

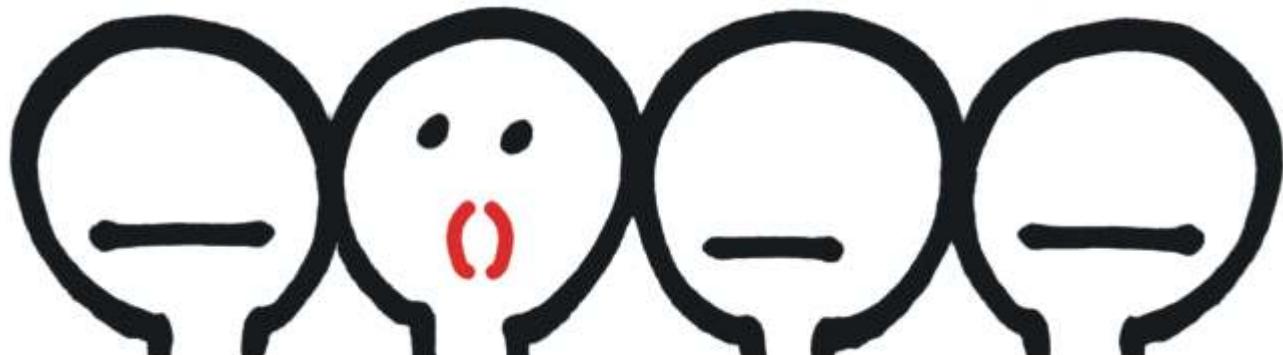
Interview and Survey



International Labour Organization



Supporting Children's Rights through Education, the Arts and the Media





Stop Child Labour

**Supporting Children's Rights through
Education, the Arts and the Media**

Interview and Survey

International Labour Organization

This booklet is part of the SCREAM - Stop Child Labour Education Pack. SCREAM stands for Supporting Children's Rights through Education, the Arts and the Media. The pack was produced in 2002 as part of IPEC/ILO Project INT/99/M06/ITA funded by the Government of Italy.

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SCREAM - Stop Child Labour. Supporting Children's Rights through Education, the Arts and the Media, International Programme on the Elimination of Child Labour (IPEC), International Labour Office (ILO), Geneva, 2002.

ISBN N. 92-2-113 240-4

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Aim: Conduct a survey and/or interview about child labour among concerned individuals.



Gain: Supports the community integration process and stimulates wider interest. Introduces interviewing techniques and encourages research into what others are doing about child labour in different areas of society and the economy.

Time frame

4–6 single teaching sessions

Motivation



One of the important points raised time and again in these modules is the need for everyone in society to assume their role and responsibility in the campaign to eliminate child labour. It is not enough to assume that some governments or the UN will take care of the problem. The international community is already taking a more active interest in what happens in even the farthest corners of the globe today. Restoring peace to conflict-ridden countries and assisting the victims of natural disasters have been the subject of huge international efforts in recent years.

Yet, there are millions of children working in the world whose fate does not depend upon finding a peaceful resolution to a conflict. They are not in the media every day. They are, by and large, impoverished children, deprived of education, their childhoods and sometimes their families. Nor is child labour an issue that can be resolved solely by charity. Sometimes people or indeed

Note for the user

It would be a good idea to implement this module very soon after the Research and Information module. The results of that module will provide a strong platform from which to introduce interview techniques. This module also reinforces the research process with which the group will already be familiar.



governments feel that by giving money to a cause, it will absolve them of responsibility. No, it does not work like that. Responsibility is a big thing and it is not so easily passed over.

So, what we are going to do and what do we hope to achieve? Do we think that by mobilizing young people around the world that suddenly they will succeed where others have not? Are we placing all our collective responsibility on their young shoulders? Well, no, not exactly. But we can work with them to harness their energy, creativity and commitment to help build a vast resource of community educators – agents for social mobilization and change. It is a community concern, as has been repeatedly said, and young people are the key to the present and future of our communities.



But communities are not just made up of young people. They include politicians, workers, parents, teachers, trade unionists, employers, shopkeepers, athletes, actors, artists – it is the whole of society. And what are they doing to help? In fact, are they even aware of the problem? Do they know they could and should be doing something to change things?

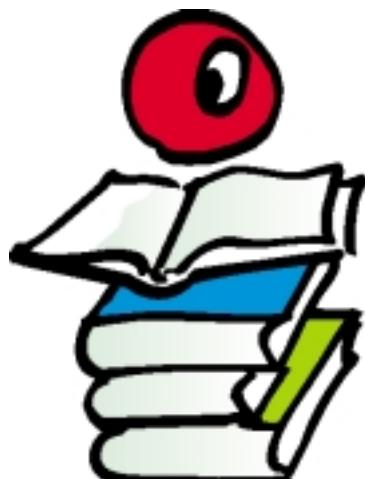
This module serves a number of purposes in the pedagogical process. The young people in your group will be wondering what the objectives were in passing on all that information in the earlier modules. What on earth are they supposed to do with it all? With this module, they will have an important opportunity to put their knowledge, research skills and information to use. By conducting interviews with key representatives of their communities, your group will develop social and communications skills that will serve them well in their own lives and in their education. They will be finding out what others know about child labour, what they are trying to do about it and how, and also what different individuals in society can do about child labour. Some people, for example politicians and business leaders, can play a very significant role in helping the campaign to eliminate child labour. But what are they doing really? This is what we want young people to find out.

At the same time, by going out into the community to conduct interviews, young people will be enhancing their role as community educators. The individuals they interview will want to know why they are being questioned on the issue of child labour. They will want to know more about the project and the pedagogical process. They will want to know what these young interviewers know about child labour and what is and/or can be done to eliminate it. Indeed, some individuals will be uncomfortable in interviews of this nature and some may even refuse to be interviewed. This, in itself, is a huge learning step for your group as they will inevitably ask why their interview request was refused and you must answer them truthfully.

