

National Report on the Results of the Child and Adolescent Labour Survey in Costa Rica

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Preface

The International Labour Office (ILO), through the International Program on the Elimination of Child Labour (IPEC), has turned the process to prevent and progressively eradicate child labour into a universal task.

Worldwide, child labour is an ample, complex, and multifaceted phenomenon. Nevertheless, the lack of reliable information and quantitative and qualitative analyses makes it difficult to find effective ways to face the problem. For many years, the lack of information about its causes, magnitude, nature, and consequences has been a considerable obstacle to undertake effective actions in order to confront, stop, and eliminate this phenomenon that affects millions of children around the world.

Since 1998, the International Program on the Elimination of Child Labour manages the Statistical Information and Monitoring Program on Child Labour (SIMPOC), with the purpose of helping the participating countries to generate data about child labour that is comparable among them. SIMPOC's general objective is to generate, by means of household surveys, quantitative data about school activities and about those activities, both economic and non-economic, which children perform out of school, as well as to collect qualitative data and create databases that contain information related to child labour. These data have been used as the basis for different studies prepared in the participating countries.

The collection of reliable data and their analysis supports the development of effective interventions against child labour. The data collected in the different countries and the studies prepared based on these data are expected to strengthen the development, implementation, and monitoring of policies and programs against this phenomenon and the promotion of social attitudes in favour of the sustainable prevention and progressive eradication of child labour.

I am certain the information presented in this study on child labour in the country will contribute to improving the understanding and to increasing the awareness of the situation of child labourers and will allow the creation of better strategies to fight against this phenomenon.

For each of the participating countries, having a clearer panorama of this phenomenon undoubtedly foresees a more effective process and a shorter route to achieving a world without child labour.

Guillermo Dema
Sub-Regional Coordinator
ILO/IPEC PROGRAMME FOR CENTRAL AMERICA,
PANAMA, DOMINICAN REPUBLIC, HAITI AND MEXICO

Presentation

Child and adolescent work has existed in Costa Rica for many years. Our forefathers included boys, girls and adolescents in farm labour and housework.

Over the last few years, however, what was once considered a tradition has become a social problem. Our country's girls and boys have joined the work force in large numbers, and have consequently become victims of exploitative conditions that limit both their access to education and the enjoyment of their rights.

To address this situation, the country must develop a national policy to effectively abolish child labour, and take the immediate steps necessary to put an end to the abuses suffered by girls and boys whose work puts their health, safety and moral integrity at risk. Girls and boys must also be guaranteed the highest possible level of physical and mental development.

A number of efforts to gradually eliminate child labour have therefore been undertaken. As a result of these endeavours, child labour has come to be viewed as a problem rather than a solution,

and as such has been given a place on the country's political agenda.

As part of these initiatives, the Ministry of Labour and Social Security and the National Institute of Statistics and Censuses, acting with the technical support of ILO IPEC, have implemented the Statistical Information and Monitoring Programme on Child Labour (SIMPOC). This programme provides updated statistics on the magnitude of child labour in Costa Rica, as well as information on the geographic areas and occupations that hold the highest percentages of working girls and boys. Such information facilitates the development of strategies to effectively address the problem.

The documents produced by SIMPOC also serve to supplement the second National Plan to Eliminate Child Labour and Protect Adolescent Workers.

It is our hope that the information obtained through this programme will be of use to those who, in a variety of ways, have become our partners and colleagues in the struggle to eliminate child labour.

Lic. Ovidio Pacheco Salazar Camacho
Minister

MINISTRY OF LABOUR AND SOCIAL SECURITY

Lic. José Antonio Calvo
Director

NATIONAL INSTITUTE OF STATISTICS AND CENSUSES

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Executive summary

According to the child and adolescent labour module included in the Multiple Purpose Household Survey (MPHS), carried out in July 2002 by the National Institute of Statistics and Censuses (INEC) of Costa Rica, over 113 thousand girls and boys between the ages of 5 and 17 – 10.2% of the overall population in that age group – were working as of July 2002.

Fifty thousand one hundred and fifty-one working girls and boys are under the age of 15, the minimum age for admission to employment.

Close to 27% of the working child and adolescent population in that age group are females.

A total of 77,692 child and adolescent workers, or two thirds of working boys and girls between the ages of 5 and 17, reside in rural areas.

Over 84% working girls and boys are in elementary occupations, although the percentage of semi-skilled workers increases proportionately with age. The percentage of skilled workers is higher among girls than among boys, and it is also higher in urban areas, where occupations are more diverse. Regardless of age, most boys and girls are engaged in occupations that do not adequately provide for their needs. Urban girls and boys, however, have greater access than rural ones to jobs that provide a moderate level of well-being.

According to the survey, over half of working children under the age of 15 and one third of working adolescents are employed in the agricultural sector. This percentage is even higher in rural areas. Trade and repair is the second most important industry for

working girls and boys in both age groups. Trade and private households with employed persons are an especially important source of employment for girls.

Working hours increase with age for child labourers. Children between the ages of 5 and 9 work on average 5 hours a week; children in the 10-to-14 age group work an average of 14 hours a week; and adolescents aged 15 to 17 work on average 32 hours a week. Over 40% of adolescents work shifts that exceed the legal limit of 36 hours per week. Boys work longer hours, on average, than girls.

With regard to occupational categories, unpaid family work is the dominant status in employment for children under 15, girls and working minors in rural areas.

The search for work is a particularly significant issue among adolescents, for whom the rate is 16.4%. That percentage reaches 21.5% among girls and 22.3% among urban adolescents.

Working children between the ages of 5 and 9 earn an average monthly wage of ₡5,243 (US\$15), or one fourth the income of children aged 10 to 14 (₡20,886/US\$58). The monthly wage of adolescents aged 15 to 17 is considerably higher, being on average ₡46,667 (US\$130). The average income of 100% of working children aged 5 to 9, 97% of children aged 10 to 14 and 85% of adolescents is below the monthly Legal Minimum Wage (₡77,584/US\$217 as of June 2002).

Poverty is higher in households where girls and boys work or seek work than it is in households where they are economically inactive.

A comparison between families where girls and boys work and families where they are economically inactive sheds considerable light on the relationship between economic activity among persons under 18 and the socio-economic, demographic and educational status of Costa Rican households. Households of boys and girls who work have, on average, more members and more adults who work but earn low incomes than those of boys and girls who neither work nor seek work.

There is a significant difference between the schooling level of heads of households of girls and boys under 18 are economically inactive (between 8 and 9 years of schooling) and heads of households of working girls and boys (6 years, on average).

Over half of girls and boys who work do so to help cover family expenses or support the family business. The proportion of girls and boys who cite those reasons is similar for both age groups, both sexes and for both urban and rural areas.

Two out of every three girls and boys surveyed said that they had begun working before the age of 15. Only one third had begun working at the minimum age permitted by law.

Child and adolescent work is markedly seasonal in nature. The child and adolescent work force increases in November, reaching its peak in December and January, during the school vacation season and the coffee, cantaloupe, watermelon and sugarcane harvests. It begins to decline in February, and levels off at its original November level in March, at the beginning of the school year. This seasonal element is much stronger among rural girls and boys and school students.

Thirty-eight per cent of boys and girls who had worked for at least one month during the 12 months preceding the survey (July 2001 through June 2002) were found to be habitually active – that is, they had worked for 7 to 12 months during that period. Also, 80.9% of these habitually active girls and boys had worked during the entire period preceding the survey. The percentage of occasionally active boys and girls, those having worked for 1 to 3 months during school vacation and harvest periods, was also significant at 47.1%. The remaining 14.9% were temporarily active, working between 4 and 6 months a year.

The school dropout rate among working children and adolescents is 44.1%. A full 51.7% of girls and boys who work and study are over the appropriate age for their grade level. This stands in sharp contrast to the relatively low dropout rate (6.9%) and per-

centage of overage students (26.6%) among economically inactive girls and boys between the ages of 5 and 17. The dropout rate is higher among boys and in rural areas, whereas the percentage of overage students is higher in urban areas and is equal among girls and boys.

Over half of the survey respondents cited lack of access or integration into the educational system as their primary reason for dropping out of school; approximately 40% cited economic constraints as their main reason.

According to the National Insurance Institute, the highest number and percentage of work-related accidents and illnesses among working girls and boys occur in agriculture and construction.

In Costa Rica, household chores that bar a child from engaging in other activities is legally defined as equivalent to an economic activity and, as such, is classified as child labour. On the basis of the household survey results, it is estimated that approximately 176 thousand boys and girls were regularly spending at least 10 hours a week on housework as of July 2002. This is equivalent to 15.8% of the population between the ages of 5 and 17.

The composition by sex of minors' work within the home is reversed with respect to child labour performed elsewhere; 7 of every 10 children and adolescents who perform housework are female (127,483).

Fifty-three point five per cent of girls and boys who perform household chores for at least the minimum of hours specified live in urban areas.

The average number of hours dedicated to housework increases with age. Children aged five to nine work an average of 14 hours a week; children aged 10 to 14 work an average of 16 hours a week; and adolescents aged 15 to 17 work an average of 23 hours per week.

The demographic, economic and occupational characteristics and adult schooling rates of households of boys and girls who perform housework are very similar to those of households of boys and girls who work outside the home, and markedly different from those of households of persons in the same age group who do not perform economic activities or housework.

Both the dropout rate and the percentage of overage students are higher among boys and girls who perform housework than among boys and girls of the same ages who do not perform domestic or economic activities.

CHAPTER 1

Introduction



1.1 Background and basis for the report

The Multiple Purpose Household Survey (MPHS) is a valuable source of information on various issues relating to the country's households and their members. The survey's Employment Module, focusing on the work force and its characteristics (employment, unemployment, underemployment and income), is particularly important. The MPHS also provides supplementary information on the demographic, socio-economic and educational characteristics of individuals and households.

The MPHS has been conducted in July of each year since 1987, and is supported by the Costa Rican Social Security Fund (Caja Costarricense de Seguro Social, or CCSS) and other institutions that request special modules.

The addition of a Child Labour Module in 2002 was part of the development of the "Child Labour Survey and Data Base Development" project, was jointly implemented by INEC and the Ministry of Labour and Social Security (MTSS). The project received financial and technical support from the International Labour Office (ILO), within the framework of the International Programme on the Elimination of Child Labour (IPEC)'s Statistical Information and Monitoring Programme on Child Labour (SIMPOC).

While the MPHS provides information on a number of important issues for the 12 to 17 age group, it usually excludes children between the ages of 5 and 11. Moreover, its estimates are based on a concept of "work" that fails to consider many types and conditions of work that are specific to girls

and boys. For these reasons, child labour modules aimed at girls and boys aged 5 to 17 were included in the survey on three occasions prior to 2002.

The first such module was carried out in 1994, with the involvement of both the Child Welfare Institute (Patronato Nacional de la Infancia, or PANI), which is the agency responsible for protecting girls and boys in accordance with international standards and national law, and the United Nations Children's Fund (UNICEF).

The module contained five questions in total. Their objective, together with the rest of the survey, was to identify the tasks and responsibilities that minors were undertaking, both inside and outside of the home. They were also designed to provide information that could be used to create programmes to aid the development and growth of girls and boys.

The module explored the following issues:

- n The performance of activities, paid or unpaid, within the home or elsewhere, to supplement family income;
- n Performance of housework or help with household tasks;
- n The types of activities a child performs or helps to perform;
- n The ways in which girls and boys are inserted into the job market – in other words, for whom they perform or help to perform an activity (for a family member, another individual or for the child him/herself).

Experience with this module, and especially with the results it produced, led to the inclusion of a new module in 1995. This was done with the collaboration of PANI, UNICEF and ILO.

The new module contained 14 questions, designed and organized with the following objectives in mind:

- n To generate reliable data concerning the magnitude and characteristics of child and adolescent work in Costa Rica;
- n To study the relationship between such data and the socio-economic circumstances of households where girls and boys work, inside or outside of the home;
- n To use the information obtained as a guide for the development of policies and comprehensive programmes on working children and adolescents.

The following issues were studied:

- n Activities or work, paid or unpaid, performed by girls and boys to supplement the family income or cover their own expenses. The module also studied the main type of work or activity performed, the number of hours worked, the relationship of girls and boys with their employers, their income, the age at which they began to work and the importance of their work to the household;
- n Performance of housework, or help with household tasks;
- n Use of free time for recreational activities, sports and entertainment.

A Child and Adolescent Labour Module was added to the MPHS in 1998 at the request of PANI and with the collaboration of ILO IPEC.

It should be noted that the 1994 and 1995 surveys made significant progress in the study of this issue; the purpose of the 1998 survey was not only to study the evolution of boys and girls' work over the previous three years, but also to use prior experiences to improve the measurement of child and adolescent work.

The module collected the following information on the activities of boys and girls:

- n Work: productive activities, remunerated or unremunerated, performed by girls and boys

to supplement the family income or to cover their own expenses; the regular economic activities of girls and boys during the year preceding the survey were also included in this category.

- n Domestic activities: Household tasks which girls and boys must perform regularly. This category also includes the number of hours worked per week.
- n Use of free time for recreational activities, sports and entertainment.

1.2 Objectives of the 2002 Child Labour Survey

The inclusion of a Child Labour Module in the MPHS in 2002, made it possible to develop the "Child Labour Survey and Data Base Development" project.

The objective of the module was to collect information on the magnitude and characteristics of the participation of girls and boys aged 5 to 17 in economic, recreational, educational and domestic activities, as well as the main demographic and socio-economic characteristics of working minors.

The information obtained has been used to establish a database on child and adolescent work in Costa Rica, as part of ILO IPEC's Statistical Information and Monitoring Programme on Child Labour (SIMPOC).

The survey has provided the data required to study, among others, the following issues:

1. Characteristics of the 5 to 17 age group

- n Distribution by sex of the population aged 5 to 17, classified by age group
- n Level of schooling
- n Amount of compulsory formal education received
- n Main reasons for not attending school
- n Insurance coverage
- n Poverty level

2. Work of persons between 5 and 17 years

- n Magnitude of child and adolescent work
- n Types of work or occupations
- n Whom girls and boys work for
- n Age at which girls and boys begin to work

- n Family characteristics
- n Employment characteristics of households of girls and boys who work and households of those who do not
- n Socio-economic characteristics of households
- n Poverty level of households

1.3 Structure of the report

This introductory chapter is followed by an explanation, in Chapter 2, of the methodology employed to conduct the survey and process data. Chapter 3 summarizes the country's socio-economic background, as well as the legal framework of child and adolescent work in Costa Rica. Chapter 4 briefly describes the main characteristics of the survey population. Chapters 5 and 6 analyse the main characteristics of children's work

according to the survey; Chapter 5 focuses on the economic characteristics of child and adolescent work, as well as boys and girls use of their free time, while Chapter 6 analyses the impact of work on the education of working girls and boys, as well as the risks to which they are exposed.

Chapter 7 contains a brief overview of other studies, and their findings on hazardous labour and the worst forms of child labour in Costa Rica. Chapter 8 deals with housework. The conclusions and recommendations in Chapter 10 are preceded by a summary, in Chapter 9, of the programmes, policies and actions currently in place to address children's work.

A glossary of terms and the survey questionnaire have been included as an annex.

The 2002 MPHS methodology



The main methodological issues that should be taken into account when using the survey results are explained below.

2.1 Scope and coverage

The MPHS survey population was defined as the total number of private dwellings in the country, and the persons who habitually reside in them. Direct interviews were carried out at dwellings selected through the statistical sampling technique. The information obtained was used to make general estimates for the overall population.

The study domains for which general estimates with a known confidence level can be drawn are the following:

- Central Region, urban
- Central Region, rural
- Other Urban
- Other Rural

The sample also provides reliable estimates of certain characteristics of other planning regions – namely the Central Pacific, Chorotega, Brunca, Atlantic Huétar and North Huétar regions.

2.2 Questionnaire and target survey respondents

The basic MPHS questionnaire was divided into three sections: A (basic information), B (socio-demographic characteristics) and C (employment characteristics). Section B of the questionnaire could cover up to ten (10) household members; section C could cover up to five (5). If a household

exceeded those numbers, multiple questionnaires were used. As of July 2002, the questionnaire included other sections in addition to the central module; these sections covered housing, migration, breastfeeding, vaccination and children's work.

The structure of the questionnaire was as follows:

Section A:

Basic information: location, household members, log of visits, result of visits;

Dwellings: characteristics, type, ownership status, construction materials used and condition, rooms and bedrooms, availability of basic services, asset ownership;

Migration: characteristics; residence abroad; migration over the last 10 years; remittances from abroad;

Section B:

Socio-demographic characteristics: names of household members, relation, sex, age, insurance status, place of birth, year of arrival, nationality, place of residence for the last 5 years, schooling (standard or non-standard), marriage status, voluntary participation in pension plans, main provider in the household;

Breastfeeding and vaccination: nutritional characteristics, age at which breast milk intake began, suspension of breastfeeding, weaning, drinking utensils, vaccination, vaccines received, possession of vaccination card;

Section C:

Characteristics of economic activity (children 5 years old and older): conditions under which

activity is performed, main occupation, occupational group, industry, sector, status in employment, characteristics of establishment, shift and hours worked, underemployment, sporadic work, secondary occupation, income (in cash and in kind), marginal occupations;

Section D:

Activities of persons aged 5 to 17: occupational group, hours worked, industry, status in employment, location of establishment, sporadic work, income (in cash and in kind), reasons for working, use of protective gear, months worked, work-related accidents, disability and benefits received, age at which child began to work, participation in housework, hours dedicated to housework, hours dedicated to recreation.

The questionnaire is completed by a data provider, defined as a household member over 15 who is well enough acquainted with other members of the household to answer the survey questions. The section on economic activity (Section C) should be completed individually by each household member, if he/she is present at the interview. In practice, however, the questionnaire is usually completed by one respondent.

2.3 Sample design and implementation

The sample design corresponds to a probability, area-based, stratified and two-stage approach. It is area-based because the selection probabilities are tied to enumeration areas, which are geographic zones with duly established boundaries; it is stratified because twelve strata of interest were established for the distribution and selection of the sample, and each planning region was divided into rural and urban sections to better represent those areas and increase the design's relative efficiency; and it is divided into two stages because enumeration areas, or Primary Sampling Units (PSUs), were selected during the first stage, and dwellings, or Secondary Sampling Units (SSUs), were selected within the PSUs during the second stage.

The sample design requires self-weighting in each stratum. Since the enumeration areas have the same probabilities, self-weighting was maintained by selecting a fixed fraction of dwellings during the second stage – one fourth (1/4) in urban enumeration areas and one third (1/3) in rural areas.

Sample size was calculated using the same procedure followed for simple random samples. Since the sample in question is complex, an adjustment was

made for sample design effects.¹ The size and distribution of the sample were calculated as follows:

- a) The sample size necessary to obtain unemployment rate estimates of 5%, with a 1% margin of error, a 95% confidence level and a design effect of 2.45, was calculated.
- b) Since four study domains were established (Urban Central Region, Rural Central Region, Other Urban and Other Rural), the sample size for the country as a whole was obtained by multiplying the result of the operation mentioned above by four.
- c) Given the country's interest in obtaining data on children's work through special modules, the national sample was distributed by area (urban and rural), according to the variability of the economic participation rate of the population aged 5 to 17. This rate was estimated based on the 1995 Child Labour Module.
- d) The resulting sample for each area was distributed by region, according to the relative variability of the number of unemployed persons.

This resulted in an initial sample size of 10,890. It has since become larger, because of an increase in the number of dwellings.

2.4 Fieldwork

2.4.1 Sensitisation campaign

Fieldwork included a campaign to sensitise the population on the importance of the survey, in order to increase the willingness of respondents to welcome interviewers and answer their questions.

As part of the sensitisation campaign, a newsletter was published, a radio spot was aired, a press release was issued and interviews were conducted in various media outlets. The purpose of the newsletter was to encourage greater willingness among the target population to provide the necessary information. Accordingly, it was distributed at the dwellings visited by the survey workers. The purpose of the radio spot was to encourage the target population to welcome interviewers into their homes and provide adequate replies to their questions.

It should be noted that, according to supervisors and interviewers, this was a very valuable tool in the field, as it fulfilled its objective by facilitating access to data providers.

¹ A sample is considered complex when more than one selection stage is used, as was the case with MPHS.

2.4.2 Training

Supervisors were trained on 18, 19 and 20 June 2002². Given their considerable experience with the various stages of the survey – especially the fieldwork phase – training sessions focused on reviewing employment concepts and understanding the survey modules. Training of MPHS–Child Labour Survey interviewers took place between 24 June and 5 July, 2002.

Survey worker training sessions featured the participation of an administrative coordinator and a technical coordinator. The sessions were led by 6 instructors, all of them experienced MPHS supervisors.

The 2002 MPHS was carried out by 22 work teams, each led by a supervisor. Eighteen of the supervisors were INEC employees, and 4 were hired due to their extensive experience with the survey. The MPHS work force also included 66 interviewers, 40% of whom had previously worked with the survey. The Ministry of Labour and Social Security provided two full-time experts on both the issues covered by the survey and its application. General supervision was entrusted to two work teams, which evaluated all groups working in the field between 8 July and 3 August, 2002.

The survey workers were trained using the interviewer's manual, which sets forth the general rules, procedural instructions and definitions necessary to complete the questionnaire. The manual also includes visual aids, a programme, practice exercises, tests, practice questionnaires, pencils and notebooks.

2.5 Organization of fieldwork

Fieldwork began after preparatory and training activities were completed, and consisted of a direct collection of data from households through interviews and a structured questionnaire.

Supervisors were selected and trained to coordinate activities in the field. Each supervisor was assigned a team of three interviewers. A work team consisted of a group of interviewers and its supervisor. Supervisors were responsible for overseeing the work of the interviewers throughout the entire survey period, in order to ensure that adequate information was obtained. Programmes detailing daily survey routes were developed to assist them in this task.

Each supervisor was provided with a map or sketch of the target area, to help him/her locate the

selected dwellings. Supervisors were also given a document entitled Register of Buildings and Dwellings (RBD), which details all structures or buildings (dwellings, commercial establishments, etc.) in an area. Dwellings on the RBD that were to be visited by interviewers were highlighted.

The survey took place between 8 July and 7 August, 2002. Fieldwork lasted four weeks, and was divided into two stages. During the first two weeks, data was collected in the Metropolitan Area, where most of the urban population is concentrated. The rest of the country, made up of rural areas, was covered during the last two weeks.

Each work team was assigned two locations, one in the Metropolitan Area and one in another region. Thus, for purposes of data collection, the country was divided into 42 work zones, organized according to geographical proximity.

In addition to the work teams, general supervisory teams were created to oversee the technical, operational and administrative components of the survey. These units visited each work team throughout the survey period.

General supervision was conducted by two teams, each consisting mainly of a coordinator and technical reviser, an operational (sampling) reviser and a re-interviewer who conducted interviews at selected dwellings to corroborate the data collected by the survey workers. General supervision of fieldwork made up part of the quality control process, and consisted of revising and evaluating data and correcting any errors that may have occurred during the data collection process, in order to ensure the highest possible level of quality.

2.6 Processing of information

The processing of survey information began after data collection in the Central Region was completed – two weeks after the beginning of fieldwork – and lasted for three months, culminating with the dissemination of the first definite results.

The process was divided into three major stages: questionnaire review and codification, data entry and data editing. After these stages were completed, variables were created and results were keyed in.

Review is the manual revision of every questionnaire brought in from the field in order to check for general errors or information gaps. If possible, errors and gaps are corrected or eliminated (via

² Training on child labour issues was provided by the Child Labour Office of the Ministry of Labour and Social Security.

telephone calls) to ensure quality and facilitate the processes that follow.

Coding is the assignment of number codes to replies that are not pre-coded, in order to facilitate tabulation. Occupation and country of birth are two examples of coded variables.

The process involved twenty-seven revisers/codifiers, three supervisors, one individual responsible for distributing materials and keeping a time log and one person responsible for keying in time log entries and overseeing production and quality. The personnel worked under the general supervision of 4 INEC employees.

The final survey results were keyed into a computer network database as the MPHS questionnaires were reviewed and coded.

Results were keyed in using the IMPS programme – more specifically, the Centry (Census Data Entry) module, which was also used to verify, correct and modify the survey data.

Data editing is the detection or correction of inconsistencies or errors in the information from a questionnaire. It requires an outline specifying the types of inconsistencies that may arise when questions are combined. Errors are detected using a computer programme based on such an outline and created within an IMPS module designed for that purpose. The programme displays a list of errors on the screen, which are checked against the questionnaires by the survey supervisors and corrected on the spot.

2.7 Response rate

Fieldwork generally unfolded without incident. The survey's 726 enumeration areas were visited, and 100% of the target dwellings were located. During the first stage of the survey, 280 visits were left pending – 104 due to the refusal of residents to be interviewed and 176 due to failure to locate any data provider.

After the follow-up stage, however, information was successfully obtained from 139 dwellings – 50% of those originally pending. Seventy-nine dwellings continued to refuse the survey, and in 62 dwellings survey workers failed to locate data providers.

The sample covered 11,669 dwellings throughout the country, 14% of which posed frame problems – in other words, they were vacant when visited, had no permanent residents, had been converted into commercial establishments or were given only temporary use.

Ten thousand and fifty-seven interviews were planned, and replies were obtained in 97.1% of cases. A total of 291 interviews were not conducted, resulting in a non-response rate of 2.9%. A number of reasons exist for non-response including an absence of respondents throughout the survey period, failure to locate respondents even though they were at the dwelling, language barriers, illness or refusal to be interviewed.

2.8 Estimation and weighting

The population values of the survey were estimated by multiplying the result of the sample by a weighing factor. This weighting procedure was employed for each of the 12 selection strata (six regions, subdivided into urban and rural sectors) as follows:

Initial weighing factor: the weighing factor is calculated as the inverse of the final sampling fraction for each stratum. The final sampling fraction is the product of the first-stage sampling fraction and the second-stage sampling fraction.

Growth adjustment: a dwelling growth adjustment is calculated by dividing the number of dwellings in the updated frame, which includes the growth observed in the sample PSUs (and consists of the initial number of dwellings plus the new ones) by the original number of dwellings in the frame.

Multiple purpose household survey 2002, fieldwork results			Table 2-1
Result	Central Region	Remaining regions	Total
Dwellings in sample	5,522	6,147.0	11,669
Frame problems	498	1,114.0	1,612
% frame problems ^{1/}	9.0	18.1	13.8
Planned interviews	5,024	5,033.0	10,057
Response	4,812	4,954.0	9,766
Non-response	212	79.0	291
Response rate ^{2/}	95.8	98.4	97.1
Non-response rate	4.2	1.6	2.9

^{1/} This percentage is computed with respect to the total number of dwellings in the frame.

^{2/} Response rate = Response / planned interviews

Source: INEC, Multiple Purpose Households Survey, July 2002

Non-response adjustment: a non-response adjustment is calculated by dividing the total number of selected dwellings by the number of dwellings that responded to the interviewers.

Population adjustment: a population adjustment is calculated to correct excessively low population estimates. It consists of the population projected on the basis of census figures, divided by the population as estimated by the survey.

Final weighing factor: the final weighing factor is the product of the initial weighing factor, the growth adjustment, the non-response adjustment, and the population adjustment.

2.9 Reliability of estimates

The sample used in the survey is one of many possible samples of the same size that could have been selected using the same sample design. Each

Variability of main population estimates						Table 2-2
	Estimate	Standard error	Coefficient of variance (%)	95% confidence limits		Sample
				Lower	Upper	
Total population	3,997,883	83,519	2.09	3,834,186	4,161,580	44,138
Labour force	1,695,018	34,370	2.03	1,627,653	1,762,383	18,176
Employed	1,586,491	32,074	2.02	1,523,625	1,649,357	17,044
Unemployed	108,527	5,503	5.07	97,741	119,313	1,132
Inactive	1,365,809	27,620	2.02	1,311,675	1,419,943	15,076
Children under 12 years	937,056	29,527	3.15	879,182	994,930	10,886

1/ Percentage of households with known income
Source: : INEC, Multiple Purpose Household Survey, July 2002.

Estimated variability of percentage of households ^{1/} by poverty level						Table 2-3
Poverty situation and area	Estimate	Standard error	Coefficient of variance (%)	95% confidence limits		Sample
				Lower	Upper	
Total						
Poor households	20.6	0.6	3.13	19.3	21.9	2,156
With unmet basic needs	14.9	0.5	3.3	14.0	15.9	1,502
In extreme poverty	5.7	0.3	5.83	5.0	6.3	654
Non-poor households	79.4	0.6	0.81	78.1	80.7	7,188
Urban						
Poor households	17.3	0.8	4.73	15.7	18.9	726
With unmet basic needs	13.8	0.7	5.00	12.4	15.1	576
In extreme poverty	3.5	0.3	9.66	2.9	4.2	150
Non-poor households	82.7	0.8	0.99	81.1	84.3	3,159
Rural						
Poor households	25.4	1.0	3.92	23.4	27.3	1,430
With unmet basic needs	16.6	0.7	3.98	15.3	17.9	926
In extreme poverty	8.8	0.6	6.98	7.6	10.0	504
Non-poor households	74.6	1.0	1.33	72.7	76.6	4,029

1/ Percentage of households with known income
Source: : INEC, Multiple Purpose Household Survey, July 2002.

sample provides a population estimate. Sampling error represents the variation between the population estimates produced by each possible sample, and therefore serves as a tool for measuring the precision of estimates.

