

CHILD LABOUR IN BELIZE: A STATISTICAL REPORT



Prepared for

**The Statistical Information and Monitoring Programme on
Child Labour (SIMPOC) and The Central Statistical Office, Government
of Belize**

By

Elizabeth Arnold-Talbert and Leticia Constanza-Vega

Editing

International Labour Office (ILO)

International Programme on the Elimination of Child Labour (IPEC)

Statistical Information and Monitoring Programme on Child Labour (SIMPOC)

General Coordination

Angela Martins Oliveira

International Labour Office (ILO)

International Programme on the Elimination of Child Labour (IPEC)

Statistical Information and Monitoring Programme on Child Labour (SIMPOC)

National Technical Coordination

Leticia Constanza-Vega

Central Statistical Office

Elaboration of the report: Elizabeth Arnold-Talbert (Chapters 3,6,7 and 8) and
Leticia Constanza-Vega (Chapters 1,2,4 and 5)

Technical Support

Angela Martins Oliveira, ILO/IPEC-SIMPOC

Astrid Marschatz, ILO/IPEC-SIMPOC, Central America and Dominican Republic

The material published here may be completely or partially reproduced, on condition that it is not altered and the source is indicated.

Funding for this report was provided by the United States Department of Labor.

ISBN: 92-2-114221-3

Copyright © 2003 International Labour Organization

PREFACE

The International Labour Office (ILO), through the International Programme on the Elimination of Child Labour (IPEC), has transformed the process of prevention and gradual elimination of child labour into a universal cause.

Throughout the world, child labour is a widespread, complex and multi-faceted phenomenon. Nevertheless, the lack of reliable information and of quantitative and qualitative analyses hinders finding effective means to confront the problem. For many years, the lack of information regarding its causes, magnitude, nature, and consequences, has been a considerable obstacle to arrive at a course of efficient action to confront, stop and eliminate this phenomenon that affects millions of children worldwide.

Since 1998, the International Programme on the Elimination of Child Labour coordinates the Statistical Information and Monitoring Programme on Child Labour (SIMPOC), with the aim of helping participating countries generate child labour data that is comparable among them. SIMPOC's global objective is to generate, by means of household surveys, quantitative data regarding children's scholastic activities, and regarding those economic and non-economic activities that children perform outside of school. Furthermore, SIMPOC aims to collect qualitative data and establish child labour databases. These data have been used as the base for different studies conducted in the participating countries.

The gathering and analysis of reliable data is the basis for developing effective interventions against the work of children. The data gathered in the different countries and the studies conducted based on these data, are meant to facilitate the development, the implementation and the monitoring of policies and programmes against this phenomenon, as well as to promote social attitudes in favour of the sustainable prevention and progressive eradication of child labour.

I am certain that the information presented in this study about child work in the country will contribute to improve the understanding and increase the sensitivity towards the situation of child workers, and will allow the elaboration of better strategies to combat this phenomenon.

Acquiring an increasingly clearer view of this phenomenon, each of the participating countries can undoubtedly envision a more effective process and a shorter path to achieve a world without child labour.

Carmen Moreno
Subregional Coordinator
ILO/IPEC Programme for Central America,
Panama, Dominican Republic, Haiti and Mexico

EXECUTIVE SUMMARY	XVI
CHAPTER 1 - INTRODUCTION	1
1.1 Background and justification	1
1.2 Objectives of the survey	2
1.3 Arrangement of the report	2
CHAPTER 2 - METHODOLOGY	3
2.1 Scope and coverage	3
2.2 Questionnaire and target respondents	3
2.3 Sampling design and implementation	5
2.4 Training and fieldwork organization	6
2.5 Data processing	7
2.6 Response rate and weighting	7
2.7 Reliability estimates	8
2.8 Lessons learnt	9
CHAPTER 3. SOCIO-ECONOMIC BACKGROUND OF THE COUNTRY	10
3.1 Socio-demographic indicators	10
3.2 Economic indicators	13
3.3 International and national laws concerning child labour	14
3.4 Education policies	16
CHAPTER 4. CHARACTERISTICS OF THE SURVEY POPULATION	19
4.1 Population composition	19
4.2 Household characteristics	21
4.3 Housing characteristics	22
CHAPTER 5. THE WORKING CHILDREN	24
5.1 Children who have worked in the past	25
5.2 The currently working children	25
5.3 Children in non-economic activities	27
5.4 Children in economic activities	28
5.4.1 Category of worker	29
5.4.2 Job satisfaction	29
5.4.3 Income	30
5.4.4 Industry	31
5.4.5 Occupation	35
5.4.6 Working hours of the currently economically active children	37
5.5 Child labour	38
CHAPTER 6. EFFECTS OF CHILDREN'S WORK	41
6.1 Effects of economic activity on children's education	41
6.2 Effects of work on children's health	46
6.3 Income, savings and contribution to household	49
CHAPTER 7. SOME IDENTIFIED WORST FORMS OF CHILD LABOUR	53

7.1 Slavery, sale of children and forced labour	53
7.2 The use of children engaged in prostitution or use of children for pornography	55
7.3 Children used for production and trafficking of drugs	58
7.4 Work that can hurt a child's health, safety or morals	59
CHAPTER 8. CONCLUSIONS AND RECOMMENDATIONS.....	61
8.1 Main Conclusions	61
8.1.1 International Conventions and National Laws and Policies	61
8.1.2 Non-economically Active Children	61
8.1.3 Economically Active (Working) Children	61
8.1.4 Working Children and Household Chores	62
8.1.5 Working Children and School	62
8.1.6 Working Children and Health	62
8.1.7 Children's Savings and Contribution to Household	62
8.1.8 Child Labour	63
8.1.9 Worst Forms of Child Labour	63
8.2 Recommendations	63
8.2.1 International Conventions, and national Laws and Policies	63
8.2.2 New Intervention Programmes	64
8.2.3 Future Research Area	64
REFERENCES.....	66
ANNEX I. TABLES	69
ANNEX II. GLOSSARY OF CONCEPTS AND DEFINITION.....	70
ANNEX III. QUESTIONNAIRE	72
ANNEX IV. VARIANCE CALCULATIONS OF SELECTED VARIABLES	110

LIST OF TABLES

CHAPTER 2

Table 2-1	Respondent for Section I to Section X by Sex and Relationship to Child, 2001.
Table 2-2	Children 5-17 Years Who Were Accompanied or Alone When They Answered Section XI, 2001.
Table 2-3	Estimate of 5-17 Year Olds by District, 1991.
Table 2-4	Distribution of Households and Clusters by District, 2000.
Table 2-5	Result Code of Visits by Urban and Rural Areas, 2001.
Table 2-6	Percentage Distribution of Result Code of Visits by District, 2001.
Table 2-7	Raising Factor by District and Urban/Rural Areas, 2001.

CHAPTER 3

Table 3-1	2001 Labour Force Indicator.
Table 3-2	International Conventions on Minimum Age of Employment.

CHAPTER 4

Table 4-1	Demographic Profile of Districts, 2000.
Table 4-2	Children 5-17 Years by Sex and Selected Characteristics, 2000.
Table 4-3	Children 5-17 Years by Sex and Selected Characteristics, 2001.
Table 4-4	Children 5-17 Years by District and Selected Characteristics, 2001.
Table 4-5	Percentage Distribution of Children 5-17 Years by District and Selected Characteristics, 2001.
Table 4-6	Average Household Size by Selected Characteristics, 2001.
Table 4-7	Households by District and Sex of Head, 2001.
Table 4-8	Main Activity from Which Household Receives Income and Average Monthly Expenditure and Income of Household, 2001.

Table 4-9	Households That Have Ever Changed Place of Residence by Selected Characteristics, 2001.
Table 4-10	Housing Characteristics by Urban and Rural Areas, 2001.
Table 4-11	Housing Characteristics of Households with Children 5-17 Years by Urban and Rural Areas, 2000.

CHAPTER 5

Table 5-1	Children 5-17 Years Who Have Worked in the Past in Either Economic or Non-Economic Activities by Selected Characteristics, 2001.
Table 5-2	Average Age Children 5-17 Years, who have worked in the Past, Started to Work in Either Economic or Non Economic Activities by Selected Characteristics, 2001.
Table 5-3	Children 5-17 Years by Current Working Status and Selected Characteristics, 2001.
Table 5-4	Boys 5-17 Years by Current Working Status and Selected Characteristics, 2001.
Table 5-5	Girls 5-17 Years by Current Working Status and Selected Characteristics, 2001.
Table 5-6	Sex Distribution of Children 5-17 Years Currently Engaged in Housekeeping Activities by Selected Characteristics, 2001.
Table 5-7	Average Hours Spent on Housekeeping Activities by Selected Characteristics of Children in Housekeeping Activities, 2001.
Table 5-8	Usually Economically Active Children 5-17 Years by Selected Characteristics, 2001.
Table 5-9	Estimates of Economically Active Children 5-17 Years in 2001
Table 5-10	Sex Distribution of Children 5-17 Years Currently Economically Active by Selected Characteristics, 2001.
Table 5-11	Currently Economically Active Children 5-17 Years by Sex and Economic Characteristics, 2001.
Table 5-12	Parents/Guardians of Children by Selected Characteristics, 2001.

Table 5-13	Currently Economically Active Children 5-17 Years by Reasons Why Parents are Letting Them Work, Sex and Age Group of Child, 2001.
Table 5-13a	Percentage Distribution of Currently Economically Active Children 5-17 Years by Reasons Why Parents are Letting Them Work, Sex and Age Group of Child, 2001.
Table 5-14	Currently Economically Active Children 5-17 Years by Relationship With Employers According To Respondent, 2001.
Table 5-15	Currently Economically Active Children 5-17 Years by Main Reason(s) for Good Relationship With Employer, Sex and Residence of Child, 2001.
Table 5-16	Currently Economically Active Children 5-17 Years by Benefits Provided by Employers and Selected Characteristics, 2001.
Table 5-16a	Percentage Distribution of Currently Economically Active Children 5-17 Years by Benefits Provided by Employers and Selected Characteristics, 2001.
Table 5-17	Currently Economically Active Children 5-17 Years by Preferred Present Activity (Child's Choice), Sex and Age Group, 2001.
Table 5-17a	Percentage Distribution of Currently Economically Active Children 5-17 Years by Preferred Present Activity (Child's Choice), Sex and Age, 2001.
Table 5-18	Currently Economically Active Children 5-17 Years by Preferred Future Activity (Child's Choice), Sex and Age Group, 2001.
Table 15-18a	Percentage Distribution of Currently Economically Active Children 5-17 Years by Preferred Future Activity (Child's Choice), Sex and Age, 2001.
Table 5-19	Currently Economically Active Children 5-17 Years by Preferred Future Activity for Child (Parent/Guardian's Choice), Sex and Age Group, 2001.
Table 5-19a	Percent Distribution of Currently Economically Active Children 5-17 Years by Preferred Future Activity for Child (Parent/Guardian's Choice), Sex and Age Group, 2001.
Table 5-20	Currently Economically Active Children 5-17 Years by Actual Amount of Pay Per Month, Schooling Status and Average Hours of Work, 2001.
Table 5-21	Currently Economically Active Children 5-17 Years by Actual Amount of Pay Per Month and Age Group, 2001.
Table 5-22	Currently Economically Active Children 5-17 Years by Actual Amount of

Pay Per Month and Residence, 2001.

Table 5-23	Currently Economically Active Children 5-17 Years By Industrial Sector and Sex, 2001.
Table 5-24	Currently Economically Active Children 5-17 Years by Industrial Sector and Schooling Status, 2001.
Table 5-25	Currently Economically Active Children 5-17 Years by Actual Amount of Pay per Month and Industrial Sector, 2001.
Table 5-26	Currently Economically Active Children 5-17 Years by Sex and Major Occupational Group, 2001.
Table 5-27	Currently Economically Active Children 5-17 Years by Major Occupational Groups and Selected Characteristics, 2001.
Table 5-28	Currently Economically Active Children 5-17 Years by Major Occupational Group and Industrial Sector, 2001.
Table 5-29	Currently Economically Active Children 5-17 Years by Occupational Group, Sex and Schooling Status While Working, 2001.
Table 5-30	Currently Economically Active Children 5-17 Years in Elementary and Other Occupations Whose Work Does Not Affect Their School Attendance or Studies, 2001.
Table 5-31	Currently Economically Active Children 5-17 Years by Actual Amount of Pay Per Month and Occupational Group, 2001.
Table 5-32	Currently Economically Active Children 5-17 Years by Average Hours Worked Per Day, Sex and Selected Characteristics, 2001.
Table 5-33	Currently Economically Active Children 5-17 Years by Sex, Age Group and Hours of Work, 2001.
Table 5-34	Currently Economically Active Children 5-17 Years by Sex, Age Group and Hours of Work, 2001.
Table 5-35	Children 5-17 Years Currently in Child Labour by Sex and Selected Characteristics, 2001.
Table 5-36	Children in Child Labour by Age Group and Sex, 2001.
Table 5-37	Children in Economic Activity, Child Labour and Hazardous Work by Age Group, 2001.

Table 5-38	Children in Economic Activity, Child Labour and Hazardous Wok by Age Group and Sex, 2001
Table 5-39	Children in Economic activity, Child Labour, and Hazardous Work by District, 2001.
Table 5-40	Toledo: Children 5-17 Years of Age in Economic Activity, Child Labour, and Hazardous Work by Ethnicity, 2001.

CHAPTER 6

Table 6-1	Working Children by School Attendance and Selected Characteristics.
Table 6-1a	Boys 5-17 Working by School Attendance and Selected Characteristics.
Table 6-1b	Girls 5-17 Working by School Attendance and Selected Characteristics.
Table 6-2	Working Children 5-17 by Housekeeping Activities and Selected Characteristics.
Table 6-3	Working Children 5-17 by Household Activities and Sex.
Table 6-4	Working Children 5-17 caring for children by Selected Characteristics.
Table 6-5	Working Children 5-17 by Average Hours Worked Per Week in Household Activities and Selected Characteristics.
Table 6-6	Working Children 5-17 by Requirements to Operate Tools on the Job and Selected Characteristics.
Table 6-7	Working Children 5-17 by Awareness of Problems in Connection to Work and Selected Characteristics.
Table 6-7a	Working Boys 5-17 by Awareness of Problems in Connection to Work and Selected Characteristics.
Table 6-7b	Working Girls 5-17 by Awareness of Problems in Connection to Work and Selected Characteristics.
Table 6-8	Working Children by Use of Tools on the Job and Awareness of Likely Problems in Connection with Work.
Table 6-9	Working Children 5-17 by Illness or Injury Due to Work by Selected Characteristics.
Table 6-9a	Illness or Injury due to Work for Children 5-17 Who Have Ever Worked

by Selected Characteristics.

Table 6-10	Working Children 5-17 Who Have Been Hurt at Work by Type of Injury and Selected Characteristics.
Table 6-10a	Children 5-17 Who Have Been Hurt at Work by Type of Injury and Selected Characteristics.
Table 6-11	Working Children 5-11 Injured at Work by Type of Medical Treatment Received and Age.
Table 6-11a	Children 5-17 Who Have Ever Been Injured at Work by Type of Medical Treatment Received and Age.
Table 6-12	Employed Children 5-17 Years of Age by Actual Amount of Pay per Week.
Table 6-13	Working Children 5-17 by Contribution of Earnings to Parents or Guardian and Selected Characteristics.
Table 6-14	Percentage of Working Children 5-17 who Contribute to Household by Level of Income.
Table 6-15	Working Children 5-17 by Savings and Selected Characteristics.
Table 6-16	Percentage of Working Children 5-17 Who Save by Level of Income.
Table 6-17	Working Children 5-17 Who Save their Earnings by Reason for Saving and Selected Characteristics.
Table 6-18	Working Children 5-17 who Contributes to Parents or Guardian by Savings.

LIST OF FIGURES

CHAPTER 2

Figure 2-1 Structure of the questionnaire.

CHAPTER 3

Figure 3-1 Urban/Rural Population Distribution by District. 2001 Mid-year Population Estimates.

Figure 3-2 2001 Mid-year Population Estimates by Age Group.

CHAPTER 4

Figure 4-1 Children 5-17 by Age Group and Sex, 2001.

Figure 4-2 Children 5-17 by District, 2001.

Figure 4-3 Head of Households by Residence and Sex, 2001.

CHAPTER 5

Figure 5-1 There were 61,123 Children Either Economically or Non Economically Active in Belize, 2001.

Figure 5-2 Sex Distribution of Working Children by Working Status, 2001.

Figure 5-3 Age Distribution of Working Children by Working Status, 2001.

Figure 5-4 Economically Active Children 5-17 Years by Industry, 2001.

Figure 5-5 Economically Active Children 5-17 Years by Industrial Sector, 2001.

Figure 5-6 Economically Active Children 5-17 Years in the Primary Sector, 2001.

Figure 5-7 Economically Active Children 5-17 Years in the Tertiary Sector, 2001.

Figure 5-8 Sex Distribution by Industrial Sector, 2001.

Figure 5-9 Percent Distribution by Primary, Secondary and Tertiary Sectors, 2001.

Figure 5-10 Economically Active Children 5-17 Years by Occupation, 2001.

Figure 5-11 Economically Active Children 5-17 Years by Occupation and Sex, 2001.

Figure 5-12 Sex Distribution of Child Labour by Age Group, 2001.

Figure 5-13 Children in Child Labour by District, 2001.

CHAPTER 6

Figure 6-1 Working Children Attending School by Sex and Age Group.

Figure 6-2 Working Children 5-17 Years Household Chores by Sex.

Figure 6-3 Working Children 5-17 Years Average hours Worked per Week in Household Chores.

Figure 6-4 Working Children 5-17 Years who Used Tools on the Job by Industry.

Figure 6-5 Working Children 5-17 Years who Were Injured on the Job by Sex and Age Group.

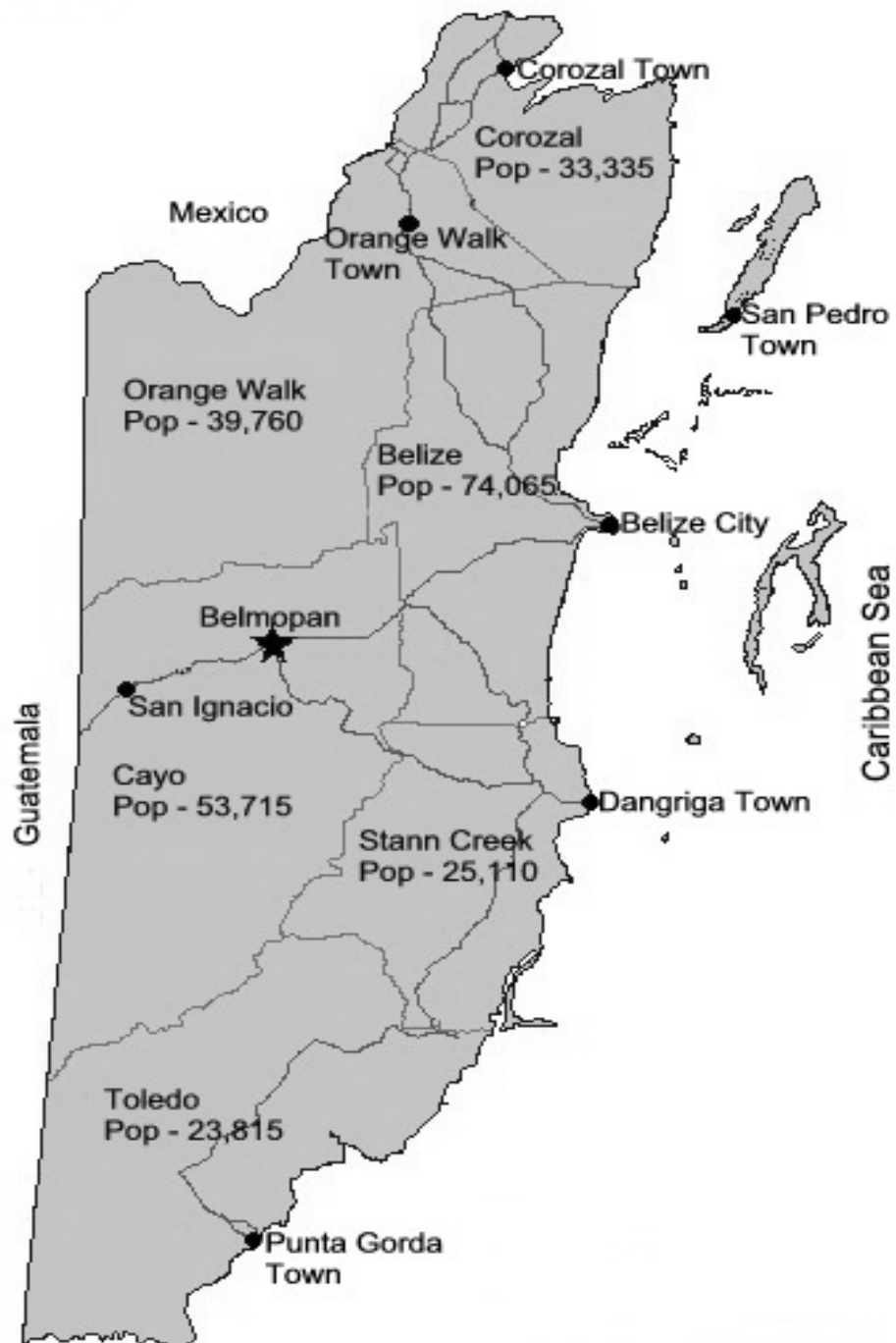
Figure 6-6 Working Children 5-17 Years Average Weekly Income by Sex.

Figure 6-7 Working Children 5-17 Years Savings and Contribution to Household.

LIST OF ACRONYMS

AAA	Alliance Against AIDS
ASFR	age specific fertility rate
BEL	Belize Electricity Limited
BFLA	Belize Family Life Association
CARICOM	Caribbean Community
CAS	Child Activity Survey
CET	Center for Employment Training
CRC	Convention on the Rights of the Child
CSO	Central Statistical Office
ED	enumeration district
EFA	Education for All
FHS	Family Health Survey
FSD	Family Services Division
GDP	Gross Domestic Product
GOB	Government of Belize
HDI	Human Development Index
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
LFPR	labour force participation rate
MHD	Ministry of Human Development, Women and Children and Civil Society
NAC	National AIDS Commission
NCFC	National Committee for Families and Children
NDACC	National Drug Abuse and Control Council
NHDAC	National Human Development Advisory Council
PSE	Primary School Examination
SIC	Social Indicators Committee
SICA	Central American Integration System
SIMPOC	Statistical Information and Monitoring Programme
STI	sexually transmitted infection
TFR	total fertility rate
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

MAP OF BELIZE



CHILD ACTIVITY SURVEY

EXECUTIVE SUMMARY

Introduction

This first Child Activity Survey (CAS) rectifies the absence of statistical information on working children and their activities in Belize. It follows Belize's commitment to international instruments concerning child labour, such as the UN Convention on the Rights of the Child (CRC) and International Labour Organization (ILO) Conventions, and concern by the Government of Belize at educational indicators of inadequate rates of school enrolment, participation and completion.

The CAS was conducted by the Central Statistical Office in April-May 2001 (postponed from October 2000 due to Hurricane Keith) and aims to provide national information to assist the Government in identifying appropriate responses. Such responses may include policies and programmes to ensure protective measures to minimize the negative consequences of child labour as well as supportive measures to encourage and enable improved education participation by Belizean young people.

Methodology

The CAS methodology sampled 6058 households (11.3% of Belizean households) from the National Census conducted in 2000. Of the selected households, 5247 (87%) were administered a questionnaire designed to elicit information on child activity for all children in the household aged between 5-17 years inclusive. Of those households, 3145 (52%) had children within that survey age range.

The age range was defined by the compulsory school attendance age of 5-14 years, and the CRC definition of a child as being of less than 18 years of age. A total of 7870 children were covered by the surveyed households.

Socio-economic background

The 5-17 year population comprises 33% of the national population, which illustrates Belize's youthful profile. It also highlights the challenge in providing basic health and education services, as well as the impact of relatively high fertility rates which, although declining from 4.5 (1991) to 3.7 (1999), still possess variations by district and ethnicity. Teenage fertility rates remain high, but are also declining (being 95 per 1000 14-19 year old females (1999), representing 18.3% of all births (2001)). This further impacts the school retention of young females (given the common school practice of expelling pregnant students and teenage mothers), and their engagement in labour activities.

Another noteworthy feature of Belize's demographic situation has been the pattern of international migration, especially of Central American and East Asian immigrants, and urban (predominantly Creole) emigration. These movements have also impacted the urban/rural composition, with around 60% of immigrants settling in rural areas, and more than 70% of emigration being from urban areas. This has also changed the ethnic balance

so that, by 2000, almost one half of the population was Mestizo, and one quarter was Creole.

Belizean laws and international Conventions to which Belize is a party collectively define the minimum ages of entering different forms of work (general employment age, and the applicable ages for light work and dangerous work), as well as defining the Ministry of Labour's responsibilities in enforcing such provisions. Current monitoring and enforcement is viewed as poor and under-resourced, including during school attendance hours. There are also problems with the affordability of education levies and fees, and of student performance.

Characteristics of the survey population

The 5-17 year population represent between 30%-38% of each district's population. Although the CAS sample population and the total survey population were similar in structure by age, sex, residence, district, ethnic group and education level, the sample was only large enough to disaggregate by the three biggest ethnic groups (Mestizo, Creole and Maya) with some differences in ethnic group composition between districts. Bearing in mind the 5-17 year age range, 14% of children in the CAS had not even attended primary school, 66% had an incomplete primary level, and 19% had only completed primary level, with similar percentages for boys and girls.

The households included in the CAS sample had an average size of 4.4 persons (4.0 urban, 4.8 rural), and 76.8% were male-headed (66.3% urban, 85.7% rural). Primary sources of household income were from private sector employment (39.0%), self-employment in non-agricultural activities (14.5%) and government employment (12.9%).

Between the 2000 Census and 2001 CAS there appears to have been an easing of household overcrowding, both in terms of a reduction in the average number of people per household and an increase in the average number of bedrooms (with households having less than three bedrooms declining from 53.5% to 45.2%). Whilst three out of ten households had ever changed place of residence, 93.0% had occurred within Belize, and the primary reason for moving was to move into their own house. Between the 2000 Census and 2001 CAS, the percentage of owned or hire-purchased houses with children 5-17 years increased from 68.6% to 75.4%, with most home ownership occurring in rural areas, but most of the increase since 2000 being in urban areas.

The working children

The survey distinguishes between 'economically active' and 'non-economically active' children (according to ILO definitions), with the former being children engaged in any form of economic activity for at least one hour per week, and the latter being children engaged in essentially unpaid domestic labour. A further distinction is made (according to, in particular ILO Convention No. 138, concerning the minimum age for admission to employment) to define 'child labour' as applying to all children aged 5-17 years who are economically active, except for:

- children aged 12-14 years engaged in light work; and

- children aged 15-17 years engaged in work of a non-hazardous nature (viz. including light work).

'Working children' are those who are either economically or non-economically active. Whilst almost equal numbers of boys and girls reported having worked in the past, more boys than girls reported having started to work below 5 years of age and from age 15 years (with an average starting age of 10 years).

The CAS shows that 77.3% of 5-17 year old children are working, of whom 14.0% are economically active and 97.4% are non-economically active (11.4% are engaged in both forms of activity, which represents 81.4% of all economically active children). As working children get older, they are more likely to shift from non-economic to economic activities.

For children in non-economic activities:

- a slightly higher number of girls than boys are engaged; and
- there is a significantly higher number of girls engaged in urban areas, in the Belize district, amongst the Creoles, for children who have completed secondary school, and for children not attending school.

For children in economic activities:

- there are 2.1 boys engaged for each girl (the sex composition reflects the employed labour force);
- as the age of the child increases, the boy:girl ratio increases;
- 75% are in rural areas, with 30% in Toledo district (which contains just 13% of all working children);
- 53% are attending school (so that 47% are not, of which boys comprise 70%);
- fully 95% stated that their work does not affect their school attendance or studies;
- one-third are unpaid family workers;
- of those who receive payment, 23% earn less than BZ\$120 per month, and 44% earn BZ\$360 or more per month;
- a half (primarily boys) are engaged in the primary sector, mainly agriculture, with another 40% in the tertiary sector (where almost 59% of girls are engaged);
- an average 4.0 hours per day are worked (2.7 hours: 5-14 years; 5.2 hours: 15-17 years), with a negligible number of boys and girls reporting working during the night; and
- an estimated 526 children aged 15-17 years work at least 10 hours per day.

For children engaged in child labour:

- 59% of economically active children are in child labour, declining from 100% (5-11 years), to 63.5% (12-14 years), and 41.4% (15-17 years);

- 79% are in rural areas, 64% have incomplete primary education, and 63% are attending school full-time;
- 75% are boys, rising from a ratio of 1.5 boys to each girl (5-11 years) to 5.0 boys to each girl (15-17 years);
- 69% are engaged in hazardous work (primarily, for CAS, the operation of machinery and equipment); and
- in Toledo district, 54% of economically active children are in hazardous work.

Effects of children's work

Having presented data from the CAS, together with supporting data and information from other sources, such as the national Census and ILO Conventions, the effects of work on children are considered. A distinction is made between 'younger' children (5-13 years) and 'older' children (14-17 years). Consideration of the effects of work commences with attention to the impact of work upon the child's education, and vice versa:

- access to a quality education reduces the likelihood of a child's exposure to exploitation and dangerous working conditions;
- children who combine work and school have a tendency to leave school prematurely;
- Mestizo working children are less likely to also attend school (39%, compared to 61% Creole and 70% Maya), which may be due to their greater involvement in agricultural activities, with peak seasons during the school year and work demands during school hours (Maya activities are more likely to be subsistence farming in the early morning and evening);
- children in the northern districts are less likely to also attend school, likely due to their involvement in sugar cane planting and fertilising, a season which commences prior to the end of school year and extends into the new school year;
- a child is less likely to attend school if working in paid private labour rather than unpaid family labour (42% and 74% respectively); and
- whilst work during school hours deprives the child of school attendance, work outside of school hours deprives the child of rest and homework time, thus inhibiting learning capacity.

The majority of non-economic activity comprises house-cleaning, running errands, fetching water and caring for pets. A similar proportion of boys and girls are engaged in each activity, with the main difference being in cleaning (89% girls, 77% boys), which is a more encouraging rate for boys than for other domestic activities (although no distinction was made in the data between cleaning inside and outside the house). Girls significantly exceeded boys in domestic washing, cooking and ironing. Younger children (54%) are more likely than older children (37%) to be involved in the care of younger siblings (which may also be considered a form of play). Almost half (47%) of working children work more than six hours per week on household chores (59% of girls, 40% of boys; 39% of urban children, 50% of rural children).

With respect to the effects of work on children's health, the risks of working with tools (which 41% of working children report using, being primarily those engaged as unpaid family workers) and harmful substances are noted. The majority of working children is unaware of such potential hazards, although such awareness increases with age and with the use of such tools. Almost one in five (19%) of younger children report having suffered illness or injury due to their work: this is an age group that ought not to be engaged in economic activity, especially in the use of tools and machinery. The illness and injury rate due to work for older children was reported as being 14%, which still challenges the appropriateness of the work in which they are engaged. Of all children injured in connection with their job, 42% required medical treatment or were hospitalised.

The majority (85%) of parents report permitting their child to work in order that they may learn 'work ethics and training'; very few (4%) report that it was in order to 'supplement the family income'. Nevertheless, fully 77% of children report contributing all (25%) or part (52%) of their earnings to the parent.

Even so, 60% of children report saving some of their earnings regularly or occasionally, especially for higher earnings (70% of those earning BZ\$120 or more per week – compared to 57% of those earning less than BZ\$120 per week – save). The main purpose for saving (79%) is to buy personal items, and only a small number saved for their schooling. There is no indication of a working child saving in order to return to school. Only 10% of children neither save nor contribute to the household. The CAS did not capture data on the amount of money contributed or saved.

Some identified worst forms of child labour

Data were unable to be derived from the CAS on the worst forms of child labour. However, reference is made to the forms identified in ILO Convention No. 182 concerning the worst forms of child labour as well as the CRC Optional Protocol on the sale of children, child prostitution and child pornography, to both of which Belize is a signatory.

