


International
Labour
Organization

Tracer study - Book 3 Model questionnaires



International
Programme on
the Elimination
of Child Labour
(IPEC)



Tracer study – Book 3 Model questionnaires

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

Copyright © International Labour Organization 2011

First published 2011

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: pubdroit@ilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with reproduction rights organizations may make copies in accordance with the licences issued to them for this purpose. Visit www.ifro.org to find the reproduction rights organization in your country.

IPEC

Child Labour Impact Assessment Toolkit: Tracer Study Manual / International Labour Office, International Programme on the Elimination of Child Labour (IPEC) - Geneva: ILO, 2011 – 3 v.

Child Labour Impact Assessment Toolkit: Tracer Study Manual: ISBN 978-92-2-125192-7 (Print Full Package); 978-92-2-125193-4 (Web PDF Full Package)

Tracer Study - Book 1: Methodology Manual: ISBN 978-92-2-125186-6 (Print); 978-92-2-125187-3 (Web PDF)

Tracer Study - Book 2: Training Manual: ISBN 978-92-2-125188-0 (Print); 978-92-2-125189-7 (Web PDF)

Tracer Study - Book 3: Model Questionnaires: ISBN 978-92-2-125190-3 (Print); 978-92-2-125191-0 (Web PDF)

International Labour Office; ILO International Programme on the Elimination of Child Labour (IPEC)

child labour / data collecting / evaluation technique / field study / good practices / methodology / model / survey / questionnaire – 13.01.2

ILO Cataloguing in Publication Data

NOTE

This first version of this publication was elaborated by Ms. Azra Cader and Ms. Claudia Iburguen from the Centre for Poverty Analysis (Sri Lanka) for IPEC. The final version was elaborated by Ms. Claudia Iburguen with substantial input from Mr. Peter E. Wichmand and Ms. Bharati Pflug from IPEC's Design, Evaluation and Documentation (DED) section.

Funding for this ILO publication was provided by the United States Department of Labour (Project GLO/06/51/USA).

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

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications and electronic products can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org or visit our website: www.ilo.org/publns.

Visit our website: www.ilo.org/ipec

Photos: Copyright © Marcel Crozet, ILO. Photographs in this publication are for illustration purposes only. None of the children whose identity is revealed are in child labour.

Printed in Italy by the International Training Centre of the ILO, Turin

Photocomposed by ITC-ILO, Turin, Italy

Table of contents

Model Quantitative former beneficiary questionnaire	1
■ SECTION A: Survey site information	2
■ SECTION B: Personal information	2
■ SECTION C: Exposure to the project/programmes	3
■ SECTION D: At the start of the project T0	5
■ SECTION E: At the end of the project T1	13
■ SECTION F: Current period T2	21
■ SECTION G: Attitudes	30
Model Quantitative household questionnaire	31
■ SECTION A: Survey site information	32
■ SECTION B: Personal information	32
■ SECTION C: Exposure to the project/programmes	33
■ SECTION D: At the start of the project T0	34
■ SECTION E: At the end of the project T1	36
■ SECTION F: Current period T2	38
■ SECTION G: Attitudes	40
■ SECTION H: The health of the household	40
■ SECTION I: Siblings activities.	41
Model Qualitative beneficiary questionnaire	43
■ SECTION A: Survey site information	44
■ SECTION B: Personal information	44
■ SECTION C: Exposure to the project/programmes	45
■ SECTION D: At the start of the project T0	45
■ SECTION E: At the end of the project T1	46
■ SECTION F: Current period T2	47
■ SECTION G: Attitudes	49

Model Focus group discussion guidelines	50
Model Key informants questionnaire	53
Model Relative or friend questionnaire	55

Reference number					
------------------	--	--	--	--	--

Model

Quantitative former beneficiary questionnaire

INTRODUCTION

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

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

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

CONSENT

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

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

ANONYMITY

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

QUESTIONS

Do you have ANY questions before we begin?

SECTION A: Survey site information

Enumerator instructions

To be completed by the enumerator

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

SECTION B: Personal information

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

SECTION C: Exposure to the project/programmes

Enumerator instructions

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

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

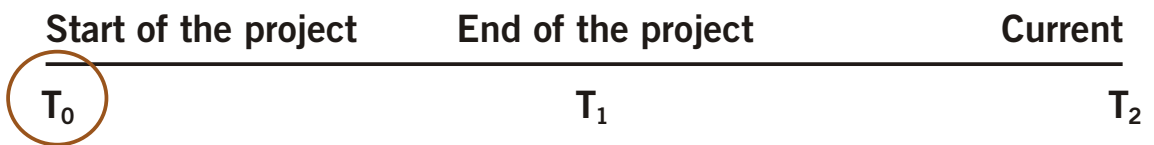
Tracer study – Book 3: Model questionnaires

