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PREFACE

Jamaica's Youth Activity Survey 2002, also known as the Child Labour Survey, was conducted over a four-month period beginning in April 2002. The survey was undertaken by The Statistical Institute of Jamaica (STATIN), in collaboration with the Statistical Information and Monitoring Program on Child Labour (SIMPOC) of the International Labour Organization/International Programme on the Elimination of Child Labour (ILO/IPEC) and United Nations Children's Fund (UNICEF), to provide baseline information for the development of a database on child labour and to provide baseline data for programme development and monitoring.

Data from the YAS will yield key economic, non-economic, demographic and social indicators such as the magnitude, nature and distribution of child labour, as well as its determinants and consequences. The data from the YAS will also be used for various purposes:

- (1) In-depth analysis and research, for example, identifying the children who are most at risk for urgent assistance.
- (2) Decision-making and planning, for example, designing protective measures.
- (3) Formulation and implementation of policies, programmes and projects, for example, implementing protective measures to minimize the negative consequences of child labour and protection of working children in the short-term and the eventual elimination of the practice in the long-run.
- (4) For monitoring and refining of these policies & programmes.

This survey begins the process of establishing a database containing both quantitative and qualitative information on Jamaica which will be updated on a continuing basis when new information becomes available.

Sonia Jackson

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EXECUTIVE SUMMARY

BACKGROUND AND JUSTIFICATION

The ILO Minimum Age Convention, 1973 (No. 138) sets minimum ages for admission to employment to coincide with the age of completion of compulsory schooling: a general minimum age of 15 years, with the possibility of doing light work compatible with schooling from the age of 13. For developing countries these ages are respectively 14 and 12 years. A majority of ILO member States have incorporated these minimum age standards into their legislation.

Like many countries throughout the world, Jamaica has recognised that the problem of child labour requires urgent attention, especially because increasingly, children are becoming involved in dangerous forms of activities including prostitution, drug smuggling and gun-running. In September 2000, the Government of Jamaica and the International Labour Organisation's Programme on the Elimination of Child Labour (ILO/IPEC) signed a Memorandum of Understanding to cooperate in developing policies and programmes to progressively reduce and ultimately eliminate child labour in Jamaica. The Ministry of Labour and Social Security has oversight responsibility on all child labour issues and together with the Ministry of Health, is expected to take a lead role in implementing the programme.

The Jamaican Labour Code forbids the employment of children below the age of 15 years in industrial undertakings. However, it is evident that children are involved in a variety of labour activities, especially in the informal sector. In order to improve the knowledge base on children engaged in the worst forms of child labour, rapid assessment and baseline surveys of child labour situations in the areas of prostitution, children working in fishing villages, tourism and the informal sector have already been undertaken. These studies, although not able to quantify the problem, identified several factors contributing to these forms of child labour including: family disintegration, child abuse, abandonment of schooling, peer pressure, social norms accepting child labour and inadequate law enforcement.

Through regular labour force surveys undertaken by STATIN, there is some information about child labour among children 14 years and older but there is little information regarding the younger age groups. In 1994, a preliminary study conducted by STATIN estimated that about 23,000 Jamaica children between 6 and 16 years were engaged in activities of child labour. However, there is no comprehensive picture of the magnitude, nature, causes and consequences of the problem of child labour in Jamaica. Such information is vital for proper programme planning and targeting of interventions. Therefore this Youth Activity Survey was designed to obtain information that would widen the knowledge base on children involved in child labour.

OBJECTIVES OF THE SURVEY

The overall objective of the survey was to determine the character, nature, size and reasons for child labour in Jamaica, and the conditions of work and their effects on the health, education and normal development of the working child. Specifically, the survey obtained information regarding:

- i. Demographic and socio-economic characteristics, such as levels of education and training (enrolment and attendance), occupation and skill-levels, hours of work, earnings and other working and living conditions.
- ii. Characteristics of the sectors where children are working: public/private sector
- iii. Where and how long the children have been working and factors causing children to work and/or families to put children to work.
- iv. The perceptions of the parents/guardians, children and employers about child labour, regulations, laws and legislation, etc.
- v. Participation in programmes with a positive impact on the elimination of child labour
- vi. Status of working children's health, welfare and education situation.

This survey falls within the ILO's Statistical Information and Monitoring Programme on Child Labour (SIMPOC) which was launched in 1998, to assist member countries in establishing:

- (a) A programme for collection, use and dissemination of tabulated and raw quantitative and qualitative data to allow the study of the scale, distribution, characteristics, causes and consequences of child labour.
- (b) A basis for child labour data analysis to be used in planning, formulating and implementing multi-sectoral integrated interventions, monitoring implementation, and assessing the impact of policies and programmes.
- (c) A database on child labour, consisting of quantitative and qualitative information on institutions and organisations active in the field of child labour, child labour project and programmes, industry level action, and national legislation and indicators, which will be updated on a continuing basis whenever new material becomes available.

METHODOLOGY

The Jamaica Youth Activity Survey was conducted nationally as a module of the April 2002 Labour Force Survey. In all households interviewed for the Labour Force Survey, when children in the age group 5 – 17 years were found living in the household, these eligible children were interviewed for the Youth Activity Survey.

The Jamaica Labour Force Surveys are an integral part of the continuous household survey programme of the Statistical Institute of Jamaica, and have been conducted on a regular basis since the 1960's. The surveys are conducted each year on a quarterly basis - in January, April, July and October, with the usual reference week being the last full working week of the previous quarter. They are conducted in a one percent sample of private households, which are selected using a stratified random sample design. Excluded from the sample are non-private households including group dwellings, eg. military camps, boarding schools, mental institutions, hospitals and prisons.

In Jamaica's Labour Force Survey, the labour force consists of persons fourteen years and over who are working, looking for work or would like to work and are not at school full time. Interviews for children under 14 years of age are limited to collecting data on age, sex and relationship to the head of the household.

The target population for the Youth Activity Survey was children between the ages of 5 and 17 years. This target age group was selected according to the following considerations:

- The upper limit: the United Nations Convention on the Rights of the Child (1989) and the ILO Convention on the Worst Forms of Child Labour (1999) defined children as those below 18 years.
- The lower limit: information on children prior to the compulsory age of schooling was needed, but the 5 year old cut-off was chosen because there would be very few working children below that age.

Information for the Youth Activity Survey was obtained from interviews with both adults and the relevant child/children. In the case of the adult, the respondent of preference was the parent/guardian of the child. Adults were asked questions about the economic and non-economic activities of each child, as well as general questions on the household. The children were asked questions on their economic and non-economic activities. Interviewers were required to first complete the labour force survey questionnaires for the household, and then to complete the youth activity survey questionnaire for the eligible children.

Due to the fact that the Youth Activity Survey was a module of the Labour Force Survey, the reference period was changed to accommodate the Youth Activity Survey. The reference week used for both surveys was Sunday, March 17 – Saturday, March 23, 2002 and not what would have been usual – March 24 – 30, 2002. This was changed because the children would have been on Easter vacation from school during the usual reference week and this would have affected responses to the questions on school attendance during reference week.

The questionnaire was designed to gather detailed information specifically on children between the ages five (5) to seventeen (17) years old inclusive.

The questionnaire was divided into 9 sections as follows:

Section 1: Household Roster of Children 5 – 17 years old

Section 2: Education and Vocational Training

Section 3: 3A - Current Economic Activity and Section 3B - Usual Economic Activity

Section 4: Current Non-Economic Activity

Section 5: Work-Related Health and Safety Issues

Section 6: Parent's Perception of Child

Section 7: Migration Status of Child

Section 8: Household Characteristics

Section 9: Questions to be addressed to Children 5 – 17 years of age.

In order to ensure international comparisons, the occupation and industry classifications used are based on United Nations specifications. Thus, the revised Jamaica Standard Occupational Classification (JSOC) 1991, is based on the International Standard Classification of Occupations (ISCO) 1988. Similarly, the Jamaica Industrial Classification (JIC) 1987, is based on the International Standard Classification of Economic Activity (ISIC).

The sample design for the 2002 Youth Activity Survey was based on the design for the 2002 Labour Force Survey. The main focus of this design was to draw a representative sample that is distributed proportionately between the urban and rural areas on the basis of the number of enumeration districts (EDs). The ideal situation is to select the sample based on the proportion to the size of the population but this information was not available. Population data from the 1991 population census had become obsolete due to the number of demographic changes in the country and data from the 2001 population census was not yet available.

The target population for the survey is the population of children in the 5 – 17 age group living in private households. Children living in institutions such as hostels, hospitals and Places of Safety were not covered in the survey.

The basic design for the survey was a two stage stratified systematic sample design with the first stage being a selection of areas called Enumeration Districts (EDs) and the second stage a selection of dwellings within the selected EDs. The EDs are stratified into 2,543 urban and 2,693 rural EDs. Each selection was done on a Parish basis without any overlapping and is delineated in such a way that they encompassed the entire island. EDs were then placed in primary sampling units (PSUs), which are defined as having a minimum of 80 dwellings. The second stage was a selection of dwellings using also a systematic sampling method from a current list of dwellings within the PSUs.

The sample frame used for the first stage selection is a list of enumeration districts (EDs) stratified into urban and rural strata. This list was quite up-to-date as it was modified prior to the 2001 Population Census. For the second stage selection a listing of the selected EDs were conducted before the survey. For this exercise, every dwelling unit in the selected EDs were visited by interviewers and relevant information pertaining to the composition and description of the dwelling unit were collected.

The first stage selection process adopted a proportionate allocation method in which a 10% sample of EDs was selected from each parish and allocated proportionately into urban/rural strata. In the second stage of sampling a listing was made of all the dwellings in the selected EDs from the first stage. The list was made circular and a sample of 32 dwellings was selected systematically. After selection they were then placed in panels of equal size from which 16 were used for the survey.

The major purpose of weighting is to adjust for differential probabilities of selection used in the sampling process, to reduce the sampling variability and to compensate for any under-enumeration or non-response in the survey. The method of weighting for the YAS ensured that the estimates conformed to the distribution of the population (5 -17 age group) by age, sex and

parish. To derive estimates for the entire population, a number of weights were applied to the sample responses.

Sampled dwellings, which were in the scope of the survey, where no collection of information was possible because they were vacant, closed or the occupants refused to cooperate during the time of the survey were referred to as non-response. The purpose of this adjustment was to reduce the bias arising from the fact that non-respondents are different from those who respond to the survey.

Post-stratification is a method used to adjust the weighted survey estimates so that they agree with the population estimates. It is normally used to compensate for different response rates by demographic subgroups, increase the precision of survey estimates and reduce the bias present in the estimates. The method that was used was a simple ratio adjustment that was applied to the sampling weight using the projected 2002 Population total for each strata defined by age and gender for each parish.

Trainers were involved at all stages of the survey from conceptualisation and questionnaire development to pre-testing and the main survey. Prior to training of interviewers, Statisticians and senior field staff were to ensure standardisation of definitions and procedures and to iron out any problems.

Editors and coders were trained and provided with a manual with consistency checks and other verification methods. Data entry was monitored by the supervisor of editing and coding to ensure efficiency. The software CSPRO 2.2 was used for data entry and data editing. The data were analysed using SPSS ver. 11.0. Main analyses performed were frequencies, cross-tabulations and statistics of central tendency. The sample was too small to facilitate inferential statistical analysis. The questionnaire provided responses from both parent/guardians and the children themselves. However, there were large discrepancies between the two when similar questions were asked and this may be in part due to the age of the children. Therefore, this report uses mainly the questions addressed to the parent/guardian, except in the situation when the question was only asked of the child.

In the final sample of 6,189 children, 143 said that they worked during reference week. Thus the sample of working children was small and limited the range of analyses. Furthermore the results regarding children's involvement in economic activity must be interpreted with caution.

FINDINGS

Nationally, 2.2 percent of children 5–17 years, i.e. 16,240 children¹, were involved in an economic activity during the reference week. Of these, 75 percent were males and 25 percent were females. The percentage of working children was slightly lower in KMA (1.8%) when compared with Other Towns (2.4%) and Rural Areas (2.3%).

¹ Due to the small number of working children found in the survey, these results should be interpreted with caution

As would be expected, considerably more children were involved in housekeeping activities during the reference week i.e. 562,500 or 78 percent of children 5 -17 years. A similar pattern emerged with respect to area of residence, with fewer children doing household chores in KMA (66%), while 76.0 percent of children in Other Towns and 84.2 percent in Rural areas were engaged in household chores. More children engaged in economic activity were also involved in housekeeping (82.1%) compared with children not involved in economic activity (78.2%).

The majority of children involved in economic activity were male and in the age group 15-17 years. In fact, three times as many male children (3.4%) worked compared with female children (1.1%). Similarly, the percentage of children increased with age with less than one percent of children less than 10 years and 1.5 percent of children 10-14 years being engaged in economic activity, while 7.5 percent of children aged 15 – 17 years were working. That percentage of children 15-17 years working is not surprising given the fact that in Jamaica, the formal labour force begins at fourteen years and many children leave school at the end of the grade 9 level i.e. at about 15 years. Also, as was shown earlier, males are more likely to be out of school.

On the other hand, more females (81.1%) than males (75.0%) did household chores, and the percentage of children involved in housekeeping activities increased as age group increased among both males and females. However, even at an early age, a large percentage, 61 percent, of Jamaican children were involved in domestic chores.

At the national level, 26,400 or 3.6 percent of children 5 -17 years, reported being involved in some form of economic activity during the past 12 months. Their distribution by area of residence is shown in Table 5.3. The percentage of working children was highest in Other Towns and lowest in KMA.

The age and sex distribution of these children was similar to those working in the reference week i.e. more males worked and the percentage of children working increased with increasing age.

When compared with children 5 – 17 years who were not economically active, proportionately fewer economically active children attended school in reference week. Nationally, 96 percent of children who did not work were attending school compared with 46.4 percent of working children. This was true regardless of area of residence, gender or age group, except for children less than 10 years. But it was most marked in males and children 15-17 years.

One-third of the children had reached the upper secondary level, whether or not they were currently attending school and may have achieved some educational qualifications. Of concern, however, is the low levels of educational attainment of the majority of working children who were not in school, as over sixty percent had exited the school system by grade 9 or lower. Of the working children, 3047 i.e. 18.8 percent reported that they could not read and write. A small number, 1958, 12.1 percent stated that they had received or were receiving special skills training, mainly as an apprentice.

Working children were mainly found in the distributive trade and service industries, but a significant percentage, 26.6 percent worked in agriculture, forestry and fishing. No child reported working in mining. There were major gender differences. Males were evenly distributed among the goods producing and service sectors but in comparison with females, they dominated the goods producing sector, both in absolute numbers and in percentages. Females were mainly found in the service industry (87.3 percent).

Many of the children (31 percent) were found in low end elementary occupations in the service industry and those of agriculture, construction, manufacturing and transport i.e. those requiring little education or skill. One-fifth of the children were market-oriented fishery and animal workers and another 22 percent worked as service or salespersons. More males (37.8 percent) were in the unskilled elementary occupations compared with females (8.6 percent). The main occupations of females were as service and salespersons, (44.6 percent), while 14.2 percent of males fell into that category. Children 10-14 years were in elementary occupations (34 percent), market-oriented animal and fishery workers (22.6 percent), and in sales and service (23.7 percent). By the age group 15-17, the range of jobs included semi-skilled and skilled occupations such as clerks and assistant teachers, technicians and artisans but together, they represented just about 10 percent of all the occupational groups.

Only male children in the age group 15-17 years were employed in the government sector with the majority working in the private sector (49.5 percent). Females were predominantly unpaid family workers (40.4 percent) and private employees (44.3 percent). Up to age fourteen, most of the children were employed as unpaid family workers or as own account workers. The 15-17 year old working children were mainly employed in the private sector (54 percent) while most of the rest were either own account workers (20.8 percent) or unpaid family worker (17.5 percent).

About one quarter of working children worked in shops, markets or stalls. However, the location of 20 percent of the children on a plantation, farm or garden reflects the high level of employment in the agricultural sector. Some 13.4 percent of children reported working on the street and proportionately more children 10-14 years worked on the street, when compared with those 15-17 years. Gender differences were noticeable with more boys working on agricultural sites and on the street, while nearly half of the girls reported working in shops, markets or stalls and 18.3 percent of them working at family dwellings.

About 98 percent of the working children reported their hours worked during the reference week. On average they worked for 22.0 hours per week (median – 21hours) with 47 percent of the children working less than 14 hours. Some 20 percent worked more than 43 hours per week. Males worked longer hours than females, the mean hours worked in the reference week being 23 and 18.6 respectively. Some 62 percent of girls worked for less than 14 hours compared with 43 percent of boys doing so. However the percentages of males and females working excessive hours i.e. over 43 hours, were fairly similar, 23 and 19.5 respectively. As age increased, the number of hours worked increased with all age groups working a mean of 14 hours or less, except the 15-17 year old children who worked an average of 26 hours per week. The majority of children attending school (70 percent) worked less than 14 hours.

Children who were currently working were asked about their most recent payment to determine the approximate amount earned, whether they contributed any to the household and whether they saved any part of their earnings. Only 67 percent were able to or were willing to state their approximate earnings, while 78 percent of the working children responded to questions on contributions to household and savings. Therefore there were too few cases to provide in-depth analysis of earnings by occupation and employment status. The mean earning per hour was JA\$80 and the median was JA\$50. These earnings were above the minimum wage of JA\$30 per hour and would suggest that the children are not being exploited financially. However, other surveys have pointed to the difficulty in obtaining accurate information on income and the results of this survey suggest that such difficulties persist.

Although domestic activity is not considered an economic activity, involvement in household chores directly influence child welfare, and where they interfere with normal development and schooling, their effect can be deleterious. In this survey, a large percentage of children were involved in household chores. A variety of household chores were performed by the children, the most common being washing dishes, running errands, cleaning the house and sweeping the yard. There were gender differentials with more boys running errands, tending animals and sweeping the yard, while girls had greater responsibility for washing, cleaning the house, cooking and taking care of other household members. As age increased, the range and extent of chores increased.

In “Understanding Children’s Work”², excessive household chores is defined as more than 4 hours per day, as this would impede other developmental activities. Nationally, 6.2 percent of the children performed household chores for more than 4 hours per day, with 10 percent of children who were not attending school doing excessive household chores. Unfortunately, this survey was unable to determine whether there was a causal relationship between excessive household chores and school attendance. Children who were involved in economic activity but still attending school worked fewer hours than those who were only doing an economic activity. But, on average, they worked more hours than those who were only going to school and those who were neither at work nor at school.

In order to obtain a sense of the extent to which children children’s involvement in work, whether as an economic activity or housework, is likely to interfere with their normal development, the total hours worked per week were examined. Over 90 percent of all children worked less than 14 hours per week and there were no significant gender differences. As observed earlier, hours worked increased with age but about 17,000 children less than 15 years worked 14 or more hours per week. Also, of significance, are the hours worked by children who are still in school. An estimated 31,000 children were reported to be attending school but perform over 14 hours of work per week could be considered at-risk.

