International Labour Organization

Child labour impact assessment toolkit

Tracer study manual

Book 1: Tracer study. Methodology manual

Book 2: Tracer study. Training manual

Book 3: Tracer study. Model questionnaires

International Programme on the Elimination of Child Labour (IPEC)

International Labour Organization

Tracer study - Book 1
Methodology manual

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Tracer study – Book 1
Methodology manual

Tracer methodology to measure longer term impacts on children and families of interventions against child labour

International Labour Organization International Programme on the Elimination of Child Labour (IPEC)

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Foreword

Since 2000 a strategic area of work for ILO's International Programme on the Elimination of Child Labour (IPEC) has centred on developing approaches to impact assessment. Impact assessment is a key area that enhances the capacity of partners and ILO-IPEC to build the knowledge base on which interventions work, how and why and, equally important, in what context these interventions would be effective and ready for replication and up-scaling.

The work on impact assessment should be viewed in the context of the target for eliminating the worst forms of child labour by 2016, affirmed in the 2010 ILO Global Action Plan for the Elimination of Child Labour. It is also part of ILO-IPEC's support to member states and constituents taking action to eliminate child labour by developing global products and tools. Reaching this target requires properly identifying what are the most suitable and sustainable strategies. This is where the work of evaluation and impact assessment is crucial.

A number of global projects have provided ILO-IPEC resources and opportunities for carrying out work on developing and implementing an impact assessment framework. The impact assessment framework aims to develop, adapt, pilot test and support the use of tools and methodologies for assessing impact of different policies and programmes.

In 2002 a first global project, "Measuring Longer Term Impact on Children and Families through Tracer / Tracking Methodologies" developed the first version of a tracer study methodology for child labour interventions. This methodology was used to carry out six pilot tracer studies in different locations where an ILO-IPEC project had been implemented (Ecuador, Indonesia, Uganda, Tanzania, Sri Lanka and Turkey).

In 2006 a new global project, "Impact Assessment Framework: Follow up to Tracer and Tracking" provided funds to carry out six further tracer studies as part of broader work on impact assessment. The most recent tracer studies focused on former beneficiaries of ILO-IPEC projects in the Democratic Republic of Congo/Burundi, Morocco, El Salvador, Philippines, Kenya and Paraguay. They covered diverse child labour sectors such as children associated with armed forces and armed groups, commercial sexual exploitation, agriculture and fishing.

Tracer studies take a retrospective look at the evolution in the situation of a sample of children already provided with or exposed to a specific intervention or a defined set of interventions. As part of the effort to identify effective strategies, tracer studies provide a unique perspective by providing evidence on what have been longer term changes in the lives of former beneficiaries and exploring if and how the intervention contributed to the observed changes. For example, the tracer study carried out in Ecuador found that overall the proportion of working children 13 to 17 years of age declined over time from a high of 82% at the start of the intervention to 61% at the time of the study (2 years after the intervention had finished). Despite this positive general reduction, however, the tracer study revealed that the majority of the older children still working continued to be engaged in mining, a potentially hazardous form of work.

A first version of the tracer study methodology, training manual and instruments was used for the piloting of the first group of six tracer studies. Individual feedback from each pilot study as well as input from a range of experts and ILO colleagues allowed a thorough review of the methodology. The present version is the result of this review and was used for the second group of tracer studies.

The present Tracer Study Manual consists of three booklets: Book 1– Methodology Manual, Book 2– Training Manual, and Book 3 – Model Questionnaires.

The intention is for the three booklets to be used by organisations and partners who are implementing child labour interventions and would like to obtain a perspective on longer term changes.

ILO-IPEC will also use the methodology to enhance the knowledge base on the longer term impact of targeted interventions. Some ILO-IPEC projects have used the methodology to carry out tracer studies of targeted interventions from previous project phases. This has allowed a better understanding, for instance, of the impact of withdrawing a child from child labour and integrating him/her into education.

The tracer study methodology has also been adapted and used in the context of expanded final evaluations. Known as target group impact assessments these have looked, in more detail, at the changes in the lives of girls and boys reached through some of the direct interventions of the project being evaluated.

The tracer study booklets are part of the ILO-IPEC Child Labour Impact Assessment Toolkit, which is a dynamic collection of methodologies and tools identified, adapted or developed to be particularly relevant for child labour interventions.

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The work on the tracer studies is part of the IPEC impact assessment framework to develop, adapt, pilot test and support the use of tools and methodologies for assessing impact of different policies and programmes.

The first version of the methodology manual, the training manual and the instruments was elaborated by Azra Cader and Claudia Ibarguen from the Centre for Poverty Analysis (CEPA) (Sri Lanka) for IPEC. Thanks to all organisations that piloted a Tracer Study using this first version and whose suggestions and feedback made possible the improvement of the three Tracer booklets. Many thanks also to the organisations that carried out the second generation of Tracer Studies. Their insight and focus on the usefulness of studies has helped shape the approach. Also particular thanks to those colleagues who contributed to the development and adaptation of the methodology and to both the first version as well as the post pilot version of the booklets. Among them special mentions is due to former and current colleagues from IPEC's Design, Evaluation and Documentation (DED) section: Peter E. Wichmand (who manages the overall impact assessment framework), Claudia Ibarguen (who managed the completion of the booklets), Bharati Pflug (who managed the pilot studies), Florencio Gudiño, Naomi Asukai, Casper Merkle, Esther Gomez (intern) and Likun Cao (intern).

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Abbreviations

BQ	Beneficiary questionnaire
CRC	United Nations Convention on the Rights of the Child
CDL	Child domestic labour
CL	Child labour
FGD	Focus group discussions
HQ	Household questionnaire
IA	Impact assessment
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KAB	Knowledge, attitudes and behaviour
RFQ	Relative /friend questionnaire
WFCL	Worst forms of child labour
WNL	‘Where are they now?’ list

Chapter 1 – Introduction

This chapter:

- presents the main goals of a tracer study;
- reviews how a tracer study fits within the broader scope of impact assessments (IA);
- discusses the question of attribution and the options available for establishing links between observed changes and the intervention;
- offers pointers on whether a tracer study is advisable according to individual needs and objectives;
- identifies the advantages and limitations of a tracer study.

1.1 Foreword

This tracer study manual is intended for organizations and partners that have implemented a child labour intervention. The purpose of this manual is to generate information and knowledge with regard to the longer term changes that have occurred in the lives of former beneficiaries and to assess if, and how, the intervention contributed to these changes.[1] This, in turn, will allow a better understanding of what can be improved in the future design of similar interventions.

The manual is intended to be largely self-instructional, offering guidance and outlining the necessary steps for carrying out a tracer study. Since no two interventions or study sites are the same, it also offers alternatives so that study teams can adapt it to their context wherever this might be relevant. After reviewing the manual, and the accompanying training manual, a study team should be capable of preparing, implementing, conducting and interpreting the results of a tracer study.

[1] The term, 'interventions', is used to denote the child labour project. The manual also uses the term project interchangeably with intervention.

1.2 Background to this manual

The tracer methodology to measure direct impacts on children and families of interventions against child labour was developed as part of a United States Department of Labor (USDOL) funded Project of the International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organization (ILO).[2] For IPEC, tracer studies are seen as possible instruments for documenting, measuring and evaluating the long-term impacts of interventions on children and families.

In a first phase, five pilot tracer studies were carried out in IPEC programme locations.[3] Based on the lessons learned and experiences from these pilots the manual was adjusted. In a second phase, through a new USDOL funded project[4], the modified manual was used as the basis to carry out six tracer studies in other IPEC locations.[5]

Although the methodology has been tested in IPEC project locations, the intent is for the tracer study manual to be a resource not only for IPEC but also for its partners and any organization actively addressing child labour issues who want to identify and document some of the longer term changes in the lives of former direct beneficiaries and their families.

1.3 Why carry out a tracer study?

Tracer studies can provide valuable information on what has happened to a group of children that have been exposed to an intervention. Implementing agencies usually have a fairly good idea of what the children are doing for the duration of the project, and at the moment it ends. However, the real challenge is for interventions to produce lasting, long-term results. The ultimate measure of the success of an intervention is for the desired changes in the lives of children and families to still be present, in some manner, after the project itself has phased out. A tracer study is interested in finding out, for example, if the children who participated in the project continued in school, relapsed into work or moved away from their villages.

A tracer study explores what changes occurred in the lives of former beneficiaries, and if and how the intervention contributed to these changes. A more comprehensive goal is for tracer studies to offer insight into which type of interventions, or which type of approaches

2 IPEC project: Measuring long term impact on children and families through Tracer/Tracking Methodologies.

3 The locations were: 1. Tanzania (child domestic labour, CDL), 2. Uganda (CDL), 3. Ecuador (mining), 4. Turkey (street children), and 5. Indonesia (platform fishing).

4 IPEC project: Impact Assessment Framework: Further development and follow-up to Tracer and Tracking Methodologies.

5 The locations of Phase II were: Democratic Republic of Congo/Burundi (Children associated with armed groups and armed forces, CAFAAGs), Morocco (agriculture, street children); El Salvador (fishing and sugarcane), Philippines (mining and sugarcane); Paraguay, (Commercial Sexual Exploitation, CSEC); Kenya (agriculture).

within an intervention, may have had more impact. Knowing what seems to work better, and in what circumstances, is valuable in any future programme planning and decision making.

1.4 Definition of a tracer study

Tracer studies get their name from the primary activity involved, which is to trace, find or locate a group of individuals. The actual task of tracing the former beneficiaries may be complicated since information on their whereabouts may be dated or incomplete. With tracer studies, a large part of the effort is spent tracing the interviewee. Tracer studies are sometimes referred to as follow-up studies because they trace individuals some time after an event has taken place, and follow up on what has happened in their lives since then.

Tracer studies take a retrospective look at the evolution of the situation of a sample of children already provided with or exposed to a specific intervention. It is an enquiry approach at a single point in time that generates data on already achieved impact.

The ultimate objective of a tracer study is similar to that of other impact assessments: "to systematically analyse the lasting or significant changes – positive or negative, intended or not – in people's lives brought about by a given action or series of actions."[6]

Tracer studies are often compared to impact assessments and project evaluations. There certainly are similarities, but impact assessments usually take a broader outlook and observe impacts outside the purview of the immediate beneficiaries. Evaluations emphasize the extent to which the intervention achieved the outputs it set out for itself. A tracer study, in comparison, is concerned primarily with the changes at the level of the former beneficiaries' lives. It seeks to document changes but also to determine the extent to which the intervention contributed to the changes. However, it has important similarities with evaluations in the sense that it also seeks to influence decision-making or policy formulation through the provision of empirically-driven feedback.

1.5 Tracer studies in child labour interventions

For our purposes, a tracer study seeks to learn about the changes experienced by the children and families who were exposed to a child labour intervention. By concentrating on what former beneficiaries are doing in the present, as well as in two other distinct moments in the past, the tracer study provides evidence on the main changes for this group throughout time. It also strives to approximate the link between involvement in the intervention and the observed changes.

[6] C. Roche: *Impact assessment for development agencies: Learning to value change*: Oxfam Development Guidelines (UK, Oxfam – Practical Action Publishing, 1999), p.21.

Interventions are implemented in a particular context. The specifics of this context such as the institutional environment, government structures, and community attitudes influence greatly what happens in the lives of former beneficiaries. While a tracer study concentrates its analysis on the children and their families it also needs to understand what other external forces, events and actors contributed to changes in former beneficiaries' lives. Other factors may include interventions carried out by others (such as the government or other NGOs); unplanned events (ranging from economic upheavals to natural disasters); and upstream interventions driven by IPEC (alone or together with others) at the national level.

The information on external factors contained in a tracer study is captured from individual interviews and also, importantly, from focus group discussions (FGD) and key informant interviews.

1.6 The question of attribution

Organizations want to learn whether, and to what degree, specific activities, services and support were critical in manifesting changes in the lives of former participants. Is it possible to determine whether the intervention was responsible for changes in the population that participated in a project? This is called the question of attribution, a complex issue that specialists continue to grapple with.

Experimental (and quasi experimental) impact evaluations, in particular those using randomized experimental methods, have the comparative advantage of addressing the attribution problem through counterfactual analysis.[7] A tracer study based on the methodology presented in this manual cannot explicitly and undeniably link observed changes back to an intervention. It can, however, attempt to demonstrate a reasonable attribution or credible association between the intervention and the observed changes.[8] How can a tracer study establish reasonable attribution? Or how can a tracer study argue that changes can at least be partly linked to the intervention?

Consider the following ideas:

- Think about alternative explanations for changes and identify if and how these alternative explanations can be ruled out.[9]

[7] Counterfactual analysis implies answering the question of what would have happened to those receiving an intervention if they had not in fact received the programme. Since it is not possible to observe this group both with and without the intervention, the challenge is to develop a counterfactual – that is, a group which is as similar as possible (in observable and unobservable dimensions) to those receiving the intervention. This comparison allows for the establishment of definitive causality – attributing observed changes in welfare to the programme. From web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTISPMA/0,,menuPK:384339~pagePK:162100~piPK:159310~theSitePK:384329,00.html

[8] This was a conclusion reached at an expert meeting on Impact Assessment convened by IPEC in January 2002 in Geneva.

[9] IPEC, B. Perrin: *How to plan and carry out impact assessments of child labour interventions.* IPEC: Design Evaluation and Documentation Section (DED), (Geneva, ILO, 2004), p.11.

- Compare the information from the tracer study to already existing data from similar groups (for example, census information of areas close to the intervention that were not part of the intervention, other studies carried out by other organizations or institutions).
- Review what the intervention had outlined as the ideal outcome for the group of children it would be serving. If such a scenario was in some way considered, or detailed then this can be compared to the data from the tracer study.
- From qualitative interviews with key stakeholders and FGD explore what has changed in this population that has not changed elsewhere. This does not preclude, however, that positive changes for former beneficiaries are the result of other factors unrelated to the intervention.

1.7 Deciding to carry out a tracer study

Carrying out tracer studies is one option when the objective is to understand longer term changes after the end of an intervention. They present a good option for generating evidence on plausible attribution and can be carried out after a period has elapsed from the end of the intervention as they integrate methods to trace or find former beneficiaries.

Tracer studies, as with any other approach, also have limitations. To what extent these potential limitations are relevant in your case should be assessed before embarking on a tracer study.

Table 1: Assessing limitations before a tracer study

Good option	Perhaps not a good option
The former beneficiary is the focus of attention.	The focus is the institutional landscape.
Some time has elapsed since the intervention was completed.	The intervention is still ongoing.
There are fairly reliable data sources on the former participants.	No records of former beneficiaries exist or these are unreliable.
	If former beneficiaries are highly mobile or if there is a lot of geographical dispersion.

1.8 A final word on this manual

This manual contains a course of action for carrying out a tracer study in the context of a child labour intervention. As can be expected, organizations that will use this resource may be very different as may be the context in which they work, as well as their projects.

In order to accommodate the diversity of potential users, and to be useful in a wide array of countries and circumstances, the manual is not overly prescriptive and offers, whenever relevant, options instead of rigid 'how-to' instructions. This will allow study teams to reflect and decide on the best alternatives for their specific case. It will also include experiences from the five pilot tracer studies to illustrate real life contingencies.

Finally, the most essential element that must be clarified by any study team is their purpose for carrying out a tracer study. As with any other research effort, a tracer study absorbs human and financial resources.

Thus it should be clear, when considering a tracer study, as to how the information generated can help to improve the understanding of the way interventions work and how they can be made more effective.

Chapter 2 – A review of child labour concepts

This chapter:

- discusses the most common types of child labour interventions;
- reviews the ILO Conventions related to child labour;
- explains the difference between child labour and child work;
- reviews what is acceptable and/or unacceptable regarding child work.

Before introducing the more operational aspects of the tracer methodology it is important to clarify a number of concepts related to child labour (CL) and child labour interventions.

2.1 Child labour interventions

The overall goal of an intervention is to contribute to the progressive elimination of child labour, with emphasis on the elimination of the worst forms of child labour (WFCL). Interventions attempt to achieve this by providing services to children, families and the community.

Some interventions focus on withdrawal of children from work, particularly if children are working in hazardous occupations or environments. Others focus on preventing children from entering work and are usually implemented in vulnerable communities at risk for child labour. Still other interventions concentrate on improving the working conditions for children of a certain age. Some interventions provide services for individual children or families within a community. Others (most often those focusing on prevention), deliver at a community level and thus the target beneficiaries might be all members of a village.

2.2 Unacceptable situations

Child labour interventions are designed and implemented as a consequence of unacceptable situations experienced by children. These unacceptable situations deal, primarily, with the employment and educational status of children and, in simplified terms, can take four basic forms:

- **Unacceptable** – Children who work and are below the minimum working age. Many children below that minimum age both work and go to school. This is also unacceptable. The acceptable scenario is for them to be devoted solely to schooling and other activities such as playing.
- **Potentially unacceptable** – Children below the minimum age are at risk of working. This is usually determined by a high incidence of child labour in the region.
- **Unacceptable** – Children above the minimum age are involved in occupations that are risky to their development and health (hazardous) or they are engaged in one of the worst forms of child labour.
- **Potentially unacceptable** – Children above minimum age are at risk of becoming involved in work that is harmful to their development and health (hazardous) or engaged in one of the worst forms of child labour. This is usually determined by a high incidence of children working in hazardous occupations in the region.

A tracer study aims to find out what former beneficiaries are currently doing. This includes searching for information on what kind of work they are doing and whether it is in line with the Worst Forms of Child Labour Convention, 1999 (No.182) of the ILO. This Convention states that children over the minimum age of work cannot be involved in worst forms of child labour (one of the worst forms being hazardous child labour). The Minimum Age Convention, 1973 (No. 138) also states that children below the minimum age cannot be involved in work except for light household chores. In some countries 'light work' from 12 to 14 years of age is allowed. The ILO defines light work as work that is not likely to be harmful to children's health or development and not likely to be detrimental to their attendance at school or vocational training.

2.3 Acceptability in employment and education

Two main elements determine whether the employment activities of a child are acceptable or not: age, and conditions of work.

2.3.1 Age

International instruments use age to define a 'child'. The UN Convention on the Rights of the Child accords rights and protection to those under the age of 18. ILO Convention No. 138 establishes a minimum age for admission to employment and indicates that this shall be no less than the age of completion of compulsory schooling. This minimum age is set at 15 years old (or more, but not less than compulsory school age). Certain countries have set a minimum age of 13 or 14 in their legislation.

2.3.2 Type and conditions of work

International instruments acknowledge that not all work is harmful to children. Young children can help the family with light household chores, and as they get older they might take on work that will enable them to learn skills and trades useful for adulthood.

Light work, if it fulfils certain conditions, can be an important part in the development and socialization of a child.[10] In some countries light work (which does not conflict with schooling) is acceptable from 12 to 14 years of age. After 14 or 15 years of age (or the country-specific age when compulsory education is finished), it is acceptable for children to engage in work provided it is not in any way harmful and it is of a nature and duration that allows children to still enjoy time for playing. This is the distinction between child work and child labour. Whereas child work can be acceptable in specific situations, child labour is detrimental to the child's schooling or harmful to their health and development, and is not acceptable.[11]

In particular, children must not be involved in what has been labelled the worst forms of child labour According to Convention No. 182, the term WFCL comprises:

- all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant treaties;
- work, which by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of the children (hazardous work).

2.3.3 Hazardous work

Convention No. 182 has specified that 'hazardous' should be defined by the national competent authorities after consultations with employers' and workers' organizations. The Worst Forms of Child Labour Recommendation, 1999 (No. 190) offers some guidelines on what is hazardous. For example hazardous work comprises work that:

- is underground, underwater, at dangerous heights or in confined spaces;

[10] 'Light work' was defined as non-hazardous work performed by boys and girls 12 years and older, performed for fewer than 14 hours per week (an average of two hours per day). Hazardous work includes work performed for more than 43 hours or more per week as well as work in mining, construction and selected occupations often considered hazardous in many countries. Please refer to IPEC: *Child Labour Statistics Manual: Manual on methodologies for data collection through surveys*, Statistical Information and Monitoring Programme on Child Labour (Geneva, ILO, 2004).

[11] B. Andrees: *Forced labour and human trafficking: A handbook for labour inspectors* (Geneva, ILO, 2008).

- uses dangerous machinery, equipment and tools;
- is in an unhealthy environment which may expose children to hazardous substances, agents, temperatures, noise levels;
- is under particularly difficult conditions such as work for long hours or during the night.

Table 2: Examples of hazardous work in some industries

Sector	Main tasks	Hazards
Mining	Underground digging Carrying heavy loads Separation of ore	Exposure to harmful dusts, gas, fumes, extreme humidity and temperature levels; awkward working positions; cave-ins
Deep-sea fishing	Diving to depths of up to 60 meters to attach nets to coral reefs	Exposure to high atmospheric pressure; attacks by fish; congested and unsanitary conditions
Agriculture	Working with machinery Mixing and applying pesticides Carrying heavy loads	Unsafe machinery; hazardous substances (insecticides, herbicides); heavy lifting; extreme temperatures

Adapted from: ILO: *Targeting the intolerable: A new international convention to eliminate the worst forms of child labour information kit* (Geneva, 1999).

2.3.4 Education

Child labour interventions also seek to ensure that children engage in activities that are commensurate to their age. Education is widely recognized as one of the most effective instruments for combating child labour. Schooling removes children from the work force, provides them with an alternative use of their time and prepares them for a better future. The aim is for children at least to complete compulsory education.

Chapter 3 – Ethical principles and guidelines for tracer studies

This chapter:

- addresses the requisite ethical standards when conducting social research with children;
- offers practical steps on how to incorporate ethical considerations at different stages of a tracer study.

Ethics are defined as "a set of moral principles and rules of conduct"[12] and are "concerned with respecting research participants throughout each project".[13] Ethical considerations are paramount in any study involving living subjects. They must be even more prominent in a research agenda involving children. The challenge is to find ways to carry out research with children that provides valid, good quality information while at the same time protecting them from processes that fail to respect their ideas, and integrity, exploit them or intrude into their privacy. [14]

One of the first documents that addressed the ethical conduct of research with human subjects was the Nuremberg Code, which arose from the Nuremberg Military Tribunal after the Second World War. In 1964 the World Medical Association drew up the Declaration of Helsinki (later amended in 1989 and 1996). Although it was focused on medical research, it contributed to reflection in the social sciences. Towards the end of the 20th century, a number of countries articulated guidelines on the ethical conduct of social research. Many also began to understand that these ethical guidelines required special considerations when the subjects were minors. Children, because of their relative development and position in social structures, are even more vulnerable to abuse in the course of a research.

[12] V. Morrow and M. Richards: "The ethics of social research with children: An overview", in *Children and Society,* Vol. 10, Issue 2, 1996, p. 90.

[13] P. Alderson and V. Morrow: *Ethics, social research and consulting with children and young people* (Ilford, Barnardos, 2004), p.11.

[14] J. Boyden and J. Ennew (eds.): *Children in focus: A manual for participatory research with children* (Stockholm, Rädda Barnen, 1997), p.10.

3.1 Ethics and tracer studies

In some tracer studies, the participants will be minors. In other cases, as time may have passed since the implementation of the project, they may be youngsters (considered as 'youth' by the UN which includes the age group from 18 to 29 years of age). In both cases, ethical codes must be maintained. Taking into account differentials in power between adults and children, and the fact that children are generally in a more vulnerable situation, this chapter will focus on ethical considerations when dealing with children in the course of a tracer study.

The principal goals of tracer studies are to document changes in the lives of former beneficiaries, find out what these former participants are currently doing and gain insight that will allow organizations to improve their performance and better plan projects and activities. However, these study objectives cannot supersede concern for the well-being of the children (and also youth and adults) who provide this information. At all levels, social research must refrain from causing harm to the participants (as well as to the researchers themselves). Hence, tracer studies need to take all precautions and steps necessary so that the research will not negatively affect the individuals involved. If it is discovered that the tracer study could in some way harm the children involved, cancelling the study should always be an alternative.

While some basic guidelines need to be followed regardless of where and when a tracer study is implemented, it must be remembered that every tracer study is context specific. For example, although power differentials between children and adults exist everywhere, their relative weight varies. In some cultures, children learn that being respectful implies not speaking before an adult, whereas in other cultures, this idea might not be as prevalent. The experience of childhood differs across cultures and throughout time. The specific culture and traditions of the place where the tracer study will take place will have an influence on the activities of the study and should be considered when discussing the different ethical aspects of a tracer study.

Checklists are most useful when they ask hard searching questions about all aspects of research, rather than simply being a tick box list.

(P. Alderson, 2005, p.31.)

It is very common to work with checklists as a way to make sure a research project covers the most important ethical issues. However, the most important point to keep in mind is that while checklists are useful, an ethical tracer study should be seen as a process. This implies reflecting on ethical considerations at every step, constantly being aware of the context and trying to anticipate and take responsibility for ethical dilemmas that may arise during the study.

Most writings on ethics in social research emphasize similar themes: participation, consent, confidentiality, anonymity and respect (including respect for cultural traditions and customs of the community). Each of these topics will be first discussed in a general manner and later analysed in the context of a tracer study.

3.2 Child participation in research

The United Nations Convention on the Rights of the Child (CRC) recognizes children's participation rights. Article 12 affirms children's right to express their opinions and have these taken into account in any matters that affect them. Article 13 recognizes children's right to freedom of expression and access to information. Participation in matters affecting children clearly includes participation in research. Participation by children in studies pertaining to them is thus an essential component of an ethical research plan.

Apart from being an inherent right, the active participation of children in research is also increasingly being viewed as a way of obtaining more relevant information, which is necessary if policies and programmes are to become more responsive and relevant to the concerns and needs of children.[15]

Children observe with different eyes, ask different questions-they ask questions that adults do not even think of-, have different concerns and have immediate access to peer culture where adults are outsiders. (M. Kellet, 2005.)

Children are increasingly being perceived as able and competent participants in research dealing with their lives.[16] When children influence what is researched and how their lives are represented there is a higher chance that their concerns will be taken into account, and that the responses and services for these children will be superior. The information that emerges from studies will also be more accurate.

At the same time as we adopt a view of children as able subjects, it is important to accept the reality that children usually have an inferior position in social structures and are less able, because of their age, to make decisions that will not harm them. Children require special protection, but this does not undermine their right and ability to be active participants.

More participation by children in research can mean a range of things: from research approaches that are more sensitive to children, to a research agenda and objectives that are partially or completely defined by the child subjects themselves.

In tracer studies, children are not usually involved in the design stage, but one acknowledges that it would be pointless to only ask the adults about the experiences of the children. It is essential to go directly to the source and that is why tracer studies include questionnaires (either quantitative or qualitative) aimed at the former beneficiaries, as well as focus group discussions with children and adolescents. At the beginning of an interview the enumerator can explain to the

15 J.Boyden and J. Ennew, Ibid.

16 The role of children in research depends to a large extent on what vision of childhood is adopted. In much of the 20th century children were conceived as 'incomplete adults' with levels of development that limited their capacity to fully take part in research. Children were sidelined from studies dealing about them because their views were seen as immature or irrelevant. Adults provided the 'necessary' information about children, unavoidably filtering in their own perspectives. See: A. Farrell (ed): *Exploring ethical research with children* (Buckingham, Open University Press, 2005), pp. 27-36

children that their views are important. This contributes to a feeling of empowerment and that their ideas and participation are valuable.

As will be discussed later in this manual, every tracer study needs to plan and include a pilot exercise. Piloting is crucial because it offers the opportunity to identify problems regarding such aspects as the approach, the instruments, and the language. In addition, it is at this point that children's input can lead to changes in the manner of asking questions, in the wording or in other critical aspects of the tracer study design. The piloting phase should be seen as the occasion when the involvement and participation of children can be incorporated, including their criticisms and recommendations.

3.3 Informed consent

Former child and adult beneficiaries have the right to decide whether they want be involved or not. Their decision to participate must be based on basic information about the study and how it will affect them. This leads to an 'informed' decision or informed consent.

The Declaration of Helsinki states that in relation to consent, adequate information must be provided to the research participants, that participation in the research is voluntary, that the participant can withdraw at any time, and consent must be explicitly obtained, preferably in writing. One section refers specifically to research with children. Consent, in this case, should include permission from the child as well as from a responsible adult.

Consent is at the core of a respectful and ethical treatment of the individuals that are the subject of research (be it social, medical or other). The conduct of social research requires obtaining information and data. Research subjects have the freedom to decide if they want to provide this information and, should they decide not to participate, their motives should not be questioned.

Obtaining consent from children has particular challenges; it is not enough to simply ask 'do you wish to participate, yes or no'. The capacity of any subject to consent stems from an understanding of what is expected of them, and the ability to foresee how the research might possibly affect them. The capacity to foretell future impacts is difficult for some children.[17] Crucially, children also have the right to refuse participation.

