Impact Evaluation Desarrollo y Autogestión's Ñaupaqman Puriy– Kereimba-Chic'k'y Wawita (Combating Exploitive Child Labor in Bolivia) Extended Hours School Program, 2011-2012

Final Report

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CONTENTS

Abstract

The following report describes the results of a follow-up impact evaluation survey of a child labor prevention program (the Extended Hours school program) in Bolivia, as funded by the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), within the United States Department of Labor's Bureau of International Labor Affairs.

In 2009, OCFT awarded $6 million to Desarrollo y Autogestión (DyA) to implement the Ñaupaqman Puriy–Kereimba-Chic'k'y Wawita (ÑPKCW) program in Bolivia. DyA is a nongovernmental organization that aims to reduce the number of children working in child labor in Bolivia by increasing school enrollment, reducing the number of hours children work, and removing them from hazardous and exploitive work situations.

The ÑPKCW Extended Hours program targeted children in certain indigenous communities of Bolivia who were engaged in or at risk of engaging in child labor. The Extended Hours program was designed to increase school persistence by helping children who were struggling in their studies, while also reducing the number of hours children worked by keeping them engaged in educational support activities.

The study was conducted using two household surveys, one baseline survey, and one follow-up survey. The follow-up survey was conducted a year and a half later at the end of the program. The study is focused on 910 children who were randomly assigned to either an intervention or control group.

Key limitations of the study include threats to internal validity from nonblind randomization of participants, response bias from self-reported data, and crossover effects, while threats to external validity include participant attrition.

The evaluation finds mixed evidence regarding the possible effects of the Extended Hours program on the school or work situation of the beneficiary children. Specifically, the program may actually reduce school enrollment among urban children, while possibly increasing it among rural children. Children assigned to the intervention in the urban group are less likely to be enrolled in school. Concurrently, children assigned to the intervention in the rural group are more likely to be enrolled in school.

In addition, assignment to the Extended Hours program [intention-to-treat (ITT) model] seems to reduce the incidence of working, while having no impact on work hours or participation in the hazardous types of child labor. Specifically, assignment to the intervention group is associated with a decrease in the odds working. In other words, children in the intervention group in the ITT model show less likelihood of working, while no significant effects from *participation in* the intervention are found (see Table 8 in Annex 1). The distinction between the two may be a result of crossover.

While participation in the program is found to have no effect on incidences of work, participation in the intervention seemed to result in reduced work hours in the rural setting (see Table 10 in Annex 1). There is not a similar effect in urban areas. The reason for the distinction is unknown, but it is possible that directly displacing afterschool work hours is more effective in an

agricultural setting where work hours are limited to daylight than in an urban setting where work hours may be more flexible.

Finally, the evaluation found there may be a slight increase in the risk of migrating for work among urban children's families, while substantially reducing the risk of migration among rural children.

Acronyms

Acronyms	Definitions
DyA	Desarrollo y Autogestión
IRB	Institutional Review Board
ITT	Intention-to-treat
ÑPKCW	Ñaupaqman Puriy–Kereimba-Chic'k'y Wawita
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OLS	Ordinary Least Squares
OT	On-treatment
RCT	Randomized Controlled Trial
USDOL	United States Department of Labor

1. Introduction

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is part of the United States Department of Labor's (USDOL) Bureau of International Labor Affairs. The office was created in 1993 in response to a request from United States Congress to investigate and report on child labor around the world. Since 1995, the U.S. Congress has appropriated more than $860 million to USDOL for efforts to combat exploitive child labor internationally, including in Bolivia.

The magnitude of child labor is significant in Bolivia. The United Nations Children's Fund estimates that more than 850,000 children and adolescents work, which represents 21% of the population between ages 5 and 14. This is higher than the average prevalence of child labor in the region, which is estimated at 16 percent. Children in Bolivia are most commonly found working in the worst forms of child labor, including sugarcane and chestnut harvesting, mining, domestic service, and construction.[1]

In 2009, OCFT awarded $6 million to Desarrollo y Autogestión (DyA) to implement the Ñaupaqman Puriy–Kereimba-Chic'k'y Wawita (ÑPKCW) program in Bolivia starting in 2010. DyA is a nongovernmental organization based in Quito, Ecuador, with offices in Bolivia and significant experience developing and managing programs to combat child labor.

ÑPKCW is an integrated program with many different interventions designed to work together to improve the situation of child labor in Bolivia. ÑPKCW includes national-level policy strengthening work, awareness raising, livelihood services, and educational services.

[1] Flores, E. (2008). *La Problemática del Trabajo Infantil en los Pueblos Indígenas de Bolivia: Estudio Preliminar*. Lima, Perú: Centro de Estudios Jurídicos e Investigación Social.

The ÑPKCW project aims to reduce the number of children working in child labor in Bolivia by increasing school enrollment, reducing the number of hours children work, and removing them from hazardous and exploitive work situations. The project provides direct educational services to enhance and strengthen the existing educational system. It also strengthens child labor and education policies by working directly with government agencies to develop and enact policy changes. It provides services to improve opportunities for youth employment and alternative income generation, as well as vocational training. Finally, it works with indigenous organizations, parents, and teachers to raise awareness of the problems associated with child labor and the benefits of education for children. The current report describes the outcomes of an impact evaluation conducted between 2011 and 2012 that focused on a particular element of the ÑPKCW project, the Extended Hours school program.

Previous random assignment evaluations of programs aimed at improving school participation and reducing child labor have found mixed results. Programs in Mexico,[2] Burkina Faso,[3] Nicaragua,[4] Bangladesh,[5] Colombia,[6] Brazil,[7] and Nepal[8] produced increased school enrollment and/or school attendance. However, reductions in child labor participation and/or work hours were only noted in the Nicaragua, Nepal, and Colombia programs; the Bangladesh program was associated with an 11 percent increase in labor participation for boys. Most of these evaluations used random assignment designs. Notably, most also involved direct cash transfer as the primary intervention. We did not identify any rigorous quantitative evaluations of programs similar to the DyA Extended Hours intervention. Extended-hours after school programs have been a frequent feature in child labor elimination efforts, particularly in Latin America. It is therefore particularly important to evaluate the effectiveness of this type of intervention.

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[2] Angelucci, M., De Giorgi, G., Rangel, M. A., & Rasul, I. (2010). Family networks and school enrolment: Evidence from a randomized social experiment. *Journal of Public Economics*, 94(3), 197–221; Attanasio, O. P., Meghir, C., & Santiago, A. (2012). Education choices in Mexico: Using a structural model and a randomized experiment to evaluate PROGRESA. *The Review of Economic Studies*, 79(1), 37–66.

[3] Kazianga, H., De Walque, D., & Alderman, H. (2009). Educational and health impacts of two school feeding schemes: Evidence from a randomized trial in rural Burkina Faso. World Bank Policy Research Working Paper Series, 4976. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1427636

[4] Maluccio, J. & Flores, R. (2005). Impact evaluation of a conditional cash transfer program: The Nicaraguan Red de Protección Social. International Food Policy Research Institute Research Reports, 141. Retrieved from http://books.google.com/books?hl=en&lr=&id=TdLt6_iChrYC&oi=fnd&pg=PR4&dq=Impact+Evaluation+of+a+Conditional+Cash+Transfer+Program&ots=_tIeZitKTW&sig=a29QDb5q58P3_WHC0YuYzQVNMK0

[5] Sinha, N. (2005). Fertility, child work, and schooling consequences of family planning programs: Evidence from an experiment in rural Bangladesh. *Economic Development and Cultural Change*, 54(1), 97–128.

[6] Barrera-Osorio, F., Bertrand, M., Linden, L. L., & Perez-Calle, F. (2008). Conditional cash transfers in education design features, peer and sibling effects evidence from a randomized experiment in Colombia. National Bureau of Economic Research Working Papers, 13890. Retrieved from http://www.nber.org/papers/w13890

[7] Bourguignon, F., Ferreira, F. H., & Leite, P. G. (2002). Ex-ante evaluation of conditional cash transfer programs: The case of Bolsa Escola. World Bank Policy Research Working Paper Series, 2916. Retrieved from http://books.google.com/books?hl=en&lr=&id=qbduNyAxbOAC&oi=fnd&pg=PA9&dq=Ex-ante+Evaluation+of+Conditional+Cash+Transfer+Programs&ots=rvIbYa0vg3&sig=KLTKieJfvHpu7cGvnQOFldOTfo8

[8] Edmonds, E.V., & Shrestha, M. (2012). The schooling incentives project evaluation: Research on children working in the carpet industry in India, Nepal, and Pakistan. Report presented to the U.S. Department of Labor, Washington, DC. Retrieved from www.dol.gov/ilab/programs/ocft/pdf/FinalReportSIPEStudy.pdf

ICF International (ICF), a diversified professional services firm, has more than 40 years of experience leading complex research projects in developing countries. Under contract DOLJ089K31094, ICF is providing a variety of technical assistance and evaluation services to programs funded by OCFT. In April 2011, an impact evaluation was undertaken by ICF to evaluate a specific element of the ÑPKCW Extended Hours school program. The focal questions that the evaluation was designed to answer include the following.

1. Does the Extended Hours program increase children's school enrollment and reduce missed school above and beyond any improvements associated with the program's community-level interventions?

2. Does the Extended Hours program reduce children's time spent on work and their participation in hazardous types of child labor above and beyond any improvements associated with the program's community-level interventions?

Communities were selected for participation based on risk factors for child labor as well as having more children eligible for an afterschool program than could be accommodated by the class size normally implemented by DyA. This oversubscription was used to introduce randomization. After informed consent was obtained, a lottery was used to assign an equal number of children to control and intervention groups within groupings of age and sex.

Baseline data were collected in April and May 2011,[9] and follow-up data were collected between September and October 2012. Although baseline and follow-up data were collected at different times of the year, we do not anticipate that this will create problems for the evaluation. The timing of follow-up data collection is the more critical issue, because the primary analyses focus on the follow-up, rather than baseline, indicators. The baseline indicators are used primarily for statistical control to reduce the variance in the outcome models. The models do not explicitly look at change from baseline to follow-up. However, logistic regressions were run to examine changes in the participants from baseline to follow-up, as described in greater detail under Statistical Methods. The comparability of timing between baseline and follow-up is less important than the timing of each data collection wave relative to the program implementation. The follow-up data were collected at the end of the last school year that was affected by the Extended Hours program, which is ideal for allowing us to measure the cumulative effects of the program. While children's work activities are certainly influenced by the seasonality of agricultural work, both data collection waves were carried out during the school year (which runs from February to November in Bolivia) when most children's time is expected to be devoted to education. We included questions in the follow-up data collection instrument to assess when peak work periods occurred throughout the prior year, and these data are available for secondary analysis.

[9] S.S., Merola, S.E., Jones, & M.C., Holtman. (2012). *Evaluation of USDOL Services to Prevent Child Labor in Bolivia: Randomized Trial to Evaluate Desarrollo y Autogestión's Ñaupaqman Puriy–Kereimba-Chic'k'y Wawita. Combating Exploitive Child Labor in Bolivia Extended Hours School Program,* 2011 Baseline Report. Calverton, MD: ICF International.

2. Intervention

DESIGN

Extended Hours services were provided to children who were at risk of abandoning school in order to work. This fits well with current thinking on child labor, which suggests that work and school are competing demands for many children and that the best policy approach for combating child labor is to promote education.[10]

The Extended Hours program provided an additional 3.5 hours of play, sports, and informal instruction per day following the regular school day. The Extended Hours program took place 4 days per week for primary school students and 2 days per week for secondary school students. It was designed to shift the balance of children's time away from work activities and toward study and to reinforce children's academic skills. The program used existing school infrastructure and provided training and remuneration to teachers to support these activities. It also involved community members as tutors and provided in-school snacks for participating children. The Extended Hours program ran for 2 years. The intervention occurred during the school year.

The Extended Hours program in rural areas was a multigrade program that grouped children and adolescents in the same classrooms.

The Extended Hours program in urban areas was conducted in two separate groups based on beneficiaries' ages. In both groups, there were different (but overlapping) sets of interventions based on the participants' ages. The first intervention was for children under 14 years and consisted of play activities, art, music, and other informal education activities. The second group was for children and adolescents who were 14 to 17 years old (teenagers) and consisted of tutoring, sports, and livelihood services, such as learning to plant a garden. These intervention elements are described in more detail in the section that follows.

The Extended Hours Program for Children Under 14

The aim of the Extended Hours program was twofold: 1) reduce the number of working hours of children attending schools in areas of project intervention and 2) reinforce children's educational achievement through extracurricular activities that were intended to

- Provide support to children in areas identified by their teachers;
- Promote self-esteem and social integration;
- Strengthen language proficiency in Spanish; and
- Introduce content to prevent hazardous child labor.

[10] Basu, K. (1999). Child labor: Cause, consequence, and cure, with remarks on international labor standards. *Journal of Economic literature*, 1083–1119.

The extracurricular activities were conducted by special tutors, and they took place in the afternoon following completion of the regular school schedule. The program was supported by a special curriculum, tutor training, and other pedagogical tools designed to foster a climate favoring creativity, with a flexible approach giving priority to games as a central learning tool. The curriculum included play, recreation, and informal education activities, and it sought to develop children's skills in reading, writing, listening, and speaking.

In order to develop their interest in reading, children were introduced to literature selected to be appropriate to the group's reading level. An important contribution of ÑPKCW was the development of reading material that included stories based on personal histories of working children to illuminate many of the problems of child labor. The program addressed students' writing skills through the creation and production of texts. Art was also used, including mixed media such as painting, drawing, puppets, theater, social dramas, and puzzles.

Tutors used a curriculum planning tool and guides to structure their daily work based on the children's age group. The Extended Hours program had a training component for the tutors that was delivered through a series of three workshops to ensure that they effectively used the program's methodology in the classroom.

The Extended Hours Program for Teenagers

The Extended Hours program for teenagers was also conducted in the afternoon following the regular school day. This program provided recreational and cultural activities for teenagers to reduce their participation in child labor and to prevent problems such as drug and alcohol use and pregnancy.

The participants had access to a course called Applied Technical Training and worked on developing decision-making skills. Resources such as reading material, media, computers, and musical instruments were also provided.

The program curriculum had three themes, which include

1. Applied Technical Training;
2. Youth issues; and
3. Arts and sports.

Applied Technical Training was a course designed to train teenagers to analyze community problems and work with their communities to develop and manage development proposals. It was based on the development of job skills that involved both technical knowledge and self-efficacy.

The second theme provided information on topics such as sexual and reproductive health, drugs, and alcohol. Work issues were linked to leadership and self-esteem through creative activities designed to engage the interest of teenagers.

The third component used sports to create a healthy space for training and reinforcement of values such as teamwork and the importance of following rules. The program also promoted artistic activities (music, pottery, dance, and painting) to stimulate teenagers' creativity and offer them an alternative way to express their thoughts and emotions. There were also exchanges with teenagers from other communities and schools.

