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Children's work in Angola: an overview

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**Working Paper
December 2007**

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As part of broader efforts toward durable solutions to child labor, the International Labour Organization (ILO), the United Nations Children's Fund (UNICEF), and the World Bank initiated the interagency Understanding Children's Work (UCW) project in December 2000. The project is guided by the Oslo Agenda for Action, which laid out the priorities for the international community in the fight against child labor. Through a variety of data collection, research, and assessment activities, the UCW project is broadly directed toward improving understanding of child labor, its causes and effects, how it can be measured, and effective policies for addressing it. For further information, see the project website at www.ucw-project.org.

This paper is part of the research carried out within UCW (Understanding Children's Work), a joint ILO, World Bank and UNICEF project. The views expressed here are those of the authors' and should not be attributed to the ILO, the World Bank, UNICEF or any of these agencies' member countries.

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ABSTRACT

This report provides an overview of the child labour phenomenon in Angola, its extent, characteristics and determinants. It is based on the analysis of UNICEF Multiple Cluster Indicators Survey (MICS) 2001.

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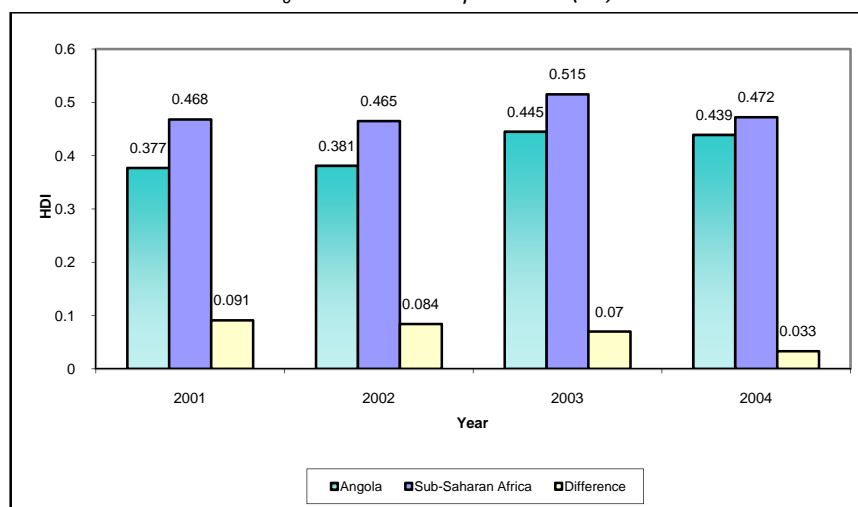
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1. DEVELOPMENT CONTEXT

1. The last episode of the 27-year-long civil war between the People's Movement for the Liberation of Angola (MPLA) and UNITA started in 1998 and ended in April 2002 with the signature of a ceasefire agreement between both factions. Since then, a history of five decades of war has slowly begun to be left behind. The relative progress achieved in Angola during the post-war period is evidenced in changes in the country's Human Development Index (HDI) (Figure 1). This change is associated with the improvement of the life expectancy, the increase of the GDP per capita (from 2,130 US\$ in 2002 to 2,344 US\$ in 2003) and the progressive increase in the adult literacy rate. Figure 1 also shows that Angola's HDI is converging with that of Sub-Saharan Africa as a whole.

Figure 1. Human Development Index (HDI)



Source: United Nations Development Programme, Human Development Reports from 2003, 2004, 2005 and 2006

2. Despite these positive signs, Angola human development challenges remain daunting. In 2004, its HDI ranked 161st of a total of 177 countries. As the index combines three essential dimensions of human development (life expectancy, adult literacy and enrolment rates, and PPP income)², and Angola has a relatively high GDP per capita within the Sub-Saharan African context (2,180 PPP US\$ vs. 1,946 compared to 1,946 US\$ in 2004, respectively), one can conclude that the country broadly underperforms in the non-monetary dimensions of human development.

Demographic indicators

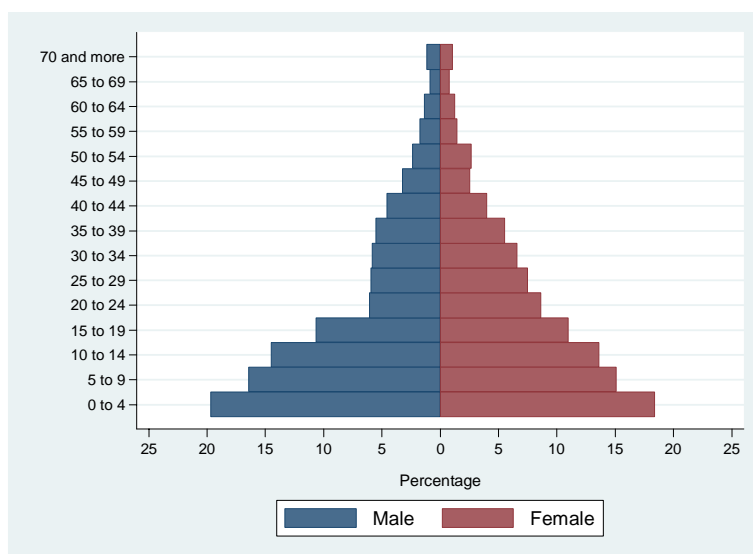
3. According to the latest estimates of the United Nations Population Division, Angola's population is close to 16,095,000 (2005). The population pyramid derived from Angolan MICS 2001 (Figure 2) shows a demographic profile characteristic of "young" developing countries, with approximately 60 percent of the total population under 18 years of age.³ The comparative broad base of the pyramid reflects the high fertility rate of the country (6.6 children per woman on average – 2005 est.), that even

² Health is approximated by life expectancy; education through adult literacy and enrolment at the primary, secondary and tertiary level and; decent standard of living through purchasing power parity, PPP, income.

³ UNICEF, 2003.

exceeds the average fertility rate found for the entire Sub-Saharan African region (5.4 children per woman on average – 2005 est.)⁴. It is also interesting to note the sex differences that exist in the population composition. At the national level, results derived from MICS 2001 indicate a marked deficit of men particularly for the age categories ranging from 15 to 39 years; there are approximately 91 men per every 100 women at the national level⁵. As stated in UNICEF, 2003: “*This male to female ratio is characteristic of countries that have experienced high levels of migration or suffered a war. In Angola, the lack of men is likely to be associated with selective mortality caused by the war and by male migration*”.

Figure 2. Total population by sex and age group, Angola 2001



Source: UCW calculations based on Angolan MICS, 2001

4. Life expectancy remains very low in Angola, at about 41.0 years compared with 46.1 years for Sub-Saharan Africa⁶. In this regard, the situation is particularly dramatic for children. According to UNICEF estimations, the country has the second highest under five mortality rate in the world after Sierra Leone: one child in every four dies before reaching the age of five (which in absolute terms represents approximately 199,000 child deaths per year)⁷. The infant mortality rate (children under 1) is 154 per 1,000 live births, against 112 per 1,000 for the entire Sub-Saharan Africa.⁸

Economic indicators

5. The Angolan economy relies mainly on oil revenue; oil accounts for over half of GDP and approximately 90 percent of export value. After Nigeria, Angola is the second largest oil producer in Sub-Saharan Africa. Production stood at 1.4 million

⁴ UNICEF, 2007.

⁵ UNICEF, 2003.

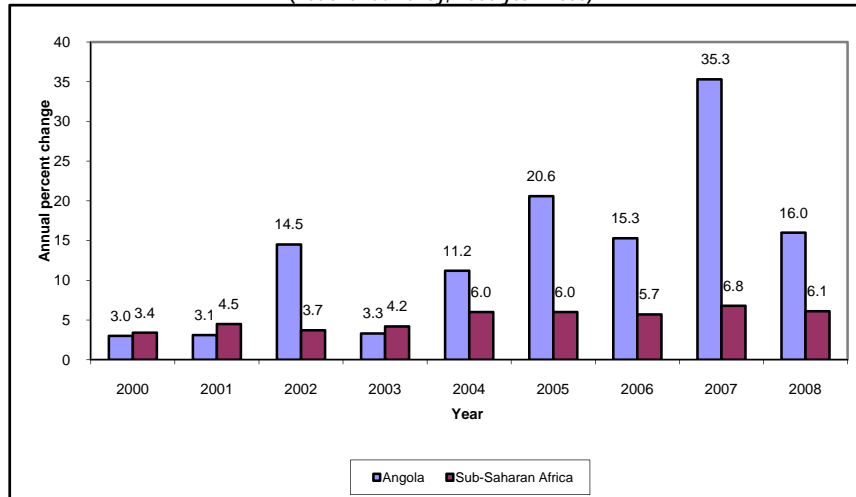
⁶ UNDP's Human Development Report 2006:
http://hdr.undp.org/hdr2006/statistics/countries/country_fact_sheets/cty_fs_AGO.html

⁷ UNICEF, 2007

⁸ Idem.

barrels per day (bpd) in 2005, with prospects of a further rise in production volume to 2.0 million bpd by 2007.⁹ The steep rise in oil production, combined with the persistent high oil prices in the last years, have determined to a large extent the outstanding macroeconomic performance of the country.

Figure 3. Estimations and projections of the gross domestic product, constant prices
(National Currency, Base year: 2000)



Source: World Economic Outlook 2007, International Monetary Fund

6. The diamond industry represents the second source of export revenues after oil, accounting for 95 percent of non-oil exports, and about 10 percent of non-oil GDP. Angola is now the fourth largest producer of rough diamonds in the World¹⁰.

7. Macroeconomic indicators have progressively improved with a sustained decline in the 12 month Consumer Price Index (CPI) inflation rate from 31 percent in 2004 to 18.5 percent in 2005. The fiscal situation exhibited a surplus of about 7 percent of the GDP in 2005. As pointed out by the World Bank, the medium-term fiscal and financial framework remains fragile given the country's extreme dependence on the oil sector.¹¹

8. Angola is also endowed with extensive prime agricultural land, but the large number of landmines hinders the capacity of the population to benefit from this resource; only 3 percent of the total land of the country is arable.¹² The most comprehensive study on the geographical distribution of landmines in the country is currently being conducted by the Survey Action Center (SAC), an international non-profit organization that coordinates the implementation of the Landmine Impact Survey (LIS).¹³ The preliminary results of the ongoing survey indicate that 1,900 communities (8.6 percent of communities in Angola) were affected by mines and/or explosive remnants of war (ERW). In terms of population, approximately 2.2 million

⁹ Information extracted from the Foreign & Commonwealth Office:
<http://www.fco.gov.uk/servlet/Servlet?pagename=OpenMarket/Xcelerate/ShowPage&c=Page&cid=1007029394365&a=KCountryProfile&aid=1019501109024>

¹⁰ Idem.

¹¹ World Bank:
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/ANGOLAEXTN/0,,menuPK:322500~pagePK:141132~piPK:141107~theSitePK:322490,00.html>

¹² FAO: http://www.fao.org/es/ess/yearbook/vol_1_2/pdf/Angola.pdf

¹³ Survey Action Center: http://www.sac-na.org/sac_overview.html

Angolans (or 16-20 percent of the population) are affected on a daily basis by landmines and ERWs.¹⁴ The landmine infestation is widely known to affect particularly children and adolescents concentrated in the agricultural subsistence sector. An estimated 80,000 landmine victims with injury-related disabilities are living in the country.¹⁵

Education

9. The educational infrastructure suffered extensive damage during the war. According to UNICEF figures, nearly 1,500 school buildings were destroyed from 1996-1999. Under the regional Schools for Africa (SFA) initiative - a partnership of the Nelson Mandela Foundation, the Hamburg Society for the Promotion of Democracy and International Law, and UNICEF - a total of 1,500 schools are scheduled to be built or repaired in the next years.¹⁶ Educational indicators provide an idea of the challenges to overcome in the sector. Adult literacy rates reflect significant differences by sex. While 83 percent of adult males are literate, only 54 percent of women are found in an equivalent situation.¹⁷ Approximately 35 percent of children aged 5-14 were not attending school in 2001, while the figure climbs to 40 percent for adolescents aged 15-17.¹⁸

Health indicators

10. Angola's national adult HIV prevalence is lower than in any other southern African countries (Figure 4), with approximately 3.7 percent of adults aged 15-49 years being HIV zero-positive.¹⁹ The most important reason for the relatively low levels of HIV/AIDS in Angola is that the internal conflict held back potential migration flows from neighbouring countries in which HIV is much more prevalent. With the ceasefire and the subsequent return of refugees from neighbouring countries Angola has become critically exposed to HIV (consider, for example, that bordering Namibia and Zambia have HIV prevalence rates of 19.2 percent and 17.0 percent, respectively). The low prevalence of contraceptive usage among Angolan women (6 percent in women aged 15-49 compared to 23 percent for the whole Sub-Saharan region)²⁰ adds another risk element for the propagation of HIV. According to UNAIDS, there are approximately 35,000 Angolan children aged 0-14 living with HIV, and 160,000 AIDS orphans aged 0-17 years.²¹

