

Evaluation Strategy for Desarrollo y Autogestión's (DyA's) Ñaupaqman Puriy Kereimba (ÑPK): Combating Exploitive Child Labor in Bolivia

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Submitted to:

Maureen Jaffe

Submitted by:



11785 Beltsville Drive, Suite 300
Calverton, MD 20705 USA

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ACRONYMS

| Acronym | Definition |
|---------|---|
| CBO | Community based organization |
| DYA | Desarrollo y Autogestión |
| ILAB | Bureau of International Labor Affairs |
| ÑPK | Ñaupaqman Puriy Kereimba |
| OCFT | Office of Child Labor, Forced Labor and Human Trafficking |
| RCT | Randomized controlled trial |
| USDOL | US Department of Labor |

1. INTRODUCTION

ICF International, a diversified professional services firm, has over 40 years of experience leading complex research projects in developing countries. ICF International provides technical assistance for evaluation services to the US Department of Labor's Office of Child Labor, Forced Labor and Human Trafficking (USDOL/OCFT). OCFT is part of the U.S. Department of Labor's Bureau of International Labor Affairs (ILAB). OCFT conducts research on international child labor, forced labor, and human trafficking; funds and oversees the efforts of organizations to eliminate exploitive child labor around the world; and assists in the development and implementation of U.S. government policy on international child labor, forced labor, and human trafficking issues.

OCFT has committed hundreds of millions of dollars to fighting child labor in all major regions of the developing world. OCFT and other program stakeholders are appropriately concerned with showing that this resource commitment is having a positive impact on reducing child labor. Further, USDOL would like to know specifically which kinds of programs are most effective across a variety of settings, as this information is necessary for maximizing its return on investment. In furtherance of this strategy, ICF International has led implementation evaluations of approximately 40 USDOL-funded projects over the past 2 years and is now conducting impact evaluations in Egypt and Bolivia.

Under task order DOLB109K31094, ICF International is providing technical assistance and services to conduct an impact evaluation on the *Ñaupaqman Puriy Kereimba: Combating Exploitive Child Labor (ÑPK)* project in Bolivia. This methodological report is provided as a deliverable under ICF International's contract with OCFT.

There are two major sets of questions that we would like to answer about the ÑPK program. First, is it effective in improving educational outcomes, including school attendance and performance? Second, does the program improve children's work outcomes, by reducing the amount of time they work or reducing their exposure to hazards? The implicit question underlying any statement we can make about program outcomes is, "compared to what?" Answering this question requires a research methodology that can frame results relative to how children would have fared in the absence of the program. The best way to do this is through a controlled experiment. There is a strong consensus among members of the evaluation research community that randomized controlled trials (RCTs) are the best method for supporting strong inferences about program impact. An RCT creates comparable treatment and control groups through random assignment and is the best way to make sure the "compared to what" question has a clear and well-defined answer. However, it is also understood that the diversity and complexity of program elements, the need for region-specific customization, the lack of direct administrative control over implementation, and cost make it difficult to undertake successful RCTs in many settings. A defining characteristic of RCTs is the ability to manipulate treatment according to an experimental protocol. This requires close cooperation between project administrators and evaluators at the initial stages of planning in order to ensure that treatment assignments can be made using an appropriate randomization strategy. Program complexity and diversity mean that evaluators and stakeholders also need to have the opportunity to work together to frame appropriate research questions and make difficult choices about which program elements will be the focus of the impact evaluation.

Despite these challenges, an RCT was successfully started in Bolivia in the spring of 2011 to evaluate the *Ñaupaqman Puriy-Kereimba (ÑPK)* program. This effort has been successful because of OCFT's foresight in setting up program planning activities to permit ICF International and DyA to embed impact evaluation within the ÑPK implementation process. The present summary describes the approach that was taken to research design for the ÑPK impact evaluation to meet these challenges.

2. THE PROGRAM

Bolivian law sets the minimum age for employment at 14 years. Children aged 14 to 18 must have the permission of their parents or of government authorities in order to work. The law prohibits children age 14 to 17 from taking part in hazardous activities, such as carrying excessively heavy loads, working underground, working with pesticides and other chemicals, or working at night. Nevertheless, child labor remains a pervasive problem in Bolivia.

Ñaupaqman Puriy-Kereimba (ÑPK): Combating Exploitive Child Labor Through Education in Bolivia is a project implemented by Desarrollo y Autogestión (DyA) and funded by USDOL. DyA is a non-governmental organization (NGO) based in Ecuador with offices in Bolivia.

The first phase of the ÑPK project began on September 30, 2007 and was funded at the level of US\$3,344,000. It targeted children involved in or at risk of the worst forms of child labor in the departments of Santa Cruz and Chuquisaca, specifically in Plan 3000, the Guaraní Zone, Cuatro Cañadas, and Mojocoya.

DyA approaches the problem of child labor using a multidimensional model that incorporates community awareness-raising, the development of income generating alternatives for families, strengthening of regulatory and policy structures, and provision of educational services to prevent child labor and reverse its negative impact on children. DY A has developed a close collaboration with local governmental and indigenous organizations to plan and carry out its project interventions.

