



International
Labour Office

Time-Bound Programme

Manual for Action Planning

T B P

M A P



Paper
III-4



Baseline
Surveys for
Time-Bound
Programmes:
An Introduction

International
Programme on
the Elimination
of Child Labour

Baseline Surveys for Time-Bound Programmes: An Introduction

Sanjukta Mukherjee*

* IPEC /SIMPOC Bangkok. This paper on baseline surveys for Time-Bound Programmes is a condensed version of a larger paper that appears in the SIMPOC Survey Methodology Manual. The author would like to thank Hakki Ozel and colleagues from the IPEC Design, Evaluation and Databases unit for contributions to this paper and Margaret Mottaz for editorial assistance. All views and recommendations expressed in the paper are those of the author and do not necessarily reflect the view of the ILO. All remaining errors are the responsibility of the author.

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First published 2003

ISBN web pdf version: 92-2-115165-4

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1 Introduction

A major objective of the Time-Bound Programme (TBP) approach is the integration of child labour into the national development agenda. Consequently, the need to collect child labour data has gained urgency as it has been recognized that credible primary data can be effective in influencing the national policy process. In this context, the ILO's Statistical Information and Monitoring Programme on Child Labour (SIMPOC) has been striving to not only develop sound estimation methodologies to measure the incidence and distribution of child labour with special emphasis on its worst forms, but also to generate empirical knowledge that has long been recognized as being instrumental to informing and improving the policy process. Within this context, baseline surveys can be seen as a vehicle for the collection of data on the worst forms of child labour (WFCL) to be targeted in a specific sector or area, including incidence and areas of concentration. They should also provide a detailed analysis of the national policy, legislative and socio-cultural situation that may need to be transformed in support of the fight against child labour.

A baseline survey is a data-collection exercise that captures initial conditions (or baseline) of a situation by measuring variables for the construction of indicators. This data collection exercise can refer to a *combination of qualitative and quantitative methodologies* to provide a more comprehensive picture of a situation than could either method alone. It should be primarily seen as a planning and implementation tool for improving the targeting of interventions, for monitoring progress and for assessing impact.

In this connection, as illustrated in Figure 1 below, a baseline survey should usually be followed, after a specified time

interval, by a similar survey covering at least the initial set of indicators. A follow-up survey must use the same or similar data collection and analysis instruments and methodologies, in a way that ensures comparability of results with those obtained at the initial survey.

CBO	Community Based Organization
CLM	Child Labour Monitoring
CLMS	Child Labour Monitoring Systems
CSEC	Commercial sex exploitation of children
CV	Curriculum Vitae
FGD	Focus Group Discussion
ILO	International Labour Organization
INGO	International Non Governmental Organization
IPEC	International Programme on the Elimination of Child Labour
M&E	Monitoring and evaluation
NGO	Non Governmental Organization
NSO	National Statistical Office
PSU	Primary Sampling Unit
RA	Rapid Assessment
SIMPOC	Statistical Information and Monitoring on Child Labour
TOR	Terms of reference
WFCL	worst forms of child labour

This paper is intended to provide policymakers, project managers and development practitioners with background information on baseline surveys and how they are used in the development and implementation of TBPs. The paper reviews the substance

of and requirements for baseline surveys in the context of the worst forms of child labour and it describes the process by which they are carried out. Section 2 focuses on the concept of the baseline survey and provides several important underlying definitions, such as what for survey purposes is meant by "household" and "establishment/workplace". Section 3 explains the link between baseline surveys and TBP and how the baseline survey is instrumental in supporting the objectives of the TBP. Sections 4 through 6 discuss the methods of data-collection,

steps for implementation and recommendations for quality control of data. In Section 8, a summary of the process of undertaking a successful baseline survey in terms of the necessary elements and sequence is provided. Sections 8 and 9 summarize issues related to conducting multiple baseline studies and the preparation of Terms of Reference. Finally, there are several annexes with practical examples based on the development of the TBP in Nepal.

2 Conceptual issues

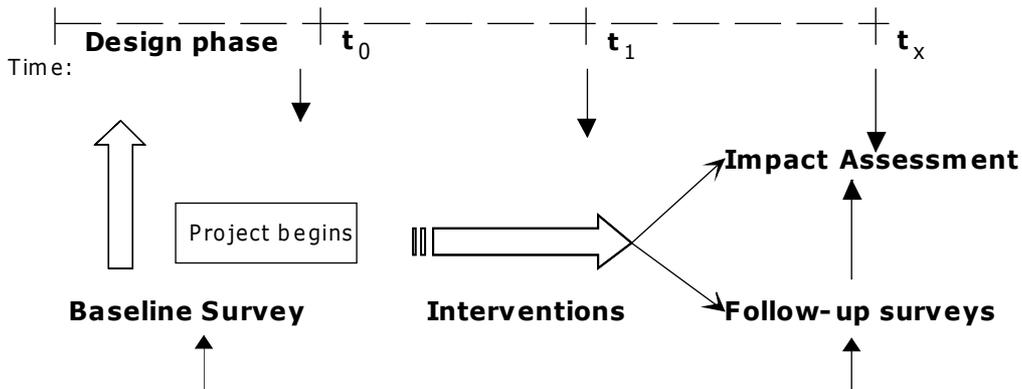
In the TBP context, primary data collection in the WFCL through the baseline survey serves primarily two purposes: (1) it can provide input for project design for the formulation of project interventions and/or (2) it can be used to generate empirical knowledge in the domain of children engaged in the WFCL. In other words, the **baseline survey measures the initial conditions** of a situation, in this case variables relating to various aspects of child labour, in the context of a project cycle or in the interest of generating sector-specific empirical knowledge that has relevance for policy purposes at a national or global level.

2.1 The baseline survey in the context of the project cycle

For the TBP as a multi-sectoral and multi-level framework of interlinked and coordinated interventions the baseline will include a series of indicators related to the child labour situation in the country at different levels. These indicators will be affected by the different interventions that are part of the strategic policy and programme framework of the TBP. The repetition of the survey after a certain period of time will allow policy makers to determine the influence of the different interventions on the child labour situation in the country.

For any given intervention within the TBP, the baseline will include targets for the specific areas or sectors covered by the intervention. It will provide information that will serve as the baseline for the design, implementation, monitoring and evaluation of the intervention. The ideal timing of baseline surveys within the project cycle is as shown in Figure 1.



Figure 1: Project Cycle and Baseline Survey

The specification of the required baseline information and the data gathering exercises are normally part of the project design (although in some cases it can be one of the first project activities). After the implementation of interventions, evaluation should include a total or partial repetition of the survey to determine how the original situation has changed over time. A new planning phase to promote further changes in the situation can then start, with the repeat (follow-up) survey providing new baseline data.

2.2 The Baseline survey in the context of generating sector-specific empirical knowledge at the local/community, regional or national level

As mentioned earlier, if the scope of the research includes the generation of sector-specific domain knowledge, the information-gathering exercise does not need to be limited to the immediate project objectives. It can also reflect a country's legislation (on wage and child labour, for instance), urban-rural labour market dynamics, adult labour and unemployment dynamics, and other relevant socio-economic and market mechanisms in the economy that have a bearing on the status of the sector in question at time t_0 . Such information

also constitutes important inputs for the design of interventions.

2.3 Definitions: "household" and "establishment/workplace"

Before proceeding to the discussion of data-collection methods, it is essential to clarify what are meant by "household" and "establishment/workplace". For the purposes of the survey, a household member is typically defined as fulfilling three criteria: (1) has lived under a "roof" or within the same compound/homestead **15 days or more** out of the past year; (2) shared food from a common source while there; and (3) shared in or contributed to a common resource pool.

According to the *International Recommendations on Statistics of the Distributive Trades and Services*,¹ an establishment is defined as "the store, shop, office or other single location at which a combination of resources and activities is directed by one ownership in carrying out one kind of business. The establishment includes associated ancillary units, e.g. subsidiary warehouses, garages and offices in its

¹ UN: *International Recommendations on Statistics of the Distributive Trades and Services* (New York, UN, 1975).

proximity”.² This definition however, is rather limiting for the purpose of child labour surveys. This is because with regard to child labour, workplaces can be as numerous and diverse as the types of the worst forms themselves. They can be formal workplaces, such as factories, informal shops; fixed premises; the street, homes, brothels, fishing boats, etc. Thus, for analytical purposes, the surveyed unit is considered to be the workplace rather than the establishment, as it is an all-inclusive reference to the workplace of the child.



² Op cit., p. 13.

3 Baseline surveys in the context of TBPs

Baseline data-collection efforts are designed to support the objectives of the TBP in a country. Whether it is to create a knowledge base, identify target beneficiaries for project design and interventions, or to establish numeric benchmarks (or targets) that facilitate monitoring and evaluation goals, the baseline survey translates anecdotes into facts. Indeed, the baseline data can be seen to have the following utilities in a TBP context:

- (i) Baseline survey data can be used for targeting, to inform project design and to formulate programme activities, thus facilitating the strategic allocation of resources. Indeed, when the survey is done at the beginning of the project cycle, baseline data enhance decision-making processes and focus interventions in the field.
- (ii) By definition, the baseline survey facilitates the establishment of benchmarks such that incremental changes can be measured via follow-up surveys. Since the TBP is impact oriented, the establishment of benchmarks at the beginning of the different interventions of the TBP is key. This is facilitated by measuring variables of interest for the different interventions included in the programme framework (both direct interventions relating to child labour, such as labour legislation and enforcement, and indirect ones such as education policies and poverty reduction strategies).
- (iii) The importance of the baseline survey is also apparent in its relationship with the latter stages of the project cycle. Once the interventions are implemented, the baseline data gathered at an initial time facilitate monitoring and evaluation at a later stage. For example, in the project context, a typical evaluation might focus on the performance of programme activities, the provision of services, the utilization of services and coverage. The measurement of these indicators in two different time periods, for example t_0 and t_k , can facilitate project evaluation. Going through periodic data collection exercises helps to identify weaknesses and strengths, thereby helping to reformulate strategies and redirect goals.
- (iv) IPEC views the establishing of child labour monitoring systems (CLMS) as an important follow-up mechanism for ensuring that the positive outcomes of its programmes are sustained. *Baseline surveys can facilitate the information needs of child labour monitoring* by collecting relevant data for the design of programmes/systems that aim at the withdrawal of children from hazardous work and their integration into the educational system, for example. Further, once a CLMS is in place, it is possible that previously undiscovered worst forms of child labour may come to light, requiring both new action and baseline surveys.
- (v) Given that the baseline survey attempts to establish baseline indicators, estimations of the incidence of the worst forms of child labour are value-added in two further ways in the TBP context. Firstly, the baseline survey is well positioned to capture the transfer of children from one worst form to another, or from one geographical area to another. It is necessary to recognize that reduction in the incidence of one worst form does not necessarily imply reduction in the overall incidence of the worst forms

of child labour generally. Secondly, the baseline survey can also capture the simultaneous engagement by a child in more than one worst form of child labour at a time. For example, the questionnaire can include inquiries that ask the child what other work he is involved in, in addition to his main economic activity.

