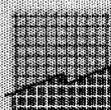
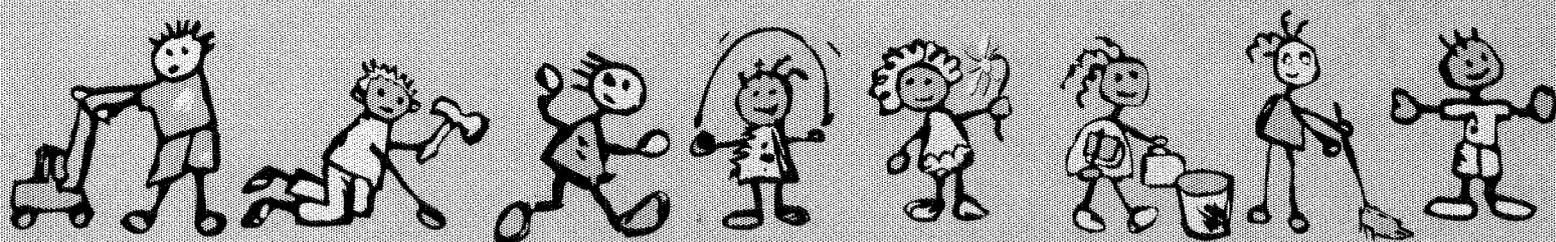


# Survey of activities of young people in South Africa

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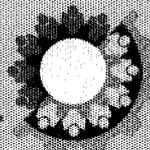
Country report  
on children's work-related activities



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# **Survey of activities of young people in South Africa 1999**

## **Country report on children's work-related activities**

**Statistics South Africa  
2001**

**Pali Lehohla  
Statistician-General**

**Commissioned by  
Department of Labour  
South Africa**



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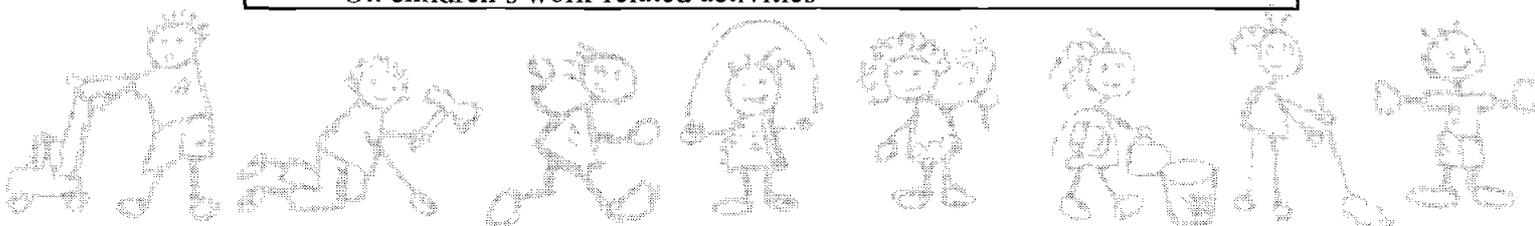
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Survey of activities of young people in South Africa 1999: country report on children's work-related activities

Survey of activities of young people in South Africa 1999: summary report On children's work-related activities



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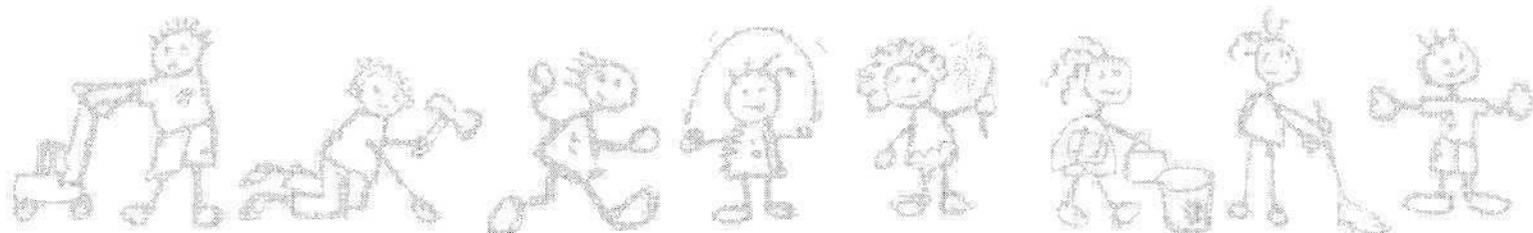
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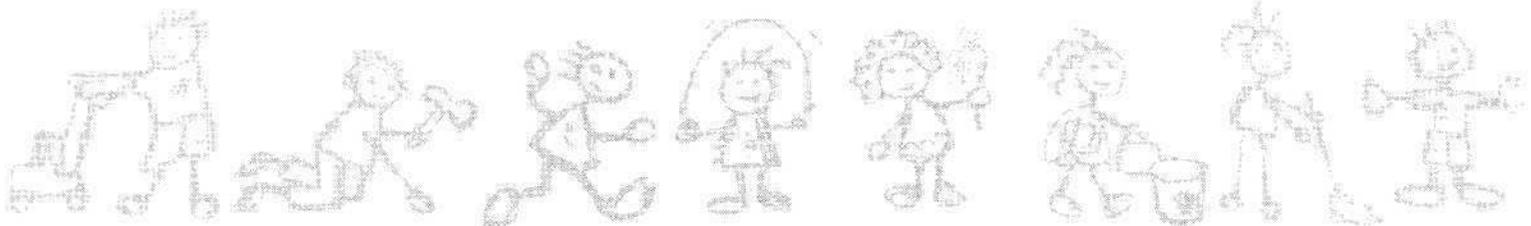
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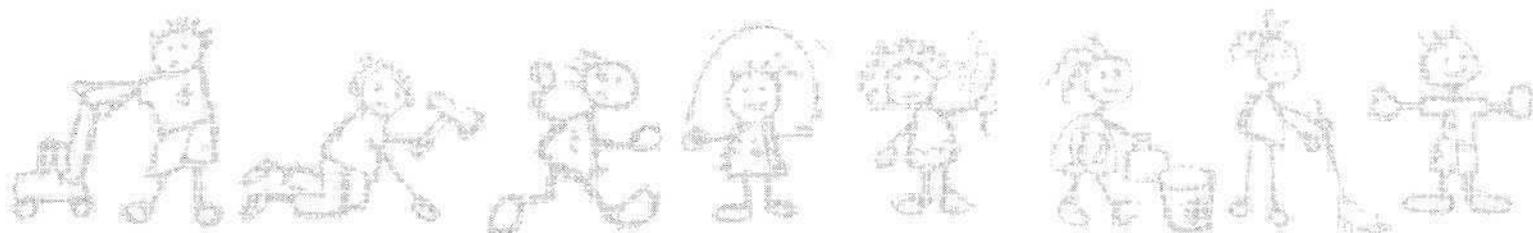
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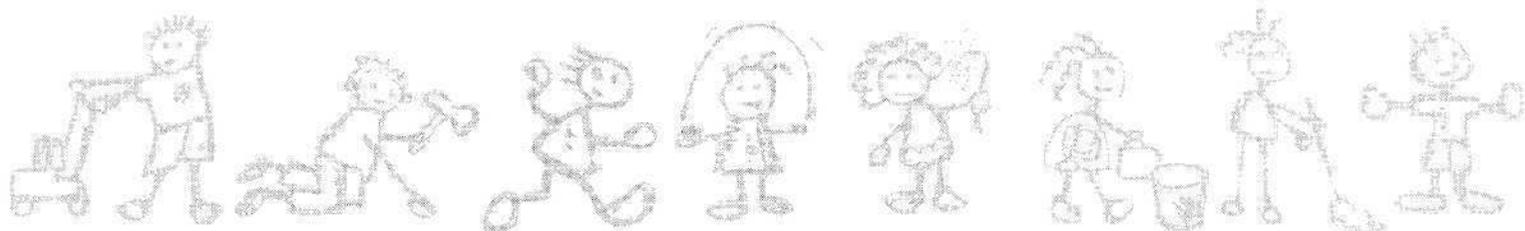
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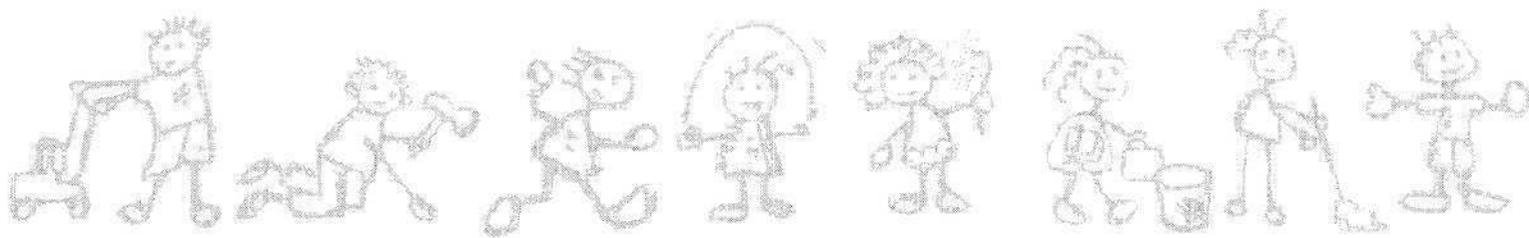
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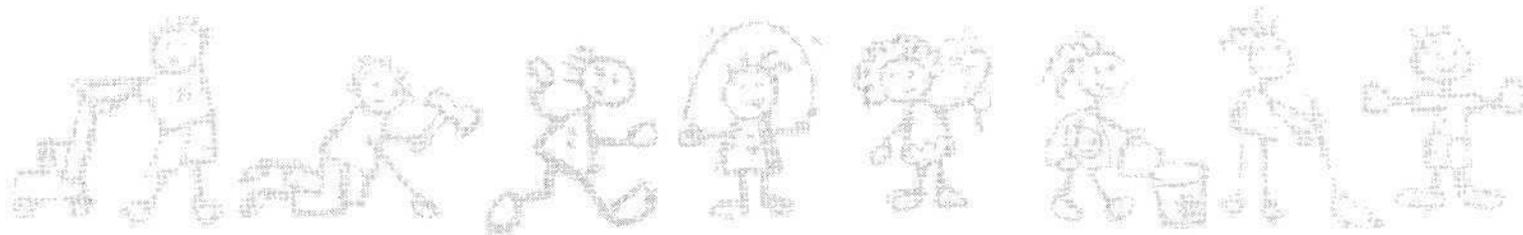
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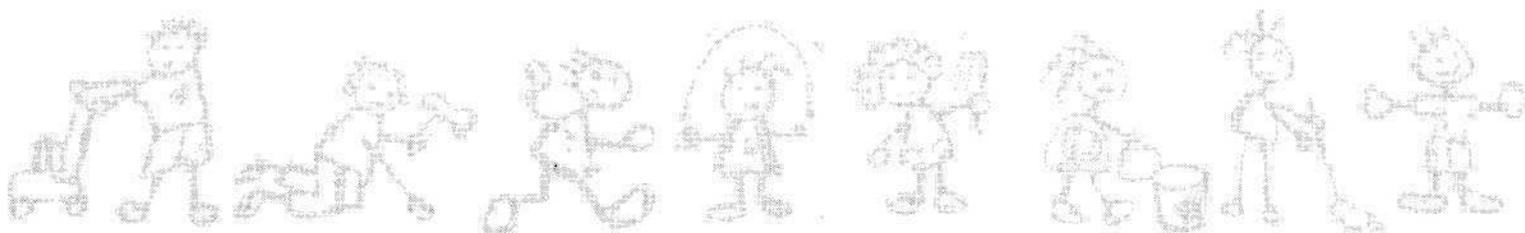


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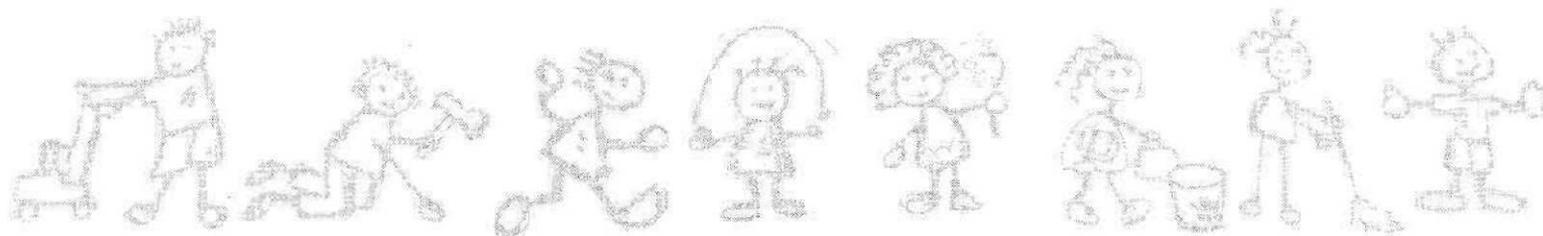
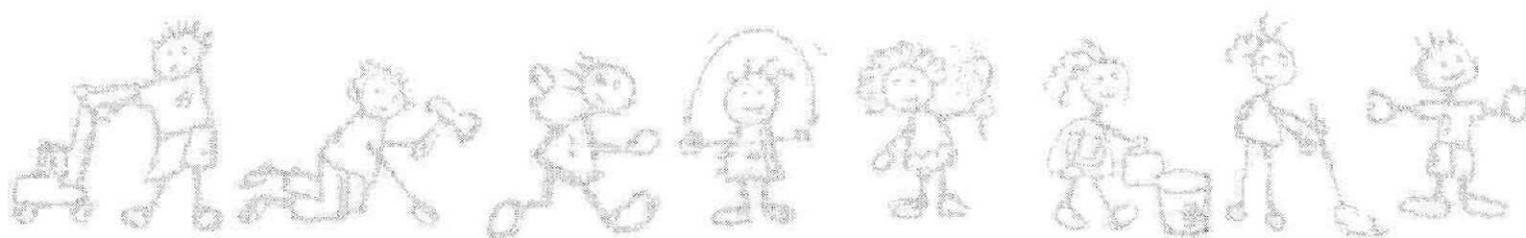


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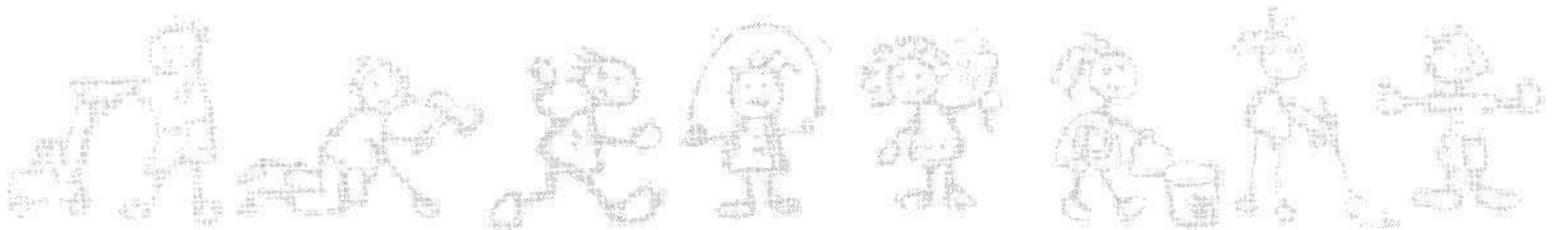
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The International Labour Organisation for technical assistance, and its International Programme on the Elimination of Child Labour (ILO-IPEC) for raising funding for the survey; and

The United States Department of Labour for providing the funding.



# Executive summary

South African children aged between 5 and 17 years are expected to help the family and school by participating in both economic and non-economic tasks. This is the case particularly in the deep rural areas of the 'former homelands' where there are few job opportunities for adults, and where electricity and piped water are rare. For most children, however, this type of work does not take up a large proportion of their time.

Nearly half (45% or 6,04 million) of South African children aged between 5 and 17 years (inclusive) were engaged in one or another kind of work-related activities, when using low time-based cut-off points (see definition below).

When higher cut-off points used, 36% (4,82 million) of such children were engaged in work. As many as 51% of children living in the deep rural areas, that are mainly in the apartheid-created former 'homelands', were engaged in at least one form of work activity. Among children living in commercial farming areas, 35% were engaged in work activities. In informal urban areas the proportion of children involved in work decreased to 30% and in formal urban areas to 19%.

Of all children aged 5-17, 0.9% (118 000) were engaged in economic work for three hours or more per week in commercial agriculture, 0.2% (26 000) in manufacturing, 0.01% (2 000) in construction and 0% (none were found) in mining.

These were some of the findings of the *Survey of activities of young people* (SAYP), which was conducted in June and July 1999 by Statistics South Africa (Stats SA).

The lower time-based cut-off points of work used in this publication, are as follows:

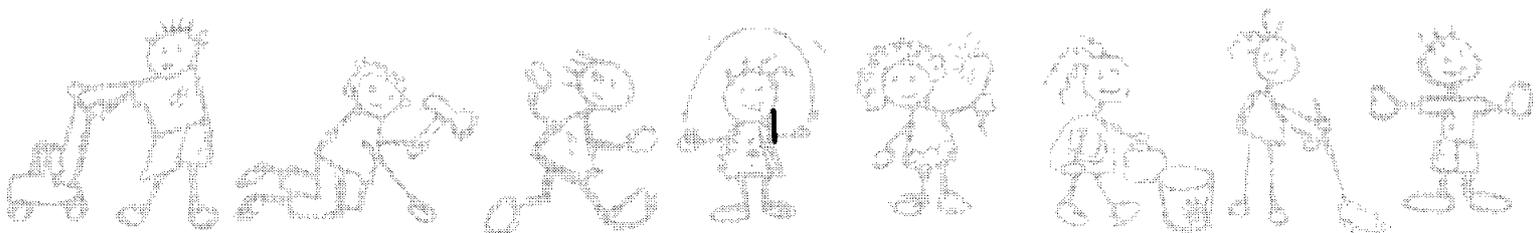
- one hour or more per week on an economic activity (which is comparable with the internationally accepted definition of 'economic activities'),
- five hours or more per week on school maintenance, or
- seven hours or more on household chores.

The cut-off point used more commonly in this publication for economic activity is three hours or more per week, which is referred to as 'the higher cut-off points'. However, school maintenance and household chores retain the same cut-off points whether the low or the higher cut-off points are used.

The survey also investigated various other factors that influenced children's health and development, such as the nature of the environment within which the children worked, and whether the work affected their schooling.

## Background and aims of the survey

Increasing attention is being paid locally and internationally to the activities of children which could be seen as work, when they are not formal learning or doing leisure activities, including various work activities. There is widespread acceptance that certain forms of work are detrimental to children's development. However, this is not the case with other kinds of work (such as reasonable levels of household chores). Very little was known about the extent, character, patterns, determinants and consequences of children's work in South Africa.



The above survey was therefore commissioned by the Department of Labour, primarily to gather information necessary for formulating an effective programme of action to address the issue of harmful work done by children in South Africa. Now that this information is available, the South African government is embarking on a process of looking at the policy implications and formulating such a programme of action. This process will be coordinated by the Department of Labour.

## **Assistance for the survey**

Technical assistance for the survey was provided by experts of the International Labour Organisation (ILO) and a consultant appointed by the Department of Labour. Funding for the project was raised by the ILO's International Programme on the Elimination of Child Labour (IPEC), primarily from the United States Department of Labour.

Stats SA also worked with an advisory committee, consisting of representatives from national government departments most directly concerned with child labour (namely the Departments of Labour, Welfare, Education and Health), non-governmental organisations, the International Labour Organisation (ILO) and the United Nations Children's Fund (Unicef).

## **Collecting the information**

The survey gathered detailed information in two phases.

- In Phase 1, interviews were conducted in a representative sample of 26 081 households throughout the country, to determine the extent of child labour.
- In Phase 2, follow-up interviews were conducted in a sub-sample of 4 494 of the households in which Phase 1 showed that at least one child was engaged in work-related activities. More extensive questions about the nature of work the children were doing were put to an adult in the household, and to the child or children themselves involved in these activities.

The answers provided by respondents were weighted back to the whole population of South Africa, and these weighted figures were used for the analysis in most of this report.

## **Activities constituting work**

In terms of the 1998 South African Child Labour Action Programme:

*Child labour is ... work by children under 18 which is exploitative, hazardous or otherwise inappropriate for their age, detrimental to their schooling, or social, physical, mental, spiritual or moral development.*

*The term 'work' is not limited to work for gain but includes chores or household activities in the household of the child's care-giver, where such work falls within the definition of child labour set out in [the] paragraph above. Appropriate activities related to skills training are not seen as child labour.*



The work that children do may not necessarily be harmful. Indeed, some work may be beneficial. We therefore need to make a clear distinction between acceptable work done by children, such as reasonable levels work in support of the family, on the one side, and harmful work on the other.

This report does not examine child labour as defined above. This is because there first needs to be wider debate in South Africa about what kinds and levels of work are considered harmful. Another reason for being careful when describing work reported by children as child labour is that the cumulative factors that would indicate that work is harmful are very difficult to capture in a survey.

This report therefore examines both economic and non-economic work activities of children. The following were used as proxy indicators of children's work: the type of activity, the hours spent on the activity and whether the environment was hazardous or dangerous.

### ***Type of activity***

- (a) Involvement in economic activities, which include activities for *pay, profit and/or family economic gain*, such as running any kind of business, helping unpaid in a family business, helping in farming activities, catching or gathering food for sale or for family consumption, doing any paid work and begging for money. Other economic activities according to ILO definitions include fetching wood and/or water, even if for the family, and carrying out unpaid domestic work in the child's household, where this household does not contain any of the child's parents, grandparents or his or her spouse.
- (b) Non-economic activities include household chores, where any of the child's parents or grandparents and/or the child's spouse lives in the household; and school maintenance, for example, cleaning toilets and classrooms and maintaining school premises.

### ***Hours engaged in these activities per week***

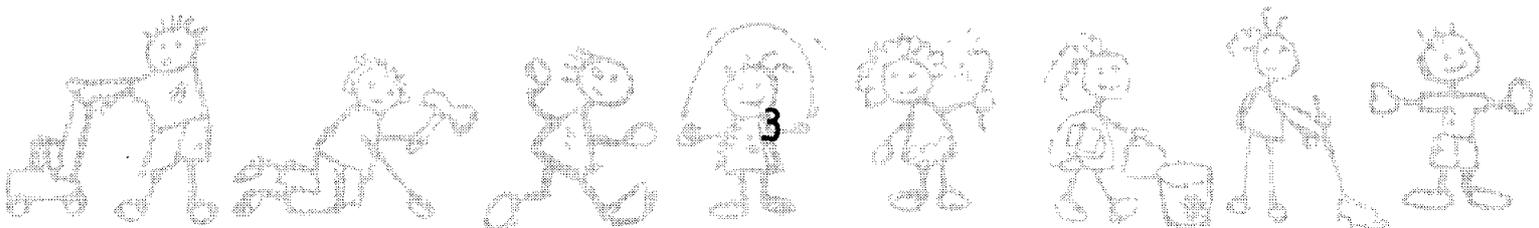
Three different cut-off points were used for *economic activities* of children:

- (a) no time limit (where there was another indicator of risk, such as hazardous working conditions);
- (b) at least one hour per week (the *lower cut-off points*); and
- (c) three hours or more per week (the *higher cut-off points*).

*School maintenance* of five hours per week or more was considered to constitute non-economic work as were *household chores* of seven hours or more per week.

### ***Working environment that is dangerous or hazardous***

This includes: long working hours, a work environment which is very hot, dusty or cold, and work which has caused injury or illness or which has made illness worse. It also includes work done in bad light or with heavy machinery or tools, tiring or noisy work, work where children feared that someone may harm them, or working with or near dangerous or poisonous substances or dangerous animals.



## Profile of children in South Africa

### *The children of South Africa aged 5–17 years*

Altogether, Stats SA estimated that there were approximately 13,4 million children aged between 5 and 17 years living in South Africa in June and early July 1999, the time of the SAYP interviews.

Census '96 showed that the vast majority of children in this age category were African (81%). Coloureds constituted the second largest group (9%), followed by whites (7%) and then Indians (2%). At the time of the 1996 Population census, 49% of children across all population groups were living in deep rural areas, mainly former homelands, while 37% were living in formal urban settlements, a further 7% were living in informal urban settlements, and 7% in commercial farming areas.

### *Living conditions of children aged 5–17 years*

About 37% of households in which children aged 5–17 years lived were using electricity for cooking, 37% were using wood, and 17% were using paraffin, while 10% were using other fuels such as coal, gas and dung. In rural areas mainly in the former homelands (65%) and in commercial farming areas (53%), however, the majority of homes in which children aged 5–17 years lived were using wood for cooking.

Approximately 49% of children lived in households with tap water in the dwelling or on site. Only 16% of children living in rural areas, mainly in the former homelands, had a tap inside the dwelling or on the site where they lived. This proportion increased to 42% for children living in urban informal settlements and to 53% for children living in commercial farming areas. But 94% of children living in formal urban areas had a tap inside the dwelling or on the site where they lived.

## The main findings

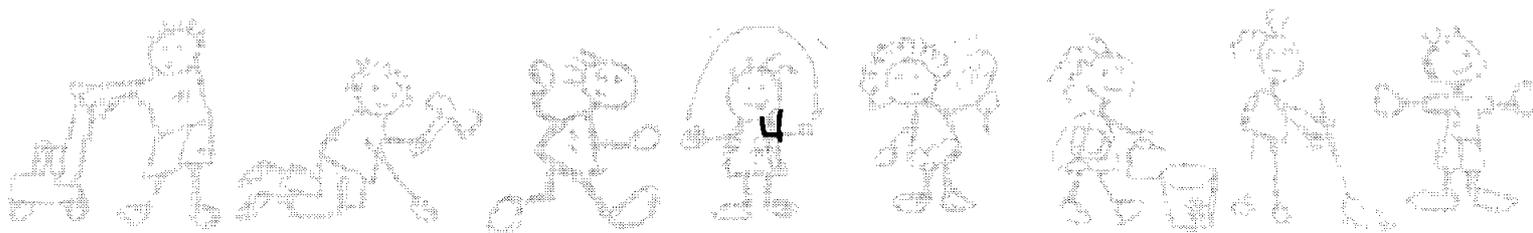
### *Extent of children's economic and non-economic work activities in South Africa*

Among the estimated 13,4 million children aged between 5 and 17 years living in South Africa in June and early July 1999, the extent of work-related activity varied according to the criterion used of number of hours spent on these activities:

- When using the *lower cut-off points*, 45% of all South African children were engaged in work-related activity.
- When using the *higher cut-off points*, 36% of all South African children were engaged in these activities.
- Very few children (less than 0,1%) reported that they worked under conditions which would be classified as forced labour.
- More than one in eight children were engaged in *both* an economic activity for one hour or more a week, and at least one non-economic work activity.

### *Economic activities*

- Fetching wood and water is defined as an economic activity by the ILO. This was the most common economic activity in which children participated. Altogether, approximately 4,5 million



of the 13,4 million children aged between 5 and 17 years (33%) spent one hour or more per week fetching wood and/or water.

- Using a one-hour cut-off point, 2 million children (one in seven) were engaged in economic activity for pay, profit or family economic gain (excluding unpaid domestic work and fetching wood and/or water). Seven per cent of children living in urban formal areas, 9% in urban informal areas, 16% in commercial farming areas and 23% in other rural areas were engaged in these activities.

### ***Non-economic work activities***

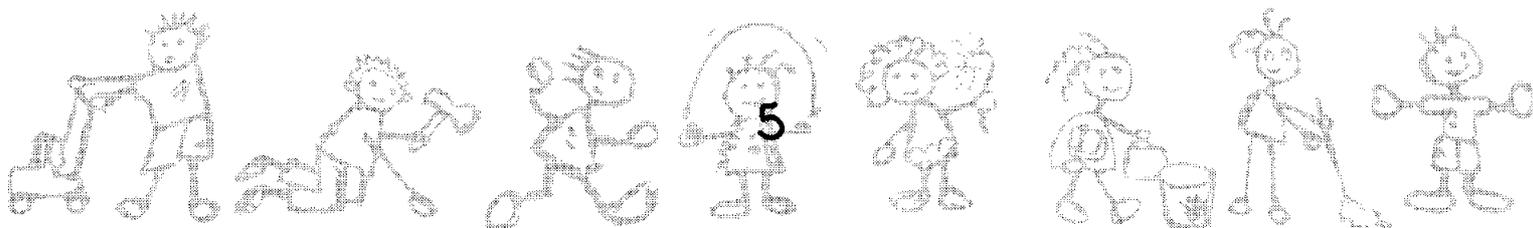
- Only about one in eight of the children aged 5–17 years spent seven hours per week or more assisting in household chores and family care activities in homes where at least one parent, grandparent or a spouse of the child lived.
- One in ten children were spending five hours or more per week doing work at school unrelated to their studies, including school maintenance.
- In all age categories, a substantially higher proportion of girls than boys were involved in household chores for at least seven hours or week.

A child could be engaged in both household chores and school maintenance. The two categories are not mutually exclusive.

### ***Children's work, using the higher cut-off point***

When taking the cut-off point of a minimum of three hours per week for economic activities, together with a minimum of seven hours per week for household chores and five hours per week for school maintenance, we find the following:

- A larger proportion of African children (41%) were engaged in these activities, compared with coloured (22%), Indian (10%) or white (9%) children.
- Children between the ages of 15 and 17 years of age (49%) were more likely to be involved in these activities than children aged between 10 and 14 years (42%), and particularly than younger children aged between 5 and 9 years (23%).
- Girls (39%) were more likely to be involved in these activities than boys (33%).
- Those living in rural areas, mainly former homelands (51%), were more likely to be engaged in these activities than those children living in commercial farming areas (35%), urban informal (30%) or urban formal areas (19%).
- The highest proportion of children involved in economic and non-economic activities was found in Eastern Cape, where nearly two thirds of children between 5 and 17 years were engaged in such activities, particularly fetching wood and water. Other provinces with a high proportion of working children were Mpumalanga, Northern Province, Free State and KwaZulu-Natal. The province with the lowest proportion of working children is Gauteng, where just more than one in ten worked.



### ***The type of area where children work***

Of those children who are engaged in economic and non-economic work activities:

- Children in deep rural areas, mainly former homelands, are more likely to be engaged for eight hours or more per week in school maintenance than children in other areas.
- In addition, the children from such rural areas were more likely than others to do economic activities:
  - in an environment that was too hot or too cold (about one third of such children);
  - involving very tiring work (nearly one third of such children);
  - requiring them to work before sunrise or after sunset (more than one in eight of such children);
  - where they sustained injuries in the 12 months preceding the survey (one in twenty of such children);
  - that caused illnesses or made them worse (one in 40 of such children).
- Children in commercial farming areas and informal urban areas are more likely to be engaged for eight hours or more per week on economic activities for pay, profit or family gain than children in formal urban areas and in other rural areas.
- Children in informal urban areas are more likely to be engaged for eight hours per week on unpaid domestic work than children in formal urban areas, commercial farming areas or other rural areas. They are also more likely to be engaged in economic activities exposing them to fear that someone may hurt them while they are carrying out these activities.
- Children in formal urban areas are more likely to be engaged for eight hours or more per week on household chores than children in other areas.

### ***Family situation of children engaged in work activities***

In South Africa in general, 39% of children were living with both their parents, while 28% were living only with their mothers, and 4% only with their fathers. In addition, 20% were living with either a grandparent or a spouse, while 9% were living in households which did not contain any of these family members.

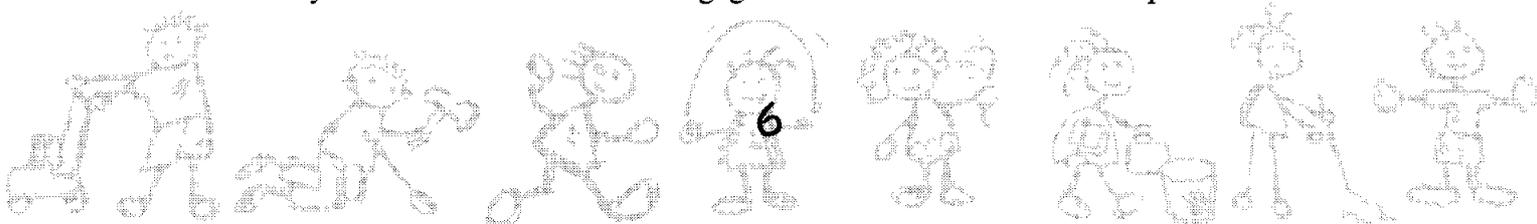
Only 31% of African children were living with both parents, as against 58% of coloured, 79% of white and 80% of Indian children.

Among children engaged in the various forms of economic activity for pay, profit or family economic gain, using the higher cut-off point of three hours or more spent on such activities per week:

- Of the small number of children begging, only 15% were living with both parents, whereas 61% were living with neither parent.
- Of children engaged in fetching wood and/or water, 25% were living with both parents, whereas 31% and 39% respectively were living with the mother only or with neither parent.
- On the other hand, 42% of children who were not engaged in economic activities for pay, profit or economic family gain were living with both parents.

### ***Effects of work on schooling***

Children's economic and non-economic activity did not seem to prevent South African children from attending school. Nevertheless, children engaged in these activities for 36 hours or more per week were less likely to attend school than those engaged in them for 35 hours or fewer per week.



- Relatively few children engaged in economic activities who were not attending school (6% of boys and 1% of girls) said that the work that they were doing actually kept them out of school.
- Among boys, inability to afford school, being too young to attend and lack of interest in school (23% in each case) were the main reasons given for not attending school.
- Among girls, however, inability to afford school (31%), and pregnancy or rearing their own children (26%) were the main reasons given for not attending school.

Regarding the effect of work on the attainment of education:

- A larger proportion of children between the ages of 10 and 13 years who engaged in these activities had not attained basic literacy than those who did not work. However, as age increased, this gap in lack of literacy closed.
- Similarly, a smaller proportion of children between 12 and 16 years who engaged in these activities had completed primary school than those who did not work (although again the gap between them closed before children reached the age of 17).

### **Age**

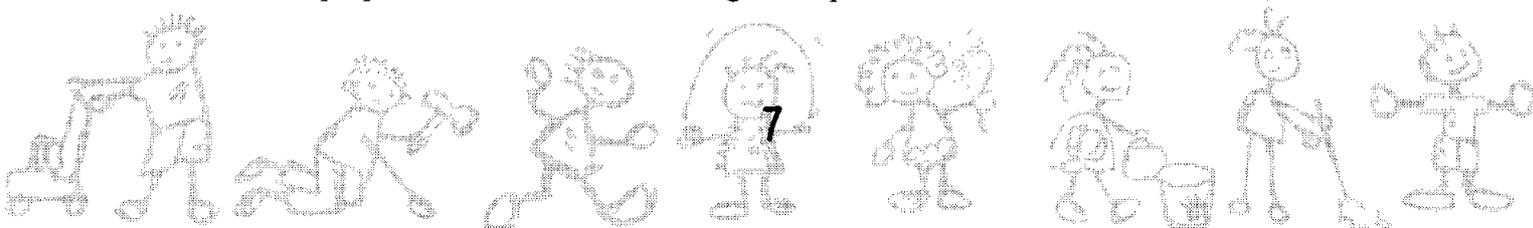
- Nearly a quarter of children aged 5–9 years were engaged in economic and non-economic activities. Of those in this age group who were engaged in economic activities for pay, profit or family economic gain, more than four in ten usually spent more than 8 hours per week on these activities.
- Boys in this younger age group were much more likely to have sustained injuries in the preceding 12 months than older boys. Younger girls were much more likely to report that these activities had caused an illness or had made it worse, than older girls.
- Children aged between 15 and 17 years who engaged in economic activities for pay, profit or family economic gain were more likely to have to do heavy physical work than children of other ages.

Further details regarding the correlation between age and hazardous conditions of work are given under the next heading.

### **Hazardous conditions of work**

Amongst children working for pay, profit or family economic gain (excluding unpaid domestic work and fetching wood and/or water), irrespective of how much time a week they spent on such work:

- 61% said they were exposed to hazardous conditions.
- More than one in three children (36%) said that the work environment could be very hot.
- More than a quarter (27%) said that their work was tiring and/or that their work environment could be very cold (26%).
- Dusty work circumstances (19%), long hours of work (18%) and work before sunrise or after sunset (12%) were other potentially harmful conditions experienced by more than one in every ten children engaged in economic activities for pay, profit or family economic gain.
- Just more than half of children between 5 to 9 years experienced hazardous conditions of work, compared to two thirds of older children.
- Nearly one quarter of children aged 5 to 9 years were exposed to a hot working environment, with a similar number exposed to a cold working environment and to tiring work.
- While the proportion of children working with poisonous substances was small, a similar



proportion of children in the younger age bracket was exposed to this hazard compared to children aged 10 to 17 years.

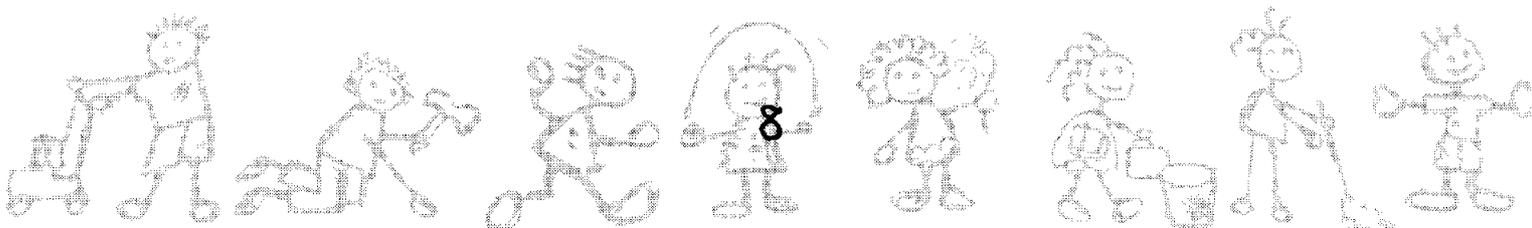
- More than one in ten children aged 5 to 9 who were engaged in economic activities had to do heavy physical work sometimes or often. This rises to nearly one in five for children aged 10 to 14, and one quarter of children aged 15 to 17 years.
- Children working in commercial agricultural areas were much more likely to be doing heavy physical work than children in any other industry.
- Boys were more likely to be exposed to such conditions than girls, and the gender difference in such exposure is most marked in the case of coloured and Indian children. Among girls a larger proportion of those aged 10 to 14 years experienced hazardous conditions than the older and younger age groups.

### ***Illness or injuries***

- Overall, 2% of children engaged in work for pay, profit or family economic gain indicated that they had become ill, or that they had an illness which had become worse as a result of the work they were doing.
- Altogether, 4% of children had been injured at work. The main causes of injury were a fall or a falling object (42%), or machinery and tools (33%).
- Considerably more girls than boys reported that their work has caused illness or made it worse. Older boys were more likely to report that this was the case, than younger boys. The converse is true of girls, where more than a third more girls aged 5–9 years reported that this was the case, than girls aged 15–17 years.

### ***Population group and work activities***

- Two in five African children were involved in at least one form of economic or non-economic work activity.
- African children were nearly twice as likely to be engaged in these activities as coloured children. Coloured children were, in turn, more than twice as likely to be involved in them than white and Indian children.
- African children were the most likely to be exposed to hazardous conditions. The vast majority of coloured, Indian and white children were not engaged in work activities according to the narrower definition.
- A large proportion of African children was engaged in fetching wood and/or water (nearly one third), as against a very small percentage of other children.
- Four of every five African children who were engaged in economic activities for pay, profit and family economic gain received no payment for it. The proportion decreased to three out of every five white children and three out of every seven coloured children involved in such activities.
- Most African and coloured children involved in economic activities for pay, profit and family economic gain were working in agriculture. Most white and Indian children engaged in such activities were working in the wholesale and retail trade sector.
- Seven out of ten African children engaged in such activities mainly on school days, one in 25 of them during school hours. Only one quarter of them did these activities mainly over weekends and during holidays. In contrast with this, three quarters of white and coloured children engaged in these activities mainly over weekends and during holidays.





# Introduction

## Background

The *Survey of activities of young people* (SAYP) aimed at gathering information on the extent, nature, patterns, determinants and consequences of the work-related activities of children other than formal learning and leisure. This report gives an overall picture of those activities that are regarded internationally as work-related, among children aged 5–17 years living in South Africa.

The survey was commissioned by the Department of Labour, primarily to gather information necessary for formulating an effective programme of action to address the situation of working children in South Africa, including child labour. The availability of detailed statistics on such activities is essential for establishing targets, formulating and implementing interventions, and monitoring policies, regulations and programmes related to child development.

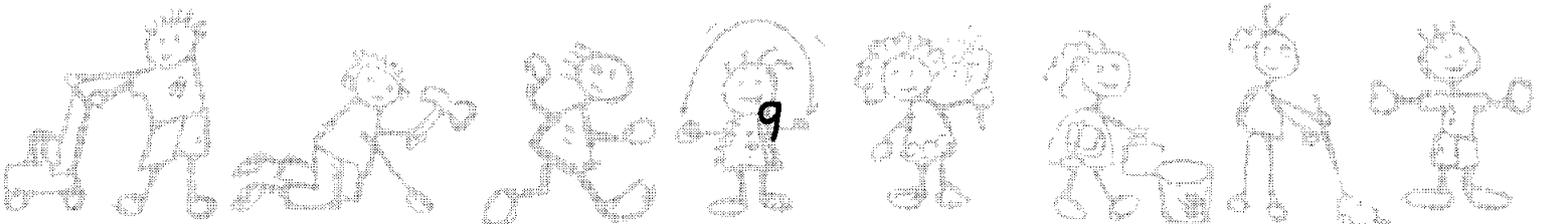
### An international perspective

Generally, children's work is associated with poverty. Therefore, much of it is concentrated in developing countries.

In certain instances throughout the world, working children are exposed to chemical and biological hazards. In the case of children working on farms, some may be exposed to pesticides. According to the results from a national survey in the Philippines, more than 60% of working children were exposed to such hazards, and of these, 40% experienced serious illnesses (National Statistics Office, Philippines, 1997).

Various initiatives have been taken internationally and locally to combat the problem. More recent ones include:

- the creation of a large body of literature covering children's work and possible related abuses and violations;
- the adoption in 1973 of the International Labour Organisation *Minimum Age Convention*;
- the establishment of large numbers of projects against exploitative or harmful work carried out by children, such as the 1986 Unicef programme on children living in difficult circumstances;
- the adoption, in 1989, of the United Nations *Convention on the Rights of the Child*;
- the focus on child labour in the deliberations of the subcommittees at the Geneva-based United Nations Commission on Human Rights;
- undertakings by major corporations to establish codes of conduct to help abolish child labour, such as the agreement by the International Federation of Association Football (FIFA) on a code of labour practice for production of goods; and
- the adoption in 1999 of the International Labour Organisation *Convention concerning the Prohibition and Immediate Elimination of the Worst Forms of Child Labour*.



## Survey methodology

To examine the issue of children's work in this country, Statistics South Africa (Stats SA) conducted a *Survey of activities of young people* (SAYP). Fieldwork for the survey took place in June and early July 1999. This was a household-based survey carried out by means of face-to-face interviews.

The survey gathered detailed information in two phases.

- In phase one, interviews were conducted in a probability sample of 26 081 households throughout the country, in order to determine the extent of work-related activities among children. Information was gathered on about 33 000 children between the ages of 5 and 17 years.
- In the second phase, follow-up interviews were conducted in a probability sub-sample of 4 494 of the households in which the first phase showed that at least one child was engaged in these activities. More extensive questions about the nature of work the children were doing were put to an adult in the family, and to the child or children involved in these activities. During this phase, information was gathered on about 10 000 children between the ages of 5 and 17 years.

## Commissioning of and assistance with the survey

The survey was conducted by Stats SA and commissioned by the Department of Labour in South Africa.

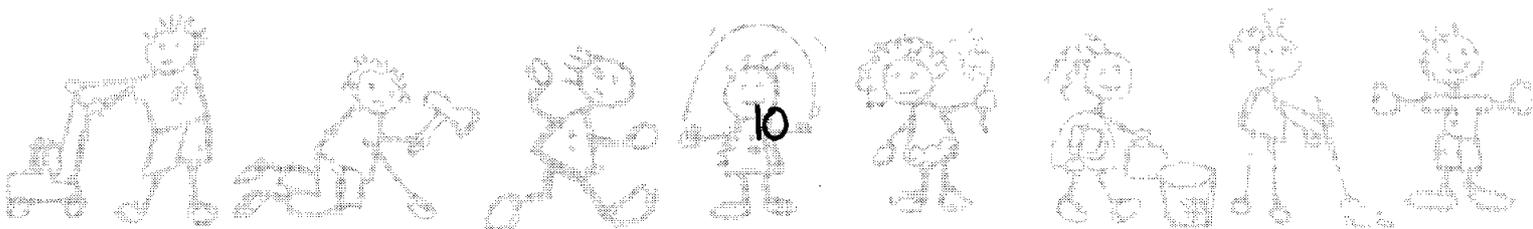
- Funding for the project was raised by the International Labour Organisation (ILO), who also supplied technical assistance, especially through the services of Mr. Kebebewe Ashagne.
- The Department of Labour also appointed their own consultant to the project to provide technical assistance, Mr. Dawie Bosch.
- The Department of Labour of the United States of America provided most of the funds.
- Stats SA regularly consulted an advisory committee for the project, consisting of representatives of national government departments most directly concerned with child development (namely the Departments of Labour, Welfare, Education and Health), non-governmental organisations, the International Labour Organisation (ILO) and the United Nations Children's Fund (Unicef).

The issues covered in the survey are similar to those covered in research in other developing countries. The support provided by the ILO was also similar to the support given to other statistical agencies in developing countries engaged in this type of data collection.

## Definitions of 'work'

In terms of the 1998 South African Child Labour Action Programme, which was based on ILO recommendations:

*Child labour is ... work by children under 18 which is exploitative, hazardous or otherwise inappropriate for their age, detrimental to their schooling, or social, physical, mental, spiritual or moral development.*



*The term 'work' is not limited to work for gain but includes chores or household activities in the household of the child's care-giver, where such work falls within the definition of child labour set out in [the] paragraph above. Appropriate activities related to skills training are not seen as child labour.*

This survey did not attempt to examine child labour in its traditional sense, since definitional issues need wider debate. Instead it examined all the activities that children do, outside of formal learning and leisure, that could be considered as work-related, using the following indicators:

**Type of activity:** Work activities are divided into economic and non-economic.

- *Economic activities* include activities for pay, profit or family economic gain, such as running any kind of business, helping unpaid in a family business, helping in farming activities, catching or gathering food for sale or for family consumption, doing any paid work and begging for money. Other economic activities are unpaid domestic work (in a household where none of the child's parents, grandparents or his or her spouse lives), and, in terms of the ILO definitions, fetching wood and/or water.
- *Non-economic activities* include household chores, where any of the child's parents, grandparents, or spouse lives in the household; and school maintenance, for example, cleaning toilets and improvement of school buildings and grounds.

**Hours engaged in these activities per week:** Three different cut-off points were used for economic activities:

- no time limit (where there was another indicator of risk, such as hazardous working conditions);
- at least one hour per week (the *low cut-off points*); and
- three hours or more per week (the *higher cut-off points*).

School maintenance of five hours per week or more was also considered work, as was seven hours or more of household chores, irrespective of the cut-off points used for economic activities.

**Dangerous or hazardous working environments:** Dangerous or hazardous working environments include long working hours, a work environment which is very hot, dusty or cold, and work which has caused injury or illness or which has made illness worse. It also included work done in bad light or with heavy machinery or tools, tiring or noisy work, or working with or near dangerous or poisonous substances or dangerous animals.

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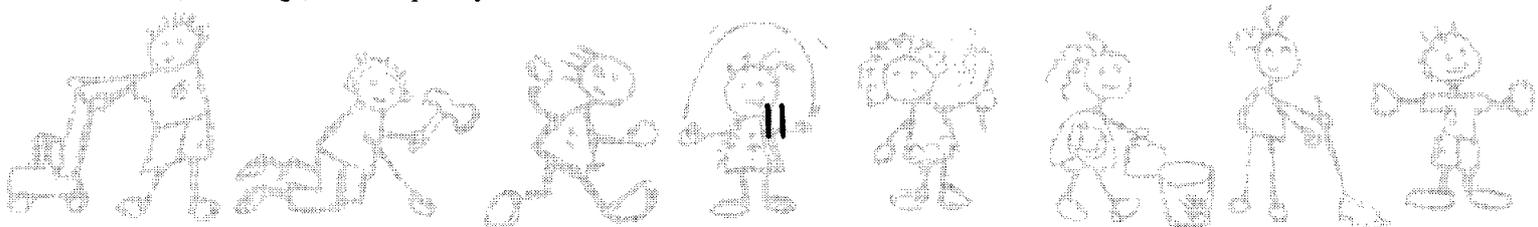
<sup>1</sup> According to international definitions, regular work at school if not voluntary is considered economic work. In this survey respondents were not asked whether their school work was voluntary, and all school work is therefore classified as non-economic.

<sup>2</sup> i.e. the relevant tables include all children who were injured while engaged in an economic activity, or who had an illness caused or made worse by such activity, or who experienced an occupational hazard while engaged in such activity, irrespective of how long they worked. They therefore include children who worked in an economic activity for less than one hour a week.

<sup>3</sup> This figure was arrived at as representing an average of half an hour a day six days a week

<sup>4</sup> i.e., on average, one hour per school day.

<sup>5</sup> i.e., on average, one hour per day.



### ***Distinction between economic and non-economic activities***

In this survey, the internationally accepted distinction between economic and non-economic work activities has been used. The term 'economic activity' is usually used to show people's participation in the country's economy, or to calculate a country's GDP, for example. In the case of work by children, the main question is usually not whether they contribute through their activities to the country's economy (although that is relevant), but rather to what extent they are engaged in such activities at all.

The division of children's work into economic versus non-economic activities may sometimes seem artificial. For example, household chores such as cooking, cleaning and child-care are not regarded as an economic activity if performed in the child's household, if a parent, grandparent or spouse is also a member of that household, although they are regarded as a non-economic work activity if done for seven hours a week or more. The same activities are however regarded as an economic activity if performed in the child's household if none of the parents, grandparents or spouse is a member of that household. The latter activities are referred to in this report as 'unpaid domestic work'. Fetching wood and/or water for the household, on the other hand, is regarded as an economic activity whether or not the child's parents, grandparents or spouse lives in the household, according to ILO classifications.

The classification of fetching wood and/or water as an economic activity is based on a series of agreements reached between countries that are members of the ILO regarding statistical definitions and reporting.<sup>7</sup> Such activities are viewed as similar to catching or gathering food for sale or household consumption, which are classified as economic activities.

It is, however, not uncontested that fetching wood and/or water and unpaid domestic work are economic activities, especially where such work is done by the children in their own homes. Therefore, in some of the descriptions in this publication, the following three categories of 'economic activities' are tabulated separately:

- fetching water and/or wood,
- unpaid domestic work, and
- other economic activities.

This way of publishing shows the proportion of children in each of these categories, and enables users to calculate the extent of children's work activities in different ways, by combining any of these categories with those of non-economic activities, if they so desire.

### ***Time-based filters***

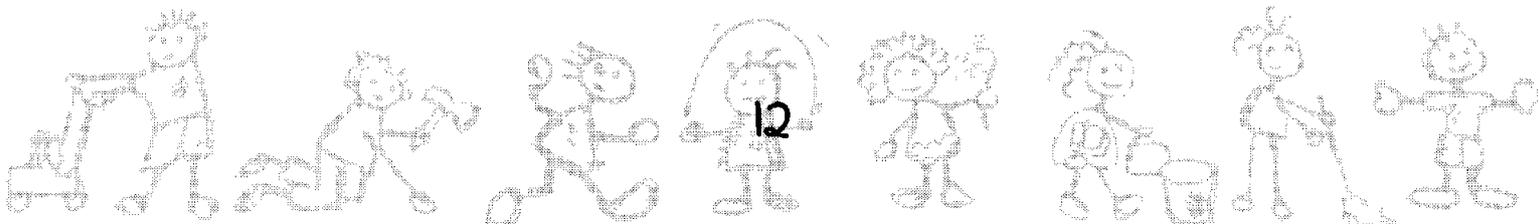
As indicated above, the following time-based filters have been used in the various descriptions of economic activities by children:

- in some key respects, where the child engages in this activity for at least one hour per week;

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<sup>7</sup> It should be noted that unpaid domestic work in a household other than where the child lives was not captured by this survey.

<sup>8</sup> e.g. the definition of 'economically active population' adopted by the quinquennial International Conference of Labour Statisticians in 1982 and of 'production boundary' of the System of National Accounts (1993 revision).



- in most other respects, where the child engages in this activity for at least three hours per week;
- in discussions on injury, illness caused or made worse by the economic activity, or any other occupational hazard, no filter.

The lower cut-off point (of one hour or more per week) is used in part of Chapter 3. These results should be used for overall figures of work activities of South African children, since they employ the broad, hour-based definition of economic work activities.

A higher cut-off point, of three hours or more per week spent on economic activities, was used to identify the various characteristics of children who are more at risk of exploitation. This was used in most of the calculations in Chapters 4, 5 and 6.

The effect on the findings of using the different cut-off points is also analysed in Chapter 3.

Because children in South Africa often work seasonally or irregularly both definitions use a 12-month reference period. Economic activity is therefore counted as work if the child concerned engaged in economic activity *at any time* over the 12 months prior to the interviews.

In Chapter 7, which deals with economic activities which could be regarded as hazardous or dangerous, no minimum time period is used as a filter. This is because any economic activity exposing a child to danger should be measured. In addition, no time-based filter was used in the tables giving an overall picture of children's work by number of hours worked (see Appendix 2).

Household chores were counted as work if they took a total of seven hours or more of the child's time in the week before the interview. While there is no commonly shared international definition of how many hours of household chores carried out by children constitute work, it is internationally accepted that excessive household chores and family care activities may detract from other activities, for example studying or leisure.

School maintenance is counted as children's work if it takes five hours or more of the child's time each week. While there is, again, no commonly shared international definition of how many hours of school maintenance constitute work, it is internationally accepted that excessive school maintenance work may detract from other learning activities.

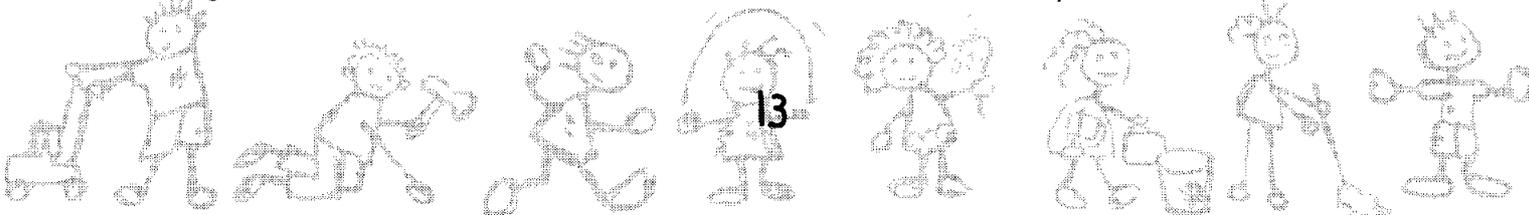
### ***International comparisons***

When comparing the SAYP results, as contained in this report, and those of surveys in other countries it is important to keep in mind differences in definitions of children's work. The findings in this report differ from most surveys undertaken in other countries in the following respects:

- Economic activity is considered as work in this report if a child was usually engaged in such activity *for a total of one hour or more per week over the previous 12 months*. In most other surveys engagement in economic activities is tabulated as work only if a child has been engaged in such activity for *at least one hour on any one day*, over a short period such as a week, sometimes even

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<sup>1</sup> The reference period for questions asking *whether or not* the child had engaged in any of the activities was *the 12 months prior to the interview*. However questions about *the amount of time spent* varied as follows: questions about economic activities for pay, profit or economic family gain referred to 'usually', whereas questions about unpaid domestic work, the fetching of wood and water, and household chores and school chores referred to *the week prior to the interview*.



with respect only to the week preceding the interview.

- Household chores are captured as work in this report if a child was engaged in such activity *for a total of seven hours or more in the week* before the interview. Such activity is captured as work in most other surveys only if a child has been engaged in it for *at least three hours on any one day*, over a short period such as a week.
- About eight questions were asked in this survey to determine whether a child had been engaged in economic activities, to ensure that any such activity is captured. In most other surveys a child is merely asked whether it had engaged in economic activity, although enumerators are usually trained to informally ask some prompting questions.
- In the SAYP begging for food or money in public was considered an economic activity. It is usually not captured in other surveys.
- The overall figures in this report are a combination of the economic and non-economic work figures (in as far as the definitions above have been met, and avoiding double counting, e.g. where a child is involved in both economic and non-economic activities). In most other surveys economic and non-economic activities are given separately, without combining them into a single figure.

These factors are likely to have the effect that this report captures more activities than many other surveys, resulting in higher numbers of children considered to be working.

## Survey methodology

The survey methodology is discussed in detail in Annexure 1 to this report. What follows is a summary.