As well as developing and conducting interviews, this module also looks at the area of survey techniques. Surveys will enhance the research process and also assist young people in identifying interview candidates and the sorts of questions they should ask. Indeed, research is a key activity within IPEC and it is likely that the information gathered by different groups around the world will be of use to IPEC in its own activities.

Preparation

We are conscious that the level of implementation of this module will vary considerably from group to group and country to country, depending on prevailing attitudes, behaviour, culture and tradition. It is up to you to assess whether or not this module can be implemented in your setting, what the repercussions may be and whether the pedagogical process may be harmed by its implementation. Your first priority must be the safety and well-being of the young people in your group and their education. Do not implement some parts of this module if they may harm the group in any way whatsoever.



External support

This module is very straightforward and you should not need any other help in its implementation. However, any support that is offered in the teaching and information-gathering process should always be gratefully accepted. If you were fortunate enough to have received support from local libraries in the Research and Information module, perhaps they would be willing to offer their services again for this module. Preparing for interviews and surveys will require research work on the part of the group.

In addition, if you are working in a formal education environment, it is possible that you may have access to a statistics or maths teacher. Indeed, even if you are working in a non-formal environment, you may still know teachers of these subjects. Their expertise and assistance could prove useful in developing and conducting surveys and their statistical analysis.



Similarly, if you know an individual with experience in interview techniques, for example, a journalist or someone who works in media and communications, such a person would be very helpful in implementing this module. Contact them and explain the nature of your project and this particular module. You have nothing to lose. If he or she would be willing to come and address the group on interview techniques or even support them in preparing for and conducting interviews, the results of the module will be significantly enhanced.

Do not become obsessed with the need for external assistance, but by the same token, do not ignore its potential. These modules are not meant to place a burden upon you as an educator. The objective is not to train expert statistical analysts or media interviewers, but young people will benefit enormously from being introduced to such techniques and developing new skills. On the basis of the information provided in these modules, you should be able to implement the activities by themselves. However, as part of the community education process, it is helpful to approach others to see if and how they might be able to help in the project. Many people would be very interested in the project and happy enough to lend their services free of charge to help such a good and positive cause.

What you'll need

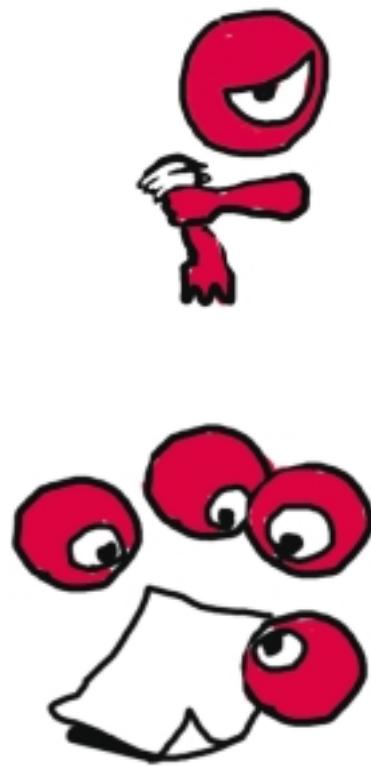
- ✓ Paper and pens or pencils.
- ✓ Black/whiteboard or flipchart.
- ✓ Resource material on child labour (see Basic Information and Research and Information modules).
- ✓ Internet access if available.
- ✓ Lists of political, business, organizational and community representatives as potential interviewees.
- ✓ Video camera if available.



Getting started

Group organization will depend on the size and dynamics of your overall group and your own appreciation of abilities and commitment. This module is about researching information, analysing it and interviewing third parties. Interviews, both in their preparation and implementation, are better done in small groups of two to three, although this will depend to an extent on the person(s) being interviewed. Surveys can be prepared by the full group or, if you are planning to conduct more than one survey, you could allocate different ones to smaller groups.

Group organization



As they prepare for interviews, the young people will work better in smaller groups than singly. It is primarily a question of confidence and "safety in numbers". It would be extremely demanding to expect a young person to research and conduct an interview alone. Experience suggests a minimum of two and a maximum of three people for an interview of one person. However, if there are several people to be interviewed, the numbers could be increased slightly, but not too much. Keep in mind that you want everyone to be involved in the exercise and not to be able to hide behind the work and commitment of others.

Think carefully about group dynamics when establishing smaller groups. They will need to work well together as a team, especially in research, and it is important that everyone is implicated.

Activity one: Survey

2–3 teaching sessions and time in between to conduct the survey



Note for the user

Whether or not to conduct a survey is optional. The process is presented in this module, but it is not absolutely necessary. You may decide to implement either the survey or the interview, or both, or neither. However, we would recommend doing at least one of these activities with the group if at all possible.

How much do people outside the group know about child labour? How much do they care? Are they aware that everyone can play a role of some sort in the campaign to eliminate child labour? How interested are the young people in your group in finding out what other people know about this subject? Would they be pleased at the prospect of leading a survey and telling others about what they are doing? Surveys are particularly useful in the awareness-raising process. Your group will have compiled a considerable store of information by now on the various issues surrounding child labour. It is a useful and empowering experience for them to put that information to use and inform others, indirectly, about what they are doing about child labour.

Bring the group together in your normal meeting room or classroom. Seat them either in classroom style or in a horseshoe shape around you. They do not need any materials at this stage. Introduce the session on the basis of the above paragraphs and explain what is meant by a survey, how and why these are carried out in society, what sort of bodies conduct surveys, for example, marketing companies, governments, NGOs and trade unions, and how they use the results. Explain how important surveys are to assessing attitudes and behaviour and why this is so vital to the campaign to eliminate child labour.