The issue of displacement of child labour as a result of TBP interventions deserves further treatment. Owing to data and resource constraints, TBP interventions may not cover all relevant sectors or geographical areas at the same time. Instead, it may be necessary to adopt a phased approach, which may result in child labourers moving from a targeted WFCL to other forms or sectors or to geographical areas that are yet to be covered. For this reason, consideration

should be given to the organization of baseline surveys in the sectors or areas not initially targeted. This should be done both at the beginning of the intervention and at the time of follow-up studies, covering possibly linked sectors or geographical areas, so that the displacement effect can be measured. Note that knowledge about sectoral and geographical linkages and the ease of transfer of child labourers may often become available only after the start of the intervention. Owing to resource constraints and limited implementation capacity, it may not be possible to carry out a complete baseline survey in the non-targeted areas, but a core element of the survey done in targeted areas could be considered. The information collected through such limited baseline surveys in non-targeted areas will also be most useful in informing decisions about new areas or sectors to be covered in subsequent phases of interventions.



4 The methodological framework for data collection

The methods used for collecting baseline information on children engaged in the worst forms of child labour are a combination of probability-based sample surveys and participatory approaches. One of the main purposes of the baseline survey is to estimate the numbers of children in a given WFCL and geographical area, and generate empirical knowledge about the specific sector of activity. Given the usually broad scope and multiple objectives of TBP interventions, a baseline survey can be designed to measure multi-dimensional indicators. Whether or not these indicators are measured at the household, establishment/workplace, community, or district level usually depends on two main factors: the scope of the baseline study and budgetary and other practical considerations.

In general, a baseline survey should include an appropriate mix of quantitative and qualitative data gathering techniques in order to provide all the information needed for TBP implementation and evaluation. The selection of the specific tools will depend on the information needs and the available resources. The following sections discuss the range of possible qualitative and quantitative tools for data collection, all of which have been successfully implemented in past IPEC research and baseline surveys.

4.1 Qualitative techniques

The qualitative approach used by IPEC in much of its work relating to the WFCL is the ILO/UNICEF Rapid Assessment Methodology.³ In brief, Rapid

Assessments produce a descriptive understanding of a targeted population in a certain sector and geographical area. This descriptive and contextual information can be derived from secondary information sources (such as population censuses, national household surveys, and other previous sector specific research) or from primary data collection efforts (e.g. focus group discussions, key informant interviews, direct observation, and even small-scale structured interviews that can yield useful quantitative data). The actual techniques used in conducting Rapid Assessments differ according to the topic being investigated, but all tend to be participatory and to make use of triangulation of data collection.

Two prime examples of **participatory research** are focus group discussions (FGD) and key informant interviews. FGD refers to small clusters of people (5 to 6) having in-depth discussions on a topic. Focus group discussions have an advantage of a self-correcting mechanism within the group, whereby an individual who gives an overly favourable picture is immediately corrected by the others in the group. This characteristic of the qualitative method can be used to *minimize non-sampling errors* for the probability-based survey. Key Informant Interviews, on the other hand, can provide, for example, valuable information on urban-rural labour market dynamics, adult labour versus child labour dynamics, in the economy/sector being studied. The key informants can be the staff from municipalities, NGO/CBO personnel, concerned government officials, school teachers, health practitioners, community leaders, police, and social workers, to name but a few. The **triangulation of data collection** means the combination of observations

³ "Investigating Child Labour: Guidelines for Rapid Assessment: A Field Manual", available from the SIMPOC web site, <http://www.ilo.org/public/english/standards/ipecc/sim poc/guides>.

from individuals with differing backgrounds, and/or using different research methods to provide cross-checks, and thus to improve the quality of the information gathered. Thus, a key utility of these qualitative tools is that they can be used to substantiate the information obtained from quantitative surveys.

Rapid Assessments are instrumental in enhancing our understanding of the contextual information of a sector. However, a key limitation of this type of descriptive data gathering is the lack of a sampling frame, so that statements made on the basis of these observations must be limited to the sample itself. In other words, the results are difficult to compare across geographical locations or programmes in a country because they are not representative of a larger population. Further, the results generated through qualitative tools are difficult to verify because they arise from subjective ratings of community members/and or key stakeholders.

4.2 Quantitative techniques

Quantitative techniques refer to probability-based sample surveys where the units of interview are selected according to a known non-zero probability. The advantage of using the sample-survey approach when possible is that the indicators are measurable and therefore objective; the indicators are verifiable; the indicators permit comparison across time and space; and the results are replicable. Indeed, one of the main features of using a probability-based representative sample survey is to be able to estimate the numbers of children in the WFCL at the sectoral, regional or national level by allowing statistical inferences to be made about a larger population. However, quantitative techniques are not straightforward to use when researching hidden or illegal worst forms of child labour (e.g. children involved in drug trafficking or commercial sexual exploitation).



5 From conceptualization to implementation

Most countries have diverse worst forms of child labour (WFCL) on which data are needed for policy purposes or programme interventions. Estimations of the WFCL, however, are especially challenging given that, in general, children engaged in the WFCL are not easily accessible. The children in these target groups are often mobile or in situations where they are hidden from public view, which implies that there are many unknowns in terms of how the sector in question operates and who the main actors are. Where the unconditional worst forms of child labour are concerned (trafficking of children, commercial sexual exploitation of children, use of children in armed conflict, etc.) it is often the case that the programme manager/researcher is confronted with a serious lack of preliminary information, thereby making the fundamental questions about what to measure, where to measure, and how to measure very difficult to answer.

The following eight steps are intended to facilitate the data collection process and explain how the researcher can overcome these problems.

Step 1: Generate initial information about the sectors

Conceptualizing the problem *requires* sharpening the definitions and making more precise what exactly needs to be quantified.

This initial information needed to clarify the *mechanisms of the sector or system under study* can be generated from primary or secondary sources. Primary sources such as Rapid Assessments and/or a quick enumeration of the sector-specific characteristics must identify minimum parameters, such as:

- how the sector might operate within an area,

- the number of children engaged in that sector,
- the intensity and distribution of child labour in that sector,
- the nature and location of their work,
- details about their production processes,
- the degree of associated work hazards, and
- the number and distribution of workplaces.

These exercises may be rapid and brief, depending upon the size of the country, the prevalence of the sector and available manpower that can be mobilized. A quick enumeration count can be accomplished in a minimum of three weeks, as was done in a recent study in Bangladesh covering street children and children engaged in the automobile industry.⁴ Secondary sources such as literature reviews, previous research, or government publications provide the contextual information and enhance our understanding of the reality under study.

This type of sector-specific information can bring to light who the main actors (parents, employers, teachers, etc.) are in the universe of the child's work and what the parameters might be in terms of the incidence, distribution and concentration of the target group, thus further clarifying *what to measure and where to measure*. This step is crucial as it provides the necessary parameters for the design of a sampling frame (see Steps 4 and 6).

⁴ A national level quick count survey covering 5 sectors was carried out in about 3 weeks.

Step 2: Determine (or prioritize) the sectors where surveys are needed

The selection of the sectors may be external in the sense that the government determines what its priority areas of intervention should be, using, for example, criteria such as the availability of resources and the relative importance or tolerability of given WFCL. At any rate, it is always pragmatic to rank or prioritise the sectors on the basis of sound technical criteria from those worst forms of child labour that need attention. Prioritising sectors for research and action programmes is always useful for the programme manager/researcher in the face of time and resource constraints. The information generated in step 1 (i.e. intensity and distribution of child labour), should enable a ranking of the sectors on the basis of primarily two criteria: the degree of hazardousness and the number of children engaged in a particular sector.

Step 3: Determine the main unit(s) of observation in the sector

In any research on the WFCL, *the main unit of observation is the child*. In fact, in order to have credible data and robust results, the child must be interviewed as s/he will have the best knowledge about his/her working conditions, the circumstances which forced him/her to become involved in a WFCL, the health hazards faced at work, etc. Although there are a range of actors who are active in the universe of the child's work (e.g., parents, employers, clients, intermediaries, pimps etc), at a minimum, three respondents should be interviewed in a baseline survey: the child, parent and employer. How these respondents are reached and how they are sampled as units of measurement is the basis of the following discussion about the sampling universe and sampling methodology.

Step 4: Determine the sampling universe

Given that the main unit of observation is the child, *the sampling universe is fixed by the child*. There are, however, other actors, such as parents, employers, teachers, intermediaries, clients, etc., who constitute the universe of the child. Normally, information about the principal actors would have been gathered under Step 1. The list below highlights the main elements encountered in establishing the sampling universe for the purpose of designing a suitable sampling methodology.

- The child can be identified primarily through the workplace. The workplace may be the household if the activity is household-based; it may be a formal establishment; it may be the street if the target group is street children; it may be a brothel if the child is a victim of commercial sexual exploitation; and/or a combination of any of the above. *It is worth belabouring this point here to underscore that it is not always obvious what the universe should be. Wherever a flow is involved, as with trafficking for instance, the issue of what to measure and where to measure is not clearly evident. The definition of the universe for such a target group needs to be focused in terms of either the destination or the origin of the flow.* Therefore, it can be seen that the workplace can be a composition of different sites depending upon the nature and reality of the worst form of child labour in question.
- The parents can be located/identified through the household unless they are also working in the same workplace as their child.
- The employers can be located through the workplace as well.

To reiterate, the sampling universe is child-driven: the child is the chief respondent and main unit of observation. This means that there can be no sampling

frame for the parents and employers. Thus, the parents and employers are interviewed only if they can be found and if they are geographically accessible. The implication of this is discussed in more detail, in Step 7.

Step 5: Determine the level of analysis

The level of analysis refers to the domain where the unit of observation is recorded/sampled. This can be restricted to a geographical area/locality/community or it can be a higher level of aggregation such as at the regional or national level. More often than not, this type of decision is governed by budgetary and other considerations. However, irrespective of the level of analysis, the child is the main unit of observation.

Step 6: Determine sampling methodology

Designing a sampling methodology becomes more manageable once the parameters of the sampling universe are established. In other words, once the sampling universe of the child respondent is determined (i.e. the specifics of the workplace where the child is likely to be found, such as the *destination* rather than the *origin* in the trafficking example), the sampling methodology prescribes how to reach the child within this sector-specific universe. Thus, the components of the sampling methodology must include the geographic/stratification scope of the survey, the sampling framework, the sample size for child respondents, and the distribution of the sample across the sampling sites. Indeed, designing a sampling frame in terms of the distribution of the sample across the sampling sites will depend upon what is empirically found in terms of the intensity and distribution of children and their workplaces as was generated via Step 1. The challenge here is to design a sampling framework such that statistical inferences can be made from a representative sample to a national level population for a particular target group.

Before embarking on a discussion about possible choices of sampling frames in researching the WFCL, it is necessary to recognize that surveys on the WFCL are not as standardized or as conventional as national labour force surveys or national income and expenditure surveys. This difference is primarily due to the fact that the population of children that is being estimated is hidden, invisible and mobile in most instances. They are quite often not school-going children and they are actively engaged in a WFCL that is not captured through the traditional surveys. Thus, readily-available administrative units (and therefore sampling frames) that are easily obtained from national statistical offices in order to implement a national labour force survey or a national income and expenditure survey are lacking when one is doing a survey of a target group in the WFCL. For this reason, doing a survey on a particular WFCL sector is special in that one has to *create* or design a sampling frame that is specific to the characteristics of that target group if *the conditions/realities of that sector allow for it*.

What is meant by “*if conditions/realities of that sector allow for it*” is that a probability-based sample survey might be possible if we have full knowledge of the nature, incidence, intensity and distribution of the workplace of the child labourer, such that a listing is possible. But the nature and identification of the workplace will be a function of the type of WFCL that is being targeted and this in turn will determine the sampling methodology. For example, workplaces (or alternatively the sampling site to interview the child) can range from households to the street, to the informal/formal establishment, to dumpsites, to offshore fishing boats and others.