### The questionnaires

Two questionnaires were developed for the survey, one for each phase. Both are available from Stats SA for any reader who requires this additional information. They can also be found on the internet site: [www.statssa.gov.za](http://www.statssa.gov.za)

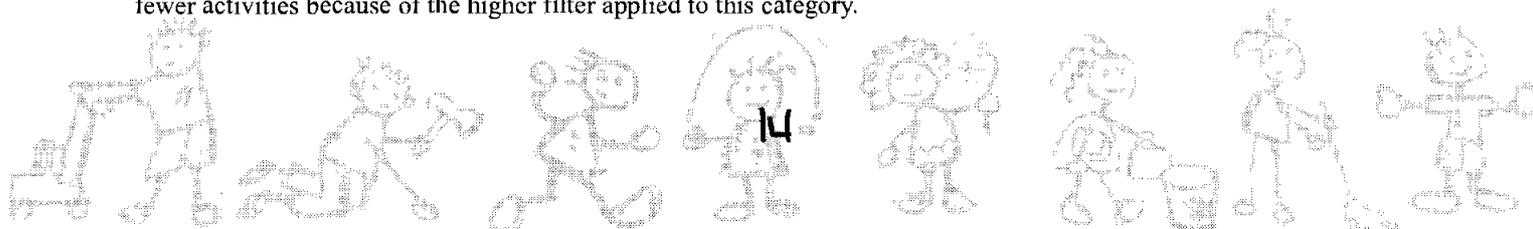
The questions asked in both questionnaires are summarised in Appendix 1 of this report.

The household was included in the selection process for phase two of the survey if there was any child in the household who was:

- (a) regularly engaged in non-economic work activities, fetching wood and/or water, or unpaid domestic work for one hour or more per day; or
- (b) engaged in any other economic work activities at all during the specified time period of one year.

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<sup>1</sup> In contrast, the classification of all school labour as non-economic (see footnote 1) may have the effect of capturing fewer activities because of the higher filter applied to this category.



## Sample design

The sampling frame for the selection of primary sampling units (PSUs) was based on the results of the demarcation of the country into enumerator areas (EAs) for Census '96. A PSU contains at least a hundred households, whereas an EA may be smaller than this. In cases where an EA is smaller than 100 households, it is combined with adjacent EAs to form larger units. A PSU can therefore consist of two or more combined small EAs, or a single larger EA.

The sample for the survey was drawn in two phases. In the first phase, 900 PSUs were selected using probability-sampling techniques. Of these PSUs:

- 579 were situated in urban areas, and
- 321 were situated in non-urban areas.

The main aim of the first phase of the survey was to examine the extent to which South Africa's children are engaged in those activities discussed above which can be regarded as children's work.

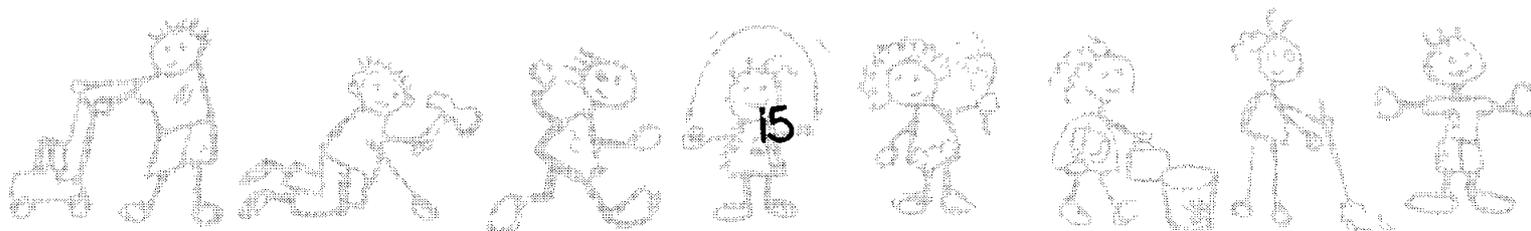
For sampling for this first phase, within each province, urban areas were further stratified into formal and informal settlements, while non-urban areas were further stratified into commercial farms and other non-urban areas (largely traditional rural areas). Within each PSU in urban areas, 25 households were interviewed, while within each PSU in non-urban areas, 50 households were interviewed. These households were selected by means of systematic sampling. Table 1 shows the number of PSUs selected in each province by the above strata or area types.

**Table 1: Number of PSUs per province by type of area**

Province	Formal urban	Informal urban	Commercial farming	Other rural	Total
Western Cape	59	25	20	0	104
Eastern Cape	39	21	20	29	109
Northern Cape	23	10	20	6	59
Free State	35	20	20	12	87
KwaZulu-Natal	50	26	20	26	122
North West	28	20	20	18	86
Gauteng	91	45	20	0	156
Mpumalanga	25	20	20	18	83
Northern Province	22	20	20	32	94
<b>Total</b>	<b>372</b>	<b>207</b>	<b>180</b>	<b>141</b>	<b>900</b>

The main aim of Phase 2, on the other hand, was to explore work-related activity by children in more detail. A further sample was drawn, consisting of at most 10 households in each PSU in rural areas and five households in each PSU in urban areas, among those households where there was evidence of at least one child per household being engaged in work-related activities (using the low cut-off points) in Phase 1.

Sampling is discussed in more detail in Appendix 1.



## Listing of dwelling units

Before systematic sampling was applied for the selection of households in phase one, all the dwelling units within a sampled PSU were listed. This was done for two reasons:

- to select the households to be visited for the first phase (all households in a dwelling unit were interviewed), and
- to enable a sub-sample of households to be drawn for the second phase to which the fieldworker could return.

Dwelling units in South Africa, particularly in rural areas and informal settlements, do not necessarily have addresses. It is therefore important to do a complete listing of dwelling units in a particular PSU to ensure that the same unit can be identified on a map and on the ground, and re-visited.

## The pilot study

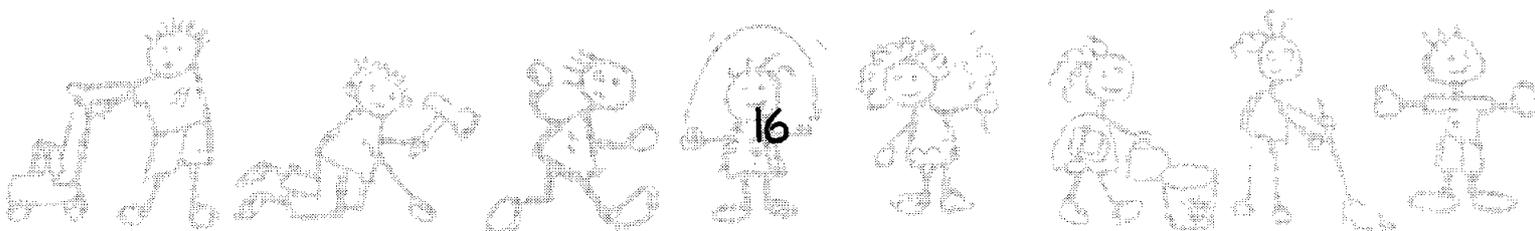
Both the questionnaire and the methodology were tested by means of piloting.

- The questionnaire was first tested using behind-the-glass techniques. Respondents selected according to pre-defined criteria were interviewed behind a one-way mirror, with researchers watching on the other side (with the respondent's awareness and permission).
- The researchers were able to observe responses to questions pertaining to children's work activities, thus enabling them to reformulate sensitive questions, and to make other questions which were not clearly understood more easily understandable.
- A pilot survey was also carried out in two of the nine provinces, mainly to further test the questionnaire and the logistics in field.
- A debriefing session, attended by those who carried out the pilot survey in the provinces, was conducted soon after it was completed.
- During this session, a number of problems and issues related to fieldwork were discussed. For example, it was confirmed that the gender of the fieldworker was an important consideration, particularly when asking about work-related incidents. The need for sensitivity and the building of rapport was also stressed. Other problems related to privacy during the interview, particularly in large households.
- Strategies for tackling these difficulties were developed.

## Training of fieldworkers

Training was planned centrally and conducted at two levels.

- Firstly, training was provided for the Stats SA fieldwork managers who are responsible for planning, organising and supervising household survey fieldwork in each of the nine provinces in the country. This training took place over three days. Emphasis was placed, not only on questionnaire administration, record keeping and logistics, but also on building rapport with respondents and handling sensitive situations.
- The second level of training was for fieldworkers and fieldwork supervisors. The fieldwork managers in each province conducted this training. During training, members of staff from head office visited each of the provinces to monitor its progress and to assist where necessary.



## Fieldwork

Fieldwork was conducted in June and early July 1999.

- Fieldwork was organised in teams of five people, consisting of one supervisor and four fieldworkers. Each team had access to a vehicle.
- The fieldwork staff visited the selected households for the first phase, and conducted face-to-face interviews to administer the first questionnaire to an adult or relevant adults in the household, with a preference for a female adult who took (partial) responsibility for children's activities.
- If selected, the appropriate household was re-visited up to three times in phase two to administer the second questionnaire. Each child answered most of the questions in this questionnaire personally. Therefore, even if only one child between the ages of 5 and 17 was absent, the fieldworker was required to return to interview him or her at a later time.
- An approach letter bearing the fieldworker's name and ID number was sent out with each fieldworker, introducing him/her to the household.
- The fieldwork supervisor administered a control questionnaire in one of each group of five households selected for participation in each PSU. This served as a check on the quality of information collected.

## Computer programming, data coding, capture and analysis

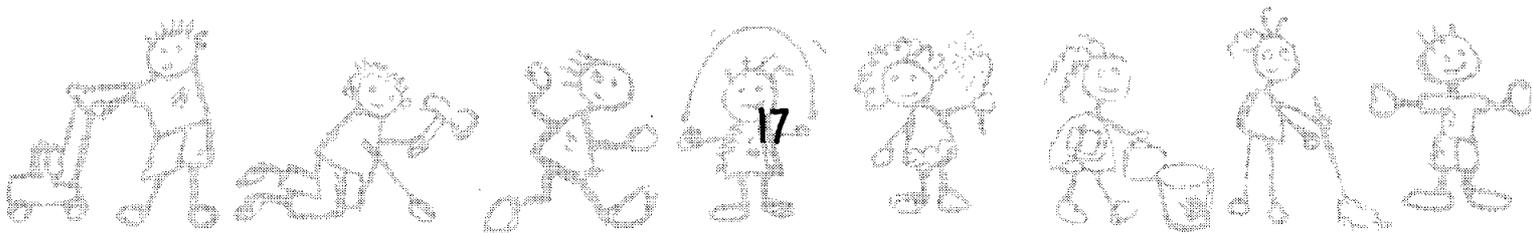
The processes of computer programming, data capture and data analysis involved several steps:

- A tabulation plan was drawn up beforehand, with the assistance of the advisory committee and consultants, to assist with writing the computer programme for data capture.
- The data-input programme, containing both range and consistency checks, was written by a programmer working in the Directorate of Household Surveys.
- Both coding of the questionnaires and data entry were then handled.
- Once the data entry was completed, additional editing programmes were written for final data cleaning.
- Tables from the data set, based on the tabulation plan, and the data set itself were then made available for analysis and report-writing.

## Weighting the data to the population of households and individuals

Two different set of weights were used for this study, i.e. household and individual weights. The 1996 population census, as adjusted by a post-enumeration survey (PES), was used as a basis for the weighting.

- Household weights were calculated by using the reciprocal of the inclusion probabilities.
- For the person weight, the inflated data were post-stratified by province, gender and age group (5-year age groups), and a population control adjustment based on the Stats SA population estimates (using the 1996 population census) was applied.



## Definitions of terms used in this analysis

The following definitions apply to this analysis.”

A *household* consists of a single person or a group of people, related or unrelated to each other, who live together for at least four nights a week, who eat together and who share resources. A household may occupy more than one structure. People who occupy the same dwelling unit, but who do not share food or other essentials, are regarded as separate households. A domestic worker living in separate domestic workers quarters, or who is paid a cash wage by the main household (even if she or he has most of her or his meals with the household) is regarded as a separate household.

### *Dwelling unit*

Any structure in which people can live is a dwelling unit. A household can occupy one or more than one dwelling unit. Conversely, more than one household can occupy a single dwelling unit. Moreover any structure or part of a structure which is vacant but can be lived in is also a dwelling unit. Any structure under construction is also listed as a separate dwelling unit. It may be a house, flat, hut, houseboat, etc. where a household lives or can live. A dwelling unit as defined above was our major listing unit and the selection unit for households.

*Population group* describes the racial classification of a particular group of South African citizens. The previous government used this type of classification to divide the South African population into distinct groupings on which to base apartheid policies. It remains important for Stats SA to continue to use this classification wherever possible. It clearly indicates the effects of discrimination of the past, and permits monitoring of policies to alleviate discrimination. Note that in the past, population group was based on a legal definition, but it is now based on self-perceptions and self-classification. An *African* person is someone who classifies him/herself as such. The same applies to a *coloured*, *Indian* or *white* person.

The *population of children* for this report consists of all those aged between 5 and 17 years.

*Children's work* consists of both economic and non-economic activities, using the following definitions:

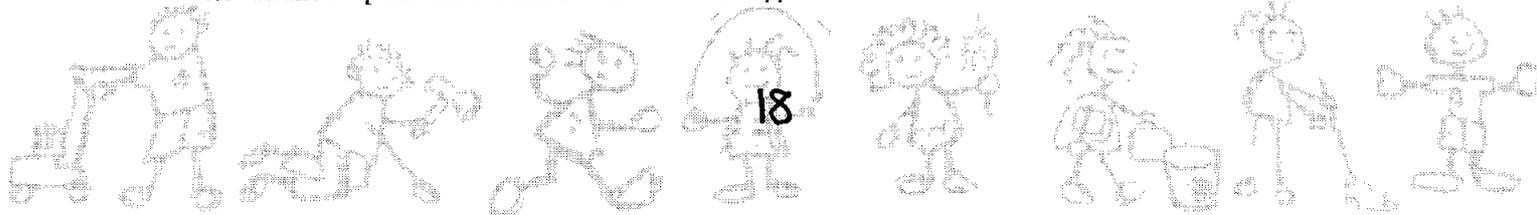
### *Economic activities*

This category consists of three sub-categories:

- *Fetching wood and/or water* for the child's household;
- *Unpaid domestic work* in a household which does not contain any of the child's parents or grandparents, or his or her spouse;
- *Activities for pay, profit and/or family economic gain*, including:
  - running any kind of business, big or small, for the child him/herself;
  - helping unpaid in a family business;
  - helping in farming activities on the family plot, food garden, cattle post or kraal;
  - catching or gathering any fish, prawns, shellfish, wild animals or any other food, for sale or for family consumption;

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” For more detailed explanation of some of these terms see Appendix 1.



- doing any work for a wage, salary or any payment in kind;<sup>11</sup> and
- begging for money or food in public.

#### *Non-economic activities*

This category consists of two sub-categories:

- *Housekeeping and family care activities* (household chores), where either a parent or grandparent or the child's spouse is a member of the household.
- *School maintenance*, including cleaning or school improvement activities, for example, cleaning toilets and maintenance of the school grounds.

The *low cut-off points* were, for any form of economic activity at least one hour per week, and/or for domestic chores at least seven hours per week, and/or for school labour at least five hours per week.

The *higher cut-off points* were at least three hours per week for economic activities, but has the same cut-off points for non-economic activities as in case of the low cut-off points.

Based on, and in addition to the above classification, different ways of describing children's work are used in this report for different purposes, as explained in the relevant parts of the text of this report. Sometimes the five major sub-categories are used, at other times mutually exclusive categories and at yet other times, a priority or hierarchical classification.

#### *The five major sub-categories of children's work*

The five major sub-categories of children's work used in this report are as follows:

- economic activity for pay, profit or family economic gain;
- unpaid domestic work in households not including any of the child's parents or grandparents or his or her spouse – sometimes referred to, for the sake of simplicity, as *unpaid domestic work for non-family members* or simply *unpaid domestic work*;
- fetching wood and/or water;
- household chores in households including at least one of the child's parents or grandparents, or his or her spouse; and
- school labour.

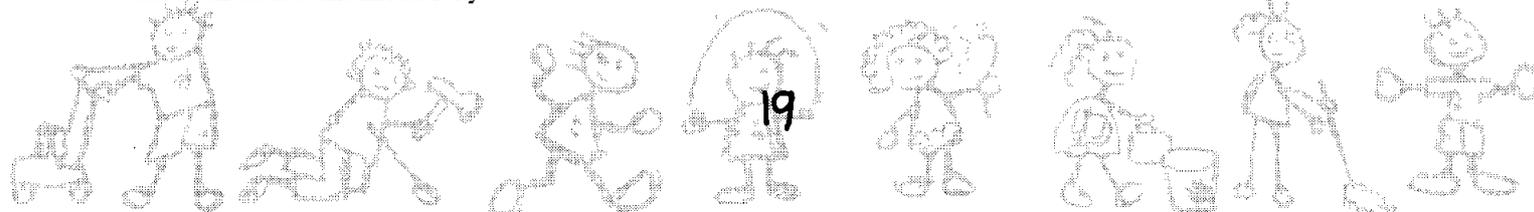
These categories were not necessarily mutually exclusive.

#### *Mutually exclusive categories of children's work*

In other parts of the analysis, children's work was divided into the following seven mutually exclusive categories:

- only economic activities (including unpaid domestic work and fetching wood and/or water);
- only household chores;
- only school labour;
- economic activities and household chores;
- economic activities and school labour;
- household chores and school labour; and
- economic activities, household chores and school labour.

<sup>11</sup> Work outside the family that was truly unpaid (i.e. where not even payment in kind, such as a meal, was provided), was not counted as economic activity.



### *Hierarchy of children's work activities*

In places a third method was used to explain the extent and nature of children's work. Here a hierarchy of activities, as agreed between the ILO, the Department of Labour and Stats SA, was used to give priority to certain activities over others.

- Economic activities take precedence over non-economic activities.
- Economic activities for pay, profit, or family economic gain take precedence over the other economic activities of unpaid domestic work and fetching wood and/or water.
- Unpaid domestic work takes precedence over fetching wood and/or water.
- Among those engaged only in non-economic activities (as defined), household chores take precedence over school labour activities.

This means that if children are engaged in an economic activity for pay, profit or family economic gain, they are classified in this category for the purposes of prioritisation, even if, in addition, they are involved in other child labour activities such as fetching wood and/or water or unpaid domestic work. In such a case the children will **not** be reflected in the categories 'unpaid domestic work' or 'fetching wood and/or water'. This applies to all activities in the hierarchy.

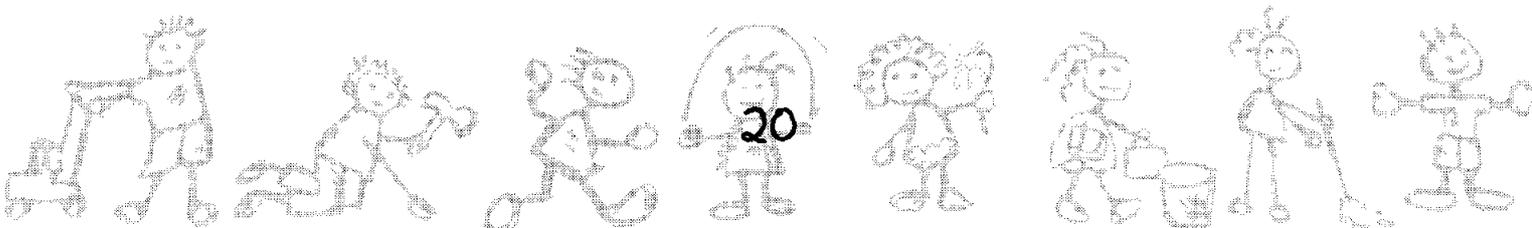
*Hazardous work* could include any of the following:

- a work environment which is very hot, dusty or cold;
- work which has caused injury or illness or which has made illness worse;
- work done in bad light or work done close to or with dangerous machinery or tools;
- doing heavy physical work or working for long hours;
- doing tiring or noisy work;
- working in an environment where the child experiences fear that a person may hurt him or her;
- working with or near dangerous or poisonous substances or with dangerous animals.

*Type of area* refers to the area where the child lives.

- An *urban area* is one that has been legally proclaimed as being urban. These include towns, cities and metropolitan areas.
- An *formal urban area* consists mainly of dwellings made of formal building materials such as brick.
- An *informal urban area* consists mainly of shack dwellings made of informal materials such as cardboard or corrugated iron.
- A *non-urban area* includes commercial farms, small settlements, villages, traditional lands and other rural areas, which are further away from towns and cities.
- A *commercial farming area* is an area consisting mainly of farms that sell most of their produce for a profit.
- *Other rural areas* consist of all non-urban areas other than commercial farming areas. These are found mainly but not exclusively in the former 'homelands'.

A *primary sampling unit (PSU)* consists of either one enumerator area (EA) from the 1996 census or several EAs, when the number of households in the base or originally selected EA from the census was found to have less than 100 households. In some cases it was necessary to combine EAs to give our minimum requirement of 100 households in a PSU.



## Achievements and limitations of this survey

### What this survey has achieved

The survey is the first of its kind in South Africa.

- It gives data on the extent of children's work activities in the country.
- It covers a wide variety of activities.
- It examines hazardous and unhealthy conditions in which children work.
- It looks at the effects of this type of work on schooling.
- It enables policy makers to take decisions based on relevant information.
- Changes in the situation regarding children's work can be monitored over time by adding a module to existing household-based surveys.

### Limitations

The survey has certain limitations, which indicate the need for further qualitative studies to understand specific aspects of children's work.<sup>11</sup>

Work done by children is a sensitive issue, and may be under-reported to fieldworkers during a survey no matter how carefully it is designed. This risk was minimised by giving sensitivity training to fieldworkers. But it remains difficult to ascertain the extent of under-reporting in a particular survey. The validity of results in any survey can, however, be tested against other research projects. However, it is likely that this survey has captured more children's work than many other child labour surveys, because of the reasons discussed on pages 13 and 14.

The survey is based on households. Even though the focus is on all the people (including children) who usually reside in the household, it may exclude certain categories of children, for example street children or children who have left home and are living on their own without any usual place of residence. It should include children in boarding schools since they are usual residents in the household.

Activities such as child prostitution, drug dealing, child trafficking and other highly dangerous or severely traumatic forms of work are unlikely to be picked up in a household survey. Specially designed studies, both quantitative and qualitative, are required to isolate these activities.

A quantitative survey of this kind should be complemented by qualitative studies, applying micro-level investigations e.g. using 'rapid assessment' techniques, or 'key informants', particularly where the activities are of an illegal or immoral nature about which the respondents might not respond truthfully in direct interviews.

### Structure of the rest of the report

Chapter 2 gives an overall description of the life situation of the children in South Africa aged 5 – 17 years. It is based on Census '96, rather than on SAYP, since there are more details on the life circumstances of children in the census. These life circumstances tend to change rather slowly and were probably similar in 1999.

<sup>11</sup> For a detailed set of recommendations for improvement in future surveys, see Appendix 1.



Chapter 3 describes the overall extent of children's work in the country, both economic and non-economic, taking both the one-hour per week and three-hour per week cut-off points for economic activities.

Chapter 4 describes the extent and type of children's work, using cut-off points of three hours per week for economic activities, seven hours per week for household chores, and five hours per week for school maintenance. The same cut-off points are used in Chapters 5 and 6.

In Chapter 5, the family situation of children engaged in children's work is described.

Chapter 6 discusses the impact of children's work on education.

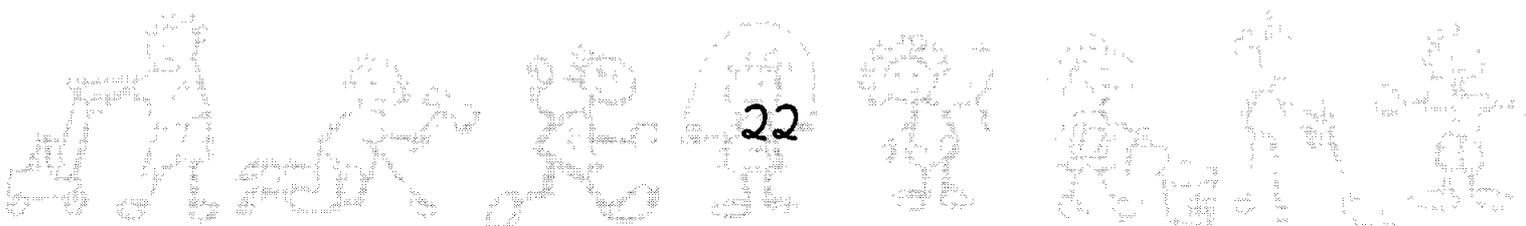
Chapter 7 describes the conditions under which children work, with emphasis on hazardous work circumstances, illnesses caused or made worse by work, and injuries at work.

Chapter 8 contains a profile of the South African child who is likely to be engaged in work.

In Chapter 9 we compare children's work activities in South Africa with children's work in selected other countries.

Appendix 1 is a more detailed technical description of the methodology.

Appendix 2 gives information on the type of work children do when no time cut-off point is specified. In other words, if a child does work for any length of time, even if less than one hour per week, it is described.



# Children of South Africa aged 5–17 years

## Profile

Altogether, Stats SA estimated that there were approximately 13,4 million children aged between 5 and 17 years living in South Africa in June and early July 1999, the time of the SAYP interviews. In this chapter, we give an overall picture of the children in South Africa in this age category and their life circumstances.

To do this, we have used data from Census '96 rather than from SAYP.

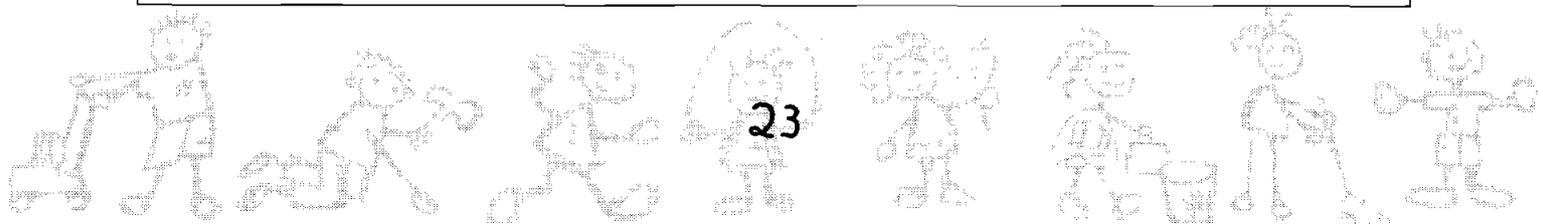
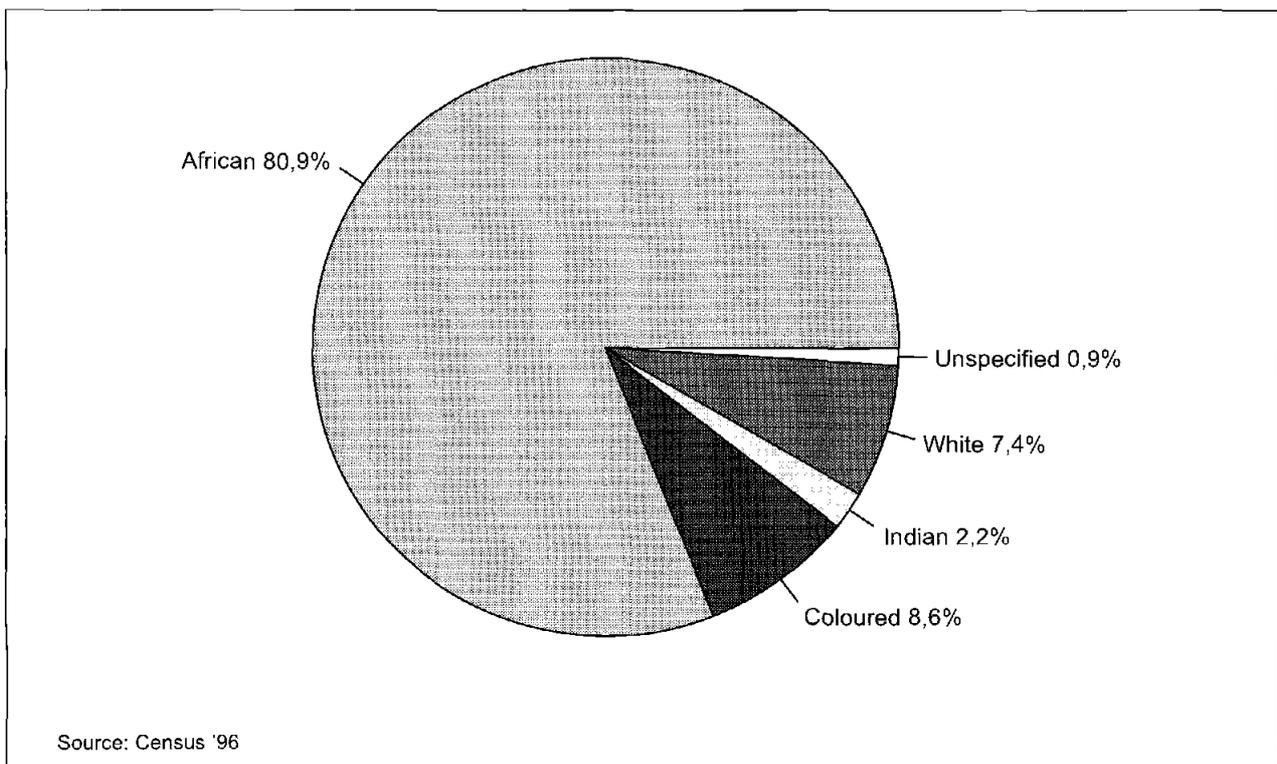
- A wider range of more general demographic and socio-economic questions was asked in the census than in SAYP.
- Census '96 formed the basis for weighting the data from SAYP to the population. While the population of children aged 5 and 17 years had increased since the census, the proportions are more or less constant in both SAYP and the census, taking sampling error in SAYP into account.

In October 1996, the total number of people living in the country, as adjusted by a post-enumeration survey, stood at 40,6 million people. Approximately 29% of the population were children aged between 5 and 17 years: 49,7% were male and 50,3% were female.

## Population group

Figure 1 shows that the vast majority of children in this age category were African (81%). Coloureds constituted the second largest group (9%), followed by whites (7%) and then Indians (2%).

**Figure 1: The children of South Africa aged 5–17 years, by population group**

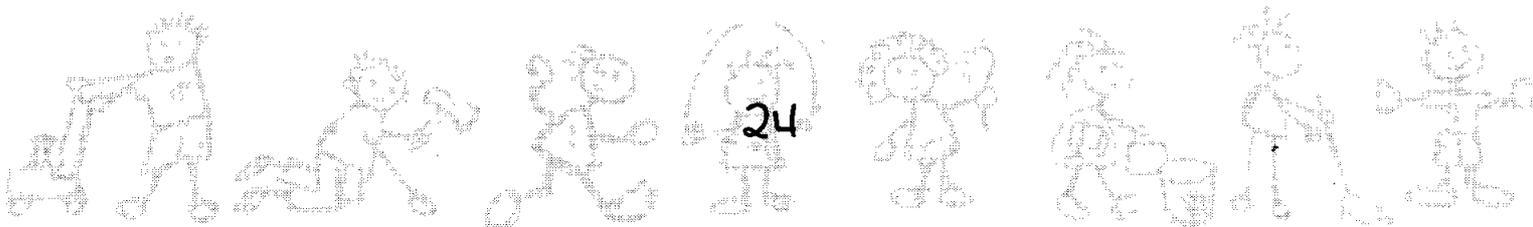
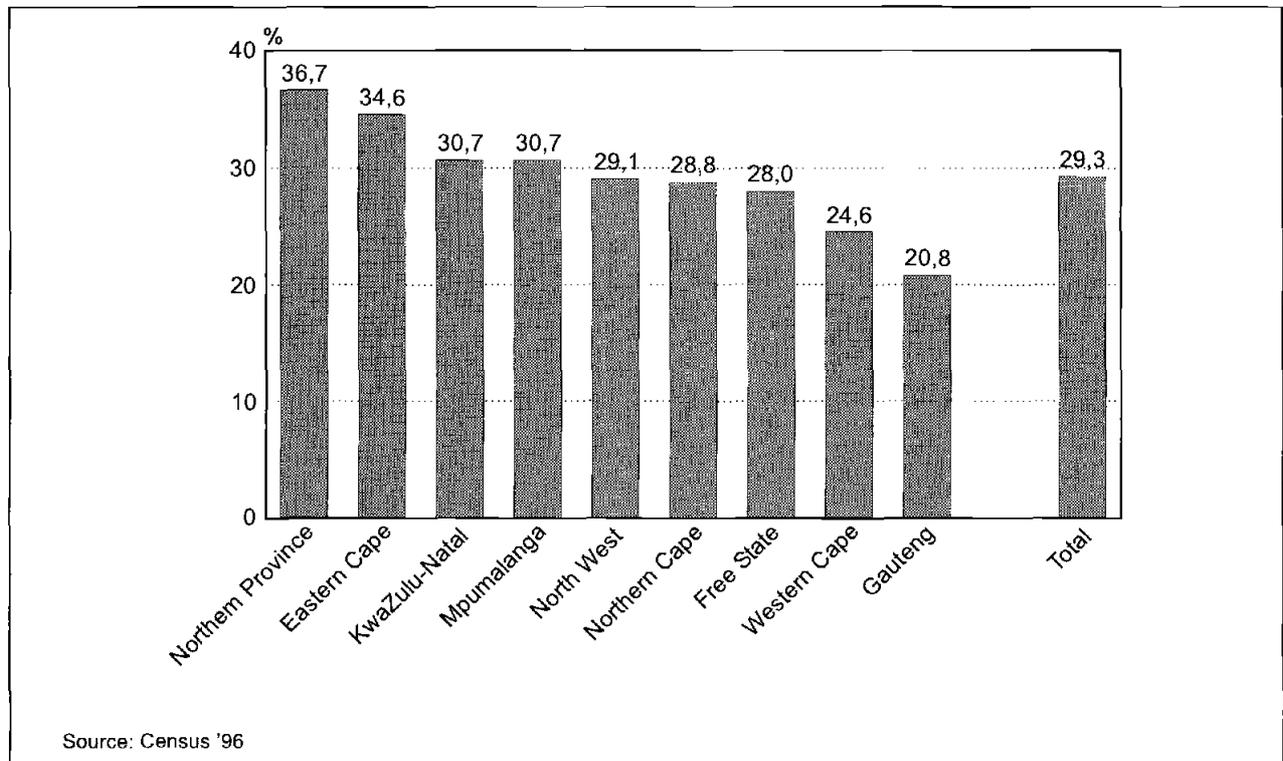


## Children aged 5–17 years as a proportion of the total population in each province

Those provinces containing the previous 'homelands' (Northern Province, Eastern Cape, KwaZulu-Natal, Mpumalanga and North West) tended to have larger proportions of their populations consisting of children aged 5–17 years than provinces that did not (other than the Free State, which contained only small parts of homelands).

- Figure 2 indicates that in Northern Province 37% of the population was aged between 5 and 17 years, followed by Eastern Cape, 35%, and then KwaZulu-Natal and Mpumalanga, 31%.
- In Gauteng, on the other hand, children in this age group accounted for 21% of the province's total population, and in the Western Cape 25%.

**Figure 2: Percentage of the population aged 5–17 years, by province**



## Type of area in which children lived

Census '96 also showed that approximately 45% of children were living in urban and 55% in non-urban areas in South Africa in 1996.

Figure 3 shows that:

- In Northern Province 91% of children aged 5–17 years lived in non-urban areas. In Eastern Cape 72% of children lived in non-urban areas and in North West, 68%.
- On the other hand, in Gauteng only 3% of children lived in non-urban areas and in Western Cape, 12%.

**Figure 3: Proportion of children aged 5–17 years living in urban and non-urban areas, by province**

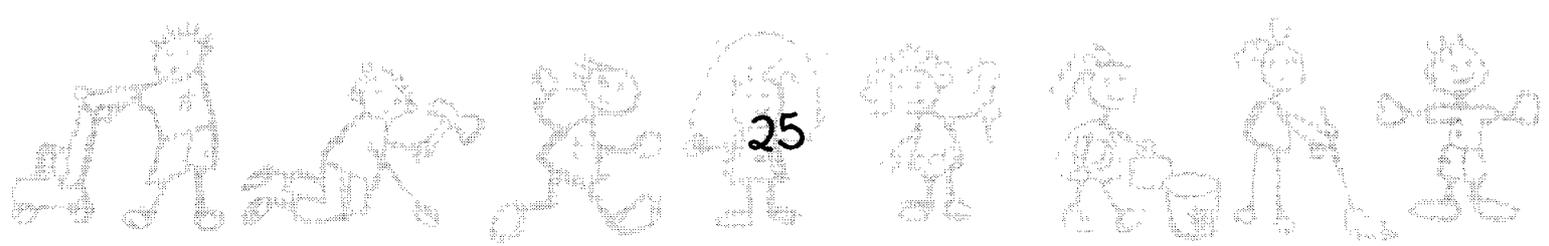
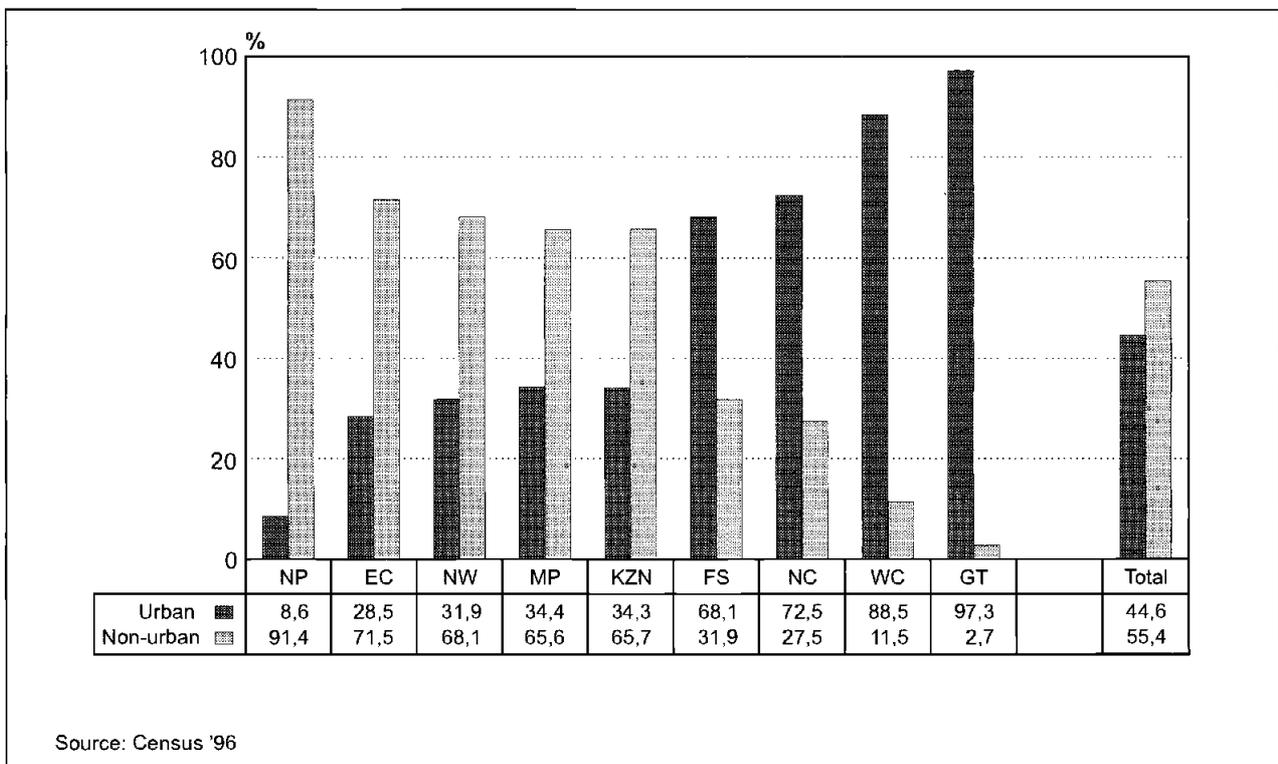
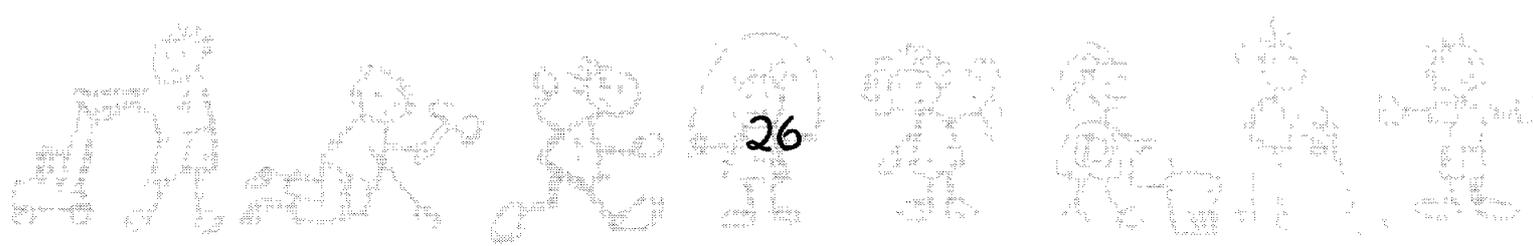
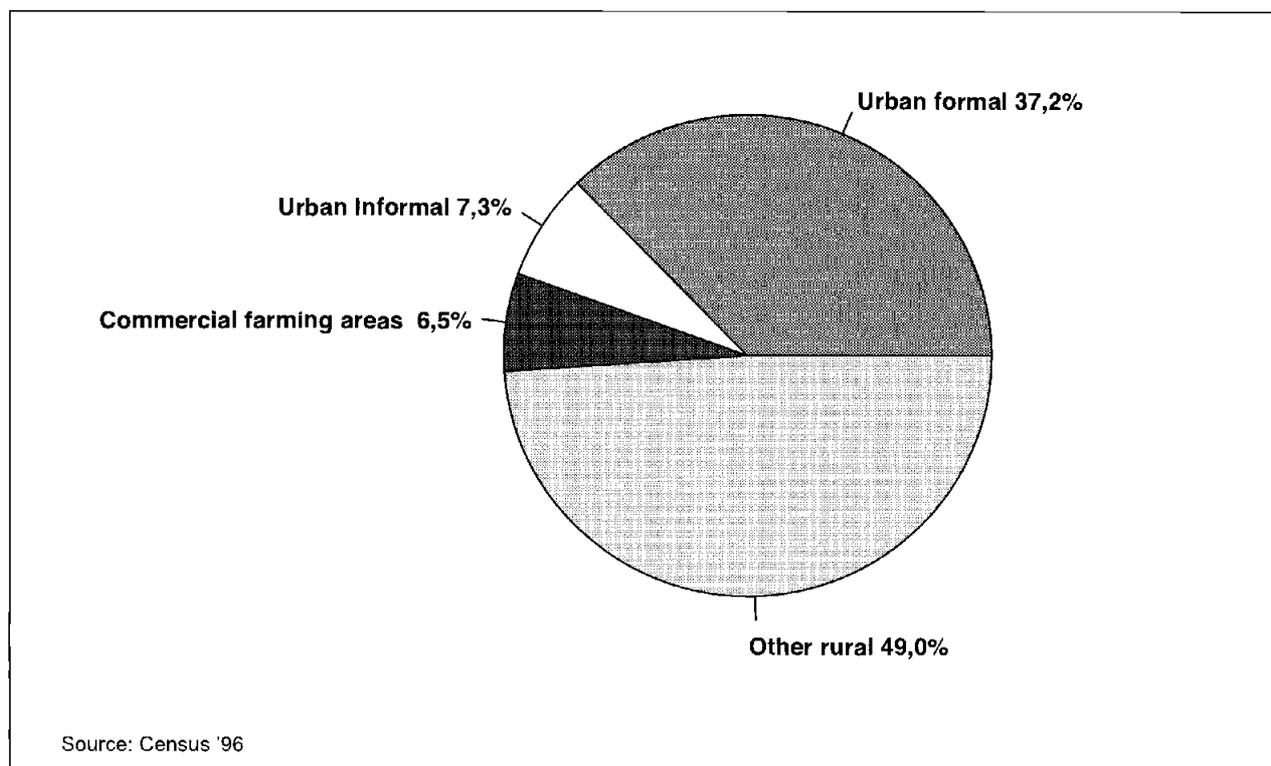


Figure 4 further divides urban areas into formal and informal or shack areas. It also divides non-urban areas into commercial farming areas and 'other rural' areas (see definitions of these terms in Chapter 1). It shows the proportions of children aged 5–17 years living in each of these areas.

- 49% of children were living in 'other rural' areas, mainly former homelands,
- 37% were living in formal urban settlements,
- a further 7% were living in informal urban settlements, and
- 7% were living in commercial farming areas.

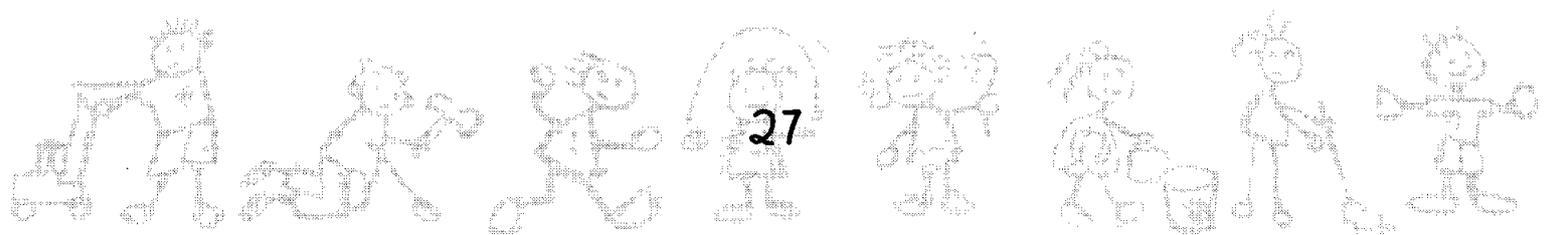
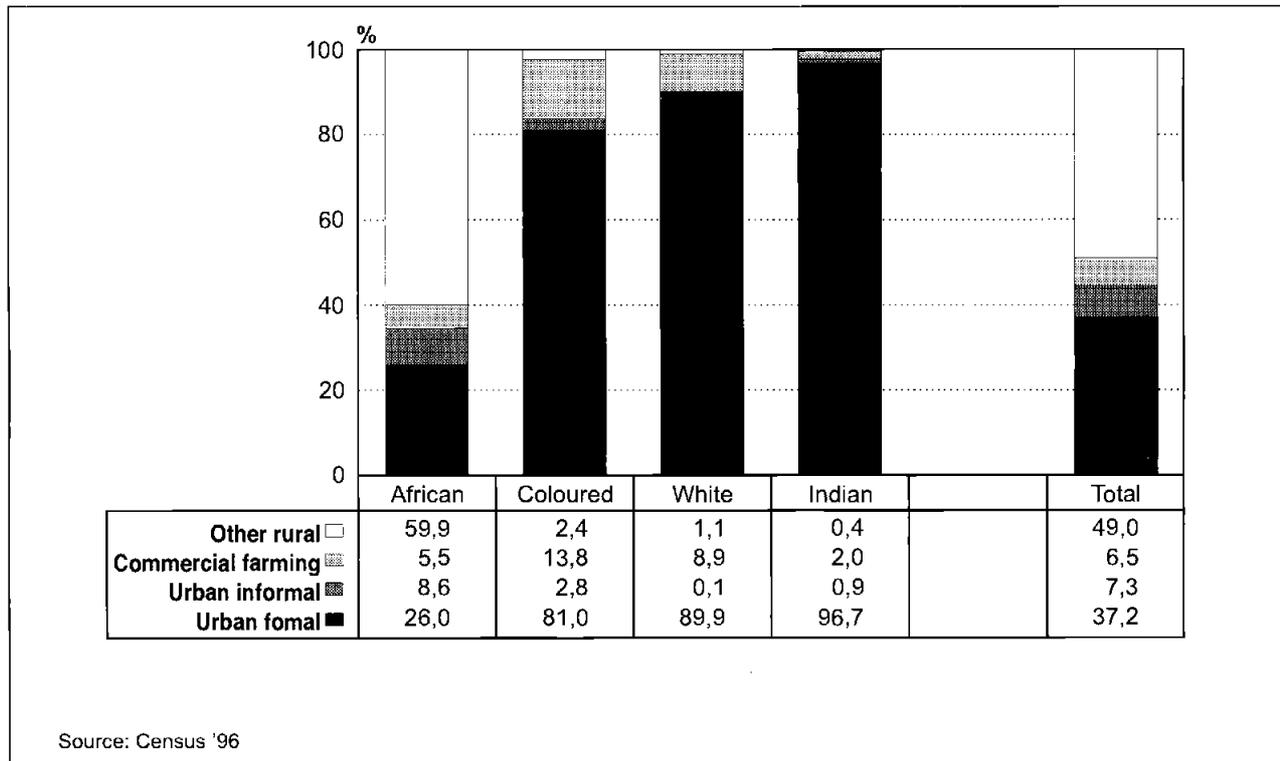
**Figure 4: The children of South Africa aged 5–17, by type of area**



Comparing children aged 5–17 years in the various population groups in South Africa, according to type of area in which they were living, Figure 5 shows that:

- 60% of African children in this age category were living in other rural areas, mainly former homelands, while 26% were living in formal urban areas, 9% in informal urban areas and 6% in commercial farming areas.
- By contrast 81% of coloured, 90% of white and 97% of Indian children were living in formal urban areas.

**Figure 5: Percentage of children aged 5–17 living in each type of area, by population group**



## Education

The figures on school attendance below are also drawn from the 1996 Census.

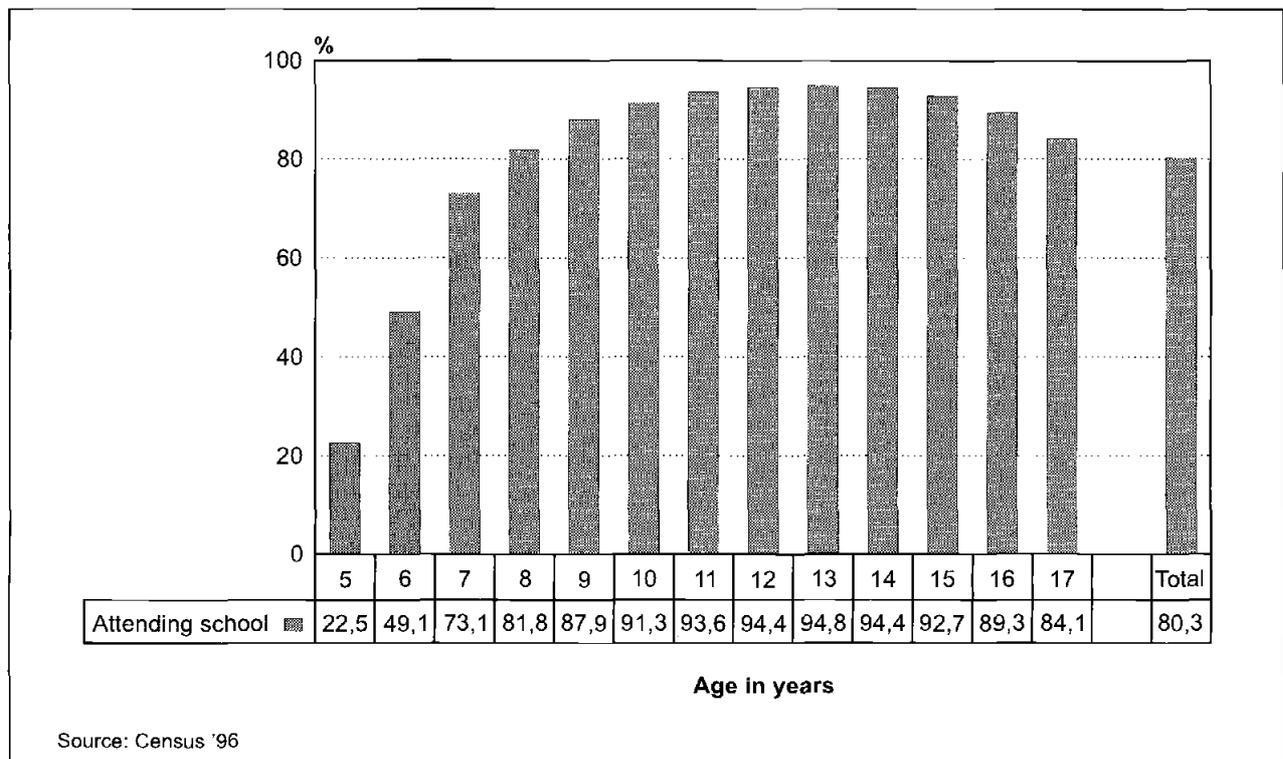
In terms of the South African Schools Act of 1996, school attendance was made compulsory for all children, from the first school day of the year in which they turn seven. It remains compulsory until the last school day of the year in which they turn 15 (or until they have completed Grade 9). Before this Act took effect in 1997, however, many children started schooling either earlier or later than the age of seven years. It is also common practice among some parents to send their children to pre-school.

### School attendance

Figure 6 shows that, according to Census '96:

- 23% of 5-year-olds in 1996 were at school or pre-school. This figure rises to 49% among those aged 6 years.
- Approximately 73% of children of 7 years of age indicated that they were in school.
- A large proportion of children seemed to start school at an age older than the officially prescribed age of 7 years. Eighty-two per cent of 8-year-olds and 88% of 9-year-olds were at school.
- This proportion rises steadily until the age of 13 years; 95% of all children in this age group were going to school.
- From 14 years onwards, the pattern changes, showing a steady decrease in the proportions of children in school. Ninety-four per cent of 14-year-olds were attending school as against 84% of children aged 17 years.

**Figure 6: Proportion of children aged 5–17 years attending school**



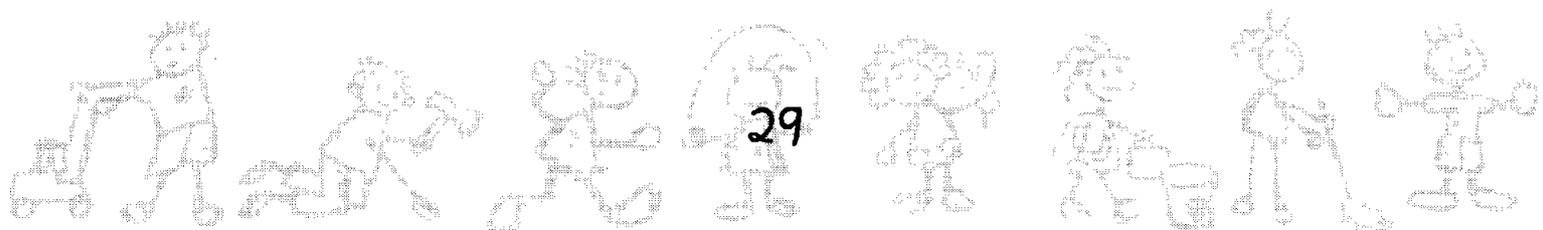
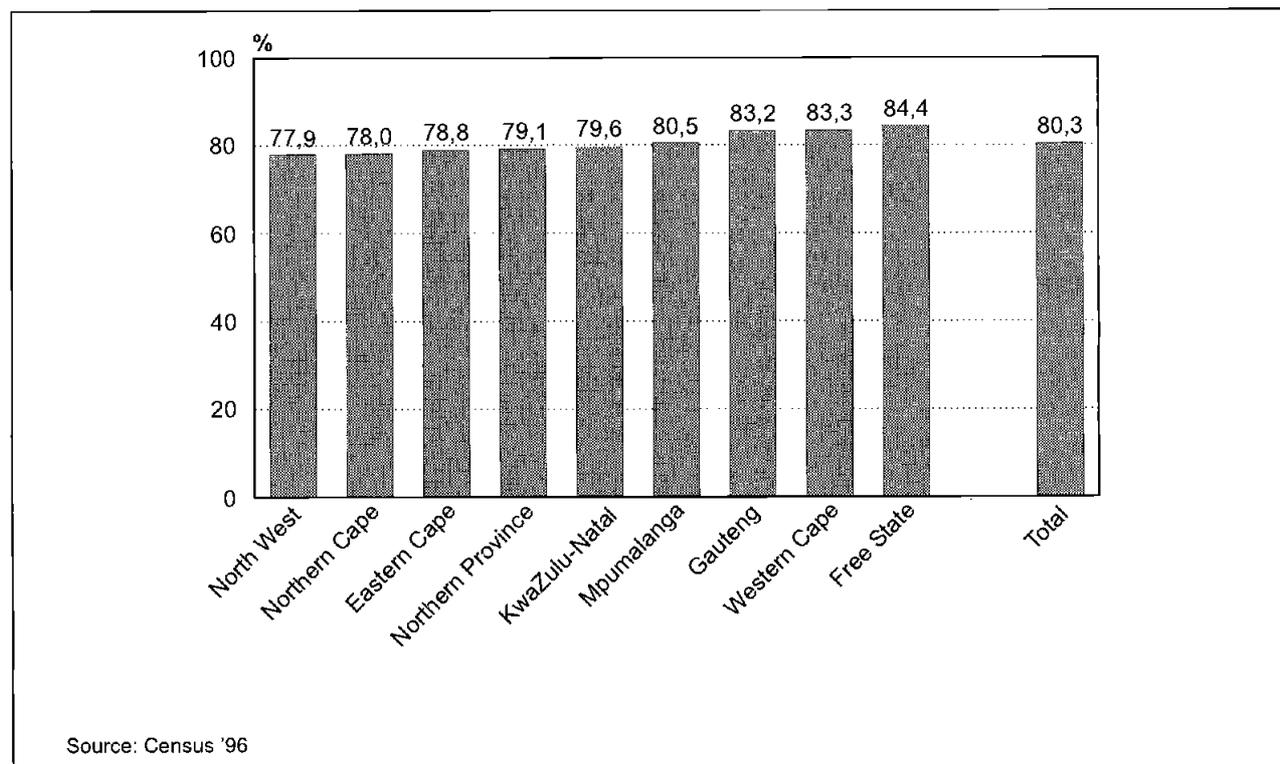
### ***School attendance by province***

There were no marked differences in the percentage of children aged 5–17 years attending school by province.

