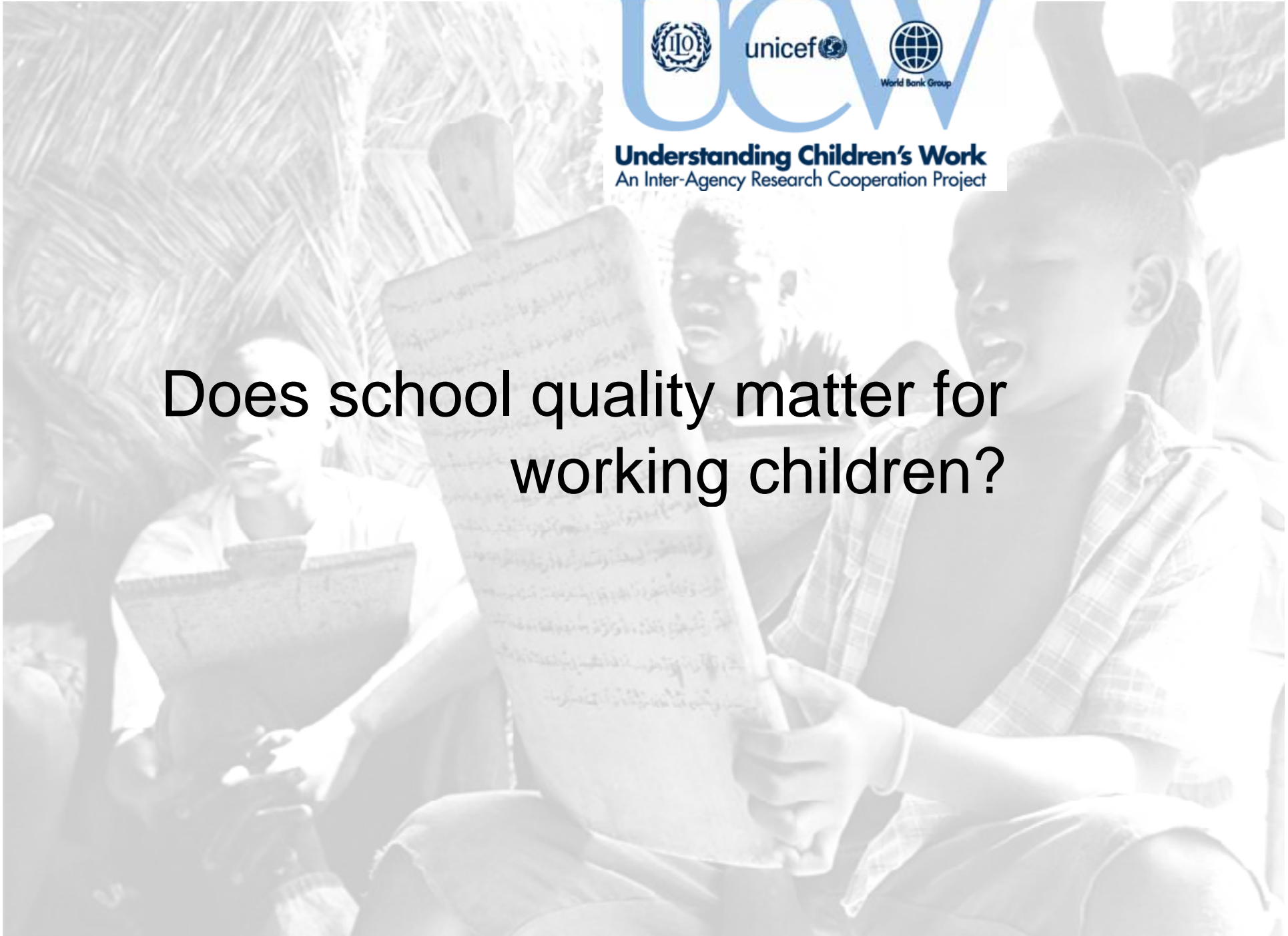


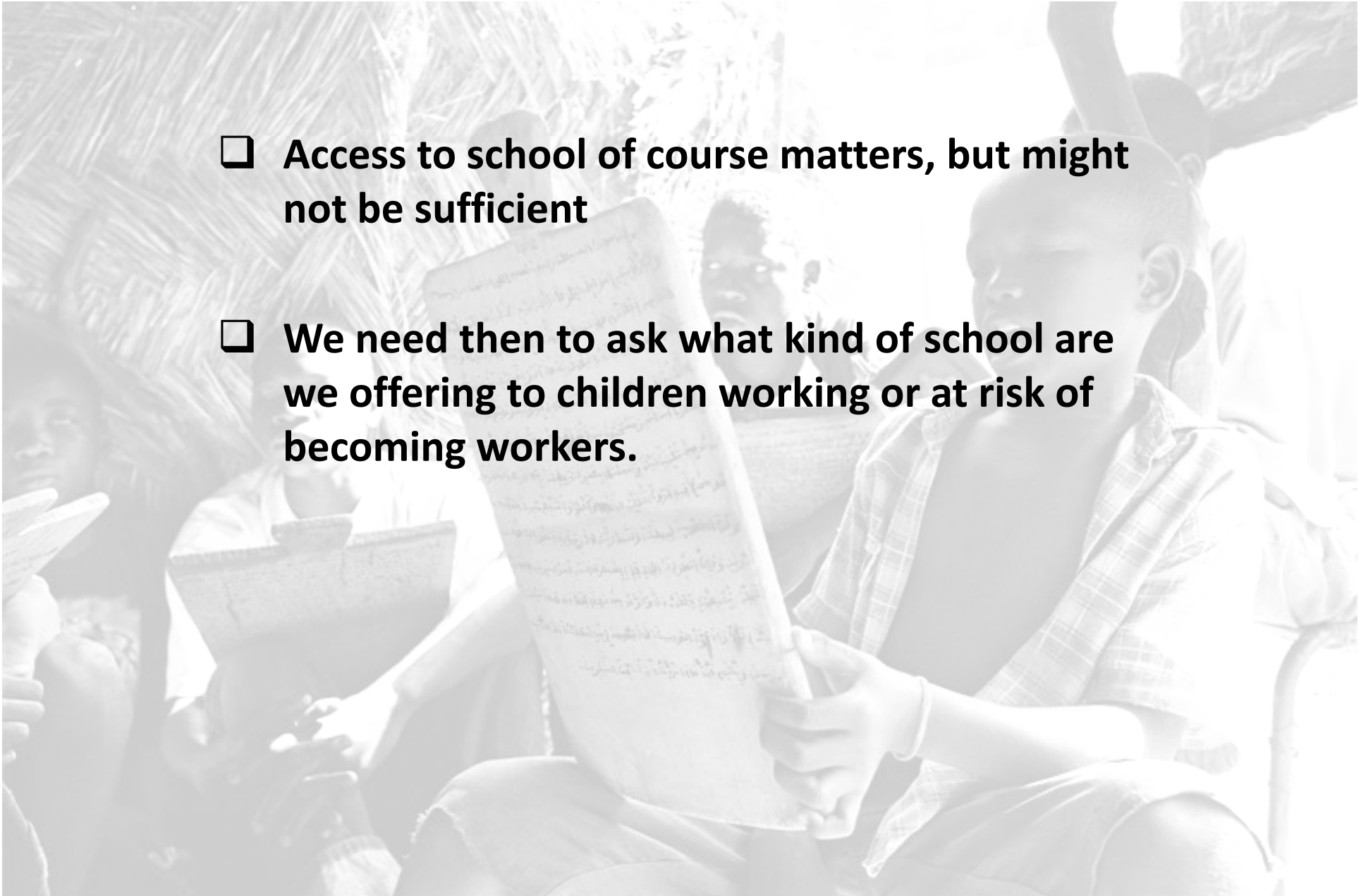


Understanding Children's Work
An Inter-Agency Research Cooperation Project

Does school quality matter for
working children?