Since only one of all possible samples is selected, sampling error cannot be calculated directly. Instead, it is estimated using the standard error criterion, which measures the precision of the survey's estimates.

The following tables show the estimated sampling errors for the main variables in the 2002 Multiple Purpose Household Survey employment module, both nationally and by area.

When analysing estimates, it should be remembered that cells with small values represent characteristics that occur infrequently among the population. Results should therefore be treated with caution.

Special caution should also be exercised with the variable "hours dedicated to recreation"; during the information processing stage, it was found that, in some instances, the number of hours dedicated to recreation was overstated.

2.10 Lessons learned

The detection of certain technical problems during the data collection and processing stages will help to improve the measurement and description of children's work in future surveys.

One problem was the complexity of the questionnaire, since the module was appended to a survey in which questions already followed a certain order. This sometimes caused interviewers to become confused when filling out the questionnaire and jumping or moving from question to question.

On questions C38 (internal consumption) and C39 (other economic activities), for example, some interviewers failed to follow instructions at the top of the page regarding the order of questions. This led to omissions and unwarranted entries.

In Section D (Working children), some interviewers, having failed to cross-check this section against Section C, omitted information on specific questions posed to employed persons. This affected in some cases questions D15 (occupation) through D33 (income), or on questions D40 (main reason for working) and D41 (occupational safety).

Problems were also found in the wording of some questions, such as D42 ("Did (name) perform any economic activity during the last 12 months (July 2001 to June 2002)?"). Since the term "economic activity" was not always understood by data providers, information could be lost if the interviewer failed to thoroughly question respondents.

It should be noted that interviewers were briefed on these errors as they were detected, in order to help them improve the collection of data. When improvement was not possible, the thorough revision that took place during the editing and processing stages was critical, as it enabled survey workers to recover information over the telephone. These measures kept the above-mentioned problems from significantly affecting results. In the tables, they are usually ignored values.

The identity of the data provider was also an important issue; some replies were inconsistent, possibly because they were not addressed directly to the persona about whom information was requested. Replies to question D50 (use of free time), for example, should be treated with caution, since the number of hours was often estimated incorrectly by the data provider. The tendency was to either overestimate or underestimate the actual number of hours dedicated to the activities referred to in the questions.

Moreover, given the complexity of the questionnaire itself, which measured children's work in Section C (Economic Activities) and Module D (Child Labour), specific and complex procedures were required to create variables and tabulate results.

Many of the difficulties encountered might be solved by using independent child labour surveys that provide for direct interviews with the household member to whom the questions are addressed.

Socio-economic and legal background of Costa Rica



3.1 Human development

Costa Rica is a middle-income country, with a relatively high level of social development for its income level. According to the 2001 Human Development Report, published by the United Nations Development Programme (UNDP), Costa Rica ranks forty-first among 162 countries in terms of its development as of 1999. The Report measures development based on the Human Development Index (HDI)³. The value of the country's gross domestic product (GDP) in 1999, in purchasing power parity terms, earned it a worldwide ranking of 47. The positive six-point difference between its GDP classification (47) and its HDI classification (41) is a token of the great progress it has made in terms of development, despite its limited income.

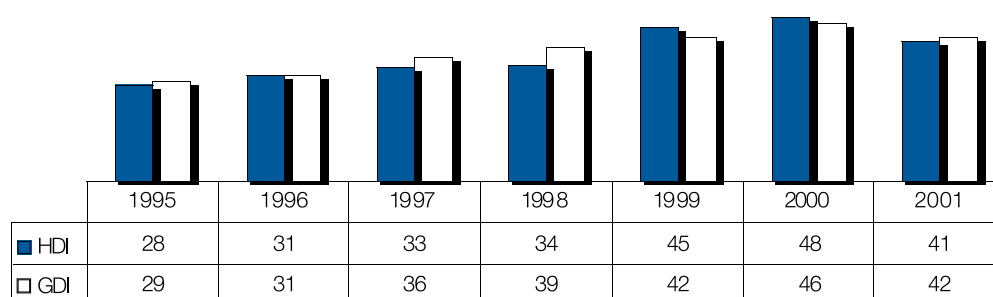
The same report states that the country's HDI in 1999 was 0.821 – considerably higher than the overall HDI for developing countries (0.647), Latin America and the Caribbean (0.760), middle-income countries (0.740) and the world as a whole (0.716).

Costa Rica qualifies as a country with a high level of human development, according to the aforementioned criteria. The country's HDI has fallen, however, sliding from 28 in 1995 to 48 in 2000, climbing back up to 41 in 2001. These rankings, which are based on a worldwide list of 173 countries, reflect a decline in the standard of living of Costa Rica compared to that of other countries.

The country's Gender-related Development Index (GDI)⁴ has also dropped, falling from 29 in 1995 to 46 in 2000 and 42 in 2001.

HDI and GDI classification of Costa Rica, 1995-2001

Figure 3-1



Source: Estado de la Nación, Octavo Informe

³ The Human Development Index (HDI) measures the well-being of a population based on its per capita income, level of schooling, and health situation. The values of the index range between 0 and 1, with those closer to 1 reflecting a higher level of human development.

⁴ The Gender-related Development Index measures the relative standing of a country with regard to gender equity, analysing the number of women in certain professions and comparing the incomes of men and women.

3.1.1 Poverty

At the beginning of the 1990s, the country experienced a significant decline in poverty. Since then, however, progress has come to a virtual standstill. The percentage of poor households remains close to 20%, while the percentage of households living in extreme poverty is close to 6%.

Poverty is more common in rural areas (25.4% of households) than in urban areas (17.3% of households). It is especially strong in the Brunca (35.7%) and Chorotega (32.7%) regions.

There has been a clear increase in inequality in the income distribution since 1997. In that year, the richest 10% of households possessed an average income equal to 15.5 times that of the poorest 10%. By 2002, the gap had widened to 23.3 (Sauma, 2002).

Life expectancy at birth, by sex, 1997-2001					
Table 3-1					
Life expectancy at birth	1997	1998	1999	2000	2001
Total	76.9	77.0	77.3	77.7	77.7
Men	74.5	74.8	74.9	75.3	75.6
Women	79.4	79.2	79.8	80.2	79.9

Source: Estado de la Nación. 8vo Informe.

Basic health indicators, 1990 and 2002		
Table 3-2		
Indicator	1990	2002
Infant mortality rate	14.8	11.1
Mortality rate in the first 28 days	8.7	7.7
Mortality rate after the first 28 days	6.1	3.5

Note: The infant mortality rate is the number of deaths of children who are under one year per 1,000 live births during the same period. The mortality rate in the first 28 days measures the number of deaths of children during the first 28 days of life, per 1,000 live births during the same period. The mortality rate after the first 28 days is the number of deaths after the first 28 days of life, per 1,000 live births during the same period.

Source: INEC, Estadísticas Demográficas.

3.1.2 Health

The population of Costa Rica enjoys in general good health indicators. Life expectancy at birth is high, and has risen consistently. As shown below, it is higher among women than men.

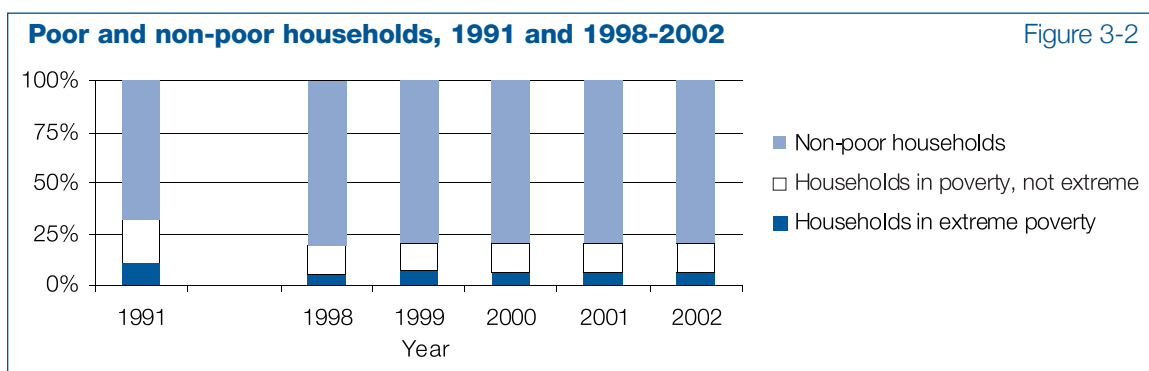
Vaccination coverage for children is high in all regions, and infant mortality has consistently declined. In 1990, 14.8 children under one year of age died for every 1,000 born alive, whereas in 2002 11.1 deaths occurred for every 1,000 live births (71,144 births and 793 deaths). Infant mortality was lower, however, during the two preceding years – 10.2 in 2000 and 10.8 in 2001. In 2002, the mortality rates in the first 28 days of life and after the first 28 days had fallen to 7.7 and 3.5 respectively for every 1,000 live births (see Table 3.2).

Over 95% of births in Costa Rica receive medical attention. In 2002, however, 29 mothers died before, during or after childbirth. The maternal mortality rate is therefore equivalent to 4.1 deaths for every 10,000 births. The National Commission on Maternal Mortality estimates that 20 such deaths could have been prevented, which shows that there is still room for improvement in this regard.

3.1.3 Education

Costa Rican law establishes that all country inhabitants have a right to education, and the State has a duty to offer broad access to adequate schooling. Preschool and general basic education are compulsory, and the State is legally obligated to provide these free of charge (as per the Constitution of Costa Rica). The State is also required by law to spend no less than 6% of GDP each year on education.

Costa Rica has good educational coverage. Net schooling rates are high, often exceeding 100% at the primary level. While rates are considerably lower at the secondary level the situation is gradually improving.



Source: Estado de la Nación, Octavo Informe

The intra-annual dropout rate at the primary level exceeds 4%. In 2001, the dropout rate in primary school was 4.5%, and was higher for boys (4.8%) than for girls (4.2%). It was also higher in rural (4.7%) than in urban areas (4.2%). The intra-annual dropout rate at the secondary level (for day schools) is more substantial, at over 11%, and is displaying an unsettling tendency to rise. In 2001, this indicator stood at 12.4%.

Slight differences between the primary level dropout rates in urban and rural areas reflect the disadvantages faced by the rural population. The dropout rate in both areas is also higher among men than among women. The gender gap is also wider in rural areas, and the urban-rural gap is higher among men.

The literacy rate of the population over 10 is high, at approximately 95%. It is slightly higher among women than among men.

3.2 Population

According to the Multiple Purpose Household Survey, the population of Costa Rica rose to 3,997,883 in 2002, with women making up a slight majority (50.4% of the total population). With an area of 51,100 square kilometres, the country's population density as of 2002 was 78.3 inhabitants per square kilometre. The population is predominantly urban; only 41.0% of the country's inhabitants live in rural areas. Most of the population is concentrated in the Central Region, which is primarily urban (see Table 3.6).

Most of the population is of productive age, as shown below (see Table 3.7).

Survey results also show that the average number of household members at the national level has remained close to 4 over the last few years, reaching 3.9 in 2002 – 3.8 in urban areas and 4 in rural areas. Household size varies according to economic situation. For non-poor households, it is 3.8; for poor households, it is 4.5; and for households living in extreme poverty, it is 4.7. Close to one out of every four households is headed by a woman. This percentage is higher among the poorest households (23.4% of non-poor households, 29.9% of poor households and 34.5% of households living in extreme poverty).

The birth rate has been declining since 1986. As of 2002, it stood at 17.6 for every 1,000 inhabitants. The fertility rate⁵ has dropped from 3.2 in 1990 to 2.1 in 2002, which means that barely

Enrolment rate, 2000-2002				Table 3-3
Net enrolment rate	2000	2001	2002	
Primary	101.6	100.9	100.8	
Secondary	59.2	60.6	63.5	

Source: Ministry of Education, Department of Statistics.

Dropout rate in the educational system, 1999-2001				Table 3-4
Dropout rate	1999	2000	2001	
Primary	4.4	4.1	4.5	
Secondary (day-time)	11.3	11.9	12.4	

Source: Ministry of Education, Department of Statistics.

Inter-annual dropout rate at the primary level, by sex, by area, 2001				Table 3-5
	Men	Women	Total	
Total	4.8	4.2	4.5	
Urban	4.4	4.0	4.2	
Rural	5.1	4.3	4.7	

Source: Ministry of Education, Department of Statistics.

Total population, by region, 2002			Table 3-6
Region	Total population	Population (%)	
Central	2,564,984	64.1%	
Chorotega	312,198	7.8%	
Central Pacific	210,097	5.3%	
Brunca	310,422	7.8%	
Atlantic Huetar	385,987	9.6%	
North Huetar	214,215	5.4%	
Total	3,997,883	100.0%	

Source: INEC, Multiple Purpose Household Survey, July 2002.

Population percentages, by age group, 2002		Table 3-7
Age group	Population (%)	
0-11	23.5	
12-24	26.6	
25-59	41.4	
60 and more	8.5	

Source: INEC, Multiple Purpose Household Survey, July 2002.

Population Indicators, 1960 and 2002			Table 3-8
Indicator	1960	2002	
Population growth rate	4.2	1.4	
Birth rate	50.8	17.6	
Fertility rate	7.3	2.1	

Source: Ministry of Education, Department of Statistics.

enough children are born in the country to replace their parents. It should be noted that, between 2001 and 2002, births to Costa Rican mothers dropped by 9.2%, while births to foreign mothers in Costa Rica increased by 3.2%. An overall decline of 7.1% was observed in the number of births between 2001 and 2002.

3.3 The productive sector and the monetary sector of the economy

Since 2000, the Costa Rican economy has been facing several difficulties. The country's gross domestic product (GDP) grew at an average real rate of 4.5% between 1998 and 2002, slowing severely in 2000. The country's per capita GDP in US dollars fell by 1.2% in 2000, although its per capita output rebounded slightly in 2001. Nominal per capita GDP reached US\$4,129.50 in 2002, (see table 3.9), leaving Costa Rica among the world's middle-income countries.

The main industry in Costa Rica is manufacturing, followed by trade, restaurants and hotels, which are fuelled largely by the country's substantial tourist sector. In 2002, these industries accounted for 24% and 20% of GDP, respectively.

Agriculture, forestry and fisheries went from being the country's third most important industry, in 1998, to its fifth, in 2002. Their relative importance fell from 12% to 11% of GDP during that period. The growth of the transport, storage and communications industry during the same five-year period, in both absolute and relative terms, should also be noted. Its relative importance rose from 10% to 12% of GDP between 1998 and 2002 (see Figure 3.3).

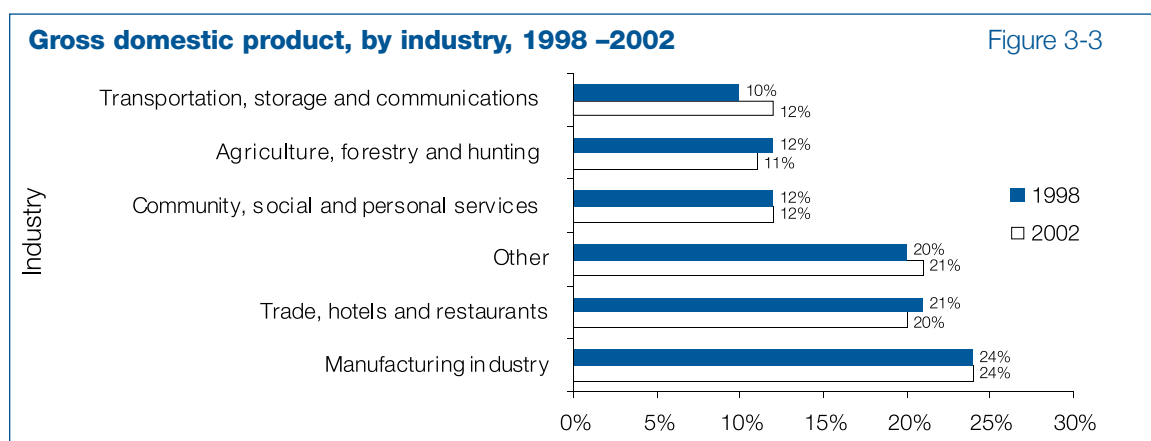
The Costa Rican economy is characterized by its high openness to, and dependency on, the foreign sector. The country's foreign trade (imports and exports) has exceeded 100% of GDP since 1997. While this represents a source of opportunities, it also leaves the country vulnerable to external fluctuations.

Exports grew steadily until 1999, reaching 54.4% of GDP during that year. This is proof of the success of the government's aggressive policies to support this sector. Since 1999, the relative importance of exports has declined, dropping to 48.5% of GDP in 2002. Imports also grew steadily until 1998, reaching 57% of GDP during that year. Their relative importance has declined since then, dropping to 52.6% of GDP in 2002.

Investment, at 20% of GDP, is lower than the minimum investment level of 25% recommended to adequately promote growth and development (IDB, 1998). The share of consumption to GDP, although declining, has remained substantial, where it represented 86.7% of GDP in 1995 and 79.5% in 2002. Both of these values, however, exceed the recommended limit of 75% (IDB,

Nominal per capita GDP (US\$), 1998-2002					Table 3-9
	1998	1999	2000	2001	2002
Per capita GDP (US\$)	3,761.9	4,116.2	4,065.1	4,087.0	4,129.5
Per capita GDP change rate (US\$)	7.2	9.4	-1.2	0.5	1.0

Source: Banco Central de Costa Rica. Indicadores Económicos.



Source: Banco Central de Costa Rica. Indicadores Económicos.

⁵ The global fertility rate measures the average number of children born to every woman of fertile age (15 to 45).

1998). The country's low investment and high consumption levels could become an obstacle to future development and growth.

The country's main exports in 2002 were modular circuit components, textiles, bananas, serum infusion and transfusion equipment, pharmaceuticals and coffee (PROCOMER, Statistics). The main destinations of Costa Rican exports are the United States, the Netherlands, Guatemala, Nicaragua and Puerto Rico. In 2002, the Central American market accounted for 10% of Costa Rican exports (BCCR), which shows that the country's active efforts to diversify its markets and reduce its traditional dependency on Central America have achieved a measure of success.

The country's main imports include raw materials – particularly for the high-technology and textile industries – and capital goods. Its main imports in 2002 were metal oxide semiconductors, hybrid integrated circuits and fuels (PROCOMER, Statistics). Most of the country's imports originate in the United States, Mexico, Japan, Venezuela and Germany (BCCR).

The disproportionate volume and growth of imports is driving a growing current account deficit, which surpassed 4.5% of GDP in 2001 and 5.5% in 2002, and is one of the country's most serious current economic concerns.

Another persistent problem in the Costa Rican economy is inflation. While it has shown a tendency to decrease over time, it still hovers close to 10% (see Table 3.10). The country has been implementing a crawling peg devaluation strategy, and in 2002 the trend toward real appreciation of the colon was reversed.

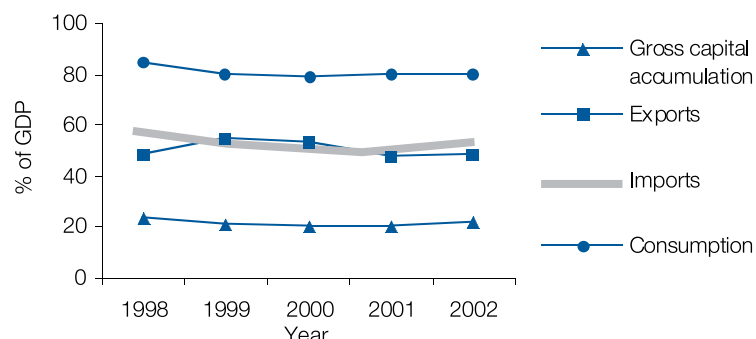
3.4 The public sector

Public social spending was equivalent to 19% of GDP in 2001. The government's strong commitment to social welfare, health and education has helped the country to achieve high social development indicators. In 2001, those items accounted for 33%, 29% and 28% of total social spending, respectively (see Figure 3.5).

Weak public finances represent, however, one of the greatest obstacles to the development and growth of the Costa Rican economy. The country has accumulated a significant amount of foreign and domestic debt – particularly the latter. It is also faced with growing interest payments on its foreign debt (close to 4% of GDP in 2001), and a

Composition of gross domestic product, 1998-2002

Figure 3-4



Source: Banco Central de Costa Rica. Indicadores Económicos

Inflation rate and real effective exchange rate index, 1998-2002

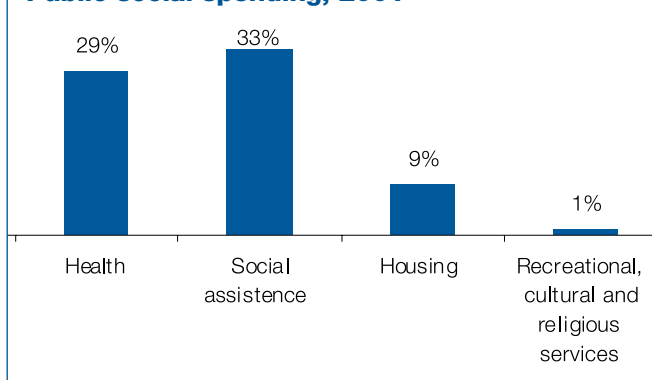
Table 3-10

	1998	1999	2000	2001	2002
Inflation rate (%)	12.4	10.1	10.3	11.0	9.7
Real effective exchange rate index (1997=100)	101.5	10.3	98.7	96.7	102.3

Note: The inflation rate is measured by variations in the Consumer Price Index.
Source: Banco Central De Costa Rica. Indicadores Económicos

Public social spending, 2001

Figure 3-5



Source: Estado de la Nación, Octavo Informe.

persistent fiscal deficit that is fed by those payments. This constrains fiscal policy and slows the economic growth of the country. Given this situation, doubts have arisen as to whether the government will be able to maintain its high social spending levels in the future.

3.5 The labour market

In 2002, the country's work force reached 1,695,018. As shown in Table 3.11, both the net participation rate and the work rate exceed 50%. However, the net participation rate and the work rate for men in 2002 reached 73.2% and 69.1%, whereas for women those rates were much lower at 38.2% and 35.2%, respectively. Percentages are slightly higher in urban than in rural areas.

In recent years, the open unemployment rate has remained below 7% but over 5%, and has been on the rise since 2000. Similarly, the total underemployment rate has remained above 5%, and was over 8% in 2002. The overall under-utilization rate in 2000 was 14.6%, showing not only that the labour supply exceeds demand, but also that many existing jobs are of low quality and do not satisfy the needs of workers. Problems faced by adults in the job market may contribute to the need of households to introduce children and adolescents to work as a means to survive.

The open unemployment rate is higher for women (7.9%) than for men (5.6%), and it is higher in urban areas (6.8%) than in rural areas (5.8%).

The employed population, which exceeded 1.5 million in 2002, is distributed among the following industries: commercial activities and repair services, agriculture and livestock, manufacturing, construction, real estate and business, education, transport, storage and communications, and private households with employed persons. It should be noted that the role of manufacturing and construction as sources of employment decreased in absolute terms between 2001 and 2002.

Most workers are in the private sector. The relative importance of that sector, compared to the public sector, has slowly been increasing.

The average minimum wage index increased in real terms in recent years, until 1999. After that point it came to a standstill, before declining in 2002. This is another problem in the adult labour market which may be pushing poor families to involve their girls and boys in work, in order to supplement low family income.

Net participation rate and work rate, 2000-2002

Table 3-11

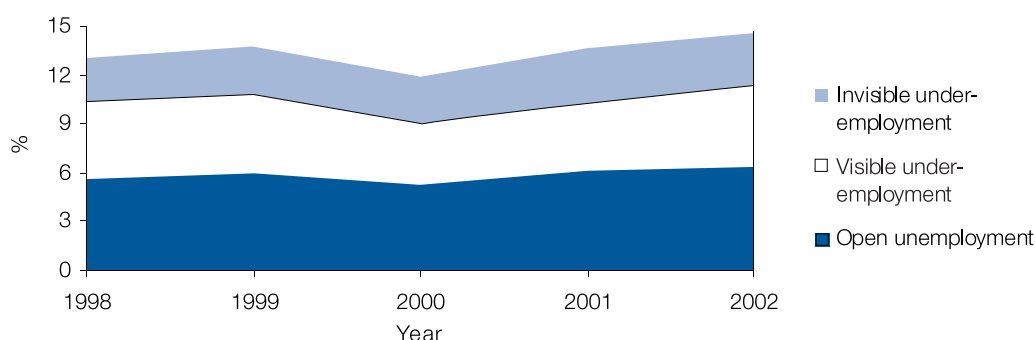
	2000	2001	2002
Net participation rate	53.6	55.8	55.4
Work rate	50.8	52.4	51.8

Note: The net participation rate measures the labour force as a percentage of the population over 11. The work rate measures the employed population as a percentage of the population over 11.

Source: Banco Central de Costa Rica. Indicadores Económicos.

Overall under-utilization rate, 1998-2002

Figure 3-6

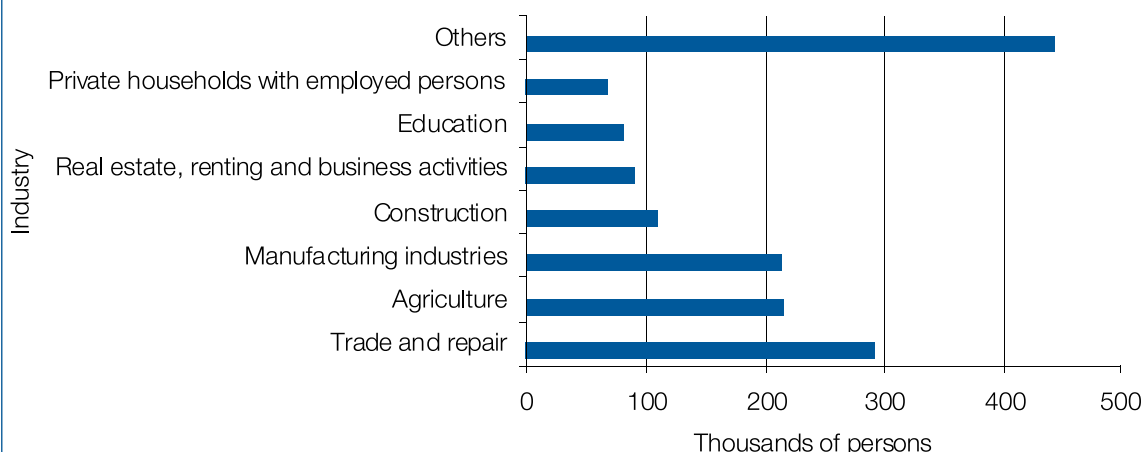


Note: Total underemployment is the sum of visible and invisible underemployment.

Source: Banco Central de Costa Rica. Indicadores Económicos.

Employed population, by industry, 2001-2002

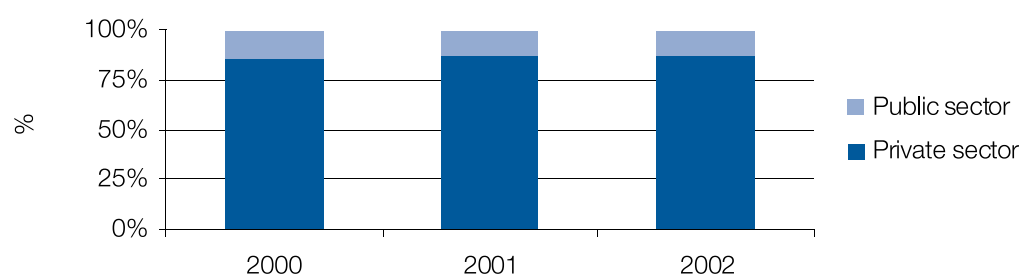
Figure 3-7



Source: Banco Central de Costa Rica. Indicadores Económicos.

Working population by sector, 2000-2002

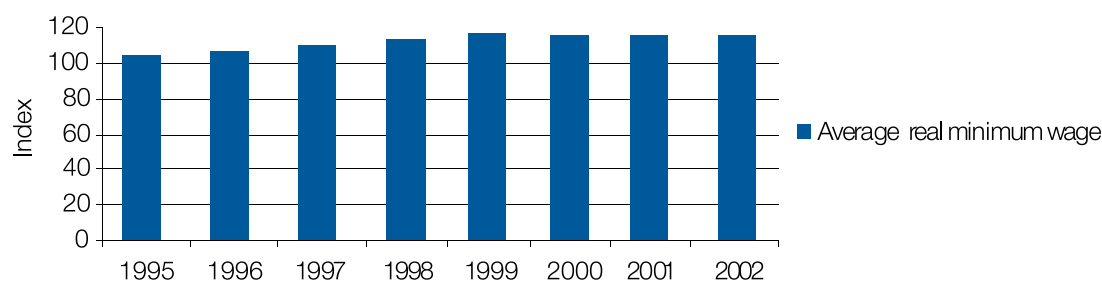
Figure 3-8



Source: Banco Central de Costa Rica. Indicadores Económicos.

