Time-Bound Programme
Manual for Action Planning

T B P

M A P

Paper V-2

A Guide to
Assessing
the Impact of
Time-Bound
Programmes

A Guide to Assessing the Impact of Time-Bound Programmes

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1   Introduction – What is This Guide?

1.1 Purpose of This Guide

The purpose of this Guide is to provide some initial ideas about how to assess the impact of a Time-Bound Programme (TBP).

This Guide is intended to assist whoever is involved in the design and implementation of a TBP – and who as a result will also need to think about the impact of what they are doing. It will be of particular use to policy and programme designers, managers and evaluators who are responsible for the design and implementation of a national time bound programme. The information in this guide can apply to the assessment of the impact of a TBP at both national and more localized levels.

This Guide may also be of interest to others, such as researchers and evaluators or specialists who require an overview of what impact assessment means in the context of TBPs, as well as other government policy makers, donor agencies, NGOs, and other national or international organizations or individuals involved in some way with the design and implementation of TBPs.

DED	Design, Evaluation and Documentation
IPEC	International Programme on the Elimination of Child Labour
NGO	Non Governmental Organization
PRSP	Poverty Reduction Strategy Paper
SPF	Strategic Programme Framework
SPIF	Strategic Programme Impact Framework
TBP	Time-Bound Programme

This Guide is intentionally short. It provides guidance to help in understanding what is involved in impact assessment of the TBP and how to get started. Detailed methodological guidelines or techniques are beyond the scope of this Guide. In any case, no "cookbook", detailing specific approaches would be appropriate, as every TBP is different in some respects. As a result, the approach to impact assessment of impact assessment of each TBP must be tailored in some way to what it is trying to do. This Guide provides some suggestions for how to do this.

As well, this Guide provides some ideas about where to turn for additional information and help. It also complements some of the other chapters and resources included in this MAP Kit. Cross references are provided in a number of cases. In particular, this guide can be seen as providing more detailed explanation of a number of the concepts raised in the chapter: *Strategic Planning of a TBP*.

1.2 How Can Information About Impact be Useful?

Impact assessment information can be useful for a variety of purposes, such as suggested in the following matrix:

To learn and to generate knowledge.	• There are no simple solutions to combating child labour. Impact assessment can help partners learn about which approaches work best, and in which particular situations, so that they and others can learn from experience. It can also identify knowledge gaps where there is a need for further work and research.
To make changes and improvements.	• Assessing progress, including identifying gaps and additional needs, will assist in being able to improve the TBP as it is implemented. It can assist in setting priorities, for example in indicating when there has been sufficient progress that once can shift the emphasis to a different worst form of child labour, to a different sector, or to a different geographical area. • This information can also be useful for advocacy, for example in demonstrating to government, donors and others the need for additional forms of assistance and action, where applicable.
Accountability.	• Impact assessment can demonstrate the value of support provided by the government and by external donors, and demonstrate the need for additional assistance where applicable. • This can address requirements under Convention 182 to report on changes in the child labour situation. • It is also important to demonstrate accountability to communities, other participants, and to beneficiaries, to demonstrate that efforts to combat child labour are making a difference and are likely to continue to do so in the future.
Improved planning and development of support for action.	• The very *process* of planning for impact assessment can assist in thinking through how the various partners expect to be able to achieve their desired goals and what must be done as result, and thus contribute to the planning of the TBP. • The involvement of stakeholders in planning for impact assessment, and in reviewing findings, can help develop buy-in and consensus regarding the need for future action. • This *process use* of impact assessment is little known, but may represent one of its major benefits.

2 Some Key Characteristics of Time-Bound Programmes with Implications for Assessing Impact

While each TBP is different, there are some common characteristics, such as are discussed in the *TBP Concept Paper* within this MAP Kit. When planning for impact assessment, it is useful to bear in mind in particular the following aspects of a time-bound approach, which make it different from other approaches to combating child labour:

Comprehensive and large scale in nature, consisting of a number of different interventions that are linked in some way.	• A TBP more appropriately can be viewed as a strategy or framework rather than a specific programme. • TBPs include policy action at the highest levels, as well as a wide range of different programme approaches and initiatives. • They represent linked and coordinated action with many different partners building in considerations about child labour into their regular policies and activities. • Consequently, TBPs are large scale and complex in nature.
Catalytic role, engaging all sectors of society.	• As a corollary of the above, TBPs need to involve all sectors of society. • The success of a TBP will depend at least as much on its success in enabling different sectors to make a commitment to addressing child labour as on any specific activities or initiatives.
Specific time-bound but usually long-term objectives.	• TBPs have very specific targets, specifically with respect to the elimination of the worst forms of child labour. This is a key aspect of TBPs. • At the same time, recognising the complexity of the task, objectives are of necessity long term in nature. The impact of many component activities, such as policy action, would not be expected to have impact immediately.
Activated and led by the country itself.	• To be successful, TBPs require a strong political will and commitment, support throughout government, and among other sectors at the national and regional/district levels.
Phased approach with scaling up and replication.	• The TBP will start with certain interventions in certain areas as part of the overall TBP framework. Impact assessment of interventions that already have been implemented can provide experiences and models for scaling up and replication as the TBP moves to different sectors and areas

TBPs all work on a number of different areas simultaneously. Following are some examples (note that this is not a complete list, and the activities actually engaged in will vary from setting to setting).

• Poverty reduction

- Legislation and policy development

- Mainstreaming of child labour into social policies

- Institutional strengthening

- Mobilizing social organizations

- Sensitizing public opinion (of the general population, as well as of specific audiences)

- Macro-economic performance considerations

- Education

- Improving working conditions, including use of effective monitoring systems

- Addressing the demand among employers for child labour

- Direct action with children at risk of child labour or currently involved in child labour, especially the worst forms

- Direct action with families, e.g. addressing economic, cultural and attitudinal barriers that result in child labour

- A range of activities designed to prevent child labour.

As the diagram on the right illustrates, all TBPs need to address two major domains of action:
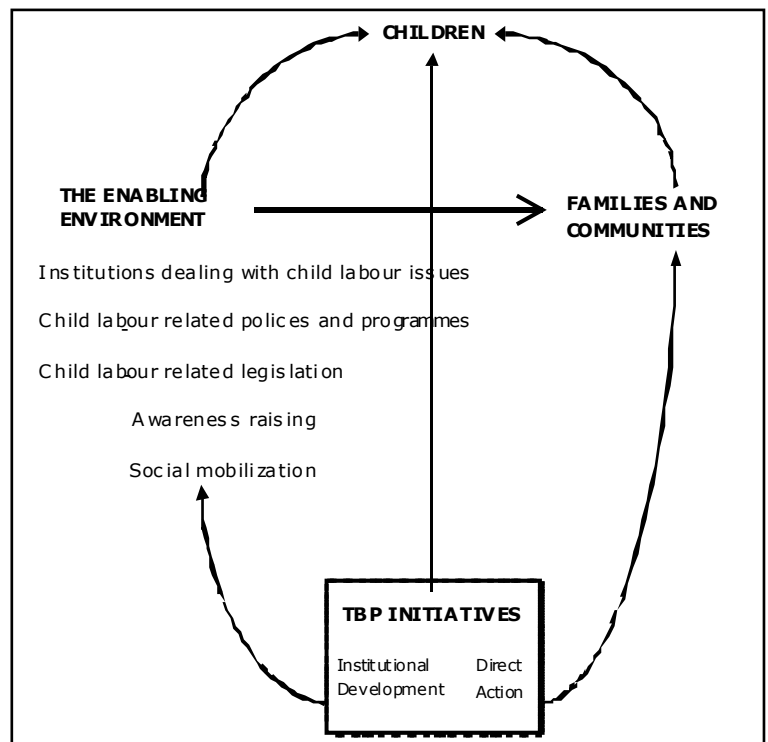
- The enabling environment – addressing factors that influence child labour.

- Direct action with families and with child.

What are some implications of the above characteristics of TBPs for impact assessment?

- Impact will occur as a result of the combination of various interventions

at different levels, ranging from national-level policy to direct interventions with children, *happening together*.

- It is necessary to take into account *indirect* interventions, many of which would be expected to have impact in the long term rather than immediately.

- Impact in the long run will be dependent upon a TBP putting in place the conditions such that child labour, and in particular its worst forms, will no longer be viewed as acceptable, with sustainable mechanisms that will carry on as a

matter of course.

- One needs to consider the overall impact of the full range of interventions on reductions in child labour, in both the short and long term, taking into account the contributions of the various initiatives and programmes.

Furthermore, as the following diagram illustrates, actual impact on child labour

and on its worst forms will result from a *combination* of:

- The full range of interventions, both direct and indirect, including those sponsored or stimulated directly by the TBP as well as others carried out by partners. Examples could include: changes in policy or legislation, educational interventions, direction action with children and families.

