Understanding Children's Work
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Towards consistency in child labour measurement:
assessing the comparability of estimates generated by different survey instruments

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ABSTRACT

The study addresses the comparability of child labour estimates produced by different common household survey instruments. This question has important implications for credibility of published estimates of child labour, and for the reliability of current survey instruments as tools for monitoring and guiding efforts towards the progressive elimination of child labour. The study, covering some 87 datasets for 35 countries, confirms that estimates of child labour vary significantly across different kinds of surveys. The variation, moreover, appears to be substantially larger than that relative to other children's activities like schooling. The study then addresses whether the observed differences in estimates are due to sample design or to other characteristics of the surveys. In other words, whether different populations are targeted by the various surveys, or whether they address the same (or very similar) population with different instruments. The empirical results indicate that it is the latter explanation, i.e., differences in survey characteristics beyond sample design, that is most relevant. Differences in observable survey characteristics such as questionnaire type and fieldwork season explain some of the variation in child labour estimates across survey instruments, but a larger part of the variation stems from unobservable survey characteristics. Elements of the survey process not spelled out in the survey documentation, such as interview methods, the familiarity of interviewers with child labour concepts, the accuracy of data coding and processing, are all likely to be important in this context.

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CONTENTS

1. INTRODUCTION

1. ILO SIMPOC surveys,[3] World Bank multi-purpose household surveys,[4] CWIQ surveys,[5] UNICEF MICS surveys[6] are among the most important instruments for generating information on child labour in developing countries. Estimates of child labour incidence generated by these survey instruments are increasingly relied on by countries to monitor progress towards national and global child labour elimination targets.[7] Data generated by these surveys also play a key role in guiding policy in the area of child labour. Based on comprehensive interviews with a stratified sample of households, they provide information on the nature and key characteristics of children's work, as well as on links between children's work and a range of household and community background variables.

2. The current study assesses the comparability of these survey instruments, and more specifically, the extent to which child labour estimates are survey-dependent. These questions have important implications for credibility of published estimates of child labour, and for the reliability of current survey instruments as tools for monitoring and guiding efforts towards child labour elimination. The study includes a sample of 35 countries (9 of which were selected for an in depth analysis) where different survey instruments have been implemented during similar reference periods, and will build on a previous country-specific survey comparisons conducted in Zambia[8] and Bolivia.[9] It will constitute part of a broader effort to improve the quality and consistency of child labour data collected by different survey instruments, and to ensure that the scarce research resources for child labour are allocated efficiently.

3. The study responds to concerns about comparability arising from recent child labour survey results in a number of countries and, concomitantly, to concerns about the reliability of these results as guides for policy and assessing progress. A cursory look at the data available for the same country in the same year (or close years) shows that estimates of child work vary considerably across survey. The

[3] Statistical Information and Monitoring Programme on Child Labour. Since its inception in 1998, more than 250 child labour surveys have been supported, 56 of which were national in scope. An additional 80 baseline surveys and 100 rapid assessments were supported targeting specific groups of child labourers in particular geographical locations.

[4] Principally, the Living Standards Measurement Study/Integrated Survey series and the Priority Survey series.

[5] Core Welfare Indicator Questionnaire surveys.

[6] Multiple Indicator Cluster Surveys.

[7] SIMPOC data enabled ILO to publish global and regional child labour estimates for the 2000 and 2004 reference years, and a first-ever analysis of child labour trends for the 2000-2004 period. (*The End of Child Labour: Within Reach*; Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, International Labour Conference, 95th Session 2006, Report I (B), International Labour Office, Geneva, 2006.)

[8] Blunch N.H., Dar A., Guarcello L., Lyon S., Ritualo A.R. and Rosati F.C., *Children's Work in Zambia: A Comparative Study of Survey Instruments,* UCW Project working paper, September 2002.

[9] Guarcello L. and Lyon S., "Child labour in Bolivia: A comparison of estimates from MECOVI and MICS survey instruments", in Minujin A., Delamonica E., and Komarecki M., Eds., *Human Rights and Social Policies for Children and Women: The Multiple Indicator Cluster Survey (MICS) in Practice*, New School University and UNICEF, 2005.

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variation, moreover, appears to be substantially larger than that relative to other children's activities like schooling.

4.   In order to begin to understand the reasons for such differences and to assess the comparability of the different surveys instruments we proceed in the following way. After a brief presentation of the data sets and methodology used, we begin by discussing in a more systematic way the observed differences in child work estimates across countries. Sections 3 and 4 are devoted to testing whether the observed differences in children's work estimates are in fact statistically significant, how they compare to differences in other activities (like schooling) and what are the main characteristics of such differences.

5.   The analysis confirms that estimates of child work participation do vary in a significant way across surveys of different kind. We then try to understand whether such differences can be due to the sample design or to other characteristics of the surveys. In other words, whether different populations are targeted by the various surveys, or whether they address the same (or very similar) population with different instruments. In a way, it would be easier to address the survey comparability issues if the divergence in estimates were caused by the sample design, as statistical instruments are also available to address these situations. Unfortunately, as shown in Section this does not appear to be the case.

6.   We then turn to look to the differences in the other survey characteristics with a special focus on observables elements like questionnaire design, period of implementation, etc. We can identify a set of differences in these characteristics that are likely to influence child work estimates and discuss their potential role.

7.   Finally, we develop an econometric analysis aimed at identifying the impact of the various observable characteristics on the estimates of child labour stemming from the different surveys. This exercise will also help to assess how much of the variation across survey we are able to explain on the basis of easily observable difference and how much remains unexplained. The cross country estimates will also be used to generate sets of country level estimates consistent (on the basis of observable characteristics) across countries and so offer a picture of what can be achieved in terms of consistency across surveys on an ex-post basis.

2.   DATA SOURCES AND METHODS

8.   This study is based on the analysis of data (the list of survey datasets utilised in the study is provided in Annex 3 and 4) for a number of countries for which multiple surveys covering child labour have been conducted. The datasets were selected on the basis of availability, the survey reference periods and survey type. In each country covered by the study, an attempt was made to utilise survey datasets for similar reference periods and to use surveys representative of the main survey programmes for child labour data collection. Therefore, even if we have attempted to consider a wide geographic representation, the study does not claim to be representative of survey differences at regional or sub regional level.

9. In order to keep the presentation manageable, part of the more in depth analysis has been limited to a subset of countries. These countries were selected on the basis of data quality considerations and, especially, of overlap in the survey reference periods. Of course, new datasets are continuously becoming available and, therefore, more countries or more country data points could be added to the analysis. However, besides the obvious consideration that we needed to draw the line somewhere, it becomes apparent form our analysis that no substantive changes to our conclusions can be expected by adding a few additional countries.

10. We have focused our analysis on small subset of indicators, again to keep the presentation manageable. For each of the surveys included, we have computed estimates of children's involvement in economic activity as a proxy for child labour. This offers a potentially homogeneous benchmark, as child labour definitions varies from country to country according to national legislation. Children's involvement in economic activity, in turn, is a broad concept covering all market production and certain types of non-market production (principally the production of goods for own use). It includes forms of work in both the formal and informal sectors, as well as forms of work both inside and outside family settings.

11. It is worth noting that children's involvement in economic activity as defined here does not include children looking for work. We have also computed children's school attendance, where attendance is defined as children currently attending school. For both involvement in economic activity and school attendance, the 10-14 years age group is used because this is the age range for which most observations are available across the various surveys. Main conclusions, however, do not change when broader (5-14 or 7-14 years) age ranges are utilized.

3.   SURVEY COMPARABILITY: AN OVERVIEW

12. A quick overview of survey results in a variety of national contexts reveals frequent variations in child labour estimates derived from different survey instruments, even when these survey instruments are implemented in similar reference periods (Figure 1). Indeed, the differences in estimates children's involvement in economic activity are statistically significant in all 9 of the countries considered where two separate surveys were conducted within one year of each other.

13. The differences in estimates are often dramatic: in Cameroon, for instance, the Multiple Indicator Cluster Survey for the year 2000 yielded a child economic activity estimate of 64 percent while only one year later Priority Survey put child involvement in economic activity at just 16 percent, an implausibly large drop of three quarters. In Senegal, the Demographic and Health Survey for the year 2005 yielded a one-third higher estimate of child economic activity than the SIMPOC survey despite the fact that the surveys were conducted in the same reference year. In Sao Tome e Principe, one estimate of child economic activity MICS-2 survey

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was six times higher than another Living Standards Measurement Study Survey, although both again were for the same reference year.

14. The variations in child labour estimates cast considerable doubt on their reliability as guides for policy and decisions concerning resource allocations. To take another example, child labour in Mali has putatively risen three-fold over a four-year period, from 28 percent (DHS) to over 75 percent (SIMPOC survey), suggesting an urgent policy response is needed. But if this rise is in fact only a reflection of measurement error, such a response would risk a misallocation of resources and a distorting of development priorities. In countries like Lesotho, the risk lies in the opposite direction. If survey results are taken at face value, child labour in Lesotho fallen from 34 percent to under four percent, and the country is therefore firmly on track for child labour elimination. But, again, if these results are largely a reflection of measurement error, they may lead to an under-investment in child labour elimination efforts. In sum, different survey estimates of child labour are not merely of academic interest, but rather can be an important constraint to efforts towards child labour elimination.

15. Differences in survey-generated estimates of school attendance, by contrast, are much smaller, and where differences occur across reference periods, they typically show a rise in attendance, consistent with global trends (Figure 2).[10] There are however some exceptions. These findings, however, are in general consistent with trends shown by other data from national education information systems. The consistency of school attendance estimates suggests that the survey instruments for measuring children's time use are not generally flawed, but rather that there are specific problems in the way that different surveys measure children's involvement in economic activity. There appear to be important underlying methodological inconsistencies in the survey instruments around the measurement of children's economic activities that need to be understood and accounted for in the design of future surveys and in assessing current estimates. The following sections assess in a more formal way the significance and the characteristics of the differences in the estimates of child work and school.

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[10] The rise in school attendance in Cameroon is implausibly large, hinting at problems in the measurement of both economic activity and school attendance in this country.

Figure 1. Survey comparison: child involvement in economic activity, 10-14 years age group, by survey type, country and year

Notes: (a) MICS2: Multiple Indicator Cluster Survey, second wave; (b) SIMPOC: IPE Statistical Information and Monitoring Programme on Child Labour ; (c): Demographic and Health Survey; (d): **Living Standards Measurement Study Survey**; (e): Labor Force Survey ; (f): Core Welfare Indicators Questionnaire Survey; (g): Priority Survey ; (h): Integrated Survey; (i): National Household Survey ; (j): Household Income and Expenditure Survey; (k) National Household Sample Survey (PNAD).

Source: UCW calculations based on above survey datasets

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Figure 2. Survey comparison: school attendance rates, 10-14 years age group, by survey type, country and year
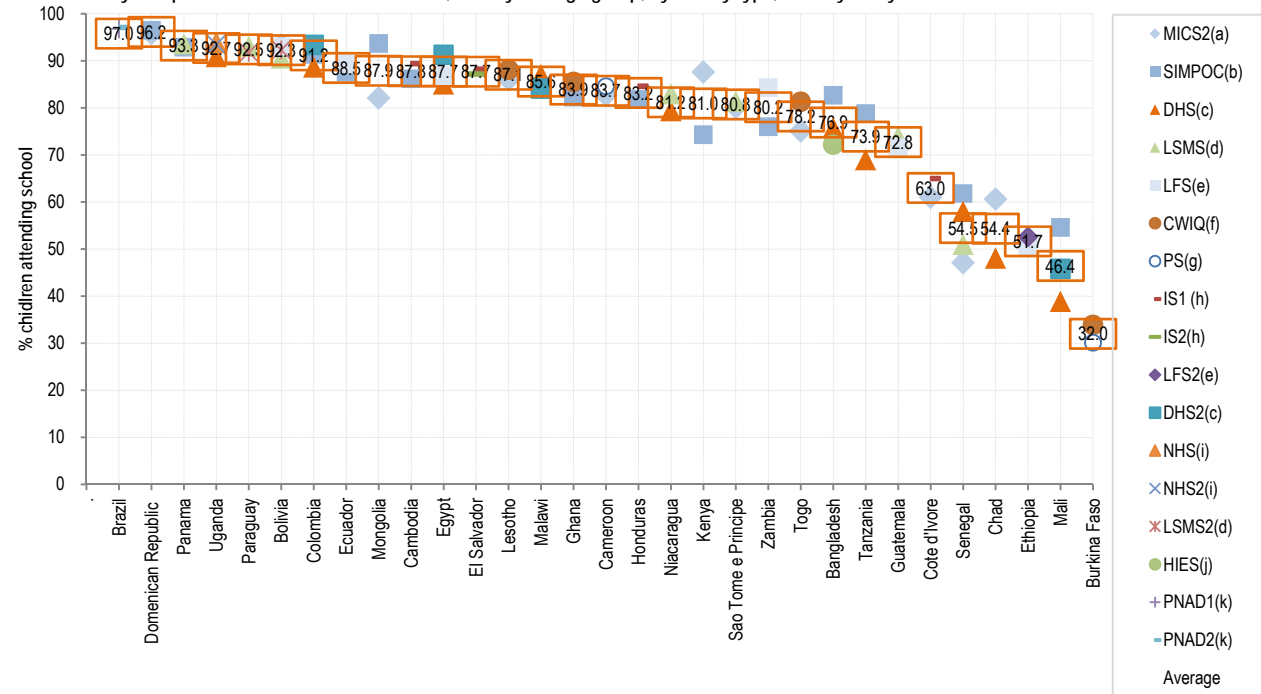
Notes: (a) MICS2: Multiple Indicator Cluster Survey, second wave; (b) SIMPOC: IPE Statistical Information and Monitoring Programme on Child Labour ; (c): Demographic and Health Survey; (d): **Living Standards Measurement Study Surv**ey; (e): Labor Force Survey ; (f): Core Welfare Indicators Questionnaire Survey; (g): Priority Survey ; (h): Integrated Survey; (i): National Household Survey ; (j): Household Income and Expenditure Survey; (k) National Household Sample Survey (PNAD).
Source: UCW calculations based on above survey datasets

4. DIFFERENCES IN CHILD LABOUR ESTIMATES: A MORE IN-DEPTH LOOK

16. This section looks in more depth at the comparability of child labour and schooling estimates in nine of the countries where surveys were conducted during the same or similar reference periods (i.e. Cameroon, Senegal, Bolivia, Sao Tome e Principe, Ghana, Lesotho, Brazil, Kenya, Bangladesh), and where longitudinal changes can therefore be largely excluded as an explanation for the differing estimates. Results from the other surveys cited above are similar, but may be biased by the length of the time span between the comparator surveys.

4.1 Statistical significance of differences in estimates

17. In all nine countries differences, differences in estimates of children's involvement in economic activity are statistically significant at the one percent level. In order to test the equality of mean of the child labor indicators and school attendance rates obtained from two different surveys for each country, we use the following OLS regression with a binary dummy variable:

$$y_i = \alpha + \beta D_s + \varepsilon$$

where y is an indicator of children's activity i (i = participation in economic activity and school attendance, in our case), D_s is survey dummy variable. The estimate of β is an estimate of the difference between the mean of the given indicator in the two surveys[11].

18. For children's work, (see Table 1) the magnitude of the differences in estimates are generally very large: in all but one of the eight countries (the exception is Brazil, where the comparator surveys are all part of the same program, PNAD), one survey yielded at least a one-third higher estimate of child work in economic activity than the other, and in three of the eight surveys one survey estimate was more than three times higher than the other, again despite similar reference periods. All these differences are not only large, but also statistically significant at one percent level.

19. The Table 1 shows also the results of the same analysis for school attendance. As mentioned, the differences in the estimates across surveys are much smaller in size than those observed for children's work.

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[11] We do not use the t-test (that is the equivalent way to test the equality of mean) because of the Stata routine which does not allow weights for the ttest

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Table 1.   Children's involvement in economic activity and schooling, 10-14 years age range, by survey type, selected countries

Country	Survey	Children in economic activity	Children attending school
Bangladesh	DHS, 2004	11.2	75.8
	SIMPOC, 2002/03	26.1	82.7
	absolute difference	14.9***	6.9***
Bolivia	MICS2, 2000	32.0	93.3
	LSMS, 2000	22.9	90.7
	absolute difference	9.1***	2.6***
Brazil	PNAD, 2003	10.4	97.1
	PNAD, 2004	10.1	96.8
	Difference	0.3	0.3***
Cameroon	MICS2, 2000	64.3	82.7
	PS, 2001	16.0	84.7
	absolute difference	48.3***	2.0***
Ghana	SIMPOC, 2000	34.2	82.3
	CWIQ, 2003	7.7	85.5
	absolute difference	26.5***	3.2***
Kenya	MICS2, 2000	44.0	87.6
	SIMPOC, 1998/99	8.0	74.3
	Difference	36.0***	13.3***
Lesotho	MICS2, 2000	34.4	86.0
	CWIQ, 2002	3.5	88.1
	absolute difference	30.9***	2.1***
Sao Tome e Principe	MICS2, 2000	19.7	80.1
	LSMS, 2000	3.0	81.4
	Difference	16.7***	1.3
Senegal	DHS, 2005	35.2	58.0
	SIMPOC, 2005	22.3	61.8
	Difference	12.9***	3.8***

Notes: ***statistically significant at 1% level, **statistically significant at 5% level, *statistically significant at 10% level.

20. Another way of looking at the same issue is to ask whether the mean of the estimates from the available surveys will generate estimates of children's activities that are not statistically different from those obtained by the original surveys. If this were the case, then just taking averages across different surveys could solve the problem of comparability. As shown in Table 2, in the case of children's work the point estimates from the different surveys are always statistically different from their average. But for school attendance the situation is again different. Not only are the differences much smaller in absolute value, but several of them are not statistically significant.

21. Summing up, estimates of child labour stemming from different surveys carried out in the same country and in the same (or very close) year are statistically different from each other and there is no simple way (like taking the mean) to reconcile these differences. This problem appears to be of much smaller importance for estimates of school attendance. Before discussing the possible causes of this lack of comparability, we look further in the sections below at the characteristics of the difference in the estimates.

Table 2.   Children's involvement in economic activity and schooling

Country	Survey	Children in economic activity	Children attending school
Bangladesh	1.DHS, 2004	11.2	75.8
	2.SIMPOC, 2002/03	26.1	82.7
	3. Average from the both surveys	18.6	79.2
	absolute difference 1 and 3	7.4***	3.4***
	absolute difference 2 and 3	7.5***	3.5***
Bolivia	1. MICS2, 2000	32.0	93.3
	2.LSMS, 2000	22.9	90.7
	3. Average from the both surveys	27.4	92.0
	absolute difference 1 and 3	4.6***	1.3**
	absolute difference 2 and 3	4.5***	1.3**
Brazil	1.PNAD, 2003	10.4	97.1
	2.PNAD, 2004	10.1	96.8
	3. Average from the both surveys	10.2	97.0
	absolute difference 1 and 3	0.2	0.1
	absolute difference 2 and 3	0.1	0.2
Cameroon	1.MICS2, 2000	64.3	82.7
	2.PS, 2001	16.0	84.7
	3. Average from the both surveys	41.4	83.6
	absolute difference 1 and 3	22.9***	0.9
	absolute difference 2 and 3	25.4***	1.0*
Ghana	1.SIMPOC, 2000	34.2	82.3
	2.CWIQ, 2003	7.7	85.5
	3. Average from the both surveys	21.8	83.8
	absolute difference 1 and 3	14.1***	1.7***
	absolute difference 2 and 3	12.4***	1.5***
Kenya	1.MICS2, 2000	44.0	87.6
	2.SIMPOC, 1998/99	8.0	74.3
	3. Average from the both surveys	26.1	81.0
	absolute difference 1 and 3	17.9***	6.6***
	absolute difference 2 and 3	18.1***	6.7***
Lesotho	1.MICS2, 2000	34.4	86.0
	2.CWIQ, 2002	3.5	88.1
	3. Average from the both surveys	17.8	87.1
	absolute difference 1 and 3	16.6***	1.1*
	absolute difference 2 and 3	14.3***	1.0
Sao Tome e Principe	1.MICS2, 2000	19.7	80.1
	2.LSMS, 2000	3.0	81.4
	3. Average from the both surveys	11.7	80.7
	absolute difference 1 and 3	8.0***	0.6
	absolute difference 2 and 3	8.7***	0.6
Senegal	1.DHS, 2005	35.2	58.0
	2.SIMPOC, 2005	22.3	61.8
	3. Average from the both surveys	28.7	59.8
	absolute difference 1 and 3	6.5***	1.8***
	absolute difference 2 and 3	6.4***	1.8**

Notes: ***statistically significant at 1% level, **statistically significant at 5% level, *statistically significant at 10% level.

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4.2 Estimates by student status

22. One initial question arising when attempting to understand these differences is whether they are consistent across all sub-categories of child workers, or are concentrated in certain groups of working children. It may be that some surveys are more effective in capturing the child labour population in all its various dimensions while others systematically exclude certain sub-groups of working children. It may also be that certain categories of children's work are difficult to capture and, hence, more likely to be influenced by the way the surveys are designed or implemented.

23. Student and non-student working children are two especially important sub-categories of the child labour population. Some children combine their work responsibilities with schooling while others work only, and it is the latter group that is frequently most disadvantaged, denied the possibility of acquiring the human capital necessary for more gainful employment in the future. Work type (i.e., different economic sectors and work modalities) and demographic profile (i.e., sex, age and place of residence) are other important categorizations of the working children population. Differences in estimates for each of these sub-categories are looked at briefly below.

24. Disaggregating the estimates of children at work in economic activity into students and non-students shows that it is the first group, i.e., working students, that accounts for by far the largest proportion of the overall differences in child labour estimates both in absolute and relative terms (See Table 3). In Bolivia, the higher overall estimate of child economic activity yielded by the MICS2 instrument is accounted for entirely by this group; indeed, MISC2 yielded a *lower* estimate of the other category of working children (i.e., non-students). In Cameroon, the large difference in estimates of child labour generated by the MICS2 and PS surveys is largely due to the fact that the latter survey failed to capture working students, a group recorded instead as non-working students (the estimate for this latter group was much higher for the PS survey, though overall estimates of school attendance differed little between the two surveys.) Similarly, in Ghana, Lesotho and Sao Tome e Principe, one of two comparator surveys largely excludes the category of working children also attending school. In all eight countries, differences in estimates working students are much larger than differences in estimates of non-working students, in both absolute and proportionate terms.

