



AgEcon SEARCH
RESEARCH IN AGRICULTURAL & APPLIED ECONOMICS

The World's Largest Open Access Agricultural & Applied Economics Digital Library

This document is discoverable and free to researchers across the globe due to the work of AgEcon Search.

Help ensure our sustainability.

Give to AgEcon Search

AgEcon Search

<http://ageconsearch.umn.edu>

aesearch@umn.edu

*Papers downloaded from **AgEcon Search** may be used for non-commercial purposes and personal study only. No other use, including posting to another Internet site, is permitted without permission from the copyright owner (not AgEcon Search), or as allowed under the provisions of Fair Use, U.S. Copyright Act, Title 17 U.S.C.*



Division of
Bioeconomics

DEPARTMENT OF EARTH AND
ENVIRONMENTAL SCIENCES
K.U.LEUVEN - BELGIUM



Horticultural exports, female wage employment and primary school enrolment: Theory and evidence from Senegal

Miet MAERTENS and Ellen VERHOFSTADT

Bioeconomics Working Paper Series

Working Paper 2012/1

An updated version of this working paper is published as:

Maertens, M. and E. Verhofstadt (2013) Horticultural Exports Female Wage Employment and Primary School Enrolment: Theory and Evidence from Senegal. *Food Policy*, Vol 43, pp 119-131.



KU LEUVEN

Division of Bioeconomics
Department of Earth and Environmental Sciences
University of Leuven
Geo-Institute
Celestijnenlaan 200 E – box 2411
3001 Leuven (Heverlee)
Belgium
<http://ees.kuleuven.be/bioecon/>

Horticultural exports, female wage employment and primary school enrolment: Theory and evidence from Senegal

Miet MAERTENS¹ and Ellen VERHOFSTADT¹

Abstract

In this paper we analyse the indirect effects of the boom in horticultural exports in Senegal on child schooling. The export boom has caused a dramatic increase in female off-farm wage employment, which led to increased female bargaining power in the household. We investigate the causal effect of female wage income on primary school enrolment. We develop a collective household model with endogenous bargaining power to show that, if women have higher preferences for schooling than men, the impact of female wage income on school enrolment will be the result of a positive income effect, a negative labour substitution effect and a positive empowerment effect. We address the question empirically using original household survey data from Senegal. We use different econometric techniques and show that female off-farm wage income has a positive effect on primary school enrolment, and that the effect is equally large for girls and boys. Our results imply that the horticultural export boom in Senegal has indirectly contributed to the second and third Millennium Development Goals of universal primary education and elimination of gender disparities in primary education.

Key Words: globalisation, female labour market participation, female empowerment, collective household model, primary school enrolment, gender disparity in schooling

Corresponding author: Miet.Maertens@ees.kuleuven.be

Acknowledgement

The authors gratefully acknowledge research funding from VLIR (Vlادoc scholarship programme), Belgian Science Policy (Belspo – IUAP programme) and the National Bank of Belgium (NBB). The authors thank Thijs Vandemoortele and Fidèle Ange Dédéhounou for their much appreciated assistance with data collection. The authors thank seminar/conference participants in Leuven, Oxford, Zurich and Brazil for useful comments on earlier versions of the paper.

¹ Division of Bioeconomics, Department of Earth and Environmental Sciences, KULeuven.

Horticultural exports, female wage employment and primary school enrolment: Theory and evidence from Senegal

1. Introduction

The recent boom in horticultural exports from developing countries is a much debated issue. It is recognized that horticultural exports entail the potential to raise rural incomes and alleviate poverty because of the link with the rural economy, the high intrinsic value of produce and the labour-intensive production systems (Maertens et al., 2012). There is a growing body of empirical literature that analyses the welfare effects of the development of horticultural export chains (Mithoefer and Waibel, 2011). Most studies point to positive effects through product markets. Smallholder contract-farming with horticultural export companies has been found to positively affect farm productivity, rural incomes and poverty reduction (Minten et al., 2009; Asfaw et al., 2007). Some studies have emphasized the exclusion of smallholders, especially the poorest ones, from horticultural export chains (e.g. Dolan and Humphrey, 2000; McCulloch and Ota, 2002). A few studies emphasized that important effects emerge through labour markets as well and showed that horticultural export chains importantly contribute to poverty reduction through the creation of rural employment (e.g. Barron and Rello, 2000; Maertens and Swinnen, 2009; Maertens et al, 2011).

Yet, very few studies have looked beyond the direct income and poverty effects of the growth in high-value export chains. Exceptions include Minten et al (2007) who find that smallholder contract-farming with horticultural export companies in Madagascar led to increased rice yields through technology spillover effects. Asfaw et al (2009) find that there are managerial spillover effects from contracting with certified horticultural exporters in Kenya, leading to less hazardous pesticide use and improved health conditions of farmers. Maertens (2009) finds that wage employment in the horticultural export industries in Senegal creates investment spillovers and leads to higher input use and improved productivity in smallholder production for the local market.

In this paper we address a completely unexplored issue and analyse the indirect effects of the boom in horticultural exports in Senegal on child schooling. Previous studies have found that the export boom has been associated with a sharp increase in rural employment, especially female employment, and that this employment importantly contributed to poverty reduction (Maertens and Swinnen, 2009; Maertens et al., 2011) and female empowerment (Maertens

and Swinnen, 2012). In this paper we analyse whether female wage employment in the horticultural export sector and associated female empowerment has resulted in better outcomes for children, with a focus on primary school enrolment of boys and girls. We will reveal whether the development of horticultural export chains indirectly contributed to the second and third Millennium Development Goal of universal primary school enrolment and elimination of gender disparities in primary education by 2015 (United Nations, 2010).

This is an important question because education is a critical asset for rural people and schooling is an important determinant of agricultural growth and rural development in the long run (World Bank, 2008). As with many other productive assets, nowhere is the lack of education as large as in Sub-Saharan Africa (SSA). Adult literacy is only 62% in SSA – compared to more than 90% in East Asia and Latin America (World Bank, 2010). More anxiously, progress in education is slow. Primary school enrolment is only 76% in SSA while close to 100% in East Asia and Latin America (World Bank, 2010). Currently still 69 million of primary school-age children are not in school worldwide, about half of them in SSA (United Nations, 2010). In Senegal, primary school enrolment is even below the SSA average with huge disparities between rural and urban areas and between boys and girls (Bennell, 2002). Primary school enrolment is estimated at 78% for boys and 73% for girls in urban areas versus 62% for boys and 51% for girls in rural areas (Montgomery and Hewett, 2005).

In 2001 Senegal adopted a change in the constitution that stipulates the responsibility of the state to provide adequate public institutions to guarantee primary education for all children, and that all children, boys and girls, have the right to go to school (République du Sénégal, 2003). After this, in 2003, the government of Senegal embarked on a ‘Primary education for all – *Education première pour tous*’ program under the auspices of the United Nations and with the support of several donors such as the World Bank, USAID and the French Development Agency. The program has mainly focussed on the supply side of schooling; on increasing the number and the quality of classrooms, the quality of teachers, and the availability of textbooks. As a result, net primary school enrolment in Senegal increased from 62% in 2003, when the program started, to 73% in 2009 (World Bank, 2010). This progress is important but not sufficient to guarantee primary education for all by 2015.

Education programs that focus on the supply side of schooling are necessary but they do not suffice to reach the second Millennium Development Goal. A low demand for primary education among poor and rural households has been argued to be the most critical factor in

low primary school enrolment rates in SSA (Bennell, 2002). Empirical evidence from several developing countries has shown that household income and wealth are the main factors determining schooling; for example Tansel (1997) for Ghana and Ivory Coast, Behrman and Knowles (1999) for Vietnam, Rosati and Rossi (2003) for Pakistan, Gitter and Barham (2008) for Nicaragua, Lincove (2009) for Nigeria, and Zhao and Glewwe (2010) for China. It has been argued that in addition to the level of income, intra-household control over income and resources matters for school enrolment. Some studies have empirically documented that increased bargaining power for women increases school enrolment or school expenditures (or decreases child labour); for example Thomas (1994) for Ghana and Brazil, Reggio (2011) for Mexico, and Gitter and Barham (2008) for Nicaragua, Lancaster, Maitra and Ray (2006) for India. Our study will contribute to this literature by focussing on female off-farm wage income and its effect on child school enrolment.

