CLOSING THE CHILD LABOR AND FORCED LABOR EVIDENCE GAP: FIVE RCT IMPACT EVALUATIONS
Evaluating and enhancing public programs and policies

Research, surveys, data, technology and communications solutions

Policy recommendations to improve outcomes and efficiency

Innovative thinking and rigorous approaches with real world impact

Driving value through insight
The International Labor Organization (ILO) estimates that the number of children engaged globally in child labor (CL) has been declining but is still substantial:

- Down from 246 million in 2000 to 168 million children in 2015

- More than half of the minors exposed to CL in 2015, 85 million, are in hazardous child labor (HCL)
  - Down from 171 million in 2000

- These children are often deprived from their full human development potential
Grantor: USDOL / ILAB
Grantee: IMPAQ International LLC
Project: Closing The Child Labor and Forced Labor Evidence Gap
Timeline: December 2014 to December 2019
Progress: Evaluation design and baseline data collection
Pending: Endline data collection and causal impact evaluation
The IMPAQ team designed and is conducting randomized controlled trial (RCT) evaluations of five different programs.

RCTs are the Gold Standard for quantitative causal inference to assess program impact through outcome comparison between treatment and control groups determined by lottery.

We evaluate diverse programs intended to reduce the incidence of child labor in a variety of contexts.
MAIN PROJECT GOAL

Conduct RCT impact evaluations of child labor mitigation interventions in:

- Ecuador (Dr. Michaela Gulematova)
- India (Dr. Sonam Gupta)
- Malawi (Dr. Ye Zhang)
- Costa Rica (Dr. Jaime Meza)
- Rwanda (Dr. Maurice Kugler)
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PROGRAM LOCATIONS WORLDWIDE

Cornta Rica
Ecuador
India
Rwanda
Malawi
ADDITIONAL PROJECT GOALS

- Provide causal evidence about the effectiveness of different child labor reduction interventions in diverse contexts

- Examine additional hypotheses:
  - Increasing children’s access to schooling might not be enough by itself to avoid child labor
  - There are potential synergies among initiatives to reduce child labor supply and demand
  - Boys and girls need different types of interventions to reduce worst forms of child labor
STRUCTURAL DESIGN

- Five independent parallel RCTs
- Harness lessons learned across various activities, including randomization strategies, instrument design, cognitive testing, and qualitative protocols
- Cross-fertilization of evidence to close research gap on the impact of child labor reduction programs
PRESENTATION GOAL

- Describe the YPD program in Ecuador
- Provide an overview of the evaluation
THE YPD PROGRAM

- **Main objective**: YPD develops youths’ interpersonal, career-oriented, and socioemotional skills
- **Target population**: dropout youth between 15-24 years old
- It is an add-on curriculum and teacher professional development
- The study participants are 1,140 students enrolled in 2016-2017 school year
THE YPD PROGRAM

- YPD is implemented during *cultural and artistic education* class
- YPD focuses on strengthening:
  - Self-efficacy
  - Conflict resolution
  - Communication
  - Assertiveness
THE YPD PROGRAM

- YPD trains and supports teachers in interactive teaching methods
- Specifically:
  - Teachers receive the YPD Box, handbook, and training
  - Each teacher is assigned one YPD captain
  - YPD captains attend class, collaborate with the teacher, and provide live feedback
  - YPD captains interact directly with the students, serving as a role model and acting as a close peer
MOTIVATION

- The impact evaluation will contribute to the research literature in several ways:
  - YPD replicates several of the “successful” features of promising interventions, such as one-on-one mentoring and work-relevant skills in a program-based setting
  - Expand the evidence base on effective adolescent remediation
  - Provide causal evidence of program impacts on a much more comprehensive set of youth outcomes
  - Test the hypotheses of lasting causal effects over time
EVALUATION: RESEARCH QUESTIONS

- Does YPD affect child labor (hours worked and income earned)?
- Does YPD improve socioemotional skills?
- What is the impact of YPD on school attendance, learning, and graduation?
- What is the impact of YPD on future education and career aspirations?
EVALUATION: RESEARCH QUESTIONS

- Does the YPD program affect the likelihood of:
  - Working in household chores more than 14h a week
  - Working or not
  - Participating in hazardous work
  - Participating in irregular employment
  - Involvement in risky and illicit activities
Students are assigned randomly to classrooms.

