

Oslo Workshop on Child Labor and EFA - October 20-21 2008

Schooling and Child Labor: What role for education policies?

Marco Manacorda

Queen Mary University of London

CEP- London School of Economics & UCW

m.manacorda@lse.ac.uk

Educational policies

- **Costs of /returns to schooling**
 - Supply - Accessibility
 - Repetition policies
 - Quality

MM10

Diapositiva 2

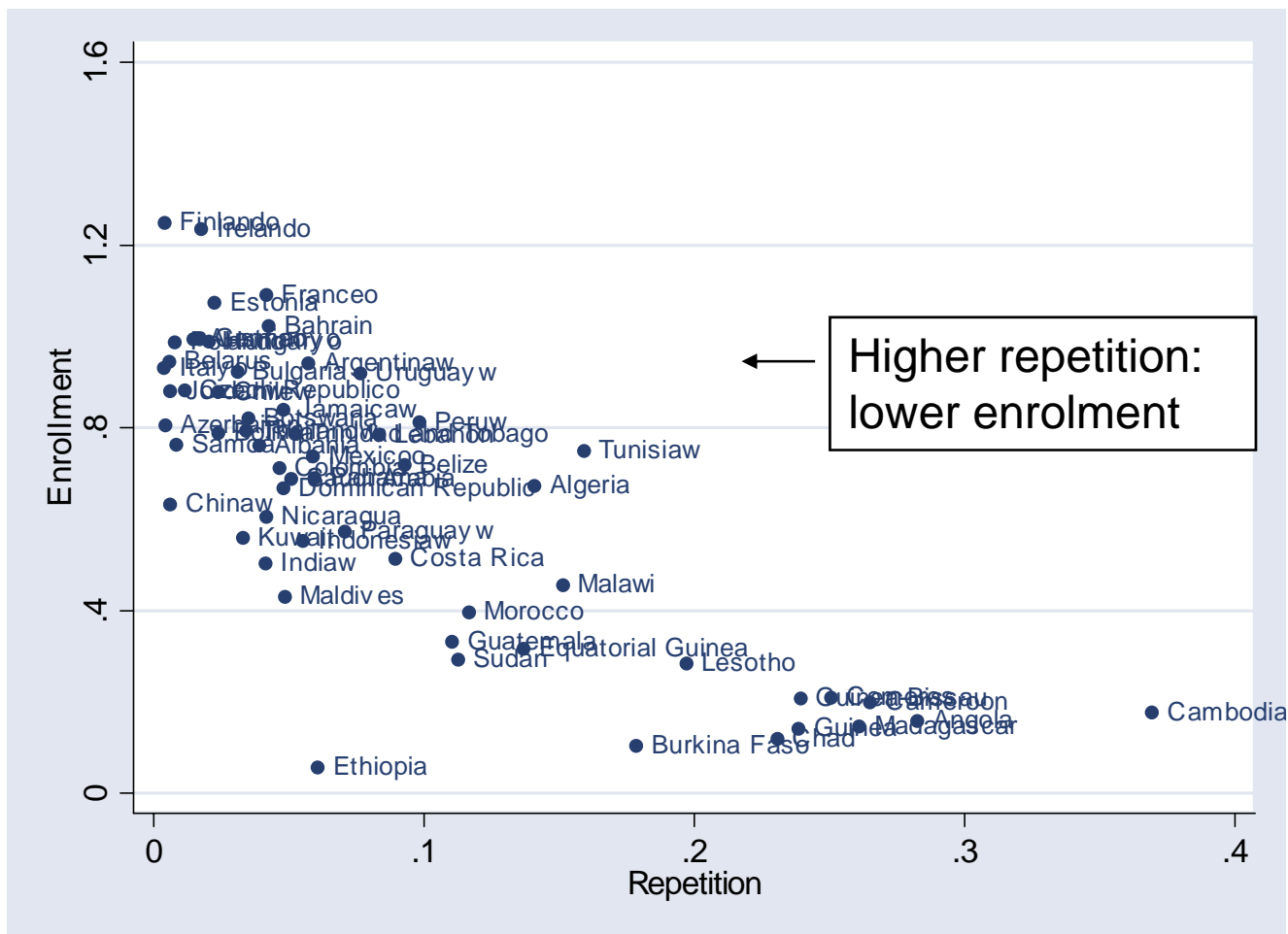
MM10

Marco Manacorda_2, 19/10/2008

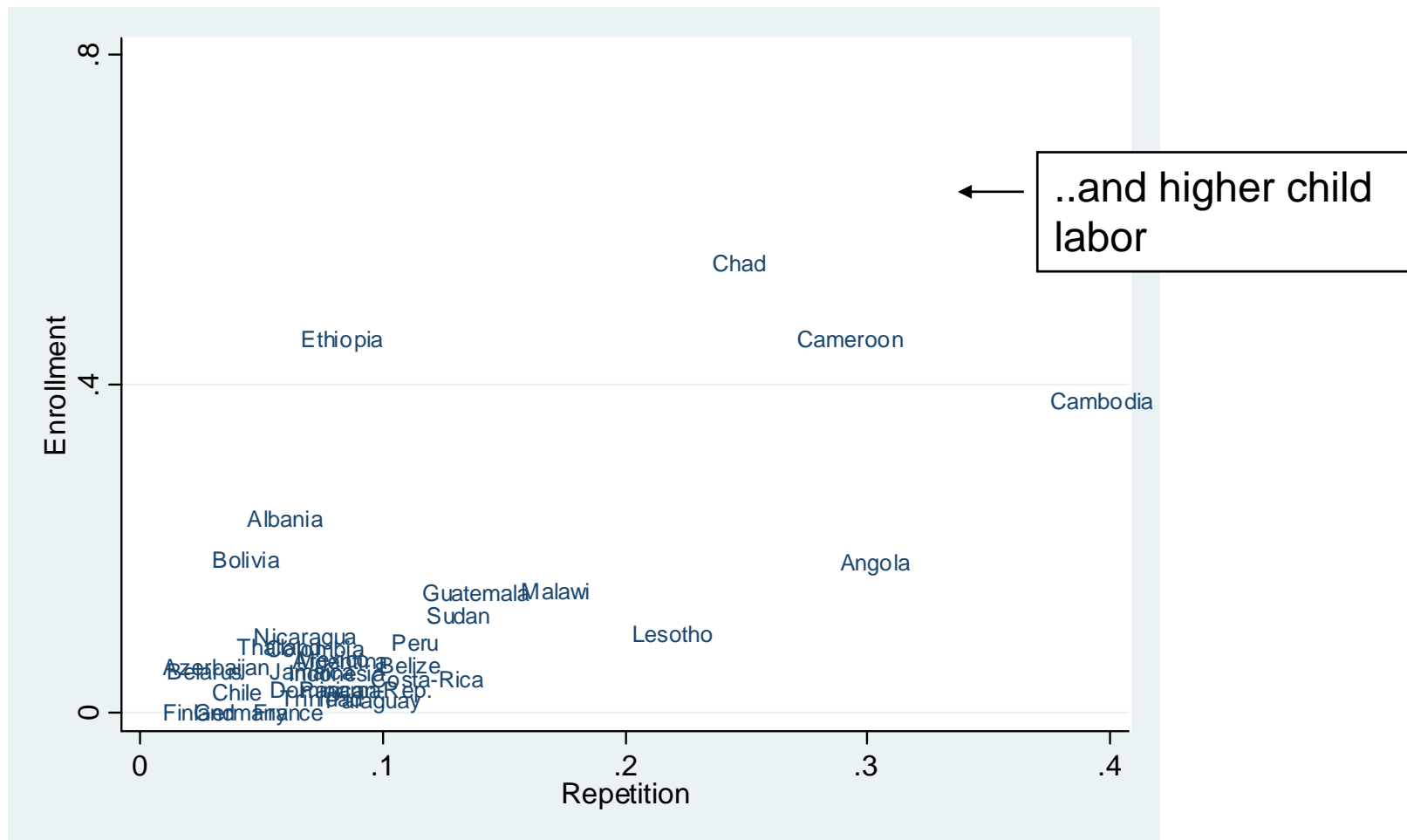
Why education policies?