For instance, where the activity is home-based, a household-based survey maybe considered. If the activity is workplace based (formal or informal), a workplace survey may be considered. Usually under these circumstances, it is possible to *create or design* a probability-based

sample survey since a listing of households/establishments can be prepared that can give an indication of the incidence, distribution and concentration of the target group, as well as that of the sampling units in a geographical area. Thus, depending upon the nature of the target group, decisions must be made as to choice of suitable primary sampling units (PSUs) and further, choice of other modalities of selecting the sample along the designated sampling sites.

The reality in some other hidden sectors, however, is that there is inadequate information about the incidence and distribution of these workplaces where the intolerable worst forms exist. For workplace locales such as off-shore fishing boats or brothels and other situations where preparing listings are out of the question, we have to make certain assumptions and be creative before proceeding with quantifications of the target group. Particularly challenging sectors are trafficking, commercial sexual exploitation of children, the use of children in armed conflict and so on. For the sectors where it is impossible to create a sampling frame without further knowledge of the detailed processes of the operations of a sector, we attempt to use non-probability based techniques such as snowball sampling, for instance. This involves the purposeful selection of participants, settings, events or documents that will provide the information needed to address the research question.

The implication of these realities then is that the sampling frame for one target group is generally not applicable to another target group, and that there is not much room for conventional and safe modes of data collection. For example, the sampling frame will be different for child porters *versus* child rag-pickers *versus* child domestic workers *versus* child workers in automobile industry *versus* street children, and the list goes

on. Thus, there will be as many sampling frames as there will be target groups.⁵

Step 7: Determining the sampling strategy for employers and parents

As previously stated, the unit of observation is the child, thus, there can be no sampling frame for the parents and employers. They are interviewed only if they are found, if they are geographically accessible, and if they are willing. Thus, if the parents of the child are living in an area not covered by the survey, chances are that the parents will not be tracked down and interviewed. Decisions regarding these issues are often governed by practical and operational considerations, which may mean that the sample sizes for employers and parents are small and conclusions have to be limited to the sample only.

Nevertheless, all possible efforts are made to interview the child's parents (through the household or workplace) and the child's employers (through the workplace) in order to get a complete picture. Since it is not known *a priori* the number of parents and employers likely to be encountered, it is usually agreed that a *census* of employers and parents will be done. The broad guideline is that it is sufficient if the sample size for each of these two subgroups of the population is a minimum of 10 per cent of the sample size of children, assuming a minimum sample size of 400 for the children. This guideline is governed by standard practice to construct a reasonable confidence interval so that probability statements can be made (rather than definitive statements) about a population parameter on the basis of sample data.

⁵ See Section 4 of the Baseline Survey chapter of the SIMPOC Methodology Manual for further discussion and examples of sampling universe and sampling methodologies for particular WFCL.

Step 8: Developing an appropriate questionnaire

At this point, decisions must be made concerning which instruments to use for our measurements. This section highlights the different questionnaires that can be used in a baseline survey and the multiple modules they usually have in order to capture the various dimensions of this complex subject. A variety of pre-coded questionnaires are used to collect information that can be used to establish baseline numeric indicators. Once again, it is worth keeping in mind that *what is being measured* (child labour in a worst form, supply of schools, quality of education, access to services etc) and *at what level* (local, provincial, regional, national) depends upon the scope of the survey. But in general one can choose from household-based questionnaires, workplace questionnaires, community level questionnaires, school-based questionnaires and so on. As illustrated in the following matrix, the choice of data-gathering techniques/instruments will depend upon the objective of the data collection.



Matrix of survey instruments and the methods of data-collection

Type of Survey	Objective	Respondents	Indicators for measurement	Method of data-collection
Institutional survey	A mapping exercise to identify strong potential partners with whom to collaborate for interventions. It helps to identify duplication of services that are targeted towards the child or the gaps in services/programmes that are not addressed. It can also reveal which organizations in the area have an awareness of the problem and their implementation capacity.	Service providers: NGOs, INGOs, government agencies, public, private agencies providing social safety nets or other services	Availability of service; Access of services; Coverage of service; Provision of service; Utilization of services; Beneficiaries of services	Census of providers through an institutional questionnaire
Educational survey	To assess the availability of primary and secondary schools as well as school <i>quality</i> . It has been found that the availability of secondary schooling can influence primary and upper primary education enrolment.	School teachers, school principals, school authorities	<p><i>Supply of schools:</i> availability and access of schools;</p> <p><i>Quality of schools:</i> number of trained teachers in the school, number of classes taught per day, average class size, teacher to student ratio, number of teaching versus non-teaching staff per school, provision of school supplies</p> <p><i>School performance by the working children can be measured by considering:</i> the working children's grades, drop out rates, level of tiredness/concentration</p>	Census of schools through a school-based questionnaire

Type of Survey	Objective	Respondents	Indicators for measurement	Method of data-collection
Labour market survey	<p>To assess the labour market in and around the target areas and identify entry level skills for boys and girls which would make them employable;</p> <p>Assess the market for products and services with good sales potential.</p>	District authorities; ministries	<p>Number of children working in each area by sector;</p> <p>number of household-based industries;</p> <p>number of households;</p> <p>number and type of establishment/workplace based industries, demographics of the entire population of the area (by sex and age);</p> <p>number of workers (by age and sex) engaged in alternate livelihoods</p>	Census and/or secondary information sources
Household based survey	To collect information on the socio-economic and demographic characteristics of the child labourer's household from the point of view of the child's parent	Parents or head of household (through the household questionnaire)	Education level of all household members, their migration status, the housing conditions, each of their primary occupations. Further, the modules cover topics such as parents' perception of the child's working conditions, their assessment of the opportunity cost of letting the child work, the household's access to assets and services (indicator of welfare), and parent's aspirations for their child's educational attainment;	Probability based sample survey through a household questionnaire
	This questionnaire is crucial to administer because credible survey data about the child's working condition is only possible if the child's view is measured	Children (through the child questionnaire)	The child's demographic and socio-economic background and that of his family, his origin, his educational and health status, his current working conditions, the health hazards of his work, his past work history, his migration patterns and aspirations in life;	Probability based sample survey through a child questionnaire

Type of Survey	Objective	Respondents	Indicators for measurement	Method of data-collection
Workplace /establishment survey	To obtain credible survey data about the child's working condition. This is possible only if the child's view is taken into account and measured	Children (through the child questionnaire)	The child's demographic and socio-economic background and that of his family, his origin, his educational and health status, his current working conditions, the health hazards of his work, his past work history, his migration patterns and aspirations in life	Probability-based sample survey through a child questionnaire
	To understand the perspective of the employer	Employers (through the employer's questionnaire)	Economics of child labour (versus adult labour) from the employers point of view; to measure the employer's level of awareness to employing under-age children in a hazardous economic activity;	Probability-based sample survey through a employer's questionnaire
Community level survey	To measure some of the constraints (infrastructure and services) facing the community so that this information can facilitate programming needs.	Community leaders, school teachers, police force, health officials	Community level infrastructure, access to services, quality of services, community priorities, perceived returns to education by community members, community institutions, sources of vulnerability, availability of safety nets, community profile, community livelihood strategies ;	Census combined with participatory approaches

6 Quality Control Procedures

In order to minimize errors in data-collection, these are a few measures that are recommended when implementing a baseline survey:

6.1 Questionnaire design

Several questionnaire design features can help to minimize enumerator errors. For example:

- All questionnaires, to the extent possible, have pre-coded questions. Open-ended questions are to be avoided and the collection of numeric information emphasized throughout.
- Instructions are explicit in terms of skip patterns to follow and suggestions for probing. Together, these reduce the need for the enumerator to make a spontaneous judgment and standardize the spectrum of responses as much as possible. They also reduce the time burden on the enumerator.
- Context-specific questions are integrated into the questionnaires, as they are key in obtaining credible data. Prior information on the details of a sector-specific production process must be obtained. The realities of the working conditions differ from one worst form of child labour to another and, to the extent possible, the production processes must be visited in each sector and country in order to design credible surveys and questionnaires.
- Definitions of household and workplace/establishment are clear in the household questionnaire and in the workplace/establishment questionnaire, respectively. Refer to section 2.3 for the definitions of key units such as household and/or workplace/establishment.

6.2 Quality of the research institute and the criteria for their selection

In any survey exercise the quality of the research institution (and therefore its enumerators) will have a direct impact on the quality of the primary data-collection. In researching the WFCL, however, a research institution must not only recognize the complexity of data-collection under adverse circumstances in the worst forms of child labour but it must also be further attuned to the ethical and emotional issues that arise in interviewing children versus adults. Training of enumerators must include respect for children and being sensitive to them.⁶

Having mentioned the key role played by the research institute in terms of the quality of data collected, it is worth noting the importance of involving the national statistical offices (NSOs) of the countries in these data-collection exercises, whenever possible. It is preferable if the NSOs of the countries play an active role from the beginning of the research/survey process because their involvement ensures ownership of data and research results, quality of data and room for capacity building.

Nevertheless, in order to ensure a minimum standard for the quality of research institutions that will implement the baseline surveys, the following conditions for selection should be considered:

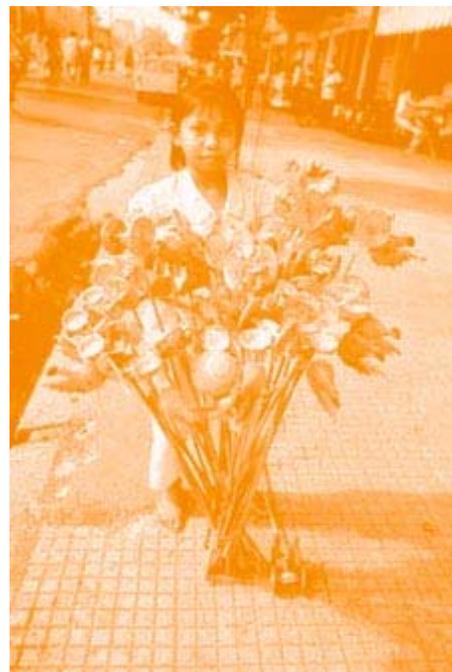
⁶ See Paper III-2, C. Edmonds: *Ethical Considerations When Conducting Research on Children in the Worst Forms of Child Labour*, and Paper III-1, Y. Ofuso, *Building the Knowledge Base for the Development of Time-Bound Programmes*, both available in the TBP MAP Kit or from the TBP MAP web site: www.ilo.org/public/english/standards/ipec/themes/ti-mebound/index.htm

1. submission of CVs of key research personnel;
 2. listing of most recent work (including various types of survey activities) undertaken by the institution, in the last 5 years;
 3. evidence of prior empirical research on child labour (preferably in the concerned state/province in which contract is proposed) with primary data collected by researcher;
 4. evidence of prior empirical research (survey activities and analytical work) should be project/programme specific;
 5. listing of experience in doing research with children;
 6. research institute preferably has its head office in the state/province where data collection has to be carried out;
 7. copies provided of the two most recent publications/articles published by the institute, preferably on labour/employment issues;
 8. evidence of infrastructure in terms of office networks, logistical facilities and computer (software and hardware) systems support;
 9. composition of enumerators and researchers to be mobilized is multidisciplinary and team members are knowledgeable about children's issues, with emphasis on the rights and gender approaches; and familiarity with the relevant ILO and other international Conventions.
- Translation of the questionnaire into local languages without jeopardizing the original intent of the questions is critical.
 - Organizing fieldwork, composition of the field staff and team logistics is key.
 - Training of the enumerators cannot be emphasized enough. The training must focus not only on the conceptual issues, but it must also include making them sensitive and attuned to the challenges of interviewing children.
 - Post fieldwork, integrated data entry and verification of the quality of data is essential. The means for verification can include internal consistency checks, structural consistency of the data, range checks, skip pattern checks by doing conditional means, within and between different units of observations⁷.

