



WORST FORMS OF CHILD LABOUR IN JORDAN AND LEBANON

BASELINE REPORT



December 2019

BASELINE FOR THE WORST FORMS OF CHILD LABOUR IN JORDAN AND LEBANON

December 2019

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Acknowledgments

This publication was produced at the request of Plan International Jordan and Plan International Lebanon. It was prepared independently by INTEGRATED, a Jordan-based socio-economic consulting firm, and led by Rula Hiyari, Mary Sayej, Muna Al Ghoul and Hazm Dahbour.

The process was managed by Plan International Lebanon and Jordan, with review and support ensured by all program teams.

Plan International Jordan and Plan International Lebanon would like to thank girls and boys and their parents/caregivers, who participated in the baseline study, also to show more appreciation to all interviewers and invited stakeholders in both countries. Without their contributions, this publication would not have been possible.

About Plan International

Plan International is an independent development and humanitarian organisation that advances children's rights and equality for girls. We believe in the power and potential of every child, but know this is often suppressed by poverty, violence, exclusion and discrimination. Working together with children, young people, supporters and partners, we strive for a just world, tackling the root causes of the challenges girls and vulnerable children face. We support children's rights from birth until they reach adulthood, and enable children to prepare for – and respond to – crises and adversity. We place a specific focus on girls and young women, who are most often left behind. We have been building powerful partnerships for children for more than 80 years, and are now active in more than 70 countries.

Plan International Lebanon has had a presence in Lebanon since 2017, with programmes throughout the country (Beirut, Mount-Lebanon, South, North and Bekaa). We work in partnership with community-based, local, national, and international organisations to address the needs of vulnerable children, adolescents and youth in Lebanon, enabling them to realise their rights, including to gender equality, and participate meaningfully in society. This is achieved through programmes tackling child protection, gender-based violence, sexual and reproductive health and rights, education and youth economic empowerment.

Plan International Jordan is established in 2016 and has programmes throughout the country on education, youth empowerment, and protection (CP, GBV, SRHR) in (Amman, Karak, Jarash, Jordan valley and Azraq camp) aims to confront and challenge discrimination and human rights violations based on gender, including gender-based violence, and other forms of exclusion, challenge stereotyping and unequal power relations between women, men, boys, and girls to promote gender equality, girls' rights, and inclusion, foster an organisational culture that embraces and exemplifies our commitment to gender equality, girls' rights and inclusion, while supporting staff to adopt good practice, positive attitudes and principles of gender equality and inclusion.

ACRONYMS

CP	Child Protection
FGD	Focus Group Discussion
FPD	Family Protection Directorate
GVC	Gruppo di Volontario Civile
HHs	Households
IRC	International Rescue Committee
JOD	Jordanian Dinars
LBP	Lebanese Pound
MERL	Monitoring, Evaluation, Research and Learning
MoE	Ministry of Education
MoL	Ministry of Labour
MoSA	Ministry of Social Affairs (Lebanon)
MoSD	Ministry of Social Development (Jordan)
NAP	National Action Plan on the Elimination of the Worst Forms of Child Labour in Lebanon
NGO	Non-Governmental Organization
NGOs	Non-governmental Organizations
PIJO	Plan International – Jordan Office
PSS	Psychosocial Support Services
SGBV	Sexual and Gender-Based Violence
TDH-Italy	Terre des Homme Italy
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
VASyR	Vulnerability Assessment of Syrian Refugees
WFCL	Worst Forms of Child Labour

TABLE OF CONTENTS

Acronyms	2
Table of Contents	3
List of Figures	4
List of Tables	4
Executive Summary	5
Introduction	8
Child Labour in The Agriculture Sector	9
Child Labour in Humanitarian Crises	9
Regional Context	10
Child Labour Laws in Jordan and Lebanon	11
Project Background	12
Baseline Objectives	14
Data Collection Methods and Sources	14
Approach	15
Data Collection Methods and Sources	16
Secondary Data Collection	16
Primary Data Collection	16
Research Ethics	21
Limitations	22
Key Findings and Analysis	24
Jordan Country Report	24
Lebanon Country Report	59
Annexes	93
Annex I: Project Indicators with Baseline Values	93
Annex II: Data Collection Tools	98
Annex III: List of Key Informants Interviewed	136

LIST OF FIGURES

- Figure 1:** Caregivers' survey respondents by Gender - Jordan
Figure 2: Caregivers' survey respondents by Nationality - Jordan
Figure 3: Caregivers' Survey respondents disaggregated by employment status and gender - Jordan
Figure 4: Children Survey respondents by Gender - Jordan
Figure 5: Children Survey respondents by Nationality - Jordan
Figure 6: Caregivers' Survey respondents by Gender - Lebanon
Figure 7: Caregivers' Survey respondents by employment status and gender - Lebanon
Figure 8: Children Survey respondents by gender - Lebanon
Figure 9: Percentage of adults working in the household, Jordan
Figure 10: Surveyed Children disaggregated by Gender and Working Status, Jordan
Figure 11: Working children disaggregated by the type of work and Gender, Jordan
Figure 12: Type of work children do in agriculture, Jordan
Figure 13: Children working in agriculture disaggregated by working days, Jordan
Figure 14: Children working in agriculture disaggregated by working hours, Jordan
Figure 15: Children disaggregated by working status and school attendance, Jordan
Figure 16: Number of adults working the household, Lebanon
Figure 17: Surveyed children disaggregated by gender and working status, Lebanon
Figure 18: The main reasons for borrowing money as reported by surveyed parents, Lebanon
Figure 19: Surveyed children disaggregated by the type of work they do in agriculture and age, Lebanon
Figure 20: Opinions of working children and caregivers who have working children on the relationship with employers, Lebanon
Figure 21: Children disaggregated by working status and school attendance, Lebanon

LIST OF TABLES

- Table 1:** Project and Baseline Indicators
Table 2: FGD Participants in Jordan and Lebanon by participant category, gender and area
Table 3: Attitudes of caregivers towards child labour, Jordan
Table 4: Attitudes of caregivers towards child labour, Lebanon
Table A: Number of surveyed girls and boys who have vulnerability to WFCL, disaggregated by sex, age and working status, Jordan
Table B: Number of surveyed girls and boys who have vulnerability to WFCL, disaggregated by sex, age and working status, Lebanon
Table C: % of surveyed caregivers who have attitudes towards protecting children from WFCL, by nationality sex and working status of children, Jordan
Table D: % of surveyed caregivers who have attitudes towards protecting children from WFCL, by nationality sex and working status of children, Lebanon
Table E: List of key informants interviewed

EXECUTIVE SUMMARY

The Worst Forms of Child Labour (WFCL), as defined by the Worst Forms of Child Labour Convention, 1999 (No. 182), of the ILO are considered gross violations of child rights and a flagrant breach of the inherent dignity of the human being such as child slavery, child prostitution and pornography, and the use of children in illicit activities and hazardous work that is likely to harm the child's health, safety and morals.

Following the outbreak of the Syrian crisis in 2011 and as a result of the displacement of more than 4.8 million Syrians who sought refuge in neighbouring countries, Jordan and Lebanon have become host to approximately 1,136,794 Syrian refugee children¹, collectively. Because refugees are often prohibited from working, refugee families may push their children into the labour market as a coping mechanism to help make a living. These numbers, combined with the 69,000 Jordanian working children and thousands of Lebanese working children, are daunting, especially given that each of these children is likely to face exploitative conditions. Furthermore: The NCLS/Jordan confirmed that agriculture is prominent among the sectors in which children are exploited, with 28% of the working children engaged in agriculture, forestry or fishing. Work in this sector is especially widespread among the youngest children with more than half of the surveyed working children aged 5 to 11 work within the sector. Both Jordan and Lebanon have taken steps to both address and try to prevent WFCL, including the ratification of international conventions, enacting laws to limit working hours for children, age restrictions for employment, and other protections and entitlements. Still, both Jordan and Lebanon continue to face many barriers that hinder their ability to completely fulfil the requirements and their obligations under Article 32 of the Convention on the Rights of the Child.

Plan International, in partnership with local organizations “Women for Cultural Development / Namaa” in Jordan and “Himaya” in Lebanon, will implement a 3-year project that is funded by the European Union's European Instrument for Democracy and Human Rights. The project's overall aim is to contribute to Jordan's and Lebanon's efforts in fulfilling the requirements of Article 32 of the Convention on the Rights of the Child through combating WFCL in the agricultural sector in the following geographical areas: The Jordan valley (Al-Jofeh and Al-Karamah) in Jordan, and the Beqaa valley (Al-Kaa) in Lebanon. These areas are selected due to the high rates of prevalence of WFCL, both in the refugee population and the vulnerable host communities, in addition to the low local institutional capacity on child protection and child labour, and lack of actors working directly at eliminating WFCL. The project will fulfil its overall goal of combating WFCL through the combination of the following four main outcomes:

1. 1500 Vulnerable targeted boys and girls have decreased vulnerability to worst forms of child labour in the agricultural sector.
2. 750 targeted caregivers are willing and enabled to protect their children from worst forms of child labour.
3. 114 Local Development Committees (LDC), Child Protection Committees, Schools counsellors and communities are better enabled to prevent and respond to worst forms of child labour.
4. The implementation of the National Action Plans (NAPs) against the worst forms of child labour of Jordan and Lebanon are supported to respond to this issue.

¹ Lebanon Crisis Response Plan 2017-2020 (2020 Update). Situation Syria Regional Refugee Response, UNHCR, 2020.
<https://data2.unhcr.org/en/situations/syria/location/36>

This program is multi-pronged programming model combines child protection, education initiatives and livelihood referral services to offer a comprehensive package capable of tackling the complex drivers of child labour. The project will also work with stakeholders at community, local, subnational and national levels addressing the issue from different entry points. All interventions adopt a rights-based approach and are aligned with national and regional protection and child labour frameworks to avoid duplication and strengthen government ownership.

Baseline Evaluation Objectives & Methodology

The baseline study is an essential element and the foundation for monitoring and evaluating progress towards the expected program results based on the indicators stipulated in the project's log-frame. Specifically, the study aimed to:

1. **Establish** baseline values against the project indicators.
2. **Create** monitoring tools that can be used by the project team to assess different groups of beneficiaries at project start up and can be replicated during the end-line assessment.
3. **Identify** children that will be direct beneficiaries of the project.
4. Support the development of the selection criteria for beneficiaries participating in the project.

This baseline study used a mixed-methods approach to provide updated information on the project indicators. A quantitative approach was used to facilitate outreach to hundreds of beneficiaries; males and females, both caregivers and children. Additionally, a qualitative approach helped the study team probe some of the underlying issues, challenges, stakeholders' perceptions and contextual factors relating to child labour in Jordan and Lebanon. The data collected was triangulated from different sources, in order to generate evidence-based findings and conclusions, as well as to validate the baseline values. Furthermore, utilizing a mixed-methods approach allowed the study team to review crosscutting issues, such as gender around the topics related to the project themes.

In addition to the primary qualitative and quantitative data collection, the baseline study also relied on secondary data in a range of reports and documentation.

Data Collection Methods and Sources

Secondary Data Collection A review of the project's relevant documents assisted in gaining an understanding of the Project's background, goals and objectives, intended beneficiaries and partners, and implemented activities and results, in addition to understanding the social, cultural, and legal context of the child labour issue in Jordan and Lebanon.

Primary Data Collection The study team has generated baseline values for the project indicators through three methods:

- Survey of caregivers and children exposed to child labour;
- Key Informant Interviews (KIIs) with different stakeholders; and
- Focus Group Discussions (FGDs) caregiver and children

Key Findings and Recommendations

Prior to the project's implementation, a baseline assessment was conducted in Jordan and Lebanon to determine the underlying factors and considerations of child labour in each respective context.

The assessment concluded that child labour is a **multifaceted social problem**, as the socio-economic contexts of these geographic areas in both countries are built around child labour.