The nature of the survey

There are several basic questions that need to be asked in deciding whether or not to conduct a survey and how to conduct it. This session should take the form of a brainstorming exercise as you ask the group if they feel it would be useful to do a survey. By the end of the session,

they should have developed a sense of ownership for the survey and be ready to go and start preparations. Ask someone from within the group to act as rapporteur. He or she can either keep track of discussions on a board or flipchart, or keep notes while seated in his or her place. The main issues that you should discuss with the group are:

- Why do we want to conduct a survey? What are the aims and objectives, for example, are we looking for more information, assessing attitudes, studying behaviour, studying business processes, looking at priorities, and so on?
- Who are we targeting in the survey? Do we want to focus on one social group, or several? Do we want to conduct one survey or more? This will depend largely on what the aims and objectives are.
- What form will the survey take? Will it be in the form of a questionnaire to be completed and handed back? Will it be in the form of a one-on-one interview? Will it be by postal questionnaire? (**Caution:** postal surveys cost money and take a long time)
- When do we want to carry out the survey? Is there a particular period or time when it is better to conduct the survey? For example, if it is being done in a school, can it be done during class time, or during break periods?
- How long and detailed should the survey be? This may well depend upon the target audience and also the form the survey will take. However, impress upon your group that surveys should be kept fairly short as people are turned off by lengthy and detailed questionnaires. If you are conducting one-on-one interviews, it is always possible to expand questions if you feel the subject is prepared to reply.
- What is the time frame of the survey? When should we draft it, implement it, analyse and publish the results?



Other matters will arise during your brainstorming session and you should keep note of these as well. You should be well prepared for this session so that you can fill any gaps that occur or keep the pace going when it has to. A good way to arouse interest and involvement, is to suggest that the first survey to be carried out should focus on the group's peers. This will present an exciting challenge to the group and provide a good deal of amusement at the prospect of surveying friends and other people of their own age.

Another reason why it would be a good idea to start with a survey of their peers is that this project is all about young people and how to involve them in the campaign to eliminate child labour. Surveying other young people will arouse curiosity about what their friends and peers are doing and extend the awareness-raising potential. This is particularly true if you are working in a school environment where other students may already have heard about the project you are conducting. In addition, a school environment provides a perfect survey group.



Once the discussion begins to flag, bring the brainstorming session to a close. Summarize the key points raised during the discussion with the rapporteur. Write these up, or ask the same individual to write these up on the board or flipchart for all to see. Reflect upon each of the points raised and refer back to the group to see if there are any more points forthcoming. Do they agree or disagree with what is written? Once this session is completed, you are at the stage where the group either needs to be broken up into smaller groups or kept as the larger group and work can commence on the preparation and development of the survey.

Survey design

Having discussed each of the main points above and written up the results of this discussion, the group has all the information and tools they really need to proceed with the design of the survey and the actually drafting of questions. If you have been fortunate enough to enlist support in the survey exercise, this would be the best time to introduce that person to help with this next stage, which is the most difficult for your group.

Following very closely the time frame and form agreed by the overall group, you should then proceed with the design of the survey and the drafting of questions. This can either be done as a full group, led by yourself and/or the external resource person, or in smaller groups where you and/or the external resource person circulates among the smaller groups offering help and support as and when needed. By stipulating that surveys should not be long, you will facilitate the task of the group(s). Keep talking to the group as you move among them, encourage them to think very carefully about who the questions will be for and what the group wants to find out.

Once the drafting process is complete, bring the full group back together again to discuss the different submissions. The objective of this process is to refine the survey questionnaires together so that the next phase of implementation can be launched. Be sensitive during this session, as each group will have worked hard to produce their draft. How this session is conducted will depend on how the group was split up and what the various assignments were. For example, did the different groups produce survey questionnaires for different target groups or did each group have the same assignment? As the questionnaires are supposed to be succinct, this process should not take too long and do not drag the session out, as the group will now be keen to move on to the next phase.

Depending on resources available in terms of word-processing and photocopying, once the survey questionnaire is ready, ask one of the group to type it up nicely and then have as many copies produced as needed. If a computer or photocopier is not available, ask someone with nice, clear handwriting to write it out in freehand. If you do not have such facilities available, you will be better off conducting the surveys verbally, one-on-one. Put one of the smaller groups in charge of the job of producing and copying the survey questionnaire. Once this is complete, the group is ready to move on to the next stage.



Note for the user

Another possibility in the survey exercise is to circulate a sample questionnaire that you have put together among the group for them to use as a reference as they draft their own. However, be aware that this tactic can also impede the group's own creativity and imagination in drafting questions.



Note for the user

Clear instructions should be included at the top of any survey questionnaire. These instructions should be for the interviewer if the survey is to be on a one-on-one verbal basis or for the respondent if the survey is based on a written questionnaire. Respondents should understand very clearly how they are supposed to respond. Questions must be neither ambiguous nor vague.



Note for the user

The nature of the survey will play a role in its design. This is particularly true in the one-on-one interview. Unless the interviewer is equipped with a video camera or a tape-recorder or has shorthand skills, it will be difficult to try and note down people's replies in longhand. Therefore, an important part of the previous exercise in the design/form of the survey will be to create an interview sheet with as many multiple choice questions as possible, i.e., where possible answers might be Yes, No or Don't Know. If the interviewer simply has to tick boxes, or write very short phrases on the interview sheet, the task will be made much easier, as will the analysis process afterwards. Nevertheless, in a survey on child labour, it would be interesting to note any opinions or feelings respondents may express.

Conducting the survey

The survey activity itself must be well prepared, co-ordinated and planned. The group must decide when and how it is to be conducted. If prior notice needs to be given to anybody, for example, the school principal and teachers if it is to be conducted in a school environment, this should be done in good time. Bring the group together and go through the process of the survey step by step and write up the results of this discussion. The discussion should be based upon the 5 W's principle: Who? What? When? Where? Why?

- Who is to be surveyed and who will be conducting the surveys? For example, interviewing target groups or handing out and collecting questionnaires.
- What form will the survey take? For example, interviews or written questionnaires.
- When will the survey be conducted and when will the results be ready?
- Where will the survey be conducted?
- Why is the survey being conducted?