The survey sought to determine reasons for working, whether in an economic activity or doing domestic chores. ‘Teaching responsibility’ (66.5 percent) was the main reason for children

2 ILO UNICEF World Bank Group. Understanding Children’s Work. An Inter-agency Research Cooperation Project. See www.ucw-project.org

working. Some 5.5 percent were ‘filling in for an absent adult’, while 2.7 percent were doing so ‘to supplement the family income’. There was no significant gender difference except in relation to supplementing income, where more males had that responsibility. However, among the working children, an estimated 8234, 50.6 percent worked to supplement the family income. Some 17 percent of working children stated that if they stopped working, it would have economic repercussions either in terms of falling living standards of the household or not being able to attend school. For a large proportion of children, no effect was expected, while ‘not learning responsibility’ was significant for 38 percent of children doing household chores and 23 percent of economically active children.

Child labour refers to work that is detrimental to the development of the child. In keeping with ILO Convention No. 138 and Convention 182 child labour includes: all economically active children aged 5 -12 years; all economically active children aged 12 – 14 years except those involved in light work only; all children 5 – 17 years involved in hazardous work and other worst forms of child labour. For the purpose of this survey excessive hours in household chores were also included in the later category. Although no criteria have been established by the ILO for determining what is “excessive”, “Understanding Children’s Work” suggested some criteria including:

- light work only i.e. less than 14 hours per week
- excessive hours, whether in an economic activity or in housework i.e. more than 43 hours per week

These categories are not mutually exclusive. However, approximately 7,500 children fell into at least one of the categories (Table 5.25).

MAIN CONCLUSIONS AND POLICY IMPLICATIONS

In Jamaica, an estimated 16,240 children were undertaking some form of economic activity in 2002. The majority of working children were males and in the age group 15-17 years where regular work is acceptable. This level of children involved in economic activity is relatively low compared with other developing countries and may have decreased somewhat since the previous survey undertaken by STATIN in 1994. These findings are not altogether surprising because the Labour Force survey shows that unemployment rates are consistently higher among the youth between 14 and 24 years, especially those with low levels of skill and education. Furthermore, during the period of this survey, employment levels decreased, especially among those in elementary occupations³.

Thus the low level of children in economic activity may be indicative of the low levels of employment opportunities in the general population. In this survey, there was another 21,000 children, 10 years and over, who were not attending school in the reference week. Most of these children were from the Rural areas where job opportunities are even lower. It is possible that

³ STATIN Labour Force, 2002

they would become involved in economic activities given the chance. Furthermore, these children may be even more disadvantaged because they are benefiting neither from school nor from work where they may be learning from doing. By staying at home they are required to perform more household tasks, many of which are not contributing to their development.

Gender was a significant factor associated with economically active children in child labour. Significantly more boys were involved in economic activities than girls. Moreover, boys were involved in a wider range of activities than females. Boys were also less likely to be in school. This study could not determine whether boys left school in order to work or whether work interfered with their education resulting in lower educational levels. Other studies in Jamaica have demonstrated that boys generally have lower educational achievement than girls and the returns to education are greater among girls. Furthermore, girls tend to be steered towards subjects that are low paying, while boys go into vocational subjects that prepare them for skills that are better paid⁴.

In general, economically active children had low levels of education and skills and were employed in low paying jobs with little possibility of upward mobility. Trends in enrolment in the upper secondary level of education point to the inability of the government to provide spaces in school for a significant number of children. While it is likely that some of the economically active children dropped out of school to support themselves and their families, for example the few working children with only primary level education, the majority were no longer in school because of lack of opportunity to be there. For the most part, such children are the ones who have failed to secure a place in the upper secondary levels because of lower grades, but a number of them, especially in the Rural areas live far from schools with upper secondary places and cannot afford transportation and other costs required to send them there. Without opportunities for further training and education, their access to well-paying jobs is limited. Although it is not possible to determine the extent to which involvement in economic activity affects educational outcomes of children less than 18 years, it is evident that children engaged in such activities have inadequate educational achievements and are therefore likely to be in lower paying jobs. Therefore, educational opportunities, especially of the sort that can appeal to the child and respond to the immediate need for a skill, are needed.

Many of the children were working in the informal sector of the economy with diverse activities on the street, in small businesses, as own account workers and family concerns. Many of these jobs are likely to be hazardous both in terms of the work itself and in terms of the environment. For example, children working on the street would be exposed to exhaust fumes. Furthermore they are not protected from abuse and there is little job security.

The preceding discussion has examined children involved in economic activity. However not all of children's participation in economic activities is considered child labour. On the other hand, excessive housework can also be considered child labour. Child labour refers to work that is detrimental to the development of the child including: all economically active children aged 5 - 12 years; all economically active children aged 12 – 14 years except those involved in light work

4 Blank Lorraine. Jamaican Children and their Families. A situation assessment and analysis, 1999-2000. UNICEF, PIOJ

only; all children 5 – 17 years involved in hazardous work such as (a) in mining and construction (b) working excessive hours, whether in an economic activity or in housework. In Jamaica, based on this study, there were an estimated 7,500 children who were involved in child labour.

The results of this survey suggest that working children and those involved in child labour is not widespread in Jamaica. This finding is confirmed by a study in 2002 on street and working children which estimated a total number of 6500 in ‘areas of concentration across the island’. These areas of concentration were mainly urban areas and this survey estimated that there were 7300 working children in the urban areas i.e. KMA and Other Towns. However, there are a significant number of children who fall into those categories of economic activity that should be abolished and the problem should not be ignored. Furthermore, other qualitative studies suggest that unacceptable levels and form of child labour, which are not generally identified using household surveys, exist in localised areas and in invisible informal economic activities e.g. prostitution, certain forms of household help.

Most Jamaican children perform a variety of household chores and this begins as early as 5-6 years. In general, respondents felt that household chores helped to teach children responsibility. Just over 6 percent of these children are involved in such tasks for unacceptably long periods i.e. more than 4 hours per day that may interfere with other developmental activities. Evans (1999) found that 13% of adolescents were hindered from doing homework because they had household chores.

It was not possible to undertake any in-depth analysis of the economically active children because of the small sample size. Thus it was not possible to fully answer the research questions and to examine the determinants of child labour. Further research areas should attempt to address these issues but the approach used to obtaining this will need careful consideration. The sample design used in this survey cannot usefully identify the various forms of child labour nor factors associated with this issue, except with a considerably larger sample. Therefore, data collection strategies should combine qualitative and quantitative techniques, and consideration should be given to cluster sampling.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND AND JUSTIFICATION

1.1.1 International Framework

The ILO Minimum Age Convention, 1973 (No. 138) sets minimum ages for admission to employment to coincide with the age of completion of compulsory schooling: a general minimum age of 15 years with the possibility of doing light work compatible with schooling from the age of 13. For developing countries these ages are respectively 14 and 12 years. A majority of ILO member States have incorporated these minimum age standards into their legislation.

Child labour impedes the development of a country. What appears as an advantage, child labour in the short term, becomes a major obstacle in the long term, because these children who form an important part of a country's labour force remain unskilled and may be physically and psychologically incapacitated for productive work. Poverty leads to child labour but child labour also perpetuates poverty as working children are deprived of education and other skills that would equip them to become well-adjusted, well-prepared adults. Consequently they usually find themselves in unskilled, poorly paid jobs or become unemployed adults.

It is important to distinguish child labour in the context of the ILO standards. Child labour does not include all of children's participation in work. Normal family obligations such as helping parents in the home, caring for siblings, assisting outside school hours in the family farm or business are considered to be part of the process of socialization of the child depending on the number of hours. From the age of 12 or 13 onwards, earning pocket money in ways that are compatible with schooling and that do not negatively affect the child's health can also contribute to the child's development and preparation for working life. Child labour refers to work that is detrimental to the development of the child i.e. harms his or her mental, physical, social or moral development and deprives the child of education.

The International Programme on the Elimination of Child Labour (IPEC) was established in 1992 as the technical cooperation programme of the International Labour Organization (ILO) with the aim to progressively eliminate child labour by strengthening national capacities to address child labour problems, and by creating a worldwide movement to combat such problems. IPEC works to achieve this aim through country-based programmes that implement concrete measures to end child labour and through awareness-raising campaigns that change social attitudes towards child labour. All these activities are designed on the basis of research into the prevailing situation of child labourers. In addition, IPEC promotes the ratification and effective implementation of ILO conventions relating to child labour through international and national advocacy.

IPEC provides support based on the political will and commitment of individual governments to address child labour in cooperation with employers' and workers' organizations, non-

government organizations (NGOs) and other relevant parties in society such as universities, and the media. The approach usually embodies sustainability and in-country “ownership” from the outset, and measures are directed at preventing child labour, withdrawing children from hazardous work and providing alternatives to the children and their families. Priority target groups include: bonded child labourers, children in hazardous working conditions and occupations, and children who are particularly vulnerable, that is, very young working children (below 12, years of age) and working girls.

Member States of the International Labour Organization confirm their commitment to cooperate in the process to reduce and eliminate child labour in their country by signing a Memorandum of Understanding (MOU) with the ILO to initiate action within the framework of the IPEC.

1.1.2 The Jamaican context.

Like many countries throughout the world, Jamaica has recognised that the problem of child labour requires urgent attention especially because, increasingly, children are becoming involved in risky forms of activities including prostitution, drug smuggling and gun-running. In September 2000, the Government of Jamaica and the International Labour Organisation’s Programme on the Elimination of Child Labour (ILO/IPEC) signed a Memorandum of Understanding to cooperate in developing policies and programmes to progressively reduce and ultimately eliminate child labour in Jamaica. The Ministry of Labour and Social Security has oversight responsibility on all child labour issues and together with the Ministry of Health, is expected to take a lead role in implementing the programme.

The Jamaican Labour Code forbids the employment of children below the age of 15 years in industrial undertakings. However, it is evident that children are involved in a variety of labour activities, especially in the informal sector. In order to improve the knowledge base on children engaged in the worst forms of child labour, rapid assessment and baseline surveys of child labour situations in the areas of commercial sexual exploitation, children working in fishing villages, tourism and the informal sector have already been undertaken. These studies, although not able to quantify the problem, identified several factors contributing to these forms of child labour, including: family disintegration, child abuse, abandonment of schooling, peer pressure, social norms accepting child labour and inadequate law enforcement (Asha D’Souza).

Through regular labour force surveys undertaken by STATIN, there is some information about child labour among children 14 years and older but there is little information regarding the younger age groups. In 1994, a preliminary study conducted by STATIN estimated that about 23,000 Jamaica children between 6 and 16 years were engaged in activities of child labour. However, there is no comprehensive picture of the magnitude, nature, causes and consequences of the problem of child labour in Jamaica. Such information is vital for proper programme planning and targeting of interventions. Therefore this Youth Activity Survey was designed to obtain information that would widen the knowledge base on children involved in child labour.

1.2 OBJECTIVES OF THE SURVEY

The overall objective of the survey was to determine the character, nature, size and reasons for child labour in Jamaica, and the conditions of work and their effects on the health, education and

normal development of the working child. Specifically, the survey obtained information regarding:

- vii. Demographic and socio-economic characteristics such as levels of education and training (enrolment and attendance), occupation and skill-levels, hours of work, earnings and other working and living conditions of children living in households.
- viii. Characteristics of the sectors where children are working: public/private sector
- ix. Where and how long the children have been working and factors causing children to work and/or families to put children to work.
- x. The perceptions of the parents/guardians, and children and employers about child labour, regulations, laws and legislation, etc.
- xi. Participation in programmes with a positive impact on the elimination of child labour
- xii. Status of working children's health, welfare and education situation.

This survey falls within the ILO's Statistical Information and Monitoring Programme on Child Labour (SIMPOC) which was launched in 1998 to assist member countries in establishing:

- (d) A programme for collection, use and dissemination of tabulated and raw quantitative and qualitative data to allow the study of the scale, distribution, characteristics, causes and consequences of child labour.
- (e) A basis for child labour data analysis to be used in planning, formulating and implementing multi-sectoral integrated interventions, monitoring implementation, and assessing the impact of policies and programmes.
- (f) A database on child labour consisting of quantitative and qualitative information on institutions and organisations active in the field of child labour, child labour project and programmes, industry level action, and national legislation and indicators, which will be updated on a continuing basis whenever new material becomes available.

1.3 ARRANGEMENT OF THE REPORT

This report is arranged in five (5) major sections. These are:

1. The Executive Summary that has been prepared for use as a stand-alone document for wider distribution.
2. Part 1 presents the Background to the study, and examines:
 - International instruments and factors;
 - Jamaica's socio-economic context ;
 - Jamaica's legal framework for understanding the problem;
 - ILO/IPEC Caribbean Child Labour Programme; and
3. Part 2 presents the research methodology.
4. Part 3 presents the findings. All data are raised to provide national estimates.
5. Part 4 presents the recommendations.

CHAPTER 2

METHODOLOGY AND DATA COLLECTION

2.1 SCOPE AND COVERAGE

The Jamaica Youth Activity Survey was conducted nationally as a module of the April 2002 Labour Force Survey. In all households interviewed for the Labour Force Survey, when children in the age group 5 – 17 years were found living in the household, these eligible children were interviewed for the Youth Activity Survey.

The Jamaica Labour Force Surveys are an integral part of the continuous household survey programme of the Statistical Institute of Jamaica, and have been conducted on a regular basis since the 1960's. The surveys are conducted each year on a quarterly basis - in January, April, July and October, with the usual reference week being the last full working week of the previous quarter. They are conducted in a one percent sample of private households, which are selected using a stratified random sample design. Excluded from the sample are non-private households including group dwellings, eg. military camps, boarding schools, mental institutions, hospitals and prisons.

In Jamaica's Labour Force Survey, the labour force consists of persons fourteen years and over who are working, looking for work or would like to work and are not at school full time. Interviews for children under 14 years of age are limited to collecting data on age, sex and relationship to the head of the household.

The target population for the Youth Activity Survey was children between the ages of 5 and 17 years. This target age group was selected according to the following considerations:

- The upper limit: the United Nations Convention on the Rights of the Child (1989) and the ILO Convention on the Worst Forms of Child Labour (1999) defined children as those below 18 years.
- The lower limit: information on children prior to the compulsory age of schooling was needed, but the 5 year old cut-off was chosen because there would be very few working children below that age.

Information for the Youth Activity Survey was obtained from interviews with both adults and the relevant child/children. In the case of the adult, the respondent of preference was the parent/guardian of the child. Adults were asked questions about the economic and non-economic activities of each child, as well as general questions on the household. The children were asked questions on their economic and non-economic activities. Interviewers were required to first complete the labour force survey questionnaires for the household, and then to complete the youth activity survey questionnaire for the eligible children.

Due to the fact that the Youth Activity Survey was a module of the Labour Force Survey, the reference period was changed to accommodate the Youth Activity Survey. The reference week used for both surveys was Sunday, March 17 – Saturday, March 23, 2002 and not what would

have been usual – March 24 – 30, 2002. This was changed because the children would have been on Easter vacation from school during the usual reference week and this would have affected responses to the questions on school attendance during reference week.

- **Publicity**

Prior to the start of the fieldwork, a publicity campaign was launched, in order to inform the public about the survey and to solicit the cooperation of the communities/households that would be approached for interviews. Publicity started in March 2002 and ran until May 2002.

Publicity took the form of newspaper advertisements, radio time signals, and posters, to increase public awareness. Attractive posters showing pictures of Jamaican children of the relevant age groups were printed and distributed in the communities/Enumeration districts in which respondents lived. In addition, children who were interviewed were given mini notebooks and pens, on which the name of the survey was imprinted.

The publicity campaign was very useful, in that respondents were aware of the survey before the start of the interviews and were more amenable to being interviewed.

2.2 QUESTIONNAIRE

The questionnaire for the YAS (see Appendix) was designed to gather detailed information specifically on children between the ages five (5) to seventeen (17) years old inclusive. A core questionnaire was received from the ILO and modifications made, where necessary, to fit the Jamaican situation, without compromising the information required by the ILO.

The questionnaire was divided into 9 sections as follows:

- Section 1: Household Roster of Children 5 – 17 years old
- Section 2: Education and Vocational Training
- Section 3: 3A – Current Economic Activity
 3B – Usual Economic Activity
- Section 4: Current Non-Economic Activity
- Section 5: Work-Related Health and Safety Issues
- Section 6: Parent's Perception of Child
- Section 7: Migration Status of Child
- Section 8: Household Characteristics
- Section 9: Questions to be addressed to Children 5 – 17 years of age.

Responses for sections 1-8 were to be provided by the parent/guardian of the target child, and if that person was unavailable, then another responsible adult over 17 years was selected. Questions in section 9 were to be addressed to each child in the age group 5-17 years.

The questionnaire was designed to collect information on a maximum of eight children. On the rare occasion where there were more than eight eligible children in a household, a second questionnaire was used.

The first section of the questionnaire that the interviewer completed was Section 1 – the household roster. This listed the names and ages of all eligible children in the household. This was copied by the interviewer from the labour force survey information. All children were listed on the roster before the start of the interviews, thus ensuring that no eligible child in the household was excluded from the survey.

For each eligible child, interviews with the adult were repeated for sections 1 – 7. When all these interviews were complete, the housing information – Section 8 – was collected from the adult. The eligible children were then interviewed, with each child being asked the questions in Section 9. Where possible, the children were interviewed in order of age, following the same order as the listing on the household roster.

On the questionnaire, each section covered different topics, as listed above. In general, information was collected on the child's education, present/past economic and non-economic activities, occupation, industry, income, hours of work etc.

In order to ensure international comparisons, the occupation and industry classifications used are based on United Nations specifications. Thus, the revised Jamaica Standard Occupational Classification (JSOC) 1991, is based on the International Standard Classification of Occupations (ISCO) 1988. Similarly, the Jamaica Industrial Classification (JIC) 1987, is based on the International Standard Classification of Economic Activity (ISIC).

2.3 SAMPLING DESIGN

Overview

The sample design for the 2002 Youth Activity Survey is based on the design for the 2002 Labour Force Survey. The main focus of this design is to draw a representative sample that is distributed proportionately between the urban and rural areas on the basis of the number of enumeration districts (EDs). The ideal situation is to select the sample based on the proportion to the size of the population but this information was not available. Population data from the 1991 population census had become obsolete due to the number of demographic changes in the country and data from the 2001 population census was not yet available.

The Target Population

The target population for the survey is the population of children in the 5 – 17 age group living in private households. Children living in institutions such as hostels, hospitals and Places of Safety were not covered in the survey.

The Sample Design

The basic design for the survey is a two stage stratified systematic sample design with the first stage being a selection of areas called Enumeration Districts (EDs) and the second stage a selection of dwellings within the selected EDs. The EDs are stratified into 2,543 urban and

2,693 rural EDs. Each selection is done on a Parish basis without any overlapping and is delineated in such a way that they encompass the entire island. EDs are then placed in primary sampling units (PSUs), which are defined as having a minimum of 80 dwellings. The second stage is a selection of dwellings using also a systematic sampling method from a current list of dwellings within the PSUs.

