0	child marital status	{1, < 10 years 2. Single 3. Married 4. Divorced 5. Widowed 6. Separated 7. Co-habited}

					<ul style="list-style-type: none"> <li>1. Wolayta</li> <li>2. Gamo</li> <li>3. Dorze</li> <li>4. Gurage</li> <li>5. Hadiya</li> <li>6. Kembata</li> <li>7. Amhara</li> <li>8. Oromo</li> <li>9. Tigraye</li> <li>10. Zeyse</li> <li>11. Other}</li> </ul>
q24_child_ethnicity	Numeri c	8	0	child ethnicity	
q24_child_ethnicity_other_ specif	String	1	0	if child ethnicity is other, specify	None
q25_child_education	Numeri c	24	0	child education	<ul style="list-style-type: none"> <li>1. Illiterate (Unable to read &amp; write)</li> <li>2. Able to Read &amp; write (informal education)</li> <li>3. Grade 1-4</li> <li>4. Grade 5-8</li> <li>5. Grade 9-10</li> <li>6. Preparatory</li> <li>7. 10+1 and above}</li> </ul>
q26_child_currently_in_sch ool	Numeri c	8	0	is the child currently in school?	<ul style="list-style-type: none"> <li>1. Yes</li> <li>2. No }</li> </ul>
q27_if_in_school_how_edu c_and_wo	Numeri c	23	0	if child is in school, how education and work goes together?	<ul style="list-style-type: none"> <li>1. Night school</li> <li>2. Day schooling, and working on the night shift</li> <li>3. Schooling in shift work</li> <li>4. Other }</li> </ul>
q27_if_in_school_educ_wo rk_other	String	10	0	if child is in school, how education and work goes together? Other, specify.	None



q28_if_not_in_school_reason	Numeric	22	0	if child is not in school, then what are the main reasons?	{1. Family/business owner does not allow me 2. Failed out of school 3. Afraid of teachers 4. Afraid of pupil 5. Illness 6. Disability 7. Family breakdown 8. Financial problem 9. Others (specify)}
q28_if_not_inschool_reason_other	String	37	0	if child is not in school, then what are the main reasons? Other, specify.	None
q29_relation_with_hh_head	Numeric	17	0	relation of child to household head/business owner	{1, Husband/Wife/Head 2. Son/daughter 3. Brother/Sister 4. Adopted/foster 5. Other relative 6. Employee 7. Other}
q29_if_relation_other_specify	String	1	0	if child relation to household head/business owner is other, specify	None
q30_child_migrated	Numeric	14	0	is the child migrated?	{1. Yes 2. No }
q31_how_did_child_migrated_with	Numeric	24	0	with whom the child migrated	{1. With peer 2. With family/relatives 3. With known non-relatives 4. By child traffickers 5. On my own 6. Other}
q31_child_migrated_with_other_sp	String	14	0	if child is migrated with others, specify.	None

q32_reason_for_leaving_home	Numeric	23	0	child reason for leaving home	{1. Parent/s died 2. Family break down 3. To make money 4. Economic problem in my family 5. Quarreling with my family 6. Education 7. Other}
q32_if_reason_other_specify	String	29	0	if reason for leaving home is other, specify	None
q33_compare_living_condition_wit_	Numeric	8	0	compare child current living condition with the previous	{1. Better 2. Worse 3. Same}
q34_communicate_with_family	Numeric	8	0	is the child communicate with family?	{1. Yes 2. No }
q35_child_working_start_age	Numeric	8	0	child working start age (any work)	None
q36_child_weaving_experience_yea	Numeric	8	0	child working experience in weaving in years	None
q36_child_weaving_experience_mon	Numeric	8	0	child working experience in weaving in months	None
q37_where_child_currently_stayin	Numeric	20	0	where is the child currently staying	{1. With family 2. With business owner 3. Rented my own house 4. Rented with friends 5. In the working place 6. On street 7. Others}
q37_if_currently_staying_other_s	String	26	0	if child currently staying other, specify	None

q38_child_get_adequate_meal_ever	Numeric	8	0	is the child get adequate meal every day	{1. Yes 2. No }
q39_child_wearing_adequate_cloth	Numeric	8	0	is the child wearing adequate clothing	{1. Yes 2. No }
q40_child_personal_hygiene	Numeric	8	0	personal hygiene of the child	{1. Poor 2. Good }
q41_child_paid_for_work	Numeric	8	0	is the child paid for his/her work	{1. Yes 2. No }
q42_if_paid_how	Numeric	8	0	if paid how?	{1. In cash 2. In kind 3. Other }
q42_if_paid_other_specify	String	1	0	if the payment is other than the mentioned one then specify	None
q43_if_paid_who_receive_payment	Numeric	8	0	if the child get paid, who receive the payment	{1, My self}...
q43_if_payment_receive_other_specify	String	6	0	if the receiver for the payment is other then specify	None
q44_child_monthly_payment	Numeric	8	0	if paid, monthly payment	None
q45_child_own_saving	Numeric	8	0	does the child has his/her own saving?	{1. Yes 2. No }
q46_if_not_paid_why_with_out_pay	Numeric	14	0	if child not get paid, why work without payment?	{1. It's family business 2. Forced to work 3. Paying family/relatives debit 4. Other}
q46_if_why_without_payment_other	String	41	0	if the reason for not paid is other then specify	None
q47_child_working_hour_per_day	Numeric	8	0	child working hour per day	None
q48_child_working_days_per_week	Numeric	8	0	child working days per week	None

q49_child_work_on_weekend_or_hol	Numeric	8	0	is the child work on weekend or holidays?	{1. Yes 2. No }
q50_child_work_inadition_to_weav	Numeric	8	0	does the child work inadition to weaving?	{1. Yes 2. No }
q51_child_have_playing_time	Numeric	8	0	does the child have playing time?	{1. Yes 2. No }
q52_if_yes_radio_tv_video	Numeric	8	0	if played, is the child played radio or tv or video?	{0, no; 1, yes}
q52_if_yes_local_field_games	Numeric	8	0	if played, is the child played local field games?	{0, no; 1, yes}
q52_if_yes_computer_mobile_games	Numeric	8	0	if played, is the child played computer or mobile games?	{0, no; 1, yes}
q52_if_yes_home_games	Numeric	8	0	if played, is the child played home games?	{0, no; 1, yes}
q52_if_yes_other_games	Numeric	8	0	if played, is the child played other games?	{0, no; 1, yes}
q52_if_other_games_specify	String	11	0	if played other games then specify	None
q53_child_substance_abuse_no	Numeric	8	0	is the child used any substance? no	{0, no; 1, yes}
q53_child_substance_abuse_chat	Numeric	8	0	is the child used any substance? chat	{0, no; 1, yes}
q53_child_substance_abuse_cigare	Numeric	8	0	is the child used any substance? cigarettes	{0, no; 1, yes}
q53_child_substance_abuse_alcoho	Numeric	8	0	is the child used any substance? alcohol	{0, no; 1, yes}
q53_child_substance_abuse_shisha	Numeric	8	0	is the child used any substance? shisha	{0, no; 1, yes}
q53_child_substance_abuse_other	Numeric	8	0	is the child used any substance? other	{0, no; 1, yes}
q53_child_substance_abuse_other_	String	1	0	is the child used any substance? if other specify	None

q54_if_child_given_choice	Numeri c	23	0	if the child given choice then what he/she will do?	{1. Go to school full-time 2. Work full-time 3. Go to school part-time and work part-time 4. Find a better job/work 5. Other (specify)}
q54_if_choice_is_other_specify	String	1	0	if the child choice is other than specify	None
q55_child_feel_adequate_skill_to	Numeri c	8	0	does the child feel that he/she have adequate skill to work?	{1. Yes 2. No }
q56_if_no_skill_what_trainings_n	String	14	0	if the child fills that he/she has no skill, what trainings are needed	None
q57_child_work_night	Numeri c	8	0	is the child working between 10:00 pm and 6:00 am?	{1. Yes 2. No }
q58_child_has_legal_agreement	Numeri c	8	0	does the child have legal agreement?	{1. Yes 2. No }
q59_work_inspected_by_gov	Numeri c	15	0	is the work inspected by government body?	{1. No 2. I don't know 3. Monthly 4. Every six month 5. Once in a year 6. Other }
q59_if_inspected_by_other_specif	String	13	0	if the work is inspected by other specify	None
q60_child_use_chemicals	Numeri c	8	0	does the child used chemicals?	{1. No chemical use 2. Dyes 3. Other specify}
q60_if_used_other_chemicals_spec	String	22	0	if the child used other chemicals specify	None
q61_child_use_sharp_tool	Numeri c	8	0	does the child used sharp tool?	{1. Yes 2. No }

q62_child_working_thermal_condit	Numerical	13	0	child working thermal environment	{1. Hot 2. Warm 3. Slightly warm 4. Neutral 5. Slightly cool 6. Cool 7. Cold}
q63_needed_working_thermal_condi	Numerical	9	0	needed working thermal environment	{1. Warmer 2. Cooler 3. No change}
q64_illumination	Numerical	8	0	is illumination is adequate or low?	{1. Low 2. Adequate}
q65_noise	Numerical	8	0	is there noise problem in the working environment?	{1. Yes 2. No }
q66_dust	Numerical	8	0	is there excessive dust in the working environment?	{1. Yes 2. No }
q67_cotton_dust	Numerical	8	0	is there excessive cotton in the working environment?	{1. Yes 2. No }
q68_child_trained_about_workplac	Numerical	8	0	does the child ever trained about work place hazards?	{1. Yes 2. No }
q69_is_there_first_aid_service	Numerical	8	0	is there a first aid service at the work place	{1. Yes 2. No }
q70_child_get_regular_break_time	Numerical	8	0	does the child have regular break time?	{1. Yes 2. No }
q71_morning_break_time_in_minute	Numerical	8	0	morning break time in minutes	None
q71_afternoon_break_time_in_minu	Numerical	8	0	afternoon break time in minutes	None
q72_seat_back_support	Numerical	8	0	does the child's seat have back support?	{1. Yes 2. No }

q73_child_injured_in_last_12_mon	Numeri c	8	0	is the child get injured in the last 12 months?	{1. Yes 2. No }
q74_if_child_injured_how_often	Numeri c	13	0	if the child get injured, how often?	{1. Once 2. Twice 3. Three and more}
q75_injury_type_burns	Numeri c	8	0	if child get injured, is the type of injury burns?	{0, no; 1, yes}
q75_injury_type_cuts_punctured_p	Numeri c	8	0	if child get injured, is the type of injury cuts or punctured or piercing?	{0, no; 1, yes}
q75_injury_type_strain	Numeri c	8	0	if child get injured, is the type of injury strain?	{0, no; 1, yes}
q75_injury_type_fracture	Numeri c	8	0	if child get injured, is the type of injury fracture?	{0, no; 1, yes}
q75_injury_type_dislocation	Numeri c	8	0	if child get injured, is the type of injury dislocation?	{0, no; 1, yes}
q75_injury_type_eye_injury	Numeri c	8	0	if child get injured, is the type of injury eye injury?	{0, no; 1, yes}
q75_injury_type_other	Numeri c	8	0	if child get injured, is the type of injury other?	{0, no; 1, yes}
q75_injury_type_other_specify	String	31	0	if the type of injury is other than specify	None
q76_illness_in_last_12_months	Numeri c	8	0	did the child get illness in the last 12 months?	{1. Yes 2. No }
q77_if_illness_how_frequent	Numeri c	13	0	if the child got ill, how frequent?	{1. Once 2. Twice 3. Three and more}
q78_illness_type_eye_infection	Numeri c	8	0	if child ill, is the type of illness eye infection?	{0, no; 1, yes}
q78_illness_type_ear_infection	Numeri c	8	0	if child ill, is the type of illness ear infection?	{0, no; 1, yes}
q78_illness_type_skin_disease	Numeri c	8	0	if child ill, is the type of illness skin disease?	{0, no; 1, yes}

q78_illness_type_respiratory_dis	Numeric	8	0	if child ill, is the type of illness respiratory disease?	{0, no; 1, yes}
q78_illness_type_allergies	Numeric	8	0	if child ill, is the type of illness allergies?	{0, no; 1, yes}
q78_illness_type_kidney	Numeric	8	0	if child ill, is the type of illness kidney?	{0, no; 1, yes}
q78_illness_type_nerve_disease	Numeric	8	0	if child ill, is the type of illness nerve disease?	{0, no; 1, yes}
q78_illness_type_urinary_truck_infection	Numeric	8	0	if child ill, is the type of illness urinary truck infection?	{0, no; 1, yes}
q78_illness_type_other	Numeric	8	0	if child ill, is the type of illness other?	{0, no; 1, yes}
q78_illness_type_other_specify	String	33	0	if the type of illness is other then specify	None
q79_injury_ill_permanently_disab	Numeric	8	0	is the seriousness of injury/illness lead child permanently disable?	{0, no; 1, yes}
q79_injury_ill_temporarily_stop_w	Numeric	8	0	is the seriousness of injury/illness lead child temporarily stop working?	{0, no; 1, yes}
q79_injury_ill_job_change	Numeric	8	0	is the seriousness of injury/illness lead child job change?	{0, no; 1, yes}
q79_injury_ill_temporarily_stop_s	Numeric	8	0	is the seriousness of injury/illness lead child temporarily stop schooling?	{0, no; 1, yes}
q79_injury_ill_permanently_preve	Numeric	8	0	is the seriousness of injury/illness lead child permanently prevent schooling?	{0, no; 1, yes}
q79_injury_ill_not_prevent_work	Numeric	8	0	is the seriousness of injury/illness does not child prevent work?	{0, no; 1, yes}
q79_injury_ill_other_cause	Numeric	8	0	is the seriousness of injury/illness lead child other outcome?	{0, no; 1, yes}
q79_injury_ill_other_specify	String	17	0	if the injury/illness lead child to have other problem then specify	None



