



NOTRE DAME INITIATIVE FOR
GLOBAL DEVELOPMENT

CLOSING THE CHILD LABOR AND FORCED LABOR EVIDENCE GAP: IMPACT EVALUATIONS IN NEPAL

BASELINE REPORT

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ABBREVIATIONS

ANCOVA	Analysis of Covariance
BCC	Behavioral Change Communication
CA	Cooperative Agreement
CBO	Community-Based Organization
CFLG	Child Friendly Local Governance
ILO	International Labor Organization
NDIGD	Notre Dame Initiative for Global Development
NLA	National Labor Academy
NLFS	Nepal Labor Force Survey
PPI	Progress Out of Poverty Index
RCT	Randomized Controlled Trial
RTI	Research Triangle Institute
UNICEF	United Nations International Children's Emergency Fund
USDOL	United States Department of Labor

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EXECUTIVE SUMMARY

According to the International Labor Organization (ILO), at least 168 million children worldwide were child laborers in 2012, with 85 million engaged in hazardous and exploitative forms of child labor. The majority of child laborers, 77.7 million, are in the Asia and the Pacific region. Each year, a number of policies and programs are implemented to reduce child labor globally. The benefits to ending child labor would be significant and far-reaching as, among other things, the practice weakens the human capital needed for economic growth and poverty reduction. While there has been considerable research in recent years in regards to expanding the body of knowledge surrounding child labor, a significant knowledge gaps remain. A need remains for substantial systematic impact assessments and evaluations of interventions in relevant policy areas in order to identify which policy approaches work best to reduce or eliminate child labor, in which circumstances these policy approaches are successful, and why.

The United States Department of Labor (USDOL) and the Bureau of International Labor Affairs funded a cooperative agreement (CA) that supports rigorous impact evaluations. These evaluations seek to generate information on effective approaches to reduce or eliminate child labor. The University of Notre Dame Initiative for Global Development (NDIGD) is implementing an impact evaluation of UNICEF Nepal's behavioral change campaign (BCC) to reduce child labor.

The study uses an experimental design in which the wards where UNICEF Nepal is working were randomly assigned to either a treatment or control group. For the first 18 months of the study, only wards in the treatment group will receive UNICEF Nepal's BCC. Afterwards, the BCC will be phased into the control group wards as well. The study takes place in six municipalities that have UNICEF Nepal's program. Baseline data was collected in the treatment and control areas in October 2016. The impact of the program will be estimated from data collected at 18 and 36 months after the BCC program is implemented. The researchers hope to answer the following questions through this study:

1. Whether UNICEF Nepal's behavioral change communication (BCC) program reduces child labor;
2. Whether UNICEF Nepal's BCC program changes people's knowledge, perceptions, and attitudes towards child labor;

3. Whether the length of exposure to the BCC has a differential impact on the prevalence of child labor.

In this report, the researchers describe the characteristics of the study cohort at baseline data collection. The researchers also present the results from statistical tests that confirm whether the treatment and control groups are balanced on observed characteristics. The process of random assignment was expected to produce treatment and control groups that were statistically equal on all outcome-relevant characteristics, both observed and unobserved. This report identifies whether or not this balance between treatment and control groups as a result of the randomization was achieved.

Balance Tests

The researchers ultimately concluded that the assignment to treatment and control groups resulted in a balanced design. Researchers found that differences between treatment and control groups in terms of both observable characteristics or outcome variables were not statistically significant. Researchers found no statistical differences on socio-economic variables including religion, household size, education, and poverty level. Researchers also found that in both the treatment and control areas there was prior exposure to child labor awareness campaigns. Nearly 18 percent of the respondents had some exposure to pamphlets on child labor that other agencies may have distributed. However, the degree of exposure does not vary statistically significantly between treatment and control groups. Therefore, a difference in outcomes between treatment and control groups at midline or end line should be attributed to exposure to the UNICEF Nepal intervention as opposed to other child awareness campaigns.

Outcome Variables: Child Labor, Knowledge, Attitudes, Perceptions and Social Norms

Researchers found a child labor prevalence rate of 14 percent in the study area. The prevalence of child labor was seven percentage points higher for girls than boys. Questions were included to assess respondents' knowledge about the age at which children can legally work in Nepal. *Only 3 percent of respondents correctly identified the age at which a child can start working in Nepal.* This result demonstrates a lack of knowledge about the laws on child labor in Nepal. Regarding social acceptance of child labor, 22 percent of respondents think that their neighbors agree with child labor, and 54 percent think their neighbors disagree with child labor. A small proportion of respondents cited social norms or neighbors' behavior as a reason for why they do or do not believe children should work. Based on this data, it seems that there is room for improvement

on knowledge of Nepal's laws on child labor, a focus of UNICEF Nepal's BCC campaign. It is also critical that respondents do not send their children to work because of social pressure to do so.

Researchers also examined these outcome variables to confirm that, at baseline, the treatment and control groups were statistically comparable in terms of these indicators. Researchers were unable to detect any differences between treatment and control groups in terms of these outcome variables. Researchers will track any changes in these indicators in subsequent rounds of data collection.

Gender Analysis

Researchers also examined descriptive statistics of all major outcome variables, disaggregated by gender of adult respondent. Few differences exist between men and women's responses on the topic of social norms, as well as knowledge or perceptions. However, a difference was found in regards to the responses on the minimum age at which a child can start working; a smaller proportion of women than men answered this question correctly. Researchers also found that gender played a role in exposure to prior child labor awareness campaigns. A larger proportion of adult men than women reported exposure to child labor awareness campaigns that occurred outside the home. These differences in response based on gender suggest that it may be more difficult to reach women than men through BCC campaigns, and that effects of the UNICEF Nepal program may vary based on gender of respondent. Therefore, researchers plan to include the gender of respondents in their analysis of midline and end line data.

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, a lack of access to relevant educational opportunities, a 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 factors leading to 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. The U.S. Department of Labor (USDOL) and the Bureau of International Labor Affairs both aim 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. The USDOL-funded cooperative agreement (CA) supports randomized evaluations, which are able to provide information on effective approaches to fight child labor. There are many unanswered questions surrounding the most cost-effective interventions to combat child or forced labor in developing countries.

The University of Notre Dame Initiative for Global Development (NDIGD), in partnership with UNICEF Nepal and Nepalese municipalities, is implementing an impact evaluation to investigate the effectiveness of UNICEF's behavioral change communication campaign aimed at combating child labor in Nepal. The evidence generated through this study will provide empirical support for UNICEF and other organizations that utilize behavioral and communication methods to reduce or eliminate child labor.

The cornerstone of this study is the random assignment of UNICEF's program areas into treatment and control areas. Treatment areas received the behavioral and communication program, whereas the control areas will not receive the program for the first 18 months of implementation. The impact of the behavioral and communication campaign will be estimated by comparing the distribution of outcomes of treatment and control areas. The impact analysis

will be conducted using the survey data on members of the research sample collected at baseline and at multiple follow-up surveys after the random assignment.

This report summarizes the characteristics of study cohort disaggregated by treatment and control areas and gender of respondent. The analysis used the baseline interview data that contained detailed information on the characteristics of the sample members. As a part of the analysis, researchers compared the characteristics of sample members in the treatment and control groups. The purpose of randomization was to achieve treatment and control groups that were similar in baseline characteristics. To ensure that there is balance between treatment and control groups before any treatment take place, we used the baseline data to conduct statistical tests on characteristics that could offer alternative explanations for treatment-control differences. Passing statistical tests of the hypothesis of no pre-existing differences in observed characteristics offered assurance that there are no pre-existing differences in relevant unobserved characteristics either. The detailed data presented will also guide researchers in defining subgroups that may be of policy interest and will provide a foundation for interpreting the impact of the program, derived from follow-up interviews.

This report consists of seven sections. In section 1, researchers present child labor statistics in Nepal. In section 2, researchers describe the intervention implemented by UNICEF Nepal. In section 3, researchers describe the theory of change for this program, followed by research questions for this study. Researchers then describe the research design in section 4. In section 5, researchers describe the baseline data implementation, which includes the questionnaire, challenges faced, sampled population, and power calculations. Finally, researchers present the methods used and discuss the findings in sections 6 and 7. The report ends with the conclusion and limitations of the study based on its design. Appendices include full questionnaires, cognitive test results, a description of survey implementation, and work plan.

1.1 Child Labor in Nepal

Children constitute a large proportion of the workforce in Nepal, 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), there are about 7.7 million children between the ages of 5 and 17 (33 percent of the total population in Nepal). Out of these 7.7 million children, approximately 3.14 million children (40.4 percent of children between the ages of 5 and 17) are economically active. Further, among these 3.14 million children, approximately 1.6 million children can be categorized as child labor (20.8 percent of children between the ages of 5 and

17). Out of these 1.6 million children, 620 thousand children are involved in hazardous work (8 percent of children between the ages of 5 and 17).

