HANDBOOK OF COMMUNITY BASED RESEARCH ON CHILD LABOR

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NOTES

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ABOUT THE HAND BOOK

INTRODUCTION OF THE HANDBOOK

Child labor is a serious issue in Nepal. The 2012 Nepal Child Labor Report identified around 1,600,000 children in child labor and 621,000 children at hazardous labor. However, the 2018 Nepal Forced Labor Survey estimated the number of child laborers in Nepal might have dropped significantly. The Government of Nepal took measures to end child labor through provisions in the Constitution and other legislation. In addition, the Government of Nepal adopted the National Master Plan on the Elimination of Child Labor (2075 to 2075 B.S.).

However, legal actions and monitoring by the Government of Nepal is not enough to eliminate child labor. It also requires active participation and commitment from the community, media and private sector. Data collection on the status of child labor, evidence-based interventions, and policy advocacy are essential to eliminating child labor. Thus, with funding from the United States of Department of Labor, and with World Education leading the project, Swatantrata Abhiyan Nepal, Antenna Foundation Nepal, Terre des Hommes and 15 local NGOs formed a civil society coalition to monitor child labor in Nepal and build capacity in policy advocacy under the Sakriya project.

The objectives of the Sakriya project include enhancing capacity of civil society organizations, developing a case management system to monitor and investigate those engaged in child labor, and altering myths and misconceptions regarding child labor through transformative local level campaigns.

This research handbook has been developed to enhance the knowledge of partner organizations on community based action research and policy advocacy. The objectives of this handbook include:

- To enhance the knowledge and skills of civil society to collect information and data of child labor at the local level.
- To inform civil society on advocacy tools, practical skills and methods for policy advocacy, monitoring and research on child labor.

The publishers expect that use of the handbook will enable Community Based Organizations (CBOs) and Civil Society Organizations (CSOs) to identify the status of child laborers in their area of work and lead evidence-based advocacy activities.

TARGET READERS/BENEFICIARIES OF THE HANDBOOK

The main target users of the handbook are listed below. However, anyone who is interested in child labor and research can benefit from review of this handbook.

- Local civil society, community members, staff and activists
- Local media personnel and activists engage in the elimination of child labor
- Women's groups, economic groups, youth groups, child clubs, and adolescent group members who are interested in doing child labor research
- Local government child rights committees, government officials responsible for the welfare and protection of children, statisticians and data managers
- University students interested in child labor research

The handbook user is expected to have basic understanding on child rights and child labor. If the user is an experienced professional working on child labor and child protection issues, it will be easier to comprehend contents of this handbook.

MAIN CONTENTS

This handbook consists of following contents:

- **Conceptual clarity on child labor:** This chapter provides information on: the definition of child labor, child employment and labor related legislation, child labor social relations and child rights perspectives to address child labor.
- **Community-based research:** This chapter provides information on: the definition of research, importance of research, prevalent research methods, and the concept of community research.

Research Methodologies:

- **Community Survey:** This chapter explains community survey research on child labor.
- **Process Tracing:** This chapter provides information on how to map and analyze the processes used for child labor.
- **Case Study:** This chapter explains how to study and analyze child labor programs, and case management of child laborers.

- **Policy Study and Analysis:** This chapter covers important concepts in studying child labor policies, rules and regulations, methods, and analysis of collected information.

HOW TO USE THE HANDBOOK

This handbook is designed to be studied and used in four stages:

1. Understand
In every chapter, the key messages and related topics are explained in detail. After studying the mentioned topics, readers should reread the key messages to comprehend what the messages are conveying. If the reader does not understand the key messages, it is important to re-study related topics given in the chapter and make notes if the reader has different perspectives on the topics. Please refer to the guiding questions and notes at the end of each chapter.

2. Practice
At the end of each chapter, some questions are included for practice. This helps the reader to think over concepts and be clearer on the topics mentioned in the chapter.

3. Use
This is a practical handbook. The handbook objective is not only for study purposes and to provide theoretical knowledge. Thus, after the studying relevant chapters, information and knowledge gained from the chapter should be practiced as well. It is important to make note on how the information is applied. What was the learning while applying the information? It may take some time to apply theory into practice.

4. Review
After practical experience using the methodologies and activities mentioned in the chapters, it is better to review them in a group. In group review it is good to discuss: What was done? How was it done? Which application was successful? What were the users' opinions while applying the theory in practice? If the application was not up to their expectations, what can be done to improve it? Outcomes of the discussion should be noted. Readers can send remarks from discussion to Swatantrata Abhiyan Nepal.

CONCEPTUAL CLARITY ON CHILD LABOR

MAIN MESSAGES

PEOPLE BELOW 18 YEARS OF AGE ARE REFERRED TO AS CHILDREN

ENGAGING CHILDREN BELOW THE AGE OF 18 IN EMPLOYMENT OR OTHER INCOME GENERATING ACTIVITIES AGAINST THE LAW IS REFERRED AS CHILD LABOR

ANALYZE AND REVIEW THE WORK PROCESS TO DETERMINE HAZARDOUS AND WORST FORMS OF CHILD LABOR, WORKING CONDITIONS, EMPLOYMENT PROCESS, AND WORK FOR CHILDREN.

HELPING FAMILY AT HOME, PARTICIPATING IN COMMUNITY WORK WITHOUT AFFECTING EDUCATION, HEALTH AND WELLBEING OF CHILDREN IS NOT CONSIDERED CHILD LABOR, BUT SOCIALIZATION INSTEAD.

ACCORDING TO LAW OF NEPAL, CHILD LABOR IS PROHIBITED AND IS PUNISHABLE

CHILDREN

Nepal's current law and the Child Rights Convention (1989) define people who are under the age of 18 as children. There can be diversity in children's physical appearance, eating habits, mental health and family situation, but in whatever context and situation they are, every person under the age of 18 is referred to as a child. The age of the children has been defined differently under different policies considering a distinct purpose. However, these definitions do not define the legal definition of children. Age may be defined for specific services and facilities or for implementation of certain legislations. For example, the law of Nepal states that children below the age of 10 will not have criminal liability. That does not mean that people who are under the age of 10 are only called children. This age is only categorized for legal interventions. A list of age defined parameters are included in Box 1 below.

CHILD LABOR

Engaging children in employment or other income generation sectors against the law is referred to as child labor. According to the law of Nepal, the following situations are referred as child labor:

BOX 1

CHILDREN'S AGE CATEGORIZATION FOR VARIOUS PURPOSES

- **Children between age of 5 to 13 should be provided with compulsory basic education**
- **Children between age of 3 to 6 should be admitted to early childhood development centers**
- **Children below the age 5 should receive prescribed vaccinations and vitamins**
- **Children below the age of 10 do not have criminal liability**
- **Children between the age of 10 to 14 will be punished with 6 months imprisonment at the juvenile home or 1 year at rehabilitation center, children between the age of 14 to 16 will receive partial punishment, children between the age of 16 to 18 will receive two-thirds of the punishment**
- **Children between the age of 15 to 18 can be employed within the stated conditions and standards**
- **After reaching 16 years of age, they can receive citizenship certificate**

- Engaging children below the age of 14 in employment
- Engaging children below the age of 18 in any hazardous employment and business
- Engaging children in employment or other income generation activities within family, and forcefully depriving children from education and access to healthcare.

If any person engages children between ages 15 to 18 in labor following legal terms, standards, rules and regulations, then it is considered as child employment.

CHILD LABOR EXPLOITATION

Child labor and child labor exploitation are often discussed together. Any child who is employed cannot be considered as a child in labor exploitation. Exploitation is understood as misuse of a person's rights, safety and responsibility or misusing someone to earn profit. The Human Trafficking Palermo Protocol (2000) defines exploitation as at a minimum, the exploitation of the prostitution or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs.

Thus, making excessive profit or benefit by using child labor is referred as child labor exploitation. In that sense, the following activities are child labor exploitation:

- Engaging children under the age of 14 in employment
- Having one or more than one of the following situations when employing children above the age of 15. These situations contradicted the law of child labor in Nepal:
  - Engaging children in work for 6 hours daily or more than 36 hours weekly
  - Engaging children in work before 6 AM in the morning and after 5 PM in the evening
  - Engaging children in work continuously for more than 3 hours
  - Not providing minimum wages as stated by law
  - Engaging children in work that requires more hours and energy than their capacity
  - Engaging children in work by curtailing their right to education
  - Engaging children in unhealthy working environments and hazardous work (ex: selling, distribution and supply of alcohol and cigarettes; use of children for promoting sex work; working at high heights, in water or other environments without concern of occupational health and safety equipment

FORCED LABOR

The majority of children in child labor are found to be in forced labor, which is a form of the modern day slavery. Forced labor refers to engaging in labor against one's will, fear, intimidation, in order to repay a loan or borrow, on the basis of traditional, cultural or social affiliation, out of fear or apprehension of a potential consequences. In the context of child employment and child labor, forced labor is found through the following practices:

- Separating children from their parent to make them to work
- Employing children in labor to repay advance and/ or loan by family, contractor and broker
- Engaging children in labor by keeping them under complete control of employer (ex: not allowing any outside contact; stopping them from meeting family and friends; keeping them as bonded labor)
- Engaging children in labor as return for any support provided to their family (ex: work or usage of others' land, accommodations, and employment)

- Engaging children in labor through trafficking or buying them

VARIOUS DIMENSIONS OF CHILD LABOR

Child labor is a multidimensional issue. Child labor researchers have analyzed causes of child labor based on *push* and *pull* factors within the poverty cycle. Child labor issues can been divided into three major dimensions. Child labor can be controlled and ended with effective, coordinated and integrated implementation within these three dimensions.

DIMENSIONS OF CHILD RIGHTS AND CHILD PROTECTION

Child labor is referred as denial of child rights and a major issue on child protection. According to this concept, taking advantage of poverty, crisis, lack of knowledge and awareness, and misuse of social and economic relation of children and their family leads to children in child labor. This perspective advocates for measures such as equipping children and their family with knowledge on child labor, child protection, and child rights, government support schemes and

programs for marginalized families, and reintegration of child laborers within their family. However, this does not emphasize the facilitation of state regulatory bodies, the role of employers and engagement of other actors in labor relations.

LABOR RELATION AND DIMENSION OF EMPLOYMENT MANAGEMENT

Another way to understand and study child labor is through labor relations. Engagement of children in labor violates the principle of decent, good and just work relationships. In that sense, use of child labor means violation of labor standards and laws of state. On the other hand, it is an obstacle for children within the age of legal employment for their right to work, and the availability of safe and decent work. Thus, with this perspective to eliminate child labor, there must be effective implementation of laws, monitoring of the labor sector, and ensuring of labor rights, decent work for workers, minimum wage, occupation health and safety measures, and social security. Violators of labor standards must be punished and arrested. This perspective promotes the role of employers, industrialists, business persons, workers, worker's organizations, and the government to regulate agencies for elimination of child labor.

CHART 1: CAUSES OF CHILD LABOR	
Personal and family reasons for child labor Extreme poverty; illiteracy; lack of information on child labor; traditional misconceptions; family loans; school dropout; attraction towards urban life; family dysfunction; and discriminatory practices in family and community.	**Employer reasons** Lacking availability of adult laborers; social acceptance; low pay and more profit to be made; ability to compete in the market with cheap production costs; and misconception about helping the poor.
State system reasons • Lack of social protection programs for marginalized, poor and at risk populations. • Less effective market monitoring, labor inspection and implementation of legal actions. • Discrimination in education, privatization of public services, and inflation. • Imbalance in development between urban and rural areas • Employers and profit earners of child labor are in government and have influence. • Not promoting monitoring and accountability in the supply system	**Consumer reasons** • Demand and consumption of low cost services and goods. • Ignorance of production and distribution system of services and goods. • Continuous demand of services and goods that use child labor, making it difficult to boycott.

DIMENSIONS OF STATE POLICY AND ECONOMIC SYSTEM

The government system is required to address the two dimensions mentioned above to eliminate child labor. Government policies, mechanisms, effective implementation, and economic status of the country determines the increase and decrease of child labor. Privatization of public services (education, health and community development, etc.) in absence of social security and labor regulation, increase of informal work, empowered bodies at the local level, and lack of access to legal services also contribute to the increases in child labor. This perspective suggests that state-led economic interventions, pro-public child protection policies, a better taxation system, social security, and legal protection for informal workers will eliminate child labor.

BOX 2

WHO IS RESPONSIBLE FOR CHILD LABOR?

Employers: who directly engage children in labor
Industry or Businesses: where child laborers are used in supply chain.
Government Officials: who do not monitor, rescue, prosecute, provide social security and mitigation programs to end child labor.
Mediators: who facilitate and encourage parents, employers and children themselves to engage in child labor.
Consumers: who do not care about the use of children in production and distribution of products that they use.
Parents: who employ their own children in child labor for higher earnings without negotiating with the employer.

LEGAL PROVISIONS ON CHILD LABOR

Nepal has made commitments for the elimination of child labor through provisions in the constitution and legal policies. Nepal has also ratified international conventions and treaties. The Constitution of Nepal has given these provisions:

Provisions mentioned in the Constitution of Nepal

Section 21: Right of victim of crime:
(2) A victim of crime shall have the right to justice including social rehabilitation and compensation in accordance with law.

Section 29: Right against exploitation:
(1) Every person shall have the right against exploitation.
(3) No one shall be subjected to trafficking nor shall one be held in slavery or servitude.
(4) No one shall be forced to work against his or her will. Provided that nothing shall be deemed to prevent the making of law empowering the State to require citizens to perform compulsory service for public purposes.
(5) Act contrary to clauses (3) and (4) shall be punishable by law and the victim shall have the right to obtain compensation from the perpetrator in accordance with law.

