

Who cares about childcare?

Estimations of childcare use in Latin America and the Caribbean

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Education Division
(SCL/EDU)

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Abstract

This technical note describes the methodological decisions for the estimation of comparable figures of participation rates in formal childcare in Latin America and the Caribbean, through data from available nationally representative household surveys over the past decade. The estimates show that attendance to childcare centers is low, in particular for the younger children. In addition, the proportion of children attending childcare programs is generally much higher among the well-off households and those with more educated parents. Based on the experience of harmonization carried out we propose a module on childcare to be included in future household surveys.

Keywords: Childcare, household survey, program take up, participation rate.

JEL Codes: D10, I28, J13, O54

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1. Introduction

Little is known about the share of children using non-parental childcare arrangements and the existence of a real uncovered demand for formal childcare in the region. Administrative data, although indispensable for evaluation and design purposes, are often problematic to use for producing cross-country estimations of attendance, enrollment and coverage of early childhood education and care programs. Among the main issues, administrative data are usually dispersed among different institutions in charge of the different interventions; they include only enrollment at the beginning of the year; and it's difficult to get information on attendance.

In addition, the age range of beneficiaries that is captured in administrative data varies greatly among programs and countries without necessarily matching the age range for which numbers of total population is available. Censuses could be an alternative option to solve part of this problem as they provide total number of children by age range; however, they are usually carried out only every five or ten years, and projections in between census years also pose difficulties for estimation and accuracy.

Against this background, household surveys are an important source of information about education, but only recently they have started to be used as sources for data on care and education of the very young children. Typically, both census questionnaires and household surveys include a question on school attendance applicable to older children. However, in some countries, childcare related questions about infants and preschoolers have been progressively incorporated in the regularly established household surveys.

This technical note aims at providing comparable estimates of the participation rates in childcare programs -defined as all educational and care arrangements for children not yet of schooling age provided by others than the parents- for Latin America and the Caribbean (LAC) countries. It reviews a decade of household surveys in LAC (34 surveys in total), to identify and analyze those that collect information about use of childcare programs, early education and other informal care arrangements. We use available information from household surveys to explore the prevailing care arrangements (maternal; non-parental formal arrangements and non-parental informal arrangements), and patterns of use among households with different income levels and socio-demographic characteristics.

After this introduction, Section 2 provides an overview of household surveys that allow comparable estimations of childcare use in LAC countries; then, Section 3 presents the estimations and methodological decisions made, describing how key variables were constructed. Section 4 looks at differences in childcare attendance by socio-economic characteristics of both the household and the mother. Section 5

addresses additional caveats that need to be taken into account when using household surveys to produce childcare use estimates. Section 6 proposes a module on childcare to be included in future surveys. The advantage of including these questions in household surveys is that they are regularly established, allowing comparability over time and among countries. Finally Section 7 concludes.

2. Survey data on childcare use

Information on enrollment and attendance to formal childcare is not widely available in the region. In order to estimate comparable figures of childcare use in the region, we reviewed the available nationally representative household surveys over the past decade and selected those that included childcare related questions for children from birth to the schooling age. In a few countries, specialized longitudinal surveys provide detailed information on early childhood health, nutrition, education and care: in Chile, the “Encuesta Longitudinal de la Primera Infancia (ELPI)” is an early childhood dedicated survey currently working on its third wave (2009, 2011 and 2014); in Colombia, the “Encuesta Longitudinal Colombiana de la Universidad de los Andes (ELCA)” has a first wave in 2010 and a second in 2013. Mexico, as part of a national survey on social security coverage, the “Encuesta Nacional de Empleo y Seguridad Social (ENESS)”, has also some questions about care arrangement for children 0 to 5. Although these surveys offer greater detail, they provide less possibility for cross-country comparisons because they are aimed at specific population groups and specialize on particular topics.

From the revision of the most recent edition of 41 different cross-country and longitudinal household surveys (including living standards, employment, income-expenditure, and specialized longitudinal household surveys), 19 include at least one question about care arrangements for young children.¹ Table 1 lists the surveys that contain information on childcare and describes the child’s age for which the questionnaire is applied in each case.²

Among the surveys that include information on childcare use, 14 had available information about care arrangements for children from age zero, and 5 have information only for older children (from 2 or 3 years old). Using the most comparable sources of data we estimate childcare attendance for the age range of 0

¹ The countries with survey questionnaires reviewed include Argentina, Bahamas, Barbados, Belice, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Jamaica, Mexico, Nicaragua, Panama, Peru, Paraguay, Trinidad and Tobago, Uruguay and Venezuela.

² In the case of Paraguay, there is a questionnaire on childcare for the age range 0 to 11 in the “Encuesta Permanente de Hogares”, however it is from 2003 and being outside of the time span considered for comparison purposes in this study it was not included in the analysis. In the cases of the Dominican Republic and Panama there is a survey including information on childcare but the questionnaire is applied only to children aged 4 and up. Finally for the case of Chile, at the time of writing this technical note data for the 2013 edition of CASEN was not yet published.

to 3 in 13 countries and for the age range 0 to 5 in 16 countries. In the following we will discuss comparability issues and sample sizes of these surveys.

Table 1. List of surveys that include information on childcare use

Country	Survey Name	Year	Children's age for questionnaire application
Households surveys with information for children from birth			
Bolivia	Encuesta de Hogares (ECH)	2012	0 to 6
Brazil	Pesquisa Nacional por Amostra de Domicilios (PNAD)	2012	0+
Chile	Encuesta de Caracterizacion Socioeconomica (CASEN)	2011	0 to 6
Colombia	Encuesta Nacional de Calidad de Vida (ENCV)	2011; 2013	0 to 5
Ecuador	Encuesta de Condiciones de Vida (ECV)	2006	0+
El Salvador	Encuesta de Hogares de Propositos Multiples (EHPM)	2012	0 to 3*
Guatemala	Encuesta Nacional de Condiciones de Vida (ENCOVI)	2011	0 to 7
Honduras	Encuesta Nacional de Condiciones de Vida (ENCOVI)	2004	0 to 7
Nicaragua	Encuesta Nacional de Hogares sobre medición del nivel de vida (EMNV)	2009	0+
Trinidad and Tobago	Survey of Living Conditions	2005	0+
Uruguay	Encuesta Continua de Hogares (ECH)	2013	0+
Household surveys with information for older children			
Argentina	Encuesta Permanente de Hogares - Continua (EPHC)	2013	2+
Costa Rica	Encuesta Nacional de Hogares (ENAHO)	2012	2+
Mexico	Encuesta Nacional sobre Ingresos y Gastos de los Hogares (ENIGH)	2012	3+
Peru	Encuesta Nacional de Hogares (ENAHO)	2012	3+
Venezuela	Encuesta de Hogares por Muestreo (EHM)	2013	3+
Specialized longitudinal household surveys			
Chile	Encuesta Longitudinal de la Primera Infancia (ELPI)	2012	0+
Colombia	Encuesta Longitudinal Colombiana de la Universidad de los Andes (ELCA)	2010, 2013	0 to 4
Mexico	Encuesta Nacional de Empleo y Seguridad Social (ENESS)	2009	0 to 5

Samples and units of observation

Household surveys take a sample of the general, non-institutionalized population residing in the country during the data recollection time. As their name suggests, this type of surveys use households as their main observational unit, recording information from all the individuals living in that home. Although most of the surveys cover a sample of the entire population, some collect more specific data depending on their objective. This is the case of two of the surveys analyzed, Mexico's ENESS and Chile's ELPI.

The Mexican ENESS survey, collects data from a subsample of the Employment and Occupation Survey, and is geared towards population covered by social security services, in an effort to evaluate the coverage and efficiency of the provided services. It includes a small subsection on childcare arrangements for working mothers. Given its design, this survey has a much bigger sample size than the typical household survey; however its information provides a lower threshold on childcare use because the questionnaire restricts the answers to only those children whose mother is working. Nevertheless, ENESS data is used for the estimation as explained in next section since it is the only source of information on childcare arrangements.

Differences in objectives and survey sampling imply differences in magnitudes and the interpretation of the calculated indicators. For example, while CASEN -the cross-sectional well established household survey- uses a representative sample of all the households in Chile in 2009, ELPI survey is representative only for the children born in the country between 2006 and 2009. As such, the ELPI survey is not strictly comparable to CASEN and the rest of Household and Life Standard Surveys analyzed. However, because it is the only national survey focused on early childhood in the region, it is included as an example of the type of information that can be collected, and supplements the scarce data on this subject collected by CASEN.

Questionnaires' content and scope

The specific topics covered in each survey vary, but generally focus on enrollment and attendance to childcare, and on household expenditure in tuition and fees for childcare programs. Tables 2 and 3 portray a summary of the information included in each of the surveys, and the annex at the end of this paper provides the list of questions included in each of the questionnaires with their corresponding numbering in the database.

For the most part, not only the number of questions inquiring about childcare is limited, but also in several cases they are only administered to respondents when children are at least 2 or 3 years old (see table 2): five household surveys apply the question only if children are 2 (Argentina, Costa Rica), or 3 (Mexico, Venezuela and Peru); the other 10 surveys apply questions on attendance from birth.

Among the regular cross-country household surveys, Colombia's ENCV-2011, Honduras' ENCOVI-2004 and Ecuador's ECV-2006 cover a wider range of dimensions related to childcare use. Chile's ELPI is a longitudinal survey that collects data on early childhood, including socioeconomic characteristics of families with small children; it gathers information to evaluate cognitive, emotional, and physical development of children and their caretakers³, but also collects more general information about the situation of children of pre-schooling age. This survey includes a whole section on labor participation of the child's mother or main caregiver and the

³ This survey asks retrospectively the same questions for different ages of the same child, in order to track changes as children grow.

section on childcare arrangements and attendance to nursery and preschool includes the questions summarized in table 2 plus a series of additional items that are not present in any other examined survey, for example it offers the possibility to link each interviewed child with the specific childcare center she attends (as the survey asks for the name and address of the childcare center).

Table 2. Summary of information gathered in household surveys in which the questionnaire on childcare applies to children from birth

Topic	Household surveys												Longitudinal surveys		
	Bolivia (ECH 2012)	Brazil (PNAD 2012)	Chile (CASEN 2011)	Colombia (ENCV 2011)	Colombia (ENCV 2013)	Ecuador (ECV 2006)	Salvador (EHPM 2012)	Guatemala (ENCOVI 2011)	Honduras (ENCOVI 2004)	Nicaragua (EMNV 2009)	Trinidad and Tobago (SLC 2005)	Uruguay (ECH 2013)	Chile (ELPI 2012)	Colombia (ELCA 2010)	Mexico (ENESS 2009)
Attendance to childcare (Yes/No)	X	X	X	X*	X	X	X	X	X	X	X	X	X	X	X*
Type of institution attended	X	X	X	X	X	X	X	X	X	X		X	X	X	X*
Hours of attendance						X			X		X	X	X	X	X*
Days of attendance						X					X	X	X		
Monthly fee payments (last month)				X		X		X	X	X				X	X*
Other payments (last month)				X		X		X	X	X			X		
Tuition payments (last school year)				X		X		X	X	X					
Other payments (last school year)				X		X		X	X	X					
Service includes food				X	X				X			X			
Program has a curriculum															
Mean of transportation to childcare				X		X			X	X					
Time of transportation to childcare				X		X			X						
Reasons for NOT attending			X	X	X	X			X	X	X		X	X	X*
Reasons for attending													X		
Child's main caregiver				X	X	X		X	X		X		X	X	X
Childcare facilities at parents' work place								X					X		
Availability of childcare near home													X		
Availability of childcare near work													X		
Identification of child's mother	X			X	X	X		X				X	X	X	

Source: Own elaboration based on an analysis of Surveys' questionnaires.

Note: This table shows both the 2011 and 2013 editions of the ENCV in Colombia because they contain different information and the most recent edition is less complete

* Indicates that by design the questions are asked only to the children of working mothers.

Table 3. Summary of information gathered in household surveys in which questionnaire on childcare is only applied when children are at least 2 or 3 years old

Topic	Household surveys				
	Argentina (EPHC 2013)	Costa Rica (ENAO 2012)	Mexico (ENIGH 2012)	Peru (ENAO 2012)	Venezuela (EHM 2013)
Attendance to childcare (Yes/No)	X	X	X	X	X
Type of institution attended	X	X	X	X	
Hours of attendance					
Days of attendance					
Monthly fee payments (last month)				X	
Other payments (last month)				X	
Tuition payments (last school year)				X	
Other payments (last school year)				X	
Service includes food					
Program has a curriculum					
Mean of transportation to childcare					
Time of transportation to childcare					
Reasons for NOT attending		X		X	X
Reasons for attending					
Child's main caregiver					
Childcare facilities at parents' work place					
Identification of child's mother			X		

Source: Own elaboration based on an analysis of Surveys' questionnaires

There are two main approaches in the way these surveys incorporate questions on childcare use. The most common approach is to ask about attendance to early childhood education or childcare centers within the Education section -much in the same way that information about school attendance is gathered for children in schooling age.

In the second approach, information is gathered about main care arrangements for young children, which generally implies introducing a specific module on childcare within the survey. Some of these questionnaires ask about attendance to formal childcare in a stand-alone question within the dedicated section (like the case of ECV 2006 in Ecuador or ENCV 2004 in Honduras); others ask in general about the main care arrangements used by the household, and attendance to childcare centers is just included as one among the different answering categories -for example, ENCV 2011 in Colombia- (see the Annex).

The history and purposes of childcare policies in the different countries certainly influence the process of information gathering. The way in which questions are asked in the surveys may then reflect some features of the existing childcare supply and be somehow indicative of the magnitude of public investment. For instance, formal childcare in Mexico has been conceptualized for long as a social security benefit for working mothers (see Myers et al., 2012). Half of the public supply of childcare is

provided by the two institutions in charge of the social security of workers (IMSS and ISSSTE) and financed through a payroll tax. Is not a coincidence then that the only source of information about use of formal childcare for children 0 to 6 years old in Mexico -ENESS- is a special module on social security benefits applied immediately after the questionnaire of the National Survey on Employment (ENOE) in 2004 and 2009. This survey module is representative at national and state levels and contains information on who is the main caregiver for young children, the schedule and number of hours of childcare use, monthly payments and reasons for not using formal childcare. Even the wording of the survey questionnaire is a clear exemplification of this: respondents are asked “with whom does the child stay while the mother is working?”

3. Estimation of participation rates in formal and informal childcare arrangements

Behind the decision of enrolling one’s child into a formal center-based daycare program are factors such as having a job, the money to pay for it, finding a place with convenient location and opening schedules, and quality and trust on the service provided. Some of these factors have been documented in the literature, but there is very little rigorous empirical evidence to determine which ones are more critical for families. Existing evidence on what determines demand for childcare shows consistent findings in terms of household and mother characteristics: (i) the presence of alternative caregivers in the households has been shown to reduce the demand for formal childcare services (Deutsch, 1998; Attanasio and Vera-Hernandez, 2004; Connelly et al., 1996; Hallman et al., 2005); (ii) children’s age increases probability of enrollment (Urzua and Veramendi, 2011; Bernal and Fernandez, 2013; Leibowitz et al. 1992; Schlosser, 2011); (iii) mother’s education shows a positive relationship with probability of enrollment (Hallman et al., 2005; Urzua and Veramendi, 2011; Bernal and Fernandez, 2013); and (iv) female-headed households are more likely to be eligible and participate in subsidized childcare programs (Herbst, 2008).