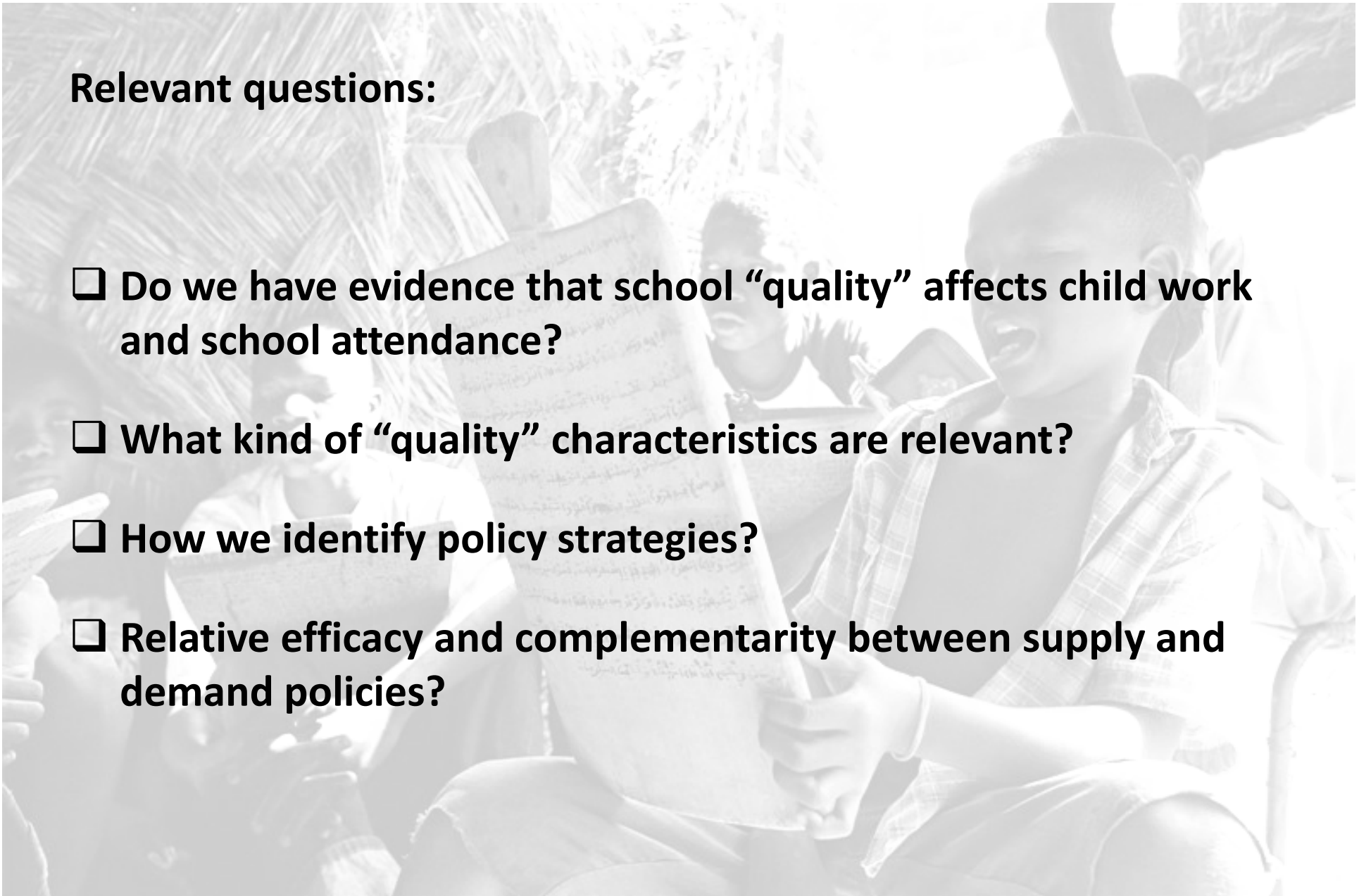


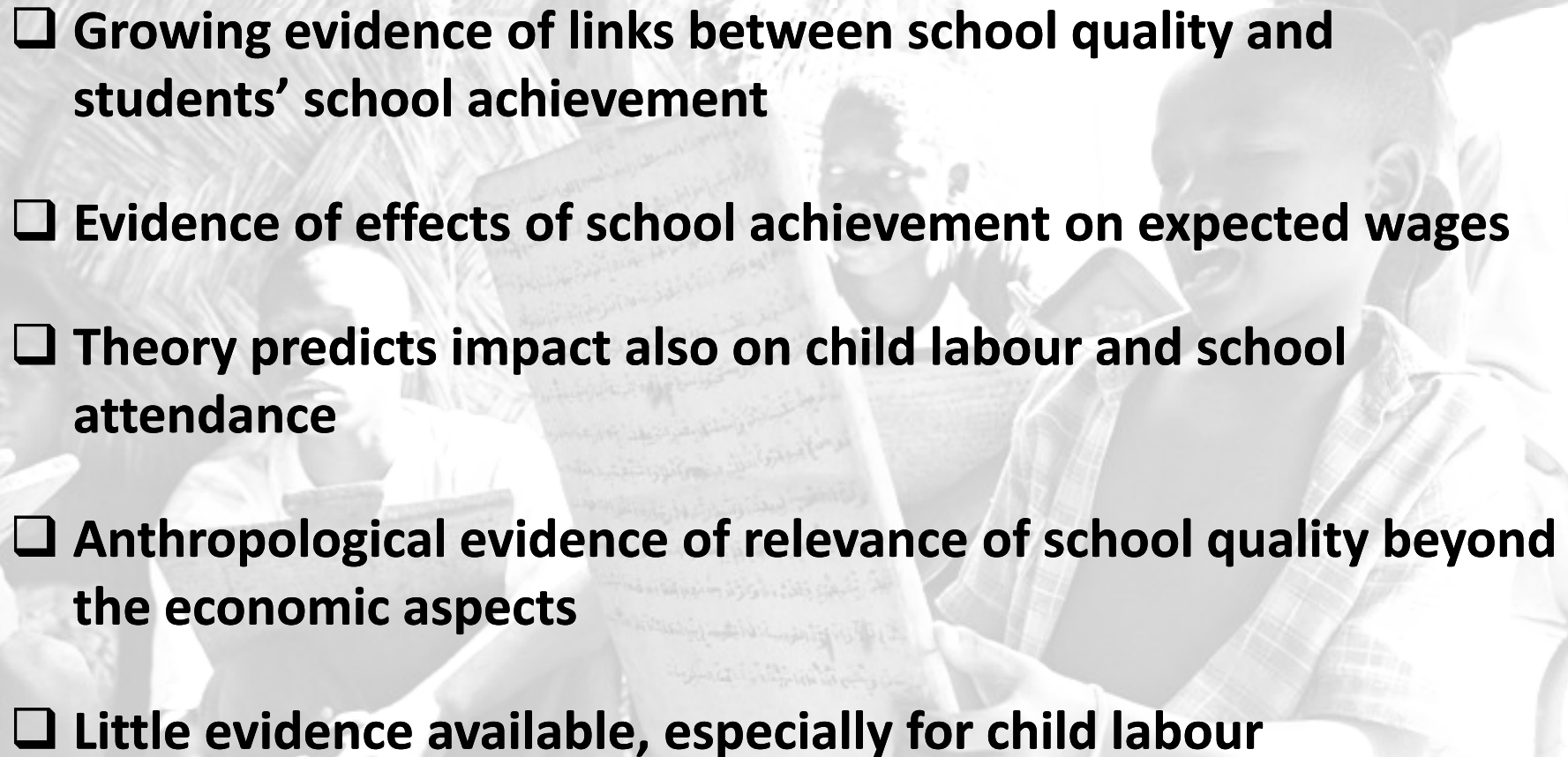
- Access to school of course matters, but might not be sufficient
- We need then to ask what kind of school are we offering to children working or at risk of becoming workers.



Relevant questions:

- Do we have evidence that school “quality” affects child work and school attendance?
- What kind of “quality” characteristics are relevant?
- How we identify policy strategies?
- Relative efficacy and complementarity between supply and demand policies?



- 
- Growing evidence of links between school quality and students' school achievement
 - Evidence of effects of school achievement on expected wages
 - Theory predicts impact also on child labour and school attendance
 - Anthropological evidence of relevance of school quality beyond the economic aspects
 - Little evidence available, especially for child labour

Aims of the

What do we know

We will look at the impact of school quality and school access on children's work and school attendance through:

- A. Cross country stylized facts; and**
- B. Analyzing household behaviour in Cambodia (and Yemen)**