Section 33: Right to employment:
(1) Every citizen shall have the right to employment. The terms and conditions of employment, and unemployment benefit shall be as provided for in the Federal law.
(2) Every citizen shall have the right to choose employment.

Section 34: Right to labor: Every laborer shall have the right to practice appropriate labor.

Section 39: Rights of the child:
(4) No child shall be employed to work in any factory, mine or engaged in similar other hazardous work.
(6) No child shall be recruited or used in army, police or any armed group, or be subjected, in the name of cultural or religious tradition, to abuse, exclusive or physical, mental, sexual or other form of exploitation or improper use by any means or in any manner.
(10) Any act contrary to in clauses (4), (5), (6) and (7) shall be punishable by law, and a child who is the victim of such act shall have the right to obtain compensation from the perpetrator, in accordance with law.

Section 51: Policies of the State:
(i) Policies relating to labor and employment:
(2) to guarantee social security, while ensuring the basic rights of all laborers, in consonance with the concept of decent labor.
(3) to abolish all forms of labor exploitation including child labor,
(5) to regulate and manage the sector in order to make foreign employment free from exploitation, safe and systematic and to guarantee employment and rights of the laborers.

LEGAL PROVISIONS OF NEPAL

In Nepal, there are legal provisions to address child labor. Under legal interventions, the laws that directly applicable are:

- Labor Act, 2074 and Regulation 2075
- Child Labor (Prohibition and Regulation) Act, 2056 and Rules 2061
- Bonded Labor (Prohibition) Act, 2058
- The Crime Victim Protection Act, 2075
- Human Trafficking and Transportation (Control) Act, 2064
- Nepal Criminal (Code) Act, 2074

Legal Provisions of Nepal

Provisions of Labor Act of Nepal, 2074

Section 4 Prohibition on employing in forced labor:

(1) No person shall employ any laborer in forced labor, directly or indirectly.

(2) Notwithstanding anything contained in sub-section (1), the following work or service performed by a laborer shall not be deemed to be forced labor:
(a) Any work or service required to be performed under the duties of citizens as and when the nation so requires,
(b) Any work or service required to be performed by any person in consideration for the sentence imposed by a decision or order of a court,
(c) Any work or service required to be performed as a member of a community for the interest of such a community.

Explanation: For the purpose of this section, "forced labor" means any work or service performed by any laborer against their will as a result of a threat of taking any action having financial, physical or mental impact if they do not perform such a work or service.

Section 5: Prohibition on employment of children: No person shall so employ a child in any work as to be contrary to law

Section 67: Prohibition on collecting fee from labor: No laborer supplier shall collect any kind of fee or commission from any laborer whom it has supplied.

Section 94: Powers, functions and duties of the Office:(a) To carry out monitoring as to whether or not the minimum remuneration, allowance fixed pursuant to this Act or benefits www.lawcommission.gov.np receivable pursuant to the collective agreement and the rights conferred by the prevailing Nepal law to the laborers and employers have been implemented, (b) To carry out regular monitoring as to whether or not there has been effective implementation of this Act and the rules framed under this Act, and give necessary direction to the concerned party for their implementation,(g) To inspect as to whether or not children have been employed, and immediately rescue them if found employed and take action against such an employer.

Bonded labor (Prohibition) Act, 2058

Section 2 Definition: (A) "Bonded Labor (Kamaiyashram)" means the labor or service to be rendered for a creditor for the following reasons without wages or with nominal wages.

To pay back the debt obtained by him/her or family and to pay the interest thereof.

To pay back the debt obtained by his/her ascendant and to pay back the interest thereof.

To pay back the bonded debt of bonded laborer by a person who has given a guarantee before the creditor on behalf of a bonded laborer.

(B) 'Bonded labor' means a person who is working as a bonded laborer in the name of Bhaisawar, Gaiwar, Bardikar, Chhekarwar, Haruwa, Charuwa, Hali, Kamalariya or by other similar name.

Section 3 To be freed from bonded laborer: Every person who is serving as a bonded laborer at the time of the commencement of this Act shall, be freed from bonded labor after the commencement of this Act.

Section 4 Prohibition against employment to serve as a bonded laborer: No one shall keep or employ any one as a bonded laborer after the commencement of this Act.

Section 5 To be freed from bonded debt: After the commencement of this Act, no bonded laborer shall be obliged to pay back the bonded debt obtained by him/her from any creditor.

Section 6 Deeds (instrument) or agreement to be void: Not withstanding anything contained in the prevailing law, all the deeds (instrument) or written or gentleperson's agreement (verbal agreement) concluded between the creditor and the bonded laborer in respect of debt shall be void after the commencement of this Act.

Section 7 Obligation to refund the property taken as a mortgage or guarantee: The creditor shall refund the property taken by him/her as a mortgage or guarantee. If any, in the course of providing debt to the bonded laborer to the concerned person within a period of Three months after the commencement of this Act.

Section 13 Power to determine the rate of minimum wage:
(1) The Government of Nepal shall, by a Notification in the Nepal gazette, determine the rate of minimum wage for agro-laborer.
(2) No agro-laborer shall be employed without paying wages or with lower wages than the minimum rate determined pursuant to Sub-section (1).

Section 16 Penalty:
(1) If a person employs any one as a bonded laborer violating Section 4, the Adjudicating Authority shall impose a fine on him/her not less than Fifteen Thousand Rupees and note exceeding Twenty five Thousand Rupees; and shall provide the two-fold amount of the minimum wage as determined pursuant to this Act for the each day of employment to the victim form such employer (offender).
(3) If a person employs anyone without paying wages or with lower than the minimum rate, the Adjudicating Authority shall impose a fine on him/her not less than One Thousand Rupees and not exceeding Three Thousand Rupees; and shall provide the two-fold amount of the minimum wage as determined pursuant to this Act for the each day of employment to the victim form such employer (offender).

Child Labor (Prohibition and Regulation) Act, 2056

Section 2 A: Definition (a) "Child" means a minor not having completed the age of sixteen years.

Section 3 Child not to be engaged in work: (1) No child having not attained the age of 14 years shall be engaged in works as a laborer. (2) No child shall be engaged in any hazardous business or work referred to in the schedule.

Section 4 No child to be engaged in works against will: No child shall be engaged in works as a laborer against his/her will by way of persuasion, misrepresentation or by subjecting him/her to any influence or fear or threat or coercion or by any other mean.

Section 6 Approval to be obtained: (1) In case any enterprise has to engage a child in work, an approval has to be obtained from the concerned Labor Office or any authority or official prescribed by that office and form the father, mother or guardian of the child.

Section 7 Qualification certificate to be obtained:
(1) Prior to engage a child as a labor in an enterprise, certificate of qualification has to be obtained that the child is able to work as a laborer.

Section 9 Time to engage in work:
(1) No child shall be engaged in work for a period after six o'clock at the evening to six o'clock at the morning.
(2) No child shall be engaged in work for more than six hours in a day and more than thirty-six hours in a week either giving or not giving additional remuneration.
(3) A child is entitled to leisure of half an hour after engaging in the work for a consecutive period of three hours and one-day leave given in every week.
(4) The half an hour leisure time for each day and one day leave in every week shall be deemed to be the duration of work.
(5) A child already engaged in one enterprise shall not be caused to engage in the work of another enterprise on the same day.

Section 10 Remuneration and benefits:
(1) An enterprise engaging children as workers shall not discriminate on the grounds of sex, race, religion, caste or ethnicity and shall provide equal remuneration and benefits for the same work.
(2) Remuneration, allowances, leave and other benefits to be entitled to a child engaged in an enterprise shall be as prescribed.
(3) No entrepreneur shall engage a child in his/her enterprise providing less remuneration and benefits than the remuneration or benefits prescribed pursuant to Sub-section 2.

Section 11 Provision relating to health and safety of Child: The provisions to be made by an entrepreneur with regard to health and safety of the child engaged in an enterprise shall be as prescribed.

Section 12 Disputes relating to age:
(1) In case of dispute relating to age of a child engaged in an enterprise, his/her age as per the date of birth referred to in the birth registration certificate shall be deemed to be his real age.
(2) If any child is not having the birth registration certificate, the date determined upon examination by a medical practitioner shall be deemed to be his/her actual age.

Section 15 Inspection and action:
(1) The Labor Office may depute an employee from time to time to inspect an enterprise engaging children.

(2) Sub-section (1) to enter and to inspect in the enterprise at any time. The entrepreneur shall make available the matters required to examine and to know by the employee deputed for inspection in such a way.

Section 19 Punishment:
(1)Whoever commits any act in contravention of Sub-section (1) of section 3 shall be liable to a punishment of imprisonment of three months in maximum or a fine of Rs. 10,000/- in maximum or the both.

(2)Whoever commits any act in contravention of Sub-section (2) of section 3 and section 4 shall be liable to a punishment of an imprisonment of one year in maximum or a fine of fifty thousand rupees in maximum or the both.

(3) In case any entrepreneur commits any act in contravention to sections 6, 7, 9, 10 or 11, he/she shall be liable to the punishment of an imprisonment up to two months or a fine of five thousand rupees in maximum or the both.

(4) In case any entrepreneur commits any act in contravention of sections 5, 13 or 14, he/she shall be liable to a punishment of one month in maximum or a fine of three thousand rupees in maximum or the both.

(5) Whoever commits any act in contravention of this Act, except as referred to in Sub-sections (1), (2), (3) and (4) this section or the Rules framed under this Act, he/she shall be liable to a punishment of imprisonment of 15 days in maximum or a fine of one thousand rupees in maximum or the both.

(6) Whoever commits the same act again after having been punished pursuant to Sub-sections (1), (2), (3), (4) or (5), he/she shall be liable to double of the punishment referred to in the same Sub-sections.

Section 20 Complaints and limitations:
(1) With regard to an offence punishable under this Act, employees, police, the concerned child or his/her father, mother or guardian, the concerned Village Development Committee/Municipality, trade union and any agency or non-governmental organization may file complaint at the concerned Labor Office.

(2) With regard to an offence punishable under this Act, complaint shall be filed within one year from the date of commission of the Act.

Section 21 Power to impose punishment:
(1) The Labor Office shall have powers to impose punishment pursuant to section 19 on persons violating this Act and Rules framed there under.

(2) While imposing punishment pursuant to Sub-section (1), if the Labor Office has to impose punishment of imprisonment, it shall refer the matter to the Labor Court and do according to the decision of the court.

Human Trafficking and Transportation (Control) Act, 2064

Section 2 (e) "Exploitation" means an act of keeping human being as a slave and bonded and this word also includes to remove human organ except otherwise provided by prevailing law.

Section 4 (2) If anyone commits any of the following acts, that shall be deemed to have committed human transportation:
(a) To take a person out of the country for the purpose of buying and selling,
(b) To take anyone from his/her home, place of residence or from a person by any means such as enticement, inducement, misinformation, forgery, tricks, coercion, abduction, hostage, allurement, influence, threat, abuse of power and by means of inducement, fear, threat or co-ercion to the guardian or custodian and keep him/her into ones custody or take to any place within Nepal or abroad or handover him/her to somebody else for the purpose of prostitution and exploitation.

Section 5 Reporting:
(1) If anyone knows that the offence under Section 3 of this Act is being committed or may be committed, he/she may report to the nearest police office.

(2) If the person who reports under Sub-section (1) puts written request to remain unnamed, the police office when registers the report should maintain his/her confidentiality.

Section 15 Punishment:
(1) (f) One year to two years of imprisonment for taking a person from one place to another place within the country, and two years to five years of prison for taking out of the country for the purpose of exploitation.

Section 28: Government of Nepal shall be the plaintiff in all cases filed under this Act.

National Penal (Code) Act 2074 Paragraph 10: Offences Relating to Discrimination and Other Degrading Treatment

Section 162 Prohibition of forced labor:
(1) No person shall force any one to work against his or her will. Provided that this Section shall not be deemed to bar the engaging of any one in labor for a public work in accordance with law.

(2) A person who commits, or causes to be committed, the offence under sub-section (1) shall be liable to a sentence of imprisonment for a term not exceeding three months or a fine not exceeding five thousand rupees or both the sentences.

Section 163. Prohibition of slavery:
(1) No person shall subject anyone to slavery or servitude or hold or employ him or her in such status or subject, or cause to be subjected, him or her to any other kind of treatment similar thereto.

(2) A person who commits, or causes to be committed, the offence referred to in sub-section (1) shall be liable to a sentence of imprisonment for a term of five to ten years and a fine of fifty thousand to one hundred thousand rupees.

Section 164. Prohibition of serfdom or debt bonded labor:
(1) No person shall subject any one to, or hold any one in, serfdom or debt bonded labor for any kind of consideration or employ anyone in the status of serfdom or bonded labor, or subject, or cause to be subjected, him or her to any other kind of treatment similar thereto.

(2) A person who commits, or causes to be committed, the offence referred to in sub-section (1) shall be liable to a sentence of imprisonment for a term from three to seven years and a fine from thirty thousand to one hundred thousand rupees.

INTERNATIONAL CONVENTIONS WHERE NEPAL IS A STATE PARTY

Nepal is also a state party of the United Nations Human Rights Convention. Nepal has ratified the International Covenant on Civil and Political Rights-1966, Covenant on Economic, Social and Cultural Rights-1966, ILO Convention on No. 29 Forced Labor, ILO Convention No. 105 on Elimination of Forced Labor, ILO Convention No. 138 on the Minimum Age for Employment and ILO Convention No. 182 on Worst Forms of Child Labor. According to the Nepal Treaty Act 2047, treaties or conventions that the Government of Nepal is a party of will be implemented as legal provisions of Nepal.

