PULTE INSTITUTE FOR GLOBAL DEVELOPMENT

UNIVERSITY OF NOTRE DAME | KEOUGH SCHOOL OF GLOBAL AFFAIRS

Closing the Child Labor and Forced Labor Evidence Gap: Impact Evaluation in Nepal

Final Report

October, 2019 *(Updated April, 2020)*

Submitted to:

Submitted by:
University of Notre Dame Pulte Institute for Global Development
3150 Jenkins Nanovic Halls
University of Notre dame
Notre Dame, IN 46556

Report prepared by:

Tushi Baul, Monitoring & Evaluation Specialist
Danice Brown Guzman, Research Associate
Lila Khatiwada, Senior Research Associate
Maria Rivero, Research Associate
Shiva Sharma, Independent Consultant in Nepal
Bindu Sharma Poudel, Independent Consultant in Nepal

Pulte Institute for Global Development
University of Notre Dame
3150 Jenkins Nanovic Halls
Notre Dame, IN 46556

Acknowledgement

Funding is provided by the United States Department of Labor under cooperative agreement number IL- 26699-14-75-K-18. 100 percent of the total costs of the project is financed with federal funds for a total of $882,717.

Disclaimer

This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

ACKNOWLEDGEMENTS

This final report would not have been possible without the support of a number of individuals and institutions. In particular, the researchers would like to express their gratitude to:

- Lauren Damme, Kevin Hong, and Margaret Ramsey at the Office of Child Labor, Forced Labor and Human Trafficking, U.S. Department of Labor, for funding this evaluation, as well as for their guidance and support during the study preparation, implementation, and reporting;
- Mr. Shiva Shanker Dangol, a child protection officer at UNICEF-Nepal, and the staff at the Nepal regional UNICEF offices for all of the support they provided to us. Mr. Shiva Shanker Dangol's assistance ranged from the design of the study to the implementation of surveys in the various municipalities in which this study was conducted;
- CWISH Nepal staff who supported the program implementation in municipalities during the latter part of the study; The municipality staff of Birgunj, Bharatpur, Nepalgunj, Pokhara, Rajbiraj, and Tulsipur for their support, coordination, and involvement in the study;
- Their Nepal-based team members, including Dr. Shiva Sharma and Bindu Paudel, who provided support in developing the study design, coordinating the program implementation and study, visiting the field for supervision, and troubleshooting problems;
- National Labor Academy staff members Umesh Upadhaya, Bidur Karki, and Krishna Sapkota for recruiting and mobilizing the survey supervisors and enumerators for timely completion of data collection work;
- The many enumerators who collected data from the households during the survey and the various communities in Nepal for their cooperation;
- The community members who participated in the surveys, group discussions, and interviews deserve a special thank you.

ABBREVIATIONS

BCC	Behavioral Change Communication
CA	Cooperative Agreement
CBO	Community-Based Organization
CFLG	Child Friendly Local Governance
CWISH	Children-Women in Social Service and Human Rights
ILO	International Labor Organization
ILAB	Bureau of International Labor Affairs
FGD	Focus Group Discussions
KII	Key Informant Interview
NLA	National Labor Academy
NLFS	Nepal Labor Force Survey
PPI	Progress Out of Poverty Index
RCT	Randomized Controlled Trial
RTI	Research Triangle Institute
TOC	Theory of Change
UNICEF	United Nations International Children's Emergency Fund
USDOL	United States Department of Labor

CONTENTS

EXECUTIVE SUMMARY 7
1. INTRODUCTION 15
1.1 Child Labor in Nepal 16
1.2 Overview of the Intervention 16
1.3 Theory of Change 19
1.4 Research Questions 20
2. RESEARCH DESIGN 22
2.1 Randomization 22
2.2 Phased-In Design 23
2.3 Challenges 23
3. DATA COLLECTION AND ANALYSIS 25
3.1 Quantitative Data Collection 27
3.2 Methodology Used in the Analysis of the Quantitative Data 28
3.2.1 Child Labor 28
3.2.2 Knowledge, Attitudes, and Perception of Child Labor 28
3.2.3 Social Norms 29
3.2.4 Quantitative Analysis Plan 30
3.3 Qualitative Data Collection 32
3.3.1. Number of FGDs and KIIs 32
3.3.2. Methodology Used in the Analysis of the Qualitative Data 33
4. QUANTITATIVE FINDINGS 34
4.1 Baseline Results 34
4.2 Attrition Analysis 38
4.3 Research Question 1: Does BCC Program Reduce Child Labor? 39
4.4 Research Question 2: Does BCC Program Change People's Knowledge, Perceptions, and Attitudes Towards Child Labor? 41
4.5 Research Question 3: Does the Length of Exposure to the BCC Program have a Differential Impact on the Prevalence of Child Labor? 43
4.5.1 Comparison of Child Labor Prevalence in the Phase 1 and Phase 2 Treatment Groups 43
4.6 Knowledge, Attitudes, and Perceptions of Child Labor 46
5. QUALITATIVE FINDINGS 49
5.1 Exposure to the Various Forms of BCC Activities 49
5.2 How Child Labor is Perceived in the Communities 50

5.3 Although Child Labor is Decreasing, it Still Exists in Some Sectors 52
5.4 Perceived Challenges to Further Decreases in Child Labor in the Study 53
6. CONCLUSIONS 55
REFERENCES 59
ANNEXES 61

TABLES

Table 1. Assignment of Wards by Municipality 22
Table 2. Number of Participants in Qualitative Data Collection 33
Table 3. Proportion of Respondents in Various Religion, Language, and Caste Groups by Treatment Group 35
Table 4. Proportion of Respondents in Various Educational Categories by Treatment Group 35
Table 5. Household Size and Proportion of Households Below Poverty Lines by Treatment Group 36
Table 6. Multivariate Balanced Test Results: Logistic Regression with Dependent Variable Whether Treated or Not 36
Table 7. Child Labor Prevalence by Treatment Group in Baseline 37
Table 8. Knowledge, Perception, and Attitude about Child Labor in Baseline 37
Table 9. Child Labor Prevalence by Treatment Group (Waves 1 and 2) 40
Table 10. Regression Results in Waves 1 and 2 of the Midline 40
Table 11. Proportion of Respondents' Understanding of Perception, Attitudes, Knowledge and Social Norms by Phase 1 and Phase 2 Groups 42
Table 12. Child Labor Prevalence by Phase 1 and Phase 2 Treatment Wards 43
Table 13. Prevalence of Participation in Household Chores in Phase 1 and 2 Treatment Wards at the endline 44
Table 14. Regression Results: Child Labor and Household Chores as Measured per Adults' Responses 46
Table 15. Respondents' Knowledge, Attitudes, and Perceptions by Phase 1 and 2 Treatment Wards (Percentage of Adequate Responses) 47
Table 16. Respondents' Social Norms by Phases 1 and 2 Treatment Wards (% in Strong Agreement and Agreement) 48

FIGURES

Figure 1. Results Framework of UNICEF Nepal Impact Evaluation 20
Figure 2. Study CONSORT Flowchart 25

EXECUTIVE SUMMARY

Child labor has pernicious consequences on children´s current and future opportunities for mental and economic advancement. To prevent this, every year many policies and programs aim to reduce or eliminate child labor globally. Nevertheless, the effectiveness of such programs is a matter of debate, and there are many unanswered questions regarding the most cost-effective interventions to combat child labor in developing countries. In the case of Nepal, this situation has particular relevance given the level of child labor and the coexistence of many interventions with very different approaches.

The Pulte Institute for Global Development at the University of Notre Dame (formerly known as the Notre Dame Initiative for Global Development, or NDIGD), in partnership with UNICEF Nepal and Nepalese municipalities, implemented an impact evaluation to investigate the effectiveness of UNICEF's Behavioral Change Communication (BCC) campaign aimed at combating child labor in Nepal. This evaluation was supported by the U.S. Department of Labor (USDOL) and is part of a global effort by USDOL and the Bureau of International Labor Affairs (ILAB) to generate new knowledge in the areas of child and forced labor by funding research that uses randomized evaluations on programs that seek to reduce or end child labor practices.

The Intervention

Since the early 2000s, UNICEF Nepal has been supporting about a dozen municipalities to implement programs aimed at combating child labor. A wide range of activities have been implemented as part of these efforts, including: BCC, provision of services to children and their families, institutional strengthening of the government at the national and sub-national level, and capacity building of community structures.

This study focused only on the BCC efforts, and the evaluation measures the impact of this particular intervention on top of the provision of services, institutional strengthening and capacity building that were taking place in the study area. Six municipalities participated in this study: Bharatpur, Birgunj, Nepalgunj, Pokhara, Rajbiraj, and Tulsipur. These municipalities were chosen because in all these municipalities there were some wards that had not implemented UNICEF-led BCC activities before. Some of the wards in these municipalities had the BCC campaign running for some time and the researchers excluded those wards from the study.

The theory of change (TOC) of the BCC intervention specifies that receiving information related to child labor will lead to changing adults' attitudes and perceptions towards child labor and reduce the prevalence of child labor.

To transmit information to the population about the dangers of child labor, UNICEF Nepal and the municipalities adapted existing UNICEF materials and distributed them first in the Phase 1 wards and later in Phase 2 wards in the participating municipalities. The information was disseminated through the following channels:

a) *Distribution of printed materials:* Pamphlets, stickers, and brochures were distributed to all households in the ward at least twice a year. The distribution of these materials was done through the assistance of municipality program staff, social mobilizers, and volunteers.

b) *Radio, loudspeaker campaigns, and street plays:* Radio broadcasts aired once or twice a week on different themes pertaining to children's rights. Loudspeaker campaigns were conducted once or twice a year. Street dramas were conducted at least once a year. Program municipalities mobilized children's clubs and local artist groups for street plays.

c) *Home visits by program staff:* The municipality staff, social mobilizers, and volunteers visited all households within the selected wards. Pamphlets and stickers, which provided information about child labor and available support services, including a letter signed by the Mayor, were distributed during these visits.

Research Questions and Methodology

The researchers addressed the following three research questions:

- Does UNICEF Nepal's BCC program reduce child labor?
- Does UNICEF Nepal's BCC program change people's knowledge, perceptions, and attitudes towards child labor?
- Does the length of exposure to UNICEF Nepal's BCC program influence the impact on the prevalence of child labor?

This study was based on a phased-in randomized controlled trial (RCT) design, where for the first 18 months of the study only wards in one of the two groups received UNICEF Nepal's BCC intervention. This first group of wards is referred to as "Phase 1 group" in the analysis. After the first 18 months, both groups were exposed to the BCC campaign. Wards in the group that did not receive the intervention in the first 18 months, but received it afterwards are referred to as "Phase 2 group" in the analysis. Assignment to Phase 1 and Phase 2 wards was random. In total, 45 wards received the intervention from the beginning of the study, falling in the "Phase 1 group" and 41 started exposure to the intervention 18 months after the study started, falling in the "Phase 2 group".

To answer the research questions, researchers visited 4,473 households selected randomly during the baseline. Out of 4,473 households visited, 3,016 were eligible and consented for the survey during the baseline. Each consented household was visited at baseline in 2016, with half sample twice for midline interviews between 2017 and 2018, and with full sample for an endline in 2019. At each visit, enumerators interviewed adults and all children ages 5 to 17.[1] However, not all questions were shared between the adults and child questionnaires as the questions for children focused only on child labor. For the reporting purpose, the researchers have used the responses from the adult survey, as the researchers did not find any statistical difference between the responses of adults and children.

The statistical analysis was complemented and triangulated with qualitative data gathered at the end of the study that was conducted in 2019. 24 focus groups and 12 key informant interviews were conducted, with the objective of understanding how perceptions and behaviors regarding child labor changed during the period of the intervention. To analyze this component, researchers transcribed the key informant interviews, coded, and analyzed the transcripts using Atlas-TI.

Measuring Child Labor

The primary outcome of this research is the prevalence of child labor, as defined by the international conventions and national legislations. Children between 5 and 15 years old are considered to be engaged in child labor if they fall into any of the following categories[2]:

[1] Please note that, even when the data collection included children up to 17 years old, the analysis of child labor in this report is restricted to children 5 to 15 years old.

[2] The minimum age for hazardous work in Nepal was 16 at the time of developing this study.

a. Children 5-11 years old employed for one or more hours during the reference week;

b. Children 12-13 years old employed for 14 or more hours during the reference week;

c. Children 14-15 years old engaged, during the reference week, in more than 36 hours of work in industries and occupations not designated as hazardous;

d. Children 5-15 years old working in designated hazardous industries and occupations.

In addition to the prevalence of child labor, the study measured variables that capture children's participation in household chores, adult attitudes and perceptions regarding child labor, aspects of social norms, and knowledge of the legal framework related to child labor.

Findings from the Quantitative Study

The baseline equivalence test shows that households in Phase 1 and Phase 2 wards have similar sociodemographic characteristics. The researchers ran attrition bias analysis for each round of surveys. The researchers did not find a statistically significant difference between Phase 1 and Phase 2 groups for attrition. Thus, there is no risk of bias due to attrition in this study.

Research Question 1: Does the BCC program reduce child labor?

The percent of children engaged in child labor is marginally higher in Phase 1 wards (1.84%), which had been exposed to the BCC intervention by the midline, than in Phase 2 wards (1.15%), which had not. These differences are not statistically significant. Based on these results, the study found no conclusive evidence that the BCC intervention decreased child labor.

Research Question 2: Does the BCC program change people's knowledge, perceptions, and attitudes towards child labor?

There is no statistical evidence that the intervention increased people's knowledge about the legal minimum working age in study municipalities, nor about the fact that legal actions can be taken against employers in Nepal. Midline data shows that 3.20% in Phase 1 and 3.68% in Phase 2 groups of respondents knew the exact legal age at which children can work in Nepal, with no significant differences between wards that had received the intervention and wards that had not. The lack of difference between these two numbers indicates that the intervention does not increase knowledge about the legal working age.

When asked whether they knew that legal actions could be taken against employers who hired children, over 56% of respondents in Phase 1 and over 55% in Phase 2 groups mentioned that legal action could be taken against the employers of child laborers. However, the difference between the two groups is small and not statistically different from zero.

Disapproval of child labor in the study area is high. Over 90% of respondents in the Phase I group agree with the statement that the work that children do is hurtful to them. In the Phase 2 group, over 88% of respondents agree with the statement that the work that children do is hurtful to them. However, the difference was not statistically significant. Over 89% of respondents in Phase 1 and over 90% respondents in the Phase 2 group expressed that child labor should be eliminated altogether. Similarly, over 26% of respondents in Phase 1 and over 24% of respondents in the Phase 2 groups think that their neighbors agree with child labor. Answers to these questions are not statistically associated with exposure to the BCC intervention.

The study could not find the impact of the BCC intervention on changing people's knowledge, attitude, and behavior on child labor. One explanation for this finding is that already over 90% of people in both Phase 1 and Phase 2 treatment wards had negative perceptions of child labor and it may be difficult to make further changes.

Research Question 3: Does the length of exposure to the BCC program influence the impact on the prevalence of child labor?

The analysis included a comparison of the average prevalence of child labor at the endline between Phase 1 and Phase 2 wards, as well as a linear regression that included a variable measuring length of exposure. Overall, researchers found no statistical difference in the prevalence of child labor between Phase 1 and Phase 2 wards by the time of the endline survey. According to adults' responses, the incidence of child labor is only 0.01 percentage point higher in Phase 1 wards than in Phase 2 wards — 2.93% of the children in the study are engaged in child labor in Phase 1 wards, as compared to 2.94% in Phase 2 wards. This shows that the duration of exposure to the BCC program has no impact on the prevalence of child labor.

In addition to answering these research questions, the researchers also explored children's involvement in household chores. As the qualitative findings show that household chores done by children are commonly accepted in Nepal, this led the researchers to look at these activities in the quantitative data.

Findings from the Qualitative Analysis

The qualitative data gathered at the end of the study provided information that helps researchers better understand what the population conceives as child labor in the study area, how their perceptions depend on children's age and sex, and their thoughts on the intervention. These results complement the quantitative ones by providing people's understanding of child labor and the quantitative measurements of perception, and by helping to explain the quantitative results.

One of the findings of the qualitative analysis is that participants distinguish a difference between child work and child labor. For them, child work is voluntary participation in household chores and is not frowned upon. Instead, this practice is culturally accepted because, as they explained, there is an understanding in the Nepali society that children should learn to work, and they do that through their engagement in household chores. Child labor, on the other hand, is paid work and is not socially approved.

The data from the qualitative findings support the quantitative findings that the use of child labor is considered by society as an unfair and unsuitable practice. Participants in the Focus Group Discussions (FGDs) indicated that social perceptions against child labor have hardened recently and that the BCC intervention may have had something to do with these changes. According to them, thanks to the BCC intervention they are now more aware of child labor and understand the implications of this practice better. According to them, the BCC intervention increased their awareness about the impact of early age work for children, its legal consequences, and the importance of their education. Participants expressed that through the BCC activities they learned that if children are sent to work, they might become victims of abuse and neglect. They also learned that children should not be engaged in work that affects their mental and physical development. Nevertheless, there are areas where people still employ child labor, e.g. auto garages, brick kilns, and small hotels.

The discrepancy between the quantitative and qualitative results regarding the effect of the BCC intervention on the population's perception of child labor may have multiple explanations. Among these are bias in the selection of FGD participants, social desirability bias in their responses, and limitations in the measurements obtained from the quantitative study, which did not capture the nuanced ways in which participants' opinions may have changed. Despite the inconsistency between the two results, however, the qualitative study was instrumental to understand the reach

of the BCC campaign and the components the population found most useful. Participants mentioned that they witnessed different forms of BCC activities in their communities, including the street dramas, the letter from the Mayor, door-to-door visits, roadside banners, and the radio jingles. Among these, they found the street drama to be the most effective in changing their attitudes about child labor. Personally addressed letters from the Mayor were also important, as people hardly receive any such letters from the higher authority in Nepal that made them feel special.

Another important finding of the qualitative analysis is that, despite the knowledge and negative perception of child labor, participants hardly take any action to report the practice and seek prosecution. This is partially because they perceive child labor to be a social crime but not a prosecutable one. Another explanation for this lack of reporting and enforcement, per FGD participants, is the perception that government institutions are not actively interested in preventing child labor and persecuting employers.

Suggestions for Future Research

For future research, the researchers make the following suggestions:

1. *Testing different measurements of child labor, including additional indicators, which may be more appropriate to the Nepalese context*. There is a need to analyze additional indicators of child labor in the study within the Nepalese context. One example is to analyze existing data that better captures the time that children spend on household chores, and how this correlates with other activities, such as school attendance and child labor.

2. *Better understand the population niches that still approve and use child labor*. About 10% of the population still approve of child labor and it is important to understand this population to eradicate child labor completely.

3. *Measuring the long-term effects of the intervention*. Many of the BCC messages might have a long-term impact, but not a short-term impact, as changing social norms and practices may take years. Furthermore, the TOC of the intervention assumed that social norms changed first, and social practices changed in consequence. Measuring the outcomes at the end of the intervention may not have given enough time to go through this whole process. Measuring these effects after a while is important to capture the long-term impact of the BCC campaigns.

Expand the intervention to urban areas, where child labor is more prevalent. Most of the program areas of this study were in rural wards, which traditionally have lower incidences of child labor. Expanding the intervention and study in urban areas would generate new knowledge about the program's impact.