The evidence however is particularly scarce in terms of what characteristics of the services are critical factors for parents. Existing evidence tells us that: (v) higher own-price usually reduces demand, although it is difficult to control for quality and it is possible that high prices correlate with demand when they imply high quality (Lokshin, 2000; Fong and Lokshin, 2000); (vi) distance to childcare center is negatively related to enrollment (Attanasio and Vera-Hernandez, 2009; Urzua and Veramendi, 2011) also find a significant and negative effect of distance to childcare center on attendance (see also Contreras, Puentes and Bravo, 2012); and (vii) having access to childcare centers that operate during typical working hours also increases participation (Contreras, Puentes and Bravo, 2012).

In the region, the most comparable statistics of use of formal childcare for children from birth to five years old are estimated based on household surveys for 11 countries: Brazil (2012), Bolivia (2012), Chile (2011), Colombia (2011), Ecuador (2006), El Salvador (2012), Guatemala (2011), Honduras (2004), Nicaragua (2009), Trinidad and Tobago (2005) and Uruguay (2013). This selection was made based on the analysis of differences in questions, sampling, and units of observation explained in the previous section.

Participation in childcare has been estimated as the percentage of children that attend any type of childcare program; this includes nursery school, daycare, pre-school and any non-parental formal childcare outside home.

The estimation is based on individuals; this is, the number of children attending childcare programs as a percentage of total number of children in the age group. Given the way surveys are organized, and for representativeness purposes, an alternative exercise was carried out using households with children in the age group as the unit of analysis and results are very similar.

In some surveys, there is only one question on school attendance that applied for all the members of the household regardless of their age. Therefore, if the child was five years and younger, attendance to some childcare program or initial education was assumed. Another set of surveys divides the attendance questions by age: for the youngest children they ask about attendance to a kindergarten/nursery/initial education center, and for older ages they ask about attendance to school (primary, secondary and so on). In both scenarios, a variable of attendance for children aged between 0 to 5 years old was constructed, in which 1 means that the child attends any kind of care/educational institution, and zero applies otherwise. This variable can be a combination of two or three original variables depending on how much the attendance questions were split in the questionnaire.

In an effort to offer a more complete representation of the panorama in the region, data of five additional household surveys with information for older children was included. Primary sources of data for Mexico, Costa Rica, Argentina, Peru and Venezuela do not cover the very young children (age ranges 0-2 or 0-3 are not included in the questionnaires). When possible, additional sources of information have been used to construct the indicator for the missing age range, which implies some comparison caveats. In the case of Mexico, the way in which questionnaire was designed limits the estimated indicator to children of working mothers. For the case of Costa Rica, the indicator only includes children attending the public childcare

program CENCINAI.⁴ As a result, in both cases the participation estimates of children 0 to 3 attending formal childcare need to be interpreted as a minimum.

Use of formal childcare

Consistent with trends around the world, the use of formal childcare services in LAC increases as children get older. In general, use of childcare is low, especially among 0 to 3 year olds: enrollment for this group ranges between 0.43% and 26.4%.; among children 3 to 5, use of formal childcare varies between 10% and 75.4%.⁵ Uruguay shows the highest share of children attending childcare in the region -comparable to use rates in Canada.⁶ Countries in Central America show the lowest rates of childcare use in the region.

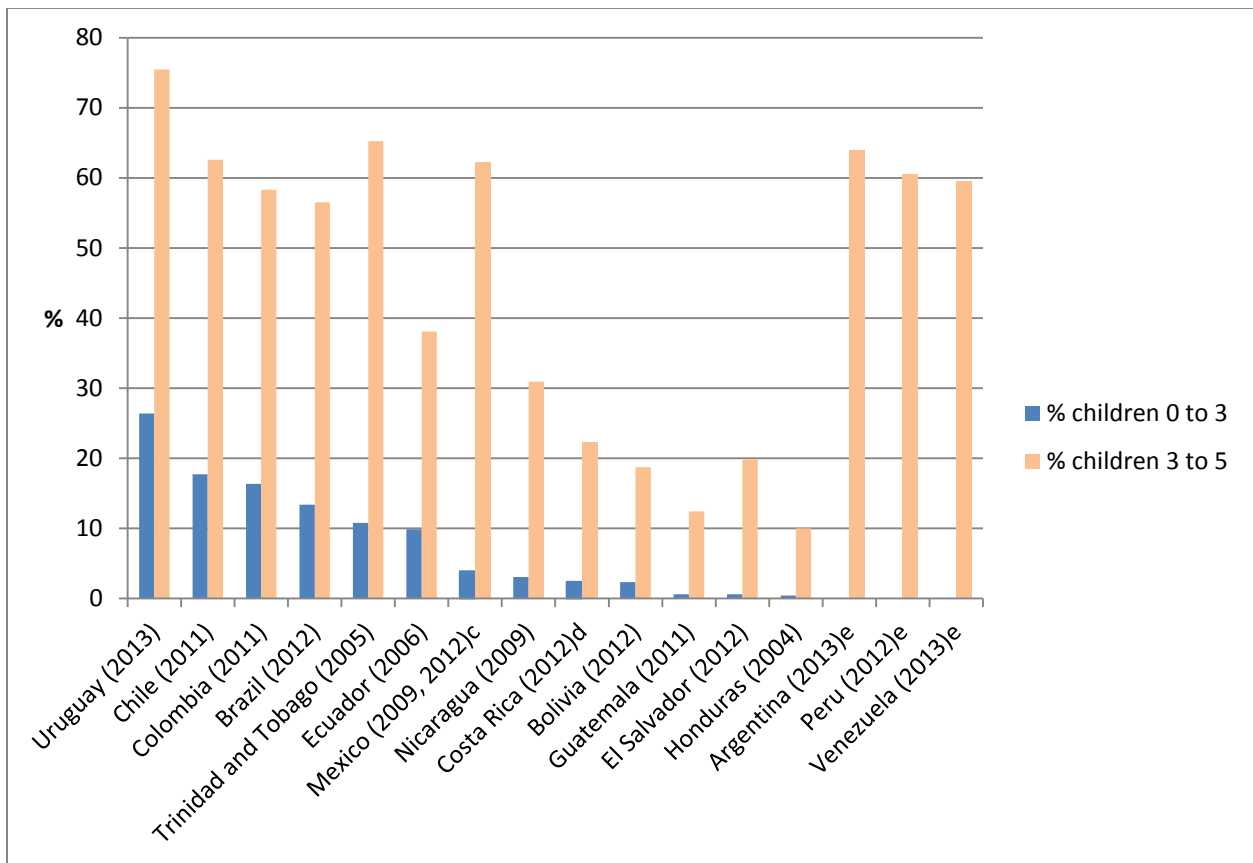
Figure 1 presents these estimations by age group in 16 LAC countries (13 with participation rates from birth to five, and 3 with estimates only for the 3 to 5 years old). As already mentioned, primary sources of data for Mexico, Costa Rica, Argentina, Peru and Venezuela do not cover the very young children (age groups 0-2 or 0-3). However for the cases of Mexico and Costa Rica we are able to estimate attendance among younger children by complementing the data with the ENESS survey in the case of Mexico, and an additional question on use of the social program CENCINAI in Costa Rica.

⁴ Public institution which main objective is *to improve the nutritional status of mothers and children and child development by providing daycare to children in poverty and/or in social risk.* <http://www.cencinai.org/>

⁵ Analysis is based on individuals; this is number of children enrolled in childcare programs as a percentage of total number of children in the age group. Given the way surveys are organized for representativeness, a sensitivity exercise was carried out using households with children in the age group as the unit of analysis and results are very similar.

⁶ See OECD Indicators 2013: pp. 276-289. See also enrollment rates by age, pp. 269.

Figure 1. Estimations of formal childcare use in 16 Latin American countries by children's age



Source: Own estimates based on household surveys described in Table 1.

NOTES:

a) Year in parenthesis indicates the year of the survey

b) Age range "0 to 3" includes children from 0 to 2 years and 11 months; age range "3 to 5" includes children from 3 to 4 years and 11 months

c) We use data from ENES 2009 for the age range 0 to 3, and data from ENIGH 2012 for the age range 3 to 5

d) Estimations for the age range 0 to 3 come from questionnaire about children receiving a benefit from the public childcare program CENCINAL and estimations for the age range 3 to 5 use the questionnaire about attendance to early childhood education.

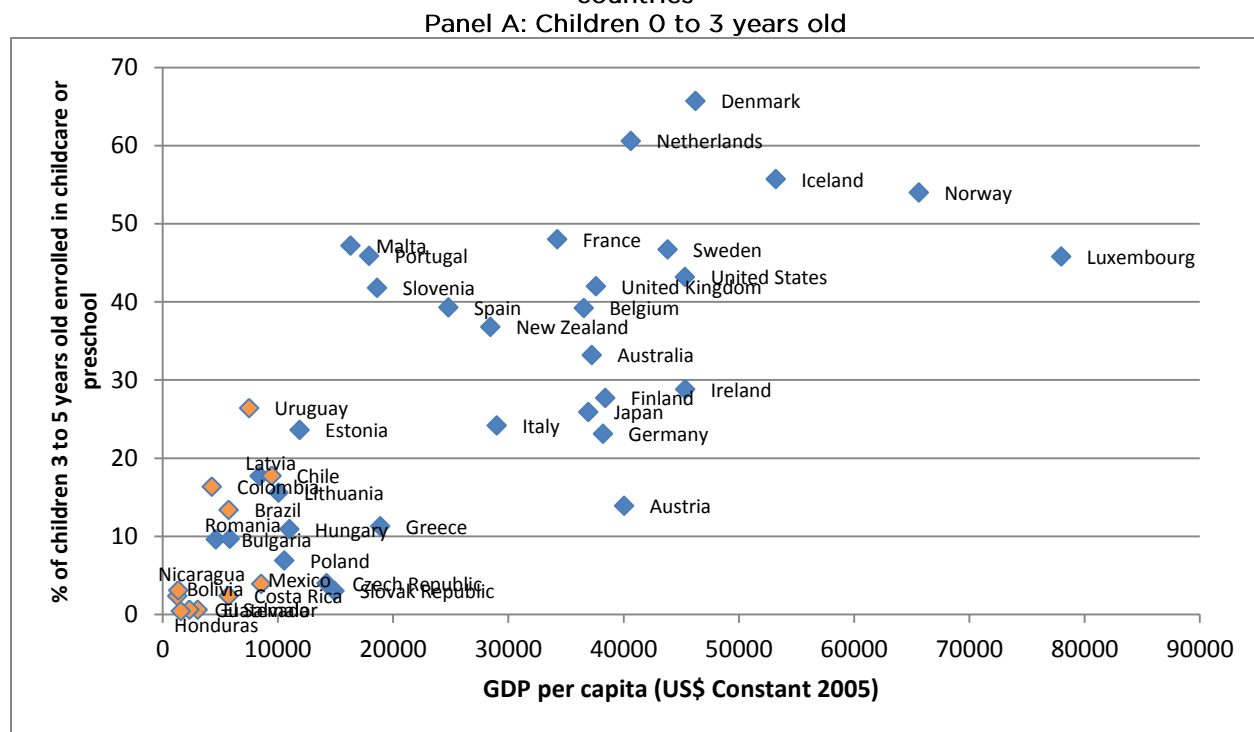
e) Data for age range 0 to 3 is not available for these countries

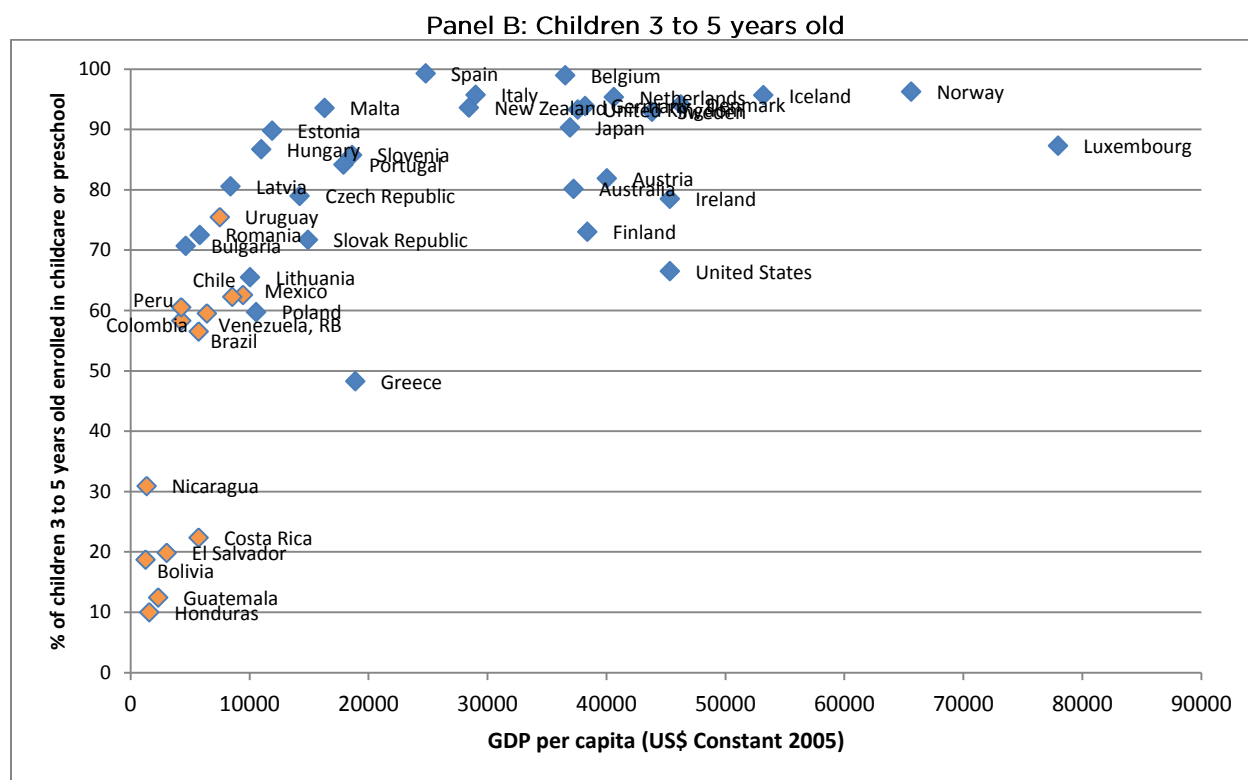
f) For the case of Mexico and Costa Rica the indicator is not strictly comparable for the age ranges within the same country

Compared to developed countries, enrollment rates in LAC are still low. Figure 2 shows the percentage of children enrolled in childcare programs by level of GDP per capita for OECD and LAC countries with available data. Few developed countries surpass 50% of children aged 0-3 attending childcare centers but on average the proportion is 30% for the European Union (EU 27). All countries in Latin America show rates well below this average (Figure 1 panel A). In terms of participation rates among 3-5 year olds, around two-third of all OECD countries have at least 70% of

children enrolled in formal childcare or preschool with an important number of countries near universal coverage. In LAC, Uruguay shows the highest participation rates with levels comparable to Romania and Finland; Chile, Mexico, Peru, Colombia, Brazil and Venezuela will be among the group of EU countries with the lowest rates, while Nicaragua, Costa Rica, El Salvador, Bolivia, Guatemala and Honduras are lagging behind.

Figure 2. Enrollment in childcare programs by GDP per capita level, comparative of LAC and OECD countries





Source: Own estimation with enrollment rates for OECD countries from OECD (2014); GDP per capita from WDI (2014) and enrollment rates for LAC countries from household surveys described in Table 1.

