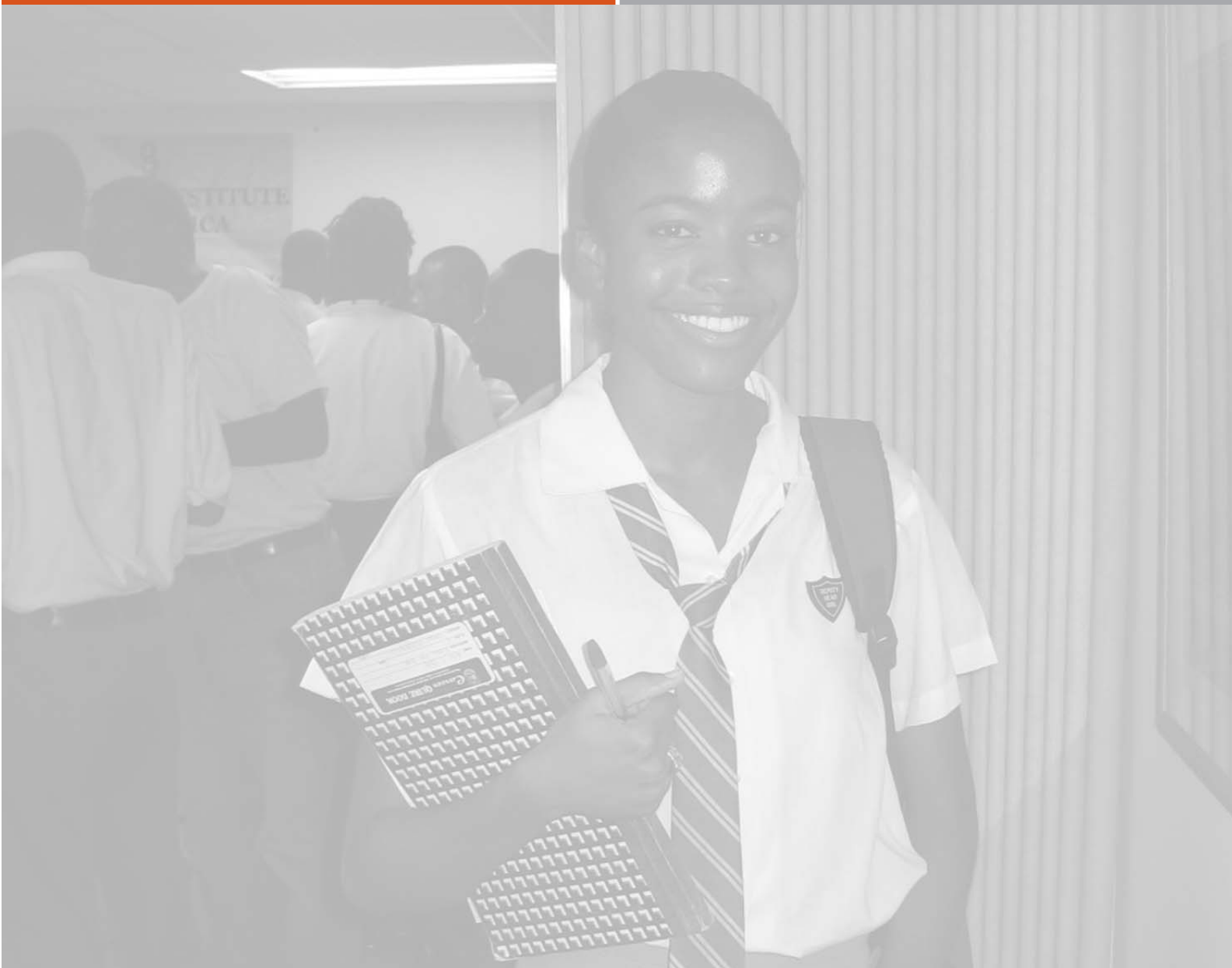




Planning Institute of Jamaica



The Transition of Jamaican Youth to the World of Work



The Transition of Jamaican Youth to the World of Work

REPORT PREPARED BY THE HUMAN
DEVELOPMENT UNIT, PIOJ

Steven Kerr ▼ Allison Bailey ▼ Pauline Knight



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Planning Institute of Jamaica (PIOJ)
10–16 Grenada Way, Kingston 5
Jamaica, W.I.

Telephone: (876) 906-4463-4
(876) 906-4468-9
Fax: (876) 906-5011
E-mail: doccen@mail.colis.com

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List of Acronyms

BYOND	Building Youth for National Development
CXC	Caribbean Examination Council
GOJ	Government of Jamaica
HEART Trust/NTA	Human Employment and Resource Training Trust /National Training Agency
HISEP	High School Equivalency Programme
ILO	International Labour Organization
JAMVAT	Jamaica Values and Attitudes Programme
JBDC	Jamaica Business Development Centre
JEF	Jamaica Employers' Federation
LMIS/ELE	Labour Market Information System /Electronic Labour Exchange
MLSS	Ministry of Labour and Social Security
MOEY	Ministry of Education and Youth
NCTVET	National Council on Technical and Vocational Education and Training
NCYD	National Centre for Youth Development
NGO	Non Government Organization
NYS	National Youth Service
PIOJ	Planning Institute of Jamaica
PSOJ	Private Sector Organization of Jamaica
SLTOPs	School Leavers' Training Opportunity Programmes
STATIN	Statistical Institute of Jamaica
YEN	Youth Employment Network
YIC	Youth Information Centre

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- Ms. Allison Bailey (PIOJ)
- Dr. Pauline Knight (PIOJ)

Technical Guidance/Oversight to Project

- Mr. Reynold Simons (ILO)
- Dr. Pauline Knight (PIOJ)

Members of the Steering Committee

- Dr. Patricia Anderson (UWI)
- Mr. Kerron Lindo (HEART Trust/NTA)
- Mr. Layne Robinson (NCYD/MOH)
- Mrs. Andrea Miller-Stennett (MLSS)
- Mrs. Janet McFarlane-Edwards (MOEY)
- Ms. Chyrl Barrett (MOEY)

Field Work/Data Processing

- Mr. Roy Russell (Consultant)
- Mr. Fredrick Gordon (PIOJ)
- Ms. Cheryl Robinson (PIOJ)
- Mr. Douglas Forbes (STATIN)

Workshop Facilitators

- Ms. Taitu Heron (PIOJ)
- Mrs. ShellyAnn Edwards (PIOJ)
- Ms. Noelle Nicolls (HEART Trust/NTA)
- Ms. Vilma Freeman (HEART Trust/NTA)

Administrative Support

- Ms. Claudia Sutherland (PIOJ)
- Mrs. Marcia Blake-Hall (PIOJ)
- Ms. Stacy Ann Robinson (PIOJ)
- Mr. Rohan Francis (PIOJ)
- Mrs. Karen Sancko (PIOJ)

Photographs

- Ms. Krystle Graham-Haynes (Ardenne High School)
- Mr. Rohan Francis (PIOJ)
- Mr. Anthony Reid (PIOJ)
- Miss Marsha Woolcock (PIOJ)
- Miss Stacey Ann Robinson (PIOJ)

Editor

- Ms. Wyvolyn Gager



M E S S A G E F R O M

Director General, PIOJ

Young people represent the future of our country as, in the years ahead they will play a critical role in the social and economic development of Jamaica. However, if their talents and youthful enthusiasm are left unharnessed, this will result in negative repercussions for our society.

Thus, the GOJ/ILO School-to-Work Transition Survey, which collected and analyzed data on the various challenges that impact Jamaican youth (15–24 years) in transiting from the education system to the labour market, is very timely and relevant. Indeed, the findings from this Survey have provided detailed insight into the factors impacting youth employment. These factors are essential ingredients in designing new policies and programmes, and increasing the effectiveness of existing programmes to reduce youth unemployment.

The report underscores the importance of developing national responses, particularly in improving our education and training systems to meet the needs of employers and young job seekers. For example, the study pointed to the need for increased avenues for skills training. Thus, alternative modes of dissemination, such as electronic, online and distance education, must be promoted. Additionally, opportunities to engage in work experience programmes, including summer jobs and after-school jobs, were found to be linked to success in the labour market. It is likely that the ‘soft’ skills, such as punctuality, dependability, time management, leadership and organizational skills, which are learnt in this environment, better prepared young people for the world of work.

We must thank the various stakeholder agencies who played a critical role in providing feedback, recommendations and invaluable information towards the completion of the Report. You have enabled us to continue to provide quality research and policy advice for decision makers, as well as vital information for the educators, students and young people of Jamaica.

The PIOJ is pleased to have been associated with this study, and trusts that it will provide useful insight for public policy.

Dr. Wesley Hughes

M E S S A G E F R O M

Director, ILO



As Jamaica is one of the lead countries in the United Nations Secretary-General's Youth Employment Network (YEN), the Government of Jamaica has committed to taking the lead in the preparation and implementation of a National Action Plan for youth employment. In September 2005, the Youth Employment Network of Jamaica was launched with the signing of a Memorandum of Understanding between the Ministry of Labour and Social Security, the Jamaica Employers' Federation and the Jamaica Confederation of Trade Unions. High levels of youth unemployment and a lack of the requisite employable skills on the part of many Jamaican youth fuelled this initiative.

The publication of the results of the Youth Transition from School to Work Survey is therefore very timely. In order to design effective policies and programmes to promote decent work for youth, it is essential to understand the problems young women and men face in accessing education and training and in entering the labour market.

The results of the survey provide useful evidence on the employment characteristics of young Jamaicans, including information on their education and training, their job seeking history, their work experiences, their unemployment, the gender perspective and other relevant issues. Considering the size of the sample, the study also provides baseline data for a wide-ranging set of indicators on young people in Jamaica.

I wish to commend the Planning Institute of Jamaica for spearheading this survey. I would also like to acknowledge the assistance of ILO's Gender Promotion Programme (GENPROM) in partly funding the survey, and Reynold Simons, Senior Specialist, Employment and Labour Market Policy, ILO Subregional Office for the Caribbean, for his technical guidance. I have no doubt that the results will give a new impetus to the work already undertaken to give young Jamaicans hope for a better future through decent work.

Dr. Ana Teresa Romero

International Labour Organization Subregional Office for the Caribbean

Executive Summary

The School-to-Work Transition Survey was commissioned by the International Labour Organization (ILO) in collaboration with Planning Institute of Jamaica (PIOJ). It was designed to collect and analyse information on the various challenges, attitudes and situations that impact on youth in Jamaica, while they make the transition from school to work. The Survey findings are intended to guide the designing of new policies and programmes, increasing the effectiveness of existing programmes and improving youth inclusion into the labour force.

This household study involved the investigation of four categories of youth (15–24 years): In School (42.3 per cent), Not Working (36.6 per cent), Employed (16.1 per cent), and Self-Employed (5.0 per cent). The information was collected via four questionnaires; one for each category of youth. The survey was conducted in every parish in Jamaica and was stratified by Parish Capitals and Major Towns, Other Towns, and Rural Areas.

It provided a comprehensive body of relevant data on some 3 685 youth (55.7 per cent female) and included: demographic and household information; education and training; job search and expectations regarding work; employment and working conditions; income and expenditure; and life goals and values.

Findings

Some of the major findings are:

Profile of Youth

- In terms of area of residence, more than half of the sample (50.9 per cent) lived in Rural Areas, followed by 26.5 per cent in Kingston and Montego Bay. The rest of the sample resided in Parish Capitals/Major Towns (12.6 per cent) and Other Towns (10.0 per cent).
- Some 19.6 per cent of the youth surveyed reported that they had children. Of those with children, 71.6 per cent had one child, and 20.8 per cent had two children;

- Some 59.4 per cent of the out-of-school youth indicated they had not passed an academic examination;
- A larger proportion of females than males not only passed an academic examination but obtained higher level qualifications;
- The proportion of youth who had received school-based vocational training from secondary vocational schools or post-secondary institutions such as the HEART Trust/ NTA was 25.5 per cent;
- Some 26.2 per cent of youth had gained work experience as part of their education/training;
- The majority of youth (77.8 per cent) indicated that they intended to further their education or training in the future;

Attitudes and Expectations Regarding Work

- On average, most youth (54.7 per cent) applied for 1–2 jobs
- There was recognition among youth of the importance of post secondary and tertiary certification as a precursor to finding suitable jobs;
- The five main obstacles in finding suitable jobs were ‘no suitable training opportunities’; ‘unsuitable general education’; ‘no education’; ‘unsuitable vocational education’ and ‘not enough jobs available’.

Regression Analysis

- The regression analysis showed that age and sex were significant determinants of the employability of youth, along with certification and work experience

Main Recommendations

- Gender-based pedagogy introduced to reflect the different learning styles of males and females;
- Provision of resources and institutionalization of mechanisms to support the increased enrolment of pregnant teenagers in Women Centres to enable their reintegration into the formal/non-formal education/training system;
- Introduction of Mentorship programmes (Big Brother/Little Brother; Big Sister/Little Sister) in schools;
- The re-introduction of the GOJ/IADB Regional Programme (2002–2005) to provide non-traditional technical and vocational job training for low income

women with special emphasis on youth. This should also include provision for Day Care support services;

- Implementation of career centred learning from the primary level and that real life linkages be made with careers and subjects taught at the secondary levels;
- Expansion of the type of TVET subjects offered within the formal school system. Suggested areas include graphic design; visual and performing arts; sports; fashion designing; computer repairs; tiling and electronic repairs. Provision should be made for males and females to have equal access to these offerings;
- A long-term recommendation is for the establishment of Alternate High Schools with specialized training in TVET subjects. Examples of these could be the “Bob Marley High School for Visual and Performing Arts” and the “Merlene Ottey High School for Physical Education & Sports”;
- The introduction of a special Training Tax Incentive to be provided to companies to promote the education, training, retraining/retooling of their workers;
- There needs to be greater emphasis on entrepreneurial training for youth in both formal and non-formal settings;
- In keeping with the demand for youth with work experience, there is need for the expansion of the National Youth Service, and the HEART Trust/NTA-financed School Leavers’ Training Opportunity (SL-TOP) and Apprenticeship Programmes;
- Youth ranked “*participation in politics*” as very unimportant and “*the upholding of religious faith*” as the fourth least important goal. In light of these findings, it is being recommended that the reintroduction of Civics be facilitated in schools and institutions island-wide; and
- Involvement in school-based Service Clubs such as Junior Achievement Clubs, Junior Chamber, Interact Club, and Key Club should be heightened to promote the development of qualities related to service, commitment and voluntarism; and
- Increased training in parenting skills.





1 Project Context and Rationale

Introduction

Jamaica is a small island nation, with a land area of 11 000 km². It is classified by the World Bank as Lower Middle Income with a Gross National Income of US\$3 155.50 per capita. Between 1999 and 2004, real Gross Domestic Product (GDP) grew by an average of 1.3 per cent per annum, 1.0 percentage point higher than the average annual growth recorded during the previous five years. The major growth sectors during 1999–2004 were Transport, Storage & Communication, Financing & Insurance Services, and Electricity & Water. With regard to the major social indicators, 19.1 per cent of the population lived below the national poverty line in 2003. The combined early childhood, primary, secondary and tertiary enrolment rate was 75.5 per cent, (77.0 per cent for females, 71.4 per cent for males), and the adult literacy rate was 79.9 per cent.¹ An estimated 95.0 per cent of births were attended by skilled health staff, and life expectancy at birth was 73.3 years in 2004.

The number of persons in the Jamaican labour force totalled 1 194 800 in 2004 with males accounting for 55.5 per cent. The labour force participation rate stood at 64.3 per cent, with the rate for males being 73.3 per cent, and females 55.8 per cent. The average unemployment rate was 11.7 per cent, with the unemployment rate being 7.9 per cent for males, and 16.4 per cent for females.²

It is reported that³ there were 485 938 youth aged 15–24 years in 2004, accounting for 18.3 per cent of the population. The Labour Force Survey⁴

▼
The combined early childhood, primary, secondary and tertiary enrolment rate was 75.5 per cent, (77.0 per cent for females, 71.4 per cent for males), and the adult literacy rate was 79.9 per cent

1. Jamaica Movement for the Advancement of Literacy (JAMAL) Survey 1999
2. Planning Institute of Jamaica (2005) *Economic and Social Survey Jamaica 2004*
3. Ibid
4. Statistical Institute of Jamaica (2004)



▼
The Labour Force Survey revealed that the youth unemployment rate, at 26.4 per cent, was more than three times the adult unemployment rate of 8.6 per cent.

revealed that the youth unemployment rate, at 26.4 per cent, was more than three times the adult unemployment rate of 8.6 per cent. However, examination of the unemployment data for the last 10 years showed that youth unemployment declined by 7.7 percentage points, while the adult unemployment rate declined by 1.1 percentage points. The female youth unemployment rate (34.2 per cent) continued to be higher than the male rate (20.6 per cent).

The Jamaican youth face a number of challenges within the education/training system including:

- inequities in the quality of publicly provided secondary education;
- gender imbalances in education (methodology, subject choices and performance);
- peer pressure and socio-cultural norms which devalue education and learning; and
- an upsurge in school-related violence across the island.

The problems inherent in the system impact the Jamaican workforce as:

- 77.3 per cent of the labour force and 70.2 per cent of first time job seekers have no vocational, technical or professional qualifications;
- 20.1 per cent of Jamaican adults are illiterate and another 15 per cent possess only basic numeracy skills; and
- 142 000 youth are outside of the education system and labour force, of which 5.0 per cent of these youth did not go beyond Grade 9.⁵

One of the main findings by Anderson (1997), was that “youth unemployment is no longer pegged to adult unemployment, but constitutes a phenomenon of its own . . . the conclusion is that planning for youth employment cannot be approached only as a spin-off from total demand, and that special programmes must be developed to address this problem”.

The main options that are available for school leavers include entry into the labour market and enrolment in: private post-secondary institutions; the National Youth Service (NYS) programmes; HEART Trust/NTA programmes, Community Colleges, and public and private tertiary institutions. Government’s recent efforts to address youth employment problems include the development of a National Youth Policy, and the re-establishment of the National Youth Service (NYS), *inter alia*.

5. Fox, Kristin (2003) Mapping Unattached Youth in Jamaica (Draft) IADB



The **National Youth Policy**, coordinated by the National Centre for Youth Development (NCYD) presents an opportunity for Jamaica to facilitate the development of an environment that optimizes the potential of each young Jamaican. The Employment and Entrepreneurship goal of this Policy is to generate “an environment which promotes the creation of opportunities for employment and an environment that promotes entrepreneurship” by achieving the following objectives:

- increasing the employability of youth,
- increasing the number of employment opportunities for youth, and
- fostering an environment conducive to the creation of opportunities for self-employment.

NCYD has responsibility for several national youth development programmes including Operation Phoenix. This programme was formed to empower youth and create the necessary environment for their development. Under this programme, two Youth Information Centres (YICs) were established in 2003; one in St. Catherine and the other in St. Mary. YICs are resource centres that provide counselling services and information on training, education and health. A total of 10,272 young persons utilized the St. Catherine YIC in 2004, while 3 476 young persons visited the St. Mary YIC in that year.

The **National Youth Service** (NYS) was re-established in 1995 to “create a cadre of patriotic young people – disciplined, responsible, caring, confident, self-reliant and culturally aware through involvement in voluntary activities.” The main programmes operated by the NYS are the Corps Programme, the Jamaica Values and Attitudes Programme for Tertiary Students (JAMVAT) and the National Summer Employment Programme. In 2004, the Corps Programme provided 1 946 youth with training and work experience in one of the following corps: early childhood education, conservation, customer care, uniform, sales and administration, and micro-entrepreneurship. JAMVAT provided opportunities in 2004 for 773 students to engage in community service in government, private sector or community-based organizations, and participate in positive development workshops, in return for a government subvention of 30.0 per cent of tuition for the academic year, and a stipend for meals and transportation. The National Summer Employment Programme began in 2001 as a national project to provide students with practical work experience and assistance with back-to-school funds. The programme provided employment for 4 155 students at the upper secondary and tertiary levels in July and August 2004.

Additionally, the Government of Jamaica has committed itself to expanding

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The main options that are available for school leavers include entry into the labour market, enrolment in: private post-secondary institutions; the National Youth Service (NYS) programmes; HEART Trust/NTA programmes, Community Colleges and public and private tertiary institutions.



▼
... the Government of Jamaica has committed itself to expanding skills training and employment opportunities for youth, through programmes conducted by the HEART Trust/NTA

skills training and employment opportunities for youth, through programmes conducted by the Human Employment and Resource Training (HEART) Trust/National Training Agency (NTA).⁶ The HEART Trust/NTA was established in 1982 with the objective of producing skilled workers to meet the development needs of the economy. The programmes offered by the HEART Trust are guided by an assessment of the jobs available in various sectors. The HEART Trust/NTA and the National Council on Technical and Vocational Education and Training (NCTVET) implemented a new approach to training, assessment and certification using its New Business Model. In light of this new approach, the HEART Trust/NTA has developed targets for increasing enrolment to 100,000 persons per year, and certifying half of the workforce by 2008.⁷ Total enrolment in HEART Trust supported Programmes was 61 040 (59.9 per cent female) in 2004/05.

The Jamaica Business Development Centre (JBDC) provides support for young entrepreneurs in small and micro enterprises through the “**Building Youth for National Development**” (BYOND) project. BYOND is aimed at providing training and business opportunities for persons between 17 and 29 years through the Internship Programme, which provided on-the-job training for a period of three months, and the Grant Programme, where young entrepreneurs received training in the preparation of a business plan, and/or a non-cash grant in the form of equipment and raw material. An outline of other life options for youth is shown below. (See Figure 1, page 5)

Project Rationale

This study, which was commissioned by the Planning Institute of Jamaica (PIOJ) and the International Labour Organization (ILO), was designed to collect and analyse information on the various challenges, attitudes and situations that impact on youth in Jamaica, while they make the transition from school to work. Thus, the central question that this study seeks to explore is: What are the factors that contribute to labour market absorption for youth after they leave the school system?

An essential ingredient in designing new policies and programmes, or increasing the effectiveness of existing programmes, to reduce youth unemployment, is a clear and detailed insight into the factors impacting on their employment.

Therefore, the main objectives of this project are to:

6. Fact Sheet on Youth in Jamaica (2004) Jamaica Adolescent Reproductive Health Project

7. Planning Institute of Jamaica (2005), *Labour Market Information Newsletter*, Issue number 51

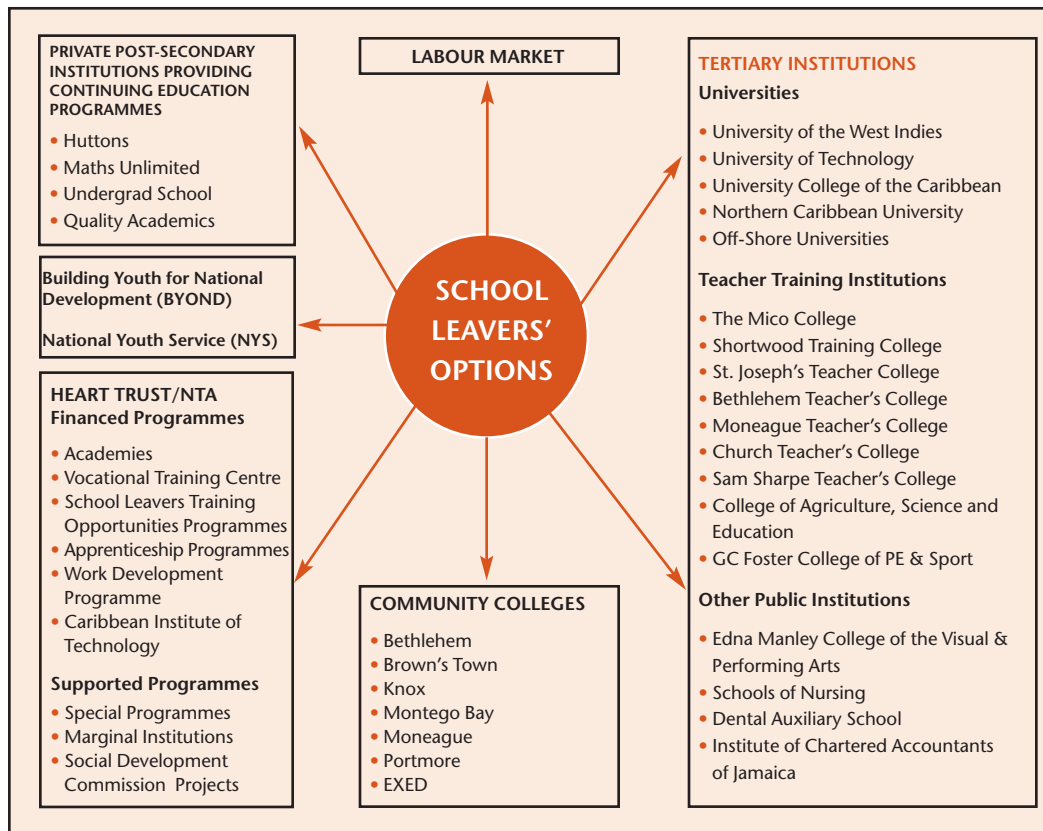


Figure 1: Selected Life Options for Youth Transiting from School to Work

- collect primary data island-wide to produce detailed information on the attitudes, education and training history, job search experiences, employment history, and the household situation of Jamaican youth,
- analyse the data collected to identify the issues affecting youth transition into the world of work, and
- provide recommendations which would feed directly into policy-making decisions and national strategies aimed at improving youth inclusion into the labour force.

It is envisaged that the outcome of this study will also augment research conducted by the ILO on youth unemployment in the region.