A survey conducted by UNICEF (2011) in eight Nepalese municipalities where UNICEF works – including Biratnagar, Bhartput, Ratnagar, Pokhara, Lekhnath, Ghorai, Tulsipur, and Nepalgunj – shows that there are more than 13 thousand working children in total (7,800 boys and 5,600 girls). Domestic employment remained one of the dominant sectors with regard to child labor, as the study found that over 41 percent of children in the workforce were domestic workers. Hotel and restaurants followed as the second highest sector, constituting 11 percent of all child labor, and building and road construction was third, occupying 10 percent of the child labor force. The remaining sectors were transportation (6 percent), garage and auto workshop (4.4 percent), small cottage industries (2.8 percent), and agriculture (2.6 percent). Additional areas of child employment include brick kilns, retail shops, stone quarries, and street vending.

Child labor has been widespread in Nepal for many centuries. There has been a decrease in child labor in the formal sector in recent years due to the government's recognition of child labor as harmful. However, there has been a rapid increase of child labor in the informal sector, where Nepalese labor laws are not followed (UNICEF Nepal, 2011). Poverty is typically cited as the main cause for child labor, but it is not always the only factor. 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 after 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 eight municipalities in five districts to implement programs aimed at combating child labor. 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: 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 focuses only on the BCC efforts. UNICEF Nepal's primary goal is to create awareness about child labor, and mobilize attitudes against it, using behavioral change communication. This informational campaign informs 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. The BCC materials will deliver messages related to child labor, the benefits of sending children to school, the legal age at which children are allowed to work, and will also provide information about counselling centers,

training centers, and social support centers. It is anticipated that this intervention will spread awareness among households about child labor. The BCC campaign included the following activities¹:

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

Pamphlets and brochures are distributed to all households in the ward at least twice a year, oftentimes more frequently depending on the project time period and resources. The distribution of these materials will include the help of municipality program staff, social mobilizers, volunteers, Tole (community) level organization members, child club members, and school children. Distribution may or may not involve discussion and explanation. These materials will also target businesses in highly populated or urban areas. Businesses targeted included: hotels, restaurants, factories, public transportation hubs, and mechanical workshops. Posters are displayed in public, high-traffic areas.

Radio, loudspeaker campaigns, and street plays:

Radio broadcasts air once or twice a week on different themes pertaining to children's rights. Loudspeaker campaigns are conducted once or twice a year. Street dramas are conducted at least once a year, but frequency of these campaigns may increase depending on the duration of the project and resources. Program municipalities mobilize children's clubs for street plays. Street drama and loudspeaker campaigns target densely populated areas such as market centers, bus parks, ward office premises, and schools.

Home visits by municipality staff:

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

¹ It is possible that some respondents will experience different components of the intervention, and at more or less frequency. 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 will not consider variability of exposure in our analysis.

awareness *manch* or platforms to reach out the vulnerable households including child labor employers.

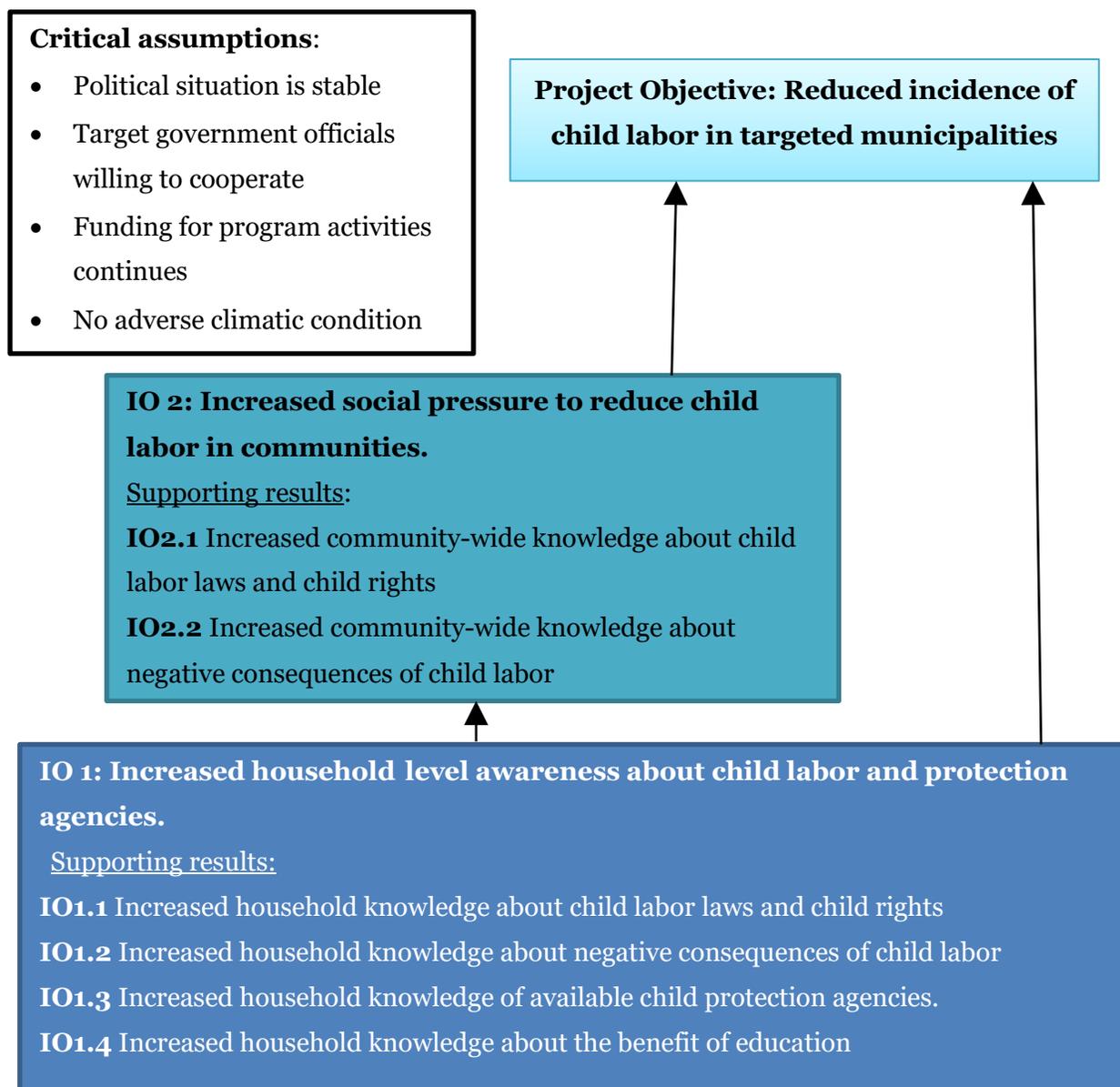
1.3 Theory of Change

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

On the individual level, as individuals learn about the negative aspects of child labor and Nepal’s laws against child labor, their perceptions and attitudes about child labor may 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 aims 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 will help build a population that supports the fight against child labor. This campaign will reach 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 will increase, putting a pressure on individuals who employ children to reduce this behavior. This community-wide pressure will 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 hypotheses:

- Hypothesis 1: UNICEF Nepal’s behavioral change communication program reduces child labor.
- Hypothesis 2: UNICEF Nepal’s behavioral change communication program changes people’s knowledge, perceptions, and attitudes towards child labor.

- Hypothesis 3: The length of exposure to the UNICEF BCC has a differential impact on the prevalence of child labor.

This intervention primarily focuses on providing information related to child labor and increasing awareness regarding the legal consequences of child labor. This program also provides services for people to change behavior such as support centers, training centers, counselling. 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 theory of change 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 about children to go to school, it is uncertain that an increase on the knowledge by the household about the benefits of education will translate into an increase in school attendance. Therefore, we will measure school enrollment but is not a primary outcome of the research or the campaign.

2. RESEARCH DESIGN

This study aims to evaluate UNICEF Nepal’s BCC activities in a number of wards in six municipalities. Nepal is divided into 7 provinces, 75 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 conducted within each municipality assigned wards to treatment and control groups. At a municipality meeting, stakeholders randomly picked a paper in front of the public to assign wards in the treatment and control groups.

The following table details the total number of wards, per municipality, included in the study in 2016:

Table 1. Assignment of Wards by Municipality

Sn	Municipalities	Total Wards with No Prior UNICEF Program	Treatment	Control
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

Throughout these 6 municipalities, 86 wards are receiving program activities aimed at reducing child labor. The study team has randomly assigned wards within the municipality to treatment and control groups. In total, 45 wards will receive treatment and 41 will serve as a control in phase one. Nepali partners specifically requested more wards assigned to treatment and less to control in the cases of municipalities with an odd number of wards.