¹⁴ Landmine Monitor: <http://www.icbl.org/lm/2006/angola.html#fn26>

1. ¹⁵ US Department of State: <http://www.state.gov/g/drl/rls/hrrpt/2006/78718.htm>

¹⁶ UNICEF: http://www.unicef.org/infobycountry/angola_27832.html and http://www.unicef.org/infobycountry/angola_36659.html

¹⁷ UNDP's Human Development Report 2006

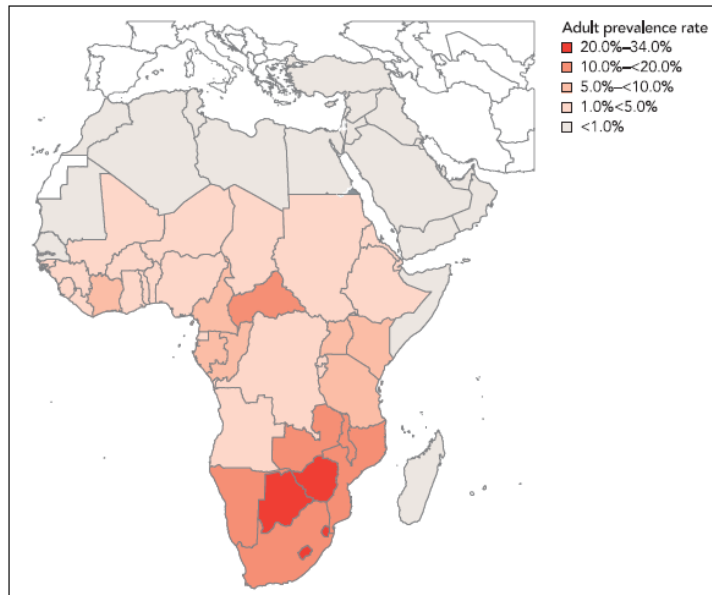
¹⁸ UCW calculations based on Angolan MICS 2001

¹⁹ UNAIDS: http://data.unaids.org/pub/EpiReport/2006/2006_EpiUpdate_en.pdf

²⁰ UNICEF, 2003.

²¹ UNAIDS: http://www.unaids.org/en/Regions_Countries/Countries/angola.asp

Figure 4. HIV prevalence of adults (%) in adults in Africa (2005)



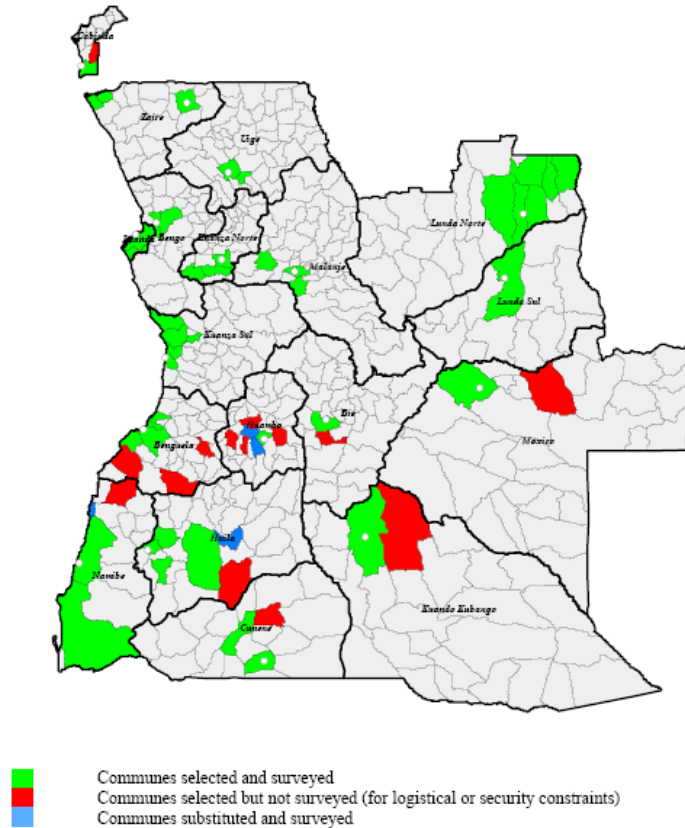
Source: UNAIDS http://data.unaids.org/pub/GlobalReport/2006/2006_GR_CH02_en.pdf

2. THE DATA

11. The present research is based on the analysis of UNICEF's Multiple Indicator Cluster Survey (MICS), conducted in Angola from April to October 2001. The survey was carried out in 18 provinces of the country, covering 6,251 households and a total of 29,817 individuals. A total of 7,090 women aged 15 to 49 years and 8,827 children aged 5 to 14 years were surveyed.

12. Due to the war situation prevailing in Angola in 2001, the survey sample was limited to the parts of the territory that were considered secure by the Government, and therefore is not representative of the entire country. That territory comprised only about 65 percent of the total population of the country, and was predominantly urban. Since most of the urban community in Angola was secure, the urban part of the sample is considered to be a fairly accurate representation of all urban Angola, while the rural sample only represents the secure rural territory. The implication of this is that any estimate derived from the Angolan MICS 2001 represents what can be described as Angolan accessible territory, but not the country as a whole. The non-coverage of inaccessible rural areas may have overstated children's welfare in general, as the social conditions of these particular areas were especially poor. These are crucial issues to be taken into consideration before drawing conclusions from the analysis presented in this paper, and especially when interpreting statistics stratified by urban and rural area of residence. The following map provides a better picture of the information collected.

Figure 5. MICS sampling: communes selected and surveyed



Source: UNICEF, May 2003

13. The indicators derived from the Angolan MICS 2001 can be desegregated by region and area of residence. The country is divided into six regions, each of which represents 2, 3 or 4 provinces:

- Capital Region: Luanda, Bengo, Kwanza Norte and Cabinda provinces
- North Region: Zaire, Uige and Malanje provinces
- East Region: Lunda Norte, Lunda Sul, and Moxico
- West Region: Benguela and Kwanza Sul provinces
- Centre South Region: Huambo, Bie and Kuando Kubango provinces
- South Region: Namibe, Cunene and Huila provinces

14. The latest population census in Angola was conducted in 1970. At the national level, current population estimates are projections from the 1970s and from partial provincial census carried out in 1983. Based on these data, the National Institute of Statistics (INE) projected a total population of 13.8 million for 2001.²² In this research the 13.8 million inhabitants are redistributed into the survey sample - respectively weighted - in order to obtain absolute figures. It is worth noting that while the percent figures should be an accurate reflection of the Angolan territory covered by the survey, the absolute figures may be distorted since no recent census

²² UNICEF, 2003, Section 7.

has taken place and according to Government figures 4 million people (almost a third of the total population) were internally displaced during the war (as of May 2002).²³

3. EXTENT OF CHILDREN'S WORK IN ANGOLA

Children's work defined

15. For the purposes of this paper children's work is defined as any form of economic activity performed by children. Economic activity as defined by the UN System of National Accounts (1993 Rev. 3), is a broad concept that encompasses most productive activities by children, including unpaid and illegal work, work in the informal sector, and the production of goods for own consumption.

16. It is important to note that this operational definition of work does not include the performance of household chores, which fall outside the 'production boundary' established by the UN System of National Accounts (1993 Rev. 3). Under this scope of definition 'household chores' are considered as non-economic activities. However the distinction between household chores and economic activity is essentially technical, as both can hinder the capacity of children to benefit from education, to play, to rest, or in a more general manner, to fully enjoy their fundamental rights guaranteed by the UN Convention on the Rights of the Child (CRC) and ILO Conventions No. 138 and No. 182. Moreover, as girls are more likely than boys to be involved in household chores, the exclusion of chores from the analysis will only provide a partial and gender-biased picture of the burden of work activities that children must shoulder. In this paper children's work (in the sense of economic activity) will be differentiated from household chores, but both activities will be analyzed.

17. Not all work performed by children is equivalent to child labour. Child labour is a narrower concept that refers only to negative forms of work that should be targeted for elimination. A clear separation between child work and child labour has not yet been unambiguously established. It is difficult, both statistically and conceptually, to draw a line between the specific forms of work that should be eliminated and those that can be considered "benign". Statistics on child labour have been traditionally conceived as a subset of economically active children.²⁴ However there is a growing research evidence and debate in academic circles and international organizations about the need of including non-economic activities (i.e., household chores) within the child labour scope. The main question that still needs to be solved has to do with the appropriate time threshold for classifying non-economic activities as child labour. In this paper estimates of child labour will include economic and non-economic activities and different time cut-offs scenarios will be presented.

18. Unless otherwise indicated, the discussion on the prevalence of children engaged in work refers to the 5-14 age group. As defined by ILO Conventions No. 138 and No. 182, a complete picture of child labour should take into account children up to the age of 17. However, since the child labour module contained in the Angolan MICS 2001 only captures information on working children aged 5-14, the scope of our analysis inevitably cannot incorporate children who fall into the 15-17 age bracket.

²³ United Nations System in Angola, 2002, page 10.

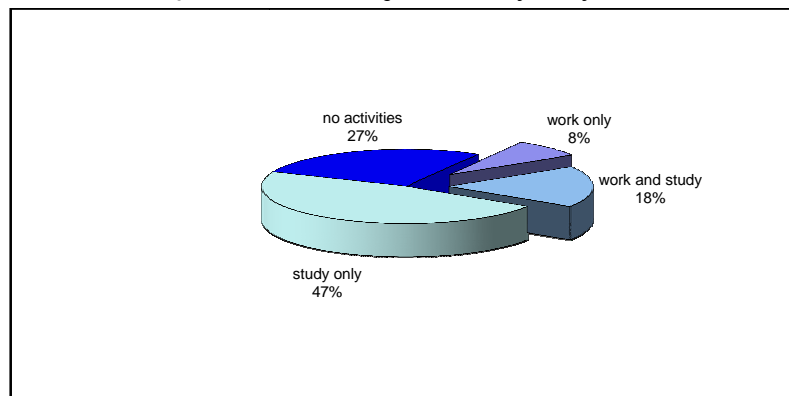
²⁴ For instance in both global estimates of child labour done by the ILO in 2002 and 2006 child labour was conceived as a subset of economically active children. See: ILO-IPEC, 2002 and ILO-IPEC, 2006.

Total prevalence of children involved in work

19. Children's work is very common in Angola. An estimated 1,054,000 children aged 5-14 years— 26 percent of this age group – are engaged in some form of economic activity.²⁵ But this estimate, based on the Angolan MICS 2001, tends to understate the actual involvement of children in economic activities. There are two main reasons for this. First, household based surveys are ill-suited to capturing the so-called 'unconditional worst forms of child labour'.²⁶ because it is unlikely that these dangerous and illegal activities will be reported by household members to a survey interviewer. Second, as mentioned in Section 2, the survey did not cover inaccessible rural areas of the country where it stands to reason that the prevalence of children's work exceeds the average registered for the secured rural territory.²⁷

20. Almost one third of total Angolan children do not go to school. Once total children are divided into four non-overlapping categories (work only, work and study, study only and those neither working nor studying) only about 47 percent are found in the desirable situation of attending to school without having to work; 8 percent work only and 18 percent work and study. A very large proportion of children, 27 percent or 1,103,000 in absolute terms, is reported neither working nor attending to school. The characteristics and activities in which these children are involved require further investigation, but most are likely performing activities that contribute in some manner to the household's welfare, i.e., either working in economic activities or performing household chores. It is important to consider that these children might be in a more disadvantaged position than their working counterparts since they are not able to accumulate human capital through schooling or through 'learning-by-doing' that some forms of work may offer.

Figure 6. Distribution of Angolan children by activity status



Source: Angolan MICS, 2001

²⁵ UCW calculations based on the Angolan MICS 2001. Approximately 7.8 percent of total children 5-14 years old work without attending to school, while 17.9 percent combine school and work.

²⁶ As defined by ILO Convention No. 182. Categories considered by ILO Convention No. 182 as unconditional worst forms of child labour include: (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for the use in armed conflict; (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; and (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.

²⁷ For more details about the coverage and limitations of the survey see Section 2.