1. INTRODUCTION

With many children forced into child labor from a very young age, it is necessary to determine the factors leading to child labor, as well as the methods of intervention most successful at deterring it. Some of the factors leading to child labor include: poverty, lack of access to relevant educational opportunities, lack of awareness of the risks and the effects of child labor, the view that child labor is essential to a family's success, and insufficient institutional frameworks to protect children and enforce proper workforce regulations (Paruzzolo, 2009). Although there are various environmental influences on children and forced labor, little is understood on how these dynamics interact and, thus, how to best combat the issue.

Currently, there are few rigorous studies evaluating different approaches to combat child labor. In the absence of sound evidence, it will be challenging for policy makers and program implementers alike to implement successful policies and programs aimed at combating child labor.

Every year, many policies and programs aim to reduce or eliminate child labor globally. The effectiveness of such programs is a matter of debate, and there are many unanswered questions regarding the most cost-effective interventions to combat child or forced labor in developing countries. The Bureau of International Labor Affairs (ILAB), which is a part of the U.S. Department of Labor (USDOL), aims to generate new knowledge in the areas of child and forced labor by funding research that uses randomized evaluations on programs that seek to reduce or end these practices.

In this context, the Pulte Institute for Global Development at the University of Notre Dame (formerly known as the Notre Dame Initiative for Global Development, or NDIGD), in partnership with UNICEF Nepal and Nepalese municipalities, implemented an impact evaluation to investigate the effectiveness of UNICEF's Behavioral Change Communication (BCC) campaign aimed at combating child labor in Nepal. This evaluation was supported by USDOL and is part of a global effort by USDOL and ILAB to generate new knowledge in the areas of child and forced labor by funding research that uses randomized evaluations on programs that seek to reduce or end child labor practices.

This report presents the findings of the impact evaluation. The researchers discuss the overall findings from the impact evaluation that consists of results from baseline, midline, and endline. However, a special emphasis has been placed on the findings from the endline survey. In section

1, researchers present background information relevant for understanding the context and relevance of the study. In section 2, researchers describe the research design; while in section 3 they describe how the survey was implemented. Findings are presented in sections 4 and 5, and section 6 closes the report with the conclusions and study implications. The survey questionnaires and the key questions for qualitative analysis, a power calculation, description of the survey implementation, and the work plan are included as annexes.

1.1 Child Labor in Nepal

The most recently available national-level statistics indicate that a large proportion of children in Nepal are economically active, with engagement in both the formal and informal sectors (ILO/CBS Nepal, 2011). Based on data obtained during the Nepal Labor Force Survey (NLFS, 2008), out of the 7.7 million children aged 5 to 17 years old in 2008, approximately 3.14 million were economically active (40.4% of children between the ages of 5 and 17). Further, among these 3.14 million children, approximately 1.6 million children can be categorized as child labor (20.8% of children between the ages of 5 and 17). Out of these 1.6 million children, 620,000 are involved in hazardous work (8% of children between the ages of 5 and 17).

Child labor has been widespread in Nepal for many centuries. While child labor in the formal sector has decreased in recent years due to the government's recognition of child labor as harmful, the informal sector, where Nepalese labor laws are not followed, has seen a rapid increase in child labor (UNICEF Nepal, 2011). Poverty is typically mentioned as the main cause of child labor, but it is not always the only factor. For example, children are often sent to work outside of their family or community when they are placed with relatives who cannot or will not take care of them following the loss of their parents (due to health, migration, or a second marriage) (UNICEF Nepal, 2011).

1.2 Overview of the Intervention

UNICEF Nepal is supporting six municipalities in five districts to implement programs aimed at combating child labor. These municipalities were primarily urban in nature; however, after the rezoning done by the Nepal government in 2015 several large rural areas were merged into these municipalities. Now, some wards of these municipalities are urban and some are rural. In four municipalities, Nepalgunj, Tulsipur, Pokhra, and Bharatpur, all the study wards were rural wards. The overall goal of UNICEF Nepal's program is to reduce the number of working children and reintegrate them into society. The program includes a wide range of activities, including: behavioral change communication (BCC), provision of services to children and their families,

institutional strengthening of the government at the national and sub-national level, and capacity building of community structures. This study focused only on the BCC efforts, and the evaluation measures the impact of this particular intervention on top of the provision of services, institutional strengthening, and capacity building that were taking place in the study area.

With the BCC component, UNICEF Nepal's primary goal is to create awareness about child labor and mobilize attitudes against it. This campaign informed people that employing children under the age of 14 is against the law, that working is harmful for children, and that attending school offers better opportunities. However, during the qualitative data collection in endline, we found that UNICEF has used 16 as the legal age of working[3]. As the qualitative survey was conducted in the endline, in our survey questions we used the national legal age (i.e. 14) to test the knowledge of individuals. The BCC materials deliver messages related to child labor, the benefits of sending children to school, the legal age at which children are allowed to work, punishment for those who violate the laws, and information about counselling centers, training centers, and social support centers. It is anticipated that this intervention has spread awareness among households about the harm and illegality of child labor.

The BCC campaign included the following activities[4]:

Distribution of printed materials (pamphlets, brochures, and posters)[5]:

A poster against child labor displayed in Nepalguj

Pamphlets, stickers, and brochures were distributed to all households in the ward at least twice a year. The distribution of these materials was done through the assistance of municipality program staff, social mobilizers, volunteers, Tole (community) level organization members, child club members, and school children. These materials also targeted businesses in highly

[3] According to The Child Labor (Prohibition and Regulation) Act, 2000 of Nepal, a child in the age group 14-16 cannot work more than 36 hours per week and prohibits the employment of children below the age of 16 in hazardous labor. Based on this act and the legal age of working in Nepal, which is 14, UNICEF used 16 years in the BCC materials.

[4] It is possible that some respondents experienced different components of the intervention at different frequencies. The variability and the frequency of exposure does not prevent people or neighbors from learning about child labor. This spillover effect inside the ward prevents a proper measurement of the effect of each activity independently. Therefore, we have not considered variability of exposure in our analysis.

[5] UNICEF Nepal and the municipalities adapted existing UNICEF materials and distributed them in a selected number of wards in the participating municipalities.

populated or urban areas. Businesses targeted included: hotels, restaurants, factories, public transportation hubs, and mechanical workshops. In addition to the pamphlets, stickers, brochures, and posters were displayed in public, high-traffic areas. The BCC materials were modified by the stakeholders (municipality workers and civil society organizations) and UNICEF based on the local context.

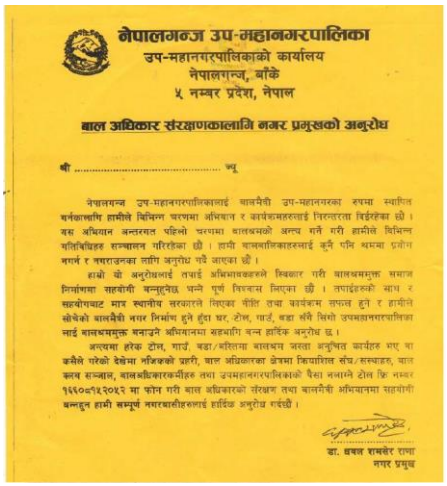
Radio, loudspeaker campaigns, and street plays:

A street drama against child labor in a study ward.

Radio broadcasts aired once or twice a week on different themes pertaining to children's rights. Loudspeaker campaigns, where the speaker was mounted on a rickshaw and it drove around the wards spreading awareness were conducted once or twice a year. Street dramas were conducted at least once a year. Program municipalities mobilized children's clubs and local artists groups for street plays. Street drama and loudspeaker campaigns targeted densely populated areas such as market centers, bus parks, ward office premises, and schools.

Home visits by program staff:

All households were visited by municipality staff, social mobilizers, and other stakeholders such as child friendly local governance (CFLG) volunteers or local community-based organization (CBO) members. Materials were distributed during these visits, which provided information about child labor and available support services. In densely or highly populated areas, implementing staff targeted vulnerable households or households that were known to employ children. They received the help of ward *Nagarik manch* (civil society) or mothers' groups, children's clubs, and citizen awareness *manch* or platforms to reach the vulnerable households including the employers.



नेपालगन्ज उप-महानगरपालिका
उप-महानगरपालिकाको कार्यालय
नेपालगन्ज, बाँके
५ नम्बर प्रदेश, नेपाल

बाल अधिकार संरक्षणकालागि नगर प्रमुखको अनुरोध

श्री ..... ज्यू

नेपालगन्ज उप-महानगरपालिकालाई बालमैत्री उप-महानगरका रुपमा स्थापित गर्नकालागि हामीले विभिन्न चरणमा अभियान र कार्यक्रमहरुलाई निरन्तरता दिईरहेका छौं। यस अभियान अन्तरगत पहिलो चरणमा बालश्रमको अन्त्य गर्ने गरी हामीले विभिन्न गतिविधिहरु सञ्चालन गरिरहेका छौं। हामी बालबालिकाहरुलाई कुनै पनि श्रममा प्रयोग नगर्न र नगराउनका लागि अनुरोध गर्दै आएका छौं।

हाम्रो यो अनुरोधलाई तपाई अभिभावकहरुले स्विकार गरी बालश्रममुक्त समाज निर्माणमा सहयोगी बन्नुहुनेछ भन्ने पूर्ण विश्वास लिएका छौं। तपाईंहरुको साथ र सहयोगबाट मात्र स्थानीय सरकारले लिएका नीति तथा कार्यक्रम सफल हुने र हामीले सोचेको बालमैत्री नगर निर्माण हुने हुँदा घर, टोल, गाउँ, वडा सँगै मिली उपमहानगरपालिका लाई बालश्रममुक्त बनाउने अभियानमा सहभागि बन्न हार्दिक अनुरोध छ।

अन्यथा हरेक टोल, गाउँ, वडा/बस्तिमा बालश्रम जस्ता अनुचित कार्यहरु भए वा कसैले गरेको देखेमा नजिकको प्रहरी, बाल अधिकारका क्षेत्रमा क्रियाशिल संघ/संस्थाहरु, बाल क्लब सञ्जाल, बालअधिकारकर्मीहरु तथा उपमहानगरपालिकाको पैसा नलाग्ने टोल फ्रि नम्बर १६६०८१५२०५२ मा फोन गरी बाल अधिकारको संरक्षण तथा बालमैत्री अभियानमा सहयोगी बन्नहुन हामी सम्पूर्ण नगरवासीहरुलाई हार्दिक अनुरोध गर्दछौं।

डा. धवल रामबेर राणा
नगर प्रमुख

A letter from the Mayor is given to all the households visited during home visits. The letter urges them not to use child laborers and asks them to report if they see any child laborers.

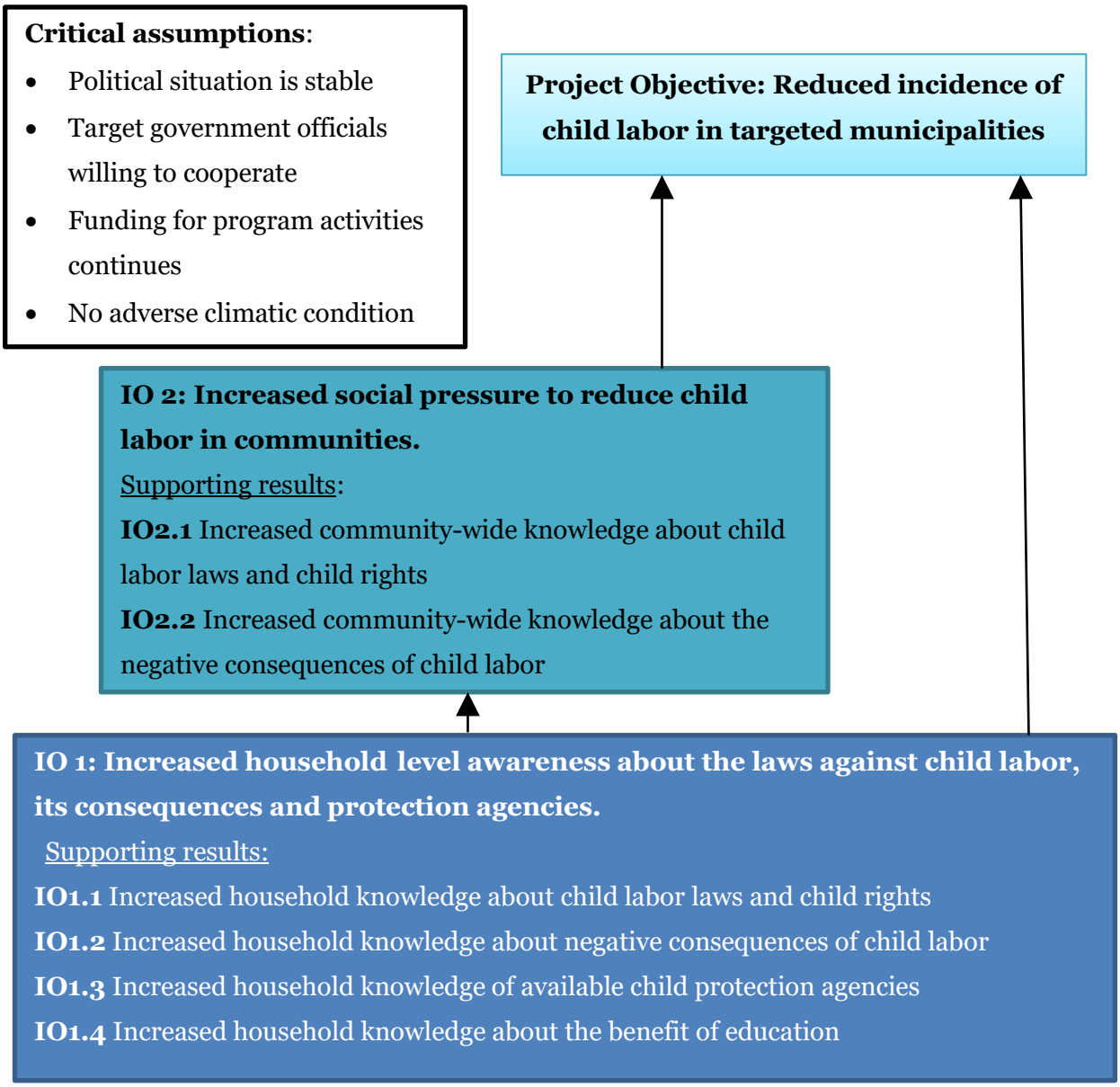
1.3 Theory of Change

The theory of change (TOC) of this intervention specifies that receiving information related to child labor would lead to changing attitudes and perceptions of adults towards child labor, and reduce the prevalence of this phenomenon (Figure 1). It was anticipated that this intervention would work through two mechanisms—the individual and the community.

On the individual level for adults, as they learn about the negative aspects of child labor and Nepal's laws against child labor, their perceptions and attitudes about child labor might change. Changed knowledge, attitudes, and perceptions about child labor could lead to changed behaviors—individuals may either employ fewer children, or send their own children to work less often.

On the community level, the activity aimed to change social norms on the issue of child labor. Social mobilization activities, along with community-wide messaging campaigns such as the loudspeaker, street plays, posters, and radio campaigns helped build a population that supports the fight against child labor. This campaign reached both people who are engaged and those who are not engaged in child labor activities. Because of the broad reach of these BCC campaigns, community-wide knowledge and perceptions about the negative aspects of child labor would increase, that will put pressure on individuals who employed children to reduce this behavior. This community-wide pressure would then contribute to changes on the individual level, reducing the incidence of child labor in program areas.

Figure 1. Results Framework of UNICEF Nepal Impact Evaluation



1.4 Research Questions

In this study, the researchers address the following three research questions:

- Research question 1: Does UNICEF Nepal's BCC program reduce child labor?
- Research question 2: Does UNICEF Nepal's BCC program change people's knowledge, perceptions, and attitudes towards child labor?
- Research question 3: Has the length of exposure to UNICEF Nepal's BCC program had a differential impact on the prevalence of child labor?

This intervention primarily focused on providing information related to child labor and increasing awareness regarding the legal consequences of child labor. This program also provided services for people to change behavior such as support centers, training centers, and counseling. The main outcome variable is whether or not a child is engaged in child labor, allowing researchers to capture the incidence of child labor. Secondary outcomes of this research relate to perceptions, attitudes, and knowledge about child labor. Our TOC focuses on the outcomes of incidence of child labor as well as perceptions on the issue of child labor. Although there are some messages and actions concerning children attending school, it is uncertain that an increase in household knowledge about the benefits of education will translate into an increase in school attendance. Therefore, we measured school enrollment, but it is not a primary outcome of the research or the campaign.

2. RESEARCH DESIGN

This study evaluated UNICEF Nepal's BCC activities in 86 wards in six municipalities. Nepal is divided into seven provinces, 77 districts, and over 700 local bodies (municipalities or village committees). Within these local bodies there are wards, which are the smallest administrative units in Nepal.

2.1 Randomization

Since we cannot isolate individuals in a ward from exposure to BCC component activities, randomization occurred at the ward level. A lottery was conducted within each municipality to assign wards into two different arms. At a municipality meeting, stakeholders randomly picked a paper in front of the public to assign wards to the groups.

With the help of stakeholders, the study team randomly assigned wards within each municipality to treatment and control groups. In total, 45 wards received treatment and 41 served as a control in phase one of our phased-in design. The group of wards that received the treatment from the beginning is referred to as "Phase 1 group". The group of wards that were put under control at the beginning and later received the treatment are referred to as "Phase 2 group" in the analysis.

Table 1. Assignment of Wards by Municipality

Sn	Municipalities	Total Wards with No Prior UNICEF Program	Phase 1 group	Phase 2 group
1.	Bharatpur Municipality	15	8	7
2.	Nepalgunj Municipality	11	6	5
3.	Pokhara Municipality	11	6	5
4.	Tulsipur Municipality	9	5	4
5.	Birgunj Municipality	30	15	15
6.	Rajbiraj Municipality	10	5	5
	Total Wards	**86**	**45**	**41**

The power calculation conducted prior to study implementation and details of randomization is presented in Annex 4.

2.2 Phased-In Design

Researchers used a phased-in approach to address the ethical concern of experimental design, so that there is no perception that potential beneficiaries are withheld from support. Particularly in the case of child labor, it would be unethical to withhold this program from potential beneficiaries, especially if this program might be effective in reducing child labor. The phased-in design allows all potential beneficiaries in the study area to ultimately receive all aspects of the BCC program.

During phase one, BCC component activities were implemented only in the 45 wards in the Phase 1 group. In this phase, the other group of 41 wards remained exclusively a control group. In phase two, after 1.5 years, municipalities began implementation of the BCC component activities in the Phase 2 wards, while continuing implementation in the Phase 1 group. That is, in phase two, all wards received the program, but by then the Phase 1 group had been in the program for a longer time than the Phase 2 group.

In addition to making the program accessible to all beneficiaries, the phased-in design allows researchers to test the hypothesis that the length of exposure to the program has a differential impact on the prevalence of child labor. As the random assignment process determines the length of exposure, the effect of exposure also follows a randomized design. The analysis of Phase 2 results will allow researchers to measure the impact of an additional year of exposure on child labor prevalence.