Table 3.   Children's involvement in economic activity and schooling, 10-14 years age range, by survey type, selected countries

Country	Survey	In economic activity, not attending school	In economic activity and attending school	In school, not in economic activity	Not in economic activity, not attending school
Bangladesh	DHS, 2004	9.6	1.7	74.2	14.6
	SIMPOC, 2002/03	14.1	12.0	70.7	3.2
	absolute difference	4.5***	10.3***	3.4***	11.4***
Bolivia	MICS2, 2000	3.9	28.1	65.2	2.8
	LSMS, 2000	5.4	17.5	73.2	3.9
	absolute difference	1.5**	10.6***	8.0***	1.1**
Brazil	PNAD, 2003	0.6	9.7	87.4	2.2
	PNAD, 2004	0.8	9.3	87.5	2.4
	Difference	0.2**	0.4**	0.1	0.2*
Cameroon	MICS2, 2000	11.4	52.9	29.8	5.9
	PS, 2001	8.4	7.6	77.1	7.0
	absolute difference	3.0***	45.3***	47.3***	1.1**
Ghana	SIMPOC, 2000	11.7	22.5	59.7	6.0
	CWIQ, 2003	5.5	2.2	83.3	9.0
	absolute difference	6.2***	20.3***	23.6***	3.0***
Kenya	MICS2, 2000	5.7	38.3	49.3	6.8
	SIMPOC, 1998/99	3.7	4.3	70.0	22.0
	Difference	2.0***	34.0***	20.7***	15.2***
Lesotho	MICS2, 2000	7.0	27.3	58.7	7.0
	CWIQ, 2002	2.6	0.9	87.2	9.3
	absolute difference	4.4***	26.4***	28.5***	2.3***
Sao Tome e Principe	MICS2, 2000	4.4	15.3	64.8	15.5
	LSMS, 2000	2.7	0.3	81.1	15.9
	Difference	1.7***	15.0***	16.3***	0.4
Senegal	DHS, 2005	17.6	17.6	40.6	24.2
	SIMPOC, 2005	13.7	8.6	53.2	24.6
	Difference	3.9***	9.0***	12.6***	0.4

Notes: ***statistically significant at 1% level, **statistically significant at 5% level, *statistically significant at 10% level.

25. What does this mean from a survey design perspective? It suggests that some survey instruments are more effective in capturing the interaction between work and school, while others treat work and schooling more as mutually exclusive activity categories, not recording or under-reporting the fact that some students are working too. In general, it appears that the MICS2 instrument is most effective in capturing this interaction between work and school and that the CWIQ instrument is least effective in this regard, while the degree to which SIMPOC and LSMS instruments pick up this group of working students varies from survey to survey. But such generalised conclusions should obviously be interpreted with caution, owing to the limited number of surveys included in this analysis.

4.3 Estimates by work sector and modality

26. Another possibility is that the overall differences in estimates reflect the fact that some surveys are less effective in capturing certain specific work sectors or work modalities. Comparing estimates of children working in different economic sectors and work modalities is complicated by the fact that the collection of this information is not standardised across survey instruments. The MICS2 survey, for example, does not report self-employment or economic sector, and, unlike the

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other instruments, collects information on unpaid work only in the context of family work.

27. The results presented in Table 4 indicate clearly that only in the case of children in wage employment do different surveys show consistent estimates. For employment in other modalities the differences remain large. In fact, (Table 5) the differences across surveys for the estimates of children working for a wage are small and often also not statistically significant. As it will become apparent also after the more detailed discussion in the next sections, this is not surprising as being in wage employment is a category of activity that is clearly defined.

Table 4.   Children's involvement in different modalities of economic activity, 10-14 years age group

Country	Surveys	As % of all 10-14 year-olds				As % of 10-14 year-olds in economic activity			
		Self-employed	Unpaid family workers[a]	Employee/wage/paid	Other	Self-employed	Unpaid family workers[a]	Employee/wage/paid	Other
Bolivia	LSMS, 2000	0.9	19.9	2.1	-	3.8	87.0	9.2	-
	MICS2, 2000	-	27.2	3.5	1.3	-	85.1	10.9	4.0
Brazil	PNAD, 2003	0.8	0.6	1.6	7.3	8.2	6.5	16.7	68.6
	PNAD, 2004	0.7	5.7	2.4	1.3	7.3	61.3	25.5	5.9
Cameroon	PS, 2001	1.1	0.2	0.1	14.5	6.6	1.4	0.6	91.4
	MICS2, 2000	-	41.0	3.0	0.0	-	61.4	4.6	34.0
Ghana	SIMPOC, 2000	2.7	30.1	0.9	0.5	8.0	87.8	2.8	1.4
	CWIQ, 2003	0.9	5.8	0.5	0.4	11.9	76.4	6.0	5.7
Kenya	SIMPOC, 1998/99	0.0	6.5	1.3	0.0	0.5	81.3	16.7	1.5
	MICS2, 2000	-	42.0	-		-	95.5	-	
Lesotho	CWIQ, 2002	0.1	2.1	1.3	-	3.0	58.8	38.1	-
	MICS2, 2000	-	21.8	1.1	3.4	-	83.0	4.2	12.8
Sao Tome e Principe	LSMS, 2000	0.1	1.1	1.3	0.5	2.1	37.0	43.0	17.9
	MICS2, 2000	-	15.6	1.4	2.6	-	79.3	7.3	13.4
Senegal	DHS, 2000	-	26.3	2.1	5.1	-	78.6	6.3	15.1
	SIMPOC, 2001	1.5	18.0	1.2	1.5	6.6	81.0	5.5	6.9

(a) MICS includes family workers and unpaid (family and non-family) workers

Table 5. Children's involvement in different modalities of economic activity, as percentage of all children in 10-14 years age group

Country	Surveys	As % of all 10-14 year-olds
		Employee/wage/paid
Bolivia	LSMS, 2000	2.1
	MICS2, 2000	3.5
	absolute difference	1.4***
Brazil	PNAD, 2003	1.6
	PNAD, 2004	2.4
	absolute difference	0.8***
Cameroon	PS, 2001	0.1
	MICS2, 2000	3.0
	absolute difference	2.9***
Ghana	SIMPOC, 2000	0.9
	CWIQ, 2003	0.4
	absolute difference	0.5***
Lesotho	CWIQ, 2002	1.3
	MICS2, 2000	1.1
	absolute difference	0.2
Sao Tome e Principe	LSMS, 2000	1.3
	MICS2, 2000	1.4
	absolute difference	0.1
Senegal	DHS, 2000	2.1
	SIMPOC, 2001	1.2
	absolute difference	0.9***

4.4 Estimates by demographic criteria

28. A third possibility is that surveys differ in terms of their ability to capture working children falling into certain specific demographic categories. But patterns are less apparent when the working children population is broken down according to demographic criteria (i.e., age, sex and place of residence). Differences in the estimates of children in economic activity extend across all age groups, although in some countries (e.g., Ghana, Kenya and Lesotho) the magnitude of the difference rises with age. Differences in estimates of children in economic activity by sex appear especially important in Bangladesh, Lesotho, Cameroon and Senegal. In the first three countries the comparator survey instruments differ more in their reporting of boys in economic activity, while in the forth country differences are larger in estimates of girls in economic activity. It may be that this is a reflection of differences in the effectiveness of survey instruments in capturing the *types* of work commonly performed by girls and boys, rather than in their ability to measure boys' and girls' involvement in work *per se*. Place of residence appears to be an important factor in explaining differences in estimates in a number of the countries. Estimates of rural working children vary more than estimates of urban working children in all countries except Senegal.

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Table 6. Children's involvement in economic activity, by survey instrument, age, sex and residence, selected countries

Country	Surveys	Percentage difference in estimates													
		Age in years										Sex(a)		Residence(a)	
		5	6	7	8	9	10	11	12	13	14	Male	Female	Urban	Rural
Bangladesh	DHS, 2004	-	-	-	1.2	1.9	4.9	6.9	11.8	13.4	20.0	13.3	3.6	11.4	7.7
	SIMPOC, 2002/03	0.8	0.8	1.0	2.2	3.6	7.7	9.6	34.3	37.9	42.2	26.9	11.3	15.9	20.4
	absolute difference				1.0***	1.7***	2.8***	2.7***	22.5***	24.5***	22.2***	13.6***	7.7***	4.5***	12.7***
Bolivia	LSMS,2000	-	-	10.9	12.1	15.5	15.7	18.1	24.4	26.2	31.8	20.4	18.0	7.0	37.8
	MICS2, 2000	10.1	10.4	19.1	20.3	23.9	27.2	26.9	34.1	34.0	38.8	30.2	25.1	11.4	51.1
	absolute difference			8.2***	8.2***	8.4***	11.5***	8.8***	9.7***	7.8***	7.0**	9.8***	7.1***	4.4***	13.4***
Brazil	PNAD, 2003	0.3	0.8	1.0	1.8	2.4	5.6	7.5	9.4	12.9	16.2	7.8	3.8	3.3	16.8
	PNAD, 2004	0.4	0.8	1.1	2.1	2.8	5.0	7.2	9.1	12.5	16.7	7.7	3.7	3.0	16.4
	absolute difference	0.2*	0.0	0.1	0.3	0.4	0.5	0.3	0.3	0.4	0.4	0.1	0.1	0.3***	0.4
Cameroon	PS, 2001	-	-	-	-	-	15.6	12.5	18.4	14.9	17.6	14.4	17.4	22.2	3.5
	MICS2, 2000	22.6	32.1	43.5	52.2	58.2	59.9	66.7	64.0	66.8	65.3	66.8	61.6	49.1	72.3
	absolute difference						44.3***	54.2***	45.6***	51.9***	47.7***	52.4***	44.2***	26.9***	68.8***
Ghana	SIMPOC, 2000	4.2	10.2	15.7	19.5	23.8	30.4	32.4	35.6	35.9	37.7	24.5	24.0	10.6	32.1
	CWIQ, 2003	0.9	1.8	2.3	3.5	4.1	6.3	5.5	7.5	8.9	10.1	5.0	4.9	1.9	6.8
	absolute difference	3.3***	8.4***	13.4***	16.0***	19.7***	24.1***	26.9***	28.1***	27.0***	27.6***	19.5***	19.1***	8.7***	25.3***
Kenya	SIMPOC, 1998/99	3.4	3.9	3.7	5.2	4.8	6.6	5.9	7.4	8.0	11.9	6.4	5.9	-	-
	MICS2, 2000	10.1	14.7	20.9	28.8	32.8	38.0	38.2	43.8	49.2	50.6	34.7	30.4	5.3	38.1
	absolute difference	6.7	10.8	17.2	23.6	28.0	31.4	32.3	36.4	41.2	38.7	28.3***	24.5***		
Lesotho	CWIQ, 2002	0.3	0.6	0.9	0.7	1.4	2.5	1.8	1.8	6.0	4.9	3.4	1.1	0.8	2.6
	MICS2,2000	14.2	16.7	22.0	22.1	27.0	30.5	32.0	35.3	35.8	38.2	31.3	25.0	23.2	29.3
	absolute difference	13.9***	16.1***	21.1***	21.4***	25.6***	28.0***	30.2***	33.5***	29.8***	33.3***	27.9***	23.9***	22.4***	26.7***
Sao Tome e Principe	LSMS, 2000	-	-	-	-	-	0.3	1.1	2.0	4.7	7.2	4.6	1.2	2.6	3.5
	MICS2, 2000	8.1	7.8	9.7	13.9	15.5	14.1	19.7	20.9	21.7	23.5	22.5	16.7	16.5	22.5
	absolute difference						13.8***	18.6***	18.9***	17.0***	16.3***	17.9***	15.5***	13.9***	19.0***
Senegal	DHS, 2000	17.4	23.1	25.8	28.8	32.8	32.0	34.4	36.6	35.6	38.1	33.4	26.7	24.7	33.3
	SIMPOC, 2001	3.2	6.6	9.9	13.9	16.2	19.7	19.6	23.3	24.6	24.1	20.4	10.6	5.1	21.0
	absolute difference	14.2***	16.5***	15.9***	14.9***	16.6***	12.3***	14.8***	13.3***	11.0***	14.0***	13.0***	16.1***	19.6***	12.3***

Notes: ***statistically significant at 1% level, **statistically significant at 5% level, *statistically significant at 10% level.
(a) Average estimations refer to the 5-14 year-olds group, with the exceptions of Bangladesh (8-14 year-olds), Bolivia (7-14 year-olds), Cameroon and Sao Tome e Principe (10-14 year-olds).

4.5 Estimates by working hours

29. Child work estimates differ largely not only in terms of participation rate, but also in terms of average working hours (For details refer to the table in the Appendix). A detailed discussion of such differences would not add much to what we have already described. We discuss here, instead, the possibility of a systematic relationship between average working hours estimates and participation rate estimates. If a survey, for whatever reason, is more able to capture a relatively rare phenomena like children's work, it is possible that it might be capturing marginal workers (i.e. children working few hours). It other words, it is reasonable to assume that, due to the questionnaire or other elements, some surveys can capture children working even for few hours per week, while other surveys capture only those employed for more hours. If this were true, than we should observe a negative relationship between participation rates and average working hours across different surveys.

30. The following table presents participation rates estimates for different thresholds of working hours. The sample of surveys considered in the table is too small to draw any clear conclusion, but it indicates that differences in participation rates do vary substantially with the hour threshold considered, and that differences tend to get smaller as the threshold increases.

Table 7. Economic activity rate, 10-14 years age range, by work intensity, by survey type, selected countries(1)

Country	Survey	Children in economic activity	Percentage of children in economic activity working at least 7 hours per week	Percentage of children in economic activity working at least 14 hours per week	Percentage of children in economic activity working at least 21 hours per week
Bolivia	MICS2, 2000	32.0	25.0	17.6	7.8
	LSMS, 2000	22.9	21.2	15.7	12.6
	difference	9.1	3.8	1.9	-4.8
Brazil	PNAD, 2003	10.4	9.3	7.1	3.5
	PNAD, 2004	10.1	9.0	7.5	3.4
	difference	0.3	0.3	-0.4	0.1
Cameroon	MICS2, 2000	64.3	52.0	41.3	30.9
	PS, 2001	16.0	14.1	11.2	9.0
	difference	48.3	37.9	30.1	21.9
Kenya	MICS2, 2000	44.0	23.6	12.0	5.9
	SIMPOC, 1998/99	8.0	7.7	7.0	5.9
	difference	36.0	15.9	5.0	0.0
Senegal	DHS, 2005	35.2	4.8	1.9	1.3
	SIMPOC, 2005	22.3	17.8	14.4	12.1
	difference	12.9	-13.0	-12.5	-10.8

Notes: (1) Only countries for which both surveys have information about working hours have been included; Source: UCW calculations based on above survey datasets

31. Extending the analysis to whole sample of 35 countries that we consider in this study, we observe (Figure 3) a weak negative relationship between children's economic activity rate and weekly working hours. The correlation coefficient is negative (-0.15) but statistically not significant.

Figure 3. Average rate of involvement in economic activity and average weekly working hours, 10- 14 years age group
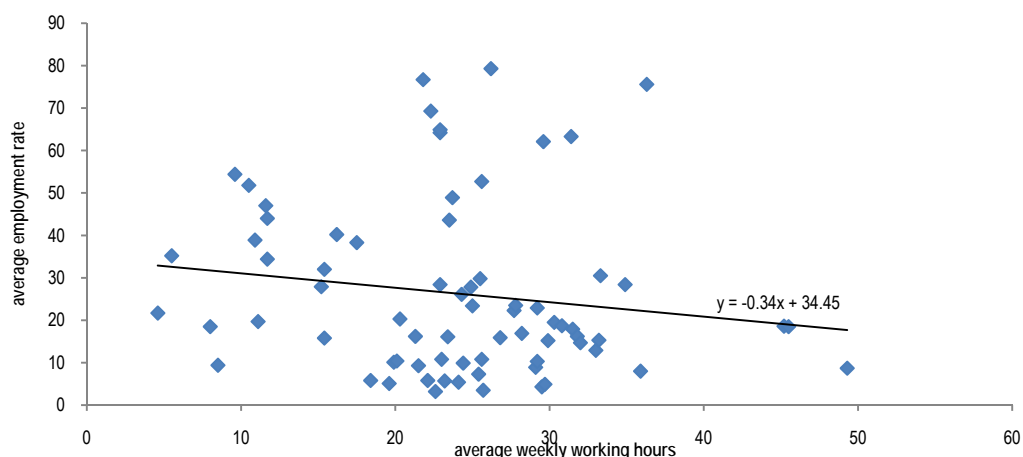
Source: UCW calculations based on various surveys (for details see Annex A.4)

32. However, utilizing surveys from different countries might make it difficult to identify any relationship due to the differences in hours worked across countries. We have hence run a simple regression of average children's work rate on average

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working hours controlling for country differences. As Table 8 indicates, once we control for country differences, a clear negative relationship between children's working hours and children's level of involvement in work emerges. This negative relationship is of non-negligible size: an increase in average working hours by one hour a day is associated with a reduction of four percent in the estimated participation rate.

33. The results illustrated in this section are consistent with the hypothesis that different surveys are indeed capable of capturing "marginal" workers better than others. We now turn to discuss which of the differences in observable characteristic of the surveys can help us to explain the observed differences in children's work estimates.

Table 8. **Participation rate and working hours** (dependent variable: average participation rate)

Variable	Coeff.	Z
average weekly working hours	-0.55	-2.54**
const	35.71	2.84***

Notes: (a) Country dummies: Yes; (b) Number of observations: 72

Source: UCW calculations based on various surveys (for details see Annex A.4)

5. SURVEY DESIGN AND CHILD LABOUR ESTIMATES

34. What factors underlie the large differences in estimates discussed in the previous sections? As shown in Table 4 and in more detail in Annex 1, the two comparator survey instruments in each of the eight countries differ in a number of important ways, each of which could play a role in influencing estimates. Most of the comparator surveys have different general objectives, and pose different questions on child labour to different household members at different times of the year. The specific survey design issues of question type, survey respondent and seasonality are looked at in this and the subsequent section of the study. The issue of sampling is looked at separately in section 6 of this study.

Table 9. Survey comparability: summary of differences in survey instruments

Country	Difference in primary objective or target of survey?	Survey design characteristics			
		Differences in question phrasing and detail?	Differences in length of reference period?	Differences in timing (season) of field work?	Differences in sampling(1)?
Bolivia	yes	yes	no	yes	No
Bangladesh	yes	yes	yes	yes	No
Brazil	no	no	no	no	No
Cameroon	yes	yes	yes	yes	No
Ghana	yes	yes	no	yes	No
Kenya	yes	yes	no	yes	No
Lesotho	yes	yes	no	yes	No
Sao Tome e Principe	yes	yes	yes	yes	No
Senegal	yes	yes	no	-	No

Notes: (1) See Section 7 for details

5.1 Survey questions on children's work

35. The level of detail and phrasing of survey questions on children's work in economic activity are likely to play a particularly important role in influencing estimates, as these are what determine the variable actually being measured. The survey instruments utilised in the nine countries vary considerably in terms of both the phrasing and detail contained in the questions relating to children's work, a reflection of the different underlying objectives of these instruments. While some of the instruments are designed with an explicit focus on children's work (e.g., SIMPOC) or on children's conditions generally (e.g., MICS2), others are aimed at measuring broader living standards or welfare levels, and only look at children's work in the context of survey modules on the overall labour force (e.g., LSMS and CWIQ). Not surprisingly, it the first of these instruments, SIMPOC, that contains the most detailed set of questions on the extent and nature of children's involvement in work, but there is substantial variation even among surveys conducted as part of the SIMPOC programme in terms of the exact phrasing and detail of questions on children's work.

36. Questions used for measuring children's involvement in economic activity fall primarily within three broad categories, as illustrated in Table 10. The first category consists of one or more simple, direct question concerning whether or not a child works, and, in some cases, whether or not this work takes place for family or non-family members. The MICS2 survey instrument is the most common example of this category of questions on children's work. The second category consists of a sequential chain of questions aimed at recording all possible forms of work in which a child can be involved. This category of questions is commonly found in labour force survey instruments. The third general category of questions involves collecting information on main occupation, from which work (or specific work type) can be selected from a list of several alternative options (e.g., student, domestic duties, dependent, etc.).

37. For all three categories, seven days is the most common reference period, though some questions may also refer to current, past month or past year, to multiple reference periods, or may not define the reference period at all. Further specific examples of questions on children's work from different survey instruments are provided in Annex 1 of this report.

Table 10.   Comparison of the main questions related to child involvement in economic activity

Question type	Questions	Examples
1. Simple (short) form of questions	Simple questions about last week or current economic activity, for example: • Did he/she do any type of work in the last 7 days? • Did he/she hold a job or work for pay, profit or family gain last week? • Did he/she do any kind of work for someone who is not a member of the household in the last week? • Did he/she do any other family work (in the farm or in business) in the last week? • Is he/she currently working?	MICS2; CWIQ; DHS; some SIMPOC surveys (ex. Ghana/2000, Kenya/1998/99)
2. Complex (long) form of questions	Complex questions about last week or current economic activity: economic activity is defined through the chain of questions which include lists of the possible activities. Sometimes, the next question is asked only in the case of the negative answer on the previous one.	(ex. Ethiopia/2001, Egypt/1998); LSMS(ex. Bolivia/2000, Nicaragua/2001; SIMPOC surveys (ex. Mali/2005, Argentina/2004, Panama/2000)
3. Main occupation status	Economic activity can be only determined by the choice of the main occupation status presented by the list of several options Survey examples: *PS* (alternative options for the main occupation: employed, unemployed homemaker, retired, student, dependent, other);	*NHS/Uganda/1999* (alternative options for the main occupation: too young or old, disabled student, employer, own account worker unpaid family worker, gov't employee, private employee, unemployed political/social/religious worker, att. domestic duties, other)
4. Other cases	Economic activity can be only determined through working hours per week *Note: many surveys ask questions concerning both economic activity during last 7 days and last year	(*ex. LFS/Ethiopia/2005*) (*ex. MICS; some DHS (ex. Chad/2004 Mali/2001); some LFS (ex. Ethiopia/2001 Zambia/2005); some SIMPOC surveys (ex Ghana/2000, Argentina/2004); some LSMS (ex. Vietnam/1997/98)*

38. The possible impact of question type on child labour estimates, however, is not easy to predict. On the one hand, simple intuition might suggest that the complex form of questions about child economic activity yield a higher estimate of child economic activity rate, since they are more likely to capture the full range of economic activities that children are engaged in. But, on the other hand, the very general wording of the simple form of questions could lead some respondents to report productive activities that are not technically economic in nature (see discussion below) thereby inflating estimates of involvement in economic activity.