Classrooms are assigned randomly to treatment and control groups.

- Treatment: students take *cultural and artistic education* with an YPD-trained teacher.
- Control: students take *cultural and artistic education* with a non-YPD teacher.

\[ \text{Impact} = \text{Average outcome of } T \text{ group} - \text{Average outcome of } C \text{ group} \]
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EVALUATION: STUDY DESIGN

Participant pool

Random assignment

Treatment Group
  - Younger Cohort Y1
  - Older Cohort O1

Control Group
  - Younger Cohort Y2
  - Older Cohort O2
EVALUATION: DATA COLLECTION

- Student surveys
  - Labor market activities
  - Socioemotional skills
  - Education and career aspirations

- Administrative school records
  - Student, parent, and school-level background characteristics
  - Test scores, attendance, graduation
EVALUATION: DATA COLLECTION

- Focus groups with
  - YPD teachers
  - Non-YPD teachers
  - YPD students

- Key informant interviews with
  - YPD implementation staff and captains
  - Quito Secretariat of Education representatives
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PRESENTATION GOAL

- Describe the *Bal Mitra Gram* Program
- Provide an overview of the evaluation
EVALUATION OVERVIEW

- Experimental impact evaluation with companion qualitative study (mixed-methods approach) to evaluate the BMG program in India.

- Specifically, implementing an RCT to determine whether BMG intervention is successful in curbing child labor.
BAL MITRA GRAM (BMG) PROGRAM

- Signature intervention of Bachpan Bachao Andolan (BBA) to combat child labor
- Nobel Laureate Kailash Satyarthi founded BBA in 1980
- Mission of BBA: promote children’s rights and combat child labor
- BBA uses multi-pronged approach to help at-risk children
BBA received funding to implement BMG intervention in 20 villages in Giridih district in State of Jharkhand
BAL MITRA GRAM PROGRAM: STUDY AREA
BAL MITRA GRAM PROGRAM: STUDY AREA
BAL MITRA GRAM (BMG) PROGRAM

- Main objective: create a conducive environment for children’s human development
- Target population: children between 6 and 14 years old
- Follows a rights based approach
- Community based holistic sustainable model
- Three year intervention with hand-off at two-year mark
BAL MITRA GRAM (BMG) PROGRAM

Aims to achieve following goals in all BMG’s:

- All child laborers withdrawn from work;
- All children enrolled and attending schools;
- Children form a *bal panchayat* (an elected children’s council); and
- The *bal panchayat* is officially recognized by the *gram panchayat* (elected adult village council)
BAL MITRA GRAM (BMG) PROGRAM

Main activities undertaken to meet these goals:

- Identification and removal of barriers to education
- Empowerment of communities
- Transformation in attitudes and beliefs
EVALUATION: MAIN RESEARCH QUESTIONS

- Does the BMG program reduce the incidence of child labor?

- What is the impact of the BMG program on school enrollment and school attendance?

- Did the program have differential effects on child labor and on school enrollment and attendance by gender and age?
EVALUATION: MAIN RESEARCH QUESTIONS

- Was the intervention successful in increasing awareness and changing attitudes?