6.3 Preparation for field work

Standard preparations that underlie any data-collection exercise are also applicable to surveys that investigate the WFCL. Some highlights worth repeating are:

- Pre-testing of the questionnaires in the local context and recognizing that fine-tuning the questionnaire is an iterative process until finalized is essential.

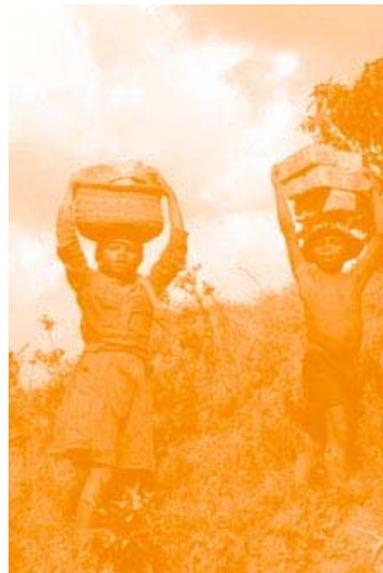


⁷ See Paper III-3, G. Okutho: *Survey Data Collection for Time-Bound Programmes*, available in the TBP MAP Kit or from the TBP MAP web site: www.ilo.org/public/english/standards/ipec/themes/ti-mebound/index.htm

7 Summary of the appropriate steps and *necessary sequence* in conducting a baseline survey

The steps are as necessary as the *sequence* in order to have good quality data. In undertaking any research, the first step is to determine what existing research is current and can therefore be used, and then to assess the research gaps that need to be addressed. After having identified the research gaps, one can decide whether to use secondary sources and/or primary data-collection techniques to address the information constraint. Secondary sources refer primarily to literature reviews and one basically has to identify the relevant and current material. Gathering survey/primary data however, is more complicated and the following sequence and steps are recommended for the collection of survey data:

- (i) thoughtful planning of the details of the sampling process once the sectors of study have been determined (this component must reflect elements such as the sampling universe, sampling methodology as discussed in section 4);
- (ii) writing up of terms of references, complete with details of the research goals, procedures, sampling methodology, budget and timetable for action;
- (iii) preparation of a list of criteria for the selection of research institutions/implementing agency (as reflected in section 6.2);
- (iv) preparation of questionnaires/manuals and pre-testing in the field (this is a key step which is essential to improving the quality of the questionnaire);
- (v) revision of questionnaires based on enumerator feedback and translation of questionnaires into local language;
- (vi) preparation of consistency checklist (i.e. checking consistency between questions and across questions, with special attention to skip patterns and the utility of questions);
- (vii) generation of "dummy" tabulations (ideally shared by users of data as this can provide feedback to refine the questionnaires so that data collection is demand-driven);
- (viii) training of enumerators;
- (ix) overseeing field survey with regular monitoring/overnight visits;
- (x) overseeing data entry/processing;
- (xi) production of descriptive statistics and analysis of results;
- (xii) research report.



8 Issues to keep in mind when doing multiple baseline surveys

Implementing multiple baseline surveys at the same time, is particularly relevant in the TBP context as the TBP is national in scope and usually covers multiple sectors at the same time. For example, under the Nepal TBP, 3 national level baseline surveys were conducted simultaneously in the 3 worst form sectors of child rag-picking, child domestic work and child porters. The main issues that must be kept in mind when conducting multiple baseline surveys that attempt to capture

shifting/migration of child labour from one worst form to another or to capture the simultaneous engagement by a child in more than one worst form of child labour at a time (refer to section 3) are: (a) simultaneity of the surveys (b) comparability of questionnaires and (c) comparability of geographical areas. Of course, it goes without saying that the questionnaires must necessarily be flexible to reflect local realities and sector-specific characteristics.

9 Terms of reference (TOR) for a baseline survey

The purpose of a terms of reference is to clearly document all expectations related to the survey activities. A sample TOR is attached as Annex 1. An effective TOR must address the following elements:

- (a) background and purpose of the baseline survey;
- (b) concepts, definitions of sectors and boundaries;
- (c) proposed sampling methodology for children (including sample frame, sample size, same distribution, geographic scope and stratification);
- (d) proposed sampling instruments;
- (e) proposed methodology/guidelines to reach parents and employers;
- (f) proposed sampling frame for other units of observations (depending upon scope of survey);
- (g) expectations regarding enumerators training, composition of field staff;

- (h) expectations regarding data processing;
- (i) expectations regarding data analysis and report writing (Annex 2);
- (j) specifications for time frame for key activities;
- (k) specifications for realistic budget for each activity; and
- (l) mode of payment.

Sample Questionnaires: Child, Parent and Employer

Further Readings

The following references are highly recommended:

1. Rapid Assessment manual
2. SIMPOC Survey Methodology manual

3. Paper on Survey Data Collection for TBPs (Okutho)
4. C. Edmonds' paper on Ethical considerations when conducting research on Children in the worst forms of child labour, (Geneva, ILO, 2003).

Annex 1

Nepal Time-Bound Programme: Terms of reference for a baseline survey on child porters

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1 Background

The Nepal Time-Bound Programme (TBP) was approved by His Majesty's Government Ministry of Finance on 20 August 2002. Large-scale interventions for the benefit of Nepalese children working in seven selected worst forms of child labour will be launched within a matter of weeks.

As per the Nepal Time-Bound Programme Document, the International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organization (ILO) in Nepal will be undertaking a TBP Baseline Survey. The aim of the TBP Baseline Survey is to establish accurate and verifiable data on each of the seven target groups of the Nepal Time-Bound Programme, in terms of the nature, magnitude, causes and consequences of the worst forms of child labour.

The baseline surveys will cover three out of the seven target groups, namely, child ragpickers, child porters and child domestic labourers. Follow-up surveys will be carried out at a later stage of TBP implementation in order to measure changes in indicators.

1.1 Purpose of the TBP Baseline Survey on Child Porters

Given the previous Rapid Assessment (RA) on child porters in Nepal, which has generated useful information about the target group for the purpose of project design, the TBP Baseline Survey on Child Porters is expected to add value in the following ways:

- (a) It will be based on a probability-based sampling frame where the units for interview are selected according to a known non-zero probability. The major advantage with this method is that it will allow statistical inferences to be made about a larger population (at national, regional or sectoral levels), which in turn can be used for targeting and impact assessment. The primary feature of this statistical exercise is to be able to generate national estimates on the various phenomena of domestic workers, which have statistical validity.
- (b) It is expected that the estimates from the baseline data will provide benchmarks against which change can be measured in the context of the TBP framework. To this end, the baseline survey data will facilitate M&E exercises during and at the end of the project cycle.
- (c) The baseline survey will also capture shifting/migration of child labour from one worst form of child labour to another. Just because the incidence of one worst form of child labour might have reduced this would not be sufficient to imply or infer that the overall incidence of child labour has reduced. There is unfortunately a real possibility that children in domestic work would have migrated into another worst form.
- (d) The TBP Baseline Survey will also capture the engagement by a child labourer in more than one worst forms of child labour at a time.
- (e) Finally, the data collection and measurement of the worst forms of child labour is aimed to contribute to the empirical knowledge base of the sector being studied. The bivariate and multivariate analysis of the baseline data will provide rich information on the determinants of the worst forms of child labour, in order to improve our understanding of this phenomenon.

2 Baseline Survey Methodology

The previous RA on child porters revealed that there are two types of porters in Nepal. One is a short distance porter who can be found in the urban areas of Nepal and they work primarily in market centers and bus parks. The second category of child porter works on the long-distance routes in the rural parts of the country. We will pursue two separate sampling strategies in order to estimate incidence for these two types of worst forms of child labour, since the nature of their work and location of work differs significantly.

2.1 Survey Tools

The baseline survey will have three sets of pre-coded questionnaires: a (i) child questionnaire, a (ii) parent questionnaire and an (iii) employer's questionnaire. The pre-coded, child porter questionnaires will be used to collect information on a variety of modules: demographic and socio-economic background of the children and their families, their educational and health status, current working conditions, hazards of work, past work history, migration patterns and aspirations in life.

If the children engaged in short distance portering are found to live with their families close to work, household-based surveys will be administered to the parents because it will allow us to: (a) estimate the opportunity cost of CL in terms of percentage of contribution of CL income to the household income (b) estimate the supply side of CL in terms of number of children away from home (c) validate child responses with parent responses (d) Since household surveys are origin-based it will allow us to understand the household decision making process amongst other origin-related external factors.

The employers questionnaire will be used if children are willing to reveal who they

sell their services to and if the employers are willing to be interviewed.

As noted earlier, baseline surveys on a national scope will be conducted for three out of the seven WFCL selected under the TBP framework. The questionnaires used in this Baseline Survey will be comparable to the ones used for the two target groups, namely: child domestic workers and child ragpickers. This is essential so that it is possible for us to capture primarily two key trends: (a) the migration of child labour from one worst form to another worst form (b) engagement by a child in more than one WFCL simultaneously.

Further, FGD and key informant interviews will be used to facilitate information seeking, to cross check and verify credible information sources.

2.2 Sampling Frame for Short Distance Child Porters

The sampling universe will be the urban areas of Nepal because short distance child portering is primarily an urban phenomenon. Thus, our sampling areas will be restricted to the urban areas of Nepal and the key sample sites for this target group will include market centers and bus parks. The sampling frame and the distribution of the sample size are shown in Table 1.

The basic sampling frame is going to be stratified into 3 strata - Metropolitan, Sub-metropolitan and Municipalities - on the basis of population. Thus, for the purposes of sampling, Kathmandu metropolitan area with a population of over 500,000 will constitute Strata 1; Sub-metropolitan areas such as Pokhara, Biratnagar, Lalitpur and Birgunj with populations between 100,000 and 500,000 will constitute Strata 2; and 10 municipalities with populations ranging between 50,000 and 100,000 will constitute Strata 3. Please refer to Table

1 below for the spatial distribution of the sampling areas.

Table 1: Stratification of the Sampling Areas

SN	Name of Municipality	Name of District	Population	Strata
1	Kathmandu Metropolis	Kathmandu	671,846	Stratum 1
2	Pokhara Sub-metropolis	Kaski	156,312	Stratum 2
3	Lalitpur Sub-metropolis	Lalitpur	162,991	Stratum 2
4	Mahendranagar	Kanchanpur	80,839	Stratum 3
5	Dhangadhi	Kailali	67,447	Stratum 3
6	Nepalgunj	Banke	57,535	Stratum 3
7	Birendranagar	Surkhet	31,381	Stratum 3
8	Siddharthanagar	Rupandehi	52,569	Stratum 3
9	Butwal	Rupandehi	75,384	Stratum 3
10	Tansen	Palpa	20,431	Stratum 3
11	Baglung	Baglung	20,852	Stratum 3
12	Bharatpur/Narayanghat	Chitwan	89,323	Stratum 3
13	Bhaktapur	Bhaktapur	72,543	Stratum 3
14	Banepa	Kavrepalanchok	15,822	Stratum 3
15	Dhulikhel	Kavrepalanchok	11,521	Stratum 3
16	Hetauda	Makwanpur	68,482	Stratum 3
17	Janakpur	Dhanusha	74,192	Stratum 3
18	Dharan	Sunsari	95,332	Stratum 3
19	Itahari	Sunsari	41,210	Stratum 3
20	Damak	Jhapa	35,009	Stratum 3
21	Dhulabari/Mechinagar	Jhapa	49,060	Stratum 3

For the Baseline Survey, we estimate our sample size on the basis of the previous estimates generated by the RA on child porters. Table 2 below shows the distribution of the sample size, which will allow us to estimate the incidence of porters at the national level.