q80_treatment_type_for_illness_i	Numerical	21	0	what is the type of treatment that the child got for the most serious injury/ill	{1. Traditionally treated and released immediately 2. Medically treated and released immediately 3. Hospitalized 4. Did not need any medical or traditional treatment 5. Other (specify)}
q80_treatment_type_other_specify	String	31	0	if the treatment of child is other then specify	None
q81_child_use_protective_device	Numerical	8	0	does the child ever used personal protective device?	{1. Yes 2. No }
q82_if_protective_device_which	Numerical	12	0	if child used personal protective device the which type?	{1. Glove 2. Ear defender 3. Mask 4. Other}
q82_if_protective_device_others	String	1	0	if the used personal protective device is other then specify	None
q83_msd_head	Numerical	8	0	msd on head	{1. No 2. Slight 3. Sever}
q83_msd_head_frequency	Numerical	16	0	frequency of discomfort on head	{1.daily 2. weekly 3.monthly 4.Once since start work}
q83_msd_head_occurrence	Numerical	11	0	occurrence of discomfort on head	{1. End of work 2. throughout the day }
q84_msd_neck	Numerical	8	0	msd on neck	{1. No 2. Slight 3. Sever}

q84_msd_neck_frequency	Numeri c	16	0	frequency of discomfort on neck	{1.daily 2. weekly 3.monthly 4.Once since start work}
q84_msd_neck_occurence	Numeri c	11	0	occurrence of discomfort on neck	{1. End of work 2. throughout the day }
q85_msd_shoulder	Numeri c	8	0	msd on shoulder	{1. No 2. Slight 3. Sever}
q85_msd_shoulder_freque ncy	Numeri c	16	0	frequency of discomfort on shoulder	{1.daily 2. weekly 3.monthly 4.Once since start work}
q85_msd_shoulder_occure nce	Numeri c	11	0	occurrence of discomfort on shoulder	{1. End of work 2. throughout the day }
q86_msd_upper_arm	Numeri c	8	0	msd on upper arm	{1. No 2. Slight 3. Sever}
q86_msd_upper_arm_freq uency	Numeri c	16	0	frequency of discomfort on upper arm	{1.daily 2. weekly 3.monthly 4.Once since start work}
q86_msd_upper_arm_occu rence	Numeri c	11	0	occurrence of discomfort on upper arm	{1. End of work 2. throughout the day }
q87_msd_upper_back	Numeri c	8	0	msd on upper back	{1. No 2. Slight 3. Sever}

q87_msd_upper_back_frequency	Numerical	16	0	frequency of discomfort on upper back	{1.daily 2. weekly 3.monthly 4.Once since start work}
q87_msd_upper_back_occurrence	Numerical	11	0	occurrence of discomfort on upper back	{1. End of work 2. throughout the day }
q88_msd_elbow	Numerical	8	0	msd on elbow	{1. No 2. Slight 3. Sever}
q88_msd_elbow_frequency	Numerical	16	0	frequency of discomfort on elbow	{1.daily 2. weekly 3.monthly 4.Once since start work}
q88_msd_elbow_occurrence	Numerical	11	0	occurrence of discomfort on elbow	{1. End of work 2. throughout the day }
q89_msd_lower_back	Numerical	8	0	msd on lower back	{1. No 2. Slight 3. Sever}
q89_msd_lower_back_frequency	Numerical	16	0	frequency of discomfort on lower back	{1.daily 2. weekly 3.monthly 4.Once since start work}
q89_msd_lower_back_occurrence	Numerical	11	0	occurrence of discomfort on lower back	{1. End of work 2. throughout the day }
q90_msd_lower_arm	Numerical	8	0	msd on lower arm	{1. No 2. Slight 3. Sever}

q90_msd_lower_arm_frequency	Numerical	16	0	frequency of discomfort on lower arm	{1.daily 2. weekly 3.monthly 4.Once since start work}
q90_msd_lower_arm_occurrence	Numerical	11	0	occurrence of discomfort on lower arm	{1. End of work 2. throughout the day }
q91_msd_wrist	Numerical	8	0	msd on wrist	{1. No 2. Slight 3. Sever}
q91_msd_wrist_frequency	Numerical	16	0	frequency of discomfort on wrist	{1.daily 2. weekly 3.monthly 4.Once since start work}
q91_msd_wrist_occurrence	Numerical	11	0	occurrence of discomfort on wrist	{1. End of work 2. throughout the day }
q92_msd_hand_finger	Numerical	8	0	msd on hand finger	{1. No 2. Slight 3. Sever}
q92_msd_hand_finger_frequency	Numerical	16	0	frequency of discomfort on hand finger	{1.daily 2. weekly 3.monthly 4.Once since start work}
q92_msd_hand_finger_occurrence	Numerical	11	0	occurrence of discomfort on hand finger	{1. End of work 2. throughout the day }
q93_msd_thigh	Numerical	8	0	msd on thigh	{1. No 2. Slight 3. Sever}

q93_msd_thigh_frequency	Numeri c	16	0	frequency of discomfort on thigh	{1.daily 2. weekly 3.monthly 4.Once since start work}
q93_msd_thigh_occurence	Numeri c	11	0	occurrence of discomfort on thigh	{1. End of work 2. throughout the day }
q94_msd_knee	Numeri c	8	0	msd on knee	{1. No 2. Slight 3. Sever}
q94_msd_knee_frequency	Numeri c	16	0	frequency of discomfort on knee	{1.daily 2. weekly 3.monthly 4.Once since start work}
q94_msd_knee_occurence	Numeri c	11	0	occurrence of discomfort on knee	{1. End of work 2. throughout the day }
q95_msd_leg	Numeri c	8	0	msd on leg	{1. No 2. Slight 3. Sever}
q95_msd_leg_frequency	Numeri c	16	0	frequency of discomfort on leg	{1.daily 2. weekly 3.monthly 4.Once since start work}
q95_msd_leg_occurence	Numeri c	11	0	occurrence of discomfort on leg	{1. End of work 2. throughout the day }
q96_msd_ankle	Numeri c	8	0	msd on ankle	{1. No 2. Slight 3. Sever}

q96_msd_ankle_frequency	Numeri c	16	0	frequency of discomfort on ankle	{1.daily 2. weekly 3.monthly 4.Once since start work}
q96_msd_ankle_occurrence	Numeri c	11	0	occurrence of discomfort on ankle	{1. End of work 2. throughout the day }
q97_msd_feet	Numeri c	8	0	msd on feet	{1. No 2. Slight 3. Sever}
q97_msd_feet_frequency	Numeri c	16	0	frequency of discomfort on feet	{1.daily 2. weekly 3.monthly 4.Once since start work}
q97_msd_feet_ccurrence	Numeri c	11	0	occurrence of discomfort on feet	{1. End of work 2. throughout the day }
q98_child_have_to_work_very_fast	Numeri c	8	0	does the child forced to work very fast?	{1. Yes 2. No }
q99_child_decide_to_take_rest	Numeri c	8	0	can child decide to take rest?	{1. Yes 2. No }
q100_child_recive_supportive_fee	Numeri c	8	0	does the child receive supportive feedback?	{1. Yes 2. No }
q101_relationship_at_work_strain	Numeri c	8	0	does the child relationships at work strained?	{1. Yes 2. No }
q102_emotinal_abuse_no	Numeri c	8	0	does the child ever experienced emotional abuse? no	{0, no; 1, yes}
q102_emotinal_abuse_neglected_fo	Numeri c	8	0	does the child ever experienced emotional abuse? neglected or forgotten	{0, no; 1, yes}
q102_emotinal_abuse_blamed_for_m	Numeri c	8	0	does the child ever experienced emotional abuse? blamed for others' mistakes	{0, no; 1, yes}
q102_emotinal_abuse_mistreated	Numeri c	8	0	does the child ever experienced emotional abuse? mistreated	{0, no; 1, yes}

q102_emotinal_abuse_harassment	Numeric	8	0	does the child ever experienced emotional abuse? harassment	{0, no; 1, yes}
q102_emotinal_abuse_food_denied	Numeric	8	0	does the child ever experienced emotional abuse? food denied	{0, no; 1, yes}
q102_emotinal_abuse_other	Numeric	8	0	does the child ever experienced emotional abuse? other	{0, no; 1, yes}
q102_emotinal_abuse_other_specif	String	17	0	does the child ever experienced emotional abuse? other, specify	None
q103_i_satisfied_with_myself	Numeric	17	0	i am satisfied with myself	{0, strongly disagree; 1, disagree; 2, agree; 3 strongly agree}
q104_i_have_good_qualities	Numeric	17	0	i feel that i have a number of good qualities	{0, strongly disagree; 1, disagree; 2, agree; 3 strongly agree}
q105_i_am_able_to_do_things	Numeric	17	0	i am able to do things as well as most other people	{0, strongly disagree; 1, disagree; 2, agree; 3 strongly agree}
q106_i_am_a_person_of_worth	Numeric	17	0	i feel that i'm a person of worth, at least on an equal plane with others	{0, strongly disagree; 1, disagree; 2, agree; 3 strongly agree}
q107_i_take_positive_attitude_to	Numeric	17	0	i take a positive attitude toward myself	{0, strongly disagree; 1, disagree; 2, agree; 3 strongly agree}
q108_i_am_not_good_at_all	Numeric	17	0	at times, i think i am no good at all	{0, strongly agree; 1, agree; 2, disagree; 3, strongly disagree}
q109_i_do_not_have_to_be_proud_of	Numeric	17	0	i feel i do not have much to be proud of	{0, strongly agree; 1, agree; 2, disagree; 3, strongly disagree}
q110_i_certainly_feel_useless_at	Numeric	17	0	i certainly feel useless at times	{0, strongly agree; 1, agree; 2, disagree; 3, strongly disagree}
q111_i_wish_i_have_respect_for_myself	Numeric	17	0	i wish i could have more respect for myself	{0, strongly agree; 1, agree; 2, disagree; 3,

					strongly disagree}
q112_i_feel_that_i_am_a_failure	Numerical	17	0	all in all, i am inclined to feel that i am a failure	{0, strongly agree; 1, agree; 2, disagree; 3, strongly disagree}
q113_child_sexually_abused	Numerical	15	0	is the child sexually abused?	{1. No 2. Abused by employer 3. Abused by relatives 4. Abused by Peer 5. Non relatives}
q114_working_area_meter_square	Numerical	8	0	working area in meter square	None
q115_adequate_ventilation	Numerical	8	0	does the working area has adequate ventilation?	{1. Yes 2. No }
q116_toilet_facility	Numerical	17	0	toilet facility in the house	{1. No 2. Available but not clean 3. Available and clean}
q117_shower_facility	Numerical	8	0	is there shower facility in the house?	{1. Yes 2. No }
q118_warning_sign	Numerical	8	0	is there warning sign in the working environment?	{1. Yes 2. No }
q119_floor_construction	Numerical	8	0	working house floor construction	{1. Cement 2. Plastic carpet 3. Mud floor 4. Wooden 5. Other}
q119_if_other_floor_construction	Numerical	8	0	if the working house floor construction is other then specify	None
q120_no_of_people_in_the_room	Numerical	8	0	no of people in the working room	None



q121_kitchen_separated	Numeri c	8	0	is the kitchen separated from the working house?	{1. Yes 2. No }
q122_animal_share_workin g_room	Numeri c	21	0	do animals share the working room?	{1. Yes 2. No }
q123_drinking_water_sour ce	Numeri c	21	0	source of drinking water	{1. Tapped water 2. Protected spring or well 3. Unprotected source 4. Other}
q62_cat_thermal_condition	String	7	0	recode of q62_child_working_thermal_condit	{1, colds; 2, Neutral; 3, warm}
q8_cat_family_size	Numeri c	8	0	recode of q8_family_size	{1, <6; 2, >6}
q9_cat_family_income	Numeri c	8	0	recode of q9_family_income	{1, <average; 2, average+}
q17_cat_head_opini_child_ working	Numeri c	8	0	recode of q17_head_opinion_child_working_h	{1, <=7; 2, >7}
q36_child_weaving_experie nce	Numeri c	9	2	recode of q36_child_weaving_experience_month_and_yea	None
q36_cat_child_weaving_ex perience	Numeri c	8	0	recode of q36_child_weaving_experience	{1. < 1 year 2. 1-2 years 3. 3-4 years 4. > 5 years}
q48_cat_working_days_pe r_week	Numeri c	8	0	recode of q48_child_working_days_per_week	{1, <=6; 2, 7}
q116_cat_toilet_facility	Numeri c	8	0	recode q116_toilet_facility	{1, no; 2, yes}
q123_cat_drinking_water_s ource	Numeri c	18	0	q123_drinking_water_source	{1, protected source; 2, unprtected}
q20_cat_age_below_14_14 to17_yr	Numeri c	8	0	recode of q20_child_age	{1, <14; 2, 14-17}

