

**Department Of Labor
Bureau of International Labor Affairs**

**Closing the Child Labor and Forced Labor
Evidence Gaps**

**Impact Evaluation of the REACH-T
Model Farm School Program in Rwanda**

Evaluation Design Plan Draft

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Acronym List

ADEPE	Action pour le Développement du Peuple
E-FACE	Ethiopians Fighting Against Child Exploitative Labor
ELA	Empowerment and Livelihood for Adolescents
EPAG	Economic Empowerment of Adolescent Girls and Young Women
CAPI	Computer-assisted personal interviewing
CLMS	Child Labor Monitoring System
DLI	District labor inspectors
FERWACOTHE	Fédération Rwandaise des Coopératives de Théiculteurs
HCL	Hazardous child labor
HL	Hazardous labor
ILAB	Bureau of International Labor Affairs
ILO	International Labor Organization
IO	Intermediate outcomes
IRB	Institutional review board
KIST	Kigali Institute of Science and Technology
MDE	Minimum detectable effects
MFS	Model Farm Schools
NGO	Nongovernmental organization
NPECL	National Policy on the Elimination of Child Labor
NPKCW	the Naupacman Puriy-Kereimba-Chi'k'y Wawita
OSH	Occupational safety and health
PEP	Partnership for Economic Policy
RCT	Randomized controlled trial
REACH	Rwanda Education Alternatives for Children
REACH-T	Rwanda Education Alternatives for Children in Tea-growing Areas
SORWATHE	Société Rwandaise de Thé
TOT	Average Treatment Effect on the Treated
UCW	Understanding Children's Work Program
USDOL	U.S. Department of Labor
WDA	Workforce Development Authority

1. INTRODUCTION

1.1 Tea Production and Child Labor in Rwanda

Widespread poverty and children's limited access to education and vocational training, as well as lack of awareness and enforcement of labor laws, contribute to high rates of child labor in Rwanda. According to the Rwanda National Child Labor Survey Report, 11.2 percent of children aged 5 to 17 years old are engaged in an economic activity, and almost half of these children work full time.¹ Most of the employed children (84 percent) work in agriculture.²

In Rwanda, tea^{3,4} is grown year-round and harvested continually in more than 11 of 30 Rwandan districts. It involves more than 42,000 farmers, who are organized into cooperatives and *thé villagois* (communities made up of smallholder farms). Children participate in tea farming to increase their families' income and to "learn the trade," a process that is deeply ingrained in agricultural communities. There is no system or process to monitor child labor in the informal sector, where most child labor in tea cultivation occurs. Law enforcement is weak and there are only 30 district labor inspectors (DLIs), one per district, to monitor child labor throughout the entire country.⁵

Rwanda aims to make tea a leading export in the coming years. As tea production increases, child labor also is expected to increase. However, failure to control the prevalence of child labor in the Rwandan tea sector may constrain the scope of export expansion. Potential destination countries enforce limitations on imports that are produced using child labor. Therefore, to export tea to targeted countries, Rwanda must enforce its child labor laws rigorously. In this context, the government of Rwanda and the tea industry have taken steps to address child labor issues in the tea-growing supply chain.

Winrock International and its partners implemented Rwanda Education Alternatives for Children (REACH) from 2009 to 2013. The project identified the following potentially hazardous activities for children working in tea-producing farms:

- Carrying large bags of picked tea to the collection centers
- Tilling land, tea picking/plucking, and planting
- Spraying pesticides
- Fetching firewood for tea factories and constructing roads

To address child labor in Rwanda's tea sector consistently with the sector's sustainable growth, Winrock International developed a collaborative initiative, the Rwanda Education Alternatives

¹ National Institute of Statistics of Rwanda. (2008). *National child labour survey report*. Retrieved from http://www.ilo.org/dyn/clsurvey/lfsurvey.list?p_lang=en&p_country=RW.

² Understanding Children's Work. (2011). *Understanding children's work and youth employment outcomes in Rwanda: Report on child labour and youth employment*. Retrieved from http://www.ucw-project.org/attachment/child_labour_Rwanda20110630_120902.pdf

³ Winrock International. (2012). *REACH project report: Child labor in Rwandan tea*, with support from FERWACOTHE.

⁴ FERWACOTHE. (2013). *Fact Sheet*.

⁵ Winrock International. (2012). *REACH-T Project Document*.

for Children in Tea-growing Areas (REACH-T) as a successor to REACH. The project, launched in 2014, is a collaboration between child labor and tea production organizations. The project includes the following partners: Save the Children, Action pour le Développement du Peuple (ADEPE), Duterimbere, Fédération Rwandaise des Coopératives de Théiculteurs (FERWACOTHE), and Société Rwandaise de Thé (SORWATHE). By building on REACH's successes and introducing key enhancements that address remaining gaps, REACH-T aims to significantly reduce child labor in tea-growing areas and create a replicable model for combating child labor in the tea sector.

1.2 Policy Context and Prior Research

1.2.1 Policy Context

From 2013 to 2014, Rwanda made moderate advances in eliminating the worst forms of child labor.⁶ In 2013, the government of Rwanda signed the National Policy for Elimination of Child Labor, which laid out a five-year strategic plan to combat child labor. The government also continues to participate in and implement several programs to combat the worst forms of child labor. Recently, Save the Children conducted child labor prevention activities with tea estates and provided technical assistance to three factories—Mata, Kitabi, and Gisovu—to help the factories qualify for Rainforest Alliance certification. However, children in Rwanda continue to engage in the worst forms of child labor both in agriculture and in domestic service. The government, by increasingly enforcing child labor laws, revising laws to ensure that laws and regulations apply equally to children, and promoting social programs to support children and families, among others, would further the elimination of child labor, including its worst forms in Rwanda.⁷

The U.S. Department of Labor (USDOL)-funded REACH project, the predecessor to REACH-T, altered the child labor prevention landscape in Rwanda. The REACH project built government support for child labor prevention and encouraged the Ministry of Public Service and Labor to write the National Policy on the Elimination of Child Labor. REACH also fostered dialogue with the tea sector and conducted research to better understand child labor in tea production. Additionally, REACH laid the foundation for a national Child Labor Monitoring System (CLMS) by implementing a community-based model. Gaps remain, however, especially in the government's application and enforcement of policies. For instance, programs for children, social protection, and rural development lag behind policies and laws. District labor inspectors are not familiar with child labor laws, and there are too few inspectors to monitor child labor adequately. Moreover, families lack resources to pay costs associated with public schooling.

⁶ U.S. Department of Labor International Labor Affairs Bureau. (2014). *Rwanda: 2014 findings on the worst forms of child labor*. Retrieved from <http://www.dol.gov/ilab/reports/child-labor/rwanda.htm>

⁷ Ibid.

1.2.2 Prior Research⁸

Because of their potential as a vehicle for tackling the socioeconomic plight of disadvantaged youth living in poverty, vocational training programs are policy interventions that have been studied extensively in developed countries. One hundred randomized controlled trials (RCTs) of vocational training programs have been conducted alone in Europe and the United States (Blattman & Annan, 2011), most of which have not shown significant results of these programs. The impact of vocational training programs, however, is more promising in poorer countries. Research has provided evidence of potential benefits from vocational training programs in developing countries, as well as evidence of the positive short-term and long-term impacts of these programs. However, there is a need for more research to establish the causal link between vocational training and hazardous practices and child labor.

Researchers have produced rigorous estimates of the demand for youth training and educational programs. One study in Kenya randomly assigned training vouchers to youth (Hicks et al., 2016). In this study, half of the 2,163 out-of-school youth who applied for vocational education tuition vouchers were awarded a voucher. The authors found that 74 percent of the winners used the voucher for at least one term of vocational training and acquired an additional 0.55 years of education. A report published by the Understanding Children's Work program recommends that removing children from hazardous work be accompanied by providing vocational and technical training programs that are tailored to the special needs of 15- to 17-year-old youth (Guarcello & Lyon, 2015). In Rwanda, a World Bank (2015) report on the Adolescent Girls Initiative points to the value of vocational training, particularly for girls.⁹

Similar to REACH-T, the Bureau of International Labor Affairs (ILAB)-funded Ethiopians Fighting against Child Exploitative Labor (E-FACE) program consisted of a range of activities that included raising awareness, strengthening government capacity, providing occupational safety and health and vocational training, and reducing child labor. An evaluation of E-FACE found that the program had positive results, but the evaluation methodology relied mostly on qualitative interviews and did not establish a causal link between the program's activities and its impact (O'Brien and Associates International, 2016). Using a similar methodological approach, a performance evaluation of the Semilla project (O'Brien and Associates International, 2015) in Peru found that the project was associated with a 25 percent reduction in hazardous child labor. In Bolivia, USDOL funded the Naupacman Puriy-Kereimba-Chi'k'y Wawita (NPKCW) intervention. It also was an integrated approach combining educational activities with livelihood activities. The educational activities consisted of agrobusiness and technical training for adolescents 14 to 17 years of age. Instead of conducting an impact evaluation, the authors of the Semilla report, like those of the E-FACE report, derived their conclusions only from qualitative interviews and quantitative data drawn from the project's document and could not robustly attribute any changes to the intervention.

⁸ For full list of cited references, please see the References section.

⁹ A report from Understanding Children Work indicates that employers do not perceive labor supply skill deficit as a constraint to the growth of their activities (Lyon et al., 2012).

Experimental and quasi-experimental impact evaluations of vocational training programs in Africa attribute a positive impact to many projects on job readiness and employment. Having access to formal employment and jobs outside agriculture can be a proxy for child labor and hazardous practices because youth are less vulnerable if they are in a more regulated labor environment. The RCT evaluation of Akazi Kanoze (Alcid, 2014) found a positive impact of vocational training on employment. Akazi Kanoze provided Rwandan youth and young adults, ages 14 to 35, with market-relevant life and work readiness training and support, hands-on training opportunities, and links to the employment and self-employment job markets in the Huye and Nyamasheke districts. Using an RCT evaluation design relying on oversubscription, the authors showed meaningful knowledge gains in job-seeking skills (e.g., “knowing how to apply for a job or improve their current positions”) and business development and customer-interfacing practices (e.g., “feeling comfortable with marketing and attracting customers”). Thanks to Akazi Kanoze, youth in rural areas were more likely to be employed after they graduated from school, and they achieved significant gains in work readiness skills development and financial management.

In a phased-in RCT in Liberia, Adoho et al. (2014) found that Economic Empowerment of Adolescent Girls and Young Women (EPAG)—a skills training program designed to alleviate labor market entry barriers faced by young women—had a positive impact. EPAG combined six months of classroom-based technical and life skills training, with a focus on high market demand skills, followed by six months of follow-up support to enter wage employment or start a business. The authors found that EPAG increased employment by 47 percent. However, Hicks et al. (2015) found no evidence for a shift out of agriculture in their RCT in Kenya.

In Latin America, where vocational training has been extensively studied, evidence of impact on employment is also mixed. Alzua et al. (2015) found that Argentina’s Entra21 program increased employment in the short term, and Attanasio et al. (2015) found that Colombia’s Youth in Action program improved increased youth employment in the formal sector. Ibarraran et al. (2014) found that Juventud y Empleo in the Dominican Republic had a positive impact on job formality but not on employment, whereas Card et al. (2011) found little indication of a positive effect on employment outcomes. In a review of Inter-American Development Bank (IADB) funded vocational trainings in Latin America, Ibarraran and Rosas-Shady (2009) also noted a positive effect of job training on job formality in Chile and Peru. In a long-term impact evaluation, Kugler et al. (2015) found that participants in a job training program for disadvantaged youth in Colombia were more likely to enter and remain in formal employment between three and eight years after randomization.

Other types of projects or components that do not strictly provide vocational training nevertheless aim to help youth achieve positive labor market outcomes. For example, Cho et al. (2013) conducted a phased-in RCT evaluation of a program in Malawi in which 1900 youth from 28 districts received on-the-job training through placement as apprentices to master craftspeople in their area of interest. Although the study focused on the determinants of dropouts, the authors found that participants reported that their work-related skills had improved, but there was no effect on their employment rates. Programs that mixed vocational

training and on-the job training, such as Akazi Kanoze in Rwanda (Alcid, 2014) or Entra21 in Argentina (Alzúa et al., 2014) improved the probability of gaining employment. Some programs, such as the Empowerment and Livelihood for Adolescents (ELA) program, operated by the nongovernmental organization (NGO) Building Resources across communities in Uganda, had complementary goals. ELA offered health education along with vocational training to run small-scale enterprises. Bandiera et al. (2012) found that ELA raised the likelihood that girls engaged in income-generating activities by 32 percent.

Building young people's non-cognitive skills, such as their self-esteem, may also be a factor in reducing youth participation in hazardous labor practices and may complement traditional vocational training efforts (Kautz et al., 2014; Guerra & Olenik, 2012). The RCT conducted by Cho et al. (2013) found that entrepreneurship training had a positive impact on the acquisition of in-demand skills and perception-based, psychosocial measures such as well-being and confidence among Malawian youth aged 15 to 24. The evaluation of EPAG in Liberia (Adoho et al., 2014) documented positive effects on a variety of empowerment measures, including access to money, self-confidence, and anxiety about circumstances and the future. The government of Uganda also looked beyond vocational training and initiated an intervention to help young people start their own businesses by giving them access to business loans. An impact evaluation funded by the Partnership for Economic Policy (PEP, 2015) randomized financial trainings among young men and women aged 18 to 25 years, and found a positive impact on demand for credit.