- Was the intervention successful in improving knowledge regarding the harms of child labor and the benefits of children’s education?
EVALUATION: MAIN ACTIVITIES

- December 2014 – December 2019
- CL/HCL Definitions
- Randomization
  - 20 Intervention Villages – Receive treatment
  - 20 Control Villages – Do Not Receive treatment
EVALUATION: MAIN ACTIVITIES

- Data Collection
  - Baseline and endline surveys
  - Two rounds of site visits and qualitative data collection

- Reporting
  - Design report
  - Survey Reports
  - Final Evaluation report
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VILLAGE SAVINGS AND LOAN ASSOCIATIONS AND CHILD LABOR: EVIDENCE FROM MALAWI
OVERVIEW

- Child Labor and Tobacco Growing in Malawi
- CLEAR Project
- The Power of VSLAs and the Missing Link
- Experimental Evaluation Overview
23% of all children (ages 5 to 14) work in Malawi, that is, over 730,000 of them.

88.9 percent work in agriculture, 10 percent in industry, and 0.9 percent in services.

Malawi’s economy is mainly agricultural. 80% of the population living in rural areas.

Tobacco is main export, representing over 50% of all exports.

In 2013, Malawi was the seventh largest producer of tobacco leaves in the world.
Tobacco is grown in mostly family-owned small holder farms
  - Tenant farmers are employed by small holder farmers
  - The tobacco tenancy system contributes greatly to child labor in Malawi
Landlords usually prefer to hire an entire household at the price of one farmer
  - In order to meet the terms of the labor contract, tenant farmers may be forced to use children in the tobacco fields
CLEAR I: 54-month intervention across the 59 communities in the Mchinji and Ntchisi districts of the Central Region and in the Rumphi district of the Northern Region

- Identifying and removing children engaged in different forms of child labor
- Encouraging children to enroll in formal school
- Community awareness campaigns and policy advocacy at the national and local level
- Livelihood intervention at household level
THE POWER OF VSLAS AND THE MISSING LINK

- CLEAR II: 10/2016 TO 10/2018 with particular focus on village savings and loan associations (VSLAs)
- CLEAR II objectives:
  - Protect children (5–17 years old) from child labor in tobacco growing
  - Protect legally working children (14–17 years old) from hazardous child labor in tobacco growing
- Same three tobacco-growing districts where CLEAR I was implemented
- The target communities (important for selecting evaluation sites)
THE POWER OF VSLAS AND THE MISSING LINK

- VSLA: Method of choice for financial services in poor and isolated communities
- Self-selected groups of 10-25 members
- Members:
  - Purchase shares in the VSLA
  - Buy up to 5 shares per week
  - Cost of a share is low enough for the poorest to buy-in
THE POWER OF VSLAS AND THE MISSING LINK

- Members can borrow from the fund in the form of a loan
- Repay with a service charge (interest)
- Cycle is time bound
- Savings and service charge earnings are then distributed at end of cycle
- Most VSLA include a social fund, which provides members a basic form of insurance. It serves as a community safety net and may serve a number of purposes such as emergency assistance, festivals and funeral expenses
Where is the missing link?

VSLAs are associated with increases in consumption, savings, asset holding, food intake, and preventive health.

VSLA helps to buffer short-term economic shocks to fund household expenses, school expenses, health expenses, building materials, fertilizer, business start-up, as well as other business expenses.

Meanwhile, agricultural child labor is particularly acute where financial markets are imperfect or incomplete, such that child labor varies with fluctuations in agricultural seasonality or unforeseen shocks.
THE POWER OF VSLAS AND THE MISSING LINK

- Mind the Gap! Let’s fill it with CLEAR II in Malawi
EXPERIMENTAL EVALUATION OVERVIEW

- What is the impact of introducing VSLA at the community level in non-CLEAR I communities on
  - child labor
  - Hazardous child labor in tobacco for legally working children
  - School enrollment and attendance
- Recruit 18 new communities (non-CLEAR I) and assign them to treatment and control groups through a random lottery process
THE POWER OF VSLAS AND THE MISSING LINK

- The study communities selected purposively and based on the CLEAR I criteria:
  - Substantial tobacco crop output
  - High prevalence of child labor
  - Limited service provision and support by other actors, and
  - General poverty levels