- School attendance easier to monitor
- Caution:
 - work in combination with school / idleness
 - school costly (siblings')
 - CAUSALITY crucial to design policies

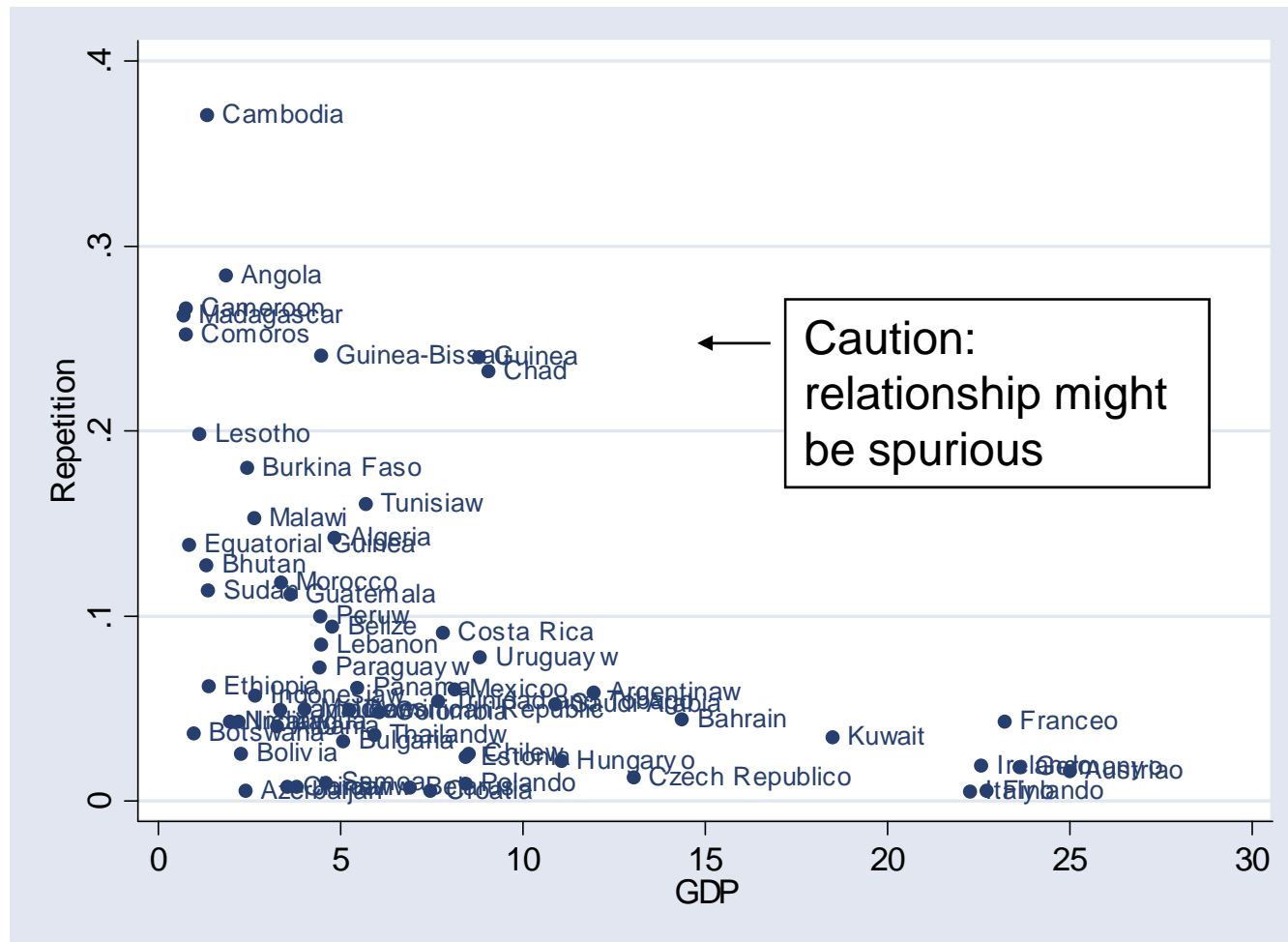
Repetition in Primary School and Gross Enrollment Rate in Secondary School