2.3 Challenges

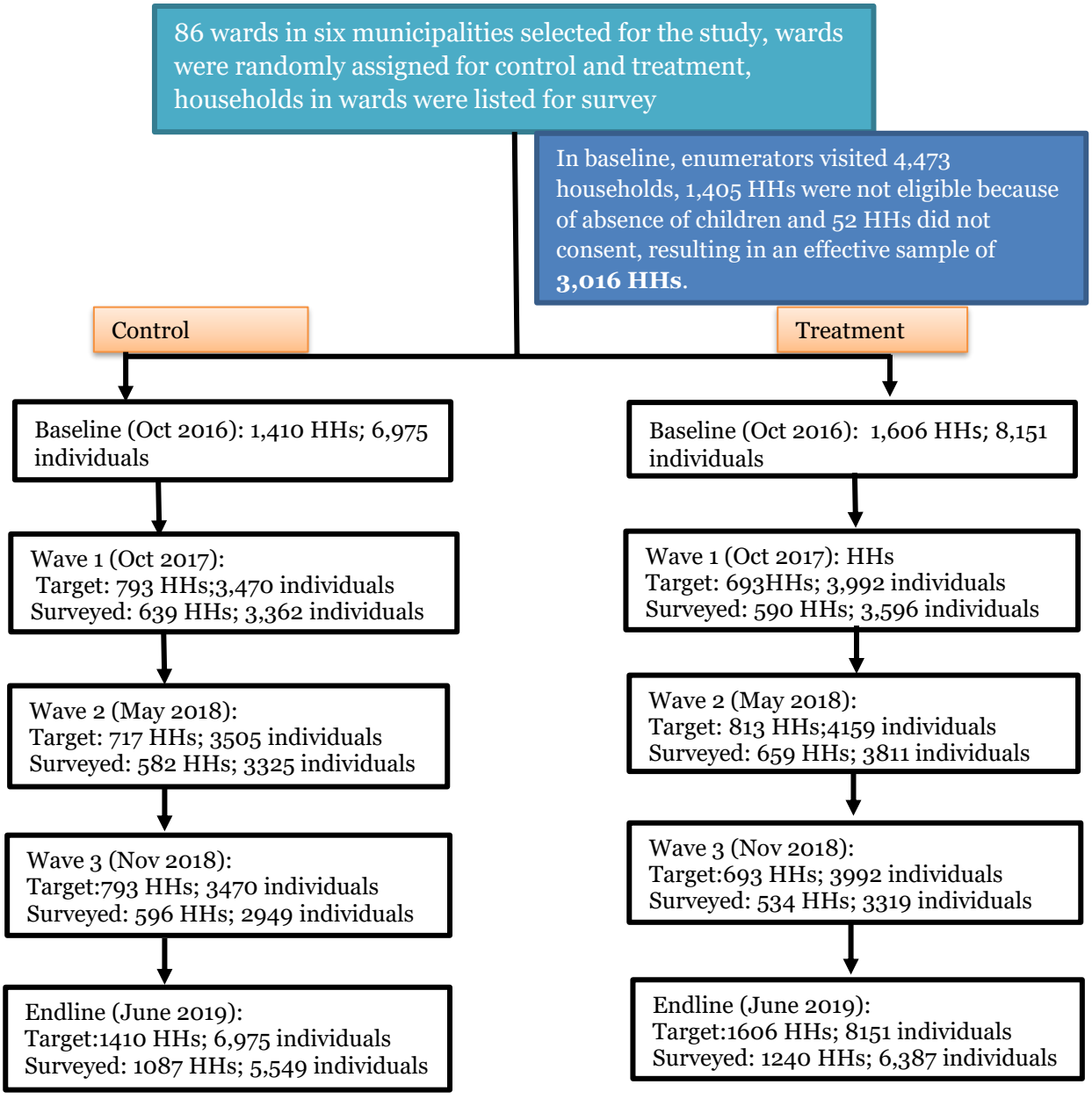
On March 10, 2017, a new national policy took effect in Nepal that changed the boundaries of the local administrative units. This process resulted in many consolidations by merging, annexing, moving, and expanding municipalities and village development committees. These changes directly affected the design of the randomized evaluation as the national policy redefined some of the wards in the study. The policy came into effect unexpectedly for the research team, the implementing partners, and the municipality governing bodies in Nepal. However, the research team had consulted with the local partners, who had confirmed that the policy would not immediately affect our design. UNICEF Nepal and municipalities agreed to implement the activities in the treatment wards as originally defined until the end of Phase 1 (July 2018). Because the implementing partner agreed to follow the original ward classification in implementation, the design remained unchanged for study activities.

Between December 2017 and June 2018, the program implementation in the Phase 1 group was delayed because of the introduction of a federal system of government in Nepal. This disruption was similar across the municipalities for about 7 months. This was due to confusion among the donor community, including UNICEF, on how to fund development projects in absence of a mechanism to work directly with local bodies, as there were new provincial governments and the local bodies with newly elected officials. The researchers worked with UNICEF Nepal to develop a strategy to fund the program activities through a different mechanism, working with a national NGO, CWISH Nepal, which directly worked with the municipalities for program implementation. CWISH adopted the same methodology for program implementation that the municipalities were using.

3. DATA COLLECTION AND ANALYSIS

The data for this evaluation comes from three phases: baseline, midline, and endline. The original plan for survey implementation is presented in Annex 3. The CONSORT flowchart (Figure 2) presents the targeted sample size and completed surveys. The individuals mentioned in this chart includes children and adults.

Figure 2. Study CONSORT Flowchart



Baseline

The baseline survey was conducted in September-October of 2016. This is a longitudinal study where the same individuals from the baseline are followed over time to collect data. Researchers worked with a local partner, the National Labor Academy (NLA), to collect the baseline survey data in the study municipalities. Before implementing the baseline survey, the research team listed households in the wards of program municipalities for randomly selecting households for the survey. During the baseline data collection, enumerators visited 4,473 households. 1,405 households did not meet the qualifications of the screening because they did not have children between the ages of 5 and 17 living in the household and did not complete the survey; 52 households did not consent to participate. 3,016 households completed the survey during the baseline. Researchers implemented one quantitative survey during baseline data collection with two main questionnaires: one for the head of household or adult of the household, and another for all the children 5-17 present in the household. The details of survey are provided in section 3.1.

Midline

The midline surveys were conducted in September and October 2017 (Wave 1), May 2018 (Wave 2) and November and December 2018 (Wave 3). The baseline and endline have the total sample of households, while each of the midlines in each path have half of the sample. As this study is longitudinal, households from the baseline were divided into two groups and each household was assigned randomly to be followed-up with every 12 months (Wave 1) or 18 months (Wave 2) after the baseline survey. In Wave 3, the researchers followed the same cohort of households that were surveyed in Wave 1. The data was collected in this fashion to control for any seasonality trends in child labor. Researchers replicated the same survey in each round of data collection. No statistically significant differential attrition was found during each wave of the survey (see section 4 for detail attrition analysis).

Endline

The endline surveys were conducted in June 2019. In the endline, the researchers followed the same cohort of households that were surveyed in the baseline and midline. Researchers implemented the same quantitative surveys during endline data collection as in baseline and midline. Through the quantitative survey, researchers collected the outcome variables along with other information during the midline and endline. Along with quantitative surveys, researchers

also collected qualitative data through Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) in the endline. No statistically significant differential attrition was found in the endline (see section 4 for detailed attrition analysis).

3.1 Quantitative Data Collection

In all three phases of data collection (baseline, midline, and endline), a quantitative household survey was implemented. In total, 3,016 households completed the survey at the baseline and the same households were followed-up with in each round of survey. The quantitative survey used two main questionnaires: one for the head of household or any other knowledgeable adult present in the household, and another one for children. The adult respondent provided information about all household members during the survey. All children aged 5-17 present in a household were interviewed for the child survey.

The household survey contained the following modules (see Annex 1 for the complete questionnaire):

- Demographic information, including education and work activities of all household members;
- Work activities of child family members who are not living in the household;
- Hazardous activities and time of work;
- Work activities of children who are not members of the family and are not living in the household;
- Knowledge, perceptions, and awareness about child labor; and
- Shocks, debts and household assets.

The child survey contained the following modules (see Annex 1 for the complete questionnaire):

- Demographics and education;
- Household duties;
- Work activities; and
- Hazardous jobs.

3.2 Methodology Used in the Analysis of the Quantitative Data

Researchers used the quantitative survey data to describe the characteristics of the sampled population, in terms of the prevalence of the outcome variables—child labor, knowledge and perception about child labor, and existing social norms about child labor. The definitions and indicators of these variables are similar to those used in the midline survey, and are described below.

3.2.1 Child Labor

The primary outcome of this research is to identify the prevalence of child labor. Children between 5 and 15 years old[6] are considered to be engaged in child labor if their response falls into the following categories:

- Children 5-11 years old employed for one or more hours during the reference week;
- Children 12-13 years old employed for 14 or more hours during the reference week;
- Children 14-15 years old engaged, during the reference week, in more than 36 hours of work in industries and occupations not designated as hazardous;
- Children 5-15 years old working in industries and occupations identified as hazardous.

Researchers used a reference period of seven days for working hours in formal and informal occupations. This definition is similar to the one used in the child labor literature (Edmonds, 2008).

Researchers measured child labor through both the adult and the child questionnaires. Adults were asked about all children in the household (see Annex 1), so both indicators are comparable.

For the analysis, researchers have used the responses of the adult survey, as the researchers did not find any statistical difference between the response of adults and children.

3.2.2 Knowledge, Attitudes, and Perception of Child Labor

The following indicators in the survey measure the secondary outcomes: people's knowledge, perceptions, and attitudes towards child labor. These questions were asked in the adults' questionnaire.

[6] Please note that this definition of child labor includes children 5 to 15 years old. This definition was agreed upon at the beginning of the study.

Perceptions and Attitudes are measured with three questions, reported individually:

- Do you agree or disagree with the following statement: The work that children do is hurtful to them (question *S9Q7a)*.
- Do you agree or disagree with the following statement: Children's work should be eliminated (question S9Q7b).
- At what age do you think a child could start working? (question S9Q15)

To capture negative attitudes and perceptions towards child labor, the first two questions were coded as 1 if the respondent agreed or strongly agreed with the question, and 0 if the respondent disagreed, strongly disagreed, or answered "Don't know". In the case of question S9Q15, the response was coded as 1 if the answer was 14 years old only, and 0 if it was anything else, including "Don't know". Neutral and refused responses are coded as missing in all cases.

Knowledge is measured with three questions, also reported individually:

- What is the youngest age at which a child can start working? (Question *S9Q3)*
- What is the minimum age that a child is allowed to work in Nepal? (Question *S9Q16)*
- If a person hires a child, can there be legal action taken against the employer? (Question *S9Q17)*

Adequate knowledge for the age at which child labor can start was considered when the answer to questions S9Q3 and S9Q16 was 14[7]. All other ages and "Don't know" to these questions were coded as incorrect knowledge (code 0). In the case of question S9Q17, knowledge was considered adequate when the answer was "Yes" (code 1), and inadequate when the answer was "No" or "Don't know". In all these instances, refused responses were coded as missing.

3.2.3 Social Norms

Cialdini and Trost (1998) define social norms as descriptive or injunctive. A *descriptive norm* refers to the concept of "do as others do," while an *injunctive norm* refers to the concept of approval or disapproval ("do what others think one should do"). According to Ajzen (2010, 130),

[7] In forming a definition for child labor for this study, we reviewed the definition of child labor used by ILO and the Central Bureau of Statistics (CBS)/Nepal, UNICEF Nepal, and the Nepalese government's various acts, currently in draft form. Nepal's Child Labor Prohibition Act (2000) considers a child working below the age of 14, and a child working in a hazardous occupation under the age of 16, to be an unacceptable form of child labor. While these cut-offs are substandard to international law, under ILO Convention 138 (1973), a developing country may adopt 14 years as the minimum age for employment, and 16 as the minimum age for engaging in hazardous work.

both of these types of norms can be classified as subjective beliefs; meaning that the individual has a perception about what people do, or what people expect him or her to do. The validity of the perception is irrelevant–simply the belief, if sufficiently salient, causes the individual to behave a certain way.

Researchers asked the following questions, which helped us gain a better understanding of social norms:

1. "Why should children be allowed to work?"
2. "Why should children not be allowed to work?"
3. "To what extent do you think your neighbors agree with child labor?"

For the first two questions, there are options referring to descriptive social norms ("my neighbors also send their children to work" or "because of the social norm in this community"). If the respondents select that option, the researchers can conclude that their perceptions about their neighbors' behavior influence their beliefs on child labor. The third question addresses injunctive social norms by directly asking respondents about their neighbors' opinions of child labor. If respondents feel strongly that their neighbors approve or disapprove of child labor, they may feel the pressure to behave according to the opinions of their neighbors.

3.2.4 Quantitative Analysis Plan

First, researchers provide the descriptive statistics of the demographic and outcome variables in the baseline data. For each set of demographic and outcome variables, researchers report statistical tests of means across two groups: Phase 1 and Phase 2 treatment groups i.e. balanced tests. The lack of statistical differences in demographic characteristics such as religion, language, caste, education of head of household, household size, and poverty level and outcome variables like child labor and social norms among the Phase 1 and 2 groups confirms the assignment to treatment and control groups was random. Hence, respondents in each arm of the study are, on average, comparable. In addition, researchers conducted a more formal multivariate analysis to test the hypothesis that key variable means and distributions are jointly similar. For this analysis, the researchers estimate logic models where the probability of an individual to be in the treatment group is regressed on a set of individual characteristics. A chi-squared assess whether the coefficients on these explanatory variables are jointly significant. A lack of statistically significant

results means that the probability of being in the treatment group is not a consequence of any observable differences among the individual unit of analysis.

Research Question 1 and 2

Researchers analyzed the differences between the Phase 1 and Phase 2 treatment groups for the outcome variables—incidence of child labor, social norms about child labor, knowledge and perceptions about child labor—using univariate t-tests for the combined data of Waves 1 and 2 of midline data collection. The researchers also analyzed the gender differences in responses for incidence of child labor with univariate t-tests.

In order to estimate the treatment effects, researchers fit a linear probability regression model with child labor as the dependent variable, and a treatment dummy and gender dummy among other independent variables are controlled for. Researchers fit the models on the combined data of Waves 1 and 2. The unit of analysis is individuals and the standard errors were clustered at the household level.

Respondents inside of a ward or municipality share some correlation among them. Ignoring this correlation can greatly underestimate the standard errors. This can lead to researchers falsely rejecting the null hypothesis of a statistical significance test. Researchers accounted for this statistical dependence between observations and used clustered standard errors.

Research Question 3

To estimate the effect of exposure to the program, the researchers treated exposure first as a categorical variable that distinguishes between the Phase 1 and Phase 2 treatment groups. As the BCC program started at different times in different municipalities, the researchers also constructed a continuous variable representing weeks of exposure to the intervention. Researchers fit a linear probability regression model with child labor as the dependent variable, and number of weeks of exposure to the treatment and a gender dummy as independent variables. The unit of analysis is individuals – that is, whether an eligible child within a household was engaged in child labor or not – and the standard errors were clustered at the household level. Researchers also studied the effect of the exposure of the program on household chores with a similar strategy. In this study, a child is engaged in household chores if the child was engaged in either shopping for the household, cooking, cleaning utensils, washing clothes, caring for sick relatives, fetching water, collecting firewood, or other household tasks in the past seven days of

the survey. Researchers accounted for this statistical dependence between observations using clustered standard errors.

3.3 Qualitative Data Collection

Capturing people's perceptions and behaviors regarding child labor, and the way the beneficiaries and key stakeholders perceive intervention activities, is important for this evaluation. This information complements quantitative information and helps understand the evaluation results.

Perceptions are best captured through qualitative assessments (see Annex 2 for the key questions). The main approaches the researchers used to gather this information were FGDs with beneficiaries (parents of children in the community) and KIIs with the program implementers.

The qualitative information gathered from beneficiaries allows for the documentation of existing social norms regarding children, how the BCC activities were delivered in municipality wards and understanding the messages and actions taken. Further, the assessment also captured the role of various organizations on tackling child labor issues in the municipalities. The researchers implemented the qualitative data collection during the endline survey.

3.3.1. Number of FGDs and KIIs

The researchers organized 24 FGDs in six municipalities, with five in each of the two largest municipalities (Bharatpur and Birgunj) and three in each of the rest of municipalities in the study. In Bharatpur and Birgunj, two FGDs were done with parents of the Phase 1 group, two with the parents of the Phase 2 group, and one with the stakeholders who were responsible for organizing the BCC campaign in the municipality. In Pokhara, Nepalgunj, Rajbiraj and Tulsipur, one FGD was organized with the parents of the Phase 1 group, one with the parents of the Phase 2 group, and one with the stakeholders. The FGDs with parents focused on how the BCC activities were able to provide information on child labor issues and how effective these activities were in changing attitudes, behavior, and knowledge about child labor. Conversely, the FGD with stakeholders provided information on how the program activities were packaged and delivered to the community, and on the impacts and lessons learned. In each municipality, the research team also conducted key informant interviews to understand how the BCC campaign was organized, how people received and interpreted the messages, and its impact on reducing child labor. Researchers conducted two KIIs in each of the six municipalities, for a total of 12 KIIs.

Altogether, 220 people participated in the qualitative component – 115 males and 105 females. The following table displays the number of participants by type of FGD/KII, sex, and municipality.

Table 2. Number of Participants in Qualitative Data Collection

Municipality	**FGD**						**KII**		**Total**	
	Phase 2 group		**Phase 1 group**		**Stakeholders**					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bharatpur	10	9	9	14	5	5	2		26	28
Birgunj	8	9	11	9	5	4	2		26	22
Nepalgung	4	4	4	5	5	3	2		15	12
Pokhara	6	6	5	5	6	5	1	1	18	17
Rijbiraj	5	2	4	7	5	6	2		16	15
Tulsipur	3	4	4	4	6	2	1	1	14	11
Total	**36**	**34**	**37**	**44**	**32**	**25**	**10**	**2**	**115**	**105**

3.3.2. Methodology Used in the Analysis of the Qualitative Data

All FGDs and KIIs were transcribed and analyzed using Atlas-TI. The analysis of the transcripts focused on content and context, descriptions, language, and narratives which reveal respondents' viewpoints on the impacts of the BCC intervention. The qualitative analysis team developed codes that were manually assigned to all concepts and categories for the analysis. Narratives and snippets of interviews were also used to illustrate findings from the study.

4. QUANTITATIVE FINDINGS

4.1 Baseline Results

The majority of the study participants are Hindus and 39% of the respondents speak Nepali. The second most spoken language among the study cohort is Maithali. Nearly 26% of the respondents belong to the Hilly Caste group and 27% belong to the Terai Caste group. Researchers found that 34% of the head of households have no education and 31% have finished secondary education (Table 4). On average, households in the study consist of five members. Half of the households in the study cohort are below the international poverty line of $2.50 per day (Table 5).

The researchers used the baseline data to conduct balanced tests. For each set of variables, researchers report statistical tests of means across two groups: first, Phase 1 and Phase 2 groups, and second, by gender of respondent. In this section, researchers report on balanced tests between Phase 1 and Phase 2 groups.

Tables 3, 4, and 5 below present the results of the balanced tests of the household survey. Researchers report the overall mean in column 1, the means for the Phase 1 group, Phase 2 group, and mean difference between Phase 1 and Phase 2 groups in columns 2, 3, and 4, respectively, as well as p-values for testing differences across the two groups.

The Phase 1 and Phase 2 groups have similar characteristics using statistics from baseline interview data. In only one univariate test is the null hypothesis of no difference between the groups rejected. This difference is detected for the proportion of household heads who have university level education and beyond, and the difference is small in magnitude. The Phase 1 group has less heads of households with university level education and beyond than the Phase 2 group (Table 4). However, the sample size of this category is small. The multivariate regression analysis yields similar results. A joint test of the relationship between all observable variables and the treatment variable gives an F-statistic of .85 (p=.66). This suggests that the Phase 1 and Phase 2 groups are balanced on observable characteristics.