Again, it is important to bear in mind that the basis of informed consent and a genuine ethical research conduct does not imply merely following the formality of asking participants if they wish to participate. Informed consent is based on offering the necessary information in a language that is understood by the subject and with a demeanour that communicates that the ultimate decision lies with them. With very young children, investigators should make special efforts to explain the research procedures to the parents (or guardians/custodians) and be especially sensitive to any indications of discomfort in the child. Consent as regards children usually also requires obtaining consent from parents. However, an ethical dilemma may arise if parents refuse but the children want to participate. In this context, parents have a final say if children are unable to understand what it is they are consenting to.

Every enumerator should obtain consent from the children and young adults who will participate in the tracer study. In general, it is advisable for a tracer study to also seek the explicit consent of parents or guardians of children who participate but are below 14 or 15 years of age. Decide beforehand how you will proceed if parents deny their child's participation and the minors appear to want to take part. Remember that ultimately, there might be legal repercussions if the parents refuse their child's involvement and you ignore this request.

At the moment of establishing contact with a traced former beneficiary (be it a child or young adult), the enumerator will communicate basic information as thoroughly as possible but in simple language. The manner of explaining this information may vary depending on the age of the participant (and perhaps other facts such as gender or caste). Prior to engaging in fieldwork, the tracer study teams should prepare different ways of communicating this information in simple language that is appropriate for different subjects. Information pertaining to the study and their rights should be explained to the children prior to asking them for their consent.

The researchers should clearly state to the participants that:

- they can decide not to participate;
- they can drop out at any moment; or
- they can refuse to answer some questions.

With children, the researcher must emphasize that he/she will not become angry or feel offended by their decisions. In many cases, children need time to absorb this information before making a decision. The enumerators can offer to return the next day or later the

[17] For example, formerly trafficked Nepalese girls were interviewed on how they became victims of commercial sexual exploitation. However, the research process brought them undue attention and their reintegration to their original communities was undermined. See: IPEC, C. Edmonds: *Ethical considerations when conducting research on children in the worst forms of child labour* (Geneva, ILO, 2003).

same day, after the children have had an opportunity to reflect and consult with guardians, teachers or other friends.

Often children are timid when they are around adults and it may be that they are not used to refusing requests from adults. This feeling of inferiority is compounded when faced with a stranger from outside their community who might be from another class, gender or caste. Enumerators need to be sensitive to this reality. If they feel a child accepts to cooperate because they are used to following adult orders, they should ask the child if he/she is certain about cooperating in different ways and at various times. Enumerators should insist that they will not be disappointed or angry and that the decision truly is up to the child. If an enumerator perceives that a participant is uncomfortable with certain questions they can remind them that they do not have to answer everything and that a simple ‘I do not want to answer’ is valid.

It is of paramount importance the way language is used. When deciding on ways of phrasing the information and the request for consent it is advisable to seek the opinion of children of a similar age, as well as of adults who are acquainted with the particular words, and types of speech in the region where the study is being carried out.

Discuss the use of language that will convey the message in simple but clear terms. Consider whether girls and boys require slightly different approaches and explanations. It is possible that explanations which are conveyed effectively when communicating with a particular child may not be as effective when communicating with a child of another sex, age group or background. Using language and logic that children understand ensures that each child is able to grasp the purpose and content of the research activity[18] and can therefore give an informed consent.

3.4 Confidentiality and anonymity

Social research in general and tracer studies in particular, do not require names or recognizable personal data to obtain valid findings. An important component of the ethical treatment of research subjects is to conceal the participants' identities in reports. The purpose of this is to protect participants so that they cannot be singled out at a later date, and also so that the information they provide cannot be used against them in an incriminating or negative manner. In addition, the identities of respondents can be changed.

The information that the enumerators communicate to each potential tracer study participant must include the explanation that despite the fact that the enumerators are in possession of a list where the participants’ names appear (as well as other data such as addresses) a particular name or profile will not appear in the results and findings. It should be explained to the participants in a simplified manner that

[18] IPEC, Edmonds, op.cit.

once the information is fed to a computer the data is aggregated and it is thus impossible for anybody subsequently to link the responses back to the participant.

When dealing with children there is one important exception to the rule of confidentiality. If a researcher comes across a child that is being exploited and /or abused and is at risk of significant harm, the researcher has a duty to take steps to protect the child. The researcher will need to receive professional advice on how to proceed.

The tracer study team must decide beforehand if and how it will breach confidentiality in case they find a notorious case of child abuse or a child who is being harmed by being involved in a worst form of child labour. Prior to beginning the fieldwork, the team must decide whether it will involve authorities if it considers that it might come across cases of children in dangerous situations or in occupations that directly put them at physical or emotional harm. If the team does decide to call upon the authorities, it must carefully consider whether there is a possibility that this could potentially aggravate the child's situation. In order to be prepared for such an eventuality, enumerators should carry an information card with the details of referral agencies and services. Before arriving in the field all enumerators should have the relevant information (on a printed page that can be handed out and that would include telephone numbers and names of contact people) of the national institutes specializing in services to children or NGOs that can offer help and support.

Notwithstanding the moral responsibility, as researchers, the team has to be cautious if it traces a child that continues to be involved in a dangerous, risky or illegal activity. When deciding how to act, the team must first attempt to understand the child's wishes. It might be tempting to rush to the police or other authorities and denounce abuse but in certain cases this might result in even worse consequences for the child if, for example, the employer finds out and punishes the child. The research team has to carefully weigh these ethical dilemmas, which are encountered throughout the research process, and make all decisions taking into account the child's welfare as the top priority.

3.5 Avoiding harm to participants

Researchers are responsible for protecting all research participants from any emotional or physical harm that might result from the research, and for protecting their rights and interests.

Researchers need to judge and weigh the potential risks versus benefits for the participants. In contrast to medical research, where physically invasive procedures are easily defined, what constitutes risk in social research is sometimes less evident. Despite the difficulties, every tracer study team will need to carefully think through the likely impact on the children and adults, as well as the impacts of the data collection methods.

Harm is not only circumscribed to physical injury. It can also arise if the research causes children to remember distressing memories and therefore produce psychological damage. It might also include social costs such as community censure and, of course, more acute threats such as reprisals by people who feel threatened by children's participation.

A careful assessment should be carried out before the tracer study begins. However, often harm to participants, including children, is only identified once the study is underway. This is an ethical dilemma which requires the team to convene and make a decision with the interest of the children at the forefront.

A fundamental rule for ethical research with children is that if the study at any point is found to be harming the subjects (particularly in the case of minors) the research must be discontinued. This should be followed through and acted upon seriously. It is difficult to call off a

study once money has been invested, enumerators paid, vehicles contracted, etc, but the paramount interest of research, if it is to be genuinely ethical, is for the welfare of the participants to come first.

3.6 Respectful treatment of children in research

An important component of an ethical study is the respectful treatment of subjects. Respectful treatment includes an approach that is sensitive to the individual, as well as to the cultural traditions of the community. In the case of children, it implies treating them with the same courtesy as an adult. It also implies using language that they understand but without sounding condescending.

Children are usually intimidated by adults, more so if the adult is a stranger, wearing unusual clothes and with a different manner of speaking. Respectful treatment of subjects requires the research team to make the effort to learn beforehand the norms they should abide by and the most appropriate manner of dress, behaviour and language. This not only sends a signal of respect but also helps put participants at ease.

In many societies, respectful behaviour includes investing a lot of time on small talk, discussing about family, and the weather. If an enumerator arrives in a community and wants to extract the information quickly without the required social interaction first, he or she risks offending the participants.

Communication is more than words; body language communicates a great deal as well. Respect for children and the other subjects of a tracer study entails a non-judgemental stance and a friendly approach portrayed through words, as well as facial expressions.

If children are expected to respond to questions about their lives, the enumerators should communicate who they are, out of respect. For this, a short introduction is sufficient: the researchers should include their name, the organization they work for and offer the child (or adult) the opportunity to ask further questions.

3.7 Incentives

Offering remuneration as a means to persuade involvement in research has long been a contentious issue. Subjects, both children and adults, take time away from school and/or work to participate in studies which can incur expenses such as travel costs. However, offering payment in return for participation can backfire and send the wrong message and might raise expectations of future rewards. It can also feed into an attitude where subjects pursue cash handouts from researchers and then merely respond what they think the researcher would like to hear. For these reasons, prior deliberations should determine the nature of pay and compensation. Stakeholders should provide guidelines on the issue of payment and promises taking into account the specific research context of a given country.

3.8 Incorporating an ethical framework to tracer studies

An ethical study does not occur by simply ticking off a checklist or mechanically going through the above steps. Maintaining ethical standards is an ongoing process which exists throughout every phase and decision of the study. The following points should be seen precisely in that light, as a guide, but they should not supplant the constant assessment on the part of the tracer team of the ethical repercussions and impacts of their research.

3.8.1 Initial benefit-harms analysis

Before embarking on a tracer study, enumerators should carry out a benefit-harms analysis. Summon individuals with knowledge of the ground situation (such as former project directors and administrators) and question how a tracer study could in any way affect the well-being of participants or pose potential risks. Consider:

- What are the benefits of the tracer study? How will this information be useful?
- Is the tracer study justified? Are there other less intrusive ways of obtaining the information?
- Do the circumstances and context of the tracer study provide for the physical, emotional and psychological safety of the children (or young adults)?
- Are potential harms manageable?

Once these questions have been discussed, a decision can be made to continue with the plan of implementing a tracer study or, alternatively, decide that the potential harms and risks to participants, in particular children, are too great. When harm to the children seems inevitable, suspend the tracer study and strive to find other means of obtaining the information.

If the decision is to continue the following steps need to be taken:

3.8.2 The safety of the research team

A research study must protect the physical, emotional and mental integrity of all people involved, including those who will carry out the research in the field. Viewpoints of the local research centre should be considered when making the decision. Is the area where the research is to take place safe for the researchers? Consult people with first-hand knowledge of the ground situation. If the region is unsafe for a research team, consider other projects or localities.

If the region is deemed safe, a tracer study team can be composed. The composition of the team will be different in each case. It can include lead researchers, enumerators and outside resource persons, or only lead researchers.

3.8.3 Deliberation on context

It is not possible to foresee every possible consequence of the participation of a child in a research. But it is advisable to set aside a session to brainstorm about context-specific ethical concerns and how they will be dealt with. This implies thinking about the context, the geography, and, importantly, the type of child labour tackled by the project. For example, ask if it is possible that the researchers will come across children who are still working in WFCL or in dangerous conditions?

The deliberations on the context will be useful as background information in the enumerator training. These should be discussed with all field researchers so that they have the clearest possible picture of what they will be confronting.

3.8.4 Enumerator training

A session organized for those researchers who will have direct contact with the participants is indispensable. This is the opportunity to explain how tracing is done, review questionnaires and, importantly, define the basic ethical ground rules and discuss how possible ethical dilemmas will be dealt with. Then jointly draft an ethical code that will govern the behaviour of all researchers involved in the project. Here are some recommended components to include during the training session dealing with ethical concerns:

- Have a facilitator introduce the topic of ethics (see the tracer study training manual).
- The same facilitator, or someone else, can present the context of the tracer study and open for discussion the potential hazards and ethical risks.
- Jointly draw up a guide on how each enumerator will introduce him or herself. Discuss the most appropriate approach.
- Draft the paragraphs for consent. Remember to include: 1) information about the tracer study; 2) an explanation of their rights.
- Consider how confidentiality will be explained.
- Include a session on respectful treatment of research subjects in general, and children in particular. Discuss the challenges of working with children. Use this space to communicate clearly to the field team the importance of giving child participants their rightful place. The notion of respect also includes an awareness of cultural norms, such as proper behaviour, dress and disposition. Generate a list together with the field team. Take advantage of any experience from individual members who have worked previously in the locality.
- Prepare the ethics code. An ethics code should be simple and concrete and be prepared by each tracer study team. Include in the code the basic points discussed in this chapter (consent, anonymity, respect, incentives) and any other elements that

might be culturally and/or context- specific. The ethics code should be reproduced in a simplified and summarized format that all researchers can carry with them at all times.

- Establish contingency plans for ethical dilemmas. At any point during the tracer study an ethical dilemma may arise. These might be predicaments that were not foreseen and therefore were not discussed beforehand. If the ethical dilemma is deemed serious by a member of the team, an ad hoc ethics committee can be convened.
- Decide and form an ad-hoc ethics committee. This committee would come together if an ethical dilemma were to present itself in the course of the study. Decide who will be part of this ethics committee and define the mechanisms and lines of communication to convene it.

> ***A note on ethical dilemmas:*** *Often ethical dilemmas encountered during the research are not resolved in the best way or in a timely manner due to the sometimes rigid hierarchies of research teams or because the team is under time and financial pressure that prevent modifications to be made mid-course. Junior enumerators may find it difficult to express doubts or to convince senior researchers that changes are required due to ethical issues. For example, a director may blame the junior members of his /her team for being inefficient or allege that it is too complicated and time consuming to make any changes. This kind of transfer and denial of responsibility undermines ethical standards which depend on everyone concerned sharing responsibility to ensure high ethical standards (P.Alderson, op.cit). It is recommended that teams incorporate time into the schedule not only for eventualities of weather, bad roads etc but also for the possibility that ethical dilemmas may require redesigning and rethinking parts of the study.*

3.8.5 Reporting on findings

All tracer studies must include a section or chapter on the ethical issues that were encountered. Ethical dilemmas might explain, for example, why it was decided not to interview certain groups of children. An ethical concern relating to potential harm to subjects or researchers will override the desire to obtain X numbers of interviews, or it might even affect the quality of information (for example if a group of young victims of commercial sexual exploitation is deemed too risky to approach). The team should also consider the extent of dissemination of findings. Often the publicity surrounding results can offer benefits to communities, but on other occasions it might be the opposite and could encourage repudiation for the communities and children involved. Finally, if promises were made to inform the participants of the results it is a good idea to compile a simple short summary that can be shared with the participants.

Chapter 4 – Conceptual framework

This chapter:

- describes the goals and limits of a tracer study;
- explores possible relationships among the variables;
- introduces the option of carrying out a qualitative or quantitative tracer study.

4.1 The general objective of a tracer study

What is the objective of a tracer study of a child labour intervention? Why do we want to spend money, time and resources on such a study? What are we expecting to learn and how will that knowledge be used?

There are three primary goals:

1. Document changes in the lives of the former beneficiaries of the child labour intervention.
2. Understand if and how an intervention contributed to these observed changes.
3. Learn how the intervention could have been designed differently in order to enhance impact and eventually use this knowledge to improve decision making and the design of future interventions.

4.2 The conceptual foundation

All tracer studies have some sort of prior notion of what will be found in the course of the study. This is based on what the original project set out to influence and in what way the observable changes are the result of a particular intervention. For this reason, it is important to review the theory of change, an essential tool in the impact assessment of IPEC interventions.[19] This will provide the outline of the goal of the intervention, as well as of the approach and types of services or combination of services that were planned to reach the goal. This logical sequence will most often be found in project documents, and may be in the form of a logical framework, a visual

[19] The theory of change graphically exemplifies the series of assumptions and relations between inputs, the immediate outputs, and the observable outcomes at various stages of an intervention.

illustration or a narrative. What is important is to extract what the project set out to do and how it planned to reach these goals.

As is the case for most applied social research, tracer studies aspire to go beyond the mere description of the changes that occurred and seek the explanations of what caused them. The method of reasoning for tracer studies can be described as deductive; from the general to the more specific. One might have a general idea of what will be found which can then be narrowed down into more specific and testable hypotheses. These are specific statements of prediction that describe in concrete (rather than theoretical) terms what happened (for example: the proportion of former beneficiaries in hazardous work decreased from before the intervention to the current period after the intervention finished, partly as a result of receiving service X). The study then collects observations to address the hypotheses. Finally, the information is analysed and the original hypotheses are confirmed (or rejected).

4.3 Impact areas and long-term desired impacts

Most child labour interventions have as their main long-term desired impact the elimination of child labour in their area of implementation. The principal variable is the employment status of former beneficiaries. Interventions, in very general terms, want to contribute to sustained changes in the lives of beneficiary children. At an individual level, this translates into changes in the working situation of former project participants/beneficiaries. Examples of changes in this variable that a tracer study would seek to document and explain are as follow:

- Did former project participants/beneficiaries stop working at some point in time?
- Did they revert back to work after the intervention was completed?
- For children above the minimum age, did they continue working in unacceptable employment or move to a situation of acceptable work?

To reach this long-term desired impact, interventions also determine other desired impacts. In general, the areas where interventions seek to have impacts are: education (formal and non-formal); knowledge, attitudes and behaviour; economic well-being and health. Please refer to Annex V for a visual illustration of impact areas and long-term desired impacts.

Thus, a common strategy used by child labour interventions to impact the working situation of participants is through services related to formal and non-formal education which is a crucial variable in tracer studies. Children who study usually work less. As with work, changes in schooling are concrete and observable. For example, some of the important elements that need to be evidenced and explained by a tracer study are:

- Whether a beneficiary began attending school during the life cycle of the intervention.
- Whether he/she stayed in school after the intervention finished.
- Whether he/she dropped out at any point.

Apart from employment and education, child labour interventions frequently aim to influence other variables or impact areas, mentioned above, such as the economic well-being and health of households and general attitudes and behaviour towards child labour. The idea is that positive changes in these areas (for example a higher household income) will influence decisions by both families (parents) and beneficiaries regarding their entrance and permanence in the labour market.

Therefore, a tracer study of child labour interventions can be said to have five main impact areas.

1. Employment
2. Education
3. Knowledge, attitude and behaviour (KAB)
4. Economic well-being
5. Health

A child labour intervention begins with the premise that these elements are interrelated. For example, an improvement in the economic situation of households or in educational services will affect child labour. Therefore, interventions seek to exert influence on certain variables to achieve the desired results. For example, the indication is that changes (or impacts) in these areas (improvements in schools/education, the economy and health of the household) which occur with the help of the intervention, will contribute to reductions in child labour.

The employment status of beneficiaries is what child labour interventions attempt to influence through changes in education, economic well-being, attitudes and health.

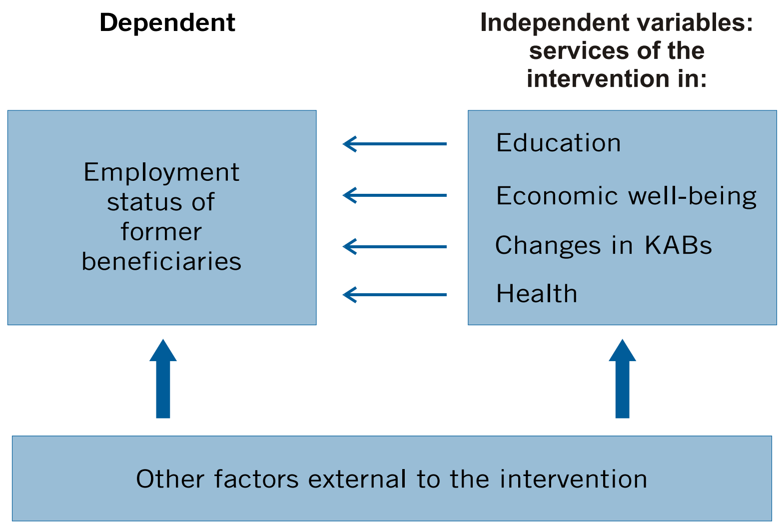
Of course, the relationship in real life between variables is complex and dynamic. A tracer study must attempt to determine first whether there were, in fact, significant changes to the work or educational status of former beneficiaries. This should be followed by an attempt to define why these changes occurred. For example, if child labour has indeed decreased, how can this be explained? Does the decrease appear to be linked to better schools, a change in attitudes, an improved family economy or a combination of some, or all of these variables? Alternatively, changes in child labour and/or employment could also be linked primarily to external conditions and the study must also attempt to discern this.

The following is a simple visual conceptual framework of what is described above. Changes in the working status of former beneficiaries can be caused by changes in education, economic well-being, KAB and health but also by many other factors.

Figure 1: Simplified conceptual framework

Objectives of a tracer study:

1. Document changes in the lives of former beneficiaries.
2. Assess the contribution of the intervention to the observed changes.
3. Inform the design and implementation of other (future) child labour interventions.



After documenting the changes and unravelling the principal causes for these changes, the next step is to determine the role of the intervention (the thorny question of attribution). The chapter on the analytical framework will offer suggestions as to what questions tracer teams can formulate, and what questions they should focus on to look for answers.

4.4 Research questions

Compiling research questions is helpful as this will guide and direct the collection of information and the subsequent analysis of findings. Although there may be many areas that are interesting to explore, it is essential to focus on the relevant issues.

The research questions will help to concentrate the enquiry on those aspects that the team will seek to analyse. Only issues that are significant to what the tracer study aims to find out should have corresponding questions in the instruments and take up space in field notes. One of the clearest lessons from the pilot tracer studies was the tendency to produce an array of tables that, despite being interesting, were unconnected to the core issues at hand. It is essential to focus solely on what the tracer study seeks to find out in order to keep the complexity and cost of a tracer study in check.

A tracer study of child labour interventions has three main goals: to document changes, to understand and explain these changes (including the role of the intervention) and to improve future interventions using this knowledge. The analysis can be divided into lines of enquiry related to these main objectives.

Figure 2: Main objectives of a tracer study analysis

Documenting changes

1. Establish and document the changes (throughout time) in employment, schooling, economy, health and KAB.

Explaining changes

2. Did changes in schooling, economy, health and KAB influence changes in children working, or the type of work they engaged in?
3. - If there were observable changes, what accounts for these changes?
   - Did the intervention contribute to changes?
   - What other external factors (unrelated to the intervention) played a role in the observed changes?
4. What have we learned for future interventions?

Below are listed a series of possible research questions pertaining to each of the impact areas.

4.4.1 Possible research questions on employment

Documenting changes

- In the time periods when the project began T0, at the end of the project, T1 and currently, T2 was there a change in the number of children (former beneficiaries) working?

- How many children moved from child labour to acceptable working situations during this time?

Explaining changes

- If any changes were observed, what elements account for these changes?
- According to respondents (former beneficiaries) what accounted for changes in their work status?
- Did the intervention contribute to the changes?
- What are other possible explanations for any of the observed changes in the working situation of former beneficiaries?

4.4.1 Research questions on education

Documenting changes

- Was there a change in the number of former beneficiaries attending formal school?
- Was there a change in the number of children attending non-formal schooling?

Explaining changes

- According to the respondents (former beneficiaries) what accounted for changes in their schooling status?
- According to the respondents did changes in their schooling (if there were any) affect their work status?
- Did the intervention contribute to any changes in schooling?
- What are other possible explanations for any of the observed changes in schooling?

4.4.2 Research questions on knowledge attitudes and behaviour

Documenting changes

- Are former beneficiaries more aware now than in the past of the health and developmental risks of child labour?
- Are families more aware now than in the past of the health and development risks of child labour?
- Do former beneficiaries think their ideas (attitudes) about child labour have changed?

Explaining changes

- According to the respondents what accounts for any of the changes in attitudes?
- According to the respondents what accounts for any of the changes in behaviour?
- Did the new attitudes or behaviour influence their work status?
- Did the new attitudes and behaviour about child labour influence the decision to send their children to work? (families)

- Did the intervention (according to former beneficiaries and their families) play any role in modifying attitudes?
- Did the intervention (according to former beneficiaries and families) play a role in modifying behaviour?

4.4.3 Research questions on economic well-being

Documenting changes

- Do families believe there have been any changes (positive or negative) in the economic situation of the household?

Explaining changes

- According to families, what accounts for the changes in their economic situation?
- Have these changes had any effect (impact) on children working?
- Did the intervention play any role in the observed economic changes? What role?
- Did other external factors affect any of the observed changes in the economic situation of the household?

4.4.4 Research questions on health

Documenting changes

- Do families believe there have been changes (positive or negative) in the health situation of their household?

Explaining changes

- According to the families, what accounts for changes in the health situation of their household?
- Have these changes had any effect (impact) on children?
- Did the intervention play any role in the health changes? What role?
- Did other external factors affect any of the observed changes in the health of the household?

4.5 Methodological approach(es)

The situation of each research team conducting tracer studies will be specific, particularly as concerns available time and resources. In certain contexts, the aim will be to produce findings that can be deemed to apply to the population of former beneficiaries, whereas in other contexts explanations which are more complex but not necessarily widely applicable will be preferred. This manual offers the choice of a tracer study that leans towards a qualitative or a quantitative approach.

In general, qualitative studies rely more heavily on observation. If questionnaires are used, they consist mainly of open-ended questions that gather detailed information which can be time consuming and difficult to systematize. Qualitative approaches offer the advantage of being able to go beyond the questions of 'what', and 'how many', offering a more complex picture of the reasons why things happen. However, although the information from a qualitative exercise might be richer and more multifaceted it is not advisable to generalize the findings as, in most cases, the information collected is based on a non representative sample. Quantitative tracer studies, on the other hand, usually require larger data sets and a sample that is representative of the population.

4.6 Qualitative or quantitative approach?

Qualitative and quantitative studies are not mutually exclusive and one is not inherently better than the other. All quantitative data is based upon qualitative judgments; and all qualitative data can be described and manipulated numerically.[20] How should a tracer team make the decision as to which type of tracer study is best suited for their circumstances? The following should be considered and assessed when making such a decision:

- In the specific context: how large was the intervention? How many children were reached? How many can realistically be traced? If the intervention was small (it did not reach large numbers of children) or if it is foreseen that only small numbers will be successfully traced, then consider a qualitative tracer study.
- What do you want to extract from the findings? If it is important to rigorously generalize, then opt for a quantitative approach. If you want more nuanced and complex explanations of what happened but are not as concerned with establishing conclusions applicable to your population, then a qualitative approach might be more suited.
- Cost and time: in general, a qualitative tracer study will be cheaper because the time spent on field work (which is often the most expensive aspect of a tracer study) is less. However, data entry is time consuming.
- The research strengths of the team: the skills for qualitative or quantitative analysis are different. A study team might feel more comfortable and confident carrying out a tracer study of a certain type.
- The kind of information required by those commissioning the study.

[20] From Trochim: The research methods database: www.socialresearchmethods.net/kb/datatype.php

Chapter 5 – Tracer study instruments

This chapter:

- reviews the model quantitative and qualitative questionnaires available to the study teams;
- offers the rationale for the three-tiered time component in-built into the questionnaires;
- reviews the elementary steps in carrying out a focus group discussions.

5.1 Sources of information

A tracer study gathers information from three main sources: the former beneficiaries, the families of the former beneficiaries and the community.

Table 3: Instruments used to gather information.

Sources of information	Instrument(s)
Former beneficiaries	Former beneficiary questionnaire (BQ) Case studies
Family/household	Household questionnaire (HQ)
Family/relatives or friends of former beneficiaries	Relative/or friend questionnaire (RFQ)
The community	Focus group discussion (FGD), Key informant questionnaires

Depending on the context, each of the traced former beneficiaries will have one (BQ) or two (BQ and HQ) associated questionnaires:

The beneficiary questionnaire (BQ) is answered by the former beneficiary,

The household questionnaire (HQ) is answered by a member of his/her household (preferably the mother) when the former beneficiary is below a certain age.

When neither the former beneficiary nor his family is living in the community, one option is to use a relative or friend questionnaire. The information thus acquired does not replace data that could have been gathered from the former beneficiary himself and it does not go into the database. However, the RFQ has the potential to provide insight that can be used to help trace a group of former beneficiaries or to identify reasons for their absence from the original community.

5.1.1 Beneficiary questionnaire

The beneficiary questionnaire gathers information on what the former beneficiary is currently doing (what activities he/she is engaged in) and what he/she was doing in the past. It is primarily through this questionnaire that the tracer study obtains information on long-term changes in the lives of the beneficiaries and finds the links between these changes and the intervention.

This manual includes model questionnaires for both quantitative and qualitative tracer studies. The questions posed follow the same rationale: sections dedicated to current activities in the work and educational field, followed by sections that require respondents to remember what they had been doing during two specific time periods in the past. The main difference is that in the qualitative questionnaires most answers are open-ended, whereas in the quantitative ones they are closed, allowing an easier aggregation at the analysis stage.

5.1.2 Household questionnaire

This questionnaire complements the information provided by the former beneficiary. It enquires on aspects such as changes to the general health and economy of the family, activities of siblings, as well as attitudes towards child labour. In this manual, the information from the household questionnaire is treated as complementary information and is considered compulsory only if the former beneficiary is below a certain age. Depending on the nature of the intervention, for example if the intervention had a large component reaching out to the household, the team should consider expanding the questionnaire which is available in the template instruments contained in the accompanying booklet of this manual. Other issues that can be explored in the household questionnaire are siblings' activities and family members' attitudes towards child labour, for example.

According to experience, most of the respondents (former beneficiaries) of a tracer study will be 'older' children. This is because tracer studies are carried out some time after the interventions have come to an end. There is thus a gap of time between the conclusion of the intervention and the moment the tracer study begins which is of at least two years. Therefore, even if the child was a beneficiary of a programme at a very young age (6 or 7 years old) and the programme had a duration of two years, followed, for example, by a gap of three years, the former beneficiary, now subject of the tracer study, will be at least 12 or 13 years old. However, there will be cases of former beneficiaries who are younger than 12 years of age.