Repetition in Primary School and Child Labor



Repetition Rates in Primary School and GDP per-capita



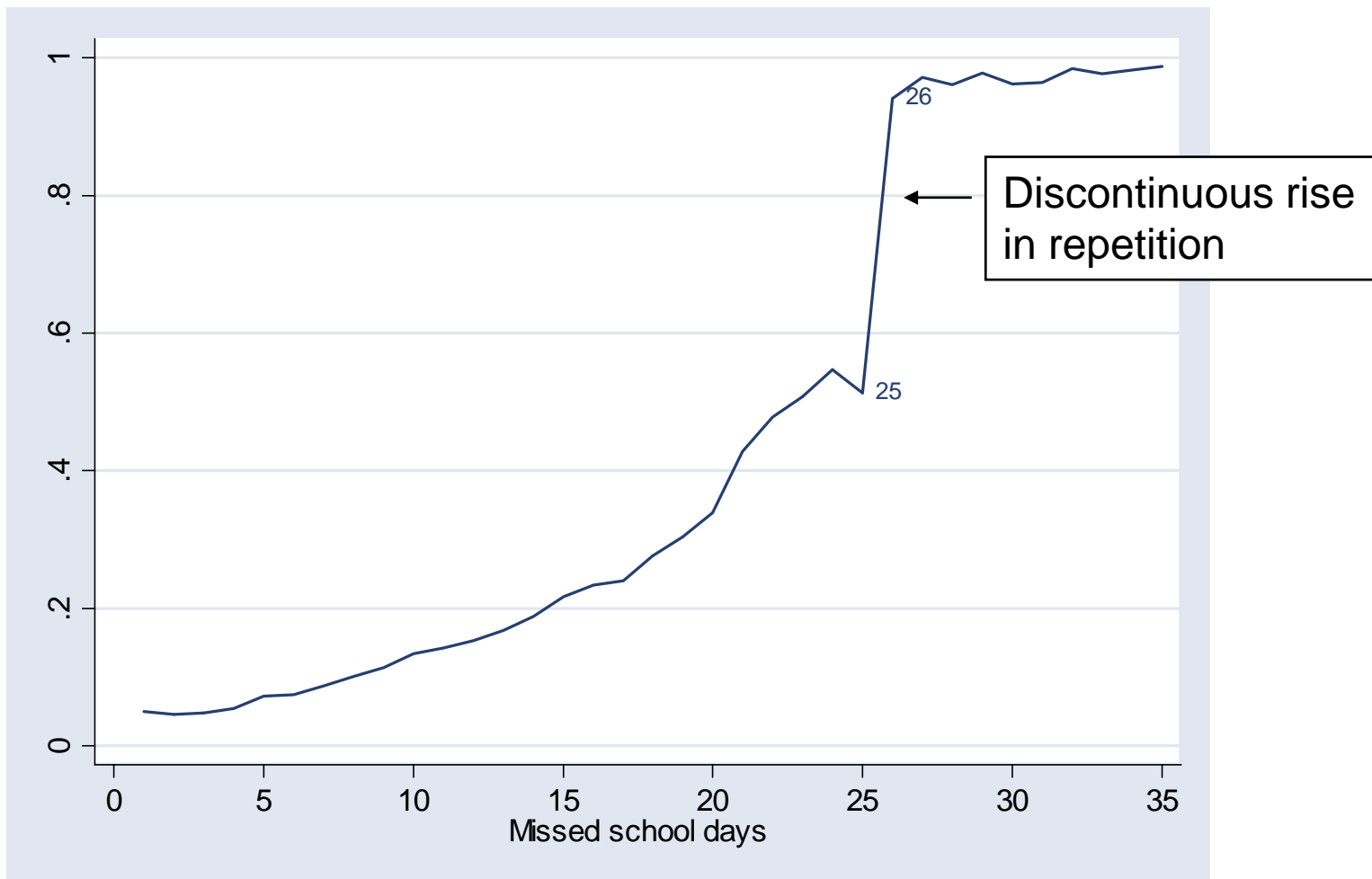
Grade Repetition

- Learning benefits
- Socio-emotional consequences
- Knowledge/discipline
- Improves quality of match
- Deterrent against underperformance
- GE + externalities