Figure 7 below indicates that

- Free State had the highest attendance percentage (84%), followed by Western Cape and Gauteng with 83% in each.
- North West and Northern Cape had the lowest proportions (78%).

**Figure 7: Proportion of children aged 5–17 years attending school, by province**

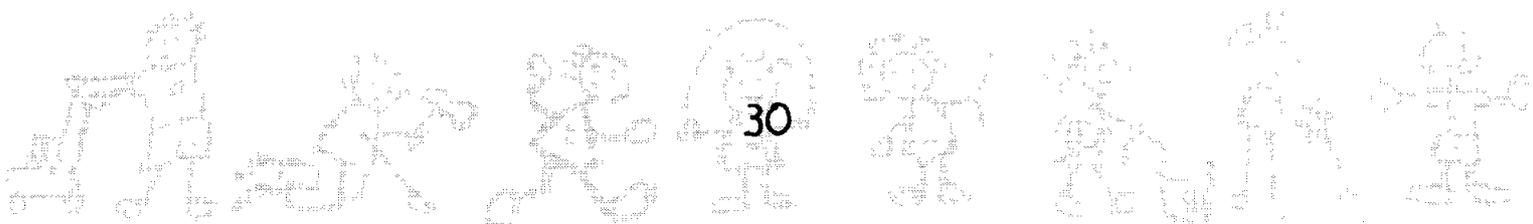
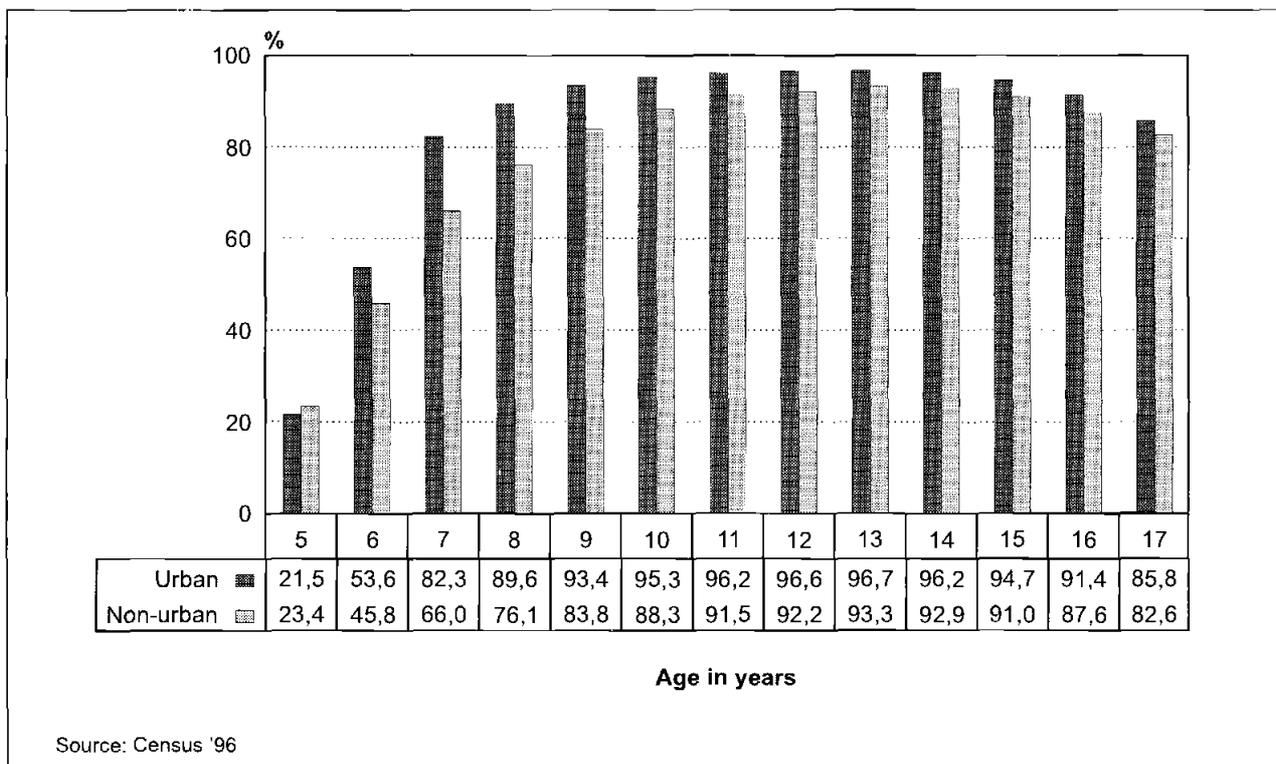


### ***School attendance in urban and non-urban areas***

A higher percentage of children aged 5-17 years living in urban areas (84%) attended school than in non-urban areas (78%). Figure 8 shows that:

- Children in urban areas entered education at a younger age than their counterparts in non-urban areas. For example 82% of seven-year-olds in urban areas were in school, as against 66% of children of this age in non-urban areas.
- Even in the age categories of 12 and 13 years this difference is notable. Ninety-seven per cent of children in these two age groups in urban areas are in school, as against 93% in non-urban areas.
- In both urban and non-urban areas, there is a slow but steady drop in school attendance percentages after the age of 13 years. For example, at the age of 15 years, 95% of urban and 91% of non-urban children were at school.

**Figure 8: Proportion of children aged 5-17 years attending school in urban and non-urban areas**



## Living conditions

In this section, we examine two aspects of living conditions among children aged 5–17 years:

- type of fuel used for cooking in the household where the child lives; and
- source of water for household use.

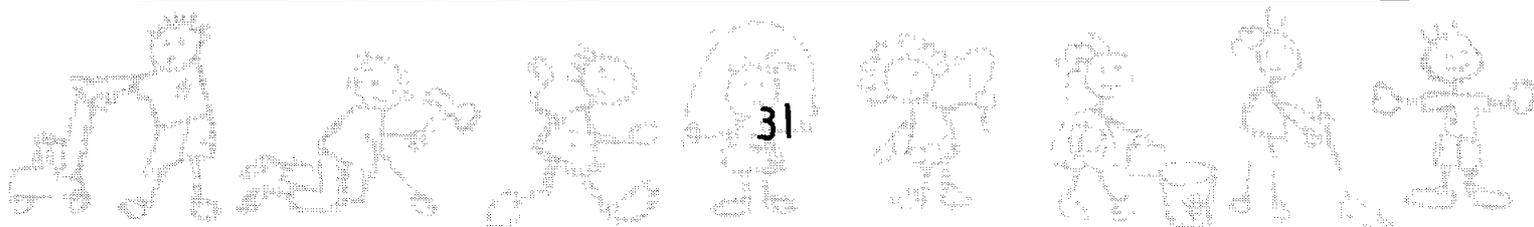
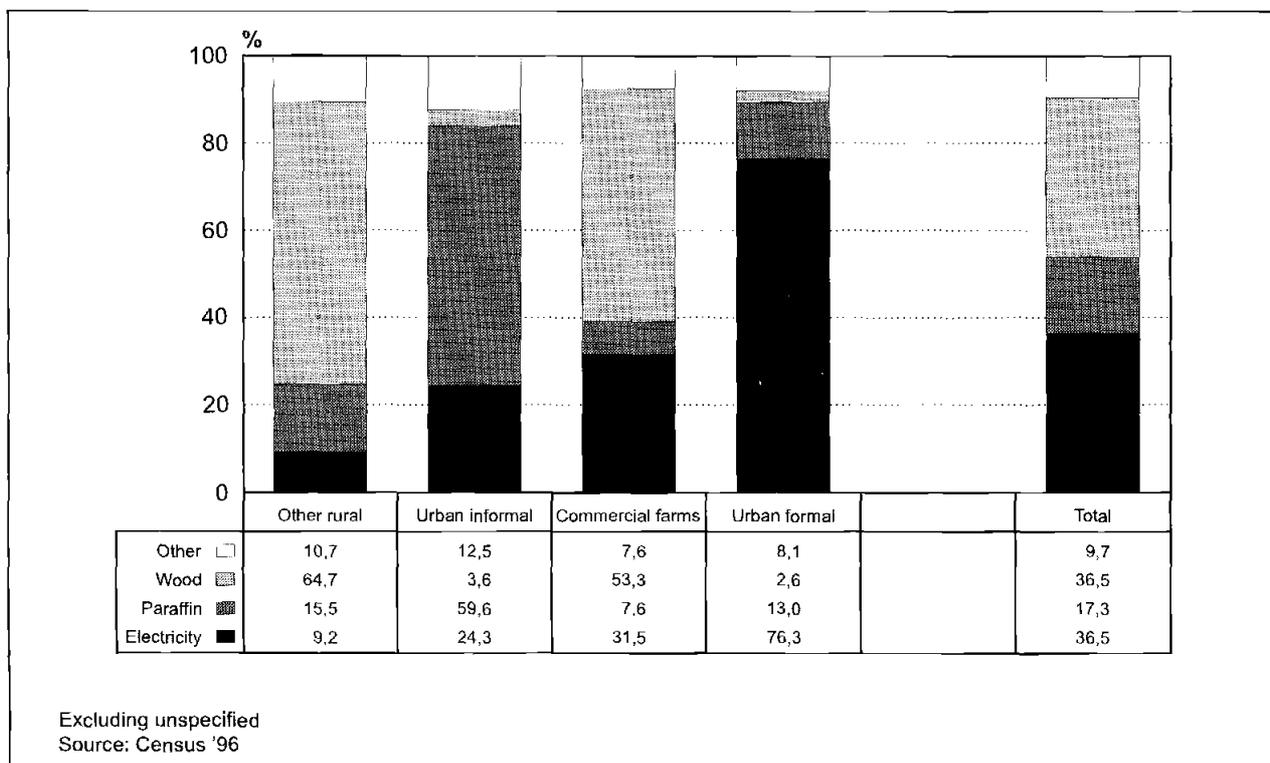
These conditions have a direct influence on the type of work that a child may be required to do. For example, if there is no water in the dwelling or on site where the child lives, he or she may be required to fetch water for the household from the nearest source.

### Fuel for cooking

Figure 9 indicates the following:

- Altogether, 37% of households in which children aged 5–17 years lived were using electricity for cooking in 1996, and 37% were using wood. Seventeen per cent were using paraffin, while 10% were using other fuels such as coal, gas and dung.
- In rural areas, mainly in the former homelands, (65%) and on commercial farms (53%) the majority of homes in which children aged 5–17 years lived were using wood for cooking.
- In urban informal settlements, on the other hand, 60% of households in which these children lived were using paraffin.
- In formal urban areas 76% of households in which these children lived used electricity for cooking.

**Figure 9: Type of fuel used for cooking in the homes of children aged 5–17, by type of area**



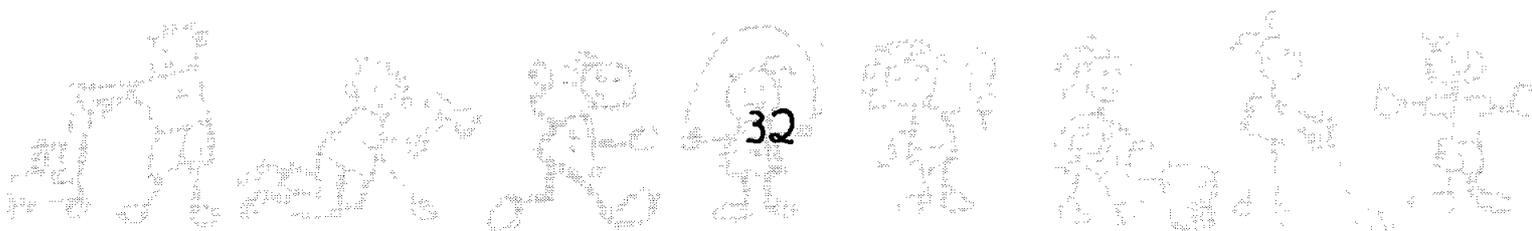
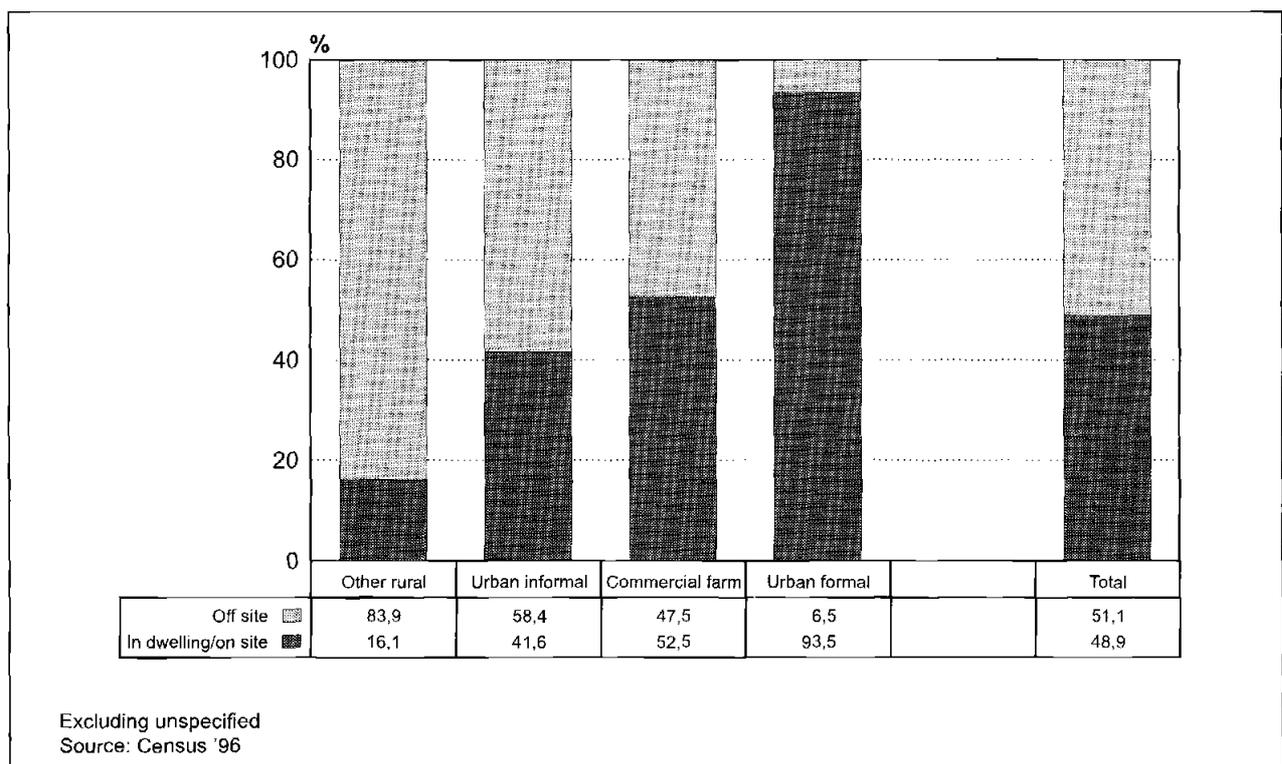
## Water source

Figure 10 shows that:

- Altogether, 49% of children lived in households with tap water in the dwelling or on site.
- Only 16% of children living in rural areas, mainly in the former homelands, had a tap inside the dwelling or on the site where they lived.
- This proportion increases to 42% for children living in urban informal settlements and to 53% for children living on commercial farming areas.
- 94% of children living in formal urban areas had a tap inside the dwelling or on the site where they lived.

These findings indicate that children in rural areas are most likely to be involved in fetching wood and carrying water, followed by those in informal areas and on commercial farms. On the other hand, there is very little need for children living in formal urban areas to spend time on fetching wood and/or water for domestic use, which frees these children to engage in other activities.

**Figure 10: Proportion of homes with and without water in the dwelling or on the site, among homes of children aged 5–17 years, by type of area**



# Overall picture of children's work in South Africa

## Introduction

Among the estimated 13,4 million children aged between 5 and 17 years living in South Africa in June and early July 1999, the extent of children's work varied according to the criterion used of number of hours spent on these activities.

- 45% of all South African children were engaged in some form of work, when the *broad definition* is used (see Chapter 1).
- 36% of all South African children were engaged in work, when the *narrower definition* is used (see Chapter 1).

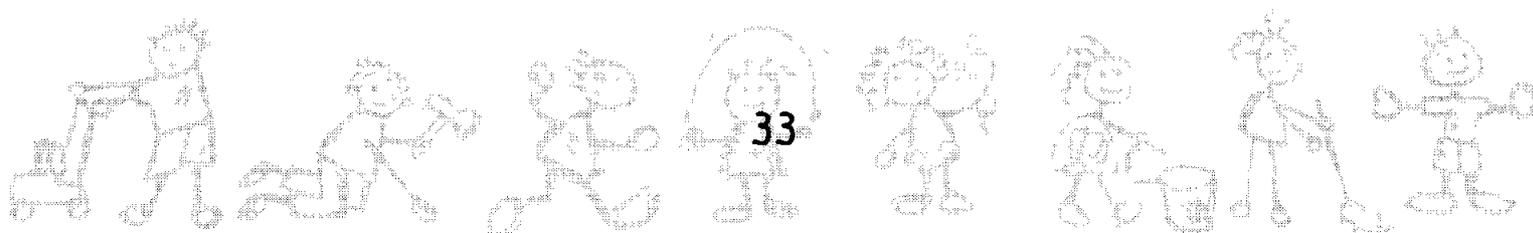
The higher time-related cut-off points regarding work is used in the analysis in the latter part of this report, because it helps to understand the incidence, determinants and consequences of work where children are more exposed to risk. This should assist in the formulation of a programme of action that targets such children.

The reader who requires details of work done by children with no cut-off points should refer to Appendix 2.

## The main findings

### Economic activities

- In Table 2, the focus is on economic activities of children. It indicates that the number of children engaged in an economic activity substantially decreases if the higher risk cut-off point is used.
- The categories in the table are not mutually exclusive. For example, a child could be engaged both in some form of economic activity for pay, profit or family economic gain and in fetching wood and/or water.
- 2,0 million children (15% of all children in the specified age category) are engaged in economic activities if we take at least one hour per week spent on these activities as the cut-off point.
- It reduces to 1,1 million (8%) if we take at least three hours per week as the cut-off point.



**Table 2: Number and proportion of children engaged in economic activities using two different cut-off points**

Economic activity	One hour cut-off point		Three hours cut-off point	
	N (000s)	%*	N (000s)	%*
<b>For pay, profit or family gain</b>	1 979	14,7	1 136	8,4
<b>Fetching wood and/or water</b>	4 495	33,4	3 116	23,2
<b>Unpaid domestic work</b>	656	4,9	373	2,8

\* Each percentage is a percentage of all children in the age category 5–17 years.

### ***The most common economic activity***

Fetching wood and water for domestic use was the most common economic activity in which children participated, whichever cut-off point is used.

- About 4,5 million children were spending at least one hour per week fetching wood and water for domestic use.
- Approximately 3,1 million children were engaged in this activity for at least three hours per week.

### **Non-economic activities**

Table 3 indicates the number and the proportion of children spending seven hours or more per week on household chores and those spending five hours or more per week on school maintenance.

- 12% of children were spending at least seven hours per week on household chores.
- 10% were spending at least five hours on school maintenance.

**Table 3: Number and proportion of children engaged in non-economic activities using agreed cut-off points**

<b>Household chores in family home</b>	<b>Seven hours cut-off point</b>	
	<b>N (000s)</b>	<b>%*</b>
	1 671	12,4
<b>School labour</b>	<b>Five hours cut-off point</b>	
	<b>N (000s)</b>	<b>%*</b>
	1 297	9,7

\* Each percentage is a percentage of all children in the age category 5–17 years.

<sup>1</sup> See Figure A2.1 in Appendix 2, where further details are given of the hours children spend on this activity.

## The main findings, using low time-based cut-off points regarding children's work

### Both economic and non-economic activities by type of area

Table 4 shows the percentage of children living in each kind of area who are engaged in work according to the broad definition, broken down by five major sub-categories, namely:

- economic activity for pay profit or economic family gain;
- unpaid domestic work for non-family members;
- fetching wood and water;
- household chores for family members; and
- school maintenance.

These categories are not mutually exclusive. For example, a child could have been engaged in both unpaid domestic work and in fetching wood and/or water.

The table also shows the percentage of children in each type of area engaged in at least one work activity using the low cut-off points.

**Table 4: Percentage of children engaged in various types of work activities using the low cut-off points (excluding those who did not specify number of hours of work)**

Type of activity	Urban formal	Urban informal	Commercial farming	Other rural	Total
	%*	%*	%*	%*	%*
<b>Economic activity for pay, profit or economic family gain (one hour per week minimum)</b>	6,5	8,5	16,1	22,8	14,7
<b>Unpaid domestic work (one hour per week minimum)</b>	3,3	4,4	4,5	6,4	4,9
<b>Fetching wood and water (one hour per week minimum)</b>	6,6	28,8	36,8	56,4	33,4
<b>Household chores (seven hours per week minimum)</b>	10,3	11,2	7,9	15,1	12,5
<b>School maintenance (five hours per week minimum)</b>	5,8	9,3	6,3	14,7	10,3
<b>Any form of work activity</b>	<b>23,4</b>	<b>41,5</b>	<b>47,5</b>	<b>63,5</b>	<b>45,1</b>

\* Each percentage stands on its own as the percentage of all children in that category. For example, 7% of all children living in urban formal areas were engaged in economic activity for pay, profit or economic family gain.

The table shows that, if the broad definition is used:

- Activities among children that can be regarded as work are common in South Africa. Forty-five per cent of children in the country participated in at least one form of these activities using the low cut-off points.
- 64% of children living in rural areas, mainly in the former homelands, were engaged in at least one form of work.
- 42% of children living in urban informal areas and 48% of children living on commercial farms were engaged in work.
- In urban formal areas this proportion decreased to 23%.
- In rural areas mainly in the former homelands 56% of children were engaged in fetching wood and water, while 15% were engaged in school maintenance and 15% in domestic chores, using the low off-cut points.

It therefore seems likely that South African children aged between 5 and 17 years are expected to help the family and school in diverse ways, including economic and non-economic tasks, particularly in rural areas.

### **Both economic and non-economic activities by population group and gender**

Figure 11 shows that:

- Among African children, 54% of girls and 50% of boys were engaged in at least one form of work, using the low cut-off points.
- Among coloured children, this percentage reduces to 31% of girls and 23% of boys.
- Among Indian children, 13% of boys and 9% of girls are engaged in at least one form of work.
- Among white children, the percentage is 11% for boys and 12% for girls.

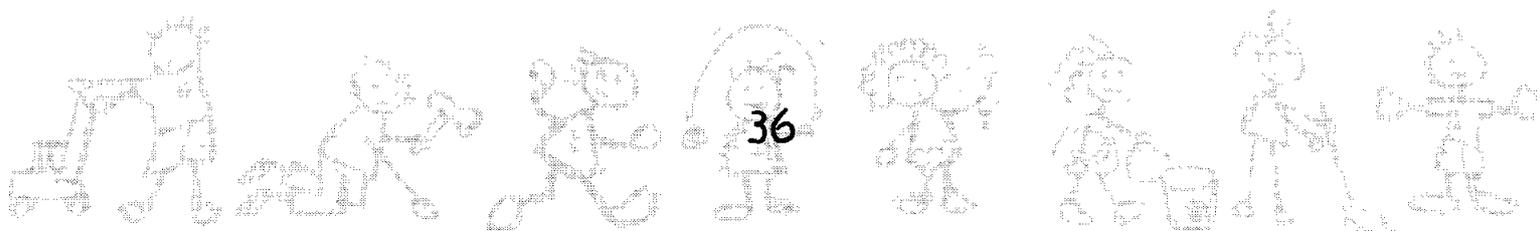
It therefore also seems likely that assistance from children is expected, particularly among Africans. As we have seen, African children are most likely to live in rural areas in the former homelands. They are least likely to have access to tap water in their dwelling or on site or to electricity, which necessitates the fetching of wood and water for domestic use. These households are also more likely to be poorer. Some may therefore rely on the contribution of the working child to the household income or in kind.

### **Both economic and non-economic activities by age and gender**

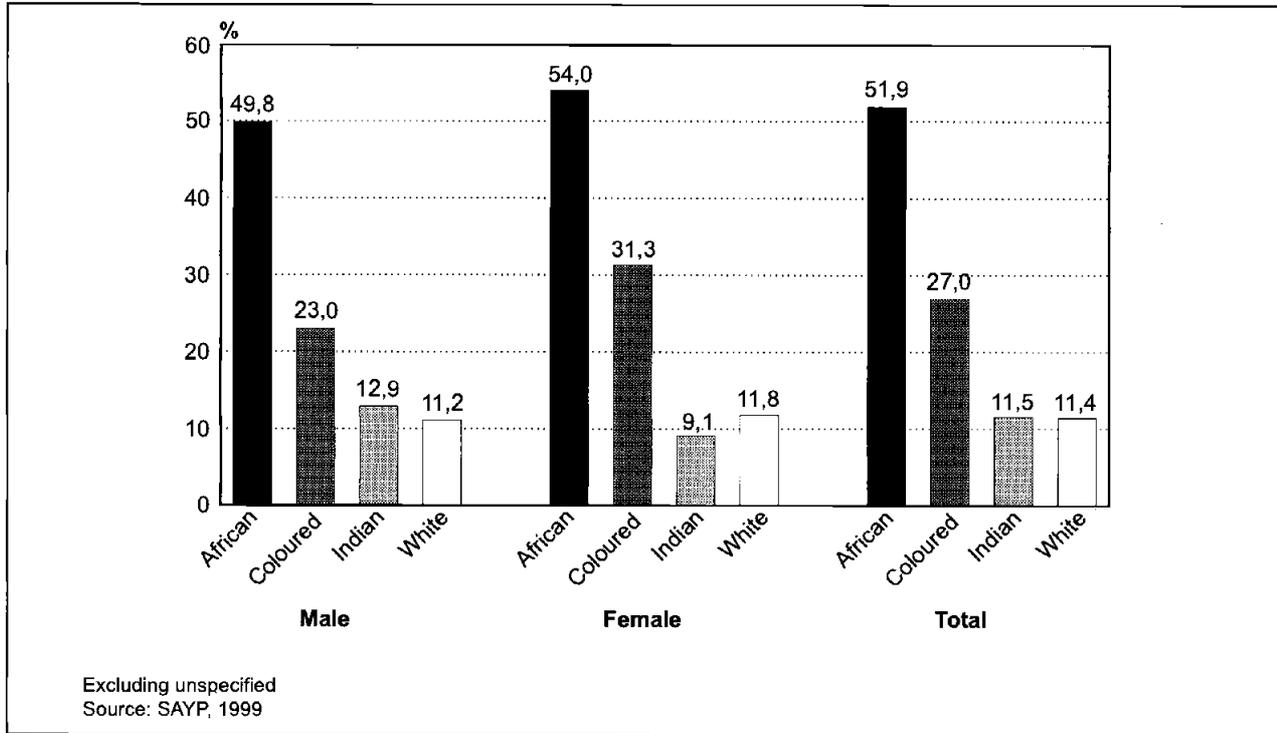
Figure 12 shows that, when using these cut-offs:

- A larger proportion of African children (52%) were engaged in at least one type of work activity than coloured (27%), Indian (12%) or white (11%) children.
- Children between the ages of 15 and 17 years of age (59%) were more likely to be involved in work activities than children aged between 10 and 14 years (51%) and especially than younger children, aged between 5 and 9 years (33%).
- Girls (47%) were more likely to be involved in work activities than boys (43%). (Further breakdown showed that this difference is most marked in the middle age group (10–14 years), where 55% of boys are involved as against 46% of girls. However it does not pertain for Indians, where more boys than girls work in all age groups.)
- Children in rural areas mainly in the former 'homelands' were more likely to be involved in work activities than children in the other types of areas. Sixty-four per cent of such children were involved in at least one work activity, as against 48% of children on commercial farms, 42% of children in informal urban areas and 23% of children in formal urban areas.

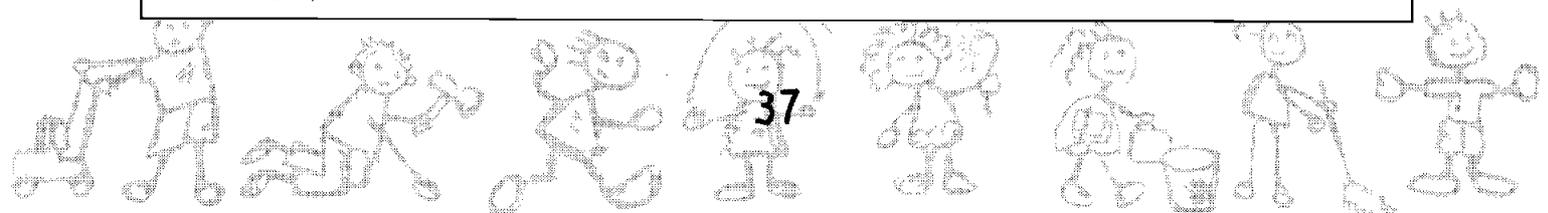
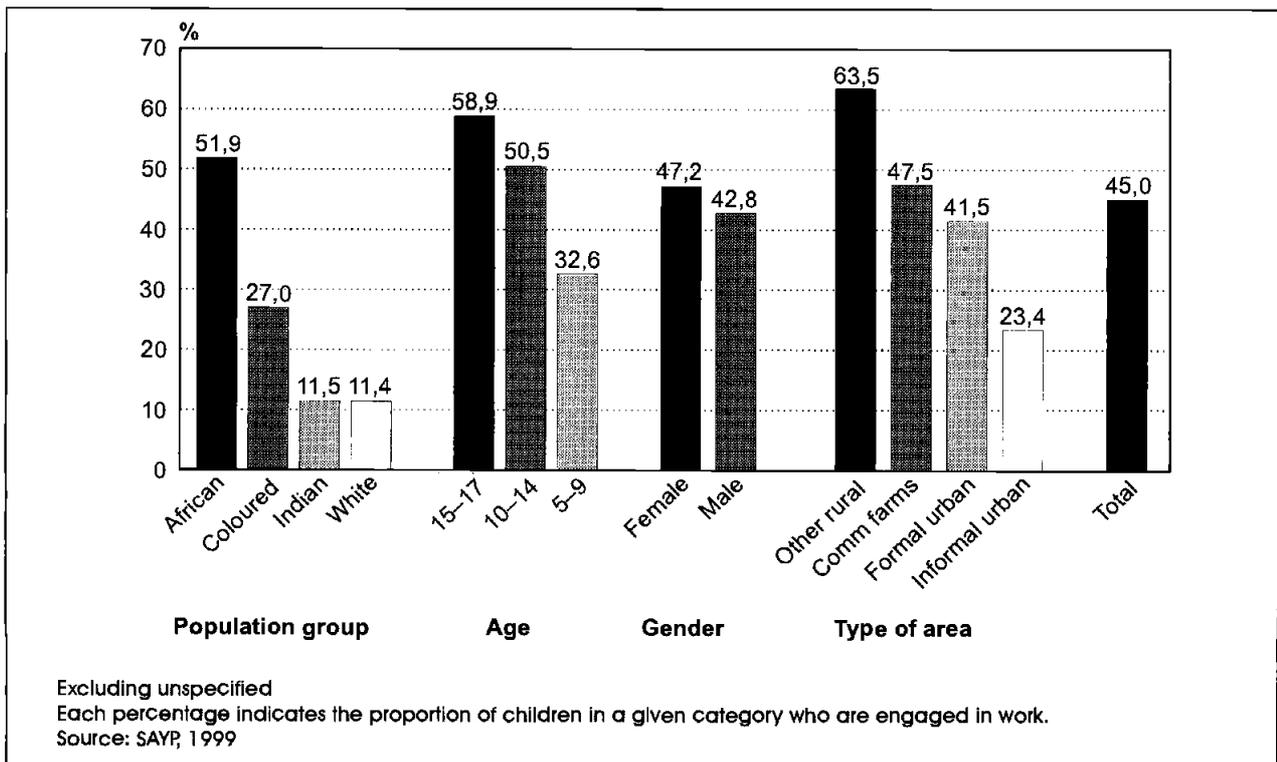
Further breakdown of the different activities in the deep rural areas showed that 56% of children in these areas spent at least an hour a week fetching wood and/or water, and 23% spent at least an hour a week in economic activities for pay, profit or family gain.



**Figure 11: Percentage of children engaged in at least one type of work activity (low cut-off points), by population group and gender**



**Figure 12: Children engaged in at least one type of work activity (low cut-off points), by population group, age, gender and type of area**



## Comparisons between the low and higher cut-off points regarding children's work

In this section of the chapter:

- We keep the cut-off point for household chores constant at seven hours per week or more.
- School labour is also kept constant at five hours per week or more.
- For all three sub-categories of economic activities (i.e. pay, profit or family economic gain, unpaid domestic work, and fetching wood and/or water), we take the first cut-off point at one hour, then the second at three hours per week.

We compare the extent of children's work using these different cut-off points.

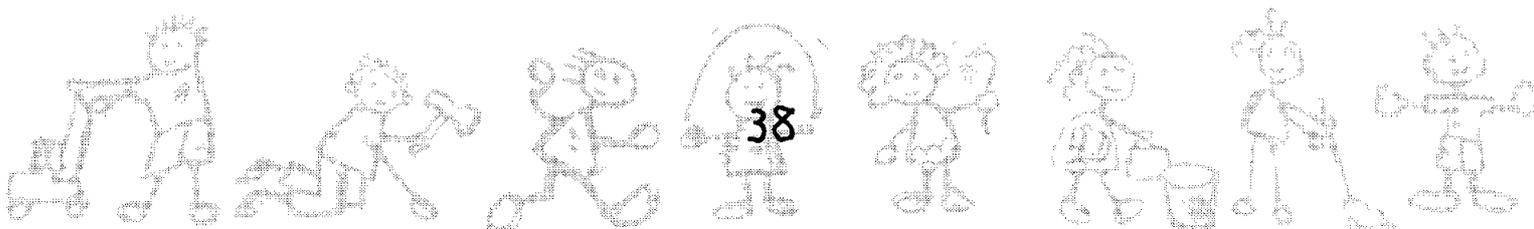
### Economic activity for at least one hour per week

We first examine the extent of children's work using one hour per week as a cut-off point, keeping the time cut-off points for non-economic activities constant.

#### *Mutually exclusive categories of work*

Child labour was divided into the following seven mutually exclusive categories:

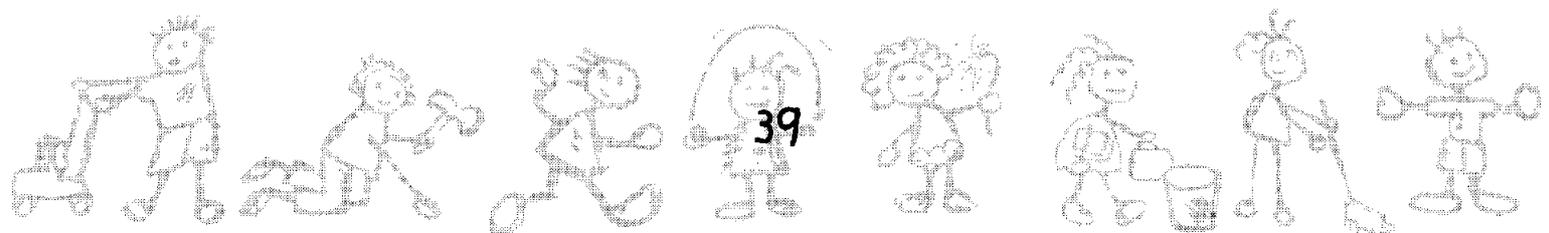
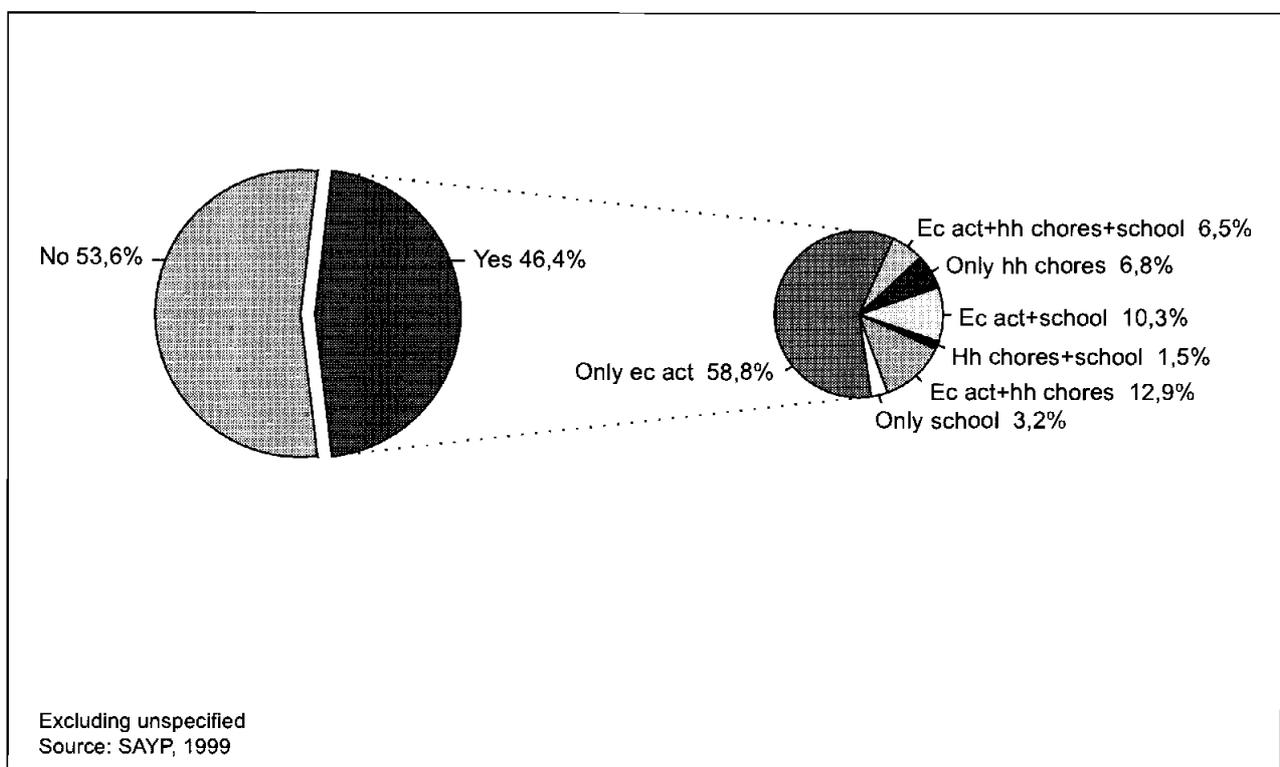
- only economic activities (including unpaid domestic work and fetching wood and/or water);
- only household chores;
- only school labour;
- economic activities and household chores;
- economic activities and school maintenance;
- household chores and school maintenance; and
- economic activities, household chores and school maintenance.



Using the above cut-off points and categories, Figure 13 indicates that:

- 54% of children were not engaged in work activities.
- Among the 46% who were, 59% were engaged only in economic activities (including unpaid domestic work and fetching wood and/or water).
- The next most common category, as a proportion of children involved in work, was economic activities and household chores at 13%, followed by economic activities and school maintenance at 10%.
- Other activities and combinations of activities were less common.

**Figure 13: Whether or not children were engaged in any work activities (low cut-off points), and if so, which activities**

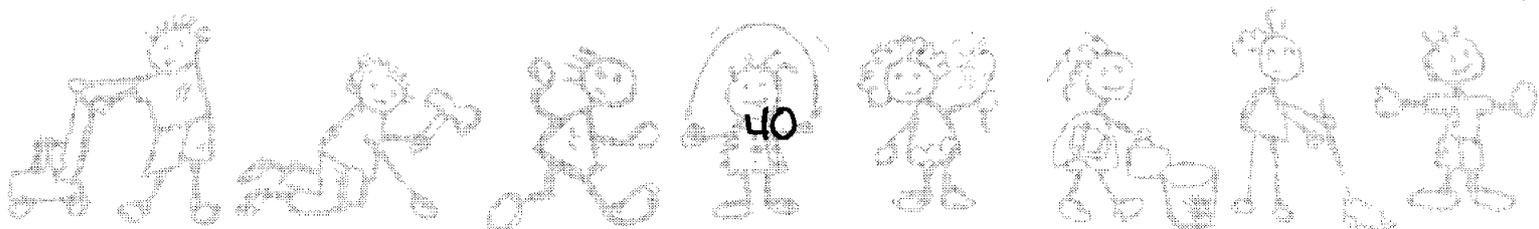
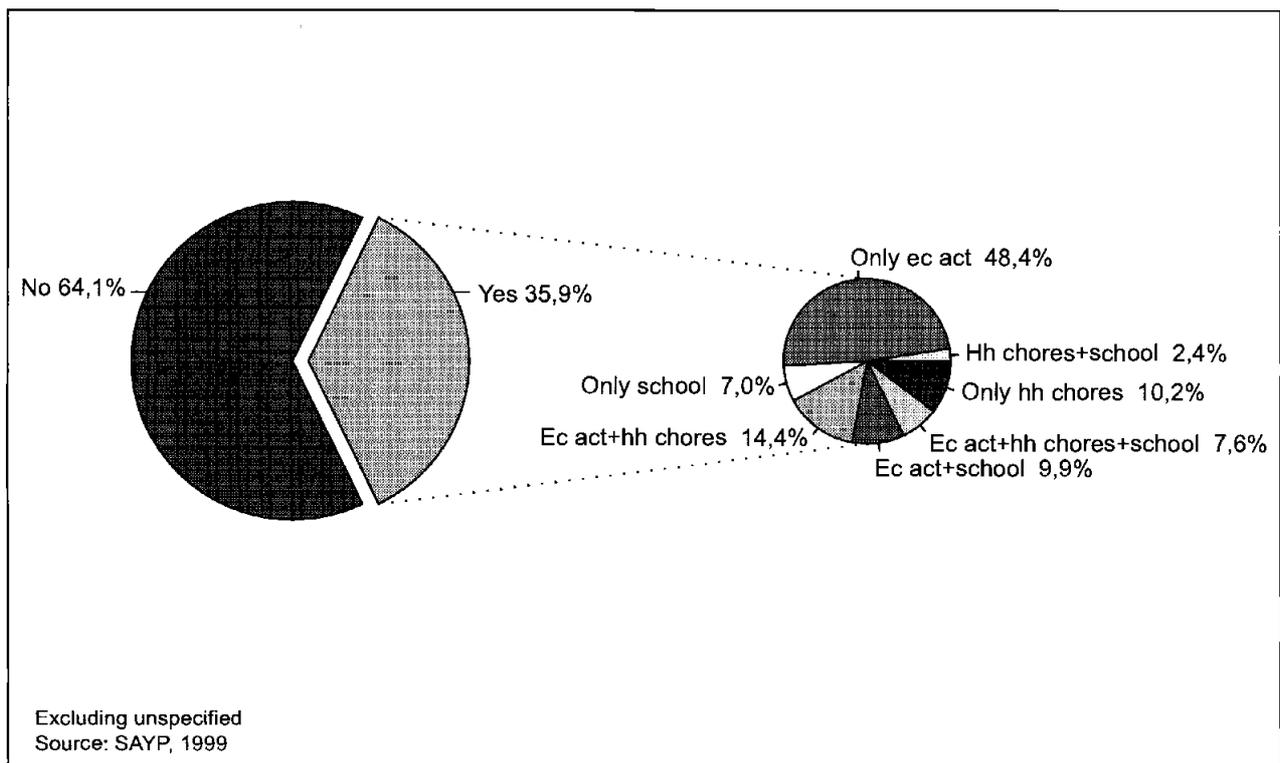


## Economic activity for at least three hours per week

Figure 14 takes the minimum of three hours of economic activity as the cut-off point, keeping the cut-off points for non-economic activities constant. The figure shows that:

- Among children engaged in work (using the above cut-off points), 48% were engaged in economic activities (including fetching wood and/or water and unpaid domestic work), without being involved in any of the other forms of work.
- 10% of children engaged in work were involved in doing only household chores.
- 7% were engaged solely in school maintenance.
- The remainder of children engaged in work were involved in doing more than one type of activity:
  - 14% of these children were involved in both economic activities and household chores.
  - 10% were engaged in economic activities and school maintenance.
  - 8% were engaged in all three of economic activities, household chores and school maintenance activities.
  - 2% were engaged in both household chores and school maintenance.

**Figure 14: Whether or not children were engaged in work activities (higher cut-off points), and if so, which activities**



## Comparison across the two time cut-off points for economic activities

Children’s work activities are now ranked in terms of the percentage of children involved in activities in each mutually exclusive category, taking one hour and three hours per week as the respective cut-off points for economic activities, keeping non-economic activities constant.

When comparing the percentage of time spent on these activities, Table 5 indicates that, as the cut-off point for economic activities increases from one to three hours per week, the proportion of children spending time only on economic activities decreases, while the proportion spending time on other activities increases.

- Nevertheless, the category 'only economic activities' (including unpaid domestic work for non-family members and fetching wood and/or water) remains the largest category (containing the highest proportion of children).
- The ranking order changes only slightly with the different cut-off points.

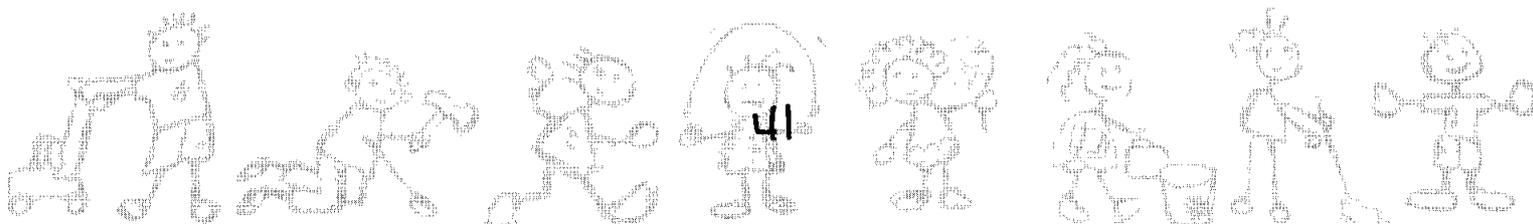
**Table 5: Percentage and ranking order of children engaged in child labour activities using two different cut-off points**

Activity	One hour per week economic, non-economic constant*		Three hours per week economic, non-economic constant*	
	%	Rank	%	Rank
<b>Only economic activities (including unpaid domestic, wood and/or water)</b>	58,8	1	48,4	1
<b>Economic activities and household chores</b>	12,9	2	14,4	2
<b>Only household chores</b>	6,8	4	10,2	3
<b>Economic activities and school maintenance</b>	10,3	3	9,9	4
<b>All three activities</b>	6,5	5	7,6	5
<b>Only school maintenance</b>	3,2	6	7,0	6
<b>Household chores and school maintenance</b>	1,5	7	2,4	7
<b>Total</b>	100,0		100,0	

\* A minimum of seven hours for household chores and five hours for school maintenance.

In the remaining chapters describing the children’s work situation in the country, we focus on the cut-off points of three hours per week for economic activities, seven hours per week for household chores, and five hours per week for school maintenance. Details based on the wider definition, using the one-hour cut-off for economic activities, are available from Stats SA in a separate book of tables. The electronic data should also enable users to extract more information using this latter cut-off point, or any other, depending on their requirements.

In those chapters describing economic activities that may be harmful or hazardous, or conditions of work among children, we do not use any time-based cut-off points because the very presence of potentially harmful conditions indicates that the activities may be detrimental to the children’s health or development.



# Children working longer hours

## Introduction

In this chapter we use the higher time cut-off points for children engaged in various activities, namely:

- three hours per week for economic activities,
- seven hours per week for household chores, and
- five hours per week for school maintenance.

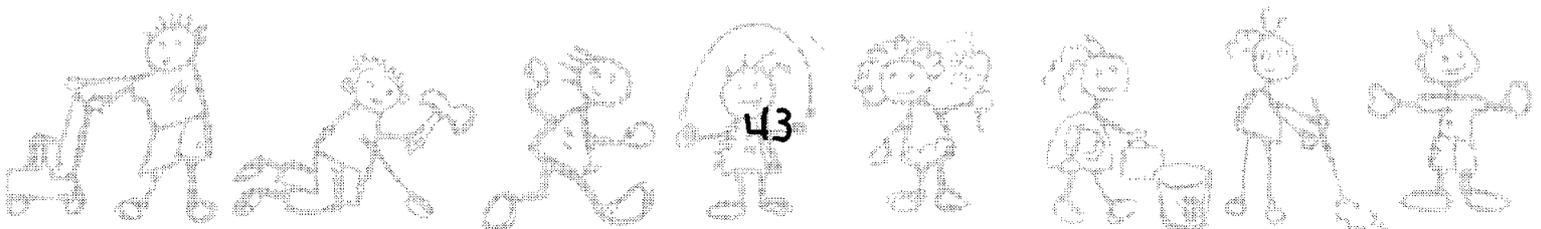
These work hours per week would, in the opinion of the Department of Labour, increase the risk that the children's schooling or development may be affected detrimentally, or that they may be exploited.

## Children engaged in at least one form of work activity using higher cut-off points

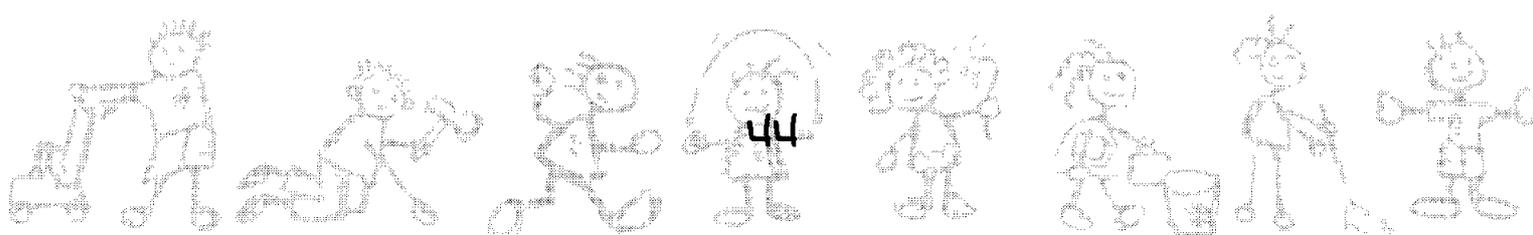
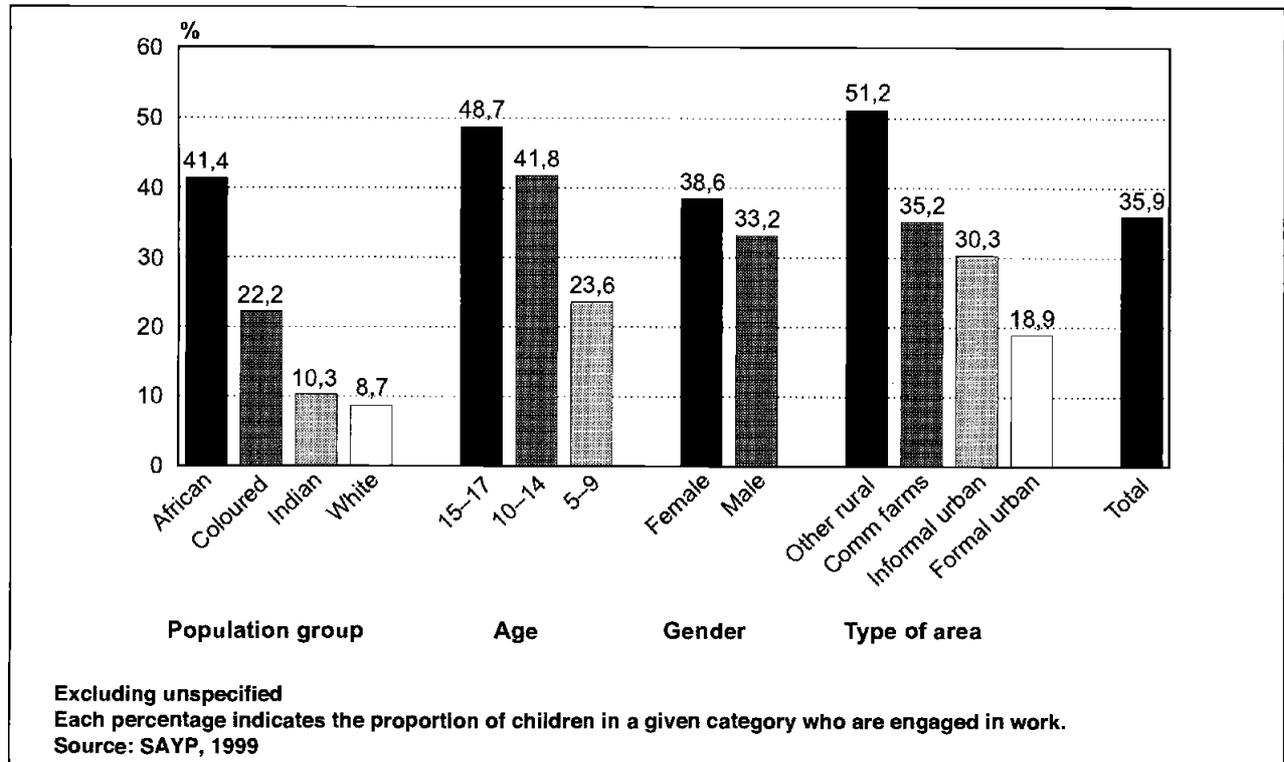
### Children's work activities (higher cut-off points) by population group, age, gender and type of area

Figure 15 indicates the extent of children's work using the higher cut-off points, by population group, age, gender and type of area or milieu. To be classified as engaged in work, a child would have been involved in at least one activity, according to the cut-off points described above.

- A larger proportion of African children (41%) was engaged in such children's work activities, compared with coloured (22%), Indian (10%) or white (9%) children.
- Children between the ages of 15 and 17 years of age (49%) were more likely to be involved in such activities than children aged between 10 and 14 years (42%), and especially than younger children, aged between 5 and 9 years (24%).
- Girls (39%) were more likely to be involved in these activities than boys (33%).
- Those living in rural areas, for example traditional African areas and former homelands (51%), were more likely to be engaged in work activities than those children living on commercial farms (35%), or in urban informal (30%) or urban formal areas (19%).