Interestingly, the evidence is mixed with regard to the different programs' impacts on men and women. Cho et al. (2013) noted that advances in subjective psychosocial measures were virtually exclusive to male participants. In contrast, the results from Alcid (2014) were universal across gender, with women exhibiting the greatest gains in human capital from the intervention. Evidence from Liberia also indicates that vocational training programs can alleviate food insecurity and upend seemingly intractable views about women in the workplace (Adoho et al., 2014). Further findings from a Ugandan-based program that provided vocational training and health education for girls showed that participants' interest and participation in self-employment activities increased and pregnancy rates decreased (Bandiera et al., 2012).

Although some evidence exists on the impact of vocational and technical training on job market outcomes, IMPAQ's evaluation of the Model Farm Schools (MFS) component of the REACH-T program presents an opportunity for a rigorous randomized controlled trial to determine the impact of vocational training specifically designed to address hazardous child labor.

1.3 REACH-T

REACH-T employs an integrated area-based approach to address the root causes of child labor and ensure that children who leave one form of child labor do not enter into another. Exhibit 1 shows how the REACH-T strategy integrates three key groups of stakeholders to provide services to children engaged in child labor and reduce child labor: (1) the government, (2) the tea industry

leadership, and (3) smallholder¹⁰ households. As indicated in the exhibit, the government (first column) implements a streamlined and vertically integrated CLMS; the tea industry leadership (second column) builds private sector capacity to address child labor; child labor is monitored at the community level; and smallholder households are supported by the program's activities.

REACH-T relies on the synergies among these three pillars to improve the effectiveness of the government's action, build the private sector's capacity to address child labor, and intervene at the community level in the following ways:

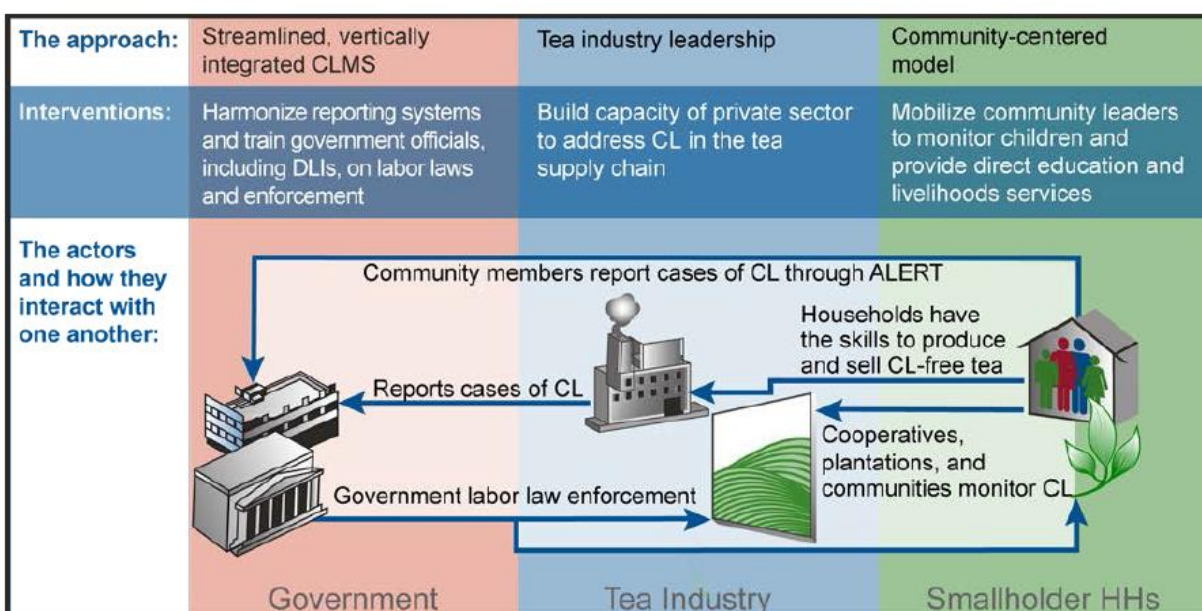
1. At the government level, REACH-T:
 - Expands the community-based CLMS that was developed for REACH.
 - Enables community members to monitor and refer child labor incidents to labor inspectors through an innovative mobile-phone reporting and referral system.
2. At the tea producer level, REACH-T:
 - Engages tea companies and cooperatives in monitoring activities and extend the reach of DLIs.
 - Energizes the tea industry by bringing stakeholders together to examine and address their risks of child labor through a value chain perspective.
3. At the smallholder households level, REACH-T:
 - Trains community volunteers to report child labor and to take ownership of child labor prevention activities.
 - Helps enroll children in school and alternative education programs.
 - Provides children of working age with quality vocational training to strengthen the earning power and resilience of households prone to child labor.

These activities are designed to achieve the following outcomes:

- Design a comprehensive CLMS that links community-based monitoring to the Ministry of Public Service and Labor.
- Train the 30 DLIs in child labor prevention and enforcement.
- Sensitize more than 42,000 cooperative members and companies about child labor.
- Train staff at 15 government ministries/agencies on child labor and CLMS.
- Enroll 4,090 children in or at risk of child labor in education programs.
 - Provide 1,320 households with income-boosting activities to reduce reliance on child labor.

¹⁰ "Of the two-thirds of sub-Saharan Africa's population that resides in the rural areas, the majority can be considered as smallholder farmers" (Dixon et al., 2004).

Exhibit 1: REACH-T's Three-Pillar Approach to Reducing Child Labor in Tea¹¹



REACH-T is based on a comprehensive approach that comprises seven tightly integrated interventions aimed at building buy-in from tea industry partners, raising community awareness, providing support to families, and supporting children's education:

1. **Monitoring:** Looking for child labor by deploying the CLMS and labor law enforcement.
2. **Education:** Enrolling children in formal and non-formal education programs and skills training; providing income-generating training to families to empower them to rethink traditions; promoting the value of education; and building the capacities of communities to carry out school improvements.
3. **Livelihoods:** REACH-T will address identified obstacles faced by vulnerable households; develop and institutionalize training programs to promote safe, decent, and sustainable work in agriculture; and link beneficiaries to existing livelihood services.
4. **Youth employment:** Through the Model Farm Schools (MFS) training program, REACH-T will link disparate youth training programs and transition legal-age working children from child labor to acceptable work.
5. **Raising awareness:** At the national and local levels, REACH-T will target social gatherings to invite tea-growing leaders to awareness-raising trainings.
6. **Strengthening institutional capacity:** REACH-T will link with governments to build cost-effective models, and build local capacity to reduce child labor, and promote occupational safety and health in tea production.
7. **Social protection:** REACH-T will leverage existing social structures to ensure that the poor can access social protection services.

¹¹ U.S. Department of Labor and Winrock International. (2014). *Rwanda Education Alternatives for Children in Tea-Growing Areas (REACH-T) Cooperative Agreement* No. IL-24920-13-75-K.

By working with community committees and visiting households, the project will identify children and households in target intervention communities to participate in REACH-T programs. REACH-T will select and support children and youth working in tea, as well as child laborers in other sectors, focusing on children in the worst forms of child labor. REACH-T defines child labor according to criteria in the National Policy on the Elimination of Child Labor (NPECL), International Labor Organization (ILO) guidelines, and Rwandan labor laws.

REACH-T will select 1,320 households that meet one or more of the following criteria:

- One or more children in the household engaged in child labor
- Child-headed household
- Female-headed household
- Other vulnerabilities, such as extreme poverty and/or sick caretaker

1.4 Model Farm Schools

This evaluation pertains to the vocational training arm of the REACH-T project, MFS, which provides training for small groups of youth and connects them to on- and off-farm value chain opportunities. The goal of MFS is to improve youth's job opportunities by providing them both technical and life skills through safe work. As part of this intervention, vulnerable out-of-school youth participate in a non-formal six-month vocational training program in which expert agronomists from local tea cooperatives and tea factories teach students about basic machinery, irrigation systems, biogas for households, efficient cook stoves, and natural oil value chains. Importantly, the training includes an occupational safety and health component, so participants can understand how to protect themselves from hazards in the workplace. Further, REACH-T is collaborating with the Rwanda Workforce Development Authority (WDA) to link qualified youth to WDA opportunities, including public and government-aided technical vocational education training programs.

1.4.1 Activities

MFS activities are designed to promote occupational safety and health in the tea sector, remove 16- to 17-year-olds from child labor, and provide them with skills for acceptable work. These activities include the following:

- **Promote occupational safety and health (OSH) in tea production:** Available data from the Rwandan tea and other sectors indicate that many youth aged 16–17 work in unsafe or hazardous conditions that effectively expose them to hazardous child labor. REACH-T will develop and deliver OSH training modules to conduct training with labor inspectors, cooperative managers, farm owners, and working-age youth. As part of the OSH training, participants will learn about workers' rights and responsibilities, codes of conduct, and trade union democracy. Additional training will focus on production and productivity methodologies, teamwork, and effective communication.
- **Transition legal-age working minors from hazardous child labor to acceptable work:** After conducting an assessment of the working conditions and hazards in tea for working-

age youth, using the assessment findings, REACH-T partners will develop remediation approaches such as policies and practices to ensure acceptable work hours, no pesticide exposure, length of rest, and education/work balance. The MFS curriculum will include OSH components for youth in tea and other rural occupations to support safe work conditions.

- **Agro-business vocational training and linkages to other donor-funded programs:** MFS provides training to 16- and 17-year-olds or links them to other employment assistance programs. For youth who want to work in tea production, MFS provides training on sustainable tea production methodologies, OSH, and safe and decent work. Through practicums, Kigali Institute of Science and Technology graduate students will introduce additional technology in high-value sectors (e.g., essential oils and biogas) to MFS trainees. For youth who want to pursue off-farm employment, MFS will provide training opportunities in agroprocessing (e.g., food processing, honey production, baking, juice processing), clean and sustainable energy, culinary arts, and artisanal crafts. REACH-T will provide advisory services through MFS to link youth to other vocational training or work readiness programs such as technical vocational education training centers, which offer a range of programs, such as carpentry, hairdressing, catering, and tailoring.

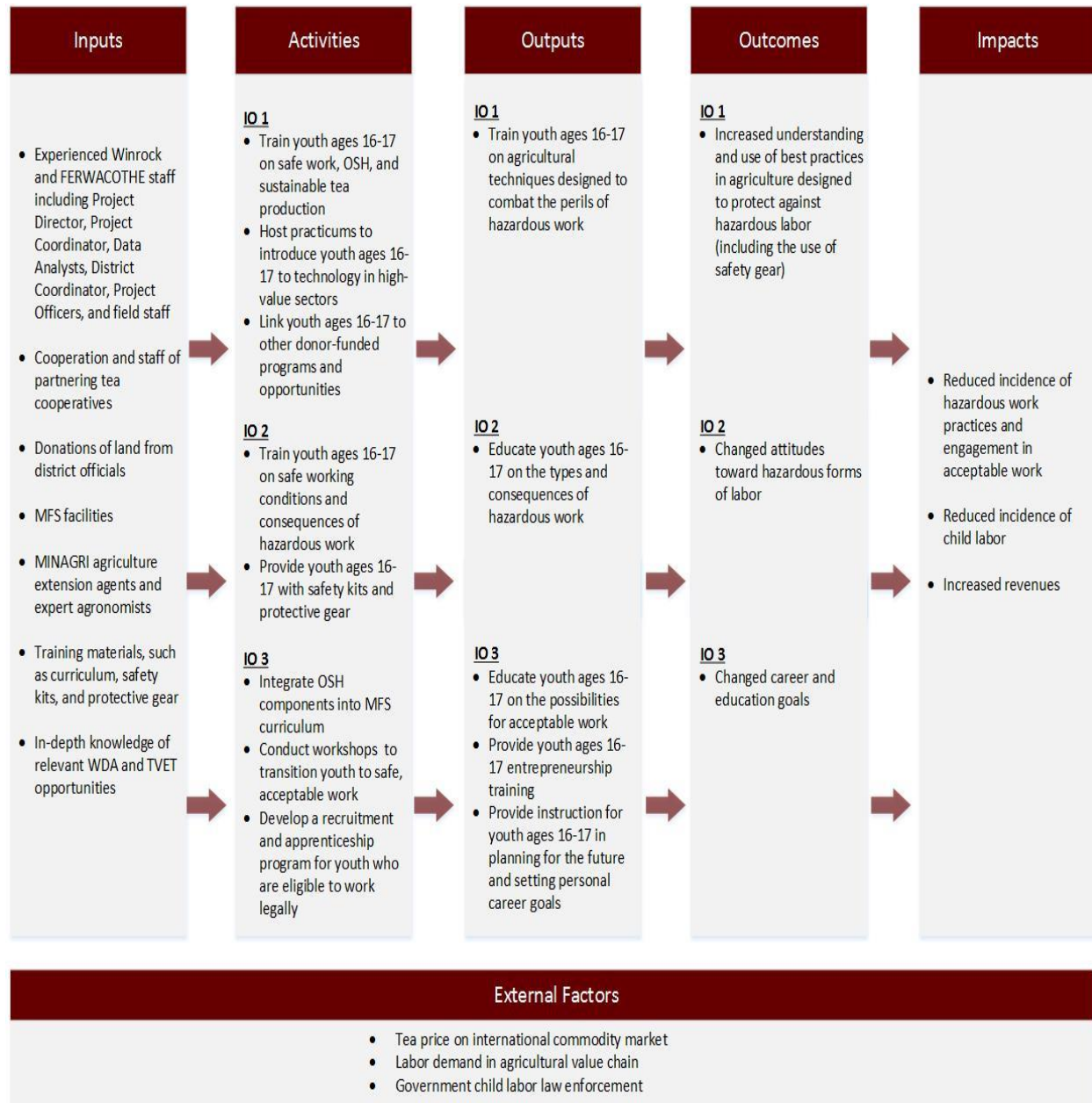
1.4.2 Theory of Change

The logic model presented in Exhibit 2 shows the connections among three intermediate outcomes (IO), program inputs, activities performed, and outputs expected. The three outcomes that are expected to be noticeable at the outset of the six months of MFS activities are:

1. There should be increased understanding and use of best farming practices, especially with respect to practices that are safe and do not cause a hazard.
2. A change of attitudes toward hazardous forms of labor should be concurrent to the increased understanding in # 1.
3. At the same time, beneficiaries should be inspired by the MFS training they receive and raise their career and educational goals.

