

# Description of Global Database on Intergenerational Mobility (GDIM)<sup>1</sup>

## Development Research Group, World Bank

(Version 1, May 2018)

Coverage of economies: 148

Coverage of birth cohorts: 1940-1989

Survey years: 1991-2016

World population coverage: 96 percent

### Downloads:

GDIM dataset – May 2018 (CSV file, 4.0 mb)

GDIM province-level dataset – May 2018 (CSV file, 0.03 mb)

Description of GDIM dataset – May 2018 (PDF file, 1.1 mb)

### How to cite this database?

The users should refer to the database as GDIM (abbreviation of Global Database on Intergenerational Mobility) database; and cite as, “GDIM. 2018. *Global Database on Intergenerational Mobility*. Development Research Group, World Bank. Washington, D.C.: World Bank Group.”

Users should also cite the report: “Narayan, Ambar; Van der Weide, Roy; Cojocaru, Alexandru; Lakner, Christoph; Redaelli, Silvia; Mahler, Daniel Gerszon; Ramasubbaiah, Rakesh Gupta N.; Thewissen, Stefan. 2018. *Fair Progress? : Economic Mobility Across Generations Around the World*. Equity and Development. Washington, DC: World Bank. <https://openknowledge.worldbank.org/handle/10986/28428> License: CC BY 3.0 IGO.

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## 1. What is the Global Database on Intergenerational Mobility (GDIM)?

This database (GDIM) contains estimates of absolute and relative intergenerational mobility (IGM) by 10-year cohorts, covering individuals born between 1940 and 1989. Absolute upward IGM is the extent to which living standards of a generation are higher than those of their parents (in GDIM, it is the share of offspring generation in an economy with more educational attainment than their parent's generation). The focus on upward mobility is crucial because mobility can also mean downward movement, driven, for example, by uncertainty and vulnerability to uninsured risks. Relative IGM is the extent to which an individual's position on the economic scale is independent of the position of his or her parents (in GDIM, it is the individual's years of schooling dependence on their parents' years of schooling). Higher relative mobility across generations is associated with lower inequality of opportunity, which is the extent to which people's life achievements are affected by circumstances they are born into, such as parental education and income, race, gender, and birthplace.

The estimates of absolute and relative IGM for the generation born between 1980 and 1989 are referred to as the 1980s cohort, and parents refer to the parents of the generation of individuals of this cohort. These IGM measures are also available by the type (subpopulation) of parental educational attainment (Mothers/Fathers/Average/Max) and the type (subpopulation) of child's educational attainment (Sons/Daughters/All, individuals or respondents of the surveys). This allows us, for instance, in addition, to explore the relationship of mother to daughter IGM, or the father-son mobility that is often estimated in the literature.<sup>2</sup> The report uses a small subset of commonly used measures from a vast universe of mobility measures for absolute and relative IGM. This is in the interest of parsimony and clarity of exposition. However, a couple of alternatives for absolute and relative IGM are also presented in the report (and made available in this GDIM).

The GDIM includes the IGM estimates that underpin the World Bank report titled, "Fair Progress? : Economic Mobility across Generations around the World."<sup>3</sup> The GDIM also includes descriptive statistics on the IGM estimates (for example, number of observations used to generate the IGM estimates) and several complementary variables (for example, proportion of the survey respondents that have completed tertiary education). This documentation file explains the precise definition of the various estimates below.

The GDIM not only covers IGM in terms of education, but also in terms of income. The latter estimates are generated from the surveys used to estimate educational IGM when wage or earnings data were also available, and also pooled with income IGM estimates from other available sources in the literature. For around 70 economies, income IGM estimates are made available in the GDIM. Income IGM is further decomposed into three sources of persistence<sup>4</sup>: (i) income persistence through the educational channel, (ii) non-educational determinants, and (iii) the effect of parental characteristics (other than education)

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<sup>2</sup> Hence, the GDIM has 12 estimates by each economy and cohort (by type of parent and by type of child).

<sup>3</sup> Narayan, Ambar; Van der Weide, Roy; Cojocaru, Alexandru; Lakner, Christoph; Redaelli, Silvia; Mahler, Daniel Gerszon; Ramasubbaiah, Rakesh Gupta N.; Thewissen, Stefan. 2018. *Fair Progress? : Economic Mobility Across Generations Around the World*. Equity and Development. Washington, DC: World Bank.  
<https://openknowledge.worldbank.org/handle/10986/28428> License: CC BY 3.0 IGO.

<sup>4</sup> Further details found on page 162, Annex 4A to Chapter 4 of the report.

that are related to income. This is the focus of Chapter 4 in the report, which examines the relationship between the key elements of *economic* mobility – educational and income mobility.

## 2. Country and population coverage of the GDIM

The database includes educational mobility estimates from 148 economies, of which the data on 111 are based on retrospective data on parental educational attainment (Table 1). The full sample of 148 economies accounts for 96 percent of the world’s population (87 percent of the world’s population with only the retrospective data). Except for the Middle East and North Africa, the population coverage in all regions exceeds 90 percent. In the case of the Middle East and North Africa, 81 percent of the population is covered (49 percent with retrospective questions). Most of the analysis in the report, with the exception of the analysis on trends in IGM, uses the 1980s cohort that is available for the full sample. Whenever time trends are analyzed, only economies on which retrospective data are available, are used.<sup>5</sup> Table 1 below presents detailed information on the coverage of the GDIM by region, in terms of number of economies and percent of population covered. Figure 1 that follows Table 1 provides the count of economies that are available in each cohort.

**Table 1. Coverage of the Global Database on Intergenerational Mobility (GDIM)<sup>6,7</sup>**

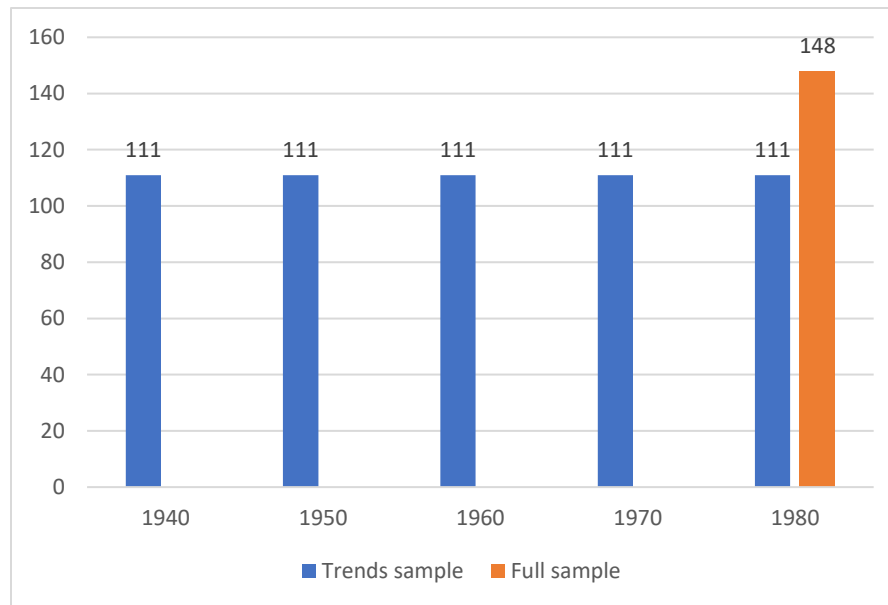
<i>Income group, region</i>	<i>Number of economies covered</i>		<i>% of population covered</i>	
	<i>With retrospective data</i>	<i>All</i>	<i>With retrospective data</i>	<i>All</i>
High-income economies	37	37	94	94
Developing economies	74	111	86	96
East Asia and the Pacific	8	16	92	96
Eastern Europe and Central Asia	20	20	99	99
Latin America and the Caribbean	16	16	96	96
Middle East and North Africa	5	10	49	81
South Asia	5	8	89	100
Sub-Saharan Africa	20	41	72	95
Total	111	148	87	96

<sup>5</sup> Co-residency bias checks have been undertaken. For more details, refer to page 77, Box 2.1 of the report.