Table 1. Child activity status, by sex and area of residence

Type of Activity	Residence	Male		Female		Total ⁽¹⁾	
		%	No.	%	No.	%	No.
Work only	Urban	5.3	75,984	5.9	85,871	5.6	161,855
	Rural	12.4	73,419	14.3	85,603	13.3	159,022
	Total	7.3	149,403	8.3	171,474	7.8	320,877
Study only	Urban	55.9	806,220	52.2	765,420	54.1	1,571,640
	Rural	30.9	183,226	31	185,411	30.9	368,637
	Total	48.6	989,446	46.1	950,831	47.3	1,940,277
Work and study	Urban	14.5	208,331	15.7	229,889	15.1	438,220
	Rural	27.3	162,214	22.3	133,271	24.8	295,485
	Total	18.2	370,545	17.6	363,160	17.9	733,705
No activities ⁽²⁾	Urban	24.3	350,523	26.2	384,346	25.3	734,869
	Rural	29.4	174,412	32.5	194,424	30.9	368,836
	Total	25.8	524,935	28	578,770	26.9	1,103,705
Total work ⁽³⁾	Urban	19.7	284,315	21.5	315,760	20.6	600,075
	Rural	39.7	235,633	36.6	218,874	38.1	454,507
	Total	25.6	519,948	25.9	534,634	25.7	1,054,582
Total study ⁽⁴⁾	Urban	70.4	1,014,551	67.9	995,309	69.1	2,009,860
	Rural	58.2	345,440	53.2	318,682	55.7	664,122
	Total	66.9	1,359,991	63.7	1,313,991	65.2	2,673,982

Notes: (1) Totals may not add up due to rounding; (2) "No activities" refers to children who neither attend school nor work; (3) "Total work" refers to children that work only and children that work and study; (4) "Total study" refers to children that study only and children that work and study.

Source: UCW calculations based on Angolan MICS, 2001

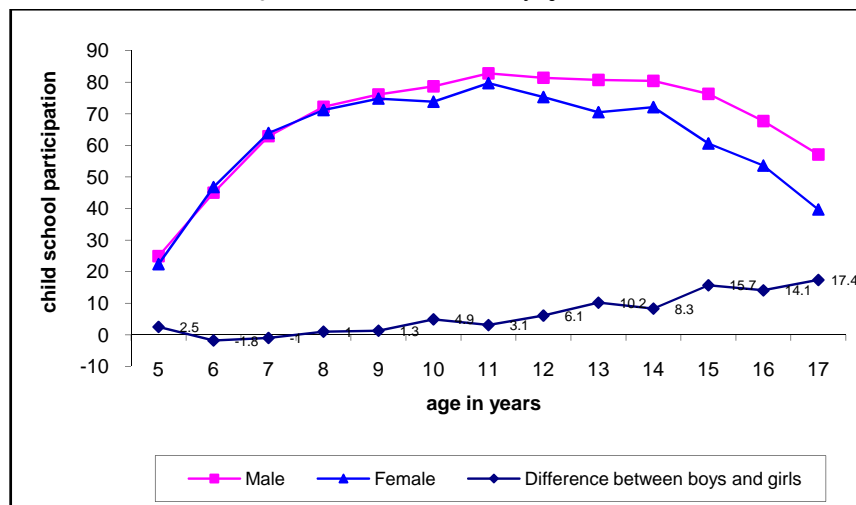
Prevalence of work by children by gender and age

21. Girls as likely as boys to be involved in work, but slightly less likely to attend to school. Girls' working participation rate is approximately 25.9 percent, just 0.3 percent greater than that for boys. This entails a severe disadvantage for girls since, in addition, they tend to be more involved in household chores than boys.²⁸ On the other hand, girl's involvement in schooling is 3.2 percentage points lower than that of boys. This situation may be linked not only with the extra-burden of household chores, but also to elements such as early marriage and pregnancy at the higher age categories.²⁹ The Figure below shows the school attendance rates of boys and girls and the difference between both, by age (in Figure 7 we also included the age group from 15 to 17 years of age). The school attendance rate peaks for boys and girls at 11 years of age. After that point both curves start declining progressively. It is also interesting to note the emergence of a gender gap favouring boys over girls that reaches a maximum distance of 17.4 percent at 17 years of age.

²⁸ The analysis of household chores will be presented in a further section.

²⁹ At 18 years of age a third of Angolan girls have already given and at 20 years of age more than two-thirds are already mothers: UNICEF, 2003.

Figure 7. Child school attendance, by age and sex



Source: UCW calculations based on Angolan MICS, 2001

22. **Children's involvement in work increases with age (Figure 8)**. This likely reflects the higher returns to work associated with older children as well as the more limited schooling opportunities at the higher grades. There seems to be no significant difference in the overall magnitude of economic activity by sex.

Figure 8. Child work prevalence, by age and sex

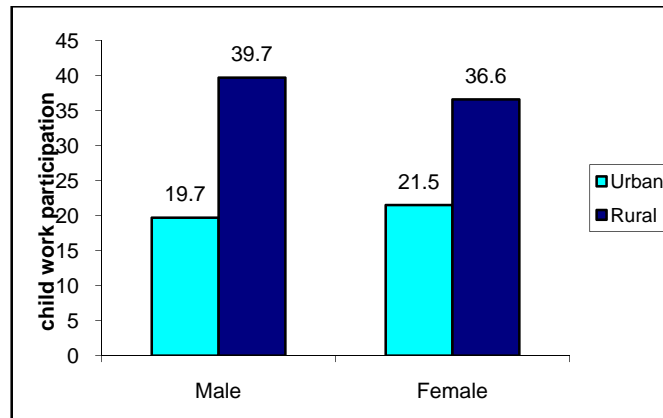


Source: UCW calculations based on Angolan MICS, 2001

Prevalence of work by children by residence and region.

23. **The prevalence of work is significantly higher rural than in urban areas.** The level of economic activity for children in rural areas is about two times that of urban areas (38.1 percent vs. 20.6 percent). Girls have a higher participation rate than boys in urban contexts (21.5 percent vs. 19.7 percent), while the opposite holds in the rural parts of the territory included in the survey (36.6 percent vs. 39.7 percent). Urban children are more likely to attend school generally (69.1 vs. 55.7 percent), and much more likely to attend school exclusive of work than those located in rural areas (54.1 vs. 30.9 percent).

Figure 9. Child work prevalence, by area and sex



Source: UCW calculations based on Angolan MICS, 2001

24. Regional differences in children's involvement in economic activity and school can be very significant. Economic activity rates are highest in the Northern and Southern regions,³⁰ where approximately 36.4 and 32.0 percent of children aged 5-14 are engaged in work respectively. Despite these high overall economic activity rates, working children in these two regions (as well as the Centre South Region) are more likely to combine school with work than working children from other regions. Exclusive economic activity (i.e., work absent of schooling) is most common in the Capital, East and West regions (approximately four in every ten working children). While the East region has the lowest rate of economically active children, it also has the highest relative and absolute levels of children neither working nor attending to school (approximately 273,000 children age 5-14 years old, equivalent to 40.4 percent of total children from that region).

Table 2. Child activity status, by region

Region	Work only (a)		Study only (b)		Work and study (c)		No activities ⁽²⁾ (d)		Total (a+b+c+d)		Percentage of total working children that only work a/(a+c)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Capital Region	40,312	6.4	371,214	59.0	69,150	11.0	148,806	23.6	629,482	100.0	36.8
North Region	61,419	9.3	257,479	39.0	179,179	27.1	162,668	24.6	660,745	100.0	25.5
East Region	44,013	6.5	289,156	42.9	68,514	10.2	272,729	40.4	674,412	100.0	39.1
West Region	72,196	11.3	296,995	46.7	102,425	16.1	165,080	25.9	636,696	100.0	41.3
South Region	58,142	7.9	318,956	43.2	178,212	24.1	183,434	24.8	738,744	100.0	24.6
Centre South Region	44,795	5.9	406,477	53.6	136,225	18.0	170,988	22.5	758,485	100.0	24.8
Total ⁽¹⁾	320,877	7.8	1,940,277	47.3	733,705	17.9	1,103,705	26.9	4,098,564	100.0	30.4

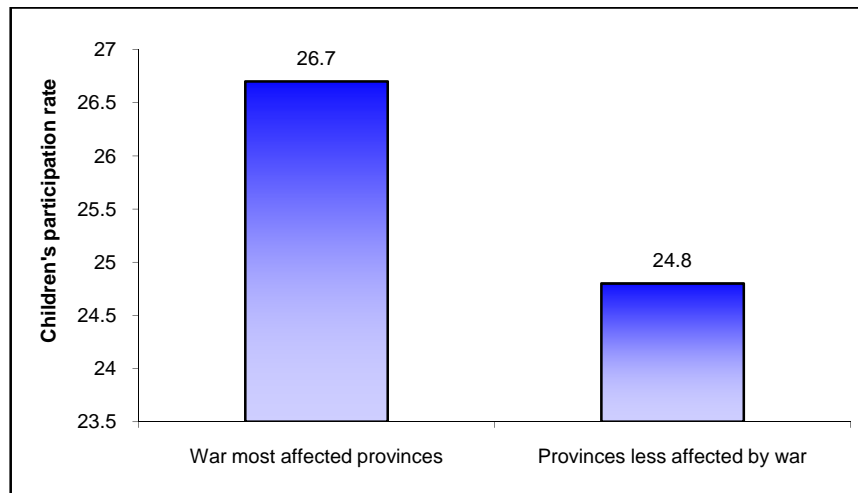
Notes: (1) Totals may not add up due to rounding; (2) "No activities" refers to children who neither attend school nor work

Source: UCW calculations based on Angolan MICS, 2001

³⁰ To see the specific provinces included in each region see Section 2.

25. **War seems to be associated with higher levels of children's work.** Not all provinces were uniformly affected by war. According to Gómez and Sapir (2006) "Guerrilla attacks and general insecurity were widespread in almost all provinces, although most activities of the war were concentrated in the central highlands of the country (Huambo and Bié provinces and some areas of Huila, Benguela and Kuanza Sul) and the provinces of Moxico and Cuando Cubango".³¹ When we group the provinces according to the concentration of conflict hostilities (next Figure), it is possible to observe that the levels of economic activity are higher precisely in the areas where the armed conflict was more intense (26.7 percent vs. 24.8 percent). This difference seems small; however, if we take into consideration that the rural sample was underrepresented, especially in the areas considered non-secure by the Government, and that generally the rural sector features the largest numbers of child workers, it appears clear that child economic activity rates are higher in the provinces most affected by war than the ones derived from the survey. To understand better the latter argument we have to acknowledge that we are comparing an urban and rural sample of a safe territory against a predominantly urban sample of the provinces most affected by war.

Figure 10. Child work prevalence, by war affected areas



Notes: War most affected provinces include Kwanza Sul, Benguela, Huambo, Bié, Moxico, Cuando Kubango and Huila; Provinces less affected by war include Cunene, Lunda Sul, Bengo, Cabinda, Zaire, Uíge, Luanda, Kuanza Norte, Namibe, Malange and Lunda Norte.

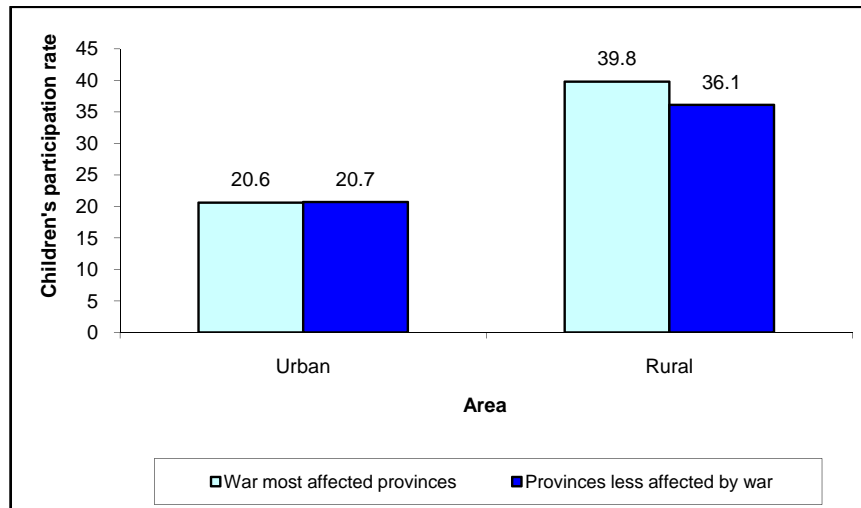
Source: UCW calculations based on Angolan MICS, 2001

26. To extend this argument to the limit of its possibilities, we present below the same figure disaggregated by area. If we are trying to establish that the level of insecurity is positively correlated with the level of economic activity, we would expect to find similar economic activity rates in both urban contexts - war affected and less-affected - since most of the urban community in Angola was considered secure by the Government; this is exactly what we find (see Figure 8). In contrast, if security levels are to be considered as a determining factor for children's work, one would expect to find higher work rates especially in the rural areas where the conflict was more intense compared to the rest of the rural community of the country. The comparison at the rural level by conflict hostility stratification reveals a 4 percent higher participation rate in rural areas most affected by the conflict. Once again,

³¹ Gómez and Sapir, June 2006, page 9.

considering that the rural areas of the most war-affected territories were underrepresented in the survey, one can expect the differences at the rural level to be higher. Lastly, we would like to mention that in the period immediately following the ceasefire in April 2002, surveys undertaken in the previous inaccessible rural areas revealed that they were the worst-hit in terms of nutritional status and mortality indicators,³² meaning that they were also the ones with the most need to put all hands to work³³.