Table 2: Sample draw for short route child porters

Strata	# of Municipalities in each strata	Sample size per strata	Types of sample sites		Municipalities
			# of children to be interviewed in all Bus Parks	# of children to be interviewed in all Market Centers	
Strata 1	1	300	50	250	Kathmandu
Strata 2	2	150	15	75	Lalitpur
			40	20	Pokhara
Strata 3	18	150	Depends on the inventory of bus parks found in each municipality	Depends on the inventory of market centers found in each municipality	
		600			

As can be seen from the above table, in strata 3, the sample size allocated between bus parks and market centers *per municipality* will be determined depending upon the inventory of bus parks and market centers found in each municipality, thus resulting in proportional sampling distribution.

Within each sampling site however, systematic random sampling will be done per site. Since it is not possible to know a priori the number of sample points that will be found in each site, the sampling strategy will depend upon what is discovered on site. For, example, let's say that in municipality 5, in Strata 3, there is only 1 market center where child porters work and the sampling quota is to interview 15 child porters there. Given that we have no a priori basis to know the values that will be encountered in

that site, we can speculate that one of these scenarios can occur:

- There are less than 15 children, in which case ALL child porters are interviewed.
- There are more than 15 children, say 20 porters. In this case one can use systematic random sampling. An inventory of the porters on site must be made and sampling fraction determined depending upon what is found. Thus, depending upon what one observes empirically in the field, decisions regarding sampling strategy must be made, preserving the principle of sampling that has been agreed upon.

2.3 Sampling Frame for Long Distance Child Porters

It has been determined that there are about 35 primary long-distance routes in

Nepal, which go from the Terai to the Hill areas. Please refer to table 3 for the routes. The long distance routes cover all 5 development zones, namely, the eastern zone, western, central, mid western and far-western zones. Our sampling strategy will be cluster based where each cluster refers to a long-distance route. We will define "flow" as the number of child porters passing through a market center on each route per day. The flow can be up (south to north) or down (north to south). On the basis of the previous RA estimates which cite approx. 10-12 children per day on average as the flow, we have determined our sample size to be 400 for this target group. Our sampling strategy for long-distance portering will be as follows:

of child porters sampled = $1/t * (400 / \# \text{ of routes}) * \# \text{ of days enumerators are positioned}$

Where $1/t$ (which is the sampling fraction) will be a function of (a) flow (b) direction of porters (up or down) and (c) the number of days enumerators are positioned. Note that the sampling fraction, $1/t$, will be a higher fraction for porters going up. Although we know that we will sample approximately 35 long distance routes, the final number of routes will be conditional on the security situation in Nepal. As noted earlier, the sample coverage might be affected depending upon the security status at the time of the survey.

Table 3: Proposed Sample Sites/Routes of Long Distance Child Portering Survey

Serial No.	Market Centers	Corridors and Destinations
Eastern Region		
1	Illam	Illam, Panchthar and Taplejung
2	Dharan-Dhankutta	Dhankutta, Terathum and Sankhuwasabha
3	Madhumalla/Letang	Illam, Dhankutta
4	Dhankuta/Hile	Hile, Bhojpur
5	Dharan-Chatara	Chatara, Bhojpur
6	Chatara	Chatara, Tumlingtar, Khanbaree
7	Beltar	Beltar, Bhojpur
8	Beltar	Beltar, Khotang, Diktel
9	Gaighat	Gaighat, Khotang, Diktel, Ainselukharka
10	Murkuchee	Murkuchee-Diktel, Halensi, Ainselukharka
11	Katari	Katari-Halensi, Diktel, Ainselukharka
12	Katari	Katari-Okhaldhunga, Solukhumbu
East to Central region		
13	Katari	Katari-Sindhuli, Ramechhan
Central region		
14	Sindhuli, Bardibas	Sindhuli, Ramechhan, Dolkha, Charikot
15	Hetaunda	Makwanpur
16	Chitwan	
17	Chautara	Chautara-Melamchi
18	Dolakha, Jiri	Jiri-Ramechhap, Sindhuli
19	Dhunche, Rasuwa	Rasuwa
Central to East		
20	Dolakha, Jiri	Jiri-Solukhumbu, Okhaldhunga
Western region		
21	Dumre	Dumre-Luintel Bhanjang
22	Tansen-Ridi	Ridi-Dhorpatan
23	Sandhikharka	Sandhikharka-Baglung, Beni
24	Baglung-Beni	Baglung-Beni, Dhorpatan
25	Baglung-Beni	Baglung-Beni, Tatopani, Jomsom, Mustang
26	Pyuthan	Pyuthan-Dhorpatan
27	Libang	Libang-Musikot, Jumlikhalanga
28	Salyang/Sitalpati	Salyang/Sitalpati-Chaurjhari, Jajarkot, Dolpa
29	Salyang/Sitalpati	Salyang/Sitalpati-Dillikot, Dailekh, Nagma
30	Dailekh	Dailekh-Jajarkot, Mangalsen
31	Chisapani/Karnali	Chisapani/Karnali-Kalikot, Jumla
32	Chhinchu/Surkhet	Dailekh, Jajarkot, Jumla
33	Surkhet	Surkhet, Doti
34	Dipayal/Doti	Bajhang, Achham, Darchula, Baitadi
35	Mahendranagar	Mahendranagar, Dadeldhura

2.4 Sampling Frame for Employers and Parents

Since it is not known *a priori* the number of parents and resellers we are likely to encounter, it has been agreed that a *census* of resellers and parents will be done. It is sufficient if the sample size

for *each* of these two subgroups of the population is a minimum of 10 percent of the sample size of child porters. It has been recognized that operational constraints (due to Maoist insurgency) may affect sampling coverage thus affecting the final sample size.

3 Core Research Team, Field Persons and training

The core research team will consist of 6 persons: one project director, one technical consultant cum statistician, two project coordinators (one each for long distance and short distance child portering) and two research associates. At the field operation level a total of 18 enumerators with demonstrated previous experiences in researching worstforms of child labour will be hired and trained.

All team members including project director and co-directors will participate directly in actual field operations at different levels. The enumerators will be hired from those who have been involved in Rapid Assessment field operations before. Priority will be given to qualified and well-motivated female candidates.

One week training workshop will be organised upon hiring of the enumerators in Kathmandu. Resource persons for

training will be core team members. Expertise from external working partners shall be utilised in order to minimize *non-sampling errors*.

3.1 Collaboration with External Partners and Data Users

The following will be the external partners:

- NGOs directly working for the welfare of porters in general and child porters in particular;
- adult porters organizations;
- municipalities and ward offices of municipalities.

Their expertise and experiences will be utilised in relevant/different stages of the survey process. Such external partners shall be key informants and means of data validation.

4 Data Processing and Outputs to be Submitted

Data will be processed in either SPSS or in STATA. Two kinds of outputs will be submitted in electronic format and the outputs to be submitted are:

- (i) Production of tables based on the analysis of the primary survey data and based on the sample tabulation plans provided by ILO-IPEC, including a Report that follows the guidelines specified in Annex 2;
- (ii) the programming log files in SPSS or STATA that generated the analysis.

The research findings will be disseminated widely and will be made easily accessible for policymaking. The Research Institute will present the findings at a seminar or formal meeting to be organized by the ILO/IPEC. The research process and methods employed will be documented to set the standard for good practice not just for sampling and methodological issues but also for process issues associated with such an undertaking.

5 Time-frame

The timetable for implementation is as follows and the following items are recommended to be considered in the planning. It is worthy to acknowledge that survey activities are time-consuming, rigorous and iterative in nature. It is to everyone's advantage that substantial time is allocated.

6 Proposed Budget

The budget must be realistic in that it must reflect the complexity of the survey process. The following items of

the budget are recommended to be considered.

Table 5: Estimated Budget

SN	Activities	From	To	Total Days
1	Field Personnel Recruitment and Training			
	- Selection of enumerators			
	- Training of enumerators			
	- Pre-test and field training			
	- Feedback session			
	- Questionnaire finalization			
2	Questionnaire translation, printing and preparation for field			
3	Field operation			
4	First Report at conclusion of field/survey operations			
5	Data entry, cleaning, table generating			
6	Second Report writing based on the findings			
7	Final Report submission			
	Total Working Days			

S.N	Item/Designation	Person	Rate (Month/Day)	Duration (Month/Day)	Total (in US \$)
Allowances for Core Research Team					
1	Project Director				
2	Technical Consultant (Statistician)				
2	Co-Directors (Long Distance)				
3	Co-Directors (Short Distance)				
3	Team Members				
Sub Total					
Field Allowances/Expenses (Enumerators)					
4	Enumerators				
5	Training				
6	Field Incentives				
Sub Total					
Travel Fare					
8	Travel for Enumerators				
9	Travel Team members				
10	Travel Co-Director				
Sub total					
Data Management					
11	Data Programmer (Editing, Cleaning and Consistency Check)				
12	Data Entry				
13	Qualitative Data Processors				
Sub Total					
Accounts and Administration					
14	Administrative Services including logistic support				

Printings and Stationary				
14	Questionnaire Printing			
15	Stationary Supplies			
Sub Total				
16. Grand Total (in US \$)				

The mode of payment will be as follows:

- (i) Thirty percent (30%) advance will be released upon completion of preparatory activities, which will include the following: (a) submission of detailed work plan which includes timetable for data collection, data cleaning, generation of tables and report writing; (b) preparing draft questionnaire; (c) preparing enumerator's training manual; (d) field-testing questionnaires in order to finalize questionnaires; (e) prepare dummy tabulation plans.
- (ii) Fifty percent (50%) will be released after data-collection and survey activities have ended, and the draft research report is submitted and accepted.
- (iii) The last installment of twenty percent (20%) will be released after submission of the final research report to the satisfaction of the ILO. Please be advised that rigorous iterations might be required in order to revise the draft report in order to produce the final acceptable research report.

ANNEX 2

The Nepal Time-Bound Programme: guidelines for data analysis

It is expected that the report shall include the following components:

- The report shall contain information on the labour market dynamics that are pertinent to Nepal in order to understand the adult labour market dynamics in Nepal, such as the substitution of adult labour by child labour, minimum wage etc. in order to put the situation of child-porters in context.
- The research institution will have obtained up-dated data sets on the overall child population and working children in Nepal, and will use this information to contextualize the findings of the TBP Baseline in the research reports.
- Bi-variate profiles generated from the baseline survey data will be provided. Descriptive statistics or summary statistics, module by module, question by question, will also be provided. Summary statistics refer to minimum and maximum values, sample means, (conditional or unconditional means), cross-tabulations etc. Measures of dispersion, such as standard deviation and/or variance will be presented.
- Statistics on child labour will be disaggregated by gender and older/younger ages.
- Necessary variables will be created such as household size, average age of child surveyed (by boy and girl child), economic dependency ratio.
- Special attention will be paid to skip patterns of questions which would have an implication on the numbers of respondents who satisfy a particular condition, thus having a further implication on the type of means to be generated.
- Wherever possible, the data will be presented in percentages and wherever possible, distribution of the variable will be presented for all the variables. For example, by distribution of a variable, what is meant is the range of values of that variable, along with its relative frequencies of occurrence. In this case the relative frequencies will sum up to 1.
- Simple correlations of pairs of variables that have an economic relationship will be presented.
- Cross validation between children's responses and parent responses will be done. Thus, responses by the child will be checked against the response from the parent, for questions that are the same. It would be interesting to see the level of consistency between children's responses and parents' responses.
- Description of the data and observations made during or after data entry and processing must be reported. Information on missing data, invalid data, omitted variables etc., will be mentioned in a section of the report titled "Limitations of the Data". If sample size has been affected (due to missing data, or Maoist insurgency etc), the implication of that must be included in the report as well.