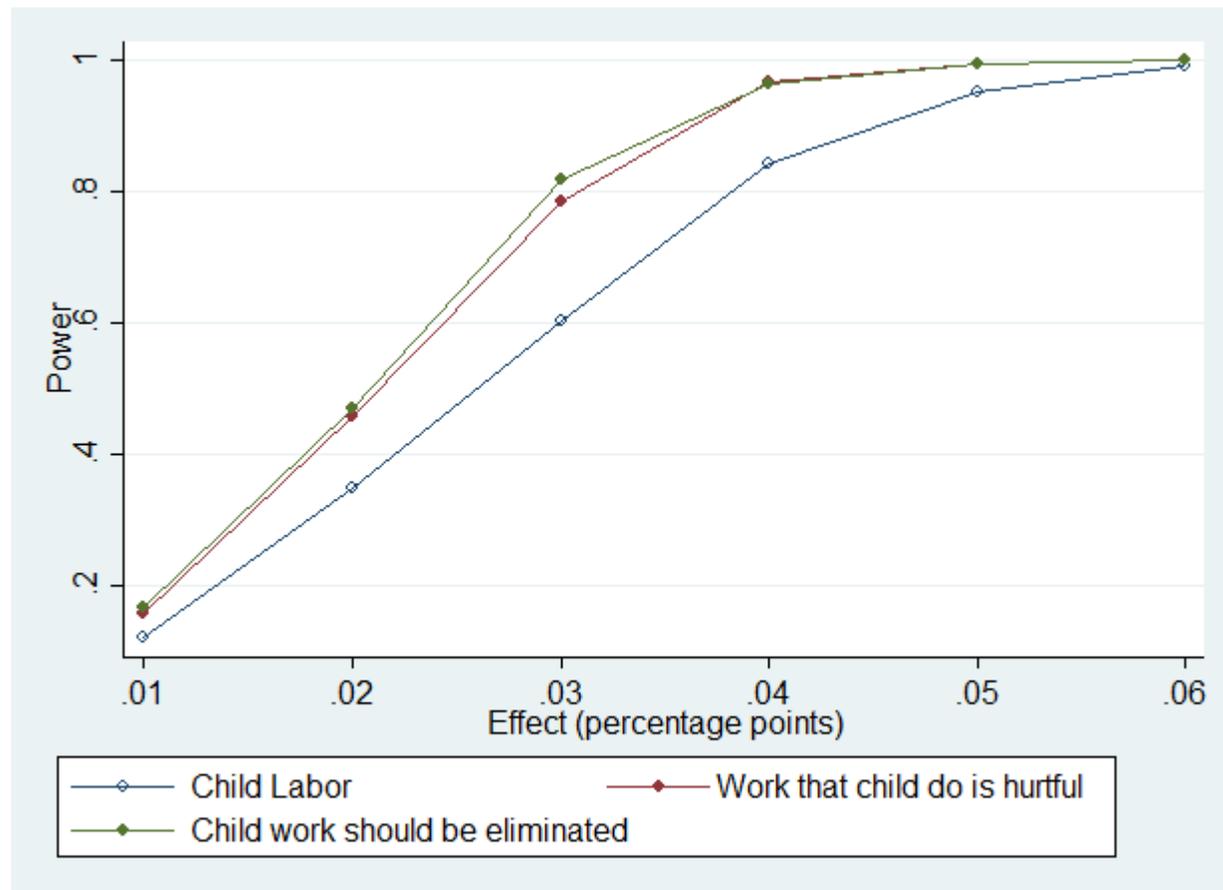
On March 10, 2017, a new national policy took effect in Nepal that changes the boundaries of the local administrative units. This process resulted in lots of consolidations by merging, annexing, moving, and expanding municipalities and village development committees. These changes directly affect the 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 have confirmed that the policy will not immediately affect our design. UNICEF/Nepal and municipalities have agreed to implement the activities in the treatment wards as originally defined, until July 2018. Because the implementing partner has agreed to follow the original ward classification in implementation, the design remains unchanged for the first 1.5 years of program activities.

2.2. Phased-In Design

Researchers used a phased-in approach to address the ethical concern of experimental design, as it requires the withholding of activities to potential beneficiaries. Particularly in the case of child labor, it would be unethical to withhold this program from potential beneficiaries, especially if this program is effective in reducing child labor. The phased-in design allows the beneficiaries to receive all aspects of UNICEF Nepal's program.

During phase one, BCC component activities will be implemented only in the 45 treatment wards. In this phase, the other group of 41 wards functions exclusively as a control group. In phase two, after 1.5 years, municipalities will begin implementation of the BCC component activities in the control wards, while continuing implementation in treatment wards. In phase two, all wards will receive the program, but the treatment wards will have been in the program for a longer time than the control wards. Phase two allows researchers to test the hypothesis that the length of exposure to the programs has a differential impact on the prevalence of child labor. Researchers will analyze whether the difference in exposure to treatment affects prevalence of child labor. As the random assignment process determines the length of exposure, the effect of exposure also follows a randomized design. This phase will allow researchers to measure the impact of an additional year of exposure.

Figure 3. Power vs. Effect Size Using Baseline Data



2.3 Limitations of and Challenges to the Study Design

Validity

A disadvantage to using RCTs is the lack of generalizability, or low external validity. The results of this RCT may have **internal validity** (comparisons between the treatment and control groups are unbiased for the population being studied), but not **external validity** (results do not necessarily apply to other populations). This study takes place only in the areas where UNICEF is working in Nepal. It might not be possible to draw nationwide inferences from this setting unless researchers replicate this experiment elsewhere.

Restructuring Governance in Nepal

In the spring of 2017, the Nepali government implemented a significant policy change regarding the restructuring of local administrative bodies. The government downsized the number of administrative bodies in total by merging wards to neighboring wards. In some areas treatment and control wards were combined, while in other areas treatment or control wards were

expanded to include areas that were previously not a part of the study. The research team and on-the-ground consultants addressed this issue swiftly. With their help, the municipalities and UNICEF agreed to stick on the original design and continue the activities in the wards based on their assignment to control or treatment. The municipalities provided a written commitment that they will follow the original design in implementing activities, despite the recent rezoning.

Nepal held elections in mid-June for new local bodies to elect representatives. After the election, new elected bodies in the municipalities will be briefed about this study's research design and importance of keeping the program wards uncontaminated. Researchers plan to visit the municipalities to meet with the new officials, explain the study, and secure their support in order to make the study a success.

Delays

The earthquakes in Nepal at the beginning of 2015 delayed the start of the study. The implementing partner, UNICEF Nepal, was heavily involved in humanitarian work after the quakes. Strikes called by different political parties also delayed the project. Upcoming elections will strengthen local institutions and democratic processes. Increased stability in Nepal after these elections could help reduce the risk of further delays due to political instability.

3. BASELINE SURVEY IMPLEMENTATION

The baseline survey was conducted in September and October of 2016. Researchers worked with local partner, the National Labor Academy (NLA), to collect the baseline survey in the study municipalities. A detailed implementation plan is in Annex 2.

3.1 Questionnaire and Modules

Researchers implemented one survey during baseline data collection with two main questionnaires: one for the head of household or adult of the household and another for the child. The household survey contained the following modules (See Annex 1 for questionnaire):

- Demographic information, including education and employment of all household members;
- Employment of child family members who are not living in the household;
- Hazardous activities, long hours for children, and time of work;

- Employment 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 assets of household.

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

- Demographics and education;
- Household duties;
- Employment; and
- Hazardous jobs.

3.2 Sample Frame

The sample framework for the baseline data collection was built from the household list that was available at each ward. Researchers used the Nepal Living Standard Survey to calculate the sample size for each municipality and the probability of finding a house with at least one child of 5 to 15 years of age. Table 2 below shows the total number of households sampled and surveyed for the baseline survey from each municipality:

Table 2. Baseline Survey Sample

Municipality	Households Sampled per Ward (Average)	Households Visited per Ward (Average)	Households Interviewed* per Ward (Average)
Rajbiraj	54	54	34
Birgunj	51	46	30
Bharatpur	68	64	34
Pokhara	61	46	44
Tuslipur	54	48	33
Nepalgunj	52	44	42

**Households were not interviewed if they were ineligible (n=1432) and/or if they did not consent (n=25)*

During the baseline data collection, enumerators visited 4,473 households, producing the following results:

- 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;

- 31 households did not consent to participate and did not complete the survey;
- 21 households did not consent to have their children interviewed and did not complete the survey;
- 3,016 households completed the survey

We find no difference in the distribution of ineligible households and households who refused to survey in between treatment and control wards.

3.3 Ancillary Strategies for Data Collection

Support Letters from Municipalities: There was a high potential for respondents to be reticent to report accurately on labor issues, particularly if they were employing children below the legal age of employment in Nepal. Each municipality provided a letter to enumerators, which demonstrated their support of the study. Enumerators used these letters to demonstrate local support of the study and they reported that showing this letter demonstrated the legitimacy of the study and allowed respondents to feel more comfortable about answering honestly.

Use of Technology for Data Collection: There is always a danger that enumerators who are not experienced in data collection using tablets or smartphones may face challenges in adapting to the new technology. Prior to baseline data collection, however, enumerators demonstrated an ability to adapt quickly to this new technology. The training researchers provided to the enumerators focused more on practical side of data collection instead of the theoretical aspect, which they believed would be more helpful for enumerators learning the skills needed to conduct the survey.

Use of Local Knowledge: We found that local enumerators were efficient in locating the sampled households. Recruiting and mobilizing local enumerators, field coordinators, and even drivers helped increase the efficiency of data collection. In addition, enumerators proficient in the local dialect put respondents at ease.

Cognitive Testing: Prior to baseline data collection, researchers undertook a process of cognitive testing, which focused on the use of the term “work” and some technical language used in the survey. Researchers found that some of the technical terms were hard to understand for some respondents with little or no education. In addition, researchers found variation in the definition of the term “work” in some of the questions. Because of the cognitive testing process, researchers changed the phrasing of some questions, included instructional notes in others, and

removed a few questions entirely. See Annex 2 for additional details on the cognitive testing process. Field-testing specific survey questions in this manner can help improve the quality of the survey questions.