Within six months of the end of the MFS activities, REACH-T expects to see an impact on key indicators about the type of work activities youth are engaged in, the incidence of child labor, and the revenues they generate with their work.

Exhibit 2: MFS Logic Model



2. IMPACT EVALUATION

The objective of the impact evaluation is to examine rigorously the impact of the MFS component of the REACH-T program. To assess the impact of MFS, IMPAQ will work with program staff to implement an experimental design in which IMPAQ and the program assign children to a treatment and a control group. Children in the treatment group will participate in the MFS program, but the control group children will not receive MFS. This approach will enable IMPAQ to assess the effectiveness of MFS by comparing the program's participants' outcomes (treatment group) to those of nonparticipants (control group).¹² The primary research question that the MFS evaluation aims to address is whether vocational training can prevent children aged 16 and above from engaging in hazardous forms of labor. This confirmatory question of the program's effectiveness motivates the power calculations that inform the sample size. IMPAQ will measure specific outcomes associated with hazardous child labor (HCL) for both control and treatment groups. IMPAQ will calculate the difference between both groups and statistically determine whether this difference is significant. In the following sections, we describe the proposed evaluation design and the minimum detectable effects (MDEs) that the design will capture.

2.1 Research Questions

The confirmatory research question that motivates the impact evaluation is about reduction of hazardous work practices for MFS beneficiaries. In accordance with the theory of change presented in section 1.4, REACH-T expects to see an impact on the incidence of hazardous practices within six months of the end of the vocational training (i.e., approximately 12 months after random assignment). Further, we will also measure the program's impact approximately one year after the end of vocational training to ensure that we capture the program's long-term results. Hence, the research questions are as follows:

Research Question 1. Does MFS training reduce the incidence of hazardous work practices?

- Key outcome 1a. Hazardous work practices approximately 12 months after random assignment
- Key outcome 1b. Hazardous work practices approximately 24 months after random assignment

This research question includes all the treatment and control children at the time of the impact's measure, 12 and 24 months after random assignment (about 6 months or 18 months after the end of the training), regardless of their age. Youth who are 16 to 17 years old at the onset of the MFS training will not all be minors a year or two later.¹³ Therefore, this research question does not measure hazardous child labor per se, but rather whether the training is successful in addressing its main objective, which is reducing hazardous practices.

¹² A well-designed experimental approach for evaluating an intervention program yields the most reliable estimates of the program's effects in the sense that causal inferences can be drawn.

¹³ The training lasts six months, so the first impact measure is one year after youth are recruited.

Research Question 2. Does MFS training reduce the incidence of hazardous child labor for trainees?

- Key Outcome 2a. Hazardous child labor approximately 12 months after random assignment

IMPAQ will explore the question of hazardous child labor itself using the data collected approximately 12 months after random assignment. Information collected 24 months after random assignment will not be used to answer this research question because all the youth in our sample will be older than 18 by that time.

Research Question 3. Does training change the aspirations of trainees in terms of educational and career goals?

- Key Outcome 3a. Level of education that trained youth would like to achieve in the future, captured approximately 12 months after random assignment
- Key Outcome 3b. Level of education that trained youth would like to achieve in the future, captured approximately 24 months after random assignment
- Key Outcome 3c. Type of work that trained youth would like to have in the future, captured approximately 12 months after random assignment
- Key Outcome 3d. Type of work that trained youth would like to have in the future, captured approximately 24 months after random assignment

2.2 Experimental Design

2.2.1 Evaluation Design

The third phase of the MFS component of the REACH-T program will be implemented in five selected districts in Rwanda. As a result of Winrock's recruitment efforts during the third phase, the MFS program should be oversubscribed and demand will exceed the capacity of the program to serve youth. In each site, IMPAQ and Winrock will randomly assign youth to treatment and control groups. The treatment group in each site will participate in the MFS program, whereas the control group will not.

IMPAQ designed a transparent lottery process to conduct the random assignment. To mitigate any community and ethical concerns, IMPAQ will conduct the lottery process in public and all eligible youth will have the same probability of benefiting from the program.

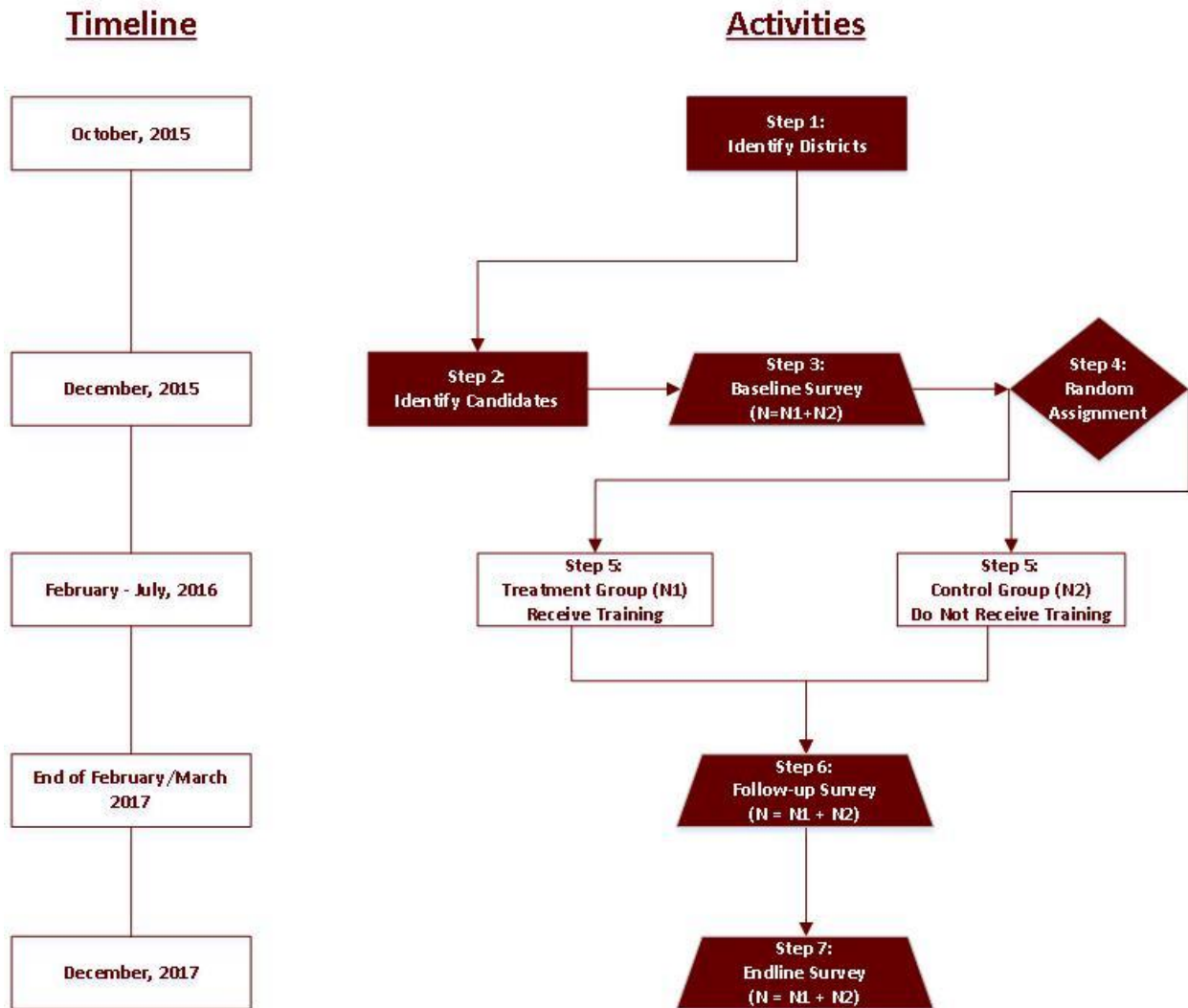
2.2.2 Impact Evaluation Flow Chart

Exhibit 3 shows IMPAQ's design and timeline for the implementation of the MFS RCT. The design is broken down into the following seven steps:

1. Identify, validate, and select program sites.
2. Identify program candidates and verify their eligibility.
3. Collect baseline data.
4. Perform random assignment.

5. Implement MFS training.
6. Collect follow-up data about six months after implementation ends.
7. Collect endline data about 18 months after implementation ends.

Exhibit 3: Impact Evaluation Flow Chart



Step 1—Identify, validate, and select program sites.

There are five provinces in Rwanda. These five provinces are further divided into 30 districts, which are further divided into sectors. The REACH-T implementation team selected eight tea-growing districts in two provinces—Southern and Western—for the intervention. The REACH-T implementation team selected eight intervention districts to ensure that the intervention reaches a sufficient number of beneficiaries. The selection criteria included the total area of tea growing plots and the number of tea growers that belong to cooperatives. Five of these eight districts were selected for implementation of the third phase of the MFS component.

For each site, local leaders will perform outreach to publicize the day and locations when MFS registration will occur. Part of this outreach effort includes gathering information from local leaders about potential candidates and compiling a list. All 16- or 17-year-old youth interested in the vocational training, whether or not preselected by local leaders, will be invited to present themselves.

Step 2—Identify candidates and verify their eligibility.

For each site, on the day of MFS registration, IMPAQ and a REACH-T team will meet with MFS's potential participants, describe the program, validate the list of potential participants, and add other eligible youth who are present.

After the public meeting to introduce the project, REACH-T staff will work with parents, village leaders, and district officials to verify the eligibility of the youth present on the day of enrollment. Specifically, during the meeting, the REACH-T team will ensure that young candidates meet the age¹⁴ criteria for MFS by verifying identification cards and looking up official records available at the enrollment site. In addition, because of word-of-mouth publicity, youth other than those proposed by leaders may also show up on the day of enrollment. Their eligibility also will be verified and their names will be added to the list if they qualify. When this validation process is complete, each candidate will proceed to an enumerator.

Step 3—Collect baseline data.

Immediately after REACH-T program staff confirm the list of youth who wish to participate in and are qualified for the MFS training, IMPAQ will conduct a baseline survey with each youth present on the day of enrollment. Because of oversubscription, the total number of youth respondents will be more than program capacity.

Baseline data are critical to the impact evaluation because they provide information about the randomization and they can be used in the analysis. Descriptive statistics from key demographic and outcome variables will show whether the random assignment effectively resulted in baseline equivalence between the treatment and control groups. As detailed in the analysis plan in section

¹⁴ Observations from field indicated that, although Winrock mentions other “vulnerability” criteria, the main observable and verifiable criteria are the age range and community confirmation that the child is not enrolled in regular school.

2.4, IMPAQ will include variables that show significant differences between the control and treatment groups at baseline in the regression analysis. By including these variables, we will correct biases in the impact estimator that could result from non-random differences. In addition, including baseline information will increase the efficiency of the impact estimator.

Step 4—Perform random assignment.

After data collection, on the same day, the MFS team, together with local leaders, will explain that not all qualifying youth can participate in the training due to the limited capacity. To give each person an equal chance of participating, there will be a lottery process.

REACH-T piloted the use of the public lottery. The public lottery will help to create community buy-in because it is transparent. It consists of a public drawing that will assign candidates into treatment and control groups. In this process, each candidate will draw a number from a container that is publicly displayed. If the candidate draws a number below the number of available slots in a given site (about 30, on average), the candidate will be included in the treatment group; otherwise (i.e., if the candidate draws a number above 30), he or she will not be allowed to participate.

As shown in the flow chart in Exhibit 3, this randomization process assigns some qualified youth to the treatment group (N_1) and the remainder of the qualified youth to the control group (N_2). The total sample size is $N = N_1 + N_2$.

Step 5—Implement MFS training.

After random assignment, MFS staff will enroll qualified youth assigned to the treatment group in the MFS training. Youth who are assigned to the control group, even when they qualify, will not receive the MFS services. Because the treatment is “receiving the MFS training,” the likelihood of contamination of the control group is very low. It is nonetheless important to know whether any youth in the control group benefited from the training. An example of contamination would be the case of a youth in the control group who was added to the training after randomization. IMPAQ will probe this issue and gather information about potential instances of contamination through qualitative interviews with program’s staff focus groups with control group youth. In addition, the quantitative follow-up instrument will include a few questions targeted to measure potential contamination.