USDOL awarded US \$6,000,000 to DyA for a four-year second phase of the project that began on December 30, 2010. The second phase of the project continues and expands activities in the departments of Santa Cruz and Chuquisaca, and it will also extend activities to the department of La Paz. The expansion involves the activities listed in the bulleted list below. It targets 3,100 children with direct educational services to reduce their exposure to the worst forms of child labor. The project targets an additional 1,200 older youth and families with income-generating activities in rural and urban settings.

The ÑPK project has five strategies:

- Education strategy
- Production strategy (income-generation), tailored to both urban and rural settings
- Community awareness-raising strategy
- Public policy advocacy strategy, at local and national levels, including direct work with municipal governments and with the national Ministries of Education and Labor
- Applied research strategy, to produce actionable data on child labor

Of the project's activities, three major program elements were identified by DyA staff as good potential targets for impact evaluation. Of these three, one (the extended-hours program) was selected as the focus for the impact evaluation. Below we describe the three components and explain the selection of the extended-hours component.

1. *Nivelación* (leveling)

The leveling program is aimed at children who are behind in school by at least 2 grade levels. It builds upon the standard national curriculum in areas that include language, natural sciences, social sciences,

and mathematics. It uses instructional support to reinforce students' critical thinking skills and study habits so that they can overcome learning problems.

2. *Horario extendido* (extended classroom hours)

The extended hours program provides 2 additional hours of play, sports, and informal instruction per day, at the end of the regular school day, to children in or at risk of engaging in exploitive labor. It is designed to shift the balance of children's time away from work activities and toward study, and to reinforce and strengthen the children's academic skills. The extended hours program is implemented as a multi-grade program in rural areas and in grade-specific classrooms in urban areas.

3. Urban and rural productive activities

A number of productivity-oriented interventions will be provided to the families of children who are in or at risk of entering exploitive work. In rural areas, families will be provided with support, training, and resources to increase agricultural production. In urban areas, the mothers of children at risk will be provided with training and support to start or expand income-generating business activities.

Of these three activities, the educational activities have been established the longest and therefore represent the most mature potential targets for evaluation in the program. They also provide an impressive model of public-private collaboration; for example, DyA works closely with the Bolivian government to leverage and improve existing educational resources. They use public school buildings for their programs but add teaching staff recruited from the local community and paid with project funds, and often furniture and supplies donated by community members.

A related issue is the central role played by the indigenous community based organizations (CBOs) in program implementation. The social capital of the indigenous CBOs has been critical to the program's success and includes those organizations history and capacity for self-organization, mutual respect, and communal ties (Garcia and Lucero 2009). These engagement strategies have helped the program gain credibility and continue to operate successfully despite significant tensions between the national and regional governments in Bolivia.

To provide useful information, an impact evaluation should focus on a single intervention, or at most a small set of well-defined interventions that work together to produce the expected result. ICF International staff led discussions with DyA staff, both in Washington, DC and in Bolivia, in early 2011 to identify which program element should be evaluated. It was decided to focus the impact evaluation on the extended-hours program. This was because the extended-hours program was a well-defined, mature program and was scheduled to begin in the spring of 2011, which would allow time to plan and initiate the evaluation.

3. EVALUATION DESIGN AND SAMPLING PLAN

One way to understand child labor is as an economic phenomenon. A fundamental assumption underlying an economic understanding of child labor is that families substitute child labor for school time and that they see both activities as an investment with anticipated economic returns. Yet there is substantial variability in the empirical associations between family economic status, school work, and child labor, leading researchers to guess that complex sociocultural factors come into play in addition to those mechanisms that fall under traditional economic theory. In practice, those broader social factors have not been deeply explored in recent work because that work has been dominated by economists working primarily with large-scale survey data. By studying the effectiveness of a program that is specifically designed to displace work effort by increasing the amount and quality of time children spend in school, the present evaluation seeks to add to our understanding not only of program effectiveness, but of whether or not our guiding theories are appropriate. For example, if we find that increasing the number of hours children spend in school has little or no impact on the number of hours they spend working, this will present a challenge to the prevailing substitution model.

It seems clear that a critical part of any evaluation of USDOL's programs must be an effort to describe real-world effectiveness of the programs as they are actually implemented. This requires some attempt to match "treated" and "untreated" children within their natural context to see if the outcomes of the two groups are different. The best way to do this is using a randomized controlled trial (RCT) methodology, which provides the best chance of creating truly comparable treatment and control groups.

The very characteristics that make this program unusual and interesting also present significant challenges for evaluation design. Because of Bolivia's history, which includes recurring episodes of political, social, and economic interference by foreign corporations and governments, indigenous groups are often skeptical about the motives of outsiders. A successful evaluation effort requires engagement by the program's indigenous community partners. In particular, the introduction of RCT methodology presents a novel and potentially threatening change to the way the program is administered, and work will be needed to ensure that the evaluation methodology is in harmony with the goals, values and decentralized nature of the stakeholder organizations. In order to address this challenge, DyA staff spent significant effort in consensus-building activities with community stakeholders prior to beginning the impact evaluation.

During the task order 5 kickoff meeting in October 2010, USDOL staff indicated that they had held conversations with DyA about possible use of randomized trials to evaluate the ÑPK program. In addition, ICF International was informed that a public lottery to assign services would probably be acceptable to members of the indigenous communities in which the project was working.