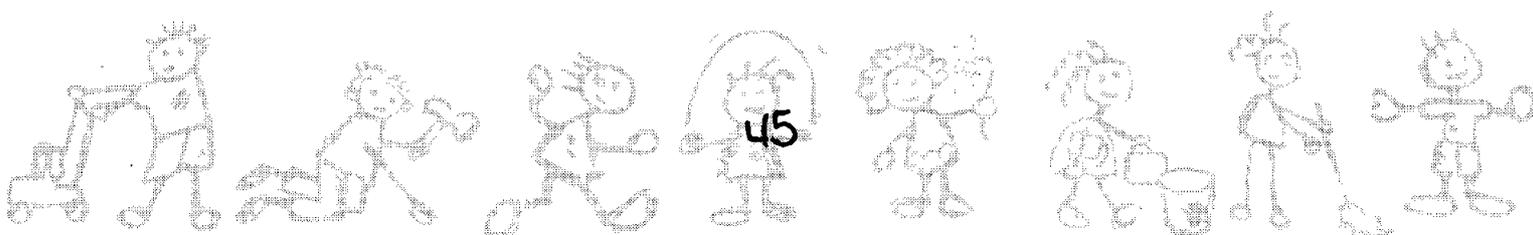
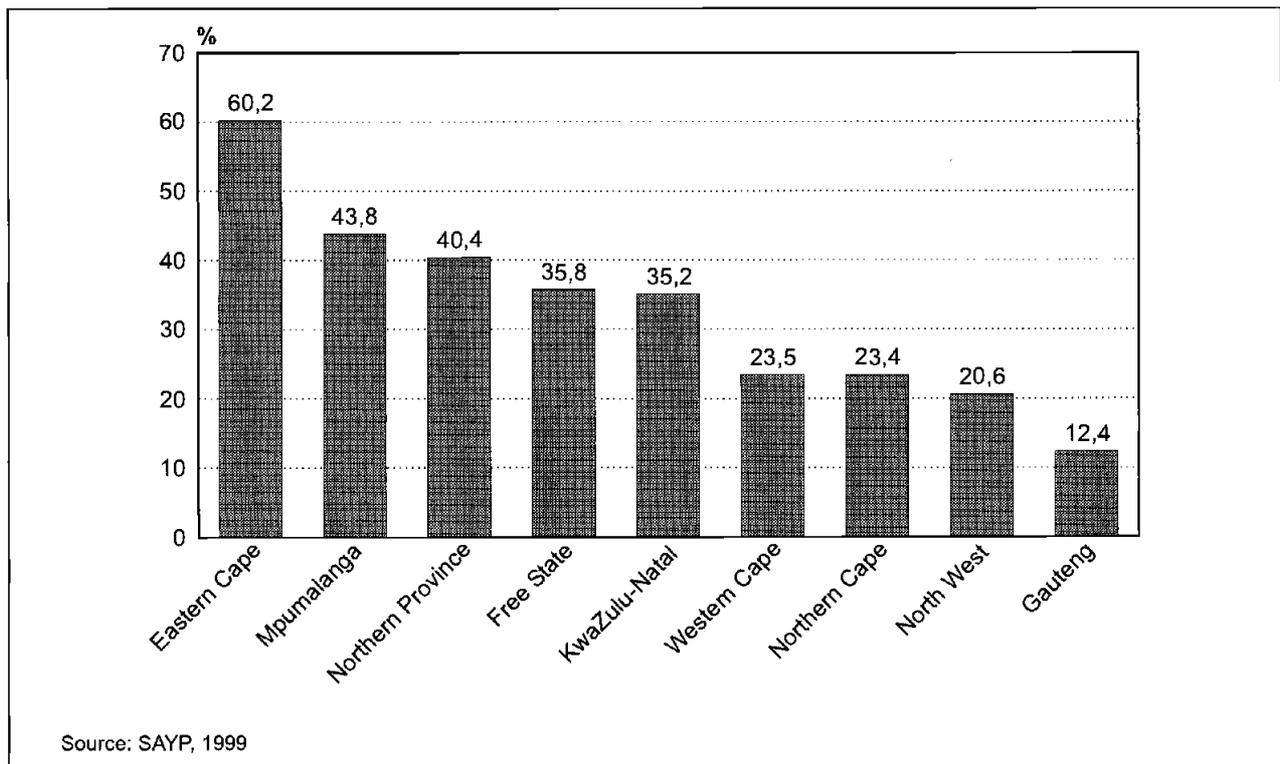
**Figure 15: Children engaged in economic or non-economic work activities (higher cut-off points), by age, population group, gender and type of area**



### Children's work activities (higher cut-off points) by province

When examining the extent of children's work (higher cut-off points) by province, Figure 16 indicates that, in the Eastern Cape, 60% of children were engaged in these activities. In Gauteng, on the other hand, only 12% of children were engaged in them.

**Figure 16: Percentage of children engaged in children's work activities (higher cut-off points) in each province**



## Economic activities (higher cut-off points)

### *Economic activities (higher cut-off points) by gender*

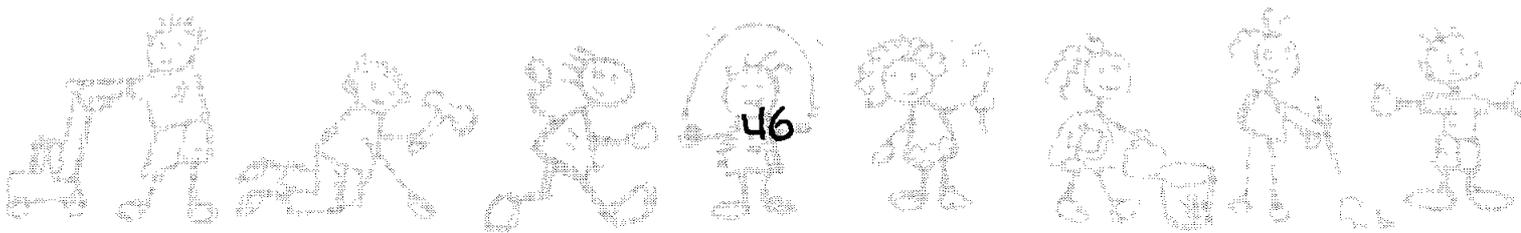
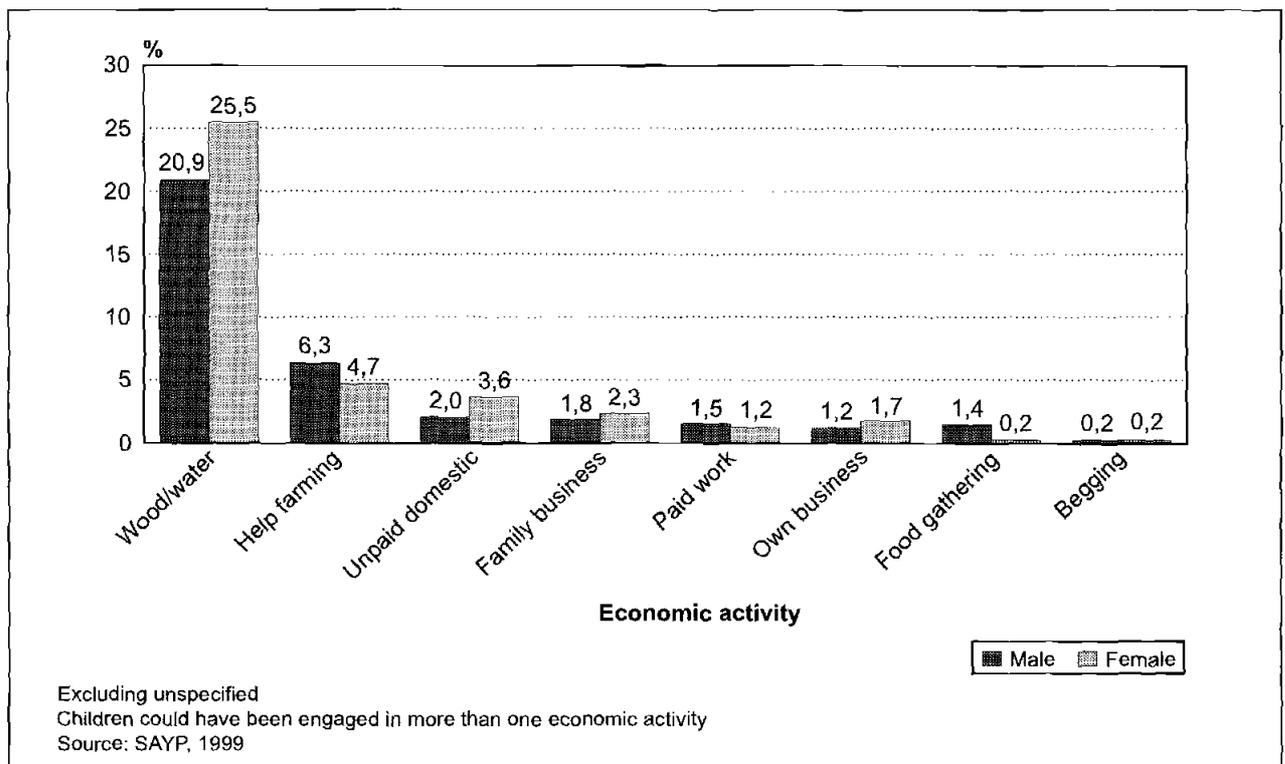
Figure 17 reflects economic activities, including all activities for pay, profit and/or family economic gain carried out for at least three hours per week, as well as unpaid domestic work and fetching wood and/or water. It excludes household chores for the family and school maintenance.

It shows that:

- The most common economic activity was fetching wood and/or water.
- Girls were more likely than boys to be involved in fetching wood and/or water (26% of girls and 21% of boys).
- Girls (4%) were also more likely than boys (2%) to be involved in unpaid domestic work for non-family members.
- On the other hand, boys (6%) were more likely than girls (5%) to help with farming activities, or with food gathering (1% for boys as against 0,2% for girls).

Note that in this analysis a child could have been involved in more than one economic activity.

**Figure 17: Percentage of children engaged in each type of economic activity (higher cut-off points), by gender**



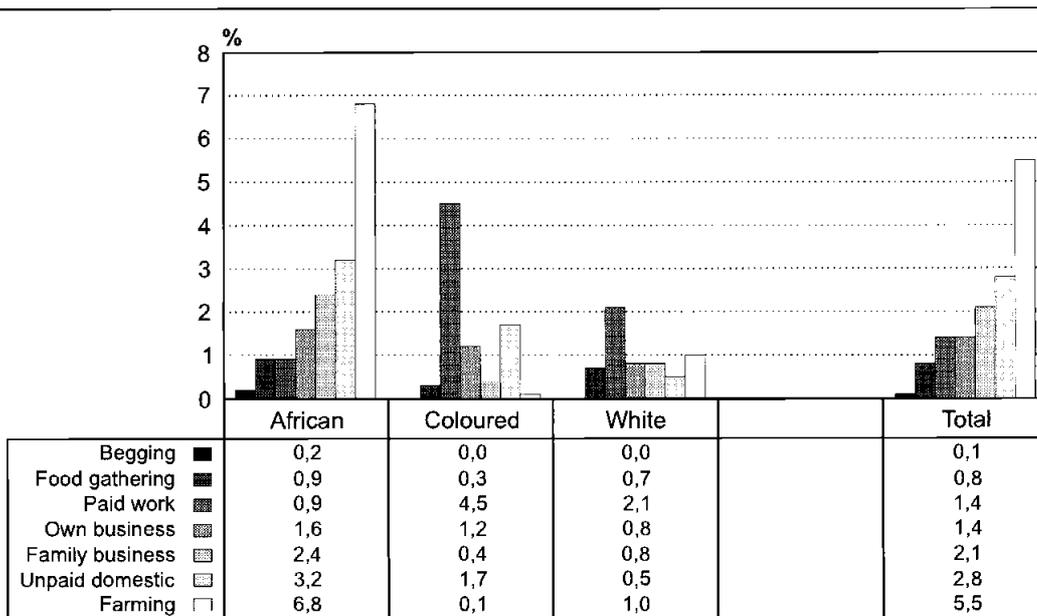
**Economic activities (higher cut-off points) by population group**

A large proportion (29%) of African children were fetching wood and/or water for three hours a week or more, as against an extremely small proportion of children in the other population groups. Since this is such a large proportion of African children, fetching wood and/or water would overwhelm the other activities in Figure 18. It is therefore excluded from the graph. Indian children are also excluded from the graph, since the number in the sample was too small for this type of breakdown, but they are included in the total.

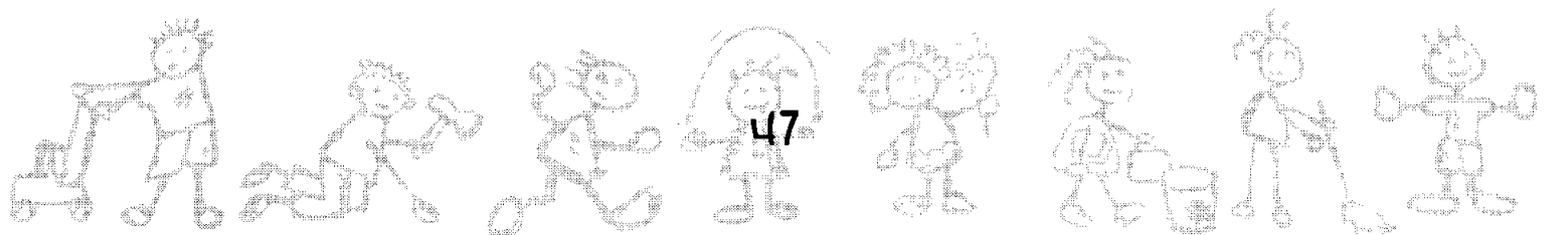
Figure 18 shows the different pattern across population groups regarding the type of economic activities undertaken by children.

- While farming activities occupied at least three hours per week of 7% of African children, only 1% of white, and less than 1% of coloured children were engaged in these activities.
- 5% of coloured children were engaged in paid work, as against 2% of white and 1% of African children.

**Figure 18: Percentage of children engaged in each type of economic activity excluding fetching wood and water (higher cut-off points), by population group**



Excluding unspecified  
 Indian children are excluded since there were too few for this breakdown  
 Source: SAYP, 1999



## Hierarchy of work activities

In this section we examine children's work in terms of a hierarchy of activities, as agreed between the ILO, the Department of Labour and Stats SA for the purposes of the survey. In this hierarchy:

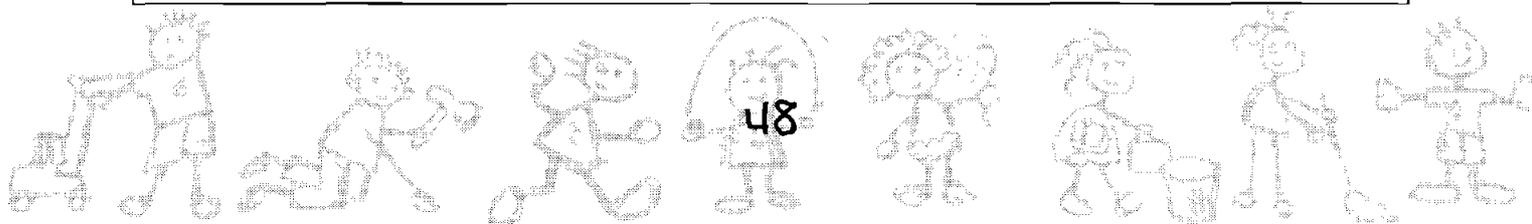
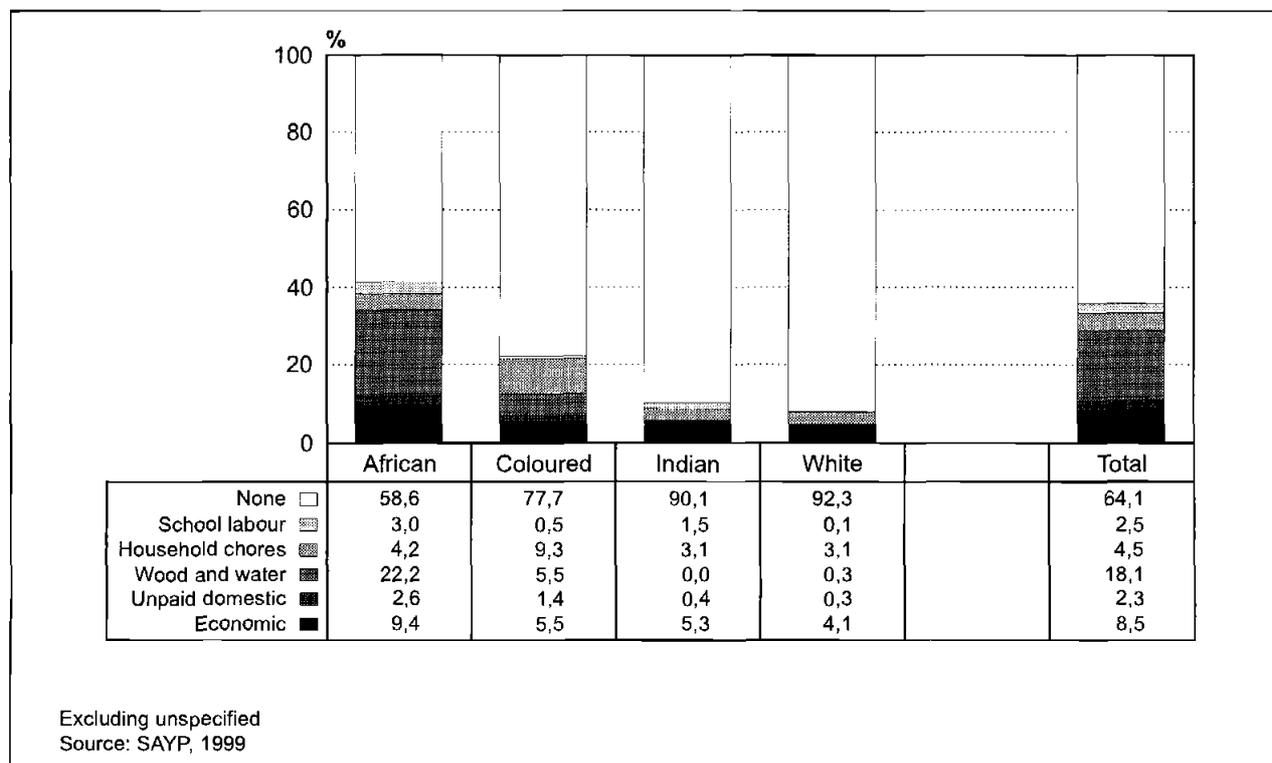
- economic activities take precedence over non-economic activities;
- economic activities for pay, profit, or family economic gain take precedence over the other economic activities of unpaid domestic work and fetching wood and/or water;
- unpaid domestic work takes precedence over fetching wood and/or water; and
- among those engaged only in non-economic activities, household chores take precedence over school maintenance activities.

This means that if a child is engaged in an economic activity for pay, profit or family economic gain, they are classified in this category, even if, in addition, they are involved in other child labour activities such as fetching wood and/or water or household chores. This same principle applies to all activities in the hierarchy.

Figure 19 shows that fetching of wood and/or water remains the most prevalent activity, even when a hierarchy is used.

- A larger proportion of African children aged 5–17 years were engaged in work activities across the hierarchy, than children in the other population groups.
- The vast majority of coloured (78%), Indian (90%) and white (92%) children were not engaged in work activities using the higher cut-off points.

**Figure 19: Proportion of children in each of a hierarchy of categories of work activities (higher cut-off points), by population group**



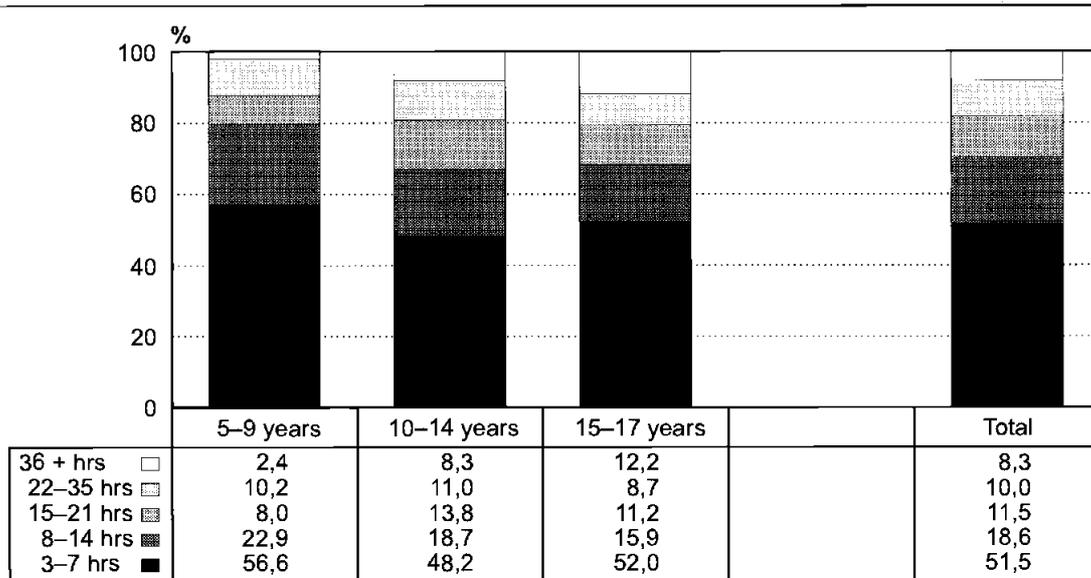
**Economic activities (higher cut-off points) for pay, profit or family economic gain**

***Time spent on economic activities for pay, profit or family economic gain, for a minimum of three hours per week***

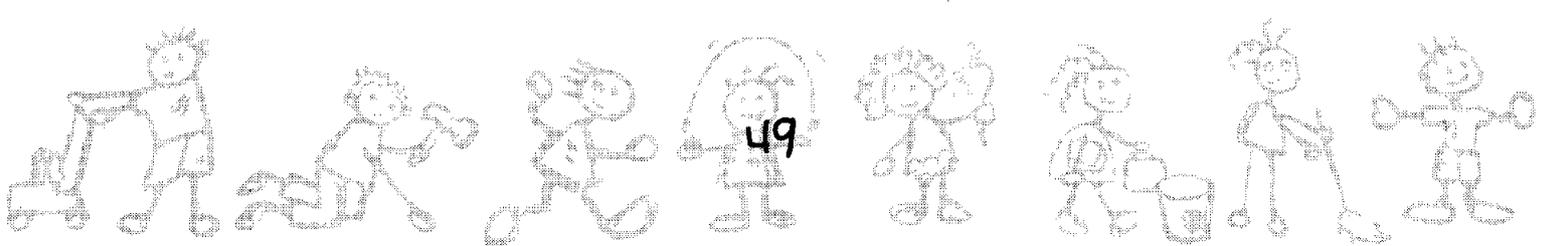
When looking at time per week spent on economic activities for pay, profit or family economic gain (excluding unpaid domestic work and fetching wood and/or water), amongst those engaged in these activities by age, Figure 20 shows that:

- 52% of children engaged in these activities were spending between three and seven hours per week, while 19% were spending between eight and fourteen hours and 8% were spending 36 hours or more per week on these activities.
- Amongst children aged 5–9 years, 57% were spending between 3 and 7 hours, and 23% were spending between 8 and 14 hours on these activities, while 2% were spending 36 hours or more per week.

**Figure 20: Number of hours per week spent on economic activities (higher cut-off points), by age group**



Excluding unspecified  
 Excluding unpaid domestic work and fetching wood and water  
 Source: SAYP, 1999

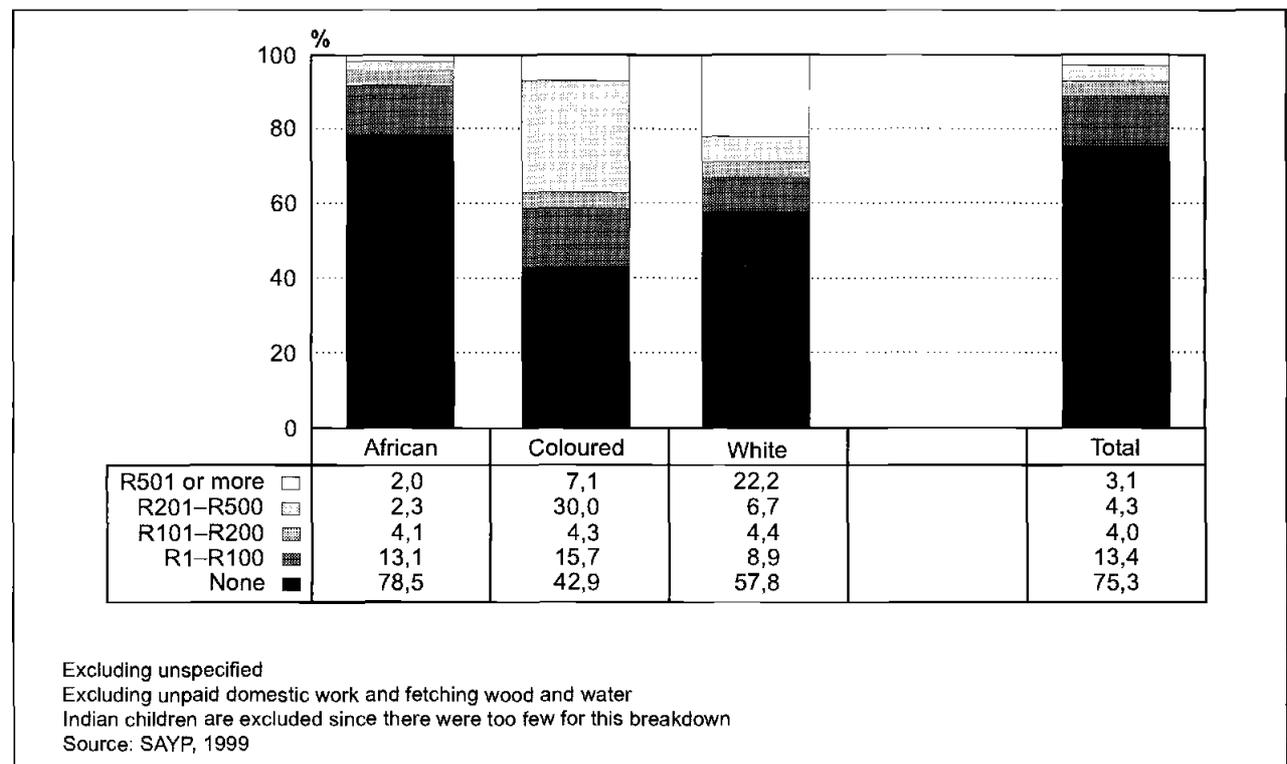


### ***Income from activities for pay, profit or family economic gain, for a minimum of three hours per week***

When looking at the income per month earned by children from economic activities for pay, profit or family economic gain, Figure 21 shows that the children earned very little:

- 75% of children engaged in these activities were not earning any income. Among African children, this proportion was 79%, decreasing to 58% among white, and to 43% among coloured children.
- Altogether, 7% of children engaged in economic activities for three hours or more per week were earning R201 or more per month. Among Africans, 4% of children were in this category, increasing to 29% among white (22% were earning R501 per month or more), and to 37% among coloured children (30% were earning between R201 and R500, while 7% were earning R500 or more).

**Figure 21: Income per month, among children engaged in economic activity (higher cut-off points), by population group**



## **Industry and occupation**

We now turn to the industry in which the main activity of children engaged in economic activities for pay, profit or family economic gain took place. 'Main activity' means the economic sub-category within which a child usually spent the most hours per week.

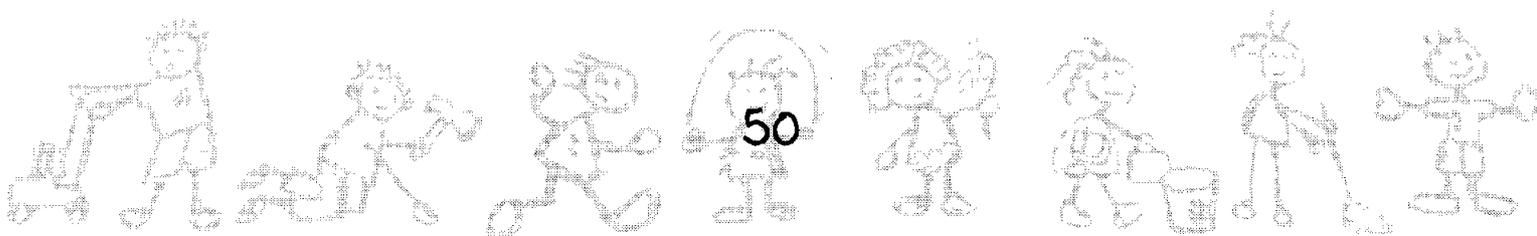
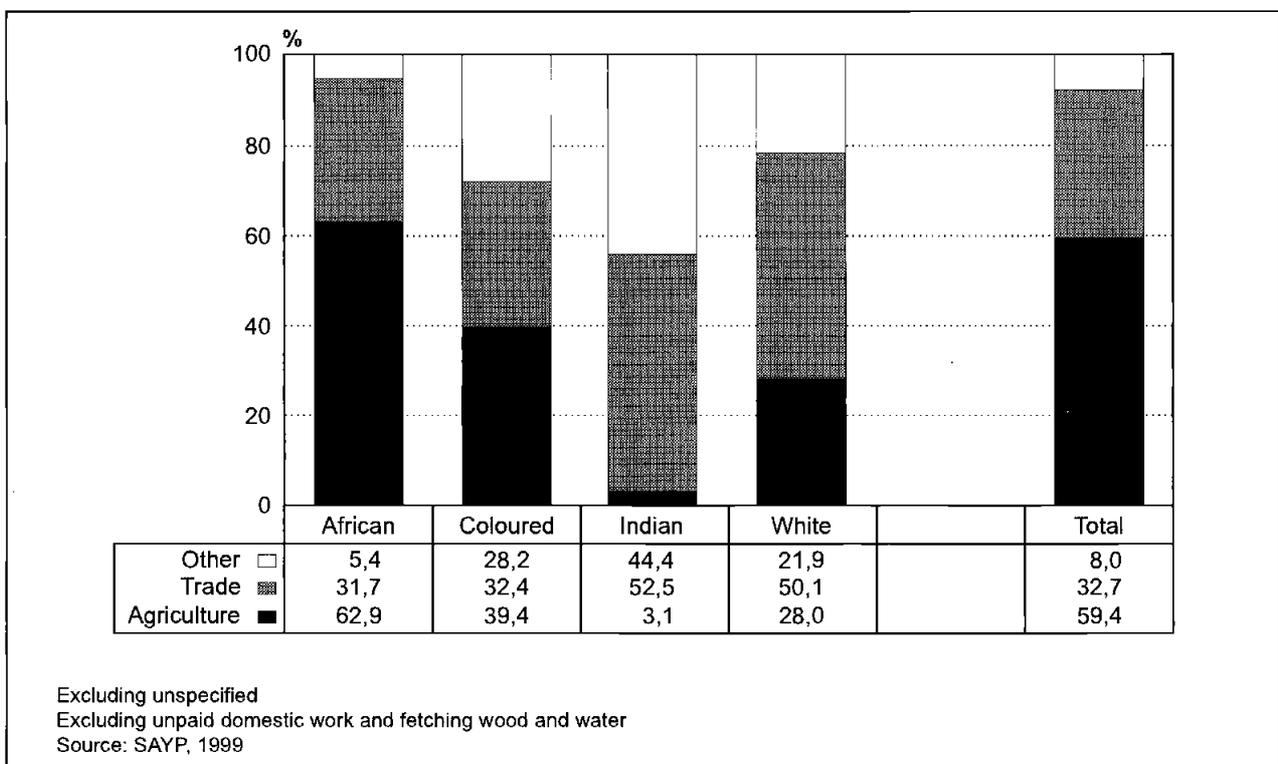


Figure 22 shows that:

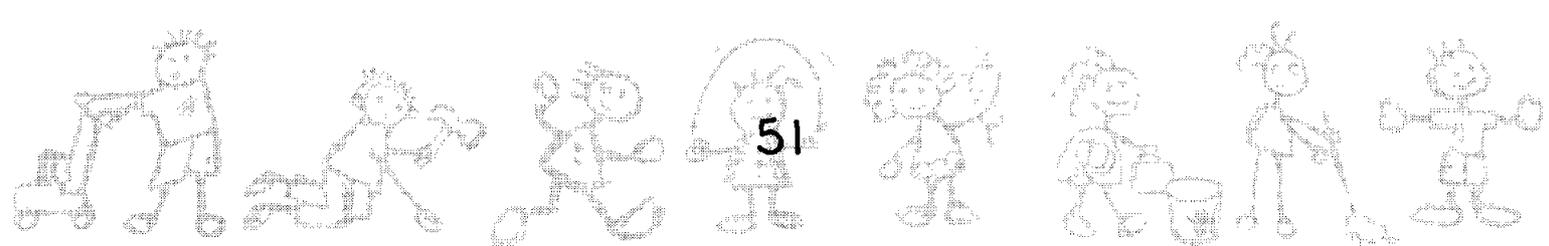
- The main industry of 59% of children engaged in such economic activities was agriculture, and of 33% was trade.
- 63% of African children who were engaged in economic child labour were found chiefly in agriculture, as against 39% of coloured, 28% of white and 3% of Indian children.
- On the other hand, 53% of Indian and 50% of white children who were engaged in economic activities were found chiefly in trading activities, compared with 32% of both African and coloured children.

**Figure 22: Main industry in which children worked at economic activities (higher cut-off points) by population group**



If the activity is classified by type of occupation:

- 79% of children engaged in economic activities for pay, profit or family economic gain (excluding unspecified), were working in elementary occupations, for example, cleaning and packing.
- Eighty-four per cent of African children were in such elementary occupations, as against 73% of Indian, 71% of coloured and 36% of white children.
- The percentage of children in service occupations increases slightly with age, from 5% in the youngest age group (5–9 years) to 14% in the oldest age group (15–17 years).
- In all age groups more females than males are in the service occupations whilst more males than females are in elementary or other occupations.



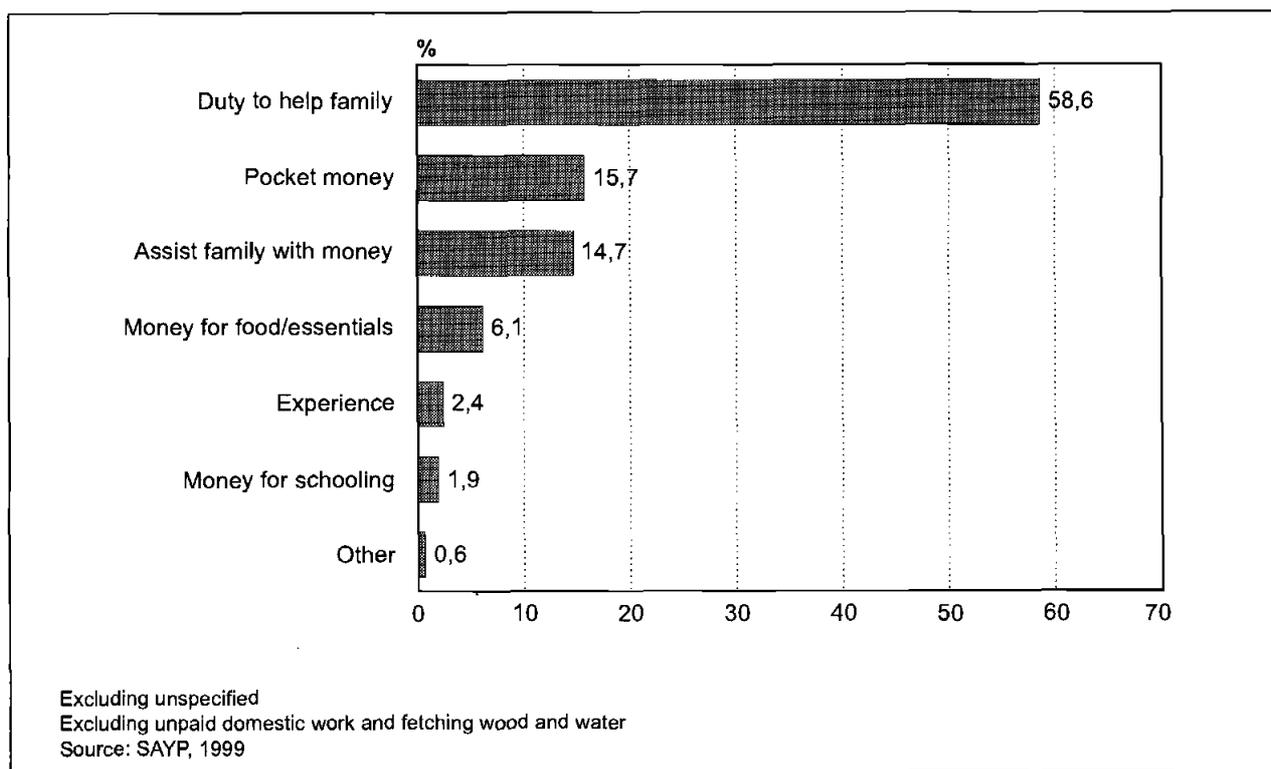
## Reasons for working

All children doing economic activities for pay, profit or family economic gain were asked their *main* reason for working. The most important reason given was that they felt that it was their duty to help the family. This supports the earlier contention that children are expected to contribute to the household through work-related activities, for at least some of their time.

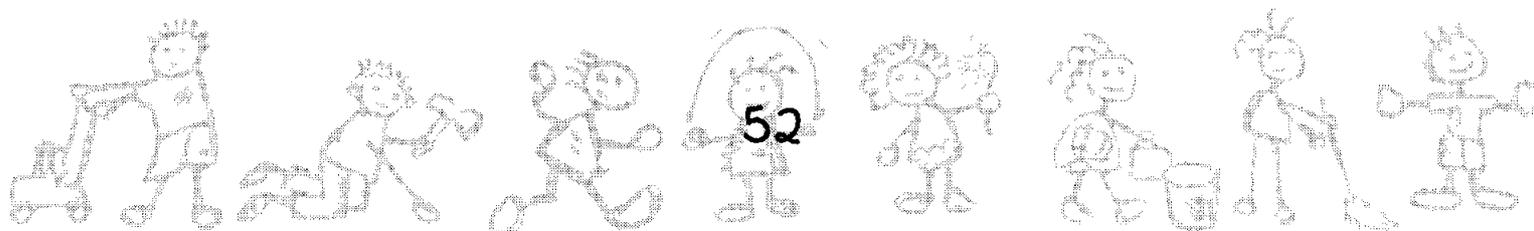
Figure 23 shows that:

- The main reason for working cited by 59% of children engaged in economic activities (excluding unpaid domestic work and fetching wood and/or water), was that it was their duty to assist the family.
- The main reason of a further 16% was that they worked to get pocket money to buy non-essentials, and of 15% to assist the family with money.

**Figure 23: Reasons for working among children engaged in economic activities (higher cut-off points)**



A very small proportion of children engaged in such economic activities (less than 0,1%) reported that they worked because of an obligation to their landlord, or that they worked to pay an outstanding debt to the person for whom they worked. Both these categories of work are likely to fall within the definitions of forced labour and servitude, in terms of the *Convention Concerning Forced Labour* (1930), and the *Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery* (1956). In other words, very few South African children are subjected to conditions considered similar to slavery.



Although not shown in the figure above, the survey also found the following regarding the reasons for children working:

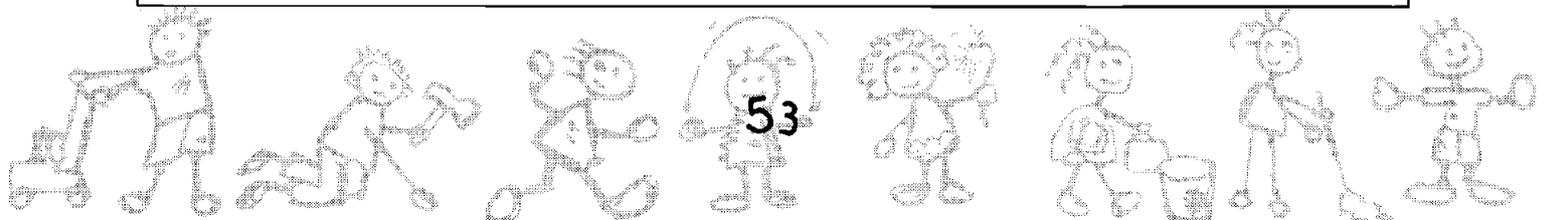
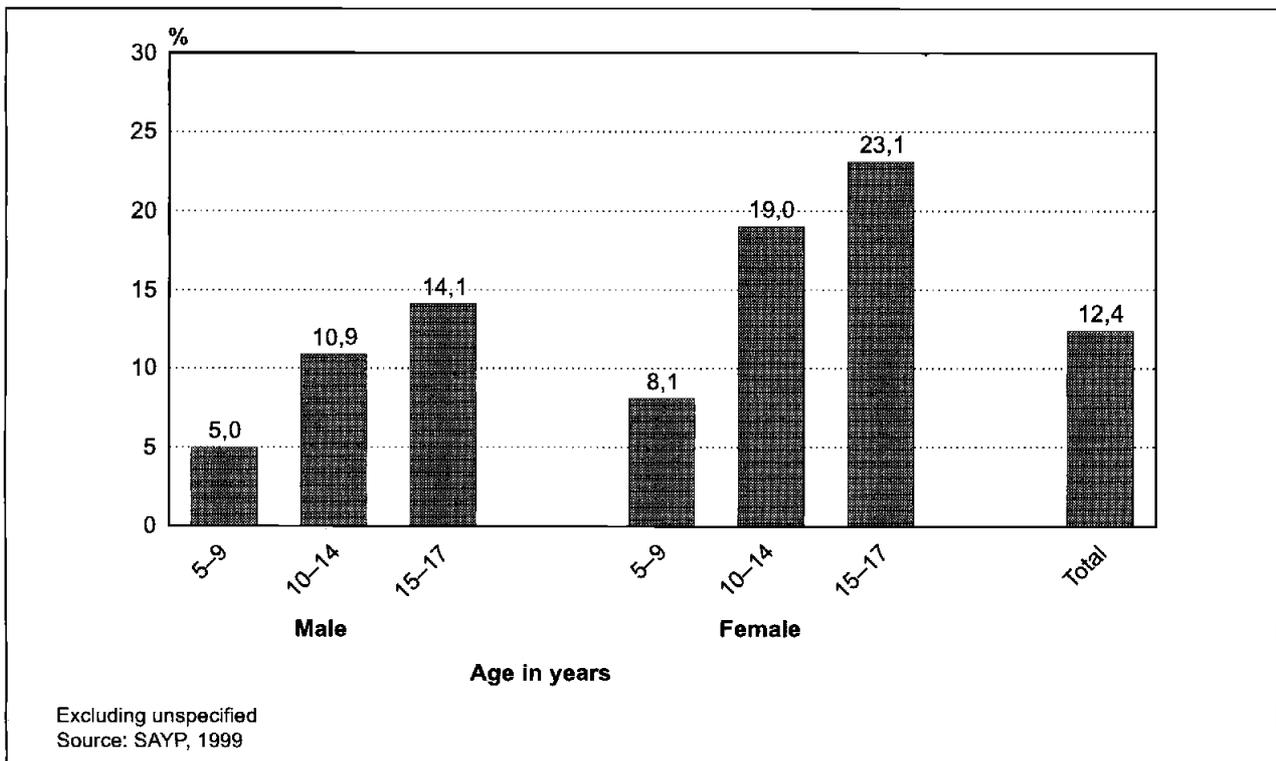
- The reasons that adults gave for children working usually correlated with the reasons given by the children themselves. In only about a quarter of cases did the adults give a different reason for the child working from that given by the child him or herself.
- The biggest discrepancy between the reasons of adults and those of children as to why the children were working occurred in the cases of children who claimed to be working primarily to obtain money for schooling. Adults concurred with the reason in 48% of cases, but also cited as reasons 'to get pocket money' (20%) and the child's duty to help the family (20%).
- The second biggest discrepancy between adults' and children's main reasons for children working occurred where the children gave as the reason needing to get money for themselves to buy essentials such as food. In such cases adults gave the same reason in 64% of cases. Other reasons that adults gave were to assist the family (20% of cases), duty to help the family (11%) and to get pocket money for the child (5%).

## Household chores for at least seven hours per week

Figure 24 shows that among children aged 5–17 years are living with at least a parent or grandparent or spouse:

- As they get older, a higher percentage of children engage in household chores.
- In all age categories, a substantially higher proportion of girls than boys are involved in household chores for at least seven hours per week.

**Figure 24: Percentage of children spending at least seven hours per week on household chores, by age and gender**



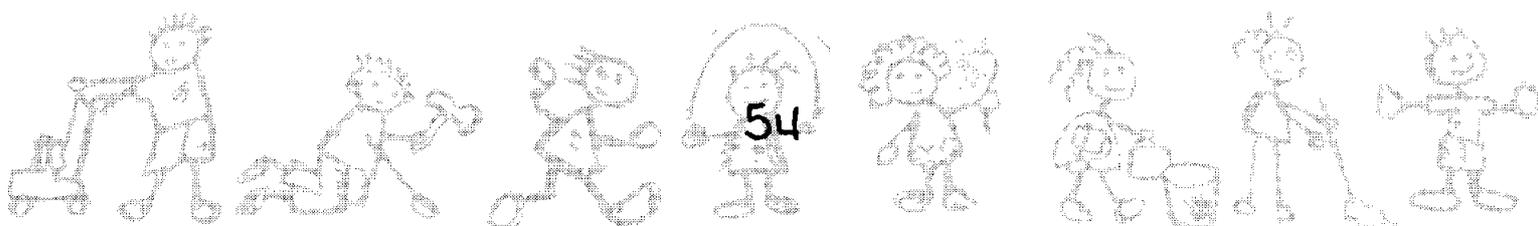
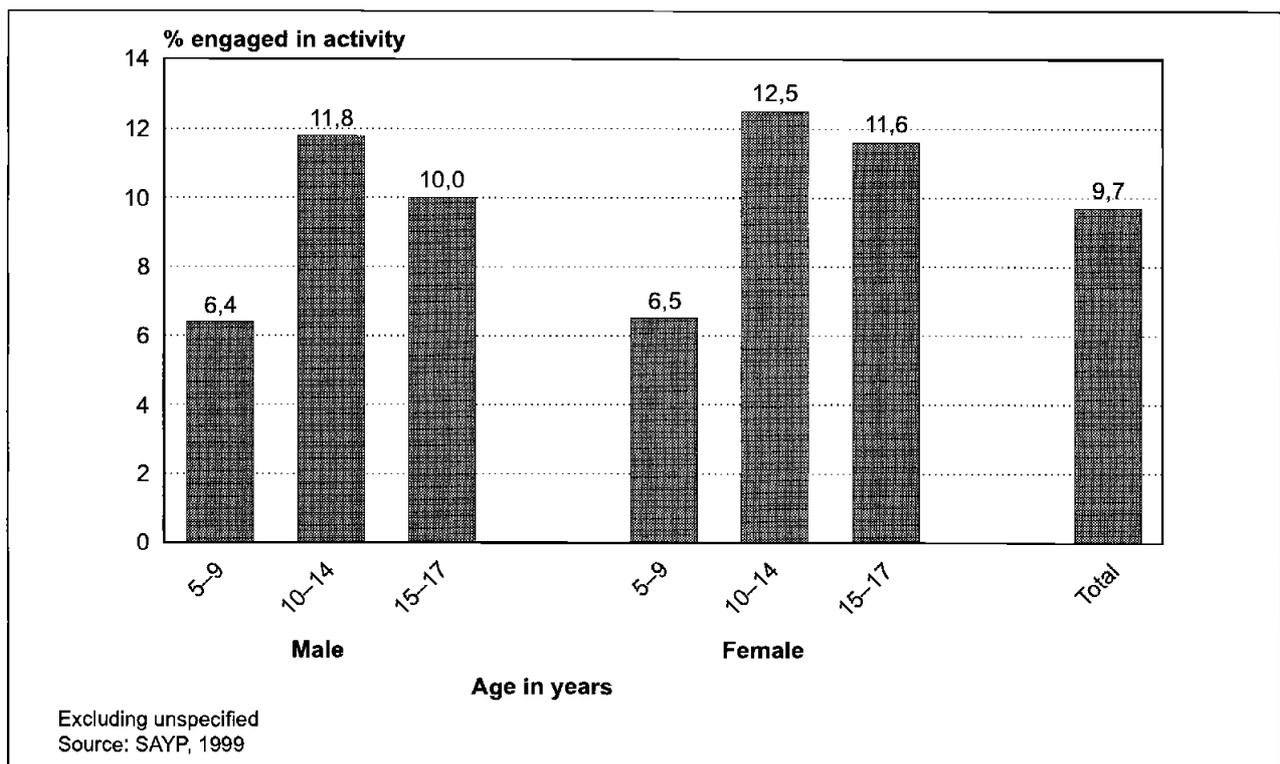
## School maintenance for at least five hours per week

- 10% of children aged 5–17 years are engaged in school maintenance activities for five hours or more per week.
- 5% of children living in urban areas are engaged in these activities, as against 6% of those on commercial farming areas, 9% of those living in informal settlements, and 14% of those living in rural areas, mainly in the former homelands.

Figure 25 indicates that:

- A relatively low proportion of both boys (6%) and girls (7%) aged 5–9 years are engaged in school maintenance for at least five hours per week.
- This proportion increases to 12% for boys and 13% for girls of children aged 10–14 years.
- It then decreases slightly to 10% for boys and 12% for girls of children aged 15–17 years.

**Figure 25: Percentage of children spending at least five hours per week on school maintenance, by age and gender**



# Family circumstances of children engaged in work activities

## Overview

In South Africa, the effects on the lives of children of apartheid-based migrant labour, and childbearing outside of marriage, are still clearly evident. It is likely that the number of children living without one or both parents also reflects deaths or hospitalisation due to AIDS. The bottom row of Table 6 indicates that at the time of the SAYP interviews:

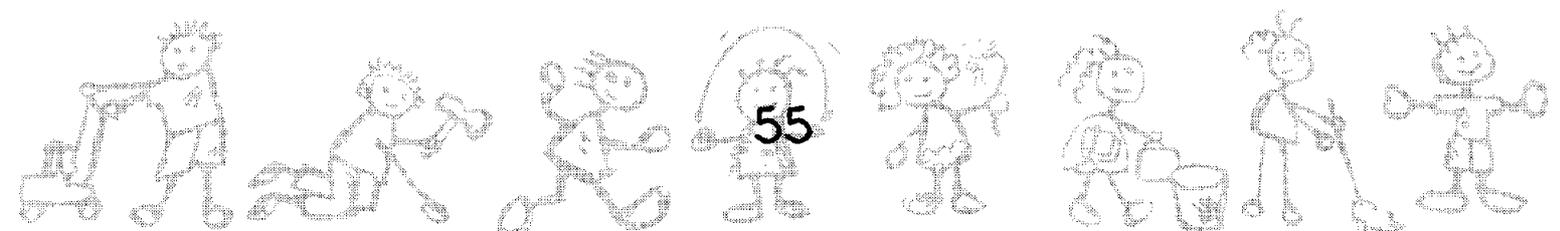
- 71% of children aged between 5 and 17 years were living in households with either their mother or father or both parents.
- 39% of children were living with both their parents.
- 28% were living in households in which only the mother was a member of the household, and 4% in households where only the father was a member of the household.
- In addition, 20% of children were living in households with no parents, but with at least one grandparent or a spouse.
- 9% were living in households without any of these relatives.

In general, therefore, the child's mother was more likely to be a member of the household than the child's father was.

In this chapter we are using the higher cut-off points regarding children's work for analysis. This means that the child has undertaken three hours or more of economic activity, seven hours or more of household chores or five hours or more of school maintenance (all per week).

We now compare the proportion of children in particular family circumstances doing particular work activities with the overall proportion of children in those family circumstances. It can be seen from Table 6 that:

- Children were less likely to be engaged in any form of work activity if both parents were members of the household.
- Of the total number of children begging only 15% were living with both parents, whereas 61% were living with neither parent. (It should however be remembered that few children overall were engaged in this activity.)
- Among children engaged in fetching wood and/or water for at least three hours per week, 25% were living with both parents, while 31% and 39% were living with their mother only or neither parent.



**Table 6: Presence or absence of parents in the household among those engaged and those not engaged in work-related activities (higher cut-off points)**

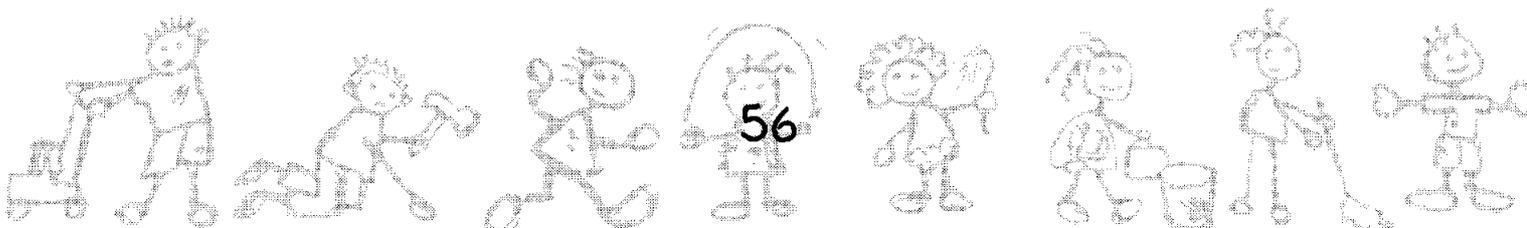
Child's economic activity	Both parents in household	Only father in household	Only mother in household	Both parents not in household		Total
				At least one grand-parent or child's spouse in household	No grand-parents or spouse in household	
	%	%	%	%	%	%
None	41,8	3,6	27,1	18,9	8,8	100,0
Own business	32,0	4,6	37,9	13,1	12,5	100,0
Family business	27,1	3,4	44,2	18,9	6,5	100,0
Food gathering	27,0	4,4	31,7	28,0	8,9	100,0
Farming	21,3	9,5	36,1	28,3	4,8	100,0
Paid work	37,7	5,0	30,9	10,4	15,9	100,0
Begging	14,8	0,0	23,7	61,4	0,0	100,0
Unpaid domestic	0,0	0,0	0,0	0,0	100,0	100,0
Wood/water	25,1	4,3	31,4	27,7	11,5	100,0
All children	38,8	4,0	28,2	20,3	8,8	100,0

Children's work is therefore, at least to some extent, associated with living with the mother only or with no parent.

Table 7 shows that in South Africa, only 31% of African children are living with both parents, as against 58% of coloured, 79% of white and 80% of Indian children.

**Table 7: Presence or absence of parents in the household by population group**

Population group of child	Both parents in household	Only father in household	Only mother in household	Both parents not in household		Total
				At least grand-mother, grandfather or child's spouse in household	No grand-parents or spouse in household	
	%	%	%	%	%	%
African	30,8	4,1	31,5	23,8	9,9	100,0
Coloured	58,2	3,1	20,9	11,6	6,2	100,0
Indian	79,9	2,7	10,5	4,2	2,7	100,0
White	79,2	4,2	11,1	2,2	3,3	100,0
Total	38,8	4,0	28,2	20,3	8,8	100,0



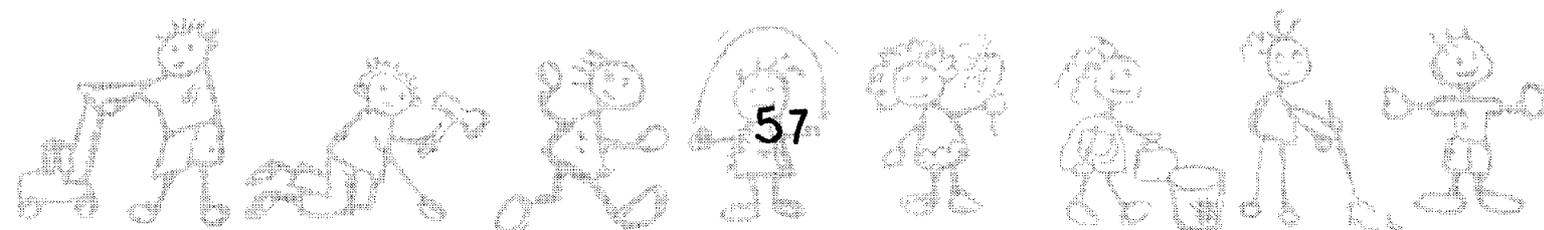
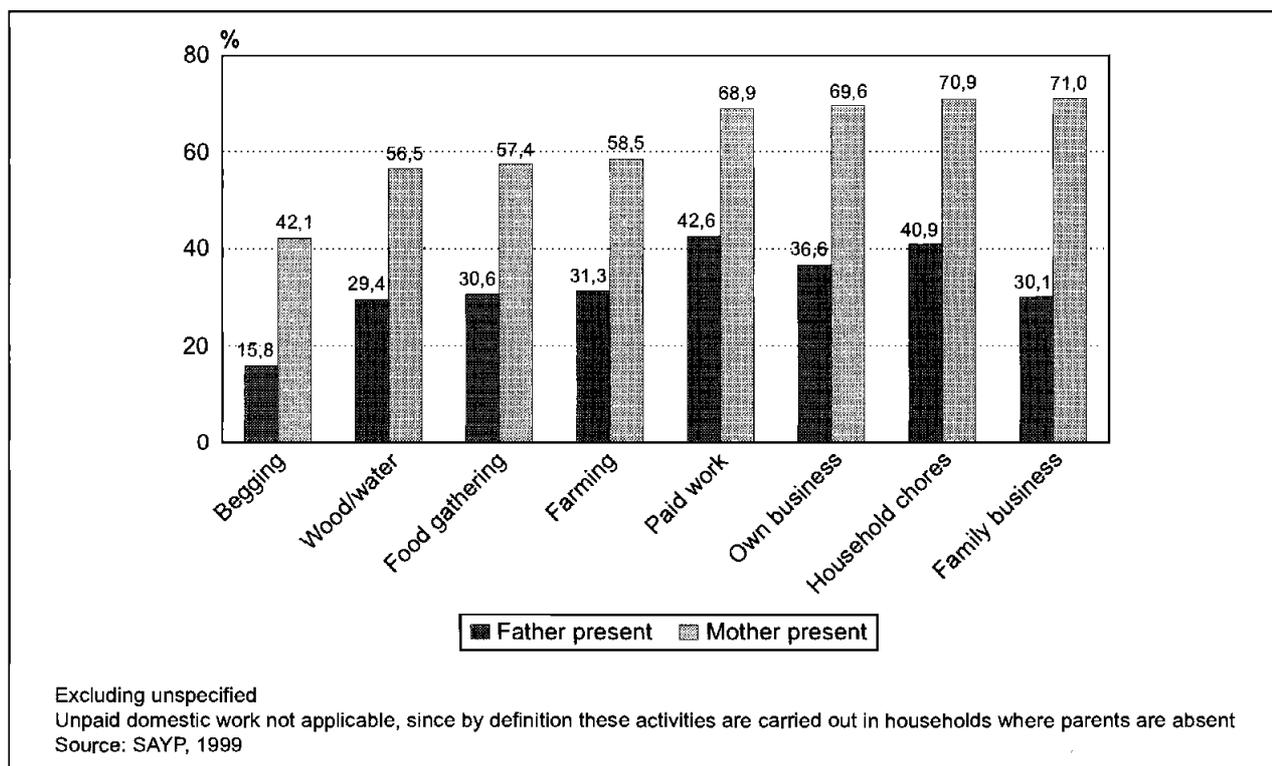
## Presence of father and mother in the household by type of work activity of the child

The type of work activity in which the child was involved was related to whether or not the father and mother were members of the household. School maintenance is excluded from the definition of children's work in this section, because it was unlikely to be affected by the presence or absence of their parents from the household.