Figure 11. Child work prevalence, by war affected areas and area



Notes: War most affected provinces include Kwanza Sul, Benguela, Huambo, Bié, Moxico, Kuando Kubango and Huila; Provinces less affected by war include Cunene, Lunda Sul, Bengo, Cabinda, Zaire, Uige, Luanda, Kuanza Norte, Namibe, Malange and Lunda Norte.

Source: UCW calculations based on Angolan MICS, 2001

Trends in prevalence of work by children

27. There is no information from which comparable child labour numbers can be derived. The child labour module commonly implemented by UNICEF was not included in the first wave of MICS conducted during the mid-nineties.³⁴ However, two other non comparable surveys have been analyzed from a child labour perspective: the Inquerito Prioritario Sobre as Condições de Vida dos Domicílios (IPCVD) conducted in 1995 and focused only on urban areas (including Luanda) and the Angolan MICS 2001.³⁵ Further research is needed to establish appropriate equivalence ratios for the comparison of both surveys.

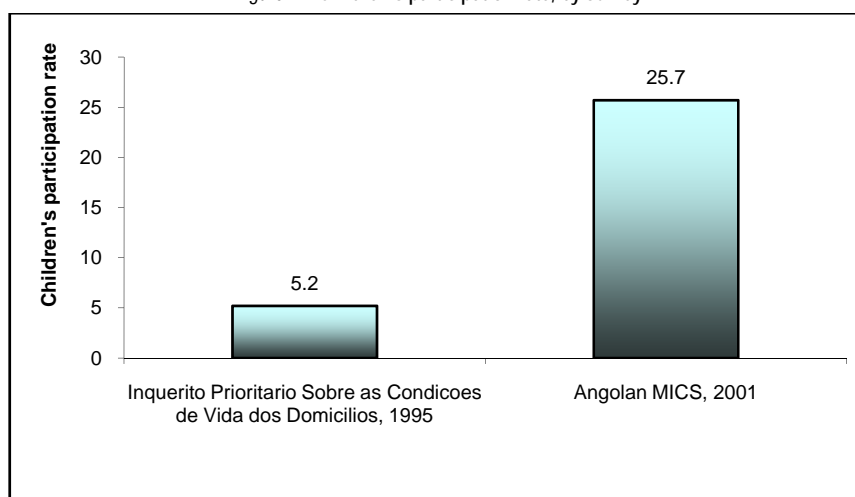
³² See the whole analysis of Gómez and Sapir, 2006. The information used by these researchers includes 88 field surveys from the Complex Emergencies Database (CE-DAT), which gathers data on the human impact of conflict. CE-DAT has been developed and maintained by the WHO Collaborating Center for Research on the Epidemiology of Disasters (CRED) and is funded by the U.S. Department of State Population, Refugees and Migration Bureau. <http://www.cred.be/cedat/index.htm>

³³ This does not mean that they were in fact able to do so. Evidence in this research supports this hypothesis. However one can think that intensive war can limit the capacity of children and adults to work. Severe levels of Global Acute Malnutrition (GAM) found in the war most affected provinces right after the ceasefire (Gómez and Sapir, 2006) can imply either that the families were not able to work to fulfill their basic food necessities (because of security constraints for example), or that the returns to a higher level of economic activity were limited by war (meaning that they were able to work but not to profit freely from the results of their work). Further research is needed to explore this hypothesis.

³⁴ MICS I was implemented in Angola in 1996.

³⁵ Descriptive statistical tables of the IPCVD can be found in UCW's Website. www.ucw-project.org

Figure 12. Children's participation rate, by survey



Source: UCW calculations based on Angolan MICS, 2001, Age group: 5-14 years
 Inquerito Prioritario Sobre as Condicoes de Vida dos Domicilios, 1995, Age-group: 7-14 years

28. While very little can be said about comparability of these two surveys, it can be pointed out that between 1995 and 2001 the environment was favourable for an increase of children's work. Poverty and income fluctuations have been widely proved to be two of the main determinants in the prevalence of children's work.³⁶ Evidence suggests that the proportion of Angolan urban households living in extreme poverty more than doubled in the period analyzed (from 11.6 percent of urban households in 1995 compared to 24.7 percent in 2000/01).³⁷ Poverty dynamics were driven mainly by massive migrations of Internally Displaced Persons (IDPs) to the already economically depressed urban centres, and by the intensification of conflict hostilities in rural areas. As pointed out in by the United Nations System (2002), "This dramatic increase in extreme poverty was closely related to the influx of Internally Displaced Persons into the cities, in a context where urban jobs and income-earning opportunities have been limited by depressed state of the non-oil sectors of the economy. Poverty is far deeper in the rural areas, where families have receded to an almost entirely subsistence economy, if they have not fled for safety or to seek humanitarian assistance".³⁸

Prevalence of household chores, by sex

29. Approximately 76 percent of total children in Angola are involved in household chores. What derives from the Figure below is that for all ages, girls are more likely to be involved in household chores than boys (80.3 percent vs. 72.1 percent). Age

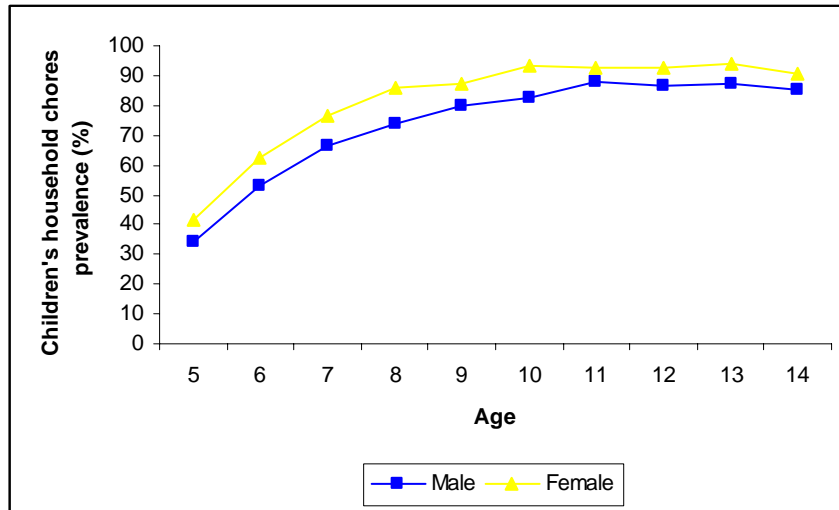
³⁶ For a wider discussion on the role of poverty and income fluctuations of children's work see: ILO, 2004, page 83-95.

³⁷ The poverty figure for 1995 was derived from IPCVD, while the one for 2000/01 was calculated using the *Inquérito aos Agregados Familiares sobre Despesas e Receitas* (IDR). The IDR included seven provinces, mainly in urban areas, at the time when war prevented wider access. The IPCVD 1995 was limited to urban areas in Benguela, Cabinda, Catumbela, Luanda, Lobito, Lubango and Luena. The IDR 2000/01 was limited to the provinces of Benguela, Cabinda, Cunene, Huíla, Luanda, Lunda Norte and Namibe. Both surveys used the same methodology to establish the poverty line. Information taken from: United Nations System in Angola, 2002, page 13-14.

³⁸ To see a wider discussion and evidence of children's vulnerability to income fluctuations and political instability see: Blanco and Valdivia, 2006.

seems to be a relevant determinant of the involvement of children in such activities, especially for children aged 5 to 11 years. After that point both curves stabilize at an average of 89.4 percent of household chores prevalence (86.1 percent for boys vs. 92.5 percent for girls). It is important to note that approximately 54.7 percent of children found neither working in economic activities nor attending to school are performing household chores, with significant variations by sex (48.1 percent of boys vs. 60.5 percent of girls). This confirms the previous suggestion that these children contribute directly to the welfare of their households.³⁹

Figure 13. Children's household chores prevalence, by sex



Source: UCW calculations based on Angolan MICS, 2001

4. CHARACTERISTICS OF CHILDREN'S WORK

Modality of work

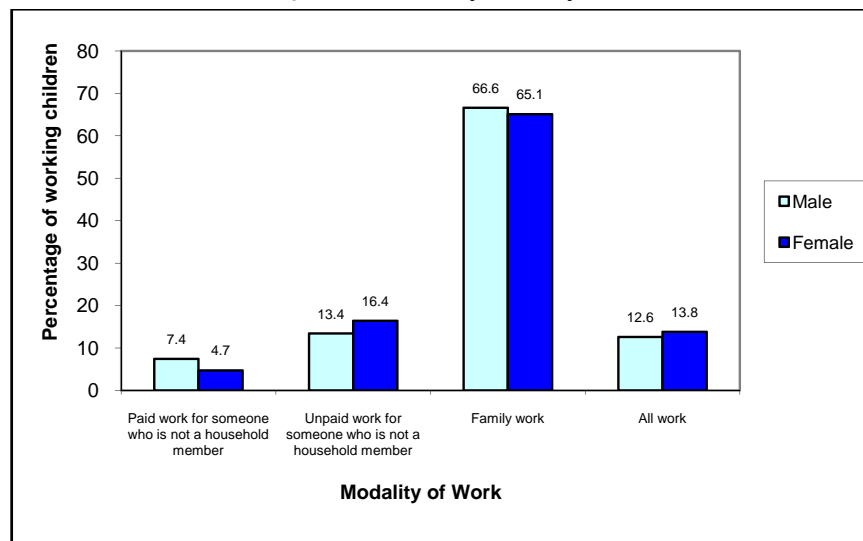
30. Most (65.8 percent) of working children work for their families and not for wages. In a country where approximately 85 percent of the labour force is concentrated in the agricultural sector⁴⁰ it is not surprising to find most children concentrated in the category of "family work".⁴¹ There is little variation by sex in this category (66.6 percent of boys vs. 65.1 percent of girls). Just a small percentage of economically active children (6 percent in average) are working as paid employees for someone who is not a household member. Boys are more likely to be paid than girls, while girls are more likely to do unpaid work. On average, 13.2 percent of total working children are found to perform simultaneously family work and paid and unpaid work for someone outside the household. Girls have a higher probability than boys of combining different modalities of work (13.8 percent vs. 12.6 percent).

³⁹ Previously we pointed out that the East Region concentrates most of the children neither working nor attending school (40.4 percent of children aged 5 to 14 in the whole region). In the East Region the prevalence of household chores for children neither working nor attending to school is 53.1 percent. This rate is within the ranges found for other regions, not being an explanatory factor for the difference of 'idle' children between this region and the rest of the country.

⁴⁰ <https://www.cia.gov/cia/publications/factbook/geos/ao.html>

⁴¹ "Subsistence agriculture provides the main livelihood for half of the population, but half of the country's food must still be imported". <https://www.cia.gov/cia/publications/factbook/geos/ao.html>

Figure 14. Child modality of work, by sex



Source: UCW calculations based on Angolan MICS, 2001

Intensity of work

31. Children aged 5-14 years working exclusively perform an average of 13.6 hours of economic activity each week (next Table). The sub-group that combines economic activity and schooling puts in an average of 12.3 hours of economic activity per week. Work intensity increases with age, from 12.0 to 16.1 hours per week for the children working only, and from 10.9 to 13.8 hours per week for children working and studying. There are also differences in the time devoted to economic activities by sex. While girls 5-11 working exclusively log one hour more than boys of the same age (12.6 vs. 11.5 weekly hours) differences by sex are almost nonexistent for children working and studying. In the age group of 12-14 years, it is possible to observe a clear distinction in the time distribution of children working only by sex, with boys putting in 2.5 hours more than girls (17.5 vs. 15.0 weekly hours). Girls and boys working and studying have similar average working hours.

Table 3. Average working hours by working status, age group and industry

Sex	5-11 years		12-14 years	
	Work only	Work and study	Work only	Work and study
Male	11.5	11.0	17.5	13.7
Female	12.6	10.9	15.0	14.0
Total	12.0	10.9	16.1	13.8

Note: Figures of working hours should be taken with precaution since for the children identified economically active there are 15 percent of missing values.

Source: UCW calculations based on Angolan MICS, 2001

Intensity of household chores

32. **Girls are more likely than boys to perform household chores for longer hours.** In order to obtain an approximate idea of the degree to which household chores interfere with education, leisure and health, it is necessary to correlate the prevalence of household chores with the time spent in such activities. As no consensus exists yet on a time threshold after which the performance of household

chores is considered to affect negatively children's development, four different cut-offs are considered for the analysis: the performance of household chores for 14 hours per week or less, for more than 14 hours per week, for more than 21 hours per week and for more than 28 hours per week.