The International Covenant on Civil and Political Rights 1966, Article 8 stated that the state parties, through their rules and law, ensure that no one shall be held in forced labor. Slavery and the slave-trade in all their forms shall be prohibited and their safety shall be ensured. **The International Covenant on Economic, Social and Cultural Rights 1966, Article 7** has mentioned state parties to the present covenant, to recognize the right of everyone to the enjoyment of just and favorable conditions of work which ensure fair wages and equal remuneration for work of equal value without distinction of any kind and healthy working conditions. **The Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, 1963** mentioned state parties to take practicable and necessary legislative provisions and other measures to prohibit human trafficking and transportation for exploitation, slavery, bonded labor, and debt bonded. **The ILO Forced Labor Convention No. 29** defined forced labor and mentioned state parties should provide security, health, wages, family accommodation, and maximum time to manage and regulate compulsory labor practices. **The ILO Convention No. 105 on Elimination of Forced Labor** mentioned state parties should take effective measures to eliminate the practice of compulsory labor such as punishment, labor discipline, political control, mobilization, and the abolition of compulsory labor in view of apartheid and caste discrimination. **The ILO Convention No. 138 on the Minimum Age for Employment** directed state parties to maintain minimum age of 15 years for involvement in employment.

The ILO Convention No. 182 on Worst Forms of Child Labor called for state parties to take immediate and comprehensive actions to end child labor in the areas of trafficking, forced labor and slavery, and to immediately end child labor that has a negative impact on educational and health development of children and on sexual abuse, sexual exploitation of children.

PROVISIONS REGARDING POLICY AND PROGRAM

Sustainable Development Goals 2016 – 2030 There are 17 goals and 169 outcomes under the sustainable development goals. The Government of Nepal has also set policy and program measures to achieve these goals. Elimination of child labor is also identified as a measure (e) of the policy interventions related to inclusive growth and productive employment. Outcome target of 8.7, in Nepal's sustainable development goal 8, called for immediate action to ban all forms of child labor, including the elimination of forced labor and the elimination of all forms of child labor, including the recruitment of child in armed forces by 2025.   Nepal has also expressed commitment to reduce the ratio on worst forms of child labor from 30% to zero percent by the end of 2030. It is mentioned that Central Bureau of Statistics in Nepal will measure the target through survey in every 5 years.

The Sustainable Development Goal 16 is to promote peaceful and inclusive societies for sustainable development, to ensure access to justice for all, and to establish effective, accountable and inclusive institutions at all levels. Outcome 16.2 mentions the elimination of child abuse, child exploitation, smuggling, trafficking and torture of children and all kinds of violence and in outcome no 1 of 16.2.1, Nepal aims to reduce the proportion of children aged 1-14 years who have experienced psychological trauma, attack or corporal punishment i from 81.7 (2015) to 0 percent by 2030. Similarly, in outcome 1 of 16.2.2, Nepal aims to reduce the number of child trafficking in foreign countries, including India, from 64 (2015) to 0 percent by 2030. It is mentioned that it will be measured annually through the information management system by Department of Central Statistics.

THE 15ᵀᴴ PERIODIC PLAN (FISCAL YEAR 2076/77 – 2080/81)

The Fifteenth Periodic Plan sets out the vision of rapid and balanced economic development, prosperity, good governance and a sense of well-being for the citizens. This plan is designed to establish its identity in the developing nation from the least developed nation by 2079 B.S.

In paragraph 3 (3.8: 3.8.2) under Sector-wise Role in the Development: Private Sector, it is mentioned that among the various roles of the private sector, there is also a participatory and institutional social responsibility for the prevention of child labor. Out of the six strategies mentioned in paragraph 5, strategy 4 aims to enhance the quality, competitiveness and credibility of the private sector and the involvement of the private sector in child labor prevention.

In subtitle 7.7 Children and Adolescents of paragraph 7, the prevailing situation of child laborers is identified as a major challenge. Out of the eight strategies set up for successful implementation of this plan, strategy 3 mentioned protecting the lives of children and adolescents by preventing all forms of violence against them. Under this strategy, the first action plan item mentioned adoption of a zero tolerance policy against involvement of children and adolescents in child labor. Similarly, action plan 2 mentioned improvement of law enforcement to control crime against children and adolescents. Also, action plan 8 mentioned the protection of children and adolescents and legal provisions related to children to be included in the school curriculum. In strategy 6 of this paragraph, the state has made necessary arrangements to end all forms of child labor. In action plan (1) of this strategy, it has mentioned necessary legal provisions will be made to end all forms of child labor, (2) child laborers will be rescued and rehabilitated by monitoring the workers working in any field, (3) legal, policy and programmatic arrangements will be made from the province and local level to end all forms of child labor.

 In subtitle 10.3 Labor and Employment of paragraph 10, the prevailing situation of child labor is identified as a major challenge. Likewise, objective 3 stated to end all forms of child labor and labor exploitation.

Among the six decided strategies, strategy 2 determined effective implementation of law and development of good industrial labor relations through means of social communication. In addition, effective implementation of the master plan to end child labor has been mentioned in action plan (6) within this strategy.

NATIONAL MASTER PLAN ON THE ELIMINATION OF CHILD LABOR (2075-2085)

The aim of the Master Plan on Elimination of Child Labor is to eliminate all forms of child labor in the country. Likewise, it is to identify and amend necessary policies, strategies and laws for the elimination of the worst forms of child labor by 2079 B.S. and elimination of all forms of child labor by 2082 B.S.. The Master Plan on Elimination of Child Labor will encompass all children who fall under the child labor as defined by the Article 3 of Child Labor Act 2056 B.S.

The Master Plan on Elimination of Child Labor has adopted five strategies for improved and effective implementation of policy and legal provisions: organizational management to eliminate child labor; enhanced capacity of concerned authorities working to end child labor; investigate, rescue and provide rehabilitation through regular inspection of children in child labor; provision of preventive programs and necessary support through direct focused programs for children and their families who are at risk; and to collaborate and coordinate among concerned authorities to establish network.

For the implementation of Master Plan on Elimination of Child Labor, there will be direct involvement from the Ministry of Labor, Employment and Social Security along with the Ministry of Women, Children and Senior Citizen, Ministry of Education, Science and Technology, Ministry of Agriculture and Livestock Development, Ministry of Land Management, Cooperatives and Poverty Alleviation, National Human Rights Commission, National Planning Commission and National Child Right Council at the federal level. While at the provincial level, concerned ministries will have monitoring,

policy direction and implementation of the code of conduct for the elimination of child labor. Monitoring of child labor in local areas, program intervention, awareness campaign falls under the responsibility of local governments.

Civil society organizations, non-government organizations, media and the academic sector will have responsibility of providing services such as awareness raising, support to government agencies to rescue child laborers and psychosocial counseling. Employers and the private sector are responsible for not engaging children in work, reintegration of child laborers, and creating and providing alternative opportunities for families of child laborers. Identification of children in formal sectors, rescue and reintegration of child laborers, role of mediator among the business sector, industry, factory owners and society falls under the responsibility of trade unions.

For the implementation of above mentioned activities, a Child Labor Elimination Committee is formed under the Ministry of Labor Employment and Social Security as provision given in Child Labor (Prohibition and Regulation) Act, 2056. In addition, the Child Labor Section of the Ministry of Labor Employment and Social Security has been given the responsibility to coordinate with the concerned agencies. Similarly, Ministry of Labor, Employment and Social Security has to prepare a separate work plan for implementation of the master plan on elimination of child labor.

STATE AGENCIES TO ADDRESS CHILD LABOR

Elimination of child labor is not possible through the action of one agency alone. Various agencies have roles at different stages of child labor. The Government of Nepal has policies and legal provisions on the role of local, provincial and federal governments to eliminate child labor. Civil society organizations, the private sector, trade unions and media have a crucial role in prompting action by the three tier government. The role of government and non-government mechanisms within state bodies to eliminate child labor are briefly explained in further sections.

According to the Constitution of Nepal, management of labor issues is common rights of the federal and provincial government of Nepal. However, considering the context, various laws delegated responsibilities to each tier of the government to eliminate child labor. Concerned bodies at various levels are explained below:

1. Local Government Bodies

The local government is considered the most accessible level of government by the public in the federal system of Nepal. In the new current political structure, the local government has an executive committee, legislative committee and judicial committee. In addition, the local governments have the right to form policy, provide public services and resolve disputes in the designated areas by the constitution and other laws. The Local Government Operation Act (2074 B.S.), Children Act (2074), National Education Policy (2076 B.S.) and Education Act have provided several duties to the local level governments. The local governments are responsible for preventing child labor through extension of social security programs. They can monitor local markets and identify activities against the law including child labor and refer cases for prosecution. The local government is also responsible for implementing protection and rehabilitation services for survivors of child labor and undertake preventative activities to end child labor. The Child Labor Free Local Government Declaration Procedure, 2077 has mandated local governments to develop local plans of actions and follow a timeline to eliminate child labor. Established through specific acts and policies, the following committees at at the local government work to address child labor issues at local level:

Child Rights Committee and Child Section

According to the Children Act (2075 B.S.), the deputy mayor will act as the chairperson and assign council members to a child rights committee. A child rights officer should be appointed for the promotion and protection of child rights. Based on decisions by the local government and child rights committee, there is a section implementing child rights awareness activities. The section should do the following activities:

- Establish and operate local level child protection fund
- Identify the status of children and major issues at the local level, developing plan to address them.
- Conduct awareness raising, capacity building and monitoring activities for the protection and promotion of child rights at the local level
- Implement social protection programs for the protection of children at risk
- Identify the child laborers and run family reintegration and rehabilitation programs at the local level.
- Develop and enforce child protection policies and code of conduct at school, businesses and public service providers at the local level.

Education Committee and Education Section
The Constitution of Nepal provides a mandate to the local government to manage education up to the secondary level. An education committee is formed to manage basic and secondary level education within the area. Education committees can run various programs on school improvement, scholarship, children's access to school, school retainment, quality education, and safe schools. The education committee can conduct the following activities to control and end child labor:

- Increase data collection of children on a quarterly basis
- Take initiatives to bring back dropout students to school.
- Provide scholarship to children who are unable to purchase necessary materials for school
- Mainstream children who cannot continue their education because of various reasons through alternative education
- Provide remedial teaching learning programs for weak children to prevent drop out.
- Provide scholarship and other free services to children (permanent resident or migrant) for school-going children.

Local Committee for Human Trafficking and Transportation Control
The Human Trafficking and Smuggling Control Committee (2064 B.S) and regulation (2065 B.S.) has provision to form a committee under the local government to prevent and control human trafficking and preventive actions in a systematic way.

Children ending up in child labor are often a result from trafficking and smuggling. Thus, this Committee on Human Trafficking and Transportation Control can also perform the following activities for reduction of child labor:

- Monitor and identify the children transported and trafficked from other places.
- Rescue and reintegration of children with support of Nepal police.
- Conduct research to identify the children migrating to other places (Identify whether they are trafficked or not?). Take action accordingly.
- Provide support to children who are at risk and family members in foreign employment who are at risk of human trafficking.

Statistics Department
In the current governance structure, the local level government is given responsibility to collect, manage and secure certain information and data. In accordance with the state statistics law, standards and procedures, the local statistics section may perform the following activities to monitor child labor:

- Develop a profile of children, collecting information on education, health, and birth.
- Based on the economic and social indicators, develop a database of children at risk and marginalized, making a plan to respond the problems.
- Collect data and information on the economy (industry, factories, agriculture and employment) and write on the status of child laborers engaged in those sectors.
- Collect information of migrants and urban poor children, then making plans to address issues.

Judicial Committee
The formed judicial committee is chaired by the mayor or deputy mayor of the local government as provisioned by the federal governance system. The committee is responsible for hearing complaints, acting as a mediator and resolving disputes based on current laws. For elimination of child labor, the judicial committee can perform following activities:

- Provide advice and charge specific fines to family who abuse their children physically and mentally, discriminate, do not send their children to school,

do not take proper care of their children, and neglect their children.

- The judicial committee is responsible to advise and instruct parents who send their children as laborers.
- Refer cases of criminal offense and heinous crime to police for necessary action.

Office of Employment Information and Service The Nepal government adopted the Right to Employment Act 2074 for implementation of employment rights and this act has provisions to establish employment information and service centers at the local level. Currently, 573 employment information and service centers have been established and are operating in Nepal. Though the employment information and service center is under the Ministry of Employment and Social Security, it works closely with the local government. For elimination of child labor, this office can perform following the duties:

- Collect information on child labor at the local level and write to Ministry of Labor, Employment and Social Security for action.
- Disseminate notices and make people aware on unequal labor relations, child labor, forced labor and human trafficking for labor at the local level.
- Help families of children who are in search of jobs and are at risk.

2. Mechanisms Under Province Government

Basis for interstate relationship
1. Maintain peace and harmony
2. Provincial database
3. Health services
4. Rehabilitation and compensation for crime and violence victims
5. Collect information, analyze and inform on human trafficking and drugs smuggling
6. Implementation of the Civil Criminal Procedure
7. Transfer prisoners and culprits from one state to another
8. Develop policies related to family issues
9. Social Security and employment
10. Employment and unemployment allowances

The provincial government has a vital role to prevent child labor. The Constitution of Nepal and the laws relating to the relationship of the federal level, provinces and the local level have given the provincial government the power to make and implement laws. Under the common rights, the Constitution of Nepal 2072, Article 7 mentioned criminal and civil criminal procedures, family matters, employment and unemployment assistance, social security, employment, trade union, the rights of workers and disputes. Sub-section 6 of Section 57 mentioned provincial assemblies, village councils and municipalities need to make laws that do not contradict with the federal laws. If they contradict with the federal laws, they will be unacceptable and void.