During the first field visit in February 2011, DyA project staff shared with ICF International and USDOL staff that they often have an oversubscription situation within communities at the start of services. When they initiate a program, DyA program staff know that a certain number of children can be enrolled in the program, and there is often more interest than the project can accommodate. They normally handle this oversubscription by making the eligibility criteria for entry into the program progressively more stringent until they have the right number of children for each class. For example, if a program is designed for children between ages 14 to 17 who are behind at least 2 years in school, and there are more children in this group than can be enrolled in the program, DyA staff might decide to raise the lower age cutoff from 14 to 16. This might be called the "sliding cutoff" approach to assignment of services.

ICF International and USDOL staff discussed with DyA project staff why the sliding cutoff approach is problematic for an evaluation study. First, it does not provide for the selection of a control group. We could assign the non-selected children for the control group, but the use of consistent selection criteria means that the control and treatment children would differ, by design, on some dimensions that are felt to be important for

program success. In an RCT, the selection criteria are applied before randomization so that there is a relatively homogeneous group to start with before the treatment assignment process starts.

Use of a well-defined selection metric to assign control and treatment status can work well as part of a regression discontinuity study, but this design works best when the selection criterion are not directly related to the outcome of interest, and this is clearly not the case with the approach DyA staff were describing. DyA staff emphasized that they were using their expertise and knowledge from running similar projects in the past to define criteria that would select the children most in need of services. This sets up the impact evaluation for failure: if the children selected for the program are struggling in school to begin with, they are not likely do well in comparison to other children even if the program is successful in getting them caught up.

An RCT design always entails ethical concerns. One question that has been raised by ICF International's IRB and by DyA staff is whether it is ethically acceptable to provide services to some children and not others. ICF staff made the argument that USDOL-funded programs are finite and cannot cover all the children who would benefit from them. As DyA has stated, there is a high level of oversubscription in the programs. Under these circumstances, random assignment is usually the fairest approach to allocating services. In comparison, the proposed sliding cutoff approach may also be considered fair in some respects. It simply does a poor job of creating comparable treatment and control groups.

The solution that ICF International proposed to the oversubscription problem was to relax the selection criteria, casting a slightly wider net; then using a lottery to decide who would be selected for the program.

Following strategy discussions during a grantees' meeting in Washington in late February 2011, DyA committed to identifying a group of communities with oversubscription as the sampling frame for the experiment. DyA staff noted that not all communities that would be participating in the extended-hours program were oversubscribed; some had just enough children to fill a class. We decided that those communities that were not oversubscribed would receive services as planned, but would not participate in the experiment.

DyA staff also noted that the extended hours program is implemented in a different way in urban than rural areas. The urban areas reached by the project include El Alto, a neighborhood of La Paz, San Julian, a city to the northeast of Santa Cruz, and Plan 3000, an urban settlement within Santa Cruz. The rural communities are the Guaraní villages in the Chaco region. In the urban areas there are separate youth and adolescent extended hours programs, whereas in rural communities a multi-grade approach is used.

Because of this, it was decided to run essentially two separate experiments in parallel: one for the urban, grade-specialized extended hours program, and one for the multi-grade rural program. It is hoped that program impacts will be similar across sites to allow pooled analysis of both programs, but separate analyses can be performed for the urban and rural programs if necessary.

A rough power analysis was done to determine the approximate sample size that would be needed. Details are provided in Appendix A.

In order to analyze the urban and rural extended-hours programs separately, because they are different programs – the urban program being grade-specific and the rural combining grades - we would need to double the number of children enrolled in the experiment. As a rule of thumb, we told DyA that at least 300 children would need to be enrolled in each section of the study.

Note that this approach is not designed to support subgroup analyses by age category. In other words, the sample size will not permit ICF to see differences in the outcomes of children in different age groups. DyA staff expressed an interest in analyzing differences in program effects by the children's age groups. They specifically stated that they did not anticipate any differences in program efficacy by gender.

Estimating differential program impact by age requires examination of an “interaction effect” between treatment status and age category. This substantially increases the required sample size for a given level of power, and ICF staff warned DyA and USDOL staff that unless treatment-age interactions are large the experiment as planned would not have enough power to detect them. However, children’s age is certainly an important covariate for adjusting estimates of school attendance and work outcomes, and its association with program impacts will be explored in the analyses.

3. INSTRUMENTS

ICF, with the guidance of USDOL, designed the experiment to allow us to look at two major categories of outcomes for children in the extended-hours program: school attendance and work. Work outcomes included whether or not the children were working and the weekly number of hours of work for those who are working.

In consultation with USDOL and project staff, we determined that it would be important to look at potential spillover effects of the program. In other words, if a child is enrolled in the extended-hours program, what impact does that child's participation have on other family members? Does the child's mother have to work longer hours in order to replace lost income due to the child's participation in the program? Do the participating child's brothers and sisters risk abandoning school because of resulting changes in the family's economic strategy? In order to capture this additional information we knew we needed to survey family members of the children, so we decided that the most efficient way to do this would be through a household survey.

The household survey has several major pieces. A critical element is a time clock, which was adapted from a tool that the DyA staff has been using successfully for number of years to estimate participating children's level of participation in child labor activities. Another important element of the survey looks at family and household expenditures on food, home repairs, energy, and in other categories. In addition, we collect demographic information on program participants. We also collect information on work status for adults and on schooling status for the children in the experiment and their siblings. Finally, we capture some attitudinal data from parents to help us understand the extent to which parents' attitudes may be driving family decisions about whether a child should work or go to school. These additional data elements will help us to identify any unintended consequences of the program on families. For example, we may find that children participating in the program reduce their labor hours on average, but that their siblings work longer hours to make up for lost income.