Frequency and intensity of childcare attendance

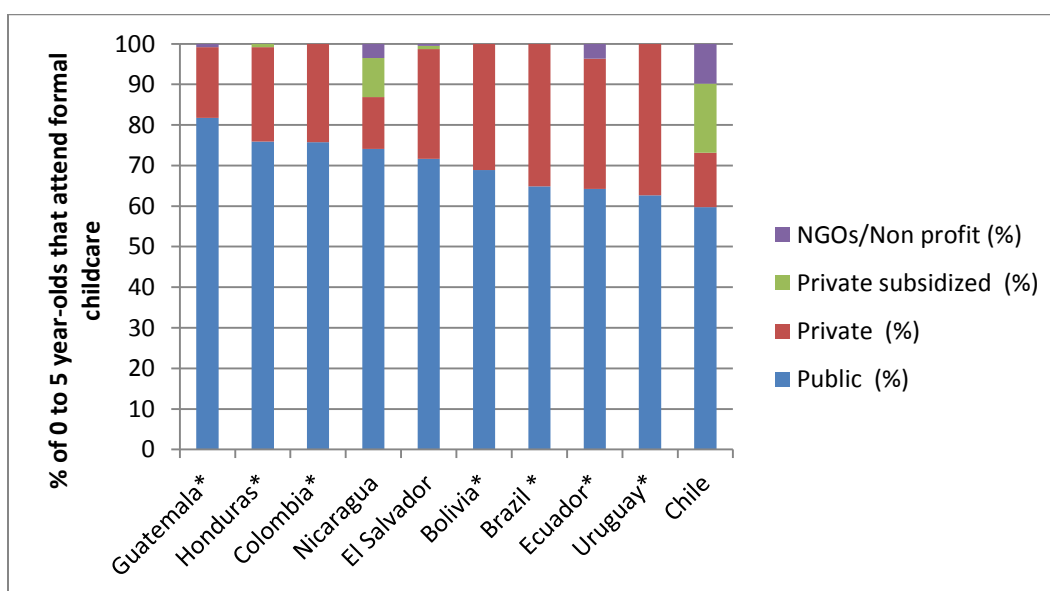
Information to estimate frequency and intensity of childcare attendance is very limited. Only four of the thirteen surveys with data for the very young children (see Table 2) include a question about how often and for how long they attend daycare centers -ENESS 2009 in Mexico, ECV 2006 in Ecuador, ENCOVI 2004 in Honduras, and ECH 2013 in Uruguay. These data are not strictly comparable given differences in the way questions are formulated; however, some examples can illustrate how often and for how long children attend the services in those countries. In Honduras data indicate that, on average, formal arrangements are used 3.6 hours per day. In Ecuador children enrolled, attend daycare 3.5 days/week on average, and approximately 4.9 hours per day, while in Uruguay the average attendance is 4.7 days/week and 4.6 hours per day. In Mexico, the usual time at which care begins in centers for children of working mothers is 9:00am and these formal arrangements are used typically 7 hours per day, Monday through Friday.⁷

⁷ The estimated frequency and duration of childcare use should be read with caution since the response rate to the questionnaire in this topic tends to be low in the different surveys. In Mexican ENESS 2009, for instance, only 28.5% of respondents whose children attend any kind of formal childcare arrangement answered. In Ecuador and Honduras the response rate is about 70% of the children who participate.

Type of institution

In general, the household surveys here analyzed contain a question about the type of institution that attend users of formal childcare. Some questionnaires ask directly if the institution is non-profit/NGOs, private, private subsidized or public. Other surveys ask about attendance to specific programs and institutions by their name; this is the case of Chile, Colombia, Ecuador, El Salvador, Guatemala, Mexico and Uruguay. For this second group of surveys, we have used the financing source of each specific program to classify it into the four groups. In all countries with available information at least 60% of the children attending formal childcare attend public programs (Figure 3).

Figure 3. Attendance to formal childcare by type of institution



Source: Own estimations based on household surveys

Note: * Indicates that the survey source did not consider “Non-profit/NGOs” or “Private subsidized” as answer options.

Reasons for (not) attending formal childcare

Seven surveys ask the reasons why children do not attend a formal childcare program; among these, two surveys have this information only available for older children: El Salvador (4+), and Ecuador (5+). The other five surveys are Colombia-ENCV 2011, Nicaragua-EMNV 2009, Chile-ELPI 2012, Honduras-ENCOVI 2004, and Mexico-ENESS 2009. Each of these surveys lists different reasons for not attending. The main reasons provided in the surveys have to do with price and availability of daycare centers; schedules, distance; quality and trust of the service; strong beliefs in the household that bringing their children to the centers is not good; lack of information about potential benefits in terms of child’s stimulation; or a preference for using alternative care arrangements.

In Table 4 we have organized these reasons in groups, and we have specified for each one of them the response categories that appear in the surveys. It can be argued that certain groups of current non-users of childcare will be more sensitive to changes in supply than others depending on the reasons for not using formal center-based services. Non-users sensitive to changes in service features could be considered as users on the margin, as they could be potential users if prices were lower, there were expansions in service coverage, more information about potential benefits of early education was distributed to the families, or changes in certain service characteristics were introduced.

Table 4. Reasons for not using childcare services

Broad groups	Detailed groups by response categories	
Users of alternative arrangements	I don't need the service; I prefer paying a non-relative to take care of my child/I don't need the service; a relative takes care of my child	Low sensitivity to changes in supply
Non-users for structural/cultural reasons	My spouse prefers the child doesn't attend a center/ I don't need the service; I take care of my child.	
Non-users responsive to service features		High sensitivity to changes in supply
Availability	There were no centers available	
Price	I need the service but it's too expensive/There were no fully subsidized centers available	
Distance	I need the service but it is too far (transportation issues)	
Schedule	I need the service but its schedule is incompatible with my working hours	
Age	Child is too young	
Quality	I need the service but centers don't have the adequate quality/ I don't trust or I don't like the centers/Children get sick in childcare centers/My child has health issues	

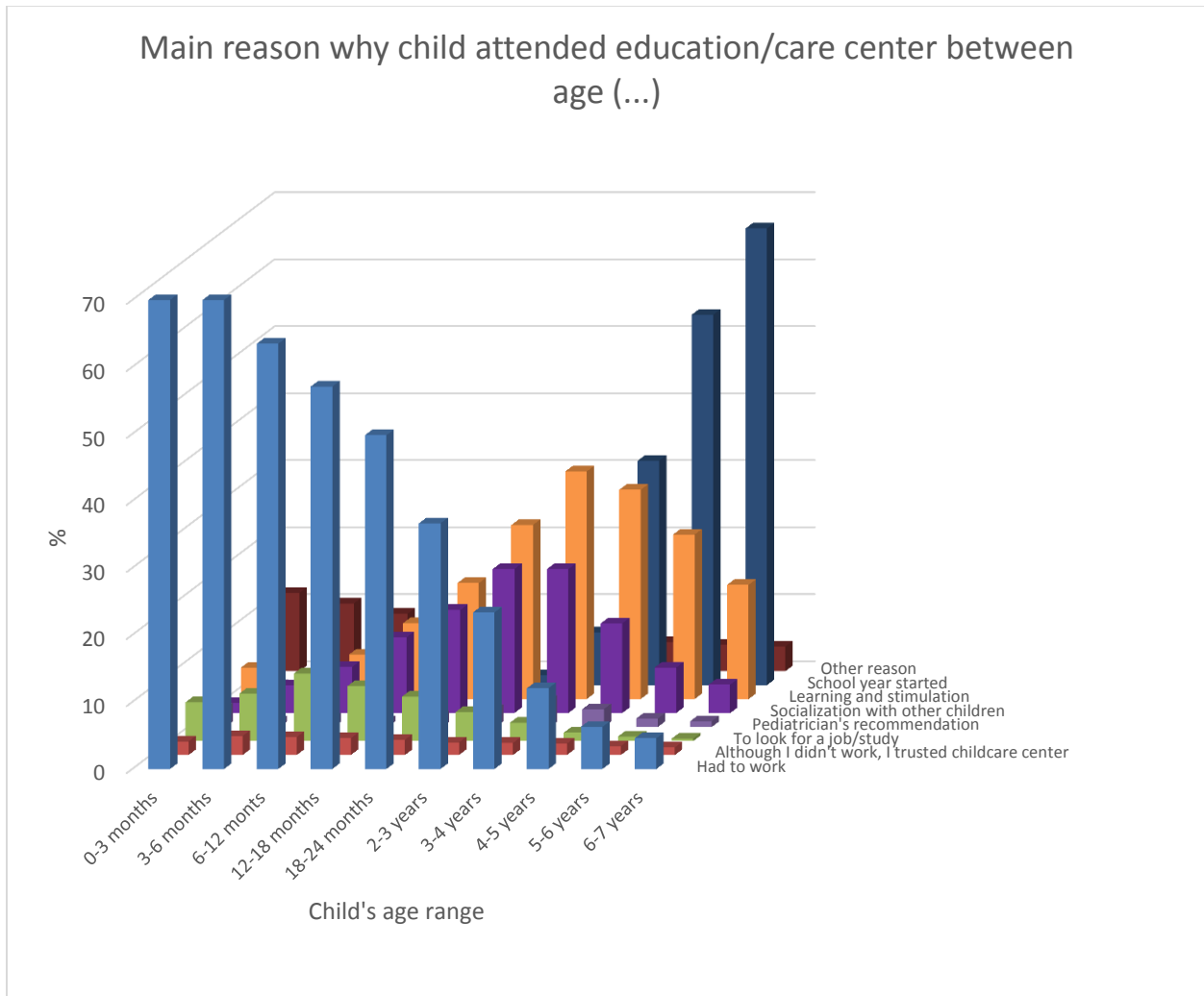
Source: Authors' analysis

Only one survey includes an item about the reasons why users decide to enroll their children in childcare programs. The ELPI survey in Chile, asks this question providing the following answering categories: I had to work and I couldn't afford childcare service at home; The school year started; I had to work and I preferred a formal institution; To look for a job or to study; I didn't work but I think that the institution offers better conditions than the ones at home; Pediatrician's recommendation; To socialize with other children; To stimulate child's learning; I had to work and I didn't have relatives to help me (see Annex).

Using data from ELPI in Chile, Figure 4 shows how reported reasons behind the decision of sending the children to a childcare center vary with age. Two features are noteworthy: a) Mother's engagement into paid work is strongly correlated with

childcare attendance for children younger than two; b) Reasons evoking learning stimulation and development of school readiness become perceptible only around age 2.

Figure 4. Reported reasons for childcare attendance by age



Source: Own estimations based on ELPI 2012

Based on the analysis of this survey, we argue that information about users and non-users is needed in order to better understand households' behavior and assess potential demand for formal childcare in the context of program expansions (see Mateo and Rodriguez, forthcoming). This information is useful for: (i) clustering similar non-users together to provide some idea of magnitudes, in particular of vulnerable households; (ii) assessing how likely will be to mobilize each cluster into formal childcare; (iii) providing an approximation to the elasticity of demand for childcare in each one of these clusters with respect to changes in different aspects of care services; and finally (iv) identifying potential benefits if different profiles of non-users are mobilized into formal childcare use. Along the lines of ELPI's questionnaire,

in the last section of this paper we include a question about the reasons for using childcare in the module proposed for household surveys.

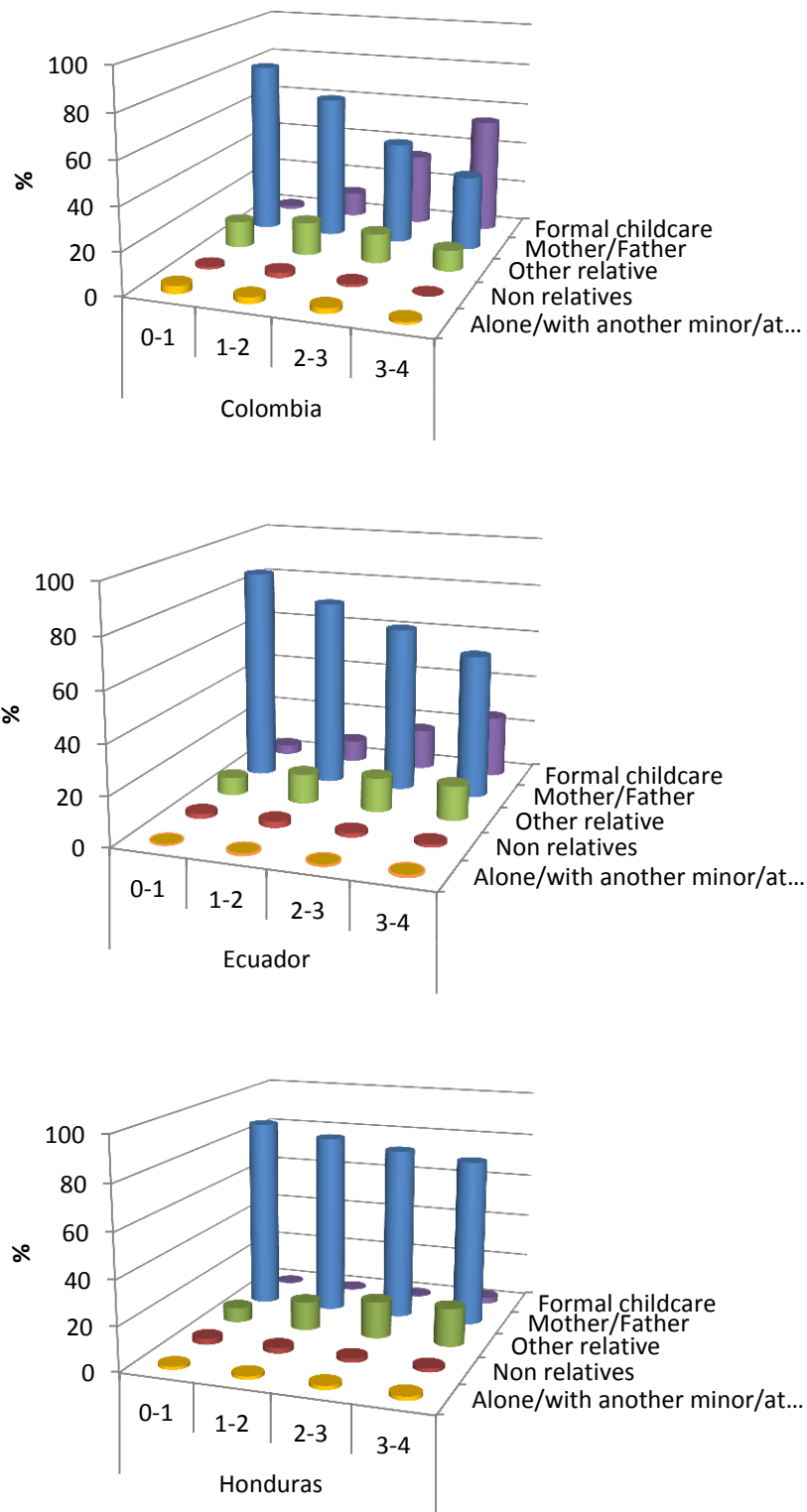
Prevailing informal childcare arrangements

Surveys in Colombia, Guatemala, Honduras, Ecuador, Mexico and Trinidad and Tobago include information about who stays with the child most of the time during weekdays. Given the different construction and wording of each questionnaire, estimating what are the prevailing childcare arrangements in a comparable manner is only possible with data from Colombia, Ecuador and Honduras. In these countries, the prevailing arrangement for young children is maternal care at home (Figure 5). As children grow, non-parental care is more frequent, but even for older ages, care by family members is still predominant versus formal childcare, except in Colombia (Figure 5).

Grandmothers are frequently the main care giver when the mother works: for example in Mexico 12% of the children between 0 and 5 are cared by their grandmother while 4% attend a childcare center (ENESS 2009).