In terms of **prevalence**, the study found that child labour is becoming more frequent, and is more prevalent during school holidays than during school days. Approximately 20-25% of children surveyed were working at the time of the interview in Jordan and Lebanon, respectively, and the majority of working children were working in the agricultural sector. In Lebanon, all surveyed children were Syrians, though it should be noted that not all Syrian families were refugees; some had moved to Lebanon before the Syrian War. **The ages at which children begin working** ranges from 7 to 15 years old, with the majority of working children over the age of 12 years old. In Lebanon, younger children (6-8 years) are not usually hired since they are not physically able to perform agricultural tasks, and if they are seen in the field it is often, though not always, because they are accompanying their family members and insisted to come along. They can be given tasks that are considered simple by work supervisors or they are left to merely spend their time there.

It is important to note that, despite initial concerns, the **prevalence of forced child labour** was virtually zero. The expectation for children to work in many families is prevalent due to dire **financial circumstances**; in fact, many children work for their families and relatives, rather than for other farms. **Work is prioritized over education** due to the children's ability to and pride in helping out their families, contrasted by the alternative of attending poor, resource-scarce schools which often fail to provide stimulation and provoke interest among students. This in turn is exacerbated by lack of information.

There is little oversight in the agricultural sector, resulting in exploitative conditions and poor organization both in terms of administrative and legal oversight as well as community (and familial) organization and awareness. This includes children who are involved in hazardous agricultural work such as handling plants without protective gloves, carrying heavy loads, spraying pesticides and using sharp tools. Children in general either did not elaborate on the issue of problems at work and from whom they seek support when needed or did not think they had problems worthy of support.

Many families and children are unaware of the dangers children face in the agricultural sector, which is exacerbated by the fact that few children tell their parents and/or employers when injuries occur, unless it requires an immediate trip to the hospital. Furthermore, the vast majority (over 80%) of caregivers were unaware of organizations that support in funding livelihood opportunities. Moreover, **children are largely unaware of the potential of education to increase their income and standard of living down the line.**

There is **lack of sufficient awareness** on the immediate and long-term effects of being involved in child labour. **The risks and hazards of child labour are outweighed by having the opportunity to help** parents provide for the needs of the family.

Therefore, to effectively address the root causes of child labour it requires the implementation of **holistic and comprehensive solutions** designed to:

- (i) *Improve the economic situation of families and creating employment opportunities;*
- (ii) *Support the education sector by providing additional supplies and programmes to foster child and teacher engagement, and to incentivize school attendance over work;*
- (iii) *Provide resources for community engagement and organizing to empower children and their families and widen the circle of inclusion and engagement beyond employers [of child labourers] and officials; and*
- (iv) *Promote awareness of the risks associated with child labour, as well as the benefits and necessities of education in improving one's socioeconomic status through Opening channels of communication and collaboration with Jordanian ministries (Ministry of Labour, Ministry of Awqaf, Ministry of Health and Ministry of Education).*
- (v) *(i Design sufficient social programs to fully address children needs (food, clothes, school stationery, shelter for the homeless children and admit them in convent schools) through increase the level of organization and collaboration between different organizations working in the area. Consider gender transformative approach throughout the project activities to ensure that social harmful gender norms in relation to CL are influenced positively and to strengthen girls and adolescent girls agency with the support of their male peers through the education, protection and livelihood activities of the project.*

INTRODUCTION

The Worst Forms of Child Labour (WFCL), as defined by the Worst Forms of Child Labour Convention, 1999 (No. 182), of the ILO are considered gross violations of child rights and a flagrant breach of the inherent dignity of the human being. It is generally work that is age inappropriate, harms the physical, psychological and social health of children, and forces them to either never attend school, to leave school prematurely or combine attending school with long hours of hard work.²

What defines child labour is mainly the child's age, type of work, number of hours involved in work, and the work conditions and environment. The minimum age for entering the labour market is specified at 15 years old (13 years for light work). In special circumstances where the economy and educational facilities are underdeveloped, it is determined at 14 years old (12 years for light work).³

In addition to being a violation of human rights, child labour is also linked to household poverty, where keeping children out of school perpetuates poverty through generations and contributes to low social and economic standing of entire communities. Therefore, investing in combating child labour, in the form of providing better schooling and social services, is considered highly effective when taking into account the high return in the form of economic benefits.⁴

²ILO: What is Child Labour: <https://www.ilo.org/ipecc/facts/lang--en/index.htm>

³ILO: International Labour Standards on Child Labour: <https://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/child-labour/lang--en/index.htm>

⁴ILO: International Labour Standards on Child labour: <https://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/child-labour/lang--en/index.htm>

Child labour comes in many forms that depend on the context of the country and the different work sectors. However, the priority to eliminate without delay is for the worst forms of child labour. Worst forms of child labour (WFCL) include all forms of child slavery including sale, trafficking, debt bondage and **forced labour**. It also includes child prostitution and pornography, the use of children in illicit activities and **hazardous work** that is likely to harm the child's health, safety and morals. WFCL are prohibited to all who are under 18 years of age.⁵

CHILD LABOUR IN THE AGRICULTURE SECTOR

Child labour in the agricultural sector is mainly an issue of poverty in rural areas. Sixty percent of all child labourers aged 5-17 (around 98 million children) are working in the agricultural sector, which includes farming, fishing, forestry and livestock. The majority of child workers in general are unpaid family members, which is also reflected in the agricultural sector to a large extent. Furthermore, the agricultural sector witnesses very early entry of child workers at the age of 5 or 7 years old. In addition to all of this, around 59% of all children aged 5–17 years who are involved in hazardous labour work in agriculture, and since agriculture is considered one of the three most dangerous sectors regarding fatalities, non-fatal accidents and occupational diseases, children working in the agricultural sector are exposed to grave danger.⁶

Working in agriculture involves numerous hazards such as exposure to toxic chemicals such as pesticides and fertilizers, operating dangerous tools and machinery, lifting heavy loads and working for long hours and /or in hostile or unhealthy environments. All of these factors affect children to a higher extent, due to the physical features of the developing body, the developing brain, and their inability to withstand harsh conditions for long hours.⁷

CHILD LABOUR IN HUMANITARIAN CRISES

Millions of children around the world are being exposed to humanitarian crises. This context affects the ability of adults in the household to provide adequate nutrition, education and proper protection for their children, which inevitably renders children more vulnerable to exploitive and dangerous situations such as enrolment in child labour in general and WFCL in particular.

The loss of family income, home and safety, loss of access to schools, separation of children from their families, the sudden change in family composition due to the death of adult members or taking additional extended family members⁸ as well as the immediate and urgent need for nutritional survival; put additional load on the household where children are forced into the labour market and obliged to withstand dire working conditions.⁹

⁵ ILO: What is Child Labour: <https://www.ilo.org/ipec/facts/lang--en/index.htm>

⁶ ILO: Child labour in agriculture: <https://www.ilo.org/ipec/areas/Agriculture/lang--en/index.htm>

⁷ ILO: Children in hazardous work:

https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_155428.pdf

⁸ Including but not limited to: grandparents, unaccompanied children, other elderly in the family

⁹ FAO: "Child labour in agriculture in protracted crisis, Fragile and humanitarian contexts." 2017

Gender specific considerations can include boys being forced into taking up work that is hazardous in more exploitative conditions due to increased pressure to find sources of income. While girls who already are at a higher risk of entering early marriages, are also at risk of combining domestic responsibilities related to marriage with additional labour in agriculture.¹⁰

Vulnerable groups including children are becoming more in need and are not able to access lifesaving protection and psychosocial support services that are crucial to mitigate the long-term impact of exposure to violence, crises, displacement, and the insecurity in the country. Their resilience is challenged by the worsening protective environment related to legal status, restrictive work environments, and decrease of basic assistance and services.

REGIONAL CONTEXT

Following the outbreak of the Syrian crisis in 2011 and as a result of displacement of more than 4.8 million Syrians who sought refuge in neighbouring countries, such as Jordan and Lebanon, the Syrian refugees and the affected vulnerable host communities were faced with new challenges related to the increasingly dire economic conditions and the ongoing deterioration of living conditions.

Research shows that refugees push their children into the labour market, where they can face exploitative conditions, as a coping mechanism to help in making a living for their families where adult refugees' work is prohibited by the law.

In Jordan, the number of Syrian working refugee children is estimated between 11,000 and 60,000. The child labour problem which was present in the vulnerable hosting communities was exacerbated with the Syrian refugee crises, where the number of the Jordanian working children has doubled from 33,000 in the year 2007 to more than 69,000 in 2016.¹¹

It is estimated that 28% of children working in Jordan are working in the agricultural sector, with more than one in four children are being exposed to hazardous working conditions that affect their health and wellbeing.¹² These conditions include long working hours, exposure to dust and pesticides, unsafe transportation, exposure to snakes and scorpions and falling from trees. In addition to that, children are exposed to physical and psychological abuse by employers. Girls who mainly work in small remote farms are susceptible to sexual and gender-based violence (SGBV); however, there is not sufficient data to inform this. Those children are often missing the opportunity for basic education and skills acquisition, and are likely to remain trapped in a vicious cycle of poverty.

In Lebanon, the country that hosts 1.5 million Syrian refugees¹³, around 100,000 children -of all nationalities- are working, which constitute almost 6% of all children residing in the country.¹⁴ An estimated two thirds of agricultural farms employ children, and it was found that children constitute 30%

¹⁰ FAO: "Child labour in agriculture in protracted crisis, Fragile and humanitarian contexts." 2017

¹¹ Centre for Strategic Studies: "National Child Labour Survey 2016 of Jordan – Analytical report." 2017.

¹² Centre for Strategic Studies: "National Child Labour Survey 2016 of Jordan – Analytical report." 2017.

¹³ UNHCR/UNRWA statistics

¹⁴ Interagency Coordination: "In focus: child labour in Lebanon." 2018

of the workforce in the surveyed farms.¹⁵ According to a research done by Freedom Fund in 2016 to explore livelihoods of Syrian refugees in Lebanon that surveyed It is also common for landowners to force refugee adults and children to work in agriculture in order to pay rent in the informal tented settlements. This is done through coordinators of camps, known as “shawish” where they would receive the child’s wage from employers before returning a portion of it to the child.¹⁶

Caregivers have been placed under immense pressure to make ends meet, often resorting to negative coping strategies such as child labour, child marriage and dropping children out of school to work. Based on the VASyR study released in 2019 for Lebanon, the percentage of children between 15 and 17 year of age in school is only 22%.¹⁷ Thousands of children all over Lebanon, are working under harmful conditions in many cases to contribute to their families' income, as primary breadwinners.

CHILD LABOUR LAWS IN JORDAN AND LEBANON

Jordan has ratified all international conventions on the protection of children from economic exploitation.¹⁸ The Jordanian Labour law prohibits employing children below the age of sixteen years under any circumstances.¹⁹ It is prohibited by the law to employ a child for more than six hours/ day, with a minimum of a one-hour rest granted after four successive hours of work, and it is also prohibited by law to employ the child between 8pm and 6am and during religious, official and weekly holidays.²⁰ The child’s guardian’s written approval of the work is a must under article 76 of the Jordanian Labour law.

Employing children under the age of eighteen in hazardous work is also prohibited.²¹ The Jordanian Ministry of Labour (MoL) has specified, in a decree,²² a list of hazardous work that mainly covers all sectors. Prohibited hazardous work includes work that causes -when carried out- physical, psychosocial, moral, chemical, biological, and ergonomic hazards. Hazardous work in agriculture includes driving tractors and operating machinery, working with pesticides and fertilizers, touching or harvesting poisonous plants, climbing trees or ladders, using sharp tools and participating in manual harvesting. However, it is duly noted that the aforementioned list isn’t exclusive of hazardous work in agriculture, and such work does include also other forms such as work where the child is abused physically and morally, or works under direct sunlight, or in severe cold weather. Such forms are mentioned under other categories in the decree.