Very young beneficiaries (less than 12 or 13 years old) may find it difficult to respond accurately to the questions formulated in the former beneficiary questionnaire which deal with household well-being. For this reason, it is recommended to conduct a household questionnaire with a member of the child's household (preferably the mother).

5.1.3 Relative or friend questionnaire

This instrument gathers information in cases where it is not possible to locate the former beneficiary, but the researcher comes across an individual(s) who can share an account of the whereabouts and current activities of the former beneficiary. This is useful because communities with child labour often have very mobile populations where families and children migrate in search of work. For example, if the families are engaged in agriculture they might live in different areas depending on the harvesting calendar. This information can offer clues as to whether former beneficiaries, who cannot be found in the original community, have moved to other areas and are perhaps still involved in child labour.

5.1.4 Community: Focus group discussions (FGD)

Group discussions are collective data collection methods. They usually comprise about eight to ten people brought together to discuss a topic of interest.

Change is usually the result of the interaction between the activities of a given intervention with contextual variables that are beyond its direct control. [21] The challenge is to try to isolate to what extent the intervention actually contributed to the observed changes. FGDs are a useful instrument for gathering information on other influences and to explore, from the community's view point, the relative importance and weight of the intervention and other forces in bringing about changes. Therefore, FGDs play a key role in the analysis of plausible attribution.

The information obtained from the FGDs contextualizes the information drawn from the individual questionnaires. The FGDs look for answers through groups of people who are part of the community

[21] IPEC, Perrin, op.cit, p.11.

and who may or may not have had a direct connection to the intervention. The goal is to obtain a broader perspective. For example, if you find that fewer children in the area seem to be involved in child labour, the natural tendency would be to ascribe it to the intervention. However, through FGDs it might be possible to reveal whether other occurrences, such as an upturn in the local economy might have been more, or just as influential.

In addition, if most of the former beneficiaries are older than 12 or 13 years of age an individual HQ is not required to gather information on well-being and health. However, it is highly recommended that a FGD be conducted with individuals who are connected with the intervention in cases where a strategy with a livelihood component was pursued, reaching out to other members of the household apart from the former beneficiary.

5.1.5 Community: Key informants

In order to obtain a better picture of the situation in the community, it is often very useful to meet with key informants. These can be individuals who have privileged information about their communities such as mayors, or people that have a close contact with the local people such as priests or teachers. It is a good idea to conduct at least two or three interviews with such informants in order to obtain different points of view. Key informant interviews produce qualitative data that complement, as do the FGDs, information drawn from the individual interviews.

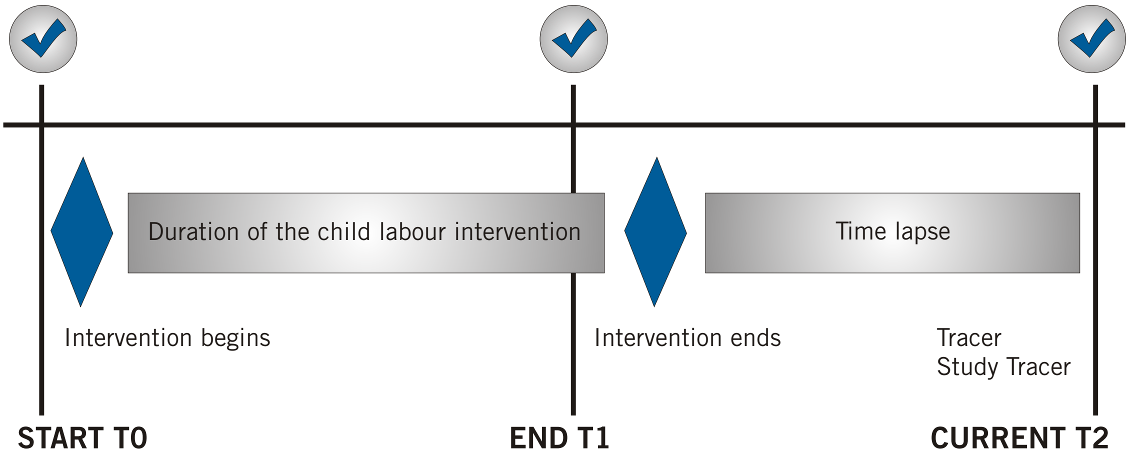
5.2 The time component in the tracer study instruments

A tracer study is interested in capturing and understanding longer term changes in the lives of former child beneficiaries and to assess if and how being exposed to a child labour intervention contributed to these changes. In order to estimate these changes, a tracer study enquires what the former beneficiaries are doing now (currently) and what they were doing in the past.

The time period of the ‘past’ is comprised between a) the moment of the start of the intervention, and b) the end of the intervention.

As can be observed in the figure below, the ‘start’ moment is a point just before the intervention commenced. The ‘end’ is toward the end of the life cycle of the intervention and the ‘current’ is the moment during which the tracer study is conducted after some time has elapsed since the end of the intervention.

Figure 3: Timeline representing the before (T0), during (T1) and after (T2) period of an intervention



The aim is to gather information regarding a time period which defines three moments allowing to piece together an impression of movements and changes for a sample of individuals who were exposed to a child labour intervention.

We recommend producing a timeline of your own that includes the starting and end date of the intervention and the date when the tracer study is carried out. This timeline can be helpful during the training, the focus group discussions (FGD) and, most importantly, during individual interviews.

The time component is one of the cornerstones of the tracer study methodology. However, it does carry some inherent complexities.

The first and most obvious complexity is that respondents might find it difficult to recall what they were doing in the past, especially if the time lapse has been considerable. The second is that you must determine precisely what elements will be used in all interviews to denote the 'start' and 'end' periods. Respondents need a tangible indication of when in time they have to place themselves in order to answer questions relating to activities in the past.

Examples of ways to define the 'start' and 'end' time periods by using:

- A community event: find clear-cut events that occurred in the community and that could jog the respondents' memories and place them in the different time periods.
- An event related to the intervention.

- The age of the children: if you know the current age of the respondent, each enumerator can subtract the years and ask the former beneficiaries according to the age they were at the time. It should be pointed out that this type of recall may be difficult for younger children as the actual age may not trigger memories.
- Calendar years: if the community is accustomed to thinking in terms of years then refer to the year before the intervention began (for example 2006) for the 'start', and the year when it ended (for example 2010).

5.3 Customization of the questionnaires

The accompanying booklet to the manual contains template questionnaires which provide guidance, but the specifics of each context will require adaptation and customization.

Customization can include the following strategies:

1. In the quantitative questionnaire, adapting the options to better capture the specificities of your context/reality. A common problem with close-ended questions is that the proposed options for a question do not cover all the possibilities of a certain context. As a result, 'other' is the most frequent response.
2. Changing the way the question is asked so that it can be adapted to the majority of the respondents. If, for example, most respondents are young (less than 12 years of age) then simplifying the language or changing the way the question is asked should be attempted.
3. Translating the questionnaire to the local language. This should take into account tailoring the vocabulary and the terms to those that are commonly used in that community so that children can understand and relate to them.

Pilot experience: Ecuador

Even in cases where colloquial terms are used children might call certain activities by another name. Although the most common activity in mining in a community in Ecuador is usually called 'amalgamating' children call it 'burning the gold' This meant that particularly smaller children would not even know what is meant by 'amalgamating' . The term 'burning the gold' was incorporated and enumerators became familiar with it.

Chapter 6 – Sampling

This chapter:

- explains the different sampling needs depending on whether the study is qualitative or quantitative;
- reviews the sampling methods and sizes for quantitative tracer studies;
- illustrates how to carry out random sampling.

In simplified terms, sampling methods can be divided into two types: probability sampling and non-probability sampling.

Probability sampling methods allow, with some degree of confidence, to make inferences as concerns the larger population. Non-probability sampling or purposive sampling introduces biases, thus making generalizations unreliable. Nonetheless, as discussed earlier, a qualitative tracer study in certain cases might be more suitable despite this limitation.

6.1 Sampling for a quantitative approach

A tracer study that is statistically relevant requires that a minimum number of former participants/beneficiaries be traced and interviewed. While it is not necessary to trace and interview all former beneficiaries one cannot draw statistically reliable conclusions on the entire target population from talking to only a few former beneficiaries. With sampling, a group is selected from the target population and defined as the sample. If the sampling process follows certain rules, the characteristics from this smaller group are said to reflect the larger group.

In probability sampling, a sample group is usually obtained by the random selection of a certain number of individuals from the total target population, each of whom has the same chance of being selected for the sample. If the selection is carried out randomly then the sample will be representative of the target population. To obtain a probability sample, the following procedures must be followed during the stages of selection, implementation and estimation:

1. Each element in the population must be represented in the sampling frame. In our case that would mean using a frame that includes all of the former beneficiaries of the project.

2. The sample must be randomly selected from the frame.
3. Only those selected from the frame for the sample are to be traced and interviewed.
4. When estimating population values from the sample, the data from each unit should be weighed in accordance with the unit's chance of selection.[22]

For our purposes, probability sampling may be either a simple random or a stratified random sample.

- Simple random sampling – The sample is randomly selected from members of the target population one at a time. A member cannot be selected twice.
- Stratified random sampling – When categories or sub-groups of the target population are more homogenous among themselves than with the other members of the population then a stratified random sample might be advisable. The target population is divided into sub-groups (or strata) of interest, and a simple random sampling is carried out within each stratum. For stratified random sampling it is important that each individual from the target population belong to only one sub-group or stratum.

6.1.1 Deciding on a sampling method: Stratified or simple random sampling?

The first step will probably require contacting the organization that was responsible for implementing the intervention to find out whether there are any records available concerning the former beneficiaries, such as a list with names and addresses. Enquire whether the list is reliable; if it is, it can become the sample frame. Tracer studies require at least basic information on beneficiaries in order to have a starting point for sampling and, eventually for tracing.

One must take into account that there is a great deal of variation in the way beneficiaries' records are kept. Since these lists will

[22] Taken from IPEC: *Child Labour Statistics Manual: Manual on methodologies for data collection through surveys*, Statistical Information and Monitoring Programme on Child Labour (SIMPOC) (Geneva, ILO, 2004), p.165.

constitute the foundation of the sampling and tracing process it is essential that they comply with some basic requirements, for example that a list does not include individuals who were not part of the intervention or exclude others who did participate.

If a list of former beneficiaries is not available or is extremely defective this could be a reason to consider carrying out a qualitative tracer study which does not require rigorous sampling procedures. The absence of a reliable sample frame seriously compromises the objective of obtaining general conclusions which are applicable to the target population. While simple random sampling is relatively easier, there are instances where conducting a stratified sampling is better suited. This is particularly the case should the tracer study team want to isolate and better compare two or more groups. The purpose of stratified random sampling is for the groups of interest to be adequately represented in the final sample. For further understanding of the components and requirements of both simple and stratified random samples, please refer to Annex III.

Which one is better suited for your purposes?

- Does the target population naturally fall into sub-groups (strata)?
- Would making comparisons among these sub-groups (strata) contribute to the analysis?
- Is one of the sub-groups (strata) much smaller than the other(s)? If one of the strata of interest is too small, then a simple random sampling could run the risk of selecting too few individuals from that stratum, and making comparisons less reliable.

Some of the most typical strata are boys/girls; rural/urban; different strategies of the intervention (such as withdrawn and prevented).

Pilot experience: Tanzania

The intervention had two main strategies: a) withdrawing children from child domestic labour (CDL), and b) preventing them from entering CDL. Comparing differences in long-term impacts among the two groups was deemed important. Project documents indicated that the target population was composed of 784 children involved in withdrawal, and 725 in prevention. Since the actual numbers for the two groups of interest were similar (784 and 725), it was not necessary to stratify. If performed correctly, a simple random sample selects comparable and sufficient numbers from both sub-groups.

In sum, stratified random sampling is advisable if: the target population falls into sub-groups (strata); the tracer study wants to deliberately compare; one or more of the sub-groups is too small, and a simple random sample would run the risk of selecting too few individuals from that sub-group. If these conditions are not present, then it is probably better to carry out a simple random sampling.

There will be instances where an intervention was conceptualized along different approaches (such as withdrawn and prevented) but the lists do not specify to which stratum each individual child belonged. This effectively cancels the possibility of stratified sampling, and a simple random method should be adopted.

If you decide to stratify, there needs to be a justification for it; the decision should not be taken in abstract. It needs to be linked to what groups you are interested in comparing, as well as the information available. Stratification is also important if the tracer study seeks to obtain information on which interventions work in which contexts.

6.1.2 Deciding the sample size

In general, when choosing a sample size you must determine a number of issues:

- What is your margin of error? The margin of error is simply a measure of how precise the data is. A lower margin of error requires a larger sample size. A typical margin of error is 5 per cent
- What confidence level do you need? The confidence level is the amount of uncertainty you can tolerate. Confidence intervals are often set from 95 to 99 per cent, and they provide a range within which you can be 95 to 99 per cent certain that is where the population average lies, based on your sample data. Higher confidence levels require a larger sample size.
- What is the response distribution? For each question, what do you expect the results to be? If the sample is highly skewed one way or the other, the population probably is as well. If you are not sure, use 50 per cent– this gives the largest sample size.
- What is the population size? How many people are there from whom to choose your random sample? The sample size does not change much for populations larger than 20,000.

This information allows you to statistically produce the number of your sample. To avoid statistical equations at this point it is easier to plug these numbers into an online 'sample calculator'.[23]

[23] For example at www.raosoft.com/samplesize.html

Example:

If you set a 5 per cent margin of error, a 90 per cent confidence level, a 50 per cent response distribution and your population (the entire number of former beneficiaries) was 600 then you would need a sample size of 187. However tracer studies have an important particularity: you are not assured that you will find all 187 individuals. Experience shows that about 50 per cent of sampled individuals are successfully traced (found), so if you want a final sample size of around 187 then you would need to select a sample of 374 (to be assured that you will trace 187). If in your specific case, you estimate that you will be able to successfully trace more than 50 per cent then it might not be necessary to double your sample.

6.2 Sampling for a qualitative approach: Non-probability methods

Qualitative studies must also decide who to interview and in a sense, sample. The difference is that they generally use non-probability sampling techniques.

There are a number of non-probability alternatives that may be considered. In non-probability sampling, the selection of the sample is not carried out randomly, thus the basis for including individuals into the sample can influence the type of respondents who are traced and interviewed. The selection is carried out using ad-hoc criteria or can be based on the particular needs of the survey. With this type of sampling some members of the target population have a chance of being chosen while others do not. However, non-probability samples might not be representative of the entire target population.

If one is looking for representation of all sub-groups, an option to be considered is the quota method. On the other hand, if cost and time constraints exist then convenience sampling is an option, and if lists of former beneficiaries are not available then the team might consider snowball sampling.

Each of these three non-probability methods are presented below while highlighting their potential effectiveness and drawbacks.

6.2.1 Convenience sampling

The members of the sample are selected because they are convenient. For example, a study team visits the designated location and asks people in the streets, or who are readily accessible in shops or cafes, if they or someone they know, is a former beneficiary. Any former beneficiary traced in this manner would be included in the sample and interviewed. This option might work if the intervention was fairly small and geographically limited.

Potential biases*:* Restricting interviews to individuals who are conveniently accessible might exclude other individuals with different characteristics. It reduces the likelihood that the sample will represent a good cross section of the population, but if reducing costs is a necessity this method will reduce the number of days of fieldwork.

6.2.2 Quota sampling

In quota sampling, the target population is first divided along strata and then the sample taken subsequently must reflect the proportions as they exist in the population. It is not important how the selection is made, as long as the predetermined quotas are reached.

6.2.3 Snowball sampling

This method is suitable when no lists are available, but there is enough information to be able to trace a number of former beneficiaries, and this can start off the so-called snowball. The research team requests certain noteworthy individuals (professors, relatives, local leaders and community members) to supply information that allows the tracing of other former beneficiaries. This method would work in a fairly small or manageable site where beneficiaries know (about) each other.

Potential biases: Referrals to other beneficiaries might be concentrated only on certain types of individuals. For example, if the individuals who start the snowball only know the whereabouts of former beneficiaries with whom they participated in training, those beneficiaries who did not participate will be lost.

Chapter 7 – The tracing process

This chapter:

- reviews the challenges of tracing;
- explains how to use the ‘Where are they now? list’ (WNL) as a tool for tracing;
- offers guidelines on how to prepare before going out to the field including the composition of a field team and the preparation of a customized tracing strategy.

7.1 The task of tracing

Tracing is the task of physically locating the selected members of the sample. Finding the former beneficiaries may be relatively easy and straightforward or may require much effort and time. This, of course, depends on specific conditions, which can range from the amount of time elapsed since the intervention was completed to the physical terrain of the site. Migration patterns are also an important element that can potentially complicate tracing. In addition, the labour sector involved will have an effect on the tracing. If the work is/was hidden or not talked about openly this will probably complicate the tracing of former participants.

As opposed to other studies where the researchers know where to find their interviewees, in a tracer study the enumerators need to piece together clues as the study progresses.

The following sections outline the necessary steps to implement tracing. It distinguishes between: a) technical preparation and steps before leaving for the field, and b) tracing in the field.

7.2 Technical preparation and steps before leaving for the field

7.2.1 Become familiarized with the child labour intervention

Obtain and study available programme documents including progress reports and final evaluations. Make sure that you have a grasp of the geographical area where the intervention was implemented, the institutional partners, as well as the objectives of the intervention.

7.2.2 Obtain country-specific child labour regulations

One of the components of the tracer study analysis is to determine how many of the traced former beneficiaries are (and were) engaged in child labour. What is defined as unacceptable will vary from country to country. For example, in some countries, working at 14 years of age is legal, while in others (which have a minimum working age of 15) it is not.

Obtaining the following information is crucial before the start of the tracer study:

- Country ratification of the ILO Minimum Age Convention No. 138 (1973). According to the national legislation what is the minimum age for admission to employment?
- Can children from 12 to 14 years of age undertake light work? If light work is accepted, is the nature of this light work specified (number of hours, work sectors)?
- Country ratification of the ILO Worst forms of Child Labour Convention No. 182 (1999). Obtain, if they exist, national lists that specify the work tasks and/or work sectors that are considered hazardous, and therefore unacceptable for children.
- By consulting former staff of the implementing agency and/or programme documents compile a list of the typical work tasks carried out by children in the study area. For example, if the intervention focused on platform fishing some typical tasks might include: drawing out nets from the waters, deep-sea fishing, sorting the catch, or boiling and drying the fish.

7.2.3 Put together the 'Where are they now?' list (WNL)

Once the sample has been selected, the next step is to prepare the 'Where are they now?' list. This is a practical tool that will assist in the tracing effort. It consists of a list of the sampled individuals who will be traced and interviewed. Please refer to Annex IV for a model WNL.

The purposes of the WNL are:

- to keep in one document the entire list of the former beneficiaries who are to be traced;

- to provide the enumerator with existing information on each former beneficiary in order to facilitate the search;
- to provide a space to record why a beneficiary could not be traced; and
- to share information with traced former beneficiaries, or other members of the community, who can help in giving additional information that will assist the tracing.

To construct a WNL, transfer onto it the names of all those beneficiaries you selected through your sampling method, as well as all available and relevant information about each former beneficiary that could prove helpful in tracing him/her, such as address, name of parents, gender, or name of village.

The name of the former beneficiary is the most basic and essential field of information required to get the tracing underway.[24] In some instances this will be sufficient but in most cases other fields of information will be required in order to successfully trace as many former beneficiaries as possible.

Taking into account your context and the information that is available, decide what particular fields of information will be the most effective and include these in your WNL. The most useful fields of information will vary in each site so the WNL needs to be customized. Consider the following experiences:

Experiences from the pilot studies

In Ecuador, the pilot study was carried out in one small village where having the name of the former beneficiary was on the whole sufficient. However, knowing the name of the parents would have allowed the study team to identify members of the list belonging to the same family. In Indonesia, the tracing was spread out in a large geographical area and having only the name would have made tracing extremely difficult. In this case, knowing in which sub-village each former beneficiary resided at the time of the intervention was essential. In Tanzania and Uganda knowing the clan or tribe that each former beneficiary belonged to would have been useful and would have saved time.

Examples of useful fields of information in the WNL:

Name of parents – Often the child is not known by his/her name but as someone's child. This field can also help to identify beneficiaries belonging to the same family.

Tribe or clan – In some countries people are often identified as members of a specific clan.

24 Unless lists of names are not available, in which case you need to use a snowball sampling technique. Please refer to the chapter on sampling.

Sub-village or hamlet – When the tracing is widely spread this concentrates the tracing efforts into a smaller area.

Telephone numbers – These are relevant in urban settings.

Schools – The school where the beneficiary was studying during the implementation of the project.

In addition to the fields of information that assist in the tracing effort, the WNL provides a column to record whether the beneficiary was traced or not and why. Some former beneficiaries may have moved to another region or town and some may have grown-up, married and moved into their own households. Of course, this information will not always be known. However, in certain instances, neighbours, teachers or current residents who have remained at the location may have some knowledge of what has happened to the former beneficiary and his/her family. It is important to document this as fully as possible as it will offer clues as to whether the untraceable former beneficiaries are in some way different from those who were traced. Reflect on the following example:

In the above example, because a good portion of children who might have reverted back to child labour are not included in the findings (as they migrated and could not be traced), the overall results might portray a somewhat more positive reality than what actually occurred. This type of situation needs to be addressed in the report.

Pilot example: Ecuador

In Ecuador, the study team could not trace any children who had been working inside the mines. At first it appeared that this type of child labour had been eradicated, however by analysing the information gathered on the untraceables from both the WNL and the relative and friend questionniares (RFQ) it became apparent that this group had migrated, almost in its entirety, to another mining town where, it was suspected, they continued to work inside the mines.

7.2.4 Organize the fieldwork

Before leaving for the field you must put together your field team. In addition, for planning and budget purposes, you need to estimate the fieldwork schedule.

Composition of the research (field) team

The field researchers play a fundamental role. They are the ones who will venture into the communities, trace the former beneficiaries, and interview them and their families. You need to feel confident that these individuals will maintain ethical standards at all times.

Table 4: Recommended composition of the tracer study field team

Members	Main responsibilities
Team leader (1)	• Overall organization, coordination and supervision of the tracer study • Maintain ethical standards • Ensure safety and security of the research team • Carry out data analysis and report writing
Field coordinators/senior enumerators (1-3) numbers depend on sample size	• Trace and interview former beneficiaries and their families • Conduct the initial meetings with officials and community leaders • Moderate and document the focus group discussions • Observe researchers at work and compare their results • Oversee meetings with the entire team • Communicate with the team leader • Check the quality of completed questionnaires • Check recording methods and organization of records • Ensure fieldworkers use instruments correctly • Maintain ethical standards at all times
Enumerators (8-12) numbers depend on sample size	• Trace and interview former beneficiaries and their families • Obtain information on the whereabouts of former beneficiaries • Communicate with other members of the team • Maintain ethical standards at all times

There is no standard profile for an enumerator. Having previous field experience is desirable but not essential. A range of ages and both men and women should be included. It is also important to bring in people who understand the cultural beliefs and practices of the region, are familiar with the geographical area, and have the necessary language skills. In addition, having a group of field researchers who do not appear threatening can go a long way in reducing anxieties and timidity in children interviewed by an adult. Consider enumerators who are similar to respondents in age, gender, socio-economic status, ethnicity or language.

The field coordinator(s) must be carefully selected. Ideally, they should have previous experience in types of studies that involve surveys as well as in fieldwork. As they will be in charge of the field team it is crucial that they have strong coordination, as well as organizational and leadership skills.

Field team size

Field teams need to be large enough to be able to divide the work into manageable components. At the same time, a tracer study collects information that is discovered gradually, and in order for it to help with the tracing, it needs to be efficiently processed and shared. To this end, the field teams should not be too large. An excessively large field team can negatively affect a tracer study since a large part of its success hinges on the constant communication and sharing of information among enumerators.

For quantitative studies, an arrangement that includes eight to 12 enumerators and two field coordinators appears to be optimal. This number allows an efficient division of labour while at the same time permitting constant communication among all field team members, as well as supervision and quality control on the part of the field coordinators. For a qualitative tracer study, a smaller team might be sufficient. If, for example, you foresee that the sample will be of only ten to 15 BQ and ten to 15 HQ, with three in-depth case studies, this can be handled by a team composed of one field coordinator and three to four enumerators.

Fieldwork time

How much field time is necessary to complete a tracer study? Results from pilot studies showed that in a quantitative tracer study, on average, an enumerator can trace and interview one former beneficiary and his or her family (household) in one day.

In a quantitative tracer study if, for instance, your sample size is 300 and you have a field team of 12, then each enumerator will be responsible for tracing and interviewing approximately 25 former beneficiaries. It will take each enumerator about 25 days to complete this task. Therefore, the fieldwork needs to be scheduled for at least five weeks. Apart from the individual interviews, some time must be allotted to initial introductions with local officials (if necessary), the FGD and interviews with key informants. This may take from two to five extra days.

Take into account that the process of tracing former beneficiaries, including the timing, will vary in each study site. Consider the specifics of your situation when estimating the time for fieldwork.

7.2.5 Conducting a tracer workshop for the field team

Once the field team has been recruited it is essential to hold a workshop of at least two days before going to the field and embarking on the tracer study. A session on ethical concerns regarding the interviewing of children is compulsory. Please refer to the tracer study training manual for details on how to conduct a workshop/orientation session for the tracer team.

7.2.6 Preliminary meetings

Before the entire team arrives in the field, it is advisable for the team leader and/or the field coordinators to travel to the study site and meet with key individuals to brief them on the objective of the tracer study. It might even be necessary to ask permission from elders or village chiefs. Although this step is not always required, it can prove helpful in calming fears in the community as to the intention of the tracer study by clarifying the purpose of the study.

7.2.7 Conducting a strategy working meeting

Before travelling to the field, the team must set apart time to develop a customized tracing strategy. This step is important. Agreement on many aspects relating to how the team will approach the study will be reached at this moment and information is necessary in order to make the best possible decisions. Some of this information will come from such sources as the preliminary meetings, conversations with former staff, or previous experience of the team.

The strategy working meeting will need to focus on three main aspects: a) anticipating any possible tracing challenges (including ethical dilemmas, see Chapter 3), b) deciding on the division of labour among the field team, and c) creating a personalized time line.

Anticipate possible tracing challenges

Each tracer study will be carried out in a different context and therefore each one will face specific challenges. As much as possible, anticipate the conditions that might affect the tracing and prepare ways of addressing them.

The following section outlines a variety of issues and questions that need to be discussed during the strategy meeting and prior to commencing the process of tracing. Not all of these will necessarily be relevant to your case. Use the listing to guide the discussion and as a source to brainstorm on other areas of concern related to your site.

<u>Ethical Concerns</u> – How will you proceed if the team encounters children still engaged in work that clearly and directly puts the minors at risk?

<u>Time lapse</u> – Tracer studies attempt to trace someone for whom only dated information exists. There is always a time lapse between the time when the information contained in the lists was accurate and the moment when the tracer study is carried out. How much time has elapsed since the intervention ended? In what ways might this time component impact the tracing? Is there sufficient time and money to trace individuals who might have moved several times in the recent past?

<u>Geography</u> – Tracing is rendered complicated by difficult geography and long distances. Consider the spatial distribution of the villages. Will it take a long time to move from one village to the next? Taking into account the geography, plan whether the team will visit all of the

villages simultaneously by distributing the field team, or whether they will visit one village at a time.

Roads and public transport facilities – How will the field team get around and commute? How reliable are the facilities?

Urban Areas – Will all, or part, of the tracing be conducted in an urban or semi-urban location? In cities, better transport facilities are available but other aspects related to city life pose challenges. Interviewees held in cities are usually less likely to offer leads as to the whereabouts of other former beneficiaries.

The livelihood of the population in the area – Consider the main livelihood of the community (ies). Are they fishermen, agriculturalists, small traders, migrant workers? Could this have any effect on the tracing?

The community's calendar – Particular events in the community's calendar can affect the tracing. For example, if the tracing occurs during school holidays, children might either be more readily available or, less so. If tracing occurs during the harvesting season, parents might be very busy and conducting the household interview might prove to be difficult. If it is carried out during religious festivals, the community might find it inappropriate for the team to be present or to participate in the study.

Apprehension on the part of the community/family – In certain cases, families might be apprehensive or fearful about the intentions of a study team. For example, some parents could be worried that by acknowledging that their children work(ed) they could get into trouble with the authorities. Study teams must thoroughly discuss how they will present themselves in order to dispel any suspicions.

Incidence of HIV and AIDS – In many parts of Africa, the impact of HIV and AIDS has meant that a larger percentage than expected of

former beneficiaries might have passed away. Many children in such areas do not reside in conventional households. Some live alone, and at a very young age become heads of their household while others may live with relatives or grandparents. In addition, asking about the whereabouts and health of people affected by HIV or AIDS might be a sensitive issue; ways to address this should be discussed.