If the survey is based on a written questionnaire, the group should decide when the questionnaires are to be handed out and how they will be collected up again. Hopefully, the length of the questionnaire will not require too much time of the respondent. So, for example, if you are working in a school environment, the target could be a particular class or year. Following discussions with the principal and teachers concerned, the questionnaires could be distributed in the morning when school starts and then collected up before the lunch break or end of the school day. This could be done with the co-operation of the teaching staff.

Guidelines on conducting one-on-one surveys and interviews are contained in Annex 1.

Once the surveys have been conducted and the results collated by the group, you should assemble the group to discuss the next phase – the analysis.

Depending on how many surveys were conducted and with which target groups, you should arrange for the analysis to be carried out by the same individuals who conducted the various surveys. It is important that they develop a sense of ownership and pride in their work and that they recognize the confidence you are showing in them and their abilities. It also means that when they eventually publish the results of their survey, their names will be signed at the end as the research team that produced the work. This will provide a significant boost to their self-esteem, confidence and ultimately their commitment to the project.

If you have someone to help you with the survey work, and if that person is a statistician, this would be the best time to ask that person to assist in writing up the results. You should arrange the various groups together in the room you are working in. If this can be done around separate tables, so much the better. They should have the results of the survey responses in front of them. Tell them that the next phase is to summarize the information they have obtained in tabular, graphic and written form.

- **Tabular/graphic formats:** If the questions drafted offered multiple choice, it will be possible to set the replies down in the form of tables or graphs (for example, bar charts or pie charts), with one column/area showing the number of "Yes" replies, another the "No" replies and another the "Don't knows". If you have access to a computer (perhaps through a school or library) and you have the time and experience or external help, these results can be laid out in a spread sheet programme to make the final report more professional looking. However, it works just as well to set them out on graph or squared paper, using colours. Inform the group that they should describe the details reproduced in the graphs or tables for the reader. This should include giving a title to each and the full question asked.

Survey analysis



Note for the user

Qualitative surveys are complicated processes – indeed, qualitative research is a professional occupation – and the statistical analysis that they entail can be a similarly difficult task for young people to grasp. Therefore, do not raise expectations too high in this exercise and make sure that the group remains fairly conservative in its survey target groups and design. This is why a survey questionnaire of around one to two pages should be a maximum. If the questions are relatively straightforward and the replies multiple choice, the final analysis should not be too difficult.

- **Written format:** Some of the questions, especially on such an emotive subject as child labour, will be asking for opinions and views of respondents. These should be summarized in the individual reports. With luck, the group will have a good idea of how to summarize information, but they may require assistance from you and/or the external resource person. Explain to them that the idea is not to reproduce verbatim what people have said, but to take out and highlight common points made by more than one individual. Tell them to include quotes, however, if some responses are especially pertinent.

The report should provide some background information on the survey at the beginning – in essence, the 5 W's referred to earlier. Then they should make sure that each section ties in together and creates a natural and progressive flow of information. They should also write a concluding section in which they highlight the main points and describe what they feel the survey has achieved.

Tell the groups that they should not be daunted by the task – they should simply write up their summaries to the best of their abilities. Walk among the groups as they are discussing, drawing the graphs and tables and writing up their reports. Make sure everyone is taking part in some way or another. Help them phrase what they want to say. Help them put the statistics together and draw their graphs. If, as you walk among them, you discover some of the group are particularly gifted for drawing graphs and tables or are particularly good at summarizing information and expressing themselves in writing, ask these individuals if they would be willing to assist any other groups that might be having difficulty putting their reports together.

Once again, if you have access to computers, the groups can type up their reports and integrate their graphs and tables into the word-processing documents. If you are not familiar with this process yourself, you may know someone who is who can help out with this stage and teach the group how to do it themselves. They can learn much about report presentation through this exercise, which will enhance their general education and personal development. If you do not have access to a computer, make sure that individuals with



the clearest handwriting write up the final reports. Tables and graphs can be cut out and pasted onto the writing pages.

As they complete their reports, ensure that the members of each group sign their names on the bottom of the concluding section.

Having completed the reports, why not share the results with other people, at the very least those who took part in the survey? Depending on the context in which you are working, you might wish to publish the reports within the school or community. Contact the school magazine or the local newsletter or even the broader media. The results will have meaning for others. They will be interested to know the results and it would provide a significant boost to the confidence and pride of the young people in your group to know that others in the community are reading their reports and taking interest in what they have to say.

Suggest to the local media, or even the national media if you can, that the group write an article for publication, some of which will be based on the results of their surveys (refer to the Media: Press module for ideas). It's possible that some of the surveys will be of a very high standard and you should be ambitious for your group. Get the results out into the broader community. This is the very objective of the exercise — to help these young people to educate others, to act as agents of social change. Brainstorm with the group as to what uses these reports may have and how to develop other forms of follow-up.

Keep in mind that these survey reports will be very important in subsequent modules, such as the two Media modules and the Creative Writing module. Keep them safe but hang them prominently in the room where the group meets regularly. Other people will be interested to read them. In particular, these survey reports will be very useful for the next stage of this module – the individual interview, whereby the group will contact community representatives to engage them in discussion on child labour. If they can refer to statistics arising from surveys they have conducted, it will greatly enhance their status vis-à-vis the interviewee.

Follow-up

Activity two: Individual interviews

2–3 teaching sessions



Some of the techniques discussed in the previous section will also be applicable here. In this section, the interview will be focusing either on one or several individuals from a particular community, for example, politicians or shop managers, and the objective will be to find out what the members of a particular community can do and are doing about child labour and the extent of their knowledge of the problem. It could be part of a wider survey in which these community leaders are targeted. In this case, you will pose the same questions as for other respondents in the survey. However, you may prefer to tackle these individuals in a more extensive one-on-one interview. This is entirely up to you and the group. It will depend to a certain extent on the availability of resources and the accessibility of some community representatives.