						<ul style="list-style-type: none"> <li>1. &lt;18</li> <li>2. 19-24</li> <li>3. 25-29</li> <li>4. 30-34</li> <li>5. 35-39</li> <li>6. 40-44</li> <li>7. 45-49</li> <li>8. 50-54</li> <li>9. 55-59</li> <li>10. 60-64</li> <li>11. 65+</li> </ul>
q2_cat_hh_head_age	Numeri c	8	0	recode of q2_hh_head_age		
q10_cat_hh_saving_averag e	Numeri c	9	0	recode of q10_cat_hh_saving_average		{1, <average; 2, average+}
q10_cat_hh_saving_yes_no	Numeri c	8	0	recode of q10_hh_saving		{1. Yes 2. No }
q12_cat_if_plan_other_spe cify	String	7	0	recode of q12_if_plan_other_specify		None
q13_cat_hh_head_work_st art_age	Numeri c	8	0	recode of q13_hh_head_work_start_age		{1. 4-9 2. 10-13 3. 14-17}
q14_cat_head_opin_child_ work_sta	Numeri c	8	0	recode of n14childworkstartage (n14childworkstartage)		{1. 4-9 2. 10-13 3. 14-17}
q17_cat_head_opin_child_ work_hr	Numeri c	8	0	recode of q17_head_opin_child_work_hr		{1, <=7; 2, >7}
q20_cat_child_age	Numeri c	8	0	recode of q20_child_age		{1, 5-9}...
q35_cat_child_working_sta rt_age	Numeri c	8	0	recode of q35_child_working_start_age		{1, 5-9}...
q44_cat_child_monthly_pa yment	Numeri c	9	0	recode of q44_child_monthly_payment		{1, <average; 2, average+}
q56_cat_if_no_skill_what_t	String	9	0	recode of q56_if_no_skill_what_trainings_n		None

rainin					
q71_cat_morning_break_time	Numeric	8	0	recode of q71_morning_break_time_in_minute	{1. < 5 minutes 2. 6-15 minutes 3. > 15 minutes}
q71_cat_afternoon_break_time	Numeric	8	0	recode of q71_afternoon_break_time_in_minute	{1. < 5 minutes 2. 6-15 minutes 3. > 15 minutes}
q47_cat_child_working_hour_per_d	Numeric	8	0	recode of q47_child_working_hour_per_day	{1, <=7; 2, >7}
q78_cat_illness_type_other_speci	String	10	0	recode of q78_illness_type_other_specif	None

## Annex 5: Qualitative data collection tools

### A. Qualitative interview guide Amharic

#### II. የስምምነት-መግለጫ /ቅጽ/

በደቡብና መካከለኛ ኢትዮጵያ መደበኛ ባልሆኑ የስራ መስኮች በስራ ላይ የሚገኙ ጠንቆችን በማጥናት የመቆጣጠሪያ መንገዶችን ለመቀመጥ የተዘጋጀ መጠይቅ።

እኔ \_\_\_\_\_ እባላለሁ። የምሰራው በደቡብና መካከለኛ ኢትዮጵያ መደበኛ ባልሆኑ የስራ-መስኮች በስራ ላይ የሚገኙ ጠንቆችን በማጥናት የመቆጣጠሪያ መንገዶችን ለመቀመጥ ጎንደር ዩኒቨርሲቲ ከወርልድ ቪዥን ኢትዮጵያ ጋር በመተባበር በማካሄድ ላይ ለሚገኘው ጥናት ነው። የዚህ ጥናት ዋና አላማ መደበኛ ባልሆኑ የሽመና፣ የግብርና እና የአሳማጥ መድ የስራ መስኮች የሚገኙ ዋና ዋና የስራ ላይ ጠንቆችን ለመለየትና በስራ መስኩ የተሰማሩ ወጣቶች ላይ የሚደርሰውን የአካልና የጤና እክሎች ለማወቅና እንዲሁም ማህበረሰቡ፣ መንግስታዊና መንግስታዊያልሆኑ አስፈጻሚ አካላት ያላቸውን ድርሻ ለማጥናት ነው።

ይህን መረጃ ለማግኘት ስለህጻናት/ወጣት ስራ ተኞች የኢትዮጵያን የስራ ላይ ህጎች፣ ስለህጻናት ስራና ዝውውር በአካከቢው ምን እንደሚመስል በተመለከተው ይይዙት ይደረጋል። የዚህ ጥናት ውጤት ለፖሊሲ አውጭዎች፣ ለአሰሪዎችና ለወጣት ሰራተኞች ጠቃሚ መረጃዎችን ለማቅረብ ያገለግላል። ውይይቱ ከ አንድ ሰዓት ላልበለጠ ጊዜ ይካሄዳል። በጥናቱ ውጤት ላይ ስምዎ አይገለጽም። እንዲሁም የሚሰጡት መረጃ በሚስጥር ይጠበቃል። በዚህ ውይይት ላይ አለመሳተፍ ወይም አንዳንድ ጥያቄዎችን ያለመመለስ መብት ያላቸው ጠበቀ ነው።

በመጠይቁ ለመሳተፍ ፈቃደኛ ነዎት?

- 3. አዎ
- 4. አይደለሁም

የስምምነት-መግለጫውን ያረጋገጠው

ስም \_\_\_\_\_ ፊርማ \_\_\_\_\_

ውይይቱ የተደረገበት ቀን \_\_\_\_\_ የተጀመረበት ሰዓት \_\_\_\_\_ የተጠናቀቀበት ሰዓት \_\_\_\_\_

### III. የትኩረት ቡድን ውይይት

የትኩረት ቡድን ውይይት                      ከባለ                      ድርሻ                      አካላት                      ጋር  
ሰለሁሉንም አይነት የህጻናት ጉልበት በዝባዛ መስኮች በተመለከተ ይሆናል።

- የትኩረት ቡድን ውይይት የተካሄደበት አካባቢ፤ አዲስ አበባ
- ተሳታፊዎች፤ ከዚህ በታች የተዘረዘሩት በህጻናት ጉልበት በዝባዛ ላይ እውቀት ያላቸው የመንግሥት ስታዊና መንግሥት ታዊ ያልሆኑ ድርጅቶች እንዲሁም የማህበራዊና ህይወት ማኖ ታዊ ተቋማት ተወካዮች ሊሆኑ ይችላሉ።
- የወረዳ ዘንፍ ትህቢሮ
- ፍርድ ቤቶች
- በወረዳው በመስራት ላይ ያሉ መያጅቾች
- የቀበሌ ወረዳ አስተዳደር
- መግቢያ
- የህጻናት መሪዎች
- በስራ ላይ የተሰማሩ ህጻናት ወላጆች
- አሰሪዎች
- የሴቶች ወጣቶችና ህጻናት ቢሮ
- በፍተሻ ጣቢያ የሚሰሩ ፖሊሶች
- የአካባቢ ትራንፖርት ቢሮ

➤ የውይይቱ መሪ ጥያቄዎች፤

1. በአካባቢው ያለውን የህጻናት ጉልበት-ብዝበዛና የህጻናት ስራ እንዴት ይገልጹታል? (ምን ማለት ነው፤ በህጻናት ጉልበት-ብዝበዛ ላይ ዋና ዋና የጥያቄዎች እንደሚገኙባቸው? ምክንያቶቹስ?)
2. ህጻናቱ ስለሚሰሩት ስራ ተገቢው ስልጠናና ክህሎት አላቸው ብለችሁ ታምናላችሁ? ምን መደረግ አለበት ትላላችሁ?
3. የህጻናት ጉልበት ብዝበዛ በህጻናቱ በትምህርት፣ በጤና፣ አካላዊና ስነ-ምግባር አደጋ እድገት ላይ የሚኖረውን ጫና እንዴት ታዩታላችሁ? (የረጅም ጊዜ ጉዳቱ)
4. በእናንተ አስተያየት የአሰሪና ስራ ተኛ አዎጁ ተገቢና ከወጣቶች ስራ ጋር በተያያዘ ሊተገበር የሚችል ይመስላችኋል?  
(አዎጁን ምን ያህል ታውቁታላችሁ፤ ምንምን ጉዳዮችን አካቷል (የስራ ሰዓት፣ የባዕል ቀናት፣ እድሜ)፣ እነዚህን የአዎጁን አካሎች ከወጣቶች ስራ ጋር ተግባራዊነቱን እንዴት ትገልጹታላችሁ?)
5. መደበኛ ባልሆነው የስራ መስክ የቀጣሪዎች ምሆነት ቀጣሪዎችን ኢኮኖሚያዊ ጥቅምና ፍላጎት ሳይነካ የወጣት ስራ ተኛዎችን መብት ለማስከበር የአሰሪና ስራ ተኛ አዎጁን እንዴት ማስከበር ይቻላል ትላላችሁ?
6. የህጻናት ጉልበት ብዝበዛን ለማስቀረትና የህጻናቱን የስራ ህይወት የተሻለ ለማድረግ የእርስዎ ድርጅት እያከናወናቸው የሚገኙትን አንዳንድ ግንባር ቀደም ክንውኖች ግለጹልን? (የመንግስታዊና መንግስታዊ ያልሆኑ ድርጅቶች፣ የቤተሰብና የአሰሪዎች ሚና ምን መሆን አለበት ትላላችሁ)

2. የትኩረት ቡድን ውይይት ከወጣትና ህጻን ስራ ተኛዎች ጋር፤

1. የትኩረት ቡድን ውይይት በሽመና የስራ ዘርፍ፤

ለ. የትኩረት ቡድን ውይይት የተካሄደበት አካባቢ፤ \_\_\_\_\_

ሐ. ተሳታፊዎች፤ ህጻናት/ወጣት ስራ ተኛዎች

መ. የውይይቱ መሪ ጥያቄዎች

1. የህጻናቱ እድሜ፣ የትውልድ ስፍራ፣ የቤተሰብ ሁኔታ፣ የትምህርት ደረጃና ሌሎች ጠቅላላ መረጃዎች።
2. የህጻናት ስራና የህጻናት ጉልበት ብዝበዛን እንዴት ትረዱዋቸዋለችሁ?
3. አሁን ከማን ጋር ሁነው እንደሚሰሩ እንዴት ወደ ሽመና ስራ እንደገቡና እንዴት ወደ አዲስ አበባ እንደመጣችሁ ግለጹልን።
4. በሽመና ስራ ውስጥ ህጻን/ወጣት ሁኖ መስራትን እንዴት ይገልጹታል? (በቀን ምን ያህል ሰዓት ይሰራሉ፣ በማታ፣ በበአላትና በሳምንት መጨረሻ ቀናት መስራትን፣ የእረፍት ሁኔታችሁን ግለጹልን)
5. በፍጥነት ለመስራት ሲባል፣ አምሽቶ ለመስራት፣ ወይም ለመዝናናት ሲባል ጫት የመቃምና መጠጥ የመጠጣት ሁኔታችሁን በሽመና ስራ ውስጥ ካሉ ህጻናት ወጣት ስራተኞች አንጻር ግለጹልን።
6. የምትሰሩበትን የስራ ቦታ ንጽህና፣ የራሳችሁን የግል ንጽህና፣ የመኝታ ቦታችሁን እና የምግብ ሁኔታና ምን ያህል እንደሚከፈልዎት ግለጹልን።
7. በሽመና ስራ ላይ እያሉ ያጋጠመዎት መታመም፣ የአእምሮ መረበሽ፣ ተስፋ መቁረጥ፣ የመማረር፣ የመቁሰል፣ ቤተሰብ የመናፈቅ፣ በትምህርት ላይ የገጠማችሁ ችግሮች ግለጹልን።
8. ከአሰሪዎቻችሁ ጋርና ከአቻ ጓደኞቻችሁ ጋር በስራ ቦታ ያላችሁ ግንኙነት ምን ይመስላል?
9. የህጻናትን የስራ ቦታ በሽመና ስራ ላይ ለማሻሻል ምን ቢደረግ ይሻላል? የመንግስት ድርሻ፣ የአሰሪ ድርሻ፣ የቤተሰብ ድርሻ ምን ይሁን?

2. የትኩረት ቡድን ውይይት በእርሻ የስራ ዘርፍ፤

ለ. የትኩረትቡድንውይይትየተካሄደበትአካባቢ፤ \_\_\_\_\_

ሐ. ተሳታፊዎች፤ ህጻናት/ወጣት ስራተኞች

መ. የውይይቱ መሪዎቻቸው

1. የህጻናቱ እድሜ፣ የትውልድ ስፍራ፣ የቤተሰብ ሁኔታ፣ የትምህርት ደረጃና ሌሎች ጠቅላላ መረጃዎች።
2. የህጻናት ስራና የህጻናት ጉልበት ብዝበዛን እንዴት ትረዱዋቸዋለችሁ?
3. አሁን ከማን ጋር ሁነው እንደሚሰሩ እንዴት ወደ እርሻ ስራ እንደገቡና እንዴት ወደ ዚህ አካባቢ እንደመጣችሁ ግለጹልን።
4. በእርሻ ስራ ውስጥ ህጻን/ወጣት ሁኖ መስራትን እንዴት ይገልጹታል? (በቀን ምን ያህል ሰዓት ይሰራሉ፣ በማታ፣ በበአላትና በሳምንት መጨረሻ ቀናት መስራትን፣ የእረፍት ሁኔታችሁን ግለጹልን)
5. በፍጥነት ለመስራት ሲባል፣ አምሽቶ ለመስራት፣ ወይም ለመዝናናት ሲባል ጫት የመቃምና መጠጥ የመጠጣት ሁኔታችሁን በእርሻ ስራ ውስጥ ካሉ ህጻናት ወጣት ስራተኞች አንጻር ግለጹልን።
6. የምትሰሩበትን የስራ ቦታ ንጽህና፣ የራሳችሁን የግል ንጽህና፣ የመኝታ ቦታችሁን እና የምግብ ሁኔታና ምን ያህል እንደሚከፈልዎት ግለጹልን።
7. በእርሻ ስራ ላይ እያሉ ያጋጠመዎት መታመም፣ የአእምሮ መረበሽ፣ ተስፋ መቁረጥ፣ የመማረር፣ የመቁሰል፣ ቤተሰብ የመናፈቅ፣ በትምህርት ላይ የገጠማችሁ ችግሮች ግለጹልን።
8. ከአሰሪዎቻችሁ ጋርና ከአቻ ጓደኞቻችሁ ጋር በስራ ቦታ ያላችሁ ግንኙነት ምን ይመስላል?
9. የህጻናትን የስራ ቦታ በእርሻ ስራ ላይ ለማሻሻል ምን ቢደረግ ይሻላል? የመንግስት ድርሻ፣ የአሰሪ ድርሻ፣ የቤተሰብ ድርሻ ምን ይሁን?