3.4 Methodology for Analysis of the Baseline Data

The baseline data analysis was conducted on 3,016 households. Researchers used the data to describe the characteristics of the sampled population, the prevalence of outcome variables—child labor, the knowledge and perception of child labor, and existing social norms about child labor. The definitions and indicators in the baseline survey used to create the outcome variables and norms are described below.

Child labor

The primary outcome of this research is to identify the prevalence of child labor. Each child between 5 and 15 years old engages in child labor if their response falls into the following definition.

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

Researchers used a reference period of 7 days for working hours of work in formal and informal occupations, and hours spent performing either light or domestic work.

Knowledge, Attitudes and Perception on child labor

The following indicators in the survey measure the secondary outcomes: people’s knowledge, perceptions, and attitudes towards child labor (refer to Annex 1 for the survey questionnaire and Annex 2 for the cognitive testing for these questions).

Perceptions and Attitudes:

Do you agree or disagree with the following statement: The work that children do is hurtful to them.

This is coded as 1 if the respondent agrees or strongly agrees to this question S9Q7a, and 0 if the respondent disagrees or strongly disagrees. Neutral and refused responses are coded as missing. “Don’t know” responses are coded as zero.

Do you agree or disagree with the following statement: Children's work should be eliminated.

This is coded as 1 if the respondent agrees or strongly agrees to this question S9Q7b, and 0 if the respondent disagrees or strongly disagrees. Neutral and refused responses are coded as missing. “Don’t know” responses are coded as zero.

At what age do you think a child could start working?

This is coded as 1 if the response to question this S9Q15 is 14 and 0 if any other response. Neutral and refused responses are coded as missing. “Don’t know” responses are coded as zero.

Knowledge:

What is the youngest age at which a child can start working?

This is coded as 1 if the response to this question S9Q3 is 14, which is the minimal acceptable age for a child to work in Nepal, and 0 if any other response. “Refused” responses are coded as missing. “Don’t know” responses are coded as zero.

What is the minimum age that a child is allowed to work in Nepal?

This is coded as 1 if the response to this question S9Q16 is 14 and 0 if any other response. Refused responses are coded as missing. “Don’t know” responses are coded as zero.

If a person hires a child, can there be legal action taken against the employer?

This is coded as 1 if the response to this question S9Q17 is “yes.” And 0 if “no” Refused responses are coded as missing. “Don’t know” responses are coded as zero.

Responses to knowledge, attitudes, and perceptions are reported individually, not as an index.

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), 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 perception is irrelevant—simply the belief, if sufficiently salient, causes the individual to behave a certain way.

We asked the following questions, which helped us 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, we can conclude that their perceptions about their neighbors’ behavior influence their beliefs on child labor. The next 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.

Researchers also used the baseline data to assess whether any important differences existed between treatment and control groups. We used standard univariate t-tests to assess the similarity of treatment and control group members and examine the magnitude and patterns of any differences that exist. For each baseline characteristic, the null hypothesis states that no difference exists between the treatment and control groups. Since randomization assigned the wards to these two groups, by definition no difference should exist. Hence, if randomization worked correctly there should be no evidence to reject the null hypothesis. Statistical hypothesis testing assesses whether randomization achieved its aim: no differences in baseline characteristics between the treatment and control groups. This is a balance test. We define the significance level at 5 percent for the hypothesis testing (i.e. p-values which are below .05 are considered indicative of a significant difference).

We conducted balance tests for the demographic variables and poverty level of the respondents. The Progress Out of Poverty Index (PPI), developed by the Grameen Foundation, was used to

measure the likelihood of households in living below the poverty line.² The PPI uses the answers to 10 questions about a household's characteristics and asset ownership to compute the likelihood that the household is living below the poverty line – or above. We also conducted balance test for the outcome variables. The lack of statistical differences in demographic characteristics such as religion, language, caste, education of head of household, household size, and poverty level among the treatment groups confirms the assignment to treatment and control groups was random. Hence, respondents in each arm of the study are, on average, comparable.

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. We account for this statistical dependence between observations and use clustered standard errors.

In addition, we conducted a more formal multivariate analysis to test the hypothesis that key variable means and distributions are jointly similar. For this analysis, we estimate logit 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 result means that the probability of being in the treatment group is not a consequence of any observable differences among the individual unit of analysis.

We also analyzed the gender differences in responses for important survey indicators—incidence of child labor, social norms about child labor, knowledge and perceptions about child labor, exposure to intervention, using univariate t-tests.

² For more on the PPI tool, see <http://www.progressoutofpoverty.org/>

4. BASELINE FINDINGS

4.1 Balance Test

For each set of variables, researchers report statistical tests of means across two groups: first, treatment and control groups, and second, by gender of respondent. In this section, researchers report on balance tests between treatment and control groups.

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

The majority of the study participants are Hindus and 39 percent of the respondents speak Nepali. The second most spoken language among the study cohort is Maithali. Nearly 26 percent of the respondents belong to the Hilly Caste group and 27 percent belong to the Terai Caste group. Researchers found that 34 percent of the head of households have no education and 31 percent have finished secondary education (Table 3b). 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/day (Table 3c).

The treatment and control 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 treatment group has less heads of households with university and beyond than the control group (Table 3b). 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 a F-statistic of .85 ($p=.66$). This suggests that the treatment and control groups are balanced on observable characteristics. Results of the multivariate analysis are presented in Annex 3.

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

Household Characteristics	Mean (Full Sample)	Mean Control Group	Mean Treatment Group	Difference
<i>Religion</i>				
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)
<i>Language</i>				
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)
<i>Caste Group</i>				
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 3b. Proportion of Respondents in Various Educational Categories by Treatment Group

Household Education Level	Mean (Full Sample)	Mean Control Group	Mean Treatment 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 3c. Household Size and Proportion of Households Below Poverty Lines by Treatment Group

Household Characteristics	Mean (Full Sample)	Mean Control Group	Mean Treatment 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

4.2 Child Labor Prevalence

Researchers have measured child statistics both from the household and child survey. Table 4a displays the analysis results. The tables display variable distributions and means for male and female children, as well as p-values for testing differences across the two groups.

According to the household survey, 14 percent of children are engaged in child labor. In this study, the prevalence of child labor is highest in the age group 14-15. According to the parents' responses, 23 percent of the children in the age group 14-15 are engaged in child labor. Researchers found that the incidence of child labor is 7 percentage points higher among girls--18 percent of the girls in the cohort are engaged in child labor activity compared to 13 percent of the boys. This difference is statistically significant. The baseline rate of child labor in this study is comparable to the child labor statistics reported among children in age group 5-17 from the Nepal Labor Force Survey (NLFS 2008) data. Based on that data, 20.8 percent of children in age group 5-17 are categorized as engaged in child labor.

The child labor measures obtained from the child survey are consistently similar to those obtained from the household survey.³ According to the child survey, 14 percent of the children are engaged in child labor. The prevalence of child labor is highest in the age group 14-15; 25 percent of children in this age group are engaged in child labor. Similar to the household survey, researchers also found that the prevalence of child labor is 6 percentage points higher among

³ The only exception is among children aged 12-13, particularly the female children. Given that on average, and in all other age and gender groups, no statistically significant differences were observed, this difference could possibly be considered spurious.

girls. According to the child survey, 17 percent of girls are engaged in child labor activity compared to 11 percent for boys.

Finally, researchers compared the responses on child labor obtained from the household survey *vis-a-vis* child survey. It was found that in 88 percent of the cases there was agreement in child labor responses of the parents and child.

Table 4a1. Child Labor Prevalence by Gender of Child

Characteristics	Mean (Full Sample)	Mean Male Child	Mean Female Child	Difference
Child Labor (Parent response)	14.22	11.01	17.72	6.72* (.00)
Ages 5-11	7.65	5.73	9.85	4.12* (.00)
Ages 12-13	21.88	17.23	26.55	9.31* (.00)
Ages 14-15	27.19	22.60	31.79	9.19* (.00)
Child Labor Rate (Child response)	13.61	10.87	16.60	5.73* (.00)
Ages 5-11	7.86	6.16	9.85	3.69* (.00)
Ages 12-13	19.20	14.98	23.29	8.31* (.00)
Ages 14-15	25.33	22.30	28.32	6.02 (.10)
Parent-Child Response in Agreement	87.72	87.64	87.80	0.16 (.87)

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

Table 4a2. Differences in Child Labor Responses by Respondent

Characteristics	Mean (Parent response)	Mean (Child Response)	Difference
Child Labor Overall	14.22	13.61	-0.61 (.17)
Ages 5-11	7.65	7.86	0.22 (.64)
Ages 12-13	21.88	19.20	-2.68* (.02)
Ages 14-15	27.19	25.33	-1.86 (.13)
Child Labor Male Child	11.01	10.87	-0.14 (.81)
Ages 5-11	5.73	6.16	0.43 (.42)
Ages 12-13	17.23	14.98	-2.26 (.10)
Ages 14-15	22.60	22.30	-0.30 (.86)
Child Labor Female Child	17.72	16.60	-1.12 (.08)
Ages 5-11	9.85	9.85	0.00 (1.0)
Ages 12-13	26.55	23.29	-3.25* (.03)
Ages 14-15	31.79	28.32	-3.47 (.07)

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

Child Labor Prevalence by Treatment and Control Groups

Researchers report on the differences in child labor statistics by treatment and control groups in Table 4b. Researchers did not find a statistical difference in child labor prevalence between treatment and control wards at baseline. If the groups had differed, confounding might have presented a problem to the validity of the study design. Confounding is defined as a difference between treatment and control groups in those factors that influence both treatment and outcome measures. If any confounding variables were found in this study at baseline, differences between groups in outcome could not be solely attributed to differences in the treatment received.