The school-to-work transition survey is thus designed to provide a comprehensive body of relevant data on youth, useful for employers, educators, planners and policy makers. The data collected include:

▼ The school-to-work transition survey is thus designed to provide a comprehensive body of relevant data on youth, useful for employers, educators, planners and policy makers



▼
This study involved the investigation of four categories of youth (15–24 years): in school; employed; self-employed; and not working

- demographic and household information;
- details about education and training;
- job search and expectations regarding work;
- employment and working conditions;
- income and expenditure; and
- life goals and values.

Methodology

Survey Design

Cognizant of the main objective; to conduct a survey that would produce detailed information on the challenges that impact on youth employment in Jamaica, the Consultant met with representatives of the ILO and the PIOJ to clarify the objectives of the study; discuss the survey design; and design the analytical plan.

This study involved the investigation of four categories of youth (15–24 years): in school; employed; self-employed; and not working. In order to collect the information, four questionnaires were prepared; one for each category of youth (see Appendices). The data was collected by interviewers, who visited youth in their homes and communities.

Sample Design

In order to get a representative sample of youth, the survey was conducted in every parish in Jamaica. Each parish was stratified into the following areas:

- Parish Capital and Major Towns,
- Other Towns, and
- Rural Areas

The 1991 ED Maps were used to select the sample for this study, as this was the latest available information from the Statistical Institute of Jamaica (STATIN). For the 1991 Population Census, Jamaica was divided into 5 064 Enumeration Districts (EDs), with the number of dwellings/households per ED being approximately 150 in urban areas and 100 in rural areas. From this total, the Consultant selected 360 EDs using the principle of probability proportional to size. The distribution of EDs within parishes is given in Table 1.1.



Table 1.1: Distribution of EDs in the Sample by Parish

Parish	No. of EDs in Parish 1991	No. of EDs in Sample 2004	Distribution of EDs by Area		
			Parish Capital and Major Towns	Other Towns	Rural Areas
Kingston	263	15	15	0	0
St. Andrew	1 007	82	65	6	11
St. Thomas	222	13	3	0	10
Portland	196	12	2	0	10
St. Mary	281	16	3	0	13
St. Ann	330	23	4	2	17
Trelawny	189	11	2	0	9
St. James	323	23	10	3	10
Hanover	147	10	2	0	8
Westmoreland	304	19	2	2	15
St. Elizabeth	303	22	2	0	20
Manchester	338	24	6	2	16
Clarendon	428	32	7	3	22
St. Catherine	733	58	34	7	17
Jamaica	5 064	360	157	25	178

Sampling Procedures

The procedure in selecting the sample included developing a sampling frame of households. This involved the completion of listing sheet(s) by the enumerator assigned to the selected ED. Information recorded on the listing sheets included:

- name and address of the head of each household,
- number of persons in each household who were 15–24 years of age,
- whether or not the household is a sampled household,
- names of persons who were 15–24 years in the sampled household,
- whether or not each youth in the sampled household were interviewed,
- category of each youth identified in the sampled households (e.g. in school, employed), and
- remarks including the number of “call backs” made before the completion of each interview.



Sample Selection

In April 2004, a pilot survey was conducted. The Consultant reviewed the results of the pilot survey, and modified the questionnaires based on these results. The Consultant then prepared a training/interviewer's manual, and selected and trained interviewers for the fieldwork. Listing forms were also developed for the creation of a sampling frame by identifying all private dwellings and households within the selected EDs. A 10 per cent systematic sample of households was then selected from each ED,⁸ and all youth in the selected households were identified. It was determined that a sample size of 3 600 youth would provide a representative sample, while meeting the financial and time constraints provided by the ILO. The number of youth interviewed was 3 685, with the fieldwork being conducted between July–September 2004 (Table 1.2).

In interpreting the results of this survey, note should be taken of the differences in the definitions of Not Working Youth as reported in this study and Unemployed Youth as reported in the Labour Force Survey. According to the Labour Force Survey, the unemployed are persons in the labour force who during the survey week were 'looking for work' or 'wanted and were available for work'. However, in addition to these persons, Not Working Youth in this survey included persons who, during the survey week, worked temporarily without pay in cash or kind, and regarded themselves as not having a job, as well as those who were unemployed but were neither available for work nor seeking a job.

Table 1.2: Distribution of Youth by Category

Category of Youth	Number of Persons	Percent of Total
In School	1 560	42.3
Out of School	2 125	57.7
Not Working	1 350	36.6
Employed	592	16.1
Self Employed	183	5.0
Total	3 685	100.0

8. Households within the ED were selected with equal probability.

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It was determined that a sample size of 3 600 youth would provide a representative sample, while meeting the financial and time constraints provided by the ILO.



Construction of Weights

The post-stratification ratio adjustment method was used by STATIN to construct weights for the sample estimates in this survey, thus bringing them in line with the Jamaican youth population in 2004. The 2001 Population Census data were used as the starting point. These figures were adjusted to the 2004 population estimates using the average growth rate for the three-year-period. Parish, age and gender variables were then included in the construction of the weights to address the differences in the population distribution. (See Table 1.3)

Table 1.3: Distribution of Youth by Category and Parish, 2004

Parish	In School	Not Working	Employed	Self Employed	Total
Kingston	7 076	7 517	3 185	1 440	19 218
St. Andrew	39 807	37 577	19 025	6 588	102 997
St. Thomas	5 609	7 150	2 812	409	15 980
Portland	5 734	5 456	2 304	254	13 748
St. Mary	8 154	7 798	2 438	481	18 871
St. Ann	13 364	14 190	3 162	0	30 716
Trelawny	5 577	3 862	2 562	634	12 635
St. James	11 232	10 662	8 060	2 413	32 367
Hanover	4 378	3 778	3 043	297	11 496
Westmoreland	9 035	8 082	5 503	1 981	24 601
St. Elizabeth	9 728	9 037	4 359	2 685	25 809
Manchester	13 864	10 092	6 653	3 916	34 525
Clarendon	19 195	19 212	4 150	1 907	44 464
St. Catherine	33 353	39 205	13 561	3 221	89 340
Jamaica	186 106	183 618	80 817	26 226	476 767

Information Processing

During and after the fieldwork, appropriate forms and procedures for the management of the data were designed. The questionnaire was pre-coded for the most part. There were several open-ended questions however, that required coding. For this exercise to be consistent, special coding sheets were developed for each open-



ended question. The post fieldwork exercise included editing questionnaires; re-interviews, call-backs and related fieldwork; and the preparation of databases for data capture and information processing.

Editing and Coding

Editing involved checking each questionnaire to ensure that:

- a) each youth who was selected and listed on the listing sheet, was the same person who was interviewed, and
- b) the questionnaire was completed, with responses that were reasonable and consistent. In cases where questionnaires were incomplete or responses were unreasonable and/or inconsistent, they were either returned to the interviewer (through the appropriate supervisor) for completion or correction, or the respondent was contacted via telephone and the necessary modifications were made.

Data Entry/Data Capture

After the questionnaires were edited and coded they were entered into the computer (data capture) using SAS. The Consultant utilized statistical models in the analysis and interpretation of data. Following this, a draft report was prepared and reviewed by the School-to-Work Transition Survey Steering Committee on March 29, 2005. Additional revisions were made to the document, and reviewed by the Steering Committee on June 1, 2006. The findings were presented at a Youth Forum and a Stakeholder Workshop on June 9, 2006 and August 29, 2006 respectively. Recommendations from these events were included in Chapter 6.

Problems Encountered

Problems encountered during the execution of the survey were many and varied. Some of these are given below.

1. Natural disasters (Hurricane Ivan in September, and heavy and continuous rain in May) during the fieldwork and data-processing phases of the survey resulted in undue delay in completing the research;
2. Some of the EDs selected were in areas that were partially inaccessible, e.g. gated communities. In a few instances, some of these EDs had to be replaced.
3. Common problems such as non-response, increased the level of 'call-backs' thereby increasing the time taken to complete the fieldwork.



2 Profile of Youth

This chapter examines the demographic characteristics of youth (15–24 years) in Jamaica, including age, gender, area of residence, number of dependents and education and training. A deeper understanding of these characteristics will enable policy makers to develop programmes to reduce the difficulties faced by youth in transiting from the Jamaican education system into the labour force.

Age and Gender Distribution

A total of 3 685 youth participated in this survey, of which 55.7 per cent were females (Table 2.1). This differs slightly from the general distribution of the youth population, as according to STATIN in 2004, 50.4 per cent of this group were females.

Table 2.1: Distribution of Youth by Age and Sex

Age (Years)	Sex		Total
	Male	Female	
15	220	271	491
16	207	263	470
17	190	232	422
18	171	257	428
19	172	239	411
20	138	173	311
21	160	197	357
22	131	154	285
23	105	138	243
24	137	130	267
Total	1 631	2 054	3 685

▼
A deeper understanding of these characteristics will enable policy makers to develop programmes to reduce the difficulties faced by youth in transiting from the Jamaican education system into the labour force



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The data, disaggregated by gender, showed that more females were In School (58.8 per cent) and Not Working (62.2 per cent) when compared with males. On the other hand, more males were Employed (59.8 per cent) and Self-Employed (67.8 per cent)

The average age of the youth surveyed was 18.9 years, with a standard deviation of 2.8 years. The average age for males was 18.9 years, compared with 18.8 years for females. In order to reduce the impact of “age heaping”¹ which tended to occur at certain ages, for example 21 years, the analysis in this section will be primarily related to two age groups: 15–19 years, and 20–24 years. Approximately 60.3 per cent of the sample was in the 15–19 age group.

Categorization

For this survey, youth were categorized into four major groups: In School (42.3 per cent), Not Working (36.6 per cent), Employed (16.1 per cent), and Self-Employed (5.0 per cent) (Table 2.2).

The data, disaggregated by gender, showed that more females were In School (58.8 per cent) and Not Working (62.2 per cent) when compared with males. On the other hand, more males were Employed (59.8 per cent) and Self-Employed (67.8 per cent).

The average age of In School youth was 16.7 years, while the average age of Not Working youth was 20.1 years (Table 2.3). The average ages of Employed and Self-Employed youth were 21.0 years and 21.6 years, respectively.

Table 2.2: Distribution of Youth by Category and Sex

Category	Sex		Total
	Male	Female	
In School	643	917	1560
Not Working	510	840	1350
Employed	354	238	592
Self-Employed	124	59	183
Total	1 631	2 054	3 685

Table 2.3: Distribution of Youth by Category and Age Group

Category	Age Group		Average Age
	15–19 years	20–24 years	
In School	1429	131	16.7
Not Working	592	758	20.1
Employed	166	426	21.0
Self-Employed	35	148	21.6
Total	2 222	1 463	18.9

1. Age heaping, also known as age preference or digit preference, refers to the tendency of persons to over report or under report their age.



Geographical Area

In terms of area of residence, more than half of the sample (50.9 per cent) lived in Rural Areas, followed by 26.5 per cent in Kingston and Montego Bay (Kgn/MoBay) (Table 2.4). The rest of the sample resided in Parish Capitals/ Major Towns (12.6 per cent) and Other Towns (10.0 per cent). This pattern of larger numbers of youth in the Rural Areas and Kgn/MoBay, was found across all categories of Youth (Table 2.4).

The average age of respondents from Kgn/MoBay was 19.0 years, while the average age of respondents from Parish Capitals/Major Towns was 19.1 years (Table 2.5). The average age of youth in Other Towns and Rural Areas was 18.6 years and 18.9 years, respectively.

Table 2.4: Distribution of Youth by Category and Area of Residence

Category of Youth	Area of Residence				Total
	Kingston/Mobay	Parish Capital and Major Towns	Other Towns	Rural Areas	
In School	411	192	176	738	1 517
Not Working	353	165	117	686	1 321
Employed	162	73	58	287	580
Self- Employed	28	23	8	122	181
Total	954	453	359	1 833	3 599
Percent of Total	26.5	12.6	10.0	50.9	100.0

Table 2.5: Distribution of Youth by Area of Residence and Age Group

Area of Residence	Age Group		Average Age
	15–19 years	20–24 years	
Kgn/MoBay	553	401	19.0
Parish Capitals/ Major Towns	267	186	19.1
Other Towns	229	130	18.6
Rural Areas	1 111	722	18.9
Total	2 160	1 439	18.9



The distribution of youth by parish indicated that a larger proportion of youth were interviewed in Kingston and St. Andrew (22.9 per cent) and St. Catherine (18.3 per cent) (Table 2.6). This is in keeping with the general distribution of the population. According to the 2001 Population Census (STATIN), 26.7 per cent of the youth population resided in Kingston and St. Andrew, and 18.9 per cent resided in St. Catherine. On average, the youth had resided in their respective geographical areas for the past 14.3 years.

Table 2.6: Distribution of Youth by Parish and Age Group

Parish	Age Group		Total
	15–19 years	20–24 years	
Kingston	73	50	123
St. Andrew	405	316	721
St. Thomas	46	35	81
Portland	71	46	117
St. Mary	101	53	154
St. Ann	102	56	158
Trelawny	68	23	91
St. James	241	125	366
Hanover	104	87	191
Westmoreland	241	149	390
St. Elizabeth	128	86	214
Manchester	69	70	139
Clarendon	166	98	264
St. Catherine	407	269	676
Total	2 222	1 463	3 685

Household Composition

With regard to the **number of persons living in the household**, In School youth reported an average of 5 persons. Employed youth had an average of 5.2 persons, and Not Working youth and Self-Employed youth had an average of 5.3 persons. These are higher than the national average, as according to preliminary findings



from the 2004 Jamaica Survey of Living Conditions, the average household size was 3.5 persons.

In terms of **marital/union status**, 92.2 per cent of the sample reported they were Single (never married). Smaller proportions of the sample were in common-law unions (6.4 per cent) or were married (1.3 per cent). The 2001 Population Census Country Report (STATIN, 2003) indicated that 10.1 per cent of youth 16–24 years were in common-law unions, and 2.2 per cent of youth in this age group were married.

When asked, “With whom do you live?” 28.6 per cent stated: “Both Parents” 35.5 per cent responded: “Mother” and 5.2 per cent reported: “Father”. The remainder lived with other relatives.

While a large proportion of the sample reported that their parent/guardian was working, being 69.9 per cent for mothers, 87.1 per cent for fathers, and 72.4 per cent for guardians, many did not specify their **parent’s/guardian’s occupation**. However, those who responded gave two main occupational groups, being Service Workers, Shop and Market Sales Workers, and Elementary Occupations. These groups are based on the Jamaica Standard Occupational Classification (1991).

The main occupation groups given by respondents in relation to their mothers were Elementary Occupations (33.3 per cent) and Service Workers, Shop and Market Sales Workers (32.3 per cent). The main occupations for fathers were Service Workers, Shop and Market Sales Workers (24.0 per cent), Elementary Occupations (23.1 per cent) and Skilled Agricultural and Fishery Workers (21.1 per cent). Guardians were employed primarily as Service Workers, Shop and Market Sales Workers (36.0 per cent), and in Elementary Occupations (23.7 per cent).

The level of response to **total monthly income of household** was low. Of the 1 271 responses received, 26.5 per cent of the youth stated that their monthly household income was less than \$20 000, 24.4 per cent reported that their monthly household income was \$20 000–\$29 999, and 18.2 per cent reported that their income was \$30 000–\$39 999. This response is in relation to the period January–March 2004.

Dependents

A total of 721 youth (19.6 per cent) reported that they had children. Approximately 3.1 per cent of In School youth reported having a child, compared to 35.5 per cent of Self-Employed youth, 34.2 per cent of Not Working youth, and 24.9 per cent of Employed youth. Of those with children, 71.6 per cent had one child, and 20.8 per cent had two children. The maximum number of children

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The maximum number of children recorded was six; this was reported by a 24-year old. However, the average number of children per young parent was 1.3



recorded was six; this was reported by a 24-year old. However, the average number of children per young parent was 1.3. In School youth had an average of 1.1 children, and Employed youth had an average of 1.3 children. Not Working youth and Self-Employed youth had an average of 1.4 children (Table 2.7).

Table 2.7: Proportion of Youth with Children, Number of Children and Average Number of Children per Person, by Category of Youth

Category of Youth	Proportion with Children		No. of Children	Average number of Children per person
	No.	%		
In School	48	3.1	52	1.1
Not Working	461	34.2	627	1.4
Employed	147	24.9	188	1.3
Self-Employed	65	35.5	89	1.4
Total	721	19.6	956	1.3

* Per cent of Youth in Category

When disaggregated by gender, the data showed that the majority of youth who reported having a child were female (77.9 per cent). In terms of geographical distribution, 45.5 per cent of youth with children were in Rural Areas, and 33.2 per cent were in Kgn/MoBay (Table 2.8).

Table 2.8: Selected Characteristics of Youth with Children

Category of Youth	Gender Distribution		Area of Residence *			Average Age (yrs)		
	Male	Female	Kgn/MoBay	Major Towns/Other Towns	Rural Areas	Male	Female	All
In School	5	43	17	13	18	19.6	18.6	18.7
Not Working	57	404	153	98	203	21.9	20.9	21.0
Employed	70	77	49	31	62	22.6	21.9	22.2
Self-Employed	27	38	16	9	39	23.0	21.7	22.3
Total	159	562	235	151	322	22.3	20.9	21.2

* Note: The data for Parish Capital/ Major Town and Other Town were combined due to the size of the sample.



The average age of youth with children was 21.2 years. By gender, the average age of young fathers was 22.3 years, compared with 20.9 years for young mothers. This differential was also apparent by category of youth. The average age of In School youth with children was 18.7 years, and the average age of Not Working youth with children was 21.0 years. The average age of Employed and Self-Employed youth with children was 22.2 years and 22.3 years, respectively (Table 2.8).

The data in Table 2.9 showed that, in general, the number of youth with children, as well as the proportion of youth with children, increased with age. Noteworthy, however, is that 62.5 per cent of youth in school with children were 15–19 years.

Table 2.9: Number of Youth with Children by Age and Sex

Age (Yrs)	Sex		Total Youth with children	Percentage of Age Group Total
	Male	Female		
15	0	9	9	1.8
16	0	11	11	2.3
17	3	23	26	6.2
18	6	52	58	13.6
19	6	58	64	15.6
20	9	69	78	25.1
21	27	90	117	32.8
22	18	86	104	36.5
23	31	77	108	44.4
24	59	87	146	54.7
Total	159	562	721	19.6

Education and Training

One of the critical indicators in examining the transition of youth from school to work is the level of education and training which they have received. According to Patricia Anderson (1997),² “education without training is not enough”. This was also echoed by Robert Gregory (2004)³ who stated that “Education makes you

2. Anderson, Patricia (1997), *Youth Unemployment in Jamaica*, Report to the International Labour Organization, Port of Spain, Trinidad and Tobago

3. Gregory, Robert (2004) “Towards Caribbean Vocational Qualifications for Workforce Mobility”, presented at the NCTVET Certification Conference, December 2, 2004.

▼
“Education makes you trainable, and training makes you employable”



trainable, and training makes you employable". Utilizing data from the 1995 Labour Force Survey, Anderson found that one of "the major difficulties which youth face in the school-to-work transition can be traced to the independence of the educational system from labour market needs", which she noted led to the formation of vocational training and work experience programmes for youth development. This section seeks to examine the level of education and training received by the respondents in the school-to-work transition survey.

With regard to the number of **years of primary education**, the majority (85.5 per cent) of youth reported 5–6 years. Additionally, 11.6 per cent stated that they had received seven or more years of primary education, resulting in 97.1 per cent of youth with five or more years of primary education. There were slight differences by gender, as 96.6 per cent of males reported having five or more years of primary education, compared with 97.4 per cent of females.

Exactly 50.0 per cent of the respondents stated that they had 5–6 **years of secondary education**, while 33.5 per cent reported that they had 3–4 years of secondary education. By gender, 48.5 per cent of males reported having 5–6 years of secondary education, and 33.0 per cent reported having 3–4 years of secondary education, compared with 51.1 per cent and 33.8 per cent of females, respectively.

In terms of **source of funding for education/training**, 25.7 per cent attributed it to their father, and for 74.3 per cent it was their mother. For all categories, the majority stated that their mother provided their main source of funding, followed by their father.

An important factor in transiting from school to work is the individual's **academic qualification**. The data for out-of-school youth indicated that 59.4 per cent of respondents had not passed an academic examination; the percentage of males (64.8 per cent) being higher than that of females (54.6 per cent). An analysis of "lower level" academic qualifications (CXC Basic, CXC General (1–4 passes)), and "higher level" academic qualifications (CXC General (5 or more passes), GCE 'A' Level (2 or more passes), Degree) indicated that a larger proportion of females than males not only passed an academic examination but obtained higher level qualifications. Some 28.3 per cent of males and 34.7 per cent of females had "lower level" qualifications, while 3.9 per cent of males and 7.3 per cent of females had "higher level" qualifications.

Analysis of the highest examination passed by category of youth (Table 2.11) indicates that "Employed" youth were the most qualified while the "Self-Employed" had the least qualification. Less than half (46.5 per cent) of "Employed" youth had not passed an academic examination, compared with 63.6 per cent of "Not Working" youth, and 70.0 per cent of the "Self-Employed". A

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An important factor in transiting from school to work is the individual's academic qualification. The data for out-of-school youth indicated that 59.4 per cent of respondents had not passed an academic examination



Table 2.10: Distribution of Out-of-School Youth by Highest Examination Passed and Sex (per cent)

Highest Examination Passed	Sex		Total (N = 2054)
	Male	Female	
None	64.8	54.6	59.4
CXC Basic, JSC, SSC	11.7	14.6	13.2
CXC Gen, GCE 'O' (1-2)	9.1	10.5	9.9
CXC Gen, GCE 'O' (3-4)	7.5	9.6	8.6
CXC Gen, GCE 'O' (5+), GCE 'A' (2+)	3.6	6.7	5.2
Degree	0.3	0.6	0.4
Not Stated/ No Response	2.3	2.4	2.3
Other	0.6	1.0	0.8
Total	100.0	100.0	100.0

Table 2.11: Distribution of Out-of-School Youth by Highest Examination Passed and Category of Youth (per cent)

Highest Examination Passed	Category of Youth			Total (N = 2054)
	Not Working	Employed	Self-Employed	
None	63.6	46.5	70.0	59.4
CXC Basic, JSC, SSC	12.3	17.1	8.3	13.2
CXC Gen, GCE 'O' (1-2)	9.3	11.1	10.0	9.9
CXC Gen, GCE 'O' (3-4)	6.9	13.0	7.2	8.6
CXC Gen, GCE 'O' (5+), GCE 'A' (2+)	4.1	9.0	1.7	5.2
Degree	0.4	0.7	0.0	0.4
Not Stated/ No Response	2.1	2.6	2.8	2.3
Other	1.3	0.0	0.0	0.8
Total	100.0	100.0	100.0	100.0

larger proportion of “Employed” youth (41.2 per cent) had passed a “lower level” examination, compared with “Not Working” youth (28.5 per cent) and “Self-Employed” youth (25.5 per cent). This pattern was repeated for “higher level” examinations, with 9.7 per cent of “Employed” youth, 4.5 per cent of “Not



Working” youth and 1.7 per cent of “Self-Employed” youth being certified to this level.

By geographical region, youth from Other Towns were the most qualified, while those residing in Kgn/MoBay were the least qualified. This pattern was exhibited in relation to the proportion passing any academic examination as well as the level of the qualification attained. An exception is seen with regard to “higher level” qualifications where youth from “Rural Areas” with 4.4 per cent, were worse off than “Kgn/MoBay” youth with 6.9 per cent.

Table 2.12: Distribution of Out-of-School Youth by Highest Examination Passed and Area of Residence (per cent)

Highest Examination Passed	Area of Residence				Total (N= 2054)
	Parish Capital and Major Towns	Kingston/ Mobay	Other Towns	Rural Areas	
None	55.1	67.2	45.2	58.9	59.4
CXC Basic, JSC, SSC	12.9	5.8	13.6	17.0	13.2
CXC Gen, GCE ‘O’ (1-2)	11.7	9.5	12.4	9.2	9.9
CXC Gen, GCE ‘O’ (3-4)	10.2	9.0	13.6	7.3	8.6
CXC Gen, GCE ‘O’ (5+), GCE ‘A’ (2+)	6.3	6.5	8.5	3.9	5.2
Degree	0.8	0.4	0.0	0.5	0.4
Not Stated/ No Response	2.7	1.1	3.4	2.7	2.3
Other	0.4	0.6	3.4	0.7	0.8
Total	100.0	100.0	100.0	100.0	100.0

▼
The proportion of youth who had received school-based vocational training from secondary vocational schools or post-secondary institutions such as the HEART Trust/ NTA was 25.5 per cent

The proportion of youth who had received school-based vocational training from secondary vocational schools or post-secondary institutions such as the HEART Trust/ NTA was 25.5 per cent. By category, “Employed” youth had received the highest proportion of training (37.2 per cent), followed by “Not Working” youth (30.0 per cent) and “Self-Employed” youth (25.7 per cent). “In School” youth had the smallest proportion of persons who had received training (Table 2.13).

An analysis of the youth who received training by gender, indicated that 25.6 per cent of males and 25.5 per cent of females received training. In the category



Table 2.13: Proportion of Youth who Received Training, by Category of Youth and Sex

Category of Youth	Sex				Total	
	Male		Female			
	No. of Persons	Percent of Category	No. of Persons	Percent of Category	No. of Persons	Percent of Category
In School	123	19.1	151	16.5	274	17.6
Not Working	147	28.8	253	30.1	400	29.6
Employed	122	34.5	98	41.2	220	37.2
Self- Employed	25	20.2	22	37.3	47	25.7
Total	417	25.6	524	25.5	941	25.5

“In-School” youth, 19.1 per cent of males and 16.5 per cent of females received training (Table 2.13). However, a larger proportion of females received training in the other three categories: “Employed” (41.2 per cent), “Self -Employed” (37.3 per cent) and “Not Working” (30.1 per cent) compared with males.