Sample Frame

The sample frame used for the first stage selection is a list of enumeration districts (EDs) stratified into urban and rural strata. This list was quite up-to-date as it was modified prior to the 2001 Population Census. For the second stage selection a listing of the selected EDs were conducted before the survey. For this exercise, every dwelling unit in the selected EDs were visited by interviewers and relevant information pertaining to the composition and description of the dwelling unit were collected.

First Stage Selection

The first stage selection process adopted a proportionate allocation method in which a 10% sample of EDs was selected from each parish and allocated proportionately into urban/rural strata. The selection is based on the following procedure:

1. The enumeration districts (EDs) are grouped by parish.
2. The stratum weight (W) for each parish is calculated as $sw_u = M_u/M_h$ and $sw_r = M_r/M_h$ for urban and rural respectively.
Where M_u = No. of EDs in the urban stratum
 M_r = No. of EDs in the rural stratum
 M_h = No. of EDs in the parish.
3. Calculate the number of EDs that are to be selected in each parish.

$$\text{Urban stratum } m_u = sw_u \times m_h$$

$$\text{Rural stratum } m_r = sw_r \times m_h$$

4. Using a systematic procedure, select the EDs in each parish.

Table 2.1. Number of EDs by Parish and Urban/Rural Stratification

	No. of EDs In Parish (M_h)	No. of EDs 10% sample (m_h)	Urban Stratum			Rural Stratum		
			No. of EDs In stratum (M_u)	Stratum Weight (sw_u)	No. of EDs Selected (m_u)	No. of EDs in Stratum (M_r)	Stratum Weight (sw_r)	No. of EDs Selected (m_r)
Kingston	224	22	224	1.00	22	0	0.00	0
St. Andrew	972	97	848	0.87	85	124	0.13	12
St. Thomas	224	22	55	0.25	5	169	0.75	17
Portland	187	19	41	0.22	4	146	0.78	15
St. Mary	279	28	52	0.19	5	227	0.81	23
St. Ann	319	32	77	0.24	8	242	0.76	24
Trelawny	178	18	30	0.17	3	148	0.83	15
St. James	347	35	198	0.57	20	149	0.43	15
Hanover	159	16	16	0.10	2	143	0.90	14
Westmoreland	322	32	71	0.22	7	251	0.78	25
St. Elizabeth	308	31	42	0.14	4	266	0.86	27
Manchester	344	34	114	0.33	11	230	0.67	23
Clarendon	467	47	130	0.28	13	337	0.72	34
St. Catherine	906	91	645	0.71	65	261	0.29	26
Total	5236	524	2543		254	2693		270

Second Stage Selection

In the second stage of sampling a listing is made of all the dwellings in the selected EDs from the first stage. The list is made circular and a sample of 32 dwellings is selected systematically. After selection they are then placed in panels of equal size from which 16 are used for the survey.

Table 2.2. No. of Dwellings by Parish and Urban Rural Stratification.

Parish	No. Dwellings in Population			No. of Dwellings Selected in Sample		
	Total (N _h)	Urban (N _u)	Rural (N _r)	Total (n _h)	Urban (n _u)	Rural (n _r)
Kingston	27203	27203	0	352	352	0
St. Andrew	156137	142563	13574	1552	1360	192
St. Thomas	27301	12829	14472	368	96	272
Portland	23093	8037	15056	304	64	240
St. Mary	31403	10583	20820	448	80	368
St. Ann	43963	15522	28441	496	128	368
Trelawny	21263	8373	12890	288	48	240
St. James	48343	31130	17213	544	320	224
Hanover	19868	6139	13729	272	48	224
Westmoreland	41320	16583	24737	512	112	400
St. Elizabeth	40700	28140	12560	496	64	432
Manchester	50629	22256	28373	544	176	368
Clarendon	62843	32045	30798	736	208	528
St. Catherine	128974	100863	28111	1424	1024	400
Total	723040	462266	260774	8336	4080	4256

Estimation Procedure

Weights

The major purpose of weighting is to adjust for differential probabilities of selection used in the sampling process, to reduce the sampling variability and to compensate for any under-enumeration or non-response in the survey. The method of weighting for the YAS ensures that the estimates conform to the distribution of the population (5 -17 age group) by age, sex and parish. To derive estimates for the entire population, a number of weights are applied to the sample responses.

Non-response adjustment weights

Sampled dwellings, which are in the scope of the survey, where no collection of information is possible because they are vacant, closed or the occupants refused to cooperate during the time of the survey are referred to as non-response. The purpose of this adjustment is to reduce the bias arising from the fact that non-respondents are different from those who respond to the survey. If the number of fully responding private dwellings is (n_{yi}) and the number of private dwellings in the sample is n_i then the Non-response adjustment weight $R_h = n_{yi}/n_i$.

Post-Stratification Adjustment

Post-stratification is a method used to adjust the weighted survey estimates so that they agree with the population estimates. It is normally used to compensate for different response rates by demographic subgroups, increase the precision of survey estimates and reduce the bias present in the estimates. The method that is used is a simple ratio adjustment that is applied to the sampling weight using the projected 2002 Population total for each strata defined by age and gender for each parish. The post-stratification adjustment can be calculated using the following method.

1. A table of the number of children in the 5 – 17 age group for each stratum by age and sex for each parish found in the sample $S_{h(a,s)}$ is created, where a denotes age and s denotes sex
2. A similar table for the same age group using the projected 2001 Population Census $P_{h(a,s)}$ is also created.
3. The ratio $W_{h(a,s)} = P_{h(a,s)} / S_{h(a,s)}$ is calculated to produce the post-stratification adjustment

2.4 PRE-TEST

The Youth Activity Survey pre-test was carried out during the period January 7 – 14, 2002, after two days of training (January 3 – 4, 2002) in which twenty eight (28) persons were trained. The fieldwork was done in ten (10) enumeration districts (EDs) covering four (4) parishes, with ten (10) interviewers being used. The aim of the pilot was to test the survey instruments in order to fine-tune the questionnaire and related documents and to end up with the best possible questionnaire and manual for the main survey.

On completion of the fieldwork, a debriefing was held on January 15, 2002, in which the Interviewers and Supervisors brought in the completed work. Questionnaires were received for a total of one hundred and sixty two (162) households. In these households, there were three hundred and forty (340) eligible children in the age group 5 – 17 years who were interviewed.

At the debriefing, the following verbal comments from the Interviewers and Supervisors were noted:-

1. Five-year-old children were not able to answer the questionnaire.
2. Many of the younger children 5 – 6 years old, ran away from the interviewers.
3. Children seven years and over were able to answer the questionnaire.
4. Parents wanted to be present at the interview, especially for the younger children.
5. Children were timid to give a different answer than the parent.
6. Younger children did not understand many of the questions as written, and so rephrasing of the questions had to be done for them.

Based on the feedback received at the debriefing, as well as from the ILO Statistician, a number of modifications were made to the questionnaire, including the re-wording of some questions to make them more easily understood by the child, without losing their meaning. The interviewers also thought that a publicity campaign would make their job easier, and they were assured that such a campaign was being planned.

The completed pre-test questionnaires were received in the office, recorded by the control clerk and then manually edited and coded according to an editing and coding manual given to the clerks. After editing and coding, the questionnaires were keyed into a database using the IMPS software written by the U.S. Census Bureau. The data were edited and preliminary tables produced.

In general, the pre-test data showed that there were a total of 340 children, spread fairly evenly between the sexes and among the various ages. There were 162 households interviewed in the four parishes of Kingston, St. Andrew, St. Elizabeth and St. Catherine. The vast majority of the children (88.8%) were children of the head/spouse (65.3%) or grandchild of the head (23.5%).

The data show 94.1% of the pre-test population attending school. Only 1.8% of the children reportedly had dropped out or never attended school. Approximately 10.5 percent of the children in the pre-test sample worked during the past 12 months. Of the 36 children who worked, 22 were employed in the wholesale and agriculture industries. The number of children who worked during the past week was 17, or five percent of the sample. Of these, eleven were employed in the wholesale and agriculture industries.

The majority of children – 75.7%, helped with household chores in the pre-test households, although a significant percentage – 23.1%, reportedly did not.

2.5 TRAINING AND FIELDWORK

- **Training of trainers**

Persons who were used as trainers were involved from the beginning in the development of not only the survey, but also the questionnaire. This involvement was from before the pre-test, through to the main survey. These trainers were drawn from STATIN's Statisticians and senior field staff. Prior to the training of the interviewers, a 'training of trainers' workshop was held. This training lasted for two days – March 25 – 26, 2002, and involved the training of twenty persons. The entire survey was discussed, including sampling methodology and publicity campaign. The concepts and definitions were reviewed; each question in the questionnaire was discussed in detail; techniques for interviewing children were taught, and mock interviews were conducted in groups and then reviewed. At the end of the training, all potential trainers were fully capable of training the interviewers. A total of twelve trainers were identified to conduct the training of interviewers, with some of the other persons trained, to be used as resource persons for the various training classes.

- **Recruitment of interviewers**

Since the Youth Activity Survey was a rider on the April 2002 Labour Force Survey, STATIN's regular staff of 65 interviewers, 15 supervisors and 3 senior supervisors were used to conduct the survey. In addition, ten contract interviewers were employed for a period of three months, to assist in conducting the survey. The contract interviewers had all been employed on the Population Census 2001 and were selected because they had done well as interviewers on the

Census. They therefore had previous training in interviewing techniques; concepts and definitions used in household surveys; and experience in conducting interviews.

- **Training of interviewers**

Training of the interviewers for the Youth Activity Survey was held in four Locations across the island, - in the parishes of Kingston, St. Ann, St. Elizabeth and Clarendon. Three Senior Supervisors, fifteen Supervisors, seventy five interviewers and fifteen clerks, were trained. In addition, two Editor/Coder Supervisors and two Computer Programmers were also included in the training. There were three trainers per class for each training site.

The training lasted for two days – March 27 – March 28, 2002, and covered the areas discussed previously in the training of trainers. Each question on the questionnaire was reviewed and discussed, and interviewers were encouraged to participate fully in the training. Questions were encouraged, and the entire session was very interactive. Much time was spent on discussing and practicing techniques for interviewing children. Mock interviews were closely monitored by the trainers, to ensure that the interviewers understood the questionnaire and were able to conduct effective interviews. After the mock interviews, the class met and discussed the topics, if any, where clarification might be needed.

- **Field supervision and Quality control**

Fieldwork began on April 2, 2002. During the second week of field activity, all ten field offices of the Statistical Institute, distributed throughout the island, were visited and work from all interviewers was assessed for accuracy, understanding and completeness. The response quality was also monitored through early checks. The common errors or omissions were tabulated and a memo sent out to all the field offices with the corrections. The more specific errors were dealt with at the personal level and some of the interviewers were briefed again on the areas in which they were weak.

Field Supervisors were generally required to oversee the work of the interviewers assigned to them. An average of five interviewers was assigned to each Supervisor. Some specific duties of the Supervisor included:

- To review with each Interviewer assigned to him/her the boundaries of the enumeration district assigned to that Interviewer.
- To mark on each Interviewer's map the route the Interviewer is to follow;
- To examine all entries made in the YAS questionnaires by the Interviewer and, where it appears upon examination that any YAS information in any form is incorrect, to have the interviewer take corrective action.
- To conduct independent interviews on a sample of households already canvassed by each Interviewer, in the manner outlined by the YAS Interviewers Manual, for the purpose of checking the Interviewer's work.
- To conduct interviews in all instances where the Interviewer has encountered refusals on the part of householders.

- To prepare weekly progress reports in respect of the work in his zone.
- To assist in the publicity programme by distributing leaflets and displaying posters in such places as the YAS Project Officer may direct.

Initially, the rate of completion of enumeration districts was not as high as required to meet completion dates. Supervisors were instructed to more closely monitor the work of each interviewer to ensure a minimum number of interviews per week. This setback was compounded in the month of May, when severe flood rains fell throughout the island, making many roads impassable for weeks, isolating numerous communities. The work was thus affected in two ways:

- a. The areas were inaccessible and,
- b. The people were more reluctant to answer questions that did not directly relate to the rehabilitation effort and aid.

The effects of the floods, however, varied by parish and did not affect all parishes. The field exercise took approximately 17 –18 calendar weeks to complete, beginning April 2, 2002 and ending in early August 2002.

2.6 DATA PROCESSING

• Editing and Coding

When the completed questionnaires came into the office from the field, STATIN's Editor/Coders checked for errors on the questionnaires, as set out in an editing and coding manual, and coded fields such as occupation and industry. About fifteen Editor/Coders were trained to manually edit the questionnaires. When the EDs were edited, they were passed on to the Data Entry Operators, who entered the questionnaire data onto PCs using an interactive data entry program.

• Computer Processing

The YAS data entry and edit programs were written using **CSPPro 2.2** software. The program was straightforward and user friendly. It was interactive and included several checks such as range, skips and consistency checks. Error messages were displayed on the screen, as well as instructions on how to proceed. The YAS data entry (keying of questionnaires) was done over a three-month period, commencing on June 9, 2002 and ended on September 8, 2002. A data entry manual was written and a copy given to each data entry clerk.

At the end of keying, the edit program was run on the keyed data file to generate the error report. Errors were corrected and this was done until the data was clean.

There were three control or “lookup” files that were used for consistency checks, with the identification (Parish, Consistency and ED), the industry codes and the occupation codes keyed. **IMPS – CENTS 4** software was used to write the table programs, which were generated from the clean data.

There was no imputation technique used for missing data. However, non-response questionnaires were keyed to a separate file.

- **Program Design**

The computer program was designed to do all skips, which were designated by the sign ‘→’ in the questionnaire. This means that the cursor skipped to the next desired position. Each screen (**FORM**) was designed to look like the section in the questionnaire that it was related to. For questions that had range checks, if an incorrect number was keyed, a message would be displayed on the screen. The end of a **Form** was reached by keying “N” or “n”. To enter another record on the screen, key “Y” or “y”.

- **Cover Page**

All information written in the boxes were keyed. No blank fields were left on the page and there were range and consistency checks. The Parish, Consistency and Enumeration District (ED) made up a part of the identification and were checked with an ED file for correctness. At the bottom of the page for Summary of Identified and Enumerated, if there was no figure given, 0 or 00 was keyed. Where the total of Enumerated was 0 then the program would skip to Section 8.

- **Section 1 – 7 & 9**

In the first column of the page of section 1 thro’ to sections 7 & 9, the individual number of each child was keyed.

- **More than one answer**

For some questions, more than one answer was allowed. These were questions **2.2, 2.3, 3.10, 3.11, 4.2, 4.5, 5.4, 5.5, 5.6, 5.8, 5.9, 5.11, 5.13, 6.1, 9.9, 9.25**. If the answer was **9** or **99** it would skip to the next question. If there was one or more answer, then the enter key was pressed to move to the next question.

- **Non-interviews**

In the case where an interview was not done, **0** or **00** would be entered in the first question on each page.

- **Non-response**

All answers that were coded with a 9 or 99 were no-response.

- **Editing**

The edit program generated a specialized report with messages, according to the errors that were found in the data. Each section was checked for consistency. A brief description of the checks for each section follows.

- **Editing of Cover Page**

Checks were made to ensure that the number of persons in the 5-17 age group was not less than the number in the 14-17 age group. There were also checks on the total field to ensure that the

correct total was keyed and the number of persons enumerated should not be greater than the number identified. The error report was printed with the error message in quotation marks, the identification (Parish, Constituency, ED, Dwelling and Household numbers) and the word 'cover' to identify that the error is on the cover page.

- **Editing of Section 1-9**

Edit checks were made according to the requirements of each section and a specialized report was also printed with identification section number and individual number. The latter clearly identified the individual with the incorrect information in the section printed.

- **Error Messages**

Error checks were programmed into the data entry application to allow interactive data entry; these include range and consistency checks. The error window would pop up, the message was noted and the necessary corrections were made. If the error was not a keypunching error, the programmer assigned was consulted. The following are some of the messages that are in the application:

“INVALID IDENTIFICATION!!! PLEASE CHECK”

“PLEASE CHECK TOTAL”

“DUPLICATES NOT ALLOWED***”**

“INVALID INDUSTRY CODE “

“Q4_6 TO Q4_8 SHOULD BE ANSWERED IF Q4_5 = 1”

“Q8.9 TO Q8.17 SHOULD BE BLANK IF Q8.3 = 4”

“AT LEAST ONE RESPONSE SHOULD BE GIVEN FOR THIS QUESTION”

“THIS FIELD/THESE FIELDS MUST NOT BE BLANK”

These messages, along with others, were displayed based on consistency checks that were done in the program.

2.8 RELIABILITY OF ESTIMATES

In the final sample of 6,189 children, 143 said that they worked during reference week. Thus the sample of working children was small and limited the range of analyses. Furthermore the results regarding children's involvement in economic activity must be interpreted with caution.

2.9 LESSONS LEARNT

This survey has taught a number of lessons. The main lessons relate to:

1. Appropriateness of sampling design.
2. Reliability of answers by children to questions asked of them.
3. Follow-up Surveys.

- **Appropriateness of sampling design**

It is generally recognised that household surveys are not the best method of assessing certain aspects of child labour, such as children working and residing in the streets and identifying the worst forms of child labour (i.e. children involved in trafficking, sexual exploitation, etc.). The Youth Activity Survey was a module attached to the existing labour Force Survey, i.e. a one percent random sample of households was selected.

In general, in the modular approach, a relatively concise questionnaire(s) is attached to an on-going household survey, preferably a labour force survey, if one exists. The modular survey is relatively cheap and easy to conduct as compared to a stand-alone child labour survey, since it uses the existing organisation/system developed for the household survey. In addition to the system, some of the questions from the main survey are used for the modules, thereby enriching the information collected.

In the modular approach, the sample size of the survey is normally increased, especially in areas where working children are believed to be found in relatively high numbers, in order to better capture working children. However, although the modular approach was used in Jamaica, the sample size of the Youth Activity Survey was not increased.

This randomly selected sample captured only a small number of working children, which was the main interest of this survey. Future studies designed to examine child labour at the national level in Jamaica will have to devise either a stand-alone survey or modular survey using a stratified sample selection process with over-sampling in areas where larger numbers of working children are expected to be found, so that more meaningful, in-depth analysis of working children can be conducted.

- **Reliability of children's answers**

Although it is recognised that parents/guardians do not always know the answers regarding children's activities, it is also well recognised that interviews with children, especially those less than 10 years old, are often unreliable, especially where the child is required to remember information from previous weeks or months. Also, where the questions are by their nature complex questions, many younger children do not understand the question, but are reluctant to say so. They will therefore give incorrect or inappropriate answers to these questions. In addition, many of Jamaica's children are very shy, which makes them difficult to interview, as the shy child is reluctant to speak to strangers. Future surveys will have to devise other methods of obtaining reliable information from children.

- **Follow-up surveys**

It will be a useful exercise to have follow-up child labour surveys in Jamaica at regular intervals, with improved sampling methodology and questionnaires. This will provide more accurate and more extensive data that will allow for more in-depth analysis and a better understanding of child labour trends over time.