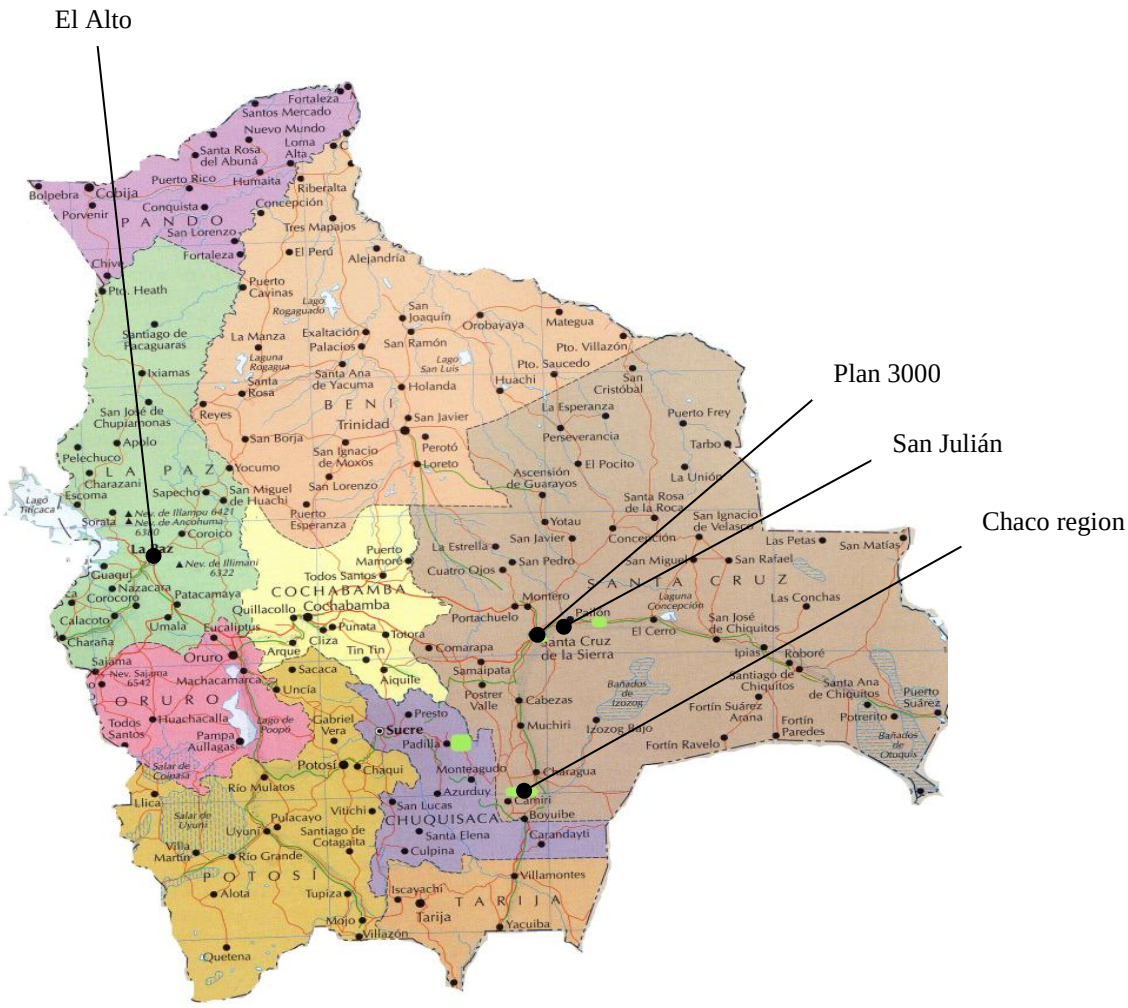
The program was carried out by trained tutors and supplemented by specialists from partner institutions (e.g., local universities and health centers). Tutors were trained through three workshops per year to develop their ability to manage the program's methodology. "Clinical" training was also provided to help the tutors enrich their classroom practice.

The program was supported by an educational mediator present in each local office of the project. The mediator supported tutors in the development of activities and ensured the provision of required materials. School boards worked with parents to coordinate activities. District directorates monitored schools that had Extended Hours programs and promoted participation in community activities, such as fairs and sports events, that were aimed at increasing parents' awareness of the problems of child labor.

PARTICIPANTS

The ÑPKCW Extended Hours program was targeted to children in certain indigenous communities of Bolivia who were engaged in or at risk of engaging in child labor. These children came predominantly from poor families in both rural and urban areas of Bolivia.

The urban areas reached by the project included El Alto, a neighborhood in the capital city of La Paz; San Julián, a city to the northeast of industrial center Santa Cruz; and Plan 3000, an urban settlement within Santa Cruz. The rural communities were the predominantly ethnic Guaraní villages in the Chaco region and the Quechua population in the rural agricultural area within the municipality of Mojocoya in the department of Chuquisaca. (The latter group was not included in the evaluation for logistical reasons.) In the urban areas, there were separate youth and adolescent Extended Hours programs, whereas in rural communities a multigrade approach was used.



THEORY OF CHANGE

The ÑPKCW theory of change holds that child labor can be reduced by addressing context, awareness, and the structure of daily activities. The broader project has inputs at the national and municipal government levels, the community level, and the individual level. The theory is that making effective changes in child labor requires an integrated approach. This is because child labor is institutionalized to a great extent in Bolivia. DyA argues that child labor is culturally valued, encouraged, and engrained, rather than discouraged, by the indigenous population of Bolivia and government policies. As a result, making sustainable changes in individual behavior requires changing the context in which the behavior takes place. Therefore, the Extended Hours intervention is just one component of a whole suite of interventions operating at both the micro-social and the macro-social levels.

The macro-level interventions include improving the policy environment by encouraging the national and municipal governments to adopt and enforce legislative tools to prevent exploitive child labor, and by raising awareness of the problems of child labor among families and community leaders. In particular, DyA works closely with the local *capitanías*—formal

indigenous organizations that manage and regulate community activities to design, build support for, and administer its programs. The program is targeted at the core communities in which child labor is expected to be a serious problem. By focusing on the communities where the problem is most firmly entrenched, the program is expected to have a large potential for improvement in the exploitive labor situation. To the extent that this assumption is incorrect, the Extended Hours program may not be as effective as expected.

On its own, the Extended Hours program was not expected to have a dramatic impact on cultural attitudes. Instead, it depended on the level of progress in the larger contextual sphere in which the program operates. At the individual level, the program was expected to alter behavior by changing children's work schedules and by changing their perceptions of their own academic opportunities. The program was designed specifically to displace working time with school time in the afternoons at a time when children typically would be drawn into agricultural or other work. Therefore, it was expected to directly change children's working schedules and immediately result in a decrease in work hours. A fundamental assumption underlying this expectation was that the work children do in the afternoons would not be replaced by work during the weekends or work done by other family members. This may be unrealistic, since much of the work children do—carrying water, working in the fields, tending animals—is essential to the family's economic functioning. Thus, any reduction in work during the week may be accompanied by an increase in work on the weekends, or in work done by siblings. In this case, a change in children's work schedules would not be linked to a decrease in child labor.

The program was expected to increase children's engagement with school over the long term by increasing their self-efficacy, confidence, basic academic skills, and facility with creative expression. These were long-term objectives and were not measured for the impact evaluation due to the timing of the follow-up survey. In combination with raising community awareness about the dangers of child labor, these changes were expected to motivate children to participate more regularly in school activities and to stay in school longer rather than working.

Children were exposed to the following interventions:

	Intervention Group Exposure	**Control Group Exposure**
Children Under 14	Extended Hours services—3.5 hours of play, sports, light snacks, and informal instruction per day at the end of the regular school day (4 days a week); a small educational packet; and plus community awareness-raising activities.	Community awareness-raising activities, an educational packet, and a small food ration (received once).
Children Over 14	Extended Hours services—3.5 hours of recreational and cultural activities with a light	Community awareness-raising activities, an educational packet, and a small food ration

	snack and Applied Technical Training (2 days a week); a small educational packet; and community awareness-raising activities.	(received once).

An independent interim implementation evaluation was carried out in 2012. It sheds light on the program's structure and implementation and provides a qualitative view of program outcomes that complements the present report.[11]

[11] González, A.M. (2012). *Independent Midterm Evaluation of Desarrollo y Autogestión's (DyA's) Ñaupacman Puriy–Kereimba-Chic'k'y Wawita (ÑPKCW): Combating Exploitive Child Labor in Bolivia*. Calverton, MD: ICF International.

3. Objectives of Evaluation

The goal of the evaluation was to measure the Extended Hours program's impact on children's participation in school and work.

HYPOTHESES

It was hypothesized that the Extended Hours program would decrease missed days of school, increase school enrollment, and reduce the proportion of children who work. Among children who did report working, it was also hypothesized that those children who participated in the Extended Hours program would work fewer hours and would be less likely to work in hazardous types of child labor.

These hypotheses were built on the assumption that the Extended Hours program provided benefits above and beyond, and in combination with, the community awareness raising, organizing, and planning activities that accompanied the program. DyA spent significant effort preparing communities to receive the Extended Hours program and the extent that this preparation itself contributed to higher school enrollment and reductions in work is impossible to distinguish through this study.

Testing these hypotheses required the assumption that children who were assigned by lottery to the Extended Hours program actually participated long enough to realize its benefits; it also assumes that children assigned to the control group did not participate in the program. Unintended "crossover" between groups will tend to undermine our ability to discern program impacts.[12]

Improving academic achievement, including basic reading, writing, and mathematics skills, was a goal of the Extended Hours program but was not a focus of the evaluation. This is because we did not expect to see measurable improvements in skills over the course of a year and a half even if the program does have a beneficial effect on these skills over the long term. In the evaluation, we analyzed missed school and enrollment, which are important educational outcomes that can be expected to be correlated with later improvements in academic performance.

The focal questions that the evaluation was designed to answer include the following.

1. Did the Extended Hours program increase children's school enrollment and decrease missed school above and beyond any improvements associated with the program's community-level interventions?

2. Did the Extended Hours program reduce children's time spent on work and their participation in hazardous types of child labor above and beyond any improvements associated with the program's community-level interventions?

[12] Bloom, H.S. (2008). The core analytics of randomized experiments for social research. *The Sage Handbook of Social Research Methods*, 115–133.

POLICY IMPLICATIONS

This evaluation and others like it are important for helping policy makers make better decisions about program design and funding. No single evaluation, especially a relatively small-scale evaluation like the present one, should be used by itself to make policy recommendations. Instead, the results of any single evaluation should be replicated. The findings of multiple evaluations should be considered together as data points in the broad effort to understand which programs work and which programs do not. Over time, a clearer picture should emerge to help policy makers understand which interventions are most successful and why. Therefore, we do not make specific policy recommendations in this report.

OPERATIONAL DEFINITIONS

Child work and hazardous types of child labor were defined in this study as follows:

- **Child Work**: For the purpose of this study, the International Labour Office-International Programme on the Elimination of Child Labour (ILO-IPEC) definition of work was used. ILO-IPEC defines child workers as those in an economically active population who are under 18 years old, with the exception of those who are currently unemployed and seeking work. According to ILO-IPEC, the economically active population "comprises all persons of either sex who furnish the supply of labor for the production of economic goods and services as defined by the System of National Accounts during a specific time referenced period."[13]

  This definition includes employees who are paid in cash or in kind, self-employed persons, own-account workers, apprentices who receive payment in cash or in kind, and unpaid family workers who produce economic goods or services for their own household consumption. This definition excludes household chores, including fetching wood and/or water and activities that are part of schooling.

  The measurement of work was operationalized by the following question. "In the past 12 months, did you do any of the following activities for at least one hour?" It was followed by a comprehensive list of work activities commonly performed by children, as well as an "other" option. A child was considered to have worked if she/he had performed any activity for at least 1 hour in the last 12 months.

- **Hazardous Types of Child Labor**: The Bolivian Ministry of Labor has published information on its website stating that there are 23 activities that constitute worst forms of child labor in the country.[14] Those activities include brick making, sugarcane harvesting, mining, etc. The operational definition of hazardous types of child labor used for this study is the participation of a person under age 18 for at least 1 hour during the previous

[13] Hagemann, F., Diallo, Y., Etienne, A., & Mehran, F. (2006). Global child labour trends 2000 to 2004. ILO-IPEC Report, Geneva. Retrieved from http://www.ilo.org/ipecinfo/product/download.do?type=document&id=2299

[14] Ministerio de Trabajo, Empleo, y Previsión Social. (n.d.). *Ministro Santalla se Adhiere a conmemoración por día mundial en contra del trabajo infantil.* Retrieved from http://www.mintrabajo.gob.bo/PrincipalPublicaciones.asp?target=105

12 months in any of the activities listed in this document. Hazardous activities performed by children in types of work not included in the Ministry of Labor's website listing were not captured in this study, for reasons explained in the Methods section of this report..

OUTCOME INDICATORS

The study was designed to estimate the impact of the urban and rural Extended Hours programs on children's school enrollment, missed school, working status, and hours of work.

The study dataset was generated through two household surveys, one conducted at baseline and one at a follow-up interval of approximately 17 months at the end of the program. Both surveys used a similar instrument; the follow-up survey expanded on the baseline survey. The additional information included alternative approaches to asking about work participation, including a detailed list of work activities that children might participate in and a separate list of activities that come under the Ministry of Labor's listing of hazardous types of child labor referenced in the previous section. The follow-up survey instrument also included questions to acquire information on the risks and hazards to which working children are exposed, however as discussed in the next section, Methods, these data are flawed. It also included a section to address household food insecurity, and it included some items designed to elicit information on the extent of each child's participation in the Extended Hours program.

An important limitation of our indicators is that they all rely on self-report data. Information on work hours may be especially prone to recall error. Children in particular find it difficult to recall the specific amounts of time spent on various tasks. However, this error should be similar across the surveys. Another issue with self-reported data is that it is possible that participants' knowledge of the intervention might have led them to over- or under-report school and work participation in some circumstances. Generally, we would expect response bias to favor the program by leading participants in the Extended Hours program to under-estimate their work participation and over-estimate their school participation.

4. Methods

The study was focused on 910 children who were randomly assigned to either an intervention or control condition. The intervention condition was participation in the Extended Hours school program and exposure to a small educational packet that includes a few books and some writing materials. The control condition was exposure to community activities, the educational packet, and a small food ration and backpack (received once) without enrollment in the Extended Hours program. The food ration and education packet were provided to the control group children as compensation for their participation in the study. It was small enough that it was not expected to have a substantial impact on household economic behavior, though this was not explicitly tested through the study since the appropriate data were not available. Thus, we measured the additional impact of the Extended Hours program above and beyond, and in combination with, whatever impact the awareness-raising, curriculum development, and teacher training had on children's educational and child labor outcomes. Data on community-level impacts (i.e., community interventions) were not available for analysis in this study.

There was a significant rate of dropout from the extended-hours program. DyA also indicated that school officials in some communities independently moved some children from the control group to the intervention group in order to fill empty spaces. This unintentional crossover between intervention and control groups is a potential threat to the validity of the inferences that are drawn from the evaluation. Crossover is addressed in the analyses through the use of both "intention to treat" and "on treatment" analyses, as will be described in more detail below. The risk of crossover was considered during the design phase of the evaluation, but alternative designs (included as a community-level randomization design) were felt to be infeasible for logistical reasons. The follow-up survey included items that addressed whether and for how long children in both the intervention and the control groups participated in the Extended Hours program.

Enumerators participated in a 5-day training session. They piloted the revised instrument with a small sample of families from the study population and any problems were corrected immediately upon review of the data. The enumerators conducted one household survey for every child who was enrolled in the study. Many of the children in the study live within the same households. There were up to four children per household who were assigned an intervention status (either intervention or control). Because a lottery was used for assignment, a group of siblings within the same household could receive the same or different intervention assignments on a random basis. Families who could not be located on the first attempt were re-contacted up to five times. Around 45 percent of children were contacted in the first attempt, with an equal number contacted in the second attempt. Around 7 percent of children were contacted in the third attempt, and less than 2 percent were contacted during each of the fourth and fifth attempts. Families who could not be found and were known by neighbors or school officials to have moved out of their original communities were not re-contacted.

In addition to collecting information on children who participated in the random assignment process, the enumerators conducted interviews to collect data on the employment status of all adult household members. In cases where there was more than one participating child in a household, the household data were only collected once. Detailed data on time allocation and

school expenditures were collected for study children and their siblings, and time allocation data were also collected for study children's mothers. In cases where a child was under 11 years of age, the head of household was the primary respondent and provided the information on both adults and the child. In cases where children participating in the evaluation were 11 or older, they were interviewed directly.

It was also possible for more than one family to be living in a house together. Therefore, data were also collected on family clusters within each household. This information was used primarily to supply supplemental information to help understand family structure and relationships within the household and to ensure that analyses were conducted appropriately.

School enrollment was assessed with a question asking whether the child was currently in school. Work hours were measured using a special retrospective time record that was developed for the project based on tools that project staff have used successfully for several years to assess and monitor program beneficiaries' work participation. The time record was a simplified version of the form that the project staff used, and it asked about children's allocation of time in 1-hour increments throughout the day for a typical weekday, a typical Saturday, and a typical Sunday.

The time record was filled out by enumerators who were trained to ask respondents to tell them what they typically do during specific hours of the day. When children were not able to remember the exact timing of their activities, enumerators were trained to ask about the sequence of events. For example, a child might be asked the following question. "After you have breakfast, what you do?" For children under the age of 11, an older family member generally provided the response. Any gaps in the timing of recorded activities were filled by probing and the enumerators worked with the children to estimate the amount of time spent in each activity.

In ICF's experience conducting cognitive testing on research instruments that gather data on labor, respondents tend to generalize their experience even when asked to respond about a specific reference period. Many respondents, children in particular, seem to find it easier to walk through a typical day than through a specific day. It is possible that this choice reduced the accuracy of responses; however all recall-based instruments suffer from substantial error.

Baseline data collection took place in April 2011. Enumerator training and instrument piloting for follow-up data collection took place between September 17 and September 21, 2012. The main follow-up data collection effort took place between September 24 and October 8, 2012.

