

Bureau of International Labor Affairs

Closing the Child Labor and Forced Labor Evidence Gaps: Impact Evaluations

Draft Baseline Data Report for RCT Evaluation of the NNAT Program in Costa Rica

Contract Number: IL-26695-14-75-K-24

June 30th, 2017



Submitted to:

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Bureau of International Labor Affairs
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Acknowledgements: Funding for this project was provided by the United States Department of Labor.

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ABSTRACT

In 2014, the United States Department of Labor Bureau of International Labor Affairs (USDOL/ILAB) selected IMPAQ International, LLC (IMPAQ) to design and implement five randomized controlled trial (RCT) evaluations to investigate the effects generated by interventions to combat child labor in India, Malawi, Costa Rica, Ecuador, and Rwanda. This baseline report corresponds to the evaluation of the Working Children and Adolescents (NNAT) program from the Government of Costa Rica (GCR).¹ The Ministry of Labor of Costa Rica (MTSS) leads this intervention in collaboration with the Institute for Social Aid (IMAS). The NNAT program identifies children and youth currently studying and working, and provides them a conditional cash transfer (scholarship) that requires the students to attend and remain in school. The main objective of this intervention is to reduce child labor by supporting beneficiaries financially. This support enables them to complete their education and improve their school performance. This evaluation will quantify the effect of the scholarship program on child labor and education outcomes. This report describes the baseline data collection activities and presents an analysis of the baseline data.

¹ The official name of the program in Spanish is: *Niños, Niñas y Adolescentes Trabajadores*

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EXECUTIVE SUMMARY

This baseline report corresponds to the randomized controlled trial (RCT) evaluation of the Working Children and Adolescents (NNAT) program of the Government of Costa Rica (GCR).² The program is jointly implemented by the Ministry of Labor (MTSS) and the Institute for Social Aid (IMAS). NNAT identifies children and adolescents who study and also work, and provides a monthly monetary transfer under the condition that the students attend and remain in school.

NNAT's main objective is to reduce child labor by supporting students to improve their school performance and conclude their secondary education. IMPAQ collaborated actively with the program implementers to develop an experimental evaluation design. The evaluation's main purpose is to quantify the effects of the NNAT intervention on child labor, hazardous labor, and education outcomes. We will also study the impacts of the program on household income, wellbeing, and student aspirations. Data was collected between October 16th and December 31st, 2016. In this report, we describe the baseline data collection activities and present a descriptive analysis of the baseline data across the treatment and the control group. Our main findings include:

Demographic Characteristics

The average age of the treatment group is 15.51 years, and approximately 54 percent of the group is male. The average age of the control group is 15.55 years, with males comprising approximately 57% of the group. Youth in the treatment group came from households with approximately 4.5 members, whereas youth in the control group came from households with approximately 4.6 members. Youth in both the treatment and control groups had three siblings on average. More than 90 percent of sample youth in both the treatment and control groups reported having met their basic necessities over the past six months. Youth in both the treatment and control groups reported missing approximately one meal in the past week. More than 50 percent of sample youth in both the treatment and control groups live in households headed by their mother, and 30 percent headed by the father. Sixty-six percent of the youth in the treatment group reported that the head of their household had primary education, compared to 63 percent of youth in the control group. Approximately 15 percent of youth in the treatment group reported their head of household had a secondary education, compared with 12 percent of youth in the control group. None of the demographic differences between the treatment and control groups are statistically significant.

Education

Approximately 94 percent of the youth in the treatment group and 97 percent of youth in the control group reported being enrolled in a school. Six percent of youth in the treatment group and three percent of youth in the control group reported that they are not enrolled in any school. On average between both the treatment and the control groups, youth that are no longer in school reported that they were 15 years old and in seventh grade when they dropped out.

² The official name of the program in Spanish is: *Niños, Niñas y Adolescentes Trabajadores*

Students' reasons for dropping are diverse, including bad grades, expulsion, lack of resources, the need to work, feeling unsafe in school, and pregnancy. All the youth who had dropped out reported that they planned to return to school in the next year, and 58 percent in the treatment group and 75 percent in the control group stated that they aspired to earn a university degree. None of the differences in education characteristics between the treatment and control groups were statistically significant.

Child Labor

Approximately 96 percent of the youth in both the treatment and control groups are engaged in some type of work. Treatment group youth spent 22 hours working in the previous week, whereas control group youth spent 24 hours working in the previous week. Youth in the treatment and control groups report beginning work when they were 12 years old, and almost a quarter of all sampled youth report that work has interfered with their plans to study. Fifty-eight percent of youth in the treatment group and 65 percent of youth in the control group reported working for a wage, salary, commission, or in-kind payment.

We examine the work conditions and environment of children and adolescents to determine their child labor status. The survey results show that more than 95 percent of the 185 sampled adolescents under age 15 were engaged in child labor. Twenty-four percent of youth in the treatment group and 25 percent of youth in the control group between ages 15 and 17 are regularly exposed to dust, fumes, or other toxins. Twenty-four percent of these adolescents in the treatment group and 25 percent in the control group report manually transporting heavy loads. Sixty percent of sampled youth in both the treatment and control groups reported working more than six hours a day, while 22 percent of youth in the treatment group and 27 percent of youth in the control group reported working more than 36 hours a week. Additionally, 88 percent of youth in the treatment group and 84 percent of youth in the control group stated that they had a job that they could not quit because of financial need. While work-related illnesses and injuries were relatively uncommon, approximately 37 percent youth in the treatment group and 34 percent of youth in the control group reported suffering from extreme fatigue.

Household chores are subject to the same Costa Rican child labor laws as any other type of work. For this reason, youth who worked more than six hours a day or 36 hours a week doing household chores are included in the above estimates of child labor. Most sample youth performed household chores in the previous week. Ninety-eight percent of youth in both the treatment and control group that performed chores reported helping with cleaning the household or helping to mend or wash clothing. Other commonly reported chores include cooking or buying groceries; caring for younger, elderly, or unwell household members; and performing household repairs. Sampled youth in the treatment group spent an average of seven hours on household chores in the previous week, while youth in the control group spent an average of six hours. Seventy-four percent of youth in the treatment group and 72 percent of youth in the control group under age 15 participated in household chores. Very few sampled youth reported participating in these chores for more than 20 or 36 hours per week. There were no statistically significant differences in labor activities between the treatment and control groups.

Income and Well-Being

Youth in the treatment group reported earning approximately 17,600 Costa Rican *Colones* (about \$31 USD) in the previous week, as compared with 15,800 Costa Rican *Colones* (about \$28 USD) in the control group. Twenty-nine percent of youth in the treatment group and 25 percent of youth in the control group kept this income for their own use during the previous month. A slightly larger share of youth reported giving half of their weekly income to their family, while just under a quarter of the youth in both the treatment and the control groups reported giving all their income to their family.

Eighty-seven percent of youth in the treatment group and 86 percent of youth in the control group reported that they were in good, very good, or excellent health. When asked about aches and pains, about 12 percent of youth in the treatment group and 10 percent of youth in the control group responded that they had aches and pains most or all the time. Under 10 percent of sampled youth reported memory problems. Forty-five percent of youth in the treatment group and 39 percent of youth in the control group reported that they had been sick at least once during the past month, and during this time the youth from both groups missed an average of about 1 day of school across the treatment and control groups due to illness. There were no statistically significant differences between the treatment and control groups for any income or well-being variables.

We performed baseline equivalence analysis across the treatment and control group to test for differences across variables of interest. The vast majority of variables show no statistical significant differences, reflecting that the randomization effectively produced two groups nearly identical. The variables that showed a statistically significant difference between the treatment and control groups include youth that imply the use of heavy machinery in their work, youth that experienced eye problems as a result of their work, and the number of hours spent on chores in the last week. Each of these variables was found to be marginally significant at the five percent level. The next step of the evaluation consists of analyzing endline data to identify the effects of the NNAT program.

1. INTRODUCTION

1.1 Project Overview

An estimated 168 million children are engaged in child labor worldwide. More than 85 million children and adolescents perform hazardous forms of work on a daily basis.³ The severity of the problem is accentuated by the relative lack of information on the types of policy interventions that are most effective in mitigating these practices.

The USDOL/ILAB Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a grant to IMPAQ International, LLC (IMPAQ) to conduct impact evaluations of five programs that combat child labor. The selected programs, located in Costa Rica, Ecuador, India, Malawi, and Rwanda, are conducted by different implementers. IMPAQ collaborates actively with all these implementers in conducting the impact evaluation, but is not participating in any of the implementation funding or efforts.

The goal of these evaluations is to generate evidence from the quantifiable effects generated from these interventions to reduce the existent knowledge gap on intervention effectiveness across different contexts. As part of our agreement with USDOL/ILAB, IMPAQ is using a randomized controlled methodology for estimating the program effects. The RCT design is considered the gold standard in evaluation methods as it identifies the unbiased effects of the intervention.

This baseline report corresponds to the RCT evaluation of the Working Children and Adolescents (NNAT) program in Costa Rica, implemented by the Ministry of Labor of Costa Rica (MTSS) and the Institute for Social Aid (IMAS).⁴ In the report we describe and present the analysis of baseline data collected between October and December 2016. This report will serve as a benchmark for child labor in Costa Rica and will contribute to the literature and understanding about interventions to combat child labor.

1.2 Policy Context

1.2.1 Causes of Child Labor in Costa Rica

Child labor is a multi-causal problem that varies greatly across different contexts, without consensus on the best policy to combat it. Some countries have a history of child labor due to cultural factors, others see child labor increase as the local economy deteriorates, while others have a structural prevalence of child labor because of lack of access to education or poor educational quality.

³ International Labour Organization, International Programme on the Elimination of Child Labour. (2013). Marking Progress Against Child Labour: Global Estimates and Trends 2000–2012. Retrieved from http://www.ilo.org/ipecc/Informationresources/WCMS_221513/lang--en/index.htm.

⁴ The official name of the program in Spanish is “Niños, niñas y adolescentes trabajadores”.

Costa Rica is a middle-income country in Latin America. Child labor is still present across Costa Rica, although current trends show it decreasing and concentrated mostly in rural areas. Child labor persists in Costa Rica due to poverty and economic inequality, lack of interest in formal education, youth pregnancy, cultural values toward work, and family disintegration. In recent years, the rate of single-parent families has significantly increased in Costa Rica. In 2016, 46% of the families in extreme poverty had a female household head, who in most cases is responsible for both generating income for the family and raising her children.⁵ It is common to see students in vulnerable households start working as early as age 12, and many of them end up dropping out of school at some point. Exhibit 1 shows the child labor prevalence across the six regions of Costa Rica.

Exhibit 1. Child Labor Rates in Costa Rica by Region

	Population Children 5 17	Children 5 17 Engaged in Child Labor	Rate
<i>Central</i>	613,352	26,871	4.4%
<i>Chorotega</i>	75,452	3,285	4.4%
<i>Pacifico Central</i>	52,468	1,695	3.2%
<i>Brunca</i>	76,869	6,024	7.8%
<i>Huetar Atlántica</i>	131,522	5,620	4.3%
<i>Huetar Norte</i>	72,468	3,905	5.4%
Total	1,022,131	47,400	4.6%

Source: Author's calculation based on MTSS/IPEC. (2011). *Magnitud y características del trabajo infantil y adolescente en Costa Rica - Informe 2011*. Geneva: International Labour Organization. Retrieved August 24, 2015 from <http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=22215>.

To address the problem, the Government developed the NNAT program at the national level. The policy makers decided to develop this program based on an incentive for working children to attend school and decrease or discontinue their work. The evaluation of this public policy allows a unique opportunity to explore the effects of a monetary subsidy to students in a context where economic vulnerability and lack of access to education are not the only causes of child labor. In order to understand child labor in Costa Rica, we describe below the current legislation and also our operational definition for child labor and hazardous labor.

1.2.2 Costa Rica Legislation and Child Labor Definitions

Costa Rica identifies child labor as a social problem that adversely affects the physical, intellectual, moral, affective, social, and educational development of working children and adolescents. Child labor in effect hinders human development, not only by depriving children of having a healthy childhood, but it also interferes with their education and potential.

⁵ Source: University of Costa Rica Newsletter, April 5th, 2016. Retrieved from: <https://www.ucr.ac.cr/noticias/2016/04/05/visibilizan-el-trabajo-no-remunerado-de-las-mujeres-en-el-pais/imprimir.html>

Costa Rica has ratified all of the major international conventions on child labor and has well established laws prohibiting child labor, which continue to be refined.⁶ Two crucial conventions ratified with no exceptions by the GCR are International Labor Organization (ILO) Convention No. 138 and ILO Convention No. 182. Costa Rica's Childhood and Adolescence Code (CNA) is more stringent than the ILO conventions, as it prohibits minors under the age of 15 from participating in any form of labor, including light work and unpaid household work.

According to Costa Rica's Law 7739, Article 92: "All working activity performed by individuals under age 15 is forbidden."⁷ This law makes it illegal for children under age 15 to work, regardless of the working condition: remunerated, not remunerated, independent work, family work, and work in the production of goods or services.

Similarly, Costa Rican legislation also forbids adolescents between ages 15 and 18 from employment in hazardous labor. Law 8922, Article 2 states that: "Adolescent work is allowed only within the framework of a special protection regimen," while Article 3 restricts adolescents to be employed in hazardous labor, defined as any labor or economic activity that is performed by individuals under age 18 that may cause harm to a child's physical and mental health, as well as to the life prospects of the working individual, due to its nature or the conditions of work.⁸

**Examples of Hazardous Labor in
Costa Rica from ILO Convention
No. 182:**

- Construction work
- Application of pesticides
- Liquor distillation or manufacturing of alcohol
- Manufacturing of explosives or flammable materials
- Loading or unloading of vessels
- Machinists or stokers
- Use of circular saws and other dangerous tools
- Serving alcoholic beverages
- On board fishing
- Custodians or security

According to the ILO, for the purposes of statistical measurement, children engaged in child labor include all persons 5 to 17 years of age who are employed below the minimum working age, are engaged in work for a total number of hours that exceeds the national threshold allowed, and/or are engaged in the worst forms of child labor.⁹

CNA Art. 95 designates that adolescents may not work more than 6 hours a day or 36 hours a week. Night work between 7 p.m. and 7 a.m. is prohibited, with certain exceptions allowing for afternoon/evening shifts until 10 p.m. Additionally, CNA Art. 78 and 94 define the types of prohibited hazardous workplace conditions, activities, or occupations that are illegal for

⁶ USDOL Bureau of International Labor Affairs (ILAB). (2013). *Costa Rica*. Retrieved from:

http://www.dol.gov/ilab/reports/child-labor/costa_rica.htm.

⁷ Código de la Niñez y la Adolescencia, Ley N. 7739, Gobierno de Costa Rica. Retrieved from

<http://www.tse.go.cr/pdf/normativa/codigodelaninez.pdf>

⁸ Prohibición del trabajo peligroso e insalubre para Personas Adolescentes trabajadoras, Ley 8922, Gobierno de Costa Rica. Retrieved from:

<http://www.ilo.org/dyn/natlex/docs/ELECTRONIC/86385/97460/F112157985/CRI86385.pdf>

⁹ ILO. *Resolution II: Resolution Concerning Statistics of Child Labor*. ICLS 18th Conference, 2008, pp. 58–66.

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_101467.pdf

adolescents. The types of work listed may be harmful to the health, security, or morality of minors, which is further defined in ILO's Recommendation 190 as hazardous child labor (HCL).

Exhibit 2 provides a summary of the definitions of permissible and non-permissible work employed in the evaluation. Appendix A presents a more detailed description of our operational definition of child labor in Costa Rica.

Exhibit 2. Permissible and Non-Permissible Forms of Child Labor in Costa Rica

Age	Forms of Child Labor		
	Domestic Work	Non Hazardous Work	Hazardous Work
Children under 15 years old	Not permitted	Not permitted	Not permitted
Adolescents between 15 to 17 years old	Permitted if work day does not exceed 6 hours a day or 36 hours a week, and is not conducted at night.	Permitted if work day does not exceed 6 hours a day or 36 hours a week, and is not conducted at night.	Not permitted

1.3 The Working Children and Adolescents Program (NNAT)

In this chapter, we provide an overview of the NNAT program. The NNAT program has been implemented since 1998, but in 2016 the MTSS signed a cooperative agreement with IMAS to sponsor a new cohort of 550 beneficiaries for the 2017 school year.¹⁰ IMPAQ was a collaborating partner in this agreement, and in September 2016 we signed a memorandum of understanding with both Government institutions to use this new cohort for the RCT evaluation of NNAT.

The NNAT program's objective is to reduce child labor by facilitating school retention and reinserting children and adolescents into public secondary schools. The program was designed to compensate the family for the *opportunity cost* of the lost income when the child attends school instead of work. By covering this opportunity cost, the program also enables the family to cover the other costs of living and schooling (e.g., transportation, supplies, etc.). According to MTSS, beneficiaries have historically been working in the agriculture and fishing sectors, mostly on small private or family farms. The second most common sector from which beneficiaries are selected is commercial trade, mostly informal.

The program is targeted for adolescents between ages 12 and 18 that study and work, or that dropped out of

Exhibit 3. Child Labor in Costa Rica



Photo: IMPAQ International, LLC

¹⁰ Before 2017 MTSS used another Government institution named FONABE to administer the program.

school to work. Students that belong to the program and turn 18 are allowed to keep the scholarship as long as they continue their progress toward graduating. An applicant must satisfy the following requirements to become a NNAT beneficiary:

- Be under age 15 and working in any occupation (for pay and not for pay), or,
- Be between 15 and 18 and working in hazardous occupations, and
- The household needs to be in the IMAS objective population system (SIPO) and qualify under poverty or extreme poverty criteria,¹¹ and
- The adolescent must provide IMAS with a proof of school enrollment.

Two public institutions are responsible for implementing the program:

1. **MTSS.** The office for the attention of child and adolescent labor (*Oficina de Atención y Erradicación del Trabajo Infantil y Protección del Trabajo Adolescente*, OATIA) from MTSS is responsible for detecting cases of child labor, and addressing the case. OATIA identifies a potential beneficiary, i.e., a working child who satisfies the requirements to be eligible for the scholarship from NNAT. This office deploys a team of social workers to fill out an intake form and prepare a socio-occupational report to verify the potential beneficiary's labor status and the family's socioeconomic characteristics. Finally, OATIA submits an official case by case recommendation to IMAS for inclusion to the program and disbursement of the subsidy.
2. **IMAS.** The IMAS serves as the program administrator and ultimately verifies the requirements for beneficiary approval. After MTSS prepares a report and recommendation, a case is submitted to IMAS for their inclusion into the Government social assistance program. To be a part of this program, IMAS must conduct an on-site visit to the dwelling, and the household must be in the SIPO system. For this scholarship program, IMAS also needs to receive verification of school enrollment. IMAS inserts the student into their system upon approval of the requirements, and then provides monitoring and delivers the monthly transfer.

The transfer is deposited to the mother's (or legal guardian's) bank account every month. The monthly amount of the scholarship, 90,000.00 Costa Rica *Colones*, is approximately \$200. The families may use the scholarship to cover any expenses that they consider necessary; they are not limited to only education costs.