The Spanish version of the survey instrument that was fielded in spring 2011 is attached as an appendix along with an English translation.

4. ROLLOUT OF THE EVALUATION PROCESS

Fieldwork was conducted by a Bolivian subcontractor hired by ICF International who employed local enumerators. Enumerators included a mix of university students and university graduates, many of whom have some prior experience in survey administration and some speaking facility in Guaraní.

Prior to fieldwork, enumerator training was conducted by a survey coordination consultant in collaboration with staff from ICF International. The consultant was a graduate student in economics who had training in evaluation methods. The consultant helped finalize the survey instrument, created a survey users' manual, and trained the main group of enumerators during a training session held in Santa Cruz.

There were two separate data collection teams: one in covering Santa Cruz and nearby communities, and the other based in La Paz to cover the El Alto project. We arranged to have one field supervisor from La Paz attend the training session that was conducted in Santa Cruz to make sure that she understood all the material and could provide parallel training to the enumerators who would be working in El Alto.

Data collectors went to the field using public transportation or 4x4 trucks, as needed. Field teams consisted of 2-6 enumerators who were accompanied by field supervisors. Field supervisors provided real-time quality assurance as completed surveys were compiled. Regional quality control staff was also present to ensure that teams were progressing appropriately and to answer any questions. The data coordination consultant also accompanied the data collection teams to the field to oversee activities.

Data collection occurred over the course of one week. Following completion of data collection, the data were digitized and cleaned. Data were collected on 886 children enrolled in the experiment in 14 schools, including 245 in the rural program and 641 in the urban program.

5. CONCLUSION

The ÑPK extended hours experiment will not yield impact information until a follow-up survey is fielded and analyzed, but it has had a successful start. We believe the experiment represents a robust evaluation design that will provide compelling data on program impacts. Ideally, the upcoming implementation evaluation should be coordinated with the experiment to provide opportunities for the collection of qualitative data that will supplement and provide interpretive context for the impact evaluation findings.

6. REFERENCES

Garcia, Maria Elena, and José Antonio Lucero. 2009. Independent Midterm Evaluation of Ñaupaqman Puriy-Kereimba: Combating Exploitive Child Labor Through Education in Bolivia. Calverton, MD: ICF International.

APPENDIX A: 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. Two major categories of effects are considered: educational participation and labor participation for children in the study.

Educational participation will be measured using survey items that ask whether a child has gone to school at all in the past year and, for those children who have gone to school, whether they have missed a substantial number of school days during the past year. Educational participation rates will be compared for children in the treatment and the control groups after the follow-up survey is completed.

Power analysis for the educational outcomes is done assuming a chi-squared analysis of a two-by-two contingency table. This is a robust approach that does not depend upon any distributional assumptions for the analysis variables.

Educational participation among children in the experiment is likely to be high, since the intervention is school-based. If we assume that school participation is 99% among children in the treatment group and 90% among children in the control group, this translates to an effect size w of approximately .197. Using an alpha of .05 and power of .80, the required sample size is approximately 200 children.

Labor participation is measured using the “time clock” instrument, which measures the allocation of time of children in the study, their siblings, and their parents. The time clock breaks a typical week up into Saturdays, Sundays, and week days (Monday through Friday). Weekly hours of work can then be calculated by adding up those 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. Average reported hours of work per week will be compared for children in the treatment and control groups. Power analysis for this comparison is done assuming an F test.

Assuming that the standard deviation of the average number of hours of work per week is 15, a reduction of 6 hours per average in the treatment versus the control group would correspond to an effect size of 0.4. Assuming an alpha of 0.05 and power of .80, the required sample size is 200 children.

Rounding up in order to account for potential attrition, we recommended a minimum sample size between 250 and 300 children for each experimental group (urban and rural).

APPENDIX B: DATA COLLECTION INSTRUMENT

ORIGINAL SPANISH VERSION

Encuesta Linea de Base para La Evaluación de Impacto Programa Ñaupaqman Puriy Kereimba 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: _____

Como llegar a su casa: _____

Registro de visitas:

Visita 1: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaban, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 2: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaban, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 3: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaban, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 4: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaban, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

Visita 5: Fecha _____ Hora _____ Finalizado: Sí/No
Si no estaban, había alguien en la casa? Sí/No
Cuando sería mejor regresar: _____