<sup>6</sup> World Bank classification by income level, as of July 1, 2016 (<https://blogs.worldbank.org/opendata/new-country-classifications-2016>).

<sup>7</sup> Regions used here are World Bank classification of regions (<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>).

**Figure 1: Count of economies in each cohort found in the GDIM**



*Note: Not all economies available in each cohort are used in the figures or estimates. This is because we have placed restrictions on the minimum number of observations required for an estimate to be produced: 50 individuals is the minimum observations requirement, and sometimes a 100 or 200 observations requirement is used in analyses that do not cover time trends, averages across regions, or averages across income groups, but that examine correlations and patterns at the national or subnational level. For example, when the 50 observations requirement is imposed, 107 economies are available for the 1940s cohort.*

### 3. Survey identification

A comprehensive review was undertaken to identify the surveys that include retrospective questions on parental education in their questionnaires. Retrospective questions mean that surveys explicitly ask all adult respondents on the education of their parents, as well as their own education.<sup>8</sup> The availability of retrospective questions was the primary criterion for identifying surveys. The availability of such surveys has increased significantly in the recent years.

Regarding *income* IGM, the potential for long-term analysis is more limited, since nationally representative panel studies that collect parents (as adults) and the offspring's (respondents') earnings are rare, especially in developing economies. Hence, most studies in the literature rely on predicted earnings of parents – which is the approach we have used for the subset of surveys that also have information on earnings of respondents (complete list is found in table 3).

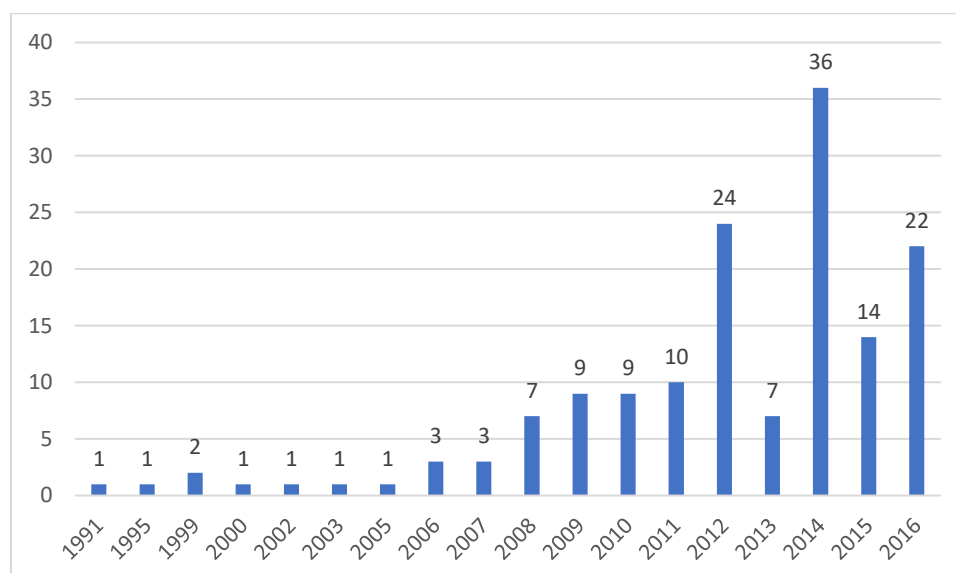
Figure 2 suggests that mostly recent surveys have been considered in the GDIM.<sup>9</sup> This is to ensure that a majority of respondents of the 1980s cohort have reached an age for which it can be assumed that education is completed (and thus IGM estimated accurately). If multiple relevant surveys were identified

<sup>8</sup> In the social surveys, it's a random adult individual within a household.

<sup>9</sup> For five economies, recent surveys with co-resident data for the 1980s cohort are combined with older surveys with retrospective data for older cohorts, since no recent retrospective data were available. These economies include: Pakistan (1991), Mauritania (1995), the Philippines (1999), Rwanda (2000) and Guinea (2002).

with retrospective data (most often for economies in Europe and Central Asia and high-income economies), the survey retained in the GDIM was based on the sample size and quality of the education information (most detailed categories and/or years of schooling of educational attainment).<sup>10</sup>

**Figure 2: Count of surveys by survey year in GDIM**



For most developing economies outside the Eastern Europe and Central Asia region and the Latin America and Caribbean region, cross-sectional household income or expenditure surveys are used. Social surveys such as the European Social Survey, the Latinobarómetro Survey, and the Life in Transition Survey are used for most economies in the Eastern Europe and Central Asia region and in the Latin America and Caribbean region.<sup>11</sup> The social surveys tend to have small sample sizes, so, if multiple waves of the same survey contain relevant information on educational attainment, these waves are pooled.<sup>12</sup> For a select number of high-income economies, annual panel surveys, such as the Panel Study of Income Dynamics for the United States, and the Labor and Income Panel Study for the Republic of Korea are used in the GDIM. In four economies (Kenya, the Lao People's Democratic Republic, Sri Lanka, and Vietnam), Skills Towards Employability and Productivity (STEP) Skills Measurement Program surveys are used. These surveys collect parental educational attainment only for a subset of respondents within households.<sup>13</sup> Table 3 provides the complete list of surveys used in GDIM and the respective year of the survey.

<sup>10</sup> Details are found on page 76 of the report.

<sup>11</sup> This includes three waves of the European Social Survey (from 2010 to 2014), six waves of the Latinobarómetro (from 2008 to 2015), and two waves of the Life in Transition Survey (2006 and 2011).

<sup>12</sup> Household (individual) weights are applied if household income or expenditure (social) surveys are used. If multiple waves of social surveys are combined, the weights are adjusted so that the sum of weights across the waves is identical.

<sup>13</sup> For the STEP surveys, the household weights are adjusted to allocate the weights of household members whose information is missing to household members whose information is available.

When retrospective data are not available, co-resident data were considered instead, based on high-quality household surveys. The information of parental educational attainment is obtained for the subset of all respondents aged 21-25 who co-reside with their parents. The IGM estimates generated from this type of data may be subject to what is termed as co-residency bias. As explained in Chapter 2 (Page 77, Box 2.1) of the report, the size of the co-residency bias is not large. The variables in the GDIM also include the co-residents based IGM measures.

**Table 2: List of surveys included in IGM in GDIM<sup>14</sup>**

Economy	Educational IGM			Income IGM		
	Survey	Year	Co-resident	Source <sup>15</sup>	Cohort	Estimation method
Afghanistan	NRVA	2011	Yes			
Albania	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Angola	IBEP-MICS	2008	Yes			
Argentina	LATINOBAROMETRO	2015	No			
Armenia	LITS	2016	No			
Australia	HILDA	2015	No	Leigh (2007); Mendolia and Siminski (2015)	1960	OLS
Austria	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Azerbaijan	LITS	2016	No			
Bangladesh	HIES	2010	Yes	Asadullah (2011)	1960	OLS
Belarus	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Belgium	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Benin	EMICOV	2011	No	by Authors	1970	TSTSLS (2 surveys)
Bhutan	LSS	2003	No			
Bolivia	EH	2008	No	by Authors	1970	TSTSLS (2 surveys)
Bosnia and Herzegovina	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Botswana	CWIS	2009	Yes			
Brazil	PNAD	2014	No	Ferreira and Veloso (2006); Dunn (2007)	1960	TSIV
Bulgaria	ESS	2012	No			
Burkina Faso	ECVM	2009	Yes			
Cabo Verde	QUIBB	2007	Yes			
Cambodia	CSES	2012	Yes			
Cameroon	ECAM-III	2007	Yes			
Canada	CGSS	2014	No	Chen Ostrovsky Piraino (2017); Corak and Heisz (1999); Corak Lindquist Mazumder (2014)	1960	OLS
Central African Republic	ECASEB	2008	Yes			
Chad	ECOSIT-III	2011	Yes			

<sup>14</sup> Full name of the survey with links is provided at the end of this documentation.

<sup>15</sup> The references of these studies are found in the section 9, reference list of this document.