To analyze the effect of female wage employment in the export agro-industry on primary school enrolment, we first develop an analytical framework based on a household bargaining model in which the bargaining power of women is a function of an exogenous wage rate. Our model is inspired by Basu (2006), Reggio (2011) and Emerson and Souza (2007) but focuses more generally on the impact of maternal wage income on child school enrolment and also accounts for effects that are not necessarily related to the distribution of power in the household. The theoretical analysis reveals that the impact of maternal wage income on child schooling results from three different types of effects: an income effect, a labour substitution effect, and an empowerment effect. Some effects have opposite signs such that the ultimate impact of maternal off-farm wage income on child schooling remains an empirical question.

We empirically address the question using original and unique household survey data from the *Niayes* region in Senegal. The large majority of horticultural exports originate from this region. The horticultural export boom has caused a tremendous and sudden increase in female off-farm wage employment on the fields of large agro-industrial estates and in processing and packing units since the early years 2000. This is an ideal case to test whether the horticultural export boom and associated female wage employment has caused indirect effects on child schooling. The case-study actually resembles a natural quasi-experiment in the sense that a treatment (female off-farm wage employment) has arisen serendipitously but where selection into treatment is likely not random (Rosenzweig and Wolpin, 2000). We use different econometric techniques to estimate the casual effect of female wage income on the propensity of children to be in school, controlling for individual, household and village characteristics.

We find that female wage employment in the horticultural export industry has a significant positive and large effect on primary school enrolment, and that the effect is equally large for girls and boys. This implies that the horticultural export boom in Senegal indirectly contributed to reaching universal primary education and eliminating gender disparities in primary education.

The remainder of the paper is structured as follows. In the next section we develop an analytical model and theoretically derive how maternal wage employment can affect child schooling. In section three we shortly present the survey data and give some background information on our case-study. In section four we describe the econometric methods used for a causal analysis of the impact of female wage employment in the horticultural export sector on child school enrolment, and discuss the estimation results. We conclude in a final section.

2. A collective household model²

We consider a household consisting of a female and male head, who have unequal bargaining power, and an unspecified number of children. We assume a collective household bargaining model in which the household's utility (U) is a weighted sum of women's (U_f) and men's (U_m) utility:

$$U = \theta U_f(C, l_f, S) + (1 - \theta) U_m(C, l_m, E, S) \quad \text{with } \theta \in [0, 1] \quad (1)$$

$$\forall x \in C, l, S: U_x > 0, U_{xx} < 0$$

$$\forall x \in C, l, S; \forall y \in C, l, S: U_{xy} < 0$$

Utility is a concave function of consumption (C), leisure (l_f and l_m) – with women/men deriving utility only from their own individual leisure time – and the schooling of children (S). The weights (θ and $1 - \theta$) capture the balance of power in the household; as θ increases the bargaining power of the wife increases. We assume no savings and investment in the model such that income is completely consumed – this is not a crucial assumption while it simplifies the model. Income is derived from own household production – this includes production at the household farm but can include off-farm businesses and households' reproductive and maintenance activities as well – and from wage employment outside the household. Household production is a concave function of labour (L) and land or other fixed

² The model is inspired by Basu (2006); Reggio (2011); Emerson and Souza (2002, 2007); .

assets (A). Both women and men allocate labour to household production (L_f and L_m). Children can either work in the household (L_c), go to school (S), or both. Household production can be sold in the market or can be consumed directly and is valued at a price p . As we are specifically interested in the impact of maternal off-farm wage employment on child education, we assume that only women can involve in employment outside the household (E) for a wage (w). We assume that men derive disutility when their wives work off-farm in wage employment, such that $\delta U_m / \delta E < 0$. This represents a traditional society where social and cultural norms prohibit women to participate in the labour market.

Schooling of children is assumed to have a direct impact on utility and to entail a direct costs (q), including school fees and other school-related expenses (uniform, books, stationary, etc.).

$$C = pf(L_f, L_m, L_c, A) + wE - qS \text{ with } \forall x \in L_f, L_m, L_c, A: f_x > 0, f_{xx} < 0 \quad (2)$$

$$\forall x \in L_f, L_m, L_c, A; \forall y \in L_f, L_m, L_c, A: f_{xy} < 0$$

We assume men and women always spent some time on household production and that female wage employment and child schooling can be zero or positive:

$$L_m, L_f > 0, E \geq 0 \text{ and } S \geq 0 \quad (3)$$

We further assume that men's, women's and children's time constraints are always binding:

$$l_f = 1 - L_f - E, l_m = 1 - L_m \text{ and } S = 1 - L_c \quad (4)$$

We assume that female bargaining power is determined by the prevailing market wage rate for female workers³ (w), as in Bourguignon and Chiappori (1994), and by a vector of exogenous factors (z): $\theta(w, z)$ with θ increasing in w . We assume that female bargaining power in the household depends on off-farm wages but not women's return to labour in household (farm) production. This is quite realistic for rural areas in Africa, where family labour is often unpaid and where women's decision-making power on farm income is low because they lack statutory rights over land. Off-farm wages, on the other hand, might contribute to female empowerment in the household because the income derived from wage

³ In most collective household models and empirical studies estimating the impact of female bargaining power on child outcomes, the balance of power between men and women is assumed to be determined exogenously, e.g. by the wage rate (Bourguignon and Chiappori, 1994), by women's non-labour income (e.g. Thomas, 1994), or by women's education relative to men's education (e.g. Gitter and Barham, 2008). Basu (2006) considers the bargaining power of women to be endogenous and to depend on what women actually earn in the labour market. For simplicity, we use a model with an exogenous bargaining power.

employment is more directly attributable to women's own labour and because women directly receive the cash (Zhang et al., 2004; Maertens and Swinnen, 2012).

In our model, the collective household will decide on female and male labour in household production (L_f and L_m), female labour in off-farm wage employment (E), and the schooling of children (S). The household's maximization problem can be written as:

$$\text{Max } \theta U_f(C, 1 - L_f - E, S) + (1 - \theta)U_m(C, 1 - L_m, E, S) \quad (5)$$

$$\text{with } C = pf(L_f, L_m, 1 - S, A) + wE - qS$$

$$\text{subject to } E \geq 0 \text{ and } S \geq 0$$

The objective function of the maximization problem is:

$$\Psi = \theta U_f(C, 1 - L_f - E, S) + (1 - \theta)U_m(C, 1 - L_m, E, S) - \mu S - \pi E \quad (6)$$

The maximization leads to the following Kuhn-Tucker first order conditions:

$$\frac{\partial \Psi}{\partial L_m} = 0 \Rightarrow \theta \frac{\delta U_f}{\delta C} pf_{L_m} + (1 - \theta) \frac{\delta U_m}{\delta C} pf_{L_m} - (1 - \theta) \frac{\delta U_m}{\delta l_m} = 0 \quad (7)$$

$$\frac{\partial \Psi}{\partial L_f} = 0 \Rightarrow \theta \frac{\delta U_f}{\delta C} pf_{L_f} + (1 - \theta) \frac{\delta U_m}{\delta C} pf_{L_f} - \theta \frac{\delta U_f}{\delta l_f} = 0 \quad (8)$$

$$\begin{aligned} \frac{\partial \Psi}{\partial E} &\leq 0; E \frac{\partial \Psi}{\partial E} = 0 \\ &\Rightarrow \theta \frac{\delta U_f}{\delta C} w - \theta \frac{\delta U_f}{\delta l_f} + (1 - \theta) \frac{\delta U_m}{\delta C} w + (1 - \theta) \frac{\delta U_m}{\delta E} - \pi \leq 0 \end{aligned} \quad (9)$$

$$\begin{aligned} \frac{\partial \Psi}{\partial S} &\leq 0; S \frac{\partial \Psi}{\partial S} = 0 \\ &\Rightarrow \theta \frac{\delta U_f}{\delta S} + (1 - \theta) \frac{\delta U_m}{\delta S} - \theta \frac{\delta U_f}{\delta C} (pf_{L_c} + q) - (1 - \theta) \frac{\delta U_m}{\delta C} (pf_{L_c} + q) - \mu \leq 0 \end{aligned} \quad (10)$$

Rearranging equation (7) and (8), leads to the following first two equilibrium conditions:

$$pf_{L_m} = \frac{(1 - \theta) \frac{\delta U_m}{\delta l_m}}{\theta \frac{\delta U_f}{\delta C} + (1 - \theta) \frac{\delta U_m}{\delta C}} \quad (11)$$

$$pf_{L_f} = \frac{\theta \frac{\delta U_f}{\delta l_f}}{\theta \frac{\delta U_f}{\delta C} + (1 - \theta) \frac{\delta U_m}{\delta C}} \quad (12)$$

These equilibrium conditions (11) and (12) specify that women and men will allocate labour to household production such that the marginal return to that labour equals their implicit or subjective wage rate. The latter is given by the marginal rate of substitution of own leisure for weighted consumption. In their labour allocation decisions, both men and women take into account the effect on the other person's utility. According to equation (12), women with a higher bargaining power in the household will work less and will have a higher marginal value product of labour in household production.