39. Figure 4, which presents children's work estimates for a sub-sample[12] of countries by type of question on which they are based, indicates that the complex question type usually (but not always) yields higher estimates; this result could indicate that the first effect outweighs the second, but could also of course be due to the confounding effects of other aspects of survey design. The econometric analysis presented in the next section yields more robust evidence in this context: it shows that complex questions generally yield higher estimates that simple questions, which in turn yield higher estimates than questions on main occupation, even when controlling for key demographic factors and other observable characteristics of the surveys.

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[12] We have considered in this example countries for which surveys with different questionnaire are available for the same or very close year.

Figure 4.   Children's involvement in economic activity, by question type and country
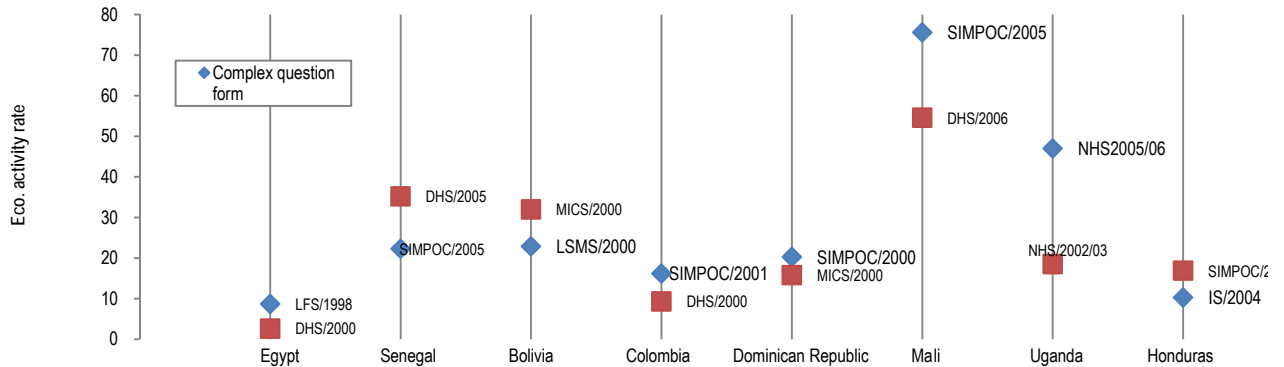
Notes: (a) Only for these countries we have both surveys, with short and complex form of the questions defining eco. activity.
Source: UCW calculations based on various surveys

40. The Indonesian Family Life Survey (IFLS 2000) provides an opportunity to explore the influence of question type on estimates of children's work within the context of a single survey. IFLS 2000 contains three separate questions on child economic activity. First, in the child module, there is a question on whether a child worked for wage or family business in the last month. Second, there is an additional common "control" module containing a question on involvement in work in the last 12 months. Third, there is another common module with a question on primary activity in the previous week, for which "work/helping to earn an income" is one response option. The survey therefore provides three different questions for constructing an indicator of economic activity for the same sample and year.

41. Estimates based on these three separate questions are presented in Table 11. As shown, estimates of involvement in economic activity differ substantially depending on question used, especially for 10-14 year-olds. The estimate based on the question from the child module yielded a much higher estimate of economic activity (14.5 percent) than those based on the questions from the common modules (1.3 percent and 0.5 percent, respectively), despite the fact that the child module question appears the most narrowly framed (i.e., referring only to wage work and work in family business), and is for a one-month rather than one-week reference period.

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Table 11. Comparison of the economic activity rates resulted from different questions by the example of the Indonesian Family Life Survey 2000

Definition of economic activity and school attendance	Age range	Total eco. active	Total attending school	Activity status				Total in eco. activity
				Involved in economic activity, not attending school	Attending school, not involved in economic activity	Involved in economic activity and attending school	Not in economic activity and not attending school	
CHILD MODULE	5-9	1.7	84.8	0.1	83.2	1.6	15.1	1.7
School attendance: Is child now in school? *Economic activity: Did child work for wage in the last month?* + *Did child work on family business in the last month?*	10-14	14.5	90.1	3.9	79.5	10.6	5.9	14.5
ADDITIONAL COMMON MODULE 1	5-9	0.4	85.2	0.0	84.8	0.4	14.8	0.4
School attendance: Is X in school this year? *Economic activity: Did X work in the last 12 months?*	10-14	1.3	99.1	0.2	98.0	1.1	0.8	3.9
3.ADDITIONAL COMMON MODULE 2	5-9	0.1	85.2	0.0	85.1	0.1	14.8	0.2
School attendance: Is X in school this year? *Economic activity: Primary last week activity = working/helping to earn income*	10-14	0.5	99.1	0.2	98.8	0.3	0.8	3.0

Source: UCW calculations based on Indonesian Family Life Survey (IFLS 2000)

5.2 Survey questions on children work and the SNA framework

42. The term "economic activity" has a very specific definition within the international System of National Accounts (SNA) framework,[13] and questions on children's work in survey instruments also differ in terms of their adherence to this definition. Some focus primarily on market economic activity and do not capture, or only partially capture, children's economic activity performed outside the market (e.g., own-account firewood collection, food preservation, water supply, tailoring, etc.). Questions in other survey instruments draw an inaccurate distinction between productive activities falling within and outside the SNA production boundary, or blur the distinction between productive activities that are economic and non-economic in nature. In the MICS2 instrument, for example, water collection is categorised as a non-economic activity whereas this activity

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[13] The System of National Accounts (SNA, Rev. 1993) provides a common frame of reference and conceptual basis for classifying children's time use in general and their involvement in production in particular. **Production**, or **work**, is defined as all activities falling within the **general production boundary**, i.e., all activities whose performance can be delegated to another person with the same desired results. **Non-production activities** are those for which this condition does not hold, and include items such as education, leisure and rest. The System of National Accounts is more restricted than the general production boundary, in that it excludes activities performed by household members in service to the household and its members. These production activities outside the SNA production boundary are defined as **non-economic production**, and comprise items such as cleaning, preparing meals and care of other household members. Production falling within the SNA production boundary is defined as economic production. **Economic production** is a broad concept covering all market production and certain types of non-market production (principally the production of goods for own use). It includes forms of work in both the formal and informal sectors, as well as forms of work both inside and outside family settings. **Market production** involves activities leading to the production of goods and services which are intended for sale or are sold on the market. Some of the outputs from market production may be retained for own consumption or capital formation. **Non-market production** involves activities leading to the production of goods or services primarily for own use, and can be economic or non-economic in nature. **Non-market *economic* production** refers primarily to the production of goods for own use, and include common children's activities such as water and fuelwood collection.

technically falls within the SNA production boundary (i.e., is economic in nature). As a consequence, estimates of children's involvement in economic activity from different survey instruments can actually refer to different underlying sets of productive activities; it is not surprising, therefore, that these estimates differ even for similar reference periods.

5.3 Survey respondent

43. The person actually responding to questions relating to children's work is another important design consideration in explaining differences in estimates. In many surveys, questions about children's work are answered by the household head who may not be well informed about children's activities, or may be less inclined to report children's work for social or cultural reasons. Other surveys direct questions on children's work activities to a child's primary caretaker, who is likely to have better direct knowledge of a child's activities, or to children themselves. The issue of survey respondent is particularly important to keep in mind when comparing the results of MICS (and SIMPOC in some cases) surveys with those of more general living conditions or labour market surveys (e.g., LSMS and CWIQ). The former direct questions on children's work to the mother or primary caretaker, while questions on children's work in the latter are typically directed to the household head.

Figure 5.   *Involvement in economic activity* during last month, 5-9 and 10-14 years age groups, by survey respondent (child module)
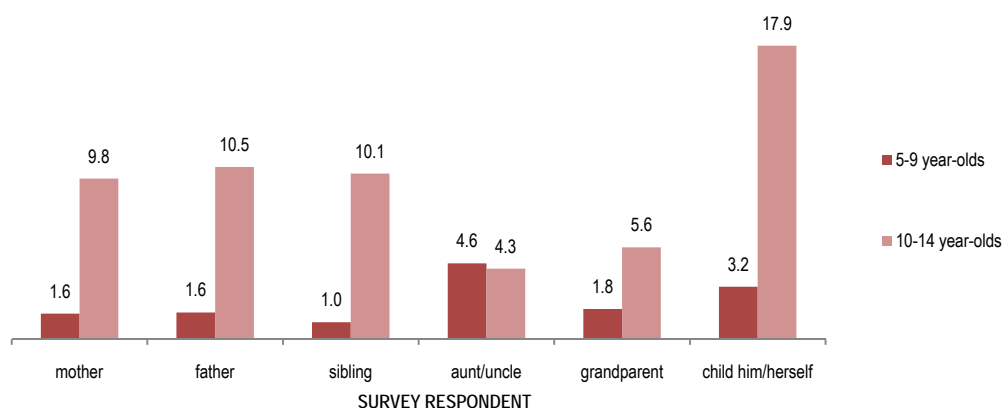
Source: UCW calculations based on Indonesian Family Life Survey (IFLS 2000)

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Figure 6.   Current *school attendance rate*, 5-9 and 10-14 years age groups, by survey respondent (child module)
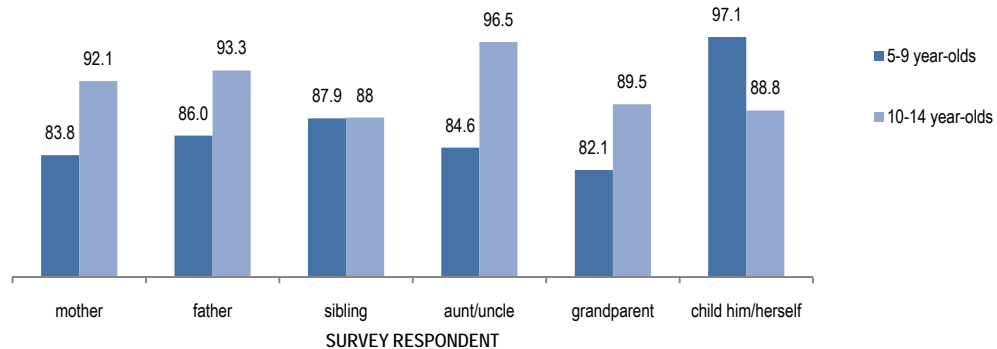
Source: UCW calculations based on Indonesian Family Life Survey (IFLS 2000)

44. Questions contained in the Indonesian Family Life Survey (IFLS 2000)[14] were answered by a number of difference household members (i.e., mother, father, sibling, aunt/uncle, grandparent, child), depending on who was available, and therefore this survey also offers an opportunity to assess the influence of survey respondent in the context of a single survey. Most other survey datasets do not permit the identification of the specific survey respondent in a household.

45. A disaggregation of estimates from IFLS 2000 for school attendance and economic activity by respondent indicates that children themselves generally paint a much less positive picture of their time use than others responding for them. This is particularly the case for 10-14 years age group, who were most likely to respond to the questions in the child module directly.[15] Children from this age group reported much higher levels of involvement in economic activity, and lower levels of school attendance, than the other family members responding on their behalf. Caution must be exercised in generalising this result, as the specific person in the household available to answer survey questions could be influenced by factors such as household income. But the result does at least point to an important potential role of survey respondent in influencing estimates.

5.4 Seasonality

46. Estimates of children's involvement in work and schooling can also be influenced by the season in which the information on work and schooling is collected. Estimates can be distorted, for example, if data collection takes place during periods such us school holidays or harvest season when children's activity patterns differ from other times of the year. Some but not all questionnaires allow for correction of this issue by collecting information on school attendance during

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[14] Specifically, the child module of the Indonesian Family Life Survey (IFLS 2000).

[15] Children aged 5-9 years replied to questions themselves in only three percent of cases. Children aged 10-14 years responded directly to questions in 59 percent of cases.

"current" school year, on school holidays, on work involvement during reference periods of different durations, on the agricultural calendar and on other issues relating to seasonality. When this is not the case, however, the season of data collection can have a strong affect on the profile of children's activities emerging from survey data.

47. Table 12 presents the relevant information about the coincidence of the main school holidays with the period in which the survey has been carried out. As can be seen, very few surveys are carried out during the "summer" holidays, but several are partially conducted during this period. This might have an influence on the estimate participation rates and, especially, on their comparability with survey carried out fully during the school term.

48. As Figure 7 illustrates, however, it is not easy to discern a clear impact of seasonality on children's work estimates, as it tends to be obscured by the other characteristics of the surveys. We will resume the discussion on the impact of seasonality in the next section, when we revert to econometric analysis based on observable characteristics.

Figure 7. Children's involvement in economic activity, by and country and perdio of field work
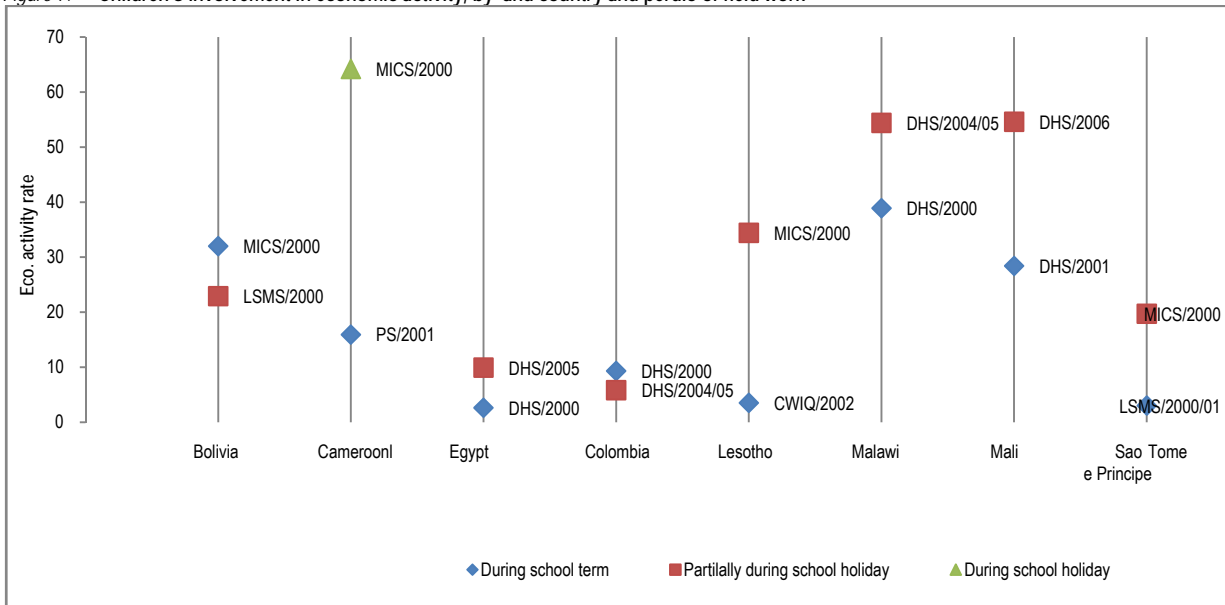
Source: UCW calculations based on various surveys

Table 12.   Survey field work period

Country	Beginning of the academic year	End of the academic year	Survey	Year	Beginning of the field work period	End of the field work period	Survey coincides with main school holidays
Bangladesh	January	December	DHS	2004	January	May	No
			SIMPOC	2002	October	November	No
Bolivia	February	November	MICS	2000	September	November	No
			LSMS	2000	November	December	Partially
			LSMS	2002	November	December	Partially
Cameroon	September	June	PS	2001	October	December	No
			MICS	2000	July	August	Yes
Chad	October	June	DHS	2004	July	December	Partially
			MICS	2000	May	October	Partially
Burkina Faso	October	June	CWIQ	2003	April	July	Partially
			PS	1998	May	August	Partially
Egypt	September	June	DHS	2000	March	May	No
			DHS	2005	April	July	Partially
Ghana	September	July	CWIQ	2003	January	May	No
			SIMPOC	2000	December	December	No
Colombia	February	November	DHS	2000	March	July	No
			DHS	2004-05	October, 2004	June, 2005	Partiallys
Dominican Republic	August	June	MICS	2000	September	December	No
			SIMPOC	2000	November	December	No
Lesotho	March	December	CWIQ	2002	April	June	No
			MICS	2000	February	October	Partially
Malawi	January	November	DHS	2000	July	November	No
			DHS	2004-05	January, 2004	January,2005	Partially
Kenya	January	December	MICS	2000	September	October	No
			SIMPOC	1998-99	December,1998	January, 1999	No
Mali	October	June	DHS	2001	January	May	No
			DHS	2006	February	December	Partially
Panama	March	December	SIMPOC	2000	October	October	No
			LSMS	2003	August	November	No
Paraguay	February	November	LSMS	1999	August	December	Partially
			LSMS	2004	August	January	Partially
			LSMS	2005-06	October, 2005	February, 2006	Partially
Sao Tome e Principe	October	July	MICS	2000	February	September	Partially
			LSMS	2000-01	November, 2000	February,2001	No
Senegal	October	July	DHS	2005	February	May	No
			MICS	2000	May	July	No
Togo	September	June	CWIQ	2006	July	August	Yes
			MICS	2000	August	4,September	Yes
Uganda	February	December	DHS	2000-01	January, 2000	March, 2001	Partially
Tanzania	January	December	DHS	1999	September	November	No
Zambia	January	December	LFS	2005	September	October	No
Cote d'Ivoire	October	June	MICS	2000	January	December	Partially
IE Salvador	January	November	IS	2001	July	December	Partially
			IS	2003	October	December	Partially
Guatemala	March	October	LSMS	2000	July	December	Partially
Honduras	February	December	SIMPOC	2002	May	July	No
Nicaragua	February	December	LSMS	2001	May	June	No
			DHS	2001	September	December	No
Peru	April	December	LSMS	2000	May	June	No
			LSMS	1994	June	August	No
Cambodia	October	July	SIMPOC	2001	April	April	No
			IS	2003-2004	November,2003	January,2004	No
Mongolia	September	June	MICS	2000	June	September	Partially

6. SURVEY DESIGN AND CHILD LABOUR ESTIMATES: ECONOMETRIC EVIDENCE

50. In this section we estimate an econometric model to assess the specific influence on child labor estimates of survey instrument type, survey question type, and seasonality, controlling for key demographic factors. The advantage of a multivariate regression is that it allows examining simultaneously the impact of the different elements of the survey and sampling design, both observable and unobservable. Our estimation strategies consists in regressing child labour estimates obtained by different surveys, in various years and countries, on a set of indicators of observable characteristics, leaving the survey dummies to identify the variation in estimates explained by unobserved survey characteristics.

51. The basis for our estimates, i.e. our dependent variable, is the estimates of weighted[16] average economic activity rates of children aged 10-14 years old disaggregated by survey, country, year of the survey, sex and area of residence. We create a pooled data set across 54 surveys covering 24 countries at different years (for details see Annex 1), where in addition to the cell average of participation to economic activity, we include the following variables: sex, place of residence, type of question about economic activity (e.g., simple, long, occupation list), survey type (e.g., SIMPOC, MICS-2, country and year of implementation.

52. Finally, we regress average economic activity rates and schooling attendance rates on the explanatory variables. Because the dependent variable (employment rate or school attendance) is a ratio taking values between 0 and 1, we use a grouped probit model. The advantage of using a grouped probit is that it produces predictions that are within the 0-1 range.

53. The results are reported in the Table 13, where each column corresponds to a different specification. Marginal effects are reported alongside t-statistics. All specifications include a gender dummy (*male=1*), residence type dummy (*urban=1*)*; and interaction of the two (*male=1* and *urban=1*), survey type dummies (*SIMPOC* being is the reference survey), country dummies (Bangladesh being the reference country) and year dummies.

54. The coefficients on the survey dummies provide average differences in the incidence of child labor as resulting from each of the survey relative to SIMPOC. Those relative to country dummies provide the average differential intensity of child labor in each country relative to Bangladesh. By including year dummies we also control for the circumstance that different data refer to different years. As expected, boys are systematically more likely to be engaged in work than girls (+9 percentage points) and so are rural children relative to urban ones (+20 percentage points).

55. The table clearly shows that there are significant differences in the level of child labor across survey instruments. With the exception of MICS and national labour force surveys all the coefficients on the survey dummies are negative (albeit

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[16] We use the sample weights

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DIFFERENT SURVEY INSTRUMENTS*

not all statistically significant), implying that SIMPOC and MICS provides systematically higher estimates of child labor relative to the other surveys. On average the CWIQ surveys provide the lowest estimates of child labor: this is around 24 percentage points lower than in SIMPOC. It is interesting to observe that the two surveys mostly used to generate estimates of child work appear to provide estimates that are not statistically significant. It should be noted, however, that while the difference might not be statistically significant the point estimates might differ quite substantially.