Average minimum wage index (real terms) 1995-2002

Figure 3-9



Source: Banco Central de Costa Rica. Indicadores Económicos.

3.6 Legal framework of child and adolescent work

3.6.1 The protection of boys and girls

The foundation for the protection of minors, and hence for State intervention in children's affairs, has

evolved over time, varying in response to changing conceptions of child and adolescent work. The first initiatives were motivated by hygiene-related and physiological concerns, which arose from the unhealthy conditions to which working girls and boys were exposed, their gruelling hours and wages so low they were barely worthy of the name.⁶

⁶ Martínez, J. Los menores y las mujeres en el derecho del trabajo, Editorial Astrea de Alfredo y Ricardo Depalma, Buenos Aires, 1981, p. 3.

Political and social reasons, in the context of workers' rights movements later emerged. These were followed by eugenics-based arguments emphasizing the negative health impact of work at an early age. Other, less "altruistic" motives for regulating child and adolescent work could be found among adult workers, who viewed child labour as unfair competition, since boys and girls worked longer hours and were paid less.

All of these factors – some more than others – contributed to the formation of "the law of minors and women" as a branch of labour law, which is defined as a "group of rules whose purpose is to protect the education, physical development, health and morals of workers"⁷.

The 1949 Costa Rican Constitution⁸, which defines work as an individual right and a duty toward society (article 56) and regulates key issues such as wages (article 57), work hours (article 58), rest (article 59), trade union rights (Art. 60) and the right to conduct lock-outs and strikes (article 61), also states that "the law shall provide special protection for women and minors at work" (article 71).

Before the promulgation of the Constitution, the 1943 Labour Code⁹ established the first comprehensive set of rules on child and adolescent work. Chapter VII of the Code – "On work performed by women and minors" – followed the same principles of protection of "women and minors" that informed such laws elsewhere in the world.

In 1973, the International Labour Office approved Convention 138 and Recommendation 146 on the minimum age for admission to employment. The convention, ratified by Costa Rica in 1974¹⁰, is of great importance, as it addresses child and adolescent work more thoroughly than did previous instruments on the subject.

Ratification of the convention ostensibly set the minimum age for admission to employment in Costa Rica at 15, since the convention ranks above the law (see Labour Code). The convention allows "light work", however, for children over

the age of 13 and under 15, leading some to argue¹¹ that it raised the minimum age established in the Labour Code by only one year, strictly forbidding work before the age of 13, rather than 12, as previously established.

On the other hand, children over 13 and under 15 were allowed to perform "light work", a term which was never defined in Costa Rica. Adolescents over 15 and under 18 were not subject to restrictions other than those established in the Convention and the Labour Code.

The entry into force of the Convention on the Rights of the Child (CRC), in 1990¹², brought about a paradigm shift in the way children and adolescents were perceived. The convention represented the culmination of a process leading to the recognition and protection of the rights of boys and girls, who were now defined as persons under 18 years of age. They were no longer viewed as "objects of protection", but as persons subject to legal rights and duties. This new perspective is founded upon respect for human rights.

In Costa Rica, this new approach was recognized by the Code on Children and Adolescents (*Código de la Niñez y la Adolescencia* – CNA)¹³, which constitutes "the minimum legal framework for the comprehensive protection of the rights of minors" (article 1). The CNA applies to all minors (article 3), and defines the "child" as any person, from conception until the age of twelve, and "adolescent" as any person over 12 and under 18 years of age (article 2).

From this perspective, child and adolescent work can no longer be viewed through the lens of protective labour law principles. Those principles should now be applied only to supplement the new provisions, not only because this is required by CNA article 8, but also because the basic human rights of boys and girls must take precedence over any contractual worker-employer relationship. The considerations that once underpinned the protection of "minors" (hygiene-related and physiological concerns, eugenics, avoidance

⁷ JIMÉNEZ, M. Menores de edad y Derecho del Trabajo. IVSTITIA, N° 118-119, Year 10, October / November, San José, 1996, p. 22.

⁸ Constitution of the Republic of Costa Rica, 7 November, 1949. McGraw-Hill Interamericana Editores, S.A. de C.V., Mexico, 2000.

⁹ Labour Code, Law N°2, of 26 August, 1943. Revised and updated by Eugenio Vargas Chavarría, Investigaciones Jurídicas S.A., San José, 2001.

¹⁰ Law N° 5594, of 10 October, 1974, published in Addendum N° 227 to La Gaceta, N° 236, 11 December 1974.

¹¹ See JIMÉNEZ, op.cit., p. 31.

¹² Ratified by Costa Rica by Law N° 7184, of 12 July, 1990, published in La Gaceta N° 149, 9 August, 1990.

¹³ Código de la Niñez y la Adolescencia, Law N°7739, of 6 January, 1998.

of unfair competition, etc.) are completely inadequate from this perspective, which is founded upon respect for human rights.

Article 32 of the CRC establishes the right of the child to be protected from economic exploitation, as well as from the performance of any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. Chapter VII of the CNA – "Legal Framework for the Protection of Adolescent Workers" – should be interpreted in a manner that is consistent with the Code's underlying principles.

In 2001, Costa Rica ratified Convention 182 on the elimination of the worst forms of child labour, as well as Recommendation 190¹⁴, which accompanies the Convention. Article 3 sets forth the key principles of the Convention, defining the worst forms of child labour as follows:

"For the purposes of this convention, the term the worst forms of child labour comprises:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of boys and girls, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of boys and girls for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children".

The convention goes on to state that the types of work referred to under Article 3(d) – work which is likely to harm the health, safety or morals of boys and girls, and which is referred to as "hazardous work" in Recommendation 190 – shall be determined by national laws or regulations or by

the competent authority – which in the case of Costa Rica would be the Legislative Assembly – after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards.

Despite the significant legislative progress the country has made, it should be noted that the "protectionist" approach referred to above has yet to be overcome. It survives in the practical application of the law, as shown by the scarce jurisprudence available in this field. The current socio-economic trend toward globalisation and opening of markets, coupled with the impoverishment of the population, is transforming the principles and institutions of labour law and employment policy.¹⁵ This is a development which cannot be ignored, as it is bound to affect the legal framework of child labour.

3.6.2 The law of adolescents

Do minors have a right to work? Article 78a of the CNA states the following: "The State shall recognize the right of adolescent persons over the age of fifteen to work, within the limitations established by this Code, international conventions and the law". The Code also recognizes the legal capacity of adolescents in labour matters. Adolescents can perform legal acts and enter into contracts, and they have standing before the administrative and judicial authorities to request the enforcement of laws regarding their work (art. 86). Adolescents are also expressly entitled to the same protections and guarantees provided for adults (art. 79), and the benefits granted them under the law cannot be waived (Art. 80). These provisions contradict earlier notions that viewed child and adolescent work as inferior to adult work.

Work is therefore a right for persons over 15, but not for children under that age. Children under 15 are forbidden to work (art. 92). The CNA thus eliminates the contradiction between the Labour Code, which was applied until the CNA entered into force, and ILO Convention 138 on the minimum age for admission to employment.

However, as noted by Godínez¹⁶, the right to work is relative, not absolute. It is subject to restrictions, since it must remain subordinate to the right to health and the right to education. It is also subject

¹⁴ Law No. 8122-A, of 17 August, 2001.

¹⁵ See BLANCO VADO, Mario. *Las Relaciones Laborales en el Marco de la Globalización Económica: los Principios del Derecho Laboral, su Regulación y sus Tendencias*, First edition, Corte Suprema de Justicia, Escuela Judicial de Costa Rica, San José, 1996.

¹⁶ Godínez Vargas, Alexander. *El régimen de protección al trabajador adolescente*, Working paper # 10, UNICEF, CONAMAJ, Poder Judicial, United Nations, San José, 2001, p. 9.

to special legal rules which differ significantly from standard labour law, and establish a number of protections for adolescent workers.

Beyond this simple answer, the debate¹⁷ as to whether adolescent work should be permitted must also be taken into account. History has shown that the protectionist system was barely capable of restraining the worst abuses. It was not based on a comprehensive understanding of childhood and adolescence, and was therefore ineffectual, serving only to reinforce an "adult-centred" view of child and adolescent work, which was considered inferior to adult work. At present, there are at least two schools of thought on the subject. One contends that child and adolescent work should be abolished, as it violates "the right to be a child", regardless of any protective measures. The other views work as a right and a necessity for adolescents, and holds that it should be regulated rather than prohibited.

Midway between these two positions is the reality that a substantial number of minors have joined the work force. Nearly half of these workers are under 15, in violation of the CNA prohibition, and they account for significant unemployment and underemployment rates. Moreover, the impact of the current trend toward globalisation and opening of markets cannot be ignored. In defiance of protective legislation, this trend encourages job instability, vulnerability and flexibilisation as a process¹⁸, as well as early induction into the work force.

Other laws, enacted after or at the same time as the CNA, not only stress the importance of recognizing, respecting and encouraging the right of adolescents to work, but also promote the creation of placement programmes for that purpose. One example is the recent General Law on Young Persons¹⁹, which includes the following objectives (art. 1): "a) To develop, promote and coordinate the execution of public policies aimed at creating opportunities, guaranteeing access to services and maximizing the potential of young persons²⁰, in order to ensure their comprehensive development and full exercise of their civic rights, especially with regard to labour, education, preventive health care and technology". The Law also states that young persons have a right to work, to training, to insertion into the job market and to fair pay (art. 4, paragraph c).

The Law for the Protection of Adolescent Mothers²¹ is another example. This law, whose objectives include "facilitating the job insertion of adolescent mothers" (art. 4, paragraph f), requires the Ministry of Labour and Social Security to create a special placement programme for adolescent mothers over fifteen (art. 12, paragraph d).

Thus, a number of tensions are at work within the law of working adolescents. These tensions are reflected by the enactment of protective laws such as the CRC and the CNA, on the one hand, and, on the other, efforts to create mechanisms to promote the employment of adolescents.

¹⁷ See, among others, GARCÍA MÉNDEZ, Emilio, et. al. El debate actual sobre el trabajo infanto-juvenil en América Latina y el Caribe: tendencias y perspectivas. Derechos de la Niñez y la Adolescencia, Antología, Comisión Nacional para el Mejoramiento de la Administración de Justicia, UNICEF, Poder Judicial, San José, 2001, pp. 171 ff.

¹⁸ 15.161), which would amend several articles of the Labour Code to loosen restrictions regarding work hours.

¹⁹ Law 8261, of 2 May, 2002, published in La Gaceta No. 95, 20 May, 2002.

²⁰ Young persons are those "...between the ages of twelve and thirty-five, be they adolescents, youths or young adults, without prejudice to other laws benefiting children and adolescents" – art. 2, *ibid*.

²¹ N° 7735, of 19 December, 1997, published in La Gaceta N° 12, 19 January, 1998.

CHAPTER 4

Characteristics of the survey population



4.1 Structure of the Costa Rican population

The total population of Costa Rica as of July 2002 was approximately 4 million, of which 59.0%

(2,359,158) lived in urban areas.

While average household size is similar in both urban and rural areas, the two differ substantially with regard to the age of their members. Rural

Total population by area, by sex and age group							Table 4-1
Age group and sex	Total population		Urban		Rural		
	Absolute	%	Absolute	%	Absolute	%	
TOTAL	3,997,883	100.0	2,359,158	100.0	1,638,725	100.0	
0 to 4 years	352,619	8.8	187,010	7.9	165,609	10.1	
5 to 9 years	411,353	10.3	225,442	9.6	185,911	11.4	
10 to 14 years	428,875	10.8	228,610	9.7	200,265	12.2	
Subtotal 5 to 14 years	<u>840,228</u>	<u>21.1</u>	<u>454,052</u>	<u>19.3</u>	<u>386,176</u>	<u>23.6</u>	
5 to 17 years	273,759	6.9	157,237	6.7	116,522	7.1	
Subtotal 5 to 17 years	<u>1,113,987</u>	<u>27.9</u>	<u>611,289</u>	<u>26.0</u>	<u>502,698</u>	<u>30.7</u>	
18 years and more	2,522,768	63.2	1,554,816	66.1	967,952	59.2	
MEN	1,983,715	100.0	1,147,227	100.0	836,488	100.0	
0 to 4 years	179,565	9.1	94,516	8.3	85,049	10.2	
5 to 9 years	216,157	10.9	120,877	10.6	95,280	11.4	
10 to 14 years	220,197	11.1	115,957	10.1	104,240	12.5	
Subtotal 5 to 14 years	<u>436,354</u>	<u>22.0</u>	<u>236,834</u>	<u>20.7</u>	<u>199,520</u>	<u>23.9</u>	
15 to 17 years	139,152	7.0	79,400	6.9	59,752	7.2	
Subtotal 5 to 17 years	<u>575,506</u>	<u>29.1</u>	<u>316,234</u>	<u>27.6</u>	<u>259,272</u>	<u>31.1</u>	
18 years and more	1,223,881	61.8	733,447	64.1	490,434	58.8	
WOMEN	2,014,168	100.0	1,211,931	100.0	802,237	100.0	
0 to 4 years	173,054	8.6	92,494	7.7	80,560	10.1	
5 to 9 years	195,196	9.7	104,565	8.6	90,631	11.3	
10 to 14 years	208,678	10.4	112,653	9.3	96,025	12.0	
Subtotal 5 to 14 years	<u>403,874</u>	<u>20.1</u>	<u>217,218</u>	<u>18.0</u>	<u>186,656</u>	<u>23.3</u>	
15 to 17 years	134,607	6.7	77,837	6.4	56,770	7.1	
Subtotal 5 to 17 years	<u>538,481</u>	<u>26.8</u>	<u>295,055</u>	<u>24.4</u>	<u>243,426</u>	<u>30.4</u>	
18 years and more	1,298,887	64.6	821,369	67.9	477,518	59.6	

Note: Age is unknown in 8,509 cases.

Source: INEC, Multiple Purpose Household Survey, July 2002

households have a higher percentage of boys and girls (40.8%) than urban households (33.8%). This can be explained in part by the higher fertility rate of rural areas, as well as rural-urban migration, which is particularly strong among young adults aged 18 to 24.

4.2 Economic characteristics of Costa Rican households

In order to better understand the differences that exist among boys and girls²² between the ages of 5 and 17, and to meet the objectives of the survey, Costa Rican households were grouped into three categories and two sub-categories:

1. Households with persons between the ages of 5 and 17 who are part of the economically active population (EAP), that is, they are either working or seeking work. This is equivalent to 99,846 households, or 9.9% of the households studied²³.
2. Households of boys and girls in the same age group who perform no economic activity, and are thus part of the economically inactive population (EIP). This category includes 483,487 households, or 47.8% of the total:

3. Households that do not include minors of the ages in question (although they may include children under 5). Since this group was only of marginal importance to the survey objectives, its characteristics are not analysed. The 428,483 households in this category represent 42.3% of the total number of households taken into account by the survey.

As shown by the preceding table, poor households can be found in all three categories. The highest percentage of households below the poverty line²⁴ is found among homes where boys and girls work (31.9%). Poverty among these households is higher than the national average (20.6%), as well as the average for households where minors do not work or seek work (23.0%).

The higher level of poverty referred to above is found both among both households with unsatisfied basic needs and those in the extreme poverty category.

While this higher percentage of poverty would seem to be at least one of the reasons why boys and girls from these households work or seek work, it does not fully explain the phenomenon. There are also poor and extremely poor households where minors do not work, although they are fewer in number.

Relative distribution of households by poverty level, by household type

Table 4-2

Type of household	TOTAL	Incidence of poverty (%)			
		Poverty situation			Non-poor
		Total	In extreme poverty	Poor, not extreme	
Total Costa Rica	100.0	20.6	5.7	14.9	79.4
1. Households EAP ^{1/}	100.0	31.9	10.6	21.3	68.1
2. Households EIP ^{2/}	100.0	23.0	6.4	16.6	77.0
3. Households without boys and girls ^{3/}	100.0	15.1	3.7	11.5	84.9

^{1/} Households with boys and girls 5 to 17 years in economic activity.

^{2/} Households with economically inactive boys and girls 5 to 17 years.

^{3/} Households with boys and girls 5 to 17 years.

Source: INEC, Multiple Purpose Households Survey, July 2002

²² For sake of clarity, "children" refers to persons between the ages of 5 and 14, while "adolescents" refers to persons aged 15 to 17.

²³ Households where the level of participation of minors in housework is unknown (1,104) are excluded from the total number of households in Costa Rica (1,011,816).

²⁴ The poverty line has two components. The first is the (per capita) cost of a basic food basket, established jointly with the Ministry of Health and based on the consumption patterns of a group of households used for reference. Households whose per capita income is beneath the cost of this basket are classified as extremely poor. The second component is the cost of basic non-food needs, which is close to the cost of the food basket (107% of its value). The per capita value of the poverty line is the sum of these two costs. Households whose income is below the poverty line and above the extreme poverty line are considered to have unsatisfied basic needs.

4.3 Characteristics of dwellings

Dwellings inhabited by the 5-to-17 work force are in worse condition than those inhabited by children and adolescents in the same age group who do not work.

Thirty-two percent of dwellings inhabited by economically active minors are in unacceptable or inadequate condition, compared to 21.6% of dwellings in such conditions inhabited by inactive minors.

Overcrowding is also more frequent among households that include working minors (17.5% are overcrowded), as where there is a lack of or inadequacy of basic services (25.2%). In households where minors are inactive, these percentages are 11.9% and 13.6%, respectively.

Dwellings inhabited by persons aged 5 to 17 by boys and girls' activity status, by characteristics of dwelling Table 4-3

Dwelling characteristics	Population 5 to 17 years	
	Economically active	Inactive
Total dwellings	125,955	506,687
Dwelling classification ^{1/}	100.0	100.0
Unacceptable or deficient	32.0	21.6
Acceptable	31.3	24.1
Optimal	36.8	54.3
Persons per room ^{2/}	100.0	100.0
Over-crowded	17.5	11.9
Not over-crowded	82.5	88.1
Basic services ^{3/}	100.0	100.0
Services are non-existent or deficient	25.2	13.6
Deficient services	21.7	11.7
Optimal services	74.8	86.4

^{1/} Includes physical condition of the dwelling, number of persons according to the number of sleeping rooms and access to basic services.

^{2/} A dwelling is considered to be over-crowded if it does not have rooms for sleeping only and there are 3 or more persons in the dwelling, or if the total number of persons in the dwelling per sleeping room is greater than 3.

^{3/} Includes type of access to water, source of water, type of toilet facilities and existence of bathroom in the dwelling.

Source: INEC, Multiple Purpose Household Survey, July 2002.

CHAPTER 5

Working boys and girls



5.1 Current population

As of July 2002, the total number of working children and adolescents aged 5 to 17 was estimated at 113,523, yielding a work rate (when compared to the total population in that age group) of 10.2%.

Total and working population aged 5 and more, by sex and age group Table 5-1

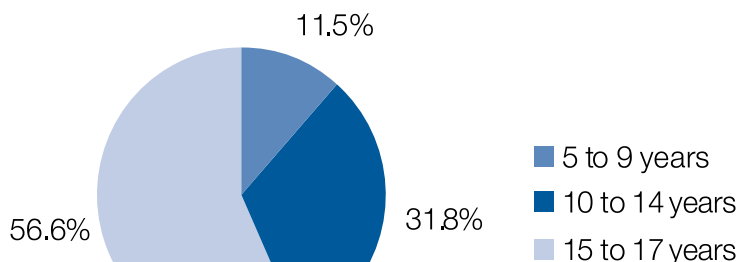
Sex and age group	Persons aged 5 and more		
	Total	Working	Work rate (%)
TOTAL			
5 to 9 years	411,353	13,110	3.1
10 to 14 years	428,875	36,119	8.4
<u>Subtotal 5 to 14 years</u>	<u>840,228</u>	<u>49,229</u>	<u>5.8</u>
15 to 17 years	273,759	64,294	23.4
<u>Subtotal 5 to 17 years</u>	<u>1,113,987</u>	<u>113,523</u>	<u>10.2</u>
18 years and more	2,522,768	1,509,691	59.8
MEN			
5 to 9 years	216,157	8,757	4.05
10 to 14 years	220,197	27,618	12.5
<u>Subtotal 5 to 14 years</u>	<u>436,354</u>	<u>36,375</u>	<u>8.3</u>
15 to 17 years	139,152	46,137	33.1
<u>Subtotal 5 to 17 years</u>	<u>575,506</u>	<u>82,512</u>	<u>14.3</u>
18 years and more	1,223,881	979,941	80.06
WOMEN			
5 to 9 years	195,196	4,353	2.2
10 to 14 years	208,678	8,501	4.07
<u>Subtotal 5 to 14 years</u>	<u>403,874</u>	<u>12,854</u>	<u>3.1</u>
15 to 17 years	134,607	18,157	13.4
<u>Subtotal 5 to 17 years</u>	<u>538,481</u>	<u>31,011</u>	<u>5.7</u>
18 years and more	1,298,887	529,750	44.7

Note: 8,509 cases of unknown age are excluded.

Source: INEC, Multiple Purpose Household Survey, July 2002.

Working girls and boys aged 5 to 17 by age group

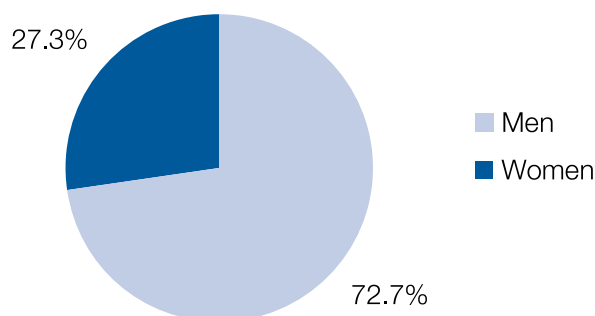
Figure 5-1



Source: INEC, MPHS, July 2002

Working girls and boys aged 5 to 17 by sex

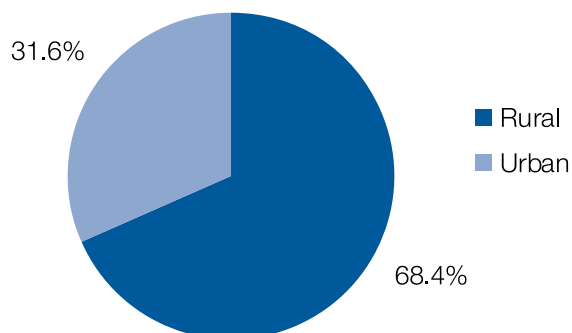
Figure 5-2



Source: INEC, Multiple Purpose Household Survey, July 2002.

Working girls and boys aged 5 to 17 by area

Figure 5-3



Source: INEC, Multiple Purpose Household Survey, July 2002.

5.2 Demographic characteristics

(a) Distribution by age group

Induction into the labour market increases with age. Children between the ages of 5 and 9 that work (13,110) account for 3.2% of the population in that age group, whereas the work rate for children aged 10 to 14 (36,119) is 8.4%, and for adolescents aged 15 to 17 (64,294) it is 23.5%.

(b) Distribution by sex

Seven of every ten members of the working child population between the ages of 5 and 17 are males (82,512). Among males aged 15 to 17, the participation rate is 33.2%; in the 10-to-14 age group, it is 12.5%; and in the 5-to-9 group, it is 4.1%.

Girls in the labour market (31,011) account for 5.8% of the female population in their age group. Their participation rate also increases with age – 2.2% of girls aged 5 to 9, 4.1% of girls aged 10 to 14 and 13.5% of adolescent girls aged 15 to 17.

The lower work rate of females is a product of statistical underestimation of their productive activities, which are not viewed as such²⁵, and the sex division of roles within the family, to be explained later in the report.

(c) Urban/rural distribution

While 38.5% of the population over 18 lives in rural areas, the rural population under 18 accounts for 45.6% of the country's minors. As noted earlier, this shows that, where young persons are concerned, population density is higher in rural than urban areas.

The rural working population between the ages of 5 and 17 is 77,692, or two thirds of the total child and adolescent work force in Costa Rica.

From an age group standpoint, the participation rate is much higher in rural areas than it is in urban areas. It increases with age in both areas.

Thus, 5.2% of rural children between the ages of 5 and 9 (9,757) are workers, whereas in urban areas only 1.5 % of children in that age group (3,353) work.

A total of 13.8% of rural children between the ages of 10 and 14 (27,683) and one of every three rural adolescents (40,252) work. In urban areas, those percentages are 3.7% of children aged 10 to 14

²⁵ Pisoni, R. (1985). "El trabajo de las Mujeres Usualmente consideradas como Económicamente Inactivas", VIII Seminario Nacional de Demografía, 7 to 9 September, 1983.

(8,436) and 15.3% of adolescents aged 15 to 17 (24,042), respectively.

(d) Geographic distribution

Close to half (47.8%) of the child and adolescent work force is concentrated in the Central Region, which is home to most of the country's population, as well as its four major cities (San José, Alajuela, Heredia and Cartago). Seven of every ten persons in this region live in urban areas.

The remaining workers are distributed among the country's 5 remaining regions – Atlantic Huetar

(12.8%), Brunca (12.3%), Chorotega (11.5%), North Huetar (8.7%) and Central Pacific (6.9%). Two thirds of the population in these regions lives in rural areas.

While most of the child and adolescent work force is found in the Central Region, in relative terms this area has the lowest proportion of workers between the ages of 5 and 17 with respect to the overall population in that age group (8.1%).

The highest work rate of boys and girls is found in the North Huetar region (16.4%).

Total and working population aged 5 and more, by area and age group

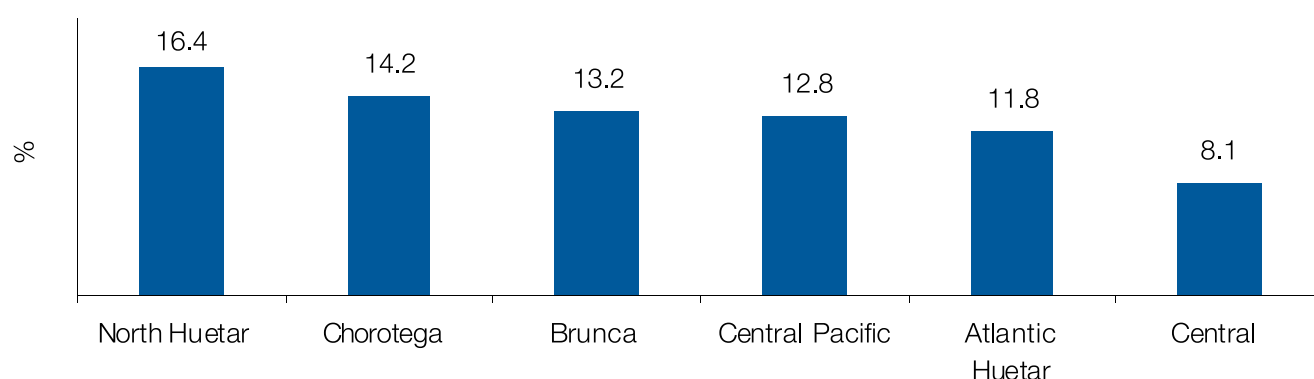
Table 5-2

Area and age group	Population aged 5 and more		
	Total	Working	Work rate (%)
URBAN			
5 to 9 years	225,442	3,353	1.5
10 to 14 years	228,610	8,436	3.7
<u>Subtotal 5 to 14 years</u>	<u>454,052</u>	<u>11,782</u>	<u>2.7</u>
15 to 17 years	157,237	24,042	15.3
<u>Subtotal 5 to 17 years</u>	<u>611,289</u>	<u>35,831</u>	<u>7.2</u>
18 years and more	1,560,859	947,451	60.7
RURAL			
5 to 9 years	185,911	9,757	5.2
10 to 14 years	200,265	27,683	13.8
<u>Subtotal 5 to 14 years</u>	<u>386,176</u>	<u>37,440</u>	<u>9.6</u>
15 to 17 years	116,522	40,252	34.5
<u>Subtotal 5 to 17 years</u>	<u>502,698</u>	<u>77,692</u>	<u>15.4</u>
18 years and more	970,418	562,240	57.9

Source: INEC, Multiple Purpose Household Survey, July 200

Work rate of boys and girls between the ages of 5 and 17 by planning region

Figure 5-4



Source: INEC, Multiple Purpose Household Survey, July 2002.