Substituting (12) in equation (9) and rearranging leads to a third equilibrium condition (13) indicating that women will work in off-farm wage employment if the market wage rate reaches a level that is equal to the marginal return to women's labour in household production plus an additional factor T , expressing the disutility men derive when women participate in the labour market:

$$E \begin{cases} = 0 & \text{if } w < pf_{L_f} + T \\ > 0 & \text{if } w = pf_{L_f} + T \end{cases} \quad \text{with} \quad T = \frac{-(1 - \theta) \frac{\delta U_m}{\delta E}}{\theta \frac{\delta U_f}{\delta C} + (1 - \theta) \frac{\delta U_m}{\delta C}} \quad (13)$$

On the one hand, since pf_{L_f} is increasing with θ , women who initially have a smaller bargaining power will have a lower reservation wage and will more likely enter off-farm wage employment. On the other hand, the factor T specifies that women's reservation wage will be larger than their return to household labour (since $\delta U_m / \delta E < 0$, T is positive) if men dislike women to work outside the household. Since the factor T is decreasing with θ , women with a lower bargaining power will be less likely to enter the labour market. In traditional societies $\delta U_m / \delta E$ might be quite large, resulting in high reservation wages and low female labour market participation. If wages rise – for example because of horticultural export boom and associated demand for wage labour as in our case-study – women with a relatively high bargaining power will enter the labour market. As more women work in wage employment, socio-cultural norms might change and $\delta U_m / \delta E$ will become smaller. If $\delta U_m / \delta E$ approaches zero the term T becomes very small, which will boost female labour market participation and attract women with a lower initial bargaining power to participate in wage employment. Such a dynamic might explain the sudden increase in female wage employment

in a region where women were not used to work for wages outside the farm-household, as observed in our case-study region.

Further, it is clear from equation (13) that in households with more land and other productive assets, women's reservation wage will be higher as the marginal value product of their labour in household production is higher. When preferences for consumption are high – for example because of a large number of children and other dependents in the household – women's reservation wage will be lower.

A fourth equilibrium condition can be derived from rearranging condition (10) and substituting equation (12) in the condition:

$$S \begin{cases} = 0 & \text{if } pf_{L_C} + q > R \\ > 0 & \text{if } pf_{L_C} + q = R \end{cases} \quad (14)$$

$$\text{with } R = \frac{\theta \frac{\delta U_f}{\delta S} + (1-\theta) \frac{\delta U_m}{\delta S}}{\theta \frac{\delta U_f}{\delta C} + (1-\theta) \frac{\delta U_m}{\delta C}} = pf_{L_f} \frac{\theta \frac{\delta U_f}{\delta S} + (1-\theta) \frac{\delta U_m}{\delta S}}{\theta \frac{\delta U_f}{\delta l_f}}$$

This equilibrium condition (14) specifies that households will send their children to school if the benefits from schooling in terms of derived utility are larger than the costs, including a direct cost (q) and an opportunity cost that equals the marginal return to child labour in household production. As long as the costs are larger than the benefits, schooling will be zero. This is in line with human capital theory. Using equation (14) we can examine how female off-farm wage employment affects child education. We can distinguish three different effects. First, there is a general income effect. Female wage income (wE) adds to total income and increases consumption (C). As utility is a concave function of consumption, the marginal utility of consumption, $(\partial U_f / \partial C)$ and $(\partial U_m / \partial C)$ will decrease. According to equation (14), the marginal utility of schooling $(\partial U_f / \partial S)$ and $(\partial U_m / \partial S)$ will need to decrease as well while the marginal return to child labour (pf_{L_C}) increases. This implies an increase in schooling (S) and a decrease in child labour (L).

Second, there is a labour substitution effect. Female wage employment (E) reduces women's leisure time (l_f), their time in household production (L_f), or both. A decrease in women's leisure time will lead to an increase in the marginal utility of leisure $(\partial U_f / \partial l_f)$, which according to equation (14) will need to result in an increase in the marginal utility of schooling, $(\partial U_f / \partial S)$ and $(\partial U_m / \partial S)$, and a decrease in the marginal return to child labour in

household production (pf_{L_c}). This implies a decrease in schooling (S) and an increase in child labour (L_c). Likewise, a decrease in women's labour time in household production, will increase the marginal return child labour (pf_{L_c}), leading to an increase in child labour (L_c) and a decrease in schooling (S).

Third, there is an empowerment effect arising from the fact that female wages contribute to women's bargaining power in the household. If women's preferences for schooling are larger than those of men ($\partial U_f/\partial S > \partial U_m/\partial S$) while women's preference for consumption are smaller than those of men ($\partial U_f/\partial C > \partial U_m/\partial C$), then an increase in θ , resulting from an increase in w , will, according to equation (6), lead to an increase in schooling and a decrease in child labour.

In summary, if women have higher preferences for child schooling than men and if off-farm wage employment empowers women, then the impact of increases in off-farm wage income earned by women on child education will be the result of a positive income effect, a negative labour substitution effect and a positive empowerment effect. The ultimate effect remains an empirical question.

The impact of maternal off-farm wage employment might differ for girls and boys. Parental preferences for schooling might be different for girls and boys. Our model reveals that if the discrepancy in preferences for schooling between women and men is larger for girls than for boys (i.e. $\partial U_f/\partial S - \partial U_m/\partial S$ is larger for girls), the impact of female off-farm wage employment on child education will be larger (or less negative) for girls. Also, the marginal return to child labour might differ for boys and girls. If a decrease in female labour in household production has a larger impact on the marginal return to child labour for girls than for boys (i.e. if $pf_{L_c L_f}$ is more negative for girls), then the impact of female off-farm wage employment on child education will be smaller (or more negative) for girls. So, also the differential impact of maternal wage employment on schooling for boys and girls remains an empirical question.

Other factors might influence child education as well. Land and other productive assets (A) result in higher marginal returns to labour in household production for women, men and children. On the one hand, this increases the opportunity costs of schooling and leads to lower levels of schooling. On the other hand, more productive assets lead to higher income and consumption levels, which lowers the marginal utility of consumption, enlarges the benefits

of schooling and leads to more schooling. Other factors such as parental education and demographic characteristics may also affect households' schooling decisions as they determine preferences.

In what follows we will empirically address the question of how maternal wage employment in the horticultural export industry in Senegal – and other factors, such as land and non-land assets, parental education and demographic factors – affect child schooling and analyse differential effects for boys and girls.

3. Background and data collection

3.1. Data collection

We use original survey data from the *Niayes* region in Senegal, which is the main horticulture region in the country where some 20 export companies are located. Data were collected in 2007 using a stratified random sampling technique, resulting in the selection of 451 households in 36 villages in four rural communities in the region. The survey instrument included separate and specific sections for the household head and for the spouse. The survey provides general data on household demographic characteristics, land and non-land asset holdings, agricultural production and marketing, off-farm employment and income, non-labor income, credit and savings. Specifically important for the analysis in this paper is that the survey data include detailed and gender disaggregated information on wage employment in the horticultural export industry and associated wage income. In addition the data allow calculating total household net income from different farm and non-farm sources. Also information on child schooling is available at the individual level for all children between the age of 6 and 18. This includes information on school enrolment during the past year, the years of schooling and the highest grade obtained. These data allow analyzing school enrolment but more detailed information on school attendance and performance is lacking.

These household data are complemented with original data from a village survey in all selected villages and with secondary village-level data from ANSD (*Agence National de la Statistique et de la Demographie*). This includes information on institutional and infrastructure characteristics such as the presence of a primary school in the village and distances to markets, schools and agro-industrial export companies.

3.2. The horticultural export boom, female employment and child schooling

Horticulture exports from Senegal increased sharply during the past 15 years; from less than 2.5 million US\$ in 1995 to more than 30 million US\$ in 2009 (Figure 1). The sharpest growth was since the early years 2000. The three main export crops are beans, mangoes and tomatoes of which the first two are mainly sourced from the *Niayes* region. Apart from some small volumes to neighbouring countries, exports are mainly destined for markets in the EU.