Defining education quality

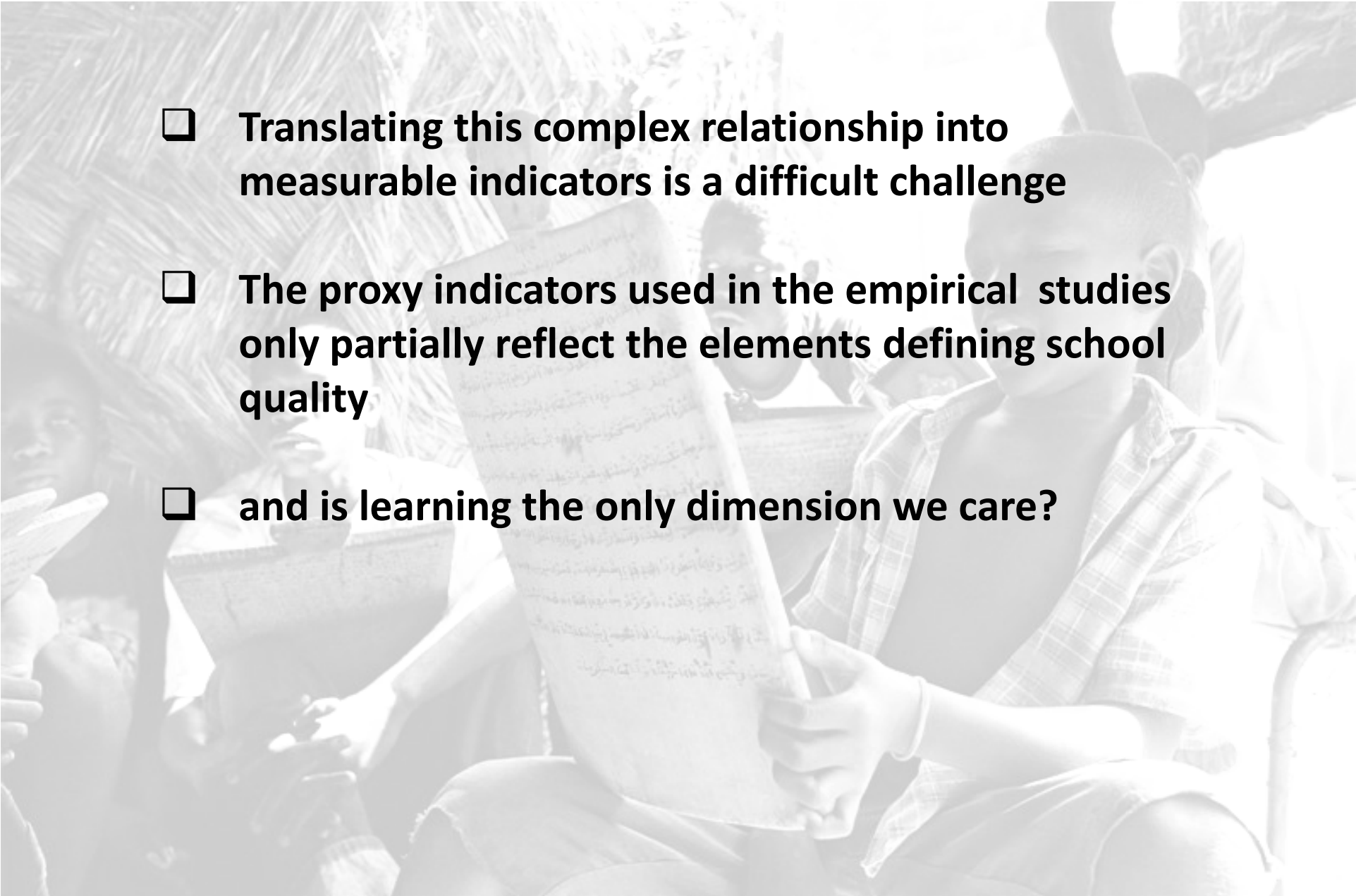
Defining education quality

Framework to derive school quality indicators and their relationship to student learning

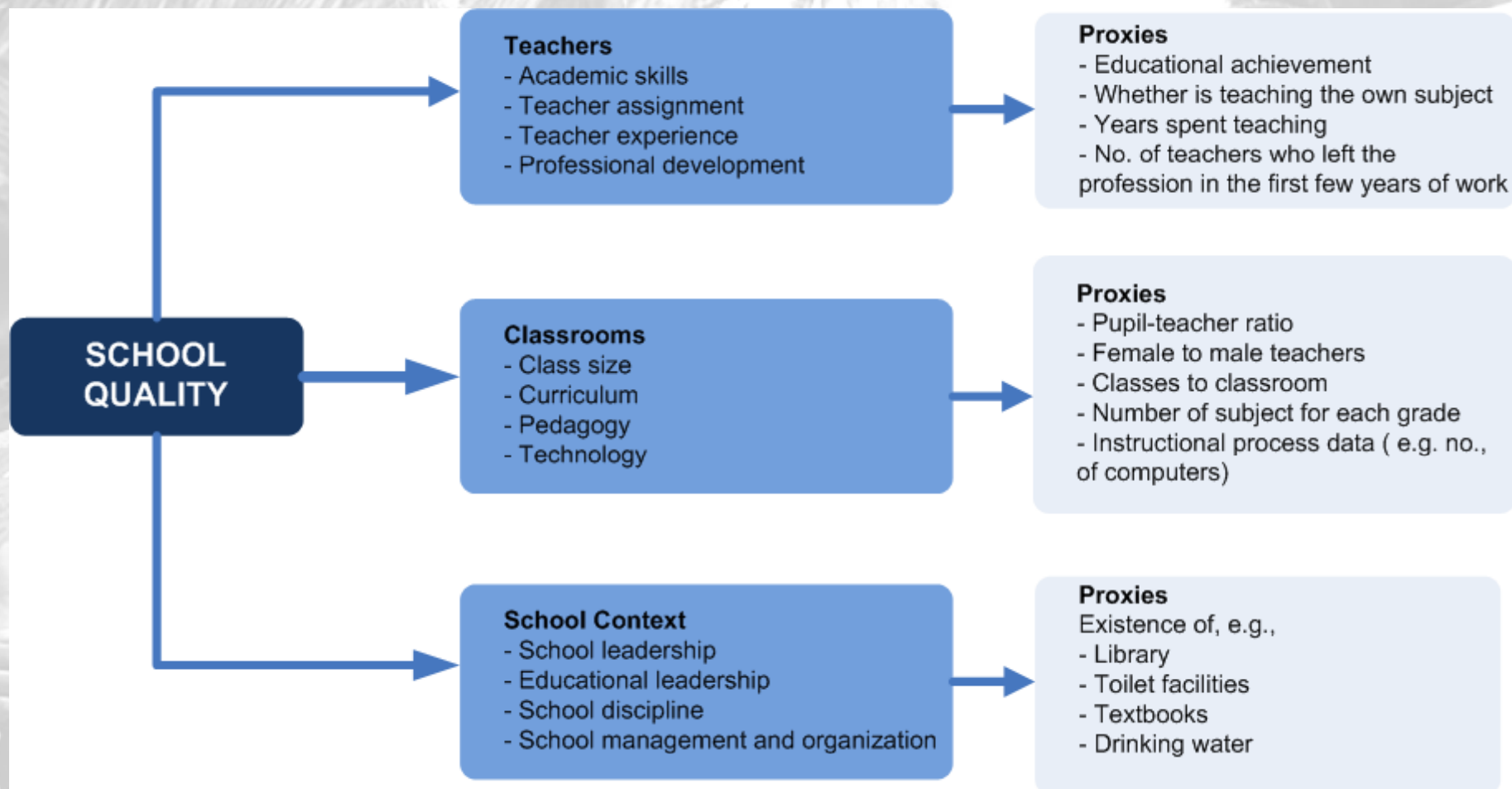


Source: USDOE, 2000

Defining education quality

- Translating this complex relationship into measurable indicators is a difficult challenge**
 - The proxy indicators used in the empirical studies only partially reflect the elements defining school quality**
 - and is learning the only dimension we care?**
- 