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

SECTION D: At the start of the project T0

Enumerator instructions

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



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

Tracer study – Book 3: Model questionnaires

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

Model – Quantitative former beneficiary questionnaire

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

Tracer study – Book 3: Model questionnaires

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

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

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

Append context specific questions

SECTION D3: VOCATIONAL TRAINING AT THE START OF THE PROJECT

D301	In the period T0, were you attending vocational training?	Yes	1	D401
		No	2	D401
		Don't remember	992	
D302	Did the vocational training help you get a job later?	Yes	1	
		No	2	
		Don't Remember	992	
D303	Who offered the vocational training? <i>(*The project cannot be an answer here since this is the period before the beginning of the project. It is recreating a baseline without services.)</i>	IPEC project*	1	
		NGO	2	
		Government	3	
		Private	4	
		Other: _____	999	
		I don't remember	992	

Append context specific questions

SECTION D4: NON-FORMAL EDUCATION AT THE START OF THE PROJECT

Enumerator instructions:

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

D401	In the period T0, were you attending Non-formal education?	Yes	1	D501
		No	2	D501
		Don't remember	992	
D402	Did the courses (non-formal education) help you to get back to regular school?	Yes	1	
		No	2	
		Don't remember	992	
D403	Who offered the non-formal education courses? <i>(*The project cannot be an answer here since this is the period before the beginning of the project. It is recreating a baseline without services.)</i>	IPEC project*	1	
		NGO	2	
		Government	3	
		Private	4	
		Other: _____	999	
		I don't remember	992	

Append context specific questions

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

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

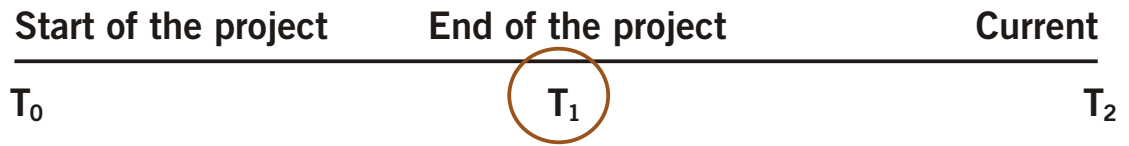
Tracer study – Book 3: Model questionnaires

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

SECTION E: At the end of the project T1

Enumerator instructions

Explain the structure of the questionnaire.



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

Enumerator instructions:

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

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

Tracer study – Book 3: Model questionnaires

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

Model – Quantitative former beneficiary questionnaire

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

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

SECTION E2: FORMAL EDUCATION AT THE END OF THE PROJECT

E201	In the period T1, were you going to school?	Yes. No Don't remember	1 2 992	E203
------	---	------------------------------	---------------	------

Model – Quantitative former beneficiary questionnaire

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

SECTION E3: VOCATIONAL TRAINING AT THE END OF THE PROJECT				
E301	In the period T1, were you attending vocational training?	Yes	1	E401
		No	2	E401
		Don't remember	992	
E302	Did the vocational training help you get a job later?	Yes	1	
		No	2	
		Don't remember	992	
E303	Who offered the vocational training?	IPEC Programme	1	
		NGO	2	
		Government	3	
		Private	4	
		Other: _____	999	
	I don't remember	992		
Append context specific questions				

SECTION E4: NON-FORMAL EDUCATION AT THE END OF THE PROJECT				
Enumerator instructions:				
Non-formal education is all type of courses that are taken outside the formalised school system. This can be various forms of courses, catch-up education, literacy training, adult education, remedial education etc.				
E401	In the period T1, were you attending non-formal education?	Yes	1	E501
		No	2	E501
		Don't remember	992	
E402	Did the courses (non-formal education) help you to get back to regular school?	Yes	1	
		No	2	
		Don't remember	992	
E403	Who offered the non-formal education courses?	IPEC Programme	1	
		NGO	2	
		Government	3	
		Private	4	
		Church	5	
		Other_____	999	
	I don't remember	992		
Append context specific questions				

SECTION E5: HOUSEHOLD CHORES AT THE END OF THE PROJECT				
E501	In the period T1, did you do any household chores?	Yes	1	E601
		No	2	E601
		Don't remember	992	
E502	How many hours a day did you do household chores?	_____		

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

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

Enumerator instructions

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

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

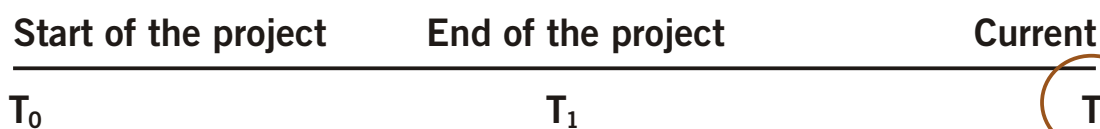
Tracer study – Book 3: Model questionnaires

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

SECTION F: Current period T2

Enumerator instructions

Explain structure of the questionnaire.