Figure 5 shows that the use of precarious care arrangements for young children is non-negligible in some countries. For instance, the share of children that are cared by another minor, left alone or taken to the mother's work place varies between 2.5% and 5%.

Figure 5. Main childcare arrangement by child's age. Panel A: Colombia, Panel B: Ecuador, Panel C: Honduras



Source: Own elaboration based on Household Surveys

From existing sources of information it is difficult to figure out in detail how different childcare arrangements work in LAC countries. However, evidence from other countries shows that families, and particularly working mothers, often need to combine several arrangements, complementing for instance attendance to formal childcare centers with some hours of care provided by grandparents or other relatives. In the United States, Laughlin (2013) shows that children of employed mothers who attend formal childcare centers (nursery school or preschool) were more likely to be in multiple arrangements than those children whose mothers were not employed.

The need for multiple childcare arrangements appears to be related to service hours in childcare centers and schools that often offer only half-day care which would require mothers working full-time to combine formal center provision with other arrangements. Laughlin (2013) shows that children in day care centers –which typically open during the entire working day– reported less usage of multiple arrangements than children in nursery schools or preschools. Evidence from European countries shows similar findings (Platenga and Remery, 2009).

4. Differences in childcare attendance by socio-economic characteristics

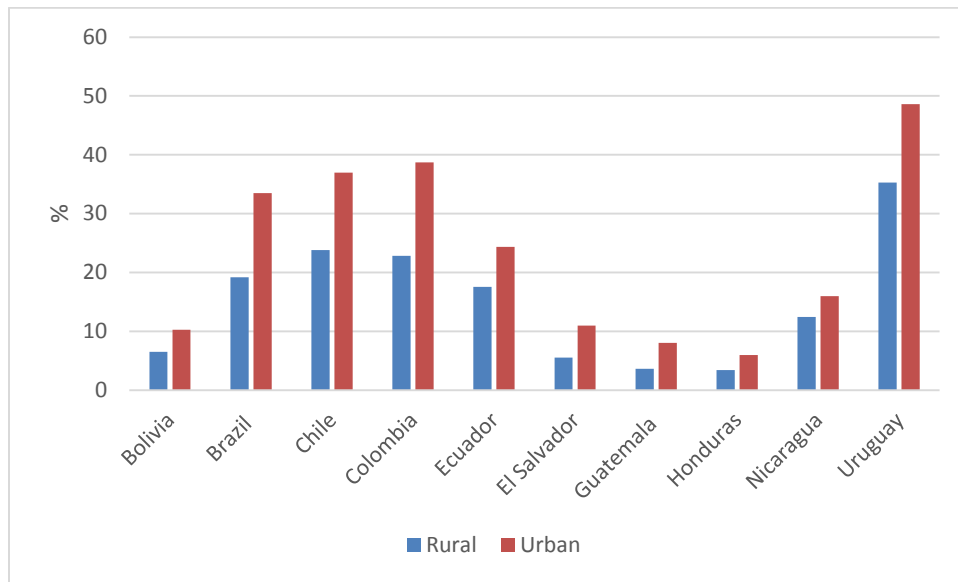
Expanding coverage of childcare programs is not a trivial decision: it is expensive, and benefits are contingent to quality and, we will argue, to use (take up). However, little is known about the drivers of participation. Yet, one cannot think of scaling up a program or even look at the impact of childcare on children and mother's outcomes without first having some clear idea of who uses these services and why. In addition, if there is such a thing as selective take-up, counterfactuals for evaluation are basically altered. Using randomization as an instrument for treatment will not provide unbiased estimates of the mean impact (Ravallion, 2011; Heckman, Urzua and Vytlačil, 2006).

In this section now we will depict the patterns of childcare use based on the available information in household surveys. Taking into account the methodological issues that will be described in the next section, differential childcare use by four main characteristics is estimated: urban/rural area, income quintiles, mother's education, and mother's labor participation status.

Childcare use by household characteristics

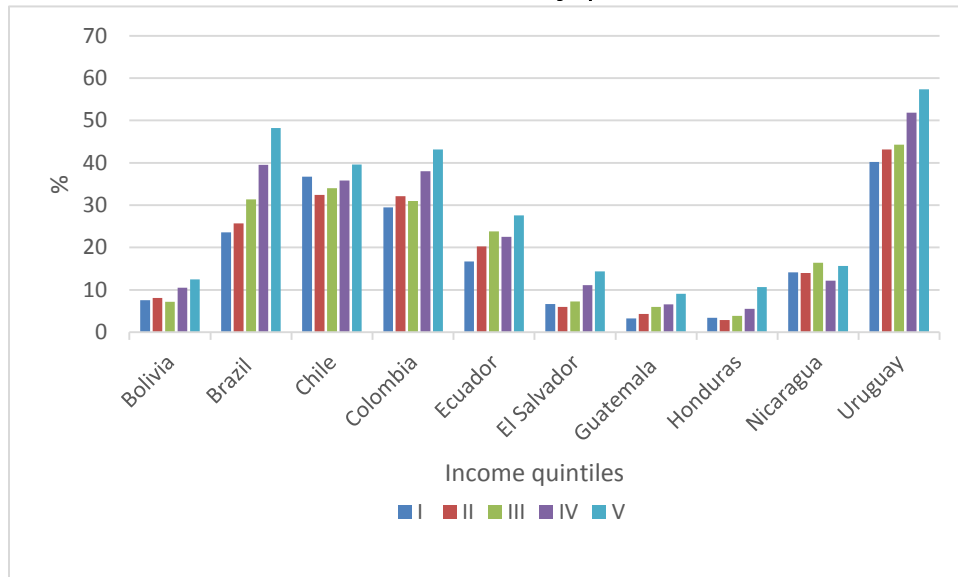
Data from household surveys suggest that childcare use is higher in urban areas and among the relatively well-off (Figures 6 and 7). The case of Chile is the exception in terms of use by income distribution with little difference across income quintiles and relatively high use among the less well-off.

Figure 6. Use of formal childcare for children 0 to 5 by rural and urban areas



Source: Own estimates based on household surveys

Figure 7. Use of formal childcare for children 0 to 5 by quintile distribution of household income



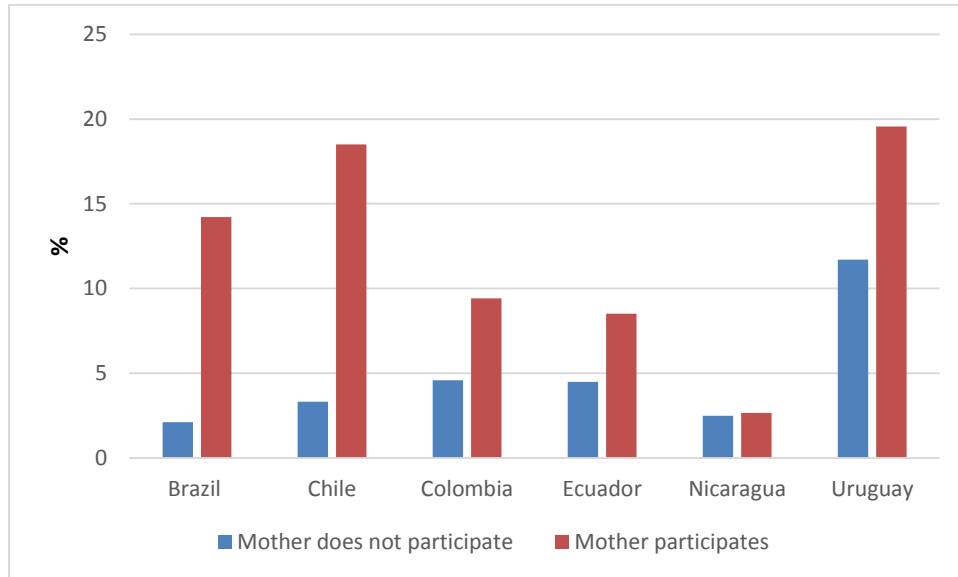
Source: Own estimates based on household surveys

Childcare use by maternal characteristics

Figures 8 and 9 show the share of children 0 to 5 using childcare by characteristics of the mother. In the countries for which information allows the estimation, there is significantly higher attendance to formal childcare among the children of mothers participating in the labor market. In Brazil, Uruguay and Chile, the use of formal childcare among children of working mothers or those seeking employment is more

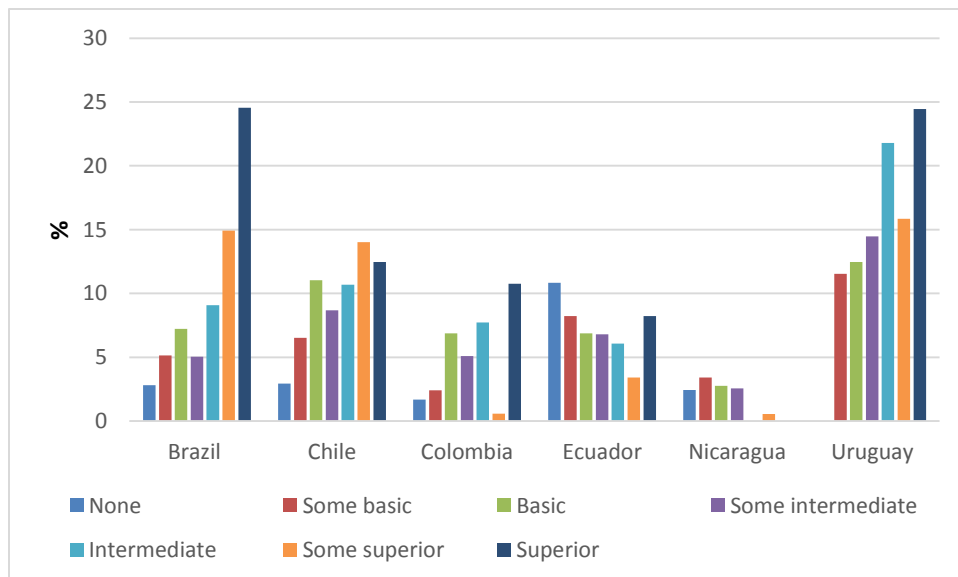
than 15 percentage points higher than use of formal childcare among children of mothers out of the labor market. Figure 9 also shows that the share of children 0 to 5 attending formal childcare correlates positively with mother's education. In Brazil for example, only 3% of children whose mother has no education attend childcare programs. The percentage of 0 to 5 year-olds attending childcare among those whose mother has complete intermediate education is 9% and goes up to 24% for those whose mother has a superior degree.

Figure 8. Use of formal childcare for children 0 to 5 by mother's labor participation status



Source: Own estimates based on household surveys

Figure 9. Use of formal childcare for children 0 to 5 by mother's education



Source: Own estimates based on household surveys

5. Data limitations

Missing values

Some surveys have a significant number of missing values (non-response or invalid answers) in the information used for estimations. Particularly in the case of variables about the type of institution attended, the reasons why non-users report making the no-use decision and the main caregiver during weekdays. In the question about use of formal childcare, the most worrying case is the Mexican survey (ENESS), in which only 15% are non-missing observations. Something similar occurs with information about reasons for not attending formal childcare and questions about use of informal care arrangements. In Ecuador for example, there is information about the reasons for not attending only for 7.6% of the children who do not use childcare. In that particular question, the numbers in surveys of El Salvador and Mexico, although higher, are also worrying. Response rates for the question about use of informal arrangements for those children not-attending formal centers are much better (the average response rate is more than 92% for the five surveys that include this information). Table 5 shows the percentage of non-missing values for each one of these variables. In cases of very low response rates, estimations for the particular country have been excluded of the analysis.

Table 5: Percentage of non-missing values

Country (survey)	% of children attending with information about the nature of the education institution	% of children not attending with information about the reasons for not attending	% of children not attending with information about the main caregiver
Bolivia (ECH 2012)	100	-	-
Brazil (PNAD 2012)	100	-	-
Chile (CASEN 2011)	98.8	100	-
Colombia (ENCV 2013)	100	100	92.7
Ecuador (ECV 2006)	100	7.6	92.4
Guatemala (ENCOVI 2011)	83.9	-	94.7
Honduras (ENCOVI 2004)	71.3	100	100
Mexico (ENESS 2009)	15.1	28.2	99.9
Nicaragua (EMNV 2009)	75.6	100	-
El Salvador (EHPM 2012)	99.9	25.1	-
Uruguay (ECH 2013)	99.8	-	-

Identification of children's mother

In order to calculate the proportion of children attending childcare centers, and link that information to their mother's characteristics (participation in the labor market, level of education), it is first necessary to associate each child with his/her mother. It sounds obvious but it is not. A majority of surveys include a variable that allows

identifying the mother of each child within the household members; however, in some surveys it is only possible to identify each household member according to their relationship to the household head.⁸

For instance surveys in El Salvador, Chile (CASEN) and Nicaragua do not include a question that allows direct tracking of the child's mother but we can observe the relationship between each child and the household head. In these cases, the mother can be identified within the household members whenever we children are offspring of the household head. Whenever the child has a different type of relationship with the household head, say grandchild, there is no information to identify her mother within the women in the household. This means that in the case of El Salvador, Chile and Nicaragua, the estimations of differentiated use by characteristics of the mother (presented in figures 8 and 9) is restricted to only children of the household head. Clearly, this implies losing information of the group of households in which the household head is the grandfather, grandmother, uncle, aunt, etc. of the child. On average, 38% of the children between 0 and 5 have a relationship different from offspring of the household head (32% for El Salvador, 38% for Chile's CASEN and 43% for Nicaragua).

The Mexican ENESS survey posed a similar but more complicated data issue. As with the previous surveys, the link between the child and his/her mother cannot be directly established. In addition, as it has been already mentioned in the previous section, the survey design asked childcare use questions only for working mothers, which restricted the information to this particular subset of individuals. For that reason, it was not possible to compare childcare use among working and non-working parents with this survey information.

Although the Uruguayan survey does ask about the mother of every person living in the household and her identification number, the variable coding has a problem: zero is not included in the questionnaire options and 96.04% of the sample has a zero value in this variable. Hence, this survey was treated as the ones that did not include the mother recognition question in order to associate each child with his/her mother.

6. Proposal of a module on childcare for household surveys

Efforts to generate more and improved data in the region are important. Household surveys collect socioeconomic and demographic data that are used by national statistic offices as inputs to calculate indicators and measures related to household and individual income, labor status, poverty, and life conditions of the population. These data provide a credible source of information for the development and evaluation of public policies in each country. However, less than half the countries in

⁸ Table 2 shows (in last row) in which surveys an identifier linking child and mother within the household is available.

the region have survey data on attendance to childcare programs. Some of these surveys include only a question about attendance, and, eventually, an additional question on the type of program or childcare service attended. Some surveys incorporate identification of the children's mother within household members but some others do not. The age of children is also a critical factor to understand patterns of use, and very often information is only collected for children over 3 years-old. In addition, many of the surveys lack information on informal childcare arrangements and costs.

The motivation to add a section on data quality originated in the methodological issues we encountered during the preparation and data analysis behind the writings of this paper and a larger research project conducted on female labor participation and childcare supply in LAC countries (Mateo and Rodriguez, forthcoming). Based on this experience, a battery of questions was selected and organized to propose a module aimed at gathering information about use of services for care and education of the very young children.

After a careful review of the well-established household surveys in each country as well as the specialized questionnaires of ELPI in Chile, ELCA in Colombia, ENESS in Mexico and the European Statistics on Income and Living Conditions (EU-SILC), we selected, redesigned and adapted items to come up with the most "complete" set of questions that will be, at the same time, compatible with the logic and objectives of existing household surveys. The module we propose is largely based on Chile's ELPI as we considered it the most complete and extensive survey on early childhood in the region. The list also includes questions from other surveys, proposing in some cases more detailed answering alternatives⁹. In some cases, reaching a complete set of questions will only represent adding a few more to existing household surveys. The questions here proposed should be asked to respondents with children younger than 7, or younger than the mandatory schooling age.