Table 3. Proportion of Respondents in Various Religion, Language, and Caste Groups by Treatment Group

Household Characteristics	Mean (Full Sample)	Mean Phase 2 group	Mean Phase 1 group	Difference
Religion				
Hindu(%)	86.07	83.90	87.98	-4.08(.22)
Muslim(%)	10.54	12.41	8.90	3.51(.31)
Buddhist(%)	2.12	2.34	1.93	0.41(.72)
Language				
Nepali(%)	38.59	37.02	39.98	-2.95(.75)
Bhojpuri(%)	25.76	24.75	26.65	-1.90(.83)
Maithali(%)	11.07	12.77	9.59	3.18(.63)
Abadhi(%)	14.42	15.11	13.82	1.28(.88)
Caste Group				
Hilly caste group(%)	25.96	23.83	27.83	-4.00(.57)
Hill Dalit(%)	6.20	6.60	5.85	0.74(.75)
Hilli ethnic group(%)	11.04	11.35	10.77	0.58(.87)
Terai caste group(%)	27.22	29.36	25.34	4.02(.56)
Terai dalit(%)	8.26	7.30	9.09	-1.79(.53)
Terai ethnic group(%)	11.11	9.57	12.45	-2.88(.46)
Muslim(%)	9.75	11.35	8.34	3.00(.36)

*Note: p-values are reported in parentheses. * p-value<0.05*

Table 4. Proportion of Respondents in Various Educational Categories by Treatment Group

Household Education Level	Mean (Full Sample)	Mean Phase 2 group	Mean Phase 1 group	Difference
None	34.44	32.54	36.05	-3.50(.42)
Primary	19.46	19.91	19.09	0.81(.73)
Secondary	31.22	29.62	32.58	-2.96(.35)
High Secondary	7.89	9.24	6.74	2.50(.19)
University + up	5.43	7.11	4.01	3.10*(.04)

*Note: p-values are reported in parentheses. * p-value<0.05*

Table 5. Household Size and Proportion of Households Below Poverty Lines by Treatment Group

Household Characteristics	Mean (Full Sample)	Mean Phase 2 group	Mean Phase 1 group	Difference
Household Size	5.08	5.04	5.12	-0.08(.70)
Households below the National Poverty Line(%)	7.45	6.58	8.19	-1.60(.30)
Households below the $2.50/day Poverty Line(%)	49.43	49.34	49.50	-0.16(.96)

*Note: p-values are reported in parentheses. * p-value<0.05*

Table 6. Multivariate Balanced Test Results: Logistic Regression with Dependent Variable Whether Treated or Not

Variables	t-statistic	Standard Error	p-value
Religion			
Hindu(%)	0.6	0.005	0.55
Muslim(%)	-0.3	0.008	0.77
Buddhist(%)	0.3	0.008	0.76
Nepali(%)	-0.54	0.004	0.59
Bhojpuri(%)	-0.48	0.006	0.63
Maithali(%)	-0.92	0.008	0.36
Abadhi(%)	-0.69	0.009	0.50
Hilly caste group(%)	0.91	0.008	0.37
Hill Dalit(%)	0.6	0.009	0.55
Hilli ethnic group(%)	0.43	0.008	0.67
Terai caste group(%)	0.65	0.008	0.52
Terai dalit(%)	0.72	0.009	0.48
Terai ethnic group(%)	1.04	0.009	0.30
Muslim(%)	0.52	0.010	0.60
No education	0.54	0.001	0.59
Primary	0.38	0.001	0.70
Secondary	-0.62	0.001	0.54
Higher secondary	-1.28	0.002	0.20
University up	-1.7	0.003	0.09
Household size	1.53	0.038	0.13
Households below national poverty	3.13	0.007	0.002*
Households below $2.5 line	-1.61	0.005	0.11
Constant	-0.54	0.834	0.59

* p-value <0.05

Researchers report on the differences in child labor statistics by Phase 1 and Phase 2 groups in Table 7. Researchers did not find a statistical difference in child labor prevalence between Phase 1 and Phase 2 wards at baseline.

Table 7. Child Labor Prevalence by Treatment Group in Baseline

Child Labor Prevalence	**Mean Phase 1 Group**	**Mean Phase 2 Group**	**Difference**
Child Labor (Parent response)	13.88	18.07	-4.18(.37)
Ages 5-11	8.13	10.49	-2.37(.50)
Ages 12-13	20.04	27.49	-7.45(.27)
Ages 14-15	25.99	32.19	-6.20(.39)

*Note: p-values are reported in parentheses. * p-value<0.05*

Rejection of child labor was high in Phase 1 and Phase 2 wards from the beginning of the project: 88.7% of participants in Phase 1 and 84% participants in Phase 2 groups agreed with the phrase that stated that the work that children do is hurtful to them. 88.5% of participants in Phase 1 and 92.1% of participants in the Phase 2 group agreed with the idea that children's work should be eliminated.

Table 8. Knowledge, Perception, and Attitude about Child Labor in Baseline

Social Norms and perceptions, attitudes	**Phase 2 wards**	**Phase 1 wards**	**Difference (p-value)**
Correctly identified the minimum age that a child is allowed to work in Nepal (%)	3.4	3.5	-0.1 (.91)
Knows that legal action can be taken against the employer of children (%)	63.6	63.2	.4 (.93)
Agrees/Strongly Agrees with the following statements (%):			
The work that children do is hurtful to them	84.1	88.7	-4.6 (.21)
Children's work should be	92.1	88.5	3.6 (.15)

eliminated			
Thinks children should be allowed to work because my neighbors' children also work(%)	3.3	2.6	-0.5 (.61)
Thinks children should not be allowed to work because of social norms(%)	12.8	8.7	-4.1 (.27)
Thinks neighbors agree with Child Labor%	19.5	24.2	-4.7 (.35)
Thinks neighbors disagree with Child Labor%	55.4	51.9	3.5 (.58)
Don't know what neighbors think about Child Labor (%)	14.9	16.4	-1.5 (.80)

*Note: p-values are reported in parentheses. * p-value<0.05*

4.2 Attrition Analysis

The researchers conducted the attrition analysis by comparing the drop-out rates between the two groups. In all waves of data collection, the number of wards stays the same. In Midline 1, although there was no attrition at the ward level, we found attrition at the household and individual members' level. To conduct the attrition analysis, the researchers excluded the members who were new members in a household in each wave (i.e. not present in baseline wave[8]). In midline 1, 6,240 individuals were re-interviewed (16.38% attrition). The attrition rate in the Phase 1 group was 18.9% and 13.4% in the Phase 2 group. The difference in attrition rates between Phase 1 and Phase 2 (differential attrition) is 5.5 percentage points at Midline 1. This difference is not statistically significantly different (p=0.11). The What Works Clearinghouse established guidelines to evaluate the results from cluster randomized control trials, which consider the overall attrition and the differential attrition to determine the risk of bias (What Works Clearinghouse, 2017). At the 16.38% overall attrition, the differential attrition should be under 6.5 percentage points difference to be in the acceptable range. Thus, the levels of overall and differential attrition do not present a risk of bias due to attrition.

[8] In Midline 1, 6240 were re-interviewed and there were 718 new individuals who were interviewed in Midline 1. In total there were 6,958 individuals who were interviewed in Midline 1. In Midline 2, 6,339 were re-interviewed and there were 797 new individuals. In total there were 7,136 individuals who were interviewed in Midline 2. In Midline 3, 5,767 were re-interviewed and there were 502 new individuals. In total there were 6,269 individuals who were interviewed in Midline 1.

In Midline 2, 6,339 individuals were re-interviewed (17.29% attrition). The attrition rate in the Phase 1 group was 16.8% and 17.6% in the Phase 2 group. The difference in attrition rates between Phase 1 and Phase 2 (differential attrition) is 1 percentage points at Midline 2. This difference is not statistically significantly different (p= .74). At the 17.29% overall attrition, the differential attrition should be under 6 percentage points difference to be in the acceptable range. Thus, the levels of overall and differential attrition do not present a risk of bias due to attrition.

In Midline 3, 5,767 individuals were re-interviewed (22.7% attrition). The attrition rate in the Phase 1 group was 24.07% and 21.15% in the Phase 2 group. The difference in attrition rates between Phase 1 and Phase 2 (differential attrition) is 2.92 percentage points at Midline 2. This difference is not statistically significantly different (p= .40). At 22.7% overall attrition, the differential attrition should be under 5 percentage points difference to be in the acceptable range. Thus, the levels of overall and differential attrition do not present a risk of bias due to attrition.

In endline, 11,936 individuals were re-interviewed (21.01% attrition). The attrition rate in the Phase 1 group was 21.6% and 20.4% in the Phase 2 group. The difference in attrition rates between Phase 1 and Phase 2 (differential attrition) is 1.2 percentage points. This difference is not statistically significantly different (p= .65). At the 21.01% overall attrition, the differential attrition should be under 5 percentage points difference to be in the acceptable range. Thus, the levels of overall and differential attrition do not present a risk of bias due to attrition.

4.3 Research Question 1: Does the BCC Program Reduce Child Labor?

The researchers used the midline data (collected through Waves 1 and 2) to address research questions 1 and 2.

Researchers combined the Wave 1 and Wave 2 data to find the overall child labor prevalence in the entire sample. The researchers presented the differences in outcome variables between the Phase 1 and Phase 2 groups and whether there is a statistically significant difference using Waves 1 and 2 of midline data.

The percent of children engaged in child labor is marginally higher in the Phase 1 (1.84%) group than the Phase 2 group (1.15%). However, researchers did not find any statistical difference in child labor between Phase 1 and Phase 2 groups at the midline. According to the survey results, the prevalence of child labor is highest in the age group 14-15 — 3.37% of the children in the age group 14-15 are engaged in child labor (Table 9).

Table 9. Child Labor Prevalence by Treatment Group (Waves 1 and 2)

	Phase 2 group	Phase 1 group	Difference
Child Labor Rate (Parent response)	1.15	1.84	-0.69
Ages 5-11	0.49	0.82	-0.33
Ages 12-13	1.33	2.99	-1.67
Ages 14-15	2.87	3.83	-0.96

** p-value<0.05*

Researchers ran a regression model with child labor as the dependent variable on treatment, a gender dummy and its interaction with treatment, the child labor rate in baseline, and a wave dummy with a treatment interaction, to estimate the treatment effect and measure seasonality effects. Table 10 summarizes the regression results. However, the treatment effect is not statistically significant. The Wave 2 dummy, which indicates whether the data was collected in Wave 2, and its interaction term with the treatment dummy, are not statistically significant either. The gender of the child also did not matter. This indicates that seasonality is not driving child labor.

Table 10. Regression Results in Waves 1 and 2 of the Midline

Variables	(1) Child Labor (Parent response)	(2) Child Labor (Child response)
Treatment	0.519	0.632
	(0.945)	(1.083)
Female	-0.0765	-0.541
	(0.551)	(0.553)
Treatment x Female	-0.195	-0.0859
	(0.815)	(0.781)
Child Labor Rate (Parent response)	4.438***	
	(1.057)	
Wave 2	-0.320	-0.445
	(0.628)	(0.879)
Treatment x Wave 2	0.424	0.313
	(1.029)	(1.230)
Child Labor Rate (Child response)		3.095***
		(1.159)

Constant	0.912* (0.518)	1.364* (0.796)
Observations	3,382	2,941
R-squared	0.015	0.008

*Standard errors in parentheses*** p<0.01, ** p<0.05, * p<0.1*

4.4 Research Question 2: Does the BCC Program Change People's Knowledge, Perceptions, and Attitudes Towards Child Labor?

Researchers report on the knowledge and perceptions of child labor by Phase 1 and Phase 2 treatment groups. Researchers asked the question about the proper age at which a child can start working in several ways. First, researchers asked, "At what age do you think a child could start working?"

3.20% of the respondents in the Phase 1 group and 3.68% of the respondents in the Phase 2 group correctly identified the minimum age that a child could start working. However, 56.13% of the cohort in Phase 1 and 55.81% of the cohort in the Phase 2 group knew that legal action can be taken against an employer for employing children (Table 11).

Researchers assessed social norms based on the following questions, focusing on the answers that refer to what they perceive as their neighbors' attitudes:

- "Why should children be allowed to work?"
- "Why should children not be allowed to work?"
- "To what extent do you think your neighbors agree with child labor?"

There is a very high negative perception concerning child labor in the study area. Over 90% of the cohort in Phase 1 and 88% of the cohort in Phase 2 agree that the work that children do is hurtful to them. Further, about 90% of the cohort both in Phase 1 and Phase 2 groups believe that child labor should be eliminated altogether. Nearly 27% of the cohort in Phase 1 and 24% in Phase 2 think that their neighbors agree with child labor, whereas nearly 48% of the cohort in Phase 1 and 53% in Phase 2 group think that their neighbors disagree with child labor.

Researchers did not find a statistically significant difference in legal knowledge, perception, and attitudes between the Phase 1 and Phase 2 groups.

Table 11. Proportion of Respondents' Understanding of Perception, Attitudes, Knowledge and Social Norms by Phase 1 and Phase 2 Groups

	Phase 2 group	**Phase 1 group**	**Difference**
Correctly identified the minimum age that a child is allowed to work in Nepal (%)	3.68	3.20	0.48
Knows that legal action can be taken against the employer of children (%)	55.81	56.13	-0.32
Agrees/Strongly Agrees with the following statements (%):			
The work that children do is hurtful to them	88.05	90.41	-2.36
Children's work should be eliminated	90.57	89.53	1.04
Thinks neighbors agree with child labor (%)	24.21	26.83	-2.61
Thinks neighbors disagree with child labor (%)	53.23	47.96	5.27
Don't know what neighbors think about child labor (%)	16.17	17.40	-1.23

* $p<0.05$

4.5 Research Question 3: Does the Length of Exposure to the BCC Program have a Differential Impact on the Prevalence of Child Labor?

4.5.1 Comparison of Child Labor Prevalence in the Phase 1 and Phase 2 Treatment Groups

By the time the endline data were collected, the Phase 2 treatment group had also received the BCC interventions. Comparing the prevalence in the Phase 1 and Phase 2 groups allowed the researchers to explore whether the length of exposure to the intervention had an effect on child labor prevalence.

In this section, the researchers present the findings based on exposure measured as a categorical variable.

Table 12 compares the endline prevalence of child labor in Phase 1 and Phase 2 treatment wards. Overall, researchers did not find a statistical difference in the incidence of child labor between the Phase 1 and Phase 2 treatment groups by the time of the endline survey. According to adult responses, the incidence of child labor is only 0.01 percentage points higher in Phase 2 treatment wards than in Phase 1 treatment wards — 2.93% of the children in the cohort are engaged in child labor activity in the old treatment wards, as compared to 2.94% of the children in the newer treatment wards. According to the child survey, this difference is 0.95 percentage points. Both in the adults' survey and in the children's survey, the difference between Phase 1 and Phase 2 treatment wards is larger for children 12 years and older than for children 5 to 11 years old. However, these differences are not statistically significant. This indicates that there is no statistical evidence that longer exposure to the intervention reduces child labor prevalence.

Table 12. Child Labor Prevalence by Phase 1 and Phase 2 Treatment Wards

	Phase 1 group	Phase 2 group	Difference
All children	2.94	2.93	0.01
Ages 5-11	1.35	1.21	0.14
Ages 12-13	4.00	3.24	0.76
Ages 14-15	6.12	7.42	-1.30

* $p<0.05$

Household Chores

While analyzing data for child labor, the researchers included only economic activities and excluded light household chores. However, in the qualitative interviews, the researchers asked questions about how community members define child labor and child work. When participants were asked to provide examples of activities that constitute child labor, they were in consensus that children working on others' household or enterprises and taking wages is child labor. The majority of participants also agreed that children work at home, participating in light household chores. However, they do not consider these activities to be child labor. The participants expressed that the Nepali society perceives that children should learn to work from early ages, and they consider this as part of the socialization process, not as child labor.

The qualitative finding that participation in household chores is commonly accepted in Nepal led the researchers to look at these activities in the quantitative data. Therefore, the researchers looked at the incidence of household chores in the data.

As the BCC program could have also influenced participation in household chores, the researchers looked at the differences in the participation in household chores among the Phase 1 and Phase 2 groups. The prevalence of household chores among children in the Phase 1 group is lower than in the Phase 2 treatment group. However, this difference is not statistically significant (at $p<0.05$).

The lack of statistical significance in the differences between Phase 1 and Phase 2 treatment wards is observed throughout all the age groups. However, in the age group 12-13 years old, the difference between the two groups is sizable, as participation in household chores is 4.97 percentage points larger in the Phase 2 group (according to adults' responses).

Table 13. Prevalence of Participation in Household Chores in Phase 1 and 2 Treatment Wards at the endline

	Phase 1 group	Phase 2 group	Difference
All children	8.19	7.65	0.55
Ages 5-11	9.59	9.83	-0.24
Ages 12-13	31.48	26.51	4.97
Ages 14-15	41.80	39.71	2.09

* $p<0.05$

The effect of length of exposure on child labor and household chores, controlling for other intervening factors

The results presented above indicate that child labor and participation in household chores vary by gender and age. To control for these effects when accounting for the impact of length of exposure on child labor and participation in household chores, the researchers ran a series of linear probability regression models on these two outcomes. Length of exposure, the key explanatory variable of interest, was coded and included in the models in two different ways. In a set of the models, it is entered as a categorical variable that distinguishes the Phase 1 and Phase 2 groups, with the Phase 1 group serving as the reference category. In another set of models, it is coded as the number of weeks of exposure to the BCC program. This second operationalization measures the effect of an additional week of treatment on child labor and participation in household chores. All models control for sex, gender, and municipality. Separate models were estimated using parental and children responses.

Table 14 summarizes the regression results based on the adults' response. In column 1 and 2, the dependent variable is whether the child can be considered a case of child labor. In the old treatment group (Phase 1) there is very negligible increase in the incidence of child labor. The results of the regression in column 3 are consistent with this. Researchers observe a very small increase in the prevalence of child labor with any additional week of exposure, once age, sex and gender have been accounted for. These effects are not statistically significant. Consistent with the findings presented above, the regressions in columns 1 and 2 show that the older the child is, the more likely he or she is to engage in household chores. Every year of age increases child work rates by 0.725 percentage points, which is statistically significant. There are no significant gender differences in the incidence of child labor.

In columns 3 and 4, the dependent variable is whether or not the child participates in household chores. Being in the Phase 1 group – and thus having a larger exposure to the BCC - decreases participation in household chores by 1.8 percentage points. When exposure is measured continuously (column 4), each additional week of exposure to the BCC program decreases child labor by 0.018 percentage points. These effects, however, are not statistically significant.

In most cases, the older the child is, the more likely he or she is to engage in household chores. The effect of age in participation in household chores is large and highly significant. Each additional year of age increases the rate of participation in household chores by 4.40 percentage points.

In the case of participation in household chores (columns 3 and 4), gender makes a significant difference. Comparing children in the same type of ward, age and municipality, girls are 10.67% more likely to engage in household chores than boys. In Annex 5, the table summarizes the regression results based on the child's response. The results are similar to the parent's response.