The horticulture export boom has been associated with increased wage employment on the fields and in the processing and packing units of agro-industrial export companies. Especially since the early years 2000 employment in horticulture export companies increased sharply. This is due to the sharp export growth but also to structural changes in the export supply chain. Due to increasing requirements on traceability, quality and food safety in the EU, horticultural exporters in Senegal shifted their sourcing strategy from relying on contracting with smallholder family farms to vertically integrated estate production based on hired labour⁴. In addition, high quality and safety standards increased the need for labour-intensive post-harvest handling. Importantly, mainly women are employed in the sector. Figure 2 shows that the share of households in the region with one or more members working for wages in the horticulture export industry increased sharply; from less than 5% of households in 2001 to more than 30% in 2007. For the large majority of these households it is specifically female household members who are employed in the agro-industry. Almost one third of rural households in the region have one or several female members working in the agro-industry.

The wages women earn in the export agro-industry contribute importantly to total household income. Households with female wage employment in the export industry have significantly higher total incomes, and the wages received by women constitute on average more than one fifth of the total income of these households (table 1). This has important implications for intra-household bargaining power: 94% of women working as wage laborer in the horticulture agro-industry indicate that this employment increased their decision-making power in the household. It is also important to note that these employment opportunities for women in the horticulture export industry are new: 89% of women working as wage laborer indicate to have never been employed outside the home and the household farm before, and 83% indicate to have no other possibilities for wage employment outside the horticulture export industry. The figures in table 1 further reveal that household production, mainly farming, constitutes the

⁴ This is in detail explained in Maertens and Swinnen (2009).

main part of household income, and that other non-labor sources of income for women are very limited.

The horticultural export boom in Senegal has been associated with off-farm employment opportunities for women, sharply increased incomes from wages earned by women and increased bargaining power for women in rural households. As already revealed in section 2, the participation of rural women in wage employment in the export agro-industry is likely not randomly distributed across households and depends on observable and unobservable characteristics. We indeed observe some differences in observable characteristics between households with and households without female wage employment (table 2). Households with female wage employment have significantly more female workers, are better educated, and mainly come from the major ethnic group (Wolof). There is however not much difference between households in terms of ownership of land and non-land assets. Households with female wage employment have higher total landholdings but the difference disappears when accounting for the number of workers. Also unobserved household and individual characteristics, most importantly initial female bargaining power, may influence women's participation in the labor market.

Before turning to the econometric estimation of the impact of maternal off-farm wage income on child school enrollment, it is useful to compare schooling figures between households with and households without female off-farm wage employment. The figures in table 3 reveal that 57% of primary school age children in the sample are actually enrolled in school. This rate is higher for boys (60%) than for girls (52%), and higher in households with female off-farm wage employment (65%) than in other households (53%). Also secondary school enrolment and expenditures for schooling are significantly higher in households with female wage employment. The question remains whether the observed differences in primary school enrolment can be attributed to female wage employment and hence whether the boom in horticultural exports has led to positive spillover effects on child schooling.

5. Empirical analysis

5.1. Econometric methods

To analyse the effect of maternal off-farm wage employment on primary school enrolment we estimate the propensity of each child in the age cohort 7-12 to have attended school during the

past year⁵ (S). Our main variable of interest is female off-farm wage income from the horticultural export agro-industry (W), which is measured at the household level and specified in three different ways: 1/ a dummy for having female wage income; 2/ total female wage income; 3/ the natural logarithm of total female wage income; and 4/ the share of female wage income in total household income.

In the regression, we additionally control for a large set of individual child characteristics (C) – age, age² and gender of the child – household characteristics (H) – age, gender and ethnicity of the head, education of the head and the spouse, the number of male and female workers and children, land assets, livestock assets, and wealth indicators (dirt floor in the house, use of non-wood energy sources) – and some village factor (V) – presence of a primary school in the village, distance from the village to the capital city Dakar, and distance to the nearest asphalt road. These covariates capture relevant factors in the model: the availability of labour in the household (the number of male and female workers), the presence of productive assets (land and livestock assets), differences in market prices (distance to roads and markets), and the direct cost of schooling (presence of a school in the village). In addition, differences in preferences for consumption, leisure and schooling may be partially captured by the household demographic characteristics, parental education and ethnicity of the household.

$$S = \begin{cases} 1 & \text{if } S^* > 0 \\ 0 & \text{otherwise} \end{cases}$$

$$S^* = \beta_0 + \beta_1 W + \beta_2 C + \beta_3 H + \beta_4 V + \varepsilon$$

We estimate this model first using a simple probit estimation technique. However, this technique may lead to biased estimates due to unobserved heterogeneity. Initial bargaining power is an important unobserved factor that is likely positively correlated with child schooling, and that, according to the conceptual discussion in section 2, might be positively or negatively correlated with female off-farm wage employment. Hence, with a simple probit model we may over- or underestimate the effect of female wage income on primary school enrolment. Therefore, we use a two stage instrumental variable (IV) estimation technique to account for the endogenous character of female wage income. We have tried different potential instruments that reflect transaction costs for employment in the export agro-industry: 1/ the distance to the nearest horticultural export company in km, 2/ the total village population, 3/ the share of households in the village with females working in the export agro-

⁵ This corresponds to the UN definition of net primary school enrolment (United Nations, 2010).

industry, 4/ female membership of an organisation in the year 2000, and 5/ the number of children in the age cohort 0 to 3. We consider these relevant instruments as export companies often recruit women through existing organisations, and provide transport from larger villages to their companies during peak labour periods. In addition, women are not allowed to carry children on their back while working in the export companies, while they are used to do so when working on their own fields. All five potential instruments were found to be highly correlated with female off-farm wage employment. Yet, some instrument are weak and likely endogenous in the model. We only retained the share of households in the village with females working in the export agro-industry and female membership of an organisation in the year 2000 as excluded instruments. These variables are not correlated with child schooling and have no partial effect on child schooling when included in the main regression. In addition, using these two instrument, the Angrist-Pischke χ^2 and F-statistics for tests for under identification and weak identification are $\chi^2=29.04$ and $F(2,283)=14.01$ respectively. In both cases, the null hypothesis of under/weak identification can be rejected at the 1% significance level. To estimate the first stage model, we use a probit model for the dummy variable specification and tobit models for the other specifications because female wage income is zero for a substantial part of the observations. Next to the excluded instruments, only the household (H) and village (V) covariates are used in the first stage.

In summary, we use two different models (probit model and an instrumental variable probit model) and four different specifications of the main variable of interest (a dummy variable for female wage income, total female wage income, the log of female wage income, and the share of female wage income in total household income). This allows us to test the robustness of the results. In addition, we estimate the models for all children (701 observations) and for boys and girls separately (374 and 327 observations respectively).

5.2. Results and discussion

The regression results with estimated coefficients are reported in appendix, table A1 (probit model) and A2 (IV probit model). The marginal effects – we report the partial effect at 1 for the dummy variable specification and the average partial effect for the other specifications – for the main variables of interest are summarized in the first column of table 4. Our main finding is that female wage income from employment in the horticultural export industry has a positive effect on primary school enrolment. In the probit models, the effect is significant at

the 5% level for the dummy variable specification and the log specification, and at the 10% in the other specifications. In the IV probit models, all estimated marginal effects are significant at the 1% level. The estimated marginal effects are higher in the IV probit models than in the probit models. This is consistent with an underestimation of the effect in the probit models and with female bargaining power being negatively correlated with off-farm wage income and positively with child schooling.

The results of the IV probit models indicate that female wage employment increases the likelihood of primary school age children to be enrolled in school with 26% points. Likewise, a ten percent increase in female off-farm wage income and in the share of female wage income in total income, increases the likelihood of primary school enrolment with 1.5% points and 5.8% point respectively. These are large and important effects. These empirically observed effects are in line with insights from the theoretical model that a negative labour substitution effect is offset by a positive income effect and a positive empowerment effect. The results indicate that the horticultural export boom and associated female wage employment have indirectly contributed to increasing child education. In addition, our results corroborate existing empirical evidence on a positive relation between female bargaining power and child schooling (e.g. Basu, 2006; Gitter and Barham, 2008; Lancaster et al., 2006).