Much of the information on the worst forms of child labour are based on reports and anecdotes, such as the giving of children to other relatives or friends for performing household chores, even to the exclusion of school attendance. This could contravene ILO provisions concerning slavery and forced labour. Similarly, some reports of informal and private adoptions (complete with payment) may constitute the sale of or trafficking in children, including via private attorneys and with respect to out-of-country adoptions.

There is limited information on children engaged in prostitution or used in pornography in Belize. Again, there are various reports of parents permitting the sexual abuse of their children in lieu of, for example, payment for rent. A UNICEF study indicates that there are many children aged 18 years or under engaged in prostitution (estimated at 30%) and 48% of those engaged in prostitution who were surveyed knew of minors engaged in the industry. Many are from other countries in the region, and some came to Belize believing they were taking up jobs as domestic workers or waitresses. The majority (74%) of those involved in prostitution reported taking regular health checks, although the rate is likely to

be lower for children and they are also more likely to be at greater risk of unsafe practices and of contracting a sexually transmitted infection or of becoming pregnant.

There are suspicions that some sections of the tourist industry entice Belizean children to be photographed for pornographic purposes. For those engaged in prostitution, 11% reported that their clients want to take photographs.

With respect to drug trafficking, a 1994 report stated that some children were earning more than BZ\$80 per drug sale, which would make it a more lucrative source of income than other areas of economic activity, and Police reports of children charged with drug trafficking bear out these observations.

Finally, the protection afforded by the Laws of Belize against harmful work is considered. Current laws do not specify harmful work, and the adoption of the ILO definition is proposed. The exposure of too many children to harm from tools, back strain from lifting heavy weights, long exposure in fields to heat and dehydration, and the toxic effects of handling agricultural pesticides and fertilisers, are also noted. Similarly, many children who sell in the streets are at risk of verbal, physical or sexual abuse, as well as there being reports of children being beaten and robbed. The risks to children are diverse and this needs attention, including in provisions and enforcement of national laws.

Conclusions and recommendations

Accordingly, a number of conclusions are drawn from the CAS and associated data and information, and a number of recommendations are presented. A revision of national laws is advocated in the context of ILO Convention No. 182 and measures to improve the monitoring and reporting of child labour whilst strengthening the capacity of children to undertake improved educational participation. More generally, conclusions and recommendations are presented according to the following areas of the study:

- International Conventions and national laws and policies;
- non-economically active children;
- economically active (working) children;
- working children and household chores, school and health;
- children's savings and contribution to household;
- child labour; and
- worst forms of child labour.

CHAPTER 1 - INTRODUCTION

1.1 Background and justification

This is the first survey on child labour in Belize. In the past, there was no statistical information on working children and their activities at the national level. Whatever impression existed of child labour was merely anecdotal. As a result, there was no picture of the magnitude, nature, distribution, causes and consequences of child labour, nor was there an appreciation of the different categories of working children who were at greatest risk.

Some useful inferences on child labour could only be drawn from the available statistics on education. For instance, statistics on school attendance for 1996 to 1997 showed a low primary school net enrolment of 88%, and a low primary school completion rate of 51% (Social Indicators Committee (SIC), 1998). In that same year, secondary school net enrolment was only 34% (ibid). Education is a key tool for the prevention of child labour. Children who do not have access to quality education often find themselves engaged in the labour market where they are sometimes forced to work in dangerous and exploitative conditions. Some children are engaged in both school and work activities. Clearly the education statistics suggested that child labour may be a problem in the country and that a thorough investigation was warranted.

The Government of Belize (GOB) views this situation with grave concern, especially given its commitment to the notion that the future for Belize is crucially dependent upon the education of its people, particularly children and young people. Moreover, Belize's population is very young, with 48% below 18 years (Central Statistical Office (CSO), 2001a). If our children are not adequately prepared through education, they are increasingly and unduly vulnerable to exploitation and poverty. Since school attendance is only mandatory up to age 14, children between the ages of 14 to 17 years may already be employed and not attending school. For instance, in 1996/1997, the percentage of 12-year-old children in the educational system was 95% compared to only 69% of 14-year-old children (SIC, 1998). The First Children's Election in Belize (UNICEF, 1998), designed to have children voice their most important right, showed that the most important right for them was the right to go to school regardless of their situation (24%), whilst 7% stated the right not to do any hard labour and not to work when they should be in school.

Against this background, in April 2000 an agreement was signed between the International Labour Organization (ILO)¹ and GOB, represented by the CSO. The agreement was regarding the implementation of a National Child Labour Survey, subsequently known as the Child Activity Survey (CAS). The CAS was envisaged to provide the statistical count of the number of economically active children along with more disaggregated data. It was also intended that it provide needed information on children engaged in economic and non-economic activities and comprehensive demographic and socio-economic characteristics of all school-age children and of working children: working conditions, safety and health

¹ Represented in the framework of the International Programme on the Elimination of Child Labour (IPEC)

aspects (focusing on the type, frequency, and gravity of injuries/illnesses) and reasons for working. The survey also aimed to identify the demographic and socio-economic characteristics of the parents of any child aged 5 to 17 years.

1.2 Objectives of the survey

The CAS was implemented during April and May 2001 as a stand-alone household survey. This survey forms part of the Statistical Information and Monitoring Programme on Child Labour (SIMPOC) and is aimed to provide urgently needed data on the character, dimensions, magnitude, patterns, determinants, and consequences of child labour in Belize. Being the first report of its kind, this survey generates comprehensive information on working children at the national level. This information will enable the government to identify the children who are in need of child labour intervention programmes. The data collected will be stored in a special database that will be updated whenever new data become available.

The data from the CAS will also be used for:

- In-depth analysis and research, for example, in-depth analysis of child labour and education in Belize;
- Decision-making and planning, for example, designing protective measures;
- Formulation and implementation of policies, programmes and projects, for example, implementing protective measures to minimise 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; and
- Monitoring and refining these policies and programmes.

1.3 Arrangement of the report

This report adheres to SIMPOC's format for report writing. Along with the preface and executive summary are included eight chapters: the Introduction (chapter 1), the Methodology (chapter 2), the Socio-Economic Background of the Country (chapter 3), the Characteristics of the Survey Population (chapter 4), the Working Children (chapter 5), the Effects of Work on Children (chapter 6), Some Identified Worst Forms of Child Labour (chapter 7) and Main Conclusions and Policy Implications (Chapter 8). Tables (Annex I) and graphs are also included to further explain the findings, and a Glossary of Concepts and Definitions is appended to assist in clarifying technical terms used throughout the report (Annex II).

CHAPTER 2 - METHODOLOGY

This chapter presents the survey design and the procedures comprising the methodology implemented to obtain the statistics presented in the report. It therefore provides information on the scope and coverage of the survey, the questionnaire design and target respondents, the sampling design and implementation, training and fieldwork organization, data processing, response rate and weighting, reliability estimates, and the lessons learnt.

2.1 Scope and coverage

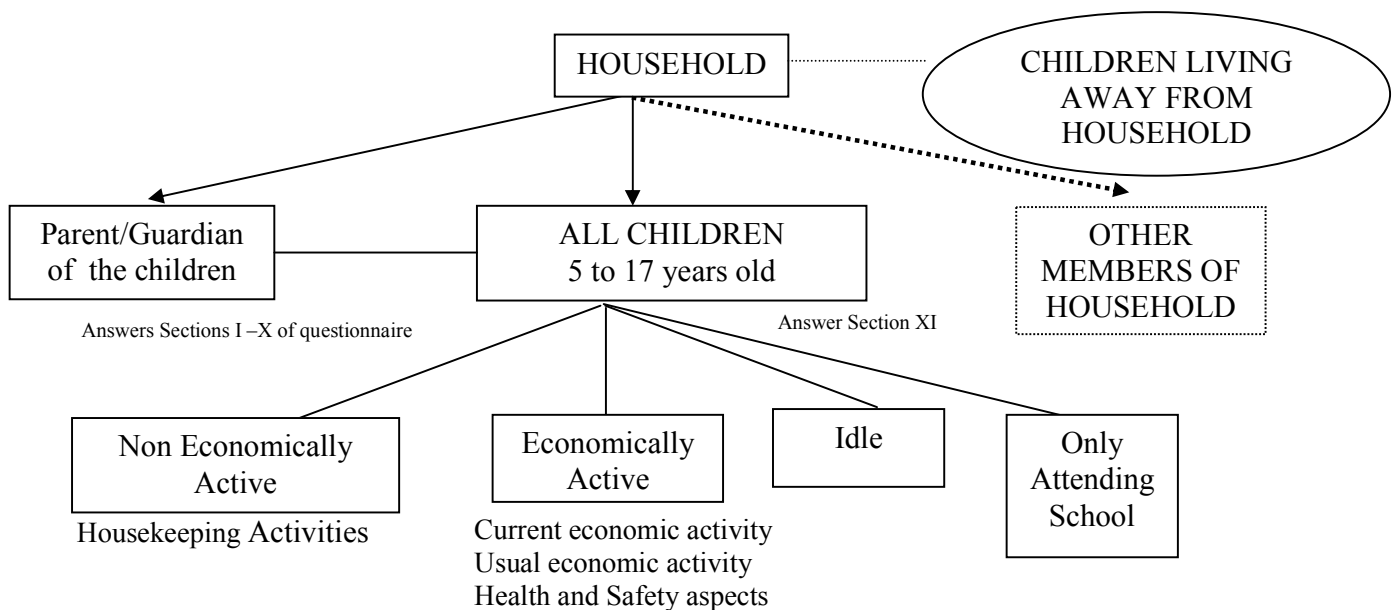
The stand-alone household survey was of children aged 5 to 17 years. A sample of 6,058 households, 11.3% of households in Belize, was selected from the 53,740 households enumerated in the Census 2000. A household consists of one or more persons living together, that is, sleeping under the same roof most nights per week and sharing at least one daily meal. Given that children were interviewed based on where they usually reside, as defined by a household, the CAS was a *de jure* survey. This means that if the interviewer found a child in the dwelling unit but the child did not usually reside there, that child was not interviewed even if he or she slept there during the night before. As long as the child did not form part of the household selected or the child was less than five years of age, he or she was not interviewed.

The CAS covered a wide-cross section of topics, including housing characteristics, migration status of households, characteristics of children living away from the household, respondent characteristics, demographic characteristics of the children, migration status of the children, economic activity of the children (current economic activity, place of work, employers of the children, earnings and hours of work during the past week and usual economic activity), children in non-economic activity, idle children, health and safety aspects of children who have worked at any time in the past, perception of parents or guardians of the children, and related questions directed to the children. Background characteristics relating to the demographic and socio-economic status of the population surveyed were also included. Results are presented by sex, age group, urban and rural areas of residence, district, ethnic group, and education level, as well as by other demographic and socio-economic characteristics.

2.2 Questionnaire and target respondents

The questionnaire used for the CAS was designed to gather detailed information specifically on children aged between 5 and 17 years inclusive, and basic demographic information for the parent or guardian of the child and, in the absence of the parent or guardian, a responsible adult over 17 years (Figure 2-1). According to the Convention on the Rights of the Child (CRC), a child is any person under the age of 18 years; hence the upper age limit for the target population is 17 years. Given that the compulsory school age in Belize is 5 to 14 years, five years was used as the lower age limit. All children 5 to 17 years in the households selected were interviewed.

Figure 2-1: Structure of the questionnaire



The questionnaire (refer to Figure 2-1 and Annex III) was divided into 11 sections:

- Section I: Housing
- Section II: Migration status of households
- Section III: All children 5-17 years old living away from this household
- Section IV: Respondent characteristics
- Section V: Characteristics of the child 5-17 years old
- Section VI: Migration status of the child
- Section VII: Usual economic activity of the child
- Section VIII: Non economic activity and complete idleness
- Section IX: Health and safety aspects of child who has worked at any time in the past
- Section X: Perception of parent or guardian of the child
- Section XI: For the child 5 to 17 years old.

Unlike Section XI, the respondent for Sections I to X was the parent or guardian (or responsible adult, in the absence of the parent or guardian) of any of the children 5 to 17 years old in the household. The person who answered Sections I to X expressed his or her views and knowledge about the housing and household characteristics and provided information on each child 5 to 17 years old who was a member of the household. For every additional child, interviews were repeated for Sections V to XI.

Most respondents (84.3%) for Sections I to X were the parent or guardian of the child (Table 2-1). The grandparent (6.5%), the brother or sister (3.9%) and other relative (3.7%) were the other most likely respondents. Interestingly, 0.5% of children had their spouse or partner answering as the responsible adult in their household. Note that if the child's spouse or partner was under 18 years, the spouse or partner was still considered a child.

Each child 5 to 17 years old responded to Section XI. Screening questions were included in this section of the questionnaire to help determine if the child interviewed was economically active, not economically active or idle, and then specific questions were asked depending upon the working status of the child.

More than 70% of the children interviewed were accompanied either by the parent or guardian or another member of the household (Table 2-2). The rest of the children were alone when they were interviewed. A total of 44 children (0.6% of all children in the sample) did not answer Section XI but had information on them in Sections I to X.

2.3 Sampling design and implementation

Administratively, Belize is divided into six districts, namely Corozal and Orange Walk in the north, Belize to the east, Cayo to the west and Stann Creek and Toledo in the south. Each of these districts has distinct urban and rural demarcation. Overall, about 52% of the households in the country are located in the rural areas. Two districts, namely Cayo (which contains the capital Belmopan City), and Belize (which contains the largest urban centre, Belize City), account for almost half the households in the country (CSO, 2001 a).

For the purpose of the Population and Housing Census, each district is sub-divided into smaller Enumeration Districts (EDs). Each ED has an average size of 144 households (Census 2000). For the sampling design of the CAS, available data from both the 1991 and 2000 Censuses were utilised (Tables 2-3 and 2-4). During the time of the preparation of the sample design, the Census 2000 data were not yet computerised and the only available data for 2000 were for household by district and ED and for population by sex, district and ED.

The survey comprised a two-stage design with the selection of EDs being the first stage: the selection of EDs being proportional to the size of EDs, that is, the number of households at the time of the Census 2000. The second stage was the random selection of a cluster of households from within selected EDs. Each district was treated as a stratum in its own right. However, in each case the selected ED and cluster were such that

$$f = f_1 \times f_2 \text{ where}$$

f_1 is the probability of selecting an ED,

f_2 is the probability of selecting a cluster, and

f is the probability of selecting a household.

To randomly select the 6,058 households, it was necessary to first obtain a distribution of the population 5 to 17 years by district, based on the 1991 Census (Table 2-3). From the data it was also possible to obtain the average number of persons 5 to 17 years per household by district. The 1991 Census also provided data on household income, which were used for ordering EDs within districts prior to selection.

Data on the number of households in each ED were available from the 2000 Population and Housing Census (Table 2-4). These data, together with data on the average number of

persons 5 to 17 years per household from the 1991 Census, were used to allocate the number of households to be selected from each district and the urban and rural areas within each district.

Using an average cluster size of 30 households, which gives approximately 200 clusters to yield the 6,058 households and about the same number of EDs, each district was assigned a number of clusters based on the number of households obtained from the Census 2000. After examining the available income data, a monthly household income of BZ\$500² was used as the criterion for ordering the EDs before selection. The EDs were ranked by proportion of households earning less than BZ\$500 per month from the highest to the lowest proportion. This was done within each urban and rural area within each district. Within each district, a number of EDs were systematically selected. The selection interval was determined by the number of households in the district and the number of clusters assigned to the district.

After selecting these EDs, one cluster was then selected from each ED. Dividing the number of households by 30 and rounding off as necessary gave the number of clusters assigned to an ED. However, the sum of clusters from the EDs did not exceed the number of clusters assigned to the district. Because the number of households in an ED was not exactly divisible by 30 and the number of clusters assigned to an ED must be an integer, meant that the cluster sizes varied from 27 to 35 households with an average of about 30 households. For example, an ED with 128 households would have been assigned four clusters, each with an average size of 32 households.

Based on the average number of persons aged 5 to 17 years per household from the 1991 Census data, it was estimated that the number of persons aged 5 to 17 years to be interviewed from the sample would be just over 10,000 (the actual number interviewed for the survey was 7,870 children.). An estimated 20% to 25% employment rate for children 5 to 17 years old should have yielded 2,000 to 2,500 employed persons in the sample (the results from the survey showed 896 employed children). Selection of the sample was made at the CSO using the households from the 2000 Population and Housing Census as the sample frame.

2.4 Training and fieldwork organization

Fieldwork personnel were required to attend the three-day training session held 18-20 April 2001 and conducted by the CSO. Present at the training were the interviewers (75), editor/coders (16), field supervisors (9), CSO district supervisors (6), assistant district supervisor (1), data entry operators (4) and other personnel from the CSO main office (6). The interviewer's manual was thoroughly explained. Mock interviews assisted to clarify concepts and to determine the weaknesses and strengths of the interviewers. One day was dedicated solely to editing and coding procedures.

² Currency references in this report are to Belizean dollars. The fixed exchange rate is \$BZ 2.00 = \$US 1.00.

Fieldwork for the CAS, undertaken by the CSO, took place from 22 April to 19 May 2001. All interviews were completed in that four-week period, the reference week being the preceding week for each of the four weeks. Therefore, there was not a fixed reference period, but instead a moving reference period.

The CSO was responsible for the preparation and implementation of the CAS. Apart from the organization of the fieldwork at the district level, the district supervisors from the CSO were responsible for the direct supervision of interviewers, field supervisors and editor/coders assigned to their district. Field supervisors and district supervisors did re-interviews to ensure that the information gathered by the interviewer was accurate. Personnel from the main office of the CSO were responsible for all the activities undertaken for the survey. They also did weekly field and office checks in the district offices.

2.5 Data processing

The interviewers first checked the questionnaires before submitting them to the field supervisors, who then did a second check of the questionnaires. The field supervisor then submitted the questionnaires to the editor/coders, who then edited and coded the questionnaires. The district supervisors and personnel from the main office did random editing of questionnaires. After the questionnaires were both edited and coded in the district offices, they were sent to the main office to be edited. This was the final edit check before data entry. After data entry, a consistency program was run to flag all inconsistencies. Personnel from the main office were responsible for the computer edits. In general, each questionnaire was edited at least five different times and in some cases they were even checked seven times. After the data were cleaned and the final database completed, the tabulation of data began.

2.6 Response rate and weighting

Out of the 6,058 households selected, 5,247 were visited (Table 2-5). Overall, 7.6% of households were vacant, 1.0% were address not found, 2.7% were no contact, 0.5% were vacant lot, 0.5% were under construction and 1.1% had other results of visit. Less than one percent of the households refused to be interviewed. Fifty two percent of the sample households included at least one child 5 to 17 years old. The bottom panel of Table 2-5 shows that completed interviews were obtained in 98% of the households that had an eligible respondent, for a total of 3,145 completed interviews. Households with completed and partially completed interviews had information entered; therefore information on a total of 3,183 households was contained in the database. Interview completion rates did not vary by urban and rural residence.

The difference in completion rates by district, however, varied between 95.1% in Belize district and 99.4% in Corozal (Table 2-6). Belize district had the highest refusal rate (2.1%) and Stann Creek had the highest percentage of non-eligible respondents (38.1%).

The main concern in the Stann Creek district was the high number of non-eligible respondents. After a close investigation of the situation, it was noted that:

1. Due to the sample design, cluster sampling allowed for too many of the same type of households to be selected, especially in the barracks of the citrus plantations where the households comprised of mostly single men. This was very marked in four EDs selected in that district and gave very little or no allowance for the presence of children between the ages of 5 to 17 years.
2. The time the survey was conducted corresponded to the end of the citrus harvesting period when many of the rural communities in the citrus areas had many households in the barracks that were vacant.
3. In the urban EDs, the prevalence of non-eligible households resulted from households in the new residential areas that comprised of young families or single-person households.

The raising factors (F) for the CAS were based on the results of the CAS (response rate and children 5 to 17 years in the sample) and the estimated population 5 to 17 years. The estimated population 5 to 17 years in the country was based on the Census 2000.

$$F = (\text{Estimated 5 to 17 year old Population}) / (\text{5 to 17 year olds from Sample})$$

There are times when this method is used instead of the sampling fraction method. It is sometimes called the vital statistics method. Because of the time interval between the origin of the frame (1991 Census for age distribution) and the actual survey (2001), there were significant shifts in the population structure.

2.7 Reliability estimates

Two types of errors affect the estimates for a sample survey: sampling error and non-sampling error. Non-sampling error is the result of mistakes made in carrying out data collection and data processing, including the failure to locate and interview the right household, errors in the way questions are asked or understood, and data entry errors. Although quality control efforts were made during the implementation of the CAS to minimise this type of error, non-sampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling error is the difference between the true value for any variable measured in a survey and the value estimated by the survey. It needs to be kept within certain limits if significant conclusions are to be drawn from the survey results. Information on the magnitude of sampling error is essential in deciding the degree of detail into which the survey data may meaningfully be classified. Proper analysis of survey results requires very detailed classification of the results by sex, age, place of residence, district, and other characteristics. Even for a sample of several thousand respondents, the cells of tabulation can rapidly become very small in size. For these reasons, only tabulation cells that had 30 or more unweighted cases were analysed in the CAS. For the entire survey population and for large subgroups, the CAS is large enough that the sampling error for most estimates is

small. However, for small subgroups, sampling errors are larger and may affect the reliability of the estimates.

Sampling error is usually measured in terms of the standard error for a particular statistic (mean, proportion, or ratio), which is the square root of the variance. The standard error can be used to calculate confidence intervals for estimated statistics. For example, the standard error of the total number of households with children 5 to 17 years is 840 households. The 95% confidence interval for the total households with children 5 to 17 years is between 30,346 to 33,639 households (Annex IV).

The standard errors of statistics estimated using a multistage cluster sample design, such as that used for the CAS, are more complex than are the standard errors based on a simple random sample. The increase in standard error due to using a multi-stage cluster design is referred to as the design effect, which is defined as the ratio between the variance for the estimate using the sample design that was used and the variance for the estimate that would result if a simple random sample had been used. The variance calculation of selected variables is presented in Annex IV.

2.8 Lessons learnt

The CAS fieldwork was originally planned for October 2000. Due to Hurricane Keith hitting Belize during that month, there was a delay in the entire work plan. One of the changes incorporated was the inclusion of a 'second round' of the pilot survey. October is not a convenient month to conduct surveys of this nature, especially because of the heavy rains.

The response rates for the CAS depended upon whether the survey was implemented during a high or low season of agriculture. For example, this survey took place during the low season of citrus harvesting, resulting in several vacant households in the barracks of the citrus communities. Therefore, children involved in seasonal work can be underreported depending upon the time of the year the survey is implemented. A survey with fieldwork during the low season can lead to fewer reported cases of working children.

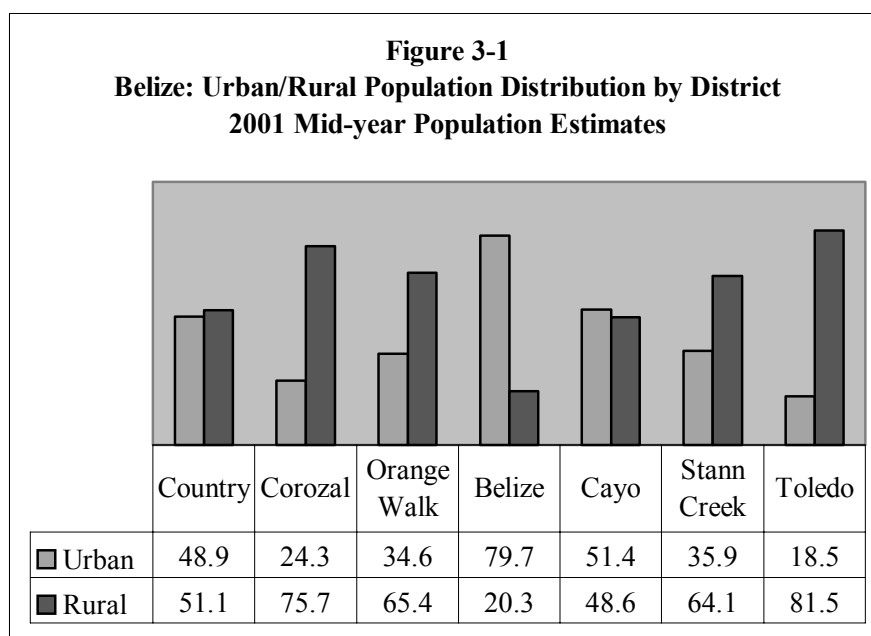
Another consideration is the type of sampling method used and ways to control a high number of non-eligible households. One must be particularly careful with cluster sampling and its effects in barracks such as those in the Stann Creek citrus plantations and Toledo banana farms. A decrease in the number of children 5 to 17 years old can result in fewer cases of working children and therefore fewer levels of data disaggregation.

CHAPTER 3 - SOCIO-ECONOMIC BACKGROUND OF THE COUNTRY

3.1 Socio-demographic indicators

Belize is situated in Central America, on the Caribbean coastline, and shares borders to the north with Mexico and to the west and south with Guatemala. The country is divided into six administrative divisions or districts, Corozal, Orange Walk, Belize, Cayo, Stann Creek and Toledo. The capital, Belmopan, is located in the Cayo district.

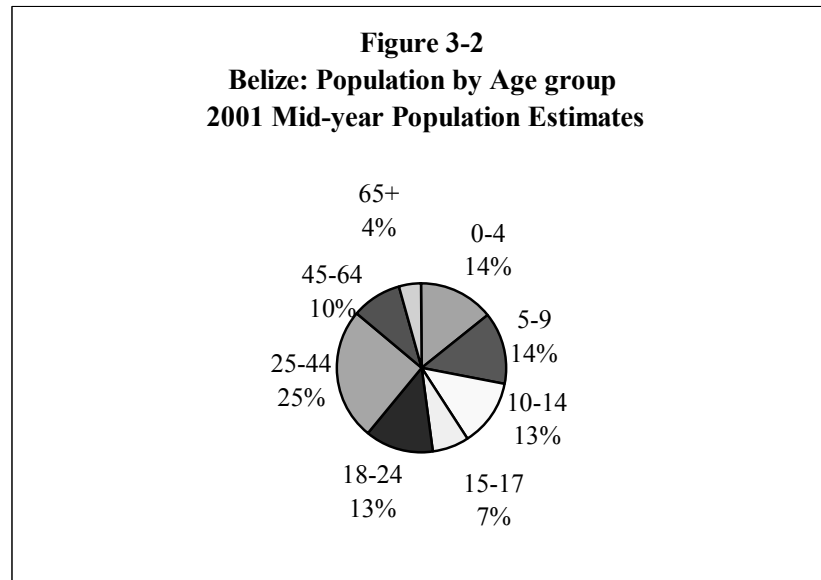
The total area of the country is 8,867 square miles with a population density of 29 persons per square mile. The mid-year population estimate for 2001 was 257,310, with the majority (51.4%) residing in the rural areas of the country. Belize and Cayo districts are the only two districts that have a more urban than rural population (Figure 3.1).



Toledo district has the highest concentration of rural population (81.5%), while in the other three districts that have a higher rural than urban population, the proportion of the rural population ranges from 64.1% to 75.7%. Belize district accounts for the biggest share of the population (29.7%) followed by Cayo district (21.7%), which for the past two decades has experienced the highest growth rate compared to all the other districts.

Life expectancy is 74 years for females and 67 years for males. These 2000 figures represent increased longevity for females compared to 1980 when life expectancy was 69 and no change for males (CSO 2001b). Even though the elderly are living longer, they are still very much outnumbered by the younger generation. The 65 years and older population accounted for 4% of the population compared to 40% of the population that is 14 years or

younger. Figure 3.1 shows that another 20% is aged 15 to 24 years. Children in the 5 to 17 year age group account for 33%. This very youthful population has implications for the provision of basic education and health services.



Belize's youthful population is a result of relatively high fertility rates. The 1999 Family Health Survey (FHS) Report indicates that the total fertility rate (TFR) was 3.7. Even though this figure represents a decline compared to 1991 when TFR was 4.5, it is still high compared to other countries in the region. In 1999, TFR was highest in Toledo (5.2) and Stann Creek (5.6) districts and among women with less than eight years of schooling (5.1). The age specific fertility rate (ASFR) for the 14 to 19 year age group was 95 per 1000 teenage girls, which is a decline compared to the 1991 ASFR of 137 for this age group. This rate also remains one of the highest in the region. Figures from the vital registry indicate that this age group accounted for 18.3% of all births in 2001, while 14-17 year old girls accounted for 7.2%.

In most cases, pregnant teens are not allowed to continue their education. Only a few high schools accept them after they have given birth. Furthermore, some of them who return to school after giving birth lack the necessary support (Cameron, 1997). This issue is addressed in several policy documents including the National Poverty Elimination Strategy and Action Plan 1998 to 2003, which advocates “provision of remedial and compensatory education for children and young people in need e.g. girls not completing their education as a result of pregnancy and young male ‘drop-outs’” (National Human Development Advisory Committee (HNDAC), 1998). However, the situation has not changed as expected. The CRC 2002 Periodic Report, which is one of the most recent reports to address this issue, calls for the enforcement of national policies across all schools, towards pregnant students and teenage mothers. The report also noted “non-governmental agencies catering to early school-leaver girls, 'at risk' girls and pregnant teenagers in their continued

or resumed education need stronger annual resource commitment by government” (Ministry of Human Development (MHD), 2002).

Census data indicate that 14.7% of the population were born abroad. This figure is slightly higher compared to 1991 (13.8%). The majority (75.6%) of immigrants were from Central America (CSO 2001a). Many of them came during the 1980s seeking refuge from civil strife, and they continued to come in the 1990s, but mainly for economic reasons. An increased number of East Asian immigrants also came during the 1990s. The Central American immigrants settled mainly in the rural areas and in Cayo district, while the East Asian immigrants settled in urban areas, particularly Belize City.

International migration has contributed to the ruralisation of Belize’s population. In 1980, Belize had a more urban (52%) than rural population. However, in 1991 only 46.6% of the population lived in urban areas and this share was further decreased to 45.3% in 2000. These changes are the results of the high proportion of immigrants that settled mainly in rural areas, 65.8% in 1991 and 59.7% in 2000, and emigration from mainly urban areas. In 2000, 71.4% of emigrants were from urban areas, a slight decrease compared to 1991 when urban emigrants represented 74.9% of all emigrants.

International migration also affected the ethnic distribution of the population. The Creoles were the dominant ethnic group up until the 1980s when they accounted for 40% of the population. The influx of mainly Mestizo descent Central American immigrants and the emigration of mainly Creoles have contributed to the latinisation of the population. In 2000, almost one half of Belize’s population was Mestizo (48.7%) and one quarter was Creole (24.9%). The Mayas (14.2%) and Garifuna (6.1%), together account for 20.3% of the population (Census 2001e).

These four major ethnic groups are concentrated in various parts of the country. Corozal and Orange Walk, as well as Cayo, have a higher concentration of Mestizo compared to the other districts. Belize district has mainly Creoles, while Toledo has mainly Mayas. Stann Creek’s population has almost equal shares of Garifuna and Mestizo. However, it should be noted that the Garifuna population in this district accounts for the majority (53.9%) of all the Garifuna in the country (CSO, 2001a).

Each of the ethnic groups speaks its own language. However, English is the official language and, according to the 2000 Census, the majority of the population speaks English and Spanish. The existing cultural milieu is a reflection of Belize’s unique position, being geographically Central American and more economically and culturally tied to the English speaking Caribbean countries. Belize is a member of both the Caribbean Community (CARICOM) and Central American Integration System (SICA), regional organizations for Caribbean and Central American countries, respectively. As a member of both organizations, Belize has a crucial role in bridging the two regions.

3.2 Economic indicators

Belize's economy was traditionally based on primary sector activities. Sugar, citrus and bananas have been the main exports. However, the preferential market that Belize has enjoyed is being threatened as a result of free trade and globalisation. Furthermore, lowering world prices and natural disasters have affected Belize's income from this sector. According to the Central Bank 2001 economic review, real Gross Domestic Product (GDP) increased by 4.6% in 2001 compared to 10.8% in 2000. Service sector activities accounted for 52.3% of GDP, while secondary and primary sector activities accounted for 24.3% and 23.4%, respectively. Fishing, forestry, construction and tourism sub-sectors contributed to most of the economic growth in 2001. The per-capita income at current market prices for that year was BZ\$6,269.