Work rates in the other four regions are also substantially higher than that of the Central Region. In Chorotega, the rate is 14.2%; in Brunca, it is 13.2%; in the Central Pacific it is 12.8%; and in Atlantic Huetar it is 11.8%.

It should be noted that there is a strong correlation between the work rate of children and adolescents and the poverty level in each region.

5.3 Economic characteristics

Of the 113,523 working boys and girls, 72.7% are male and 27.3% are female. Over half of these workers (56.6%) are between the ages of 15 and 17; 31.8% are aged 10 to 14, and only 11.5% are aged 5 to 9.

5.3.1 Occupations

Occupations were analysed at an aggregate level, using the Costa Rican Occupational Classification, which is made up of 9 major categories. Each category has been assigned a numerical code (see Annex A)²⁶.

The occupations of the child and adolescent work force, classified by age group, are shown below.

One of the first items that stands out is the way in which occupational structure changes with age. As boys and girls get older, the relative importance of occupations requiring greater schooling, training and work experience increases.

Eighty-four point five percent of working boys and girls between the ages of 5 and 14²⁷ (41,600) and 67.0% of working adolescents (43,024) are engaged in elementary occupations²⁸.

Elementary occupations are followed in importance for the 5 -to -14 year age group by service, shop and market sales workers (4,716).

Occupations are more diverse among working adolescents aged 15 to 17, who fill posts requiring greater skills, such as service, shop and market sales workers (9,738), craft, construction, mechanic, graphic arts and skilled manufacturing workers (4,727).

Employed population between the ages of 5 and 17 by age group, by occupation major group

Table 5 - 3

Major group ^{1/}	Age				Total	
	5 to 14 years		5 a 17 years			
	Number	%	Number	%	Number	%
Total	49,229	100.0	64,236	100.0	113,465	99.9
Service workers and shop and market sales workers	4,716	9.6	9,738	15.2	14,454	12.7
Craft, construction, mechanic, graphic arts and skilled manufacturing workers	1,651	3.4	4,727	7.4	6,378	5.6
Elementary occupations	41,600	84.5	43,024	67.0	84,624	74.5
Others ^{2/}	1,262	2.5	6,747	10.5	8,009	7.1

Note: There are 58 cases of unknown occupation.

^{1/} According to Costa Rica's new occupation classification (COCR-2000).

^{2/} Includes: Managers in public administration and private enterprises; workers at professional, scientific and intellectual level; workers at technical and mid-professional level; clerks; skilled agricultural and fishery workers; plant and machine operators and assemblers; not well specified. The categories were aggregated because of the small number of observations in each of them.

Source: INEC, Multiple Purpose Household Survey, July 2002.

²⁶ Excerpted from "Clasificación de Ocupaciones de Costa Rica - 2000", INEC, May 2000.

²⁷ The 5-to-9 and 10-to-14 age groups were merged, due to the occurrence of small cells with small values that were of little statistical importance.

²⁸ Unskilled occupations include the following: street vendors and related workers, shoe cleaners and other workers providing street services, unskilled cleaning staff in commercial establishments, unskilled street cleaners and garbage collectors, other unskilled workers in the services sector, agricultural labourers, forestry and fisheries labourers, mining labourers and construction labourers, manufacturing labourers and transport labourers.

As shown below, elementary occupations are the predominant form of work among both sexes, although its relative importance is higher among males (78.6%) than among females (63.9%).

The percentage of girls working in semi-skilled occupations such as service workers and shop and market sales workers (23.6%) is higher than the percentage of males working in the same occupations (8.7%).

While elementary occupations also account for a significant percentage of child and adolescent work in urban areas (61.3%), child and adolescent participation in semi-skilled and skilled occupations is higher in these areas. Such occupations include service workers and shop and market sales workers, handicrafts, craft, construction, mechanic, graphic arts and skilled manufacturing workers, which account for 18.8 and 9.2%, respectively, compared to only 10.0 and 4.0%, respectively, in rural areas.

Population aged 5 to 17 by sex, by occupation major group

Table 5-4

Major group ^{1/}	Sex				Total	
	Men		Women			
	Number	%	Number	%	Number	%
Total	82,512	100.0	30,953	100.0	113,465	100.0
Service workers and shop and market sales workers	7,148	8.7	7,306	23.6	4,454	12.7
Craft, construction, mechanic, graphic arts and skilled manufacturing workers	5,222	6.3	1,156	3.7	6,378	5.6
Elementary occupations	64,839	78.6	19,785	63.9	84,624	74.6
Others ^{2/}	5,303	6.4	2,706	8.7	8,009	7.1

Note: There are 58 cases of unknown occupation.

^{1/} According to Costa Rica's new occupation classification (COCR-2000).

^{2/} Includes: Managers in public administration and private enterprises; workers at professional, scientific and intellectual level; workers at technical and mid-professional level; clerks; skilled agricultural and fishery workers; plant and machine operators and assemblers; not well specified. The categories were aggregated because of the small number of observations in each of them.

Source: INEC, Multiple Purpose Household Survey, July 2002.

Population aged 5 to 17 by area, by occupation major group

Table 5-5

Major groups ^{1/}	Area				Total	
	Urban		Rural			
	Number	%	Number	%	Number	%
Total	35,831	100.0	77,634	100.0	113,465	100.0
Service workers and shop and market sales workers	6,721	18.8	7,733	10.0	14,454	12.7
Craft, construction, mechanic, graphic arts and skilled manufacturing workers	3,307	9.2	3,071	4.0	6,378	5.6
Elementary occupations	21,966	61.3	62,658	80.7	84,624	74.6
Others	3,837	10.7	4,172	5.4	8,009	7.1

Note: There are 58 cases of unknown occupation.

^{1/} According to Costa Rica's new occupation classification (COCR-2000).

^{2/} Includes: Managers in public administration and private enterprises; workers at professional, scientific and intellectual level; workers at technical and mid-professional level; clerks; skilled agricultural and fishery workers; plant and machine operators and assemblers; not well specified. The categories were aggregated because of the small number of observations in each of them.

Source: INEC, Multiple Purpose Household Survey, July 2002.

This contrast between rural and urban areas can be traced to the higher educational performance and participation levels of the latter, as will be explained later in the report. Urban areas also offer greater occupational diversity.

One analytical approach which has made valuable contributions to the study of child and adolescent occupations²⁹ studies the relationship between occupations, education and income, and concludes that the best paid occupations are also the most demanding in terms of education and training.

From that perspective, the occupations of boys and girls can be grouped into the following three categories:

1. "Occupations that provide sufficient well-being": this category includes senior government and private sector officials, scientific and intellectual professionals and technicians and associate professionals.

2. "Occupations that provide an intermediate level of well-being": this category includes administrative support staff, shop salespersons and personal service workers, handicraft workers, construction workers, mechanics, graphic arts workers, manufacturing workers and plant and machine operators and assemblers.

3. "Occupations that provide insufficient well-being": this category includes skilled workers in agriculture, livestock and fisheries, as well as unskilled workers.

Regardless of age, the vast majority of working boys and girls are engaged in occupations that provide insufficient well-being, although urban areas offer greater access to occupations that provide intermediate well-being. Urban areas also offer greater upward mobility. The high percentage of rural adults working in occupations that provide insufficient well-being suggests a more rigid occupational environment than that of urban areas, which offer greater access to occupations that provide intermediate and sufficient well-being.

Level of well-being provided by occupations, by age group, by area

Table 5-6

Area and level of well-being	Age group				Total	
	5 to 14 years		15 to 17 years			
	Number	%	Number	%	Number	%
Urban	11,551	100.0	23,976	100.0	35,527	100.0
Sufficient well-being ^{1/}	161	1.4	447	1.9	608	1.7
Intermediate well-being ^{2/}	1,940	16.8	10,881	45.4	12,821	36.1
Insufficient well-being ^{3/}	9,450	81.8	12,648	52.8	22,098	62.2
Rural	37,233	100.0	40,194	100.0	77,427	100.0
Sufficient well-being ^{1/}	0	0.0	409	1.0	409	0.5
Intermediate well-being ^{2/}	4,695	12.6	8,591	21.4	13,286	17.2
Insufficient well-being ^{3/}	32,538	87.4	31,194	77.6	63,732	82.3

Note: There are 58 cases with unknown occupation.

^{1/} Includes the following occupations: managers in public administration and private enterprises; workers at professional, scientific and intellectual level; and workers at technical and mid-professional level.

^{2/} Includes: clerks; service workers and shop and market sales workers; craft, construction, mechanic, graphic arts and skilled manufacturing workers; and plant and machine operators and assemblers.

^{3/} Includes: skilled agricultural and fishery workers; and elementary occupations.

Source: INEC, Multiple Purpose Household Survey, July 2002.

5.3.2 Industry

Over half (56.6%) of working children between the ages of 5 and 14 and one third (33.5%) of working adolescents are employed in the agricultural sector.

Agriculture is followed in importance by trade activities and vehicle and appliance repair, which employs 19.5% of working children aged 5 to 14 and 23.4% of working adolescents.

Employed population between the ages of 5 and 17 by age group, by industry

Table 5-7

Industry	Age group				Total	
	5 to 14 years		15 to 17 years		Total	
	Total	%	Total	%	Total	%
Total	48,715	100.0	64,294	100.0	113,009	100.0
Agriculture, hunting and forestry	27,563	56.6	21,533	33.5	49,096	43.4
Manufacturing	3,533	7.3	6,677	10.4	10,210	9.0
Construction	2,347	4.8	5,553	8.6	7,900	7.0
Trade and repair	9,506	19.5	15,054	23.4	24,560	21.7
Hotels and restaurants	2,400	4.9	3,047	4.7	5,447	4.8
Private households with employed persons	1,377	2.8	5,306	8.3	6,683	5.9
Others ^{1/}	1,989	4.1	7,124	11.2	9,113	8.0

Note: 514 cases of unknown industry are excluded. The industries of "electricity, gas and water supply", "financial intermediation", "public administration and defense; compulsory social security" and "extra-territorial organizations and bodies" are also excluded because no boys and girls report working in these industries.

^{1/} Includes: Fishing; mining and quarrying; transportation, storage and communications; real estate, renting and business activity; health and social work; other community, social and personal service activities. These categories were aggregated because of the small number of observations in each of them.

Source: INEC, Multiple Purpose Household Survey, July 2002.

Employed population between the ages of 5 and 17 by sex, by industry

Table 5-8

Industry	Sex				Total	
	Men		Women		Total	
	Number	%	Number	%	Total	%
Total	82,067	100.0	30,942	100.0	113,009	100.0
Agriculture, hunting and forestry	38,459	46.9	10,637	34.4	49,096	43.4
Manufacturing	7,934	9.7	2,276	7.4	10,210	9.0
Construction	7,900	9.6	0	0.0	7,900	7.0
Trade and repair	17,566	21.4	6,994	22.6	24,560	21.7
Hotels and restaurants	2,135	2.6	3,312	10.7	5,447	4.8
Private households with employed persons	618	0.8	6,065	19.6	6,683	5.9
Others ^{1/}	7,455	9.1	1,658	5.3	9,113	8.0

Note: 514 cases of unknown industry are excluded. The industries of "electricity, gas and water supply", "financial intermediation", "public administration and defense; compulsory social security" and "extra-territorial organizations and bodies" are also excluded because no boys and girls report working in these industries.

^{1/} Includes: Fishing; mining and quarrying; transportation, storage and communications; real estate, renting and business activity; health and social work; other community, social and personal service activities. These categories were aggregated because of the small number of observations in each of them.

Source: INEC, Multiple Purpose Household Survey, July 2002.

²⁹ CEPAL, (1997). "Panorama Social de América Latina". 1997 Edition. United Nations, Santiago de Chile, 1997.

The manufacturing industry employs 7.3% of working children aged 5 to 14 years, and 10.4% of working adolescents, while construction employs 4.8% and 8.6%, respectively.

As shown in the following table, agriculture employs 46.9% of males and 34.4% of working females.

Agriculture is followed, for both sexes, by trade activities and vehicle and appliance repair, which employs 21.4% of males and 22.6% of working females.

Among males, trade activities and vehicle and appliance repair is followed by manufacturing (9.7%) and construction (9.6%).

Among working girls, private households with employed persons is the third largest source of employment (19.6%), followed by the hotel and restaurant industries (10.7%) and manufacturing (7.4%).

Six of every ten working minors in rural areas are employed in agriculture, forestry and hunting. Trade and repair accounts for 17.1%, while 7.1% work in manufacturing and 5.8% work in private households with employed persons.

Economic activities in urban areas are more varied. Thirty-one point eight percent of employed persons in urban areas work in trade activities and vehicle and appliance repair. Construction, manufacturing

and agriculture account for roughly equal percentages of workers – 13.9%, 13.2% and 12.8%, respectively. Agriculture is most likely carried out on the periphery of urban areas.

5.3.3 Work hours and shifts

The time commitment that work requires tends to be detrimental to the education of boys and girls. In the case of younger children, it also takes away from the recreational activities necessary for development.

The average number of hours dedicated to work by boys and girls engaged in economic activities increases with age.

The 13,110 working boys and girls in the 5-to-9 age group work an average of 5 hours per week, although 9 of every 10 (12,228) work an average of 4 hours per week.

In the next age group – children aged 10 to 14 – the number of weekly work hours is substantially higher. Two of every three children in this group (23,145) work an average of 5 hours per week, 17.1% (6,115) work an average of 19 hours per week, and 18.3% (6,561) work an average of over 24 hours per week.

A total of 26,874 working adolescents aged 15 to 17 (42.3%) work over 36 hours – between 37 and 59 hours, on average – per week. While it is true that

Employed population between the ages of 5 and 17 by area, by industry

Table 5-9

Industry	Area				Total	
	Urban		Rural			
	Number	%	Number	%	Total	%
Total	35,593	100.0	77,416	100.0	113,009	100.0
Agriculture, hunting and forestry	4,562	12.8	44,534	57.5	49,096	43.4
Manufacturing	4,684	13.2	5,526	7.1	10,210	9.0
Construction	4,943	13.9	2,957	3.8	7,900	7.0
Trade and repair	11,335	31.8	13,225	17.1	24,560	21.7
Hotels and restaurants	2,379	6.7	3,068	4.0	5,447	4.8
Private households with employed persons	2,161	6.1	4,522	5.8	6,683	5.9
Others ^{1/}	5,529	15.5	3,584	4.7	9,113	8.0

Note: 514 cases of unknown industry are excluded. The industries of "electricity, gas and water supply", "financial intermediation", "public administration and defense; compulsory social security" and "extra-territorial organizations and bodies" are also excluded because no boys and girls report working in these industries.

^{1/} Includes: Fishing; mining and quarrying; transportation, storage and communications; real estate, renting and business activity; health and social work; other community, social and personal service activities. These categories were aggregated because of the small number of observations in each of them.

Source: INEC, Multiple Purpose Household Survey, July 2002.

Employed population between the ages of 5 and 17 by age group, by weekly hours worked

Table 5 -10

Hours worked per week	5 to 9 years			Age group 10 to 14 years			15 to 17 years			Total		
	Total	%	Avg. hours	Total	%	Avg. hours	Total	%	Avg. hours	Total	%	Avg. hours
Total	13,110	100.0	5	35,821	100.0	14	63,478	100.0	32	112,409	100.0	23
Less than 13 hrs	12,228	93.3	4	23,145	64.6	5	15,864	25.0	6	51,237	45.6	5
From 13 to 24 hrs.	686	5.2	19	6,115	17.1	19	11,229	17.7	19	18,030	16.0	19
From 25 to 36 hrs.	196	1.5	30	2,281	6.4	32	9,511	15.0	31	11,988	10.7	31
From 37 to 48 hrs.	0	0.0	0	2,776	7.7	44	13,772	21.7	46	16,548	14.7	45
49 hrs. and more	0	0.0	0	1,504	4.2	57	13,102	20.6	59	14,606	13.0	59

Note: 1,114 cases of unknown weekly hours worked are excluded.

Source: INEC, Multiple Purpose Household Survey, July 2002.

Employed population between the ages of 5 and 17 by sex, by weekly hours worked

Table 5-11

Hours worked per week	Sex						Total		
	Men			Women			Total	%	Avg. hours
	Total	%	Avg. hours	Total	%	Avg. hours	Total	%	Avg. hours
Total	81,559	100.0	24	30,850	100.0	19	112,409	100.0	23
Less than 13 hrs	34,854	42.7	5	16,383	53.1	5	51,237	45.6	5
From 13 to 24 hrs.	13,012	16.0	19	5,018	16.3	18	18,030	16.0	19
From 25 to 36 hrs.	9,327	11.4	31	2,661	8.6	31	11,988	10.7	31
From 37 to 48 hrs.	12,733	15.6	45	3,815	12.4	45	16,548	14.7	45
49 hrs. and more	11,633	14.3	59	2,973	9.6	58	14,606	13.0	59

Note: Note: 1,114 cases of unknown weekly hours worked are excluded.

Source: INEC, Multiple Purpose Household Survey, July 2002.

Employed population between the ages of 5 and 17 by area, by weekly hours worked

Table 5-12

Hours worked per week	Urban			Rural			Total		
	Total	%	Avg. hours	Total	%	Avg. hours	Total	%	Avg. hours
Total	34,842	100.0	24	77,567	100.0	22	112,409	100.0	23
Less than 13 hrs	15,215	43.7	6	36,022	46.4	5	51,237	45.6	5
From 13 to 24 hrs.	6,603	19.0	19	11,427	14.7	19	18,030	16.0	19
From 25 to 36 hrs.	2,498	7.2	32	9,490	12.2	31	11,988	10.7	31
From 37 to 48 hrs.	5,230	15.0	45	11,318	14.6	45	16,548	14.7	45
49 hrs. and more	5,296	15.2	60	9,310	12.0	58	14,606	13.0	59

Note: 1,114 cases of unknown weekly hours worked are excluded.

Source: INEC, Multiple Purpose Household Survey, July 2002.

adolescents in this age group have a legal right to work, these hours far exceed the limit established by article 95 of the Code on Children and Adolescents, which states the following: "Adolescent labour may not exceed six hours a day, nor thirty-six hours per week". The remaining 57.7% of adolescents in this age group work, on average, between 6 and 31 hours per week.

The following table illustrates the relationship between work hours and sex. Males work an average of 24 hours per week, or 5 hours more than females. This can be explained by the fact that most females (53.1%) work fewer than 13 hours per week, whereas the percentage of males that work 12 hours or less (42.7%) is not as high.

Moreover, 41.3% of males work more than 24 hours per week, whereas the percentage of women who work that number of hours is only 30.6%.

When the number of hours worked by children and adolescents is broken down by area, substantial similarities are found in both the overall average number of work hours and their distribution by shifts.

Approximately 91.0% of working girls and boys in both age groups work day shifts. Mixed work shifts, defined as any shift that combines daytime and night time hours, are carried out by 3.9% of workers aged 5 to 14 and 10.0% of those aged 15 to 17. A statistically negligible percentage of respondents stated that they work night shifts.

5.3.4 Status in employment

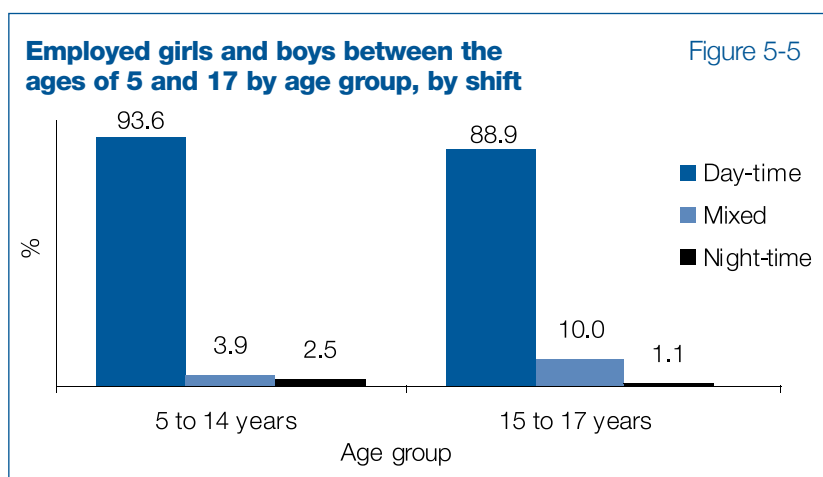
Status in employment categories establish the type of employment relationship in which a person is immersed as a result of his/her occupation. For workers under 18, this relationship varies according to age group, sex and place of residence.

Of working boys and girls aged 5 to 14 who have a known status in employment (49,229) 68.1% work for the family without pay, while 19.5% are wage earners.

Of working adolescents (64,294), 55.9% are wage earners, 24.7% work for the family without pay and 12.2% are own-account workers.

While some children and adolescents in both age groups were listed in the "employer" category, they are too few in number to be statistically significant.

A majority of males (47.5%) are wage earners. They are followed by unpaid family workers (40.3%) and own-account workers (10.6%). The situation is different among girls, 52.7% of whom work for the



Source: INEC, Multiple Purpose Household Survey, July 2002.

Employed population between the ages of 5 and 17 by age group, sex, and area, by status in employment

Table 5 -13

Status in employment	Age group (%)		Sex (%)		Area (%)		Total	
	5 to 14 years	15 to 17 years	Men	Women	Urban	Rural	Number	%
Total	100.0	100.0	100.0	100.0	100.0	100.0	113,523	100.0
Employer	0.6	0.9	1.0	0.2	0.9	0.7	861	0.8
Own-account worker	9.6	12.2	10.6	12.4	17.4	8.1	12,578	11.1
Employee	19.5	55.9	47.5	20.5	47.8	36.6	45,588	40.2
Paid domestic worker	2.3	6.3	0.6	14.2	3.7	4.6	4,920	4.3
Unpaid family worker	68.1	24.7	40.3	52.7	30.2	49.9	49,576	43.7

Source: INEC, Multiple Purpose Household Survey, July 2002.

family without pay, 20.5% are wage earners, 14.2% are paid domestic workers, and 12.4% are own-account workers.

Employment relationships also differ visibly from area to area. In urban areas, 47.8% of working minors are wage earners, 30.2% work for the family without pay and 17.4% are own-account workers. In rural areas, unpaid family workers are the majority (49.9%), followed by wage earners (36.6%) and own-account workers (8.1%).

5.3.5 Place of work

Most working children and adolescents work on farms, in workshops or at independent establishments. This is true of children aged 5 to 14 (48.9%), adolescents aged 15 to 17 (60.4%), males (60.6%), females (41.7%) and children and adolescents in both urban (49.6%) and rural areas (58.1%).

Those working in their employer's house, the house of an own-account worker, or an adjacent establishment represent 30.8% of working boys and girls aged 5 to 14, 18.2% of adolescents, 18.9% of males, 36.4% of females, 23.7% of working children and adolescents in urban areas and 23.7% of those in rural areas.

In the age group 5-14, 10.8% work at home, while the percentage is 15.3% for those aged 15-17, 13.1% of working boys, 13.8% of girls and 16.7% and 11.8% of working children and adolescents in urban and rural areas, respectively.

A small percentage stated that they worked on the street, with or without a fixed stall.

5.3.6 Children and adolescents seeking work

A total of 13,554 children and adolescents between the ages of 12 and 17 reported to be seeking work at the time of the survey. Of those, 9 of every 10 were between the ages of 15 and 17.

It should be noted that no cases of job-seeking children were reported among the younger ones – those in the 5 -to -11 age group. This finding is understandable, since children in that age group are not likely to be, in the words of the questionnaire, "looking for work or trying to start an own company or business". It is plausible, however, for children of those ages to be performing tasks classified as economic activities. When that is the case, they are listed as employed persons³⁰.

The unemployment rate for the overall work force in Costa Rica is 6.2%. It is higher in urban areas (6.6%) and among females (7.7%) than it is in rural areas (5.4%) and among males (5.4%). The same pattern is found, with different values, in every age group.

In keeping with the usual pattern, the highest rates of persons seeking work are found among young persons entering the work force for the first time. Job-seeking children aged 12 to 14 are only 3.4% of the age group, while among adolescents aged 15 to 17 the rate reaches its highest level (16.4%), particularly among females (21.5%) and in urban areas (22.3%).

**Employed population between the ages of 5 and 17
by age group, sex and area, by location of workplace**

Table 5 -14

Location of workplace	Age group (%)		Sex (%)		Area (%)		Total	
	5 to 14 years	15 to 17 years	Men	Women	Urban	Rural	Number	%
Total	100.0	100.0	100.0	100.0	100.0	100.0	113,523	100.0
In employer's house or own-account	14.2	10.4	9.0	20.4	18.0	9.4	13,723	12.1
Next to employer's house or own-account	16.6	7.8	9.9	16.0	5.7	14.3	13,143	11.6
Farm, workshop or independent shop	48.9	60.4	60.6	41.7	49.6	58.1	62,888	55.4
At home	10.8	15.3	13.1	13.8	16.7	11.8	15,126	13.3
Fixed stall in public traffic-way	1.8	1.5	1.7	1.6	2.7	1.2	1,881	1.7
Public traffic-way without a fixed stall	6.0	2.9	3.9	5.0	5.8	3.5	4,776	4.2
Other	1.8	1.7	1.8	1.5	1.4	1.9	1,986	1.7

Source: INEC, Multiple Purpose Household Survey, July 2002.

³⁰ Questions on work-seeking activities, like all other questions concerning the EAP, were submitted to all persons aged five and above.

At age 18 it begins to decline, although the unemployment rate for persons under 25 is still much higher than the national average, and the unemployment rate for adults aged 25 and older (4.0%).

After the age of 15, when adolescents are legally permitted to enter into employment contracts, the focus shifts to facilitating access to jobs through training, credit access and placement programmes, among other mechanisms, as well as shortening the job search period, which tends to be particularly long for young persons. An alternative approach is to concentrate on full retention of persons under 18 in the educational system. This produces a number of positive results; in addition to improving adolescents' chances of insertion into the job market, it reduces pressure on the labour market and improves the odds of finding a job quickly for young persons over 18.

5.4 Income of working girls and boys and contribution to household income

Among working boys and girls who earn an income (62,380), income levels differ considerably according to age group. Income-earning working children between the ages of 5 and 9 earn a monthly average of ₡5,243 (US\$15), or one fourth the income of children aged 10 to 14 (₡20,886/US\$58). This gap is mainly due to the difference in the number of weekly work hours of each age group – income-earning children aged 5 to 9 work an average of 6 hours per week, while children aged 10 to 14 work an average of 19 hours.

While it is true that almost all working children in those age groups earn less than the monthly legal minimum wage (₡77,584/US\$217), this is mainly because most of those boys and girls do not work full shifts.

Number and percent of children and adolescents seeking work by area and sex, by age group					Table 5 -15
Age group	Urban	Rural	Men	Women	Total
Total seeking work	69,914	36,797	60,098	46,613	106,711
12 to 14 years	299	623	673	249	922
15 to 17 years	6,893	5,739	7,661	4,971	12,632
18 to 24 years	30,218	12,523	23,836	18,905	42,741
25 years and more	32,504	17,912	27,928	22,488	50,416
Percentage of group seeking work	6.6	5.4	5.4	7.7	6.2
12 to 14 years	4.6	3.1	3.2	4.4	3.4
15 to 17 years	22.3	12.5	14.2	21.5	16.4
18 to 24 years	14.8	9.7	11.1	15.9	12.8
25 years and more	4.0	3.9	3.4	5.0	4.0

Source: INEC, Multiple Purpose Household Survey, July 2002.

Income indicators of income-earning employed population aged 5 to 17 by age group				Table 5-16
	Age group			
	5 to 9 years	10 to 14 years	15 to 17 years	
Workers with income	2,590	13,493	46,297	
Average monthly income (in colones*)	5,243	20,886	46,667	
Workers below the LMW (legal minimum wage) ^{1/} (%)	100	97	85	
Average monthly income/LMW (%)	7	27	60	
Monthly income in relation to poverty line ^{2/}	0.2	0.8	1.8	

^{1/} Legal monthly minimum wage (LMW) in effect as of June 2002 (₡ 77,584 (US\$ 217)).

^{2/} The poverty line is set at ₡ 26,461 (US\$74).

Source: INEC, Multiple Purpose Household Survey, July 2002.

The monthly income of adolescents aged 15 to 17 is considerably higher than that of the two groups mentioned above; on average, adolescents in this age group earn ₡46,667 (US\$130) a month, which is almost 40.0% lower than the legal monthly minimum wage.

It should also be noted that 42.3% of these adolescents work more than the 36-hour limit established by article 95 of the Code on Children and Adolescents.

When considering the income of working boys and girls from the standpoint of their contribution to the family income, the following should be borne in mind: even when working minors use their income to cover their own expenses rather than those of the household, doing so may help to relieve some of the pressure on the family budget.

The income of working children aged 5 to 9 is equivalent to 20.0% of the value of the poverty line – in other words, their contribution covers only part of the cost of their own food and non-food needs. The income of children aged 10 to 14 covers 79.0% of the cost of their food and non-food needs.