Steps 6 and 7—Collect follow-up and endline data.

IMPAQ will collect follow-up data from each beneficiary and comparison group youth approximately six months after the end of the training program (i.e., 12 months after random assignment). We will also conduct a second survey (endline) conducted approximately one year later (i.e., 24 months after the end of random assignment). As described in section 1.4 and Exhibit 2, Winrock expects to observe a change in youth’s perceptions and understanding of hazardous child labor after they complete the training. However, it may take longer to see an impact on work practices and employment. IMPAQ expects that by the second survey (endline) some

changes in work practices and employment may be better established and will be able to capture these changes.

One concern with conducting an endline approximately 24 months after random assignment is that there is high rate of sample attrition. IMPAQ devised the following strategy to track youth in the treatment and the control groups to minimize this problem: IMPAQ's local consultant will be in contact with all leaders of villages where youth in the treatment and control groups live. The IMPAQ consultant will contact each leader every three months to inquire about youth in the study and note their locations. Because we are tracking all youth independently from MFS's operations, we hope to locate even the youth who drop out of the program, and, therefore, to be able to gather information about the reason why they dropped out. Our tracking strategy relies on the assumption that, even while migrating, youth stay in contact with their village of origin. Although this is a reasonable assumption, our power sample calculations, described in the following section, assume some level of attrition from baseline to endline.

2.3 Power Calculations and MDEs

2.3.1 Assumptions

The treatment group includes the 586 cohort-three participants served by MFS. The 391 eligible participants who did not receive MFS services are part of the control group. The total sample size is 977 youth.¹⁵ To declare with confidence that any program impacts are not due to chance, program impacts must be sufficiently large given the precision parameters. Following Bloom et al. (2007), we calculate the MDEs as follows:

$$MDE \sim M_p \sqrt{\frac{\pi(1 - \pi)(1 - R^2)}{T(1 - T)n}}$$

where

π : proportion of the control group engaged in hazardous work practices

T : proportion of the sample that is assigned to the treatment group

n : total sample size (treatment and control)

R^2 : the explanatory power of the multivariate regression

M_p : multiplier for a given statistical power and statistical significance level

Our key operating assumptions for the power analysis are as follows:

- $n = 977$ (T and C youth at baseline MFS Cohort 3).

¹⁵ The total sample size from baseline data is 977 youth. At the time of these computations, treatment and control status has been assigned for 964 out of the 977 observations, with 60 percent to treatment and 40 percent to control. At the time this report was being written, the team was still determining whether the 13 youth who did not have treatment or control status were eligible for the program. We assumed a 60/40 percent assignment also in the full sample.

- Power sample calculations are performed assuming 5 percent, 15 percent, and 20 percent attrition rates. An attrition rate of 5 percent would result in an effective total sample size of about 928 youth. Higher attrition rates of 15 and 20 percent would imply an effective total sample size of 830 and 782 youth, respectively.
- $T = 0.60$ (i.e., 60 percent of the total sample is in the treatment group)
- $M_p = 2.8$ for 80 percent power at 0.05 level of significance for a two-sided test
- $R^2 \in \{0.1, 0.3\}$

2.3.2 Minimum Detectable Effects

Exhibit 4 summarizes the detectable effects of the main outcome measure under two different regression correlation coefficients and three different attrition assumptions (5 percent, 15 percent, and 20 percent attrition). We also assume that about 66 percent of the sample members are engaged in hazardous child labor (Column 3) based on preliminary baseline estimates.¹⁶ Column 4 presents how different levels of R^2 affect the MDEs. We assume an upper bound of 0.3 and a lower bound of 0.1. Controlling for baseline characteristics when estimating differences between treatment and control group members might help reducing the variability of the outcome, and thus allow detection of smaller MDEs for a given sample size. Higher values of R^2 indicate that baseline characteristics explain a larger fraction of the variation in outcomes, and thus allow to detect smaller MDEs.

All MDEs are expressed in percentage points (pp). For example, the results of our MDE calculations indicate that with a total sample size of 977 youth and 5 percent attrition (which corresponds to an effective sample size of 928 youth in column 2) we will be able to detect an 8.43 pp change in the proportion of children in hazardous work assuming an R^2 equal to 0.1. We would be able to detect a 7.44 pp change when the R^2 is equal to 0.3. These correspond to a 12.8 percent and 11.3 percent effect, relative to a baseline mean of 66 percent, respectively. As shown in the table, higher attrition rates are associated with higher MDEs for any given R^2 value.

Exhibit 4: Minimum Detectable Effects for MFS Program Evaluation

Outcome Variable (1)	Total Effective Sample Size (2)	Mean Baseline Outcome (%) (3)	Minimum Detectable Impacts (4)	
			$R^2 = 0.1$	$R^2 = 0.3$
Proportion of hazardous child labor (5% attrition)	928	66	8.43 pp	7.44 pp
Proportion of hazardous child labor (15% attrition)	830	66	8.91 pp	7.86 pp

¹⁶ This percentage is based on preliminary analysis of data collected during baseline as part of this evaluation. The percentage considers children engaged in child labor if exposed to physical, psychological or sexual abuse OR if they work underground, under water, at dangerous heights or in confined spaces.

Outcome Variable (1)	Total Effective Sample Size (2)	Mean Baseline Outcome (%) (3)	Minimum Detectable Impacts (4)	
			$R^2 = 0.1$	$R^2 = 0.3$
Proportion of hazardous child labor (20% attrition)	782	66	9.19 pp	8.10 pp

2.4 Analysis Plan

The goal of the evaluation is to study the impact of the REACH-T program in reducing hazardous labor and hazardous child labor practices in the target population by comparing the average outcomes between the treatment and control groups at follow-up and endline.

2.4.1 Baseline Equivalence

In theory, the process of randomizing potential candidates into treatment and control groups should result in no differences in observed and unobserved characteristics between the two groups. However, it is still possible that some differences might occur. The first step in the data analysis will be to statistically test for balance of observable characteristics between treatment and control groups for each cohort.

2.4.2 Impact Analyses

We will use two methods to estimate the effects of the REACH-T intervention: mean differences and multivariate regression models.

Impact analysis using means differences: As the first step, we will estimate unadjusted effects of the intervention as a means comparison of post-random assignment outcomes between treatment and control group members. For inference, we will use the statistical tests to assess whether the treatment–control differences in outcomes are statistically significant. These analyses will provide a preliminary assessment of the effect of the intervention on outcomes.

Impact analysis using regression models: Using follow-up survey data, IMPAQ will estimate the impact of the MFS program about 6 months (follow-up) and 18 months (endline) after the completion of the program using the following regression model:

$$Y_{ij} = \alpha_0 + \alpha_1 T_{ij} + \gamma X_{ij} + \mu_{ij}$$

where

- Y_{ij} is the outcome of interest for youth.
- T_{ij} is a binary variable indicating that a youth was in cohort 3 of the MFS program.
- X_{ij} is a vector of individual covariates. It is statistically possible that, despite randomization, the sample of the treatment and the control groups show significant differences at baseline in individual characteristics that would affect the outcome variable Y_{ij} . Inclusion of these covariates will prevent such differences from inducing

- a bias in the average effect estimate α_1 . In addition, the inclusion of covariates is likely to improve the precision of the estimates.
- μ_{ij} standard errors.

2.5 Operationalization of Hazardous Child Labor Definitions

This section describes the operationalization of the hazardous child labor (HCL) and hazardous labor (HL) definitions that will be used in the RCT evaluation of the MFS project in Rwanda. Because the MFS project targets children of legal working age (16 to 17 years old), the evaluation focuses on measuring the extent to which these children engaged in “hazardous child labor.”

Over time, as the children age, the evaluation team will have the opportunity to look at the differences in exposure levels to hazardous working conditions between teenagers who are still legally considered children (16- to 17-year-old youth) and teenagers who just crossed that threshold (above 18 years old) but who face similar circumstances in every other way. The main difference between the definition of hazardous child labor and hazardous labor is that for hazardous labor we will define long hours based on the acceptable weekly number of hours for adults stipulated in the Rwanda labor legislation (45 hours per week).¹⁷ For children who are working legally, we will maintain the limit used by the REACH-T project (40 hours per week).¹⁸

In addition, the evaluation team will create an additional indicator specific to the MFS project. This indicator will be a subset of a type of hazardous working conditions the project aims to address with its interventions. Specifically, the project provides MFS students with protective gear meant to increase the safety of their working conditions so that they can continue engaging in agricultural work, but under acceptable conditions. The team will measure the change in use of protective gear among students engaged in hazardous agricultural activities.

ILO Recommendation No. 190 identifies the following criteria to determine **hazardous work conditions** of children at the national level:

- (a) work which exposes children to physical, psychological or sexual abuse;
- (b) work underground, under water, at dangerous heights or in confined spaces;
- (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
- (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.

2.5.1 Children in “Hazardous Child Labor”

¹⁷ Law regulating labor in Rwanda no. 13/2009 of 27/05/2009: Law N13, Art. 49.

¹⁸ REACH-T project applied the same limit used in the 2008 Rwanda National Child Labor Survey.

The evaluation team will use the same hazardous child labor definitions used by the REACH-T project to conduct the Baseline Prevalence Study on Child Labor in Tea-Growing Areas in Rwanda, including adjustments the REACH-T project made to the definitions to ensure that the data more accurately reflect the local economic context. These definitions align with international guidelines for measuring hazardous child labor (see Box in this section) as well as current Rwanda labor legislation (Law regulating labor in Rwanda no. 13/2009 and Ministerial Order no. 06 of 13/07/2010).¹⁹

The prevalence study uses the following categories to define HCL:

- **Location**

- Work carried out on the surface or underground aimed at mining, work carried out underneath water, or in places with high heights or congested places.
- Work carried out in unhygienic places that may expose children to dangerous products and chemicals, conditions of very high or cold temperatures (not outside temperatures), or noises and vibrations that may affect the lives of children.
- Exposure to at least one of the following: fire, gas, flames; loud noise or vibration; work underground; work at heights; work in water/lake/pond/river; workplace too dark or confined; insufficient ventilation; work in unhygienic or dirty conditions (e.g., no or dirty latrines, filthy premises); pesticides, fertilizer, glues; explosives.

- **Activities**

- Work carried out in drainage of marshlands or cutting down trees.
- Work related to construction and demolitions, maintenance of buildings, homes for someone else, off-loading stones.
- Charcoal making, collecting scrap metal.
- Work that requires children to carry loads that are heavier than their physical capacity (e.g., the equivalent of one large bucket of water).
- Applying fertilizers or other chemicals.
- Domestic work carried out of children's family circles for a salary or financial gain.
- Carrying bags of tea to weighing station or other places.
- Serving alcoholic drinks in bars/other institutions.
- Brick/tiles—making or carrying.

- **Conditions**

- Work performed and carried out over long hours and work performed beyond acceptable work based on the child's age. In Rwanda's National Child Labor

¹⁹ See Appendix I for a comparison of the ILO framework and Rwanda legislation on child labor.

Survey, “long hours” corresponds to children working more than 40 hours per week.

- Work performed during school hours.²⁰
- Work performed at night between 8:00 pm and 6:00 am.
- Work performed without resting for a minimum of 12 consecutive hours between two working periods for employed children between 16 and 17 years old.
- Unsanitary work or laborious work.
- Bad relations with the employer (too much work, too long working time, payment not in time, physical abuse, verbal abuse, sexual abuse).
- Child being either shouted at, insulted, beaten or physically abused, sexually harassed, or dispossessed of things at the work site by someone.

▪ ***Use of Products***

- Work that requires children using fertilizers and pesticides.
- Work that requires children using other substances or agents damaging to children’s health.

▪ ***Use of Machinery and Tools***

- Work that is carried out using machines or other dangerous materials that may affect the health of the child or that require lifting or carrying heavy loads.
- Work carried out using ropes and other materials, heavy machinery, and other dangerous instruments.
- Using hazardous machinery and tools, such as saw/hacksaw/saw/blade, sickle/axe/pick/machete/hoe, knife/cutter, hammer/mallet, shear, welding tools, blow (explosion)/acetylene (gas), torch with fire/blowtorch, bullock/plow, sprayer, ropes, machines that are turned on or off automatically/not protected by supervisors, lifting machines, driving heavy machines/vehicles, visiting or verifying servicing machines that are turned on and don’t have protective parts to avoid contact with such parts in motion.

▪ ***Institutions²¹***

- Institutions that produce and sell alcoholic drinks.
- Construction institutions.
- Bricks and tiles manufacturing institutions.

▪ ***Injuries and illness***

²⁰ Not applicable to target population.

²¹ Rwanda legislation makes a distinction between institutions that are considered the worst forms of employment (e.g., pornography, mining, slaughtering of animals) and those considered dangerous to the health of children (Ministerial Order No. 6, Ch. III, Art. 6). REACH-T included only the latter classification for the purposes of the prevalence study because measuring the worst forms of child labor was outside the scope of work. We will maintain this same distinction.

- Child falling ill or being injured at least one time in the past 12 months because of the activities (besides school).
- Child having any current injury or illness from the activities performed.
- Child been injured at least one time in the last 12 months using any of the tools, machinery or equipment.
- Injuries include back/muscle pains, headache, wounds/deep cuts, breathing problems, eye problems, skin problems, stomach problems, fever, extreme fatigue, snake bites, or broken bones.