Youth who reported having received training, were asked whether they had also received a certificate from the training institution. Approximately 40.1 per cent of youth who received training, also received a certificate. “Self-Employed” youth reported the largest percentage of persons who received a certificate (62.8 per cent), followed by “Employed” (58.1 per cent) and “Not working” youth (41.8 per cent) (Table 2.14).

The time period in which these youth were trained ranged from less than one month to six years. Approximately 33.4 per cent of youth who had received training stated that the training lasted for “6 months or less”, 31.3 per cent stated that

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Youth who reported having received training, were asked whether they had also received a certificate from the training institution

Table 2.14: Proportion of Trained Youth who received a Certificate

Category of Youth	Percent who Received Certificate (N = 892)
In School	18.3
Not Working	41.8
Employed	58.1
Self-Employed	62.8



the training lasted for “more than 6 months to 1 year”, and 35.3 per cent were trained for “more than 1 year to 6 years”.

The respondents were also asked to state the type of training received (Table 2.15). “In School” youth had primarily received training in Hospitality skills (21.2 per cent), Automotive skills (16.6 per cent) and Beauty care services (13.1 per cent). “Not Working” youth received training primarily in Hospitality skills (13.2 per cent), Apparel and Sewn Products (11.4 per cent) and Art and Craft (9.4 per cent). The “Employed” stated that they had been trained in Hospitality skills (18.4 per cent), Automotive skills (11.9 per cent) and Commercial skills (9.3 per cent). Self-employed youth had been trained primarily in Automotive skills (35.1 per cent), Cabinet making (23.7 per cent) and Art and Craft (10.4 per cent).

Table 2.15: Distribution of Youth who Received Training, by Category and Type of Training Received

Type of Training Received	Category of Youth			
	In School	Not Working	Employed	Self-Employed
Agricultural Skills	5.3	4.8	5.6	–
Automotive Skills	16.6	8.0	11.9	35.1
Apparel & Sewn Products	8.4	11.4	8.6	–
Art and Craft	7.5	9.4	6.4	10.4
Beauty Care Services	13.1	7.5	5.5	1.4
Cabinetmaking Skills	3.9	5.5	5.1	23.7
Commercial Skills	5.7	8.3	9.3	–
Construction Skills	2.3	3.0	2.8	–
Hospitality Skills	21.2	13.2	18.4	2.4
Information Technology	1.8	4.1	3.3	–
Machine & Appliance Skills	2.2	5.6	6.0	–
Electrical Skills	2.2	2.9	3.4	4.9
Welding	1.0	1.1	1.4	8.3
Plumbing	0.2	0.3	–	1.2
Food & Nutrition	4.2	7.0	7.2	3.1
Other	2.8	6.5	4.1	9.5
Not Stated	1.5	1.3	0.9	–
Total	100.0	100.0	100.0	100.0



“In School” and “Not Working” youth were asked to rank the skill areas in terms of their usefulness in getting a satisfactory job (Table 2.16). Hospitality skills were ranked number 1 by both categories. “In School” youth ranked Automotive skills as number 2, Beauty care services as number 3, and Apparel and Sewn products as number 4. “Not Working” youth ranked Apparel and Sewn products as number 2, Art and Craft as number 3, and Commercial skills as number 4.

The majority of youth (77.8 per cent) indicated that they intended to further their education or training in the future. This percentage increased to 80.4 per cent for youth who had previously received training. There were more “In School” (85.9 per cent) and “Not Working” youth (76.7 per cent) who indicated that they intended to further their studies, compared with “Employed” youth (68.0 per cent) and “Self-Employed” youth (49.7 per cent). Approximately 14.9 per cent of all youth stated that they were not sure whether they would pursue further studies. The uncertainty was lower for “In School” (10.0 per cent) and “Not Working” youth (12.5 per cent), compared with “Self-Employed” youth (29.8 per cent).

Table 2.16: Ranking of Skill Areas by In-School and Not Working Youth

Skill Area	Rank	
	In School Youth	Not Working Youth
Agricultural Skills	7	9
Automotive Skills	2	5
Apparel and Sewn Products	4	2
Art and Craft	5	3
Beauty Care Services	3	6
Cabinet making Skills	9	8
Commercial Skills	6	4
Construction Skills	10	11
Hospitality Skills	1	1
Information Technology	12	10
Machine and Appliance Skills	11	7
Food and Nutrition	8	6

▼
The majority of youth (77.8 per cent) indicated that they intended to further their education or training in the future



Work Experience

When asked “Have you ever had any work experience arranged as part of your education/training?” 26.2 per cent of youth responded “yes” and 73.8 per cent responded “no”. Students who responded positively were asked to describe the work experience, to which 34.3 per cent responded that they participated in an “internship/apprenticeship programme without pay in private company”, 27.1 per cent stated an “internship/apprenticeship programme without pay in public company”, and 22.7 per cent “worked with pay in private company”. The majority of students stated that the work experience was organized “as part of regular school course” (76.5 per cent). An additional 14.2 per cent stated that the work experience was organized during school vacation.



Students who responded positively were asked to describe the work experience, to which 34.3 per cent responded that they participated in an “internship/apprenticeship programme without pay in private company”, 27.1 per cent stated an “internship/apprenticeship programme without pay in public company”, and 22.7 per cent “worked with pay in private company”.



3 Attitudes and Expectations Regarding Work

This chapter on the attitudes and expectations regarding work, focuses on the following eight areas:

1. Methods used to source jobs
2. Number of jobs applied for and interviews attended
3. Main activity while looking for work
4. Conditions necessary to find suitable jobs
5. Main obstacles in finding suitable jobs
6. Job preferences
7. Average length of job search
8. Average monthly income desired

The analysis will focus on categories of youth by gender, educational level and area of residence.

Methods Used to Source Jobs

Several methods for sourcing jobs were included in the questionnaire. These were:

- a) Government employment agency
- b) Labour Contractor
- c) Private employment agency
- d) Advertisements
- e) Friends
- f) Relatives



This question was directed solely to the Not Working Youth. As indicated in Table 3.1, the main methods used to source jobs were advertisements (36.3 per cent) and friends (33.0 per cent). Relatives (10.7 per cent) and private employment agency (10.4 per cent) were next, followed by Government employment agency at 7.1 per cent.

Table 3.1: Methods Used to Source Jobs by Not Working Youth

Govt. Employment Agency	Private Employment Agency	Advertisement	Friends	Relatives	Labour Contractor	Other	Total
7.1	10.4	36.3	33.0	10.7	0.3	2.3	100.0

These responses show that 54.1 per cent of the youth used formal means (employment agencies or advertisements) to source jobs, while 43.7 per cent sought jobs through informal means (friends and relatives). This is contrary to the widely held view that networking is the principal method that is effective for one to get a job.

Number of Jobs Applied for and Interviews Attended

This information was analysed using all three categories of Out of School youth: Self-Employed, Employed and Not Working. On average, most youth (54.7 per cent) applied for 1–2 jobs, with a greater proportion of Self-Employed youth falling in this category. (Table 3.2) On the other hand, as expected, a larger proportion of Not Working Youth applied for 3–6, 7–10 and 11+ jobs, when compared with the two remaining categories of youth.

Table 3.2.: Distribution of Youth by Category and Number of Jobs Applied for (per cent)

	Number of Jobs Applied For				
Category	1–2	3–6	7–10	11+	Total
Not Working Youth	43.6	31.1	12.4	12.9	100.0
Employed	56.4	24.4	8.3	10.9	100.0
Self-Employed	64.0	24.0	2.0	10.0	100.0
Average	54.7	26.5	7.6	11.3	100.0



Number of Interviews attended

On average, most youth attended one interview. As reported in Table 3.3, Not Working Youth had attended more interviews than the other two categories of youth. In addition, females, youth with the highest educational level – secondary and above, and youth in parish capitals and major towns were more likely to be granted interviews. This is probably due to the fact that there are higher levels of economic opportunities in parish capitals and major towns. In addition, the job market favours people with higher education

The data in Table 3.4 shows that 58.6 per cent of the Not Working Youth had attended no interviews, 30.0 per cent attended 1–2 interviews and 11.3 per cent attended 3 or more interviews. According to the data, there was no significant difference in the number of interviews attended by youth according to area of residence or gender. However, the number of interviews attended varied by educational level. Of the youth with secondary level education, 58.3 per cent were interviewed compared to 54.4 per cent for primary school graduates and 33.1 per cent for youth with pre-primary qualifications.

Table 3.3: Average Number of Interviews Attended by Area, Educational Level & Sex, by Category of Youth

Category	Not Working		Employed		Self-Employed		Total	
	N	Mean	N	Mean	N	Mean	N	Mean
Area								
Kgn/MoBay	351	1.2	161	1.1	28	0.5	540	0.9
Other Towns	116	1.5	58	1.2	8	0.5	182	1.1
Rural Areas	673	1.1	287	0.9	122	0.5	1082	0.8
Parish Capitals/ Major Towns	165	1.4	73	1.4	23	0.9	261	1.2
Educational Level								
Basic	831	0.9	264	0.8	126	0.4	1221	0.7
Primary	342	1.7	204	1.0	36	0.9	582	1.2
Secondary	156	2.1	110	1.6	19	1.2	285	1.6
Sex								
Male	501	1.1	350	0.8	123	0.5	974	0.8
Female	832	1.3	229	1.3	58	0.6	1119	1.1
Jamaica	1333	1.2	579	1.0	181	0.5	2093	0.9



Table 3.4: Distribution of Not Working Youth by Number of Interviews Attended by Area, Educational Level & Sex (per cent)

	None	1–2	3–6	7–10	11+
Area					
Kgn/MoBay	59.0	30.5	7.7	1.7	1.2
Other Towns	53.5	31.0	11.2	1.7	2.6
Rural Areas	59.1	29.9	8.8	1.6	0.7
Parish Capital/Major Towns	55.2	31.5	7.3	4.2	1.8
Educational Level					
Basic	66.9	25.3	5.9	1.4	0.5
Primary	45.6	37.4	12.6	2.9	1.5
Secondary	41.7	39.1	12.8	2.6	3.8
Sex					
Male	59.3	30.1	8.0	2.2	0.4
Female	57.9	29.9	8.8	1.8	1.6
Average	58.6	30.0	8.4	2.0	0.9

Main Activity while looking for Work

There are a number of activities in which the youth were involved while they were looking for work. These are shown in Table 3.5. In general, the three main activities in which they were engaged while looking for work were “*stayed at home and was responsible for household chores*”, “*stayed at home and looked for a job*” and “*helped out in family farm/business*.” An analysis of the main activities undertaken by Not Working Youth is presented below.

Among not working youth, 45.7 per cent of females “*stayed at home and were responsible for the household chores*” compared to 18.7 per cent of males. (Table 3.5) This may be due to the socialization in the traditional role of females as “home-makers.” This pattern of activity was also observed among this category of youth living in urban centres (Parish Capitals/Major Towns, (50.3 per cent) and Kgn/MoBay dwellers (42.4 per cent).

The second major activity undertaken by the youth was “*stayed at home and just look for a job*.” Males were more likely than females to simply stay at home during



Table 3.5: Main Activity while Looking for Work by Area and Sex, Not Working Youth

Category	Stayed at Home and just Looked for a Job	Stayed at Home and was responsible for household chores	Helped out in Family Farm or Business	Took additional Education/ Training Courses	Spent Time with Friends	Did Voluntary work	Other
Area							
Kgn/MoBay	26.2	42.4	4.9	4.7	14.5	3.2	4.1
Other Towns	24.3	21.6	11.7	9.0	5.4	3.6	24.3
Rural Areas	29.2	31.1	11.4	6.7	7.8	2.8	11.1
Parish Capital/ Major Towns	13.5	50.3	4.3	11.0	8.6	1.8	10.4
Average	23.3	36.4	8.1	7.9	9.1	2.9	12.5
Sex							
Male	29.2	18.7	12.9	5.8	16.7	4.4	12.3
Female	23.7	45.7	6.2	8.3	5.0	1.9	9.2

the job search period, with 29.2 per cent of males doing so as against 23.7 per cent of females. Persons living in parish capitals and major towns were less likely to stay at home and just search for jobs than persons living in other areas. The former group was also more likely to take additional education/training courses and females were more likely to undertake additional education and training than males. Kgn/MoBay dwellers and males were more likely to spend time with friends.

Conditions Necessary to Find Suitable Jobs

All categories of youth were asked to rank the conditions they felt were necessary to find suitable jobs. Among all the groups, “*tertiary education*” (23.7 per cent) was ranked first, followed by “*technical skills certification*” (23.3 per cent), “*professional qualification*” (21.4 per cent) and “*computer science*” skills (17.7 per cent). (See Table 3.6) It is clear that there is recognition among youth of the importance of post secondary and tertiary certification as a precursor to finding suitable jobs. It should also be noted that a university arts degree was considered more important



Table 3.6: Conditions Necessary to Find Suitable Jobs by Category of Youth

	Category of Youth				Average
	In-School	Not Working	Employed	Self-Employed	
Tertiary					
University Arts	10.9	10.6	9.2	14.4	11.3
University Science	15.3	7.8	7.5	5.0	8.9
Post-Graduate Degree	4.3	2.6	3.9	3.3	3.5
Professional Qualification	21.9	21.0	21.0	21.7	21.4
Business Management	14.2	11.6	13.1	8.3	11.8
Computer Science	16.4	19.2	19.4	15.6	17.7
Technical Skills Certification	15.3	26.3	24.2	27.2	23.3
Other	1.8	1.1	1.8	4.5	2.4
Total	100.0	100.0	100.0	100.0	100.0

than other tertiary qualifications by all categories of youth except for the In-School Youth.

Main Obstacles in Finding Suitable Jobs

Responses to the question as to the main obstacles in finding suitable jobs are outlined in Table 3.7. There are five main obstacles shown below in order of preference:

- No suitable training opportunities
- Unsuitable general education
- No education
- Unsuitable vocational education
- Not enough jobs available

Some 24.8 per cent of all youth identified “no suitable training opportunities” as the main obstacle to finding a suitable job. Despite the existence of a number of Human Employment and Resource Training Trust/National Training Agency (HEART Trust/NTA) financed and operated training opportunities island-wide,

▼
Some 24.8 per cent of all youth identified “no suitable training opportunities” as the main obstacle to finding a suitable job.



Table 3.7: Main Obstacles in Finding Suitable Jobs By Category of Youth

Response	Category of Youth			Average
	Not Working	Employed	Self-Employed	
No Education	9.0	11.8	28.5	16.4
Unsuitable General Education	20.4	14.5	14.5	16.5
Unsuitable Vocational Education	5.0	26.8	16.8	16.2
No suitable Training Opportunities	5.5	40.5	28.5	24.8
Requirements for Job Higher than Education	12.1	3.1	4.5	6.6
No Work Experience	11.0	1.7	2.8	5.2
Not Enough Jobs Available	30.1	0.2	0.6	10.3
Considered too Young	1.7	0.5	0.0	0.7
Being Male or Female	0.2	0.7	2.8	1.2
Others	4.9	0.2	1.1	2.1
Total	100.0	100.0	100.0	100.0

these institutions have largely been unable to fulfil the level of demand. Many of the popular programmes are over-subscribed with long waiting lists for registration. These include the cosmetology and the hospitality and food services programmes. The capacity issues at HEART Trust/NTA could be a determinant factor for this perception among youth. This perception however, was not shared by the Not Working Youth as only 5.5 per cent of this group felt that this was a main obstacle. They were of the opinion that “*not enough jobs available*” and “*unsuitable general education*” were the main obstacles.

More than 16.5 per cent of the youth identified the unsuitability of their education as the second main obstacle to finding a ‘suitable’ job. This was closely followed by “*no education*”¹ and “*unsuitable vocational education*” for which 16.4 per cent and 16.2 per cent, respectively of the youth felt that this was a major barrier.

The fifth main obstacle recognized by the youth in finding a job is that there are not enough available jobs (10.3 per cent). This was the main factor selected by Not Working Youth (30.1 per cent) for their continued unemployment. The pace of job creation has not grown in tandem with the growth in the economy.

1. Interpreted to mean “having no certification”

▼
More than 16.5 per cent of the youth identified the unsuitability of their education as the second main obstacle to finding a ‘suitable’ job. This was closely followed by “no education” and “unsuitable vocational education”



Job Preferences

Table 3.8 provides information on the job preferences of youth. The most popular job preferences for the youth are:

- a) To start a business
- b) Work for government/public sector
- c) Work for large private sector company

However, a large percentage (22.7 per cent) was '*not sure*'. Approximately 38.3 per cent of Employed youth and 27.2 per cent of Not Working youth fall into this category. Some 31.2 per cent of youth interviewed preferred to start their own business. As expected, this was the main preference for self-employed youth (66.7 per cent). The second preference was to work for government/public sector (18.7 per cent), with in-school youth more in favour of this option. The third choice was to work in a large private company (12.9 per cent). This was least preferred by the self-employed. This choice might be related to the expectations among youth of higher levels of remuneration.

Table 3.8: Job Preferences by Category of Youth

Response	Category of Youth				Average
	In-School	Not Working	Employed	Self-Employed	
Start Own Business	19.3	23.1	15.6	66.7	31.2
Work for Government or Public Sector	32.6	19.6	16.6	6.0	18.7
Work for Large Multi-National Corp.	12.3	5.7	6.8	0.6	6.4
Work for Large Private Company	16.1	14.2	14.6	6.7	12.9
Work for Small Private Company	4.0	6.2	5.1	1.1	4.1
Work for Family Farm or Business	2.0	2.0	2.5	4.4	2.7
Not Sure	11.0	27.2	38.3	14.2	22.7
Do not Know	2.4	1.9	0.0	0.6	1.2
Others	0.4	0.2	0.5	0.0	0.3
Total	100.0	100.0	100.0	100.0	100.0



Average Length of Job Search

For the Not Working Youth, approximately half of the cohort (50.4 per cent) had spent more than a year searching for a job. (Table 3.9, 3.10, 3.11) An analysis by gender showed no significant difference between males and females. By education, youth were more likely to have a long job search, the lower their academic attainments, while analysis by age showed that older youth were more likely to search for a job longer than one year.

The majority of the Employed (66.7 per cent) and the Self-Employed (52.4 per cent) were employed within six months, while 17.3 per cent and 31.4 per cent respectively searched for more than a year. Patterns by age were similar to those for the Not Working Youth with the older youth searching longer. However, by educational attainment and gender there were some differences as Employed Youth with secondary level education had longer periods of extended job search than those with lower educational attainment. Males in the Self-Employed category also spent longer periods on average searching for a job than females.

- ... by educational attainment and gender there were some differences as Employed Youth with secondary level education had longer periods of extended job search than those with lower educational attainment.

Table 3.9: Average Length of Job Search by Age, Educational Level & Sex, Not Working Youth

Category	Less than 6 months	6–12 Months	Over 1 year
Age			
15–19	31.6	30.4	38.1
20–24	23.2	16.1	60.7
Educational Level			
Basic	25.0	22.6	52.5
Primary	27.2	22.0	50.7
Secondary	37.0	22.1	40.9
Sex			
Male	26.6	24.5	48.9
Female	27.1	21.1	51.9
Average	26.9	22.8	50.4



Table 3.10: Average Length of Job Search by Age, Educational Level & Sex, Employed Youth

Category	Less than 6 months	6–12 Months	Over 1 year
Age			
15–19	71.1	15.4	13.6
20–24	65.1	16.6	18.2
Educational Level			
Basic	66.9	15.0	18.1
Primary	68.0	18.2	13.8
Secondary	63.6	16.4	20.1
Sex			
Male	67.4	17.0	15.5
Female	65.7	15.5	18.9
Average	66.7	16.3	17.3

Table 3.11: Average Length of Job Search by Age, Educational Level & Sex, Self-Employed Youth

Category	Less than 6 months	6–12 Months	Over 1 year
Age			
15–19	62.6	15.6	21.9
20–24	49.3	16.9	33.8
Educational Level			
Basic	51.7	14.7	33.6
Primary	48.5	24.2	27.3
Secondary	58.0	15.8	26.3
Sex			
Male	50.8	17.2	31.9
Female	53.8	15.4	30.8
Average	52.4	16.3	31.4



Average Monthly Income Desired

The average monthly income desired by all categories of youth is \$22 163.67.² This average income is analyzed by category of youth, gender and educational level.

Category of Youth

Table 3.12 summarizes the minimum monthly income desired by category of youth, sex and educational level. It is interesting to note that the highest average monthly income desired (\$26 966.93) is from In-School youth. The average monthly income desired by Self-Employed youth was second highest at \$23 396.63.

Gender

Overall, the average monthly income desired by males was greater than that for females, with the exception of In-School youth, where females marginally desired more income. Among the Self-Employed and Not Working Youth however, males desired more income than females. Males were desirous of incomes averaging \$24 836.41 and \$20 511.94 respectively compared to the \$20 417.75 and \$18 027.26 respectively desired by females.

Educational Level

The data showed a direct relationship between the average monthly income desired and the highest educational level with the exception of In-School youth. Youth with secondary level education had higher expectations than those with lower qualifications.

▼ The average monthly income desired by all categories of youth is \$22 163.67 . . . It is interesting to note that the highest average monthly income desired (\$26 966.93) is from In-School youth.

2. The information on average monthly income desired by the youngster was inflated to 2006.

Table 3.12: Average Monthly Income Desired by Educational Level and Sex, by Category of Youth

Category	In-School		Not Working		Employed		Self-Employed	
	N	Mean	N	Mean	N	Mean	N	Mean
Educational Level								
Basic	1105	\$25,426.97	838	\$17,801.52	266	\$17,499.46	127	\$21,406.47
Primary	270	\$32,275.42	348	\$20,012.57	211	\$19,456.95	36	\$27,741.44
Secondary	181	\$28,546.90	157	\$22,646.88	113	\$23,212.17	20	\$28,032.65
Sex								
Male	642	\$26,598.12	506	\$20,511.94	353	\$19,392.00	124	\$24,836.41
Female	915	\$27,230.43	838	\$18,027.26	238	\$19,217.62	59	\$20,417.75
Jamaica	1557	\$26,966.93	1344	\$18,967.61	591	\$19,322.30	183	\$23,396.63



4 Life Goals and Values of Young People

This section examines the goals and values of Jamaican youth and gives an insight into their philosophies, attitudes to life, the opposite sex, country and work. An understanding of these will help to design the types of intervention that will be effective and sustainable. The areas covered include:

- Important goals
- Selected opinions
- Participation in selected organizations, and
- Communication methods

Important Goals

The goals were rated by respondents on a scale of 1–10, with 1 being “least important” and 10 being “very important”.

Among all categories of youth, “being successful in work” was the most important goal and rated highest. Ranked next were “having a good family life,” “finding purpose and meaning in life” and “making a contribution to society”. Overall the youth ranked “participation in politics” as least important, followed by “working and living in other countries” and “having leisure time”. (See Table 4.1.) Among all youth “*having a lot of money*”, was rated the fifth most important goal followed by “*the upholding of religious faith*” which was ranked sixth. Disaggregated by gender, there was not much significant difference in how males and females rated these goals. However, among the categories of youth, a larger proportion of In-school, Employed and Self-Employed females rated “*the upholding of religious faith*” higher than males, while more In-school, Employed and Not Working males rated “*having a lot of money*” higher.

▼
Among all categories of youth, “being successful in work” was the most important goal and rated highest. Ranked next were “having a good family life,” “finding purpose and meaning in life” and “making a contribution to society”



Table 4.1: Rating of Goals by Category of Youth

Life Goals	Category of Youth				
	All Youth	In-School	Not Working	Employed	Self-Employed
Being Successful in Work	10	10	10	10	10
Having a Good Family Life	9	8	9	8	9
Finding Purpose and Meaning in Life	8	9	8	9	8
Making a Contribution to Society	7	7	7	7	7
Having a lot of Different Experiences	6	6	6	6	6
Having a lot of Money	5	5	5	5	5
Upholding Religious Faith	4	4	4	4	4
Having Leisure Time	3	3	2	3	3
Working/Living in Other Countries	2	2	3	2	2
Participating in Politics	1	1	1	1	1

Selected Opinions of Young People

The opinions of young people were probed in relation to appropriate age to start work, getting married and having children. According to the youth population, women should work for an average six years before getting married, and according to these statistics (Table 4.2) they should have their first child at age 23.8 years – which is more than one year before the marital commitment. There were no sig-

Table 4.2: Opinions of Young People

Category of Youth	Opinion					
	Age for Women to Start Working	Age for Men to Start Working	Age for Women to Get Married	Age for Men to Get Married	Age for First Child for Women	Age for First Child for Men
In-School	19.7	19.0	24.7	25.8	24.6	24.8
Not Working	18.8	18.3	24.5	25.7	23.3	23.6
Employed	19.2	18.7	25.3	26.5	24.3	24.6
Self-Employed	19.1	18.4	25.8	27.1	23.0	23.5
All	19.2	18.6	25.1	26.3	23.8	24.1



nificant differences in these opinions disaggregated by gender, except that self-employed females opined that both sexes should delay marriages for at least two years and start working earlier (see Table 4.3).