Ministry of Social Development
Ministry of Social Development is formed in each provincial government. This ministry at the provincial level makes and implements provincial government policies and programs on education, health, children and labor issues. The Ministry of Social Development plays a vital role to end child labor within the province through the following activities:

- Form and operate provincial level child rights committees and human trafficking and transportation control committees.
- Form and operate the provincial level child protection fund
- Conduct trainings, seminars and workshops on child labor prevention among the local level and other concerned bodies.
- Formulate and implement action plans, rules and programs for alleviation of child labor at the provincial level
- Provide temporary safe houses and operate rehabilitation centers for children who are in process of rehabilitation and reintegration with families after being rescued from child labor.
- Study the child labor situation in the province and publish reporting regularly.
- Monitor the labor conditions of potential businesses and industries where unjust labor can be used and rescue if the victim is identified. Organize programs related to employment priority, income generation and social security for families who are at risk to send their children for child labor

- Organize awareness programs for child labor and community mobilization programs.
- Collaborate and coordinate with non-government organizations and the private sector to conduct program for alleviation of child labor.

Rights provided by the Children Act (2075)

- Form child rights committee at the province level and organize various provincial level programs.

Rights provided by the Human Trafficking and Transport (Prohibition and Regulation) Act, (2064)

- Establish and operate a state-level anti-human trafficking fund.
- Operate rehabilitation centers in different districts or provide support to the rehabilitation centers in operation.
- Form and operate anti-human trafficking committee at the province level.

Provisions to regulate the inter-relationship among federal, state and local level (2076)

Article 3: Based on inter-relationship among federal, state and local level

d) Activism in respecting, protecting and fulfilling human rights and fundamental rights and the rule of law.
e) Activism in building an egalitarian society based on plurality, equality and social justice.
k) Adherence to the principle of non-discrimination among Nepali citizens in the flow of services provided by each level of government
m) Mutual coordination and cooperation in implementation of law and policy.
s) Exchange of information, consultation, mutual coordination and cooperation on issues of common concern and interest.

<u>Provincial Policy and Planning Commission</u>
Provincial policy and planning commissions are formed to develop periodic and annual plans and to give advice to make programs of the provincial government. This commission is the major body to evaluate program and conduct various research.

The provincial policy and planning commission also supports the province government to make action plans and investment plans. For alleviation of child labor, this commission can perform the following activities:

- Conduct research on the situation and risk of child labor.
- Suggest including programs for eliminating child labor in periodic plan, annual budget and program of the provincial government.
- Monitor and evaluate anti-human trafficking programs organized by provincial government, civil society organizations and private sectors.

<u>Provincial Child Rights Committee</u>
The Children's Act 2075 provides for a child rights committee to be chaired by the minister of the Ministry of Social Development in each provincial government. The Committee is the main body of the state government to conduct policy consultation on the protection and promotion of child rights, coordinate child rights programs and carry out child protection and child rights promotion activities. This committee can perform the following activities for alleviation of child labor:

- Provide technical support, consultation and coordination to build provincial and local government policy and programs for elimination of child labor.
- Perform special program to rescue and rehabilitate child laborers.
- Perform inter-province coordination and collaboration to control child labor, rescue child laborers, rehabilitate and reintegrate child laborers with their families.
- Monitor and document children's homes, child helplines, centers for children at risk and other child related services operated at the provincial level.
- Monitor situation of children at provincial level and publish reporting.
- Organize awareness programs, capacity development programs and coordination programs against child labor, child trafficking and child violence at the provincial level.
- Run services and protection programs for children at risk.

Provincial Police Office

Under the federal structure, the provincial police office is established in each province. The provincial police office works to investigate criminal activity determined by law, organize various community mobilization and cooperation programs to control any criminal activity against the law and provide security and protection to crime victims and affected people. In accordance to law in the Police Act, the provincial police office can perform the following tasks for alleviation of child labor:

- Under the provincial police, manage a special unit for protection of women and children, and to investigate crimes against women and children.
- Organize capacity development of appointed police officers at each unit on investigation, prevention and legal provisions against child labor, for child protection and crime against children.
- Rescue child laborers through police units, informing the Department of Labor, documenting data on crime status related to child labor, and develop database on case registration and prosecution.

Department of Labor

Under the Ministry of Labor, Employment and Social Security, the Nepal government formed and operated the department of labor in several places across the country. Under Child Labor (Prohibition and Regulation) Act 2056, the department of labor has rights to initiate action against child labor. Thus, role of the department of labor is vital in alleviation of child labor. If any district does not have department of labor, then the district administration office can work for case filing, hearing and action. As labor management and regulation is a common right of the state and federal governments, in the future, the responsibility for management and operation of the labor office may also remain under the provincial government. For alleviation of child labor, the department of labor can perform following activities:

- Monitor child labor in local employment sectors
- Check if use of child labor is mentioned in the labor audit, and take legal action against any employers who do.
- Coordinate and collaborate for monitoring of child labor, actions against culprits and case management with local government and non-government organizations.

3. Federal Level Bodies

Under the Government of Nepal, Ministry of Labor, Employment and Social Security is the concerned ministry for elimination of child labor at the federal level. Although, Ministry of Women, Children and Senior Citizen, Ministry of Federal Affairs and General Administration, National Planning Commission, National Child Right Councils are also concerned bodies for elimination of child labor. In the Federal governance system, federal government supports to form act, policy and standards, mobilize federal fund and finance and implement federal acts, policy and programs in provincial and local government. In that sense, the active role of federal government is important to implement federal acts, National Plan and Master Plan on Elimination of Child Labor to eliminate child labor. Federal government can perform following activities for elimination of child labor:

- Ministry of Labor, Employment and Social Security makes procedures for child labor monitoring, rescue and action against child labor, and conducts monitoring activities, capacity development programs and prepares report for implementation of procedures.
- Ministry of Women, Children and Senior Citizen organizes activities on rescue and rehabilitation of child laborers.
- Ministry of Federal Affairs and General Administration make sample policy and programs to prevent child labor that can be adopted by local governments.
- Provide assistance to the Child Labor Prevention Program in various financial transfer programs available from the National Planning Commission.
- Nepal Police will form a special department, directorate to make effective the investigation and protection service of crimes against women and children at the federal level. Organize training for Police Officers on child labor prevention, investigation of legal system and prosecution.
- National Judicial Council, in coordination and collaboration with child labor concern bodies of Government of Nepal shall organize capacity development program on child labor prosecution and legal provisions for government lawyers and judges.

4. Constitutional Commissions

The Constitution of Nepal has formed several constitutional commissions to follow, respect and protect fundamental rights of citizens as well as the international human rights and laws that Nepal has committed for child labor issues under working rights of the National Human Rights Commission and Inclusive Commission. Both of the commissions can study and analyze child labor issues, gaps in addressing child labor and best practices, monitoring of case management, take complaints and grievances from child laborers' family while seeking justice, conduct research and recommend government to take action. Commissioners should be appointed to work on labor issues at the National Human Rights Commission and Inclusive Commission.

5. Parliamentary committees

In the democratic system, parliamentary supremacy is accepted. There are various thematic committees within parliament. The thematic committees can monitor the work of the executives in their jurisdiction and give various instructions to address immediate problems. The bills submitted by the government to the parliament are also discussed comprehensively in these committees. The committees also invite experts as necessary to discuss, consult and receive recommendations on various issues. In the case of child labor, the relevant thematic committees in the province and federal level can call the concerned ministries to discuss work progress, give instructions for the formulation of policies and rules, and monitor its implementation.

Parliamentary committees concerned with child labor issues in the federal parliament are as follows:

House of Representative, Nepal: Industry, Commerce, Labor and Consumer Welfare Committee, Women and Social Affairs Committee, Law, Justice and Human Rights Committee, Education and Health Committee

National Assembly, Nepal: Sustainable Development and Good Governance Committee

Joint Committee: Committee for Monitoring and Evaluation of the Implementation of the Directive Principles, Policies and Obligations of the State

The Parliamentary Committees on Child, Labor and Social Affairs in each province assembly are responsible for working on the issue of child labor.

6. Non-Government and Private sector

Along with government agencies, civil society organizations also have an equal and important role for elimination of child labor. In this process, industry and businesspersons who use child labor, non-government organizations, mass media and labor unions, consumer groups and community organizations are actors in this system. For elimination of child labor, non-government organizations and the private sector can perform the following activities:

- Employers, industry owners, and businesspersons should not use child labor in their business and industry and should avoid for others to stop the child labor practice.
- Prohibit using child laborers in the supply chain and implement the provisions that ban service providers using child labor from the supply system.
- Organize training to implement code of conduct to prohibit use of child labor in industry for employers, operators and shareholders.
- Media should do investigative journalism on the child labor situation, violence against child laborers, good practices to end child labor and government's policy successes and challenges.
- Media organizations should support issue-centric media persons to participate in child labor research and reporting.
- Labor unions should train union members to monitor the child labor situation in their work area, filing cases and providing information on child labor used against the law.
- Support laborers to get access to social security and organize awareness programs to prevent children of workers from engaging in child labor.
- Community Based Organizations (ex: mothers' groups, forest user groups, and youth clubs) should monitor, file complaints and provide information to prevent the use of child labor in their communities. They should also identify families and children in poverty, crisis or at risk in their community and provide education and other support to them.
- Advocate increasing awareness against child labor in community and lobbying the local government

to implement necessary policies and programs for prevention and alleviation of child labor.

- Non-government organizations should conduct research on the child labor situation and other various aspects.
- Non-government organizations should inform the local, provincial and federal government about successful practices and learnings from child labor research and advocate for policy expansion.
- Non-government organizations should conduct various awareness programs on child labor at the local and national level, including programs for child labor education, family reunification, and rehabilitation, legal aid, and family income generation.

Practice

1. What is child labor? What is not child labor? What are the areas of employment in your community where child labor is used?
2. How does law of Nepal punish a person who involves children in child labor? What is the legal body that takes action against child labor?

3. What are the sectors of child labor prioritized by Nepal's National Master Plan for Elimination of Child Labor?
4. Who are responsible for the use of child labor?
5. What are the bodies that address child labor issues at the local level and provincial level? What can be their roles?

Use

Prepare a worksheet about the most common child labor issues in your community based on the following: area of child labor; estimated numbers; practices seen in child labor; which legal systems are violated; which body of local government and provincial government should take action; what actions should they take?

Review and Remarks

How useful was this chapter and its practices? How did it help you to understand child labor issues? To make this chapter better, are there any points to be added or deducted?

COMMUNITY BASED RESEARCH

MAIN MESSAGES

RESEARCH IS A METHOD TO IDENTIFY REALITY OF A SPECIFIC TOPIC

COMMUNITY BASED RESEARCH IS A SYSTEMATIC AND SCIENTIFIC RESEARCH METHOD CONDUCTED WITH THE LEADERSHIP OF THE COMMUNITY ON CONCERNED LOCAL ISSUES

RESEARCH TOPIC, SAMPLE SIZE, PARTICIPANTS, METHODS AND TOOLS OF DATA COLLECTION, AND DATA ANALYSIS ARE NECESSARY FOR RESEARCH

COMMUNITY BASED RESEARCH

What is research?
Research is the action of acquiring new knowledge and information on a specific subject. In the research process, data collection, analysis and interpretation is done using scientific methods.

Research is conducted to study and obtain data and information on any issue, understand reality-based problems, identify cause, consequences and methods to address the problem as well as improve understanding and ensure lessons are learned.

Social and scientific research done for academic research and in laboratories is a different kind of research. Scientific research done in the laboratory produce outcomes tested through use of living and chemical substances and equipment. Whereas, social study and research address social issues through analyzing human and social relations within the community. Furthermore, the social, cultural, economic, political, historical, and systemic context affect data of social research.

Research Purpose
Research is useful in many ways. Mainly researchers and their findings are used for following purposes:

- To understand the problem, its phenomena and actors
- Gain knowledge about alternative and possible solutions to the problem
- Advocate with government and policymakers to address specific problems with proper evidence
- Communicate with mass audiences to challenge social norms that are discriminatory and harmful to people and society

Types of research
There are different types of research. The types of research depend on the research design. A research design is a recipe for the research, where the researcher defines how they are going to test their hypothesis or find the answer to the main research question. Thus, based on the research work structure, the research design can be viewed in the following categories:

Descriptive Research - Descriptive research refers to research that explains the status of the problems or subject in its own context. In short, if research is answering a question beginning with what is/was, then this is considered descriptive research. Examples covered in this category include study of the socio-economic conditions of child labor, working environments of child labor, nature of employers that employ child laborers, etc.

Explorative Research - This is research that provides interpretations through intensive study of inadequate information. Generally, explorative research provides information to questions (why, how) of any issue.

Experimental Research - Experimental research is all about testing interventions and finding its influence on the subject. An experiment is a study in which a treatment, procedure, or program is intentionally introduced and a result or outcome is observed (ORI, 2019). In experimental research, there are manipulation and control groups. A manipulation is a group or participants which have interventions from the researcher or third party. The control group is the group or participants without such interventions. Examples of experimental research involves testing of evening programs for child laborers, withdrawal and rehabilitation services impacts on child laborers, etc.