Assemble the group in the meeting room/classroom and discuss the aims and objectives of such interviews as a prelude to discussing whom they should interview. The objectives are threefold:

- to inform others in the community about the nature of the project and the issue of child labour;
- to continue the research process into the level of awareness that exists within different communities and what is already being done to further the campaign to eliminate child labour;
- to enlist support for the project and for the campaign from key community representatives.

Discuss these three objectives with the group and expand on them. It is vital that they understand them. Try and draw them out as much as possible as it is through their own intellectual processes that they will understand the objectives better and therefore support their implementation.

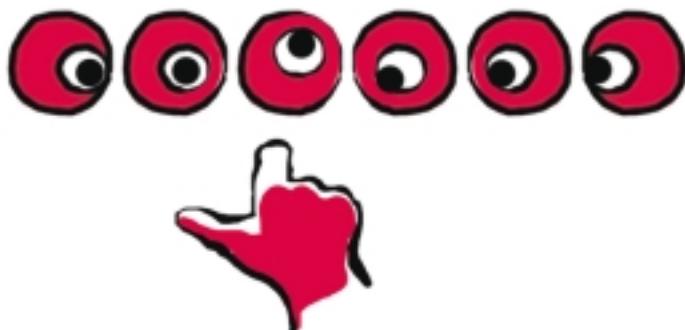
Note for the user

If you did not implement the survey section of this module, you will need to discuss the interview exercise with the group. Use the “one-on-one interview technique” described in Annex 1 to help you with this process.



Before you can move on to the preparation of the interview itself and the questions that are to be asked, you and the group will need to think very carefully about who you would like to interview and why. Conduct a brainstorming session with the aim of identifying either one or a short list of individuals in the community whom it would be useful to interview. Remember, choose individuals on the basis that they will further the group’s cause and their project, not vice-versa. Do not overextend the group’s capacity and capabilities in this exercise. In other words, two to three interviews would be adequate and these could be just as easily spread over a period of time instead of taking place one after the other.

Selection of candidates





Note for the user

The group does not necessarily have to conduct an interview with someone who has come cold to the project. Experience shows that it is very useful to invite community leaders to come and meet the group and discuss the nature of the project with them. They could be invited to listen to a debate, hear a public reading of creative writing, watch a piece of drama, view artistic presentations of child labour, and so on. Given the nature of the project, it is unlikely that community representatives would refuse such an invitation. The interview could then be included as part of this visit.

For example, if a local politician is invited to come and observe a debate conducted by the group, it would be a normal step to interview this person afterwards to find out their reaction to the debate and the project. The interview would also include questions on what politicians are doing about child labour and how they feel they could support the global campaign to eliminate it. The person might also offer to talk about the project within his/her own community and promote the activities of the group. This is a form of community integration and awareness-raising and it is a significant empowering process for the group.

There are five main groups that you might consider as potential interviewees. Each of these groups has interest value for different reasons:

- **Authorities** – These might include central and local government representatives, politicians, civil servants, political party activists, representatives of the international community, and so on.
- **Employers** – The role of businesses of all types regarding child labour is very important. It will always be an interesting exercise to talk to shop managers, factory owners, transport company managers and others about the issue of child labour and what steps they are taking to make sure that the goods they handle have been made under proper working conditions.
- **Community organizations** – These would include trade unions and NGOs, some of which will already operate activities in the field of child labour. Trade unions obviously play a key role in the work place, but many NGOs and charities also do much to try and help working children and their families.

- **Celebrities** – There are two schools of thought on the involvement of celebrities in projects of this nature. One is that it demeans the nature of the project to involve celebrities, who are probably very rich and live in a different world. The second is that any support that can be elicited for a project of this nature should be welcomed. One advantage of involving celebrities, of course, is that it increases the chances of the project attracting media and public attention. You and your group should decide where your preferences lie.
- **Concerned individuals** – These might include academics who have taken a personal interest in the issue of child labour, writers, artists, parents, members of the general public, other young people and so on.

An interesting exercise would be to interview one representative from each group. The group may want to run a series of interviews with one, each or a selection of the groups. Again, so much will depend on you, the group, the dynamics of the group, the opportunities that are available in the different countries and settings, available resources and so on. Keep in mind that some people on your list might not be able to accept the invitation to be interviewed and so have a number of reserve candidates for this eventuality.



Note for the user

If at all possible, obtain the use of a video camera for this exercise. It will be both interesting and educational to film the interviews. Replaying the video tape at a later stage will provide a bit of fun and entertainment for the group, but it will also help you and/or any external resource person to coach the group in interviewing techniques. In addition, it will provide a visual record of the results of the interview, which will be interesting for members of the group who did not take a direct part. Any footage should be kept, as it will act as a record of your project's progress.



Once you have completed the brainstorming exercise and established a short-list of potential candidates for interview, the next stage is to decide with the group how these interviews will be conducted. Will they be done as a separate exercise or as part of an invitation to participate in another activity conducted by the group, such as a debate? This is quite an important decision, as it will, of course, affect the nature of the letter that will be sent to the person concerned.

Contacting candidates

You and the group will need to write a good introductory letter to potential interviewees informing them about the project and explaining what you are seeking from them. Sample letters are annexed to assist in this process. Of course, the content will vary depending upon the individual concerned. It will also vary depending upon the nature of the invitation, for example, is the group only seeking an interview or will this be done in the context of a group activity?

The basic rules for such letters are:

- be as short as possible,
- be polite,
- stick to the point,
- ask for a response,
- include a name and address to which a response can be sent.

To describe the background to the project, use the 5 W's principle referred to earlier.