Table 4. Percentage of children that perform household chores, by sex and household chores intensity

Age	Performance of household chores for 14 hours per week or less			Performance of household chores for more than 14 hours per week			Performance of household chores for more than 21 hours per week			Performance of household chores for more than 28 hours per week		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
5	31.5	38.8	35.2	2.5	2.6	2.5	1.0	1.5	1.2	0.6	1.3	1.0
6	47.0	53.9	50.4	6.0	8.4	7.2	1.9	3.9	2.9	1.5	2.3	1.9
7	59.0	65.6	62.3	7.2	11.0	9.1	2.8	4.0	3.4	0.7	2.4	1.6
8	63.5	68.2	65.8	10.6	17.5	14.1	5.3	9.0	7.1	3.6	4.3	3.9
9	68.2	72.9	70.6	11.6	14.4	13.0	5.5	8.9	7.2	3.4	6.2	4.8
10	66.1	74.7	70.4	16.3	18.3	17.3	7.8	9.3	8.5	5.3	6.5	5.9
11	71.0	72.9	71.9	17.2	19.7	18.4	7.9	8.9	8.4	4.0	6.1	5.1
12	69.1	64.2	66.7	17.2	28.7	22.9	8.6	15.9	12.2	4.5	10.9	7.7
13	66.2	62.5	64.3	20.8	31.3	26.3	9.2	15.5	12.5	6.2	8.5	7.4
14	64.7	64.5	64.6	20.4	26.3	23.4	9.5	14.5	12.0	5.2	9.0	7.1
Total	59.6	63.0	61.3	12.5	17.2	14.9	5.7	8.8	7.3	3.4	5.6	4.5

Source: UCW calculations based on Angolan MICS, 2001

33. The following conclusions can be extracted from Table 4:

- Girls are more likely to perform household chores for all the cut-offs established.
- Girls are significantly more involved than boys in the performance of household chores for more than 14 hours per week (17.2 percent vs. 12.5 percent).
- Depending on the time threshold considered for the performance of intensive household chores (more than 21 hours per week or more than 28 hours per week)⁴² the percentage of children involved in these categories ranges from 7.3 percent to 4.5 percent. Girls seem to be significantly more likely than boys to be involved in intensive household chores (8.8 percent vs. 5.7 percent for the >21 hours threshold and 5.6 percent vs. 3.4 percent for the >28 hours threshold).

⁴² As explained in Section 3, the performance of household chores can affect children's capacity to benefit from education in a similar way to economic activities; this is particularly the case of many girls in developing countries. However an international standard for the amount of time that a child can dedicate to household chores - without compromising his education or health - hasn't been unambiguously established yet. We have proposed a concept of "intensive household chores" that tries to take into account the negative consequences of household chores, and have set up subjectively hour thresholds for these "intensive household chores" at either more than 21 or more than 28 hours per week. Further research is needed to confirm whether these thresholds are appropriate.

Poverty and children's participation rate

34. Poverty is a strong determinant of the activities in which children are involved. UNICEF built a wealth index at the household level considering a series of socio-economic criteria.⁴³ In the absence of income/expenditure data, this is the best approximation to a poverty measure at the national level.⁴⁴ Looking at the table below, we see that children from the poorest quintile are much more likely to be found working without attending school than their counterparts from the richest quintile (16.6 percent vs. 1.8 percent). There appears to also be a strong correlation between household wealth and the probability of children belonging to the school only sub-group; higher quintiles are associated with a greater probability of only attending school (26.9 percent in the lowest quintile vs. 71.7 percent in the highest). The general trend for children working and studying is stable from the poorest to the fourth quintile, suffering a drop of almost ten percent in the transition to the richest quintile. For the inactive children, the variation across quintiles is also significant, with 36.3 percent of inactive children in the lowest quintile and 16.0 percent in the highest. The tendencies are consistent by sex; however girls are more likely to work only in the poorest quintile than boys (19.7 percent vs. 13.5 percent), less likely to work and study simultaneously (16.3 percent vs. 24.3 percent) and more likely to be classified in no activities (37.9 percent vs. 34.7 percent).

Table 5. Percentage of children, by sex, activity and household wealth quintile.

Sex	Activity	Quintile 1 - poorest	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - richest	Total
Male	Work only	13.5	11.8	6.8	6.1	1.9	7.3
	Study only	27.6	36.1	42.6	50.6	73.8	48.6
	Work and study	24.3	22.5	21.6	17.9	9.0	18.2
	No activities	34.7	29.6	29.0	25.5	15.3	25.8
Female	Work only	19.7	12.3	6.8	6.7	1.7	8.3
	Study only	26.1	34.3	38.0	47.9	69.8	46.1
	Work and study	16.3	18.7	23.1	19.6	11.8	17.6
	No activities	37.9	34.8	32.2	25.8	16.7	28.0
Total	Work only	16.6	12.0	6.8	6.4	1.8	7.8
	Study only	26.9	35.3	40.2	49.3	71.7	47.3
	Work and study	20.3	20.6	22.4	18.7	10.4	17.9
	No activities	36.3	32.1	30.6	25.6	16.0	26.9
	Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: UCW calculations based on Angolan MICS, 2001

⁴³ The "wealth" index was constructed using the following socio-economic criteria: whether any member owns a radio, television, refrigerator, bicycle, motorcycle or car; whether electricity is used, the source of drinking water, the type of sanitation, how many rooms, and the type of materials used in dwelling construction. (For detailed methodology see Filmer D. and Pritchett L., Estimating wealth effects without expenditure data – or tears: An application to educational enrolments in States of India, World Bank Policy Research Working Paper No. 1994, Washington, 1998a.); Taken from UNICEF, 2003.

⁴⁴ There is income data from the *Inquérito aos Agregados Familiares sobre Despesas e Receitas* (IDR) 2000/01; however is limited to the urban areas of seven of the eighteen provinces represented in MICS 2001.

Mother's educational level

35. Mother's educational level appears to be positively related to school attendance and negatively to work involvement. Children who have mothers with an instruction level equivalent or superior to 'Ensino Medio'⁴⁵ are significantly less likely to work only than those with mothers that have not receive any formal education (0.6 percent vs. 11.9 percent). As the mother's level of education decreases children are less likely to study exclusively and much more likely to be found working and studying or involved in no activities.

Table 6. Children status by mother's level of education (%)

Mother's education level	Work only	Study only	Work and study	No activities	Total
Total	7.8	47.3	17.6	27.4	100
None or preschool	11.9	34.2	18.0	35.9	100
Ensino de Base	5.5	54.2	17.8	22.5	100
Ensino Medio or more	0.6	74.1	10.9	14.4	100

Source: UCW calculations based on Angolan MICS, 2001

5. EXTENT OF CHILD LABOUR IN ANGOLA

36. In Section 3 and 4 the extent and the characteristics of children's work were presented and discussed. However not all work performed by children is equivalent to child labour. Child labour is a narrower concept that refers only to negative forms of work that should be targeted for elimination. This section isolates child labour from the group of child workers.

Child labour legislation

37. Angola ratified the three main international conventions that provide the common conceptual framework for child labour; the UN Convention on the Rights of the Child, and both Convention No. 138 (concerning the Minimum Age for Admission to Employment) and Convention No. 182 (concerning the Worst Forms of Child Labour). At the time of ratifying Convention No. 138, the minimum age for admission to employment or work was specified at 14 years of age. At the national level, the country adopted the General Labour Act in 1999 (Act No. 2/00) which contains provisions for the protection of minors.⁴⁶ However, the General Labour Act (GLA) only applies workers who provide paid services for an employer under his

⁴⁵ The structure of the education system in Angola by 2001 consisted in eight years of education 'Ensino Base' (for children aged approximately 6 to 14 years), followed by a Secondary Education or 'Ensino Medio' that was either a three-year general course or a four-year technical/vocational course culminating in the Habilições Literárias (for children aged approximately 14 to 18 years). http://www.childrenslegalcentre.com/shared_asp_files/uploadedfiles/AD3799E5-1C4A-46A8-A714-5C02C74A1DF5_Angola.pdf. After 2003 a reform of the educational system took place simplifying the structure of the educational system: primary education now consists of 6 mandatory years of schooling for all children aged 6 to 11. Secondary education similarly consists of six years divided into two levels of three optional years each. UNICEF, 2003.

⁴⁶ Its provisions include in particular labour relations, responsibilities with respect to occupational safety and hygiene and occupational medicine, working hours and work organization (normal working hours, night work, special provisions, rest schedules), work of women, minors and persons with impaired working ability, and maternity protection.

organization or supervision, in this way excluding all those without an employment relationship or working on their own account. Sections 2(d) and (e) of the Act exclude from their scope family work and occasional work. In Article 283°, the Act defines 'light work'⁴⁷ as work that does not entail major physical and mental development and that allows an apprenticeship or training to take place. Even though national legislation allows minors under the minimum age for admission to employment to perform 'light work', no minimum age is specified at which they can do so.

38. The fact that the national legislation excludes family work and occasional work from its very basic conception of labour, and that it does not provide a minimum age for 'light work', makes difficult the development of a child labour estimate based solely on national regulations. Indeed, the overwhelming majority of the Angolan working children work for their own families and not for wages (section 4.1).

39. In order to provide an international comparable estimation of child labour, it is possible to utilise the international criteria used by the ILO in its latest child labour global report (2006).⁴⁸ In the ILO report, the term 'child labour' includes all children under 15 years of age who are economically active, excluding (i) those under five years of age and (ii) those aged 12-14 years who spend fewer than 14 hours a week on their jobs, unless their activities are hazardous by nature or circumstance.⁴⁹ Considering that for Angola the minimum age for admission to employment or work is 14 years, 'light work' estimations are only pertinent for children aged 12-13. However a problem arises when estimating the number of children involved in 'light work', since no information on hazardous industries and occupations is included in Angolan MICS 2001. As there is no possibility to determine the number of economically active children working for less than 14 hours which are involved in 'hazardous work', **the 'light work' definition used in this report will only include children aged 12-13 working for less than 14 hours in any industry or occupation.** This will certainly constitute a lower-bound estimate of child labour, as some of the children working for less than 14 hours per week may be involved in industries and occupations which fall inside the child labour definition.

Child labour incidence

40. **Child labour based on the criteria used in the ILO global estimates is widespread in Angola.** Approximately 620,000 economically-active children are below the absolute minimum working age of 12 years, and an additional 118,000 (12-13 year-old) children are working beyond the admitted hour threshold for light work. Putting these two groups together yields of approximately 738,000 5-13 year-olds in child labour, 19.8 percent of this age group. It should be stressed that this is a lower-

⁴⁷ C. 138, Article 7, stipulates that light work should neither:

(a) be harmful to a child's health and development, nor;

(b) prejudice attendance at school and participation in vocational training or the "capacity to benefit from the instruction received".

⁴⁸ ILO, 2006.

⁴⁹ ILO Conventions Nos. 138 and 182 both define hazardous work only very generally as "likely to jeopardize/harm the health, safety or moral of children". The list of such work must be determined at the national level after tripartite consultation. The operational statistical definition of hazardous work used by the ILO in its latest child labour global estimates includes work performed for 43 hours or more per week as well as work in construction, mining and quarrying and selected occupations considered hazardous in many countries (These occupations are specified in Annex 3 of Hagemann et al, 2006).

bound estimate since it does not include involvement of children in hazardous work, or involvement in the ‘unconditional worst forms of child labour’.⁵⁰

Table 7. Lower-bound estimate of child labour involvement

Sex	(a) children aged 5-11 years in economic activity		(b) children aged 12-13 years in economic activity excluding those working in any industry or occupation for less than 14 hours per week ⁽ⁱ⁾		(a)+(b) Total in child labour, 5-13 years	
	% of total age group	No.	% of total age group	No.	% of total age group	No.
Male	20.3	298,536	40.4	62,670	19.5	361,206
Female	21.7	321,075	39.6	56,028	20.1	377,103
Total	21.0	619,611	40.0	118,698	19.8	738,309

: From the 2,032 children aged 5-13 classified as economically active in the sample there is just information on working hours for 1,712. The calculation of the percentage of children aged 12-13 in column (b) was done over the total working children with non-missing values on working hours. Absolute numbers in column (b) were obtained by applying these rates to the absolute number of children economically active aged 12-13 years.

Source: Angolan MICS 2001Note

Child labour incidence including the performance of non-economic activities

41. Children’s involvement in economic and non-economic activities needs to be combined for a more comprehensive measure of children’s total participation in work. When including the performance of household chores as a weighting factor for child labour estimations, previous numbers (in Table 7) are increased approximately by 3 to 5 percent, depending on the specific hour threshold used. In Table 8, two different time boundaries are specified to classify household chores as child labour; more than 21 hours per week and more than 28 hours per week. The reason why the time thresholds for household chores are set above the time limits used for economic activity is based on the subjective judgment that economic and non-economic activities can not be weighted equally, and that a certain equivalence ratio (favoring economic activity) needs to be established.