The average income of adolescents is equivalent to 1.8 times the value of the poverty line. In other words, their income covers their own subsistence needs and helps to cover the needs of another

household member. Fifteen percent of working adolescents who earn more than the monthly legal minimum wage have an average income equivalent to 3.5 poverty lines (₡92,473/US\$259), thereby covering the needs of 2.5 other household members.

5.5 Reasons for working

Approximately half of minors who work do so to help cover household expenses or cooperate with the family business. This is true for both age groups, both sexes and rural areas. In urban areas, the percentage of minors who work for the aforementioned reasons is 44.0%.

The second most frequent reason for working is also economic in nature, although in this case it is also personal: to cover personal expenses or pay for schooling. Although the percentages of minors who work for these reasons vary from 17.4% to 35.8%, together they constitute the second most important cause for working, both by age group and by sex and area.

Interest in learning a trade ranks third among reasons for working, in all categories, although it was cited more often by children aged 5 to 14 (14.4%), males (10.0%) and rural residents (9.9%) than by adolescents (4.2%), females (4.9%) and urban residents (6.1%).

Employed population between the ages of 5 and 17 by age group, sex and area, by reason for working ^{1/}

Table 5 -17

Reason for working	Total 5 a 17 years		Age group (%)		Sex (%)		Area (%)	
	Number	%	5 to 14 years	15 to 17 years	Men	Women	Urban	Rural
			(n: 45,505)	(n: 58,964)	(n: 76,251)	(n: 28,218)	(n:34,172)	(n: 70,297)
Total	104,469	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Help with the household's expenses or the family business	51,095	48.9	46.3	50.9	48.0	51.4	44.0	51.3
Cover personal expenses and pay for schooling	27,340	26.2	17.4	32.9	26.6	25.0	35.8	21.5
Problems related to schooling	3,431	3.3	1.6	4.6	3.5	2.6	3.4	3.2
To learn a trade	9,029	8.6	14.4	4.2	10.0	4.9	6.1	9.9
Other	13,574	13.0	20.3	7.4	11.8	16.1	10.7	14.1

^{1/} Instances in which reasons for working are unknown (9,054) were excluded
Source: INEC, Multiple Purpose Household Survey, July 2002.

The last category of reasons has to do with the educational system. Minors who gave answers along these lines said they had no interest in school, that school was too far away, or that school curricula were inadequate.

5.6 Age at which boys and girls begin working

All minors between the ages of 5 and 17 who stated they had worked during the week preceding the survey, or who had engaged in an economic activity during the twelve months preceding the survey, were asked at what age they began working.

Of the 116,333 minors who replied to this question, 17.7% stated they had begun working very early in life – between the ages of 5 and 9.

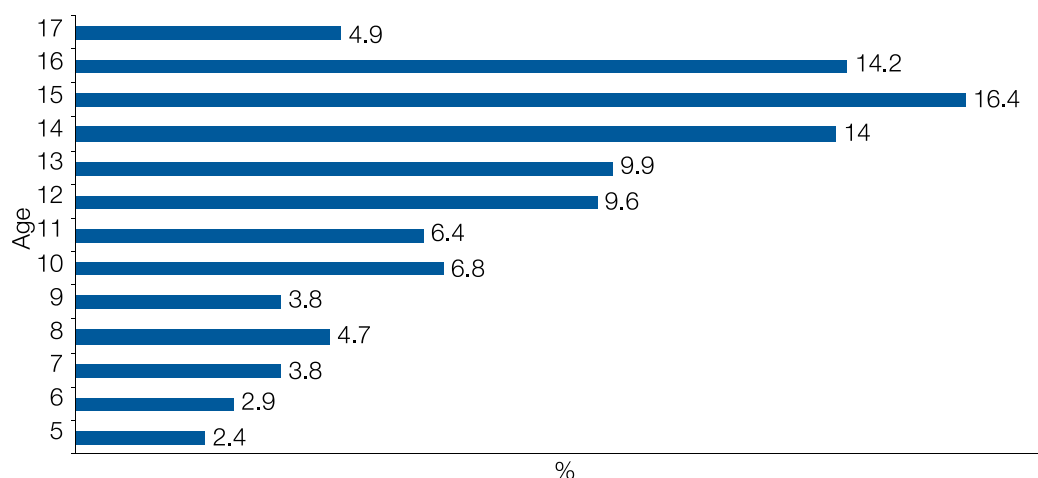
Forty-six point eight percent of respondents began working between the ages of 10 and 14, and the remaining 35.5% began working between the ages of 15 and 17, within the legally permitted age range for admission to employment.

5.7 Use of free time

All minors between the ages of 5 and 17 were asked how they spent their free time, and how many

Working boys and girls aged 5 to 17 by age at which they began to work

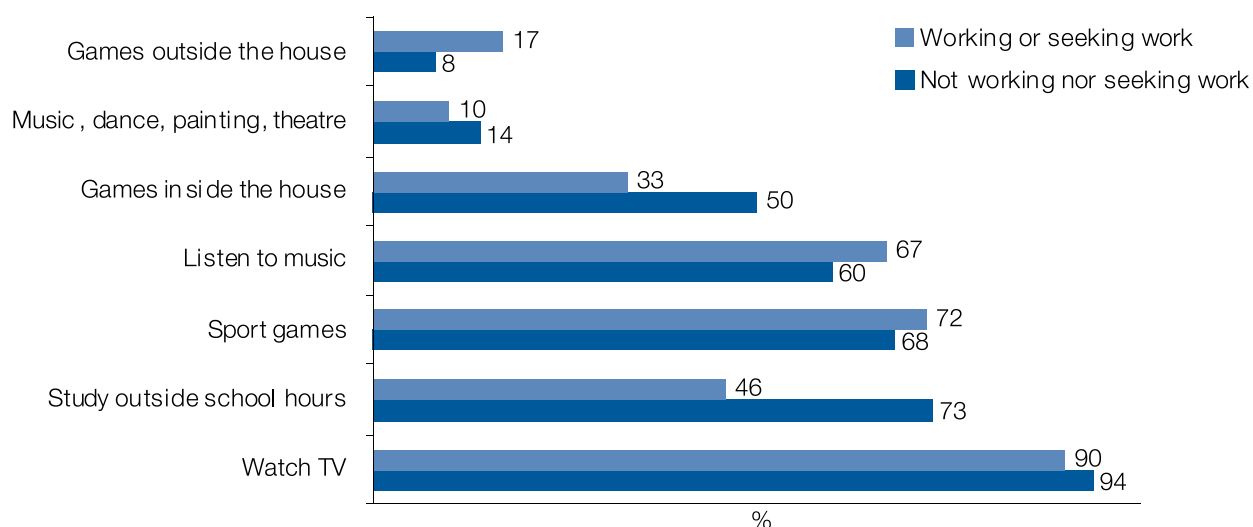
Figure 5-6



Source: INEC, Multiple Purpose Household Survey, July 2002.

Boys and girls by use of free time

Figure 5-7



Source: INEC, Multiple Purpose Household Survey, July 2002.

hours of free time they had per week. Problems arose in the collection of this information, particularly with regard to the "number of free hours per week"³¹ variable. Using the remaining data obtained from the question, however, the following figure shows the percentage of minors that work or seek work, and the group of those that do not work nor seek work, who spent their free time engaged in each of the activities listed.

As shown above, there is a significant difference between the percentage of minors that work or seek work that engages in "studying after school" and the percentage of minors that do not work nor seek work that perform that activity. This can be explained by the different educational situation of the two groups, as will be explained below.

5.8 Household characteristics

This section will address the demographic, occupational, income and educational characteristics, as

well as the characteristics of the head of household, of two groups: households of boys and girls aged 5 to 17 who work or seek work and households that include persons in the same age group who do not work nor seek work.

Households that include working or job-seeking boys and girls are, on average, larger by almost one member (5.5) than households where minors are economically inactive (4.7). This can be attributed to the greater number of minors between the ages of 5 and 17 in the first group. Households in this group are more numerous, and therefore require more income to meet their basic needs. The monthly family income of these households, however (¢183,690/US\$514) is 26% lower than that of other households (¢249,564/US\$698).

Households that include working or job-seeking minors also have a greater number of working members per family (2.8) than those where children and adolescents are economically inactive (1.6). This is

Chief demographic, occupational and income characteristics of girls and boys' households by type of activity performed by girls and boys

Table 5-18

Household characteristics	Activity status of girls and boys	
	Work or seek work	Neither work nor seek work
Total persons	548,030	2,279,485
Total households	99,846	483,487
Members per household	5.5	4.7
From 0 to 4 years	0.4	0.4
From 5 to 17 years	2.5	1.8
18 years and more	2.6	2.5
Labour force per household	3.0	1.7
Employed persons per household	2.8	1.6
From 5 to 17 years	1.1	-
18 years and more ¹	1.7	1.6
Incidence of poverty (%)	31.9	23.0
Unmet basic needs	21.3	16.6
Extreme poverty	10.6	6.4
Total income per household (¢)	183,690	249,564
Income per capita (¢)	33,466	52,935
Income per employed adult (¢)	161,674	235,975
Income per employed child (¢)	45,424	-
Average schooling of household head (in years)	6.0	8.1
Average schooling of adults in household (in years)	6.6	8.7
Female-headed households (%)	24.8	23.3

^{1/} Percentage of households below the poverty line.

Source: INEC, Multiple Purpose Household Survey, July 2002.

³¹ See Chapter 2 (2002 MPHS Methodology Lessons learned) for comments regarding question 42 of questionnaire section D.

particularly attributable to the presence of child or adolescent workers, which are equivalent, on average, to one employed person per family.

The monthly income of working adults in families where minors do not work nor seek work (¢235,975/US\$660) is considerably larger – almost 50% higher – than that of working adults in families where minors work or seek work (¢161,674/US\$452). This can be explained by the lower level of schooling of the heads of household and other adults in the latter category (6 and 6.6 years of schooling, respectively), compared to the former category (8.1 and 8.7 years, respectively)

The most numerous families earn incomes that are insufficient to meet their needs. Even with the additional income contributed by working minors (¢45,424/US\$127), the per capita income of households with boys and girls who work or seek work (¢33,466/US\$94) is lower than that of households where minors do not engage in work or job-seeking activities (¢52,935/US\$148). This is a result of the higher poverty level of the former (31.9%) compared to the latter (23.0%). Were it not for the economic contribution of working minors, these households would become considerably poorer.

This helps to explain the need of these households to increase the supply of household work by inserting minors into the labour market, thereby supplementing the income, since the adults in the household do not earn enough to meet the needs of their large households.

Households of children and adolescents who do not work nor seek work – even when they are poor –

have fewer members under 18 years of age, and tend to prefer for those members to be exclusively dedicated to school, even if that means sacrificing opportunities to increase their short run well-being by putting their boys and girls to work. This attitude may be largely attributable to the higher level of education of the parents in such families.

Finally, while the percentage of female heads of household is higher (24.8%) in households of working or job-seeking children and adolescents than it is in other households (23.3%), the difference is a slight one.

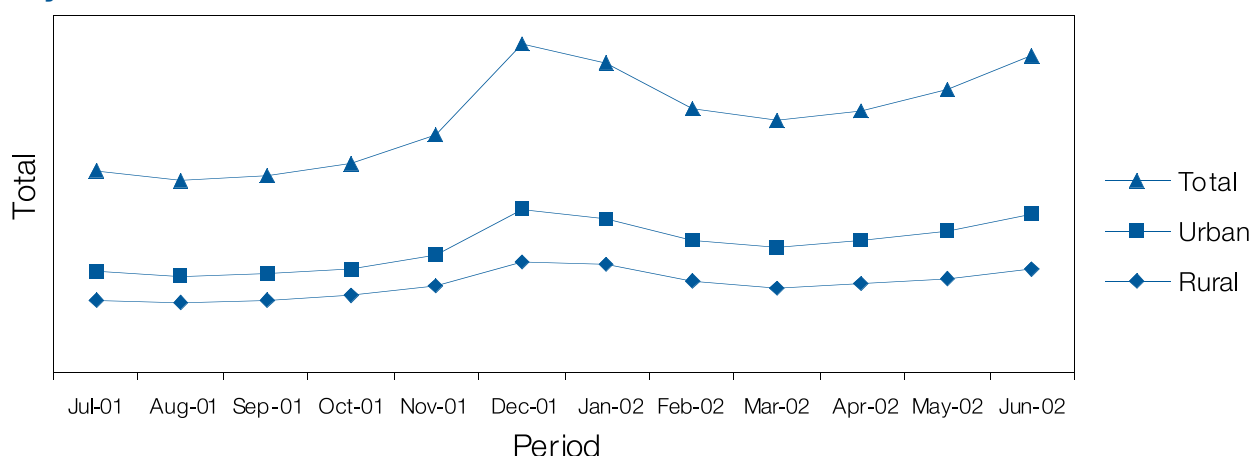
5.9 Annual performance of the child and adolescent work force

The information analysed thus far relates to the activities of persons who were surveyed over the course of one week, during the period between 8 July and 7 August, 2002. It is a cross-section of data obtained during a short reference period (one week), which provides information concerning the employment situation at a specific point in time. It is therefore impossible to apply conclusions regarding the size or characteristics of the work force to other times of the year, or to draw conclusions regarding seasonal variations or other significant movements of the work force that take place during the year between one survey and the next.

The concept of "regular activity" (ILO, 1990) was used as a tool to study the evolution of the child and adolescent work force. The survey included a question designed to retroactively measure variations in the "regularly active population" during the year immediately preceding the survey – from July 2001

Performance of child and adolescent EAP by area, July 2001 - June 2002

Figure 5-8



Source: INEC, Multiple Purpose Household Survey, July 2002.

to June 2002. The performance was similar in all age groups and the results are shown below.

Between July and October of 2001, the child and adolescent work force remained steady. In November it began to increase, reaching its highest number in December 2001 and January 2002. This increase coincided with the end of the school year and the beginning of the school vacation season. The trend was similar in both rural and urban areas, and can be attributed to the seasonal nature of agriculture – especially the coffee harvest, an activity in which both rural and urban families participate. The size of the work force descended gradually until March, which is when the new school year begins. In April 2002 it began to climb again³².

The importance of measuring the regularly active population lies in the fact that, on the one hand, it uncovers variations in the size of the work force during the year, and confirms its seasonal nature. The latter had always been assumed, but so far there had been no empirical evidence in this regard. On the other hand, as will be explained below, it reveals the degree of stability of the work force during the year.

5.10 Permanence in economic activities

It is interesting to observe the difference between the level of labour market insertion of children and adolescents who attend school and those who do not.

The seasonal fluctuations of the overall child and adolescent work force are mainly attributable to the behaviour of those attending school. Many school students who join the work force do so during the school vacation season, and work primarily in agricultural activities such as the coffee, sugarcane, cantaloupe and watermelon harvests. Their participation in the labour market declines considerably once the school year begins.

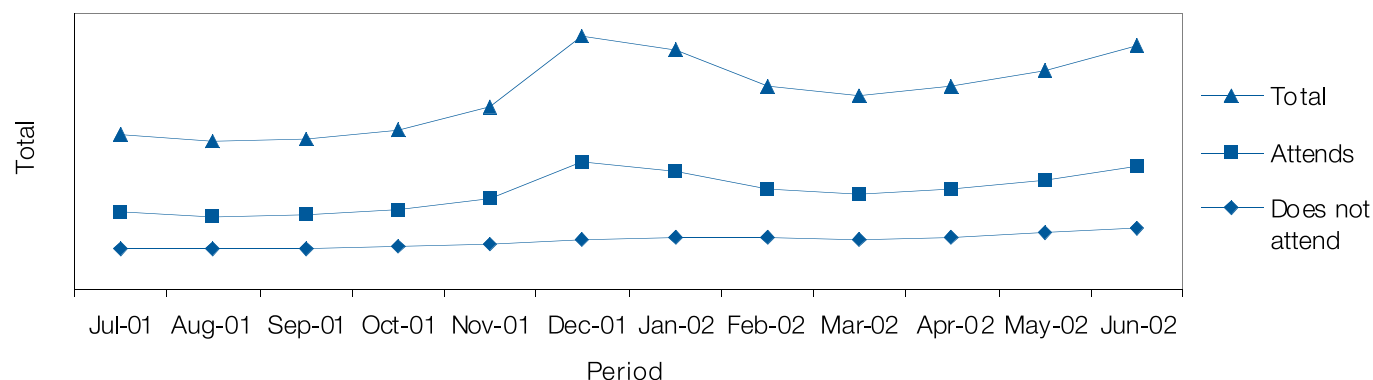
Insertion into the labour market is more stable among minors who do not attend school. No significant fluctuations occur among this group during the year.

In addition to detailing variations in the work force during the year, the survey question on regular work reveals the number of months boys and girls spend in the work force.

For the sake of clarity, a classification was developed to group the number of months worked into categories, without straying from the conceptual framework of regular activity. To that end, the recommendations of the Thirteenth Conference of ILO Statisticians (ILO, 1982) were partially adopted, particularly with regard to the concept of "habitually active population", which applies to persons who worked for more than half the year (7 to 12 months). Given the numerical importance of those who worked all twelve months of the year, two sub-cate-

Performance of child and adolescent eap by school attendance, July 2001 - June 2002

Figure 5-9



Source: INEC, Multiple Purpose Household Survey, July 2002.

³² See Chapter 2 (2002 MPHS Methodology Lessons learned) for comments regarding question 42 of questionnaire section D.

Population aged 5 to 17 by age group, by permanence in the work force and school attendance

Table 5 -19

Permanence in work force and school attendance	Age group							
	5 to 9 years		10 to 14 years		15 to 17 years		Total	
	Number	%	Number	%	Number	%	Number	%
Total	12,424	100.0	42,355	100.0	87,886	100.0	142,665	100.0
Occasionally active (1 to 3 months)	6,682	53.8	23,096	54.5	37,405	42.6	67,183	47.1
Temporarily active (4 to 6 months)	2,244	18.1	5,945	14.0	13,034	14.8	21,223	14.9
Habitually active (7 to 12 months)	3,498	28.2	13,314	31.4	37,447	42.6	54,259	38.0
a) 7 to 11 months	209	1.7	2,856	6.7	7,315	8.3	10,380	7.3
b) 12 months	3,289	26.5	10,458	24.7	30,132	34.3	43,879	30.8
Attends school	11,631	100.0	31,904	100.0	40,189	100.0	83,724	100.0
Occasionally active (1 to 3 months)	6,310	54.3	18,675	58.5	21,848	54.4	46,833	55.9
Temporarily active (4 to 6 months)	2,173	18.7	4,439	13.9	5,552	13.8	12,164	14.5
Habitually active (7 to 12 months)	3,148	27.1	8,790	27.6	12,789	31.8	24,727	29.5
a) 7 to 11 months	209	1.8	1,698	5.3	3,275	8.1	5,182	6.2
b) 12 months	2,939	25.3	7,092	22.2	9,514	23.7	19,545	23.3
Does not attend school	793	100.0	10,451	100.0	47,697	100.0	58,941	100.0
Occasionally active (1 to 3 months)	372	46.9	4,421	42.3	15,557	32.6	20,350	34.5
Temporarily active (4 to 6 months)	71	9.0	1,506	14.4	7,482	15.7	9,059	15.4
Habitually active (7 to 12 months)	350	44.1	4,524	43.3	24,658	51.7	29,532	50.1
a) 7 to 11 months	0	0.0	1,158	11.1	4,040	8.5	5,198	8.8
b) 12 months	350	44.1	3,366	32.2	20,618	43.2	24,334	41.3

Source: INEC, Multiple Purpose Household Survey, July 2002.

gories were established: 7 to 11 months and 12 months. Persons who worked between one and three months during the year were classified as "occasionally active", while those who worked between four and six months were classified as "temporarily active".

As shown below, of the total number of children and adolescents who stated they had worked during the year preceding July 2002 (142,665), 38.0% (54,259) are regularly active. Of those, 43,879 worked a full twelve months. Adolescents account for 68.7% of that category (30,132).

The percentage of habitually active children and adolescents increases with age – 28.2% of children aged 5 to 9, 31.4% of those aged 10 to 14 and 42.6% of those aged 15 to 17 are habitually active.

Among children and adolescents who do not attend school, the relative importance of this category is even greater for all age groups. Five of every ten non-students work 7 or more months a year. The "habitually active" category is also important, albeit to a lesser

degree, among those who attend school, since 30% of students in all age groups are habitually active.

As shown below, 78.3% of habitually active children and adolescents are males, and 71.4% live in rural areas.

Occasionally active children and adolescents (67,183) – that is, minors who worked for one to three months – account for 47.1% of those who stated they had worked during the year preceding the survey.

Those months usually coincide with the school vacation season, during which a significant number of students engage in work of some kind, particularly in the agricultural sector. Seven of every ten occasionally active minors between the ages of 5 and 17 (46,833) attend school. It could be argued that this is the least harmful type of participation in the labour market, as it does not interfere with education. It should be borne in mind, however, that the work in question could be detrimental to the physical or moral integrity of minors, or interfere with their

Habitually active population between the ages of 5 and 17, by area and sex

Table 5 -20

Area and sex	Total	
	Number	%
Total habitually active	54,259	100.0
Area		
Urban	15,505	28.6
Rural	38,754	74.4
Sex		
Men	42,460	78.3
Women	11,799	21.7

Source: INEC, Multiple Purpose Household Survey, July 2002.

recreational activities – a particularly important issue for younger children.

The relative importance of work among occasionally active minors is, unlike habitually active minors, similar in the two younger age groups: 53.8% and 54.5% for children aged 5 to 9 and 10 to 14, respectively, and lower (42.6%) for adolescents aged 15 to 17.

Temporarily active children and adolescents (21,223) account for 14.9% of working minors. Certain similarities exist between this group and occasionally active minors, as most of the former worked during the three months comprising school vacation. The remaining 1 to 3 months were distributed throughout the rest of the year, although a spike in activity was observed during the month of July, which coincides with the mid-year school break. The relative importance of work among temporarily active minors is similar for all age groups, and for both students and non-students.

CHAPTER 6

Effects of work on boys and girls



6.1 Education

A significant gap exists between the educational situation and performance of working children

and adolescents and that of economically inactive minors³³. The latter constitute the "norm" to which working minors can be compared, as far as education is concerned.

Population aged 5 to 17 by level of schooling, by participation in economic activities, age group, sex and area

Table 6-1

Age group, sex and area	Persons	Drop-outs (%) ^{1/}	Attend		
			Total	Not lagged (%) ^{2/}	Lagged (%) ^{2/}
1. Working boys and girls	112,036	44.1	62,578	48.3	51.7
<u>By age group</u>					
-5 to 9 years	12,429	3.3	12,026	89.3	10.7
-10 to 14 years	36,119	26.0	26,723	54.6	45.4
-15 to 17 years	63,488	62.5	23,829	29.5	70.5
<u>By sex</u>					
-Men	81,548	47.1	43,166	48.3	51.7
-Women	30,488	36.3	19,412	48.3	51.7
<u>By area</u>					
-Urban	35,390	37.4	22,149	42.7	57.3
-Rural	76,646	47.3	40,429	51.4	48.6
2. Economically inactive boys and girls	941,866	6.9	877,199	73.4	26.6
<u>By Age group</u>					
-5 to 9 years	356,676	2.7	347,102	94.7	5.3
-10 to 14 years	390,557	5.1	370,825	72.2	27.8
-15 to 17 years	194,633	18.2	159,272	52.4	47.6
<u>By sex</u>					
-Men	461,547	4.9	438,886	71.4	28.6
-Women	480,319	8.7	438,313	75.2	24.8
<u>By area</u>					
-Urban	546,271	4.6	521,258	75.5	24.5
-Rural	395,595	10.0	355,941	70.2	29.8

^{1/} Percentage with respect to total persons in the group.

^{2/} Percentage with respect to those who attend.

Source: INEC, Multiple Purpose Household Survey, July 2002.

³³ The economically inactive children and adolescents are those that neither work nor are seeking work.

As shown below, the educational situation of working minors is worse than that of inactive children and adolescents.

A total of 44.1% of working girls and boys have been excluded from the educational system. Exclusion reaches 26.0% among children aged 10 to 14, 62.5% among adolescents aged 15 to 17, 47.1% among males and 36.3% among females, and is higher in rural (47.3%) than urban areas (37.4%).

Over half of all children and adolescents who work and study (51.7%) are overage³⁴— 45.4% of children aged 10 to 14, seven of every ten adolescents, and 51.7% of both boys and girls. Urban areas have a higher percentage of overage students (57.3%) than do rural areas (48.6%).

The educational situation of inactive minors is substantially more favourable. Both the dropout rate and the percentage of overage students, whether by age group, sex or area, are substantially lower than those of working minors.

6.1.1 The school dropout rate

Article 57 of the Code on Children and Adolescents establishes an obligation on the part of the State to guarantee the reinsertion of those who have been excluded from the educational system, and to ensure that minors remain in school. The dropout rate is thus a particularly important issue.

Of the combined total of 918,027 boys and girls who do not perform economic or domestic activities plus those who are part of the EAP, approximately 93,000 –10.1% – do not attend school. Of those, 63.3% (58,899) perform some type of economic activity.

The 34,079 minors who do not perform economic or domestic activities and do not attend school account for 36.7% of all non-students.

Rural non-students (61,983) are 66.7% of the total girls and boys in this group who do not attend school. Urban non-students account for one third (30,995) of the population of non-students in this group.

While the high rate of non-attendance among minors who perform economic activities is a serious issue, the sheer number (34,079) of minors who neither perform such activities nor attend primary or secondary school also raises concerns.

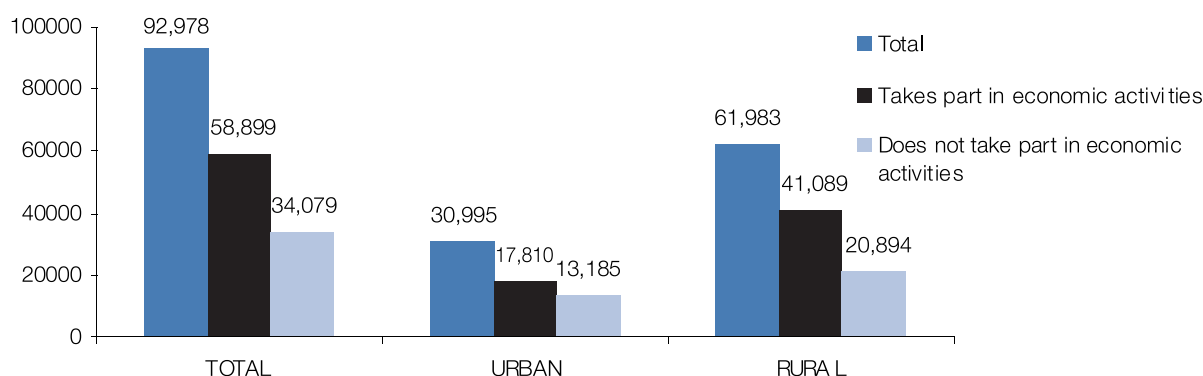
This group may, to some degree, include children and adolescents in its midst who are performing some type of undeclared activity. In any event, its plight brings attention to a sector that is exposed to serious social risk.

6.1.2 Stated reasons for not attending school

The survey studied the reasons for non-attendance among persons aged 5 to 17. The questionnaire lists ten possible reasons, which were grouped into three categories for purposes of analysis.

Boys and girls not attending school, classified according to participation in economic or domestic activities

Figure 6-1



Note: Those who do not attend because they are not of school age are excluded.

Source: INEC, Multiple Purpose Household Survey, July 2002.

³⁴ Overage students are those who currently attend school and have not passed the number of school years appropriate for their age.

(1) Reasons originating in the educational system

- (a) Problems that limit access to schooling. These include the following: i) there is no school close to home, or, if there is a school, it is not appropriate for the student's needs or level; ii) the system itself imposes restrictions or requirements that limit access, such as failing to keep records of grades, and thereby making transfers impossible, or denying admission due to lack of space, or expelling or suspending students for the remainder of a year; iii) there is no teacher available; iv) any other obstacle that is beyond the control of the student or his/her family.
- (b) Difficulties with schoolwork. This includes cases in which students are excluded from the system because they have difficulties with their coursework.
- (c) Lack of interest in formal education. This includes boys and girls who express unwillingness to attend primary or secondary school, or lack of interest therein.

While the last two causes mentioned above may appear to be more subjective in origin, they are usually a result of the system's own shortcomings.

(2) Economic reasons

- (a) The need to work. This sub-category is comprised of cases in which a minor must

discontinue formal schooling in order to work, either to contribute to the family income or to support him/herself.

