

Exploring Children's Experiences of Work in Ethiopia:

A Guide for Child-focused Research

Gina Crivello and Alula Pankhurst

Exploring Children's Experiences of Work in Ethiopia: A Guide for Child-focused Research

Gina Crivello and Alula Pankhurst

First published by Young Lives in January 2015

© Young Lives 2015

Printed on FSC-certified paper from traceable and sustainable sources.

About Young Lives

Young Lives is an international study of childhood poverty, following the lives of 12,000 children in four countries (Ethiopia, India, Peru and Vietnam) over 15 years. www.younglives.org.uk

Young Lives is funded from 2001 to 2017 by UK aid from the Department for International Development (DFID), It is co-funded by the Netherlands Ministry of Foreign Affairs from 2010 to 2014, and by Irish Aid from 2014 to 2015.

The views expressed are those of the author(s). They are not necessarily those of, or endorsed by, Young Lives, the University of Oxford, DFID or other funders.

Funded by



Ministry of Foreign Affairs of the
Netherlands



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

Young Lives, Oxford Department of International Development (ODID), University of Oxford,
Queen Elizabeth House, 3 Mansfield Road, Oxford OX1 3TB, UK

Tel: +44 (0)1865 281751 • E-mail: younglives@younglives.org.uk

Contents

The authors	ii
Acknowledgements	ii
Guide to the Reader	1
1. Background	2
1.1. Why study child work in Ethiopia?	2
1.2. Who participates in this study?	2
1.3. How to guide participation	5
1.4. Ethical considerations	5
2. Individual interviews with children/young people	9
2.1. Version A: Children who work for others/are employed	10
2.2. Version B: Children who work for the household (business or farm)	14
2.3. Version C: Children who work for themselves/ do self-initiated work	18
3. Group interviews with children/young people	22
4. Individual interviews with adults	29
5. Group interviews with adults	44
References and further reading	47

The authors

Gina Crivello is an anthropologist and senior research officer with Young Lives, at the University of Oxford. She is interested in the way young people negotiate gendered transitions to adulthood in resource-poor contexts, and in migration and the spatial dimensions of young people's social exclusion.

Alula Pankhurst is the Young Lives Country Director in Ethiopia. He has a PhD in social anthropology from the University of Manchester and was previously Associate Professor in Social Anthropology at Addis Ababa University. His research has focused mainly on poverty, well-being, migration, food security, customary institutions and social exclusion and identities.

Acknowledgements

We thank the Young Lives children, families, researchers and community participants, as well as the stakeholders who helped shape the study. We are also grateful to Agazi Tiumelissan who coordinated the field research. We thank Caroline Knowles for providing editorial support for this publication.

Young Lives is funded from 2001-2017 by UK aid from the Department of International Development (DFID) and co-funded by the Netherlands Ministry of Foreign Affairs from 2010 to 2014 and Irish Aid from 2014-2015. The child work study in Ethiopia was funded by the Oak Foundation. The views expressed are those of the authors. They are not necessarily those of, or endorsed by, Young Lives, the University of Oxford, DFID, or other funders.

Young Lives in Ethiopia is a partnership between the Ethiopian Development Research Institute (EDRI), Pankhurst Development Research and Consulting plc, and Save the Children.

Guide to the Reader

This document is the research manual that guided qualitative data collection as part of a sub-study within Young Lives on 'Stimulating evidence-based approaches to child work/labour in Ethiopia' (2012–14) funded by the Oak Foundation. Young Lives is an international study of childhood poverty, following the lives of 12,000 children in four countries (Ethiopia, India, Peru and Vietnam) over 15 years. We share this document for other researchers carrying out social research with working children to adapt, use and develop in their own research. We have tried to maintain as much of the original document as possible; this means that the language is directed towards field researchers working as part of Young Lives. This document was drafted in 2013 and we have checked and updated it ready for publication in this format in early 2015.

This sub-study was part of a wider set of activities exploring the role of research in improving policy and practice in Ethiopia. Before the field study was designed, a series of consultations meetings involving a range of local stakeholders who work in the area of child poverty and well-being was held in the regions where the research takes place. This protocol reflects some of the areas of knowledge and practice regarding children's work that the stakeholder groups felt it was most important to improve.

Early results from the field study were presented at the 'East and Southern African Regional Symposium on Child Work/Labour' held on 20 and 21 March 2014 in Addis Ababa. Based on the Symposium, a policy brief was jointly produced by the African Child Policy Forum, Save the Children and Young Lives (Pells 2014), and the study findings will be published as a chapter in a book on *Children's Work and Labour in East Africa: Social Context and Implications for Policy*, edited by Alula Pankhurst, Michael Bourdillon and Gina Crivello).

The protocol provides a framework for carrying out a small-scale qualitative study of children's experiences of work in three sites in Ethiopia. It has four main aims.

- It was designed to generate evidence that can be used to stimulate discussion and to inform policy agendas in the area of child work and well-being in Ethiopia.
- It is meant to be adapted to different groups of children, their local circumstances and their preferred ways of communicating their experiences.
- Although it is child-focused, it is designed to involve adults as important sources of data on children's lives and on childhood.
- It aims to generate qualitative data that complement and can be analysed alongside other sources of Young Lives data, including panel survey data, longitudinal qualitative data, and school-level data.

This guide is partly adapted from *The Children's Perspectives Protocol: A Participatory Approach to Studying Child Work Issues*, written by Martin Woodhead and published by Rädä Barnen in 1998. We significantly adapted and expanded that protocol to reflect our specific areas of interest, the particular contexts and the participation of older children and adults in our research.

If you wish to cite this document in publications, we suggest the following:

Crivello, Gina and Pankhurst, Alula (2015) *Exploring Children's Experiences of Work in Ethiopia: A Guide for Child-focused Research*, Technical Note 31, Oxford: Young Lives.

The full text of all Young Lives publications and more information about our work are available on our website: www.younglives.org.uk.

Key contact (UK): Gina Crivello (gina.crivello@qeh.ox.ac.uk)

Key contact (Ethiopia): Alula Pankhurst (alulap@gmail.com)

1. Background

1.1. Why study child work in Ethiopia?

Child labour is a controversial topic worldwide and a major area of policy concern in Ethiopia. The international development community and donor agencies play a strong role in shaping policy and research agendas, including in Ethiopia. The main focus is on the elimination of the worst forms of child labour, as defined by the International Labour Organization, and on tackling extreme forms of exploitation, such as child sex work and child trafficking. Ethiopia's Labour Proclamation only applies to contractual labour, but many children engage in informal and unpaid work, including domestic work and work in the streets. The vast majority of working children in Ethiopia work in agriculture. It is widely assumed that work performed for the household is preferable and less prone to exploitation than work that is performed for pay outside the home.

However, there are many gaps in our knowledge. Existing evidence tends to rely on survey-based statistics, and relatively little is known about children's own perspectives on their working lives. A major area of policy and research interest is in the relationship between work and school. There is a wide range of ways that schools accommodate children's work, and it is important to understand children's experiences of trying to balance work and school, especially given the Government's interest in moving from flexible, shift schooling towards full-time schooling. Key concerns for the Ethiopian Ministry of Education relate to high drop-out rates, particularly among boys who are leaving school early to go into paid employment, as well as strategies for increasing primary school completion and progression to secondary school. There is also concern about literacy and school quality.

Young Lives data show that the vast majority of children combine some form of work (paid or unpaid) with schooling. Other studies have looked at sector-specific areas such as flower farms, domestic work, street children and migrant children engaged in weaving.

Against this background this protocol was designed to generate timely and relevant information that can be used to inform policy discussions and to highlight the role of children's perspectives as evidence within these processes.

1.2. Who participates in this study?

1.2.1. Sites

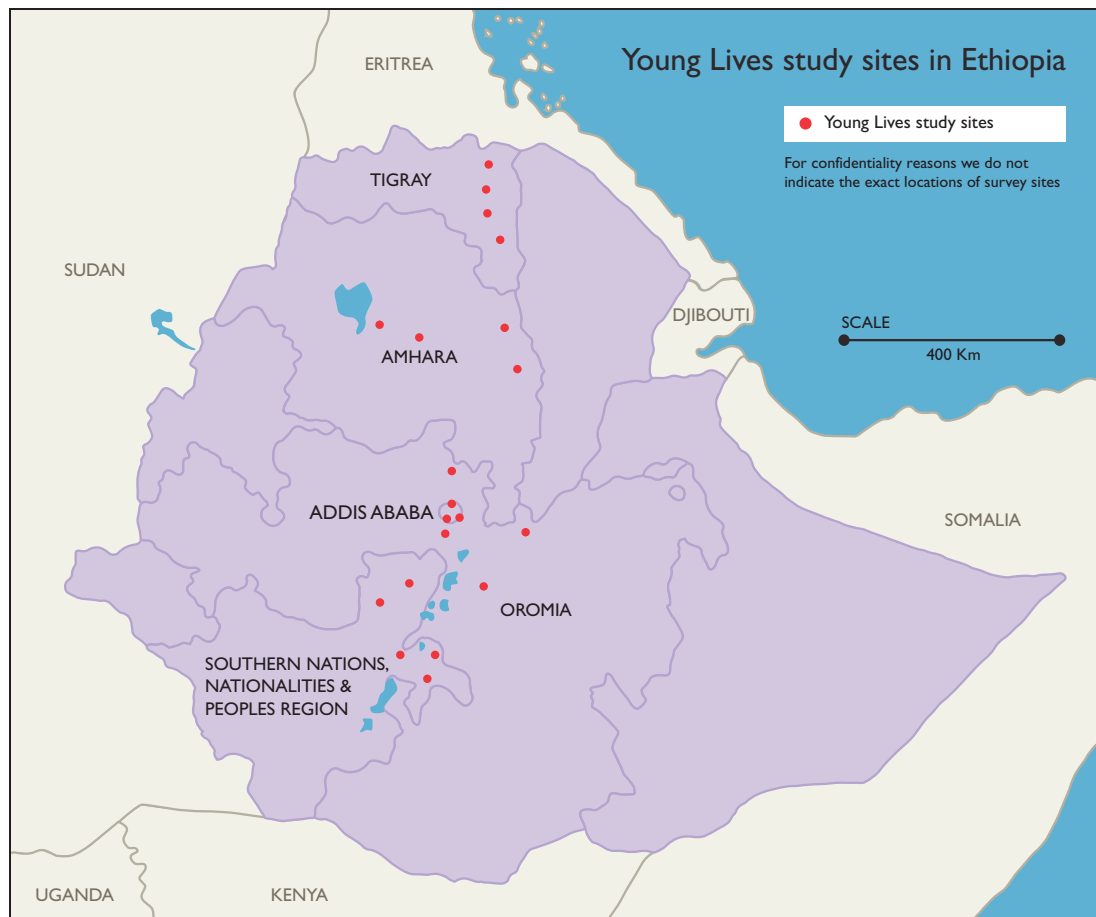
The study identified three Young Lives sites that provide contrasting contexts in which to examine different types and experiences of child work. Leki is rural, and Leku and Menderin are urban. The names of these sites are pseudonyms in order to preserve the anonymity of respondents.

Leki is situated in the eastern part of Oromia Regional State, with a population of fewer than 5,000 predominantly Oromiffa-speaking Orthodox Christians. Livelihoods include rain-fed and irrigated farming, and fishing. Children work as wage earners on irrigation farms and private, foreign-owned flower farms that entered the community in around 2008. Adults worry that the young people are tempted to drop out of school to work on the flower farm. Crop failure and food price rises require many households to depend on a government social protection scheme, the Productive Safety Net Programme (PSNP). Recent changes include the upgrading of the only primary school to include Grades 7 and 8, a new bridge connecting the community to the nearby town, and expansion of electricity.

Leku is an active quarter of Hawassa, the capital of the Southern Nations, Nationalities and Peoples Region (SNNPR), with fewer than 40,000 inhabitants. Poverty is widespread and residents earn their living through petty trade, street vending and daily labour. Social problems for children relate to commercial sex work and drug addiction, linked to the presence of *shisha* houses, bars and brothels. There are many child migrants in this area, who mainly come from Wolayta, Gamo and Sidama; they are vulnerable to abuse and have little protection.

Menderin is located in the centre of Addis Ababa in a commercial area with a population of approximately 10,000. Residents rely on the informal economy, in petty trade, street vending, woodwork and carrying goods for cash. Boys work selling or carrying groceries, serving clients, washing cars and shining shoes. Women earn a living by cooking and selling food, cleaning or as washerwomen, and girls tend to assist them. There has been some housing development in the area, with new condominium flats; the area has been designated for urban redevelopment and the existing housing will be demolished. The Government plans to relocate the population in other areas.

Figure 1. *Young Lives study sites in Ethiopia*



1.2.2. Children

When possible, sample from within Young Lives, but it will be necessary to include children outside the Young Lives sample in order to cover the list of work types. The sampling criteria are age, gender, school status, work status and migration status. The two age cohorts in the Young Lives sample are currently aged 12–13 (Younger Cohort) and 18–19 (Older Cohort). The current study aims to sample both and to work with equal numbers of boys and girls as far as possible. It is best to over-sample children combining work and school but also to include some children who only work and a few who only go to school. In order to capture diverse child occupations, specific to localities, as well as different ways of organising work, the sample should cover work outside the household for pay, self-initiated work, domestic work, household chores only, work organised by the family or done for the family business and work done through middlemen. Sampling should also aim to capture cases of in- and out-migration.