Mapping the commonly-used set of school quality indicators



Indicators of school accessibility

**SCHOOL
ACCESS**

Existence in the village/community of the following schools:

- 1- Pre-school**
- 2- Primary school**
- 3- Lower secondary school**
- 4- Upper secondary school**
- 5 Distance from school**

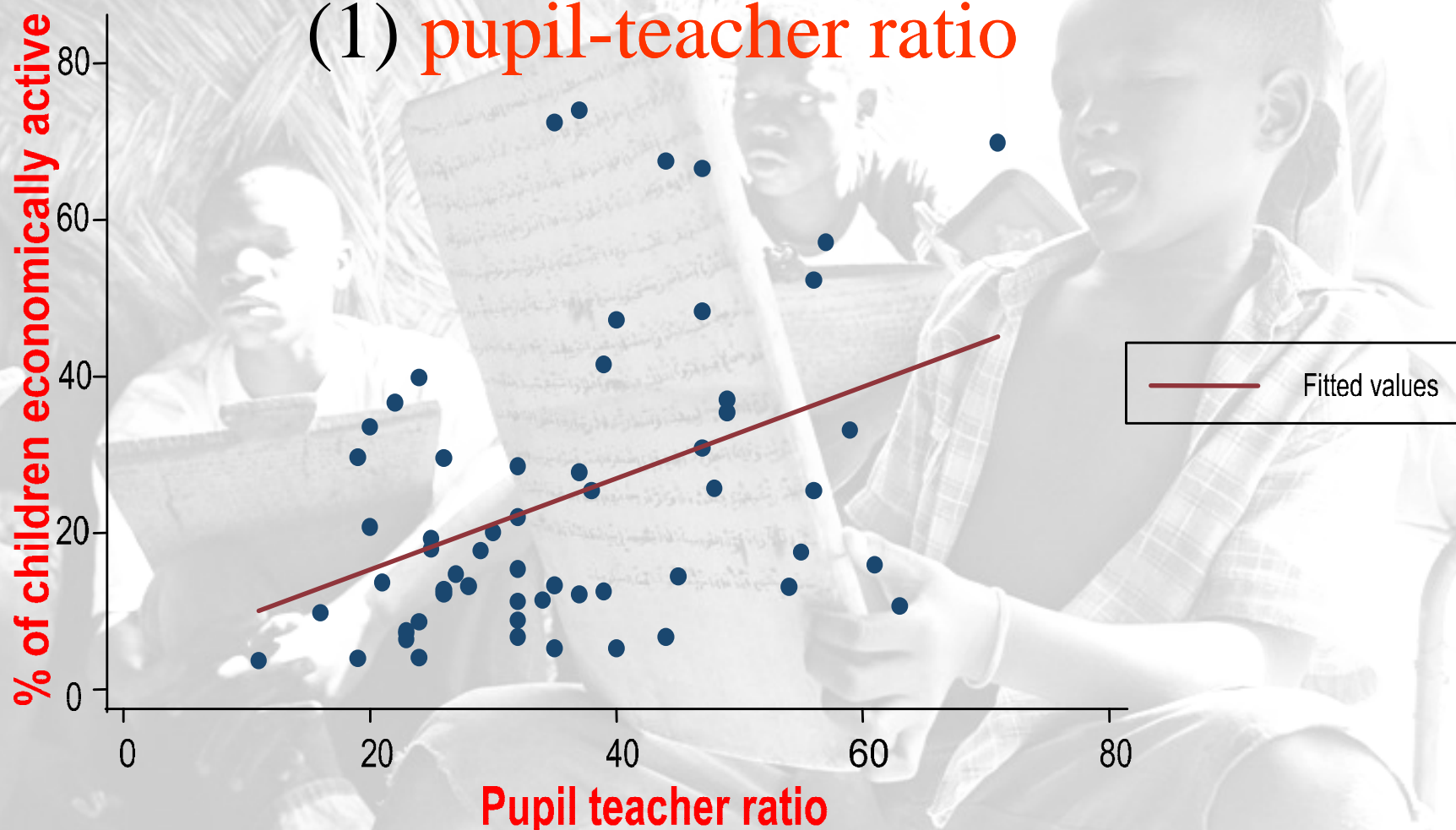


**Child labour and school quality:
Cross country “stylized facts”**

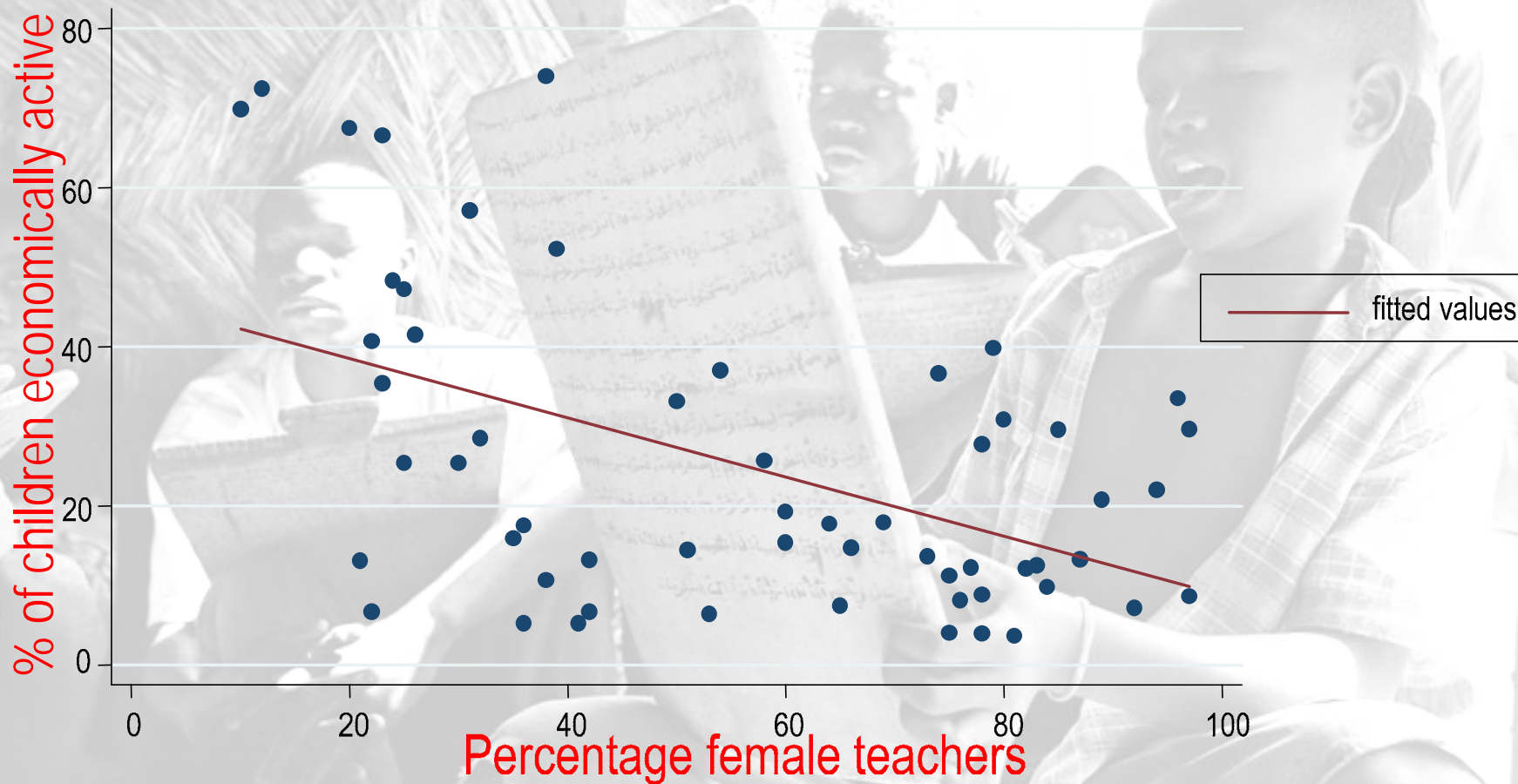
Child labour and school quality: cross country evidence

Descriptive evidence points to a correlation between child labour and two proxy indicators for school quality:

(1) pupil-teacher ratio



(2) percentage of female teachers





**School quality and children's work:
evidence from Cambodia**
(merging household surveys with village school level data)

Main results

- ❑ Lower **pupil to teacher ratio** reduces the involvement of children in economic activity and increases the number of children attending school only