Table 14. Regression Results: Child Labor and Household Chores as Measured per Adults' Responses

VARIABLES	(1) Child labor	(2) Child labor	(3) Household chores	(4) Household chores
Phase 1 groups	0.0901		-1.881	
	(0.873)		(3.211)	
Weeks of Exposure		0.000930		-0.0184
		(0.00887)		(0.0328)
Female	-0.254	-0.254	10.67***	10.67***
	(0.675)	(0.675)	(1.755)	(1.755)
Age	0.725***	0.725***	4.402***	4.402***
	(0.120)	(0.120)	(0.332)	(0.332)
Birgunj	-4.487*	-4.486*	-31.13***	-31.15***
	(2.378)	(2.378)	(7.871)	(7.881)
Nepalgunj	-0.385	-0.385	-27.30***	-27.29***
	(2.533)	(2.532)	(8.114)	(8.119)
Pokhara	-4.674*	-4.674*	-29.80***	-29.80***
	(2.384)	(2.383)	(7.791)	(7.791)
Rajbiraj	-1.708	-1.706	-26.89***	-26.92***
	(2.534)	(2.535)	(8.799)	(8.815)
Tulsipur	3.656	3.656	-23.39***	-23.39***
	(3.227)	(3.227)	(8.603)	(8.602)
Constant	-2.563	-2.592	-5.665	-5.149
	(2.056)	(2.138)	(8.319)	(8.742)
Observations	3,638	3,638	3,638	3,638
R-squared	0.041	0.041	0.208	0.208

* $p<0.05$

4.6 Knowledge, Attitudes, and Perceptions of Child Labor

In Table 15, researchers report on the knowledge and perceptions of child labor by the Phase 1 and Phase 2 groups. 4.52% of respondents in Phase 1 and 6.70% of the respondents in the Phase 2 groups answered 14 or more to the question, "At what age do you think a child could start

working?" and only 2.91% of Phase 1 and 2.90% of Phase 2 group respondents could answer the legal working age in Nepal correctly. This indicates that most of the population does not know the correct age when a person can start working legally in Nepal, and that a vast majority of adults think it is fine for children to start working at young ages. 65.46% of the cohort in the Phase 1 and 58.75% of the cohort in the Phase 2 group knew that legal action could be taken against an employer for employing children.

When the adults were asked whether they think child work is harmful and whether it should be eliminated, the majority expressed attitudes against the practice: 93.36% of study participants in the Phase 1 and 92.78% participants in the Phase 2 group agree that the work that children do is hurtful to them, and 95.56% of the respondents in Phase 1 and 93.66% respondents in the Phase 2 group believe that child labor should be eliminated altogether (Table 15). As over 90% of people have negative perceptions of child labor, there is little room to increase the awareness about child labor.

Researchers did not find a statistical difference in knowledge, attitudes, and perceptions of child labor between the Phase 1 and Phase 2 treatment groups.

Table 15. Respondents' Knowledge, Attitudes, and Perceptions by Phase 1 and 2 Treatment Wards (Percentage of Adequate Responses)

	Phase 1	Phase 2	Difference
Correctly identified the age at which a child could start working (%)	4.52	6.70	-2.19
Correctly identified the minimum age that a child is allowed to work in Nepal (%)	2.91	2.90	0.01
Knows that legal action can be taken against the employer of children (%)	65.46	58.75	6.71
Agrees/Strongly Agrees with the following statements (%):			
The work that children do is hurtful to them	93.36	92.78	0.58
Children's work should be eliminated	95.56	93.66	1.90

* $p<0.05$

In Table 16, researchers report the answers to the questions about social norms regarding child labor in the study wards. 20.11% of the respondents in the Phase 1 and 17.11% of the respondents in Phase 2 groups think that their neighbors agree with child labor, whereas 62.58% in Phase 1 and 64.47% in Phase 2 groups think that their neighbors disagree with child labor. This suggests that nearly two-thirds of respondents think that child labor is socially unacceptable. Researchers did not find a statistical difference in social norms between Phase 1 and Phase 2 treatment groups.

Table 16. Respondents' Social Norms by Phases 1 and 2 Treatment Wards (% in Strong Agreement and Agreement)

	Phase 1 group	**Phase 2 group**	**Difference**
Children should be allowed to work because my neighbors' children also work	12.97	6.45	6.52
Children should not be allowed to work because of social norms	19.14	12.58	6.55
Thinks neighbors agree with Child Labor(%)	20.11	17.11	3.00
Thinks neighbors disagree with Child Labor(%)	62.58	64.47	-1.88
Don't know what neighbors think about Child Labor(%)	8.89	11.41	-2.52

* $p<0.05$

5. QUALITATIVE FINDINGS

The qualitative data provides insights on how the BCC activities were implemented and how those activities brought about the changes in people's knowledge, attitudes, and practices of child labor and, ultimately, reduction in child labor.

5.1 Exposure to the Various Forms of BCC Activities

Focus group participants stated that they came across various BCC activities (home visits, distribution of printed materials, street plays) in their communities. Among the different forms of BCC activities used in the program, the participants found the letter from the Mayor and street drama to be the most effective at changing their attitudes about child labor.

In each municipality, the Mayor wrote a letter addressed to the parents encouraging them not to send their children to work; and to the employers not to hire child labor in their businesses. The Mayor's letter also indicated the legal consequences of such practices, and urged parents to send all children to school. According to participants, this approach was very effective in changing peoples' attitudes about child labor[9]. Researchers think that this was because in Nepal receiving personalized messages from higher authority is not a common practice, so it made people feel special and directly accountable.

The street drama was also mentioned frequently as a big influencer for discouraging the use of child labor. Organized in the ward's central location and attended by about 200-300 people at a time, the drama provided clear messages about the impact of child labor on the lives of children. The dramas were short, conducted in the local language, and very effective at communicating the messages. The messages in such dramas were related to the abuses associated with child labor practices, legal provisions against child labor use, and the importance of education.

[9] This finding coincides with a vast evidence of the impact of tailored and personalized communication messages. See, among others, Skinner et al. 1999. "How effective is tailored printed communication?" in Annals of Behavioral Medicine. Vol. 21, No. 4.

In addition, the participants mentioned that the door-to-door visits with a message stating not to use child labor were also effective. During these visits, a team of campaigners met with parents and provided information about the impact of child labor on a child's development.

5.2 How Child Labor is Perceived in the Communities

The researchers asked questions about how the community defines child labor and child work. The participants stated that the community defines child labor based on the nature of their engagement. The FGD participants unequivocally stated that depriving children of their rights and engaging them in work is *child labor*. The participants further stated that if someone employs children in work that deprives them of education and hampers their overall development, it is considered child labor. Providing an example, the participants were in consensus that children working in others' households or enterprises for wages is a form of child labor.

The participants define child work as children engaging in their household chores willingly. All participants agreed that children assisting in light household activities is not child labor. The participants further stated that there is a culture in Nepali society that believes children should learn to work from an early age and engage in household chores and help their parents by cleaning the house, fetching water, preparing food, and doing dishes. Not all participants considered these types of household activities to constitute child labor.

Qualitative data shows that there was a clear understanding among participants that sending children younger than 16 years of age to work instead of sending them to school is considered child labor[10].

While FGD participants explained that some children in their communities are still engaged in child labor, they explained that society in general considers child labor as a bad practice and views it as social crime. Some of them mentioned that before the intervention, employing child labor was seen as welfare for children, as they were educated and fed, and was believed to have helped to develop their future. However, now child labor is seen in terms of rights and legal matters. One

[10] In the quantitative survey, researchers used 14 as the legal age to work in Nepal as it is the national legal rule. In the qualitative data, we find that UNICEF has used age 16 as the legal age of working. Therefore, this explains why very few people answered 14 as the legal age of working in Nepal.

participant in Bharatpur shared how her perception and attitude about child labor changed in the last years, stating:

> "Previously, I did not care about child labor issues. Now for the last 3-4 years I feel differently about it. I inquire if I see any child labor. I came to know that use of child labor is illegal."

Although these hardened opinions about child labor may not be directly attributed to the BCC intervention, all participants acknowledged that the information they received from BCC was very informative, and that it enhanced their awareness about the impact of early age work for children, its legal consequences, and the importance of their education. Participants confessed that through the BCC activities they learned that if children are sent to work, they might become victims of abuse and neglect. They also learned that children should not be engaged in such work that affects their mental and physical development. One participant in Bharatpur said:

> "I saw the street drama two times. From the street drama, I came to know that if children are sent to work, they might be victims of risk and abuse. Stickers and posters were also used with messages that children should not be sent to work but to school, legal age of work, and penalty to employers."

Further evidence of a stronger negative perception regarding child labor is that in the FGD several participants indicated that they have witnessed instances where people have started complaining to the authorities if they saw child labor in their communities. This is a big change compared to some years ago. In the past, child labor employers used to feel proud of using children as servants in household work. Today, some communities themselves have started to create pressure against the use of child labor by seeking a written commitment from potential employers not to employ a child. They collect the signed commitments from the owners of hotels and lodges who commit not to employ a child, and put a sign in the establishment, indicating that it is child labor free (for example, signaling that a hotel is child labor free in front of the hotel).

The participants also reported that after the BCC intervention, some children in their communities were withdrawn from work and enrolled in school. All participants reported that in recent years school enrollment has increased in their communities. In endline, over 92% of children in Phase 1 and 89% children in the Phase 2 groups were enrolled in school. The BCC intervention has created an ethical pressure on child labor employers. It has become a practice that child laborers are enrolled in school and do not have to work during school hours.

A participant stated that, "If BCC programs had not been implemented, child labor would not have decreased. The BCC program has helped to decrease child abuses and exploitation." This highlights the importance of BCC intervention in spreading the message against child labor.

It is also important to mention that the qualitative study found differences in participants' knowledge and acceptance of child labor between the Phase 1 and Phase 2 groups. In Phase 1 wards, participants were more aware of the fact that child labor is a problem and hence decreased its use. Participants in the Phase 2 treatment wards have less information about the effects of child labor and legal provisions against it.

There were also differences in the perceived change in child labor among Phase 1 and Phase 2 wards. Over 95% of participants in the Phase 1 treatment FGDs and 80% in the Phase 2 treatment FGDs mentioned that child labor has decreased in their communities in recent years.

These findings indicate that participants in both the Phase 1 and Phase 2 groups are aware that child labor is a problem. However, behavior-wise, Phase 1 wards are ahead in noticing and discouraging child labor practices. Of the people who reported that there is no child labor in their communities, 62% were participants from Phase 1 treatment wards and 32% were participants from Phase 2 treatment wards.[11] This indicates that the length of exposure has some effect in changing the way child labor is perceived and its occurrence in study wards. We see this effect in the qualitative report but not the quantitative results. It might be that participants in the FGDs were already against child labor and are more willing to participate in FGDs, or the change is taking place from the parents' side but not the employers. However, as some parents are still in great need and if there is still employment available, a group may still send their children to work.

5.3 Although Child Labor is Decreasing, it Still Exists in Some Sectors

Participants stressed that people have shown increased concern about child labor. People now understand several aspects of child labor, which creates a psychological as well as ethical pressure to child labor employers. As a result, there is now hesitation in the use of child labor. One participant in Bharatput said:

[11] As Table 2 shows, the number of FGD participants was larger in the Phase 1 treatment groups, but not as large as to justify a 2:1 ratio in these responses.

> "Awareness has increased among community people. People are aware that children should not be engaged in work. They know that employing children is against the law. Their perception has also changed; they fear and feel ashamed of using child laborers."

However, the participants reported that there are places where one can find child laborers. Child labor is still found in hotels, public transportation, auto workshops, and, in some cases, the domestic sector. In a Birgunj FGD, one participant mentioned that child labor has decreased in the domestic sector whereas it is increasing in brick kilns, small hotels, and market shops, because new market places have developed everywhere. In some instances, children are also used in trafficking goods at the Nepal-India border. In Birgunj, one participant said:

> "In these three years child labor has decreased in many sectors, but is still being used in brick kilns. A campaign is going on against the use of child labor in our ward."

In Bharatpur, participants mentioned seeing child labor mostly in auto workshops and transportation. In Nepalgunj, according to FGD participants, most of the child labor is found in auto workshops, fruit vending, and some domestic work. In Tulsipur, child labor is reportedly found in transportation and construction. When it comes to the gender of child laborers, participants reported that there are more girls in the domestic sector whereas there are more boys in the other sectors. Overall, there are more boys than girls working as child laborers.

Attributing the cause of child labor practice, participants mentioned that there are still considerable numbers of people who don't know about child labor issues and are still using child labor. There are structural barriers for eradicating child labor from the municipalities as well as the government, be it local or federal, which still does not take the issue of child labor seriously. One KII participant in Rajbiraj told researchers:

> "Child labor has not been considered as a main issue in this municipality and has not been prioritized. In the Social Development Section of the municipality, there is a load of work relating to a plethora of social problems. Although there are different programs, child labor is least prioritized."

5.4 Perceived Challenges to Further Decreases in Child Labor in the Study

When asked about why there is still child labor in their communities, participants mentioned that there is still a considerable number of people who are not aware that child labor is an issue. They

also explained that local authorities do not care about child labor and consequently do not monitor or enforce the law.

Qualitative study respondents deepened on the lack of governmental commitment to eradicate child labor and mentioned that it is an important structural barrier in the fight against this phenomenon in their municipalities. They explained that local and federal governments still do not take child labor seriously.

FGD participants also expressed that in many cases programs are made just for the sake of making a program. While parental awareness about child labor is high, much work needs to be done for employers and their hiring practices because there is not much pressure from authorities against them. Participants furthered this point, and mentioned that despite the law's provisions of legal actions against those who use child labor, there are not many instances where the employers are put in jail or fined.

Despite the fact that awareness against child labor is high in the study municipalities, there has been no legal action taken against people who keep hiring child labor. All this indicates that general awareness has increased; however, when it comes to legal action for the perpetrators, the population does not bring them to justice. A participant in Rajbiraj said:

> "Not even a single case has been filed to the police regarding child labor use in the last three years."

Some participants blame it on the relevant authority, who think child labor is not a serious problem. Other participants, however, explained that they do not feel comfortable gossiping against their neighbors.

While the main purpose of the BCC campaign was to create awareness among the public about child labor, in the future more emphasis could be placed on the need to report and prosecute those who hire child labor. This could lead to more complaints to the authority and police action, which has not been happening.

6. CONCLUSIONS

Using the RCT method, this impact evaluation studied UNICEF Nepal's BCC campaign in Nepal to reduce child labor. The research explored the following questions:

1. Does UNICEF Nepal's BCC program reduce child labor?
2. Does UNICEF Nepal's BCC program change people's knowledge, perceptions, and attitudes towards child labor?
3. Has the length of exposure to the BCC program had a differential impact on the prevalence of child labor?

Data was collected during the baseline (2016), midlines (2017 and 2018), and endline (2019). Researchers used the midline data to answer research questions 1 and 2. The main objective is to estimate the differences in outcome variables between the Phase 1 and Phase 2 groups and whether there is any statistically significant difference between them. Researchers did not find a statistically significant difference in child labor prevalence between Phase 1 and 2 groups. Questions were included to assess respondents' knowledge about the age at which children can legally work in Nepal. The difference in the Phase 1 and 2 treatment groups is also not statistically significant with respect to this question. Researchers did not find any statistical differences in social norms between the two groups.

Regarding the effect of length of exposure to the intervention, researchers found no statistical evidence of an impact on either the prevalence of child labor, their engagement in household chores, or on attitudes, perceptions, and social norms. The prevalence of child labor is only 0.01 percentage points higher in Phase 2 treatment wards than in Phase 1 treatment wards. According to the parental response, 2.93% of the children in Phase 1 wards are engaged in child labor, as compared to 2.94% of the children in the Phase 2 wards. Bivariate and multivariate analysis that controlled for gender, age, and municipality indicated that this difference was not statistically significant. When the focus is set on children's engagement in household chores, the percentage of children spending time in household chores is lower in the Phase 1 group than in the Phase 2 treatment group, but the difference was not statistically significant.

The study found very low prevalence of child labor in study municipalities. One possible reason for this low incidence is the distinction that community members make between child work

(accepted and encouraged participation in household chores) from child labor (paid and harmful activities), and how the researchers estimated child labor rates. Researchers used the ILO definition to estimate child labor, which takes into account children of up to 15 years of age who were economically active in the seven days prior to the survey, excluding children's work supporting light household chores and businesses. Another reason for the low incidence of child labor is that in some study municipalities, the study wards were not city centers that harbor high numbers of child laborers, but city outskirts that have traditionally had lower incidences of child labor.

Given the low prevalence of child labor, the study yielded inconclusive results regarding the question of whether the BCC activity and length of exposure to it had an effect on social norms and attitudes towards child labor. From the qualitative analysis, researchers found that participants distinguish between children's work and child labor, with the first one being defined as voluntary participation in household chores and the second being paid work. They also reported that children's participation in household chores is socially acceptable in Nepal, as it is perceived to be a way to train children for work.

In the quantitative component, researchers did not find a statistical difference in knowledge, attitudes, perceptions and social norms between Phase 1 and Phase 2 groups. Over 90% of people had a negative perception about child labor during the baseline so further changing perception of more people might not be possible in a short period. However, participants in the qualitative component consistently mentioned that their own perceptions and understanding of child labor, and the way this practice is seen in their communities, have changed recently. They also attributed part of this change to the BCC intervention. The BCC intervention might have reinforced people's perceptions and beliefs about child labor, which they expressed during the focus group discussions.

The findings of this evaluation have important implications for future research that would help formulate better and more precise policy recommendations. The following are the most urgent:

Testing different measurements of child labor, which may be more appropriate in the Nepalese context. In this evaluation we assessed the effect of UNICEF's BCC intervention using ILO's definition of child labor. This measurement yielded a very low prevalence of child labor (1.57% for the 5 to 15 age group, and 3.37% for the 14 to 15 age group), with little room for

improvement. Given this low prevalence of child labor, identification of any statistical effect is very difficult and would require a very large sample. [12]

This issue and several suggestions were raised by participants in a workshop in Pokhara, Nepal, held in January 2020 to disseminate the results of this study. Municipal workers and local experts from ILO and UNICEF indicated the need to better define and measure child labor in the study, so it matches Nepal's definition (which forbids children younger than 14 to work at all). This exercise requires the identification of the nature and degree of children's participation in different activities, including unpaid support of household production, among others.

As a starting point, the data gathered during this evaluation can be used to explore whether the use of different definitions of child labor results in a higher prevalence, and whether the intervention's impact is dependent on the measurement used.

Include additional indicators of perception of child labor. The quantitative study indicated that a great majority of the population interviewed agreed at midline that child labor is a harmful practice (89.29%) and that it should be eliminated (90.0%). With the general disapproval of child labor already close to the saturation point, achieving a significant increase through any intervention may be difficult. Nevertheless, the qualitative component seems to indicate that, despite this already high disapproval of child labor, the BCC intervention may have helped to improve the understanding of the harmful effects of child labor and the importance of education. This may be an important impact, as a convinced population may be less likely to turn to child labor, even in the cases of need and shocks. The quantitative component did not capture these nuances, because the indicators used were very general. In the future, it may be useful to complement these general indicators with ones informed by the qualitative findings. This should also help to validate the qualitative results.

Better understand the population niches that still approve and use child labor. At endline, 94.53% of the participants indicated that child labor should be eliminated and 93.05% agreed with the statement that it is a harmful practice. A better understanding of the limitations to completely eliminate child labor requires identifying whether those families that still approve

[12] The power calculations used to determine the sample size in this evaluation assumed a higher prevalence of child labor, as the national estimate of 2008 indicated that about 40.4% of the children 5 to 17 were economically active.

of child labor are the same that use it, and whether they have some particular characteristics that could facilitate more focalized interventions.