Where a given type of work is performed by both Older and Younger Cohort children, prioritise interviews with the younger children.

1.2.3. Caregivers

For the group discussions with caregivers, recruit one group of male caregivers and one group of female caregivers in each site; ideally, these will be caregivers of the children participating in this study, but this is not essential. They should, however, have children roughly between the ages 12 and 19.

Identify a smaller sample of caregivers for individual interviews, from both cohorts. Selection can be made on the basis of a potentially interesting story to tell around intergenerational dynamics (e.g. by the mother of a child domestic worker). Aim to interview approximately one-third of the caregivers of children participating in this study.

1.2.4. Community representatives

You should interview a selection of community representatives, including officials from the *kebele* (neighbourhood) and the *woreda* (district), as well as some employers who employ children. Lists of the roles that should be sampled are given below. These should be adapted to the local context.

Kebele level: Health extension worker, school director, cabinet representative for women and children, official at the *kebele* social court, community police officer, dominant religion leader, minority religion leader, head of *iddir*.

Woreda level: Officer for Women, Children and Youth Affairs (if the *kebele*-level cabinet representative for women and children not interviewed), officer for labour and social affairs, official from the education bureau, official from the health bureau, official at the *woreda* court (if official at the *kebele* social court not interviewed), *woreda* police (if *kebele* community police officer not interviewed), one or two NGOs working on children's issues, female and male representatives of the Children's Parliament.

Employers: Businessman, businesswoman or trader employing children, employer of child domestic worker (female), employer of child farm worker/domestic worker (male), private investor employing children, middleman/broker/agency/*delala* recruiting children.

1.3. How to guide participation

1.3.1. Individual approaches

Individual interviews may enable some children (and adults) to discuss sensitive or difficult topics related to personal biography that may be inappropriate to discuss in a group setting. Individual interviews will provide in-depth data on a selection of children (primarily drawn from the Older Cohort), capturing, for example, their individual work histories within the context of changing household circumstances and shocks. Individual interviews allow greater exploration of individual perspectives and experiences, and the possibility of creating illustrative 'case profiles' around particular themes and types of child work.

1.3.2. Group approaches

Some children (and adults) will feel more comfortable participating in group discussions, which are useful for generating normative views on particular topics.

When possible, children in a group will be of the same gender and age group, and researchers should be sensitive to possible diversities in work experience and wealth disparities. At the same time, it is important to document disagreements within the group, and to identify individual contributions through *verbatim quotes that can be traced back to individual participants* (especially if recordings are not used to enable checking this later).

Drawings, mapping, story completion, role play and the use of photos or news articles may be effective tools in generating discussion, depending on participants' preferred ways of working together and communicating their experiences. Use of such tools requires preparation and additional resources (paper, pens, instructions, etc.).

1.4. Ethical considerations

It is important to be both informed and reflective about the ethics of research with children and other vulnerable social groups. Fieldworker training should give trainees the opportunity to share their experiences and concerns related to the ethics of the study. Training should cover a range of topics, such as obtaining the informed consent of children and other stakeholders, explaining the intended uses of the data, issues of confidentiality, and what is to be done when children disclose abuse or exploitation. Young Lives draws on Save the Children's child protection guidelines. Most of the researchers involved in this sub-study have already worked on Young Lives qualitative projects and are familiar with many of these issues. However it is essential to review these carefully and constantly keep ethical concerns in mind. Managing expectations related to what children (and families) can and cannot expect as a result of their participation in the research is also important.

Box 1 contains some suggested ways of explaining different aspects of the study that you can adapt for different groups (children/adults).

Box 1. Obtaining informed consent

Introduction

Be sensitive to local concerns about children (parental fears of child abduction, or children's fears that confidential data might be revealed to their parents, for example). Be clear about the nature of the study and what participation in the study entails. Introduce yourself as a researcher with the Young Lives study and explain:

My name is X. I am a researcher with Young Lives. Young Lives is a research study not an NGO. We are here to learn from you about the lives of children in this community. We are especially interested in the different activities that children do, such as working and going to school.

We are staying in the community for around two weeks and we will be talking to many children and adults during this time.

We cannot promise to improve your life but we will use the information that you tell us in our research reports. We hope that this information will be useful for local and national governments when planning services for children in the future.

Obtain consent from all Younger Cohort children, as well as their caregivers. In the case where the child is on his/her own (e.g. if s/he has migrated without a caregiver) the child's consent is sufficient. The Older Cohort will be 18 or 19 years old so their caregivers' consent is not required. Some cases will be exceptional (e.g. in the case of a child domestic worker under the age of 18, please obtain consent from his/her guardian or employer).

Explanation

Explain to children what you want them to do. For example:

I would like to talk to you and ask you some questions about your work/the work that children do in the community. This discussion might take around [X amount of time].

I would like to invite you to be part of a group discussion about children's/young people's lives in the community, including some of the challenges that boys/girls your age face. The group discussion will take around [X amount of time].

Anonymity

Tell them that they will be anonymous.

Your name will not be used in my report, so we can describe what you think without anyone knowing that it is you. This means that what you say will be shared with other members of the research team, but I am not going to tell your family or anybody in the community what you tell me. We will also disguise the name of the community.

Child protection

State your position on child protection.

If you say something that makes me worried about your safety, I will talk to you about it first, then I may talk to my boss/supervisor. If you do not want to answer a particular question, we can skip it. And you can stop at any time.

If a respondent tells you something that makes you worry about their safety or welfare, speak to your co-researcher. You may also decide to provide information about where they can go in the local community/area to seek support, for example, the Office for Women and Children and Youth Affairs or the Children's Parliament, etc. If you cannot decide what to do, get in contact with the Principal Investigator/leader. Do not do anything that would place the child in danger. Children should not be asked to miss school in order to participate in the research.

Recording

If you choose to use audio-recording or to take photographs, be sure to ask the children/participants for permission. Make it clear at the beginning of each module if you are doing recording. We cannot use photographs of children in our publications, although we do sometimes use them as illustrations in presentations. Ask if we can use photographs of their drawings in our reports (if relevant).

1.4.1. Respecting children in research

We are interested in children's views, so avoid using leading questions, such as, 'School is good, isn't it?' or 'Aren't you embarrassed when other children see you beg?' Instead, use open questions, such as, 'Tell me how you feel about school ...' or 'How do you feel about this activity? What are the good and bad things?'

Remind them that there are no right or wrong answers. Allow the children to speak for as long as they want in answering a question *before* you start using probes. Make it clear in your report what answers came spontaneously and which ones as a result of prompting, by inserting the words 'After prompting' to indicate the difference.

1.4.2. Learning lessons

Attention to research ethics needs to be ongoing, and the subject should be continually revisited. An understanding of the context and of power relationships based on gender, economic differences and between children and adults are all crucial for how ethics work in practice. Document any ethical dilemmas and difficulties you faced during the research for discussion and further learning.

Post-fieldwork briefings provide a space to share and discuss field experiences with the aim of enhancing methodological learning, as well as providing ethical reflections that can be documented and shared with a wider audience.

Box 2. Summary of modules and their content

Individual interviews with children/young people

Module 1: My day, my work asks young people to describe their daily lives, including the variety of work activities they perform, how they balance work and schooling, and the level of choice they have in relation to how they spend their time.

Respondent groups: Younger children, older children

Module 2: My life, my work explores children's work trajectories over time, documenting reasons, activities and changing circumstances across childhood.

Respondent groups: Younger children, older children

Group interviews with children/young people

Module 3: Our community, our work seeks information from children/young people about the nature and availability of different types of work in the community, including new opportunities and young people's judgements about what kinds of work are best/worse for boys/girls, men/women.

Respondent groups: Younger children, older children (separate groups for males and females)

Module 4: School and work asks children to compare the costs and benefits of work with the costs and benefits of schooling, and to identify the challenges of combining school and work.

Respondent groups: Younger children, older children (separate groups for male/female)

Module 5: What is a child? invites young people to present their own views on child development and on the transition to adulthood, and the role of work in these processes. They are asked to chart a wide range of work activities in terms of age- and gender-appropriateness.

Respondent groups: Older children

Module 6: What if ... invites children to discuss universal themes affecting working children by considering hypothetical problems and moral dilemmas relating to child work.

Respondent groups: Older children

Module 7: What should s/he do? introduces a series of vignettes touching on child work themes and invites children to comment on them, based on what they think the main characters in the stories should or should not do, and to explain why.

Respondent groups: Older children

Module 8: Show me your work asks a selection of children to use cameras to take pictures of their working environments, including the things they like and dislike about their work, and the types of jobs they might aspire to. The resulting photographs are used as the basis of a conversation.

Respondent groups: Older children

Individual interviews with adults

Module 9: My child's work, my work explores caregivers' views on different aspects of their children's work, including decision-making and the degree of negotiation regarding children's time use. It seeks to identify possible links between the work that caregivers and their children do, including caregivers' experiences of work when they were children.

Respondent groups: Caregivers of younger children, caregivers of older children

Module 10: Community perspectives on child work elicits information from a variety of local experts and community representatives. Separate interview schedules are provided as guides for each potential respondent group. This discussion can also be done as a group interview where appropriate.

Respondent groups: Various

Group interviews with adults

Module 11: Caregiver perspectives on childhood transitions seeks caregivers' views on age- and gender- appropriate work across childhood. It asks them to compare their experiences of their own childhood with their children's experiences, and to discuss changes in the nature of transitions to adulthood.

Respondent groups: Caregivers, but could also include other adults from the community

2. Individual interviews with children/young people

There are three versions of these interviews. Each of the versions contains two modules.

- **Version A** ('Children who work for others/are employed') is for children who work outside the household or are employed.
- **Version B** ('Children who work for the household') is for children who work in the family business or on the family farm.
- **Version C** ('Children who work for themselves/do self-initiated work') is for children who are 'self-employed'.

Box 3. Definitions of types of work

Work for others	Work done for others for pay (cash or in kind), reciprocal work or work done without payment (e.g. for an employer/middleman/other household). Includes: <ul style="list-style-type: none"> • employment • domestic work for other household/relative • work for relative or neighbour • work group (<i>debo, wenefel</i>) • work for middleman (e.g. lottery ticket sales, begging or commercial sex work when these involve middleman).
Work for the household	Work that is performed or organised by the child's household, which may or may not be paid. Includes: <ul style="list-style-type: none"> • work for child's household (e.g. in the house or on the family farm, doing domestic chores, child care or animal care for household) • work organised by the child's household for the child to do for the household (e.g. in the market, food preparation for sale, for family business) • domestic work done for household by children 'adopted' into the household (e.g. orphans, fostered children; but not considered an employer–employee relationship).
Work done by the child for him/herself (on own account)	Work that is self-initiated and regarding which the child can decide how to use the income. Includes: <ul style="list-style-type: none"> • petty trade, fishing, livestock-raising • begging and commercial sex work when carried out on own account.

Before you start, gather basic information about the child so that you can select the appropriate version of the modules. You can use a form like this one:

Name	Age	Gender
Relationship to head of household	School status/ grade	Work status

2.1. Version A: Children who work for others/are employed

Module 1A. My day, my work

Aims

- Find out about children's *daily* time-use, and how they describe their day
- Estimate the time they spend on different activities, how they balance work with other activities, and how much power they have to decide what they do.

We are especially interested in (a) the range of activities and patterns of the daily timetable; (b) the amount of time given to various types of work, domestic chores, child care, school, play/leisure, washing, eating and sleeping; and (c) the child's perspective on their work in relation other things they do throughout the day.

1. Create a profile of child's daily life

The reference point can be what the child did 'yesterday' or on the last working day.

- Tell me what you did *yesterday*.
[Please indicate which day of the week is referred to.]
- Was this a typical day?
- If not, how was it different?

Take each part in turn:

- What did you do in the *morning*? (From when you woke up ...)
- How much time did you spend on each activity?
- What did you do in the *afternoon*?
- How much time did you spend on each activity?
- What did you do in the *evening*? (Until you went to sleep ...)
- How much time did you spend on each activity?
- Do you get up at night to study or work or for leisure?

By this stage, you should have a clear understanding of the child's school and work status.

2. Talk about the profile

- What do you like best about what you did yesterday?
- Did you encounter any difficulties in getting through the day? Explain.
- Which activities could you choose to *not do*?
- Which activities did you not have a choice about?
- What would have happened had you not done them?
- What other work do you do *for your household*?
 - In the home?
 - Outside?
- Is this different from the older and younger siblings of same gender?
- Is this different from older and younger siblings of the opposite gender?
- Are there children employed in your household?
 - What work do they do?
- Are there children of relatives living in your household?
 - What do they do?
- Are adults in your household working?
 - What do they do?
- Who cares for younger children in the household?
- When someone is unwell in the household, who cares for them?
- What other work do you do *outside the household*?
 - How do you fit it into your other activities?
- What work do you do for other households?
 - For relatives?
- For neighbours?
- What work do you do outside the household for yourself?
 - How do you fit it into your other activities?
 - How are weekends different from weekdays for you?

- How is Sunday different from Saturday?
- What about other seasons? (What did you do, e.g., at harvest time [for rural areas], weeding, planting, during festivals)
- Tell me about market days?
- What about holiday periods or holidays? (Saints' days, Easter).
- Last rainy season vacation what work did you do?
 - Where?
 - For whom?
- Last semester break? (last January–February)

Module 2A. My life, my work

Aims

- Explore children's work trajectories over time
- Examine each job in detail, how they got started, the reasons for working
- Gather information on future job aspirations.