As part of the agreement to conduct this evaluation, the NNAT program has a new cohort of 275 beneficiaries to start receiving the transfer during the 2017 school year, and another cohort of 275 to start in 2018. IMPAQ worked closely with the Ministry of Labor and a team of social workers to identify 550 eligible NNAT participants in 2016. We randomly selected 275 from this group to start receiving the program in 2017. The remaining 275 were scheduled to start in 2018.

¹¹ The official name of the IMAS system is: *Sistema de Información de Población Objetivo* (SIPO).

1.4 Evaluation Contribution

Conditional Cash Transfer (CCT) programs are being largely adopted worldwide and in particular by Latin American Governments. These interventions show great promise as they are often designed to promote education and to reduce child labor.¹² The widespread adoption and the vast amount of resources dedicated to these interventions generates an urgent need to rigorously evaluate their effects on reducing child labor outcomes.

Although there is consensus about the importance of making these transfers conditional on a desired behavioral change (such as school enrollment and stopping work activities), there are still many gaps about the success of these interventions and the best approaches to improve education outcomes and eliminate child labor practices. IMPAQ's impact evaluation of the NNAT program will provide evidence of the effectiveness of a conditional cash transfer targeted to working children and adolescents in a middle-income country.

The existing literature has generated heterogeneous evidence on the best approaches to combat child labor. An inventory of published impact evaluations assembled by the *Understanding Children's Work* (UCW) project (a consortium of ILO, UNICEF, and the World Bank)¹³ shows that there are numerous recent RCT studies of such programs in other Latin American countries. In Colombia, Angrist et al. (2002) examined the impact of educational scholarships on academic and labor outcomes. They found that scholarship recipients were about 10 percentage points more likely to have finished 8th grade, primarily because they were less likely to repeat grades, and scored 0.2 standard deviations higher on achievement tests. Additionally, there was evidence that scholarship recipients were less likely to be working than non-recipients, with the largest effects in the country's capital. In particular, recipients worked 1.2 fewer hours per week than non-recipients.¹⁴ In Argentina, however, Heinrich and Cabrol (2005) found that while giving students scholarships significantly reduced grade repetition and increased student grade averages, it did not impact labor force participation.¹⁵ Taken together, the existing research offers important insights, but still leaves many questions unanswered about the best approach or combined approaches to reduce and eliminate child labor, especially in the Costa Rican context.

Research about the effects of monetary transfers on child labor in Costa Rica has been limited to two large CCT programs implemented by the government to promote education: *Superémonos* and *Avancemos*. Duryea and Morrison (2004) evaluated the role *Superémonos* played in child

¹²For an exhaustive review of conditional cash transfer programs, see de Hoop, H. & Rosati, F.C. (2014, March). *Cash transfers and child labor*. Understanding Children's Work (UCW) Programme. Retrieved from http://www.ucw-project.org/attachment/st_Cash_Transfers_and_Child_Labour_Mar1420140321_162511.pdf.

¹³Understanding Children's Work (UCW). (n.d.). *Inventory of child labour impact evaluations*. Retrieved from <http://www.ucw-project.org/inventory-impact-evaluation.aspx>

¹⁴Angrist J., Eric Bettinger, Erik Bloom, Elizabeth King, Michael Kremer, "Vouchers for Private Schooling in Colombia: Evidence from a Randomized Natural Experiment", *American Economic Review*, 92(5): 1535-58, 2002.

¹⁵Heinrich C.J and Marcelo Cabrol, "Programa Nacional de Becas Estudiantiles Impact Evaluation Findings", Office of Evaluation and Oversight (OVE) Working Paper OVE/WP-06/July 27, 2005, Inter-American Development Bank, 2005

labor practices and increasing school attendance among program participants in Costa Rica.¹⁶ They designed a quasi-experimental evaluation (QED) and found that program beneficiaries were more likely to attend school than their non-beneficiary counterparts. However, the program did not lead to measurable reductions in child labor. Hernández and Mata (2015) estimated through a QED that 10 to 16 percent of students who stayed in school did so solely due to their participation in the program.¹⁷ Meza-Cordero, et al. (2015) also implemented a QED and found that *Avancemos* beneficiaries completed 0.62 more years of schooling than students who were not participating in the program.¹⁸

The evaluation of the NNAT program will be the first experimental evaluation conducted on a program designed to reduce child labor and improve educational outcomes in Costa Rica. IMPAQ's evaluation reports will contribute to the literature about combating child labor by providing new causal evidence of the program's effects on education and labor outcomes, namely school attendance, education completion, likelihood of labor participation, hours worked, and family income. This study will allow the GCR to make timely corrections and consider scale-up plans for NNAT. Our experimental evaluation will be complemented by a qualitative study that will help contextualize our findings and recommendations, allowing policymakers to better understand the current child labor problem, and the impacts generated by NNAT.

1.5 Report Purpose and Structure

In this report, we present the results from the baseline data collection undertaken between October and December 2016 across Costa Rica. The administration of the baseline survey is critical for the impact evaluation because it provides baseline values for our outcomes of interest. It also assesses the integrity of the random assignment by testing for baseline equivalence among key observable characteristics across the treatment and control groups. We will use the results of the baseline to control for any unforeseen differences between treatment and control group members when estimating the overall impact of the program at endline.

The remainder of this report is organized as follows: Chapter 2 provides a comprehensive overview of the NNAT evaluation, including a detailed description of the program's logic, research questions, and our evaluation design. Chapter 3 explains the baseline data collection and key findings from the data analysis. Chapter 4 includes a discussion of the next phases of this

¹⁶Duryea, S. & Morrison, A. (2004). *The effect of conditional transfers on school performance and child labor: Evidence from an ex-post impact evaluation in Costa Rica*. Inter-American Development Bank. Working Paper 505. Retrieved from <http://www.iadb.org/res/publications/pubfiles/pubWP-505.pdf>.

¹⁷ Hernández, K., & Mata, C. (2015). "Evaluación de Impacto de Transferencias Monetarias Condicionadas Para Educación Secundaria en Costa Rica." *Ciencias Económicas*. <http://dx.doi.org/10.15517/rce.v33i1.19964>.

¹⁸ Meza-Cordero, J., Kugler, M., Gulemetova, M., Salas-Ocampo D., Rodriguez-Barrantes, C., Campos-Barrantes, V. (2015). *Informe Final de Evaluación: Apoyo Técnico para la Revisión y Evaluación del Programa de Transferencia Monetaria Avancemos del Instituto Mixto de Ayuda Social (IMAS) para Contribuir a la Reducción de la Deserción y el Abandono Escolar*. A report prepared for the United Nations Children's Fund (UNICEF) Costa Rica. Columbia, MD: IMPAQ International. Retrieved from: http://www.unicef.org/evaldatabase/files/Informe_Final_Evaluacion_AVANCEMOS_CostaRica_2015-001.pdf.

evaluation, while Chapter 5 concludes with ancillary information about institutional review board (IRB) registration, the survey instrument, and project funding.

2. EVALUATION OF THE NNAT PROGRAM

IMPAQ is conducting an experimental evaluation of the NNAT program. The evaluation's goal is to determine whether the NNAT program is successful at reducing child labor and improving school outcomes among program participants. To achieve this goal, we collaborated with MTSS in 2016 in identifying 550 eligible program beneficiaries to become the next 2 cohorts of participants. From this 550 children and adolescents, 275 were randomly chosen to start receiving the scholarship in April 2017, while the remaining 275 will start receiving the subsidy in January 2018. In this section, we describe the program logic, our research questions, and the evaluation design to conduct the impact evaluation.

2.1 Program Logic

2.1.1 Service Provision and Conditionality

MTSS and IMAS deliver a scholarship to a group of program beneficiaries who are proven cases of child labor and hazardous labor. The OATIA is in charge of identifying and validating eligible beneficiaries to receive the NNAT. The scholarship administrator IMAS processes the referred cases into their system and delivers the scholarship on a monthly basis through their regional offices. The scholarship consists of a monthly payment given to the mother or legal guardian of the enrolled student. The beneficiary needs to be verified and approved by the Government institutions.

A beneficiary student must be enrolled in secondary school and have regular attendance to continue receiving the scholarship. The student also needs to pass all the mandatory courses in the school curriculum to continue to the next grade. By program design, a beneficiary must attend school and dedicate time to school activities, limiting any time to work. If the beneficiary remains working under illegal conditions, the OATIA takes further institutional actions to attend the case, which could include the involvement of law enforcement.

2.1.2 Hypotheses

Our underlying hypothesis is that the convergence of the subsidy and the conditions by which it is received leads to higher school enrollment and attendance. We also expect an increased likelihood of grade completion through two factors: 1) beneficiaries are now tied to the school system whereas they were not before, and 2) they will continue to receive the scholarship as long as they complete their curriculum and do not fail a grade. Finally, we also have the hypothesis that the monthly subsidy and conditionality of mandatory school attendance will limit both child labor participation and hours worked.

2.1.3 Mechanisms of Change and Expected Outcomes

The NNAT scholarship program is expected to generate two mechanisms of change:

1- Incentives to Schooling

The NNAT program conditions the provision of the monetary transfer on children being enrolled in school, attending class, and completing grades. This condition creates an incentive for participants to increase their enrollment, attendance and grade completion. A child that was out of school and working, or considering dropping out of school to work now finds being in school as a more attractive option than it was without NNAT.

2- Disincentives to Child Labor

The program also has a mechanism that leads to a reduction of child labor participation and hours worked. A beneficiary that wants to preserve the scholarship must now regularly dedicate 6 hours of time to class, and has to dedicate time to commuting, doing homework, and preparing for tests. This condition indirectly displaces the time that the student would spend in child labor during normal working hours in predominant activities, such as agriculture or construction. In addition, there is a new income through the scholarship that offsets the need for participating children to work. In addition, the beneficiaries and their families are informed by the social workers about the illegality of child labor, and OATIA has the mandate to notify law enforcement and the appropriate institutions if the child labor condition persists.

Expected Outcomes

The NNAT scholarship program is expected to generate the following short-term and mid-term outcomes:

1- Short-term Outcomes:

Reduction of Child Labor participation and hours worked. These mechanisms lead to two short-term outcomes: a decrease in labor participation and a reduction in the number of hours worked. Under perfect compliance with the scholarship, it is expected that labor force participation is zero for the group of beneficiaries and that number of hours worked is also zero.

Physical well-being is expected to improve as beneficiary adolescents are no longer engaged in hazardous occupations such as construction, farming, and fishing. We also could potentially see this working in the opposite direction as youth are potentially engaged in less vigorous physical activity.

Monthly Income will be more **stable** from the money received from scholarship on a monthly basis. The beneficiary families now have a consistent monthly income that allows them to smooth their consumption of basic needs and reduce income fluctuations derived from seasonal child labor earnings.

2- Mid-term Outcomes:

The continuation of schooling is expected to lead to an increase in secondary school completion and college enrollment. At the same time, higher education completion is linked to an improvement of employment options as well as work in higher paying professions. As previously discussed, it is also expected that children and adolescents taken out of child and hazardous labor respectively will improve their physical well-being and the provision of the monthly scholarship provides the beneficiary families with a stable source of income.

In summary, the theory of change of the NNAT is program is that beneficiaries are expected to increase participation in the school system, quit child labor practices, increase education completion, and increase their likelihood of partaking in a higher paid occupation. For example, an adolescent who previously dropped out of school and worked (most likely employed in an unsafe and/or underpaid occupation) now has the opportunity to reintegrate into the formal education system. This adolescent will likely attain and complete more levels of school, benefit from interaction with peers, and develop skills that will improve his or her opportunities to pursue vocational training or college education, improving productivity, labor market outcomes and wages. Exhibit 28 in the appendix summarizes the program's components, inputs, and activities that lead to the program's desired outputs and outcomes in the short-term and mid-term.

2.2 Research Questions

After carefully investigating the program logic, we developed the research questions to guide the RCT evaluation. Exhibit 4 presents the research questions and describes the data sources that we will use, and the outcomes of interest to answer each of the research questions.

Exhibit 4. Research Questions and Outcomes of Interest

Main Research Questions	Data Sources	Outcome
1. What are the effects of the NNAT program on school outcomes for program participants?	Primary Data and Administrative Data	Currently enrolled in school (yes/no)
	Primary Data and Administrative Data	Yearly school attendance more than 90%
	Primary Data and Administrative Data	Highest grade completed
2. What are the effects of the NNAT program on labor outcomes for program participants?	Primary Data	Child under age 15 worked last week (yes/no) and adolescent between ages 15 and 18 worked last week in hazardous or illicit domestic work (yes/no)
	Primary Data	Number of hours worked last week
Exploratory Research Questions	Data Sources	Outcome
3. What are the effects of the NNAT program on the well-being of program participants?	Primary Data	Change in basic nutrition and physical well-being measured through: Number of meals missed last week? Lack of appetite in the last month? (yes/no)

		Body aches or pains in the last month? (yes/no) Current health self-assessment (in a scale)
4. What are the effects of the NNAT program on the family income of program participants?*	Primary Data	Were all basic needs in the household satisfied during the last 6 months? (yes/no)
5. What are the expected effects of the NNAT program on future plans of participants?	Primary Data	Plans to return to school next year (yes/no) Highest level of education desired Plan if not continuing education next year

*Note: Family Basic Needs Satisfaction is used to proxy Family Income.

2.3 Evaluation Design

2.3.1 Sample Strategy

IMPAQ worked with the GCR to identify 550 children engaged in child labor. These 550 children and adolescents represent the population of new NNAT participants for the years 2017 and 2018, and were all surveyed between October and December 2016. We randomly split this population into 2 groups of 275 individuals to form equally sized treatment and control groups. The treatment group is the beneficiaries that started the program in April 2017, while the control group will be those who start the program in January 2018.

Exhibit 5 shows the sample sizes that were part of the baseline survey.

Exhibit 5. Sample Size in Treatment and Control Groups

	Treatment	Control	Total
Under 15 years old	95	92	187
15 to 18 years old	180	183	363
Total	275	275	550

2.3.2 Methodology

The NNAT program has a limited budget, which enabled us to justify delaying treatment to half of the eligible participants through a transparent group selection mechanism, a lottery. This is known as a delayed treatment design.¹⁹ IMPAQ reached an agreement with MTSS to identify 550 participants in late 2016, and randomly assigned 275 into 2 groups for an RCT. The treatment group consists of 275 beneficiaries who will receive the scholarship during the 2017 school year. The control group consists of 275 participants identified in 2016, who will not receive the scholarship until the 2018 school year.

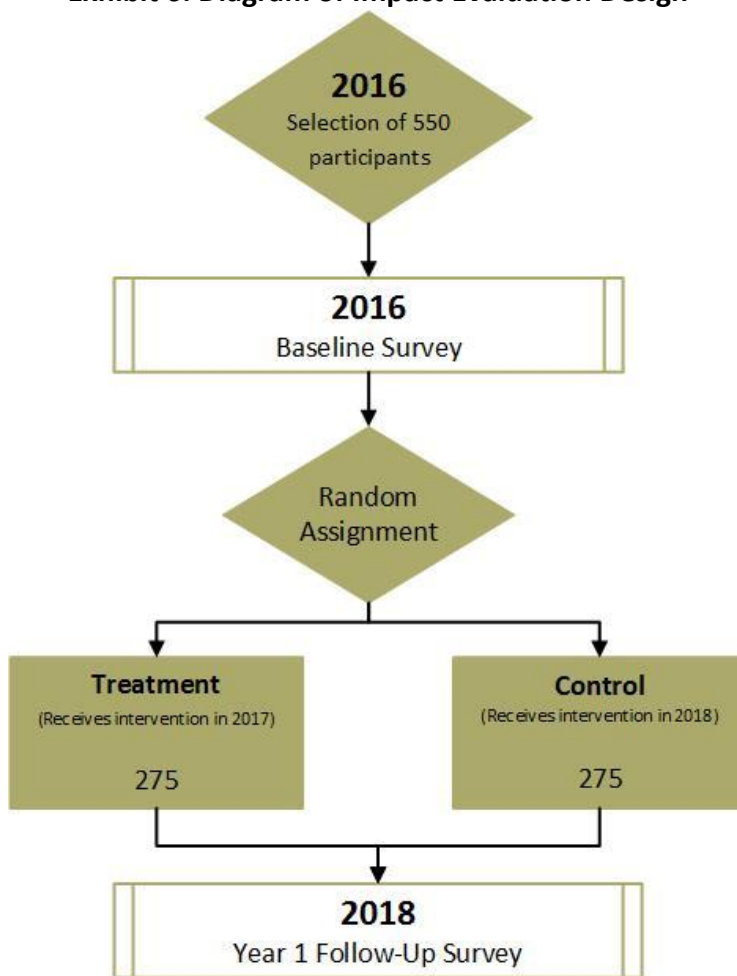
The RCT method will determine the unbiased short-term effects of the NNAT program by comparing the outcomes of the beneficiaries to the outcomes of the control group. Before the lottery took place, all the eligible participants were informed, for ethical reasons, that they would

¹⁹ Using delayed treatment minimizes the ethical risks associated with engaging a control group to participate in a study without enabling them to derive any benefits from participation. In particular, rather than denying services to control group individuals, there is a delay in participation.

be randomly—and transparently—selected for the program in either 2017 or 2018; conditional on qualifying for the program.

This impact evaluation will measure the average treatment effect on the treated (ATT).²⁰ The estimated outcomes reflect the outcomes of students selected for the program and receiving benefits for the 2017 school year. The estimations will not include outcomes from individuals who did not meet the requirement to receive the services. Individuals in the control group will always have the option to continue in school and stop working for their own personal reasons, just as they may have done without the existence of the program. Exhibit 6 details the impact evaluation design plan.

Exhibit 6. Diagram of Impact Evaluation Design



2.3.3 Power Calculations

The minimum detectable effect (MDE) in effect size units for this type of design can be expressed as follows:

²⁰ The Average Treatment on the Treated (ATT) identifies the effects on beneficiaries that fully participate in NNAT.

$$MDE = M \sqrt{\frac{4(1 - R^2)}{N}}$$

Where

- *M* is a function of the significance level and power and is equal to 2.8 for 80 percent power at the 0.05 level of significance for a two-sided test.²¹
- *N* is the total number of individuals in the study
- *R*² is proportion of the random variance that is reduced by the covariates.²²

Assumptions

IMPAQ's key operating assumptions for the power analysis are as follows:

1. N=550
2. Below, IMPAQ estimates MDEs based on a conservative R-squared value of 0.2. The inclusion of relevant baseline student and school-level observable characteristic control variables in the regression models increases power, and precision, by explaining some of the variance in mean outcomes.

Minimum Detectable Effects. Since the number of evaluation participants (N) is fixed at 550 by implementer's policy, IMPAQ will not plan to conduct sub-group analysis by gender, age group, or region in order not to compromise statistical power given the limited population size. Considering that N will be fixed at 550 and the assumptions presented above, IMPAQ can detect effects above **21.4** percent of standard deviation (moderate effects).²³ This translates into the following values for IMPAQ's primary outcome variables:

- **Likelihood of child labor.** In the target population, the probability of cases of child labor is 100 percent. Assuming that 90 percent of the children under age 15 will remain working without an intervention, our study can detect a change in the likelihood of child labor of 6.42 percent.