Purposive Research - This type of research involves performing specific inference in any issue and studying positive or negative impacts of such inference. In this type of research, the community is considered as an open laboratory where inference is done in some places and not others. In the end, there is a comparative study of both groups, where conclusions are drawn on effectiveness of interference, reasons behind its effectiveness or reasons for ineffectiveness.

Quantitative Research - Quantitative research explains the situation and correlation in numbers and figures. It usually applies a more questionnaire based survey.

Qualitative Research - Qualitative research involves understanding phenomena and contexts through review of case studies, interviews, observations, focus group discussions.

Community Based Research – This type of research studies a specific topic through the active participation and mobilization of the affected community. This book discusses community-based research in greater detail. The handbook will do a deeper dive of community based research.

Community Based Research
Community based research is a process of discovering knowledge together with community members. Community members usually know a lot about their surroundings. Therefore, the information is collected, documented and presented to become a valid information source.

Community based action research involves community led research activities that enables the community to gain greater awareness and understanding on a specific subject. Community findings and understanding on specific issues quite often ignite actions of community leaders for change.

Minimum requirements for civic or community based research are as follows:
For community based research, it is important to have a research topic, researcher and research geography from the related community. Concerned community members should participate in data collection and analysis of issues in their own community. Some people believe that in order to carry out research, community members should have research skills. However, this is a misconception, community members can conduct research with support of experts or research facilitator.

Participatory: Selection of topic, data collection methods, process time and methods for community based research should be determined in consultation with the community.

Conclusions and activities can be made through facilitating participatory discussions among community members.

Experimental: Community based research is not only for ethical knowledge but also academic purposes. This kind of research is important and can also be experimental. The community should be ready and able to use obtained findings. The facilitating organization and bodies should provide a supportive environment for the community while conducting this kind of research.

MAIN ASPECTS OF COMMUNITY BASED RESEARCH

Research Problem - The research problem is the main issue that research is going to answer. In other words, it is the subject or topic of the research. The research problem should be clear, specified and well defined. It should not be vague or narrow. Poor examples include the number of Indian children in zari industry (narrow topic), poverty and child labor (vague topic). However, the example, awareness and perception of employer towards child labor, is a suitable research problem. Research problems are better when they are more action oriented rather than just informative.

Research Universe - The research universe refers to the estimated or identified volume of the affected community by the research problem. In simple words, it is the geographical location or defined community of the research action. For example, the situation of child labor in the zari Industry in Gaur Municipality in Rautahat District is considered a research universe.

Research Method and Tools - This refers to the process of collecting relevant information to resolve a problem or ask questions. The method can be either quantitative, qualitative or both. Materials used for information collection are tools (ex: questionnaire, topic list, schedule, etc.)

Research Participant and Sample – This refers to individuals that are identified to reach to as sources of information. The sample is representative of total population or area the study.

Sampling is the process by which researchers select a representative part of population that could be studied under the study. The sampling process should be related to research topic, accessible and acceptable. There are different sampling processes such as purposive, snowball and random methods. Purposive sampling is the method of selecting representatives based on specific topic, qualification. Whereas, selecting specific number of representatives among larger research participants and having participants on ratio basis is called Random sampling. Similarly, snowball sampling is method of reaching participants from contact with one participant to another while studying topics that are hidden and stigmatized in community.

Data Analysis and Description - Data collected and information received from sources of information should be analyzed and described in specified method. During analysis of information a minimum of three aspects of information should be compared. Data analysis should compare and collect facts and inform the target groups in simpler language such that it reflects the situation and analysis.

METHOD OF DATA COLLECTION IN RESEARCH

Survey - Survey is a method utilized in quantitative research. Information on a specific topic is collected from participants through use of a questionnaire. Usually, a close-ended questionnaires (where answer choices are limited) are used to survey. However, there is also practice of open-ended questionnaire (interviewees can provide whatever answers or information they choose to share). This method is used in qualitative research. In the survey, participants should be able to freely express their perspectives. Surveys can be conducted virtually, through telephone or in person.

Observation - Observation refers to looking and recording a specific environment and process closely in written form. In an open observation, the researcher records the situation and processes of the research area in written form. While in list observation, a researcher would refer to a checklist during their visit.

Interview - It is one of the main methods of research and also used during surveys. Question and answers are very important for interviews. The interview can be open, detailed, brief, or specific. In a research project we can use key informant interviews and case studies. In general, a topic list or guiding questions support the flow of interviews. Participants should freely express their experiences and opinions. It is important to have supporting questions in order to clarify answers given by participants and to ensure participants' understanding.

Focus Group Discussion - Conducting discussions at the same place with similar participants to discuss specific topics is called a focus group discussion. Topic lists or guiding questions are needed for focus group discussions. Generally, there can be 8 to 12 participants together for a maximum of 90 minutes. Researcher should record discussion topics, agreements, differences in opinions and reasonings obtained from the discussion.

Group Discussion - It is used to understand opinions among a group of participants on a specific topic. This discussion can be done in a group of 4 to 6 people. Questionnaires or guiding questions are important for group discussions. Group discussions are effective if a participant is unwilling to participate alone.

Mapping - It is used to identify sources of a problem in the community, the problem structure, and affected groups. In mapping, representative of affected groups and civil groups provide information regarding the prevailing situation in the community, based on their experience. Mapping can also be done in form of a questionnaire (open-ended or close-ended). When participants are unable to clearly differentiate right and wrong practices and unable to determine the power balances, mapping can be effective in identifying those structures in the specific situation.

Ranking - This is a convenient method to identify different circumstances according to the experiences of the respondents. Using a list of possible answers for ranking, participants identify and rank based on their experience. Prioritization in ranking can follow a scale (ex: 1 to 5; 0 to 10), or through arrangement (ex: top to bottom). Based on the results, researchers can identify priority topics.

Calendar −Calendars are used to identify daily and yearly activity details from participants. A calendar is prepared using work schedules or predetermined time frames for discussions of specific topics. for activity details or yearly activities of participants. A Calendar is prepared by placing work schedule or by mentioning months and discussion on each period of specific topic can be conducted. Discussion of topics that cannot be obtained through methods like survey, interview, or group discussion, can be distributed and determine types of programmatic interference.

Desk Review - It is used to study and analyze application of study, data and legal management available in related questions. It is recommended to organize major questions on one side, while having details on laws, policies, and supporting evidence on the other side. A comparative analysis of topics written in publications is recommended.

Case Study −A case study is done to conduct an in-depth study of a specific case or topic on the life and profession of affected groups and to highlight the causes, nature and system of these topics. It is also performed to show successful programs, learning experiences and challenges. It is recommended to frame the case study in a specific format to engage readers.

Process Tracing - This refers to another research method, where it is used to identify relationships at a global scale or between persons and groups. Process tracing is also referred to as process mapping, where the method identifies main agents, their nature, desires and consequences for tracking purposes.

DATA MANAGEMENT AND ANALYSIS

Facts play a major role in research. Data is private information provided by the participants. Researchers should be aware of the importance of maintaining confidentiality and make sure the information is not mishandled.

Data and information received in research is not informative or open to interpretation on its own. After analysis of relationships and interactions found in data and the information provided, then can findings and interpretations be done. Data management is a process of documenting and storing data in a safe and systematic way that enables the researchers to check and analyze data as planned. The following activities usually happen in data management and analysis:

- Information is verified, numbered, categorized.
- The researcher has to check whether the collected data is properly documented according to the questionnaire, whether data is coherent, if there is further information required, if there are any questions left behind, etc.
- The researcher can get back to enumerator to check the information and improve it by addressing gaps, etc.
- After data entry, the researcher needs to ensure data protection and safety of the information received from participants.
- Based on the main research questions, data should be analyzed and organized in percentages, figures, and in comparison with one another. For example, while most of the child laborers said they did not have a salary, all female child laborers said they did not receive any salary. This shows the data disseminated by gender.
- Usage of software (SPSS, Kobo, EPI, Microsoft excel, NVivo, etc.) for data entry and analysis is recommended. With the software, data analysis can easily be done based on various variables and questions.

- Data analysis should be fragmented and observing the relationships of variables. Analysis should be done in relation to independent variable and dependent variable. For example, the age of the children involved in child labor does not get affected by any factor, this is called independent variable. However, their work and salary is affected by their age, gender, education, etc., therefore, called dependent variable.
- Information received from data analysis should be written in simple but detailed language to ensure that readers can understand. For example, instead of saying 33% of child laborers have experienced violence, we can say, one-third of child laborers have experienced physical and verbal abuse, and in some cases, sexual abuse in form of teasing and physical touch.
- During data analysis, it is recommended to compare findings with government policies and rules. This will demonstrate how findings correspond with the legal system. For example, Nepal law states children below the age of 14 cannot be involved in child labor, however from research, 37% of child laborers were below the age of 14.
- Recommendations on legal, behavioral and social aspects of implementation should be identified to alleviate issues and prevent risky practices. These recommendations should draw from research analysis.

TABLE: TOPIC OF DATA ANALYSIS	
What are the things to remember in data analysis?	**How can information from data analysis be used?**
- Does the data from research make sense and is clear? - What are the similarities and differences among information received from various sources? And Why? While look at various topics within the data, what were the new findings? - What picture is the data creating? What reality is found after studying the situation within the data? - What kind of new information does general data and fragmented data provide? Are they similar?	- Create issue related campaign programs. - Build service programs for the community affected by the issue. - Analyze and compare policy arrangements. Use findings in advocacy events. - Prepare policy documents to solve issues. - Challenge and change traditional, wrong practices or delusional beliefs. - Prepare targeted messages by identifying sensitivities and risks in the community.

CHILD LABOR RESEARCH TOPICS

Child labor is a multidimensional issue. Researchers can conduct research on child labor alleviation with relevance to various social issues. Generally, child labor research may focus on the following topics:

Number and situation of child laborers: Number and situation of child laborers can be studied to identify number of child laborers in specific employment sectors, age groups, ethnicities, geographies, and work conditions. Number of child laborers and their status can be identified through surveying and mapping.

Knowledge and perception of community, parents and employers towards child labor: Research can be done to identify people's perception and knowledge on child labor, whether or not they have knowledge on the legal terms around child labor, and whether or not parents, children and employers are informed on the negative impacts of child labor. Research in this topic can be through a qualitative or quantitative lens.

Causes and consequences of child labor: Causes and consequences of child labor are studied to identify causes that lead children into child labor, and short term and long term impacts of child labor. This research is mostly done in a qualitative and exploratory way. Quantitative and descriptive research can inform which causes and impacts are more prevalent.

Child labor at the policy level and its impacts: Studies on child labor at the policy level and its impact can inform what policies are adopted by the government related to child protection, education, health, labor, and the money market. In addition, it can determine policy implications and its effects on increasing or decreasing child labor. Research can also determine shortcomings and needed improvements in specific policies.

Mapping and process tracing of child labor: Studies of child labor using mapping and process tracing is done to identify sources of child labor; process of joining and leaving specific employment; methods used by employers; production of child laborers; service consumers and market; and identification of the strengths and weaknesses of specific policies.

In addition, the research can study upon child labor centric issues. When choosing a research topic or problem, one should prioritize practicality, the community and its relevant stakeholders, and whether or not the solution is implementable. In choosing a specific research topic, researchers should not divert from the interests of its stakeholders. Researchers should also not recommend other topics and issues without accounting for important and relevance.

Practice

- What kind of research did you conduct previously?
- What were the research topics, methodologies, participants, method of data collection and analysis used in your previous research?
- What were the successful factors and weaknesses in your previous research?

Use
Make a table with research topics, methodologies, information sources, and methods of data collection in relation to child labor prevalent in your community.

Review

RESEARCH METHODOLOGY

MAIN MESSAGES

COMMUNITY SURVEY IS A METHOD OF QUANTITATIVE AND DESCRIPTIVE RESEARCH. HERE, INFORMATION IS COLLECTED THROUGH THE INTERVIEW METHOD AND WITH USE OF A QUESTIONNAIRE.

PROCESS TRACING IS A METHOD OF MAPPING, STUDYING AND ANALYZING THE PROCESS OF SOCIAL ISSUES AND MECHANISMS.

A CASE STUDY IS CONDUCTED TO UNDERSTAND DETAILS AND COLLECT IN-DEPTH INFORMATION OF SPECIFIC ISSUES. IT IS A QUALITATIVE RESEARCH METHOD.

POLICY RESEARCH AND ANALYSIS IS RESEARCH USED TO IDENTIFY THE PUBLIC POLICY ENVIRONMENTAND ITS IMPACT.

IT IS IMPORTANT FOR A RESEARCHER TO FOLLOW THE CODE OF CONDUCT IN EVERY PHASE OF THE RESEARCH.

COMMUNITY SURVEY

A community survey is one of the main methodologies of research. A survey is the process of collecting primary information and data. It is a quantitative research method. A community survey can identify the number of child laborers, their employment situation, challenges and opportunities. This survey can be conducted among parents, employers, child laborers or other children in the community.

A survey is a research method applied to check truth of any assumptions and situations, and to map out and compare internal issues of the problem with similar issues (Issac & Michael, 1997, P. 136).

In research, a survey has three special major identities (Kramer, 1991):

- A survey is a major quantitative research method. It provides information on the specificities of a research topic. In this process, relevant various issues (variables) are explored in terms of relationships and interactions.