Some additional follow-up was required to locate a small group of children in the urban intervention group who dropped out of the Extended Hours program and with whom initial contact attempts had failed. The families of those children initially had not participated in the follow-up survey because they believed their information was no longer needed since they had dropped out of the program. An additional survey team was sent out in December 2012 to explain to the families that their information was indeed important and to administer the survey to them.

An unanticipated problem occurred with the collection of data on hazards and injuries experienced by children who work. Due to ambiguity in the enumerator instructions, the questions about hazards and injuries were only asked of the children who reported that they

worked in one of the activities considered a hazardous type of child labor as defined by this study. The result was that very low rates of children in the study sample reported any hazards or injuries. Those outcomes were therefore left out of the analyses because it was difficult to develop meaningful predictive models for them. However, we were still able to analyze the proportion of children who worked and who worked in hazardous types of child labor as defined by this study.

The study design was approved by ICF's Institutional Review Board (IRB). The IRB was supportive of the study. During the IRB review, the Board asked questions mainly about the equity of the randomized controlled trial (RCT) design. They raised the concern that any experimental study would necessarily deny some services to some children. We discuss this issue at length. The evaluation team pointed out that the RCT design would not result in a net loss of benefits to the beneficiary population. The presence of the control group simply means that more children would be enrolled in the evaluation than would be enrolled in a typical implementation of the program. The number of children in the intervention group is the number of children who would have received benefits in the absence of an evaluation. The team also emphasized that there was no clear evidence yet as to how beneficial the Extended Hours program would actually be to children and their families. In fact, if a program were successful in creating a substantial shift in children's time allocation, this might actually be a burden to some families if they rely heavily on those children's work for survival. Thus, it was not clear prior to the evaluation which group stood to benefit more. Furthermore, the RCT design ensures the most equitable distribution of benefits across the group. In contrast, an implementation process that selects only the neediest children to receive benefits puts children who are slightly less needy at potential disadvantage.

The Board objected that randomization within villages, though strictly an equitable approach, might cause bad feelings among families whose children were not selected. This concern remained an issue throughout the study and after the baseline was conducted, DyA staff confirmed that there was some frustration with the evaluation. In order to alleviate these concerns, DyA made the suggestion to provide the control group children with a small benefit package that included school supplies and a food ration, as described above. This was done in 2011 with the Board's approval. An implementation evaluation[15] of the ÑPKCW program that was conducted in 2012 reported that some families and school officials did object strongly to the RCT design approach and worked actively to move children from the control group into the intervention group whenever possible. Future evaluations may benefit from the village-level cluster randomization approach to avoid implementation problems that may be attendant upon a selection process that can create the perception of unfairness within a community.

[15] González, A.M. (2012). *Independent Midterm Evaluation of Desarrollo y Autogestión's (DyA's) Ñaupacman Puriy–Kereimba-Chic'k'y Wawita (ÑPKCW): Combating Exploitive Child Labor in Bolivia*. Calverton, MD: ICF International.

5. Sampling and Data

SAMPLING DESIGN

The evaluation was carried out in all communities in which DyA planned to carry out the Extended Hours program and in which there would be oversubscription. There were 14 communities that met these conditions. Due to the oversubscription condition, the study population is less than completely representative of the beneficiary population that DyA normally serves. It is representative only of the communities in which there would be oversubscription.

The evaluation uses an individual-level randomization approach with blocking by school. Blocking is a sampling technique that helps to ensure balance across variables that are likely to influence outcomes independently of the intervention being studied. The randomization approach used by this study is discussed in greater detail in the Sequence Generation section.

POWER ANALYSIS

A power analysis was used to determine the sample size required to detect effects of the program in the context of the impact evaluation using standard statistical techniques, as described below. Two major categories of effects are considered: educational participation and labor participation for children in the study.

Educational participation was measured by survey items asking whether the child is currently in school or has gone to school during the past year and if not, whether the child has ever gone to school. Additional educational participation questions that address enrollment and missed school in more detail were asked during the follow-up survey. Power analysis for the educational outcomes was done assuming a chi-squared analysis of a two-by-two contingency table. This is a robust approach that does not depend upon strong distributional assumptions for the analysis variables.

It was felt that educational enrollment among children in the impact evaluation was likely to be high, since the intervention is school-based. The intervention is being carried out among children in communities with access to a functioning school as a prerequisite to being able to provide the Extended Hours program; enrollment rates were therefore expected to be high. As children age, they become somewhat more likely to drop out of school, though we did not anticipate high drop-out rates among the study population. If we assume that school enrollment is 99 percent among children in the intervention group and 90 percent among children in the control group, this translates to an effect size w of approximately 0.197. Using an alpha level of 0.05 and a typical power level of 0.80, the required sample size is approximately 200 children in total (including both the intervention and the control groups). We expected baseline enrollment to be high since nearly all eligible children are already attending school. Furthermore, prior

evaluations have shown up to a 12 percent increase in enrollment, so the proposed magnitude of change is plausible.[16]

Labor participation was measured using the time record instrument, which measures the allocation of time among children in the study, their siblings, and their parents. The time record breaks a typical week up into Saturdays, Sundays, and weekdays (Monday through Friday). Weekly hours of work could then be calculated by adding up the hours of a typical week that are devoted to activities such as paid work, work in family business or on family farms, and household chores. Power analysis for this comparison was done assuming use of an F-test in the context of a linear regression framework.

In calculating power for labor participation, it was assumed that the standard deviation of the average number of hours of work per week is 15. A reduction of 6 hours per week on average in the intervention versus the control group would correspond to an effect size of 0.4.[17] Assuming an alpha of 0.05 and power of 0.80, the required sample size is 200 children, assuming no attrition. A conditional cash transfer program in Colombia[18] reduced work hours by up to one-half compared to a control group, so this level of change seems plausible.

The power analysis took into account the blocking randomization approach taken by the study. The minimum of 200 participants was set as a recruitment goal for each major segment (urban and rural) of the impact evaluation, of which 100 would be assigned to the intervention and 100 to the control group in each setting.

It should be noted that the power analysis was premised on having moderate to large program effect sizes, which did not emerge in the study data gathered. Thus, effect sizes are small and not statistically significant.

DATA DESCRIPTION

Data were collected using a household survey at two time points, just before the start of program implementation and just at the end. Because of timing and logistical constraints, the baseline survey was conducted after the random assignment process. One potential result of this is response bias due to participants' knowledge of their intervention status during the baseline survey. However, as will be discussed below, tests of baseline equivalence did not show major differences between the intervention and control groups.

[16] Maluccio, J. & Flores, R. (2005). Impact evaluation of a conditional cash transfer program: The Nicaraguan Red de Protección Social. International Food Policy Research Institute Research Reports, 141. Retrieved from http://books.google.com/books?hl=en&lr=&id=TdLt6_iChrYC&oi=fnd&pg=PR4&dq=Impact+Evaluation+of+a+Conditional+Cash+Transfer+Program&ots=_tIeZitKTW&sig=a29QDb5q58P3_WHC0YuYzQVNMK0

[17] The assumption of a standard deviation of 15 is loosely based upon an informal review of available data from various child labor surveys, such as the 2007 Encuesta Nacional de Trabajo Infantil in Peru (International Labor Organization and Instituto Nacional de Estadística e Información).

[18] Barreira et. al., op. cit.

TESTS OF BASELINE EQUIVALENCE

Tests of baseline equivalence between the treatment and control group were conducted for the baseline report. For the present report, we conducted similar tests to show that the sample attrition from the baseline to the follow-up did not result in substantial baseline differences between groups.

RECRUITMENT

Recruitment and site selection were carried out by project staff using a procedure that was agreed upon with the research team. The procedure mirrors the one normally used by project staff in identifying which communities to target for the ÑPKCW program, except that we specifically targeted oversubscribed communities. A pool of communities was identified that had a high incidence of child labor and/or children at risk of child labor. Risk factors included involvement in economic activities that frequently use child labor (e.g., farms, poultry, or brick making); high levels of migrant labor; and a high poverty rate.

In addition to these risk factors, communities that were selected as eligible for participation in the impact evaluation had to have more children eligible for an afterschool program than could be accommodated by the class size normally implemented by DyA. This oversubscription condition was a prerequisite to enrolling a community in the impact evaluation so that children could be randomized into intervention and control groups. The ÑPKCW program normally includes some oversubscribed communities in its projects, and we took advantage of this situation to introduce randomization rather than have project staff choose beneficiaries as they normally would.

Groups of children who were currently participating in, or at risk of participating in, child labor were then identified within the selected communities. This was done with the help of local teachers and community leaders. In some cases, teachers administered DyA's time record instrument in order to identify children who were working for a substantial number of hours per week. In other cases, having a sibling who was working was considered a risk factor for becoming involved in child labor. A total of between 50 and 60 children were identified in each of the 14 communities, depending on the number of children who met the eligibility requirements.

Within selected sites, recruitment (for both the impact evaluation and the Extended Hours program itself) was done by holding an initial meeting with parents of preselected children to explain the evaluation process in detail. During this meeting, parents were informed that because the program was oversubscribed, a lottery would be used to assign children to the program. Parents who consented to have their children participate signed a group-informed consent form. The sample was drawn from those who signed this list; there was no initial list from which the sample was drawn.

During the course of the study, the Bolivian government changed the age cutoff for ending primary school and beginning secondary school to the start of 6^{th} grade, rather than the start of 8^{th} grade. In urban areas, this change significantly went into effect since there were secondary schools available for those children to attend, while in rural areas, secondary schools are less

available, and thus, the change was minimal. As a result, children who would have continued in primary school if the change had not occurred were moved to secondary school. Therefore, some children in the intervention group were no longer able to participate in the Extended Hours program because it was not offered at their new schools. Follow-up data were collected on all children who participated in the baseline survey who could be found at follow-up, regardless of their participation status in the program. Thus, the government decision to change the age cutoff did not directly increase the rate of attrition from the study, but it did likely increase the rate at which children who were initially assigned to the intervention group did not complete the intervention as expected. According to DyA records, 136 children in urban areas and 8 children in rural areas left the program because of the change to the educational system. This reduction in completion may have resulted in a reduction of our estimate of program effectiveness in the "intent to treat" analyses.

RANDOMIZATION

Sequence Generation

A block randomization process was used. Blocking is a sampling technique that helps to ensure balance across variables that are likely to influence outcomes independently of the intervention being studied. During analysis, statistical controls are introduced to account for the blocking; this generally improves the precision of impact estimates. Blocks consisted of 14 school catchment areas and corresponded to the communities in which children were recruited for the study. Particularly in the rural program, communities tend to be geographically dispersed and the schools represent an important community anchor. In some cases, multiple hamlets or clusters of homes might constitute a community, together with the school to which they are attached.

After informed consent was obtained, a lottery was used to assign an equal number of children to control and intervention groups within groupings of age and sex. The age categories included children ages 5 to 13 and ages 14 to 17. The lottery took place at an event attended by school boards and school authorities.

The procedure for the lottery is detailed step-by-step below.

1. The names of 50 to 60 preselected children were written on slips of paper, one name per slip.

2. The papers were placed in a box and mixed thoroughly.

3. Half of the names were removed and read publicly.

4. Each name was written in a report to be signed by those present.

5. The names remaining in the box were assigned to the control group.

The lottery for random assignment to intervention groups was conducted by DyA project staff.

Allocation Concealment and Blinding

The group-informed consent process was carried out and immediately followed by the public lottery for randomization. These activities were carried out in an open forum before conducting the baseline survey. Though it would have been ideal to randomize participants after the baseline survey, randomization preceded data collection. Therefore, it was not possible to conceal intervention assignments from participating children or their families. In addition, the Extended Hours program itself cannot be concealed from participants or other members of the community, so there was no way in principle to conceal participants' intervention assignments during the course of program implementation. This could potentially lead to response bias, but it is unavoidable in a public program in which beneficiaries' participation status is widely known.

Enumerators were not told the intervention assignments by researchers while conducting the baseline survey. However, it is likely that the beneficiaries told the enumerators of their assignment status.

STATISTICAL METHODS

The analysis begins with a summary of the "flow of participation," which details the number of participants at major stages in the evaluation and attrition, by cause. Attrition in this context refers to loss to follow-up. This is important in order to establish the extent to which the final analysis sample resembles the initial sample, and the extent to which the comparability between the control and the intervention group may be compromised by differential attrition, or a different rate of attrition between groups. This might happen because families of children in the control group are less likely to respond to the follow-up survey than families of children in the intervention group, because they do not perceive any benefit to participating in the survey. Similarly, families of children in the intervention group might be less likely to move to other communities than families of children in the control group because they do not want to give up the perceived benefit of the program. These mechanisms are likely to make the control group and the intervention group less comparable than they were at baseline, which could introduce bias into the impact estimates.

Following the flow of participation analysis, we present descriptive statistics, including means and standard deviations for continuous variables and proportions for binary variables.

We also present correlations for key variables. This supports interpretation of the multiple regression models that follow, because high correlations among predictor variables may lead to estimation problems.

Finally, multiple regression models are developed in order to estimate the program's impact on the various outcomes of interest. For binary outcomes such as school enrollment and work status, logistic regression (logit) models are used. For estimated weekly work hours, ordinary least squares (OLS) regression is used.

Logit models are used for binary outcomes, including missing school, working, and working in hazardous types of child labor. Logit regression models the log-odds of the outcome of interest. Raw (untransformed) parameter estimates are provided for each predictor, so the parameter

estimate for each predictor can be interpreted as the expected change in log-odds on the outcome variable per unit change in that predictor, net of the other control variables. The statistical models are based on the following equation, where the nonsubscripted beta represents the parameters associated with a vector of other predictors.

$$\ln \frac{p}{1-p} = \beta_0 + \beta x + \beta_2 * rural + \beta_3 * intervention + \beta_4 * rural * intervention + e$$

The logit models include the Hosmer- Lemeshow (HL) goodness-of-fit statistic and the C statistic. The HL statistic asymptotically follows a chi-squared distributed with n-2 degrees of freedom. The model partitions the data into *n* equal sized groups according to its predicted probabilities. The test statistic is obtained by calculating the Pearson chi squared statistic from the contingency table of predicted and expected frequencies. The C statistic is an index of successful prediction of the outcome variable, and ranges from 0 to 1, with larger values indicating better predictive power. A value of 0.5 or less indicates no predictive ability, while values above 0.5 indicate increasingly etter predictive power. OLS regression is used for reported weekly work hours among children who report working. Since work hours are only available for children who report working, there is a two-stage selection process occurring, where in the first stage the child either works or does not work and the second stage involves the amount of time they work. One way to address this type of selection process is a type-II Tobit procedure;[19] however, a Tobit procedure is not appropriate in this case, because the zero values on work time for those children who are not working are true zeros rather than the result of censoring or truncation. While one approach to joint estimation of the likelihood of working and average work time is a two-part model,[20] we have opted for the simpler approach of modeling the two outcomes separately since it does not require blending the two models. Omnibus F-tests for the joint hypothesis that all parameters are zero and r^2 tests for goodness-of-fit are reported.

All models include female sex and age at baseline as control variables. Age squared was tried in exploratory models but made no real difference and was dropped for the sake of parsimony. All models also include dummy variables for the child's school catchment area (excluding one school to avoid perfect collinearity among the predictors; the excluded school becomes the reference school and resulting coefficient estimates for the included schools are interpreted as differences relative to that reference school). When a baseline value is available for the outcome being modeled, the baseline value is also included as a predictor.

Two models are provided for each outcome. First is an "intention-to-treat" (ITT) model,[21] in which the final predictor variable is the dummy variable indicating assignment to the intervention condition. Second is an "on-treatment" (OT) model, in which participation in the Extended Hours program is the final predictor. Both variables are labeled "intervention" in the tables where the model estimates are reported. The ITT model is intended to provide an unbiased

[19] Heckman, J. (1979). Sample selection bias as a specification error. *Econometrica*, 1979, 47(1), 153-62.
[20] Duan, N., Manning, W., Morris, C. & Newhouse, J. (1983). A comparison of alternative models for the demand for medical care. *Journal of Business & Economic Statistics*, 1(2), 115-126.