CHAPTER 3

SOCIO-ECONOMIC CONTEXT

As with the economies of most small island states, the economy of Jamaica is highly vulnerable, depending mainly on tourism, bauxite and alumina production and agricultural products (sugar cane, bananas and coffee) for its export earnings, while being highly dependent on imports of raw materials, including oil, and consumer goods and food. A dramatic series of financial sector difficulties and negative growth were the main features of the economy during the 1990s with severe implications for families and their children. Over the past 10-year period, 1992 to 2001, real GDP has declined slightly and the growth rate has been negligible. Other indicators of the economy, such as employment, all point to stagnation during the period (Table 3.1). There has been increased foreign direct investment in the mining, tourism and the agricultural sector. However, prospects for an early turn-around in economic performances seem to be remote. One factor is the insecurity surrounding the future of the preferential trade arrangements for both banana and sugar that is expected to put additional pressure on the economy. Another is that apparel exports have already been negatively affected in recent years. Additionally, good prospects for the vital tourism industry are hard to develop, as industry cycles and international concerns about high levels of crime in Jamaica make forecasts very unstable. On the positive side, the government has been able to control the rate of inflation to less than 10 percent per annum over the past five years.

The erosion of real wages and purchasing power has added to the socio-economic problems of families, making children more vulnerable to the inducement of child labour. Employment during 1990-1998 grew by only 1.4%, while productivity fell by -0.3% during the same years.⁵ Unemployment rates overall were between 15 and 16 percent but unemployment among women was considerably higher than among men. This is of importance because women are often heads of household – the SLC reported that percent of households were headed by females in Furthermore, female headed households are more likely to have children living in the household.

Although the UNDP report classifies Jamaica as a medium development country, there are wide disparities in the income of the population and the poorest twenty percent of the population account for only about 2 percent of total consumption. The level of poverty declined over the 10 year period, 1992-2001 from 34 percent to 17 percent of individuals but is still unacceptably high. Furthermore, children 0-18 years accounted for nearly 50 percent of the poor. Consequently, they are more vulnerable to involvement in various activities of child labour, regardless of the risk of such activities.

⁵ ILO Labour Overview - Latin America and the Caribbean, Lima 1999, p.5.

Table 3.1. Trends in specific economic indicators, 1992-2001

Year	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
GNP per capita	32,377	46,678	61,159	76,947	92,439	99,733	102,813	109,049	121,341	128,589
GDP per capita Constant prices	8,052	8,132	8,122	8,111	7,938	7,725	7,629	7,542	7,548	7,642
GDP per capita Current prices	33,665	45,540	60,185	74,607	87,623	94,691	99,109	106,261	118,233	128,271
Real GDP Growth rate	1.4	1.4	0.8	0.5	1.7	2.4	-0.3	-0.4	0.7	1.7
Labour force participation rate (%)						66.5	65.6	64.5	63.3	63
Unemployment rate (%)	15.7	16.3	15.4	16.2	16	16.5	15.5	15.7	15.5	15
Population below the poverty line (%)	33.9	24.4	22.8	27.5	26.1	19.9	15.9	16.9	18.7	16.9
Inflation		23	35	20	26	10	8	7	6	9

Source. PIOJ. Economic and social survey reports, 1992 - 2001

The educational system also affects child labour. The formal system of education has four levels established by the Education Act of 1965. These are: early childhood, primary, secondary and tertiary. The first three levels provide education to children less than 18 years. The government is the main provider of education in Jamaica, but is supported by private sector participation at all levels. Although enrolment at the primary level is universal, the average daily attendance hovers at about 80 percent, with little change over the 5 year period 1996- 2001 (Tables 3.2 and 3.3). Main reasons cited for non-attendance included money problems and illness (JSLC, 2001).

A study of primary education in 1995 showed that 52% of primary school graduates were functionally illiterate and innumerate.⁶ This low level of literacy is in large measure, a consequence of an automatic promotion policy in which children have been moving to higher grades in the school system without obtaining the requisite skills. To correct the problem, the government introduced a new policy in 1998 that required each primary school child to pass a 4th grade literacy test in order to be promoted to the higher grade. The first nation-wide 4th Grade test conducted in 1999 showed that approximately 50% of the students were illiterate.⁷ Poor student performance is also affected by low quality instruction, as 20% of teachers in the 894 primary schools in the country are pre-trained.⁸ The need for literacy instructions, alternative employment for families and economic support such as book supplies and transportation assistance must be taken into account when designing programs to increase school attendance.

At the secondary level, however, enrolment falls significantly to less than 70 percent, mainly because there are insufficient places, especially at the upper secondary level (post Grade 9). Problems at the secondary level are exacerbated by the scores of primary school graduates who enter secondary school without the requisite literacy skills to adequately access the benefits of secondary schooling. In 1998, over 13,000 Grade 9 students did not have access to Grade 10 because of insufficient school infrastructure. Although this number is declining as the government expands its secondary school facilities, approximately 10,000 children leave school at the end of grade 9 each year. Children leaving at this level have few, if any, skills and unless they receive further training they are more likely to be exploited when they enter the workforce. The Jamaica Survey of Living Conditions (1999) reported that the out-of-school population of 12-18 year olds was 19 percent and these persons were mainly male, from the rural areas and mainly poor. This population includes not only dropouts but also those who graduated from the grade 9 level of all-age and junior high schools and are unable to go any further in the school system. Preliminary estimates by the Ministry of Education Youth and Culture indicated that it would cost US\$179 million to expand upper secondary education to accommodate the additional students.⁹ Absenteeism, although not as severe as at the primary level, is also a problem at the secondary level. Again, one of the main the reasons cited is insufficient money.

6 USAID-sponsored study of Primary Education. Trevor Hamilton and Associates, 1995.

7 USAID, Bilateral Assistance Strategy, February, 2000

8 World Bank report, "A Study of Secondary Education in Jamaica: Improving Quality and Expanding Access, 1998

9 World Bank Report, "A Study of Secondary Education in Jamaica: Improving Quality and Expanding Access, 1998.

Table 3.2. Percentage enrolment and average daily attendance at the primary and secondary levels, 1996 - 2001

	Primary level		Secondary level	
	Percent Enrolment	Average daily attendance %	Percent Enrolment	Average daily attendance %
1996/97	93	74	66	
1997/98	92	78	62	
1998/99	95	80	63	
1999/2000	98	79	69	
2000/01		83		85.4

Source: PIOJ. ESSJ, 1996-2001 based on MOEYC statistics.

Table 3.3. Percentage Enrolment by Age, 1995-2001

Year	6-11 years	12-14 years	15-16 years
1995	99.2	98.3	77.8
1996	99.6	97.9	85.3
1997	98.9	96.7	84.6
1998	99.1	97.4	82.2
1999	99.5	97.5	83.3
2000	99.9	98.7	87.9
2001	99.9	97.8	85.6

Source: PIOJ/STATIN. Jamaica Survey of Living Conditions, 2001

Further problems are reflected in inadequate school places, poverty-related irregular attendance, low enrolment, and financial cost. The correlation between child labour and enrolment is high, when the problem of low enrolment at this level (age groups 12-18) is examined. Whereas universal gross enrolment in primary school for 1999 was 95.9%, at the secondary level, it was 68.7%.¹⁰ According to the Jamaica Survey of Living Conditions, in 1998, about 72.5% of students were absent from school for 1 to 5 days over a 20-day research period, and in 1999, the number of absentees increased to 80%. According to the JSLC, the main reason given for their absence from school, by 84% of this out-of-school population, was lack of money. This is a significant increase in the numbers who indicate a lack of money, as reason for school absenteeism, which in 1997 was 43%.

One initiative aimed at improving the skills level of children with incomplete secondary education is the high school equivalency programme (HSEP)

¹⁰ Jamaica Survey of Living Conditions, PIOJ & STATIN, 1994

Demographic characteristics

Based on the 2001 census, the population of Jamaica is 2.6 million. The latest estimate of growth rate of the population of 0.5 per cent in 2001 (STATIN, 2002) suggests a further decline in the growth rate and is consistent with the National Population Policy target for a growth rate below 0.8 per cent over the medium term and a projected population size of under 3.0 million by the year 2020. Since 1997, Jamaica has recorded growth rates of less than 1.0 per cent per annum (Table 3.4). However, the population is still a youthful one. The 5 – 17 year old population has increased by over 50,000 persons since 1996 and represented 27 percent of the total population in 2002. Moreover, there is an increasing elderly population, which contribute to a high age dependency ratio that puts pressure on the working age population.

Table 3.4. Total population, annual growth rates and 5-17 year population 1996-2002

Year	End of year population	Annual % growth rate	5-17 year old population	
			N	As % of total population
1996	2,527,400	1.0	670,509	26.5
1997	2,553,200	1.0	670,180	26.2
1998	2,573,700	0.8	669,624	26.0
1999	2,589,000	0.6	672,862	26.0
2000	2,604,800	0.6	679,285	26.1
2001	2,621,100	0.6	678,610	25.9
2002	2,624,700	0.5	721,618	27.4

Source: STATIN. Demographic Statistics, 1996-2002

Legal framework existing laws against child labour

The Government of Jamaica (GOJ) is committed to the eradication of child labour as demonstrated by the active role played by the Jamaican delegation in mobilizing support at the International labour Organization's Conference leading to the adoption of Convention No.182, which calls for international cooperation in the elimination of the worst forms of child labour, and the signing of the MOU with the ILO. In 1991, Jamaica ratified the UN Convention on the Rights of the Child (Article 32) which defines child labour as any activity undertaken by children, whether reimbursed or not, that implies exploitation, interferes with their education or is dangerous or harmful to their development. In September 2000, the Government of Jamaica and the International Labour Organization signed a Memorandum of Understanding (MOU), to cooperate in developing and implementing a programme to progressively reduce and ultimately eliminate child labour in Jamaica. The government's commitment is also evidenced in the ratification of other ILO Conventions:

- No. 7, Minimum Age (Sea) Convention, 1920;
- No.15, Minimum Age (Trimmers and Stokers) Convention 1921;
- No. 58, Minimum Age (Sea) Convention (Revised), 1936; and

- No. 29, Forced Labour Convention, 1930.

Consistent with these requirements, the Government of Jamaica has established age limits for compulsory schooling but in general, it prefers persuasion, rather than coercion. It has also identified a basic minimum age for various kinds of work. The Jamaican Labour Code forbids the employment of children below the age of 15 years in industrial undertakings. A new law incorporating provisions on child labour, “The Child Care and Protection Act”, has been promulgated and in 2004, the Jamaican government ratified ILO Conventions No.138 and No.182.

Government efforts concerning child labour.

Programmes and policies that focus on the causes of child labour have been developed and implemented by the Government of Jamaica (GOJ) over the years. The *Children's Services Division* of the Ministry of Health has been operating under the provisions of the Juveniles Act since 1951. It has a nationwide network of staff and 56 residential institutions that provide social services for children aged 0-18, who require care or have committed offences. In 1996, the GOJ launched its *National Plan of Action for Children*, which aims at the continued provision of universal access to basic education, the reintegration of street children into school and the development of a comprehensive national policy statement on children.

As part of the United Nations Convention on the Rights of the Child and with assistance from UNICEF, the *Child Support Unit (CSU)* was established in 1992 at the Ministry of Health. The CSU targets children in especially difficult circumstances and include advocacy for and support to children living and working on the street or those who are abused or institutionalized. The Unit works through other child welfare agencies, both governmental and non-governmental, and acts as the secretariat for the National Plan of Action. Originally funded almost exclusively by UNICEF and used as conduit for disbursement of funds, the CSU has increasingly assumed direct responsibilities for government's child and youth at risk programme.

However, critics continue to point to the lack of proper facilities and a certain degree of institutional weakness in the area of preventive interventions.¹¹ In 2003 an executive agency, the Child Development Agency, was established in an attempt bring the number of agencies involved in child welfare under one umbrella and to have a coordinated approach to children's issues.

¹¹ See, for instance, Claudette Crawford-Brown: op cit., p.17.

Over the last five years the GOJ, through the Ministry of Labour and Social Security, has expended approximately US\$9 million per year in cost-of-living subsidy to families living below the poverty line in its Out-door Poor, Old Age and Incapacity Programme. Recently, the GOJ launched a new social safety net programme, Programme of Advancement Through Health and Education (PATH). The new programme, unified prior social programmes under one umbrella. The programme has a direct link to child labour, as it focuses on children 0-17 years and requires that children: a) be enrolled in and attending school, and b) conform to health standards such as immunization, for their families to receive the benefits.

Efforts by Non-Government Organizations (NGOs)

A number of non-government organizations (NGOs) have also implemented activities to provide educational and vocational training opportunities to children in difficult circumstances. Most of these initiatives target inner-city and street children, providing remedial education, health care and counselling.

The GOJ/USAID-funded US\$10 million Uplifting Adolescent Project, which targeted 10,000 at-risk out-of-school youths age 10-14 years, had a successful implementation period of four and a half years, ending in December 2000 and has been extended for another three and a half years. Non-Government Organizations (NGOs) such as: the World Society for the Uplifting of Children (WSUC), Children First, the Rural Family Support Organization (RUFAMSO), Sam Sharpe Teacher's Training College, the Women's Centre Foundation of Jamaica, and others were strengthened to deliver a multi-modal package of services to children who had either dropped out of school or were at risk of dropping out. The programme provided literacy and skill training, as well as health services to thousands of school dropouts who were also re-instated in schools.

Country Programme on the Elimination of Child Labour (ILO/IPEC)

Although the network of organizations concerned about child labour is expanding rapidly, very few organizations have actually developed specific activities to address issues of child labour. In this regard, the need for a strategic approach to address the problem of child labour was evident and the initiative of the Jamaican Government to seek support from ILO/IPEC a timely one. A draft Country Programme was developed for Jamaica as a basis for discussion and submission to IPEC for funding support under IPEC's arrangements with the United States Department of Labour (USDOL). The USDOL considered the Country Programme in August 2001 and approved US\$562,687 for its implementation over the two-year period beginning in October 2001.

Because the problem of child labour is relatively new on the national agenda, public awareness is very low, there is virtually no national capacity to deal with the problem, and approaches and models of action have not been tested or defined. The approach in the process of programme development and implementation is to work in close collaboration with the Government's agencies, particularly the Ministry of Labour and Social Security, employer and worker groups, NGOs, and various other partners and ensure the sustainability of efforts. The Goal of the Country Programme is to: strengthen the capacity of partner organizations, such as government agencies, employer organizations, worker organizations, non-government organizations,

educational institutions, and other relevant societal groups to apply a phased multi-sectoral strategy to eliminate child labour, particularly its worst forms. The development objective is to: focus on capacity building, awareness raising, and an improved knowledge base that will contribute to a progressive elimination of the worst forms of child labour. The immediate objectives (to be achieved by the end of the project), include:

- The creation of a comprehensive information system that incorporates quantitative and qualitative information on child labour that is being used for policy and programme development
- Strengthening the institutional capacity of the relevant institutions of Government of Jamaica and civil society to enforce child labour laws and to develop and implement policies/programmes toward the prevention of child labour.
- The withdrawal and rehabilitation of approximately 600 children from hazardous work and prevention of another 300 from engaging in child labour
- The enhancement of public awareness on the complex problems associated with child labour, thereby affecting social attitudes towards children and their educational rights.

CHAPTER 4

CHARACTERISTICS OF THE SURVEY POPULATION (5-17 years)

4.1 Population composition and distribution

The age and sex distribution of the 5-17 year old population is shown in Table 4.1. Nationally, there were 722,567 children in the age group with a fairly equal distribution of males and females, overall and by age group.

Table 4.1

Distribution of children 5-17 years by age group and sex, Jamaica, 2002

			Sex		All Jamaica
			Males	Females	
Age group	5 - 9	Nos.	149,437	144,989	294,426
		%	40.9	40.6	40.7
	10-14	Nos.	139,264	136,295	275,559
		%	38.1	38.2	38.1
	15-17	Nos.	76,787	75,794	152,582
		%	21.0	21.2	21.1
All Jamaica	Nos.		365,488	357,079	722,567
		%	100.0	100.0	100.0

The survey showed that 366,000 or 50.6 percent of the children lived in the Rural areas, while 208,706 or 28.9 percent lived in Other Towns and 148,020 or 20.5 percent lived in KMA. There was little difference in the gender distribution of the children by area of residence (Table 4.2). Similarly, the distribution of age groups by area of residence were similar and these data show that there is uniformity in the age-sex structure of children 5 -17 years as it relates to area of residence.

Table 4.2**Distribution of children 5-17 years by are of residence, age group and sex, Jamaica, 2002**

		Area of residence					
		KMA		Other Towns		Rural	
		Nos.	%	Nos.	%	Nos.	%
Sex	Males	74,260	50.2	104,715	50.2	186,513	51.0
	Females	73,760	49.8	103,991	49.8	179,328	49.0
Age group	5 - 9	59,952	40.5	84,737	40.6	149,737	40.9
	10-14	56,089	37.9	79,334	38.0	140,136	38.3
	15-17	31,980	21.6	44,634	21.4	75,967	20.8
All Jamaica		148,020	100.0	208,706	100.0	365,841	100.0

Table 4.3 shows whether children were attending school, either full-time or part-time, during the reference week. More males (5.7%) were not in school during the reference week when compared with females (4.1%). Schooling was almost universal among children up to age 14 years, with 2 percent or less not attending school. But in the 15-17 years age group, attendance in the reference week fell to 84 percent i.e. 16 percent did not attend school. The percentage of children attending school was highest in KMA. These trends are consistent with information from Ministry of Education statistics and the Survey of Living Conditions and are mainly due to the shortage of school places in the upper secondary level.

Table 4.3
School attendance in reference week of children 5-17 years by
sex, age group and area of residence, Jamaica, 2002

			School attendance in reference week	
			Not attending school	Attending school
Sex	Males	No.	20,761	344,727
		%	5.7	94.3
	Females	No.	14,591	342,487
		%	4.1	95.9
Age group	5 - 9	No.	5,323	289,104
		%	1.8	98.2
	10-14	No.	6,044	269,515
		%	2.2	97.8
	15-17	No.	23,986	128,596
		%	15.7	84.3
Area of residence	KMA	No.	4,152	143,868
		%	2.8	97.2
	Other Towns	No.	10,016	198,690
		%	4.8	95.2
	Rural	No.	21,184	344,657
		%	5.8	94.2
All Jamaica	No.		35,352	687,215
		%	4.9	95.1

4.2 Household Economic Characteristics

Household economic characteristics and area of residence are shown in Table 4.4. Nationally, 35 percent of the children live in household sizes of 4 or less. At the other end of the spectrum 30 percent live in households with 7 or more persons. More children (51.1%) in KMA live in household sizes of 4 or less, compared with children in Other Towns (36 %) and of Rural children (28.4%). The mean household size in the KMA (4.3 persons) were smaller than those in Other Towns (5.1 persons) and Rural areas (5.2 persons).