STRENGTHS AND LIMITATIONS OF RESEARCH SURVEYS	
Strengths	**Limitations**
• More information can be received with a large number of participants in a short period. • It is helpful with identifying specific demographics and conditions. • In a survey, many topics can be included. The sampling can be inclusive and representative of the specific topics involved.	• A survey is not appropriate to document historical, cultural and traditional aspects of participants and the affected community. • Due to knowledge, skills, perceptions of participants, the collected data cannot be stated truly impartial. • There can be challenges in identifying the truth as participants can hide or lie about information that could be harmful to them. • While survey description of data is necessary, it can also lead to bias and influence the researcher.

• In a survey, information is obtained through interviews with people. Thus, information received from research will depend on participants' personal experiences, roles and biases.
• Sampling is done in a survey. The selected sample and sample size should be representative of the affected groups.

There is a difference between research survey and a survey. A research survey is a kind of survey while the survey is a process within research for data collection. A research survey has its own strength and limitations; this is mentioned in the table above.

Stage 1: Research survey process
A research survey follows three major steps: survey plan, data collection, data management and analysis.

Survey plan – The survey plan should be prepared before starting any research survey. It should determine the topic, participant types, number of participant and survey method. Activities done in the survey are as follows:

Sample selection and representation - The survey should identify participants, and reason for their selection and quantity. This refers to sample selection. Sample selection should be based on direct relevancy with the issues, and ability to provide information in an impartial way.

There are various formulas to identify and determine suitable sample size from a population. Currently, there are websites and software that calculate sample size free of cost. In those cases, the total population and possible error level should be evaluated. Sample collection should not be too large or too small. There are four important aspects in sample selection below:

• The specificity or scope of the research topic and minimum number required for data analysis
• Accessibility and possibility of researcher interactions
• Minimum number required to categorize participants
• Minimum number useful for analysis

Stage 2: Preparation of survey method and tools
Basically, a research survey is done with the interview method as stated above. Questionnaires are used for interviews. There are three types of questionnaire:

Close-ended questionnaire - Close-ended questionnaires are questionnaires in which participants are asked to choose one or more of the answers provided. Possible answers of the questions in closed ended questionnaire should be prepared through study of previous research, principles, and other reports and with consultation of experts.

Open-ended questionnaire – Open questionnaires are questionnaires that give participants flexibility in

providing answers without mentioning the list of answers during the research. Analysis of open-ended questionnaire is difficult in comparison to close-ended questionnaire.

Mixed questionnaire –Questionnaires with both closed- and open-ended questions are called mixed questionnaires.

The questionnaire needs to be based on the study topic. In some cases, it is easier to compile a list of questionnaires based on local conversations.

Interview –Interviews can be done in various ways: virtually, in person or through telephone. During the interview, the researcher will distribute questionnaires to participants. For this, participants should provide consent and also should be literate. With the help of information technology, online survey questionnaires can be sent and filled out by participants independently. An example of an only survey questionnaire is Monkey Survey.

While conducting interview for data collection following things should be considered:

- Are the questions easy and relevant within the cultural and social context of the participants?
- Are the questions prepared in the local or simple language that can be easily understood by participants?
- Does the question accuse, stigmatize, differentiate, cause fear and frighten participants?
- Do the participants agree and participate freely to answer questions or are they under any pressure, influenced by any other person present?
- What level of similarity and differences can researcher find through free and impartial observation of answers shared by participants?

Stage 3: Survey test practice

The third stage of a research survey is testing and practice of the survey. After preparing survey tools, the survey test practice should be done to evaluate and review capacity of tools, its effectiveness and challenges that the surveyor may face while conducting the survey. While practicing the test survey, the following topics should be reviewed:

- What is the convenience level and time duration when using survey tools in practice?
- Were the languages, words and possible answers incorporated suitable as survey tools? What are the questions, answers or words to be added or improved?
- Does the participant provide impartial and experience-based information during the interview? If they are influenced, how and by whom? How can the researcher reduce such influences?
- What was convenient and what were the challenges faced by the surveyor during survey interviews? How can challenges be reduced?

Stage 4: Data management, survey analysis and reporting of survey

Data management refers to keeping data obtained from the survey in a safe and organized way. Data entry forms should be prepared based on interview questionnaires. Data entry of form answers should be entered and kept in a safe manner. During data entry, if answers are irregular and do not have similarity with one another, then the questionnaire should be studied and improved. In the present context, information technology has made data entry and data analysis easier. As stated above, data entry and analysis can be done by using various software.

For data analysis, it is important to consider the main questions of a research plan. Similarly, guide questions should be analyzed according to the relationship between independent and dependent variables based on subject, gender, ethnicity, age, education and geography,etc. Information received from data analysis should be presented in an organized and appropriate report format. The report should explain and provide information based on description and analysis of fact. Explanation and presentation in report is recommended to be organized with the interests of concerned authorities and governments.

PROCESS TRACING

Process tracing is also a research method utilized for child labor related issues. Process tracing is a method that documents the list of incidences in a chronological order, identifies their correlation and interprets the linkages of various actors in the actions related to child labor. The process tracing also identifies the intentions, interests and roles of various actors and explains their accountability for the problem. It can be done by measuring the change or outcomes first, then working backwards to assess the contribution to the change. In short, process tracing is a research method that documents information based on a social problem with identification of actors and their roles. This is a qualitative research method.

The main objective of process tracing is to assess the process, who is involved, what motivated or facilitated them to be involved in the case and what prevented them from doing so? In research, process tracing helps to find answers of *How and Why* questions.

Process tracing is a suitable method to identify good practices and learnings for policy advocacy, and to expand and replicate such practices. Process tracing is not suitable to assess service providing programs, situation mapping and evaluation, and descriptive research. To summarize,

process tracing is method to identify the way forward between cause and consequence, to gain clarity and support analysis. Strengths and limitations of process tracing are given in table below.

Various assumptions and beliefs are tested in process tracing. For that, technical and academic knowledge is needed. As this handbook is prepared for practical use by community and local organizations working in child labor issues, this handbook does not explain scientific and formulated tests.

Process tracing research can be done in five stages:

Stage 1: Identify transformation and issue

Identification of the issue is the first step of action in the process tracing research methods. Generally, it refers to what has been observed in the research domain. As we are conducting research on child labor, we must first list out what the problems that we observe on child labor practices are. For example, problems include exploitation, trafficking, transportation, forced labor, abuse, violence, supply chain process, and marketing of products and services. Considering an issue for process tracing would address the following key criteria:

- What is the key issue observed?
- What are the key process steps happened in that situation?
- Who are the key actors on each steps of action?

TABLE 2: STRENGTH AND LIMITATION OF PROCESS TRACING	
Strengths	**Limitations**
- Can explain the operational mechanism, process, actors and their interests in a problem in a simplified way. - Can establish logical reasoning on the roles and interests of various actors related to a social problem - May expose hidden factors and actors in a social problem - Enable campaigners to challenge misleading information. - Enable campaigners to advocate for specific changes among specific actors. - It not only shows the changes that have occurred but also explains the process in how it occurred and the reasons behind the changes.	- One of the drawbacks of process tracing is that it requires time and human resources to do in a participatory approach. - As the process tracing involves many formal guidelines, it can be confusing and too academic sometimes. - Process tracing requires huge amounts of evidence generation which could be overwhelming and sometimes lead to unclear conclusions. - As process tracing is normally on a case by case basis, the findings of process tracing cannot be generalized in every context and sector.

Stage 2: Establish the issue with evidence

The second step of the process tracing is document available evidence on the related subject matter. This is largely a review of literature that provides substantive information on the issue that is selected for the process tracing. The evidence generally includes: what is the prevalence status; who are the victims; who are the exploiters and perpetrators; who are benefiting, etc. The evidence on the issues must be documented from the best available valid sources. The validity hierarchy of sources are as follows: government authentic publications and data sources; United Nations publication and data sources; established international agencies data sources; established academic and non-government organizations' research documents; and news media and mass media information.

Stage 3: Process mapping

Process mapping is the third step of action. In this stage, the research works to define the chronology of the incidences with detailed information on actors, benefiters, victims, motives, other risk factors, consequences,etc. Such information can be traced through literature review. However, at the same time application of FGDs, observations, in-depth interviews and consultations are important methods to document and map processes.

Stage 4: Suggesting alternatives

Process tracing research methods is a strong method for advocacy of change. Process tracing research considers the issue that requires progressive changes. Therefore, suggesting alternatives is important in process tracing. Suggesting alternatives must have practical, realistic, legally, economically, and socially valid options. In this regard, it is always essential to ask questions on alternatives while conducting data collection.

Stage 5: Reporting, campaign and advocacy

The process tracing research report can be drafted in a report format. However the presentation of findings and recommendations can be in different framings. The process tracing findings are normally reflected as a briefing paper with a summary. Such a briefing paper can be developed to be comprehensive

or specific to targeted actors. Such a briefing paper and briefing sessions are short, smart, specific and targeted on changes on operational process of actors. This may include: norm changing campaigns, social behavior change communication, policy change and enforcement advocacy.

CASE STUDY

A case study is an in-depth study of a particular situation. It is a method used to narrow down a very broad field of research into one easily researchable topic. For example, topics can include life of a child laborer; what makes parents send children into exploitative labor; and how a parent sends their child to exploitative labor. It means conducting an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence (Yin, 2003). The topics of case study research vary widely. For example, case studies of programs, events, persons, processes, institutions, social groups, and other contemporary phenomena have been completed.

A case study refers to a process of collecting detailed descriptions of any person, group, work process or situation, and then analyzing the collected data. Case studies provide detailed descriptions and information to researchers about a research topic or research area. Sometimes, people understand case study and case story as the same thing. A case story is a case description used to confirm data of any report, description or information, while a case study is a research method and methodology used for detailed and in-depth study of a specific case or cases of similar nature.

A case study is done mainly for the following purposes:

- To get detailed information of the research topic, participants, areas or groups
- To identify and analyze specific problems of the research participants, areas, and groups, and causes and consequences of problem
- To analyze successes and learnings of practice used to solve any issue, and to recommend alternative solutions
- To identify the problem, policy or work system by comparing it with the theoretical, legal and policy provisions.

Types of Case Study Research

There are several ways of categorizing case study Research. Merriam (2001) suggests that case study research may be founded in ethnographic, historical, psychological, or sociological orientations.

Ethnographic case study research - Ethnographic research is originated from anthropology. This type of case study explores the observable and learned patterns of behaviors, practices, and ways of life from the researcher's interactions with the group. The findings of the research suggest a holistic description of both the views of group members and the researchers' perception on group's functioning.

Historical case study research - Historical case studies are used to provide descriptions of events, programs, or organizations as they have evolved over time. Extending traditional historical research, historical case study research typically includes direct observation and interviews of key participants. Historical case study research produces more than a chronological listing of events, resulting in a researcher's descriptive interpretation of factors that both cause and result from the events.

Psychological case study research- Psychological case study research examines literature and practices in psychology related to aspects of human behavior. Often a psychological case study focuses on individuals, but in some cases it can be applied to investigate groups, organizations and intervention programs as well to explore people's perceptions and efficiency of services to the groups.

Sociological case studies research - Sociological case study research focuses on a choice to study families, religion, politics, health care, demographics, urbanization, and issues related to gender, race, status, and aging. Sociological case study research mainly focuses on understanding society, social institutions, and social relationships. In Sociological case study research, the researcher generally examines the structure, development, interaction, and collective behavior of organized groups of individuals.

Case study research designs may also be classified as intrinsic, instrumental and collective (Stake, 1995).

Intrinsic case study research- Intrinsic case study research is applied when researchers are interested to know more in detail about a particular individual, group, event or organization. The intrinsic case study research is not used for generalization and creating or testing theories.

Instrumental case study research- Instrumental case study research is used to better understand a theoretical question or problem. This study helps researchers to gain better understanding, confirm, and explain existing theoretical question.

Collective case study research- Collective case study research is used to address an issue in question while adding to the literature base that helps us better conceptualize a theory. This design usually involves several instrumental cases performed to enhance our ability to theorize about some larger collection of cases. Findings from these studies may substantiate the theory while simultaneously providing insights into how people think and behave in a particular situation.

Types of case study research designs also include exploratory, explanatory, and descriptive (Yin, 2003.

Descriptive case study - Generally a descriptive case study explains a situation and provides detailed information on the case (incidents, individual, time span etc.. From the descriptive case study readers/ audience have the freedom to pick up specific information they want to interpret it or link it with their argument. For example: Situation of Girls in Domestic Work; Indigenous Children in Hazardous Child Labor.

Explanatory case study - An explanatory case study is designed to analyze the situation, time or incidents of the case to define phenomena, cause-effect relation or suggest a recommendation to address specific problems. This actually guides readers/ audience according to the researcher's findings, views and conclusion.

Exploratory case study research - designs seek to define research questions of a subsequent study or to

STRENGTHS AND LIMITATIONS OF CASE STUDIES	
Strengths	**Limitations**
• A case study provides more realistic responses than a purely statistical survey. A case study might introduce new and unexpected results during its course, and lead research to take new directions. • A case study provides detailed information on the incident, individual, or phenomenon. • When informing others of your results, case studies make more interesting topics than purely statistical surveys.	• A case study is a more narrow view that cannot be extrapolated to answer an entire research question. • A case study may disprove a hypothesis and generally does not need a hypothesis, thus have higher risk in researcher getting misled. • A case study cannot be generalized to fit a whole population or ecosystem as it has a small number of samples. Policymakers are often attracted by the big numbers. Therefore, case studies may get little attention from them.

determine the feasibility of research procedures. These designs are often a prelude to additional research efforts and involve fieldwork and information collection prior to the definition of a research question.