3. የትኩረት ቡድን ውይይት በአሳ ማጥመድ የስራ ዘርፍ፤

ለ. የትኩረት-ቡድን-ውይይት-የተካሄደበት-አካባቢ፤ \_\_\_\_\_

ሐ. ተሳታፊዎች፤ ህጻናት/ወጣት ስራተኞች

መ. የውይይቱ መሪዎቻቸው

1. የህጻናቱ እድሜ፣ የትውልድ ስፍራ፣ የቤተሰብ ሁኔታ፣ የትምህርት ደረጃና ሌሎች ጠቅላላ መረጃዎች።
2. የህጻናት ስራና የህጻናት ጉልበት ብዝበዛን እንዴት ትረዱዋቸዋለችሁ?
3. አሁን ከማን ጋር ሁነው እንደሚሰሩ እንዴት ወደ አሳ ማጥመድ ስራ እንደገቡና እንዴት ወደ ዚህ አካባቢ እንደመጣችሁ ግለጹልን።
4. በአሳ ማጥመድ ስራ ውስጥ ህጻን/ወጣት ሁኖ መስራትን እንዴት ይገልጹታል? (በቀን ምን ያህል ሰዓት ይሰራሉ፣ በማታ፣በበአላትና በሳምንት መጨረሻ ቀናት መስራትን፣የእረፍት ሁኔታችሁን ግለጹልን)
5. በፍጥነት ለመስራት ሲባል፣አምሽቶ ለመስራት፣ወይም ለመዝናናት ሲባል ጫት የመቃምና መጠጥ የመጠጣት ሁኔታችሁን በአሳ ማጥመድ ስራ ውስጥ ካሉ ህጻናት ወጣት ስራተኞች አንጻር ግለጹልን።
6. የምትሰሩበትን የስራ ቦታ ንጽህና፣የራሳችሁን የግል ንጽህና፣የመኝታ ቦታችሁን እና የምግብ ሁኔታና ምን ያህል እንደሚከፈልዎት ግለጹልን።
7. በአሳ ማጥመድ ስራ ላይ እያሉ ያጋጠመዎት መታመም፣የአእምሮ መረበሽ፣ ተስፋ መቁረጥ፣የመማረር፣የመቁሰል፣ ቤተሰብ የመናፈቅ፣ በትምህርት ላይ የገጠማችሁ ችግሮች ግለጹልን።
8. ከአሰሪዎቻችሁ ጋርና ከአቻ ጓደኞቻችሁ ጋር በስራ ቦታ ያላችሁ ግንኙነት ምን ይመስላል?
9. የህጻናትን የስራ ቦታ በአሳ ማጥመድ ስራ ላይ ለማሻሻል ምን ቢደረግ ይሻላል? የመንግስት ድርሻ፣ የአሰሪ ድርሻ፣ የቤተሰብ ድርሻ ምን ይሁን?

2. ለዋና መረጃ ሰጪዎች የተዘጋጀ ቃለ መጠይቅ

1. የስምምነት መግለጫ /ቅጽ/

በደቡብና መካከለኛ ኢትዮጵያ መደበኛ ባልሆኑ የስራ መስኮች በስራ ላይ የሚገኙ ጠንቆችን በማጥናት የመቆጣጠሪያ መንገዶችን ለመቀመጥ የተዘጋጀ መጠይቅ።

እኔ \_\_\_\_\_ እባላለሁ። የምሰራው በደቡብና መካከለኛ ኢትዮጵያ መደበኛ ባልሆኑ የስራ መስኮች በስራ ላይ የሚገኙ ጠንቆችን በማጥናት የመቆጣጠሪያ መንገዶችን ለመቀመጥ ጎንደር ዩኒቨርሲቲ ከወርልድ ቪዥን ኢትዮጵያ ጋር በመተባበር በማካሄድ ላይ ለሚገኘው ጥናት ነው።

የዚህ ጥናት ዋና አላማ መደበኛ ባልሆኑ የሽመና የስራ መስኮች የሚገኙ ዋና ዋና የስራ ላይ ጠንቆችን ለመለየትና በስራ መስኩ የተሰማሩ ወጣቶች ላይ የሚደርሰውን የአካልና የጤና እክሎች ለማጥናት ነው።

ይህን መረጃ ለማግኘት ስለህጻናት/ወጣት ስራ ተኞች የኢትዮጵያን የስራ ላይ ህጎች፣

ስለህጻናት ስራና ዝውውር ምን እንደሚመስል በተመለከተ ይይይት እና ደርጋለን። የዚህ ጥናት ውጤት ለፖሊሲ አወጫዎች፣

ለአሰሪዎችና ለወጣት ሰራተኞች ጠቃሚ መረጃዎችን ለማቅረብ ያገለግላል። ውይይቱ ከ30

ደቂቃ ላልበለጠ ጊዜ ይካሄዳል። በጥናቱ ውጤት ላይ ስምዎ አይገለጽም።

እንዲሁም የሚሰጡት መረጃ በሚስጥር ይጠበቃል።

በዚህ ውይይት ላይ አለመሳተፍ ወይም አንዳንድ ጥያቄዎችን ያለመመለስ መብት ያላቸው ጠበቀ ነው።

በውይይቱ ለመሳተፍ ፈቃደኛ ነዎት?

- 5. አዎ
- 6. አይደለሁም

የስምምነት መግለጫውን ያረጋገጠው

ስም \_\_\_\_\_ ፊርማ \_\_\_\_\_

ውይይቱ የተደረገበት ቀን \_\_\_\_\_ የተጀመረበት ሰዓት \_\_\_\_\_ የተጠናቀቀበት ሰዓት \_\_\_\_\_

II. ለሽመና የስራ ዘርፍ የዋና መረጃሰጪዎች ጥናት

ሀ. ጥያቄው-የተካሄደበት አካባቢ፤

ለ. የስራ-መስክ፤ ሽመና

ሐ. የውይይቱ ተሳታፊ፡ የቤተሰብ ኋላፊ ወይም አሰሪ

መ. የውይይት መሪ ጥያቄዎች፡-የህጻናት ጉልበት ብዝበንና የህጻናት ስራን እንዴት ይረዱዋቸዋል? (ምን ማለት ነው፤ ያብራሩ)

1. በሽመና የስራ-መስክ ተሰማርተው ስለሚገኙ ህጻናት ያለዎት አስተያየት ምን ድንገት ነው? (ዋና ዋና ተዋናዮች እነማን ናቸው፤ እነዴትስ ይጓጓዛሉ)
2. ለወጣትና ለሳይሆነ ሰራተኛ ያለዎት አያያዝ ይለያያል? እንዴት እንደሆነ ያብራሩ?
3. በሽመና የስራ-መስክ ምንምን አይነት የስራ-ላይ ጠንቆች ይኖራሉ? (የስራ ብዛት፣ የስራ ጊዜ እርዝመት የማታ ስራ የስራ ቦታ ሁኔታን በተመለከተ)
4. በሽመና ስራ-ላይ ሊያጋጥም የሚችለውን የስራ-ላይ አደጋ እንዴት ይገልጹታል? እንዴትስ ይመዘኑታል?
5. የሽመና ስራ-በህጻናት ትምህርት፣ ጤና፣ አካላዊ፣ ስነ-ምግባር አደናግጦት ላይ ጭና ይኖረዋል ብለው ያስባሉ? እንዴት እንደሆነ ያብራሩ?
6. የአሰሪና ሰራተኛ አዋጅ ህጻን/ወጣት ተቀጣሪዎችን በተመለከተ የያዘውን ድንጋጌ ምን ያህል ያውቁታል? (ማወቅና በውስጡ የያዘውን ማብራራት)
7. ከእርስዎ ጋር በመስራት ላይ የሚገኙት ህጻናት ከእርስዎ ከአቻዎቻቸው እና ከቤተሰብ ጋር ያላቸውን ማህበራዊ ግንኙነት እንዴት ይገልጹታል?
8. ከእርስዎ ጋር በመስራት ላይ የሚገኙት ህጻናት/ወጣቶች የወደፊት እጣፈንታ ምን ይሆናል ብለው ያስባሉ?
9. የሽመና ስራ መስክ ለወጣት ሰራተኞች ምቹ እንዲሆን ምን መደረግ አለበት ይላሉ? (እነማን ናቸው ዋና ዋና ተዋናዮች፣ ከነዚህ ተዋናዮች ስምን ይጠበቃል?)

III. ለእርሻ የስራ ዘርፍ የዋና መረጃሰጪዎች ጥናት

ሀ. ጥያቄው-የተካሄደበት-አካባቢ፤

ለ. የስራ-መስክ፤እርሻ

ሐ. የውይይቱ ተሳታፊ፡ የቤተሰብ ኋላፊ ወይም አሰሪ

መ. የውይይት መሪ ጥያቄዎች፡-

1. የህጻናት ጉልበት ብዝበንና የህጻናት ስራን እንዴት ይረዱዋቸዋል? (ምን ማለት ነው፤ ያብራሩ)
2. በእርሻ የስራ መስክ ተሰማርተው ስለሚገኙ ህጻናት ያለዎት አስተያየት ምንድን ነው? (ዋና ዋና ተዋናዮች እነማን ናቸው፤ እነዴትስ ይጓጓዛሉ)
3. ለወጣትና ለጎልማሳ ሰራተኛ ያለዎት አያያዝ ይለያያል? እንዴት እንደሆነ ያብራሩ?
4. በእርሻ የስራ መስክ ምን ምን አይነት የስራ ላይ ጠንቆች ይኖራሉ? (የስራ ብዛት፣ የስራ ጊዜ እርዝመት የማታ ስራ የስራ ቦታ ሁኔታን በተመለከተ)
5. በእርሻ ስራ ላይ ሊያጋጥም የሚችለውን የስራ ላይ አደጋ እንዴት ይገልጹታል? እንዴትስ ይመዘኑታል?
6. የእርሻ ስራ በህጻናት ትምህርት፣ ጤና፣ አካላዊ፣ ስነ-ምግባርና ማህበራዊ እድገት ላይ ጫና ይኖረዋል ብለው ያስባሉ? እንዴት እንደሆነ ያብራሩ?
7. የአሰሪና ሰራተኛ አዋጅ ህጻን/ወጣት ተቀጣሪዎችን በተመለከተ የያዘውን ድንጋጌ ምን ያህል ያውቁታል? (ማወቅና በውስጡ የያዛቸውን ማብራራት)
8. ከእርስዎ ጋር በመስራት ላይ የሚገኙት ህጻናት ከእርስዎ ከአቻዎቻቸው እና ከቤተሰብ ጋር ያላቸውን ማህበራዊ ግንኙነት እንዴት ይገልጹታል?
9. ከእርስዎ ጋር በመስራት ላይ የሚገኙት ህጻናት/ወጣቶች የወደፊት እጣ ፈንታ ምን ይሆናል ብለው ያስባሉ?
10. የእርሻ ስራ መስክ ለወጣት ሰራተኞች ምቹ እንዲሆን ምን መደረግ አለበት ይላሉ? (እነማን ናቸው ዋና ዋና ተዋናዮች፣ ከነዚህ ተዋናዮችስ ምን ይጠበቃል?)