- ❑ The **presence of school library** tends to reduce the number of children working only or idle and to increase school attendance
- ❑ The higher the share of **experienced teachers**, the lower is the probability that a child is working or is idle and the higher is the probability that children attend school only
- ❑ Effects differ by sex and area or residence: e.g., in case of pupil/teacher ratio, **effect larger for male children and in rural areas**

How large are the effects of school quality?

	Decreasing Pupil teacher ratio by 30%	Decreasing Pupil teacher ratio by 40%	Decreasing Pupil teacher ratio by 50%
	% change	% change	% change
Attending school only	1.4	1.9	2.4
Attending school and working	-1.1	-1.5	-1.9
Economically active only	-0.3	-0.4	-0.6
Neither working nor studying	0.0	0.0	0.0

Memo: child work 10-14 years old 48 %

And how they compare with improved access?

Lower secondary school in each commune
Age group 10-15

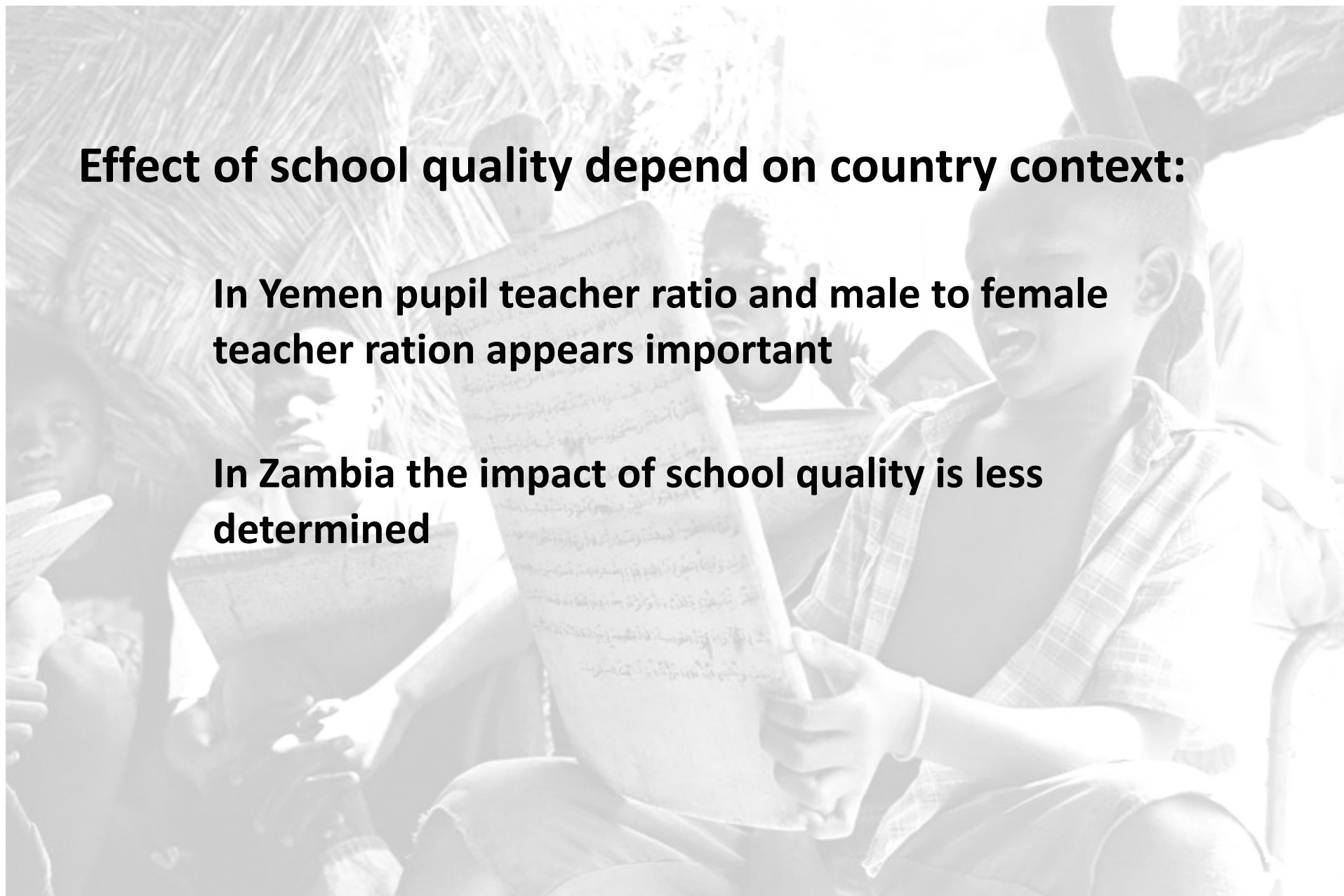
Lower secondary school in each commune
Age group 10-17