2.6 Quantitative Data Collection Activities

For this impact evaluation, the team will collect baseline data and two rounds of follow-up data. Baseline data will be collected at the time of random assignment, and follow-up data at approximately 12 months and 24 months after random assignment. Each round²² of data collection involves five steps:

- Instrument development
- Cognitive testing and translation
- Questionnaire programming
- Interviewer training and piloting
- Survey administration and data quality checks

2.6.1 Instrument Development

IMPAQ will develop instruments through an iterative process that benefits from IMPAQ's content knowledge and questionnaire design expertise. IMPAQ will pay special attention to ensure that it captures key constructs accurately, especially with respect to child labor indicators. IMPAQ will use the Winrock survey as a base to develop its instrument and will work with program implementation staff in the field, local experts in the area of child education and labor, and with staff at ILAB to collaboratively develop and finalize the instrument for pre-testing.

IMPAQ will design the survey instrument to capture information from respondents on (1) demographics; (2) paid or unpaid work; (3) their aspirations; (4) hazardous activities they engage in or are exposed to; (5) information on their households;²³ and (6) vocational training.²⁴

- Demographics: The survey will ask respondents about their age, gender, educational status, and reasons for not being in school. IMPAQ also will collect information that will facilitate follow-up contacts with respondents.

²² The preparation steps 1 through 3 are expected to be minimal for the 24-month round of data collection, because the instrument will replicate the 12-month instrument.

²³ Asked only at baseline.

²⁴ Asked only at follow-up.

- **Work (paid or unpaid):** This section of the survey will ask respondents details about their paid or unpaid work, including details on type of work, hours and times of day they work, amount they earn, and safety equipment they use.
- **Aspirations:** This section of the survey will be designed to measure respondents' educational and career goals in the next two years and whether they expect to reach those goals.
- **Hazardous work:** To delve deeper into the issue of hazardous work, this section of survey will seek to measure hazardous activities the respondents may have engaged in for work, whether paid or unpaid. It also will ask questions about their exposure to hazardous materials and about any negative physical or mental experiences.
- **Household information:** Respondents will be asked to provide some information on their households, including information on household composition, assets owned by the household, and the highest level of education achieved by men and women in the household.
- **Vocational training:** Respondents will be asked about their experience with the MFS training or any other vocational training they may have received. It will also help the evaluation team identify any contamination between the treatment and control groups.

2.6.2 Cognitive Testing and Translation

The instrument will be developed in English and translated into Kinyarwanda, the local language of the area. An IMPAQ survey specialist will travel to Kigali and work with a team of trained enumerators to conduct a cognitive test of the questionnaire. This qualitative approach will consist in a cognitive assessment of each questionnaire questions with a convenience sample of youth who are similar to the target population but are not in the sample. The cognitive testing procedure not only will include detailed probes to respondents about their understanding of each question, but also will consist of a thorough debriefing with the enumerators.

2.6.3 Questionnaire Programming

IMPAQ will program the final survey instrument into a computer-assisted personal interviewing (CAPI) system that interviewers can access in the field on a tablet. This CAPI software will allow for the programming of range, logic, and consistency checks that will be customized for each question and the expected response. We will conduct range checks to ensure that continuous data are entered within predefined boundaries and that interviewers only select categorical data from a predefined list of responses. Skip logic will be scripted to ensure that respondents receive the appropriate questions based on their previous responses or data derivations. Internal consistency checks built into the CAPI system will allow interviewers to make necessary corrections to data while conducting the interview with the respondent. In addition, we will build in to the CAPI instrument a robust set of validations and data quality checks to facilitate the collection of high-quality data.

2.6.4 Interviewer Training and Pilot

IMPAQ will develop a survey-specific training manual for this project that details all the protocols for administering the survey. Each interviewer will attend a training session prior to data collection. IMPAQ staff and the data collection partner will train interviewers in administering the survey. The training will include information on the purpose of the study, the study population, the sites, procedures for interacting with respondents, questionnaire specifications and probing guidelines, procedures for handling respondents' questions and concerns, procedures to protect the confidentiality and rights of human subjects, quality control and data recording, and editing procedures. Interviewers will also be trained in the use of the CAPI system on the tablet. Finally, interviewers will engage in mock interviews with trainers and other interviewers. This process will give the interviewers valuable experience with responses that may be expected during an actual interviews and help the interviewers to become more comfortable with the instrument.

IMPAQ will conduct a one-day pilot after the training and before the first site of the data collection. The pilot is an integral part of the training, as it will give enumerators an opportunity to practice with real-life respondents prior to data collection. It also allows coordinators to do a dry run of data collection logistics. The pilot also will serve as a final test of the programming of the instrument.

2.6.5 Survey Administration and Data Quality Checks

For each of the baseline, follow-up, and endline surveys, data will be collected electronically by a local survey team contracted and supervised by IMPAQ. Our interviewers will conduct the survey with each youth in the sample, in person and using the CAPI instrument on a tablet.

To track respondents down for follow-up surveys, the survey will ask for respondents' contact information and the contact for the household and the village, which we will use to locate respondents who may have scattered during this time period. IMPAQ's local consultant will be in contact with all village leaders where youth in the sample live. The IMPAQ consultant will contact leaders every three months to inquire about the youth in the study and note their locations. This will help to locate youth in our sample at the time of the follow-up and endline data collections and limit attrition.²⁵

In addition to the strategies mentioned in the section on data collection, we have the following data quality control strategies to ensure high data quality:

- *In the field:* Enumerators will collect the data digitally on preprogrammed tablets and report to supervisors in the field periodically throughout the day. Supervisors will check these data on various quality metrics, provided by IMPAQ staff. Supervisors also will conduct at least two back-checks per site, or about 3 percent of the total sample. These consist of conducting an interview with a respondent who has already been

²⁵ Please refer to attrition discussion in sections 2.2 and 2.3.

interviewed by an enumerator. This will not only check the quality of the work produced by enumerators, but also may alert the supervisor of potential systematic issues that need to be addressed. The data collection team will be responsible for reconciling the two observations and reporting to IMPAQ on discrepancies and how they will be resolved. Once supervisors approve the data, the data will be uploaded to IMPAQ's FISMA-certified secure server on a daily basis.

- *At IMPAQ:* An analyst at IMPAQ will download the data on a weekly basis and run quality control checks. Findings will be flagged back to the team in the field and/or staff at IMPAQ to make additional decisions and adjustments as needed.

IMPAQ will review the collected data to ensure that respondents have completed the survey correctly. Items will be reviewed during this check include the following:

- Data completeness
- Skip pattern logic
- Final disposition of records
- Preparing final data cleaning syntax

Once data collection ends, IMPAQ will compile a final dataset and perform several data cleaning activities, including (1) identifying outliers, (2) performing logic checks, and (3) making all necessary data corrections to the data. Finally, we will create a data dictionary to facilitate the analysis phase of the study. We will compile the survey responses into a master file for analysis purposes.

3. QUALITATIVE STUDY

3.1 Objectives and Research Questions

IMPAQ will perform a qualitative study to enrich the impact evaluation with data that inform the content of survey instruments and enhance the understanding of the mechanisms of change resulting from the program. This qualitative study will complement the quantitative impact evaluation and will focus on three thematic areas: context, design and implementation, and causal mechanisms.

Through review of program documentation and the relevant literature, the evaluation team has derived a better understanding of the regional, political, and cultural **context**, which we have triangulated with the cumulative local expertise of our evaluation team. These data will inform our collection and analysis of on-site structured key informant interviews with program managers and local leaders to capture data related to the **design and implementation** of the program. These interviews, along with focus group discussions with MFS beneficiaries and control group youth, will provide information on **causal mechanisms** underlying the impact of the training.

Exhibit 5 outlines these thematic areas, as well as the data sources the team will use to conduct a qualitative evaluation of the MFS program.

Exhibit 5: Thematic Areas Addressed by Each Qualitative Data Source

Data Source	Context	Design/ Implementation	Mechanisms
Documentation review	✓	✓	
Site visits		✓	
Key informant interviews		✓	✓
Focus groups			✓

Exhibit 6 details the qualitative-focused research questions by thematic area.

Exhibit 6: Research Questions by Thematic Area

Thematic Area	Research Question
Context	<ul style="list-style-type: none">Are there national, regional, or local level contextual factors that may have affected the implementation and/or outcomes of cohort 3?²⁶Have there been changes in national law and/or policy that may have affected implementation of cohort 3?
Design/ Implementation	<ul style="list-style-type: none">Was cohort 3 implemented as planned? What changes were made to implementation, and why?What were youth's experiences in the MFS?

²⁶ Winrock implemented three cohorts of the MFS program that occurred in succession. Cohort 3, which was implemented between February and July 2016, is the sample frame of the RCT. The qualitative approach will focus exclusively on the implementation and mechanisms of this cohort.

Thematic Area	Research Question
	<ul style="list-style-type: none"> ▪ What successes and challenges did implementers and MFS youth face during training? ▪ Was there variation across MFS sites in terms of design and implementation?
Mechanisms	<ul style="list-style-type: none"> ▪ How will/have MFS youth applied the skills they learned in the MFS? ▪ Which MFS activities had the most impact on participating youth, and why? ▪ How did the program affect the aspirations and plans of MFS youth? ▪ Did MFS youth acquire non-cognitive skills (e.g., motivation, integrity, interpersonal interaction) through the training that may positively affect their ability to avoid hazardous labor? ▪ How did the program affect youth's use of protective equipment, work habits, and ability to avoid hazardous industries and work settings? ▪ Are there any crossover or hidden treatment effects among control group youth?

3.2 Data Collection Procedures

The IMPAQ team will collect qualitative data from four sources:

1. Document review
2. Site visits to MFS Rwanda
3. Key informant interviews with program managers, staff, program implementers, and local leaders
4. Focus groups with MFS beneficiaries and control group youth

Document Review. Document review began as soon as the contract was signed. The evaluation team has received and reviewed various evaluation reports, program implementation materials, data collection instruments used in previous rounds of data collection, maps of geographic coverage, relevant literature on similar programs in Rwanda, and contextual documentation on topics such as child labor in tea farming. In addition, the evaluation team has organized several productive meetings with implementers of the project and have developed a strong understanding of the available documentation. Further, in March 2015, an IMPAQ team member visited Rwanda to meet with program implementers and other stakeholders. The visit allowed the team to obtain a better understanding of the context on the ground and the information necessary for a robust and meaningful evaluation.

The document review will continue throughout the life of the evaluation as new materials become available, especially regarding regular quarterly or annual documentation on program activities necessary for the process evaluation.

Site Visit. The evaluation team will organize and conduct two qualitative site visits to Rwanda. The first site visit will take place in January 2017 and will focus on program design and implementation via interviews with implementing staff. The second site visit will occur in March

2017 and focus on the experiences and perceptions of site-level stakeholders. The purpose of the visits will be to (1) confirm program implementation and internal validity of the RCT, (2) investigate mechanisms of change, and (3) explore whether youth in the treatment group gain non-cognitive skills or develop aspirations that the MFS logic model did not anticipate.

1. *Confirm program implementation/internal validity of the RCT.* IMPAQ will collect data on program implementation through key informant interviews with Winrock (REACH-T) and FERWACOTHE program staff, as well as through document review. The team will use the following three methods to confirm program implementation/internal validity of the RCT:
 - a. Clarify empirical content of MFS training. In the first site visit, the team will collect information about how the MFS training was implemented for the third cohort (the sample frame of the RCT). During the second visit, the team will also investigate whether members of the treatment group attended the MFS, as planned.
 - b. Record discrepancies between sites. During both visits, IMPAQ will probe discrepancies in program implementation as well as exogenous shocks that might have consequences on the impact of MFS.
 - c. Investigate if intervention activities may have benefited youth in the control group. The team will interview control group youth during the second site visit to explore crossovers or hidden treatments that may affect the impact results.
2. *Explore causal mechanisms behind the program's impact.* We will investigate the validity of the causal assumptions behind MFS's theory of change (e.g., the training will positively affect youth's career and educational aspirations)²⁷ and will deepen our understanding of the design and implementation of the MFS program. This information will enable IMPAQ to have greater insight when we interpret the results of the RCT. This information will be collected through key informant interviews with program staff and focus groups with boys and girls who participated in the program. Whereas key informant interviews will ensure that the information gathered represents each site, the focus groups will aim to capture more subtle mechanisms, which will be revealed through the dynamics of group discussions. Exhibit 7 maps causal assumptions to questions in the focus group and interview guides provided in Appendix II. The list of questions is not meant to be exhaustive, but it is intended to illustrate the types of data the team will capture during the site visits.

Exhibit 7: Mapping of Causal Assumptions to Focus Group and Interview Questions

Assumption	Question
The MFS training will increase youth's understanding and use of best farming practices, especially with respect to practices that are	<u>MFS Implementers/Local Leaders</u> 1. What are the strengths of the Model Farm School's design? What are its weaknesses? [<i>Probe for</i>

²⁷ Causal assumptions behind MFS's theory of change are described in the September 9, 2016 version of the evaluation design report.