²¹ Bloom, H.S. (1995). Minimum detectable effects: A simple way to report the statistical power of experimental designs. *Evaluation Review*, 19(5), 547-556.

²² Schochet, P.Z. (2005). Statistical power for random assignment evaluations of education programs. Mathematica Policy Research. <http://www.mathematica-mpr.com/~media/publications/PDFs/statisticalpower.pdf>

²³ According to previous research, an effect size of 0.2 SD can be considered small, effect sizes of 0.5 SD are moderate, and effect sizes of 0.8 SD are large. Many evaluation studies use 0.2, 0.25 or 0.33 as precision standards. Schochet, P.Z. (2005, June 22). *Statistical power for random assignment evaluations of education programs*. Mathematica Policy Research (<http://www.mathematica-mpr.com/~media/publications/PDFs/statisticalpower.pdf>)

- **Hours worked per week.** In Costa Rica, employed adolescents ages 10 to 17 work 20.1 hours per week on average.²⁴ IMPAQ's design is powered to estimate MDE of as little as 2.18 hours per week for the children and adolescents.
- **Likelihood of school attendance.** In the target population (children and adolescents in child labor), the probability of attending school is close to 0 percent. Assuming that 10 percent of children and adolescents will enroll in school without an intervention, IMPAQ's study can detect a change in school attendance of 6.42 percent.
- **Likelihood of completing current grade.** In the target population, the probability attending and completing the current school grade is close to 0 percent. Assuming that 5 percent of children and adolescents will be able to get their grade approved without an intervention, IMPAQ's study can detect a change in school enrollment of 4.67 percent.
- **Basic needs satisfaction.** In the target population, the satisfaction of necessary needs is not always secured as a segment of this population lives in extreme poverty. We expect that 70% of the target population have the means to secure their basic needs. Under this assumption IMPAQ's study can detect a change in basic needs satisfaction of 9.63%.

Exhibit 7 presents the summary of minimum detectable effects for the population of 550 individuals in the study as well, as for after a conservative attrition rate of approximately 10 percent (with 500 observations remaining).

Exhibit 7. Minimum Detectable Effects (MDEs) for Evaluation of NNAT Program

Outcome Variable	Treatment/ Comparison Group Size	Mean Outcome	Standard Deviation	Minimum Detectable Effects
Likelihood of child labor	275/275	90%	30%	6.42%
Hours worked per week (age 10-17)	275/275	20.1	10.2	2.18
Likelihood of school attendance*	275/275	10%	30%	6.42%
Likelihood of completing grade*	275/275	5%	21.8%	4.67%
Basic needs satisfaction*	275/275	70%	45%	9.63%
Likelihood of child labor	250/250	90%	30%	6.72%
Hours worked per week (age 10-17)	250/250	20.1	10.2	2.28
Likelihood of school attendance*	250/250	10%	30%	6.72%
Likelihood of completing grade*	250/250	5%	21.8%	4.88%
Basic needs satisfaction*	250/250	70%	45%	10.08%

* Assumed based on program properties and eligible population; binary outcomes are modeled as linear probability models.

^ Assumed based on cited literature.

554 cases of child labor were interviewed as described in section 3.1.5.

²⁴ Programa Internacional para la Erradicación del Trabajo Infantil (IPEC). (2011). *Magnitud y Características del Trabajo Infantil y Adolescente en Costa Rica – Informe 2011*. OIT & MTSS Costa Rica. Following the information presented in pages 67-73, and using the original data source: ENAHO 2011, reasonable standard deviations to utilize are 10.2 hours per week for hours worked by children and adolescents, and 518,315 for monthly family income.

2.3.4 Partnership and Implementation

IMPAQ partnered with MTSS and IMAS to conduct this evaluation. As part of our agreement, MTSS was responsible for technical review and recommending cases of child labor for inclusion in NNAT. IMAS was responsible for verifying eligibility conditions, and, moving forward, is responsible for monthly provision of the subsidy and verification of the subsidy provisions.

3. DATA

3.1 Data Collection

IMPAQ collected baseline primary data for the NNAT evaluation. Our data collection efforts included many stages. As a first stage, we developed a project-specific survey instrument that mapped the research questions and enables tracking participants. Next, we conducted cognitive testing to validate the instrument. After finalizing the survey, we supervised enumerator training and programming the instrument into tablets. Fieldwork started with a pilot applied to non-eligible children and adolescents and then was rolled-out for the identification and survey of children and adolescents in the study sample. The final step of data collection consisted of random assignment and the provision of a list with the treatment group to the MTSS and IMAS. Exhibit 8 provides a summary of the activities conducted. The rest of this section describes each of these activities in detail.

Exhibit 8. Baseline Survey Administration Activities

Activity	Timeline	Location of Activity	Activity Conducted By
Instrument Design	September – October 2016	USA	IMPAQ in collaboration with ILAB
Cognitive Testing	October 2016	San José, Costa Rica	IMPAQ
IRB	October 2016	USA	IMPAQ
Enumerator Training	October 2016	San José, Costa Rica	IMPAQ & Data Collection Partner
Instrument Programming	October 2016	San José, Costa Rica	IMPAQ & Data Collection Partner
Pilot	October 2016	San José, Costa Rica	Data Collection Partner
Fieldwork and Data Entry	October – December 2016	Costa Rica	Data Collection Partner
Random Assignment	February 2017	USA	IMPAQ

3.1.1 Instrument Design

IMPAQ designed a project-specific survey to be answered by future program participants: working children and adolescents. We designed the survey instrument to address all the research questions and structured it in five sections. The questionnaire asked for personal and sociodemographic information, educational information, work information, workplace conditions, and household chores information. Exhibit 9 summarizes the sections covered in the instrument.

Exhibit 9. Topics Covered in Survey Instrument

Topic Areas	
1-	Personal and Demographic (name, birth date gender, contact information, type of home, household size, household head education, basic needs)
2-	Education (current educational status, last grade completed, reason for dropping out, educational aspirations)
3-	Work (age when they started working, types of activities performed, primary role/function, hours worked, income, income given to family)
4-	Workplace Conditions (exposure to workplace hazards, abuse, health problems)
5-	Household Work Information (type of household work completed, hours spent on household work)

The instrument was tailored to identify child labor and hazardous labor according to the legislation of Costa Rica and our operational definitions presented in section 1.2.2 and Appendix A. The evaluation team conducted a detailed review of current definitions of child labor, paying particular attention ILO conventions and Costa Rican laws.

The survey included an extended module of contact information questions because of the limited number of program beneficiaries. The contact information of the participant, friends, and relatives increase the likelihood of finding each participant at endline.

IMPAQ collaborated with ILAB in finalizing the questionnaire. The final survey protocol was prepared in collaboration with MTSS and was implemented by MTSS social workers responsible for identifying and interviewing cases of child labor during site visits. The social workers were trained by the MTSS about local legislation on child labor and on child labor case detection and attention. In the next subsections, we explain how the social workers received enumerator training. Appendix B presents the survey instrument.

3.1.2 Cognitive Testing and IRB

The survey instruments were translated to Spanish for local validation. IMPAQ conducted cognitive testing to guarantee clarity of questions for the target population. The goal of this activity was to test the survey content, ensure that the survey instructions and wording of the questions were clear and understandable, and that the response options were adequate. The cognitive interviews were used to assess whether respondents interpreted the questions as intended and whether the questions measured the constructs of interest.

Each interview consisted of two components: 1) the interviewer administered the survey and recorded the respondents' answers; and 2) after each question, the interviewer engaged the respondent in a conversation that explored the meaning of the item and how the respondents came up with their answer. IMPAQ's staff conducted and monitored all of the interviews to detect any problems experienced by either the respondent or the interviewer. We confirmed that questions were well-understood, terms were well-defined, response categories were adequate, transitions between topics were smooth, and interviewer instructions were clear.

IMPAQ's in-house cognitive testing expert developed a guide, based on the survey instrument, to be followed during the cognitive testing. For the pilot, IMPAQ worked together with MTSS to identify working children and adolescents between ages 12 through 17 who were already served by non-governmental organizations that collaborate with MTSS. Eight children and adolescents were chosen to participate in the 2-day cognitive testing activity; four of them were tested each day. The cognitive testing was conducted on October 10 and 11, 2016.

Each participant was interviewed using the cognitive testing guide. The results from each question were recorded individually. At the end of the day, IMPAQ staff had internal meetings to fix any questions that presented concerns. Issues detected during the cognitive testing included: clarification about who is the head of the household, clarification about work not for pay and domestic chores, recall bias and the need to make changes in time periods to reduce measurement error, and changing questions about family phone line information (it is not common to have phone lines anymore). The questionnaire was updated and the same process was followed during the second day of cognitive testing. After the two days of cognitive testing, the IMPAQ team produced a report of results for each question. Each question included the observations made from each of the eight respondents. The team then assessed each question and corresponding observations, revised if needed, and produced the validated instrument to be used in data collection. IMPAQ submitted an application to Chesapeake Institutional Review Board (IRB) after concluding a final version of the questionnaire and survey protocol. The application was approved and IMPAQ started baseline data collection activities. Section 5.1 contains additional information about the IRB approval for this study.

3.1.3 Data Collection Partner and Enumerator Training

IMPAQ hired the services of C.R. Consulting Services – Cognoscitiva (also referred to as data collection partner for simplicity) to implement the data collection activities. As previously mentioned, the enumerators for this project were social workers trained by the MTSS for detecting and referral of cases of child labor. The data collection team consisted of a project manager, a tablet programmer, a field supervisor and eight enumerators. The data collection partner was responsible for providing all site visit logistics, programming the questionnaire into the tablets, transportation of enumerators, and provision of tablets and other inputs for the enumerators to identify and survey the working children and adolescents.

Exhibit 10. Enumerator Training



Photo: IMPAQ International, LLC

The data collection partner conducted the enumerator training on October 13 and 14 under the supervision of two IMPAQ home office staff. The training materials included a complete training manual that included a description of the purpose of the study and the study population, operational definitions of child labor, questionnaire details, and probing guidelines. The training also included lectures and question and answer sessions from the field supervisor. All training was conducted in Spanish by the data collection partner under the supervision of IMPAQ staff.

The enumerator training process gives the interviewer valuable experience with responses that may be expected during an actual interview and helps the interviewer to become more comfortable with the instrument. The enumerators were trained on the questionnaire and how to conduct the interview. The enumerators received training about survey administration, how to approach respondents, procedures for handling respondents' questions and problems, refusal avoidance, conversion procedures, procedures to protect the confidentiality and rights of human subjects, quality control, recording, and editing procedures. The enumerators were also trained on how to input the data into the tablets and how to upload the completed questionnaires. Each enumerator conducted mock interviews on paper and with the tablets, with their peers and with the trainers.

3.1.4 Survey Programming, Testing, and Pilot

The data collection partner used survey software to tailor and program the instrument into the tablets. The programmer implemented range, logic, and consistency checks customized for the question types and expected responses. Range checks ensured that continuous data were entered within predefined boundaries and that interviewers selected categorical data only from a predefined list of responses. Skip logic checks were scripted to ensure that respondents received the appropriate questions based on previous responses. The IMPAQ team thoroughly

tested this instrument to ensure that that it reflected the purpose captured in the final paper instrument.

Exhibit 11. Data Collection Pilot



Photo: IMPAQ International, LLC

IMPAQ staff thoroughly tested the computerized questionnaires. We developed a protocol covering all response scenarios to ensure that the validated instrument was programmed accurately. The protocol was developed to cover the entire questionnaire, such that instructions were clear, every validated question was showing with the right wording, that each response choice was presented, and that all skip patterns were performing

correctly. The computerized questionnaire was very well programmed and only required a minor adjustment in the format of the survey date and fixing one skip pattern.

Enumerator training concluded with a data collection pilot conducted at a non-governmental organization named *Fundación SIFAIS* that serves children in a vulnerable neighborhood of the capital called *La Carpio*. As depicted in Exhibit 11, the pilot was conducted with children ages 12 through 17 that attend *SIFAIS*. Each enumerator conducted the entire survey with one child at a time and was able to ask the field supervisor or IMPAQ staff as any questions emerged. Most questions asked were related to how to engage the children to feel more comfortable answering the questions and were resolved through advice from the field supervisor.

The enumerators were instructed to take notes on all the issues that they encountered during the piloting. At the end of the day, the entire team met to discuss these issues. The issues were clarified and detailed guidance was given to all enumerators by the field supervisor and the IMPAQ staff. The field supervisor and IMPAQ staff gave special attention to guarantee that all enumerators were performing at the same high level. After the pilot the enumerators gained confidence. Once their readiness was approved by the data collection partner and IMPAQ, they were instructed to go the field on the next day.

3.1.5 Fieldwork and Data Entry

Data collection fieldwork was conducted between October 16 and December 31, 2016. The data collection team partnered with the Ministry of Education to receive information on cases of child labor across the entire country. Many of these cases were referred by secondary school principals and counselors. The data collection team organized site visits and the social workers proceeded to schedule meetings with the referred child labor cases. The social workers applied the survey instrument when the case of child labor was confirmed.

Data Quality Checks:

1. Data completeness
2. Skip pattern logic
3. Final dispositioning of records
4. Data cleaning accuracy

The potential beneficiaries were interviewed at school or outside their household. The cases referred that were currently working and enrolled in school were interviewed inside the school, in a private location to guarantee confidentiality. The cases of children that were not in the school system were interviewed directly outside their household, at a distance where no other household member could listen to the questions and answers, guaranteeing confidentiality. The data from the survey instrument was recorded electronically and uploaded daily to the data collection partner's database. The data collection partner verified the integrity of the data collected daily. They reported to IMPAQ weekly on their progress and any challenges faced.

IMPAQ staff and the data collection partner held weekly meetings during the fielding period to address any issues that came up. This process ensured that the baseline data collection proceeded as planned. IMPAQ also developed a protocol in which any emerging issue from the field was communicated to the MTSS staff. The MTSS was particularly helpful to the data

collection team by providing the data collections supervisors with official letters to secure access to secondary schools, technical advice about child labor documentation and case reporting, locations with the highest incidence of child labor, and with overall guidance and collaboration. All issues found during the review were communicated directly to IMPAQ and MTSS staff. Solutions to all field issues and data collection challenges were jointly formulated and swiftly implemented through the collaboration of the data collection partner, the MTSS and IMPAQ. IMPAQ also requested weekly progress reports and conducted data quality check assessments during the data collection period for quality control.

After data collection ended, the evaluation team received a final dataset and performed additional data checks. IMPAQ's check consisted of identifying outliers, performing logic checks, and making all necessary corrections to the data. IMPAQ identified and surveyed 554 cases of child labor.²⁵

3.1.6 Random Assignment

The last step to define the experimental evaluation was to determine a treatment and a control group. A lottery was conducted to randomly assign participants in each group. Each group received 277 participants after the lottery. IMPAQ gave MTSS the list with the treatment group to prioritize their verification procedure and paperwork needed for becoming a program beneficiary. The control group is scheduled for verification after the treatment group.

3.1.7 Data Collection Challenges

Institutional Capacity. The identification and processing of eligible cases of child labor is a process that needed a significant amount of institutional collaboration and project resources. We faced the challenge of working with two implementing partners, which required constant negotiations, coordination, and dedicated staff for the NNAT program. To address this challenge, IMPAQ made significant efforts to facilitate meetings between MTSS and IMAS to plan and set responsibilities for the NNAT evaluation. Similarly, we collaborated with MTSS to guarantee that they had enough social workers to identify and prepare reports of cases of child labor to become potential NNAT beneficiaries. In addition to their limited project staff, we dealt with significant turnover at the highest level of government institutions, mostly because of political appointments. To address this issue, IMPAQ secured buy-in at the highest levels of MTSS and IMAS, developed a memorandum of understanding with both institutions, and obtained a letter from each minister to guarantee the designation of project staff and continuous support to the evaluation.

Recruitment of Social Workers to Serve as Enumerators and Child Labor Report Preparers. Another challenge was the preparation of child labor reports for the government to process cases and approve beneficiaries. It was challenging to quickly identify enough social workers that had experience with child labor topics. To address this challenge, IMPAQ worked closely with the

²⁵ Three of these cases became age ineligible between the time the survey was conducted and the MTSS received the cases for verification. Because of this reason our calculations in this report will present 551 cases, 276 treatment and 275 control.

MTSS to identify a roster of social workers to be interviewed. IMPAQ also relied on MTSS staff to lead the interviews and selection of social workers capable of conducting the tasks required. Furthermore, IMPAQ relied on the support of MTSS expert staff to conduct the social worker training on the identification of child labor cases and also on how to prepare official child labor reports to be submitted to the MTSS for review. MTSS staff worked closely with the social workers on the correct way to prepare these reports. In many cases, additional information and formatting edits were requested for the cases to be approved by the government.

Permission to Interview Students. Some of the potential beneficiaries that we interviewed were both working and attending school. In order to interview students we had to establish agreements with MTSS, IMAS, and the Ministry of Education. Obtaining official letters from the government to access secondary schools also delayed the data collection process during the early stages. Because of this experience, IMPAQ recommends requesting all information and permits at least two months in advance of the data collection start date.

Age Eligibility. Another data collection challenge was the identification of cases of adolescents in child labor who would remain valid at the time of the scholarship provision (must be of age 17 or under). To address this challenge we were forced to set an upper age bound of 17-year-olds in child labor. We had situations in which the enumerators were told that the potential beneficiary was under age 17, but when visited the beneficiary reported being over 17. In such cases of ineligible potential beneficiaries, the enumerators were instructed to skip the interview and move to the next case.

Natural Disaster. A major challenge encountered during the data collection was the path of Hurricane Otto through Costa Rica between November 21 and 26, 2016. Due to a declared national state of emergency, data collection was stopped for approximately 1 week, leading to a significant amount of rescheduling that resulted in a 2 week delay overall.

3.2 Descriptive Statistics

In this section, we present the findings from the baseline data collection. We first describe how child labor variables were constructed and then provide descriptive statistics from a variety of outcomes of interest.

3.2.1 Variable Construction for Child Labor and Hazardous Labor

Not all work performed by children is defined as child labor. As listed in Section 1.2, child labor in Costa Rica follows ILO conventions 138 and 182, and goes farther with national legislation. Particularly, Costa Rica's Childhood and Adolescence Code (CNA) prohibits minors under the age of 15 from participating in any form of labor, including light work and unpaid household work.

Child Labor and Minimum Legal Working Age

The minimum working age in either paid positions or unpaid household labor for Costa Rican adolescents is 15 years old.²⁶ Therefore, we identify that any child under age 15 that works is a case of child labor.

Adolescents between 15 and 17 years old may work under protected conditions. However, adolescents engaged in hazardous occupations or work environments are illegal and considered child labor. See Appendix A for a full list of the prohibited activities.