- What treatment effect we are identifying through this random assignment?
LET’S COLLECT SOME BASELINE DATA

- Baseline data collection on 10/2016:
  - Before randomization and implementation
  - School was in session
  - During tobacco production season
  - Household survey and children survey

- TO BE CONTINUED...
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RANDOMIZED CONTROL TRIAL EVALUATION OF NNAT PROGRAM IN COSTA RICA
Description of the NNAT Program

Overview of the evaluation, specifically: implementing an RCT to determine whether the NNAT intervention is successful in reducing child labor.
NIÑOS, NIÑAS Y ADOLESCENTES TRABAJADORES (NNAT) PROGRAM

- Intervention from the Government of Costa Rica to eliminate child labor.

- Working children and adolescents receive cash transfer to stop working and finish school.

- The government identifies working children, verifies poverty and working situation, and provides a transfer that is conditional on going to school (conditional cash transfer).
NNAT Program being implemented across all 6 regions of Costa Rica.
The program's main objective is to eliminate child labor by offsetting their lost earnings through a monthly monetary transfer.

- **Target population**: minors between 5 and 17 years old
- Follows international and local legislation
- Government-based sustainable model
- The study group will be the 2017 and 2018 cohorts, 300 participants total (treatment group)
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NNAT PROGRAM

Participant selection:

- Identification of child labor status
- Identification of poverty status
- Proof of enrollment in school (current or future)
- Approval to participate and receive the monthly transfer
## NNAT Program Logic Model

<table>
<thead>
<tr>
<th>Activities (Yearly)</th>
<th>Outputs (Yearly)</th>
<th>Short-Term Outcomes (1 year of intervention)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify cases of child labor</td>
<td>500 registered beneficiaries every year; 150 new ones</td>
<td>Students:</td>
</tr>
<tr>
<td>Recruit eligible beneficiaries</td>
<td>500 beneficiaries attend school</td>
<td>Increase in school enrollment and attendance</td>
</tr>
<tr>
<td>Complete labor and socioeconomic forms</td>
<td>500 beneficiaries receive the scholarship</td>
<td>Increase in grade completion</td>
</tr>
<tr>
<td>Help the potential beneficiaries to register in school</td>
<td></td>
<td>Decrease in child labor participation</td>
</tr>
<tr>
<td>Verify eligible candidates and insert them into the system</td>
<td></td>
<td>Decrease in hours worked</td>
</tr>
<tr>
<td>Deposit the scholarship every month</td>
<td></td>
<td>Improved physical well-being and basic nutrition</td>
</tr>
<tr>
<td>Monitor the beneficiary students to ensure compliance with scholarship conditions</td>
<td></td>
<td>Families:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stable family income and consumption smoothing</td>
</tr>
</tbody>
</table>
What are the effects of the NNAT program on child labor outcomes for program participants?

What are the effects of the NNAT program on school outcomes for program participants?

What are the effects of the NNAT program on the well-being of program participants?

What are the effects of the NNAT program on the family income of program participants?
We use an experimental design where students are randomly assigned to receive the transfer:

- **Treatment**: participants receive the conditional cash transfer starting in 2017
- **Control**: participants receive the conditional cash transfer starting in 2018

**Impact** = Average outcome of T group — Average outcome of C group
## EVALUATION: MAIN ACTIVITIES

<table>
<thead>
<tr>
<th>Time</th>
<th>Phase</th>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>October-November 2016</td>
<td>Eligible Beneficiaries Verification Baseline Survey Application</td>
<td>Baseline dataset</td>
</tr>
<tr>
<td>January 2017</td>
<td>Random Assignment</td>
<td></td>
</tr>
<tr>
<td>February-November 2017</td>
<td>Intervention Period (2017 School Year)</td>
<td>Tracking information and updates on school attendance</td>
</tr>
<tr>
<td>November-December 2017</td>
<td>Endline Survey Application and Data Analysis</td>
<td>End line dataset</td>
</tr>
</tbody>
</table>
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EVALUATION OF THE MODEL FARM SCHOOL PROGRAM TO REDUCE HAZARDOUS CHILD LABOR IN RWANDA
Describe the *Model Farm Schools* (MFS) embedded in the holistic *Rwanda Education Alternatives for Children in Tea-Growing Areas* (REACH-T) Program