Assumption	Question
safe and do not cause hazard (including the use of safety gear)	<p><i>effectiveness of design elements related to the promotion of best farming practices, awareness of hazardous labor, and use of safety gear]</i></p> <p>2. How effective was the program at increasing youth's understanding and use of best farming practices?</p> <p><u>MFS Beneficiaries</u></p> <p>3. Thinking about your time in the Model Farm School, what kinds of things did you learn? <i>[Probe for best farming practices, use of safety gear, understanding of hazardous forms of labor]</i></p> <p>4. Did the Model Farm School provide to you any materials to help you learn and engage in safe work, such as tools or equipment? If so, what? <i>[Probe for protective gear]</i> Have these tools or equipment been useful? Give an example of how you use them today.</p>
The MFS training will change youth's attitudes about hazardous forms of labor	<p><u>MFS Beneficiaries</u></p> <p>1. How has the Model Farm School changed your perspective about hazardous labor?</p> <p>2. If your boss at work asked you to do something that you felt was unsafe or harmful, what would you do? Would your response have been similar or different if I would have asked you this before the Model Farm School? Please explain.</p>
The MFS training will inspire youth to raise their career and educational goals	<p><u>MFS Beneficiaries</u></p> <p>1. Let's pretend you had not participated in the Model Farm School. Do you think you would be doing the same thing (e.g., school, type of work) you are doing today if you had not participated in the Model Farm School? Please explain.</p> <p>2. What kind of work would you like to be doing a year from now? What kind of work do you think you'll actually be doing a year from now?</p> <p>3. Thinking about the future, say 10 years from now, what do you want to do? Do you think these plans would have been similar or different if you had not participated in the Model Farm School?</p>

3. *Investigate whether youth in the treatment group gain non-cognitive skills or develop aspirations that the MFS logic model did not anticipate.* IMPAQ will investigate these aspirations and non-cognitive skills (e.g., motivation, integrity, interpersonal interaction) through focus groups with program beneficiaries. The team will triangulate the

information we get from the qualitative analysis with the quantitative survey results to allow for richer findings.

The team will collect qualitative data across diverse stakeholders to address the areas of interest described above. To capture a diverse set of experiences and examine differences and similarities across sites and geographic locations, the team will target two MFS sites in each of the five districts where training occurred, for a total of 10 MFS sites. Based on geographic accessibility, the team identified the following sites for data collection:

Exhibit 8: List of MFS Sites Identified for Qualitative Data Collection, by District

District	MFS Site
Ngororero	Kavumu
	Muhanda
Karongi	Gashali
	Rugabano
Nyamagabe	Uwinkingi
	Buruhukiro
Nyaruguru	Nyabimata
	Ruheru
Rusizi	Nkungu
	Giheke

The team will collect the following data during the site visit:

- At least six key informant interviews with Winrock/FERWACOTHE MFS staff in Kigali (January 2017)
- At least one key informant interview with local leaders at each MFS site (March 2017)
- One focus group with MFS beneficiaries at each MFS site (6–8 participants in each group) (March 2017)
- One focus group with control group youth in each district (6–8 participants in each group) (March 2017)

Appendix II presents interview and focus group guides based on the information gathered from the desk review of documents, the team’s initial visit to Rwanda, and meetings with program implementers. The interviews and focus groups will be semi-structured. They will consist of open-ended questions to encourage a degree of deep probing and discussion that is usually not possible in structured settings.

Key Informant Interviews. During the first site visit to Kigali, the evaluation team will conduct 60-minute key informant interviews with key MFS stakeholders. In collaboration with Winrock, the team will determine the list of essential key informants among program managers, monitoring and evaluation staff, and program implementers to gather insights on program design, program

implementation, and perceptions of program performance. The interviews will be an opportunity for key personnel to describe how the program was implemented compared to design, if and how they met their activity goals and objectives, and any challenges they encountered and steps they took to mitigate them.

During the second site visit, the team will conduct one-on-one interviews with local leaders in each of the 10 sites. Because these leaders served an important role in MFS implementation as well as randomization, it will be important to understand their perspectives on the design of MFS, its implementation, and perceived impacts of MFS on youth.

Focus Groups. Finally, during the second site visit, the team will conduct focus groups at the village level with two types of stakeholders: (1) youth who have participated in vocational training through the MFS and (2) youth who are in the control group. The team will conduct focus group discussions with MFS participants in each of the 10 sites, and with control group youth in 5 of the 10 sites. As described in more detail below, the team will rely on a local research firm²⁸ to assist with recruiting and organizing participants and providing a meeting place for each focus group discussion.

In each focus group, the team will aim to have six to eight participants. Each MFS beneficiary focus group will include 16-, 17-, and 18-year-olds (at least one from each age group) and will aim to achieve an even split of boys and girls in each focus group. Focus groups with MFS youth will be about 90 minutes in length. Focus groups with control group youth will be about 60 minutes. The team will provide light refreshments to participants to thank them for their participation.

3.3 Data Collection Protocol

Interviews with program staff in Kigali will take place at Winrock's offices or at a private location determined by Winrock. In-field focus group and interview locations will be organized by a local research firm, in collaboration with IMPAQ and Winrock, and take place in spaces that are private and quiet (such as schools or churches). Interviews and focus group discussions will be held at different times of the day to accommodate staff schedules and the travel needs of the participants. The team will rely on Winrock and the local research firm to help organize the site visit schedule and travel arrangements.

Prior to each interview and focus group discussion, the lead interviewer/moderator will ask each participant to read and sign an informed consent form. The consent forms can be found in Appendix II. IMPAQ will work closely with the local research firm and local consultant, who has close relationships with the village chiefs, to obtain consent forms for those under 18 years old from guardians prior to the focus group discussion. The form will inform participants (and their guardians, if applicable) of the following:

- Their participation and the information that they disclose will be kept private.

²⁸ The evaluation team selected Incisive Africa to assist with data collection.

- Their names will not be used in any reports. The interviewers will be taking notes during the discussions about what was said and will report aggregate responses and opinions.
- Their participation is voluntary and they may choose not to answer a question if they feel uncomfortable.
- With their permission, the entire session will be audio recorded for report writing and analysis purposes only. Only the evaluation team will have access to the audio recording.

Contact information for the study's organizers will be provided on the consent form and participants will be encouraged to reach out to the organizer if they have any questions after the interview/focus group discussion.

- Each focus group session will begin with a welcome from the moderator, an orientation about the purpose of the activity, and an explanation of how the session will proceed. Then the moderator will ask each participant to read and sign an informed consent form, as noted above.

Further, the team will adhere to the following data collection protocol throughout the project:

- Interviews will incorporate a degree of flexibility, and the evaluation team will allow additional questions to capture any information about the content of the training, discrepancies between sites, or contamination of the control sample.
- The evaluation team will follow a consistent data collection approach at each MFS site while allowing for limited variation according to the cultural practices in each locality.
- The evaluation team will keep confidential all information and opinions expressed during individual interviews and focus groups. To the extent possible, only principal parties will be present during the interviews.

3.4 Site Visit Work Plan

Ms. Sarah Pedersen, an experienced qualitative researcher, will lead the qualitative data collection effort, with logistical support from Winrock and locally recruited qualitative researchers. IMPAQ will coordinate with Winrock to identify appropriate individuals for interviews and will work closely with Winrock and the local research firm to schedule and organize all interviews and focus groups. Prior to the in-field site visit, IMPAQ will share with the local research firm the criteria for MFS beneficiaries and control group youth, as described previously, and will work closely with this firm to organize the youth for focus groups and interviews. IMPAQ will work closely with the local firm and Winrock on any challenges that may arise.

In addition to supporting planning logistics, the local research firm will translate the local-level guides into Kinyarwanda and will moderate local-level focus groups and interviews. The training and data collection process will be sequential, meaning that all team members will progress through locations at the same time. Daily briefings among the qualitative team (Ms. Pedersen

and local qualitative researchers) will help to ensure that data are being collected consistently across participants and team members are able to debrief challenges and successes in real time.

During the first site visit to Kigali, Ms. Pedersen will lead the Kigali-based interviews with Winrock and FERWACOTHE staff. She will also lead a training and overview session for the local researchers in preparation for the field work during the second site visit. The training will entail discussing the site visit objectives, going over and practicing the guides in detail, and discussing the logistics and anatomy of the interviews. While at each site during the second phase of data collection, the local qualitative researchers will conduct the interviews and focus groups using the guides presented in Appendix II with oversight from Ms. Pedersen.

3.5 Data Analysis Plan

At the end of each site-visit day, the team will meet to debrief, document the main points, and find themes from each interview and focus group discussion. These debriefings will be instrumental in IMPAQ performing the following activities:

- Identifying what topics/issues need further probing
- Determining how to adapt the guides in real-time, if needed, to obtain more meaningful data
- Helping to ensure that the research team understands and interprets the main points and themes similarly
- Establishing quick-turnaround findings for ILAB or other stakeholders as warranted
- Building a strong framework for additional analyses that will occur post-site visit

Upon completion of the site visit, IMPAQ will transfer the audio recordings using an approved secure method to a solicited data collection firm for translation from Kinyarwanda to English and transcription. The recordings will be transcribed removing any identifying information such as individual names. Completed transcripts will be securely transferred using a SFTP portal to the IMPAQ team.

Once the audio recordings have been translated and transcribed, the team will review and analyze the debrief notes, supplemented by interview and focus group recordings and transcripts, to identify recurring patterns pertaining to the areas of interest. IMPAQ will translate and code the qualitative data. Our analytical approach will ensure that we systematically capture any important similarities and key differences that may inform the quantitative survey results. We will report qualitative findings in the final analysis report.

4. EVALUATION ACTIVITIES

4.1 Institutional Review Board (IRB) Approval

For both quantitative and qualitative data collection, IMPAQ will submit two ethics board packages. The first submission will be with the National Institute of Statistics of Rwanda (NISR), which requires a “Request to Conduct a Survey” for quantitative data collection only.²⁹ This submission will present information about the purpose of the study, methodology, data collection protocol, and instruments used. After discussions with a NISR representative, the evaluation team agreed to also include information on the qualitative data collection method to request permission for qualitative interviews.³⁰ The second process will be an international IRB with Chesapeake IRB.

4.2 Evaluation Schedule and Gantt Chart

IMPAQ is conducting the evaluation of MFS in accordance with the schedule in Exhibit 9. We conducted the baseline survey in Quarter 4, 2015. The follow-up survey will be in Quarter 1, 2017, and the endline survey in Quarter 1, 2018. In addition to the surveys, IMPAQ will collect the qualitative data in Quarter 1, 2017.

²⁹ <http://www.statistics.gov.rw/visa-application-procedures>

³⁰ This process is not required by the NISR and therefore the guidelines the evaluation team should follow for the qualitative component are evolving.

Exhibit 9: Gantt Chart of Evaluation Tasks and Activities

RCT Impact Evaluation in Rwanda																				
TASK / ACTIVITY	Year 1				Year 2				Year 3				Year 4				Year 5			
	2015				2016				2017				2018				2019			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1: Data Collection																				
Baseline survey tools and training materials, IRB approval				▲																
Baseline survey administration				▲																
Blocked random assignment				▲																
Baseline report										△	▲									
Baseline dataset											▲									
Follow-up survey tools									▲											
Follow-up survey administration									▲	▲										
Follow-up report											△	▲								
Follow-up datasets												▲								
Endline survey tools												▲								
Endline survey administration													▲	▲						
Endline report															△	▲				
Endline datasets																▲				
Task 2: Qualitative Study																				
Develop site visit materials								△	▲											
Conduct site visits									▲											
Qualitative study report										△	▲									
Task 3: Final Reporting																				
Public-use datasets																		▲		
Final analysis report																	△	▲		
Results summary report																		△	▲	
Key: Draft △ Final ▲																				

4.3 Detailed Deliverable Timeline

IMPAQ will provide four types of deliverables to ILAB. First, IMPAQ will provide federal financial reports and technical progress reports. Second, we will present initial evaluation findings through baseline, follow-up, and endline survey reports. Third, we will present our qualitative study findings in a separate report. Finally, we will submit a final analysis report at the end of the project. For each report, we will send a draft version to ILAB at least one month before the due date. We will revise the report to include comments from ILAB to produce the final report. Exhibit 9 presents the deliverable schedule for the evaluation activities.

4.3.1 Baseline Data and Follow-Up and Endline Survey Data Reports

We will submit a final baseline data report in Quarter 3, 2017 and follow-up and endline final survey reports in Quarter 4, 2017 and Quarter 3, 2018, respectively. These reports will present the description of data collection instruments, methodology followed for data collection, and descriptive analysis of the data.

4.3.2 Qualitative Study Report

We will submit the qualitative study report by Quarter 3, 2017. We will observe and document all processes and systems in place and describe any challenges we encounter during the program implementation, as well as steps that we take to address those challenges.

4.3.3 Final Analysis Report

At the end of the study, IMPAQ will prepare a final report covering all aspects of the study. The results of the impact evaluation will be presented together with the findings of the process and implementation evaluation, which we will base on the two rounds of site visits.