Figure 26 indicates the following:

- Children engaged in begging were least likely to live with their mother (42%) or their father (16%).
- Among children engaged in fetching wood and/or water, only 29% were living with their fathers, while 57% were living with their mothers. A similar picture emerges for those engaged in food gathering activities.
- More children with mothers present in the household (71%) were engaged in assisting in the family business than children with fathers present (30%).

**Figure 26: Whether mother and father were members of the households of children engaged in work activities (excluding school maintenance) (higher cut-off points)**



# Employment status of parents of working children, if members of the household

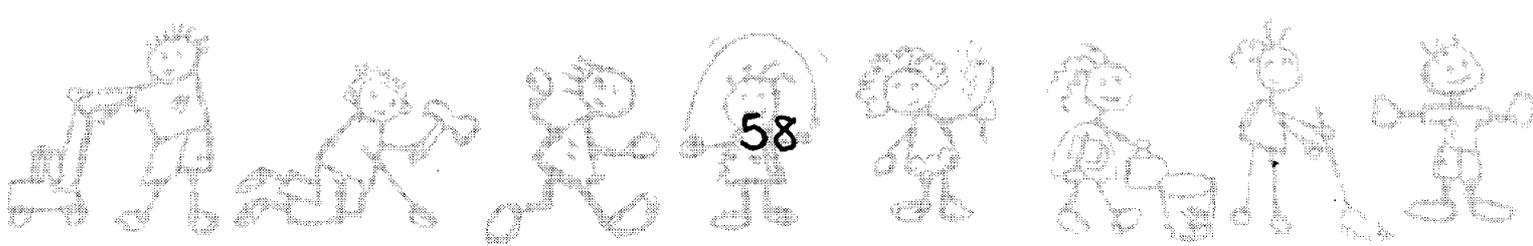
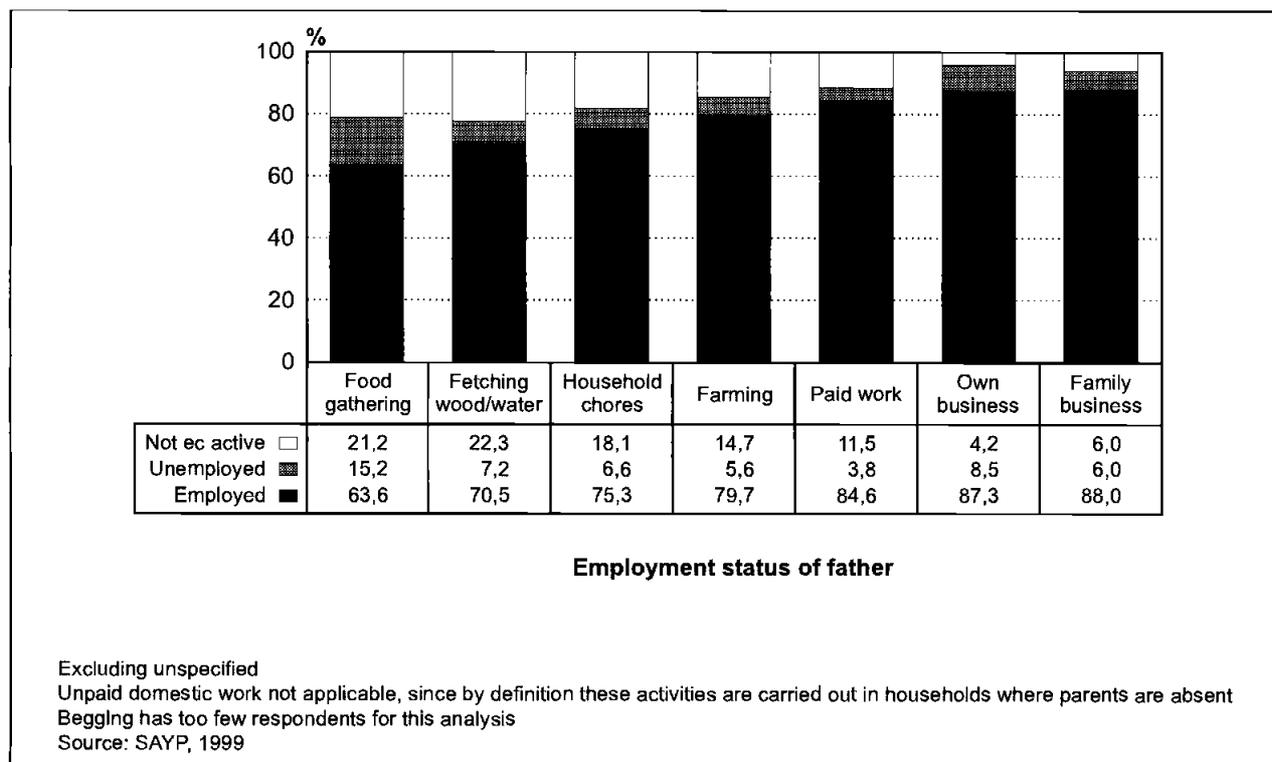
## Employment status of father, if a member of the household

When the father was actually a member of the household, he was more likely to be economically active when living with a child engaged in certain work activities, than when living with a child engaged in other work activities. Figure 27 indicates that:

- The fathers of 64% of children engaged in food gathering, and 71% of children engaged in fetching wood or water, were economically active.
- On the other hand, the fathers of 87% of children running their own business and 88% of children working in the family business, if present in the household, were economically active.

Because of the small proportion of children engaged in begging with fathers present in the household, this breakdown was not possible.

**Figure 27: Employment status of fathers who are members of the households of children engaged in work activities (excluding school maintenance) (higher cut-off points)**

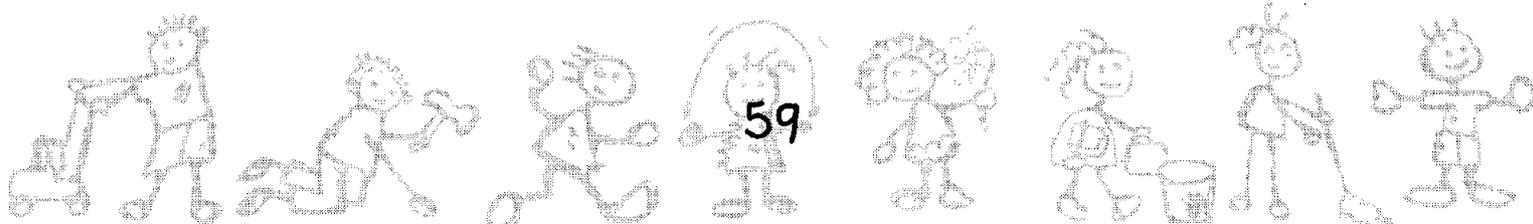
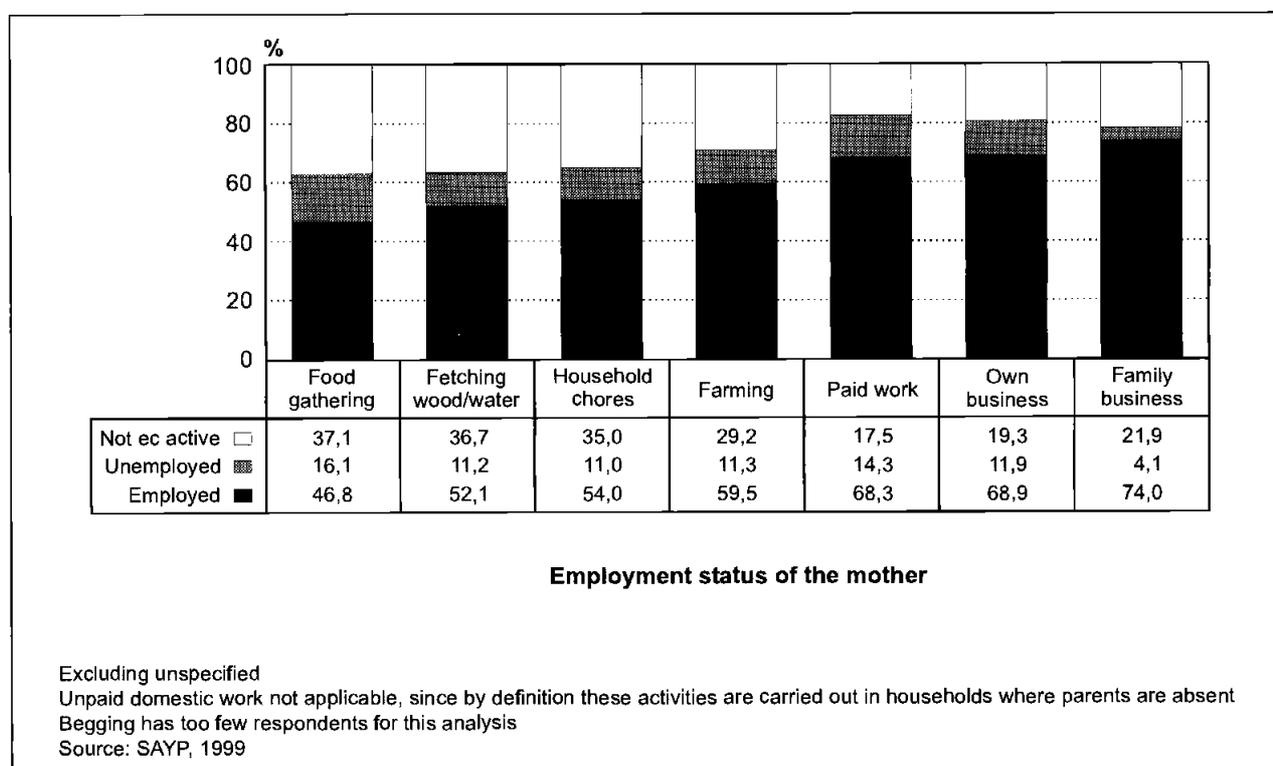


## Employment status of mother, if a member of the household

In general, the mothers of children engaged in work who were living with their children were less likely to be employed than were the fathers. However, when the mother was a member of the household, she was more likely to be employed when living with a child engaged in certain child types of work activities, than when living with a child engaged in other work activities. Figure 28 indicates that:

- The mothers of 47% of children engaged in food gathering, and 52% of children engaged in fetching wood or water, were employed.
- On the other hand, the mothers of 69% of children running their own business and 74% of children working in the family business were employed.

**Figure 28: Employment status of mothers who are members of the households of children engaged in work activities (excluding school maintenance) (higher cut-off points)**





# The effects of children's work activities on education

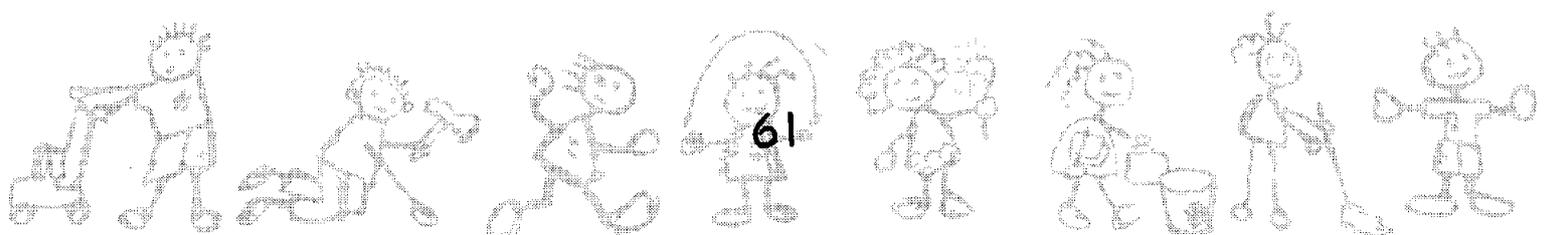
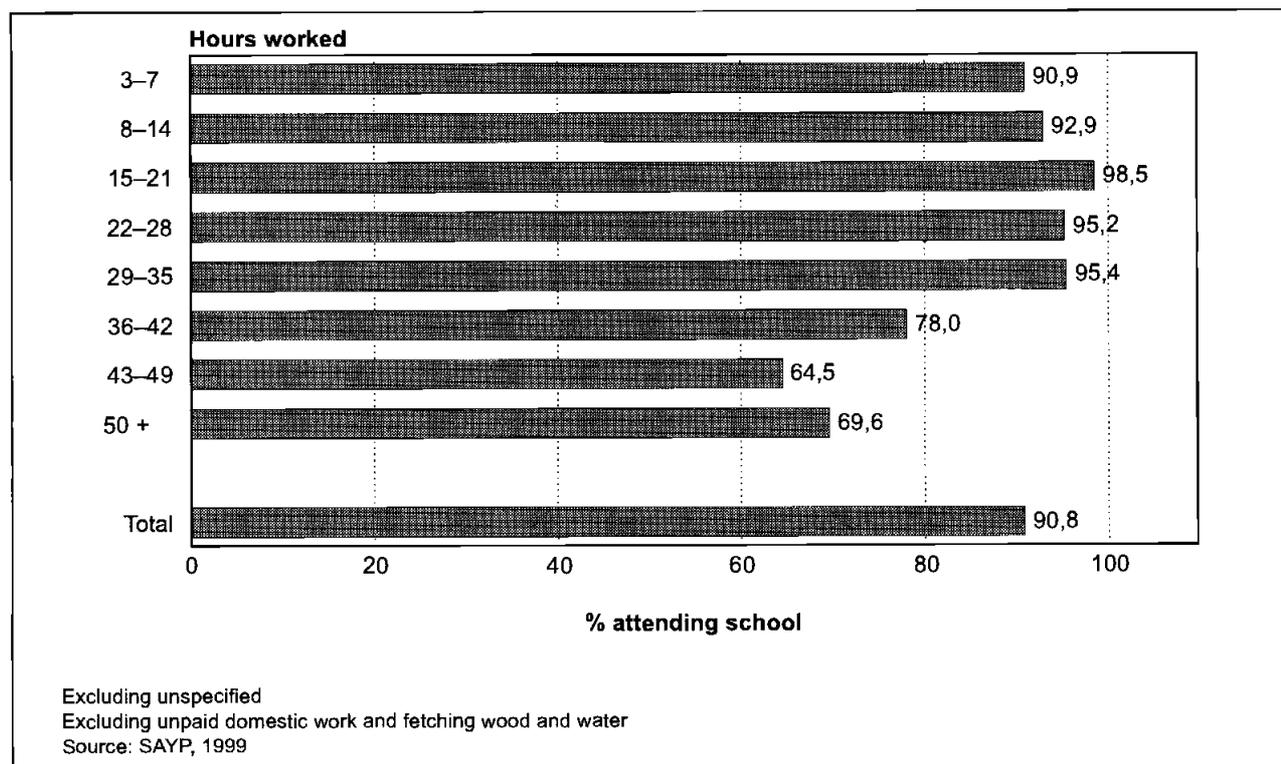
## School attendance

91% of children aged between 5 and 17 years who were engaged in some form of economic activity for pay, profit or for family economic gain for at least three hours a week were attending school.

Figure 29 indicates that children engaged in these activities for 36 hours or more per week were less likely to attend school than those engaged in them for 35 hours or fewer per week.

- 91% of children working for 37 hours per week were attending school; this proportion increased gradually to reach 99% of children working between 15–21 hours per week, and then started to decrease.
- 78% of children working 36–42 hours per week for pay, profit or family economic gain were attending school.
- This proportion dropped to 65% of those working 43–49 hours per week, and then rose to 70% of the relatively few working 50 hours a week or more.

**Figure 29: School attendance among children engaged in economic activities for at least three hours per week, by number of hours worked**

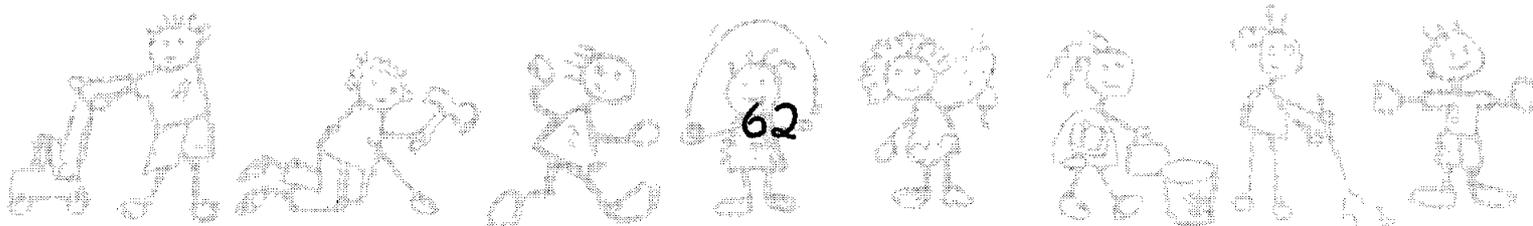
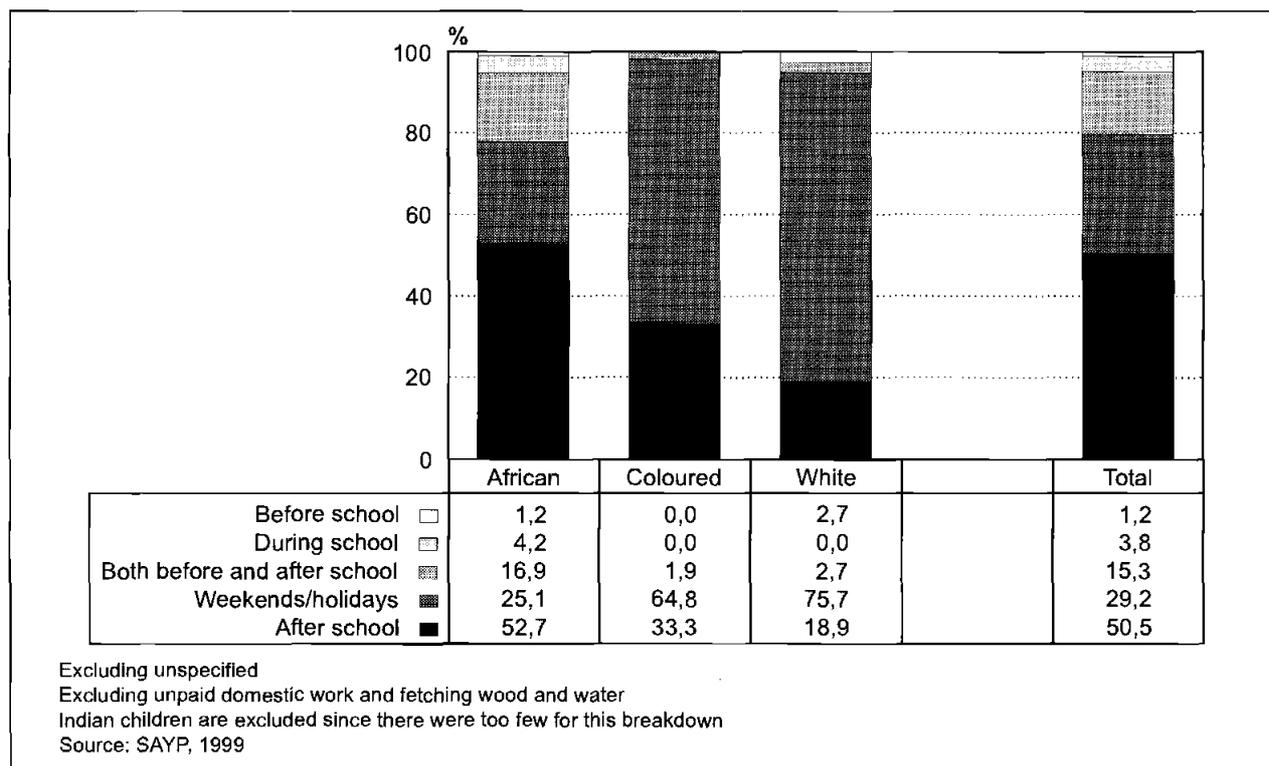


## Working time in relation to school time

Figure 30 indicates that, among children who were engaged in economic activities for pay, profit or family economic gain for at least three hours a week, 51% were carrying out these activities after school, while a further 29% were doing them over the weekends and holidays.

- 53% of African children were doing these jobs after school, 25% over weekends and holidays and 17% both before and after school.
- However, among coloured and white working children, the order is reversed. Sixty-five per cent of coloured and 76% of white children were doing these economic activities over weekends and during the holidays, while 33% of coloured and 19% of white children were doing them after school. Relatively few (2% of coloured and 3% of white children) were carrying out these activities both before and after school.
- Altogether, 4% of children (only African) were performing these activities during school hours.

**Figure 30: When economic activities were done among children working for at least three hours per week, by population group**



## Problems experienced at school

When considering this analysis the following should be borne in mind:

- Only children in households selected by virtue of children's work activities were asked whether they experienced difficulties with their schooling. It is unknown what the profile is regarding difficulties experienced at school among children in households without work characteristics.
- Children were not asked whether these difficulties were caused by their work activities. However only problems which are more likely to be related to work activities, namely, 'no time to study' and 'difficulties in catching up', are analysed in this figure. 'Distance from school', 'expenses' and 'teacher problems' are not included in this analysis.

**Figure 31: Children experiencing problems at school, by work activity**

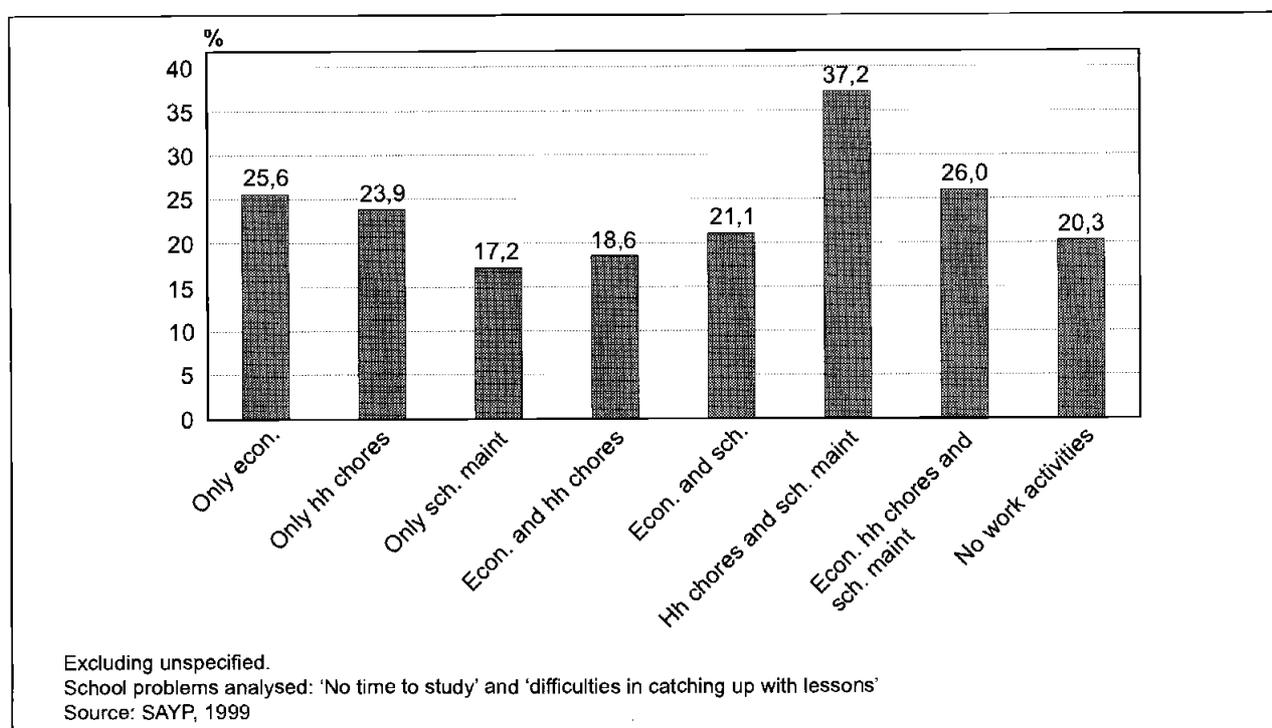
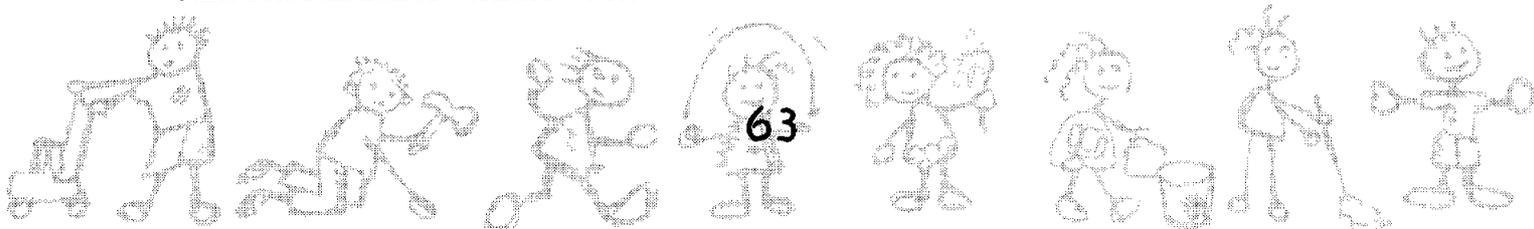


Figure 31 indicates that:

- For the most part children engaged in some form of work activity experienced the two problems (mentioned above) at school more than children not involved in any work activity.
- More children involved in both household chores and school maintenance reported these problems (37,2%) than children in other combinations of activities.
- Children engaged in all three types of activities were the next most likely to report these problems, followed by those involved only in economic activities.

From more detailed breakdowns it is clear that:

- The difference between school problems experienced by children involved in work and those not involved was most acute regarding lack of time to study.
- A larger percentage of children engaged in all three activities (economic, household chores and school labour) complained of difficulties in catching up with lessons than children engaged in any other combination of work activities.

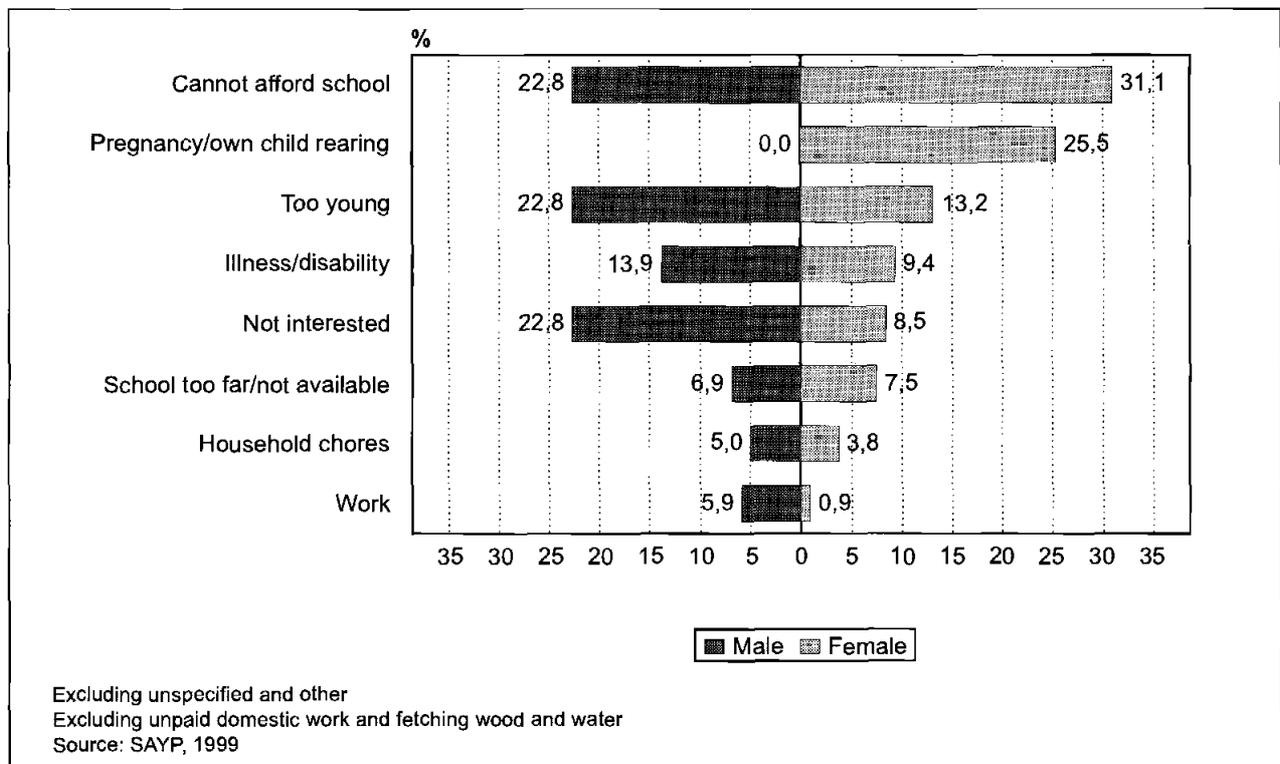


## Working children who were not attending school

Figure 32 shows that relatively few children (6% of boys and 1% of girls) aged 5–17 said that the work that they were doing actually kept them out of school.

- Among boys, inability to afford school, being too young to attend and lack of interest in school (23% in each case) were the main reasons given for not attending school.
- Among girls however, inability to afford to go to school (31%), and pregnancy or rearing their own children (26%) were the main reasons given for not attending school.

**Figure 32: Reasons for not attending school among out-of-school children engaged in economic activities for at least three hours per week**



## Educational achievement

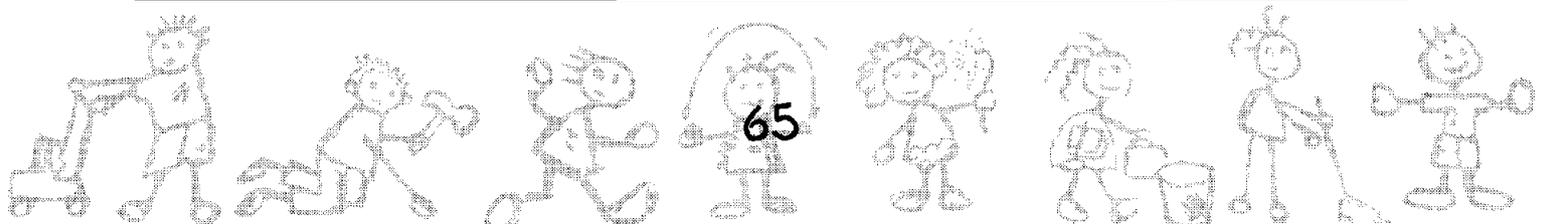
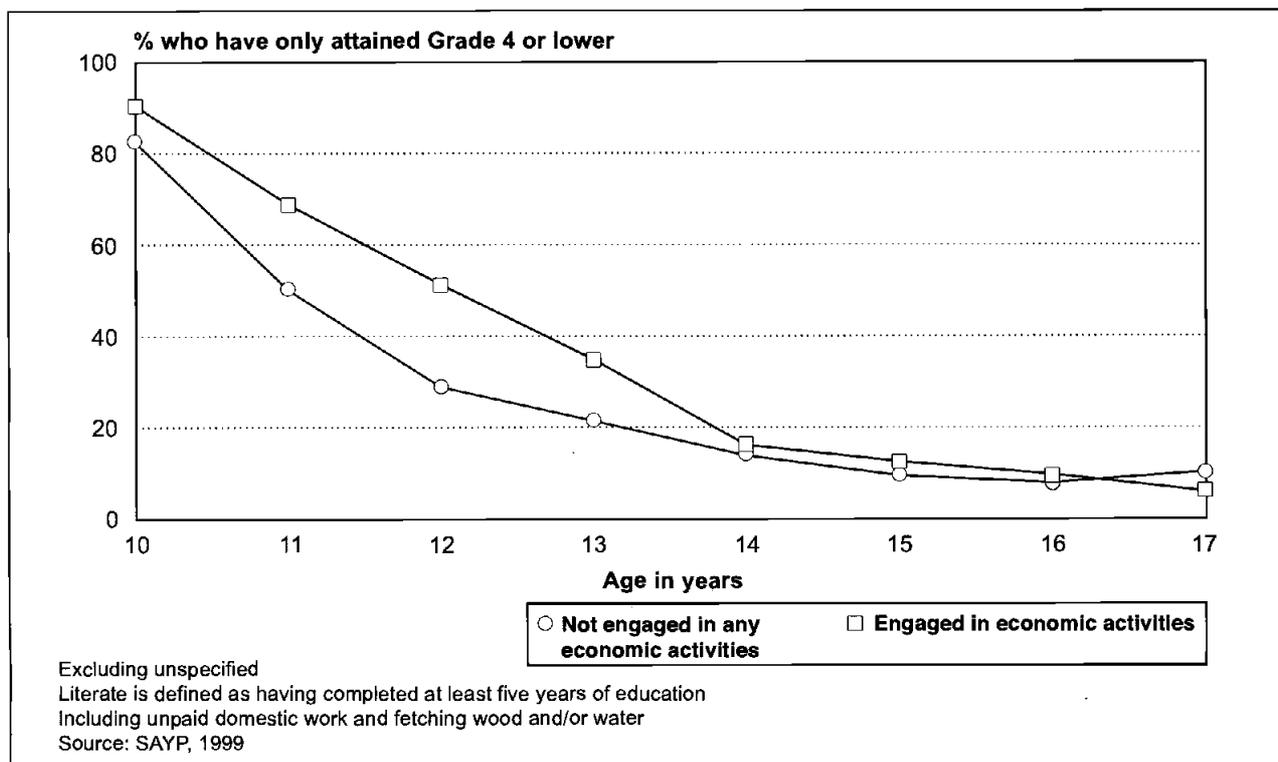
The analysis in this section considers children engaged in economic activities including unpaid domestic work and fetching wood and/or water, and once again using the low cut-off points (one hour cut-off).

### Illiteracy

Figure 33 indicates the proportion of children aged 10–17 years who are not yet literate (i.e. who have not completed at least five years of schooling) by their work status.

- In the younger age categories, larger proportions of children engaged in work activities had not attained basic literacy, compared with those who did not work. For example, 50% of children aged 11 years who did not work had a Grade 4 or lower educational qualification, if any, as against 69% of those aged 11 years engaged in work (low cut-off points).
- However, as age increases, the gap in lack of literacy closes between those who were not working and those who were engaged in work. For example, among 15 year olds, 9% of those who were not working had not attained literacy, as against 13% of those engaged in work.
- The gap gets even smaller among 16 year olds (8% of those not working, as against 10% of those working). At the age of 17 years, moreover, the order reverses.

**Figure 33: Percentage of children aged 10–17 years not literate, by whether or not they were engaged in work activities (low cut-off points)**

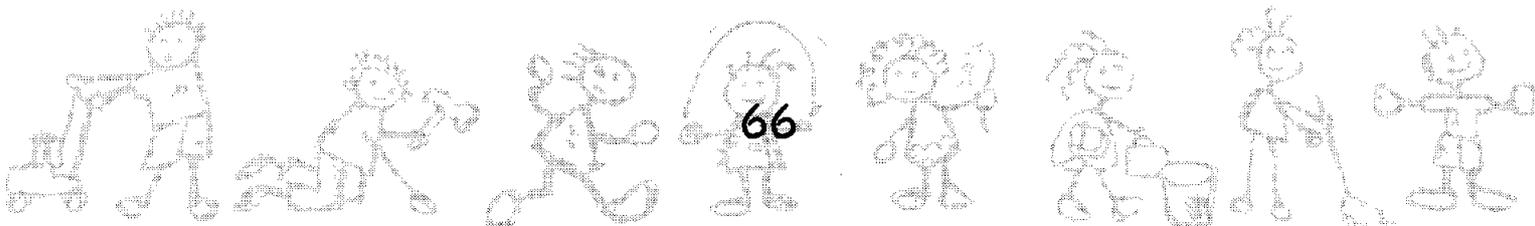
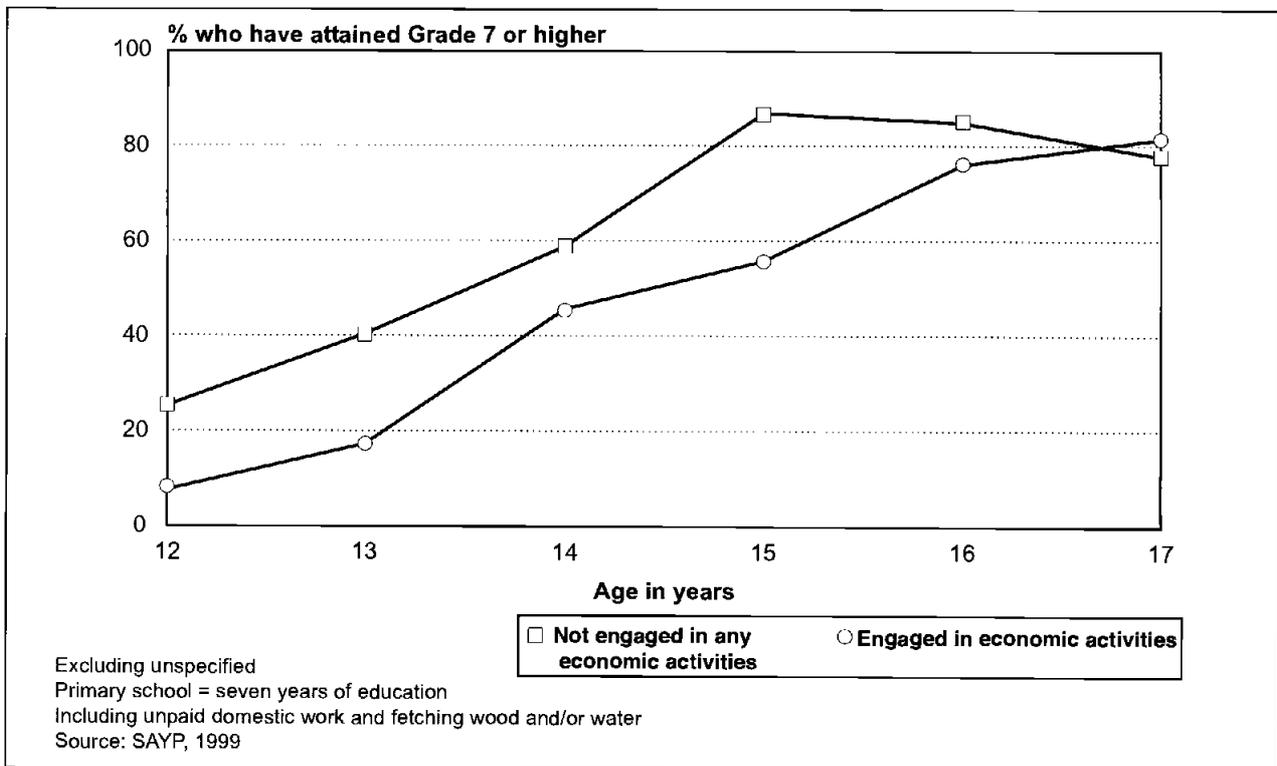


## Completion of primary school

Figure 34 indicates the proportion of children aged between 12 and 17 years who had completed at least a primary education (i.e. at least 7 years of schooling).

- In the younger age categories proportionately more children who did not work had completed primary school than children engaged in work (broad definition). For example, among children aged 13 years who did not work, 40% had completed primary school. Among children aged 13 years who were engaged in work, however, only 17% had completed primary school.
- This proportion decreases as age increases. For example, among 16 year olds, 85% of those who did not work had completed primary school, as against 76% of those who were.

**Figure 34: Percentage of children aged 12–17 years who had completed primary school, by whether or not they were engaged in child work activities (low cut-off points)**



# Conditions of work and hazards at work among children engaged in economic activity for pay, profit or economic family gain

## Introduction

In this chapter the focus is on poor working conditions and possible hazardous work undertaken by children, and illnesses and/or injuries caused by work. Only those injuries sustained at work in the 12 months preceding the survey are discussed. For all other indicators of potentially harmful work (discussed below) the reference period was 'at any time in the past'. This is a very broad reference period. In these cases, therefore, children who reported such harmful working conditions may not have been experiencing them at the time of the survey.

We examine the working conditions among the 3,5 million children (see Appendix 2), who were engaged in economic activities for pay, profit or family economic gain (i.e. excluding fetching wood and/or water and unpaid domestic work).<sup>1</sup> We include those who were:

- involved in running any kind of business, big or small, for themselves;
- helping unpaid in a family business;
- helping in farming activities on the family plot, food garden, cattle post or kraal;
- catching or gathering any fish, prawns, shellfish, wild animals or any other food, for sale or for family consumption;
- doing any work for a wage, salary or any payment in kind; and
- begging for money or food in public.

This analysis does not take into account the amount of time spent on these activities. Therefore, children who have done any economic activities for pay, profit or family economic gain, irrespective of how little they have done, are included in this chapter.

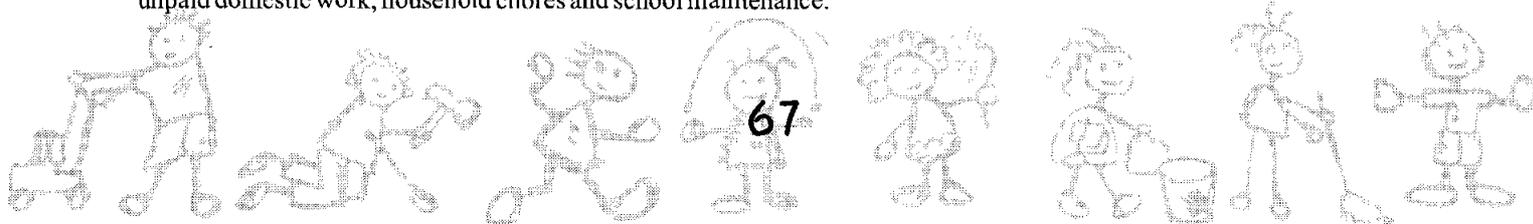
In the following sections we first examine a range of potentially unhealthy conditions at work. We then broaden the focus to include heavy physical work, illnesses caused or made worse by work, and injuries suffered while at work.

## Conditions of work

We now examine the extent to which children were working in each category of potentially harmful working conditions, for example a very hot or a very cold work environment. The child could answer either yes or no to each category. They are therefore not mutually exclusive.

- Almost one in three children (36%) said that their work environment could be very hot.
- More than a quarter (27%) said that their work was tiring, and that their work environment could be very cold (26%).

<sup>1</sup> Questions regarding hazardous conditions, injuries and illnesses were not asked regarding fetching wood and/or water, unpaid domestic work, household chores and school maintenance.



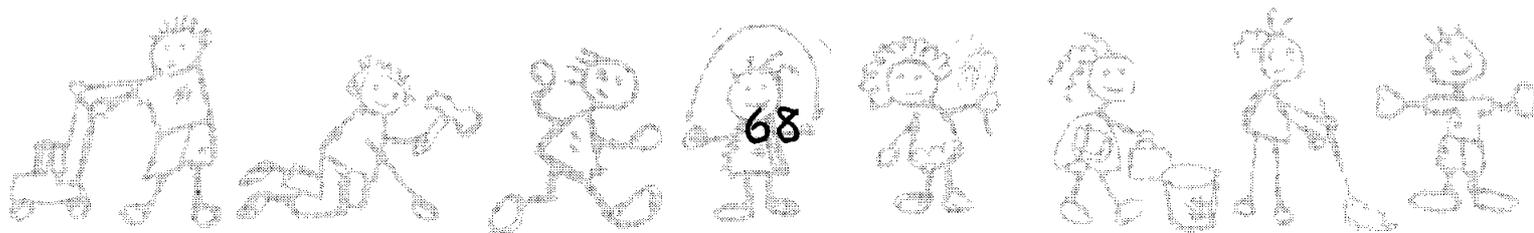
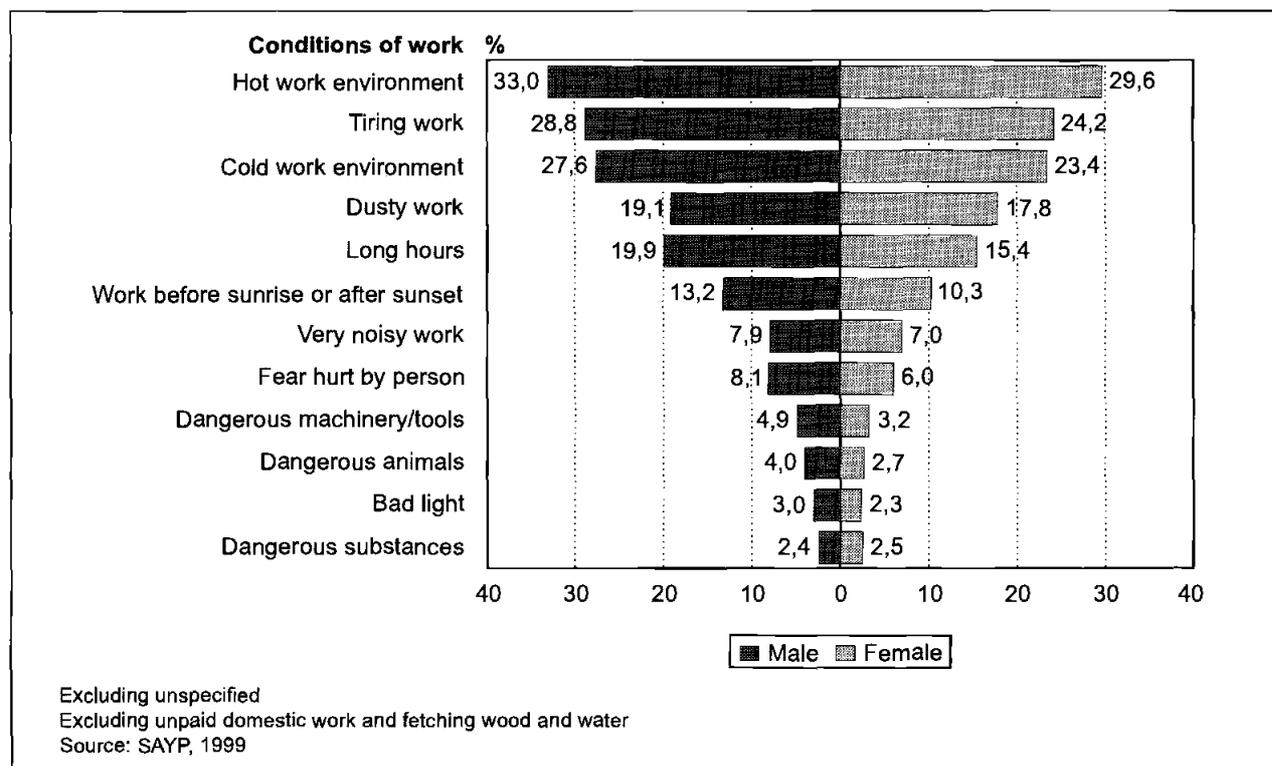
- Dusty work circumstances (19%), long hours of work (18%) and work before sunrise or after sunset (12%) were other potentially harmful conditions experienced by more than one in every ten children engaged in economic activities for pay, profit or family economic gain.

### Conditions of work by gender

Figure 35 shows the exposure to potentially harmful work conditions by gender.

- For most categories, a larger percentage of boys than girls indicated that they were exposed to potentially harmful conditions at work.
- The pattern of exposure is similar by gender. For example, a hot work environment was the category most frequently mentioned by both boys and girls, followed by tiring work.

**Figure 35: Working conditions among children engaged in economic activities for any length of time, by gender**

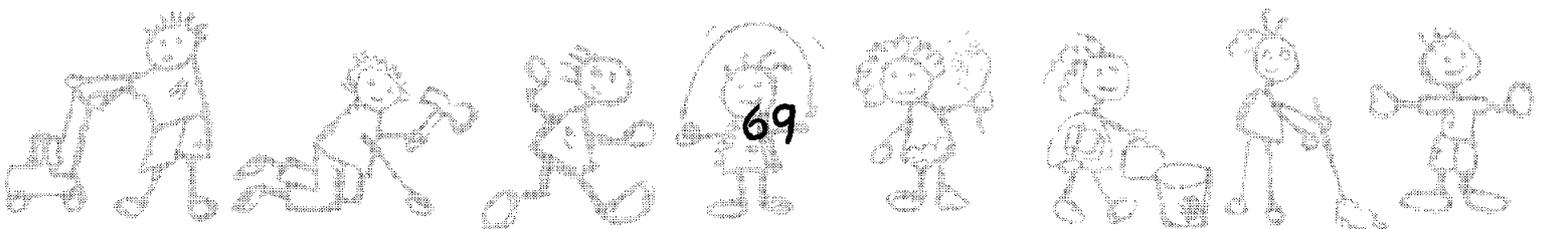
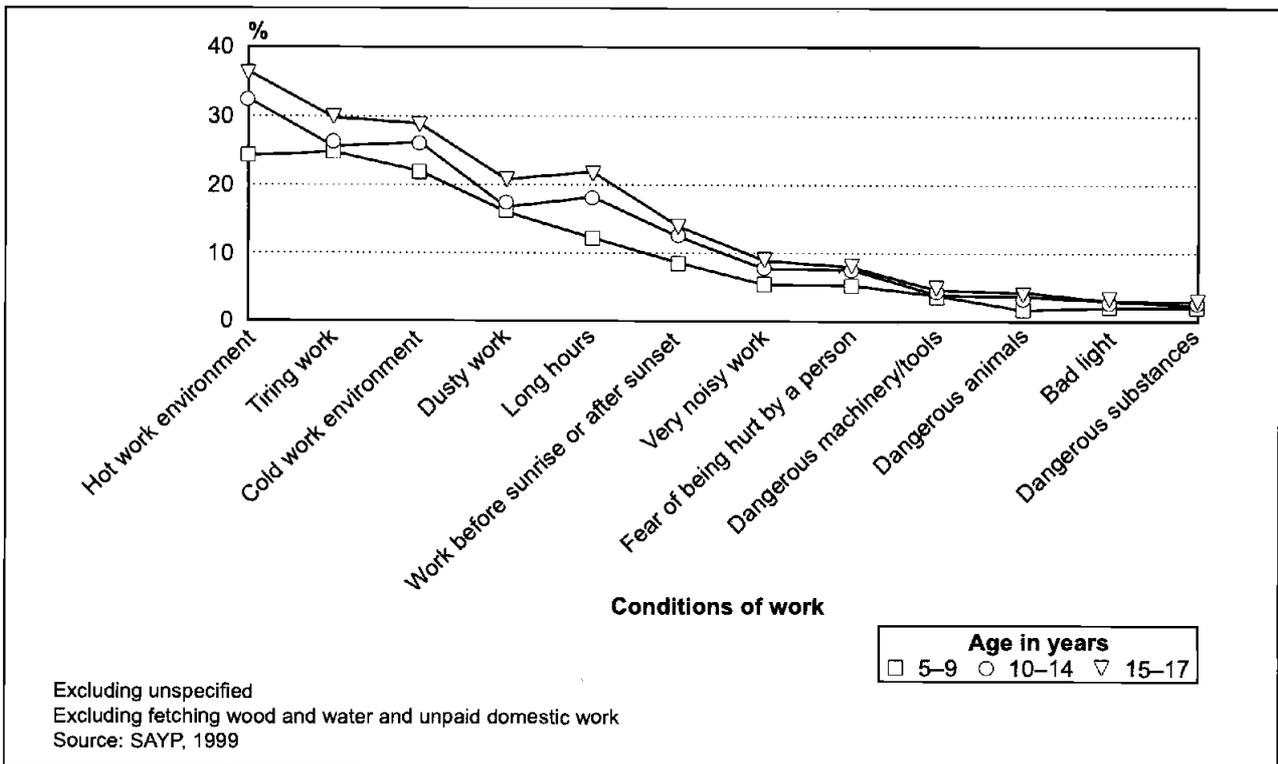


### Conditions of work by age

Figure 36 shows the exposure to potentially harmful work conditions by age group.

- For most categories, a larger percentage of older than younger children indicated that they were exposed to potentially harmful conditions at work.
- Nearly one quarter of children aged 5 to 9 years were exposed to a hot working environment, a cold working environment and tiring work.
- The pattern of exposure is similar by age group. For example, a hot work environment and tiring work were the most frequently mentioned categories in all three age categories.
- While the percentage of children working with dangerous or poisonous substances was low, the proportion of children in all three age groups exposed to this hazard was similar. There was also very little difference in exposure to the following hazards between children in the three age groups: working with dangerous machinery or tools and working in bad light.

**Figure 36: Working conditions among children engaged in economic activities for any length of time, by age**



### Conditions of work by type of area

Table 8 shows the percentage of children engaged in economic activities for pay, profit or family gain that were exposed to various potentially hazardous conditions of work. The table indicates that:

- The most dangerous areas for children to be working overall were rural areas other than commercial farms. A larger proportion of children in these areas were working under very hot (36%), or very cold (30%) conditions, or were doing very tiring work (29%).
- For nine of the twelve categories of potentially hazardous conditions more children were affected in the rural areas other than commercial farms.
- Commercial farming areas and urban informal areas were exposed to a similar number of hazardous conditions (being the most dangerous or second most dangerous areas in six of the categories).
- Urban formal areas were the safest areas for children to work (being the most dangerous or second most dangerous area in only two of the categories).
- The highest exposure to dusty work was in the urban formal areas, to work with dangerous substances was in the urban informal areas and to work with or close to dangerous animals was in the commercial farming areas.

**Table 8: Percentage of children who experienced hazardous conditions of work, by type of area**

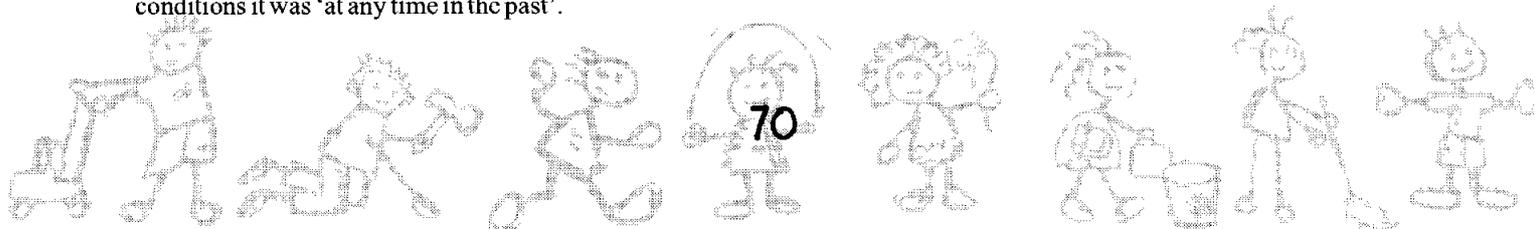
	Urban formal	Urban informal	Commercial farming	Other rural	Total
	%	%	%	%	%
<b>Tiring work</b>	20,5	22,5	17,5	29,4	26,6
<b>Long hours</b>	15,3	16,5	18,0	18,4	17,7
<b>Before sunrise/after sunset</b>	10,7	6,1	11,7	12,5	11,9
<b>Hot work environment</b>	20,2	19,1	20,4	36,3	31,7
<b>Cold work environment</b>	13,7	19,1	19,4	30,0	25,8
<b>Dusty work</b>	10,1	16,5	13,6	21,3	18,5
<b>Noisy work</b>	9,6	7,8	7,3	6,9	7,5
<b>Bad light</b>	2,2	2,6	1,9	3,0	2,7
<b>Dangerous substances</b>	0,8	3,5	2,9	2,8	2,4
<b>Dangerous machinery/tools</b>	3,0	1,7	2,9	4,6	4,1
<b>Dangerous animals</b>	1,6	0,9	5,8	3,8	3,4
<b>Fear of being hurt by a person</b>	4,7	12,2	3,9	7,7	7,1

## Hazardous working conditions

This section reports on the working conditions covered in the previous section, plus heavy physical work, work resulting in injury, and work resulting in illness or which made an illness worse. Hazardous work in this section therefore could include any of the following:

- work resulting in injury;
- work resulting in illness or in the deterioration of an existing illness;
- heavy physical work;

\*\* The reference period for work resulting in an injury was the previous 12 months; for all other hazardous working conditions it was 'at any time in the past'.