In Lebanon, it is prohibited to employ children below 13 years old under any circumstances.²³ The Lebanese law also prohibits employing children under 18 years for more than six hours/day, with a minimum of a one-hour rest granted after four hours of successive work, and it is also prohibited to employ children between 7pm and 7am, and during their daily rest time or weekly and official holidays, in addition to granting the child 13 consecutive hours of rest between two working shifts.²⁴

¹⁵ Consultation Research Institute: “Child labour in agriculture study: The demand side.” (Presentation of findings of a forthcoming report, 28 March 2018).

¹⁶ Freedom Fund: “Struggling to survive: Slavery and exploitation of Syrian refugees in Lebanon.” 2016.

¹⁷ Vulnerability Assessment of Syrian Refugees in Lebanon, Dec 2019.

¹⁸ Jordan Ministry of labour official website: <http://www.mol.gov.jo/Pages/viewpage.aspx?pageID=209>

¹⁹ Jordan Labour Law: Article 73.

²⁰ Jordan Labour Law: Article 75.

²¹ Jordan Labour Law: Article 74.

²² ٢٠١١ قرار صادر عن وزير العمل خاص بالأعمال الخطرة أو المرهقة أو المضرة بالصحة للأحداث لسنة

²³ Lebanon Labour law: Article 22

²⁴ Lebanon labour law: Article 23

The Lebanese government issued a decree²⁵ that specified two categories of WFCL. The first specifies WFCL that are prohibited for children under eighteen years old. The other category specifies a list of hazardous work that is allowed for children who have completed sixteen years of age, under the condition of receiving appropriate training and providing them with comprehensive protection. Hazardous work in agriculture falls under the second category and includes: driving tractors and operating machinery, working with pesticides, coming in contact with poisonous plants (such as tobacco), climbing trees and ladders, using sharp tools and working for more than successive four hours/day. It is duly noted that the Lebanese MoL has launched a study to survey refugee children working in the agricultural sector in 2019 among its efforts to combat this grave issue.²⁶ Moreover, the National Action Plan to Eliminating the Worst Forms of Child Labour in Lebanon by 2016 (NAP) elaborates that child labour in Lebanon is a growing problem due to a number of factors, including: Poverty and lack of adequate response programs and prevention mechanisms in the country.²⁷

PROJECT BACKGROUND

Plan International's programs and research in Jordan and Lebanon highlighted the difficulties that refugees face in providing basic needs for food, shelter and healthcare and in accessing social services. Plan International's recent research also demonstrates that one of the most important emerging child protection issues among refugee children and in vulnerable host communities is child labour²⁸. Recent data from Plan International and other organizations confirm the gravity of the situation in Jordan and Lebanon, especially in the agricultural sector, where WFCL is evident. WFCL in the agricultural sector in Jordan and Lebanon mainly consists of hazardous work and forced labour.

Plan International, in partnership with local entities Women for Cultural Development / "Namaa"²⁹ in Jordan and "Himaya"³⁰ in Lebanon, will implement a 3-year project that is funded by the European Union's European Instrument for Democracy and Human Rights from January 1st 2019 until December 31st 2021. The project's overall aim is to contribute to Jordan's and Lebanon's efforts in fulfilling the requirements of Article 32 of the Convention on the Rights of the Child through combating WFCL in the agricultural sector in the following geographical areas: The Jordan valley (Al-Jofeh and Al-Karamah) in Jordan, and the Beqaa valley (Al-Kaa) in Lebanon.

²⁵ وزارة العمل اللبنانية: دليل استخدام المرسوم 8987 لأسوأ أشكال عمل الأطفال لسنة ٢٠١٢

²⁶ Lebanon Ministry of Labour official website: <https://www.labour.gov.lb/LatestNewsDetails.aspx?newsid=15192>

²⁷ NAP, Lebanon: https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_229103.pdf

²⁸ Plan: "Child protection and gender-based violence rapid assessment focusing on child labour and child marriage in Lebanon." 2018 [Draft – not yet published]

²⁹ Namaa Women for Cultural Development (Namaa) is a Jordanian NGO aiming at improving the status of women in their communities and enhancing their participation in decision making. They have implemented over 40 projects under their four main programs; Qaderat (She Can), Mujtamaei (My Community), Al-Alam Saf-fi (The World is My Classroom), and Safe Cities Program. Through their programs, Namaa works to promote safe cities and safe communities for women.

³⁰ Himaya is Lebanese NGO founded in 2009, with the mission to promote universal protection of children. Himaya operates through its two major programs: The first is a nationwide training program intervening in schools to raise awareness of child abuse and children's rights among youth in addition to training on self-protection and life skills. The second program is Himaya's Resilience Program, through which they work directly with victims of abuse and offer support and guidance to their families. Furthermore, himaya's resilience center offers shelter for teenagers (aged 12-18) who suffered from abuse.

The geographical selection was due to the high rates of WFCL in those areas, both in the refugee population and the vulnerable host communities³¹, in addition to the low local institutional capacity on child protection and child labour, and lack of actors working directly at eliminating WFCL in those areas.³² Furthermore, Namaa and Himaya are actively involved in those areas and have strong knowledge and relationships.

The Inter-Agency Toolkit on Child Labour in Emergencies, led by Plan International and ILO, and the Regional Strategic Framework on Child Labour, published by UNHCR, UNICEF and ILO in 2017 adopt a multi-sectoral approach engaging stakeholders from protection, education and economic empowerment. This Action fully embraces this approach as the most effective pathway towards eliminating child labour and provides a practical and comprehensive model to combat the WFCL in agriculture that supports the Governments of Lebanon and Jordan in the implementation of their respective NAPs on child labour.

The project will fulfil its overall goal of combating WFCL through the combination of the following four main outcomes:

1. 1500 Vulnerable targeted boys and girls have decreased vulnerability to worst forms of child labour in the agricultural sector.

The project will primarily target children aged 6-17 years old. Boys and girls will have access to quality child protection case management services and/ or referrals to multi-sectoral support that meets their needs. Non-formal and informal education curriculum will be delivered to vulnerable children, and eligible children will be referred to formal education. Structured play and psychosocial support will be provided to vulnerable boys and girls aged 6-9 years and 10-17 years. In addition, vulnerable boys and girls aged 10-17 years will be provided with Plan International's Holistic focused PSS-Life Skills Package. Adolescents aged 16-17 years will be provided with or referred to sustainable livelihood opportunities.

2. 750 targeted caregivers are willing and enabled to protect their children from worst forms of child labour.

The project will target caregivers as direct beneficiaries where efforts will be made to provide them with or refer them to alternative relevant and sustainable livelihoods. They will also be provided with knowledge on child protection risks, including child labour, through Plan's Positive Parenting Program.

3. 114 Local Development Committees (LDC), Child Protection Committees, Schools counsellors and communities are better enabled to prevent and respond to worst forms of child labour.

Local development committees will also be part of this project by taking part in Plan's Child Labour Prevention and Response Modules, through training, capacity assessment and strengthening community-based child protection mechanisms. Also, Child protection committees will develop community-based child protection initiatives on child labour. In addition to that, school counsellors in Jordan will be trained to monitor and refer child labour cases and support at-risk children.

4. The implementation of the National Action Plans (NAPs) against the worst forms of child labour of Jordan and Lebanon are supported to respond to this issue.

³¹ UNHCR/UNRWA statistics; Centre for Strategic Studies: "National Child Labour Survey 2016 of Jordan – Analytical report." 2017

³²Based on Plan, Namaa and himaya's experience in these regions and project reports as well as from shareholder interviews with ILO and FAO.

On a higher level, key government stakeholders at the sub-regional and local levels involved in the implementation of the Child Labour National Action Plan will be trained on Plan's Child Labour Prevention and Response Modules, and ongoing support to the national coordination mechanisms will be provided.

BASELINE OBJECTIVES

The baseline study is an essential element and the foundation for monitoring and evaluating progress towards the expected program results based on the indicators stipulated in the project's log-frame. Specifically, the study aimed to:

1. **Establish** baseline values against the project indicators.
2. **Create** monitoring tools that can be used by the project team to assess different groups of beneficiaries at project start up and can be replicated during the end-line assessment.
3. **Identify** children that will be direct beneficiaries of the project.
4. **Support** the development of the selection criteria for beneficiaries participating in the project.

DATA COLLECTION METHODS AND SOURCES

To extract relevant findings for the baseline, the study team relied for guidance on the project's main objectives and performance indicators. The first set of indicators measures changes in perceptions, awareness and behaviours over time, while the other set reflects livelihoods and institutional and capabilities and knowledge in the area of child labour.

Updating the project's indicator table will help Plan International and its partners to determine the status prior to their activities and broadly illustrate community profiles with respect to engagement, attitudes, and actions towards child labour. Moreover, the baseline intends to help the project management and implementing partners set realistic and attainable targets and modify the scope of the project if necessary, to achieve the intended improvement.

Table 1: Project and Baseline Indicators

Project indicators	Baseline indicators	Data Collection Methods	Corresponding Questions in Data Collection Tools
Impact Indicator			
% and # of girls and boys who are engaged in forced child labour in the agricultural sector in Jordan and Lebanon disaggregated by sex, age group	Same as project indicator	Children Survey	Q. 31
% of the 1500 targeted girls and boys who have decreased vulnerability to WFCL disaggregated by nationality, age, sex and child working status	% of surveyed girls and boys who have vulnerability to WFCL, disaggregated by nationality, age, sex and child working status	Children Survey	Q. 11, Q. 15, Q. 17, Q.18, Q. 22, Q. 25, Q. 27

% of targeted caregivers who, after participating in Positive Parenting Programme and/or accessing livelihood alternatives, have improved attitudes to protect children from WFCL disaggregated by nationality, sex and working status of their children	% of surveyed caregivers who have positive attitudes towards protecting children from WFCL, disaggregated by nationality, sex and working status of their children	Caregivers Survey	Q. 43
% of targeted caregivers who report to have improved economic security after engaging in the project's livelihood alternatives and referrals.	% of surveyed caregivers who are economically secure.	Caregivers Survey Caregivers FGD	Endline
% of targeted Child Protection Committees and community members who report being better equipped to respond to WFCL, as a result of the project activities.	% of surveyed community members who report being equipped with the necessary tools to effectively respond to WFCL. # of interviewed Child Protection Committee representatives who report being equipped with the necessary tools to effectively respond to WFCL.		Baseline value TBD; Project activity
% of targeted Local Development Committees (LDC), Child Protection Committees, Schools counsellors and community members who, after receiving training and exposure to campaign, report having taken at least one action more compared to the time before the project for protecting children from WFCL.	# of interviewed Local Development Committees (LDC), Child Protection Committees, School Counsellors who report having taken any action for protecting children from WFCL. % of surveyed community members who report having taken any action for protecting children from WFCL in the past 3 years.	Endline	Baseline value TBD; Project activity

APPROACH

The study team used a mixed-methods approach to provide updated information on the project indicators. A quantitative approach was used to facilitate outreach to hundreds of beneficiaries; males and females, both caregivers and children. Additionally, a qualitative approach helped the study team probe some of the underlying issues, challenges, stakeholders' perceptions and contextual factors relating to child labour in Jordan and Lebanon. The study team triangulated data from different sources to generate evidence-based findings and conclusions and validate the baseline values. Furthermore, utilizing a mixed-methods approach allowed the study team to review crosscutting issues, such as gender around the topics related to the project themes.

In addition to the primary qualitative and quantitative data collection, the baseline study relied on secondary data in a range of reports and documentation.

DATA COLLECTION METHODS AND SOURCES

SECONDARY DATA COLLECTION

A review of the project's relevant documents assisted in gaining an understanding of the Project's background, goals and objectives, intended beneficiaries and partners, and implemented activities and results, in addition to understanding the social, cultural, and legal context of the child labour issue in Jordan and Lebanon.