Chile	CASEN	2013	No	Nunez and Miranda (2010)	1970	TSTSLS (1 survey)
China	CFPS	2012	No	Yuan (2015), Fan (2015)	1960	OLS
Colombia	ENCV	2013	No	by Authors	1970	TSTSLS (2 surveys)
Comoros	EESIC	2014	No			
Congo, Dem. Rep.	E123	2012	No	by Authors	1970	TSTSLS (2 surveys)
Congo, Rep.	ECOM	2011	Yes			
Costa Rica	LATINOBAROMETRO	2015	No			
Côte d'Ivoire	ENV	2008	Yes			
Croatia	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Cyprus	ESS	2012	No	Christofides et al (2009)	1960	IV
Czech Republic	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Denmark	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Djibouti	EDAM	2012	Yes			
Dominican Republic	LATINOBAROMETRO	2015	No			
Ecuador	ECV	2013	No	by Authors	1970	TSTSLS (2 surveys)
Egypt, Arab Rep.	ELMPS	2012	No	by Authors	1970	TSTSLS (2 surveys)
El Salvador	LATINOBAROMETRO	2015	No			
Estonia	ESS	2014	No			
Ethiopia	LSMS-ISA	2013	No	Haile (2016)	1980	OLS, predicted
Fiji	HIES	2008	Yes			
Finland	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
France	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Gabon	EGEP	2005	Yes			
Georgia	LITS	2016	No			
Germany	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Ghana	GLSS	2012	No	by Authors	1970	TSTSLS (2 surveys)
Greece	LITS	2016	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Guatemala	ENCOVI	2014	No	by Authors	1970	TSTSLS (2 surveys)
Guinea	EIBEP	2002	No	by Authors	1970	TSTSLS (2 surveys)
Guinea	ELEP	2012	Yes			
Guinea-Bissau	ILAP-II	2010	Yes			
Honduras	LATINOBAROMETRO	2015	No			
Hungary	ESS	2014	No			
Iceland	ESS	2012	No			
India	IHDS	2011	No	Hnatkovska et al (2013)	1960	IV
Indonesia	IFLS	2014	No			
Iran, Islamic Rep.	HEIS	2014	Yes			
Iraq	IHSES	2012	No			
Ireland	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Israel	ESS	2014	No			
Italy	LITS	2016	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Japan	JGSS	2012	No	Lefranc et al (2014)	1960	TSTSIV
Jordan	JLMPS	2010	No	by Authors	1970	TSTSLS (2 surveys)
Kazakhstan	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Kenya	STEP	2013	No	by Authors	1970	TSTSLS (2 surveys)
Kiribati	HIES	2006	Yes			
Korea, Rep.	KLIPS	2014	No	Ueda (2013)	1970	TSTSLS (1 survey)
Kosovo	LITS	2016	No			
Kyrgyz Republic	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Lao PDR	STEP	2012	No			



Latvia	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Luxembourg				Equalchances (2018)	1960	TSTSLS (1 survey)
Lebanon	HBS	2011	Yes			
Lesotho	CMSHBS	2010	Yes			
Liberia	HIES	2014	No			
Lithuania	ESS	2014	No			
Macedonia, FYR	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Madagascar	ENEMPSI	2012	No	by Authors	1970	TSTSLS (2 surveys)
Malawi	LSMS-ISA	2013	No	by Authors	1970	TSTSLS (2 surveys)
Malaysia	KMS	2015	No	Grawe (2001)	1960	TSIV
Maldives	HIES	2009	Yes			
Mali	LSMS-ISA	2014	No	by Authors	1970	TSTSLS (2 surveys)
Mauritania	EPCV	1995 & 2008	No + Yes			
Mauritius	HBS	2012	Yes			
Mexico	EMOVI	2011	No			
Moldova	LITS	2016	No			
Mongolia	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Montenegro	LITS	2016	No			
Morocco	ENNVN	2006	No	by Authors	1970	TSTSLS (2 surveys)
Mozambique	IOF	2008	Yes			
Namibia	NHIES	2009	Yes			
Nepal	LSS	2011	No	Grawe (2001)	1960	TSIV
Netherlands	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
New Zealand	ISSP	1999	No	Gibbons (2010)	1970	OLS
Nicaragua	LATINOBAROMETRO	2015	No			
Niger	LSMS-ISA	2014	No			
Nigeria	LSMS-ISA	2012	No	by Authors	1970	TSTSLS (2 surveys)
Norway	ESS	2014	No	Jantti et al (2006); Bratsberg et al (2007); Nilsen et al (2012)	1960	OLS
Pakistan	IHS	1991	No	Javed and Irfan (2012); Grawe (2001)	1960	Combined
Pakistan	PSLM	2013	Yes			
Panama	ENV	2008	No	by Authors	1970	TSTSLS (2 surveys)
Papua New Guinea	HIES	2009	Yes			
Paraguay	LATINOBAROMETRO	2015	No			
Peru	ENAHQ	2014	No	Grawe (2001)	1960	TSIV
Philippines	FIES	2012	Yes			
Philippines	ISSP	1999	No			
Poland	ESS	2014	No			
Portugal	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Romania	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Russian Federation	ESS	2012	No	Borisov and Pissarides (2016)	1960	OLS with selection correction
Rwanda	EICV	2000	No	by Authors	1970	TSTSLS (2 surveys)
Rwanda	EICV-III	2010	Yes			
São Tomé and Príncipe	IOF	2010	Yes			
Singapore				Ng (2013)	1960	IV

Senegal	ESPS-II	2011	No			
Serbia	LITS	2016	No			
Sierra Leone	SLIHS	2011	Yes			
Slovak Republic	ESS	2012	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Slovenia	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
South Africa	NIDS	2014	No	Piraino (2015); Finn et al (2016)	1960	Combined
South Sudan	NBHS	2009	Yes			
Spain	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Sri Lanka	STEP	2012	No	by Authors	1970	TSTSLS (2 surveys)
Sudan	HBS	2009	Yes			
Swaziland	HIES	2009	Yes			
Sweden	ESS	2014	No	Nybom and Stuhler (2016); Bjorklund and Chadwick (2003); Corak Lindquist Mazumder 2014; Jantti et al (2006); Bjorklund and Jantti (1997)	1960	Combined
Switzerland	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Taiwan, China	TSCS	2015	No	Kan et al (2014)	1960	TSTSLS (1 survey)
Tajikistan	LITS	2016	No			
Tanzania	LSMS-ISA	2012	No	by Authors	1970	TSTSLS (2 surveys)
Thailand	SES	2012	Yes			
Timor-Leste	LSMS	2007	No	by Authors	1970	TSTSLS (2 surveys)
Togo	QUIBB	2015	No			
Tonga	HIES	2009	Yes			
Tunisia	TLMPs	2014	No	by Authors	1970	TSTSLS (2 surveys)
Turkey	LITS	2016	No			
Tuvalu	HIES	2010	Yes			
Uganda	LSMS-ISA	2014	No	by Authors	1970	TSTSLS (2 surveys)
Ukraine	ESS	2012	No			
United Kingdom	ESS	2014	No	Equalchances (2018)	1960	TSTSLS (1 survey)
United States	PSID	2015	No	Equalchances (2018)	1960	TSTSLS (1 survey)
Uruguay	LATINOBAROMETRO	2015	No			
Uzbekistan	LITS	2016	No	by Authors	1970	TSTSLS (2 surveys)
Vanuatu	HIES	2010	Yes			
Venezuela, RB	LATINOBAROMETRO	2015	No			
Vietnam	STEP	2012	No	Doan and Nguyen (2016)	1960	TSTSLS (1 survey)
West Bank and Gaza	PECS	2011	Yes			
Yemen, Rep.	HBS	2014	Yes			
Zambia	LCMS-VI	2010	Yes			

#### 4. Microdata vetting and survey harmonization

The microdata was harmonized to enable direct comparisons across economies. Respondents who are younger than age 18 or who are still enrolled in school are excluded from the sample. The only exception involves respondents who are enrolled in school, have completed upper secondary, and are aged 20 or older. These individuals are assumed to have completed the lowest tertiary degree (ISCED 5). The years

of schooling variable of educational attainment, is top-coded at 21 years which roughly translates to the theoretical number of years required to complete the highest level of education.