IV. ለአሳ ማጥመድ የስራ ዘርፍ የዋና መረጃሰጪዎች ጥናት

ሀ. ጥያቄው-የተካሄደበት-አካባቢ፤

ለ. የስራ-መስክ፤-አሳ ማጥመድ

ሐ. የውይይቱ ተሳታፊ፡ የቤተሰብ ኋላፊ ወይም አስሪ

መ. የውይይት መሪ ጥያቄዎች፡-

1. የህጻናት ጉልበት ብዝበንና የህጻናት ስራን እንዴት ይረዱዋቸዋል? (ምን ማለት ነው፤ ያብራሩ)
2. በአሳ ማጥመድ የስራ መስክ ተሰማርተው ስለሚገኙ ህጻናት ያለዎት አስተያየት ምንድን ነው? (ዋና ዋና ተዋናዮች እነማን ናቸው፤ እነዴትስ ይጓጓዛሉ)
3. ለወጣትና ለጎልማሳ ሰራተኛ ያለዎት አያያዝ ይለያያል? እንዴት እንደሆነ ያብራሩ?
4. በአሳ ማጥመድ የስራ መስክ ምን ምን አይነት የስራ ላይ ጠንቆች ይኖራሉ? (የስራ ብዛት፣ የስራ ጊዜ እርዝመት የማታ ስራ የስራ ቦታ ሁኔታን በተመለከተ)
5. በአሳ ማጥመድ ስራ ላይ ሊያጋጥም የሚችለውን የስራ ላይ አደጋ እንዴት ይገልጹታል? እንዴትስ ይመዘኑታል?
6. የአሳ ማጥመድ ስራ በህጻናት ትምህርት፣ ጤና፣ አካላዊ፣ ስነ-ምግባርና ማህበራዊ እድገት ላይ ጫና ይኖረዋል ብለው ያስባሉ? እንዴት እንደሆነ ያብራሩ?
7. የአሰሪና ሰራተኛ አዋጅ ህጻን/ወጣት ተቀጣሪዎችን በተመለከተ የያዘውን ድንጋጌ ምን ያህል ያውቁታል? (ማወቅና በውስጡ የያዘውን ማብራራት)
8. ከእርስዎ ጋር በመስራት ላይ የሚገኙት ህጻናት ከእርስዎ ከአቻዎቻቸው እና ከቤተሰብ ጋር ያላቸውን ማህበራዊ ግንኙነት እንዴት ይገልጹታል?
9. ከእርስዎ ጋር በመስራት ላይ የሚገኙት ህጻናት/ወጣቶች የወደፊት እጣ ፈንታ ምን ይሆናል ብለው ያስባሉ?
10. የአሳ ማጥመድ ስራ መስክ ለወጣት ሰራተኞች ምቹ እንዲሆን ምን መደረግ አለበት ይላሉ? (እነማን ናቸው ዋና ዋና ተዋናዮች፣ ከነዚህ ተዋናዮችስ ምን ይጠበቃል?)

IV. የነጠላ ጉዳይ ጥናት

1. የስምምነት-መግለጫ /ቅጽ/

በደቡብናመካከለኛኢትዮጵያመደበኛባልሆኑየስራ-መስኮችበስራ-ላይ የሚገኙ ጠንቆችን በማጥናት የ መቆጣጠሪያ መንገዶችን ለመቀመር የተዘጋጀ መጠይቅ።

እኔ

እባላለሁ። የምስራው በደቡብናመካከለኛኢትዮጵያመደበኛባልሆኑ የስራ-መስኮች በስራ-ላይ የሚገኙ ጠንቆችን በማጥናት የመቆጣጠሪያ መንገዶችን ለመቀመር ጎንደር ዩ.ኒቨርሲ.ቲከወርልድ ቪዥን ኢትዮጵያ ጋር በመተባበር በማካሄድ ላይ ለሚገኘው ጥናት ነው።

የዚህ ጥናት ዋና አላማ መደበኛ ባልሆኑ የሽመና የስራ-መስኮች የሚገኙ ዋና ዋና የስራ-ላይ ጠንቆችን ለመለየትና በስራ-መስኩ የተሰማሩ ወጣቶች ላይ የሚደርሰውን የአካልና የጤና እክሎች ለማጥናት ነው።

ይህን መረጃ ለማግኘት ስለ እርስዎ የህይወት ታሪክ ወይም ደረጃ ጋለሁ። የዚህ ጥናት ውጤት ለፖሊሲ

ሲ አውጭዎቻል። ለአሠሪዎችና ለወጣት ሠራተኞች ጠቃሚ መረጃዎችን ለማቅረብ ያገለግላል።

ውይይቱ ከ30 ደቂቃ ላልበለጠ ጊዜ ይካሄዳል። በጥናቱ ውጤት ላይ ስምዎ አይገለጽም።

እንዲሁም የሚሰጡት መረጃ በሚስጥር ይጠበቃል።

በዚህ ወይም ደረጃ ላይ አለመሳተፍ ወይም አንዳንድ ጥያቄዎችን ያለመመለስ መብት ያየተጠበቀ ነው።

በመጠይቁ ለመሳተፍ ፈቃደኛ ነዎት?

7. አዎ

8. አይደለሁም

የስምምነት-መግለጫውን ያረጋገጠው

ስም \_\_\_\_\_ ፊርማ \_\_\_\_\_

ውይይቱ የተደረገበት ቀን \_\_\_\_\_ የተጀመረበት ሰዓት \_\_\_\_\_ የተጠናቀቀበት ሰዓት \_\_\_\_\_

ሀ. የስራመስክ፤ \_\_\_\_\_

ለ. የነጠላ ጉዳይ ጥናት የሚካሄድበት ቦታ፤ \_\_\_\_\_

ሐ. የነጠላ ጉዳይ ጥናት ተሳታፊ፤ በሽመና በእርሻ ወይም በአሳ ማጥመድ፤ ስራ ላይ ያለና ትክክለኛውን ሁኔታ የሚያሳይ ህጻን

መ. የነጠላ ጥናቱ መሪ ጥያቄዎች፤

1. መሰረታዊ

መረጃዎች፤ እድሜ፤ የትውልድ ስፍራ፤ የቤተሰብ ሁኔታ፤ የኢኮኖሚ ሁኔታ፤ የስራ ዘርፍ እና ትምህርት

2. የስደት ሁኔታ፤ የቀድሞ መኖሪያውን የለቀቀበት ምክንያት፤ (በህጻናት አዘዋዋሪዎች፤ ከጓደኛ ጋር፤ ከአሰሪ ጋር)

3. የስራ ቦታ ሁኔታዎች፤ የስራ ሁኔታ፤ የስራ ላይ ጠንቆች፤ የስራ በዛት፤ የጭንቀት ሁኔታ

4. ከስራ ጋር ተያያዥ የሆኑ የአካላዊና አእምሮአዊ የጤና ችግሮች ሁኔታ፤

5. የህግ አስከፊ ሀይሎች ተሳትፎ፤ ማንኛውም የመንግስት አካል ለህጻናት/ወጣቶች ጉዳይ ትኩረት ሰጥቶ ስለመሆኑ፤

6. የወደፊት እቅድና ራዕይ በተመለከተ፤

## B. Qualitative data collection guide English

### I. Consent form for Focus Group Discussions

**Discussion guide prepared for Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Southern and Central Ethiopia.**

My name is \_\_\_\_\_. I am working with a research group from the University of Gondar in collaboration with World Vision Ethiopia, who are doing “**Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Southern and Central Ethiopia**”. The purpose of this research is to determine the principal workplace hazards, injuries, and health problems for young employees engaged in the informal sectors such as Weaving, Farming and Fishing sectors in Southern and Central Ethiopia. In addition the research is aimed to investigate on the roles of stakeholder organizations in child labor in Ethiopia. To get the necessary information points of discussion will focus on the Ethiopian Labor laws, the causes and trafficking processes, working conditions, living conditions and associated problems. The results of this research will be helpful in providing valuable information for policy makers, employers and young employees. Your participation in this research will help the government to design better strategies to stop child labor in Ethiopia.

The discussion will not take more than 1 hour. Your name and identity will not appear in the research and your responses will be kept confidential. The discussion will be tape recorded with the sole purpose of keeping all information which will be discarded after transcription for analysis purpose. If you do not want to continue in the discussion, you have the right to stop your participation at any time. However, your willingness to participate in the focus group discussion would be appreciated. Do I have your permission to continue?

1. Yes
2. If no, skip to the next participant by writing reasons for his/ her refusal

#### **Informed consent certified by**

Facilitator name \_\_\_\_\_ Signature \_\_\_\_\_

Date of FGD \_\_\_\_\_ Time started \_\_\_\_\_ Time completed \_\_\_\_\_



## II. Focus Group Discussions

### 1. General FGD among delegates of stakeholder organizations about all forms of informal sectors

a) Area of FGD conducted \_\_\_\_\_

b) Child labor sector \_\_\_\_\_

c) Participants: Delegates of Stakeholder organizations

d) Guiding questions:

1. How do you characterize child labor and child work in your local context? (What does it mean, main actors, causes)
2. Do children have the appropriate trainings and skills for the work they are doing? What should be done to improve the situation?
3. How do you see the impact of child labor on education, health, physical and psycho-social development of children and youth?
4. In your opinion, is the labor proclamation reasonable, and applicable in relation to young people in the local context? (knowledge about it, about the content it covers, [work hour, break, work on holiday, working age etc],
5. How do you suggest protecting the rights of young employees in the informal sector without compromising their and their employers' economic and business interests?
6. How do you describe the major activities that your organization performs in relation to child labor issues? (Role of different stakeholders i.e. Governmental organizations, NGO, families, employers etc)

## 2. FGD among Working Children

### I. FGD on Weaving Sector

a) Area of FGD conducted \_\_\_\_\_

b) Child labor sector \_\_\_\_\_

c) Participants: Working Children

d) Guiding questions

1. Age, place of birth, family background /economic status, educational status and other defining features of the participants.
2. How do you characterize child labor and child work in your local context? (What does it mean, main actors, causes)
3. Please tell us with who you are working now, how do you join weaving job, how do you come to Addis Ababa, if you are trafficked.
4. What is your opinion about working as a child in weaving sector? (working hours, work load, night work, break condition, working in holidays and weekends)
5. How do you describe situations and habit of drinking alcohol or chewing khat for the purpose of enhancing your performance or to stay awake and work for long period or for relaxation among children in weaving sector?
6. How do you describe the living conditions (food, shelter, hygiene) and payment conditions of children engaged in weaving sector?
7. What work place hazards and/or health problems (mental and physical) have you faced while working in this sector? (accident, injury, illness)
8. How do you describe your relationship and social interaction at workplace with your peers, employers and families?
9. What do you think can be done to improve the working conditions for young employees in weaving sector?

## II. FGD on Fishing Sector

a) Area of FGD conducted \_\_\_\_\_

b) Child labor sector \_\_\_\_\_

c) Participants: Working Children

d) Guiding questions

1. Age, place of birth, family background /economic status, educational status and other defining features of the participants.
2. How do you characterize child labor and child work in your local context? (What does it mean, main actors, causes)
3. Please tell us with who you are working now, how do you join fishing job, how do you come to this place, if you are trafficked.
4. What is your opinion about working as a child in fishing sector? (working hours, work load, night work, break condition, environment, working in holidays and weekends)
5. How do you describe situations and habit of drinking alcohol or chewing khat for the purpose of enhancing your performance or to stay awake and work for long period or for relaxation among children in weaving sector?
6. How do you describe the living conditions (food, shelter, hygiene) and payment conditions of children engaged in fishing sector?
7. What work place hazards and/or health problems (mental and physical) have you faced while working in fishing sector? (accident, injury, illness)
8. How do you describe your relationship and social interaction at workplace with your peers, employers and families?
9. What do you think can be done to improve the working conditions for young employees in fishing sector?

### III. FGD on Farming Sector

a) Area of FGD conducted \_\_\_\_\_

b) Child labor sector \_\_\_\_\_

c) Participants: Working Children

d) Guiding questions

1. Age, place of birth, family background /economic status, educational status and other defining features of the participants.
2. How do you characterize child labor and child work in your local context? (What does it mean, main actors, causes)
3. Please tell us with who you are working now, how do you join weaving job, how do you come to this place, if you are trafficked.
4. What is your opinion about working as a child in farming sector? (working hours, work load, night work, break condition, working in holidays and weekends)
5. How do you describe situations and habit of drinking alcohol or chewing khat for the purpose of enhancing your performance or to stay awake and work for long period or for relaxation among children in weaving sector?
6. How do you describe the living conditions (food, shelter, hygiene) and payment conditions of children engaged in farming sector?
7. What work place hazards and/or health problems (mental and physical) have you faced while working in farming sector? (accident, injury, illness)
8. How do you describe your relationship and social interaction at workplace with your peers, employers and families?
9. What do you think can be done to improve the working conditions for young employees in farming sector?

### III. Consent form for kII

**Guide questions prepared for interviews with working children, families and/or employers for Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Southern and Central Ethiopia.**

My name is \_\_\_\_\_. I am working with a research group from the University of Gondar in collaboration with World Vision Ethiopia, who are doing “**Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Southern and Central Ethiopia**”. The purpose of this research is to determine the principal workplace hazards, injuries, and health problems for young employees engaged in the informal sectors such as Weaving, Farming and Fishing sectors in Southern and Central Ethiopia. In addition the research is aimed to investigate on the roles of stakeholders for the issues including families and employers. To get the necessary information points of discussion will focus on the causes and trafficking processes, working conditions, living conditions and associated problems. The results of this research will be helpful in providing valuable information for policy makers, employers and young employees. Your participation in this research will help the government to design better strategies to stop child labor in Ethiopia.

The discussion will not take more than 30 min. Your name and identity will not appear in the research and your responses will be kept confidential. Our discussion will be tape recorded with the sole purpose of keeping all information which will be discarded after transcription for analysis purpose. If you do not want to continue in the discussion, you have the right to stop your participation at any time. However, your willingness to participate in this study would be appreciated. Do I have your permission to continue?