PRIMARY DATA COLLECTION

The study team has generated baseline values for the project indicators through three methods:

- Survey of caregivers and children exposed to child labour;
- Key Informant Interviews (KIIs) with different gatekeepers and stakeholders; and
- Focus Group Discussions (FGDs) with caregivers and children.

Quantitative Methods and Sources

A face to face survey was conducted with number of children and caregivers living in targeted communities in Jordan (Al-Jofeh and Al-Karamah areas) and Lebanon (Al-Kaa area). The caregivers were sampled from the same households as children. In both Jordan and Lebanon, survey participants were identified with the support of Plan International local partners: Namaa in Jordan and Himaya in Lebanon.

Survey Sample

The survey was carried out, mainly among males and females in the targeted locations in the Jordan valley and Beqaa valley areas. The survey sample included caregivers and children who are either at risk or already engaged in child labour.

The study team relied on Plan International to conduct the data collection in Jordan and Lebanon. An overall combined survey sample size of 167 caregivers and 147 children in Jordan as well as 189 caregivers and 203 children in Lebanon was collected. The characteristics of the surveyed population in Jordan and Lebanon are presented below.

Demographic Description of the Sample in Jordan

Caregivers Survey-Jordan

The total number of respondents to the caregivers' survey in Jordan was 167; 14% of the surveyed caregivers were Syrian refugees. Figures 1 and 2 below clarify the gender and nationality of the caregivers.

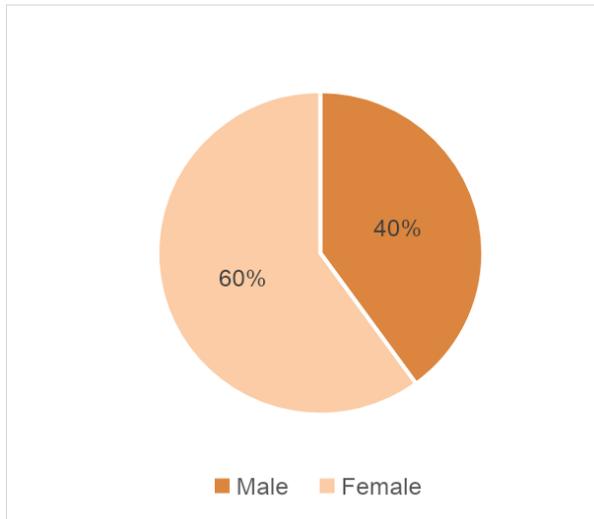


Figure 1: Caregivers' survey respondents by Gender - Jordan

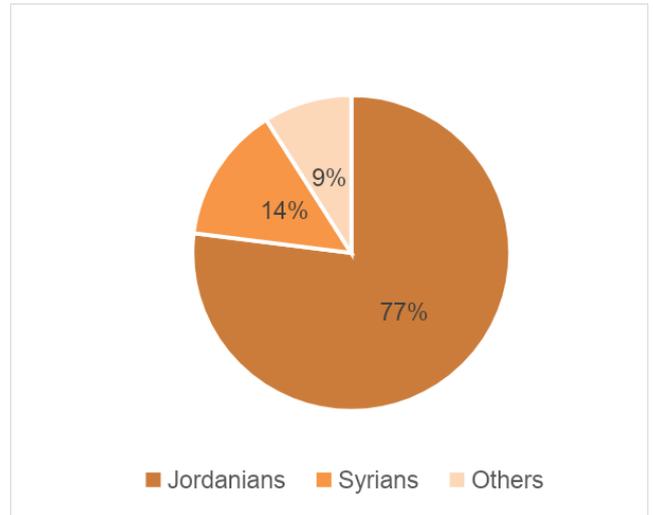
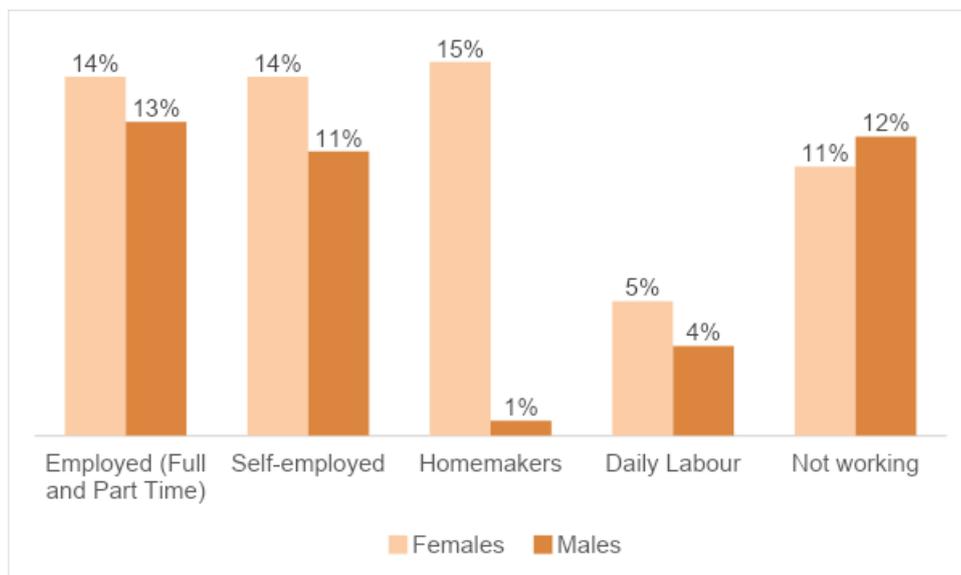


Figure 2: Caregivers' survey respondents by Nationality - Jordan

It is worth noting that the "other" category included Palestinians, Egyptians, Pakistanis and Yemenis. In addition, 90 % of the surveyed caregivers indicated that they were married. 76 % of respondents stated heads of households were males with the average age of the head of the household is 44 years old. While the average age of children is 13.5 years old. The number of children per household varied; however, the largest percentages according to surveyed parents and children were between 2 and 5 children.

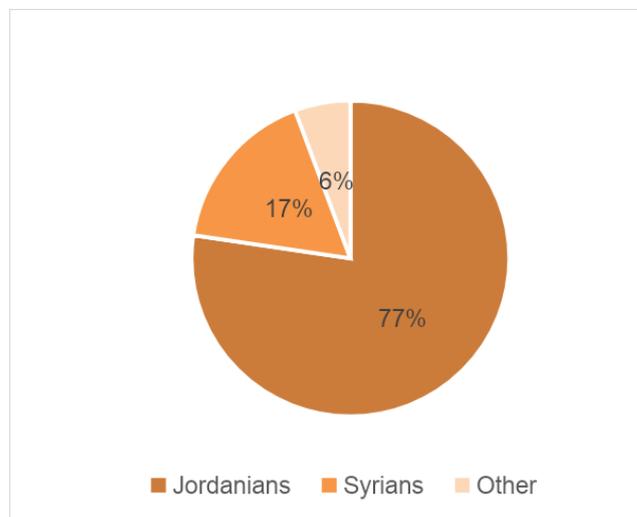
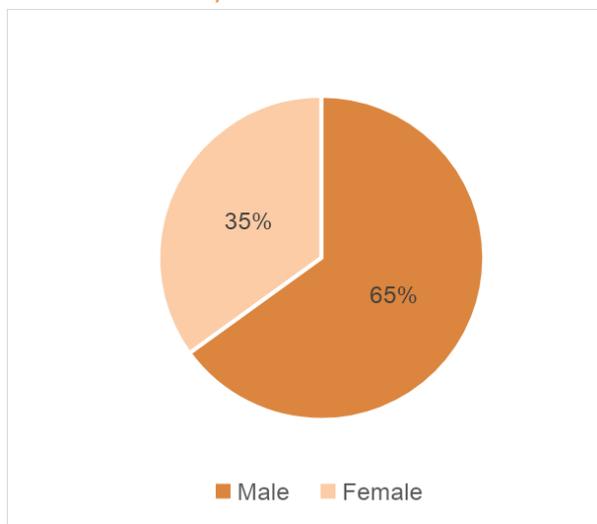
Figure 3 below, clarifies the current employment status. Respondents who are currently not working, indicated reasons such as unemployment, retirement or disability.

Figure 3: Caregivers' Survey respondents disaggregated by employment status and gender - Jordan



35% of the respondents stated that employment wages were the main source of household income, while 12% mentioned that the household has no income. The income of families varied ranging between 100 JOD and 300 JOD³³ a month.

Children Survey-Jordan



The total number of respondents to the children survey in Jordan was 147; 17% of which were refugees. The average age of children respondents was 13.5 years old (Females: 12.9 years; Males: 13.8 years). Figures 4 and 5 below clarify the gender and nationality disaggregation of the children respondents.

Figure 4: Children Survey respondents by Gender - Jordan

Figure 5: Children Survey respondents by Nationality - Jordan

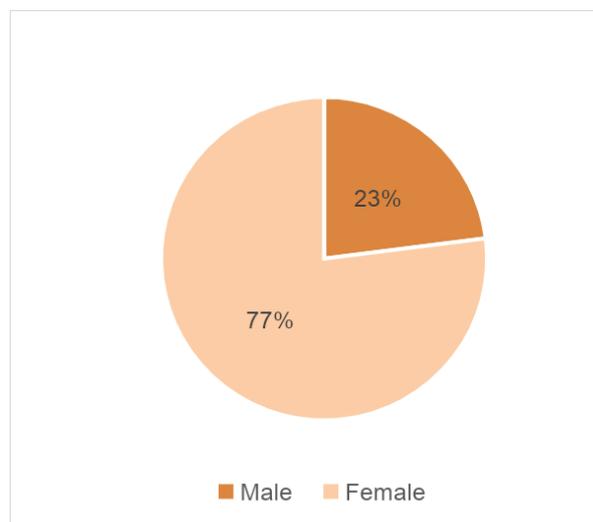
Demographic Description of the Sample in Lebanon

Caregivers survey-Lebanon

The total number of respondents to the caregivers' survey in Lebanon was 189; 99.5 % of caregiver respondents were Syrians. Figure 7, clarifies the gender disaggregation of the respondents.

Moreover, 92 % of the surveyed caregivers indicated that they were married. 80 % of the respondents stated that the head of households were males.

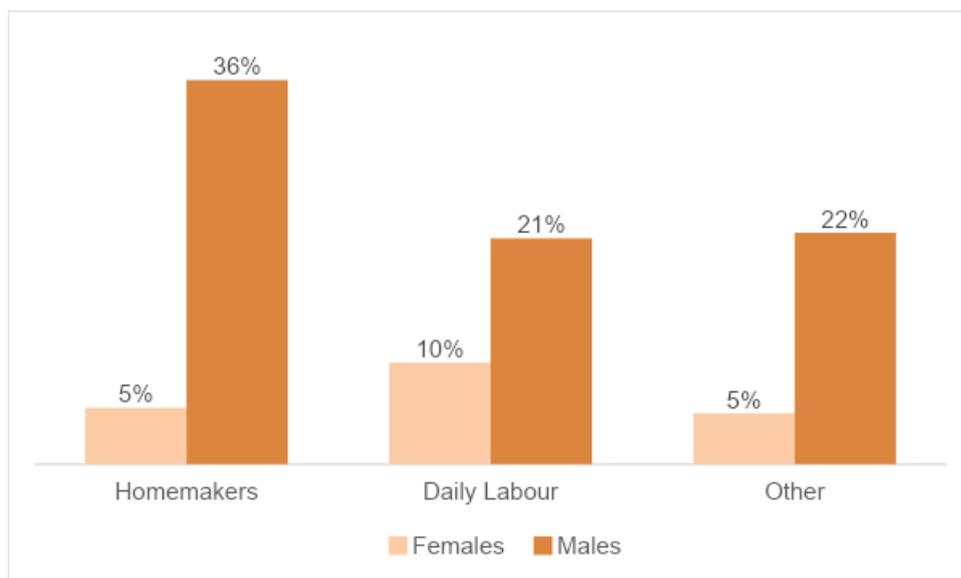
Figure 6: Caregivers' Survey respondents by Gender - Lebanon



³³141 - 423 USD/ month

Figure 8 below clarifies the disaggregation of caregivers by employment status and gender. The "other" category included individuals that are unemployed and not looking for work (4.2%), unemployed and looking for work (3.7%), unable to work because of a disability (2.1%), and self-employed (1.6%). Only one respondent indicated that they work full time at the pickle's factory in Al-Kaa.