For the categorical educational attainment variable, the lowest common denominator across the various surveys has been adopted. This has invariably reduced the amount of detail exploited in some economies. With minor exceptions, all surveys contain the following five categories, which are based on the International Standard Classification of Education (ISCED): less than primary (ISCED 0), primary (ISCED 1), lower secondary (ISCED 2), upper secondary or postsecondary non-tertiary (ISCED 3–4), and tertiary (ISCED 5–8). The categories refer to the highest educational level completed by the respondent.<sup>16</sup> The cases where not all five categories exist are mostly high-income economies, where no category below primary is present. In some instances where only years of schooling education data is available, they have been carefully mapped using the ISCED categories schedule (and vice-versa, wherever applicable).<sup>17</sup> The rule of thumb (when information is missing) is ISCED 1: 6 years; ISCED 2: 9 years; ISCED 3: 12 years; ISCED 4: 13 years; ISCED 5: 15 years; ISCED 6: 16 years; ISCED 7: 18 years; and ISCED 8: 21 years.

Categorical data, harmonized across countries, are used to compute absolute IGM as the share of individuals whose completed educational level (in terms of the categories described above) is higher than that of their parents. The measures of relative IGM require a continuous schooling variable. For surveys in which years of schooling are not available, categorical variables are used to construct a measure of years of schooling. The length of schooling for different educational level varies by countries and across time. This has been mapped using the same ISCED categories schedule.<sup>18</sup>

An example Stata code to harmonize education variables for the Uganda LSMS-ISA survey (2014) used in the GDIM is provided below<sup>19</sup>:

```
// Respondent, education, categorical
gen educcatIGM=.

label var educcatIGM "Respondent's education, country's most detailed
ISCED categories"

label define ISCED 0 "ISCED 0" 10000 "ISCED 1" 20000 "ISCED 2" 30000
"ISCED 3" 40000 "ISCED 4" 50000 "ISCED 5" 67800 "ISCED 6-8"

label values educcatIGM ISCED
```

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<sup>16</sup> See ISCED (International Standard Classification of Education) (database), Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization, Montreal, <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

<sup>17</sup> Refer to page 80, Chapter 2 (Box 2.2) of the report for details on the ISCED mapping.

<sup>18</sup> Two sources of information are used. The first source ("ISCED Mappings") is not available for all economies and generally only reflects the ISCED categories in the ISCED revisions of 1997 and 2011. This source is supplemented by information on the UIS. Stat database, which covers the ISCED categories annually since 1970. For the first source, see "ISCED Mappings," Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization, Montreal, <http://uis.unesco.org/en/isced-mappings>. For the database, see UIS.Stat (database), Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization, Montreal, <http://data.uis.unesco.org/>.

<sup>19</sup> The data is publicly available here: <http://microdata.worldbank.org/index.php/catalog/2663>.

```

// Individuals below age 6
replace educcatIGM = 0 if h2q8<6
// Individuals who never attended school
replace educcatIGM = 0 if h4q5==1
// Individuals who are no longer in school
replace educcatIGM = 0 if inrange(h4q7,10,16)
replace educcatIGM = 10000 if inrange(h4q7,17,22) | inrange(h4q7,31,33)
replace educcatIGM = 20000 if h4q7==23 | inrange(h4q7,34,35) | h4q7==41
replace educcatIGM = 30000 if h4q7==36
replace educcatIGM = 50000 if h4q7==51
replace educcatIGM = 67800 if h4q7==61
// Individuals who attended school last year
replace educcatIGM = 0 if inrange(h4q9,1,15)
replace educcatIGM = 10000 if inrange(h4q9,16,32)
replace educcatIGM = 20000 if inrange(h4q9,33,34) | h4q9==40
replace educcatIGM = 30000 if h4q9==35
replace educcatIGM = 50000 if h4q9==50
replace educcatIGM = 67800 if h4q9==61
// Individuals who attending school this year but not last year
replace educcatIGM = 0 if inrange(h4q10,1,16) & missing(educcatIGM)
replace educcatIGM = 10000 if (inrange(h4q10,30,33) | h4q10==40) &
missing(educcatIGM)
replace educcatIGM = 20000 if inrange(h4q10,34,35) & missing(educcatIGM)
replace educcatIGM = 30000 if h4q10==50 & missing(educcatIGM)
replace educcatIGM = 50000 if h4q10==61 & missing(educcatIGM)
// Fixing a few missing values
replace educcatIGM=0 if h4q4==1 & missing(educcatIGM)
// Fixing with values from previous waves
replace educcatIGM = educcatIGM_old if missing(educcatIGM)

```

```

// Education, 5 categories, respondent (the globally comparable lowest
common denominator)

gen educcat5IGM = educcatIGM/10000

replace educcat5IGM = 3 if educcat5IGM==4
replace educcat5IGM = 4 if educcat5IGM >= 5 & educcat5IGM !=.

label define ISCED5 0 "ISCED 0" 1 "ISCED 1" 2 "ISCED 2" 3 "ISCED 3-4" 4
"ISCED 5-8"

label var educcat5IGM "Respondent's education, 5 categories"

label values educcat5IGM ISCED5


// Continuous education, respondent
gen educyIGM=.

label var educyIGM "Respondent's education, continuous"

// Individuals who are no longer in school
replace educyIGM = 0 if h4q5==0
replace educyIGM = h4q7-10 if inrange(h4q7,10,17)
replace educyIGM = h4q7-13 if inrange(h4q7,21,23)
replace educyIGM = h4q7-23 if inrange(h4q7,31,36)
replace educyIGM = 11 if h4q7==41
replace educyIGM = 15 if h4q7==51
replace educyIGM = 17 if h4q7==61

// Individuals who attended school last year
replace educyIGM = 0 if h4q9==1
replace educyIGM = h4q9-9 if inrange(h4q9,10,16)
replace educyIGM = h4q9-22 if inrange(h4q9,30,35)
replace educyIGM = 11 if h4q9==40
replace educyIGM = 15 if h4q9==50
replace educyIGM = 17 if h4q9==61

// Individuals who are still in school
replace educyIGM = 0 if h4q10==1 & missing(educyIGM)
replace educyIGM = h4q10-10 if inrange(h4q10,10,16) & missing(educyIGM)

```

```

replace educyIGM = h4q10-23 if inrange(h4q10,30,35) & missing(educyIGM)
replace educyIGM = 7 if h4q10==40 & missing(educyIGM)
replace educyIGM = 13 if h4q10==50 & missing(educyIGM)
replace educyIGM = 15 if h4q10==61 & missing(educyIGM)
// Replacing with educcat when needed
replace educyIGM = 0 if educcatIGM==0 & missing(educyIGM)
replace educyIGM = 7 if educcatIGM==10000 & missing(educyIGM)
replace educyIGM = 11 if educcatIGM==20000 & missing(educyIGM)
replace educyIGM = 13 if educcatIGM==30000 & missing(educyIGM)
replace educyIGM = 15 if educcatIGM==50000 & missing(educyIGM)
replace educyIGM = 17 if educcatIGM==67800 & missing(educyIGM)

```

## 5. Variables in the GDIM

Educational attainment is measured in this report by years of schooling completed and highest educational program completed. The literature proposes several different measures of IGM. In addition to distinguishing between absolute and relative mobility, mobility measures can be divided into measures that treat the outcome variable (educational attainment) as continuous or as categorical. Furthermore, measures of mobility are frequently obtained by sorting individuals into quantiles by the outcome variable. The corresponding transition probabilities – for example, the probability that an individual with parents in a low educational quintile or quartile achieves a high educational quintile or quartile (relative to others in the individual’s generation) – represent natural measures of relative mobility. The matrix that reports all possible transition probabilities is referred to as the transition matrix.

Absolute upward mobility is measured according to the share of survey respondents who reached a higher educational attainment than their parents. In the case of relative mobility, several measures are used to capture the extent to which the educational attainment of individuals in one generation is independent of the educational attainment of their parents. Primarily, we use the coefficient from the regression of children’s years of education on the education of their parents. This is referred to as the regression coefficient or intergenerational persistence (IGP). Higher values of the regression coefficient indicate greater intergenerational persistence and, hence, lower relative mobility.