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

Enumerator instructions

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

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

Tracer study – Book 3: Model questionnaires

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

Model – Quantitative former beneficiary questionnaire

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

Tracer study – Book 3: Model questionnaires

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

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

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

SECTION F3: VOCATIONAL TRAINING IN THE CURRENT PERIOD

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

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

SECTION F4: NON-FORMAL EDUCATION IN THE CURRENT PERIOD

Enumerator instructions

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

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

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

Append context specific questions

SECTION F5: HOUSEHOLD CHORES IN THE CURRENT PERIOD

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

Append context specific questions

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

Enumerator instructions

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

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

Model – Quantitative former beneficiary questionnaire

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

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

SECTION G: Attitudes

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

Reference number					
------------------	--	--	--	--	--

Model

Quantitative household questionnaire

INFORMED CONSENT AND INTRODUCTION TO THE RESPONDENT

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

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

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

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

CONSENT

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

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

ANONYMITY

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

QUESTIONS

Do you have ANY questions before we begin?

Types of questions could be:

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

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

Enumerator instructions

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

SECTION A: Survey site information

Enumerator instructions

To be completed by the enumerator

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

SECTION B: Personal information

Enumerator instructions

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

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

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

SECTION C: Exposure to the project/programmes

Enumerator instructions

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

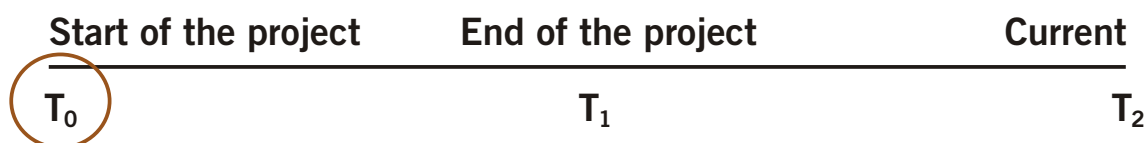
Q.N.	Questions	Coding	Skip to question
MENTION THE INTERVENTION BY THE NAME IT WAS KNOWN IN THE COMMUNITY			
C101	Do you remember that the project (name known in the community) was running in your community?	Yes No	1 2
C102	Did you get any help or assistance from the project (local name)	Yes No	1 2 End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

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

SECTION D: At the start of the project T₀

Enumerator instructions

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



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

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

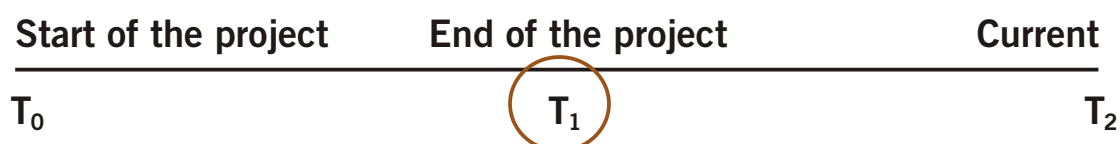
Model – Quantitative household questionnaire

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

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

SECTION E: At the end of the project T1

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



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

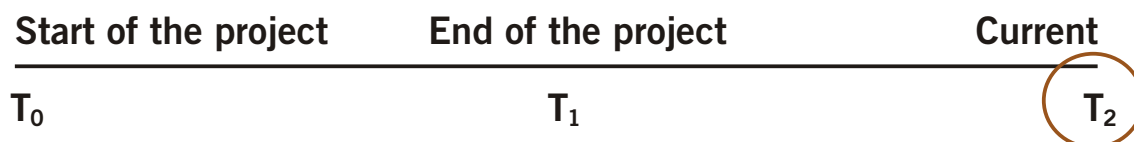
Model – Quantitative household questionnaire

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

SECTION F: Current period T2

Enumerator instructions

Explain structure of the questionnaire.



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

Model – Quantitative household questionnaire

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

SECTION G: Attitudes

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

SECTION H: The health of the household**Enumerator instructions**

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

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

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

SECTION I: Siblings activities

Enumerator instructions

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

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

Tracer study – Book 3: Model questionnaires

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

Reference number					
------------------	--	--	--	--	--

Model

Qualitative beneficiary questionnaire

INFORMED CONSENT AND INTRODUCTION TO THE RESPONDENT

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

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

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

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

CONSENT

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

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

ANONYMITY

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

QUESTIONS

Do you have ANY questions before we begin?