	% change	% change
Attending school only	1.3	2.2
Attending school and working	-1.0	-1.2
Economically active only	-0.4	-1.0
Neither working nor studying	0.0	0.0

Effect of school quality depend on country context:

In Yemen pupil teacher ratio and male to female teacher ration appears important

In Zambia the impact of school quality is less determined





**School quality improvement in presence of large transfer programs:
evidence from the Mexico CONAFE program**

School quality improvement and children's work: evidence from the Mexico CONAFE program

- ❑ We look at the impact that two different types of policy interventions, namely **enhancing school quality** and **contingent cash transfers**, have on child labour and school attendance in Mexico.
- ❑ We ask again whether school quality matters, but also whether school quality matters in presence of large demand side program (i.e. Oportunidades)
- ❑ findings suggest that school quality programs are not only effective in increasing school attendance, but also act as deterrents to child labor, especially for children of secondary school age.

What is CONAFE? Main components consist of:

- Benefits given directly to schools (improvements of existing infrastructures and/or building of new ones and the provision of updated audiovisual technology)
- Benefits directly given to the school pupils or teachers (provision of learning materials for each student, professional development and training for educational staff)
- Monetary incentives (monitored by parents) to teachers and principals

Results 1

- ❑ CONAFE has a **consistent and robust negative effect on child work** over all age ranges
- ❑ The effect seems to be **larger for older children**, but this is might be linked to transition from primary to secondary and to the few children working at young ages
- ❑ The effect on older children can be due to a “lock-in” effect (good quality primary schooling leads to sustained higher human capital investment: i.e., no work while at school)

Results 2

- Effects on school attendance are less clear cut.
- CONAFE has no impact on young children, but on those aged 11/12 or more
- CONAFE has an impact on the attendance of children with uncompleted primary, not on children potentially in secondary (helps to complete primary, more than increasing secondary enrollment conditional on completed primary)
- This might indicate an effect mainly linked to transition to secondary

Impact on School

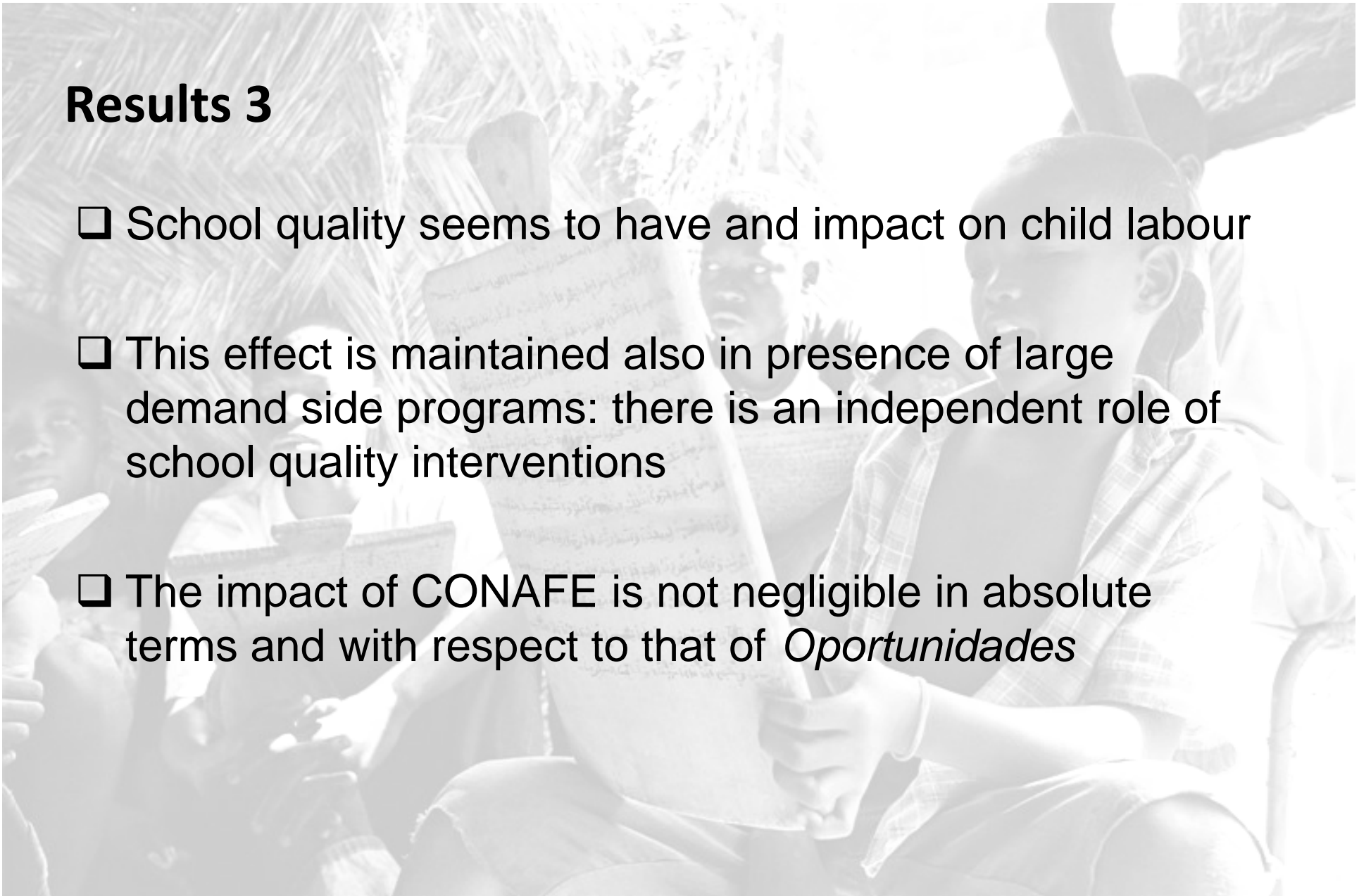
	Age group 8-11	Age group 12-16
Conafe	.0015	.0179
Oportunidades_w2	.0118	.0578
Oportunidades_w3	.0133	.0282
Oportunidades_w4	.0171	.0696
Oportunidades_w5	.0151	.0409
Oportunidades_w6	.0231	.0705