- Other interventions that can influence child labour. These for example could include activities of others attempting to eliminate child labour that are uncoordinated with the TBP. But they could also include activities doing the reverse, such as practices in certain industries that lead to pressures to increase child labour.

- Unplanned events and factors beyond one's control that nevertheless can have an important bearing on the prevalence of child labour, such as large-scale financial crises, wars and insurrections, environmental disasters, and changes affecting the numbers of children in the population (frequently referred to as population dynamics: see the chapter on PopDyne which discusses

this further and suggests how these can be taken into account).

The above diagram can represent an initial stage in the creation of the TBP Strategic Programme Framework (SPF), which should be developed and managed
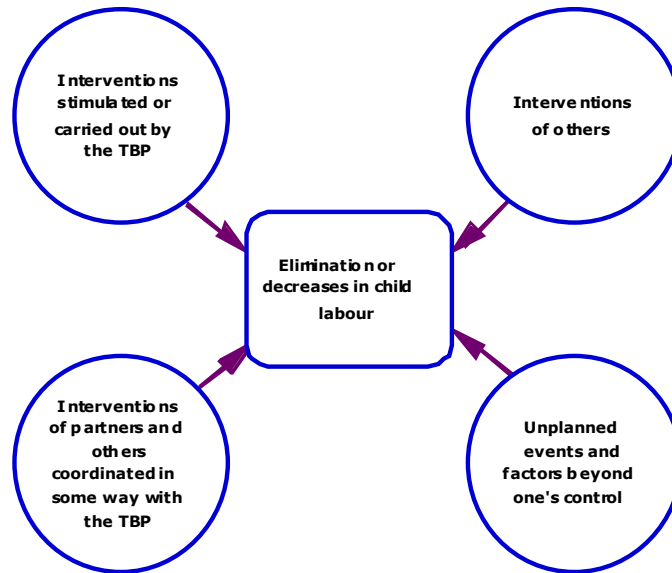
as part of the strategic planning process of a TBP. The SPF also identifies the outcomes or impact at different levels that the TBP is designed to achieve. This Guide discusses this further in the context of impact assessment, while the chapter in this MAP Kit: *Strategic Planning of a TBP* provides further information on the development and use of the SPF.

3 What Does "Impact Assessment" in the Context of a Time- Bound Programme Mean?

As indicated above, TBPs are different from more specific child labour projects and programmes in that they act on a number of different levels simultaneously, both directly and indirectly. This has major implications for how one approaches impact assessment.

Impact assessment of a TBP means assessing the overall contribution of the full array of interventions on its ultimate goal – the urgent elimination of the worst forms of child labour and the progressive elimination of child labour in general. There are a number of elements to this definition:

- By impact assessment, we are referring to the "big picture" – the impact of the overall TBP strategic approach, taking into account the full range of diverse activities characteristic of the TBP approach, rather than what happens as a result of a specific activity or more immediate outputs or outcomes (e.g. programmes being put in place, people participating, or even potentially short-term gains, such as withdrawing children from certain work situations).

- One must take into account in some way the contribution of the various components to the overall impact.

- It is necessary to take into consideration the indirect and long-term initiatives and strategies (e.g. policy development, capacity building, institutional development, coordination), as well as initiatives aimed directly at children and families, recognising that the effects

of many strategic or indirect interventions would not expected to be manifested immediately.

- Attribution – that is, being able to relate what has been done with whatever impact has been identified, is essential. There is little point in identifying any changes in rates or patterns of child labour if one cannot determine what is responsible for this – or what could be done in the future to improve the situation.

There are a number of challenges and paradoxes that need to be considered when carrying out impact assessment:

- The whole can be greater than the sum of the parts. Indeed, the concept behind a TBP assumes that the ultimate impact on the incidence of child labour will be greatest through the *combined* and *coordinated* impact of a variety of interventions at both the strategic and grassroots levels, more than could be accomplished through individual activities alone. This suggests that one must consider not just what has resulted from specific interventions, but how they have worked together to create a greater impact than could be possible just with isolated activities.

- Creating a supportive environment has the potential to make the difference overall, since it can address the root conditions which permit child labour to exist. A proper and sustainable enabling environment potentially can have the greatest impact in preventing future children

- from becoming labourers. But because the impact – by intention – on individual children is indirect, attributing changes to indirect interventions is more challenging than with projects working directly with the intended beneficiaries.

- As noted above, the impact of some interventions may not be noticeable or measurable within the same reporting period as the intervention. Different types of interventions may require different assessment points in order to look for impact.

- The larger the scale of an intervention, and the more indirect it

is, the more difficult measurement becomes. A paradox is that it is usually easier to quantify and to measure small-scale outputs and outcomes than the more important large-scale impacts. Indeed, the most important impacts may not be directly measurable. In many cases, approximate rather than exact data may be required to explain impact.
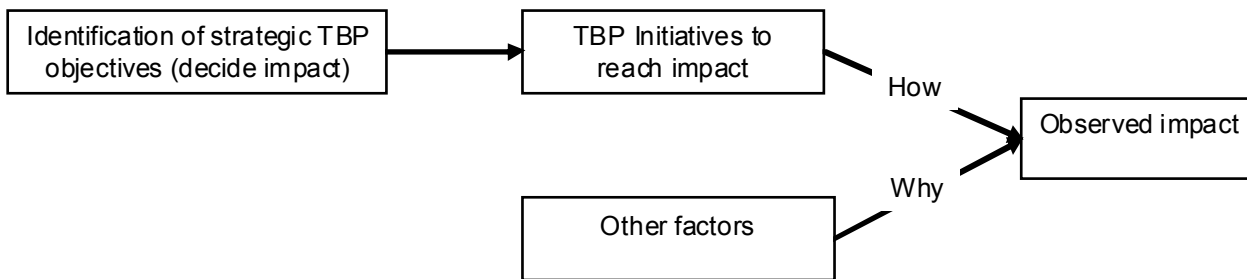
As the above diagram suggests, impact assessment has two major components:

- Determining the impact that has occurred, taking into account the strategic objectives of the TBP.

- Determining *why* this impact has occurred, and in particular how the interventions within the TBP have contributed to this.

Thus impact assessment involves determining not just *what* has taken place, but also *how* and *why* this has occurred. Developing an *understanding* of what has happened is critical. Unless one understands the *reasons* for change (or perhaps for less change, or different

forms of change than was expected), how can one know what improvements to make to increase impact in the future, and what should be left alone? Without this information, it is impossible to contribute information about what does and does not work to the knowledge base (see the chapter: *Building the Knowledge Base for the Design of Time-Bound Programmes*).

3.1 How is impact assessment different from monitoring and evaluation?

Is it useful to consider the relationship between monitoring, evaluation, and impact assessment.
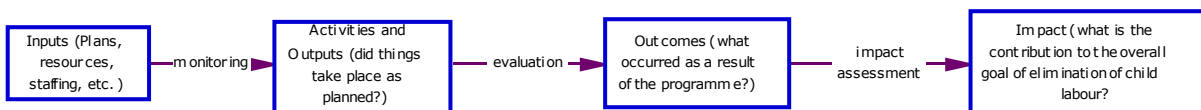
As the above diagram suggests:

- *Monitoring* is the ongoing process of identifying what is happening, in accordance with previously identified objectives and targets.

- *Evaluation* identifies the effectiveness of what was done, in other words the results arising from specific activities and strategies, both planned and unplanned.

- *Impact assessment* identifies the ultimate benefits arising, in particular the contribution of TBPs to the reduction of child labour.

The chapter: *Strategic Planning of a TBP* provides further information on the process of planning, design, monitoring and evaluation of the TBP as a whole as well as of the individual interventions that are part of the TBP.

One should note that for simplicity, the above diagram is linear in nature. But as previously discussed, impact for a TBP will arise from a *combination* of strategies, interventions and programmes, not just from single activities. So impact assessment involves considering what has happened at the macro level as a result of everything that has been done. Impact provides a frame of reference for monitoring and evaluation. Component activities can only be considered successful if they contribution in some way to the overall impact – a reduction in child labour.

Below are just a couple of examples (note that these are listed for purposes of illustration only; each TBP should be able to come up with more specific questions):

	Monitoring	Evaluation	Impact Assessment
Policy change	Were policies formulated? Enacted?	Were the policies acted upon? To what effect? Why or why not?	What was the contribution of these policies and the resulting action on the incidence of child labour? How did policy change interact with other activities, both expected and unexpected?
Awareness raising	Were materials developed? Did awareness-raising sessions take place as planned?	Were there changes in attitudes among those reached by awareness-raising activities? Did people do things differently as a result?	To what extent did changes in awareness influence the incidence of child labour?