Figure 7: Caregivers' Survey respondents by employment status and gender - Lebanon



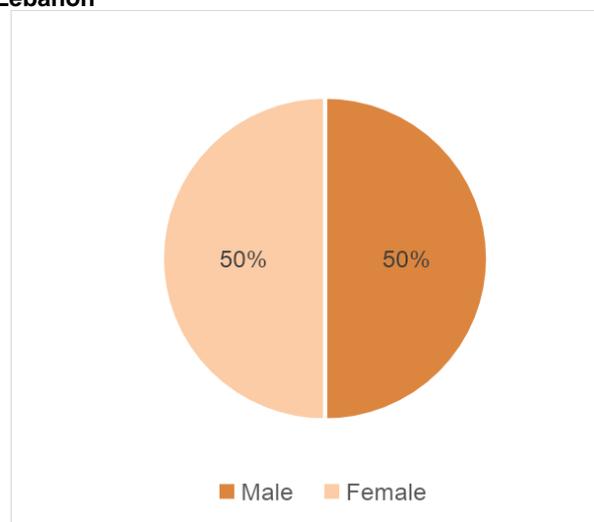
49% chose employment for wages as their main source of income, while 39% said casual/day labour such as agriculture. Around 6% mentioned that they are dependent on financial aid given by UNHCR, and only 6% indicated that the household has no income. The income of households varied between 150,000 and 600,000 Lebanese pounds (LBP)³⁴ a month.

Children Survey-Lebanon

The total number of surveyed children was 203; 99% of which were refugees. All of the children respondents were Syrians. Figure 8 clarifies gender disaggregation of the children respondents in Lebanon.

The number of children per household varied, however, the largest percentages according to surveyed caregivers were between 3 and 4 children, while according to children the largest percentages were between 5 and 6 children

Figure 8: Children Survey respondents by gender - Lebanon



³⁴ 99 – 397 USD/ Month

Qualitative Methods and Sources

The baseline study team incorporated qualitative data collection in the form of key informant interviews and focus group discussions with a range of stakeholders. The team gathered qualitative data from a range of sources in order to capture the nuances of the project's context in addition to stakeholders' perceptions with regards to child labour in Jordan and Lebanon. The team relied on the Namaa and Himaya to screen and select respondents for the interviews.

The final KII and FGD discussion guides that were used during the fieldwork phase, are included in Annex II.

Key Informant Interviews-Jordan

In-depth interviews were conducted with 22 (4 female, 18 males) 9 existing employers, 2 school counsellors, 3 community members, 8 representatives of international organizations and other relevant stakeholders. The KII discussion guide was designed to create a standardized format for the discussions, facilitate a reliable and comparative analysis of the data in accordance with the indicators, allow for triangulation of information and preserve the potential for a relatively free-flowing conversation. The questions were designed to provide in-depth insights on several quantitative indicators and to provide contextual information about child labour in Jordan and Lebanon in relation to the project themes. The total number of interviewed respondents was 10 in Jordan and 13 in Lebanon. The full list of key informants is included in Annex III.

Focus Group Discussion-Jordan

FGDs were conducted to explore in-depth qualitative issues and capture input of the project's existing and potential beneficiaries. The questions were designed to capture changes in knowledge, attitudes and behaviours of caregivers and children that are either at risk or engaged in child labour. The FGD discussion guide is presented in Annex II. A consent form for all focus group discussions was taken prior to the discussions, in order to ensure children and caregivers approve of having their thoughts and feedback shared. FGDs with children were disaggregated by age and gender. Table 2 below explains the age and gender disaggregation of participants as well as the respondent category and the location where the FGD's took place.

Table 2: FGD Participants in Jordan and Lebanon by participant category, gender and area

Country	Category	Number of participants		Area
		Males	Females	
Jordan	Children 6-8 (mixed)	4	4	Al-Karamah
	Children 6-8 (mixed)	5	3	Al-Jofeh
	Children 9-11	9	0	Al-Karamah
	Children 9-11	0	7	Al-Jofeh
	Children 12-13	9	0	Al-Karamah
	Children 12-13	0	7	Al-Jofeh
	Children	8	0	Al-Karamah

	14-17			
	Children 14-17	0	6	Al-Jofeh
	Caregivers	0	8	Al-Karamah
	Caregivers ³⁵	2	1	Al-Jofeh
Lebanon	Children 6-8 (mixed)	13		Al-Kaa
	Children 9-11	6	0	Al-Kaa
	Children 9-11	0	10	Al-Kaa
	Children 12-13	8	0	Al-Kaa
	Children 12-13	0	6	Al-Kaa
	Children 14-17	5	0	Al-Kaa
	Children 14-17	0	8	Al-Kaa
	Caregivers	0	9	Al-Kaa
	Caregivers	4	0	Al-Kaa

RESEARCH ETHICS

Particular attention was given to the ethical concerns of working with children and their caregivers. Data collectors, partners' and Plan's staff were attentive to issues that may trigger distress and had received training from Plan International on child protection and child safeguarding, gender sensitivity and research ethics. Data collectors had previous experience conducting assessments with refugees, including in related topics, and with children. Data collectors have signed the Child Safeguarding Policy. Also, data collection tools were designed to limit the likelihood of exposing children to discomfort. Referral mechanisms aligned with the national standard operating procedures for child protection were in place for those who required referrals or follow-up. The relevant ethical protocols for Plan International were followed and the research scope and inception report had the approval of Plan International Research Ethics Committee. Principles of confidentiality, anonymity, and informed consent were applied, with caregivers being asked for consent for girls' and boys' participation and girls and boys subsequently asked for their assent and the other stakeholders. Participation was voluntary and participants could stop their participation at any point.

³⁵ Participants were 2 teenage boys, aged 16 years old and the female was a grandmother

LIMITATIONS

The evaluation team faced a number of limitations during the assignment. One of the main limitations is related to the phased approach of this assignment. Initially, the baseline assignment was awarded to a different company that completed the inception phase, qualitative data collection in Jordan and Lebanon as well as quantitative data collection in Jordan. INTEGRATED was contracted in October, 2019 to provide overall technical support to Plan International's Jordan and Lebanon teams by providing quality assurance to finalize the quantitative data collection, conduct the analysis and reporting. INTEGRATED was not involved in the quantitative data collection in Jordan nor the qualitative data collection in Jordan and Lebanon for budgetary limitations.

The implementing partners selected all participants in the FGDs with close follow-up from PI teams, and arranged all the meetings prior to any supervision from Integrated. Due to time limitations, this approach ensured participants' attendance as it was feared that stakeholders and beneficiaries would not respond to requests for meetings from an entity unknown to them.

Furthermore, as customary with qualitative methods, data collected through KIIs and FGDs is self-reported and as such carries the potential for respondent bias. To minimize the impact of bias on the results of the qualitative research.

Analysing the qualitative data proved challenging to the team considering that not all questions on the FGD guides were asked and answered in a systematic manner. Moreover, sometimes guides were used for different age groups.

The baseline assessment took place during the winter agricultural season. This may have led to a response from children and caregivers, that would have otherwise been different in the summer season, when agricultural work often increases.

Furthermore, INTEGRATED's team noted some observations in relation to the characteristics of the respondents of the caregivers FGDs in Jordan and Lebanon

- Caregivers did not show up to the FGD in Al-Jofeh. The FGD was conducted with two teenagers (16-year-old, boys) and an elderly woman living alone.
- Male caregivers who attended the first FGD in Al-Kaa did not have any working children
- An FGD in Al-Kaa was facilitated using the caregivers FGD guide, however the content of the transcripts revealed that it did not include any caregivers, rather two females and one male who had no clear relationship to the study purpose.

Upon consultation with Plan International, the team recommended utilizing the information from the FGDs if relevant, and highlight the opinions of adults living in these community in relation to child labour. Therefore, INTEGRATED was able to use relevant information from the male caregiver FGD in Al-Kaa, but not the other two FGDs.

A final limitation relates to the sample size of this baseline study in Jordan. The Monitoring, Evaluation, Research and Learning (MERL) team at Plan International Jordan's Office (PIJO) led data collection of door-

to-door baseline surveys for three days in November³⁶, supported by a local partner; Namaa. The data collection took place in the Jordan Valley areas (Al-Jofeh, Al-Karamah and Al-Rawda). Initially, the team was not able to cover the full sample size due to field related challenges including; security-related barrier with regards to the area access authorizations, data collection permissions and official documents needed, uncertainty from parents resulted with not sharing the full information on children who work due to the fear of reporting to authorities. Also, data collectors were not able to collect household-based surveys with both parents and children together, since most of visited parents/caregivers who stated that their children are engaged in child labour have also mentioned that their children are working in the farms during day time.

The sample of adolescents and caregivers consulted for this survey is only representative of WFCL in the agricultural sector in selected locations. Results cannot be generalized to the whole population of WFCL in Agriculture in Lebanon and Jordan.

³⁶ The exact days of data collection were November 12th, 17th and 18th, 2019.

KEY FINDINGS AND ANALYSIS

The main findings of this baseline assessment are laid-out in this section. The results of the relevant secondary and primary data collected were analysed and triangulated and a separate country report is presented. The baseline value for each project indicator is presented separately in the indicator table in Annex I.

JORDAN COUNTRY REPORT

Prevalence of Child Labour in Al-Jofeh and Al-Karamah Areas

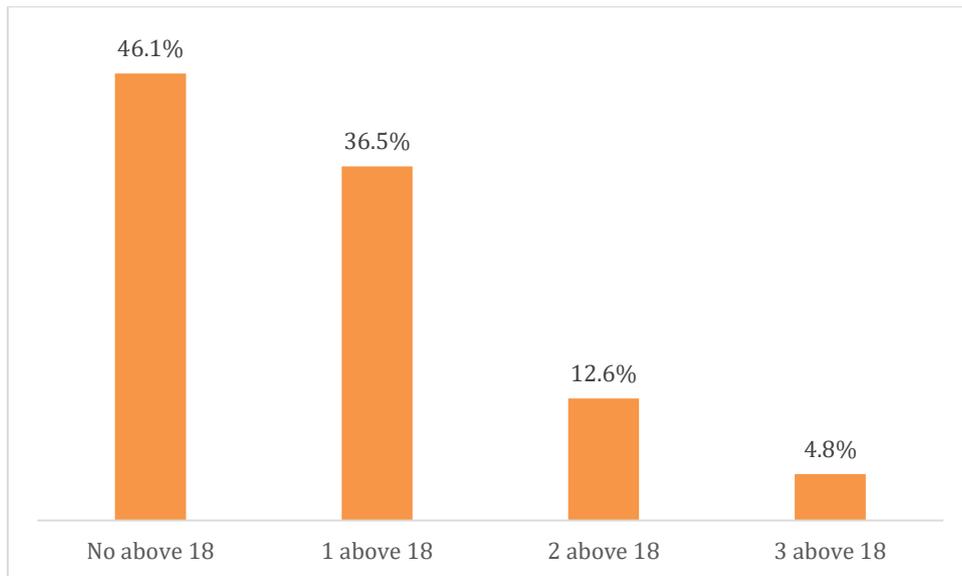
Main findings of this section

- 20% (30 out of 147) of surveyed children were found to be working at the time of the interview, 63% (20 out of 30) of them were working in agriculture. 23% (38 out of 167) of parents indicated having children working at the time of the interview.
- Ages at which children start working varied greatly ranging from 7 to 15 years, and children mentioned starting with lighter chores and moving to harder ones as they got older.
- Most working children in the agricultural sector in Al-Jofeh and Al-Karamah area work for parents and relatives.
- The prevalence of child labour is increasing in general, and it is more prevalent during school holidays than during school days.
- According to a farm owner, work in the agricultural fields is distributed according to the work needed on the farm and the ability of different workers.
- The monthly income of families in the area of Al-Jofeh and Al-Karamah ranges between 100 and 300 JOD. 79% of families owe debts to others, where they borrow money to provide for basic needs. Due to this difficult financial situation, parents send their children to work and help, therefore child labour is more prevalent in the poorest areas in Jordan Valley.
- 81% of surveyed caregivers did not know about any organizations that support funding livelihood opportunities, however 93% of them confirmed being interested in participating in such opportunities.