Division of labour

One manner of organizing the fieldwork is to divide all the individuals on the WNL among the total number of enumerators in the team. As outlined above, this would mean that if you have a sample size of 300 and 12 enumerators, each one would be responsible for tracing and interviewing 25 former beneficiaries and their households. If your sample was 150 and you have ten enumerators, each one would be allotted 15 former beneficiaries and their households.

In the first example, the WNL list could be divided into chunks of 25. The first 25 names would be allocated to enumerator X, the second 25 names to enumerator Y, and so on. Although this option is simple and might work well in your case, you might want to consider other ways to divide the labour. Instead of simply arbitrarily assigning former beneficiaries to each enumerator consider the following options:

<u>By spatial distribution</u> – Familiarize yourself with the location of households then divide the tracing by the location of households.

<u>By geography</u> – If the tracing is to be conducted in various towns, enumerators might want to concentrate on one town before moving on to the next. This strategy makes the sharing of information easier since all field team members are in the same area at the same time. Alternatively, it might be more effective for some enumerators to concentrate on some villages while others concentrate on other villages.

<u>By age/gender</u> – Certain enumerators might have more experience in interviewing young children or an inclination to do so. Likewise, girls and women might respond better if the interviewer is a woman so it is a sensible strategy to assign women enumerators to interview women and girls.

Creating a personalized time line

Three distinct time periods can lead to confusion for respondents, including when they have to give information required by the questionnaires. Respondents might find it difficult to understand exactly when the 'start' and 'end' period refers to. In section 5.2 above, alternatives for determining these periods of time have been established and can be transferred onto a piece of paper. Each enumerator should carry this time line at all times so that it can be shown to respondents. A visual representation will facilitate the respondents' task of situating themselves at different points in time.

While developing a customized tracing strategy is essential, it needs to remain flexible. In the course of fieldwork you might discover that decisions concerning strategy or division of labour are unrealistic or impractical. The customized tracing strategy must therefore include a mechanism for making and communicating any necessary modifications.

7.2.8 Piloting the instruments

Conduct a pilot of the instruments. Each enumerator should conduct at least one BQ and one HQ. The piloting process can point out deficiencies in the questionnaires that can still be amended. For example, you might discover that: certain questions are not being understood by respondents and need to be modified or re-worded; enumerator instructions are missing or confusing; the terms used by respondents to refer to work are not incorporated into the questionnaires, or the method you agreed upon to define the time periods (start and end) is confusing to respondents.

The team will need to get together after the piloting and compare experiences, deciding what does and doesn't work, and what can be done differently. The piloting will also help give estimates as to how long the interviews might take.

The last step before embarking on the tracer study is to review the decisions taken by the team in the strategy meeting. Incorporate what was learned during the pilot and make any final adjustments.

7.3 Tracing

Steps

Once the team has set out their tracing strategy, held a tracer workshop, piloted the instruments and incorporated the modifications to the instruments and to the tracing strategy, it is time to go out and attempt to trace and interview the former beneficiaries.

The following steps can guide individual enumerators as they go about the task of tracing and interviewing.

1. Be clear as to whom you will be personally responsible for tracing from the WNL.
2. Select a former beneficiary with whom to begin your tracing effort.
3. If you have a name and address go and visit this first former beneficiary you selected from the WNL.
4. If you trace the former beneficiary in his/her household ask for consent for an interview. If you consider it necessary, also ask permission from a parent or guardian. If they do not want to participate, make sure it is not because they are busy at that moment. If this is the case, ask if you can set up an appointment

and come back later. If they do not want to be interviewed, record any reasons offered and move on.

5. Conduct the questionnaire. If the former beneficiary is younger than 12 years of age ask if it is possible to also conduct a HQ with a member of the household. If that is not possible at that moment, make an appointment and come back later.
6. When you have finished the BQ (and the HQ if it is the case) thank respondents. Show them the WNL or ask about the whereabouts of other names on the list. The leads and information you gather at this stage can be valuable to help you and others on the team in tracing other former beneficiaries.
7. If you cannot trace a former beneficiary at the address you have on the WNL, attempt to find out the whereabouts of the child from the people residing at that address. Explain why you are looking for the former beneficiary. If the new address is known, and the former beneficiary is still living in the same locality, go and visit him/her later. Record any new information on the WNL.
8. If the former beneficiary is no longer living in the locality but you encounter a close friend or relative of the former beneficiary, ask if you can carry out the FRQ.
9. If no information surfaces on the former beneficiary named in the list, record this on the WNL and move on to the next individual on your list.
10. Every evening, or every couple of evenings, all enumerators should get together for a formal debriefing with the field coordinators. This is an opportunity to share leads that you may have picked up during the course of the fieldwork on the whereabouts of other former beneficiaries, as well as to share other relevant information.

Check whether substantial numbers of former beneficiaries migrated away from the original locality. The field supervisor(s) should draw up a list of the children who have not been traced and any information that has been gathered on their current whereabouts. If a large number is concentrated in a known area decide whether to send a part (or all) of the field team to the new location.

7.4 Tracing techniques

How do you maximize your chances of tracing? What techniques can assist in the tracing process?

Examples of tracing techniques:

<u>Use a point of departure</u> – If you do not have household addresses, consider focusing on a point of departure from where to begin the search and enquiries. Such a point could be the school, a vocational training centre or other institutions with which the child might have been associated.

Visit key individuals – Teachers, members of local cooperatives, leaders of churches, mosques or temples, and leaders of community centres might be of assistance if the tracing becomes difficult. In particular, teachers frequently have information on the whereabouts of children, and schools often maintain records of their students.

Use the school(s) as a resource – Schools offer the opportunity of tracing and interviewing a number of former beneficiaries simultaneously. This is useful because it saves time but it must be weighed against certain disadvantages. For example, children are naturally curious and might stand around during an interview which is not only disruptive, but can potentially introduce biases to the respondents' answers.

Hire local tracers – These can be individuals with knowledge of the area and the population. Having a local tracer is useful as it saves time and serves as an entry point. Teams must be cautious that the selection of the local tracer does not produce jealousies (why did you hire him/her?) or conflict within the community. In addition, the local tracer should not be anybody who was involved with the intervention.

As information emerges, the team must get into the habit of systematically filling out the WNL. These bits and pieces of information will be combined to obtain a clearer picture of the whereabouts of some children. Enumerators should think of themselves as a team. If they come across information on former beneficiaries they should make a note of it even if they are not the ones assigned to carry out this particular tracing. In order for this information to be shared and managed efficiently, the field team needs to meet frequently which can sometimes be difficult due to transport and geographical constraints. If daily meetings are not possible, consider alternative options such as having one central point where information can be collated and transmitted to the relevant enumerators.

Chapter 8 – Analytical framework: Qualitative tracer study

This chapter:

- discusses the steps to be taken in a qualitative tracer study;
- offers support on how to analyse and interpret the information collected from a qualitative tracer study.

This manual offers two basic approaches for a tracer study and as discussed earlier, each one has its advantages and disadvantages. The first one has been termed qualitative leaning. This tracer study is less costly to carry out as it does not have to follow strict sampling procedures and it has the added advantage that the amount of time in the field is greatly reduced. It offers more detailed information but since it concerns a small group it is not representative of the entire population of former beneficiaries. This does not mean that the findings are irrelevant. The data found in a qualitative tracer study can offer important insight on how interventions can be improved, as well as evidence as to what the longer term impacts of specific interventions can represent. This section will offer concrete examples on how to organize, code, present and interpret the data obtained from a qualitative tracer study.

8.1 Steps in a qualitative analysis

1. Data collection – For qualitative tracer studies, data collection is based on the open-ended responses of former beneficiaries and their families which are found in the questionnaires. It is complemented in an important way by information from the FGD, case studies and conversations carried out with key informants and others in the community.
2. Data reduction – This refers to the process of selecting, focusing and transcribing the data from the instruments. In qualitative studies, data reduction requires researchers to go through the data in text form and decide what is interesting and relevant and extract this information from the mass of other information.
3. Coding – This is the process of identification of selected passages of text and the affixing of labels to indicate that they are examples

of some issue or idea. The labels allow the researcher to examine at the same time all the text and data associated with an idea. The information collected from the open-ended questions in the questionnaires will need to be coded and systematized in order for it to be transformed into a document-form that can be looked at, studied and analysed.

4. Data display – A display is an organized, compressed assembly of information. In general, qualitative data is displayed in text form but this does not preclude other forms such as graphs and tables that can be more effective in communicating findings. Displays provide a means to organize the information so that the reader can readily grasp conclusions. Annex II contains helpful hints on how to create clean and understandable data tables.
5. Interpretation – At the start of the coding process the labels are descriptive summaries. Even the process of description involves some level of interpretation but the challenge is to move from descriptions to categorization and analytic understanding. Interpretation uses codes to identify recurrences, regularities and patterns, deciding if these are significant and if there seem to be causalities (i.e. something at least partly caused by something else).

The analysis of findings follows the four lines of enquiry suggested above (see Figure:2). This helps organize the data and analysis, and ensures that the principal questions are addressed.

8.2 Introduction

The introduction of the analysis of findings needs to include basic information on: the tracer study and its aims; the context in which it was situated; the beneficiaries, as well as a descriptive analysis of the intervention. In addition, the introduction must include the time period during which the intervention was in operation, a brief account of its main objectives and the type of beneficiaries it targeted. Also must be included a portrait of the village(s) where the tracing took place, incorporating basic information, such as population size, density (rural or urban), or main sources of income. These characteristics could paint a picture of the reality of the site and facilitate the analysis of the data which has been collected. This type of information can be gathered from the FGD as well as from background project documents. In this section the nature of the sample should also be described (quota, snowball etc.), as well as the manner in which the sampling was conducted.

8.3 Establish and document changes

The tracer study must first establish whether important changes occurred in the lives of former beneficiaries before, during and after a given intervention. The documentation of changes will focus on the five areas of impact: work, education, economy, health and KAB. First and foremost, the tracer study is interested in finding out whether there were changes in the working and schooling situation of the children who participated in the intervention.

8.3.1 Changes in work and schooling

These changes can be explored using the information gathered through the instruments from the qualitative tracer study.

Information on changes in work and schooling can be obtained through responses to the following questions of the BQ.

- Are you currently working?
- In the start period were you working?
- In the end period were you working?
- Are you currently attending school?
- In the start period were you attending school?
- In the end period were you attending school?

Although qualitative studies rely mainly on text (words) the responses from the above questions can be easily aggregated in a simple numerical table.

Table 5: Changes in numbers of working children

	Start (2006)	End (2008)	Current (2011)
Working	14 (70%)	2 (10%)	13 (65%)
Not working	6 (30%)	18 (90%)	7 (35%)
Total	**20**	**20**	**20**

The numbers reveal an appreciable change in the working status of the 20 former beneficiaries. There was a sharp decrease in the numbers who worked during the intervention as compared to before the intervention. The numbers of children working increased again in the current period. However, it is important to review the ages of the children as many of them may have reached adulthood or an age where it is acceptable for them to work at certain jobs.

Since samples will be small with a sampling that is not representative, the results should not be made generally applicable to the entire population of former beneficiaries. Nonetheless, they are indicative of what has occurred throughout the period of time considered, in terms of employment and education for those children who were part of the intervention.

To obtain a better idea and further detail with regard to the changes which occurred in the impact areas of work and education, complement the analysis with information gathered from the FGD, the key informant interviews or cases studies. Look into the experiences of the two children from the case studies and ask whether they also stopped working in the end period as is indicated by the trends in the table. Find out whether they entered and stayed in school during this time period.

From the FGD you can complement the above with information gathered from the responses to the following questions:

- In the recent past (in the past x years) have there been changes in the numbers of working children (more, less about the same number are working)?
- In the recent past (in the past x years) have there been changes in the numbers of children attending and staying in school?

For the following question, review the information contained in the responses to the key informant interviews:

- In the past x years, of the children who participated in the intervention do you think there were changes in the numbers that worked?

8.3.2 Changes in type of work

Other changes that might be important to examine are changes in the type of work and in the conditions of work. It is possible, for example, to see an increase in the number of respondents who worked throughout the period of time considered. However, if in the meantime they have reached an appropriate age and the conditions of work have changed, then they might have passed from an unacceptable to an acceptable situation. The conditions of work can be extracted from responses on work tasks, hours of work, and number of days worked.

Check whether the tasks changed and whether the children themselves report carrying out hazardous tasks in the previous time period and acceptable (non-hazardous) tasks in the current period. If children are of a certain age (usually 15) and their work is not hazardous (nor any of the worst forms of child labour) then this is considered acceptable work.

- What do you (currently) do at work? What are your tasks?
- How many hours a day do you work?
- How many days a week do you work?
- Do you work throughout the year?
- Have you been hurt at work?
- Have you ever been sick because of your work?

Look at the questions above for the current period, all relating to conditions of work. Transcribe the responses for each one of the respondents. You can then code them one by one and decide whether they are involved in unacceptable work. Examine the tasks and inspect whether they are hazardous (in accordance with national lists which you should have if available) and whether the hours seem excessive. Remember to take into account the age: if the respondent is already 17 years old the acceptable hours of work are different than if the respondent is 12 years of age. If they have been hurt at work or been sick on account of their work this might also point to hazardous (and unacceptable) conditions. Repeat this exercise concerning the information gathered for those reporting to have worked during the before and end periods; transcribe and code, then interpret. Do you discover regularities? Scrutinize whether tasks seem to have changed or stayed the same and whether the working hours decreased. Assess what you can conclude with regard to changes that have occurred in the type of work.

8.3.3 Changes in knowledge, attitudes and behaviour (KAB)

Most interventions seek to change attitudes of children and their families and therefore behaviour towards child labour. The following type of questions posed by the questionnaires could be useful to gauge whether KAB has been impacted.

- Do you think it is acceptable (appropriate) for children younger than 12 to work?
- Have your ideas about children and work changed?

When you transcribe the responses from these questions, consider whether there is a common thread and whether ideas with regard to child labour have changed due to being more aware of the health risks it causes and the impact it has on education and other aspects of childhood.

A further step is to discern whether changes in ideas or attitudes have an effect on behaviour with regard to decisions about child labour. Ask a child for example whether changes in ideas about children and work have affected decisions about him/ her going to work, and if so, how? Again, transcribe and code the responses and determine whether behaviour actually changed. Do responses suggest, for example, that the children stopped working (change of behaviour) when they realized, or their parents realized, that work was having or would have a negative impact on crucial aspects of their life including health, prospects and education? Complement this analysis with information gathered from the FGD and the key informant questionnaire.

Repeat the same exercise with regard to changes in economic well-being and health.

8.3.4 Conclusions from the section on documenting changes

The conclusions from this section of the report should lay out what appear to have been the major changes in the five variables of interest. Consider whether the following conclusions can be drawn:

- In the period under consideration there was a decrease or increase in the number of former beneficiaries working and in the type of work they carried out.

- Reductions in children working continued after the project closed.
- There were changes in the number of former participants that entered or stayed in school.
- Households believed there had been improvements in their economic well-being and in the health of the family.
- Former beneficiaries and household members reported changes in their held views toward children and this in turn had an impact on their behaviour regarding child labour.

8.4 Explain changes

The objective of the first section of the analysis is to document the most relevant changes in the lives of the children and families that participated in the intervention. Remember that there is a possibility that no appreciable changes will be encountered; this finding will also need to be explained.

It is essential to explain the changes that were documented, for example, by querying whether changes in some of the variables impacted on others, or whether changes (improvements) in the schooling system or in the attitudes had an effect on child labour. The following questions taken from the BQ can help in obtaining answers to the above.

- Why are you not working?
- When you were younger did you stop working at any time?
- Why did you stop working?

Examine what reasons are offered by the respondents who are currently not working, but have worked in the past. For example, find out whether a number of respondents ascribe it to better formal and non-formal education opportunities, or to changes in KAB of their parents/guardians toward child labour. Transcribe all responses together so that it is easier to pick out recurring themes.

To explore the weight of education in keeping children out of child labour review the answers to the following question from the BQ: Do you think attending school has prevented you from working? If yes, why?

Even if responses are in text form, you can code them so that they can be displayed visually. For instance, you can complement findings with information gathered from FGD, case studies and key informant questionnaires. In the FGD, review what the group discussed regarding section 3 of the guidelines: did better schools (improvements in schools) contribute to less children working? Were there changes in ideas toward child labour and did they result in changes in behaviour? Did a better economic situation contribute to less children working? Did a better health situation contribute to less children working?

8.4.1 Role of the intervention in observed changes

One of the principal goals of a tracer study is to generate information on whether interventions led or supported desired changes and how tracer studies, as opposed to other studies, have a different vantage point. The study examines what former beneficiaries and the community think with regard to potential changes in child labour some time after the intervention is finished. Time has elapsed, so if respondents argue nonetheless for a strong link between the intervention (which is no longer a prevalent part of their day-to-day lives) and changes in their lives, this is a strong case indicating contribution from the intervention. Beware however, in establishing causal relationships between any of the observed changes and the intervention. It is possible to talk of plausible attribution or contribution but the methodology for tracer studies does not allow for establishing a causal link.

A good place to start exploring the links of the intervention to changes that have occurred is to review how former beneficiaries appraise the intervention in general. The following are relevant questions:

- What services did you or your family receive from the intervention?
- What do you think of the services you received?
- Which of the services you received from the intervention do you think contributed to positive changes in your life?
- How did they contribute to positive changes in your life?
- Do you think any of the services you received were unnecessary? Which ones?
- What services (or things) would you like to have received from the intervention?

Other sections of the BQ and HQ will broaden the information gathered on links between changes and the intervention. Review if any of the respondents who are now working report they stopped working at an earlier time and why with the following questions.

- When you were younger did you stop working at any moment?
- Why did you stop working?
- Did the intervention help you to stop working?
- How did it help you to stop working?

Questions relating to the intervention are also present in the section on schooling which enquires whether school attendance appears to have influenced reductions in child labour. It is not possible to talk about attribution but we can explore the possibility of a contribution of the intervention to school attendance and to a decrease in child labour in the study site. This needs to be complemented with information from other sources, and it is a good idea to look at other responses in the BQ and to the FGD for input.

In the FGD what did the group discuss concerning the following?

- Did the intervention contribute to any of the changes we have discussed previously?
- How did it contribute to a reduction in the numbers of children working?
- How did it contribute to the numbers of children attending school?

The following question to be asked in the FGD which is also included in the key informant interview, can potentially yield crucial information on the contribution of the intervention:

- Have there been any changes in this community (that received the services) that ave not changed in neighbouring communities (that were not part of the intervention)?

This question attempts to generate information that would otherwise come from control groups. The idea is to get people to compare themselves, a population that received certain services from the intervention, with other populations that did not.

- Review the key informant interview and what they had to say regarding the following queries:
- Do you believe the intervention played a role in the changes in child labour?

Explain the intervention's role.

8.4.2 Role of other external factors in observed changes

An important component of the analysis is to try to define how the intervention, as well as other factors, caused any of the observed changes. Needless to say, in real life this is complicated. Changes come about through the combination of actions or series of actions taking place in a given situation.[25] The challenge is to establish the contribution of the intervention as well as the contribution of other actors.

In certain study sites, the presence of other actors will be very strong. Actors may include government agencies, other NGOs or agencies. In addition, as many organizations, including ILO-IPEC, work at many levels it is possible to simultaneously carry out direct activities (interventions aimed at specific children and families) while indirect efforts are aimed at the larger national or regional context. In countries with time-bound programmes, for example, the intent is for changes from the direct activities of an intervention to be reinforced by work aimed at enabling the environment. This includes activities such as work on child labour policies, child labour legislation, national awareness raising and institutional strengthening. Thus it is important to consider whether the child labour intervention was inserted within a larger country programme that could have strengthened its efforts. Investigate the following:

- Were there important legislative changes?
- Were there changes in educational or labour policies?
- Were any government institutions protecting children's interests strengthened, expanded etc?

It is essential to find out whether the general environment became more enabling, facilitating micro-efforts at reducing child labour.

Because no activity or effort works in isolation, the analysis of findings of a tracer study needs to concentrate on alternative explanations for the observed and documented changes. If we aim to demonstrate a "reasonable attribution or credible association"[26] to the intervention we must first rule out that something or someone else was not primarily responsible.

[25] IPEC, Perrin, ibid.

[26] IPEC, Perrin, ibid.

The BQ includes relevant questions on ‘other actors’:

- Did someone else help you to stop working? If yes, how?

However, the FGD is the most crucial of the instruments to decipher the relevance of other actors. For more information on how to organize and carry out focus group discussions, please refer to Annex II.

- What other external factors had a role in the observed changes?

In the FGD you might want to ask more concrete questions to the group if you have already discovered beforehand the existence of the most relevant external actors and/or the most important alternative explanations.

8.4.3 Conclusion from the section explaining changes

After reviewing the applicable responses from the instruments, it will be possible to discuss to what degree the intervention seems to have contributed to changes. It will also have brought to light other alternative explanations. You will be in a position to argue whether these alternative explanations are more central in bringing about changes to the lives of former beneficiaries than the actual intervention, or whether, while significant, they do not prevent the argument for a strong role played by the intervention.

8.5 What has been learned for future interventions?

The last step in the analysis of findings of a tracer study should reflect on what the intervention did well and what could have been improved. With the hindsight that time offers it is easier to define the long term negative and positive impacts that occur after the end of an intervention and identify which ones appear to be linked to it. The responses received in applying the instruments also offer an understanding as to which type of services were most appreciated and helped bring about changes, and which others might have been irrelevant or even detrimental. This section is essential to help build an organization’s knowledge base with regard to the best type of approaches to be used in a given context.

In particular, in order to assess the relevance of the intervention, examine the responses to the following questions.

From the BQ:

- What services (or things) would you like to have received from the intervention?

From the FGD and key informant interviews:

- What services or activities do you think were most successful and should be part of similar interventions elsewhere?
- What services or activities of the intervention do you think were not useful or even harmful?

Chapter 9 – Analytical framework: Quantitative study

This chapter:

- discusses the steps taken in a quantitative tracer study;
- offers support on how to analyse and interpret the information collected from a quantitative tracer study.

Once the field work is finished, the last and crucial step in a tracer study is to make sense of the information that has been collected. This implies a systematic handling of the information. If you have carried out a quantitative tracer study there will be a large number of questionnaire responses requiring database entry.

Even if the information obtained is in a different form, qualitative and quantitative tracer studies have important similarities. They both attempt to answer the same core questions. However, in a quantitative tracer study the sampling is performed in a rigorous manner and the numbers of interviewed respondents will be much higher. This allows the findings to be generalized to the entire population (all of the former beneficiaries) with a certain degree of confidence.

9.1 Steps in a quantitative analysis

1. Data collection – For a quantitative tracer study, the data will come primarily from the questionnaires of former beneficiaries and their families. As with the qualitative study, there will also be FGDs and key informant interviews that are essential for complementing what is found through direct interviews.
2. Data entry – To efficiently analyse the information from the instruments you need to enter the data into a database. Please refer to Annex I for guidelines on how to enter information into a database. Two databases will need to be created regarding: a) all the former beneficiaries who were successfully traced and interviewed, and, b) the households that were interviewed (if there were former beneficiaries that were younger than 12 years of age for whom a HQ was carried out).
3. Transcription – You will also need to transcribe the information from the instruments utilized for the qualitative analysis.

4. Data display – Displays are the graphs, tables, etc. that allow you to visualize what you will interpret and explain with words. They help the reader to better grasp and view important points.
5. Interpretation – This requires the researcher to look at the data, make informed assumptions and provide explanations based on the findings.

9.2 Write-up

Generating a readable, interesting and concise report is always a challenge. Writing such a report is equally relevant for a quantitative tracer study. When actually writing the report it is useful to keep a few general pointers in mind: who is your audience? Who will be reading the report and for what purpose? Is the audience primarily the implementing agency, the donor or both (the organization that commissioned the study?) Will it be an international audience or a national one? Will the audience want or require technical detail or a summary of results? It is possible that you will need to write multiple reports presenting the results at different levels of detail for different audiences. Think of the 'Big Picture'. Although a level of detail is required when presenting findings, remember that the reader wants to get to the interpretation fairly quickly. Row after row of painstaking and detailed tables can lose your reader. Such detailed information can always be put into annexes. Make sure your conclusions and recommendations are supported by research results. Do not exaggerate or sensationalize your findings to make them seem more compelling. Use simple, direct, jargon-free language and clear, practical recommendations following logically from the research results and conclusions.

9.3 The lines of enquiry

The following sections offer guidelines on how to approach the vast amounts of information that is generated in a tracer study. It is suggested you follow the five lines of enquiry which will help to address the principal questions in a systematic manner.

9.4 Introduction

Offer a descriptive analysis of the intervention, the context in which it was situated and the beneficiaries. Include the time period during which the intervention was in operation, a brief account of its main objectives and the type of beneficiaries it targeted. Also include a portrait[27] of the village(s) where the tracing took place. This information can be drawn from the FGD as well as from background project documents. In this section you should also describe the sample, how you arrived at the sample number, and the manner in which the sampling was conducted.

[27] For elements included in the concept of portrait, see section 8.2 above.

Present the demographic details of the sample, as well as an aggregate portrait of the traced respondents. Who are the respondents in terms of age and gender?

In a hypothetical example of 160 respondents the table analysing their ages would look like this:

Table 6: Example of age of respondents [28]

Age	START (2007)	END (2009)	CURRENT (2011)
7	65		-
8	16		-
9	10	65	
10	9	16	
11	14	10	65
12	11	9	16
13	13	14	10
14	5	11	9
15	6	13	14
16	3	5	11
17	8	17	13
18 or above	-		22
Total	**160**	**160**	**160**

By knowing the age of the respondents in the three different time periods, the same cohort of children can be followed through time. For instance, if during the intervention a large group of 65 children was 7 years old, it is possible to concentrate on employment and school changes for this group, when they were 9 years old and, after the intervention finished in the current period once they became 11 years old.

9.5 Establish and document changes

The first challenge is to determine whether, in fact, important changes did occur in the lives of former beneficiaries.

9.5.1 Changes in work

The working situation of the former beneficiaries is one of the principal topics of interest for a tracer study. The objective of any intervention is to contribute to the progressive elimination of all forms of child labour, particularly the worst forms of child labour. Thus, some time after the intervention ended, the long-term desired impacts

[28] Take into account that all numbers in the tables are hypothetical.

are: a) for children under the minimum age to not be working (except light household chores); and b) for children above the minimum age to be in acceptable forms of work according to their age and country-specific characteristics.

In order to know if these desired changes have occurred, impact indicators can be established which will allow you to conclude if there were changes in the working situation of former beneficiaries. Examples of two such impact indicators for employment are (please refer to Annex V):

1. A decrease (each study site can establish the amount of decrease) in the proportion of under minimum age former beneficiaries working.
2. A decrease in the proportion of over minimum age former beneficiaries working in unacceptable forms of work (hazardous).

International and national regulations require that children reach a certain age before they are allowed to work under certain specific conditions. For example, let's assume that 14 years of age is the minimum age as determined by national legislation. The data from the tracer study allows analysing the proportion of children who are less than 14 years of age who reported to be working in each of the three time periods. A child working below the age of 14 is considered unacceptable. This can be portrayed in a table and/or a graph.

When generating such tables it is essential to control for age, otherwise the results can be misleading. If age is not controlled, it might appear that for each successive period more children are working, instead of less. This might be true but not necessarily unacceptable as the children may have either reached adulthood or an age where they are permitted to work if certain conditions are met.

In the above example, the result derived from controlling age is in itself already an important finding. However, the numbers by themselves only tell part of the story. You also need to explore other data to give your analysis and interpretation more depth, for example by disaggregating data along a meaningful variable.

Once children reach the minimum age for employment as stipulated by national legislation, it is acceptable for them to work, provided certain conditions are met. These conditions limit the type, length and environment of work. Basically, work is acceptable if it does not, in any way, physically, mentally, psychologically or morally harm the child.

The questions in the BQ allow you to establish if the type of work in which children are involved is unacceptable. You should already have developed a comprehensive list of all the tasks which children carry out that are hazardous (or received such a list from the project). For example, with regard to:

- **Place of work**: certain work environments such as quarries and fishing platforms, are unhealthy for children.
- **Tasks**: these will depend on the list you compiled from the national legislation. In certain sectors (such as mining and deep sea fishing) all tasks are deemed hazardous.
- **Time of day worked**: working at night is unacceptable.
- **Hours worked**: working more than six hours is unacceptable.
- **Days worked**: working more than five days a week is unacceptable.

Thus, from the beneficiary questionnaires you can obtain the information to help determine, for each time period, if children above the minimum age who are/were working, are/were doing so in conditions and/or in occupations considered unacceptable. The reasons offered by respondents for working may have also changed throughout the time period.