To complement this measure of relative IGM, the report also relies on several transition probabilities: (1) the share of individuals who reach the top quartile of education in their generation among all individuals who are born to parents with educational attainment in the bottom half of their respective generation, which is akin to moving out of relative poverty and thus referred to as the poverty-to-privilege rate; (2) the share of individuals who end up in the bottom half in educational attainment in their generation among all individuals born to parents in the bottom half of educational attainment in their respective generation, referred to as the intergenerational poverty rate; and (3) the share of individuals who reach the top quartile in educational attainment of their generation among all individuals born to parents who

are in the top quartile of educational attainment in their respective generation, referred to as the intergenerational privilege rate.

In the report, average IGM measures are reported for groups of economies (e.g. developing or high-income economies or geographic regions) as simple averages, unweighted by population. These averages should be interpreted as the average IGM of all economies in a group for a certain generation or cohort, and not as the IGM of the average individual in the group. Simple averages are used so that each economy counts equally and so that the trends of a group are not dominated by a few large economies.

The GDIM also provides estimates of relative IGM in income for about 70 economies in the world. These measures are generated from a subset of surveys that also have earnings data, and pooled with estimates from the literature. Intergenerational persistence in earnings (relative IGM in income) is measured as the regression coefficient of standard linear intergenerational regression of child's earnings on parents' earnings.

The first challenge is that data on permanent incomes are rarely available. Surveys typically collect data on current income earned (over a certain reference period, such as over the last 12 months) and current wages. A commonly adopted solution is to evaluate wage earnings at a reference age; income earned around the age of 40 is found to provide a reasonable approximation to permanent income.

Restricting the survey sample to individuals whose age is around the reference age severely reduces the number of observations that can be used for estimation, which poses a second challenge. This can be addressed by including age in the regression model, such that all income earners (between the ages of 20 and 60, say) can be included in the regression analysis. Because age is now part of the model, regression coefficient at a choice of reference age can be inferred. This still denotes an approximation and hence does not fully resolve the life-cycle bias problem.

The third challenge is that retrospective data on parental income are often not available. Although in some cases, data on parental earnings can be extracted from long panel surveys, these are rare exceptions. If these data are in fact available, then the regression coefficient can be estimated by means of standard ordinary least squares (OLS). Retrospective data on parental education and age (and sometimes occupation) are more common and denote the type of data used in this report. These parental characteristics can be used to predict parental earnings. The resulting predicted earnings can then be used as an instrument in the intergenerational earnings regression. This approach is referred to as two-sample two-stage least squares (TSTSL). The references and more details of this approach are found in Chapter 4 and the Annex to Chapter 4 of the report.

Table 3 below lists all the variables used in the report and found in the GDIM.

**Table 3: Variables found in the GDIM**

No.	Variable name	Definition/remarks
1	countryname	Economy name
2	wbcode	World Bank economy code
3	iso3	ISO3 economy code
4	region	Geographic regions (with high-income category)
5	incgroup2	Income groups (2 categories) as of July 1, 2016

6	incgroup4	Income groups (4 categories) as of July 1, 2016
7	fragile	World Bank Harmonized List of Fragile Situations FY 2018
8	survey	Survey name (acronym)
9	year	Year
10	status	Retrospective data / Co-residents
11	cohort	Cohort (which decade individuals are born in, by first year of decade)
12	parent	Mothers/Fathers/Average/Max
13	child	Sons/Daughters/All
14	obs	Observations in particular cell
15	P1	Share of parents with ISCED0 (less than primary)
16	P2	Share of parents with ISCED1 (primary)
17	P3	Share of parents with ISCED2 (lower secondary)
18	P4	Share of parents with ISCED3-4 (upper secondary)
19	P5	Share of parents with ISCED5-8 (tertiary)
20	C1	Share of children with ISCED0 (less than primary)
21	C2	Share of children with ISCED1 (primary)
22	C3	Share of children with ISCED2 (lower secondary)
23	C4	Share of children with ISCED3-4 (upper secondary)
24	C5	Share of children with ISCED5-8 (tertiary)
25	MEANp	Mean of parents' years of education
26	MEANc	Mean of children's years of education
27	SDp	Standard deviation of parents' years of education
28	SDc	Standard deviation of children's years of education
29	GINIp	Gini index of parents' years of education
30	GINIc	Gini index of children's years of education
31	IGP	Intergenerational persistence
32	NL1	$b1$ from $child\_educ = b0 + b1 * parent\_educ + b2 * parent\_educ^2$
33	NL2	$b2$ from $child\_educ = b0 + b1 * parent\_educ + b2 * parent\_educ^2$
34	COR	Pearson's correlation coefficient between parent & child years of educ
35	MAcatM	Abs. upward mobility (weakly), $pr(c > p \text{ or } c = p = \text{top category})$
36	MAcatC1	Abs. upward mobility, $pr(c > p \text{ given } p \text{ not in top category})$
37	Q4_IGpri	Intergenerational Privilege ( $prob\ Q_{child} = 4\ Q_{parent} = 4$ )
38	BHQ1	Probability child from bottom half ends up in Q1 (lowest quartile)
39	BHQ2	Probability child from bottom half ends up in Q2
40	BHQ3	Probability child from bottom half ends up in Q3
41	BHQ4	Probability child from bottom half ends up in Q4 (highest quartile)
42	Q4BH	Probability child from highest quartile ends up in bottom half
43	Q4child	Probability child is in highest quartile in national distribution
44	Delta50	Difference in years of schooling, given parents in bottom 50%
45	Asher_Q4_IGpri	Intergenerational Privilege ( $prob\ Q_{child} = 4\ Q_{parent} = 4$ )
46	ThreeGen_obs	Observations behind 3-generational estimations



47	ThreeGen_IGPp1	b1 from $\text{child\_educ} = b_0 + b_1 * \text{parent\_educ} + b_2 * \text{grandparent\_educ}$
48	ThreeGen_IGPg1	b2 from $\text{child\_educ} = b_0 + b_1 * \text{parent\_educ} + b_2 * \text{grandparent\_educ}$
49	ThreeGen_IGPgSD	Standard deviation of ThreeGen_IGPg1 estimates
50	All2125_MEANp	Mean of parents' years of education (respondents aged 21-25)
51	All2125_MEANc	Mean of children's years of education (respondents aged 21-25)
52	All2125_IGP	Intergenerational persistence (respondents aged 21-25)
53	All2125_MAcAtC1	Abs. upward mobility, $\text{pr}(c > p \text{ given } p \text{ not in top cat.})$ (respondents aged 21-25)
54	Cores2125_MEANp	Mean of parents' years of education (coresidents aged 21-25)
55	Cores2125_MEANc	Mean of children's years of education (coresidents aged 21-25)
56	Cores2125_IGP	Intergenerational persistence (coresidents aged 21-25)
57	Cores2125_MAcAtC1	Abs. upward mobility, $\text{pr}(c > p \text{ given } p \text{ not in top cat.})$ (coresidents aged 21-25)
58	Shortfall0611_obs	Observations in particular cell of Shortfall0611_IGP
59	Shortfall0611_IGP	Intergenerational persistence (shortfall, children aged 6-11)
60	Shortfall1217_obs	Observations in particular cell of Shortfall1217_IGP
61	Shortfall1217_IGP	Intergenerational persistence (shortfall, children aged 12-17)
62	IGEincome	Relative IGM in income
63	S1	IGEincome share, effect of parent_educ on child_inc via child_educ
64	S2	IGEincome share, effect of parent_educ on child_inc (other than via child_educ)
65	S3	IGEincome share, effect of parent_char (income, networks etc.) on child_inc
66	MLD_psu	MLD geographic segregation

Variables 1 to 28 are fairly straightforward, with additional details in the value labels of the Stata dataset. GINp and GINc are Gini coefficients of parents' and children's years of education. These are commonly used to represent income inequality. The Gini coefficient ranges from 0 to 1, 0 represents perfect equality and 1 represents complete inequality.