1. Yes
2. If no, skip to the next participant by writing reasons for his/ her refusal

**Informed consent certified by**

Facilitator name \_\_\_\_\_ Signature \_\_\_\_\_

Date of Interview \_\_\_\_\_ Time started \_\_\_\_\_ Time completed \_\_\_\_\_

## I. Key Informant Interviews for Weaving Sector

a) Area of KII conducted

b) Child labor sector\_

c) Participant: Parent/Employer

d) KII guiding questions

1. How do you characterize child labor and child work in your local context? (What does it mean)
2. What is your opinion about the children involved in weaving sector? (main actors, causes)
3. Do you have differential treatment for young employees and adults workers? Describe the situation.
4. How do you evaluate hazardous working conditions in weaving activities? (work load, working posture, night work, length of work, housing condition)
5. How do you evaluate and describe conditions of work related injuries and illnesses for employees in weaving sector?
6. Do you think weaving has any impact on the health, education and psycho-social development of working children?
7. What is your understanding on the labor proclamation regarding child/young employees and what does it constitute?
8. How do you describe the social relationships of the children working with you? (with you, with peers, with family)
9. What do you think about the future destiny/fate of children working with you?
10. What do you suggest to improve the working conditions of children/young workers engaged in weaving sectors? (Roles of different stakeholders to improve it)

## II. Key Informant Interviews for Fishing Sector

a) Area of KII conducted \_\_\_\_\_

b) Child labor sector \_\_\_\_\_

c) Participant: Parent/Employer

d) KII guiding questions

1. How do you characterize child labor and child work in your local context? (What does it mean)
2. What is your opinion about the children involved in fishing sector? (main actors, causes)
3. Do you have differential treatment for young employees and adults workers? Describe the situation.
4. How do you evaluate hazardous working conditions in fishing activities? (work load, working posture, night work, length of work, environmental and hazardous condition)
5. How do you evaluate and describe conditions of work related injuries and illnesses for employees in fishing sector?
6. Do you think fishing task has any impact on the health, education and psycho-social development of working children?
7. What is your understanding on the labor proclamation regarding child/young employees and what does it constitute?
8. How do you describe the social relationships of the children working with you? (with you, with peers, with family)
9. What do you think about the future destiny/fate of children working with you?
10. What do you suggest to improve the working conditions of children/young workers engaged in fishing sectors? (Roles of different stakeholders to improve it)

### III. Key Informant Interviews for Farming Sector

a) Area of KII conducted \_\_\_\_\_

b) Child labor sector \_\_\_\_\_

c) Participant: Parent/Employer

d) KII guiding questions

1. How do you characterize child labor and child work in your local context? (What does it mean)
2. What is your opinion about the children involved in farming sector? (main actors, causes)
3. Do you have differential treatment for young employees and adults workers? Describe the situation.
4. How do you evaluate hazardous working conditions in farming activities? (work load, working posture, night work, length of work, environmental and hazardous condition)
5. How do you evaluate and describe conditions of work related injuries and illnesses for employees in farming sector?
6. Do you think farming activities has any impact on the health, education and psycho-social development of working children?
7. What is your understanding on the labor proclamation regarding child/young employees and what does it constitutes?
8. How do you describe the social relationships of the children working with you? (with you, with peers, with family)
9. What do you think about the future destiny/fate of children working with you?
10. What do you suggest to improve the working conditions of children/young workers engaged in farming sectors? (Roles of different stakeholders to improve it)



### III. Case Studies

My name is \_\_\_\_\_. I am working with a research group from the University of Gondar in collaboration with World Vision Ethiopia, who are doing “**Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sectors, in Southern and Central Ethiopia**”. The purpose of this research is to determine the principal workplace hazards, injuries, and health problems for young employees engaged in the informal sectors such as Weaving, Farming and Fishing sectors in Southern and Central Ethiopia. In addition the research is aimed to investigate on the roles of stakeholders for the issues including families and employers. To get the necessary information points of discussion will focus on the causes and trafficking processes, working conditions, living conditions and associated problems. The results of this research will be helpful in providing valuable information for policy makers, employers and young employees. Your participation in this research will help the government to design better strategies to stop child labor in Ethiopia.

The discussion will not take more than 30 min. Your name and identity will not appear in the research and your responses will be kept confidential. Our discussion will be tape recorded with the sole purpose of keeping all information which will be discarded after transcription for analysis purpose. If you do not want to continue in the discussion, you have the right to stop your participation at any time. However, your willingness to participate in this study would be appreciated. Do I have your permission to continue?

1. Yes
2. If no, skip to the next participant by writing reasons for his/ her refusal

#### **Informed consent certified by**

Facilitator name \_\_\_\_\_ Signature \_\_\_\_\_

Date of Interview \_\_\_\_\_ Time started \_\_\_\_\_ Time completed \_\_\_\_\_

a) **Area of Case study conducted** \_\_\_\_\_

b) **Child labor sector:** \_\_\_\_\_

c) **Participant:** Working child in sectors of either Weaving, fishing or farming that demonstrate the real situation of children engaged in that sector

d) **Interview guiding questions**

1. **Background Information;** age, place of birth, family background /economic status, in which sector is he/she working, education.
2. **Migration process:** how did they leave their home, child trafficking processes ( etc.
3. **Workplace situations:** working condition, workplace hazards, work load, stress levels.
4. **Physical and mental health condition**
5. **Involvement of law enforcement agencies-** whether any government agency has given attention to his/her case
6. **Future plan and vision**

## Annex 6: Qualitative Data Codes and Analysis Manual

### II. Codes' of Participant in Farming

#### A. Case study in Arbaminch

##### *Coding Key for AM-CS-AgrC*

Given Name	Citation Code
Bashura	AM-CS-AgrCBa

#### B. FGD 1 with children in Arbaminch

##### *Coding Key for AM-FGD1-AgrC*

Ser. No.	Original Name	Coded Name	Age	Sex	Employee/ Family	Citation Code
1	Hiwot Abera	Participant 1	16	F	Employee	AM-FGD1-AgrCP1
2	Hana Keyiro	Participant 2	16	F	Employee	AM-FGD1-AgrCP2
3	Teshome Laa	Participant 3	14	M	Employee	AM-FGD1-AgrCP3
4	Workneh Agaso	Participant 4	15	M	Employee	AM-FGD1-AgrCP4
5	Tesfatsion Desalegn	Participant 5	17	M	Employee	AM-FGD1-AgrCP5
6	Boloshe Bogale	Participant 6	17	M	Employee	AM-FGD1-AgrCP6

#### C. FGD 2 with children in Arbaminch

##### *Coding Key for AM-FGD2-AgrC*

Ser. No.	Name	Name Code	Age	Sex	Employee/ Family	Citation Code
1	Birgad Birhanu	Participant 1	15	M	Employee	AM-FGD2-AgrCP1
2	Anteneh Akalu	Participant 2	15	M	Family	AM-FGD2-AgrCP2
3	Ephrem Asrat	Participant 3	13	M	Family	AM-FGD2-AgrCP3
4	Senie Solomon	Participant 4	13	M	Family	AM-FGD2-AgrCP4
5	Desalegn Tute	Participant 5	16	M	Family	AM-FGD2-AgrCP5
6	Lisanu Edget	Participant 6	12	M	Family	AM-FGD2-AgrCP6

## D. Key Informant Interview with employer in Arbaminch

### *Coding Key for AM-KII-AgrE*

Original Name	Anonymization	Citation Code
Ato Markos	Kefyalew	<i>AM-KII-AgrEKe</i>

## E. Key informant interview with family in Arbaminch

### *Coding Key for AM-KII-AgrF*

Original Name	Anonymization Name	Citation Code
Lagerie Lalota	Batkero Kasho	<i>AM-KII-AgrFBa</i>

## F. FGD with children in Wolayta

### *Coding Key for Wt-FGD-AgrC*

Ser. No.	Name	Name Code	Age	Sex	School Enrolment	Citation Code
1	Amanuel Kanpi	Participant 1	16	M	Yes	<i>Wt-FGD-AgrCP1</i>
2	Meskele Angelo	Participant 2	14	M	Yes	<i>Wt-FGD-AgrCP2</i>
3	Tarekegn tereche	Participant 3	15	M	Yes	<i>Wt-FGD-AgrCP3</i>
4	Tilahun Bekele	Participant 4	16	M	Yes	<i>Wt-FGD-AgrCP4</i>
5	Gelan Galcha	Participant 5	16	M	Yes	<i>Wt-FGD-AgrCP5</i>
6	Feleke Roba	Participant 6	15	M	Yes	<i>Wt-FGD-AgrCP6</i>
7	Karme Kanpe	Participant 7	17	M	Yes	<i>Wt-FGD-AgrCP7</i>

### III. Codes' of Participants in Fishing

#### A. Case study, Arbaminch

##### *Coding Key for AM-CSFC*

Original Name	Anonymization Name	Citation Code
Tekalign	Abere	<i>AM-CSFCAb</i>

#### B. FGD 1 with children in Arbaminch

##### *Coding Key for AM-FGDFC1*

Ser. No.	Original Name	Anonymous Name	Age	Sex	Employee/ Family	Citation Code
1	Andriyas Marie	Participant 1	16	M	Employee	<i>AM-FGDC1P1</i>
2	Tekalign Girma	Participant 2	17	M	Employee	<i>AM-FGDC1P2</i>
3	Ashenafi Anjelo	Participant 3	16	M	Employee	<i>AM-FGDC1P3</i>
4	Asrat Bekele	Participant 4	17	M	Family	<i>AM-FGDC1P4</i>
5	Loji Deboch	Participant 5	17	M	Employee	<i>AM-FGDC1P5</i>
6	Endalikachew Abebe	Participant 6	17	M	Employee	<i>AM-FGDC1P6</i>
7	Jember	Participant 7	15	M	Employee	<i>AM-FGDC1P7</i>
8	Engida	Participant 8	16	M	Employee	<i>AM-FGDC1P8</i>

#### C. FGD2 with children in Arbaminch

##### *Coding Key for AM-FGDFC2*

Ser. No.	Original Name	Anonymized Name	Age	Sex	Employee/ Family	Citation Code
1	Abate Adamu	Participant 1	17	M	Family	<i>AM-FGDC2P1</i>

2	Tinsae Zegeye	Participant 2	15	M	Family	<i>AM-FGDC2P2</i>
3	Niguse Kerchew	Participant 3	15	M	Employee	<i>AM-FGDC2P3</i>
4	Merkin Meja	Participant 4	14	M	Employee	<i>AM-FGDC2P4</i>
5	Desalegn Gudeta	Participant 5	14	M	Employee	<i>AM-FGDC2P5</i>
6	Abel Sertse	Participant 6	15	M	Employee	<i>AM-FGDC2P6</i>
7	Zekiwos Zegeye	Participant 7	13	M	Employee	<i>AM-FGDC2P7</i>

#### D. Key Informant Interview with employer

##### *Coding Key for AM-KII-FE*

Original Name	Anonymization Name	Citation Code
Israel Asfaw	Kiflie Amare	<i>AM-KII-FEKi</i>
Chamo Leto	Chamo X	No need

#### E. Key informant interview with family

##### *Coding Key for AM-KIIFFi*

Original Name	Anonymization Name	Citation Code
Tesfaye Eyob	Girma Tefera	<i>AM-KIIFFiGi</i>
Hulegeb Fishers Union	X Fishers Union	No Need

#### IV. Codes' of Participants in Weaving

##### A. Case study

###### *Coding Key for AA-CSWC*

Original Name	Coded Name	Citation Code
Adane Sisay	Alemu Belay	AA-CSWCAI

##### B. FGD 1 with children at Addis Ababa

###### *Coding Key for AA-FGD1WC*

No	Name	Name Code	Age	Sex	School Enrolment	Living with family/not	Citation Code
1	Genet Daniel	Participant 1	15	F	Yes	Yes	AA-FGD1WCP1
2	Ashebir Boizo	Participant 2	15	M	Yes	Yes	AA-FGD1WCP2
3	Samuel Cheberaw	Participant 3	15	M	No	No	AA-FGD1WCP3
4	Tsegaye Kebede	Participant 4	14	M	Yes	Yes	AA-FGD1WCP4
5	Binyam	Participant 5	15	M	Yes	Yes	AA-FGD1WCP5
6	Desalegn Data	Participant 6	17	M	Yes	Yes	AA-FGD1WCP6
7	Melkamu Gute	Participant 7	14	M	Yes	No	AA-FGD1WCP7
8	Dawit Daniel	Participant 8	15	M	Yes	No	AA-FGD1WCP8
9	Gant Kasha	Participant 9	15	M	No	No	AA-FGD1WCP9

##### C. FGD 2 with children at Addis Ababa

###### *Coding Key for AA-FGD2WC*

No	Name	Name Code	Age	Sex	School Enrolment	Living with family/not	Citation Code
1	Tamiru	Participant 1	15	M	Yes	Not	AA-FGD2WCP1
2	Workie	Participant 2	16	M	Yes	Not	AA-FGD2WCP2
3	Solomon	Participant 3	14	M	Yes	Not	AA-FGD2WCP3

4	Belayneh	Participant 4	15	M	Yes	Yes	<i>AA-FGD2WCP4</i>
5	Addisu	Participant 5	14	M	Yes	Yes	<i>AA-FGD2WCP5</i>
6	Aschalew	Participant 6	15	M	Yes	Not	<i>AA-FGD2WCP6</i>
7	Hana	Participant 7	10	F	No	Yes	<i>AA-FGD2WCP7</i>
8	Asnakew	Participant 8	15	M	Yes	Not	<i>AA-FGD2WCP8</i>
9	Getnet	Participant 9	15	M	No	Yes	<i>AA-FGD2WCP9</i>

#### D. Key Informant Interview with family at Addis Ababa

##### *Coding Key for AA-KIIWF*

<b>Original Name</b>	<b>Anonymized Name</b>	<b>Citation Code</b>
Kambu Kasho	Seboka Batkero	<i>AA-KIIWFSe</i>

#### E. Key Informant Interview with family at Arbaminch

##### *Coding Key for AM-KIIWF*

<b>Original Name</b>	<b>Anonymization Name</b>	<b>Citation Code</b>
Chemekem Belay	Diksha Haile	<i>AM-KIIWFDi</i>