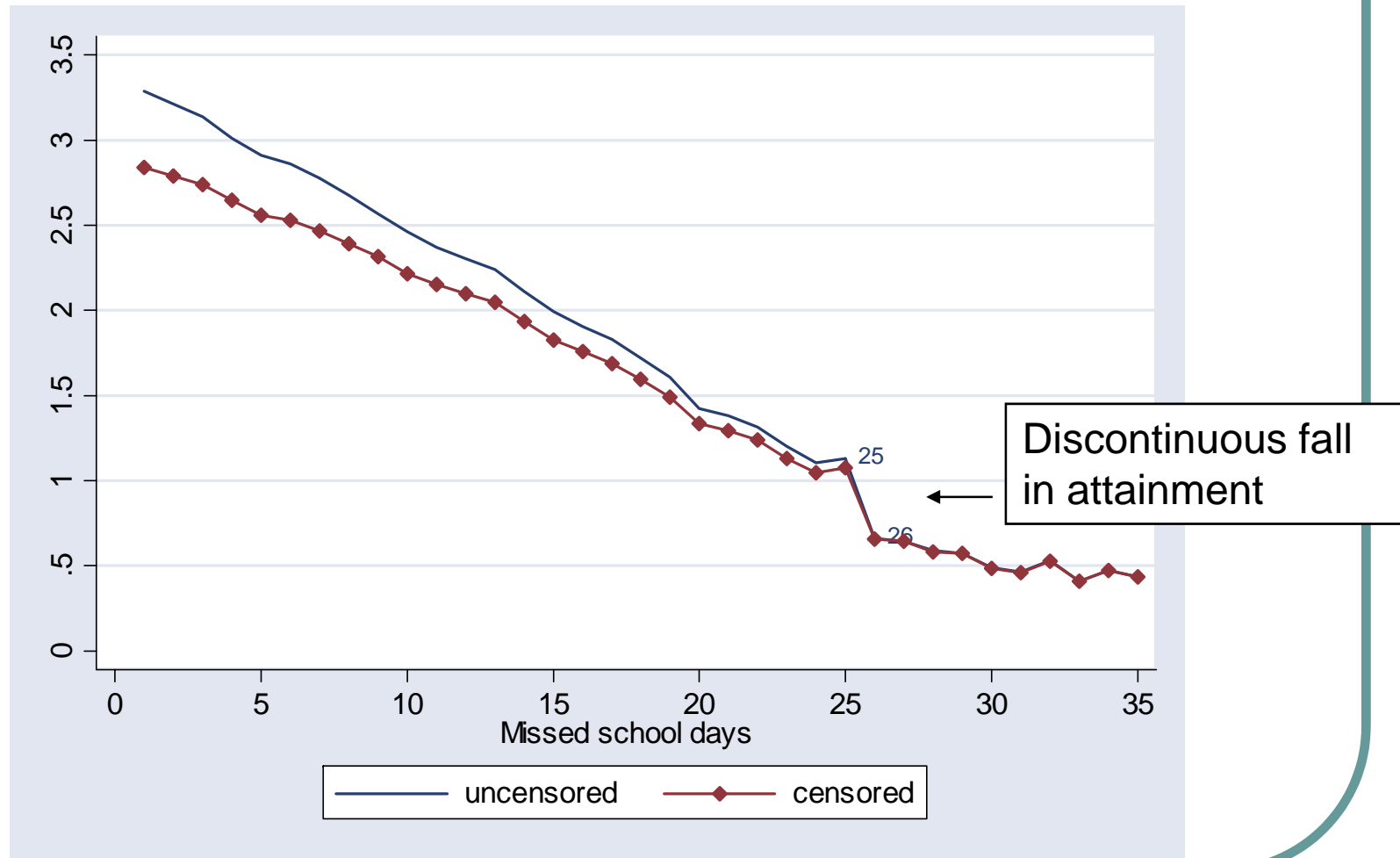
Does repetition cause drop-out and lower school attainment?

- Natural experiment (Manacorda, 2008)
 - Uruguay: automatic grade failure if more than 25 days of absence
 - Data follow students for (up to) 5 years