This module follows on from Module 1A (for children who work for others/are employed). The idea is to build up a history of the child's working life. You can do this in different ways; you may start from the current job, then ask the child to talk you through their work history. Alternatively, begin from their earliest memory of work and move towards the present day. In some cases, the child will not be working outside the household or for pay.

1. Current life and job

Now I want to ask you some more questions about the work you are doing these days.

Main job

- What activities are you involved in?
- What is your main job?
 - Explain what it entails
- Where do you work? Who for? With whom? Other family members?
- How did you get/find the job? Do you know anyone else who does this job?
- What other jobs do you do?
- What work do you do within the household?

Skills

- What skills are involved in your work? How did you learn them? How long did it take?
- Are these skills that will be useful in the future, for other jobs?
- Is there someone who you are close to at work? Why do they feel close to them?

Conditions

- Do you consider your current work difficult – in what ways? Is the work tiring?
- How long do you work for? How many hours a day?
- How do you get to the workplace and how long does it take?
- How many rest periods do you get?
- Do you ever sleep away from home so that you can do this job?
- Where? How do you get there? With whom do you go, and for how long?
- How does it compare with other work done by children of same gender and age?
- Have you ever helped another child find work?
- Have you been expected to work beyond what you agreed to do? If so, explain.

Wages

- When did you last get paid?
- Last time you got paid (in cash or kind) how much did you receive, and for what period (day/week/month)?
- Do you get paid by piece rate, daily wage, weekly, monthly, according to performance ... ?
- Has the payment you received increased, decreased or stayed the same during the last year?
- Do you have a work contract?

- Do you think that is fair payment for the work you did?
- What did you do with your last wages?
- What happens generally to the money you make? Who decides?
- Have you ever had problems getting paid? How did you deal with it? Were you able to speak with your employer about it? Were your caregivers able to intervene?

Benefits and risks/harms/costs

- What are the main benefits you derive from your work?
- What are the benefits your family derives?
- What are the risks/harms/costs of your involvement in work?
 - Have you faced mistreatment? If so, explain
 - Has the work impacted on your health?
- What are the risks/costs for your family?

Changes

- Does your work change at different times of the year? During holiday periods (e.g. more or less work, the nature of the work)? (Ask for examples from the last rainy season working.)
- Have the conditions been changing since you started working?
 - If so, in what ways and why?
- Have the wages been changing since you started working?
 - If so, in what ways and why?

Only for Leki:

- Does your household participate in the Productive Safety Net Program (PSNP)? Have you ever worked as part of the PSNP? What type of work, for how long/often, what paid? When other household members participate in the PSNP, does it change the things that you have to do (inside and outside the home)? When did this last happen?

If the child is enrolled in school, continue. (If not enrolled, skip to the next section 'Work history'.)

Schooling

- What type of school do you attend? (private/public/religious, primary, secondary, half-day/full-day/shift/evening/weekend, distance education, college, TVET, courses?)
- How many hours a day?
- How do you manage to combine schooling with your work outside the home?
- Are you absent from school on certain days for work? If so, how often?
- Do you always attend school or do you take breaks for periods of more than a week? Why?
- Have you ever been absent from school for more than a week in order to work? What was the nature of the work?
- Has work affected your school performance? If so, how?
- What are the problems you face with your schooling?

2. Work history Now start to build up a child work history. Consider using a basic timeline to guide the conversation.

- Now I want to ask you about all of the different jobs that you have done in your life.

Ask the child to think back to when they first started working.

- How old were you? What did you do? Where did you work? Who for?

If they started trading by themselves:

- How/where did you get the money to start?
 - What other resources did you need to get started? How did you obtain those resources? Who helped? (Did you get a loan?)
- How did you get paid, how much, and what was it used for?
- Have you been able to save money? If so, in what ways, how much and what for?
- Have you been able to help your family through your earnings? If so, in what ways?
- Did you have to leave school to be able to work?
- How did you get that job? Whose idea was it that you should work? Did you have any choice? What were the reasons?
- What was happening at home at the time (Was everyone able to work? Were there problems?)

- What did you like/dislike about this work?
- Did you do other things at the same time to earn money/get things for yourself or for your family?

If relevant:

- Why did you stop doing this work?

Continue to fill in the work timeline until you reach the present period. Try to capture information about changing household and community circumstances (such as shocks) that might have impacted on the child's work.

Health, injuries and dangers

- Has your working affected your health? Have you got pains?
 - What do you do to avoid or lessen this?
- Have you ever been hurt or injured while working at any of these jobs?
 - If so, describe what happened.
 - Did you get modern or traditional medical treatment? Who covered the costs?
- Have you ever been scared or felt threatened?
 - If so, describe what happened.

For girls probe sensitively about possible sexual harassment.

- Have you ever felt you have been treated unjustly?
 - If so, describe what happened.
- Is your current job more or less dangerous than the types of things other children your age do?
- Of all the jobs you have had, what is the best/worst job you have had? Can you explain?
- Is there another kind of work you would prefer doing?
- Have you tried to find work, but been unsuccessful in getting work? Can you explain?
 - For how long were you unemployed? What did you do?
- Would you prefer to not work but to study full-time instead?
- Would you like to work full-time and not study?

3. The future and aspirations

- For how long do you think you will carry on with your current work?
 - What will you do next? Who (or what) will decide?
- Five years from now, what work would you like to be doing? (The same or different from what you're doing now?)
 - Do you know anybody else who does this job?
- Thinking realistically, what do you expect to be doing in five years' time?
- What occupation would you like to have in the future?

4. Migration

- Were you born in this locality?
 - If not, when did you come here, why and how?
- What are your views about migrating for work?
 - How would you compare migrating to work on agricultural farms, in towns, and abroad?
 - What do you see as the respective advantages and benefits and disadvantages and risks in migrating?
- Have you ever migrated before for work?
 - Explain. (Did you come to locality for work; did you leave this place for work somewhere else?)
 - What work did you do? How did you find that work? Did somebody help you? Did you already know someone living there? Doing that job?
- Would you prefer to stay here [in the locality] to work, or would you prefer to look for work somewhere else?
 - [If elsewhere] What job would you do? Do you already know someone who lives there?
- Do you know of successful migrants? What about those who have been unsuccessful?
 - Please describe one case of each.

Thank you. Do you have any questions or comments for me?

2.2. Version B: Children who work for the household (business or farm)

Module 1B. My day, my work

Aims

- Find out about children's *daily* time use, and how they describe their day
- Estimate the time they spend on different activities, how they balance work responsibilities for the household with other activities, and how much power they have to decide what they do.

We are especially interested in: (a) the range of activities and patterns of the daily timetable; (b) the amount of time given to various types of work, domestic chores, childcare, school, play/leisure, washing, eating and sleeping; and (c) the child's perspective on their work in relation other things they do throughout the day.

1. Create a profile of child's daily life

The reference point can be what the child did 'yesterday' or on the last typical day.

- Tell me what you did *yesterday*. [Please indicate which day of the week they refer to.]
- Was this a typical day?
- If not, how was it different?

Take each part in turn:

- What did you do in the *morning*? From when you woke up ...
 - How much time did you spend on each activity?
- What did you do in the *afternoon*?
 - How much time did you spend on each activity?
- What did you do in the *evening*? Until you went to sleep ...
 - How much time did you spend on each activity?
- Do you get up *at night* to study or work or for leisure?

By this stage, you should have a clear understanding of child's school and work status.

2. Talk about the profile

- What do you like best about what you did yesterday?
- Did you encounter any difficulties in getting through the day? Explain.
- Which activities could you choose to *not do*?
- Which activities did you not have a choice about?
- What would have happened had you not done them?
- What other work do you do for your household beyond what you already mentioned?
 - In the home?
 - Outside?
- What family business activities are you involved in?
 - What activities does this involve?
 - How much time do you spend per day/week/month?
 - Does this vary seasonally or in other ways?
 - What responsibilities does this involve?
 - Do you receive any remuneration/pay? If so, in cash or in kind?
 - How much, on what basis (daily, weekly, monthly, by the job other)?
- Is this different from the older and younger siblings of same gender?
- Is this different from older and younger siblings of opposite gender?
- Are there children employed in your household? What work do they do?
- Are there children of relatives living in your household? What do they do?
- Are adults in your household working? What do they do?
- Who cares for younger children in the household?
- When someone is unwell in the household, who cares for them?
- How are weekends different from weekdays for you, and Sunday from Saturday?
- What about other seasons? (What did you do e.g. [in rural areas] harvest time, weeding, planting, festivals?)
- Market days
- What about holiday periods or holidays? Saints' days, Easter?

- Last rainy season vacation what work did you do? Where? For whom?
- Last semester break? (last January–February)
- What are the consequences if you do not do your work well? Are you reprimanded? Is there any punishment?
 - Can you give an example?
- Are you ever rewarded for working for the household?
 - What do you receive? [Money, gifts, livestock, other?]

Module 2B. My life, my work

Aims

- Explore children's work trajectories over time
- Examine each job in detail, how they got started, the reasons for working
- Gather information on future job aspirations.

This module follows on from Module 1B (for children who work for the household, business or farm). The idea is to build up a history of the child's working life. Children who may currently only be working for their households might have a history of other types of work. Please explore. You may start from the current main job or responsibilities, then begin from their earliest memory of work and move towards the present day.

1. Current life and main job

Now I want to ask you some more questions about the work you are doing these days.

Main job

- What would you say is your main job/responsibility?
- Where do you do this work?
 - Inside or outside the household?
 - Who for? With whom?

Skills

- What skills are involved, how did you learn them? How long did it take?
- Are these skills that will be useful in the future, for other jobs?

Conditions

- How long do you work for? How many hours a day?
- How many rest periods do you get?

If they work outside the home:

- How do you get to the workplace and how long does it take?
- Do you consider your current work difficult
 - in what ways?
 - Is it tiring?
- How does it compare with other work of children of same gender and age?

Benefits and risks/harms/costs

- What are the main benefits you derive from your work?
- What are the benefits your family derives?
- What are the risks/harms/costs of your involvement in work?
- Have you faced mistreatment? If so, explain
- Has the work impacted on your health?
- What are the risks/costs for your family?

Changes

- Does your work change at different times of the year? During holiday periods? (More or less work, the nature of the work?)

Ask for examples from the last rainy season working.

- Have the conditions been changing since you started working?
 - If so, in what ways and why?
- Have the wages been changing since you started working?
 - If so, in what ways and why?

If in Leki site:

- Does your household participate in the Productive Safety Net Program [PSNP]? Have you ever worked as part of the PSNP? What type of work, for how long/often, what paid? When other household members participate in PSNP, does it change the things that you have to do (inside and outside the home)? When did this last happen?

If the child is enrolled in school, continue. (If not enrolled, skip to next section 'Work history'.)

Schooling

- What type of school do you attend? (private/public/religious, primary, secondary, half-day/full-day/shift/evening/weekend, distance education, college, TVET, courses?)
- How many hours a day?
- How do you manage to combine schooling with your responsibilities at home?
- Are you absent from school on certain days because you have to work? If so, how often?
- Are you absent from school on certain days because you have to care for family members? Who? If so, how often?
- Do you always attend school or do you take breaks for periods of more than a week? Why?
- Have you ever been absent for school for more than a week in order to work? What was the nature of the work?

2. Work history

- Now I want to ask you about all of the different jobs that you have done in your life.

Ask the child to think back to when they first started working, including when they acquired new responsibilities within the household.

- How old were you? What did you do? (Where did you work? Who for?)

If they started trading by themselves:

- How/where did you get the money to start?
- How did you get paid, how much, and what was it used for?
- Have you been able to save money? If so, in what ways and how much and what for?
- Have you been able to help your family through your earnings? If so, in what ways?
- Did you have to leave school to be able to work?
- How did you get that job? Whose idea was it that you should work? Did you have any choice? What were the reasons?
- What was happening at home at the time (Was everyone able to work? Were there problems?)
- What did you like/dislike about this work?
- Did you do other things at the same time to earn money/get things for yourself for your family?

If relevant:

- Why did you stop doing this work?

Continue to fill in the work timeline until you reach the present period. Try to capture information about changing household and community circumstances (such as shocks) that might have impacted on child's work.

Health, injuries and dangers

- Have you ever been hurt or injured while working at any of these jobs?
 - If so, describe what happened.
- Have you ever been hurt or injured while doing your work at home or for the family?
 - If so, describe what happened.
- Have you ever been scared or felt threatened?
 - If so, describe what happened.
- Have you ever felt you have been treated unjustly?
- If so, describe what happened.

For girls probe sensitively about possible sexual harassment.

- Is your current job more or less dangerous than the types of things other children your age do?
- Is the work you do for your household more or less dangerous than the types of things other children your age do?

**3.
Aspirations
and the
future**

- Of all these jobs you've described, what is *the best/worst job* you have had? (Can you explain?)
- Is there another kind of work you would prefer doing?
- Have you tried to find work, but been unsuccessful in getting work? (Can you explain?)
- Would you like not to work but to study full-time?
- Would you like to work full-time and not study?
- For how long do you think you will carry on doing what you're doing?
 - What will you do next? Who (or what) will decide?
- Five years from now, what work would you like to be doing? (The same or different from what you're doing now?)
 - Do you know anybody else who does this job?
- Thinking realistically, what do you expect to be doing in five years' time?
- Have you tried to find work, but been unsuccessful in getting work? Please explain.