REGISTRO DE MIEMBROS DEL HOGAR

(Personas que comparten la misma olla)

| O R D E N | 01 Código RUDE para niños/as | 02 NOMBRE DE LA PERSONA | | 03. ¿Cuál es el parentesco de (NOMBRE) con el jefe(a) del hogar? Jefe/Jefa del hogar.....1 Espos(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 Espos(a).....2 Hijo(a)/Hijastro(a).....3 Otro Pariente.....11 No Pariente.....12 |
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EDUCACION DE LOS MIEMBROS DEL HOGAR

| O R D E N | NOMBRE DE LA PERSONA | | 10. ¿Cuál es el nivel educativo de (NOMBRE)? | | SOLO PARA NIÑOS ENTRE 5 Y 18 AÑOS DE EDAD | | | | | | |
|-----------------------|----------------------|-----------|--|-------|--|--|---|---|--|---|-----------------------------------|
| | Nombres | Apellidos | Grado | Nivel | 11. ¿(NOMBRE) está asistiendo este año a la escuela, colegio o instituto técnico? | 12. ¿Por qué (NOMBRE) no asiste a la escuela, colegio o instituto técnico? | 13. ¿En este año, cuánto gasto la familia en (NOMBRE) en para comprar.....? | 13.A | 13.B | 13.C | 13.D |
| | | | | | Ninguno.....1 Pre Escolar.....2 Primaria.....3 Secundaria.....4 Técnico.....5 Universitaria.....6 | Si.....1 → Siguiete persona No....2 → Continué con la Pregunta 12 | 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 | Libros u otros materiales educativos (papel, lápices, etc.) | Ropa para la escuela o uniformes escolares | Transporte, internado o alimentos para la escuela | Inscripción, matrícula o exámenes |
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TRABAJO DE LOS ADULTOS

| O R D E N | NOMBRE DE LA PERSONA | | SOLO PARA PERSONAS DE 14 O MÁS AÑOS DE EDAD | |
|-----------------------|---|-----------|---|---|
| | Nombres | Apellidos | 14. ¿Durante la última semana (NOMBRE) tuvo como trabajó principal? | 15. ¿Durante la última semana (NOMBRE) tuvo como trabajó secundario? |
| | Encuestador: Copie la información de la Pregunta 02 en la sección REGISTRO DE MIEMBROS DEL HOGAR | | Agricultura o crianza de animales para la venta o consumo propio o para terceros?.....1 Construcción de viviendas o edificios?..... .2 Labores artesanales.....3 Venta de 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 | Agricultura o crianza de animales para la venta o consumo propio o para terceros?.....1 Construcción de viviendas o edificios?..... .2 Labores artesanales.....3 Venta de 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)

| O R D E N | NOMBRE DE LA PERSONA | | SOLO PARA PERSONAS DE 14 O MÁS AÑOS DE EDAD | | |
|-----------------------|----------------------|-----------|---|---|--|
| | Nombres | Apellidos | 16. Aunque no trabajó la semana pasada, ¿Tenía algún trabajo del cual estuvo ausente temporalmente por licencia, huelga, enfermedad, vacaciones u otra razón? | 17. ¿Durante la última semana (NOMBRE) ha buscado trabajo o ha tratado de establecer su propio negocio o empresa? | 18. ¿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 |
| | | | Si.....1 No.....2 | Si.....1 → Vaya a la pregunta 19 No.....2 | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
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| 14 | | | | | |
| 15 | | | | | |

RELOJ DE ACTIVIDADES DEL NIÑO

Solo para el niño seleccionados y sus hermanos entre 5 y 18 años de edad

Número de orden: _____
 Nombre _____ del
 Niño: _____

Número de orden: _____
 Nombre _____ del
 Niño: _____

19. ¿Qué suele hacer el niño
?

20. ¿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 | | | |
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| 11 a 12 | | | |
| 12 a 1 | | | |
| 1 a 2 | | | |
| 2 a 3 | | | |
| 3 a 4 | | | |
| 4 a 5 | | | |
| 5 a 6 | | | |

| Horas | De Lunes a Viernes | Los Sabados | Los Domingos |
|---------|-----------------------|----------------|-----------------|
| 6 a 7 | | | |
| 7 a 8 | | | |
| 8 a 9 | | | |
| 9 a 10 | | | |
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| 11 a 12 | | | |
| 12 a 1 | | | |
| 1 a 2 | | | |
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| 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.....4
- Trabajo en negocio familiar (no agropecuario).....5
- Tareas domésticas.....6
- Transporte de un lugar a otro (escuela, trabajo, etc.).....7
- Jugar.....8
- Alimentarse (desayuno, almuerzo o comida).....9
- Dormir.....10
- Otro (**Especificar**)

RELOJ DE ACTIVIDADES DEL NIÑO

Solo para el niño seleccionados y sus hermanos entre 5 y 18 años de edad

Número de orden: _____
 Nombre _____ del
 Niño: _____

Número de orden: _____
 Nombre _____ del
 Niño: _____

21. ¿Qué suele hacer el niño
?

22. ¿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 | | | |
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| 5 a 6 | | | |
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| 7 a 8 | | | |
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| 10 a 11 | | | |
| 11 a 12 | | | |
| 12 a 1 | | | |
| 1 a 2 | | | |
| 2 a 3 | | | |
| 3 a 4 | | | |
| 4 a 5 | | | |

| 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 | | | |
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| 12 a 1 | | | |
| 1 a 2 | | | |
| 2 a 3 | | | |
| 3 a 4 | | | |
| 4 a 5 | | | |

| 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..... | 4 |
| - Trabajo en negocio familiar (no agropecuario)..... | 5 |
| - Tareas domésticas..... | 6 |
| - Transporte de un lugar a otro (escuela, trabajo, etc.)..... | 7 |
| - Jugar..... | 8 |
| - Alimentarse (desayuno, almuerzo o comida)..... | 9 |
| - Dormir..... | 10 |
| - Otro (Especificar) | |

RELOJ DE ACTIVIDADES DEL NIÑO

Solo para el niño seleccionados y sus hermanos entre 5 y 18 años de edad

Número de orden: _____

Nombre del Niño: _____

23. ¿Qué suele hacer el niño
....?