Household work, whether paid or unpaid, is protected by the same rules and regulations of the CNA as labor outside the household. Because no agreed upon definition for long hours in household services exists, we will present the findings using 2 thresholds: the ILO threshold (more than 20 hours per week), and the CNA threshold for hours engaged in any type of labor (more than 36 hours per week). The measure of household work will be presented separately from child labor (CL) and hazardous child labor (HCL).

Child Labor Statistical Measurement

For this evaluation, we created a child labor indicator that confirms child labor status if:

- An individual is under the age of 15 and is engaged in any type of work.
- An individual is between the ages of 15 and 17 and a) is working night work or excessive hours, regardless of the industry or occupation, or b) is working in designated hazardous industries, hazardous occupations, or under hazardous working conditions.

We create an indicator dummy variable that determines excessive housework status if:

- An individual is under the age of 15 and is engaged in any type of household work.
- An individual is between the ages of 15 and 17 and is spending more than 20 hours a week on household labor (ILO definition)
- An individual is between the ages of 15 and 17 and is spending more than 36 hours a week on household labor (CNA definition)²⁷

3.2.2 Baseline Equivalence Analysis

Although randomization is supposed to balance averages across treatment and control groups on observed and unobserved characteristics, there may still be some differences across the groups. We tested for baseline equivalences using summary measures and confidence intervals of the variables from the treatment and group using *t*-tests.²⁸

²⁶ ILO & Costa Rican Childhood and Adolescence Code 1998

²⁷ The 20 and 36 hours thresholds will be presented separately.

²⁸ Hedges, L.V. (2007). Correcting a significance test for clustering. *Journal of Educational and Behavioral Statistics*, 32, 151-179.

Baseline equivalence analysis is very important for the next steps of this evaluation. Based on analysis of the baseline data and after endline data collection, the evaluation team will control for pre-treatment covariates in the regression analysis to improve precision of the estimated program impacts. In this subsection, we present the baseline equivalence analysis findings by topic of interest.

Demographic Characteristics

Exhibit 12 provides a description of the background characteristics of the sample youth and shows that there are no statistically significant differences between the treatment and control group characteristics. The average age of treatment group youth is 15.51 years, with males comprising approximately 54 percent of the group. The average age of the control group is 15.55 years, and the group is approximately 57 percent male. Youth in the treatment group came from households with approximately 4.5 members, whereas youth in the control group came from households with approximately 4.6 members. Youth in both the treatment and control groups had three siblings on average. A small percentage of youth – about three percent in both the treatment and control groups – reported having children of their own.

When asked whether their basic necessities had been met over the past six months, more than 90 percent of sample youth in both the treatment and control groups reported that they had. Youth in both the treatment and control groups reported missing approximately one meal in the past week. More than 50 percent of sample youth in both the treatment and control groups live in households headed by their mother, and 30 percent in both groups live in households headed by the father. 66 percent of the youth in the treatment group reported that the head of their household had primary education, compared to 65 percent of youth in the control group. Approximately 15 percent of youth in the treatment group reported their head of household had a secondary education, compared with 12 percent of youth in the control group, however this difference was not statistically significant.

Exhibit 12. Demographic Characteristics of Sampled Youth

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Age						
Age on February 1, 2016	15.513 (0.088)	276	15.555 (0.089)	275	-.042	(-.122, .045)
Sex						
Male	0.540 (0.925)	276	0.578 (0.856)	275	-.038	(-.122, .045)
Household Composition						
Household size	4.475 (0.331)	276	4.664 (0.383)	274	-0.190	(-.465, .086)
Number of siblings	2.819 (0.688)	276	3.055 (0.711)	275	-0.236	(-.58, .109)
Has children of his/her own	0.033 (5.457)	276	0.029 (5.788)	275	0.004	(-.025, .033)
Basic Necessities						
Had basic necessities over past 6 months	0.917 (0.302)	276	0.927 (0.281)	274	-0.010	(-.055, .035)
Number of missed meals last week	1.054 (2.199)	276	0.996 (2.293)	274	0.058	(-.328, .444)
Household Head						
Lives in household headed by mother	0.569 (0.872)	276	0.558 (0.891)	274	0.010	(-.073, .094)
Lives in household headed by father	0.344 (1.383)	276	0.339 (1.398)	274	0.005	(-.075, .084)
Lives in household headed by other relative	0.076 (3.491)	276	0.084 (3.310)	274	-0.008	(-.053, .038)
Household head education						
HH head has no education	0.170 (2.211)	276	0.223 (1.872)	274	-0.052	(-.119, .014)
HH head has primary education	0.663 (0.714)	276	0.631 (0.765)	274	0.032	(-.048, .112)
HH head has secondary education	0.149 (2.398)	276	0.120 (2.707)	274	0.028	(-.029, .085)
HH head has higher education [†]						

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

[†] Results are suppressed because there were fewer than five respondents.

Income

Youth in the treatment group reported earning an approximately 17,600 Costa Rican *Colones* (about \$31 USD) in the previous week, while those from the control group reported earning approximately 15,800 Costa Rican *Colones* (about \$28 USD) during the same period. Exhibit 13 shows that 29 percent of youth in the treatment group and 25 percent of youth in the control group kept this income for their own use during the previous month. A slightly larger share of youth reported giving half of their weekly income to their family, while just under a quarter of the youth in both the treatment and the control groups reported giving all their income to their family. No statistically significant differences between the treatment and control groups were found for income variables.

Exhibit 13. Income of Sampled Youth

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Type of work activity						
Total income last week (CRC)	17,674.57 (1.824)	274	15,763.71 (1.521)	273	1910.86	(-2862.67, 6684.39)
Gave no income to family in the past month	0.288 (1.574)	274	0.249 (1.739)	273	0.039	(-.035, .114)
Gave 1/4 of income to family in the past month	0.099 (3.030)	274	0.150 (2.383)	273	-0.052	(-.107, .004)
Gave 1/2 of income to family in the past month	0.285 (1.588)	274	0.260 (1.690)	273	0.025	(-.05, .099)
Gave 3/4 of income to family in the past month	0.091 (3.162)	274	0.095 (3.088)	273	-0.004	(-.053, .045)
Gave all income to family in the past month	0.237 (1.796)	274	0.245 (1.757)	273	-0.008	(-.08, .064)

* p<0.05, ** p<0.01, *** p<0.001

Health and Well-Being

Exhibit 14 describes youths' self-reported health and well-being. 87 percent of youth in the treatment group and 86 percent of youth in the control group reported that they were in good, very good, or excellent health. When asked about aches and pains, about 12 percent of youth in the treatment group and 10 percent of youth in the control group responded that they had aches and pains most or all the time. Under 10 percent of youth in the treatment and control groups reported memory problems. 45 percent of youth in the treatment group and 39 percent of youth in the control group reported that they had been sick at least once during the past month, and during this time the youth missed an average of about 1 day of school due to illness across the treatment and control groups. No statistically significant differences were found for health and well-being variables.

Exhibit 14. Health and Well-Being of Sampled Youth

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
General health						
Good, very good, or excellent health	0.869 (0.389)	275	0.858 (0.408)	274	0.011	(-.046, .069)
Regular or poor health	0.131 (2.581)	275	0.142 (2.459)	274	-0.011	(-.069, .046)
Specific health						
Does not have an appetite most or all the time	0.044 (4.690)	275	0.080 (3.391)	274	-0.037	(-.077, .004)
Has aches and pains most or all the time	0.124 (2.667)	275	0.099 (3.030)	274	0.025	(-.028, .078)
Has difficulty remembering things most or all the time	0.069 (3.677)	275	0.080 (3.391)	274	-0.011	(-.055, .033)
Has been sick during the past month	0.451 (1.106)	275	0.391 (1.252)	274	0.060	(-.022, .143)
Days of school or work missed in the past month due to illness	1.051 (2.745)	274	0.869 (3.160)	274	0.182	(-.29, .655)

* p<0.05, ** p<0.01, *** p<0.001

Schooling

Approximately 94 percent of the youth in the treatment group and 97 percent of youth in the control group reported being enrolled in a school. Six percent of youth in the treatment group and 3 percent of youth in the control group reported that they are not enrolled in any school. Exhibit 15 shows that on average between both the treatment and the control groups, youth that are no longer in school reported that they were approximately 15 years old and in seventh grade when they dropped out. Students' reasons for dropping out are varied, but included bad grades, expulsion, lack of resources, the need to work, feeling unsafe in school, and pregnancy. All the youth who had dropped out reported that they planned to return to school in the next year, and 59 percent in the treatment group and 75 percent in the control group stated that they aspired to earn a university degree. Caution should be taken in interpreting the dropout status results due to exceedingly small sample sizes. No statistically significant differences were detected for schooling outcomes.

Exhibit 15. School Enrollment Status of Sampled Youth

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
School enrollment status						
Currently enrolled in school	0.938 (0.257)	275	0.971 (0.174)	274	-0.033	(-.068, .002)
Dropout status						
Dropped out of school	0.062 (3.903)	275	0.029 (5.777)	274	0.033	(-.002, .068)
Age when dropped out of school	15.000 (0.071)	17	14.625 (0.073)	8	0.375	(-.566, 1.316)
Grade when dropped out of school	7.588 (0.094)	17	7.250 (0.064)	8	0.338	(-.235, .912)
Future plans if dropped out						
Plans to return to school in the next year	1.000 (0.000)	17	1.000 (0.000)	8	0.000	(0, 0)
Would like to complete university	0.588 (0.862)	17	0.750 (0.617)	8	-0.162	(-.6, .277)

* p<0.05, ** p<0.01, *** p<0.001

Child and Adolescent Employment

In this section, we present and discuss summary statistics about employment activities among sample youth. In the next sections we detect and disaggregate child labor based on our operational definitions. For our analysis, we define working youth as those who reported working, for pay or not, during the last week. Working includes running or engaging in any kind of business, such as selling goods, farming, building, cleaning other houses, or performing any other economic activity.

Exhibit 16 shows that approximately 96 percent of the youth in both the treatment and control groups are engaged in some type of work. Treatment group youth spent 22 hours working in the previous week, whereas control group youth spent 24 hours working in the previous week. Youth in both the treatment and control groups report beginning work when they were 12 years old, and almost a quarter of sampled youth report that work has interfered with their plans to study. Fifty-eight percent of youth in the treatment group and 65 percent of youth in the control group reported working for a wage, salary, commission, or in-kind payment. Additionally, 40 percent of youth in the treatment group and 41 percent of youth in the control group reported participating in unpaid household labor. There were no statistically significant differences in the responses of treatment and control youth for any of these questions.

Exhibit 16. Sampled Youth Employment Status

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Work history						
Working	0.964 (0.195)	274	0.960 (0.205)	274	0.004	(-.029, .036)
Number of hours worked last week	22.062 (0.805)	276	23.782 (0.788)	275	-1.720	(-4.776, 1.336)
Age when started working	12.007 (0.227)	273	11.646 (0.257)	274	0.361	(-.12, .842)
Work has interfered with plans to study	0.241 (1.778)	274	0.248 (1.744)	274	-0.007	(-.08, .065)
Type of work activity						
Run or help in any kind of business, big or small, for themselves or with one or more coworkers or partners	0.376 (1.291)	274	0.420 (1.178)	274	-0.044	(-.126, .038)
Do any work for a wage, salary, commission, or any payment in kind	0.580 (0.852)	274	0.653 (0.730)	274	-0.073	(-.155, .009)
Do any work as a domestic worker for a wage, salary, or any payment in food or housing	0.164 (2.260)	274	0.146 (2.423)	274	0.018	(-.043, .079)
Help, without being paid, in any kind of business run by their household	0.405 (1.214)	274	0.416 (1.187)	274	-0.011	(-.094, .072)
Produce any other good for household use	0.069 (3.670)	274	0.051 (4.317)	274	0.018	(-.022, .058)
Fetch water or collect firewood for household use	0.234 (1.815)	274	0.237 (1.796)	274	-0.004	(-.075, .068)
Catch any fish, prawns, shells, wild animals, or other food for sale	0.080 (3.391)	274	0.109 (2.857)	274	-0.029	(-.078, .02)
Do any work on their own (or their household's) plot, farm, or food garden	0.204 (1.977)	274	0.193 (2.046)	274	0.011	(-.056, .078)
Do any construction or major repair work on their own farm plot, food garden, or business	0.153 (2.355)	274	0.157 (2.322)	274	-0.004	(-.065, .057)
Any other work activity not for pay	0.157 (2.322)	274	0.113 (2.805)	274	0.044	(-.014, .101)
Any other work activity for pay	0.358 (1.343)	274	0.361 (1.332)	274	-0.004	(-.084, .077)
Work or activities in nightclubs, brothels, gambling halls, or adult entertainment [†]						

* p<0.05, ** p<0.01, *** p<0.001

[†] Results are suppressed because there were fewer than five respondents.

After having analyzed the minors that report being employed, we turn our attention to child labor. In the next subsections, we discuss our findings about working children under age 15, adolescents engaged in hazardous occupations and environments, and children's participation in household chores.

Working Children under Age 15

Costa Rican Legislation states that any child under the age of 15 that is engaged in any type of work is in child labor. Exhibit 17 shows that more than 95 percent of the 94 adolescents under age 15 in the treatment group and 87 percent of the 91 adolescents under age 15 in the control group were engaged in child labor. Our findings confirm that there are no statistically significant differences between the child labor levels of the treatment and control groups for this measure.

Exhibit 17. Children under Age 15 Labor

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Under 15 years old and engaged in any type of work	0.957 (0.212)	94	0.967 (0.186)	91	-0.010	(-.065, .046)

* p<0.05, ** p<0.01, *** p<0.001

Hazardous Child Labor

According to our operational definition of hazardous child labor, adolescents ages 15 to 17 are engaged in hazardous child labor if they work:

- In hazardous occupations (work activities) or environments.
- At night, 7 p.m. to 7 a.m. (or in mixed shifts that end after 10 p.m.), more than 6 hours a day, or 36 hours a week.

Sample youth ages 15 to 17 provided responses to questions about the type of work they were engaged in, time of day working, and daily work hours. Exhibit 18 shows the work activities of the treatment and control groups. While only a small percentage of youth are engaged in each of these types of work, 24 percent of youth in the treatment group and 25 percent of youth in the control group are regularly exposed to dust, fumes, or other toxins. Additionally, 24 percent of youth in the treatment group and 25 percent in the control group report manually transporting heavy loads. The only significant difference between the treatment and control groups occurs among youth using heavy machinery in the workplace. Nine percent of youth in the control group report using heavy machinery, as compared with just four percent of the control group. This difference is statistically significant at the five percent level.

Exhibit 18. Hazardous Occupations among Adolescents Ages 15 to 17

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Type of work activity						
Work or activities in mines, quarries, excavation, or other underground work [†]						
Work or activities completed in confined or closed spaces	0.078 (3.453)	180	0.093 (3.124)	182	-0.016	(-.074, .042)
Work or processes that include the handling of chemical substances, fuel, or other harmful substances	0.128 (2.620)	180	0.137 (2.513)	182	-0.01	(-.08, .061)
Work or activities in the sea, including fishing and extraction of mollusks	0.083 (3.326)	180	0.143 (2.456)	182	-0.06	(-.125, .006)
Work or activities that include scuba diving or submersion under water [†]						
Work or activities that include handling of agrochemicals	0.094 (3.105)	180	0.099 (3.027)	182	0.004	(-.066, .057)
Work or tasks that imply constant exposure to dust, fumes, or other toxins	0.239 (1.790)	180	0.264 (1.675)	182	0.025	(-.115, .065)
Work or manufacturing activities that include the handling of explosive substances [†]						
Work or activities that imply the use of heavy machinery	0.089 (3.210)	180	0.038 (5.014)	182	.05*	(0, .101)
Work constructing roads, dams, bridges, or docks						
Work or activities that imply the manual transport of heavy loads	0.239 (1.790)	180	0.253 (1.724)	182	0.014	(-.103, .075)
Work or activities in environments with exposure to loud noises and vibrations	0.167 (2.242)	180	0.170 (2.213)	182	0.004	(-.081, .074)
Work or activities completed at heights that require the use of harnesses or ladders	0.117 (2.759)	180	0.093 (3.124)	182	0.023	(-.04, .087)
Work or activities that include exposure to extreme high or low temperatures	0.183 (2.116)	180	0.165 (2.257)	182	0.018	(-.06, .097)
Work or activities requiring electrical installation	0.056 (4.135)	180	0.071 (3.615)	182	0.016	(-.066, .035)
Work or activities in the production or sale of alcoholic beverages or working in this type of establishment [†]						
Work or activities in nightclubs, brothels, gambling halls, or adult entertainment [†]						
Work or activities in private security services [†]						

* p<0.05, ** p<0.01, *** p<0.001

[†] Results are suppressed because there were fewer than five respondents.

When asked about their work environment, few youth reported drugs in the workplace, exploitation, interference with studying, or other hazardous environmental factors. Exhibit 19

shows that many of the hazardous environmental factors listed were uncommon. While work-related illnesses and injuries were rare, approximately 37 percent of youth in the treatment group and 34 percent of youth in the control group reported suffering from extreme fatigue.

Exhibit 19. Workplace Environment of Adolescents Ages 15 to 17

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Work environment						
Drugs in the workplace [†]						
Work in an exploitative or uncomfortable environment	0.094 (3.105)	180	0.093 (3.124)	182	.001	(-.059, .062)
Work that limits the right of regular school attendance	0.117 (2.759)	180	0.099 (3.027)	182	.018	(-.046, .082)
Work that requires sleeping in the workplace	0.083 (3.326)	180	0.088 (3.230)	182	-.005	(-.063, .053)
Work that requires caring for children, the elderly, or handicapped people	0.206 (1.971)	180	0.203 (1.985)	182	.002	(-.081, .086)
Yelled at or told intimidating things	0.044 (4.650)	180	0.066 (3.774)	182	-.021	(-.069, .026)
Insulted or called offensive names	0.056 (4.135)	180	0.060 (3.954)	182	-.005	(-.053, .044)
Hit, beaten, or hurt physically [†]						
Experienced sexual harassment	0.039 (4.985)	180	0.011 (9.513)	182	.028	(-.004, .06)
Forced to work more hours than they wanted to	0.056 (4.135)	180	0.066 (3.774)	182	-.01	(-.06, .039)
Forced to sell or use drugs [†]						
Has a job they could not quit if they wanted to	0.883 (0.364)	180	0.846 (0.428)	182	.037	(-.013, .024)
Other unsafe or unhealthy environmental factor [†]						
Work-related illness and injury						
Superficial lesions or open wounds	0.156 (2.336)	180	0.214 (1.920)	182	-.059	(-.139, .022)
Fractures [†]						
Dislocations, sprains, or strains	0.056 (4.135)	180	0.038 (5.014)	182	.017	(-.027, .061)
Burns, corrosions, scalds, or frostbite	0.078 (3.453)	180	0.077 (3.474)	182	.001	(-.055, .056)
Breathing problems	0.161 (2.288)	180	0.154 (2.352)	182	.007	(-.068, .083)
Eye problems	0.222 (1.876)	180	0.132 (2.573)	182	.09*	(.012, .169)
Skin problems	0.128 (2.620)	180	0.143 (2.456)	182	-.015	(-.086, .056)
Stomach problems/diarrhea	0.139 (2.497)	180	0.126 (2.637)	182	.013	(-.058, .083)
Fever	0.156 (2.336)	180	0.143 (2.456)	182	.013	(-.061, .087)
Extreme fatigue	0.367 (1.318)	180	0.341 (1.395)	182	.026	(-.073, .125)
Other problems [†]						

* p<0.05, ** p<0.01, *** p<0.001

[†] Results are suppressed because there were fewer than five respondents.