IGP is the primary measure of relative IGM in education used in the report. This measure is estimated from the years of schooling variables (parents' and children's) constructed from the microdata. The estimate is the beta coefficient from regressing (standard OLS) child's years of schooling on the highest years of schooling of his/her parents. It measures the estimated impact of one additional year of schooling of parents on the years of schooling of respondents.

NL1 and NL2 are the variants of the IGP which is estimated from the expanded model of IGP that includes a quadratic term of parents' years of schooling to allow for nonlinearities. Higher values of the IGP/NL1/NL2 (respective regression coefficients) indicate greater intergenerational persistence and, hence, lower relative mobility in education.

COR is the Pearson's correlation coefficient between parents' and children's years of education. A similar interpretation applies as for the IGP – higher values of the Pearson's correlation coefficient indicate greater intergenerational persistence and, hence, lower relative mobility in education. The differences between these two measures of relative mobility are discussed in detail in the report (Annex to Chapter 2).

MAcatC1 is the (conditional) absolute upward mobility in education. This measure is estimated from the five-categorical education variable based on the International Standard Classification of Education (ISCED): less than primary (ISCED 0), primary (ISCED 1), lower secondary (ISCED 2), upper secondary or post-secondary non-tertiary (ISCED 3–4), and tertiary (ISCED 5–8) constructed from the microdata, and accounts for the ceiling effect (discussed in the Annex to Chapter 2 of the report).<sup>20</sup> This measures the share of a cohort (child's generation) that achieves a higher educational level than his/her parent, given that the parent is not in the top category (tertiary education). On the other hand, MAcatM is the alternate measure of absolute upward mobility. It measures the share of a cohort (child's generation) that achieves a higher educational level than his/her parent, or at least the same level as his/her parent if they are in the top category.

Intergenerational Privilege (Q4\_IGpri) is the share of individuals or children who reach the top quartile in educational attainment of their generation among all individuals who are born to parents who are in the top quartile of educational attainment in their respective generation, also referred to as the intergenerational privilege rate. Similarly, BHQ1, BHQ2, BHQ3 or BHQ4 is the probability that a child from the bottom half moves to the lowest, second, third or top (fourth) quartile. All these measures Q4\_IGpri, BHQ1, BHQ2, BHQ3 and BHQ4 are alternate measures of primary relative IGM in education (IGP) used in the report.

Delta50 is the average difference in years of schooling between parents and children. To account for the ceiling effect in this measure, only respondents whose parents are in the bottom 50 percent of the national distribution are used.

Asher\_Q4\_IGpri is a variant of Intergenerational Privilege measure to account for instances where large shares of populations have similar educational attainments and cannot be clearly allocated to different quartiles for IGM estimation. This may be problematic, particularly in the case of transition matrix-based measures. Asher, Novosad, and Rafkin (2017) propose an alternative to breaking ties that assumes an underlying continuous distribution of human capital.<sup>21</sup>

Three generations IGP is another relative measure of mobility. The difference is that instead of two generations, the regression coefficient is from an expanded OLS model with grandparents' years of schooling included in addition to parents' years of schooling. ThreeGen\_IGPp1 captures the effect of individual's parental education, and ThreeGen\_IGPg1 captures the effect of individual's grandparents' education.

The variables from 50-61 are similar to the measures mentioned above, but they are restricted to different subsamples defined by an alternative age range. These are mobility estimates generated and used to compare co-residents with all respondents.

IGEincome is the measure of relative mobility in income which is generated in three steps: (1) estimate an income equation from an older sample that is representative of the current population of parents

---

<sup>20</sup> The fact that there is a maximum level of education any given individual can attain introduces a "ceiling effect." If both parents in households in an economy frequently attain tertiary education as do all the children in these households, one may not wish to conclude that the children have failed to be mobile. If one were to reach this conclusion, a mechanical decline might become unavoidable in the share of individuals who outperform their parents in an economy at advanced stages of development.

<sup>21</sup> For a detailed discussion on the method, refer to page 82, Annex to Chapter 2 of the report.

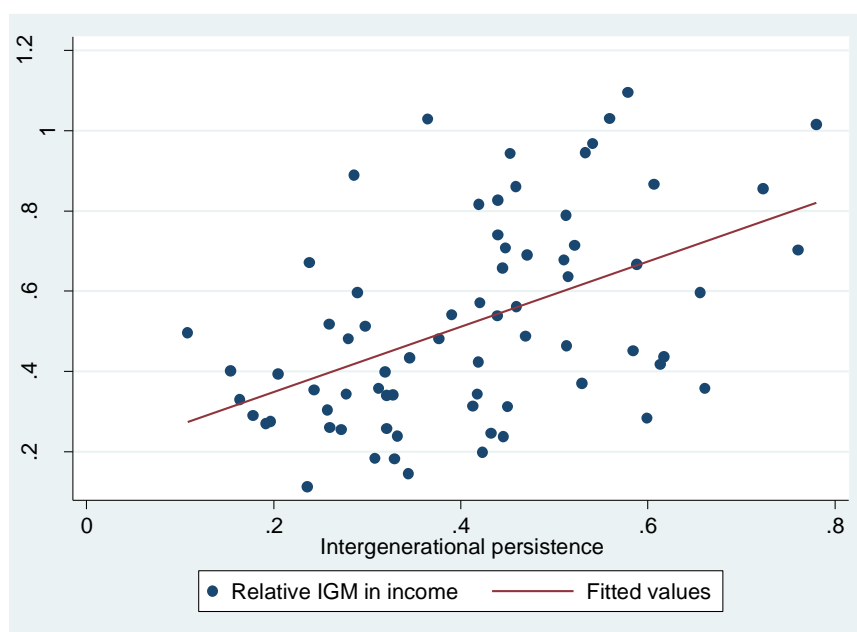
(when they were younger, i.e. pseudo-parents), (2) use the estimated model coefficients (i.e. returns to education and experience) to predict parental earnings at the reference age using the retrospective data on parental age and education as explanatory variables, and (3) regress child earnings at the reference age on predicted parental earnings at the reference age. The resulting regression coefficients from step 3 are reported as IGEincome.

S1, S2 and S3 are derived from decomposing IGEincome.<sup>22</sup> S1 is the share of income persistence that is the effect of parental education on offspring's income via offspring's education; S2 is the share of income persistence that is the effect of parental education on the determinants of offspring's income that are independent of education; and S3 is the share of income persistence that is the effect of parental characteristics (other than education) that are related to income, on offspring's income.

## 6. Example Stata code to reproduce figures from the report

### Chapter 1, Figure 1.2:

```
use "filepath\GDIM_May2018.dta", clear
keep if IGEincome!=.
keep if inlist(parent,"max","")
keep if inlist(child,"all","")
twoway scatter IGEincome IGP || lfit IGEincome IGP
```



<sup>22</sup> A detailed discussion on the estimation of these parameters is found on page 162, Annex 4A to Chapter 4 of the report.