Letters can either be written by the whole group in a classroom setting or, if several interview candidates are being targeted at the same time, in smaller groups. Write up on a board or flipchart the essence of the letter so that each smaller group can follow this in completing the exercise. Circulate among the groups and help them with their letters. If any of the groups create particularly good letters, use them as a model to help others. If computers or typewriters are available, use them to type up the final versions of the letters or you may prefer to keep the personal touch and ask one of the group members with

Note for the user

Letter writing is a dying art in this age of information technology. And yet it can have a much more powerful impact than a seemingly endlessly copied and reproduced circular letter. It will serve young people well in their education and preparation for working life to learn how to write good letters, how to express themselves clearly and how to impress others with their writing abilities.



especially nice handwriting to copy the letter(s) out neatly. Each letter should be signed by all the members of the group and include the name of the educator. It is a group project and there is group ownership. Young people will respect this and feel encouraged.

The letter will most likely need to be followed up by a phone call to the person concerned. This is particularly true if you are writing to politicians, celebrities or business leaders. Tell the group not to be intimidated by the profession of the person they are contacting. Their cause is a just one and there is no harm in making a polite follow-up call to a polite letter. They should allow around one week (depending on the postal system in the country concerned) before making any follow-up phone calls. Encourage the group to be persistent and forceful, but always polite to whomever they speak to on the phone. The letter they sent sought a response and, if none has been forthcoming, the phone call aims to elicit that response.

If material resources do not extend to the making of phone calls, encourage the group to write short, polite letters of reminder to the individual(s) concerned who have not replied. It may well be that some people will not reply at all and, in that case, do not waste valuable time and resources chasing them. Focus on others who have shown themselves more open and responsive. As the work of the group gains some profile in the community, it may well be that community representatives will contact the group to ask to know more. This is a sure sign of the success of the awareness-raising and community integration aspects of this project.

Once the letters have been sent, you should assemble the group to focus on the nature of the interview itself. What questions do they wish to ask? Interviewees may sometimes ask to have some idea in advance of the questions they will be asked. You should agree to this, as the aim is not to wrong-foot them or catch them out. Rather, having the questions in advance will help interviewees prepare for the interview and make sure that they can answer the questions as substantively as possible. Not everyone will be able to field questions easily on the issue of child labour. For example, if the group is to

The interview



interview a shop manager about goods made by child labour, he or she will want to check on company policy on this issue.

So, this next phase is concerned with developing a list of basic questions. Refer back to the appropriate sections of this module on the survey exercise. The same principles can be applied to developing a list of questions for the interview. Again, the list should not be too long and exhaustive as for an interview of this nature, someone will have to be taking notes or recording the exercise and the interviewees will almost certainly be busy people with limited time at their disposal.

If there is to be more than one interview, split the main group up into smaller groups and set them each the task of preparing questions for their particular interview. They should also decide how the questions will be asked. Will each member of the group ask a question? Will one person be responsible for the questions and the rest for noting replies? Will the interview be either tape-recorded or recorded on video? Who will be responsible for this? Where will the interview take place – in the group's room, at the office of the individual concerned, or somewhere else? Can refreshments be laid on following the interview? It would be common courtesy to offer a drink and some light refreshments to the individual either before, during or after the interview.

All these preparations need to be laid out, discussed and action taken. If interviews are properly prepared, the interviewees will notice, especially if they are seasoned politicians, business leaders or trade union officials who often go through such exercises. It will leave a lasting impression and enhance the group's status in their eyes. This is all about building alliances and community relations. The group may need to contact this person again at a later stage in the project, so it is important that the interviewees are left with a good impression.

Encourage the group to think how the interviewee might respond to some of the questions and prepare follow-on questions for that eventuality. In addition, get the group to practise the interview on each other. Other group members could act as an audience and offer advice to the interviewer. They should take turns to play the roles of interviewer and interviewee and begin to feel comfortable with the process. If a video camera is available, it would be useful to film these trial runs and discuss them within the larger group. Everyone then has the opportunity to make a contribution to the process. If a video camera is not available, consider organizing little role-play sessions for the larger group so that everyone witnesses the interview and can offer advice. It is an important part of the group dynamic that they feel comfortable within the group to the point of being able to laugh at each other and themselves. All of these preparations will serve young people well in their personal and social development.

When the moment comes for the interview, make sure the relevant group has made proper arrangements to welcome the individual and escort him or her to the place where they will be interviewed. You should be present to receive the interviewee too and to provide appropriate information on the project and the activities to date. However, leave the talking as much as possible to the group members. It is an important learning process for them in their communication and social skills. You should remain with the group during the interview and be prepared to offer support if the interview falters or the young people get nervous. If you are fortunate, the interviewee will understand the difficulties the young people may face in conducting such an interview and will help fill in any gaps and encourage the group.

At the end of the interview and having offered refreshments and a more relaxed conversation with the interviewee, the group should ensure that the person is properly thanked before leaving. Of course, if the interview is conducted in the office, business premises or home of the interviewee, it will fall to that person to play host. In such cases, you should always accompany the group.



Follow-up

The debriefing session following an interview is dealt with in the final section. However, impress upon the group that interviews are a community relations-building exercise and therefore they should always show their appreciation to someone who allows themselves to be interviewed. Ensure that each group that conducts an interview also prepares and sends a letter of thanks to the individual concerned very soon after the activity.

Do's and don'ts

- Do make sure that every individual takes part in every session of this module. It is relatively straightforward for everyone to have a role in preparing, conducting and analysing a survey. If interviews are allocated to smaller groups, it is also easier to ensure that each person plays a role.
- Do make use of a video camera or computers if these are available.
- Don't necessarily implement both of the exercises in this module. Depending on time, resources and other constraints, you may prefer to implement only one of the exercises. Choose the one best suited to the needs and circumstances of the group.
- Do use humour within the group to help the session along, particularly if you will be using video cameras or role-play exercises.
- Do make sure that surveys and interviews are fully discussed and properly prepared.
- Do make sure that survey questionnaires and interview questions are not too long and detailed.
- Do ensure that surveys are analysed and followed up, and that interviews are also properly followed up.
- Do encourage the group to send thank you letters to individuals who have participated in these exercises. Emphasize the power of good community relations.