9.5.2 Changes in schooling

Most child labour interventions attempt to produce positive changes in formal and, in certain cases, non-formal education. It has been found that inducing school attendance as well as improving the quality of education is related to reductions in child labour. On the whole, child labour interventions have as a desired long-term impact for beneficiaries to be enrolled, attend and complete the appropriate educational level for their age and educational system. Positive changes in this regard can be established through suggested impact indicators such as:

1. Increase in the proportion of children below compulsory education age enrolled in formal education.
2. Increase in the proportion of children above compulsory education age enrolled in formal or non-formal education.

Let us assume that in the study site compulsory education is from 6 to 14 years of age. From responses in the BQ, establish whether there have been changes throughout time in the proportion of children of this age bracket in formal education. In this case it is also essential to control for age. In a hypothetical example, the total number of former beneficiaries attending school could have decreased; meanwhile, the proportion of children from 12 to 14 years old could have maintained and increased their school attendance.

Although children, once they turn 14 years of age, may not be compelled by law to attend school, it is also a desired impact of most child labour interventions that there is a rise in the proportions of children over 14 who continue in education. As long as children are in school, regardless of their age, there is a decrease in the probability of them working, or working very long hours. You can also draw up a table and a graph showing the changes for older children which have occurred in school attendance. For this age bracket it may be important to concentrate on non-formal education, as well as regular school attendance.

As with the changes in the working situation of former beneficiaries, the responses from the BQ should be supplemented with the opinions from the FGD. Transcribe all discussions regarding the general changes in school attendance (formal and non-formal. Explore whether what was learned in the FGD supports what was found in the interviews, and scrutinize the details key informant respondents revealed about changes in schooling. The information obtained from these two sources may corroborate what you have already found or may even offer more in-depth comprehension. Another change that is interesting to evaluate is whether there have been any changes in the reasons stated for not attending school. This query can also be found in the BQ.

9.5.3 Changes in economic well-being

Most interventions seek to improve the economic well-being of beneficiary households. This often, helps to reduce the proportions of children in child labour. As the economic situation of a family improves, it is less likely that the children will be sent to work. However, this correlation is not always present. In certain places, child labour is embedded in the culture and practices and, even if the income of a household rises, the children will continue to work.

In this section, assess if there appear to have been changes (in any direction) in the economy of the households that were part of the intervention.

The information to generate this table can be found in the BQ (and HQ for younger children) where respondents are asked whether they believe the economic situation of their household has improved, declined or stayed the same. Remember that this is based on the perceptions of interviewees. In other words, it is not based on hard facts but on how people appraise their lives. Some may be naturally more optimistic and others more pessimistic.

9.5.4 Changes in health

Another impact area that is often present in interventions relates to the health of beneficiaries and households. The long-term desired impact is better health for the household with the goal that this will influence reductions in the numbers of children in child labour. As with economic well-being, this information is based on the perception of respondents.

Take into account that changes in health are measured only through perception. Furthermore, positive or negative changes in the way that people see the general health of their household can be influenced by a one-time event (a death in the family) that does not capture an overall picture. Furthermore, changes in the health of the household can be due to many reasons completely independent from the intervention. It is crucial for your analysis to include information gathered through FGD and key informant interviews to better gauge probable causes of changes in the health of families.

9.5.5 Changes in knowledge, attitude and behaviour

In communities with accepting attitudes towards child labour, it is more common to find children working. Most child labour interventions include awareness-raising components so families have access to knowledge and can take better informed decisions regarding their children. An increase in knowledge elicits changes in behaviour which is, ultimately, what interventions attempt to influence.

First, it is important to define if there were changes in the way former beneficiaries and families perceive children and work. As mentioned above, the importance of a change in attitudes or ideas regarding child labour is that it is usually coupled with a change in behaviour. To explore changes in behaviour look at the responses from the following question from the BQ:

- Have your decisions about work changed?
- If yes, how have they changed?

From the HQ (if it is used):

- Did changes in your ideas about children and work influence decisions about sending your children to work?
- How did changes in your ideas affect decisions about work?

From the FGD:

- Do you consider that the ideas (attitudes) of people in this community regarding child work have changed? How have they changed?
- If you believe attitudes have changed, has this had an impact on decisions/or behaviour about children and work?

9.5.6 Conclusions from the section on documenting changes

The first line of enquiry of a tracer study is to define whether changes occurred throughout the time under consideration (from before the intervention began to the present moment, some years after the intervention was finished) with respect to the five main impact areas: work, school, economic well-being, health and KAB. The responses from former beneficiaries and households, complemented by the FGD and key informant interviews, together with indicators established beforehand will allow the researcher to conclude if in the aggregate changes occurred.

9.6 Explaining changes

It is clear that merely observing whether changes have occurred is only half the task. The analysis must now attempt to ascertain whether changes in schooling, economy, health and attitudes influenced changes in the dependent variable (child employment). In addition, it is crucial for the goal of the tracer study to examine whether the observed changes can be linked to the child labour intervention. This section should also explore if there were other actors, apart from the intervention, that played a decisive role in any of the observed changes.

9.6.1 Role of the intervention in observed changes

A tracer study is an instrument that allows an approximate answer to the question of the long-term impact of a child labour intervention on the children and families it served. In contrast to statistical impact evaluations, however, it does not have the methodological strength to be able to establish unequivocal attribution. Nonetheless, if the study is carefully constructed and information is triangulated with other qualitative sources, it can explore whether positive (or negative) changes in the lives of former beneficiaries were influenced to some degree by the services and activities of the intervention. Moreover, an intervention is usually composed of a package of services and activities. Not all of them are necessarily successful or have long-lasting effects. Therefore, an important purpose of a tracer study is to disentangle if certain services worked better than others, and for what reason.

One suggestion is to begin this section by exploring how respondents remember the intervention and how, in retrospect, they value it. This can be extracted from the next two questions of the BQ:

- Which of the services you received do you think contributed to positive changes in your life?
- How did they contribute to positive changes in your life?

Now look at the responses from the FGD and whether this positive recollection is also found in the larger community:

- Do you remember the child labour intervention?
- Do you think their activities and services had a positive, negative or no real impact on this community?

What did you find out from key informant interviews from the following questions? Do they also believe that members of the community have a positive viewpoint of the intervention?

- Do you remember the intervention?
- What activities did it carry out in the community?
- In general how is it remembered by members of the community? Why is it remembered this way?

Taking into account both the individual responses and the information from the qualitative approaches, what can you infer with regard to how the community remembers and appraises the intervention? Apart from the general viewpoint, explore what specific elements of the intervention have come to be considered as more effective.

From the BQ:

- Which of the services you received do you think contributed to positive changes in your life?
- How did they contribute to positive changes in your life?

Both questions can be left open-ended and therefore you need to code the responses from all interviews. Alternatively, the first response can come from a list of context-specific services and activities of the intervention. In order to gain a more integral outlook you can also check whether certain services were deemed negative. This can help you assess which approaches, overall, seem to have worked better according to former beneficiaries, their families and the community as a whole.

The tracer study also aims to explore whether the intervention contributed to changes in the five areas of impact. In particular, you want to determine if the intervention played a role in any of the observed changes in children and work. Look to the responses from the following BQ questions:

- When you were younger did you stop working at any moment?
- Did the intervention help you to stop working?
- How did it help you to stop working?

If a significant number of former beneficiaries currently working stopped working at some point in the past, it is relevant to find out whether the intervention played a role. As with all other sections, these findings need to be compared and contrasted with the information collected from the qualitative instruments.

From the FGD:

- Did the intervention contribute to any of the changes we have discussed previously?
- How did it contribute to a reduction in the numbers of children working?

From the key informant interviews:

- Do you believe the intervention played a role in the changes in child labour?
- If yes, explain the intervention's role.

Most child labour interventions also seek to improve school attendance as a strategy for reducing child labour. Review how respondents perceive the role of the intervention as regards education. This information can also be retrieved from the BQ:

- Did the intervention help you to stay in school or go back to school?
- How did the intervention help you to stay in school or go back to school?

Assess the relative importance the community places on the intervention in terms of helping children withdraw from work or stay in school. Since the questionnaires are basically numeric it is not possible to extract more detailed information on the role of the intervention. That is why, for this section, the FGD and the key informant interviews provide a more nuanced assessment.

For schooling, review what was discussed in the FGD:

- How did it (the intervention) contribute to the numbers of children attending school?

Review as well the open-ended responses to the following (also from the BQ):

- If yes, how did the intervention influence your ideas and behaviour about children and child labour?

In addition, explore the discussion from the FGD on the following:

- Did other actors contribute to changes in the economy, who and how?
- How did the intervention contribute to economic improvements?

9.6.2 Role of other external factors in observed changes

In certain study sites the presence of other actors will be very strong. Actors may include government agencies, other NGOs or agencies. In addition, as many organizations, including ILO-IPEC, work at many levels it is possible to simultaneously carry out direct activities (interventions aimed at specific children and families) while indirect efforts are aimed at the larger national or regional context.

Investigate the following (the information may have to come from different sources) during the time of the intervention, or at a later date:

- Were there important legislative changes?
- Were there changes in educational or labour policies?
- Were any government institutions protecting children's interests strengthened, expanded etc.?

It is essential to find out if the general environment became more enabling, facilitating micro-efforts at reducing child labour. As discussed already, changes are not usually caused by only one clearly defined actor but are the result of a number of actors and situations acting simultaneously. Nonetheless, it is still possible to analyse if, for example, the intervention had a prominent influence in bringing about certain changes. This can be followed by a discussion on alternative explanations regarding the observed and documented changes.

First, review from the BQ whether former beneficiaries consider other actors as relevant in the changes that have occurred in work, schooling and attitudes:

- Did someone else help you to stop working?
- Who or what else helped you to stop working?
- Did someone else help you to stay or go back to school?
- Who or what helped you to stay or go back to school?

Some of the most discerning information for defining 'other relevant actors' and 'other important events' that have played a role in influencing changes in the lives of former beneficiaries will come from the FGD. Review the discussions on the following lines of enquiry:

- Did other actors contribute to reductions in child labour? Who and how?
- Did other actors contribute to changes in the school or education? Who and how?
- Did other actors contribute to changes in the economy? Who and how?
- Did other actors contribute to changes in health? Who and how?
- Did other actors contribute to changes in attitudes? Who and how?

Examine also the answers from the key informant interviews:

- Have there been any changes in this community (that received the services) that have not changed in neighbouring communities (that were not part of the intervention)?
- What other actors or elements impacted the numbers of children working?
- What other actors or elements impacted the numbers of children attending school?
- What other actors or elements impacted the economy of households?

9.7 What has been learned for future interventions?

The analysis of findings needs to address one more issue: what recommendations can be made for future child labour interventions in terms of the findings and information collected? This includes a reflection on what elements of the intervention seem to have produced a longer lasting or stronger impact.

In particular, look at the responses in the BQ to this question:

- What services (or things) would you like to have received from the intervention?

From the FGD and key informant interviews:

- What services or activities do you think were most successful and should be part of similar interventions elsewhere?
- What services or activities of the intervention do you think were not useful or even harmful?

This section is essential to help build an organization’s knowledge base, central for designing more effective child labour interventions.

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Annex I
Helpful guidelines for preparing data in tracer studies

The purpose of these simple yet practical guidelines is to facilitate the data preparation for tracer studies that often takes place at the field level. This annex embodies some key aspects of data preparation and tackles the common issues that frequently arise throughout the process. The guidelines are composed of three sections: the planning stage, the actual process of data entry, and the archiving and dissemination of information. A glossary is also attached at the end for readers' reference.

Planning

1. IT tools

In the preparation of data processing, information technology tools are indispensable elements to the workflow.

i. Hardware

Due to the fact that many studies are conducted in regions where electronic infrastructure is difficult to set up, we suggest basic but adequate hardware requirements for data preparation. A computer with logical storage partition is highly recommended. The data should be stored in a different logical drive from the one where the operating system is installed. With this arrangement, in the event of an unpredictable system crash, the data can be retrieved after system recovery.

Regular data backup is also highly recommended to avert data loss. This can be done either locally or online. Local backup media include tape, CD/DVD, flash drive, and portable hard disk. At least one of the above hardware accessories should be in place. Online backup solutions include peer-to-peer (requires two or more computers interconnected), FTP or online storage. The frequency of backup depends on the volume of data and progress of data processing. It can be done daily, weekly, or even at longer intervals.

ii. Software

If the computers are connected to the internet, it is essential to have a firewall and antivirus software in place to prevent any intruders or virus from affecting the data.

When it comes to statistical software requirements, the tracer studies can be implemented with the most widely used software packages such as Microsoft® Excel and Access, STATA, and SPSS. Those software packages usually support compatibility among programmes and applications. In addition, an increasing number of free data entry and tabulation software is available for data processing. For instance, OpenStat, SOFA, PSPP, and MicrOsiris are good tools for data entry and basic analysis. In addition, it is crucial to update all computers to the same version of the software; using different versions may create unpredictable issues in the later stage of data analysis.

2. Staffing

The size of staff depends on a range of issues, such as the magnitude of the project, budgetary conditions, and human resources available. The rule of thumb is to identify the supervisory role. This position requires a highly qualified data processing specialist who is capable of overseeing the entire data processing operation. This person will be responsible for decision making and communicating with other entities involved whenever applicable. In addition to the supervisor, the minimal staffing pattern also requires data entry personnel and a computer administrator. In many circumstances, one person can take up multiple roles described above.

3. Defining different aspects of datasets

In pursuance of data accuracy, reliability and validity, the micro-data must first be properly processed. This involves a number of elements in the planning stage and it is essential to develop preliminary strategies for these elements.

i. Identification variable

An identification variable is an identifier unique to each object (e.g. respondent). This identification variable will provide the only linkage between the original dataset containing all the variables and a public-use dataset (public-use dataset does not include some sensitive information for confidentiality reasons) or when data are in different files, but a cross comparison of information is required. The latter case occurs in a tracer study in certain cases when questionnaires only contain partial information. For instance, if a beneficiary is under the age of 13, all the information except for his/her own circumstances (e.g. household information) will be obtained from an adult family member and recorded in a separate questionnaire. Therefore, the identification variable should be included in both questionnaires in order to establish a link between the beneficiary and his/her family.

Therefore, construction of the identification variable is essential for carrying out a precise analysis. This variable should then be encoded in a consistent way; it is usually an ID assigned to each object. For example, a combination of state or provincial code, enumeration area code, and house number appended one after another may be enough to give a household a unique identification, and a line number (position of a person in a house) can be used to uniquely identify a person in the household.

ii. Coding

Coding is the process of converting information obtained on a subject or unit into coded values (typically numeric) for the purpose of data storage, management, and analysis. For example, the sex of the respondent may be coded '1' for female and '2' for male.

The coding for missing data is of particular importance. Leaving a variable blank without flagging or further explaining may lead to biased results. Therefore, all the cells in a dataset should be filled with pre-defined codes. We would like to suggest the codes for the following circumstances:

1. **Respondent did not remember.**
2. **Respondent did not answer** – The respondent refused to respond a question
3. **Respondent did not know** – The respondent was unable to answer the question, either because the respondent did not have an opinion, or she/he did not have the necessary information to answer the question.
4. **Processing error** – For some reason, although the respondent provided an answer, the information was not registered. This could be due to an interviewer error, an incorrect codification, IT equipment problem, etc.
5. **Not applicable** – The subject was never asked a question for some reason. Sometimes this results from skip patterns following filter questions; for example, subjects who are not working are not asked about job characteristics.
6. **No match** – This situation arises when data are drawn from different sources (for example, a survey questionnaire and an administrative database), and information from one source cannot be located.
7. **No available data** – The question should have been asked of the respondent, but for a reason other than those listed above, no answer was given or recorded.
8. **Other** – This code applies to other circumstances not covered in the previous circumstances. It may be necessary to examine the actual answers if they are critical to the analysis.

Reason	Code
Did not remember	992
Did not answer	993
Did not know	994
Processing error	995
Not applicable	996
No match	997
No available data	998
Other	999

The coding for open-ended questions is also important for further data analysis. Typically, the answers to these questions should be carefully reviewed and summarized. The answers need to be sorted by frequency of presence in a descending order. The most frequently-present answers usually carry meaningful information, and thus should be assigned unique codes. The not-so-frequent answers can be grouped into one category (usually 'others') in the coding process. However, the cut-off line in frequency requires discretion from higher-level management. The original answers should be well documented for further reference.

iii. Naming files

To sustain easy access to the files after data are updated, they should be named in a manner to clearly indicate the information that the file contains. Comprehensible file names serve the purpose of easily locating a file in a computer system. This practice also facilitates data sharing among multiple entities.

The following information can be included in file names in a tracer study:

- The time when the data was collected (Year)
- Country of origin (2 characters). (ISO 3166-1 alpha 2 code[29])
- Location (if applicable)
- The subject the file is dealing with
- Access level (R=restricted, G=general)
- Version number (v1, v2…)

It is recommended to have an underscore in between two pieces of information because some operating systems or software do not accept blanks in file names. For example, 2009_MX_tracer_rawdata_R_v1 means the file contains raw data from a tracer study in Mexico which took place in 2009. It is the original file with restricted access. In another example, 2010_TH_Bangkok_data_G_v2 shows that the file contains data from Bangkok, Thailand in a study in 2010. The data is the 2nd version and is not confidential.

In general, the four-digit indication of time should come at the very beginning of the file name so that the files can be easily sorted in a chronological order. The body of the file should be straightforward so that it can be quickly referenced to. The version number usually comes at the end so that it is easy to spot or to modify.

iv. Data information documentation

Certain information should be documented and accompanied along with the dataset to help other researchers understand the dataset. For example, the attributes of the variables – the actual questions asked –

[29] See ISO 3166-1 alpha 2 code. http://www.iso.org/iso/iso-3166-1_decoding_table.

are usually not properly described inside the dataset. To date, almost all the statistical software packages (e.g. STATA and SPSS) provide the option to label data. This function should be used to describe the data. Nonetheless, if the data is processed in other software such as Excel, additional information on variable labels should be provided with the dataset.

In a tracer study, the information that explains the variable names, coding meanings, consistency check rules, modifications and deletions, and weighting methods, as well as any other information that could provide context and clarity to a secondary user should be provided. Such documentation is often of extreme importance to secondary analyses and greatly facilitates interoperability among entities.

4. Data entry

i. Before the data entry

The personnel in charge of data entry should receive proper training on standard operating procedures, computer skills and troubleshooting techniques. Particular attention should be given to the following:

- Check the questionnaire: this involves eliminating unacceptable questionnaires. These questionnaires may present problems such as incomplete answer sheet, not following instructions, having little variance, missing pages, having passed cut-off date, and respondent not qualified for the survey. The information in these invalid questionnaires bears little value to the analysis.
- Ensure that the data is being entered in a new, blank document. Lack of this seemingly simple step often becomes the most common mistake and creates confusions.
- It is advisable to have all personnel test-enter a small number of data and resolve the problems that may arise amidst the test.
- Establish a pre-defined data range in order to automatically detect an erroneous entry; i.e. when the value is beyond the accepted range, the software issues a warning.
- Avoid the missing data: all entries must contain data different from null for each variable. If data are missing, appropriate codes should be applied.
- Search for duplicate cases: if a duplicate entry is detected make sure this is not a result of assignment overlap. The duplicate information can be deleted upon ensuring the total number matches that of the cases surveyed.

ii. Data cleansing

Data cleansing is a process used to determine inaccurate, incomplete, or unreasonable data and then improving the quality through correction of detected errors and omissions. Data cleansing can be undertaken during or after data entry. The process may include format check, logic checks (consistency), limit checks, duplicate check, missing data check, and review of the data to identify outliers (a.k.a. extreme values).

A sample general framework of data cleansing will:

- define and determine error types;
- search and identify error instances;
- correct the errors;
- document error instances and error types; and
- modify data entry procedures to reduce future errors.

iii. General strategies of error checking include:

Accept only known valid data

This is the preferred way to validate data. Computer programmes should accept only input that is known to be safe and expected. As an example, the information for beneficiaries' ages would be defined as two digits ASCII 0-9. Then check that the input is of type string, is comprised of numbers 0-9 and has two digits.

Reject known bad data

The rejection of bad data depends on the data analysts knowing about specific malicious entries. When common mistakes are identified, we can reject typical bad data to upkeep the data quality. For example, if we code female as 1 and male as 2, the entry of letters M or F should not be accepted. This procedure can also be done automatically by the software, if applicable.

Document the modifications

The data cleansing process usually results in further investigation and correction of suspect records. The unsolved suspicious errors should be flagged and any modification should be documented.

iv. Data manipulation

Merging files

Merging files is defined as an action of integrating two or more files that contain data for the same observations, but with different variables. After merging, files expand horizontally. For instance, we have one file containing information of ten attributes (age, gender, income…) of 200 beneficiaries and another file with information of five different attributes of the same 200 beneficiaries. After merging, the new file contains a sample of 200 beneficiaries with each beneficiary having 15 attributes.

In practice, those 15 variables may have overlaps. We should only keep one of the duplicate variables and eliminate the other(s) for the sake of data integrity.

General steps for merging files:

- Copy the original files to new workbooks and make sure the originals are not edited.
- Verify that an identification variable exists for both files, e.g. the ID of the former beneficiary.
- Sort the data in both files in the same order in accordance with the identification variable.
- Copy the information of the second file to the first one.
- Search for duplicate variables, verify and delete.
- Save the file.

Appending files

Appending is the process of connecting two files with different observations but the same variables. In contrast to merging files, appending expands the data vertically. In this case, rather than the number of variables expanding, the number of observations increases.

For instance, we have a file containing information of 200 beneficiaries in village A and another file with 180 beneficiaries from village B, each beneficiary with ten attributes (age, gender, income…) After appending, the new file will contain information of 380 beneficiaries with each beneficiary having ten variables.

Appending often takes place when data are collected at different locations. Several files with the same variables but different observations need to be unified into a master file for ease of analysis. Below are the recommended steps for appending files:

- Copy the original files to new workbooks and make sure the originals are not edited.
- Verify the consistency in the variable names.
- Rearrange the variable names in the same order for both files to facilitate appending.
- Copy the information of the second file to the first one.
- Search for duplicate variables, verify and delete (in this process, make sure that the identification variable is included in the new dataset.);
- Save the file.

Splitting files

Splitting files may be required if the original file size is too large for analysis or if a particular analysis only requires a certain number of variables. Files can be divided either horizontally (only select the necessary variables) or vertically (only select necessary observations). In either case, the unique identification variable for each observation must be present in the new file.

Steps for splitting files:

- Copy the original files to new workbooks and make sure the originals are not edited.
- Select the variables or observations needed, copy and paste into the new workbook.
- Verify that the original formats are maintained in the new file (decimal, type of data and etc.).
- Document the creation of the new file with its name, content, date of creation, and any necessary remarks to describe the reasons for the division.

v. Data archiving and dissemination

The data of the tracer studies are usually shared among agencies and researchers. Data sharing strengthens our capacity to bolster openness by providing opportunities for further analysis, replication, verification and refinement of research findings. Therefore, we recommend that the clean and well-documented data be stored and ready to share. In addition to the dataset, the metadata, the documentations about modifications, deletions and additions should also be made available. We will discuss a few pointers of data archiving and dissemination in this section.

Format

Nowadays, more and more software packages generate cross-platform compatible files although the files are in formats specific to the software. However, if software and hardware circumstances permit, we encourage use of ASCII format so that the files can be easily used in other data analysis programmes or operating systems such as UNIX and Linux. ASCII files are software-independent, and hence are apt to remain readable in the future, regardless of changes in particular statistical software packages.

Security and accessibility

We have briefly introduced how to maintain a safe environment for the data in terms of software and hardware protection in the planning stage. However, data safety also heavily relies on accessibility to the data. The files must be accessed according to the level of confidentiality to ensure that they are not arbitrarily altered, accidentally erased, or used for unwanted purposes. For archives with sensitive information, a special mechanism must be put in place to ensure that files can only be accessed by authorized users. Assigning a password to the system is a typical approach to restrict access to the computer. In addition, document protection can be utilized in order to protect data from alterations.

Ethics issues

We should bear in mind that many complexities arise during data collection in tracer studies, and that unusual circumstances may require modifications or even full exemption from the established rules. For example, in the efforts of protecting privacy, personal information and any direct identifiers should be removed before the data is made available to the public. Intellectual property rights may be at risk in some forms of data collection.

Glossary

Data:	The term data refers to qualitative and/or quantitative facts from which conclusions may be drawn. In the context of tracer studies, it refers to the information regarding attributes of beneficiaries who have been affected by the intervention. Data are also the basic elements used for generating reliable and meaningful analysis.
Dataset:	A logical grouping or collection of related data surveyed, measured, or collated on a specific topic. In particular, it may refer to a set of spreadsheets with the values that we are interested in.
Database:	A database is a collection of information that is organized so that it can easily be accessed, managed, and updated. For instance, Microsoft® Access is a common database programme.
Micro-data:	This refers to non-aggregated data about the units sampled. For surveys of individuals, micro-data contain records for each individual interviewed.
Variable:	A variable is a name, given by a programmer, to represent a piece of data within a certain programme. This name is then used to refer to that piece of data. In statistical terms, a variable can be an attribute of the object under study (e.g. age, gender, and education).
Observation:	An observation is the value of a particular variable. For statistical data collected on persons, the observation unit is usually one individual or a household. For the programmers this is a data record.
File:	A file in this document is referred to as a computer file specifically. It is a block of arbitrary information or resource for storing information, which is available to a computer programme and is usually based on some kind of durable storage.
Secondary analysis:	Any further analysis of an existing dataset which presents interpretations, conclusions, or knowledge additional to, or different from, those presented in the first report on the data collection and its results.

Annex II
Tips for focus group discussions and data tables

FGDs

Composition

To decide the best groups for FGDs in your context, discuss it among the study team. In certain places it will be possible to combine male and female community members/leaders into one FGD.

When and where to conduct a FGD?

It is advisable to conduct the FGDs at the beginning of the fieldwork as they can serve as an opportunity to explain to a cross section of the community the objectives of the tracer study. If the tracer study is spread out in more than one village the study team will need to decide on the optimal number of FGDs.

Field team composition and roles for the FGD

A team conducting a focus group is usually comprised of a moderator and observer. Each has particular roles to play in order to ensure the success of the focus group.

Moderator

The moderator is the discussion leader who is in control of the session and is responsible for the direction that the focus group takes. The moderator has to help the participants feel comfortable and encourage a lively and natural group discussion. He/she should be able to direct the discussion along the lines of the required information.

Observer

The observer's main task is to observe the proceedings of the group and take notes. He/she should take note of non-verbal signs or body language of members within the group. Non-verbal language can highlight the group's feelings on the issue being discussed and the intensity of this view within the group.

Helpful hints for clean, understandable data tables

1. **Cite the statistics in the text that are in the tables.** If proportions are cited in the tables, they should be the figures that are also cited in the body of the text. That is, do not publish a table with only proportions while citing absolute numbers in the text.
2. **Table titles should be concise and descriptive.** In reading the title, the reader should get an idea of the content of the table, the population included and the reference period.

3. **Appearance should be consistent for all tables.** Characteristics such as font type, font effects, use of capital letters, indentations and spaces should be used consistently across tables.
4. **Round percents to one digit after the decimal.** It is not likely that the survey data provide results beyond a one-digit decimal degree of accuracy; therefore percents should be presented with only one decimal point such as 45.7% rather than 45.74%. Be consistent with the use of decimal points within tables.
5. **Present both numbers and proportions where appropriate.** Whenever proportions are reported, it is necessary to include the information on the total number of cases. This will allow the reader to compute the estimated absolute values if desired.
6. **Be consistent with wording between tables and between the text and the tables.** If the terms 'attending school' and 'not attending school' are used in data tables decide to use these terms exclusively when referring to the same concept.

Adapted from IPEC: Manual for child labour data analysis and statistical reports. Statistical Information and Monitoring Programme on Child Labour (SIMPOC). (Geneva, ILO, 2004).

Annex III
Sampling

Example of a simple random sample

A child labour intervention concentrated principally on withdrawing children from work. You establish a margin of error of 5 per cent, a confidence level of 90 per cent and since the group is fairly homogenous, you establish a response distribution of 30 per cent. The total number of children in the programme was 670. The sample size (use an online sample size calculator) yields 170. However, you will need a sample size of 340 so the final number of successfully traced and interviewed former beneficiaries is around 170.

Before selecting the sample, compile **the sample frame**. This is a list of all the beneficiaries who were part of the intervention. The sample frame contains the name and an identification number for each beneficiary. This number will be used when selecting the sample. The selection of the sample, from the sample frame, is carried out one at a time. Once a person is selected for the sample, they are not eligible to be selected again.

Simple random sampling can be carried out in any of the following ways.