Table 4.3: Opinions of Young People by Sex

Category of Youth	Opinion											
	Age for Women to Start Working		Age for Men to Start Working		Age for Women to Get Married		Age for Men to Get Married		Age for First Child for Women		Age for First Child for Men	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
In-School	19.8	19.6	19.1	19.0	24.7	24.7	25.5	26.0	24.6	24.7	24.9	24.5
Not Working	19.1	18.7	18.2	18.4	24.3	24.8	25.6	25.8	23.2	23.4	23.7	23.4
Employed	19.4	18.9	18.8	18.5	25.5	25.0	26.7	26.2	24.5	23.9	24.6	24.5
Self-Employed	19.2	18.7	18.5	18.1	25.2	27.1	26.3	28.9	23.1	22.8	23.5	23.5
All	19.4	19.0	18.7	18.5	24.9	25.4	26.0	26.7	23.9	23.7	24.2	24.0

Age to Start Working

Overall it was felt that the age for women to start working is 19.2 years. This response varied from 18.8 years (Not Working youth) to 19.7 years (In-School youth). This age is presumably based on the age when secondary schooling should have been completed and the youth should have acquired a skill. The age for men to start working is on average 18.6 years, in the opinion of young persons. The range of responses is 18.3–19.0 years. The expectation, therefore, is that men should become economically independent at an earlier age than women.

Age to Get Married

The age at which women should get married is 25.1 years according to the Jamaican youth. There is very little variation in this average response. This accords with sociological research which shows that the preferable age for marriage is 25 years, where ideally one would have acquired some income, and working and relationship experiences. The average age at which men are to get married is 26.3 years according to the typical youth. This is an average of 1.2 years older than the reported average age for females.

▼
The expectation, therefore, is that men should become economically independent at an earlier age than women



Age to Have First Child

According to responses from the youth, the age at which women should have their first child is 23.8 years. Responses ranged from an average of 23.0 years (Self-Employed youth) to 24.6 years (In-School youth). This corresponds with the national population data which shows the average age for women to have their first child to be 20–24 years.¹ The average age at which men should father their first child is reportedly 24.1 years.

Participation in Selected Organizations

The participation of young people in selected organizations is measured in terms of the estimated percentage of persons from each category of youth who are members of:

- school clubs
- political organizations
- community organizations
- leisure societies

Overall participation in organizations was relatively poor with 17.9 per cent participating in community organizations, 16.0 per cent in school clubs, 3.3 per cent in leisure societies and 1.6 per cent in political organizations. The low participation rate in political organizations is in keeping with the low rating given to participating in politics by the youth that was discussed earlier.

The highest level of participation as shown in Table 4.4 is at the school level where 41.8 per cent of In-School Youth were involved in school clubs. Noteworthy is the continued participation of Out-of-School Youth in school clubs.

Table 4.4: Participation in Different Organizations

Category of Youth	Selected Organizations			
	School Club	Political Organization	Community Organization	Leisure Societies
In-School	41.8	1.3	16.4	4.4
Not Working	8.9	2.1	21.9	3.1
Employed	9.6	1.9	20.9	3.2
Self-Employed	3.8	1.0	12.2	2.3
All	16.0	1.6	17.9	3.3

1. Mean age of child bearing is 23.6 years, Reproductive Health Survey, Jamaica, 2002



Community organizations are not very well supported by the youth. Overall, only 18 per cent of them are members of at least one of these organizations. Approximately 22.0 per cent and 21.0 per cent of Not Working Youth and Employed youth, respectively, are members of community organizations. In-School youth and Self-Employed youth are less interested in community organizations.

Leisure societies include Sports Club (cricket, football, golf, tennis etc), Fitness Clubs, Country Clubs which are usually exclusive, and others which provide social interaction during the participants' non-working hours. Some of these societies are professional organizations e.g. football clubs, while others are service clubs (Kiwanis, Lions etc) which also cater to the needs of selected communities and individuals. Membership in leisure societies is not popular, as overall, 3.3 per cent of youth are members in these organizations. In-School youth reported a higher percent among their category (4.4 per cent) and Self-Employed youth the lowest (2.3 per cent). The relatively high percent among the in-school youth is probably the result of involvement in sporting activities in school.

Communication Methods

This section analyses the use of selected media (television, newspaper, radio and Internet) and the frequency of such use, by the four categories of youth.

Of the four media, television and radio were most used by the youth as more than 97.0 per cent reported using these media (Table 4.5). In terms of frequency of use, the radio is more widely used than television. Some 77.0 per cent listened to the radio everyday compared to television which has a daily viewership of 68 per cent.

Table 4.5: Communication Media Used by Youth

Category of Youth	Selected Media			
	Television	Newspaper	Radio	Internet
In-School	98.4	89.4	97.5	40.2
Not Working	98.3	84.4	96.2	17.2
Employed	98.0	86.1	98.9	30.8
Self-Employed	94.7	73.0	97.7	9.2
All	97.4	83.2	97.6	24.4



The newspaper is also widely used as a means of communication. An average 83.2 per cent of the youth use this medium, although only 25.5 per cent use it everyday. Self-employed youth are not easily influenced by this print medium as only 21.1 per cent read a newspaper everyday.

The Internet is not as popular in Jamaica as the traditional types of electronic media. Some 24.4 per cent of youth use the Internet, and only 19.0 per cent use it everyday. The In-school Youth and Employed Youth had highest usages with 40.2 per cent and 30.8 per cent, respectively. Internet usage in Jamaica is currently more of an urban-based phenomenon. This is highlighted in the matrix below:

Area of Residence	Usage by Youth (Per cent)
Kgn/MoBay	38.5
Parish Capitals/Major Towns	37.6
Other Towns	26.7
Rural Areas	20.1

The frequency of usage is significantly less in other towns and rural areas.

Table 4.6: Frequency of Use of Selected Media by In-School Youth

Selected Media	Frequency			
	Everyday	Once a Week	Only Occasionally	Never
Television	67.9	17.7	14.3	0.0
Newspaper	23.4	39.8	36.6	0.3
Radio	77.0	11.2	11.7	0.1
Internet	15.3	21.9	60.8	2.1
All	45.9	22.7	30.9	0.6

- **The Internet is not as popular in Jamaica as the traditional types of electronic media. Some 24.4 per cent of youth use the Internet, and only 19.0 per cent use it everyday. The In-school Youth and Employed Youth had highest usages with 40.2 per cent and 30.8 per cent, respectively.**



Table 4.7: Frequency of Use of Selected Media by Not Working Youth

Selected Media	Frequency			
	Everyday	Once a Week	Only Occasionally	Never
Television	71.6	14.1	14.2	0.1
Newspaper	23.6	35.9	40.5	0.0
Radio	80.6	8.2	11.1	0.1
Internet	10.5	14.5	74.2	0.9
All	46.6	18.2	35.0	0.3

Table 4.8: Frequency of Use of Selected Media by Employed Youth

Selected Media	Frequency			
	Everyday	Once a Week	Only Occasionally	Never
Television	61.4	21.0	17.6	0.0
Newspaper	33.7	34.6	31.7	0.0
Radio	77.7	9.8	12.5	0.0
Internet	26.4	20.2	53.4	0.0
All	49.8	21.4	28.8	0.0

Table 4.9: Frequency of Use of Selected Media by Self Employed Youth

Selected Media	Frequency			
	Everyday	Once a Week	Only Occasionally	Never
Television	67.8	20.7	11.5	0.0
Newspaper	21.1	41.4	37.6	0.0
Radio	83.7	6.7	9.6	0.0
Internet	23.8	9.5	66.7	0.0
All	49.1	19.6	31.4	0.0



Use of Selected Media

There is no significant difference between the sexes in viewership of television or in listenership of the radio. There is however, a significant difference in readership of the newspapers. Approximately 80.8 per cent of male youth read a newspaper, compared to 90.7 per cent of their female counterpart (Table 4.10).

The use of the Internet is also different between the sexes but to a lesser extent than that of the print media. Approximately 28.0 per cent of the male youth use the Internet compared to 30.2 per cent of females.

Table 4.10: Distribution of Youth by Use of Selected Media and Sex

Selected Media	Sex	
	Male	Female
Television	98.0	98.2
Newspaper	80.8	90.7
Radio	97.9	96.7
Internet	27.8	30.2
All	76.1	78.9



There is no significant difference between the sexes in viewership of television or in listenership of the radio. There is however, a significant difference in readership of the newspapers. Approximately 80.8 per cent of male youth read a newspaper, compared to 90.7 per cent of their female counterpart. The use of the Internet is also different between the sexes but to a lesser extent than that of the print media. Approximately 28.0 per cent of the male youth use the Internet compared to 30.2 per cent of females.



5 Regression Analysis

The objective of this chapter is to establish the principal factors that contribute to youth being employable. First, it is determined whether there are statistically significant differences between Employed (Employed and Self-Employed) youth and Not Employed (Not Working) youth, and then a logistic regression is used to ascertain the variables that are significant in impacting on the youths' employment status.

Variables

The variables that were considered to be likely determinants of youth employment status are listed in Table 5.1. However, occupation of parents, per capita household income, and participation in organizations could not be included in the analysis due to high non-response rates to these questions. Career guidance was also excluded, as an examination of the questionnaires showed that youth frequently identified relatives and friends as their source of career counselling, instead of professional counsellors as was intended. Only ten of the original list were therefore included in the regression model, and these are checked in the table.

In the logistic regression model, several dichotomous (dummy) variables¹ were used, including the dependent variable "Employment Status". The variables: age of the individual; household size; number of children; and number of job applications were included as ordinal variables. Residential area, number of years of secondary education, and certification were split into two variables in order to

1. With dichotomous variables, only the data defined with a value of "1" will be included in the regression analysis. Data defined with a value of "0" form the comparison group.



Table 5.1: Variables included in the Regression Model

Age	✓
Gender	✓
Area of Residence	✓
Household Size	✓
Per capita household income	
Years of Secondary Education	✓
Academic Certification	✓
Vocational Training	✓
Career Guidance	
Work Experience	✓
Job Applications	✓
Number of Children	✓
Occupation of Parents	
Type of Secondary School attended	
Participation in Organizations	

examine differences within these categories. Overall, a total of 14 independent variables were included in the regression model (See Table 5.2 on page 46)².

Background

This section provides information on the employment status and average length of job search of youth in the main categories used in the regression (Table 5.3). The table presents the average length of time it took employed youth to obtain their first job, as well as how long not-working youth had been looking for a job.

The data show a positive relationship between age and employment status as older youth were more likely to be employed, however, their job search was longer than their younger counterparts. The data also show that males were twice as likely to be employed as females, though there was no significant difference in their average length of job search.

2. The chi-square test was conducted to test whether there was a significant relationship between employment status and each independent variable. The relationship was found to be significant for each variable, except residential area and career guidance.



Table 5.2: Variables Used in the Logistic Regression

Dependent Variable		
Variable	Components	Comparison Group
Employment Status	1 - Employed (Employed, Self- Employed) 0 - Not Employed (Not Working)	Not Employed
Independent Variables		
Age	Age of Respondent	
Gender	1 - Male, 0 - Female	Female
Kingston/ Montego Bay	1 – Kgn/MoBay 0 - Parish Capital/Major Town, Rural Area	Rural Area
Parish Capital/ Major Town	1 - Parish Capital/ Major Town 0 – Kgn/MoBay, Rural Area	
1 – 4 years Secondary Education	1 - 1 - 4 years, 0 - None, 5 years and over	None
5 years + Secondary Education	1 - 5 years and over, 0 - None, 1–4 years	
Lower Level Certification	1 - CXC Basic, CXC General (1–4 passes) 0 - No qualification, CXC General (5 or more passes), GCE ‘A’ Level (2 or more passes), Degree	No qualification
Higher Level Certification	1 - CXC General (5 or more passes), GCE ‘A’ Level (2 or more passes), Degree 0 - No qualification, CXC Basic, CXC Gen (1–4 passes)	
Vocational Training	1 - received vocational training 0 - did not receive vocational training	Did not receive vocational training
Work Experience	1 - participated in work experience programme 0 - did not participate in programme	Did not participate in programme
Job Applications	Number of jobs applied for	
Household Size	Size of respondent’s household	
Number of children	Number of children respondent has	



Table 5.3: Employment Status and Average Length of Job Search

Variables	Employment Status	Average Length of Job Search	
		Employed Youth	Not Working Youth
	Percentage Employed	Months	Months
Age		(n = 1 328)	(n = 749)
15–17 years	17.6	7.1	10.9
18–20 years	29.7	7.3	15.9
21–23 years	42.4	8.8	22.4
24+ years	53.3	9.2	21.5
Gender		(n = 1 328)	(n = 749)
Male	48.4	8.2	17.8
Female	26.1	8.5	18.3
Area of Residence		(n = 1 300)	(n = 735)
Kingston/Montego Bay	35.0	6.9	15.5
Parish Capitals/Major Towns	36.8	8.1	17.3
Other Towns	36.1	6.4	17.4
Rural Areas	37.4	9.0	20.0
Highest Exam Passed		(n = 1 315)	(n = 734)
None	31.9	9.0	18.8
CXC Basic/JSC/SSC	40.8	6.7	20.0
CXC 1–4	51.3	9.0	16.3
CXC 5+ and A'level	49.1	4.9	13.9
Degree	44.4	6.1	13.7
Other	41.7	6.6	15.6
Vocational Training Received		(n = 749)	(n = 1314)
Yes	40.0	6.8	17.5
No	35.2	17.5	18.3
Work Experience		(n = 1 325)	(n = 748)
Yes	42.7	7.1	18.0
No	33.7	9.0	18.2
Per Capita Household Income		(n = 705)	(n = 503)
Low	38.0	8.1	18.3
Medium	57.9	6.1	16.7
High	68.6	5.9	14.9



There were no significant differences in employment status by area of residence. However, employed youth in rural towns (6.4 months) and cities (6.9 months) had a shorter job search than their counterparts in parish capitals/major towns (8.1 months) and rural areas (9.0 months).

By educational attainment, youth with higher education were more likely to be employed than those with lower qualifications. However, youth with 1–4 CXC's had the highest employment rate (51.3 per cent) followed by those with 5 CXC's and A'level certificates (49.1 per cent). By contrast, only 44.4 per cent of youth with degrees and other professional training were employed. The findings might be attributable to a less discriminatory attitude by those with lower level qualifications in relation to accepting the available jobs. However, the lesser qualified youth had a longer average period of job search.

As would be expected, youth who received vocational training and those with work experience were more likely to be employed than those without training or work experience. Those with work experience had a shorter job search (7.1 months) than those without work experience (9 months). However, as it relates to training received, the data showed a marginal difference in the job search activities between the two categories. An important finding is the marked relationship between socio-economic status and employment rates which almost doubled from the lowest income (38.0 per cent) to the highest-income households (68.6 per cent). Additionally, the period of job search was considerably shorter, the higher the income of the household.

With regard to those not working, the average youth had been searching for employment for approximately 1½ years. There was little difference in this statistic between the two sexes. In relation to age there were even lengthier periods of unemployment for the older youth, rising to 22 months on average. Youth in Rural Areas and Other Towns had greater periods of unemployment than their urban counterparts. There were also longer periods of unemployment for youth with lower levels of educational attainment and income levels.

- **By educational attainment, youth with higher education were more likely to be employed than those with lower qualifications. However, youth with 1–4 CXC's had the highest employment rate (51.3 per cent) followed by those with 5 CXC's and A'level certificates (49.1 per cent). By contrast, only 44.4 per cent of youth with degrees and other professional training were employed.**



Logistic Regression

Logistic regression was used to examine the relationship between the outcome variable (Employment Status) and the independent variables, and to estimate the probability of being employed. The hypotheses tested were:

- H_0 : There is no significant difference between the characteristics of Employed and Not Employed youth in Jamaica.
- H_1 : There is a significant difference between the characteristics of Employed and Not Employed youth in Jamaica.

The model which was created to determine whether there were significant differences between the characteristics of Employed and Not Employed youth, was able to include 83.2 per cent of the respondents in the analysis, and correctly classify 68.4 per cent of these responses. The test for the model coefficients resulted in a chi-square value (χ^2) of 249.4, with 12 degrees of freedom. Therefore we rejected the null hypothesis and concluded that there are significant differences (p value of $0.000 < 0.05$) between the Employed and Not Employed youth in Jamaica.

Table 5.4: Model Summary – Logistic Regression

Step	- 2 Log Likelihood	Cox & Snell R square	Nagelkerke R square
1	2064.160	0.132	0.180

SPSS provided two “pseudo” R statistics, namely the Cox and Snell R square, and the Nagelkerke R square (Table 5.4). The former tends to produce a more conservative pseudo R square than the latter, and more closely resembles the universally accepted R square statistic used in multiple regression analysis. Thus, the Cox and Snell R square were used in this analysis. The independent variables in the logistic model together accounted for 13.2 per cent of the explanation as to whether a youth is “Employed” or “Not Employed”. Therefore, the model “weakly” fits the data, and suggests that while the selected variables account for some of the variation in whether youth are “Employed” or “Not Employed”, there are other relevant variables which were not included in the model.



Results

The partial logistic regression coefficients for each independent variable are reported in column “B” of Table 5.5. In order to assess the isolated impact of each independent variable, the analysis in this section is based on the values of column “Exp (B)”, or “the odds ratio”, as it is a widely used measure to determine the influence of each independent variable on the dependent variable, controlling for the other independent variables in the model. Given a significance level of 0.05, the independent variables that were found to be significant were analyzed. This represents a 95 per cent confidence level that the relationships found in this model would hold true in the Jamaican youth population.

Controlling for differences in the other variables, the model found five significant variables, being age, gender, lower-level examination, higher-level examination, and work experience. First, age was found to be an important factor, as the

Table 5.5: Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1						
age	.208	.026	61.650	1	.000	1.231
gender	1.180	.117	101.991	1	.000	3.255
Kgn/MoBay	-.038	.126	.092	1	.762	.962
parish cap	-.095	.168	.319	1	.572	.909
1–4 yrs secondary education	-.154	.215	.513	1	.474	.857
5 yrs secondary education	.095	.210	.202	1	.653	1.099
lower level exam	.421	.128	10.842	1	.001	1.523
higher level exam	.902	.235	14.680	1	.000	2.464
vocational training	.128	.120	1.142	1	.285	1.137
work experience	.242	.125	3.779	1	.052	1.274
number of children	-.080	.082	.952	1	.329	.923
job applications	.016	.013	1.389	1	.239	1.016
Constant	-5.746	.570	101.481	1	.000	.003



model showed that for each additional year, a person was 1.2 times more likely to be “Employed”. This is in keeping with the earlier findings that the average age of Employed (21.0 years) and Self-Employed youth (21.6 years) was greater than the average age of Not Working youth (20.1 years).

By gender, males were found to be 3.3 times more likely to be “Employed” compared to females. This occurred despite the fact that a larger percentage of females (38.6 per cent) than males (29.1 per cent) had passed an academic examination. This might be attributed to the fact that males tend to gain from the break in studies to attain work experience, while more females opt to continue their studies.

While the number of years of secondary education was not found to be significant, the model determined a positive relationship between having academic qualifications and being “Employed”. Youth with “lower level qualifications” and “higher level qualifications” were 1.5 times and 2.5 times, respectively, more likely to be “Employed” than youth with no academic qualifications.

Youth who had participated in an arranged work experience programme were 1.3 times more likely to be “Employed” in this model.



By gender, males were found to be 3.3 times more likely to be “Employed” compared to females. This occurred despite the fact that a larger percentage of females (38.6 per cent) than males (29.1 per cent) had passed an academic examination. This might be attributed to the fact that males tend to gain from the break in studies to attain work experience, while more females opt to continue their studies.



6 Conclusion and Recommendation

The regression analysis showed that the basic biological characteristics of age and sex were significant determinants of the employability of youth, and along with these were certification and work experience. In relation to sex, it was noted that males were more likely to be employed in spite of having lower academic certification and being equal to females in terms of vocational training. Further investigation is, therefore, necessary to identify the operant factors in the apparent gender bias in youth employment.

In relation to the salient finding of the importance of certification, it is significant to note that 59.4 per cent of youth (64.8 per cent of males and 54.6 per cent of females) left school without certification. This is an indictment against the quality of education received throughout their years of schooling. The issue is underscored by the fact that 80 per cent of youth cited as obstacles to employment, issues emanating from the education and training system. It is also enlightening that their most highly placed life goal is “Being Successful in Work” while “Having Lots of Money” was ranked relatively low, and “Having a Good Family Life”, “Finding Purpose and Meaning in Life” and “Making a Contribution to Society” were highly placed. The values of the youth therefore appear salutary and indicate a strong desire to do well in the world of work. What seems most necessary for their successful transition from school to work is an education and training system that is effective in qualifying them for the labour market. More detailed considerations are discussed below.

Gender

In light of lower levels of participation by and achievement of males in the education/training system and of female employment in the labour market, it is recom-

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mended that a number of gender-focused strategies be implemented. These could include:

- Phasing out of gender-biased subject selection processes at Grade 9 in the secondary school system by encouraging the selection of non-traditional subjects by girls and boys;
- Implementation and expansion of Peer Counselling programmes in schools island-wide;
- Introduction of incentives to attract into and retain more males in the education and training system (teaching and learning);
- Improvement in the quality and methodology of teaching;
- Provision of resources and institutionalization of mechanisms to support the mandatory placement of pregnant teenagers in Women Centres to enable their reintegration into the formal/non-formal education/training system;
- Gender-based pedagogy introduced to reflect the different learning styles of males and females;
- Code of Ethics enforced among male/female teachers to prevent discrimination/favouritism in teachers' interaction with the sexes;
- Creation of more single-sex schools to facilitate greater attention/focus on the teaching/learning experience;
- Introduction of Mentorship programmes (Big Brother/Little Brother; Big Sister/Little Sister) in schools; and
- The reinstitution and expansion of the GOJ/IADB Regional Programme (2002–2005) to provide non-traditional technical and vocational job training for low income women with special emphasis on youth. This should also include provision for Day Care support services.

Job Search

Methods used to source jobs

The survey shows that although the majority of youth, (56.3 per cent) were using formal means to source jobs, a sizeable proportion (43.7 per cent) were networking through friends and relatives, instead of using the means available through Government Employment Services, Job Fairs and Private Employment agencies. The findings suggest the need for government and private agencies to improve the marketing of and access to their services. It is recommended that a thorough



public education programme be developed to market the activities of the Ministry of Labour & Social Security (MLSS) – Labour Market Information System/ Electronic Labour Exchange (LMIS/ELE) island-wide. The programme should be introduced to all schools and training institutions through job fairs, career days and other career guidance initiatives. The mode of marketing these services should be multifaceted involving the use of the media, billboards on wheels, cable companies, and social marketing using cell phones. Employers should simultaneously be targeted by the marketing programme to maximize the use and effectiveness of the system for matching job supply and demand.

Number of Jobs Applied for and Interviews attended

On average, most youth (54.7 per cent) applied for 1–2 jobs, and attended one interview. The data also showed that 58.6 per cent of the Not Working Youth had attended no interviews, 30.0 per cent attended 1–2 interviews and 11.3 per cent attended 3 or more interviews. This might be related to one of the concerns of youth that some employers discriminate against applicants who reside in inner-city communities. It is recommended that programmes be developed to address some of these issues. These could include the sensitization of employers through agencies such as the Jamaica Employers Federation (JEF) and the Private Sector Organization of Jamaica (PSOJ) on the issues impacting youth employment. In addition, One-Stop Job Centres could be established island-wide to assist youth in the development of job-search skills including resume writing and interview techniques.

Within the formal system, it is recommended that career centred learning be introduced from the primary level and that real life linkages be made with careers and subjects taught at the secondary levels. In addition, schools should provide training in key employability skills for all students including skills related to punctuality, time management, communication, leadership, dress and deportment, courtesy/politeness, self-presentation, organisational skills, stress-management, personal hygiene and professionalism and other soft-skills relating to how to obtain and retain a job.

Conditions necessary to find suitable jobs

It is obvious that there is recognition among youth of the importance of professional education/skills training as a precursor to finding suitable jobs. Among all the groups, “*technical skills certification*”, followed by “*professional qualification*” and “*computer science*” skills was recognized as important for finding suitable jobs.

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In addition, One-Stop Job Centres could be established island-wide to assist youth in the development of job-search skills including resume writing and interview techniques



In light of this information, a National Life Long Learning policy and associated programme should be initiated to provide youth with the opportunity to acquire the requisite skills to access the job market. As a pre-requisite to these programmes, a National Survey of Life Long Learning Providers¹ would need to be conducted and the findings disseminated to youth to inform them of the opportunities existing throughout the country. At the school level, the focus should be shifted from preparation for examinations to preparation for work at the upper tier of the secondary system. At the tertiary level, career components should be infused into the curriculum and offered as a subject for assessment. An expanded cohort of guidance counsellors with specialized training in career development would positively impact the school-to-work transition process.

Main obstacles in finding suitable jobs

The responses from the youth indicate that there are five main obstacles. These are:

- No suitable training opportunities
- Unsuitable general education
- No education
- Unsuitable vocational education
- Not enough jobs available

No suitable training opportunities/Unsuitable vocational education

From the evidence collected, the perception was that there was a need for expansion in the capacity of the formal education system and the HEART Trust to provide appropriate technical, vocational, education and training (TVET). Within the formal school system, it is recommended that the type of TVET offerings be expanded. Suggested areas include graphic design; visual and performing arts; sports; fashion designing; computer repairs; tiling and electronic repairs. Provision should be made for males and females to have equal access to these offerings. A long-term recommendation is for the establishment of Alternate High Schools with specialized training in varying TVET subjects. Examples of these could be the “Bob Marley High School for Visual and Performing Arts” and the “Merlene Ottey High School for Physical Education & Sports.”

1. The PIOJ in collaboration with HEART Trust/NTA has recently developed a database which includes over 1400 public and private education and training providers. The database will be hosted on www.lifelonglearningja.org.