Table 13. Estimates of average employment rate for children 10-14 years old: MARGINAL EFFECT after group probit

Variable	Model 1		Model 2		Model 3		Model 4		Model 5		Model 6	
	Coef.	z	Coef.	z	Coef.	z	Coef.	z	Coef.	z	Coef.	z
Male	0.0895	4.65	0.0957	4.25	0.0866	3.99	0.0899	4.79	0.0881	4.57	0.0886	4.67
Urban	-0.2042	-10.02	-0.2071	-8.80	-0.2083	-9.17	-0.2054	-10.32	-0.2028	-9.95	-0.2043	-10.18
Male*Urban	-0.0275	-1.00	-0.0400	-1.27	-0.0287	-0.93	-0.0281	-1.05	-0.0268	-0.98	-0.0270	-1.00
Survey dummy (SIMPOC is reference)												
CWIQ	-0.2444	-10.38	--	--	--		-0.2431	-10.08	-0.2427	-7.63	-0.2394	-7.58
PS	-0.2121	-6.01	--	--			-0.1912	-4.64	-0.1660	-1.91	-0.1291	-1.21
DHS	-0.1086	-3.28	--	--			-0.0847	-1.80	-0.1525	-2.69	-0.1164	-1.70
MICS	0.0630	1.39	--	--			0.0875	1.53	0.0050	0.10	0.0384	0.54
LFS	0.0178	0.23	--	--			-0.0368	-0.51	0.0356	0.39	-0.0100	-0.12
LSMS	-0.0407	-0.93	--	--			-0.0581	-1.40	-0.0824	-1.76	-0.0735	-1.58
IS	-0.1768	-5.70	--	--			-0.1806	-6.13	-0.1607	-4.54	-0.1737	-5.26
Type of question dummy (main occupation list is reference)												
Simple	--	--	0.0983	2.42	--	--	0.0369	0.70	--	--	0.0542	0.98
Long	--	--	0.1331	2.97	--	--	0.1196	2.83	--	--	0.1119	2.54
Field work period (in school term is reference)												
Partially outside school term	--	--	--	--	0.1391	4.01	--	--	0.0418	0.96	0.0290	0.64
Outside school term	--	--	--	--	0.3486	3.30	--	--	0.2238	1.18	0.1852	0.96
Missing	--	--	--	--	0.0539	1.36	--	--	-0.0452	-0.72	-0.0112	-0.17
Country dummy(Bangladesh is reference)												
Bolivia	0.0911	1.34	0.0137	0.21	-0.0612	-1.10	0.0513	0.76	0.0835	1.10	0.0532	0.73
Cameroon	0.2924	3.68	0.2012	2.41	-0.0888	-1.16	0.2886	3.67	0.0911	0.51	0.1159	0.63
Chad	0.4218	7.30	0.3794	5.67	0.2201	2.79	0.4189	7.29	0.3960	5.07	0.3995	5.15
Burkina Faso	0.6129	10.51	0.3408	3.62	0.0503	0.53	0.6260	11.34	0.5166	4.72	0.5566	5.32
Egypt	-0.1790	-4.70	-0.2407	-8.27	-0.2709	-13.62	-0.1785	-4.81	-0.1732	-3.44	-0.1777	-3.72
Ethiopia	0.2691	2.60	0.2925	3.31	0.2175	2.26	0.2992	2.95	0.2508	1.95	0.2583	2.00
Ghana	0.0981	1.23	-0.0666	-1.04	-0.0935	-1.66	0.1208	1.47	0.0422	0.52	0.0724	0.81
Colombia	-0.1018	-1.90	-0.1806	-3.98	-0.2371	-9.36	-0.1005	-1.73	-0.0902	-1.30	-0.0963	-1.40
Dominican Republic	-0.0353	-0.62	-0.1256	-2.27	-0.1304	-2.66	-0.0759	-1.43	-0.0604	-1.10	-0.0802	-1.53
Lesotho	-0.0024	-0.04	-0.0497	-0.82	-0.1763	-4.26	-0.0042	-0.07	-0.0235	-0.30	-0.0211	-0.28
Malawi	0.2204	3.08	0.0924	1.27	0.0065	0.10	0.2155	3.04	0.2165	2.37	0.2060	2.30
Mali	0.3606	5.01	0.3764	4.74	0.3130	3.74	0.3120	4.19	0.3839	5.05	0.3301	4.09
Panama	-0.1992	-6.03	-0.2046	-4.98	-0.2304	-8.09	-0.1943	-5.87	-0.2071	-6.37	-0.1990	-5.94
Paraguay	-0.0819	-1.28	-0.1149	-1.97	-0.1581	-3.46	-0.1166	-2.07	-0.1119	-1.88	-0.1284	-2.34
Sao Tome e Pr	-0.1163	-2.48	-0.1471	-3.02	-0.2269	-7.78	-0.1093	-2.22	-0.1340	-2.68	-0.1203	-2.33
Senegal	0.0839	1.30	0.0650	0.90	-0.0074	-0.12	0.0966	1.50	0.1155	1.62	0.1107	1.57
Togo	0.4847	7.87	0.4047	5.51	0.0502	0.41	0.4788	7.80	0.2800	1.36	0.3035	1.47
Zambia	0.1491	1.58	0.2241	2.35	0.1866	2.15	0.1755	1.82	0.1221	1.28	0.1589	1.62
Cote d'Ivoire	0.1618	2.18	0.0545	0.78	-0.0702	-1.13	0.1623	2.24	0.1524	1.67	0.1491	1.66
IE Salvador	0.1929	1.81	-0.0213	-0.27	-0.1611	-3.00	0.1260	1.23	0.0487	0.40	0.0625	0.51
Guatemala	0.0473	0.61	0.0248	0.30	-0.0784	-1.17	0.0217	0.29	0.0136	0.15	-0.0052	-0.06
Honduras	-0.0745	-1.44	-0.1233	-2.64	-0.1264	-2.81	-0.0941	-2.00	-0.0861	-1.71	-0.0971	-2.05
Cambodia	0.4412	5.42	0.3901	4.76	0.3326	3.90	0.4562	5.27	0.3647	3.27	0.4075	3.47
Year dummy(year 2002 is reference)												
1998	0.0030	0.03	0.1214	1.27	0.1715	1.94	-0.0214	-0.21	-0.0085	-0.07	-0.0358	-0.31
1999	-0.0469	-0.74	-0.0264	-0.36	-0.1026	-1.76	-0.0477	-0.72	-0.0072	-0.08	-0.0189	-0.22
2000	-0.0070	-0.16	0.1104	2.42	0.1309	3.02	-0.0272	-0.59	0.0175	0.38	0.0003	0.01
2001	-0.0821	-1.66	-0.0736	-1.35	-0.0444	-0.79	-0.0873	-1.57	-0.0400	-0.59	-0.0564	-0.78
2003	-0.0188	-0.30	-0.0808	-1.52	-0.0052	-0.09	-0.0384	-0.59	0.0274	0.35	-0.0047	-0.06
2004	0.0811	1.68	0.0251	0.51	-0.0094	-0.20	0.0502	0.91	0.1070	1.54	0.0730	1.01
2005	0.0653	1.26	0.0515	0.87	0.0597	1.04	0.0343	0.61	0.0753	1.20	0.0483	0.74
2006	0.0456	0.64	-0.1227	-2.35	-0.1571	-3.56	0.0553	0.76	0.0178	0.20	0.0352	0.40

Number of observations: 216

56. We then turn to explore the effects of the various observable differences in the surveys that we have been discussing in the previous sections. As it might be difficult to identify precisely the effects of these variables due to correlation between survey type and the other characteristics, we begin our analysis by introducing them separately and excluding the survey dummies.

57. In model 2 in Table 13 we show the results for the effects of the kind of questionnaire used in the surveys. The questionnaire appears to have a significant effect on the estimates and its impact is quantitatively relevant. Relative to the surveys that record work based on main occupation, those that use either the simple or the long questions provide substantially higher estimates of child labor (10 and 13 percentage points respectively).

58. Model 3 includes dummies to control for the period, relative to the school term, in which the surveys are carried out. If the survey takes place outside the school term, the estimated level of child work is on average 35 percentage points higher than the case when the survey is run during the school term. When the survey reference period partly partially coincides with the term time, this difference is reduced to 14 percentage points. The estimates confirm the potentially important role of seasonal effects, albeit one must be careful about the size of the estimates as the dummies might capture also survey effects.

59. In model 4 we show the results obtained reintroducing in the estimates the survey dummies. Our aim is to check whether and to what extent differences in the incidence of child labor as estimated in different surveys can be fully explained by different observable characteristics of the survey instruments discussed above. If this were the case, one would expect the coefficient of the survey dummies to become closer to zero, i.e. estimated differences between surveys to partly disappear. Identification of this model is warranted by the circumstance that the same survey instruments use sometimes different types of questions in different time periods and/or in different countries

60. When dummies for type of question are introduced alongside survey dummies in model 4, the latter become slightly smaller (in absolute value). For example, while the average difference between the DHS and SIMPOC is estimated in the order of 11 percentage points in model 1, this difference is in the order of eight percentage points in model 4. If we take these estimates at face value, they imply that around 25% ((11-8)/11) of the differential estimates of child labor between SIMPOC and DHS are explained by their use of different types of questions.

61. Dummies for the overlapping between term time and interview time are introduced in model 5. Although none of these variables is individually significant, a F-test for the joint significant of these three variables has a p-value of 0.09, i.e. they are marginally significant.

62. Finally in model 6 we include both the dummies for type of question and for the overlapping between school term time and interview time. Survey dummies are in the same ballpark area as the ones in column 1. It is hard to detect any clear change as all the controls are included: some survey dummies increase in absolute value while others fall. Although most of the coefficients on the additional controls

are not individually significant, again a test of joint significance of the controls leads to reject the hypothesis that they are jointly not significant (p-value=0.08).

63. Table 14 presents, for comparison purposes, the same estimates described above referred to the school attendance rate. As can be easily seen, none of the survey dummies is significant. This confirms that, as argued in the previous section, the currently available survey instruments do offer substantially consistent estimates of school attendance.

Table 14. Estimates of average school attendance for children 10-14 years old: MARGINAL EFFECT after group probit

Variable	Coef.	z
Male	0.0305	2.06
Urban	0.1319	9.46
Male*Urban	-0.0234	-1.25
Survey dummy (SIMPOC is reference)		
CWIQ	0.0103	0.29
PS	-0.0264	-0.44
DHS	-0.0567	-1.60
MICS	-0.0136	-0.63
LFS	-0.0279	-0.55
LSMS	-0.0427	-1.49
IS	0.0528	1.82
Country dummy(Bangladesh a is reference)		
Bolivia	0.1297	6.89
Cameroon	0.0391	0.91
Chad	-0.1188	-1.98
Burkina Faso	-0.2509	-2.66
Egypt	0.0908	3.21
Ethiopia	-0.0675	-0.89
Ghana	0.0506	1.39
Colombia	0.1022	4.04
Dominican Republic	0.1348	8.55
Lesotho	0.0792	2.62
Malawi	0.1009	4.21
Mali	-0.3022	-4.14
Panama	0.1340	8.09
Paraguay	0.1265	5.48
Sao Tome e Pr	0.0073	0.16
Senegal	-0.2401	-3.81
Togo	-0.0140	-0.26
Zambia	-0.0085	-0.15
Cote d'Ivoire	-0.1946	-2.72
IE Salvador	-0.0807	-0.89
Guatemala	-0.0365	-0.64
Honduras	0.0117	0.28
Cambodia	0.0171	0.37
Year dummy(year 2002 is reference)		
1998	0.0025	0.04
1999	0.0077	0.21
2000	-0.0021	-0.09
2001	0.0442	1.35
2003	0.0104	0.30
2004	-0.0055	-0.19
2005	0.0540	2.18
2006	0.0568	1.51

Number of observations: 216

64. Because the results in the previous tables are not immediately obvious to interpret, in Table 15 and Figure 8 we report the predicted levels of children's work across countries/and surveys   when different controls are sequentially accounted for. This allows us to compute counterfactual distributions of children's work and assess the individual role played by different observable survey and compositional characteristics in explaining differences in the estimates of children's work within countries.

Table 15. Actual and counterfactual employment rate by country, children 10-14 years old

Country	(1) Actual		(2) Predicted		(3) Predicted *Fixed gender and urban/rural distribution*		(4) Predicted *Fixed gender and urban/rural distribution, year 2002*		(5) Predicted *Fixed gender and urban/rural distribution, year 2002, main occup., in school term*		(6) Predicted *Fixed gender and urban/rural distribution, year 2002, long question, outside school term*	
	mean	variance	mean	variance	mean	variance	mean	variance	mean	variance	mean	variance
1.Bangladesh	18.7	110.6	22.5	40.8	19.4	32.1	18.1	56.4	11.9	31.9	40.2	124.2
2.Bolivia	27.6	20.9	27.3	2.0	31.7	2.0	32.2	2.6	18.6	29.4	51.7	59.2
3.Cameroon	40.1	1167.0	38.8	1293.9	37.7	1271.6	39.8	1151.9	22.4	86.6	56.6	152.1
4.Chad	73.0	27.2	70.7	86.2	66.8	114.1	64.9	209.0	46.5	241.6	79.6	119.2
5.Burkina Faso	62.1	71.5	49.8	45.6	43.7	40.8	50.4	128.1	37.3	311.8	71.7	245.0
6.Egypt	7.1	15.1	6.5	6.2	6.4	6.0	7.8	23.9	4.2	13.5	20.5	128.2
7.Ethiopia	62.7	0.8	53.5	23.5	46.9	22.3	48.6	1.4	39.3	0.0	75.1	0.0
8.Ghana	21.0	353.4	20.8	361.6	20.4	347.3	21.5	337.9	15.1	202.8	42.7	669.0
9.Colombia	7.5	5.9	6.8	0.1	9.8	0.2	9.5	0.4	5.9	0.0	27.2	0.0
10.Dominican Republic	18.1	10.3	17.1	6.7	20.1	4.6	20.8	4.8	13.5	5.3	43.8	17.4
11.Lesotho	18.9	475.9	20.0	493.8	17.3	381.9	17.7	405.7	9.4	113.6	31.3	677.1
12.Malawi	46.7	120.2	44.7	97.2	38.9	93.1	37.0	33.6	23.8	0.0	59.4	0.0
13.Mali	52.9	558.2	53.8	133.6	51.2	145.1	52.4	62.6	39.2	84.4	74.5	51.5
14.Panama	5.4	0.2	5.0	0.3	5.9	0.3	6.6	1.3	4.9	1.8	24.0	16.9
15.Paraguay	15.9	11.1	15.5	7.6	17.1	10.5	16.6	0.0	6.6	0.0	29.1	0.0
16.Sao Tome e Pr	11.3	138.3	11.4	95.7	12.0	111.3	12.5	117.8	7.0	9.9	29.6	67.1
17.Senegal	30.2	59.5	29.9	149.2	29.7	143.5	29.8	116.5	23.6	52.4	58.3	88.0
18.Togo	62.1	589.8	60.4	777.9	58.3	828.7	58.7	851.9	28.9	619.2	60.1	834.2
19.Zambia	34.7	629.0	27.6	491.0	28.7	346.0	29.2	209.8	24.2	29.2	59.7	44.9
20.Cote d'Ivoire	31.0	315.8	30.9	352.8	32.5	434.5	33.0	462.8	21.2	144.8	54.3	281.4
21.IE Salvador	15.9	16.0	15.7	1.2	17.3	1.4	20.5	0.0	8.7	0.0	34.3	0.0
22.Guatemala	29.4	2.3	30.2	6.4	28.9	6.1	30.8	16.3	19.0	66.8	52.1	146.5
23.Honduras	13.6	21.8	13.8	28.7	13.9	29.7	13.0	46.3	8.3	22.5	32.3	131.6
24.Cambodia	56.9	128.5	57.7	104.9	51.8	120.9	56.3	159.6	45.8	161.9	79.4	81.9
Average	31.3	105.1	30.1	95.4	29.2	93.3	30.1	89.1	20.1	46.4	49.4	82.1

65. Column 1 of Table 15 presents for each country the average incidence of children's work together with its variance. A higher variance implies higher dispersion in the estimates of child work in each country, as resulting from the use of different survey instruments, the circumstance that different surveys refer to different years and potentially to different samples (urban/rural males/females). As a synthetic measures of dispersion, the last row of the table reports the within variance in child work computed using data for all countries in the sample. This gives a summary measure of the dispersion in child work within all countries in the sample.

66. Column 2 of Table 15 reports the estimated levels of child work as derived from model 6 in Table 13. Interestingly both the estimated levels of child work and the within variance are very close to those to the actual one, presented column 1. For example, the average level of child work across all observations is 31.3 with a within variance of 105.1. When predictions are used these numbers are

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respectively 30.1 and 95.4: this implies that the model is able to capture around 90 percent of the variation in the data. i.e. that the parsimonious grouped probit model fits the data remarkably well. These data are also reported in the panels 2 of Figure 8. One can clearly see the large dispersion in child work within (and between) countries.

67. As an additional check, column 3 of Table 15 additionally controls for the different proportion of boys and girls and children in rural and urban areas across surveys. In order to compute a counterfactual distribution of child work that abstracts from differences in the sample composition along these dimensions (whether due to genuine differences in the population or the sampling scheme) we assume an equal proportion of boys and girls (50 percent) and that for each of these groups, 70 percent live in rural areas and 30 percent in urban areas. These are averages across all countries in the sample. Again, estimates of mean child work change only very slightly (from 30.1 to 29.2). This can also be seen in panel 3 of Figure 8. The overall within variance falls by around 2 percent (from 95.4 to 93.3) implying that compositional differences play a very modest role in explaining differences within countries.

68. In column 4 we control additionally for differences in child work across years. Because different surveys refer to different years, the differences in the estimates across years might in part be ascribable to this channel. We report predictions that refer to the mid-year (2002) although estimates that refer to other years (not reported) are very similar. The contribution of the year effects to explain differences in the estimates is small. This is confirmed visually in panel 4 of Figure 8: differences between Panel 4 and Panel 3 appear negligible

69. We finally control for type of question, and overlapping between interview time and school term time. We present two sets of estimates: one where we assume that all surveys record child work using the main occupation question and are run when children are in school (column 5) and one where we assume that all surveys use the long question and record child work at a time when children are out of school (column 6). These can be thought of as extreme case scenarios for estimating the incidence of child work across surveys. Notice that because the grouped probit model is not a linear model, these counterfactual distributions will potentially give rise to different estimates not only in the levels but also in the variance of child work.

70. When we consider the scenario estimates obtained assuming that surveys use the main activity question and are carried out during school term (column 5), the estimated level of child work across all countries in the sample falls from 30.1 to 20.1. The within variance falls from 89.1 to 46.4, about a a 48 percent fall. Taken at face value these estimates imply that around 50 percent of the estimated differences in child work within countries can be ascribed to differences in the type of questions used in different surveys or to the reference period. Still, we are unable to account for 50 percent of the observed differences, implying that unobservable characteristics associated to different survey instruments (e.g. interviewer's training, order of question, identity of the respondent, sampling, etc.) still play a significant role in explaining the estimated differences.

71. Panel 5 of Figure 8 reports these estimated differences. One can see a clear fall in the dispersion both between and within countries and an overall fall in the estimated incidence of child work. In column 6 we report the results for the scenario that assumes that all surveys are carried out during the school holiday time and that utilize the long version of the questionnaire. Both this latter elements tends to generate higher estimates of child work. Indeed the average estimated level of child work in this scenario rises to 49.4 (from 30.1). Still, compared to column 4, the variance falls by around 7 percent (from 89.1 to 82.1). That both the levels and the variance of child work do not fall considerably (and actually the former rises) under worst case scenario estimates, is confirmed in Panel 6 of Figure 8.

72. In sum, we estimate that the contribution of observable survey characteristics in explain the variation in the estimated levels of child work across surveys varies between 8 percent and 48 percent. Unobservable differences account for the residual variation (between 52 percent and 92 percent), that is more than half the observed variation.

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Figure 8. Actual and counterfactual employment rate by country, children 10-14.

Panel 1: Actual
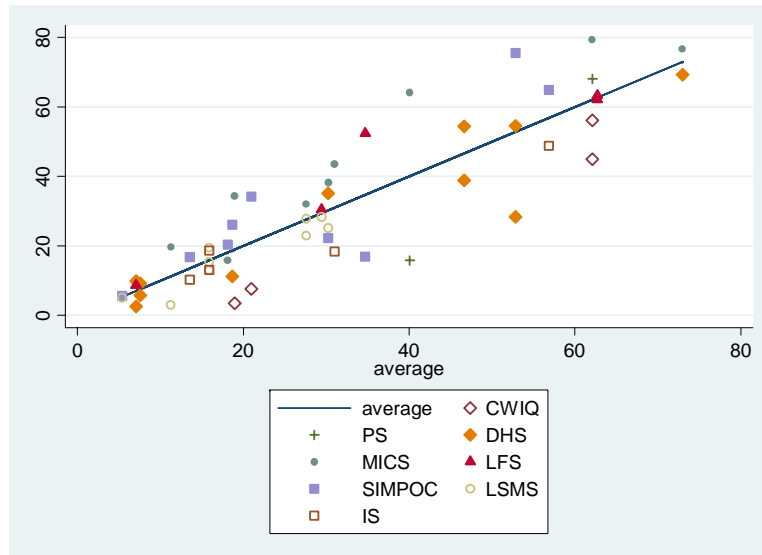
Panel 2: Predicted
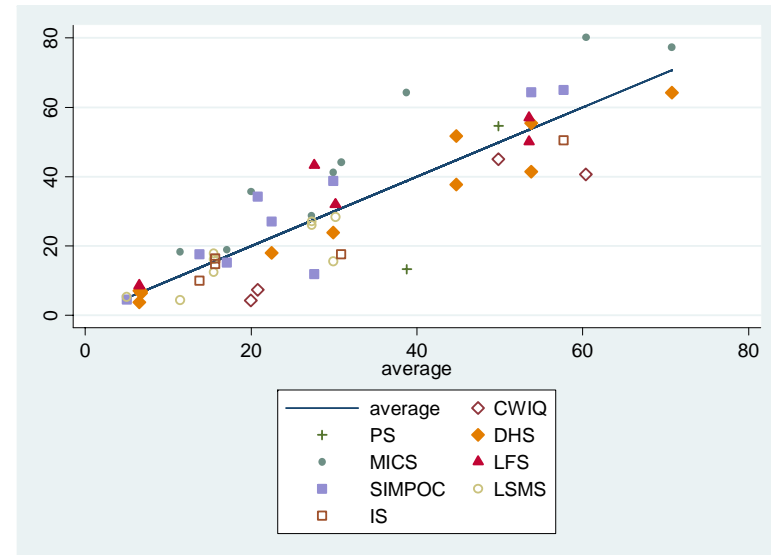
Figure 8 (cont'd).

Panel 3: *Predicted- Fixed gender and urban/rural distribution*
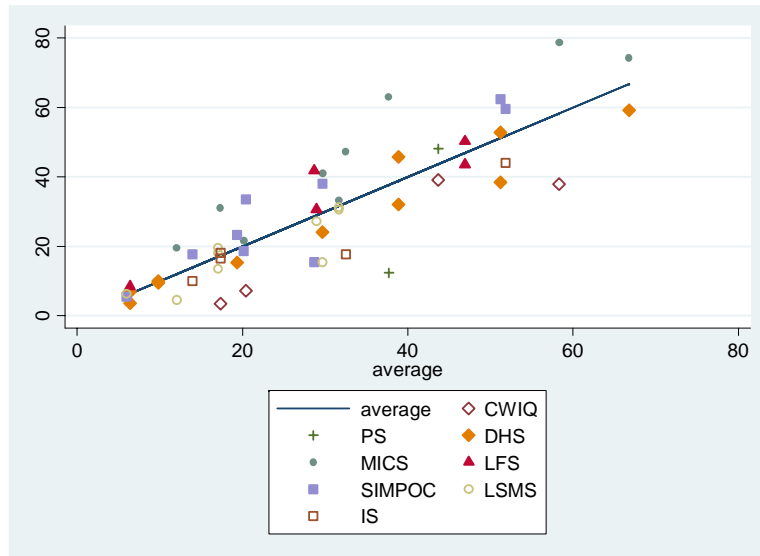
Panel 4. Predicted - *Fixed gender and urban/rural distribution, year 2002*

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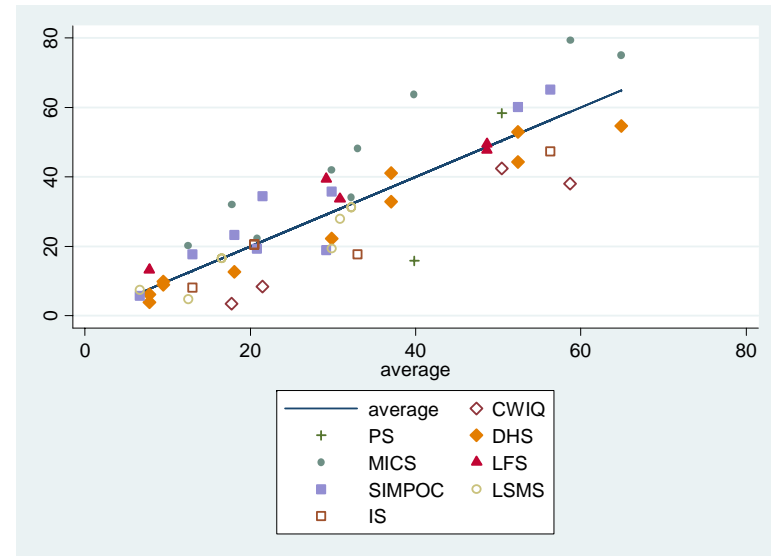
Figure 8 (cont'd).