The only significant difference between the treatment and control groups in relation to workplace environment was for youth who reported work-related eye problems. Twenty-two percent of the treatment group reported eye problems, as compared with 13 percent of the control group. This difference is statistically significant at the five percent level.

We analyzed the magnitude of hours worked and the time of these hours. Exhibit 20 shows that approximately 60 percent of sample youth aged 15 to 17 reported working more than six hours per day. About 40 percent of these youth worked more than six hours per day at least one day during the week, and 40 percent worked more than six hours per day at least one day per weekend. About 21 percent of youth in this age group worked more than six hours per day at least one day during the week and at least one day during the weekend. Despite this finding, 22 percent of youth in the treatment group and 27 percent of youth in the control group percent reported working weeks longer than 36 hours. 36 percent of these adolescents in the treatment group and 41 percent in the control group indicated working at night, between the hours of 7 p.m. and 7 a.m.

Exhibit 20. Prevalence of Long Hours and Night Work among Adolescents Ages 15 to 17

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Works at night - between 7PM and 7AM	0.361 (1.334)	180	0.410 (1.203)	183	-.049	(-.149, .052)
Worked more than 6 hours on any day of the past week	0.600 (0.819)	180	0.607 (0.808)	183	-.007	(-.108, .095)
Worked more than 6 hours on any weekday of the past week	0.411 (1.200)	180	0.393 (1.245)	183	.018	(-.084, .119)
Worked more than 6 hours on any weekend day of the past week	0.378 (1.287)	180	0.437 (1.138)	183	-.059	(-.161, .042)
Worked more than 36 hours during the past week	0.222 (1.876)	180	0.273 (1.635)	183	-.051	(-.14, .038)

* p<0.05, ** p<0.01, *** p<0.001

Hazardous labor among adolescents is reported as the percentage of all youth aged 15 to 17 in the study sample working in hazardous occupations, hazardous conditions, and/or working long or late hours. Exhibit 21 shows that more than 90 percent of adolescents in our sample – specifically, 92.2 percent of youth in the treatment group and 94.0 percent of youth in the control group – are identified as engaged in hazardous child labor. The 1.8 percentage point difference is not statistically significant. Just under 60 percent of youth aged 15 to 17 are working in hazardous industries, more than 80 percent are working under hazardous conditions, and just under 70 percent are working long or late hours.

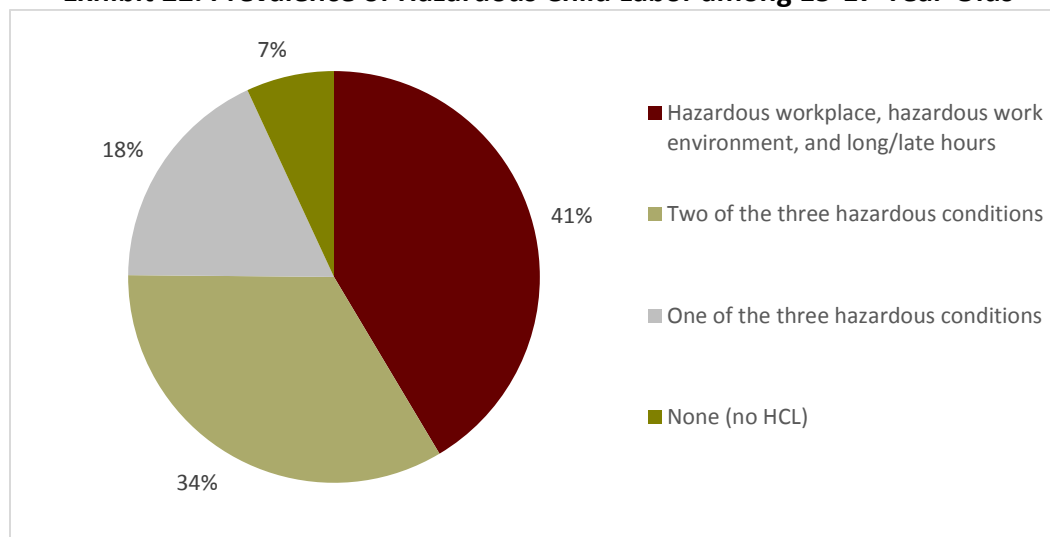
Exhibit 21. Prevalence of Hazardous Child Labor among Youth Ages 15 to 17

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Engaged in hazardous child labor	0.922 (0.291)	180	0.940 (0.254)	183	-.018	(-.07, .035)
Work in hazardous occupation	0.594 (0.828)	180	0.588 (0.840)	182	0.007	(-.095, .108)
Work in hazardous conditions	0.844 (0.430)	180	0.787 (0.522)	183	.058	(-.023, .138)
Works long or late hours	0.689 (0.674)	180	0.689 (0.674)	183	0	(-.095, .096)

* p<0.05, ** p<0.01, *** p<0.001

A large portion of the youth engaged in hazardous child labor are working in hazardous workplaces with hazardous work environments and are engaged in night work or long hours. Exhibit 22 shows that 41 percent of all youth in the older cohort are engaged in all three of these hazardous work conditions. An additional 34 percent of this group is engaged in 2 of the 3 hazardous work conditions. Eighteen percent of youth aged 15 to 17 meet 1 of these 3 criteria to qualify as being engaged in hazardous child labor. Seven percent of these youth are not working under any hazardous conditions.

Exhibit 22. Prevalence of Hazardous Child Labor among 15-17-Year-Olds



Child Labor

We report the prevalence of child labor as the percentage of all minor youth in the study sample who are engaged in either hazardous labor or are under the age of 15 and are engaged in any type of work. Exhibit 23 shows the prevalence of underage work and HCL among sample youth. While both are common, work of any type among youth under 15 years of age is slightly more prevalent than HCL among the 15 through 17 age group.

Exhibit 23. Underage Work, Hazardous Child Labor, and Child Labor Prevalence

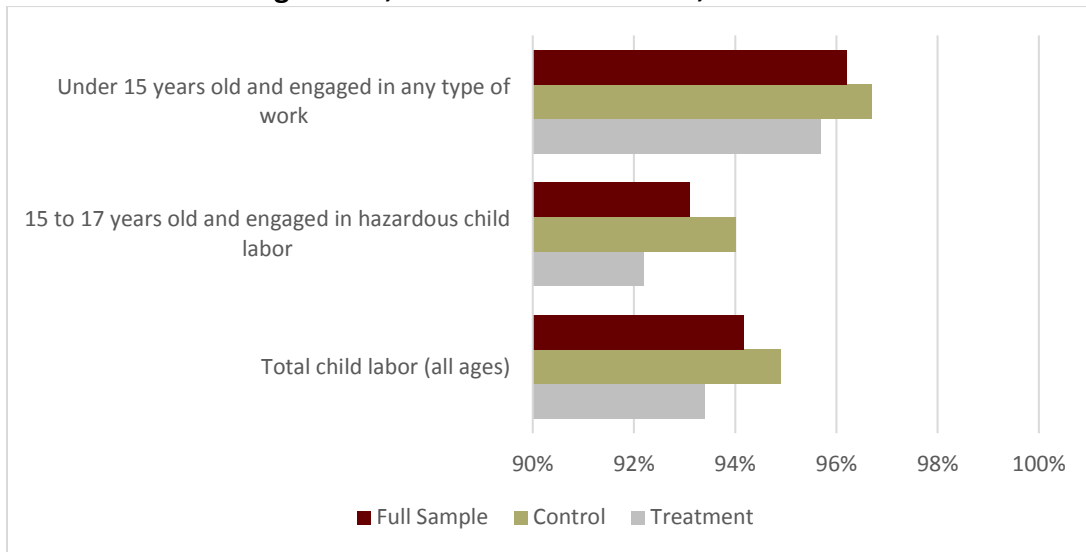


Exhibit 24 indicates that 93.4 percent of youth in the treatment group and 94.9 percent of youth in the control group were engaged in some form of child labor, however the difference is not statistically significant.

Exhibit 24. Child Labor Prevalence among Sample Youth

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Engaged in child labor	0.934 (0.266)	274	0.949 (0.232)	274	-.015	(-.054, .025)
Engaged in hazardous child labor	0.922 (0.291)	180	0.940 (0.254)	183	-.018	(-.07, .035)
Under 15 years old and engaged in any type of work	0.957 (0.212)	94	0.967 (0.186)	91	-0.010	(-.065, .046)

* p<0.05, ** p<0.01, *** p<0.001

Household Chores

Household chores are subject to the same Costa Rican child labor laws as any other type of work. Exhibit 25 shows that 78 percent of youth in the treatment group and 75 percent of youth in the control group performed household chores during the previous week.

Exhibit 25. Household Chores among Sampled Youth

	Treatment		Control		Difference	
	Mean (CV)	N	Mean (CV)	N	Mean	CI (LB, UB)
Youth involvement in household chores						
Performed household chores last week	0.781 (0.530)	274	0.751 (0.577)	273	0.030	(-.041, .101)
Cleaning the household or helping mend or wash clothing	0.981 (0.138)	214	0.985 (0.122)	205	-0.004	(-.029, .021)
Cooking or buying groceries	0.668 (0.706)	214	0.615 (0.794)	205	0.054	(-.039, .146)
Caring for younger, elderly, or unwell household members	0.421 (1.177)	214	0.415 (1.191)	205	0.006	(-.089, .101)
Repairing household equipment	0.131 (2.583)	214	0.088 (3.231)	205	0.043	(-.017, .103)
Other	0.028 (5.902)	214	0.029 (5.773)	205	-0.001	(-.033, .031)
Hours spent on household chores						
Number of hours spent on chores last week	7.824 (1.048)	213	6.237 (0.869)	205	1.587*	(.246, 2.929)
Hazardous household chore hours						
Under age 15 and did any household chores	0.745 (0.589)	94	0.725 (0.619)	91	0.019	(-.109, .148)
More than 20 hours of unpaid household work per week (per ILO) [†]						
More than 36 hours of unpaid household work per week (per CNA) [†]						

* p<0.05, ** p<0.01, *** p<0.001

[†] Results are suppressed because there were fewer than five respondents.

Approximately 98 percent of those youth performing chores reported helping with cleaning the household or helping to mend or wash clothing. Other commonly reported chores include cooking or buying groceries; caring for younger, elderly, or unwell household members; and performing household repairs. Youth in the treatment group spent an average of 7.8 hours on household chores in the previous week while those in the control group spent 6.2 hours. This difference is significant at the five percent level. Seventy-four percent of adolescents under age 15 in the treatment group and 72 percent of adolescents under age 15 in the control group participated in household chores. Very few youth reported participating in more than 20 or 36 hours of household chores per week.

4. NEXT EVALUATION PHASES

4.1 Beneficiary Tracking

4.1.1 Objective

We are implementing a participant tracking system (PTS) during program implementation. The main objectives of the PTS are to maintain contact with the participant and to document any changes in contact information or our outcome variables of interest. Updated contact information will minimize attrition of this vulnerable population during the endline survey. The tracking system has been approved by Chesapeake IRB, and the PTS provider chosen for this project was Magpi Systems.

Our system incorporates a mobile phone text message-based participatory system that will be used for the duration of the study. The mobile phone PTS consists of short text message-based questions to monitor the participants' school enrollment, employment status, and location of residence on an on-going basis. At the end of each quarter, IMPAQ will contact individuals who indicate a substantive change in location of residence, employment, or school status to gather additional information. Through the PTS, the individual's situation can be updated periodically. IMPAQ can know in a timely manner if the individual has dropped-out of school or migrated, enabling IMPAQ to track and update information from the treatment and the control groups.

4.1.2 Mobile Phone Piloting

The IMPAQ team tested the Magpi system during a site visit scheduled to coincide with the supervision of baseline data collection. The dates of these tests were October 13th through October 17th, 2016. The purpose of this test were merely developmental and not part of data collection. The tests were conducted to corroborate if Magpi was compatible with all mobile phone carriers and plans in the country. To do so, IMPAQ staff installed the system on different local phones and sent the messages to phones from all three major telecommunication providers, contract phone plans and pre-paid phones, smart phones and cellular phones.

The Magpi system can successfully capture the mobile text message response data through the system, but we identified some glitches with deployment of survey. Specifically, we identified issues with the order in which questions were received, skip logic, and when out-of-range responses were given. For messages sent to cellular phones, in cases where the message would not fit into a single message, the second part of the message would in approximately 25% of the cases be received before the first part of the message. Similarly, our tests to skip patterns depending on the answers given presented issues also about 25% of the time. Finally, we had to update the programming and error messages to be sent in cases where answers were out-of-range, for example when a numeric question was answered with words.

The identified issues were reported to Magpi and these issues were resolved. All issues have been addressed and have now been deployed to the current version of Magpi.

A priority component of the testing was to identify an option that was the least costly for messaging, both to IMPAQ and to participants. During our visit, we worked with Magpi to identify a method of procuring a local Costa Rican number for the short message service (SMS) responses that will keep costs low. We decided to purchase a local mobile phone to function as a server. Messages are received and automatically uploaded via an Internet-based syncing app called SMSSync SMS Gateway.²⁹ This server is managed by our local contractor.

4.1.4 Mobile Phone Surveys

IMPAQ is working on a final list of phone numbers for treatment and control group members otherwise the system is fully ready for tracking. The first mobile survey, scheduled for late June 2017, before the students leave for summer vacation, will focus on providing scholarship and work status. A second round of surveys will occur in August, after school has restarted. This round will be oriented toward school attendance because of the large number of drop-outs after mid-year vacation. The third and final mobile survey will take place in October 2017, roughly a month before endline data collection. This last survey will focus on updating contact information with the goal of facilitating the conduct of the endline survey. Exhibit 26 presents the PTS timeline.

Exhibit 26. Tracking System Timeline

Month	Event	Action
October 2016	Magpi Pilot Testing	• Test Magpi system in Costa Rica
	Key Informant and Partner Interviews	• Work with local partners to assess feasibility of monitoring system and improve participation rate.
November 2016	Set up local mobile phone server	• Purchase local mobile phone with plan and set up to receive and sync messages with the Magpi System using SMSSync.
April 2017	Pilot of Magpi Survey and Local Mobile Phone Service	• Work with Magpi to address any potential issues.
	Final Survey Questions Text Completed.	• Internal review of all messages and questions to be sent via SMS • Filed a final pilot test of the surveys in advance of deployment in February.
July 2017	Tracking Survey #1	• Follow up with children about the provision of the scholarship and work status.
August 2017	Tracking Survey #2	• Follow up with children about their school attendance.
October 2017	Tracking Survey #3	• Follow up with children with confirmation of contact information.

4.2 Endline Data Collection

Endline data collection is scheduled for February 2018, a year after the start of the provision of the scholarship by the Costa Rican Government.. We plan to collect data from the all the program beneficiaries and the entire control group. The individuals that were found ineligible during baseline data collection will not be interviewed. The youth under study tracked and interviewed

²⁹ <https://play.google.com/store/apps/details?id=org.addhen.smssync&hl=en>

during the first months of the school year. We expect that this timing together with our tracking system will minimize attrition.

4.3 Final Findings

IMPAQ will analyze the effects of the NNAT program after gathering the endline data collection. We will determine the unbiased impacts of the program on the outcomes of interest through the use of the experimental design. We will use the baseline data as needed to correct for any unbalanced variables between groups at baseline. We will also conduct a qualitative data collection during baseline and endline, and we will prepare a qualitative assessment during final reporting to document the mechanisms through which the effects were (or were not) generated.

Finally, IMPAQ will develop a final evaluation report including impact evaluation findings and a qualitative study describing the mechanism that led to these changes. At this time, IMPAQ will also provide these findings to MTSS and IMAS to make timely corrections to the program and consider program expansion in the future.

5. ANCILLARY INFORMATION

In this section, we present additional information on the project's IRB registration, and list the research protocol resources.

5.1 IRB Registration

As part of the IRB process, IMPAQ submitted an IRB application to Chesapeake IRB for review. The application included background information on the evaluation, details of the study, the evaluation methodology, informed consent forms, the applicable protocol documents, the strategy for data security and management, a statistical analysis plan, and quality assurance procedures. Chesapeake IRB approved the application on October 17, 2016 (Pro00013437), certifying that the study does not involve greater than minimal risk. The approved documentation for this evaluation includes:

- Protocol documents
 - Quantitative baseline survey
 - Qualitative protocols
- Additional documentation
 - Consent script for survey respondents
 - Federal grant documentation
 - Training agenda
 - Cognitive testing

5.2 Instrument and Protocols

Appendix B contains copies of the instrument and protocol.

5.3 Funding

This study was funded by USDOL/ILAB. The Grant Officer Representative was regularly consulted and approval secured during the design, implementation, and analysis stages, and all analyses were performed by IMPAQ. A draft of the report was delivered to the Grant Officer Representative for review on June 30, 2017, but all final decisions on the content of the report were jointly made by the principal investigator, Jonathan Simonetta, and the evaluation team leader, Dr. Jaime Meza Cordero.

APPENDIX A. DEFINITIONS FOR MEASURING HAZARDOUS CHILD LABOR

This appendix presents more details on child labor measurement framework used for this evaluation. The following documents inform our definition and measurement of child labor:

- ILO's Minimum Age for Working Convention, 1973, No.138 (C138);
- ILO's Convention on the Worst Forms of Child Labour, 2001, No. 182 (C182);
- Costa Rica National Law No. 5594 ratifying ILO Convention No. 138;
- Costa Rica National Law No. 8122 ratifying ILO Convention No. 182;
- Costa Rica Childhood and Adolescence Code - *Código de la Niñez y la Adolescencia (CNA)*, 1998, Government of Costa Rica Law No. 7739;
- Costa Rican Labor Code;
- Prohibition of Dangerous and Unhealthy Work for Adolescent Workers, 2011, Government of Costa Rica Law 8922;
- ILO's 18th International Conference of Labour Statisticians of 2008 (ICLS18);
- ICLS18-RII: Resolution II, Resolution concerning statistics of child labor, adopted in the 18th ICLS, and
- ILO's 19th International Conference of Labour Statistics Resolutions of 2012 (ICLS19)

As described in Section 1.2.2 and 3.2.1, for this evaluation, we apply the child labor measurement framework criteria outlined by the ILO and the Costa Rican National Legislation to construct our operational definitions of child labor and hazardous labor.³⁰ A case of child labor in Costa Rica is considered valid depending on the age of the child, the occupation, the working environment, and the hours worked (both in magnitude and in time of the day). Two main distinctions are used to define child labor in the NNAT evaluation:

1. The children aged 5 through 14 will be identified as in child labor regardless the type of work they are performing, the industry they are working in, and/or the workplace conditions.
2. Adolescents aged 15 through 17 will be identified as in child labor if they are working in designated hazardous industries, occupations, or under hazardous working conditions, as defined by the ILO and the Cost Rican Childhood and Adolescent Code, or if they are working night work and long hours, regardless the industry or occupation

See Exhibit 27 for a graphic representation of the child labor definition, Exhibit 28 for a logic model of the NNAT program, and Exhibit 29 for a summary of the child labor definitions according to ILO and Costa Rican laws. Exhibit 30 lists the hazardous child labor occupations described in Costa Rica Law 8922.