Developing successful models of service delivery starts by understanding the potential demand which has been typically difficult to identify because of the limited availability of reliable data. The coordination among governments, researchers, international institutions and donor agencies will be crucial to set standard practice across countries for collecting and reporting data. In this context, the proposed module represents a full-bodied information tool for household use and spending in services for children from birth to the mandatory schooling age.

⁹ This questionnaire was developed by the authors and Paul J. Lavrakas, Ph.D., a survey research expert who is a former President of the *American Association for Public Opinion Research*.

MODULE ON CHILDCARE FOR HOUSEHOLD SURVEYS*

Questions have been formatted for an interviewer administration. For those planning to implement a survey that incorporates these questionnaire modules, please note that the UPPERCASE (not bolded) instructions are for computer-assisted programming (e.g., CATI or CAPI) if that will be used. In contrast, **BOLDED UPPERCASE** instructions are for the interviewers to better understand what is expected for certain questions. These bolded-uppercase instructions also provide some additional guidance for computer-assisted programming (e.g., skip-logic for moving from question to question).

The survey questions themselves were formatted so that the wording of question and response-choices that are in upper-and-lower case is meant to be read by the interviewer to the respondent, whereas the response-choice wording in all UPPERCASE is not to be read by the interviewers (as those questions are intended to be asked in an open-ended fashion, allowing the respondent to answer in her/his own words).

Furthermore, any wording in a question that is underlined is meant to be emphasized when spoken by the interviewer.

Finally, if the questionnaire is being administered using a “paper-and-pencil” method, the interviewer should circle the number associated with the response-choice given by the respondent for each question and/or should clearly write in the verbatim answer given by the respondent where an open-ended answer is being sought.

*This questionnaire was developed by the authors and Paul J. Lavrakas, Ph.D., a survey research expert who is a former President of the *American Association for Public Opinion Research*.

MODULE A. QUESTIONS TO BE ADDED WITHIN THE HOUSEHOLD MEMBERS' IDENTIFICATION SECTION. TO BE ASKED ONLY FOR CHILDREN UNDER 6 OR THE MANDATORY SCHOOLING AGE:

1. Where does the child's mother live? (INTERVIEWER IS TO READ ALL THE RESPONSE-CHOICES IN UPPER/LOWER CASE)
 1. In the same household as the child (INCLUDED MOTHER'S ID),
 2. In the same dwelling unit as the child but in a different household,
 3. Somewhere else in the same country as the child, or
 4. In another country than where the child lives?
 5. MOTHER IS DECEASED
 9. UNKNOWN WHERE MOTHER LIVES

2. On what day, month, and year was the child born?
ENTER FULL DATE: DD/MM/YYYY
99/99/9999. UNKNOWN

MODULE B. QUESTION TO BE ADDED IN THE LABOR AND OCCUPATION MODULE OF THE SURVEY. ONLY FOR INDIVIDUALS WHO RESPONDED "NOT TO BE WORKING":

1. What is the one main reason why you are not (working)(looking for work)? Is it because you are...(READ ALL RESPONSE CHOICES; CODE ONLY ONE ANSWER; PROBE AS NEEDED TO CLARIFY)
 1. a student,
 2. retired,
 3. a homemaker,
 4. temporarily disabled,
 5. permanently disabled,
 6. waiting for an employer's decision on a future job,
 7. there are no jobs for your profession or craft,
 8. you do not have the schooling or experience necessary for a job,
 9. waiting for the working season,
 10. recovering from an illness/accident,
 11. (ASK ONLY TO WOMEN) pregnant,
 12. need to take care of your children,
 13. need to take care of elders or disabled family members,
 14. another family member won't let you work, or
 15. because of some other reason?
(SPECIFY: _____)

MODULE C. QUESTIONS TO BE INCLUDED IN A SEPARATE CHILDCARE MODULE OF THE SURVEY:

1. Does the child attend any formal childcare service, kindergarten, or nursery?
 1. YES (SKIP TO QUESTION 7)
 2. NO (CONTINUE WITH QUESTION 2)
 9. UNKNOWN (CONTINUE TO QUESTION 2)

[CAPI/CATI PROGRAMMING NOTE: QUESTIONS 2-6 ARE TO BE ASKED ONLY IF RESPONDENT SAID "NO" TO QUESTION 1]

2. IF CHILD IS NOT NOW IN CHILD CARE FACILITY ASK: Is this child on a waiting list to get into a formal childcare service, kindergarten, or nursery?
 1. YES
 2. NO
 9. UNKNOWN
3. Who is the child's main caregiver during the week? (ACCEPT ONLY ONE ANSWER; PROBE TO CLARIFY AS NEEDED) Is it...
 1. the mother,
 2. the father,
 3. a grandparent,
 4. another relative,
 5. a nanny or maid,
 6. a friend or neighbor, or
 7. is the child mostly left alone?
 8. OTHER (SPECIFY: _____)
 9. UNKNOWN
4. Where does this care-giving take place? Is it...
 1. at the child's home, or
 2. does the mother take the child to work, or
 3. is it somewhere else? (SPECIFY: _____)
 9. UNKNOWN
5. Does the child use any other childcare arrangement than what is provided by the main caregiver?
 1. YES (ASK QUESTION 5b)
 2. NO (SKIP TO QUESTION 6)
 9. UNKNOWN

5b. Who provides the other childcare? (READ AND RECORD AN ANSWER FOR ALL OF THE FOLLOWING CHOICES)

- 5b1. Is it the mother? 1. YES 2. NO 9. UNKNOWN
- 5b2. Is it the father? 1. YES 2. NO 9. UNKNOWN
- 5b3. Is it a grandparent? 1. YES 2. NO 9. UNKNOWN
- 5b4. Is it some other relative? 1. YES 2. NO 9. UNKNOWN
- 5b5. Is it a nanny or maid? 1. YES 2. NO 9. UNKNOWN
- 5b6. Is it a friend or neighbor? 1. YES 2. NO 9. UNKNOWN
- 5b7. Is it someone else? 1. YES 2. NO 9. UNKNOWN

6. What is the one main reason that the child DOES NOT attend a formal childcare service, kindergarten, or nursery? (READ ALL STATEMENTS; CODE ONLY ONE "YES" ANSWER, MARK ALL THE OTHER ONES "NO" or "UNKNOWN"; PROBE TO GET ONE "YES" ANSWER AS NEEDED TO CLARIFY)

- 6a. Because it is too expensive? 1. YES 2. NO 9. UNKNOWN
- 6b. There are no openings in the preferred childcare service? 1. YES 2. NO 9. UNKNOWN
- 6c. The child is below the minimum age for attendance? 1. YES 2. NO 9. UNKNOWN
- 6d. Parents think the child is too young to go? 1. YES 2. NO 9. UNKNOWN
- 6e. The closest childcare facility is too far away? 1. YES 2. NO 9. UNKNOWN
- 6f. There is no transportation available? 1. YES 2. NO 9. UNKNOWN
- 6g. Transportation is too expensive? 1. YES 2. NO 9. UNKNOWN
- 6h. Does not trust the childcare facility? 1. YES 2. NO 9. UNKNOWN
- 6i. The child is sick or otherwise needs special attention? 1. YES 2. NO 9. UNKNOWN
- 6j. The facility's schedule is not compatible with the mother's job? 1. YES 2. NO 9. UNKNOWN
- 6k. The mother takes care of the child? 1. YES 2. NO 9. UNKNOWN
- 6l. Someone else takes care of the child? 1. YES 2. NO 9. UNKNOWN
- 6m. The pediatrician didn't recommend childcare attendance? 1. YES 2. NO 9. UNKNOWN
- 6n. Child's development and learning will be better stimulated in an environment different than the childcare facility? 1. YES 2. NO 9. UNKNOWN
- 6o. Some other reason
(SPECIFY: _____) 1. YES 2. NO 9. UNKNOWN

[CAPI/CATI PROGRAMMING NOTE: SKIP TO QUESTION 26 AFTER ASKING QUESTION 6, THEN FINISH THE REMAINING QUESTIONS IN THIS MODULE.]
[CAPI/CATI PROGRAMMING NOTE: QUESTIONS 7-25 ARE ASKED ONLY IF THE RESPONDENT SAID "YES" TO QUESTION 1]

7. What is the one main reason that the child DOES attend a formal childcare service, kindergarten, or nursery? (READ ALL STATEMENTS; CODE ONLY ONE "YES" ANSWER, MARK ALL THE OTHER ONES "NO" or "UNKNOWN"; PROBE TO GET ONE "YES" ANSWER AS NEEDED TO CLARIFY)
- 7a. Because it was affordable? 1. YES 2. NO 9. UNKNOWN
 - 7b. There were openings in the preferred childcare service? 1. YES 2. NO 9. UNKNOWN
 - 7c. The child reached the minimum age for attendance? 1. YES 2. NO 9. UNKNOWN
 - 7d. Mother or father thinks the child has the right age to go? 1. YES 2. NO 9. UNKNOWN
 - 7e. The childcare facility is close? 1. YES 2. NO 9. UNKNOWN
 - 7f. There is transportation available? 1. YES 2. NO 9. UNKNOWN
 - 7g. Transportation is affordable? 1. YES 2. NO 9. UNKNOWN
 - 7h. Trust that the childcare facility will offer better conditions than those at home? 1. YES 2. NO 9. UNKNOWN
 - 7i. The childcare facility is adapted to the special needs of my child? 1. YES 2. NO 9. UNKNOWN
 - 7j. The facility's schedule is compatible with the mother's job? 1. YES 2. NO 9. UNKNOWN
 - 7k. The mother couldn't take care of the child/she had to work or study? 1. YES 2. NO 9. UNKNOWN
 - 7l. Someone else couldn't take care of the child? 1. YES 2. NO 9. UNKNOWN
 - 7m. The pediatrician recommended the child to start attendance? 1. YES 2. NO 9. UNKNOWN
 - 7n. To stimulate the child's development and learning? 1. YES 2. NO 9. UNKNOWN
 - 7o. Some other reason (SPECIFY: _____) 1. YES 2. NO 9. UNKNOWN

8. About how much - if anything - does the household have to pay per month for the child to attend the childcare, kindergarten or nursery? (INTERVIEWER: THIS REFERS TO "OUT OF POCKET" MONEY THE HOUSEHOLD HAS TO PAY FROM ITS OWN INCOME)
 _____ [ADD LOCAL DENOMINATION] (DO NOT ENTER A RANGE)
 999999. UNKNOWN
9. Does the child use any other care arrangement in addition to going to a childcare service, kindergarten, or nursery?
 1. YES (ASK QUESTION 9b)
 2. NO (SKIP TO QUESTION 10)
 9. UNKNOWN
- 9b. Who provides this additional childcare? Is it the...
 1. mother,
 2. father,
 3. grandparent(s),
 4. another relative(s),
 5. a nanny or maid(s),
 6. a friend or neighbor, or
 7. someone else (SPECIFY: _____)
 9. UNKNOWN
10. What kind of childcare service, kindergarten, or nursery does the child attend? Is it...
 1. public [COUNTRIES CAN SPECIFY A LIST OF AVAILABLE SERVICES¹⁰],
 2. private,
 3. church, or
 4. some other kind of nongovernment facility? (SPECIFY: _____)
 9. UNKNOWN
11. Who regularly drops off and pickups up the child from the childcare service, kindergarten, or nursery? Is it the...
 1. mother,
 2. father,
 3. another relative,
 4. a nonrelative who is the child's legal guardian,
 5. or another non-relative?
 9. UNKNOWN
12. What is the main form of transportation the child uses to go to and from this place? Is it by...
 1. walking,

¹⁰ See Chapter 5, Table 5.1 for the list of government programs and childcare services in each country.

- 2. public transportation,
- 3. school bus,
- 4. private car,
- 5. animal cart,
- 6. boat, or
- 7. some other form of transportation? (SPECIFY: _____)
- 9. UNKNOWN

13. About how much does the household spend on the child's childcare transportation on a monthly basis?
 _____ [ADD LOCAL DENOMINATION] (DO NOT ENTER A RANGE)
 9999999. UNKNOWN

14. About how many minutes does it usually take to travel from the child's home to the childcare location?
 _____ NUMBER OF MINUTES (DO NOT ENTER A RANGE)
 999. UNKNOWN

15. About how many minutes does it take to travel from the childcare location to the mother's place of employment?
 _____ NUMBER OF MINUTES (DO NOT ENTER A RANGE)
 888. MOTHER IS NOT EMPLOYED
 999. UNKNOWN

16. Which days of the week does the child go to the childcare service, kindergarten, or nursery? (READ AND RECORD AN ANSWER SEPARATELY FOR EACH DAY)
- 15a. Monday? 1. YES 2. NO 9. UNKNOWN
 - 15b. Tuesday? 1. YES 2. NO 9. UNKNOWN
 - 15c. Wednesday? 1. YES 2. NO 9. UNKNOWN
 - 15d. Thursday? 1. YES 2. NO 9. UNKNOWN
 - 15e. Friday? 1. YES 2. NO 9. UNKNOWN
 - 15f. Saturday? 1. YES 2. NO 9. UNKNOWN
 - 15g. Sunday? 1. YES 2. NO 9. UNKNOWN

17. During which times of the day does the child normally attend childcare service, kindergarten, or nursery? (ENTER EACH TIME AND CIRCLE AM OR PM)
 STARTING TIME: _____ AM PM
 FINISHING TIME: _____ AM PM
 9999. UNKNOWN

18. For how many hours a day does the child normally attend childcare service, kindergarten, or nursery?
 _____ NUMBER OF HOURS PER DAY (DO NOT ENTER RANGE)
 99. UNKNOWN

19. For how many months of the year does the child go to childcare services, kindergarten or nursery?
_____ NUMBER OF MONTH PER YEAR (DO NOT ENTER RANGE)

99. UNKNOWN

20. And, does the household pay (any other) a monthly childcare fee?

1. YES (ASK QUESTION 20b)
2. NO (SKIP TO QUESTION 21)
9. UNKNOWN

20b. About how much is that fee?

_____ AMOUNT OF FEE [ADD LOCAL DENOMINATION] (DO NOT ENTER RANGE)

999999. UNKNOWN

21. Did the household have to pay a one-time-only enrollment/registration/inscription fee during this school year?

1. YES (ASK QUESTION 21b)
2. NO (SKIP TO QUESTION 22)
9. UNKNOWN

21b. About how much was that fee?

_____ AMOUNT OF FEE [ADD LOCAL DENOMINATION] (DO NOT ENTER RANGE)

999999. UNKNOWN

22. Did the household have to pay for childcare uniforms during this school year?

1. YES (ASK QUESTION 22b)
2. NO (SKIP TO QUESTION 23)
9. UNKNOWN

22b. About how much was that fee?

_____ AMOUNT OF UNIFORM FEE [ADD LOCAL DENOMINATION]

999999. UNKNOWN

23. Did the household have to pay for books, school supplies, or grooming items during this school year?

1. YES (ASK QUESTION 23b)
2. NO (SKIP TO QUESTION 24)
9. UNKNOWN

23b. About how much was that?