1. Use the random number button on a pocket calculator. It will show a number greater than zero and less than one. Multiply this by the size of the total target population (in our case 670). The corresponding name next to the number that appears is selected into the sample. For example, if the random number is .2345 multiply it by 670. This results in 157.1. Rounding down, name 157 is selected. Using a pocket calculator might produce the same number twice. In such an instance, ignore and select another individual.
2. Generating random numbers in Microsoft EXCEL using the 'rand()' function. This is done until the desired sample is obtained (in our example 340).
3. A time consuming, but equally effective, technique is to write on pieces of paper from number one and up to the last number on the sampling frame (in this case 670). The pieces of paper are then put into a container and 340 papers are retrieved randomly.

Example of a stratified random sample

A child labour intervention concentrated its efforts on withdrawing children from child labour as well as preventing other children from entering child labour. The tracer study team wants to compare the long-term impacts on children involved in each of the two approaches.

The total number of children involved in the programme was 870 (620 prevented and 250 withdrawn). Since the numbers for each stratum are very different, a simple random sample could, potentially, select too few withdrawn children. Therefore, stratified sampling is adopted. In this manner the withdrawal strata will be adequately represented in the final sample.

Two sample frames are prepared, one for each stratum. Using the same parameters from above, for the strata on the prevented children, the sample size needs to be of 167; for those who have been withdrawn, the strata needs to be of 120. These numbers then need to be doubled. Therefore, the sample size for prevention will be 334, and for withdrawn 240. According to our example, the prevention sample frame will have 620 names, the withdrawal frame 250. Every single member of the target population must fall in either of these two strata. If some former beneficiaries do not fall into the prevention or the withdrawal strata they cannot be excluded and therefore stratifying along these lines would have to be reconsidered.

Annex IV
Visualization of the 'Where are they now'? list

Record the current age

Fields for customization. The specific fields that will be useful for tracing will vary in each site.

Record the reasons why it was not possible to trace this individual.

1	2	3	4	5	6	7	8	9
Beneficiary's name	**Beneficiary's address**	**Age**	**Gender**	**Stratum**	**Parents' names**	**Village**	**Success-fully traced?**	**If no, why?**
Jose Hernandez	Main Rd. 65	14	Male	Prevented	Pedro & Maria Hernandez	Macondo	Yes	—-
Sandra Lopez	Parallel Rd. 12	15	Female	Withdrawn	Unknown	Macondo	No	She was no longer living at the address on the list. Neighbours said that she had migrated with her mother to the city.
Rosa Martin	Independence Street 2	17	Female	Prevented	Juliana Martin	Macondo	Yes	—-
Adrian Moreno	House at the end of Centre Rd.	16	Male	Withdrawn	Carlos Moreno	Macondo	Yes	
Lalo Lara	Main Rd. 2	19	Male	Withdrawn	Unknown	Macondo	No	Got married and left the village.

Annex V
Long-term desired impacts and impact indicators

Five major impact areas	Long-term desired impacts	Impact indicators
1 **Employment**	Children under minimum age are not working. Children above minimum age are in acceptable forms of work according to their age and country specific characteristics.	A decrease in the proportion of under minimum age former beneficiaries working. A decrease in the proportion of over minimum age former beneficiaries in unacceptable forms of work (hazardous).
2 **Education**	Former beneficiaries are enrolled, attend and complete the appropriate educational level for their age and educational system.	Increase in the proportion of children below compulsory education age enrolled in formal education. Increase in the proportion of children above compulsory education age enrolled in formal or non-formal education.
3 **KAB**	Families are more aware of the risks involved in their children working.	High proportion of families believes it is inappropriate for children under minimum age to work.
4 **Health**	Better health for the household.	Increase in the proportion of households that feel that the household's health has improved.
5 **Economic well-being**	Better economic situation for the household.	Increase in the proportion of households that feel that the household's economic situation has improved.

International
Labour
Organization

Tracer study - Book 2
Training manual

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Tracer methodology to measure longer term impacts on children and families of interventions against child labour

International Labour Organization International Programme on the Elimination of Child Labour (IPEC)

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Table of contents

1. Introduction

Obtaining reliable information that can be translated into useful, revealing findings depends to a large degree on the group of individuals responsible for carrying out tracer studies in the field. Therefore, a crucial step in any tracer study is to properly prepare the field research team (the enumerators) for the task.

Tracer studies differ significantly from other types of field research. Enumerators therefore should be thoroughly trained, even if they have substantial field experience. The objective of this training manual is to offer guidelines that will facilitate the training of the tracer study team.

The training of the field team should last at least two, but preferably three, full days. It is important that the entire team be present for the full duration of the training.

As the training facilitator, you will need to ensure, by the end of the training, that enumerators are familiarized with the following topics:

- What is a tracer study?
- What is child labour?
- Specifics on the types of child labour in the region they will be visiting
- The main elements of the project, including a general profile of the former beneficiaries they will be tracing
- Good practices when doing field research
- Good practices when doing field research with children
- Ethical considerations when conducting research with children
- The tracer study methodology - main elements
- The tracer study instruments (questionnaires)

2. A word on this training manual

Every training facilitator uses individual techniques for successfully carrying out a training workshop. The forms you may use for training such as PowerPoint presentations, flipcharts or other tools depend on your preferences and available resources. This manual, on the other, hand, offers a rough plan on how to organize the training in terms of time and content.

Annex I offers a tentative agenda that may help you establish your timetable. Of course, you may decide you need more or less time for a particular topic, or you might want to include some participatory exercises that are not included in this example. It is up to you to modify the time allocations, as well as make decisions on implements and changes to training tools as you see fit. However, the core issue areas (set out in the bullet points above) should be properly covered during every tracer study training. As you can see, the columns for facilitator, people involved and needs have been left blank. You will need to fill these in prior to the training. Decide for each module, which person will be in charge (facilitator), and whether anyone else will be involved, for example staff from implementing agencies and/or IPEC. Also prior to the training, your practical needs will have to be considered: pens, flipcharts, overhead projectors, PowerPoint etc.

3. What is a tracer study?

It is quite possible that most of the enumerators in the training workshop will not be fully familiarized with tracer studies. Therefore, the first step is to introduce tracer studies and to review their objective.

Give ample time for questions, and if anybody from the group has had experiences with tracer studies invite them to share their experience.

> What is a tracer study?
>
> - Research in which the primary activity is to trace, find or locate a group of individuals.
> - A retrospective study at one point in time.
> - A study that collects and analyses information on the changes (impacts) that have occurred in the lives of a sampled group of people previously exposed to an intervention.
> - It is not a project evaluation and does not focus on the projects' performance.

A tracer study for child labour projects provides information that will allow you to:

- Document the changes in the lives of former beneficiaries. Did children stay in school? Did they stay out of work?
- Establish if the project contributed to the observed changes.
- Improve the design and planning of future projects. Tracer studies can assist by shedding light on what works better and in what circumstances.

The main characteristics of a tracer study are:

- Time: tracer studies are conducted after a certain interval of time has passed since the individuals were exposed or involved in the project.
- Focus: in contrast with project evaluations or ex post evaluations, the focus of tracer studies is on former beneficiaries of the project and much less on the project itself.

- Objectives: determine what are the changes (longer term impacts) in the lives of former beneficiaries and to what extent the intervention contributed to the observed changes.

4. What is child labour?

The study team will be addressing the issue of child labour throughout the study. It is vital, therefore, that they learn to recognize it and understand the main issues surrounding it.

Group work 1

Get into groups of 3 to 4. Discuss among your group:

- What do you consider to be child labour? Take into account issues such as age of the child and specific tasks at work.
- Is child labour common where you live (it may be a country or region)?

Write down on a large piece of paper:

1) Three characteristics that your group believes define child labour.
2) If child labour is prevalent where you live write down the type of child labour.

You might want to begin this section of the training by doing a short group exercise. This helps the trainees become more involved and makes the training seem less of a lecture. You may want to adapt this group work to your specific needs, but take into account the following suggestion on your left.

Make sure that you allow enough time for discussions and presentations from each group. Even if they have already been mentioned in the group tasks, review the following points regarding child labour.

Definition of child labour according to the ILO[1]

- The term child labour is often defined as work that deprives children of their childhood, their potential and their dignity.

  It refers to work that:

  - is mentally, physically, socially or morally dangerous and harmful to children; and
  - interferes with their schooling: by depriving them of the opportunity to attend school; by obliging them to leave school

[1] IPEC: *Child Labour: A Textbook for University Students*, (Geneva, ILO,2004). Available at: http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=174.

prematurely; or by requiring them to attempt to combine school attendance with excessively long and heavy work.

- In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities.
- Not all work done by children should be classified as child labour and be considered negative. Children's participation in work that does not affect their health and personal development or interfere with their schooling may be regarded as positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.
- Two main elements determine if the employment activities of a child are potentially beneficial or classified as child labour (detrimental). The first is age, and the second is the type and conditions of work.
    - Age: the minimum age at which light work (such as household chores) is permissible can be set at 12 or 13 years of age. The minimum age for admission to employment or work is determined by national legislation and can be set at 14, 15 or 16 years of age. Hazardous work should not be allowed for anyone less than 18 years of age.
    - The type and conditions of work: these determine whether a certain type of employment is considered light work, and therefore acceptable for children from ages 12 to 14 (specific ages vary from country to country), and if a certain type of employment is non-hazardous, and therefore acceptable for children from ages 14 to 18. Examples of conditions and type of work might be: working hours, place of work, specific tasks etc.
- In particular, children must not be involved in what has been labelled the worst forms of child labour (WFCL). The Worst Forms of Child Labour Convention, 1999 (No. 182) defines them as:
    - all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage, serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
    - the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant treaties;
- work, which by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of children (hazardous work).

Examples of hazardous work in some common sectors

Sector	Examples of tasks	Hazards
Mining	• Underground digging • Carrying heavy loads • Separation of ore	Exposure to harmful dusts, gas, fumes, extreme humidity and temperature levels; awkward working positions; cave-ins
Child domestic work	• Working for long hours without rest	Exhaustion
Deep-sea fishing	• Diving to depths of up to 60 meters to attach nets to coral reefs	Exposure to high atmospheric pressure; attacks by fish, congested and unsanitary conditions
Agriculture	• Working with machinery • Mixing and applying pesticides. • Loading heavy loads	Unsafe machinery; hazardous substances (insecticides, herbicides); heavy lifting; extreme temperatures

5. General information

Prior to the start of the training of enumerators, it is necessary to transmit information regarding the project, the type of child labour and the geographical location.

Consider inviting someone who worked directly with the project (ex-project staff) to come to the training and give a short presentation. He/she might have a more personal and detailed account and can offer a richer picture of the project, location, services provided, obstacles encountered etc.

The project

The tracer study will trace children that were former beneficiaries of a distinctive project. This project offered services of some nature to the former beneficiaries.

- What was the timeline of the project? When did the intervention start? When did it end?

- What services were provided and to whom?
- Who (what agency/organization) implemented the project?
- Did these actors have the support of other agencies or government institutions?

The child labour sector

What type(s) of child labour are present in the intervention area?

- What are the main characteristics of this type(s) of child labour?
  As an example:
  If the main type of child labour in the region was/is mining, review the following aspects:
  - What are the usual tasks and activities performed by child miners?
  - Do young children perform different mining jobs than older children?
  - Is it a hazardous form of child labour? What are the hazards?
  - Are there particular tasks or activities that are more hazardous than others?
  - What factors promote the prevalence of child miners in this region? (Ex: poverty, social traditions, exclusion, etc.)
  - Are other types of child labour common in the region?

The geographical location

- What was the geographical area of operation of the project (illustrate it on a map in a PowerPoint presentation)
- What will be the area of operation of the tracer study?

6. Ethical considerations when doing research with children in the context of a tracer study

It is essential that any research, including tracer studies, follows closely a set of guidelines guaranteeing that no harm will come on account of the study to the respondents or any individual involved in the research.

It is a good idea to begin this section with a short group exercise. The aim is to stimulate participants' opinions on what should be the basic rules to follow when conducting fieldwork. Ask them to get into groups of three or four, and carry out the two tasks outlined in the box on the left. Then, allow for a five to ten minute presentation from each team. After participants have discussed their viewpoints and perceptions, review the following set of ethical rules. If one of them was previously mentioned in group presentations, point it out and highlight its importance again. It is essential that all members of the team understand and thoroughly internalize these ethical rules. [2]

Group work 2

Task 1

- Discuss what practices are fundamental during field interviews.
- Think of the different phases of an interview: Presentation, initiation of an interview, body of the interview, finalising the interview etc.
- In a group, write on a large piece of paper 4-5 good practices in field work.

Task 2

- Discuss whether there are certain cultural traditions/practices in your country that interviewers should be aware and mindful of during field work.
- Write down one or two examples.

Rule 1 - All research participation must be voluntary (informed consent)

This means that informed consent must be obtained from research participants. A participant has given their informed consent if they have been informed and have understood the research aims; the research method; the research topics; and the potential use of the data. It is also essential that the respondent knows that they can withdraw at any moment. No participant should be persuaded, manipulated or intimidated into giving their consent to participate.

While performing research with children, it might also be necessary to obtain the permission of a parent or guardian. But it is not enough to secure only the consent of an adult; the child must also accept to participate. Researchers must make a point of communicating to the child that they can decide not to answer the questionnaire or any questions within the survey. This is particularly relevant with children as they might feel that they cannot refuse to cooperate with an adult.

It is important to emphasize repeatedly that this rule does not represent a mere formality; in fact, asking participants if they wish to participate or not is an essential component of a voluntary study. You must offer the necessary information and in a language that children will understand.

[2] Please read carefully the Chapter 3: "Ethical principles and guidelines for tracer studies" of the *Tracer Study – Book 1 : Methodology manual.*

In order for this crucial step NOT to be forgotten, it is suggested that at this juncture, either in small groups or all together, an informed consent paragraph be drafted. Take into account the geographical location (local language) and the median age of the respondents. Together agree and make a commitment to ask for consent each and every time an interview is conducted, whether it is an adult or a child.

Rule 2 - Protect research participants from harm

Researchers are responsible for protecting all research participants from any emotional or physical harm that might result from the study, and to protect their rights and interests. Harm can also arise if the research causes children to remember distressing memories or feelings. Research must stop immediately if it seems to place a respondent at risk.

Rule 3 - Ensure the safety of the research team

Individual researchers should make sure that colleagues, and others on the team know their location at all times. If a particular area is known to be dangerous, the safety of enumerators should take precedence. Think about the safest form of transportation and avoid carrying valuables. Enumerators must carry documentation that establishes their identity as researchers. Where necessary, obtain permission from the local authorities.

Rule 4 - Respect cultural traditions, knowledge and customs

Researchers must always adhere to local codes of dress and conduct. They should learn how to greet, thank and ask questions according to local customs. Following local status rules, such as who speaks first, is paramount when conducting surveys since the respondents' willingness to participate and the quality of their responses depend in great part on the respect afforded to them and their families.

Rule 5 - Minimize the power imbalance

When interviewing children, the power imbalance stems from the adult-child dynamic as well as from the fact that the researcher is to a large extent a stranger in the eyes of the respondent. Minimize this barrier by using words which respondents can understand. Develop with them interviewing approaches that allow for more time to break the ice and familiarize the child with the enumerator's work. For example, sit next to respondents instead of above them, and be open to spending time chatting and interacting with them in order to build trust.

Rule 6 - Avoid raising unrealistic expectations

Researchers must be clear and honest about the research and what will be done with the information gathered. Always keep promises made to children and adults and do not make promises you cannot keep, especially about future action programmes that might benefit them. It is best not to pay participants, since this can raise expectations and can create jealousies among those that benefited from the intervention and those that did not. Sometimes the offer of refreshments or food is acceptable if respondents have to forego their lunch time. Always agree with the team in what circumstances this compensation in kind might take place.

Rule 7 - Respect privacy

Do not violate a participant's privacy by asking insensitive questions or by probing for information when it is clear that they would prefer not to answer.

Rule 8 - Ensure confidentiality and anonymity

Protect the identity of the respondents by changing their names and, if necessary, the names of villages in the final report. Communicate clearly to the respondents that their identity will be kept confidential, and that it will be impossible for anybody later on to link their responses back to them.

> When dealing with children there is one important exception to the rule of confidentiality.
>
> If a researcher comes across a child that is being exploited and/or abused or if the child is at risk of significant harm the researcher has a duty to take steps to protect the child. The researcher would need to receive professional advice on how to proceed. Actions must be dealt with caution, as the involvement of the study team might worsen the situation of the child.
>
> The tracer study team must decide beforehand if and how it will breach confidentiality in the case of finding a notorious case of child abuse or if a child is being harmed by a worst form of child labour.

7. General good practices for field work

In addition to the ethical rules for fieldwork, there are other tips that can help to improve the data collection and the study as a whole. A review of the following points (general points, beginning the interview, during the interview and ending the interview) could help you decide which ones you consider most important and which points need to be discussed further during the training, as some of them could have been mentioned already in the group work presentations.

General points

- The respondent needs to feel that his acquaintance with the interviewer will be pleasant and satisfying. This means that the interviewer must show himself to the respondent as a warm and understanding individual who is genuinely interested in the respondent (as a person not as a mere provider of answers). Frequently this factor alone determines whether or not the interview will be carried out.

- The respondent needs to see the study as important and worthwhile. It is the task of the interviewer to explain the objectives and goals of the study (in clear, non-academic language) so that the respondent will see the interview as an opportunity to express his views and as a valuable way to spend his time.
- The interviewer should appear at all times neutral and impartial. Therefore, he should never express his personal views on a subject, nor communicate surprise, approval, disapproval or similar reactions through his voice, gestures or facial expressions.
- The interviewer should use neutral language to indicate that she/he is giving his attention to the answers and is interested in them. Brief assenting comments could include: ‘yes’, ‘I see’, or ‘that is interesting.’
- In order not to create barriers during the interview, enumerators should help respondents overcome their fears and insecurities. In the early stages of the interview, the interviewer must strive to decrease the uneasiness some respondents might feel. Typical obstacles include:
    - Respondent’s scepticism about the purpose of the interview.
    - Respondents’ feelings that they are inadequate when answering questions or embarrassed by what they think might be difficult questions. (This is particularly the case when dealing with children). If the interviewer feels the respondent is anxious, it is important to stress that there are no right and wrong answers.

Beginning the interview

- Make the respondents feel comfortable by greeting them politely, speaking to them respectfully, introducing yourself, and letting them know the purpose of the interview.
- Ask to be invited in. Make small talk: for example, about a festival that might have taken place in a temple nearby, or the weather.
- Answer any questions about yourself that respondents want to know. The main point is that the respondent begins to have some level of trust in you.
- Assure respondents of anonymity.
- Explain that they were chosen through a random draw.

- Get them to sit down next to you, preferably at the same level as you.

During the interview

- The interview should be carried out in an informal and relaxed manner. Avoid creating the impression that the interview is in any sense a quiz or cross-examination.
- Nothing in the words or manner of the interviewer should show criticism, surprise, approval or disapproval of the respondent's answers.
- Repeat the question when you feel the respondent does not understand the question, when he misinterprets it or when he strays from the subject.

Ending the interview

- Thank the respondent profusely for the time spent and the valuable information provided. Children, especially, need verbal recognition that their time is valuable. Assure them once again of anonymity, and explain the purpose of the interview if requested.
- Be truthful if asked about what benefits the respondent could obtain from the interview. Do not promise anything that you cannot deliver.

General pointers regarding fieldwork with children

- The content and language of the questionnaire should be sensitive to the language, needs, capabilities and feelings of the age group to be interviewed.
- The language of the questionnaire should be kept as simple as possible, and the tone of voice and manner of interviewers should not be patronizing.
- The child or adolescent must be reminded of his right to withhold answers to particular questions.
- Care must be taken to avoid any physical contact with the child/adolescent.
- Research should only be conducted in safe and appropriate environments.
- If a child is recruited in the street and taken into a central (hall test) location, an adult must always be present in the same room throughout the interview.

- It is advisable for research to be carried out in the home of the child/adolescent, where an adult should remain on the premises - though not necessarily in the same room - throughout the interview.

8. The tracer study

You have already reviewed what is understood by a tracer study. It is now important to explain what it will entail for enumerators.

- Tracing involves physically locating (finding) and interviewing former child beneficiaries.
- Finding the children can prove to be difficult, requiring much effort and time. This depends on certain conditions, for example:
  - the amount of time that has elapsed since the project finished;
  - the physical terrain of the site; and/or
  - migration patterns of former beneficiaries in the region.
- Review and become familiar with the 'Where are they now list' (WNL). This list comprises the sample of children you will attempt to trace and interview. It will contain information, such as address, names, village, that will help enumerators trace the children in each site. Show them a copy of a model.

9. Tracer study instruments (questionnaires)

There are three questionnaires:

1. Beneficiary questionnaire
2. Household questionnaire
3. Relative/friend questionnaire

The Beneficiary questionnaire gathers information on what the former beneficiary is currently doing (what activities he/she is engaged in) and what he/she was doing in the past. Through this questionnaire, we primarily recreate the situation at the time before and after the project, and at the current moment (when tracer studies are implemented) which allows us to obtain relevant information that will enable us to explore impacts on the lives of former beneficiaries.

The Household questionnaire (HQ) complements the information provided by the former beneficiary. It gathers information on the impact areas of employment, education, economic well-being, health and attitudes towards child labour. The questionnaire itself enquires on aspects such as changes in the general health and economy of the family, as well as siblings' activities and household attitudes towards child labour.

The Relative/friend questionnaire is used in instances where the former beneficiary or his/her family no longer lives in the vicinity, but someone who knows details about the child's life (such as a relative or close friend) is found and is willing to be interviewed in place of the former beneficiary. It gathers basic information that can help establish what a former beneficiary is currently doing even though he or she is no longer living in the intervention site. It is important to note that this information will be qualitative and will not be entered into the quantitative database. The information is used mainly to understand whether there have been any migration patterns as concerns the beneficiaries, as well as to evaluate whether and to what degree former child beneficiaries have currently returned to child labour.

Testing the tools

Once the questionnaires have been translated, adapted and customized, the enumerators need to become familiar with the tools. We recommend that you schedule at least two sessions in which the enumerators carry out mock interviews with each other. In the first round, one will take the role of the respondent and the other will be the interviewer; for the second round, changing roles could be a fun practising exercise. Any confusion arising from the wording and instructions which emerges after these practice rounds should be explained and clarified.

10. Conclusion

If you have enough time and resources to plan for a three-day training session, it is a good idea to further study the questionnaires and to review the focus group discussions. The basic information that needs to be passed on to the enumerator team during a tracer study training workshop is outlined above.

11. After the training

Before carrying out the tracer study in the field, it is essential to plan for:

- A pilot test of the instruments (questionnaires) in the field. Each enumerator should try to carry out one pilot interview using the Beneficiary questionnaires and one pilot interview with the Household questionnaire. They should record any difficulties and problems as well as the amount of time it takes to complete the interview. Problems that might surface from a pilot test could include the following:

  - Some questions are not easily understood by respondents and need to be modified or re-worded.
  - The instructions for the enumerator are confusing or lack sufficient details.

- A strategy meeting with all members of the field team can be instrumental in preparing enumerators for the up-coming fieldwork and in answering last-minute questions and doubts. The strategy meeting should occur after the training but before fieldwork begins. During the training, decide when to hold the strategy meeting. This meeting should focus on four main aspects:
  - Anticipate any possible tracing challenges. For example: geography, roads and public transportation, the community's calendar.
  - Decide on the division of tasks among the field team.
  - Discuss any final modifications or adjustments to the questionnaires after a piloting test of the questionnaires.
  - How to deal with ethical dilemmas (see chapter on ethics in the Manual).

At the end of the training session, it is important to explain that these two activities must occur before the team leaves for the field. Explain what the piloting of the instruments entails and what the strategy meeting should hope to accomplish. With the participants' input and suggestions, schedule a time for each of the two events.

Annex I
Tentative agenda for a tracer study training of enumerators

Time	Topic/Task	Objective	Facilitator	People involved	Needs
FIRST DAY					
9:00-9:30	Introduction and welcome	Get to know the participants. Offer an overview of what the training will be about. Ask what they expect from the training. Review: 1) The programme for the day; 2) The objectives of the training.			
9:30-10:30	What is a tracer study?	Familiarize the participants with tracer studies. How are tracer studies different from other type of evaluation studies? For what purpose are they useful?			
10:30-12:00	What is child labour?	Offer an overview of the main theoretical aspects related to child labour.			
12:00-12:30	Main elements of the child labour project	Learn what the main objectives and strategies of the project, as well as the type of activities and services that were offered.			
12:30-13:30 Lunch					
13:30-14:00	Types of child labour in the region of the tracer study	Familiarize the team with the type of child labour prevalent in the study area. Discuss how the children and adults refer to this work.	Academic expert, IPEC staff?		
14:00-15:30	Good practices in fieldwork	Review the basic ethical guidelines when carrying out fieldwork. Discuss other good practices in fieldwork.			
15:30-16:00	Good practices in fieldwork with children	Review the basic ethical guidelines when carrying out research with children and adolescents.			
16:00-17:30	Introduction to the tracer study	The team understands specifically what the implementation of tracer studies will entail.			

SECOND DAY					
9:00-9:30	Welcome and review of yesterday's session	Clarify any lingering questions and review the schedule for the day.			
9:30-10:30	Introduction to tracer study instruments	Participants learn about the questionnaires. In particular the time periods will be reviewed.			
10:30-12:00	Practice run of Beneficiary questionnaires	Participants do mock interviews of each other using the BQ.			
12:30-1:00	Questions and discussion	Discuss any questions that surfaced after practising mock interviews with the BQ.			
13:00-14:00 Lunch					
14:30-16:00	Practice run of Household questionnaire	Participants conduct mock interviews of each other using the HQ and FQ.			
16:00-16:30	Questions and discussion	Discuss any questions that surfaced after practising mock interviews with the HQ and FQ.			
16:30-17:00	Wrap up session	Final questions are discussed. Next steps are outlined by the team leader. Discussions on piloting of the questionnaires (when, whom will be involved?)			

International
Labour
Organization

Tracer study - Book 3
Model questionnaires

International
Programme on
the Elimination
of Child Labour
(IPEC)

Tracer study – Book 3
Model questionnaires

Tracer methodology to measure longer term impacts on children and families of interventions against child labour

International Labour Organization International Programme on the Elimination of Child Labour (IPEC)

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Table of contents

Reference number					

Model
Quantitative former beneficiary questionnaire

INTRODUCTION

Hi! My name is … I am from an organisation called……. We have chosen randomly a list of children, such as you, who participated in Programme X. We were able to find you through the records that Programme X provided us with.

We will ask some questions on your daily activities and the changes in those activities. The purpose is to learn about the changes that have occurred in your life over the last few years and to learn how the Programme (NAME BY WHICH THE PROGRAMME WAS KNOWN IN THE COMMUNITY) contributed to some of those changes. Your answers will contribute to the betterment of interventions in other parts of the country and other parts of the world.

Your participation will not have any effects on your future benefits from similar interventions.

CONSENT

You have the right to **NOT** participate. This will not affect overall results and I will not become angry or upset. You can decide which questions that you do not wish to answer.

If you do not have time right now, I can come back later when it is more convenient for you.

ANONYMITY

Your responses will be restricted to our research use only. Your name will not appear in any public documents. Your answers will be kept confidential.

QUESTIONS

Do you have ANY questions before we begin?

SECTION A: Survey site information

Enumerator instructions

To be completed by the enumerator

Q.N.	Question	Coding	Skip to question		
A101	Enumerator ID				
A102	Name of enumerator				
A103	Name of field supervisor				
A104	Date of interview	Day	Month	Year	
A105	Name of province or region				
A106	Name of district or neighbourhood				
A107	Name of village				
A108	Household ID	The household ID must match the household ID from the household interview.			

SECTION B: Personal information

Q.N.	Question	Coding		Skip to question
B101	How old were you at your last birthday?	______________		
B102	Sex	Male Female	1 2	
B103	How many people live in your household?	______________		
B104	How many members of your household are below 18 years of age? (including yourself)	______________		
B105	What is the highest level of formal education you have obtained?	Pre school Primary Secondary High school University Other ______________	1 2 3 4 5 999	
B106	Do you know how to read?	Yes No	1 2	
B107	Do you know how to write?	Yes No	1 2	
B108	What school grade are you in/or what was your last school grade?			

SECTION C: Exposure to the project/programmes

Enumerator instructions

It is necessary to first determine whether the former beneficiary was in fact involved in the child labour intervention. If the respondent says that he/she is not aware of the intervention or did not receive any services, please probe further. It might be the case that he/she does not remember or does not want to admit that he/she was a beneficiary. Mention the intervention by the name for which it was known in the community. Terminate the interview only if you are sure that neither the family nor the traced child was involved.