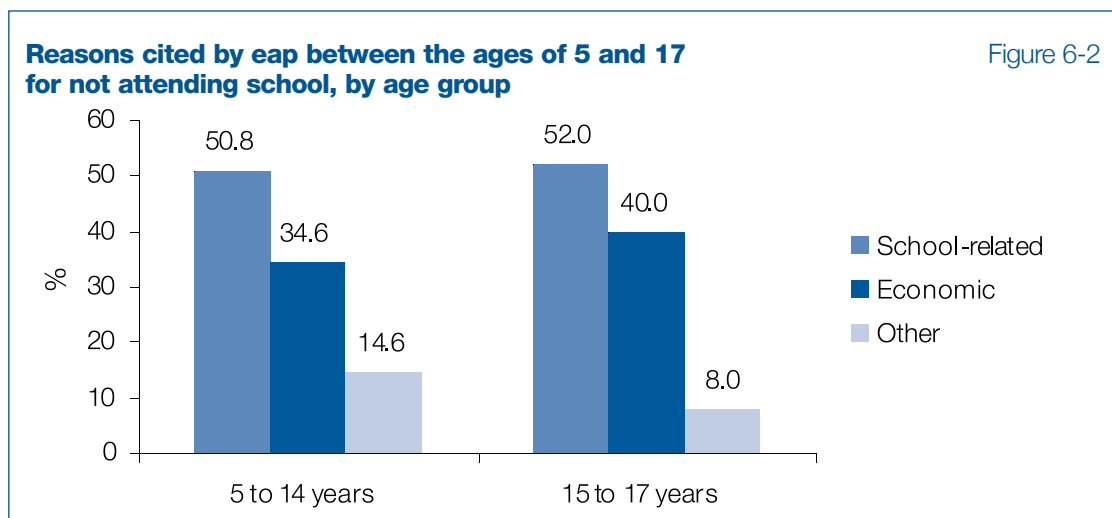
- (b) Household chores. This sub-category includes cases in which a minor must interrupt his/her formal schooling in order to support or take the place of a parent or guardian in the performance of housework in the own home.
- (c) Inability to pay for schooling. This includes cases in which education is interrupted due to economic constraints which make it impossible to pay enrolment fees, purchase school supplies or pay for transportation, uniforms, etc.

(3) Other reasons

Other reasons for interrupting education include pregnancy or marriage, illness or disability, temporary interruptions due to a tragedy in the family, foreign study grants or travels that force students to wait until the following year to re-enter school, and any other reason not listed above.

As shown above, according to the replies of the data providers themselves, reasons rooted in the educational system account for about half of all cases of non-attendance among economically active minors.

Economic reasons rank second; they account for 34.6% and 40.0% of cases of non-attendance among minors aged 5 to 14 and 15 to 17, respectively.



Source: INEC, Multiple Purpose Household Survey, July 2002.

6.2 Health

The survey questionnaire included two questions whose purpose was to discover whether minors who had worked during the previous year had suffered any work-related accidents or illnesses, and whether those events had rendered them unable to work. The results obtained are of no statistical significance, due to the low number of cases recorded.

The survey also included a question on the use of protective gear (goggles, helmets, earplugs, special shoes or gloves, etc.) to avoid injury or illness. Of the children and adolescents who replied, 17.1% said they wore protective gear of some kind. The items most frequently mentioned were gloves and special shoes. This percentage varied little among different age groups and areas of residence.

CHAPTER 7

Girls and boys in household chores in the own home



One of the objectives of this study is to explore the situation of boys and girls who perform household chores in their own homes on a regular or daily basis, and to determine whether any link exists between this activity and their academic performance.

While household chores is not, strictly speaking, "work" – defined as an economic activity – it should be noted that section 2.1 of the "National

Plan for the Prevention and Progressive Elimination of Child Labour and Protection of Adolescent Workers" (MTSS, 1998)³⁵ states the following: "Definition: Child and Adolescent Labour": "Domestic duties that prevent a child from engaging in other activities, and are equivalent to an economic activity, shall also be considered to be child labour." Section 2.2.2. of the same document, entitled "Gender Differences", states the following: "The plight of girls is compounded

Total population aged 5 to 17 that performs household chores, by sex and age group

Table 7-1

Sex and age group	Population total	Population in domestic activities	
		Total	Participation rate (%)
TOTAL 5 to 17 years	1,113,897	176,214	15.8
5 to 9 years	411,353	16,620	4.0
10 to 14 years	428,875	76,871	17.9
15 to 17 years	273,759	82,723	30.2
MEN 5 to 17 years	575,506	48,731	8.5
5 to 9 years	216,157	6,813	3.2
10 to 14 years	220,197	23,323	10.6
15 to 17 years	139,152	18,595	13.4
WOMEN 5 to 17 years	538,481	127,483	23.7
5 to 9 years	195,196	9,807	5.0
10 to 14 years	208,678	53,548	25.7
15 to 17 years	134,607	64,128	47.6

Source: INEC, Multiple Purpose Household Survey, July 2002.

³⁵ Developed by the Ministry of Labour and Social Security and the Office of the First Lady of the Republic, with the technical and financial support of the ILO International Programme on the Elimination of Child Labour (IPEC) and the Spanish International Cooperation Agency (AECI).

by the fact that, in many cases, they perform a double shift, dividing their time between remunerated work (in cash or in kind) and domestic duties within the home, for which they are considered inactive...". The document goes on to note that "...cultural habit dictates that males leave the home to work; this explains why most street vendors and other persons providing services in the street are males, whereas women and girls perform household chores, which includes caring for younger siblings, preparing food for sale or performing activities that generate residual, less visible income...".

As shown below, the number of children and adolescents who perform household chores on a regular basis, 10 hours or more per week, is 176,214. This is equivalent to 15.8% of the population aged 5 to 17.

Among children and adolescents who perform household chores, minors aged 5 to 9 (16,620) account for 4.0% of the total population in their age group, while children aged 10 to 14 (76,871) and adolescents aged 15 to 17 (82,723) account for 17.9% and 30.2% of their age groups, respectively.

This participation rate, which increases with age, is higher among girls, reaching significant proportions among those aged 10 to 14 (25.7%) and 15 to 17 (47.6%).

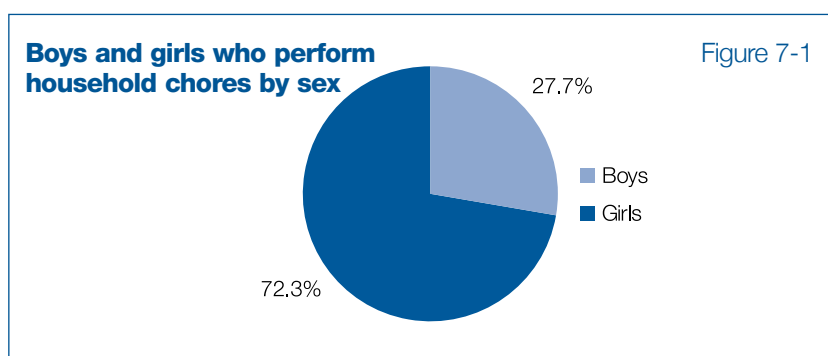
Consequently, girls comprise the majority of minors who perform household chores (127,483). They account for 72.3% of all children and adolescents in this category.

The participation of girls in household chores is in inverse proportion to that of boys in the work force, which confirms what was thought concerning the sex distribution of roles within the home.

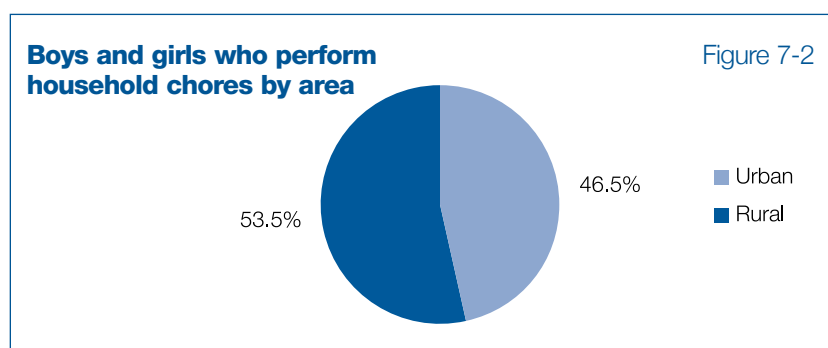
With regard to distribution by area, the number of children and adolescents who perform household chores is slightly higher in urban areas (53.5%) than it is in rural areas (46.5%).

7.1 Time spent on household chores

The category created for boys and girls who perform household chores is restricted to those who do so regularly, for at least 10 hours each week.



Source: INEC, Multiple Purpose Household Survey, July 2002.



Source: INEC, Multiple Purpose Household Survey, July 2002.

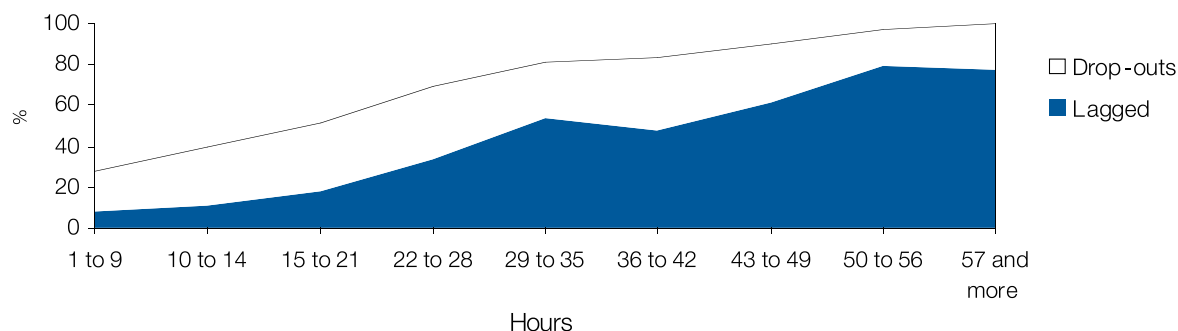
Household chores in excess of this minimum may be considered preclusive of school work. The 10-hour minimum is based on the relationship between household chores and increases in the dropout rate and poor performance at school. The dropout rate and lag of minors who spend 1 to 9 hours per week on household chores are similar to those of children and adolescents who do not perform economic activities or household chores. When minors perform more than 10 hours of household chores per week, both indicators increase substantially, rising in proportion to the number of hours spent on household chores³⁶.

The number of hours spent on household chores increases with age. Working children and adolescents aged 5 to 9 spend an average of 14 hours a week on household tasks, and 96.9% spend less than 25 hours per week on those tasks. Minors aged 10 to 14 spend an average of 16 hours a week on household chores, and 89% spend less than 25 hours working at home. Adolescents aged 15 to 17 spend an average of 23 hours a week on household chores, and 31.7% spend over 24 hours a week on household tasks; in extreme cases, adolescents in this age group spend an average of 42 to 62 hours on household chores.

³⁶ The survey results have not been subjected to causality tests. The correlation referred to here is based on simple observation.

Figure 7-3

Population aged 5 to 17 by number of weekly hours dedicated to household chores and level of schooling



Source: INEC, Multiple Purpose Household Survey, July 2002.

Table 7-2

Population between the ages of 5 and 17 that performs household chores by age group, by number of hours per week spent on household chores

Number of hours spent on household chores	5 to 9 years			Age group 10 to 14 years			15 to 17 years			Total		
	Total	%	Avg. hours	Total	%	Avg. hours	Total	%	Avg. hours	Total	%	Avg. hours
TOTAL	15,883	100.0	14	75,280	100.0	16	79,375	100.0	23	170,538	100.0	19
10 to 24 hours	15,390	96.9	13	67,005	89.0	14	54,228	68.3	15	136,623	80.1	14
25 to 36 hours	439	2.8	28	6,795	9.0	29	15,214	19.2	30	22,448	13.2	29
37 to 48 hours	0	0.0	0	969	1.3	42	5,089	6.4	42	6,058	3.6	42
49 hours and more	54	0.3	50	511	0.7	55	4,844	6.1	62	5,409	3.2	61

Note: 5,676 cases of unknown hours spent on household chores are excluded.

Source: INEC, Multiple Purpose Household Survey, July 2002.

It should be noted that 24,324 boys and girls work in economic activities and perform over 10 hours a week of household chores³⁷.

7.2 Characteristics of households of minors who perform household chores

Households of minors who perform household chores share similarities with households that include working children and adolescents³⁸, and dif-

fer considerably from those where minors of the same age do not work or perform household chores.

Households of children and adolescents who spend more than 10 hours a week performing household chores have an average of 5.2 members, which is higher than the 4.6 average of households of minors who do not work or perform household chores.

The average number of adults is similar in both types of household, although the difference in the average

³⁷ This group is made up of both working children and adolescents and minors who perform housework.

³⁸ It should be noted that households with working minors and households where minors perform housework are overlapping sets – that is, there are households that include both categories of minors. Thirty-six thousand, three hundred and twenty-two households include minors who either perform both activities themselves or engage in one activity while another minor in the same household performs the other. The relative situation of these households is worse than any other. They are comprised, on average, of 5.9 members; 36.6% are below the poverty line (22.2% have unsatisfied basic needs and 14.3% live in extreme poverty); their per capita income is ₦29,112 (US\$81); and the average level of schooling of the head of household is 5.5 years, while that of adults in the home is 6.1 years.

work force of households of boys and girls who perform household chores (2.1) suggests that unemployment in such households is approximately 24%.

The income of employed adults (¢183,824/US\$514) is well below that of their counterparts in households of minors who do not work or perform household chores (¢247,386/US\$692), and is insufficient to support their numerous families. This explains why 27.9% of these households are below the poverty line.

The low level of schooling of heads of household – 6.6 years, on average – and adults (7.4 years) in households of minors who perform household chores sets them apart from their counterparts in households of minors who do not work or perform household chores (8.4 and 9 years, respectively). This largely explains the difference in income between the two types of households.

The survival strategy of these households, unlike those of children and adolescents who work, may consist of partially or fully entrusting household duties to minors, in order to free the adult work force – particularly women. The greater proportion of female heads of household in such homes would seem to confirm this possibility.

7.3 Household chores and education

The dropout rate and percentage of overage students among children and adolescents who perform household chores are considerably higher than those of minors who do not work or perform household chores, as shown below.

A correlation seems to exist between household chores and educational participation and performance from the earliest ages (5 to 9). The dropout rate among minors aged 10 to 14 who perform house-

Main demographic, occupational and income characteristics of children and adolescents' households by activity status

Table 7-3

Household characteristics	Children and adolescents' activity status	
	Perform household chores	Do not perform economic activity nor household chores
Total persons	742,668	1,744,920
Total households	141,955	376,750
Members per household	5.2	4.6
0 to 4 years	0.4	0.4
5 to 17 years	2.3	1.7
18 years and more	2.5	2.5
Labour force per household	2.1	1.7
Employed persons per household	1.9	1.6
5 to 17 years	0.3	-
18 years and more	1.6	1.6
Incidence of poverty (%) ¹	27.9	21.5
Unmet basic needs	19.7	15.7
Extreme poverty	8.2	5.8
Total household income (¢)	197,451	262,231
Per capita income (¢)	37,742	56,620
Income of working adults (¢)	183,824	247,386
Income of working boys and girls (¢)	45,079	-
Average schooling of head of household (years)	6.6	8.4
Average schooling of adults (years)	7.4	9.0
Female-headed households (%)	27.3	22.2

Note: Those boys and girls with ignored attendance and not attending because they are not of school age are excluded

^{1/} Percentage with respect to total persons. The three categories should not be added.

^{2/} Percentage with respect to those who attend.

Source: INEC, Multiple Purpose Household Survey, July 2002.

Population aged 5 to 17 by level of schooling, by participation in household chores, age group, sex and area

Table 7-4

Age group, sex and area	Persons	Drop-outs (%) ^{1/}	Total	Attend school Without lag (%) ^{2/}	Lagged (%) ^{2/}
1. Boys and girls with household chores	150,398	21.2	118,456	58.8	41.2
<u>By age group</u>					
-5 to 9 years	15,168	2.6	14,773	86.6	13.4
-10 to 14 years	69,577	11.8	61,357	65.6	34.4
-15 to 17 years	65,653	35.5	42,326	42.7	57.3
<u>By sex</u>					
-Men	38,358	8.9	34,934	56.4	43.6
-Women	112,040	25.5	83,552	59.8	40.2
<u>By area</u>					
-Urban	84,769	14.9	72,157	59.3	40.7
-Rural	65,629	29.5	46,299	58.0	42.0
2. Boys and girls without household chores and economic activity	791,468	4.1	758,743	76.2	23.8
<u>By age group</u>					
-5 to 9 years	341,508	2.7	332,329	95.1	4.9
-10 to 14 years	320,980	3.6	309,468	73.6	26.4
-15 to 17 years	128,980	9.3	116,946	55.9	44.1
<u>By sex</u>					
-Men	423,189	4.5	403,952	73.0	27.0
-Women	368,279	3.7	354,791	79.8	20.2
<u>By area</u>					
-Urban	461,502	2.7	449,101	78.7	21.3
-Rural	329,966	6.2	309,642	72.4	27.6

Note: Those boys and girls with ignored attendance and not attending because they are not of school age are excluded

^{1/} Percentage with respect to total persons. The three categories should not be added.

hold chores is 11.8%, and over one third (34.4%) of those who do attend school are overage. Among adolescents aged 15 to 17, these indicators raise serious concerns; the dropout rate is 35.5%, while the percentage of overage students is 57.3%.

The dropout rate is higher among females who perform more than 10 hours of household chores per week (25.5%) than it is among males (8.9%), and is also higher in rural areas (29.5%) than it is in urban areas (14.9%).

Minors who do not work or perform more than 10 hours per week of household chores account for the highest levels of educational participation and performance.

7.4 Reasons for performing household chores

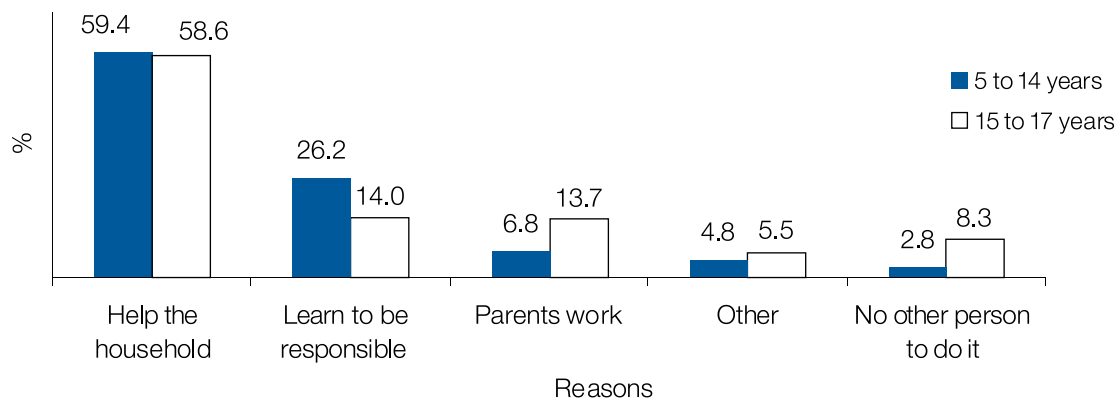
Six of every ten minors who perform household chores stated that they did so to help the household.

The second most frequently cited reason is learning to handle responsibilities. This reason was given by 26.2% of minors under 15 and 14.0% of adolescents.

A full 6.8% of children aged 5 to 14 and 13.7% of adolescents stated that they performed household chores because their parents worked. Two point eight percent of children and 8.3% of adolescents stated that they performed household chores because no one else in the household was capable of doing so.

Figure 7-4

**Population between the ages of 5 and 17,
by reasons for performing household chores, by age group**



Source: INEC, Multiple Purpose Household Survey, July 2002.

Some of the worst forms of child labour in Costa Rica



8.1 Commercial sexual exploitation

The country has made significant progress in the struggle against commercial sexual exploitation of minors. While the Code on Children and Adolescents contains no specific provisions on the subject, it establishes an obligation on the part of the State to protect minors from abuse, mistreatment and exploitation, and requires health care and school personnel to report any reasonable cause for suspicion in this regard (articles 13 and 49). The Code also includes protective measures to remove minors from homes where they have become the targets of physical or sexual abuse on the part of someone within the household (article 34).

The National Commission to Combat the Commercial Sexual Exploitation of Minors was created in 1997, with the participation of public, private and international organizations. The Commission worked to promote legal reforms to punish the commercial sexual exploitation of boys and girls.

The Law Against the Commercial Sexual Exploitation of Minors³⁹, which amends the Sex Offences chapter of the Penal Code, establishes new offences and prohibits three forms of child commercial sexual exploitation: the trafficking and sale of boys and girls for commercial sexual purposes, sexual commerce involving minors and child pornography.

One study⁴⁰ has noted the following: "What is most striking in terms of the national context is that the issue features prominently on the public agenda..." "Nevertheless, the Government's response is still in the initial stages and is characterized by a low level of coordination among institutions and the lack of a model of comprehensive assistance for victims. However, great strides have been made with regard to the judicial and legislative response."

The same study has found that "although the existence of the problem of sexual exploitation is recognized, there are no plans of action for dealing with it...". It also points out that, while the population at large is aware of the problem, no actions have been taken. The study interprets such inaction as "a form of tolerance of this type of violation of children's and adolescents' rights."

Based on interviews with child and adolescent victims of sexual exploitation, the study concludes that "the majority of the young people come from poor homes characterized by family violence. Their rights have been violated since their earliest childhood, especially those relating to parental protection and care, protection against all forms of abuse, and protection against the use of drugs and illegal substances."

³⁹ Law N° 7899, of 3 August, 1999.

⁴⁰ Claramunt, M. C. Costa Rica – The Commercial Sexual Exploitation of Minors. San José, Costa Rica: ILO IPEC, 2002.

8.2 Hazardous work

Costa Rica is obligated by law to identify which forms of child and adolescent work are hazardous, and thereby define article 3, paragraph d) of ILO Convention 182 – "work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children" (see Chapter 3).

Costa Rica is beginning the formal process of defining hazardous forms of child labour, pursuant to Convention 182 (1999). To support this endeavour, ILO IPEC has sponsored a study on hazardous occupations among children and adolescents in Costa Rica⁴¹. It should be noted, however, that the country has already made substantial progress in this regard, with the approval of the Regulation for Hiring and Work Safety Conditions of Adolescents (*Reglamento para la Contratación Laboral y Condiciones de Salud Ocupacional de las Personas Adolescentes*)⁴², pertaining to article 94⁴³ of the Code on Children and Adolescents⁴⁴, and in compliance with article 83⁴⁵. Article 5 of the Statute lists the forms of labour that are strictly prohibited for adolescents, while articles 6 and 7 list those which are permitted with certain restrictions.

The ILO IPEC study analyses occupational hazards among working minors based on information collected by the Ninth National Population Census and the Fifth Housing Census conducted in Costa Rica in 2000. It also uses data collected by the Workers' Compensation Department of the National Insurance Institute (INS). The analysis that follows is drawn from those sources.

Work-related accidents and occupations

Workers' compensation insurance has been mandatory and universal in Costa Rica since 1982 (Law 6727). Earlier studies show that 86% of

workers under 18 belong to non-structured sectors of the economy (the urban informal and rural traditional sectors), and are usually own-account workers or unpaid family members working in occupations that require little skill or specialization. It can therefore be inferred that the great majority of working minors are not covered by workers' compensation insurance.

Consequently, the "employment profile" of workers under 18 based on census information (INEC) differs somewhat from the profile obtained from INS workers' compensation statistics. Occupations with a higher level of skill have greater relative importance in INS statistics.

The 3,591 work-related accidents recorded by INS span 75 different occupations, most of which were enumerated by the census. However, 92% (3,316) of work-related accidents are, as shown below, concentrated in 12 occupations.

Of the 12 occupations shown, 5 are related to agriculture, which accounts for 57.5% (2066) of all work-related accidents. The second largest source of accidents is construction (647), which accounts for 18%. The remaining percentages are divided among unskilled occupations in the service, transport and manufacturing industries.

The accident rate for each occupational group can be calculated by comparing census information on occupations with statistics on work-related accidents, as shown below.

Both the absolute number and the rate of work-related accidents in high-skill professional, technical, administrative support and commercial occupations are of scarce statistical significance.

The occupations that account for the highest percentages of work-related accidents are construction (13.9%) and agriculture, livestock and fish-

⁴¹ ILO. "Trabajo Infantil y Adolescente Peligroso en Costa Rica". ILO IPEC, San José, Costa Rica, April 2003. The full document can be viewed at <http://www.publicaciones.ipecc.oit.or.cr>

⁴² Approved by Decree N° 29220-MTSS, of 10 January, 2001.

⁴³ Forms of labour prohibited for adolescents. (Article 94). Adolescent labour shall be strictly prohibited in mines and stone quarries, unhealthy and dangerous locations and establishments that sell alcoholic beverages, as well as in activities which the safety of adolescents or of other persons depends on a minor. Adolescent labour involving dangerous machinery, polluting substances or excessive noise shall also be prohibited.

⁴⁴ Approved by Law No. 7739, of 6 January, 1998

⁴⁵ Statute on Labour Contracts. (Article 83). The Ministry of Labour and Social Security shall ensure protection of and compliance with the labour rights of adolescents. To achieve its objectives, it shall regulate all matters pertaining to the hiring of adolescents. The foregoing shall apply especially to the forms of labour permitted for adolescents and their labour conditions. This Statute shall be enacted in coordination with trade unions and business associations, governmental and non-governmental institutions responsible for protecting working adolescents and the associations created by adolescents themselves for the defence of their rights.

eries (10.1%), followed by other unskilled occupations, particularly industrial and service-sector jobs (5.4%) and plant and machine assembly and operation (2.8%); these, in turn, are followed by skilled occupations such as handicrafts, mechanical work, graphic arts and manufacturing (2.6%).

Given the fact that, as mentioned earlier, most workers under 18 are occupied in low-performance sectors of the economy where workers' compensation insurance is seldom provided, it must be concluded that both the quantity and rate of work-related accidents among workers under 18 are substantially higher than the percentages listed above. This is all the more likely if one considers that measures to prevent and protect workers from accidents are almost nonexistent in the informal urban and traditional rural sectors.

The evidence therefore shows that tasks hazardous for workers under 18 are concentrated in the occupations mentioned above. It should also be noted that, when these or other occupations prevent

minors from attending school, they must also be classified as hazardous, especially due to their social consequences.

Geographic distribution of work-related accidents

The cantons with the highest number of accidents are usually provincial capitals (Alajuela, San José, Cartago, Heredia, Puntarenas, Liberia) and other cantons with densely populated urban areas and high percentages of working minors. The cantons with the highest percentage of accidents among working minors under 18 are usually predominantly rural because of the high accident rate in agricultural occupations.

Among cantons with high accident rates, the following stand out: Jiménez (30,1%); Carrillo (28,6%); Osa (27,6%); Liberia (26,4%); Cañas (24,6%); Nicoya (17,2%); Heredia (16,5%); Sarapiquí (15,8%); Guácimo (15,4%); Siquirres (14,2%); Valverde Vega (13,6%) and Parrita (13,1%).

Occupations with highest work-related accident rates among workers under 18 (september 1999 to august 2002)

Table 8 -1

Occupation code	Occupation	Total
6111	Agricultural and skilled workers in extended crops	1,634
9313	Construction workers	612
9159	Other unskilled service workers	183
9211	Agricultural worker (except coffee harvesters)	176
9334	Other workers in transport	170
9412	Undeclared occupations	138
6113	Agricultural and skilled workers in vegetable gardens, greenhouses, nurseries and gardens	135
6112	Agricultural and skilled workers in tree and shrub plantations	64
9322	Manual packers and other workers in the manufacturing industry	59
6121	Cattle and other domestic animal breeders and producers of milk and its derivatives	57
9132	Office, hotel and other establishment cleaners	53
7129	Other bricklayers, carpenters and related	35
Total		3,316

Source: Based on information supplied by the INS Workers' Compensation Department.

**Work-related accident rates for workers under 18,
by occupation major group**

Table 8 -2

Major groups	In census	With work -related accidents	Rate of work- related accidents (%)
Managers in public administration and private enterprises	1	0	0
Workers at professional, scientific and intellectual level	35	1	2.9
Workers at technical and mid-professional level	690	6	0.9
Clerks	1,535	22	1.4
Service workers and shop and market sales workers	7,237	27	0.4
Skilled agricultural and fishery workers	20,776	2,102	10.1
Workers in construction	4,736	656	13.9
Craft, construction, mechanic, graphic arts and skilled manufacturing workers	2,800	72	2.6
Plant and machine operators and assemblers	1,773	49	2.8
Elementary occupations (except agricultural and construction)	12,123	656	5.4
Total	51,706	3,591	6.9

Source: Based on information provided by the Department of Labour Risks of the National Insurance Institute (INS) and the IX National Population and V Dwelling Census. Year 2000. INEC

Policies, programmes and actions regarding child and adolescent work



A rights-based approach poses new challenges for the practice of politics in this country. The first challenge, which historically has been the most difficult, is to coordinate the efforts of the country's various public and private entities. Recently, as a result of the development of *Plan Vida Nueva para la Superación de la Pobreza* (the "New Life Programme for Overcoming Poverty")⁴⁶, State institutions and agencies have begun working together to guide government efforts toward a common goal, while also making more efficient and effective use of resources.