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A long-term recommendation is for the establishment of Alternate High Schools with specialized training in varying TVET subjects. Examples of these could be the “Bob Marley High School for Visual and Performing Arts” and the “Merlene Ottey High School for Physical Education & Sports.”



There is unmet demand (within the HEART Trust/NTA system) for training particularly in the fields of cosmetology, hospitality and food services. This suggests a need for expansion of training spaces particularly in specific geographic regions such as resort towns, parish capitals and other major towns. Some of this demand could be met through private institutions including NGOs, churches etc., or through enabling more students to obtain vocational certification at the secondary school level. The prospects for this recommendation being realized seem possible as the HEART Trust/NTA moves ahead with its ambitious new targets for expanding output of the training system and certifying the workforce. The “New Business Model” plans to increase enrolment in education and training programmes, based on the NCTVET standards, to 100 000 persons per year, and for one-half of the workforce to be certified by 2008.

Unsuitable General Education

The Jamaican education system has pockets of excellence existing in traditional high schools and private preparatory/secondary schools, but there is a large number of schools ill-equipped to provide education of the requisite quality. Data provided by the MOEY shows that on average 17.0 per cent of secondary graduates matriculated with four or more subjects including Mathematics and English Language.

The GOJ's current initiative to improve equity in secondary school through its **Secondary School Enhancement Programme** should boost the ability of a number of schools to provide quality education. In 2005, the GOJ expended some \$62.0m on a target group of 20 secondary institutions to enhance four areas within the schools, namely literacy and numeracy, information technology, cultural studies and library development. This initiative is in its third year and should positively impact the quality of graduates from our schools within the next five years. An additional project focusing on improving equity is the **Tech/Voc Rationalization Project** which was designed to provide access to quality state-of-the-art facilities (Centres of Excellence) for students at the upper secondary levels (Grades 10 and 11) pursuing NCTVET certification. The offering of Level 1 programmes in secondary schools will allow the National Training Agency and other TVET institutions to focus more on the delivery of programmes at higher levels.

- **The Jamaican education system has pockets of excellence existing in traditional high schools and private preparatory/secondary schools, but there is a large number of schools ill-equipped to provide education of the requisite quality.**



No Education

The survey findings showed that some 16.4 per cent of the youth felt that “no education” was a major barrier to their finding a job. It is highly recommended that the MOEY moves quickly towards the speedy universal implementation of the recently launched **National High School Equivalency Programme (HISEP)** which is designed to provide the equivalent of high school certification to persons who depart the education system without certification. The programme would provide additional educational opportunities for a number of persons who were not accommodated by the existing secondary education system. It would also bridge that gap between educational attainment and basic employment requirements for the estimated 77.2 per cent of the adult population (15 years and over) without secondary or tertiary qualifications.² Alternative modes of education should be utilized, such as e-learning, on-line, distance and radio/television education programming. Another recommendation is for the introduction of a special Training Tax Incentive to be provided to companies to promote the education, training, retraining/retooling of their workers.

The important role of parenting in the education process must be highlighted. It is advocated that increased training in parenting skills be provided and parents resocialized about the value of education in order to guide youth in setting “realistic” career goals to suit their children aptitudes. Parents should also be made aware of the need to make adequate provisions towards the realization of these goals.

Not Enough Jobs

The pace of job creation has not grown in tandem with development in the economy and this has fuelled the belief among youth that this is one of the main obstacles to employment. In this light, specific youth policies/programmes need to be fast-tracked and expanded to target youth unemployment. This should be separate and apart from general employment creation initiatives that need to be addressed by the policy-makers/political directorates at the micro, meso and macro levels. On the other hand, there needs to be greater emphasis on entrepreneurial training for youth in both formal and non-formal settings. At the school level, it is recommended that entrepreneurial training be offered at the lower tiers of the secondary system. This would include providing opportunities for students to participate in income-generating activities in schools.

2. Jamaica Survey of Living Conditions 2004.

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... there needs to be greater emphasis on entrepreneurial training for youth in both formal and non-formal settings. At the school level, it is recommended that entrepreneurial training be offered at the lower tiers of the secondary system



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A corollary activity should be the expansion of the work experience programmes in schools. It is recommended that mechanisms are put in place for financial resources to be made available to reward employers who have work experience programmes or to assist them in providing stipend to students who participate in the programmes

The promotion of small and micro enterprises is favoured. This could be funded through loans, grants and aid from the private/public sectors and international donor agencies. These micro-enterprise loans also need to be offered at affordable interest rates and group lending options could be initiated. Additionally, the success rate of such programmes would increase with the provision of technical and mentoring support.

In keeping with the demand for youth with work experience, there is need for the expansion of the National Youth Service, and the HEART Trust/NTA-financed School Leavers' Training Opportunity (SL-TOP) and Apprenticeship Programmes. The former provides training and temporary job placement opportunities for youth in the public and private sectors, while the HEART Trust-sponsored programmes provide on-the-job training and employment for school leavers with no job experience. The Apprenticeship programme has an added component by which trainees are employed under a contract of apprenticeship and are supervised by a skilled workman who is obligated to instruct the apprentice in all aspects of the trade. The SL-TOP initiative could be further expanded through the use of other agencies such as those in the private sector.

A corollary activity should be the expansion of the work experience programmes in schools. It is recommended that mechanisms are put in place for financial resources to be made available to reward employers who have work experience programmes or to assist them in providing stipend to students who participate in the programmes. Schools could establish linkages with companies/organizations within and beyond the school community to establish networks that could be sources of employment and/or work experience opportunities.

Financial Assistance

There is a need for more grants, scholarships, bursaries and loans at concessionary rates to be made available to youth from the lower socio-economic stratum. One example of such an initiative is the Jamaica Values and Attitude Programme (JAMVAT) introduced in 2001. The programme aims to provide 2 500 needy students attending local tertiary institutions with financial assistance in exchange for 200 hours of public service in government, non-government and community-based organizations. This programme is currently under-subscribed and should be marketed and expanded at the tertiary level. It is also recommended that a similar programme be considered for Secondary level students, providing them with similar benefits of tuition and work experience.



The inability to finance their studies has prevented some youth from accessing the education and training needed for a successful transit to work. At present, the majority of the scholarships are for youth who have attained a satisfactory matriculation level of education within the formal school system. However, plans need to be in place for uncertified out-of-school youth or school “drop-outs.” The private sector, being the engine of growth, could take the bold step in providing sponsorship to these individuals to pursue education and training programmes, in the process investing in the future of the youth and the country.

Implicit in this analysis is the need to put an end to the negative stereotyping of certain technical/vocational occupational offerings and to the age-old practice of relegating to the technical/vocational areas to those students who are perceived as not being able to manage academic subjects. One possible solution is a policy decision to revise the high school curriculum to ensure the incorporation of technical and vocational subjects in all schools. This change however, can only be successfully implemented if the principals and school communities are also committed to the change process.

Attitudes and Expectations Regarding Work

Job Preference/Average Monthly Income Desired

The average monthly income desired by the youth of less than \$20,000 is relatively low and reflects a lack of knowledge of the labour market. It is recommended therefore, that the National Career Guidance & Counselling Programme be strengthened. This programme should be intensified in all educational and training institutions so as to offer professional guidance and information on existing and new jobs, trends in the labour market, salaries and benefits offered, working conditions, and job expectations. The programme would also offer psychometric ‘aptitude’ testing to provide information on the right job to suit particular skills and talents. This would not only fill the existing information gap but serve as a stimulus to motivate the youth to greater levels of academic achievement necessary to meet the demands of the labour market.

Life Goals and Values of Young People

Important Goals

All youth ranked “*participation in politics*” as very unimportant and all ranked “*the upholding of religious faith*” as the fourth least important goal. In light of these

▼
The private sector, being the engine of growth, could take the bold step in providing sponsorship to these individuals to pursue education and training programmes, in the process investing in the future of the youth and the country



findings, it is being recommended that the reintroduction of Civics be facilitated in schools and institutions island-wide. This would include the ideals of patriotism, responsible citizenry, service and voluntarism. Components of citizen education should also include respect for self and others particularly the opposite sex. Over time, this should reduce the incidence of gender-based violence in our society. There should also be a national movement to heighten the involvement of students in school politics as a precursor to participation in national politics in the future. The political parties could facilitate the reversal of the negative attitudes portrayed by youth towards politics by launching a national sensitization drive at the primary and secondary levels. In conjunction with this action is the need for political leaders to lead by example in order to promote a positive image to their potential supporters. In addition, efforts should be made to broaden the School-Church partnership beyond the Inter-School Christian Fellowship movement to facilitate the development of a more caring society.

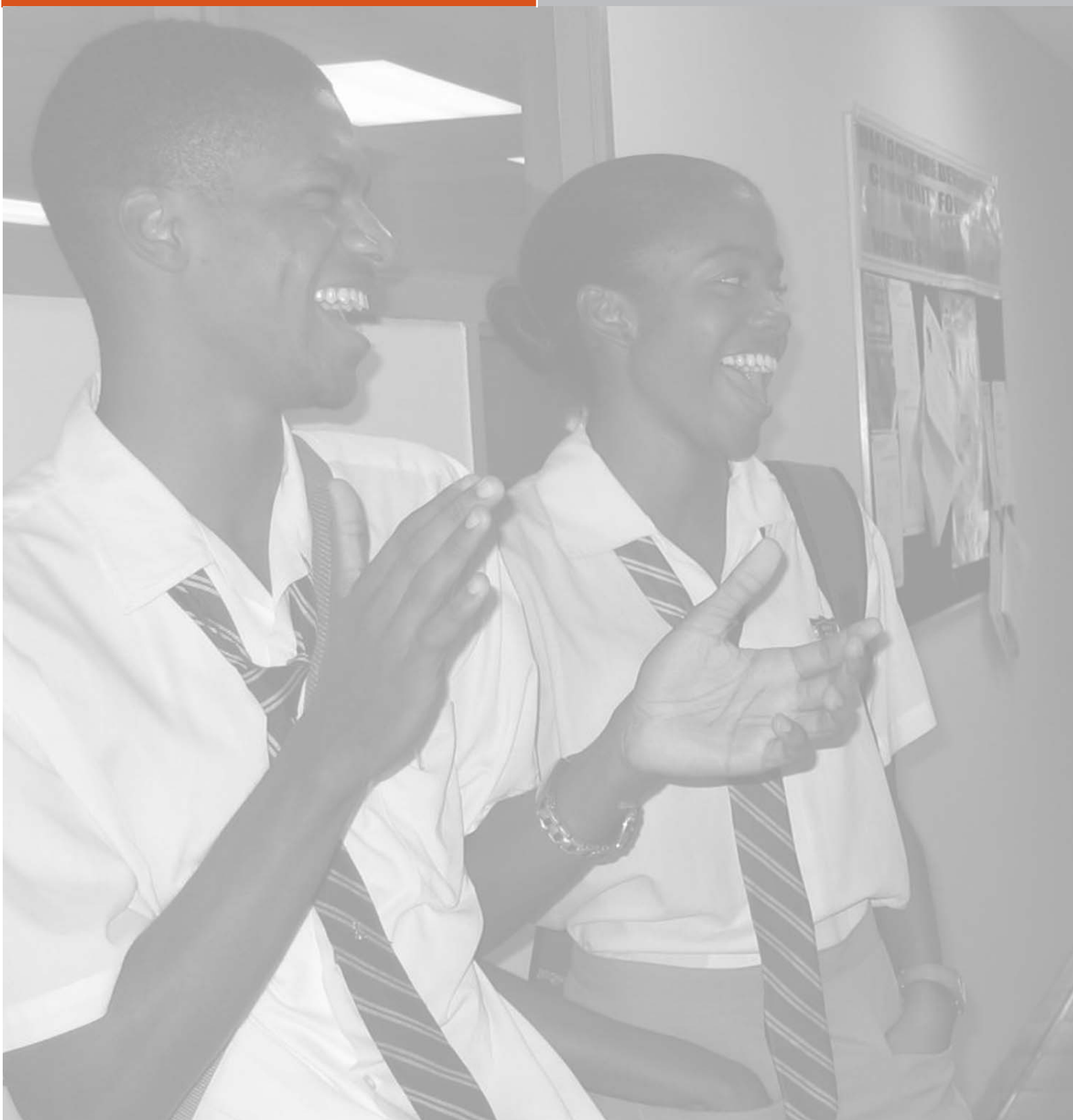
Participation in Selected Organizations

The research findings show that overall participation in organizations was relatively poor. The MOEY **Enhanced School Experience Programme** which mandates students to participate in extra-curricular activities as a pre-requisite to obtaining school-leaving certification should facilitate improvement in this area of concern. In addition, Service Clubs involvement in schools through Junior Achievement Clubs, Junior Chamber, Interact Club, and Key Club should be heightened at all levels of the system to promote the development of qualities related to service, commitment and voluntarism.

Communication Methods

Of the four media sources surveyed, television and radio were most often used by the youth which suggests that these may be the media of choice for effectively educating, informing and changing the behaviour patterns of the youth. In addition, it is recommended that the youth's fascination with cell phones could be used as a social marketing technique with the text messaging option as the mode of transmission of positive social communiqués.

- ... it is recommended that the youth's fascination with cell phones could be used as a social marketing technique with the text messaging option as the mode of transmission of positive social communiqués



APPENDICES



GOJ/ILO School-to-Work Transition Survey
Youth Forum
List of Participants
June 9, 2006

Name	Organization	Age	Gender
Ricardo Moseley	National Youth Service	19	M
Roxon Lafayette	National Youth Service	23	M
Kemar Spaulding	National Youth Service	20	M
Nickeisha Grant	National Youth Service	20	F
Camille Nelson	National Youth Service	19	F
Sashana Duncan	National Youth Service	23	F
Richard Edwards	National Youth Service	19	M
Dwayne Foster	National Youth Service	17	M
Althea Hinds	National Youth Service	22	F
Kemar Bennett	National Youth Service	20	M
Alphonso Wright	National Youth Service	19	M
Dane Smith	National Youth Service	18	M
Garth Lumsden	National Youth Service	18	M
Amoi Bingham	National Youth Service	19	F
Davia Morrison	National Youth Service	19	F
Damion Samuda	National Youth Service	19	M
Donna Bailey	National Youth Service	19	F
Maverick Barclay	National Youth Service	18	M
Paula Robinson	Women's Centre	19	F
Nicole Anderson	Women's Centre	16	F
Peta-Gaye Moncrieffe	Women's Centre	17	F
Khalia Brevett	Excelsior High School	17	F
Danielle Grant	Excelsior High School	17	F
Andre Williams	Excelsior High School	17	M
Randy McLaren	Excelsior High School/ Y.O.U.	18	M
Marie Lewis	Ardenne High School	Teacher	F
Andre Clarke	Ardenne High School	17	M
Krystle Graham-Haynes	Ardenne High School	19	F
Bradford Bolt	Ardenne High School	18	M
Kamille Adair	Ardenne High School	17	F
Jhnelle Johnson	Ardenne High School	17	F



GOJ/ILO School-to-Work Transition Survey

Youth Forum

Presentation of Findings

June 9, 2006

Employment Creation

Concerns/Issues

- lack of work experience (one participant aged 15 years expressed concern that large organizations often request work experience for summer jobs)
- educational qualifications – may not have enough CSEC subjects/ many high school students lack subjects
- non-recognition of skills/ experience (street wise)
- politicians woo people to vote through promises
- area of residence is a barrier to getting a job
- many individuals do not know what they want to be – lack of a personal goal
- youth suffer from low self-esteem as employers only want to hire those with the paper (certificate)
- family background – culture of poverty
- youth face negative “vibes” at home/ many inner-city parents aren’t supporting their children
- lack of knowledge about workers’ rights/ youth face exploitation in the workplace
- lack of a forum to have constructive discussions
- females are often seen as a liability, with lower productivity
- extortion is affecting business expansion in “inner-city” communities
- brain drain of skilled professionals and qualified persons who would create employment

Recommendations

- need for increased certification of skills through HEART Trust/ NTA, as individuals may be skilled in an area but lack certification



- inner city schools should be invited to forums where education and entrepreneurship are promoted (only traditional high schools were often seen at these events)
- expand type of vocational skills offered in high school – eg computer repair
- importance of networks – it's who you know, not what you know more likely to get you a job ("links")
- government could implement voluntary community service to build skills and work experience
- need to empower/stimulate youth to create their own employment (even if the youth have an idea, there is lack of access to finances to put ideas into action/ many young people have great ideas, but the path to success is often absent)
- youth need to be involved in mentorship programmes as a means of empowerment
- youth need to motivate each other
- hotels should be required to employ a certain number of Jamaican students
- students should have the opportunity to sit SAT (Scholastic Aptitude Test) and other US based exams in secondary school
- youth should be taught entrepreneurial skills in school in order to help them to create their own business opportunities

Education and Training

Concerns/Issues

- most of the schools need better teachers (some teachers are boring and don't know how to treat people)
- there is a bias in the way some schools are regarded, for (eg. Denham Town vs Kingston College and Tivoli vs Calabar High)
- the way in which information is brought to the students is ineffective
- male teachers help the female students more
- teachers overlook female students who would like to participate in non-traditional subjects such as Metal Work
- male teachers sometimes want to communicate with female students on matters apart from teaching
- subject choices are not democratic
- sometimes doing compulsory subjects are a waste of time and youth normally don't have much say in choosing the subjects they want (you have to do a science subject which is not always relevant to their interests or capabilities while other subjects could be done which links career preference)



- career options/preferences of the students are not considered.
- not enough subject options for training
- not enough institutions that allow training and certification in fields other than hospitality
- not enough financial options
- most financial institutions are located in Kingston
- there are few opportunities for students who attend All-Age schools
- persons of lower class or social status often don't get the same opportunities
- the schools/resources should be shifted because the timetable is too compact, the school year is too short and teachers are often in a hurry to finish the syllabus and students are not able to complete the syllabus because of time constraints
- students in 3rd to 5th forms tend to lose focus and "pay attention to the opposite sex"
- co-educational arrangements present problems during CXC periods for boys more than for girls.
- teachers use instincts and contacts instead of academic records and often force students to do subjects that they might not want to do

Recommendations

- pay teachers according to their work
- parents should get involved
- address issues of stigmatization (eliminate differentiation between types of school)
- teachers should develop new and innovative ways of imparting knowledge to students
- expand the National Youth Service (the programme encourages youth to be more responsible). Participants are also taught discipline, how to be creative around the homes, and how to avoid staying on the streets
- Implementation of measures to reduce physical contact between students and teachers in all schools
- everyone should be treated equally
- teachers should control themselves and should be more aware of the "hidden" agenda
- students should be given choices based on their capabilities and interests
- information technology should be compulsory instead of a science subject



- information technology should be introduced at the primary/preparatory school level
- more training opportunities should be provided for youth
- both girls and boys should be allowed to do any subject of preference such as welding, tiling, graphic design, plumbing and mechanics
- youth should be able to acquire benefits such as certification for prior learning, funding options and scholarships
- there should be greater opportunities to attain CXC subjects after leaving school
- matriculation to higher education should be made more flexible
- special allowance be given to slow learners to complete the CXC syllabus in 3 years
- a foreign language should be in the core curriculum
- there should be no All Age schools, only high schools
- more schools should be built
- the trend should be from primary to high to college/university or training institutions
- the shift school system needs to be abandoned
- the timetable should be structured so that students are able to complete the syllabus within a reasonable time
- some youth felt that students should be separated based on gender up to 5th form, and then reintegrate for sixth form.

Career Guidance

Concerns/Issues

- youth are not aware of the fundamental skills that describe a 'good work attitude' such as punctuality, time management, communication, leadership, dress and deportment, courtesy/politeness, self-presentation, organisation skills, language, managing pressure, personal hygiene, professionalism
- career decision making should be done by youth themselves and should be a personal choice (while teachers and parents should guide youth, decisions should ultimately be left up to the individual)
- youth face real financial constraints that employers are not sensitive to such as location/transportation costs and lack of financial assistance.

Recommendations

- introduce career centred learning from the primary school level
- career management should start from as early as possible



- career paths should be chosen in secondary school (grades 7 and 9)
- key employability skills should be introduced, this might be difficult to teach all of the skills, but students should at least be taught to understand why the skills are important
- youth believe that teachers should try to show the relevance of each subject to life (eg. Mathematics should be explained as most students expressed great dislike of this subject and often could not see the point of learning mathematics and it's usefulness in everyday life)
- mentorship programmes in schools were recommended by all youth and should take the form of a partnership and should not be the sole responsibility of the guidance counsellors but also teachers
- a national career guidance programme for parents should be implemented as parents often oppose a career choice simply because of lack of knowledge
- schools should coordinate more 'rap' sessions with students to discuss important issues such as career guidance.
- work-experience programmes were highly rated as most participants felt that it is important, so they were willing to work voluntarily or in a job not necessarily related to their career path
- youth recommended that the area of residence be taken into consideration when assigning work experience locations
- youth should receive a certificate after completing work experience programmes as an added incentive
- the government should "set aside money" in a special fund to reward employers who have work experience programmes, or assist employers by providing stipends to students who participate in these programmes.



GOJ/ILO School-to-Work Transition Survey
Stakeholder Workshop
List of Participants
August 29, 2006

Name	Organization
Karelle McCormack	Jamaica 4-H Clubs
Herbert Nelson	Jamaica Foundation for Life Long Learning
Elaine Ferguson	Jamaica Foundation for Life Long Learning
Eulalee Graham Sangster	Ministry of Education and Youth
Winston Forrest	Ministry of Education and Youth
Howard Gardner	National Youth Service
Beryl Weir	Women's Centre of Jamaica Foundation
Juanita Reid	Social Development Commission
Tom McArdle	HEART Trust/NTA
Kerron Lindo	HEART Trust/NTA
Louise Henry	HEART Trust/NTA
Vilma Freeman	HEART Trust/NTA (PROGIS)
Tessicar McQuilkin Campbell	HEART Trust/NTA (VTDI)
Terry-Ann Miller	Victoria Mutual Building Society
Lisa-Ann Edwards	Jamaica Business Development Centre
Patrice Smith	Jamaica Business Development Centre
Ohene Blake	National Centre for Youth Development
Mary Dodman	National Centre for Youth Development
Douglas Forbes	Statistical Institute of Jamaica
Phyllis Wilks	Statistical Institute of Jamaica
Julian Graham	Statistical Institute of Jamaica
Courtney Thomas	St. Andrew Technical High School
Colette Roberts Riden	Ministry of Labour and Social Security



Name	Organization
Stacy-Ann Barnes	Ministry of Labour and Social Security
Lorraine Salmon	Ministry of Labour and Social Security
Charles Clayton	Jamaica Employers Federation
Susan Blake	CHASE Fund
Gary Williams	Education Transformation Team
Reynold Simons	International Labour Organization
Pauline Bain	High School Equivalency Programme
Hermione McKenzie	UWI Mona/JASPEV
Leniece Barnett	Student Loan Bureau
Claire Bernard	Planning Institute of Jamaica
Pauline Knight	Planning Institute of Jamaica
Steven Kerr	Planning Institute of Jamaica
Allison Bailey	Planning Institute of Jamaica
Marcia Brown	Planning Institute of Jamaica
Stacy-Ann Robinson	Planning Institute of Jamaica
Shelly Ann Edwards	Planning Institute of Jamaica
Claudia Sutherland	Planning Institute of Jamaica
Erica Shakes	Planning Institute of Jamaica
Tina Griffiths	Planning Institute of Jamaica
Rohan Francis	Planning Institute of Jamaica
Sheneico Allen Morgan	Planning Institute of Jamaica



GOJ/ILO School-to-Work Transition Survey

Stakeholder Workshop

Presentation of Findings

August 29, 2006

Employment Creation

Promotion of Self Employment

- increase group lending/micro business loans to youth within and outside of formal school system
- increase corporate/workplace training to all youth especially at the secondary school level
- increase income generating activities within secondary schools
- implement entrepreneurial training in the secondary schools at the grade 9 level
- increase opportunities to access “youth friendly” credit
- the School Leavers Training Opportunities Programmes (SLTOPs) should be expanded

Government Policy

- implement specific youth policies/programmes to target youth unemployment as a separate issue from general unemployment
- career guidance should be of great importance within all schools to provide youth with the first ‘foothold’ in the labour market
- increase marketing and awareness of the Jamaica Values and Attitudes programme for Tertiary Students (JAMVAT) programme
- expand the JAMVAT programme to secondary schools
- use the JAMVAT as an additional benefit to student loan programme
- review the relevance of the education and training system to the labour market
- focus on gender differences as it relates to work experience verses educational attainment



Importance of networking

- schools need to develop networks with organizations to access work experience opportunities for youth
- make work experience/voluntary/community work compulsory in secondary schools
- an overall improvement in the macro-economy and an increase in economic growth is needed to create employment
- increase access and awareness to information on youth enhancement programmes for easier transition to the labour market

Education and Training

- increase parenting skills and training
- parents/guidance counselors/mentors should guide youth to set realistic goals in keeping with their interests
- parents should make necessary provision for youth to attain goals
- family planning programmes should be taught in schools and these messages should be taken seriously
- entrepreneurial skills should be introduced in the earlier stages of youth development and not as an alternative
- practical mentorship should be introduced within and outside the classroom
- mentors should be persons who display characteristics which youth can emulate
- revision of the high school curriculum to include technical and vocational subjects
- MOEY should have ultimate responsibility for changes in the education system and changes should start from within the Ministry itself
- greater intervention needed for youth who are illiterate
- parents should develop a deeper relationship with their children
- education system should be transitional, practical, relevant and allow for a wide range of choices at the earliest stages of the youth development and applicable to lifelong learning
- English language should be taught within the home to eliminate the language barrier
- Resocialization of persons within the society to understand the importance of developing the individual as a whole person



Career Guidance

- critical assessment of the Reform of the Secondary Education Project (ROSE)
- greater emphasis on career guidance needed after grade nine
- career development should begin from early stages of youth development
- emphasizing the need for preparation of work not examinations
- increase the ratio of guidance counselors to students in secondary high schools
- need for guidance counselors in primary schools
- guidance counseling should take a different format after grade nine
- teachers could be use as mentors to students as they interact with youth on a daily basis
- incorporate a career component in the curriculum at the tertiary level
- career development should be taught as a subject at the secondary level with a great emphasis on linking subjects to careers
- mentorship programmes should be supported by the private sector
- use of available technology such as Labour Market Information System/Electronic Labour Exchange (LMIS/ELE) and internet to attract youth to various jobs
- One Stop Job Centres should be strategically placed island-wide
- increase awareness of information and programmes that are available to youth especially in the rural areas
- principals should play a vital role in the revision of the curriculum

[illegible]

1.1 **Age** ---- **Last Birthday** (yrs) _____
1.15 2.6 3.17 4.18 5.19 6.20 7.21 8.22 9.23 10.24

1.1 **Gender** 1. Male 2. Female

1.3 **Present Address** _____
1. Rural Area
2. Rural Town
3. Parish capital/Major Town
4. City

1.4 **How long have you lived in this area** _____
Years Months

1.5 **With whom do you live?**
1. Both parents
2. Mother
3. Father
4. Other relatives (specify) _____

1.6 **What is your current marital/union Status**
1. Single (never married)
2. Common-law
3. Married and living with spouse
4. Married but living without spouse
5. Separated/Divorced
6. Widowed
7. Other (specify) _____

1.7 **Do you have children?**
1. Yes ---- how many? _____ 2. No [GO TO 1.9]

1.8a) **Who is responsible for his/her/their financial support?**
1. Myself
2. Other parents
3. Myself and other parent(s) jointly
4. Child/children's grandparent(s)
5. Other (specify) _____

1.8b) **Are you responsible for supporting anyone else other than child/children** [FORMS C &
1. Yes 2. No

1.9 **What is your present means of general support?**
1. Overseas remittances
1. Parent/Guardian
2. Spouse/Partner
3. Relatives
4. Other (specify)
2. Local Support
1. Myself
2. Parent/Guardian
3. Spouse/Partner
4. Relatives
5. Other (specify)

1.10 What is the OCCUPATIONAL STATUS of your parents/guardian?

Mother		Father		Guardian		Occupation Codes	Status Code
Occ	Status	Occ	Status	Occ	Status		
						1. Professionals ,Senior Officials and Technicians 2.Clerks 3. Service Workers & Shop and Market Sales Worker 4.Skilled Agricultural and Fishery Workers 5. Craft and Related Trades Workers 6. Plant and Machine Operators and Assemblers 7. Elementary Occupations 8. Occupation not specified	1. Working 2. Not Working

1.11 No. of persons living in household

 Male

 Female

1.12 Total monthly income of household? (*January 2004 — March 2004*)

1	Less than \$20,000	9	\$120,000 — < \$150,000
2	\$20,000 ---- < \$30,000	10	\$150,000 — < \$200,000
3	\$30,000 ---- < \$40,000	11	\$200,000 and over
4	\$40,000 ---- < \$50,000	12	Don't Know
5	\$50,000 ---- < \$60,000	13	No Response
6	\$60,000 ---- < \$80,000		
7	\$80,000 ---- < \$100,000		
8	\$100,000 — < \$120,000		

2.0 EDUCATION AND TECHNICAL/VOCATIONAL TRAINING
2.1 How many years of Primary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.2 How many years of Secondary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.3 What type of school did you last attend/are you attending?