**4. Migration
history and
aspirations**

- Were you born in this locality?
 - If not, when did you come here, why and how?
- What are your views about migrating for work?
 - How would you compare migrating to work on agricultural farms, in towns and abroad?
 - What do you see as the respective advantages and benefits and disadvantages and risks in migrating?
- Have you ever migrated before for work or for another reason?
 - Explain. (Did you come to locality for work; did you leave this place for work somewhere else?)
 - [If for work] What work did you do? How did you find that work? Did somebody help you? Did you already know someone living there? Doing that job?
- Would you prefer to stay here [in the locality] to work, or would you prefer to look for work somewhere else?
 - [If elsewhere] What job would you do? Do you already know someone who lives there?
- Do you know of successful migrants? What about those who have been unsuccessful?
 - Please describe one case of each.

Thank you. Do you have any questions or comments for me?

2.3. Version C: Children who work for themselves/do self-initiated work

Module 1C. My day, my work

- Aims**
- Find out about children's *daily* time-use, and how they describe their day
 - Estimate the time they spend on different activities, how they balance work with other activities, and how much power they have to decide what they do.
- We are especially interested in: (a) the range of activities and patterns of the daily timetable; (b) the amount of time given to various types of work, domestic chores, childcare, school, play/leisure, washing, eating and sleeping; and (c) the child's perspective on their work in relation other things they do throughout the day.
- 1. Create a profile of child's daily life**
- The reference point can be what the child did 'yesterday' or last typical day.
- Tell me what you did *yesterday*. (Please indicate which day of the week they refer to.)
- Was this a typical day?
 - If not, how was it different?
- Take each part in turn:
- What did you do in the *morning*? From when you woke up ...
 - How much time did you spend on each activity?
 - What did you do in the *afternoon*?
 - How much time did you spend on each activity?
 - What did you do in the *evening*? Until you went to sleep ...
 - How much time did you spend on each activity?
 - Do you get up at night to study or work or for leisure?
- By this stage, you should have a clear understanding of child's school and work status.
- 2. Talk about the profile**
- What do you like best about what you did yesterday?
 - Did you encounter any difficulties in getting through the day? Explain.
 - Which activities could you choose to *not do*?
 - Which activities did you not have a choice about?
 - What would have happened had you not done them?
 - What other work do you do for your household?
 - In the home?
 - Outside?
 - Is this different from the older and younger siblings of same gender?
 - Is this different from older and younger siblings of opposite gender?
 - What other work do you do outside the household?
 - How do you fit it into your other activities?
 - What work do you do for other households?
 - For relatives?
 - For neighbours?
 - What other work do you do outside the household for yourself?
 - Describe the nature of the work.
 - How did you get the initial capital to start the work?
 - Does anyone help you?
 - If so, who and how?
 - Did you get loans or have you got loans since then?
 - What are the costs involved in your business?
 - How much time do you spend per day/week/month?
 - How does that vary?
 - Has it been increasing?

- How much money do you make per day/week/month?
 - How does that vary?
 - Has it been increasing?
- What do you do with the money you make?
 - Describe what you've done with it for the past month.
- Do you save regularly? If so, where, when, how much?
- How do you fit it into your other activities?
- How are weekends different from weekdays for you, and Sunday from Saturday?
- What about other seasons? (What did you do e.g. [in rural areas] at harvest time, weeding, planting, festivals?)
- Market days?
- What about holiday periods or holidays? Saints' days, Easter.
- Last rainy season vacation what work did you do? Where? For whom?
- Last semester break? [last January–February]
- Are there children employed in your household? What work do they do?
- Are there children of relatives living in your household? What do they do?
- Are adults in your household working? What do they do?
- Who cares for younger children in the household?
- When someone is unwell in the household, who cares for them?

Module 2C: My life, my work

Aims

- Explore children's work trajectories over time
- Examine each job in detail, how they got started, the reasons for working
- Gather information on future job aspirations.

This module follows on from Module 1C (for children who work for themselves/do self-initiated work). The idea is to build up a history of the child's working life. You can build the work profile in different ways; you may start from the current job, then ask the child to talk you through their work history. Alternatively, begin from their earliest memory of work and move towards the present day.

1. Current life and job

Now I want to ask you some more questions about the work you are doing these days.

Main job

- What would you say is your main job?
 - Explain what it detail
- Where do you go to work? Do you do this job with somebody else/who? Other family members?
- Do you know anyone else who does this job?
- How did you get started doing this job? What resources did you need to get started? How did you obtain those resources? Who helped? (Did you get a loan?)

Skills

- What skills are involved, how did you learn them? How long did it take?
- Are these skills that will be useful in the future, for other jobs?
- Is there someone who you are close to at work? Why do they feel close to them?

Conditions

- Do you consider your current work difficult – in what ways? Is the work tiring?
- How long do you work for? How many hours a day?
- Do you decide when/how long you want to work?
- How do you get to the workplace and how long does it take?
- How many rest periods do you get?
- Do you ever sleep away from home so that you can do this job?
- Where, how do you get there, with whom, and for how long?
- How does it compare with other work done by children of same gender and age?

- Have you ever helped another child find work?

Wages

- How much money did you earn when you last did this job? (And for what period: day/week/month?)
- Has the amount of money you can earn from this work increased, decreased or stayed the same during the last year?
- What do you do with your last earnings?
- What happens generally to the money you make? Who decides?

Benefits and risks/harms/costs

- What are the main benefits you derive from your work?
- What are the benefits your family derives?
- What are the risks/harms/costs of your involvement in work?
 - Have you faced mistreatment when doing your job? If so, please explain.
 - Has the work impacted on your health?
- What are the risks/costs for your family?

Changes

- Does your work change at different times of the year? During holiday periods? (more or less work, the nature of the work) [Ask for examples from the last rainy season working.]
- Have the conditions been changing since you started working?
 - If so in what ways and why?
- Have the wages been changing since you started working?
 - If so in what ways and why?

Only for Leki:

- Does your household participate in the Productive Safety Net Program [PSNP]? Have you ever worked as part of the PSNP? What type of work, for how long/often, what paid? When other household members participate in the PSNP, does it change the things that you have to do (inside and outside the home)? When did this last happen?

If enrolled in school, continue. If not enrolled skip to next section 'Work history'.

Schooling

- What type of school do you attend? (private/public/religious, primary, secondary, half-day/full-day/shift/evening/weekend, distance education, college, TVET, courses?)
- How many hours a day?
- How do you manage schooling with your work outside the home?
- Are you absent from school on certain days for work? If so, how often?
- Do you always attend school or do you take breaks for periods of more than a week? Why?
- Have you ever been absent for school for more than a week in order to work? What was the nature of the work?
- Has work affected your school performance? If so, how?
- What are the problems you face with your schooling?

2. Work history

Now start to build up a child work history. Consider using a basic timeline to guide the conversation.

- Now I want to ask you about all of the different jobs that you have done in your life.

Ask the child to think back to when they first started working.

- How old were you? What did you do? Where did you work? Who for?

If they started trading by themselves:

- How/where did you get the money to start?
- How did you get paid, how much, and what was it used for?
- Have you been able to save money? If so, in what ways and how much and what for?
- Have you been able to help your family through your earnings? If so, in what ways?
- Did you have to leave school to be able to work?
- How did you get that job? Whose idea was it that you should work? Did you have any choice? What were the reasons?
- What was happening at home at the time (Was everyone able to work? Were there problems?)

- What did you like/dislike about this work?
- Did you do other things at the same time to earn money/get things for yourself for your family?
- Why did you stop doing this work? [if relevant]

Continue to fill in the work timeline until you reach the present period. Try to capture information about changing household and community circumstances (such as shocks) that might have impacted on child's work.

Health, injuries and dangers

- Has any of this work ever affected your health? Do you have pains?
 - What do you do to avoid or lessen this?
- Have you ever been hurt or injured while working any of these jobs?
 - If so, describe what happened?
 - Did you get modern or traditional medical treatment, who covered the costs.
- Have you ever been scared or felt threatened?
 - If so, describe what happened
 - For girls probe sensitively about possible sexual harassment
- Have you ever felt you have been treated unjustly?
 - If so, describe what happened
- Is your current job more or less dangerous than the types of things other children your age do?
- Of all the jobs you have had, what is the best/worst job you have had? Please explain.
- Is there another kind of work you would prefer doing?
- Have you tried to find work, but been unsuccessful in getting work? Please explain.
 - For how long were you unemployed, what did you do?
- Would you like not to work but to study full-time?
- Would you like to work full-time and not study?

3. The future and aspirations

- For how long do you think you will carry on with your current work?
- Do you think that your business can grow?
 - If so, in what ways?
 - If no, why not?
- What will you do next? Who (or what) will decide?
- Five years from now, what work would you like to be doing? [The same or different from what they're doing now?]
 - Do you know anybody else who does this job?
- Thinking realistically, what do you expect to be doing in five years' time?
- What occupation would you like to have in the future?

4. Migration

- Were you born in this locality?
 - If not when did you come here, why and how?
- What are your views about migrating for work?
 - How would you compare migrating to work on agricultural farms, in towns, and abroad?
 - What do you see as the respective advantages and benefits and disadvantages and risks in migrating?
- Have you ever migrated before for work?
 - Please explain. [Did they come to locality for work; did they leave this place for work somewhere else?]
 - What work did you do? How did you find that work? Did somebody help you? Did you already know someone living there? Doing that job?
- Would you prefer to stay here [in locality] to work, or would you prefer to look for work somewhere else?
 - [If elsewhere] What job would you do? Do you already know someone who lives there?
- Do you know of successful migrants? What about those who have been unsuccessful?
 - Please describe one case of each.

Thank you. Do you have any questions or comments for me?

3. Group interviews with children/young people

Module 3. Our community, our work

Aims

- Identify the perceived merits, risks and benefits of a range of children's occupations
- Explore reasons/criteria children use when evaluating work
- Document working children's problems, possible solutions and their view of the future
- Explore perceived job opportunities in the locality and how these have changed in recent years/generations.

The basic steps of this exercise

- The group generates a list of (same gender) children's occupations/activities in the community. (Write these on blank cards.)
- The group generates a list of (opposite gender) children's occupations/activities in the community. (Write these on blank cards.)
- Discussion. (See guiding questions.)
- The cards are used to rank different occupations (e.g. most dangerous, best for girls, etc.).
- Discussion (See guiding questions).

1. Details about children's work in the locality

Ask the group to list the main types of work that children do in the community.

You can write these on blank cards to be used in the sorting and ranking exercises to follow. Some of these can be prepared prior to the meeting, based on previous consultations with members of the community; add to this list.

If you're working with a group of girls, start with the things girls do; if you're working with boys, start with boys' occupations. Then do the same thing for the opposite gender.

- What kinds of work do children your age do?
- Where do they work?
- What activities do they do for pay?
- What activities do they do unpaid?
- What types of activities do children do to earn income for themselves?

Use probes to create a full list, for example:

- In what other ways do children earn money/get things for themselves or their family?
- What types of things do children do for their families without being paid?
- What kinds of rewards do families give working children?
- Do they receive payment in kind? If so, in what form?

2. Differences and changes

- Do boys and girls do the same things?
- Do all children in the household do the same thing (older/younger)?

Try for Older Cohort:

- What was it like for your parents'/grandparents' generation when they were children? (The same or different?)

3. Ranking and categorising children's occupations

You can use the picture cards to sort the different occupations and discuss reasons:

- If you had the choice, would you rather be doing [occupation X] or [occupation Y]?
- Which is the best kind of job for boys? for girls?
- Why do you prefer [X] to [Y]? [Explore reasons.]

Keep sorting the cards until you have gone through all of them. Continue to ask questions about the different occupations, and ask the children to pick *the top three* occupations in each of the categories below and rank them:

- What are the three jobs that pay best?
 - How is it for children of the opposite gender

- What are the three jobs that pay worst?
 - How is it for children of the opposite gender
- What are the three jobs that develop the most useful skills?
 - How is it for children of the opposite gender
- What are the three jobs that can lead most easily to good careers?
 - How is it for children of the opposite gender
- Which are the three most dangerous jobs?
 - What about for the opposite gender?

4. Problems, solutions and futures

- Now I would like you to tell me about some of the problems that children in your community face.

Problems

- What are the problems that children your age face at work?
- Do these differ for boys and girls?
 - Please give examples (any cases you know). What happened?
- Do these differ for younger children (12–13) and older children (18–19)?
 - Please give examples (any cases you know). What happened?
- What would you change, if you could, about the things you do?
- Does poverty/wealth matter?
- Does social status (ethnicity/religion, etc.) matter?

Help

- What should be done to make your working lives easier?
- What have others done about children's problems?
 - Can parents help?
 - Can older siblings help?
 - Can schools and teachers help?
 - Can school clubs help?
 - Can the Children's Parliaments help?
 - Can health extension workers help?
 - Can the *kebele* administration help?
 - Can the women and children's affairs desk help?
 - Can the justice and/or police help?
 - Can the *woreda* help?
 - Can religious leaders help?
 - Can NGOs help?
 - Can faith-based organisations help?
 - Can *iddirs* help?
- Have the children of your age had any contact with them? Did they help? How?
- Can you [children of your age] do anything yourselves to make things easier?
- Can your parents do anything to make things easier?