Annex 3

Time-Bound Programme Nepal: Questionnaires

Annex 3.1 Parent survey for child porters in Nepal

PARENT SURVEY FOR CHILD PORTERS IN NEPAL
(Parent/household head respondent)

Greetings! My name is _____ and I am working as an interviewer for a research institution that is undertaking a study on children and other young people who are working in the porters sector. The results of the study will be used for possible interventions among the children/young people and their families. In order to determine what may be appropriate interventions, we are looking into the children's/ young people's living conditions, the nature of their work, their educational levels, and their life goals and aspirations.

We have a number of questions that we would like to ask you but please be assured that your responses will be treated in complete confidence. The interview will take approximately 1 to 1 ½ hours during which time we will be noting down your answers. Would you have the time to help us with our study?

Times visited for interview

Particulars	1	2	3
Date			
Results [see code below]			
Date for next visit			

Code for Results

1=questionnaire completed	3=child refused to respond
2=questionnaire partly completed	4=domain not found

Questionnaire edited by

	Supervisor	Office	Data entry personnel
Name			
Signature			
Date			

Serial No. of Survey:

Survey Site Information

A. Enumerator ID	B. Name of enumerator	C. Date of interview			D. District of interview (Eg: Kathmandu)
		day	month	year	

E. Ward No.	F. Place of Interview (Eg: Kathmandu)	G. Location of interview (Eg: Teku)	H. Type of Location (Eg: Market Center)

For long distance porters only:

I. Time of interview: 1=on a market day (or <i>haat</i> day) 2=on a non-market day	J. Direction of flow 1=From nodal center to next point (up) 2= Towards nodal center (down)

Code for D	Code for E	Code for F	Codes for H
1=Kathmandu	Please put in codes for relevant wards.	1=Kathmandu Metropolis	1=Market center
2=Kaski		2=Pokhara Sub-metropolis	2=Bus Park
3=Parsa		3=Birgunj	
4=Lalitpur		4=Lalitpur Sub-metropolis	
5=Morang		5=Biratnagar Sub-metropolis	
6=Kanchanpur		6=Mahendranagar	
7=Kailali		7=Dhangadhi	
8=Banke		8=Nepalgunj	
9=Kapilbastu		9=Siddharthanagar	
10=Rupandehi		10=Butwal	
11=Dhanusha		11=Janakpur	
12=Chitwan		12=Bharatpur	
13=Bhaktapur		13=Bhaktapur	
14=Makwanpur		14=Hetauda	
15=Sunsari		15=Dharan	

1. DEMOGRAPHIC DATA about the child's family

Ask PARENT (or head of household) about ALL LIVING family members who are resident with them. The respondent ID from previous page must match the member ID on this page.

Member ID	1.1 Name of Family Member	1.2 Sex 1=M 0=F	1.3 Age	1.4 Primary occupation of each household member [USE CODE]	1.5 Do you consider this member to be a dependent? i.e. not economically active or disabled. [USE CODE]	1.6 Relationship of each household member to the child [USE CODE]	1.7 Education level of each household member including the respondents. [USE CODE]	1.8 If in school now, please ask where? [USE CODE]	1.9 Indicate for each family member who has a birth certificate and who doesn't?

<p>Code for Q. 1.4</p> <p>0=not employed 1=working in agricultural labour 2=working in non-agricultural labour 3=portering 4=school full time 5=school full time (work part time) 6=in school part time (work full time) 7=in school part time (work part time) 8= not in school (work full time) 9=too young to be in school or employed 10=homemaker 11=cannot work/ disabled 12=small business 13=others, specify</p>	<p>Code for Q. 1.5</p> <p>1= dependent 2 = otherwise/ not dependent</p>	<p>Code for Q. 1.7</p> <p>1= no formal education, but cannot read and write 2=no formal education, but can read and write 3=Pre-School 4=Primary School (Grade 1 to 6) 5=Lower-Secondary School (Grade 7 to 9) 6=Upper-Secondary School (Grade 10 to 12) 7=Technical Education and Vocational Training 8=Too young to be in school 9=Others, specify</p>	
	<p>Codes for Q. 1.6</p> <p>1=father 2=mother 3=sibling 4=grandparent 5=other relatives 6=others, specify 99=child interviewed</p>	<p>Code for Q.1.8</p> <p>0=not in school 1=in village 2=in nearby villages 3=in the urban area 4=others, specify</p>	<p>Code for Q. 1.9</p> <p>1=has a birth certificate 2=does not have a birth certificate</p>

Serial No. of Survey:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

2. Ask parent or head of household about the following:

Respo-ndent ID	2.1 What is the family's main source of income? [USE CODE]	2.2 Who earns this main source of income for the family? [USE CODE]	2.2a In general, what is the average income per month of each family member on the income-earning activity?	2.3 Total family Income per month in Nepali Rupees	2.4 Do you think this is a sufficient amount to support your family (yes/no)? [USE CODE]	2.5 Are you a migrant family (yes/no)? [USE CODE] IF NO, GO TO Q2.8.	2.6 If yes to Q.2.5, why are you migrating? [USE CODE]	2.7 If yes to Q. 2.5, what is your home district and province?	2.8 Are you divorced or separated? [USE CODE] This question tries to capture whether this is a single parent household

<p>Code for Q. 2.1</p> <p>1=Portering 2=Domestic worker (servant) 3=Begging 4=non-agricultural work 5= agricultural work 6=Small trader 8=Others, specify</p>	<p>9= ragpicking</p>	<p>Code for Q. 2.2</p> <p>1= Children 2= Father 3= Mother 4= Grandparents 5= Others, specify</p>	<p>Code for Q. 2.6</p> <p>1=political reasons 2= economic hardships in home village 3= Others, specify</p>	<p>Code for Q. 2.8</p> <p>0=No 1=Yes 2= I am single</p>
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3. REASONS FOR CHILD/CHILDREN WORKING

3.1 Are you happy with your child/children working (yes/no)? [USE CODE]	3.2 Why, if yes? Why, if no? List reasons. [USE CODE]

<p>Code for Q. 3.2 (if Yes)</p> <p>1=Family needs more income 2=Child has reached working age 3=Parents cannot pay for child's education 4=Child does not want to go to school</p>	<p>5=Child gets a meal there 6=Parents are not interested in sending child to school because quality is bad 7=school is too far, so better off to work 8=Others, specify</p>	<p>Code for Q. 3.2 (if No)</p> <p>1= Children should be at school, but school is too far 2=child should be at school but I cannot afford expenses 3=child should be at school but school is of poor quality 4= Children should stay at home and look after their younger siblings 5= Others, specify</p>
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4. Parents' opinion about the WORKING CONDITIONS faced by their children, in ragpicking

	Heat/ exposure to sun [USE CODE]	Amount of time per day for rest. [USE CODE]	Amount of drinking water available at work place [USE CODE]	Condition of work places [USE CODE]	Difficulty of the work [USE CODE]	Amount of hours worked per day.	What part of the day does child work? 1=morning 2=afternoon 3=evening	Amount of days worked per week.

<p>Code for Q. 4</p> <p>1=Bad 2 = Fair 3 = Good</p>
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Serial No. of Survey:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

5. Parents perception about:

	5.1 Employer treatment of child. [USE CODE]	5.2 Wages received by child. [USE CODE]	5.3 Health risks faced by child. [USE CODE]	5.4 How tired the child is due to work? [USE CODE]	5.5 Do you think that the current working situation is acceptable for the child/ children? If Yes , ask why? If No ask why? [USE CODE]	5.6 What condition/s would allow the child to stop working? List in order of importance. <i>[Allow multiple responses]</i>
Working Child 1						

Code for 5.1 1=Harsh 2=Moderate 3=Good	Code for 5.2 1=Low 2=Moderate 3=High	Code for 5.3 1=Low risk 2=Moderate risk 3=High risk	Code for 5.4 1=Very tired 2=Moderate tired 3=not very tired	Code for 5.5 If YES : 1= Need additional income 2= Work conditions not abusive 3= Others If NO : 5= Bad for health 6= Can't go to school 7= Others	Code for Q. 5.6 1=Enough income for family 2=Enough money for child's education 3=Enough land for farming 4=Enough money for medical/health care 5=Schools closer to home/workplace 6=Better quality schools 7=others
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6. Access to assets and services:

6.1 Where do you live?	6.2 Who provides housing? [USE CODE]	6.3 Do you share housing with others (yes/no)?	6.4 Do you own land in your village of origin? <i>1=no 2=yes, < 1 acre 3=yes, 1-2 acres 4=yes, 2-3 acres 5=yes, 3-4 acres</i>	(6.4a) Do you own home in your own village (1=yes/2=no)? <i>[If yes, go to Q. 6.4b] [If no, go to Q.6.4 c]</i>	(6.4b) How would you rate quality of housing here compared to your own home in your village? [USE CODE]	(6.4c) How would you rate the quality of this housing objectively (keep in mind space, privacy, roofs, walls, latrines etc)? [USE CODE]	6.5 Do you own any other assets? <i>[Allow multiple responses]</i>	6.6 Do you have access to drinking water? [USE CODE]	6.7 What is your source of cooking fuel? [USE CODE]	6.8 Do you have electricity? [USE CODE]	6.9 Do you have access to medical centers? ASK WHERE IF YES [USE CODE]	6.10 What sort of social/community safety nets do you have access to?

Code for Q. 6.1	Code for Q. 6.2	Code for Q. 6.3	Code for Q. 6.4b	Code for Q. 6.4c	Code for Q. 6.5	Code for 6.6	Code for 6.7	Code for 6.9	Code for 6.10
1=at the bus park 2=at the market center 3=slum (or baste) <i>(or baste)</i> 4=in rented room 5=others	1=employer (thus free) 2=rented 3=we own it	1=yes (with relatives) 2=yes (with other porters) 3=yes (with friends) 4=no	1=Better than my own house 2=same as own house 3=worse than own house	1=poor 2=fair 3=good	0=no assets 1=TV 2=radio 3=jewellery 4=VCR 5= bicycles 6=fans 7=agricultural equipment 8=animals, specify 9=trees 10=combination of above, specify 11=others, specify	0=No access to drinking water 1= At own house 2=Nearby house 3=In slum I live in 4=in Nearby slum 5=Others, specify	1= gas 2=electric 3=firewood 4=charcoal 5=others, specify	0=No access to medical centers 1=Nearby pharmacies 2=Pharmacies at the market 3=Hospital in city 4=Others, specify	1=no access 2=micro credit 3=community savings program 4=others

7. EDUCATIONAL AND LIFE ASPIRATIONS for their children who are working

	7.1 (a) Would the child/children have to stop working if they wanted to go/ to continue with schooling (1=yes/2=no)?	7.1 (b) Provide reason. [USE CODE]	7.2 What level of education do you want your child to have, if child currently attending school? [USE CODE]	7.3 What kind of training/informal education do you want your child to have, if child is not in formal school? [USE CODE]	7.4 How important do you think education is for your child's/ children's future? [USE CODE]	7.5 What do you wish your child or children to do when older? [USE CODE]
Working Child 1						