³⁰ http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_099577.pdf

Exhibit 27. Child Labor Diagram for NNAT Participants

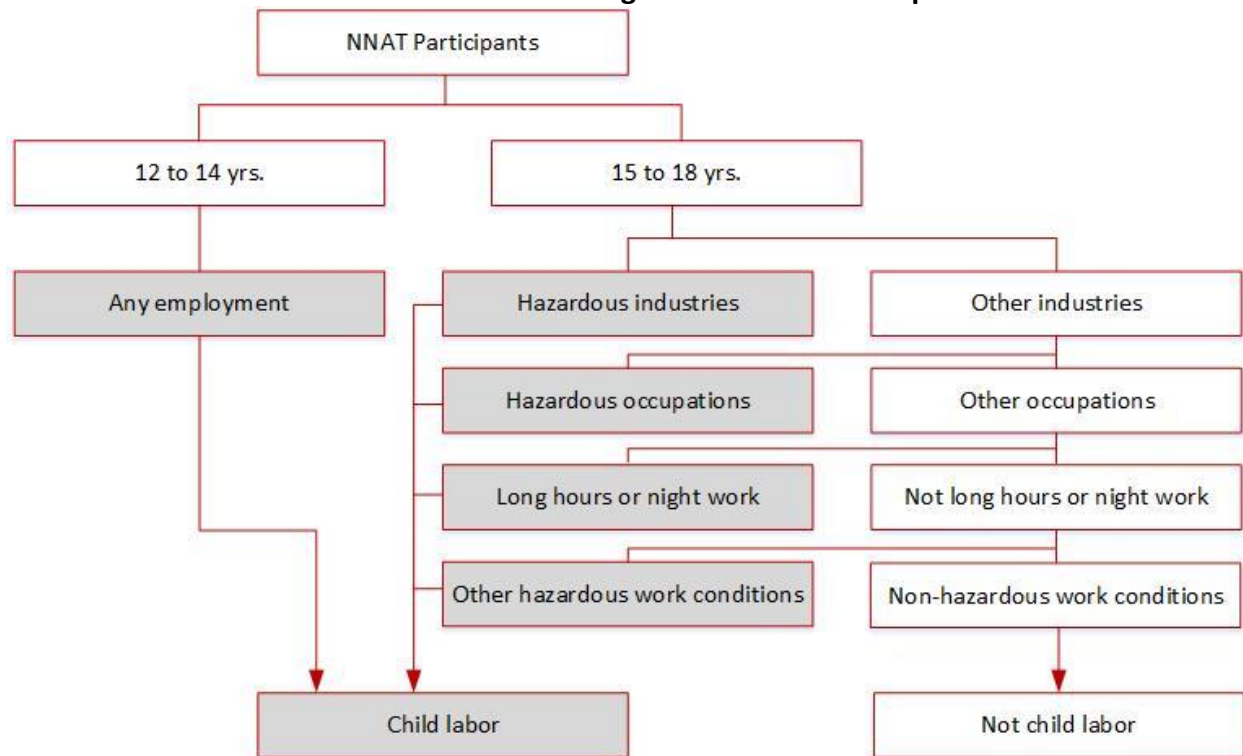


Exhibit 28. Logic Model of the NNAT Program

Inputs	Activities (Yearly)	Outputs (Yearly)	Short Term Outcomes (1 year of intervention)	Mid Term Outcomes (2+ years of intervention not measured in this study)
OATIA Staff social workers for fieldwork Administrative personnel Provide information and laws about child labor in Costa Rica	Identify cases of child labor Recruit eligible beneficiaries Complete labor and socioeconomic forms Help the potential beneficiaries to register in school Provide the scholarship administrator IMAS with the required documentation from a potential beneficiary	275 registered new beneficiaries every year 550 beneficiaries attend school	Students: Increase in school enrollment and attendance Increase in grade completion Decrease in child labor participation Decrease in hours worked Improved physical well-being and basic nutrition	Students: Increase secondary school completion and college enrollment Increase in employment opportunities Higher paying employment opportunities Improved physical well-being and basic nutrition
Scholarship Administrator Administrative and technical personnel Provide the monetary resources for the scholarships	Verify eligible candidates and insert them into the system Deposit the scholarship every month Monitor the beneficiary students to ensure compliance with scholarship conditions	550 beneficiaries receive the scholarship	Families: Stable family income and consumption smoothing	Families: Stable family income and consumption smoothing
Contextual Factors: Institutional collaboration, school access and infrastructure, household/parental support, cost of living, social and economic conditions.				

Exhibit 29. Child Labor Definitions in ILO and Costa Rican Legislation

Topic	ILO Definition	Costa Rica Legislation	Notes
Child	An individual under the age of 18 years. (ICLS18-RII, par. 8)	Child = Under 12 years old Adolescents = 12 to 17 years old (CNA code, art. 2)	The NNAT program targets persons between 12 to 17 years old, which are considered adolescents (12 to 17) according to Costa Rica's legislation. For this evaluation, we will consider "children" the adolescent population, in line with ILO definition.
Basic minimum working age	15 years old (or 14 for developing countries) (C138, art. 2)	15 years old for any type of work, including domestic service (CNA code, art. 92)	
Minimum age for hazardous work	18 years old (C138, art. 3)	18 years old (CNA code, art. 94)	It is expected that approximately half of the CBA students will meet the minimum age for hazardous work.
Minors in Employment	For data collection, work is defined by engaging in an economic activity (paid or unpaid) for at least one hour during the reference week (and total work hours per week > 1). [ICLS 18-RII par. 12].		The NNAT participants have all been identified by OATIA Social Workers as participating in child labor. This will be verified in the survey through questions about their work
Minimum age for Light Work	13 to 15 years old (or 12 to 14 years old for developing countries). Defined as work that does not threaten their health and safety, or hinder education or vocational orientation and training. (C138, art. 7 par1).	15 years old for any type of work (CAN code, art. 92)	"Light work" is not specified in Costa Rica's national legislation, however the CAN prohibits work of any kind for adolescents under 15 years of age. For this evaluation, we will consider 15 the minimum age for legal work of any kind

Topic	ILO Definition	Costa Rica Legislation	Notes
Acceptable work for adolescents	It is not specifically defined in ILO Convention, but this refers to work performed by children who are of legal working age and complies with national and international standards (C182 and C138); that is non-hazardous and non-exploitative, and does not prevent a child from receiving the full benefit of an education.	<p>The work day for adolescents cannot exceed 6 hours a day or 36 hours a week. The work cannot interfere with their education. Parents and employers must ensure they complete their basic education and fulfill their academic duties. (CNA code, art. 95, 97).</p> <p>Night work is defined as work done between 19:00 to 07:00 the following day. It is prohibited for all minors, except in specific “mixed shift” circumstances, wherein minors can work until 22:00 (CNA code, art. 95). An example of this would be if the child attended school in the afternoon and then worked in the evening up until 22:00.</p> <p>The work must not fall within any of the HCL definitions outlined in the CNA, Labor Code, or other Costa Rican legislation.</p>	We will use Costa Rica’s definition of number of hours, days, school enrollment, and working conditions.
Hazardous Child Labor (HCL)	<p>a) Work that exposes children to physical, psychological or sexual abuse</p> <p>b) Work underground, under water, at dangerous heights or in confined spaces</p> <p>c) Work with dangerous machinery, equipment and tools, or that involves the manual handling or transport of heavy loads</p> <p>d) Work in an unhealthy environment that may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health</p>	<p>List of HCL codified in CNA code, art. 94 and Government of Costa Rica Law 8922:</p> <p>(a) Work in mines and/or quarries</p> <p>(b) Work in unhealthy or dangerous locations</p> <p>(c) In the sale or distribution of alcoholic beverages</p> <p>(d) In activities where the minor is responsible for the security of themselves or others</p> <p>(e) In activities that involve heavy machinery, contaminated substances, and/or excessive noise</p>	For our definition, we will include night work and long hours as HCL.

Topic	ILO Definition	Costa Rica Legislation	Notes
	<p>e) Work under particularly difficult conditions, such as work for long hours* or during the night, or work where the child is unreasonably confined to the premises of the employer (R190, art. 3) (C182, art. 3d above)</p> <p>For the purpose of statistical measurement, ICLS18-RII (par 21-24) HCL should include:</p> <ul style="list-style-type: none"> • Activities that are hazardous in nature <ul style="list-style-type: none"> ○ Designated hazardous industries ○ Designated hazardous occupations • Hazardous conditions (long hours and other not captured by designated hazardous industries, occupations. 	<p>(f) Work that involves personal risk or danger to an adolescent's development or physical, mental, or emotional health</p> <p>The complete list of prohibited work codified in Law 8922 can be found in Appendix 2.</p>	

Topic	ILO Definition	Costa Rica Legislation	Notes
Unpaid Household Chores	<p>Those performed in the child's own household under conditions corresponding to those defined in paragraph 20 above, that is, unpaid household services performed (a) for long hours, (b) in an unhealthy environment, involving unsafe equipment or heavy loads, (c) in dangerous locations, and so on. The definition of long hours in unpaid household services of children, relative to their age, may differ from the one applied in respect to children in employment. The effect on a child's education should also be considered when determining what constitutes long hours. (ICLS18-RII, par 37)</p> <p>The 19th ICLS (Report III, par 41) notes that children who combine household chores with employment are less likely to be in school. It also indicated that a 20 hours a week threshold could be a useful guide to determine long hours in household chore.</p>	Household chores are subject to the same child labor laws as other forms of work (CNA code, art. 84).	While not complete, this evaluation will use long hours as an indicator of hazardous household chores. Since there isn't an agreed upon definition for what constitutes long hours in household services, we will present the findings using the 20 and 36 hours threshold, as per the ILO recommendation and Costa Rica laws respectively.

Exhibit 30. Hazardous Child Labor List per Law 8922, Art. 4

Law 8922, Prohibition of Dangerous and Unhealthy Work for Adolescent Workers: Art. 4, List of Hazardous Occupations	
a	Work or activities in mines, quarries, excavation, or other underground work
b	Work or activities completed in confined or closed spaces, or restricted to a small area; with dangerous structural conditions; or with dangerous processes that include the handling of chemical substances, fuel, harmful biological agents; or exposure to dangerous environmental conditions due to lack of or excess oxygen
c	Work or activities in the sea, including fishing and extraction of mollusks
d	Work or activities that include scuba diving or submersion under water
e	Work or activities that include formulating, packaging, packing, handling, transport, sale, purchase, application, or disposal of agrochemicals
f	Work or tasks that imply constant exposure to dust, fumes, or vapors; such as contact with toxic objects and substances, fuels, flammables, radioactive substances, corrosives, irritants, or other similar substances
g	Work or manufacturing activities that include the handling of explosive substances, including pyrotechnic devices
h	Work or activities that imply the use of heavy machinery, generators, crushers, cutting machinery, or any other type of machinery or vehicle that is unauthorized for persons under 18 years of age
i	Construction work on public or private roads; maintenance of roads, dams, bridges, or docks; work involving earth moving or handling asphalt in any context
j	Work or activities that require the use of complex manual or mechanical machines and machines used for cutting, crushing, or grinding
k	Work or activities that imply the manual transport of heavy loads, including lifting and placing, when completely supported by the adolescent
l	Work or activities in environments with exposure to noises and vibrations higher than the established international standards
m	Work or activities completed at heights that require the use of scaffolding, harnesses, ladders, and/or lifelines
n	Work or activities that include exposure to extreme high or low temperatures
o	Work or activities requiring electrical installation or the adjustment or repair of existing electrical installations in either public or private works
p	Work or activities in the production, dissemination, or sale of alcoholic beverages and in establishments where alcohol is consumed directly
q	Work or activities in environments that promote the adoption of unhealthy behaviors that threaten the emotional integrity of the adolescent, such as work in nightclubs; brothels; gambling halls; adult entertainment establishments; or locations where erotic or pornographic material is recorded, printed, or photographed; or establishments engaged in similar activities
r	Work or activities in which one's own safety and/or that of others are the responsibility of the adolescent worker, such as public or private security, the care of minors or elders, caring for the ill, money transfers, or the transfers of other assets
s	Work that falls within the Section II of Chapter II of the Regulation for the Labor Recruitment and Occupational Health Conditions of Adolescents

Source: Government of Costa Rica Law 8922, Prohibition of Dangerous and Unhealthy Work for Adolescent Workers, Art. 4 <http://sise.co.cr/normativa/17-931.htm>

APPENDIX B. SURVEY INSTRUMENT

COSTA RICA BASELINE SURVEY

Region _____
District _____
Date _____
Interviewer _____

Consent Script for Survey Respondents:

Hello, my name is [insert name] and first I'd like to thank you for taking the time to talk to me. I am from Cognoscitiva, which is a company that interviews people to collect information about them and their opinions.

Cognoscitiva is working with IMPAQ International to collect information on working children, such as yourself. The purpose of this data collection activity is to assess if programs designed to improve your economic conditions are working or not working. If you agree to participate, we will ask you to complete an interview now, and again at the end of the school year. Between now and then, we will also send you a few short text message surveys. We will give you a cellular sim card if you need one, and a small balance will be added to the card to cover the cost of the text message surveys. If you do not have a mobile phone, we will provide you with one to use during the data collection period. We will also ask your school to send us information about your school enrollment, school attendance, and grade completion.

If you agree to participate, at this time, I will ask you a few questions about yourself and the things that you do on a regular basis. It should take no more than 35 to 40 minutes of your time.

Please note that everything you say to me is confidential. Only the research team will be able to see information linked to your name. We will never identify you or anyone in your household in any reports or information we release. There is no risk, payment or cost to you for taking part in the data collection activity.

You can choose to refuse to do this interview and take part in the data collection activity. You can also choose to refuse to answer any questions you are uncomfortable with or don't want to answer. There are no penalties or loss of benefits to you for not participating or not answering a question. Your participation in this data collection activity may help other children in the future.

Do you agree to take part in the data collection activity, and do I have your permission to continue with the interview?

Potential Participant:

_____ agrees to be interviewed and participate in the study
(print name) _____ disagrees to be interviewed and participate in the study

[Terminate interview if respondent confirms that they do NOT want to participate.]

Study Staff signature: _____ Date today (mm/dd/yy) _____

CASE INFORMATION: (To be assigned a unique ID in Database)

1. Full Name (First, Second, 1st Last name, 2nd Last name): _____
2. Participant ID Number: _____

SECTION 1: Personal Information

3. When were you born?

- a. Day: _____
- b. Month: _____
- c. Year: _____

4. What is your gender?

- ☐ Male ☐ Female

5. What are your height and weight? *Measure height with measuring tape*

Height: _____

Weight: _____

6. How many brothers and sisters do you have? _____

7. Do you have any children of your own?

- ☐ Yes ☐ No

8. How many people, including yourself, live in your household? _____

By this we mean:

- Members living in the same dwelling unit and **eating out of the same kitchen**;
- Member **who live somewhere else because of work or school but would otherwise live here**, that is, consider this to be their permanent address;
- Any visitors or house workers who have been **living at this address for at least 4 weeks**.

9. The household head is the person that lives in your house that is in charge of making decisions and is responsible for the family accounts. Who is the household head?

- ☐ My father
- ☐ My mother
- ☐ Me
- ☐ My husband or wife
- ☐ My grandparents
- ☐ My sibling (sister or brother)
- ☐ My uncle or aunt
- ☐ My son or daughter
- ☐ My cousin
- ☐ Other relation
- ☐ Non-relative

10. What is the highest level of schooling completed of the head of the household? *Read options*

- ☐ No schooling
- ☐ Primary school
- ☐ Secondary school

- ☐ Vocational school
- ☐ University
- ☐ I don't know

11. Considering meals as breakfast, lunch and dinner, how many meals did you miss in the last week?

12. During the last 6 months, did you have shelter, food, water, and clothing (the basic needs)?

- ☐ Yes
- ☐ No

13. In general, how is your health? Would you say it is...

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Regular
- ☐ Poor

14. In the last month, how often did you not feel like eating? Would you say...

- ☐ All the time
- ☐ Most of the time
- ☐ Some of the time
- ☐ None of the time

15. In the last month, how often did you have bodily aches or pains? Would you say...

- ☐ All the time
- ☐ Most of the time
- ☐ Some of the time
- ☐ None of the time

16. Overall in the last month, how much difficulty did you have remembering things? Would you say...

- ☐ All the time
- ☐ Most of the time
- ☐ Some of the time
- ☐ None of the time

17. In the past month, have you been sick?

- ☐ Yes
- ☐ No

18. In the past month, how many days of school or work did you miss due to illness? _____

19. Have you ever used drugs? *Read options*

- ☐ Yes
- ☐ No
- ☐ Don't want to respond

SECTION 2: Educational Information

20. Are you currently attending school? *If "yes" move to Section 3.*

- ☐ Yes
- ☐ No

21. How old were you when you stopped attending school?

_____ years old

22. What grade were you in when you stopped attending school?

_____ grade

23. What was the name of the last school you attended? _____

24. What is the main reason you dropped out of school? _____

INTERVIEWER, WRITE DOWN THE ANSWER AND CHECK THE BOX THAT FITS BETTER THE ANSWER GIVEN.

a. I felt I was too old for school	<input type="checkbox"/>
b. I did not like or considered school interesting or valuable	<input type="checkbox"/>

c. I had to repeat a grade /poor grades/expelled/ suspended	<input type="checkbox"/>
d. My family did not consider school valuable	<input type="checkbox"/>
e. I could not afford it/Lack of money	<input type="checkbox"/>
f. I had to support my family financially	<input type="checkbox"/>
g. I had to help with domestic chores or without pay in a family business or farm	<input type="checkbox"/>
h. I was working and decided to extend my hours of work or was offered a job	<input type="checkbox"/>
i. I did not have access to any means of transport to get to school	<input type="checkbox"/>
j. School did not have appropriate infrastructure	<input type="checkbox"/>
k. I did not feel safe at school (either due to other students or teachers)	<input type="checkbox"/>
l. I got pregnant or my partner got pregnant	<input type="checkbox"/>
m. I got married	<input type="checkbox"/>
n. Due to illness or disability	<input type="checkbox"/>
o. I temporarily migrated	<input type="checkbox"/>
p. Other (specify)	<input type="checkbox"/>

25. In the next year, do you plan to go back to school?

- ☐ Yes (Go to 25A) ☐ No (Go to 25B)

25A what is the highest level of education you would like to complete? *Read options*

- ☐ Primary school
☐ Secondary school
☐ Trade school
☐ University
☐ University for a post-graduate degree (master's or PhD)
☐ Other (*specify*) _____

*****GO TO QUESTION 26*****

25B what do you plan to do instead? *Read options*

- ☐ Keep working at my current job
☐ Find a new job
☐ Have my own business
☐ I don't know/I am not sure
☐ Other (*specify*) _____

SECTION 3: Work Information

26. At what age did you start working, for pay or not, for the first time in your life? _____ years old

27. Has work interfered with your education plans?

- ☐ Yes ☐ No

28. Did you perform any of the following activities inside or outside your house last week?

a. Run or help in any kind of business, big or small, for yourself or with one or more partners? [Examples: Selling things, making things for sale, guarding cars, hairdressing, taxi or other transport business, performing in public, tending your own shop, shoe shining, etc.]	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Do any work for a wage, salary, commission or any payment in kind (including apprenticeship/internship but excluding domestic work)? [Examples: A regular job, contract, casual or piece work for pay, work in exchange for food or housing]	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Do any work as a domestic worker for a wage, salary or any payment in food or shelter?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Help, without being paid, in any kind of business run by your household? [Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.]	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Produce any other good for your household use? [Examples: clothing, furniture, clay pots, etc.]	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Fetch water or collect firewood for household use?	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Catch any fish, prawns, shells, wild animals or other food for sale?	<input type="checkbox"/> Yes <input type="checkbox"/> No
h. Do any work on your own (or your household's) plot, farm, food garden, or help in growing farm produce for sale or in looking after animals intended for sale? [Examples: Ploughing, harvesting, looking after livestock]	<input type="checkbox"/> Yes <input type="checkbox"/> No
i. Do any construction or major repair work on your own farm plot, food garden or business?	<input type="checkbox"/> Yes <input type="checkbox"/> No
j. Any other work activity not for pay?	<input type="checkbox"/> Yes <input type="checkbox"/> No
k. Any other work activity for pay?	<input type="checkbox"/> Yes <input type="checkbox"/> No

29. From the previous list, which is your primary activity or job? In other words, in which activity/job did you spend most of the time during the week?