## V. Code of FGD Stakeholders' Participant

### A. Stakeholders FGD participants at Arbaminch

#### *Coding Key for AM-FGD\_GENERAL*

No.	Name	Name Code	Sex	Delegating Institution	Citation Code
1	Abraham Ada	Participant 1	M	Police	<i>AM-FGD_GENERALP1</i>
2	Wondimagegn Eyasu	Participant 2	M	Administration	<i>AM-FGD_GENERALP2</i>
3	Timihirte Takele	Participant 3	M	From Families	<i>AM-FGD_GENERALP3</i>
4	Tesfahun Mergia	Participant 4	M	CIAL	<i>AM-FGD_GENERALP4</i>
5	Getachew Binesaw	Participant 5	M	E-FACE Project	<i>AM-FGD_GENERALP5</i>
6	Gara Chora	Participant 6	M	MOLSA	<i>AM-FGD_GENERALP6</i>
7	Maze Shekene	Participant 7	M	Zone WYC	<i>AM-FGD_GENERALP7</i>
9	Wondifraw Habtamu	Participant 9	M	Religious leader	<i>AM-FGD_GENERALP9</i>
10	Yibel Dibaba	Participant 10	M	Education	<i>AM-FGD_GENERALP10</i>
11	Zelalem Ejigu	Participant 11	M	Religious leader	<i>AM-FGD_GENERALP11</i>
12	Ahmed Jemal	Participant 12	M	Justice	<i>AM-FGD_GENERALP12</i>
13	Matewos Mengesha	Participant 13	M	Lawyer	<i>AM-FGD_GENERALP13</i>

### B. Stakeholders FGD participants at Addis Ababa

#### *Coding Key for AA-FGD\_GENERAL*

No.	Name	Name Code	Sex	Delegating Institution	Citation Code
1	Tadele Hailu	Participant 1	M	Woreda six BOLSA	<i>AA-FGD_GENERALP1</i>
2	Tena Danye	Participant 2	F	Woreda One MOLSA	<i>AA-FGD_GENERALP2</i>
3	Fentaw Geremew	Participant 3	M	Woreda one	<i>AA-FGD_GENERALP3</i>

				police	
4	Abebaye Abebe	Participant 4	F	Woreda five BOLSA	AA-FGD_GENERALP4
5	Tsedey Amaha	Participant 5	F	MEDA	AA-FGD_GENERALP5
6	Abraham Abayneh	Participant 6	M	Woreda one Justice	AA-FGD_GENERALP6
7	Tsegaye Derese	Participant 7	M	Family representative	AA-FGD_GENERALP7
8	Debebe Wondimu	Participant 8	M	Woreda Five Police	AA-FGD_GENERALP8
9	Asamnew Mezgie	Participant 9	M	Woreda six Police	AA-FGD_GENERALP9
10	Kasahun Worku	Participant 10	M	Woreda one WYC	AA-FGD_GENERALP10

## VI. Qualitative Data Analysis Manuals

Table 30: Color coding manual for analysis of themes and subthemes

Themes	Color assigned	Type of Theme	Sub-Themes
Theme 1	Grey	Definition and character of child work and child labor	<ul style="list-style-type: none"> <li>• Meaning of Child work and character</li> <li>• Meaning of child labor and character</li> </ul>
Theme 2	Yellow	Main actors and Factors in child labor	<ul style="list-style-type: none"> <li>• Pushing actors and factors</li> <li>• Pulling actors and factors</li> <li>• Trafficking</li> </ul>
Theme 3	Dark Green	Living and educational conditions	<ul style="list-style-type: none"> <li>• Education</li> <li>• Food</li> <li>• Hygiene</li> <li>• Housing</li> </ul>
Theme 4	Light Blue	Attitude towards the working sector	<ul style="list-style-type: none"> <li>• Attitude towards hazardousness of the sector</li> <li>• Future wish</li> </ul>
Theme 5	Purple	Work place hazards and Working conditions	<ul style="list-style-type: none"> <li>• Physical (Use of Sharp tools, dust particles, illumination, thermal etc.)</li> <li>• Ergonomic Hazards (Design of work process, material sitting etc)</li> <li>• Biological Hazards</li> <li>• Chemical Hazards</li> <li>• Psychosocial hazards</li> <li>• Work Load (Work Speed/pressure, job demand, expectation like adult, Working hours, Night work, Break conditions and Work on holydays and weekly rest days)</li> <li>• Payment conditions</li> </ul>
Theme 6	Red	Health and developmental impacts	<ul style="list-style-type: none"> <li>• Work related illness and injuries (Type of Illness/injury and Treatment options)</li> <li>• General illness (Type of Illness and Treatment options)</li> <li>• Social and developmental impact (confidence, interaction, physical etc)</li> </ul>
Theme 7	Light Green	Ways to regulate and improve the informal sectors	<ul style="list-style-type: none"> <li>• Labor Regulations</li> <li>• The role of families</li> <li>• The role of government</li> <li>• The role of civil society</li> <li>• The role of Employers</li> </ul>

**Table 31: Qualitative data analysis sample table**

GLOBAL THEMES	SUB-THEMES		
	Name of sub-themes	Summary description of Sub themes	Quotes illustrating Sub theme
<b>Main actors and factors in child labor</b>	Pushing actors and factors	Explanation of the sub-theme Pushing actors and factors	Quotes illustrating the sub-theme [File name/transcript no. with its unique identity]
	Pulling actors and factors	Explanation of the sub-theme Pulling actors and factors	Quotes illustrating the sub-theme [File name/transcript no. with its unique identity]
	Trafficking	Explanation of the sub-theme Trafficking	Quotes illustrating the sub-theme [File name/transcript no. with its unique identity]

## Annex 7: Ergonomic Assessment and Analysis tool

### C. Quick Exposure Check [QEC] Assessment Tool

Job Title: \_\_\_\_\_

Task Name: \_\_\_\_\_

Observer's Assessment	Worker's Assessment
<p><b>BACK</b>  <b>A, When performing the task, is the back</b>  <i>(select worse case situation)</i>                      A1= Almost neutral?                      A2= Moderately flexed or twisted or side bent?                      A3= Excessively flexed or twisted or side bent?</p>	<p><b>H, Is the maximum weight handled MANUALLY BY YOU in this task?</b>                      H1= Light (5 kg or less)                      H2= Moderate (6 to 10 kg)                      H3= Heavy (11 to 20kg)                      H4= Very heavy (more than 20 kg)</p>
<p><b>B, Select ONLY ONE of the two following task options:</b>                      For seated or standing stationary tasks;<b>Does the back remain in a static position most of the time?</b>                      B1= No                      B2= Yes</p>	<p><b>J, On average, how much time do you spend per day on this task?</b>                      J1= Less than 2 hours                      J2= 2 to 4 hours                      J3= More than 4 hours</p>
<p>For lifting, pushing/pulling and carrying tasks (i.e. moving a load);<b>Is the movement of the back</b>                      B3= Infrequent (around 3 times per minute or less)?                      B4= Frequent (around 8 times per minute)?                      B5= Very frequent (around 12 times per minute/more)?</p>	<p><b>K, When performing this task, is the maximum force level exerted by one hand?</b>                      K1= Low (e.g. less than 1 kg)                      K2= Medium (e.g. 1 to 4 kg)                      K3= High (e.g. more than 4 kg)</p>
<p><b>SHOULDER/ARM</b>  <b>C, When the task is performed, are the hands</b><i>(select worse case situation)</i>                      C1= At or below waist height?                      C2= At about chest height?                      C3= At or above shoulder height?</p>	<p><b>L, Is the visual demand of this task</b>                      L1= Low (almost no need to view fine details)?                      *L2= High (need to view some fine details)?                      * <i>If High, please give details in the box below</i></p>
<p><b>D, Is the shoulder/arm movement</b>                      D1= Infrequent (some intermittent movement)?                      D2= Frequent (regular movement with some auses)?                      D3= Very frequent (almost continuous movement)?</p>	<p><b>M, At work do you drive a vehicle for</b>                      M1= Less than one hour per day or Never?                      M2= Between 1 and 4 hours per day?                      M3= More than 4 hours per day?</p>
<p><b>WRIST/HAND</b>  <b>E, Is the task performed with</b>  <i>(select worse case situation)</i></p>	<p><b>N, At work do you use vibrating tools for</b>                      N1= Less than one hour per day or Never?                      N2= Between 1 and 4 hours per day?</p>

<p>E1= An almost straight wrist? E2= A deviated or bent wrist?</p>	<p>N3= More than 4 hours per day?</p>
<p><b>F, Are similar motion patterns repeated</b> F1= 10 times per minute or less? F2= 11 to 20 times per minute? F3= More than 20 times per minute?</p>	<p><b>P, Do you have difficulty keeping up with this work?</b> P1= Never P2= Sometimes *P3= Often, <i>please give details in the box below</i></p>
<p><b>NECK</b> <b>G, When performing the task, is the head/neck bent or twisted?</b> G1= No G2= Yes, occasionally G3= Yes, continuously</p>	<p><b>Q= In general, how do you find this job</b> Q1= Not at all stressful? Q2= Mildly stressful? *Q3= Moderately stressful? *Q4= Very stressful?</p>
<p>* <i>If Moderately or Very, please give details in the box below</i> * <b>L</b> * <b>P</b> * <b>Q</b> * <i>Additional details for L, P and Q if appropriate</i></p>	

### D. Exposure Score

Worker Name: \_\_\_\_\_

#### Back

Back Posture (A) & Weight (H)

	A1	A2	A3
H1	2	4	6
H2	4	6	8
H3	6	8	10
H4	8	10	12

Score 1

#### Shoulder/Arm

Height (C) & Weight (H)

	C1	C2	C3
H1	2	4	6
H2	4	6	8
H3	6	8	10
H4	8	10	12

Score 1

#### Wrist/Hand

Repeated Motion (F) & Force (K)

	F1	F2	F3
K1	2	4	6
K2	4	6	8
K3	6	8	10

Score 1

#### Neck

Neck Posture (G) & Duration (J)

	G1	G2	G3
J1	2	4	6
J2	4	6	8
J3	6	8	10

Score 1

Back Posture (A) & Duration (J)

	A1	A2	A3
J1	2	4	6
J2	4	6	8
J3	6	8	10

Score 2

Height (C) & Duration (J)

	C1	C2	C3
J1	2	4	6
J2	4	6	8
J3	6	8	10

Score 2

Repeated Motion (F) & Duration (J)

	F1	F2	F3
J1	2	4	6
J2	4	6	8
J3	6	8	10

Score 2

Visual demand (L) & Duration (J)

	L1	L2
J1	2	4
J2	4	6
J3	6	8

Score 2

Total Score for Neck  
Sum of Scores 1 to 2

Duration (J) & Weight (H)

	J1	J2	J3
H1	2	4	6
H2	4	6	8
H3	6	8	10
H4	8	10	12

Score 3

Duration (J) Weight (H)

	J1	J2	J3
H1	2	4	6
H2	4	6	8
H3	6	8	10
H4	8	10	12

Score 3

Duration (J) & Force (K)

	J1	J2	J3
K1	2	4	6
K2	4	6	8
K3	6	8	10

Score 3

### E. QEC Analysis Score Table

Score	Exposure Level			
	Low	Moderate	High	Very High
Back (Static)	8-15	16-22	23-29	29-40
Back (Moving)	10-20	21-30	31-40	41-56
Shoulder/Arm	10-20	21-30	31-40	41-56
Wrist/Hand	10-20	21-30	31-40	41-56
Neck	4-6	8-10	12-14	16-18
Work Pace	1	4	9	-
Stress	1	4	9	16



## Annex 8: Case Studies

### Case 1 [AA-CSWCAI]: Case study of a trafficked child weaver working in Woreda 6 of Gullele Sub-City, Addis Ababa

**Trafficking condition:** Mitiku<sup>1</sup> is a 15 years old boy, trafficked from Tsaite around Arbaminch, Southern Nations Nationalities and Peoples Region (SNNPR) of Ethiopia. His mother and father died when he was a small child and came to Addis Ababa before three years with a “Delala” [broker]. He has one brother living at his birth place. He described that his brother was very cruel and used to beat him for any mistake or low performance. Then a broker saw him while his brother was beating him. The broker promised to assist Mitiku and brought him to Addis Ababa. Then, he started working “Shema”, the process of passing him to another person with whom he is living and working for. Currently, he doesn’t know the whereabouts of the broker who brought him to Addis because he departed after linking him with the employer. He has had no any communication with his brother since he came. He is paid nothing as a formal wage for his work but is instead offered 25 bir per week as a ‘Sunbet M Issa’, if he can manage to finish the allocated task.

**Access to Education:** Mitiku was in Grade 5<sup>th</sup> when he was trafficked and although he hoped to have gain access to education in Addis, he has not been to school since his arrival. When he asked the employer to send him to school, he refused continuously, according to his explanation; *“I don’t see how education looks like since I came to Addis.”*

**Working Conditions:** He repeatedly mentioned that he felt pressurized to work fast and finish 4-5 ‘Netela’ per week, but the designing task is time consuming. He explained that the employer always terrorizes him to work faster so he is forced to work more without a break time for extended period;

*“My mind feels very pressured when they urge me to go faster all the time.”*

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<sup>1</sup> Names have been changed to ensure confidentiality.

*"I always start work at 4:00 A.M. and work the whole day and the night till 12:00 A.M. in midnight... sometimes I work until 12:00 P.M. in Sundays."*

He has very negative about working in the weaving sector and feels very terrified, especially the designing task makes him feel serious sickness. He complained that he feels pain in his back, leg, hand and entire body.