[21] Hollis, S. & Campbell, F. (1999). What is meant by intention to treat analysis? Survey of published randomised controlled trials. *British Medical Journal*, 319(7211), 670-674.

estimate of the program's impact among the assigned beneficiary population (though not among those who actually participated in the program). The ITT model is sometimes described as capturing "policy" effects rather than individual-level program efficacy. Since not all of the potential beneficiaries who were assigned to the intervention group actually participated, the ITT model's estimate of program impact represents a downward adjustment of the magnitude of the program's impact among participants relative to the OT model. It is therefore a more conservative estimate of how well the program works. This approach is limited by the lack of follow-up data for some participants.[22]

For the analyses presented in this report, we pooled the data from the urban and rural programs together. The estimated magnitude, direction, and statistical significance of the "intervention" parameter are used to evaluate the impact of the program. If the program had a detectable effect on the participants' outcomes, while controlling for the other predictor variables, the intervention parameter should be statistically significant, should have the expected direction, and should be of a magnitude suggesting a substantively important difference between the intervention and control groups. We control for urban or rural location using the "rural" dummy variable. We also include an interaction term defined as the product of the rural and intervention or participation variables, to test for differences in program effect by urban or rural location.

[22] Gupta, S. (2011). Intention to treat concept: A review. *Perspectives in Clinical Research.* 2(3), 109-112.

6. Results

STUDY PARTICIPANT FLOW AND NUMBERS ANALYZED

The flow of participants through the various stages of the study is shown in Tables 1, 2 and 3, in Annex 1.

Of the 910 children who were initially randomized, 884 were surveyed at baseline. Of those 884, 589 (67 percent) were surveyed at follow up. The refusal rate was quite low (under 1 percent). There were a substantial number of children who could not be located (around 25 percent) and a smaller number of children whose families are known to have moved out of the study communities (7%). This information was collected from neighbors, teachers, school officials, or extended family members, when possible. It seems likely that a major cause of loss to follow-up among those children who could not be located was also temporary migration for work, even though it could not be confirmed in the field. In some cases, children moved to attend school in another city. Three children began the survey but did not complete it.

The cause-specific rates of loss to follow-up are similar for the intervention and control group. Thus, although there was substantial attrition from the baseline, there is not cause for great concern about loss of comparability between the intervention and control groups.

The high rate of attrition from the study also says something important about the beneficiary population. This seems to be a highly mobile population and future programming should take into account the fact that many children who begin a 2-year program will not be able to complete it if their families move.

Tables 2 and 3 of Annex 1 present participant flow charts for the rural and urban samples, respectively.

In the rural sample, 245 children were initially randomized. Of those, all 245 were surveyed at baseline. One hundred ninety-one (191) (78 percent) of those children surveyed at baseline were located and surveyed in the follow-up. Of those surveyed at follow-up, temporary migration for work accounted among 34 children (nearly 14 percent of the baseline group) and another 15 (6 percent) explained why they could not be located for unspecified reasons. Four (4) children refused the survey and 1 child started but did not complete it.

In the urban sample, 663 children were randomly assigned into the intervention or control group. Of those, 639 were surveyed at baseline (96 percent); 414 of the 639 were surveyed during follow-up (65 percent). Of those, 191 or nearly 30 percent could not be located for the follow-up survey for unknown reasons. Thirty (30) children are known to have moved (5 percent). Two (2) children refused the survey and 2 started but did not complete it.

The much larger proportion of children who could not be found for unknown reasons in the urban sample probably reflects lower social cohesion and higher mobility, factors which are known by project staff to have a bearing on programming for this beneficiary population. Families in the urban areas are probably less likely to share family ties with their neighbors than families in rural communities. For this reason, and because urban families are more likely to

have recently migrated from other parts of the country, social ties in urban areas are probably weaker than in rural areas, and neighbors may be less likely to know the whereabouts of families that have moved.

ANALYSIS

In the rural and urban outcomes sections that follow, we provide summary statistics and significance tests for baseline and follow-up values of the variables that are used in the regression models for the final analyses. The summary statistics presented here differ slightly from those presented in the baseline report because these values are calculated only among those children who participated in both the baseline and follow-up surveys.

Descriptive Statistics for Rural Participants

Table 4 of Annex 1 presents descriptive statistics for the rural participants.

About 64 percent of children in the intervention group were girls, versus 52 percent in the control group. Mean age at baseline was 11. The vast majority of children in both groups (at least 85 percent) reported that they were enrolled in school at the time of the follow-up survey. Only a total of 16 children in the intervention group (15 percent) and 16 children in the control group (20 percent) reported that they had missed school on at least one occasion in the past year. It is possible that missed school is underreported due to social desirability bias and administrative data on an individual level were not available for verification. The majority of children in both groups reported that they had engaged in one of the work activities listed in the survey in the past year. This included 75 children in the intervention group (72 percent) and 65 children in the control group (81 percent). Children in both groups reported working an average of 18 hours per week, which also includes those children who reported zero hours of work. Four (4) children in the intervention group and 6 children in the control group reported working in one of the hazardous types of child labor. Only 1 child in the intervention group reported having left the community in order to work, as compared with 3 children in the control group. Overall, 91 children (86 percent) in the intervention group reported that they had actually participated in the Extended Hours program during at least 1 month in which the program was operating. In contrast, 18 children (22 percent) in the control group had participated in the Extended Hours program. These numbers give an indication of the extent of the unintentional crossover that occurred between the intervention and control groups.

Although many of the key outcome indicators differ between the intervention and control groups in the direction that would be expected under the assumption that the program is having a beneficial impact, it is important to consider those differences in the context of a multivariate analysis, as will be done in the sections that follow. This will adjust for any compositional differences between the intervention and control groups that can be accounted for by factors such as age, gender, and the community in which the child lives. These compositional factors may create spurious associations between the child's intervention group and outcomes when those relationships are considered in a univariate context.

The histogram in Figure 1 of Annex 1 shows the distribution of reported weekly work hours for all of the rural respondents. As the figure shows, the distribution of work hours is skewed to the right with most respondents indicating they worked fewer than 20 hours per week and a small minority working 60 or more hours per week.

Descriptive Statistics for Urban Participants

This section presents descriptive statistics for urban participants. The structure of the analyses is the same as for the rural participants. Table 5 of Annex 1 presents descriptive statistics for the urban participants.

Approximately half of the participants in both the intervention and the control group were girls. The average age was 10 years. Overall, 189 children in the intervention group reported that they were enrolled in school at follow-up (72 percent). In contrast, 215 of the children in the control group (93 percent) reported that they were enrolled in school. Between 43 percent and 45 percent (83 and 93) of children in the intervention and control groups, respectively, reported missing school on at least one occasion. About 94 percent of children in each group reported that they were working. Children reported working an average of 16 hours per week. A total of 53 children in the intervention group (28 percent) reported working in one of the hazardous types of child labor, compared to 67 children in the control group (32 percent). There were 22 children the intervention group (12 percent) who reported leaving the community in order to work, compared to 12 children in the control group (6 percent). About 63 percent of children in the intervention group reported actually participating in the Extended Hours program for at least 1 month, versus 15 percent in the control group.

The histogram in Figure 2 of Annex 1 shows the distribution of reported weekly hours of work for urban participants. It is less skewed than in the rural case, but the vast majority of children report working between zero and 40 hours per week. Only a few reported working 60 hours or more per week.

The main differences between rural and urban participants were that rural participants were generally 1 year older (mean of 11 years old, compared to 10 years old in the urban group); were more frequently enrolled in school; had fewer missed school days; reported less time working; reported working in hazardous types of child labor less frequently; and reported migrating for work less frequently.

OUTCOMES

In this section, we present regression models to estimate program impact. We use pooled models for the urban and rural programs, which control for the urban/rural location and the rural/intervention group interaction.

Prior to developing these models, we examined the univariate correlations between all predictor and outcome variables using Pearson and Spearman correlations. The Pearson correlation requires the assumption that the variables are normally distributed, which is clearly violated in the case of most of the variables in this analysis, since many are binary and others are highly skewed. Therefore, we also examined Spearman correlations, which are based on ranks rather

than raw values and are therefore more robust to different distributional assumptions. Both analyses showed only low to moderate correlations among the predictor variables.

The models analyzing enrollment in school are presented in Table 6 of Annex 1. Statistically significant parameter estimates are found for age, several of the schools, and the intervention/rural interaction for both the ITT and OT models, but only for assignment to the intervention group for the OT model. Older children are less likely to be enrolled than younger children in both models. Children assigned to the intervention group in the urban group are less likely to be enrolled in school (ITT model); this is opposite of the expected direction, as shown in the negative coefficient in the intervention variable. The rural-intervention interaction is in the opposite direction, nearly canceling out this effect. The OT model is similar, except that the rural-participation interaction is stronger, suggesting that children in the intervention group in rural communities are actually more likely to be enrolled in school. While we do not account directly for labor market factors, any such factors should be captured by blocking on community.

"The Hosmer-Lemeshow test is a commonly used procedure for assessing goodness of fit in logistic regression."[23] "The test is similar to a χ^2 goodness of fit test and has the advantage of partitioning the observations into groups of approximately equal size, and therefore there are less likely to be groups with very low observed and expected frequencies… The test statistic is calculated using the observed and expected counts… Further checks can be carried out on the fit for individual observations by inspection of various types of residuals (differences between observed and fitted values). These can identify whether any observations are outliers or have a strong influence on the fitted model."[24] The Hosmer-Lemeshow test is statistically significant for the ITT model, which indicates a relatively poor model fit, meaning that the observed events do not match what we would expect. The C statistic for both models is under 0.5 (0.40 for ITT, and 0.47 for OT), indicating that the model performs very poorly (worse than chance) at predicting outcomes. These statistics may both be related to the lack of variation in the school enrollment variable and cast doubt on the reliability of these models.

Table 7 of Annex 1 shows the model for missed school. Girls are significantly less likely than boys to report missing school. In both the ITT and OT models, rural location is associated with a decrease in the probability of missing school. The parameter estimate for the intervention variable is not significant for both models and the model fit for missed school is better than the model analyzing school enrollment. The Hosmer- Lemeshow test statistic is not significant in both cases and the C statistic ranges from 0.71 to 0.72.

Table 8 of Annex 1 shows the models analyzing whether the child works. Significant parameter estimates are found for rural location, age, several of the schools, and for assignment to the intervention group in the ITT model. Older children and rural children are more likely to work, while girls are less likely to work than boys. In the ITT model, assignment to the intervention

[23] Paul, P., Pennell, M.L., & Lemeshow, S. Standardizing the power of the Hosmer-Lemeshow goodness of fit test in large data sets. *Statistics in Medicine*. 32(1):67-80. Accessed May 13, 2013 at http://www.ncbi.nlm.nih.gov/pubmed/22833304

[24] Bewick, V., Cheek, L., & Ball, J. (2005). Statistics review 14: Logistic regression. *Critical Care*. 9(1): 112-118. Published online 2005 January 13. doi: 10.1186/cc3045. Accessed May 13, 2013 at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1065119/

group is associated with a decrease in the log-odds (i.e., the natural log of the odds ratio), of working. No such effect is found for the OT model. The model fit is adequate and the C statistic is around 0.8 for both models.

The models analyzing participation in hazardous types of child labor (Table 9 in Annex 1) had some significant effects associated with specific schools, and with female sex: girls were less likely to report working in a hazardous type, while older children were more likely. In both the ITT and the OT models, rural location was associated with a decrease in the probability of working in a hazardous type, however, this reduction was not significant at the .05 level for the on-treatment models. The fit of both models was good, and predictive power was better than in the previous models, with a C statistic around 0.90.

Table 10 of Annex 1 shows the OLS for weekly hours of work. In the models analyzing weekly hours of work among those children who reported working, significant effects were found for work hours at baseline, female sex, age, and several of the schools. No significant effects were found for assignment to or participation in the intervention. However, the interaction effect with rural location is slight, yet negative, in the ITT model, while it is large and negative in the OT model and significant, meaning that the program for rural children is associated with a strong decrease in the number of hours worked by those children. This difference makes sense, since OT models generally show the more concentrated effect of an intervention, while the ITT model is diluted by those who did not actually participate in the intervention. The r^2 was 0.22–0.24, indicating that up to a quarter of the variance in work hours is explained by the model.

In Table 11 of Annex 1, two final models were estimated to predict leaving the community for work. Significant negative effects were found for currently working and for several of the schools, but not for female gender, or age. The intervention was associated with a slight increase in the probability of temporarily migrating for work in both models only for the urban group, as shown by the intervention variable. However, this increase in probability was only significant at the .05 level in the ITT model. The interaction effect with rural location is large and negative (and again, only significant in the ITT model), so the program for rural children is associated with a strong decrease in the probability of temporarily migrating for work. It is unusual to see a significant effect in the ITT model and not in the OT model, and this may be a result of crossover, particularly crossover taking place late in the timeline. Overall model fit was adequate, though predictive power was poor, with a C statistic around .6, which may be related to low variability in the migration variable.

In summary, with regard to the model outcomes, the following findings emerged.

- Statistically significant parameter estimates emerged between school enrollment and age, several of the schools, and the intervention/rural interaction (ITT and OT models). Thus, older children are less likely to be enrolled than younger children in both models; schools 7, 8, and 11 showed greater enrollment than the other schools; and students in the intervention/rural interaction were more likely to be enrolled in school.

- Girls are significantly less likely than boys to report missing school. In addition, rural location is associated with a decrease in the probability of missing school.

- Significant parameter estimates are found between a child who reported working and rural location, age, several of the schools (i.e., 2, 7, 9, 10, 11, 12, 13, and 14), and for assignment to the intervention group in the ITT model. Thus, older children and rural children are more likely to work, while girls are less likely to work than boys.

- The analysis of the hazardous types of child labor had some significant effects associated with specific schools (i.e., 2, 7, 8, 10, and 11), and with female sex: girls were less likely to report working in a hazardous type of child labor, while older children were more likely. In both the ITT and the OT models, rural location was associated with a decrease in the probability of working in a hazardous type of child labor.

- In the models analyzing weekly hours of work among those children who reported working, significant effects were found for work hours at baseline, female sex, age, and several of the schools (i.e., 6, 7, and 14). No significant effects were associated with participation in the intervention.

- Significant negative effects for leaving the community to work were found for those currently working and for several of the schools (i.e., 2, 7, 8, 10, and 11), but not for female sex or age. Thus, a child is more likely to leave the community to work if they are currently working, but not if they are female or a certain age.

- Overall, it appears that among this population, age is useful in predicting school enrollment, reported working, working in a hazardous type of child labor, and weekly hours of work, while gender is useful in predicting likelihood of missing school, working in a hazardous type of child labor, and weekly hours of work, but not likelihood of leaving the community to work. Other predictors included school affiliation, current working status, and rural location.

7. Validation and Robustness

Further models were developed using household-level predictors, including family expenditures on food, household size, and experience of food insecurity, in addition to the individual-level predictors that have been presented. None of the household-level factors were significantly associated with the outcomes, so they were dropped from the final models. Geographic data were not collected for this study so no spatial analysis was completed.

Finally, because of the high rate of attrition from the study, additional models were developed to analyze loss to follow-up. These models are presented in Table 12 of Annex 1. The first model uses loss from the study for unknown reasons as the outcome, and the second uses having moved from the community as the outcome. Both models include all of the individual-level predictors that were included in the main analyses. We found that older children were more likely to be in families that moved and that weekly work hours at baseline was negatively predictive of moving. There were no significant effects associated with rural location or the intervention. This suggests that there is not a substantial problem with differential attrition between the control and treatment groups.

8. Limitations

The fact that participants and evaluators were not blinded to the randomization and intervention might create a threat to the evaluation's internal validity if participants' knowledge of intervention assignments influenced their outcomes. Because self-report data are used, it is possible that participants' knowledge of the goals of the Extended Hours program and knowledge of individual assignments might lead them to over- or under-report school and work participation in some circumstances. Generally, we would expect response bias to favor the program by leading participants in the Extended Hours program to under-estimate their work participation and over-estimate their school participation. The follow-up survey asks about work participation in several different ways. This information may provide the basis for future secondary analyses to check for systematic problems in responses. The crossover problem represents a threat to the internal validity of the experiment, whereas the attrition problem is a threat to external validity, or generalizability. Crossover problems are generally dealt with effectively by ITT analysis, as was performed here. However, the severe attrition from the evaluation undermines the ITT analysis.[25]

The attrition affects our ability to discern outcomes by reducing statistical power and by making it impossible to know whether selection bias is interfering with our impact estimates. Other things being equal, smaller samples tend to produce less precise model estimates, which makes it harder to detect any effect that is present at a given level of statistical significance. However, even with the attrition that is present, the sample size should be adequate to detect strong program effects. The power analysis was premised on there being moderate to large program effect sizes, and our program effect estimates do not rise to the level of statistical significance in part because the estimates of the effects are quite small. The study results may not be representative of the actual results of the project because the sample size was too small to detect certain effects. Another concern is with potential differential attrition from the treatment and control groups. Our analyses of attrition did not show any association with group assignment, which should alleviate this concern somewhat.