Length and Time of exposure to BCC intervention. The TOC of the BCC intervention states that communication should inform the population about the harmful effects of child labor, change their perception of the practice and modify social norms, which should turn against the practice. Changing social norms is a complex process, which requires time, and its effect on specific outcomes takes even longer[13]. This study was designed to measure the immediate effects of the intervention on child labor and the perceptions and social norms regulating the practice. This may have resulted in no noticeable effects, as the information transmitted may not have yet matured in the population and transformed into social norms, and much less resulted in a change in behaviors. It may be particularly important to revisit the study areas in the future and conduct a longer-term evaluation.

Expand the intervention to urban areas, where child labor is more prevalent. Most of the wards included in the study were rural and have, as indicated above, a low child labor prevalence. In Nepal child labor is more common in urban areas. Future efforts should expand the intervention to these, and test whether the BCC campaign has a larger effect in that context.

[13] See Bichieri and Mercier. 2014. "Norms and Beliefs: How Change Occurs". In The Complexity of Social Norms. pp. 37-54.

REFERENCES

Ajzen, Icek. 1985. From Intentions to Actions: A Theory of Planned Behavior. Berlin: Springer.

Cialdini, Robert B. and Melanie R. Trost. 1998. "Social Influence: Social Norms, Conformity and Compliance." In Daniel Gilbert, Susan T. Fiske, Gardner Lindzey, eds. The Handbook of Social Psychology, fourth edition, pp. 151-192.

DeMaio Theresa J, Rothgeb Jennifer. Schwarz N, Sudman S. "Cognitive Interviewing Techniques: In the Lab and in the Field.", Answering Questions: Methodology for Determining Cognitive and Communicative Processes in Survey Research , 1996 San Francisco Jossey-Bass.

Edmonds, Eric and Maheshwor Shrestha. 2014. You Get What You Pay For: The Transitory Effects of Transitory Schooling Support in a Population Vulnerable to Child Labor. Forthcoming, Journal of Development Economics.

Dammert, A. and J. Galdo (2013) Child Labor Variation by Type of Respondent: Evidence from a Large-Scale Study, *World Development*, 51:207-220.

Forsyth Barbara H, Lessler Judith T. Biemer Paul P, Groves Robert M, Lyberg Lars E, Mathiowetz Nancy A, Sudman Seymour. "Cognitive Laboratory Methods: A Taxonomy.", Measurement Error in Surveys , 1991 New York Wiley.

Gerber Eleanor R, Wellens Tracy R. "Perspectives on Pretesting: 'Cognition' in the Cognitive Interview?", Bulletin de Methodologie Sociologique , 1997, vol. 11 (pg. 18-39)

ILO. nd. Eliminating child labour in NepalL: Facts, figures, commitments and action. ILO Country in Nepal. Available at: http://www.ilo.org/wcmsp5/groups/public/@asia/@ro-bangkok/@ilo-kathmandu/documents/projectdocumentation/wcms_182777.pdf

ILO/CBS Nepal.2011. Nepal child labor report: based on data drawn from the Nepal labor force survey 2008. International Labor Organization (ILO)/Central Bureau of Statistics of Nepal.

Paruzzolo, S. 2009. The impact of programs relating to child labor prevention and children's protection: a review of impact evaluation up to 2007. ILO/UNICEF/World Bank.

UNICEF Nepal. 2011. Situation of child laborers in eight municipalities, Nepal (Biratnagar, Bhartput, Ratnagar, Pokhara, Lekhnath, Ghorai, Tulsipur, Nepalgunj). UNICEF Nepal Office (internal report).

USDOL. 2013. Findings from the worst form child labor: Nepal. United States Department of Labor's Bureau of International Labor Affairs, Washington DC.

What Works Clearinghouse. (2017). *Standards handbook version 4.0*. IES. Retrieved August 05, 2018 from https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_standards_handbook_v4.pdf

Willis, Gordon B. "Cognitive Interviewing: A "How-to" Guide" Meeting of the American Statistical Association, 1999. Research Triangle Institute.

ANNEXES

Annex 1:

Questionnaire for Nepal Survey
University of Notre Dame

Section1. General Information

gps. Collect the GPS coordinates of this household
Villagename. Name of the village/ community
settlement. Name of the Settlements
municipality. select the municipality where this household is located

1 Bharatpur Municipality
2 Birgunj Municipality
3 Nepalgunj Municipality
4 Pokhara Municipality
5 Rajbiraj Municipality
6 Tulsipur Municipality

wardno. Ward No.
screen. Does this has household have children between 5 and 17?

0 No
1 Yes

consent. Good morning, my name is [name of enumerator] I am working for National Labor Academy to conduct a survey about employment. Your household has been randomly selected to participate in this survey. We will be asking a series of questions about the members of the household on their demographics, education and work activities. We also want to see how the employment of all the members of the household changes overtime. Therefore, we will come back in 12 or 18 months to interview you again.

The information collected from you will not be shared with anyone outside of the research team. The information we collect will be coded so that no one outside of our team, not even me will be able to see it after we finish this interview. However, there is a risk that someone will hear us during the interview, and we would like to be in a space where you feel comfortable speaking.

You are free to participate in this survey. You can stop at any time or refuse to answer any question.

We are also requesting your permission to interview all children between the ages of 5 and 17 in the household. We will ask them questions about their education and work activities. You can also refuse their participation and their participation is voluntary. The children may decline to participate or to withdraw from participation at any time. We also want to interview them in private. So we request you are not in the same space when we are talking to them.

Withdrawal or refusing to participate will not affect your or their relationship with the National Labor Academy in anyway. You can agree to

allow your child to be in the study now and change your mind later without any penalty.

Neither you nor your child will receive any type of incentive for participating in this study.

Prior, during or after your participation you can contact the researcher Mr. Umesh Upadhyaya at 985-1069779

Do you have any questions?

Do you agree to participate in this study?

Read all at loud.

shown if ${screen}=1

0 No
1 Yes

consent2. Do you agree to give permission to interview the children in this house?

shown if ${consent}=1

0 No
1 Yes

consent3. Can we begin the interview?

shown if ${consent2}=1

0 No
1 Yes

Consent was given

shown if ${consent3}=1

Section2. Household Head Information

hhid.

respondent1. What is the name of the respondent

Write the name of respondent who you are interviewing

clarifyhhhead. Are you the head of household?

0 No
1 Yes

namehhhead. Name of the household head?

Write the name of head of the household of the respondent who you are interviewing

shown if ${clarifyhhhead}= 0

hhheadreligion. Religion of head of household?

Please select one of the following options

1 Hindu
2 Muslim
3 Buddhist
4 Christian
5 Sikh
6 Jain
7 Kirat
8 No religion
96 Other (Specify)
98 Don’t Know
99 Refused

S2Q4Other. Specify Other
shown if ${hhheadreligion}= 96
hhheadcaste. Caste/ethnicity of head of household?
Please select one of the following options
1 Hilly caste group
2 Hill Dalit
3 Hilli ethnic group
4 Terai caste group
5 Terai dalit
6 Terai ethnic group
7 Muslim
96 Other (Specify)
98 Don't Know
99 Refused
S2Q5Other. Specify Other
shown if ${hhheadcaste}= 96
hhheadmthrtongue. What is the mother tongue of head of household?
Please select one of the following options
1 Nepali
2 Newari
3 Tamang
4 Bhojpuri
5 Maithali
6 Tharu
7 Abadhi
8 Gurung
9 Magar
96 Other (Specify)
99 Refused
S2Q6Other. Specify Other
shown if ${hhheadmthrtongue}= 96
telephone. What is ${respondent1}'s Telephone/ Mobile Number?
telephone2. What's ${namehhhead}'s Telephone/ Mobile Number?
shown if ${clarifyhhhead}= 0

Section3. Information about all household members who reside in the household

A Household is defined as a person or group of persons who live together in the same house or compound, share the same kitchen and housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related by blood or marriage (e.g., domestic helpers)

S3Q0. How many members are part of this household?
Please include respondent.

Household members' information
personid.
firstname. What is the first name of the household member?
lastname. What is the last name of the household member?
S3Q1. What is ${firstname}'s relationship to Head of the Household?
1 Head
2 Spouse (Husband/Wife)
3 Son / Daughter
4 Brother / Sister

```
      5     Adopted/foster son/ daughter
      6     Grandson/ Granddughter
      7     Son-in-law /Daughter-in-law
      8     Father-in-law /Mother-in-law
      9     Father /Mother
      10    Grandfather /Grandmother
      11    Other Relative
      12    Domestic Servant
      13    Employee of household business
      96    Other (Specify)
      98    Don't Know
      99    Refused
S3Q1Other.  Specify Other
                                                shown if ${S3Q1}= 96
S3Q2.  What is the sex of ${firstname}?
      0     Male
      1     Female
      2     Other
S3Q3.  Age in completed years at the time of survey:
      If age is less than 12 months write 0
elegibleChild.
S3Q4.  Has ${firstname} always lived in this location since birth?
                                                shown if ${S3Q3}>= 5
      1     Yes
      2     No
      98    Don't know
      99    Refused
S3Q5.  The last time that ${firstname} came to this household, what was the
main reason?
                                                shown if ${S3Q4}= 2
      1     Family reasons
      2     Came to study/Education
      3     Due to conflict
      4     Natural disaster
      5     Lost/ forced from home
      6     Employment/business reasons
      96    Other (Specify)
      98    Don't Know
      99    Refused
S3Q5Other.  Specify Other
                                                shown if ${S3Q5}= 96
S3Q6.  What is ${firstname}'s marital status?
                                                shown if ${S3Q3}>= 10
      1     Single / never married
      2     Married or lliving together
      3     Divorced/separated/widow(er)
      98    Don't know
      99    Refused
S3Q7.  How well can ${firstname} read a letter or newspaper?
                                                shown if ${S3Q3}>= 5
      1     Easily
      2     With Difficulty
      3     Not at all
```

98 Don’t Know
99 Refused

S3Q8. What is the highest level of education?
shown if ${S3Q3}>= 5

0 None
1 Primary
2 Lower Secondary
3 Secondary
4 High Secondary
5 University + up
6 Madrassa
98 Don't Know
99 Refused

S3Q9a. What was the highest level completed in Primary?
shown if ${S3Q8}= 1

0 Pre-school/ Kindergarten
1 Class 1 Passed
2 Class 2 Passed
3 Class 3 Passed
4 Class 4 Passed
5 Class 5 Passed
98 Don't Know
99 Refused

S3Q9b. What was the highest level completed in Lower Secondary?
shown if ${S3Q8}= 2

6 Class 6 Passed
7 Class 7 Passed
8 Class 8 Passed
98 Don't Know
99 Refused

S3Q9c. What was the highest level completed in Secondary?
shown if ${S3Q8}= 3

9 Class 9 Passed
10 SLC Passed
98 Don't Know
99 Refused

S3Q9d. What was the highest level completed in Higher Secondary?
shown if ${S3Q8}= 4

11 Class 11 Passed
12 Class 12 Passed
98 Don't Know
99 Refused

S3Q9e. What was the highest level completed in University?
shown if ${S3Q8}= 5

13 Bachelor's Incomplete
14 Bachelor's Complete
15 Bachelor's or above
98 Don't Know
99 Refused

S3Q9f. What was the highest level completed at madrassa?
shown if ${S3Q8}= 6

1 Class 1 Passed
2 Class 2 Passed

```
      3     Class 3 Passed
      4     Class 4 Passed
      5     Class 5 Passed
      6     Class 6 Passed
      7     Class 7 Passed
      8     Class 8 Passed
      9     Class 9 or greater
      98    Don't Know
      99    Refused

S3Q10.  Does ${firstname} currently live here?
                                    shown if ${S3Q3}>=5 and ${S3Q3}<=17
      0     No
      1     Yes
```

```
            shown if (${S3Q3}>=5 and ${S3Q3}<=17) and ${S3Q10}= 1
S4Q1.  Does ${firstname} ji's Father live in this household?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S4Q2.  Does ${firstname} ji's Mother live in this household?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S4Q3.  Is ${firstname} attending school this school year?
      0     No
      1     Yes
S4Q4.  In the last 7 days, did ${firstname} go to school every day except
Saturday?
                                                shown if ${S4Q3}= 1
      1     Yes
      2     No
      98    Don't know
      99    Refused
S4Q5.  How many days did ${firstname} not go?
                                                      shown if ${S4Q4}= 2
      1     1
      2     2
      3     3
      4     4
      5     5
      6     6
      98    Don't Know
      99    Refused
S4Q6.  Why did ${firstname} miss school on these days?
      Multiple reasons possible. Probe but do not read responses.
                                                      shown if ${S4Q4}= 2
      1     School vacation period
      2     School was closed
      3     Teacher absent
      4     To help with family business
      5     To help at home with household chores
```

```
      6     Working but not in family business
      7     No transportation available
      8     Bad weather conditions
      9     Illness/Injury/Disablement
      96    Other (Specify)
      98    Don't Know
      99    Refused
S4Q6Other.  Specify Other
                                          shown if selected(${S4Q6}, '96')
S4Q7.  How far is the school from home?
S4Q8.  Respondent answered in terms of:
      1     minutes
      2     kilometers
S4Q9.  How much are the school fees in a year?
      If the respondent doesn’t know enter 98 and if the respondent refuses
to answer enter 99
S4Q10.  How much are other costs associated to schooling with ${firstname}
in a year?
      If the respondent doesn’t know enter 98 and if the respondent refuses
to answer enter 99
S4Q11.  What was the main condition/reason why ${firstname} is not attending
school?
      Do not read out the responses
                                                   shown if ${S4Q3}= 0
      1     Access (financial)
      2     Access (distance)
      3     Internship, apprenticeship or training program
      4     To help with household chores
      5     To work (for family or outside of home)
      6     Cultural Reasons
      7     Religious Reasons
      8     Disaster (natural, political, conflict)
      9     Migration
      10    Family shock (death or illness)
      11    Gender
      12    Marriage/pregnancy
      13    Finished school
      14    Problems at school (failed, expelled, fights)
      15    Not interested in school
      96    Other (Specify)
      98    Don’t know
      99    Refused
S4Q11Other.  Specify Other
                                               shown if ${S4Q11}= 96
```

Section5. work

```
HouseholdChores
                                    shown if ${S3Q3}>=5 and ${S3Q3}<=17
S5Q1.  Has ${firstname} done the following activities in the past 7 days?
      1     Shopping for household
      2     Repairing any household equipment
      3     Cooking
      4     Cleaning utensils/house
```

5 Washing clothes
6 Caring for children/old/sick
7 Fetch water or collect firewood for household use
8 Other household tasks
9 None

S5Q2a. How many hours did ${firstname} spend on shopping for household in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'1')

S5Q2b. How many hours did ${firstname} spend on repairing household equipment in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'2')

S5Q2c. How many hours did ${firstname} spend on cooking in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'3')

S5Q2d. How many hours did ${firstname} spend on cleaning utensils/house in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'4')

S5Q2e. How many hours did ${firstname} spend on washing clothes in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'5')

S5Q2f. How many hours did ${firstname} spend on caring for children/old/sick in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'6')

S5Q2g. How many hours did ${firstname} spend on fetching water or collecting firewood for household use in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'7')

S5Q2h. How many hours did ${firstname} spend on other household tasks in the past 7 days?
If the respondent doesn't know enter 98 and if the respondent refuses to answer enter 99
shown if selected(${S5Q1},'8')

S5Q3. Did ${firstname} engage in any work at least one hour during the past week?
As employee, self employed, employer or unpaid family worker
0 No
1 Yes

noteS5. During the past week did ${firstname} do any of the following activities, even for only one hour:

shown if ${S5Q3}=0

S5Q4a. Run or do any kind of business, big or small, for himself/herself or with one or more partners?

Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining etc.

shown if ${S5Q3}=0

0 No
1 Yes

S5Q4b. Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)?

Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.

shown if ${S5Q4a}=0

0 No
1 Yes

S5Q4c. Do any work as a domestic worker for a wage, salary or any payment in kind?

shown if ${S5Q4b}=0

0 No
1 Yes

S5Q4d. Help unpaid in a household business of any kind? (Don't count normal housework.)

Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.

shown if ${S5Q4c}=0

0 No
1 Yes

S5Q4e. Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?

Examples: ploughing, harvesting, looking after livestock

shown if ${S5Q4d}=0

0 No
1 Yes

S5Q4f. Do any construction or major repair work on his/her own home, plot, or business or those of the household?

shown if ${S5Q4e}=0

0 No
1 Yes

S5Q4g. Catch any fish, prawns, shells, wild animals or other food for sale or household food?

shown if ${S5Q4f}=0

0 No
1 Yes

S5Q4h. Fetch water or collect firewood for household use?

shown if ${S5Q4g}=0

0 No
1 Yes

S5Q4i. Produce any other good for this household use?

Examples: clothing, furniture, clay pots, etc

shown if ${S5Q4h}=0

0 No
1 Yes

S5Q5. Even though ${firstname} did not do any of these activities in the past week, does he/she have a job, business, or other economic or farming activity that he/she will definitely return to?
(For agricultural activities, the off season in agriculture is not a temporary absence.)

shown if ${S5Q4i}=0

0 No
1 Yes

---

for people working

shown if ${S5Q3}=1 or ${S5Q4a}=1 or ${S5Q4b}=1 or ${S5Q4c}=1 or ${S5Q4d}=1 or ${S5Q4e}=1 or ${S5Q4f}=1 or ${S5Q4g}=1 or ${S5Q4h}=1 or ${S5Q4i}=1 or ${S5Q5}=1

S5Q6. Describe the main job/task ${firstname} was performing e.g. carrying bricks; mixing baking flour; harvesting maize; etc.

S5Q6a. What is ${firstname}'s occupation in this job?

1 Farmer/Herder
2 Miner
3 Brick Laying
4 Quarry Worker
5 Factory Worker
6 Construction Worker
7 Carpet Work
8 Tradesperson/craft worker
9 Public Sector Job
10 Travel attendant and related services
11 Entertainment
12 Hotel
13 Restaurant Services
14 Transportation (Freight/Bus/Taxi/Helper)
15 Shop Worker/Small Vendor
16 Street Worker
17 Real Estate
18 Education
19 Health and Social Work
20 Domestic Helper, cleaner, laundry
21 Cleaning/caretaking (facility, windows, cars, etc)
22 Businessman
96 Other (Specify)

S5Q6_2. Describe briefly the main activity i.e. goods produced and services rendered where ${firstname} is doing this job or task

S5Q7. For how many hours did ${firstname} work in the last 7 days in this job?