- Do not put any young person in a situation in which his or her self-confidence may be undermined, particularly if he or she is not suited to conducting interviews. Every member of the group should be able to find a role in these exercises, even if he or she does not participate in the direct interviews. You should support this process and make sure all the young people are comfortable with their roles.
- Do ensure that all members of the group are involved in the letter writing as this will help the development of personal, social and communication skills.
- Don't make assignments competitive.
- Do make sure that you read out excerpts from all assignments and not only those that you consider to be the best or most relevant. Everyone's work and views count and you must be seen to be fair and non-judgemental.



Final discussion

1 teaching session

Once either the survey or the interview exercise is over, assemble the group in the usual meeting room or classroom and ensure that there is a relaxed and light-hearted atmosphere. Include any external support person(s) you have used. Have material resulting from the exercise in front of you, for example, survey reports, interview reports and video footage.

Talk about the process the group has been through and encourage general discussion on each aspect of the exercise, from preparations, to drafting, to the activity and then the follow-up. Find out what they enjoyed most and where they were less enthusiastic. Let them express themselves freely and openly on any related issue. Simply allowing them the freedom to talk and express themselves on the project as it progresses is enough to instil confidence and generate a strong bond within the group.

If you have video footage of either the interview role-plays or the interviews themselves, this is the moment to play them back to the whole group, if you haven't already done so as part of the training exercise. It serves the dual purpose of putting the group in a more relaxed mood as they laugh at themselves and each other, and it also has a pedagogical nature as the group listen to the answers to the questions. Talk about the answers that are given to the questions in the interview. Ask the group if they are surprised, disappointed or encouraged by the responses given. How do they envisage following up on some of the responses? Do they see a potential to elicit even greater support from the individual concerned? How? In this way, you are slowly moving the group into the area of campaigning.

Look at the survey results and the reports that were written. What are the group's reactions to these? Let them express themselves on the results. Ask them if they were happy with the follow-up activities. Do they see any other potential follow-up activities to the surveys? What about the media?

The exercise should improve young people's ability to conduct research activities, communicate with others and learn how to analyse and present information. It is also likely to help young people to understand just how little is really known about the issue of child labour in broader society. This may galvanize their efforts to take further action to support the campaign to eliminate child labour. It also provides the group with a strong basis on which they can tackle other modules.



Evaluation and follow-up

Measurable indicators for this module are numerous. Specific outcomes include:

- preparation of survey questionnaires;
- implementation of surveys;
- collation and analysis of survey questionnaires;
- preparation of survey reports and their potential publication;
- media coverage of survey reports;
- assembling a list of interview candidates and the acceptance of such invitations;
- conducting of interviews and the development of good relations with interviewees;
- follow-up of interviews and facilitating of community integration and awareness-raising.



There are others, of course, but if the above indicators occur, the group will have performed well and you should tell them so. The exercises in this module can be quite interesting and a lot of fun for young people. They can also be very effective in the educational process. This module can have a significant impact on their communications and social skills and their personal development in general.

Once this module has been completed to your satisfaction, you can move on to another module. One possibility would be the Community Integration module, but you might want to move on to new areas such as drama or art.

Annex 1

One-on-one interview/survey technique

If the survey is to be based on a one-on-one interview format, the group should be given some training in how to conduct interviews. This will also help in the other exercise in this module, the interview. If the survey is to be successful, the focus should be on quality and this in turn is based on the ability of the interviewer to put the subject at ease and to be clear and concise in the questioning.

Of course, the nature of the training will depend somewhat on the target group to be surveyed. For example, will the interviews be conducted in a public street and focus on the general public? Or will they be conducted in the confines of a shop or work-place and focus on the workers? Or will they be in a school and focus on the group's peers? Young people will react very differently if they are interviewing people in the street to if they are interviewing their friends in another class.

Nevertheless, the principles remain the same:

- Identify yourself and whom you represent and ask your subject if he or she is willing to be interviewed and clearly describe the aims and objectives of the survey.
- Set your subject at ease and be relaxed yourself.
- Start with straightforward questions.
- Always be polite and courteous.
- Look at the subject when asking questions.
- Don't rush questions, speak clearly and make sure you note down the essence of the replies.
- Use a tape recorder if noting the answers takes too long, as people may become impatient.
- Stick to the script – don't add any questions or leave any out unless one is blatantly inappropriate for the interviewee.
- Once you have asked your questions, offer the subject the opportunity to ask any of his or her own questions and answer them fully and politely.
- When the interview is over, thank the subject for his or her time and, if relevant, inform him or her when the results will be published and where these can be viewed.

Annex 2

Basic rules of letter writing

As one British Member of Parliament said, "I represent about 40,000 constituents in Parliament. I never hear anything from about 39,000 of them. If one of the other 1,000 writes or talks to me, then I am interested. If fifty different people write to me, then it's an important issue and I really start taking notice. If 100 people write to me about a topic then it's the kind of issue that decides elections; and if more people than that write to me, then I suppose it must be the kind of thing that causes revolutions."

It's true for him, and even more true for people who often don't expect to hear very frequently from the public, such as business people, supermarket managers and buyers, government departments, trade unions, town councillors, shop owners and others in positions of responsibility. So grasp the moment and get writing.

As a basic rule, letters should be short, polite and to the point. You should also ask for a response and include the names and address of the group for this purpose. Other letter writing principles include:

- Always address letters to a place of work or business and not individual homes.
- Identify decision-makers and address letters to these individuals. It is worth doing some research on this.
- Write to people by name if you possibly can. It probably only takes a few polite phone calls to find out this information.
- A gimmick can get good publicity, for example, a strange-coloured postcard, postcards that have been cut out of a giant picture like a jigsaw, or a giant postcard signed by 2,000 people.
- Always send thank you letters if you get a response or reaction to the initial letter.