*"... 'Shema' It is a very bad job which is really scary"*

However, their work environment has never been visited by government officials in relation to their working condition.

**Living Conditions:** He doesn't have close friends to share his feelings with and meets only on Sunday afternoons to play with children in his neighborhood. He always feels sadness because he has no family to share his pain and take care of him.

*"... Since I lost my family, I am always traumatized. I feel helpless and hate everything."*

*"... I feel that [bad feeling] it is because I don't have family that I am suffering all these..."*

**Future wish:** He wishes to have a good future, like any other humans, by attending his school. But he is hopeless in this regard, and has lost the value of life because he doesn't feel that he can do it since he has no any support either from his employer or from families. Hence, he has no positive feeling about his future.

## **Case 2 [AM-CS-AgrCBa]: Case study of a child farmer working at “Shelie” Village, in Gamo Gofa Administrative Zone**

**Background:** Belay<sup>2</sup>, a 14 year old boy, was born at ‘Bonke’ village located in Gamo Gofa zone. He has three younger brothers and sister and his parents are alive and living together working in agricultural sector. He left his birth place a year ago and is living at Shelie around Arbaminch town. Belay is living and working with a family as an employee in farming activities. He came to Shelie on his own traveling for 13 hours on foot through a jungle of forest with a hope that he will have access to education by working and helping himself, based on the information that he got from children who went back to their village after staying in urban centers.

### **Access to Education**

Belay was studying in grade 2 and although he repeatedly mentioned that he has a very strong interest to attend school, his family is poor economically and does not have the capacity to fulfill their children’s basic needs such as clothes, exercise books, pens and others educational materials to send them to school. Hence, he left his family, opposing their advice to stay there. However, he in his new living situation, he has not received a chance to attend his study as previously hoped.

### **Living condition**

Looking at his physical appearance, he is partially dressed, with bare feet, and it is clear he is not living in hygienic conditions. He appears frustrated. Upon discussion, he expressed his feeling that it would have been better if he stayed with his family, despite the economic circumstances, as it was less troubling than working in his current condition.

*“... I thought I would have a better life here... it was however a misconception.”*

*“I came here hoping that I can have a better life. But I am not changed here”*

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<sup>2</sup> Name has been changed to ensure confidentiality.

Although he wishes to return back to his family, he doesn't have confidence to return with no change in his economic status.

*"I wanted to go back but I decided not to return since I don't have money and I promised myself that I won't return before my life changes."*

Although Belay's mother visited him once, he still misses her and his brothers and sisters a lot. However, he will not return home without a change in his life as evidenced by wearing nice clothing, shoes, and having a good sum of money. So he will return back to his families when he can manage to have these conditions to make his family happy.

*"...but now, I don't have good clothes and shoes. If I return back this way, I will regret coming here. It will have been for nothing"*

## **Working Condition**

Belay's responsibility is not limited to farming activities such as clearing of farm land, collecting and loading of materials but also he has other tasks too like herding animals. He expressed the difficulty of his current condition at work as he is living in an oppressed manner by his employer, being beaten and insulted for any mistake he makes. This has led him to have a strong frustration in life. Also, he has no freedom to manage his own money earned by working. Belay has repeatedly contracted malaria since he came to Shelie. His employers have bought him medicine to take but forced him to work and wouldn't allow him to take rest while he is sick or on weekends. Belay has been distressed with homesickness when he is mistreated by his employers. He regretted the time that his mother came and asked him to take home.

*"I cry mostly when I got homesickness and also when people whom I am living with insult or mistreat me. When someone beats me, I feel so sad and wish I were with my parents."*

He saved and has a goat as an asset but he expressed that it is not enough for him to sell and buy shoes and cloths for him and for parents when he return home [this shows how he is kid to think critically to pass challenges and plan his future].

*“I need to buy shoe and clothes prior to go home. So in this case it would not be enough.”*

**Future Plan:** Belay wishes to earn good money that enables him to change his life [according to his definition], return back to his families, work in other activities like trading and continue his study to become a doctor. However his hope is minimal:

*“...but, things are not going like I am expecting. I am not capable to go away from here but, I need to be. The money they are giving me per year is capable only to buy one goat.”*

*“Life is not good here, I do not want to continue in this way...I am planning to collect my money and return back home to continue my school...I will sell my goat which will provide me enough money to go home and continue my school. I am planning to support myself by buying my own pen and exercise books.”*

### **Case 3: Case study of a child fisher working at Chamo Lake, Shelie around Arbaminch, Gamo Gofa Administrative Zone**

Bashura<sup>3</sup>, 17 years old, was born in the country side near Soba and grew up in Shilie. His parents are alive and live together and their living standard is acceptable. His family live in Shelie which is around Chamo Lake and his father has his own land as well as works for others and gets paid. His mother is selling 'Shiro' (Ethiopian traditional food made of beans and corn). However, his father is often drunk and they are six in the family. It was difficult for the family to cover all the expenses needed to send the children to school.

Bashura is the oldest child in the family. He was studying in grade 9<sup>th</sup> and has been ill due to malaria which has affected his ability to sit for the exam of two subjects. His record was then incomplete and he failed those subjects. Hence, he got angry and dropped out of school, saying that he didn't want to learn in grade 9<sup>th</sup>, behind his friends. He wanted to continue the education in another place at Arbaminch town. However, his family was unable to cover his accommodation and living cost in another place because of the presence of other young siblings also in school. Hence, he quit his study.

He was annoyed with the loss of his schooling and one day he quarreled with his father when he came back home after drinking. Bashura then looked for job to support himself and his family. He assumed that working on the land is profitable and tried to work on the land helping his father but still he felt that nobody liked him at home. He worried about what to do other than farming. Hence, he left his living place and engaged in smuggling (contraband) border trade of Ethiopia and Kenya. However, he has been ill there and developed homesickness for his mother.

Bashura then went back to Abaya and Chamo Lake fishing camps and baked bread for fishers until he became a skilled fisher. The fishermen didn't pay after eating his bread, the unpaid credit for the bread reached to 150.00 birr per person..

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<sup>3</sup> Name changed to ensure confidentiality

Then after he started fishing of “Nech assa” [white fish] by hook at that time his neighbor trained him fishing on boat.

During the Ethiopian fasting season people are commonly eating fish hence the fish market demand will be raised, however crocodile attacks at that time will be increasing because of the competition of fishermen and crocodiles with a common interest on fish. He has encountered many challenging and life threatening conditions while he has been fishing. One day during a fasting season no one was there around the camp except him and his friend for fishing. His friend was attacked by a crocodile and taken to the deep water. The police jailed Bashura for the death of his friend but then released after three days when pieces of the body and clothing were found around the lake. To this day, Bashura has commonly encountered attempted attacks by crocodiles, hippopotamus and poisonous fish locally called “Bandira”, and heavy storms while he was fishing on a traditional boat “Ogolo” which is made from light wood.

After all of this suffering, Bashura said that he has been earning good money, however, he spent much of it with colleagues by chewing chat, drinking alcohol, and paying for commercial sex workers and buying clothes.

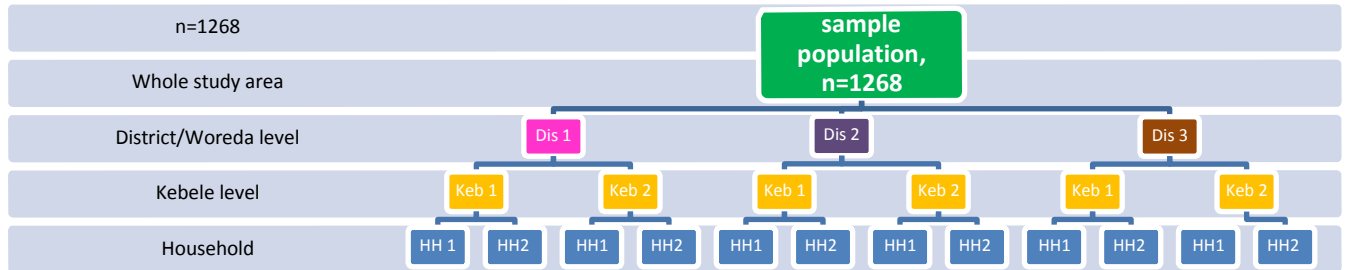
He is always ashamed when he meets his old school friends.

*“I’ve many friends who have attended education with me but when they came here to greet me I hide myself and they greet me by force.”*

Hence, he has developed concern for his future development. He heard a rumor about the upgrading of his village school [at Shele] to open grade 9 in next year, hence he has a plan to continue his study in 2014 by seeking support from his mom and by his own savings.

## Annex 9: Schematic of Sampling Procedure

Figure 8: Schematic presentation of the sampling procedure for children engaged in the informal sector, Central and Southern Ethiopia, 2013



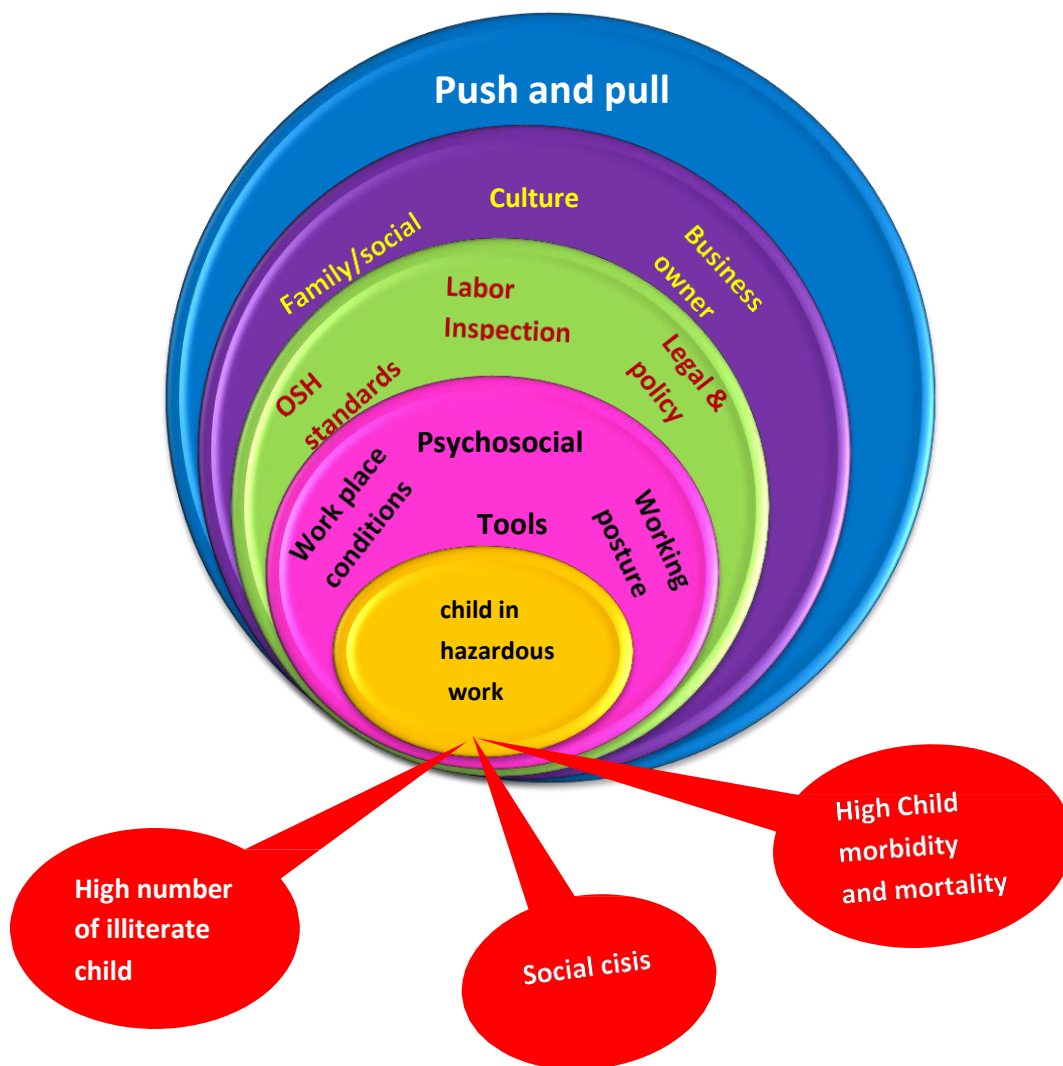
**Note:** the above table is just for presenting how the sampling unit will be selected from the total 12 districts and two town administrations for weaving.



## Annex 10: Conceptual Frame Work

This pictorial description shows that within the push and pull factors the interaction of different factors for children in hazardous work.

Figure 9: The different factors for children engaged in hazardous work.



## Annex 11: Photographs

**A child working in weaving at Addis Ababa**



### Children working in group at Addis Ababa



**A child boy engaged in farming at Mirab Abaya**



## Children in weaving during FGD at Addis Ababa



### Children in farming participating in the FGD, Garno Gofa zone



**Children in farming participating in the FGD, Garno Gofa zone**



## Children in Fishing during FGD, Arbaminch





**Parents during KII, Garo Gofa zone**



**Stakeholders participating in the FGD, Arbaminch town**



**Field data collectors, local guide and supervisor at Chencha, Garo Gofa Zone**



## Presentation of the result to stakeholders at Addis Ababa and a dissemination workshop at Gondar University



Research and Documentation on Workplace Hazards and How to Regulate Standards in the Informal Sector, Central and Southern Ethiopia, 2013