<i>Code for Q. 7.1 (b)</i>	<i>Code for Q. 7.2</i>	<i>Code for Q. 7.3</i>	<i>Code for Q. 7.4</i>	<i>Code for Q. 7.5</i>
<p>If yes:</p> <p>1=work hours are long, so child is tired</p> <p>2=school is far from dumpsite</p> <p>3=school is far from home</p> <p>4=others, specify</p> <p>If no:</p> <p>5=economic hardship</p> <p>6=primary income earner is disabled</p> <p>7=school fees too high</p> <p>8=others, specify</p>	<p>0=does not like child to study</p> <p>1=Pre-School</p> <p>2=Primary School (Grade 1 to 6)</p> <p>3=Lower-Secondary School (Grade 7 to 9)</p> <p>4=Upper-Secondary School (Grade 10 to 12)</p> <p>5=Technical Education and Vocational Training</p> <p>6=Universities/Institutions</p> <p>7=Others, specify</p>	<p>1=bicycle repairing</p> <p>2=machine (engine, TV, radio, etc) repairing</p> <p>3=carpentry</p> <p>4=sewing</p> <p>5=Animal raising</p> <p>6=Agriculture training</p> <p>7=Others, specify</p> <p>8=Combination, specify</p>	<p>1=not so important</p> <p>2=somewhat important</p> <p>3=very important</p>	<p>1= Work on farm</p> <p>2=construction worker</p> <p>3=Have own business</p> <p>4=Others, specify</p>

Annex 3.2

Baseline Survey on Child Porters, Nepal, 2002

Child Questionnaire
 To be asked to children (5-17 years of age) working as Porters (Short and Long route)

Greetings! My name is and I am working as an interviewer for an institution which is undertaking a study on Child Porters. The results of the study will be used for possible interventions among the children people and their families. In order to determine what may be appropriate interventions, we are looking into the children's living conditions, the nature of their work, their educational levels, and their life goals and aspirations.

We have a number of questions that we would like to ask you but please be assured that your responses will be treated in complete confidence. The interview will take approximately half an hour to one hour during which time we will be noting down your answers. Would you have the time to help us with our study?

Times visited for interview

Particulars	1	2	3
Date			
Results [see code below]			
Date for next visit			

Code for Results

1=questionnaire completed	3=child refused to respond
2=questionnaire partly completed	4=domain not found

Questionnaire edited by

	Supervisor	Office	Data entry personnel
Name			
Signature			
Date			

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Survey Site Information

A. Enumerator ID	B. Name of enumerator	C. Date of interview			D. District of interview (Eg: Kathmandu)
		day	month	year	

E. Ward No.	F. Place of Interview (Eg: Kathmandu)	G. Location of interview (Eg: Teku)	H. Type of Location (Eg: Market Center)

For long distance porters only:

I. Time of interview: 1=on a market day (or <i>haat</i> day) 2=on a non-market day	J. Direction of flow 1=From nodal center to next point (up) 2= Towards nodal center (down)

Code for D	Code for E	Code for F	Codes for H
1=Kathmandu	Please put in codes for relevant wards.	1=Kathmandu Metropolis	1=Market center 2=Bus Park
2=Kaski		2=Pokhara Sub-metropolis	
3=Lalitpur		3=Lalitpur Sub-metropolis	
4=Kanchanpur		4=Mahendranagar	
5=Kailali		5=Dhangadhi	
6=Banke		6=Nepalgunj	
7=Surkhet		7=Birendranagar	
8=Rupandehi		8=Siddharthanagar	
		9=Butwal	
9=Palpa		10=Tansen	
10=Baglung		11=Baglung	
11=Chitwan		12=Bharatpur/Narayanghat	
12=Bhaktapur		13=Bhaktapur	
13=Kavrepalanchok		14=Banepa	
		15=Dhulikhel	

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

14=Makwanpur		16=Hetauda	
15=Dhanusha		17=Janakpur	
16=Sunsari		18=Dharan	
17=Sunsari		19=Itahari	
18=Jhapa		20=Damak	
		21=Dhulabari/Mechinagar	

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

SECTION I: FAMILY INFORMATION

[PLEASE LIST INFORMATION OF ALL IMMEDIATE FAMILY MEMBERS WHETHER OR NOT THE CHILD IS LIVING WITH THEM]

Q. 1.1 Member ID	Q. 1.2 Name of Family Member	Q. 1.3 Relationship to Respondent	Q. 1.4 Sex (1=male) (2=female)	Q. 1.5 Age (in completed years)	Q. 1.6 Status of employment of each household member	Q. 1.7 Education level of each household member including the respondent
01						
02						
03						
04						
05						
06						
07						

Codes for Q. 1.3	Code for Q. 1.6	Code for Q. 1.7
1=Father/mother	0=not employed	1= no formal education, but cannot read and write
2=Stepfather/mother	1=working in agricultural labour	2=no formal education, but can read and write
3=Brother/sisters	2=working in non-agricultural labour	3=Pre-School
4=Grandparents	3=porter	4=Primary School (Grade 1 to 6)
5=Uncle/aunts	4=school full time	5=Lower-Secondary School (Grade 7 to 9)
6=Others	5=school full time (work part time)	6=Upper-Secondary School (Grade 10 to 12)
7=Self	6=in school part time (work full time)	7=Technical Education and Vocational Training
	7=in school part time (work part time)	8= Too young to be in school
	8= not in school (work full time)	9=Others, specify
	9=too young to be in school or employed	
	10=homemaker	
	11=cannot work/ disabled	
	12=own small business	
	13=others, specify	

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section II: Place of Origin & Current Living Situation (this section is for ALL Child porters)

Child ID	2.1 Where is your origin? <i>(please write name of place)</i>	2.2 At origin, do you have a permanent home (1=yes) (2=no)?	Q. 2.3 Does your family own farm land in your village of origin (1=yes) 2=no)?	Q. 2.4 Why did you leave your original home?	Q. 2.5 With whom?	Q. 2.6 What is the main work done by your family to make a living in your village of origin?	Q. 2.7 Are your parents alive? 1=both alive 2=both dead 3=mother alive, father dead 4=mother dead, father alive	Q. 2.8 Do you live with them now (1=yes) (2=no)?	Q. 2.9 If yes, where do you live with them now?	Q. 2.10 If you don't live with your parents, where do you live?	Q. 2.11 If you don't live with your parents, are there others living with you now?

Code for Q. 2.1	Code for Q. 2.4	Code for Q. 2.5	Code for Q. 2.6	Code for Q. 2.9	Code for Q. 2.10	Code for Q. 2.11
1=Hill, Nepal 2=Terai, Nepal 3=India	1=poverty/hunger 2=because of step-father/mother 3=no one to look after me 4=father/mother coming here 5= I ran away 6= there was abuse 7= parents sent me away 8= a relative brought me here 9= came with friends 10= came to earn income 11=others	1=with parents 2=with siblings 3=with brokers 4=came alone with consent of parents 5=came alone without consent of parents 6=came with friends with consent of parents 7=came with friends without consent of parents 8=others	1=own/subsistence farming 2=agricultural wage laborer 3=non-agricultural-wage laborer 4=small business 5=nothing 6=others	1=own house, in a slum 2=rented house, in a slum 3=street 4=bus park 5=market center	1=on the street 2=under a bridge 3=temple/stupa 4=employer provided accomodation 5=in the bus park 6=in the market place 7=in a rented room	1=none 2=family members 3=friends 4=fellow porters

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section III: Personal Information (this section is for ALL Child porters)

Child Id	Q. 3.1 what is your mother tongue ?	Q. 3.2 What is your caste/ethnicity?	Q. 3.3 Which documents do you have, if any ? <i>[USE CODE]</i>	Q. 3.4 If not, how do you know how old you are?	Q. 3.5 Can you read? (1=yes) (2=no) <i>[Please ask them to read this Nepali questionnaire in order to verify that they can actually read!]</i>	Q. 3.6 Can you write? (1=yes) (2=no) <i>[Please verify that they can write by making them write a sentence or two in Nepali]</i>	Q. 3.7 Are you currently attending formal or informal school? (1=yes, formal) (2=yes, informal) (3=no) <i>If no, go to Q. 3.9</i>	Q. 3.8 If yes, which class are you in?	Q. 3.9 Why not? Provide reason.	Q. 3.10 Have you ever attended formal or informal school? (1=yes, formal) (2=yes, informal) (3=no) <i>(If yes, go to Q.3.11. If no, go to Q. 3.12)</i>	Q. 3.11 If yes, which class have you completed?	Q. 3.12 Why not? Give reason

Code for Q. 3.1 1=Nepali 2=Newari 3=Magar 4=Gurung 5=Tharu 6=Hindi	Code for Q. 3.2 1=Brahmin 2= 3= please fill in as appropriate	Code for Q. 3.3 1=birth certificate 2=citizenship card 3=Neither 4=both	Code for Q. 3.4 1= Guess 2=Know from parents 3= Know from family members 4= Know from schools 5= Know from others 6= Not so sure about age	Code for Q.3.9 and Q.3.12 1=cannot afford 2=because of work 3=parents did not send 4=school is too far 5=because of failing 6=others (specify)
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Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section IV: Current Work History and conditions (ask ALL child porters)

Child Id	Q. 4.1 Do you work as a short or long route porter? (1=short route) (2=long route)	Q. 4.2 Where do you work mainly ?	Q. (4.2a) How many different portering sites do you work at per day or per week?	Q. 4.3a What is the maximum load you have to carry on your trip (in kgs)?	Q. 4.3b What is the average load you have to carry on your trip (in kgs)?	Q.4.4 What kinds of items do you have to carry on each trip? <i>(Allow multiple responses)</i>	Q. 4.5 On average, what duration is approx. each trip before you get to unload? <i>(this is strictly for short route porters)?</i>	Q. 4.6 How many trips/day would you say you make on average? <i>(this is strictly for short route porters)?</i>	Q. 4.7 For how many hours at a time do you have to carry this load, on average before you can rest? <i>(this is strictly for long distance porters)?</i>	Q. 4.8 Do you get breaks in a trip from carrying this load (1=yes/2=no)? <i>(this is strictly for long distance porters)?</i>	Q. 4.9 How many times do you get breaks? <i>(this is strictly for long distance porters)?</i>
			Day week								

Code for Q. 4.2 For short route porters: 1=market center 2=bus park For long route porters: Please put the route number ranging between route 1 and route 35	Code for Q. 4.4 For short route porters: 1=sack of potatoes 2= 3= For long route porters: 4= 5= 6= 7=	Code for Q. 4.5 For short route porters: 1=less than 5 minutes 2=less than 10 minutes 3=less than half and hour	Code for Q. 4.7 1=about 1 hour 2=about 2 hours 3=more than 2 hours
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Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section IV: Current Work History and conditions (ask all child porters)

Child Id	Q. 4.10 From where do you take this load (ie where is your point of origin)?	Q. 4.11 Upto which point do you have to transport this (ie where is your destination)?	Q. 4.12 When do you start (AM/PM)?		Q.(4.12a) Would you say that you have some leisure time during the day (yes/no)?	Q. 4.13 How many days a week do you work as a porter?	Q. 4.14 On what basis do you get paid?	Q. 4.15 Do you carry the load alone or do you share carrying the load? 1=alone 2-share	Q. (4.15a) If you share the load, do you share the payment (1=yes/2=no)?	Q. 4.16 What is the maximum that you earn in a day (in Rs)?	Q. 4.17 Which months do you work as a porter? List ALL months mentioned
			Start	End							