Panel 5.:Predicted - *Fixed gender and urban/rural distribution, year 2002, main occup., in school term*
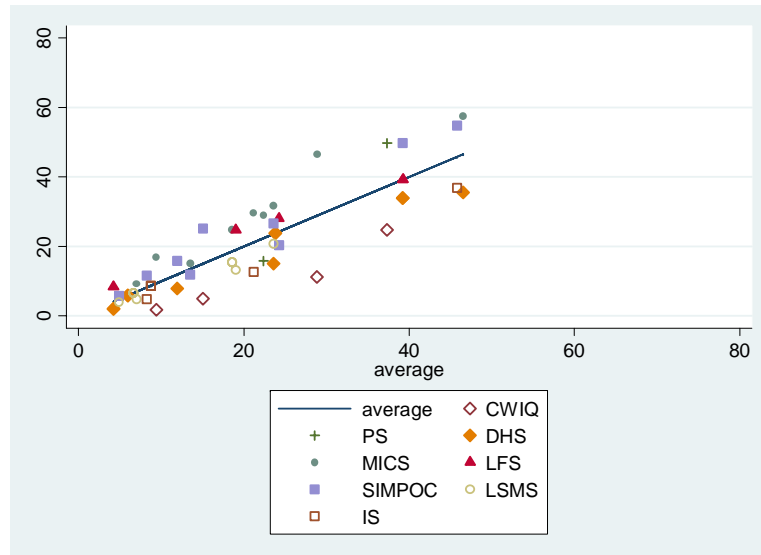
Panel 6 Predicted *Fixed gender and urban/rural distribution, year 2002, long question, outside school term*
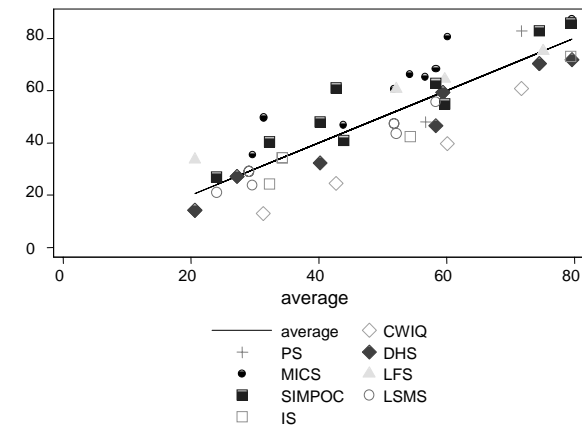
Figure 9.   Counterfactual employment rate by country, children 10-14

♦ Predicted, base SIMPOC, scenario I   ■ Predicted
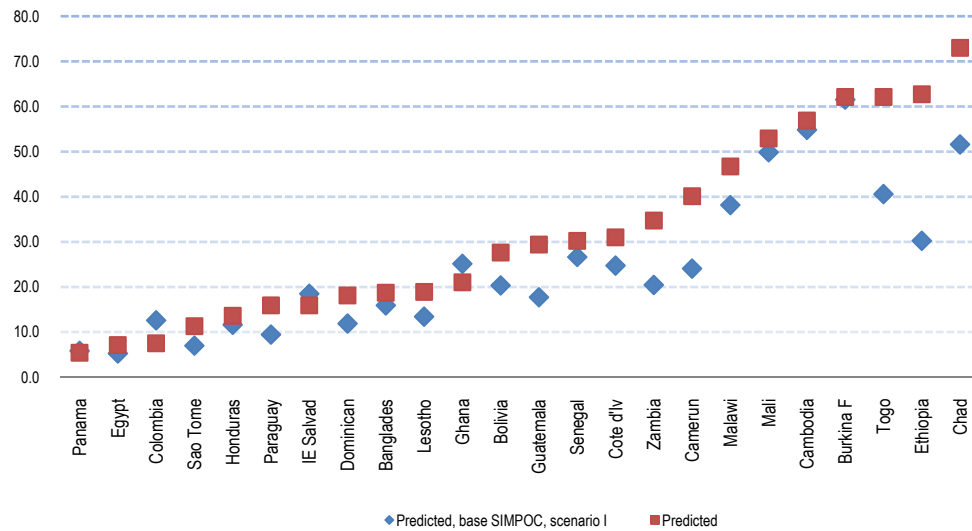
73. Figure 9 illustrates how differences across surveys in terms of observables influence not only the estimated level of child work, but also the relative position of different countries. We plot the predicted values from model 6 together with the predicted values obtained assuming all surveys are SIMPOC and that they are carried out during the school term with a short questionnaire. In other words, we compare average observed estimates with those that can be obtained by "standardizing" the estimates on the basis of observables. The graph clearly demonstrates how the relative position of countries does change once differences in observables are considered. See, for example, the inversion in the ranking between Ghana and Bolivia, or between Senegal and Ivory Cost.

74. It is possible to use the information gathered through our econometric analysis to produce "harmonized", on the basis of observable, child work estimates. It has to be made clear that such a harmonization can only be relative, i.e. obtained conditioning of certain values of the observables and of the unobservables as captured by the survey dummies. This will generate a set of estimates for each set of assumptions relative to the observables and unobservables, but will not offer no guidance as to which is the "best" basis for harmonization.

75. Table 16 and Figure 10 clearly illustrate this point. Both columns present estimates "harmonized" obtained by generating expecting values from Model 6. Scenario I assumes that all surveys share the same unobserved characteristic as SIMPOC, that they are carried out during the school term and with the simplest questionnaire. The second scenario, continues to assume that the reference surveys is SIMPOC, but consider the surveys as carried out with a long questionnaire and outside the school term.

76. As it is easy to see, "harmonization" can lead to quite different sets of results and this leave of course open the question of where the "preferred" estimates

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should lie. Finally, given the still relatively limited number of observations and the difficulty of clearly define even the observable characteristics of a survey, we should stress that the exercise just described is aimed more at illustrate the challenges of "harmonization" than at generating actual "harmonized" estimates.

Table 16.   Counterfactual employment rate by country, children 10-14 years old

Country	"Harmonized" estimates Scenario I: SIMPOC survey *Fixed gender and urban/rural distribution, year 2002, main occup., in school term*	"Harmonized" estimates Scenario II: SIMPOC survey *Fixed gender and urban/rural distribution, year 2002, long question, outside school term*
	Mean	mean
1.Bangladesh	15.9	48.1
2.Bolivia	20.3	54.8
3.Cameroon	24.1	59.7
4.Chad	51.6	83.9
5.Burkina Faso	61.5	89.3
6.Egypt	5.2	25.2
7.Ethiopia	30.2	66.7
8.Ghana	25.1	61.0
9.Colombia	12.6	42.2
10.Dominican Republic	11.9	40.9
11.Lesotho	13.4	43.8
12.Malawi	38.1	74.1
13.Mali	49.8	82.8
14.Panama	5.8	26.9
15.Paraguay	9.4	35.8
16.Sao Tome e Pr	7.0	30.0
17.Senegal	26.6	62.8
18.Togo	40.6	76.1
19.Zambia	20.4	54.9
20.Cote d'Ivoire	24.7	60.5
21.IE Salvador	18.5	52.1
22.Guatemala	17.7	50.9
23.Honduras	11.6	40.4
24.Cambodia	54.8	85.8

Figure 10. Counterfactual employment rate by country, children 10-14

| ◆ Predicted, base SIMPOC, scenario I | ■ Predicted, base SIMPOC, scenario II |
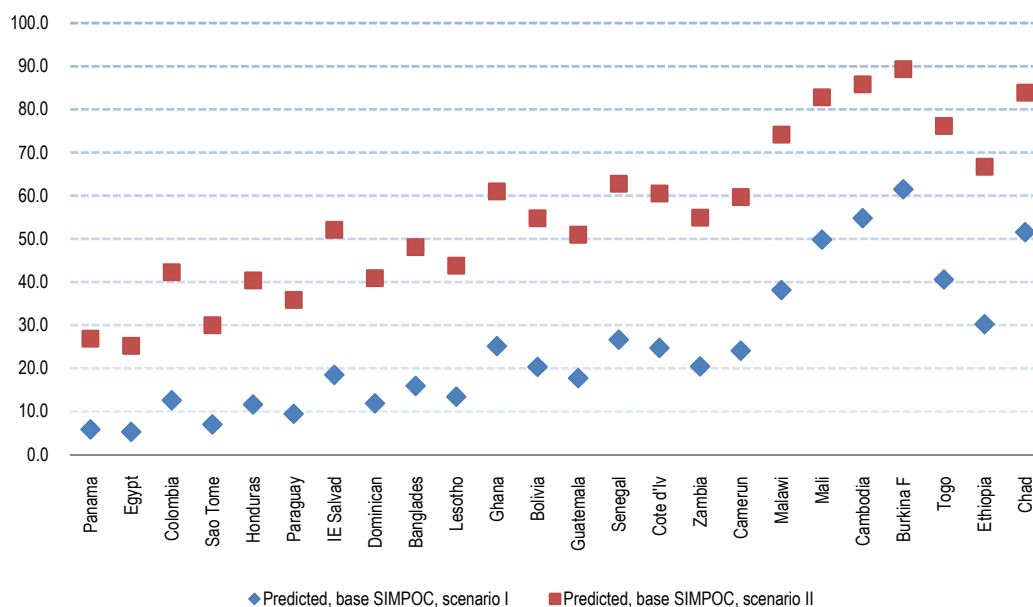
7. SAMPLING AND CHILD WORK ESTIMATES

77. The previous Section showed how observable characteristics of the surveys are important. It also highlighted, however, that large part of the difference in estimates (at least half) can be attributed to unobserved (not necessarily unobservable) difference across surveys. In this section we discuss whether and to what extent sampling can constitute one of these non observable characteristics.

78. In most developing countries, for example, child labour estimates vary considerably by sex and by place of residence, and unequal proportions of the households with different socio-demographic characteristics in two survey samples can therefore lead to the different child labour estimates.

79. In Annex 4 we present main characteristics of about 90 surveys for 35 countries. The first rough comparison of the expanded sample size, "urban-rural" ratio and ratio of 10-14 year-olds to the total sample size for surveys within each country does not indicate evident difference in these survey sample characteristics. Since for many countries surveys were collected in different years, sometimes with substantial time gaps, we provide more detailed research for nine countries with the same or similar reference period (see Annex 3) for details.

80. Survey results do not point to large differences in the demographic characteristics of the child population (i.e., age, sex and residence) across surveys in the nine countries. Almost all the surveys in the eight countries show that children aged 10-14 years make up about 13-14 percent of total population, and are divided almost equally between males and females. Brazil is only exception,

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where both comparator surveys put this age group at nine percent of the overall population.[17] Distributions of the child population by place of residence are also consistent, with the exceptions of Sao Tome e Principe (where there is an eight percentage point difference in the share of the urban child population between the two comparator surveys) and Bolivia (where there is a 29 percentage point difference in the share of the urban child population). In the case Bolivia, however, this difference is likely a product of coding rather than sampling. Finally, we have also disaggregated the sample by region, but again there do not appears to be any substantial difference across the surveys that refers to the same country. All this leads us to think that sampling differences are not responsible in a substantive way for the different child work estimates. Below we try to address this issue in a more formal way, making use of propensity scores and of propensity scores matching. The results just described will not, however, change.

81. Since both school attendance and economic activity rate depend on several household characteristics it is difficult to use cross tabulations to look at possible differences across a large number of them. We then also compare the distribution of the propensity scores calculated for each dataset in each country. The propensity score is a summary indicator of the characteristics of the household in the sample, so a similar distribution will indicate that sample characteristics of the two surveys are alike. Of course, in this particular study, only characteristics are included that are important for the child labour analysis and available for both surveys in each country. Therefore, in order to compute propensity scores for every survey pair, the "best" set of the common covariates are identified. Most of the surveys allow use of the following common covariates: education level of the head, sex of the head, age of the head, household size, number of adults aged 25-55, number of children aged 0-4, number of children aged 5-14, urban/rural area and region division. Needless to say, this method is limited, but nonetheless provides a starting point for identifying differences in sampling.

Table 17. Distribution of propensity scores, selected countries

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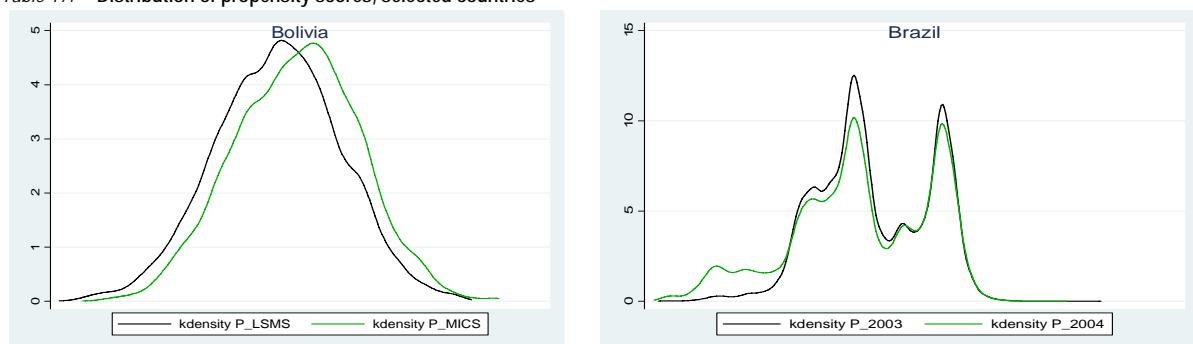
[17] Note, that in the Kenya SIMPOC survey, we observe only children aged 5-17 and cannot compute total population number.

Table 17 (cont'd)
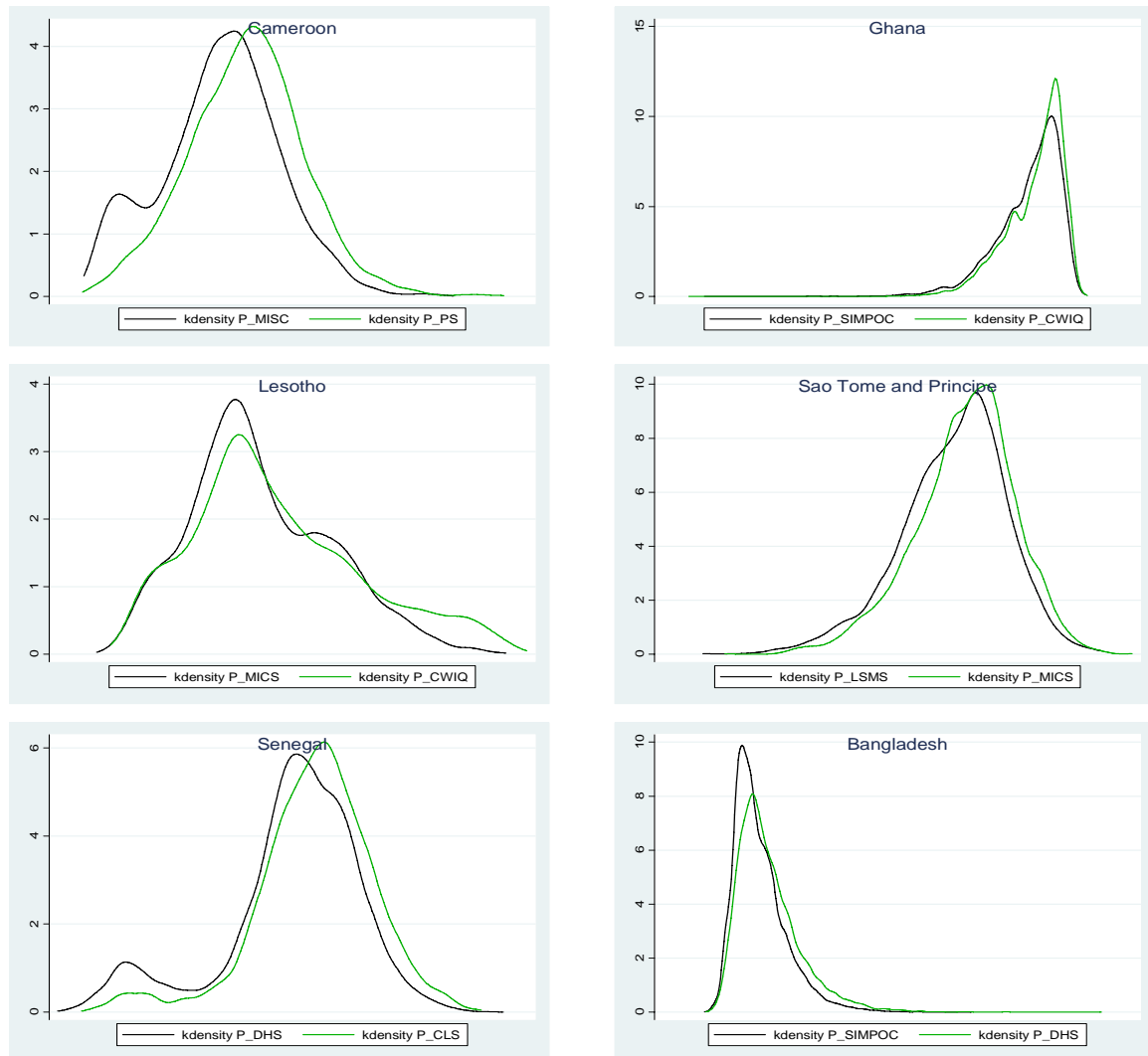
Source: UCW calculations (for deatails about the surveys see Annex 3)

82. Figures 4-8 present the distribution of the propensity scores computed from two different surveys for some countries. As we can note, the distributions are very similar and overlap to a very large extent in the countries considered. Nevertheless, the Kolmogorov-Smirnov equality-of-distributions test indicates that the distributions are statistically different (see Table 18). This is most likely explained by the large number of observations and somehow confirmed by the fact that such difference is significant also in Brazil where the sample frame does not vary over the years considered.

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Table 18.   Results of the Kolmogorov-Smirnov equality-of-distributions test

Country	D	p-value
Bangladesh	0.1463	0.000
Bolivia	0.1449	0.000
Brazil	0.0967	0.000
Cameroon	0.1995	0.000
Ghana	0.1371	0.000
Lesotho	0.2727	0.000
Sao Tome and Principe	0.0853	0.000
Senegal	0.1226	0.000

7.1 Matching estimator

83. Another way to determine whether survey design features are important to explain the differences in estimates across surveys is to assess whether the difference persists even if consider identical households across the two surveys. If this were the case, then one could claim that other survey characteristics, rather than sampling, are at the origin of the differences. In fact, when we compare identical households across surveys, we eliminate any possible influence of sampling and any observed difference should depend on other characteristics of the surveys.

84. It is unfortunately not possible to observe the same individuals across several surveys, and it is therefore also not possible to directly compare child economic status reported in one survey with that reported in the other one. Such pairwise comparisons can be approximated, however, through implementation of a matching estimator, which in our case is defined below.

85. Let the child economic activity status EMP equal to 1 if he/she works and 0 otherwise. For individual i, $(i=1,...,N)$, let $\{EMP_i(A), EMP_i(B)\}$ denote the two potential outcomes of the economic activity status. $EMP_i(A)$ is economic activity status of individual i according to the survey A, and $EMP_i(B)$ according to the survey B. As mentioned above, each individual and his/her employment status is observed only in one of two surveys. Let the observed outcome be denotes by EMP_i, i.e.:

$$EMP_i = EMP_i(s_i) = \begin{cases} EMP_i(A) & if\ s_i = A \\ EMP_i(B) & if\ s_i = B \end{cases}$$

86. For each individual i from the survey A, matching estimator imputes individuals from the survey B, whose covariates X are similar. The matching estimators require two following assumptions:

1) Unconfoundedness (selection on observables) $(EMP_i(A), EMP_i(B)) \perp s \mid X$

2) Identification assumption $0 < \Pr ob(s = A \mid X) < 1$.

87. In the vector of covariates X we include child age and sex; age, sex and education level of the household head; household size, number of kids aged 0-4 years, aged 5-14 years and adults aged 25-55 in the household; and urban/rural

residence. If both surveys allow defining provinces or regions, we include also them.

88. We use the Stata subroutine *nnmatch*[18] to implement these estimators and obtain the sample average treatment effect (SATE), that in our case is equal to

$$\hat{\tau} = \frac{1}{N}\sum_{i=1}^{N}[E\hat{MP}_i(sA) - E\hat{MP}_i(sB)]$$

89. The results of the estimations, presented in Table 19, should be read as follows: the average difference in child economic activity rate for identical (in matching terms) household is equal to τ. In other words, τ measures the difference in child work for "identical" household across different surveys. As shown, the coefficient τ is significant for all countries, providing strong evidence of the importance of survey characteristics, as opposed to sampling, in influencing child work estimates.

Table 19.   Matched households differences in child economic activity rates across surveys

Country	Surveys	SATE				Number of observations
		Coef. T	Std. Err	z	P>|z|	
Bangladesh (8-17 y.o.)	A: DHS, 2004 B: SIMPOC, 2002-2003	-0.0752412	0.0042744	-17.60	0.000	58108
Lesotho (5-17 y.o)	A: CWIQ, 2002 B: MICS-2, 2000	-0.2779821	0.0068225	-40.74	0.000	17946
Brazil (5-17 y.o)	A: PNAD, 2003 B: PNAD, 2004	Not computed because of excessive sample size				
Bolivia (10-14 y.o.)	A: MICS-2, 2000 B: LSMS, 2000	0.076713	0.0152712	5.02	0.000	4393
Senegal (5-17 y.o)	A: SIMPOC, 2001 B: DHS, 2000	-0.1524999	0.0063602	-23.98	0.000	28201
Sao Tome e Principe (10-14 y.o.)	A: MICS-2, 2000 B: LSMS, 2000	0.1747232	0.01258	13.89	0.000	3372
Ghana (5-17 y.o)	A: CWIQ, 2003 B: SIMPOC, 2000	-0.2083825	0.0039764	-52.40	0.000	91262
Cameroon (10-14 y.o.)	A: MICS-2, 2000 B: PS, 2001	0.4818382	0.0119111	40.45	0.000	11214

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[18] Implementing Matching Estimators for Average Treatment Effects in Stata, A. Abadie, D. Drukker, J.L. Herr, and G.W. Imbens, The Stata Journal 2001, 1, pp. 1-18

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8. CONCLUSION

90. The preceding discussion underscores that there is no single answer regarding why child work estimates often differ depending on the survey instrument on which they are based. These differences are significant and often relatively large. The variance around the point estimates obtained by the various surveys in the same countries is such that it is difficult to reconcile then in any easy way. Moreover, this "noise" in the child work estimates is such that it makes difficult to identify any trend component when comparing different surveys for different years. The paper has described and tested such differences in detail.