The United Nations' Human Development Index (HDI), which ranks countries based on their per capita income, literacy and life expectancy placed Belize at number 58 among 173 countries (UNDP, 2002). At this position, Belize is in the medium group of countries and is among the top five in this group. This relatively high and improved ranking during the 1990s implies that Belize is doing well and does not need the type of aid that countries of much lower ranking would require. Consequently, some of the major donor agencies, such as USAID, have discontinued or reduced the amount of aid to Belize. Even so, it is noted that the HDI uses an adult literacy rate for Belize of 93%, which is significantly higher than the rate derived from national data (78% according to the 2001 Labour Force Survey.)

Although Belize ranked high in the medium group of countries, one third of its population was below the poverty line that was established in the 1995 Poverty Assessment. This assessment followed the World Bank's approach using expenditure data for basic food and non-food items. Other findings from the Poverty Assessment Report indicate that poverty rates were highest in rural areas, among the Mayas and in single female-headed households. A more recent poverty assessment was conducted in 2002, which will allow for updated figures and comparison with 1995.

Unemployment rates have gradually declined from 14.3% in 1998 to 12.2% in 2001. Meanwhile, labour force participation rates (LFPR) have increased, especially among women. Women's labour force participation increased from 40% to 43% during that same period. The corresponding LFPR for the 14 to 17 year age group was 26.1% in 2001, lower than that for the total population. However, the unemployment rate for this age group (23.1%) was higher (Table 3.1).

Table 3-1 Belize: Labour Force Indicators 2001 LFS		
	LFPR	Unemployment Rate
Total Population	62.2	12.2
Male	83.0	9.3
Female	43.0	19.5
Population 14 to 17 years	26.1	23.1
Male	34.4	18.0
Female	13.5	41.2

It is expected that the LFPR would be lower for the 14 to 17 years age group since most of those in this group are attending school full-time. Data from the 2000 Census indicate that 56% of children in this age group were attending school.

The high unemployment rate among youths has contributed to high crime rates, especially in Belize City. Government has responded with the Youth For The Future Initiative, implemented in 2002 to combat the high crime rate among youths. Three of the goals of this initiative are to offer:

- ◆ *innovative programs to address youth crime and violence issues;*
- ◆ *opportunities for youth enterprise development through training and access to credit; and*
- ◆ *career guidance, job preparedness and the opportunity to learn new skills.*

A 'Zone for Peace' Centre, which was established as a part of this Initiative, will provide a central base where a skilled multidisciplinary team – including police, counsellors, youth workers and young people – may intervene to mediate and peacefully resolve potentially violent street disputes.

3.3 International and national laws concerning child labour

There are various laws that address the issues of child labour in Belize. These include the *Labour Act*, the *Education Act* and the *Families and Children Act*. In addition, Belize is a signatory to various international conventions such as the United Nations CRC and ILO Convention 138 on Minimum Age and Convention 182 on the Worst Forms of Child Labour. These laws set out criteria with respect to the minimum age for employment, and the hours and conditions of work for children.

The minimum age set by these conventions and laws varies depending upon the nature and hours of work. The CRC, which prohibits child labour, defines a child as any person less than eighteen years. Article 2 of ILO Convention 138 sets the general minimum age at 15 years (with capacity for 14 years in developing countries), while Article 7 sets the minimum age for light work at 13 years (with capacity for 12 years in developing countries.) The minimum age for children engaged in dangerous work (Article 3) is 18 years, which is the same as appears in Convention 182 on the Worst Forms of Child Labour (Table 3.2)

Table 3-2 International Conventions on Minimum Age of Employment ILO & UNICEF					
ILO CONVENTION 138				ILO CONVENTION 182	CRC
	General Minimum Age Article 2	Light Work Article 7	Dangerous Work Article 3		
Desired	14 years	13 years	18 years	18 years	18 years
Permitted	15 years	12 years	18 years		

Section 161(1)(b) of the *Labour Act* makes reference to age 17 as the minimum age for employment during the night or in public or private industrial undertakings. Section 160 (1)(b) refers to age 14 while Section 169 sets the minimum age at 12 years. The following are the terms and conditions set out in Section 169 of the *Labour Act*:

- Subject to any regulations made under section 170 no child shall be employed:*
- a. So long as he is under the age of twelve years; or*
 - b. Before the close of school hours on any day on which he is required to attend school; or*
 - c. Before six o'clock in the morning or right after eight o'clock in the evening on any day; or*
 - d. For more than two hours on any day on which he is required to attend school; or*
 - e. For more than two hours on Sunday; or*
 - f. To lift, carry, or move anything so heavy as to be likely to cause injury to him; or*
 - g. In any occupation likely to be injurious to his life, limb, health or education, regard being had to his physical condition.*

These laws, especially Section 169 (a)-(d) are violated on a daily basis. One only has to take a walk at the bus stop or market square in urban areas to see children selling before six o'clock in the morning, after eight in the evening or longer than two hours on a Sunday. The Ministry of Labour is responsible for enforcing these laws. However, these are only a few of the laws they should enforce, and these might not even be the priority. The Ministry would have to increase its human resources to adequately enforce these laws.

The *Education Act* sets the compulsory school age at 5 to 14 years, provided that the child has completed primary school (Section 34), and the *Families and Children Act* defines a child as a person who is younger than 18 years. This follows the criterion set by the CRC. *The Families and Children Act* (Part XII), establishes the National Committee for Families and Children (NCFC) and sets out its terms of reference. Two of the functions of this Committee are:

Sec. 149 (a)

promoting, monitoring and evaluating the implementation of the Convention on the Rights of the Child, and ensuring that the Government meets its national and international obligations as a party to the Convention; and

Sec. 149 (c)

promoting public awareness on the national legislation affecting families and children, and facilitating effective and efficient planning and coordination of efforts among and between non-governmental organizations, service clubs, churches and other organizations involved in the provision of services for families and children.

The NCFC, in meeting government's obligations as a signatory to the CRC, has produced periodic reports that cover a wide range of issues including an overview of the relevant legislative, administrative, statistical and policy framework relating to children. The NCFC has also sponsored several activities that allow children to voice their opinion on various issues. These include a National Forum on Human Rights, when children presented their views on the topic 'Children's Rights are Human Rights Too.' There was a Children's Election in 1998 that included the participation of more than 42,000 children aged 8 to 18 years who voted on nine 'rights' in order of importance: the most highly ranked right was 'The right to go to school regardless of my situation.' NCFC also sponsored a Child Summit to 'Stamp Out Child Abuse', and a candle light vigil in response to a series of child murders in 1999.

3.4 Education policies

As stated above, the *Education Act* sets the compulsory school age at 5 to 14 years. Some children do start before age five, while others may stay beyond age fourteen. Such cases occur only when space is available. Education statistics for the 2000/2001 school year show that primary school gross enrolment rate was over 100%. The rate was slightly higher

for boys (111%) than girls (108%). The repetition rate at this level was 8.3%, while the dropout rate was less than 1%. Although enrolment rates are high and dropout rates low at this level, there are still concerns about the out-of-school children. According to the 2002 CRC Periodic Report, 'there are too many reports of primary-age children engaged in commercial activities, domestic labour or agricultural work during school hours, or out-of-school hours to the detriment of schooling' (MHD, 2002). The Ministry of Education has established a Community Liaison and Security Office to address the issue of out-of-school children. Since its establishment, the number of School-Community Liaison Officers has increased and 420 children were placed in primary schools, 74 in high schools and 54 in alternative programmes (Young, 2002).

The Primary School Examination (PSE) is administered in the last grade (Standard VI) of primary school. The result of this standardised examination is used to gain admittance into secondary school. However, there is limited space at this level. According to the 2001 Education Statistical Digest, the transition rate to secondary education was 87.4%. The rate varies by district and is highest in Belize district, which reported 112% transition rate. Students from other districts would commute on a daily basis to attend secondary school in Belize City or move residence, hence the high rate in this district.

Although compulsory school age is 14 years, there are limited programmes for students who leave Standard VI before age 14 years and did not get placement in secondary school. Some of them would go on to do vocational training. However, one must be 15 years old to enrol in the Centre for Employment Training (CET). This leaves a number of children idle or engaged in child labour until they reach the required age of fifteen years to enrol at CET. Some of them could lose interest in further training during the waiting time that could last for one to three years depending upon the age of the child at completion of Standard VI. Data from the 2000-2002 Education Statistical Digest show that 74.2% of children aged fourteen years are either in primary or high schools. Therefore, one quarter of them are working or idle. There needs to be more alternative programmes to cater for children as soon as they leave Standard VI. Such programmes should also be convenient for the older working children who could be available for evening classes.

The National Poverty Elimination Strategy and Action Plan for 1998 to 2003, addresses this issue and sets a priority action to strengthen the provision of vocational and technical training. In 2000, a project entitled Enhancement of Technical Vocational Education and Training funded by the GOB and the Caribbean Development Bank was implemented. This project allows for the establishment of a CET in all six districts. According to IPEC, such projects have provided practical skills for older children who have gained functional literacy and numeric skills and prepared them for entry into gainful, skilled employment.

Lack of financial resources also prevents some children from starting or continuing secondary school. The government provides free tuition at this level. However, the 2002 Periodic Report of the CRC notes that, "'free' education is unaffordable to too many, especially in secondary schools" (MHD, 2002). The annual cost of specialised fees for laboratory and other activities charged by the schools, and the cost of books and uniforms,

could amount to over BZ\$1000 per child (Young, 2000). A single income family with more than one child at high school age would find it difficult to meet education expenses.

Gross enrolment at secondary schools was 60.6% in the 2000-2001 school year. Figures from the 2001 Education Statistical Digest indicate that this rate was higher for girls (63%) compared to boys (58.2%), while repetition and dropout rates at this level were higher for boys than girls. Approximately 10% of boys repeated a secondary school grade compared to 7.3% of girls, while the dropout rate for boys was 11.5% compared to 8.1% for girls.

Repetition comes with a cost. It is an additional year of education expenses. Some parents consider it to be a 'waste of money' and would not pay for their children to repeat. These children would end up as dropouts. Other parents would transfer their children to repeat at another school that is less expensive and/or less academically challenging. Children who repeat need both academic and moral support. They end up in classes with a younger cohort and in some cases are embarrassed by this situation, which could further affect their academic performance.

Behavioural problems also contribute to the repetition and dropout rates. Almost all of the secondary schools have counsellors that assist students with behavioural and other emotional problems. They also have disciplinary systems in place. Those who offend the school rules are placed on demerit or detention, and repeated offenders are suspended or expelled from school. Only some of those who are expelled would continue at another school.

Prior to the 1980s, all institutions at the tertiary level were located in Belize City. The establishment of the University of Belize, which now has campuses in three districts, and private junior colleges in the other three districts, has increased access to this level of education in all the districts. Even though there is limited available data on enrolment at this level, information on the number of graduates indicates that more females than males are pursuing tertiary level education.

Adult literacy is measured by the number of years of schooling for the 14 years and older population that has completed at least a Standard V education or seven years of schooling. Figures from the 2001 Labour Force Survey indicate that adult literacy was 78%. Corresponding rates during the 1990s were similar. The government, in recognising the need for literacy training, established the Literacy Council in the early 1990s. The Council was charged with promoting literacy programmes countrywide. Even though the council is now defunct, the Ministry of Education continues to promote literacy programmes.

GOB is committed to assist student in completing their basic education. Assistance from the Ministry of Education to needy students in primary and secondary education amounted to almost BZ\$4 million in the 2000/2001 school year (Young 2002). This amount covered the cost for books, fees and transportation, and ranged from BZ\$30 to BZ\$800 per student. Other non-governmental organizations and businesses also offer assistance to needy students.

CHAPTER 4 - CHARACTERISTICS OF THE SURVEY POPULATION

A clear understanding of the survey population (5 to 17 year old children in Belize) is necessary for the interpretation of the survey results. This chapter therefore presents the characteristics of the survey population by highlighting the composition of the population 5 to 17 years along with their household and housing characteristics at very broad levels. A comparison of some of the results from the CAS to the figures from the 2000 Population and Housing Census is done under the assumption that no event took place to cause a significant change in the population structure during the one-year interval between surveys.

4.1 Population composition

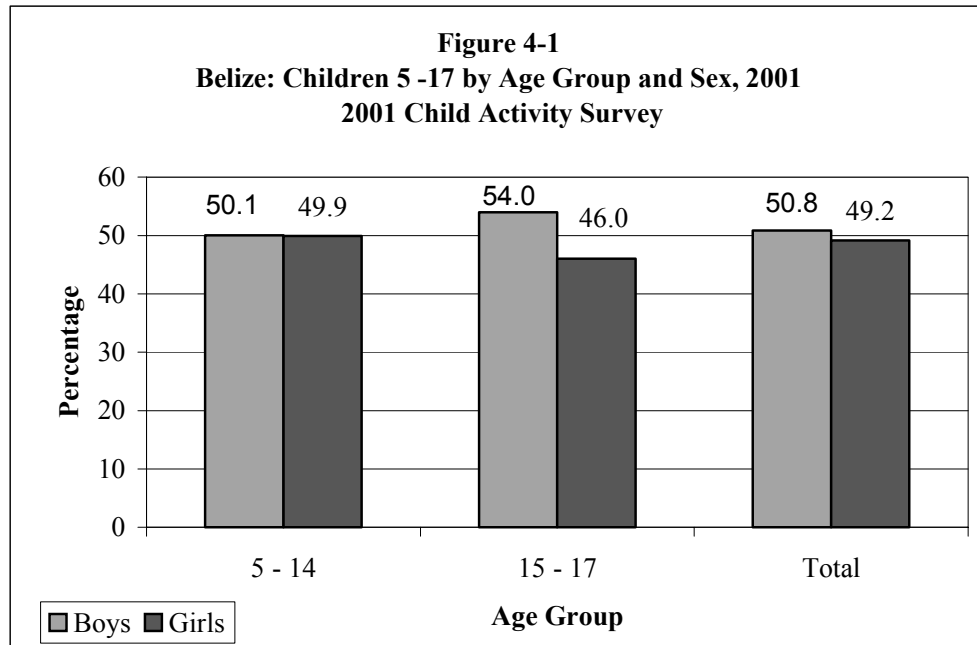
Children 5 to 17 years comprise a significant part of the country's population (33.4% in 2000) and represent not only the future of the country but also the present realities that need to be considered for decision-making (Table 4-1). The Census 2000 shows that, in all six districts of the country, the percentage of children 5 to 17 years was in the range of 30.1% to 37.5% of the district's population. Belize district, the most urban and populated district, had the smallest percentage of its population between 5 to 17 years old (30.1%). Toledo, the least populated district and considered to be in the most disadvantaged condition (Kairi Consultants 1996), had the highest percentage of children 5 to 17 years (37.5%).

The population structure of the children 5 to 17 years based on the Census 2000 (Table 4-2) by sex, age, residence, district, ethnic group and education level, was in many ways similar to the structure on the CAS (Table 4-3). As expected, there was a higher number of children in 2001 (79,061) than in 2000 (77,503). In general, the CAS showed a 1.2% increase in girls and a 2.8% increase in boys when compared to the Census 2000 results. The sex ratio was 102 boys for every 100 girls in 2000 (Table 4-2) compared to 103 boys for every 100 girls in 2001 (Table 4-3).

To allow for international comparisons, the 5 to 17 year old children were subdivided into those 5 to 14 years and those 15 to 17 years. It is noteworthy, however, that the working age population in Belize is 14 years and over. Eighty percent of the children sampled were 5 to 14 years. According to the Census 2000, boys and girls had almost equal numbers in the two age groups (Table 4-2). In the CAS, however, there is evidently a significant sex difference in the age group 15 to 17 years where for every 100 girls there were 117 boys (Figure 4-1).

Although Belize has a unique blend of a variety of ethnic groups (see Table 4-1), the sample was only large enough to disaggregate by the three biggest ethnic groups: the Mestizos, the Creoles, and the Mayas. Almost half of the survey population were Mestizos (Table 4-3). The remaining population was shared among the Creoles (25.4%), the Mayas (12.1%) and the "other" ethnic groups (11.2%). The Mestizo children were found mainly in Corozal, Orange Walk and Cayo districts (Tables 4-4 and 4-5). All these districts are close to the neighbouring Spanish-speaking countries of Mexico (Orange Walk and Corozal) or

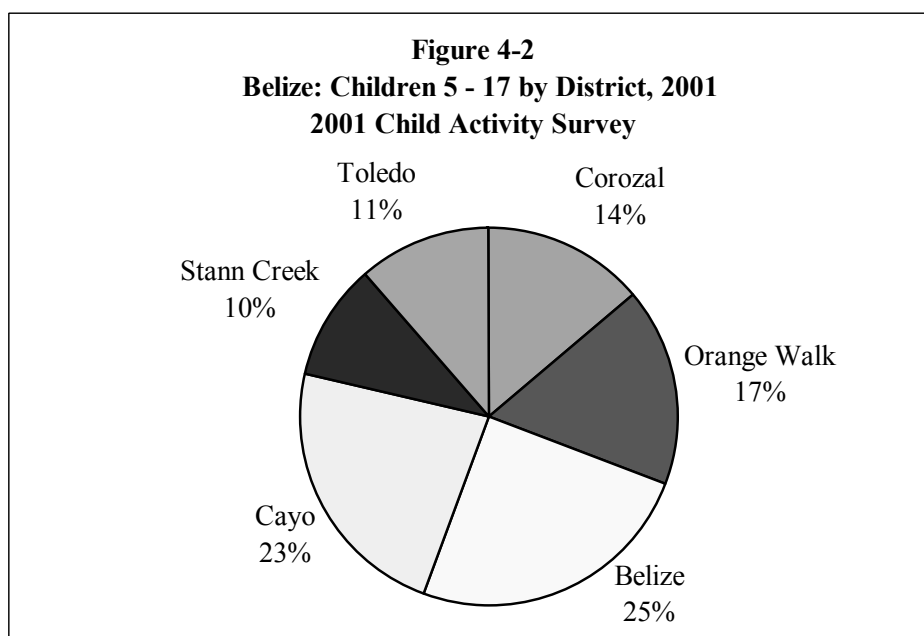
Guatemala (Cayo). The Creoles are highly concentrated in the Belize district and the Mayas in the Toledo district. In Stann Creek, the predominant ethnic group is the Garifuna (Table 4-1), but in the CAS this group was very small and was grouped with the “other” smaller ethnic groups.



Most of the children 5 to 13 years are expected to be in primary schools. Children 14 to 17 years should more than likely be attending secondary schools. It is therefore not surprising that there were insufficient cases of children who had completed secondary or post secondary school (Table 4-3). The CAS results show that 14.3% of the children had not even completed a year in school, 66.3% had an incomplete primary level and 18.8% had completed primary level. Boys and girls had similar percentages in each level.

The majority of children live in the rural areas (Table 4-3). In addition, there were more boys than girls residing in the rural part of the country. This difference can be attributed to the large number of girls living in the urban part of Belize district (Table 4-4).

Each of the six districts in the country has a unique population composition (Table 4-4 and 4-5). The northern districts, Corozal and Orange Walk, tend to have certain similar characteristics (such as ethnic distribution). Belize district is the most populated district and undoubtedly stands out as the most unique district. It is more than twice the size of Stann Creek (see Figure 4-2), and differs from other districts due to its high urban population (75.4%), a larger number of girls than boys, a high Creole population comprising more than half of the total children in that district, and the highest proportion of children completing primary school (24.5%).

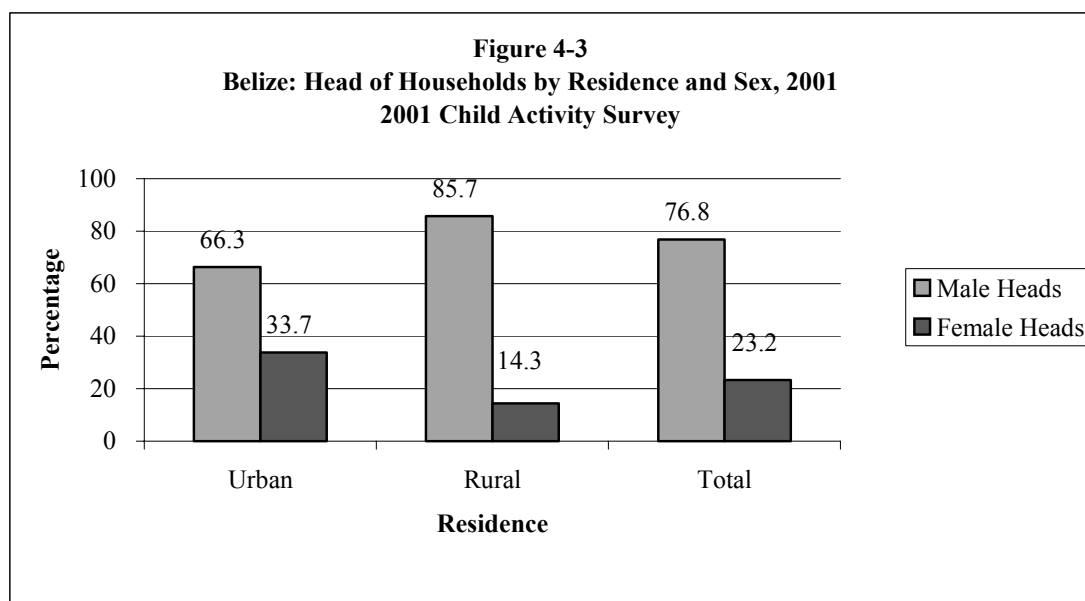


Toledo, the southernmost district, was unique in other features (Table 4-5). It had the largest percentage points difference between the age groups, the youngest population (82.7% of 5 to 14 year olds), highly rural (83.3%), predominantly Maya populated (73.1%), and the lowest percentage of its children 5 to 17 years completing primary school (12.4%).

4.2 Household characteristics

Households eligible for the CAS were only those that had children 5 to 17 years old. Therefore, we need to bear in mind that interpretation of the results at the household level excludes all households that did not have children 5 to 17 years. There was an average number of 4.4 persons in households with children 5 to 17 years in 2001 (Table 4-6). Children in rural areas had bigger household sizes (4.8 persons) and had one person more than the average household size in urban areas (Table 4-6). Toledo (5.2 persons), Orange Walk (4.7 persons), Corozal (4.7 persons) and Cayo (4.6 persons) had household sizes greater than the country's average. Belize district (3.8 persons) and Stann Creek (4.3) had the smallest number of persons per household.

Out of the 31,993 households with children 5 to 17 years, 76.8% were male-headed and 23.2% were female-headed (Table 4-7). All the urban and rural areas of each district had the majority of households headed by males with the rural areas having much more male-headed households than the urban areas (Figure 4-3). The Orange Walk district had the highest percentage of its households headed by males while the Belize district had the lowest. Female-headed households are more likely to be found in the urban areas of the Belize district (43.4% of households in urban Belize district).



The main activity from which most households (39.0%) received their income was through private sector employment (Table 4-8). Self-employment in non-agricultural activities (14.5%) and government employment (12.9%) were also expressed as main sources of income but to a lesser degree. It is also important to note that 25.0% of households stated self-employment in agricultural activities, agricultural labour or other casual labour as the main activity from which their household received income. The average monthly expenditure and income was BZ\$562.06 and BZ\$930.15, respectively (Table 4-8).

Three out of every 10 households have ever-changed place of residence (Table 4-9). A high percentage of these changes (93.0%) occurred within the country. Households that previously resided abroad came mainly from Guatemala (45.0%). Changes in residence mostly occurred in the Belize and Cayo districts. The two cities in the country are found in these districts: Belmopan City (Cayo district) and Belize City (Belize district), recognised as the commercial centre of the country. A lot of household mobility occurs in these two cities as well as in the towns located in these two districts.

The main reason given for changing place of residence was the movement into own house (39.3%), and reflects several new residential areas in several parts of the country. The other common reason for moving was the need for a better living environment (25.6%).

4.3 Housing characteristics

Knowing the housing conditions of where children live can help determine their basic needs. It also provides an idea of the standard of living of children in Belize. Information on the household size, the type of home ownership, the type of dwelling, the number of bedrooms, the type of toilet used, the source of lighting, the type of cooking fuel, the source of drinking water and the appliances used at home is available in the CAS (Table 4-

10). The results from the CAS can be compared with the results from the Census 2000 by referring to Table 4-11. It is advisable, however, to keep in mind that the CAS is a sample of the total households and that Tables 4-10 and 4-11 only include households where children 5 to 17 years live.

The situation of overcrowded houses seems to have improved in 2001 when compared to 2000. Most households (67.0%) comprised three to six persons. In the rural areas, three out of every five households had three to six persons living there. Another characteristic in the improvement of housing condition was evident in the number of bedrooms. There were only 45.2% of households with less than three bedrooms compared with 53.5% in 2000.

It was previously noted that households have changed residence primarily because they were moving into their own homes (Table 4-9). This situation is also reflected in the higher percentage of houses that were owned or hire-purchased (75.4%), compared to 2000 (68.6%). Most houses that were owned were in the rural areas. The percentage increase from 2000 in owned or hire-purchased houses was greater in the urban areas, with a 7.9 percentage points increase.

Houses were in general undivided private houses (84.2%) with pit latrine (47.8%). In the urban areas most toilets were sewerage linked to septic tank (48.1%) or sewerage linked to the Water and Sewerage Authority³ sewer system (28.8%). In the rural areas, the use of pit latrine, not ventilated, was popular (36.5%).

Electricity from the Belize Electricity Limited (BEL) supplied light to 96.0% of urban households. In the rural areas, 74.7% of households received electricity from BEL, an 8.8 percentage points increase from 2000. Over 30% of households in the rural areas continue to use wood for cooking. The majority of households (79.8%) use gas.

Safe drinking water is necessary for a child's healthy development. The source of drinking water cannot alone determine how safe the water is to drink since there is no information on whether or not the water is treated. The use of purified water, however, continues to increase over the years. The Census 2000 recorded 15.2% of households using purified water as its main source of drinking water; the CAS shows 21.0% of households. Children, especially in the rural areas, still find themselves drinking water directly from the river, stream, creek, pond, or spring (6.6% of households in the rural areas). This is consistent with the figures from the Census 2000.

The most common appliances owned by at least half of all households, listed in descending order of importance, were radio (91.1%), stove (87.0%), television (77.3%), refrigerator (63.1%), cycle⁴ (61.4%) and washing machine (55.1%). In the rural areas, 3.6% of households owned none of the appliances listed in Table 4-10. With the exception of the cycle, all other items were more likely to be found in urban households.

³ Now known as Belize Water Services Limited

⁴ Includes, bicycles and tricycles.

CHAPTER 5 - THE WORKING CHILDREN

In this chapter, “working children” include children between 5 to 17 years old who are either economically or non-economically active. Economically active children contribute to the production of goods and services according to the United Nation System of National Accounts. Currently economically active children are engaged in any form of economic activity, for at least one hour, during the past week. Usually economically active children are engaged in any economic activity at any time during the last 12 months. Non-economically active children⁵ are engaged in unpaid household activities of a domestic nature such as preparing and serving meals, making, mending, washing and pressing clothes, shopping, caring for siblings or sick and infirm persons in the household, and cleaning and maintenance of the household dwelling.

“Child labour” is a narrower concept than “economically active children” (ILO, 2002b, p.19). For the purpose of this study, and based on ILO Conventions Nos. 138 and 182, child labour is defined as comprising:

- *in ages 5 to 11: all children at work in economic activity;*
- *in ages 12 to 14: all children at work in economic activity minus those in light work; and*
- *in ages 15 to 17: all children in hazardous work.*

In this document, children in child labour therefore consist of all children less than 15 years of age who are economically active excluding:

- children who are under five years old;
- children between 12 and 14 years old who spend less than three hours during the day on their jobs, unless their activities or occupations are hazardous by nature or circumstance; and

In this study, child labourers also include children between 15 and 17 years old who are required to operate any tool, equipment, machine, etc. at their workplace.

This chapter focuses on children who have worked in the past, those usually economically active and those currently working. A description is given of the demographic characteristics of children currently working. Special emphasis is placed on currently economically active children. Descriptions of their economic characteristics, industry, occupation and working hours are included. Basic demographic characteristics of children in child labour are mentioned at the end of the chapter.

⁵ In this study, there was no minimum amount of time a child needed to perform household duties for him/her to be considered “non-economically active”. A total of 55,580 children (93.4% of non-economically active children) indicated that they work for less than an hour a week (Table 5-6).

5.1 Children who have worked in the past

Almost equal numbers of boys and girls have worked in the past in either economic or non-economic activities (Table 5-1). The number of boys who have worked in the past outnumbered the girls in the older age group (15 to 17 years) and in the rural areas. With the exception of the Corozal and Belize districts, all the other districts have more boys than girls who have worked in the past. The highest difference by sex was among the Mayas where 53.1% of children who have worked in the past were boys. Sex differences occurred in the age that children started to work. A higher number of boys than girls reported having worked in the early and late stages of their childhood. Sixty percent of children who started to work below five years and 62.4% of children who started to work between 15 to 17 years were boys.

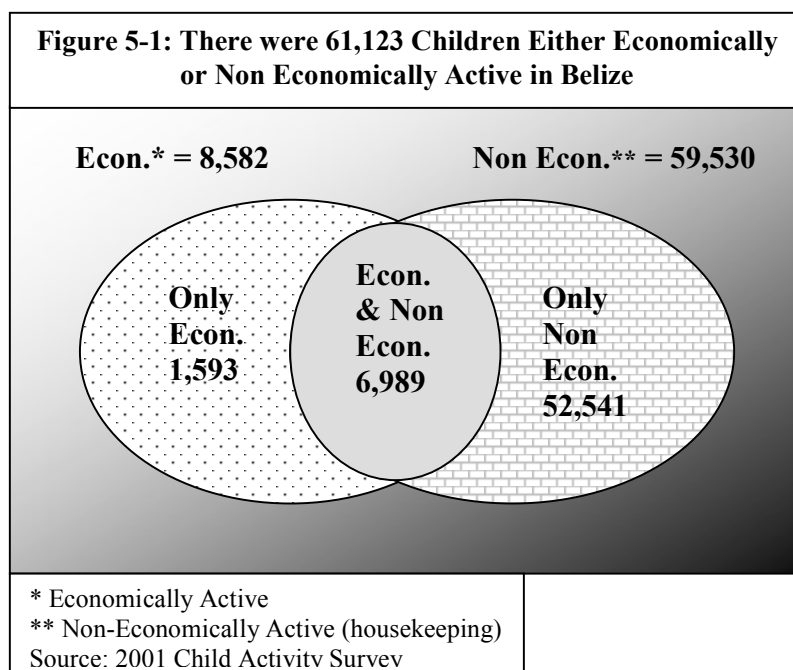
Children 15 to 17 years⁶, who have worked in the past, started to work at an average age of 10.2 years (Table 5-2). Both boys and girls have the same average age of starting to work. Children who worked at an earlier age were mainly from the southern districts (Stann Creek and Toledo), Mayans, and have an incomplete primary level of education. Boys from Stann Creek have the lowest age of starting to work (8.2 years).

5.2 The currently working children

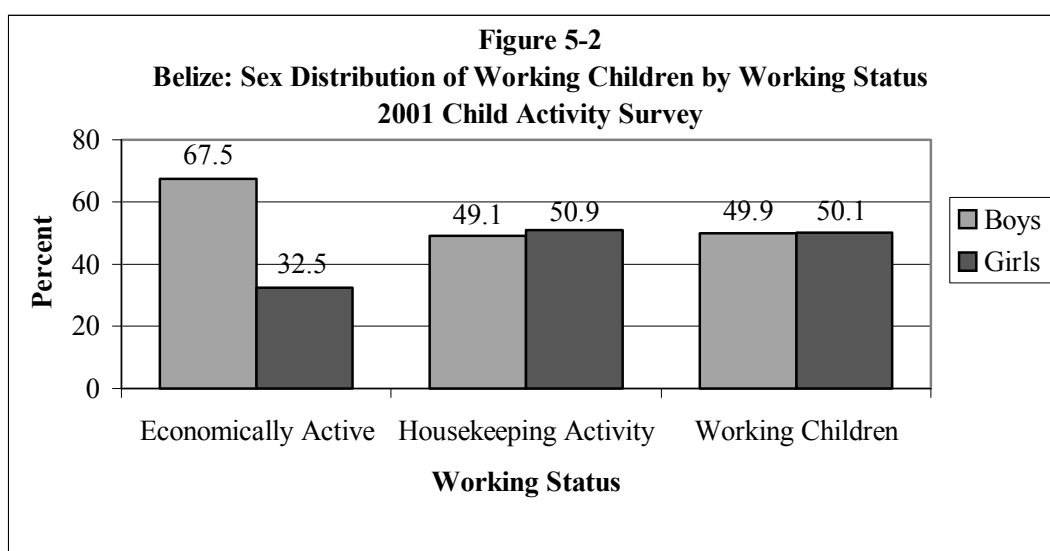
A qualitative study (Edwards, 1994) conducted by the Belize National Committee on Families and Children and UNICEF, included questions on the topic of working children for Children in Especially Difficult Circumstances. In response to the direct question “what do you know about ‘working children’?” (ibid), virtually every respondent interviewed in the study spoke about growing numbers of young children who sell newspapers, especially in Belize City, as well as foodstuffs, predominantly in the districts. Several respondents told of having purchased items from children simply to allow them to return home, as they were not able to do so until all their wares had been sold. Working children and their mothers, interviewed in Orange Walk, informed the interviewer that these young entrepreneurs work to assist their families to survive, and often sacrifice an education in order to do so. (Edwards, 1994, p.45)

In Belize, the CAS shows that there are presently approximately 61,123 children who are either economically or non-economically active (in housekeeping activities). This represents 77.3% of all children 5 to 17 years. Out of the working children, 14.0% are economically active and 97.4% are non economically active. Eleven percent of working children are engaged in both economic and non-economic activities. Most economically active children (81.4%) are also engaged in non-economic activities. It can be said that out of every 100 children who are 5 to 17 years old, two are only economically active, nine are both economically and non-economically active, and 66 are only non- economically active (Figure 5-1 and Table 5-3).