The sample letters in Annex 3 are purely for information and interest purposes. Letters are such personal things. They are the creation of those who write them and, as such, we would not want to pre-empt the creativity and imagination of young people across the world who might be working with these modules. Therefore, we urge educators to be cautious in how they use these sample letters. We would recommend that you do not simply copy them and distribute them among your various groups. Rather, read them yourself and consider them as tools to help stimulate discussion within your group.

When drafting letters with your group, keep in mind that they should be kept as short and succinct as possible. As a general rule, try not to let letters run for longer than a page, two at most. If they go on to two pages, try to finish the letter halfway down the second page. Long letters may not be read, as time seems to be such a rare commodity these days. You should ensure that the letters immediately draw the attention of the reader and arouse enough interest for the letter to be read to the end.

Annex 3

Sample letters

Letter requesting support from an organization

Dear,

We are writing to ask for your help and support on an issue which we believe concerns everybody in the world without exception. We are (*class or group name and location*) and are working on a project that involves raising awareness of the terrible crime of child labour and playing our part in the international campaign to stop it. We were shocked to learn that there are around 245 million children below the age of 18 who are working around the world.

We would be privileged to enlist the help of an organization such as yours to support our project and this issue publicly. We know how involved (*name of organization*) is in issues of social concern, such as child labour.

One of our many objectives is to get this issue out in the public domain and in this respect we would like to ask you to please publicly support our project. We feel that with your support, the media, the government and our communities will listen more closely to what we have to say and will begin to think about how terrible child labour is and that something must be done to stop it once and for all. If we all work together, we can make a difference.

Our project will get our message across to people through visual and literary arts, drama and the media (*example if there is an upcoming activity*). We are performing our own play on the theme of "child labour" on (*date and location*). We would be thrilled if you could be there as our guest that evening. We want to do our bit to make this world a better, brighter and safer place for everybody, particularly children who are exploited. We know that you will share our hopes and dreams. Therefore, it would really be such a help if you would accept our invitation to publicly support our project.

Please reply as soon as you can as time is very short for the millions of child labourers around the world.

Letter to a company asking for sponsorship

Note: In this example, the company is an office stationery and equipment supplier.

Dear ...,

We are writing to ask for your help and support on an issue which we believe concerns everybody in the world without exception. We are (*class or group name and location*) and are working on a project that involves raising awareness of the terrible crime of child labour and playing our part in the international campaign to stop it. We were shocked to learn that there are around 245 million children below the age of 18 who are working around the world.

We would be privileged to enrol the help of a company such as yours to support our project and this issue publicly. One of our many objectives is to establish a solidarity contact with (*for example*) a school in (*country*) to offer our help to young people less privileged than ourselves, particularly in a country where child labour is widespread. We want to get this issue out in the public domain and we want to do everything we can to help.

We are hoping to enlist the help of different communities in our country. If we all work together, we can make a difference. We have organized different fund-raising events during our project and have now collected (*sum collected*) which we want to use to buy school stationery and equipment for a school we are sponsoring (*name of school*). We will be contacting the students there to ask them what they would like most for their classrooms. We are asking for your help, as we would like to buy the material they need from your company. As your prices are so good, we will be able to buy a lot of things for them.

We are hoping that you will be able to help us send them as much material as possible. If we were to spend all our funds with your company, would you be willing to support us by doubling the amount we spend? If that is too much, we hope you would be willing at least to contribute something more to the amount? It is for a very good cause. These children are deprived of the most basic educational material.

We would like to tell you a bit more about our project. We want to get our message across to people through art, creative writing, drama and the media. One of our biggest achievements was (*for example*) writing and performing a piece of theatre on child labour.

We want to do our bit to make this world a better, brighter and safer place for everybody, particularly children who are exploited. We know that you will share our hopes and dreams. Therefore, it would really be such a help if you would accept our invitation to publicly support our project with materials for schoolchildren in (*country*). Through education, these children will have better futures and not have to work so young.

Please reply as soon as you can, as time is very short for the millions of child labourers around the world.

Letter requesting an interview with a company

Dear ...,

We are writing to ask for your help and support on an issue which we believe concerns everybody in the world without exception. We are (*class or group name and location*) and are working on a project that involves raising awareness of the terrible crime of child labour and playing our part in the international campaign to stop it. We were shocked to learn that there are around 245 million children below the age of 18 who are working around the world.

The work we are doing will help extend our efforts to all the different communities and educate other people. One of the key communities concerned with the issue of child labour is the business community. We are interested in finding out more about ways in which companies monitor their buying policies and strategies to ensure that the goods they buy for resale in their stores are made or cultivated under proper working conditions that respect core international labour standards. Given that you are a key company in our local community, we would be grateful if you would agree to be interviewed by some of our group to assist us in our research in this area.

We would like to conduct the interview as soon as possible and have outlined the nature of our questions below to enable your maximum preparation.

- Does (*name of company*) have a code of conduct in respect of its buying policy and could a copy be supplied?

- How does (*name of company*) monitor the implementation of this code of conduct?
- Is (*name of company*) a member of a fair trade initiative?
- Does (*name of company*) use any of its profits for Third World development initiatives, or does it publicly support any such initiatives?
- What is (*name of company*) viewpoint on child labour? How does it view its role, in terms of its social responsibility, in the international campaign to eliminate child labour?

Please let us know as soon as possible when we would be able to come for the interview. You can call us or write to us at the address below (*insert address and phone number for the group as indicated*) so that we can discuss an appropriate date and time for your company.

Please reply as soon as you can, as time is very short for the millions of child labourers around the world.

International Programme on the Elimination of Child Labour (IPEC)

Project INT/99/M06/ITA Funded by the Italian Government



Stop Child Labour

Produced by the International Training Centre of the ILO, Turin
in collaboration with the



ISBN 92-2-113240-4