Coordinated action is an objective that has been pursued throughout our country's political history. A number of entities have been created, for example, to promote horizontal coordination in areas such as child welfare, youth issues, health care, the environment, etc., and vertical coordination between political and technical decision-making bodies. Such is the case with the National Comprehensive Child and Adolescent Care Programme, which seeks to employ a rights-based approach to coordinate the actions of government institutions, civil society and minors.

9.1 The National Comprehensive Care Programme

The National Comprehensive Care Programme was created in accordance with Title IV of the

Code on Children and Adolescents. Its mandate is to "ensure the comprehensive protection of the rights of minors in the design of public policies and the execution of programmes for child and adolescent care, preventive action and defence, through the governmental and social institutions that comprise the Programme"⁴⁷.

The National Comprehensive Care Programme is made up of the following entities: the National Council on Children and Adolescents (CNNA), governmental and civil-society organizations that have a representative role before the Council, Child and Adolescent Welfare Boards and Committees for the Protection of Child and Adolescent Rights.

9.2 The National Council on Children and Adolescents (CNNA)

The Code on Children and Adolescents defines the Council as a forum for deliberation, consensus building and coordination between the executive branch, decentralized State institutions and community organizations working with child and adolescent issues. Its task is to ensure that policies are formulated and executed in a manner that is consistent with the comprehensive protection of the rights of minors.

Changes are now being planned in the way the Council operates. Accordingly, its Technical

⁴⁶ *Plan Vida Nueva para la Superación de la Pobreza* "seeks to promote efforts to attack the factors that generate and perpetuate poverty. Accordingly, it focuses on the creation of both productive opportunities and individual, family and local capacities". Gobierno de la República, Consejo Social. *Vida Nueva, superación de la pobreza y desarrollo de las capacidades humanas*, 2002-2006. Administración Pacheco de la Espriella, Costa Rica, 2003.

⁴⁷ Secretaría Técnica – CNNA. *Resumen Ejecutivo del Consejo Nacional de la Niñez y la Adolescencia, período 1998 – 2002*. Costa Rica. sf. p. 2

Advisory Committee and Technical Secretariat, acting with the support of other actors specializing in the issues at hand and using the agenda of the Council as a starting point, are developing a "Comprehensive Child and Adolescent Policy Framework" to implement the agenda and create a National Working Plan on Children and Adolescents. This plan is intended to guide the activities of the Council and establish its priorities⁴⁸.

The challenge currently facing CNNA is to overcome the institutional barriers created by a policy-making culture that is dependent upon the initiatives proposed by the heads of each institution, as well as the budgetary priorities of those entities. If child and adolescent issues are not made a priority, effective coordination in that area will be difficult. Referring to the setbacks that have affected rights-based discourse, Milena Grillo, executive director of Fundación Paniamor⁴⁹, states the following: "[in many ways] we are abandoning rights and returning to needs"⁵⁰.

9.3 The Child Welfare Institute (PANI)

PANI is the institution responsible for protecting boys and girls exposed to social risk. It is currently being restructured, as an evaluation conducted during the entry into force of the Children's Code and the Comprehensive Care Programme revealed serious weaknesses⁵¹.

According to a summary of the report of the Junta de los Notables ("council of distinguished persons")⁵², the transformation of PANI is indispensable, and must include the organization's dual role as the chief institution responsible for implementing a rights-based approach to child and adolescent affairs. The report proposed a number of strategic measures based on its analysis of the institution's current and ideal situation.

The proposal to transform PANI has the following objectives: to improve the institutional culture of the organization, enabling it to provide better service to the public; to strengthen the hierarchy of the institution in order to streamline the decision-making process; to increase the effectiveness and efficiency with which decisions are implemented by providing technical training and designing long-term strategies to assertively manage financial resources and thus ensuring the most effective possible use thereof; and to ensure that the State delivers the budgetary resources the organization requires⁵³.

9.3.1 PANI and child and adolescent work

The dual role which PANI has been assigned by its legal framework clearly establishes that, on the one hand, as the chief entity dealing with child and adolescent affairs, it must ensure compliance with CNA; "as the chief entity, we cannot tell [the Ministry of] Health what to do, but we can tell them that vaccination is required, and if vaccines run out tomorrow, PANI must be the first to get involved. Where children are concerned, PANI must act"⁵⁴.

The dual role of PANI in matters specifically pertaining to child and adolescent work is expressed, on the one hand, by its function as the chief entity dealing with the affairs of boys and girls, and, on the other, by its role as a provider of direct care to working minors.

The CNA in this regard requires PANI to work directly with the working population under 15, and to care for adolescent workers in the informal sector (ages 15 to 17)⁵⁵. "The Code assigns almost all responsibilities pertaining to child labour to the Ministry of Labour and Social Security. PANI, however, also has a responsibility and a duty

⁴⁸ Interview: Carmen Carlucci, CNNA Technical Secretariat representative, 29 April, 2003.

⁴⁹ Fundación Paniamor is a non-governmental organization whose mission is to "ensure the fulfilment of minors' rights in Costa Rica, by developing social mobilization programmes aimed at strengthening the exercise of those rights and duties, preventing violence and encouraging the formulation of public policies and institutional practices that contribute to the fulfilment of those rights".

⁵⁰ Interview: Milena Grillo, executive director of Fundación Paniamor, 13 May 2003. Foundation specializing in child and adolescent issues, approached from a rights-based perspective.

⁵¹ Bases para la Reforma Institucional del PANI. Bill entitled "Apoyo al proceso de Modernización Institucional del PANI". Convenio PANI-UNICEF-PNUD. March, 2002. Quoted in: UNICEF III Estado de los Derechos de la Niñez y la Adolescencia en Costa Rica. UNICEF, Universidad de Costa Rica. San José, Costa Rica, 2002, p. 81

⁵² The body responsible for evaluating PANI

⁵³ UNICEF. Op.cit. p. 75

⁵⁴ Interview: Ana Teresa León, CNNA Technical Secretariat Coordinator and Technical Manager of PANI, 7 May, 2003.

⁵⁵ See CNA section IV – "Legal framework of adolescent labour", subsections i), "The right to work of adolescents", and v), "Informal Labour", which refer to CNA article 96, whereby PANI is assigned the responsibility of ensuring the protection of child and adolescent own-account workers.

toward working boys and girls. Hence the idea of creating a child labour office within PANI⁵⁶.

This office plays an important role within the framework of the elimination of child labour, and its actions contribute to the efforts of every public institution involved with this issue. Its technical management office believes an initial effort is required to jumpstart its operations. Such an effort should, in this view, be entrusted to a group of individuals capable of carrying through with the process of defining the worst forms of child labour. In this regard, the Executive Director of Children's Defence International, Virginia Murillo, believes it is necessary to clarify the spheres of action of the institutions involved: "thus far, it has been clearly understood that the Ministry of Labour is responsible for addressing the needs of adolescent workers in the formal sector; but what about those working in the informal sector? In that sense, it is important for PANI to begin working with the population for which it is responsible"⁵⁷.

9.4 The National Steering Committee to Combat Child Labour and Protect Adolescent Workers

In 1996, Costa Rica signed a Memorandum of Understanding with the International Labour Office (ILO). Both parties agreed to work together toward the progressive elimination of child labour. Accordingly, the "National Steering Committee to Combat Child Labour" was created by decree, on 12 March, 1997. In 1998, the name of the Committee was changed to "National Steering Committee for the Prevention and Progressive Elimination of Child Labour and Protection of Adolescent Workers". The Committee is made up of the highest-ranking members of the Ministry of Labour and Social Security, the Ministry of Education, the Ministry of Health, PANI, *Instituto Nacional de Aprendizaje* (the National Institute for Technical Training – INA), *Instituto Mixto de Ayuda Social* (the Mixed Institute for Social Aid – IMAS), the Costa Rican Social Security Fund, *Unión de Cámaras y Asociaciones de Empresas Privadas* (the Union of Business Chambers and Associations), a representative of NGOs focusing on welfare, a representative of NGOs focusing on

the defence of rights, *Unión de Gobiernos Locales* (the Local Governments Union) and a representative of workers' organizations⁵⁸.

Initiatives undertaken by the Steering Committee in 1998 include the development of the National Plan for the Prevention and Progressive Elimination of Child Labour and Protection of Adolescent Workers, which is divided into four strategic areas: education, health, labour and family affairs.

The leading entity with regard to labour and family affairs is the Ministry of Labour and Social Security, which has been developing and carrying out programmes on child and adolescent work since 1997. The Office for Child Care, Elimination of Child Labour and Protection of Adolescent Workers was created by decree, in 1998, as an organ attached to the Ministry's National Directorate of Social Security. The Office is responsible for planning, developing, enforcing and coordinating MTSS national policies and actions regarding child and adolescent work.

The Ministry of Labour is working through this office to make child and adolescent work issues a key aspect of its daily operations.

9.5 The Ministry of Labour and Social Security

According to the CNA, the Ministry of Labour and Social Security is responsible for dictating policies regarding adolescent work.

The code also clearly requires the ministry to ensure that adolescent labour rights are protected and enforced. In this regard, the ministry has, for several years, as required by CNA, been carrying out activities consistent with the protection of adolescent workers.

The Minister of Labour⁵⁹ has reiterated his commitment to the elimination of child labour, stating the following: "The adoption of the ILO Declaration on Fundamental Principles and Rights at Work, at the 86th Session of the International Labour Conference in 1998, and the follow-up to that Declaration, reconfirmed the effective abolition of child labour as one of the principles relating to fundamental rights that must be respected

⁵⁶ Interview: Ana Teresa León, CNNA Technical Secretariat Coordinator and Technical Manager of PANI, 7 May, 2003.

⁵⁷ Interview: Virginia Murillo, executive director of Children's Defence International (Defensa de los Niños Internacional – DNI) – Costa Rica, 21 May, 2003. For more information on DNI.

⁵⁸ Fundación Paniamor, *El trabajo Infantil y Adolescente Doméstico en C. R.*, ILO IPEC, Costa Rica, 2002.

⁵⁹ Interview with Ovidio Pacheco, Minister of Labour and Social Security, 28 April, 2003

by all States Parties of the ILO, even if they have not ratified its main conventions"⁶⁰.

In the opinion of the Minister, a strategy aimed at eliminating child labour clearly requires coordination with other institutions. Accordingly, efforts are being made to make the elimination of child labour a priority in the New Life Programme for Overcoming Poverty. Some of the population groups targeted by the Programme are direct stakeholders in the field of child labour. These include poor persons and families, female heads of household and vulnerable, at-risk children and adolescents.

One difficulty that has been encountered in endeavours of this type, which seek coordination and intervention on the part of various institutions to solve a problem, is the relationship between the budgetary priorities of different public institutions, which stem directly from macro-economic directives, and the development of annual working plans on specific issues. Such is the case with child and adolescent work; the issue must be made a priority on the agendas of State institutions, but the projects in question must also have sufficient budgetary resources.

In this regard, the Minister of Labour believes that, since the New Life Programme is part of the National Development Plan, and the latter is binding upon all public institutions, coordination is feasible, as public institutions will be required that children's work be made a priority. "This year (2003) we do not have specific budgetary allocations,

but the political decision has been made to prioritise children's work as part of the normal activities of State institutions. Each entity will have to make the necessary adjustments to move forward. With determination and political will, progress can be made"⁶¹.

The Office for Child Care, Elimination of Child Labour and Protection of Adolescent Workers is also carrying out internal efforts to sensitise its personnel and change some of its methodologies, in order to individualize working minors and raise awareness among the general population. To that end, training activities have been carried out and efforts have been coordinated with the Employment Office and the Labour Inspection Office of MTSS, among other entities. The Statute on Labour Contracts and Occupational Health of Adolescents is also being revised. To support this effort, the Child and Adolescent Labour Office, working with the Council on Occupational Health and ILO IPEC, has carried out a study and undertaken national consultations to determine which forms of labour are hazardous by nature, in order to update and correct the Statute.

The Statute establishes the minimum conditions which must be observed when hiring adolescent workers. In order to revise and confirm its provisions, the MTSS Child and Adolescent Labour Office and the Council on Occupational Health (CSO) recently carried out a study which expands the 19 activities prohibited for adolescent workers, adding 14 new ones not originally included in the Statute.

Programmes on child and adolescent work developed by government institutions

Table 9 -1

Programme and objectives	Activities:	How does it contribute to the elimination of child labour and the protection of adolescent workers?
Programa nacional para la micro y pequeña empresa (National micro and small business programme - PRONAMYPE)	- Provides resources to sectors with prospects for self-employment. - Works with NGOs, associations or co-ops that act as intermediaries between PRONAMYPE and its beneficiaries. - Offers a non-standard, below-average interest rate. Uses solidarity guarantees. - Extended 722 loans in 2002, 45% of them to women.	Efforts are being coordinated with MTSS to eliminate child labour through a project that trains parents of child workers to manage small businesses, and provides them with a loan.

⁶⁰ ILO. A Future Without Child Labour. ILO. Geneva. 2002. p. 8

⁶¹ Interview with Mr. Ovidio Pacheco, Minister of Labour and Social Security.

Ministry of Public Education

Programme: Aula Abierta (Open Classroom)

Beneficiaries:

- Targets children and adolescents aged 13 to 15, but also accepts pre-adolescents. Works with children and adolescents who have dropped out of school, or who have not entered school for a variety of reasons, as well as dropouts and overage students from Basic General Education cycles I and II.
- Young persons who work in the formal or informal sector, with or without pay.
- Adolescent mothers.
- Foreign immigrants

Is active in 152 schools, in 19 regions, and includes approximately 5,000 students who can join at any time of year.

It is difficult to determine which of the young persons currently in the Programme are workers. The Programme can contribute to the gradual elimination of work among persons under 15, by providing them with the flexibility they need to enter the educational system.

Programme: Nuevas Oportunidades (second Chances)

Activities:

- Trains teachers, in coordination with Defensoría de los Habitantes (the Office of the Ombudsman) to sensitise them to student needs.
- Has also held workshops to make young persons aware of their rights and how to defend them.

Beneficiaries:

Students who have been expelled or are overage, or who never entered the educational system but qualify for the Programme. Most such individuals work or have families.

Mixed Institute for Social Aid (IMAS)

Programme: Fortalecimiento Familiar (strengthening Families)

Activities:

Provides financial aid to cover expenses such as food, health care, technical support, etc. The size of subsidies varies according to the needs of each family. Subsidies are provided on an annual basis. There is no limit as to their size.

Beneficiaries:

Poor families that qualify for the Programme based on the SIPO⁶² point system. The Programme was created to prevent children and adolescents from dropping out of school, by providing for the family needs that might cause them to do so.

The Programme was created to prevent children and adolescents from dropping out of school, by providing for the family needs that might cause them to do so.

Programme: Superémonos (let's Improve Ourselves)

Activities:

Provides a subsidy in the form of a coupon that can be exchanged at Cadena de Detallistas (a supermarket chain) for ¢10,000 (approximately US\$26 as of March 2003) each month.

Beneficiaries:

Families with children and adolescents aged 7 to 17.

Requirements: beneficiaries must submit basic information about themselves and their families, as well as a school enrolment certificate, and they must qualify under the SIPO point system.

The purpose of the Programme is to encourage families to make a commitment to education, and ensure that children and adolescents remain in the educational system. In order to receive the subsidy, minors must refrain from working, and their families must sign a letter of commitment guaranteeing regular school attendance.

⁶² The Target Population Information System (SIPO) is a data base designed and operated by the Mixed Institute for Social Aid (IMAS) to generate the knowledge necessary to manage and develop comprehensive national plans and programmes to foster upward mobility and social and economic development for poor communities and families.

Costa Rican Social Security Fund (CCSS)

Programa De Atención Integral A La Adolescencia (comprehensive Adolescent Care Programme – Paia)

Activities:

- Screening of adolescents for risk.
- Drafting of rules, development of protocols and instruments.
- Encourages adolescent involvement in issues that concern them.
- Operates a counselling hotline.
- Research. Virtual library on adolescent issues. Series of research papers on adolescence and youth.
- Local, regional and national fairs on comprehensive adolescent care.

Beneficiaries:

National adolescent population (10-to-19 age range).

A rights-based approach views adolescents as subjects of rights, and recognizes their special developmental requirements (needs, interests and specific concerns). This approach is founded upon a legal framework geared toward the comprehensive protection of the rights of minors, as well as relevant national and international legal provisions on the subject. Accordingly, in order to protect the health of adolescents in all of its aspects, the Programme raises awareness concerning the implications of engaging in occupations that violate human dignity, as well as the present and future physical and psychosocial repercussions of such occupations.

Conclusions and recommendations



10.1 Conclusions

The survey data show that the problem of working children and adolescents is most serious and widespread in rural areas, especially in agricultural activities. Most working minors are males, but more girls perform housework than males. Among children and adolescents, 11.4% work and another 15.8%, mostly females, carry out household chores for more than 10 hours a week, which means that they are potentially precluded from going to school.

There are some similarities between groups of working boys and girls and those who perform housework for more than 10 hours a week. These similarities are obtained in respect of access to education and educational performance and of the socio-economic situation of their households.

The first group has the highest school dropout rates. Although the dropout rate among those who do housework is lower (21.4%) than among working minors (44.1%), it is still high with respect to boys and girls who do not engage in economic activities or perform housework (4.1%).

There is no single explanation for this finding. Some children and adolescents have to work to help support the family or they perform housework so as to allow an adult family member to hold a job. They are unable to go to school either because of the time they spend at this activity or because the family cannot afford the expense involved.

Others may have the desire and the means to go to school, but are not able to for reasons originating

mainly in the educational system (the school is too far away or there is no school in their area, the school has no space for them or they do not meet certain requirements, they have been expelled or suspended, they have learning disabilities, etc.). As a result, the time that would have been devoted to education is spent on work or on household chores.

Educational achievement is lower among children and adolescents who attend school but also work or perform household chores than among those who only go to school. The lag in achievement is more pronounced among those who work (51.7%) than among those who perform housework (41.2%). The data gathered show that the time they devote to economic activity and housework affects their ability to spend time studying, causing some to drop out or repeat grades and fall behind. It follows that children and adolescents who perform these activities and manage not to fall behind will not do as well in school as those who are full-time students.

It should be noted that when asked about reasons for non-attendance at school, the data providers in households listed reasons relating, first, to the educational system and second, economic reasons.

In fact, poverty may be considered a reason for children and adolescents to work only when other social and demographic factors relating to employment and income that clearly establish a difference among households are taken into account. Some examples of such factors are: larger households, lower income of employed adults, lower educational level of heads of household and adults in the household, and a relatively higher

number of households headed by females in comparison with households where minors in the same age groups do not work or perform housework.

It is this combination of factors, along with economic and educational ones, that explains the existence of a group of working girls, boys and adolescents who have little or no contact with the educational system, and thus have very little prospects – if the above conditions persist – of attaining the minimum level of schooling needed to have a good chance of not falling into poverty. As a result, when they grow up, they will perpetuate the situation of their present households: high fertility rates, low-quality low-wage jobs, and low educational level.

In the field of social policy and in terms of specific plans and programmes, Costa Rica now has a valuable and up-to-date tool in the Code on Children and Adolescents (*Código de la Niñez y la Adolescencia*). The code is designed to protect the interests of girls, boys and adolescents and recognises them as subjects of rights with the capacity to exercise those rights. It establishes a National Comprehensive Care Programme (*Sistema Nacional de Protección Integral*) which provides for the participation of civil society and creates community guardianship committees (*comités tutelares*) entrusted with promoting and protecting the rights of children and adolescents when those rights are violated, either by action or by omission, by individuals or governmental or non-governmental agencies.

On the matter of work, as noted above, article 92 of the code establishes 15 as the minimum age for admission to employment and categorically prohibits persons under 15 from working. It further stipulates that, "anyone who by any means finds that such a person is working, in violation of this prohibition, shall report the situation to the Child Welfare Institute (*Patronato Nacional de la Infancia*) in order that it may take all necessary measures to ensure that this person ceases working and re-enters the educational system." In addition, article 101 provides that the penalty for violating article 92 shall be a fine of 20 or 23 times the minimum wage, using as a reference the basic wage for a class 1 clerk.

The empirical evidence obtained from the survey shows that there is a significant legal loophole. The

articles mentioned above are designed to regulate the typical employment relationships of companies and entities in the modern sector of the economy. The great majority of working minors aged 5 to 14 work in the urban informal sector or in the rural traditional sector. In the absence of a clear-cut case of abuse or mistreatment, it is unthinkable that anyone would denounce the father, mother or relative of a boy or girl who works in the family micro-enterprise or on the family farm. It is even less likely that a penalty would be applied which in most cases is equivalent to several months' worth of the family's income. In fact, it would be counterproductive to even try to apply such a measure, inasmuch as it would surely be rejected by the community.

Another important issue is that of adolescent workers. Under article 95, the Code on Children and Adolescents establishes a work day for adolescents of no more than six hours per day or 36 hours per week. Article 79 provides that "they shall enjoy full equality of opportunities, pay and treatment in regard to employment and occupation". Article 87 stipulates that "... their work shall be carried out without detriment to their attendance at an educational centre" ... and that "... the authorities of educational centres shall make every effort to ensure that their work does not affect their school attendance and performance".

The data analysed show that 85.4% of adolescents aged 15 to 17 who are wage earners receive an income that is lower than the legal minimum wage, and more than half of them work 37 hours or more per week.

It is also worth noting that from age 15 onward, work is a right but also subject to restrictions. To a large extent, the existing legislation⁶³, by making the right to work of adolescents aged 15 to 17 a virtual right has actually hindered these adolescents from obtaining "decent work" with protection and regulations. One consequence of this situation is the fact that in July 2002, for example, the unemployment rate for adolescents aged 15 to 17 was 16.4%.

In that regard, the regulations have had the unwanted effect of causing businesses in the modern sector of the economy, which are the ones that usually offer contracts in compliance with the labour and social legislation, either to terminate or

⁶³ System of legal protections established for adolescent workers by the Code on Children and Adolescents and the Reglamento para la contratación laboral y condiciones de salud ocupacional de las personas adolescentes (Statute on Labour Contracts and Occupational Health of Adolescents) – Decree N° 29220-MTSS, of 30 October, 2000.

to avoid hiring adolescents in this age group, since the legal restrictions make it more costly to hire them than to hire adults.

Paradoxically, adolescents aged 15 to 17 who want to work and who have the right to work often find themselves forced to seek work in the informal sector of the economy. It is difficult if not impossible within the informal sector to exercise oversight, and these adolescents are much more likely to take jobs that are hazardous to their physical, psychological or moral health, and in which they earn less than they would in the modern sector. In addition, they have no social security or workers compensation coverage.

With respect to the annual performance of the labour force of children and adolescents, some interesting conclusions may be drawn which, at least from the standpoint of empirical verification, are innovative:

- (a) The July estimates of economically active children and adolescents do not represent the highest level for this EAP, which occurs between the months of November and February;
- (b) The majority of school dropouts are probably "regularly active", i.e., they are regularly in the labour force throughout the year;
- (c) The behaviour of those who attend school tends to be more seasonal, inasmuch as they enter the labour force in greater numbers during the vacation months, and leave it during the school year; hence, they are "occasionally active".
- (d) As might be expected, this seasonal behaviour is especially marked in the rural areas.

10.2 Recommendations

Intervention programmes

Governmental and non-governmental policies and action programmes aimed at eliminating child labour and protecting adolescent workers devote their greatest efforts to minor workers in urban areas. Greater emphasis should therefore be placed on designing and implementing programmes for minor workers in rural areas, where the phenomenon is much more prevalent.

Special attention should also be paid to the problem of gender. While most minor workers are males, more girls and adolescent females are engaged in housework.

Programmes designed to improve the educational level and vocational training of adults can also have a significant impact by enabling them to get better jobs and giving them a greater appreciation for their children's education.

Before thinking of new programmes and projects, which always require additional funding, consideration should be given to ensuring that the problems of children's and adolescents' work are included in both the objectives and goals of social programmes aimed at eliminating the causes of poverty.

The idea is that families receiving different types of compensatory resources (employment, credit, food, etc.) should give priority to using those resources instead of having the minors in the household work to supplement the family income, or at least to enable the minors to work less.

In this regard, families and communities must be made aware of the future damage that will be caused by the early introduction of boys and girls into the work force, particularly when their work is detrimental to their education and jeopardizes their physical safety and full development.

This does not mean that there is not also a need for specific plans and programmes, to be carried out in the context of an overall policy, to address the issue of girls, boys and adolescents who are being exploited or who are engaged in difficult or dangerous work that is potentially harmful to their physical or mental health.

It should be borne in mind, however, that any specific plan or programme aimed at eliminating child labour should be designed not only to protect boys and girls who are already working, but also to implement preventive measures so as to check the trend for more girls and boys to be added to the work force on a daily basis. It will not do much good, for example, for a given plan to eliminate work for 5,000 girls and boys over a period of one year if an equal or larger number start working during the same period. The best way – and perhaps the only way – to achieve the goal is to combat the causes of the problem.

Policy recommendations

Any effort to tackle this problem at its roots must be carried out in the context of a social, educational, employment and income policy that is geared towards keeping children and adolescents in the educational system, at least during the obligatory cycle.

Nonetheless, in the spirit of article 92, which prohibits minors under 15 from working and requires them to be fully integrated into the educational system, alternative ways to achieve this objective should be sought. This effort should include the participation of civil society organizations and of the organized communities in the guardianship committees.

If the objective is to improve access to employment, measures should be taken – as in the case of disabled persons – to encourage the hiring of adolescents.

Alternatively, and perhaps more importantly for these adolescents, ways should be sought to keep them in the educational system, at least through secondary school. This would also reduce the pressure on the labour market exerted by adolescents and would provide jobs for unemployed adults.

Areas for future research

Reliable data on children's and adolescents' work are now available which allow for a better understanding of the issues involved; this is necessary

for the design of effective policies and programmes to combat the exploitation of boys and girls. In this regard, it is essential that further surveys be conducted with a view to gathering and analysing data on the economic, non-economic and school activities of minors.

It would be advisable – given the availability of a generous sample for this purpose – to conduct in-depth studies on their regular activity in relation with other variables, such as those used in this study, so as to bring to light other heretofore unknown aspects of the situation.

Finally, research should be conducted on the working conditions of girls, boys and adolescents, taking into account their opinions. This could be done at a low cost, and nationwide estimates could be developed using the regular round of the Household Survey to identify working boys and girls. Such a study could be used to design and select a specific sample of households with active minors; a special questionnaire could then be used with these minors at some later time, although not too long after the main survey.

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Appendix A – CONCEPTS AND DEFINITIONS

Economically active population (EAP) or labour force: Persons of active age that work or have an occupation (employed) or, if they do not have an occupation, are available for work and have taken measures to search for a wage-earning or own-account job (unemployed).

Employed persons: Members of the EAP who are performing an economic activity (production of goods or services, marketing or transport of goods or services, etc.) through a remunerated occupation, or as unremunerated relatives collaborating with a family business.

Unemployed persons: Persons in the work force who were jobless during the week used as a point of reference for the survey, were immediately available for work and had taken concrete action during the five preceding weeks to find a wage-earning or own-account job.

Participation rate: The quotient between the economically active population and the overall population, expressed in percentage points.

Open unemployment rate: The quotient between the number of unemployed persons and the EAP, expressed in percentage points.

Economically inactive population (EIP): Persons who meet the minimum age requirement for admission to employment, but are not employed, nor looking for work, nor available for work. The inactive population is usually divided into the following categories: student, housewife, retiree, independent income and disabled.

Regularly active employed population: Includes all persons over a given age who were employed (for one or more months) during the twelve months prior to the survey, in the manner established by the work force frame.

Child and adolescent population engaged in housework: Part of the Economically Inactive Population. For purposes of this report, boys and girls who perform housework (those who answered "yes" on question 47D) and dedicate 10 or more hours per week to that activity were included in this category.

Age groups: The relevant age groups, for purposes of this report, are 5 to 9, 10 to 14 and 15 to 17. The first age group is the most critical, due to the youth of its members. The upper limit of the second coincides with the minimum age for admission to employment (15). The third group is relevant on account of certain prohibitions which apply for workers under 18 (work in night spots, high-risk industries, etc.).

Area: The areas referred to in this report are urban and rural.

Occupational category: Occupational categories are as follows: Employer or active partner; own-account worker; employee or labourer; domestic servant (remunerated) and unremunerated family worker.

Occupational group: Occupational groups are the following:

1. Senior government and private sector officials
2. Scientific and intellectual professionals
3. Technicians and associate professionals
4. Administrative support staff
5. Shop salespersons and personal service workers
6. "Skilled" workers in agriculture, livestock and fisheries
7. Handicrafts, construction, mechanical work, graphic arts and "skilled" manufacturing work
8. Plant and machine assemblers and operators
9. Unskilled occupations

Group 1. Senior government and private sector occupations: Comprises occupations whose main duties involve the branches of government (executive, legislative and judiciary), as well as the activities of local governments. This group also includes occupations that involve preparing, guiding and coordinating the policies and activities of a corporation or agency, or the departments, areas or sections thereof.