In fact, as the picture to the right suggests, impact assessment in turn will draw upon information obtained from both monitoring and evaluation, just as evaluation needs to make use of monitoring information. It involves a comprehensive look at the full range of initiatives and their contributions to the reduction of child labour. Indeed, it is fair to say that impact assessment represents one form of evaluation that focuses at the highest level of outcome or impact.
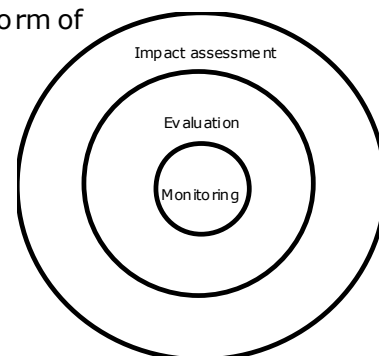
A note about terminology. The definitions above (monitoring, evaluation, and impact) are consistent with general use within the development community. However, there is not complete consistency in how terms are actually used within the international evaluation literature and different sectors. For example, impact often is referred to as the "ultimate outcome", "development objective", "goal", etc. Sometimes the term "impact" is used to refer to what a particular programme or activity has accomplished, in the way "evaluation" has been defined above. Nevertheless, despite sometimes minor variations in language, the actual concept of impact as representing the raison d'être of an initiative, is clear – and universally recognized as important.

4 How to Approach Impact Assessment

There are many different possible approaches to impact assessment. Some of these approaches potentially can get quite complex, expensive and very technical, using methodologies difficult for non-researchers to understand. The approach suggested below follows from IPEC's work in this area and the recommendations of an international panel of experts on how best to approach the assessment of impact of complex child labour interventions such as TBPs[1].

The box at the right lists three key principles that should guide the planning and implementation of impact assessment. One should remember that the primary purpose of impact assessment is to help make the greatest difference possible with respect to child labour, to mobilize others to work together on this endeavour, and to be able to demonstrate what has been accomplished and what remains to be done. It is all too easy to get caught up in research minutiae and to lose sight of the primary purpose of assessing impact. Throughout the impact assessment process, one should remain focused on producing information that will be useful for the above purposes.

As the following diagram illustrates, there are six key steps to impact assessment:

Each of these steps is reviewed below. But as this diagram suggests, these six steps are not linear in nature. Impact assessment should be a continuous process, taking place along with the development, implementation and ongoing review of the TBP. Similarly, one does not necessarily have to go through the entire cycle to adjust what is being done.

For example, analysis and interpretation need not, indeed should not, wait to be done only once. One should be reviewing preliminary findings, and identifying any implications, on a periodic basis. Often preliminary information may suggest some fine-tuning, or perhaps even major adjustments, to strategies and specific activities. Similarly, initial feedback may suggest some revisions to the approach to impact assessment, as well as to monitoring and evaluation.

Guiding Principles for Impact Assessment

❑ Practical

❑ Credible

❑ Above all, useful

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[1] *Informal Expert Meeting on Assessing the Impact of Action Against Child Labour: Summary Report.* ILO/IPEC. February, 2002.

4.1 Planning for Impact Assessment

4.1.1 Integrate planning for impact assessment with planning for the TBP itself

The chapters on *Strategic Planning of a TBP* and *the TBP Concept Paper,* in particular provide extensive guidance for planning and developing TBPs. For example, these indicate how to prepared a Strategic Programme Framework (SPF) for a TBP, and discuss the importance of a situation analysis, in order to identify information about the dynamics and scope of the child labour problem and its causes. There is further information about situation analysis as well in the chapter : *Building the Knowledge Base for the Design of Time-Bound Programmes*, which can contribute to planning the approach to impact assessment of a TBP.

It is natural at this stage when identifying potential programme approaches and interventions, to indicate how these would be expected to address the problems and causes of child labour that have been identified in the situation analysis. Taking this one step further and asking how one will know if things have worked according to expectations in reducing child labour represents planning for impact assessment. This is part of the development of the TBP Strategic Programme Framework as explained below and further detailed in the chapter on *Strategic Planning of a TBP*.

Thinking in evaluation or impact assessment terms right at the beginning can also aid in programme planning. Asking how the proposed interventions are expected to produce the desired outcomes can help in thinking through the coherence of the intervention

strategy and perhaps in identifying any questionable assumptions or gaps.

Steps to Planning
1. Integrate planning for impact assessment with planning for the TBP itself.
2. Articulate the theory of change for the TBP through development of the SPF.
3. Identify key questions for impact assessment.
4. Set priorities.
5. Identify what information about impact would be sufficiently convincing.
6. Set realistic targets.

4.1.2 Articulate the theory of change for the TBP through development of the SPF

The *theory of change* (frequently referred to as "logic model" or "intervention model") graphically illustrates the series of assumptions and links identifying the presumed relationships between inputs (e.g. funding, staff, volunteers, tangible and in-kind support from others, etc.), activities and their immediate outputs (i.e. what is done, such as training sessions conducted), intermediate outcomes at various levels (e.g. teachers trained, teachers applying what they have learned in the classroom situation),
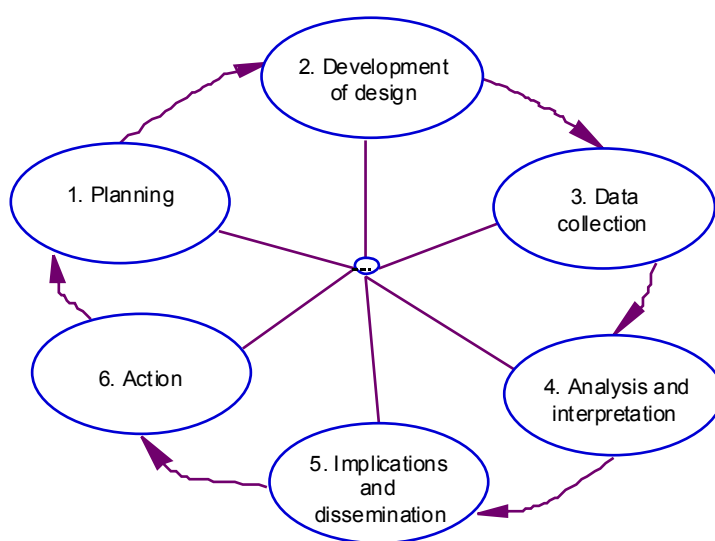
and the intended impact – the progressive elimination of child labour and in the case of TBPs, elimination of the worst forms in accordance with its targets. The theory of change also should illustrate the relationship between the various interventions of the TBP itself and those of its partners, and how these interact with what else is going on that can affect the incidence of child labour.

The development of a Strategic Programme Framework (SPF) involves a process for articulating the theory of change and indicating how this can be used for planning, monitoring, evaluation and impact assessment. It is a strategic planning approach that maps expected outcomes at different levels, their linkages, and the partners involved at different stages. The *Strategic Planning of a TBP* chapter explains this in more detail.

Above is one possible example of an intervention model, in this case indicating how interventions in the form of a ratification campaign and analysis of national legislation can lead to more effective legislation, and ultimately contribute to the elimination of child labour. It is unlikely that a theory of change model of each TBP would look exactly like this. Page 4 of the *Strategic Planning of a TBP* chapter presents another example, in a somewhat different format, in this case illustrating interlinked outcomes related to the improvement of the educational system at the country. While there are common elements, each TBP is different. Thus the approach by which each TBP is expected to achieve its effectiveness, and hence its theory of change, would be different.

Articulating the theory of change of the TBP represents a crucial step. It is not so easy, as it generally requires identifying hidden assumptions and beliefs, and often reconciling differing views of how the overall programme is expected to work by different stakeholders. TBPs, by their very nature, are complex undertakings. Identifying all the component parts and indicating how they

are expected to work together and to produce the desired outcome of elimination of child labour cannot be done at a single sitting. Sometimes it can be useful to have an external facilitator or evaluator to help with this process.