91. It should be stressed that such problems are not presents, or better are much less relevant, when estimating the other prevalent child activity: school attendance.

92. If we look at the spectrum of children activities, we see that school attendance is identified quite consistently across surveys. At the other end of the spectrum, surveys are relatively more consistent in estimating the number of children working for a wage (in money or in kind). The main area of ambiguity concern the group of children that work not for pay, for their parents and that combine school and work. This is not surprising, as these are areas where the differences in surveys structure are likely to be more relevant trying to capture a not well defined phenomenon.

93. The effectiveness of survey instruments in capturing the interaction between children's work and schooling is hence an important factor in explaining differences in child labour estimates in many instances. Some general purpose survey instruments appear to treat children's work and schooling largely as mutually exclusive categories, with working students consequently classified as non-working students leading to lower overall estimates of children's work.

94. In this study we have tried to asses which observable characteristics of the various surveys play a role in generating such difference in estimates. While sampling does not appear to be an important factor in most cases, evidence presented in this study does point to the importance of many survey characteristics. The specific elements of survey design that are important, however, vary on a case by case basis. We have identified two elements that appear to be relevant: questionnaire and season of field work.

95. Our estimates that indicate that such elements do in fact play a significant role and are able to explain between one tenth or a half of the variance of the child work estimates across different surveys. While observable do play an important role, there is hence a need to deepen the research by experimental studies and by identifying other relevant survey characteristics.

96. We have used the estimates based on observable to produce example of harmonized estimates: the results are twofold. They show that it is indeed possible to use available information to "correct" for different survey characteristics and therefore obtain more comparable estimates. However, the large variance unexplained by observable characteristics, leave relevant weight in the "harmonization" process to the survey dummies capturing all the unobserved

characteristics. The resulting estimates are then generate to a relatively large extent by information contained in a "black box".

97. In order to open the box, less visible and/or tangible elements of the survey process (including interview methods, the familiarity of interviewers with child labour concepts, the accuracy of data coding and processing, etc.) must be analyzed, but this is currently difficult in most cases on the basis of the survey documentation available to external researchers or data users. These elements should be explored in more detail through direct discussions with counterparts from national statistical offices charged with the actual implementation of child labour surveys.

98. Also, as already mentioned, is likely that some of the answer we are looking for can only be obtained by a set of controlled experiments. Given the amount of resources allocated to the policy actions that focus directly or indirectly on child work, an investment in controlled experiments is likely to have a large pay off.

99. One implication of the preceding discussion for the design of future surveys on child labour is, however, clear: there needs to be a much greater degree of standardisation in the questions on child labour in the used in various surveys instruments to collect information on the child labour phenomenon. Currently, child labour questions differ across survey instruments not only in terms of their level of detail and specific phrasing, but also in terms of the actual productive activities that they capture. The System of National Accounts constitutes the only common frame of reference and conceptual basis for classifying children's time use and should therefore be a central reference in the design of questions on children's economic and non-economic production. Standardised questions need not of course be at the expense of other questions tailored to the specific realities of the country in question, but rather can be an additional survey element aimed at generating data suitable for international comparison.

100.   Greater consistency is also needed in terms of what time of the year data are collected and in terms of to whom questions relating to child labour are asked. Children's economic activity can vary considerably in the different seasons of the year and it therefore makes little sense to draw comparisons between estimates referring to different seasons. Responses regarding children's involvement in work can also vary considerably depending on who in the household is asked, and again this limit the possibility to draw comparisons between estimates based on responses from different household members.

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ANNEX 1. SURVEY DESIGN CHARACTERISTICS (NINE SAMPLE COUNTRIES)

Country	Survey type and name	Survey design characteristics			
		Total sample size	Field work period	Reference period	Question Type
Bangladesh	DHS - Demographic and Health Survey	55,883	Jan.-May 2004	Economic activity: current School attendance: current	Simple form
	SIMPOC- Child Labor Survey	192,874	Oct.-Nov. 2002	Economic activity: 7 days School attendance: 7 days	Simple form
Senegal	DHS - Demographic and Health Survey	69,054	Feb.-June 2005	Economic activity: 7 days School attendance: current	Simple form
	SIMPOC- Child Labor Survey	35,024	2005	Economic activity: 7 days School attendance: current	Long form
Bolivia	LSMS- Encuesta Continua de Hogares	20,815	Nov.-Dec. 2000	Economic activity: 7 days School attendance: current	Long form
	MICS2-Multiple Indicator Cluster Survey 2	19,530	Sept.- Nov. 2000	Economic activity: 7 days School attendance: current	Simple form
Sao Tome e Principe	LSMS-I' Enquete nationale sur les conditions de vie des menages	11,005	Nov. 2000 – Feb. 2001	Economic activity: List of the main occupations School attendance: Is a child at school?	
	Multiple Indicator Cluster Survey 2-	14,251	Feb.-Sept. 2000	Economic activity: 7 days School attendance: current	Simple form
Kenya	SIMPOC-Child Labour Module of Integrated Labour Force Survey		Dec. 1998 – Feb. 1999	Economic activity: 7 days School attendance: Is a child at school full time?	Simple form
	MICS2-Multiple Indicator Cluster Survey 2	45,501	Sept.- Oct. 000	Economic activity: 7 days School attendance: current	Simple form
Lesotho	CWIQ-Lesotho Core Welfare Indicators Questionnaire Survey	22,031	April-June 2002	Economic activity: 7 days School attendance: current	Simple form
	MICS2-Multiple Indicator Cluster Survey 2	32,710	Feb.-Oct. 2000	Economic activity: 7 days School attendance: current	Simple form
Brazil	PNAD-Pesquisa Nacional por Amostra de Domicilios	384,834	2003	Economic activity: 7 days School attendance: Does child attend school or kindergarten?	Long form
	PNAD Pesquisa Nacional por Amostra de Domicilios	399,354	2004	Economic activity: 7 days School attendance: Does child attend school or kindergarten?	Long form
Ghana	SIMPOC-Child Labour Survey	47,956	Dec. 2000	Economic activity: 7 days School attendance: current	Simple form
	CWIQ-Core Welfare Indicators Questionnaire	210,153	Jan.-May 2003	Economic activity: 7 days School attendance: current	Simple form
Cameroon	MICS2-Multiple Indicator Cluster Survey	24,525	July-August, 2000(a)	Economic activity: 7 days School attendance: current	
	Priority Survey	56,443	Oct. – Dec. 2001	Economic activity: School attendance: current	List of main occupations

Notes: (a) Summer holidays and rainy season

ANNEX 2. QUESTIONS RELATING TO CHILDREN'S WORK AND SCHOOLING FROM COMMON SURVEY INSTRUMENTS

Survey	School attendance def.	Economic activity def.	Working hours def.
MICS-2 + DHS	*Standard ex.* *MICS: Chad/2000, Cameroon/2000, Bolivia/2000* *Kenya/2000, Lesotho/2000-particular, to check* *DHS: , Mali/2001, Malawi/2004*		
	1.Is he/she currently attending school? 2.During the current school year, did he/she attend school at any time? 3.Did he/she attended school last year? *MICS: the reference age is 5-17 *DHS: the reference age varies by survey (6+, 5+,5-24, 3-24)	(1+2): 1.During the past week ,did he/she do any kind of work for someone who is not a member of this household? 2.During the past week, did he/she do any other family work (on the farm or in a business?) *MICS: the reference age is 5-14, for some countries 5-17 *DHS: the reference age varies by survey (5-14, 5-17,6+, 8+)	Total weekly working hours =1+2 1.About how many hours (per week) did he/she do this work for someone who is not a member of this household? 2. About how many hours (per week) did he/she do this work for family?
	Particular DHS surveys		
	Note: in the Egyptian DHS/2005, there are only questions 2-3. Chad/2004, Bangladesh/2004: Is he/she currently attending school?	Note, there is an additional question for the MICS and some DHS (Egypt/2005, Mali/2001, Chad/2004): At any time during the past year, did he/she do any kind of work for someone who is not a member of this household? Note: in the Egyptian DHS/2005 the "standard" questions were asked, but with adding at the end of each above question "even if it was for a short period of time?". Bangladesh/2004: Is he/she currently working? Egypt/2000: Did he/she work during the last month?	Note: the Senegal DHS/2005 asks only about working hours outside of the household. Bangladesh/2004, Egypt/2000: Working hours are not available
CWIQ	*Ex.: Ghana/2002, Lesotho/2002*		
	1.Is he/she currently in school/ 2. Did he/she attend school last year?	1.Did he/she do any type of work in the last 7 days. *The reference age is 5+	Working hours are not available
National LFS	*There is no common pattern, each case is very particular, in what follows we present some examples*		
	Ethiopia/2001: 1.In the current academic year , does he/she attend school or training institution? What type? 2.During last week was he/she attending school or training institution? Ethiopia/2005 (literacy=attendance): Can you read and write? Egypt/1998: Did you go to school? (choice among the following options: never been, have been to school in the past, studying in present) *The reference age by survey (5+, 6+, 5-17)	Ethiopia/2001: 1.During last 7 days have you worked in: i) agriculture; ii) as an employee for Government/Private enterprise; iii) as merchant; iv) as service giving agent be it private or salaried? v) Have you produced goods for sale? vi) Have you produced permanent goods for your family? vii) Have you engaged in productive activity for your family without payment? viii) Other productive activity? If 1 is no for i-viii: 2.Did you any unpaid work to help for family gain in family business or family farm during last 7 days? 3. Question1 has been also repeated regarding to the economic activity during the last 12 months. Ethiopia/2005: There is no direct question about economic activity status. Economic activity can be determined trough working hours per week. Egypt/1998: There are two blocks: employment position was asked during the reference week ending 31 October 1998 and during the last 3 months. 1.Did you participate in any employment during the week (last three months) ending 31 October 1998? If 1 no: 2. Did you participate during the week (last three months) ending 31 October 1998 for a short period or irregular periods in any of the following activities? (i)	Ethiopia/2001 and Ethiopia/2005: Excluding lunch and journey time in total for how many hours did you work on each day at all jobs in the last 7 days? (translated to the working hours per week) Egypt/1998: I. Referring the last week: 1. What is the number of hours of work on average (per day and per week) If 3* is yes: a) How many days do you weekly spend in this activity? b) How many hours per day and week (in average) do you spend in this activity?

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		produce goods sold at shops or project; ii) offer paid services to other; iii) produce goods and selling it yourself; iv) buying goods and re-selling it yourself; v) independent paid work; vi) helping in family's business; vii) participate in project-agricultural or keep poultry and livestock; viii) learn a skill in a factory or garage. If 2 is no for i-viii: 3*. Did you participate in any agricultural production, or keeping of poultry and livestock for family consumption? *The reference age varies by survey (5+,6+, 10+)	
PS	*Variables are described in the "Reference Manual: Standardized file" by wb102942 (ex. Cameroon/2001)*		
	School attendance at time of survey. *The reference age is 5+	Main occupation (choice among the following options: employed, unemployed, homemaker, retired, student, dependent, other) *The reference age is 5+	The total time worked in the main occupation and all secondary occupations in a week.
SIMPOC	*There is no common pattern, each case is very particular, in what follows we present some examples*		
	Ghana/2000: Has he/she ever attended or is attending school/training now? (choice among the following options: never attended, still attending, past (left school)) **Kenya/1998/99:** At school full time? **Mali/2005, Senegal/2005:** Is he/she currently attending school? (for Senegal choice among the following options: yes/formal; yes/ informal, no) 2. During the current school year, did he/she attend school at any time? 3.During the previous school year did he/she attended school ? **Argentina/2004:** Are you currently attending school?	**Ghana/2000:** 1. Did he/she work for pay or profit or family gain? (reply adults , refer to last 7 days) 2.Did YOU engage in any economic activity at any time during the last 12 months? (reply children aged 5-17) **Kenya/1998/99:** 1.Did member hold a job or work for pay, profit or family gain last week? If 1 no 2.Did member work during last 12 months? **Mali/2005, Senegal/2005:** 1.Did he/she worked during last week? If 1 is no 2.Did he/she worked during the last week for: i) payment; ii) payment in kind; iii) self-employment iv) own enterprise. v) Did he/she do unpaid work for family. If 2 i)-v) are no 3) .Did he/she worked during the last week for payment or own consumption or other person from the following list: 1. Cultiver ou récolter les produits agricoles ou attraper ou ramasser les poisons ou fruits de mer ou des activités connexes? ; 2. Préparer la nourriture, vêtements ou travaux d'artisanat pour vendre? 3. Vente d' articles, journaux, boisson, nourriture ou produits agricoles?; 4. Laver, repasser, nettoyer, réparer des outils ou équipement pour quelqu'un d'autre contre paiement en espèce ou en nature?, 5. Transport de marchandises au marché ou pour stocker ou autres activités relatives au transport des marchandises pour vente?; 6. Construction, maintenance des bâtiments, maisons ou voiture pour quelqu'un d'autre? (for Senegal also there are : 7. Laver les voitures et cirer les chaussures ?;8. S'occuper des animaux domestiques ?) **Argentina/2004 (1+2+3+4):** 1.Did you do any of the following activities (building/house repair, cultivation for the household consumption, animal raising for household consumption) in your house during the last week, for how many hours ? 2.Did you do any of the following activities (help in the business, farm and etc., care of children/sick/elder outside the household, work in a shop, cut trees for money, selling in the street or other places, cleaners of cars in the street, service provision for pay outside of the household) during the last week (and year)? 3. Were you engaged in some of the following activities (food distribution, transportation of products, cleaning of houses or shops, washing/ironing clothes outside of the household, collecting papers/bottles/plastic to sell, preparing food to sell, making the handmade products to sell, helping to build or repair other's houses, professional sport, involved in the model/television/ advertising business) during the last week (and year)? 4. Were you engaged in some of the following activities	**Ghana/2000:** Working hours are not available **Kenya/1998/99:** Hours worked last week **Mali/2005, Senegal/2005:** 1.How many hours a day do you usually work? 2.How many days did you work during last week? 3.How many hours did you work during last week? **Argentina/2004 :** How many hours did you dedicate to the main activity during each day in the last week? Compute the total working hours in the main activity during the last week.

		(cultivating to sell, animal raising for selling, packing fruits/vegetables to sell, working in brick oven, cut tobacco, field irrigation) during the last week (and year)? 5. Did you do any other activity for payment in cash or in kind during the last week (and year)? 6.Did you help to someone to gain money during the last week (and year)?	
	Honduras/2002: Do you currently attend an educational establishment?	**Honduras/2002:** 1.During the last week, did you dedicate an hour or more to some job or activity with pay in cash or in another from or did you have any earnings? (except household chores) 2.During last week, did you carry out or help carry out any job without pay? (except household chores)	**Honduras/2002:** 1.How many hours did you work last week? 2.How many total hours do you normally work per week?
	Panama/2000: Are you currently attending school?	**Panama/2000:** I. There is a chain of the following 4 questions, the next is asked only if the answer on the previous one was "no": I.1.Did you work last week? I.2.Do you have a job and were you absent from it last week for sickness, vacation, leave, or other motive I.3.Did you do some work last week for which you received money, such as selling lottery, newspapers, cooking, ironing, etc. I.4.Last week, did you work with a family members in their business, firm, or farm for 15 or more hours? II. Did you work at any time during the last year?	**Panama/2000:** How many hours did you work last week on your job?
	Bangladesh/2002/03: During last week, were you attending school or training institution? (choice among the following options: yes/full time, yes/part time, no) *The reference age varies by (4+,5+,5-17)	**Bangladesh/2002/03:** I.1Is he/she engaged in any work last week (economic and/or non-economic) either before or after school or training institutions? Only if yes in I.1 and he/she is engaged in the economic activity during last week): I.2. In which of the following work is he /she engaged during last week: work for wages, salary, engaged in household enterprise, self-employed/own account work. II. Does he/she work other than households for wages/salaries/profits? III. Did he/she work for at least one hour on any day during last week for pay or profit, family gain or for own final use or consumption? III. Did he/she do any economic activity at any time during last year as paid or unpaid worker or for profit or family gain or for own final or consumption(excluding housekeeping and household chores)? *The reference age varies by survey (5+,5-17)	**Bangladesh/2002/03:** I. How many hours did he/she actually work last week: a) for economic activity, b) non-eco. activity? II. How many hours did he/she actually work during last week? Note: in the data, weekly working hours reported in section I do not correspond to those reported in section II for many individuals.
	There is no common pattern, each case is very particular, in what follows we present some examples		
LSMS	**Bolivia 1999/2000:** 1.This year did you enroll in school (to any course or school grade, basic, secondary or higher) ? 2. Are you currently attending such course or grade ? 3. For which reasons you didn't enroll or you are not currently attending (holidays, strike) ?	**Bolivia 1999/2000:** 1.During last week did you work for at least an hour ? 2. During last week did you spend at least an hour for the following activities: working in agriculture or animal raising; working or helping in the family business; selling on the streets; preparing food, spinning, weaving, sewing or engaging in other activities for sale; providing services for payment; other activity for payment ?	**Bolivia 1999/2000:** 1.How many days did you work during the past week? 2.How many hours a day did you work on average during the past week?
	Nicaragua 2001: 1. This year did you attend or are you attending: 1.a.Children's Dining Room/CICO; 1.b.CDI/nursery school; 1.c.Pre-school; 1.d.School; 2. This year did you enroll in the formal school system ? *The reference age varies by survey (5+,7+)	**Nicaragua 2001:** I.1.Did you work during the past week, even though not paid? I.2. If 1 no, reply to a-f: a. Neither for an hour? I.2.b. Neither helping in the family business? I.2.c. Neither as unpaid apprentice? I.2.d. Neither selling some product on the street or in another place? I.2.e. Neither helping on a family farm? I.2.f. Neither washing cars, shoes, throwing garbage or other bearings? II. During the last 12 months did you engage in other jobs other than the one carried out during the last week? *The reference age varies by survey (6+,7+)	**Nicaragua 2001:** During the past week how many total hours did you work in all the activities you engaged in?

ANNEX 3. DETAILED COMPARATIVE TABLES

Table A1. Bangladesh

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
					region	%	age	M	F	T	age	M	F	T	age	M	F	T	
BANGLADESH	DHS	Demography and Health Survey, 2004 [55,883]	136,822,774/ 16,782,807 (8,364,283/ 8,418,524)	29,760,498/ 107,062,276	barisal	6.5	5-9	74.9	77.4	76.1	5-9	-	-	-	5-9	-	-	-	January - May 2004
					chittagong	19.7													
					dhaka	31.0	10-14	72.9 [70.3]	78.8 [78.0]	75.8 [74.2]	10-14	17.8 [15.2]	4.7 [4.0]	11.2 [9.6]	10-14	-	-	-	
					khulna	11.6													
					rajshahi	23.9	15-17	40.0 [35.6]	37.4 [36.5]	38.6 [36.1]	15-17	53.0 [48.6]	9.7 [8.7]	28.2 [25.8]	15-17	-	-	-	
					sylhet	7.4													
		Current economic activity , simple form of question Current school attendance																	
	SIMPOC	Child Labour Survey 2002-2003 [192,874]	129,603,512/ 16,425,389 (8,671,026/ 7,754,362)	29448,017/ 100,155,495	-		5-9	81.2 [80.5]	84.0 [83.4]	82.5 [81.9]	5-9	1.9 [1.2]	1.2 [0.6]	1.6 [0.9]	5-9	23.7	22.4	22.9	October-November 2002
							10-14	78.6 [61.5]	87.3 [81.0]	82.7 [70.7]	10-14	35.8 [18.7]	15.3 [9.0]	26.1 [14.1]	10-14	26.1	19.7	24.3	
							15-17	53.6 [48.0]	68.4 [66.8]	59.5 [55.4]	15-17	47.5 [41.8]	21.8 [20.2]	37.3 [33.3]	15-17	38.2	27.4	35.7	
		Reference period of the economic activity - 7 days, simple form of questionnaires Last week school attendance																	

Table A2. Senegal

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
					region	%	age	M	F	T	age	M	F	T	age	M	F	T	
SENEGAL	DHS	Demographic and Health Survey 2005 [69,054]	10,866,263/ 1,415,629 (698,282 / 717,348)	4,753,186 / 6,113,077	dakar	23.0	5-9	37.9 [26.6]	39.8 [30.0]	38.9 [28.3]	5-9	28.1 [16.4]	22.7 [13.0]	25.4 [14.7]	5-9	1.7*	1.6*	1.7*	Feb.- May, 2005
					diourbel	10.4													
					fatick	5.7													
					kaolack	11.7													
					kolda	8.2	10-14	59.6 [40.5]	56.4 [40.8]	58.0 [40.6]	10-14	39.5 [19.8]	31.2 [15.4]	35.2 [17.6]	10-14	2.9*	2.9*	2.9*	
					louga	6.3													
					matam	3.7													
					saint-louis	6.5													
					tambacounda	6.5	15-17	42.0	31.0	36.2	15-17	-	-	-	15-17	-	-	-	
					thiès	13.7													
					zuguinchor	4.2													
		Reference period of the economic activity - 7 days, simple form of question Current school attendance																	
	SIMPOC	Child Labor Survey 2005 [35,024]	10,864,504/ 1,382,039 (691,250/ 690,789)	4,314,568 / 6,549,936	dakar	21.8	5-9	39.0 [34.9]	41.2 [39.4]	40.1 [37.0]	5-9	13.1 [8.9]	5.9 [4.1]	9.7 [6.6]	5-9	27.9	20.1	25.7	2005 (months are not available)
					diourbel	9.8													
					fatick	6.6													
					kaolack	10.5													
					kolda	8.2	10-14	63.2 [51.6]	60.3 [54.7]	61.8 [53.2]	10-14	28.9 [17.3]	15.6 [10.0]	22.3 [13.7]	10-14	29.7	24.1	27.7	
					louga	6.9													
					matam	4.7													
					saint-louis	7.4													
					tambacounda	6.8	15-17	50.7 [37.4]	41.0 [36.4]	45.5 [36.8]	15-17	45.9 [32.6]	24.1 [19.6]	34.4 [25.7]	15-17	37.1	30.7	34.7	
					thiès	12.6													
					zuguinchor	4.8													
		Reference period of the economic activity - 7 days, long form of questionnaires Current school attendance																	