⁶ Younger children are excluded since they are still exposed to the possibility of starting to work before becoming a part of the working age population.

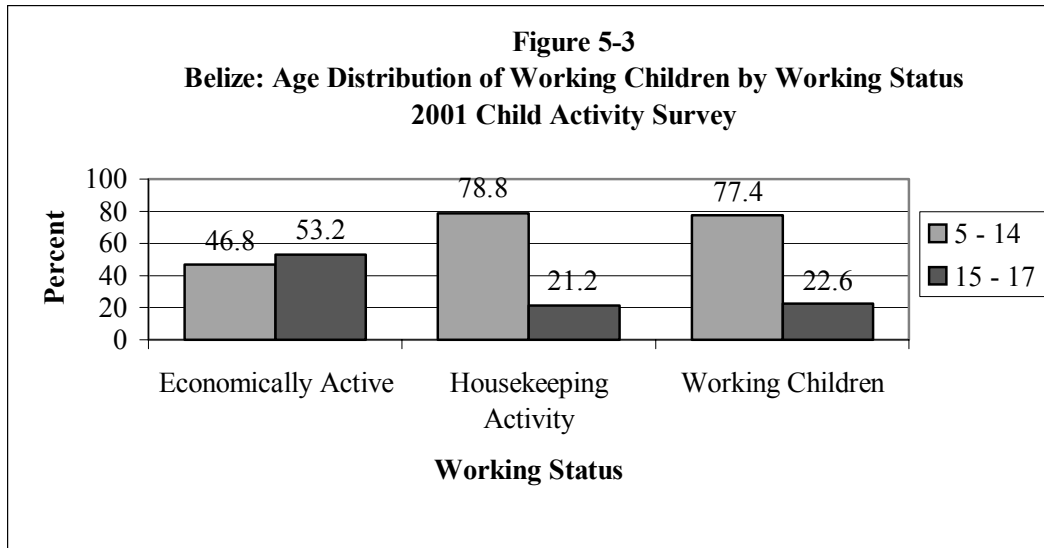


Interestingly, there is only a slight variation between the sexes in the total size of working children (99.7 boys: 100.0 girls) (Tables 5-4 and 5-5). Unlike the sex composition of children in housekeeping activity, where there are almost equal numbers of boys and girls, the sex disparity for economically active children is consistent with the employed labour force in 1999 (CSO, 1999). For the economically active children, there is double the number of boys than girls (207.3 boys: 100.0 girls). (Figure 5-2)



The age group 5 to 14 years has 99.2% of its working children in housekeeping activities compared to 8.5% in economic activities (Table 5-3). Among the 15 to 17 year old

working children, 91.2% are in housekeeping activities and 33.0% are economically active. As the working children grow older, it is more likely that they shift from housekeeping activities to economic activities (Figure 5-3).



The Cayo district has almost a quarter of the country's working children (Table 5-3). The Belize district (19.9%) and the Orange Walk district (17.6%) are the other two districts with the greatest share of the country's total working children. The composition of the working children by district is similar for both boys and girls (Tables 5-4 and 5-5).

Analysing within each district, Toledo district has 91.4% of its children 5 to 17 years old working. The other districts that have more than the country's average number of working children are Stann Creek (86.0%), Orange Walk (80.6%) and Cayo (80.6%) districts.

For every child who is working in the urban areas there are 1.5 children working in the rural areas (Table 5-3). The general characteristics of a working child are that of a person born in Belize (91.8%) who lives in the rural area (59.7%), Mestizo (51.0%), with incomplete primary school (69.1%) but attending school (85.4%) and belonging to a male-headed household (79.3%). All these characteristics are more than likely to be found in boys and girls living in rural Cayo.

5.3 Children in non-economic activities

Children in non-economic activity can also be described as children engaged in housekeeping activities. Most children engaged in housekeeping activities are in the age group 5 to 14 years and are found in the rural areas (Table 5-6). Given that most children engaged in housekeeping activities are part of the compulsory school age population, it is not surprising that most children doing housekeeping activities have incomplete primary school (69.8%) and are also attending school (86.9%). The Cayo district has 24.1% of the

country's children engaged in housekeeping activities. Half of the children in housekeeping activities are Mestizos.

A slightly higher number of girls (30,309) than boys (29,221) are engaged in housekeeping activities (Table 5-6). The difference between boys and girls in housekeeping activities is noticeable in (i) the urban areas, (ii) the Belize district, (iii) the Creoles, (iv) children who have completed secondary school, and (v) children not attending school. In all these cases, there is a higher number of girls engaged in housekeeping duties. The highest sex difference, 11.6 percentage points, occurs among boys and girls who have completed secondary school.

Girls, especially those not attending school, spend longer hours in housekeeping activities than the boys (Table 5-7). As occurs in many countries, girls are engaged in work that is largely hidden and unvalued (for example, household chores, domestic servitude, and home-based work). Often parents prefer to invest in the education of their sons and not to lose their daughters' critical contribution to the household economy when faced with limited resources and many financial demands. (ILO, 2002a, p. 4)

5.4 Children in economic activities

Children who were economically active during the past 12 months, the usually economically active children, comprised 13.6% of all children 5 to 17 years (Table 5-8). This represents a higher number of children than those who indicated that they were currently economically active (10,720 usually economically active vs. 8,582 currently economically active children). Children who are usually economically active have a similar composition by sex, residence, ethnic group, educational level, and schooling status as those children who are currently economically active. Although 48.4% of usually economically active children worked for less than four months during the previous year, there was a high percentage, 29.3%, who indicated being economically active for more than nine months. Interestingly, 34.3% of girls worked 10 to 12 months compared to 26.9% of boys.

In general, 11 out of every 100 children 5 to 17 years are currently economically active. Estimates from the survey show that 4,020 children aged 5 to 14 years are economically active. This accounts for 6.3% of all children in this age group. The total economically active children in the age range 15 to 17 years is 29.1% of the children in that age group (Table 5-9). It is reiterated that the working age population in Belize is 14 years and over. Studies (Ashagrie, 1998, p.6) show that the less developed a country is, the greater the proportion of the child population who work.

For every girl that is economically active, there are two boys who are also economically active (Table 5-10). In all cases regardless of age group, residence, district, ethnicity, and education, there is always a higher number of boys than girls engaged in economic activities. As the age increases, the number of boys in relation to girls in economic activities also increases. The same relationship holds for education, as noted in the greater

sex differences in the economically active children for those who have completed primary school. The ethnic group with the highest boy to girl ratio (2.5 boys: 1.0 girl) is the Mestizo. The Corozal district, a Mestizo dominated district, has the highest sex ratio: 3.6 economically active boys for every economically active girl.

The percentage distribution of the economically active children by selected characteristics is different than the corresponding distribution for the children in housekeeping activities (Table 5-3). Most economically active children are found in the older age range (15 to 17 years). Three out of every four economically active children can be found in the rural areas. At the country level, the districts with the highest number of economically active children are Toledo (30.2% of the total economically active children) and Cayo districts (20.9% of the total economically active children). Toledo district can be singled out as the district with the highest percentage of its children being economically active (28.8% district participation rate). The district with the smallest percentage of its children being economically active is Belize district (5.8% district participation rate).

Half of the economically active children are also going to school (Table 5-3). More than half of the economically active children have incomplete primary school level and 38.9% have only completed primary level education. This means that most children who are economically active have not met a satisfactory level of education. What is more worrisome is that almost half of the children who are working in economic activities (47.3%) are not attending school. Out of those not attending school, 69.8% are boys (Table 5-10). When the children who attended school were asked if the work affected their school attendance or studies, 94.6% said no (Table 5-11). The future of these children is not promising and it reflects a pocket of the future labour force lacking adequate formal education to upgrade their living conditions.

5.4.1 Category of worker

Most economically active children are highly engaged either as paid employees at a private place (63.2%) or unpaid family workers (33.8%) (Table 5-11). Boys have a higher tendency than girls to be paid employees. Economically active girls are more likely to be engaged in unpaid family work than are economically active boys.

5.4.2 Job satisfaction

Children who are economically active stated almost unanimously (90.2%) that they are satisfied with their present job (Table 5-11). A small but significant percentage (9.3%) of boys stated their dissatisfaction with their job. Given that there is a high agreement of being satisfied with their job, it is not a surprise that almost the same percentage of children stated that they do not have a problem or difficulty with the present job (92.8%) and that their relationship with their employer is good (92.2%). Less than 7% of boys stated that they have problems with their present job (Table 5-11).

The parents or guardians of the currently economically active children⁷ stated that they allowed their children to work primarily to teach the children work ethics (64.2%). The other main reason given (21.0% of parents/guardians) was to supplement household income. The reason “to teach work ethics” was strongest among parents who had children 5 to 14 years old (Table 5-13). As the age of the child increased, the parents/guardians had a higher tendency to state that they allowed their children to work “to supplement household income”.

Although all the parents/guardians unanimously agreed that their children had a good relationship with the employer (Table 5-14), the children however did not think the same of their employers (Table 5-11). A few children were indifferent of their relationship with their employers while a smaller percentage of children did not state the type of relationship. The main reasons the children gave for the good relationship with the employer are: work is not hard (40.5%), employer is not demanding (31.6%) and employer is a parent (30.0%) (Table 5-15).

In general, 42.6% of the economically active children are not receiving any benefit from their employer (Table 5-16). Only half of the economically active children attending school are receiving benefits compared to two thirds of those not attending school. Economically active children in the younger age group are more likely not to receive benefits (53.4% of economically active children 5 to 14 years are not receiving benefits) than the children in the older age groups, economically active children 15 to 17 years. Forty seven percent of the economically active children in the rural areas are not receiving benefits compared to 30.6% of children in the urban areas. Only 16.0% of the economically active children are receiving Social Security insurance from the employer.

Most economically active children (46.0%) indicated that they want to complete school and become a professional (Table 5-17). In the older age group, the number of children who indicated that they want to work full-time was almost equal to the number of children who want to complete school and become a professional. The preferred future activity for most children (29.4%) was to complete education/training and start to work (Table 5-18). This was the favourite response especially among the 5 to 14 year old children. A high percentage of children in the older age group (20.1%) want to work for income full-time. Most parents, however, stated that they prefer that their children go to school full-time, 28.3% (Table 5-19). The second most common response among parents was for their children to complete their education and start to work, 26.4%. Parents were more consistent with their response than the children.

5.4.3 Income

Children who are paid employees receive their payments, in most cases, on a weekly (54.9%), fortnightly (11.9%) or daily (10.9%) basis. Other children are paid per task or by piece rate (Table 5-11). Half of the economically active children were unpaid family workers or earned less than BZ\$120 per month (Table 5-20). All children who were income

⁷ The parent or guardian of the child who responded to the questions, was usually a female older than 24 years, with primary level or no education completed, and was not attending school (Table 5-12).

earners had a salary that was less than BZ\$600 per month. Boys and girls who are economically active have the same average income per hour of work. Average income per hour of work for children attending school is lower than for those children not attending school. However, children who are not attending school work for longer hours per week (5.7 hours) than the children attending school (2.5 hours) (Table 5-20). Children 15 to 17 years are earning triple the salary per hour than the children 5 to 14 years (Table 5-21 and Table 5-32). Income per hour is higher in the urban than the rural areas (Table 5-22 and Table 5-32). The income per hour in the rural areas is lower than the urban because of the high number of unpaid family workers in the rural areas.

5.4.4 Industry

The branch of economic activity carried out at the child's place of work during the reference week, the industry, is defined in terms of the kinds of goods produced or services supplied by the unit in which the child works and not necessarily the specific duties or functions of the child's job⁸. Almost half of the children are involved in the primary sector (mainly sugar, citrus and agriculture not elsewhere classified) (Figures 5-4 and 5-5). Most of these children work in agriculture (Figure 5-4 and 5-6). It is noteworthy of the fact that children are also providing labour in two of the biggest agriculture industries (sugar and citrus). The tertiary sector (mainly community, social and personal services⁹, wholesale and retail trade, repair, and tourism) accounts for 40% of the children's workplace (Figures 5-4 and 5-7). The remaining 10% of children work in the secondary sector, which mainly includes manufacturing and construction. In general, the three biggest branches of economic activity for the economically active children are agriculture (47.5%), community, social and personal services (16.3%), and wholesale and retail trade and repair (15.7%) (Table 5-4).

The backbone of countless societies is backbreaking agricultural labour, with little help from mechanisation, under gruelling conditions. In this planting and picking, hoeing and raking, children play a large – and largely invisible – role (Bellamy, 1997, p.38). Among all of the world's working children, most are in the informal sector where they do not have legal or regulatory protection. As in the case of Belize, most work on farms and plantations. Seventy percent of the world's working children are in agriculture, commercial hunting and fishing or forestry, eight percent are in manufacturing, eight percent are in wholesale and retail trade, restaurants and hotels, seven percent are in community, social and personal service, like domestic work, four percent are in transport, storage and communication, two percent are in construction and one percent in mining and quarrying. (ILO, 2002c, p. 3)

⁸ The International Standard Industrial Classification of All Economic Activities (ISIC-88) was used to code industry data. The primary sector comprises agriculture, hunting, forestry, fishing, mining and quarrying; the secondary sector comprises manufacturing, electricity, gas, water and construction; the tertiary comprises all remaining industries and included here would be sales, all services, and public administration.

⁹ Personal services include private households with employed persons and other personal service activities, not elsewhere classified.

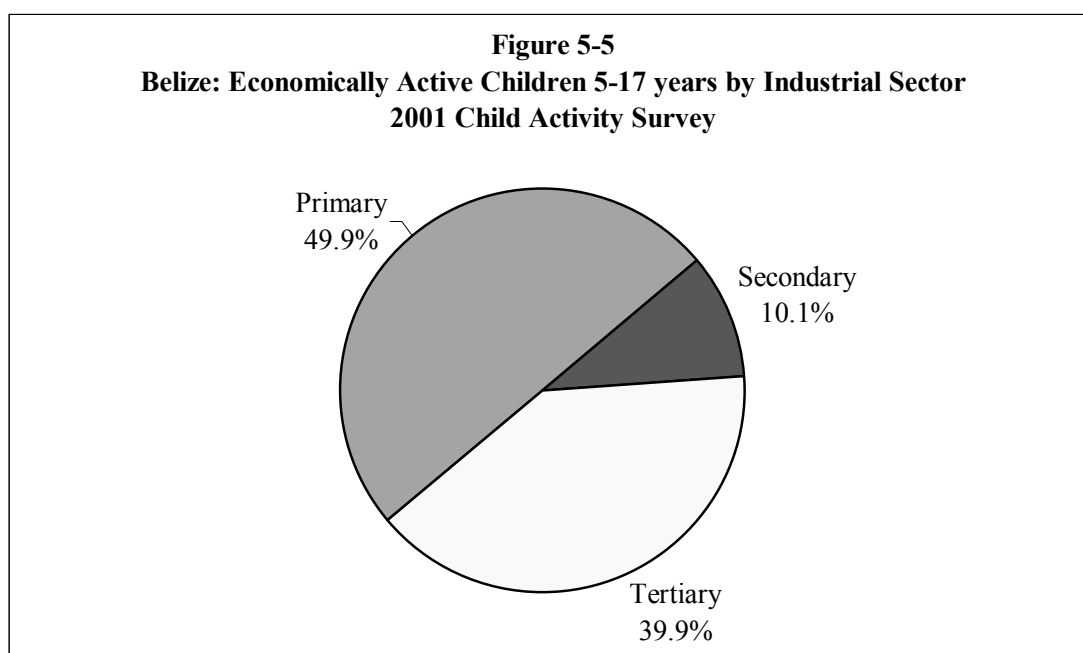
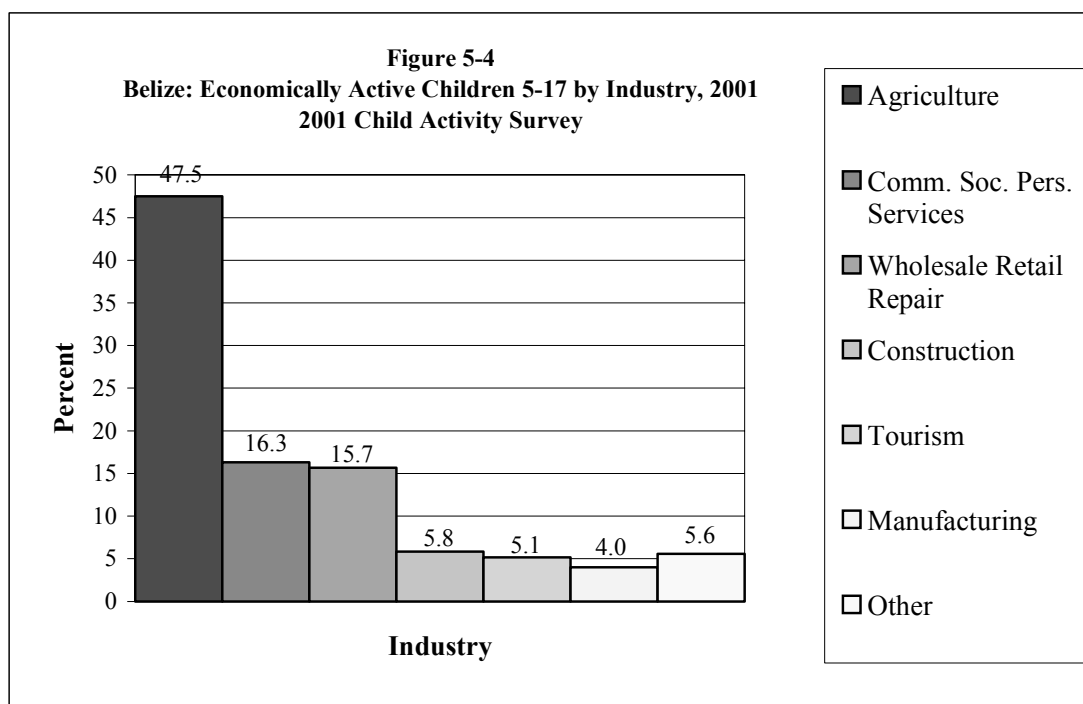


Figure 5-6
Belize: Economically Active Children 5-17 Years in the Primary Sector
2001 Child Activity Survey

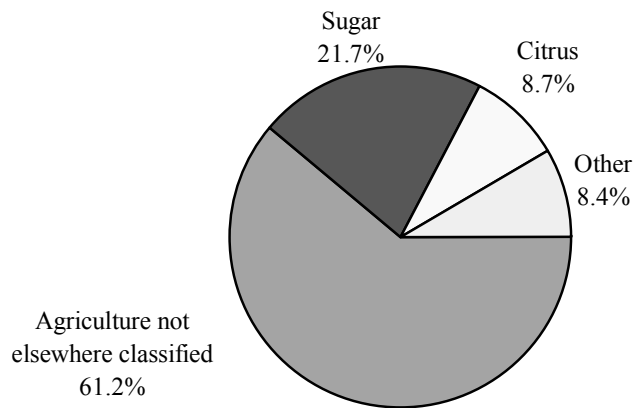
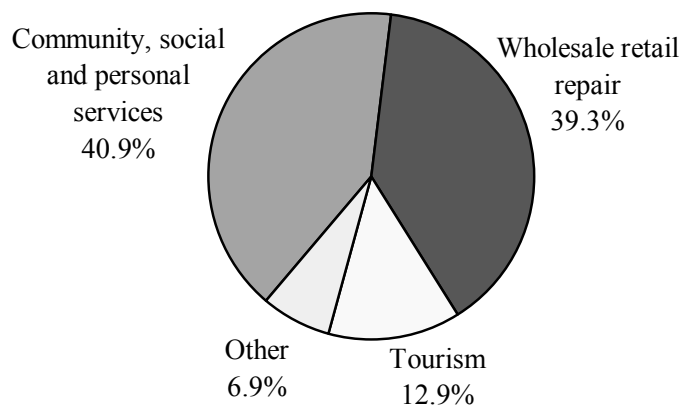
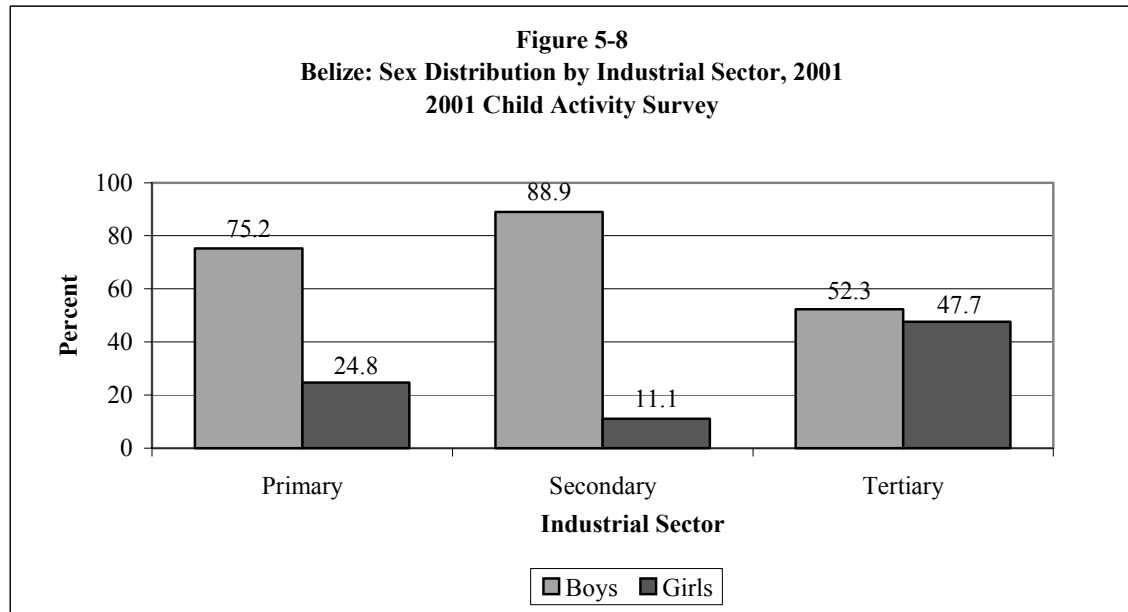


Figure 5-7
Belize: Economically Active Children 5-17 Years in the Tertiary Sector
2001 Child Activity Survey



For every girl in the primary sector, there are three boys in that sector (Figure 5-8). In the primary sector, 75.2% are boys and 24.8% are girls (Figure 5-8 and Table 5-23). A higher sex difference occurs in the secondary sector where there is a negligible number of girls. In the tertiary sector, there is not a significant sex difference (Figure 5-8). Most girls (58.5%) are found in the tertiary sector and are therefore mostly in community, social and personal

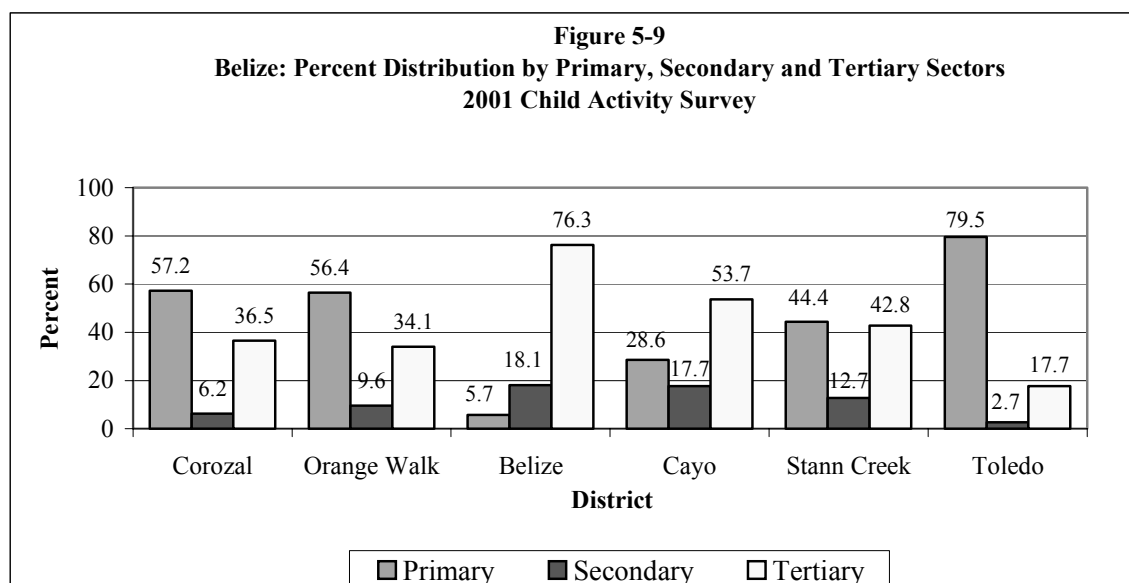
services, and wholesale and retail businesses (Table 5-23). For girls not attending school, there is a higher percentage (68.5%) in the tertiary sector (Table 5-24). In five Latin American countries surveyed (Glasinovich, 1999, p. 19), domestic work by girls in their own home was widespread, with many failing to attend school.



Figures for the secondary sector should be interpreted with caution since estimates are based on a small sample size.

Because of the negligible number of children in the secondary sector in each district, figures for the secondary sector should be interpreted with caution since the estimates are based on a small sample size.¹⁰ (Figure 5-9). The primary sector is the main workplace for children living in the northern (Corozal and Orange Walk) and southern (Stann Creek and Toledo) districts. It is important to note that 79.5% of economically active children in Toledo are in the primary sector. Toledo also has the highest district participation rate in economic activities (Table 5-3). Agriculture is the greatest sector in the northern and southern parts of the country. Belize district, where the commercial centre of the country is located, has most of its working children engaged in the tertiary sector (76.3%). The Cayo district has 53.7% of its economically active children in the tertiary sector. The Cayo district is heavily involved in the tourism industry as well as in wholesale and retail trades.

¹⁰ Belize district has negligible number of children in both primary and secondary sectors.



Figures for the secondary sector should be interpreted with caution since the estimates are based on a small sample size.

More than half of the children in the primary sector are unpaid family workers (Table 5-25). Economically active children in the primary sector earn less per hour than those in the other sectors and half of the average income per hour that children in the tertiary sector earn (Tables 5-25 and 5-32). This means that most children are engaged in the sector that is the least paid.

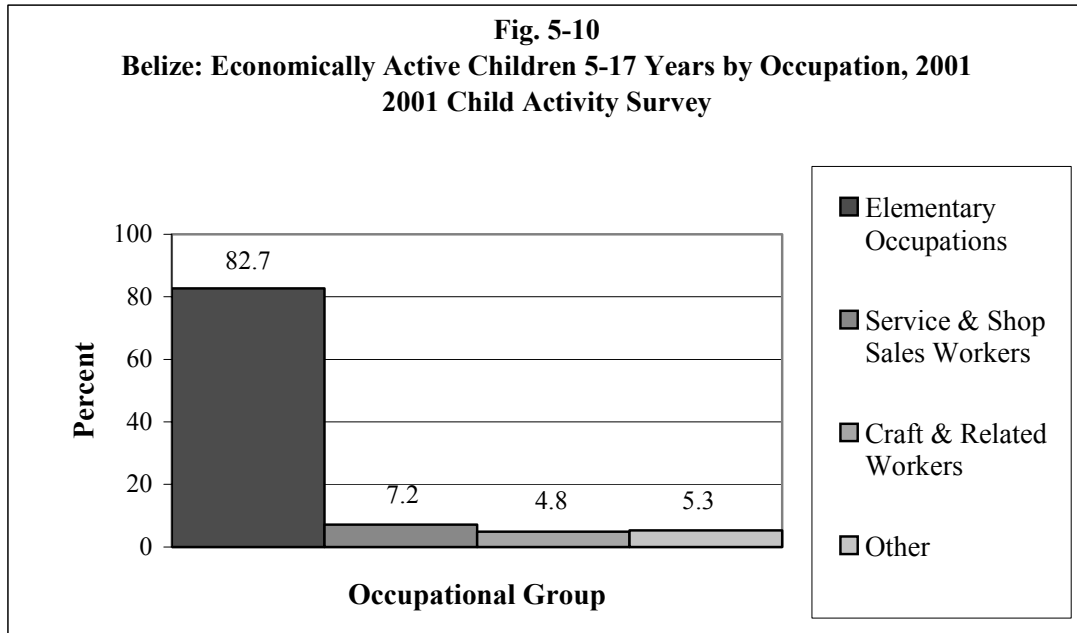
5.4.5 Occupation

The occupations¹¹ of economically active children can be described as the kind of work done during the reference period regardless of their industry or status in employment. Most economically active children (82.7%) are doing elementary occupations (Figure 5-10 and Table 5-26). The minority are service and shop sales workers (7.2%) or craft and related workers (4.8%).

Elementary occupations and low paying occupations require the least skills and education and are therefore attractive for children. This category of workers is primarily engaged in simple and routine tasks; the workers, for the most part, require either hand-held tools or physical effort to perform tasks. Some of the working children included in this occupational group are street and stall vendors, domestic helpers and cleaners, building caretakers and window cleaners, messengers and watchers, garbage collectors, farm helpers, and labourers in industries such as agriculture, forestry, construction, manufacturing and transport. The more elementary the type of economic activity or the

¹¹ The International Standard Classification of Occupations, ISCO-88 consists of ten major categories. These are: 1. Legislators, senior officials and managers, 2. Professionals, 3. Technicians and associate professionals, 4. Clerks, 5. Service workers and shop and market sales workers, 6. Skilled agricultural and fishery workers, 7. Craft and related trades workers, 8. Plant and machine operators and assemblers, 9. Elementary occupations, and 0. Armed forces.

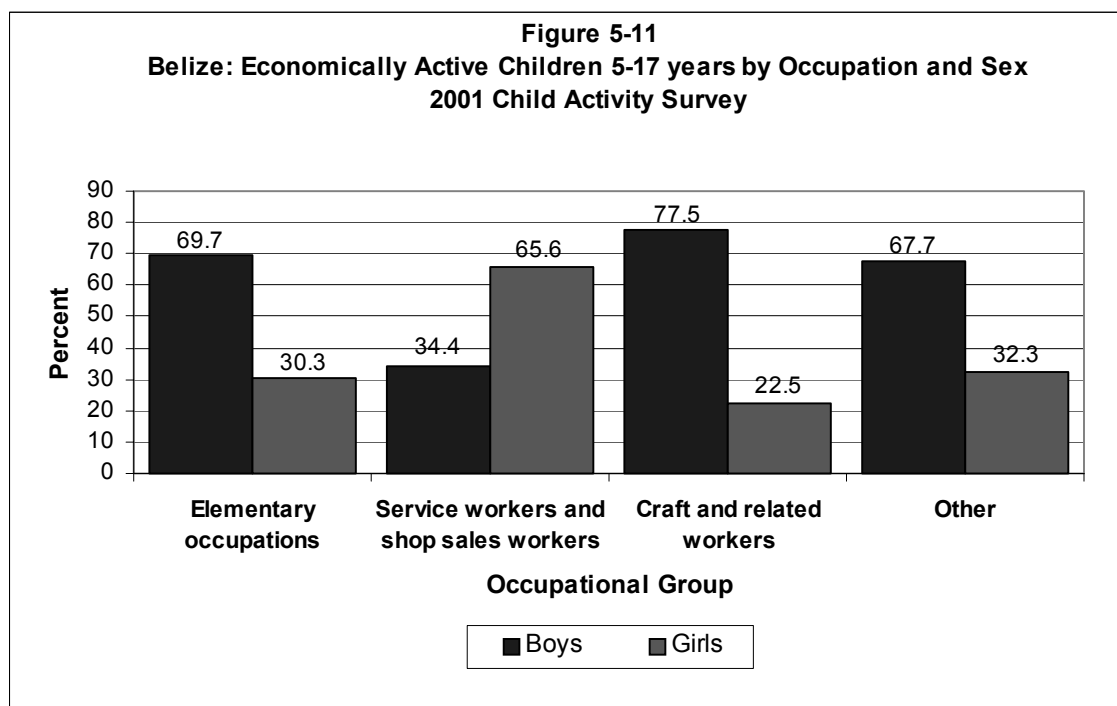
kind of occupation that does not need specific skills, the larger is the relative size of the working children in that particular industry or occupation (Ashagrie, 1998, p.6).