5. Changes and opportunities

- Now I want to turn to some of the changes in [name of locality] and opportunities for work.
- Is it easy or difficult for someone your age to find paid work in [name of locality]?
- What does someone need to do to find a job?
- Do you need a guarantor [*teyajz – was*]?
- What are the types of jobs that are seasonal?
- Do children leave the community to work?
 - What kinds of children can take advantage of such opportunities? [Gender? Age? Wealth?]
 - Where do they go, and what types of jobs do they do?
 - Do they stay in touch? Do they make mobile phone calls?
 - Do they send money back?
 - Do they return?
 - Do they bring money back if they do?

- Do children come to the community to work?
 - What kinds of children can take advantage of such opportunities? [Gender? Age? Wealth?]
 - Where do they go, and what types of jobs do they do?
 - Do they stay in touch with their home? Do they make mobile phone calls?
 - Do they send money back?
 - Do they plan to go back?

Module 4. School and work

- Aims**
- Identify the perceived benefits of schooling
 - Discuss the perceived benefits of working
 - Talk about the challenges of combining school and work.

1. Discussion about the costs and benefits of school, work, and combining both.

Note: some of the children may already have left school, so adapt questions to the children's circumstances, keeping some questions more general.

- Now I want to ask you some questions about work and school, even though some of you may no longer be in school ...
- What are the good things about being a working child? (Things that make them happy, pleased, proud, confident.)
- What are the bad things about being a working child? (Things that make them sad, frightened, angry, bored.)
- What are the good things about being a school child? (Things that make them happy, pleased, proud, confident.)
- What are the bad things about being a school child? (Things that make them sad, frightened, angry, bored.)
- Should children work and continue in school?
 - How does working help children in school?
 - How does work hurt children in school?
- What kinds of work can be compatible with going to school? How?
- What kinds of work are incompatible with going to school? Why?

Think about your current school, or the last school you attended ...

- Does your school (or did your school) prepare you well for jobs?
- What kinds of jobs?
- Is there work within the school or through the school?
- Is there community service (e.g. community awareness-raising about HIV, environment and sanitation, traffic police, etc.)?
- Are schools flexible for working children?
 - Is there a shift system?
 - What are its advantages?
 - What are its disadvantages?
 - What would happen without it?
 - Is there a half-day system?
 - What are its advantages?
 - What are its disadvantages?
 - What would happen without it?
 - Are there evening classes?
 - What are their advantages?
 - What are their disadvantages?
 - What would happen without them?
 - The Government is planning to move to full-day schooling
 - How do you view this?
 - What would be the advantages?
 - What would be the disadvantages?

- Does your school close during peak work periods?
 - How do you view this?
 - What are the advantages?
 - What are the disadvantages?
- What are the problems of combining school and work?
- How could school and work be more compatible?
- If circumstances got better would you want to carry on with work or spend more time at school?
 - Or if you have left school, would you want to return to school?

Module 5. What is a child?

- Aims**
- Explore children's beliefs about when 'childhood' begins and ends
 - Identify what children see as age-appropriate work for girls and boys.

- 1. Explore words children use for a child**
- Ask the group what words they use for children, adults and the years in between.
- At what age does a person cease to be a child?
 - When do they become an adult?
 - Is there a stage between being a child and being an adult?
 - What word(s) do you use to describe it?

- 2. Introduce and discuss a timeline**
- Ask the group to help you to identify age bands marking different phases of childhood. Relate the discussion to these age bands. Mark these on a big sheet of a paper to guide the discussion.
- For example: Up to 8 years, 9–11 years, 12–14 years, 15–17 years, 18 years plus.
- N.B. Keep it open – let the children decide on their own categories.
- Then start a discussion:
- At what age should boys/girls start school?
 - At what age should boys/girls start work? What type of work should they do?
 - Work at home/for the household?
 - Paid work?
 - Only for girls' groups:
 - What about when girls start their period/first menstruation?
 - About how old are they? How does their work change?
 - Is it the same for boys at that age, or different? Why?

- 3. Make an age-sort of children's tasks at different ages**
- Use the set of cards prepared earlier, ensuring a wide range of domestic chores and occupations are depicted. The cards should cover the full age range.
- Include depictions of the following: the children's own occupations; other occupations normally done by girls and/or boys; other work occupations normally done by *older* age -groups (e.g. porter, electrician, driver, secretary); domestic chores done by boys and/or girls at various ages (e.g. washing up, sweeping, collecting fuel, running errands, looking after younger siblings, cultivation).
- Ask them to sort the cards into the age bands on the timeline. Ask them to sort twice: first for their own gender, and then for the opposite gender.
- What is the youngest age at which you think a girl can do this job?
 - What is the youngest age at which you think a boy can do this job?
- Discuss the basis for deciding what is appropriate. Note any differences in belief amongst the group. Note reasons given, especially for gender differences.
- What kinds of work is it wrong for children to be doing, regardless of their age?

- 4. Transition to adulthood**
- Now I want us to talk about moving from being a child to being an adult.
 - How do you know when someone in [name of locality] is a man and no longer a boy? [Note indicators]
 - How do you know when someone is a woman and no longer a girl? [Note indicators]
 - How does working change when children become adults, or is it the same?
 - At what age do boys establish an independent livelihood?
 - At what age do they marry? Start a family?
 - Is this changing from the customs of your parents' generation?
 - At what age do girls establish an independent livelihood?
 - At what age should they marry? Start a family?
 - Is this changing from the customs of your parents' generation?

Module 6. What if?

Aims

- Explore universal themes affecting working children
- Consider how children view potential problems relating to child work
- Explore children's attitudes to moral dilemmas.

The themes would be universal but specially adapted to each local context and each occupation group. Ask children to comment on the dilemma in role play, words or pictures. In the training workshop we will consider ways of adapting these to the site conditions.

Select three to four of the themes and within these explore one scenario for each theme.

You can adapt the scenario or design a new one within the theme.

Questions to ask

- Could this happen to children in your community?
- What should X do?
- What will happen next? Why?
- Who might help? To whom should X turn for assistance?
- How can such problems be avoided?
- Whose responsibility is this?

This is also a powerful way of exploring perceptions of difference, e.g. by varying if X or Y is girl/boy, rich/poor, etc.

Theme 1: Family pressures

Scenario 1: X is good at school and his teacher says he/she could pass the exams. But the family want X to leave school so that s/he can earn money working.

Scenario 2: X's parents expect him/her to work 2–3 hours after school and at weekends but s/he is tired coming back from school and wants to rest and play at the weekend, and the excessive work in the house is not giving him/her time to study and rest.

Scenario 3: X's father dies and s/he is faced with the dilemma of the family and younger sibling needing support, which would mean stopping school. What should s/he do?

Theme 2: Coping with exploitation

Scenario 4: X has been working the agreed time, but his employer does not give him/her the full salary s/he is due saying s/he did not work properly.

Scenario 5: X is expected to work eight hours but his/her employer expects him/her to continue to work two extra hours to complete the work.

Scenario 6: X normally expects Y amount for each job. But a customer gives only half the normal amount.

Theme 3: Failure in self-initiated work

"What if there is no business all day?"

Scenario 7: X has been working in the streets all day but has not had a single customer. X must return home empty-handed.

Scenario 8: [Leki example] X has fished all day and caught five fish but there was no customer to buy the fish.

Scenario 9: X has been working on the irrigation farm and collected 10 kg of tomatoes. The payment does not correspond to the work she did.

Theme 4: New regulations	<p>Scenario 10: Imagine the Government wants to make a new rule which says that children must be at least 16 years old before they can work.</p> <p>Scenario 11: The Government is introducing full-day education. With the shift system, X has been relying on working half-days to support his/her family.</p> <p>Scenario 12: The Government is trying to stop children from migrating to towns to work. X has an uncle in a town, who said he could help him find work to support his family. At the bus station X was stopped by the police.</p>
Theme 5: Breaking rules/ trouble with authorities?	<p>Scenario 13: X has been working in a place where s/he is not allowed to work. A police officer chases him/her.</p> <p>Scenario 14: X was approached by a young man who promised him/her money if s/he would buy him some hashish. S/he was caught by a police officer at a checkpoint.</p> <p>Scenario 15: X joined a group of friends who were trying to steal some food from a restaurant and were caught by a guard.</p>
Theme 6: Coping with abuse	<p>Scenario 16: X is working in the evening. A customer tries to sexually abuse him/her.</p> <p>Scenario 17: X has been working as a domestic worker in a rich household. The employer's son wants to have sexual intercourse with her.</p> <p>Scenario 18: X has been working hard, but his employer says he is not and has beaten him.</p>
<p>Information to be collected by recorder:</p> <p>Summary of beliefs about how working children cope with common dilemmas, what rules apply, what support networks are available to them, how they view such problems should be resolved, etc.</p>	

Module 7. What should s/he do?

Aims	<ul style="list-style-type: none"> • Explore different themes of children's work through storytelling • Increase understanding of children's decision-making in relation to child work dilemmas.
Method	<p>The facilitator reads the first lines of an incomplete story and the members of the group take turns adding to the storyline.</p> <p>It is important that the first few lines of the story are clear and brief and that you have 'follow-up' questions in mind, such as:</p> <ul style="list-style-type: none"> • How does s/he feel? • Who should s/he ask for help? • What should s/he do next? <p>You might invite children to decide which ones to cover in the session, and you may add new ones to reflect group interest.</p> <p>If you sit in a circle you may use a ball to change turns from one person to the next. The facilitator prompts the children to continue filling in the storyline until the story comes to a comfortable conclusion. Change names of the boys, girls and localities in the stories to fit the local context.</p>
1. Transition from school to work	<ul style="list-style-type: none"> • Aberash is a girl who is in Grade 6 of primary school. She likes to study but her parents have told her that she cannot continue going to school after finishing primary school because they need help at home. Aberash decides to talk to ...
2. Balancing school and work	<ul style="list-style-type: none"> • In a village named Lemi there is a girl of 12 years old named Dinknesh, who does farm work for daily wages along with her parents and who also attends school. What type of family does she belong to? ... What kind of work would there be in the fields in the month of September? ... What would be going on in the schools? ... How does Dinknesh manage her work, studies and exams in such a situation? • Mamo is a 14-year-old boy in Grade 8 from a village named Godeti. He is from a lower-middle-class family and his parents are providing him with education by working very hard. They are uneducated and do cultivation. The boy travels by horse cart to school. His parents are unaware that Mamo is skipping school some days. What is he doing? What happens next ...?

3. Balancing between study time and family responsibilities

- Worku is in Grade 11. He is a good student who works hard because he wants to go to college. Unfortunately, last month Worku's father fell ill and is still in a critical condition. Worku's father is the main breadwinner in the family of six people and Worku is the oldest son. Worku decides ...

Note: Between two and three vignettes seems an appropriate number to focus on in any one session; covering more than three may become burdensome and does not necessarily yield greater information. You might cover two vignettes, and have the children choose to role-play their favourite one.

Module 8. Show me your work

Aims

- Use visual images produced by children to explore their everyday working environments, including the type of work they do and the type of work to which they aspire

1. How to use camera

A selection of one to three children will be invited to participate in this activity.

Ideally one boy and one girl should be selected from those you think have an interesting story to tell and seem confident and trustworthy. Avoid giving the camera to a child whose work is risky and where photography might put them in danger (e.g. commercial sex worker).

During the first week of fieldwork, provide them with a disposable camera and explain to them how to use it to take photographs.

Ideally you will have the photos developed and will be able to discuss these with the children who took them.

2. Explain purpose of exercise

What to take pictures of

- Show me what your work is like.
 - the best things about your work and the things that make you proud
 - the worst things about your work and the things you dislike
- Show me where you'd like to work in the future (one to three photos).

4. Individual interviews with adults

Module 9. My child's work, my work (caregiver interviews)

- Aims**
- Document caregivers' views on their children's work, including reasons why, and perceived benefits and risks for their children
 - Elicit information about caregivers' experiences of work when they were young, comparing their experiences to their children's experiences.

N.B. Select caregivers of working children, including self-initiated work.

1. Work done by case study child

- I want to ask about the different things [case study child] does inside and outside the home, including things they do for pay.

Work in the house and for the household

- What work does the child do in the house?
- Is this different from the older and younger siblings of the same gender?
- Is this different from older and younger siblings of the opposite gender?
- What work does the child do outside the house for the household (fetching water, wood, herding, agricultural work, etc.)?
- Is this different from the older and younger siblings of the same gender?
- Is this different from older and younger siblings of the opposite gender?
- In what ways is the child rewarded for working for the household?
- Do you ever give the child money for work? Other gifts in kind? Livestock?
- In what ways is the child punished for not working well?

Main job

- What is [child's] main job?

Explore whether this is paid or unpaid work, inside or outside the household.

- What other jobs do they do?
- Where do they work? Who for? With whom? Other family members?
- How did they get/find the job?

Skills

- What skills are involved, how did your child acquire them? How long did it take?
- Are these skills that will be useful in the future, for other jobs?