- Provide an overview of the evaluation design and state of progress
RWANDA – INTERVENTION DETAILS

- **Implementing partner:** Winrock International
- **Grantor:** USDOL / ILAB
- **Program:** Rwanda Education Alternatives for Children in Tea-Growing Areas (REACH-T) Model Farm Schools (MFS)
- **Timeline:** 2013 to 2017
- **Competed:** Evaluation design, random assignment and baseline data collection
- **Pending:** Qualitative analysis, endline data collection and impact evaluation
In Rwanda, over 11 percent of children ages 5-17 are engaged in economic activity (**very high**: more than one in ten children work), with almost half working full time.

In Rwanda, primary school completion rate of under 60 percent (**very low**: almost one in two children do not complete fifth grade).

In Rwandan rural areas, where tea plantations are located, these statistics are even more worrisome.
Many engaged in tea plantations exposed to hazardous child labor (HCL) – one of the worst forms of child labor (WFCL) per ILO definitions

- spraying pesticides
- carrying large bags of picked tea to collection centers

The evidence points to Child labor (CL) being deleterious to future generations realizing their long-term human development potential
# REACH-T Program Context: Multi-Pronged Intervention in Tea Growing Areas

<table>
<thead>
<tr>
<th>Labor Market</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provision of safety equipment for youth</td>
<td>- Community awareness campaigns with government</td>
</tr>
<tr>
<td>- Roundtable on elimination of child labor</td>
<td>- Education campaigns with tea industry and cooperatives</td>
</tr>
<tr>
<td>- Monitoring system</td>
<td>- Formation of committees</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Households</td>
</tr>
<tr>
<td></td>
<td>- Boost income to release budget constraints</td>
</tr>
<tr>
<td></td>
<td>- Make school attendance more appealing</td>
</tr>
</tbody>
</table>
MODEL FARM SCHOOL (MFS) COMPONENT

- Partnership with local implementing partner coops and local administration in 12 sectors and 5 districts

- Vocational trainings projected to be completed for 521 participants in the current wave for 16 to 17 year olds

- Curriculum includes theoretical and practical skills through 14 demonstration trials and vocational/life skills training classes
RWANDA – OUR KEY RESEARCH QUESTION

Does vocational training contribute to the prevention of children from engaging in hazardous forms of labor?
The process of site selection is time consuming and complex.
Timetable constraints (beneficiary service schedule delivery)
Randomization design to undertake lottery assignment at the eligible participant rather than site level
<table>
<thead>
<tr>
<th>District</th>
<th>Sector</th>
<th># Student</th>
<th># sites</th>
<th>Control group predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rusizi</td>
<td>Nkungu</td>
<td>60</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Giheke</td>
<td>30</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Nyamagabe</td>
<td>Buruhukiro</td>
<td>30</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Uwinkingi</td>
<td>44</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Kitabi</td>
<td>44</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Nyaruguru</td>
<td>Ruheru</td>
<td>60</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Nyabimata</td>
<td>57</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Karongi</td>
<td>Rugabano</td>
<td>60</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Gishari</td>
<td>30</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Mutuntu</td>
<td>60</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>Ngororero</td>
<td>Kavumu</td>
<td>24</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Muhanda</td>
<td>22</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>521</strong></td>
<td><strong>17</strong></td>
<td></td>
<td><strong>365</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>31</strong></td>
<td><strong>N/A</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
PROGRESS THUS FAR

- Evaluation design
- Random assignment
- Baseline data collection
TO DO ...

- Qualitative analysis
- Follow up and end line data collection
- Impact evaluation
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QUESTIONS