Differences between the areas of residence were also observed in relation to average per capita monthly household income and expenditure. Nationally, 37.5 percent of children live in household with an average monthly per capita household income of less than \$5,000. However, the percentages for KMA, Other Towns and Rural were 14.0 percent, 32 percent and 50 percent

respectively. At the high end of income, 48 percent were in households with a per capita income of \$20,000 and over, but only 37 percent of rural children fell in that category compared with 51 percent of children living in Other Towns and 74 percent of children in KMA. Expenditure patterns follow a similar pattern and these results are comparable to findings of the Survey of Living Conditions.

Table 4.4

Household size, per capita monthly income and expenditure of children 5-17 years by area of residence

		Area of residence						All Jamaica	
		KMA		Other Towns		Rural		Nos	%
		Nos	%	Nos	%	Nos	%		
Household size	1-2	10,431	7.0	8,757	4.2	12,474	3.4	31,662	4.4
	3-4	65,264	44.1	66,180	31.7	91,419	25.0	222,863	30.8
	5-6	48,443	32.7	75,206	36.0	127,306	34.8	250,954	34.7
	7-8	13,260	9.0	37,668	18.0	87,292	23.9	138,220	19.1
	9+	10,623	7.2	20,895	10.0	47,349	12.9	78,867	10.9
Per capita monthly income	0-4999	20,972	14.2	65,707	31.5	184,071	50.3	270,750	37.5
	5000-9999	11,798	8.0	24,491	11.7	40,212	11.0	76,501	10.6
	10000-19999	6,492	4.4	12,224	5.9	6,775	1.9	25,491	3.5
	20000 & over	108,758	73.5	106,149	50.9	134,782	36.8	349,689	48.4
Per capita monthly income	0-4999	37,285	25.2	97,320	46.6	221,277	60.5	355,882	49.3
	5000-9999	16,152	10.9	24,500	11.7	22,796	6.2	63,448	8.8
	10000-19999	7,008	4.7	6,722	3.2	1,755	.5	15,484	2.1
	20000 & over	87,576	59.2	80,164	38.4	120,013	32.8	287,753	39.8

In this study, there were more female (55.2%) than male headed (44.7%) households. This does not represent the national picture but can be explained by the fact that female-headed households are more likely to have children¹². An examination of household characteristics in relation to the gender of the household head reveals that more children in female-headed households lived in KMA when compared with male headed households but household size was smaller in female headed households (mean = 4.8 persons) compared with male-headed households (mean = 5.2 persons). Thus, 5.5 percent of female-headed households were 1-2 persons, compared with 3.0 percent of male-headed households. Yet, 30 percent of female-headed households had 7 or more persons, as did 30.9 percent of male heads. The per capita income and expenditure of female-headed were slightly lower than those of male-headed households (Table 4.5).

¹² Louat, et al. Welfare implications of female headship in Jamaican households. 1991

Table 4.5

Household size, per capita monthly income and expenditure of children 5-17 years by gender of household head

		Gender of household head				All Jamaica	
		Male		Female			
		Nos	%	Nos	%	Nos	%
Household size	1-2	9,536	3.0	22,126	5.5	31,662	4.4
	3-4	89,271	27.6	133,344	33.4	222,615	30.8
	5-6	124,334	38.5	126,621	31.7	250,954	34.7
	7-8	67,623	20.9	70,597	17.7	138,220	19.1
	9+	32,465	10.0	46,402	11.6	78,867	10.9
Per capita monthly income	0-4999	116,264	36.0	154,486	38.7	270,750	37.5
	5000-9999	37,819	11.7	38,682	9.7	76,501	10.6
	10000-19999	13,176	4.1	12,315	3.1	25,491	3.5
	20000 & over	155,835	48.2	193,606	48.5	349,441	48.4
Per capita monthly income	0-4999	156,686	48.5	199,196	49.9	355,882	49.3
	5000-9999	30,968	9.6	32,479	8.1	63,448	8.8
	10000-19999	8,344	2.6	7,139	1.8	15,484	2.1
	20000 & over	127,231	39.4	160,274	40.2	287,505	39.8
Total		323,230	100.0	399,089	100.0	722,319	100.0

Household economic characteristics in relation to school status in the reference week are presented in Table 4.6. Proportionately more children not attending school lived in Rural areas when compared with children attending school. Also, per capita incomes and expenditures for children not attending school were lower.

4.3 Housing characteristics

Housing characteristics of the children are shown in Table 4.7 and 4.8. Most children (88.6%) lived in separate houses that were detached. This was particularly true of those in the Rural areas and is no real indication of the quality of the living conditions, but rather of land availability. Nationally, 63.2 percent lived in homes owned by the occupants. Home ownership was highest in the Rural areas (73.9%), followed by those in Other Towns (63.6%) and lowest in KMA (33.1%). Living rent-free was highest in KMA but no-one there reported squatting, whereas 1.1 and 0.2 percent of children in Other Towns and Rural areas respectively were squatters (Table 4.7).

Table 4.6**Area of residence, household size, per capita income and expenditure of children 5-17 years by schooling in reference week**

		School attendance in reference week			
		Not attending school		Attending school	
		Nos.	%	Nos.	%
Area of residence	KMA	4,152	11.7	143,868	20.9
	Other Towns	10,016	28.3	198,690	28.9
	Rural	21,184	59.9	344,657	50.2
Household size	1-2	3,137	8.9	28,525	4.2
	3-4	8,174	23.1	214,689	31.2
	5-6	11,997	33.9	238,957	34.8
	7-8	7,637	21.6	130,583	19.0
	9+	4,406	12.5	74,461	10.8
Per capita monthly income	0-4999	15,700	44.4	255,050	37.1
	5000-9999	2,912	8.2	73,589	10.7
	10000-19999	1,190	3.4	24,301	3.5
	20000 & over	15,550	44.0	334,139	48.6
Per capita monthly income	0-4999	18,045	51.0	337,838	49.2
	5000-9999	1,229	3.5	62,219	9.1
	10000-19999	837	2.4	14,647	2.1
	20000 & over	15,241	43.1	272,512	39.7

Use of electricity for lighting was very high regardless of area, with 93.4 percent of the children living in homes with electricity. Kerosene (5.8%) was the other source of lighting.

Public water, piped into home, was the most common water source, with 41.8 percent of children living in such homes and another 22 percent having public supply in the yard. Public standpipe and private supplies were used by 14 and 13 percent of children respectively. However, only 38 percent of rural children had access to ready public water supply in either their home or yard, compared with 96 percent of children living in KMA and 83 percent of those in Other Towns. On the other hand, public standpipe was more common in rural than in urban areas and private catchments was almost exclusively found in rural areas. Springs and rivers, though not a major source of water, still remain an important source for a number of rural children.

Table 4.7

Housing characteristics of children 5-17 years by area of residence

		Area of residence						All Jamaica	
		KMA		Other Towns		Rural			
		No.	%	No.	%	No.	%	No.	%
Type of housing unit	Separate house detached	98,321	66.4	179,746	86.1	356,993	97.6	635,060	87.9
	Attached	45,609	30.8	23,014	11.0	4,333	1.2	72,955	10.1
	Part of commercial building	1,180	.8	1,660	.8	1,963	.5	4,803	.7
	Improvised housing unit			2,477	1.2			2,477	.3
	Other	195	.1	374	.2			570	.1
	Don't know, not stated	2,714	1.8	1,435	.7	2,553	.7	6,702	.9
Household tenancy	Own	48,100	32.5	132,917	63.7	270,016	73.8	451,033	62.4
	Lease	7,383	5.0	5,108	2.4	6,156	1.7	18,648	2.6
	Rent	47,141	31.8	48,251	23.1	38,998	10.7	134,390	18.6
	Rent-free	40,048	27.1	17,016	8.2	47,481	13.0	104,545	14.5
	Squat			2,371	1.1	593	.2	2,964	.4
	Other	515	.3	267	.1	90	.0	871	.1
	Don't know, not stated	4,833	3.3	2,776	1.3	2,507	.7	10,116	1.4
Lighting source	Electricity	144,872	97.9	199,878	95.8	330,441	90.3	675,191	93.4
	Kerosene oil	1,576	1.1	6,883	3.3	33,345	9.1	41,805	5.8
	Other					91	.0	91	.0
	Don't know, not stated	1,571	1.1	1,945	.9	1,964	.5	5,480	.8
Source of H/H water	Public, piped in dwelling	107,380	72.5	118,759	56.9	75,738	20.7	301,877	41.8
	Public, piped in yard	35,349	23.9	55,612	26.6	64,851	17.7	155,812	21.6
	Private, piped in dwelling	640	.4	5,403	2.6	18,335	5.0	24,378	3.4
	Private catchment, not piped			7,800	3.7	59,950	16.4	67,750	9.4
	Public standpipe	1,361	.9	11,297	5.4	87,276	23.9	99,934	13.8
	Public catchment			1,612	.8	14,282	3.9	15,894	2.2
	Spring, river			1,227	.6	24,075	6.6	25,301	3.5
	Other	1,126	.8	4,109	2.0	19,608	5.4	24,842	3.4
	DK, Not stated	2,165	1.5	2,888	1.4	1,724	.5	6,777	.9
All Jamaica		148,020	100.0	208,706	100.0	365,841	100.0	722,567	100.0

Housing characteristics did not vary much according to gender of household head (Table 4.8). A notable exception to this was in household tenancy, with fewer female-headed households (57.3%) owning their dwelling when compared with male-headed households (68.9%).

Table 4.8

Housing characteristics of children 5-17 years by gender of household head

		Gender of household head				All Jamaica	
		Male		Female		No.	%
		No.	%	No.	%		
Type of housing unit	Separate house detached	291,913	90.3	342,900	85.9	634,812	87.9
	Attached	26,830	8.3	46,125	11.6	72,955	10.1
	Part of commercial bldg.	582	.2	4,221	1.1	4,803	.7
	Improvised housing	845	.3	1,632	.4	2,477	.3
	Other	239	.1	331	.1	570	.1
	Don't know, not stated	2,821	.9	3,880	1.0	6,702	.9
Household tenancy	Own	222,552	68.9	228,481	57.3	451,033	62.4
	Lease	7,224	2.2	11,424	2.9	18,648	2.6
	Rent	53,780	16.6	80,610	20.2	134,390	18.6
	Rent-free	32,485	10.1	71,812	18.0	104,297	14.4
	Squat	1,594	.5	1,370	.3	2,964	.4
	Other	604	.2	267	.1	871	.1
	Don't know, not stated	4,991	1.5	5,124	1.3	10,116	1.4
Lighting source	Electricity	301,482	93.3	373,461	93.6	674,943	93.4
	Kerosene oil	19,051	5.9	22,754	5.7	41,805	5.8
	Other	91	.0			91	.0
	Don't know, not stated	2,605	.8	2,875	.7	5,480	.8
Source of H/H water	Public, piped in dwelling	135,463	41.9	166,414	41.7	301,877	41.8
	Public, piped in yard	57,276	17.7	98,288	24.6	155,564	21.5
	Private, piped in dwelling	15,138	4.7	9,240	2.3	24,378	3.4
	Private catchment, not piped	31,072	9.6	36,679	9.2	67,750	9.4
	Public standpipe	47,158	14.6	52,776	13.2	99,934	13.8
	Public catchment	8,987	2.8	6,907	1.7	15,894	2.2
	Spring, river	15,355	4.8	9,947	2.5	25,301	3.5
	Other	9,787	3.0	15,056	3.8	24,842	3.4
	DK, Not stated	2,995	.9	3,783	.9	6,777	.9
All Jamaica		323,230	100.0	399,089	100.0	722,319	100.0

CHAPTER 5

THE WORKING CHILDREN

5.1 Introduction

In this survey, questions were asked to determine whether a child worked for at least one hour during the reference week and in the last 12 months. Although two reference periods were examined, this report focuses on the children who worked during the reference week. A child was considered to have worked if he/she performed any activity to earn cash or payment in kind during the reference period. The work also included unpaid labour in a family business. Such an activity was defined as economic activity¹³. The survey also examined whether children were involved in household chores¹⁴ i.e. non-economic activity, the nature of the chores and the time spent on these activities, to determine whether involvement in such activities were to the detriment of the child's normal development. This chapter highlights important findings regarding working children and examines the issue of household chores.

5.2 Activity status in reference week

Nationally, 2.2 percent of children 5–17 years, i.e. 16,240 children¹⁵, were involved in an economic activity during the reference week, i.e. March 23, 2002. Of these, 76 percent were males and 24 percent were females. The percentage of working children was slightly lower in KMA (1.8%) when compared with Other Towns (2.4%) and Rural Areas (2.3%).

As would be expected, considerably more children were involved in household chores during the reference week i.e. 562,559 or 78.0 percent of children 5 -17 years. A similar pattern emerged with respect to area of residence, with fewer children doing household chores in KMA (66.1%), while 75.6 percent of children in Other Towns and 84.3 percent in Rural areas were engaged in household chores (Table 5.1).

¹³ The Labour Force Surveys define economic activity as those working and those seeking work. However, only those children who were working were defined as economically active.

¹⁴ Also referred to as: housekeeping activities or housework

¹⁵ Due to the small number of working children found in the survey, these results should be interpreted with caution.

Table 5.1
Activity status of children 5-17 years by area of residence^a

		Area of residence			
		KMA	Other Towns	Rural	All Jamaica
Economic activity in reference week	No.	2,717	4,973	8,551	16,241
	%	1.8	2.4	2.3	2.2
Housekeeping activity in reference week	No.	97,657	156,998	307,904	562,559
	%	66.1	75.6	84.3	78.0
No work activity during reference week	No.	49,252	49,415	56,524	155,191
	%	33.3	23.7	15.5	21.5

a. Due to small sample size, results should be interpreted cautiously

The majority of children involved in economic activity were male and in the age group 15-17 years. In fact, three times as many male children (3.4%) worked compared with female children (1.1%). Similarly, the percentage of children increased with age with less than one percent of children less than 10 years and 1.5 percent of children 10-14 years being engaged in economic activity, while 7.5 percent of children aged 15 – 17 years were working (Table 5.2). That percentage of children 15-17 years working is not surprising given the fact that in Jamaica, the formal labour force begins at fourteen years and many children leave school at the end of the grade 9 level i.e. at about 15 years. Also, as was shown earlier, males are more likely to be out of school.

On the other hand, more females (81.1%) than males (75.0%) did household chores, and the percentage of children involved in household chores increased as age group increased among both males and females. However, even at an early age, a large percentage, 61 percent, of Jamaican children were involved in domestic chores (Table 5.2).

Table 5.2
Activity status in reference week of children 5 - 17 years by sex and age group

		Sex		Age group			All
		Males	Females	5 - 9	10-14	15-17	Jamaica
Economic activity reference week	No.	12,294	3,947	601	4,163	11,478	16,241
	%	3.4	1.1	.2	1.5	7.5	2.2
Housekeeping activity in reference week	No.	273,363	289,196	179,144	246,808	136,607	562,559
	%	75.0	81.1	61.0	89.8	89.7	78.0
No work activity reference week	No.	88,467	66,723	114,663	27,358	13,169	155,191
	%	24.2	18.7	38.9	9.9	8.6	21.5

a. Due to small sample size, results should be interpreted cautiously

5.3 Activity status in previous 12 months

At the national level, 26,400 or 3.6 percent of children 5 -17 years, reported being involved in some form of economic activity during the past 12 months. Their distribution by area of residence is shown in Table 5.3. The percentage of working children was highest in Other Towns and lowest in KMA.

Table 5.3
Activity status during the past 12 months^a of children
5-17 years by area of residence

			Economic activity in past 12 months	
			No	Yes
Area of residence	KMA	Nos.	143,511	4,509
		%	97.0	3.0
	Other Towns	Nos.	200,194	8,512
		%	95.9	4.1
	Rural	Nos.	352,508	13,333
		%	96.4	3.6
All Jamaica	Nos.	696,213	26,354	
	%	96.4	3.6	

a. Due to small sample size, results should be interpreted cautiously

The age and sex distribution of these children was similar to those working in the reference week i.e. more males worked and the percentage of children working increased with increasing age (Table 5.4).

Table 5.4
Economically active children, 5-17 years, in the past 12 months,
by sex and age group

		Economic activity in past 12 months			
		No		Yes	
		Nos.	%	Nos.	%
Sex	Males	345,915	94.7	19,480	5.3
	Females	350,203	98.1	6,874	1.9
Age Group (years)	5 - 9	293,372	99.6	1,052	.4
	10 - 14	267,851	97.2	7,615	2.8
	15 - 17	134,895	88.4	17,686	11.6
All Jamaica		696,118	96.4	26,354	3.6

5.4 Characteristics of economically active children

5.4.1 Educational status of working children

When compared with children 5 – 17 years who were not economically active, proportionately fewer economically active children attended school in reference week. Nationally, 96 percent of children who did not work were attending school compared with 46.4 percent of working children. This was true regardless of area of residence, gender or age group, except for children less than 10 years. But it was most marked in males and children 15-17 years (Table 5.5).

Table 5.5
School attendance in reference week of children 5 -17 years by
economic activity, area of residence, gender and age group

		School attendance in reference week			
		Economically active ^a		Not economically active	
		Nos.	%	Nos.	%
Area of residence	KMA	1,056	38.9	142,812	98.3
	Other Towns	2,472	49.7	196,216	96.3
	Rural	4,008	46.9	340,555	95.3
Sex	Males	4,959	40.3	339,675	96.2
	Females	2,577	65.3	339,908	96.3
Age group (years)	5 - 9	601	100.0	288,501	98.2
	10-14	3,189	76.6	266,233	98.1
	15-17	3,746	32.6	124,850	88.5
All Jamaica		7,536	46.4	679,583	96.2

a. Due to small sample size, results should be interpreted cautiously

Their highest level of education is shown in Table 5.6. One-third of the children had reached the upper secondary level, whether or not they were currently attending school and may have achieved some educational qualifications. Of concern, however, is the low levels of educational attainment of the majority of working children who were not in school as over sixty percent had exited the school system by grade 9 or lower. Of the working children, 3047 i.e. 18.8 percent reported that they could not read and write. A small number 1958, 12.1 percent stated that they had received or were receiving special skills training, mainly as an apprentice.

Table 5.6**Highest educational level of children 5-17 years^a by whether attended school in reference week**

		School attendance in reference week			
		Not attending school		Attending school	
		Nos.	%	Nos.	%
Highest grade attained	Primary	785	30.8	1,766	69.2
	Lower secondary (grades 7-9)	4,455	57.9	3,240	42.1
	Upper secondary (grades 10-11)	2,775	53.4	2,423	46.6
Total		8,705	53.6	7,536	46.4

^a. Due to small sample size, results should be interpreted cautiously

5.4.2 Industry and Occupation of working children

The distribution of children 5-17 years by industry, sex and age group is shown in Table 5.7. Working children were mainly found in the distributive trade and service industries, but a significant percentage, 26.6 percent worked in agriculture, forestry and fishing. No child reported working in mining. However, nearly 7 percent of children had no industry defined.

Table 5.8 shows the distribution of working children by broad industrial groups¹⁶, age group and sex. There were major gender differences. Males were evenly distributed among the goods producing and service sectors but in comparison with females, they dominated the goods producing sector, both in absolute numbers and in percentages. Females were mainly found in the service industry (87.3 percent).