_____ AMOUNT OF FEE [ADD LOCAL DENOMINATION]

999999. UNKNOWN

24. Does the household pay a monthly meal fee for childcare?

1. YES (ASK QUESTION 24b)
 2. NO (SKIP TO QUESTION 25)
 9. UNKNOWN
- 24b. About how much is that?
 _____ AMOUNT OF FEE [ADD LOCAL DENOMINATION]
 999999. UNKNOWN
25. Did the household pay any other monthly amount to the childcare service, kindergarten or nursery?
1. YES (ASK QUESTION 25b)
 2. NO (SKIP TO NEXT QUESTIONNAIRE MODULE)
 9. UNKNOWN
- 25b. About how much was that?
 _____ AMOUNT OF FEE [ADD LOCAL DENOMINATION]
 999999. UNKNOWN

TO BE ASKED TO EVERYBODY

26. What is the quality of the care your child receives now?
1. VERY GOOD
 2. GOOD
 3. FAIR
 4. POOR
 5. VERY POOR
 9. UNKNOWN
27. How important is each of the following in choosing your child's caregiver/childcare facility? (**INCLUDE UNKNOWN AS CHOICE**)
 SCALE: 1. NOT AT ALL IMPORTANT 10. EXTREMELY IMPORTANT
 99. UNKNOWN
- 26a. The number of children per adult
- 26b. Warm and loving environment
- 26c. Flexible or convenient hours
- 26d. Training and credentials of the staff
- 26e. Rate of provider turnover or changes in staff
- 26f. Physical facilities and equipment for play and learning
- 26h. A convenient location
- 26i. The cost
- 26j. Child health and safety
- 26k. The provider is someone you know and trust
- 26l. Educational and stimulating activities or programs
- 26m. The provider enrolls children with special needs
- 26n. The provider accepts infants
- 26o. Communication with parents

7. Conclusions

Based on the available information over a decade of household surveys, this paper has presented comparable estimations of the proportion of children using formal childcare –understood as any non-parental formal arrangement for care and education of children between 0 and 5 years- in Latin America and the Caribbean. The estimates show that attendance to childcare centers is low compared with current figures in OECD countries for example, in particular for the younger children. In addition, the proportion of children attending childcare programs is generally much higher among the well-off households and those with more educated parents.

Having comparable estimations of childcare use is very important to evaluate the prominence and reach of existing policies of childcare provision and subsidy; but certainly by themselves these estimations do not answer whether existing programs in the different countries fall short or, on the contrary, there is excess supply. The proportion of children using childcare is the result of a combination of factors that influence demand and supply in each country. Job opportunities for mothers and fathers, duration of maternity and parental leaves (if any), the age for mandatory schooling, the availability of alternative care givers (grandparents and other family members), or the characteristics of available formal childcare options, they all play a role in determining parents' decisions about care of children 0 to 5.

The review of existing household surveys and other specialized longitudinal surveys that include childcare related questions for children from birth to the schooling age reveals different areas for improvement. First, surveys and questionnaires are often conceived only for school aged children, and only special editions of general surveys (ex. Household surveys) or very specific surveys (ex. ELPI in Chile) will include modules on care and education of very young children. As a consequence, we know very little about young children and their care arrangements, given that surveys tend to privilege school aged children. Second, in those surveys in which information about care arrangements is asked to respondents, questionnaires are often limited to a few dimensions of childcare use. Not only questionnaires are limited in scope, but also in some cases they are only asked to a specific sample of the population (for example, only workers in the case of the ENOE in Mexico). Finally, there are also important methodological issues regarding missing values and the possibility to link in several cases the mothers with their children, which makes it hard to understand patterns of childcare use by different characteristics of the mother.

Many countries in the region are missing fundamental data to make cost-effective decisions about provision or expansion of formal care services for children and their families. Policy makers need consistent and regularly updated diagnostics about key aspects of childcare demand. To support this process, we have proposed a module on childcare applicable through already proved instruments of data gathering. In relative terms, the investment for getting more and better information should be

negligible if we consider that household surveys are already in place, and that potential benefits in terms of reaching the intended population of public programs could be substantial.

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Annex. Questionnaires

Table A1. Questionnaire on early childhood care and education in Encuesta Permanente de Hogares Continua (EPHC), 2013, Argentina.

Questionnaire Numbering	Text
Personas de 2 años y más	
ch10	¿Asiste o asistió a algún establecimiento educativo?
ch11	Ese establecimiento es... <i>Público/Privado</i>
ch12	¿Cuál es el nivel más alto que cursa o cursó? Jardín, Preescolar /Primario/ EGB/ Secundario/ Polimodal / Terciario/ Universitario/ Posgrado Univ/ Educación especial (discapacitado)
ch13	¿Finalizó ese nivel?

Table A2. Questionnaire on early childhood care and education in Encuesta de Hogares, 2012, Bolivia

Questionnaire Numbering	Text
Sólo para personas menores de 6 años:	
s3_29	Durante este año, ¿(...) asiste o asistió a algún centro infantil o de aprendizaje temprano? (No incluye pre kínder ni kínder) <i>Si/No</i>
s3_30	¿A qué tipo de establecimiento asiste (...)? <i>Centro infantil público o de convenio/Centro infantil privado</i>

Table A3. Questionnaire on early childhood care and education in Pesquisa Nacional por Amostra de Domicílios (PNAD), 2012, Brazil

Questionnaire Numbering	Text
Para todos los habitantes del hogar:	
v0602	___ frequenta escola ou creche? Sim/Não
v6002	A escola ou creche que ___ frequenta é: <i>Pública/Privada</i>
v6020	A escola pública que ___ frequenta é: <i>Municipal/Estadual/Federal</i>

Table A4. Questionnaire on early childhood care and education in Encuesta de Caracterización Económica (CASEN), 2011, Chile

Questionnaire Numbering	Text
	Para todos los habitantes del hogar
e3	Asiste actualmente a algún establecimiento educacional, jardín infantil, sala cuna u otro programa preescolar no convencional? <i>Si/No</i>
e4	(Personas de 0 a 6 que No asisten) Cuál es la principal razón por la cual no asiste actualmente a un jardín infantil, sala cuna, programa preescolar no convencional o algún establecimiento educacional? <i>No es necesario porque lo(a) cuidan en la casa/No me parece necesario que asista a esta edad/Desconfío del cuidado que recibiría/Se enfermaría mucho/Tiene una discapacidad o requiere establecimiento de educación especial/Dificultad económica/No me alcanza el puntaje de la Ficha de Protección Social (FPS) para postular/ No hay matrícula (vacantes) o no lo aceptan/No existe establecimiento cercano/ Dificultad de acceso o movilización/Otra razón. Especifique</i>
e8	e8. Indique el establecimiento educacional, sala cuna o jardín infantil al cual asiste actualmente (Año 2011).
e9	e9. ¿Cuál es la dependencia administrativa del establecimiento? Municipal/Particular Subvencionada/Corporación de Administración Delegada/Particular no Subvencionada/JUNJI/INTEGRA/Jardín infantil o sala cuna del trabajo de la madre o del padre/Universidad del Consejo de Rectores/Universidad Privada/Instituto Profesional/ Centro de Formación Técnica/No sabe

Table A5. Questionnaire on early childhood care and education in Encuesta Longitudinal de la Primera Infancia, 2012, Chile

Questionnaire Numbering	Text
e2	¿Existe/Existía cerca de su trabajo un establecimiento de educación preescolar o parvulario entre los (...) ¹¹ ?
e3	¿En la empresa que usted trabaja o trabajaba había Sala Cuna y/o Jardín Infantil entre los (...)?
e6	¿Quién cuidó o cuida la mayor parte del tiempo al (a la) niño(a) entre los (...)?: <i>Ud. Lo cuidaba, no trabajaba antes de tenerlo/ Ud.lo cuidaba, dejó de trabajar para cuidarlo en ese periodo/ Ud. lo cuidaba, trabajaba en la casa/ Ud. lo cuidaba, trabajaba medio tiempo/ Ud. lo cuidaba, salía a trabajar con él/ Ud. lo cuidaba, estaba con prenatal/ Ud. lo cuidaba, estaba con postnatal/ Ud. Lo cuidaba, estaba con licencia por enfermedad del(de la) niño(a)/ El padre del(de la) niño(a)/ Hermanos del(de la) niño(a)/ Hermanas del(de la) niño(a)/ Abuela del(de la) niño(a)/ Servicio doméstico/ Se quedaba solo en la casa/ Vecinos/ Sala Cuna/ Jardín Infantil/ Otro familiar/ Otro no familiar</i>
e7	¿Envío al(a la) niño(a) seleccionado(a) a algún establecimiento educacional entre los (...)? <i>Sí, sala cuna/Sí, jardín infantil/Sí, escuela-colegio/No</i>
e8	¿Cuánto tiempo envió al(a la) niño(a) seleccionado(a) al establecimiento

¹¹ El módulo está organizado por tramos de edad del niño. De esta forma, la pregunta se hace para cada uno de los tramos de edad en la encuesta: 0-3m, 3-6m, 6-12m, 12-18m, 18-24m, 2-3a, 3-4a, 4-5a

	educacional entre los (...)? Registrar meses y semanas
e9	¿Cuántos establecimientos educacionales utilizó entre los (...)?: <i>Un establecimiento/ Más de un establecimiento</i>
e10	Indique por que utilizó mas de un establecimiento entre los (...): <i>Descontento con la calidad de la infraestructura/ Descontento con la calidad del personal (parvularias)/ Descontento con los horarios/ Descontento con la ubicación del establecimiento/ Descontento con el comportamiento de los compañeros de mi hijo(a)/ Cambio de domicilio/ Otra razón</i>
e10 esp	Especificar otra razón
e11	Existe/existía cerca de su barrio un establecimiento de educación pre-escolar o parvulario entre los (...)? Respuesta múltiple: <i>Sí, sala cuna/ Sí, jardín infantil/ Sí, escuela-colegio/ No/ No sabe</i>
e12	¿Qué tipo de establecimiento educacional utiliza/utilizó entre los (...)?: <i>Municipal/ Particular Subvencionada/ Corporación de Administración Delegada/ Particular Pagado/ JUNJI/ INTEGRA/ Jardín Infantil o Sala Cuna del trabajo de la madre o del padre/ Jardín Infantil o Sala Cuna financiado por el empleador/ Otra</i>
e13	¿Cuál es el nombre del establecimiento educacional que utiliza/utilizó entre los (...)?
e14a	¿Cuál es la dirección del establecimiento educacional que utiliza/utilizó entre los (...)?
e14b	¿Cuál es la comuna del establecimiento educacional que utiliza/utilizó entre los (...)?
e15a	¿En qué horario asiste o asistía el (la) niño(a) al establecimiento educacional entre los (...)?: <i>Mañana/Tarde/Todo el día</i>
e15b	¿En que días asiste o asistía el (la) niño(a) al establecimiento educacional entre los (...)?: <i>De lunes a viernes/ De lunes a sábado/ De lunes a domingo/ Sólo fines de semana/ Otro</i>
e16	¿Es o era el horario del establecimiento educacional compatible con la jornada que Ud. trabaja, trabajaba o desearía trabajar entre los (...)?: <i>Sí/ No, sólo atienden en las mañanas/ No, sólo atienden en las tardes/ No, cierran muy temprano/ No, abren muy tarde/ No aplica</i>
e17	¿El acceso del establecimiento educacional ha facilitado su opción de salir a trabajar entre los (...)?
e18	¿Por qué el acceso al establecimiento educacional NO ha facilitado su opción de salir a trabajar entre los (...)?: <i>Porque no desea trabajar/ Porque el horario no es compatible con los horarios de los empleos que le interesan/ Porque prefiere cuidarlo(a) ella/ Porque su marido-pareja considera que debe preocuparse del cuidado de sus hijos(as)/ Porque se encontraba estudiando/ Porque cuida/cuidaba a otros hijos/ Porque se encontraba buscando trabajo/ Porque cuida/cuidaba a un enfermo o adulto mayor/ Porque lo(a) cuida otro familiar/ Otro</i>
e19	¿En vacaciones de invierno o verano tenía acceso a dejar al (a la) niño(a) en el establecimiento educacional entre los (...)?
e20	¿Cuál fue la principal razón por la que envió al(a la) niño(a) seleccionado(a) al establecimiento educacional entre los (...)?: <i>Tenía Que trabajar y preferí una Sala Cuna o Jardín Infantil/ Tenía que trabajar y no podía pagar para que lo cuidaran en casa/ Tenía que trabajar y no tenía familiares que me ayudaran/ Si bien yo no trabajaba, confiaba que el establecimiento ofreciera mejores condiciones que las que tendría en la casa/ Para poder buscar trabajo-estudiar/ Recomendación del pediatra/ Para que sociabilizara con</i>

	<i>otros(as) niños(as)/ Para estimular su aprendizaje/ Empezó el año escolar/Otra razón</i>
e21	¿Cómo evalúa la experiencia del establecimiento educacional con nota de 1 a 7 en que 1 es pésimo y 7 es excelente, en los siguientes aspectos entre los (...)? 1. Infraestructura del establecimiento educacional; 2. Limpieza del establecimiento educacional; 3. La calidad y preparación de los docentes/profesores; 4. La educación que recibió el(la) niño(a); 5. Los horarios de funcionamiento del establecimiento educacional; 6. Ubicación del establecimiento; 7. La preocupación del establecimiento por mantener informados a los apoderados sobre los resultados de aprendizaje de los estudiantes; 8. La preocupación del establecimiento por mantener informados a los apoderados sobre el funcionamiento general del establecimiento
e22	Indique las 3 principales razones por las que NO dejó o deja al(a la) niño(a) seleccionado(a) entre los (...) en el establecimiento educacional. Respuesta múltiple: <i>No necesito usar el establecimiento. Yo cuido a mis hijos(as)/ No necesito usar el establecimiento. Un familiar cuida a mi hijo(a)/ No necesito usar el establecimiento. Prefiero pagarle a un tercero (no familiar) para que cuide a mi hijo(a)/ Necesito enviarlo a un establecimiento, pero las matrículas y mensualidades son caras/ No confío o no me gustan los establecimientos/ Necesito enviarlo a un establecimiento, pero este está muy lejos, hay problema de traslado/ Necesitaba un establecimiento, pero ninguno tiene la calidad adecuada/ Prefiero no utilizar un establecimiento pues los niños se enferman en los establecimientos/ Niño(a) muy pequeño(a)/ Necesito establecimientos, pero tengo incompatibilidad de horario con mi jornada laboral/ Mi cónyuge prefiere que el(la) niño(a) no asista al establecimiento/ No existían en esa época/ No existían establecimientos gratuitos/ Por problemas de salud del(de la) niño(a)/ Otra razón</i>

Table A6. Questionnaire on early childhood care and education in Encuesta de la Calidad de Vida (ENCV), 2011, Colombia

Questionnaire Numbering	Text
	Menores de 5 años
p6176	¿Dónde o con quién permanece.... durante la mayor parte del tiempo entre semana? <i>Asiste a un hogar comunitario, guardería o jardín/Con su padre o madre en la casa/Con su padre o madre en el trabajo/Con la empleada o niñera en la casa/Al cuidado de un pariente de 18 años o más/Al cuidado de un pariente menor de 18 años/En casa solo/Otro, ¿cuál?</i>
p8562	¿Cuál es la razón principal por la cual... no asiste a una guardería, hogar comunitario o jardín? <i>No hay una institución cercana/Es muy costoso/No encontró cupo/Prefiere que no asista todavía/Tiene un familiar en la casa que lo cuida/Considera que no está en edad de asistir o es recién nacido/Otra, ¿cuál?</i>
p6165	¿A qué tipo de jardín infantil, hogar comunitario, guardería o jardín asiste? <i>Hogar comunitario de Bienestar Familiar/Guardería hogar infantil o jardín de Bienestar Familiar/Otra guardería jardín oficial/Guardería o jardín privado</i>
p4695	¿Qué medio de transporte utiliza para ir a la institución a la que asiste? <i>Vehículo particular /Transporte escolar (ruta escolar)/Transporte público /A pie/Otro</i>
p6167	¿Cuántos minutos gasta para ir a la institución a la que asiste?
p6169	Durante este año escolar pagó matrícula para ...? <i>Si/No</i>
p6169s1	Valor
p8564	Durante este año escolar el hogar: pagó uniformes para ...? <i>Si/No</i>
p8561s1	Valor
p8566	Durante este año escolar el hogar: Pagó en el establecimiento educativo libros, útiles escolares y elementos de aseo para ...? <i>Si/No</i>
p8566s1	Valor
p8568	Durante este año escolar el hogar: Pagó en el establecimiento educativo libros, útiles escolares por fuera del establecimiento para ...? <i>Si/No</i>
p8568s1	Valor
p8570	El hogar: paga pensión o cuota de participación para ...? <i>Si/No</i>
p8570s1	Valor
p8572	El hogar: paga transporte para ...? <i>Si/No</i>
p8572s1	Valor
p8574	El hogar: paga al establecimiento alimentación para ...? <i>Si/No</i>
p8574s1	Valor
p8576	El mes pasado se hicieron pagos para ... por algún otro concepto en este establecimiento? <i>Si/No</i>
p8576s1	Valor
p8578	Recibe almuerzo en el establecimiento en forma gratuita o por un pago simbólico? <i>Si/No</i>
p8578s1	Valor que paga diario
p8578s2	Si lo tuviera que comprar en otra parte cuanto pagara al día por lo que recibe? <i>Si/No</i>
p8580	Recibe medias nuevas (Onces, el algo, refrigerio) en el establecimiento en forma gratuita o por pago simbólico? <i>Si/No</i>
p8580s1	Valor que paga diario
p8580s2	Si lo tuviera que comprar en otra parte cuanto pagara al día por lo que recibe?