A higher percentage of boys than girls are engaged as elementary workers, craft and related workers, and other occupations (Figure 5-11). Girls have a higher percentage than boys only in the service and shop sales occupations. Both boys and girls are mostly engaged in elementary occupations (85.4% and 76.9%, respectively).

Children in elementary occupations live mainly in the rural areas (Table 5-27) and represent the biggest group in all the three sectors, especially the primary sector (96.4% of the primary sector) (Table 5-28). Children in craft and related work are mainly boys in the older age group (Table 5-27).

Children who are attending school are engaged mostly in elementary occupations (Table 5-29) while those not attending school are engaged in different types of occupations. Boys not attending school are engaged mainly in elementary occupations, but girls not attending school are engaged in elementary occupations as well as being service workers and shop sales workers (Table 5-29). Ninety five percent of children who are economically active and attending school state that their work does not affect their school attendance or studies (Table 5-30). This opinion was strongly shared by both boys and girls, and by those in elementary and other occupations.



Elementary workers earn less per hour than children in other occupations (Table 5-31). Forty percent of elementary workers are unpaid family workers and more than half of the girls who are elementary workers are also unpaid family workers.

5.4.6 Working hours of the currently economically active children

The children who are economically active, work an average of 4.0 hours per day (Table 5-32). Boys work on average an hour more than the girls. The highest hours worked per day was among the 15 to 17 year old children (5.2 hours), children in the Orange Walk District (5.8 hours), the Mestizo children (5.1 hours), children not attending school (5.7 hours) and children who are service workers and shop sales workers (6.5 hours). Interestingly, economically active boys in the Orange Walk District work for an average of 6.1 hours a day (Table 5-32).

The average time worked during the day (5 a.m. to 5 p.m.) is 5.1 hours and the average hours worked during the evening (5 p.m. to 8 p.m.) is 2.0 hours (Table 5-33). There is a negligible number of boys and girls that reported working during the night. Both boys and girls work during the day and evening.

Children 5 to 14 years work during the day for an average of 3.6 hours and during the evening for 1.7 hours (Table 5-34). Children 15 to 17 years work an average of 6.2 hours during the day and 2.3 hours during the evening. There is an estimated 526 children 15 to 17 years who work 10 hours or more during the day.

A qualitative study of child labour (Young, 2002) shows that children who have dropped

out of school or who have been absent on certain days, work from early morning to late evening. Some school children reported starting their day at five in the morning to prepare food for their parents to sell and one child reported starting her day at three in the morning to prepare the meat for tacos for her father to sell. The children who sell at the bus terminals do so in Orange Walk, Corozal, and Cayo from as early as six in the morning until about seven in the evening. These children are mainly Guatemalan nationals who are not attending school and typically work for an agent who brought them to Belize. Creole, Garifuna and Mestizo children who do street vending do so mainly after school and on weekends. For jobs like chopping yards and agricultural work, children work from early morning before the sun gets hot until late evening, which ranges between five in the morning and six in the evening. For baby-sitting and house sitting, work starts around seven in the morning until about four or five in the evening. Lunch break would typically be about half an hour. (ibid, pp. 12-13).

5.5 Child labour

About 246 million children in the world, aged 5 to 17 are involved in child labour- a number nearly as large as the entire population of the United States. Nearly 180 million work in the most dangerous conditions. They are divided almost equally between boys and girls, with boys in a slight majority. Among children engaged in hazardous work worldwide, boys constitute a majority of 55%. Most are in Asia and the Pacific, but child workers are everywhere. (ILO, 2002c, pp. 1-3)

In Belize, it is estimated that 59.0% of the economically active children (5,061 children) are in child labour. Three out of every four children in child labour are boys. Most children in child labour are found in the rural areas (78.6%), in the Toledo district (39.6%), are Mestizos (42.4%) or Maya (37.8%), have incomplete primary education (63.6%), are attending school full time (62.9%), and are in male-headed households (82.9%) (Table 5-35). The average age for children in child labour is 13 years. Girls in child labour can most likely be found in the rural areas of the Toledo district.

As the age of the boys increases, it is more likely that they will be engaged in child labour (Figure 5-12 and Table 5-36). In the age group 5 to 11, the sex ratio in child labour is 1.5 boys for every girl, while in the age group 15 to 17 years, there are 4.9 boys for every girl.

In the age group 5-11 years, all the economically active children are in child labour and in the age group 12 to 14 years, 63.5% of the economically active children are in child labour (Table 5-37). Economically active children 15 to 17 years in child labour (41.4%) are all involved in hazardous work. Almost 70% of children in child labour are engaged in hazardous work. Out of all children 5 to 17 years, 6.4% are in child labour.

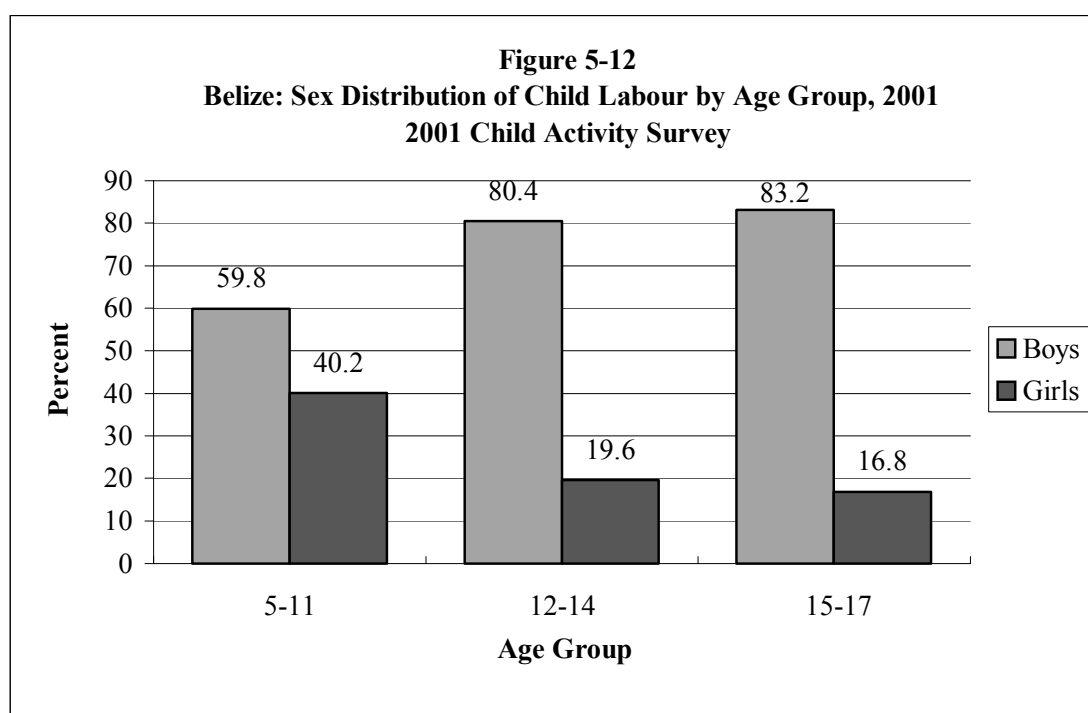
The types of work that are considered to be harmful include:

- *work which exposes children to physical, psychological or sexual abuse,*
- *work underground, underwater, at dangerous heights or in confined spaces,*

- *work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads,*
- *work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health, and*
- *work under particularly difficult conditions, such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer. (ILO, 1999, pp. 8-9)*

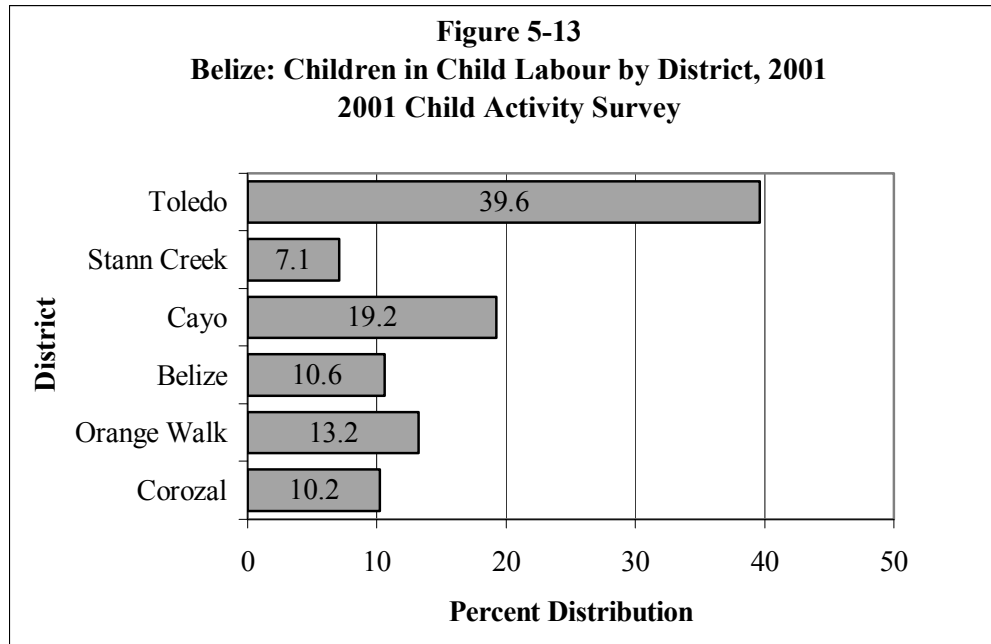
The CAS captured information on children working at night but there was a negligible number of children who reported working during the night, and therefore not statistically significant. However, information on children who are required to operate any tool, equipment, machine, etc. at their workplace is available.

Half of the boys who are economically active are also engaged in hazardous work (Table 5-38). In contrast, one out of every five economically active girls is doing hazardous work. Girls tend to be more involved in hazardous work in the age group 15 to 17 years (23.6%).



While all the other districts have less than 6% of their children in child labour, the Toledo district has 22.3% (Table 5-39). The other two districts with high percentages of its children in child labour are the Cayo (5.3%) and Orange Walk districts (5.0%). Out of all the children in Belize who are in child labour, 39.6% are from Toledo (Figure 5-13). The Toledo district, where the highest incidence of poverty is, also has the highest percentage (54.0%) of its economically active children in hazardous work (Table 5-39). Children in child labour in Toledo were primarily Mayas (Table 5-40). One out of every four Maya

children in Toledo is in child labour. Of the economically active children who are Mayas living in the Toledo district, 79.1% are in child labour and 55.3% are doing hazardous work.



Among the Mayas and the Mestizos, if they can only send one of two children to primary or high school, they would be more likely to send the boy and keep the girl at home. If they need domestic work done, they would more likely keep the girl at home, but if they need to take one of the children to the farm or to work in the field, they would likely take the boy¹². In rural Toledo District, the Mayas take their children to work on the family farm during the planting and harvesting periods of the year. Children of both sexes are taken out of school to be engaged in the agricultural work of their families. The girls would help cook and baby sit and the boys would go to the farm. The girls in the Maya communities frequently leave school when they are 14 or younger, if they are not high school bound. They would leave to learn survival skills at home. This aspect of the Mayan culture, is however, dissipating. The root of child labour among the Maya is driven by survival rather than money, and if school is not perceived as being successful, then there is a belief that the earlier children learn survival skills the better it is for them: boys learn to use a machete and girls learn to cook. (Young, 2002, pp. 15-16, citing Mr. Kukul, Toledo Education Centre Manager and a Maya himself.)

¹² There is no documented proof but it is evident that a number of children, particularly boys, often have to leave school to work for the family (NHDAC, et.al., 2001, p.34).

CHAPTER 6 - EFFECTS OF CHILDREN'S WORK

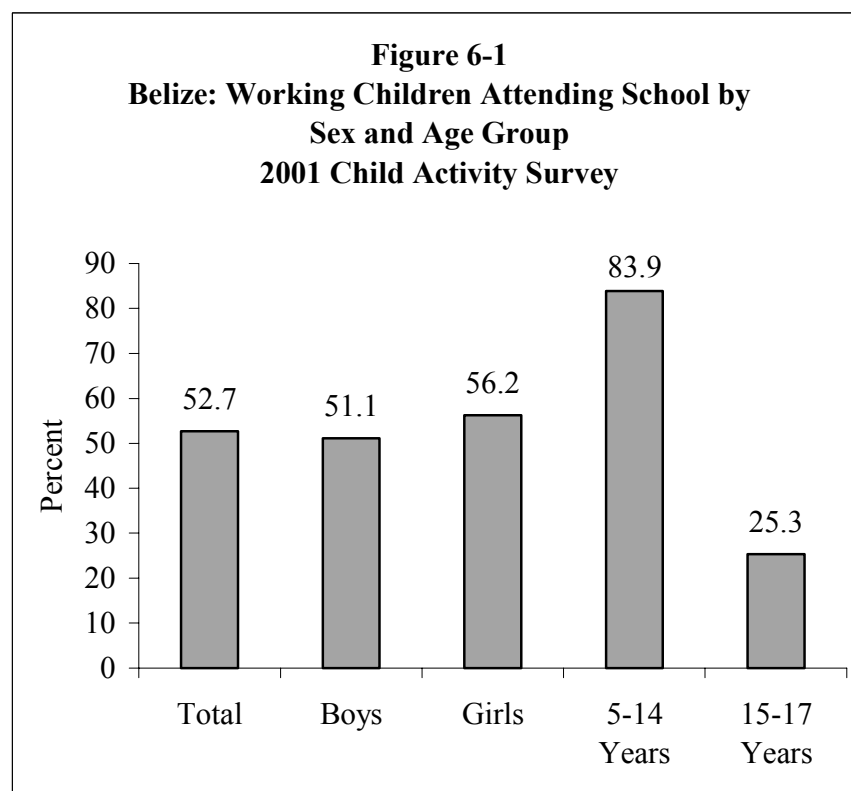
Children who work are often deprived of attaining an adequate level of education and seldom acquire necessary job skills beyond those required for elementary occupations. Furthermore, long and late hours of work, as well as work in hazardous situations, could affect the health of children. This chapter focuses on the currently economically active children aged 5 to 17 years and the effects that economic activity has on their education and health. Special emphasis is placed on selected characteristics, including their sex, age group and ethnicity, as well as their category of work, occupation and industry. Those 5 to 14 years are referred to as 'younger' children, and the 15 to 17 years as 'older' children. Unless otherwise stated, the currently economically active children are referred to as 'working children' in this chapter.

6.1 Effects of economic activity on children's education

According to IPEC's Perspective on Education, there is an inextricable link between the achievement of Education for All (EFA) and the elimination of child labour. When there is limited access to quality education children enter the labour market and are exposed to exploitative and dangerous working conditions. Children who combine work and school have a tendency to drop out of school and take up full-time employment while, conversely those who work full time cannot go to school. IPEC considers child labour as the key obstacle to EFA.

The official working age population in Belize comprises persons aged 14 years or older (CSO, 2001e). Therefore, any person younger than 14 years, even if that person is economically active, is excluded from the official labour force statistics. Nevertheless, information could be obtained on the older working children. In an attempt to capture incidences of child labour, the CAS included children 5 to 17 years. All of the children were asked about their economic activities during the reference week of the survey, regardless of their age.

The CAS results show that the majority of working children (53%) also attend school (Table 6-1). Girls (56.2%) are more likely than boys (51.1%) to attend school while working. The vast majority (83.9%) of younger working children also attend school, while only one quarter of older employed children do so (Figure 3-1). These figures indicate that even though children of compulsory school age are working, they or their parents are mindful that they should also be in school. This is not the same for the older children. It should be noted that the survey did not capture information on attendance rates, which would have given a better indication of children's full participation.



Almost all of the older working children who attend school are doing so on a full-time basis. This suggests that there may be limited opportunities for persons in this age group to continue their education at least on a part-time basis, while working. The reasons for quitting school at this age are varied. However, academic and financial reasons are usually among the main ones. Therefore, the establishment of non-academic vocational programmes at affordable cost may attract some of these youths to acquire some skills training.

Maya and Creole children are more likely than Mestizo children to also attend school. Seventy percent of Maya and 61% of Creole compared to 39% of Mestizo children who work, also attend school. A closer look at the types of occupation that these children are engaged in could explain the differences. Maya children are more engaged in subsistence farming. These activities are usually done early in the morning and late in the evenings. This allows for free time during the school hours. Furthermore, classes in most of the mainly rural Mayan villages begin at 9:00 a.m. which gives the student more free time, compared to urban areas where classes begin at 8:30 a.m. Mestizo working children are more engaged in other types of agricultural activities, which have their peak seasons during the school year and require continuous work throughout the school hours.

The majority of working children in urban and rural areas also attend school. However, the rate is higher for children in urban (58%) compared to rural (51%) areas. At the district level, the majority of working children attend school, except in Corozal and Orange Walk,

where only 34% and 29% respectively, attend school. The main economic activity in these two districts is sugar cane cultivation and harvesting. According to a Belize Sugar Industry official, children help mainly with planting and fertilising, but not harvesting, which is more strenuous. The planting season begins in May, which is near to the end of the school year when children are reviewing and preparing for promotional examinations. The season does not end until October, two months into the new school year. Some of the children engaged in such activities do so on school days and during school hours. They miss classes at the most crucial time of the school year. A 13 year old student, in expressing her desire to be in school rather than in the cane fields working wrote the following poem which was published in *Voices of Belizean Children* (UNICEF, 1990).

*No cane field for me on school days,
I am a child and should go to school
Should I go cut sugar cane?
No, Cane field is for those who want.*

*No cane field for me on school days,
Or my name I will not know how to write
In school I will learn to be
The person that tomorrow will need.*

Working children in Toledo district had the highest rate of school attendance. Again, this is a reflection of the mainly subsistence farming activities in this district which allows for free time during school hours.

Children working as unpaid family workers were more likely to attend school than those who were engaged as paid private employees. Table 6-1 shows that 74% of children working as unpaid family workers compared to close to 42% as paid private employees were also attending school. There was little difference between boys and girls (Tables 6-1a and 6-1b). These figures imply that children engaged in family work have more flexible time to also attend school. Many children would assist with the selling of prepared food and other food items before and after school hours, which allows them to attend school and work. However, this type of arrangement could have some serious effects on children, which is best expressed in the following poem by another 13 years old student (UNICEF, 1990).

*Please don't wake me up at
Five o'clock
To go sell Johnny cake so
The others can eat.*

*When you do that, I don't
get enough sleep.
And if I don't get enough sleep,
I will always be sleepy and tired in school.*

The early morning work takes away from sleep time, while late evening work takes away from play or homework time. This deprives the child of a wholesome development.

Fifty-five percent of children engaged in elementary occupations also attend school. The figures in Tables 6-1a and 6-1b show that the corresponding rate is higher for girls (60%) than boys (53%). Children engaged in tertiary and primary sector activities are more likely than those in secondary sector activities to also attend school. Boys engaged in primary sector activities are less likely than girls in the same sector to also attend school, while boys in tertiary sector activities are more likely than girls in that sector to also attend school.

When asked if their work affects their regular attendance or studies, almost all of the children said 'no'. The reality might be different if further analyses were to be conducted on repetition rates, PSE scores and academic performance by economic status, such that children might not miss classes, but participation might be low. If they are sleepy or tired when they go to school, as one of the 13 year old children explained in her poem, then they will not be able to fully participate. Furthermore, if the child has to sell in the evenings and also has to assist with household chores, there is little time left for homework, other school projects or recreation.

Eighty-one percent of working children also assisted with household chores (Table 6-2). This rate is much higher for girls (89.1%) than boys (77.7%) and among younger children (90.7%) compared to older children (73.2%). The older children work longer hours in economic activities and probably spend more time in sporting and other activities away from the home. Therefore, they are not around sufficiently to assist with the household chores. Meanwhile, younger children work fewer hours and tend to play in their yard or neighbourhood where they could easily be called to assist with household chores.

Creole working children (76.2%) were least likely and Maya children (89.9%) most likely to assist with household chores. The differences among the ethnic groups are reflected at the urban/rural and district levels where the groups are more concentrated (see Table 6-2). Working children in urban areas and Belize district where the Creoles are more concentrated are least likely to have assisted in household chores. Since more parents also work in these areas compared to in rural areas and the other districts, one would expect more sharing of the household chores by everyone. However, the figures indicate otherwise. Working children in rural areas and the other districts where at least one parent does not work are more likely to assist with household chores.

A closer look at the type of household chores (Table 6-3) reveals that the majority of working children assist with cleaning inside and outside the house, running errands, fetching water and caring for pets. Cleaning is the number one household chore and running errands the second main chore for both girls and boys. However, a higher percentage of girls (89.1%) are engaged in cleaning compared to boys (77.7%), while a similar proportion of girls and boys assist with errands. It is interesting to see such a high percentage of boys involved in cleaning since there is a general view that boys do not help with cleaning. However, it is likely that they assist mainly with cleaning outside the house

(the questionnaire did not distinguish between cleaning in or outside the house). The majority of children (87%) who fetch water are from rural areas where they have to go to the river, pumps and wells. Data from the 2000 Census indicate that rural areas accounted for 96% of households that get their drinking water from these sources.

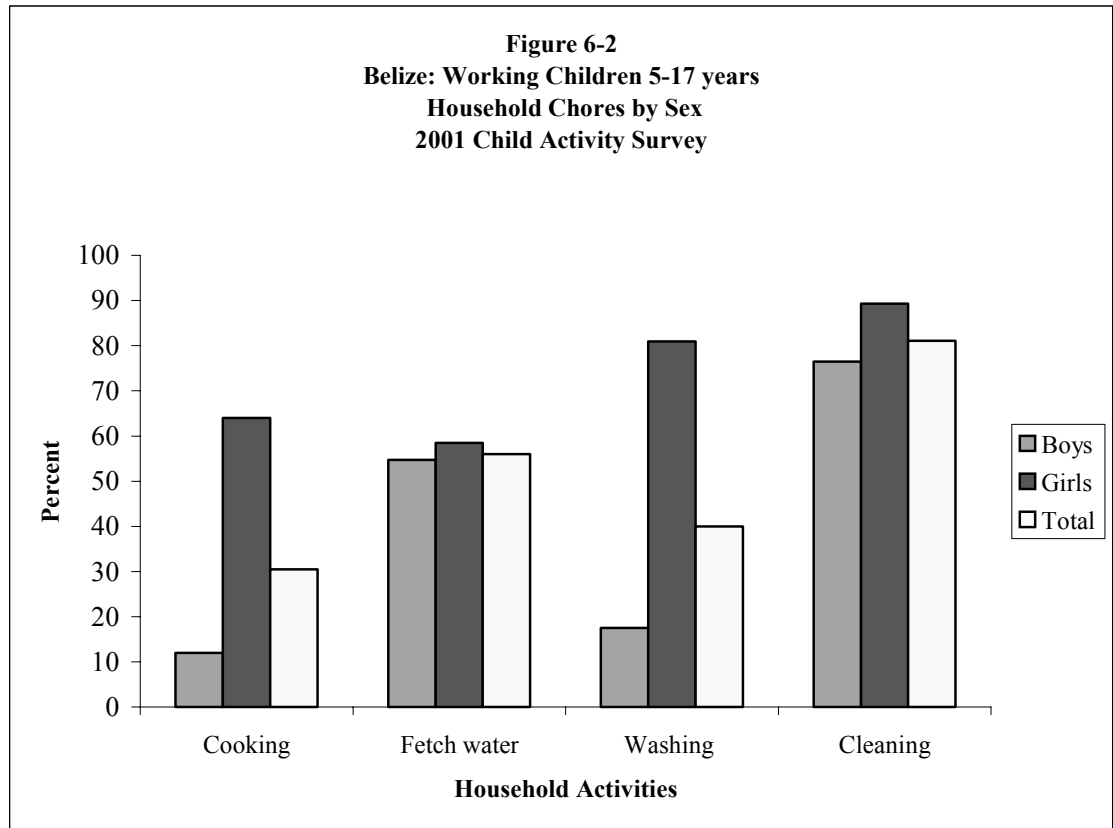
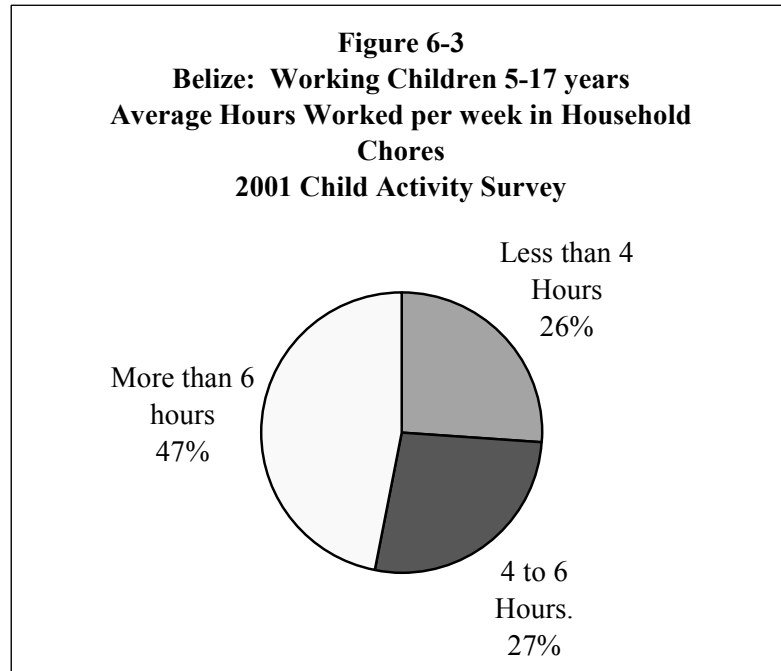


Figure 6-2 presents the six main household chores and highlights the sex disparity for cooking and washing. The majority of working girls wash clothes (81.0%) and cook (64.0%), while the rates are far lower for boys at 17.5% and 12%, respectively. There is similar sex disparity with ironing clothes. Table 6-3 shows that 49.5% of girls iron but only 15.4% of boys iron clothes. These figures support the general view that girls are more involved in domestic work of cleaning, cooking, and washing and ironing clothes.

Approximately 44% of working children stated that they assist with caring for brothers, sisters and other sick and disabled members of their household. Table 6-4 shows that there was very little difference between urban and rural children, or between Creole and Mestizo children. However, one half of Mayan children also assist with the care of younger siblings. A comparison of younger and older working children engaged in this activity shows that the majority of younger children (51.3%) were so engaged compared to 35.3% of older children. Older children might not want to be bothered with this activity and prefer to do other chores around the house, while younger children might see the other child more as a

playmate and would not necessarily consider the activity as a chore. Nevertheless, these figures reveal the children-caring-for-children phenomenon in Belize.

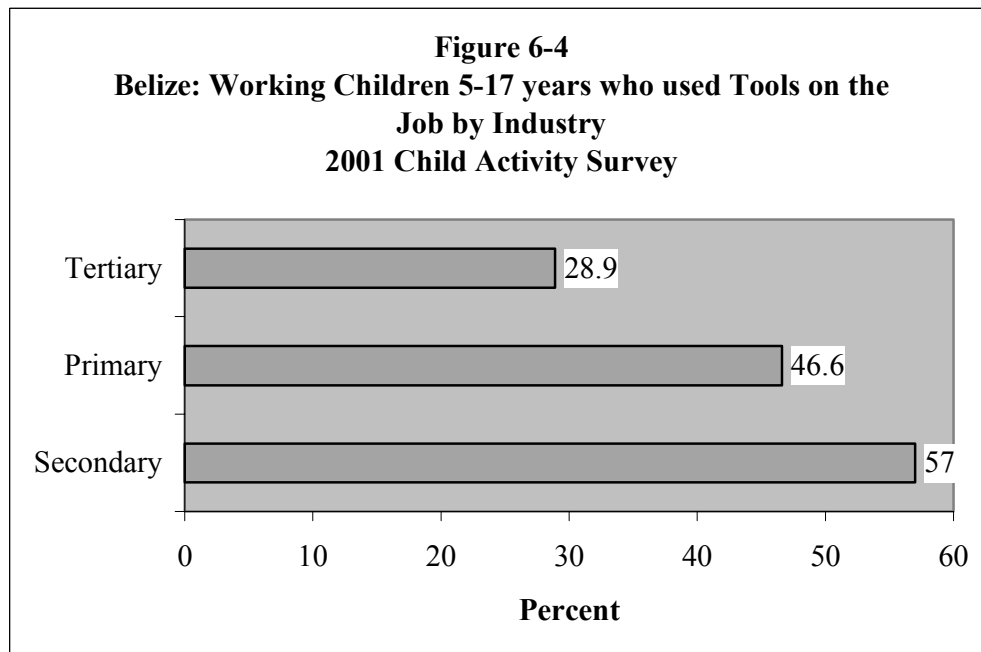


Almost one half of the working children (47%) work more than six hours per week doing household chores (Figure 6-3). The corresponding rate for girls (59.3%) was higher compared to boys (39.9%). Again, these figures show the stereotype of girls being more involved in domestic chores than boys (Table 6-5). More Maya (48.3%) and Mestizo (46.7%) working children were involved in household chores for more than six hours per week compared to Creole (43.3%) children. One half of rural children compared to 38.8% of urban children were so engaged. These figures are in the expected direction. Creole children are more concentrated in urban areas where there are more after-work activities. They tend to 'hangout' before going home to assist with chores.

6.2 Effects of work on children's health

Children who work are faced with certain risks that could affect their health. Some of them work with tools that could injure them, while others work with harmful substances that could also affect their health. When working children were asked if they are required to use tools on the job, 40.6% said 'yes', comprising the majority of boys (50.7%) compared to 19.8% of girls. Table 6-6 shows that the likelihood to operate tools on the job is similar for younger and older children. The rates by ethnicity, residence and district levels are in the expected direction. The majority of Maya employed children (53.9%) compared to 34.9% of Creole and 35.6% of Mestizo working children work with tools. The Mayas, who are

more involved in subsistence farming, would be more likely to use machetes, hoes and other farm tools.

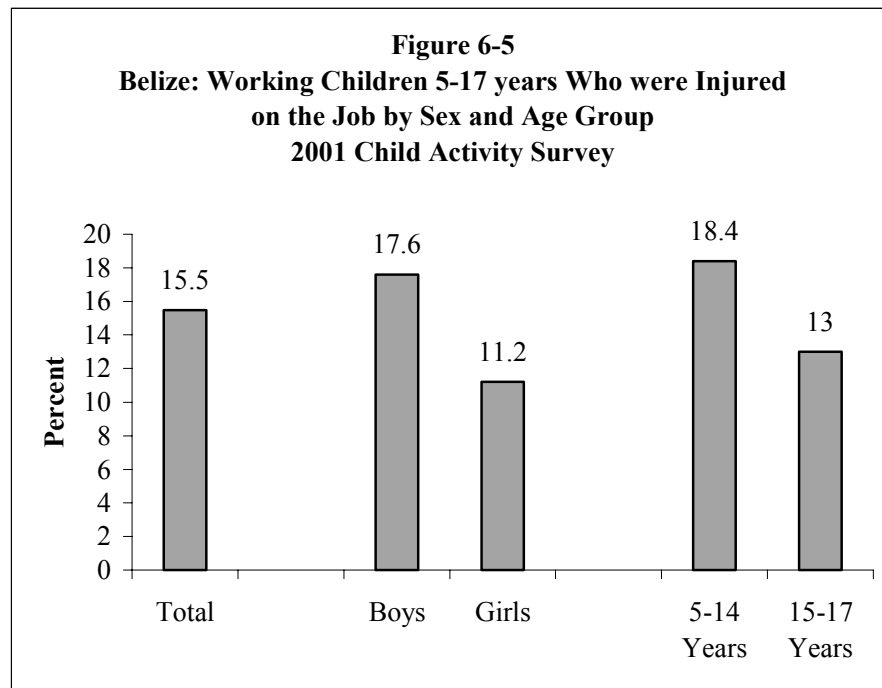


Unpaid family workers are more likely than paid private employees to use tools. Furthermore, employed children in secondary sector activities are more likely than those in the primary and service sectors to use tools (Figure 6-4). Manufacturing and construction are sub-sectors of the secondary sector and both require the use of tools. It is suspected that these children use mainly basic tools.