¹⁶ Because of the small sample size, two industrial groups are used. These are:- **goods producing sector** which includes: Agriculture, Forestry & Fishing, Manufacturing, Construction & Installation; and **service sector** which includes: Community, Social and Personal Services, Wholesale & Retail, hotels and Restaurants, Transport, Storage and Communications.

Table 5.7
Economically active children 5-17 years of age by
major branch/division of economic activity^a.

		All Jamaica
Agriculture, Forestry &	No.	3,989
Fishing	%	26.6
Manufacturing	No.	663
	%	4.1
Construction & Installation	No.	1,331
	%	8.2
Wholesale & Retail, hotels	No.	4,604
and Restaurants	%	28.3
Transport, Storage and	No.	345
Communications	%	2.1
Community, Social and	No.	3,943
Personal Services	%	25.8
Mining	No.	-
	%	
Not defined	No.	1,120
	%	6.9
Total		16,241

a. Due to small sample size results should be interpreted cautiously

Very few children less than 10 years were involved in any economic activity during the reference week so this group is excluded from further age group analyses. Proportionately more children aged 10-14 years were in the goods producing sector when compare with the older age group where proportionately more children in the service industry.

Table 5.8
Economically active children, 5-17 years by broad industrial
groups, age group and sex

			Industry		
			Goods producing sector	Service sector	Not specified
Age Group (years)	10 - 14	Nos.	1,753	2,114	295
		%	42.1	50.8	7.1
	15 - 17	Nos.	3,957	6,850	670
		%	34.5	59.7	5.8
Sex	Males	Nos.	5,484	5,691	1,120
		%	44.6	46.3	9.1
	Females	Nos.	500	3,448	
		%	12.7	87.3	
All Jamaica	Nos.	5,983	9,138	1,120	
	%	36.8	56.3	6.9	

a. Due to small sample size, results should be interpreted cautiously

b. Excludes children 5-9 years

The distribution of children 5-17 years by occupation, sex and age group is shown in Table 5.9. Many of the children (31 percent) were found in low end elementary occupations in the service industry and those of agriculture, construction, manufacturing and transport i.e. those requiring little education or skill. One-fifth of the children were market-oriented fishery and animal workers and another 22 percent worked as service or salespersons. More males (37.8 percent) were in the unskilled elementary occupations compared with females (8.6 percent). The main occupations of females were as service and salespersons, (44.6 percent), while 14.2 percent of males fell into that category. Children 10-14 years were in elementary occupations (34 percent), market-oriented animal and fishery workers (22.6 percent), and in sales and service (23.7 percent). By the age group 15-17, the range of jobs included semi-skilled and skilled occupations such as clerks and assistant teachers, technicians and artisans but together, they represented just about 10 percent of all the occupational groups. As with industrial classification, 7 percent of the children had no specified occupation.

Table 5.9**Economically active children, 5-17 years by major occupational group, sex and age group**

		Sex		Age Group (years) ^a		All
		Males	Females	10 - 14	15 - 17	Jamaica
Technicians, teaching assistants, clerks	Nos.	310	986	153	1,143	1,296
	%	2.5	25.0	3.7	10.0	8.0
Service workers	Nos.	1,752	1,762	986	2,354	3,514
	%	14.2	44.6	23.7	20.5	21.6
Skilled agricultural workers	Nos.	2,863	225	942	1,873	3,088
	%	23.3	5.7	22.6	16.3	19.0
Plant, machinery, craft and related trades workers	Nos.	2,085	122	209	1,997	2,207
	%	17.0	3.1	5.0	17.4	13.6
Elementary occupations	Nos.	4,641	340	1,421	3,560	4,981
	%	37.8	8.6	34.1	31.0	30.7
Other, not specified	Nos.	644	512	451	550	1,156
	%	5.2	13.0	10.8	4.8	7.1

a. Excludes children 5-9 years

b. Due to small sample size, results should be interpreted cautiously

Significantly more children, 25,000, reported working during the previous 12 months. Although there were some differences in the distribution of occupations reported among children in the previous 12 months (Table 5.10) and in the reference week, the range of occupations was substantially the same. Differences may reflect children who work in summer jobs, and seasonal and temporary employment.

Table 5.10**Economically active children, 5-17 years, in the past 12 months, by sex and age group**

		Sex		Age Group (years) ^a		All
		Males	Females	10 - 14	15 - 17	Jamaica
Technicians, teaching assistants, clerks	Nos.	443	1,817	153	2,107	2,259
	%	2.4	28.3	2.1	12.8	9.1
Service and sales workers	Nos.	2,569	2,872	2,122	3,044	5,441
	%	13.9	44.7	28.8	18.5	21.9
Skilled agricultural workers	Nos.	3,722	225	1,496	2,178	3,946
	%	20.2	3.5	20.3	13.2	15.9
Plant, machinery, craft and related trades workers	Nos.	2,088		237	1,851	2,088
	%	11.3		3.2	11.2	8.4
Elementary occupations	Nos.	8,827	1,026	3,193	6,483	9,853
	%	47.8	16.0	43.3	39.4	39.6
Other, not specified	Nos.	811	490	167	806	1,301
	%	4.4	7.6	2.3	4.9	5.2
All Jamaica		18,460	6,429	7,368	16,469	24,889
	%	100.0	100.0	100.0	100.0	100.0

a. Excludes children 5-9 years

5.4.3 Employment status of working children

The employment status of children by gender and age group is shown in Table 5.11. Only male children in the age group 15-17 years were employed in the government sector with the majority working in the private sector (49.5 percent). Females were predominantly unpaid family workers (40.4 percent) and private employees (44.3 percent). Up to age fourteen, most of the children were employed as unpaid family workers or as own account workers. The 15-17 year old working children were mainly employed in the private sector (54 percent) while most of the rest were either own account workers/employer (21.4 percent) and unpaid family worker (17.5 percent).

Table 5.11**Economically active children 5 -17 years of age by employment status, sex and age group**

			Sex		Age Group (years) ^b		
			Males	Females	10 - 14	15 - 17	Total
Employment status in reference week	Employee - govt.	Nos.	359			359	359
		%	2.9			3.1	2.2
	Employee, private	Nos.	6,087	1,747	1,635	6,199	7,834
		%	49.5	44.3	39.3	54.0	48.2
	Unpaid family worker	Nos.	2,530	1,594	1,674	2,003	4,124
		%	20.6	40.4	40.2	17.5	25.4
	Own account worker/employer	Nos.	2,869	606	854	2,467	3,475
		%	22.3	15.3	20.5	21.5	21.4
	Dont know/not stated	Nos.	450			450	450
		%	3.7			3.9	2.8
All Jamaica	Nos.		12,294	3,947	4,163	11,478	16,241
	%		100.0	100.0	100.0	100.0	100.0

a. Due to small sample size, results should be interpreted cautiously

b. Excludes children 5-9 years

There were some obvious differences in employment status by area of residence (Table 5.12). Proportionately more children in KMA were unpaid family help, while fewer were in private employment, when compared with Other Towns and Rural. Unfortunately there was a higher rate of don't know /not stated in Other Towns that distorts the picture somewhat. Government employees were only found in the Rural areas.

Table 5.12
Economically active children, 5-17 years, by employment status and area of residence

			Area of residence			All Jamaica
			KMA	Other Towns	Rural	
Employment status in reference week	Employee - govt.	Nos.		182	177	359
		%		3.7	2.1	2.2
	Employee, private	Nos.	1,383	2,841	3,610	7,834
		%	50.9	57.1	42.2	48.2
	Unpaid family worker	Nos.	688	851	2,585	4,124
		%	25.3	17.1	30.2	25.4
	Own account worker/employer	Nos.	646	826	2,003	3,472
		%	23.8	16.6	23.4	21.4
	Dont know/not stated	Nos.		272	178	450
		%		5.5	2.1	2.8

a. Due to small sample size, results should be interpreted cautiously

More children attending school (37.4 percent) were unpaid family workers compared with children who were not in school (12.6 percent). Fewer children attending school were privately employed (34 percent) when compared with those who did not attend school in the reference week (59.8 percent) (Table 5.13).

Table 5.13**Employment status of children 5-17 years by school attendance in reference week**

		School attendance in reference week				All Jamaica	
		Not attending school		Attending school		Nos.	%
		Nos.	%	Nos.	%		
Employment status in reference week	Employee - govt.	359	4.1			359	2.2
	Employee, private	5,161	59.3	2,673	35.5	7,834	48.2
	Unpaid family worker	1,300	14.9	2,823	37.5	4,124	25.4
	Own account worker/employer	1,613	18.5	1,862	24.7	3,475	21.4
	Dont know/not stated	272	3.1	178	2.4	450	2.8
All Jamaica		8,705	100.0	7,536	100.0	16,241	100.0

a. Due to small sample size, results should be interpreted cautiously

5.4.4 Place of work

About one quarter of working children worked in shops, markets or stalls. However, the location of 20 percent of the children on a plantation, farm or garden reflects the high level of employment in the agricultural sector. Some 13.4 percent of children reported working on the street and proportionately more children 10-14 years worked on the street, when compared with those 15-17 years. Gender differences were noticeable with more boys working on agricultural sites and on the street, while nearly half of the girls reported working in shops, markets or stalls and 18.3 percent of them working at family dwellings (Table 5.14).

Table 5.14

Economically active children 5 -17 years of age by location of work, sex and age group

			Sex		Age Group (years) ^b		All
			Males	Females	10 - 14	15 - 17	Jamaica
Location of work	At family dwelling	Nos.	556	723	300	978	1,278
		%	4.5	18.3	7.2	8.5	7.9
	Employer's house	Nos.	848	300	462	685	1,148
		%	6.9	7.6	11.1	6.0	7.1
	On the street	Nos.	1,781	393	880	1,120	2,174
		%	14.5	9.9	21.1	9.8	13.4
	Shop, market, stall	Nos.	1,971	1,831	805	2,997	3,802
		%	16.0	46.4	19.3	26.1	23.4
	Industry, factory	Nos.	1,094	253	93	1,255	1,347
		%	8.9	6.4	2.2	10.9	8.3
	Plantation, farm, garden	Nos.	2,977	225	1,018	1,911	3,202
		%	24.2	5.7	24.4	16.7	19.7
	Construction site	Nos.	1,459		321	1,139	1,459
		%	11.9		7.7	9.9	9.0
	Other	Nos.	1,297	223	283	1,083	1,520
		%	10.6	5.7	6.8	9.4	9.4
	Don't know/not stated	Nos.	311			311	311
		%	2.5			2.7	1.9

a. Due to small sample size, results should be interpreted cautiously

b. Excludes children 5-9 years

There were differences in the location of work by area of residence reflecting the availability of jobs in those areas. More children in KMA working at the family dwelling or in shops, markets and stalls when compared with Other Towns and Rural areas, but surprisingly none were found in factories. On the other hand, as would be expected, more children in the Rural areas were found on farms/plantation/gardens (Table 5.15).

Table 5.15
Economically active children, 5-17 years, by location of work and area of residence

			Area of residence			All Jamaica
			KMA	Other Towns	Rural	
Location of work	At family dwelling	Nos.	646	238	395	1,278
		%	23.8	4.8	4.6	7.9
	Employer's house	Nos.		408	740	1,148
		%		8.2	8.7	7.1
	On the street	Nos.	391	944	839	2,174
		%	14.4	19.0	9.8	13.4
	Shop, market, stall	Nos.	1,454	1,215	1,134	3,802
		%	53.5	24.4	13.3	23.4
	Industry, factory	Nos.		765	582	1,347
		%		15.4	6.8	8.3
	Plantation, farm, garden	Nos.		233	2,969	3,202
		%		4.7	34.7	19.7
	Construction site	Nos.	226	590	643	1,459
		%	8.3	11.9	7.5	9.0
	Other	Nos.		448	1,072	1,520
		%		9.0	12.5	9.4
	Don't know/not stated	Nos.		133	178	311
		%		2.7	2.1	1.9

a. Due to small sample size, results should be interpreted cautiously

5.4.5 Working Arrangements (working hours and days)

About 98 percent of the working children reported their hours worked during the reference week. On average they worked for 22.0 hours per week (median – 21hours) with 47 percent of the children working less than 14 hours. Some 20 percent worked more that 43 hours per week. Males worked longer hours than females, the mean hours worked in the reference week being 23 and 18.6 respectively. Some 62 percent of girls worked for less than 14 hours compared with 43 percent of boys doing so. However the percentages of males and females working excessive hours i.e. over 43 hours, were fairly similar, 23 and 19.5 respectively. As age increased the

number of hours worked increased with all age groups working a mean of 14 hours or less, except the 15-17 year old children who worked an average of 26 hours per week. The majority of children attending school (70 percent) worked less than 14 hours (Table 5.16).

Table 5.16

Hours worked in reference week by children 5-17 years by gender, age group and school attendance in reference week

		Hours worked in reference week					
		Less than 14 hours		14 - 43 hours		44 hours & over	
		Nos.	%	Nos.	%	Nos.	%
Sex	Males	5,167	42.9	4,535	37.6	2,351	19.5
	Females	2,286	62.4	537	14.7	842	23.0
Age Group (years)	10 - 14	2,707	67.6	1,057	26.4	242	6.0
	15 - 17	4,243	38.2	3,918	35.3	2,951	26.6
School attendance in reference week	Not attending school	2,434	28.4	2,945	34.4	3,193	37.2
	Attending school	5,019	70.2	2,127	29.8		
All Jamaica		7,453	47.4	5,073	32.3	3,193	20.3

a. Due to small sample size, results should be interpreted cautiously

b. Excludes children 5-9 years

On average, unpaid family workers and own account workers worked fewer hours i.e. 14 and 17 hours respectively than employed workers, whether government (23 hours) or private (28 hours). Thus, 60 percent of unpaid family workers and 62 percent of own account workers worked for less than 14 hours per reference week, while only 35 percent of children employed in the private sector and no government employee worked for less than 14 hours. However, a significant percentage of private employees (27 percent) and to a lesser extent, own account workers (19 percent) worked excessive hours (Table 5.17).

Table 5.17**Employment status of children 5-17 years by hours worked in reference week^a**

		Hours worked in reference week					
		Less than 14 hours		14 - 43 hours		44 hours & over	
		Nos.	%	Nos.	%	Nos.	%
Employment status in reference week	Employee - govt.			177	100.0		
	Employee, private	2,785	35.4	2,941	37.4	2,146	27.3
	Unpaid family worker	2,224	60.0	1,144	30.9	339	9.2
	Employer			133	100.0		
	Own account worker	1,899	61.6	608	19.7	574	18.6
	Dont know/not stated	545	72.9	70	9.3	133	17.8

a. Due to small sample size, results should be interpreted cautiously

Children working on the street (mean-13.9 hours) and those at family dwellings (mean-14.3 hours) worked for the shortest hours, while those in industry/factories (mean-34.4 hours) and on construction sites (mean-28.1) worked the longest hours. Some 38.1 percent of industry/factory workers did in excess of 43 hours in reference week, as did 33 percent and 24 percent respectively of children in shops and on construction sites (Table 5.18).

Table 5.18

Hours worked by location of work of economically active children 5-17 years

		Hours worked in reference week					
		Less than 14 hours		14 - 43 hours		44 hours & over	
		Nos.	%	Nos.	%	Nos.	%
Location of work	At family dwelling	1,083	84.7			195	15.3
	Employer's house	601	52.3	414	36.1	133	11.6
	On the street	1,448	66.6	552	25.4	174	8.0
	Shop, market, stall	1,238	35.2	1,136	32.3	1,145	32.5
	Industry, factory	350	25.9	485	36.0	513	38.1
	Plantation, farm, garden	1,638	51.2	1,291	40.3	273	8.5
	Construction site	311	21.3	797	54.6	352	24.1
	Other	786	51.7	327	21.5	408	26.8
	Don't know/not stated			70	100.0		
All Jamaica		7,453	47.4	5,073	32.3	3,193	20.3

a. Due to small sample size, results should be interpreted cautiously

The distribution of hours¹⁷ through the week is shown in Figures 5.1 and 5.2. The children worked for about 3 hours per day, except on Sunday when they worked 1.3 hours (Figure 5.1). Few children worked nights - the average hours worked at night being less than 1 per night (Figure 5.2).

¹⁷ Mean hours were calculated for all children who reported at least 1 hour worked during reference week. Therefore if child work zero hours on a particular day they were included in the estimation of mean for that day once they reported hours worked for that week.

Figure 5.1

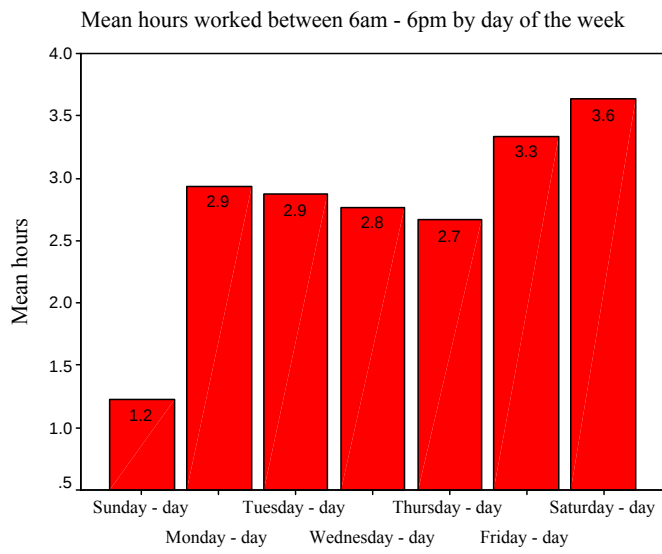
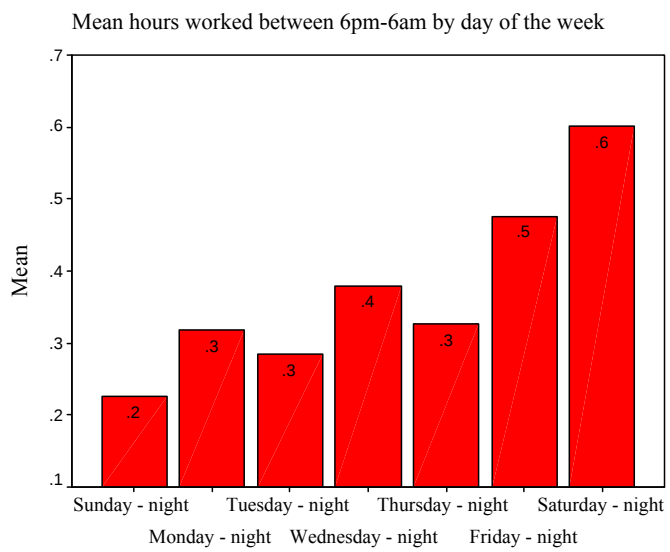


Figure 5.2



5.4.6 Earnings, Savings and Contribution to Household Income

Children who were currently working were asked about their most recent payment to determine the approximate amount earned, whether they contributed any to the household and whether they saved any part of their earnings. Only 67 percent were able to or were willing to state their approximate earnings, while 78 percent of the working children responded to questions on contributions to household and savings. Therefore there were too few cases to provide in-depth analysis of earnings by occupation and employment status. The mean earning per hour was JA\$80 and the median was JA\$50. These earnings were above the minimum wage of JA\$30 per hour and would suggest that the children are not being exploited financially. However, other surveys have pointed to the difficulty in obtaining accurate information on income and the results of this survey suggest that such difficulties persisted.