⁵⁰ As defined by ILO Convention No. 182. Categories considered by ILO Convention No. 182 as unconditional worst forms of child labour include: (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for the use in armed conflict; (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; and (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.

Table 8. Child labour among 5-13 year-olds, applying minimum age criteria to both economic and non-economic activity

	Sex	(a) Children aged 5-13 years in economic activity(i)	(b) % children 5-13 years performing non-economic activity by average weekly hours threshold		(a) + (b) % children aged 5-13 years in child labour, by hours threshold employed for non-economic activity, excluding the overlapping categories	
			>21	>28	>21	>28
%	M	19.5	5.3	3.2	23.2	21.9
	F	20.1	8.3	5.2	26.2	24.2
	T	19.8	6.8	4.2	24.7	23.1
No.	M	361,206	98,255	58,888	429,414	406,594
	F	377,103	155,168	98,090	491,381	453,568
	T	738,309	253,423	156,978	920,795	860,162

Notes: (i) Excluding 12-13 years working for less than 14 hours per week in any industry or occupation. (ii) The indicators presented in Table 8 do not explicitly deal with the group of children that combine HH chores and economic activity. A lower combined hours- threshold for this group is needed, but further research is required to justify what this threshold should be

Source: Angolan MICS 2001

6. DETERMINANTS OF CHILDREN'S WORK AND SCHOOLING

42. Econometric analysis permits a more precise identification of the factors influencing household decisions to involve their children in working and/or schooling activities. In this specific case a bivariate probit model was used to determine correlated decisions on child schooling and work; Annex C presents the estimated regression coefficients and the marginal effects obtained after the model. The inferences from this analysis are presented below.

Area of residence

43. Children living in rural Angola are approximately 3.5 percent more likely to work exclusively and about 8.4 percentage points more likely to work and study simultaneously than those living in urban locations. These results are consistent with descriptive statistics presented in subsection 3.4, and point out to the fact that rural environments exert a great deal of pressure/incentives on families to put their children to work; we have seen that within the rural areas included in the survey⁵¹ work participation rates are almost double that of urban contexts. The pressure is also expressed in the fact that children from rural areas are -5.1 percentage points less likely to be involved in no activities (work or school), and have a significantly smaller probability of attending school exclusively than their urban counterparts (-9 percentage points).

Gender

44. Gender does not seem to be a relevant factor parents' decisions concerning their children's overall involvement in school and work.. However, girls are approximately 3 percentage points more likely than boys to be found neither working nor attending school, and 3.3 percentage points less likely to attend school exclusively. The fact that girls have a higher probability of being involved in no activities (work or school) may perhaps be associated with the fact that they tend to perform household chores in a higher proportion than boys (see subsection 4.3).

⁵¹ See Section 2 for details related to the survey coverage.

Family structure and orphans

45. The family structure and the sex of the household head seem to have an important influence in the activities performed by children. Children living in single-parent households or in households in which both parents are permanently absent (though not necessarily deceased) are more likely to work exclusively and significantly less likely to only attend school, compared with families in which both parents are present. It is interesting to note that children living in single-male headed households have a higher probability of working exclusively and a significantly smaller probability of attending school exclusively than, for instance, children of single-female headed households or even than children not living with either of their parents. On the other hand, there is a positive and significant effect on the probability of children being classified as idle (i.e. neither working nor attending school) if living in single-female households or with neither parent.

Mother's educational status

46. Mother's educational status seems to have a large impact in the distribution of children's time. The difference is established between mothers who have received at least some education and the ones that have never attended school. Having a mother with no formal education increases the probability of a child working exclusively approximately by 3.6 percentage points and reduces its probability of attending school exclusively by 12.2 percentage points. Mothers with no formal education are much more likely to have their children involved in no activities (11.7 percentage points) and less likely to make them work and study simultaneously (-3.1 percentage points). Even though Angola's literacy levels exceed the average of Sub-Saharan Africa (67.4 percent vs. 63.3 percent, according to the Human Development Report of 2006), illiteracy differences by gender remain very significant; only 54 percent of adult females are literate compared to 83 percent of adult males)⁵².

47. A clear public policy implication of the above results is that efforts conducive to increasing educational possibilities of females can operate as an indirect mechanism to substantially improve exclusive school attendance and to reduce exclusive work incidence and "inactivity". The fact that mothers with some formal education are more likely to make their children combine working and schooling activities simultaneously could be probably associated with the fact that formally educated people tend to give more value to formal education even when the child's work is needed.

Household wealth

48. Children from the poorest quintile are much more likely to work exclusively than their counterparts from the richest quintile (18.3 percentage points). The likelihood of school attendance is also strongly influenced by income. The poorest children (1st quintile) are approximately 34.2 percentage points less likely to attend school exclusively than the ones belonging to the richest quintile (5th quintile). Another interesting result is that the probability of combining working and schooling activities simultaneously increases proportionally to the level of wealth, confirming the idea that poverty is so widespread in Angola, that combining school and work can be regarded as a luxury. Inactivity (i.e. involvement in neither school nor economic activity) is also closely associated with wealth. The poorest children from the 1st

⁵² UNDP's Human Development Report 2006

quintile are 15.6 percentage points more likely to be found neither working nor attending school than the ones belonging to the 5th quintile (richest).

Water availability

49. Access to public water networks also has a significant affect on children's patterns of activity.⁵³ Many children from villages without access to public water networks have to spend a considerable amount of time each day fetching water, limiting their possibilities to participate in schooling or leisure activities. Marginal effects derived from the regression do not assign a significant value to distance differences between the child's household and the closest water source, however it is worth noting that children belonging to households directly connected to a public water source are significantly more likely to attend school exclusively (10.6 percentage point) and less likely to only work (4.7 percentage points). Direct water accessibility also seems to decrease the children's probability of combining school and work simultaneously (-9.4 percentage points), but does not appear to influence their idleness status.

Household structure

50. Preschool children are believed to put pressure on household resources as they do not contribute to household income and generate demand for child care. Thus they are expected to increase children's work while reducing schooling, particularly among girls, to the extent that child care is mainly performed by females. Surprisingly, the presence of preschool children does not seem to affect the activity status of school-age children (i.e. 5-14).

51. The presence of an additional school-age child (i.e. 5-14) seems to have a positive and significant influence on the exclusive school attendance of their school-age siblings. An additional school-age child seems to decrease the probability of inactivity of his/her school-age siblings reducing also their probability of working exclusively (although the effect is smaller than 1 percent). These results have to be interpreted in the specific context of Angola, where families are relatively large (Angolan fertility rates are among the highest of Sub-Saharan Africa at 6.6 children per women in average).⁵⁴ The above results likely indicate that the presence of an additional school-age child (within the context of a large family) constitutes a household resource to offer better schooling possibilities to the rest of the school-age siblings (for example, by making some school-age children work to support the schooling of their siblings).

⁵³ See for instance Guarcello and Lyon, 2003.

⁵⁴ UNICEF, 2003.

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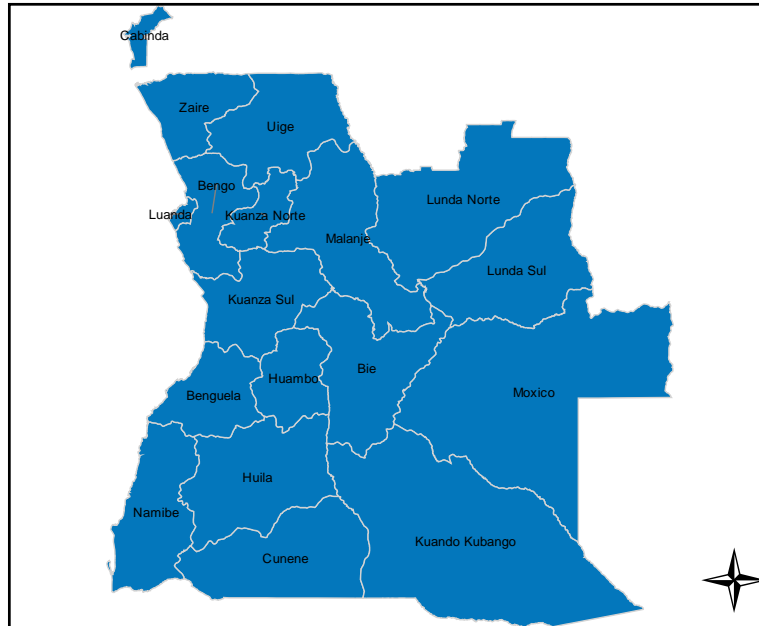
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ANNEX A: MAPS OF ANGOLA

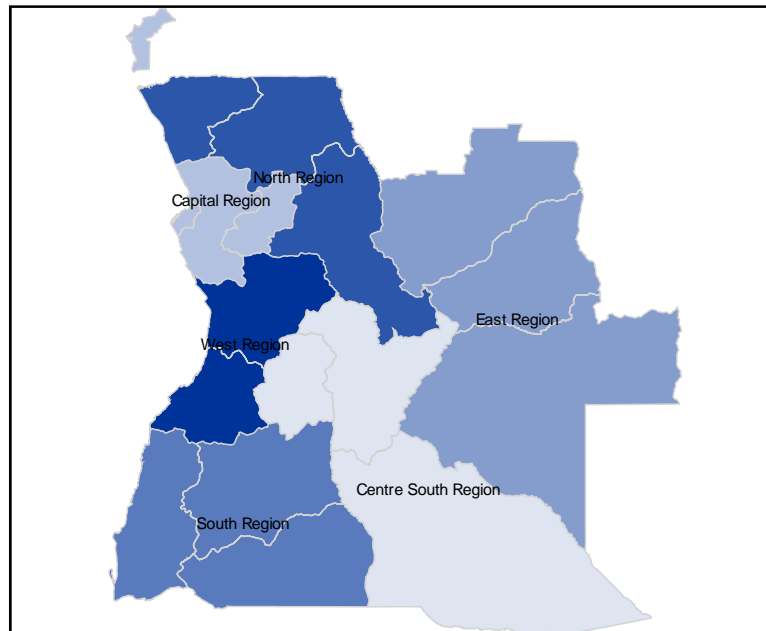
A1. PROVINCIAL MAP OF ANGOLA (18 PROVINCES)



Source: DevInfo 5.0

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.

A2. 6 REGIONS FOR WHICH THE SURVEY IS STATISTICALLY REPRESENTATIVE



Source: UCW elaboration

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.

ANNEX B: DETAILED STATISTICAL ANNEX: TABULATIONS FROM THE 2001 ANGOLAN MULTIPLE INDICATORS CLUSTER SURVEY (MICS)

Table 1. Total number of children in the simple, by sex and age

Age	Male	Female	Total
5	520	538	1,058
6	517	503	1,020
7	433	434	867
8	473	468	941
9	389	398	787
10	444	450	894
11	390	392	782
12	458	451	909
13	372	406	778
14	389	402	791
Total	4,385	4,442	8,827

52. Table 2. Total number of children in the expanded population, by sex and age

Age	Male	Female	Total
5	240,408	247,836	488,244
6	238,983	232,334	471,317
7	199,889	200,722	400,611
8	219,154	218,065	437,219
9	181,473	185,492	366,965
10	206,155	208,290	414,445
11	181,058	183,756	364,814
12	213,570	210,572	424,142
13	172,482	188,177	360,659
14	181,157	188,991	370,148
Total	2,034,329	2,064,235	4,098,564

Table 3. Percentage of children working, by sex and age

Age	Male	Female	Total
5	9.0	10.1	9.6
6	13.4	12.8	13.1
7	16.8	19.6	18.2
8	20.4	23.6	22.0
9	28.8	24.0	26.3
10	27.9	34.5	31.2
11	31.4	32.2	31.8
12	39.8	33.7	36.8
13	40.7	37.4	39.0
14	36.6	38.1	37.4
Total	25.6	25.9	25.7

Table 4. Percentage of children attending school, by sex and age

Age	Male	Female	Total
5	24.9	22.4	23.6
6	45.0	46.8	45.8
7	62.9	63.9	63.4
8	72.2	71.2	71.7
9	76.1	74.8	75.4
10	78.7	73.8	76.2
11	82.8	79.7	81.2
12	81.4	75.3	78.4
13	80.7	70.5	75.4
14	80.4	72.1	76.2
Total	66.9	63.7	65.2

Table 5. Percentage of children working only, by sex and age

<i>Age</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
5	5.5	8.4	7.0
6	7.8	6.1	7.0
7	6.7	8.3	7.5
8	6.5	5.2	5.8
9	8.2	6.5	7.4
10	6.0	10.5	8.3
11	7.1	6.8	7.0
12	8.0	9.2	8.6
13	8.8	11.0	10.0
14	9.5	11.7	10.6
<i>Total</i>	<i>7.3</i>	<i>8.3</i>	<i>7.8</i>