The majority of children (60%) use no protective wear while working. When asked, 'Are you aware of any likely health problem or possible hazard, injury or illness in connection with work?', less than one half of working children (40%) stated that they are aware of likely problems in connection with work (Table 6-7). A higher percentage of boys (45.6%) compared to girls (29.4%) are aware of such problems. Awareness is also higher among older (45%) compared to younger (34%) working children and among rural (44%) compared to urban (30%). The Creole children (21%) are least likely to be aware of problems in connection with work and the Mestizo children (46%) are most likely. Children in the two northern districts are more aware of work related problems than children in the other districts. Children in tertiary sector activities (29%) are least aware compared to children in primary (49%) and secondary sector (42%) activities.

These figures are in the same direction as those who use tools on the job. Children seem to be more aware of likely problems if tools are used on the job (Table 6-8). Although the majority who use tools on the job are aware of likely problems, 45.9% are not aware. This lack of awareness among such a high percentage of children who work with tools is

alarming. They are placed at a higher risk of getting hurt when operating tools. Awareness levels for boys and girls who use tools on the job are similar.



When asked if they have ever been hurt at work or suffered from any illness or injury due to their work at any time, 15.5% of working children answered 'yes'. Figure 6-5 shows that this rate is higher among boys (17.6%) compared to girls (11.2%) and among younger (18.4%) compared to older (13%) children. The younger children are most likely to have suffered from work related illness or injury compared to the other sub-groups of children except those engaged in primary sector activities (Table 6-9). This vulnerable group, which should not even be working, is faced with the highest risks. Seventeen percent of children in elementary occupations are injured on the job, while 19.8% in primary sector activities compared to 9.6% in tertiary sector activities are also injured on the job.

The majority (70.1%) of children injured on the job suffer from injured limbs (hand, foot, finger or toe). This rate is lower for older (68.2%) compared to younger (71.6%) children. Boys are more likely to suffer from injured limbs, while girls are more likely to suffer from other types of injuries. Forty-two percent of children that suffered from illness or injury in connection with their job required medical treatment and were released immediately, or hospitalised. The majority required no treatment (Table 6-11).

Children who have ever worked were also asked if they had suffered from any illness or injury in connection with their job, and the type of injury and treatment received. A comparison of the figures in Table 6-9 and Table 6-9a show that the corresponding rate for injury due to work was lower for children ever worked (6.6%) than for working children.

Children who ever worked are more likely to suffer from injured limbs (76.6%) (Table 6-10a) and are less likely to receive medical treatment compared to working children (Table 6-11a).

Data from the Social Security Board indicate that 149 persons in the 14 to 17 year age group were injured on the job in 2001. The majority of injuries to the children were open wounds and injury to blood vessels (53%), and another 32% were classified as early trauma (head, fingers, feet, etc.). Children in Orange Walk, Corozal and Stann Creek districts account for 74% of all the injuries. These districts are home to the sugar cane, citrus and banana industries where it is suspected that children are more exposed to the use of farm tools. The total injuries to this age group alone amounted to 3,484 lost days and approximately BZ\$47,990 (Belize Social Security Board, 2002).

The 13 year old student who wrote the poem about not working in the cane fields on school days, lamented,

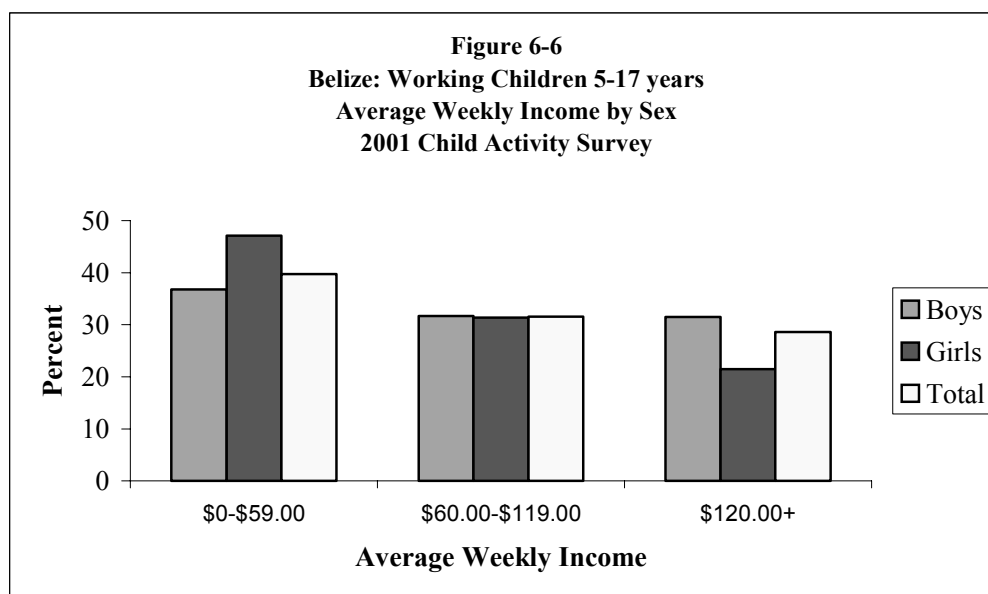
*" I am just a child who should be cared for,
Not getting hurt in cane fields,
Where I can learn no skill."*

This stanza raises the issue of risks versus benefits. The risks that these children face in their work are not compensated by benefits. In most cases they learn no skills that could be transferred or that could prepare them for promotion. The benefits they receive are limited. When parents were asked if their children receive any benefits from employers the result show that 43% of the children receive no benefits.

Almost one half (49%) of the children who are dissatisfied with their job said that the job is too tiring or too hard. The remainder gave other reasons for dissatisfaction, including low wages. Furthermore, 41% believe that they do not receive wages compared to the minimum usually paid in their community. There may be other disincentives that were not captured by the survey. Nevertheless, the risks faced by some of the children seem to out-score the benefits that they get from working.

6.3 Income, savings and contribution to household

One of the few benefits that children get from work is an income. The majority of employed children earn less than BZ\$120 per week. The figures in Table 6-12 show that only 28.6% earn BZ\$120 or more per week. This rate is higher for boys (31.5%) compared to girls (21.5%), which signifies the sex disparity in income, even among children.



Almost all the children are exempted from paying income tax, since their earnings are below the BZ\$20,000 per year threshold for levying taxes. However, those who were registered with Social Security would have contributed to its scheme. The survey results indicate that employers provide social security insurance for 16% of working children. According to the Social Security Board, employer's contribution represents 85% of total contribution for employees earning less than BZ\$140 per week. Employees at this income level pay the remaining 15% of the total contribution. This amounts to BZ\$0.55 for earnings under BZ\$70 and BZ\$0.90 for earnings between BZ\$70 and BZ\$109 per week. The most these children would pay is BZ\$1.30, which is the weekly contribution for those earning BZ\$110 to BZ\$139 per week. The Social Security Board reported that 6,156 persons aged 14 to 17 years were registered in 2001.

It is expected that a working person would contribute to household expenses. Most parents would say that they ask for a contribution mainly to teach a sense of responsibility rather than to meet the bills, while others depend upon the contribution to meet the household expenses. When respondents were asked the reasons for letting the children work, 85% of them responded, 'To teach him/her work ethics and training' and only 4% stated that they let the child work to supplement the household income.

The majority (50.7%) of children said that they contribute part of their earnings to their parent or guardian and an additional 24.7% give all of their earnings (Table 6-13). These figures imply that the majority of children are working to supplement the household income, which is contrary to what the majority of parents have said with respect to teaching their children work ethics when they allow them to work. It is especially so for the 24.7% of children that give all of their earnings to their parents.

Boys (77.2%) are more likely than girls (71.5%) to give part or all of their earnings to their parents, younger children (72.4%) are less likely than older children (76.9%), and those in urban (71.3%) compared to rural (77.5%) areas are less likely to give part or all of their earnings to their parents. Table 6-14 indicates that as weekly earnings increased, the tendency to contribute to the household increased. Sixty-nine percent of those who earn less than BZ\$60 per week said that they contributed all or some of their income to the household compared to 81.9% who earn BZ\$60 or more.

Table 6-15 indicates that 59.5% of children state that they save some of their earnings regularly or occasionally. A higher percentage of girls (61.4%) save some of their earnings compared to boys (58.7%), while older children (60.7%) are more likely to save than younger children (57.1%). A higher percentage of urban (61.9%) children save compared to rural children (58.2%). More access to banks and credit unions in the urban areas might increase the tendency to save in these areas. The data on savings by income presented in Table 6-16 indicate that as income increases the tendency to save also increases. Approximately 57% of those earning less than BZ\$120 per week save compared to 66.9% who earn BZ\$120 or more per week (Table 6-16).

Most adults who save would do so mainly to make capital investments such as to purchase a house, car, or furniture. Working children, however, save mainly to buy personal items (72.7%). This is true for all sub-groups of children (Table 6-17). The term "personal items" covers a wide range and respondents were not asked to specify further. However, it is suspected that most of the savings are used to acquire clothing and footwear that are too expensive to purchase from one week's wage, after contribution to household and other basic needs are met. A small percentage stated that they save some of their earnings for their schooling. However, almost all the children who save for schooling are attending school on a full-time basis. There was no indication that a working child was saving to return to school.

Children are more likely to contribute all or some of their earnings to the household than to save. Sixty percent of the children who contribute some of their earnings to the household also save (Table 6-18). Since most of these children earn less than BZ\$120 per week, there is not much left for them after savings and household contribution. There is no indication of the amount of money that working children contribute to their household, nor the amount of savings, since the survey did not capture this information. When parents were asked 'What will happen if the child stops working?' most of them (33%) said nothing will happen, while 36% said that the child will have no work ethics. Less than 3% said that household living standards would decline if the child were to stop working.

Figure 6-7
Belize: Working Children 5 to 17 years
Savings and Contribution to Household
2001 Child Activity Survey

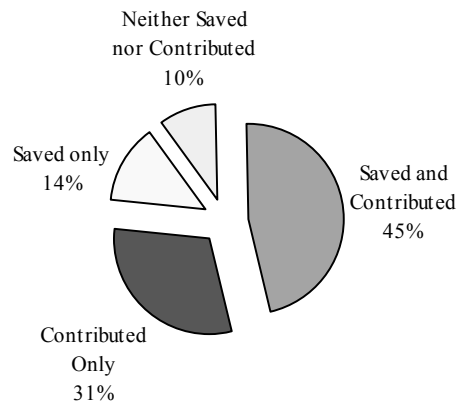


Figure 6-7 illustrates the tendency of children to save and/or contribute to the household. Most of them both save and contribute to the household, while only 10 % do neither. This group that neither saves nor contributes is probably those whom their parent allowed to work 'to teach them work ethics', rather than to contribute to the household income.

The average monthly household income was BZ\$930 and the monthly household expenditure amounts to 60% of this income. Most of the households (39%) receive their income mainly from activities as a private sector employee, another 15% as self employed in non-agriculture activities and 13% as paid government employees.

CHAPTER 7 - SOME IDENTIFIED WORST FORMS OF CHILD LABOUR

Belize has several laws that protect children against the worst forms of child labour. Section 169e of the *Labour Act* prohibits the employment of children in occupations that are likely to be injurious to life, limb, health or education, while Section 7 of the *Families and Children Act* states that '*...no child shall be employed or engaged in any activity that may be detrimental to his health, education, or mental, physical or moral development*'. Both of these laws give a general description of the worst forms of child labour and neither gives specific examples. However, ILO Convention 182, Article 3, identifies the following as comprising the worst forms of child labour (ILO, 1999):

1. *All forms of slavery or practices similar to slavery, such as sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;*
2. *The use, procurement or offering of a child for prostitution, production of pornographic performances;*
3. *The use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs; and*
4. *Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.*

As a signatory to this Convention, Belize is committed to ensure that its children are protected from these worst forms of child labour. There is limited information on the extent of these worst forms of child labour in Belize. However, every attempt is made in this chapter to highlight available information.

7.1 Slavery, sale of children and forced labour

Slavery is a violation of basic human rights. Even though this form of human exploitation was abolished more than 100 years ago, it is suspected that the practice continues in covert ways, especially among children, who are more vulnerable to trafficking coercion and force. They cannot always protect themselves against such exploitation and are sometimes vulnerable to these practices when the laws are not enforced, and there is no one to protect them.

There have been reports that some children are given to other relatives or friends, especially older persons, to assist them with household chores. Some of these children are not sent to school and sometime they are not adequately fed. A case study reported in the Corozal Butterfly Child Labour Survey Report gives the story of a ten-year-old child who was abducted to work at the cayes. An elderly woman the child had assisted during her illness took the child and kept him/her at the cayes for three months without the mother's permission. The child took care of two other children, but also attended school during that time. He/she was returned to his/her mother after the Labour Office contacted the Police

and reported the case (NOPCA, 2001a). Fortunately, this child attended school and was returned to his/her mother. There might be other similar cases, but with unfavourable outcomes.

Some parents who find it burdensome to care for their children would give them to a family or friend who is willing to assist. In most cases there is no formal or legal arrangement. There are other cases where children are given away to strangers, mainly foreigners who would give money to the parent/s. In such cases the adopters are reluctant to go through the legal adoption process, which could take as long as a year or more. They prefer to avoid this process and give money directly to the parents. According to an official of the Ministry of Human Development, some of the foreign adopters would give a house or household amenities as a token to improve the condition of other siblings or the family as a whole. The child is doubly vulnerable because neither the parents nor 'adopting' adult is likely to inform the authorities of the situation.

Such activities are in violation of the *Families and Children Act*, Section 138(1)(c), which states that:

The court, before making an adoption order, shall be satisfied –

that the applicant has not received or agreed to receive and that no person has made or given, or agreed to make or give to the applicant, any payment or other reward in consideration of the adoption, except such as the court may sanction.

Furthermore, Section 143 of the same Act restricts the payment or receipt of rewards for adoption and states as follows:

It shall not be lawful for any adopter or for any parent or guardian, except with the sanction of the court, to receive any payment or other reward in consideration of the adoption of any child under this Act, or for any person to make or give to, or agree to make or give to, any adopter or to any parent or guardian any such payment or reward.

The CRC Optional Protocol on the sale of children, child prostitution and child pornography, signed by Belize, also prohibits such activities, as does the CRC itself (Article 21).

A report cited in *The Right to a Future* claims that the adoptive process remains controversial and sated with problems. It further states that 'Adoption is accessible to foreigners and residents who can afford transportation cost and legal fees, and contribute to the medical cost of the birth mother', while 'Foster parents and children in care who wish to become a part of a permanent family, are denied that right for financial reasons' (NCFC, 2000). An official of the Family Services Division (FSD) of the MHD and other officials of the Ministry refute this statement. However, they explained that there is a parallel system where 'private adoption agencies' identify children for adoption and make arrangements through their lawyers for these children to be adopted by foreigners.

Belize does not have any registered private adoption agency. However, certain individuals are known to be involved in arranging private adoptions. This process could be done in less than two weeks, but comes with a lawyer fee of about BZ\$15,000. It is suspected that the 'private adoption agent' also receives a fee. One of the officials of the Department agreed that the cost for adoption prohibits certain local foster families from adopting. The Legal Aid Office, which provides this type of service at subsidised rates, was recently reopened and will be assisting in such cases.

To better protect the rights of the child, the *Families and Children Act* (Section 134(33)) also provides for a 'guardian ad litem' to be appointed to represent the child's best interest in all such cases. However, it is understood that in many instances, the law firm representing the adopting person currently appoints that child's representative, which is not necessarily in the child's best interests.

The FSD is responsible for the recruitment of adoptive families and the review of all adoption petitions. It also provides placement and post-adoption services for children in care, among other duties. In 2001, the FSD reported fifty-two adoption cases of which 12% were international cases. Only one of the international cases was completed that year. However, 63% of the local cases were completed.

The UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, defines child trafficking as "the recruitment, transportation, transfer, harbouring or receipt of a girl or boy of less than 18 years of age for the purpose of exploitation". It remains to be determined if these adoptions that do not go through the legal process have the exploitation of the children as a purpose.

Forced labour comes in different forms. Children are forced to work when they may not want to work. Others who want to work and are working may be forced to work certain days, or times of the day, when by law they should not be working. Still others are forced to work at a certain rate or speed that is beyond their capacity. Another case study reported in the Butterfly Project gives the example of a child who complained that he is beaten severely by his father with a machete or sometimes with a sugar cane when he does not work fast enough. This type of violation of children's rights is rarely reported and is harder to detect. It is suspected that many children are forced to work in one or more of these forms.

7.2 The use of children engaged in prostitution or use of children for pornography

Information on children engaged in prostitution or the use of children for pornography is limited. Few studies have been conducted on these issues even though there has been heightened interest since the 1990s. It is illegal for children to be engaged in prostitution or to be used in pornography. Article 34 of the CRC calls for the protection of children from all forms of sexual exploitation and sexual abuse and urges states parties to take appropriate measures to prevent:

- a. *The inducement or coercion of a child to engage in any unlawful sexual activity;*
- b. *The exploitative use of children in prostitution or other unlawful sexual practices; and*
- c. *The exploitative use of children in pornographic performances and materials.*

A recent report in the local media highlighted the case of a man that was charged with carnal knowledge of two young girls. The report claimed that the mother sent the two girls to the man in lieu of money she had borrowed for her house rent. This type of case does not always reach the media and many times is not reported. However, it is suspected that such incidents are commonplace among poor and destitute households, and are considered as a coping strategy.

Once it is known that children are engaged in prostitution they are stereotyped and would not be allowed to attend school. Family members, the parent's sex partner, as well as their own sex partners would sometimes verbally and physical abuse these children. Some parents beat their children repeatedly to deter them from this type of work. These children are also called derogatory names and insulted even by their parent's or their own sex partners who sometimes force themselves on the children.

The results of a study¹³ sponsored by UNICEF on commercial sex work indicate that prostitutes were mainly in the over 18 years age group (70%), but most of them were so engaged before the age of 18 years. Thirty percent were aged 13 to 18 years. Also, there were children as young as 12 years old who were engaged in prostitution. Almost one half of the prostitutes (48%) stated that they know of minors working in the sex industry.

The majority of prostitutes (74%) took health checks every six months or more frequently. This is a fairly good indicator, but the rate might be lower for children in commercial sexual exploitation. According to the study, most children engaged in prostitution normally work on their own from their home or a place determined by their sex partners. It is suspected that they would not get regular or any health check, unlike the older prostitutes who mainly pay for their health checks or would get checks paid for by their employer. Children are therefore at a higher risk of not receiving necessary treatment.

Children engaged in prostitution are at risk of contracting HIV/AIDS and sexually transmitted infections (STIs). Even though 83% of prostitutes said that they always use protection, it is suspected that the rate is lower among children engaged in prostitution.

Figures from the 1999 FHS also indicate that only 37% of men and 38% of women stated that they use condoms to prevent HIV/AIDS. An additional 29% of men and 26% of women stated that they use condoms to prevent STIs. When asked, 'What risk do you think there is of you getting HIV/AIDS?' 71% of the children 15 to 19 responded 'No risk at all'. This was the highest rate compared to any other age group and is an indication of

¹³ Study on the Sexual Exploitation of Women and Children: Sex Providers. The study covered four groups, Sex workers, Clients, Owners of Establishments where sex providers are located and Intermediaries.

vulnerability of this group. If this question were asked of children engaged in prostitution, the corresponding rate might be lower.

A case study reported in the Right To A Future 2000 tells of a 14 year old girl who is the head of a group of six teenage girls engaged in prostitution. This girl claims that she is not afraid of the authorities. However, her biggest fear is to contract an STI or to be murdered. Her case exemplifies the fears that children face when engaged in such activities. However, the need to provide for themselves is apparently greater than their fears, so they continue to engage in risky activities.

The absolute number of HIV cases in Belize is the lowest in the region, but HIV prevalence is among the highest. The National AIDS Commission (NAC)¹⁴ reported that Belize ranked fifth in HIV prevalence behind Haiti, The Bahamas, Guyana and the Dominican Republic, and first among Central American countries. The NAC is responsible for coordinating, implementing and monitoring the National Strategic Plan on HIV/AIDS. The Commission recently submitted a project proposal to The Global Fund to fight against AIDS, Tuberculosis and Malaria. One of the activities in this proposal calls for a census of commercial sex workers and their place of work, while another activity would focus on reducing the risk of HIV infection among vulnerable groups including prostitute.

There are several other national organizations that address the issues of HIV/AIDS in Belize. These include Alliance Against AIDS¹⁵ (AAA), Belize Family Life Association (BFLA)¹⁶ and The Belize Red Cross. The Ministries of Health, Education and Human Development also have special HIV/AIDS programmes. Many of the HIV/AIDS programmes are focused on awareness and education at the primary and secondary levels. Much more needs to be done to reach out-of-school children that might be more at risk.

Children engaged in prostitution are also at risk of having unplanned pregnancies. According to the 1999 FHS, 23% of teenage girls stated that their last pregnancy was unplanned. This rate could be higher among children engaged in prostitution. Furthermore, the paternity of their baby is more likely to be questionable. In such cases, paternal support, emotional or financial, would be negligible and these children that could hardly fend for themselves would be left with the full burden of childcare.

It is typical of tourists to take pictures and videotapes of scenes and people on their travels, while most children are always willing to smile for the camera. There are suspicions that some foreign tourists would take nude pictures of children and use them for pornography. Some children might have been enticed with special treats and favours to undress for photographs, without them considering the consequences. This type of child sex exploitation could become even more serious with the increase of child pornography on the Internet. There is no statistical evidence to support these suspicions.

¹⁴ The Minister of Human Development chairs the NAC, which is comprised of government, non-government, civil society and business representatives.

¹⁵ AAA advocates for persons living with AIDS. It provides, counselling, referrals and a hot line service.

¹⁶ BFLA works with youths in and out of school. Its programmes on adolescent reproductive health emphasise the prevention of HIV/AIDS.

According to the study on prostitution, when prostitutes were asked what type of services their clients look for, 11% stated that their clients wanted photographs and the majority allowed themselves to be photographed. The question of type of services did not specify if the client wanted nude photographs, but it is suspected that such requests were made and granted. Again, with the advent of digital cameras and growth of Internet pornography, the young prostitute has no control over or knowledge of how such images may be used.

7.3 Children used for production and trafficking of drugs

ILO Convention 182, as well as CRC Article 33, protects children from illicit drug production and trafficking. Records from the Police and Prison Departments are the only administrative data available that indicate the occurrence of this type of activity in Belize. Their records show only a small number that is convicted and incarcerated for production and trafficking of illicit drugs. According to the Police Department, 23 persons in the under 17-age group were convicted for the sale or use of dangerous drugs. The number represents 34% of all convictions against juveniles in that year (Belize Police Force (2001). The Department of Corrections reported that nine children aged 14 to 17 years are incarcerated for drugs trafficking or use. All, except one of the inmates are boys. The minimum sentence for this type of offence is six months imprisonment or a fine of BZ\$200.

These data reflect only those children that are convicted and incarcerated and do not give a full picture of the extent of the problem. Nevertheless, there is statistical evidence that children younger than 10 years have used certain illicit drugs. The early exposure to these illegal drugs could make these children more vulnerable to be used for the sale and trafficking of drugs.

According to a 1998 study conducted by the National Drug Abuse and Control Council (NDACC)¹⁷ in Dangriga and Belize City, 22.5% of students reported that they first used tobacco before they were 10 years old, while 10% first used marijuana before that same age. By age 14 years, one half of the students had used tobacco and 40% had used marijuana. Their main source was from family or friends. The results of a focus group discussion with primary school students indicate that children have easy access to drugs and that “Substance abuse is associated with school dropout and crime - many resort to crime to generate the money needed to buy the drugs, and school seems less attractive when high wages can be earned by selling drugs on the streets” (NHDAC et al, 2001). The sale or trafficking of drugs is also a more lucrative business compared to other types of work that children do for less than BZ\$120 per week. They could earn more than that amount of money in one day, given Edwards’ report of more than BZ\$80 per drug sale¹⁸ (Edwards, 1994). It is easy to imagine the attraction of these activities, especially when money is scarce in the home. Focus group discussions have revealed that many young boys are leaving primary school to try to earn money (NHDAC, et.al., 2001, p.37).

¹⁷ NDACC is the only national organization that provides drug education in the schools. Its services have recently expanded to include a drop-in centre.

¹⁸ Information on the type and amount of drug is not available.

7.4 Work that can hurt a child's health, safety or morals

There are various types of work that could be harmful, but the laws do not specify them. The ILO has advised governments to consult with 'employers and workers organizations and other interested parties' to decide on the types of work that are harmful and need urgent attention. The following should be considered when deciding on the types of work that are harmful (ILO, 1999):

- ◆ *work which exposes children to physical, psychological or sexual abuse;*
- ◆ *work underground, underwater, at dangerous heights or in confined spaces;*
- ◆ *work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;*
- ◆ *work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise level, or vibration damaging to their health; and*
- ◆ *work under particularly difficult conditions, such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.*

There is no indication that Belize has convened such a meeting to determine the types of work that are harmful to children.

The data in this report identified children who work with tools, but there is no information on the type of tools to determine if they are dangerous. Young (2002) noted that 'many children get cut in the cane fields...', and many are 'taken to the clinics and hospitals in Orange Walk and Corozal Districts to receive treatment....'. These two districts, according to data from Social Security, accounted for 57% of working children 14 to 17 years that were injured in 2001. Children engaged in sugar cane and other agricultural activities sometime have to lift heavy loads of products, which can cause strain to the body. Only three such cases were reported to Social Security in 2001, which amounted to forty-eight lost days and BZ\$615.99 paid for forty-six days. It is suspected that many more children have suffered from the strains of lifting heavy loads.

Some of the working children rise early to work in the damp and cold, often barefooted and dressed in inadequate clothes. They sometimes work long hours in the scorching sun with little water and nutritionally unbalanced meals. These factors by themselves or in any combination could have serious health effects on children. They could suffer from chronic cough, pneumonia, dehydration, malnutrition or other illnesses. It is suspected that many children who work in the agriculture fields are not aware of the health effects when they are exposed to such factors. There is no statistical evidence to support these suspicions, which emphasises the need for rigorous monitoring.

Children engaged in agriculture work sometimes have to work with fertilisers and

pesticides. They sometimes pick crops still dripping with pesticides or spray the chemicals themselves (Bellamy, 1997). They might not always use protective gear and may be exposed to the effects of potentially harmful substances. The risks are multiple. According to the United Nations High Commission for Refugees, there are cases of serious eye malfunctions among immigrant and refugee children who live on banana plantations, and are exposed to the highly carcinogenic spray that is used on the bananas (Edwards, 1994).

Only one case of a child with injury due to toxic effects was reported to Social Security in 2001. It resulted in twelve lost days and BZ\$92.86 in payment for ten days. This case was reported in Corozal District, where the use of fertilisers and pesticides in cane fields is high. Orange Walk and Stann Creek districts, which are home to the sugar cane and banana and citrus industries, respectively, also have high use of these substances.

Children who sell in the streets are more at risk of getting verbally, physically or sexually abused. They have to ensure that their products are sold and at the price set by their parents or whomever they are working with. There are reports of children who are harassed because they have to sell food for their livelihood. Others are beaten and their money from sales stolen, while some are exposed to sexual abuse by customers, who promise to buy most of the food (Young, 2002). There is no information on the number or profile of street children in Belize. However, these children, mainly boys, could be seen begging at the doors of major department stores or on the main streets in urban areas. They usually beg for money to buy food and are willing to carry the grocery bags to one's vehicle or any other tasks. It is not known whether these children are still living at home or on their own, or how their other basic needs are met. These children could be easy pawns for drug traffickers or paedophiles.

The limited information presented on the worst form of child labour indicates the need for further research in this area. Neither this study nor the child labour study conducted by NOPCA in Corozal district focused on this issue. A follow up to either of these studies with emphasis on the worst forms of child labour would give a better understanding of its extent and nature.

CHAPTER 8 - CONCLUSIONS AND RECOMMENDATIONS

This first-of-its-kind national survey on child labour has provided relevant information that was never before available. Some of the findings might not be surprising, since people generally believed or suspected them. Nevertheless, the data provide statistical evidence to support the beliefs and confirm certain suspicions. Furthermore, the data could be used to make informed decisions on issues with respect to children and work, which before were based mainly on anecdotal reports. The main conclusions and recommendations are presented in this chapter.

8.1 Main Conclusions

8.1.1 International Conventions and National Laws and Policies

- i. Belize has ratified several international conventions that address the issues of children and work, including the CRC and ILO Convention 182 on the Worst Forms of Child Labour. The CRC is the only one that is monitored on a periodic basis.
- ii. Three main laws, the *Labour Act*, *Education Act* and the *Families and Children Act* set a minimum age that a child could work. The minimum age varies from 12 to 17 years depending upon the nature of the work.
- iii. Most of the conventions, laws and policies concerning children and work have not been fully enforced, implemented or monitored due to the lack of adequate human resources.
- iv. Belizean laws on the Worst Form of Child Labour are vague.
- v. Belize has not yet determined the types of work that are harmful for children.
- vi. Children who do not gain entrance to secondary school must wait until they are 15 years before they can enrol at CET. This could be a one to three-year wait depending upon the age of the child.
- vii. The re-admittance of teenage mothers in the school system is still determined on a school-by-school basis.

8.1.2 Non-economically Active Children

- i. The majority of children are engaged in non-economic activities (household chores).
- ii. There is little difference between the proportion of boys and girls who do household chores.
- iii. Younger children are far more involved in household chores than older children.

8.1.3 Economically Active (Working) Children

- i. A small proportion of children are working.

- ii. Most working children are from Toledo and Cayo districts.
- iii. Working children are mainly paid private employees. More girls than boys work as unpaid family workers.
- iv. Most children are engaged in primary sector activities, mainly unclassified agriculture and sugar cane.
- v. They are mainly engaged in elementary occupations.
- vi. Most children earn less than BZ\$120.00 per week. More boys than girls earn over this amount.

8.1.4 Working Children and Household Chores

- i. Most of the working children also assist with household chores for more than six hours per week.
- ii. Most working girls also cook, wash and iron clothes, while only a few working boys do these activities.
- iii. Many working children assist with caring for siblings. The rate is higher for younger compared to older children.

8.1.5 Working Children and School

- i. Almost all the younger children who are working also attend school. However, the older children who work do not attend school.
- ii. Working Maya and Creole children are more likely to attend school than Mestizo children.
- iii. Almost all working children said that their work does not affect their regular attendance at school or their studies.

8.1.6 Working Children and Health

- i. Less than one half of working children are aware of likely health problems in connection with their work.
- ii. Although the level of awareness is higher among children who use tools on the job compared to those who do not, there are still too many children who use tools and are not aware of likely problems.
- iv. Only a small percentage of children are hurt on the job. However, the rate for younger children is among the highest compared to other sub-groups of children.
- v. Injuries are mainly to limbs (hand, foot, finger or toe).
- vi. Most of the injuries do not require treatment.

8.1.7 Children's Savings and Contribution to Household

- i. Most children contribute all or some of their earnings to the household, although the majority of parents stated that they allowed their children to work to teach them work ethics and not to supplement the household

- income.
- ii. Most children also save some of their earnings on a regular or occasional basis.
- iii. Children are more likely to contribute than to save.
- iv. Girls are more likely to save and less likely to contribute compared to boys.
- v. Children save mainly to buy personal items.
- vi. Only a few children neither save nor contribute.

8.1.8 Child Labour

- i. Most of the working children are engaged in child labour.
- ii. There are three boys for every girl that is engaged in child labour.
- iii. Child labour is highest in rural areas, Toledo district and among Mestizo and Maya children.