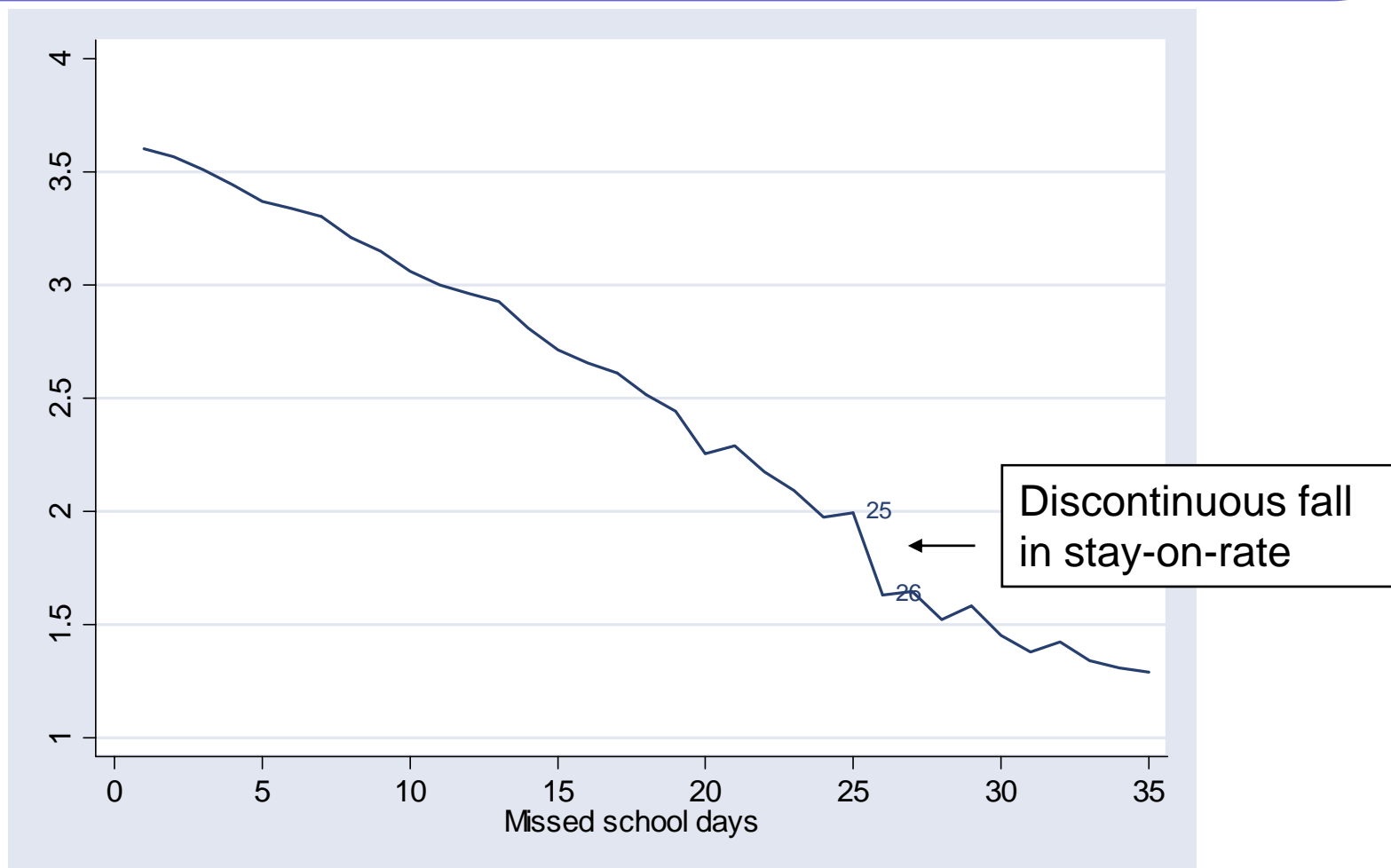
Grade Failure by Number of Missed School Days in Junior High



Pupils' absenteeism and educational attainment (5 years window)



Pupils' Absenteeism and stay-on rates (5 years window)



The cost of grade repetition

- Grade repetition
 - After 5 years
 - Lowers school attainment by half a year
 - Increases drop out by similar amount (after 5 years)