A model of theory of change represents a tool that is used for programme planning and also is essential for designing the approach to evaluation and impact assessment. It can help in understanding the "logic" behind the proposed interventions and how these relate to the overall TBP. This will help in programme development and implementation. Sometimes this process can identify logical gaps, e.g. where it is not clear how a given activity would contribute to the overall desired outcome, or where it becomes apparent that other interventions will also be required. If these gaps can be identified and addressed at an early stage, this can contribute to the success of the intervention.
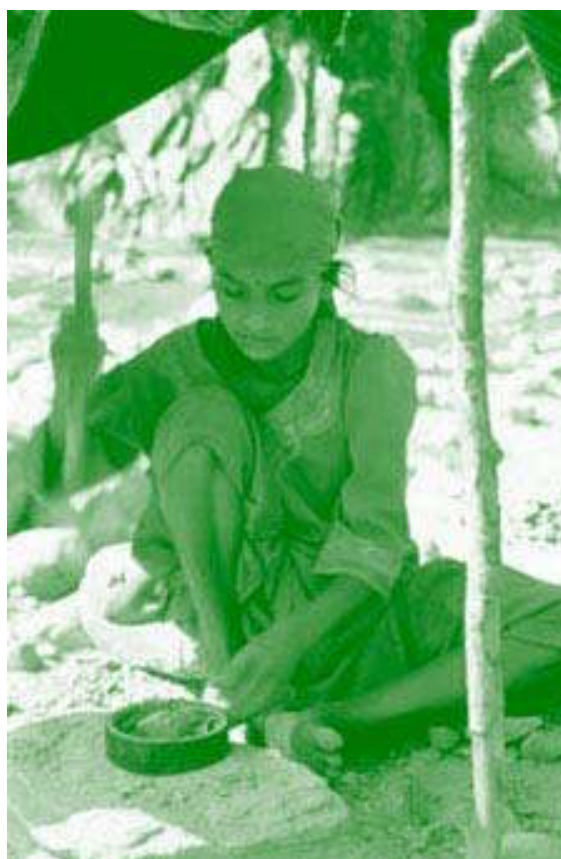
Example of an "Intervention Model"
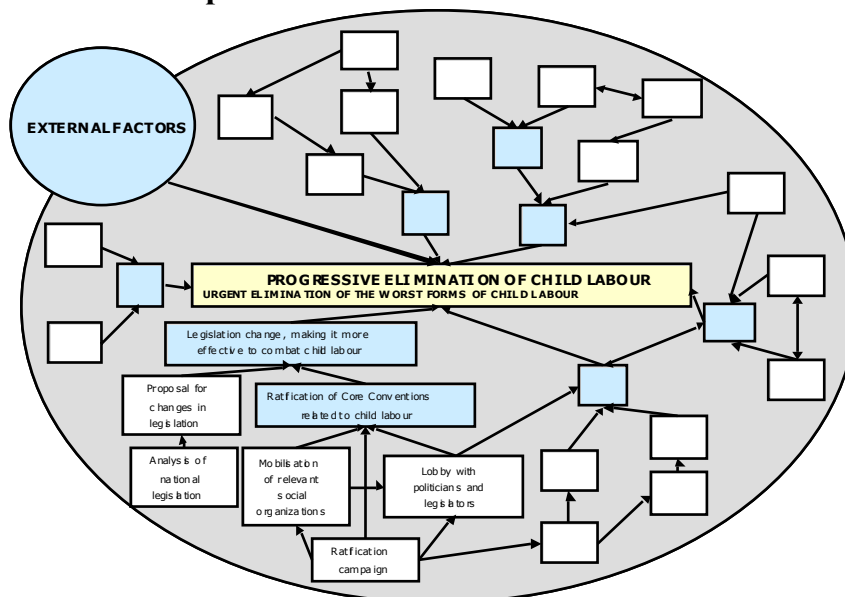
4.1.3 Identify key questions for impact assessment

The SPF will identify the outcomes or impacts at different levels of the TPB and will therefore suggest potential questions to ask about the impact of a TBP. For example, the links in the model all represent potential questions about causality. Will outcomes really come about in the ways that had been anticipated? If so, how? If not, why not and what should be done differently?

At this point, it is necessary to articulate the key questions and information needs about how the TBP is leading to impact. Different stakeholders of the impact assessment may require different types of information. For example, some donors may be interested in use of their funds and resources, some government officials may be interested in what is contributing to the inclusion of child labour considerations in the policies and approaches of various government departments, while others may want to know what is happening at the community level and how this is directly affecting targeted children and their families. Usually, a participatory approach, involving a range of different stakeholders, is best to surface all possible questions.

4.1.4 Set priorities

It is never practical nor possible to address all possible questions in an impact assessment, no matter how well resourced it is. What information do those involved in the TBP and the key stakeholders *really* need? It can be helpful to think through what information will help the most in improving the overall programme, in identifying what needs to be done next, and it demonstrating that what has been done has made at least some difference. As well an iterative process can enable one to start with the most important questions, addressing others only as necessary.

4.1.5 Identify what information about impact would be sufficiently convincing

Identify what information would be at least reasonably convincing about what has happened and why. As Section 4.2 on Design discusses, it is not necessary to address all possible questions.

There is sometimes a tendency to limit the time and attention to the planning stages. But this step is crucial. If one does not get the questions right, then any information that is produced will not be useful. Articulating the "need to

know" priority information will help in using the available resources in as targeted a way as possible, and also assist in making the most appropriate choice of methods for impact assessment.

4.1.6 Set realistic targets

People involved in combating child labour invariably are optimists about what they expect to accomplish, and hope to make as much difference as soon as possible. This enthusiasm is vital to maintaining the necessary energy and momentum. But the evidence to date is that eliminating child labour, and especially its worst forms, is challenging and may take longer than it may appear at first. In setting targets, try not to set oneself up for failure by being overly ambitious. In such a situation, there could be a risk of even major accomplishments appearing deficient.

4.2 Development of the Design for Impact Assessment

The evaluation planning process, as outlined above, will involve the identification of priority questions, indicators for assessing progress, and information needs about impact. In order to be able to obtain the information needed to answer these questions, it is now necessary to develop the design for the approach to impact assessment. The design will include the identification of specific sources and types of data that will be required, as well as the specific methods that will be used to obtain these data. It is also necessary to decide upon a workplan, which should indicate the level of effort and budget for the impact assessment, responsibilities, and timing.

While the box on the following page provides a very brief discussion of alternative methodological designs, it is beyond the scope of this Guide to discuss methodology in detail or the pros and cons of alternative choices of methods. There potentially is a wide range of reference materials about how to do evaluation. In general, there are more

resources available to help in collecting information about direct impacts (e.g. surveying the incidence and patterns of child labour), than there are about how to assess indirect impacts such as impact of policy development or capacity building.

The last section of this Guide lists some resources specifically about evaluation methods with respect to child labour. Some of the other components of the MAP Kit also discuss some aspects of data collection that may be of assistance. For example, the chapter: *Baseline Studies in TBP* provides information about this approach. Baseline studies can help in setting targets and identifying the indicators for impact both for the TBP overall and for specific interventions in specific sectors and areas. Such studies if repeated as follow-up studies provide essential information for assessing impact.

Each TBP will need to develop its own approach to impact assessment. However, for a strategy as complex as a TBP, the following principles are sure to apply:

- A range of different methods, including both quantitative and qualitative methods, will be required.

- Some of the most important questions with respect to TBPs also are the most difficult to specify exactly. For example:

  o It can be difficult to quantify the extent of the *worst forms of child labour*. Household surveys can provide good estimates of the overall extent of child labour, but because the worst forms of child labour are often hidden and illegal, exact numbers are difficult to come up with. Rapid Assessments, as discussed elsewhere in the MAP Kit, can be used to explore the nature and extent of the worst forms of child labour, but this approach normally cannot provide for quantification and generalization to the entire population

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Designs for Impact Assessment[2]

Experimental methods, involving randomised control groups, and quasi-experimental methods, which share some but not all aspects of a "true" randomised approach, sometimes have been viewed as the "gold standard", as the only true way to distinguish programme impact from what would have happened if the intervention had not taken place (the "counterfactual"). But the appropriateness of this approach for assessing societal interventions has increasingly been questioned, both for practical as well as for other reasons. Especially with macro-level interventions, with a multitude of factors operating simultaneously, sampling and "control" generally are impossible and may make little sense even where it is possible. Even many of those viewed as advocates of experimental/quasi-experimental designs now acknowledge that they rarely are possible or appropriate in the policy arena, and that experimental designs are particularly weak in providing for the ability to generalise from one situation to another.

There are a variety of alternative designs, such as the following:

- *Theory-based designs.* This approach involves articulating the programme theory or logic, such as discussed in this Guide, which provides a basis for focusing evaluation effort and resources on key evaluation questions or hypotheses.

- *Realistic evaluation designs.* This represents a particular example of a theory-based approach, focusing in particular on the identification of the interaction between specific mechanisms and contexts in bringing about given outcomes.

- Systems or ecological models of social change and others based upon complexity and chaos theory and an analysis of complex adaptive systems. In contrast to methods that attempt to isolate a particular intervention from the effects other variables, these approaches assume that identifying and understanding the interrelationships and complexities are of particular importance in describing the impact of interventions.

- *Qualitative designs.* While sometimes viewed as weak in providing for explanation and primarily useful for description, qualitative designs are now being used as a means of determining causality and impact through documenting the mechanisms by which change takes place.

- *Longitudinal tracking.* Tracking beneficiaries over an extended period of time potentially can enable the identification of the sequence of changes as they occur and perhaps the contribution of intervening mechanisms.