Table 6. Percentage of children studying only, by sex and age

<i>Age</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
5	21.4	20.7	21.0
6	39.4	40.1	39.7
7	52.8	52.5	52.6
8	58.3	52.8	55.6
9	55.5	57.4	56.5
10	56.8	49.8	53.3
11	58.6	54.3	56.4
12	49.6	50.7	50.2
13	48.9	44.1	46.4
14	53.3	45.6	49.4
<i>Total</i>	<i>48.6</i>	<i>46.1</i>	<i>47.3</i>

Table 7. Percentage of children working and studying, by sex and age

<i>Age</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
5	3.5	1.7	2.6
6	5.6	6.7	6.1
7	10.2	11.4	10.8
8	13.9	18.4	16.1
9	20.6	17.4	19.0
10	21.9	24.1	23.0
11	24.3	25.4	24.8
12	31.8	24.6	28.2
13	31.8	26.4	29.0
14	27.1	26.5	26.8
<i>Total</i>	18.2	17.6	17.9

Table 8. Percentage of children neither working nor studying

<i>Age</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
5	69.6	69.2	69.4
6	47.2	47.2	47.2
7	30.4	27.9	29.1
8	21.4	23.6	22.5
9	15.8	18.6	17.2
10	15.3	15.7	15.5
11	10.0	13.5	11.8
12	10.6	15.6	13.1
13	10.5	18.4	14.6
14	10.1	16.2	13.2
<i>Total</i>	25.8	28.0	26.9

Table 9. All working children: weekly hours worked, by sex and age

<i>Age</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
5	7.4	10.0	8.8
6	9.8	7.7	8.8
7	10.0	10.4	10.2
8	9.7	13.4	11.6
9	12.1	10.6	11.4
10	13.4	13.3	13.4
11	11.9	10.9	11.4
12	13.5	14.2	13.8
13	14.1	14.0	14.0
14	16.6	14.8	15.7
<i>Total</i>	12.7	12.7	12.7

Table 10. Children working only: weekly hours worked, by sex and age

Age	Male	Female	Total
5	5.9	10.7	8.6
6	11.3	8.3	10.1
7	9.6	11.2	10.4
8	11.6	16.8	13.6
9	16.2	10.1	13.1
10	12.9	18.2	16.3
11	13.0	10.1	11.7
12	17.4	18.0	17.7
13	16.0	13.1	14.4
14	19.1	14.3	16.4
Total	13.6	13.5	13.6

Table 11. Percentage of children aged 5-14, by sex and type of activity

Type of activity	Male	Female	Total
Work only	7.3	8.3	7.8
Study only	48.6	46.1	47.3
Work and study	18.2	17.6	17.9
No activities	25.8	28.0	26.9
Total	100.0	100.0	100.0

Table 12. Total number of children aged 5-14, by sex and type of activity

Type of activity	Male	Female	Total
Work only	149,403	171,474	320,877
Study only	989,446	950,831	1,940,277
Work and study	370,545	363,160	733,705
No activities	524,935	578,770	1,103,705
Total	2,034,329	2,064,235	4,098,564

Table 13. Percentage of children aged 5-14, by sex, type of activity and area

Type of activity	Area	Male	Female	Total
Work only	Urban	5.3	5.9	5.6
	Rural	12.4	14.3	13.3
Study only	Urban	56.0	52.2	54.1
	Rural	30.9	31.0	30.9
Work and study	Urban	14.5	15.7	15.1
	Rural	27.3	22.3	24.8
No activities	Urban	24.3	26.2	25.3
	Rural	29.4	32.5	30.9

Table 14. Percentage of children aged 5-14, by sex and modality of employment

Modality of employment	Male	Female	Total
Paid work for someone who is not a household member	7.4	4.7	6.0
Unpaid work for someone who is not a household member	13.4	16.5	14.9
Family work	66.6	65.1	65.8
All work	12.6	13.8	13.2
Total	100.0	100.0	100.0

Table 15. Percentage of children aged 5-14, by sex, modality of employment and area

Modality of employment	Area	Male	Female	Total
Paid work for someone who is not a household member	Urban	10.9	6.4	8.5
	Rural	3.2	2.3	2.8
Unpaid work for someone who is not a household member	Urban	18.3	20.6	19.5
	Rural	7.5	10.5	8.9
Family work	Urban	59.2	58.8	59.0
	Rural	75.4	74.1	74.8
All work	Urban	11.6	14.3	13.0
	Rural	13.9	13.1	13.5

Table 16. Percentage of children aged 5-14, by sex, region and type of activity

Type of activity	Region	Male	Female	Total
Work only	Capital Region	6.3	6.5	6.4
	North Region	7.7	10.9	9.3
	East Region	5.9	7.1	6.5
	West Region	11.0	11.6	11.3
	Centre South Region	6.2	5.6	5.9
	South Region	7.3	8.4	7.9
Study only	Capital Region	60.0	57.8	59.0
	North Region	42.7	35.2	39.0
	East Region	44.8	41.0	42.9
	West Region	47.9	45.5	46.6
	Centre South Region	54.1	53.1	53.6
	South Region	42.2	44.1	43.2
Work and study	Capital Region	12.2	9.6	11.0
	North Region	26.1	28.1	27.1
	East Region	10.4	9.9	10.2
	West Region	16.1	16.1	16.1
	Centre South Region	17.6	18.3	18.0
	South Region	26.0	22.3	24.1
Nothing	Capital Region	21.5	26.0	23.6
	North Region	23.4	25.8	24.6
	East Region	38.9	42.0	40.4
	West Region	25.0	26.8	25.9
	Centre South Region	22.1	23.0	22.5
	South Region	24.5	25.2	24.8

Table 17. Percentage of children aged 5-14 by sex, modality of employment and region

Modality of employment	Region	Male	Female	Total
Paid work for someone who is not a household member	Capital Region	5.9	3.1	4.6
	North Region	2.3	2.5	2.4
	East Region	9.6	2.2	5.7
	West Region	4.0	2.6	3.3
	Centre South Region	7.7	1.6	4.5
	South Region	14.3	13.3	13.8
Unpaid work for someone who is not a household member	Capital Region	9.1	13.7	11.1
	North Region	15.3	14.3	14.8
	East Region	7.0	14.0	10.7
	West Region	7.0	15.1	11.2
	Centre South Region	5.0	12.1	8.7
	South Region	27.3	25.9	26.6
Family work	Capital Region	74.4	68.1	71.6
	North Region	71.4	65.6	68.3
	East Region	75.8	74.4	75.1
	West Region	78.9	69.2	73.8
	Centre South Region	81.7	79.9	80.8
	South Region	34.2	43.0	38.5
All work	Capital Region	10.7	15.1	12.6
	North Region	11.1	17.6	14.5
	East Region	7.6	9.4	8.6
	West Region	10.1	13.2	11.7
	Centre South Region	5.6	6.4	6.0
	South Region	24.3	17.9	21.1

Table 18. Percentage of children aged 5-14, by household wealth quintile and sex

Sex	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Total
Male	15.5	17.8	20.0	21.7	25.0	100.0
Female	15.3	16.5	21.0	20.7	26.6	100.0
Total	15.4	17.2	20.5	21.2	25.8	100.0

Table 19. Percentage of children aged 5-14, by household wealth quintile, sex and type of activity

Sex	Type of activity	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Total
Male	Work only	13.5	11.8	6.8	6.1	1.9	7.3
	Study only	27.6	36.1	42.6	50.6	73.8	48.6
	Work and study	24.3	22.5	21.6	17.9	9.0	18.2
	No activities	34.7	29.6	29.0	25.5	15.3	25.8
Female	Work only	19.7	12.3	6.8	6.7	1.7	8.3
	Study only	26.1	34.3	37.9	47.9	69.8	46.1
	Work and study	16.3	18.7	23.1	19.6	11.8	17.6
	No activities	37.9	34.8	32.2	25.7	16.7	28.0
Total	Work only	16.6	12.0	6.8	6.4	1.8	7.8
	Study only	26.8	35.3	40.2	49.3	71.7	47.3
	Work and study	20.3	20.6	22.4	18.7	10.4	17.9
	No activities	36.3	32.1	30.6	25.6	16.0	26.9

Table 20. Percentage of children working only, by mother's level of education and children's age

Age	None or preschool	Ensino base	Ensino medio or more	Total
5	52.3	47.7	0.0	100.0
6	50.9	47.3	1.8	100.0
7	56.3	43.7	0.0	100.0
8	58.8	41.2	0.0	100.0
9	50.9	46.9	2.1	100.0
10	58.9	41.1	0.0	100.0
11	59.0	41.0	0.0	100.0
12	76.2	23.8	0.0	100.0
13	64.9	35.1	0.0	100.0
14	64.0	36.1	0.0	100.0
Total	59.9	39.8	0.3	100.0

Table 21. Percentage of children studying only, by mother's level of education and children's age

Age	None or preschool	Ensino base	Ensino medio or more	Total
5	25.1	65.5	9.4	100.0
6	25.3	70.2	4.5	100.0
7	26.2	69.7	4.0	100.0
8	28.8	64.8	6.5	100.0
9	29.3	62.7	8.0	100.0
10	28.5	66.1	5.4	100.0
11	30.7	61.7	7.7	100.0
12	29.3	64.3	6.4	100.0
13	26.6	63.9	9.5	100.0
14	30.1	61.2	8.8	100.0
Total	28.2	65.0	6.8	100.0

Table 22. Percentage of children working and studying, by mother's level of education and children's age

Age	None or preschool	Ensino base	Ensino medio or more	Total
5	28.7	67.2	4.1	100.0
6	32.6	61.8	5.6	100.0
7	35.2	58.8	6.0	100.0
8	40.5	58.0	1.5	100.0
9	44.5	52.6	2.9	100.0
10	43.4	54.5	2.2	100.0
11	35.0	62.0	3.0	100.0
12	43.0	54.7	2.3	100.0
13	39.5	58.5	2.1	100.0
14	40.8	57.0	2.2	100.0
<i>Total</i>	40.0	57.3	2.7	100.0

Table 23. Percentage of children neither studying nor attending school, by mother's level of education and children's age

Age	None or preschool	Ensino base	Ensino medio or more	Total
5	43.6	53.9	2.5	100.0
6	54.7	43.7	1.7	100.0
7	52.8	45.8	1.4	100.0
8	58.3	40.7	1.1	100.0
9	56.8	40.0	3.2	100.0
10	58.2	40.1	1.7	100.0
11	47.1	53.0	0.0	100.0
12	59.0	37.1	3.9	100.0
13	44.5	50.7	4.8	100.0
14	55.4	40.0	4.6	100.0
<i>Total</i>	51.1	46.6	2.3	100.0

ANNEX C: REGRESSION RESULTS

Table C1. Bivariate probit regression

Variable	Work			Attend school		
	Coefficient	z	$P > z $	Coefficient	z	$P > z $
female1	0.0095274	0.27	0.786	-0.1094838	-3.19	0.001
age	0.3582487	7.52	0.000	0.9310470	20.56	0.000
age2	-0.0123772	-5.00	0.000	-0.0416766	-17.34	0.000
rural	0.3783912	8.59	0.000	0.0433117	0.98	0.327
electricity	-0.0523333	-0.79	0.430	-0.0342069	-0.54	0.586
estruc1	-0.0764320	-1.01	0.312	0.0114521	0.15	0.877
estruc2	0.0574935	0.47	0.640	-0.0481350	-0.40	0.689
estruc4	-0.0782013	-1.25	0.210	0.1819518	2.93	0.003
reg1	-0.0328421	-0.51	0.613	-0.3938637	-6.27	0.000
reg2	0.2804888	4.61	0.000	-0.1442638	-2.33	0.020
reg3	-0.3902619	-6.09	0.000	-0.4875234	-8.26	0.000
reg4	0.1498947	2.45	0.014	-0.3401443	-5.63	0.000
reg5	0.1422829	2.38	0.017	-0.0391237	-0.64	0.519
hhsiz	0.0166253	1.15	0.250	-0.0151847	-1.08	0.279
meducc1	0.0160161	0.42	0.676	-0.4156022	-11.12	0.000
quint1	0.5530108	6.08	0.000	-0.8834373	-10.01	0.000
quint2	0.4659275	5.52	0.000	-0.6413560	-7.88	0.000
quint3	0.4334812	5.52	0.000	-0.5271470	-7.02	0.000
quint4	0.4089225	5.77	0.000	-0.4139662	-6.10	0.000
watert1	-0.0605290	-0.75	0.455	0.1001730	1.24	0.214
watert2	-0.0357147	-0.49	0.624	0.0339815	0.48	0.635
waterdis1	-0.5904668	-4.39	0.000	0.0330345	0.27	0.789
waterdis2	-0.0791366	-0.82	0.410	-0.1018200	-1.05	0.292
waterdis3	-0.1234289	-1.42	0.157	-0.0632220	-0.73	0.468
waterdis4	-0.1256689	-1.38	0.167	-0.0654903	-0.73	0.468
tot04	-0.0073158	-0.30	0.768	-0.0016225	-0.07	0.947
tot514	0.0025258	0.11	0.909	0.0860339	3.93	0.000
tot65	-0.0329391	-0.52	0.602	-0.0301274	-0.50	0.618
_cons	-3.2433430	-12.87	0.000	-3.6133660	-15.61	0.000