Group 2. Scientific and intellectual professional occupations: Comprises occupations whose main duties require high-level professional knowledge and experience in various disciplines.

Group 3. Technical and associate professional occupations: This broad category includes occupations whose main duties require technical knowledge and experience in one or more disciplines.

Group 4. Administrative support occupations: This group is comprised of occupations whose main duties require the knowledge necessary to organize, store and locate information. It includes secretarial work, operation of text-processing machinery, the ability to make calculations and transcribe information onto magnetic media, provide information for clients, etc.

Group 5. Shop sales and personal service occupations: Includes occupations whose main duties require the knowledge and experience necessary to provide personal or protective and security services, or to sell merchandise at a commercial establishment or market.

Group 6. Skilled occupations in agriculture, livestock and fisheries: Comprises occupations whose main duties require the knowledge and experience necessary to obtain and sell the products of agriculture, forestry and fishery.

Group 7. Skilled occupations in handicrafts, construction, mechanical work and mechanical arts, graphic arts and manufacturing: This broad category includes occupations whose main duties require the knowledge and experience necessary to work in handicrafts, mechanical arts and other similar areas, as well as the ability to operate machinery and tools, and knowledge of the different stages of production and the nature and applications of the products manufactured.

Group 8. Occupations in plant and machine assembly and operation: Comprises occupations whose main duties require the knowledge and experience necessary to operate, maintain and supervise industrial machinery and plants of medium and large size – usually automated. Includes operating machinery for mass production, modern agricultural activity, mining, vehicle operation, operation of mobile plants and assembly of product components.

Group 9. Unskilled occupations: Comprises occupations whose main duties require little or no knowledge and experience, and usually consist of simple, routine tasks performed with manual tools. These tasks may call for substantial physical effort, and, save for rare exceptions, require little initiative or judgment. This group includes street peddlers, porters, watchmen who guard movable and immovable property, persons who clean, wash and iron clothes, and persons who perform simple tasks in the mining, agricultural, fishing, construction, public works, manufacturing and personal service industries.

Occupations can be grouped into the following categories⁶⁴ based on the occupation-education-income relationship:

"Occupations that provide sufficient well-being": Includes senior government and private sector officials, scientific and intellectual professionals, technicians and associate professionals.

"Occupations that provide an intermediate level of well-being": Includes administrative support staff, shop salespersons and personal service workers, handicraft workers, construction workers, mechanics, graphic arts workers, manufacturing workers, and plant and machine operators and assemblers.

"Occupations that provide insufficient well-being": Comprises skilled workers in agriculture, livestock and fisheries, as well as unskilled workers.

Educational Situation:

- (a) Students of appropriate age: Students who are in the appropriate grade level or year for their age.
- (b) Overage students: Students currently attending school who have not passed the number of school years appropriate for their age (includes a two-year grace period).
- (c) Dropouts: Students who have reached a given level and year in the compulsory education system and currently do not attend school, or have reached age 8 without beginning school.

Stated reasons for not attending school: The survey studied the reasons for non-attendance among persons aged 5 to 17. The questionnaire lists ten possible reasons (question 22b), which, for purposes of analysis, were grouped into three categories:

Reasons originating in the educational system, which include:

- (a) Problems that limit access to schooling: These include the following: i) there is no school close to home, or, if there is a school, it is not appropriate for the student's needs or level; ii) the system itself imposes restrictions or requirements that limit access, such as failing to keep records of grades, thereby making transfers impossible, denying admission due to lack of space, or expelling or suspending students for the remainder of a year; iii) there is no teacher available; iv) any other obstacle that is beyond the control of the student or his/her family.
- (b) Difficulties with schoolwork. This includes cases in which students are excluded from the system because they have difficulties with their coursework.
- (c) Lack of interest in formal education. This includes boys and girls who express an unwillingness to attend primary or secondary school, or lack of interest therein.

Economic reasons:

- (a) The need to work. This sub-category is comprised of cases in which a minor must discontinue formal schooling in order to work, either to contribute to the family income or to support him/herself.

⁶⁴ ECLAC (1997). "Social Panorama of Latin America". 1997 Edition. United Nations, Santiago, Chile, 1997.

- (b) Housework. This sub-category includes cases in which a minor must interrupt his/her formal schooling in order to support or take the place of a parent or guardian in the performance of housework.
- (c) Inability to pay for schooling. This includes cases in which education is interrupted due to economic constraints which make it impossible to pay enrolment fees, purchase school supplies or pay for transportation, uniforms, etc.

Other reasons: Other reasons for interrupting education include pregnancy or marriage, illness or disability, temporary interruptions due to a tragedy in the family, foreign study grants or travels that force students to wait until the following year to re-enter school, and any other reason not listed above.

Use of free time: "Free time" is understood to mean the time available to boys and girls aside from that required to attend an educational institution or perform a domestic or economic activity. It includes activities such as studying after school hours, games (sports, indoor and household games), cultural activities (music, dance, painting, theatre), watching television, listening to music, etc.

Income indicators:

- (1) Family income: overall income declared by every member of the household.
- (2) Per capita income: total family income, divided by the number of household members.
- (3) Work income: declared income from one or more occupations.
- (4) Minimum legal wage: the minimum wage in force as of 30 June, 2002.

Permanence in economic activities: The following categories have been adopted to define permanence in economic activities, in accordance with recommendations of the Thirteenth Conference of ILO Statisticians⁶⁵:

- "Regularly active": applies to persons who have worked for more than half the year (7 to 12 months). Given the numerical importance of those who worked all twelve months of the year, two sub-categories were established: 7 to 11 months and 12 months;
- "Temporarily active": applies to persons who have worked between four and six months;
- "Occasionally active": applies to persons who have worked between one and three months during the year.

Methodology for calculating poverty and extreme poverty lines: The method traditionally used for calculating the poverty line consists of determining a standard food budget, based on minimum nutritional requirements. This figure is then used as the basis for calculating the minimum budget needed to meet a set of basic needs.

Assuming that food deficiency is proportional to deficiencies of other goods and services, the poverty line can be found by estimating the cost of nutritionally necessary foods and the ratio of food expenditures to total expenditures of low-income households.

The idea is to start therefore by establishing the cost of the standard food basket, or indigence line, and then the cost of the total basket, or poverty line. The monetary value of each line shows the income that a person needs in order to stay out of extreme poverty or poverty. That is the reason why the comparison is made with the per capita income of families.

The poverty rate is a quantification of the share of households and of the population whose income is lower than the minimum budget required in meeting basic needs.

⁶⁵ ILO, (1982). Report of the XIII International Conference of Labour Statisticians, document ICLS/13/D.11, ILO, Geneva, 1982.

MULTIPLE PURPOSE HOUSEHOLD SURVEY

COSTA RICA, JULY 2002

A. BASIC INFORMATION

1. LOCALIZACION

Region: _____	Address: _____	Record 1
Province: _____	_____	
Municipality: _____	_____	
District: _____	Telephone: _____	

2. INTERVIEW RESULTS

RESULT OF THE INTERVIEW IN INDIVIDUAL DWELLINGS *DESTINED TO PERMANENTLY ESTABLISHED HOUSEHOLDS*	
Occupied	
<i>Carried Out</i>	
Complete Interview.	☐ 01
Incomplete Interview.	☐ 02
<i>Not Carried Out</i>	
Refused to give information	☐ 05
Absent during the whole survey period	☐ 07
Difficult Access.	☐ 08
Limitations due to sickness or language	☐ 09
Dwelling with transient residents (occupants reside permanently in another dwelling)	☐ 15
Informant not located	☐ 16
Desocupada	
For rent or sale	☐ 11
Under construction or in repair	☐ 12
Abandoned	☐ 13
Unoccupied for another reason _____ (specify)	☐ 14
INTERVIEW NOT CARRIED OUT BECAUSE BUILDING IS DEDICATED TO OTHER PURPOSES	
Temporary Dwelling (transient housing for seasonal workers (barracks), family rest home, summer home, vacations)	☐ 04
Establishment	☐ 05
Other (merged, burned down, carried away by flood, etc.)	☐ 10

3. NUMBER OF MEMBERS IN HOUSEHOLD

Age Sex	Less than 5 years	5 or more	Total
Males			
Females			
Total			

4. VISIT CONTROL

No.	Date	Time	Result of the visit
1			
2			
3			

5. FOR OFFICE USE ONLY

Line number of the Section B informant	
Line number of the main household support	

6. SUPERVISOR'S NAME:

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7. INTERVIEWER'S NAME:

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8. DATE OF INTERVIEW:

DAY	MONTH	YEAR

OBSERVATIONS:

OBLIGATORY AND CONFIDENTIAL NATURE OF THE INFORMATION

The National Statistics and Census Institute is the technical body governing the nation's statistics and co-ordinator of the National Statistics System (Sistema de Estadística Nacional, SEN). The Institute was assigned this function under the National Statistical System Act (Law N° 7839, November 4, 1998), promulgated with the awareness of the importance of having timely and updated statistical data on which to base economic and social policy.

This Act also established the obligatory nature of the provision of those data necessary for drafting said national statistics, as well as the confidential nature thereof:

Article 4: "... The data obtained under this Act shall be strictly confidential ... The data coming from physical or private corporate persons may not be provided nor published on an individual basis, only as a part of global figures, unless that has been prior authorization by the party providing the data. To this end, global figures will be considered those pertaining to three or more physical or corporate persons. Neither may these data be provided for tax purposes, nor those of any other nature ..."

Article 5: "The SEN may request information relating to the economic activity of all physical and corporate persons residing in Costa Rica..."

SOME DEFINITIONS TO BE KEPT IN MIND:

HOUSEHOLD:

Is the single person or group of individuals with or without family ties that resides customarily in an individual dwelling, which participates in the formation, utilization, or both, of a sole budget, shares a common life, prepares and consumes their own food in common.

One or more households may occupy a dwelling.

It is worth remembering that the object of study of the Survey is any household residing in the country's individual dwellings. The households or groups of persons (not families) residing in collective dwellings are excluded in view of the purpose of this study

CUSTOMARY RESIDENT:

Is the person usually living in the same dwelling as long as s/he is not absent from it for a period greater than six months. Nevertheless, if the person has been in the dwelling for less than six months, does not live elsewhere and has the intention to continue residing in it, s/he will be considered a customary resident thereof.

INFORMANT:

Must be a person who is a household member, over 15 years of age, with sufficient knowledge of the characteristics under study regarding all the other household members. With regards to Section C, it would be convenient if each one were to provide the corresponding information, if present at the time of the interview. Neither domestic help nor boarders should be accepted as informants. They may only provide information on themselves, if they are customary residents of the dwelling.

OBSERVATIONS:

B. SOCIO-DEMOGRAPHIC CHARACTERISTICS									
LINE Nº	NAME	RELATIONSHIP	SEX	AGE	INSURED CONDITION	PENSION REGIME	PLACE OF BIRTH	YEAR OF ARRIVAL	RESIDENCE 5 YEARS AGO
Circle the line number of the informant for Section B Record 3	Enter the name of all members of the household Begin with the head of household. (Remember the definition of customary household resident)	What is the relation of each person with the head of household? Head 01 Spouse or companion 02 Child or stepchild 03 Son / daughter in law 04 Grandchild 05 Father, mother, or in laws ... 06 Brother / sister ... 11 Other relative ... 07 Domestic help or his/her relative ... 08 Boarder 09 Other not related 10	Male or female? Male: 1 Female: 2 (Enter code)	How old was (name) on his/her last birthday? Less than 1 year ... 00 1 year or more (Enter number of years on his/her last birthday)	What type of Social Security do you have? Salaried worker: 01 By means of agreement (association, unions, co-operatives, etc.) 02 Self-employed (voluntary) 03 By the State and "relative of one insured by the State" 04 Relative of a direct insured "salaried, by agreement, or voluntary" 05 Pensioner covered by non contributory regime 06 Pensioner under CCSS, Hacienda, Magisterio, etc. regime. 07 Relative of CCSS, Hacienda, Magisterio, and non-contributory regime pensioner 08 Other forms (student, refugee, and other insurance coverage) 09 No insured 10 (Enter code)	FOR RETIRED PERSONS WITH CODE 7 IN QUESTION Under which regime(s) is (name) a pensioner? CCSS 1 Magisterio Nacional (Teacher's Pension) 2 Government 4 Other (Judicial Branch, foreign pension scheme) 8 *Multiple option* (Enter code(s))	When (name) was born, where did his/her mother live? In this municipality → (Enter the name of the municipality and province and go to question 9) In another municipality → (Enter the name of the municipality and province and go to question 9) In another country → (Enter the name of the country) [(Column) 7]	When did (name) come to live in Costa Rica? BEFORE 1992 1 (Enter year of arrival) AFTER 1992 2 (Enter year of arrival)	PARA PERSONAS DE 5 AÑOS O MÁS Where did (name) live in July 1997? In this municipality → (Enter code 8) In another municipality → (Enter the name of the municipality and province) In another country → (Enter the name of the country)
Reg. 3	↓	(Enter code) ↓	↓	↓	↓	↓	↓	↓	↓
(1)	(2)	(3)	(4)	(5)	(6)	(6.1)	(7)	(7.1)	(9)
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									

B. SOCIO-DEMOGRAPHIC CHARACTERISTICS									
LINE N°	REGULAR EDUCATION				NON-REGULAR EDUCATION	MARITAL STATUS	ETHNICITY	HOUSEHOLD QUESTIONS	
I N T E R V I E W E R'S G U I D E	FOR PERSONS AGED 5 OR MORE YEARS		FOR PERSONS AGED 5 TO 19 YEARS WITH CODE 7 IN QUESTION 11	FOR PERSONS IN LEVELS 3, 4 or 5 IN QUESTION 10	FOR PERSONS AGED 10 OR MORE YEARS		Is any member of the household...	A. Other than the persons mentioned, is any baby, child, or other person missing, who might have been forgotten, who is a customary resident in this household?	
	What was the last grade or year passed?	Does s/he attend... ... pre-school? 1	Why don't you attend pre-school, primary school or high school?	a. What is the major course of studies (name) studied or currently studies?	Other than regular education, has s/he received any course or other type of training?	Is [name] ...	...Indigenous? ... 1	Yes ☐	
	Level Year None 0 0	primary school? 2	Have to work 01	[Enter the name of the major or specialization]	Yes 1	In consensual union? 1	...black? 2	How many? _____	
	Pre-School ... 0 1	high school? 3	Have to help out with household chores	b. Has s/he received any degree in this major or specialization?	(Ask for and enter the name of the course or type of training received)	married? ... 2	...mulatto? 3	Enter him/her/them and complete the information corresponding to Section B.	
Special Education 0 2	... para-university or university? ... 4	Can't pay for studies	Yes [Enter code]	Examples: computing, automotive mechanic, sewing, bakery, secretarial services.	divorced? ... 3	...Chinese? 4	No ☐		
Primary 1 X	... special education (page a 14)	Problems of access to the school system	Technician, expert or associate 1		separated? 4	Other 5	B. Of all members of the household, who contributes the most to its maintenance?		
Academic Sec 2 X	... open education (primary or secondary)? 5	Pregnancy or marriage	degree/Professoriate ... 2		widowed? 5		MAIN HOUSEHOLD SUPPORT		
Technical Sec 3 X	DOES NOT ATTEND ... 7	Sickness or disability	Bachelor's 3		single? 6				
Para-university 4 X		Finds studies difficult	Licentiate 4						
University ... 5 X		Not interested in formal learning	Postgraduate (Master's, Doctorate, Specialization) 5	No 2					
(Enter code for ...)		Not old enough	Has no degree 0 (specify)						
LEVEL X: Last year passed	(Enter code)	(Enter code)	Major or Specialisation (specify)	(Enter code)	Course Name	(Enter code)			
(10)	(11)	(12)	(13)	(14)	(15)	(16)			
[01]							Line number		
[02]									
[03]							OBSERVATIONS		
[04]									
[05]									
[06]									
[07]									
[08]									
[09]									
[10]									

C. EMPLOYMENT CHARACTERISTICS						
Reg. 4 ONLY FOR PERSONS AGED 5 YEARS OR MORE						
Line N° 	Name _____	Relationship 	Sex: Male ... ☐ 1 Female ... ☐ 2	Age 	Self-informant ☐ 1 Other informant ☐ 2 →	Line N° of informant

ONLY FOR PERSONS AGED 5 YEARS OR MORE

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SECONDARY EMPLOYMENT																						
Only employed who responded "Yes" in Question 21; otherwise go to INCOME.																						
26. What is the secondary employment or type of job that you carry out? [Enter the main tasks] _____ _____ _____ 27. What is the name of the enterprise, business or farm that you work for in your secondary employment? _____ _____ _____ 28. What is the principal product or activity of the establishment, business or farm where you work? _____ _____ _____	29. In this employment, are or were you employer or active partner? ☐ 1 ... self-employed worker? ☐ 2 ... Public Sector employee or worker? ☐ 3 ... private enterprise employee or worker? ☐ 4 ... domestic help (salaried)? ☐ 5 ... unpaid worker? ☐ 6 30. How many individuals regularly work or worked in that establishment? In the employer's or self-employed person's dwelling ☐ 1 In a workshop or premises next to the employer's or self-employed person's dwelling ☐ 2 Independent farm, workshop, or premises ☐ 3 House to house ☐ 4 Permanent locale on public road ☐ 5 Public road without permanent locale ☐ 6 Other _____ (specify) 31. How many individuals regularly work or worked in that establishment? Less than 10 (indicate number) _____ 10 to less than 20 ☐ 10 20 or more ☐ 11																					
INCOME																						
SALARIED WORKERS (ONLY CODES 3 - 4 - 5 IN QUESTION 18) 32. In your main employment, what was your actual net income for wages, salary, day labour, tips, overtime, during the last pay period (week, fortnight or month)? a. Salary _____ per _____ b. Did they deduct payments to the CCSS and Workers' Bank during that period? Yes ... ☐ 1 No ... ☐ 2 c. Did you have any other deductions No ... ☐ 2 Yes ... ☐ 1 _____ per _____ d. Did you receive payments for your work in food? ... Si ☐ 1 No ☐ 2 ... clothing and footwear? ... Si ☐ 3 No ☐ 4 ... housing? ... Si ☐ 5 No ☐ 6 ... transportation? ... Si ☐ 7 No ☐ 8 ... other? ... Si ☐ 1 No ☐ 2 e. Do you have the right to enjoy vacations (paid)? ... Yes ☐ 1 No ☐ 2 ... paid sick leave? ... Yes ☐ 3 No ☐ 4	INCOME FROM OTHER OCCUPATIONS 34. What is your income in your secondary occupations? _____ per _____ ALL 35. In the last pay period, did you receive money for pensions or retirement? _____ per _____ ... subsidies? _____ per _____ ... scholarships? _____ per _____ ... other fund transfers? _____ per _____ ... or for interest, leases or other property income de la propiedad? _____ per _____ Did not receive ... ☐ 0 36. Are you a member of any of the following organizations? <table style="width: 100%;"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Co-operative</td> <td>☐ 1</td> <td>☐ 2</td> </tr> <tr> <td>Labour Union</td> <td>☐ 1</td> <td>☐ 2</td> </tr> <tr> <td>Solidarity Association</td> <td>☐ 1</td> <td>☐ 2</td> </tr> <tr> <td>Trade Union Association</td> <td>☐ 1</td> <td>☐ 2</td> </tr> <tr> <td>Community Association</td> <td>☐ 1</td> <td>☐ 2</td> </tr> <tr> <td>Other _____ (specify)</td> <td>☐ 1</td> <td>☐ 2</td> </tr> </tbody> </table> 37. Where did you reside in July of 2000? In the same municipality _____ In another Municipality _____ ☐ 0 Municipality Province _____ In Nicaragua _____ ☐ 7 In another Central American country _____ ☐ 8 In another country _____ ☐ 9		Yes	No	Co-operative	☐ 1	☐ 2	Labour Union	☐ 1	☐ 2	Solidarity Association	☐ 1	☐ 2	Trade Union Association	☐ 1	☐ 2	Community Association	☐ 1	☐ 2	Other _____ (specify)	☐ 1	☐ 2
	Yes	No																				
Co-operative	☐ 1	☐ 2																				
Labour Union	☐ 1	☐ 2																				
Solidarity Association	☐ 1	☐ 2																				
Trade Union Association	☐ 1	☐ 2																				
Community Association	☐ 1	☐ 2																				
Other _____ (specify)	☐ 1	☐ 2																				
33. a. How much did you receive as profit or earnings in your main employment (excluding operating expenses) during the last pay period (week, fortnight, month)? In cash _____ per _____ b. What is the value of the products withdrawn or services used for your own consumption during the last period? _____ per _____																						

If the person responded... ... "NO" in Question 3 (Continue with Question 38 and 39.) ... "YES" in Question 1 or 2 or 3 and age is between 5 - 17 years (Go To Question 40) ... "YES" in Question 1 or 2 or 3 and age is 18 or more years (Continue with the following person.)	
38. Last week, did you cultivate or harvest beans, maize, cassava or other agricultural products, care for cattle, chickens, pigs or milk or participate in other agricultural, mining or fishing activities, exclusively for home consumption? Yes ... ☐ 1 (Go To Question 39b) No ... ☐ 2 Nº of weekly hours	
39. Did you carry out any of the following activities last week? a. Cultivate or harvest agricultural products, milk or care for livestock, poultry, or other animals, or participate in mining or fishing, etc. activities? Exclusively for sale ... ☐ 1 For sale and home consumption ☐ 2 No ... ☐ 3 hours per week b. Did you make tortillas, bread, sweets, or other foods for sale? Inside the home ... ☐ 4 Outside the home ... ☐ 5 No ... ☐ 6 hours per week c. Did you weave cloth, sew, make ceramics or other products or handicrafts for sale? Inside the home ... ☐ 1 Outside the home ... ☐ 2 No ... ☐ 3 hours per week d. Did you work in home, farm or ranch construction, repair, maintenance (for third parties) or other construction activities? No ... ☐ 5 Yes ... ☐ 4 hours per week e. Did you help out in points of sale and distribution of food and drink, or the sale of agricultural or other products? No ... ☐ 7 Yes ... ☐ 6 hours per week f. Did you work in cargo transportation for marketing, warehousing or other activities related to products destined for sale? No ... ☐ 2 Yes ... ☐ 1 hours per week g. Did you repair tools, apparatuses, etc., wash or iron for others, for which you received payment? No ... ☐ 4 Yes ... ☐ 3 hours per week h. Did you hawk products? (clothes, accessories, food, lottery, raffles, etc)? No ... ☐ 6 Yes ... ☐ 5 hours per week	
If the person is under 18 years of age, continue with the Module on Child Employment. If not continue with the next person.	

D. EMPLOYMENT OF PERSONS AGED 5 TO 17 YEARS OF AGE																																									
ENTREVISTADOR: Si la persona respondió... ... "YES" in Question 38 and 7 or 39 (Continue with Question 15.) ... "NO" in Questions 38 y 39 (Go To Question 42.) 15. What is the main occupation or type of work that (name) carried out in this employment? [ENTER MAIN TASKS] _____ 17. What is the principal product or activity of the establishment, business or farm where she/he works? _____ 18. In this employment, is or was (name)... ...employer or active partner? . . . o1 ...self-employed worker? . . . o2 ...Public Sector employee or worker? . . . o3 ...private enterprise employee or worker? . . . o4 ...domestic help (salaried)? . . . o5 ...un-paid worker? . . . o6 19. Where is the establishment in which (name) customarily carries or carried out that activity located? In the employers or self-employed person's dwelling . . . o1 In a workshop or premises next to the employer's or self-employed person's dwelling . . . o2 Independent farm, workshop, or premises . . . o3 House to house . . . o4 Permanent locale on public road . . . o5 Public road without permanent locale . . . o6 Other . . . o7 (specify) _____ 22d. What shift does (name) usually workday? . . . o1 ...mixed? . . . o2 ...night? . . . o3 25. The work that (name) did last week in his/her main employment... ...s/he did it all year? . . . o1 ...it's temporary? . . . o2 ...it's seasonal? . . . o3 Other . . . o4 (specify) _____ SALARIED WORKERS (ONLY CODES 3-4-5 IN 18-D) 32. In his/her main occupation, what was the net income earned for wages, salary, day labour, tips, overtime, during the last pay period (week, fortnight, or month)? a. Salary _____ per _____ b. Did they deduct payments to the LSS and Workers' Bank during that period? Yes . . . o1 No . . . o2 c. Did s/he have any other deductions No . . . o2 Yes . . . o1 _____ per _____ d. Did s/he receive payments for his/her work infood? . . . Yes o1 No o2 ...clothing and footwear? . . . Yes o3 No o4 ...housing? . . . Yes o5 No o6 ...transportation? . . . Yes o7 No o8 ...other? . . . Yes o1 No o2 e. Does s/he have the right to enjoyvacations (paid)? . . . Yes o1 No o2 ...paid sick leave? . . . Yes o3 No o4	EMPLOYERS AND SELF-EMPLOYED (ONLY CODES 1 - 2 IN 18-D) 33. a. How much did s/he receive as profit or earnings in your main employment (excluding operating expenses) during the last pay period (week, fortnight, month)? In cash _____ per _____ b. What is the value of the products withdrawn or services used for his/her own consumption during the last period? In cash _____ per _____ ONLY THOSE EMPLOYED AGED 5 TO 17 YEARS 40. What is the main reason why (name) works? To help out with household expenses . . . o01 To pay for studies . . . o02 To cover personal expenses . . . o03 Because his/her help is necessary in family business . . . o04 Because s/he not interested in studying . . . o05 Because educational centre very far away . . . o06 Educational program is not suitable . . . o07 To learn a trade . . . o08 Other . . . o09 (specify) _____ 41. In his/her main employment, does (name) use... Yes No ...safety glasses? . . . o1 o2 ...helmets? . . . o1 o2 ...car plugs? . . . o1 o2 ...special shoes? . . . o1 o2 ...gloves? . . . o1 o2 Other . . . o1 o2 (specify) _____ FOR ALL CHILDREN AGED 5 TO 17 YEARS 42. Did (name) carry out any employment activity during the last twelve months (July 2001 to June 2002)? Yes . . . o1 No . . . o2 (Go to QUESTION 46) 43. In which months did s/he carry out these activities 2001 2002 Jul Aug Sept Oct Nov Dec Jan Feb Mar Apr May Jun <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>Jul</td> <td>Aug</td> <td>Sept</td> <td>Oct</td> <td>Nov</td> <td>Dec</td> <td>Jan</td> <td>Feb</td> <td>Mar</td> <td>Apr</td> <td>May</td> <td>Jun</td> </tr> <tr> <td>WORKED</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Not worked</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </table> 44. During the last year did (name) suffer any accident or sickness related to the work or type of employment s/he carries or carried out? Yes . . . o1 No . . . o2 (Go To QUESTION 45) 45. As a result of this accident or sickness (refer to the most severe)... ...was s/he temporarily disabled from work? . . . o01 ...was s/he permanently disabled from work? . . . o02 ...was not disabled from working or carrying out this job? . . . o03		Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	WORKED	1	1	1	1	1	1	1	1	1	1	1	1	Not worked	2	2	2	2	2	2	2	2	2	2	2	2	INTERVIEWER: Si (nombre) TRABAJÓ "durante la semana de referencia" o "alguna vez en los últimos doce meses", efectúe la siguiente pregunta; si no continúe con la pregunta 47. 46. At what age did (name) carry out or participate for the first time in employment activities? Age _____ DOMESTIC AND RECREATIONAL ACTIVITIES 47. During the last week, did (name) have to carry out some household chore such as caring for younger siblings, cook, wash, iron, or clean house? YES . . . o1 No . . . o2 → (Go to Q48) 48. How many hours a week does s/he dedicate to these chores? From Monday through Friday _____ Saturdays and Sundays _____ 49. What is the main reason for the child to participate in household chores within the home? His/her parents have to work o1 There is no one else to do it o2 Must learn to be responsible o3 Has to collaborate with the household o4 Other reason o5 (specify) _____ 50. Does (name) usually spend part of his/her free time to... Yes No ...study outside class hours? . . . o1 o2 ...sporting activities? (bicycling, soccer) . . . o1 o2 ...games inside the house? (table games, computer) . . . o1 o2 ...games outside the house? (video, pool, arcades) . . . o1 o2 ...practice music, dance, painting, acting? . . . o1 o2 ...watch television? . . . o1 o2 ...listen to music? . . . o1 o2 Other (specify) _____ Other (specify) _____ (specify) _____ OBSERVATIONS: _____ _____ _____ _____ _____ _____ _____ _____
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																													
WORKED	1	1	1	1	1	1	1	1	1	1	1	1																													
Not worked	2	2	2	2	2	2	2	2	2	2	2	2																													