Table 4b. Child Labor Prevalence by Treatment Group

Child Labor Prevalence	Mean (Full Sample)	Mean Control Group	Mean Treatment Group	Difference
Child Labor (Parent response)	14.22	11.93	16.14	-4.20 (.33)
Ages 5-11	7.65	6.19	8.87	-2.68 (.41)
Ages 12-13	21.88	17.86	25.28	-7.41 (.24)
Ages 14-15	27.19	24.26	29.58	-5.32 (.45)
Child Labor Rate (Child response)	13.61	11.85	15.10	-3.26 (.44)
Ages 5-11	7.86	7.25	8.38	-1.13 (.71)
Ages 12-13	19.20	16.02	21.79	-5.77 (.38)
Ages 14-15	25.33	21.55	28.57	-7.02 (.31)
Parent-Child Response in Agreement	87.72	87.63	87.80	-0.17 (0.94)

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

4.3 Knowledge, Attitudes and Perception about Child Labor

In Table 5, researchers report on the knowledge and perceptions of child labor by treatment and control groups. Researchers asked the question about the proper age at which a child can start working in several ways. First, researchers asked: “What is the youngest age at which a child can start working?” 16 percent of the cohort answered this question correctly. Second, researchers asked: “At what age do you think a child could start working?” 10 percent of the cohort answered this question correctly. Finally, researchers asked: “What is the minimum age that child is allowed to work in Nepal?” This question focused on knowledge of the law on child labor in

Nepal. Only 1 percent of the cohort answered this question correctly. This indicates that most of the population is misinformed about the correct age when a person can start working legally in the Nepal. This is an area where the municipalities can endeavor to increase the public's knowledge about the legal age at which a person can start working. A majority (63 percent) of the cohort knew that legal action can be taken against an employer for employing children.

Researchers found that there is a negative perception concerning child labor in the study area. A high percentage of respondents (87 percent) agree that the work that children do is hurtful to them, and 90 percent of the respondents believe that child labor should be eliminated altogether.

Researchers did not find a statistical difference in means of knowledge, attitudes and perceptions about child labor in treatment and control groups.

Table 5. Proportion of Respondents' Knowledge, Attitudes and Perceptions by Treatment and Control Group

Knowledge, Attitudes, and Perceptions	Mean (Full Sample)	Mean Control Group	Mean Treatment Group	Difference
Correctly identified the youngest age at which a child can start working (%)	6.22	7.09	5.49	1.60 (.39)
Correctly identified the age at which a child could start working (%)	5.14	5.25	5.04	0.21 (.87)
Correctly identified the minimum age that a child is allowed to work in Nepal (%)	3.48	3.40	3.55	-0.14 (.91)
Knows that legal action can be taken against the employer of children (%)	63.40	63.62	63.21	.41 (.93)
<i>Agrees/Strongly Agrees with the following statements (%):</i>				
The work that children do is hurtful to them	86.56	84.09	88.71	-4.62 (.21)
Children's work should be eliminated	90.20	92.12	88.52	3.60 (.15)

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

4.4 Social Norms

As previously described, researchers assessed social norms based on the following questions:

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?”

In Table 6, researchers report on the social norms regarding child labor practice in the study wards. Few households, approximately 3 percent, reported that their neighbors’ behavior affects their beliefs on whether children should or should not be allowed to work. About 22 percent of the cohort think that their neighbors agree with child labor, whereas 54 percent think that their neighbors disagree with child labor. This suggests that almost half of the cohort thinks that child labor is socially unacceptable and there is room for the intervention to change the norms in a positive direction. Approximately 16 percent of the subjects reported that they did not know about their neighbors’ views on child labor. -

Researchers also report on the means by treatment and control groups in Table 6. A statistical difference in the perception of child labor in treatment and control groups was not found.

Table 6. Proportion of Respondents’ Understanding of Social Norms by Treatment and Control Group

Social norms	Mean (Full Sample)	Mean Control Group	Mean Treatment Group	Difference
Thinks children should be allowed to work because my neighbors' children also work(%)	2.92	-3.26	-2.61	-.55(.61)
Thinks children should not be allowed to work because of social norms(%)	10.64	12.83	-8.71	-4.12(.27)
Thinks neighbors agree with Child Labor%	21.98	19.50	24.16	-4.66 (.35)
Thinks neighbors disagree with Child Labor%	53.51	55.39	51.87	3.52 (.58)
Don't know what neighbors think about Child Labor (%)	15.68	14.89	16.38	-1.48 (.80)

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

4.5 Exposure to Intervention

In Table 7, researchers report on the prior exposure to child labor campaigns and what was learned from this exposure. It was found that both the treatment and control wards were exposed to some campaigns prior to the baseline study. No statistical difference in exposure to different types of campaigns was found between treatment and control wards. If the respondents in the treatment areas had a different rate of exposure, confounding might be a concern. Since there is no difference between treatment and control, any differences found in outcome between treatment and control group during follow-up periods can be attributed to the UNICEF Nepal intervention.

Table 7. Proportion of Respondents' Exposure to Intervention by Treatment and Control Group

Exposure to Various Interventions	Mean (Full Sample)	Mean Control Group	Mean Treatment Group	Difference
Pamphlet about child labor (%)	18.30	16.88	19.55	-2.67(.55)
Street Play about child labor (%)	12.07	11.77	12.33	-0.56(.80)
Miking/loud slogans about child labor (%)	11.11	11.84	10.46	1.38(.74)
Person visiting your home and talking about child labor (%)	7.59	8.44	6.85	1.59(.63)
Hoarding Board/Wall Painting	5.90	7.16	4.79	2.37(.10)
Learned something new from the intervention [†] (%)	84.82	82.81	86.44	-3.63(.40)
<i>Topic that the Respondent Learned:</i>				
Definition of Child Labor [†] (%)	33.87	35.49	32.55	2.94(.68)
Child Labor is bad [†] (%)	48.35	50.45	46.65	3.79(.53)
Child labor is illegal [†] (%)	39.16	41.74	37.07	4.67(.45)
Not to engage in Child Labor [†] (%)	27.97	29.24	26.94	2.30(.69)
Minimum age a child can work [†] (%)	5.89	8.26	3.98	4.28(.05)
Employers who employ children can be punished [†] (%)	9.39	11.61	7.59	4.01(.18)
Resources for children working [†] (%)	3.10	4.46	1.99	2.48(.14)
Child rescue [†] (%)	4.70	4.91	4.52	0.39(.83)

[†] Among respondents exposed to a BCC campaign.

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

4.6 Differences by Respondent's Gender

In this section, researchers report on the differences in responses by gender for key variables—knowledge and perception of child labor, social norms related to child labor, and exposure to intervention.

Knowledge, Attitudes and Perceptions

In Table 8a, researchers report on differences in knowledge and perceptions of child labor, by gender of respondent. There is no statistical difference between men's and women's responses on legal knowledge or perceptions; however, there is a gender difference in the responses on the minimum age at which the respondent thinks a child can start working. For this question, a lower proportion of women answered the question correctly (as compared to male respondents).

Table 8a. Proportion of Respondents' Knowledge, Attitudes and Perceptions by Gender of Respondent

Knowledge, Attitudes and Perceptions	Mean Full Sample	Mean Male Respondent	Mean Female Respondent	Difference
Correctly identified the youngest age at which a child can start working (%)	6.22	6.30	5.94	-0.35 (.80)
Correctly identified the age at which they think child could start working (%)	5.14	5.80	3.89	-1.90* (.02)
Correctly identified the minimum age that a child is allowed to work in Nepal (%)	3.48	3.48	3.50	0.02 (.98)
Knows that legal action can be taken against the employer of children (%)	63.40	66.84	61.82	-5.01(.06)
<i>Agrees/Strongly Agrees with the following statements (%):</i>				
The work that children do is hurtful to them	86.56	85.49	87.91	2.43(.17)
Children's work should be eliminated	90.20	89.66	90.88	1.22(.43)

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

Table 8b displays the gender differences in social norms. Men and women do not exhibit differences in terms of descriptive norms (what the respondent believes their neighbors are doing). There is a difference in injunctive norms (what the respondent believes their neighbors think about the issue): a higher proportion of men than women (24 percent vs. 20 percent) report that their neighbors approve of child labor. 55 percent of men and 53 percent of women report that their neighbors disagree with child labor, although this difference is not statistically significant.