If not worked, enter 0

S5Q8. Did ${firstname} receive wages, salary, cash payments or other in kind payments from this employer for this work?

```
      0     No
      1     Yes
-------------------------------------------------------------------------
------
wage
                                                              shown          if
${S5Q8}=1
S5Q9.  How much was ${firstname}'s last payment? (in Rupees)
S5Q10.  What time unit was ${firstname} paid in?
      1     Hourly
      2     Daily
      3     Weekly
      4     Monthly
      5     Yearly
-------------------------------------------------------------------------
------

S5Q11.  Can ${firstname} quit this job anytime they want?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S5Q12.  At what age did ${firstname} begin working?
      If the respondent doesn't know enter 98 and if the repondent refuses
to answer enter 99
-------------------------------------------------------------------------
------
WorkQuestions2
                                                              shown          if
${S3Q3}>=5 and ${S3Q3}<=17
S5Q13.  What is the main reason for ${firstname}'s work?
      Multiple answers possible.
      1     Earn money for themselves
      2     Earn for family
      3     Supplement family income
      4     Pay outstanding family debt
      5     Help in household enterprise
      6     Learn skills
      7     To pay for or go to school
      8     Schooling is irrelevant
      9     School too far
      10    Cannot afford school fees
      11    Child not interested in school
      12    To replace adult who is working away from home
      96    Other (Specify)
      98    Don't know
      99    Refused
S5Q13Other.  Specify Other
                                                              shown          if
selected(${S5Q13}, '96')
S5Q14.  If ${firstname} stops working, what will happen?
      Multiple answers possible.
      1     Nothing will happen
```

```
      2     S/he will lose skills being learnt
      3     Household living standard will fall
      4     Household will not afford to live
      5     Household  enterprise  cannot  operate  fully  since  labor  not
affordable
      6     S/he will be involved in undesirable activities
      7     S/he will stop going to school
      96    Other (Specify)
      98    Don't know
      99    Refused
S5Q14Other.  Specify Other
                                                                  shown          if
selected(${S5Q14}, '96')
S5Q15.  In the past 7 days, has ${firstname} finished working after 18:00?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S5Q16.  In the past 7 days, has ${firstname} started working before 6:00?
      1     Yes
      2     No
      98    Don't know
      99    Refused
random.
S5Q17a.  If you could choose any combination of the following activities:
work, study and household chores, what would you prefer ${firstname} to do
?
                                                                  shown          if
${random}<10
      1     Work
      2     Study
      3     Household Chores
      4     None
S5Q17b.  If you could choose any combination of the following activities:
work, household chores and study,  what would you prefer ${firstname} to do
?
                                                                  shown          if
${random}>=10 and ${random}<20
      1     Work
      2     Study
      3     Household Chores
      4     None
S5Q17c.  If you could choose any combination of the following activities:
household chores, study and work,  what would you prefer ${firstname} to do
?
                                                                  shown          if
${random}>=20 and ${random}<30
      1     Work
      2     Study
      3     Household Chores
      4     None
```

S5Q17d. If you could choose any combination of the following activities: household chores, work and study, what would you prefer ${firstname} to do ?

shown if ${random}>=30 and ${random}<40

1 Work
2 Study
3 Household Chores
4 None

S5Q17e. If you could choose any combination of the following activities: study, work and household chores, what would you prefer ${firstname} to do ?

shown if ${random}>=40 and ${random}<50

1 Work
2 Study
3 Household Chores
4 None

S5Q17f. If you could choose any combination of the following activities: study, household chores, and work, what would you prefer ${firstname} to do ?

shown if ${random}>=50

1 Work
2 Study
3 Household Chores
4 None

S5Q18. In the past year, has ${firstname} stopped going to school while classes were in session in order to work?

1 Yes
2 No
98 Don't know
99 Refused

Hazardous work

shown if ${S3Q3}>=5 and ${S3Q3}<=17

S6Q2. Has ${firstname} operated any heavy tools or machines in the last 7 days?

1 Yes
2 No
98 Don't know
99 Refused

S6Q3. Is ${firstname} currently working with or is exposed to chemicals (including pesticides) at work in the last 7 days?

1 Yes
2 No
98 Don't know
99 Refused

S6Q4. Has ${firstname} experienced pain from his/her work in the last 7 days?

1 Yes always
2 Yes sometimes
3 No, never
98 Don't know
99 Refused

S6Q5. Did ${firstname} operate in harsh environment like extreme temperature or tunnels or wet place or heights in the last 7 days?

1 Yes
2 No
98 Don't know
99 Refused

S6Q7. In the past 7 days, has ${firstname} been injured while working?

1 Yes
2 No
98 Don't know
99 Refused

S6Q8. If yes, then what was the nature of the most severe injury? (Among the different injuries, just select the most severe one)

(Among the different injuries, just pick the most severe one.)

shown if ${S6Q7}= 1

1 Muscle sprain
2 Deep cut/ wound
3 Broken bone(s)
4 Head Injury
5 Injury or loss of finger/toe
6 Eye Injury
7 Loss of Limb
96 Other (Specify)
98 Don't Know
99 Refused

S6Q8Other. Specify Other

shown if ${S6Q8}= 96

==========

Section7. Child Information: Fill up this section for Children in age group 5-17 living away from home

Only for children living away from home

S7Q0. Do you have children aged 5-17 who lives away from home?

1 Yes
2 No
98 Don't know
99 Refused

```
================================================================================
======
Repeat for each child age 5-17 who lives away from home
                                                                  shown          if
${S7Q0}=1
S7Q1.  Name of Child
S7Q2.  Age (years completed)
S7Q3.  Gender
      0     Male
      1     Female
      2     Other
--------------------------------------------------------------------------------
------
s7q4
S7Q4.  How long ago did ${S7Q1} leave?
S7Q5.  Periodicity
      1     days
      2     weeks
      3     months
      4     years
--------------------------------------------------------------------------------
------

S7Q6.  Why is ${S7Q1} living outside the home?
      1     Study
      2     Work
      3     Family
      96    Other (Specify)
S7Q6Other.  Specify Other
                                                                  shown if ${S7Q6}=
96
S7Q7.  What kind of work?
                                                                  shown if ${S7Q6}=
2
      1     Domestic worker
      2     Rag Picker
      3     Porter
      4     Hotel
      5     Carpet Cleaning
      6     Factory
      7     Shop
      96    Other (Specify)
S7Q7Other.  Specify Other
                                                                  shown if ${S7Q7}=
96
================================================================================
======

Section8.  Please give details of the following domestic helpers that you
have employed:
S8Q0.  Are you currently employing anyone in the age group 5 to 17 who helps
either in household activity, agricultural farm or in business who does not
live with you?
```

```
      1     Yes
      2     No
      98    Don't know
      99    Refused
================================================================================
======
Repeat questions for each employed domestic helper - age 5 to 17
                                                                shown          if
${S8Q0}=1
--------------------------------------------------------------------------------
------
Questions if domestic helpers are employed
                                                                shown if ${S8Q0}=
1
S8Q1.  Name of child
S8Q2.  Sex
      0     Male
      1     Female
      2     Other
S8Q13.  Does ${S8Q1} work for you in household activities?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S8Q14.  Does ${S8Q1} work for you in your farm or your business?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S8Q3.  Age (year completed)
S8Q4.  Caste
      1     Hilly caste group
      2     Hill Dalit
      3     Hilli ethnic group
      4     Terai caste group
      5     Terai dalit
      6     Terai ethnic group
      7     Muslim
      96    Other (Specify)
      98    Don’t Know
      99    Refused
S8Q4Other.  Specify Other
                                                                shown if ${S8Q4}=
96
S8Q5.  Place of Origin (District)
S8Q6.  Attends School?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S8Q7.  How many hours did ${S8Q1} work in the last 7 days?
S8Q8.  In the past 7 days, has ${S8Q1} finished working after 6:00 pm?
      1     Yes
```

```
      2     No
      98    Don't know
      99    Refused
S8Q9.  In the past 7 days, has ${S8Q1} started working before 6:00 am?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S8Q10.  Can ${S8Q1} quit this job anytime they want?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S8Q11.  Does ${S8Q1} have parents?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S8Q12.  Did the parents take any advance salary?
                                                              shown          if
${S8Q11}= 1
      1     Yes
      2     No
      98    Don't know
      99    Refused
------------------------------------------------------------------------------
------

==============================================================================
======

Section9.  Knowledge/Perception about Child Labor:
------------------------------------------------------------------------------
------
educ1
                                                              shown          if
${hhid}<550000
S9Q1_1.  Now I would like you to think about the benefits of primary school.
Think of a 15-year-old boy who has finished fifth grade, and has left school.
What advantages does this boy have compared to a boy of the same age who
never attended primary school?
      PROBE: Anything else? RECORD ALL MENTIONED.
      1     Find better job
      2     Provide support to parents
      3     Chance to go to secondary
      4     Learn to read and write
      5     Learn other languS3Q3s
      6     Learn Mathematics
      7     Learn Voactional training
      8     Develop morals/discipline
      9     Critical Thinking skills
      10    Make a better marriS3Q3
      11    Learn to be a goog parent
```

```
      12    Better Hygiene
      13    Social interaction skills
      14    No Benefits
      96    Other (Specify)
S9Q1_1Other.  Specify Other
      Separate answers with a ;
                                                                  shown          if
selected(${S9Q1_1}, '96')
S9Q2_2.  Now think of a 15-year-old girl who has finished fifth grade, and
has left school. What advantages does this girl have compared to a girl of
the same age who never attended primary school?
      PROBE: Anything else? RECORD ALL MENTIONED.
      1     Find better job
      2     Provide support to parents
      3     Chance to go to secondary
      4     Learn to read and write
      5     Learn other languS3Q3s
      6     Learn Mathematics
      7     Learn Voactional training
      8     Develop morals/discipline
      9     Critical Thinking skills
      10    Make a better marriS3Q3
      11    Learn to be a goog parent
      12    Better Hygiene
      13    Social interaction skills
      14    No Benefits
      96    Other (Specify)
S9Q2_2Other.  Specify Other
      Separate answers with a ;
                                                                  shown          if
selected(${S9Q2_2}, '96')
------------------------------------------------------------------------------
------

------------------------------------------------------------------------------
------
educ2
                                                                  shown          if
${hhid}>=550000
S9Q2_1.  Now I would like you to think about the benefits of primary school.
Think of a 15-year-old girl who has finished fifth grade, and has left
school. What advantages does this girl have compared to a girl of the same
age who never attended primary school?
      PROBE: Anything else? RECORD ALL MENTIONED.
      1     Find better job
      2     Provide support to parents
      3     Chance to go to secondary
      4     Learn to read and write
      5     Learn other languS3Q3s
      6     Learn Mathematics
      7     Learn Voactional training
      8     Develop morals/discipline
      9     Critical Thinking skills
```

```
      10    Make a better marriS3Q3
      11    Learn to be a goog parent
      12    Better Hygiene
      13    Social interaction skills
      14    No Benefits
      96    Other (Specify)
S9Q2_1Other.  Specify Other
      Separate answers with a ;
                                                                  shown          if
selected(${S9Q2_1}, '96')
S9Q1_2.  Now think of a 15-year-old boy who has finished fifth grade, and
has left school. What advantages does this boy have compared to a boy of
the same age who never attended primary school?
      PROBE: Anything else? RECORD ALL MENTIONED.
      1     Find better job
      2     Provide support to parents
      3     Chance to go to secondary
      4     Learn to read and write
      5     Learn other languS3Q3s
      6     Learn Mathematics
      7     Learn Voactional training
      8     Develop morals/discipline
      9     Critical Thinking skills
      10    Make a better marriS3Q3
      11    Learn to be a goog parent
      12    Better Hygiene
      13    Social interaction skills
      14    No Benefits
      96    Other (Specify)
S9Q1_2Other.  Specify Other
      Separate answers with a ;
                                                                  shown          if
selected(${S9Q1_2}, '96')
------------------------------------------------------------------------------
------

S9Q3.  What is the youngest age at which a child can start working?
      If the respondent doesn’t know enter 98 and if the repondent refuses
to answer enter 99
S9Q4.  How much do you think your neighbors agree with children working?
      1     Strongly Disagree
      2     Disagree
      3     Neutral
      4     Agree
      5     Strongly Agree
      98    Don't know
      99    Refused
S9Q5.  Why should children be allowed to work?
      Multiple answers possible.
      1     The child wants to help family
      2     Family needs him/her to work
      3     Girls should help in household activity
      4     No value of education
```

```
      5     Learn skill for future
      6     Neighbor's children also work
      7     Child has stopped studying
      96    Other (Specify)
S9Q5Other.  Specify Other
      Separate answers with a ;
                                                        shown          if
selected(${S9Q5}, '96')
S9Q6.  Why should children not be allowed to work?
      Multiple answers possible.
      1     It's illegal
      2     Education
      3     Due to social norms
      4     Lack of strengh/ too weak to work
      5     They will be at risk of abuse
      96    Other (Specify)
S9Q6Other.  Specify Other
      Separate answers with a ;
                                                        shown          if
selected(${S9Q6}, '96')
S9Q7a.  Do you agree or disagree with the following statement:
#The work that children do is hurtful to them.
      Not including household chores
      1     Strongly Disagree
      2     Disagree
      3     Neutral
      4     Agree
      5     Strongly Agree
      98    Don't know
      99    Refused
S9Q7b.  Do you agree or disagree with the following statement:
#Children's work should be eliminated
      1     Strongly Disagree
      2     Disagree
      3     Neutral
      4     Agree
      5     Strongly Agree
      98    Don't know
      99    Refused
S9Q8.  Think of children who are working. What problems do they face?
      Don't read the answers
      1     Injuries, illnesses or poor health
      2     Poor grades in school
      3     Physical abuse
      4     Emotional abuse
      5     Sexual abuse
      6     (workplace) harassment
      7     None
S9Q9.  How many years do you expect your youngest child to attend school?
S9Q10.  How many years do you WISH your youngest child could attend school?
S9Q11.  What do you think your youngest child would earn per month as an
adult if they didn't go to school at all? (in Rupees)
```

S9Q12. What do you think your youngest child would earn per month as an adult if they finished fifth grade? (in Rupees)
S9Q13. What do you think your youngest child would earn per month as an adult if they finished eighth grade? (in Rupees)
S9Q14. What do you think your youngest child would earn per month as an adult if they finished twelfth grade? (in Rupees)
S9Q15. At what age do you think a child could start working?
Not including household chores
S9Q16. What is the minimum age that a child is allowed to work in Nepal?
S9Q17. If a person hires a child, can there be legal action taken against the employer?
1 Yes
2 No
98 Don't know
99 Refused
S9Q18. What kind of legal actions can be taken?
Multiple answers possible.
shown if ${S9Q17}= 1
1 File a court case
2 Taken to prison
3 Fine
96 Other (Specify)
98 Don't know
99 Refused

Awareness Programs of Child Labor
S10Q1. In last 12 months have you seen or read any of these?
Read the options. Can have multiple answers
1 Pamphlet about child labor
2 Street Play about child labor
3 Miking/loud slogans about child labor
4 Person visiting your home and talking about child labor
5 Hoarding Board/Wall Painting
98 Don't know
99 Refused
S10Q2. Did you learn anything new from these?
ethical shown if selected(${S10Q1},'1') or selected(${S10Q1},'2') or selected(${S10Q1}, '3') or selected(${S10Q1},'4')
0 No
1 Yes
S10Q3. What did you learn?
Multiple answers possible.
shown if ${S10Q2}= 1
1 Definition of Child Labor
2 Child Labor is bad
3 Child labor is illegal
4 Not to engS3Q3 in Child Labor
5 Minimum S3Q3 a child can work
6 Employers who employ children can be punished

```
      7     Resources for children working
      8     Child rescue
      96    Other (Specify)
      98    Don't know
      99    Refused
S10Q3Other.  Specify Other
                                                        shown          if
selected(${S10Q3}, '96')
S10Q4.  Did this affect your attitude or actions about child labor?
      0     No
      1     Yes
S10Q5.  What kind of changes did this activity bring?
      Multiple answers possible.
                                                        shown          if
${S10Q4}= 1
      1     Discussed with family or friends
      2     Thought about it myself
      3     Improved working conditions of children
      4     I pay children more
      5     Reduced the number of hours of work of children
      6     Decided not to hire children or send children to work
      7     Send children to school
      96    Other (Specify)
S10Q5Other.  Specify Other
                                                        shown          if
selected(${S10Q5}, '96')
S10Q6.  Have you in last 12 months watched a child labor related TV/heard
a child labor related radio program?
      0     No
      1     Yes
S10Q6b.  Do you (or anyone in your household) own any of the following?
      Enumerator read options, select multiple possible
      1     TV
      2     Radio
S10Q7.  Do you know if the municipality has any programs for CL?
      0     No
      1     Yes
S10Q8.  What are the programs?
      Multiple answers possible.
                                                        shown          if
${S10Q7}= 1
      1     Fines/punishments
      2     Awareness campaigns
      3     Child rescue
      4     Scholarships/school support
      5     Re-integration
      6     Child support S3Q3ncy
      96    Other (Specify)
S10Q8Other.  Specify Other
                                                        shown          if
selected(${S10Q8}, '96')
S10Q9.  Was a child laborer ever removed from your neighborhood by any
agency?
```

```
      1     Yes
      2     No
      98    Don't know
      99    Refused
S10Q10.  If you wanted to report child labor, who would you contact?
      Multiple answers possible.
      1     police
      2     municipality office
      3     district child welfare committee
      4     child helpline
      5     UNICEF or other NGO
      6     social worker
      96    Other (Specify)
      98    Don't know
      99    Refused
S10Q10Other.  Specify Other
                                                                shown          if
selected(${S10Q10}, '96')
------------------------------------------------------------------------------
------

------------------------------------------------------------------------------
------
Household Assets
S11Q2.  How many bedrooms does your residence have?
      1     None
      2     One
      3     Two
      4     Three or more
S11Q3.  Main construction material of outside walls?
      1     Bamboo/leaves
      2     Unbaked or mud-bonded bricks/stones
      3     No outside walls
      4     Mud
      5     Cement-bonded bricks/stones
      96    Other (Specify)
S11Q3Other.  Specify Other
                                                                shown          if
${S11Q3}= 96
S11Q4.  Main material roof is made of?
      1     Straw/thatch or earth/mud
      2     Tiles/slate or other
      3     Wood/planks or galvanized iron
      4     Concrete/cement
S11Q5.  Does your residence have a kitchen?
      0     No
      1     Yes
S11Q6.  What type of stove does your household mainly use for cooking?
      1     Open fireplace
      2     Mud
      3     Kerosene stove
      4     Gas stove or smokeless oven
      96    Other (Specify)
```

S11Q6Other. Specify Other
shown if ${S11Q6}= 96

S11Q7. What type of toilet is used by your households?
1 None
2 Household non-flush
3 Communal
4 Latrine
5 Household flush
96 Other (Specify)

S11Q8. How many telephone sets/cordless/mobile phones does your household own?
1 None
2 One
3 Two or more

S11Q9. Does your household own, sharecrop-in, or mortgage-in any agricultural land? If yes, is any of it irrigated?
1 No
2 Yes, none irrigated
3 Yes, some/all irrigated

Shocks

S13Q1. Has the household faced any of the following weather shocks in the last 12 months?
Multiple answers possible. Read out the options
1 Flood
2 Drought
3 Epidemic
4 Landslide
5 Broken family business
6 Loss of crops
7 Price decrease of Crop
8 Loss or destruction of property
9 Loss of job
10 Income earner left house
11 Death of a household member
12 Illness/injuries that prevented person from usual work
13 Head left household
14 None
96 Other (Specify)

S13Q1Other. Specify Other
shown if selected(${S13Q1}, '96')

Child Questionnaire

```
listChildrenPos.
nElegibleChildren.
================================================================================
======
child interview
pos.  position
childid.  child id
nameSelectedChild.
S14Q1.  Is ${nameSelectedChild} available to answer a few questions?
      0     No
      1     Yes
S14Q2.     At  what  time  can  I  return  to  ask  some  questions  to
${nameSelectedChild}?
                                                              shown          if
${S14Q1}= 0
noteS14n1.  Take _note_ of the following for when you return to interview
this child
#Household id :       ${hhid}
#Child id          :        ${childid}
#Child Name   :        ${nameSelectedChild}
                                                              shown          if
${S14Q1}= 0
--------------------------------------------------------------------------------
------
```

Child interview

Good morning, my name is [name of enumerator] I am working for National Labor Academy to conduct a survey about employment. This study was explained to adults in your household and they said that you could be in the study if you want to. We are doing this study to understand the employment situation in Nepal. We will collect data from you now and in the future. We will collect the location of your house such that we can come back again and collect data from you. The study is entirely voluntary. If you do not want to participate it is fine.