- *Participatory approaches.* This represents not so much a "method", but a commitment to involve stakeholders throughout the evaluation design process, starting with identification of the questions to explore.

- *Multiple methods. All* methods have strengths and limitations, and may be more appropriate in some situations rather than others. There is general recognition in the evaluation field that a range of methods used simultaneously is generally most appropriate in balancing the weaknesses of any single method.

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[2] Further discussion of these considerations, along with references, can be found in: *Assessing the Impact of Action Against Child Labour: Annex 5 – Overview of Methodological Approaches.* A Discussion Paper prepared for the Informal Expert Meeting on Assessing the Impact of Action Against Child Labour. ILO/IPEC, January 2002.

- The impact of *indirect approaches,* such as changes to the enabling environment, strengthening of institutional capacity, etc., also can be difficult or impossible to specify with precision. Nevertheless, through use of in-depth approaches, including case studies, it should be possible to explore the ways in which indirect approaches can make a contribution.

- A key objective in creating a design is to identify what information will be needed in

> "Far better an approximate answer to the right question, than an exact answer to the wrong question, which can always be made precise."
>
> Tukey

between TBP interventions and the impact that has occurred. A guiding principle is to identify plausible alternative explanations for the findings (i.e. factors other than the TBP interventions responsible for any identified impact), and to identify how these alternative explanations can be ruled out. This is also consistent with what the international literature on programme and policy evaluation suggests.

- The design should provide for the identification of unintended and unexpected effects, which could be either positive or negative. For example, one possible unintended negative effect would be a situation where some unscrupulous employers use children in increasingly hidden forms of work, or where other family members have become worse off as a result of a programme (such as a sister being removed from school when her brother stops working). An example of an unintended positive effect might be if some people who hear about some of the TBP initiatives get enthused and take action of their own independently.

Question/Information Need	Readily available data will exist (e.g. planned surveys)	Data that could be obtained (e.g. as extension of other data collection activities)	Specific data collection approach required
Question 1	X		
Question 2		X	
Question 3			X
… Question N-1		?	
Question N			

order to make a convincing case about the contribution made by the TBP in making a difference to child labour. Cause-and-effect causality may be difficult to provide. But as an expert meeting convened to discuss this very issue concluded[3], one should aim to demonstrate a reasonable attribution or credible association

- The assistance of a researcher/evaluator will be required in development of the design for impact assessment. Ideally, this person will have experience with a range of different evaluation methods, both quantitative and qualitative, with respect to both small grassroots projects and large-scale policy initiatives.

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[3] See note 1.

When developing the design, it is useful to start by identifying sources of data that are already available, or that can be obtained from existing sources. Indeed, it should be possible for most of the data requirements for impact assessment to be built into the monitoring and evaluation processes of the different components of the TBP. One should start by making as much use as possible of existing data, or data that can be shared with others. It should then be possible to see what gaps remain, for which one will need to develop specific evaluation methods and to get the required information. A matrix such as the following may be helpful in this process:

The following section discusses some potential data sources. In searching for readily available data, or data that could be produced, one should explore the potential of data availability with partners or potential partners. E.g. are there plans for data collection to monitor implementation of the Poverty Reduction Strategy Paper? Perhaps there might be ways in which the data needs for the TBP could be included in these other approaches. In particular, it is important to explore how existing and planned monitoring and evaluation systems for other interventions can contribute at least some of the needed information to assess the impact of the TBP.

Nevertheless, it is certain that there will be a need to do at least some original data collection. For example, it is unlikely that there will be sufficient sources of information about many of the enabling factors interventions. Also, it will be important to explore the linkages between different activities and forms of interventions.

4.3 Data Collection

There is only space in this guide to provide a few ideas and very general guidelines to assist in deciding upon the type of data that should be collected. More information can be found in the resources listed at the end of the guide, as well as in the other components of this

MAP Kit dealing with monitoring and evaluation. For specialized needs, it may be advisable to call upon the assistance of an expert in research and evaluation, or to explore some of the specialized evaluation literature regarding particular types of data collection strategies.

4.3.1 Identify data needs during the planning process

The types of data that will be required will depend upon the questions and information priorities. A TBP is complex in nature, operating simultaneously at a variety of different levels. Data collection requirements for the assessment of impact must correspond to this. There is not one right method that can apply in all situations. A variety of forms of data, both quantitative and qualitative, is certain to required.

One important reason for considering data needs during the planning step is to identify what data will need to be collected *in advance* of at least some of the interventions, in order to provide a starting point to assess change. This can consist of quantitative data (e.g. numbers of children working in a given district, the numbers of children previously in the worst forms of child labour who are now attending school, attitudes of the public

or of specific target groups towards child labour and the planned interventions). But it can also be qualitative in nature (e.g. assessing the general status of relevant policies, current activities of particular government departments without a specific child labour focus (e.g. social services, economic development, the openness of staff in other government departments, and in other sectors, towards addressing barriers to child labour as part of their work). This "baseline" information can provide a basis for follow up studies of some form at a later date in order to see what has changed. As the chapter: *Baseline Studies in TBP* discusses, this information can be particularly important in assessing the impact of interventions for specific sectors or areas.

Also, as suggested above, one should identify which data are currently available from other sources. In some cases, it may be able to suggest some additional questions to be explored, e.g. to test the linkages between programme elements that have been identified in the theory of change model. There may be more data potentially available than one would think. There is little point in going to the trouble and expense of collecting new data that duplicates what is already there.

By planning in advance, it potentially may be possible to influence the timing and coordination of data collection to everyone's benefit. For example, if one is assessing the impact of interventions in a specific sector or geographic area, the subsequent assessment of impact may be improved if data can be obtained from other areas at about the same time (e.g. in order to rule out the effects of "displacement", i.e. children moving from work in one sector or area to another; see discussion of this in the box on page 16).

It is quite possible that other useful data can be obtained from other sources. For example, many NGOs often collect considerable data required by donors and for other purposes. There frequently

is monitoring and evaluation data about what is taking place within the education system at both national and district levels. There may be plans for data collection to monitor implementation of the Poverty Reduction Strategy Papers that can be relevant for TBP purposes (if this is not happening, be sure to suggest it!).

As suggested earlier, it is important that data collection procedures are open to the identification of unintended or unanticipated outcomes. Especially with an initiative as complex as a TBP, things never work out exactly the way one can predict or anticipate. Important learning comes from identifying what has actually taken place, and why. This is an essential aspect to outcome assessment. It is not enough just to determine if the Programme has done what it said it would do. From a data collection perspective, this means that there will be a need for at least some open-ended measures.

4.3.2 Data about direct impact on children and families

It is absolutely essential that one obtain

Potential sources of data about the extent and types of child labour

- National household surveys (can be part of a national census or independent, sample-based surveys).

- Baseline studies, typically conducted in a district, to identify child labour characteristics and other key attributes and as a basis for setting targets.

- Rapid assessment studies, which are used to explore particular questions about child labour (e.g. children working on the street or in selective industries) in some detail.

- Child labour monitoring systems, which depending upon their format and purpose, can track child labour within industries or communities.

- Tracking systems, where one follows what happens to individual children over a period of time.

- Tracer studies that ex-post trace the impact on the target group reached by a given intervention.

Some questions to ask about the data

All data, no matter how precise, can potentially be misleading and need to be interpreted with care. Apparent reductions in child labour may be illusory, unless other possible explanations can be discounted. Following are *examples* of some questions that one should ask of the data and take into account in their interpretation. Merely asking questions such as these can provide important hints about how to discount rival explanations.

- Do the data about the incidence of child labour reflect the worst forms? Too often, removing children from some forms of work results in their moving into the worst, hidden forms that may be difficult to determine accurately with survey data.

- Similarly, is there a displacement effect? That is to say, is it possible that apparent reductions in children working in a given district or sector are a result of them moving to a different geographic area, or working in a different sector? One may need to explore changes in child labour patterns elsewhere as well (See the *TBP Concept Paper* elsewhere in this MAP Kit for further discussion of this.)

- How representative are the data of the larger population? This can be a consideration with both quantitative and qualitative data. Has care been taken to check that the sample of those whose who actually responded is representative? For example, one clue can be response rates. With a poor response rate, it could be that children most likely to be working, especially in its worst forms, may be the most difficult to locate and are underrepresented those actually surveyed.

- Can one ensure the integrity (i.e. quality) of the data? E.g. is there any potential of interviewer bias? Also, people tend to make themselves look as good as possible in responding to surveys, e.g. they tend to underestimate how much they drink, or to minimize the extent of illegal or unacceptable activities – which can apply to many worst forms of child labour. Ironically, public awareness campaigns can sensitize people to these issues, potentially leading to more of a biased response in follow-up than in baseline studies.