Case studies also have strengths and limitations; they are mentioned in table above:

Case studies can be conducted in seven stages as follows:
Stage 1: Determine research and research topic.
While determining the research topic it is important that topic should be socially relevant or should be related to any issue and should also be useful for research. Likewise, it should help researcher to access and get information of people, group, community or area of research.

Stage 2: Select case
Cases are the main basis for the study of cases. Whether the research is descriptive or analytical, what is the purpose of research? Determining the type of cases is necessary for research. The researcher should prepare the list of case numbers, types of cases, topic and area of research for case study.

Stage 3: Prepare case study collection method and tools.
Case collection methods and tools should be decided for the collection of necessary cases for case studies. The method and tools can be determined on the basis of people affected by cases or time availability of group, demonstration capacity, research objective

and questions. Generally, case study methods such as method and tools can be determined on the basis of people affected. For such methods, table of contents or main leading questions are used as tools. For documentation of information a recorder or note taking can be used.

Stage 4: Collect data
In this stage, method and information prepared in third stage are used to collect data (case details). It is important to have skilled enumerators or involvement of main researcher to collect case descriptions. The collected data should be immediately managed so that information does not get destroyed or forgotten.

Stage 5: Analyze case
A Qualitative method is used for analysis of case study. Analysis can be done on the objectives of the case study and research questions. The analysis can be done in descriptive or in thematic way. In the process of descriptive analysis, the details of the collected events are presented as the overall facts as found. Whereas, in the thematic analysis process, 'statements' are divided into 'codes' and topics, and the interrelationships and interactions of topics and codes are analyzed and presented.

Stage 6: Report and advocacy
 The findings of case study research should be reported in a concise and simple manner to the public. The report should be prepared on the basis of the main thematic questions and the facts and problems and suggestions regarding them. Advocacy work can be conducted by preparing advocacy letters on the basis of case study.

Data Collection Tools

Interview

Interviews are a very common form of data collection in case study research. Interviews of individuals or groups allow the researcher to attain rich, personalized information (Mason, 2002).

Participants of Interview

The researcher should identify key participants in the situation whose knowledge and opinions may provide important insights regarding the research questions.

Participants may be interviewed individually or in groups. Individual interviews yield significant amounts of information from an individual's perspective, but may be quite time-consuming.

Group interviews capitalize on the sharing and creation of new ideas that sometimes would not occur if the participants were interviewed individually; however, group interviews run the risk of not fully capturing all participants' viewpoints.

Identifying and gaining access to interviewees is a critical step. Selection of interviewees directly influences the quality of the information attained. Although availability is important, this should not be the only criterion for selecting interviewees. The most important consideration is to identify those persons in the research setting who may have the best information with which to address the study's research questions. Those potential interviewees must be willing to participate in an interview.

Interview Protocol

- The researcher should develop an interview guide (sometimes called an interview protocol).
- This guide will identify appropriate open-ended questions that the researcher will ask each interviewee. These questions are designed to allow the researcher to gain insights into the study's fundamental research questions; hence, the quantity of interview questions for a particular interview varies widely.
- The researcher should consider the setting in which he or she conducts the interview. Although interviews in the natural setting may enhance realism, the researcher may seek a private,

neutral, and distraction- free interview location to increase the comfort of the interviewee and the likelihood of attaining high-quality information.

- The researcher should develop a means for recording the interview data. This can be audio tape, handwritten notes.
- Handwritten notes sometimes suffice, but the lack of detail associated with this approach inevitably results in a loss of valuable information.
- The researcher must obtain the participant's permission before audiotaping. After the interview, the researcher transcribes the recording for closer scrutiny and comparison with data derived from other sources.

Ethical Practices

The researcher must adhere to legal and ethical requirements for all research involving people.

- Interviewees should not be deceived and are protected from any form of mental, physical, or emotional injury.
- Interviewees must provide informed consent for their participation in the research.
- Unless otherwise required by law or unless interviewees consent to public identification, information attained from an interview should be anonymous and confidential.
- Interviewees have the right to end the interview and should be debriefed by the case study researcher after the research has ended.

Interview Questions

Interviews may be structured, semi-structured, or unstructured. **Semi-structured interviews** are particularly well-suited for case study research. Using this approach, researchers ask predetermined but flexibly worded questions, the answers to which provide tentative answers to the researchers' questions.

In addition to posing predetermined questions, researchers using semi-structured interviews ask follow-up questions designed to probe more deeply issues of interest to interviewees. In this manner, semi-structured interviews invite interviewees to express themselves openly and freely and to define the world from their own perspectives, not solely from the perspective of the researcher.

Conducting an interview
A researcher should accomplish several tasks:

- Should ensure that s/he attains the consent of the interviewee to proceed with the interview and clarify issues of anonymity and confidentiality.
- Should review with the interviewee the purpose of the interview, the approximate amount of time needed for the interview, and how and when the interviewee may expect to receive results of the research of which this interview is a part.
- While asking questions, the researcher should ask only open-ended questions (e.g., What factors enhance productivity in this organization?)
- While avoiding yes/no questions (e.g., Are you happy with your job?), leading questions (e.g., How long have you disliked your boss?) or multiple-part questions (e.g., How do you feel about your coworkers and your bosses?).
- The researcher should remember that time spent talking to the interviewee would be better spent listening to the interviewee. In other words, the researcher should limit his/her comments as much as possible to allow more time for the interviewee to offer his/her perspectives.

Data Collection Method - Observations
Observations are frequently used in the course of case study research. Typically, observations provide answers to questions being investigated (e.g., instructional approaches used by teachers during block scheduling, how students who drop out of school spend their time, frequency of different employment practices). The researcher develops an observation guide and conducts the observation in a setting chosen to maximize the usefulness of data that are gathered. Responses are systematically recorded for later review and analysis. When conducting observations, researchers are careful not to violate legal or ethical protections. While observations are widely used, other methods are also used to gather data in case study research.

Conducting meaningful observations requires skill and persistence. The researcher should consider five factors when conducting observations:

- Identify what must be observed in order to shed light on possible answers to the research questions.

- Similar to the interview guide, a case study researcher should create an observation guide—a list of features to be addressed during a particular observation. This list often includes the time/date/location of the observation, names/positions of persons being observed, specific activities and events related to the research questions, and initial impressions and interpretations of the activities and events under observation.
- Must gain access to the research setting. Anticipating that participants in the setting may be suspicious of the researcher's goals, the researcher must be prepared to explain why, how, and for whom the investigation is occurring. Toward that end, the researcher should seek the trust of the participants and strive to be as unobtrusive as possible.
- Must recognize his or her personal role and biases related to the research. Unlike other forms of research in which the researcher attempts to maintain distance from the setting and activities, case study researchers are usually immersed in their work. As a result, if not recognized and addressed, these researchers' inherent biases and predispositions may prejudice their activities and interpretations of the study's findings. Case study researchers must actively attempt to identify and mitigate the effects of their biases and prejudices in order to ensure the impartiality of their conclusions.
- Must follow all ethical and legal requirements regarding research participants. Researchers are required by federal law to minimize risks, to balance any risks with potential benefits of the research, and to inform participants of any risks involved. As is the case with individuals being interviewed in case study research, persons being observed must provide informed consent of their participation in the research and are normally afforded anonymity and confidentiality. Individuals who are observed have the right to end an observation and should be debriefed after the research has ended to ensure that no mental, physical, or psychological injury has occurred.

Observation notes
Observation notes must be specific. There are two ways to record observations: Vague and overgeneralized; Detailed and concrete. Some hints for writing observation notes are:

- Do it right away and don't put it off because the more time that passes, the harder it will be to recall important details and complete the task.
- Talk about an observation after you record it, not before, because the conversation may cloud the recollection of what occurred.
- Work in a location free from distractions.
- Assign sufficient time to complete the task in one session; when in doubt, allocate more time rather than less.
- Start with notes and an outline reflecting key parts of the observation and fill in details as you complete the task.
- Try to capture the events in the same order in which they occurred.
- Let your notes reflect what you are thinking and write your thoughts down on paper; if it helps, "talk through" what happened as you prepare your notes.
- If you notice something is missing as you are writing or after you have finished, just add it to your notes; if you notice something that should be deleted or changed, just do it.
- Keep in mind that the benefits of careful note-taking can pay big dividends later in your study.

(Adapted from R. C. Bogden & S. K. Bilken. [2003]. Qualitative research in education: An introduction to theories and methods [4th ed.]. New York: Allyn and Bacon.)

Data collection methods - documents review

Case study researchers often review existing documents or create and administer new documents from which to gather information related to the research questions. The analysis of documents is a commonly used method in case study research. The researcher should have a clear view for why this method is appropriate (e.g., available information provides meaningful answers to your research questions). The Researcher should also have access to key documents and a well-developed plan for analyzing them. When combined with information from interviews and observations, information gleaned from documents provides the case study researcher with important information from multiple data sources that must be summarized and interpreted in order to address the research questions under investigation.

Documents take many forms and often vary in usefulness. A thorough researcher gathers information from as many relevant documents as possible. When planning to use documents, the researcher asks: Who has the information? What part of it is needed? Where is it? When was it prepared? How will it be collected?

The results of document analyses are often summarized in narrative form or integrated into tables that illustrate trends and other significant outcomes.

Sources of documents
There are four categories of documents—the Internet, private and public records, physical evidence, and instruments created by the researcher. But these are not mutually exclusive. When used separately or in conjunction, they provide a rich source of information with which to augment data collected through interviews and observations.

Internet sources vary greatly in quality and reliability. Although their physical attractiveness and complexity may make many sites on the Internet appear valid, a prudent researcher determines the authenticity and legitimacy of an Internet source before relying on information derived from that source.

Private and public records are another potentially useful source of information. Private records include any material produced by an individual that provides insights into the person's beliefs, attitudes, and behaviors. Examples include personal letters, notes, diaries, and family pictures. Public records are documents that reflect beliefs, attitudes, and behaviors beyond those of a particular individual. These documents may include court records, licenses, and certificates of birth, marriage, and death.

Physical evidence includes anything physical that is associated with the case under investigation. The researchers collect and list all the physical evidences such as physical surroundings, marks, presence of individuals, materials in the surroundings. Explain the use of such materials, meaning of such surroundings context.

Instruments created by the researcher often provide a powerful means by which to collect information pertaining to the researcher's questions. These instruments may include surveys, questionnaires, and examinations administered to individuals who have insight into the research situation. An advantage of this category is that instruments created by the researcher can be designed to address the specific research questions in need of investigation. A potential disadvantage is that these instruments are primarily self-report measures—research reveals that people do not always portray themselves truthfully when they are asked to respond to surveys, questionnaires, and examinations (Creswell, 1998; Glesne & Peshkin, 1992; Hatch, 2002).

Authenticity of Documents
Clark (1967) suggests asking the following questions regarding documents used in a case study:

- Where has the document been and what is its history?
- How did the document become available (public domain, special considerations)?
- What guarantee exists that the document is appropriate, accurate, and timely?
- Is the integrity of the document without concern?
- Has the document been changed in any way?
- Is the document representative under the conditions and for the purposes it was produced?
- Who created the document and with what intention (potential bias)?
- What were the sources of information (original source, secondary data, other) used to create the document?
- Do other sources exist that can be used to confirm the information in the document?

CASE STUDY – DATA ANALYSIS, INTERPRETATION AND REPORTING

Case study researchers can follow several guidelines as they simultaneously summarize and interpret information gathered when doing case study research.

Guide One - Ongoing refinement of the study's fundamental research questions in light of data obtained early in the investigation.

Guide Two- It suggests constant focus on the research questions being investigated.

Guide Three - It involves collection and interpretation of only those data that are potentially meaningful to the research effort.

Guide Four - It recommends developing a method for labeling, storing, and gaining access to information acquired during the research effort.

Guide Five - Use of all available resources that can assist in the collection and interpretation of information. Independent experts may provide valuable guidance and opinions regarding the meaning of the information acquired.

Summarizing and Interpreting Information
A key aspect of doing case study research is summarizing and interpreting information as a basis for understanding the topic being investigated. What counts in interpreting information? According to Berg (2004), the following elements can be counted in most written messages:

Words: These are the smallest element used in content analysis. The uses are generally associated with frequency of specified words or terms. For example, if cases have repeated presentation of Physical Punishment, Low Payment, Delayed Payment, Advance receipt, Abuse, Affection and Care. These words can guide towards answer that a researcher is looking for.

Themes: These are more useful than words to count. In its most basic form, a theme is a simple sentence, a string of words with a subject and a predicate. A researcher may be well served to count every time a theme is provided or he or she may simply point one out in a paragraph or section analysis. For example: if many child laborer are talking about how they get into the workplace, theme can be "Process of Recruitment"; If many children are mentioning difficulties on education, a theme can be "Lack of Child Friendly Education".

Characters: The number of times a person or persons are mentioned can be very helpful to a particular analysis. For example - Parents, Children, Adolescents, Contractors, employers, Consumers, officials etc.

Paragraphs: These are rarely used, because many paragraphs are often not synonymous and are hard to quantify as patterns or threads of common research. If the data collection has used particular defined structure with headings on documenting cases, then having paragraph can be useful. Often Paragraphs present a Theme.

Items: In that an item may represent a letter, a speech, a section, a diary entry, or even an in-depth interview, items are very helpful. In case studies data collection, if specific actions are suggested such as diary maintaining; collecting materials for specific meaning, counting such items are helpful to analyze. For example- Children are engaged in drawing people who help them in a day of their life and these peoples support to the children. Counting pictures and drawing also help in such cases.