Table 8b. Proportion of Respondents' Understanding of Social Norms by Gender of Respondent

Social Norms	Mean Full Sample	Mean Male Respondent	Mean Female Respondent	Difference
Thinks children should be allowed to work because my neighbors' children also work (%)	2.92	2.54	3.10	0.56(.35)
Thinks children should not be allowed to work because of social norms (%)	10.64	12.17	9.56	-2.61(.08)
Thinks neighbors agree with Child Labor (%)	21.98	24.20	19.46	-4.74*(.02)
Thinks neighbors disagree with Child Labor (%)	53.51	55.00	52.97	-2.03(.46)
Does not know what neighbors think about Child Labor (%)	15.68	14.28	17.68	3.40(.13)

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

Exposure to the intervention

Table 8c summarizes the gender differences in exposure to prior child labor campaigns in the study wards. While there is no observed difference in exposure to home visits, researchers found that more males are exposed to all other interventions. These interventions, including street plays, pamphlets, and wall paintings take place in the public sphere. If men spend more time outside of the home than women, they are more likely to be exposed than women. In most cases, researchers did not find differences in learning from these interventions by gender of

respondent (Table 8c).⁴ The exception is on the issue of the definition of child labor—a higher proportion of men reported that they learned this definition, as compared with women.

Table 8c. Proportion of Respondents' Exposure to Intervention by Gender of Respondent

Exposure to Various Interventions	Mean Full Sample	Mean Male Respondent	Mean Female Respondent	Difference
Pamphlet about child labor (%)	18.30	22.97	14.25	-8.72*(.000)
Street Play about child labor (%)	12.07	15.07	9.89	-5.18*(.000)
Miking/loud slogans about child labor (%)	11.11	12.68	9.70	-2.98*(.04)
Person visiting your home and talking about child labor (%)	7.59	7.32	7.85	0.53(.63)
Hoarding Board/Wall Painting (%)	5.90	7.10	4.95	-2.15*(.01)
Learned something new from the intervention [†] (%)	84.82	86.23	83.41	-2.82(.26)
Definition of Child Labor [†] (%)	33.87	37.92	29.32	-8.61*(.03)
Child Labor is bad [†] (%)	48.35	50.00	46.36	-3.64(.34)
Child labor is illegal [†] (%)	39.16	41.13	35.91	-5.22(.10)
Not to engage in Child Labor [†] (%)	27.97	27.55	29.32	1.77(.56)
Minimum age a child can work [†] (%)	5.89	5.66	5.91	0.25(.87)
Employers who employ children can be punished [†] (%)	9.39	10.00	8.86	-1.14(.52)
Resources for children working [†] (%)	3.10	3.40	2.95	-0.44(.62)
Child rescue [†] (%)	4.70	5.66	3.41	-2.25(.08)

[†] Among respondents exposed to a BCC campaign.

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

⁴ Conditional on exposure to an intervention

5. CONCLUSIONS

The goal of this baseline report was twofold: first, to confirm that respondents from the treatment areas were, on average, similar to those in the control group, and second, to present baseline values for all major outcome variables, disaggregated by both treatment and control areas, and by gender of respondent.

Balance Tests

Researchers found balance across most variables between treatment and control areas, which demonstrates that randomization was successful in its goal of creating two groups of respondents who, on average, are comparable to each other. The balance tests hold for most of the demographic variables, except for higher education of the head of the household. A higher proportion of household heads have university education, or higher, in the treatment group in comparison with the control group. However, the sample size for this category is small. Therefore, it is safe to conclude that it will not influence the results. Because of these few differences detected between treatment and control groups, the researchers are satisfied that randomization worked, inasmuch that it has resulted in two groups of people who are not different on existing characteristics such as religion, ethnicity or education.

Key Outcome Variables

In terms of outcome variables, researchers did not find a statistical difference of the various indicators between the treatment and control areas. Researchers found **14 percent of child labor prevalence** in the baseline data, as measured from the household survey. The prevalence of child labor is 7 percentage points higher for girls than boys and it is statistically significant. The baseline rate of child labor is lower than child labor reported among children aged 5 to 17 from the Nepal Labor Force Survey (NLFS 2008) dataset, which categorizes 21 percent of children as engaging in child labor. However, the NLFS is a national survey conducted seven years prior this data collection. In addition, the age range for the NLFS (5-17) differs from that used for this study (5-15). It is likely that more children aged 16-17 are engaging in child labor than younger children. Therefore, including children of these ages would lead to a higher prevalence of child labor, as is found with the NLFS data. We do not find a statistical difference in child labor responses between the parents and child. According to the both parent and child response the overall child labor rate is 14%. For testing the hypothesis we will use the parents' response since the intervention is implemented on the adults. However, we will also collect the child data and report the statistics derived from the children's responses.

Researchers asked: “What is the minimum age that child is allowed to work in Nepal?” This question focused on knowledge of the law on child labor in Nepal. Only 3 percent of the cohort answered this question correctly. This demonstrates a lack of knowledge about the laws on child labor in Nepal. While 22 percent of respondents think that their neighbors agree with child labor, 54 percent think that their neighbors disagree with child labor, and 15 percent do not know what their neighbors think about child labor. A small proportion of respondents cited social norms or neighbors’ behavior as a reason for why they do or do not believe children should be allowed to work. Based on this data, it seems that there is room for improvement on knowledge of Nepal’s laws on child labor, a focus of UNICEF Nepal’s BCC program. It is important that respondents do not send their children to work because of social pressure to do so.

Researchers found evidence of prior exposure to awareness campaigns aimed at reducing child labor in the study area. However, researchers did not find any difference in rates of exposure or in lessons learned from those campaigns between treatment or control groups. Therefore, researchers are confident that this exposure does not present a challenge to the study as a confounding variable.

There is a difference in exposure to these awareness campaigns based on gender. ***More men than women have previous exposure to child labor awareness campaigns.*** Most of the interventions such pamphlets, street plays, miking, and wall painting occur outside of the home. It is therefore not surprising to find that men have higher rates of exposure to these interventions. There is no difference between men and women’s exposure to home visits. These gender differences demonstrate that it may be more difficult to reach women than men through BCC campaigns, and that effects of the UNICEF program may vary based on gender of respondent. Therefore, researchers plan to include gender of the respondent in the analysis of midline and end line data.

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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 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

S2Q40other. 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/ Granddugther
- 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
 eligibleChild.
 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 respondent 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 $\${\text{firstname}}$ to do ?

shown if

$\${\text{random}} \geq 50$

- 1 Work
- 2 Study
- 3 Household Chores
- 4 None

S5Q18. In the past year, has $\${\text{firstname}}$ 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

$\${\text{S3Q3}} \geq 5$ and $\${\text{S3Q3}} \leq 17$

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

- 1 Yes
- 2 No
- 98 Don't know
- 99 Refused

S6Q3. Is $\${\text{firstname}}$ 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 $\${\text{firstname}}$ 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 $\${\text{firstname}}$ 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 $\${\text{firstname}}$ 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 shown if
 Separate answers with a ;