- Can plausible alternative explanations of the data be accounted for? E.g. to what extent could changes in child labour rates be a factor of population dynamics (i.e. youth entering the age at which they are counted, with others turning 18 and no longer counting as child workers)? Can macro-economic trends, or even changes in a particular business in a small area, explain changes in child labour patterns?

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as good data as possible about the actual extent of child labour, and how it has changed, during the course of implementation of the TBP. In particular, it is critical to obtain as sound data as possible on the extent of the worst forms of child labour. After all, this is the raison d'être, the purpose, of a TBP.

As the theory-of-change model would suggest, impact can come about through both direct activities and ultimately through the impact of indirect activities as well. The model will suggest where to look for impact. For example, if the primary focus is at selective districts or sectors of child labour, then national-based data may be of lesser importance. But if major reductions during the course of the TBP on overall rates of child labour and its worst forms across the country are expected, then it would be necessary to obtain data to give at least some

indication of this. This is particular important when considering that a TBP usually represents a phased initiative, moving into other specific sectors and areas as resources and other conditions allow.

There are a variety of methods whereby one may be able to obtain the data needed for these purposes. Key methods

are listed in the box at the right. All these approaches are discussed in some detail in other parts of this MAP Kit (e.g. the chapter: *Baseline Studies in TBP*), which one should be sure to refer to when planning an impact assessment.

It is important to recognize that these methods, as with all possible data collection approaches, *all* have strengths and limitations. Awareness of these strengths and limitations can assist in the planning and choice of methods. For example, large-scale household surveys potentially can provide detailed, highly credible statistical data about the prevalence of child labour. But they may be limited in what they can say about hidden forms of the worst forms of child labour. It may not be possible to break down the data from national surveys to a district level that may be essential to assess impact. And both national surveys and baseline studies are only useful for evaluation and impact assessment if they are repeated, and repeated in such a way that changes can be accurately identified.

Rapid assessments may be most useful at exploring the worst forms of child labour, and in understanding the reasons for these. This can be invaluable information for both programme planning and for evaluation/impact assessment. But as discussed earlier, these data tend to be qualitative in nature, and may be difficult to use for establishing changes over time. Tracking studies can be especially useful for impact assessment, as they can make it possible to explore the reasons for changes, that is to test the theory of change. But because these studies follow individuals intensively at multiple points of time, large samples can be difficult or impossible.

4.3.3 Data about the impact of enabling environment and other indirect interventions

As a rule there is likely to be less readily available data or guides to help in assessing the impact of changes in the enabling environment and resources, such as policy change, institutional

capacity building, awareness raising and its impact on child labour, and how improvements in other policy domains (e.g. education, poverty reduction) will affect the occurrence of child labour. One is likely to require a variety of different types of both "soft" and "hard" data. However, it does not need to be difficult to get at these forms of impact, provided that one thinks through very carefully what data will be need based upon the theory of change, and what information is likely to be address competing explanations and be convincing.

The following chart, for example, suggests some potential indicators and data sources for tracking the impact of policy change, intended to facilitate ("mainstream") action on child labour in other policy domains. Note that most of these indicators are likely to be qualitative in nature. These examples are provided here to stimulate thought. One should add and modify this list to make it applicable for what each TBP is doing.

Potential Indicators and Data Sources: Mainstreaming of Child Labour through Policy Change	
Potential questions and indicators	**Potential data sources**
Was the potential for impact on child labour discussed (by TBP staff, by other advocates) with those developing policies in other others ((e.g. Poverty Reduction Strategy Paper)?	• Notes, minutes, copies of correspondence • Key informant interviews
Mention of child labour in policy documents (e.g. the PRSP)?	• Review of appropriate policy documents • Key informant interviews (e.g. to understand the process, and reasons for what was or was not done)
Mention of child labour in accomplishing documents, lower-level policy statements and statements of priorities, etc.?	• Review of documents, such as: explanations of the policy, public statements by political leaders and top officials, internal and external documents, plans discussing the policy and plans for implementation • Key informant interviews to assess the extent of consideration of child labour factors in discussions about the policy
Is child labour understood as an important issue by those charged with implementing the policy?	• Review of statements of politicians, other leaders within government and other sectors • Statements of managers • Interviews with managers, key informants • Interviews with key outsiders (e.g. NGOs) • Potential group meetings, small surveys
Are child labour considerations included into implementation plans?	• Review of any documentation about plans for implementation
Are implementation plans disseminated? Are considerations about child labour included at this point?	• Key informant interviews, observation, potential review of documents presenting dissemination plans and reports on what actually too place • Review of materials for training sessions, information sheets, etc. to see if child labour mentioned • Interviews and/or small questionnaire both with those presenting the plans and those on the receiving end, to determine both what too place vis-à-vis child labour, and how this is viewed
Is the relevance and priority of child labour understood by those who need to act on these plans? Why or why not?	• Individual or group interviews • Potential survey
To what extent are the plans acted upon? Are aspects concerning child labour included in what is actually done?	• Review of monitoring and evaluation reports of the applicable agencies and organizations • Field visits, potential case studies • Key informant interviews, both among those responsible for action as well as advocates and outside observers

How appropriate and effective is the action that has taken place? Is there any indication that there has been an impact on child labour? On interesting others in addressing the problems of child labour? Have there been any unintended outcomes?	• Review of monitoring and evaluation reports of the applicable agencies and organizations • Field visits, observations, potential case studies • Child labour monitoring data, and other possible forms of data on direct impact as discussed above • Key informant interviews
Has the effectiveness of the policy been assessed? Has its effect on child labour, and the potential need for modifications, been taken into account?	• Review of monitoring and evaluation reports • Interviews, meetings, with appropriate officials • Observation

identify potential indicators and data sources for other forms of indirect interventions at the enabling environment level. Again, it is not necessary to prove that a particular intervention was the definitive cause of the resulting impact. Especially in the policy arena, outcomes invariably come about as a result of a multitude of factors and interventions. It is just necessary to demonstrate credibly that the TBP intervention has contributed to the impact. If it is possible demonstrate that what was done has created a catalytic effect, i.e. in stimulating others to take action, so much the better.

4.4   Analysis and Interpretation

The specific approach to data analysis will of course depend upon the types of data that have been obtained. For example, with survey data, there are commonly used statistical approaches for analysis. Similarly, with qualitative data, there are a variety of ways in which these can be treated. For example, in some cases responses can be coded into categories. More commonly, one looks for recurring themes and patterns, as well as for observations or comments that can be explanatory in nature.

Especially with a lot of data (either qualitative or quantitative) from different sources, it can be easy to lose the forest for the trees and to get bogged down in detail. It can be useful to draw up a data analysis framework in advance, based upon the key questions for the impact

Suppose one finds that the percentage of children in hazardous work has declined more in one district than in others. How would a detective approach help?

One might start by looking at breakdowns of the "hard" data. E.g. are demographic patterns (e.g. age, sex, family composition) different in this region? One could then ask broader questions, e.g. has the macro-economic situation (or perhaps even the weather) changed more in this district than elsewhere?

Then one might look at programme activities, using both "hard" and "soft" data. For example, what is a given district doing (e.g. education with employers) that is different from elsewhere? Have national policies been enforced in this district differently than elsewhere? Just as a detective needs to rule out other suspects, one should be sure to indicate how alternative explanations for the data are not reasonable.

Through following up on questions such as the above, one eventually should be able to come up with an explanation for what has taken place, just as detectives do.

assessment that previously had been identified. The theory-of-change model will also indicate potential explanations that can be explored in the analysis.

At the box on the right suggests, it can be useful to take a detective approach to data analysis. Initial findings may The above approach can be used to

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┌─────────────────────────────────────────────────────────────────────┐
│                  Elements of a performance story[1]:                   │
├─────────────────────────────────────────────────────────────────────┤
│  •  What is the context? (e.g. the overall setting, challenges, your   │
│     theory of change)                                                  │
│                                                                        │
│  •  What was expected to be accomplished? (e.g. planned outputs and    │
│     outcomes, spending)                                                │
│                                                                        │
│  •  What was actually accomplished? (both planned and unplanned        │
│     outcomes, a discussion of the evidence demonstrating the           │
│     contribution of the TBP interventions to these)                    │
│                                                                        │
│  •  What was learned and what will be done next? (e.g. changes will    │
│     be made based upon the findings)                                   │
│                                                                        │
│  •  What was done to ensure the quality of the data? (brief            │
│     discussion of the strengths and limitations of the data)           │
└─────────────────────────────────────────────────────────────────────┘
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suggest pathways and "leads" that one can then explore.

As with detectives, it is necessary to produce a convincing case for explaining what impact has occurred and what factors were responsible for this. Identify possible counter explanations, such as discussed previously. In particular, one should be sure to bear in mind potential objections that sceptics might raise and what evidence will be need to demonstrate the impact of the TBP interventions. In some cases, this

may require the collection of additional information.