Further, we compare the effect of female wage income on the primary school enrolment of boys and girls. The full regression results with estimated coefficients are given in appendix A, tables A3 and A4 (probit and IV probit model for boys) and tables A5 and A6 (probit and IV probit model for girls). The marginal effects for the main variables of interest are summarized in the last two columns of table 4. The results of the IV probit models indicate that the effect of female wage employment on primary school enrolment is significantly positive for both boys and girls. The estimated marginal effects are again larger in the IV probit models than in the probit models, especially for girls, and some effects are only statistically significant in the IV probit models. The effects are somewhat larger for boys than for girls but there is no statistical difference in the estimated effects. This is somewhat against the intuitive expectation that women, relative to their husband, have higher preferences for educating girls and that female bargaining power would have a larger impact on the outcome for girls than for boys. Earlier studies indeed found evidence of such differential effects. For example, Reggio (2011) observes that only girls' labour time is affected by the distribution of power in Mexican households, while boys' labour time is not affected. Thomas (1994) provides evidence from the United States, Brazil and Ghana of female bargaining power having a

larger impact on the health of girls than on the health of boys. Our findings imply that, while women do have higher preferences for child schooling than men, this parental difference in preferences is not larger for girls than for boys.

Apart from female wage income, other factors have an impact on the probability of child school enrolment as well. These can be revealed from the full regression models reported in appendix A, table A1 till A6. First, child characteristics matter. We find that children's age has a positive but decreasing effect on school enrolment. This quadratic effect might be specific for our research area where children often enter regular primary school at a later age, after spending one or several years in private Islamic schools. The turning point where school enrolment starts to decrease is at around the age of 10, pointing to increased drop-out rates from that age onwards. The results further indicate that the likelihood to be in school is significantly lower for girls than for boys. A calculation of the partial effects for this variable reveals that the likelihood for girls to be in school is about 11% points lower than for boys. This confirms the existing gender imbalance in schooling in rural Senegal.

Second, primary school enrolment is further influenced by household demographic characteristics, ethnicity and parental education. We find that having more brothers decreases a child's own likelihood of being in school. Concerning parental education, our results indicate that both father's and mother's education have a significant positive effect on school enrolment for children in general and for girls, but not for boys. The effect of mother's education is higher than the effect of father's education. This implies that parental education is especially important for girls schooling and that mother's education is more important than father's education. Reggio (2011) found similar effects for Mexico but other studies have demonstrated different types of effects. Tansel (1997) found that only father's education determines schooling for both boys and girls in Ghana and Ivory Coast, while Emerson and Souza (2007) indicated that mother's education has a more important impact on schooling (or labour) of daughters while father's education is more important for sons.

Third, also the asset and wealth position of the household is important in determining primary school enrolment. We find that better living conditions (no dirt floor and non-wood energy sources) increases the likelihood of primary school enrolment but the effects are not significant in all model specifications. The wealth position is more important for girls than for boys. This is consistent with a large body of literature, already summarized in the introduction, pointing to the importance of income and wealth in the demand for schooling. In

addition, our results indicate that landholdings have a negative but increasing effect on child schooling, with a turning point at around 9 to 10 ha. Such a quadratic effect of land was also observed by Basu, Das and Dutta (2010): they find that the effect of landholdings on child labour is positive and decreasing, and attribute this to labour market imperfections. The most likely explanation for our finding is that higher landholdings results in a higher opportunity cost of child schooling because of higher returns to child labour in household farm production. Larger landholdings also result in higher income and consumption levels, which at a certain point lead to higher school enrolment.

Fourth, the presence of a school in the vicinity of the village significantly increases primary school enrolment. This is in line with earlier empirical observations; for example with the findings from Tansel (1997) that the distance to the nearest school decreases primary schooling in Ivory Coast and Ghana. Along with the previously discussed results on the effect of wealth and female wage income on schooling, this implies that both the demand and the supply side of schooling are important in increasing primary school enrolment rates in rural areas. The effect of presence of a school in the village is larger for girls than for boys, which implies that also for eliminating gender disparities in primary school enrolment both the demand and supply side of schooling are important. In addition, distance to the road is found to have a positive effect on primary school enrolment. This might be explained by a lower opportunity cost of child education since the marginal return to child labour in farm production is lower further from the road where output prices are lower.

Finally, the results of the first stage probit and tobit models are reported in appendix, table A7. The two excluded instruments (female membership of an association in 2000, and share of households in the village with females working in the export agro-industry) have a significant effect, which is an indication of the relevance of the instruments. In addition, female off-farm wage income is determined by household demographic characteristics and ethnicity.

6. Conclusion

In this paper we have demonstrated that there are important indirect effects of the boom in horticultural exports from poor countries. We found that through the creation of rural employment for women, the horticultural export sector in Senegal indirectly contributed to

increasing primary school enrolment. The effect of female wage employment in the export agro-industry on school enrolment was found to be equally large for boys and girls. This implies that the development of the horticultural export sector in Senegal indirectly contributed to the second and third Millennium Development Goals of reaching universal primary education and eliminating gender disparities in primary education. This is an important contribution in a country where school enrolment rates lag behind those of Sub-Saharan Africa on average. Our results demonstrate that indirect effects can be important and should be considered in evaluating the contribution of high-value exports on welfare and development.

Apart from female wage income, also parental education and the asset and wealth position of households, were found to be important determinants of primary school enrolment. Our results stress the importance of demand factors in increasing school enrolment rates and hence in reaching universal primary education in poor countries. A main conclusion from our paper is that empowering women in rural households benefits school enrolment rates and that rural women can be empowered through participation in the labour market. This calls for attention to labour markets in policy strategies on gender and education.

Further, our study supports the idea of using wages as alternative exogenous measure for female bargaining power in empirical studies. This could be valuable especially in cases where women's education and non-labour income are generally so low – as in many rural areas in SSA – that the use of these variables as exogenous measures of bargaining power is difficult. Finally, the analysis and results in this paper support the use of collective household models with heterogeneity in preferences across household members to analyse farm-household behaviour, rather than the more widely-used unitary household models.

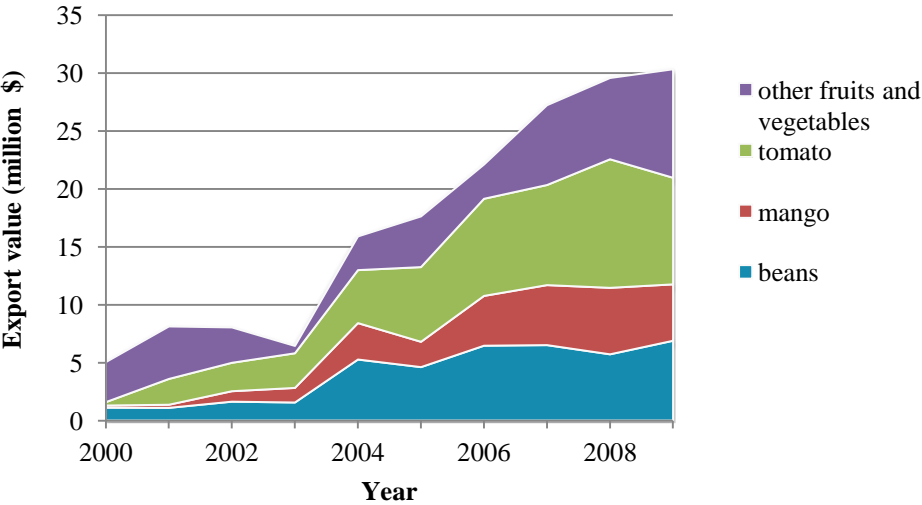
References

- Asfaw, S., Mithofer, D. and Waibel, H. (2009) 'EU food-safety standards, pesticide use and farm level productivity: the case of high-value crops in Kenya', *Journal of Agricultural Economics* 60(3): 645-667.
- Asfaw, S., Mithofer, D. and Waibel, H. (2007) 'What Impact Are EU Supermarket Standards Having on Developing Countries Export of High-Value Horticulture Products? Evidence from Kenya'. 105th EAAE Seminar, Bologna, Italy, March 8-10, 2007.
- Barron, M.A. and Rello, F. (2000) 'The impact of the tomato agroindustry on the rural poor in Mexico', *Agricultural Economics* 23: 289-297.