8.1.9 Worst Forms of Child Labour

- i. Information on slavery, sale of children and forced labour are scant and anecdotal.
- ii. A UNICEF sponsored study on prostitution shows that children are involved in commercial sexual exploitation.
- iii. Children engaged in prostitution are at risk of contracting HIV/AIDS, STIs, unplanned pregnancies and all forms of abuse.

8.2 Recommendations

8.2.1 International Conventions, and national Laws and Policies

- i. Revise the Laws relating to child labour so that they reflect ILO Convention 182. The Ministry of Labour and NCFC should take the leading role.
- ii. Convene a meeting of relevant ministries, NGOs, the Chamber of Commerce and other employers' and workers' organizations to determine the types of work that are harmful. The Ministry of Labour should spearhead this meeting.
- iii. Produce periodical reports on child labour. NCFC should integrate this in the CRC's periodic reports.
- iv. Increase the number of Labour Officers, School-Community Liaison Officers and Social Workers in order to more adequately enforce, implement and monitor the laws and policies against child labour and its worst forms. The Ministries of Education, Labour and Human Development should collaborate.

- v. Lower the age for enrolment at CET so that there is no waiting time for children to become idle or engaged in child labour. Ministry of Education should take this action.
- vi. Adopt and uniformly enforce a national policy concerning the re-admittance of teenage mothers in school. The Ministries of Education, Health and Human Development, and BFLA should collaborate.

8.2.2 New Intervention Programmes

- i. Develop and implement a monitoring programme that will assess child labour and its worst forms especially in areas where the practice is prevalent. The Ministries of Labour should take the leading role.
- ii. Establish a mechanism for reporting and follow-up of incidents of child labour and its worst forms.
- iii. Implement 'Education for All' programmes to ensure that all children receive a basic education. The Ministry of Education should take the leading role.
- iv. Establish educational alternatives for working and idle children. The Ministry of Education should take the leading role.
- v. Develop information, education and communication materials on issues relating to child labour that are directed to children, parents, employers, workers unions and the general public. The Ministry of Human Development, NCFC and NOPCA should collaborate.

8.2.3 Future Research Area

These findings present the general situation of child labour in Belize and also suggest the need for more in-depth study. The following are three areas recommended for further research:

- ◆ Child labour in the agriculture industry, mainly at the sugar cane, banana and citrus farms. Such research should have a focus group discussion component that would address some of the issues that a quantitative survey could neglect.
- ◆ Idle and working children in the 14 to 17 year age group. An in-depth study of this group would give meaningful information on how to address its issues.

- ◆ Worst forms of child labour. An in-depth study of one or more of the four worst forms of child labour would provide much needed information on their nature and extent. Two areas of major concern are children used for prostitution and children used for production and trafficking of illicit drugs

These studies could complement the CLS and contribute to the development of laws and policies to address the issues of child labour and its worst forms. Furthermore, the results could also be used to develop alternative educational programmes for working and idle children.

REFERENCES

- Ashagrie, K. (1998). Statistics on Working Children and Hazardous Child Labour in Brief. Bureau of Statistics, International Labour Office, Geneva. Revised April 1998.
- Belize Police Department (2001). Annual Report by the Commission of Police.
- Bellamy, C. (1997). The State of the World's Children 1997. Executive Director, UNICEF.
- Cameron, Sara (1997). From Girls to Women: Growing up Healthy in Belize, Government of Belize/National Women's Commission.
- Central Statistical Office (1991). 1991 Population Census Major Findings, Government of Belize.
- Central Statistical Office (1999). 1999 Labour Force Survey, Belize.
- Central Statistical Office (2000). Population and Housing Census 2000. Database. Belize.
- Central Statistical Office (2001a). Population Census 2000: Major Findings, Government of Belize.
- Central Statistical Office (2001b). Abstract of Statistics, Belize 2001, Government of Belize.
- Central Statistical Office (2001c). Belize Family Health Survey 1999 Female, Government of Belize.
- Central Statistical Office (2001d). Belize Family Health Survey 1999 Male, Government of Belize.
- Central Statistical Office (2002). Report on the Major Findings of the 2001 Labour Force Survey (Draft), Government of Belize.
- Edwards, C. (1994). Belizean Children in Especially Difficult Circumstances. The National Committee for Families and Children and UNICEF, Belize.
- Glasinovich, S. & A., op.cit. In Bellamy, C., (1997).
- Government of Belize (2000). Families and Children Act Chapter 173, Revised Edition 2000 of the Laws of Belize.
- Government of Belize (2001). Ministry of Health Annual Comprehensive Health Report 2000.

Government of Belize (2002). Central Bank of Belize Twentieth Annual Report and Accounts 2001.

Government of Belize (2002). Youth for the Future.

ILO (1999). A New Tool to Combat the worst forms of Child Labour. ILO Convention 182, Geneva.

ILO (2002a). Child Labour and Education – An IPEC Perspective. Internet: *ilo.org*.

ILO (2002b). Every Child Counts: New Global Estimates on Child Labour, Geneva.

ILO (2002c). Where, Why, Who, How...The facts about Child Labour. World of Work magazines, Press Kits, Information Leaflet and Information, *ilo.org*. Last updated 7 June 2002.

Kairi Consultants Limited (1996). Poverty Assessment Report – Belize. Volume 1 of 2, Main Report, Belize.

Ministry of Education Planning Unit (2002). Education Statistical Digest 2000-2002.

Ministry of Human Development, Women and Children and Civil Society (2002). Convention on the Rights of the Child: Periodic Report (Draft), Government of Belize.

National Aids Commission (2002). Global Fund Proposal Country Response to HIV/AIDS and Tuberculosis - Belize.

National Committee for Families and Children/UNICEF (2000). The Right to a Future: A Situational Analysis of Children in Belize.

National Human Development Advisory Committee (1998). National Poverty Elimination Strategy and Action Plan 1998-2003, Government of Belize.

National Human Development Advisory Committee (NHDAC), et. al. (2001). From Boys to Men, Belize.

National Human Development Advisory Committee/UNDP (2001). National Human Development Report.

National Organization for the Prevention of Child Abuse (2001a). Corozal Butterfly Child Labour Survey Report.

National Organization for the Prevention of Child Abuse (2001b). School Survey - Corozal District September 2001.

Social Indicators Committee (1998). Belize 1996 Social Indicators Report, Belize C.A.

UNDP (2002). Human Development Report 2002, Oxford University Press.

UNICEF (1990). Voices of Belizean Children, Belize.

UNICEF (1998). Belize's First Children's Election Report, Belize C.A.

UNICEF (1996). The Report of the Caribbean Conference on the Rights of the Child: Meeting the Post Ratification Challenge, Belize City, Belize.

Young, R. V. (2002). Child Labour in Belize: a Qualitative Study, ILO.

ANNEX I. TABLES

ANNEX II. GLOSSARY OF CONCEPTS AND DEFINITION

Primary school net enrolment: the number of children aged 5 to 12 enrolled in Infant I to Standard VI, as a ratio of the total number of children aged 5 to 12.

Primary school completion rate: the percentage of children entering Infant I who successfully complete primary school in due course.

Secondary school net enrolment: the number of children aged 13 to 17 enrolled in Form I to Form IV, as a ratio of the total number of children aged 13 to 17.

Child: In Belize, any person under the age of 18 years is considered a child. For the purpose of this survey, only children 5 to 17 years old were interviewed.

Economic activity: Specifically, contributing or available to contribute to the production of goods and services according to the United Nation System of National Accounts.

Currently economically active: Engaged in any form of economic activity, for at least one hour, during the past week.

Child labour: Child labour is a narrower concept than “economically active children.” For the purpose of this study, and based on ILO Conventions Nos. 138 and 182, child labour was defined as comprising:

In ages 5-11: all children at work in economic activity;

In ages 12-14: all children at work in economic activity minus those in light work;

In ages 15-17: all children in hazardous work and other worst forms of child labour.

Non-economic activity: Personal services of a domestic nature provided by unpaid household child members and, as such, considered as non-economic which, therefore, are outside the production boundary of the System of National Accounts. 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.

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).

Paid employment: Persons who, during the reference period, performed some work for wage, salary or payment in kind, as well as persons with a formal attachment to their job but temporarily not at work.

Self employment: Persons who, during the reference period, performed some work for profit or family gain, in cash or in kind, and persons with an enterprise but temporarily not at work.

Unpaid family worker: Persons who are self-employed in a market-oriented establishment operated by a related person and who cannot be regarded as a partner because their degree of commitment to the operation of the establishment, in terms of working time or other factors to be determined by national circumstances, is not at a level comparable to that of the head of the establishment.

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.

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 of work desired in the future by jobseekers, *regardless* of the industry or status in employment of the person.

Household: One or more persons living together i.e. sleeping most nights of a week and sharing at least one daily meal. In certain cases a person may qualify as a member of a household even though he/she only sleeps there and eats somewhere else. It is important to note that a member of a household need not be a relative of the main family.

Head of household: Every household must have a head. In a one-person household, that person is the head. The person recognised 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.

Primary sector: Sugar, citrus, banana, agriculture not elsewhere classified, forestry, logging, saw milling, fishing and fish processing.

Secondary sector: Manufacturing of food products, manufacturing of textiles, manufacturing not elsewhere classified, electricity, gas, water and construction.

Tertiary sector (or services sector): All remaining industries: wholesale and retail trade, repair, tourism, transport not elsewhere classified, financial intermediation, real estate renting, general government services, community, social and personal services.

Elementary occupations: Workers primarily engaged in simple and routine tasks, for the most part, requiring either hand-held tools or physical effort to perform tasks. Some of the workers included in this occupational group are street and stall vendors, domestic helpers and cleaners, building caretakers and window cleaners, messengers and watchers, garbage collectors, farm helpers, and labourers in industries such as agriculture, forestry, construction, manufacturing and transport.

ANNEX III. QUESTIONNAIRE

BEL I ZE

CH I LD ACT I V I TY SURVEY

FEBRUARY 2001



<p>INSTRUCTIONS</p> <p>Use No. 2 pencils only. Do not use pen.</p> <p>Check "✓" in the box with the appropriate response.</p> <p>Mark only one response for each question. (Except where stated)</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">Incorrect Marks</td> <td style="text-align: center;">Correct Mark</td> </tr> <tr> <td style="text-align: center;"> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> </td> <td style="text-align: center;"> <input checked="" type="checkbox"/> </td> </tr> </table>	Incorrect Marks	Correct Mark	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	<table style="width: 100%;"> <tr> <td style="width: 80%;">DISTRICT NUMBER</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>URBAN/ RURAL</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>ED NUMBER</td> <td style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td>HOUSEHOLD NUMBER</td> <td style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td>WEEK NUMBER</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	DISTRICT NUMBER	<input type="checkbox"/>	URBAN/ RURAL	<input type="checkbox"/>	ED NUMBER	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	HOUSEHOLD NUMBER	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	WEEK NUMBER	<input type="checkbox"/>
Incorrect Marks	Correct Mark														
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>														
DISTRICT NUMBER	<input type="checkbox"/>														
URBAN/ RURAL	<input type="checkbox"/>														
ED NUMBER	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
HOUSEHOLD NUMBER	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
WEEK NUMBER	<input type="checkbox"/>														

ADDRESS AND TELEPHONE # OF HOUSEHOLD:

CITY/TOWN/VILLAGE:

DISTRICT:

INTERVIEWER'S SIGNATURE:

RECORD OF VISITS				
INTERVIEWER CALLS	1	2	3	4
DATE				
TIME STARTED				
TIME ENDED				
RESULT				

Number of persons living in this household _____. DK/NS --- (99)

RESULT CODES

1 = Complete

2 = Partially complete

3 = No suitable respondent/No child between 5-17 years

4 = Vacant

5 = Refusal

6 = Address not found

07 = No contact

08 = Vacant Lot

09 = Under Construction/Not
Livable (uninhabitable)

10 = Other (Specify
_____)

FIELD SUPERVISOR / DISTRICT SUPERVISOR	
SIGNATURE	DATE

EDITOR	
SIGNATURE	DATE

EDITOR/CODER	
SIGNATURE	DATE

DATA ENTRY OPERATORS	
SIGNATURE	DATE

FOR ALL MEMBERS OF THE HOUSEHOLD

Please give me the name, age and date of birth of all the persons who usually sleep and share at least one daily meal with your household.

INTERVIEWER: Start with the head, then list all other members (including small children and babies) by order of age (age in the reference week), from the oldest to the youngest.

1.

SURNAME	FIRST NAME	AGE	SEX
---------	------------	-----	-----

2.

SURNAME	FIRST NAME	AGE
---------	------------	-----

3.

SURNAME	FIRST NAME	AGE
---------	------------	-----

4.

SURNAME	FIRST NAME	AGE
---------	------------	-----

5.

SURNAME	FIRST NAME	AGE
---------	------------	-----

6.

SURNAME	FIRST NAME	AGE
---------	------------	-----

7.

SURNAME	FIRST NAME	AGE
---------	------------	-----

8.

SURNAME	FIRST NAME	AGE
---------	------------	-----

9.

SURNAME	FIRST NAME	AGE
---------	------------	-----

10.

SURNAME	FIRST NAME	AGE
---------	------------	-----

11.

SURNAME	FIRST NAME	AGE
---------	------------	-----

12.

SURNAME	FIRST NAME	AGE
---------	------------	-----

13.

SURNAME	FIRST NAME	AGE
---------	------------	-----

14.

SURNAME	FIRST NAME	AGE
---------	------------	-----

15.

SURNAME	FIRST NAME	AGE
---------	------------	-----

INTERVIEWER'S COMMENTS

(INTERVIEWER: THE RESPONDENT FOR SECTIONS I – X SHOULD BE THE PARENT/GUARDIAN OF ANY OF THE CHILDREN. UNLESS THE PARENT/GUARDIAN IS NOT PRESENT, SELECT A RESPONSIBLE ADULT WHO IS OLDER THAN 17 YEARS.)

SECTION I: HOUSING

1.1 Does this household own, rent or lease this dwelling?

- 01 ☐ Own **(SKIP TO Q1.3)**
- 02 ☐ Hire-purchase
- 03 ☐ Squat **(SKIP TO Q1.3)**
- 04 ☐ Rent – private
- 05 ☐ Rent – Government
- 06 ☐ Lease
- 07 ☐ Rent –free **(SKIP TO Q1.3)**
- 08 ☐ Provided free by employer **(SKIP TO Q1.3)**
- 09 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated **(SKIP TO Q1.3)**

1.2 Please give amount paid per month by the household.

\$ _____ per month.

(INTERVIEWER: IF DK/NS WRITE '9999' FOR THE ANSWER IN THE ABOVE LINE)

1.3. What type of dwelling does this household occupy?

- 01 ☐ Undivided private house
- 02 ☐ Part of a private house
- 03 ☐ Flat/apartment/condominium
- 04 ☐ Double house/duplex
- 05 ☐ Combined business & dwelling
- 06 ☐ Barracks
- 07 ☐ Other (Specify _____)
- 09 ☐ Don't know/Not stated

1.4 How many rooms does this house have including drawing and dining rooms (excluding bathrooms)?

- 01 ☐ 1-2 rooms
- 02 ☐ 3-4 rooms
- 03 ☐ More than 4 rooms
- 04 ☐ Other (Specify _____)

1.5 What type of toilet facility does this household have?

- 01 ☐ Sewerage linked to WASA sewer system
- 02 ☐ Sewerage linked to septic tank
- 03 ☐ Pit latrine, ventilated and elevated
- 04 ☐ Pit latrine, ventilated and not elevated
- 05 ☐ Pit latrine, ventilated compost
- 06 ☐ Pit latrine, not ventilated
- 07 ☐ Other (Specify _____)
- 08 ☐ None **(SKIP TO Q1.7)**
- 09 ☐ Don't know/Not stated **(SKIP TO Q1.7)**

1.6 Are these toilet facilities shared with another person not of this household or with another household?

- 01 ☐ Yes
- 02 ☐ No
- 09 ☐ Don't know/Not stated

1.7 Where is the main kitchen?

- 01 ☐ Inside house
- 02 ☐ Outside house
- 03 ☐ Outside house, shared with another household(s)
- 04 ☐ Other (Specify _____)
- 05 ☐ Not available
- 09 ☐ Don't know/Not stated

1.8 What type of lighting does this household use most?

- 01 ☐ Gas lamp
- 02 ☐ Kerosene lamp
- 03 ☐ Electricity from BEL
- 04 ☐ Electricity from a private generator
- 05 ☐ Other (Specify _____)
- 09 ☐ Don't know/Not stated

1.9 What type of fuel does this household use most for cooking?

- 01 ☐ Wood
- 02 ☐ Gas (Butane)
- 03 ☐ Kerosene
- 04 ☐ Electricity
- 05 ☐ Does not cook
- 06 ☐ Other (Specify _____)
- 09 ☐ Don't know/Not stated

1.10 What is the main source of your drinking water supply?

- 01 ☐ Private, piped into dwelling
- 02 ☐ Private vat/drum/well, not piped
- 03 ☐ Public, piped into dwelling
- 04 ☐ Public, piped into yard
- 05 ☐ Public standpipe or hand pump
- 06 ☐ Public well
- 07 ☐ River/Stream/Creek/Pond/Spring
- 08 ☐ Purified water
- 09 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

1.11 Which of the following does this household own? (MORE THAN ONE ANSWER ACCEPTABLE; READ OPTIONS)

- 01 ☐ Television (s)
- 02 ☐ VCR (s)
- 03 ☐ Radio(s)
- 04 ☐ Refrigerator (s)
- 05 ☐ Stove(s)
- 06 ☐ Washing machine(s)
- 07 ☐ Telephone (s)
- 08 ☐ Private vehicle (s)
- 09 ☐ Cycle (s) (Bicycle/Tricycle)
- 10 ☐ Motor cycle(s)
- 11 ☐ Personal Computer (s)
- 12 ☐ Microwave(s)
- 13 ☐ None of the above
- 14 ☐ Other(s) (Specify _____)
- 99 ☐ Don't know/Not stated

1.12 What is the estimated average monthly expense of this household?

\$ _____ (Income flash card) **DK/NS --- 99**

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

\$ _____ (Income flash card) **DK/NS---- 99**

1.14 What is the main activity from which this household received its income during the last 12 months?

- 01 ☐ Self employed in agricultural activities
- 02 ☐ Self employed in non-agricultural activities
- 03 ☐ Agricultural labour
- 04 ☐ Other casual labour
- 05 ☐ Government employee
- 06 ☐ Private sector employee
- 07 ☐ Pension, dividends, interest, property rent, investments, etc.
- 08 ☐ Remittance from abroad, public or private support
- 09 ☐ Other source (Specify _____)
- 99 ☐ Don't know/Not stated

SECTION II: MIGRATION STATUS OF HOUSEHOLDS

2.1 Has this household ever changed place of residence (within Town/Village, City, Country)?

- 01 ☐ Yes
02 ☐ No (**SKIP TO Q3.1**)
09 ☐ Don't know/Not stated (**SKIP TO Q3.1**)

2.2 What is the name of the last place of residence?

- 01 _____ Country? ☐ ☐ ☐ **DK/NS ---- 999**
02 _____ District (In Belize)? ☐ **DK/NS ---- 9**
03 _____ City/Town/Village (In Belize)? ☐ ☐ **DK/NS ---- 99**

2.3 What was the main reason for coming or changing to the present place of residence?

- 01 ☐ Job transfer
02 ☐ Found a job
03 ☐ Looking for a job
04 ☐ Education
05 ☐ Agricultural purpose
06 ☐ Natural disaster
07 ☐ Better living environment (but not due to natural disaster)
08 ☐ Move into own house
09 ☐ Evicted (Forced to move out, Thrown out, Put out)
10 ☐ Other (Specify _____)
99 ☐ Don't know/Not stated

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

- 01 ☐ ☐ Months (**IF LESS THAN 12 MONTHS**)
02 ☐ ☐ Years (**IF 12 MONTHS OR LONGER**)
09 ☐ Don't know/Not stated

SECTION III: ALL CHILDREN 5-17 YEARS OLD LIVING AWAY FROM THIS HOUSEHOLD (PARENTS' OR GUARDIANS' HOUSEHOLD)

(INTERVIEWER: PLEASE BE CONSISTENT WITH THE ORDER OF CHILDREN FOR EACH QUESTION)

3.1 Is there any parent in this household who has a child 5 to 17 years old who is living elsewhere, i.e. not listed as a household member?

01 ☐ Yes (Please write down the names, sex and age starting from the oldest to the youngest)

02 ☐ No (SKIP TO Q4.1)

09 ☐ Don't know/Not stated (SKIP TO Q4.1)

PERSON

Name	Sex Male = 1 Female = 2	Age (in years)
01 _____ _____	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
02 _____ _____	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
03 _____ _____	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
04 _____ _____	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
05 _____ _____	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
06 _____ _____	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

3.2 (INTERVIEWER: NEED ONLY NAME OF PERSON/INSTITUTION AND ADDRESS)

With whom and where does (n) live or reside now? (REFER TO ORDER ON Q3.1)

Person 01

Name of Person/Institution:

_____	<input type="checkbox"/>	DK/NS ---- 9
01 _____ Country	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	DK/NS ---- 999
02 _____ District (In Belize)	<input type="checkbox"/>	DK/NS ---- 9
03 _____ City/Town/Village (In Belize)	<input type="checkbox"/> <input type="checkbox"/>	DK/NS ---- 99

Person 02

Name of Person/Institution:

☐

DK/NS ---- 9

01

 Country☐☐☐

DK/NS ---- 999

02

 District (In Belize)☐

DK/NS ---- 9

03

 City/Town/Village (In Belize)☐☐

DK/NS ---- 99

Person 03

Name of Person/Institution:

☐

DK/NS ---- 9

01

 Country☐☐☐

DK/NS ---- 999

02

 District (In Belize)☐

DK/NS ---- 9

03

 City/Town/Village (In Belize)☐☐

DK/NS ---- 99

Person 04

Name of Person/Institution:

☐

DK/NS ---- 9

01

 Country☐☐☐

DK/NS ---- 999

02

 District (In Belize)☐

DK/NS ---- 9

03

 City/Town/Village (In Belize)☐☐

DK/NS ---- 99

Person 05

Name of Person/Institution:

☐

DK/NS ---- 9

01

 Country☐☐☐

DK/NS ---- 999

02

 District (In Belize)☐

DK/NS ---- 9

03

 City/Town/Village (In Belize)☐☐

DK/NS ---- 99

Person 06

Name of Person/Institution:

01 _____ Country

☐

DK/NS ---- 9

02 _____ District (In Belize)

☐☐☐

DK/NS ---- 999

03 _____ City/Town/Village (In Belize)

☐

DK/NS ---- 9

3.3 Do you know what (n) is doing presently? (Refer to order of persons in Q3.1)

	Person number (one response per person)					
	1	2	3	4	5	6
01 Self employed but not attending school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02 Working for someone but not attending school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03 Attending school or a training institution but not working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04 Working and attending school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05 Involved in housekeeping activities in their household	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06 Not working and not attending school and not involved in housekeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07 Other (Specify _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09 Don't know/Not stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4 Does (n) get in touch with this household? (Refer to order of persons in Q3.1)

	Person number (one response per person)					
	1	2	3	4	5	6
01 Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02 No (Interview finishes for this person)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09 Don't know/Not stated (Interview finishes for this person)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 When was the last time (n) contacted this household?

	Month		Year				DK/NS
Person 01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.6 Does (n) sometimes send money or goods, etc to this household?

	Yes	No	DK/NS
Person 01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(INTERVIEWER: ONLY FOR PERSONS WHO RESPONDED 'NO' OR 'DK/NS' TO Q3.6, THE INTERVIEW FINISHES AT THIS POINT)

3.7 When was the last time (n) sent money or goods, etc?

	Month		Year				DK/NS
Person 01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person 06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION IV: RESPONDENT CHARACTERISTICS (RESPONDENT FOR SECTIONS I-X)
(INTERVIEWER: RESPONDENT SHOULD BE OLDER THAN 17 YEARS)

PERSON ☐ ☐

4.1 What is your relationship to the head of the household?

- 01 ☐ Head
- 02 ☐ Spouse/Partner
- 03 ☐ Child
- 04 ☐ Son/daughter-in-law
- 05 ☐ Parent/parent-in-law
- 06 ☐ Other relative
- 07 ☐ Non-relative
- 09 ☐ Don't know/Not stated

4.2 (INTERVIEWER: PLEASE TICK SEX OF RESPONDENT)

- 01 ☐ Male
- 02 ☐ Female

4.3 What was your age on the week ending __/__/__?

☐ ☐ Years DK/NS ----- 99

4.4 To what ethnic, racial or national group do you belong?

- 01 ☐ Creole
- 02 ☐ East Indian
- 03 ☐ Garifuna
- 04 ☐ Maya
- 05 ☐ Mennonite
- 06 ☐ Mestizo
- 07 ☐ Spanish/Latino/Ladino/Hispanic
- 08 ☐ Chinese (China/Hong Kong/Taiwan)
- 09 ☐ Caucasian/White
- 10 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

4.5 In what country were you born?

_____ ☐ ☐ ☐ DK/NS ----- 999

4.6 Are you presently attending formal school whether part or full-time?

- 01 ☐ YES-Full-time
02 ☐ YES-Part-time
03 ☐ NO **(SKIP TO Q4.6ii)**
09 ☐ Don't know/Not stated **(SKIP TO Q4.6ii)**

4.6i In what standard/form/year– school level are you presently?

Standard/form/year school level

(SKIP TO Q4.7)

4.6ii What was the last standard/form/year – school level you have completed?

Standard/form/year school level

4.7 What is the highest academic level you have completed?

- 01 ☐ None
02 ☐ Primary
03 ☐ High School
04 ☐ BTTC/BCA/BNS
05 ☐ Sixth Form or equivalent
06 ☐ University
09 ☐ Don't know/Not stated **(SKIP TO Q5.1)**

INTERVIEWER: SKIP TO Q5.1 AND RECORD Q4.8

4.8 Number of years beyond level completed?

Years **DK/NS ----- 99**

SECTION V: CHARACTERISTICS OF THE CHILD 5 – 17 YEARS OLD
(INTERVIEWER: PLEASE WRITE THE CHILD 5-17 YEARS OLD
NUMBER BELOW FROM THE LISTING ON PAGE 3)

PERSON

5.1 What is (name of child) relationship to you?

- 01 ☐ Spouse/Partner
- 02 ☐ Child
- 03 ☐ Brother/Sister
- 04 ☐ Brother/Sister-in-law
- 05 ☐ Grandchild
- 06 ☐ Other relative
- 07 ☐ Non-relative
- 09 ☐ Don't know/Not stated

5.2 What is (name of child)'s sex?

- 01 ☐ Male
- 02 ☐ Female

5.3 What was the age of (name of child) the week ending __/__/__?

Years DK/NS ----- 99

5.4 In what country was (name of child) born?

_____ DK/NS ----- 999

5.5 To what ethnic, racial or national group does (name of child) belong?

- 01 ☐ Creole
- 02 ☐ East Indian
- 03 ☐ Garifuna
- 04 ☐ Maya
- 05 ☐ Mennonite
- 06 ☐ Mestizo
- 07 ☐ Spanish/Latino/Ladino/Hispanic
- 08 ☐ Chinese (China/Hong Kong/Taiwan)
- 09 ☐ Caucasian/White
- 10 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

SECTION VI: MIGRATION STATUS OF THE CHILD 5-17 YEARS OLD

6.1 Has (name of child) always been living with the present household?

01 ☐ Yes (SKIP TO Q7.1)

02 ☐ No

6.2 Where was the last place of usual residence of (name of child) prior to coming to this household's residence?

01 _____ Country ☐ ☐ ☐ DK/NS ----- 999

02 _____ District (In Belize) ☐ DK/NS ----- 9

03 _____ City/Town/Village (In Belize) ☐ ☐ DK/NS ----- 99

6.3 What was (name of child) doing in the last place of usual residence prior to coming to this household?

01 ☐ Self employed but not attending school

06 ☐ Involved in housekeeping activities in the past household

02 ☐ Working for someone but not attending school

07 ☐ Not working and not attending school and not involved in housekeeping

03 ☐ Attending school or a training institution but not working

08 ☐ Other (Specify _____)

04 ☐ Self employed and attending school

09 ☐ Don't know/Not stated

05 ☐ Working for someone and attending school

6.4 What was the main reason that (name of child) came to live or reside with the present household?

01 ☐ Job transfer

07 ☐ Parents migrated and left the child behind

02 ☐ Found a job

08 ☐ Child found a safer environment

03 ☐ Looking for a job

09 ☐ Child abandoned last house

04 ☐ Education

10 ☐ Start a family

05 ☐ Agricultural purpose

11 ☐ Other (Specify _____)

06 ☐ Natural disaster

99 ☐ Don't know/Not stated

6.5 How long has (name of child) been living/residing in the present place of residence or present household?

01 Months ☐ ☐ (IF LESS THAN 12 MONTHS)

02 Years ☐ ☐ (IF 12 MONTHS OR LONGER)

09 Don't know/Not stated ☐

SECTION VII: ECONOMIC ACTIVITY OF THE CHILD 5-17 YEARS OLD

Current Economic Activity of The Child During the Last Week.

7.1 Did (name of child) do any work for pay, profit or family gain for at least one hour, during the past week?

01 ☐ Yes

02 ☐ No (**SKIP TO Q7.19**)

7.2 What category of worker is or was (name of child) in his or her present or last job?

01 ☐ Own business/self-employed with paid help

02 ☐ Own business/self-employed without paid help

03 ☐ Paid employee – Government

04 ☐ Paid employee - Quasi Government

05 ☐ Paid employee – Private

06 ☐ Unpaid family worker

09 ☐ Don't know/Not stated

7.3 What is or was (name of child)'s job title? Give a brief description of (name of child)'s main duties. (For Economic Activity)

Title of Occupation _____ Code (ISIC)

Description _____

7.4 What type of business is or was carried on there?

_____ Code (ISIC) Code (BCEA)

Description _____

Place of Work/ Employers of The Child.

(INTERVIEWER: IF Q7.2 RESPONSE IS '06' OR '09' SKIP TO Q7.7. IF QUESTION Q7.2 RESPONSE IS '01' OR '02' SKIP TO Q7. 7B. IF QUESTION Q7.2 IS '03' OR '04' SKIPT TO Q7.6, ELSE CONTINUE)

7.5 Is (name of child) working for parent or guardian?

01 ☐ Yes (**SKIP TO Q7.8**)

02 ☐ No

09 ☐ Don't know/Not stated

7.6 Do you know where and for whom (name of child) works?

- 01 ☐ Yes
02 ☐ No **(SKIP TO Q7.8)**
09 ☐ Don't know/Not stated **(SKIP TO Q7.8)**

7.7 What is the name and address of (name of child)'s employer?

Name of employer or establishment/enterprise

Address

(SKIP TO Q7.8)

7.7b For those who have their own business: (Those who answered '01' or '02' to Q7.2)

Address of business

(INTERVIEWER: SKIP TO Q7.11)

7.8 How is or was (name of child)'s relationship with his or her employer?

- 01 ☐ Good **(SKIP TO Q7.10)**
02 ☐ Bad
03 ☐ Indifferent **(SKIP TO Q7.10)**
09 ☐ Don't know/Not stated **(SKIP TO Q7.10)**

**7.9 Give the main reasons for the bad relationship?
(MORE THAN ONE ANSWER IS ACCEPTABLE)**

- 01 ☐ Wants too much work done
02 ☐ Wants work done for long hours
03 ☐ Pays poorly
04 ☐ Does not pay on time
05 ☐ Abuses physically
06 ☐ Abuses verbally
07 ☐ Abuses mentally
08 ☐ Abuses sexually
09 ☐ Other (Specify _____)
99 ☐ Don't know/Not stated

**7.10 Which of the following benefits did/does the employer provide?
(MORE THAN ONE ANSWER IS ACCEPTABLE READ OPTIONS)**

- | | |
|--|---|
| 01 <input type="checkbox"/> Paid holidays | 08 <input type="checkbox"/> Subsidized meals |
| 02 <input type="checkbox"/> Paid sick leave | 09 <input type="checkbox"/> Free transport |
| 03 <input type="checkbox"/> Social security insurance (health, pension etc.) | 10 <input type="checkbox"/> Subsidized transport |
| 04 <input type="checkbox"/> Bonus (regularly) | 11 <input type="checkbox"/> Free lodging |
| 05 <input type="checkbox"/> Free uniform | 12 <input type="checkbox"/> Subsidized lodging |
| 06 <input type="checkbox"/> Subsidized uniform | 13 <input type="checkbox"/> No benefit at all |
| 07 <input type="checkbox"/> Free meals | 14 <input type="checkbox"/> Other (Specify _____) |
| | 99 <input type="checkbox"/> Don't know/Not stated |

Earnings and Hours of Work during the past week.