Concepts: These are a more sophisticated type of word counting. For example, the concept of deviance may have word clusters that are associated with it, such as crime, delinquency, and fraud.

Semantics: Researchers are often interested in more than the type of word being used; rather, a focus in semantic counting often shifts to the strength or weakness of a word. Therefore, it is suggested to define or interpret the meaning in a consistent way, use to the extent possible same questions for the participants.

Analysis Methods

A case study researcher synthesizes the many disparate pieces of information acquired during the research process in order to identify and report meaningful findings. Researchers have developed several strategies (e.g. thematic analysis, categorical analysis, narrative analysis) for accomplishing this task, largely related to the disciplinary orientation and design used to guide the case study. Although each strategy has unique characteristics, most strategies have in common a basic process—repetitive, ongoing review of accumulated information in order to identify recurrent patterns, themes, or categories.

Thematic analysis is often preferred by novice researchers. Through use of this strategy, each new piece of information is examined in light of a particular research question in order to construct a tentative answer to the question. Tentative answers are categorized into themes. This process continues until themes emerge that are well supported by all available information. During this process, the case study researcher may elect to refine the question if the information is disconfirming or retain the question if the information supports the question's viability. Once information from all sources is thoroughly reviewed, themes for which the preponderance of information supports a tentative answer are retained and reported as findings.

Determination of information-supported themes that address the research questions is a critical endeavor of a case study researcher. Several criteria exist by which to judge the extent to which a researcher's themes accurately and comprehensively represent the information collected in the study.

- First, the themes must reflect the purpose of the research and respond to the questions under investigation.
- Second, the themes must evolve from a saturation of the collected information. In other words, in his or her creation of themes, the researcher must exhaust all information gathered in the study that is relevant to the research questions. Third, although themes are sometimes hierarchical and interconnected, novice researchers should seek to develop themes that represent separate and distinct categories of findings.
- Overlapping or contradictory themes often suggest the need for additional synthesis of the findings.
- Fourth, each theme should be as specific and explanatory as is allowed by the data.
- Finally, themes should be of comparable complexity.

Case Study Research Report

There is no universally accepted format for writing a case study research report, but some components are commonly found in most reports.

- The report should articulate the event, situation, program, or activity under investigation, and how the research effort is bounded by time and space.
- The researcher should explain his or her relationship to that being researched and any personal biases brought to the setting.
- The research report should reflect the literature related to the topic under investigation and how that literature informs the research questions.

- Some factors that must be addressed are the disciplinary orientation and research design of the study and how they influence the information gathering strategies used in the study.
- Details related to all information collection strategies, to include interviews, observations, and document reviews should be explained.
- The report should be richly descriptive and include key participants' statements that elucidate significant findings.
- The strategies used to interpret, report, and confirm the case study's findings should be articulated.

How to Synthesize Findings

Case studies generate large amounts of information from different sources. Synthesizing this information means combining, integrating, and summarizing findings.
Answering the following questions may facilitate the process of synthesizing information:

- What information from different sources goes together?
- Within a source, what information can be grouped?
- What arguments contribute to grouping information together?
- What entities bounded by space and time are shared?
- How do various sources of information affect findings?
- What information links various findings together?
- What previous work provides a basis for analysis?
- What questions are being answered?
- What generalizations can be made?

Case study findings can also be synthesized and presented based on thesources that provide the information.

Checklist for Assessing the Quality of Case Study Research Report

These criteria may help you define, assess, and write a case study report:

- Is the text easy to read and understand?
- Does it fit together with sentences building to paragraphs that convey overall meaning as a whole?

- Does the report have a conceptual structure evident in headings that are used to organize the content (i.e., themes or issues)?
- Are concerns, issues, or problems developed in a serious and scholarly way?
- Is the case defined clearly so others can generalize from it, replicate it, or both?
- Is there a sense of story to the presentation?
- Did the researcher presented difficulties, fearful situation that s/he encountered? Is the reader provided some vicarious experience?
- Have quotations been used effectively, not overly extensively?
- Are headings, figures, artifacts, appendixes, and indexes used effectively?
- Is there evidence that the report was carefully edited?
- Has the writer neither made sound assertions, neither over- nor under generalizing or interpreting findings?
- Has adequate attention been paid to various key aspects of the work?
- Was sufficient information presented to justify confidence in findings and conclusions?
- Were information sources well-chosen and sufficient in number, scope, and content?
- Were multiple information sources used as a basis for outcomes?
- Is the role and point of view of the researcher evident?
- Is the nature of the audience evident?
- Is the reporting sensitive to multiple perspectives?

Adapted from R. Stake. [1995]. The art of case study research. Thousand Oaks, CA: Sage.)

Validation

Once all information is gathered, synthesized, and reported, a case study researcher should confirm the findings of the study before disseminating a final report. Several strategies exist through which to confirm one's findings. A case study researcher should implement as many of these strategies as is possible.

Strategy One- One of the most powerful strategies to confirm a report's findings is to share the results with those examined in the study. This activity extends the intent of the researcher's ethical obligation to debrief participants in the study. The goal of gaining feedback from those studied is to gather their

perceptions of the plausibility of the findings based on the information that the participants themselves provided.

Strategy Two - Another strategy involves review of the report by fellow case study researchers who are familiar with the goals and procedures of case study research. These colleagues should systematically and thoroughly critique the study's procedures and findings in order to identify discrepancies that may threaten the credibility of the research effort.

Strategy Three - A related strategy is to solicit scrutiny of the final report from experts on the topic under investigation.

Strategy Four - A fourth strategy involves the researcher's articulation of personal biases brought to the situation and how he or she attempted to mitigate the potential effects of those biases. Acknowledgment of one's biases combined with an explanation of how the researcher prevented those biases from influencing the research process and findings lessens the likelihood that the researcher will be accused of producing contrived findings.

Strategy Five - A fifth strategy for confirming results is to demonstrate how findings are based on information acquired from multiple sources, sometimes called triangulation. Findings based on evidence attained from interviews, observations, and documents are more convincing than those based on evidence from only one or two of these information sources. Similarly, like most researchers, those doing case study research typically relate their findings to the work of others.

POLICY RESEARCH AND ANALYSIS

Policy is the document that determines work procedures, activities, objective and aim of any organization, association or administrative mechanism. Policy can also refer to details of work mechanisms and process or activity adopted by any private organization. Such policy prepared by private organizations or individual is called private policy. But policy and programs built and implemented by government or state bodies impacts whole community and life of citizens. Such policy is called public policy and can only be made by state bodies. In overall, policy explains rules, law, policy and programs.

The lack of the state's policy system or its special provisions in child labor is already discussed above. Therefore, it is important to identify the reason of decreasing and increasing child labor due to presence and absence of what policies and regulations of the state or what policies of private organized business organizations . In such way, a policy research can be conducted in child labor issue. We can also call it policy research and analysis.

To conduct policy research and analysis, it is important to understand basic information about policy.

There are three types of public policy, they are:

Distributive Policies: Distributive policies determine what, how and to whom and when the services and facilities of state bodies are distributed. For example, policy on scholarship, policy on vaccination service etc.

Regulatory Policies: – Policies that define the various bodies operating in the state, organizations, and state bodies and what citizens should and should not do, what are the penalties for what should not be done, how to improve, are policies related to regulatory policies. For example, laws relating to civil and criminal offenses, laws relating to taxes, laws relating to business registration and operation.

Constituent Policies: What kind of legal rights and responsibilities are provided to various bodies of state? Policies related to state responsibility, regulation and management are called constituent policies.

Usually, what (responsive) actions will be taken for any activity and what prevention policies can be done to stop any activity are mentioned in policies In the modern state system, reaction-oriented as well as preventive and action-oriented policies should be adopted.

Whatever the nature of the policy, the following issues should be clearly stated in the public policy; otherwise the policy will create confusion in implementation and exacerbate the problem:

- The problem, risk factors and issues that policy intervention is trying to address should be clear.
- The policy system should provide for those who are at risk or affected by the problem, what legal rights and what facilities and assistance they can get from the state. Groups who are affected and at risk should be clearly identified or their details or list should be clearly mentioned. This list should be able to include all groups who are affected and at risk.
- There should be a clear body to assist, monitor and address the problem of affected and at risk groups and the responsibilities and accountability of those bodies should be specified. The corporate bodies should be contextual and practical from the view point of issue.
- There should be clear provision to monitor whether the determined bodies have fulfilled their work or not and also find out their duties.

Major purpose of policy research and analysis are as follows:

- To find out whether the policy interventions are contextual and justifiable or not, and to identify improvement areas in policy
- To review and evaluate implementation status of policy and successful implementation and to identify causes of ineffectiveness of policy
- To evaluate policy arrangements, implementation structure, victim access and feasibility of use, compliance with prevailing international standards.

Policy research and analysis is an organized and scientific research process. It can be concluded in following stages:

Stage 1: Identify problem - For policy research and analysis, firstly it is important to identify the research topic. List of possible policy related subjects and issues should be prepared under research topic. While preparing the lists, facts related to it should also be clearly mentioned and source of the facts should also be included.

Stage 2: Contextual policy index - In second stage of policy research, index of contextual policies should be prepared. Policy collection and index should be prepared on the basis of list of problems identified in

the first stage. In this process, concerned government authorities, experts or media persons can be helpful to provide information about contextual policies. Thus, it is useful to discuss and consult with them. A table with policy title, year, issuing agencies, concerned policy intervention (article, rule number, point and paragraph number) should be mentioned while preparing index of policy.

Stage 3: Policy Evaluation and Analysis: After preparing contextual policy index in stage 2, those policies should be compared with description of the problems/issues. In this process, the competence, area, and effectiveness of the policy system should be evaluated by including the consequences of not being able to address the problem, not being able to implement it, the reasons for not being able to implement it, and if it has been implemented. For evaluation, comparison can be done in reference to provision mentioned on popular international standards.

Stage 4: Build alternative recommendation for policy: After evaluating and analyzing the policies, alternative suggestions can be identified on what needs to be improved in the policy system or what arrangements can be made for its implementation. For this, suggestions and recommendations can be made through consultation and discussion with experts, social campaigners as well as by studying the prevailing legal norms, successful efforts in other countries or places.

Stage 5: Report and Public information: The obtained facts from policy research and analysis should be systematically analyzed and the report should be prepared and made public by mentioning the policy provisions, their capabilities, implementation effectiveness and necessary reforms. After policy research, advocacy actions can be done for policy reforms and implementation with concerned government agencies, policy makers, and representatives of concerned bodies through visit, policy discussion.

CODE OF CONDUCT IN RESEARCH PROCESS

In research process, knowingly or unknowingly researcher may perform any activity that causes negative impact on personal, group, cultural and economic issue of a victim and affected community.

It is important to adhere to the code of conduct in research, especially as the research collects personal and personal information from individuals and communities, which may adversely affect the affected community in the process of information gathering, report publicity and advocacy.

A research code of conduct provides guidance to researcher in the research area and for responsible behavior towards affected communities. Similarly, it helps researchers to follow laws, respect local cultural lifestyles and attitudes, and trains researcher to maintain respectful behavior towards research participants. The research code of conduct should be adopted during every process such as data collection, data base management, data analysis and in report. Points in code of conduct differ according to time, environment and participants. Hence, the following points are minimum points for the code of conduct to be used everywhere:

Code of conduct to be followed in data collection
- Inform participants about research in simple language that can easily be understood by them.
- The decision to participate in the research should be an independent and conscious decision of the participant. Do not use any forms of influence, allurement, facility, assurance, fear and threat.
- Respect the time of participant and try to take least time as far as possible.
- During data collection, do not give any assurance to participants and do not show targeted kindness.
- Do not interfere in any problem faced by participant, instead immediately inform concerned authority or your research team leader.
- Present respectfulness to the participants.
- Do not ask questions out of research topic, or do not discuss political and religious issues with participants.

Code of conduct to be followed in data management and analysis
- Put code number on description and questionnaire received from participant and keep their personal details confidential.
- Mention the participant's answers as they are and do not explain them or add them to your consequences. Do not personalize the information, make it generalized and be focused on issues.
- Do not provide information to other researchers, research paper or for other purpose, selling and distribution, without permission and agreement of participant.
- Participants will always have right to stop use of their information or ask to return it thus, always respect their rights.

Code of conduct to be followed in report and advocacy program

- Be aware of not disclosing personal information of participants.
- Do not mention analysis and recommendation that slander any religion, tradition or community.
- Do not mention any information, recommendations and suggestions that creates political favoritism, business profit or opportunities

Practice
Which research methods did you find more practical and useful? What was the reason behind it? How will you use that method in your upcoming research? For what purpose, will you use that method?

Use
Among the mentioned methods, choose a method that you have never used before and use it to conduct child labor research.

Review

ANNEX

Other Resources

Black, M. &Blagborough J.; Child domestic workers: A handbook for research and action, Anti-Slavery International.

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Isaac, S., & Michael, W. B. (1997). Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences. (3rd Ed.). San Diego: Educational and Industrial Testing Services.

Pinsonneault, A., & Kraemer, K. L. (1993). Survey research methodology in management information systems: An assessment. Journal of Management Information Systems, 10.

Process Tracing. Intrac for Civil Society, 2017.

ACRONYMS

AFN	Antenna Foundation Nepal
B.S.	Bikram Sambat
CBO	Community-Based Organization
CSO	Civil Society Organization
INGO	International Non-Governmental Organization
NGO	Non-Governmental Organization
SAN	Swatantrata Abhiyan Nepal
Tdh	Terre des Hommes
USDOL	The United States Department of Labor