		List of Schools that are classified as Secondary High (Traditional)	
a	Basic/Infant/Kindergarten	Ardenne High	Wolmer's Boys School
b	Primary	Calabar High	Wolmer's Girls School
c	All Age (Grades 1 – 6)	Camperdown High	Morant Bay High
d	All Age (grades 7 – 9)	Campion College	Happy Grove High
e	Primary/ Junior High (Grades 1 – 6)	Charlie Smith High	Titchfield High
f	Primary/ Junior High (Grades 7 – 9)	Convent of Mercy (Alpha)	Marymount High
g	Secondary High (Traditional)	Excelsior High	St. Mary High
h	Secondary High (Newly Upgraded)	Holy Childhood High	Ferncourt High
i	Comprehensive High	Immaculate Conception High	St. Hilda's Diocesan High
j	Technical High	Jamaica College	York Castle High
k	Vocational/ Agriculture	Kingston College	Westwood High
l	HEART Trust Academies	Meadowbrook High	William Knibb High
m	HEART Trust Vocational Training Centres	Merl Grove High	Cornwall College
n	Other HEART trust Special Programmes	Oberlin High	Montego Bay High
o	Business/Night/Evening Classes	The Priory High	Mount Alvernia High
p	Adult Literacy Classes	St. Andrew High	Rusea's High
q	Community Colleges	St. Hugh's High	Manning's High
r	Teachers Colleges	St. George's College	Hampton High
s	University (specify field of study)	The Queen's School	Munro College
t	Other Tertiary Institutions (specify field of study)	Tivoli Gardens High	Bishop Gibson High
u	Other (specify)	Trench Town High	Decarteret College
		Manchester High	Knox College
		Clarendon College	St. Catherine High
		Edwin Allen High	St. Mary's College
		Garvey Maceo High	Charlemont High
		Glenmuir High	St. Jago High

2.4 What is the highest (*academic*) examination that you have passed?

1	None	6	GCE 'A' (3 or more)
2	CXC Basic, JSC 5, SSC	7	Degree
3	CXC, G.C.E. 'O' (1-2)	8	Other (specify) _____
4	CXC, GCE 'O' (3-4)	9	Not Stated
5	CXC Gen., GCE 'O' (5+), GCE 'A' (1-2)		

2.5 Source of funding for your education/training

1	Father	6	Government — student Loan
2	Mother	7	Government — scholarship
3	Both parents	8	Employer
4	Siblings	9	Other(specify) _____
5	Self		

- 2.6 Have you had any school-based vocational training such as from secondary vocational schools, or post-school institutions (e.g. VTDI or HEART/NTA) run by the government or the private sector?
 1. Yes 2. No **[GO TO 2.9]**

- 2.7 Please describe the type of vocational training you have received?

a	Agricultural Skills	h	Construction Skills
b	Apparel and Sewn Product Skills	i	Hospitality Skills
c	Art and Craft Skills	j	Information Technology
d	Automotive Trade Skills	k	Machine and Appliance Skills
e	Beauty Care and Services	l	Others Skills (Specify) _____
f	Cabinet Making Skills		
g	Commercial Skills		

- 2.8 How long did your vocational training last _____ months
- 2.9 Did you receive a certificate from the technical/vocational training institution? 1. Yes 2.No
- 2.10 Do you intend to further your education or training in the future?
 1. Yes, (specify type of education or training) _____
 2. No, why not _____
 3. Depends, on what? _____
 4. Not sure

- 2.11 Which of the following types of education/training you consider to be the two most useful for getting a satisfactory job? **[RANK 1 FOR MOST USEFUL, 2 FOR SECOND MOST USEFUL]**

EDUCATION/TRAINING	RANK	EDUCATION/TRAINING	RANK
1. University Arts		6. Computer science degree	
2. University Science		7. Technical skills certificate	
3. Postgraduate degree		8. Foreign language certificate	
4. Professional qualification		9. Other (specify)	
5. Business management degree			

- 2.12 Did you ever receive any kind of guidance/advice on the types of education or training courses you should take to help you find a suitable job?
 1. Yes _____
 (Specify position of person who gave guidance or advice)
 2. No
- 2.13 Have you ever had any work experience arranged as part of your education/training?
 1. Yes 2.No **[GO TO 2.16]**

2.14. Please, describe the work experience

- 1 Internship/apprenticeship without pay in private company
- 2 Internship/apprenticeship without pay in public company
- 3 Internship/apprenticeship without pay in non- profit organization
- 4 Work with pay in private company
- 5 Work with pay in public company
- 6 Community volunteer work
- 7 Other (please describe) _____

2.15 How was the work experience organized

- 1 During school vacations
- 2 As part of regular school course
- 3 After school hours
- 4 Other (please describe) _____

2.16 On a scale of 1-5 where 1= strongly disagree and 5 = strongly agree, please respond to the following statements.

STATEMENT	SCALE					(WHAT AND WHY)
	1	2	3	4	5	
1. Women and men have equal opportunities for general education	1	2	3	4	5	
2. Women and men have equal opportunities for technical/vocational education	1	2	3	4	5	
3. Some courses/fields of study are more appropriate for men	1	2	3	4	5	
4. Some courses/fields of study are more appropriate for women	1	2	3	4	5	
5. Some courses/fields of study are equally appropriate for men and women	1	2	3	4	5	

3.0 ATTITUDES AND EXPECTATIONS REGARDING WORK

3.1 Have you ever received any kind of advice or counselling on job or career opportunities?

1. Yes 2. No

3.2 What do you plan to do when you complete your current education/training?

1	Go on for further education/training (specify what kind _____)
2	Get married
3	Stay at home and help family in domestic chores
4	Go into family business/help out on family farm
5	Find a job in current hometown
6	Find a job and move to another part of the country — capital city/ other town/rural area
7	Work overseas (which country) _____
8	Other (please specify) _____

3.3 When you look for a job, how important would the following characteristics of the job be?

**[RATE IN ORDER OF IMPORTANCE — 1 =VERY UNIMPORTANT, 2 = UNIMPORTANT
3 = NEITHER IMPORTANT NOR UNIMPORTANT, 4 = IMPORTANT, 5 = VERY IMPORTANT]**

CHARACTERISTICS	RATING		RATING
1. Interesting job to do		9. Having an easy pace of work	
2. Job that people regard highly/status of job		10. Being able to work independently, without supervision	
3. Earn a lot money		11. Job that is family-friendly	
4. Good promotion prospects/clear career path		12. Opportunities for travel	
5. Job that uses skills and abilities		13. Other (specify)	
6. Steady job/job security			
7. Having a role in decision-making			
8. Having lots of vacation time			

3.4 When you look for a job, would you prefer to start your own business, work for an employer, work for your own family farm/business?

PREFERENCE		PREFERENCE	
1	Start own business	7	Work for family farm/business
2	Work for the government/public sector	8	Not sure
3	Work for a large multinational corporation	9	Do not know
4	Work for large private company	10	Other (please specify) _____
5	Work for small private company	11	
6	Work for non-profit organization	12	

3.5 What kind of job would you (realistically) expect to be able to obtain with your current education/training?

JOB/PROFESSION			
1	Manual job	6	Professional job
2	Clerical job	7	Other (please specify)
3	Technical job	8	
4	Administrative job	9	
5	Managerial job	10	

3.6 What is the minimum level of income per month would you accept from a job? \$ _____
(per month)

3.7 How would you go about finding a job when you complete your education/training?

SOURCE OF FINDING EMPLOYMENT			
1	Through current education/training institution	7	Through a labour contractor
2	Through government employment service	8	Other (please specify)
3	Through private employment agent		
4	Through advertisements (newspaper, radio, T.V.)		
5	Through friends		
6	Through relatives		

3.8 How easy (or difficult) do you think it will be to find a suitable job?

1. Very easy 2. Easy 3. Difficult 4. Not Sure 5. Do not know

3.9 Do you think that generally it is easier for young women (compared to young men) to find jobs?

1. Easier for young women (why _____

2. Easier for young men (why _____

3. No difference, the same for both women and men

4. Depends (on what) _____

5. Do not know

4.0 LIFE GOALS AND VALUES OF YOUNG PEOPLE

4.1 Could you please tell me how important the following goals would be in your life?

[RATE 1 FOR VERY UNIMPORTANT, 2 FOR UNIMPORTANT, 3 FOR NEITHER IMPORTANT NOR UNIMPORTANT, 4 FOR IMPORTANT, 5 FOR VERY IMPORTANT] RATE EACH GOAL]

GOALS		RATING
1	Being successful in work	
2	Making a contribution to society	
3	Participating in politics	
4	Upholding religious faith	
5	Having lots of money	
6	Having a good family life	
7	Having leisure time	
8	Having a lot of different experiences	
9	Finding purpose and meaning in life	
10	Working/living in other countries	
11	Other (specify) _____	

4.2 On a scale of 1-5 where 1 = disagree strongly, 2= disagree, 3 = neither agree nor disagree, 4 = agree, 5 = agree strongly -----
Please respond to the following statements.

STATEMENTS	SCORE				
	1	2	3	4	5
1. Women should work after getting married	1	2	3	4	5
2. Women should work immediately after leaving school	1	2	3	4	5
3. Women should work immediately after having a baby	1	2	3	4	5
4. Women should not work when they have pre-school children	1	2	3	4	5
5. The ideal number of children a couple should have is two	1	2	3	4	5
6. Men and women in a family should share equal responsibility for household chores (e.g cleaning, cooking etc)	1	2	3	4	5
7. Men and women in a family should share equal responsibility for contributing to family income	1	2	3	4	5
8. Brothers and sisters should have equal responsibility for looking after parents when they are old	1	2	3	4	5
9. Older brothers or sisters should be responsible for financially supporting their younger siblings with their education	1	2	3	4	5

4.3 What do you consider to be a good age for

STATEMENT	RESPONSE (YEARS)
1. women to start working	
2. men to start working	
3. women to get married	
4. men to get married	
5. women to have their first child	
6. men to have their first child	

4.4 I would like to ask about your participation in different organizations

ORGANIZATION	Whether member 1. Yes 2. No	Whether attend meetings 1. Regularly (more than 50%) 2. Seldom (less than 50% of times) 3. Never	Whether Office Bearer (such as President, Secretary etc) 1. Yes 2. No
a. School Club			
b. Political Organization			
c. Community Organization			
d. Service Club (Kiwanis, Lions, etc)			
e. Other (specify) _____			

4.5 I would like to ask whether you watch television, read the newspaper, listen to the radio or use the Internet?

MEDIA	Whether use the media 1. Yes 2. No	How regularly 1. Everyday 2. At least once a week 3. Only occasionally 4. Never
a. Television		
b. Newspaper		
c. Radio		
d. Internet		

THANKS FOR YOUR COOPERATION

GENERAL COMMENTS

NAME OF RESPONDENT _____ TELEPHONE # _____

.....
NAME OF INTERVIEWER

.....
Date Completed

.....
CHECKED BY SUPERVISOR

.....
Date

[illegible]

1.1 **Age** ---- **Last Birthday** (yrs) _____
1.15 2.6 3.17 4.18 5.19 6.20 7.21 8.22 9.23 10.24

1.1 **Gender** 1. Male 2. Female

1.3 **Present Address** _____
1. Rural Area
2. Rural Town
3. Parish capital/Major Town
4. City

1.4 **How long have you lived in this area** _____
Years Months

1.5 **With whom do you live?**
1. Both parents
2. Mother
3. Father
4. Other relatives (specify) _____

1.6 **What is your current marital/union Status**
1. Single (never married)
2. Common-law
3. Married and living with spouse
4. Married but living without spouse
5. Separated/Divorced
6. Widowed
7. Other (specify) _____

1.7 **Do you have children?**
1. Yes ---- how many? _____ 2. No [GO TO 1.9]

1.8a) **Who is responsible for his/her/their financial support?**
1. Myself
2. Other parents
3. Myself and other parent(s) jointly
4. Child/children's grandparent(s)
5. Other (specify) _____

1.8b) **Are you responsible for supporting anyone else other than child/children** [FORMS C &
1. Yes 2. No

1.9 **What is your present means of general support?**
1. Overseas remittances
1. Parent/Guardian
2. Spouse/Partner
3. Relatives
4. Other (specify)
2. Local Support
1. Myself
2. Parent/Guardian
3. Spouse/Partner
4. Relatives
5. Other (specify)

1.10 What is the OCCUPATIONAL STATUS of your parents/guardian?

Mother		Father		Guardian		Occupation Codes	Status Code
Occ	Status	Occ	Status	Occ	Status		
						1. Professionals ,Senior Officials and Technicians 2.Clerks 3. Service Workers & Shop and Market Sales Worker 4.Skilled Agricultural and Fishery Workers 5. Craft and Related Trades Workers 6. Plant and Machine Operators and Assemblers 7. Elementary Occupations 8. Occupation not specified	1. Working 2. Not Working

1.11 No. of persons living in household

 Male

 Female

1.12 Total monthly income of household? (January 2004 — March 2004)

1	Less than \$20,000	9	\$120,000 — < \$150,000
2	\$20,000 ---- < \$30,000	10	\$150,000 — < \$200,000
3	\$30,000 ---- < \$40,000	11	\$200,000 and over
4	\$40,000 ---- < \$50,000	12	Don't Know
5	\$50,000 ---- < \$60,000	13	No Response
6	\$60,000 ---- < \$80,000		
7	\$80,000 ---- < \$100,000		
8	\$100,000 — < \$120,000		

2.0 EDUCATION AND TECHNICAL/VOCATIONAL TRAINING
2.1 How many years of Primary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.2 How many years of Secondary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.3 What type of school did you last attend/are you attending?

		List of Schools that are classified as Secondary High (Traditional)	
a	Basic/Infant/Kindergarten	Ardenne High	Wolmer's Boys School
b	Primary	Calabar High	Wolmer's Girls School
c	All Age (Grades 1 – 6)	Camperdown High	Morant Bay High
d	All Age (grades 7 – 9)	Campion College	Happy Grove High
e	Primary/ Junior High (Grades 1 – 6)	Charlie Smith High	Titchfield High
f	Primary/ Junior High (Grades 7 – 9)	Convent of Mercy (Alpha)	Marymount High
g	Secondary High (Traditional)	Excelsior High	St. Mary High
h	Secondary High (Newly Upgraded)	Holy Childhood High	Ferncourt High
i	Comprehensive High	Immaculate Conception High	St. Hilda's Diocesan High
j	Technical High	Jamaica College	York Castle High
k	Vocational/ Agriculture	Kingston College	Westwood High
l	HEART Trust Academies	Meadowbrook High	William Knibb High
m	HEART Trust Vocational Training Centres	Merl Grove High	Cornwall College
n	Other HEART trust Special Programmes	Oberlin High	Montego Bay High
o	Business/Night/Evening Classes	The Priory High	Mount Alvernia High
p	Adult Literacy Classes	St. Andrew High	Rusea's High
q	Community Colleges	St. Hugh's High	Manning's High
r	Teachers Colleges	St. George's College	Hampton High
s	University (specify field of study)	The Queen's School	Munro College
t	Other Tertiary Institutions (specify field of study)	Tivoli Gardens High	Bishop Gibson High
u	Other (specify)	Trench Town High	Decarteret College
		Manchester High	Knox College
		Clarendon College	St. Catherine High
		Edwin Allen High	St. Mary's College
		Garvey Maceo High	Charlemont High
		Glenmuir High	St. Jago High

2.4 What is the highest (*academic*) examination that you have passed?

1	None	6	GCE 'A' (3 or more)
2	CXC Basic, JSC 5, SSC	7	Degree
3	CXC, G.C.E. 'O' (1-2)	8	Other (specify) _____
4	CXC, GCE 'O' (3-4)	9	Not Stated
5	CXC Gen., GCE 'O' (5+), GCE 'A' (1-2)		

2.5 Source of funding for your education/training

1	Father	6	Government — student Loan
2	Mother	7	Government — scholarship
3	Both parents	8	Employer
4	Siblings	9	Other(specify) _____
5	Self		

- 2.6 Have you had any school-based vocational training such as from secondary vocational schools, or post-school institutions (e.g. VTDI or HEART/NTA) run by the government or the private sector?
 1. Yes 2. No **[GO TO 2.9]**

- 2.7 Please describe the type of vocational training you have received?

a	Agricultural Skills	h	Construction Skills
b	Apparel and Sewn Product Skills	i	Hospitality Skills
c	Art and Craft Skills	j	Information Technology
d	Automotive Trade Skills	k	Machine and Appliance Skills
e	Beauty Care and Services	l	Others Skills (Specify) _____
f	Cabinet Making Skills		
g	Commercial Skills		

- 2.8 How long did your vocational training last _____ months
- 2.9 Did you receive a certificate from the technical/vocational training institution? 1. Yes 2.No
- 2.10 Do you intend to further your education or training in the future?
 1. Yes, (specify type of education or training) _____
 2. No, why not _____
 3. Depends, on what? _____
 4. Not sure

- 2.11 Which of the following types of education/training you consider to be the two most useful for getting a satisfactory job? **[RANK 1 FOR MOST USEFUL, 2 FOR SECOND MOST USEFUL]**

EDUCATION/TRAINING	RANK	EDUCATION/TRAINING	RANK
1. University Arts		6. Computer science degree	
2. University Science		7. Technical skills certificate	
3. Postgraduate degree		8. Foreign language certificate	
4. Professional qualification		9. Other (specify)	
5. Business management degree			

- 2.12 Did you ever receive any kind of guidance/advice on the types of education or training courses you should take to help you find a suitable job?
 1. Yes _____
 (Specify position of person who gave guidance or advice)
 2. No
- 2.13 Have you ever had any work experience arranged as part of your education/training?
 1. Yes 2.No **[GO TO 2.16]**

2.14. Please, describe the work experience

- 1 Internship/apprenticeship without pay in private company
- 2 Internship/apprenticeship without pay in public company
- 3 Internship/apprenticeship without pay in non- profit organization
- 4 Work with pay in private company
- 5 Work with pay in public company
- 6 Community volunteer work
- 7 Other (please describe) _____

2.15 How was the work experience organized

- 1 During school vacations
- 2 As part of regular school course
- 3 After school hours
- 4 Other (please describe) _____

2.16 On a scale of 1-5 where 1= strongly disagree and 5 = strongly agree, please respond to the following statements.

STATEMENT	SCALE					(WHAT AND WHY)
	1	2	3	4	5	
1. Women and men have equal opportunities for general education	1	2	3	4	5	
2. Women and men have equal opportunities for technical/vocational education	1	2	3	4	5	
3. Some courses/fields of study are more appropriate for men	1	2	3	4	5	
4. Some courses/fields of study are more appropriate for women	1	2	3	4	5	
5. Some courses/fields of study are equally appropriate for men and women	1	2	3	4	5	

3.0 JOB SEARCH AND ATTITUDES AND EXPECTATIONS REGARDING WORK

3.1 Have you ever received any kind of advice/counselling on jobs or career opportunities?

1. Yes (specify from whom e.g. guidance counsellor, teacher, advisor, etc) _____
2. No

3.2 At what age did you first start looking for work? _____ years

3.3 How long have you been looking for a job?

1. Less than 1 week
2. Less than 1 month
3. 1 - 2 months
4. 3 - 5 months
5. 6 months ---- < 1 year
6. 1 ---- < 2 years
7. 2 years or more

3.4 How are you looking for a job?

1. Through education/training institution
2. Through government employment service
3. Through job fairs
4. Through private employment agent/agency
5. Through advertisements (indicate type of media eg. radio, newspaper, t.v.) _____
6. Through friends
7. Through relatives
9. Other (specify) _____

3.5 Since you started looking for work, how many jobs have you applied for?

1. 1 - 2
2. 3 - 6
3. 7 - 10
4. 11 - 20
5. 21-40
6. 41 or more

3.6 Since you started looking for work, how many interviews have you been to?

1. None
2. 1 - 2
3. 3 - 6
4. 7 - 10
5. 11-20
6. 21— 40

3.7 In looking for work, would you prefer to start your own business, work for an employer, work for your own family farm/business?

RESPONSES	
1	Start own business
2	Work for the government/public sector
3	Work for a large multinational corporation
4	Work for a large private company
5	Work for a small private company
6	Work for a non-profit organization
7	Work for family farm/business
8	No preference
9	Do not Know
10	Other (please specify) _____

3.8 Did you have a preference as to where you wanted to work?

1. In an office
2. In a factory
3. In a hotel
4. In a restaurant or eating place
5. On a farm
6. In your own home
7. In your employer's home
8. In a market place
9. No preference
10. Other (please specify) _____

3.9 Did you have a preference for working in a small or large enterprise?

1. To be self-employed/own account worker
2. To work only with family members
3. To be single employees
4. To have less than 5 co-workers
5. To have less than 10 co-workers
6. To have less than 50 co-workers
7. To have between 50-100 co-workers
8. To have more than 100 co-workers
9. To have more than 500 co-workers
10. No preference

3.10 Did you have a preference for working in your original home area, moving to another town/city in your own country, a rural area, another country?

1. Original home area
2. Moving to another town/city
3. Moving to rural area
4. Moving to another country
5. No preference

3.11 What is the minimum level of income per month below which you would not accept a job?

\$ _____ per month.

3.12 What has been/was the main obstacle in finding a decent job?

1. No education
2. Unsuitable general education
3. Unsuitable vocational education
4. No suitable training opportunities
5. Requirements for job higher than education/training received
6. No work experience
7. Not enough jobs available
8. Considered too young
9. Being Male/Female
10. Discriminatory prejudices
11. Low wages in available jobs
12. Poor working conditions in available jobs
13. Others (please specify _____)

3.13 What kind of extra courses/training do you think would be most helpful in finding a suitable job?

1. Entrepreneurship training to start own business
2. Apprenticeship with an employer
3. Computer training
4. Professional training
5. Other (please specify _____)

3.14 Do you think that generally it is easier for young women (compared to young men) to find jobs?

1. Easier for young women (Why _____)
2. Easier for young men (Why _____)
3. Depends (on what _____)
4. Do not know

3.15 Do you think it is easier for a person below 25 years of age to find a job?

1. Easier for a person below 25 years
2. Easier for a person above 25 years
3. No difference
4. Depends (on what _____)
5. Don't know

3.16 In your experience, is it easier (or harder) for a person with a general education or a person with technical/vocational training to find a job?