5.4.7 Working Conditions and Working Environment,

The survey sought to examine work-related health and safety issues among working children. However, only three children in the actual sample representing an estimated 313 children nationally stated that they had work-related illness or injury. The illness/injury mentioned was eye infection or injured limb but these were relatively mild because the children did not need medical attention or were treated and released immediately.

An estimated 2174 children, 13 percent of working children, reported working on the street. Such children are more exposed to risk, especially physical and sexual abuse¹⁸ but none in the sample reported any problems.

5.4.8 Household characteristics of working children

The household characteristics of working children were similar to the general population of children 5 – 17 years with more children living in female headed households as shown in Table 5.19.

18 E. Wint and F. Madden. Baseline survey on child labour in Jamaica in Tourism locations of Montego Bay and Negril.

Table 5.19
Distribution of working children 5 - ^a17 years by household characteristics

		Nos.	%
Gender of household head	Male	6,717	41.0
	Female	9,655	59.0
Household size	1-2	1,652	10.1
	3-4	3,835	23.4
	5-6	4,469	27.3
	7-8	4,911	30.0
	9+	1,505	9.2
Per capita monthly income	0-4999	6,324	79.4
	5000-9999	1,366	17.2
	10000-19999	271	3.4
Per capita monthly expenditure	0-4999	8,917	88.5
	5000-9999	1,004	10.0
	10000-19999	153	1.5

a. Due to small sample size, results should be interpreted cautiously

5.5 Household chores

Although domestic activity are not considered an economic activity, involvement in household chores directly influence child welfare, and where they interfere with normal development and schooling, their effect can be deleterious. In this survey, a large percentage of children were involved in household chores. This section examines the nature and extent of this involvement.

A variety of household chores were performed by the children, the most common being washing dishes, running errands, cleaning the house and sweeping the yard. There were gender differentials with more boys running errands, tending animals and sweeping the yard, while girls had greater responsibility for washing, cleaning the house, cooking and taking care of other household members. As age increased, the range and extent of chores increased (Table 5.20).

Table 5.20

Distribution of household chores of children 5-17 years by gender and age group

			Type of chore											
			No household chores	Cooking meals	Running errands	Washing dishes	Cleaning house	Wash, iron clothes	Caring for children, old, sick	Rake,sweep yard	Fetch water	Tend animals	Other	Don't know, not stated
Sex	Males	Nos.	91,188	40,520	146,061	147,294	83,322	53,736	7,154	151,125	68,849	29,011	9,731	1,061
		%	25.0	11.1	40.1	40.4	22.9	14.7	2.0	41.5	18.9	8.0	2.7	.3
	Females	Nos.	67,243	77,708	121,311	200,247	165,004	111,343	19,241	108,919	48,171	4,117	5,535	1,076
		%	18.9	21.8	34.0	56.2	46.3	31.2	5.4	30.6	13.5	1.2	1.6	.3
Age group (years)	5 - 6	Nos.	65,428	849	24,223	11,975	7,477	4,297	1,258	26,745	15,040	2,210	3,724	657
		%	55.2	.7	20.4	10.1	6.3	3.6	1.1	22.6	12.7	1.9	3.1	.6
	7-9	Nos.	49,235	3,274	61,577	60,161	34,367	13,390	2,514	69,724	33,793	7,228	4,817	547
		%	28.1	1.9	35.1	34.3	19.6	7.6	1.4	39.8	19.3	4.1	2.7	.3
	10-14	Nos.	28,085	46,663	118,513	178,059	121,826	72,731	11,808	114,221	48,191	15,841	4,609	932
		%	10.2	17.0	43.1	64.8	44.3	26.5	4.3	41.6	17.5	5.8	1.7	.3
	15-17	Nos.	15,683	67,442	63,058	97,346	84,656	74,661	10,815	49,355	19,996	7,849	2,116	
		%	10.3	44.3	41.4	63.9	55.6	49.0	7.1	32.4	13.1	5.2	1.4	
All Jamaica	Nos.		158,431	118,228	267,371	347,541	248,326	165,079	26,395	260,045	117,020	33,128	15,266	2,136
	%		22.0	16.4	37.1	48.2	34.4	22.9	3.7	36.1	16.2	4.6	2.1	.3

In “Understanding Children’s Work”¹⁹ excessive household chores is defined as more than 4 hours per day as this would impede other developmental activities. Nationally, 6.2 percent of the children performed household chores for more than 4 hours per day, with 10.2 percent of children who were not attending school doing excessive household chores (Table 5.21). Unfortunately, this survey was unable to determine whether there was a causal relationship between excessive household chores and school attendance.

Table 5.21
Involvement of children 5-17 years in household
chores more than four hours per day by gender,
age group and school attendance

		Nos.	%
Sex	Males	20,897	5.7
	Females	23,466	6.6
Age group (years)	5 - 6	5,657	4.8
	7-9	8,960	5.1
	10-14	18,564	6.8
	15-17	11,182	7.4
Area of residence	KMA	7,734	5.2
	Other Towns	14,615	7.0
	Rural	22,014	6.0
School attendance in reference week	Not attending school	3,566	10.2
	Attending school	40,796	6.0
All Jamaica		44,363	6.2

5.6 Total hours worked by children 5 – 17 years

Table 5.22 summarises the hours spent on work whether in economic activity or in household chores according to their schooling status and involvement in economic activity. Over 90 percent of all children worked less than 14 hours per week and there were no significant gender

¹⁹ ILO UNICEF World Bank Group. Understanding Children’s Work. An Inter-agency Research Cooperation Project.

differences. As observed earlier, hours worked increased with age but about 17,000 children less than 15 years worked 14 or more hours per week. Also, of significance, are the hours worked by children who are still in school. An estimated 31,000 children were reported to be attending school but perform over 14 hours of work per week and could be considered at-risk. Children who were involved in economic activity but still attending school worked fewer hours than those who were only doing an economic activity. But, on average they worked more hours than those who were only going to school and those who were neither at work nor at school.

Table 5.22

Hours spent in economic activity and/or housework in reference week by sex, age and whether in economic activity and/or at school

			Hours spent in economic activity and/or housework in reference week		
			Less than 14 hours	14 - 43 hours	44 hours & over
Sex	Males	Nos.	238,072	16,228	2,914
		%	92.6	6.3	1.1
	Females	Nos.	248,085	19,988	766
		%	92.3	7.4	.3
Age group (years)	5 - 9	Nos.	162,496	2,924	
		%	98.2	1.8	
	10-14	Nos.	217,016	13,404	357
		%	94.0	5.8	.2
	15-17	Nos.	106,644	19,887	3,323
		%	82.1	15.3	2.6
	Working and at school	Nos.	2,925	4,033	116
		%	41.4	57.0	1.6
	Working and not attending school	Nos.	1,599	2,905	3,564
		%	19.8	36.0	44.2
	At school only	Nos.	466,609	25,422	
		%	94.8	5.2	
	Neither working nor at school	Nos.	15,024	3,856	
		%	79.6	20.4	
All Jamaica	Nos.		486,156	36,216	3,680
		%	92.4	6.9	.7

5.7 Reasons for economic activity and/or household chores

The survey sought to determine reasons for children being involved in an economic activity and/or doing domestic chores. The findings, presented in Table 5.23, show that teaching responsibility (66.5 percent) was the main reason given. Some 5.5 percent were filling in for an absent adult, while 2.7 percent were doing so to supplement the family income. There was no significant gender difference except in relation to supplementing income where more males had that responsibility. However, among the working children, an estimated 8234, 50.6 percent worked to supplement the family income.

Table 5.23
Main reasons for working among children 5 - 17 years by gender and age group

			Reason for working					
			To supplement family income	Poor at school work	Teach responsibility	To fill in for absent adult	Other	Dont know, not stated
Sex	Males	Nos	9,857	1,050	180,336	14,131	8,066	62,805
		%	3.6	.4	65.3	5.1	2.9	22.7
	Females	Nos	5,202	764	196,455	17,237	6,226	64,381
		%	1.8	.3	67.7	5.9	2.1	22.2
Age group (years)	5 - 6	Nos	229	213	38,285	1,485	2,013	11,136
		%	.4	.4	71.7	2.8	3.8	20.9
	7-9	Nos	1,601	295	88,738	5,250	3,220	27,096
		%	1.3	.2	70.3	4.2	2.6	21.5
	10-14	Nos	4,308	337	165,103	12,353	6,394	59,141
		%	1.7	.1	66.7	5.0	2.6	23.9
	15-17	Nos	8,921	968	84,664	12,281	2,665	29,812
		%	6.4	.7	60.8	8.8	1.9	21.4
	All Jamaica	Nos	15,059	1,814	376,790	31,369	14,292	127,186
		%	2.7	.3	66.5	5.5	2.5	22.5

The effect of not working, whether performing household chores or being involved in an economic activity, is presented in Table 5.24. Some 17 percent of working children stated that if they stopped working it would have economic repercussions either in terms of falling living standards of the household or not being able to attend school. For a large proportion of children no effect was expected, while 'not learning responsibility' was significant for 38 percent of children doing household chores and 23 percent of economically active children.

Table 5.24
Effect of children 5-17 years not working by whether or not they performed an economic activity in reference week

		Economic activity in reference week			
		Not working but performing household chores		Working in reference week ^a	
		Nos.	%	Nos.	%
Effect of child not working	H/H living standards will fall	10,395	1.9	1,718	11.2
	Could not go to school	644	.1	903	5.9
	Will not learn responsibility	209,542	38.0	3,487	22.7
	Nothing	193,152	35.0	6,368	41.4
	Other	4,702	.9	1,393	9.1
	Don't know/not stated	132,690	24.1	1,516	9.9

a. Due to small sample size, results should be interpreted cautiously

Child labour

Child labour refers to work that is detrimental to the development of the child. In keeping with ILO convention No. 138 and Recommendation No. 146 child labour includes: all economically active children aged 5 -12 years; all economically active children aged 12 – 14 years except those involved in light work only; all children 5 – 17 years involved in hazardous work such as (a) in mining and construction (b) working excessive hours, whether in an economic activity or in housework. Although no criteria have been established by the ILO for determining what is “excessive”, “Understanding Children’s Work” suggested some criteria including:

- light work only i.e. less than 14 hours per week
- excessive hours, whether in an economic activity or in housework i.e. more than 43 hours per week

These categories are not mutually exclusive. However, approximately 7,500 children fell into at least one of the categories.

CHAPTER 6

MAIN CONCLUSIONS AND POLICY IMPLICATIONS

In Jamaica, an estimated 16,240 children were undertaking some form of economic activity during the reference week in 2002. Some 25,000 children reported being engaged in an economic activity during the previous 12 months. The majority of working children were males and in the age group 15-17 years, where regular work is acceptable. This level of children involved in economic activity is relatively low compared with other developing countries and may have decreased somewhat since the previous survey undertaken by STATIN in 1994. These findings are not altogether surprising because the Labour Force survey shows that unemployment rates are consistently higher among the youth between 14 and 24 years, especially those with low levels of skill and education. Furthermore, during the period of this survey, employment levels decreased especially among those in elementary occupations²⁰.

Thus the low level of children in economic activity may be indicative of the low levels of employment opportunities in the general population. In this survey, there was another 21,000 children, 10 years and over, who were not attending school in the reference week. Most of these children were from the Rural areas where job opportunities are even lower. It is possible that they would become involved in economic activities given the chance. Furthermore, these children may be even more disadvantaged because they are benefiting neither from school nor from work where they may be learning from doing. By staying at home they are required to perform more household tasks, many of which are not contributing to their development.

Gender was a significant factor associated with economically active children in child labour. Significantly more boys were involved in economic activities than girls. Moreover, boys were involved in a wider range of activities than females. Boys were also less likely to be in school. This study could not determine whether boys left school in order to work or whether work interfered with their education resulting in lower educational levels. Other studies in Jamaica have demonstrated that boys generally have lower educational achievement than girls and the returns to education are greater among girls. Furthermore, girls tend to be steered towards subjects that are low paying, while boys go into vocational subjects that prepare them for skills that are better paid²¹.

In general, economically active children had low levels of education and skills and were employed in low paying jobs with little possibility of upward mobility. Trends in enrolment in the upper secondary level of education point to the inability of the government to provide spaces in school for a significant number of children. While it is likely that some of the economically active children dropped out of school to support themselves and their families, for example the few working children with only primary level education, the majority were no longer in school because of lack of opportunity to be there. For the most part, such children are the ones who have

20 STATIN Labour Force, 2002

21 Blank Lorraine. Jamaican Children and their Families. A situation assessment and analysis, 1999-2000. UNICEF, PIOJ

failed to secure a place in the upper secondary levels because of lower grades, but a number of them, especially in the Rural areas live far from schools with upper secondary places and cannot afford transportation and other costs required to send them there. Without opportunities for further training and education, their access to well-paying jobs is limited. Although it is not possible to determine the extent to which involvement in economic activity affects educational outcomes of children less than 18 years, it is evident that children engaged in such activities have inadequate educational achievements and are therefore likely to be in lower paying jobs. Therefore, educational opportunities, especially of the sort that can appeal to the child and respond to the immediate need for a skill, are needed. Some consideration should be given to providing incentives to those private sector entities that provide opportunities for unskilled young persons to improve their educational levels through enrolment in recognised programmes e.g. those offered by HEART including the High School Equivalency Programme (HSEP).

Many of the children were working in the informal sector of the economy with diverse activities on the street, in small businesses, as own account workers and family concerns. Many of these jobs are likely to be hazardous both in terms of the work itself and in terms of the environment. For example, children working on the street would be exposed to exhaust fumes. Furthermore they are not protected from abuse and there is little job security.

The preceding discussion has examined children involved in economic activity. However not all of children's participation in economic activities is considered child labour. On the other hand, excessive housework can also be considered child labour. Child labour refers to work that is detrimental to the development of the child including: all economically active children aged 5 - 12 years; all economically active children aged 12 – 14 years except those involved in light work only; all children 5 – 17 years involved in hazardous work such as (a) in mining and construction (b) working excessive hours, whether in an economic activity or in housework. In Jamaica, based on this study, there were an estimated 7,500 children who were involved in child labour.

The results of this survey suggest that working children and those involved in child labour is not widespread in Jamaica. This finding is confirmed by a study in 2002 on street and working children²² which estimated a total number of 6500 in 'areas of concentration across the island'. These areas of concentration were mainly urban areas and this survey estimated that there were 7300 working children in the urban areas i.e. KMA and Other Towns. However, there are a significant number of children who fall into those categories of economic activity that should be abolished and the problem should not be ignored. Furthermore, other qualitative studies suggest that unacceptable levels and form of child labour, which are not generally identified using household surveys, exist in localised areas and in invisible informal economic activities e.g. prostitution, certain forms of household help.

Most Jamaican children perform a variety of household chores and this begins as early as 5-6 years. In general, respondents felt that household chores helped to teach children responsibility. Just over 6 percent of these children are involved in such tasks for unacceptably long periods i.e. more than 4 hours per day that may interfere with other developmental activities. Evans (1999)

22 Cooke, Ruel. National survey of street and working children. WORKERMANAGEMENT Services Centre, 2002

found that 13% of adolescents were hindered from doing homework because they had household chores²³.

It was not possible to undertake any in-depth analysis of the economically active children because of the small sample size. Thus it was not possible to fully answer the research questions and to examine the determinants of child labour. Further research areas should attempt to address these issues but the approach used to obtaining this will need careful consideration. The sample design used in this survey cannot usefully identify the various forms of child labour nor factors associated with this issue, except with a considerably larger sample. Therefore, data collection strategies should combine qualitative and quantitative techniques, and consideration should be given to cluster sampling.

23 Evans, Hyacinth. Gender and achievement in secondary education in Jamaica. PIOJ, 1999.

APPENDIX I - Glossary of Concepts and Definitions

1. **Child:** In Jamaica, any person under the age of 18 years is considered a child. In this survey, children between the ages of 5 and 17 years were interviewed, with the assumption that those under five years of age are too young to work.
2. **Economic activity:** Specifically, contributing or available to contribute to the production of goods and services according to the United Nation System of National Accounts. This includes work for pay in cash or kind; unpaid work in a family business; and domestic work in other households.
3. **Household chores/housekeeping activities/housework:** Refers to work of a domestic nature in own parent's/guardian's household. These are regarded as non-economic activities and, are therefore, outside the production boundary of the System of National Accounts (SNA, Rev.3, 1993). They include preparing and serving meals; making, mending, washing and pressing clothes; shopping; caring for siblings or sick and infirm persons in the household; cleaning and maintaining of the household dwelling; using, cleaning, serving and repairing household durables; transporting of household members or their goods; etc.
4. **Child Labour:** Child labour refers to work that is detrimental to the development of the child. In keeping with ILO Convention No. 138 and Convention 182 child labour includes: all economically active children aged 5 -12 years; all economically active children aged 12 – 14 years except those involved in light work only; all children 5 – 17 years involved in hazardous work and other worst forms of child labour. For the purpose of this survey, excessive hours in household chores were also included in the latter category.
5. **Idle:** Persons who did not do anything during the reference week: i.e., not attending school/training institution, not engaged in economic or non-economic activities (including housekeeping chores in own parents' or guardians' home)
6. **Dwelling Unit:** A dwelling unit is any building or separate and independent part of a building in which a person or group of persons is living during the reference period. It must have direct access from the street or common landing, staircase, passage or gallery, where occupants can enter or leave without passing through anybody else's living quarters.
7. **Reference/Survey Week:** The given calendar week of the year to which the survey (all questions) relates. This usually refers to the last complete week of the quarter ending March 31, 2002. In this case, the date of the reference week for the Youth Activity Survey will be the week ending March 23, 2002, i.e. Sunday, March 17 to Saturday, March 23, 2002.

8. **Paid Employment:** Persons who, during the reference period, performed some work for wages or salary, payment in kind, as well as persons with a formal attachment to their job, but temporarily not at work.
9. **Unemployed:** Persons who, during the reference period were (a) without work; (b) currently available for work; and (c) seeking work.
10. **Occupation:** The kind of work done during the reference period by the person employed, or the kind of work done previously if unemployed, or the kind desired in the future by jobseekers, REGARDLESS of the industry or status in employment of the person.
11. **Industry:** The branch of economic activity carried out at the person's place of work during the reference week. This is defined in terms of the kind of goods produced or services supplied by the unit in which the person works and NOT necessarily the specific duties or functions of the person's job.
12. **Household:** A household consists of one or more persons living together i.e. sleeping most nights of the week in the same house AND usually sharing at least one daily meal. It is important to note that a member of a household need not be a relative of the main family. For example, a boarder or a domestic servant who sleeps in the same house most nights of the week and shares meals with the family, is a member of the household. It is possible for a household to consist of just one person. A group of unrelated persons living together can also comprise a household.
13. **Head of Household:** Every household must have a head. In a one-person household, that person is the head. The person recognized as the head of household by other members of the household, should be accepted as the head. This applies especially in cases where a group of unrelated persons share a dwelling. The person running a guesthouse or similar establishment is considered the head of household.
14. **Area of Residence:** Jamaica is divided into three areas, with the entire population falling into one or other of these three areas. The areas are:
 - (i) **Kingston Metropolitan Area (KMA)**, consisting of Kingston, Urban St. Andrew, Portmore and Spanish Town, which are all urban areas.
 - (ii) **Other Towns**, consisting of parish capitals and other main towns, which are all urban areas.
 - (iii) **Rural**, consisting of all rural areas.