Q.N.	Questions	Coding		Skip to question
MENTION THE INTERVENTION BY THE NAME IT WAS KNOWN IN THE COMMUNITY				
C101	Was the former beneficiary reached through prevention or withdrawal? *This question should be filled in by the enumerator based on the information on the beneficiary lists.*	Withdrawal Prevention Information not available Information does not apply	1 2 3 996	
C102	Do you remember that the project (name known in the community) was running in your community?	Yes No	1 2	
C103	Did you get any help or assistance from the project (local name)	Yes No	1 2	End interview
C104	From what organizations did you receive support?	____________________ ____________________ Open ended		
C105	What services did you receive from the project (local name)?	Formal education Non-formal education Health services Economic support Legal support Awareness raising Other_______________ Don't remember	1 2 3 4 5 6 999 992	
C106	What specific formal education goods and/or services were you provided?	School supplies After school activities Pre-school classes Alternative learning system Other _____________ Don't remember	1 2 3 4 999 992	
C107	What specific Non-formal education (including vocational training) goods and/or services were you provided? (Multiple answers are possible.)	Literacy course Numeracy course Vocational training Other__________________ Don't remember	1 2 3 999 992	

C108	What specific health goods and/or services did you receive? (Multiple answers are possible.)	Nutrition Health checkups Micro-health insurance Psychosocial support (counselling) Other_______________ Don't remember	1 2 3 4 999 992	
C109	What specific economic services did you receive? (Multiple answers are possible.)	Income generating activities Support in finding appropriate job Support for starting micro business Other_______________ Don't remember	1 2 3 999 992	
C110	What specific legal support services did you receive? (Multiple answers are possible.)	Support with legal papers Legal advice Other_____________________ Don't remember	1 2 999 992	
C111	What awareness raising activities did you participate in? (Multiple answers are possible.)	Information campaigns Awareness raising workshops Other_____________________ Don't remember	1 2 999 992	
C112	Of the services you received, did any contribute to changes in your life?	Yes No Don't know Don't remember	1 2 994 992	 C114 C115 C115
C113	How did they contribute to positive changes in your life?	__________________________ __________________________ Open ended		C115
C114	Why do you think they did not contribute to positive changes?	__________________________ __________________________ Open ended		
C115	In the last year, have you received other goods and services from other sources (NGOs and government) to help in your education?	Yes No Don't know Don't remember	1 2 994 992	
C116	What goods or services would you have liked to receive from the child labour project?	__________________________ __________________________ Open ended		
C117	How would you rate the service that you received from the child labour project? (name as known in the community)	Good Bad Regular Don't know Don't remember	1 2 3 994 992	

SECTION D: At the start of the project T0

Enumerator instructions

Explain the structure of the questionnaire. You will now ask questions relating to their situation in the period **before the project began**. Make sure they understand that the questions relate to their life in THAT period and not today. Explain if necessary that we want to ask the same questions for three periods of time to get an idea if there have been changes.

Start of the project	End of the project	Current
T_0	T_1	T_2

Q.N.	Questions	Coding		Skip to question
Enumerator instructions: Explain that 'working' includes any activity paid or unpaid, for a few hours (at least one hour) or full time, on a casual basis, such as helping parents or relatives, or on a formal basis. For all questions add "BEFORE THE PROJECT BEGAN"				
SECTION D1: WORKING SITUATION AT THE START OF THE PROJECT (T0)				
D101	During this period (T0), were you working?	Yes No	1 2	D105
D102	If **NO**, why were you not working?	Too young Going to school Not allowed No skills/no education to find work No work available Other: ______________ Don't remember	1 2 3 4 5 999 992	
D103	Were you actively looking for work (paid employment)?	Yes No Don't remember	1 2 992	
D104	If you were not working, what were you doing? (One response)	Helping in the household Nothing (Idle) Going to school Other______________ Don't remember	1 2 3 999 992	Skip to D201 after this question.

D105	Why were you working?	Supplement/main family income Pay family debt Help in household business Learn skills Schooling was not useful for the future School too far away/No school Could not afford school fees Not interested in school Temporarily replace someone unable to work Earn money for myself Other: ______________ Don't remember	1 2 3 4 5 6 7 8 9 10 999 992	
D106	Where did you carry out your main work?	Family dwelling Employers house Office Industry/factory Plantation/farm Construction site Mining Quarry Shop/market Different places (mobiles) Street Pond, lake, river Restaurant Other: ________________ Don't remember	1 2 3 4 5 6 7 8 9 10 11 12 999 992	
D107	What were the main tasks you did at work?	________________________ _____________ Open ended		
D108	Did you work under the following conditions? (Multiple answers are possible.)	Dust, fumes, Fire, gas, flames. Loud noise or vibration Extreme cold or heat Dangerous tools (knives etc). Work underground Work at heights Work in at/lake/pond/river Workplace dark or confined Insufficient ventilation Chemicals (pesticides, glues) Explosives None of these conditions Other: _______________ Don't remember	1 2 3 4 5 6 7 8 9 10 11 12 13 999 992	

D109	During what time of day did you work?	Day Night Day and Night On the weekend Other Don't remember	1 2 3 4 999 992	
D110	Approximately how many hours a day did you work?	______________________ Open ended		
D111	How many days a week did you work?	1 day 2 days 3 days 4 days 5 days 6 days 7 days Don't remember	1 2 3 4 5 6 7 992	
D112	Did you work throughout the year?	Yes No Don't remember	1 2 992	D114 D114
D113	If No, when did you work?	School Holidays Cultivation/harvest time Weekends Public holidays Other: ______________ Don't remember	1 2 3 4 999 992	
D114	Were you paid?	Yes No Don't remember	1 2 992	
D115	How were you paid?	Money Things Money and things Other_______________ Don't remember	1 2 3 999 992	
D116	In general, how would you rate the work conditions?	Very unsatisfactory unsatisfactory satisfactory Very satisfactory Don't remember	1 2 3 4 992	
D117	During this time, were you ever sick or injured as a result of work?	Yes No Don't remember	1 2 992	D119 D119

D118	If yes, what type of injury or illness?	Superficial injuries or open wounds Fracture Dislocations, sprains Burns, corrosions, scalds or frostbite Breathing problems Eye problems Skin problems Stomach problems / diarrhoea Fever Extreme fatigue Other: ________________ Don't remember	1 2 3 4 5 6 7 8 9 10 999 992	
palpha D119	In this period, did you ever stop working?	Yes No Don't remember	1 2 992	D201 D201
D120	If yes, did anybody help you stop working?	Yes No Don't remember	1 2 992	
D121	Who helped you stop working? *(*The project cannot be the answer here since this is the period before the beginning of the project. It is recreating a baseline without services.)*	IPEC project* Father Mother My family Teacher Other: __________________ Don't remember	1 2 3 4 5 999 992	
D122	How did he/she help you to stop working?	Provided school materials Gave me a school scholarship Changed the ideas of my parents Helped to improve the economy of my household Other: __________________ Don't remember	1 2 3 4 999 992	
Append context specific questions				

SECTION D2: FORMAL EDUCATION AT THE START OF THE PROJECT				
D201	Before the Project began (remind him/her what period you are talking about), were you going to school?	Yes No Don't remember	1 2 992	D203
D202	Why were you NOT going to school?	I was too old/young I was disabled/ill School was too far Could not afford schooling Family did not allow schooling Was not interested in school School was not valuable School was not safe I worked I helped at home with household chores Other:___________________ Don't Know/Don't remember	1 2 3 4 5 6 7 8 9 10 999 992	Skip to D301 after this question.
D203	Were you often absent from school?	Yes No Don't remember	1 2 992	D205 D205
D204	Why were you absent often?	Teacher was absent Bad weather conditions To help family business To help at home with household tasks Working outside family business Illness/ injury/disability I did not have school allowance Other Don't remember	1 2 3 4 5 6 7 999 992	
D205	In that period, did someone help you stay in school?	Yes No Don't remember	1 2 992	D301 D301
D206	Who helped you stay in school? *(*The project cannot be the answer here since this is the period before the beginning of the project. It is recreating a baseline without services.)*	IPEC project* Father Mother My family/ Relatives Teacher(s) Government NGO staff /person Other: _________________ Don't remember	1 2 3 4 5 6 7 999 992	

D207	How did he/she help you stay in school?	Gave me school supplies Gave me a scholarship Improved the building Improved my grades Adjusted the school calendar Gave me a school allowance Other: ________________ Don't Know	1 2 3 4 5 6 999 992	
Append context specific questions				

SECTION D3: VOCATIONAL TRAINING AT THE START OF THE PROJECT				
D301	In the period T0, were you attending vocational training?	Yes No Don't remember	1 2 992	D401 D401
D302	Did the vocational training help you get a job later?	Yes No Don't Remember	1 2 992	
D303	Who offered the vocational training? *(*The project cannot be an answer here since this is the period before the beginning of the project. It is recreating a baseline without services.)*	IPEC project* NGO Government Private Other: ________________ I don't remember	1 2 3 4 999 992	
Append context specific questions				

SECTION D4: NON-FORMAL EDUCATION AT THE START OF THE PROJECT				
Enumerator instructions: Non-formal education refers to all types of courses that are taken outside the formalised school system. This can be various forms of courses, catch up education, literacy training, adult education, remedial education, and etc.				
D401	In the period T0, were you attending Non-formal education?	Yes No Don't remember	1 2 992	D501 D501
D402	Did the courses (non-formal education) help you to get back to regular school?	Yes No Don't remember	1 2 992	
D403	Who offered the non-formal education courses? *(*The project cannot be an answer here since this is the period before the beginning of the project. It is recreating a baseline without services.)*	IPEC project* NGO Government Private Other: ______________ I don't remember	1 2 3 4 999 992	
Append context specific questions				

SECTION D5: HOUSEHOLD CHORES IN THE BEFORE PERIOD				
D501	In the period T0, did you do any household chores?	Yes No Don't remember	1 2 992	D601 D601
D502	Approximately, how many hours a day (during weekdays) did you do household chores?	______________________ ______________________		
D503	Did you ever miss school on account of household chores	Frequently Sometimes Never I did not go to school Don't remember	1 2 3 4 992	
Append context specific questions				

SECTION D6: HOUSEHOLD ECONOMIC WELL-BEING AT THE START OF THE PROJECT				
Enumerator instructions: Only ask this section of the questionnaire if the former beneficiary is currently 12 years or older. If he/she is YOUNGER, then a household questionnaire will gather this information.				
D601	In the period T0, what was the main source of income in your household? (One response)	No income Farming Industry/ factory (pyrotechnics) Self-employment Fishing Small business/ petty trader Remittances Salary Mining/Quarrying Other: ______________ Don't remember	1 2 3 4 5 6 7 8 9 999 992	
D602	In that period, who was the main person contributing to income? (One response)	Myself Father Mother Relative Every member contributed Father and Mother Sibling(s) Other: ______________ Don't remember	1 2 3 4 5 6 7 999 992	

D603	In that period, who was the head of the household?	Myself Father Mother Relative Siblings Other: ____________ Don't remember	1 2 3 5 6 999 992	
D604	What type of house did you live in?	Mud and wattle (grass sheet roof) Mud and wattle (iron sheet roof) Brick/Concrete Recycled materials/Scrap materials (Shanties) Other: ____________ Don't remember	1 2 3 4 999 992	
D605	What was the main source of drinking water? (One response)	Pipe-borne inside house Pipe-borne outside house Tanker service River/stream Bore-hole/tubewell Well Dug out/pond Rain water Other: ____________ Don't remember	1 2 3 4 5 6 7 8 999 992	
D606	In that period, did your family own land?	Yes No Yes, but not enough Yes but it is pawned Don't remember	1 2 3 4 992	
D607	In that period, did your family have sufficient food to eat (3 times per day)?	Yes No Sometimes Don't remember	1 2 3 992	
D608	In that period, was your family able to buy school uniforms and school materials?	Yes No Sometimes Nobody went to school Don't remember	1 2 3 4 992	
D.609	In that period, was your family able to pay medical expenses?	Yes No Sometimes Don't remember	1 2 3 992	
D610	In that period, did your family own animals?	Yes No Don't remember	1 2 992	
Append context specific questions				

SECTION E: At the end of the project T1

Enumerator instructions

Explain the structure of the questionnaire.

Start of the project	**End of the project**	**Current**
T_0	T_1	T_2

SECTION E1: WORKING SITUATION RIGHT BEFORE THE PROJECT FINISHED (T1)

Enumerator instructions:

Explain that you will now ask them the same questions but in a different time period (When the project finished).

Q.N.	Question	Coding		Skip to question
For all questions add "WHEN THE PROJECT FINISHED"				
SECTION E1: WORKING SITUATION AT THE END OF THE PROJECT (T1)				
Explain that 'working' includes any activity paid or unpaid, for a few hours (at least one hour) or full time, on a casual basis, such as helping parents or relatives, or on a formal basis.				
E101	During the period T1, were you working?	Yes No Don't remember	1 2 992	E105 E103
E102	If not, why were you **NOT** working?	Too young Going to school Not allowed Did not have skills education to find work No work available Other: _______________ Don't remember	1 2 3 4 5 999 992	
E103	At this time, were you actively looking for work (paid employment)?	Yes No Don't remember	1 2 992	
E104	If you were **NOT** working, what were you doing?	Helping in the household Nothing (Idle) Going to school Other_____________ Don't remember	1 2 3 999 992	Skip to E201 after this question.

E105	Why were you working?	Supplement/main family income Pay family debt Help in household business Learn skills Schooling was not useful for the future School too far away/No school Could not afford school fees Not interested in school Temporarily replace someone unable to work Earn money for myself Other: ________________ Don't remember	1 2 3 4 5 6 7 8 9 10 999 992	
E106	Where did you carry out your main work?	Family dwelling Employers house Office Industry/factory Plantation/farm Construction site Mining Quarry Shop/market Different places (mobiles) Street Pond, lake, river/ocean Restaurant Other: ___________________ Don't remember	1 2 3 4 5 6 7 8 9 10 11 12 999 992	
E107	What were the main tasks you did at work?	___________________________ Open ended		
E108	Did you work under the following conditions? (Multiple answers are possible.)	Dust, fumes, Fire, gas, flames. Loud noise or vibration Extreme cold or heat Dangerous tools (knives etc). Work underground Work at heights Work in at/lake/pond/river Workplace dark or confined Insufficient ventilation Chemicals (pesticides, glues) Explosives None of these conditions Other: _________________ Don't remember	1 2 3 4 5 6 7 8 9 10 11 12 13 999 992	

E109	During what time of day did you work?	Day Night Day and night On the weekend Other: _______________ Don't remember	1 2 3 4 999 992	
E110	Approximately how many hours a day did you work?	_______________ Open ended		
E111	How many days a week did you work?	1 day 2 days 3 days 4 days 5 days 6 days 7 days Don't remember	1 2 3 4 5 6 7 992	
E112	Did you work throughout the year?	Yes No Don't remember	1 2 992	E114
E113	If No, when did you work?	School Holidays Cultivation time Weekends Public holidays Other: ____________ Don't remember	1 2 3 4 999 992	
E114	Were you paid?	Yes No Don't remember	1 2 992	
E115	How were you paid?	Money Things Money and things Other_________________ Don't remember	1 2 3 999 992	
E116	In general, how would you rate the work conditions?	Very unsatisfactory unsatisfactory satisfactory Very satisfactory Don't remember	1 2 3 4 992	
E117	During this time were you ever sick or injured as a result of work?	Yes No Don't remember	1 2 992	E119 E119

E118	If yes, what type of injury or illness? (Multiple responses are possible.)	Superficial injuries or open wounds Fracture Dislocations, sprains Burns, corrosions, scalds or frostbite Breathing problems Eye problems Skin problems Stomach problems / diarrhoea Fever Extreme fatigue Other: ________________ Don't remember	1 2 3 4 5 6 7 8 9 10 999 992	
E119	In this period, did you ever stop working?	Yes No Don't remember	1 2 992	E201 E201
E120	If yes, did anybody help you to stop working?	Yes No Don't remember	1 2 992	
E121	Who helped you stop working?	IPEC Program Father Mother My family Teacher(s) Government Other: ________________ Don't remember	1 2 3 4 5 6 999 992	
E122	How did he/she/it help you stop working?	Provided school materials Gave me a school scholarship Changed the ideas of my parents Helped to improve the economy of my household Other ________________ Don't remember	1 2 3 4 999 992	
Append context specific questions				

SECTION E2: FORMAL EDUCATION AT THE END OF THE PROJECT				
E201	In the period T1, were you going to school?	Yes. No Don't remember	1 2 992	E203

E202	Why did you NOT go to school?	I was too old/young I was disabled/ill School was too far Could not afford schooling Family did not allow schooling Was not interested in school School was not valuable School was not safe I worked I helped at home with household chores Other (Specify) Don't remember	1 2 3 4 5 6 7 8 9 10 999 992	Skip to E301 after this question.
E203	Were you often absent from school?	Yes No Don't remember	1 2 992	E205 E205
E204	Why were you often absent?	Teacher was absent Bad weather conditions… To help family business… To help at home with household tasks Working outside family business Illness/ injury/disability Other Don't remember	1 2 3 4 5 6 999 992	
E205	In that period did someone help you stay in school?	Yes No Don't remember	1 2 992	E301 E301
E206	Who helped you to stay in school?	IPEC Programme Father Mother Family (Relatives) Teacher(s) Government Other: _______________ Don't remember	1 2 3 4 5 6 999 992	
E207	How did he/she/it help you to stay in school?	Gave me school supplies Gave me a scholarship Improved the building Improved my grades Adjusted the school calendar Gave me a school allowance Other: ______________ Don't remember	1 2 3 4 5 6 999 992	
Append context specific questions				

SECTION E3: VOCATIONAL TRAINING AT THE END OF THE PROJECT

E301	In the period T1, were you attending vocational training?	Yes No Don't remember	1 2 992	E401 E401
E302	Did the vocational training help you get a job later?	Yes No Don't remember	1 2 992	
E303	Who offered the vocational training?	IPEC Programme NGO Government Private Other: ___________________ I don't remember	1 2 3 4 999 992	
Append context specific questions				

SECTION E4: NON-FORMAL EDUCATION AT THE END OF THE PROJECT

Enumerator instructions:

Non-formal education is all type of courses that are taken outside the formalised school system. This can be various forms of courses, **catch-up education, literacy training, adult education, remedial education etc.**

E401	In the period T1, were you attending non-formal education?	Yes No Don't remember	1 2 992	E501 E501
E402	Did the courses (non-formal education) help you to get back to regular school?	Yes No Don't remember	1 2 992	
E403	Who offered the non-formal education courses?	IPEC Programme NGO Government Private Church Other_______________ I don't remember	1 2 3 4 5 999 992	
Append context specific questions				

SECTION E5: HOUSEHOLD CHORES AT THE END OF THE PROJECT

E501	In the period T1, did you do any household chores?	Yes No Don't remember	1 2 992	E601 E601
E502	How many hours a day did you do household chores?	___________________________ ___________________________		

E503	Did you ever miss school on account of household chores	Frequently Sometimes Never I did not go to school Don't remember	1 2 3 4 992	
Append context specific questions				

SECTION E6: HOUSEHOLD ECONOMIC WELL-BEING AT THE END OF THE PROJECT

Enumerator instructions

Only ask this section of the questionnaire if the former beneficiary is currently 12 years or older. If he/she is YOUNGER, then a household questionnaire will gather this information

E601	In the period T1, what was the main source of income in your household?	No income Farming Industry/ factory Self-employment Fishing Small business/ petty trader Remittances Salary Other: ________________ Don't remember	1 2 3 4 5 6 7 8 999 992	
E602	In this period, who was the main person contributing to the income?	Myself Father Mother Relative Every member contributed Father and Mother Sibling(s) Other: ________________ Don't remember	1 2 3 4 5 6 7 999 992	
E603	In this period, who was the head of the household?	Myself Father Mother Relative Other: ________________ Don't remember	1 2 3 4 999 992	

E604	What type of house did you live in?	Mud and wattle (grass sheet roof) Mud and wattle (iron sheet roof) Brick/Concrete Recycled materials/shanties Other: ________________ Don't remember	1 2 3 4 999 992	
E605	What was the main source of drinking water?	Pipe-borne inside house Pipe-borne outside house Tanker service River/stream Bore-hole/tubewell Well Dug out/pond Rain water Other: __________________ Don't remember	1 2 3 4 5 6 7 8 999 992	
E606	In this period, did your family own land?	Yes No Yes, but not enough Don't remember	1 2 3 992	
E607	In this period, did your family have sufficient food to eat (3 times per day)?	Yes No Sometimes Don't remember	1 2 3 992	
E608	In this period, was your family able to buy school uniforms and school materials?	Yes No Sometimes Nobody went to school Don't remember	1 2 3 4 992	
E609	In that period, was your family able to pay medical expenses?	Yes No Sometimes Don't remember	1 2 3 992	
E610	In that period, Did your family own animals?	Yes No Don't remember	1 2 992	
Append context specific questions				

SECTION F: Current period T2

Enumerator instructions

Explain structure of the questionnaire.

Start of the project	End of the project	Current
T_0	T_1	T_2

SECTION F1: WORKING SITUATION IN THE PRESENT PERIOD (T2)

Enumerator instructions

Explain that 'working' includes any activity paid or unpaid, for a few hours (at least one hour) or full time, on a casual basis, such as helping parents or relatives, or on a formal basis.

Q.N.	Question	Coding		Skip to question
SECTION F1: WORKING SITUATION IN THE CURRENT PERIOD (T2)				
F101	Are you working?	Yes No	1 2	F105
F102	If no, why are you **NOT** working?	Too young Going to school Not allowed No skills/education to find work No work available Other: _______________ Don't know	1 2 3 5 6 999 994	
F103	Are you actively looking for work (paid employment)?	Yes No Don't know	1 2 994	
F104	If you are **NOT** working, what are you doing?	Helping in the household Nothing (Idle) Going to school Other_______________	1 2 3 999	Skip to F201 after this question.

F105	Why are you working? (One response)	Supplement/main family income Pay family debt Help in household business Learn skills Schooling not useful for the future School too far away/No school Cannot afford school fees Not interested in school Temporarily replace someone unable to work Earn money for myself Other: ________________ Don't know	1 2 3 4 5 6 7 8 9 10 999 994	
F106	Where do you carry out your main work? (One response)	Family dwelling Employers house Office Industry/factory Plantation/farm Construction site Mining Quarry Shop/market Different places (mobile) Street Pond, lake, river, ocean Restaurant/ coffee tea house Other: ________________ Don't know	1 2 3 4 5 6 7 8 9 10 11 12 999 994	
F107	What are the main tasks you do at work?	________________________ ____________ Open ended		
F108	Do you work under the following conditions? (Multiple answers are possible.)	Dust, fumes, Fire, gas, flames. Loud noise or vibration Extreme cold or heat Dangerous tools (knives etc). Work underground Work at heights Work in at/lake/pond/river… Workplace too dark or confined Insufficient ventilation Chemicals (pesticides, glues) Explosives. None of these conditions Other: ________________ Don't know	1 2 3 4 5 6 7 8 9 10 11 12 13 999 994	

F109	During what time of day do you work?	Day Night Day and night On the weekend Other Don't know	1 2 3 4 999 994	
F110	Approximately how many hours a day do you work on a workday?	________________ Open ended		
F111	How many days a week do you work?	1 day 2 days 3 days 4 days 5 days 6 days 7 days Don't know	1 2 3 4 5 6 7 994	
F112	Do you work throughout the year?	Yes No Don't know	1 2 994	F114
F113	If no, when do you work?	School Holidays Cultivation/ harvest time Weekends Public holidays Other: ________________ Don't remember	1 2 3 4 999 992	
F114	Are you paid?	Yes No Don't know	1 2 994	
F115	How are you paid?	Money Things Money and things Other: ________________ Don't know	1 2 3 999 994	
F116	In general, how would you rate the work conditions?	Very unsatisfactory unsatisfactory satisfactory Very satisfactory Don't know	1 2 3 4 994	
F117	In the past three months, have you been sick or injured as a result of work?	Yes No Don't know	1 2 994	 F119 F119

F118	If yes, what type of injury or illness? (Multiple answers are possible.)	Superficial injuries or open wounds Fracture Dislocations, sprains Burns, corrosions, scalds or frostbite Breathing problems Eye problems Skin problems Stomach problems / diarrhoea Fever Extreme fatigue Other: ________________ Don't know	1 2 3 4 5 6 7 8 9 10 999 994	
F119	In the past three years did you stop working at any moment?	Yes No Don't remember	1 2 992	 F201 F201
F120	Why did you stop working?	I lost my job I got married I got sick/injured I was too young I went back to school Other:________________ Don't know Don't remember	1 2 3 4 5 999 992 994	Section F2 Section F2 Section F2 Section F2 Section F2 Section F2
F121	If yes, did anybody help you stop working?	Yes No Don't Know	1 2 994	
F122	Who helped you stop working?	IPEC Program Father Mother My family/ Relatives Teacher(s) Government worker Other: ________________ Don't know Don't remember	1 2 3 4 5 6 999 992 994	
F123	How did he/she/it help you stop working?	Provided school materials Gave me a school scholarship Changed the ideas of my parents Helped to improve the economy of my household Other: ________________ Don't Know	1 2 3 4 999 994	
Append context specific questions				

SECTION F2: FORMAL EDUCATION IN THE CURRENT PERIOD				
F201	Are you currently going to school?	Yes No	1 2	F203
F202	If **No**, what is the main reason you are not going to school?	I am too old/young I am disabled/ill School is too far Cannot afford schooling Family does not allow schooling Not interested in school School is not valuable School is not safe I work I help at home with household chores Other: ________________ Don't know	1 2 3 4 5 6 7 8 9 10 999 994	F301
F203	In the past month, were you absent from school?	Yes No Don't remember	1 2 992	 F205 F205
F204	Why were you absent?	Teacher was absent Bad weather conditions… I had to help with the harvest/ cultivation To help at home with household tasks Work Illness/ injury/disability Other: ________________ Don't remember	1 2 3 4 5 6 999 992	
F205	Is someone helping you stay in school?	Yes No Don't know	1 2 994	
F206	Who is helping you to stay in school? (*The answer cannot be 1 because this is after the project has finished.)	IPEC project* Father Mother My family/Relatives Teacher(s) Government NGO Other: ________________ Don't know	1 2 3 4 5 6 7 999 994	

F207	How are they helping you stay in school?	Giving me school supplies Giving me scholarship Improving the building Improving my grades Adjusting the school calendar Other: ________________ Don't know	1 2 3 4 5 999 994	
F208	Are you considering dropping out of school?	Yes No Don't Know	1 2 994	 F301 F301
F209	If yes, why are you are considering dropping out of school?	My parents do not want me to stay in school My parents/the household does not have enough money I want to help my family/ household financially I would like to learn a vocation Low academic achievement I feel education is pointless I want to be like my friends Other: ________________ Don't know	1 2 3 4 5 6 7 999 994	
Append context specific questions				

SECTION F3: VOCATIONAL TRAINING IN THE CURRENT PERIOD				
F301	Are you attending vocational training?	Yes No	1 2	
F302	Do you think the vocational training will help you to get a job later?	Yes No Don't know	1 2 994	
F303	Who is offering the vocational training	NGO Government Private Other: ________________ Don't know	1 2 3 999 994	
F304	Are you considering dropping out of vocational training?	Yes No Don't know	1 2 994	

F305	Why are you considering dropping out of vocational training?	My parents do not want me to stay in school My parents/the household do not have enough money I want to help my family/household financially I would like to learn another vocation Low academic achievement I feel education is pointless I want to be like my friends Other: ______________ Don't know	1 2 3 4 5 6 7 999 994	

SECTION F4: NON-FORMAL EDUCATION IN THE CURRENT PERIOD

Enumerator instructions

Non-formal education is all types of courses that are taken outside the formalised school system. This can be various forms of courses, **catch-up education, literacy training, adult education, remedial education, and etc.**

F401	Are you attending non-formal education?	Yes No Don't know	1 2 994	F501
F402	Do you think the courses (non-formal education) will help you to get back to regular school?	Yes No Don't know	1 2 994	
F403	Who is offering the non-formal education courses? (*The answer cannot be 1 because this is after the project has finished.)	IPEC Programme* NGO Government Private Church Other: ______________ Don't know	1 2 3 4 5 999 994	
F404	Are you considering dropping out of the courses?	Yes No Don't know	1 2 994	 F501 F501

F405	Why are you are considering dropping out of the courses?	My parents do not want me to stay in school	1	
		My parents/the household does not have enough money	2	
		I want to help my family/ household financially	3	
		I would like to learn avocation	4	
		Low academic achievement	5	
		I feel education is pointless	6	
		I want to be like my friends	7	
		Other : ________________	999	
		Don't know	994	
Append context specific questions				

SECTION F5: HOUSEHOLD CHORES IN THE CURRENT PERIOD

F501	Do you do any household chores?	Yes	1	F601
		No	2	
F502	How many hours a day of chores do you do?	____________________ ____________________ Open ended		
F503	Do you ever miss school on account of household chores?	Frequently	1	
		Sometimes	2	
		Never	3	
		I do not go to school	4	
		Don't remember	992	
Append context specific questions				

SECTION F6: HOUSEHOLD ECONOMIC WELL-BEING IN THE CURRENT PERIOD

Enumerator instructions

Only ask this section of the questionnaire if the former beneficiary is currently 12 years or older. If he/she is YOUNGER, then a household questionnaire will gather this information.