Especially with respect to indirect activities, it is not necessary to prove a conclusive cause-and-effect relationship, which would be impossible in any case. Especially with complex situations, it usually is a variety of factors that, taken together, are responsible for impact. It is sufficient to make a convincing case how the intervention in question as least made a contribution to the resulting impact, that it has made a difference. This is sometimes referred to as "contribution analysis."

Think of telling the *performance story*. This is an approach developed within Canada's Office of the Auditor General[4].

A performance story should seek to convince a sceptical reader that a given interventions have made a difference, along the ways suggested in the theory of change. As the following box suggests, the performance story should discuss the results that have been obtained, in contrast to the initial objectives or targets, and identify the factors that have contributed to this. Most importantly, one should be open about unanswered questions, indicating what has learned from the impact assessment and this information will be used to improve what is being done.

Finally, whatever analysis approach is used should be sensitive to unintended or unanticipated outcomes. As discussed earlier, these sometimes can be more important than what was planned, and provide important learnings about what should be done next.

4.5 Identification of Implications and Dissemination

Now comes the interesting part, identifying what the results mean and what one should do differently as a result.

One might start by reviewing the findings. Are they what were expected? Why or why not? Are there any surprises? Invariably with a complex

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[4] John Mayne. (2003). *Reporting on Outcomes: Setting Performance Expectations and Telling Performance Stories.* Discussion Paper. Office of the Auditor General of Canada.

http://www.oag-bvg.gc.ca/domino/other.nsf/html/200305dp1_e.html/$file/200305dp1_e.pdf

initiative, some elements are more effective than others. There can be events beyond one's control (which could range from an earthquake to economic or political turmoil) that have affected what has taken place. Can these factors be identified?

What has been learned from what has taken place? An assessment of how various interventions at various levels have contributed to the identified impact should be added to the knowledge base for the TBP. Impact assessment, if planned properly, can serve in essence as an update to the earlier situation analysis when originally planning the TBP. What does it say about the situation of child labour at the present time? What needs remain? How can these be addressed?

In essence, how should one act upon the findings from the impact assessment? There are sure to be some areas where small, fine-tuning changes would be appropriate. It is also likely that the need for more extensive changes emerge from the analysis, ranging from the need for new policies, changes in priorities, to somewhat different programmatic approaches. Key stakeholders should be involved in identifying implications for action, including revisions to existing policies and activities, and agreeing upon the need for new or different approaches.

It is also important that the findings and implications from the impact assessment be disseminated in some way. Making findings public provides for transparency and credibility, and is also a means of demonstrating responsibility and accountability. Furthermore, this can serve as an important advocacy tool in identifying what still needs to be done. A report documenting what has been accomplished, and the needs that remain, can serve as a basis for discussion, helping in engaging others who also will need to act in order to provide for continued progress in combating child labour.

The most common means of dissemination is a long, formal technical report. But is this the most appropriate way to communicate the findings, and to engage others? Think back to the audiences for the impact assessment. What information does each of these audiences have to know? What format or means of presentation would be most appropriate for them?

Consider alternative means of presenting the findings and implications. For example, this could include: presentations and meetings with key stakeholders, public meetings, short fact sheets, PowerPoint or video presentations.

Once again, identification and presentation of findings and interpretations should not be viewed as something that happens just once, at the end. Think in terms of frequent interim reports. This can not only help with the ongoing planning and continuous improvement of the TBP. It can also help create awareness and buy-in from other stakeholders who need to be part of the process. It can help reinforce the need for action to combat child labour, and build support for what else needs to be done.

4.6 Follow-Up and Use of Findings of Impact Assessment

The point of any form of evaluation, including impact assessment, should be to result in action of some form. There is little purpose in carrying out an impact assessment if it will not be used.

Furthermore, assessment of impact will provide a frame of reference for assessing the appropriateness and contribution both of the overall TBP strategy, and of the individual components that are expected to contribute to this. It provides a basis for determining if the TBP is moving as required, and if the overall strategy or the implementation of specific components needs to be adjusted. Impact assessment will also provide a starting point for deciding upon "lower

level" monitoring and evaluation exercises.

Nevertheless, too often impact assessment, along with other forms of evaluation, is not used to its full extent. What can be done to facilitate use of the impact assessment?

- As suggested earlier, be sure that planning for impact assessment is integrated with the overall planning and review process for the TBP. This will help ensure the relevance and usefulness of the impact assessment.

- Plan in advance for use. If one waits until all the data has been collected and analyzed, it often is too late. Planning in advance will help ensure that the impact assessment is addressing the right questions, and that it will provide information that can help with action planning.

- As suggested above, do not rely upon a formal technical report to indicate what should be done. Consider other means of presenting findings and implications, in particular interpersonal approaches such as meetings where possible with those who need to take decisions upon action.

- Do not wait till the end to act upon the findings. Action can take place at any time throughout the impact assessment. Very frequently, interim findings, however tentative, can help suggest areas where minor adjustments or other forms of action may be approach. As well, interim reports, however informal, are crucial to make sure that the impact assessment remains relevant and to get people thinking as early as possible about potential implications for action. This can be especially important if the findings that emerge are unexpected or challenging.

- As the following section suggests, make sure that stakeholders who will need to act in some way are *involved* in the process of impact assessment. They should be given an opportunity to participate in identifying the key questions to be explored and types of information to be collected. In particular, they should participate in some way in the interpretation and in identifying action implications. In this way, they will be part of the process, which will provides for buy-in. The implications for action become their own, rather than something proposed by someone else.

5 Managing and Implementing Impact Assessment and Ensuring Its Use

As with any other complex undertaking, effective management is a prerequisite to the success of impact assessment. The box on the right lists some key management considerations. These are briefly considered below.

5.1 Links to TBP planning

As indicated earlier, impact assessment should not be seen as an activity "outside" the TBP itself. The relevance of the impact assessment in addressing priority questions of interest will be increased through close links with the overall TBP planning process. Conversely, the impact assessment has the potential to provide feedback and to identify learnings that can help increase the effectiveness of the TBP programme and its approach.

Furthermore, just as the TBP needs to make linkages with other policy domains (e.g. national poverty monitoring), the same applies for impact assessment. A coordinated approach will help with these linkages, minimizing the potential for duplication – and most importantly increasing the likelihood that the impact assessment will be of value. The chapter: *Strategic Planning of a TBP* provides further guidance for how these links can be made.

5.2 Clear responsibility

Someone needs to have clear overall responsibility for the impact assessment process, and as needed as well for implementation of evaluation of the individual components of the TBP strategy. There should also be a steering committee or group of some form, with responsibility for providing overall direction to the impact assessment. This committee should also be responsible for ongoing monitoring of the impact assessment, to make sure that things stay on target and continue to be relevant, approving changes and identifying the need for corrective action as applicable. Any institutional framework for managing impact assessment should be clearly integrated into the overall TBP planning and management framework. The links to other existing monitoring, evaluation and impact assessment systems as previously discussed should also be considered.

As with other components of the TBP, an action plan should be developed for the impact assessment, with clear budget and timelines established. This would be part of the TBP Monitoring and Evaluation Plan or system, such as described in the chapter: *Strategic Planning of a TBP*. Those with specific responsibility for the TBP impact assessment process, including the steering group or equivalent, should report regularly to the overall TBP management structure.

Some key management considerations
• Links to overall TBP planning
• Clear responsibility for the impact assessment
• Involvement of key stakeholders
• Appropriate expertise
• Focus on use

5.3 Involvement of key stakeholders

One of the keys to a successful TBP, for example in terms of developing understanding and commitment, is involvement and participation of key stakeholders. The same principle applies to the impact assessment. Indeed, as suggested above, the same process can be used for planning and monitoring the impact assessment with the overall TBP. This can have an added benefit of emphasising the focus on the raison d'être or ultimate purpose of all the component activities making up the TBP. With a complex process such as this, it can be easy to get caught up in the details and lose sight of the overall purpose.

Ideally, all key stakeholders should be involved in some way in the impact assessment. This would include development partners responsible for implementing parts of the TBP (e.g. officials in various government agencies, other national institutions such as unions and employer associations, donors, NGOs, etc. As well, advocates, such as NGOs, and also family and children, should be given an opportunity to participate. In particular, these stakeholders should be given an opportunity to participate in the planning and priority-setting process for the impact assessment, and also in reviewing findings and agreeing upon the major implications for action. Likely many of these partners can assist with various forms of data collection as well.