30. Do you have a secondary activity or job? If yes, ask: Which activity/job already mentioned is it?

☐ Yes ☐ No

31. What kind of work do you usually do in the jobs/activities that you performed last month? Check all that apply [For example if you work both as street vendor and a domestic worker] Remember do not count household chores.

a. Work or activities in mines, quarries, excavation, or other underground work.	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Work or activities completed in confined or closed spaces	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Work or processes that include the handling of chemical substances, fuel, or harmful biological agents.	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Work or activities in the sea, including fishing and extraction of mollusks	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Work or activities that include scuba diving or submersion under water	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Work or activities that include handling of agrochemicals	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Work or tasks that imply constant exposure to dust, fumes, or other toxics	<input type="checkbox"/> Yes <input type="checkbox"/> No
h. Work or manufacturing activities that include the handling of explosive substances	<input type="checkbox"/> Yes <input type="checkbox"/> No

i. Work or activities that imply the use of heavy machinery	<input type="checkbox"/> Yes <input type="checkbox"/> No
j. Construction work of roads, dams, bridges or docks	<input type="checkbox"/> Yes <input type="checkbox"/> No
k. Work or activities that imply the manual transport of heavy loads, including lifting and placing	<input type="checkbox"/> Yes <input type="checkbox"/> No
l. Work or activities in environments with exposure to loud noises and vibrations	<input type="checkbox"/> Yes <input type="checkbox"/> No
m. Work or activities completed at heights that require the use of harnesses, ladders, and/or lifelines	<input type="checkbox"/> Yes <input type="checkbox"/> No
n. Work or activities that include exposure to extreme high or low temperatures	<input type="checkbox"/> Yes <input type="checkbox"/> No
o. Work or activities requiring electrical installation	<input type="checkbox"/> Yes <input type="checkbox"/> No
p. Work or activities in the production, or sale of alcoholic beverages or working in that establishment	<input type="checkbox"/> Yes <input type="checkbox"/> No
q. Work or activities in nightclubs; brothels; gambling halls; or adult entertainment establishments	<input type="checkbox"/> Yes <input type="checkbox"/> No
r. Work or activities in private security services	<input type="checkbox"/> Yes <input type="checkbox"/> No

32. Without counting household chores, how many hours did you work last week, from Monday to Sunday in each of the following schedules? *INTERVIEWER, ASK FOR EACH DAY AND EACH SCHEDULE. For example, how many hours did you work on Monday, and at what time did you work that day? REPEAT THE QUESTION FOR EACH DAY.*

	Morning (7:00 – 12:00)	Afternoon (12:00 – 19:00)	Night (19:00 – 22:00)	Late Night (22:00 – 07:00)
Monday:				
Tuesday:				
Wednesday:				
Thursday:				
Friday:				
Saturday:				
Sunday:				

33. Approximately how much money did you earn in the last week in total across all your jobs?
\$ _____

34. Approximately how much of your income did you give to your family during the past month? Would you say...

- ☐ None of my income
- ☐ A quarter of my income
- ☐ Half of my income
- ☐ Three quarters of my income
- ☐ All of my income

SECTION 4: Workplace Conditions

35. In the last month, were you ever exposed to any of the following in any of your jobs?

a. Drugs	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Work in an environment that made you feel uncomfortable or exploited	<input type="checkbox"/> Yes <input type="checkbox"/> No

c. Working days of over 6 hours and working weeks of over 36 hours	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Work that limits the right of regular attendance to school	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Work that requires sleeping in the workplace	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Working on caretaking of children, elders, or handicapped people	<input type="checkbox"/> Yes <input type="checkbox"/> No

36. In the past 6 months, did you experience in any of your jobs the following?

a. You were yelled at or told intimidating things	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. You were insulted or called offensive names	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. You were hit, beaten or hurt physically	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. You experienced sexual harassment (verbal harassment, unwanted touching, made you do things you did not want to do, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. You were forced to work more hours than you wanted to	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. You were forced to sell or use drugs	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Other (specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No

37. In the past 6 months, did you have any of the following health problems as a result of any of your jobs?

a. Superficial lesions or open wounds	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Fractures	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Dislocations, sprains, or stains	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Burns, corrosions, scalds, or frostbite	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Breathing problems	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Eye problems	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Skin problems	<input type="checkbox"/> Yes <input type="checkbox"/> No
h. Stomach problems/diarrhea	<input type="checkbox"/> Yes <input type="checkbox"/> No
i. Fever	<input type="checkbox"/> Yes <input type="checkbox"/> No
j. Extreme fatigue	<input type="checkbox"/> Yes <input type="checkbox"/> No
k. Other problems (specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No

38. Is there any of your jobs you would not be allowed to quit if you wanted to?

☐ Yes ☐ No

SECTION 5: Household Work Information

39. Did you do household chores last week? If "no", the study questions have ended, move to question 42.

☐ Yes ☐ No

40. Which of the following household chores do you usually do at home?

a. Cleaning (sweeping, dusting, making beds, cleaning bathroom) or helping with clothes (mending, washing, ironing)	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Cooking (breakfast, lunch or dinner) or buying groceries	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Caring for younger, elderly or unwell household members	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Repairing household equipment (e.g. plumbing or electricity work)	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Other (specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No

41. How many hours did you spend on these household chores last week? _____

We are almost done with the questions that we had for you. Within some time we would like to contact you again to see how your studies and work are going. In order for us to find you again, we need to request some contact information.

42. What is your current cell phone number, if you have one? If you have more than one phone, please list all numbers

Primary: _____

Other: _____

Other: _____

43. What is the best number to contact you at home? *If there are multiple phones, please list all numbers*

Primary: _____

Other: _____

Other: _____

44. What is the address of your home, if you know it? *IF HE/SHE DOESN'T KNOW THE ADDRESS, PLEASE ASK HIM/HER TO DESCRIBE HOW TO FIND HIS/HER HOME.*

45. What type of home do you live in?

☐ House

☐ Apartment

☐ Other

46. Do you have another home that you regularly spend the night?

☐ Yes

☐ No

IF YES, ASK: please specify who lives in this dwelling and give the address or describe how to find this location:

Who _____ lives _____ there:

Address: _____

47. What is your e-mail address, if you have one? _____

48. In order for us to be able to find you again, we would like to have the phone number of your closest relative and friend.

a. Closest Relative name: _____

Relationship: _____

Phone number _____

b. Closest friend name: _____

Relationship: _____

Phone number _____

c. Other close individual name: _____

Relationship: _____

Phone number _____

Thank you for your participation, here is a token of our appreciation. *Provide refreshment.*

APPENDIX C. COGNITIVE TESTING GUIDE

COSTA RICA - ENCUESTA DE LINEA DE BASE

Distrito _____

Fecha _____

Entrevistador _____

ENTREVISTADOR: PRESÉNTASE AL PARTICIPANTE. AGRADEZCALE POR REUNIRSE CON USTED.

EXPLIQUE QUE EL PROPÓSITO DE LA ENTREVISTA DE HOY ES PROBAR UN CUESTIONARIO PARA UNA ENCUESTA DE JÓVENES CON EXPERIENCIA DE TRABAJO.

LEA: En la entrevista de hoy voy a hacerle las preguntas de la encuesta y voy a anotar sus respuestas. Si no está seguro de cómo responder una pregunta o no sabe la respuesta, por favor dígamelo. La encuesta tiene varias secciones. Le voy a hacer las preguntas de cada sección, y luego voy a parar y pedirle que me cuente un poco más sobre sus respuestas, por qué contestó de cierta manera, en qué estaba pensando, o qué quiso decir para usted alguna pregunta. Esto me va a permitir entender cómo están funcionando las preguntas. Esto puede parecerse a un examen, pero lo que estamos probando hoy son las preguntas y no le estamos haciendo una prueba a usted. No hay respuestas correctas o incorrectas. Solo queremos ver si las preguntas están funcionando bien. Si tienen problemas queremos ver cómo mejorarlas.

¿Tiene alguna pregunta para hacerme antes de que empecemos?

MENCIONE AHORA EL INCENTIVO POR PARTICIPAR.

Consentimiento para participantes:

Hola, mi nombre es [nombre] y primeramente me gustaría darle las gracias por estar dispuesto(a) a hablar conmigo. Trabajo en [Subcontratista], que es una empresa dedicada a entrevistar personas para recolectar su información y opiniones.

[Subcontratista] está trabajando con IMPAQ Internacional para recopilar información sobre los niños y adolescentes que trabajan. El propósito recolectar estos datos es evaluar si los programas diseñados para mejorar las condiciones económicas de esos jóvenes están funcionando adecuadamente.

Voy a hacerle algunas preguntas sobre usted y sobre su rutina. Esto no tardará más de 35 a 40 minutos.

Tenga en cuenta que todo lo que me va a decir es confidencial. Sólo el equipo de investigación podrá ver la información que usted nos dé junto con su nombre. Cuando hagamos público algún reporte o alguna información, nunca vamos a incluir su nombre ni el de ninguna otra persona en su hogar. No hay riesgos para usted por participar en la encuesta, ni debe pagar nada para hacerlo.

Usted puede decidir no hacer esta entrevista. También puede negarse a responder cualquier pregunta que le haga sentir incómodo(a) o que no quiera contestar. No hay sanciones ni pérdida de beneficios por no participar o no responder a una pregunta. Su participación en este estudio tal vez ayude a otros niños y adolescentes en el futuro.

¿Tengo su permiso para continuar?

Participante potencial:

_____ acepta la entrevista
(nombre) _____ no acepta la entrevista

[Concluir la entrevista si no acepta ser entrevistado]

Firma de entrevistador:

_____ Fecha (día/mes/año) _____

PREGUNTAS PARA VER SI ENTENDIÓ EL CONSENTIMIENTO

Por favor dígame cuál es el propósito de la encuesta.

¿Qué le pasa a alguien que se niega a hacer la encuesta?

¿Quién podrá ver qué contestó usted en la encuesta?

PREGUNTE LA SECCIÓN 1. ANTES DE PASAR A LA SECCIÓN 2, VUELVA A LA PREGUNTA 1 Y HAGA LAS PREGUNTAS EN LAS CAJITAS DEBAJO DE LAS PREGUNTAS DE LA SECCIÓN 1.

INFORMACIÓN DEL CASO: (PROPORCIONADA POR EL MINISTERIO)

49. Nombre completo (Primero, Segundo, 1^{er} Apellido, 2^{do} Apellido):

50. Número de cédula del participante: _____

SECCION 1: INFORMACION PERSONAL

51. ¿Cuál es su fecha de nacimiento?

a. Día: _____

b. Mes: _____

c. Año: _____

¿EL PARTICIPANTE LE DIO EL AÑO DE NACIMIENTO O EL AÑO ACTUAL? SI DIO EL AÑO ACTUAL, ANOTE ESO ACÁ Y PREGÚNTELE NUEVAMENTE EL AÑO DE NACIMIENTO

52. ¿Cuál es su género?

☐ Masculino

☐ Femenino

SI EL PARTICIPANTE DUDÓ ANTES DE RESPONDER: ¿No estaba seguro(a) de que contestar en esta pregunta?

53. ¿Cuál cree que sean su estatura y peso actuales?

Estatura: _____

Peso: _____

¿Cómo supo qué contestar aquí? ¿Cómo sabe su estatura y su peso actual?

54. ¿Cuántos hermanos y hermanas tiene? _____

SI TIENE MÁS DE UN HERMANO(A):

¿Cuántos de ellos son hermanas y cuántos son hermanos?

55. ¿Tiene algún hijo o hija?

- ☐ Sí ☐ No

56. ¿Cuántas personas, incluyéndose usted, viven en su hogar? _____

Por hogar, entiéndase :

- Personas que viven en la misma vivienda **y comen de la misma cocina.**
- Miembros del hogar **que están viviendo en algún otro lugar por trabajo o estudios, pero que de otra forma vivirían en esta vivienda,** y la consideran su dirección permanente.
- Cualquier visita o trabajador(a) doméstico(a) que está **viviendo en esta dirección hace al menos 4 semanas.**

Me dijo que en su hogar viven XX personas. ¿A quién contó?

¿Haya alguien más que es parte de su hogar pero está temporalmente en otro lado?

¿Hay alguien que usted no estaba seguro si debía incluir o no?

57. ¿Cuál es su relación o parentesco con el jefe o jefa de hogar? El jefe del hogar es la persona que vive en esta casa y es la encargada de hacer las decisiones y llevar las cuentas. ¿Usted es el/la...

- ☐ (Usted es) el jefe/jefa
☐ Esposo(a)
☐ Hijo(a)
☐ Padre o madre
☐ Hermano(a)
☐ Yerno(a)
☐ Nieto(a)
☐ Sobrino(a)
☐ Otra relación
☐ No es familia

ASEGURESE DE ANOTAR LA RELACIÓN DEL PARTICIPANTE CON EL JEFE DEL HOGAR Y NO AL REVÉS.

58. ¿Cuál es el nivel de educación más alto completado por el jefe o jefa de hogar?

- ☐ Ninguno
- ☐ Primaria
- ☐ Secundaria
- ☐ Técnico
- ☐ Universidad
- ☐ No sé

59. Considerando el desayuno, almuerzo y cena como comidas regulares, ¿cuántas comidas regulares no tuvo durante la semana pasada? _____

¿Qué le están preguntando aquí, en sus propias palabras?

¿Qué es para usted una 'comida regular'?

60. Durante los últimos 6 meses, ¿las necesidades básicas en su hogar fueron satisfechas?

Por necesidades básicas nos referimos a comida, agua, techo y ropa.

- ☐ Sí
- ☐ No

Usted dijo que las necesidades básicas de su hogar (fueron/no fueron) satisfechas en los últimos 6 meses. Cuénteme un poco más.

Los últimos 6 meses van desde abril a septiembre. ¿Pensó en ese periodo completo o solo en una parte de esos meses cuando contestó la pregunta?

61. En general, ¿cómo califica su salud? ¿Diría que su salud es...

- ☐ Excelente
- ☐ Muy Buena
- ☐ Buena
- ☐ Regular
- ☐ Mala

Cuénteme por qué eligió esa respuesta

62. Durante el último mes, ¿qué tan a menudo se sintió sin ganas de comer? ¿Diría que...

- ☐ Todo el tiempo ☐ La mayoría del tiempo ☐ Algunas veces ☐ Nunca

Cuénteme más sobre su respuesta.

ASEGURESE DE SABER SI EL ENTREVISTADO PENSÓ EN EL ÚLTIMO MES U OTRO PERIODO.

63. Durante el último mes, ¿qué tan a menudo sintió dolencias en el cuerpo? ¿Diría que...

- ☐ Todo el tiempo ☐ La mayoría del tiempo ☐ Algunas veces ☐ Nunca

¿Qué quiere decir para usted 'dolencias en el cuerpo'? ¿Me puede dar algún ejemplo?

64. Durante el último mes, ¿qué tan a menudo tuvo dificultad para recordar cosas? ¿Diría que...

- ☐ Todo el tiempo ☐ La mayoría del tiempo ☐ Algunas veces ☐ Nunca

Cuénteme en qué estaba pensando cuando contestó < RESPUESTA DADA>?

65. Durante el último mes, ¿ha estado enfermo(a)?

- ☐ Sí ☐ No

SI CONTESTÓ Sí: Cuénteme por qué contestó Si.

66. Durante el último mes, ¿cuántos días de escuela o trabajo se perdió por enfermedad? _____

¿Cómo supo qué contestar aquí?

67. ¿Alguna vez ha usado drogas? ¿Diría que...

- ☐ Sí
- ☐ No
- ☐ No quiero responder

¿Sobre qué tipo de drogas cree que le están preguntando aquí?

VUELVA AL PRINCIPIO DE LA SECCIÓN 2 Y HAGA LAS PREGUNTAS DE LAS CAJITAS

SECTION 2: Información Educativa

68. ¿Está actualmente asistiendo a la escuela o colegio? Si la respuesta es “Sí” pase a la sección 3.

- ☐ Sí
- ☐ No

Explíqueme un poco más. ¿En que clase está? ¿En qué horarios o qué días va a la escuela/colegio?

69. ¿Cuántos años tenía cuando dejó de asistir a la escuela o colegio?

____ años

¿Cómo se acuerda qué edad tenía?

70. ¿En qué grado estaba cuando dejó de asistir a la escuela o colegio?

____ grado

71. ¿Cuál era el nombre de la última escuela o colegio en el que estuvo? _____

72. ¿Cuál fue la principal razón por la cual dejó de ir a la escuela/colegio?