Table A7. Questionnaire on early childhood care and education in Encuesta de la Calidad de Vida (ENCV), 2013, Colombia

Questionnaire Numbering	Text
	Menores de 5 años
p6176	¿Dónde o con quién permanece.... durante la mayor parte del tiempo entre semana? <i>Asiste a un hogar comunitario, guardería o jardín/Con su padre o madre en la casa/Con su padre o madre en el trabajo/Con la empleada o niñera en la casa/Al cuidado de un pariente de 18 años o más/Al cuidado de un pariente menor de 18 años/En casa solo/Otro, ¿cuál?</i>
p6176s1	¿Cuál?
F2	¿La persona con quien permanece... asiste o ha asistido a algún proceso de formación o acompañamiento para la crianza?
p8562	¿Cuál es la razón principal por la cual... no asiste a una guardería, hogar comunitario o jardín? <i>No hay una institución cercana/Es muy costoso/No encontró cupo/Prefiere que no asista todavía/Tiene un familiar en la casa que lo cuida/Considera que no está en edad de asistir o es recién nacido/ Otra, ¿cuál?</i>
p53	¿A qué tipo de jardín infantil, hogar comunitario, guardería o jardín asiste? <i>Hogar comunitario de Bienestar Familiar/Guardería hogar infantil o jardín de Bienestar Familiar/Otra guardería jardín oficial/Guardería o jardín privado</i>
p8578	... recibe almuerzo en el establecimiento en forma gratuita o por un pago simbólico
p8578s1	¿Valor que paga diario?
p8578s2	¿Si lo tuviera que comprar en otra parte cuánto pagaría al día por lo que recibe?
p8580	¿... recibe medias nuevas (onces, el algo, refrigerio) en el establecimiento en forma gratuita o por un pago simbólico?
p8580s1	¿Valor que paga diario?
p8580s2	¿Si lo tuviera que comprar en otra parte cuánto pagaría al día por lo que recibe?
F9	¿Con quién permanece... después de asistir al hogar comunitario, guardería, jardín o centro de desarrollo infantil, o durante la mayor parte del tiempo entre semana? <i>Una persona de este hogar (Nro. De orden) /Una persona de otro hogar (Hombre, mujer).</i>
F10	¿Cuántos años tiene esta persona?
F11	¿Cuál es el nivel educativo de esta persona? <i>Algunos años de primaria/Toda la primaria/Algunos años de secundaria/Toda la secundaria/Uno o más años de técnica o tecnológica/Técnica o tecnológica completa/Uno o más años de universidad / Universitaria completa /Ninguno /No sabe</i>
F12	¿Cuáles de las siguientes actividades realiza esta persona con...? <i>Leer libros de cuentos o historias o mirar libros de dibujos/ Contarle cuentos o relatos/Realizar actividades artísticas o manualidades/Cantar canciones o tocar algún instrumento musical/ Realizar juegos y rondas/ Salir al parque/Ver televisión/Realizar alguna actividad deportiva/Otras, ¿cuáles?/ Ninguna</i>
F12A	¿Con qué frecuencia realiza estas actividades? <i>Todos los días/ Al menos una vez a la semana, pero no cada día/Al menos una vez al mes, pero no cada semana/Al menos una vez al mes, pero no todos los meses</i>

Table A8. Questionnaire on early childhood care and education in Encuesta Nacional de Hogares (ENAH), 2012, Costa Rica

Questionnaire Numbering	Text
a9a-a9c	¿Durante este año algún miembro del hogar ha recibido servicios del CEN-CINAL?: <i>Atención en el centro infantil durante todo el día/ Comidas servidas/Paquete alimentario/Leche/No ha recibido</i>
Para personas de 2 años o más	
a14	¿Asiste (nombre) a: <i>maternal, prekinder?/preparatoria? /escuela? /colegio?/parauniversitaria?/universitaria?/enseñanza especial?/educación abierta?/Otro tipo de formación/No asiste</i>
a15	¿Cuál es el último grado o año aprobado?
a16	El centro educativo al que asiste (o asistió) es o era: <i>público/semipúblico o semioficial/ privado/Nunca ha asistido</i>
a19	¿Durante este año (nombre) ha asistido regularmente al comedor estudiantil?
a20	¿Durante este año (nombre) ha recibido transporte gratuito del Ministerio de Educación (MEP)?
a20a	¿Durante este año (nombre) ha recibido textos educativos gratuitos del Ministerio de Educación (MEP)?
Personas de 5 a 24 años con códigos 0, 8 y 9 en pregunta a14	
a18	¿Por qué motivo no asiste (nombre) a la preparatoria, escuela, colegio, o universidad?: <i>Tiene que trabajar /Prefiere trabajar/Tiene que cuidar niños, ancianos u otras personas/Tiene que ayudaren oficios domésticos/No puede pagar los estudios/ Problemas de acceso al sistema escolar /Le cuesta el estudio/No está interesado en el aprendizaje formal / Embarazo o matrimonio/ Enfermedad o discapacidad /No tiene edad/Falta ganar pruebas del MEP-exámenes de admisión/ Otro</i>

Table A9. Questionnaire on early childhood care and education in Encuesta de Condiciones de Vida, 2006, Ecuador

Questionnaire Numbering	Text
Para todos los niños y niñas menores de 5 años	
ps01 ¹²	... asiste a algún programa o servicio de desarrollo infantil (guardería)?
ps02	El programa o servicio de desarrollo infantil (guardería) donde acude ... es: <i>Del MBS-ORI/ Del MBS-Programa Nuestros Niños (PNN)/Del INNFA / De otras instituciones públicas/Privada/ De la Iglesia/ De una Fundación-ONG</i>
ps03a	¿Cuántos días a la semana asiste... al servicio de desarrollo infantil (guardería)?
ps03b	¿Cuántas horas al día asiste... al servicio de desarrollo infantil (guardería)?
ps04	¿Con quién permanece... la mayor parte del tiempo entre semana?: <i>Madre/ Padre / Abuelos o tíos / Miembros del Hogar de 10 años y más / Miembros del Hogar menores de 10 años /Otros familiares, vecinos o amigos / Empleada o niñera / Se queda solo/ Centro de Desarrollo Infantil (guardería)</i>
pe01	En el presente año escolar ... se matriculo o se inscribió en: <i>Guardería, maternal o parvulario/ pre kínder/ Kínder o jardín de infantes(1ro de básica)/No se matriculó</i>
pe02	El establecimiento donde se matriculo o inscribió... es: <i>Fiscal o del Estado/Particular o privado/Municipal, Consejo provincial, Fiscomisional, JBG.</i>
pe03a	¿Durante los últimos 12 meses pagó por la matricula o inscripción de ...?
pe03b	¿Cuánto?
pe04a	¿Durante los últimos 12 meses pagó por cuota al comité central de padres de familia de ...?
pe04b	¿Cuánto?
pe05a	¿Durante los últimos 12 meses pagó por uniformes de ...?
pe05b	¿Cuánto?
pe06a	¿Durante los últimos 12 meses pagó por textos, útiles y materiales de ...?
pe06b	¿Cuánto?
pe07a	¿Durante el mes pasado pagó por pensión escolar de ...?
pe07b	¿Cuánto?
pe08a	¿Durante el mes pasado pagó o gastó por material escolar de ...?
pe08b	¿Cuánto?
pe09a	¿Durante el mes pasado pagó por transporte escolar de ...?
pe09b	¿Cuánto?
pe10a	¿Durante el mes pasado pagó por cuotas u otros conceptos referentes a la educación de ...?
pe10b	¿Cuánto?
Para todas las personas de 5 años y más	
pe16	Se matriculó o inscribió... en el presente año escolar en: <i>Educación básica/Primaria/Educación media o bachillerato/Secundaria/Post-bachillerato/Universidad/Post grado/No se matriculó.</i>
pe28	El establecimiento donde se inscribió o matriculó es: <i>Fiscal o del Estado/Particular o privado/ Municipal, Consejo provincial, Fiscomisional,</i>

¹² Los números de las preguntas corresponden al archivo e5r_per.dta en la carpeta de datos de RES (link: \\Yessenial\s\Data.idb\ARM\ECU\ECV\2006\Datos_originales)

	<i>JBG.</i>
pe31	La jornada a la que asiste... es en: <i>La mañana/La tarde/La noche/Dos jornadas/Jornada integral.</i>
pe32a	¿Cuánto tiempo demora... en trasladarse desde la casa al establecimiento educativo? (horas)
pe32b	¿Cuánto tiempo demora... en trasladarse desde la casa al establecimiento educativo? (minutos)
pe33	Principalmente ¿cómo se traslada..., desde la casa al Establecimiento Educativo?: <i>Bus, taxi, camioneta de servicio público/En vehículo de uso particular/En transporte escolar/Camina/En animales/En bicicleta/En canoa o gabarra.</i>
pe37a	¿Durante los últimos 12 meses pagó por la matrícula o inscripción de...?
pe37b	¿Cuánto?
pe38a	¿Durante los últimos 12 meses pagó por uniformes de...?
pe38b	¿Cuánto?
pe39a	¿Durante los últimos 12 meses pagó por textos, útiles y materiales de...?
pe39b	¿Cuánto?
pe40a	¿Durante el mes pasado pagó por pensión escolar de ...?
pe40b	¿Cuánto?
pe41a	¿Durante el mes pasado pagó o gastó por material escolar de ...?
pe41b	¿Cuánto?
pe42a	¿Durante el mes pasado pagó por transporte escolar de ...?
pe42b	¿Cuánto?
pe43a	¿Durante el mes pasado pagó por cuotas u otros conceptos referentes a la educación de ...?
pe43b	¿Cuánto?
pe44	¿Por qué razón... no se matriculó en el presente año escolar?: <i>Edad/Falta de dinero/Trabajo/Lab. Domésticas/Terminó estudios/No le interesa/Enfermedad/Embarazo/Discapacidad/Otro</i>

Table A10. Questionnaire on early childhood care and education in Encuesta de Hogares de Propósitos Múltiples (EHPM), 2012, El Salvador

Questionnaire Numbering	Text
	De 0 a 3 años / Todas las edades
R201B	Asiste (...) a un centro de educación inicial? <i>Si/No</i>
R201C	El centro de educación inicial al que asiste (...) es: <i>Público/Privado/CDI/ONGs</i>
R203	Estudia (...) actualmente? <i>Si/No</i>
R204	Qué nivel cursa o asiste (...) actualmente? <i>Educación inicial/Parvularia/Básica/Media/Superior universitario/Curso de Nivelación/Superior no universitario/Educación especial/Otros</i>

Table A11. Questionnaire on early childhood care and education in Encuesta de Condiciones de Vida, 2011, Guatemala

Questionnaire Numbering	Text
p05a01	¿Con quién permaneció (...) la mayor parte del tiempo, la semana pasada? <i>Madre en casa/padre en casa/madre en el trabajo/padre en el trabajo/madre y padre en casa/miembro del hogar/empleada o niñera/familiar no miembro del hogar/vecinos y amigos/guardería/Casa del niño/Hogar comunitario/solo/otro</i>
p06a01	Para el presente año escolar ¿inscribieron a (...) en? <i>Guardería/prekínder/kínder/párvulos/preparatoria/Primaria/No lo inscribieron</i>
p06a02	El plantel educativo donde inscribieron a (...) es... <i>Ministerio educación/Otra institución de Gobierno Central/Municipal/Cooperativa/Comunitario/Privado/ONG/Otra ¿cuál?</i>
p06a03a	Para el presente año escolar, ¿pagó por la inscripción o matrícula de (...)? <i>Si/No</i>
p06a03b	¿Cuánto pagó en total?
p06a04a	Para el presente año escolar, ¿compró uniformes para (...)? <i>Si/No</i>
p06a04b	¿Cuánto pagó en total?
p06a05a	Al inicio del presente año escolar, ¿compró libros, útiles y materiales para (...)? <i>Si/No</i>
p06a05b	¿Cuánto pagó en total?
p06a06a	Para el presente año escolar, ¿Está pagando por la mensualidad escolar o colegiatura de (...)? <i>Si/No</i>
p06a06b	¿Cuánto pagó en total?
p06a07a	Para el presente año escolar ¿está pagando por el transporte de (...) para asistir al plantel educativo? <i>Si/No</i>
p06a07b	¿Cuánto pagó en total?
p06a08a	Sin incluir lo comprado al inicio del presente año escolar, ¿ha tenido gastos mensuales por la compra de materiales y útiles escolares que le piden a (...)? <i>Si/No</i>
p06a08b	¿Cuánto gasta en promedio al mes?
p06a09a	Para el presente año escolar, ¿ha tenido gastos diferentes a los anteriores por la educación de (...)? <i>Si/No</i>
p06a09b	¿Cuánto gasta en promedio al mes?