Family providers and children's contribution

When caregivers were asked about the number of adults above the age of 18 in the household who are currently working, 46.1% answered that no one above 18 was working, 36.5% stated that at least one adult was working and 12.6% mentioned two adults working and 4.8% mentioned that 3 adults are working. See figure 10 below.

Figure 9: Percentage of adults working in the household, Jordan



The main source of income as explained by mothers in the focus group was the father. Others indicated that both parents work, where the wife helps the husband with working in agricultural seasonal jobs (date picking) or in low paying tailoring jobs. One participant mentioned that she is the main provider for the family selling pastries and doing other jobs.

Most participating mothers said that they were able to provide basic needs and therefore did not ask their children to help. However, one mom said that her children (under 16) take the initiative sometimes by finding junk, or making crafts to sell them.

"Children feel responsible"- - A Participant Mother in the FGD discussion in Jordan

One mother said that her two boys help their father by sitting in the minimarket during lunch break, while another mother indicated that her children help sometimes during Ramadan in pressing and selling juice.

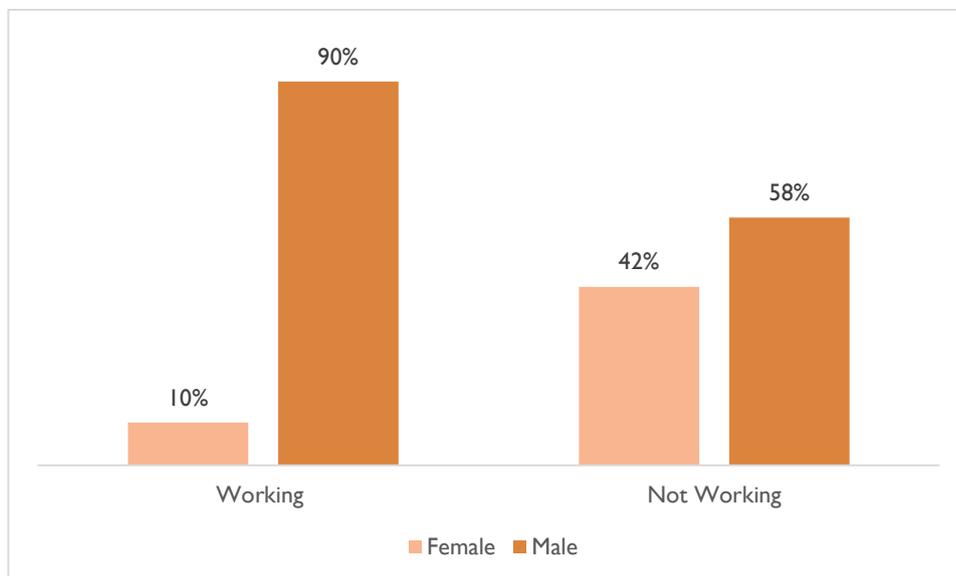
In the focus groups with children aged 12-17 years, most children stated that the family providers are mainly the father and brothers. Some participants mentioned that mothers were working either to help out the father or as the main provider for the family. Some girls mentioned that all her siblings were involved in generating income. Some participants mentioned that their parents were not working but their siblings were, however, it was not clear if these siblings are children or adults.

Male children aged 14-17 years, mentioned that they help out in the family income in case their mothers were out of cash for a short time and that their fathers would reimburse them later. The girls in the same age group indicated that their parents and brothers are the ones responsible for providing for the families, while they do contribute to the household income by working.

20% of surveyed children admitted that they were currently working. Also, only 13% of surveyed children indicated they were working in agriculture (63% of surveyed children, who stated that they

were working at the time of the interview indicated that they were working in agriculture). 14% of those who indicated that they were not currently working mentioned that they used to work during the past year, and almost 70% of them were working in agriculture.³⁷ 20% of surveyed children had siblings who work, half of whom work in agriculture.

Figure 10: Surveyed Children disaggregated by Gender and Working Status, Jordan



When parents were asked if their children were currently working, 23% indicated that their children are working, while 77% indicated that they are not. According to the parents' survey, 63% of their working children are working in agriculture. 87% of parents who have children working at the moment said that one child only is working while 8% mentioned that two children in their household are working. 12% of the parents who mentioned that their children were not working at the time being indicated that they did work in the past 6 months or 1 year (75% of these children worked in agriculture), and 63% of them mentioned having one child working only at that time.

A farm owner in Al-Jofeh indicated that in the summer he employs Jordanian and Egyptian workers that are above 18 years old, in addition to his own children who help in the farm. During winter he confirmed employing Syrian workers, and some of them are below 18. He believed that Syrian refugees work before 18 years of age due to their financial situation.

The farm owner in Al-Jofeh believed that "most children in Jordan Valley do not work before the age of 18. Children work with their parents only." However, he mentioned that some children work in other places such as garages, restaurants or as mechanics.

As for the age children start working at, answers varied. The Employee in the Ministry of Social Development in Al-Jofeh mentioned that children start working at ages ranging from 7 to 15 years old. Male Children aged 12-13 years who were interviewed in a focus group also stated that they started

³⁷ Note that the number of children who are currently not working but have worked in the past year is 16, and 11 of them worked in agriculture before.

working at various ages, sometimes starting with lighter chores and then moving gradually to harder ones. Some also worked in other sectors before starting to work in agriculture. Female children aged 12-13 years who were interviewed in a focus group had different answers as well, however they mentioned that they mainly started working between the age of 8 and 10 years.

Interviews with relevant stakeholders revealed a different outlook on the prevalence of the child labour problem in the area of Al-Jofeh and Al-Karamah. The community members and representatives interviewed in both areas indicated that child labour is prevalent, especially in the agricultural sector, where children work with parents and relatives in the presence of family. Child labour is prevalent mostly in agriculture because the region is a rural agricultural one, however all of them mentioned that children also work in other places with strangers such as in industrial shops, supermarkets, bakeries and chicken slaughterhouses. They also mentioned that children work in fixing and painting cars and paving floors. Many also indicated that the prevalence of child labour is increasing. An Employee in the ministry of Social Development in Al-Jofeh explained that the number of children working increases during the school holidays, whereas during school time, children work after school. However, some children drop out of school entirely and work instead.

The municipality representative in Al-Jofeh explained that child labour rates are higher than they were 15 years ago. A store owner/activist in Al-Jofeh explained that in 2010 one child was found to be working in a shop, nowadays, there are two or three at minimum. He also explained that there are numerous cases of child labour that are not reported in the area due to the difficult economic situation.

Community members/representatives indicated that many families in the area cannot provide their basic needs and suffer from financial problems which force them to make their children work and help in providing the family's needs. The municipality representative in Al-Jofeh explained that child labour is more common in the poorest regions such as Al-Jawaser, Al-Swemah, Al-Rawda, Al-Jofeh, and Al-Karamah. However, in Al-Rama, numbers of working children are lower because the rate of unemployment there is lower. The principal of the girls' high school indicated in the interview that most of the students in the school work during school holidays in livestock breeding, picking crops or in selling milk products.

Financial situation of families living in Al-Jofeh and Al-Karamah areas

As mentioned earlier, the surveyed households earn a monthly income between 100-300 JOD. 79% of the surveyed caregivers confirmed owing debts that ranged from 70 to 40000 JOD³⁸. When asked about reasons for borrowing money, they mentioned buying food (37%), paying rent (25%), covering other household expenses (67%) and covering medical expenses (35%). Other reasons included building houses, education and to keep their business going. The store owner in Al-Karamah indicated that many people who are already working start depending on debts to buy things from his store after the tenth day of the month. All eight mothers, participating in the FGD confirmed that the financial situation is hard. They do with what they earn. However, most of them indicated that they could provide for basic needs and do not need to borrow money from others.

³⁸ 100 – 56, 418 USD

When asked if they know any organization that supports in funding livelihood opportunities, 81% of the surveyed caregivers indicated that they did not, while 52% of those who had knowledge of such organizations stated that they have not been approached by any of them. 93% of the surveyed caregivers confirmed being interested in such opportunities that would help in supporting their families financially.

“Working children take whatever they earn to their parents so they can obtain the needs of their families” - Store owner in Al-Karamah

Vulnerability of children to entering in child labour

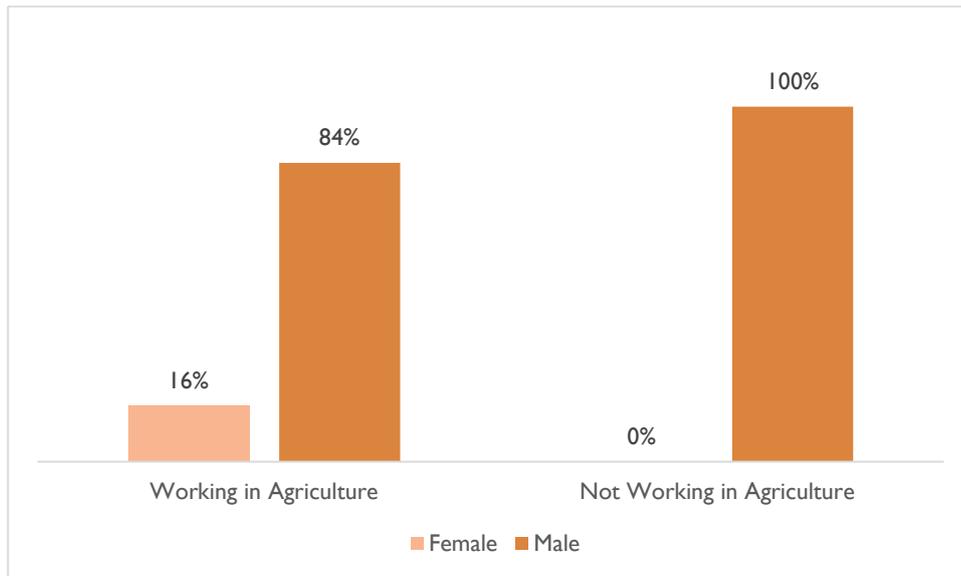
The following vulnerability criteria was used in the assessment to investigate risk factors associated with child labour, and support the development of the selection criteria for beneficiaries participating in the project. The table below clarifies children working status and the applicable vulnerability criteria as reported by children themselves and caregivers who have working children.

	Vulnerability criteria	Percentage of children who are working and have the vulnerability criteria applicable (Children Survey)	Percentage of caregivers who have working children and the vulnerability criteria applicable (Caregivers Survey)
1	Families with elderly are more likely to depend on children’s income	13%	16%
2	Families with a person with a disability are more likely to depend on children’s	7%	21%
3	Children who used to work but who are currently not working are at risk of returning to work	0	0
4	Children who are separated from parents are more at risk of working	7%	5%
5	Children who are out of school are among those at risk of working	63%	47%

Types of work children are involved in

63% of children who are currently working in agriculture, and almost all of the children who were not working at the time of the interview but worked in the past were involved in work in the agricultural sector. Also, 50% (15 out of 30) of the children’s siblings worked in agriculture, although it is not obvious how many of them were younger than 18 years old. According to the caregivers' survey, 63% of their working children were working in agriculture, while 75% of their children who worked in the past also worked in agriculture.