(INTERVIEWER: IF PERSON ANSWERED '06' OR '09' IN Q7.2 SKIP TO Q7.14 ELSE CONTINUE.)

**7.11 What was the amount (name of child) received for the last pay period?
(PLEASE WRITE THE AMOUNT GIVEN)**

01 \$ _____ in-Cash DK/NS ----- 9999

02 \$ _____ in -Kind DK/NS ----- 9999

7.12 (INTERVIEWER: PLEASE ADD THE AMOUNTS FROM Q7.11 AND DO NOT ASK THIS QUESTION)

The total earnings (name of child) received was:

\$ _____ in-cash and in-kind. DK/NS ----- 9999

7.13 How is (name of child) being paid?

- 01 ☐ Piece rate
- 02 ☐ Hourly
- 03 ☐ Daily
- 04 ☐ Weekly
- 05 ☐ Fortnightly
- 06 ☐ Monthly
- 07 ☐ Per task
- 08 ☐ Commission basis
- 09 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

7.14 During which time of the day does (name of child) work and for how many hours does he or she usually work?

(MORE THAN ONE ANSWER ACCEPTABLE)

- 01 ☐ Day time (5am-5pm) ☐ ☐ Hours DK/NS ----- 99
- 02 ☐ Evening time (5pm-8pm) ☐ Hours DK/NS ----- 9
- 03 ☐ Night time (8pm-5am) ☐ Hours DK/NS ----- 9

7.15 Is (name of child) aware of any likely health problem or possible injury or accident in connection with his or her work?

- 01 ☐ Yes
- 02 ☐ No
- 09 ☐ Don't know/Not stated

7.16 Which of the following protective wear does (name of child) usually use while working? (MORE THAN ONE ANSWER ACCEPTABLE READ OPTIONS)

- 01 ☐ Glasses
- 02 ☐ Helmet
- 03 ☐ Earplugs
- 04 ☐ Special shoes
- 05 ☐ Gloves
- 06 ☐ Cap
- 07 ☐ None
- 08 ☐ Other (Specify _____)
- 09 ☐ Don't know/Not stated

7.17 Do other people doing the same work use protective wear while working?

- 01 ☐ Yes
- 02 ☐ No (**SKIP TO Q7.19**)
- 09 ☐ Don't know/Not stated (**SKIP TO Q7.19**)

7.18 Which of the following do they usually use? (MORE THAN ONE ANSWER ACCEPTABLE READ OPTIONS)

- 01 ☐ Glasses
- 02 ☐ Helmet
- 03 ☐ Earplugs
- 04 ☐ Special shoes
- 05 ☐ Gloves
- 06 ☐ Cap
- 07 ☐ None
- 08 ☐ Other (Specify _____)
- 09 ☐ Don't know/Not stated

Usual Economic Activity of The 5-17 Years old Child During the Last 12 months before the reference week.

7.19 Was (name of child) engaged in any economic activity at any time during the last 12 months?

01 ☐ Yes

02 ☐ No (**SKIP TO Q8.1**)

09 ☐ Don't know/Not stated (**SKIP TO Q8.1**)

7.20 What was the total duration of work in all economic activities in which he or she was engaged?

01 ☐ Less than 1 month

02 ☐ 1-3 months

03 ☐ 4-6 months

04 ☐ 7-9 months

05 ☐ 10-12 months

09 ☐ Don't know/Not stated

7.21 Was (name of child) also attending school while he or she was engaged in economic activities?

01 ☐ Yes

02 ☐ No

09 ☐ Don't know/Not stated

SECTION VIII: NON ECONOMIC ACTIVITY AND COMPLETE IDLENESS OF THE CHILD 5-17 YEARS OLD:

Non Economic Activity during the past week

- 8.1** Has (name of child) been engaged in housekeeping activities or household chores (in own parents' or guardians' home) on a regular basis during the past week?

01 ☐ Yes

02 ☐ No (SKIP TO Q8.3)

- 8.2** How many hours a week, on the average, does (name of child) spend on these household chores or activities?

Minutes (IF LESS THAN 1 HOUR)

Hours (IF 1 HOUR OR MORE)

Don't know/Not stated ----- 99

(SKIP TO Q9.1)

Complete Idleness during the past week

- 8.3** Was (name of child) idle last week (he or she did not do anything last week)?
(INTERVIEWER: CHILDREN WHO WERE IDLE DID NOT ATTEND SCHOOL NOR WERE ENGAGED IN ECONOMIC OR NON-ECONOMIC ACTIVITIES)

01 ☐ Yes

02 ☐ No (SKIP TO Q9.1)

- 8.4** What was the main reason for (name of child)'s idleness?

01 ☐ Too young to go to school

02 ☐ School holiday

03 ☐ Child is sick

04 ☐ Child wants to be idle

05 ☐ Other (Specify _____)

09 ☐ Don't know/Not stated

SECTION IX: HEALTH AND SAFETY ASPECTS OF THE CHILD 5-17 YEARS OLD WHO HAVE WORKED AT ANY TIME IN THE PAST:

9.1 Has (name of child) ever worked for pay, profit or family gain at anytime in the past?

- 01 ☐ Yes
 02 ☐ No (IF GIVEN CODE '01' IN Q8.1, SKIP TO 10.1, ELSE SKIP TO Q11.1)
 09 ☐ Don't know/Not stated (IF GIVEN CODE '01' IN Q8.1, SKIP TO 10.1, ELSE SKIP TO Q11.1)

9.2 Has (name of child) ever been hurt at work or suffered from any illness or injury due to his or her work at any time?

- 01 ☐ Yes
 02 ☐ No (SKIP TO Q10.1)
 09 ☐ Don't know/Not stated (SKIP TO Q10.1)

9.3 How often was (name of child) hurt or suffered from illnesses or injuries?

- 01 ☐ 4 or more times a month
 02 ☐ 1 –3 times a month
 03 ☐ Less than once per month
 09 ☐ Don't know /Not stated

**9.4 What job titles were held by (name of child) when the accident happened or when he/she suffered illness?
 (List up to 5 occupations or jobs)**

	Code (ISCO)
01 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
02 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
03 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
04 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
05 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

- 9.5 **What types of business (es) was/were carried on there? (Economic activities)**
(Please list up to five activities/industries and ensure that the industry listed for this question corresponds with the Occupation in Q9.4)

	Code (ISCO)	Code (BCEA)
01 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
02 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
03 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
04 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
05 _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

- 9.6 **When (name of child) was hurt or suffered from illnesses or injuries, what type were they?**
(MORE THAN ONE ANSWER ACCEPTABLE READ OPTIONS)

- 01 ☐ General, such as fever, cold, headache, etc.
- 02 ☐ Eye infection
- 03 ☐ Ear infection
- 04 ☐ Skin problem
- 05 ☐ Breathing problem
- 06 ☐ Stiff neck
- 07 ☐ Back problem
- 08 ☐ Anaemia
- 09 ☐ Injured limb (hand, foot, finger, toe, etc.)
- 10 ☐ Allergies
- 11 ☐ Malaria
- 12 ☐ Loss of limb
- 13 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

- 9.7 **Referring to the most serious illness or injury, how serious was it?**

- 01 ☐ Did not need any medical treatment (does not have to be a physician). **(SKIP TO Q10.1)**
- 02 ☐ Medically treated and released immediately **(SKIP TO Q9.9)**
- 03 ☐ Hospitalized
- 04 ☐ Prevented work permanently **(SKIP TO Q9.9)**
- 05 ☐ Other (Specify _____) **(SKIP TO Q9.9)**
- 09 ☐ Don't know/Not stated **(SKIP TO Q9.9)**

9.8 For how many days was (name of child) hospitalized?

Days in hospital (DK/NS ---- 999)

9.9 Did the illness or injury cause (name of child) to stop work?

- 01 ☐ Yes
02 ☐ No
09 ☐ Don't know/Not stated

**9.10 Where was (name of child) treated?
(MORE THAN ONE ANSWER ACCEPTABLE)**

- 01 ☐ At home
02 ☐ At workplace
03 ☐ Government clinic/health center
04 ☐ Private doctor/clinic
05 ☐ Government hospital
06 ☐ Private hospital
07 ☐ Pharmacy/Drugstore
08 ☐ Other (Specify _____)
09 ☐ Don't know/Not stated

**9.11 Who paid for (name of child)'s treatment?
(MORE THAN ONE ANSWER ACCEPTABLE)**

- 01 ☐ Self
02 ☐ Employer
03 ☐ Parents/guardians
04 ☐ Social Security
05 ☐ Free
06 ☐ Other (Specify _____)
09 ☐ Don't know/Not stated

SECTION X: PERCEPTION OF PARENT OR GUARDIAN OF THE CHILD 5-17 YEARS OLD

**(INTERVIEWER: IF GIVEN CODE '01' IN Q7.1 OR CODE '01' IN Q8.1,
CONTINUE, ELSE SKIP TO Q11.1)**

**10.1 What does (name of child) do for fun, when not working?
(MORE THAN ONE ANSWER IS ACCEPTABLE)**

- 01 ☐ Watch TV
- 02 ☐ Play with friends/brothers/sisters
- 03 ☐ Plays alone
- 04 ☐ Study
- 05 ☐ Read
- 06 ☐ Sports
- 07 ☐ Attend youth groups/organizations (Scouts, girlguide, 4H, etc.) or other social activities
- 08 ☐ Spend time on the computer
- 09 ☐ Relax/Sleep
- 10 ☐ Go to movies/amusement centers
- 11 ☐ Extra curricular activities (dancing, music, arts, singing, etc.)
- 12 ☐ Window shopping or Shopping
- 13 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

10.2 What is the main reason for letting (name of child) work?

- 01 ☐ To supplement household income
- 02 ☐ To pay outstanding debt under contractual arrangement
- 03 ☐ To assist/help in household enterprise
- 04 ☐ Education/training programme is not suitable
- 05 ☐ Education/training institutions are too far
- 06 ☐ To teach him/her work ethics/training
- 07 ☐ Other (Specify _____)
- 09 ☐ Don't know/Not stated

10.3 What will happen if (name of child) stops working? (MORE THAN ONE ANSWER IS ACCEPTABLE)

- 01 ☐ Household living standard will decline
02 ☐ Household cannot afford to live
03 ☐ Household enterprise cannot operate fully & other labor not affordable
04 ☐ Would not continue school
05 ☐ No work ethics
06 ☐ Will not be able to sustain herself or himself
07 ☐ Nothing
08 ☐ Other (Specify _____)
09 ☐ Don't know/Not stated

10.4 At what age did (name of child) start to work for the first time? (THAT IS ECONOMIC OR NON-ECONOMIC ACTIVITIES)

Years

10.5 If given a choice, what would you prefer (name of child) to do in the future?

- 01 ☐ Go to school full-time
02 ☐ Undergo skills training for a good job
03 ☐ Work for income full-time
04 ☐ Help full-time in household enterprise or business
05 ☐ Work full-time in household chores or housekeeping
06 ☐ Go to school part-time and working part-time for income
07 ☐ Part-time in household enterprise or business
08 ☐ Part-time in household chores or housekeeping
09 ☐ Complete education/training and start to work
10 ☐ Look for a good job
11 ☐ Find a better job/work than the present one
12 ☐ Other (Specify _____)
99 ☐ Don't know/Not stated

END OF QUESTIONS ADDRESSED TO PARENTS OR GUARDIANS
GO TO QUESTIONS ADDRESSED TO CHILDREN 5 –17 YEARS OF AGE

SECTION XI: FOR THE CHILD 5-17 YEARS OLD

(INTERVIEWER: QUESTIONS TO BE ADDRESSED TO THE CHILD 5-17 YEARS OLD)

PERSON ☐ ☐

Interviewer please note whether the child is:

01 ☐ **alone**

02 ☐ **accompanied by a parent/Guardian,**

03 ☐ **accompanied by any other member of the household**

11.1 Are you presently attending school or training institution?

01 ☐ Yes full-time **(SKIP TO Q11.3i)**

02 ☐ Yes part-time **(SKIP TO Q11.3i)**

03 ☐ No **(FOR THOSE WHO ARE 15-17 YEARS OLD SKIP TO Q11.3ii)**

11.2 What is the main reason for not going to school or a training institution?

01 ☐ Too young

02 ☐ No suitable school or training institution available

03 ☐ To support self

04 ☐ Cannot afford schooling or training

05 ☐ Poor in studies

06 ☐ Not interested in schooling or training

07 ☐ Failed at school

08 ☐ Afraid of teachers

09 ☐ Illness

10 ☐ Disabled

11 ☐ Helping in household chores/housekeeping

12 ☐ Assisting in household enterprise/business

13 ☐ Working for wages/salaries

14 ☐ Working in own business for income

15 ☐ Family does not permit schooling or training

16 ☐ Other (Specify _____)

99 ☐ Don't know/Not stated

(SKIP TO Q11.3ii)

11.3i In what class/standard/year and school level are you presently in?

Class/standard/year _____ School level
(SKIP TO Q11.4)

11.3ii What was the last standard/form/year and school level you have completed?

Class/standard/year _____ School level

11.4 (INTERVIEWER: DO NOT ASK Q11.4 AND Q11.5, JUST RECORD ANSWER FROM Q11.3i and Q11.3ii)

Highest education level completed

- 01 ☐ None
02 ☐ Primary
03 ☐ High school
04 ☐ BTTC/BCA/BNS
05 ☐ Sixth form or equivalent
09 ☐ Don't know/Not stated

11.5 Number of years beyond level COMPLETED

Years

Current Economic Activity of The Child During the Past Week.

11.6 Did you do any work for pay, profit or family gain for at least one hour, during the past week?

- 01 ☐ Yes (SKIP TO Q11.8)
02 ☐ No

11.7 Did you engage in any work activity for pay, profit or family gain in another household on the following list, for at least one hour, during the week ending ____/____/2001? (READ OPTIONS)

- a) Babysitting
b) Sell pastries/food from home
c) Sweeping/Mopping
d) Cleaning yard/Cutting grass
e) Sewing for pay
f) Cutting firewood
g) Farming
h) Car washing
i) Sell food or snacks at market/bus stops/school
j) Doing dishes
k) Fetching water
l) Cooking
m) Ironing, cleaning or other domestic work
n) Any other activity (Specify _____)

- 01 ☐ Yes
02 ☐ No (SKIP TO Q11.32)
09 ☐ Don't know/Not stated (SKIP TO Q11.32)

11.8 What category of worker are or were you in your present or last job?

- 01 ☐ Own business/self-employed with paid help
02 ☐ Own business/self-employed without paid help
03 ☐ Paid employee – Government
04 ☐ Paid employee - Quasi Government
05 ☐ Paid employee – Private
06 ☐ Unpaid family worker
09 ☐ Don't know/Not stated

11.9 What is/was your job title? Give a brief description of your main duties. (FOR ECONOMIC ACTIVITY)

Title of Occupation _____ Code (ISIC)

Description _____

11.10 What type of business is/was carried on there? (FOR ECONOMIC ACTIVITY)

_____ Code (ISCO) Code (BCEA)

Description _____

(INTERVIEWER: THOSE WHO ANSWERED '01' OR '02' IN Q.11.8, SKIP TO Q.11.12)

11.11 What is the name and address of your employer?

Name of employer /establishment/enterprise _____

Address _____

(SKIP TO Q11.13)

11.12 For those who have their own business

Address of business _____

11.13 Are or were you also attending school while working?

- 01 ☐ Yes
02 ☐ No **(SKIP TO Q11.15)**

11.14 Does your work affect your regular attendance or studies?

- 01 ☐ Yes
02 ☐ No
09 ☐ Don't know/Not stated

11.15 Are you satisfied with your present job?

- 01 ☐ Yes (**SKIP TO Q 11.17**)
02 ☐ No
03 ☐ Other (Specify _____) (**SKIP TO Q 11.17**)
09 ☐ Don't know/Not stated (**SKIP TO Q 11.17**)

11.16 Why are you not satisfied with your present job?

- 01 ☐ Wages too low
02 ☐ Work too tiring or too hard
03 ☐ Employer too hard or too demanding
04 ☐ Earning from self-employment very low
05 ☐ Does not have time to play/socialize
06 ☐ Work is dangerous
07 ☐ Does not have time to study
08 ☐ Does not have time for himself or herself
09 ☐ Other (Specify _____)
99 ☐ Don't know/Not stated

11.17 Are you required to operate any tool, equipment, machine, etc. at your workplace or on your job/occupation?

- 01 ☐ Yes
02 ☐ No
09 ☐ Don't know/Not stated

11.18 Are you aware of any likely health problem or possible hazard, injury or illness in connection with your work?

- 01 ☐ Yes
02 ☐ No
09 ☐ Don't know/Not stated

11.19 Do you face any problem or difficulty with the present job?

- 01 ☐ Yes
02 ☐ No
03 ☐ Other (Specify _____)
09 ☐ Don't know/Not stated

(INTERVIEWER: THOSE WHO ANSWERED '01' OR '02' IN Q.11.8, SKIP TO Q.11.23)

11.20 How is your relationship with your employer?

- 01 ☐ Good (**SKIP TO Q11.22**)
02 ☐ Bad
03 ☐ Indifferent (**SKIP TO Q11.23**)
09 ☐ Don't know/Not stated (**SKIP TO Q11.23**)

11.21 Give the main reasons for the bad relationship. (MORE THAN ONE ANSWER IS ACCEPTABLE)

- 01 ☐ Wants too much work done
- 02 ☐ Wants work done for long hours
- 03 ☐ Pays poorly
- 04 ☐ Does not pay on time
- 05 ☐ Abuses physically
- 06 ☐ Abuses verbally
- 07 ☐ Abuses mentally
- 08 ☐ Abuses sexually
- 09 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

(INTERVIEWER: FOR CHILDREN WHO ANSWERED '06 – 09' IN Q11.8, SKIP TO Q11.32, ELSE SKIP TO Q11.23)

11.22 Give the main reasons for the good relationship. (MORE THAN ONE ANSWER IS ACCEPTABLE)

- 01 ☐ Pays well
- 02 ☐ Work is not hard
- 03 ☐ Employer is not demanding
- 04 ☐ Work period is convenient
- 05 ☐ Benefits (food, lodging, etc.) are provided
- 06 ☐ Employer is parent
- 07 ☐ Employer is a relative
- 08 ☐ Employer protects from being hurt by others
- 09 ☐ Employer pays education expenses
- 10 ☐ Other (Specify _____)
- 99 ☐ Don't know/Not stated

(INTERVIEWER: FOR CHILDREN WHO ANSWERED '06 – 09' IN Q11.8, SKIP TO Q11.32, ELSE CONTINUE)

11.23 Do you usually work overtime and get paid for it?

- 01 ☐ Yes, with pay
- 02 ☐ Yes, without pay
- 03 ☐ No overtime work

11.24 Do you receive wage payment compared to the minimum usual pay in your community?

- 01 ☐ Yes
- 02 ☐ No
- 09 ☐ Don't know/Not stated

11.25 Do you give a part or all of your earnings to your parents or guardians or other relatives you usually reside with?

- 01 ☐ Yes, all directly through the employer
02 ☐ Yes, all by self
03 ☐ Yes, part through the employer
04 ☐ Yes, part by self
05 ☐ No
06 ☐ Other (Specify _____)
09 ☐ Don't know/Not stated

11.26 Do you save any part of your earnings?

- 01 ☐ Yes, regularly
02 ☐ Yes, occasionally
03 ☐ No (**SKIP TO Q11.28**)
04 ☐ Other (Specify _____)
09 ☐ Don't know/Not stated (**SKIP TO Q 11.28**)

11.27 What is the main reason for saving?

- 01 ☐ To start own business
02 ☐ To go to school/training institution
03 ☐ To start own household/get married
04 ☐ To buy personal items
05 ☐ Other (Specify _____)
09 ☐ Don't know/Not stated

Earnings and Hours of Work during the past week.

11.28 What was the amount you received for the last pay period? (PLEASE WRITE THE AMOUNT GIVEN)

- 01 \$ _____ in-Cash DK/NS ----- 9999
02 \$ _____ in-Kind DK/NS ----- 9999

11.29 (INTERVIEWER: PLEASE ADD THE AMOUNTS FROM Q11.28 AND DO NOT ASK THIS QUESTION)

The total earnings you received was:

\$ _____ in-cash and in-kind.(DK/NS ----- 9999)

11.30 How were you paid?

- | | |
|---|---|
| 01 <input type="checkbox"/> Piece rate | 06 <input type="checkbox"/> Monthly |
| 02 <input type="checkbox"/> Hourly | 07 <input type="checkbox"/> Per task |
| 03 <input type="checkbox"/> Daily | 08 <input type="checkbox"/> Commission basis |
| 04 <input type="checkbox"/> Weekly | 09 <input type="checkbox"/> Other (Specify _____) |
| 05 <input type="checkbox"/> Fortnightly | 99 <input type="checkbox"/> Don't know/Not stated |

**11.31 During which time of the day did you work and for how many hours did you usually work?
(MORE THAN ONE ANSWER ACCEPTABLE)**

- | | | |
|--|---|----------------|
| 01 <input type="checkbox"/> Day time (5am-5pm) | <input type="text"/> <input type="text"/> Hours | DK/NS ----- 99 |
| 02 <input type="checkbox"/> Evening time (5pm-8pm) | <input type="text"/> Hours | DK/NS ----- 9 |
| 03 <input type="checkbox"/> Night time (8pm-5am) | <input type="text"/> Hours | DK/NS ----- 9 |

Non Economic Activity during the past week

11.32 Did you work, without getting paid, in housekeeping activities AT HOME during the past week? (e.g. washing clothes, looking after younger brothers and sisters, cooking food, cleaning the inside and outside of the house etc.)

- 01 ☐ Yes
- 02 ☐ No (SKIP TO Q11.35)

11.33 In which activities did you work during the last week?

	YES	NO
01 Cooking, preparing and serving meals	<input type="checkbox"/>	<input type="checkbox"/>
02 Delivery of food products (Bread, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
03 Collection of firewood	<input type="checkbox"/>	<input type="checkbox"/>
04 Running of errands/Shopping (Going to the shop, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
05 Fetching water (Pump, wells, river, vats, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
06 Washing clothes	<input type="checkbox"/>	<input type="checkbox"/>
07 Ironing clothes	<input type="checkbox"/>	<input type="checkbox"/>
08 Caring after brothers or sisters, sick, infirm disabled or old members of own household.	<input type="checkbox"/>	<input type="checkbox"/>
09 Cleaning outside and inside of house	<input type="checkbox"/>	<input type="checkbox"/>
10 Driving/fetching family members to or from work or school	<input type="checkbox"/>	<input type="checkbox"/>
11 Feed or caring for animals/pets	<input type="checkbox"/>	<input type="checkbox"/>
12 Other (Specify _____)	<input type="checkbox"/>	<input type="checkbox"/>

11.34 How many hours a week, on the average, do you spend on these household chores or activities?

Minutes (IF LESS THAN 1 HOUR)

Hours (IF 1 HOUR OR MORE)

Don't know/Not stated ----- 99

CHILDREN WHO WORKED IN THE PAST

11.35 Have you ever worked at any time in the past? (Economic or non-economic)

01 ☐ Yes

02 ☐ No (END INTERVIEW)

09 ☐ Don't know/Not stated (END INTERVIEW)

11.36 At what age did you start to work for the first time?

Years DK/NS -----99

11.37 Have you ever been hurt at work or suffered from any illness or injury due to your work at any time?

01 ☐ Yes

02 ☐ No (SKIP TO Q11.42)

09 ☐ Don't know/Not stated (SKIP TO Q11.42)

11.38 What is or was the nature of your illnesses or injuries?

01 ☐ General, such as fever, cold, headache, etc.

02 ☐ Eye infection

03 ☐ Ear infection

04 ☐ Skin problem

05 ☐ Breathing problem

06 ☐ Stiff neck

07 ☐ Back problem

08 ☐ Anaemia

09 ☐ Injured limb (hand, foot, finger, toe, etc.)

10 ☐ Allergies

11 ☐ Malaria

12 ☐ Loss of limb

13 ☐ Other (Specify _____)

99 ☐ Don't know/Not stated

11.39 Referring to the most serious injury/illness, how serious was it?

- 01 ☐ Did not need any medical treatment (SKIP TO Q11.42)
02 ☐ Medically treated and released immediately (SKIP TO Q11.42)
03 ☐ Stopped work temporarily (SKIP TO Q11.41)
04 ☐ Hospitalized
05 ☐ Prevented work permanently (SKIP TO Q11.42)
06 ☐ Other (Specify _____) (SKIP TO Q11.42)
09 ☐ Don't know/Not stated (SKIP TO Q11.42)

11.40 For how many days were you hospitalized?

Days hospitalized. (SKIP TO Q11.42) DK/NS-----999

11.41 For how many days did you stop work?

Days stopped working temporarily. DK/NS-----999

11.42 If given a choice, what would you like to do now?

- | | |
|---|---|
| 01 <input type="checkbox"/> Go to school full-time | 07 <input type="checkbox"/> Go to school full-time and working full-time for income |
| 02 <input type="checkbox"/> Undergo skills training for a good job | 08 <input type="checkbox"/> Part-time work in household enterprise or business |
| 03 <input type="checkbox"/> Work for income full-time | 09 <input type="checkbox"/> Part-time work in household chores or housekeeping |
| 04 <input type="checkbox"/> Help full-time in household enterprise/ business | 10 <input type="checkbox"/> Look for a good job |
| 05 <input type="checkbox"/> Work full-time in household chores/housekeeping | 11 <input type="checkbox"/> Find a better job/work than the present one |
| 06 <input type="checkbox"/> Go to school part-time and working part-time for income | 12 <input type="checkbox"/> Other (Specify _____) |
| | 99 <input type="checkbox"/> Don't know/Not stated |

11.43 What would you like to do in the future?

- | | |
|---|---|
| 01 <input type="checkbox"/> Go to school full-time | 07 <input type="checkbox"/> Part-time in household enterprise or business |
| 02 <input type="checkbox"/> Undergo skills training for a good job | 08 <input type="checkbox"/> Part-time in household chores or housekeeping |
| 03 <input type="checkbox"/> Work for income full-time | 09 <input type="checkbox"/> Complete education/training and start to work |
| 04 <input type="checkbox"/> Help full-time in household enterprise or business | 10 <input type="checkbox"/> Look for a good job |
| 05 <input type="checkbox"/> Work full-time in household chores or housekeeping | 11 <input type="checkbox"/> Find a better job/work than the present one |
| 06 <input type="checkbox"/> Go to school part-time and working part-time for income | 12 <input type="checkbox"/> Other (Specify _____) |
| | 99 <input type="checkbox"/> Don't know/Not stated |

END OF INTERVIEW FOR THIS CHILD

ANNEX IV. VARIANCE CALCULATIONS OF SELECTED VARIABLES

SOURCE: 2001 CHILD ACTIVITY SURVEY

A. ANALYSES OF SELECTED HOUSEHOLD* CHARACTERISTICS

Variable	Estimate	Standard Error	C.V. (%)	95% Confidence Interval		Design Effect	Number of Observations
				Lower	Upper		
TOTAL HOUSEHOLDS*	31,993	840	2.63	30,346	33,639	*****	3183
RESIDENCE							
Urban	14,682	1,181	8.04	12,368	16,996	17.45	1,497
Rural	17,311	1,266	7.31	14,830	19,792	20.06	1,686
NO. OF BEDROOMS							
1-2 Rooms	14,448	728	5.04	13,022	15,874	6.65	1,444
3-4 Rooms	13,558	624	4.60	12,335	14,780	4.95	1,349
More than 4 Rooms	3,746	391	10.44	2,979	4,513	4.60	365
Other	241	76	31.68	91	391	2.43	25
TOILET TYPE							
Sewerage linked to septic tank	10,706	822	7.68	9,095	12,318	9.44	1,070
Pit Latrine, Not Ventilated	7,911	706	8.93	6,527	9,295	8.33	790
Sewerage linked to WASA sewer system	4,428	506	11.43	3,436	5,421	6.68	426
Pit Latrine, Ventilated and elevated	3,411	522	15.29	2,388	4,433	8.88	343
Pit Latrine, Ventilated, not elevated	3,273	478	14.61	2,335	4,210	7.74	320
Pit Latrine, Ventilated compost	692	194	28.01	312	1,071	5.52	65
Other	441	114	25.93	217	665	2.99	42
None	1,131	303	26.77	537	1,724	8.35	127
SOURCE OF DRINKING WATER							
Private vat/drum/well, not piped	7,762	631	8.14	6,524	9,000	6.75	773
Public, piped into dwelling	7,078	594	8.40	5,913	8,243	6.37	700
Purified Water	6,724	566	8.42	5,614	7,834	6.01	671
Public piped into yard	5,719	590	10.32	4,562	6,876	7.38	585
Public standpipe or hand pump	1,419	304	21.41	823	2,015	6.77	155
Private, piped into dwelling	1,600	374	23.35	868	2,333	9.14	143
River/Stream/Creek/Pond/Spring	1,134	312	27.49	523	1,745	8.83	99
Public well	263	112	42.73	43	482	4.81	27
Other	294	72	24.50	153	436	1.77	30

* Households with children 5-17 years.

ANNEX IV: VARIANCE CALCULATION OF SELECTED VARIABLES (CONTINUED)
SOURCE: 2001 CHILD ACTIVITY SURVEY

B. ANALYSES OF SELECTED PERSON CHARACTERISTICS

Variable	Estimate	Standard Error	C.V. (%)	95% Confidence Interval		Design Effect	Number of Observations
				Lower	Upper		
TOTAL CHILDREN 5-17 YEARS	79,061	2,584	3.27	73,996	84,126	*****	7870
RESIDENCE							
Urban	32,871	2,827	8.60	27,331	38,411	41.41	3,358
Rural	46,190	3,486	7.55	39,358	53,022	62.97	4,512
SEX							
Males	40,190	1,450	3.61	37,348	43,033	10.60	3,988
Females	38,871	1,300	3.35	36,322	41,419	8.52	3,882
AGE-GROUP							
5-14	63,360	2,129	3.36	59,187	67,533	35.86	6,310
15 - 17	15,701	616	3.92	14,493	16,908	3.00	1,560
SCHOOLING STATUS							
Attending School	67,692	2,261	3.34	63,260	72,125	52.29	6,728
Not Attending School	10,906	616	5.65	9,699	12,114	4.02	1,098
Not Stated	462	170	36.84	129	796	6.28	44
INDUSTRIAL SECTOR							
Primary	4,286	621	14.48	3,069	5,502	9.46	466
Secondary	870	113	12.97	649	1,091	1.47	85
Tertiary	3,426	307	8.97	2,824	4,028	2.87	345
Not Applicable	70,479	2,410	3.42	65,756	75,202	75.54	6,974
ECONOMIC ACTIVITY							
Economically Active Children	8,582	683	7.96	7,243	9,920	6.07	896
Other	70,479	2,410	3.42	65,756	75,202	75.54	6,974
HOUSEKEEPING							
Children in Housekeeping Activities	59,530	2,249	3.78	55,122	63,937	34.23	5,981
Other	19,531	1,406	7.20	16,775	22,288	13.38	1,889
WORKING CHILDREN							
Working Children	61,123	2,258	3.69	56,696	65,549	36.61	6,140
Other	17,938	1,341	7.48	15,309	20,567	12.91	1,730
ECONOMICALLY ACTIVE CHILDREN / TOTAL CHILDREN	0.109	0.008	7.37	0.093	0.124	5.20	7870
CHILDREN IN HOUSEKEEPING / TOTAL CHILDREN	0.753	0.015	2.05	0.723	0.783	10.13	7870
WORKING CHILDREN / TOTAL CHILDREN	0.773	0.015	1.92	0.744	0.802	9.88	7870
ECONOMICALLY ACTIVE CHILDREN / WORKING CHILDREN	0.140	0.010	7.27	0.120	0.160	5.25	7870
CHILDREN IN HOUSEKEEPING / WORKING CHILDREN	0.974	0.003	0.30	0.968	0.980	2.02	7870