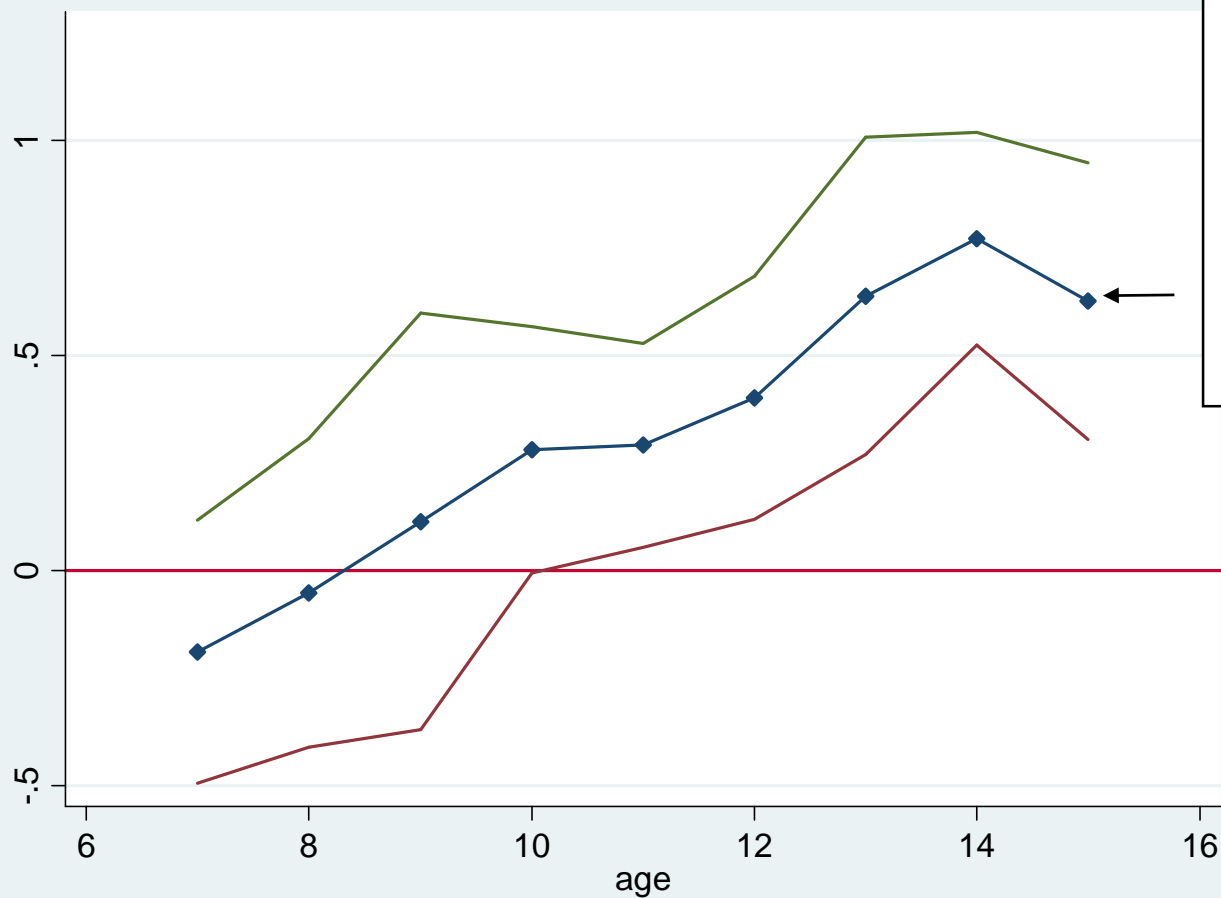
How to remedy repetition?

- Pre-schooling
 - Early Human Capital investment
 - Socialization to school
 - Enforcement
 - Additional benefits (mother's work)

Does re-school lower repetition?