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Table A3. **Bolivia**

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
					region	%	age	M	F	T	age	M	F	T	age	M	F	T	
BOLIVIA	LSMS	Encuesta Continua de Hogares 2000 [20,815]	8,274,803/ 1,043,877 (537,132/ 506,745)	3,006,277/ 5,268,526	chuquisaca	8.2	5-9	81.4	84.0	82.7	5-9	-	-	-	5-9	-	-	-	November-December, 2000
					la paz	23.1													
					cochabamba	21.3													
					oruro	-	10-14	93.4 [73.9]	87.8 [72.5]	90.6 [73.2]	10-14	23.6 [4.1]	22.1 [6.8]	22.9 [5.4]	10-14	28.9	29.6	29.2	
					potosí	10.8													
					tarija	5.6													
					santa cruz	25.2	15-17	71.8 [54.8]	71.3 [58.6]	71.5 [56.8]	15-17	38.7 [21.7]	30.4 [17.8]	34.5 [19.7]	15-17	40.6	39.8	40.2	
					beni	5.1													
					pando	0.8													
		Reference period of the economic activity - 7 days, simple form of question Current school attendance																	
	MICS-2	Multiple Indicator Cluster Survey 2 2000 [19,530]	8,428,190/ 1,013,351 (506,339/ 507,012)	5,459,049/ 2,969,141	chuquisaca	7.2	5-9	84.9 [69.8]	87.2 [73.6]	86.1 [71.7]	5-9	25.5 [2.7]	21.8 [3.0]	23.7 [2.9]	5-9	13.7	13.7	13.7	September- November, 2000
					la paz	29.4													
					cochabamba	18.6													
					oruro	4.8	10-14	94.5 [63.1]	92.1 [67.3]	93.3 [65.2]	10-14	35.1 [3.6]	29.0 [4.2]	32.0 [3.9]	10-14	14.9	16.1	15.4	
					potosí	9.5													
					tarija	4.9													
					santa cruz	22.1	15-17	81.7	75.1	78.2	15-17	-	-	-	15-17	-	-	-	
					beni	3.2													
					pando	0.3													
		Reference period of the economic activity - 7 days, simple form of questionnaires Current school attendance																	

Table A4. Sao Tome e Principe

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
					region	%	age	M	F	T	age	M	F	T	age	M	F	T	
SAO TOME E PRINCIPE	LSMS	L' ENQUETE NATIONALE SUR LES CONDITIONS DE VIE DES MENAGES 2000 [11,005]	127,482/ 18,486 (9,575/ 8,911)	70,939/ *56,590*	-		6-9	85.6	84.1	84.9	5-9	-	-	-	5-9	-	-	-	November 200 – February 2001
							10-14	81.7 [81.1]	81.1 [81.1]	81.4 [81.1]	10-14	4.6 [4.0]	1.2 [1.2]	3.0 [2.7]	10-14	-	-	-	
							15-17	49.3 [47.9]	45.6 [45.2]	47.4 [46.6]	15-17	20.3 [19.0]	6.7 [6.3]	13.6 [12.8]	15-17	-	-	-	
		List of the main occupations School attendance: Is a child at school?																	
	MICS-2	Multiple Indicator Cluster Survey 2-2000 [14,251]	148,000/ 20,133 (10,352/ 9,781)	70,976 / *77,024*	-		5-9	56.6 [48.9]	58.4 [51.1]	57.5 [50.0]	5-9	11.8 [4.1]	10.4 [3.0]	11.1 [3.6]	5-9	7.5	7.7	7.6	February-September 2000-almost exclusively from August 23 to the end of September
							10-14	80.1 [62.9]	80.2 [66.9]	80.1 [64.8]	10-14	22.5 [5.3]	16.7 [3.4]	19.7 [4.4]	10-14	11.7	10.2	11.1	
							15-17	44.3	44.2	44.3	15-17	-	-	-	15-17	-	-	-	
		Reference period of the economic activity - 7 days, simple form of questionnaires Current school attendance																	

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Table A5. **Kenya**

Country	Survey type	Survey Name and total sample size	5-17 y. o. Expanded size (M/F)	5-17 y. o. Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
				region	%	age	M	F	T	age	M	F	T	age	M	F	T	
KENYA	SIMPOC	Child Labour Module of Integrated Labour Force Survey (children 5-17 years old)	10886153 (5,605,441/ 5,280,711)	nairobi	5.0	5-9	65.6 [63.3]	67.3 [65.3]	66.4 [64.2]	5-9	4.4 [2.2]	4.0 [1.9*]	4.2 [2.0]	5-9	27.4	30.0	28.5	December 1998 – January 1999
				central	13.1													
				coast	7.4													
				eastern	16.7	10-14	75.1 [70.4]	73.5 [69.6]	74.3 [70.0]	10-14	8.5 [3.8]	7.6 [3.7]	8.0 [3.7]	10-14	34.4	38.0	36.1	
				north eastern	2.4													
				nyanza	18.7													
				rift valley	23.7	15-17	60.8 [56.4]	55.2 [51.1]	58.1 [53.8]	15-17	17.1 [12.7]	19.0 [14.8]	18.0 [13.7]	15-17	37.4	41.1	39.3	
				western	13.0													
		Reference period of the economic activity - 7 days, simple form of questionnaires School attendance: Is a child at school full time?																
	MICS-2	Multiple Indicator Cluster Survey 2 [45,501]	11060683 (5,494,593/ 5,566,090)	nairobi	9.0	5-9	62.0 [45.6]	63.2 [49.0]	62.6 [47.3]	5-9	23.4 [7.0]	19.5 [5.3]	21.5 [6.2]	5-9	11.9	10.2	11.1	September – October 2000
				central	11.8													
				coast	8.6													
				eastern	17.2	10-14	87.4 [46.4]	87.7 [52.1]	87.6 [49.3]	10-14	46.4 [5.4]	41.6 [5.9]	44.0 [5.7]	10-14	11.5	11.8	11.6	
				north eastern	0.8													
				nyanza	16.9													
				rift valley	22.9	15-17	70.7 [32.0]	62.6 [34.6]	66.5 [33.3]	15-17	56.6 [17.9]	48.3 [20.3]	52.3 [19.1]	15-17	17.3	19.5	18.3	
				western	12.9													
		Reference period of the economic activity - 7 days, simple form of questionnaires Current school attendance																

Table A6. Lesotho

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
					region	%	age	M	F	T	age	M	F	T	age	M	F	T	
LESOTHO	CWIQ 2002	Lesotho Core Welfare Indicators Questionnaire Survey 2002 [22,031]	1,930,478/ 282,078 (137,191/ 144,888)	454,119/ 1,476,359	Butha Buthe	7.8	5-9	71.4 [71.3]	77.9 [77.6]	74.7 [74.5]	5-9	1.2 [1.1]	0.4 [0.1]	0.8 [0.6]	5-9	-	-	-	April – June 2002
					Leribe	14.6													
					Berea	10.5													
					Maseru	22.9	10-14	83.4 [82.5]	92.6 [91.7]	88.1 [87.2]	10-14	5.4 [4.4]	1.7 [0.9]	3.5 [2.6]	10-14	-	-	-	
					Mafeteng	9.9													
					Mohale Hoek	8.3													
					Quthing	5.3	15-17	58.1 [57.7]	61.1 [60.9]	59.6 [59.3]	15-17	13.9 [13.5]	9.8 [9.5]	11.9 [11.5]	15-17	-	-	-	
					Qacha's Nek	6.6													
					Mokhotlong	5.5													
					Thaba-Tseka	8.7													
		Reference period of the economic activity - 7 days, simple form of questionnaires Current school attendance																	
	MICS-2	Multiple Indicator Cluster Survey 2-2000 [32,710]	1,742,189 / 244,151 (121,650/ 122,502)	378,051/ 1,365,949	Butha Buthe	6.2	5-9	71.7 [54.3]	76.6 [60.8]	74.2 [57.6]	5-9	22.3 [4.8]	18.7 [2.9]	20.5 [3.8]	5-9	7.1	6.8	7.0	February-October 2000- mainly March, April, May)
					Leribe	14.1													
					Berea	12.2													
					Maseru	22.9	10-14	82.6 [54.4]	89.4 [62.9]	86.0 [58.7]	10-14	38.7 [10.5]	30.1 [3.6]	34.4 [7.0]	10-14	13.8	8.9	11.7	
					Mafeteng	12.2													
					Mohale Hoek	9.8													
					Quthing	6.4	15-17	61.9 [35.6]	62.0 [40.3]	62.0 [37.7]	15-17	51.1 [24.7]	39.0 [17.3]	45.7 [21.4]	15-17	18.8	13.5	16.9	
					Qacha's Nek	3.5													
					Mokhotlong	5.1													
					Thaba-Tseka	7.7													
		Reference period of the economic activity - 7 days, simple form of questionnaires Current school attendance																	

Table A7. Brazil

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
					region	%	age	M	F	T	age	M	F	T	age	M	F	T	
BRAZIL	PNAD	Pesquisa Nacional por Amostra de Domicilios 2003 [384,834]	173,966,052/ 16,286,941 (8,306,349/ 7,980,592)	146,679,752/ 27,286,300	-		5-9	89.4 [87.9]	90.6 [89.9]	90.0 [88.8]	5-9	1.7 [0.1]	0.9 [0.1]	1.3 [0.1]	5-9	12.4	11.3	12.0	2003
							10-14	97.0 [84.0]	97.3 [90.9]	97.1 [87.4]	10-14	13.8 [0.9]	6.8 [0.4]	10.4 [0.6]	10-14	20.6	19.2	20.1	
							15-17	82.0 [54.5]	82.7 [66.0]	82.4 [60.1]	15-17	38.4 [10.8]	22.0 [5.2]	30.3 [8.1]	15-17	33.4	30.5	32.3	
		One week reference period (21-27 September 2003), long form of question about economic activity School attendance: Does child attend school or kindergarten?																	
	PNAD	Pesquisa Nacional por Amostra de Domicilios 2004 [399,354]	182,060,108/ 17,043,986 (8,669,498/ 8,374,488)	151,124,470/ 30,935,638	-		5-9	90.4 [88.5]	91.9 [91.1]	91.1 [89.8]	5-9	2.0 [0.1]	0.9 [0.1]	1.5 [0.1]	5-9	12.2	11.2	11.9	2004
							10-14	96.5 [85.1]	97.1 [91.4]	96.8 [88.2]	10-14	13.5 [1.1]	6.5 [0.4]	10.1 [0.8]	10-14	20.3	19.0	19.9	
							15-17	81.3 [53.5]	82.5 [65.4]	81.9 [59.4]	15-17	39.5 [11.7]	22.4 [5.3]	31.1 [8.5]	15-17	33.2	30.6	32.3	
		One week reference period (19-25 September 2004), long form of questionnaires about economic activity School attendance: Does child attend school or kindergarten?																	

Table A8. Ghana

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	Distribution by regions		School Attendance [attend only]				Economic activity [work only]				Average working hour per week or per day*				Field work period
					region	%	age	M	F	T	age	M	F	T	age	M	F	T	
GHANA	SIMPOC	Child Labour Survey 2000 [47,956]	17,918,314/ 2,516,860 (1,318,948/ 1,197,912)	7,103,418/ 10,814,896	western	9.8	5-9	77.9 [69.2]	77.7 [69.8]	77.8 [69.5]	5-9	15.5 [6.8]	14.0 [6.1]	14.8 [6.5]	5-9	-	-	-	December 2000
					central	7.6													
					gt. accra	13.3													
					volta	8.6	10-14	83.0 [60.7]	81.5 [58.6]	82.3 [59.7]	10-14	33.8 [11.5]	34.7 [11.9]	34.2 [11.7]	10-14	-	-	-	
					eastern	11.0													
					ashanti	15.8													
					brong ahafo	9.8	15-17	64.5 [42.4]	59.2 [41.4]	62.0 [41.9]	15-17	46.7 [24.6]	45.0 [27.2]	45.9 [25.8]	15-17	-	-	-	
					northern	14.3													
					upper east	5.5													
					upper west	4.2													

Reference period of the economic activity - 7 days, simple form of question
Current school attendance

	CWIQ	Core Welfare Indicators Questionnaire 2003 [210,153]	16,740,152/ 2,234,673 (1,147,920/ 1,086,753)	7,054,619/ 9,685,533	western	10.1	5-9	77.9 [77.3]	78.1 [77.4]	78.0 [77.4]	5-9	2.5 [1.8]	2.4 [1.7]	2.5 [1.7]	5-9	-	-	-	2003 (January-May)
					central	9.0													
					gt. accra	14.1													
					volta	9.6	10-14	86.6 [84.5]	84.3 [82.1]	85.5 [83.3]	10-14	7.8 [5.6]	7.6 [5.4]	7.7 [5.5]	10-14	-	-	-	
					eastern	11.6													
					ashanti	19.1													
					brong ahafo	9.2	15-17	71.9 [69.3]	65.6 [63.9]	68.9 [66.7]	15-17	18.3 [15.7]	18.2 [16.5]	18.3 [16.1]	15-17	-	-	-	
					northern	10.2													
					upper east	4.7													
					upper west	2.4													

Reference period of the economic activity - 7 days, simple form of questionnaires
Current school attendance

Table A9. Cameroon

Country	Survey type	Survey Name and total sample size	Total expanded sample size/ expanded 10-14 sample size (M/F)	Expanded numbers of urban/rural	region	%	School Attendance [attend only] age	M	F	T	Economic activity [work only] age	M	F	T	Average working hour per week or per day* age	M	F	T	Field work period
CAMEOON	MICS-2	Multiple Indicator Cluster Survey 2000 [24,525]	15,928,737/ 2,287,931 (1,148,181/ 1,139,745)	5,474,730 / 10,454,006	douala	6.7	5-9	67.9 [35.5]	64.9 [34.4]	66.4 [35.0]	5-9	42.6 [10.5]	40.3 [9.8]	41.5 [10.2]	5-9	17.6	15.5	16.6	July-August, 2000 Summer holidays + rainy season
					yaounde	5.2													
					adamaoua	2.2													
					centre sans yde	12.2													
					est	8.8	10-14	87.0 [29.6]	78.3 [30.0]	82.7 [29.8]	10-14	66.8 [9.5]	61.6 [13.4]	64.2 [11.4]	10-14	23.5	22.2	22.9	
					extreme nord	17.4													
					littoral sans dla	3.5													
					nord	9.3													
					nord ouest	8.9	15-17	68.1	56.4	62.5	15-17	-	-	-	15-17	-	-	-	
					ouest	11.7													
					sud	2.8													
					sud ouest	11.3													
		Reference period of the economic activity - 7 days, simple form of question Current school attendance																	
		Priority Survey 2001 [56,443]	15,472,557/ 2,056,541 (1,045,563/ 1,010,978)	5,383,103 / 10,089,456	douala	9.7	5-9	68.0	63.7	65.9	5-9	-	-	-	5-9	-	-	-	October – December 2001
					yaounde	8.7													
					adamaoua	4.5													
					centre sans yde	7.9													
					est	4.8	10-14	87.8 [79.9]	81.3 [74.1]	84.6 [77.1]	10-14	14.5 [6.5]	17.4 [10.2]	15.9 [8.4]	10-14	26.8	26.8	26.8	
					extreme nord	17.7													
					littoral sans dla	4.9													
					nord	7.3													
					nord ouest	11.5	15-17	70.8 [62.4]	54.6 [49.8]	62.9 [56.2]	15-17	27.8 [19.5]	29.8 [24.9]	28.8 [22.2]	15-17	37.0	31.8	34.3	
					ouest	12.1													
					sud	3.5													
					sud ouest	7.5													
		List of the main occupations Current school attendance																	

ANNEX 4. DETAILED COMPARATIVE TABLES FOR EXPANDED SAMPLE OF COUNTRIES

AFRICA

Country		Burkina Faso		Chad		Cameroon		Côte d'Ivoire	
Year		2003	1998	2004	2000	2001	2000	2002	2000
Survey Name		Etude sur les Conditions de Vie des Menages	Etude sur les Conditions de Vie des Menages	Demographic and Health Survey	Multiple Indicator Cluster Survey 2	Enquête Camerounaise Auprès des Ménages II	Multiple Indicator Cluster Survey 2	Enquete Niveau de Vie des Menages	Multiple Indicator Cluster Survey 2
Survey type		CWIQ	ENQUETE PRIORIT. II	DHS	MICS-2	PRIORITY SURVEY	MICS-2	IS	MICS-2
Recall period of eco. activity/ form of the question		7 days/ short	main occup. list	7 days/ short	7 days/ short	main occup. list	7 days/ short	7 days/ short	7 days/ short
Total Sample size/ 10-14 sample size		54,034/ 7,103	63,509/ 8,350	29,608/4,062	28,750/ 3,970	56,443/ 7,849	24,525/ 3,485	57,908/ 7,571	53,364/ 7,912
Expanded numbers of URBAN/RURAL		2,068,445/ 9,315,360	1,767,396/ 8,829,981	1915248/ 7,339,943	1,889,014/ 5,971,913	5,383,103/ 10089454	5,474,730/ 10454006	7,459,874/ 9,673,698	8,420,764/ 8,111,362
Adult empl. rate (25-55 yearolds) M/F/T		95.5/84.5/89.5	96.7/86.9/91.2	-	-				
School Attendance (10-14 yearolds)	Male	37.6	34.5	55.9	72.8	87.8	87.0	72.9	68.6
	Female	29.7	25.2	39.9	48.8	81.3	78.3	56.5	53.5
	Total	33.9	30.1	48.1	60.6	84.6	82.7	65.0	61
Employ (10-14 yearolds)	Male	54.9	65.3	73.8	78.6	14.5	66.8	16.6	43.9
	Female	57.5	67.5	64.6	74.7	17.4	61.6	20.6	43.3
	Total	56.1	66.3	69.3	76.7	15.9	64.2	18.6	43.6
Average working hour per week (10-14 yearolds)		-	-	22.3	21.8	26.8	22.9	45.2	23.5
Work only M/F/T (10-14 yearolds)		53.4/56.8/55.0	61.8/65.7/63.6	35.4/41.4/38.3	22.9/40.0/31.6	6.5/10.2/ 8.4	9.5/13.4/ 11.4	15.1/19.8/17.4	17.0/23.8/20.4
Field work period		April 1, 2003-July 16, 2003	05/1998- 08/1998	07/2004-12/2004	05/2000-10/2000	10/2001- 12/2001	07/2000-08/2000		01/2000-12/2000
Academic year		October-June		October-June		September-June		October-June	

AFRICA cont'd										
Country		Egypt			Ethiopia		Ghana		Kenya	
Year		2005	2000	1998	2005	2001	2003	2000		
Survey Name		Demographic and Health Survey	Demographic and Health Survey	Egypt Labour Market Survey	National Labour Force Survey	National Labour Force Survey	CORE WELFARE INDICATORS QUESTIONNAIRE	Child Labour Survey	Multiple Indicator Cluster Survey 2	Child Labour Module of Integrated Labour Force Survey
Survey type		DHS	DHS	LFS	LFS	LFS	CWIQ	SIMPOC	MICS-2	SIMPOC
Recall period of eco. activity/ form of the question		7 days/ short	last month/ short	7 days/ long	last month/ short	7 days/ long	7 days/ short	7 days/ short	7 days/ short	7 days/ short
Total Sample size/ 10-14 sample size		112,710/ 11,907	91,173/ 11,875	23,997/ 3,134	230,680/ 27,707	189,936/ 22,380	210,153/ 28,477	47,956/ 6,737	45,501/ 6,882	20,034/ 8,205
Expanded numbers of URBAN/RURAL		29547523/ 41260289	28788022/ 37931179	25589784/ 34903389	8,974,598/ 54254001	7,552,898/ 48323658	7,054,619/ 9,685,533	7,103,418/ 10,814,896	6,668,748/ 23423384.6	-
Adult empl. rate (25-55 yearolds) M/F/T			91.4/19.0/55.1	90.8/49.6/69.4	95.8/79.4/87.2	94.8/68.8/81.1	84.2	86.2		-
School Attendance (10-14 yearolds)	Male	93.2	88.3	90.3	53.2	58.2	86.6	87.4	75.1	
	Female	89.3	81.8	83.4	48	46.6	84.3	87.7	73.5	
	Total	91.3	85.1	86.8	50.7	52.6	85.5	87.6	74.3	
Employ (10-14 yearolds)	Male	14.3	4.1	5.8	70.1	73.8	7.8	46.4	8.5	
	Female	5.3	1.1	11.6	53.4	52.3	7.6	41.6	7.6	
	Total	9.9	2.6	8.7	62.1	63.3	7.7	44.0	8.0	
Average working hour per week (10-14 yearolds)		24.4	-	49.3	29.6	31.4	-	-	11.7	35.9
Work only M/F/T (10-14 yearolds)		2.8/2.0/ 2.4	3.7/1.0/ 2.4	4.6/6.0/ 5.3	38.7/33.5/ 36.2	37.6/34.8/36.2	5.6/5.4/ 5.5	11.5/11.9/ 11.7	5.4/5.9/ 5.7	3.8/3.7/ 3.7
Field work period		04/2005 - 07/2005	03/2000 - 05/2000				January-May 2003	12/2000	5.4/5.9/ 5.7	3.8/3.7/ 3.7
Academic year		September-June			September-July		September-July		January-December	