Figure 11: Working children disaggregated by the type of work and Gender, Jordan



Other sectors children worked in that were revealed in the children and caregivers' surveys, FGDs and KIIs included boys working in industrial shops, car repair shops, hotels, factories, stores, bakeries, chicken slaughterhouses and construction. In addition to cleaning houses, working at factories or helping out the mother in a beauty salon for girls.

Children aged 6-8 years who were interviewed in focus groups were mostly working in vegetable packing in farms with/without their fathers and helping their mothers in preparing homemade food. Some worked in tile construction or in tidying tools for their fathers and tending to animals. Most jobs were familial help and not always remunerated. Female children aged 9-11 years who indicated that they are working, mentioned working in vegetable farms with their parents or cleaning houses in the neighbourhood. 6 out of 7 (86%) females children aged 12-13 years said they worked in their parents' farms, while one mentioned working for strangers. They also mentioned that sometimes their parents' friends ask for children to help them with work. 2 out of 8 (25%) male children aged 14-17 indicated that they worked in agricultural fields at the time of the interview, while others were working different jobs such as helping the grandfather in a minimarket, working in a home appliance store or in a bakery.

The interviewed teacher indicated that in some areas, boys do not work at farms; only girls do since girls get paid less than boys, male children work as mechanics, blacksmiths, and electricians. The store owner in Al-Karamah explained that he gives young workers very light chores and does not make them carry heavy loads (10 kilograms maximum).

Types of work children are involved in in the agricultural sector

The farm owner in Al-Jofeh explained that tasks are distributed according to the work needed on the farm and the abilities of different workers. Young workers work in farming, weeding, laying water hoses, and collecting grass, while youth work in picking crops and carrying vegetables. Females work in farming and collecting vegetables while male youth move crops from one place to another.

The interviewed teacher from the ministry of education explained that the nature of children's work depends on their age; from bringing water to picking, as well as farming and carrying things.

Hazards, Risks and Work Conditions in the Agricultural Sector

Main findings of this section

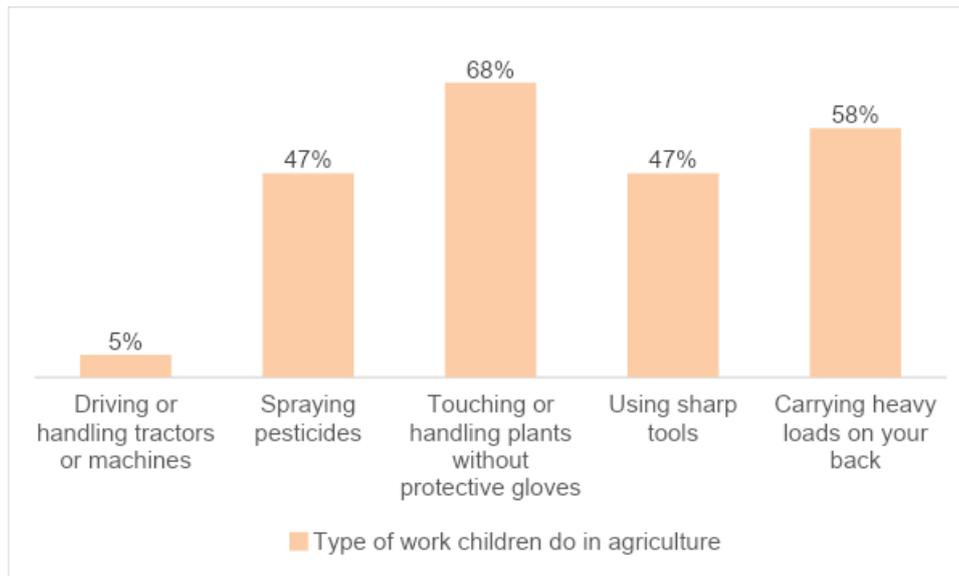
- The assessment showed that children were involved in hazardous agricultural work such as handling plants without protective gloves, carrying heavy loads, spraying pesticides and using sharp tools.
- Children working in the agricultural sector are also exposed to risks and dangers due to their work, and the older they became the more they were exposed to risks associated with agricultural tasks. Children mentioned climbing trees, encountering wild animals and insects and working at night (males), feeling tired from work and experiencing physical pain. Other risks included drowning in ponds, exposure to electrical outlets and exposure to high weather temperatures.
- Children in general either did not elaborate on the issue of problems at work and from whom they seek support when needed or did not think they had problems worthy of support. They either strived to solve their problems themselves or sought support from parents mainly if they had physical ailments that needed medical attention.
- Since most children work with their parents, they are being monitored by them. In other cases where children are not working with parents, parents and members of the family rarely show up at the children's workplace.
- Number of working days per week and number of working hours per day differed among children, where more than half of children (52%) worked for 4-6 days a week and almost half of children (47%) worked for 4-6 hours/day. In general, work conditions including number of working days and working hours, breaks and working on weekends differed greatly indicating that there is not a fixed scenario for this work.
- Assigned types of work are linked to gender related considerations, where girls are seen or expected to be involved in work that is "suitable" for them from a community perspective while boys are part of a more male related type of work.

Hazardous work

The interviewed community members and representatives explained that some agricultural tasks are dangerous, while some are not. According to them, hazardous working conditions for children in general includes exploitive conditions of long working hours and low pay, and that some employers allow children to work on dangerous tasks without considering their age. The head of Al-Shouna local council in Al-Jofeh explained that some employers exploit children, however, parents think it is better than nothing.

The children's survey revealed that 68% of children working in agriculture handled plants without using protective gloves, 58% carried heavy loads on their backs, 47% of them sprayed pesticides and 47% of them used sharp tools. This was confirmed by the parent's input to a large extent, where 75% of parents who stated that their children worked in agriculture also stated that they handled plants without using protective gloves, 50% of them indicated that their children carried heavy loads on their back, 33% mentioned using sharp tools and 29% confirmed that their children sprayed pesticides.

Figure 12: Type of work children do in agriculture, Jordan



Note: Multiple choice question

In the FGD, when asked questions about hazardous tasks in agricultural work, 7 out of 9 (78%) male children aged 12-13 years who are currently working in agriculture confirmed using sharp tools, while 6 (67%) used heavy machinery, 6 (67%) carried heavy objects, and 6 (67%) sprayed pesticides. 5 out of 7 (71%) female children aged 12-13 years confirmed using sharp tools, 2 (29%) used heavy machinery, 3 (43%) carried heavy objects and 2 (29%) sprayed pesticides. All 6 male children aged 14-17 years indicated that they used sharp tools and carried heavy objects, 5 (83%) sprayed pesticides and 1 (17%) confirmed operating heavy machinery. Although none of the female children aged 14-17 years were working in agriculture at the time of the session, 2 girls confirmed carrying heavy objects.

Risks and dangers associated with child work

When asked about risks and dangers associated with child labour in agriculture in the FGDs, such risks were not readily present in the minds of children aged 6-8 years old. However, they mentioned being physically wounded on arms or legs when using a sharp object, breaking a limb, getting sick, exposure to snakes, scorpions and insects, risk of being attacked by dogs, risk of being kidnapped, and being left alone in the field. The risks mentioned were mainly based on seeing or knowing about a family member getting hurt and based on their own personal fears. Some were based on personal experience. When male children aged 9-11 years old were asked about risks of being involved in work, participants hesitated, however 8 out of 9 (89%) came forward thinking that work is risky, mentioning falling down, being physically hurt, and citing members of the family being injured during work. Whereas female children of the same age group mentioned getting thorns in their hands, back and shoulder pain and heat exhaustion.

When male children aged 14-17 years old, were asked about being exposed to dangers associated with work in agriculture, 7 out of 9 (78%) mentioned they climbed trees, and 7 (78%) of them confirmed working at night, 7 (78%) encountered wild animals such as snakes, 6 (67%) felt pain from working, 7 (78%) hurt themselves while working and 1 (12%) was involved in an accident. While their female counterparts had the following answers: 3 out of 7 (43%) climbed trees and 5 (71%) were exposed to wild animals and insects, 4 (57%) indicated that they felt pain when doing agricultural work while 2 (29%) had accidents, and none worked at night. In the age group 14-17 years, all 8 boys said that they felt physical pain when

doing this type of work. They were exposed to wild pigs, dogs, wolves and snakes. 3 (38%) mentioned that they hurt themselves, 3 (38%) were involved in accidents, and none fell from trees. As for the girls' FGD where 2 girls were working; one stated that she was exposed to wild animals and insects, in addition to being involved in an accident and both working girls mentioned feeling pain when doing agricultural tasks.

Mothers in Al-Karamah mentioned, during the FGD, that the main risk related to child labour in general included the risk of being exposed to drug dealers, which is a rampant well-known problem that no one is doing anything about it. The other risk mentioned is sexual harassment of both girls and boys from employers. Having said that, the mothers did not think that agricultural work is hazardous since it is seasonal and most of the work needs men and not children. They also stated that none of their children had problems at work.

The community members/representatives listed the following as dangers to be expected when working on agricultural fields: exposure to pesticides, exposure to snakebites and scorpions, risk of drowning in ponds if not supervised closely, and exposure to high weather temperatures. The municipality representative and the school principal in Al-Jofeh mentioned harassment as a risk children working on the farms can be exposed to; however, the head of Al-Shouna local council in Al-Jofeh indicated that all the area residents know each other, so anyone who thinks of harming a child will *"think twice before doing that"*.

Other risks working children are exposed to, that were mentioned by key informants and were not necessarily related exclusively to the agricultural sector, included working at night and physical injuries and electrical shocks related to work in industrial shops, mechanic shops and the brick factory. When asked about other protective measures that are taken to ensure children are safe, the farm owner in Al-Jofeh explained that there were not any protection measures since it is an exposed area. He also stated that children work light chores only, but caution should be taken so children won't get near the ponds or the electric outlets.

The community representatives mentioned that most children work with their parents on the family farms, therefore they are monitored by parents. Otherwise, parents do not monitor their children while they are working. If children face problems, according to the store owner/activist in Al-Jofeh, they can turn to their parents for help. The employee at the MoSD in Al-Jofeh stated that some children work with their parents, some work without even telling their parents, and others work after getting their parents' approval in order to help in providing income for the family.

Problems at work and support for children

When asked about problems at work and from whom they seek support if they needed help, most children in the FGDs of all ages either did not elaborate on this topic or did not think they had problems worthy of support. In general children sought help from parents, relatives, friends and some mentioned neighbours. Children participating in the FGDs indicated that they would go to their parents if they had physical ailments so that they can get the needed medical attention. Some children (males aged 12-13 years) mentioned going to their bosses in case they had an issue that needed to be solved at work. Older children

(males aged 14-17 years) in general did not seek help or advice from anyone and solved problems themselves.

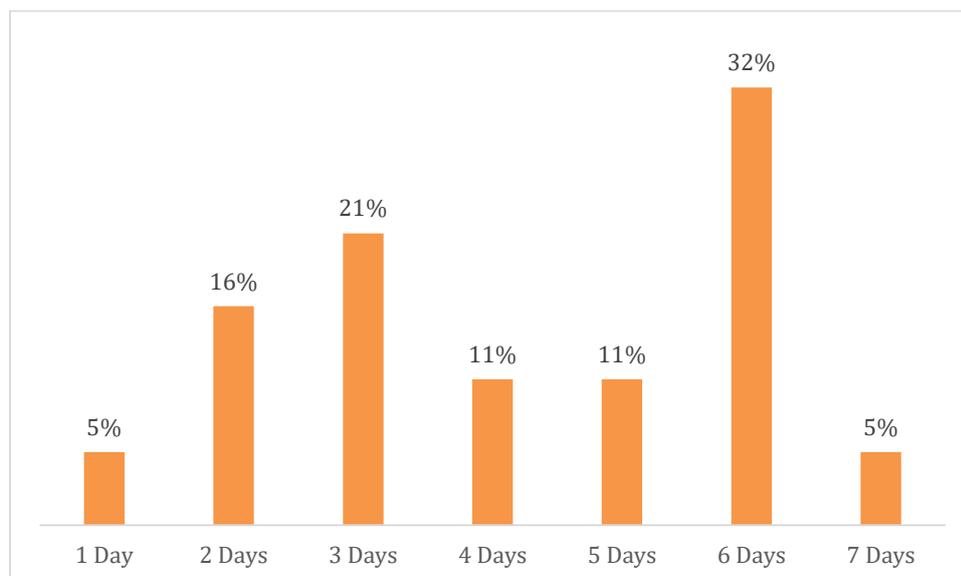
The interviewed children stated that they do talk about their work and things they do not like about it, mainly to family members, however **they mentioned that sometimes they keep things to themselves**. One participant explained that his father once interfered and solved a problem he had with an employer.