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

```

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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(${S9Q5}, '96')
S9Q6.  Why should children not be allowed to work?
Multiple answers possible.
1      It's illegal
2      Education
3      Due to social norms
4      Lack of strength/ too weak to work
5      They will be at risk of abuse
96     Other (Specify)
S9Q6Other. Specify Other
        Separate answers with a ;
                                           shown          if
selected(${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?

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)

S13Q10ther. 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 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

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 respondent 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 respondent 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 respondent refuses to answer enter 99

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                                                                    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 household 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 worked 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:

Training and Piloting Survey

We obtained Notre Dame's Institutional Review Board's approval for our survey protocol. We mobilized 45 enumerators and seven supervisors during the 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 University of Notre Dame also visited the municipality to make sure the survey team is collecting quality data. All six municipalities were visited by the team members.

NLA assembled a team of 54 people (45 enumerators, seven supervisors, one documentation/IT personnel, and a director) to work on this project. Three members of the research team from Notre Dame, Juan Carlos Guzman, Danice Brown and Lila Khatiwada, travelled to Nepal to implement the baseline. They provided the training, conducted the cognitive test, finalized the survey questions, supervised the data collection work, and met with the stakeholders during their visit to Nepal.

The study started with one-day orientation training to seven supervisors in Kathmandu on September 9th 2016. During the orientation we discussed study purpose and design, roles and responsibilities of supervisors and other team members and our schedule. We also discussed process for cognitive tests in the field as we wanted to test some new questions that are included in the survey to make sure they are understandable to the respondents. On Sept 11, we sent out the supervisors for cognitive testing in nearby community in Chitwan. This practical work with coverage of 14 households and 14 children was very much useful to revise the questionnaire in Nepali. Some changes were made based on the findings of the test. For example, for most of the respondents it was hard to understand a question related to biological hazard (working environment that has fungus, bacteria, viruses, etc). Therefore, we decided to drop that question.

We started training to the enumerators on Sept 15, 2016 in Sauraha, Chitwan. The first half of first-day training was devoted to providing participants the background of study and the second half of the day was devoted to providing the technical aspect of survey. We used smartphones in the survey so providing technical skill on using smartphones in the survey was important. The participants practiced the survey all day on second day. During the practice they did several mock interviews with each other.

On third and fourth day the enumerators were went to nearby communities to practice survey with community people. When they returned from the survey we discussed problems encountered during the survey and resolved the issues during the feedback session.

On Sept 19 the enumerators and supervisors left for their respective municipality to start the survey. To ensure high quality data collection, Notre Dame and Nepal based team members conducted periodic monitoring visits in all six municipalities.

Cognitive Interviews: Overview, Process, and Results

Cognitive interviews are a method of detecting response error, developed by psychologists and survey developers in the 1980s. It is frequently used to improve translation and phrasing of particularly important questions or questions which may prove difficult to answer for certain populations. Methodological research has demonstrated the effectiveness of the different approaches to cognitive testing (Forsyth and Lessler, 1991, DeMaio and Rothgeb, 1996 Gerber and Wellens 1997). The research team followed a guide developed by Research Triangle Institute (RTI), which is regularly used for testing survey questions in that organization (Willis 1999).

Two Methods of Cognitive Testing

The manual focuses on the 4 processes which are necessary for a respondent to answer a question: Question Comprehension, Memory Retrieval, Decision Process, Response Process. Two methods presented in the manual. The first is the “**think-aloud method**,” developed by Ericsson and Simon (1980). This method requires the respondent to verbalize his or her thoughts in answering a given question. The advantages of this method are that there is very little interviewer-imposed bias, and little training required for interviewer, since their main responsibilities are to read the question and to listen to the response. However, the disadvantage of this method is that it places the burden on the subject to perform the relatively unnatural task of voicing his or her thought process. Because of this, the “think-aloud method requires significant subject training, or subjects that are naturally talkative and open. It can also result in subject bias in responses, and poses a high risk that the subject may stray away from the question at hand, and wander off-topic.

The second method is “**verbal probing**.” In this process, the interviewer asks the question, the respondent answers, and then the interviewer asks for specific follow-up information related to the question. The interviewer can ask questions related to comprehension, confidence judgement, or recall. They can also ask the respondent to paraphrase the question, they can ask specific, information-related questions, or general questions about how easy or difficult the question was to answer. Probe questions can be concurrent or retrospective, and they can be scripted or spontaneous. This method is advantageous because it allows the interviewer to control the conversation, and it requires little training of the subject. Often in this process the subject begins to anticipate probe questions, and offers their own thoughts spontaneously so the process becomes similar to a think-aloud method. However, this method is criticized because it can introduce interviewer bias and could produce an artificial situation that is not relevant to the actual interview.

Cognitive Testing Process in Nepal

For the cognitive testing in Nepal, we selected the verbal probing method. We selected this method because of the context of the situation. First, we were able to train our field supervisors on the cognitive testing methodology. We would not have been able to train subjects on the think-aloud method since we planned to interview rural populations with little education, as well as children. In addition, in the rural Nepali culture, respondents were not likely to be naturally talkative and open to a stranger. Instead, a verbal probe method was more likely to be effective in gathering information.

Verbal probes were scripted beforehand, and were administered concurrently--meaning that after a question was asked, the probes for that question were asked.⁵

Question Topics

We tested any questions that were new to the Nepali context, as well as any questions which involved the word “children’s work.” This was to understand if “work” was understood to mean paid labor, or also housework or schoolwork. Finally, several questions which involved terminology that could be difficult to understand were included. Probe questions were either general questions, questions on specific vocabulary questions on comprehension, and confidence judgement.

Results

This section presents the questions asked, the feedback from interviewers, and the action taken as a result of the feedback.

ADULT QUESTIONNAIRE

Cognitive Testing occurred on days 3 and 4 of the supervisor training (September 2016), in a neighboring community to Chitwan (where the data collection training was occurring). Supervisors conducted the cognitive testing and then returned to the training site for a debrief with the research team. This timing was selected because it allowed the research team to make edits to the questionnaire and translations before the enumerators arrived.

Approximately 12 adults were interviewed. These adults were in a rural community where UNICEF had already conducted an awareness campaign. They mainly worked in agriculture. Both men and women were interviewed.

Perception Questions

How much do you think your neighbors agree with children working? (तपाईंको न्बचारमा, बालबालिकालाई न्काममा लगाउनु न्छन्भन्ने कुरामा तपाईं कान्छि मेन्कीहरुको न्सहमत न्केछन्?)

For this question, **neighbor** was understood to be a group of people, never just one individual. Respondents varied in their definition of neighbor—some were thinking of family members who live near by; others thought of households which were very close to theirs; and finally others thought of the entire ward as their neighborhood.

For this question, **work** was interpreted as work outside the home and **children** were interpreted as those below 15.

Why should children be allowed to work? बालबालिकालाई न्किन न्काम न्गार्न न्सहमत न्दिई न्छन्?

For this question, respondents interpreted families to be the ones allowing the work. This question was not interpreted in legal terms but in terms of families and social norms. They additionally mentioned that when children stopped studying, they should not be allowed to remain idle after that and therefore they should be sent to work. Therefore, “stopped studying” was added as an option.

⁵ By contrast, retrospective probing is when the interviewer asks all the survey questions, and then asks probe questions only when the interview is completed.

Why should children not be allowed to work? बालबालिकालाई कामगर्न किन अनुमति दिनुहुन्न?

Again, this question was interpreted in the context of society, not in legal terms. Respondents listed that children should not work because they are not physically strong enough to do so, and that they are at risk for abuse. Again, these were added as choice options to the survey. In this context, **work** was interpreted to mean both household chores and paid work.

Do you agree or disagree with the following statements:

a. The work that children do is hurtful to them. तपाईंनम्रन्तथ्यसग सहमतनुहुन्छ अथवानुहुन्न: कन्बालबालिकालेगर्नेकाम उनीहरुको न्बलान्बलनकारकुछ।

In this question, respondents defined **work** as both household work and work outside the home. They responded differently for each, and differently for boys and girls. They believed it was important for parents to teach children to work in the home, but they were against child labor. Therefore, they responded “Neutral.” Their understanding of the word **hurtful** was in relation to physical pain, not harm of any other kind.

As a result, we added a note to this question to instruct the enumerator to exclude household chores from this question.

b. Children's work should be eliminated. ख: बालबालिकाको काम न्बलननुपर्छ

In this question, **work** was understood to mean work outside the home. The actor of the question was understood to be the government, or society in terms of community activism, but not in terms of the individual or family. The term **eliminated** was understood by some to mean reduced, but by others to mean totally eradicated.

Think of children who are working. What problems do they face? जुन बालबालिकाहरुले कामगर्ने गर्नुहुन्छ उनीहरुको न्बारेमा सोच्नुहोसन् नहरुले केकेस्ता खालका समस्यासहनुपर्छहोला ?

For this question, respondents understood **work** to mean work outside the home. They understood **children** to refer to both boys and girls, they were not thinking specifically of children of a certain gender. A few respondents pointed out that child laborers faced risk of being blamed as a thief or punished by their bosses. Therefore, we added “workplace harassment” as another option.

Other questions referring to children working