AFRICA cont'd													
Country		Lesotho		Malawi		Mali			Sao Tome e Principe		Senegal			
Year		2002	2000	2004	2000	2006	2005	2001	2000	2000	2005	2005	2001	2000
Survey Name		CORE WELFARE INDICATORS QUESTIONNAIRE	Multiple Indicator Cluster Survey 2	Demographic and Health Survey	Demographic and Health Survey	Enquête Démographique et de Santé du	Enquete National sur le Travail des Enfants	Demographic and Health Survey	Multiple Indicator Cluster Survey 2	Enquête Nationale sur les Conditions de Vie des Menages	Demographic and Health Survey		Enquête Sénégalaise Auprès des Ménages (ESAM II)	Multiple Indicator Cluster Survey 2
Survey type		CWIQ	MICS-2	DHS	DHS	DHS	SIMPOC	DHS	MICS-2	LSMS	DHS	SIMPOC	LSMS	MICS-2
Recall period of eco. activity/ form of the question		7 days/ short	7 days/ short	7 days/ short	7 days/ short	7 days/ short	7 days/ long	7 days/ short	7 days/ short	main occup. list	7 days/ short	7 days/ long	7 days/ short	7 days/ short
Total Sample size/ 10-14 sample size		22,031/ 3,233	32,744/ 4,584	60,747/ 8,738	63,823/ 8,615	73,685/ 10,039	28,742/ 3,915	66,505/ 9,422	14,251/ 1,940	11,009/ 1,581	69,054/ 9,215	35,024/ 4,585	64,679/ 8,747	60,169/ 8,544
Expanded numbers of URBAN/RURAL		454,119/ 1,476,359	378,051/ 1,365,949	1915248/ 7,339,943	1,889,014/ 5,971,913	3,646,713/ 8,321,662	3,945,347/ 7,942,315	2,948,079/ 8,168,758	70,976/ 77,024	70,939/ 56,590	4,753,186/ 6,113,077	4,314,568/ 6,549,936	4,325,790/ 6,099,418	3566983/ 5311397
Adult empl. rate (25-55 years old) M/F/T		65/45/ 55			-	-		-	-			80.9/49.3/62.8	76.2/46.4/ 59.8	-
School Attendance (10-14 yearolds)	Male	83.4	82.6	87.3	83.6	50.2	59.3	46.2	80.1	81.7	59.6	63.2	54.9	53
	Female	92.6	89.4	87.0	84.5	41.6	50	32	80.2	81.1	56.4	60.3	47	41.3
	Total	88.1	86	87.1	81.4	45.8	54.6	38.9	80.1	81.4	58.0	61.8	51.0	47.1
Employ (10-14 years old)	Male	5.4	38.7	57.4	42.1	59.8	76.5	36.0	22.5	4.6	39.5	28.9	31.3	47.4
	Female	1.7	30.1	51.5	35.9	49.5	74.7	21.3	16.7	1.2	31.2	15.6	18.7	29.4
	Total	3.5	34.4	54.4	38.9	54.6	75.6	28.4	19.7	3.0	35.2	22.3	25.0	38.3
Average working hour per week (10-14 years old)		-	11.7	9.6	10.9	-		22.9	11.1	-	5.5	27.7	-	17.5
Work only M/F/T (10-14 yearolds)		4.4/0.9/ 2.6	27.1/12/ 20.4	7.6/7.2/ 7.4	7.2/6.4/ 6.8	32.3/31.4/31.8	36.8/41.1/ 38.9	24.1/16.0/ 20.0	5.3/3.4/ 4.4	4.0/1.2/ 2.7	19.8/15.4/17.6	17.3/10.0/13.7	20.7/14.9/ 17.8	25.7/17.8/ 21.7
Field work period		04/2002-06/2002	02/2000-10/2000 (mainly 03/2000-06/2000, 09/2000)	01/2004-02/2005 (mainly 10/2004-01/2005)	7/2000-11/2000	02/2006-12/2006 (mainly 06/2006-10/2006)		01/2001 - 05/2001	02/2000-09/2000	11/2000-02/2001	02/2005 - 05/2005			05/2000-07/2000
Academic year		March-December		January-November		October-June			October-July		October-July			

AFRICA cont'd									
Country		Togo		Uganda			United Republic of Tanzania		Zambia	
Year	2006	2000	2005/2006	2002/2003	2000/2001	2000	1999	2005	1999
Survey Name	QUIBB	Multiple Indicator Cluster Survey 2	National Household Survey	National Household Survey	Demographic and Health Survey		Demographic and Health Survey	Labour Force Survey	Child Labour Survey
Survey type	CWIQ	MICS-2			DHS	SIMPOC	DHS	LFS	SIMPOC
Recall period of eco. activity/ form of the question	7 days/ short	7 days/ short	7 days/ long	7 days/ short	7 days/ short	list of curr. occup.	currently/ short	7 days/ long	7 days/ list of occup.
Total Sample size/ 10-14 sample size	36,430/ 4,605	24,485/ 3,678	38,559/ 5,895	50,508/ 7,827	37,951/ 5,589	-/9,024	19,255/ 2,572	39797/ 5,579	44,367/ 6,050
Expanded numbers of URBAN/RURAL	994,857/ 2,132,240	1,581,161/ 2,980,708	4171287/ 22993343	3,848,935/ 23055009/	3,277,655/ 21755781	-	7,058,716/ 24323859	3993329/ 7,445,351	3,974,598/ 6,812,389
Adult empl. rate (25-55 yearolds) M/F/T	91.1/ 89.2/ 90.1	-	95.2/90.7/ 92.9	91.5/85.6/ 88.4	-	-	-	92.6/81.1/ 86.8	82.4/62.1/ 72.0
School Attendance (10-14 yearolds) — Male	84.9	82.3	94.1	93.6	91.5	78.2	69.3	84.3	76.5
School Attendance (10-14 yearolds) — Female	77	67.8	93.4	93.4	90.3	79.5	68.7	84.4	75.6
School Attendance (10-14 yearolds) — Total	81.3	75.1	93.8	93.5	90.9	78.8	69.0	84.3	76.0
Employ (10-14 yearolds) — Male	46.6	79.7	48.5	20.7	53.2	46.7	41.2	53.8	15.6
Employ (10-14 yearolds) — Female	46.0	78.8	45.6	16.4	50.5	44.3	39.1	51.5	14.1
Employ (10-14 yearolds) — Total	46.3	79.3	47.0	18.5	51.8	45.5	40.2	52.7	14.8
Average working hour per week	-	26.2	11.6	45.5	10.5	-	16.2	25.6	-
Work only M/F/T (10-14 yearolds)	11.6/16.4/ 13.8	15.4/26.0/ 20.7	3.7/3.6/ 3.6	3.6/2.0/ 3.4	4.2/4.2/ 4.2	15.0/12.6/ 13.8	13.7/13.4/ 13.5	10.6/9.5/ 10.1	8.3/7.5/ 7.9
Field work period	07/2006- 08/2006	August 1 2000 September 4 2000	Mainly November 2005-April 2006	01/2002-04/2003 (mainly 05/2002-04/2003)	01/2000-03/2001 (mainly 09/2000- 03/2001)		09/1999- 11/1999	09/2005- 10/2005	
Academic year	September-June		February-December			January-December		January-December	

LATIN AMERICA AND CARIBBEAN

Country		Argentina		Bolivia				Brazil			Colombia		
Year		2004	1997	2002	2000	2000	1999	2004	2003	2001	2005	2001	2000
Survey Name		Encuesta sobre Actividades de Niños, Niñas y Adolescentes	Encuesta de Desarrollo Social (EDS)	Encuesta Continua de Hogares	Encuesta Continua de Hogares	Multiple Indicator Cluster Survey 2	Encuesta Continua de Hogares	Pesquisa Nacional por Amostra de Domicilios	Pesquisa Nacional por Amostra de Domicilios	Pesquisa Nacional por Amostra de Domicilios	Demographic and Health Survey	Encuesta Nacional de Trabajo Infantil	Demographic and Health Survey
Survey type		SIMPOC	IS	LSMS	LSMS	MICS-2	LFS	PNAD	PNAD	PNAD	DHS	SIMPOC	DHS
Recall period of eco. activity/ form of the question		7 days/ long		7 days/ long	7 days/ long	7 days/ short	7 days/ long	?/long	?/long	?/long	last week occup list	7 days/ long	7 days/ short
Total Sample size/ 10-14 sample size		44,246 / 4,774	75,361/ 7,622	24,933/ 3,313	20,815/ 2,675	19,530/ 2,426	13,023/ 1,694	399,354/ 37,971	384,834/ 36,446	378,837/ 37,403	157,840/ 16,923	26,859/ 10,738	47,520/ 4,906
Expanded numbers of URBAN/RURAL		18,044,161/ 943,348	-	5,330,045/ 3,217,046	5,268,526/ 3,006,277	5,459,049/ 2,969,141	5,023,166/ 2,965,263	151,124,470/30,935,638	146,679,752/27,286,300	142,099,791/27,270,024	35348955/ 8,299,724	-	29602524/ 11952018
Adult empl. rate (25-55 yearolds) M/F/T		-	94.0/56.4/74.2	93.6/69.3/81.0	93.8/67.9/80.3	-	93.7/68.1/80.3	88.8/62.7/75.2	87.0/58.8/72.3	87.4/56.6/71.4	-	-	-
School Attendance (10-14	Male	97	95.8	93.9	93.4	94.5	94.7	96.5	97.0	96.0	91.8	90.0	87.5
	Femalee	98.1	96.9	90.4	87.8	92.1	91	97.1	97.3	96.4	94.9	92.8	90.0
	Total	97.5	96.4	92.3	90.6	93.3	92.9	96.8	97.1	96.2	93.4	91.4	88.7
Employ (10-14 yearolds)	Male	23.0	25.4	28.8	23.6	35.1	29.2	13.5	13.8	14.2	9.4	22.0	13.8
	Female	13.6	16.0	26.7	22.1	29.0	30.5	6.5	6.8	7.2	2.6	10.2	4.5
	Total	18.5	20.7	27.8	22.9	32.0	29.8	10.1	10.4	10.8	5.8	16.2	9.3
Average working hour per week (10-14 yearolds)		8.0	-	24.9	29.2	15.4	25.5	19.9	20.1	23	22.1	21.3	21.5
Work only M/F/T (10-14 yearolds)		1.5/0.4/ 1.0	2.5/1.0/ 1.8	3.8/5.7/ 4.6	4.1/6.8/ 5.4	3.6/4.2/ 3.9	4.2/7.5/ 5.8	1.1/0.4/ 0.8	0.9/0.3/ 0.6	1.3/0.7/ 1.0	3.6/0.7/ 2.1	5.8/2.2/ 4.0	5.9/1.3/ 3.7
Field work period			08/1997	11/2002 - 12/2002	11/2000 - 12/2000	09/2000- 11/2000	presumably 11/1999-12/1999 (mainly 11/1999)				10/2004 - 06/2005		03/2000 - 07/2000
Academic year		February-December		February-November				March-December			February-November		

LATIN AMERICA AND CARIBBEAN cont'd

Country		Dominican Republic					Ecuador		El Salvador		Guatemala	
Year		2005-Abril	2003- Abril	2003-October	2000	2000	2004	2001	2003	2001	2003	2000
Survey Name		Encuesta de Fuerza de Trabajo	Encuesta Nacional de Fuerza de Trabajo	Encuesta Nacional de Fuerza de Trabajo	Multiple Indicator Cluster Survey 2	Encuesta Nacional de Trabajo	Encuesta de Empleo, Desempleo, Subempleo y Empleo Infantil	Encuesta de Empleo, Desempleo, Subempleo y Empleo Infantil	Encuesta de Hodares de Propositos Multiples	Encuesta de Hogares de Propositos Multiples	Encuesta Nacional Sobre Empleo e Ingresos	Encuesta de Condiciones de Vida
Survey type		LFS	LFS	LFS	MICS-2	SIMPOC	LFS	SIMPOC	IS	IS	LFS	LSMS
Recall period of eco. activity/form of the question					7 days/ short	7 days/ long	?/long	?/long	7 days/ long	7 days/ long	7 days/ long	7 days/ long
Total Sample size/ 10-14 sample size		30038/ 3,496	22,050/ 2,561	29,771/ 3,471	17,759/ 2,051	32,855/ 3,780	81,930/ 10,004	60,749/ 6,940	16,037 / 1,904	53,002 /6,314	10,607 (7+yearolds)/ 1,593	37,771(7+=29,414)/ 4,936
Expanded numbers of URBAN/RURAL		5786158/ 3,168,310	6,028,731/ 3,235,287	-	5,068,610/ 3,550,060	5,285,809/ 3,111,388	8,600,184/ 4,358,115	-	3,943,112/ 2,706,667	1,021,075/915,912 (5-17 year olds)	3,601,181/ 5,664,623 (7+ year olds)	4,397,854/ 6,987,587 3,587,863/5,285,862 (age 7+)
Adult empl. rate (25-55 years old) M/F/T		87.6/47.2/67.1	88.5/48.6/67.8	88.2/46.1/66.7	-	-	92.7/58.1/74.6	93.6/60.7/ 76.7	89.1/59.6/ 72.5	-	95.2/52.9/ 73.2	95.4/48.5/70.3
School Attendance (10-14 years old)	Male	97.2	97.1	97	95.4	96.3	89.4	87.8	87.8	87.7	76.2	76.1
	Female	98.1	98.2	98.3	96.1	96.8	89.3	87.3	88.6	86.7	67.1	71.5
	Total	97.6	97.6	97.6	95.8	96.5	89.4	87.6	88.2	87.2	71.6	73.9
Employ (10-14 yearolds)	Male	9.0	5.9	5.6	21.6	31.1	20.0	28.9	25.2	17.9	37.6	36.5
	Female	2.7	0.9	0.7	9.9	9.7	12.0	17.8	12.1	8.0	23.7	19.7
	Total	5.8	3.5	3.2	15.8	20.3	16.1	23.5	18.7	13.0	30.5	28.4
Average working hour per week (10-14 years old)		18.4	25.7	22.6	15.4	20.3	23.4	27.8	30.8	-	33.3	34.9
Work only M/F/T (10-14 years old)		0.7/0.0/0.4	0.8/0.0/ 0.4	0.8/0.0/ 0.4	1.9/0.4/ 1.2	1.8/0.5/ 1.2	6.5/3.6/ 5.1	8.4/5.7/ 7.1	6.1/1.2/ 3.7	5.9/2.6/ 4.3	11.6/10.5/ 11.1	14.2/9.1/ 11.7
Field work period		04/2005	04/2003	10/2003	09/2000-12/2000	21/11/2000-22/12/2000 (date of final visit)			presumably 10/2003-12/2003	07/2001-12/2001		07/2000-12/2000
Academic year		August/September-June					October-June		January-November		March-October	

LATIN AMERICA AND CARIBBEAN cont'd

Country	Honduras		Mexico			Nicaragua			Panama	
Year	2004	2002	2004 (12-14 year olds)	2003 (12-14 year olds)	1996	2001	2001	2001	2003	2000
Survey Name	Encuesta Permanente de Hogares de Propositos Multiples	National Child Labour Survey	Encuesta Nacional de Ingresos y Gastos de los Hogares	Encuesta Nacional de Empleo Trimestral (ENET)	Encuesta Nacional de Ingresos y Gastos de los Hogares	Encuesta Nacional de Hogares Sobre Medición de Nivel de Vida	Encuesta Nicaraguense de Demografía y Salud	Demographic and Health Survey	Encuesta de Niveles de Vida	Encuesta del Trabajo Infantil
Survey type	IS	SIMPOC	IES	LFS	IES	LSMS		DHS	LSMS	SIMPOC
Recall period of eco. activity/ form of the question	7 days/ long	7 days/ short	last month /long	7 days/ long		7 days/ long	7 days/ long	7 days/ long	7 days/ long	7 days/ long
Total Sample size/ 10-14 sample size	36,265/ 4,814	41,777/ 5,650	91,738/ 6,154	440,519/ 38,122	64,916/ 4,817	44,675/ 5,771	22,695/ 3,117	61,351/ 8521	26,435/ 2,921	49,474/ 8,158
Expanded numbers of URBAN/RURAL	3,183,187/3,816,823	3,030,366/ 3,569,853	-	-	-	2,936,147/ 2,172,213	2,171,663/ 2,331,908	3,424,910/ 2,609,706	1,854,808/ 1,208,716	1,175,617/ 820,536
Adult empl. rate (25-55 yearolds) M/F/T	91.1/44.5/ 66.1	93.1/45.3/ 67.5	93.3/51.8/ 71.1	94.3/45.0/ 67.9	91.1/45.8/ 67.3	87.9/54.4/ 69.8	91.9/46.8/ 68.3	90.5/53.1/ 70.5	89.1/53.3/ 70.7	91.4/43.4/ 65.2
School Attendance (10-14 years old) — Male	84.1	81.5	91.7	87	86.9	80.6	74	75.9	95.3	92.6
School Attendance (10-14 years old) — Female	85.1	82.1	90.7	85.5	80.8	85.5	81.5	82.9	91.8	93.1
School Attendance (10-14 years old) — Total	84.6	81.8	91.2	86.3	83.8	83	77.7	79.4	93.6	92.9
Employ (10-14 years old) — Male	15.6	24.3	12.2	14.4	20	26.2	25.1	24.2	7.7	9.0
Employ (10-14 years old) — Female	4.9	9.0	5.6	6.9	9.5	9.4	6.9	6	2.2	2.1
Employ (10-14 years old) — Total	10.3	16.9	8.9	10.8	14.7	17.9	16.2	15.2	5.1	5.7
Average working hour per week (10-14 years old)	29.2	28.2	29.1	25.6	32	31.5	31.8	29.9	19.6	23.2
Work only M/F/T (10-14 years old)	8.5/2.1/ 5.3	12.0/2.9/ 7.6	4.1/2.0/ 3.0	5.5/2.8/ 4.2	9.2/4.2/ 6.7	11.0/3.3/ 7.2	14.3/3.0/ 8.8	14.0/2.5/ 8.3	2.6/1.2/ 2.0	3.7/0.7/ 2.2
Field work period		May-July 2002				05/2001-06/2001	09/2001 - 12/2001	09/2001-12/2001	3/8/2003-30/11/2003	October 2000
cademic year	February-December		September-June			February-December			October 2000	

LATIN AMERICA AND CARIBBEAN cont'd

Country		Paraguay			Peru		Venezuela		
Year		2005	2004	1999	2000	1994	2005	2000	1998
Survey Name		Encuesta Permanente de Hogares	Encuesta Permanente de Hogares	Encuesta Permanente de Hogares	Encuesta Nacional de Hogares Sobra Medición de Niveles de Vida	Encuesta Nacional de Hogares Sobra Medición de Niveles de Vida	Encuesta de Hogares por Muestreo (EHM)	Encuesta de Hogares por Muestreo (EHM)	Encuesta de Hogares por Muestreo (EHM)
Survey type		LSMS	LSMS	LSMS	LSMS	LSMS	LSMS	LSMS	LSMS
Recall period of eco. activity/ form of the question		7 days/ long	7 days/ long	7 days/ long	7 days/ long	7 days/ short	7 days/ long	7 days/ long	7 days/ long
Total Sample size/ 10-14 sample size		19,579/ 2,483	34,636/ 4,445	24,193/ 3,144	19,957/ 2,359	19,278/ 2,322	165,079/ 19,367	- / 9,208	-/ 9,246
Expanded numbers of URBAN/RURAL		3,383,873/ 2,453,380	3241503/ 2460172	3,035,224/ 2,599,118	16734932/ 8,890,099	15,449,288/ 7,012,730	-	-	-
Adult empl. rate (25-55 yearolds) M/F/T		93.9/64.7/ 79.3	91.8/64.9/ 78.4	92.1/55.4/ 73.6	90.4/64.2/ 76.7	90.1/58.3/ 73.2	87.8/59.7/ 73.8	-	-
School Attendance (10-14 yearolds)	Male	93.1	91.9	92.3	97.3	95.1	94.8	93.1	92.7
	Female	93.1	91.7	91.1	96.6	92.2	96.9	95.3	94.5
	Total	93.1	91.8	91.7	96.9	93.6	95.8	94.2	93.6
Employ (10-14 yearolds)	Male	22.6	27.5	18.7	29.9	25.5	7.1	7.2	6.4
	Female	7.7	11.1	7.1	25.8	18.0	3.6	2.4	2.1
	Total	15.3	19.5	12.9	27.9	21.7	5.4	4.9	4.3
Average working hour per week (10-14 yearolds)		33.2	30.3	33	15.2	4.6	24.1	29.7	29.5
Work only M/F/T (10-14 yearolds)		4.4/1.9/ 3.2	5.5/2.5/ 4.0	4.6/1.8/ 3.2	1.7/1.9/ 1.8	2.1/1.7/ 1.9	2.2/0.4/ 1.3	2.9/0.3/ 1.6	2.7/0.7/ 1.7
Field work period		01/10/2005-8/02/2006	1/08/2004- 15/01/2005	1/08/1999-31/12/1999	05/06/2000	06/1994-08/1994			
cademic year		February-November			April-December		September-July		

ASIA							
Country	Bangladesh			Cambodia		Mongolia	
Year	2004	2002-2003	2000	2003-2004	2001	2002	2000
Survey Name	Demographic and Health Survey	Child labour Survey	Household Income and Expenditure Survey	Socio Economic Survey	Cambodia Child Labour Survey	National Child Labour Survey	Multiple Indicator Cluster Survey 2
Survey type	DHS	SIMPOC	HIES	IS	SIMPOC	SIMPOC	MICS-2
Recall period of eco. activity/ form of the question	current/ short	7 days/ short	7 days/ short	7 days/ short	7 days/ short	?/working hours	7 days/ short
Total Sample size/ 10-14 sample size	55,883(5-17 yearolds=16,743/ 6,920	60,850/ 24,303 (5-17 yearolds)	38,515(5-17 yearolds =12,941 /5,406	74,719/ 10,746	69,549/ 11,443	49,948/ 6,527	29,948/ 3,235
Expanded numbers of URBAN/RURAL	29760498/ 107,062,276(5-17 yearolds 5,567,062/ 22510688)	8,924,290/ 32268989 (5-17 year olds)	25294325/ 100,815,729(5-17 yearolds 6,068,960/ 25480452)	2,600,853/ 10838281	2,470,365/ 9,843,150	1,198,320/ 1,030,509	1,100,832/ 1,297,168
Adult empl. rate (25-55 yearolds) M/F/T	96.1/24.3/61.2	-	94.5/12.6/53.3	94.7/81.4/ 87.5	94.8/86.3/90.2	-	-
School Attendance (10-14 yearolds) — Male	72.89	78.6	67.9	90.5	87.6	92.2	78.6
School Attendance (10-14 yearolds) — Female	78.8	87.3	76.5	88.2	84.8	95.3	85.4
School Attendance (10-14 yearolds) — Total	75.8	82.7	72.2	89.4	86.2	93.7	82.1
Employ (10-14 yearolds) — Male	17.8	35.8	15.2	49.6	65.3	9.1	25
Employ (10-14 yearolds) — Female	4.7	15.3	3.5	48.1	64.4	5.4	22
Employ (10-14 yearolds) — Total	11..2	26.1	9.4	48.9	64.9	7.3	23.4
Average working hour per week (10-14 yearolds)	-	24.3	8.5	23.7	22.9	25.4	25
Work only M/F/T (10-14 yearolds)	15.2/4.0/ 9.6	18.7/9.0/ 14.1	13.3/3.0/ 8.2	6.0/7.4/ 6.7	8.5/10.3/ 9.4	4.4/1.7/ 3.1	5.6/3.5/ 4.5
Field work period	January-May 2004	October-November 2002	January 2000-December 2000 ??	November 2003- January 2004	April 2001		06/2000-09/2000 (mainly 06/2000-07/2000)
cademic year	January-December			October-July		September-June	