Exhibit 9: Detailed Deliverable Timeline

Deliverable	Proposed Completion Date
Draft baseline survey report package	Q2 2017
Final baseline survey report package	Q3 2017
Baseline survey dataset	Q3 2017
Draft follow-up survey report package	Q3 2017
Final follow-up survey report package	Q4 2017
Follow-up survey datasets	Q4 2017
Draft endline survey report package	Q3 2018
Final Endline survey report package	Q4 2018
Endline survey datasets	Q4 2018
Draft qualitative study report	Q2 2017
Final qualitative study report	Q3 2017
Public-use datasets, log of analyses, data crosswalks, data tables	Q2 2019
Draft final analysis report	Q1 2019
Final analysis report	Q2 2019

Deliverable	Proposed Completion Date
Draft results summary report	Q2 2019
Final results summary report	Q3 2019

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APPENDIX I: CHILD LABOR LEGAL FRAMEWORK

Sources:

Law regulating labor in Rwanda No. 13/2009 of 27/05/2009 (**Labor Law N13**)

Ministerial Order No. 06 of 13/07/2010, Determining the List of Worst Forms of Child Labour, Their Nature, Categories of Institutions That Are Not Allowed to Employ Them and Their Prevention Mechanisms (**MO N6**)

	ILO Definition	Rwanda Legislation
Child	An individual under the age of 18 years (ICLS18-RII, par. 8)	Any human being below the age of eighteen (18) years (Labor Law N13, section 1)
Basic minimum working age	15 years old (or 14 for developing countries) (C138, art. 2)	It is prohibited to employ a child in any company, even as apprentice, before the age of sixteen (16). A child aged between sixteen (16) and eighteen (18) may be employed under the provisions of articles 5, 6 and 7 of this law. (Labor Law N13, art. 4)
Minimum age for hazardous work	18 years old (C138, art. 3)	Not explicitly defined.
Minors in employment	For data collection, work is defined by engaging in an economic activity for at least one hour during the reference week (and total work hours per week > 1). [ICLS 18-RII par. 12].	
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>A child aged between sixteen (16) and eighteen (18) may be employed under the provisions of articles 5, 6 and 7 of this law. (Labor Law N13, art. 4)</p> <p>The rest between two working periods for a child shall be of a minimum duration of twelve (12) consecutive hours. (Labor Law N13, art. 5)</p> <p>The child shall be subject to the work which is proportionate to his/her capacity. The child cannot be employed in the nocturnal, laborious, unsanitary or dangerous services for his/her health as well as his/her education and morality. (Labor Law N13, art. 6)</p>

	ILO Definition	Rwanda Legislation
Worst Forms of Child Labor (WFCL) ³¹	<p>a) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;</p> <p>b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;</p> <p>c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;</p> <p>d) Hazardous child labor—work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children (C182, art. 3)</p>	<p>Protection of children against worst forms of child labour</p> <p>It shall be an offence to subject those children aged under eighteen (18) years to “worst forms of child labour”: The “worst forms of child labor” include:</p> <ol style="list-style-type: none"> 1. to indulge children in slavery or similar practices; 2. children trafficking; 3. to turn them into debt bondage; 4. to have them replace grown-ups in forced labour; 5. to use them in conflicts and wars; 6. the recruitment, use, procuring or offering of a child for prostitution or for the production of pornography or for pornographic performances; 7. the use, recruitment and procuring or offering of a child for illicit activities such as manufacture and marketing of drugs; 8. the work which is likely to harm the health, safety or morals of a child. [see hazardous child labor] (Labor Law N13, art. 72) <p>Nature of the worst forms of child works and prevention mechanisms</p> <p>An order of the Minister in charge of labour shall determine the list of worst forms of child labour, their nature, categories of institutions that are not allowed to use them and their prevention mechanisms. (Labor Law N13, art. 73)</p> <p>The Ministerial Order №06 of 13/07/2010 divided the worst forms of child labor into three categories:</p> <ol style="list-style-type: none"> 1. worst forms of child labor; 2. works that may affect the health, security or morality of the child; 3. works that may be dangerous to the health of the child. (MO N6, art. 2) <p>The first category coincides with the WCL definition provided in the Labor Law. The next two categories coincide with ILO’s definition of HCL and are defined below.</p>

³¹ Except for hazardous child labor, the worst forms of child labor are outside of the scope of this evaluation and are not measured in the surveys.

	ILO Definition	Rwanda Legislation
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>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>*The threshold for long hours may be determined in terms of the maximum number of hours of work that the national law or regulation sets for children who have reached the minimum working age. (ICLS18-RII, par 28)</p>	<p>(Article 4) Works that may affect the health, security or morality of the child shall include:</p> <ol style="list-style-type: none"> works carried out on the surface or underground aimed at mining or works carried out underneath the water, places with high heights or congested places; works carried out in the drainage of marshlands, cutting down of trees, utilizing fertilizers and pesticides; works carried out in unhygienic places that may expose children to dangerous products and chemicals, conditions of very high temperature, noise and vibrations that may affect the lives of the children; works related to demolitions. <p>(Article 5) The works that may be dangerous to the health of the child shall include among others:</p> <ol style="list-style-type: none"> works that may affect the child's health, either physically or psychologically; works that are carried out using machines or other dangerous materials that may affect the health of the child or that require lifting or carrying heavy loads; works related to fishing using boats; domestic works carried out of their family circles for a salary or whatever gain; works that require children to carry loads that are heavier than their physical capacity; works carried out in long hours and at night between 8 p.m and 6 a.m. for a salary or other direct or indirect wages; construction works carried out using ropes and other materials; construction and demolition works, heavy lifting machines and other dangerous instruments; works of lifting or removing heavy products using lifting machines if they are not operated from far and in an enclosed area; works that require driving heavy machines and vehicles that lift loads and those that used to level the ground;

	ILO Definition	Rwanda Legislation
		<p>11. works involving visiting, verifying servicing machines that are turned on except where those machines have protective parts to avoid contact with such parts in motion;</p> <p>12. works carried out in places with machines that are turned on or off automatically and other annexed machines that do not have guards to prevent free access.</p> <p>In addition, MO N6 (art. 6) defines the industries that are not allowed to employ children since they are considered hazardous³²:</p> <p>It is also prohibited to employ children in the following institutions with works that are considered dangerous to the health of the children (HCL):</p> <ol style="list-style-type: none"> 1. institutions that produce and sell alcoholic drinks; 2. construction institutions; 3. bricks and tiles manufacturing institutions; 4. institutions that carry out the works mentioned in Article 4 of this Order.

³² Article 6 also includes the institutions that are prohibited to employ children with works that are considered worst forms of employment (WCL). These are outside of the scope of this evaluation and are not measured in the surveys.

1° institutions that produce pornographic materials or pornographic shows

2° institutions that manufacture, sell, advertise draw, print different publications that contrary to the morality and which are punishable by Law in case of their sale, exposed or distributed to the public

3° mining and quarry institutions whether public or private

4° institutions that carry out slaughtering of animals, rear dangerous or poisonous animals

5° institutions that manufacture toxic gases

6° institutions that are involved in the manufacture and traffic of drugs

7° military camps or paramilitary organizations

8° institutions that carry out the works stipulated in Article 3 of this Order

APPENDIX II: CONSENT FORMS AND GUIDES

Interview Informed Consent Form

As part of a research study for the U.S. Department of Labor (USDOL), IMPAQ International, LLC (IMPAQ) is conducting interviews with stakeholders to obtain perceptions of and experiences with the Rwanda Education Alternatives for Children in Tea-growing Areas (REACH-T) Model Farm School program.

Before you participate in this interview, we would like you to understand your rights in the process and how the information you share will be used. Please review the conditions listed below.

- Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty.
- The interview will last about 1 hour.
- The entire session will be audio recorded for report writing and analysis purposes only. Only the evaluation team will have access to the recording.
- Your participation and the information you share will be kept private.
- Your name will not be used in any reports. We will only include aggregate responses and opinions in any reports we write. Only summary information from all the interviews will be shared with USDOL.
- You may choose not to answer any question that makes you feel uncomfortable.
- Any questions you have about this study will be answered before we begin the interview. Contact information is provided below for any questions that arise after your participation.

Contact information: If you have any questions or concerns about your participation or have any questions about the study, please contact Daniela Zapata, IMPAQ's Project Director for the REACH-T evaluation, by email at dzapata@impaqint.com.

By signing this document you understand the above and agree to participate in this interview.

Print Name: _____

Date: _____

Sign Name: _____

Focus Group Informed Consent Form

As part of a research study for the U.S. Department of Labor (USDOL), IMPAQ International, LLC (IMPAQ) is conducting interviews with stakeholders to obtain perceptions of and experiences with the Rwanda Education Alternatives for Children in Tea-growing Areas (REACH-T) Model Farm School program.

Before you participate in this focus group, we would like you to understand your rights in the process and how the information you share will be used. Please review the conditions listed below.

- Your participation is voluntary. If, at any time, you wish to leave the discussion, you may do so without penalty. Refusal to participate or leaving the group early will not affect your ability to receive other assistance in the future.
- The focus group discussion will last about 60-90 minutes.
- The entire session will be audio taped for report writing and analysis purposes only. Only the evaluation team will have access to the recording.
- Your participation and the information you share will be kept private.
- Your name will not be used in any reports. We will only include aggregate responses and opinions in any reports we write. Only summary information from all the interviews will be shared with USDOL.
- You may choose not to answer any question that makes you feel uncomfortable.
- Any questions you have about this study will be answered before we begin the interview. Contact information is provided below for any questions that arise after your participation.

Contact information: If you have any questions or concerns about your participation or have any questions about the study, please contact Daniela Zapata, IMPAQ's Project Director for the REACH-T evaluation, by email at dzapata@impagint.com.

By signing this document you understand the above and agree to participate.

Print Name: _____

Date: _____

Sign Name: _____

Guardian Consent

If you are under the age of 18 or considered a minor and under the age of majority/age of consent, you must have a parent or legal guardian sign this form on your behalf.

By signing below, you as parent or legal guardian agree to the above release on behalf of yourself and on behalf of the child.

Print Name: _____

Date: _____

Sign Name: _____

Interview Guide: MFS IMPLEMENTERS (Winrock/FERWACOTHE)

Informed Consent

Have interviewee read and sign the informed consent form. Give interviewee a copy of the form to keep for his or her records.

Outline with Timings

Time in each section (in minutes)	Topic	Elapse time at the end of section (in minutes)
5	I. Introduction	5
5	II. Interviewee Background	10
20	III. Program Design and Execution	30
15	IV. Program Implementation and Perceived Effectiveness	45
10	V. Recommendations and Lessons Learned	55
5	VI. Conclusion	60

I. Introduction (5 minutes)

My name is [insert name] and I am from IMPAQ International, a US-based research company. The US Department of Labor has contracted with IMPAQ to carry out an evaluation of the REACH-T Model Farm School program. The purpose of this interview is to discuss the activities of the Model Farm School, specifically the implementation of cohort 3 from February to July 2016. My questions will focus on how cohort 3 was implemented including challenges, successful strategies, and perceived outcomes.

This interview will last approximately 60 minutes.

With your permission, we will audio record the discussion to assist with note-taking. **No one outside the evaluation team will have access to this recording.**

This interview will work best if you do most of the talking. Feel free to speak openly and candidly about your experiences and perspectives regarding this project. Your participation in this interview is voluntary. If at any time you wish to discontinue participation, you may do so without penalty.

The data gathered through these interviews will be reported in an aggregate manner, highlighting informational points from specific sites and not from particular individuals. **You will not be identified by name.**

Do you have any questions for me before we begin? Okay, let's get started. [Begin recording.]

II. Interviewee Background (5 minutes)

I'd like to begin by asking a few questions about your professional background and involvement in the Model Farm School program.

4. What is your title?
5. How long have you been with your current organization?
6. What are your main responsibilities in your position?
 - a. What were your main responsibilities related to cohort 3 of the Model Farm School?

III. Program Design and Execution (20 minutes)

Now, let's turn to the design and implementation of cohort 3 of the Model Farm School program. You may have to stretch back into your memory a bit to answer, so just let me know if you need a minute or two to gather your thoughts before responding.

7. According to you, what is the main goal of the Model Farm School program?
8. What do you think are the most important activities of the Model Farm School to achieve this goal?
9. What are the strengths of the Model Farm School's design? What are its weaknesses? *[Probe for effectiveness of design elements related to the promotion of best farming practices, awareness of hazardous labor, and use of safety gear]*
10. What challenges did you encounter when preparing to implement cohort 3 of the Model Farm School? What challenges did you encounter when implementing the program?
 - a. What steps did you take to overcome these challenges?
11. What do you think about the planning and organization of cohort 3 with respect to its objectives and desired outcomes?
 - a. Was the program implemented as originally planned?
 - b. Were there any changes to the program during implementation?
12. From your perspective, were critical factors that may influence cohort 3's success taken into account when designing and implementing the program?
 - a. Which factors were taken into account? Why were they important?
 - b. Which factors were not taken into account? Why were they important?

13. What kind of support (technical and/or administrative) did your organization provide to the Model Farm Schools?
 - a. In what ways was this support effective? How could it have been improved?
 - b. Was the support that your organization provided to Model Farm Schools uniform across sites? Please explain.

IV. Program Implementation and Perceived Effectiveness (15 minutes)

■

Next, I'd like to talk a little about the implementation and perceived effectiveness of cohort 3 of the Model Farm School.

14. Did cohort 3's planned activities proceed on schedule? Why or why not?
15. Were there differences in implementation of cohort 3 across the sites? Please explain.
 - a. Was there differences in outcomes across the sites? Please explain.
16. From your perspective, which Model Farm School activities will or have had the most impact on participating youth? Why?
17. From your perspective, which Model Farm School activities will or have had the least impact on participating youth? Why?
18. Overall, do you think the Model Farm School program was effective at meeting its goals? Why or why not?
 - a. How effective was the program at increasing youths' understanding and use of best farming practices?
 - b. How effective was the program at changing youths' attitudes about hazardous labor?
 - c. How effective was the program at inspiring youth to raise and pursue career and educational goals?