1. Easier for a person with general education
2. Easier for a person with technical/vocational education
3. No difference
4. Depends (on what _____)
5. Don't Know

3.17 What have you mainly do while looking for a job?

1. Stayed at home and just looked for a job
2. Stayed at home and was responsible for household chores
3. Helped out in family farm/business
4. Took additional education/training courses (specify _____)
5. Spent time with friends
6. Did volunteer work (without pay) specify _____
7. Others (please specify _____)

3.18 Did you ever face any kind of harassment in looking for a job?

1. Yes
2. No (**GO TO 4.1**)

3.19 What was the nature of the harassment?

1. Sexual
2. Bribe/financial
3. Verbal
4. Other(specify) _____

3.20 Who was the source of the harassment?

1. Potential employer
2. Agent
3. Government Official
4. Police
5. Other (specify) _____

3.21 How did you deal with the harassment? _____

3.25 What kind of assistance would you like to help you find a good job _____

4.0 LIFE GOALS AND VALUES OF YOUNG PEOPLE

4.1 Could you please tell me how important the following goals would be in your life?

[RATE 1 FOR VERY UNIMPORTANT, 2 FOR UNIMPORTANT, 3 FOR NEITHER IMPORTANT NOR UNIMPORTANT, 4 FOR IMPORTANT, 5 FOR VERY IMPORTANT] RATE EACH GOAL]

GOALS		RATING
1	Being successful in work	
2	Making a contribution to society	
3	Participating in politics	
4	Upholding religious faith	
5	Having lots of money	
6	Having a good family life	
7	Having leisure time	
8	Having a lot of different experiences	
9	Finding purpose and meaning in life	
10	Working/living in other countries	
11	Other (specify) _____	

4.2 On a scale of 1-5 where 1 = disagree strongly, 2= disagree, 3 = neither agree nor disagree, 4 = agree, 5 = agree strongly -----
Please respond to the following statements.

STATEMENTS	SCORE				
	1	2	3	4	5
1. Women should work after getting married	1	2	3	4	5
2. Women should work immediately after leaving school	1	2	3	4	5
3. Women should work immediately after having a baby	1	2	3	4	5
4. Women should not work when they have pre-school children	1	2	3	4	5
5. The ideal number of children a couple should have is two	1	2	3	4	5
6. Men and women in a family should share equal responsibility for household chores (e.g cleaning, cooking etc)	1	2	3	4	5
7. Men and women in a family should share equal responsibility for contributing to family income	1	2	3	4	5
8. Brothers and sisters should have equal responsibility for looking after parents when they are old	1	2	3	4	5
9. Older brothers or sisters should be responsible for financially supporting their younger siblings with their education	1	2	3	4	5

4.3 What do you consider to be a good age for

STATEMENT	RESPONSE (YEARS)
1. women to start working	
2. men to start working	
3. women to get married	
4. men to get married	
5. women to have their first child	
6. men to have their first child	

4.4 I would like to ask about your participation in different organizations

ORGANIZATION	Whether member 1. Yes 2. No	Whether attend meetings 1. Regularly (more than 50%) 2. Seldom (less than 50% of times) 3. Never	Whether Office Bearer (such as President, Secretary etc) 1. Yes 2. No
a. School Club			
b. Political Organization			
c. Community Organization			
d. Service Club (Kiwanis, Lions, etc)			
e. Other (specify) _____			

4.5 I would like to ask whether you watch television, read the newspaper, listen to the radio or use the Internet?

MEDIA	Whether use the media 1. Yes 2. No	How regularly 1. Everyday 2. At least once a week 3. Only occasionally 4. Never
a. Television		
b. Newspaper		
c. Radio		
d. Internet		

THANKS FOR YOUR COOPERATION

GENERAL COMMENTS

NAME OF RESPONDENT _____ TELEPHONE # _____

.....
NAME OF INTERVIEWER

.....
Date Completed

.....
CHECKED BY SUPERVISOR

.....
Date

Form C – EMPLOYED YOUTH

ID	PARISH	CONST	AREA	ED	CATEGORY OF YOUTH

1.0 PERSONAL IDENTIFICATION DATA

- 1.1 **Age ---- Last Birthday (yrs)** _____
 1.15 2.6 3.17 4.18 5.19 6.20 7.21 8.22 9.23 10.24
- 1.1 **Gender** 1.Male 2.Female
- 1.3 **Present Address** _____
 1. Rural Area
 2. Rural Town
 3. Parish capital/Major Town
 4. City
- 1.4 **How long have you lived in this area** _____
 Years Months
- 1.5 **With whom do you live?**
 1. Both parents
 2. Mother
 3. Father
 4. Other relatives (specify) _____
- 1.6 **What is your current marital/union Status**
 1. Single (never married)
 2. Common-law
 3. Married and living with spouse
 4. Married but living without spouse
 5. Separated/Divorced
 6. Widowed
 7. Other (specify) _____
- 1.7 **Do you have children?**
 1. Yes ---- how many? _____ 2. No [GO TO 1.9]
- 1.8a) **Who is responsible for his/her/their financial support?**
 1. Myself
 2. Other parents
 3. Myself and other parent(s) jointly
 4. Child/children's grandparent(s)
 5. Other (specify) _____
- 1.8b) Are you responsible for supporting anyone else other than child/children [FORMS C & D only]
 1. Yes 2. No
- 1.9 **What is your present means of general support?**
1. Overseas remittances
 1. Parent/Guardian
 2. Spouse/Partner
 3. Relatives
 4. Other (specify)
2. Local Support
 1. Myself
 2. Parent/Guardian
 3. Spouse/Partner
 4. Relatives
 5. Other (specify)

1.10 What is the OCCUPATIONAL STATUS of your parents/guardian?

Mother		Father		Guardian		Occupation Codes	Status Code
Occ	Status	Occ	Status	Occ	Status		
						1. Professionals ,Senior Officials and Technicians 2.Clerks 3. Service Workers & Shop and Market Sales Worker 4.Skilled Agricultural and Fishery Workers 5. Craft and Related Trades Workers 6. Plant and Machine Operators and Assemblers 7. Elementary Occupations 8. Occupation not specified	1. Working 2. Not Working

1.11 No. of persons living in household

 Male

 Female

1.12 Total monthly income of household? (*January 2004 — March 2004*)

1	Less than \$20,000	9	\$120,000 — < \$150,000
2	\$20,000 ---- < \$30,000	10	\$150,000 — < \$200,000
3	\$30,000 ---- < \$40,000	11	\$200,000 and over
4	\$40,000 ---- < \$50,000	12	Don't Know
5	\$50,000 ---- < \$60,000	13	No Response
6	\$60,000 ---- < \$80,000		
7	\$80,000 ---- < \$100,000		
8	\$100,000 — < \$120,000		

2.0 EDUCATION AND TECHNICAL/VOCATIONAL TRAINING
2.1 How many years of Primary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.2 How many years of Secondary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.3 What type of school did you last attend/are you attending?

		List of Schools that are classified as Secondary High (Traditional)	
a	Basic/Infant/Kindergarten	Ardenne High	Wolmer's Boys School
b	Primary	Calabar High	Wolmer's Girls School
c	All Age (Grades 1 – 6)	Camperdown High	Morant Bay High
d	All Age (grades 7 – 9)	Campion College	Happy Grove High
e	Primary/ Junior High (Grades 1 – 6)	Charlie Smith High	Titchfield High
f	Primary/ Junior High (Grades 7 – 9)	Convent of Mercy (Alpha)	Marymount High
g	Secondary High (Traditional)	Excelsior High	St. Mary High
h	Secondary High (Newly Upgraded)	Holy Childhood High	Ferncourt High
i	Comprehensive High	Immaculate Conception High	St. Hilda's Diocesan High
j	Technical High	Jamaica College	York Castle High
k	Vocational/ Agriculture	Kingston College	Westwood High
l	HEART Trust Academies	Meadowbrook High	William Knibb High
m	HEART Trust Vocational Training Centres	Merl Grove High	Cornwall College
n	Other HEART trust Special Programmes	Oberlin High	Montego Bay High
o	Business/Night/Evening Classes	The Priory High	Mount Alvernia High
p	Adult Literacy Classes	St. Andrew High	Rusea's High
q	Community Colleges	St. Hugh's High	Manning's High
r	Teachers Colleges	St. George's College	Hampton High
s	University (specify field of study)	The Queen's School	Munro College
t	Other Tertiary Institutions (specify field of study)	Tivoli Gardens High	Bishop Gibson High
u	Other (specify)	Trench Town High	Decarteret College
		Manchester High	Knox College
		Clarendon College	St. Catherine High
		Edwin Allen High	St. Mary's College
		Garvey Maceo High	Charlemont High
		Glenmuir High	St. Jago High

2.4 What is the highest (*academic*) examination that you have passed?

1	None	6	GCE 'A' (3 or more)
2	CXC Basic, JSC 5, SSC	7	Degree
3	CXC, G.C.E. 'O' (1-2)	8	Other (specify)_____
4	CXC, GCE 'O' (3-4)	9	Not Stated
5	CXC Gen., GCE 'O' (5+), GCE 'A' (1-2)		

2.5 Source of funding for your education/training

1	Father	6	Government — student Loan
2	Mother	7	Government — scholarship
3	Both parents	8	Employer
4	Siblings	9	Other(specify) _____
5	Self		

- 2.6 Have you had any school-based vocational training such as from secondary vocational schools, or post-school institutions (e.g. VTDI or HEART/NTA) run by the government or the private sector?
 1. Yes 2. No **[GO TO 2.9]**

- 2.7 Please describe the type of vocational training you have received?

a	Agricultural Skills	h	Construction Skills
b	Apparel and Sewn Product Skills	i	Hospitality Skills
c	Art and Craft Skills	j	Information Technology
d	Automotive Trade Skills	k	Machine and Appliance Skills
e	Beauty Care and Services	l	Others Skills (Specify) _____
f	Cabinet Making Skills		
g	Commercial Skills		

- 2.8 How long did your vocational training last _____ months
- 2.9 Did you receive a certificate from the technical/vocational training institution? 1. Yes 2.No
- 2.10 Do you intend to further your education or training in the future?
 1. Yes, (specify type of education or training) _____
 2. No, why not _____
 3. Depends, on what? _____
 4. Not sure

- 2.11 Which of the following types of education/training you consider to be the two most useful for getting a satisfactory job? **[RANK 1 FOR MOST USEFUL, 2 FOR SECOND MOST USEFUL]**

EDUCATION/TRAINING	RANK	EDUCATION/TRAINING	RANK
1. University Arts		6. Computer science degree	
2. University Science		7. Technical skills certificate	
3. Postgraduate degree		8. Foreign language certificate	
4. Professional qualification		9. Other (specify)	
5. Business management degree			

- 2.12 Did you ever receive any kind of guidance/advice on the types of education or training courses you should take to help you find a suitable job?
 1. Yes _____
 (Specify position of person who gave guidance or advice)
 2. No
- 2.13 Have you ever had any work experience arranged as part of your education/training?
 1. Yes 2.No **[GO TO 2.16]**

2.14. Please, describe the work experience

- 1 Internship/apprenticeship without pay in private company
- 2 Internship/apprenticeship without pay in public company
- 3 Internship/apprenticeship without pay in non- profit organization
- 4 Work with pay in private company
- 5 Work with pay in public company
- 6 Community volunteer work
- 7 Other (please describe) _____

2.15 How was the work experience organized

- 1 During school vacations
- 2 As part of regular school course
- 3 After school hours
- 4 Other (please describe) _____

2.16 On a scale of 1-5 where 1= strongly disagree and 5 = strongly agree, please respond to the following statements.

STATEMENT	SCALE					(WHAT AND WHY)
	1	2	3	4	5	
1. Women and men have equal opportunities for general education	1	2	3	4	5	
2. Women and men have equal opportunities for technical/vocational education	1	2	3	4	5	
3. Some courses/fields of study are more appropriate for men	1	2	3	4	5	
4. Some courses/fields of study are more appropriate for women	1	2	3	4	5	
5. Some courses/fields of study are equally appropriate for men and women	1	2	3	4	5	

3.0 JOB SEARCH AND ATTITUDES AND EXPECTATIONS REGARDING WORK

- 3.1 Have you ever received any kind of advice/counselling on job or career opportunities?
 1. Yes (specify from whom e.g. guidance counsellor, teacher, advisor, etc) _____
 2. No
- 3.2 At what age did you first start looking for work? _____ yrs.
- 3.3 How long did you look before finding your first job?
 1. Less than a week 2. Less than a month 3. 1-2 months 4. 3-6 months
 5. 7 months — 1 year 6. More than one year 7. More than 2 years
- 3.4 How many jobs did you apply for before getting your first job? _____ jobs
- 3.5 How many interviews did you go to before getting your first job? _____ interviews
- 3.6 In looking for a job, how important or unimportant were the following characteristics of the job?
[RATE 1 FOR VERY UNIMPORTANT, 2 FOR UNIMPORTANT, 3 FOR NEITHER IMPORTANT NOR UNIMPORTANT, 4 FOR IMPORTANT, 5 FOR VERY IMPORTANT].

RANK EACH CHARACTERISTIC INTERVIEWER: READ ENTIRE LIST

CHARACTERISTICS		RATING				
1	Interesting job to do	1	2	3	4	5
2	Job that people regard highly/status of the job	1	2	3	4	5
3	Earn a lot of money	1	2	3	4	5
4	Good promotion prospects/clear career path	1	2	3	4	5
5	Job that uses skills and abilities	1	2	3	4	5
6	Steady job/job security	1	2	3	4	5
7	Having a role in decision-making	1	2	3	4	5
8	Having lots of vacation time	1	2	3	4	5
9	Having an easy pace of work	1	2	3	4	5
10	Being able to work independently, without supervision	1	2	3	4	5
11	Job that is family-friendly	1	2	3	4	5
12	Opportunities for travel	1	2	3	4	5
20	Other (specify) _____	1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

- 3.7 In looking for work, for which of the following did you have a preference?

RESPONSE	
1	Start own business
2	Work for the government/public sector
3	Work for a large multinational corporation

4	Work for a large private company
5	Work for a small private company
6	Work for a non-profit organization
7	Work for family farm/business
8	No preference
9	Others (please specify) _____

3.8 Did you have a preference as to where you wanted to work?

1. In an office
2. In a factory
3. In a hotel
4. In a restaurant or eating place
5. On a farm
6. In your own home
7. In your employer's home
8. In a market place
9. No preference
10. Other (please specify) _____

3.9 Did you have a preference for working in a small or large enterprise?

1. To be self-employed/own account worker
2. To work only with family members
3. To be single employee
4. To have less than 5 co-workers
5. To have less than 10 co-workers
6. To have less than 50 co-workers
7. To have between 50-100 co-workers
8. To have more than 100 co-workers
9. To have more than 500 co-workers
10. No preference

3.10 Did you have a preference for working in your original home area, moving to another town/city in your own country, a rural area, another country?

1. Original home area
2. Moving to another town/city
3. Moving to rural area
4. Moving to another country
5. No preference

3.11 What was the minimum level of income per month below which you would not have accepted a job? _____per month

3.12 Rank the three main obstacle you faced in finding a suitable job?

OBSTACLES		RANK
1	No education	
2	Unsuitable general education	
3	Unsuitable vocational education	
4	No suitable training opportunities	
5	Requirements for job higher than education/training received	
6	No work experience	
7	Not enough jobs available	
8	Considered too young	
9	Being male/female	
10	Discriminatory prejudices	
11	Low wages in available jobs	
12	Poor working conditions in available jobs	
13	Others (please specify) _____	

3.13 What kind of extra courses/training do you think would be most helpful in finding a suitable job?

1. Entrepreneurship training to start own business
2. Apprenticeship with an employer
3. Computer training
4. Professional training
5. Other (please specify) _____

3.14 Do you think that generally it is easier for young women (compared to young men) to find jobs?

1. Easier for young women (why _____)
2. Easier for young men (why _____)
3. Depends (on what _____)
4. Do not know

3.15 Do you think it is easier for a person below 25 years to find a job?

1. Easier for a person below 25 years
2. Easier for a person above 25 years
3. No difference
4. Depends (on what _____)
5. Do not know

3.16 In your experience, is it easier (or harder) for a person with a general education or a person with technical/vocational training to find a job?

1. Easier for a person with general education
2. Easier for a person with technical/vocational education
3. No difference

4. Depends (on what?) _____)
 5. Do not know

3.17 What did you mainly do while looking for a job?

1. Stayed at home and just looked for a job
2. Stayed at home and was responsible for household chores
3. Helped out in a family farm/business
4. Took additional education/training courses (specify) _____
5. Spent time with friends
6. Did volunteer work (without pay) specify _____
7. Others (please specify) _____

3.18 Did you ever face any kind of harassment in looking for a job?

1. Yes 2. No [**GO TO 4.1**]

3.19 What was the nature of the harassment?

1. Sexual 2. Bribe/financial 3. Verbal 4. Other (please specify) _____

3.20 What was the source of the harassment?

1. Potential employer 2. Agent 3. Government official
 4. Police 5. Others(specify) _____

3.21 How did you deal with the harassment _____

4.0 CURRENT EMPLOYMENT AND WORKING CONDITIONS

4.1 How many jobs have you held prior to your current job? _____

4.2 Please describe as fully as possible your current job

Occupation Title : _____ Job Description: _____ _____ _____
--

4.3 Please describe your current employer

- | | | |
|--------------------------------------|--|--------------------------|
| 1. Public sector | 2. State owned enterprise | 3. Cooperative |
| 4. Multinational Company | 5. Private Contractor | 6. Private local company |
| 7. Family owned enterprise | 8. Non-Government Organizations (NGOs) | |
| 9. Social and political organization | 10. International organization | |
| 11. Other (specify) _____ | | |

4.4 How did you get your current job?

1. Directly recruited by employer
2. Recruited by individual agent/contractor/middleman
3. Through a private recruitment agency

4. Through a government employment service
 5. Recommended by friends/relative
 6. Answered an advertisement (in radio, T.V. newspaper, other)
 7. Other (specify) _____
- 4.5 Who decided on the kind of job you currently have?
1. Self 2. Your father 3. Your mother 4. Your parents together
 5. Other relatives (who, relationship to you) _____
 6. Other (specify) _____
- 4.6 What is your current work status?
1. Wage or salaried employee 2. Regular piece rate worker 3. temporary piece rate worker
 4. Unpaid family worker 5. Other (specify) _____
- 4.7 Did you receive any kind of training for the job you are currently doing?
1. Yes 2. No [**GO TO 4.13**]
- 4.8 Who provided the training?
1. Your employer 2. A private sector training institution 3. A government training institution
 4. Other (specify) _____
- 4.9 How long was the training?
1. Less than a week 2. 1-2 weeks 3. 3-4 weeks 4. 1-3 months 5. > 3 months
 6. > 6 months 7. More than 1 year
- 4.10 Who paid for the training?
1. Self 2. Your employer 3. The government 4. Other (specify) _____
- 4.11 What kind of training was provided?
1. On the job training
 2. Specially organized training programme within the enterprise (such as in a classroom)
 3. Apprenticeship training
 4. Off-site training (organized by a training institution)
 5. Other (please specify) _____
- 4.12 Were you paid during the training period?
1. Yes, but at a lower rate than regular workers
 2. Yes, at the same rate as regular workers
 3. Did not receive any pay
- 4.13 Do you feel that men and women in your line of work receive the same opportunities for training?
1. Equal opportunities
 2. More opportunities for men
 3. More opportunities for women
 4. Do not know
- 4.14 What are your normal working hours? _____ am/pm to _____ am/pm _____ hours.
- 4.15 How many days do you typically work per week? _____ days per week.

4.16 Where is your work/business located?

1	Office building	8	Customer's/employer's home
2	Factory	9	Other permanent structure (shop, restaurant)
3	Construction site	10	Fixed stall/kiosk in the market/street
4	Mining site	11	Temporary stall, vehicle, cart in the street
5	Farm/plantation	12	No fixed location/mobile
6	Own home (with special business/work space)	13	Other (please specify)
7	Own home (without special business/ work space)		

4.17 How many workers are there normally in your workplace?

1.1– 5 2.6 – 10 3.11– 20 4.21– 50 5. 51–100 6.101 or more 9. Don't know

4.18 In your current job, are you entitled to the following? [INTERVIEWER READ ENTIRE LIST]

No	FACILITY/BENEFIT	YES	NO
1	Accommodation or allowance for it		
2	Transport or allowance for it		
3	Meals or meal allowance		
4	Annual vacation		
5	Paid sick leave		
6	Pensions		
7	Bonus		
8	Severance/end of service payment		
9	National holidays		
10	Clothing/uniform (allowance)		
11	Paid medical expenses/treatment		
12	Regular health checks		
13	Reward for good performance		
14	Easy loans		
15	Social security contribution (NIS)		
16	Guidance or counselling services		
17	Educational or training courses		
18	Occupational safety/protective equipment		
19	Childcare facilities		
20	Paid time off to look after sick/dependent children		

21	Other (specify) _____		
----	-----------------------	--	--

4.19 What kind of employment contract are you currently working under?

1. Unlimited duration 2. Limited duration (12-36 months)
3. Seasonal (under 12 months) 4. No contract [**GO TO 4.21**]

4.20 Is your labour contract in verbal or written form? 1. Verbal 2. Written

4.21 How are you paid? 1.Daily 2. Weekly 3.Monthly 4.On a piece rate basis 5.Other (specify)

4.22 Would you say that men and women doing the same job in your establishment receive the same salary

1. Yes 2. No 3. Not sure/Don't know

4.23 In doing your job, have you ever faced any harassment? 1. Yes 2. No [**GO TO 4.27**]

4.24 What was the source of the harassment?

1. Employer/Supervisor 2. Co-workers 3. Police 4. Local authorities
5. Criminal elements/gangsters 6. Customers 7. Other (specify) _____

4.25 What was the nature of the harassment?

1. Sexual 2. Bribe/financial 3. Verbal 4. Other(specify) _____

4.26 How did you deal with the harassment?

4.27 In your current job, do you feel that a woman has equal opportunities as a man for being promoted or being successful?

1. Equal opportunities for women and men
2. Greater opportunities for men
3. Greater opportunities for women
4. Depends (on what _____)
5. Do not know

4.28 In your current employment do you think your employer has a preference for

[INTERVIEWER READ LIST]	Yes	No	STATE REASONS (WHY)
1. Workers below 24 years of age			
2. Workers above 24 years of age			
3.No preference (as it relates to age)			
4. Female workers			
5. Male workers			
6. No preference (as it relates to gender)			
7. Unmarried workers			
8. Married workers			

9.No preference (as it relates to marital status)

4.29 Do you belong to a trade union? 1.Yes 2.No

4.30 Do you currently have a secondary or part-time job? 1.Yes 2.No [GO TO 4.32]

4.31 Describe your current secondary job _____

4.32 Do you have any plans to change your current job? 1.Yes 2.No [GO TO 4.35] 3.Not sure [GO TO 4.35]

4.33 What is the most important reason for wanting to change your job?

1. To get higher pay
2. To have better working conditions
3. To have better career prospects
4. Other(please specify _____)

4.34 What kind of job would you like to change to? _____

4.35 Would you like to start your own business in the future?

1. Yes (What kind of business) _____
2. No

5.0 INCOME AND EXPENDITURE

5.1 What is your average gross income [Jan 2004 – March 2004]

1. Under \$5,000
2. \$5,000 — < \$10,000
3. \$10,000 — < \$15,000
4. \$15,000 — < \$20,000
5. \$20,000 ---- < \$30,000
6. \$30,000 — < \$40,000
7. \$40,000 ---- < \$50,000
8. \$50,000 ---- < \$75,000
9. \$75,000 ---- < \$100,000
10. \$100,000 and over

5.2 Is this income more or less the same every month or does it change?

1. More or less the same every month
2. Fluctuates a little (give main reason) _____
3. Fluctuates a lot (give main reason) _____

5.3 What do you normally do with your income from work?

1. Hand it all to parents
2. Hand part of it to parents
3. Hand it all to spouse
4. Hand part of it to spouse
5. Keep it all yourself
6. Other (please specify) _____

5.4 Are you financially supporting the education or training of someone else?

1. Yes (who, relationship to you) _____
2. No

5.5 Rank the three largest item of your monthly expenditure?

ITEM	RANK
1. Food	
2. Accommodation	
3. Clothes	
4. Transportation	
5. Paying back loans	
6. Entertainment/Leisure	
7. Savings	
8. Other (specify) _____	

6.0 LIFE GOALS AND VALUES OF YOUNG PEOPLE

6.1 Could you please tell me how important the following goals would be in your life?

[RATE 1 FOR VERY UNIMPORTANT, 2 FOR UNIMPORTANT, 3 FOR NEITHER IMPORTANT NOR UNIMPORTANT, 4 FOR IMPORTANT, 5 FOR VERY IMPORTANT] RATE EACH GOAL]

GOALS		RATING
1	Being successful in work	
2	Making a contribution to society	
3	Participating in politics	
4	Upholding religious faith	
5	Having lots of money	
6	Having a good family life	
7	Having leisure time	
8	Having a lot of different experiences	
9	Finding purpose and meaning in life	
10	Working/living in other countries	
11	Other (specify) _____	

6.2 On a scale of 1-5 where 1 = disagree strongly, 2= disagree, 3 = neither agree nor disagree, 4 = agree, 5 = agree strongly -----
Please respond to the following statements.