- Basu, K., 2006. Gender and say: a model of household behavior with endogenously determined balance of bargaining power. *Econ. J.* 116, 558-580.
- Basu, K., Das, S., Dutta, B., 2010. Child labor and household wealth: Theory and empirical evidence of an inverted-U. *J. Dev. Econ.* 91(1), 8-14.
- Behrman, J.R., Knowles, J.C., 1999. Household income and child schooling in Vietnam. *World Bank Econ. Rev.* 13(2), 211-256.
- Bennell, B., 2002. Hitting the target: Doubling primary school enrolments in Sub-Saharan Africa by 2015. *World Dev.* 30(7), 1179-1194.
- Bourguignon, F., Chiappori, P.A., 1994. The collective approach to household behaviour, in: Blundell, R., Preston, I., Walker, I. (Eds.), *The measurement of household welfare*. Cambridge University Press, Cambridge, pp. 70-85.
- Comtrade, 2010. Statistical database. <http://comtrade.un.org/db/default.aspx>
- Dolan, C., and Humphrey, J. (2000) 'Governance and Trade in Fresh Vegetables: The Impact of UK Supermarkets on the African Horticulture Industry', *Journal of Development Studies* 37(2): 147-176.
- Emerson, P.M., Souza, A.P., 2007. Child labor, school attendance, and intrahousehold gender bias in Brazil. *World Bank Econ. Rev.* 21(2), 301-316.
- Emerson, P.M., Souza, A.P., 2002. Bargaining over sons and daughters: Child labour, school attendance and intra-household gender bias in Brazil. Department of Economics, Vanderbilt University. Working paper No 02-W13.
- Gitter, S.R., Barham, B.L., 2008. Women's power, conditional cash transfers, and schooling in Nicaragua. *World Bank Econ. Rev.* 22(2), 271-290.
- Lancaster, G., Maitra, P., Ray, R., 2006. Endogenous intra-household balance of power and its impact on expenditure patterns: Evidence from India. *Econometrica* 73, 435-460.
- Lincove, J.A., 2009. Determinants of schooling for boys and girls in Nigeria under a policy of free primary education. *Econ. Educ. Rev.* 28, 474-484.
- Maertens, M. (2009) 'Horticulture exports, agro-industrialization, and farm-nonfarm linkages with the smallholder farm sector: evidence from Senegal', *Agricultural Economics* 40(2): 219-229.
- Maertens, M., Swinnen, J.F.M., 2009. Trade, standards and poverty: Evidence from Senegal. *World Dev.* 37(1), 161-178.
- Maertens, M., Colen, L., and Swinnen J. (2011) 'Globalization and Poverty in Senegal: A Worst Case Scenario?', *European Review of Agricultural Economics* 38(1): 31-54.
- Maertens, M., Minten, B., and J. Swinnen. 2012. Modern Food Supply Chains and Development: Evidence from Horticulture Export Sectors in Sub-Saharan Africa. *Development Policy Review*. Vol 30(4), pp 473-497.
- Maertens, M. and J. Swinnen. 2012. Gender and Modern Supply Chains in Developing Countries. *Journal of Development Studies* (forthcoming)
- McCulloch, N. and Ota, M. (2002) 'Export horticulture and poverty in Kenya', *IDS Working Paper 174*. Sussex: Institute for Development Studies.
- Mithofer, D. and Waibel, H. (eds) (2011) *Vegetable Production and Marketing in Africa: Socio-economic Research*. Wallingford: CABI publishing.

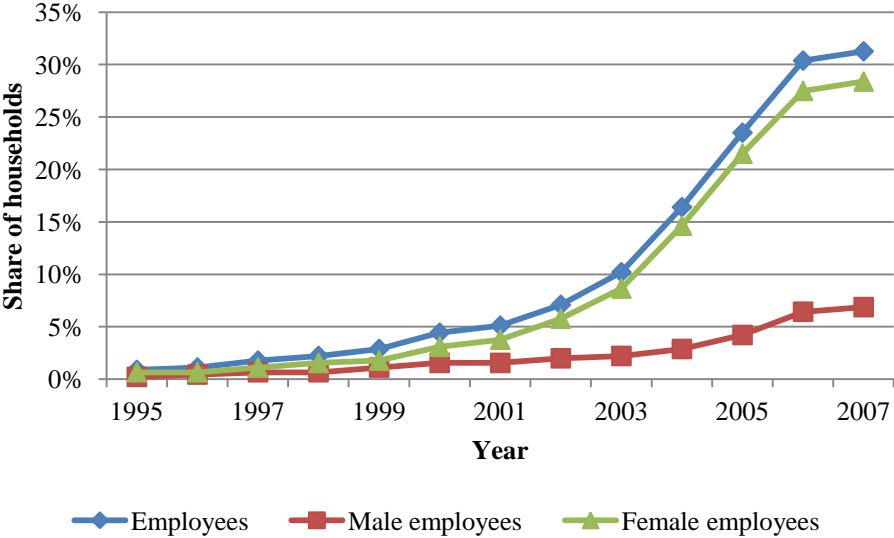
- Minten, B., Randrianarison, L., Swinnen, J. (2009) 'Global retail chains and poor farmers: Evidence from Madagascar', *World Development* 37(11): 1728-41.
- Minten, B., Randrianarison, L., Swinnen, J. (2007) 'Spillovers from high-value export agriculture on land use in developing countries: Evidence from Madagascar', *Agricultural Economics* 37: 265-275
- Montgomery, M.R., Hewett, P.C., 2005. Poverty and children's schooling in rural and urban Senegal. Population Council, Policy Research Division, New York.
- Reggio, I., 2011. The influence of the mother's power on her child's labor in Mexico. *J. Dev. Econ.* 96(1), 95-105.
- République du Sénégal, 2003. Programme de développement de l'éducation et de la formation – Éducation pour tous. Report.
- Rosati, F.C., Rossi, M., 2003. Children's working hours and school enrolment: Evidence from Pakistan and Nicaragua. *World Bank Econ. Rev.* 17(2), 283-295.
- Rosenzweig, M.R., Wolpin, K., 2000. Natural 'natural experiments' in economics. *J. Econ. Lit.* 38(4), 827-874.
- Tansel, A., 1997. Schooling attainment, parental education, and gender in Cote d'Ivoire and Ghana. *Econ. Dev. Cult. Change* 45(4), 825-856.
- Thomas, D., 1994. Like father, like son; like mother, like daughter: parental resources and child health. *J. Hum. Resour.* 29(4), 950-988.
- United Nations, 2010. The millennium development goals report 2010. United Nations, New York
- World Bank, 2008. World Development Report 2008: Agriculture for development. The World Bank, Washington D.C.
- World Bank, 2010. World Development Indicators. <http://data.worldbank.org/data-catalog/world-development-indicators/wdi-2010>
- Zhao, M. and P. Glewwe (2010) What determines basic school attainment in developing countries? Evidence from rural China. *Economics of Education Review* 29, pp 451-460
- Zhang, L., De Brauw, A., Rozelle, S., 2004. China's rural labor market development and its gender implications. *China Econ. Rev.* 15, 230-247.

Figure 1: Exports of fruits and vegetables from Senegal, 1995-2009



Source: Comtrade (2010)

Figure 2: Gender disaggregated participation in wage employment in the horticulture export industry, Niayes region, 1995 - 2007



Source: calculated from survey data

Table 1. Household income from different sources across households with and without female wage employment

	total sample	hh with female wage employment	hh without female wage employment
Number of observations	449	129	320
Total household income (1000 FCFA)	1,464.85	1,708.65	1,365.96 **
Share of total household income from			
household farm & non-farm businesses	76%	59%	84% ***
non-labour income	6%	6%	6%
off-farm wages	18%	35%	10% ***
Share of total household income from			
female non-labour income	2.9%	3.1%	2.7%
female off-farm wages from agro- industry	6.1%	21.0%	0.0% ***

Comparisons are made between household with and without female wage employment using t-test. Significant differences are indicated with * $p < .15$; ** $p < .10$; *** $p < .05$.

Source: own calculations from survey data

Table 2. Household demographic characteristics and asset ownership across households with and without female wage employment

	total sample	hh with female wage employment	hh without female wage employment	
Number of female workers	4.34	5.29	3.96	***
Number of male workers	4.52	4.58	4.49	
Number of children age cohort 0 to 6	1.29	1.29	1.29	
Number of children age cohort 7 to 12	1.40	1.47	1.35	
Number of children age cohort 13 to 16	1.15	1.23	1.09	
Age of the household head	54.86	55.67	54.52	
Female headed households (share)	3.3%	3.1%	3.4%	
Ethnic Wolof ¹ households (share)	67%	83%	60%	***
Education head, primary (share)	18.4%	25.6%	15.6%	
Education spouse, primary (share)	2.9%	6.2%	1.5%	*
Total landholdings (ha)	3.77	4.27	3.56	*
Landholdings per worker (ha)	0.45	0.49	0.44	
Total livestock units ²	2.59	2.31	2.69	
Value of productive assets (1,000 FCFA)	332	349	325	

Comparisons are made between household with and without female wage employment using t-test. Significant differences are indicated with *p < .15; **p < .10; ***p < .05.