ENTREVISTADOR, ANOTE LA RESPUESTA A CONTINUACIÓN Y MARQUE LA RESPUESTA QUE MEJOR CORRESPONDA EN LA LISTA DE ABAJO:

q. Sentí que ya era demasiado grande para ir a la escuela/colegio	<input type="checkbox"/>
r. La educación no me parecía interesante ni valiosa	<input type="checkbox"/>
s. Tuve que repetir grado/malas notas/expulsión o suspensión	<input type="checkbox"/>
t. Mi familia no veía valor en la educación	<input type="checkbox"/>
u. No podía costear mis estudios/falta de recursos	<input type="checkbox"/>
v. Tenía que apoyar a mi familia económicamente	<input type="checkbox"/>
w. Tenía que ayudar con quehaceres domésticos o trabajar sin paga para el negocio familiar	<input type="checkbox"/>
x. Estaba trabajando y decidí extender mis horas de trabajo o recibí una oferta laboral	<input type="checkbox"/>
y. No tenía medio de transporte para llegar a la escuela o colegio	<input type="checkbox"/>
z. La escuela no tenía la infraestructura adecuada	<input type="checkbox"/>
aa. No me sentía seguro(a) en la escuela o colegio (debido a otros estudiantes o profesores)	<input type="checkbox"/>
bb. Quedé embarazada o mi pareja tuvo un embarazo	<input type="checkbox"/>
cc. Me casé	<input type="checkbox"/>
dd. Sufrí una enfermedad o discapacidad	<input type="checkbox"/>
ee. Migré temporalmente	<input type="checkbox"/>
ff. Otra razón	<input type="checkbox"/>

Cuénteme un poco más por qué dejó la escuela/colegio.

73. Durante el año entrante, ¿planea retornar a la escuela/colegio?

- ☐ Sí (PASE A LA 25A) ☐ No (SALTE A LA 25B)

Cuénteme un poco más de sus planes.

25A. ¿Cuál es el nivel más alto de educación que le gustaría completar? ¿Diría que...

- ☐ Primaria
☐ Secundaria
☐ Técnico
☐ Universidad
☐ Post-grado universitario
☐ Otro (**especificar**) _____

Cuénteme un poco más. **SI CONTESTA MÁS ALTO QUE SECUNDARIA, PREGUNTE:** ¿Qué le gustaría estudiar?

*****SALTE A LA PREGUNTA 26 *****

25B. ¿Qué planea hacer entonces?

- ☐ Seguir trabajando en el trabajo actual
- ☐ Encontrar un nuevo trabajo
- ☐ Empezar mi negocio propio
- ☐ No sé/ no estoy seguro(a)
- ☐ Otra cosa (**especificar**) _____

Cuénteme más sobre estos planes

VUELVA AL PRINCIPIO DE LA SECCIÓN 2 Y HAGA LAS PREGUNTAS DE LAS CAJITAS

SECTION 3: Información Laboral

74. ¿En qué edad comenzó a trabajar por primera vez, ya sea por paga o sin paga? _____ años

Cuénteme más sobre estos planes

75. ¿El trabajo ha interferido con sus planes de estudiar?

- ☐ Sí
- ☐ No

¿Por qué dice que el trabajo (ha/no ha) interferido con sus planes de estudiar?

76. ¿Realizó alguna de las siguientes actividades dentro o fuera de su hogar durante la semana pasada?

l. Trabajar o ayudar en cualquier tipo de negocio, grande o pequeño, por cuenta propia o con uno o más socios? Por ejemplo: venta de artículos, producción de artículos, cuidado de autos, peluquería, taxis o transporte, actuar en público, atender su propia tienda, limpiar zapatos, etc.	<input type="checkbox"/> Sí <input type="checkbox"/> No
m. Hacer un trabajo por un sueldo, salario, comisión o cualquier pago en especie, incluyendo ser aprendiz / prácticas laborales, pero sin incluir ser empleado(a) doméstico(a)? Por ejemplo: Un trabajo regular, trabajo por contrato, trabajo ocasional, trabajar a cambio de comida o vivienda.	<input type="checkbox"/> Sí <input type="checkbox"/> No
n. Trabajo como empleado(a) doméstico(a) por un sueldo, salario o cualquier pago en alimentos o vivienda?	<input type="checkbox"/> Sí <input type="checkbox"/> No
o. Ayudar, sin que le paguen, en cualquier tipo de negocio de alguien de su hogar. Por ejemplo: ayudar a vender cosas, hacer cosas para la venta o intercambio, llevar las cuentas, hacer la limpieza del negocio, etc.]	<input type="checkbox"/> Sí <input type="checkbox"/> No
p. Producir algún otro tipo de artículo para su uso en el hogar? Por ejemplo: hacer ropa, muebles, ollas de barro, etc.	<input type="checkbox"/> Sí <input type="checkbox"/> No
q. Ir a buscar agua potable o leña para uso del hogar?	<input type="checkbox"/> Sí <input type="checkbox"/> No
r. Pescar pescado, langostinos, conchas, cazar animales u obtener otros alimentos para la venta?	<input type="checkbox"/> Sí <input type="checkbox"/> No
s. Hacer algún trabajo por su cuenta en la parcela, granja, o huerta suya (o de su hogar) o ayudar en el cultivo de productos agrícolas para la venta o en el cuidado de los animales destinados a la venta? Por ejemplo, arando, cosechando, cuidando animales de granja]	<input type="checkbox"/> Sí <input type="checkbox"/> No
t. Hacer cualquier construcción o reparaciones importantes en su propia parcela de cultivo, huerta o negocio?	<input type="checkbox"/> Sí <input type="checkbox"/> No
u. Cualquier otro trabajo sin paga?	<input type="checkbox"/> Sí <input type="checkbox"/> No
v. Cualquier otro trabajo con paga?	<input type="checkbox"/> Sí <input type="checkbox"/> No

Cuénteme de todas las actividades que hizo la semana pasada.

¿Y actividades en el hogar?

¿Y alguna otra actividad de trabajo?

77. De la lista anterior, ¿cuál es su principal actividad o trabajo? Es decir, ¿a cuál actividad se dedicó la mayor parte del tiempo durante la semana pasada?

ASEGÚRESE DE QUE EL PARTICIPANTE CONTESTÓ CON UNA OCUPACIÓN O ACTIVIDAD, Y NO CON UN LUGAR DE TRABAJO.

78. ¿Tiene alguna actividad o trabajo secundario? ENTREVISTADOR: Si la respuesta es "sí", pregunte: ¿Cuál de las actividades o trabajos que ya mencionó es ésta?

☐ Sí ☐ No

¿Qué cree que quieren decir aquí con eso de "trabajo secundario"?

79. ¿Qué hace usted usualmente en los trabajos o actividades que realizó la semana pasada? Por favor no incluya los quehaceres domésticos. ¿Diría que hace...

s. Actividades o trabajo en minas, canteras, excavación o trabajos subterráneos.	<input type="checkbox"/> Sí <input type="checkbox"/> No
t. Actividades o trabajo en espacios reducidos o hacinados.	<input type="checkbox"/> Sí <input type="checkbox"/> No
u. Procesos que incluyen el manejo de sustancias químicas, combustibles, o agentes biológicos nocivos.	<input type="checkbox"/> Sí <input type="checkbox"/> No
v. Trabajo o actividades en el mar, como la pesca y la extracción de moluscos.	<input type="checkbox"/> Sí <input type="checkbox"/> No
w. Trabajo o actividades que incluyen buceo o inmersión bajo el agua.	<input type="checkbox"/> Sí <input type="checkbox"/> No
x. Trabajo o actividades que incluyen el manejo de agroquímicos.	<input type="checkbox"/> Sí <input type="checkbox"/> No
y. Trabajo o tareas que impliquen la exposición constante a polvo, humos, u otros tóxicos.	<input type="checkbox"/> Sí <input type="checkbox"/> No
z. Las actividades de trabajo o de fabricación que incluyen el manejo de sustancias explosivas.	<input type="checkbox"/> Sí <input type="checkbox"/> No
aa. Trabajo o actividades que requieran el uso de maquinaria pesada.	<input type="checkbox"/> Sí <input type="checkbox"/> No
bb. Los trabajos de construcción de carreteras, represas, puentes o muelles.	<input type="checkbox"/> Sí <input type="checkbox"/> No
cc. Trabajo o actividades que impliquen el transporte manual de cargas pesadas.	<input type="checkbox"/> Sí <input type="checkbox"/> No
dd. Trabajo o actividades en ambientes con exposición a ruidos y vibraciones fuertes.	<input type="checkbox"/> Sí <input type="checkbox"/> No
ee. Trabajo o actividades realizadas en alturas que requieren el uso de arneses, escaleras, y / o líneas de vida.	<input type="checkbox"/> Sí <input type="checkbox"/> No
ff. Trabajo o actividades que incluyen la exposición a temperaturas extremadamente altas o bajas.	<input type="checkbox"/> Sí <input type="checkbox"/> No
gg. Trabajo o actividades que requieran la instalación eléctrica.	<input type="checkbox"/> Sí <input type="checkbox"/> No
hh. Trabajo o actividades en la producción o venta de bebidas alcohólicas o trabajar estos establecimientos.	<input type="checkbox"/> Sí <input type="checkbox"/> No
ii. Trabajo o actividades en discotecas; burdeles; salas de juego; o establecimientos de adultos.	<input type="checkbox"/> Sí <input type="checkbox"/> No
jj. Trabajo o actividades en materia de seguridad privada.	<input type="checkbox"/> Sí <input type="checkbox"/> No

PREGUNTE LO SIGUIENTE PARA CADA RESPUESTA QUE DIO EL PARTICIPANTE:

Usted dijo que trabajó haciendo <RESPUESTA>. Cuénteme un poco más.

80. Sin incluir los quehaceres domésticos, ¿cuántas horas trabajó cada día de la semana pasada, de lunes a domingo, en cada uno de los siguientes horarios? **ENTREVISTADOR, PREGUNTE DÍA POR DÍA Y EN CADA HORARIO, POR EJEMPLO:** Empezando por el lunes, ¿cuántas horas trabajó por la mañana, entre las 7 y las 12 del mediodía? ¿Cuántas horas trabajó el lunes entre las 12 del mediodía y las 5 de la tarde? ¿Cuántas horas trabajó el lunes por la noche, entre las 5 de la tarde y las 10 de la noche? ¿Cuántas horas trabajó durante la alta noche, entre las 10 de la noche y las 7 de la mañana? **ENTREVISTADOR, REPITA LAS MISMAS PREGUNTAS PARA CADA DÍA DE LA SEMANA.**

	Mañana (7:00 – 12:00)	Tarde (12:00 – 17:00)	Noche (17:00 – 22:00)	Alta Noche (22:00 – 07:00)
Lunes:				
Martes:				
Miércoles:				
Jueves:				
Viernes:				
Sábado:				
Domingo:				

**ENTREVISTADOR: ¿TUVO PROBLEMAS EL PARTICIPANTE PARA RESPONDER?
¿TUVO USED QUE AYUDARLO? ¿DE QUÉ MANERA?**

81. Aproximadamente, ¿cuánto dinero ganó en total durante el último mes entre todos sus trabajos?

¿Cómo calculó su respuesta?

82. Aproximadamente, ¿cuánto de sus ingresos le entregó a su familia durante el último mes? ¿Diría que les dio...

- ☐ Nada de sus ingresos
- ☐ Un cuarto de sus ingresos
- ☐ La mitad de sus ingresos
- ☐ Tres cuartos de sus ingresos
- ☐ Todos sus ingresos

Cuénteme cómo decidió qué contestar. ¿Cuándo le dio a su familia en el último mes?

SECTION 4: Condiciones del Trabajo

83. Durante los últimos 6 meses, ¿estuvo expuesto(a) a alguna de las siguientes cosas en alguno de sus trabajos?

g. Polvos o humos	<input type="checkbox"/> Sí <input type="checkbox"/> No
h. Fuego, gas o llamas	<input type="checkbox"/> Sí <input type="checkbox"/> No
i. Ruido o vibraciones excesivas	<input type="checkbox"/> Sí <input type="checkbox"/> No
j. Calor o frío extremo	<input type="checkbox"/> Sí <input type="checkbox"/> No
k. Drogas	<input type="checkbox"/> Sí <input type="checkbox"/> No
l. Trabajo con maquinaria o herramientas peligrosas (sierras, hachas, machetes, etc.)	<input type="checkbox"/> Sí <input type="checkbox"/> No
m. Levantar cargas muy pesadas	<input type="checkbox"/> Sí <input type="checkbox"/> No
n. Trabajo bajo la tierra	<input type="checkbox"/> Sí <input type="checkbox"/> No
o. Trabajo en plataformas elevadas	<input type="checkbox"/> Sí <input type="checkbox"/> No
p. Trabajo bajo el agua en lagunas, mares o ríos	<input type="checkbox"/> Sí <input type="checkbox"/> No
q. Trabajo en espacios oscuros, confinados o sin suficiente ventilación	<input type="checkbox"/> Sí <input type="checkbox"/> No
r. Trabajo con químicos tales como pesticidas, pinturas, pegamento, etc.	<input type="checkbox"/> Sí <input type="checkbox"/> No
s. Trabajo con explosivos	<input type="checkbox"/> Sí <input type="checkbox"/> No
t. Trabajo que le hace sentirse incómodo o explotado	<input type="checkbox"/> Sí <input type="checkbox"/> No

Cuénteme más sobre cada respuesta.

84. Durante los últimos 6 meses, ¿experimentó en alguno de sus trabajos lo siguiente?

h. Le gritaron o intimidaron	<input type="checkbox"/> Sí <input type="checkbox"/> No
i. Fue insultado(a) u ofendido(a)	<input type="checkbox"/> Sí <input type="checkbox"/> No
j. Fue golpeado(a) o agredido(a) físicamente	<input type="checkbox"/> Sí <input type="checkbox"/> No
k. Ha experimentado hostigamiento sexual, verbal o psicológico	<input type="checkbox"/> Sí <input type="checkbox"/> No
l. Le forzaron a trabajar durante más horas de las que había querido	<input type="checkbox"/> Sí <input type="checkbox"/> No
m. Le forzaron a usar o vender drogas	<input type="checkbox"/> Sí <input type="checkbox"/> No
n. Otra (especificar)	<input type="checkbox"/> Sí <input type="checkbox"/> No

Usted dijo que...<RESPUESTA>. Por favor explíqueme un poco más.

REPEAT FOR ALL ANSWERS MARKED YES.

85. Durante los últimos 6 meses, ¿ha tenido alguno de los siguientes problemas de salud en alguno de sus trabajos?

l. Lesiones superficiales o heridas abiertas	<input type="checkbox"/> Sí <input type="checkbox"/> No
m. Fracturas	<input type="checkbox"/> Sí <input type="checkbox"/> No
n. Dislocaciones, quebraduras o esguinces	<input type="checkbox"/> Sí <input type="checkbox"/> No
o. Quemaduras	<input type="checkbox"/> Sí <input type="checkbox"/> No
p. Problemas respiratorios	<input type="checkbox"/> Sí <input type="checkbox"/> No
q. Problemas de la vista	<input type="checkbox"/> Sí <input type="checkbox"/> No
r. Problemas en la piel	<input type="checkbox"/> Sí <input type="checkbox"/> No
s. Problemas estomacales/diarrea	<input type="checkbox"/> Sí <input type="checkbox"/> No
t. Fiebre	<input type="checkbox"/> Sí <input type="checkbox"/> No
u. Fatiga extrema	<input type="checkbox"/> Sí <input type="checkbox"/> No
v. Otro problema (especificar)	<input type="checkbox"/> Sí <input type="checkbox"/> No

Usted dijo que ha tenido...<ANSWER>. Por favor cuénteme más sobre eso.

REPETIR ESTA PREGUNTA PARA CADA RESPUESTA OBTENIDA SI NO ESTÁ CLARO, PREGUNTE: Was that at work?

86. Si usted quisiera renunciar a uno de sus trabajos, ¿hay alguno en el cual no le permitirían renunciar?
☐ Sí ☐ No

¿Qué cree que le están preguntando aquí, en sus propias palabras?

SECTION 5: Información sobre Trabajo Doméstico

87. ¿Hizo quehaceres domésticos en su casa la semana pasada? Si "no", la encuesta ha terminado.

☐ Sí ☐ No

¿Qué le parece que quieren decir aquí con "quehaceres domésticos"?

¿Esto incluye trabajo que usted hace en casa de otras personas?

88. ¿Cuáles de los siguientes quehaceres domésticos usualmente hace en su casa?

f. Limpieza, como barrer, quitar el polvo, hacer las camas, limpiar el cuarto de baño, o ayudar con la ropa, como remendar, lavar o planchar	<input type="checkbox"/> Sí <input type="checkbox"/> No
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g. Cocinar el desayuno, almuerzo o cena, o comprar alimentos	<input type="checkbox"/> Sí <input type="checkbox"/> No
h. Cuidado de los menores, adultos mayores, o enfermos	<input type="checkbox"/> Sí <input type="checkbox"/> No
i. Reparaciones en el hogar (fontanería o reparaciones eléctricas)	<input type="checkbox"/> Sí <input type="checkbox"/> No
j. Otro (especificar)	<input type="checkbox"/> Sí <input type="checkbox"/> No

89. ¿Cuántas horas trabajó en estos quehaceres domésticos durante la semana pasada? _____

¿Cómo calculó las horas? ¿Qué actividades tomó en cuenta?

¿Esa es la cantidad total de horas que usted hizo esas actividades en un día o en una semana?

Ya casi hemos terminado con las preguntas que tenía para usted. Dentro de un tiempo vamos a ponernos nuevamente en contacto con usted para ver cómo le han ido las cosas con respecto a su trabajo y sus estudios. Para volver a encontrarle, necesito pedirle un poco de información que nos permita contactarle.

90. ¿Cuál es su número de celular? Si tiene más de un teléfono, por favor dígame todos.

Primario: _____

Otro: _____

Otro: _____

91. ¿Cuál es el número de teléfono de su casa? Si tiene más de un teléfono, por favor dígame todos.

Primario: _____

Otro: _____

Otro: _____

92. ¿Cuál es la dirección de su casa? SI EL ENTREVISTADO LE DA UNA DIRECCIÓN POSTAL, ANOTELA PERO TAMBIÉN PIDA LA DIRECCIÓN FÍSICA. SI DICE QUE NO TIENE DIRECCIÓN Física, PIDALE QUE DESCRIBA CÓMO ENCONTRAR SU HOGAR.

93. ¿En que tipo de vivienda habita?

☐ Casa

☐ Apartamento

☐ Otro

94. ¿Se queda a dormir con regularidad en alguna otra vivienda?

☐ Sí ☐ No

SI RESPONDE SÍ: Por favor dígame quién vive en esa vivienda y cuál es la dirección física o cómo se puede encontrar el lugar.

QUIÉN VIVE AHI: _____

DIRECCIÓN	O	DESCRIPCIÓN	DEL	LUGAR:
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

95. ¿Cuál es su correo electrónico? _____

96. En caso de no poder encontrarlo(a), nos gustaría tener el nombre completo y el número de teléfono de sus tres amigos o familiares más cercanos.

- a. NOMBRE: _____ RELACIÓN: _____
TELÉFONO _____
- b. NOMBRE: _____ RELACIÓN: _____
TELÉFONO _____
- c. NOMBRE: _____ RELACIÓN: _____
TELÉFONO _____

¿Qué tan cómodo se sintió con este último grupo de preguntas?

¿Qué tan exactas fueron sus respuestas? ¿Qué tan seguro(a) está de que los números son los correctos?

Gracias por su participación, reciba una muestra de nuestro agradecimiento. **Proporcionar refrigerio.**