The particular forms and severity of child labor around the world are very context-specific and the ÑPKCW program as conceived and executed might not be appropriate for other populations in Latin America or other regions throughout the world. The oversubscription condition also results in a study population that is less than completely representative of the beneficiary population that DyA normally serves.

The attrition problems may undermine the generalizability of the findings to the corresponding beneficiary population. Attrition that affects a quarter to a third of the participant population, as it did here, undoubtedly changes the composition of the group and threatens the generalizability to the hypothetical beneficiary population that it was designed to represent. Beyond these issues, the large degree of sample attrition that was encountered undermines the evaluation's generalizability because it probably changes the composition of the sample of children who

[25] Laclin, J.M. (2000). Statistical considerations in intent to treat principle. *Controlled Clinical Trials.* 21(3), 167-189.

remain. Those children whose families could not be found at follow-up because they had moved, or for other reasons, are likely different from the families of children who were found and who participated in the follow-up survey. This is especially true since temporary migration for work seems to be an important economic strategy for poor families in Bolivia. It may be that those families who move are more entrepreneurial and have a very different approach to economic decision-making, compared to the families that remain behind. They may have access to jobs, social or economic capital, or market opportunities that those other families do not have. On the other hand, they also may be more desperate and destitute, which pushes them to temporarily migrate for work. Any such differences may impact their children's likelihood of staying in school and their likelihood of working.

Due to the remote locations involved, it was not possible to conduct regular independent monitoring of the program to ensure fidelity of implementation. Nonetheless, DyA reported regularly to USDOL on its progress and notified the evaluation team of emerging concerns as they occurred. For example, it was at DyA's suggestion that the control group children be provided with a small gift to thank them for their participation. DyA also alerted the team to the change in government policy regarding the cutoff age for secondary school. Closer observation of day-to-day program implementation might have resulted in lower program crossover and attrition or might have improved our ability to capture accurate data on outcomes.

DyA staff have emphasized that the Extended Hours program is expected to increase children's confidence, interest in learning, ability to articulate, and basic educational skills. These outcomes, while important, were not measured in the evaluation for two reasons. First, the purpose of USDOL's funding is to reduce child labor, and it is important to maintain the evaluation's focus on child labor-related outcomes. The extent to which direct educational effects of the program may have secondary impacts on child labor is unknown, but if such secondary effects occur and are strong they should be detectable in the evaluation. Second, psychosocial and educational effects are difficult to measure and require specialized instruments that have generally not been developed and validated for the Bolivian context. It is also likely that any substantial psychosocial and educational impacts would take several years to manifest, so they would not be detectable in the relatively short time horizon that the evaluation follow-up represents.

Additionally the lack of data on hazards limits our ability to understand the severity of the work being performed by children and prevents an analysis including working conditions other than length and type of work.

Finally, the study did not look at rates of exposure to the intervention, which may help to explain unexpected results as well as the limited effects found. An examination of rates of exposure would be an interesting future secondary analysis as these data are available.

9. Conclusions

Overall, this evaluation finds mixed evidence regarding the possible effects of Extended Hours program on the school or work situation of the beneficiary children. Specifically, the program may actually reduce school enrollment among urban children, while possibly increasing it among rural children. As stated previously, the support for this conclusion comes from the finding that children assigned to the intervention group in the urban group are less likely to be enrolled in school. This is a puzzling finding that cannot be explained by the data, and it should be interpreted with caution given the limitations of the models. Perhaps children assigned to the intervention were encouraged to attend the program while enrolled in school. In this case, it is possible some children might have stopped attending school altogether so as not to face pressure to attend the afterschool program. Concurrently, children assigned to the intervention in the rural group were more likely to be enrolled in school. It is not clear why this effect would be different in rural schools, but it is clear from other findings that there are important differences between the rural and urban settings as related to the program findings.

In addition, assignment to the Extended Hours program (ITT model) seems to reduce the incidence of working, while having no impact on work hours or participation in the hazardous types of child labor. Specifically, assignment to the intervention group is associated with a decrease in the odds working. In other words, children in the intervention group in the ITT model showed less likelihood of working, while no significant effects from *participation in* the intervention were found (see Table 8 in Annex 1). The distinction between the two may be a result of crossover.

While participation in the program was found to have no effect on incidences of work, participation in the intervention seemed to result in reduced work hours in the rural setting (see Table 10 in Annex 1). There was not a similar effect in urban areas. The reason for the distinction is unknown, but it is possible that directly displacing afterschool work hours is more effective in an agricultural setting where work hours are limited to daylight than in an urban setting where work hours may be more flexible.

Finally, the evaluation found there may be a slight increase in the risk of temporarily migrating for work among urban participants' families, and a substantially reduced risk of migrating for work among rural participants' families. In particular, the intervention was associated with a slight increase in the probability of migrating for work in both models only for the urban group, however, the program for rural children is associated with a reduction in temporary migration for work. Again, this finding should be interpreted with caution given the limitations of the model.

These mixed findings are somewhat aligned with the mixed findings of the interim evaluation report. The report found that the project uses effective strategies for the withdrawal and prevention of children from engaging in child labor. "Qualitative data gathered during the interim evaluation interviews, however, indicate educational and production strategies are less effective in changing the culturally engrained attitudes and behaviors of parents and children

toward child labor."[26] So, it seems these engrained attitudes and behaviors remain despite intervention. This may help to explain the mixed findings in this report.

In addition, the interim evaluation described the awareness-raising activities as inconsistent and ineffective in educating parents about child labor laws and dangerous or inappropriate work tasks. The interim evaluation reported that it appears that "the project has had some impact on the knowledge and attitudes of indigenous and other community leaders as well as local and national government officials. At the early interim, however, there appeared to be less progress toward significant and lasting change in the attitudes and practices of project beneficiaries and their parents regarding child labor" (p. 40). The mixed results of the follow-up study may further indicate the challenges faced by the project in changing families' attitudes and behaviors.

It should be noted, however, that the power analysis for this study originally required moderate to large program effect sizes to show clear results. Many program effect estimates found in the tables do not rise to the level of statistical significance in part due to the small sample size. The reduced program effects may partially explain why this study achieved mixed results.

INTERPRETATION

The mixed impacts by outcome and by urban/rural location suggest that the dynamics of child labor in this population are complex and nuanced. The general lack of strong impacts could be a result of evaluating an individual-level intervention that is only expected to add incrementally to the impact of an associated community-level intervention. It may be that the very act of putting the Extended Hours program in place, and the community-level organization and awareness raising that accompanied it, had a stronger impact on children than the Extended Hours program itself. If so, that impact would likely be shared by children in the intervention and control groups, and this would undermine our ability to detect large effects using the present evaluation design.

It is also possible that the program is not targeting children effectively for intervention. For example, among the risk factors used by DyA to identify children for participation is sibling involvement in child labor. This risk factor has been defined by DyA staff based on their working knowledge of the dynamics of child labor in the beneficiary communities. However, the impact of one sibling's involvement in child labor on the other siblings' outcomes likely depends on the household preferences and budget constraints. If a household has more than one child of working age, then we may expect the family to invest in the younger child's education since the income generated by the older sibling may offset existing budget constraints. This would imply that the risk factor is actually inversely, rather than directly, related to sibling employment in child labor.

As a related issue, spillover effects within families likely occurred for reasons stated in the Theory of Change section. If children's work is critical to the family, siblings and/or parents are likely to take up the slack when it goes away. Additionally there may have been interaction

[26] González, A.M. (2012). *Independent Midterm Evaluation of Desarrollo y Autogestión's (DyA's) Ñaupacman Puriy–Kereimba-Chic'k'y Wawita (ÑPKCW): Combating Exploitive Child Labor in Bolivia*. Calverton, MD: ICF International, p. 39.

effects when more than one child is assigned to the intervention or control group. Unfortunately, the numbers of children in these categories are too low to be of much use in readily identifying such effects. The extent to which these issues impact the results is unknown.

The lack of consistent program impacts may also be due in part to problems in the execution of the evaluation itself, including the unintended crossover of participants from one group to the other and the high rate of attrition through the course of the evaluation, as discussed previously under Limitations.

Finally, an important issue seems to be the differential impacts on some outcomes by urban/rural location. Urban and rural children are different in terms of their demographic characteristics and their access to labor opportunities. These differences should be considered in future program planning to ensure that services are appropriately designed and targeted.

Annex 1. Analysis Tables

Table 1. Overall flow of participation

		n	%
Enrollment	Assessed for eligibility	912	
	Ineligible	2	0.2%
	Randomized	910	99.8%

		Intervention		Control		Total	
		n	%	n	%	n	%
Randomization	Allocation	461		449		910	
Baseline survey	Surveyed	450	97.6%	434	96.7%	884	97.1%
	Refused	5	1.1%	8	1.8%	13	1.4%
	Not located	6	1.3%	6	1.3%	12	1.3%
	Incomplete	0	0.0%	1	0.2%		
Follow-up survey	Surveyed	295	69.1%	294	67.7%	589	66.6%
	Refused	2	0.4%	4	0.9%	6	0.7%
	Not located	105	23.3%	101	23.3%	222	25.1%
	Moved	31	6.9%	33	7.6%	64	7.2%
	Incomplete	1	0.2%	2	0.5%	3	0.3%

Table 2. Rural sample participant flow

		n	%				
Enrollment	Assessed for eligibility	247					
	Ineligible	2	0.2%				
	Randomized	245	99.2%				
		Intervention		**Control**		**Total**	
		n	**%**	**n**	**%**	**n**	**%**
Randomization	Allocation	130		115		245	
Baseline survey	Surveyed	130	100.0%	115	100.0%	245	99.2%
	Refused	0	0.0%	0	0.0%		5.3%
	Not located	1	4.6%	0	0.0%		4.9%
	Incomplete	0	0.0%	0	0.0%		0.0%
Follow-up survey	Surveyed	109	83.8%	82	71.3%	191	78.0%
	Refused	1	0.8%	3	2.6%	4	1.6%
	Not located	5	3.8%	10	8.7%	15	6.1%
	Moved	15	11.5%	19	16.5%	34	13.9%
	Incomplete	0	0.0%	1	0.9%	1	0.4%

Table 3. Urban sample participant flow

		N	%				
Enrollment	Assessed for eligibility	663					
	Ineligible	0	0.0%				
	Randomized	663	100.0%				
		Intervention		**Control**		**Total**	
		N	**%**	**n**	**%**	**n**	**%**
Randomization	Allocation	329		334		663	
Baseline survey	Surveyed	320	97.3%	319	95.5%	639	96.4%
	Refused	5	1.5%	8	2.4%	13	2.0%
	Not located	4	1.2%	6	1.8%	10	1.5%
	Incomplete		0.0%	1	0.3%	1	0.2%
Follow-up survey	Surveyed	202	63.1%	212	66.5%	414	64.8%
	Refused	1	0.3%	1	0.3%	2	0.3%
	Not located	100	31.3%	91	28.5%	191	29.9%
	Moved	16	5.0%	14	4.4%	30	4.7%
	Incomplete	1	0.3%	1	0.3%	2	0.3%

Table 4. Descriptive statistics for rural participants

Variable		Intervention Mean or Count	SD or Percent	n	Control Mean or Count	SD or Percent	n	Test Statistic* χ^2 or t	df	p
Female		69	64.5%	107	48	51.6%	93	3.40	1	.065
Age		11.2	2.2	106	11.1	2.2	93	.25	192.7	.802
School	5	20	18.7%	107	11	11.8%	93	2.70	4	.609
	6	21	19.6%	107	24	25.8%	93			
	12	20	18.7%	107	17	18.3%	93			
	13	23	21.5%	107	23	24.7%	93			
	14	23	21.5%	107	18	19.4%	93			
Enrolled		101	94.4%	107	79	84.9%	93	.02	1	.899
Missed school		16	15.4%	104	16	20.0%	80	2.05	1	.152
Working		75	72.1%	104	65	81.3%	80	2.07	1	.150
Work hours		17.7	16.3	106	19.1	13.7	83	.67	186.0	.502
Hazardous types		4	3.9%	102	6	7.7%	78	1.20	1	.274
Migrated for work		1	1.0%	104	3	3.8%	80	1.65	1	.199
Participated in Extended Hours		91	85.8%	106	18	22.0%	82	82.24	1	.000

*Test statistics are χ^2 for count data, or two-sample t-tests assuming unequal variances for means. P-values for t-tests are two-sided.

Figure 1. Histogram of reported weekly work hours, rural participants

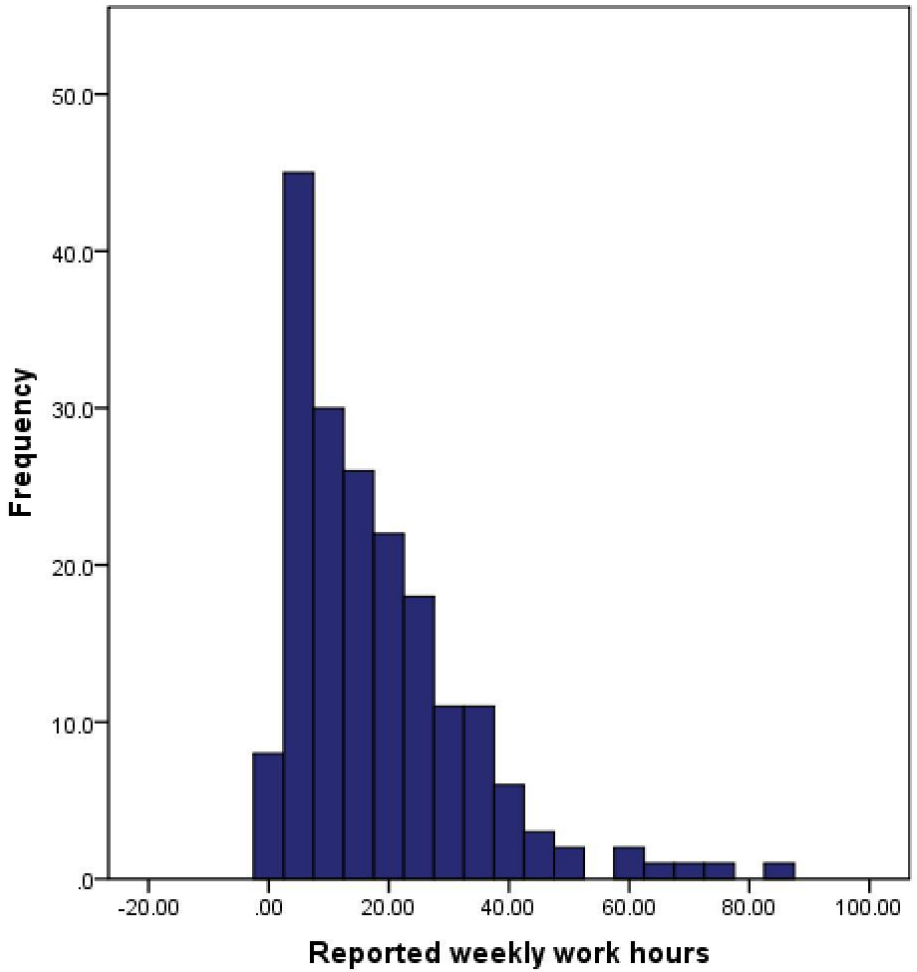


Table 5. Descriptive statistics for urban participants

		Intervention			Control			Test Statistic*		
Variable		**Mean or Count**	**SD or Percent**	**n**	**Mean or Count**	**SD or Percent**	**n**	**χ^2 or t**	**df**	**p**
Female		133	50.6%	263	117	50.6%	231	0.07	1	.787
Age		10.1	3.8%	263	10.1	4.4%	231	-.128	480.8	.898
School	2	28	10.6%	263	35	15.2%	231	73.7	11	.000
	3	26	9.9%	263	10	4.3%	231			
	4	28	10.6%	263	22	9.5%	231			
	7	66	25.1%	263	66	28.6%	231			
	8	25	9.5%	263	28	12.1%	231			
	9	23	8.7%	263	15	6.5%	231			
	10	20	7.6%	263	18	7.8%	231			
	11	19	7.2%	263	18	7.8%	231			
	15	28	10.6%	263	19	8.2%	231			
Enrolled		189	71.9%	263	215	93.1%	231	37.13	1	.000
Missed school		83	43.2%	192	93	45.1%	206	.15	1	.700
Working		183	93.8%	195	199	94.3%	211	6.96	1	.008
Work hours		16.4	13.1	195	16.4	12.3	211	-0.04	396.3	.968
Hazardous types		53	27.5%	193	67	32.5%	206	1.22	1	.271
Migrated for work		22	11.5%	192	12	5.8%	206	4.04	1	.045
Participated in Extended Hours		167	63.5%	263	35	15.2%	231	118.93	1	.000

*Test statistics are χ^2 for count data, or two-sample t-tests assuming unequal variances for means. P-values for t-tests are two-sided.