Types of questions could be:

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

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

ENUMERATOR INSTRUCTIONS

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

SECTION A: Survey site information

Enumerator instructions

To be completed by the enumerator

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

SECTION B: Personal information

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

SECTION C: Exposure to the project/programmes

Enumerator instructions

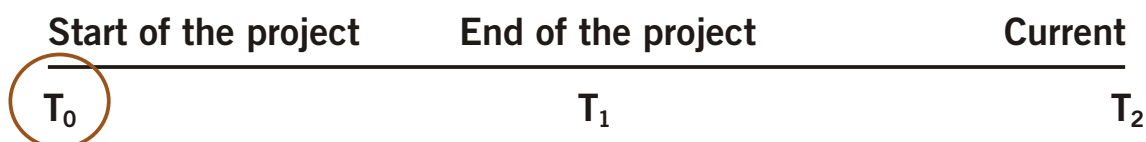
It is necessary to first determine whether the former beneficiary was in fact involved in the child labour intervention. If the respondent says that he/she is not aware of the intervention or did not receive any services, please probe further. It might be the case that he/she does not remember or does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

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

SECTION D: At the start of the project T0

Enumerator instructions

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



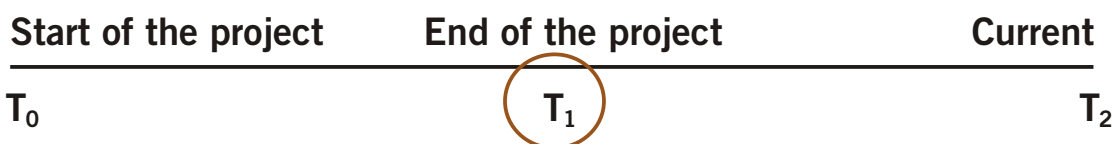
Q.N.	Question	Responses
D1	In this period, were you working?	
D2	If so, why were you working?	

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

SECTION E: At the end of the project T1

Enumerator instructions

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



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

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

SECTION G: Attitudes

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

Model

Focus group discussion guidelines

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

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

INTRODUCTION

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

We are commissioned to carry out a “Tracer Study” of children and families that were involved with theProgramme.

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

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

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

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

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

The meeting should take about 45 minutes.

Do you have any questions before we begin?

Lines of inquiry and sub-questions

1. Basic information and recollection of the child labour intervention

To break the ice and get people talking. Do not spend too much time.

- What events have had the greatest impact on this community in the recent past?
- What is the history of this community?
- Do you remember the child labour interventions?
- Do you think their activities and services had positive, negative or no real impacts on this community?

2. Establish and document changes

Explain to the participants that you want to explore what have been the most important recent changes in the community in five areas (1.children and work, 2. school attendance, 3. KAB towards child labour, 4.the economies of households and 5. health of households)

- In the recent past (in the past x years) have there been changes in the numbers of children in child labour? (more, less about the same number are working)
- In the recent past (in the past x years) have there been changes in the numbers of children attending and staying in school?
- Do you consider that the ideas (attitudes) of people in this community regarding child labour have changed? How have they changed?
- If you believe attitudes have changed, has this had an impact on decisions or behaviour about children and work?
- Have there been changes in the economic situations of the households? Have they improved, stayed the same or declined?
- Have there been changes in the general health situations of families and individuals? What type of changes?

3. How have changes impacted child labour?

If group believes that there have been reductions in the numbers of children working, or if they think that children now work in better (acceptable) jobs this section attempts to discover, what elements had a role in this.

- Did better schools (improvements in schools) contribute to less children working?
- If there have been changes in the ideas toward child labour, has this resulted in less children working?
- Did a better economic situation contribute to less children working?
- Did a better health situation contribute to less children working?

4. Explore contribution

How did the intervention contribute to changes?

- Did the intervention contribute to any of the changes we have discussed previously?
- How did it contribute to a reduction in the numbers of children working
- How did it contribute to the numbers of children attending school?
- How did it contribute to modifications in what people think of child labour?
- How did it contribute to economic improvements?
- How did it contribute to health improvements?
- Have there been any changes in this community (that received the services) that have not happened in neighbouring communities?
- Are changes in this community (that have not occurred in other communities) the result of the intervention? To help establish contribution

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

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

6. Learning from the intervention

Explain to the group that to improve other interventions, it is important to learn what went well and what did not go that well in the intervention in their community.

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

Model

Key informants questionnaire

Introduction

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

Establishing changes

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

Explaining changes

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

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

Learning for future interventions

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

Model

Relative or friend questionnaire

Enumerator instructions

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

Identification

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

Information on former beneficiary

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

Activities of the former beneficiary

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

The child labour intervention

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