V. Recommendations and Lessons Learned (10 minutes)

In this final section of the interview, I'd like to ask you to think about your overall assessment of program.

19. What lessons have been learned and how can they be taken into account for future iterations of the Model Farm School program?
20. Knowing what you know now, is there anything you would do differently in order to have a more successful outcome?

VI. Conclusion (5 minutes)

21. Lastly, is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Interview Guide: LOCAL LEADER

Informed Consent

Have interviewee read and sign the informed consent form. Give interviewee a copy of the form to keep for his or her records.

Outline with Timings

Time in each section (in minutes)	Topic	Elapse time at the end of section (in minutes)
5	I. Introduction	5
5	II. Interviewee Background	10
20	III. Program Design and Implementation	30
15	IV. Program Progress and Effectiveness	45
10	V. Recommendations and Lessons Learned	55
5	VI. Conclusion	60

I. Introduction (5 minutes)

My name is [insert name] and this is my colleague [insert name]. We are from [insert name of company] and are working with IMPAQ International, a US-based research company. The US Department of Labor has contracted with IMPAQ to carry out an evaluation of the REACH-T Model Farm School program. The purpose of this interview is to discuss the activities of the Model Farm School, specifically the implementation of cohort 3 from February to July 2016. My questions will focus on how cohort 3 was implemented including challenges, successful strategies, and perceived outcomes.

This interview will last approximately 60 minutes.

With your permission, we will audio record the discussion to assist with note-taking. **No one outside the evaluation team will have access to this recording.**

This interview will work best if you do most of the talking. Feel free to speak openly and candidly about your experiences and perspectives regarding this project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty.

The data gathered through these interviews will be reported in an aggregate manner, highlighting informational points from specific sites and not from particular individuals. **You will not be identified by name.**

Do you have any questions for me before we begin? Okay, let's get started. [*Begin recording.*]

II. Interviewee Background (5 minutes)

I'd like to begin by asking a few questions about your background and involvement in the Model Farm School program.

- 22. What is your title? How long have you been serving in this role?
- 23. What are your main responsibilities in this role?
- 24. In what capacity have you been involved with the Model Farm School program?
 - a. What were your main responsibilities related to cohort 3?

III. Program Design and Implementation (20 minutes)

■
Now, let's turn to the design and implementation of the Model Farm School program. You may have to stretch back into your memory a bit to answer, so just let me know if you need a minute or two to gather your thoughts before responding.

- 25. According to you, what is the main goal of the Model Farm School program?
- 26. What do you think are the main activities of the Model Farm School program to achieve this goal?
- 27. From your perspective, what are the strengths of the Model Farm School's design? What are its weaknesses? *[Probe for effectiveness of design elements related to the promotion of best farming practices, awareness of hazardous labor, and use of safety gear]*
- 28. What challenges did the program encounter when preparing to implement cohort 3? What challenges did the program encounter when implementing the program?
 - a. What steps were taken to overcome these challenges?
- 29. Do you think the planning and organization of the Model Farm School was well planned and realistic in terms of its objectives and desired outcomes? Why or why not?
 - a. From your perspective, was the program implemented as originally planned?
 - b. From your knowledge, were there any changes to the program during implementation?
- 30. From your perspective, were critical factors that may influence cohort 3's success taken into account when designing and implementing the program?
 - a. Which factors were taken into account? Why were they important?
 - b. Which factors were not taken into account? Why were they important?

IV. Program Effectiveness (15 minutes)

Next, I'd like to talk a little about the impact you think the Model Farm School has or will have on your community.

31. From your perspective, what did the Model Farm School program achieve?
32. From your perspective, which Model Farm School activities will and/or have had the most impact on youth? Why?
33. From your perspective, which Model Farm School activities will and/or have had the least impact on youth? Why?
34. Overall, do you think the Model Farm School program was effective at meeting its goals? Why or why not?
 - a. How effective was the program at increasing youths' understanding and use of best farming practices?
 - b. How effective was the program at changing youths' attitudes about hazardous labor?
 - c. How effective was the program at inspiring youth to raise and pursue career and educational goals?

V. Recommendations and Lessons Learned (10 minutes)

In this final section of the interview, we'd like to ask you to think about your overall assessment of the Model Farm School program and the larger lessons that might be drawn from it for similar projects in the future.

35. What lessons have been learned and how they can be taken into account for future iterations of the Model Farm School program?
36. Knowing what you know now, is there anything you would recommend doing differently in order to have a more successful outcome?

VI. Conclusion (5 minutes)

37. Lastly, is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Focus Group Guide: MFS BENEFICIARIES

Informed Consent

Have participants read and sign the informed consent form, if the beneficiaries' guardian has not completed the form already. Give all participants a copy of the form to keep for his or her records.

Outline with Timings

Time in each section (in minutes)	Topic	Elapse time at the end of section (in minutes)
5	I. Introduction	5
5	II. Participant Introduction	10
35	III. Experiences in the MFS Program	45
40	IV. Changes due to MFS program	85
5	V. Conclusion	90

I. Introduction (5 minutes)

Good morning/afternoon. My name is *[insert name]*. With me, I have *[introduce other researchers]*. We are from IMPAQ International, a US-based research company. (OR IF NOT FROM IMPAQ: We are working for *[insert name of company]* on behalf of IMPAQ International, a US-based research company.) We are very grateful that you agreed to participate in our discussion today. The purpose of this focus group is to discuss your experiences with the Model Farm School. Today's discussion will allow us to better understand the day-to-day activities of the Model Farm School, your experience in the program, and how you believe the program has helped you.

Our discussion today will last about 90 minutes.

With your permission, we will audio record the discussion so we can fill anything we miss in our notes. **No one outside the evaluation team will have access to this recording.**

The discussion will work best if you do most of the talking. It is important that we hear from each one of you. Feel free to speak openly and honestly about your experiences and perspectives regarding this project. There are no right or wrong answers and no one is here to judge you. We will ask you to speak one at a time so everyone can be heard. Your participation is voluntary. If at any time you wish to leave, you may do so.

We will be having conversations with groups like this in other villages with Model Farm Schools. The information we collect in these group conversations will be used to write a report. The report will put together the information from all the groups, highlighting informational points from specific sites but not from particular individuals. **We will never mention your name in the reports.**

Do you have any questions for me before we begin? Okay, let's get started. *[Begin recording.]*

II. Participant Introduction (5 minutes)

To begin, I'd like to go around and ask each person to introduce themselves. Please tell me:

- 38. Your first name or nickname;
- 39. Where you live; and
- 40. What your favorite thing to do is.

III. Experiences in the MFS Program (35 minutes)

Thank you. I'd like to start today's discussion by talking about your experience in the Model Farm School. You may have to stretch back into your memory a bit to answer, so just let me know if you need a minute or two to gather your thoughts before responding.

- 41. I'd like to go around the room and ask each of you to tell me why you decided to enroll in the Model Farm School.
- 42. By a show of hands, how many of you were working while you were in the Model Farm School? *[Count and record (verbally and in writing) the number of youth who raise their hands.]*
 - a. For those of you who were working, what kind of work did you do? How many hours each day did you work? Did you earn money for this work?
 - b. For those of you were not working, what did you do before joining the program (e.g., school, training)?
- 43. Thinking about your time in the Model Farm School, what kinds of things did you learn? *[Probe for best farming practices, use of safety gear, understanding of hazardous forms of labor]*
 - a. Is this similar or different than what you expected to learn?
 - b. What training classes do you think have been the most helpful to you? Why?
 - c. What training classes do you think have been the least helpful? Why?
- 44. Did the Model Farm School provide to you any materials to help you learn and engage in safe work, such as tools or equipment? If so, what? *[Probe for protective gear.]*
 - a. Have these tools or equipment been useful?
 - b. Give an example of how you use them today.
- 45. All schools have some good and some bad. But it's always good to talk about what can be done to make things better. So let's talk about some of the problems with the program. What problems did you face in the program?
 - a. Did you face any challenges related to the training schedule? For example, was it too early/too late in the day? Did you attend the training regularly?

- b. Did you continue to experience these problems throughout the program or were they addressed?

IV. Perceived Impact of the MFS Program (40 minutes)

Next, I'd like to discuss what you have done since the Model Farm School and what you learned from the program. Again, you may have to stretch back into your memory a bit to answer.

- 46. Since you've completed the Model Farm School, what have you been doing? For example:
 - a. Did you go to school or receive further training? If so, what type of school/training?
 - b. Did you work? If so, what type of work? How did you find this work (e.g., through apprenticeship program)? Did the MFS help you find this work? For those who worked before or during the Model Farm School program, are you in the same type of work?
- 47. Let's pretend you had not participated in the Model Farm School. Do you think you would be doing the same thing (e.g., school, type of work, etc.) you are doing today if you had not participated in the Model Farm School? Please explain.
- 48. What kind of work would you like to be doing a year from now?
 - a. What kind of work do you think you'll actually be doing a year from now?
 - b. If different, why?
- 49. Thinking about the future, say 10 years from now, what do you want to do?
 - a. What steps do you plan to take to get there?
 - b. Do you think these plans would have been similar or different if you had not participated in the Model Farm School? Please explain.
- 50. How useful do you think the skills you have learned from the Model Farm School training are? Give me some examples.
 - a. How has the Model Farm School changed your perspective about hazardous labor?
 - b. What's the most important thing you learned in the program?
 - c. How do you think you are different from other kids that have not been in the Model Farm School program?
- 51. Do you know of any other kids that have been in the program? What do they do now?
- 52. Has being in the program changed how you relate to or interact with others? How so? *Probe how they relate to family, people of authority, people outside the community, friends, boss.*
- 53. Has the Model Farm School training affected how you interact with or feel about people of authority? Give me some examples.

54. If your boss at work asked you to do something that you felt was unsafe or harmful, what would you do?

- a. Would your response have been similar or different if I would have asked you this before the Model Farm School? Please explain.

V. Conclusion (5 minutes)

Before we end today's discussion, I have one final question.

55. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Focus Group Guide: CONTROL GROUP YOUTH

Informed Consent

Have participants read and sign the informed consent form, if guardian has not completed the form already. Give all participants a copy of the form to keep for his or her records.

Outline with Timings

Time in each section (in minutes)	Topic	Elapse time at the end of section (in minutes)
5	I. Introduction	5
5	II. Participant Introduction	10
30	III. Exposure to Child Labor Interventions	40
15	IV. Aspirations	55
5	V. Conclusion	60

I. Introduction (5 minutes)

Good morning/afternoon. My name is *[insert name]*. With me, I have *[introduce other researchers]*. We are working for *[insert name of company]* on behalf of IMPAQ International, a US-based research company. We are very grateful that you agreed to participate in our discussion today. The purpose of this focus group is to learn about your work experience and your experience in programs, activities, and trainings related to work.

Our discussion today will last about 60 minutes.

With your permission, we will audio record the discussion so we can fill anything we miss in our notes. **No one outside the evaluation team will have access to this recording.**

The discussion will work best if you do most of the talking. It is important that we hear from each one of you. Feel free to speak openly and honestly about your experiences and perspectives regarding this project. There are no right or wrong answers and no one is here to judge you. We will ask you to speak one at a time so everyone can be heard. Your participation is voluntary. If at any time you wish to leave, you may do so.

We will be having conversations with groups like this in other villages in the country. The information we collect in these group conversations will be used to write a report. The report will put together the information from all the groups, highlighting informational points from specific villages but not from particular individuals. **We will never mention your name in the reports.**

Do you have any questions for me before we begin? Okay, let's get started. *[Begin recording.]*

II. Participant Introduction (5 minutes)

To begin, I'd like to go around and ask each person to introduce themselves. Please tell me:

- 56. Your first name or nickname;
- 57. Where you live; and
- 58. What your favorite thing to do is.

III. Exposure to Child Labor Interventions (30 minutes)

Thank you. I'd like to start today's discussion by learning about what you currently do.

59. What does a typical day look like for you? For example, do you go to school? Do you work?

60. *For those who work:*

- a. What kind of work do you do? About how many hours do you work each day? Do you earn money for this work?
- b. Do you like doing this work? If so, why? If not, why not?

61. Within the last year or so, have you or anyone from your family participated in any programs, activities, or trainings?

- a. If so, what was the program and how were you or your family member involved?
- b. Did you or your family member enjoy participating? What did you/your family member learn? Did you/your family member receive anything for participating?

62. Has anyone talked to you about what type of work you should or should not do? If so, who and what have they said?

63. Have you or any family members received any equipment to use while working? If so, what type of equipment? Provide an example of how you use it.

64. If your boss at work asked you to do something that you felt was unsafe or harmful, what would you do?

65. Are you familiar with the program REACH-T? If so, what do you know about it?

- a. Are you familiar with the Model Farm School training program? If so, what do you know about it?
- b. How about Winrock or FERWOCOTHE, are you familiar with either of these organizations? If so, what do you know?

IV. Aspirations (15 minutes)

Next, I'd like to discuss what you would like to do in the future.

66. What kind of work would you like to be doing a year from now?
 - a. What kind of work do you think you'll actually be doing a year from now?
 - b. If different, why?
67. Thinking about the future, say 10 years from now, what do you want to do?
 - a. What steps do you plan to take to get there?
 - b. What has influenced your plans?

V. Conclusion (5 minutes)

Before we end today's discussion, I have one final question.

68. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?