STATEMENTS	SCORE				
	1	2	3	4	5
1. Women should work after getting married	1	2	3	4	5
2. Women should work immediately after leaving school	1	2	3	4	5
3. Women should work immediately after having a baby	1	2	3	4	5
4. Women should not work when they have pre-school children	1	2	3	4	5
5. The ideal number of children a couple should have is two	1	2	3	4	5
6. Men and women in a family should share equal responsibility for household chores (e.g cleaning, cooking etc)	1	2	3	4	5
7. Men and women in a family should share equal responsibility for contributing to family income	1	2	3	4	5
8. Brothers and sisters should have equal responsibility for looking after parents when they are old	1	2	3	4	5
9. Older brothers or sisters should be responsible for financially supporting their younger siblings with their education	1	2	3	4	5

6.3 What do you consider to be a good age for

STATEMENT	RESPONSE (YEARS)
1. women to start working	
2. men to start working	
3. women to get married	
4. men to get married	
5. women to have their first child	
6. men to have their first child	

6.4 I would like to ask about your participation in different organizations

ORGANIZATION	Whether member 1. Yes 2. No	Whether attend meetings 1. Regularly (more than 50%) 2. Seldom (less than 50% of times) 3. Never	Whether Office Bearer (such as President, Secretary etc) 1. Yes 2. No
a. School Club			
b. Political Organization			
c. Community Organization			
d. Service Club (Kiwanis, Lions, etc)			
e. Other (specify) _____			

6.5 I would like to ask whether you watch television, read the newspaper, listen to the radio or use the Internet?

MEDIA	Whether use the media 1. Yes 2. No	How regularly 1. Everyday 2. At least once a week 3. Only occasionally 4. Never
a. Television		
b. Newspaper		
c. Radio		
d. Internet		

THANKS FOR YOUR COOPERATION

GENERAL COMMENTS

NAME OF RESPONDENT _____ TELEPHONE # _____

.....
NAME OF INTERVIEWER

.....
Date Completed

.....
CHECKED BY SUPERVISOR

.....
Date

[illegible]

1.1 Age ---- Last Birthday (yrs) _____
1.15 2.6 3.17 4.18 5.19 6.20 7.21 8.22 9.23 10.24

1.1 Gender 1.Male 2.Female

1.3 Present Address _____
1. Rural Area
2. Rural Town
3. Parish capital/Major Town
4. City

1.4 How long have you lived in this area _____
Years Months

1.5 With whom do you live?
1. Both parents
2. Mother
3. Father
4. Other relatives (specify) _____

1.6 What is your current marital/union Status
1. Single (never married)
2. Common-law
3. Married and living with spouse
4. Married but living without spouse
5. Separated/Divorced
6. Widowed
7. Other (specify) _____

1.7 Do you have children?
1. Yes ---- how many? _____ 2. No [GO TO 1.9]

1.8a) Who is responsible for his/her/their financial support?
1. Myself
2. Other parents
3. Myself and other parent(s) jointly
4. Child/children's grandparent(s)
5. Other (specify) _____

1.8b) Are you responsible for supporting anyone else other than child/children [FORMS C &
1. Yes 2. No

1.9 What is your present means of general support?
1. Overseas remittances
1. Parent/Guardian
2. Spouse/Partner
3. Relatives
4. Other (specify)
2. Local Support
1. Myself
2. Parent/Guardian
3. Spouse/Partner
4. Relatives
5. Other (specify)

1.10 What is the OCCUPATIONAL STATUS of your parents/guardian?

Mother		Father		Guardian		Occupation Codes	Status Code
Occ	Status	Occ	Status	Occ	Status		
						1. Professionals ,Senior Officials and Technicians 2.Clerks 3. Service Workers & Shop and Market Sales Worker 4.Skilled Agricultural and Fishery Workers 5. Craft and Related Trades Workers 6. Plant and Machine Operators and Assemblers 7. Elementary Occupations 8. Occupation not specified	1. Working 2. Not Working

1.11 No. of persons living in household

 Male

 Female

1.12 Total monthly income of household? (January 2004 — March 2004)

1	Less than \$20,000	9	\$120,000 — < \$150,000
2	\$20,000 ---- < \$30,000	10	\$150,000 — < \$200,000
3	\$30,000 ---- < \$40,000	11	\$200,000 and over
4	\$40,000 ---- < \$50,000	12	Don't Know
5	\$50,000 ---- < \$60,000	13	No Response
6	\$60,000 ---- < \$80,000		
7	\$80,000 ---- < \$100,000		
8	\$100,000 — < \$120,000		

2.0 EDUCATION AND TECHNICAL/VOCATIONAL TRAINING
2.1 How many years of Primary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.2 How many years of Secondary Education have you had?

1	None
2	1 – 2 years
3	3-4 years
4	5-6 years
5	7 years and over
6	Not Stated

2.3 What type of school did you last attend/are you attending?

		List of Schools that are classified as Secondary High (Traditional)	
a	Basic/Infant/Kindergarten	Ardenne High	Wolmer's Boys School
b	Primary	Calabar High	Wolmer's Girls School
c	All Age (Grades 1 – 6)	Camperdown High	Morant Bay High
d	All Age (grades 7 – 9)	Campion College	Happy Grove High
e	Primary/ Junior High (Grades 1 – 6)	Charlie Smith High	Titchfield High
f	Primary/ Junior High (Grades 7 – 9)	Convent of Mercy (Alpha)	Marymount High
g	Secondary High (Traditional)	Excelsior High	St. Mary High
h	Secondary High (Newly Upgraded)	Holy Childhood High	Ferncourt High
i	Comprehensive High	Immaculate Conception High	St. Hilda's Diocesan High
j	Technical High	Jamaica College	York Castle High
k	Vocational/ Agriculture	Kingston College	Westwood High
l	HEART Trust Academies	Meadowbrook High	William Knibb High
m	HEART Trust Vocational Training Centres	Merl Grove High	Cornwall College
n	Other HEART trust Special Programmes	Oberlin High	Montego Bay High
o	Business/Night/Evening Classes	The Priory High	Mount Alvernia High
p	Adult Literacy Classes	St. Andrew High	Rusea's High
q	Community Colleges	St. Hugh's High	Manning's High
r	Teachers Colleges	St. George's College	Hampton High
s	University (specify field of study)	The Queen's School	Munro College
t	Other Tertiary Institutions (specify field of study)	Tivoli Gardens High	Bishop Gibson High
u	Other (specify)	Trench Town High	Decarteret College
		Manchester High	Knox College
		Clarendon College	St. Catherine High
		Edwin Allen High	St. Mary's College
		Garvey Maceo High	Charlemont High
		Glenmuir High	St. Jago High

2.4 What is the highest (*academic*) examination that you have passed?

1	None	6	GCE 'A' (3 or more)
2	CXC Basic, JSC 5, SSC	7	Degree
3	CXC, G.C.E. 'O' (1-2)	8	Other (specify) _____
4	CXC, GCE 'O' (3-4)	9	Not Stated
5	CXC Gen., GCE 'O' (5+), GCE 'A' (1-2)		

2.5 Source of funding for your education/training

1	Father	6	Government — student Loan
2	Mother	7	Government — scholarship
3	Both parents	8	Employer
4	Siblings	9	Other(specify) _____
5	Self		

- 2.6 Have you had any school-based vocational training such as from secondary vocational schools, or post-school institutions (e.g. VTDI or HEART/NTA) run by the government or the private sector?
 1. Yes 2. No **[GO TO 2.9]**

- 2.7 Please describe the type of vocational training you have received?

a	Agricultural Skills	h	Construction Skills
b	Apparel and Sewn Product Skills	i	Hospitality Skills
c	Art and Craft Skills	j	Information Technology
d	Automotive Trade Skills	k	Machine and Appliance Skills
e	Beauty Care and Services	l	Others Skills (Specify) _____
f	Cabinet Making Skills		
g	Commercial Skills		

- 2.8 How long did your vocational training last _____ months
- 2.9 Did you receive a certificate from the technical/vocational training institution? 1. Yes 2.No
- 2.10 Do you intend to further your education or training in the future?
 1. Yes, (specify type of education or training) _____
 2. No, why not _____
 3. Depends, on what? _____
 4. Not sure

- 2.11 Which of the following types of education/training you consider to be the two most useful for getting a satisfactory job? **[RANK 1 FOR MOST USEFUL, 2 FOR SECOND MOST USEFUL]**

EDUCATION/TRAINING	RANK	EDUCATION/TRAINING	RANK
1. University Arts		6. Computer science degree	
2. University Science		7. Technical skills certificate	
3. Postgraduate degree		8. Foreign language certificate	
4. Professional qualification		9. Other (specify)	
5. Business management degree			

- 2.12 Did you ever receive any kind of guidance/advice on the types of education or training courses you should take to help you find a suitable job?
 1. Yes _____
 (Specify position of person who gave guidance or advice)
 2. No
- 2.13 Have you ever had any work experience arranged as part of your education/training?
 1. Yes 2.No **[GO TO 2.16]**

2.14. Please, describe the work experience

- 1 Internship/apprenticeship without pay in private company
- 2 Internship/apprenticeship without pay in public company
- 3 Internship/apprenticeship without pay in non- profit organization
- 4 Work with pay in private company
- 5 Work with pay in public company
- 6 Community volunteer work
- 7 Other (please describe) _____

2.15 How was the work experience organized

- 1 During school vacations
- 2 As part of regular school course
- 3 After school hours
- 4 Other (please describe) _____

2.16 On a scale of 1-5 where 1= strongly disagree and 5 = strongly agree, please respond to the following statements.

STATEMENT	SCALE					(WHAT AND WHY)
	1	2	3	4	5	
1. Women and men have equal opportunities for general education	1	2	3	4	5	
2. Women and men have equal opportunities for technical/vocational education	1	2	3	4	5	
3. Some courses/fields of study are more appropriate for men	1	2	3	4	5	
4. Some courses/fields of study are more appropriate for women	1	2	3	4	5	
5. Some courses/fields of study are equally appropriate for men and women	1	2	3	4	5	

3.0 JOB SEARCH AND ATTITUDES AND EXPECTATIONS REGARDING WORK

- 3.1 Did you ever receive any kind of advice/counselling on jobs or career opportunities?
 1. Yes (specify from whom e.g. guidance counsellor, teacher, advisor, etc) _____
 2. No
- 3.2 At what age did you first start looking for work? _____ yrs.
- 3.3 How long did you look before finding your first job?
 1. Less than a week
 2. Less than a month
 3. 1 - 2 months
 4. 3 - 6 months
 5. 6 months ---- 1 year
 6. More than 1 year
 7. More than 2 years
- 3.4 How many jobs did you apply for before getting your first job? _____ jobs
- 3.5 How many interviews did you go to before getting your first job? _____ interviews
- 3.6 In looking for a job, how important are the following characteristics of the job?
**[RATE 1 FOR VERY UNIMPORTANT, 2 FOR UNIMPORTANT, 3 FOR NEITHER IMPORTANT NOR UNIMPORTANT, 4 FOR IMPORTANT AND 5 FOR VERY IMPORTANT
 [RANK EACH CHARACTERISTIC ---- INTERVIEWER: READ ENTIRE LIST]**

CHARACTERISTICS		RATING
1	Interesting job to do	
2	Job that people regard highly/status of the job	
3	Earn a lot of money	
4	Good promotion prospects/clear career path	
5	Job that uses skills and abilities	
6	Steady job/job security	
7	Having a role in decision-making	
8	Having lots of vacation time	
9	Having an easy pace of work	
10	Being able to work independently, without supervision	
11	Job that is family-friendly	
12	Opportunities for travel	
20	Other (specify) _____	

3.7 In looking for work, would you prefer to start your own business, work for an employer, work for your own family farm/business?

RESPONSES	
1	Start your own business
2	Work for the government/public sector
3	Work for a large multinational corporation
4	Work for a large private company
5	Work for a small private company
6	Work for a non-profit organization
7	Work for family farm/business
8	No preference
9	Do not Know
10	Others (please specify) _____

3.8 Did you have a preference as to where you wanted to work?

1. In an office
2. In a factory
3. In a hotel
4. In a restaurant or eating place
5. On a farm
6. In your own home
7. In your employer's home
8. In a market place
9. No preference
10. Other (please specify) _____

3.9 Did you have a preference for working in a small or large enterprise?

1. To be self employed/own account worker
2. To work only with family members
3. To be single employee
4. To have less than 5 co-workers
5. To have less than 10 co-workers
6. To have less than 50 co-workers
7. To have between 50-100 co-workers
8. To have more than 100 co-workers
9. To have more than 500 co-workers
10. No preference

3.10 Did you have a preference for working in your original home area, moving to another town/city in your own country, a rural area, another country?

1. Original home area
2. Moving to another town/city
3. Moving to rural area
4. Moving to another country
5. No preference

3.11 What was the minimum level of income per month below which you would not have accepted a job?

\$ _____ per month.

3.12 Rank the three main obstacle you faced in finding a suitable job?

OBSTACLES		RANK
1	No education	
2	Unsuitable general education	
3	Unsuitable vocational education	
4	No suitable training opportunities	
5	Requirements for job higher than education/training received	
6	No work experience	
7	Not enough jobs available	
8	Considered too young	
9	Being male/female	
10	Discriminatory prejudices	
11	Low wages in available jobs	
12	Poor working conditions in available jobs	
13	Others (please specify) _____	

3.13 What kind of extra courses/training do you think would be most helpful in finding a suitable job?

1. Entrepreneurship training to start own business
2. Apprenticeship with an employer
3. Computer training
4. Professional training
5. Other (please specify _____)

3.14 Do you think that generally it is easier for young women (compared to young men) to find jobs?

1. Easier for young women (Why _____)
2. Easier for young men (Why _____)
3. Depends (on what _____)
4. Do not know

3.15 Do you think it is easier for a person below 25 years of age to find a job?

1. Easier for a person below 25 years
2. Easier for a person above 25 years
3. No difference
4. Depends (on what _____)
5. Do not know

3.16 In your experience, is it easier for a person with a general education or a person with technical/vocational training to find a job?

1. Easier for a person with general education
2. Easier for a person with technical/vocational education
3. No difference
4. Depends (on what _____)

3.17 What did you mainly do while looking for a job?

1. Stayed at home and just looked for a job
2. Stayed at home and was responsible for household chores
3. Helped out in a family farm/business
4. Took additional education/training courses (specify) _____
5. Spent time with friends
6. Did volunteer work (without pay) specify _____
7. Others (please specify) _____

3.18 Did you face any kind of harassment in looking for a job?

1. Yes
2. No (**GO TO QUES 4.1.**)

3.19 What was the nature of the harassment?

1. Sexual
2. Bribe/financial
3. Verbal
4. Other(specify) _____

3.20 What was the source of the harassment?

1. Potential employer
2. Agent
3. Government Official
4. Police
9. Other (specify) _____

3.21 How did you deal with the harassment? _____

4.0 CURRENT EMPLOYMENT AND WORKING CONDITIONS

4.1 How many jobs have you held prior to your current job? _____ number of previous jobs

4.2 Please describe as fully as possible your current business/economic activity

4.3 Why did you choose to be self-employed or an own account worker rather than to work for someone else (as a wage or salaried worker)?

1. Could not find a wage or salary job
2. Greater independence as self-employed/own account worker
3. More flexible hours of work
4. Others (please specify) _____

4.4 Do you have anyone helping you in your business/economic activity?

1. Paid employees (how many) _____
2. Family members (relationship to you) _____
3. No help, working alone

4.5 Did you receive any training for running your current business/economic activity?

1. Yes
- 2.No [**SKIP TO 4.11**]

4.6 What kind of training did you receive? [TICK ALL RELEVANT TRAINING]		4.7 Who provided the training?
1	Business Development	1. Private sector training institution
2	Skills training	2. Government training institution
3	Product development	3. Private contractor
4	Accounting/book-keeping	4. Other(specify) _____
5	Other (please specify)	

4.8 How long did the training last

_____ **weeks** _____ **months** _____ **years**

4.9 Who paid for the training?

- 1.Self
- 2.Your family
- 3.Government
- 4.Other(specify) _____

4.10 Do you feel the training you received has been useful for your business/economic activity?

- 1.Very useful
- 2.Useful
- 3.Not really relevant

4.11 Do you feel that men and women in your line of business/economic activity receive the same opportunities for training?

1. Equal opportunities
2. More opportunities for men
3. More opportunities for women
4. Do not know

4.12 From where did you get the money to start your current business

TICK ALL RELEVANT SOURCES	
1	No money needed (why not) _____
2	Own savings
3	Savings of other family members
4	Loan from family or friends
5	Loan from bank or commercial institution
6	Loan from private money lender
7	Loan/assistance from government institution
8	Loan/assistance from NGO, donor project etc
9	Funds from savings and credit/group
10	Funds from cooperative
11	Credit from customer/middleman/agent/supplier
12	Other sources (please specify) _____

4.13 Do you still have outstanding loans for the business? 1. Yes 2.No 3. Not Applicable

4.14 Where is your work/business located?

1	Office building	8	Customer's/employer's home
2	Factory	9	Other permanent structure (shop, restaurant)
3	Construction site	10	Fixed stall/kiosk in the market/street
4	Mining site	11	Temporary stall, vehicle, cart in the street
5	Farm/plantation	12	No fixed location/mobile
6	Own home (with special business/work space)	13	Other (please specify)
7	Own home (without special business/ work space)		

4.15 Does your business/enterprise have a trading licence or certificate of registration? 1.Yes 2.No

4.16 Please describe as fully as possible your main outputs/services? _____

4.17 Who do you mainly sell the goods or services of your business to?

1. Private individuals or households
2. Small businesses, traders, farmers
3. Middlemen, agents, contractors
4. Large shops or enterprises in domestic markets
5. International market, export producers
6. Government agencies/public enterprises
7. Other (please specify) _____

4.18 Do you perform (sub) contract work for other enterprises or individuals?

1. Yes, always 2. Yes, mostly 3. Yes, sometimes 4. No, never **[GO TO 4.25]**

4.19 Is the (sub) contract work mainly through a middleman/agent? 1. Yes 2.No

4.20 What kind of enterprises receives your product	4.21 What is your most important reason for performing (sub) contract work?	4.22 How are you paid when you perform (sub) contract work
1. Multinational or foreign enterprise	1. Larger volume of sales/more business	1. Fixed wage or salary per hour/day/week/month
2. Domestic enterprise processing/trading goods for export	2. Sales guarantee	2. At piece rate
3. Other domestic enterprises	3. Better prices	3. For contract as a whole
4. Do not know	4. Low capital costs	4. Other (specify) _____
	5. Access to credit facilities	
	6. Access to technology	

	7. Business does not produce enough to sell directly	
	8. Problems with product marketing	
	9. Possibility to combine work and family responsibilities	
	10. Other (please specify) _____	

4.23 Do you normally have to meet contract quotas or deadlines? 1. Yes 2. No **[GO TO 4.25]**

4.24 How do you normally deal with the contract quota or deadline?

1. Existing production arrangements are adequate
2. By engaging temporary paid help
3. By engaging other family members (specify relationship to you) _____
4. By subcontracting out to other enterprises or individuals
5. Other arrangements (please specify) _____

4.25 Are there seasonal or other variations in your business activities during the year?

1. Yes
2. No **[GO TO 4.28]**

4.26 What is the main reason for the variation? _____

4.27 Do you bring in additional workers/helpers during the busy periods?

1. Yes, paid help
2. Yes, unpaid family members (specify relationship to you) _____
3. No

4.28 During the past year, were there any serious employment related injuries, illnesses or accidents in your workplace? 1. Yes 2. No **[GO TO 4.30]**

4.29 Could you please describe the main injury/illness/accident? _____

4.30 Is your business/economic activity making a profit, a loss or breaking even?

1. Making a profit
2. Making a loss
3. Breaking even

4.31 What is the main problem you face in running your business? _____

4.32 Does compliance with the Labour Code raise any obstacles for your business and what kinds of raised? obstacles have been

1. Yes, _____

Type of obstacles

2. No

4.33 What kinds of assistance do you need from government to help you improve your business/economic activity

1. _____ 2. _____ 3. _____ 4. _____

4.34 Are you currently buying or paying for any of the following services/facilities to develop or improve your business?

BUSINESS DEVELOPMENT SERVICES/FACILITIES		Currently buying services? 1. Yes 2.No	Who is providing service/facility (code) ¹	Whether service/facility 1.useful 2.not useful 3./don't know
1	Business Information			
2	Marketing Services			
3	Financial Services			
4	Accounting			
5	Legal Services			
6	Counselling/advice			
7	Business Training			
8	Language Training			
9	Skills Training			

10	Telephone Services			
11	Internet Services			
12	Access to Technology			
13	Product Development			
14	Other (specify)			
Code: Provider of service/facility 1. Public sector /state owned enterprise 3. Foreign investment companies 2. Local private companies 9. Other(specify)				

4.35 Do you belong to a trade association or employer group e.g. PSQJ, JMA, JEA)

1. Yes (please specify) _____ 2.No

4.36 Do you have any plans to change your current job 1. Yes 2.No [Go to 5.1] 3. Not sure [Go to 5.1]

4.37 What is the most important reason for wanting to change your job?

- 1. To get higher income
- 2. To work for someone else
- 3. To have better working conditions
- 4. To have better career prospects
- 5. Others (please specify) _____

4.38 What kind of job would you like to change to? _____

5.0 INCOME AND EXPENDITURE

5.1 On average, what is your average gross income per month [JAN 2004 ---- MAR 2004]

- 1. Less than \$5,000
- 2. \$5,000 — < \$10,000

3. \$10,000 — < \$15,000

4. \$15,000 — < \$20,000

5. \$20,000 --- < \$30,000

6. \$30,000 — < \$50,000

7. \$50,000 ---- < \$75,000

8. \$75,000 ---- <\$100,000

9. \$100,000 and over

5.2 Is this income from your job more or less the same every month or does it fluctuate?

1. More or less the same every month

2. Fluctuates a little (give main reason) _____

3. Fluctuates a lot (give main reason) _____

- 5.3 What do you normally do with your income from work?

1. Hand it all to parents

2. Hand part of it to parents

3. Hand it all to spouse

4. Hand part of it to spouse

5. Keep it all yourself

6. Other (please specify) _____

- 5.4 Are you financially supporting the education or training of someone else?

1. Yes (who, relationship to you) _____

2. No

5.5 What is the largest item of your monthly expenditure?

ITEM	RESPONSE (✓)
1. Food	
2. Accommodation	

3. Clothes	
4. Transportation	
5. Paying back loans	
6. Savings	
7. Entertainment/Leisure	
8. Other (specify) _____	

6.0 LIFE GOALS AND VALUES OF YOUNG PEOPLE

6.1 Could you please tell me how important the following goals would be in your life?
 [RATE 1 FOR VERY UNIMPORTANT, 2 FOR UNIMPORTANT, 3 FOR NEITHER IMPORTANT
 NOR UNIMPORTANT, 4 FOR IMPORTANT, 5 FOR VERY IMPORTANT] RATE EACH GOAL]

GOALS	RATING
1 Being successful in work	
2 Making a contribution to society	
3 Participating in politics	
4 Upholding religious faith	
5 Having lots of money	
6 Having a good family life	
7 Having leisure time	
8 Having a lot of different experiences	
9 Finding purpose and meaning in life	

10	Working/living in other countries	
11	Other (specify) _____	

6.2 On a scale of 1-5 where 1 = disagree strongly, 2= disagree, 3 = neither agree nor disagree, 4 = agree, 5 = agree strongly -----
Please respond to the following statements.

STATEMENTS		SCORE				
1. Women should work after getting married		1	2	3	4	5
2. Women should work immediately after leaving school		1	2	3	4	5
3. Women should work immediately after having a baby		1	2	3	4	5
4. Women should not work when they have pre-school children		1	2	3	4	5
5. The ideal number of children a couple should have is two		1	2	3	4	5
6. Men and women in a family should share equal responsibility for household chores (e.g cleaning, cooking etc)		1	2	3	4	5
7. Men and women in a family should share equal responsibility for contributing to family income		1	2	3	4	5
8. Brothers and sisters should have equal responsibility for looking after parents when they are old		1	2	3	4	5
9. Older brothers or sisters should be responsible for financially supporting their younger siblings with their education		1	2	3	4	5

6.3 What do you consider to be a good age for

STATEMENT	RESPONSE (YEARS)
1. women to start working	
2. men to start working	
3. women to get married	
4. men to get married	

5. women to have their first child	
6. men to have their first child	

6.4 I would like to ask about your participation in different organizations

ORGANIZATION	Whether member 1. Yes 2. No	Whether attend meetings 1. Regularly (more than 50%) 2. Seldom (less than 50% of times) 3. Never	Whether Office Bearer (such as President, Secretary etc) 1. Yes 2. No
a. School Club			
b. Political Organization			
c. Community Organization			
d. Service Club (Kiwanis, Lions, etc)			
e. Other (specify) _____			

6.5 I would like to ask whether you watch television, read the newspaper, listen to the radio or use the Internet?

MEDIA	Whether use the media 1. Yes 2. No	How regularly 1. Everyday 2. At least once a week 3. Only occasionally 4. Never
a. Television		
b. Newspaper		
c. Radio		
d. Internet		

THANKS FOR YOUR COOPERATION

GENERAL COMMENTS

NAME OF RESPONDENT _____ TELEPHONE # _____

.....
NAME OF INTERVIEWER

.....
Date Completed

.....
CHECKED BY SUPERVISOR

.....
Date