## Chapter 2, Figure 2A.1:

```
use "filepath\GDIM_May2018.dta", clear

keep if parent=="max"

keep if child=="all"

// We drop estimates that has been generated with less than 50
observations to make sure that the estimates are reliable

drop if obs<50

// We remove co-resident countries for time trends to ensure that the
sample of countries doesn't change much over time. For this reason, we
KEEP the co-resident 1980 estimates for five countries where we have
non-co-resident data until 1980.

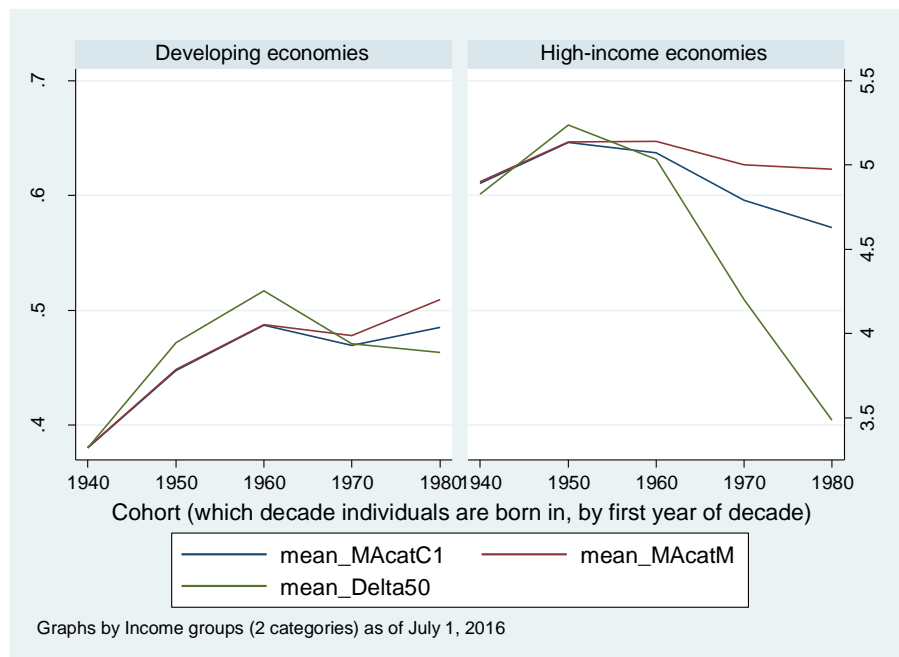
drop if status==2 & !inlist(wbcode,"MRT","PAK","PHL","GIN","RWA")

sort incgroup2 wbcode cohort

foreach x of varlist MAcatC1 MAcatM Delta50 {
egen mean_`x'=mean(`x'), by(incgroup2 cohort)
}

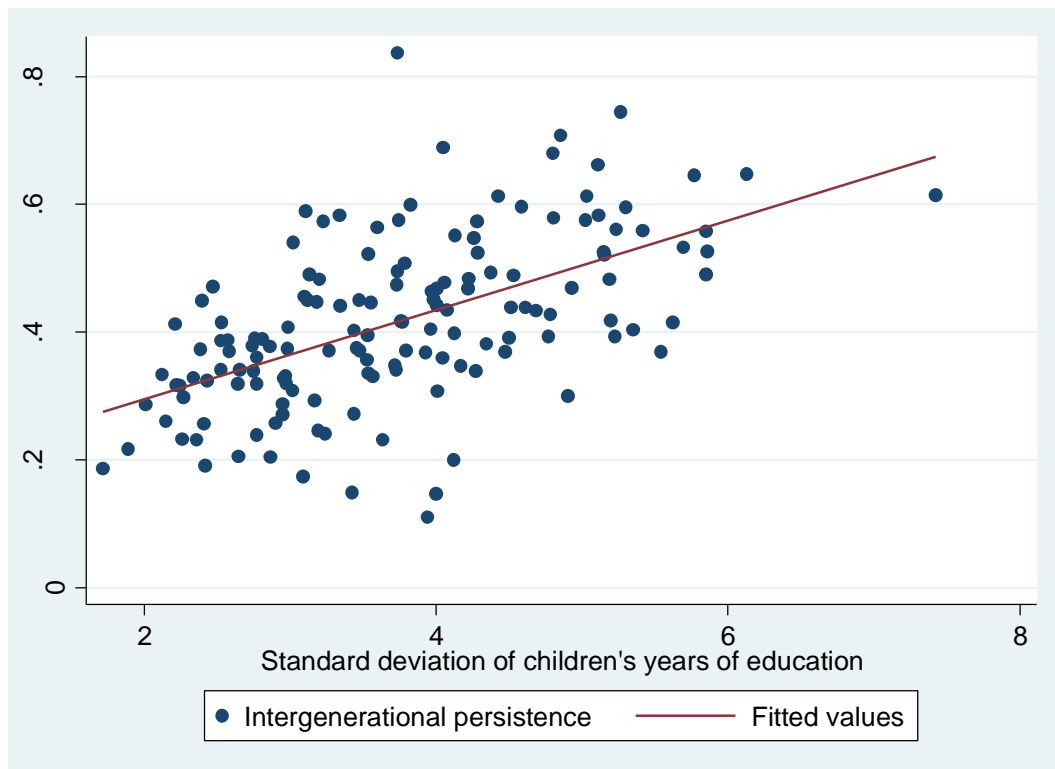
twoway (line mean_MAcacC1 cohort, sort) (line mean_MAcacM cohort, sort)
) ///

(line mean_Delta50 cohort, sort yaxis(2)), by(incgroup2)
```



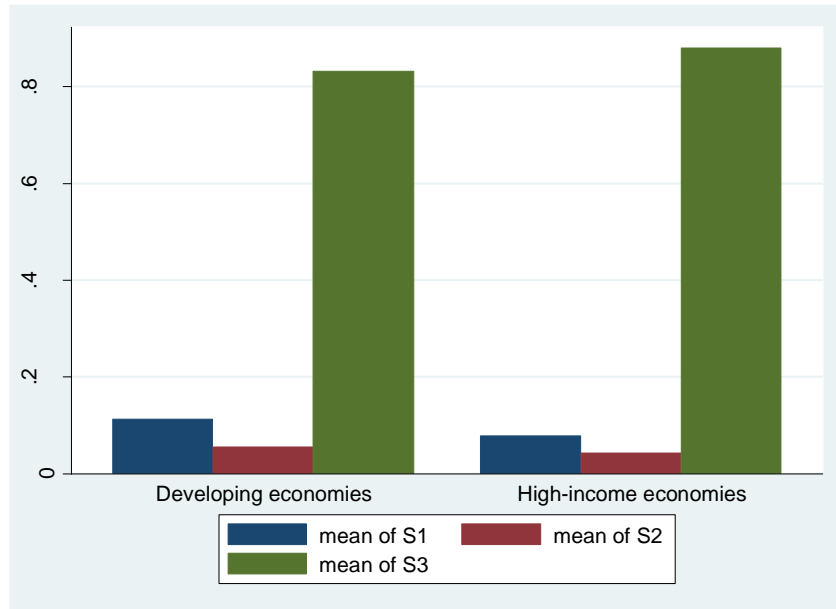
Chapter 3, Figure 3.11 (a):

```
use "filepath\GDIM_May2018.dta", clear
drop if year<1940 | obs<50 | cohort!=1980
drop if child=="son" | child=="daughter"
drop if inlist(parent,"mom","dad","avg")
twoway scatter IGP SDc || lfit IGP SDc
```



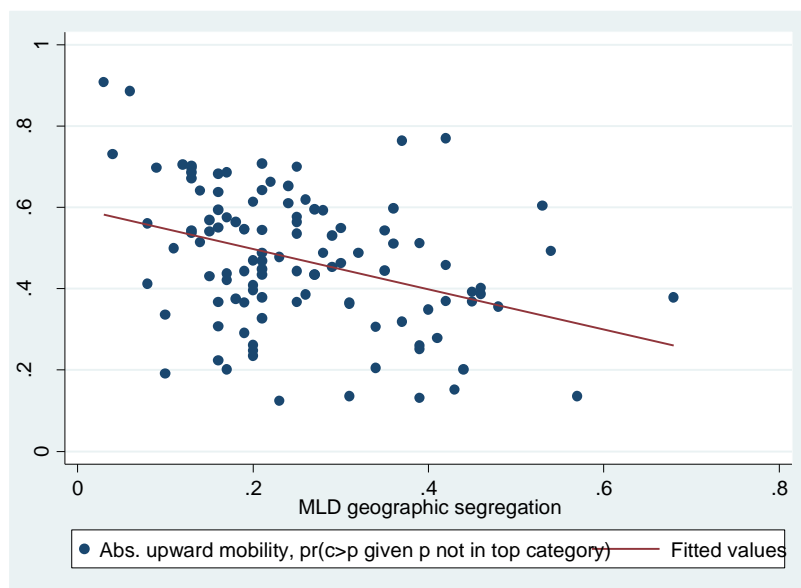
Chapter 4, Figure 4.6:

```
use "filepath\GDIM_May2018.dta", clear
graph bar S1 S2 S3, over(incgroup2)
```



Chapter 5, Figure 5.9 (b):

```
use "filepath\GDIM_May2018.dta", clear
drop if cohort!=1980
keep if inlist(parent,"max","")
keep if inlist(child,"all","")
twoway scatter MAcatC1 MLD_psu || lfit MAcatC1 MLD_psu
```



## 7. Other data sources (not included in the GDIM)

To explore potential correlates of IGM, the report merges the GDIM with a wide range of country-level data, such as information on public spending, gross domestic product (GDP), inequality, and poverty. This information draws on numerous sources which includes the following:

- Ethnic Power Relations Dataset
- Fraser Institute
- Freedom House
- Gallup World Poll
- Heritage Foundation
- International Center for Tax and Development
- Maddison Project
- Organisation for Economic Co-operation and Development
- Transparency International
- United Nations Educational, Scientific and Cultural Organization
- United Nations
- World Bank's World Development Indicators
- World Bank's PovcalNet
- World Values Survey

Country-level estimates of returns to schooling, inequality of opportunity, IGM in income, and subnational information on GDP per capita are also incorporated from various studies.