Número de orden: _____

Nombre _____ del

Niño: _____

24. ¿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 | | | |
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| 11 a 12 | | | |
| 12 a 1 | | | |
| 1 a 2 | | | |
| 2 a 3 | | | |
| 3 a 4 | | | |
| 4 a 5 | | | |
| 5 a 6 | | | |

| 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 | | | |
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| 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.....4
- Trabajo en negocio familiar (no agropecuario).....5
- Tareas domésticas.....6
- Transporte de un lugar a otro (escuela, trabajo, etc.).....7
- Jugar.....8
- Alimentarse (desayuno, almuerzo o comida).....9
- Dormir.....10
- Otro (**Especificar**)

RELOJ DE ACTIVIDADES DE LOS PADRES DEL NIÑO SELECCIONADO

Solo para los padres o apoderados del niño seleccionado

Número de orden: _____ de
 Nombre _____ de
 Madre: _____

25. ¿Qué suele hacer la madre.....?

Número de orden: _____
 la Nombre del
 Padre: _____

26. ¿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 | | | |
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| 9 a 10 | | | |
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| 11 a 12 | | | |
| 12 a 1 | | | |
| 1 a 2 | | | |
| 2 a 3 | | | |
| 3 a 4 | | | |
| 4 a 5 | | | |
| 5 a 6 | | | |

| 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 | | | |
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| 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.....4
- Trabajo en negocio familiar (no agropecuario).....5
- Tareas domésticas.....6
- Transporte de un lugar a otro (escuela, trabajo, etc.).....7
- Jugar.....8
- Alimentarse (desayuno, almuerzo o comida).....9
- Dormir.....10
- Otro (**Especificar**)

CONSUMO DEL HOGAR

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

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

28. **En los últimos 30 días** cuánto obtuvo en TOTAL la familia que vive con Ud. de:

| Producto | Si lo Compro | Regalo/donación/trueque |
|---|----------------|---|
| | ¿Cuánto costo? | ¿Cuánto estima que le costaría en el mercado esta cantidad de []? |
| Combustibles para cocinar y la iluminación de la vivienda | | |
| Ropa | | |

REPARACIONES, AMPLIACIONES, MANTENIMIENTO DEL HOGAR

29. En los últimos 30 días, ¿Hizo reparaciones, ampliaciones o mantenimiento a la casa donde vive Ud. y su familia?
 Si.....1
 No.....2 → **Vaya a la pregunta 35**

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

31. Para reparar su casa recibió ayuda de parientes o amigos o vecinos?
 Si.....1
 No.....2 → **Vaya a la pregunta 33**

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

33. Para reparar su casa recibió materiales gratuitamente o por trueque?
 Si.....1
 No.....2 → **Vaya a la pregunta 35**

34. ¿Cuáles?

| Material | Cantidad /unidad | Cuánto estima que le costaría en el mercado esta cantidad de []? |
|----------|------------------|--|
| | | |
| | | |
| | | |

CARACTERISTICAS DEL JEFE DE HOGAR

35. ¿Se considera perteneciente a alguno de los siguientes pueblos originarios o indígenas?
 Quechua.....1
 Aymara2
 Guarani3
 Chiquitano.....4
 Mojeno.....5
 Otro Nativo.....6
 Ninguno.....7

36. ¿Sabe leer y escribir?
 Si.....1
 No.....2

PREGUNTAS DE PERCEPCIÓN AL JEFE DE HOGAR

37. 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 | |

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

39. Qué es mejor para las hijas mujeres menores de 12 años?

- Solo trabajar.....1
- Solo estudiar.....2
- Trabajar y estudiar....3

40. Qué es mejor para las hijos varones menores de 12 años?

- Solo trabajar.....1
- Solo estudiar.....2
- Trabajar y estudiar....3

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

- Solo trabajar.....1
- Solo estudiar.....2
- Trabajar y estudiar....3

42. Qué es mejor para las hijos varones entre 12 y 17 años?

- Solo trabajar.....1
- Solo estudiar.....2
- Trabajar y estudiar....3

REUBICACION DE LA FAMILIA

43. Tiene usted teléfono celular? (Si sí, cuál es el número de celular: _____)

Nuestra investigación consta de múltiples partes. Queremos regresar en un año para terminar la investigación. Si no se encuentra aquí en un año más, con quien nos podemos comunicar para poder ubicarles?

44. Nombre de la persona: _____

45. Relación con la madre del niño del estudio: _____

46. Número de teléfono celular de esta persona: _____

47. Dirección de esta persona: _____

Fin. ¡Muchas gracias por su tiempo!