Figure 2. Histogram of reported weekly work hours, urban participants

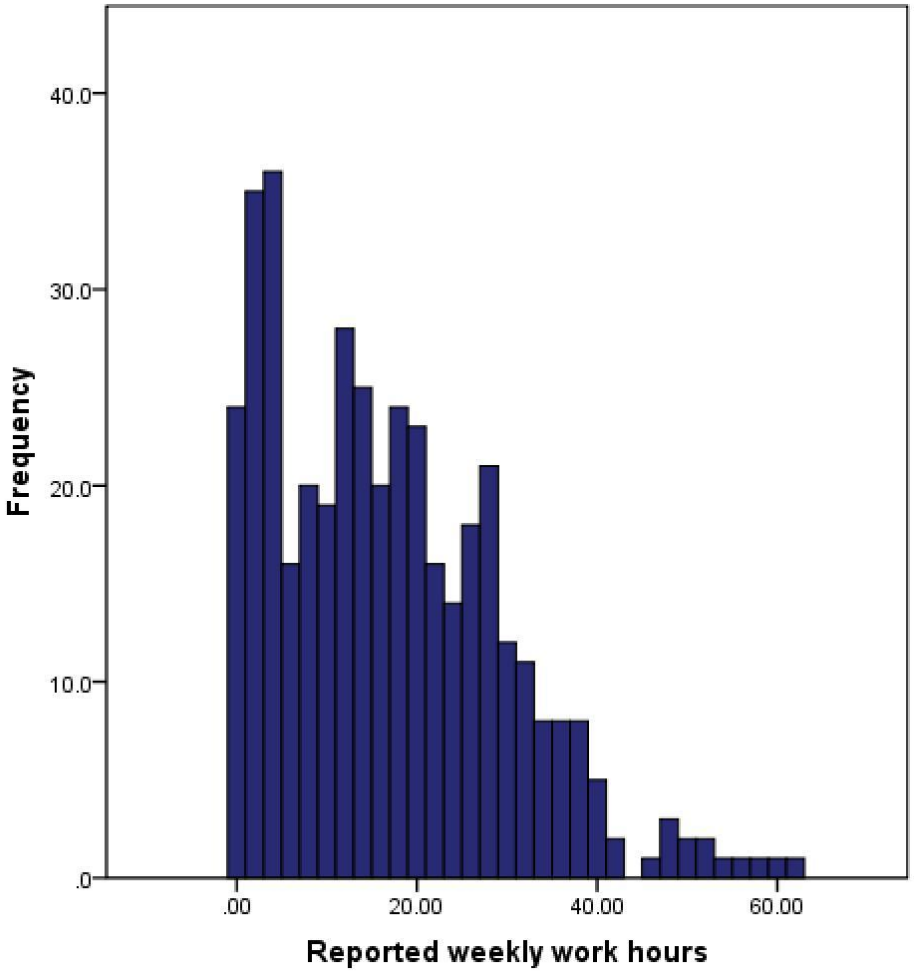


Table 6. Logit models analyzing enrollment in school

		Intention-to-treat analysis				On-treatment analysis			
Parameter		**β**	**SE**	**t**	**p**	**β**	**SE**	**t**	**p**
Constant		5.16	0.98	27.94	0.000	4.58	0.94	23.71	0.000
Working		0.11	0.46	0.05	0.817	-0.08	0.44	0.03	0.852
Female		-0.22	0.26	0.74	0.391	-0.15	0.25	0.35	0.554
Age		-0.30	0.08	13.16	0.000	-0.29	0.08	13.21	0.000
School*	2	0.49	0.50	0.97	0.326	0.64	0.48	1.79	0.181
	3	-0.62	0.50	1.50	0.220	-0.83	0.49	2.87	0.090
	4	-0.65	0.47	1.86	0.172	-0.47	0.45	1.09	0.295
	6	-17.95	7,020.30	0.00	0.998	-17.39	6,745.17	0.00	0.998
	7	1.51	0.48	9.86	0.002	1.24	0.47	7.03	0.008
	8	2.29	0.83	7.69	0.006	2.36	0.81	8.42	0.004
	9	19.79	6,130.10	0.00	0.997	19.83	6,290.66	0.00	0.997
	10	1.52	0.63	5.77	0.016	1.09	0.63	3.03	0.082
	11	2.71	0.86	9.92	0.002	2.01	0.84	5.72	0.017
	12	-17.55	7,020.30	0.00	0.998	-17.37	6,745.17	0.00	0.998
	13	-17.60	7,020.30	0.00	0.998	-17.22	6,745.17	0.00	0.998
	14	-19.04	7,020.30	0.00	0.998	-18.64	6,745.17	0.00	0.998
Rural		19.59	7,020.30	0.00	0.998	19.15	6,745.17	0.00	0.998
Intervention		-1.86	0.32	33.03	0.000	-1.13	0.28	16.63	0.000
Rural.Intervention		1.76	0.79	5.02	0.025	3.15	1.13	7.79	0.005
Hosmer-Lemeshow χ^2 (8 df)		25.23		p	0.001	11.58		p	0.171
C		0.40				0.47			
N		689				689			

*Reference categories are School 5 and School 15. School names and locations are not disclosed to protect respondents' confidentiality.

Note: In some schools, nearly all the children were enrolled in the intervention. As a result, the corresponding parameter estimates resemble a step function. The standard errors are unreliable in

this case (See Rindskopf, D. (2002). Parameter estimates in logistic regression: Opportunities, not problems. *Journal of Educational and Behavioral Statistics, 27*(2), 147-161.). But the overall model fit is not sensitive to inclusion or exclusion of these predictor variables.

Table 7. Logit models analyzing missed school

Parameter		Intention-to-treat analysis				On-treatment analysis			
		β	**SE**	**t**	**p**	**β**	**SE**	**t**	**p**
Constant		-0.44	0.65	0.46	0.497	-0.48	0.67	0.52	0.470
Working		-0.05	0.28	0.03	0.859	-0.04	0.28	0.02	0.883
Female		-0.41	0.19	4.86	0.028	-0.42	0.19	5.14	0.023
Age		0.06	0.05	1.14	0.286	0.05	0.05	1.03	0.311
School*	2	-0.31	0.48	0.41	0.523	-0.29	0.48	0.37	0.541
	3	0.18	0.56	0.11	0.742	0.21	0.56	0.14	0.712
	4	0.14	0.51	0.08	0.777	0.15	0.51	0.08	0.771
	6	0.08	0.69	0.01	0.909	0.08	0.69	0.01	0.911
	7	0.56	0.40	1.92	0.166	0.58	0.40	2.09	0.148
	8	-0.56	0.48	1.37	0.241	-0.58	0.48	1.45	0.228
	9	-1.24	0.57	4.80	0.029	-1.28	0.57	5.07	0.024
	10	-0.68	0.51	1.80	0.179	-0.64	0.51	1.58	0.209
	11	-0.42	0.50	0.68	0.408	-0.35	0.51	0.46	0.499
	12	0.80	0.67	1.44	0.230	0.87	0.67	1.68	0.195
	13	0.52	0.66	0.62	0.431	0.57	0.65	0.77	0.379
	14	-0.15	0.73	0.05	0.832	-0.17	0.73	0.05	0.818
Rural		-1.40	0.69	4.05	0.044	-1.40	0.70	4.02	0.045
Intervention		-0.01	0.21	0.00	0.979	0.14	0.24	0.35	0.555
Rural·Intervention		-0.52	0.44	1.36	0.243	-0.55	0.46	1.43	0.232
Hosmer-Lemeshow χ^2 (8 df)		8.25		p	0.409	9.64		p	0.291
C		0.72				0.71			
N		592				592			

*Reference categories are School 5 and School 15. School names and locations are not disclosed to protect respondents' confidentiality.

Table 8. Logit models analyzing whether child reported having worked in last 12 months

Parameter		Intention-to-treat analysis				On-treatment analysis			
		β	**SE**	**t**	**p**	**β**	**SE**	**t**	**p**
Constant		-0.47	0.74	0.40	0.525	-0.69	0.75	0.85	0.355
Working		0.00	0.32	0.00	0.998	-0.01	0.32	0.00	0.986
Female		-0.39	0.21	3.41	0.065	-0.41	0.21	3.80	0.051
Age		0.16	0.06	6.13	0.013	0.14	0.06	4.95	0.026
School*	2	-1.47	0.51	8.32	0.004	-1.30	0.50	6.80	0.009
	3	-0.05	0.57	0.01	0.934	-0.13	0.56	0.05	0.815
	4	-0.47	0.53	0.80	0.370	-0.32	0.51	0.38	0.535
	6	0.18	1.44	0.02	0.900	3.14	1.14	7.65	0.006
	7	1.31	0.45	8.38	0.004	3.31	1.11	8.88	0.003
	8	-0.57	0.48	1.39	0.239	1.27	0.45	8.04	0.005
	9	-1.58	0.58	7.34	0.007	-0.57	0.48	1.43	0.232
	10	-1.85	0.55	11.43	0.001	-1.67	0.58	8.41	0.004
	11	-2.72	0.63	18.70	0.000	-1.81	0.54	11.15	0.001
	12	-4.47	1.10	16.55	0.000	-2.57	0.63	16.72	0.000
	13	-2.26	1.09	4.30	0.038	-1.22	0.63	3.75	0.053
	14	-2.41	1.09	4.87	0.027	0.96	0.60	2.52	0.112
Rural		2.92	1.14	6.55	0.010	0.74	0.61	1.49	0.221
Intervention		-0.76	0.25	9.50	0.002	0.05	0.26	0.03	0.855
Rural·Intervention		0.14	0.50	0.08	0.780	-0.39	0.51	0.58	0.448
Hosmer-Lemeshow χ^2 (8 df)		13.73		p	0.409	3.68		p	0.885
C		0.84				0.83			
N		592				593			

*Reference categories are School 5 and School 15. School names and locations are not disclosed to protect respondents' confidentiality.

Table 9. Logit models analyzing participation in the hazardous types of child labor

Parameter		Intention-to-treat analysis				On-treatment analysis			
		β	SE	t	p	β	SE	t	p
Constant		-1.72	0.87	3.87	0.049	-1.86	0.90	4.31	0.038
Working		0.11	0.38	0.09	0.770	0.17	0.39	0.20	0.657
Female		-1.00	0.28	13.14	0.000	-1.00	0.28	13.09	0.000
Age		0.14	0.08	3.38	0.066	0.13	0.08	2.74	0.098
School*	2	-1.87	0.70	7.19	0.007	-1.78	0.69	6.59	0.010
	3	-1.39	0.85	2.66	0.103	-1.45	0.85	2.91	0.088
	4	-0.40	0.60	0.43	0.513	-0.31	0.60	0.27	0.601
	6	1.36	1.13	1.46	0.227	1.29	1.13	1.30	0.254
	7	2.09	0.46	20.35	0.000	2.06	0.46	19.89	0.000
	8	-2.24	0.84	7.06	0.008	-2.24	0.84	7.12	0.008
	9	-0.71	0.66	1.15	0.284	-0.80	0.66	1.49	0.222
	10	-1.46	0.69	4.46	0.035	-1.45	0.69	4.40	0.036
	11	-3.04	1.11	7.47	0.006	-2.95	1.12	6.98	0.008
	12	-17.96	6,865.49	0.00	0.998	-17.89	6,856.33	0.00	0.998
	13	1.04	1.17	0.80	0.372	1.01	1.16	0.76	0.383
	14	-18.07	6,381.41	0.00	0.998	-18.10	6,366.73	0.00	0.998
Rural		-2.64	1.20	4.84	0.028	-2.19	1.18	3.45	0.063
Intervention		-0.46	0.30	2.38	0.123	0.06	0.32	0.03	0.862
Rural·Intervention		0.30	0.73	0.17	0.683	-0.59	0.76	0.61	0.436
Hosmer-Lemeshow χ^2 (8 df)		6.77		p	0.561	5.57		p	0.695
C		0.90				0.90			
N		593				589			

*Reference categories are School 5 and School 15. School names and locations are not disclosed to protect respondents' confidentiality.

Note: In some schools nearly all the children were enrolled in the intervention. As a result, the corresponding parameter estimates resemble a step function. The standard errors are unreliable in this case (See Rindskopf, D. (2002). Parameter estimates in logistic regression: Opportunities, not problems. *Journal of Educational and Behavioral Statistics*, *27*(2), 147-161.).But the overall model fit is not sensitive to inclusion or exclusion of these predictor variables.

Table 10. Ordinary Least Square models analyzing reported weekly hours of work for children who reported working

Parameter		Intention-to-treat analysis				On-treatment analysis			
		β	SE	t	p	β	SE	t	p
Constant		-2.58	3.84	-0.67	0.502	-1.20	3.87	-0.31	0.757
Work hours at baseline		0.14	0.05	2.94	0.003	0.14	0.05	2.87	0.004
Female		5.14	1.10	4.69	0.000	5.27	1.09	4.85	0.000
Age		1.49	0.32	4.72	0.000	1.35	0.31	4.32	0.000
School*	2	-5.81	3.03	-1.92	0.055	-5.45	2.99	-1.83	0.069
	3	5.96	3.36	1.77	0.077	5.57	3.33	1.67	0.095
	4	-2.01	3.29	-0.61	0.541	-1.81	3.24	-0.56	0.576
	6	7.22	2.98	2.43	0.016	6.27	2.96	2.12	0.034
	7	8.01	2.53	3.16	0.002	7.76	2.54	3.06	0.002
	8	-3.25	3.09	-1.05	0.293	-3.24	3.05	-1.06	0.289
	9	-5.02	3.38	-1.48	0.139	-5.25	3.35	-1.57	0.117
	10	-3.62	3.20	-1.13	0.258	-3.83	3.20	-1.20	0.231
	11	-4.94	3.09	-1.60	0.111	-5.18	3.12	-1.66	0.098
	12	5.06	3.10	1.63	0.104	5.45	3.07	1.78	0.076
	13	4.50	2.92	1.54	0.124	4.09	2.88	1.42	0.155
	14	6.47	3.03	2.13	0.033	5.75	3.01	1.91	0.056
Rural		-4.96	3.45	-1.44	0.151	-1.71	3.43	-0.50	0.620
Intervention		-1.10	1.37	-0.80	0.422	-1.28	1.53	-0.84	0.402
Rural·Intervention		-0.77	2.32	-0.33	0.742	-5.20	2.42	-2.15	0.032
					p				**P**
F		8.04			0.000	8.8			0.000
r^2		0.22				0.24			
n		528				528			

*Reference categories are School 5 and School 15. School names and locations are not disclosed to protect respondents' confidentiality.

Table 11. Logit models analyzing temporary migration for work

Parameter		Intention-to-treat analysis				On-treatment analysis			
		β	SE	t	p	β	SE	t	p
Constant		-0.47	1.22	0.14	0.704	-0.62	1.23	0.25	0.614
Working		-1.36	0.49	7.60	0.006	-1.32	0.49	7.13	0.008
Female		0.17	0.38	0.21	0.647	0.19	0.38	0.25	0.620
Age		0.03	0.12	0.05	0.822	0.06	0.12	0.23	0.632
School*	2	-1.93	0.79	6.00	0.014	-2.10	0.79	7.08	0.008
	3	-0.69	0.69	1.01	0.316	-0.43	0.69	0.39	0.530
	4	-1.06	0.69	2.37	0.124	-1.19	0.68	3.07	0.080
	6	-1.44	1.30	1.22	0.269	-1.56	1.31	1.43	0.232
	7	-2.37	0.59	15.88	0.000	-2.13	0.58	13.42	0.000
	8	-3.45	1.12	9.53	0.002	-3.48	1.12	9.68	0.002
	9	-20.85	6,392.79	0.00	0.997	-20.80	6,401.44	0.00	0.997
	10	-1.92	0.75	6.51	0.011	-1.68	0.75	5.01	0.025
	11	-2.88	1.13	6.48	0.011	-2.57	1.14	5.12	0.024
	12	-18.61	6,708.44	0.00	0.998	-18.37	6,812.65	0.00	0.998
	13	-18.78	5,803.75	0.00	0.997	-18.60	5,851.76	0.00	0.997
	14	-1.01	1.28	0.62	0.430	-1.13	1.28	0.78	0.376
Rural		-0.58	0.97	0.35	0.554	-0.84	0.98	0.74	0.391
Intervention		0.99	0.42	5.64	0.018	0.70	0.41	2.90	0.089
Rural·Intervention		-2.57	1.26	4.13	0.042	-2.12	1.27	2.75	0.097
Hosmer & Lemeshow χ^2 (8 df)		5.85		p	0.664	3.2		p	0.921
C		0.59				0.61			
N		592				592			

*Reference categories are School 5 and School 15. School names and locations are not disclosed to protect respondents' confidentiality.