Involvement is critical to creating credibility for the impact assessment, including its ultimate findings and implications. Ownership and buy-in,

along with support for action, arise from participation. There is also increasing evidence about the importance of process use for evaluation/impact assessment. For example, the very process of thinking about how to determine impact can help make interventions more outcome oriented. Involvement in impact assessment can complement other objectives of TBPs, such as creating long-term sustainability, mainstreaming, and replication through scaling up. It can help develop a better understanding of what is needed to do effective impact assessment, as well as support for appropriate interventions to combat child labour.

5.4 Appropriate expertise

As suggested above, management, coordination and communication skills are important for whoever is involved in impact assessment. But technical expertise in evaluation is required as well, including expertise in both quantitative and qualitative data gathering and analysis, and familiarity with potential data sources. Existing monitoring and evaluation structures at the national and local level can be a source of such expertise. Other sources might be national and regional evaluation networks, research institutes specialising in impact assessment or similar activities, or the research, monitoring and evaluation units of major development partners such as international organisations and donors.

It is likely that one will need to make use of external researchers/evaluators for at least some aspects of the impact assessment. To the extent possible, one should make use of existing national-based researchers; preferably those involved with other components or related activities to the TBP. This can be one way of building national capacity in evaluation.

5.5 Always maintain focus on use

In managing the impact assessment process, it is important to maintain a

focus on use. As suggested earlier, considerations about use of the data should not wait until the end. Periodic progress reports and interim assessments can both make sure that the impact assessment itself is on track, but can also provide for preliminary findings. Frequently one can take action of some form, well in advance of the conclusion of the impact assessment. Furthermore, frequent interim reporting, both of a formal and informal nature, can help provide for a no surprises approach to impact assessment.

This can help increase the likelihood of acting upon the findings of the impact assessment. And this is the only reason to undertake impact assessment of a TBP – to help in assessing progress in eliminating child labour, and identifying what else one can do in this regard.

6 Further Reading and Other Resources

The following is presented as a guide to some of the more specific literature on impact assessment of child labour. This is a relatively new field so further readings and resources are likely to be emerging in the future.

6.1 ILO/IPEC Notes and Guidelines on Monitoring and Evaluation

ILO/IPEC produces Notes and Guidelines related to Monitoring and Evaluation of Child Labour programmes and project. The following may be of specific relevance to impact assessment:

- "Design and Preparation of Project Documents". (specific to ILO/IPEC context but based on established design methodologies so can be used for designing specific interventions (projects) within the TBP).

- "How to Identify and Use Indicators". (specific to ILO/IPEC context and geared towards the project level but can be used for designing specific interventions (projects) within the TBP).

- "Strategic Programme Impact Framework (SPIF)". (A specific approach to the development of Strategic Programme Frameworks as theories of change which has been used in the context of different TBPs where ILO/IPEC has facilitated the strategic planning process).

6.2 ILO/IPEC Papers and Documents on Impact Assessment

Assessing the Impact of Action Against Child Labour: A Discussion Paper prepared for the Informal Expert Meeting on Assessing the Impact of Action Against Child Labour. ILO/IPEC, January 2002.

Informal Expert Meeting on Assessing the Impact of Action Against Child Labour: Summary Report. ILO/IPEC. February, 2002. (draft).

At the beginning of 2002, IPEC convened an expert meeting to consider approaches to impact assessment of child labour interventions. This present *Guide* closely follows the recommendations arising from this meeting. The above two papers were prepared, respectively, to help focus the discussion of the expert meeting and to report on the major conclusions and recommendations arising from the meeting.

Impact Assessment Framework in Child Labour. Under development by IPEC/DED, expected mid-2004.

This framework, under development, will provide a comprehensive picture of impact assessment in the context of child labour. It will include guidelines regarding specific impact assessment methodologies.

Methodology on Tracking and Tracer Studies. (under development by IPEC/DED, expected mid-2004).

For tracer studies, the methodology will consist of a standalone package, including manuals and a prototype database, that will enable institutions and partners working on child labour to customize and implement one-off tracer studies to assess past achieved impact on specified target groups of children. For tracking studies, a core methodology for tracking will be available for inclusion into broader child labour monitoring and tracking system, focusing on providing recurrent information on the changes for a sample of the directly targeted groups.

6.3 Impact Assessment Literature – Specific to Child Labour

Davies, Rick. "*Measuring the longer term Impact on Children of IPEC Interventions: A concept paper.* 2002. MSI Inc.

This paper, commissioned and funded by USDOL, considers overall approaches to assessing the long-term impact of ILO/IPEC interventions. and proposes a tracking methodology using a school-based approach.

6.4 Evaluation and Impact Assessment Literature – In general

Asian Development Bank (2000): Guidelines for the Preparation of Impact Evaluation, Reevaluation, and Special Evaluation Studies.

Provides a broad framework for the preparation of Impact Evaluation Studies, i.e. definition and scope, approach and methodology, socio-economic surveys /

tracer studies and operational aspects of data collection

Baker, J.L. (2000): Evaluating the Impact of Development Projects on Poverty. A Handbook for Practitioners. The World Bank, Washington D.C.

Provides tools needed for evaluating project impact, i.e. concepts and techniques, key steps and lessons learned from evaluations of poverty projects.

Kirkpatrick, C. & D. Hulme (2001): *Impact Assessment: an Overview*. DFID Enterprise Development Department.

Examines the underlying principles and basic methods of assessing impact of development projects, i.e. principles and frameworks for impact assessment and practical applications.

Oakley, P., Patt, B. & A. Clayton (1998): *Outcomes and Impact. Evaluating Change in Social Development*. Oxford. International Non-Governmental Organisation Training and Research Centre (INTRAC).

Provides a discussion of the difficulties, dilemmas and opportunities of understanding the outcomes and impact of social development programmes, with case studies from OXFAM, NOVIB, ACTIONAID, Save the Children.

GTZ (2000): Guidelines for Impact Monitoring in Economic and Employment Promotion Projects with Special Reference to Poverty Reduction Impacts.

Part I: Why Do Impact Monitoring? – A Guide.

Part II: How to Introduce and Carry out Impact Monitoring – Tips, Methods, Instruments.

World Bank (2002): A Sourcebook for Poverty Reduction Strategies – Vol. 1: Core Techniques and Cross-Cutting Issues – Part 1 Core Techniques – Chapter 3 Monitoring and Evaluation: and

Technical Notes and Case Studies to Volume 1 – Annex C – Monitoring and Evaluation.

The Monitoring and Evaluation parts of the methodology behind Poverty Reducation Strategies and primarily foucsing on somewhat macro level impact assessment of poverty reduction programmes. Other relevant chapters of the sourcebook deal with "Poverty Measurement and Analysis", "Development Targets and Costs", "Participation", "Governance" and "Strengthening Statistcial Systesm":

Roche, C. (1999): Impact Assessment for Development Agencies. Learning to Value Change. Oxford, OXFAM / NOVIB.

Provides the results from an action-research programme into impact assessment, with 11 case studies carried out by OXFAM, ENDA, BRAC etc. Provides tools needed for evaluating project impact, i.e. concepts and techniques, key steps and lessons learned from evaluations of poverty projects.

Ticehurst, D. & C. Cameron (2000): *Performance and Impact Assessment: Emerging Systems among Development Agencies*. Social Sciences Department Policy Series 8, University of Greenwich.

Reviews recent developments in M&E in the World Bank, DFID, UNDP, the European Union, USAID, GTZ, DANIDA, and FINNIDA.

6.5 Journals and Newsletters

IA exchanges: Sharing ideas on Impact Assessment. ACTIONAID, UK.

ACTIONAID Newsletter that brings together different perspectives on Impact Assessment through exchange of ideas and experienc

6.6 Selected Evaluation and Impact Assessment Related Web sites

ILO/IPEC Design and Evaluation web site: http://www.ilo.org/childlabour

This site provides many of IPEC's resources on monitoring, evaluation and impact assessment.

UNICEF

www.unicef.org/reseval

UNDP

www.undp.org/eo

Worldbank

www.worldbank.org/oed

Asian Development Bank

www.adb.org/Evaluation/default.asp

GTZ

www.gtz.de/forum_armut/english/c05.htm

OECD

www.oecd.org/home

EuropeanCommission

www.europa.eu.int/comm/europeaid/evaluation/methods/index.htm

MandE News

www.mande.co.uk

This site provides information about recent reports, documents and activities related to monitoring and evaluation, and impact assessment in development.

ELDIS Gateway to Development Information

www.eldis.org/participation/pme/index.htm

6.7 Technical Support

The Design, Evaluation and Documentation (DED) Section of ILO/IPEC has developed considerable

expertise in impact assessment specifically related to child labour. In addition to staff at the IPEC Head Office in Geneva, it has staff in various sub-regions around the world. For further information, assistance and questions related to impact assessment and evaluation contact: IPEC@ILO.ORG or IPEC_EVALUATION@ILO.ORG . As necessary, DED can provide information as well as locally based contacts who may be able to provide further assistance.