ENGLISH TRANSLATION

Baseline Survey for Impact Evaluation
Ñaupaqman Puriy Kereimba Program
Bolivia

Name of enumerator: _____

Name of child in the study: _____

RUDE number of the child in the study: _____

Study Identification Number: _____

Location:

Zone/Region: _____

Name of school: _____

Neighborhood or community: _____

Address: _____

Instructions for finding house _____

Visit log:

Visit 1: Date _____ Hora _____ Completed: Yes/No
If they weren't at home, was anyone in the house? Yes/No
When is it best to return: _____

Visit 2: Date _____ Hora _____ Completed: Yes/No
If they weren't at home, was anyone in the house? Yes/No
When is it best to return: _____

Visit 3: Date _____ Hora _____ Completed: Yes/No
If they weren't at home, was anyone in the house? Yes/No
When is it best to return: _____

Visit 4: Date _____ Hora _____ Completed: Yes/No
If they weren't at home, was anyone in the house? Yes/No
When is it best to return: _____

Visit 5: Date _____ Hora _____ Completed: Yes/No
If they weren't at home, was anyone in the house? Yes/No
When is it best to return: _____

REGISTER OF HOUSEHOLD MEMBERS

(Persons who share the same kitchen)

| 00 | 01 RUDE code for children | 02 PERSON'S NAME | | 03 What is (NAME)'s relationship to the head of the household? Head of household....1 Spouse.....2 Female child/stepchild.3 Male child/stepchild.4 Brother/sister in law.5 Grandchild.....6 Parent/parent in law..7 Sibling.....8 Grandparent.....9 Brother/sister in law.....10 Niece/nephew.....11 Other relative.....12 Non-relative.....13 | 04. How old is (NAME)? | 05. What is (NAME)'s birthdate? | | | 06. Is (NAME): Male.....1 Female.....2 ? | 07. Has (NAME) lived here for the past 6 months? Yes.....1 No....2 | 08. Family cluster (Number) | 09. What is (NAME)'s relationship with the family cluster? Head of household.....1 Spouse.....2 Child/stepchild...3 Other relative.....11 Non-relative.....12 |
|----|------------------------------------|------------------|------|--|------------------------------|---------------------------------------|-------------|------------------|--|--|--------------------------------------|---|
| | | First | Last | | | M o n t h | D a y | Y e a r | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | |

HOUSEHOLD MEMBERS' EDUCATION

| O R D E R | PERSON'S NAME | | 10. What is (NAME)'s education level? | | ONLY FOR CHILDREN BETWEEN 5 AND 18 YEARS | | | | | |
|-----------------------|---------------|------|---------------------------------------|-------|--|--|---|--|---|---|
| | First | Last | Grade | Level | 11. Is (NAME) attending grade school, high school, college or technical college this year? Yes.....1 ➔ Next person No....2 ➔ Continue with question 12 | 12. Why isn't (NAME) attending grade school, high school, college or technical college? Graduated.....1 Sick/disabled.....2 Doesn't like it/not worth it.....3 Can't pay.....4 Helping at home.....5 Has to work.....6 There is no school.....7 Other reason (specify).....8 | 13. This year, how much did the family spend for (NAME) to buy...? 13.A Books or other educational materials (paper, pencils, etc.) | 13.B Clothes or uniforms for school | 13.C Transportation, lodging, or food for school | 13.D Registration, tuition or examination fees |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |

ADULT WORK

| O R D E R | PERSON'S NAME | | ONLY FOR PERSONS 14 YEARS AND UP | |
|-----------------------|---|------|---|---|
| | First | Last | 14. In the past week, what was (NAME)'s primary work? | 15. In the past week, what was (NAME)'s secondary work? |
| | Enumerator: Copy the information in Question 2 in the REGISTER OF HOUSEHOLD MEMBERS. | | Agriculture or caring for animals for sale or consumption by self or others?.....1 Building construction?.....2 Handicrafts?.....3 Selling various things like newspapers, drinks, produce, etc.?.....4 Services for other persons or organizations?.....5 Helping a family member without pay?.....6 Manufacture of a product?.....7 Catching fish for consumption by self or others?..8 Other? (specify).....9 None.....10 | Agriculture or caring for animals for sale or consumption by self or others?.....1 Building construction?.....2 Handicrafts?.....3 Selling various things like newspapers, drinks, produce, etc.?.....4 Services for other persons or organizations?.....5 Helping a family member without pay?.....6 Manufacture of a product?.....7 Catching fish for consumption by self or others?..8 Other? (specify).....9 None.....10 |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

ADULT WORK (continued)

| O R D E R | PERSON'S NAME | | ONLY FOR PERSONS 14 YEARS AND UP | | |
|-----------------------|---------------|------|--|--|--|
| | First | Last | 16. Although he/she didn't work last week, did he/she have a job from which he/she was absent due to leave, strike, illness, vacation, or for other reason? Yes.....1 No.....2 | 17. Last week, did (NAME) look for work or try to set up a business? Yes.....1 → Go to question 19 No.....2 | 18. Why didn't (NAME) look for work? Believes he/she won't find any.....1 Age.....2 Illness or disability.....3 Studying.....4 Doing housework.....5 Didn't want to.....6 Other (specify).....7 |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |

ACTIVITY CLOCK FOR CHILDREN

Only for selected children and their siblings between 5 and 18 years of age

Order number: _____

Name of child: _____

19. What does the child usually do...?

| Time | Monday through Firady | Saturdays | Sundays |
|---------|-----------------------|-----------|---------|
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |

Order number: _____

Name of child: _____

20. What does the child usually do...?

| Time | Monday through Firady | Saturdays | Sundays |
|---------|-----------------------|-----------|---------|
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |

CODES:

- Study at school.....1
- Study at home (doing homework, studying).....2
- Wage work (outside home).....3
- Agricultural work for self.....4
- Working in family business (non agricultural).....5
- Chores at home.....6
- Transport from one place to another (school, work, etc.).....7
- Play.....8
- Eating (breakfast, lunch or dinner).....9
- Sleeping.....10
- Other (Specify)

ACTIVITY CLOCK FOR PARENTS OF THE SELECTED CHILD

Only for parents or guardians of selected children

Order number: _____

Mother's name: _____

Order number: _____

Father's name: _____

25. What does the mother usually do...?

26. What does the father usually do...?

| Time | Monday through Friday | Saturdays | Sundays |
|---------|-----------------------|-----------|---------|
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |

| Time | Monday through Friday | Saturdays | Sundays |
|---------|-----------------------|-----------|---------|
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |
| 6 - 7 | | | |
| 7 - 8 | | | |
| 8 - 9 | | | |
| 9 - 10 | | | |
| 10 - 11 | | | |
| 11 - 12 | | | |
| 12 - 1 | | | |
| 1 - 2 | | | |
| 2 - 3 | | | |
| 3 - 4 | | | |
| 4 - 5 | | | |
| 5 - 6 | | | |

| Codes: | |
|---|----|
| - Wage labor (outside home)..... | 1 |
| - Agricultural work for self..... | 2 |
| - Work in family business (non-agricultural)..... | 3 |
| - House chores..... | 4 |
| -Transport from one place to another (work, business, etc.)..... | 5 |
| -Time with friends, neighbors, family..... | 6 |
| -Unpaid community work/events..... | 7 |
| -Recreation (watching television, doing sports, Reading newspaper)..... | 8 |
| -Eating (breakfast, lunch, or dinner)..... | 9 |
| -Sleeping..... | 10 |
| -Other (specify) | |

HOUSEHOLD EXPENDITURES

27. **In the past week** how much in total did the family spend on:

| Product | Purchase | | | Autoconsumption | | | Gift/Donation/Barter | | |
|-------------|----------|-------|-------|-----------------|-------|--|----------------------|-------|--|
| | Amount: | Unit: | Cost: | Amount: | Unit: | How much do you estimate this amount would cost in the market? | Amount: | Unit: | How much do you estimate this amount would cost in the market? |
| Rice | | | | | | | | | |
| Beans | | | | | | | | | |
| Yucca | | | | | | | | | |
| Pasta | | | | | | | | | |
| Potatoes | | | | | | | | | |
| Corn on cob | | | | | | | | | |
| Dry corn | | | | | | | | | |
| Tomatoes | | | | | | | | | |
| Onions | | | | | | | | | |
| Beef | | | | | | | | | |
| Chicken | | | | | | | | | |
| Pork | | | | | | | | | |
| Other | | | | | | | | | |

28. **In the past 30 days** how much in TOTAL did the family obtain of:

| Product | If purchased | Gift/donation/barter |
|--|-----------------------|--|
| | How much did it cost? | How much do you estimate this amount would cost in the market? |
| Fuel for cooking and lighting the home | | |
| Clothes | | |

REPAIR, CONSTRUCTION AND MAINTENANCE OF THE HOME

29. In the past 30 days, did you repair, maintain or enlarge the house in which you and your family live?
 Yes.....1
 No.....2 → **Go to question 35**
30. How much cash did the household spend to do repairs in the past 30 days?
31. To repair your house did you receive any help from family members, friends or neighbors?
 Yes.....1
 No.....2 → **Go to question 33**
32. a) How many people? _____ b) How many days? _____
33. To repair your house did you receive materials free or through barter?
 Yes.....1
 No.....2 → **Go to question 35**

34. What?

| Material | Amount/unit | How much do you estimate this quantity would cost in the market? |
|----------|-------------|--|
| | | |
| | | |
| | | |

CHARACTERISTICS OF HEAD OF HOUSEHOLD

35. Do you consider yourself a member of any of the following indigenous groups?
 Quechua.....1
 Aymara2
 Guarani3
 Chiquitano.....4
 Mojeno.....5
 Other Native.....6
 None.....7
36. Do you know how to read and write?
 Yes.....1
 No.....2

PERCEPTIONS OF HEAD OF HOUSEHOLD

37. How many hours daily do you believe a child younger than 12 years should dedicate to:

| Activity | Hours |
|---------------------|-------|
| Work | |
| Study | |
| Play | |
| Helping at home | |
| Helping on the farm | |

38. At what age do you believe that children can start working? _____

39. What is best for girls under 12 years?

Just working.....1
Just studying.....2
Working and studying....3

40. What is best for boys under 12 years?

Just working.....1
Just studying.....2
Working and studying....3

41. What is best for girls between 12 and 17 years?

Just working.....1
Just studying.....2
Working and studying....3

42. What is best for boys between 12 and 17 years?

Just working.....1
Just studying.....2
Working and studying....3

RECONTACTING THE FAMILY

43. Do you have a cellular telephone? (if yes, what is the number? _____)

Our study has multiple parts. We would like to return in one year to finish the research. If we do not find you here in one year, with whom can we communicate in order to locate you?

44. Person's name: _____

45. Relationship to the mother of the child in the study: _____

46. That person's telephone number: _____

47. Person's address: _____

End. Thank you very much for your time!