Note: In some schools nearly all the children were enrolled in the intervention. As a result, the corresponding parameter estimates resemble a step function. The standard errors are unreliable in this case (See Rindskopf, D. (2002). Parameter estimates in logistic regression: Opportunities, not problems. *Journal of Educational and Behavioral Statistics, 27*(2), 147-161.).But the overall model fit is not sensitive to inclusion or exclusion of these predictor variables.

Table 12. Logit models analyzing loss to follow-up

Parameter		Lost				Moved			
		β	SE	t	p	β	SE	t	p
Constant		-1.17	0.58	4.10	0.043	-22.52	5,189.52	0.00	0.997
Work hours at baseline		0.01	0.01	2.04	0.153	-0.03	0.02	3.47	0.062
Female		0.16	0.17	0.87	0.351	0.04	0.30	0.02	0.896
Age		0.05	0.05	0.84	0.360	0.16	0.07	4.88	0.027
School*	2	-0.43	0.38	1.27	0.260	-0.33	6,978.70	0.00	1.000
	3	0.69	0.38	3.25	0.072	0.20	7,366.65	0.00	1.000
	4	0.12	0.38	0.10	0.749	0.04	7,391.89	0.00	1.000
	6	18.76	6,740.04	0.00	0.998	0.71	0.84	0.72	0.397
	7	-0.78	0.33	5.63	0.018	17.12	5,189.52	0.00	0.997
	8	-1.70	0.46	13.58	0.000	20.47	5,189.52	0.00	0.997
	9	-0.84	0.47	3.15	0.076	0.07	7,845.53	0.00	1.000
	10	-0.75	0.44	2.97	0.085	-0.40	7,711.54	0.00	1.000
	11	-0.63	0.41	2.30	0.130	-0.30	7,455.02	0.00	1.000
	12	18.57	6,740.04	0.00	0.998	1.60	0.81	3.96	0.047
	13	18.38	6,740.04	0.00	0.998	-0.06	0.95	0.00	0.952
	14	17.95	6,740.04	0.00	0.998	0.90	0.85	1.13	0.288
Rural		-20.39	6,740.04	0.00	0.998	18.54	5,189.52	0.00	0.997
Intervention		0.14	0.18	0.62	0.432	0.26	0.45	0.32	0.569
Rural·Intervention		-0.85	0.61	1.95	0.162	-0.51	0.60	0.71	0.399
Hosmer & Lemeshow χ^2 (8 df)		2.67		p	0.953	13.51		p	0.095
C		0.75				0.90			
N		869				869			

*Reference categories are School 5 and School 15. School names and locations are not disclosed to protect respondents' confidentiality.

Note: In some schools nearly all the children were enrolled in the intervention. As a result, the corresponding parameter estimates resemble a step function. The standard errors are unreliable in this case (See Rindskopf, D. (2002). Parameter estimates in logistic regression: Opportunities, not problems. *Journal of Educational and Behavioral Statistics, 27*(2), 147-161.).But the overall model fit is not sensitive to inclusion or exclusion of these predictor variables.

Annex 2. Data Collection Instrument

Encuesta de Seguimiento para La Evaluación de Impacto
Programa Ñawpaqman Puriy–Kereimba-Chic'k'y Wawita
Bolivia

Nombre del encuestador(a): _____

Nombre del niño/niña del estudio:
_____

Número de RUDE del niño/niña del estudio: _____

Número de identificación para el estudio: _____

Ubicación:
Zona/Región: _____

Nombre de escuela: _____

Barrio o Comunidad donde vive: _____

Dirección donde vive: _____

Cómo llegar a su casa: _____
_____

Registro de visitas:
Visita 1: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaba el/la jefe/a del hogar, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 2: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaba el/la jefe/a del hogar, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 3: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaba el/la jefe/a del hogar, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 4: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaba el/la jefe/a del hogar, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 5: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaba el/la jefe/a del hogar, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Consentimiento informado

Las organizaciones indígenas y campesinas, así como DyA, están interesadas en evaluar el impacto y la calidad de los servicios que presta el programa Ñawpaqman Puriy Kereimba Chik'i Wawita para continuar mejorándolos. Para ello, a través de la empresa ICF Macro, se inició en 2011 un proceso permanente de

evaluación que requiere el apoyo y la participación de los niños, niñas y adolescentes así como de las autoridades educativas y los padres/madres de familia.

Usted decidió participar en esta evaluación durante una reunión con la comunidad en abril de 2011. Hoy necesitamos de su apoyo en el presente esfuerzo, una encuesta para obtener información sobre su familia y las experiencias de sus hijos/as durante el año pasado.

Usted tiene el derecho de no participar en esta encuesta. Si usted decide no participar, no habrá ninguna consecuencia negativa.

Hemos tomado medidas para proteger su privacidad y la de su hijo/a, sin embargo siempre existe el riesgo de que la información se filtre fuera del Proyecto. Tomaremos todas las medidas necesarias para evitarlo y proteger su de su privacidad y la de su hijo/a. La información obtenida en la entrevista será utilizada únicamente para esta evaluación. Los papeles con su nombre se mantendrán bajo llave. Parte de la información será guardada en computadora. Sólo miembros del personal del proyecto tendrán acceso a la información. En los informes se agrupará toda la información y no se mencionará nunca su nombre ni el de su hijo/a.

¿Está de acuerdo con participar en esta encuesta?

Sí	
No	

¿Permite que su hijo/a participe en esta evaluación?

Sí	
No	

Primera parte:

Cuestionario del hogar

REGISTRO DE MIEMBROS DEL HOGAR

(Personas que comparten la misma olla)

00 O R D E N	01. Código RUDE para niños/as	02. NOMBRE DE LA PERSONA		
		Nombres	Apellidos	Edad
1				
2				
3				
4				
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REGISTRO DE MIEMBROS DEL HOGAR

(Personas que comparten la misma olla)

	03. ¿Cuál es el parentesco de (NOMBRE) con el jefe(a) del hogar? Jefe/Jefa del hogar…….1 Esposo(a)……2 Hijo(a)/Hijastro(a)…..3 Yerno/Nuera……4 Nieto(a)……5 Padres/Suegros…….6 Hermano(a)……7 Abuelo(a)……8 Cuñado(a)……9 Sobrino(a)……10 Otro Pariente……11 No Pariente……12	04. ¿Cuántos años cumplidos tiene(NOMBRE)?	05. ¿Cuál es la fecha de nacimiento Mes de (NOMBRE)?			06. ¿Es (NOMBRE): Hombre…..1 Mujer…...2	07. ¿(NOMBRE)ha vivido en los últimos 6 meses aquí? Si……1 No….2	08. Núcleo familiar (Número)	09. ¿Cuál es el parentesco de (NOMBRE) con el jefe(a) del Núcleo Familiar? Jefe/Jefa del hogar…….1 Esposo(a)……2 Hijo(a)/Hijastro(a)……3 Otro Pariente……11 No Pariente……12
			Mes	Día	Año				
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EDUCACIÓN DE LOS MIEMBROS DEL HOGAR

	10. ¿Cuál es el nivel educativo de (NOMBRE)? **Niveles**: Ninguno……1 Pre Escolar…….2 Primaria ……3 Secundaria …….4 Técnico……5 Universitaria....6		**INFORMACIÓN SOBRE NIÑOS ENTRE 5 Y 19 AÑOS DE EDAD**					
			11. ¿(NOMBRE) está asistiendo este año a la escuela, colegio o instituto técnico? Si……1 ➔ **IR A P13** No….2	12. ¿Por qué (NOMBRE) no asiste a la escuela, colegio o instituto técnico? **IR A P14** Ya se graduó……..1 Enfermedad /discapacidad……..2 No le gusta/ no le sirve……..3 No puede pagar……4 Por ayudar en tareas domésticas…..5 Por tener que trabajar……..6 No hay una Unidad Educativa……7 Otro motivo (Especificar)……..8	13. ¿En este año, cuánto gasto la familia en (NOMBRE) en para comprar en Bs……?			
	Nivel	Grado			13.A Libros u otros materiales educativos (papel, lápices, etc.)	13.B Ropa para la escuela o uniformes escolares	13.C Transporte, internado o alimentos para la escuela	13.D Inscripción, matrícula o exámenes
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TRABAJO DE LOS ADULTOS

SÓLO PARA PERSONAS DE 14 O MÁS AÑOS DE EDAD

14. Durante el año pasado, ¿Tenía (NOMBRE) algún trabajo que hizo temporalmente durante ciertas épocas o temporadas? Si……..1 No……..2 **→IR A P16**		15. ¿Cuáles fueron las actividades principales que realizó durante el año? Actividades agrícolas: 1. Preparación de las tierras para sembrar 2 Sembrar 3 Cosechar 4 Vender animales al mercado 5 Vender productos agrícolas al mercado 6 Otra actividad agropecuaria (especifique)_____			7 Artesanías 8 Construcción o reparación de casas o edificios 9 Servicio domestico 10 Alimentos 11 Trabajo dependencia 12 Otras (especifique)_____
		2011	2012		
		Octubre Noviembre Diciembre	Enero Febrero Marzo	Abril Mayo Junio	Julio Agosto Septiembre
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17					

TRABAJO DE LOS ADULTOS (Continuación)

SÓLO PARA PERSONAS DE 14 O MÁS AÑOS DE EDAD	
16. ¿Durante la última semana (NOMBRE) tuvo como **trabajo principal**…..? **(SI NO TRABAJA SALTAR A P 18)** Agricultura o crianza de animales para la venta o consumo propio o para terceros?.....1 Construcción de viviendas o edificios?..... .2 Labores artesanales.....3 Ventade artículos diversos como periódicos, bebidas, productos agrícolas, etc.?.....4 Servicios para otras personas o instituciones?.. .....5 Ayudó a un familiar sin recibir pago alguno?.... .....6 Trabajó en la fabricación de algún producto?.....7 Trabajó en la extracción de pescados/ para venta y consumo propio?.....8 Otra? (Especifique)..... .....9 Ninguna.....10	17. ¿Durante la última semana(NOMBRE) tuvo como **trabajo secundario**…..?**(SI NO TRABAJA SALTAR A P 19)** Agricultura o crianza de animales para la venta o consumo propio o para terceros?..... .....1 Construcción de viviendas o edificios?..... .....2 Labores artesanales.....3 Ventade artículos diversos como periódicos, bebidas, productos agrícolas, etc.?.....4 Servicios para otras personas o instituciones? .....5 Ayudó a un familiar sin recibir pago alguno?.. .....6 Trabajó en la fabricación de algún producto?.. .....7 Trabajó en la extracción de pescados/ para venta y consumo propio?.....8 Otra? (Especifique).....9 Ninguna.....10
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TRABAJO DE LOS ADULTOS (Continuación)

SÓLO PARA PERSONAS DE 14 O MÁS AÑOS DE EDAD		
18. Aunque no trabajó la semana pasada, ¿Tenía algún trabajo del cual estuvo ausente temporalmente por licencia, huelga, enfermedad, vacaciones u otra razón? Si……..1 No……..2	19. ¿Durante la última semana(NOMBRE) ha buscado trabajo o ha tratado de establecer su propio negocio o empresa? Si……..1 **→IR A P21** No……..2	20. ¿Por qué (NOMBRE) no ha buscado trabajo? Cree que no iba a encontrar……...1 Por su edad……2 Por enfermedad o discapacidad……..……3 Está estudiando……..…….4 Se dedica a quehaceres del hogar……..5 No quiso……6 Otro (Especifique)…….……7
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		

RELOJ DE ACTIVIDADES DE LOS PADRES DEL NIÑO SELECCIONADO

Sólo para los padres o apoderados del niño seleccionado

Número de orden: _____

Nombre de la Madre:_____

21. ¿Qué suele hacer la Madre…..?

Horas / Día	De Lunes a Viernes	Los Sabados	Los Domingos
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			

Número de orden: _____

Nombre del Padre:_____

22. ¿Qué suele hacer el padre….?

Horas / Día	De Lunes a Viernes	Los Sabados	Los Domingos
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			

CODIGOS:

- Trabajo por el cual recibió una paga (fuera del hogar)..... 1
- Trabajo agropecuario por cuenta propia/por su familia.... 2
- Trabajo agropecuario por otra persona……..…..…..3
- Trabajo en negocio familiar (no agropecuario)..... 4
- Tareas domésticas..... 5
- Transporte de un lugar a otro (trabajo, negocio, etc.)... 6
- Pasar tiempos con los amigos, vecinos, familiares.... 7
- Actividades no remuneradas en la comunidad/eventos…..... 8
- Actividades recreativas (ver televisión, hacer deporte, leer periódico..... 9
- Alimentarse (desayuno, almuerzo o comida).....10
- Dormir..... 11
- Otro **(Especificar)** **12**

23. **En la última semana** cuánto consumió en TOTAL la familia que vive con Ud. de:

Producto	Compra			Autoconsumo			Regalo/donación/trueque		
	Cantidad:	Unidad:	Costo en Bs :	Cantidad:	Unidad:	Cuánto estima que le costaría en el mercado esta cantidad en Bs?	Cantidad:	Unidad:	Cuánto estima que le costaría en el mercado esta cantidad en Bs?
Arroz									
Fréjol /porotos									
Yuca									
Fideo									
Papa									
Maiz choclo									
Maiz seco									
Tomate									
Cebolla									
Carne de vacuno									
Pollo									
Chancho									
Otros									

24. En los últimos 30 días cuánto gasto en TOTAL la familia que vive con Ud. para:

Producto	Si lo Compro	Regalo/donación/trueque
	¿Cuánto costó? En Bs.	¿Cuánto estima que le costaría en el mercado esta cantidad ?
Combustibles para cocinar y la iluminación de la vivienda		
Ropa		

REPARACIONES, AMPLIACIONES, MANTENIMIENTO DEL HOGAR

25. En los últimos 30 días, ¿Hizo reparaciones, ampliaciones o mantenimiento a las propiedades de la familia?
Si……1
No……..2 →**Vaya a la pregunta 31**

26. ¿Cuánto dinero gastó el hogar en efectivo para hacer las reparaciones en los últimos 30 días? _____

27. Para reparar su casa recibió ayuda de parientes o amigos o vecinos?
Si……..1
No……..2→**Vaya a la pregunta 29**

28. a) Cuántas personas? _____ b) Cuántos días? _____

29. Para reparar su casa recibió materiales gratuitamente o por trueque?
Si……..1
No……..2→**Vaya a la pregunta 31**

30. ¿Cuáles?

Material	Cantidad /unidad	Cuánto estima que le costaría en el mercado esta cantidad ?

Seguridad Alimentaria

31. En las últimas cuatro semanas, ¿le preocupó la posibilidad de que en su hogar no hubiera alimento suficiente?

0 = Sí
1 = No (**pase a la pregunta 32)**

31.a ¿Con qué frecuencia sucedió esto?

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

32. En las últimas cuatro semanas, ¿usted o algún miembro del hogar no pudo comer los tipos de alimentos preferidos debido a la falta de recursos?

0 = Sí
1 = No (**pase a la pregunta 33)**

32.a ¿Con qué frecuencia sucedió esto?

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

33. En las últimas cuatro semanas, ¿usted o algún miembro de la familia tuvo que comer una variedad limitada de alimentos debido a la falta de recursos?

0 = Sí
1 = No (**pase a la pregunta 34)**

33.a ¿Con qué frecuencia sucedió esto?

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

34. En las últimas cuatro semanas, ¿usted o algún miembro de la familia tuvo que comer algunos alimentos que usted realmente no quiere comer debido a la falta de recursos para obtener otros alimentos?