Table A12. Questionnaire on early childhood care and education in Encuesta Nacional de Condiciones de Vida, 2004, Honduras

Questionnaire Numbering	Text
s4p01	¿Con quién permaneció (NOMBRE) la mayor parte del tiempo la semana pasada? <i>Con la mamá en la vivienda/Con el papá en la vivienda/Con la mamá en el trabajo/Con el papá en el trabajo/Miembro del hogar de 15 años o más/Miembro del hogar menor de 15 años/Empleada o niñera/Familiar no miembro del hogar/Vecinos o amigos/Guardería/Solo/Otro</i>
s4p02	¿Asistió o está asistiendo (NOMBRE) en el presente año a un? <i>Comedor infantil/Guardería CAIN/ Maternal/Nursery/Jardín de niños/CEPENF/CCEPREB/PROHECO/Escuela Primaria/Se matriculó pero no asiste/No se matriculó/Ninguno</i>
s4p03	¿Cuál es la razón principal por la que (NOMBRE) no asistió a un Jardín de Niños, guardería o comedor infantil? <i>No tenía suficiente edad/No lo necesita/Está lejos de la casa/No hay centro/No tiene quien lo lleve/Problemas familiares/Problemas económicos/Inseguridad ciudadana/Matrícula cerrada/Otro</i>
s4p04	El Jardín de Niños, guardería, comedor infantil donde asiste (NOMBRE) es: <i>Público/semioficial/privado/Otro</i>
s4p05	¿Cuántas horas al día permanece (NOMBRE) allí?
s4p06	¿(NOMBRE) recibe merienda en este centro infantil? <i>Si/No</i>
s4p06a	¿Qué tipo de merienda recibe? <i>Leche/Galleta/Desayuno escolar/Jugo/Otro</i>
s4p07	¿La merienda que recibe (NOMBRE) es gratuita? <i>Si/No</i>
s4p07a	La recibió todos los días o algunos días en la última semana que (NOMBRE) asistió? <i>Todos los días/Alguno días/Ningún día</i>
s4p08	Si usted tuviera que comprar esa merienda que le dan a (NOMBRE) cuanto hubiera gastado el mes pasado?
s4p09	¿Qué institución se la proporcionó?
s4p10	¿Cuánto pagó el mes pasado por la merienda que recibió (NOMBRE)?
s4p11	En este centro infantil (NOMBRE) recibe algún tipo de enseñanza como: <i>Prekínder/Kínder/Preparatoria/Estimulación temprana/Solo cuidados/Ninguno</i>
s4p12a	Utilizando fondos propios, ¿cuánto pagó el mes pasado por (NOMBRE) en colegiatura?
s4p12b	Utilizando fondos propios, ¿cuánto pagó el mes pasado por (NOMBRE) en transporte?
s4p12c	Utilizando fondos propios, ¿cuánto pagó el mes pasado por (NOMBRE) en otros gastos?
s4p13a	Utilizando fondos propios, ¿cuánto pagó en el presente año escolar por (NOMBRE) en inscripción?
s4p13b	Utilizando fondos propios, ¿cuánto pagó en el presente año escolar por (NOMBRE) en matrícula?
s4p13c	Utilizando fondos propios, ¿cuánto pagó en el presente año escolar por (NOMBRE) en materiales y útiles escolares?
s4p13d	Utilizando fondos propios, ¿cuánto pagó en el presente año escolar por (NOMBRE) en uniformes?
s4p13e	Utilizando fondos propios, ¿cuánto pagó en el presente año escolar por (NOMBRE) en vigilancia y aseo?
s4p13f	Utilizando fondos propios, ¿cuánto pagó en el presente año escolar por

	(NOMBRE) en cuota de asociación?
s4p13g	Utilizando fondos propios, ¿cuánto pagó en el presente año escolar por (NOMBRE) en otros costos anuales?
s4p14	¿Recibió alguna donación para la educación de (NOMBRE) en el presente año?
s4p15a	¿Cuál fue el valor donado el mes pasado para (NOMBRE) en mensualidad?
s4p15b	¿Cuál fue el valor donado el mes pasado para (NOMBRE) en transporte?
s4p15c	¿Cuál fue el valor donado el mes pasado para (NOMBRE) en otros costos?
s4p16	¿Qué institución se la donó?
s4p17a	¿Cuál fue el valor donado el presente año escolar para (NOMBRE) en inscripción?
s4p17b	¿Cuál fue el valor donado el presente año escolar para (NOMBRE) en matrícula?
s4p17c	¿Cuál fue el valor donado el presente año escolar para (NOMBRE) en material y útiles escolares?
s4p17d	¿Cuál fue el valor donado el presente año escolar para (NOMBRE) en uniformes?
s4p17e	¿Cuál fue el valor donado el presente año escolar para (NOMBRE) en otro costo anual?
s4p18	¿Qué institución se la donó?
s4p19	Este hogar realiza algún otro aporte al centro infantil en el presente año escolar como: trabajo, alimentos ambos, otros
s4p20a	¿Qué distancia hay de su vivienda al centro educativo donde asiste (NOMBRE)? (Cantidad)
s4p20b	¿Qué distancia hay de su vivienda al centro educativo donde asiste (NOMBRE)? (unidad de longitud)
s4p21	¿Qué medio de transporte utiliza normalmente para llegar al centro educativo? <i>A pie/bestia o caballo/Carreta de bueyes o caballo/Lancha o bote o panga o cayuco/bicicleta/vehículo público/vehículo privado/transporte escolar/otro</i>
s4p22a	¿Cuánto tiempo se demora en llegar de su vivienda al centro educativo? (horas)
s4p22b	¿Cuánto tiempo se demora en llegar de su vivienda al centro educativo? (minutos)

Table A13. Questionnaire on early childhood care and education in Encuesta Nacional de Ingresos y Gastos de los Hogares (ENIGH), 2012, México.

Questionnaire Numbering	Text
Para personas de 3 o más años	
asis_esc	¿(NOMBRE) asiste actualmente a la escuela?
Grado	¿Cuál es el año o grado al que asiste?
Nivel	¿Cuál es el nivel al que asiste?
Tipoesc	La escuela a la que asiste (NOMBRE) es: <i>Pública o de gobierno/Privada o de paga/De otro tipo</i>

Table A14. Questionnaire on early childhood care and education in Encuesta Nacional de Empleo y Seguridad Social (ENESS), 2009, Mexico.

Questionnaire Numbering	Text
P22	Cuando la mamá de (...) se va a trabajar, ¿el (la) menor se queda: <i>en una guardería (o estancia infantil)?</i> : Del IMSS/Del ISSSTE/De SEDESOL/ Del DIF/De escuela pública (con servicio de guardería)/De escuela privada (con servicio de guardería)/De otra institución Pública/ De otra institución privada. <i>Con otra persona?</i> : Con su abuela/Con otro familiar/Con un no familiar/Con su mamá en su Trabajo/Lo dejan solo/Va a la escuela. <i>Su mamá no trabaja?</i> . No sabe.
P23	¿Cuál es la razón por la que (...) no utiliza los servicios de guardería?: No tiene derecho/No hay lugar/No confía en los servicios/No reciben al menor por tener alguna discapacidad/No tiene quién lo lleve o lo recoja/No hay o le queda lejos/No tiene dinero para pagar los gastos o el servicio/No tiene necesidad/ Otro motivo
P24	¿Cuánto pagó el mes pasado a la guardería o a la persona que cuida a (...)?
P25_1	¿Regularmente a qué hora inicia el cuidado de (...) y cuántas horas lo cuidan al día? (Hora de inicio)
P25_2	¿Regularmente a qué hora inicia el cuidado de (...) y cuántas horas lo cuidan al día? (Minutos de inicio)
P25_3	¿Regularmente a qué hora inicia el cuidado de (...) y cuántas horas lo cuidan al día? (Horas al día)

Table A15. Questionnaire on early childhood care and education in Encuesta Nacional de Hogares de Medición de Calidad de Vida, 2009, Nicaragua

Questionnaire Numbering	Text
s4p1	En el presente año, inscribió o matriculó a.... en un
s4p2	Actualmente asiste a [RP1]?
s4p3	Por qué no asiste o no lo inscribió en el preescolar, CDI o comedor infantil? <i>No tiene suficiente edad/No lo necesita/Está lejos de la casa/No tiene quien lo lleve/Problemas familiares/Por falta de dinero/Se retiró/Otro</i>
s4p4	El preescolar, CDI o comedor infantil donde asiste o asistió es: <i>Público/Privado subvencionado/Privado no subvencionado/Centro de trabajo/Comunitario/Otro</i>
s4p5	Qué medio de transporte utiliza/ utilizaba frecuentemente para ir a [RP1]? <i>A pie/Bestia-caballo-carreta/Lancha-panga-bote/Canoa-cayuco/Transporte público/Recorrido escolar/Ciclotaxi/Bicicleta/Otro</i>
s4p6a	¿Pagó por colegiatura de... el mes pasado o el último mes que asistió y cuántos meses en total pagó o va a pagar en el año?
s4p6b	Cuánto
s4p6c	Meses
s4p7a	¿Pagó por el transporte escolar de... el mes pasado o el último mes que asistió y cuántos meses va a pagar en el año?
s4p7b	Cuánto
s4p7c	Meses
s4p8a	¿Dio dinero para el recreo u otros gastos en educación de En el mes pasado o el último mes que asistió?
s4p8b	Dinero para recreo
s4p8c	Dinero para otros gastos
s4p9a	¿Pagó en el presente año escolar por: prematrícula, inscripción o matrícula de ...?
s4p9b	Prematrícula
s4p9c	Matrícula
s4p10a	¿Pagó en el presente año escolar por: uniformes, libros, artículos educativos u otros gastos para la educación de.....?
s4p10b	Uniformes
s4p10c	Libros
s4p10d	Artículos educativos
s4p10e	Otros gastos

Table A16. Questionnaire on early childhood care and education in Encuesta Nacional de Hogares sobre condiciones de vida y pobreza (ENAH), 2012, Peru

Questionnaire Numbering	Text
Para personas de 3 o más años	
p306	Este año, ¿está matriculado en algún centro o programa de educación básica o superior?
p307	Actualmente, ¿asiste a algún centro o programa de educación básica o superior?
p308a	¿Cuál es el año o grado de estudio en el que está matriculado? (Nivel)
p308b	¿Cuál es el año o grado de estudio en el que está matriculado? (Año de estudio)
p308c	¿Cuál es el año o grado de estudio en el que está matriculado? (Grado)
p308d	Tipo de centro de estudios al que asiste: <i>Estatal/No estatal</i>
p308b (p308b1-p308b5)	En su opinión, ¿el servicio educativo que brinda el centro de enseñanza donde asiste actualmente en relación a: Infraestructura es/ Equipamiento es/ Enseñanza de los maestros es/ Dotación de materiales educativos es/Apoyo a la participación de los padres de familia: <i>Muy malo/malo/bueno/muy bueno/no sabe</i> . (Para cada opción)
p310	En los últimos 12 meses, ¿recibió enseñanza en algún centro o programa de estudios cuya duración sea menor a 3 años (CEO, academia u otros)?
p311 (p311_1 - p311_8)	En los últimos 12 meses, ¿gastó, obtuvo, consiguió o le regalaron: uniforme escolar/calzado escolar/libros y textos/útiles escolares/matriculación/APAFA/Otros/Laptop del programa “Una laptop por niño”
p311 (p311_a1_1 - p311_a7_8)	¿Cómo obtuvo el(la)...? : uniforme escolar/calzado escolar/libros y textos/útiles escolares/matriculación/APAFA/Otros/Laptop del programa “Una laptop por niño”: <i>Comprado/Autoconsumo/Autosuministro/Pago en especie/Otros hogares/Programa social/Otro</i>
p311 (p311_b1 - p311_b8)	¿Cuánto fue el monto de...? : uniforme escolar/calzado escolar/libros y textos/útiles escolares /matriculación /APAFA /Otros / Laptop del programa “Una laptop por niño”
p312 (p3121)	En el mes anterior gastó en: Pensión mensual de enseñanza/Movilidad particular al centro de enseñanza.
p312 (p3121a1-p3121a6; p3122a1-p3122a6)	Cómo lo obtuvo: <i>Comprado/Autosuministro/Pago en especie/Otros hogares/Programa social/Otro</i>
p312 (p3121b, p3122b)	Cuánto fue el monto de: Pensión mensual de enseñanza/Movilidad particular al centro de enseñanza.
p313	¿Cuál es la principal razón por la que no está matriculado o no asiste a algún centro o programa de educación básica o superior?: <i>Problemas económicos/Estoy trabajando/Terminó sus estudios: secundarios-superiores-asiste a academia preuniversitaria /No tiene la edad suficiente (para el grupo 3-5 años) /Problemas familiares /De vacaciones/No existe centro de educación básica o superior en el centro poblado /Asiste a un centro de Educación Técnico Productiva/No me interesa-no me gusta el estudio /Se dedica a los quehaceres del hogar /Otra razón</i>

Table A17. Questionnaire on early childhood care and education in Survey of Living Conditions, 2005, Trinidad and Tobago.

Questionnaire Numbering	Text
For all persons	
allpq1	Is (N) attending school? <i>Yes/No/Not stated</i>
Allpq2	Does (N) attend full or part-time school?
allpcaq28	If (N) is not of school age, what arrangement is made to take care of him/her during the day? <i>Child left at nursery/day care centre/Child looked after by older sibling at home /Child left with other relative elsewhere/Child left with non-relative at home/Child left home alone/Other</i>
allpcaq29	<i>Why is (N) not currently attending school? Working/Seeking work/To take care of home duties/Illness/injury (I)/Could not afford the cost/Transportation difficulty/Has to stay at home to look after siblings/Has to stay at home to look after ill/disabled adult (parent etc)/Parents could not afford/Can't find a place in school/ Waiting to go to another school/Pregnant/had a baby/Fed up with school/Other/Not Stated</i>

Table A18. Questionnaire on early childhood care and education in Encuesta Continua de Hogares, 2013, Uruguay.

Questionnaire Numbering	Text
Para menores de 0 a 2 años	
e238	¿Asiste a algún centro de educación inicial?
e239	¿Ese establecimiento es...? <i>Público/ Privado/ CAIF</i>
e240_1	¿Cuántos días a la semana asiste?
e240_2	¿Cuántas horas por día asiste?
e241	¿Faltó algún día al centro educativo la semana pasada?
e242	¿Por qué razón faltó al centro educativo la semana pasada? <i>Por vacaciones /Faltó el (la) maestro(a)/ Mal tiempo/ Por enfermedad.</i>
Para las personas de 3 o más años de edad	
e193	¿Asiste o asistió a educación preescolar? <i>Asiste actualmente / Sí, asistió/No asistió</i>
e194	¿Ese centro educativo es o era...? <i>Público/ Privado/ CAIF</i>
e243_1	¿Cuántos días a la semana asiste?
e243_2	¿Cuántas horas por día?
e244	¿Faltó algún día al centro educativo la semana pasada?
e245	¿Por qué razón faltó al centro educativo la semana pasada? <i>Por vacaciones /Faltó el (la) maestro(a)/ Mal tiempo/ Por enfermedad.</i>
e196	¿Recibe alimentación en el centro educativo?
e196_1	Cantidad semanal de desayunos
e196_2	Cantidad semanal de almuerzos y cena
e196_3	Cantidad semanal de meriendas
e197	¿Asiste o asistió a educación primaria? <i>Asiste actualmente / Sí, asistió/No asistió</i>
e198	¿Ese centro educativo es o era...? <i>Público/ Privado</i>
e199	Es un centro educativo... <i>Común/Tiempo completo</i>
e200	¿Recibe alimentación en el centro educativo?
e200_1	Cantidad semanal de desayunos
e200_2	Cantidad semanal de almuerzos y cena
e200_3	Cantidad semanal de meriendas

Table A19. Questionnaire on early childhood care and education in Encuesta de Hogares por Muestreo, 2011, Venezuela.

Questionnaire Numbering	Text
Personas de 3 años y más	
pp27	¿Está asistiendo... a un centro de educación preescolar, básica, media, diversificada y profesional, o superior?
pp28	¿Cuál es la razón principal por la que... no asiste a un centro de enseñanza?: <i>Culminó sus estudios/ No hay grado o años superiores/No hay cupo, escuela distante/Falta de recursos económicos/Está trabajando/ Asiste a un centro de capacitación/ No quiere estudiar/ Enfermedad o defecto físico/ Problemas de conducta o de aprendizaje/ Cambio de residencia/Edad mayor que la regular/ Tiene que ayudar en la casa/ Edad menor que la regular/Va a tener un hijo o se casó/ Otro.</i>