Appendix III - Survey Instrument (Questionnaire)

Statistical Institute of Jamaica
CONFIDENTIAL

JAMAICA YOUTH ACTIVITY SURVEY 2002

Parish					
Constituency					
E.D. No					
Dwelling No.					
Household No.					
Interviewer's name and number					
Date of Interview					
Address of Dwelling					
Total time of interview: Hours					

Summary of Identified	M	F	T	Summary of Enumerated	M	F	T
Children 5 – 17 years				Children 5 – 17 years			
Children 14 – 17 years				Children 14 – 17 years			
All Household Members							

SECTION 2: EDUCATION and VOCATIONAL TRAINING

I N D I V I D U A L N O.	2.1 Is (name) attending school? 1 Yes → 2.4 2 No, completed school → 2.4 3 No, dropped out → 2.3 4 No, never attended 9 Don't Know/NS → 2.4	2.2 What are the main reasons why (name)..... has never attended school? (Allow up to 3 answers) 1 Too young 2 School too far away 3 Can't afford it 4 Not interested in school 5 Have to work 6 Illness/disability 7 Other (Specify) 9 Don't Know/Not Stated (All responses go to 2.5)	2.3 What are the main reasons why (name)... dropped out of school? (Allow up to 3 answers) 1 School too far away 2 Cannot afford it 3 Poor in studies 4 Social reasons (eg. pregnancy) 5 To work 6 Other (Specify) 9 Don't know/NS	2.4 What is the highest grade that (name). ...has reached? (Score 99 if don't know) (If pre-school enter zero)	2.5 Can (name) read and write? 1 Yes, both 2 Read only 3 Write only 4 No 9 Don't know	2.6 Did (name) receive, or is receiving special training for any job? 1 Yes 2 No → 3.1 9 Don't Know/NS → 3.1	2.7 What type of training has (name) received? 1 On the job 2 Formal apprentice 3 Informal apprentice 4 Vocational with certificate 5 Vocational without certificate 6 Other (Specify) 9 Don't know/NS	2.8 For what occupation was (name) ... trained?

SECTION 3A : CURRENT ECONOMIC ACTIVITY

I N D I V I D U A L N O .	3.1 What was (name)... doing most of the time during week ending? 1 At School full-time 2 At school part-time 3 Working → 3.6 4 At home 5 Hustling → 3.6 6 Begging 7 Incapable of work → 3.18 8 Other (Specify) 9 Don't Know/NS	3.2 Did (name)... do any form of work for others or in his/her own business to earn cash or payment in kind (including unpaid work in a family business but not work in and around own house) at least one hour during the week ending? 1 yes → 3.6 2 no 9 Don't Know/NS	3.3 Did (name)... have a job or business from which he/she was temporarily absent (e.g. on vacation or sick leave) during week ending ...? 1 yes 2 no → 3.18 9 Don't Know/Not Stated → 3.18	3.4 Why was (name)... temporarily absent from work or business during the week ending? 1 Illness 2 Vacation/holiday 3 Bad weather 4 Labour dispute 5 Temporary lay-off 6 Other (Specify) 9 Don't Know/NS	3.5 Does (name)... work /hustle regularly at least ONE HOUR every week in his/her present job? 1 Yes 2 No → 3.18 9 Don't Know / NS → 3.18	3.6 What kind of work was (name) engaged in during week ending? Main	3.7 In what kind of business or industry was (name)....working? Main	3.8 What is (name) ... employment status in his/her present or main job? 1 Employee Govt. 2 Employee Private 3 Unpaid family help 4 Employer 5 Own Acc. Worker → 3.12 6 Don't Know / NS	3.9 If (name) ... is working for someone, how is his/her relationship with the employer? 1 Good → 3.11 2 Bad 3 Indifferent → 3.11 9 Don't Know/NS → 3.11

SECTION 3A : CURRENT ECONOMIC ACTIVITY (continued)

I N D I V I D U A L N O.	3.10 Give main reasons for bad relationship. (more than one answer acceptable) 1 Wants too much work done 2 Wants work done for long hours 3 Pays poorly 4 Late payment 5 Abuses physically 6 Abuses verbally 7 Other (specify) 9 Don't Know / NS	3.11 What benefits, if any, does the employer provide? (More than one answer acceptable) 1 Paid holidays 2 Paid sick leave 3 Bonus 4 School expenses 5 Free meals 6 Free/subsidized lodgings 7 None 8 Other (Specify) 9 Don't Know/NS	3.12 How many hours did (name) actually work during week ending ...? 1. 6am – 6pm 2. 6pm – 6am Su. Sunday M. Monday T. Tuesday W. Wednesday Th. Thursday F. Friday S. Saturday Su M T W Th F S								3.13 How many persons including (name)are working in the business or at the workplace? (If the response to question 3.8 is 5 ie. own account, the response to 3.13 would be 1 (it includes himself/herself only)	3.14 Where does (name) carry out the work? 1 At family dwelling 2 Employer's house 3 On the street 4 Shop/market/stall 5 Industry/factory 6 Plantation/farm/garden 7 Construction site 8 Other (Specify) 9 Don't Know/NS	3.15 For how long has (name) been working in his/her current job? ___ Yrs. ___ Mths.	3.16 If currently in paid employment, how is (name) paid? 1 Piece rate 2 Hourly 3 Weekly 4 Monthly 5 Own account 6 In promise 7 Other (Specify) 9 Don't Know/NS (For own account worker enter 5 and go on to next question)	3.17 What was (name's) ... income, to the nearest \$, during week ending? 1 In Cash _____ 2 In kind _____ (estimated value) 9 Don't Know/NS
				1									___ Yrs ___ Mths		
			2												
			1									___ Yrs ___ Mths			
			2												
			1									___ Yrs ___ Mths			
			2												
			1									___ Yrs ___ Mths			
			2									___ Yrs ___ Mths			
			1									___ Yrs ___ Mths			
			2												
			1									___ Yrs ___ Mths			
			2									___ Yrs ___ Mths			

SECTION 3B : USUAL ECONOMIC ACTIVITY DURING PAST TWELVE MONTHS

I N D I V I D U A L N O.	3.18 Did (name)....do any form of work for others or in his/her own business to earn cash or payment in kind (including unpaid work in a family business but <u>not</u> work in and around own house) during the past 12 months? 1 Yes 2 No → 3.24 9 Don't Know/ NS → 3.24	3.19 How many months has (name) been working at his/her main job during the last 12 months ending March 31, 2002? 1. Apr. –Jun. '01 2. Jul. – Sep.'01 3. Oct. – Dec.'01 4. Jan. – Mar.'02	3.20 Was (name) also attending school while he/she was working? 1 Yes 2 No 9 DK/NS	3.21 Describe the main type of work that (name).... Did. Occupation	3.22 In what kind of business or industry did (name)..... work? Industry	3.23 What was (name) ... employment status in his/her job? 1 Employee Govt. 2 Employee Private 3 Unpaid family worker 4 Employer 5 Own Account 9 Don't Know/NS (All responses go to 4.1)	3.24 Did (name)..... wish to work at any time during the past six months? 1 Yes 2 No → 4.1 9 Don't Know /NS → 3.26	3.25 How long has it been since (name)has been available for work, made an effort to get a job, or been in a position either to accept a job or start a business?	3.26 What would prevent (name)... from taking a job if one were available during week ending? 1 Nothing, would accept 2 At School 3 Pregnant 4 Home duties 5 Illness 6 Other (Specify) 9 Don't Know/NS
		1 ____ 2 ____ 3 ____ 4 ____						Yrs Mths	
		1 ____ 2 ____ 3 ____ 4 ____						____ Yrs ____ Mths	
		1 ____ 2 ____ 3 ____ 4 ____						____ Yrs ____ Mths	
		1 ____ 2 ____ 3 ____ 4 ____						____ Yrs ____ Mths	
		1 ____ 2 ____ 3 ____ 4 ____						____ Yrs ____ Mths	
		1 ____ 2 ____ 3 ____ 4 ____						____ Yrs ____ Mths	
		1 ____ 2 ____ 3 ____ 4 ____						____ Yrs ____ Mths	
		1 ____ 2 ____ 3 ____ 4 ____						____ Yrs ____ Mths	

SECTION 4 : CURRENT NON-ECONOMIC ACTIVITY

I N D I V I D U A L N O.	4.1 During week ending did (name).... help with household chores such as cooking, cleaning, washing clothes, fetching water or caring for children? 1 Yes 2 No → 5.1 9 Don't Know / Not Stated → 5.1	4.2 Which household chores was (name)... mainly doing? (more than 1 answer acceptable) 1 Cooking meals 2 Running errands/ Shopping 3 washing dishes 4 cleaning house 5 Wash/iron clothes 6 Caring for children 7 Caring for old/sick 8 Rake/sweep yard 9 Fetch water 10 Tend to animals 11 Other (Specify) 99 Don't Know / NS	4.3 How many hours did (name).... spend on household chores during week ending?	4.4 How many days did (name).... work on these chores during week ending?	4.5 When does (name)....carry out these activities? (more than 1 answer acceptable) 1 During the day after other work 2 Day and evening full time 3 After school 4 Before school 5 Before and after school 6 Weekend 7 Other (specify) 9 Don't know / NS

SECTION 5 : WORK-RELATED HEALTH AND SAFETY ISSUES

I N D I V I D U A L N O.	5.1 Has (name)... ever done any form of work for others or in his/her own business to earn cash or payment in kind at any time in the past? 1 Yes 2 No → 6.1 9 Don't Know/NS → 6.1 (Enter 1 for all children who answered Yes for 3.18)	5.2 Has (name)...ever been hurt at work/ work place or suffered from illness/ injuries/ accident due to his/her work at any time? 1 yes, 2 no → Q5.10 9 Don't Know / NS → Q5.10	5.3 How many times has (name)... ever been hurt from illnesses/ injuries /accident ? 1 1-2 times 2 3-5 times 3 6-10 times 4 10+ times 9 Don't Know/NS	5.4 What were the activities/job held in which (name)..... was injured/hurt or from which he/she suffered illness? (List up to 2 activities/occupation) Occupation.....	5.5 What were the activities/industries in which (name)... was injured/ hurt or from which he/she suffered illness? (List up to 2 activities/industries) Industry.....	5.6 If (name) was hurt or suffered from illnesses/injuries, what type were they? (More than one answer acceptable) 1.General, such as fever, cold, etc 2.Eye infection 3.Ear infection 4.Skin problem 5.Breathing problem 6.Stiff neck 7.Back problem 8.Anaemia 9 Injured limb (hand, foot, etc) 10 Allergies 11 Loss of limb 12 Other (specify) 99 Don't Know/NS	5.7 Referring to the most serious accident/ illness/ injury, how serious was it? 1. Did not need any medical treatment →5.10 2. Medically treated and released immediately 3. Hospitalised: Give number of days in hospital: ____ days →5.9 4. Prevented work permanently 5. Stopped work temporarily 6. Other (specify) 9. Don't Know / NS
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		
				1 _____ 2 _____	1 _____ 2 _____		

SECTION 5 : WORK-RELATED HEALTH AND SAFETY ISSUES (continued)

I N D I V I D U A L N O.	5.8 Where did (name) ... get medical attention /aid? (more than one answer acceptable) 1 At home 2 At work place 3 At hospital 4 At dispensary 5 At clinic 6 Other (specify) 9 Don't Know/NS	5.9 Who paid for medical treatment? (more than one answer acceptable) 1 Employer 2 Parents/ guardians 3 Self 4 Free 5 Other (specify) 9 Don't Know / NS	5.10 If currently working, is (name)..... aware of any likely health hazards/ problem in connection with his/her work? 1 Yes 2 No 3 Not currently working → 6.1 9 Don't know/NS	5.11 Does (name) use any of the following protective wear while working? (More than one answer acceptable). 1 Glasses 2 Helmet 3 Earplugs 4 Special shoes 5 Gloves 6 Dust mask 7 None 8 Other (specify) 9 Don't Know / NS	5.12 Do other people doing the same work use protective wear while working? 1 Yes 2 No → 6.1 9 Don't Know/ NS → 6.1	5.13 Which of the following do they usually use? (More than one answer acceptable) 1 Glasses 2 Helmet 3 Earplugs 4 Special shoes 5 Gloves 6 Dust mask 7 Other (specify) 9 Don't Know / NS

SECTION 6: PARENT'S PERCEPTION OF CHILD
SECTION 7 : MIGRATION STATUS OF CHILD

I N D I V I D U A L N O .	6.1 What does (name) ... do for fun when not working or doing household chores? (more than one answer acceptable) 1 Watch TV 2 Play with friends /siblings 3 Sports 4 Read 5 Study 6 Attend movies 7 Attend youth groups 8 Always on road 9 Not currently working or doing chores → 7.1 10 Other (Specify) 99 DK / NS	6.2 What is the main reason for letting (name).... work? 1 To supplement household income 2 To pay for education 3 Buy things for self 4 Poor at schoolwork 5 Teach responsibility 6 To fill in for absent adult 7 Other (Specify) 9 Don't Know/NS	6.3 If (name) stops working, what will happen? 1 Household living standard will drop 2 Could not go to school 3 Will not learn responsibility 4 Nothing (Specify) 9 Don't Know/NS	6.4 If given a choice, what would you (parent) prefer (name) ... to be doing now and in the future? 1 Go to school full -time 2 Work full-time 3 Go to school part time and work part-time 4 Do household chores full-time 5 Complete education /training and start to work 6 Other (Specify) 9 Don't Know / NS		7.1 Has (name)... always been living with the present household/ family? 1 Yes → end interview with adult for this child 2 No 9 Don't know/ NS → end interview with adult for this child	7.2 Where was the last place of usual residence of (name) prior to coming to this household's / family's residence? Town/city/Parish, etc	7.3 What was (name) doing in the last place of usual residence prior to coming to this household? 1 Working and not attending school 2 Attending school and not working 3 Working and attending school 4 At home 5 Other (Specify) 9 Don't Know / NS	7.4 What was the main reason why (name)..... came to live with the present household /family? 1 Job transfer 2 Found a job 3 Looking for a job 4 Education 5 Parents migrated 6 Child abandoned 7 Other (specify) ----- 9 Don't Know / NS	7.5 How long has (name)..... been living with this household /family?
				Now _____ Future						___ Yrs ___ Mths
				Now _____ Future						___ Yrs ___ Mths
				Now _____ Future						___ Yrs ___ Mths
				Now _____ Future						___ Yrs ___ Mths
				Now _____ Future						___ Yrs ___ Mths
				Now _____ Future						___ Yrs ___ Mths
				Now _____ Future						___ Yrs ___ Mths

SECTION 8 : HOUSEHOLD CHARACTERISTICS

Migration Status of Households:

8.1 Has this household ever changed the usual place of residence?

- 1 Yes
- 2 No (Go to Q8.5)
- 9 DK/Not Stated (Go to Q8.5)

8.2 What is the name of the last town and parish of usual residence?

1. Town _____
Parish _____
- 2 Abroad (Specify country) _____

8.3 What was the main reason for coming/changing to the present place of residence?

1. Job transfer
2. Found a job
3. Looking for a job
4. Education
5. Job relocation
6. Family reasons
7. Violence/security reasons
8. Other (specify) _____
9. Don't Know / Not Stated

8.4 How long has this household been living in the present place of residence?

1. _____ Months (If less than 12 months/1 year)
2. _____ Years (If 12 months or longer)

Household income and expenditures:

8.5 What is the main activity from which the household derived its income during the last 12 months?

- 1 Self-employment in agricultural activity
- 2 Self-employment in non-agricultural activity

- 3 Agricultural labour
- 4 Other casual labour
- 5 Regular employment – Government
- 6 Regular employment – Private Sector
- 7 Pensions, dividends, interest, rental income, etc.
- 8 Other source (specify) _____
- 9 Don't Know/NS

8.6 What is the estimated average monthly income of this household?

\$ _____ per month

8.7 What is the estimated average monthly expenses of this household?

\$ _____ per month

Housing conditions:

8.8 What type of housing unit is this?

- 1 Separate house detached
- 2 Attached
- 3 Part of commercial building
- 4 Improvised housing unit
- 5 Other
- 9 Don't Know / Not Stated

8.9 Does any member of this household own, rent, or lease this dwelling?

- 1 Own
- 2 Lease
- 3 Rent
- 4 Rent-free
- 5 Squat
- 6 Other
- 9 Don't Know/NS

8.10 What does this household use most for lighting?

- 1 Electricity
- 2 Kerosene Oil
- 3 Other (Specify) _____
- 9 Don't Know / Not Stated

8.11 What is the main source of domestic water supply for this household?

- 1 Public piped into dwelling
- 2 Public piped into yard
- 3 Private piped into dwelling
- 4 Private catchment, not piped
- 5 Public standpipe
- 6 Public catchment
- 7 Spring or river
- 8 Other
- 9 DK/Not Stated

Children living away from household:

8.12 Is there any parent in this household who has a child (children) 5 to 17 years old who is living away from this household/ family? (i.e., not listed under Roster...)?

- 1 Yes. How many?
- 2 No (End interview with adult)
- 9 Don't Know / Not Stated (End interview with adult)

8.13 What is (are) the child (children) doing presently?

- 1 Working and not attending school
- 2 Attending school and not working
- 3 Working and attending school
- 4 At home
- 5 On the street
- 9 Don't Know / Not Stated

child 1

child 2

child 3

8.14 Does/do he/she/they get in touch with the members of this household at least once a week?

- 1 Yes
- 2 No
- 9 Don't Know / Not Stated

[illegible]

SECTION 9: QUESTIONS TO BE ADDRESSED TO CHILDREN 5-17 YEARS OF AGE (continued)

[illegible]

I	Referring to the
N	latest/most recent
D	payment, what is
I	the approximate
V	amount that you
I	earned?
D	(State period and
U	payment)
A	<u>Period:</u>
L	1 Day
N	2 Week
O.	3 fortnight
	4 Month
	(If payment in
	kind, estimate
	value)
	Period Amount
	\$

9.23	What is the main reason for saving?
1	To start own business
2	To go to school / training institution
3	To buy personal items
4	Other (specify)
9	Don't Know / NS

[illegible][illegible][illegible]

[illegible]

[illegible][illegible]

[illegible]

CONTROL SHEET

Interviewer's signature _____	Date _____
Supervisor's Signature _____	Date _____
Editor Coder's Signature _____	Date _____
Data Entry Operator's Signature _____	Date _____
Remarks _____	

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