F601	What is the main source of income in your household today?	No income	1	
		Farming	2	
		Industry/ factory	3	
		Self-employment	4	
		Fishing	5	
		Small business/ petty trader	6	
		Remittances	7	
		Salary	8	
		Mining/Quarrying	9	
		Other: ______________	999	
		Don't remember	994	

F602	Who is the main person contributing to income?	Myself Father Mother Relative Every member contributed Father and Mother Sibling(s) Other: ________________ Don't remember	1 2 3 4 5 6 7 999 992	
F603	Who is the head of the household?	Myself Father Mother Relative Siblings Other: ________________ Don't know	1 2 3 4 5 999 994	
F604	What type of house do you live in?	Mud and wattle (grass sheet roof) Mud and wattle (iron sheet roof) Brick/Concrete Recycled materials Other: ________________ Don't remember	1 2 3 4 5 999 992	
F605	What was the main source of drinking water?	Pipe-borne inside house Pipe-borne outside house Tanker service River/stream Bore-hole/tubewell Well Dug out/pond Rain water Other: ________________ Don't remember	1 2 3 4 5 6 7 8 999 992	
F606	Does your family own land?	Yes, enough No Yes, but not enough Yes, but pawned Don't know	1 2 3 4 994	
F607	Does your family have sufficient food to eat (3 times per day)?	Yes No Sometimes Don't know	1 2 3 994	

F608	Is your family able to buy school uniforms and school materials?	Yes No Sometimes Nobody goes to school Don't know	1 2 3 4 994	
F609	Is your family able to pay medical expenses?	Yes No Sometimes Don't know	1 2 3 994	
F610	Does your family own animals?	Yes No Don't know	1 2 994	
Append context specific questions				

SECTION G: Attitudes

Q.N.	Question	Coding		Skip to question
G101	At what age do you think people should start working?	____________________ Open ended		
G102	Do you think it is acceptable (appropriate) for children below 15 years of age to work?	Yes No It depends. Don't know	1 2 3 994	
G103	Have your ideas about child labour changed in the past three years?	Yes No Don't know	1 2 994	 G105 G105
G104	If yes, how have they changed?	____________________ Open ended		
G105	Has anybody influenced what you think about child labour?	Yes No Don't know	1 2 994	
G106	If yes, who influenced your ideas?	____________________ Open ended		
G107	Do you think children gain more useful skills by working from a young age (12 years or less) than from going to school?	Yes No Don't know	1 2 994	
G108	Do you think that children under 12 should not work at all except for light household chores?	Yes No Don't know	1 2 994	

Reference number					

Model
Quantitative household questionnaire

INFORMED CONSENT AND INTRODUCTION TO THE RESPONDENT

Hi! My name is … I am from an organisation called....... We have chosen randomly a list of children, who participated in Programme X. (Name of the traced beneficiary) was one of these children. Since he/she is (or was) part of your household we also want to interview a member of this household.

We are asking some general questions on economics and health changes in your household.

The purpose of these interviews is to learn about the changes that have occurred in your life over the last few years and to learn how the intervention that you received may have contributed to some of those changes. Your answers will contribute to the betterment of Programmes in other parts of the country and other parts of the world.

Your participation will not have any negative or positive effects on your future benefits from similar Programmes.

CONSENT

You have the right to **NOT** participate. This will not affect overall results and I will not become angry or upset. You can decide which questions that you do not want to answer.

If you do not have time right now, I can come back later when it is more convenient for you.

ANONYMITY

The responses you give will be restricted to our research use only. Your name will not appear in any public documents. Your answers will be kept confidential.

QUESTIONS

Do you have ANY questions before we begin?

Types of questions could be:

- Why was I selected? *Random sample*
- How did you trace me? *We had lists with names from the time of the implementation of the X Programme and the lists included your son/daughter who was part of the Programme*

- Will there be any personal benefits? *There will be no direct benefits but your answers will help to improve the Programmes for other people in this country and in other countries.*

Enumerator instructions

This questionnaire is intended for someone from the traced former beneficiary's household. It is preferable that the mother be the respondent.

SECTION A: Survey site information

Enumerator instructions

To be completed by the enumerator

Q.N.	Question	Coding	Skip to question	
A101	Enumerator ID			
A102	Name of enumerator			
A103	Name of field supervisor			
A104	Date of interview	Day	Month	Year
A105	Name of province or region			
A106	Name of district or neighbourhood			
A107	Name of village			
A108	Household ID	The household ID must match the household ID from the household interview.		

SECTION B: Personal information

Enumerator instructions

The following questions are on personal information about the person responding to the questionnaire. This could be the mother, father or other adult who is responsible for the child (former beneficiary).

Q.N.	Question	Coding		Skip to question
B101	How old were you at your last birthday?	____________________ ____________________		
B102	Sex	Male Female	1 2	
B103	How many people live in your household?	____________________ ____________________		
B104	How many members of your household are below 18 years of age? (including yourself)	____________________ ____________________ ____________________		

B105	What is the highest level of formal education you have obtained?	Pre school Primary Secondary High school University Other: ________________	1 2 3 4 5 999	
B106	Do you know how to read?	Yes No	1 2	
B107	Do you know how to write?	Yes No	1 2	

SECTION C: Exposure to the project/programmes

Enumerator instructions

This section is to determine if the household itself received any support or services from the intervention.

Q.N.	Questions	Coding		Skip to question
MENTION THE INTERVENTION BY THE NAME IT WAS KNOWN IN THE COMMUNITY				
C101	Do you remember that the project (name known in the community) was running in your community?	Yes No	1 2	
C102	Did you get any help or assistance from the project (local name)	Yes No	1 2	End interview
C103	From what organizations did you receive support?	_________________________ _________________________		
C104	What services did you receive from the project (local name)?	Formal education Non-formal education Health services Economic support Legal support Awareness raising Other_______________ Don't remember	1 2 3 4 5 6 999 992	
C105	Of the services you received, did any contribute to changes in your life?	Yes No Don't know Don't remember	1 2 994 992	 C107 C108 C108
C106	How did they contribute to positive changes in your life?	_________________________ _________________________ ____ Open ended		Skip to C108 after this question.

C107	Why do you think they did not contribute to positive changes?	________________________ ________________________ ___ Open ended		
C108	In the last year, have you received other goods and services from other sources (NGOs or government) to help in your education?	Yes No Don't know Don't remember	1 2 994 992	

SECTION D: At the start of the project TO

Enumerator instructions

Explain the structure of the questionnaire. You will now ask questions relating to their situation in the period **before the project began**. Make sure they understand that the questions relate to their life in THAT period and not today. Explain if necessary that we want to ask the same questions for three periods of time to get an idea if there have been changes.

Start of the project	End of the project	Current
T_0	T_1	T_2

SECTION D: Household economic well-being at the start of the project

Q.N.	Questions	Coding		Skip to question
D101	In this period (Before period), what was the main source of income in your household? (One response)	No income Farming Industry/ factory (pyrotechnics) Self-employment Fishing Small business/ petty trader Remittances Salary Mining/Quarrying Other: ______________ Don't remember	1 2 3 4 5 6 7 8 9 999 992	

D102	In this period, who was the main person contributing to income? (One response)	Myself Father Mother Relative Every member contributed Father and Mother Sibling(s) Other: ________________ Don't remember	1 2 3 4 5 6 7 999 992	
D103	In this period, who was the head of the household?	Myself Father Mother Relative Siblings Other: ________________ Don't remember	1 2 3 5 6 999 992	
D104	What type of house did you live in?	Mud and wattle (grass sheet roof) Mud and wattle (iron sheet roof) Brick/Concrete Recycled materials/Scrap materials (Shanties) Other: ________________ Don't remember	1 2 3 4 999 992	
D105	What was the main source of drinking water? (One response)	Pipe-borne inside house Pipe-borne outside house Tanker service River/stream Bore-hole/tubewell Well Dug out/pond Rain water Other: __________________ Don't remember	1 2 3 4 5 6 7 8 999 992	
D106	In that period, did your family own land?	Yes No Yes, but not enough Yes but it is pawned Don't remember	1 2 3 4 992	
D107	In that period, did your family have sufficient food to eat (3 times per day)?	Yes No Sometimes Don't remember	1 2 3 992	

D108	In that period, was your family able to buy school uniforms and school materials?	Yes No Sometimes Nobody went to school Don't remember	1 2 3 4 992	
D109	In that period, was your family able to pay medical expenses?	Yes No Sometimes Don't remember	1 2 3 992	
D110	In that period, did your family own animals?	Yes No Don't remember	1 2 992	

SECTION E: At the end of the project T1

Section E: The economic well-being at the end of the project

Start of the project **End of the project** **Current**

T_0 T_1 T_2

Q.N.	Questions	Coding		Skip to question
E101	In T1 what was the main source of income in your household?	No income Farming Industry/ factory Self-employment Fishing Small business/ petty trader Remittances Salary Other: ________________ Don't remember	1 2 3 4 5 6 7 8 999 992	
E102	In this period, who was the main person contributing to income?	Myself Father Mother Relative Every member contributed Father and Mother Sibling(s) Other: ________________ Don't remember	1 2 3 4 5 6 7 999 992	

E103	In this period, who was the head of the household?	Myself Father Mother Relative Other: ________________ Don't remember	1 2 3 4 999 992	
E104	What type of house did you live in?	Mud and wattle (grass sheet roof) Mud and wattle (iron sheet roof) Brick/Concrete Recycled materials/shanties Other: ________________ Don't remember	1 2 3 4 999 992	
E105	What was the main source of drinking water?	Pipe-borne inside house Pipe-borne outside house Tanker service River/stream Bore-hole/tubewell Well Dug out/pond Rain water Other: ________________ Don't remember	1 2 3 4 5 6 7 8 999 992	
E106	In that period, did your family own land?	Yes No Yes, but not enough Don't remember	1 2 3 992	
E107	In that period, did your family have sufficient food to eat (3 times per day)?	Yes No Sometimes Don't remember	1 2 3 992	
E108	In that period, was your family able to buy school uniforms and school materials?	Yes No Sometimes Nobody went to school Don't remember	1 2 3 4 992	
E109	In that period, was your family able to pay medical expenses?	Yes No Sometimes Don't remember	1 2 3 992	
E110	In that period, did your family own animals?	Yes No Don't remember	1 2 992	

SECTION F: Current period T2

Enumerator instructions

Explain structure of the questionnaire.

Start of the project	End of the project	Current
T_0	T_1	T_2

Q.N.	Questions	Coding		Skip to question
F101	What is the main source of income in your household today?	No income	1	
		Farming	2	
		Industry/ factory	3	
		Self-employment	4	
		Fishing	5	
		Small business/ petty trader	6	
		Remittances	7	
		Salary	8	
		Mining/Quarrying	9	
		Other: _______________	999	
		Don't remember	994	
F102	Who is the main person contributing to income?	Myself	1	
		Father	2	
		Mother	3	
		Relative	4	
		Every member contributed	5	
		Father and Mother	6	
		Sibling(s)	7	
		Other: _______________	999	
		Don't remember	992	
F103	Who is the head of the household?	Myself	1	
		Father	2	
		Mother	3	
		Relative	4	
		Siblings	5	
		Other: _______________	999	
		Don't know	994	

F104	What type of house do you live in?	Mud and wattle (grass sheet roof) Mud and wattle (iron sheet roof) Brick/Concrete Recycled materials Other: ________________ Don't remember	1 2 3 4 5 999 992	
F105	What was the main source of drinking water?	Pipe-borne inside house Pipe-borne outside house Tanker service River/stream Bore-hole/tubewell Well Dug out/pond Rain water Other: __________________ Don't remember	1 2 3 4 5 6 7 8 999 992	
F106	Does your family own land?	Yes, enough No Yes, but not enough Yes, but pawned Don't know	1 2 3 4 994	
F107	Does your family have sufficient food to eat (3 times per day)?	Yes No Sometimes Don't know	1 2 3 994	
ararsid 14094 285 F108	Is your family able to buy school uniforms and school materials?	Yes No Sometimes Nobody goes to school Don't know	1 2 3 4 994	
F109	Is your family able to pay medical expenses?	Yes No Sometimes Don't know	1 2 3 994	
F110	Does your family own animals?	Yes No Don't know	1 2 994	

SECTION G: Attitudes

Q.N.	Questions	Coding		Skip to question
G101	At what age do you think people should start working?	____________________ Open ended		
G102	Do you think it is acceptable (appropriate) for children below 15 years of age to work?	Yes No It depends. Don't know	1 2 3 994	
G103	Have your ideas about child labour changed in the past three years?	Yes No Don't know	1 2 994	G107 G107
G104	If yes, how have they changed?	____________________ Open ended		
G105	Has anybody influenced what you think about child labour?	Yes No Don't know	1 2 994	G107 G107
G106	If yes, who influenced your ideas?	____________________ Open ended		
G107	Do you think children gain more useful skills by working from a young age (12 years or less) than from going to school?	Yes No Don't know	1 2 994	
G108	Do you think that children under 12 should not work at all except for light household chores?	Yes No Don't know	1 2 994	

SECTION H: The health of the household

Enumerator instructions

Explain to the respondent that you will now ask him/her some general questions on the health of the household both in the present and in the past.

Q.N.	Questions	Coding		Skip to question
H101	Has the overall health of the household changed in the past 5 years?	Yes No I don't know	1 2 994	Section I Section I
H102	How has the overall health of the household changed in the past 5 years?	Improved Worsened I don't know	1 2 994	

H103	Did the intervention contribute to changes in the health of the household?	Yes No I don't know	1 2 994	H105 H105
H104	How did it contribute to changes in the health of the household?	____________________ ____________________ (OPEN)		
H105	Did someone else help in improving the health of the household?	Yes No I don't know	1 2 994	 Section I Section I
H106	If yes, who?	____________________ ____________________ Open ended		

SECTION I: Siblings activities

Enumerator instructions

Explain that work includes any activity undertaken by the child, be it for the market or not, paid and unpaid, part-time or full time, or on a casual basis such as helping parents or relatives.

Q.N.	Questions	Coding		Skip to question
I101	Do any of the household's young children (below 18 years of age) currently work?	Yes No There are no children below 14 in the household I don't know	1 2 3 994	End Interview End Interview End Interview
I102	What is the main reason that the young children of the household work?	Supplement/main family income Help in family economy Learn skills Pay family debts Schooling was not useful for the future School too far away/No school Could not afford school fees Not interested in school Temporarily replace someone unable to work Earn money for himself or herself Other: ____________ I don't know	1 2 3 4 5 6 7 8 9 10 999 994	

I103	Would you want the young child(ren) that are currently working to stop working ?	Yes No I don't know	1 2 994	105 End interview
I104	Why would you want them to stop working?	____________________ ____________________ Open ended		
I105	Why would you want them to continue working?	____________________ ____________________ Open ended		

Reference number					

Model
Qualitative beneficiary questionnaire

INFORMED CONSENT AND INTRODUCTION TO THE RESPONDENT

Hi! My name is … I am from an organisation called....... We have chosen randomly a list of children, who participated in Programme X. (Name of the traced beneficiary) was one of these children. Since he/she is (or was) part of your household, we also want to interview a member of this household.

We are asking some general questions on economics and health changes in your household.

The purpose of these interviews is to learn about the changes that have occurred in your life over the last few years and to learn how the intervention that you received may have contributed to some of those changes. Your answers will contribute to the betterment of Programmes in other parts of the country and other parts of the world.

Your participation will not have any negative or positive effects on your future benefits from similar Programmes.

CONSENT

You have the right to **NOT** participate. This will not affect overall results and I will not become angry or upset. You can decide which questions that you do not want to answer.

If you do not have time right now, I can come back later when it is more convenient for you.

ANONYMITY

The responses you give will be restricted to our research use only. Your name will not appear in any public documents. Your answers will be kept confidential.

QUESTIONS

Do you have ANY questions before we begin?

Types of questions could be:

- Why was I selected? *Random sample*
- How did you trace me? *We had lists with names from the time of the implementation of the X Programme and the lists included your son/daughter who was part of the Programme*

- Will there be any personal benefits? *There will be no direct benefits but your answers will help to improve the Programmes for other people in this country and in other countries.*

ENUMERATOR INSTRUCTIONS

This questionnaire is intended for someone from the traced former beneficiary's household. It is preferable that the mother be the respondent.

SECTION A: Survey site information

Ennumerator instructions

To be completed by the enumerator

Q.N.	Question	Responses		
A1	Enumerator ID			
A2	Name of enumerator			
A3	Name of field supervisor			
A4	Date of interview	Day	month	year
A5	Name of district			
A6	Name of village			
A7	Household ID	The Household ID must match the household ID from the household interview.		

SECTION B: Personal information

Q.N.	Question	Responses
B1	How old were you at your last birthday?	
B2	Sex	
B3	How many people live in your household?	
B4	How many members of your household are below 18 years of age? (including yourself)	
B5	Who is currently the main person supporting your household?	
B4	What is the highest level of formal education you have obtained?	
B5	Do you know how to read?	
B6	Do you know how to write?	

SECTION C: Exposure to the project/programmes

Enumerator instructions

It is necessary to first determine whether the former beneficiary was in fact involved in the child labour intervention. If the respondent says that he/she is not aware of the intervention or did not receive any services, please probe further. It might be the case that he/she does not remember or does not want to admit that he/she was a beneficiary. Mention the intervention by the name for which it was known in the community. Terminate the interview only if you are sure that neither the family nor the traced child was involved.

Q.N.	Question	Responses
C1	Did you or anybody in your family get any assistance from the child labour intervention?	
C2	What services did you or your family receive from the intervention?	
C3	What do you think of the services you received?	
C4	Do you think the services you received from the intervention contributed to positive changes in your life?	
C5	Why or why not?	
C6	How did they contribute to positive changes in your life?	
C7	Do you consider any of the services you received unnecessary? If so, which ones?	
C8	What services (or things) would you like to have received from the intervention?	

SECTION D: At the start of the project T0

Enumerator instructions

Explain the structure of the questionnaire. You will now ask questions relating to their situation in the period **before the project began**. Make sure they understand that the questions relate to their life in THAT period and not today. Explain if necessary that we want to ask the same questions for three periods of time to get an idea if there have been changes.

Start of the project	End of the project	Current
T_0	T_1	T_2

Q.N.	Question	Responses
D1	In this period, were you working?	
D2	If so, why were you working?	

D3	What did you do in your work (what were your tasks)?	
D4	Approximately how many hours a day did you work?	
D5	During this period, did you stop working at any time?	
D6	Why did you stop working?	
D7	Did the intervention help you stop working? If so, how?	
D8	Did somebody else help you or convince you to stop working?	
FORMAL AND NON-FORMAL EDUCATION		
D9	In this period, were you going to school?	
D10	If not, why were you not going to school?	
D11	If you were working, did work interfere with school?	
D12	If you were in school, do you remember being absent on account of work?	
D13	In that period, were you attending vocational training?	
D14	In that period, were you attending non-formal education?	
CHORES		
D15	In that period, did you do any household chores?	
D16	Did the chores ever interfere with school? If so, how?	

SECTION E: At the end of the project T1

Enumerator instructions

Explain the structure of the questionnaire. You will now ask questions relating to their situation in the period **before the project finished**. Make sure they understand that the questions relate to their life in THAT period and not today. Explain if necessary that we want to ask the same questions for three periods of time to get an idea if there have been changes.

Start of the project **End of the project** **Current**

T_0 **T_1** **T_2**

Q.N.	Question	Responses
E1	In this period, were you working?	
E2	If so, why were you working?	
E3	What did you do in your work (what were your tasks)?	
E4	Approximately how many hours a day did you work?	

E5	Were you ever sick on account of the work?	
E6	During this period, did you stop working at any time?	
E7	Why did you stop working?	
E8	Did the intervention help you stop working? If so, how?	
E9	Did somebody else help you stop working?	
FORMAL AND NON-FORMAL EDUCATION		
E10	In this period, were you going to school?	
E11	If not, why were you not going to school?	
E12	Did the intervention help you return to or stay in school? If so, how?	
E13	Did somebody else help you return to or stay in school? If so, how?	
E14	In that period, were you attending vocational training?	
E15	Do you think the intervention helped you attend vocational training? If so, how?	
E16	In that period, were you attending non-formal education?	
E17	Do you think the intervention helped you attend non-formal education? If so, how?	
CHORES		
E18	In that period, did you do any household chores?	
E19	Did the chores ever interfere with school? If so, how?	

SECTION F: Current period T2

Enumerator instructions

Explain that now you are investigating the current situation of the respondent.

Start of the project	**End of the project**	**Current**
T_0	T_1	T_2

Q.N.	Question	Responses
F1	Are you currently working?	
F2	Why are you working / not working?	
F3	What do you do at work (what are your tasks)?	

F4	Approximately how many hours a day do you work?	
F5	Approximately how many days a week do you work?	
F6	Do you work throughout the year?	
F7	If not, when do you work?	
F8	Have you been injured at work? If so, how were you injured?	
F9	Have you ever been sick because of your work? If so, what was your illness and how was it related to the work	
F10	How long have you been doing this work?	
F11	When you were younger, did you stop working at any point of time?	
F12	Why did you stop working?	
F13	Did the intervention help you stop working?	
F14	Did someone else help you stop working? If so, how?	
FORMAL AND NON-FORMAL EDUCATION		
F15	Are you currently attending school?	
F16	If not, why are you not going to school?	
F17	If you are working, has work ever interfered with schooling? If so, how?	
F18	Do you think attending school has prevented you from working? If so, how?	
F19	Are you currently attending vocational training?	
F20	Do you think attending vocational training has prevented you from working? If so, how?	
F21	Are you currently attending non-formal education?	
F22	Do you think attending non-formal education has prevented you from working? If so, how?	
CHORES AND LOOKING FOR EMPLOYMENT		
F23	Do you spend time doing household chores?	
F26	Approximately how many hours per day do you spend on your chores?	
F27	Do chores interfere with your schooling? If so, how?	
F28	Are you currently looking for paid employment?	
F29	Did the intervention influence what type of employment to look for?	
F30	If so, how did it influence you?	

SECTION G: Attitudes

Q.N.	Question	Responses
G1	Do you think it is acceptable for children younger than 12 to work?	
G2	Have your ideas about child labour changed in the recent past?	
G3	If so, how have they changed?	
G4	Did changes in your ideas about child labour affect decisions about your going to work? If so, how?	
G5	Did the intervention influence what you think about child labour?	
G6	If so, how did it influence your ideas about children and work?	
G7	Has anybody else influenced your ideas about child labour? If so, who?	

Model
Focus group discussion guidelines

To be filled out by the Moderator	
Name of Moderator	
Name of Observer	
Date of the FGD	
District/place of FGD	
Date of the FGD	
Duration of the FGD	
Type of Group	
Number of participants	
Gender	Man/Woman

Guidelines for the introduction by the moderator before beginning the Focus group discussions (FGD)

INTRODUCTION

Good morning (afternoon)! My name is .... We are very grateful that you agreed to give of your time today to come and discuss a number of issues relating to this community.

We are commissioned to carry out a "Tracer Study" of children and families that were involved with the ....Programme.

This Study has two components. The first is today's group discussion with (male/female members of the community or institutional leaders). The second is to locate and interview individual households and children that participated in the Programme.

The **purpose** of today's group discussion is to learn about:

- Recent events and changes *in the community* relating to child labour
- Why you think these changes have occurred

The result of today's discussion as well as the individual household visits is not future additional support or assistance. We are asking your help to try to understand what the recent changes in the community and the impacts of Programme are so that we can improve similar interventions elsewhere.

The discussions we have today will be totally confidential to this group. No names will be written down. You are free to leave at any moment or to simply listen without offering your points of view.

The meeting should take about 45 minutes.

Do you have any questions before we begin?

Lines of inquiry and sub-questions
1. Basic information and recollection of the child labour intervention **To break the ice and get people talking. Do not spend too much time.** • What events have had the greatest impact on this community in the recent past? • What is the history of this community? • Do you remember the child labour interventions? • Do you think their activities and services had positive, negative or no real impacts on this community?
2. Establish and document changes **Explain to the participants that you want to explore what have been the most important recent changes in the community in five areas (1.children and work, 2. school attendance, 3. KAB towards child labour, 4.the economies of households and 5. health of households)** • In the recent past (in the past x years) have there been changes in the numbers of children in child labour? (more, less about the same number are working) • In the recent past (in the past x years) have there been changes in the numbers of children attending and staying in school? • Do you consider that the ideas (attitudes) of people in this community regarding child labour have changed? How have they changed? • If you believe attitudes have changed, has this had an impact on decisions or behaviour about children and work? • Have there been changes in the economic situations of the households? Have they improved, stayed the same or declined? • Have there been changes in the general health situations of families and individuals? What type of changes?
3. How have changes impacted child labour? **If group believes that there have been reductions in the numbers of children working, or if they think that children now work in better (acceptable) jobs this section attempts to discover, what elements had a role in this.** • Did better schools (improvements in schools) contribute to less children working? • If there have been changes in the ideas toward child labour, has this resulted in less children working? • Did a better economic situation contribute to less children working? • Did a better health situation contribute to less children working?

4. Explore contribution **How did the intervention contribute to changes?** • Did the intervention contribute to any of the changes we have discussed previously? • How did it contribute to a reduction in the numbers of children working • How did it contribute to the numbers of children attending school? • How did it contribute to modifications in what people think of child labour? • How did it contribute to economic improvements? • How did it contribute to health improvements? • Have there been any changes in this community (that received the services) that have not happened in neighbouring communities? • Are changes in this community (that have not occurred in other communities) the result of the intervention? To help establish contribution
5. What other external factors had a role in the observed changes? • Did other actors contribute to reductions in child labour? Who and How? • Did other actors contribute to changes in the school or education? Who and How? • Did other actors contribute to changes in the economy, Who and How? • Did other actors contribute to changes in health? Who and How? • Did other actors contribute to changes in attitudes? Who and How?
6. Learning from the intervention Explain to the group that to improve other interventions, it is important to learn what went well and what did not go that well in the intervention in their community. • What services or activities do you think are the most successful and should be part of similar interventions elsewhere? • What services or activities of the intervention do you think were not useful or even harmful?

Model
Key informants questionnaire

Introduction

1. Do you remember the intervention?
2. What activities did it carry out in the community?
3. In general how is it regarded by members of the community?
4. Why is it re this way?

Establishing changes

5. In the past X years, of the children that participated in the intervention, do you think there were changes in how many worked?
6. Do you think there were changes in the type of work they carried out?
7. If you think there have been reductions in the numbers of children in child labour, why do you think this is so?
8. Of the children that participated in the intervention, do you think there were changes in how many attended school?
9. In the past X years, have there been improvements in the economy of the households of the community?
10. In the past X years, have there been improvements in the health of the households of the community?
11. Have there been changes in the ideas and attitudes of families towards children labour?

Explaining changes

12. If you believe there have been changes in the numbers of children in child labour, what do you think accounts for these changes?
13. If you believe there have been changes in the numbers of children attending school (or staying in school), what do you think accounts for these changes?
14. Did changes in schooling, attitudes, economic situation or health influence changes in child labour?
15. Do you believe the intervention had a role in the changes in child labour?
16. If yes, can you explain the intervention’s role?
17. Have there been any changes in this community (that received the services) that have not taken place in neighbouring communities (that were not part of the intervention)?

18. What other actors or elements impacted the numbers of children working?
19. What other actors or elements impacted the number of children attending school?
20. What other actors or elements impacted the economies of households?

Learning for future interventions

21. What services or activities do you think were the most successful and should be part of similar interventions elsewhere?
22. What services or activities of the intervention do you think were not useful or even harmful?

Model
Relative or friend questionnaire

Enumerator instructions

This questionnaire is used when the former beneficiary cannot be found, is living elsewhere or for some reason is absent but a close relative or friend is found and able to questionnaire is qualitative and will information

Identification

1. Name former beneficiary
2. Name of friend/relative
3. Name of town/village
4. Name of the interviewer
5. Date of the interview

Information on former beneficiary

1. What is your relationship with the former beneficiary?
2. When were you in last contact with (name of former beneficiary)?
3. What age is (Name of the former beneficiary) now?
4. Where is (Name of the former beneficiary) currently living?
5. When did name of former beneficiary) leave this village/town?
6. Why did (name of former beneficiary) leave this village/town?

Activities of the former beneficiary

7. Before, when (Name of former beneficiary) was living in this village was he working?
8. If yes what type of work was (Name) doing?
9. Currently is (Name of former beneficiary) working?
10. If Yes do you know in what he/she is currently working in?
11. Is (Name of former beneficiary) presently going to school?

The child labour intervention

12. Do you know if (Name of the former beneficiary) received assistance from the child labour intervention?
13. If (Name) was working, did he stop working as a result of his involvement with the child labour intervention?