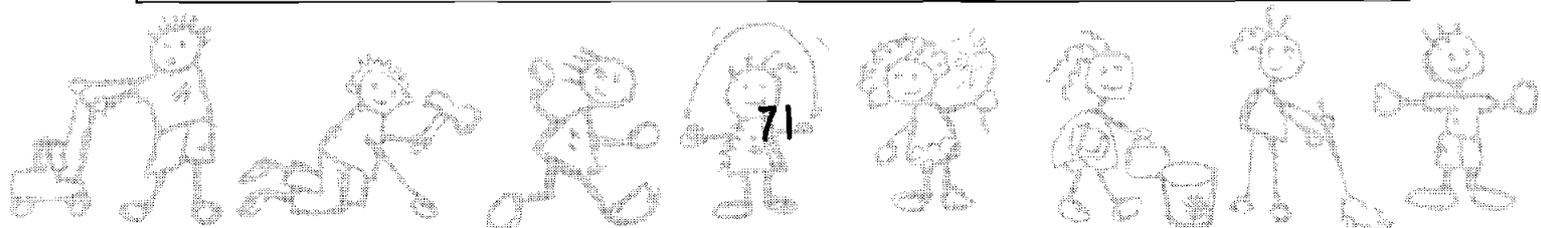
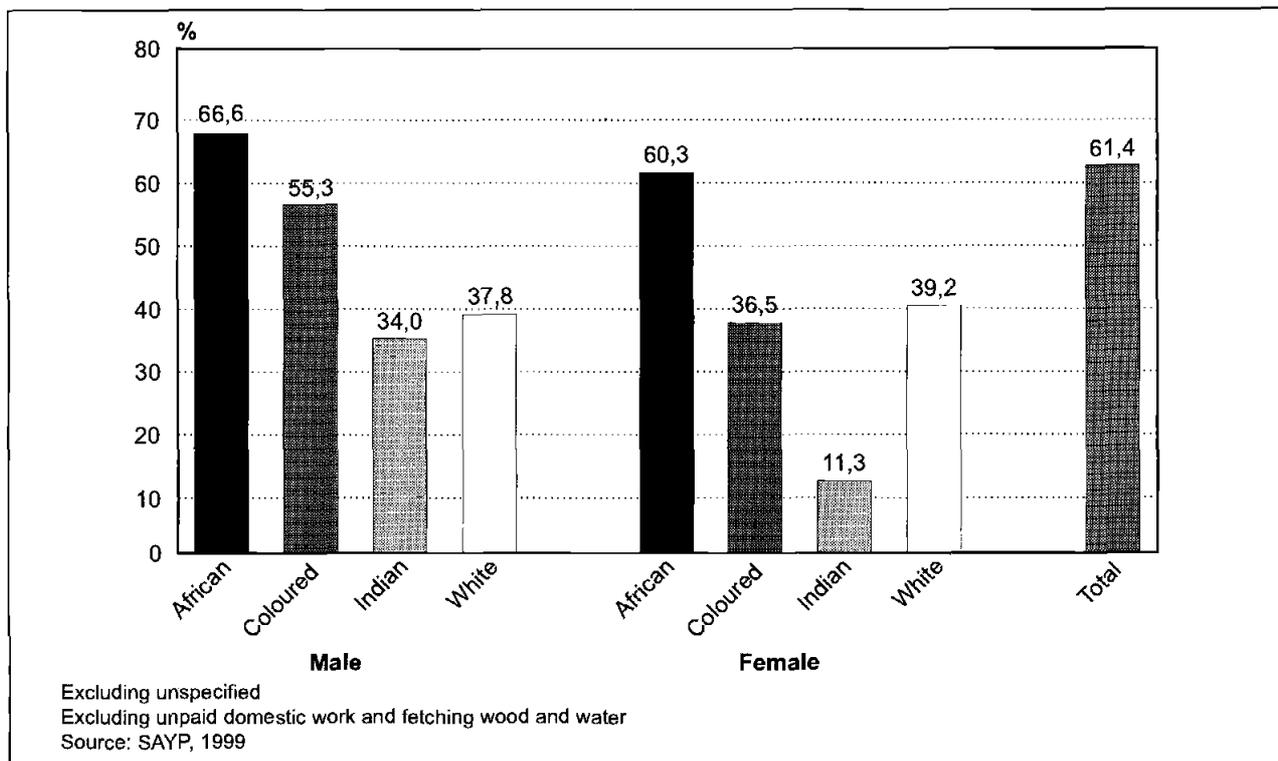
- a work environment which is very hot, dusty or cold;
- working in bad light or close to or with dangerous machinery or tools;
- fear of being hurt by a person at work. This person could include any of the following: the person for whom the child works, co-workers (whether adults or children), clients, or any other person (such as gangsters where the child works as a street vendor);
- working for long hours, or doing tiring or noisy work;
- working with or near dangerous or poisonous substances or with dangerous animals.

### ***Hazardous conditions by population group and gender***

Figure 37 compares the extent to which children working for pay, profit or family economic gain experienced hazardous working conditions, by population group.

- In general, 61% of children had experienced hazardous conditions when doing these activities. Boys were more likely than girls to be exposed to these conditions.
- 67% of working African boys and 60% of working African girls had experienced at least one hazardous condition at work.
- Among coloureds, 55% of working boys and 37% of working girls were exposed to at least one hazardous condition.
- Among whites, a similar proportion of girls and boys had experienced working in hazardous conditions (39% and 38% respectively).
- Indian children, especially Indian girls, engaged in activities for pay, profit or family economic gain were least likely to be exposed to hazardous conditions.

**Figure 37: Percentage of children engaged in economic activities who experienced hazardous working conditions, by population group and gender**

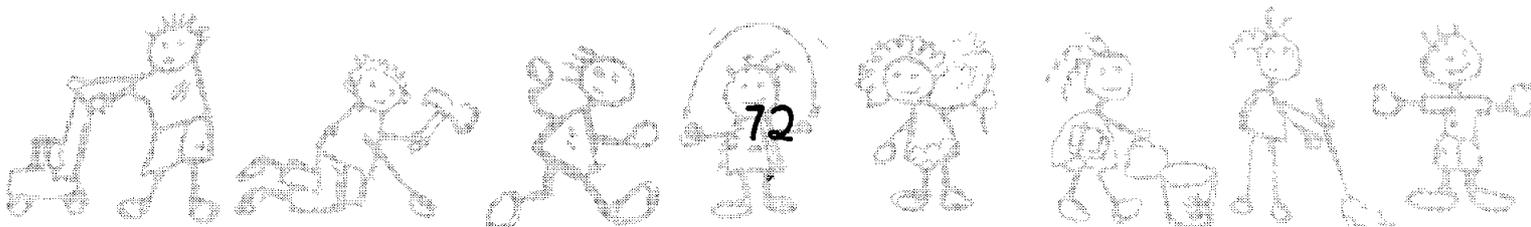
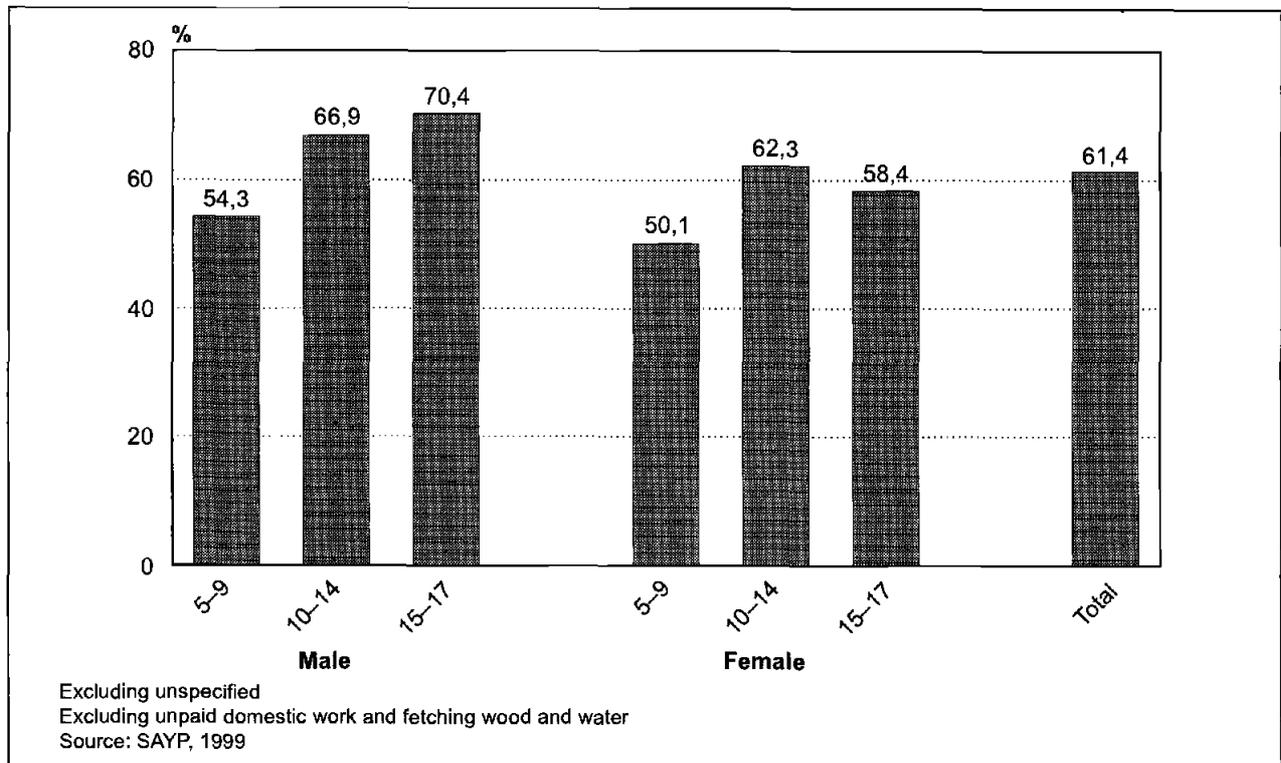


### ***Hazardous conditions by age and gender***

Figure 38 compares the extent to which children working for pay, profit or family economic gain experienced hazardous working conditions, by age group and gender.

- In general, 61% of children had experienced hazardous conditions when doing these activities. Boys were more likely than girls to be exposed to these conditions.
  - Among boys, 54% of those aged 5–9 years experienced hazardous working conditions, increasing to 67% of those aged 10–14 years, and to 70% of those aged 15–17 years.
  - Among girls, a larger percentage of those aged 10–14 years (62%) experienced hazardous working conditions than the older (58%) or the younger (50%) age groups.

**Figure 38: Percentage of children engaged in economic activities who experienced hazardous working conditions, by age and gender**

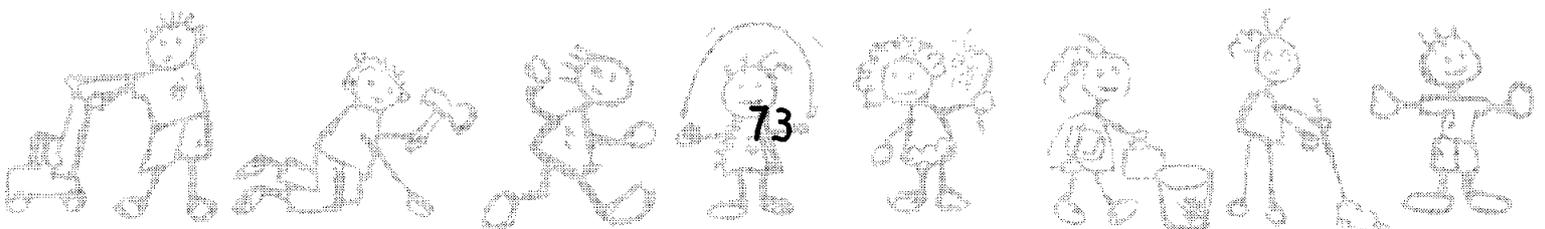
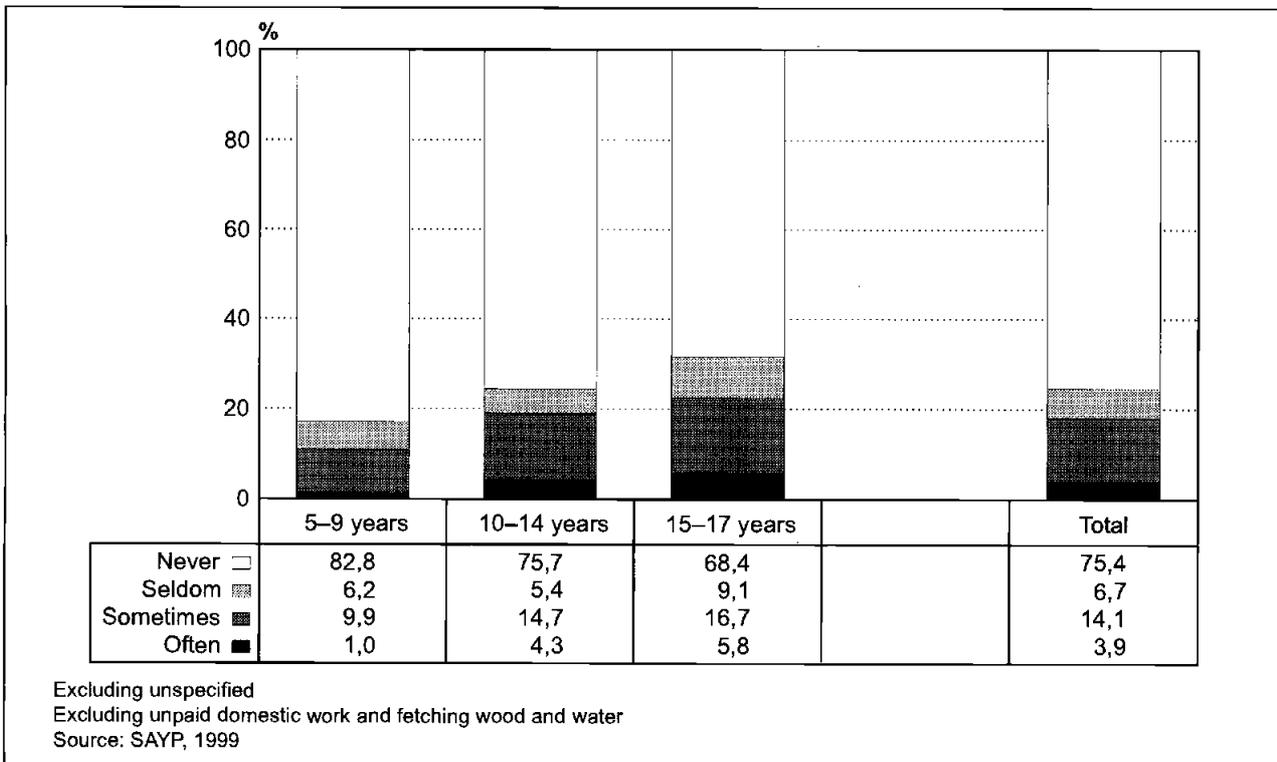


## Heavy physical work

Figure 39 indicates that:

- 75% of children engaged in work for pay, profit or family economic gain had never done any heavy physical work.
- Children aged 5–9 years were least likely to do heavy physical work (83% had never done any heavy physical work).
- 76% of children aged 10–14 years had never done any heavy physical work. This proportion decreased to 68% among those aged 15–17 years.

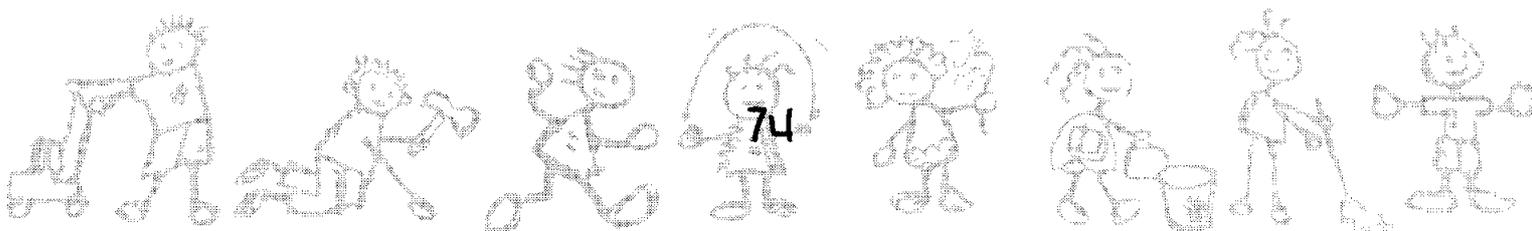
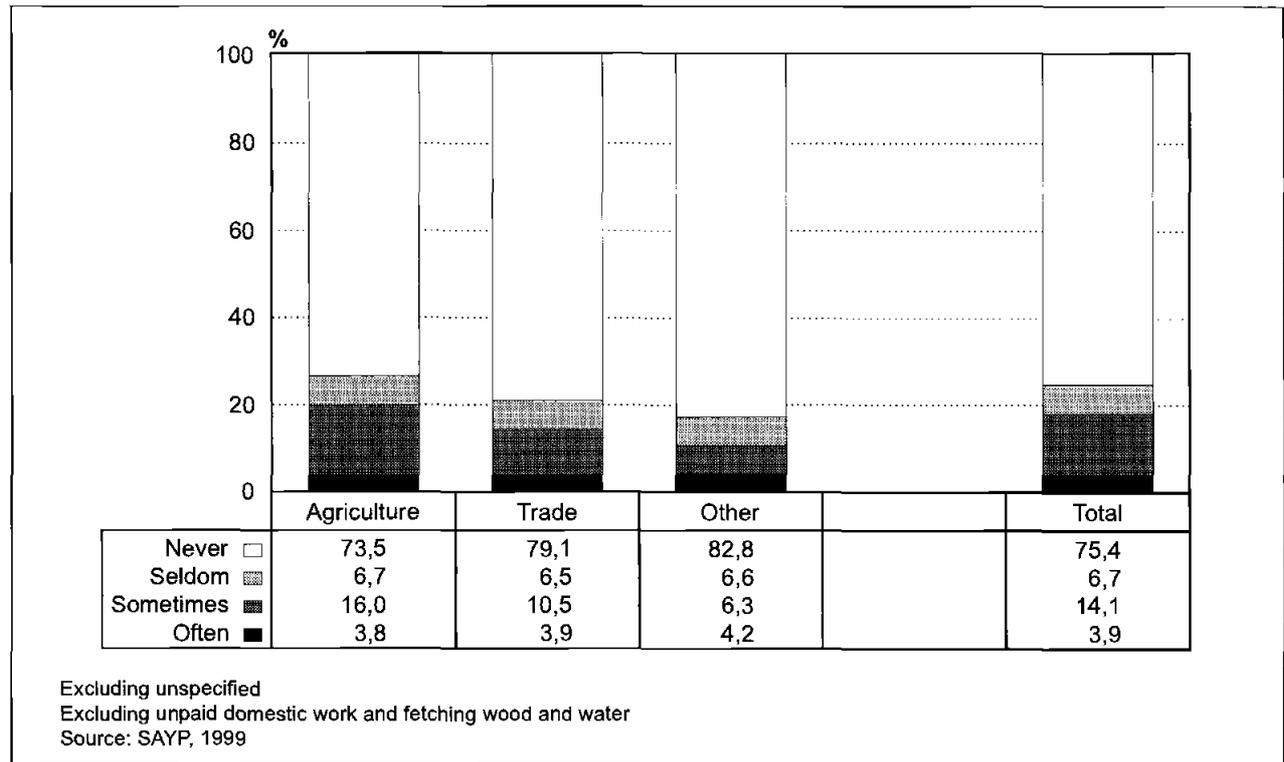
**Figure 39: Percentage of children engaged in economic activities who had done heavy physical work, by age group**



### Heavy physical work by industry

Figure 40 shows that children working in agriculture were more likely to be exposed to heavy physical work than those working in trade or in the other industries.

**Figure 40: Whether children engaged in economic activities had done heavy physical work, by industry**

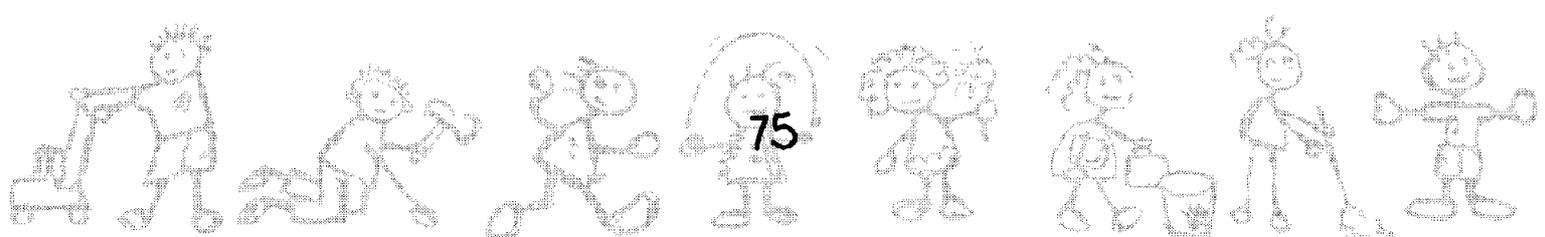
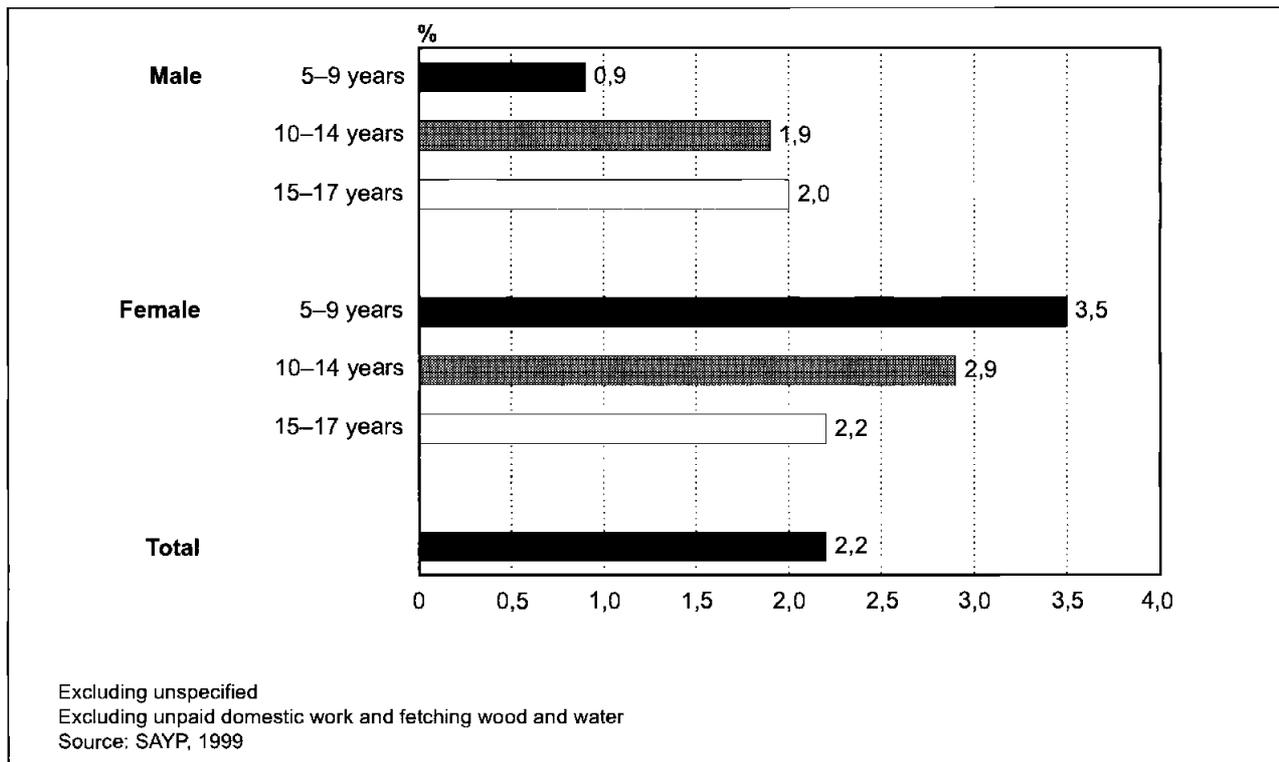


## Illnesses caused or made worse by work

Overall, 2% of children engaged in work for pay, profit or family economic gain indicated that, at some time in the past, they had become ill, or that they had an illness which had become worse as a result of the work they were doing. In general, girls reported that this had been the case more often than boys.

- Figure 41 should be read with caution because of the small sample size. It shows that boys aged between 5–9 years (1%) were less likely than girls in this age category (4%) to say that they had become ill, or that they had an illness which had become worse as a result of the work they were doing.
- Older boys, aged 10 years or more, were more likely (2%) than younger boys (1%) to say that they had become ill, or that they had an illness which had become worse as a result of the work they were doing.
- On the other hand, older girls (3% of those aged 10–14 years and 2% of those aged 15–17 years) were less likely than younger ones (4%) to say that they had become ill, or that they had an illness which had become worse as a result of the work they were doing.

**Figure 41: Percentage of children engaged in economic activities who had illnesses caused or made worse by the work, by age and gender**



A higher proportion of African children (3%) reported illness caused or made worse by work than coloured, Indian and white children (less than 1%).

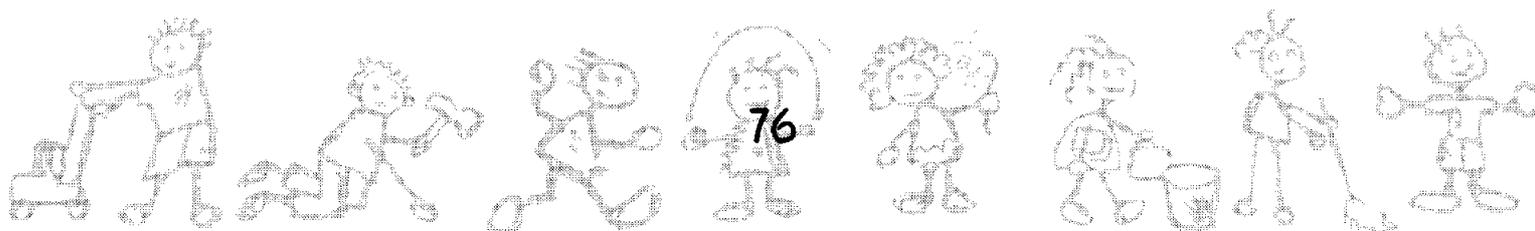
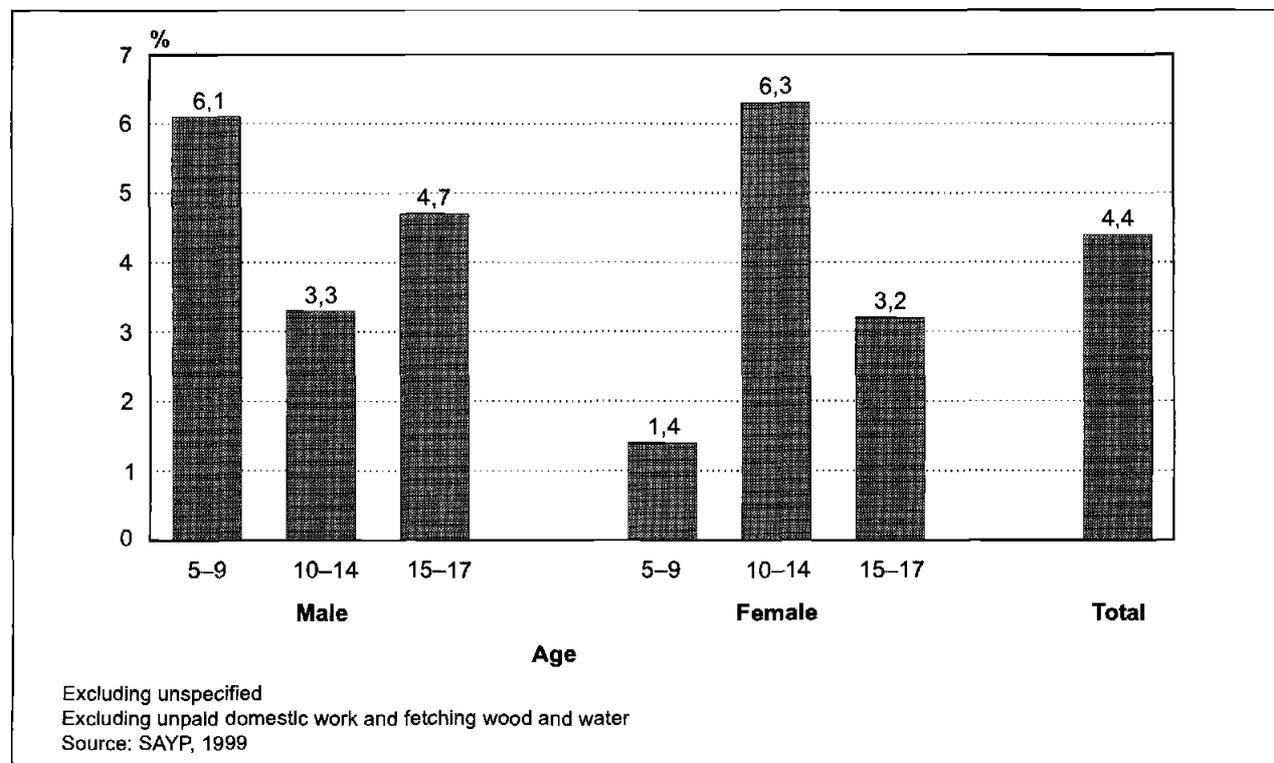
More children in other rural areas (3%) engaged in economic activities reported that these activities caused illnesses or made them worse, than those working in formal urban areas (2%), informal urban areas (2%) and commercial farms (1%). Because of the small sample size on which these percentages are based, however, they should be viewed with caution.

## Injuries at work

Altogether, 4% of children reported that they had been injured at work at some time in the preceding 12 months. Figure 42 shows the following:

- Among boys, those in the youngest age group (6%) were most likely to say that they had been injured at work, followed by those aged 15–17 years (5%) and then those aged 10–14 years (3%).
- Among girls, a different pattern emerges. The group most likely to report that they had been injured at work was the 10–14 years age category (6%), followed by those aged 15–17 years (3%) and then those aged 5–9 years (1%).

**Figure 42: Percentage of children engaged in economic activities who were injured at work, by age and gender**

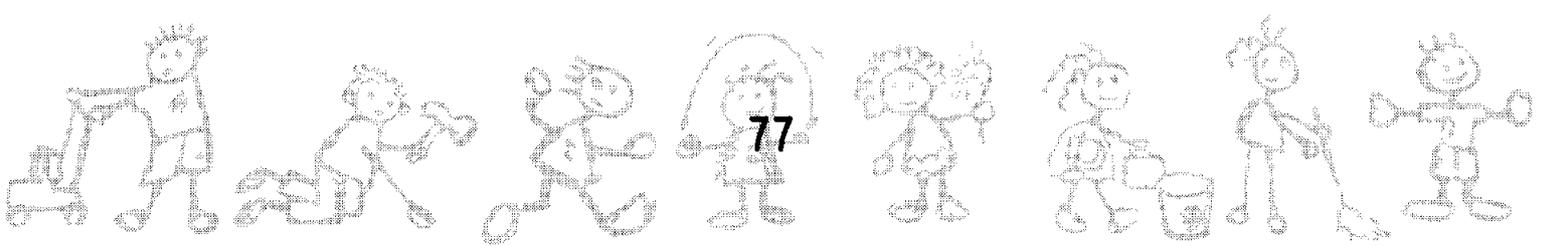
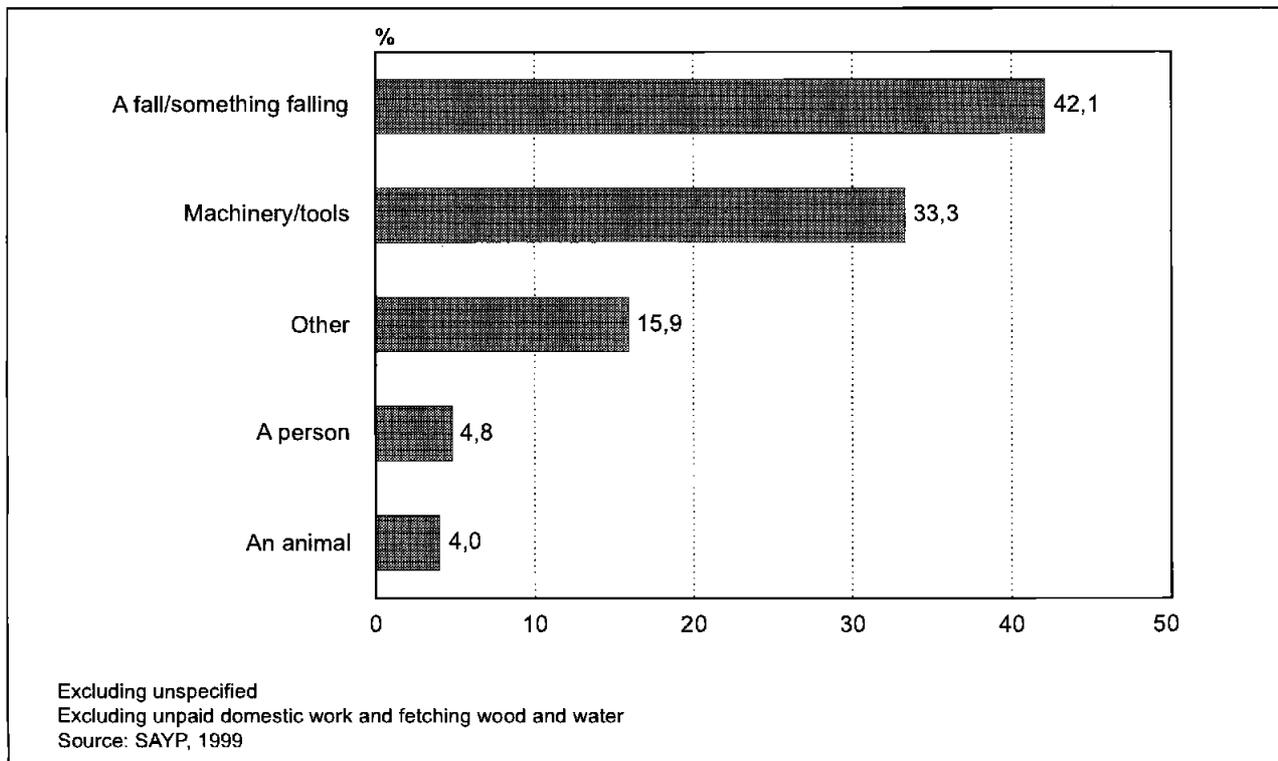


The following trends may be present concerning injuries at work, but should be regarded with caution, since they are based on a small sample size.

- It seems as if there was only a slight difference in the proportion of children engaged in economic activities who sustained injuries in the 12 months preceding the survey in the different types of areas: formal and informal urban (3%), commercial farms (4%) and other rural areas (5%).
- A slightly higher proportion of 10–14 years olds (5%) engaged in economic activities sustained injuries in the 12 months preceding the survey than children aged 5–9 or 15–17 years old (both 4%).
- Of those injured while engaged in economic activity in the 12 months preceding the survey (excluding unspecified): 65% were injured once, 20% were injured twice, and the remainder (15%) were injured three or more times.
- A possibly higher proportion of those who were engaged in industries other than agriculture or trade, for example, manufacturing, building and construction (4%) reported injuries at work during the 12 months prior to the interview, as against 5% in agriculture and 3% in trade.
- Among those who were injured in the 12 months prior to the interview, 39% had pain for more than one week, 36% sought medical attention, and 35% stayed in bed for at least one day. These categories are not mutually exclusive.

The main causes of injury were a fall or something falling on the child (42%), or machinery or tools (33%), as indicated in Figure 43.

**Figure 43: Cause of injury among children engaged in economic activities who were injured at work**



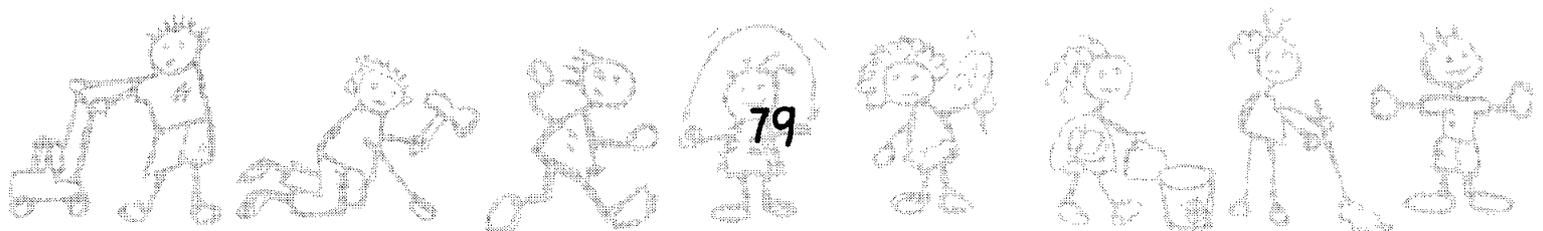
# Profile of a typical child engaged in work activities in South Africa

## Introduction

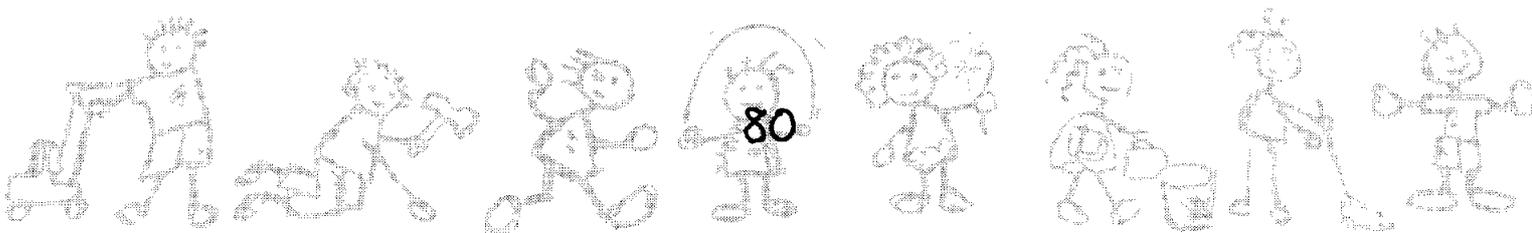
In this chapter we summarise the findings by giving a profile of the type of child who is most likely to be engaged in work activities. This chapter is an abstraction, based on the figures in the previous chapters. It does not necessarily use the actual figures. Its aim is to indicate which life and family circumstances are most likely to make children vulnerable to working.

## Profile

- The child between 5 and 17 years who is engaged in either economic or non-economic forms of work is likely to be from those communities in South Africa which were discriminated against in the past by apartheid, particularly African children.
- Such children are more likely to be living in the deep rural parts of the country, particularly the former homelands, rather than in commercial farming areas or in informal or formal urban areas. In these depressed areas, employment opportunities are likely to be hard for adults to find, and poverty is more likely to be prevalent.
- These children are also more likely than children in formal or informal urban areas or in commercial farming areas to be engaged in economic activities that:
  - cause illnesses or make them worse,
  - result in injuries,
  - are very tiring, and
  - require them to work in an environment that is too hot or too cold.
- The households in which these children live are less likely to have access to electricity for cooking, thus involving members of the household, including children, in finding and fetching wood for household cooking.
- These households are also less likely to have piped water, either inside the dwelling or on site. This necessitates household members, including children, fetching water from the nearest source. Indeed, the most common form of economic activity among children is fetching wood and/or water.
- Children are likely to see it as their duty to make a contribution through economic or non-economic activities. For most children, however, this type of work does not take up a large proportion of their time.
- Children's work is, at least to some extent, associated with single-parent families (primarily the mother) or with households where neither parent is present. Children engaged in work-related activities are less likely than other children to be living with both their parents.



- Work-related activities do not seem to prevent South African children from attending school. Nevertheless, children engaged in these activities for 36 hours or more per week are less likely to attend school than those engaged in them for 35 hours or fewer per week.
- The children at school engaged in work activities are likely to progress through school more slowly than their non-working peers.
- African children engaged in work activities are more likely to be exposed to hazardous conditions.
- Children aged 5–9 years are less likely to be involved in work activities than older children, although nearly a quarter of children in this age group are involved in some form of work.



# Comparison with three other countries

## Introduction

In this chapter, we examine the extent of children's work in three other countries, namely, Pakistan, the Philippines, and Turkey. These countries ran similar surveys to the one done here. In common with South Africa, they also received technical assistance from the International Programme on the Elimination of Child Labour (IPEC) of the ILO.

No analysis of child labour or children's work surveys in other African countries was available at the time of going to press. However, the fieldwork for such surveys has been completed in Kenya, Namibia and Zimbabwe, and the analysis should become available later in 2001. Other African countries that are presently engaged with such surveys or are planning them are Ghana, Zambia, Ethiopia and Uganda.

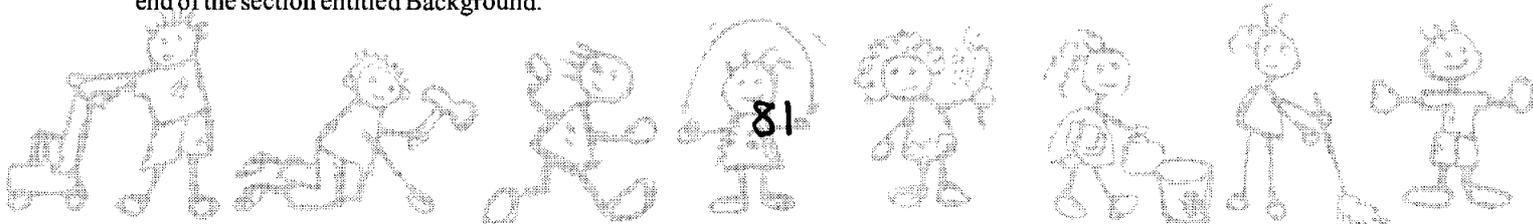
In the reports of the surveys in the countries chosen for comparison, the definitions used, the types of activities included and the time periods measured differ from South Africa and from each other. The reports do not define in detail what was counted as an economic activity. The likelihood is that the surveys would have employed the international definition of economic activities, that is: including fetching wood and/or water and unpaid domestic work in a household where none of the child's parents, grandparents or spouse was a member of the household (unless indicated otherwise below). However it does not appear that children were asked specifically whether they had engaged in fetching wood and/or water, or in unpaid domestic work, as was done in the SAYP. Consequently the figures of children engaged in economic activities in these other countries may well represent an undercount.

It is also likely that the surveys employed the cut-off of one hour a week for economic activity, capturing only work that totalled at least one hour a day on any day of the week.

In view of the above, direct comparisons are not possible regarding the extent of children's work. Nevertheless the broad features of this type of work can be compared across countries."

Table 9 compares the economic indicators of the three countries with those of South Africa.

" Description of some differences between the South African survey and other surveys can be found in Chapter 1, at the end of the section entitled Background.



**Table 9: Economic indicators of the Philippines, Turkey, South Africa and Pakistan**

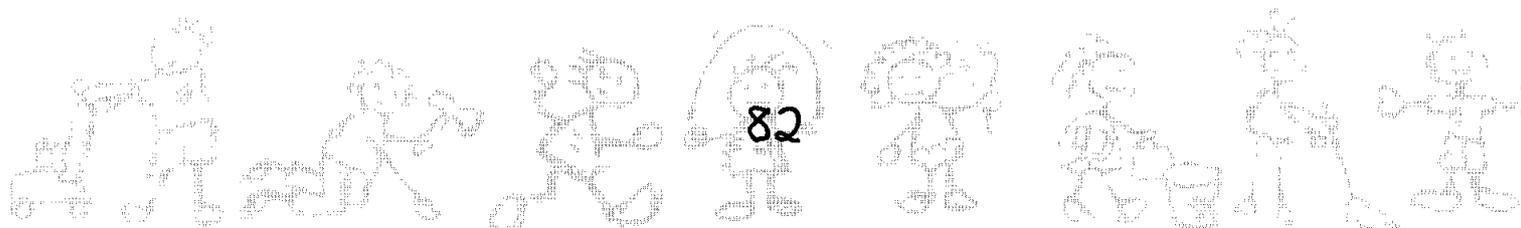
Country	Philippines	Turkey	South Africa	Pakistan	All developing countries	Industrialised countries
<b>Indici</b>						
Human Development Index (HDI) rank among all countries	77	85	103	135	-	-
Human Poverty Index (HPI*) rank	22	24	33	68	-	-
<b>Demographics</b>						
Country size (sq. km.)	300 000	769 630	1 219 090	770 880	-	-
Population size	72 million	64 million	43 million	148 million	-	-
Population growth 1975-1997	2,3%	2,0%	2,0%	3,0%	2,0%	0,6%
Urban population (as % of total)	56%	72%	50%	47%	38%	78%
<b>Socio-economic status</b>						
Real GDP per capita (PPP\$**)	3 520	6 350	7 380	1 560	3 240	23 741
GNP annual growth rate 1975-1997 (%)	3,0%	3,9%	1,7%	6,0%	4,4%	2,6%
Infant mortality rate per 1 000 live births	32	40	49	95	64	6
Life expectancy at birth (years)	63	69	52	65	64	78
Fertility rate	3,6	2,5	3,3	5,0	3,0	1,6
<b>Education</b>						
Public expenditure on education (as % of GNP)	2,2%	2,2%	8,0%	3,0%	3,6%	5,1%
Adult literacy rate:						
Male	95,1	92,9	85,4	58,0	-	-
Female	94,6	75,0	83,9	28,9	63	-
Education index	0,90	0,76	0,87	0,41	0,67	0,96
Net enrolment at primary school:						
Females enrolled as % of relevant age group	100%	98%	100%	-	83%	100%
Female enrolment as % of males	100%	98%	100%	-	94%	100%
Net enrolment at second. school:						
Females enrolled as % of relevant age group	79%	49%	97%	-	55%	96%
Female enrolment as % of males	102%	72%	104%	-	83%	100%

\* HPI concentrates on deprivations in three essential dimensions of human life already reflected in the HDI: longevity, knowledge and a decent standard of living.

\*\* Purchasing power parity (PPP\$) basically measures the number of units of a country's currency required to buy the same amount of goods and services (in the domestic market) that one dollar would buy in the USA.

Country size and population figures as at 1999; human development index rank as at 1998; adult literacy rates as at 1998; public expenditure on education as at 1996; all other figures as at 1997.

Sources: UNDP *Human Development Report 1999*; *Human Development Report 2000*



## Pakistan

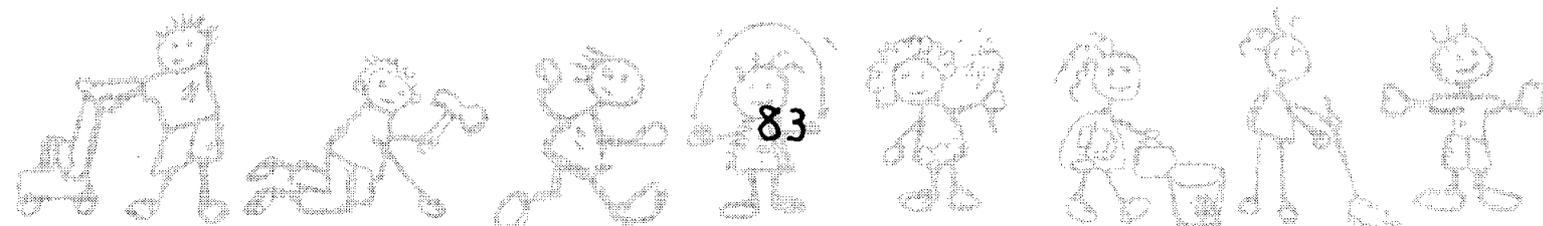
The Pakistani survey, which was carried out in 1996, focused on the 40 million children aged 5–14 years, representing 30% of the total population of Pakistan.

- Of these children, approximately 3,3 million (8%) were employed at some stage during the 12 months prior to the survey, and in the week prior to the interview.
- 2,4 million of the children who were employed (73%) were boys and 0,9 million (27%) were girls.
- Of employed boys, 0,3 million (13%) were aged between 5 and 9 years, and 87% were aged between 10 and 14 years.
- Of employed girls, 0,2 million were aged between 5 and 9 years, while 0,6 million were aged between 10 and 14 years.
- 71% of these employed children were engaged in elementary occupations, and 67% were working in agriculture.
- 70% of these children were working as unpaid family helpers, while 23% worked as employees and 7% were self-employed.
- 46% of these children were working for more than 35 hours per week.
- Illnesses and injuries were common: 7% of working children suffered from illnesses or injuries frequently, 28% occasionally, and 33% rarely, while the rest had never suffered from illnesses or injuries related to work.
- Children worked in Pakistan to assist in household enterprises (54%), to supplement household income (27%), and to assist in domestic chores since no-one else was available (14%).
- Children who were engaged in work came from household in the lower income categories.

## The Philippines

This survey, which was carried out in the Philippines in 1995, defined 'child labour' as 'the illegal employment of children below 15 years of age or of those below 18 years of age working in hazardous and deleterious conditions'. 'Employment' was defined as work for persons other than parents or guardians. This also differs from the South African definition of children's work.

- There were 22,4 million children aged 5–17 years living in the Philippines, comprising about one third of the total population.
- 3,7 million children (17%) had worked at some stage in 1995, the year prior to the interview.
- Males comprised two thirds of working children.
- Two thirds of working children came from rural areas.
- Working children in rural areas were more likely to be attending school (67%) than those in urban areas (33%).
- The majority of children were working in farming.
- Children in urban areas were more likely to be engaged in both farming (32%) and trade (30%) activities, while in rural areas children were more likely to be engaged in farming (70%).
- 60% of working children were exposed to a hazardous working environment.
- More than half a million children expressed a need for better working conditions.
- In 1995, 1% of working children reported that they had suffered from work-related injuries and illnesses.
- About 63% of working children complained of exhaustion from work.
- But more than half said that they preferred to continue to work since it improved living standards.



## Turkey

In the Turkish survey, which was carried out in 1994, the following were excluded from 'economic activities': collecting food from the household garden for household consumption, collecting wood and/or water (all considered domestic chores), and begging. However it does not specify whether unpaid domestic work in the household where the child lived (i.e. if none of the child's parents, grandparents, or spouse was a member of the household) was also considered an economic activity, which makes it likely that such work was treated as household chores.

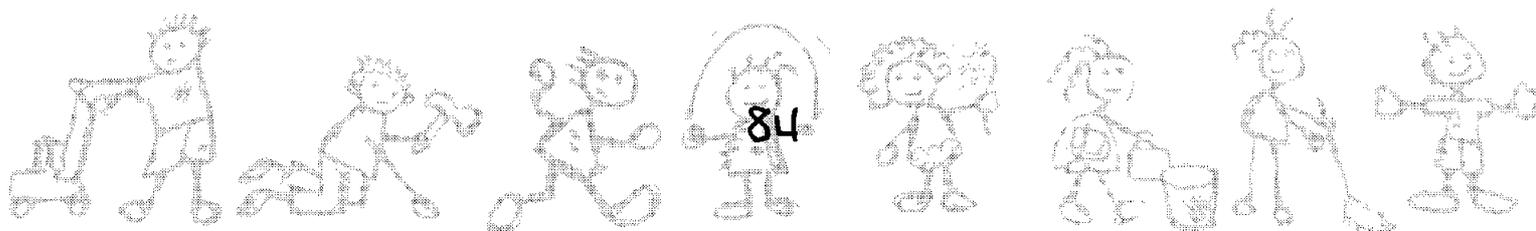
Children were considered to have been engaged in an economic activity only if they had spent one hour or more on these activities on any day in the week before the interview. Work in the 12 months preceding the interview was not taken into account.

- There were 11,9 million children aged 6–14 years living in Turkey at the time of the survey.
- 3,8 million children (32%) had worked in the week prior to the interview.
- 8% of all children worked in business, while 24% worked at domestic chores.
- A larger proportion of girls (40%) than boys (25%) was engaged in work.
- 37% of children living in rural areas were engaged in work activities, as against 28% of children living in urban areas.
- 18% of children aged 6–9 years were engaged in work, increasing to 32% among those aged 10–11 years, and to 53% among those aged 12–13 years. Among 14 year olds, 56% were engaged in work activities.
- Working children aged between 12 and 14 years were less likely to attend school than younger working children.
- 37% of children working in business did so for forty hours or more.
- 79% of children working in business were unpaid family workers.

## Common features across countries

Across the four countries (South Africa, Pakistan, the Philippines, and Turkey):

- Children's work is more common amongst those living in rural areas.
- Children tend to work in unskilled jobs, largely in agriculture or trade.
- Most children are not paid if they work in family businesses.
- A smaller proportion of children under the age of nine years are involved in work activities, than children aged between 10 and 14 years or older children.
- Girls are more likely to be engaged in domestic chores, and boys in farming or business.
- The majority of children give, as their main reason for working, needing to help the family survive, or to improve their living standards.
- Certain problems experienced with schooling, for example tiredness and inability to keep up, are related to work activities of children.
- Children tend to work under hazardous conditions across all countries.



# Technical report

## Overview

As indicated earlier, the Department of Labour commissioned Statistics South Africa (Stats SA) to run the *Survey of activities of young people* (SAYP) in 1999. The International Labour Organisation's (ILO) International Programme on the Elimination of Child Labour (IPEC) raised funds for the project from the US Department of Labour.

## Objectives of the survey

The objectives of the survey were:

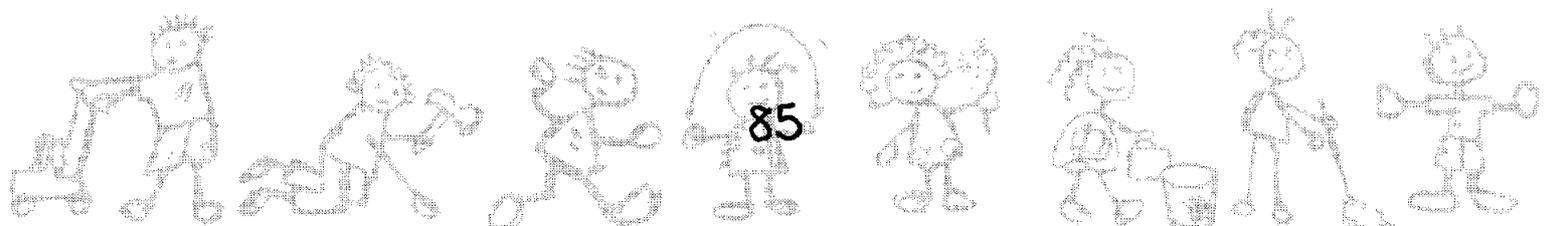
1. to produce comprehensive statistical data on the work activities of young persons at the national level;
2. to create a special database on work activities of young persons in South Africa, which will be updated as fresh statistical information becomes available through new surveys;
3. to provide a comprehensive analysis of the state of the nation's working children, identifying major parameters, priority groups and patterns, the extent and determinants of child work, conditions and effects of work, etc.;
4. to look closely at factors such as economic activity, excessive household chores and maintenance activities at school which may be affecting young people's abilities to attend school or engage in other childhood activities;
5. to disseminate as widely as possible the results of the nationwide survey on the activities of young persons, in particular, the areas where such activities are most intensive;
6. to formulate a module on the activities of young persons to be attached to one of the rounds of the newly introduced half-yearly labour force survey once the latter is fully developed and becomes operational;
7. to enhance the capacity of Stats SA to conduct national surveys on such activities more regularly in the future.

## Technical assistance

The International Labour Organisation (ILO) and a consultant of the Department of Labour provided technical assistance to the project, while the Department of Labour put together a technical advisory committee. This committee consisted of representatives of the government departments most directly concerned with children's work activities (namely the departments responsible for labour, welfare, education and health), non-governmental organisations, the ILO and the United Nations Children's Fund (Unicef). Stats SA worked closely with this committee, particularly during the development stage and the analysis. The Department of Labour's consultant was Mr. Dawie Bosch and his email address is [bosch@mighty.co.za](mailto:bosch@mighty.co.za).

## Background

The survey was commissioned by the Department of Labour primarily to gather information necessary for formulating an effective programme of action to address the issue of children's work in



South Africa. The availability of detailed statistics on children's work activities is essential for establishing targets, formulating and implementing interventions, and monitoring policies, regulations and programmes aimed at minimising the negative consequences of such work or eliminating it.

SAYP was the first survey of this kind in South Africa. Stats SA plans to continue collecting data periodically every three or four years on the level, character, patterns, determinants and consequences of children's work, by way of a module that will be added onto the regular labour force surveys conducted by Stats SA.

### Coverage and form of the survey

The survey was conducted throughout the country, in both urban and rural areas in all nine provinces. It focused on the activities of children. All persons under the age of 18 years were considered to be children. Activities of children under the age of five years were not examined in this survey, because they were thought to be too young to answer the relevant questions.

SAYP was a household-based survey, and data was collected in face-to-face interviews with respondents. Consequently, the focus was on all children who usually resided in households, and it excluded children who did not live in a household, for example street children and children living permanently in institutions.