At what age do you think a child could start working? तपाईंको बच्चारमा, एउटा बालकले न्बन्त वर्षको उमेरदेखि कामगर्न सक्छन्? For this question, each respondent provided two responses—they answered in terms of housework, and again in terms of outside work. The age at which a child should start working in the home was 2-5 years earlier than outside the home. For this question, respondents were thinking of Nepali children, and mostly their answers did not differ by gender. However, occasionally a respondent would provide different answers for boys versus girls. They understood the question in terms of the family, not of the legal definition of age.

As a result, we included a note to exclude household chores from the definition of this cut-off.

What is the minimum age that a child is allowed to work in Nepal? नेपालको न्कानुनन्बमोज्जम, बालबालिकाले न्नुनतमन्कन् तउमेर खन्कामनार्न अनुमछन्?

The translation of this question referred directly to the **legal context** of children working, so respondents understood it those terms. They understood **work** to mean work outside the home. They were thinking of boys and girls together.

Minimum is a difficult term in Nepali—the word used is not a common word, so it required explanation.

If you could choose among work, school, and household chores, what would you prefer $\{firstname\}$ to do?

The goal of cognitive testing this question was to understand if respondents knew they could pick more than 1 option from this list. Most respondents answered “school” for their sons, and “school and chores” for their daughters. From this, we could surmise that they understood that they could pick multiple options. However, we rephrased the question to add “combination of the following activities” to be sure that was clear. In addition, we changed the second option to be “study” since that was more commonly used as a response than “school.”

Hazardous Labor Questions

In the past 7 days, did $\{firstname\}$ have to work in an environment with biological hazards like bacterial, fungal, parasitical, and viruses? गएको न्सातनदिनमान्जैन्वकन्जोन्मन्कोन्ववन्स्थास्तै, न्अलन्फुल, प्यारासिन्तथान्भाइरसमान्कामन्गर्नुन्परेकोन्थियो?

Understanding of this question varied greatly by education level. In general, it was quite difficult and required explanation.

It was determined that this question was too difficult to understand, and that the answer can be surmised from other questions on workplace and industry. This question will be deleted from both adult and child sections of the questionnaire.

In the past 7 days, has $\{firstname\}$ been injured while working? $\{firstname\}$ लाई, गएको न्सातनदिनमान्कामकोन् शिलशिलामान्कुनैन्चोटपटकन्लाग्यो?

This question was understood by the respondents. Even if they were not injured, they were able to give an example of an injury they could have received while working or in the home. Again, they only considered physical injury.

CHILDREN QUESTIONNAIRE

20 children were interviewed. Children belonged to multiple castes and ethnic groups. Enumerators were instructed to interview children from 2 age groups (5-9 and 10-17) but more children were interviewed in the older age group than the younger. Some children came from an agricultural community, where UNICEF had already conducted awareness campaigns. Most of these children did not work. Others were living in an urban area, and almost all of these children were working. Some had migrated from other areas in order to work. Both boys and girls were interviewed.

Can you quit the job anytime you want? केन्तपाईलेन्चाहेन्नेलान्कामन्छोड्नुन्पाउनु हन्छान्?

Our concern with this question was the interpretation of the word **quit**—we wanted to be sure that respondents understood the question to mean leaving the job permanently, not for a short vacation or for the day/weekend. It was clear from the children’s explanations that they understood the term. For example, one girl confided that she wanted to go home for holidays and not return.

What is your main reason for working? तपाईंले काम गर्न नुन्यने मुखय कारण के हो?

This question was understood by the children who were working. Several additional options were suggested. For example, some children responded that they are working to earn money for themselves, not for their parents. This was not an option in our set of choices, so it was added.

If you stop working, what will happen? तपाईंले काम गर्न छोडेमा के होला?

This question was understood by the children. Answers were varied and demonstrated understanding that to **stop work** implied to permanently stop. One option was added—some respondents reported working in order to live near a school. So they responded that if they stopped working they would stop being able to go to school. This option was added to our list.

In the past 12 months, have you stopped going to school while classes were in session in order to work?

बतेको वर्षमा के तपाईंले काम गर्न जानको नलाग्न कक्षा चलेकै बेला नसुक्न छोड्नु भयो?

This question was understood by the children. Children elaborated by providing information about when they stopped school in order to work. It should be noted that the earliest instance recalled was 5 months prior. Children remembered leaving school 1.5 months, 3 months, 4 months and 5 months earlier. Therefore, it can be expected that this question will suffer from issues of recall.

Have you operated any heavy tools or machines in the last 7 days? बतेको सात दिनमा के तपाईंले भारी नजारवा न्यन्त्र चलाउनु भयो?

Children understood the term **tool** and **machine**. They were able to give examples of both. However, a more generic word was suggested by enumerators and this translation will be corrected.

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

बतेको सात दिनमा के तपाईंले किटनासक र गायतन्त्रासायन कन्पदार्थ काममा चलाउनु भयो?

This question was understood both by children working in farming communities and in urban areas. Children in farming communities were familiar with pesticides, and those working in hotels understood chemicals to include chemicals used to clean toilets. Therefore this question was clear to the majority of the working children.

Have you experienced pain from your work in the last 7 days? बतेको सात दिनमा तपाईंले कुनै किसिमको शारीरिक न्यड भएकै छैन?

This question was tested to understand the use of the word **pain**. Children understood pain to mean physical pain—but included both chronic pain, such as soreness of the hands from using machinery, and sickness such as body aches, coughing, headaches. Therefore there was a wide definition of physical pain. No mental, emotional, or other types of pain was mentioned.

Did you operate in harsh environment like extreme temperature or tunnels or wet place or heights in the last 7 days? बतेको सात दिनमा तपाईंले कठिन वातावरण जस्तै; अत्यधिक तापक्रम वा न्युङ्गा खान्चने स्थान वा न्वाइड काम गर्न भयो?

This question was difficult to understand, and the translation was improved through cognitive testing.

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

This question was understood by working children. They provided examples that demonstrated understanding of the word **injury**. For example, some children mentioned that they could be burned by hot liquids if they were working in a restaurant, and others mentioned the dangers of working by farming machinery. So the definition of injury again refers to physical injury, but it includes both minor injuries such as burns to more serious injuries with equipment.

Work Plan

(Updated April 28, 2017)

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

Implementer: University of Notre Dame

SCA #: IL-26699-14-75-K-18

Duration: December 15, 2014-Dec 15, 2019

Team members: US based team: Juan Carlos Guzman (**JC**), CO-PI; Lila Kumar Khatiwada (**LK**), CO-PI; Eva Dziadula (**ED**), Economist; Danice Brown (**DB**), Support Investigator; and, Tushi Baul (**TB**), Statistician. Nepal based team: Shiva Sharma (**SS**), Sr. Researcher/Child Labor; Uddhav Paudyal (**UP**), Support Investigator; and, Bindu Poudel (**BP**), Survey Manager.

Activities and timeframe

Activities are listed according to year from 2015 to 2019. A deliverable date of each activity is provided inside the month.

1st year:

Activities	Responsibility	First year-2015											
		J	F	M	A	M	J	J	A	S	O	N	D
1. Travel to Nepal for the orientation and planning meeting with the partners - UNICEF Nepal - Municipality people - Program implementers	LK & ED								26	4			
2. Draft evaluation design preparation - Team meeting - Consultation with partners and USDOL - Draft evaluation design (<i>deliverable</i>)	LK, JC, TB, DB, ED, SS,										28		
3. Tech progress report (<i>deliverable</i>)	LK, JC				30							31	

2nd year:

Activities	Responsibility	Second year-2016												
		J	F	M	A	M	J	J	A	S	O	N	D	
4. Final evaluation Design - Incorporate all the suggestions - Prepare the final design - Final design (<i>deliverable</i>)	JC, LK, ED, TB, DB, SS,						10	31				31		
5. Preparation of survey materials - Contract for survey (sub-grantee) - Sub award matrix (<i>deliverable</i>)	LK, DB, TB., JC, ED				10							31		
- Prepare questionnaire, key questions for FGD, consent (<i>deliverable</i>)	LK, DB, JC, ED						10			30				
- Ethical review - IRB approval (<i>deliverable</i>)	TB													
- Consent/parental permission and assent forms (<i>deliverable</i>)	TB, LK, ED,						15					30		
- Prepare smartphone based survey	LK, JC, student assistant													
- Training manual (<i>deliverable</i>)	LK, TB, ED													
6. Baseline data collection - Travel to Nepal	LK, ED, TB,										7			
- Piloting of instrument - Training to enumerators - Supervise quantitative and qualitative data collection work	LK, TB, with Nepal team (SS, UP, BP)										16			
											30			
7. Data analysis and baseline report preparation - data analysis plan (<i>deliverable</i>)	ED, JC, TB, LK													30

3rd year:

Activities	Responsibility	Third year-2017											
		J	F	M	A	M	J	J	A	S	O	N	D
8. Technical progress report	LK, TB				30						31		
9. Draft baseline report (<i>deliverable</i>)	TB, JC, LK, ED, DB					31						30	
- final survey instrument/tools (<i>deliverable</i>)	LK, JC, TB					31							30
10. Final baseline report - incorporate all feedbacks (<i>Deliverable</i>) - Final dataset	LK, JC, TB, ED							31					31
11. Second survey - travel to Nepal and supervise survey work	LK, TB, SS, UP, BP									30			
12. Second survey data analysis and draft intermediate report (<i>deliverable</i>)	JC, TB, LK, ED,											30	
13. Second survey intermediate report - incorporate all feedbacks (<i>Deliverable</i>)	LK, JC, DB, SS,												31
14. Second survey datasets (<i>deliverable</i>)	LK, JC, DB											30	

4th year:

Activities	Responsibility	Fourth year-2018											
		J	F	M	A	M	J	J	A	S	O	N	D
15. Technical progress report (<i>Deliverable</i>)	LK, TB				30						31		
16. Third survey - travel to Nepal and supervise data collection work	LK, JC		15										
17. Third survey data analysis and draft intermediate report (<i>deliverable</i>)	JC, LK, ED, TB, SS				15								
18. Third survey intermediate report - incorporate all feedbacks (<i>Deliverable</i>)	LK, TB, ED, DB, SS,						15						
19. Third survey datasets (<i>deliverable</i>)	LK, TB, DB						15						
20. Fourth survey	TB and Nepal based staff							10					

- travel to Nepal													
21. Fourth survey data analysis and draft intermediate report (<i>deliverable</i>)	JC, LK, ED, TB, SS									15			
22. Fourth survey intermediate report - incorporate all feedbacks (<i>Deliverable</i>)	LK, TB, ED, DB											15	
23. Fourth survey datasets (<i>deliverable</i>)	LK, TB, DB											15	

5th year:

Activities	Responsibility	Fifth year-2019											
		J	F	M	A	M	J	J	A	S	O	N	D
24. Technical progress report (<i>Deliverable</i>)	LK, JC				30								
25. Endline survey - travel to Nepal	JC, LK							15					
- Draft report (<i>Deliverable</i>)	JC, LK, ED, TB, SS									15			
26. Final report - incorporate all feedbacks (<i>Deliverable</i>)	JC, LK, ED, TB, SS										15		
27. Draft qualitative study report (<i>Deliverable</i>)	LK, DB, SS										15		
28. Final qualitative study report (<i>Deliverable</i>)	JC, LK, DB										15		
29. Survey datasets (<i>Deliverable</i>)	JC, DB, TB, ED											15	
30. Final Report with survey package (<i>Deliverable</i>)	LK, JC, DB												15
31. Public use datasets, log of analysis, data crosswalks, data tables (<i>Deliverable</i>)	LK, JC, DB												15
32. Sharing lessons learned workshop in Nepal - travel to Nepal	LK, TB											10	
33. Sharing lessons learned workshop in DC	LK, JC												10
34. Draft result summary report (<i>Deliverable</i>)	LK, JC, TB, ED												15

Annex 3:

Multivariate Balance test results: Logistic regression with dependent variable whether the treated or not

Variables	t-statistic	Standard Error	p-value
<i>Religion</i>			
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 ; F(24, 57) = 0.85; Prob > F = 0.6596