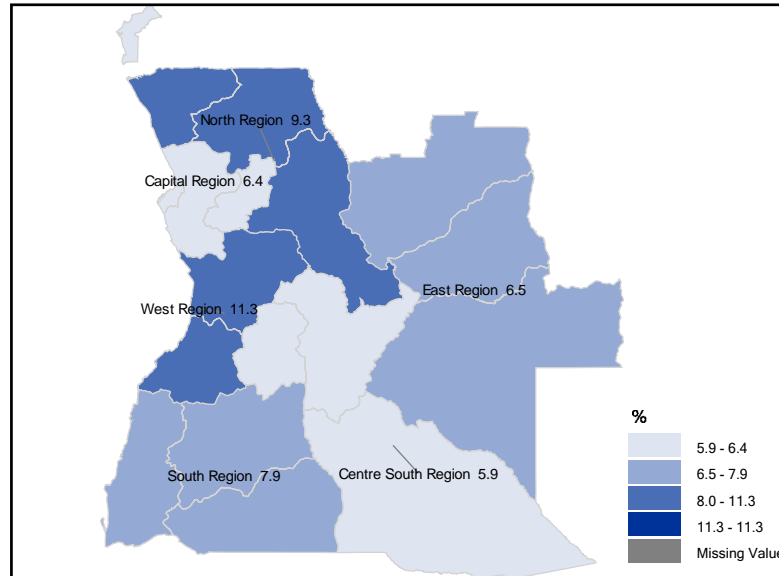
Table C2. Marginal effects after bivariate probit

Variable	Work only			School only			Work and school			No activities		
	dy/dx	z	P > z	dy/dx	z	P > z	dy/dx	z	P > z	dy/dx	z	P > z
female1	0.0098336	2.22	0.026	-0.0328990	-2.75	0.006	-0.0069673	-0.91	0.363	0.0300327	2.91	0.004
age	-0.0402783	-6.46	0.000	0.1912367	11.86	0.000	0.1480644	14.21	0.000	-0.2990228	-21.36	0.000
age2	0.0021647	6.68	0.000	-0.0092996	-10.99	0.000	-0.0058886	-10.87	0.000	0.0130235	17.67	0.000
rural	0.0350910	5.46	0.000	-0.0687479	-4.54	0.000	0.0844743	7.80	0.000	-0.0508175	-4.03	0.000
electricity	-0.0024238	-0.30	0.767	0.0006607	0.03	0.976	-0.0131700	-0.94	0.347	0.0149330	0.77	0.439
estruc1	-0.0082526	-0.92	0.357	0.0184248	0.71	0.475	-0.0142588	-0.90	0.366	0.0040865	0.18	0.856
estruc2	0.0100496	0.59	0.554	-0.0253051	-0.60	0.546	0.0075983	0.28	0.782	0.0076572	0.21	0.834
estruc4	-0.0237359	-2.67	0.008	0.0675872	3.14	0.002	-0.0001330	-0.01	0.992	-0.0437183	-2.27	0.023
reg1	0.0293438	2.96	0.003	-0.1107898	-5.04	0.000	-0.0391384	-3.21	0.001	0.1205844	5.73	0.000
reg2	0.0450513	4.44	0.000	-0.0986792	-4.68	0.000	0.0450900	3.05	0.002	0.0085379	0.46	0.644
reg3	-0.0053426	-0.69	0.487	-0.0854527	-4.03	0.000	-0.1004701	-10.53	0.000	0.1912653	9.27	0.000
reg4	0.0484509	4.72	0.000	-0.1271617	-6.12	0.000	-0.0016601	-0.13	0.899	0.0803709	4.14	0.000
reg5	0.0181823	2.12	0.034	-0.0404232	-1.94	0.053	0.0260892	1.87	0.061	-0.0038482	-0.21	0.831
hhsiz	0.0028778	1.58	0.114	-0.0076580	-1.56	0.118	0.0021242	0.67	0.500	0.0026559	0.63	0.530
meducc1	0.0359565	6.81	0.000	-0.1219725	-9.42	0.000	-0.0311320	-3.85	0.000	0.1171479	10.12	0.000
quint1	0.1829941	8.10	0.000	-0.3423354	-13.54	0.000	0.0035670	0.19	0.848	0.1557743	5.41	0.000
quint2	0.1312741	7.20	0.000	-0.2683851	-10.38	0.000	0.0227666	1.23	0.217	0.1143444	4.38	0.000
quint3	0.1090541	7.03	0.000	-0.2329305	-9.40	0.000	0.0324608	1.85	0.064	0.0914155	3.85	0.000
quint4	0.0914739	6.91	0.000	-0.1979614	-8.64	0.000	0.0414129	2.54	0.011	0.0650746	3.07	0.002
watert1	-0.0143046	-1.36	0.175	0.0406064	1.46	0.146	-0.0039779	-0.22	0.822	-0.0223239	-0.92	0.360
watert2	-0.0062084	-0.69	0.488	0.0168215	0.68	0.498	-0.0044760	-0.28	0.777	-0.0061370	-0.29	0.775
waterdis1	-0.0473035	-5.35	0.000	0.1058155	2.46	0.014	-0.0938530	-5.50	0.000	0.0353410	0.87	0.386

Waterdis2	0.0004217	0.03	0.973	-0.0129767	-0.39	0.697	-0.0241760	-1.16	0.247	0.0367310	1.26	0.208
Waterdis3	-0.0071177	-0.66	0.509	0.0062170	0.21	0.837	-0.0293672	-1.62	0.106	0.0302679	1.13	0.259
Waterdis4	-0.0072389	-0.67	0.504	0.0049488	0.16	0.875	-0.0290775	-1.64	0.102	0.0313676	1.10	0.272
tot04	-0.0005912	-0.19	0.850	0.0010186	0.12	0.904	-0.0016098	-0.30	0.766	0.0011825	0.16	0.872
tot514	-0.0067446	-2.41	0.016	0.0238488	3.14	0.002	0.0075045	1.56	0.119	-0.0246087	-3.73	0.000
tot65	-0.0008067	-0.10	0.919	-0.0018757	-0.09	0.930	-0.0091036	-0.66	0.507	0.0117860	0.64	0.519

ANNEX D: CHILDREN'S ACTIVITY STATUS BY REGION: GIS ANALYSIS

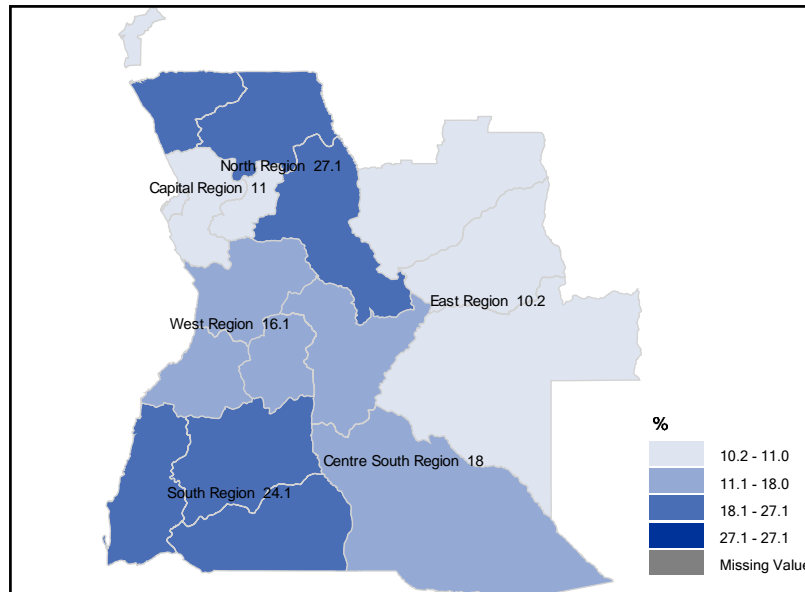
D1. Percentage of children 5-14 working only, by region



Source: UCW calculations from MICS 2001

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.

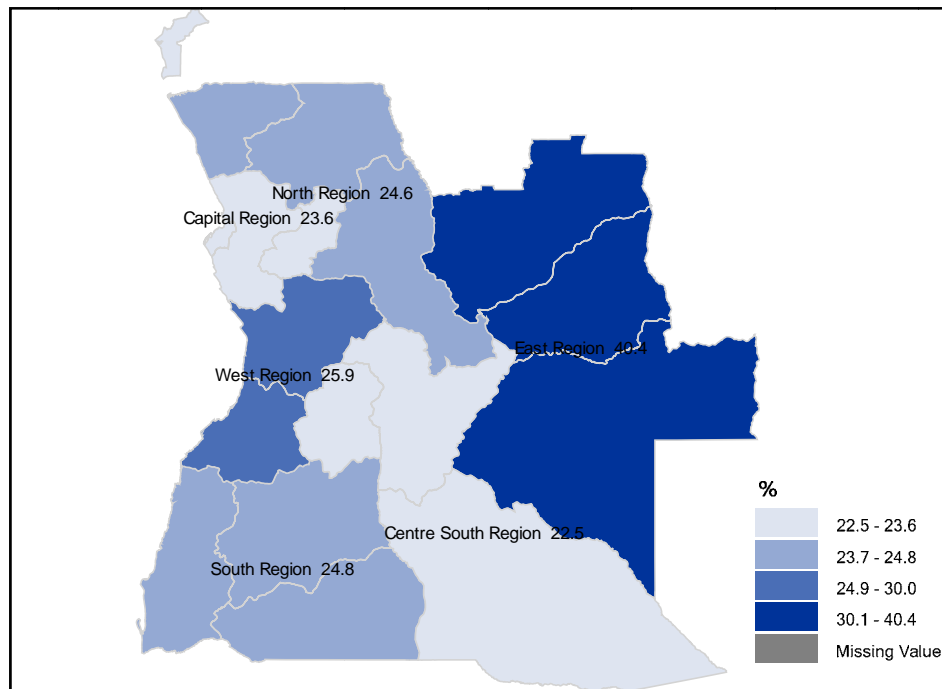
D2. Percentage of children 5-14 working and studying, by region



Source: UCW calculations from MICS 2001

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.

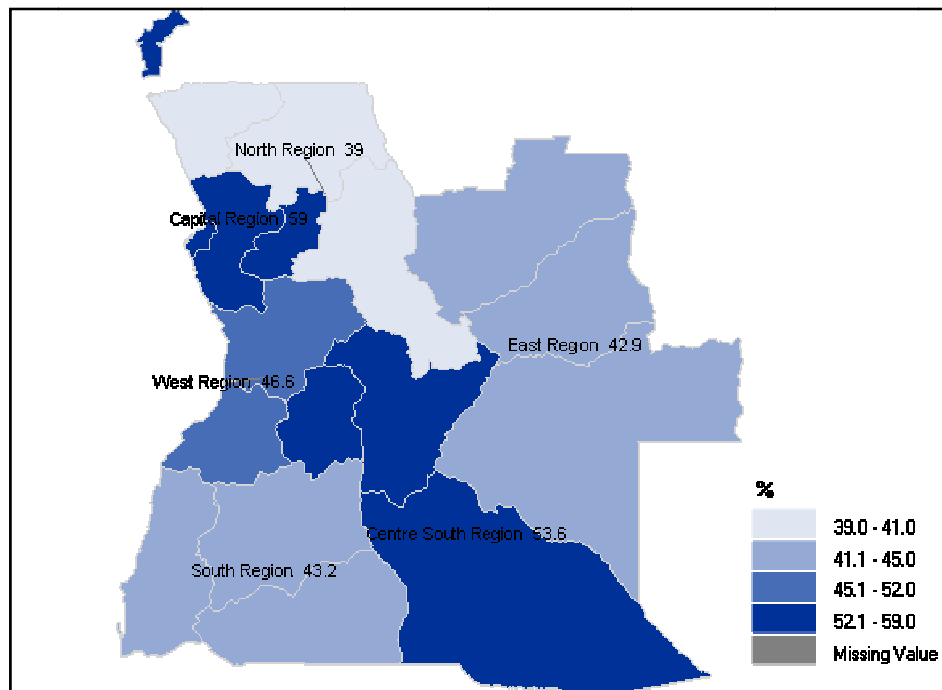
D3. Percentage of children 5-14 neither working nor attending to school, by region



Source: UCW calculations from MICS 2001

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.

D4. Percentage of children 5-14 studying only, by region



Source: UCW calculations from MICS 2001

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.