Conditions

- Do you consider the current work your child does difficult? If so, in what ways? Is the work tiring?
- How long does your child work for? How many hours a day?
- How does your child get to the workplace and how long does it take?
- How much rest periods does your child get?
- Does s/he ever sleep away from home so that s/he can do this job?
 - Does this worry you?
- Where does your child go? How does s/he get there? With whom does s/he go, and for how long?
- How does the work your child does compare with other work done by children in your household?
- How does it compare with the work that other children of the same age in the community do?
- Have you ever helped another child find work?
 - Has your child been expected to work beyond what it was agreed he or she would do? If so, please explain.

Wages

- When did your child last get paid?
- Last time s/he got paid (in cash or kind) how much did s/he receive and for what period (day/week/month)?
- Does your child get paid by piece rate, daily wage, weekly, monthly, according to performance ...?
- Has the payment s/he received increased, decreased or stayed the same during the last year?

- Does s/he or you have a work contract?
- Do you think your child receives a fair payment for the work s/he does?
- What did your child do with their last wages?
- What happens generally to the money s/he makes? Who decides?
- Has your child ever had problems getting paid? How did s/he or you deal with it? Was s/he able to speak with the employer about it? Were you able to intervene?
- Has the child ever given gifts or cash to you or to other family members?
 - If so, please give examples.
- Do you have any concerns about the ways your children or others use the money they make? If so, please explain.

Benefits and risks/harms/costs

- What are the main benefits your child derives from working?
- What are the benefits your family derives?
- What are the risks/harms/costs of your child's involvement in work?
 - Has your child faced mistreatment? If so, please explain.
 - Has the work impacted on his/her health?
- What are the risks/costs for your family?

Changes

- Does the work your child does change at different times of the year? During holiday periods? (Do they do more or less work? Does the nature of the work change?)

Ask for examples from the last rainy season working.

- Have the conditions been changing since your child started working?
 - If so, in what ways and why?
- Have the wages been changing since your child started working?
 - If so, in what ways and why?

Schooling

- How does [child] manage schooling and work?

If in school:

- Do they always attend school or do they take breaks for periods of more than a week? Why?

Only for Leki (re PSNP):

- Does your household participate in the Productive Safety Net Program? [Get basic details.]
- Has [child] ever worked as part of the PSNP?
 - What type of work has s/he done, for how long or how often? How much was s/he paid?
- When other household members participate in the PSNP, how is the child's work (inside and outside the home) affected? When did this last happen?

2. Work caregiver did as a child and whether and how things have changed

You may wish to use a timeline, similar to the one used with children in Module 2A.

- Now I want to ask questions about *when you were a child* and about your experiences working.
- Let's start with things you did at home [for the household]? What were they? Do you remember how old you were?
- What is your earliest memory of working outside the home?
 - Why did you start working? How did you get this work?
 - Do you remember how old you were? Who did you work with?
 - Did you get paid? Who received/kept the money? How was the money used?
 - Were you also going to school? How did you manage going to school and working?
- What good things and bad things do you remember about this work?
- When did you stop doing this job? Why?
- What did you do next?

Continue to fill in the work timeline until you reach the present period.

- Are there any jobs you did as a child that your child has also done?
- Are there any jobs you did as a child that your child had not done?

- Have you ever helped [child] to get a job/find work? Please explain.
- Did children in your time work *more or less* than your children work nowadays?
- When you were young, was working *easier or more difficult* than it is for your own children?
- In what other ways has work changed for children?
- Are there more opportunities for children to work?
- Is the work potentially more risky?
 - Are there differences between the work boys do now and used to do then?
 - Are there differences between the work girls do now and used to do then?

3. Caregiver's current work/ livelihood

- Are you working these days?
 - What do you do?
- Does [child] help you in this work/ or help someone else in the household with their work?
 - How do they help?
 - Do they receive anything in return?
 - What do you do if they do not work well?
 - Are they unwilling to work for you? If so why?

4. Aspirations

- Would you like your child to do the same work as you? Why?
- What would you like [child] to do when they are older? Why?
 - Do you know anyone else who is doing this job?
- Thinking realistically, what work do you expect your child to be doing in five years' time?

Module 10. Community perspectives on child work

Aims

- Document the views of a variety of local stakeholders and organisations in relation to community dynamics and the risks and benefits associated with child work in their localities
- Identify the sources of support available to working children, and gaps in support.

Use the list of *general* questions as a basis of the interviews, and incorporate the list of questions for *specific* respondent groups, as required. See 'Who participates in this study?' (page 2–4 above) for a suggested list of respondents. Although individual interviews are preferable, group discussions may be organised when time is limited.

1. General questions for ALL respondents

In your community ...:

- What kinds of work do children do in the home?
 - What do boys do? What do girls do? Do children of different ages do different kinds of work?
- What kinds of work do children do for the family outside the home?
 - What do boys do? What do girls do? Do children of different ages do different kinds of work? Does the type of work children do depend on the occupation of their caregivers? Are things different for orphans or for children from poor families?)
- What kinds of work do children do to earn money for themselves?
 - What do boys do? What do girls do? Do children of different ages do different kinds of work?
- What kinds of work do children do to earn money?
 - What do boys do? What do girls do? Do children of different ages do different kinds of work?
- What kinds of work do children do for pay?
 - What do boys do? What do girls do? Do children of different ages do different kinds of work?
- What are the conditions of [child's] work like?

How much are children paid?

- What do they do with the income?
- Do they use it for any of the following: food, clothes, make up, transport, school equipment, toys, mobile credit, soft drinks, tea or coffee, cigarettes, alcohols, drugs?
- What are the three most frequent uses (in rank order)?
- Are you happy with how they use the money they earn? If not, why not?

Good and bad work

- What aspects of children working are good for them? In what ways?
- First note what is said without probes, then probe for:
 - physical strength, learning skills, learning independence, sense of responsibility, getting income to help schooling or help family, other.
- What aspects of children working are bad for them? In what ways?
- First note what is said without probes, then probe for:
- physical harm, affecting sleep, affecting school, leading to wanting money, leading to bad habits, other.
- How does this vary by age and by gender?
- What work is good for boys up to the age of 7? What work is bad for them?
- What work is good for girls up to the age of 7? What work is bad for them?
 - How does this compare with the actual situation in your community? (Please give examples.)
- What work is good for boys aged 8 to 14? What work is bad for them?
- What work is good/bad for girls aged 8 to 14? What work is bad for them?
 - How does this compare with the actual situation in your community? (Please give examples.)
- Is there work that is good/bad for girls before they have their first period?
- Is there work that is good/ bad for girls after they have their first period?
 - How does this compare with the actual situation in your community? (Please give examples.)
- What work is good for boys aged 15 to 18? What work is bad for them?
- What work is good for girls aged 15 to 18? What work is bad for them?
 - How does this compare with the actual situation in your community? (Please give examples.)
- Do girls do too much housework?
- Do boys do enough housework?
- Do boys do too much work outside the home?
- Do girls do enough work outside the home?

Migration and independence

- What are the benefits and disadvantages of boys migrating to towns for work?
- What are the benefits and disadvantages of girls migrating to towns for work?
- What are the benefits and disadvantages of boys migrating to other countries for work?
- What are the benefits and disadvantages of girls migrating to other countries for work?
 - What is the situation in your community?
- Do you know of children being sent to work for relatives?
- If so, can you give examples? What are the consequences?
- Are there in-migrant children working in the area?
- If so, can you tell me about them?
- At what age should boys be financially independent? When do you think they should marry?
- At what age should girls be financially independent? When do you think they should marry?
 - How does this compare with the actual situation in your community? (Please give examples.)

Too much work

- Do poorer children have to do more work than richer ones?
- Do you know of cases of parents giving their children too much work?
 - (If so, please give examples. What kinds of work do they do? Are there any negative consequences?)

Different types of work

- In your community what kinds of work do children do on their own initiative to earn money? [i.e. setting up work for themselves/ entrepreneurship?]
- What kinds of work do children do for pay?
- What are the positive aspects of this?

First note what is said without probing, then probe for what the money is meant for and how it is used; e.g. helping with their school fees or equipment, having money for leisure, helping their families, and other things.

- In your community what kinds of children's work are bad for children and in what ways?
- First note what is said without probing, then probe for the following: physical harm, affecting sleep, affecting school, leading to wanting money, leading to bad habits, any other effects.
- What kinds of work are dangerous and in what ways?
 - Give examples from your community.
- Is child labour exploitation a problem?
 - If so, please explain.
- Is child prostitution a problem?
 - If so, explain.
- Is child trafficking a problem?
 - If so, please explain.

2. Specific questions for different respondents

Different questions should be put to different respondents. These are given below.

Health extension worker

- Does work have any positive effects on the way children develop and grow up? Is this the same for boys and girls?
- What are the health risks for children of engaging in work?
 - Is this the same for boys and girls?
 - Are there any negative effects on their physical health? On their mental health? On their psychosocial development?
- Do you know of examples in your community of children's health being affected negatively?
 - If so, please tell us about them.
- Has this been an issue you have faced?
 - If so, what measures did you take?
- Are there risks associated with children migrating for work?
 - Have there been any cases of this happening in your community? Are the risks for boys different from those facing girls?
 - If so, please tell us about them.
- Are there cases of girls engaging in commercial sex work?
 - If so, how did they become involved? What are the consequences?
- Does commercial sex work affect the reproductive of health of teenagers?
 - Does it lead to underage marriage?
 - Does it lead to underage pregnancy and childbirth?
- Is there anything else we should know about child work that we didn't ask about?

School headteacher

- Does work have any positive effects on children's development and learning? How does work affect their schooling?
 - Is this the same for boys and girls?
 - How does it affect children of different ages?
- To what extent is child absenteeism a problem in your school?
 - What is the pattern?
 - Are there particular days that children are absent; for example, market days, saints' days, or any other days?
 - Are there any gender differences?
 - Are there particular seasons when children miss school, for example, weeding, harvesting, ploughing?
 - Are there gender differences?
 - Are they more likely to be absent at the beginning of the school year? Are there gender differences?
 - To what extent is this related to child labour? Please explain.

- What measures do you take? Are these successful? If not, why not?
- To what extent do children drop out of school to work?
 - What measures do you take? Are these successful? If not, why not?
 - Do they return to school?
 - What happens to those who permanently drop out?
- How do poor children who have to work cope?
- What forms of work are compatible with schooling?
- Are there cases of children managing to combine work and school successfully?
 - Please describe one boy and one girl?
- What forms of work are incompatible with schooling?
 - Describe the cases of one boy and one girl affected negatively by working and going to school.
- How does children working affect your school?
 - What measures do you/ the school take?
 - Who else is involved?
- How does the shift system affect children working?
 - What are the advantages?
 - What are the disadvantages?
- What would happen if the shift system was abolished?
- Can you see benefits in a more flexible system that would allow children to go to school and work?
 - If so, how could this be achieved?
- Would there be benefits in the school year calendar being modified?
 - Or the holiday periods?
 - Please explain.
- Are there particular problems that girls face if they work?
- Are there particular problems that boys face if they work?
- Are there particular problems that girls face if they do not work?
- Are there particular problems that boys face if they do not work?
- What is the role of school clubs and the Children's Parliament on child labour issues?
- Are there any other things you would like to share with us about children's work and education?

**Cabinet
represent-
ative for
women and
children's
affairs
(kebele
level) or
officer for
women,
children and
youth affairs
(woreda
level)**

- What issues do you deal with regarding children?
 - What are the gender differences?
 - What are the age differences?
 - [For the *woreda* officer] How does this differ between *kebeles*?
 - What is the situation in the Young Lives *kebele*?
- What kinds of work are children engaged in?
- What are the positive aspects of child work?
 - Are there gender, age and status differences?
- What are the negative aspects of child work?
 - Are there gender, age and status differences?
- Are there problems for poor households needing their children to work?
 - If so, please explain.
- Have you been facing a problem regarding children working?
 - If so, in what ways, and what action have you taken?
 - Who else was involved in addressing this problem?
 - Who was involved at *kebele* level? At *woreda* level?
- What is the role of the Children's Parliament regarding child labour issues?
- What else could be done to improve the situation?
- What is the position of the Ministry of Women, Children and Youth Affairs on child labour?
- Are you aware of draft government policies on children?
 - If so, are these relevant to your work?
 - If not, how could they be made more relevant?

- Are you aware of draft policies on young people?
 - If so, are these relevant to your work?
 - If not, how could they be made more relevant?
- Are you aware of draft policies on adolescents?
 - If so, are these relevant to your context?
 - If not, how could they be made more relevant?
- Do you face problems with child labour exploitation?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child trafficking?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child begging?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child prostitution?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with children involved in criminal or illegal activities?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Have you come across any other child-work-related problems?
 - If so, could you describe them?

Do you feel you can solve problems related to child labour? How could your role be changed so that you can do more to address problems with child labour?

**Official at
the kebele
social court
or woreda
court**

[Prioritise the *kebele* level]

- Have there been any cases relating to children/young people that were brought to the social/*woreda* court?
 - If so, how many in the last year? How many involved girls and how many boys? How old were the children involved?
 - To what extent are such cases related to children working?
 - To what extent do they relate to child labour exploitation, child trafficking, children working in criminal activities, child begging, children involved in illegal activities or in crime? Are there any other cases related to children working?
 - Please describe one case to us.
 - What measures did you take?
 - Who else was involved?
 - Who was involved within the *kebele*? And the *woreda*?
 - How was the case resolved?

How could issues to do with child labour be resolved better?