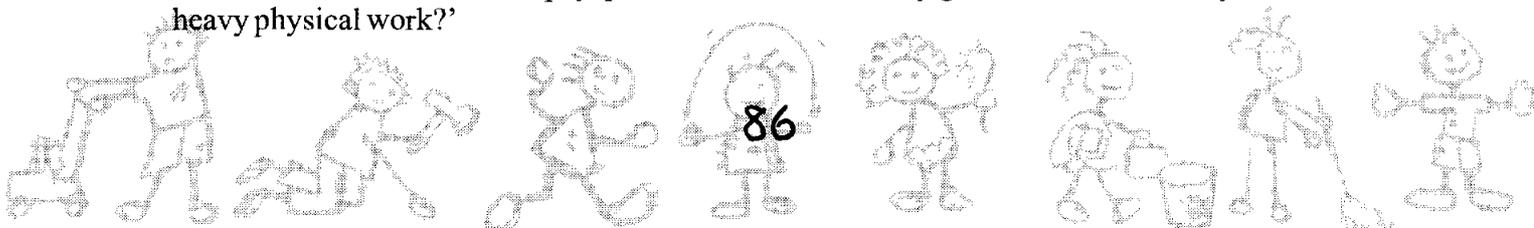
The sampled population excluded all prisoners in prison, patients in hospital, boarders in boarding schools and individuals residing in boarding houses, hotels and workers' hostels. Families living in workers' hostels were however included.

### Timing and reference period

The survey was conducted in June and early July 1999. It was initially planned to start at the beginning of the last week of May 1999. However, it had to be postponed by about two weeks when, shortly before the training and fieldwork were due to start, a national election date was set for the first week of June.

The following reference periods were used:

- For most of the questions regarding the children's economic activities for pay, profit or economic family gain (defined below) the reference period was the 12 months preceding the interview.
- A few questions were asked about the children's *current* economic activities for pay, profit or economic family gain. The reference period for this section was the seven days prior to the interview.
- For most questions regarding non-economic activities, collecting of wood and/or water and unpaid domestic work (defined below) the reference period was the seven days prior to the interview.
- Some questions regarding economic and non-economic activities referred to 'usual' activities, without giving a reference period.
- A few questions regarding health and safety risks (such as incidences of injury) had an open-ended reference period. The following are two examples: 'Have you ever been injured while doing any of these economic activities for pay, profit or economic family gain?' and 'Do or did you have to do heavy physical work?'



## Overall survey strategy

The survey gathered detailed information in two phases.

- In the first phase interviews were conducted to determine the extent of work activities among children and to gather general demographic information about all the households, in order to allow analysis about the link between these factors and working children. The questions in the first questionnaire were directed at a responsible adult, preferably female, who took responsibility for children in the household.
- In the second phase follow-up interviews were conducted in Phase 1 households that had at least one child engaged in work-related activities (explained below). More extensive questions about the nature of work the children were doing were put to an adult in the household, and to the child or children involved in these activities.

## Size of the survey

The first phase interviews were conducted in 26 081 households throughout the country, where information was gathered on about 33 000 children between the ages of 5 and 17 years inclusive. The second phase interviews were conducted in 4 494 of the eligible households. During this phase information was gathered on about 10 000 children between the ages of 5 and 17 years.

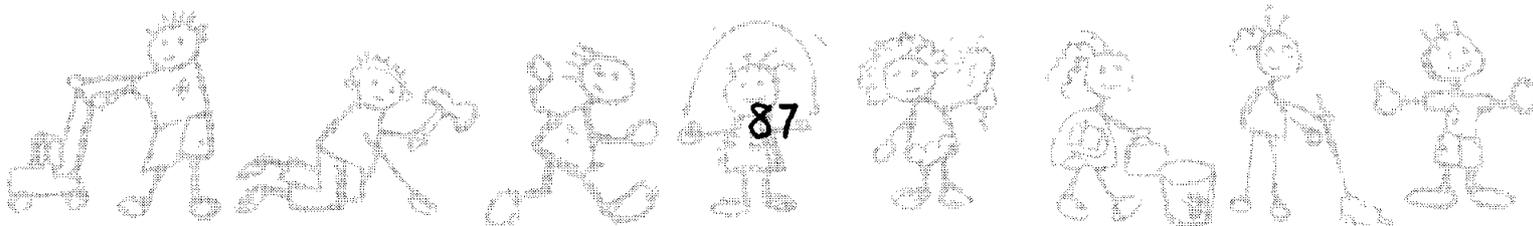
## Sampling

The sampling frame used for the selection of areas in which households would be interviewed was based on Census '96. Small pockets of land, consisting of at least 100 households each, called primary sampling units (PSUs), were selected by means of multi-level, stratified sampling techniques. In Census '96, however, the country was divided into enumerator areas rather than PSUs, some of which had fewer than 100 households in them. A PSU is either a single enumerator area, if it contains at least 100 households, or a combination of adjacent enumerator areas, if they contain fewer than 100 households. A total of 900 PSUs were selected using probability-sampling techniques. 579 of these PSUs were situated in urban areas, and 321 in non-urban areas.

For sampling for the first phase within each province, urban areas were further stratified into formal and informal settlements, while non-urban areas were further stratified into commercial farming areas, and other rural areas (largely traditional rural areas). Within each PSU in urban areas, 25 households were interviewed, while within each PSU in non-urban areas, 50 households were interviewed. These households were selected by means of systematic sampling.

Before selecting households in phase one, all the households within a sampled PSU were listed. This was done firstly to draw a sample of households to be visited for the first phase, and secondly to enable a sub-sample of households to be drawn for the second phase to which the field worker could return.

For the second phase, a further sample was drawn, consisting of at most 10 households in rural areas and five households in urban areas, among those households where there was evidence of at least one child per household being engaged in work-related activity (using a very wide definition) in phase one.



## Data collection

An adult responsible for children in the household (usually female) was asked to provide the information covered by the first phase questionnaire. This included the basic demographic information about the household, such as ages of household members, family relationships between household members, highest level of education, household income, and economic and non-economic activities of children.

Households with children's work-related activities characteristics (explained below) were then selected for administration of the second phase questionnaire (with sub-sampling if there were many such households in a PSU). An adult responsible for children in the household (usually female) was again asked to provide information on the economic status and income of adults in the households. They also provided information on children (with more detail about younger children, aged 5 to 9 years). The children themselves were asked to provide most of the information about their activities, with limited overlap with questions answered by the adults.

## Manuals

The quality of work done by field staff depends to a large extent on the instructions and training given to them. To ensure that survey procedures were properly and uniformly carried out, user-friendly manuals were developed. These comprised:

- *Interviewer's manual*;
- *Supervisor's manual*;
- *Survey manual*, which described the relevant administrative procedures; and
- *Primary sampling unit: Listing and sample selection instructions*.

These manuals are obtainable on request.

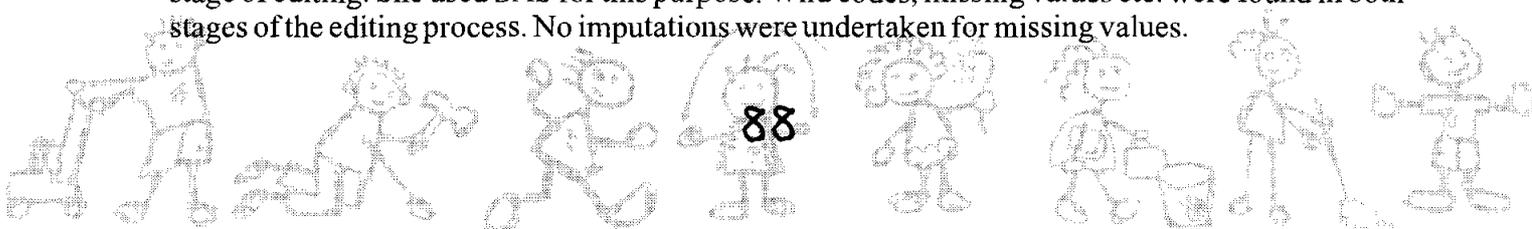
## Data editing, coding and processing

All questionnaires, once completed, were sent to Stats SA head office in Pretoria. These were all checked and, in the few cases where major problems were identified, were sent back to the relevant province. In some cases, enumerators had to return to the relevant households to complete questionnaires correctly.

For data capture, a programme written in Visual Basic was used. The open-ended questions were coded conforming to international standards (e.g. industry and occupation). Further industry codes were developed for agriculture to allow more detailed disaggregation.

Editing was done in two stages.

- Firstly a Stats SA programmer wrote a data-capture programme containing both range and consistency checks. Amendments were made at this stage when and where necessary by referring to the questionnaire, and the surrounding questions.
- Then, a statistician, who ran frequencies of all variables in both questionnaires, did the second stage of editing. She used SAS for this purpose. Wild codes, missing values etc. were found in both stages of the editing process. No imputations were undertaken for missing values.



The data were collected and captured in English. However, during face-to-face interviews, the fieldworker translated the questionnaire into the appropriate language, using a description of key concepts and key questions in the relevant language to do so. There are 11 official languages in South Africa.

## Reports and other products on the SAYP

Stats SA (with input from the Department of Labour and the ILO) has produced the following products based on the SAYP 1999, which are available from User Enquiries at Stats SA:

- this document, entitled: *Survey of activities of young people in South Africa: Country report on children's work-related activities*;
- an accessible summary of findings for wide dissemination, entitled: *Survey of activities of young people in South Africa: Summary report on children's work-related activities*;
- a set of tables containing an analysis of the SAYP, entitled: *Survey of activities of young people in South Africa: Tables on children's work-related activities*;
- a compact disk (CD) containing the data and meta-data for further analysis by users themselves;
- a presentation of the main findings in PowerPoint for use with various audiences.

The questionnaires themselves may also be obtained from Stats SA's User Enquiries, and are available on the Internet at [www.statssa.gov.za](http://www.statssa.gov.za).

The Department of Labour is now embarking on a process of formulating a programme of action on children's work. Further analysis of SAYP data will be done as part of this process, and may be published in due course by the Department. Enquiries in this regard can be directed to the Department of Labour.

## Testing the methodology and the questionnaire

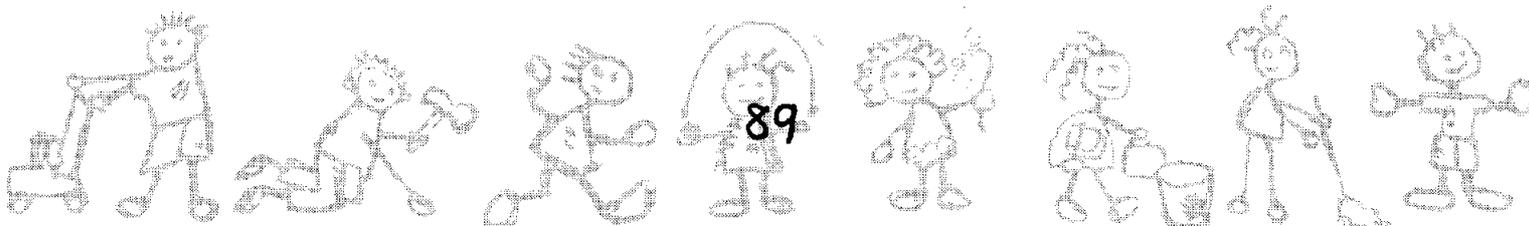
### Screening test

It was necessary to obtain an overall idea of the proportion of households that contain children engaged in work-related activities (see discussion below), i.e. the anticipated 'hit rate'. This information was necessary for the design and planning of the pilot test as well as the main survey.

This was achieved through a screening test, which was held in January 1999. The test was conducted in 28 enumerator areas (EAs), as follows: six urban formal areas; six urban informal; eight commercial farming areas; and eight other rural areas (primarily ex-homeland areas). EAs for the screening test were selected purposively to represent a variety of conditions.

The following hit rates were found:

- 11% regarding economic activities for pay, profit or economic family gain, i.e. in 11% of households, at least one child had been engaged in such activities in the 12 months prior to the interview; and
- 23% regarding unpaid domestic work, fetching wood and/or water, household chores and/or



school labour (excluding households affected by the first hit rate). This means that in 23% of households at least one child had been involved in these activities regularly, for at least one hour a day and no children were involved in economic activities for pay, profit or economic family gain.

These results indicated that the planned sampling strategy (based on a minimum hit rate of 20% for both sets of activities together) was broadly on target. It was agreed to increase the sample size in urban informal areas and in commercial farming areas. The screening test also indicated that, because the hit rate was often higher than 20%, sub-sampling would be necessary in some areas during the second phase of the survey.

Note that economic activities were counted as children's work during the screening test only if a child had spent an aggregate of at least ten days on such activities during the preceding 12 months. This filter was not used during the final survey and the hit rate was therefore higher.

### **Behind-the-glass testing of questionnaires**

Questionnaires were tested by means of interviews carried out 'behind the glass' with selected respondents. Stats SA staff watched the interviewer asking questions through a one-way viewing facility, with the full knowledge of the interviewee. The respondents for this exercise were selected according to pre-defined criteria.

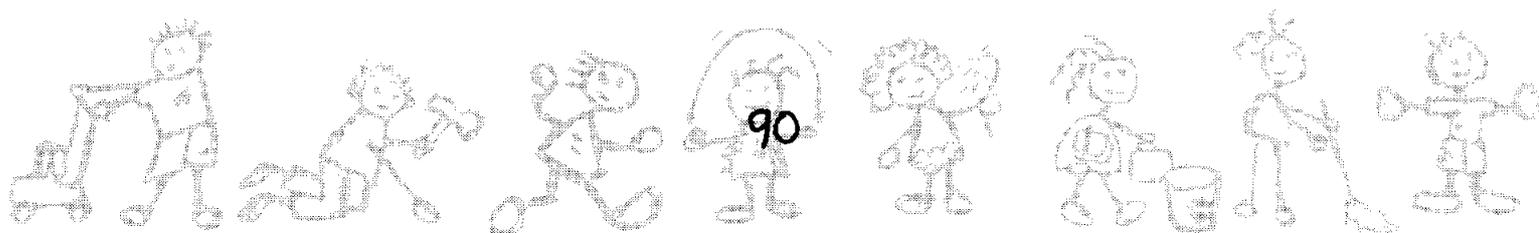
Two sets of these tests were held in February and March 1999. Problems with some questions and sequences were identified. This helped with the reformulation of sensitive questions, and clarification of others.

It was also found that all second phase interviews (one child only) took just over one hour. This was deemed to be too long, because respondent fatigue was setting in. For this reason the number of questions in the questionnaire was reduced, especially by removing repetition of questions, e.g. questions posed to both adult and child respondents were reduced, and so were those regarding the child's usual and current activities. The more important questions were also placed earlier in the questionnaire, to be answered while the respondents were still fresh.

### **The pilot survey**

A pilot test was held in March to April 1999. Its main purpose was to test the training material, questionnaires and field operations. Two of the nine provinces were selected to represent the variety of conditions in South Africa, but at the same time reducing costs. Enumeration areas were purposively selected to test particular strata in each selected province.

A debriefing session was held, and field problems, as well as difficulties with the questionnaire and with operations, were discussed. It was confirmed that the gender of the fieldworker was an important consideration, particularly when asking about work-related incidents. The need for sensitivity training and the building of rapport was also stressed. Other problems related to privacy during interviews, particularly in large households.



The data from the first phase questionnaires were entered into the computer. They were used to confirm sampling methods. The hit rates found in the pilot were found to be reasonably compatible with the results of the screening test.

Data from the second phase questionnaire were not entered into the computer because of the limited time between the end of the pilot and the finalisation of the questionnaires for the main survey. However, some manual tallies were done, as required, during questionnaire re-development.

In as far as was possible, improvements were made regarding all the problems that had been identified during the pilot survey.

## Terminology used

Before describing the sampling process we define the most important terms used.

### ***Primary sampling unit (PSU)***

A *PSU* is either one enumerator area (EA) from the 1996 population census or several EAs when the number of households in the base EA, that is the EA originally selected from the census, was found to have less than 100 households. Thus it was necessary in some cases to add EAs to the selected EA to give our minimum requirement of 100 households in a PSU.

### ***Household***

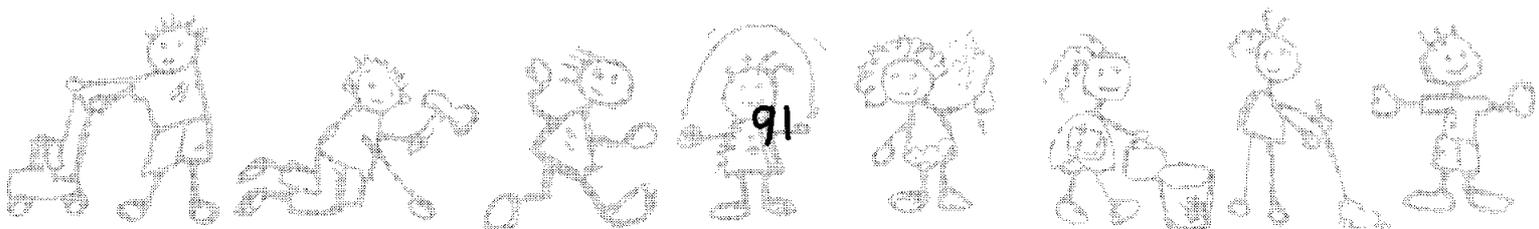
A *household* consists of a single person or a group of people related or unrelated who usually live together for at least four nights a week, who eat together and who share resources. If a usual household member has been absent for more than 30 days he or she is not considered to be part of the household. Guests and visitors who have stayed for 30 days or longer are counted as household members.

A household may occupy more than one structure. People who occupy the same dwelling unit, but who do not share food or other essentials, are regarded as separate households. A domestic worker living in separate domestic workers quarters, or who is paid a cash wage by the main household (even if she or he has most of her or his meals with the household) is regarded as a separate household.

### ***Dwelling unit***

A *dwelling unit* is any structure in which people can live. A household can occupy one or more than one dwelling unit. Conversely more than one household can occupy one dwelling unit. Moreover any structure or part of a structure which is vacant but can be lived in is also a dwelling unit. Any structure under construction, which may be lived in, is also listed as a separate dwelling unit. A dwelling unit may be a house, flat, hut, houseboat, etc. where a household lives or can live.

The dwelling unit as defined above was our major unit for listing and the selection of households.



Special dwellings, not privately occupied by a household, were not considered as dwelling units, and were therefore not taken into consideration for selection of households, because they did not allow for the above definition of 'household'.

Special dwellings include areas for patients in hospitals, inmates in prisons and reformatories, individuals in boarding houses and hotels, inmates in homes for the special care citizens (e.g. disabled, aged etc.) and boarders in boarding schools, provided that meals are served from a common kitchen. Workers' hostels with a communal kitchen were also treated as special dwellings. However, if parts of such hostels housed self-catering families, households (using the above definition) in these parts were listed and included for purposes of selection.

### ***Types of areas***

*Urban areas* are areas that have been legally proclaimed as urban. These include towns, cities and metropolitan areas. Urban areas are divided into:

- *urban formal areas*, consisting mainly of dwellings made of formal building materials such as brick; and
- *urban informal areas*, consisting mainly of shack dwellings made of informal materials such as cardboard or corrugated iron.

*Non-urban areas* include commercial farms, small settlements, villages, traditional lands and other rural areas, which are further away from towns and cities. Non-urban areas are divided into:

- *commercial farming areas*, consisting of areas with farms which sell most of their produce for a profit; and
- *other rural areas*, consisting of most non-urban areas other than commercial farming areas. These are found mainly but not exclusively in the former 'homelands'.

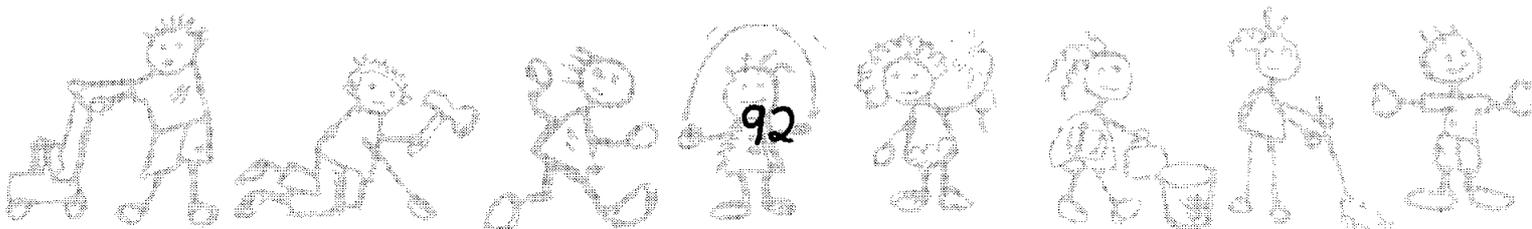
## **Sample design**

### **Brief description of the listing procedures**

Dwellings in South Africa, particularly in rural areas and informal settlements, do not necessarily have addresses. It was therefore important to do a complete listing of households in a particular PSU to ensure that the same household could be identified on a map and on the ground, and re-visited.

All dwellings in a selected PSU were listed before the fieldwork. This was done carefully by fieldworkers walking through the PSU from February 1999 onwards.

Boundaries of each PSU were identified using the census documents, then a starting point was determined. A fieldworker walked through the PSU listing every dwelling unit plus any other useful features on a separate line. Each listed feature was given a record number and a code. For example a private dwelling = PD, market = MARK, vacant land = VL etc. Only structures which were identified as a dwelling unit were given a dwelling unit number. This was the selection unit for the households.



A total of 25 of the selected PSUs were not enumerated, of which

- four contained no dwelling units;
- three were under construction, i.e. there were no households staying in the PSUs; and
- 18 were PSUs comprising only special dwelling units.

The detailed listing procedures are explained in the manual entitled *Primary sampling unit: Listing and sample selection instructions*.

## Frame and procedures

### *Sample frame*

The sample frame was based on the 1996 population census Enumerator Areas (EAs) and the number of households counted in the census.

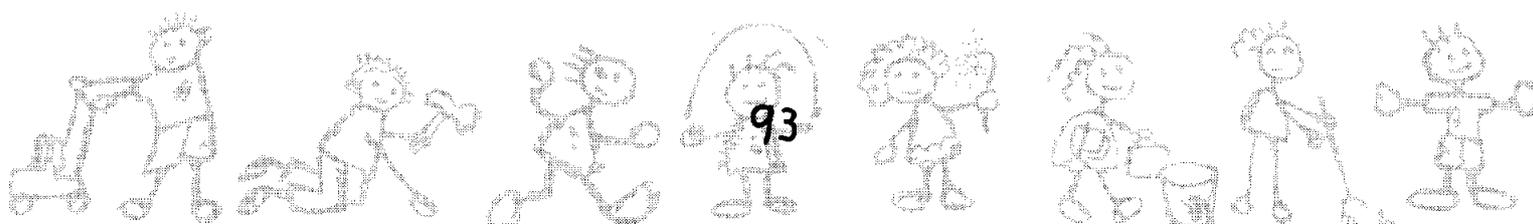
For the census the whole country was divided into about 86 000 EAs and they were again divided into sixteen EA types. For the SAYP these EA types were condensed into four, namely urban formal, urban informal, commercial farming and other rural.

### *Sampling procedure*

The EAs were explicitly stratified by province, and within province by the four different enumerator area types, as defined above. The sample size was disproportionately allocated to the explicit strata by using the square root method. Within the strata the EAs were ordered by magisterial district council areas (metropolitan sub-structures being deemed district councils for this purpose) and the EA-types included in the area type (implicit stratification). This rendered a global allocation as set out in Table A1.3.

**Table A1.1: Global allocation of PSUs through the square root method**

Province	Urban formal	Urban informal	Comm. farming	Other rural	Total
Western Cape	30	13	12	3	58
Eastern Cape	20	11	8	29	68
Northern Cape	11	4	7	3	25
Free State	20	8	10	8	46
KwaZulu-Natal	25	13	10	26	74
North West	18	4	9	18	49
Gauteng	46	23	10	3	82
Mpumalanga	14	6	9	15	44
Northern Province	13	3	10	32	58
<b>Total</b>	<b>197</b>	<b>85</b>	<b>85</b>	<b>137</b>	<b>504</b>



As the household was the ultimate sampling unit, a PSU consisted of an EA of at least 100 households (to ensure sufficient numbers for screening), otherwise EAs were pooled (using Kish's method of pooling) to meet this requirement. Most EAs had fewer than 100 households.

As can be seen the methodology above resulted in very few PSUs in some strata, which would not have resulted in valid estimates. For this reason over-sampling was necessary in such cases.

First, to improve the spread of selected PSUs in urban areas, the number of PSUs was doubled, with the intention of administering the first stage questionnaire in half the number of households. This could not be done in rural areas largely for cost reasons.

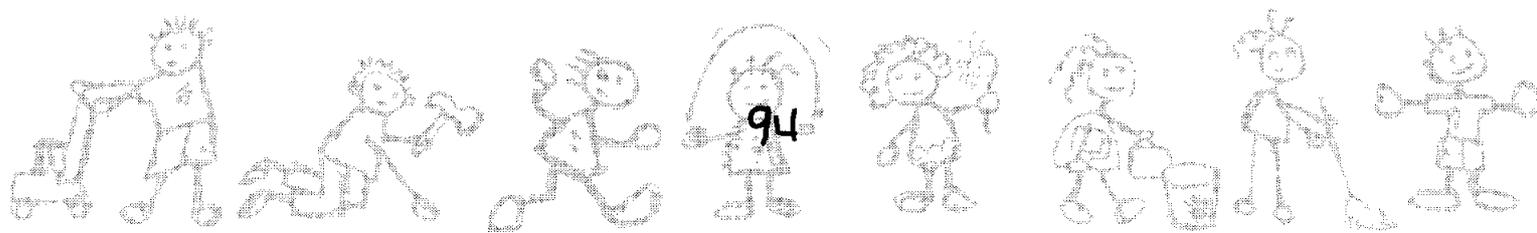
Secondly, consultants advised Stats SA that there may be a higher rate of child work in commercial farming areas and a greater range of types of labour activities among children in urban informal areas than elsewhere. The sample allocation to commercial farming areas was therefore increased to a minimum of 20 PSUs, and in urban informal areas it was doubled again.

Thirdly, some other more arbitrary changes were made to ensure adequate representation, as follows:

- For urban informal strata a minimum of 20 PSUs were allocated, except for the Northern Cape Province where 10 were allocated. This was because 10 PSUs already represented a very high proportionate sample in this province.
- Some arbitrary lowering was done to urban formal, partly to compensate for the urban informal increases.
- In the Western Cape and Gauteng the 'rural other' stratum was very small (three PSUs), mostly informal settlements, and it was decided to select these with the urban informal for these two provinces and make the 'rural other' sample zero.
- In the Northern Cape the sample for 'rural other' was also very small. Most such areas also comprised small hamlets. It was therefore decided to double the number of PSUs in this stratum to six. In the Free State, the number of 'other rural' PSUs were increased to twelve but here most of them were parts of the former homelands in the province. Estimates for this stratum in these provinces will not be valid, but will contribute to a reasonable representation in rural totals.
- Finally, the number of PSUs in the 'rural other' stratum for Mpumalanga was increased to 18 (to be equal to those in the North West) to contribute to more valid estimates in this province.

The final allocation per stratum is shown in Table A1.4.

All the numbers were later weighted back to the relevant proportion of the population.



**Table A1.2: Number of PSUs per province and stratum**

Province	Urban formal	Urban informal	Comm. farming	Other rural	Total
Western Cape	59	25	20	0	104
Eastern Cape	39	21	20	29	109
Northern Cape	23	10	20	6	59
Free State	35	20	20	12	87
KwaZulu-Natal	50	26	20	26	122
North West	28	20	20	18	86
Gauteng	91	45	20	0	156
Mpumalanga	25	20	20	18	83
Northern Province	22	20	20	32	94
<b>Total</b>	<b>372</b>	<b>207</b>	<b>180</b>	<b>141</b>	<b>900</b>

Firstly, a two-stage sampling procedure was applied. The allocated number of PSUs was systematically selected with probability proportional to size in each explicit stratum (with the measure of size being the number of households in a PSU). In each PSU, a systematic sample of 50 households was drawn in the rural strata and 25 households in the urban strata for screening purposes.

For the second phase, a systematic sub-sample of 10 households in rural strata and 5 households in urban strata was drawn from the screened population of households in the PSU with at least one child who worked.

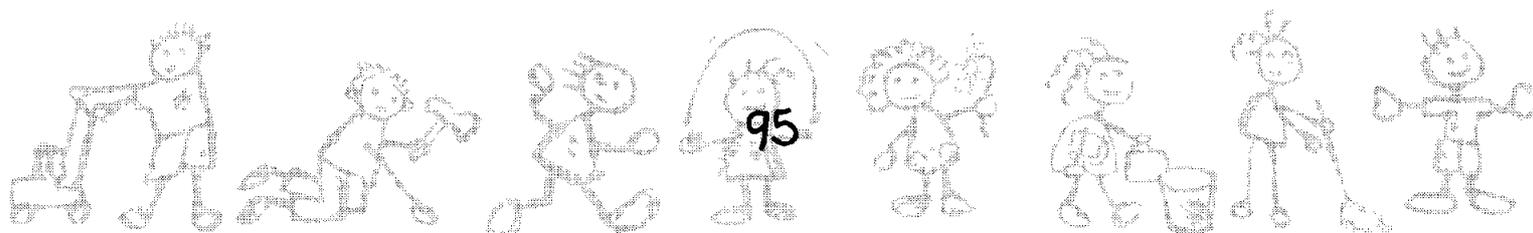
### Selecting households with at least one child engaged in work-related activities

A central design feature of the survey was that the first phase questionnaire was administered in all selected households and that answers to certain questions were used to screen or select households for the second phase. Subject to further sub-sampling in some cases (discussed below under 'Fieldwork'), all households with certain characteristics were selected for the second phase.

The screening questions were directed at the main respondent to the first phase questionnaire.

A household was considered as having characteristics of children's work if any child in the household:

- (a) had been engaged, at any time in the preceding 12 months, in any of the following economic activities *for pay, profit and/or economic family gain*:
- running any kind of business, big or small for the child him/herself;
  - helping unpaid in a family business;
  - helping in farming activities on the family plot, food garden, cattle post or kraal;
  - catching or gathering any fish, prawns, shellfish, wild animals or any other food, for sale or for family consumption;
  - doing any work for a wage, salary or any payment in kind; or
  - begging for money or food in public; and/or



- (b) had been engaged regularly for one hour per day or more on any or all of the following activities:
- housekeeping activities within their households;
  - fetching wood and/or water or in unpaid domestic work (considered as economic activities in much of the analysis in the rest of this report); or
  - helping in cleaning and improvements at school.

From the above it is clear that two distinct criteria were used regarding different types of economic activities:

1. In the case of economic activities for pay, profit and/or economic family gain a *very wide* screening criterion was used. Every household where any one child between 5 and 17 years had been engaged in any such activities, at any time in the preceding 12 months (even if only once), was selected for the second phase. No time-based filter was applied here. Consequently, a household was selected even when a child had been involved in such activity for a very short time (c.g. for half-an-hour) over the previous 12 month-period.
2. In the case of fetching wood and/or water or unpaid domestic work a *more restricted filter* was applied. A household was selected because of a child's involvement in such activities only if he or she had been engaged in them regularly for at least one hour a day.

The selection procedure is described in more detail under 'Fieldwork' below.

## Questionnaires

Different questionnaires were administered in each phase of the survey.

- The first phase questionnaire was used for screening purposes and it covered the demographic information of all members of the household and also carried the household characteristics.
- The second phase questionnaire explored details on persons from households identified in the first phase as having at least one child engaged in work-related activities.

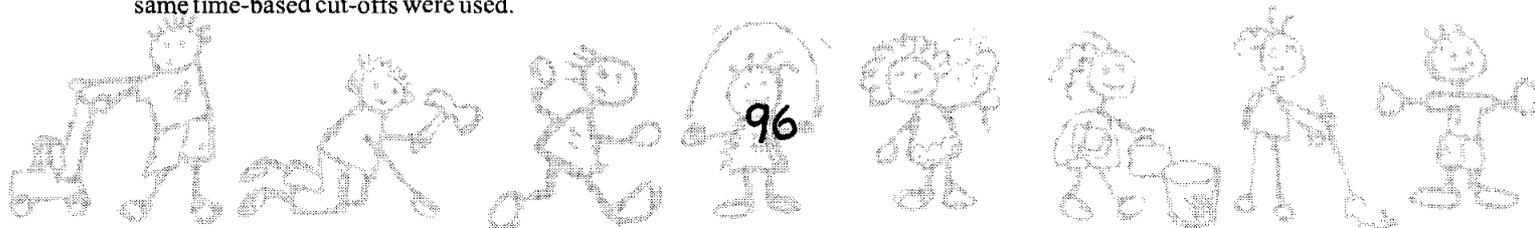
The questionnaires were developed with the help of experts from the International Labour Organisation, members of the technical advisory committee, and a consultant from the Department of Labour. The questionnaire was revised several times, based on comments received from the technical advisory committee, behind-the-glass observations and fieldworker debriefings after the pilot survey, described above. Limitations in the questionnaires are discussed under 'Suggestions for future surveys of this kind' at the end of this appendix.

## Sources of information

An adult responsible for children in the household (usually female) was asked to provide the information requested in the first phase questionnaire.

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<sup>1</sup> The analysis of economic child labour activities in this report was drawn from questionnaires administered in households selected after this screening process, i.e. during the second phase of the survey. Where possible (i.e. where the relevant information was available), these different types of economic activities were considered together in the analysis and the same time-based cut-offs were used.



Households with at least one child engaged in work-related activities (explained above) were then selected for administration of the second phase questionnaire (with sub-sampling if there were many such households in a PSU). An adult responsible for children in the household (usually female) was again asked to provide information on the economic status and income of adults in the households, and certain basic information on children (with more detail about younger children aged five to nine years).

During the second phase the children themselves were asked to provide most of the information about their activities, with limited overlap with questions answered by the adults. The analysis in this report is based, when available, on the information supplied by children themselves. In 4% of cases, adults answered the questions that children were meant to answer. It is likely that the children themselves answered the most of the questions in the remainder of cases.

Questions that were deemed too complicated for young children of 5 to 9 years old to answer were posed to adult respondents. These questions related to hazards and other potentially harmful conditions faced by children while engaged in economic activities.

As indicated above, a number of questions posed to children were also asked, in a separate part of the questionnaire, to a responsible adult. Table 11.2 in *Survey of activities of young people in South Africa: Tables* shows the extent to which the answers of adults and children differed regarding one question, namely why the child was engaged in economic activities.

## Issues addressed in questionnaires

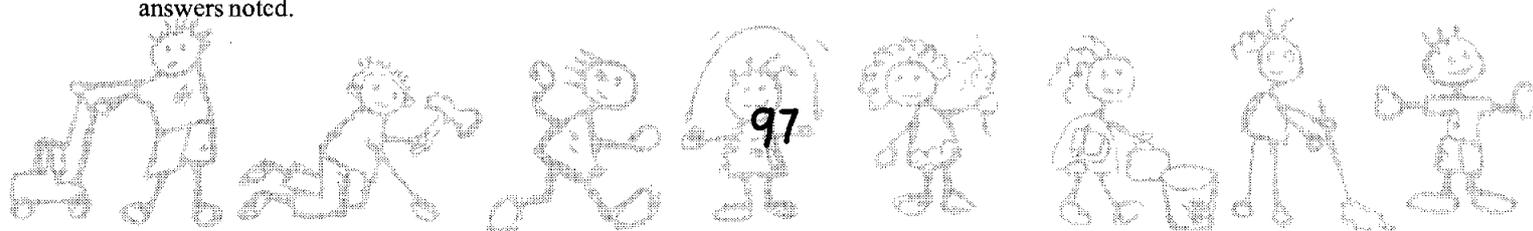
### *Phase one questionnaire*

The first phase questionnaire covered the following topics:

- living conditions of the household, including the type of dwelling, fuels used for cooking, lighting and heating, water source for domestic use, land ownership, tenure and cultivation;
- demographic information on members of the household, i.e. both adults and children. Questions covered the age, gender and population group of each household member, their marital status, their relationships to each other, and their levels of education;
- migration of the household in the two years prior to the survey;
- household income;
- school attendance of children aged 5–17 years;
- among the children aged 5–17 years, information on economic and non-economic activities in the 12 months prior to the survey, if any. The definitions of economic and non-economic activities are fully explained in Chapter 2 of this report.

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<sup>1</sup> In 48% of cases, that part of the 2nd questionnaire addressed to children was marked as having been answered by the children themselves (see Table 11.1 in the companion volume *Survey of activities of young people in South Africa: Tables*). In another 48% of cases the questionnaires did not specify who answered these questions. However, it is likely that most of them were also answered by the children themselves, for the following reasons: (a) the instruction was: 'Person number of informant when necessary'. Many enumerators probably considered it unnecessary to complete this when the child answered the question him/herself; (b) the 'unspecified' category throughout the questionnaire was very low (very often lower than 2%), indicating that enumerators usually ensured that all questions were answered and the answers noted.



### ***Phase two questionnaire***

The second phase questionnaire was administered to the sampled sub-set of households in which at least one child was involved in some form of work in the year prior to the interview. It covered work-related activities of children in much more detail than in phase one, and the work situation among adults in the household. Both adults and children themselves were required to respond, as described below.

One or more adults in the household answered the following questions:

- the employment status of all adults in the household aged 18 years or more;
- details of the type of work in which the employed adults were engaged;
- income earned by each adult in the past 12 months;
- the type of work-related activity each child aged 5–17 years in the household was engaged in (if any);
- reasons for the child/children to engage in these activities;
- school attendance and problems at school, regarding children aged 5–9 years.
- safety and health, illness and injury related to work-related activities, regarding children aged 5–9 years.

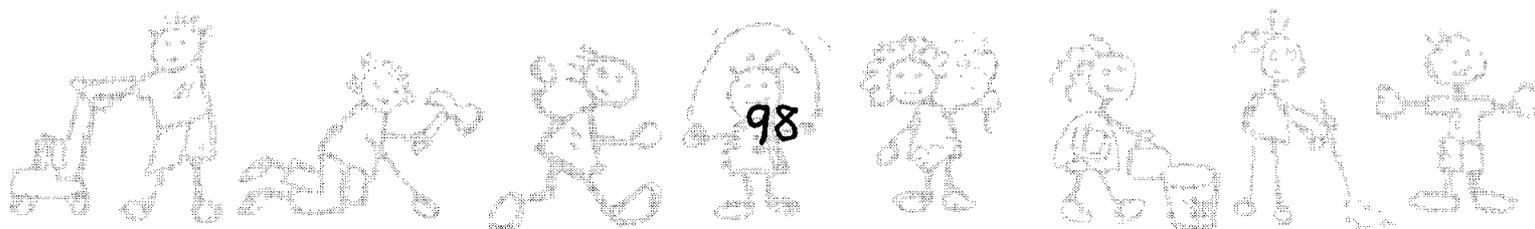
Each child in the household aged between 5 and 17 years was asked to answer the following questions:

- whether the child was engaged in work-related activities during the past year and during the past seven days and the type of activity (if any);
- details of type of work, sector and occupation, among children engaged in economic activity for pay, profit or economic family gain;
- times of the year and times during the day when those involved in these activities worked;
- reasons for engaging in these activities;
- conditions under which the work took place, including whether the child (if a paid employee) experienced sexual harassment or abuse at work;
- income earned, and proportion of earnings paid to adults in the household;
- safety and health, illness and injury, related to economic activity (asked only to children aged 10 to 17 years);
- whether the child was looking for work;
- main activity of the child;
- school attendance and (if attending school) difficulties experienced at school;
- reasons for missing school or not attending school.

## **Field operations**

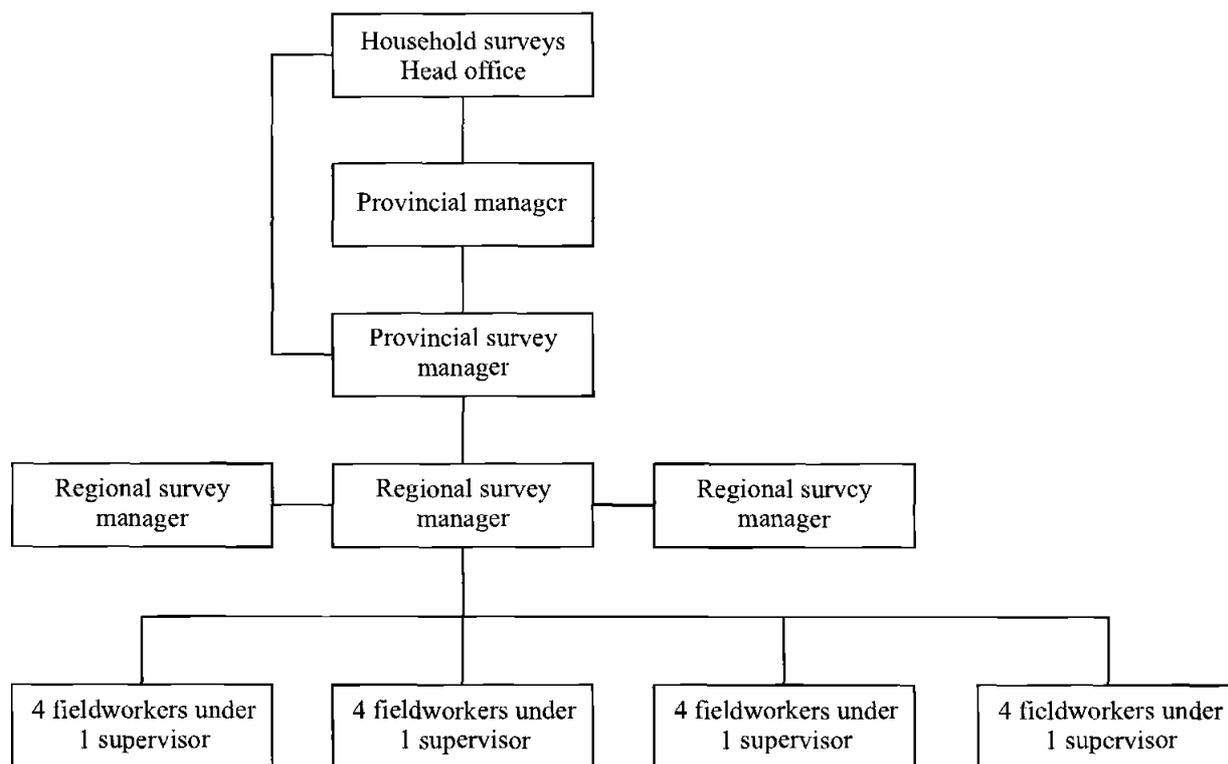
### **Recruitment of field staff**

The fieldworkers were recruited in all provinces through the provincial offices. The diagram below shows the structure of the field staff. Provincial managers, provincial survey manager and regional survey managers are permanent staff. Recruitment was therefore at the level of supervisors and interviewers. Each supervisor was responsible for four interviewers and an average of 20 PSUs. Each



regional manager was responsible for a number of supervisors depending on the number of PSUs in his/her region. One of his/her responsibilities was to revisit 10% of the households to confirm whether the fieldworkers had visited the household and to administer a control questionnaire.

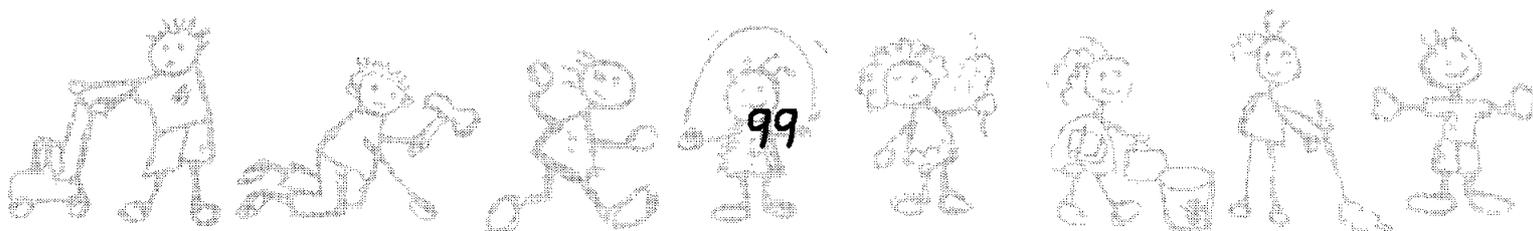
### Survey structure in each province



### Training

Training was planned centrally and conducted at two levels.

- Firstly, training was provided for the Stats SA provincial survey managers who are responsible for planning, organising and supervising household survey fieldwork in each of the nine provinces in the country. This training took place over three days. Emphasis was placed not only on questionnaire administration, record keeping and logistics, but also on handling sensitive situations and building rapport with respondents.
- Secondly, two days of separate training of supervisors, followed by four days of training of supervisors and fieldworkers together, was then conducted in each province the following week. The fieldwork managers in each province conducted this training. During training, members of staff from head office visited each of the provinces to monitor its progress and to assist where necessary.



As indicated earlier, a general election was scheduled for the week after the survey was scheduled to start, with the effect that the survey had to be postponed by about two weeks. The election also had the effect that there was almost a week between training and the commencement of fieldwork. While this was not ideal, it could not be avoided in the circumstances.

## **Fieldwork**

Fieldwork took a period of six weeks, in June and early July 1999. The last row of the 'Survey structure' above shows the last level of fieldworkers.

- Fieldwork was organised in teams of five people, consisting of one supervisor and four fieldworkers. Each team had access to a vehicle. They moved from one PSU to another visiting the selected dwelling units.
- The fieldwork staff visited the selected households for the first phase, and conducted face-to-face interviews to administer the first questionnaire to an adult or relevant adults in the household, with a preference for a female adult who took (partial) responsibility for children's activities.
- If selected, the appropriate household was re-visited up to three times in phase two to administer the second questionnaire. Most of the questions in this questionnaire had to be answered by each child personally. Therefore, even if only one child between 5 and 17 years of age was absent, the fieldworker had to return to interview him or her.
- An approach letter bearing the fieldworker's name and ID number was sent out with each fieldworker, introducing him/her to the household.
- The fieldwork supervisor administered a control questionnaire in one of each group of five households selected for participation in each PSU. This served as a check on the quality of information collected.

## **Language**

The questionnaires were printed in English, but the fieldworkers administered them in a language that the respondents understood. For this reason fieldworkers were selected partly on their grasp of English and also on their ability to speak the languages of the area to which they were assigned. To assist them with translations, fieldworkers were supplied with translations of key questions and concepts in all official languages.

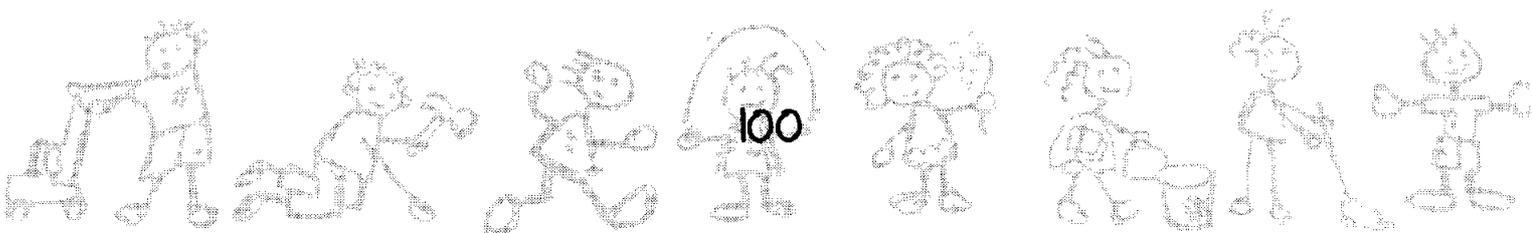
## **Multiple households**

It was possible to identify multiple households in one dwelling unit only during the first phase. Where multiple households were found, all of them were interviewed.

## **Screening of households for the second phase questionnaire**

As indicated above, only households with at least one child engaged in work-related activities qualified for selection for the follow-up interviews. During phase one households were identified with children aged 5–17 years any of whom were engaged in any kind of work.

After the interview the enumerator had to allocate activity codes to each household:



*Activity code 1:* Households with any child engaged in any of the activities in Question 3.1, namely *activities for pay, profit or economic family gain.*

*Activity code 2:* Households with any child only engaged in fetching water and/or collecting firewood, and/or in housekeeping and/or in helping at school for more than one hour a day.

*Activity code 3:* Households with no child engaged in any of the activities related to work or households with no children.

The survey's major objective was to examine the characteristics of households with children doing activities for pay, profit and/or economic family gain. The second major objective was to examine the characteristic of those households with children who were only engaged in housework, work at school, or fetching water and/or collecting firewood. Thus our major interest in the second phase was to interview households with activity code 1 while our second interest was those with activity code 2. If a household had a child or children doing activities under both code 1 and code 2, code 1 was given preference.

### ***Selection of households for the second phase questionnaire***

The quotas for second phase interviews were:

- five interviews in urban areas, and
- ten interviews in rural areas.

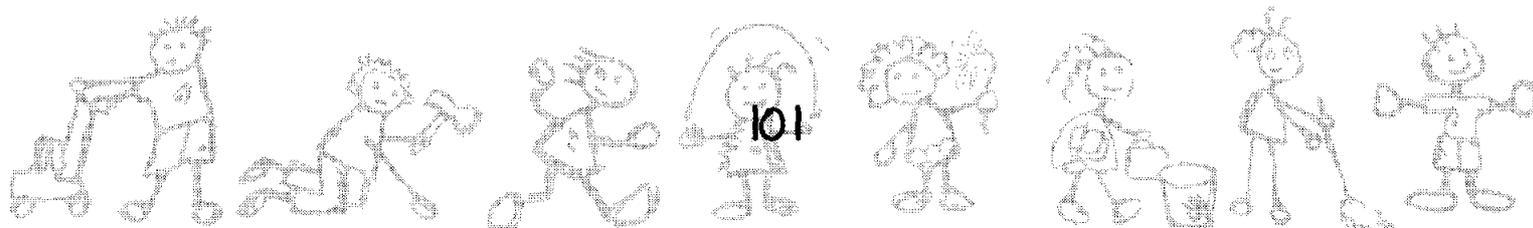
The five households in urban areas were selected for the second phase as follows:

- If there were 5 or fewer households with activity codes 1 or 2 then all these were in the second stage sample and there was no need to sample.
- If there were more than 5 households with activity code 1 or 2, but 3 or fewer with activity code 1, then all activity code 1 households were included and the households with activity code 2 were sampled to bring the total to 5 households.
- If there were more than 5 households with activity code 1 or 2, but 2 or fewer with activity code 2, then all activity code 2 households were included and the households with activity code 1 were sampled to bring the total to 5 households.
- In all other cases we sampled households with activity code 1 to get a sample of 3 households and those with activity code 2 to get a sample of 2 households, making a total of 5 households.

The ten households in rural areas were selected for the second phase as follows:

- If there were 10 or fewer households with activity codes 1 or 2, then all these were included in the second stage sample and there was no need to sample.
- If there were more than 10 households with activity code 1 or 2, but 6 or fewer with activity code 1, then all activity code 1 households were included and the households with activity code 2 were sampled to bring the total to 10 households.
- If there were more than 10 households with activity code 1 or 2, but 4 or fewer with activity code 2, then all activity code 2 households were included and the households with activity code 1 were sampled to bring the total to 10 households.
- In all other cases we sampled households with activity code 1 to get a sample of 6 households and those with activity code 2 to get a sample of 4 households, making a total of 10 households.

Where sampling was required it was done systematically.



### ***Difficulties encountered during fieldwork***

Enumerators reported the following difficulties:

- In some commercial farming areas some farm owners did not want to allow enumerators onto their land to do listing or to administer questionnaires. This problem was usually resolved through assistance of supervisors and contact with local farmers' organisations.
- In some traditional areas enumerators experienced resistance in certain communities. This was resolved through briefing of and intervention by chiefs.
- In three PSUs in a traditional area in the north eastern Free State a rumour had spread that the survey had sinister motives, and respondents refused to cooperate. The survey had to be abandoned in these PSUs and the weighting of the rest of the survey was adjusted accordingly.

### **Response rates**

The overall response rate for the first phase was 84% and for the second phase was 97%. The detailed breakdown by province of the questionnaires not completed is given in Tables A1.3 and A1.4.

**Table A1.3: Response rate Phase 1**

Province	Completed		Non contact	Refused	Partly complete	Vacant dwelling	Other	Total
	N	%	N	N	N	N	N	N
Western Cape	2 605	84,3	172	91	7	174	41	3 090
Eastern Cape	3 513	86,1	117	41	2	364	42	4 079
Northern Cape	1 706	81,3	56	13	2	317	5	2 099
Free State	2 497	81,7	200	50	1	297	11	3 056
KwaZulu-Natal	3 775	84,3	270	98	4	246	86	4 479
North West	2 740	87,5	155	43	2	167	26	3 133
Gauteng	3 476	80,2	293	323	5	187	50	4 334
Mpumalanga	2 608	88,0	177	36	1	96	45	2 963
Northern Province	3 161	85,9	228	36	0	206	48	3 679
<b>Total</b>	<b>26 081</b>	<b>84,4</b>	<b>1 668</b>	<b>731</b>	<b>24</b>	<b>2 054</b>	<b>354</b>	<b>30 912</b>

The total number of dwelling units expected to be enumerated in Phase 1 (when multiplying the total number of selected PSU by 50 in rural and 25 in urban areas, as explained under 'Sampling procedure' above) was 30 525. The following two factors explain the difference between this figure and the grand total of 30 912 households in Table A1.3:

- The table reflects numbers of households, not of dwelling units. A significant proportion of dwelling units housed more than one household. This had the effect of increasing the number of households as compared to the number of dwelling units.
- In 28 PSUs no households were enumerated for reasons explained above (e.g. the PSU contained no dwelling units). The expected dwelling units in these PSUs are not reflected, with the effect of reducing the number of households.



**Table A1.4: Response rate Phase 2**

Province	Completed		Non contact	Refused	Partly complete	Vacant dwelling	Other	Total
	N	%	N	N	N	N	N	N
Western Cape	438	96,1	11	6	0	1	0	456
Eastern Cape	657	98,6	4	3	0	2	0	666
Northern Cape	321	98,2	4	1	0	1	0	327
Free State	520	94,4	4	20	6	0	1	551
KwaZulu-Natal	642	96,3	11	14	0	0	0	667
North West	394	98,3	5	1	1	0	0	401
Gauteng	491	96,8	5	8	3	0	0	507
Mpumalanga	504	97,7	7	4	1	0	0	516
Northern Province	527	98,9	5	1	0	0	0	533
<b>Total</b>	<b>4 494</b>	<b>97,2</b>	<b>56</b>	<b>58</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>4 624</b>

## Control and monitoring of fieldwork

The responsible regional survey manager revisited 10% of the households to ensure that interviewers had visited the selected dwelling units and also to check whether the right activity code had been allocated to the household. This was done by means of a control questionnaire. The households to be revisited by the regional survey managers were selected randomly by head office.

## Head office operations

### Checking

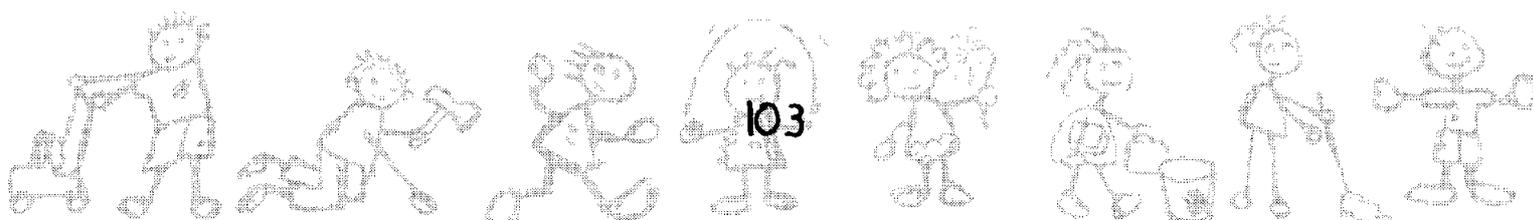
*Quality checks* on fieldworkers' work were done at head office. Information on PSU listing and sampling forms and on questionnaires was checked. In all the nine provinces mistakes were found, e.g.

- multiple households were not always included in the totals on the summary sheets;
- second phase totals did not add up to the grand total; and
- the number of households sampled was in some cases reported as the number of households enumerated.

All of these problems were rectified at head office.

### Sampling sheets

In some cases dwelling unit numbers were not recorded in ascending order as required. This had a direct influence on the sampling of the second phase. On some sampling forms only dwelling units which had activity code 1 or 2 were listed. Dwelling units with activity code 3 were not listed. When these problems were discovered the dwelling units were re-recorded.



## Checking of activity codes in the phase one questionnaire

Each activity code was checked against other questions in the survey. On the basis of these checks questionnaires from 26 PSUs out of a total of 83 were sent back in one province, four boxes in another and one box in a third province (in all 31 PSUs out of a total of about 875 PSUs). After correct coding, the second stage sampling had to be repeated, and, where necessary, new second phase questionnaires had to be administered. In the first province, which had the highest number of errors, there were three temporary supervisors who had misunderstood the principles for coding of activity. They had influenced each other. This province has performed excellently in the past and was not as closely monitored as the other provinces. All these problems have since been rectified.