¹ Wolof is the main ethnic group in Senegal

² One tropical livestock unit (TLU) equals 1 cow, 0.8 donkey, and 0.2 sheep/goat.

Source: own calculations from survey data

Table 3. Average school enrolment rates and school expenditures across households with and without female off-farm wage employment

		total sample	hh with female wage employment	hh without female wage employment	
Primary school enrolment (age cohort 7-12)	total	57%	65%	53%	**
	boys	60%	76%	53%	***
	girls	52%	54%	50%	
Secondary school enrolment (age cohort 13-18)	total	44%	50%	41%	***
	boys	48%	64%	41%	***
	girls	38%	35%	40%	
expenditures for schooling (1,000 FCFA)					
	total expenditures	32.88	46.09	27.55	***
	expenditures per child	10.24	13.67	8.87	***

Comparisons are made between household with and without female wage employment using t-test. Significant differences are indicated with *p < .15; **p < .10; ***p < .05.

Source: own calculations from survey data

Table 4. Summary of regression results on the impact of female wage income on the probability of primary school enrolment using different specifications

	Estimated marginal effects ^a					
	ALL CHILDREN		BOYS		GIRLS	
	Probit model	IV probit model	Probit model	IV probit model	Probit model	IV probit model
Female wage income dummy	0.099 **	0.260 ***	0.135 **	0.277 ***	0.081	0.224 *
Female wage income	0.025 *	0.061 ***	0.045 **	0.079 ***	0.015	0.055 **
Share of female wage income	0.157	0.578 ***	0.183	0.748 ***	0.192	0.523 **
Log female wage income	0.088 **	0.145 ***	0.130 **	0.187 ***	0.061	0.131 **

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

^a Average partial effects are reported, except for the dummy variable specification where the partial effect at ‘female wage income dummy = 1’ is reported

Source: own estimations from survey data

Appendix

Table A1. Estimation of the probability of children in the age cohort 7-12 to be enrolled in primary school and the impact of female wage income, probit model

	Estimated coefficients of probit models			
Female wage income dummy	0.325 *			
Female wage income Share of female wage income		0.080 *		
Log female wage income			0.498	
Child age	1.720 ***	1.710 ***	1.710 ***	0.280 **
Child age ²	-0.087 ***	-0.086 ***	-0.086 ***	-0.087 ***
Child gender (1=girl)	-0.365 ***	-0.375 ***	-0.366 ***	-0.374 ***
Number of male workers	0.035	0.027	0.027	0.032
Number of female workers	-0.019	-0.021	-0.007	-0.027
Number of boys	-0.100 ***	-0.104 ***	-0.101 ***	-0.103 ***
Number of girls	0.005	0.015	0.014	0.016
Ethnicity (1=wolof)	0.243	0.272 *	0.303 *	0.246
Gender head (1=female)	0.008	0.010	-0.015	0.026
Age household head	0.006	0.007	0.007	0.007
Education head (years)	0.436 **	0.454 **	0.465 ***	0.434 **
Educatin spouse (years)	0.887 **	0.929 ***	0.931 ***	0.900 **
Land owned	-0.075 *	-0.073 *	-0.071 *	-0.076 *
Land owned ²	0.004 **	0.004 **	0.004 **	0.005 **
Livestock units	0.008	0.008	0.007	0.009
Dirt floor	-0.302	-0.302	-0.326 *	-0.290
Non-wood energy	0.779 ***	0.714 ***	0.751 ***	0.739 ***
School in the village	0.541 ***	0.491 ***	0.487 ***	0.515 ***
Distance to Dakar (km)	-0.005 *	-0.006 **	-0.005 *	-0.006 **
Distance to road (km)	0.126 **	0.123 **	0.111 *	0.129 **
Constant	-8.410 ***	-8.312 ***	-8.383 ***	-8.358 ***
Number of observations	701	701	701	701
Log likelihood	-384.9	-385.8	-387.4	-384.5
Wald Chi ²	126.3	125.9	118.4	132.2
Prob > Chi2	0.000	0.000	0.000	0.000
Pseudo R ²	0.205	0.203	0.199	0.206

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

Source: own estimations from survey data

Table A2. Estimation of the probability of children in the age cohort 7-12 to be enrolled in primary school and the impact of female wage income, IV probit model with female wage income instrumented

	Estimated coefficients of IV probit models			
Female wage income dummy	1.033 **			
Female wage income		0.198 ***		
Share of female wage income			1.878 ***	
Log female wage income				0.473 ***
Child age	1.750 ***	1.795 ***	1.790 ***	1.796 ***
Child age ²	-0.088 ***	-0.090 ***	-0.090 ***	-0.090 ***
Child gender (1=girl)	-0.361 ***	-0.376 ***	-0.378 ***	-0.375 ***
Number of male workers	-0.061	-0.131 **	-0.117 **	-0.119 **
Number of female workers	0.058	0.085 **	0.089 **	0.084 **
Number of boys	-0.083 **	-0.078 *	-0.063	-0.073 *
Number of girls	0.006	-0.006	0.005	0.000
Ethnicity (1=wolof)	0.106	0.001	0.001	-0.004
Gender head (1=female)	0.025	-0.015	-0.015	-0.005
Age household head	0.006	0.008	0.008	0.007
Education head (years)	0.347 *	0.268	0.297	0.253
Educatin spouse (years)	0.608	0.475	0.400	0.475
Land owned	-0.086 *	-0.113 **	-0.111 **	-0.114 **
Land owned ²	0.005 *	0.007 **	0.007 **	0.007 **
Livestock units	0.010	0.015	0.018	0.016
Dirt floor	-0.226	-0.158	-0.179	-0.165
Non-wood energy	0.835 ***	0.834 ***	0.804 ***	0.872 ***
School in the village	0.700 ***	0.712 ***	0.666 ***	0.734 ***
Distance to Dakar (km)	-0.003	-0.001	0.000	-0.001
Distance to road (km)	0.137 **	0.155 **	0.147 **	0.149 **
Constant	-8.920 ***	-8.322 ***	-8.444 ***	-8.428 ***
Number of observations	701	701	701	701
Log likelihood	-382.9	-378.0	-378.6	-377.9
Wald Chi ²	244.4	264.0	260.9	264.3
Prob > Chi2	0.000	0.000	0.000	0.000
Pseudo R ²	0.209	0.219	0.218	0.219

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

Source: own estimations from survey data

Table A3. Estimation of the probability of boys in the age cohort 7-12 to be enrolled in primary school and the impact of female wage income, probit models

	Estimated coefficients of probit models			
Female wage income dummy	0.455 **			
Female wage income Share of female wage income		0.143 **		
Log female wage income			0.571	0.413 **
Child age	1.764 ***	1.793 ***	1.815 ***	1.781 ***
Child age ²	-0.089 ***	-0.09 ***	-0.091 ***	-0.09 ***
Number of male workers	0.024	0.017	0.013	0.021
Number of female workers	0.002	-0.005	0.023	-0.009
Number of boys	-0.079 *	-0.086 *	-0.087 *	-0.084 *
Number of girls	0.015	0.026	0.02	0.027
Ethnicity (1=wolof)	0.156	0.189	0.251	0.161
Gender head (1=female)	-0.298	-0.294	-0.328	-0.278
Age household head	0.000	0.001	0.000	0.000
Education head (years)	0.259	0.274	0.319	0.255
Educatin spouse (years)	0.668	0.733	0.774	0.686
Land owned	-0.054	-0.053	-0.047	-0.056
Land owned ²	0.003	0.003	0.003	0.004
Livestock units	0.000	0.002	0.000	0.002
Dirt floor	-0.316	-0.295	-0.326	-0.29
Non-wood energy	0.852 **	0.807 **	0.806 **	0.825 **
School in the village	0.471 **	0.394 *	0.392 *	0.429 **
Distance to Dakar (km)	-0.005	-0.006 *	-0.005	-0.006 *
Distance to road (km)	0.102	0.100	0.075	0.106
Constant	-8.308 ***	-8.368 ***	-8.531 ***	-8.326 ***
Number of observations	374	374	374	374
Log likelihood	-207.8	-207.8	-210.2	-207.1
Wald Chi ²	71.8	76.3	66.0	79.1
Prob > Chi2	0.000	0.000	0.000	0.000
Pseudo R ²	0.184	0.184	0.175	0.187