Kebele community police officer or woreda police	<p>[Prioritise the <i>kebele</i> level]</p> <ul style="list-style-type: none"> • Have there been any cases you have been involved in relating to children/young people? <ul style="list-style-type: none"> – If so, how many were there in the last year? How many involved girls and how many boys? How old were the children involved? – What measures did you take? – Who else was involved? – Who was involved within the <i>kebele</i>? And the the <i>woreda</i>? – To what extent were such cases related to children working? – To what extent did they relate to child labour exploitation, child trafficking, child begging, children working in criminal activities, children involved in illegal activities? Were there any other cases related to children working? – If so, please describe one case to us. – How was the case resolved? • What is the role of the Children's Parliament on child labour issues? • How could issues to do with child labour be resolved better?
Religious leader (main religion)	<ul style="list-style-type: none"> • What kinds of work should children do? <ul style="list-style-type: none"> – Are there any differences between the kinds of work boys and girls should do? • What does your religion say about children working? • Should children work as part of their religious commitment? <ul style="list-style-type: none"> – If so, in what ways? • How do children's actions in your community compare with what your religion prescribes? • Have there been changes in recent times? <ul style="list-style-type: none"> – If so, could you please describe them? • How has this changed since your childhood? • How do you view children working outside the home? • What should children do with the income they earn? <ul style="list-style-type: none"> – What do children actually do with it? – Are there uses you do not approve of? – Are there any differences between what boys and girls do or between what children of different ages do? • Are there problems with child labour exploitation in your community? <ul style="list-style-type: none"> – Is child trafficking a problem in your community? – Is child prostitution a problem in your community? – Is child begging a problem in your community? • What is the position of your religion on these issues? • Have you had to deal with such problems? <ul style="list-style-type: none"> – If so, what did you do? – Who else did you involve?
Second religious leader	<p>If time permits, interview a leader from a minority religion, asking the same questions as in the previous section.</p>
Head of iddir	<ul style="list-style-type: none"> • Has the <i>iddir</i> experienced any problems involving children? <ul style="list-style-type: none"> – If so, in what ways? • Has the <i>iddir</i> been assisting children? <ul style="list-style-type: none"> – If so, in what ways? • What happens to children whose parents die? <ul style="list-style-type: none"> – Are they taken in by relatives? – Does this cause problems? – Do they stop school? – Do they manage to work and go to school? • Has the <i>iddir</i> collaborated with others in addressing children's issues? <ul style="list-style-type: none"> – If so, with whom and in what ways?

Probe for *kebele* administration, *kebele* cabinet representative for women and children *woreda* office for women, children and youth affairs, community police officers, *woreda* administration, NGOs.

- What are the good things about children working?
- What are the bad things?
- Are any of the problems children face related to child work?

Probe for labour exploitation, child trafficking, child prostitution, child begging, child criminal or illegal activities.

- If these are issues in your community, what has been done?
- What could be done?

**Officer for
labour and
social
affairs in the
woreda**

N.B. Only use this section if the structure exists and it is relevant.

- What issues do you deal with that concern children?
 - What are the gender differences?
 - How are children of different ages affected?
 - How does this differ between *kebeles*?
 - What is the situation in the Young Lives *kebele*?
- What kinds of work are children engaged in?
- What are the positive aspects of child work?
 - Do these affect girls and boys differently? Are children of different ages affected differently?
- What are the negative aspects of child work?
 - Do these affect girls and boys differently? Are children of different ages affected differently?
- What are the worst forms of child labour in your *woreda*?
- Are you aware of the National Action Plan on Child Labour?
 - If so, can you describe it? Is it relevant to your work?
 - If not, what would be more useful?
- Do you face problems with child labour exploitation?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child trafficking?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child prostitution?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Have you faced problems with children begging?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Have you faced problems with children working in criminal or illegal activities?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Have you come across any other child-work-related problems?
 - If so, could you describe them?
- Do you feel you can solve problems related to child labour? How could your role be changed so that you can do more to address problems with child labour?

**Official from
the woreda
education
bureau**

- What aspects/types of child work can have a positive effect on child growth and development?
 - Are these the same for boys and girls? How do they affect children of different ages?
- What aspects/type of child work have a negative effect on child growth and development?
 - Are these the same for boys and girls? How do they affect children of different ages?
- How does children's work affect their schooling? [Probe for details]
- Can poor households manage without child labour?
- What is the Ministry of Education's policy regarding child work?
 - How practical is this in your work?
 - How could it be made more practical?
- How does the shift system affect child work?
 - What happened/will happen with the shift to full-day schooling?
- How does the school calendar affect child work?
 - Are there ways in which the calendar could be more flexible?
- Do you face problems with child labour exploitation?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child trafficking?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child begging?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Do you face problems with child prostitution?
 - If so, what action have you taken?
 - Who else has been involved?
 - What happened?
- Any other child-work-related problems?
 - If so, could you describe them?

**Official from
the woreda
health
bureau**

- What aspects/types of child work can have a positive effect on child growth and development?
 - Are these the same for boys and girls?
 - How do they affect children of different ages?
- What aspects/type of child work are negative for child growth and development?
 - Are these the same for boys and girls?
 - How do they affect children of different ages?
- What are the health risks?
 - How are these different for girls and boys?
- What is the Ministry of Health's position on the effects of child work on children's lives?
 - Are the policies relevant to your work in this locality?
- Have you come across situations in which children's work affected their health?
 - If so, in what ways?
 - What action did you take?
 - Who else was involved?
 - Please give examples.
- How do you view problems of adolescent reproductive health?
- Should children under 18 have access to contraception?
- Do they have access to contraception?
 - Does this cause problems?
- Is teenage/underage pregnancy a problem?

- If so, in what ways?
- What is done about it?
- Should girls under 18 have access to abortion?
- Do girls under 18 have access to abortion?
 - Does this cause problems?
- Do you face problems with child labour exploitation?
 - If so, in what ways?
 - What action did you take?
 - Who else was involved?
 - Please give examples.
- Do you face problems with child trafficking?
 - If so, in what ways?
 - What action did you take?
 - Who else was involved?
 - Please give examples.
- Do you face problems with child prostitution?
 - If so, in what ways?
 - What action did you take?
 - Who else was involved?
 - Please give examples.
- Have you faced problems with children being involved in narcotics/*chat*/smoking/alcohol?
 - If so, in what ways?
 - What action did you take?
 - Who else was involved?
 - Please give examples.
- Any other child-work-related problems? If so, could you describe them?

**NGO
working on
children's
issues in
the
community**

- What work do you do with children?
- Do you work with orphans and vulnerable children?
 - If so, what kinds of children?
 - What problems do those children face?
 - Are there any gender differences?
 - Do children of different ages face different problems?
 - Does children's social status make a difference to the problems they face?
 - Do children from poor families have particular problems? Does the occupation of caregivers make a difference? Do orphans face particular problems?
- Who do you work through and with at the community level?
- Who do you work through and with at the *woreda* level?
- What problems do you think there are with children working? How are these problems being addressed?
 - How could they be better addressed?
- Are there particular problems relating to child labour exploitation?
 - If so, how are these being addressed?
 - How could they be better addressed?
- Are there particular problems relating to child trafficking?
 - If so, how are these being addressed?
 - How could they be better addressed?
- Are there particular problems relating to child prostitution?
 - If so, how are these being addressed?
 - How could they be better addressed?
- Are there problems relating to children being involved in criminal or illegal work?
 - If so, how are these being addressed?
 - How could they be better addressed?

Second NGO	If time permits and if it is relevant, interview someone from another NGO, asking the same questions as in the previous section.
Male represent- ative in the Children's Parliament	<ul style="list-style-type: none"> • What are the major problems facing children in your area? <ul style="list-style-type: none"> – Are these different for boys and girls? – Do children of different ages have different problems? – Do children from poor families have particular problems? Do orphans have particular problems? Do migrant children have particular problems? • What kinds of cases have you dealt with? Probe for labour exploitation, child trafficking, prostitution, begging, illegal activities and criminal activities. <ul style="list-style-type: none"> – How did you deal with the cases? – Who did you involve? – Please describe one typical case. • How do the problems in your community differ from those in other <i>woredas</i> in your region? • What problems have you faced in carrying out your work • Do you feel you can solve problems related to child labour? How could your role be changed so that you can do more to address problems with child labour? <p>How could problems of child work be addressed more effectively?</p>
Female represent- ative in the Children's Parliament	Interview a female representative, asking the same questions as in the previous section.
Business man, business woman or trader employing children	<ul style="list-style-type: none"> • What kind of work are you involved in? • What does the work involve? • Who do you employ? • What help do you get from child workers? <ul style="list-style-type: none"> – In what ways are they better than adults? – In what ways are they less efficient than adults? – How many children do you employ? – Are girls or boys more efficient? – How many girls and boys do you employ? – How old are they? • What work do they do for you? • What are the conditions? <ul style="list-style-type: none"> – What are their hours of work? – What type of work of work do they do? – Do they have rest periods? – Do they have holidays? – How much are they paid? <p>Ask about any other relevant working conditions.</p> <ul style="list-style-type: none"> • Do the children get the money themselves or is it given to their caregivers? <ul style="list-style-type: none"> – What do the children do with the money? • Have any children suffered from injuries? <ul style="list-style-type: none"> – If so, what happened and what measures were taken? • Have you been employing more children recently? <ul style="list-style-type: none"> – If so, why? • Do you want to employ more children? • Are you aware of any regulations regarding employing children? <ul style="list-style-type: none"> – Which ones? What do they say? • Should there be regulations about employing children? <ul style="list-style-type: none"> – If so, what should these comprise? – How would this affect your work?

**Employer of
child
domestic
worker (girl)**

- What work does your child worker do for you?
- Since when have you employed her?
- How old was she (when she began)?
- How did you find her?
- Has anyone else from her family ever worked for you?
- Have you had others before her?
- What happened to the last one?
- Have you faced problems with child workers?
 - If so, what kind of problems?

Probe for not working well, laziness, theft, eating too much, breaking things, illness, dispute with family members, and any other problems.

- Is it better to employ girls or boys? Why?
- What are the conditions of work?
 - What are the hours of work?
 - What are the hours of rest?
 - Does the child worker have holidays?
 - How much is she paid?
 - Is she paid in cash, in kind, in food, in housing or in another way?
- Does the child go to school?
 - If so, what kind of school does she attend?
 - Does this cause you problems?
 - Who pays her school-related expenses?
- Has the girl had health problems?
 - If so, how were these resolved?
- Does the child get the money directly, or is it given to caregivers?
 - If directly, how does the child use the money?
 - Does she use it wisely?
- Has the pay been increasing since you started employing child workers?
- Should child domestic work be regulated?
 - If so, what rules should there be and who should enforce them?
- What improvements can you suggest?

**Employer of
child farm
worker/
domestic
worker (boy)**

- What work does your child worker do for you?
- Since when have you employed him?
- How did you find him?
- Has anyone else from his family ever worked for you?
- Have you had others before him?
- What happened to the last one?
- Have you faced problems with child workers?
 - If so, what kind of problems?

Probe for not working well, laziness, theft, eating too much, breaking things, illness, dispute with family members, and any other problems.

- Is it better to employ girls or boys? Why?
- What are the conditions of work?
 - What are the hours of work?
 - What are the hours of rest?
 - Does the child worker have holidays?
 - How much is he paid?
 - Is he paid in cash, in kind, in food, in housing or in another way?
- Does the child go to school?
 - If so, what kind of school does he attend?
- Does this cause you problems?

- Who pays his school-related expenses?
- Has the boy had health problems?
 - If so, how were these resolved?
- Does the child get the money directly, or is it given to caregivers?
 - If directly, how does the child use the money?
 - Does he use it wisely?
- Has the pay been increasing since you started employing child workers?
- Should child domestic work be regulated?
 - If so, what rules should there be and who should enforce them?
- What improvements can you suggest?

Private investor employing children (e.g. on a farm, in a factory or in a hotel)

- How many workers do you employ?
- What do they do for you?
- When do you employ most workers and for what tasks?
 - Are there any seasonal differences?
- What is the gender composition of your workforce?
- What is the age composition?
- How many boys do you employ?
- How many girls do you employ?
- What work do children do?
- How does this differ from what adults do?
- Are there things they are better at?
- What are they less able to do?
- Do girls or boys make better workers?
- What are the work conditions?
 - How many hours per day do children work? How many hours per week?
 - What type of work do they do?
 - How much rest do they have?
 - What breaks do they have?
 - Do they have holidays?
 - How much are they paid?
 - Are they paid in cash or in kind?
- Are there any differences between the working conditions of adults and those of children?'Should child work be regulated?
 - If so, in what ways?
- How would this affect your work?

Middleman/ broker/ agency/ delala recruiting children

- [Make the interview informal if possible.]
- What does your work as a broker involve?
 - What location do you work in?
 - Is there a demand for child workers?
 - Is there more demand for boys or girls?
 - Is there more demand for children of particular ages? Do employers prefer older or younger children?
 - Do employers contact you directly?
 - If so, how?
 - Do caregivers or children contact you directly when looking for work?
 - If so, how?
 - How do you put children and employers in contact with each other?
 - Do you act as a middleman for children going to towns or abroad?
 - If not, who does this and how?
 - What benefits do you get from each party when you act as a broker?
 - At what stage do you get paid?
 - What are children's working conditions like?