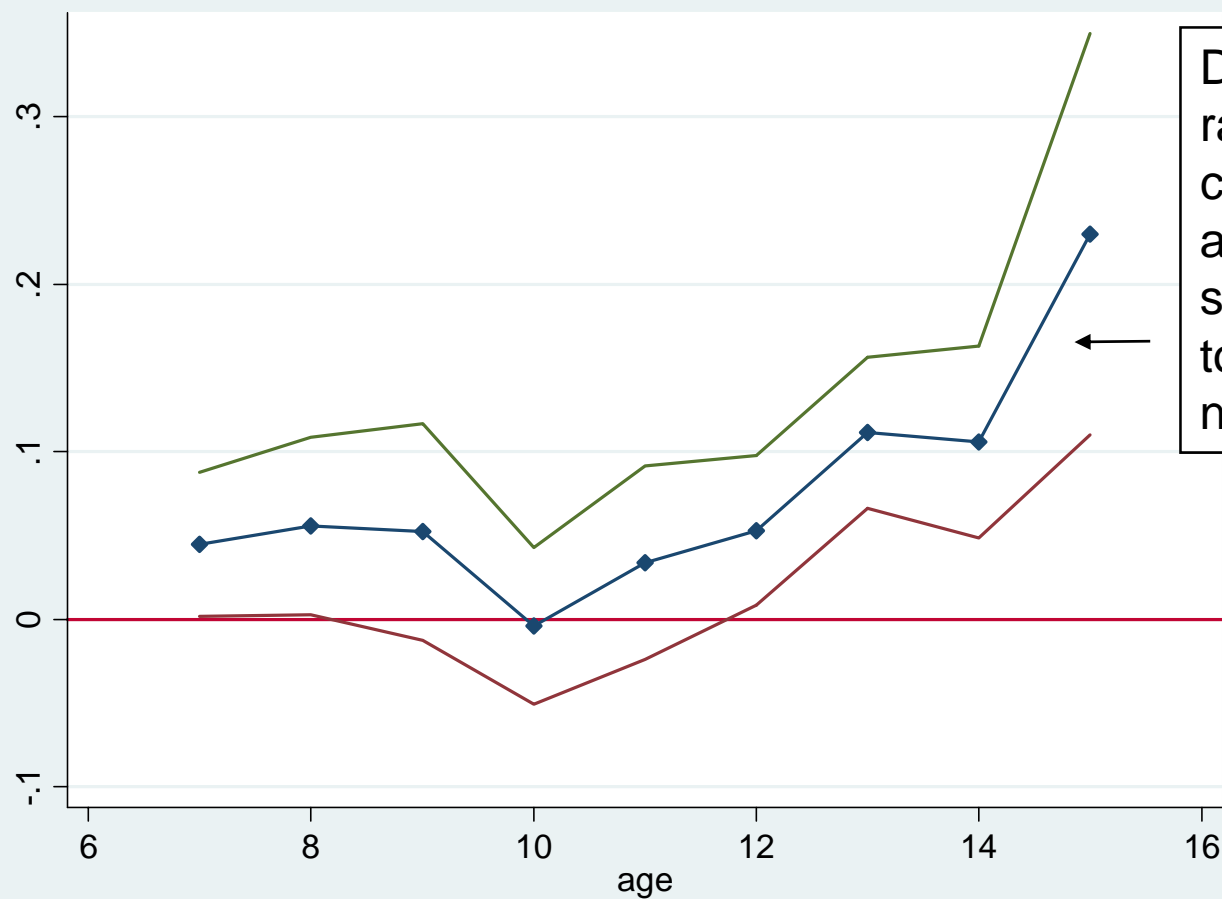
- Berlinski, Galiani and Manacorda (2008)
 - Compare siblings' school trajectories
 - Uruguay: universal pre-school

Preschool attendance and educational attainment (siblings' comparison)



Diverging educational paths between children who attended preschool compared to siblings who did not

Preschool attendance and stay-on rates (siblings' comparison)



Diverging stay-on rates between children who attended preschool compared to siblings who did not

Costs and benefits of pre-school

- By age 15
 - +0.79 years of education
 - + 27 p.p. in school
- Benefits-Costs ratio >2.2

School accessibility

- Higher distance
 - Reduces attendance
 - Increases specialization
 - Effect on child labour ambiguous

Distance to school and child labour

- **Kondylis and Manacorda (2008)**
 - Compare households in same village
 - Rural Tanzania: villagization policy
 - Controls for distance to other infrastructures

Distance to school and children's time use

	Naif estimates	With controls
School	-1.670***	-0.365**
Work	0.425***	-0.270
Work and school	-1.101***	-0.519***
Work only	1.526***	0.249
School only	-0.569***	0.153
Neither school nor work	0.145	0.117

Results by gender

	males	females
1. School	-0.580***	-0.057
2. Work	-0.137	-0.492
3. Work and school	-0.734***	-0.198
4. Work only	0.597***	-0.294
5. School only	0.154	0.140
6. Neither school nor work	-0.017	0.352

Distance to school and children's time use

- One additional km in distance to school:
 - + 0.3 p.p. school attendance
 - No significant effect on child labor/idleness
- Child labor inelastic
- Effect largely for boys
- External validity?
- Extensive vs. intensive margin

What role for education policies?

- Improvements in accessibility
 - reduce incentives to drop-out
 - and to engage in economic activity
- In poorer countries child labor inelastic
- Labor demand CCT interventions ?

- Repetition policies harmful
- Early school exposure viable option