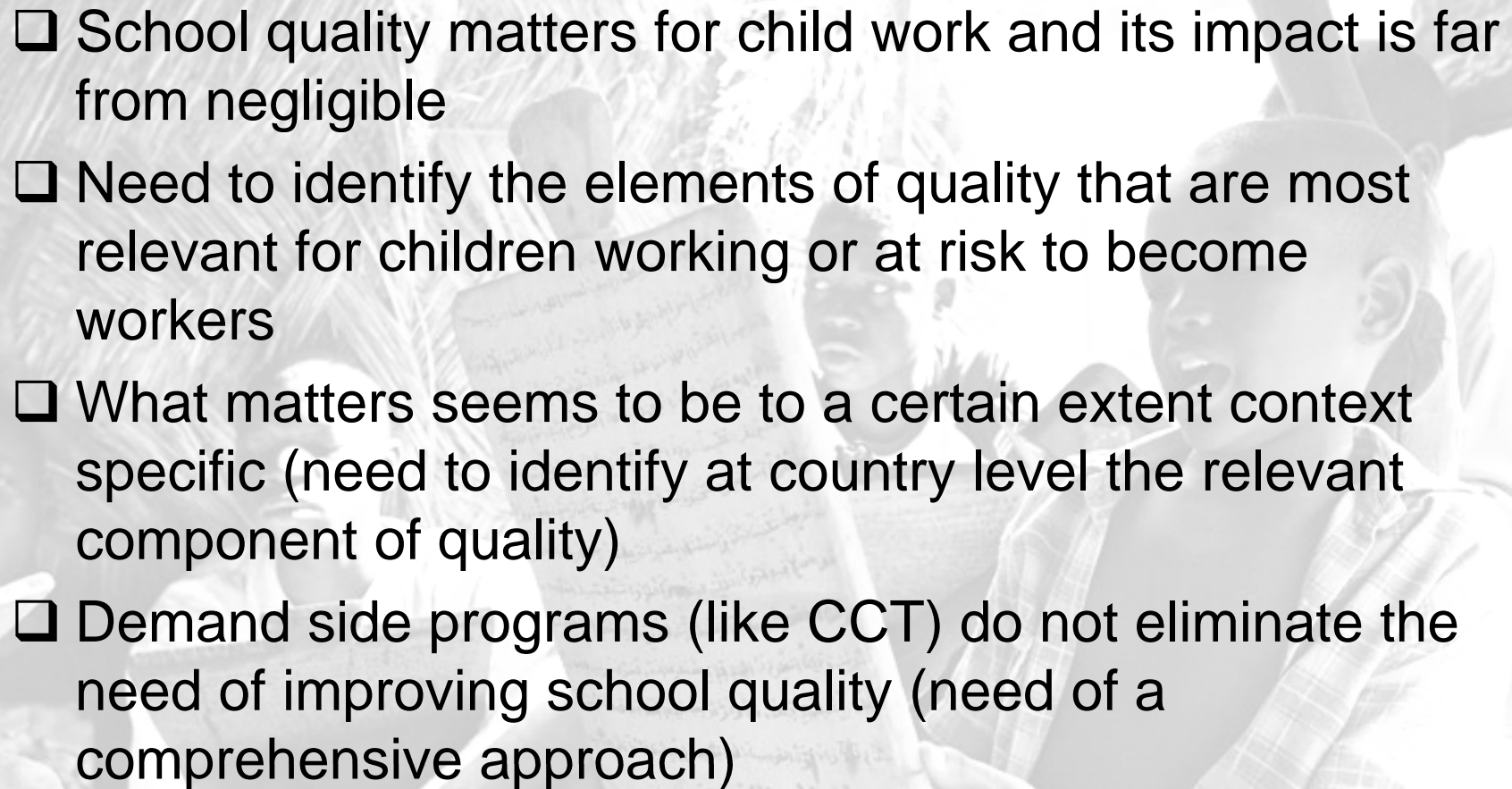
Impact on Work

	Age group 8-11	Age group 12-16
Conafe	-.0045	-.0164
Oportunidades_w2	-.0020	-.0145
Oportunidades_w3	-.0001	-.0039
Oportunidades_w4	-.0092	-.0168
Oportunidades_w5	.0008	-.0042
Oportunidades_w6	.0004	-.0129

Results 3

- School quality seems to have an impact on child labour
- This effect is maintained also in presence of large demand side programs: there is an independent role of school quality interventions
- The impact of CONAFE is not negligible in absolute terms and with respect to that of *Oportunidades*



- 
- School quality matters for child work and its impact is far from negligible
 - Need to identify the elements of quality that are most relevant for children working or at risk to become workers
 - What matters seems to be to a certain extent context specific (need to identify at country level the relevant component of quality)
 - Demand side programs (like CCT) do not eliminate the need of improving school quality (need of a comprehensive approach)