## Coding, data capture and cleaning

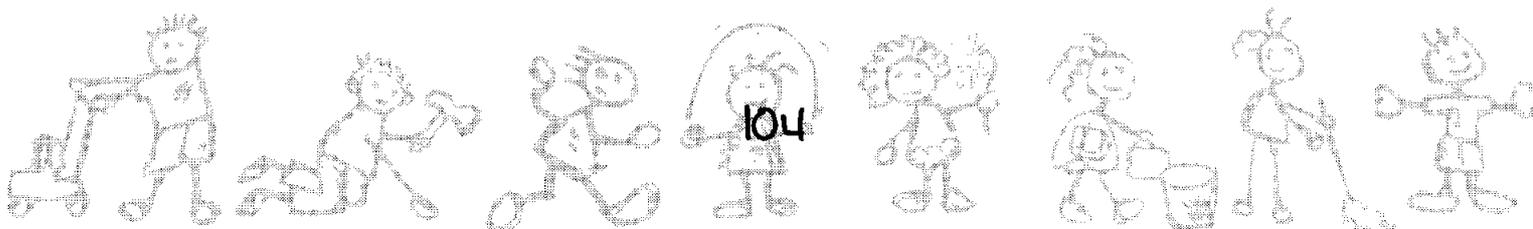
A data-input programme, containing both range and consistency checks, was used. The open-ended questions (e.g. regarding industry and occupation) were coded conforming to international standards. At the request of Agriculture South Africa (an employers' organisation in the agricultural sector), the international industry coding for growing crops, farming animals and mixed farming (usually amounting to three codes) was subdivided into a total of 17 codes. This will facilitate identification of specific agricultural products linked to work-related activity by children in agriculture.

Once the data entry was completed, additional editing programmes were written for final data cleaning.

The processes of computer programming, data capture and data analysis involved several steps:

- A tabulation plan was drawn up beforehand, with the assistance of the advisory committee and consultants, to assist with writing the computer programme for data capture.
- The data-input programme, containing both range and consistency checks, was written by a programmer working in the Directorate of Household Surveys.
- Both coding of the questionnaires and data entry were then handled.
- Once the data entry was completed, additional editing programmes were written for final data cleaning.
- Tables from the data set, based on the tabulation plan and the data set itself, were then made available for analysis and report-writing.

It appears from this process that enumerators handled most questions well. From some of the tables drawn it is also apparent that some were not recorded as per plan. For example, the question of begging had a very high rate of 'unspecified'. It seems many fieldworkers skipped it deliberately after judging from the household's circumstances that the respondent would not have begged.



## Weighting of the data

### *Weighting the data to the population of households and individuals*

Two different sets of weights were used for this study, i.e. household and individual weights. The 1996 population census, as adjusted by a post-enumeration survey (PES), was used as a basis for the weighting.

- Household weights were calculated by using the reciprocal of the inclusion probabilities.
- For the person weight, the inflated data were post-stratified by province, gender and age group (5-year age groups), and a population control adjustment based on the Stats SA population estimates (using the 1996 population census) was applied.

### *First phase*

The 1996 population census was used as a basis for the weighting. Household weights were calculated by using the reciprocal of the inclusion probabilities. The sample selection was done in two stages (i.e. first stage selection of PSU, second stage selection of a household in the selected PSU).

### *The inclusion probability of a PSU (say $p_i$ )*

Since this was done with probability proportional to size (size being the number of households residing in the PSU),

$$p_i = \frac{m_i \cdot A_i}{\sum A_i}$$

$m_i$  – number of PSUs in the sample in the  $i$ -th stratum<sup>1</sup> (where stratum is the province by the area type)

$A_i$  – number of households residing in the selected PSUs

$\sum A_i$  – total number of households in the population in the  $i$ -th stratum

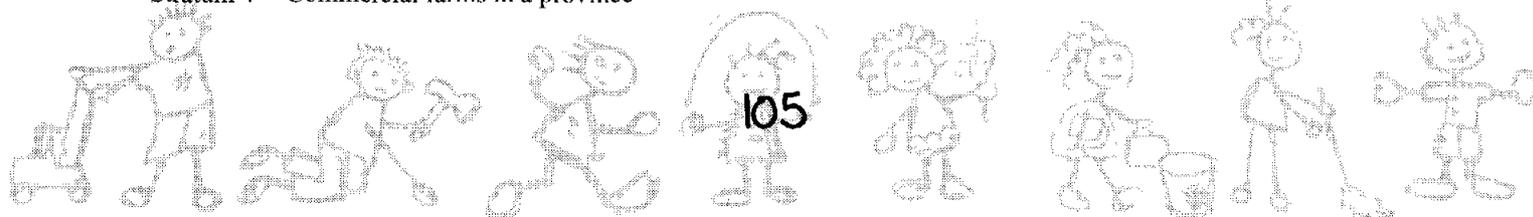
### *The inclusion probability of the household (say $p_h$ )*

Since 25 and 50 dwelling units (per PSU) were selected systematically for urban areas and rural areas respectively,

for urban areas:

$$p_h = \frac{25}{\text{number of households in the selected PSU}}$$

<sup>1</sup> Stratum 1 = Urban formal area in a province  
Stratum 2 = Urban informal area in a province  
Stratum 3 = Other rural areas in a province  
Stratum 4 = Commercial farms in a province



for rural areas:

$$p_i = \frac{50}{\text{number of households in the selected PSU}}$$

$p_i$  was adjusted for household non-response and oversampling in some PSUs.

Household weight =  $(1/(p_i \cdot p_j))$ .

For the person weight, the inflated data was post-stratified by province, gender and age group (5 year age groups) and a population control adjustment based on the Stats SA population estimates (based on 1996 population census) was applied

### ***Second phase***

Since only households with activity code 1 or 2 in the first phase were considered for the second phase,

for urban areas:

$$p_i = \frac{5}{\text{number of qualifying households in the selected PSU}}$$

for rural areas:

$$p_i = \frac{10}{\text{number of qualifying households in the selected PSU}}$$

### ***Tabulation***

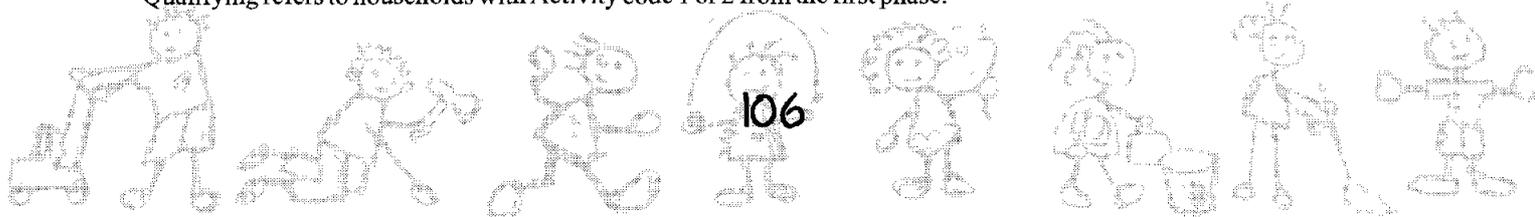
A tabulation plan was drawn with the help of the consultant of the Department of Labour, and members of the technical advisory committee. It was revised several times after input from both technical advisory committee and the International Labour Organisation. The tables are published in a parallel publication entitled *Survey of activities of young people in South Africa: Tables*.

### ***Estimations and standard error***

Standard errors of some variables and the subsequent confidence limits have been calculated. These are available on request or on the Internet. See further the technical note on the estimation and the use of standard errors from page 166 in the associated publication with the subtitle 'Tables on children's work-related activities.'

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Qualifying refers to households with Activity code 1 or 2 from the first phase.



## Suggestions for future surveys of this kind

Much has been learnt in the survey process. In this section we record suggested improvements on the survey process and the questionnaires in particular, for the benefit of future child work surveys (whether stand-alone or as a module added onto another survey) in South Africa and elsewhere.

The Department of Labour is also initiating a policy process aimed at drafting a programme of action on children's work. Further analysis of the data will be done, and the Department will also consult widely regarding the programme. It is likely that further suggestions for improvement will be made at the end of this process.

### Two-phase process

The two-phase process, described earlier in this report, raised a number of difficulties in the administration of the survey. They included

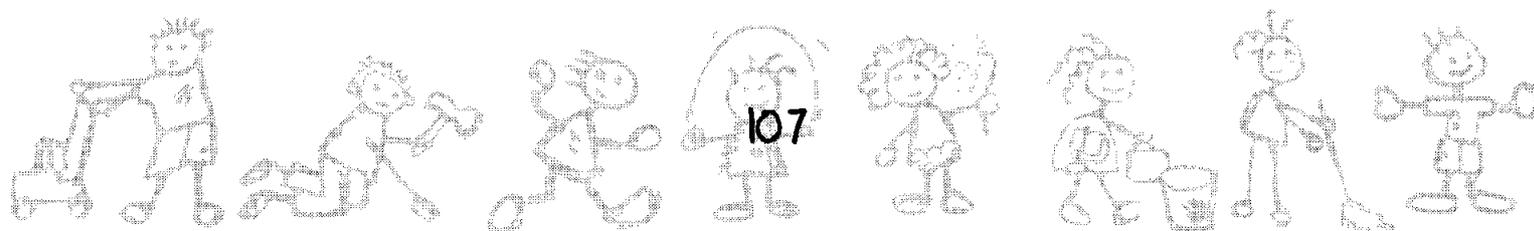
- difficulties experienced by some enumerators in finding the selected household a second time in order to administer the second phase questionnaire;
- additional time and expense caused when the relevant household members were absent on the second visit (linked to the additional requirement that each child between the ages of five and seventeen years had to answer the questions him/herself, and that enumerators had to return up to three times to attempt to find absent children); and
- in a few cases, difficulties in linking the person numbers used in the first questionnaire to those used in the second.

It may be appropriate to consider combining these phases into one. Factors to be taken into consideration here are:

- The detailed questions on work-related activities of children should be asked in enough households with these characteristics to render a high enough sample for valid analysis.
- Careful attention should be applied to sub-sampling procedures, if sub-sampling is to be employed.
- The wasted cost of printing questionnaires of which only half may be used in households without children engaged in work-related activities could be avoided by retaining the division of the questionnaire in two separately bound parts, so that the second part is utilised only in households with such characteristics.

### Questionnaires to households where no child is engaged in work-related activity

It will be very useful to gather much more information on households with children but without child work characteristics. In the present survey only a limited amount of information was gathered on such households, since they were left out of the second phase of the survey. Without more information on these households to use for comparison, it was difficult, in some cases, to pinpoint the determinants and consequences of children's work. An example is that problems faced by children in their schooling could not be analysed relative to the children's work activities, since these questions were asked only to children in households with at least one child engaged in work-related activity.



## Sources of information

### *Adult respondent*

The selection of the adult respondent, namely an adult who is at least partly responsible for children in the household, and preferably a female, worked well. This differs from the practice in some other surveys on children's work, where these questions were posed to the 'household head'.

### *Questions posed to both adult and child*

In households with at least one child engaged in work-related activity, a number of questions were asked of both the adult respondent and the child him/herself. One question where adults and children could have had quite different perceptions, namely what the main reason was for the child's involvement in economic child labour activities, was analysed. It was found that the answers of most children and adults corresponded. This could be an indication that, in South Africa at least, it may be possible to ask these questions only of children, to avoid unnecessary duplication.

### *Certain questions regarding younger children posed only to adults*

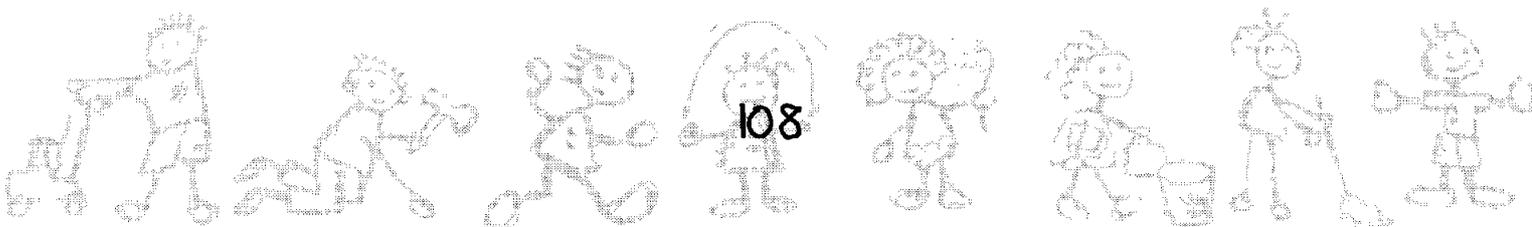
Questions regarding hazardous work by children aged five to nine years were asked of the adult respondent, not of the children themselves. This was done because it was felt that young children might have difficulty in giving details such as the number of injuries sustained over the preceding 12 months and whether illnesses were caused or made worse by their engagement in economic activities. It is not clear whether this is the case, and this caused certain difficulties (discussed below under 'Questions on hazardous working conditions').

### *Sections directed at children themselves but answered by others*

Sections 7 to 9 of the questionnaire were meant to be answered by each of the children between five and 17 years themselves (save that adults were asked, regarding younger children, the questions regarding hazardous work). Only if the enumerator had failed to interview a child in a household after three visits and maximum effort, was he or she allowed to ask the questions of another person in the household, recording the person's person number 'when necessary'. In many cases this person number was not recorded. This leaves it unclear whether the questions were answered by the child him/herself or by another. It is therefore important to delete the words 'when necessary'. The enumerator should always record the person number of the informant at the beginning of the section directed at children.

## Working through the questionnaire

One of the main weaknesses of the questionnaires was the high number of 'skips'. By the term skips, we mean the need to go to a different section of the questionnaire, if the section was not applicable to a particular respondent. Despite extensive training, the skips confused some enumerators. In a few cases they skipped questions that should have been asked, which were then captured as 'unspecified'. More often the enumerators asked questions that should have been left out, thereby adding to the length of interviews. Future modules should contain as few skips as possible.



## Sequence of questions

The first question regarding the child's main economic activity might be better placed later with other questions regarding the child's main economic activity. Alternatively care must be taken to refocus the child appropriately.

## Definition of 'economic activities'

As indicated earlier in this report, analysis was complicated by the fact that the term 'economic activities', as used in the questionnaire, excluded activities such as collection of wood and/or water and unpaid domestic work. Consequently, questions that were restricted to economic activities (such as those on hazardous conditions of work) were asked only about activities for pay, profit or family gain.

It is therefore necessary to consider including the following under the definition of economic activities:

- (a) collecting wood (or other sources of energy) and/or water;
- (b) unpaid domestic work in the household within which the child stays, where this household does not include any of the child's parents or grandparents or, if the child is married, his or her spouse;
- (c) school maintenance activities where the child is forced to do such activities.

In addition a new category of economic activity, omitted in the SAYP, should be included, namely:

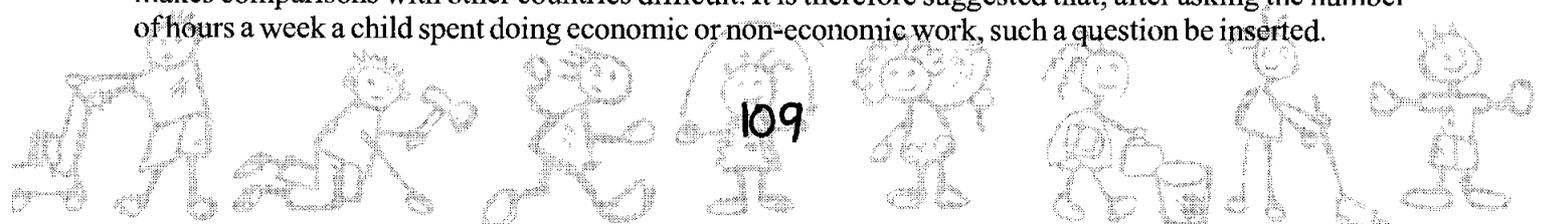
- (d) unpaid work done outside the household, under some form of compulsion, that has not been included in any of the other categories of work. In some such cases some form of payment in kind may be made, but if it is not considered payment by the child it will not be captured in the category on work for pay (whether in cash or in kind). This could include a number of indirect forms of child labour such as:
  - (i) children of farm workers doing domestic work in the farmer's house without pay;
  - (ii) working for the chief or headman's household, under an obligation applicable to some or all 'subjects';
  - (iii) working for or helping a person, after being told to do so by a parent or adult in the household, often in return for some indirect payment or favour to that adult (of which the child may or may not have knowledge);
  - (iv) similar work or help, after being told to do so by another person in authority (e.g. a teacher or headmaster) (sometimes in return for some indirect payment or favour to that person in authority, rather than the child).

The following option could be inserted to cover such activities: 'Do you have to do any other work or duties, including domestic chores, outside your household, without pay or payment in Kind, that has not been included in any of the other activities already mentioned?'

Lastly, the questionnaires should, more clearly, widen the scope of fuel collected, from the limiting term 'wood'.

## Working hours

Most surveys on children's work in other countries use a filter related to the highest number of hours spent *on any one day* over the period of a week (whether currently or usually). Because of the way the questions have been phrased in the SAYP, this information cannot be extracted from the SAYP. This makes comparisons with other countries difficult. It is therefore suggested that, after asking the number of hours a week a child spent doing economic or non-economic work, such a question be inserted.



## **Questions on hazardous working conditions**

### ***Widening the conditions to apply to all work-related children's activities***

These questions were restricted to activities for pay, profit and/or economic family gain. The consequence was that hazardous conditions experienced regarding other activities were not captured. In future survey modules it would be more appropriate to ask these questions regarding all target activities, with follow-up questions to identify during which type of activity the conditions were experienced.

### ***Posing questions on hazardous working conditions to young children***

For children aged five to nine years questions about hazardous working conditions were posed to an adult, because it was felt that young children would have difficulty in answering the questions. For children aged 10–17 these questions were posed to the children themselves. So if a child of 5–9 years was reported by the adult as not having been engaged in economic activities no questions were asked about hazardous working conditions relating to that child, even if the child him/herself reported later that he or she was engaged in an economic activity. This is another methodological issue that needs further consideration.

### ***How often is condition experienced?***

Instead of giving the choice 'yes/no' regarding these questions, the respondent should be given the choice 'often/sometimes/never'. This will give one a better understanding of how serious the risk of harm is.

### ***Reference periods***

The reference periods regarding potentially hazardous conditions are not always perfectly clear. These questions should be clarified.

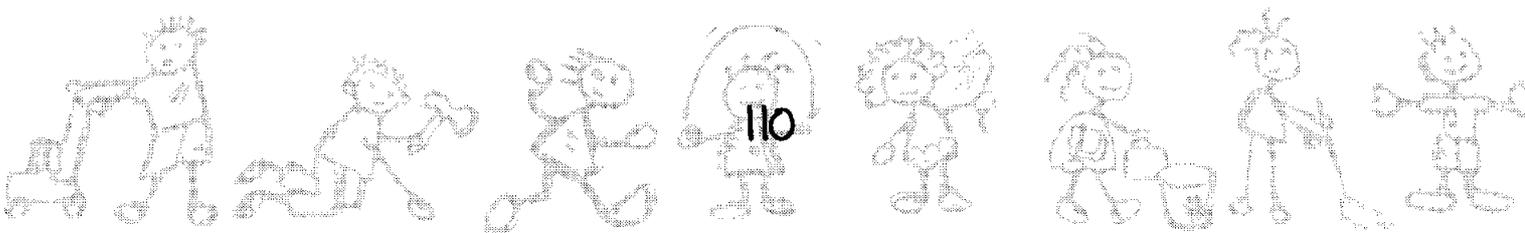
In the tables on hazardous working conditions, where all types of hazardous work (including work causing injuries or illness) are tabled together, the reference period used for injuries was the previous 12 months, and for other hazardous conditions was 'at any time in the past'. It is probably most useful to use the 12 months reference period for all these questions.

### ***Availability of clean drinking water***

A question should be inserted as to whether clean drinking water is available while the child is engaged in work-related activities.

## **Sexual harassment or abuse**

The question on sexual harassment or abuse at work was restricted to children whose main economic activity was working as paid employees. Since very few children were working as paid employees,



the question was of little value. Such a question should either be asked regarding all children (with a secondary question identifying where the harassment or abuse occurred), or be omitted altogether (if it is considered to be too sensitive to elicit statistically valid information).

## **Forced labour**

Very few children gave, as the main reason for being engaged in economic activities, circumstances that may indicate elements of force (outside the family, and economic factors), such as debt bondage or compulsion by the landlord. This could be for one of two reasons: either because very few children in South Africa are subject to forced labour, or because children do not rank such reasons first and rather choose as the main reason one such as 'duty to family'. To clarify this issue it is necessary to insert the following two questions after asking the main reason why the child is engaged in economic activities:

'Is one of the reasons for being engaged in these activities:

1 = To pay an outstanding debt to the person for whom ..... works? Yes / No

2 = Obligation to landlord (other than 1)? Yes / No'

## **Household chores**

### ***Restrict activities to those in the household where the child stays***

Clarify that only those activities undertaken in the household of which the child forms part are referred to.

### ***Main household activities***

The question on caring for children or adults should be split into the following, since such information can assist with policy formulation: (a) caring for young children under 10, (b) caring for disabled persons (including the old), and (c) caring for/ assisting able-bodied adults.

## **Schooling**

### ***Effect of different types of activities on schooling***

Children in households with child labour characteristics were asked whether they experienced certain difficulties with their schooling. However, they were not asked whether these difficulties were caused or influenced by any of their activities. It is suggested that such a question be inserted.

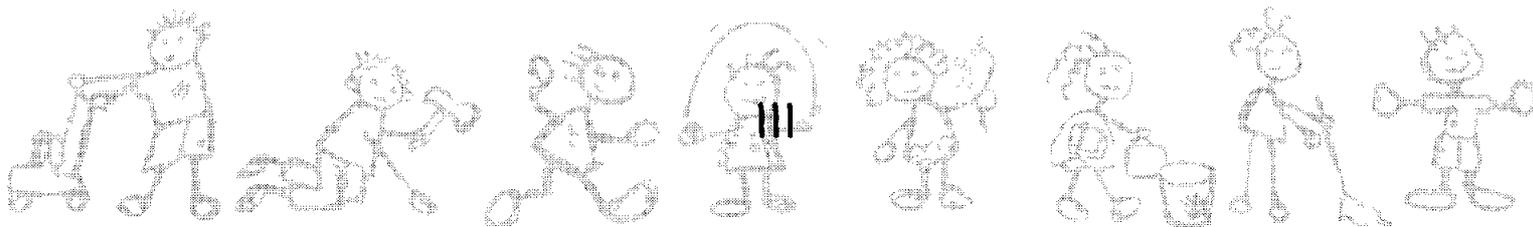
### ***Work activities at school***

It is necessary to determine why children are involved in work activities at school. This will assist in determining whether such work should be considered as economic or non-economic. It is therefore suggested that a question be inserted along the following lines:

'What was the main reason you did this work?

1 = In return for free meals or free books

2 = In place of paying all or part of the school fees



- 3 = For payment in cash or kind
- 4 = As punishment
- 5 = Forced to do it for another reason (specify)
- 6 = Because you wanted to'

Options 1-5 should be taken as indicators of economic activity and option 6 of non-economic activity.

### ***When activities are done, relative to schooling***

The questionnaire in Phase 2 asks when household chores and or school maintenance activities are done, relative to schooling. Since these activities are often of a very different nature, it is necessary to divide the question into two, one regarding household chores and the other regarding school maintenance activities. The lack of this division in the existing questionnaire limits the ability to analyse this.

### **Free time**

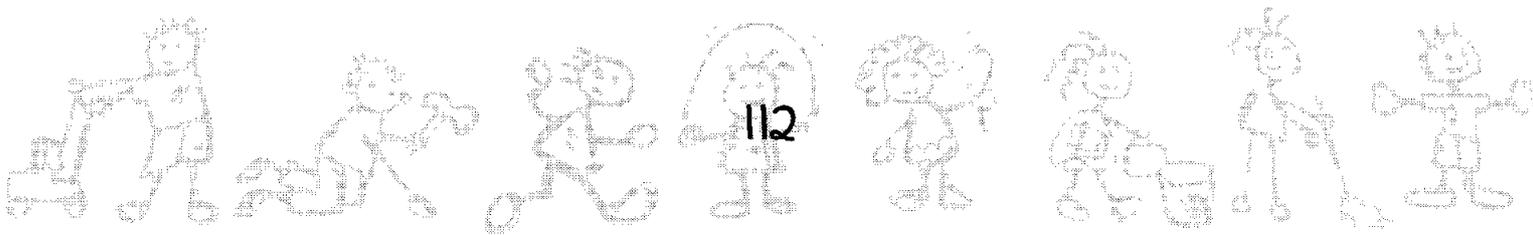
It was found that the question on free time was not very useful for analysis, especially regarding the effect of child labour activities on free time. It is suggested that this question be replaced as follows.

'READ OUT: Lastly I am going to ask questions about how much free time you have. Free time means time not spent on study, sleep, going to school, household chores or the other activities we referred to earlier. It could include time to play, do sport, spend with your friends, etc.

Q. Do you feel you have enough free time? Yes / No / Don't know.

Q. If No, what do you think is the main reason for not having enough free time? [Read options]

- 1 = too much time spent doing these activities [PROMPT CARD 1, showing economic activities for pay, profit or economic family gain]
- 2 = too much time spent fetching/collecting wood
- 3 = too much time spent fetching water
- 4 = too much time spent on other household chores
- 5 = too much time spent on non-study work at school
- 6 = other reason (specify)'



# Children's work without any time limits

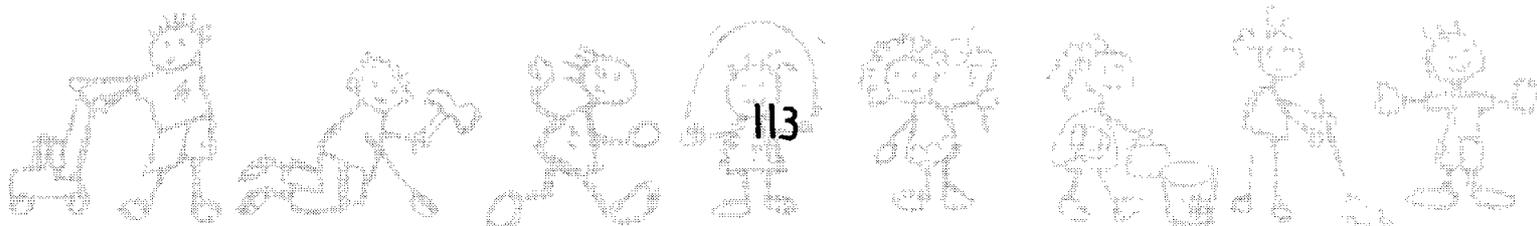
## Introduction

In this appendix, we describe the situation of work done by children when no time cut-off point is used, and compare this to the results using the other cut-off points described in this report.

Among the estimated 13,4 million children aged between 5 and 17 years living in South Africa in June and early July 1999, the extent of children's work can be described as follows:

- When no time limit is specified, the percentage of children in all forms of work, including non-economic activity, was about 62%.
- When the broad definition of a minimum of one hour of economic activity per week is used, and/or a minimum of five hours of school labour and/or a minimum of seven hours of household chores, 45% of all South African children were engaged in work.
- When the higher cut-off point of three hours per week is used for economic activities, but the minimum of five hours for school labour, and the minimum of seven hours for household chores are maintained, the proportion of children engaged in work reduces to 36%.

In the following sections we look in more detail at the numbers of children involved in work activities and then at the amount of time those children are spending on that work.



# Number of children involved in work activities

## Economic activities

In Table A2.1, the focus is on economic work activities of children. It indicates that the number of children engaged in an economic activity decreases substantially depending on the time cut-off point. The three categories in the table are not mutually exclusive. For example, a child could be engaged in both some form of economic activity for pay, profit or economic family gain and in fetching wood and/or water.

- 3,5 million children (26% of all children aged 5–17 years) had been involved in economic activity for pay, profit or family gain in the seven days prior to the interview, if no time limit is set.
- This number reduces to 2,0 million (15% of all children in the specified age category) if we take at least one hour per week spent on these activities as the cut-off point.
- It reduces still further to 1,1 million (8%) if we take at least three hours per week as the cut-off point.

**Table A2.1: Number and percentage of children engaged in economic activities using three different cut-off points**

Economic activity	No cut-off point		One hour cut-off point		Three hours cut-off point	
	N (000s)	%*	N (000s)	%*	N (000s)	%*
<b>For pay, profit or family gain</b>	3 476	25,9	1 979	14,7	1 136	8,4
<b>Fetching wood and/or water</b>	5 392	40,1	4 495	33,4	3 116	23,2
<b>Unpaid domestic work</b>	742	5,5	656	4,9	373	2,8

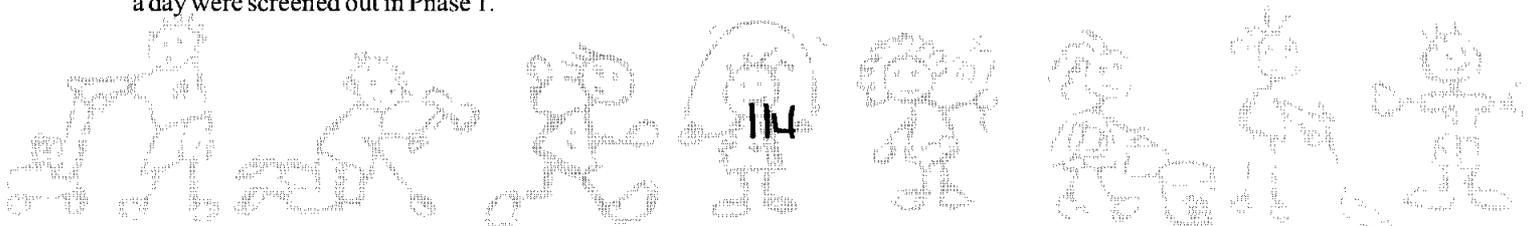
\* Each percentage is a percentage of all children in the age category 5–17 years

### *The most common economic child work activity*

Fetching wood and/or water for domestic use was the most common economic activity in which children participated, whichever cut-off point is used. Altogether, approximately 5,4 million children of the 13,4 million aged between 5 and 17 years (40,1%) spent at least some time, even if less than one hour per week, fetching wood and water.

Even when we do not take into account the amount of time per week spent on fetching wood or carrying water, relatively few children from 5 to 17 years living in formal urban areas were involved in these activities (10,8%). However, this proportion increased to more than one in three (36,9%) among children living in informal urban areas. It rose to more than four in ten (43,3%) among children living on commercial farms, and even higher, to almost two in every three (64,9%), among children living in other types of rural areas, for example the former homelands.

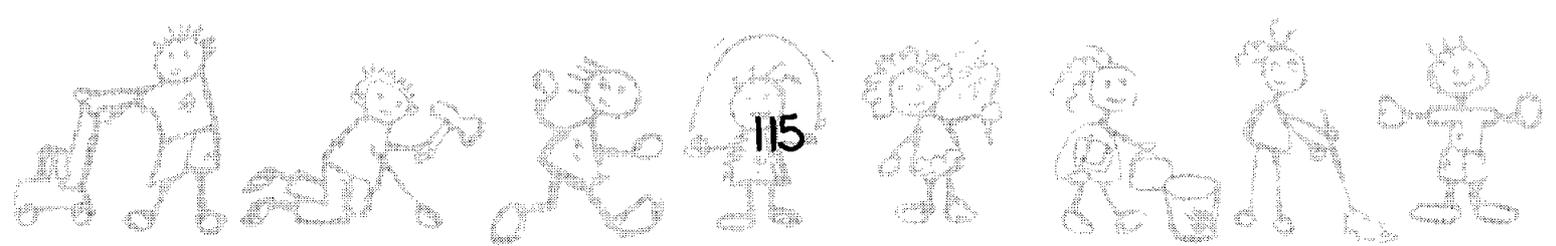
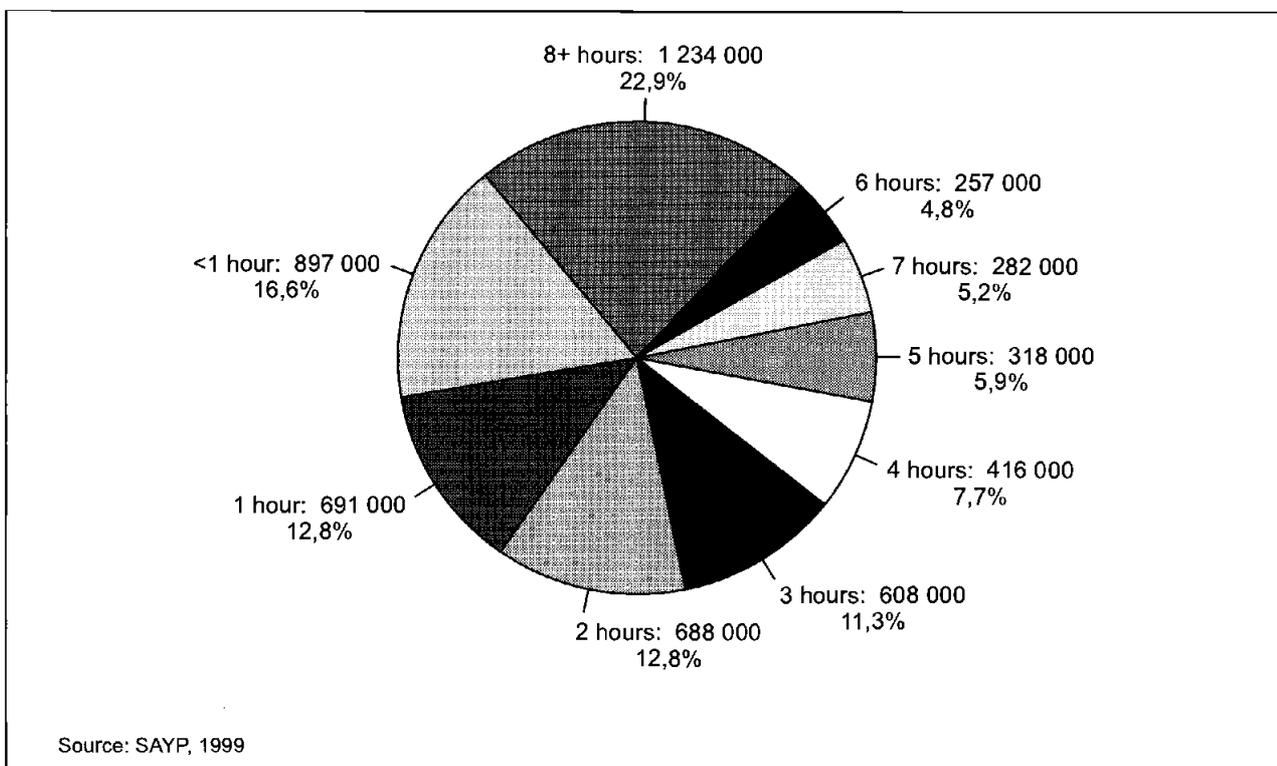
<sup>1</sup> This figure should be treated with caution as some households with children engaged in this activity for less than an hour a day were screened out in Phase 1.



If one examines the amount of time spent on fetching wood and water among children who were engaged in this activity, Figure A.2.1 indicates that:

- Altogether, approximately 5,4 million children in South Africa aged between 5 and 17 years were regularly spending at least some time during the week fetching wood and water for domestic use.
- About 4,5 million children were spending at least one hour per week fetching wood and water for domestic use.
- Approximately 3,1 million children were engaged in this activity for at least three hours per week.
- Of all children engaged in fetching wood and water for domestic use, almost a quarter (1,2 million or 22,9%) spent eight hours or more per week on this activity.
- Relatively few children (0,9 million or 16,6%) spent less than one hour per week on this activity.

**Figure A2.1: Hours per week spent fetching wood and water among children engaged in this activity (numbers and percentages)**



## Non-economic activities

In Table A2.2 the focus is on non-economic work activities of children. Firstly, it indicates all children who said they were engaged in the particular activity for any length of time in the seven days prior to the interview. Secondly it uses the mutually agreed cut-off points (a minimum of seven hours for household chores and five hours for school labour).

- It shows that almost half the children aged 5–17 years in South Africa (48%) assisted in household chores and family care activities for at least some proportion of their time in the seven days prior to the interview. This assistance took place in homes where a parent, grandparent or a spouse of the child was present. But relatively few (12%) spent seven hours per week or more on this activity.
- School maintenance and improvement activities show a similar pattern to household chores. It is noteworthy that as many as 10% of children were spending five hours or more per week on school maintenance activities.
- The two categories are not mutually exclusive. A child could be engaged in both household chores and school maintenance.

**Table A2.2: Number and percentage of children engaged in non-economic child work using different cut-off points**

Household chores in family home	No cut-off point		Seven hours cut-off point	
	N (000s)	%*	N (000s)	%*
	6 421	47,7	1 671	12,4
School maintenance	No cut-off point		Five hours cut-off point	
	N (000s)	%*	N (000s)	%*
	6 575	48,9	1 297	9,7

\* Each percentage is a percentage of all children in the age category 5–17 years

## Both economic and non-economic activities by type of area

Table A2.3 shows the percentage of children living in each type of area that spent at least some of their time, even if less than an hour, on work activities, broken down by five major sub-categories, namely:

- economic activity for pay, profit or economic family gain;
- unpaid domestic work for ‘non-family members’;
- fetching wood and/or water;
- household chores for family members; and
- school labour.

It also shows the percentage of children in each type of area engaged in at least one work activity.

\* This figure should also be treated with caution for the same reason as that given in the preceding footnote.



**Table A2.3: Percentage of children engaged in various types of work activities for any length of time, by type of area**

Type of activity	Urban formal	Urban informal	Commercial farm	Other rural	Total
	%*	%*	%*	%*	%*
<b>Economic activity for pay, profit or family gain</b>	12,5	13,6	24,1	39,2	25,9
<b>Unpaid domestic work</b>	3,8	4,7	5,0	7,2	5,5
<b>Fetching wood and water</b>	10,8	36,9	43,3	64,9	40,1
<b>Household chores</b>	38,5	48,4	48,5	55,6	47,9
<b>School maintenance</b>	34,3	48,8	43,2	62,1	48,9
<b>Any form of work activity</b>	<b>46,1</b>	<b>60,4</b>	<b>59,5</b>	<b>76,1</b>	<b>62,0</b>

\* Each percentage stands on its own as the percentage of all children in that category. For example, 12,5% of all children living in urban formal areas were engaged in economic activity for pay, profit or economic family gain.

The table shows that, without taking the amount of time spent into account:

- The targeted activities are common among children in South Africa. 62% of children in the country participated in at least one form of these activities.
- 76% of children living in rural areas, mainly in the former homelands, were engaged in at least one form of work activity labour for at least some of their time.
- 60% of children living in urban informal areas and on commercial farming areas spent at least some of their time on work activities.
- In urban formal areas this proportion decreased to 46%.
- In rural areas mainly in the former homelands 65% of children were engaged in fetching wood and/or water, while 62% were engaged in school maintenance and 56% in domestic chores.

It therefore seems likely that South African children aged between 5 and 17 years are expected to help the family and school in diverse ways, including economic and non-economic tasks, particularly in rural areas.



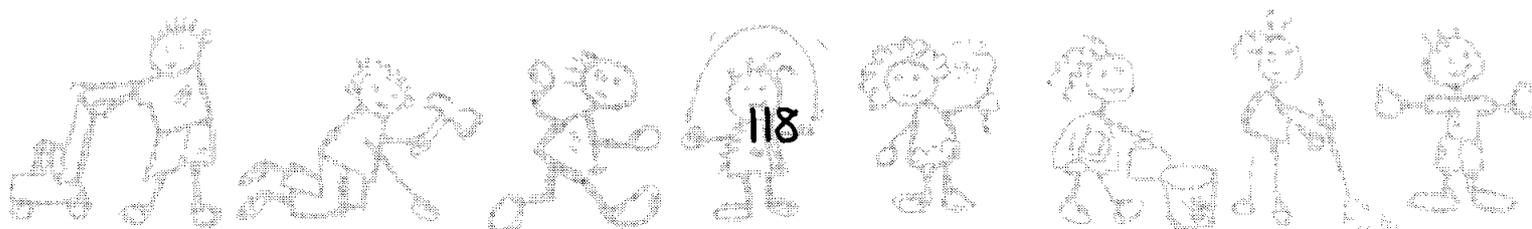
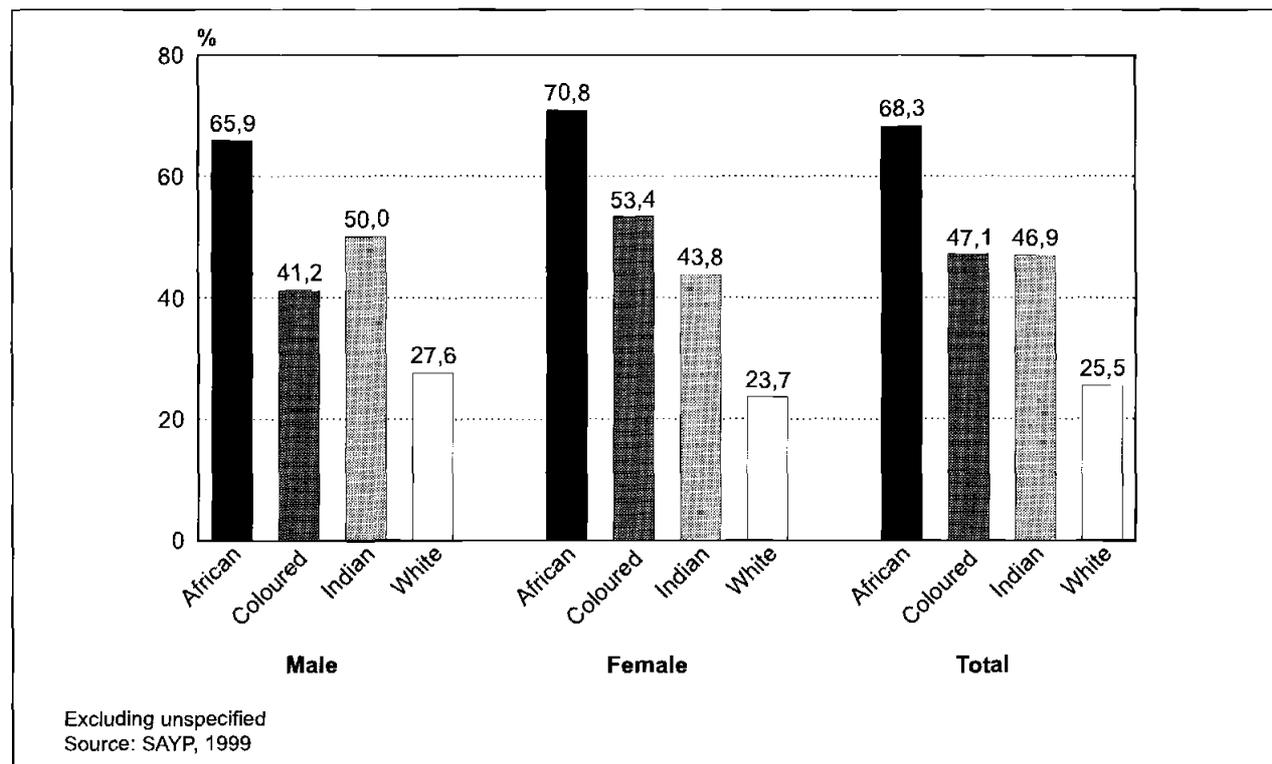
## Both economic and non-economic activities by population group and gender

Figure A2.2 shows that:

- Among African children, 71% of girls and 66% of boys spent at least some time, even if less than one hour, on at least one form of work activity.
- Among coloured children, this percentage reduces to 53% of girls and 41% of boys.
- Among Indian children, 50% of boys and 44% of girls were engaged in at least one form of work activity, without taking the amount of time spent into account.
- Among white children the percentage is lowest, at 28% for boys and 24% for girls.

It therefore also seems likely that assistance from children is expected, particularly among Africans. As we have seen, African children are most likely to live in rural areas in the former homelands. They are least likely to have access to tap water in their dwelling or on site or to electricity, which necessitates the fetching of wood and water for domestic use. These households are also more likely to be poorer. Some may therefore rely on the contribution of the working child to the household income or payment in kind.

**Figure A2.2: Percentage of children spending at least some of their time on at least one type of work activity, by population group and gender**



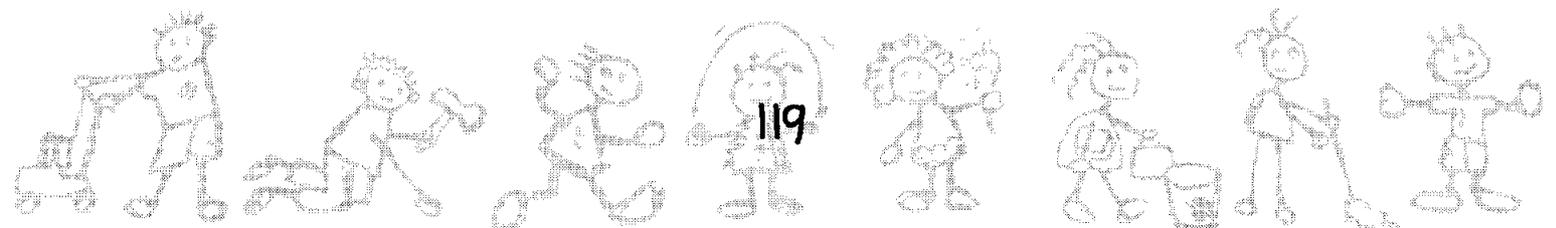
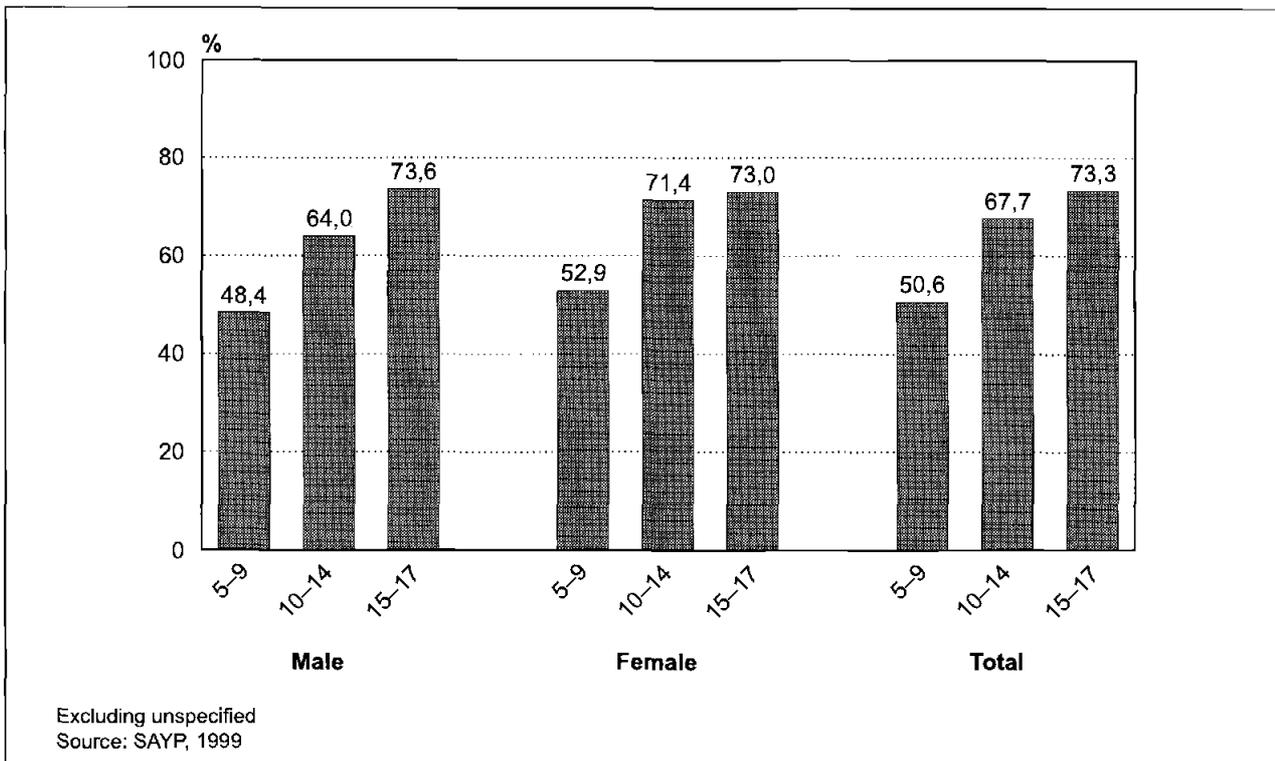
## Both economic and non-economic activities by age and gender

Figure A2.3 shows that a smaller percentage of younger children are engaged in work activities. But as age increases, so does the extent of participation in at least one activity, without taking amount of time into account.

- In total, 51% of children aged 5–9 years were engaged in at least one type of work activity. This proportion increases to 73% among those aged 15–17 years.
- A smaller proportion of boys than girls aged 5–9 years (48% as against 53%) and 10–14 years (64% as against 71%) are involved in work activity.

Among those aged 15–17 years, however, an almost equal proportion of boys and girls are engaged in work activities.

**Figure A2.3: Percentage of children spending at least some of their time on at least one work activity, by age and gender**



## Time spent on work activities

We now examine the amount of time spent by these children on child work. The analysis is done for each of the five major categories of work activities, and by type of area. The results can be seen in Table A2.4.

### Economic activity for pay, profit or economic family gain

Table A2.4 shows that children engaged in economic activity for pay, profit or economic family gain tend to spend relatively little time per week on these activities.

- In total 38% spent less than one hour per week and 33% spent between 1 and 3 hours on these activities.
- Altogether, 65% of the children engaged in these activities were spending less than three hours per week on them.
- At the other extreme, 17% of children who were engaged in economic activities for pay, profit or economic family gain were doing so for eight hours or more per week.
- 24% of children living on commercial farms who were engaged in these activities were spending eight hours or more doing them. This proportion reduces to 22% for urban informal, 19% for urban formal and 16% for other rural areas.

### Unpaid domestic work for ‘non-family members’

- 85% of children who were doing unpaid domestic work for ‘non-family members’ were spending less than eight hours per week on such work, while 15% were spending eight hours or more per week.
- Compared to children who were engaged in this type of work and who were living in urban formal areas (16%), or commercial farms (13%), or other rural areas (14%), a larger proportion of children living in informal settlements (27%) spent eight hours or more per week on these activities.

### Fetching wood and/or water

Table A2.4 shows that, of children who were engaged in fetching wood and/or water:

- Overall, 17% of children spent less than one hour per week on these activities, while 37% spent between one and three hours, 24% spent between four and seven hours, and 23% spent eight hours or more.
- Children living in rural areas, mainly in the former homelands, spent the most time fetching wood and water, since 52% spent four hours or more per week on these activities, followed by those living on commercial farms, where 42% spent four or more hours.
- In informal settlements, 51% of children doing this activity were spending between one and three hours doing so. In urban formal areas, the smallest proportion of time was spent on these activities.

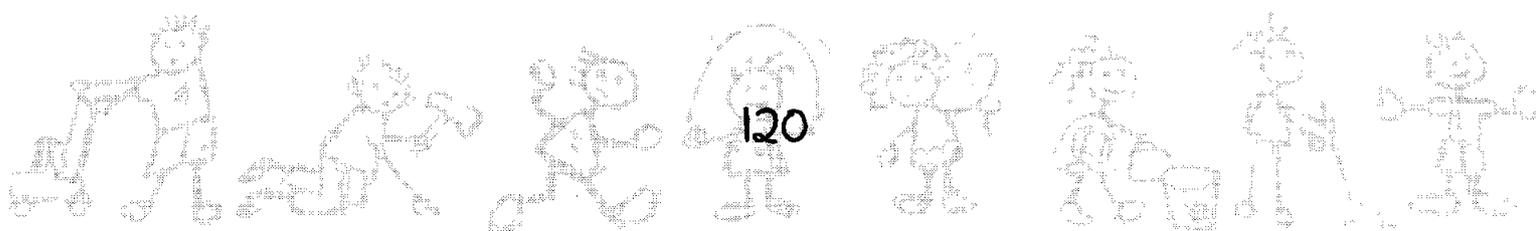


Table A2.4: Time spent by children on work activities

Activity	Hours per week	Urban formal %	Urban informal %	Commercial farms %	Other rural %	Total %
<b>Economic activity for pay, profit or economic family gain</b>	<1	39,5	35,2	29,5	39,0	38,4
	1	12,9	12,3	12,5	16,7	15,6
	2	7,4	7,4	10,5	11,7	10,7
	3	7,6	8,2	6,0	6,3	6,6
	4	3,6	3,3	5,0	5,0	4,7
	5	4,3	4,1	4,5	1,7	2,5
	6	1,2	2,5	2,0	1,3	1,4
	7	5,0	4,9	6,0	2,2	3,1
	8+	18,5	22,1	24,0	15,9	17,2
<b>Total</b>		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>
<b>Unpaid domestic work</b>	<1	13,0	4,9	11,1	10,6	11,1
	1	26,5	9,8	31,1	23,1	23,7
	2	14,0	12,2	13,3	15,1	14,6
	3	7,0	9,8	11,1	8,4	8,3
	4	5,5	2,4	4,4	4,2	4,3
	5	7,0	7,3	6,7	4,0	5,1
	6	2,0	4,9	2,2	4,2	3,7
	7	9,5	22,0	6,7	16,0	14,1
	8+	15,5	26,8	13,3	14,4	15,2
<b>Total</b>		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>
<b>Fetching wood and water</b>	<1	39,4	21,9	14,8	13,2	16,6
	1	21,4	24,4	13,3	10,6	12,8
	2	11,1	16,9	19,4	12,0	12,8
	3	8,4	10,0	10,6	11,8	11,3
	4	4,8	3,3	9,9	8,3	7,7
	5	2,9	2,5	4,9	6,7	5,9
	6	3,3	2,9	4,4	5,2	4,8
	7	3,5	4,7	4,3	5,6	5,2
	8+	5,2	13,3	18,4	26,6	22,9
<b>Total</b>		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>
<b>Household chores</b>	<1	12,0	8,2	15,4	15,3	13,8
	1	21,2	23,0	29,0	20,7	21,6
	2	14,9	16,4	16,8	13,4	14,3
	3	11,6	13,2	9,4	9,4	10,4
	4	5,8	8,4	5,1	5,6	5,8
	5	5,1	4,5	5,3	4,5	4,7
	6	2,4	3,0	2,3	3,8	3,2
	7	11,5	12,7	8,1	13,8	12,6
	8+	15,4	10,7	8,5	13,6	13,7
<b>Total</b>		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>
<b>School labour</b>	<1	12,8	5,7	11,5	12,8	12,2
	1	32,0	31,4	32,9	22,6	26,2
	2	16,6	22,7	21,6	22,8	21,1
	3	13,1	14,1	13,8	10,8	11,8
	4	6,1	6,2	4,9	6,4	6,2
	5	6,1	5,7	5,2	8,9	7,7
	6	1,3	1,2	0,3	1,5	1,4
	7	7,2	6,9	4,3	6,3	6,4
	8+	4,8	6,2	5,5	7,9	6,9
<b>Total</b>		<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>



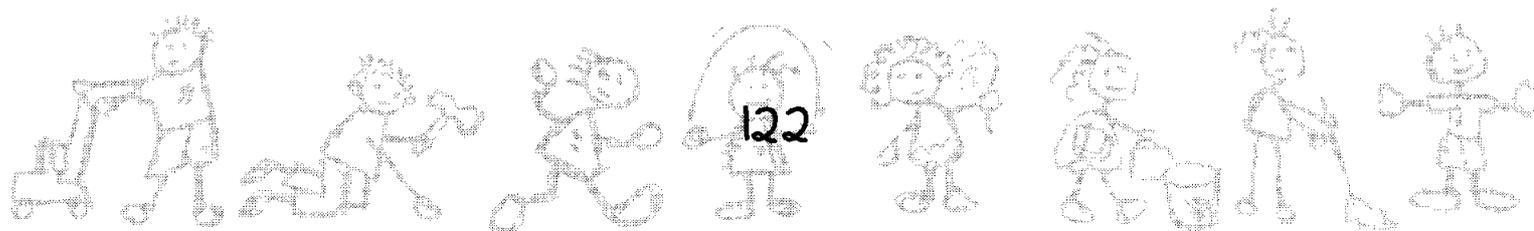
## Household chores for the family

Among children who were engaged in household chores, Table A2.4 shows that

- Relatively few (14%) were spending eight hours or more on these activities.
- 15% of children living in urban formal areas engaged in household chores spent eight hours or more per week on them, as against 14% in other rural areas, 11% in urban informal areas, and 9% on commercial farms.

## School maintenance

Table A2.4 shows that relatively few of the children who were engaged in school maintenance activities (7%) were spending eight hours or more on these activities, while 59% of children engaged in these activities were spending between one and three hours on them.





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