If you agree to be in this study, you will be asked to answer questions about your schooling like how many days you attended school, employment status and work and family. This study will not take more than 10 minutes.

You do not have to participate. You should only be in the study if you want to. You can even decide you want to be in the study now, and change your mind later. No one will be upset.

You will not receive anything for participating in this study.

The answers you give us will be kept private. Only the people in charge of the study will be able to see your records.

Prior, during or after your participation you can contact the researcher Mr. Umesh Upadhyaya at 985-1069779

If you have any questions before, after or during the study, do not hesitate to ask me. If you decide to quit the study, all you have to do is tell me.

Do you have any questions?

Do you agree to participate? Yes/ No

Read ALL out loud
0 No
1 Yes

assent2. Enumerator: Did the participant agree to participate?
shown if ${assent1}=1
0 No
1 Yes

Child interview
shown if ${assent2}=1

S16Q3. How old are you?

S17Q1. Does your Father live in this household?
(investigate programming name of father from previous roster)
0 No
1 Yes

S17Q2. Does your Mother live in this household?
(investigate programming name of mother from previous roster)
0 No
1 Yes

S17Q3. Are you attending school this school year?
0 No
1 Yes

S17Q4. In the last 7 days, did you go to school every day except Saturday?
shown if ${S17Q3}= 1
1 Yes
2 No
98 Don't know
99 Refused

S17Q5. How many days did you not go?
shown if ${S17Q4}= 2
1 1
2 2
3 3
4 4
5 5
6 6
98 Don't Know
99 Refused

S17Q6. Why did you miss school on these days?
Multiple reasons possible. Probe but do not read responses.

shown if
${S17Q4}= 2
1 School vacation period
2 School was closed
3 Teacher absent
4 To help with family business
5 To help at home with houehold chores
6 Working but not in family business
7 No transportation available
8 Bad weather conditions
9 Illness/Injury/Disablement
96 Other (Specify)
98 Don't Know
99 Refused
S17Q6Other. Specify Other
shown if
selected(${S17Q6}, '96')
---
schdst
S17Q7. How far is the school from home?
S17Q8. Respondent answered in terms of:
1 minutes
2 kilometers

S17Q9. What was the main condition/reason why you are not attending school?
Do not read out the responses
shown if
${S17Q3}= 0
1 Access (financial)
2 Access (distance)
3 Internship, apprenticeship or training program
4 To help with household chores
5 To work (for family or outside of home)
6 Cultural Reasons
7 Religious Reasons
8 Disaster (natural, political, conflict)
9 Migration
10 Family shock (death or illness)
11 Gender
12 Marriage/pregnancy
13 Finished school
14 Problems at school (failed, expelled, fights)
15 Not interested in school
96 Other (Specify)
98 Don’t know
99 Refused
S17Q9Other. Specify Other
shown if
${S17Q9}= 96
Section18. Child Household Duties

S18Q1. Have you done the following activities in the past 7 days?
1 Shopping for household
2 Repairing any household equipment
3 Cooking
4 Cleaning utensils/house
5 Washing clothes
6 Caring for children/old/sick
7 Fetch water or collect firewood for household use
8 Other household tasks
9 None

S18Q2a. How many hours did you spend on shopping for household in the past 7 days?
If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99
shown if selected(${S18Q1},'1')

S18Q2b. How many hours did you spend on repairing household equipment in the past 7 days?
If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99
shown if selected(${S18Q1},'2')

S18Q2c. How many hours did you spend on cooking in the past 7 days?
If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99
shown if selected(${S18Q1},'3')

S18Q2d. How many hours did you spend on cleaning utensils/house in the past 7 days?
If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99
shown if selected(${S18Q1},'4')

S18Q2e. How many hours did you spend on washing clothes in the past 7 days?
If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99
shown if selected(${S18Q1},'5')

S18Q2f. How many hours did you spend on caring for children/old/sick in the past 7 days?
If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99
shown if selected(${S18Q1},'6')

S18Q2g. How many hours did you spend on fetching water or collecting firewood for houshold use in the past 7 days?
If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99
shown if selected(${S18Q1},'7')

S18Q2h. How many hours did you spend on other household tasks in the past 7 days?

If the respondent doesn't know enter 98 and if the repondent refuses to answer enter 99

shown if selected(${S18Q1},'8')

S18Q3. When do you normally do your chores?

shown if count-selected(${S18Q1})>0

1 Before going to school
2 After returning from school
3 On school holidays
4 Sometimes leave school to do household chores
5 Never do household chores
96 Other (Specify)

S18Q3Other. Specify Other

shown if selected(${S18Q3},'96')

S18Q4. Do household chores affect your studies?

shown if count-selected(${S18Q1})>0

1 Yes
2 No
98 Don't know
99 Refused

Child Employment

S19Q1. Did you engage in any work at least one hour during the past week?

As employee, self employed, employer or unpaid family worker

0 No
1 Yes

noteS19. During the past week did you do any of the following activities, even for only one hour:

shown if ${S19Q1}=0

S19Q2a. Run or do any kind of business, big or small, for himself/herself or with one or more partners?

Examples: Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining etc.

shown if ${S19Q1}=0

0 No
1 Yes

S19Q2b. Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)?

Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.

shown if ${S19Q2a}=0

0 No
1 Yes

S19Q2c. Do any work as a domestic worker for a wage, salary or any payment in kind?

shown if ${S19Q2b}=0

0 No
1 Yes

S19Q2d. Help unpaid in a household business of any kind? (Don't count normal housework.)

Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.

shown if ${S19Q2c}=0

0 No
1 Yes

S19Q2e. Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household?

Examples: ploughing, harvesting, looking after livestock

shown if ${S19Q2d}=0

0 No
1 Yes

S19Q2f. Do any construction or major repair work on his/her own home, plot, or business or those of the household?

shown if ${S19Q2e}=0

0 No
1 Yes

S19Q2g. Catch any fish, prawns, shells, wild animals or other food for sale or household food?

shown if ${S19Q2f}=0

0 No
1 Yes

S19Q2h. Fetch water or collect firewood for household use?

shown if ${S19Q2g}=0

0 No
1 Yes

S19Q2i. Produce any other good for this household use?

Examples: clothing, furniture, clay pots, etc

shown if ${S19Q2h}=0

0 No
1 Yes

S19Q3. Even though you did not do any of these activities in the past week, do you have a job, business, or other economic or farming activity that you will definitely return to?

(For agricultural activities, the off season in agriculture is not a temporary absence.)

shown if ${S19Q2i}=0

0 No

```
      1     Yes
--------------------------------------------------------------------------
------
work
                                                          shown          if
${S19Q1}=1 or ${S19Q2a}=1 or ${S19Q2b}=1 or ${S19Q2c}=1 or ${S19Q2d}=1 or
${S19Q2e}=1 or ${S19Q2f}=1 or ${S19Q2g}=1 or ${S19Q2h}=1 or ${S19Q2i}=1 or
${S19Q3}=1
S19Q4.  Describe the main job/task you were performing e.g. carrying bricks;
mixing baking flour; harvesting maize; etc.
S19Q4a.  What is your occupation in this job?
      1     Farmer/Herder
      2     Miner
      3     Brick Laying
      4     Quarry Worker
      5     Factory Worker
      6     Construction Worker
      7     Carpet Work
      8     Tradesperson/craft worker
      9     Public Sector Job
      10    Travel attendant and related services
      11    Entertainment
      12    Hotel
      13    Restaurant Services
      14    Transportation (Freight/Bus/Taxi/Helper)
      15    Shop Worker/Small Vendor
      16    Street Worker
      17    Real Estate
      18    Education
      19    Health and Social Work
      20    Domestic Helper, cleaner, laundry
      21    Cleaning/caretaking (facility, windows, cars, etc)
      22    Businessman
      96    Other (Specify)
S19Q4b.  Describe briefly the main activity i.e. goods produced and services
rendered where you are doing this job or task
S19Q5.  For how many hours did you work in the last 7 days in this job?
      If not worked, enter 0
S19Q6.  Did you or your family receive wages, salary, cash payments or other
in kind payments from this employer for this work?
      0     No
      1     Yes
--------------------------------------------------------------------------
------
childpay
                                                          shown          if
${S19Q6}= 1
S19Q7.  How much was your last payment? (in Rupees)
S19Q8.  What time unit were you paid in?
      1     Hourly
      2     Daily
      3     Weekly
      4     Monthly
```

```
      5     Yearly
S19Q9.  Can you quit this job anytime you want?
      1     Yes
      2     No
      98    Don't know
      99    Refused
------------------------------------------------------------------------
------

S19Q10.  What is your main reason for working?
      Multiple answers possible.
      1     Earn money for themselves
      2     Earn for family
      3     Supplement family income
      4     Pay outstanding family debt
      5     Help in household enterprise
      6     Learn skills
      7     To pay for or go to school
      8     Schooling is irrelevant
      9     School too far
      10    Cannot afford school fees
      11    Child not interested in school
      12    To replace adult who is working away from home
      96    Other (Specify)
      98    Don’t know
      99    Refused
S19Q10Other.  Specify Other
                                                              shown          if
selected(${S19Q10}, '96')
S19Q11.  If you stop working, what will happen?
      Multiple answers possible.
      1     Nothing will happen
      2     S/he will lose skills being learnt
      3     Household living standard will fall
      4     Household will not afford to live
      5     Household  enterprise  cannot  operate  fully  since  labor  not
affordable
      6     S/he will be involved in undesirable activities
      7     S/he will stop going to school
      96    Other (Specify)
      98    Don’t know
      99    Refused
S19Q11Other.  Specify Other
                                                              shown          if
selected(${S19Q11}, '96')
S19Q12.  In the past 7 days, have you worked after 18:00?
      1     Yes
      2     No
      98    Don't know
      99    Refused
S19Q13.  In the past 7 days, have you started working before 6:00?
      1     Yes
      2     No
```

98 Don't know
99 Refused

S19Q14. In the last twelve months, have you stopped going to school while classes were in session in order to work?

1 Yes
2 No
98 Don't know
99 Refused

Child Hazardous Job

S20Q2. Have you operated any heavy tools or machines in the last 7 days?

1 Yes
2 No
98 Don't know
99 Refused

S20Q3. Have you wroked with or been exposed to chemicals (including pesticides) at work in the last 7 days?

1 Yes
2 No
98 Don't know
99 Refused

S20Q4. Have you experienced pain from your work in the last 7 days?

1 Yes always
2 Yes sometimes
3 No, never
98 Don’t know
99 Refused

S20Q5. Did you operate in harsh environment like extreme temperature or tunnels or wet place or heights in the last 7 days?

1 Yes
2 No
98 Don't know
99 Refused

S20Q7. In the past 7 days, have you been injured while working?

1 Yes
2 No
98 Don't know
99 Refused

S20Q8. If yes then what was the nature of the most severe injury? (Among the different injuries, just select the most severe one)

(Among the different injuries, just pick the most severe one.)

shown if ${S20Q7}= 1

1 Muscle sprain
2 Deep cut/ wound
3 Broken bone(s)
4 Head Injury
5 Injury or loss of finger/toe
6 Eye Injury
7 Loss of Limb
96 Other (Specify)

98 Don’t Know
99 Refused

S20Q8Other. Specify Other

shown if ${S20Q8}= 96

S21Q1. Has ${nameSelectedChild} been interviewed in the company of an adult or an older child?
0 No
1 Yes

==========

---

consentgiven.
note. Please Thank the person for their collaboration

Annex 2:

Qualitative Research Questions

The following were the key questions that were explored with the qualitative method:

1. How do people understand child labor and children working? What are the existing social norms for children working in the communities?

2. Do social norms influence child labor? What do their neighbors think about working children and child labor?

3. Did people's knowledge, attitude about child labor change? What has brought this change in last four years? And, how?

4. What kind of BCC activities were people exposed to, from whom and when? Did people in the control group also see the BCC materials? Where? What type?

5. What types of BCC activities were organized? How well did the BCC campaign contribute overall to delivering the messages on child labor issues? How frequently were these organized?

6. How and to what extent did the BCC program change people's knowledge, perceptions, and attitudes towards child labor? Did the length of exposure differently impact changing perceptions and behavior and reducing child labor in the wards?

7. How well did the BCC contribute overall to reducing child labor in municipality? Are outcomes sustainable? Are benefits likely to continue once the intervention is completed? Why or why not?

8. What lessons were learned, and which best practices were identified? What are the plans to use lessons learned and best practices to plan future program activities?

While most of the answers to these questions come from community people, the information on how the program was implemented and lessons learned come from programing staff.

Annex 3:

Training and Survey Implementation

The researchers obtained Notre Dame's Institutional Review Board's approval for our survey protocol. Working with National Labor Academy (NLA), we mobilized 36 enumerators and six supervisors during the endline survey. The supervisors coordinated with the municipality and local ward offices and facilitated the survey process. In addition, they also made sure the data the enumerators were collecting was quality data. Before submitting the final survey to the server, the supervisors also reviewed the completed survey for their completeness and quality.

Team members from the University of Notre Dame also visited the municipality to make sure the survey team was collecting quality data. During the endline, a monitoring team consisting of members of research team and NLA, visited all the municipalities to monitor the survey and qualitative data collection activities. It took approximately two weeks to complete the data collection during the endline, which took place in June 2019.

One member of the research team from Notre Dame, Lila Khatiwada, travelled to Nepal to implement the survey and qualitative data collection. Mr. Khatiwada provided the training, supervised the data collection work, and met with the stakeholders during the visit to Nepal.

Before starting the data collection, three days of training was provided to the enumerators and supervisors. Since our partner organization, NLA, tried to include the same group of enumerators in each round of survey, most of them were repeated so a short training was enough for the survey.

Annex 4:

Power Calculations

During the design phase, researchers conducted power calculations on the following key outcome variables:

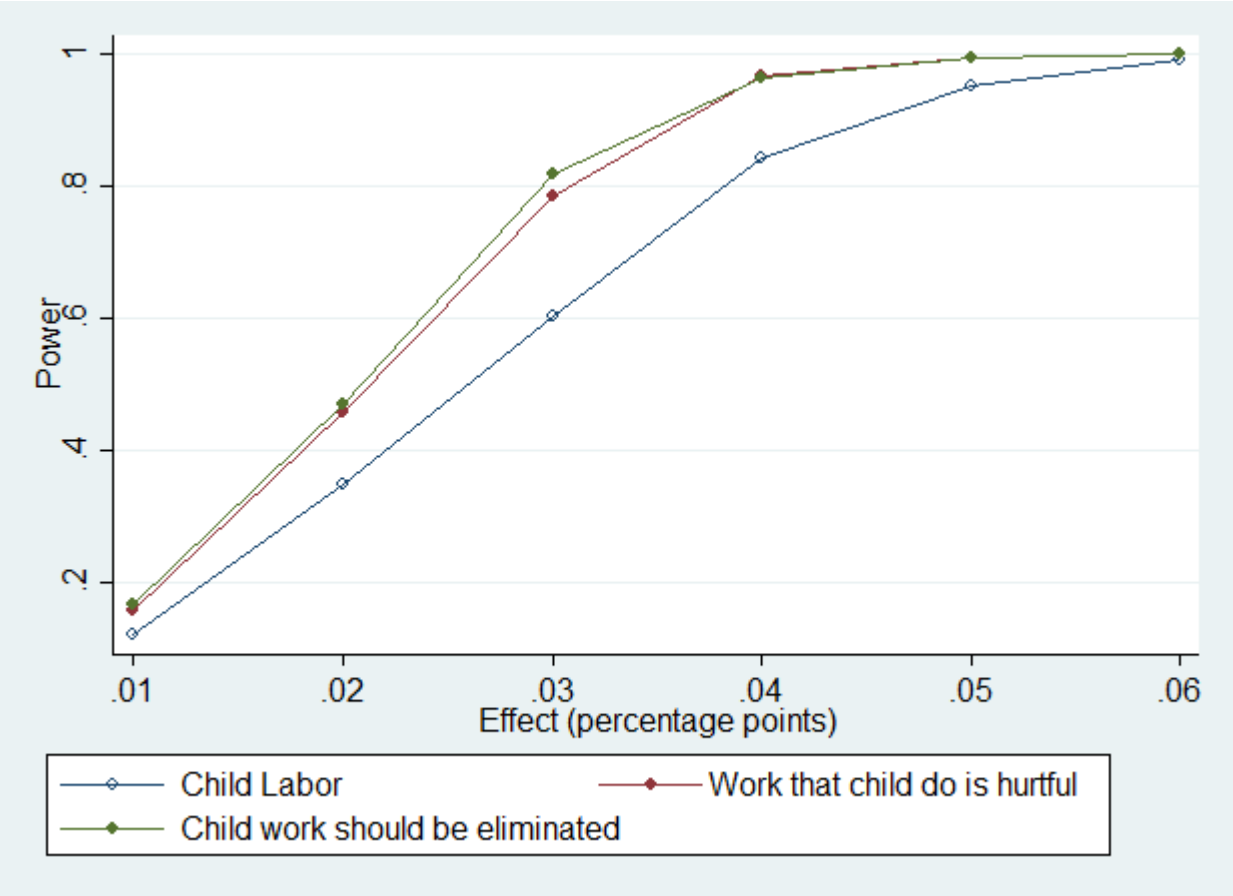
Primary Outcome: Prevalence of child labor.

Secondary Outcome: How much parents agree with the following statements:

- The work that children do is hurtful to them;
- Children's work should be eliminated.

Previously, we estimated the power calculations based on parameters found in the existing literature on child labor in the carpet industry in Nepal (Edmonds and Shrestha, 2014), as well as norms in Peru (Dammert and Galdo, 2013). Researchers updated these parameters with the baseline data to estimate their power to detect a potential range of effects (from 1-6 percentage points) for each variable using a Monte Carlo approach with 1,000 iterations for each point in the graph. Researchers updated the power calculations to include the error at the level of the clusters, the household, and the random error, as gathered at baseline. We concluded that it is possible **still** to detect the same effects as estimated in previous calculations. The graph below shows that researchers can detect a decrease of 4 percentage points in child level with 80% power, as well as even smaller changes in the two perceptions variables.

Power vs. Effect Size Using Baseline Data



Annex 5:

Regression Results: Child Labor and Household Chores, per Child Response

VARIABLES	(1) Child labor	(2) Child labor	(3) Household chores	(4) Household chores
Phase 1 Treatment	-0.851		-2.975	
	(0.793)		(3.851)	
Weeks of Exposure		-0.00860		-0.0296
		(0.00803)		(0.0394)
Female	-0.0952	-0.0951	12.59***	12.59***
	(0.683)	(0.683)	(1.888)	(1.888)
Age	0.624***	0.624***	4.513***	4.513***
	(0.135)	(0.135)	(0.346)	(0.346)
Birgunj	-2.125	-2.133	-30.26***	-30.29***
	(1.686)	(1.686)	(8.453)	(8.460)
Nepalgunj	1.552	1.558	-29.54***	-29.52***
	(2.183)	(2.184)	(8.656)	(8.663)
Pokhara	-2.406	-2.404	-29.14***	-29.14***
	(1.730)	(1.728)	(7.923)	(7.922)
Rajbiraj	-0.951	-0.967	-32.25***	-32.31***
	(1.791)	(1.793)	(8.947)	(8.964)
Tulsipur	5.927**	5.930**	-14.74	-14.73
	(2.760)	(2.761)	(9.490)	(9.487)
Constant	-3.045*	-2.788*	-3.038	-2.175
	(1.669)	(1.669)	(8.652)	(9.119)
Observations	3,449	3,449	3,638	3,638
R-squared	0.038	0.038	0.207	0.207

* $p<0.05$