- Are they able to go to school?
- What kinds of work do children do?
- What pay do they generally get?
- How does this differ by type of work, employer, or other factors?
- What happens if the child falls ill?
- What happens if they do not work properly, steal or leave?
- Have there been any cases in your experience? Please describe one.
- Do you have regular customers who come back to you to recruit more children?
- How has your work changed?
- How has the mobile phone changed your work?
- Do child workers have mobile phones?
 - How has this changed the work they do?
- Should child work be regulated?
- If so, how?
 - How would this affect your work?
- Should harmful work be prohibited?
 - If so, what kinds?
 - How?
- Should beneficial work be promoted?
 - If so, what kinds?
 - How?
- How could child work be improved?

5. Group interviews with adults

Module 11. Caregiver perspectives on childhood transitions

Aims

- Identify what caregivers see as age- and gender-appropriate work for girls and boys
- Explore with caregivers how childhood has changed over the years
- Elicit views on new opportunities and risks for children and young people in the community.

1. Explore caregivers' views on childhood and appropriate work for children

You may use a timeline to guide discussion. Ask the group to help you to identify age bands marking different phases of childhood. Ask why they have chosen these cut-off points. Mark these on a big sheet of a paper; for example: Up to 8 years, 9–11 years, 12–14 years, 15–17 years, 18 years plus.

Start a discussion about children's work in your locality. Relate the discussion to the age bands.

- At what age should girls start school?
 - Do most children start school at this age?
 - Who doesn't? Why not?
- At what age should boys start school
 - Do most children start school at this age?
- At what age should girls start work?
 - Do most children start work at this age?
 - What type of work do they do?
 - Work at home/for the household?
 - Work for others?
 - Paid work?
 - Work for themselves [self-initiated work]?
- At what age should boys start work?
 - Do most children start work at this age?
 - What type of work do they do?
 - Work at home/for the household?
 - Work for others?
 - Paid work?
 - Work for themselves [self-initiated work]?
 - Is this the same for boys and girls or is it different? Please explain.

Ask mothers only:

- What about when girls start their period? About how old are they?
 - Does their work change at all?
 - What else changes for them?
 - Do boys of the same age experience changes in their work and/or their daily lives? Why or why not?
- What kind of work is not very appropriate for children to be doing, regardless of their age? Why?

2. Changing childhood

Discuss how their children's experiences are the same or different from their experiences of childhood, what has influenced these changes, and how they have affected child work.

The types of questions needed to guide this discussion include these:

- Now I want you to think back to your own childhood, and how your experiences compare to your children's.

Establish where group participants grew up (in the locality or elsewhere) and their approximate ages. If helpful, use a timeline to guide discussion.

- When you were children, did boys go to school? At what age? For how long? Did girls go to school? At what age? For how long?
 - How would you describe the schools back then compared to now?
- At what age did children start working?
 - At home?
 - For others?
 - For themselves?
- Did children go to school and work at same time?

Comparing past and present

- Was it easier to balance school with work back then compared to nowadays? Why?
- What work did girls (age 13) do when you were young?
- What work did girls (age 19) do when you were young?
 - How does it compare to the work that girls do nowadays?
- What work did boys (age 13) do when you were young?
- What work did boys (age 19) do when you were young?
 - How does it compare to the work that boys do nowadays?
- Do children do more or less work than before?
 - Do boys do too much work outside the home?
 - Do girls do enough work outside the home?
- Do children work more or less in the house since your childhood? Why?
 - Do girls do too much housework?
 - Do boys do enough housework?
- Are there better opportunities for children to earn money nowadays?
 - Is the situation different for boys than for girls?
 - Is it different for children of different ages?
- Has the work children do on their own account to earn money changed?
 - Is the situation different for boys than for girls?
 - Is it different for children of different ages?
- Are there more dangerous or risky occupations?
 - Is the situation different for boys than for girls?
 - Is it different for children of different ages?
- Are children more or less obedient than they used to be?
 - Are boys more obedient than girls?
 - Are children more or less obedient at different ages?
- Are children less willing to help their families?
 - If so, why?
- When you were young, did you have a choice about the work you did?
 - What about children today? Do they have more or less say?
- When you were young, did children ever leave home to work?
- Where did they go? What did they do?
 - Did you ever leave home for work when you were a child?
 - What about children today?
- Compared to when you were children, is children's work valued more or less by parents today? Why?

3. Transition to adulthood

If helpful, refer to timeline

- When you were young, at what age did young people typically:
 - leave school?
 - get married?
 - start families?
 - become economically independent/ start their own households?
- Was this different for boys than for girls?
- Is the timing the same or different for young people today? Please explain.
 - If different, what has influenced these changes?
- Compared to children today, did children have the same problems when you were growing up? Please explain.
- Compared to children today, did children have the same opportunities when you were growing up? Please explain.
- Have the nature of relationships between children and adults (parents) changed much, or are they the same?
- Have the nature of relationships between men and women changed much, or are they the same?

- These days, what do young people need in terms of resources and support to become adults in [name of locality]?
 - Is it the same for girls and boys?
 - Who should provide these things/services?
 - What is the current situation like? How could it be improved?
- As mothers/fathers/parents/caregivers of young people, what are some of the main challenges that you face in your daily lives in trying to support your families?
 - Is this different for mothers/fathers/grandparents/etc.?
 - Where do you look for help?
 - What would you find helpful?
 - Is there anything else you can tell us about how children in your community could be supported in the work they do?

Thank you. Do you have any questions or suggestions for me?

References and further reading

- ACPF (2013) *The African Report on Child Well-being 2013: Towards Greater Accountability to Africa's Children*, Addis Ababa: African Child Policy Forum.
- Michael Bourdillon, Deborah Levison, William B. Myers and Ben White (2010) *Rights and Wrongs of Children's Work*, New Brunswick, NJ: Rutgers University Press.
- Laura Camfield, Gina Crivello and Martin Woodhead (2013a) *Young Lives Qualitative Fieldwork Guide: Round One (2007)*, Technical Note 27, Oxford: Young Lives.
- Laura Camfield, Gina Crivello and Martin Woodhead (2013b) *Young Lives Qualitative Fieldwork Guide: Round Two (2008)*, Technical Note 28, Oxford: Young Lives.
- Laura Camfield, Christine Griffin and Bethlehem Tekola (2009) 'Using Qualitative Methods with Poor Children in Urban Ethiopia: Opportunities and Challenges', *Social Indicators Research* 90.1: 73-87.
- Laura Camfield, Natalia Streuli and Martin Woodhead (2008) *Children's Well-Being in Contexts of Poverty: Approaches to Research, Monitoring and Participation*, Technical Note 12, Oxford: Young Lives.
- Gina Crivello, Laura Camfield and Martin Woodhead (2009) 'How Can Children Tell Us About Their Well-being? Exploring the Potential of Participatory Research Approaches within Young Lives', *Social Indicators Research* 90: 51-72.
- Gina Crivello, Virginia Morrow and Natalia Streuli (2013) *Young Lives Qualitative Fieldwork Guide: Round Three (2010/11)*, Technical Note 29, Oxford: Young Lives.
- Gina Crivello, Morrow, Virginia and Emma Wilson (2013) *Young Lives Longitudinal Qualitative Research: A Guide for Researchers*, Technical Note 26, Oxford: Young Lives.
- Annabel Erulkar and Tekle-Ab Mekbib (2007) 'Invisible and Vulnerable: Adolescent Domestic Workers in Addis Ababa, Ethiopia', *Vulnerable Children and Youth Studies* 2.3: 246-256
- Karin Heissler and Catherine Porter (2013) 'Know Your Place: Ethiopian Children's Contribution to the Household Economy', *European Journal of Development Research* 25.4: 600-20.
- ILO (2013) *World Report on Child Labour: Economic Vulnerability, Social Protection and the Fight against Child Labour*, Geneva: International Labour Organization.
- Virginia Morrow, Yisak Tafere and Uma Vennam (2014) 'Changes in Rural Children's Use of Time: Evidence from Ethiopia and Andhra Pradesh', in Jo Boyden and Michael Bourdillon (eds) *Growing Up in Poverty: Findings from Young Lives*, Basingstoke: Palgrave Macmillan.
- Virginia Morrow, Inka Barnett and Daniel Vujcich (2014) 'Understanding the Causes and Consequences of Injuries to Adolescents Growing up in Poverty in Ethiopia, Andhra Pradesh (India), Vietnam and Peru: A Mixed-method Study', *Health Policy and Planning* 29.1: 67-75.
- Kate Orkin (2013) *Are Work and Schooling Complementary or Competitive for Children in Rural Ethiopia? A Mixed-methods Study*, Working Paper 77, Oxford: Young Lives.
- Maria-José Ogando Portela and Kirrily Pells (2014) 'Risk and Protective Factors for Children Experiencing Shocks' in Jo Boyden and Michael Bourdillon (eds) *Growing Up in Poverty: Findings from Young Lives*, Basingstoke: Palgrave Macmillan.
- Alula Pankhurst, Michael Bourdillon and Gina Crivello (2015) *Children's Work and Labour in East Africa: Social Context and Implications for Policy*, Addis Ababa: OSSREA.

Kirily Pells (2014) *Children's Well-being and Work in Sub-Saharan-Africa*, Africa Child Policy Forum, Save the Children and Young Lives Policy Brief.

Save the Children (2013) *Save the Children's Child Protection Strategy 2013-2015: Children and Harmful Work*, Child Protection Initiative.

Yisak Tafere and Tassew Woldehanna (2012) *Beyond Food Security: Transforming the Productive Safety Net Programme in Ethiopia for the Well-being of Children*, Working Paper 83, Oxford: Young Lives.

UNESCO (2012) *Youth and Skills: Putting Education to Work*, Education For All Global Monitoring Report 2012, Paris: UNESCO.

Tassew Woldehanna, Retta Gudisa, Yisak Tafere and Alula Pankhurst (2011) *Understanding Changes in the Lives of Poor Children: Initial Findings from Ethiopia*, Round 3 Survey Report, Oxford: Young Lives.

Martin Woodhead (1998) *The Children's Perspectives Protocol: A Participatory Approach to Studying Child Work Issues*, Stockholm: Rädda Barnen.

Exploring Children's Experiences of Work in Ethiopia: A Guide for Child-focused Research

This document is the research manual that guided qualitative data collection as part of a sub-study within Young Lives on 'Stimulating evidence-based approaches to child work/labour in Ethiopia', one of a wider set of activities exploring the role of research in improving policy and practice in Ethiopia.

Before the field study was designed, a series of consultations meetings was held with local stakeholders who work in the area of child poverty and well-being. This protocol reflects the areas of knowledge and practice regarding children's work that the stakeholder groups felt it was most important to improve.

Child labour is a controversial topic worldwide and a major area of policy concern in Ethiopia. The international development community and donor agencies play a strong role in shaping policy and research agendas, including in Ethiopia. The main focus is on the elimination of the worst forms of child labour, as defined by the ILO, and on tackling extreme forms of exploitation, such as child sex work and child trafficking. Ethiopia's Labour Proclamation only applies to contractual labour, but many children engage in informal and unpaid work, including domestic work and work in the streets. The vast majority of working children in Ethiopia work in agriculture. It is widely assumed that work performed for the household is preferable and less prone to exploitation than work that is performed for pay outside the home.

However, there are many gaps in our knowledge. Existing evidence tends to rely on survey-based statistics and relatively little is known about children's own perspectives on their working lives. A major area of policy and research interest is in the relationship between work and school. There is a wide range of ways that schools accommodate children's work, and it is important to understand children's experiences of trying to balance work and school, especially given the Government's interest in moving from flexible, shift schooling towards full-time schooling. Key concerns for the Ethiopian Ministry of Education relate to high drop-out rates, particularly among boys who are leaving school early to go into paid employment, as well as strategies for increasing primary school completion and progression to secondary school.

Young Lives data show that the vast majority of children combine some form of work (paid or unpaid) with schooling. Against this background this research protocol was designed to generate timely and relevant information that can be used to inform policy discussions and to highlight the role of children's perspectives as evidence within these processes.

About Young Lives

Young Lives is an international study of childhood poverty, involving 12,000 children in 4 countries over 15 years. It is led by a team in the Department of International Development at the University of Oxford in association with research and policy partners in the 4 study countries: Ethiopia, India, Peru and Vietnam.

Through researching different aspects of children's lives, we seek to improve policies and programmes for children.

Young Lives Partners

Young Lives is coordinated by a small team based at the University of Oxford, led by Professor Jo Boyden.

- *Ethiopian Development Research Institute, Ethiopia*
- *Pankhurst Development Research and Consulting plc, Ethiopia*
- *Save the Children (Ethiopia programme)*
- *Centre for Economic and Social Studies, Hyderabad, India*
- *Sri Padmavathi Mahila Viswavidyalayam (Women's University), Andhra Pradesh, India*
- *Grupo de Análisis para el Desarrollo (GRADE), Peru*
- *Instituto de Investigación Nutricional (IIN), Peru*
- *Centre for Analysis and Forecasting, Vietnamese Academy of Social Sciences, Vietnam*
- *General Statistics Office, Vietnam*
- *Oxford Department of International Development, University of Oxford, UK*

Contact:
Young Lives
Oxford Department of
International Development,
University of Oxford,
Mansfield Road,
Oxford OX1 3TB, UK
Tel: +44 (0)1865 281751
Email: younglives@younglives.org.uk
Website: www.younglives.org.uk