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

Source: own estimations from survey data

Table A4. Estimation of the probability of boys in the age cohort 7-12 to be enrolled in primary school and the impact of female wage income, IV probit models with female wage income instrumented

	Estimated coefficients of IV probit models			
Female wage income dummy	1.571 **			
Female wage income Share of female wage income		0.257 ***		
Log female wage income			2.432 ***	0.611 ***
Child age	1.825 ***	1.867 ***	1.861 ***	1.869 ***
Child age ²	-0.091 ***	-0.093 ***	-0.093 ***	-0.093 ***
Number of male workers	-0.058	-0.138 *	-0.119	-0.122
Number of female workers	0.064	0.095 **	0.100 **	0.094 **
Number of boys	-0.054	-0.052	-0.034	-0.046
Number of girls	0.010	-0.006	0.006	0.001
Ethnicity (1=wolof)	-0.069	-0.163	-0.165	-0.170
Gender head (1=female)	-0.312	-0.362	-0.364	-0.348
Age household head	-0.001	0.002	0.002	0.001
Education head (years)	0.111	0.035	0.075	0.016
Educatin spouse (years)	0.221	0.086	-0.007	0.084
Land owned	-0.069	-0.099	-0.096	-0.101
Land owned ²	0.004	0.006	0.006	0.006
Livestock units	0.003	0.008	0.011	0.009
Dirt floor	-0.195	-0.133	-0.158	-0.141
Non-wood energy	0.920 **	0.939 **	0.901 **	0.988 ***
School in the village	0.710 **	0.676 ***	0.616 **	0.705 ***
Distance to Dakar (km)	-0.003	0.000	0.001	0.000
Distance to road (km)	0.115	0.120	0.110	0.113
Constant	-9.125 ***	-8.231 ***	-8.392 ***	-8.368 ***
Number of observations	374	374	374	374
Log likelihood	-204.6	-202.1	-202.6	-202.0
Wald Chi ²	61.3	74.8	77.0	74.3
Prob > Chi2	0.000	0.000	0.000	0.000
Pseudo R ²	0.197	0.207	0.205	0.207

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

Source: own estimations from survey data

Table A5. Estimation of the probability of girls in the age cohort 7-12 to be enrolled in primary school and the impact of female wage income, probit models

Estimated coefficients of probit models				
Female wage income dummy	0.284			
Female wage income Share of female wage income		0.053		
Log female wage income			0.653	0.208
Child age	1.753 ***	1.716 ***	1.694 ***	1.740 ***
Child age ²	-0.088 ***	-0.086 ***	-0.085 ***	-0.088 ***
Number of male workers	0.071	0.062	0.065	0.066
Number of female workers	-0.066	-0.066	-0.062	-0.071
Number of boys	-0.133 ***	-0.132 ***	-0.127 **	-0.134 ***
Number of girls	0.005	0.016	0.017	0.016
Ethnicity (1=wolof)	0.383 *	0.404 *	0.410 *	0.387 *
Gender head (1=female)	0.520	0.523	0.507	0.536
Age household head	0.014	0.015	0.015	0.015
Education head (years)	0.587 **	0.601 **	0.599 **	0.587 **
Educatin spouse (years)	1.123 **	1.154 **	1.148 **	1.137 **
Land owned	-0.132 **	-0.130 **	-0.130 **	-0.132 **
Land owned ²	0.007 ***	0.007 ***	0.007 ***	0.007 ***
Livestock units	0.022	0.020	0.020	0.021
Dirt floor	-0.376	-0.400	-0.409	-0.383
Non-wood energy	0.796 **	0.725 **	0.760 **	0.750 **
School in the village	0.755 ***	0.712 ***	0.708 ***	0.735 ***
Distance to Dakar (km)	-0.005	-0.005	-0.005	-0.005
Distance to road (km)	0.151 **	0.146 **	0.144 *	0.151 **
Constant	-9.499 ***	-9.320 ***	-9.272 ***	-9.412 ***
Number of observations	327	327	327	327
Log likelihood	-169.1	-169.7	-169.8	-169.3
Wald Chi ²	82.6	87.3	86.4	85.7
Prob > Chi2	0.000	0.000	0.000	0.000
Pseudo R ²	0.254	0.251	0.251	0.253

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

Source: own estimations from survey data

Table A4. Estimation of the probability of girls in the age cohort 7-12 to be enrolled in primary school and the impact of female wage income, IV probit models with female wage income instrumented

	Estimated coefficients of IV probit models			
Female wage income dummy	0.858 *			
Female wage income Share of female wage income		0.190 **		
Log female wage income			1.812 **	0.453 **
Child age	1.787 ***	1.875 ***	1.870 ***	1.875 ***
Child age ²	-0.090 ***	-0.095 ***	-0.094 ***	-0.095 ***
Number of male workers	-0.106	-0.180 **	-0.167 **	-0.168 **
Number of female workers	0.089 *	0.116 **	0.120 **	0.115 **
Number of boys	-0.118 **	-0.112 *	-0.097	-0.108 *
Number of girls	0.011	0.001	0.012	0.006
Ethnicity (1=wolof)	0.288	0.180	0.177	0.176
Gender head (1=female)	0.555	0.515	0.517	0.524
Age household head	0.015	0.015	0.016	0.015
Education head (years)	0.516	0.432	0.456	0.419
Educatin spouse (years)	0.912	0.784	0.710	0.783
Land owned	-0.148 **	-0.181 **	-0.179 **	-0.182 **
Land owned ²	0.008 **	0.010 ***	0.010 ***	0.010 ***
Livestock units	0.025	0.031	0.034	0.032
Dirt floor	-0.318	-0.232	-0.252	-0.238
Non-wood energy	0.854 **	0.847 **	0.818 **	0.884 **
School in the village	0.902 ***	0.952 ***	0.907 ***	0.973 ***
Distance to Dakar (km)	-0.003	0.000	0.000	0.000
Distance to road (km)	0.161 *	0.186 **	0.180 **	0.180 **
Constant	-9.994 ***	-9.657 ***	-9.767 ***	-9.758 ***
Number of observations	327	327	327	327
Log likelihood	-168.8	-166.4	-166.5	-166.4
Wald Chi ²	76.7	72.9	72.1	73.0
Prob > Chi2	0.000	0.000	0.000	0.000
Pseudo R ²	0.255	0.266	0.265	0.266

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

Source: own estimations from survey data

Table A7. Estimation of first stage probit and tobit models with different measures of female wage income as dependent variable

	Estimated coefficients of first stage probit and tobit models							
	Female wage income dummy		Female wage income		Share of female wage income		Log female wage income	
	probit model		tobit model		tobit model		tobit model	
Number of male workers	-0.113	***	-0.264	***	-0.030	***	-0.109	***
Number of female workers	0.223	***	0.612	***	0.057	***	0.232	***
Number of boys	-0.092	**	-0.162		-0.024	**	-0.078	*
Number of girls	0.023		0.079		0.003		0.021	
Ethnicity (1=wolof)	0.429	***	1.016	**	0.114	**	0.432	**
Gender head (1=female)	0.210		0.659		0.069		0.254	
Age household head	-0.006		-0.016		-0.002		-0.006	
Education head (years)	0.428	**	1.015	*	0.090		0.459	**
Educatin spouse (years)	0.259		0.220		0.067		0.093	
Land owned	0.054		0.137		0.014		0.061	
Land owned ²	-0.004		-0.010		-0.001		-0.004	
Livestock units	-0.013		-0.031		-0.005	*	-0.014	
Dirt floor	-0.130		-0.323		-0.035		-0.113	
Non-wood energy	-0.258		-0.066		0.006		-0.107	
School in the village	-0.349		-0.343		-0.015		-0.189	
Distance to Dakar (km)	0.000		0.000		-0.001		0.000	
Distance to road (km)	-0.052		-0.158		-0.012		-0.055	
Female association, year 2000	0.307		0.745	**	0.120	***	0.274	*
Share of female workers in village	2.603	***	5.780	***	0.565	***	2.456	***
Constant	-1.942	***	-5.521	***	-0.481	***	-2.118	***
Number of observations	449		449		449		449	
Log likelihood	-193.20		-428.61		-136.13		-315.67	
Wald Chi ² (19)	243.16							
Prob > Chi ²	0.000							
F(23, 426)			15.910		13.430		19.540	
Prob > F			0.000		0.000		0.000	
Pseudo R ²	0.283		0.154		0.325		0.194	

Significant effects are indicated with *p < .10; **p < .05; ***p < .01.

Source: own estimations from survey data