Code for Q. 4.10	Code for Q. 4.11	Code for Q. 4.14	Code for Q. 4.17
For short route porters: 1=market center 2=bus park For long route porters: Please write origin and destination as mentioned	For short route porters: 1=to another market center 2=to a house 3=to a restaurant 4=to a taxi, truck, van etc For long route porters: Please write origin and destination as mentioned	For short route porters: 1=Daily wage, irrespective of load 2=On Kg basis 3=On a trip basis 4=Others For long route porters: 5=Per trip 6=Amount of load per trip completed 7=Fixed rate in Rupees 8=On Kg basis/dhami	1=Jan 2=Feb 3=March 4=April 5=May 6=June 7=July 8=August 9=September 10=Oct 11=Nov 12=Dec 13=All year

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section IV: Current Work History and conditions (ask all child porters)

Child ID	Q. 4.18 How much do you earn in total from ALL the months of portering work (in Rs)?	Q. 4.19 What do you do with your income? List all options If one of the answers is 3, ask Q.4.20 .	Q. 4.20 What percent of your income do you give to your family? [INDICATE PERCENT 0% to 100%]	Q.4.21 How long have you worked as a porter?			Q. 4.22 Do you know how many kids work here as porters like you do? (1=yes; 2=no)	Q. 4.23 If yes, how many?	Q. 4.24 Where did you work before you worked as a porter?	Q. 4.25 Why did you change to porter?	Q 4.26 At what age did you start working as a porter?
				days	years	months					

Code for Q. 4.19

- 1=Pay rent
- 2=pay for school fees, books, uniforms
- 3=give to parents/family
- 4=pay some back to employer
- 5=keep some for pocket money (to spend on cigarettes, buy marbles, buy sniffing glue etc)
- 6=pay debts (besides employer)
- 7=food
- 8=clothing
- 9=others, specify

Code for Q. 4.24

- 1=did not work before
- 2=child domestic worker
- 3=porter
- 4=beggar
- 5=carpet factories
- 6=agricultural worker in my home village
- 7=construction worker
- 8=ragpicking

Code for Q. 4.25

- 1=low remuneration in previous job
- 2=punishment/harassment
- 3=not allowed to go to school
- 4=insufficient food
- 5=fired by employer
- 6=others, specify

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section IV: Current Work History and conditions continued.....

Child ID	Q. 4.27 Who put you into this work?	Q. 4.28 What other types of work do you do, in addition to portering work? <i>(Allow multiple responses)</i>			Q. 4.27 Are you portering because your parents have taken a loan (yes/no) ?	Q. 4.28 Does your employer treat you well (yes/no)?	Q. 4.29 Who gives or arranges food for you at work? 1=on my own 2=employer provides	Q. 4.30 Are you indebted to your employer (yes/no)?
		a	b	c				

Section V: Past Work History of Child

Child Id	Q. 5.1 How old were you when you first started working?	Q. 5.2 What was your first job?	Q. 5.3 Did you have to stop school in order to start work (yes/no)?	Q. 5.4 Who put you to work the first time?	Q. 5.5 Why did you have to start work?

Code for Q.4.27	Code for Q.4. 28	Code for Q. 5.2	Code for Q. 5.4	Code for Q. 5.5
1=parents 2=relatives 3=self 4=friends 5=others (specify)	1=Go home to do agricultural work 2=Child domestic worker 3=Ragpicking 4=beggar 5=carpet factories 6=drug peddling 8=non-ag worker 9=others	1=portering 2=child domestic worker 3=ragpicking 4=begging 5=carpet 6=agricultural worker 7=non-agricultural worker	1=no one, self 2=parents 3=relatives 4=friends 5=others	1=parents had a debt 2=family needed more income 3=I was sold 4=I ran away 5=others

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section VI: Personal Behavior (this is for ALL child porters)

Child ID	Q. 6.8 Reasons you were in custody?	Q. 6.9 Who do you fear most?	Q. 6.10 Where do you spend your free time mostly?	Q. 6.11 Why do you spend your free time there?	Q. (6.11a) What do you do in your free time during the day/week when you are not portering?	Q. 6.12 Do you sniff glue (yes/no)?	Q. 6.13 How many people do you share with?	Q. 6.14 What is the brand and price?	
								brand	price

Codes for Q.6.9	Code for Q. 6.10	Code for Q. 6.11	Code for Q. (6.11a)
1=police 2=drunkards 3=pimps 4=drug pedalers 5=dogs 6=big boys 7=other (specify)	1=shelter 2=temple/stupa 3=tourist areas 4=market center 5=bus park 6=nowhere, at home	1=there are other kids there 2=I can make money 3=I eat there 4=I sleep there 5=I play there 6=help with household work	1=play 2=begging 3=drug pedaling 4=cinema 5=watch TV 6=help with household work 7=school 8=help parents with agricultural work 9=help parents with non-agricultural work

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section VII: Health Hazards at work (this is for ALL child porters)

Child ID	Q. 7.1 Have you ever been sick during the work (yes/no)?	Q. 7.2 If yes, how long ago was it, when you became sick or injured?		Q. (7.2a) Are you still sick (yes/no)?	Q. 7.3 What type of illness or injury?	Q. 7.4 Was a medical professional consulted for the illness or injury? 1=yes 2=no <i>(if no, go to Q. 7.7)</i>	Q.7.5 Who was consulted?	Q.7.6. Could you afford the expenses (1=yes; 2=no)	Q 7.7 Why did you not consult?	Q. 7.8 Do you wear any protection while working? If yes, which ones? [USE CODE]
		How many days ago	How many months ago							

<p>Code for Q.7.3</p> <p>1= Back pain due to heavy load 2=respiratory problem 3=fever 4=skin disease 5=TB 6= water borne disease 7=intestinal disease 8=fractures from heavy load 9=headache 10=cough 11=stomach pain 12=cuts/wounds 13=other (specify)</p>	<p>Codes for Q.7.5</p> <p>1=doctor 2=person in the shop 3=nurse 4=homeopath 5=traditional healer 6=other (specify)</p>	<p>Code for Q. 7.7</p> <p>1=lack of money 2=no health post nearby 3=not necessary to consult 4=others (specify)</p>	<p>Code for Q.7.8</p> <p>0=Does not wear any protection 1=Boots/shoes while working 2=Gloves 3=Pad on the head 4=others</p>
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Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section VIII: Perception and Knowledge (this is for ALL child porters)

Child Id	Q. 8.1 Would you go to school (again) if arranged (yes/no)?	(Q. 8.2) What would you like to become when you grow up?	(Q. 8.3) Have any NGOs/INGOs approached you?	Q.8.4 How many times have you participated in a research project such as this? 0=never 1=once 2=more than once	Q. 8.5: Do you like your work (yes/no)? <i>If yes, go to Q 8.6</i> <i>If no, go to Q 8.7</i>

Child Id	Q 8.6: Why do you like your work?	Q. 8.7: Why don't you like your work?	Q. 8.8: Do you know it is rather dangerous to your health to be working as a porter (yes/no)?	Q8.9: Do you know that you should be in school rather being here (yes/no)?	Q.8.10: What other ways could you earn a living soon or in the near future?

Code for Q.8.6	Codes for Q.8.7	Code for Q. 8.10
1=Can help support family 2=Can earn money for school 3=can earn money for food 4=Have fun working with friends 5=Others, specify	1=work hazards make me sick 2=can't go to school, too tired 3=don't like work 4=don't like employer 5=others, specify	1=agricultural laborer 2=non-agricultural laborer 3=portering

Survey No:

ADDITIONAL CODES: 88 = Missing; 99 = Don't know

Section VIII: Perception and Knowledge continued....

Child ID	Q. 8.11 Do you face abuse in your job (yes/no)?	Q. (8.11a) What sort of abuse do you face?	Q 8.12: What would you do if you faced danger or abuse in the job?	Q 8.13: Do you know where you could seek help if you have been abused in the job?	Q 8.14: Do you know what is the minimum age that the children can work (yes/no)? (if yes, go to Q. 8.16)	Q. 8.15 What is the minimum age?	Q. 8.16 Do you know anyone who has stopped portering (yes/no)?	Q. 8.17 If yes, what are they doing now?	Q. 8.18 Would you recommend this job to your sister/brother or friend (yes/no)?

Code for Q.8.12	Code for Q. (8.11a)	Codes for Q.8.13
1=tell friends 2=tell parents 3=tell no one 4=others	1=scolded/beaten by employer 2=sexual abuse 3=little or no food	1=from NGO 2=from parents 3=from friends 4=from no one

Annex 3.3

Employer's Questionnaire as part of Baseline Survey for Child Porters

Survey Site Information

A. Enumerator ID	B. Name of enumerator	C. Date of interview			D. District of interview (Eg: Kathmandu)
		day	month	year	

E. Ward No.	F. Place of Interview (Eg: Kathmandu)	G. Location of interview (Eg: Teku)	H. Type of Location (Eg: Bus Park)

Code for D	Code for E	Code for F	Codes for H
Please refer to relevant codes from child questionnaire	Please put in codes for relevant wards	Please refer to relevant codes from child questionnaire	Please refer to relevant codes from child questionnaire

Section II: Personal information of Employer of Porters

Respondent ID	2.1 Respondent name	2.2 Sex of respondent (1=male; 2=female)	2.3 Age (in completed years)	2.4 For how long have you been doing this work?		2.5 What sort of work did you do before this?	2.6 Why did you leave that job?
				years	months		

Code for Q. 2.5

- 1=agricultural work
- 2=non-agricultural work
- 3=same as what I am doing now

Code for Q. 2.6

- 1=was fired
- 2=low income compared to this current job
- 3=dangerous
- 4=long hours
- 5=other

2.7 Do these child porters work for you (1=yes; 2=no)? <i>(If no, go to Q. 2.10)</i>	2.8 If yes, how do they come to work for you? <i>(if response is 1, go to Q. 2.9)</i>	2.9 Where do you recruit them?	2.10 Do you know where we can find other employers such as yourself (yes/no)?	2.10a If yes, where can we find the other employers?	2.11 What is your average income per week (in Nepali Rupees)?

Code for Q. 2.8

- 1=I recruit them myself
- 2=other porters refer them
- 3=they come on their own
- 4=their parents are indebted to me, so they send their kids to work for me
- 5=other

Code for Q. 2.9

- 1=from pimps in Nepal
- 2=from pimps in India
- 3=I target beggars
- 4=I target pick-pockets

Code for Q. 2.10

- 1=yes
- 2=no
- 3=I don't know

2.12 Do you find this job lucrative (1=yes; 2=no)? <i>(if no, go to Q. 2.13)</i>	2.13 What are other alternative types of work you would consider?	2.14 Would you mind if we chat with the child porters when they come to get their load from you (yes/no)?	2.15 How do you earn your money? <i>[Please refer to example below and write complete answer even if they don't fit the response below]</i>	2.16 Are you aware that it is illegal to employ children (yes/no)?

2.17 If yes, what are the advantages of employing child porters?	2.18 Do you have other jobs in the busy season (yes/no)? <i>(If no, go to Q. 2.20)</i>	2.19 If yes, what other jobs do you have?	2.20 What do you do for work when it is low season for you?	2.21 How do you pay the child porters?	2.22 What do you do when a child is sick?

Code for Q. 2.15 1=split earnings with child porter: I keep 70% and I pay the child porter 30%	Code for Q. 2.19 and Q. 2.20 1= agricultural work 2= non-agricultural work 3=porter 4=other	Code for 2.21 1=by the Kg 2=by the piece 3=by the hour 4=by the distance	Code 2.22 1=nothing 2=I substitute with another child porter/parent 3=other
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