0 = Sí
1 = No (**pase a la pregunta 35)**

34.a ¿Con qué frecuencia sucedió esto? ☐

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

35. En las últimas cuatro semanas, ¿usted o algún miembro de la familia tuvo que comer una comida más pequeña de lo que pensaba que necesitaba porque no había suficiente alimento?

0 = Sí
1 = No (**pase a la pregunta 36)**

35.a ¿Con qué frecuencia sucedió esto? ☐

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

36. En las últimas cuatro semanas, ¿usted o algún otro miembro del hogar tiene que comer menos comidas diarias porque no había suficientes alimentos?

0 = Sí
1 = No (**pase a la pregunta 37)**

36.a ¿Con qué frecuencia sucedió esto? ☐

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

37. En las últimas cuatro semanas, ¿existieron ocasiones en que no había nada de comer en su hogar debido a la falta de recursos para obtener comida?

0 = Sí
1 = No (**pase a la pregunta 38)**

37.a ¿Con qué frecuencia sucedió esto?

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

38. En las últimas cuatro semanas, ¿usted o algún miembro de la familia ha pasado la noche con hambre porque no había suficientes alimentos?

0 = Sí
1 = No (**pase a la pregunta 39)**

38.a ¿Con qué frecuencia sucedió esto?

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

39. En las últimas cuatro semanas, ¿usted o algún miembro de la familia ha pasado un día y una noche entera sin comer nada porque no había suficientes alimentos?

0 = Sí
1 = No (**pase a la pregunta 40)**

39.a ¿Con qué frecuencia sucedió esto?

1 = Raramente (una vez o dos veces en las últimas cuatro semanas)
2 = Algunas veces (entre tres y diez veces en las últimas cuatro semanas)
3 = Con frecuencia (más de diez veces en las últimas cuatro semanas)

CARACTERISTICAS DEL JEFE DE HOGAR

40. ¿Se considera perteneciente a algún pueblo originario o indígena?
Si……. Cual ……
No

41. ¿Sabe leer y escribir?

0 = Sí
1 = No (**pase a la pregunta 44)**

42. ¿Qué fue lo último que leyó?
(si menciona algo específico: libro, periódico, carta, etc.)
1. Especifique_____
2. Nada

43. ¿Qué fue lo último que escribió?
(si menciona algo específico)
1. Especifique_____
2. Nada

PREGUNTAS DE PERCEPCIÓN AL JEFE DE HOGAR

44. Cuántas horas **diarias** cree Ud. que un niño o niña menor de 12 años debe dedicar a:

Actividad	Horas
Trabajar	
Estudiar	
Jugar	
Ayudar en la casa	
Ayudar en el chaco/chacra	
Descansar	

45. A qué edad cree Ud. que pueden empezar a trabajar los niños/as? _____

46. Qué es mejor para las hijas mujeres menores de 12 años?
Sólo trabajar……1
Sólo estudiar……..2
Trabajar y estudiar….3

47. Qué es mejor para los hijos varones menores de 12 años?

Sólo trabajar……1
Sólo estudiar……..…..2
Trabajar y estudiar….3

48. Qué es mejor para las hijas mujeres entre 12 y 17 años?

Sólo trabajar……1
Sólo estudiar……..…...2
Trabajar y estudiar….3

49. Qué es mejor para los hijos varones entre 12 y 17 años?

Sólo trabajar……1
Sólo estudiar……..…..2
Trabajar y estudiar….3

REUBICACION DE LA FAMILIA (Jefe(a) del Hogar)
50. Tiene usted teléfono celular? (Si sí, cuál es el número de celular: _____)

F**in. ¡Muchas gracias por su tiempo!**

Segunda parte:

Cuestionario de los/as niños/as

Niño/as seleccionados mayores de 11 años: ()

Las organizaciones indígenas y campesinas, así como DyA, están interesadas en evaluar el impacto y la calidad de los servicios que presta el programa Ñawpaqman Puriy Kereimba Chik'i Wawita para continuar mejorándolos. Para ello, a través de la empresa ICF Macro, se inició en 2011 un proceso permanente de evaluación que requiere el apoyo y la participación de los niños, niñas y adolescentes así como de las autoridades educativas y los padres/madres de familia.

Usted ha participado en esta evaluación desde abril de 2011. Hoy necesitamos de su apoyo en el presente esfuerzo, una encuesta para obtener información sus experiencias durante el año pasado.

Usted tiene el derecho de no participar en esta encuesta. Si usted decide no participar, no habrá ninguna consecuencia negativa.

Hemos tomado medidas para proteger su privacidad, sin embargo siempre existe el riesgo de que la información se filtre fuera del Proyecto. Tomaremos todas las medidas necesarias para evitarlo y proteger su privacidad. La información obtenida en la entrevista será utilizada únicamente para esta evaluación. Los papeles con su nombre se mantendrán bajo llave. Parte de la información será guardada en computadora. Sólo miembros del personal del proyecto tendrán acceso a la información. En los informes se agrupará toda la información y no se mencionará nunca su nombre.

¿Está de acuerdo con participar en esta encuesta?

		Estoy de acuerdo con participar en esta encuesta.	
Número de orden	**Nombre del Niño**	**Sí**	**No**

RELOJ DE ACTIVIDADES DEL NIÑO

Sólo para los niños seleccionados y sus hermanos entre 5 y 19 años de edad

Número de orden: __ Número de orden: _____

Nombre del Niño:_____ Nombre del Niño:_____

1. ¿Qué suele hacer el niño ….?

Horas	De Lunes a Viernes	Los Sabados	Los Domingos
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			

2. ¿Qué suele hacer el niño ….?

Horas	De Lunes a Viernes	Los Sabados	Los Domingos
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			
6 a 7			
7 a 8			
8 a 9			
9 a 10			
10 a 11			
11 a 12			
12 a 1			
1 a 2			
2 a 3			
3 a 4			
4 a 5			
5 a 6			

CODIGOS:

- Estudiar en la escuela.....1
- Estudiar en casa (hacer tareas, estudiar).....2
- Trabajo por el cual recibió una paga (fuera del hogar).....3
- Trabajo agropecuario por cuenta propia/por su familia.....4
- Trabajo agropecuario por otra persona……..5
- Trabajo en negocio familiar (no agropecuario).....6

Tareas domésticas.....7

Transporte de un lugar a otro (escuela, trabajo, etc.).....8

Jugar.....9

- Ver televisión……10-

Alimentarse (desayuno, almuerzo o comida).....11-

Dormir.....12

- Otro **(Especificar)**……13

Sólo para los niños seleccionados 5 y 19 años de edad

Número de orden: _____ _____
Nombre del Niño:_____

3.	Durante los últimos 12 meses ¿Realizó alguna de las siguientes actividades por al menos una hora? (Lea las alternativas y marque todas que se apliquen)	Si	Y la semana Anterior	Cuantas Hrs.
1	Ayudando a sus padres en el cuidado de los animales			
2	Ayudando a sus padres en actividades agrícolas (abonar la tierra, echar semilla, sembrar, almacenar y cosechar) o en otras tareas similares para su venta/consumo propio			
3	Trabajando o ayudando en el comercio y/o venta de productos diversos en kioscos, puestos fijos o tiendas			
4	Ayudando en la preparación de comidas para la venta			
5	Ofreciendo algún servicio (cuidado de ancianos, dictado de clases, aguatero, etc.			
6	Cargando productos al mercado para su venta o su almacenamiento			
7	Trabajando o ayudando en la fabricación / elaboración de artesanías			
8	Vendiendo como ambulante artículos diversos (golosinas, ropa, periódicos, frutas, etc.)			
9	Trabajando en restaurante o afines			
10	Trabajando para otras personas que no son sus padres en actividades agrícolas diversas			
11	Cuidando y/o limpiando carros/limpiando zapatos (lustrabotas) para terceros a cambio de un pago en efectivo o en especie			
12	Lavando ropa o limpiando la casa de otros no familiares a cambio de un pago en efectivo o en especie			
13	Cantando en transportes públicos, en la calle			
14	Limpiando y/o cuidando locales (fábricas, restaurantes, etc.)			
15	Ayudando en el trabajo a su papá o trabajando para otra persona en actividades mineras			
16	Limpiando animales para venta en mercados (pelar aves, limpiar pescado y mariscos, etc.)			
17	Trabajando como malabarista callejero (y otras actividades similares realizadas en la calle)			
18	Trabajando como cobrador en transporte público			
19	Otras (especifique)			

	4. Durante los últimos 12 meses ¿Realizó alguna de las siguientes actividades por al menos una hora? (Lea las alternativas y marque todas que se apliquen)	**Si**	**Y la semana Anterior**	**Cuantas Hrs.**
1	zafra de caña de azúcar			
2	zafra de castaña			
3	minería			
4	pesca en ríos y lagos			
5	ladrillerías			
6	expendio de bebidas alcohólicas			
7	recolección de basura			
8	limpieza de hospitales			
9	servicios de protección y seguridad			
10	trabajo del hogar (cama adentro)			
11	voceador de transporte público			
12	peón en labores agrícolas			
13	cría de ganado extensivo			
14	trabajo forestal			
15	vendedor de comercio en horario nocturno			
16	modelo de modas que implique sobre erotización de la imagen			
17	trabajadora del hogar (cama afuera)			
18	asistente de mingitorio en horario nocturno			
19	picapedrero artesanal			
20	operador de amplificación de sonido			
21	carpintero y otros oficios con manipulación de maquinarias			
22	albañilería			
23	cuidador de autos en horario nocturno			

(PARA NIÑOS (AS) QUE NO TRABAJEN SALTAR A LA P 15)

6. En la semana pasada, ¿En el trabajo que realizó estuvo expuesto a: (marcar todos que se apliquen)	**Sí**
Trabajo nocturno	
Manipulación de armas	
Carga de cosas pesos	
Manipulación de químicos	
Trabajo en condiciones adversas (sol, lluvia, etc.)	
Polvo, gases, fuego, humo	
Ruido excesivo	
Instrumentos cortantes, explosivos	
Trabajo subterráneo	
Trabajo en altura	
Ventilación insuficiente	
Contacto permanente en el agua	
Contacto con la electricidad	
Contacto con metales calientes	
Contacto con basura	
Otro tipo de riesgo (especifique)	

7. En el año pasado, ¿En el trabajo que realizó estuvo expuesto a: (marcar todos que se apliquen)	**Sí**
Trabajo nocturno	
Manipulación de armas	
Carga de cosas pesos	
Manipulación de químicos	
Trabajo en condiciones adversas (sol, lluvia, etc.)	
Polvo, gases, fuego, humo	
Ruido excesivo	
Instrumentos cortantes, explosivos	
Trabajo subterráneo	
Trabajo en altura	
Ventilación insuficiente	
Contacto permanente en el agua	
Contacto con la electricidad	
Contacto con metales calientes	
Contacto con basura	
Otro tipo de riesgo (especifique)	

8. En la semana pasada, ¿Tuvo alguno de los siguientes problemas de salud o accidente relacionado con el trabajo que realizaba?	Sí
Problemas respiratorios (Gripe, tos, etc.)?	
Dolores de cabeza, barriga, espalda/musculares?	
Heridas/cortes profundos?	
Quemaduras?	
Fracturas?	
Fiebre?	
Cansancio extremo?	
Problemas de vista?	
Problemas en la piel?	
Pérdida de una/varias partes del cuerpo?	
Otro (especifique)	

9. En el último año, ¿Tuvo alguno de los siguientes problemas de salud o accidente relacionado con el trabajo que realizaba?	Si
Problemas respiratorios (Gripe, tos, etc.)?	
Dolores de cabeza, barriga, espalda/musculares?	
Heridas/cortes profundos?	
Quemaduras?	
Fracturas?	
Fiebre?	
Cansancio extremo?	
Problemas de vista?	
Problemas en la piel?	
Pérdida de una/varias partes del cuerpo?	
Otro (especifique)	

10. ¿Por qué trabaja o ayuda a trabajar?
(Acepte una o más alternativas)

Para ayudar a mis padres/otros familiares	
Para ganar mi propio dinero	
Porque me ordenan/obligan	
Para aprender un oficio	
La educación no me sirve/no es importante	
El negocio de mi familia necesita personal	
Me gusta trabajar	
Para comprar mis útiles escolares	
Para comprar mis cosas	
Por problemas familiars	
Para pagar una deuda	
Otro (especifique)	

11. ¿Qué pago recibe por el trabajo aproximadamente en una semana?

Efectivo	Bs.
En especie	
Nada	

Voy a hacerle algunas preguntas sobre aspectos importantes en la vida de un/a niño/a. Estas preguntas son muy personales, pero sus respuestas son muy importantes para comprender la situación de los niños en Bolivia. Le aseguro que sus respuestas son completamente confidenciales y no serán divulgadas a nadie fuera del equipo de la encuesta.

12. En la semana pasada,
¿Ha sido insultado, maltratado, golpeado o abusado en el trabajo?

Sí	
No	

13. En el año pasado,
¿ha sido insultado, maltratado, golpeado o abusado en el trabajo?

Sí	
No	

14. Ahora, voy a preguntarle acerca de algunas situaciones específicas que a veces ocurren con los niños. Por favor, dígame si alguna de ellas ha ocurrido en su trabajo. Durante el año pasado, su empleador u otra persona ha hecho alguna de las siguientes cosas:

	Sí
• decir o hacer algo para humillarle a usted o a otra persona delante de los demás?	
• amenazarle a usted o a otra persona con hacerle daño?	
• insultarle a usted o a otra persona o hacerle sentir mal consigo mismo?	
• amenazarle o atacarle a usted o a otra persona con un cuchillo, una pistola u otra arma?	
• tratar de estrangularle o quemarle a usted o a otra persona?	
• darle una patada, arrastrarle, o golpearle a usted o a otra persona?	
• pegarle con el puño o con algo que podría hacerle daño a usted o a otra persona?	
• empujarle, sacudirle, o tirar algo a usted o a otra persona?	
• darle una bofetada a usted o a otra persona?	
• torcer el brazo o tirar de su cabello a usted o a otra persona?	

15. Durante el año escolar reciente, había ocasiones en las que dejó de asistir a la escuela por algún tiempo?

Sí ☐
No ☐ **IR A P17**

16. Cuáles fueron su razones principales por dejar de asistir a la escuela? (Respuestas múltiples)

Problemas con la escuela	
No le gustó/no sirve	
La escuela está muy lejos	
Porque los padres estaban viajando	
Por trabajar/ayudar	
Por enfermedad/lesión	
Otra (especifique)	

17. Durante el año escolar reciente, cuántas veces estuvo ausente de clases por trabajar/ayudar?

……..…….

18. En los últimos 12 meses de octubre 2011 a septiembre 2012 ¿En cuáles meses ha trabajado?

2011	octubre	☐
	noviembre	☐
	diciembre	☐
2012	enero	☐
	febrero	☐
	marzo	☐
	abril	☐
	mayo	☐
	junio	☐
	julio	☐
	agosto	☐
	septiembre	☐

19. En el último año, ¿Ha viajado fuera de su comunidad para trabajar?

Sí ☐
No ☐

2O. Durante el año escolar reciente, participó usted en el programa del horario extendido?

Sí ☐
No ☐ **→Vaya a la pregunta 25**

21. Participó desde el principio del programa, o comenzó más tarde ?

Al principio ☐ **→Vaya a la pregunta 23**
Más tarde ☐

22. ¿Aproximadamente cuándo Comenzó a participar en el programa? (RU)

2011	mayo	☐
	junio	☐
	julio	☐
	agosto	☐
	septiembre	☐
	octubre	☐
2012	mayo	☐
	junio	☐
	julio	☐
	agosto	☐
	septiembre	☐

23. Participó por lo menos una vez por semana hasta el final del año escolar, o dejó de participar?

Hasta el final	☐	→**FIN DE LA ENTREVISTA**
Dejé de participar	☐	→

24. ¿Aproximadamente cuándo dejó de participar regularmente? (RU)

2011	mayo	☐
	junio	☐
	julio	☐
	agosto	☐
	septiembre	☐
	octubre	☐
2012	mayo	☐
	junio	☐
	julio	☐
	agosto	☐
	septiembre	☐

25. Porqué no participó o dejó de participar en el programa del horario extendido? (marque todos que se apliquen)

No me invitaron a participar	☐
Mi familia mudó a otra comunidad	☐
Sigo en el programa regular del colegio	☐
No me gustó/no sirve	☐
Por viajar	☐
Por trabajar/ayudar	☐
Por enfermedad/lesión	☐
Otra (especifique)	☐ _____

Fin. ¡Muchas gracias por su tiempo!

Annex 3. ÑPKCW Project Workplan (2011-2012)