## 8. Original source of microdata used in GDIM

CASEN, 2013, Encuesta de Caracterización Socioeconómica Nacional, detailed information: Ministerio de Desarrollo Social - Gobierno de Chile (URL: <http://catalog.ihns.org/index.php/catalog/6035>)

CFPS, 2012, China Family Panel Studies, detailed information: 2013 Institute of Social Science Survey – ISSS (URL: <http://www.issp.pku.edu.cn/cfps/EN/>)

CGSS, 2014, Canada's General Social Survey, detailed information: Minister responsible for Statistics Canada. Minister of Industry, 2013 (URL: <https://www.statcan.gc.ca/pub/89f0115x/89f0115x2013001-eng.htm>)

CMSHBS, 2010, Continuous Multipurpose Household Survey (CMS) / module 2010/2011 Household Budget Survey (HBS), detailed information: Bureau of Statistics - Government of Lesotho (URL: <http://catalog.ihns.org/index.php/catalog/4917>)

CSES, 2012, Cambodia Socio-Economic Survey, detailed information: National Institute of Statistics - Ministry of Planning (URL: <https://nada-nis.gov.kh/index.php/catalog/17>)

CWIS, 2009, Core Welfare Indicators Survey 2009-2010, Poverty Survey, detailed information: Central Statistics Office (CSO) – Ministry of Finance and Development Planning (URL: <http://catalog.ihns.org/index.php/catalog/2044>)

E123, 2012, ENQUETE 1 – 2 – 3, detailed information: Institut National de la Statistique – Ministère du plan et suivi de la mise en œuvre de la révolution de la modernité (URL: <http://www.dial.ird.fr/enquetes-statistiques/enquetes-1-2-3>)

ECAM-III, 2007, Enquête Camerounaise Auprès des Ménages, detailed information: institut National de la Statistique (INS) - Ministère de l'Economie, de la Planification et de l'Aménagement du Territoire (URL: <http://catalog.ihsn.org/index.php/catalog/2256>)

ECASEB, 2008, Enquête Centrafricaine pour le Suivi-Evaluation du Bien-être, detailed information: Institut Centrafricain des Statistiques et des Etudes Economiques et Sociales - République centrafricaine - Ministère du plan, de l'économie et de la coopération internationale (URL : <http://catalog.ihsn.org/index.php/catalog/6033>)

ECOM, 2011, Enquête Congolaise Auprès des Ménages pour le Suivi et l'Evaluation de la Pauvreté, detailed information: Centre National de la Statistique et des Études Économiques (CNSEE) - Ministère de l'Économie, du Plan, de l'Aménagement du Territoire et de l'Intégration (URL: <http://catalog.ihsn.org/index.php/catalog/4889>)

ECOSIT-III, 2011, Enquête sur la Consommation des Ménages et le Secteur Informel au Tchad, detailed information: Institut National de la Statistique, des Etudes Economiques et Démographiques (INSEED) (URL: <http://catalog.ihsn.org/index.php/catalog/4923>)

ECV, 2013, Encuesta Condiciones de Vida, detailed information: Instituto de Estadística y Censos - 2015 INEC (URL: [http://www.ecuadorencifras.gob.ec//documentos/web-inec/ECV/ECV\\_2015/](http://www.ecuadorencifras.gob.ec//documentos/web-inec/ECV/ECV_2015/))

ECVM, 2009, Enquête sur les Conditions de Vie des Ménages 2009-2010, detailed information: Institut National de la Statistique et de la Démographie (URL: <http://catalog.ihsn.org/index.php/catalog/2117>)

EDAM, 2012, Enquêtes Djiboutiennes Auprès des Ménages, detailed information: Direction en charge des Statistiques, aujourd'hui la DISED (autrefois la DINAS) - Le Ministère de l'Économie, des Finances (URL: <http://www.ministere-finances.dj/EDAM.html>)

EESIC, 2014, Enquête sur l'emploi, le secteur informel et la consommation des ménages aux Comores, detailed information: Direction Générale de la Statistique et de la prospective - Commissariat Général au Plan (URL: <http://catalog.ihsn.org/index.php/catalog/6496>)

EGEP, 2005, Enquête Gabonaise pour l'Evaluation et le Suivi de la Pauvreté, detailed information: Direction Générale de la Statistique et des Etudes Economiques (DGSEE) - Ministère de la Planification, de la Programmation du Développement et de l'Aménagement du Territoire (URL: <http://catalog.ihsn.org/index.php/catalog/41>)

EH, 2008, Encuesta de Hogares, detailed information: Instituto Nacional de Estadística - Ministerio de Planificación del Desarrollo – Bolivia (URL : <http://catalog.ihsn.org/index.php/catalog/4288>)

EIBEP, 2002, Enquêté Intégrée de Base pour l'Evaluation de la Pauvreté, detailed information: Direction Nationale de la Statistique - Ministère du Plan et de la Coopération (URL: [http://catalog.ihsn.org/index.php/catalog/1432/related\\_materials](http://catalog.ihsn.org/index.php/catalog/1432/related_materials))



EICV, 2000, Enquête Intégrale sur les Conditions de Vie des Ménages, detailed information: National Institute of Statistics of Rwanda - Government of Rwanda (URL: <http://microdata.statistics.gov.rw/index.php/catalog/27>)

EICV, 2010, Enquête Intégrale sur les Conditions de Vie des Ménages, detailed information: National Institute of Statistics of Rwanda - Government of Rwanda (URL: <http://catalog.ihns.org/index.php/catalog/3142>)

ELEP, 2012, Enquête Légère pour l'Evaluation de la Pauvreté, detailed information: Institut National de la Statistique - Gouvernement guinéen (URL: <http://catalog.ihns.org/index.php/catalog/5122>)

ELMPS, 2012, Egypt - Labor Market Panel Survey, detailed information: Economic Research Forum (URL: <http://www.erfdataportal.com/index.php/catalog/45>)

EMICOV, 2011, Enquête Modulaire Intégrée sur les Conditions de Vie des ménages, detailed information: Institut National de la Statistique et de l'Analyse Économique (INSAE) (URL: <http://catalog.ihns.org/index.php/catalog/5123>)

EMOVI, 2011, Encuesta Movilidad Social en México, detailed information: El Centro de Estudios Espinosa Yglesias (URL: <http://www.ceey.org.mx/encuesta/emovi-2011>)

ENAH0, 2014, Encuesta Nacional de Hogares sobre Condiciones de Vida y Pobreza, detailed information: Instituto Nacional de Estadística e Informática (INEI) - Presidencia del Consejo de Ministros (PCM) Dirección Nacional de Censos y Encuestas (DNCE) - INEI (URL: [http://webinei.inei.gob.pe/anda\\_inei/index.php/catalog/249](http://webinei.inei.gob.pe/anda_inei/index.php/catalog/249))

ENCOVI, 2014, Encuesta Nacional de Condiciones de Vida, detailed information: El Instituto Nacional de Estadística – INE (URL: <https://www.ine.gob.gt/index.php/encuestas-de-hogares-y-personas/condiciones-de-vida>)

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