As for showing support at the workplace, parents and relatives are present in the workplace since the children mostly work on family farms. As for children working elsewhere, parents rarely show up to check on them there.

Work conditions/hours and days, breaks (agriculture)

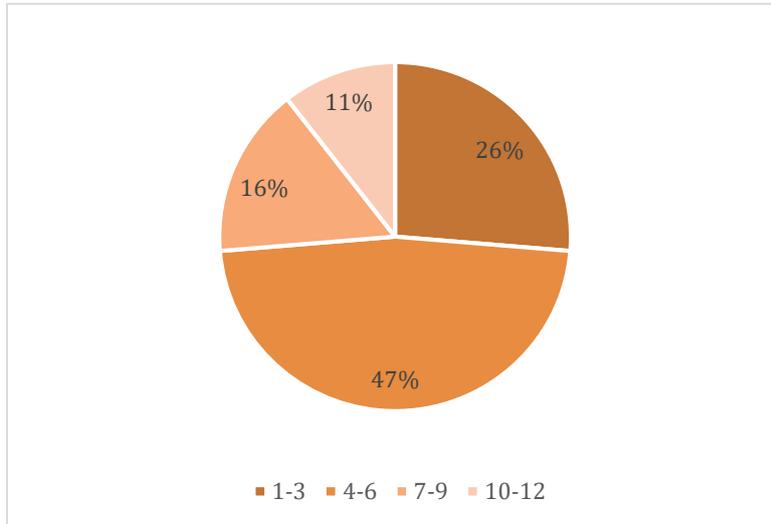
When children were asked about the number of days they worked, 32%(6 out of 19) of children currently working indicated working for 6 days a week, 11%(2 out of 19) worked for 4 days a week,11% (2 out of 19) indicated working for 5 days, 21%(4 out of 19) worked for 3 days, and 16% (3 out of 19) worked for 2 days, 5% (1 out of 19) indicated working for one day a week, 5% (1 out of 19) worked 7 days a week. See figure 13.

Figure 13: Children working in agriculture disaggregated by working days, Jordan



As for the number of hours worked per day, 26% (5 out of 19) indicated working for 1 to 3 hours a day, 47% (9 out of 19) worked for 4 to 6 hours, 16% (3 out of 19) worked for 7 to 9 hours a day, 11% (2 out of 19) indicated working for 10 to 12 hours a day.

Figure 14: Children working in agriculture disaggregated by working hours, Jordan



On the other hand, caregivers' answers were different, 38% of caregivers who had working children stated that their children work for 2 days/week, while 29% said they worked for 3 days, while 13% said they worked for 6 days. As for the number of working hours each day, 25% of caregivers stated that their children work for 3 hours, 25% said they worked for 6-7 hours, and 17% mentioned they worked for 5 hours.

When asked about working hours and breaks, the farm owner in Al-Jofeh explained that children work for 5 hours per day, from 6 am to 11 am. Workers are offered breakfast at 9 am and take breaks every 2 hours. The store owner in Al-Karamah mentioned that children work in the store from 8 am till 8 pm on holidays, while during school days they finish school and come to work after lunch. The store owner indicated that his workers get a 30-minute lunch break where they can go home, and he does not deduct it from their salaries. When in the store, their meals are offered.

Children aged 12-17 years in the FGDs talked a little about work conditions and salaries; however, there was no consensus on any numbers. Boys 14-17 years mentioned working 2 to 6 hours per day and taking a 15 minutes break to have lunch. One girl in the same age group mentioned working a 12-hour shift at a food can factory earning 6 JOD per day. Another girl in the same age group said she helps her mother in her beauty salon during the summer by working 10 hours a day. Almost all participating girls aged 12-13 years stated that they work at least 2 shifts during the weekend. All of the boys and girls aged 12-13 mentioned taking breaks. All of them seemed to get paid, except for those working for their parents, where their work is considered offering help. The children participating in the FGDs did not talk much about numbers, however daily salaries varied between 1.5-3 JOD per 4-5-hour shift to 6-8 JOD³⁹ per a shift. Some female participants mentioned that there is a big difference in the amount of payment between boys and girls.

³⁹ 1 JOD = 0.708 USD

Relationship of Children and Parents with Employers

Main findings of this section

- Children had different opinions regarding their relationship with their employers. 63% of working children described their relationship with employers as respectful and 47% described them as understanding, while lower percentages described them as fair and kind.
- It was obvious that parents were more generous in their description of the employers, however, parents who have children working for strangers were not generally in direct contact with their children's employers, nor discussed the work of their children and work conditions with employers.

63% of surveyed working children described their employer as respectful. 47% of them described their employers as understanding, and 26% of them stated that they are fair, while 10% described their employers as unkind. The surveyed parents confirmed the opinion of children; 71% of caregivers of working children described the relationship between their children and employers to be respectful, 58% described employers as understanding, 29% described them as fair, while 17% said that employers were kind. Having said that, only 34% of caregivers of working children have ever met with employers to discuss dangers and risks associated with child labour. When mothers were asked during the FGD to describe their relationship with their children's employers, they indicated that they did not know them and did not have a direct relationship with them. Surveyed caregivers were asked about the reasons for not communicating with employers, reasons included that children were working with their parents, they know the employers and trust them, they did not think there is any danger, and that mothers did not communicate with employers since this is the responsibility of the father.

The store owner in Al-Karamah indicated that he knows some of his worker's parents, and that he knows that their financial situation is dire, and they need their children to work to help in providing family needs. The farm owner in Al-Jofeh also indicated that there is communication between him and the workers' parents, and if any of the children did not show up, the parents would be informed.

Forced Child Labour

Main findings of this section

- Although parents make the decision on their children's behalf at times, and send their children to work, children are not forced to work.

95% of surveyed working children admitted working out of their free will and that no one forced them to work. When surveyed caregivers were asked who decides if children should work or not, 46% of caregivers stated that the children make this decision, while 50% indicated that the decision is made either by the father or the mother. The mothers participating in the FGD indicated also that children are not forced to work, on the contrary, children approach employers themselves.

"I believe that work will make me stronger, let me develop my self-confidence and make my parents proud"

- Participant in the Male FGD (age 14-17)

Attitudes of Children, Parents and towards Child Labour

Main findings of this section

- Children in general had a positive attitude about being involved in work. They felt proud to know how to do different tasks, felt proud to make money, contribute to the income of the family and help their parents when there was a need. Older children were more aware of the negative consequences of work such as being constantly tired and drained and being exposed to dangers.
- There is an obvious contrast in the attitudes of parents towards the work of their children in the quantitative and qualitative data. In the survey, the parents who did not approve of child labour constituted a higher percentage than those who did. In the qualitative data, children and key informants indicated that child work is approved of parents and families and even encouraged in the community. From the FGD with mothers and key informant interviews, it can be deduced that parents might not perceive working in a familial set up as child labour, while working with strangers in other sectors other than agriculture is.

Attitudes of children towards child labour

In general children in the age group of 6-8 years old had a positive outlook about work and they were excited to talk about what they did. In Al-Karamah, 7 out of 8 (88%) children thought that work is the best thing, and all of them expressed later in the interview that they like it very much because according to them, they can make money, and because work makes them stronger and let them help their parents when they are tired. In Al-Jofeh, 4 out of 8 (50%) children thought that work is the best thing, and when asked how much they liked work initially 2 (25%) expressed that they like it very much then the whole group joined in expressing the same feeling. They all seemed to be excited to talk about what they worked and stated reasons for working such as learning how to plant and take care of the land.

8 out of 9 (89%) male children aged 9-11 years indicated in the FGD that they like to work, 2 out of 8 (25%) mentioned that it is the best thing, although none of the participants were working at the time. Girls in the same age group seemed unsure and did not give concrete answers. On the other hand, most male children aged 12-13 years in the FGD started working not a long time ago and seemed excited about the idea of working and making money.

When older children aged 14-17 years were asked about the positive and negative consequences of work, the boys answered readily and felt proud to be helping out their parents or relatives when they were in need. Another boy talked about building self-esteem and getting stronger and more mature. Thus, boys stated that their reasons for working were to earn money and feel stronger by helping out in the household. Negative consequences in their opinion included having physical wounds from picking vegetables, being constantly tired and drained, and that the routine can get boring affecting their psychological health and mood.

Girls in the same age group (14-17 years old) mentioned that positive aspects of work for them included helping their parents with income and that work lifts their spirits. Thus, their reasons for working were to help in supporting the family financially, because they get bored, and because of complicated family circumstances. As for the negative aspects of work, they included negative effects on health and that machines were dangerous.

Attitudes of families towards child labour

When surveyed caregivers were asked questions about their attitudes towards working the following results were revealed: 55% of surveyed caregivers (those who have working children and those who do not) agreed that children below the minimum working age (16 years old) should not be working at all, 18% did not agree with statement while 27% felt neutral about it. 68% of surveyed parents agreed that children should not be working, but should go to school, 8% didn't agree, and 25% were neutral. 62% of surveyed caregivers agreed that only adults (above 18) in a family should be working to provide for the family, 14% did not agree, and 24% were neutral. 41% agreed that children above the legal working age should not work more than 6 hours per day, 20% did not agree, while 40% were neutral. 51% agreed that children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to, 20% did not agree with the statement and 29% were neutral.

Table 3: Attitudes of caregivers towards child labour, Jordan

Statement	Not at all	Not so much	Neutral	Much	Very much
Children below the minimum working age (14 in Lebanon/16 in Jordan) should not be working at all	7%	11%	27%	22%	34%
Children should not be working, but should go to school	2%	5%	25%	19%	49%
Only adults (above 18) in a family should be working to provide for the family	5%	8%	24%	25%	38%
Children above the legal working age should not work more than 6 hours per day	7%	13%	40%	22%	19%
Children above the legal working age should only work in safe environments without danger to their health and wellbeing*	6%	0%	3%	6%	86%
Children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to	6%	14%	29%	22%	29%

*asked to 36 parents only

Attitudes of parents towards the work of their children were discussed in FGDs of older children aged 12-17 years, who most of them were working at the time of the sessions. They all indicated that their parents approved of their work, that they were happy that they were working, that they encouraged them to work, and that they considered the work of children and their participation in making an income a normal thing. Boys aged 14-17 years mentioned that when they complained about fatigue to their parents, their fathers would ask them to "man up" instead of looking more into the issue. One girl mentioned that her mother warned her about climbing trees. The idea of children working is considered normal according to the parents in the FGDs.

Mothers in the FGD could not define child labour and confused it with helping out the family. They all agreed that really young children should not be working, and that they might agree to send their children to work when they are over 10 years of age, on weekends and after school. They also mentioned that young girls do not work and mainly stay at home and go to school. Mothers in the FGD indicated that they would accept children's work in the following conditions: Working after school, knowing the place is safe and trusting the employer, working at a relative's workplace or in an organized factory. They believed that children should be protected and that raising awareness on self-defence and raising children correctly will protect them from hazards of work.

The Effect of Child Labour on School Enrolment and Attendance

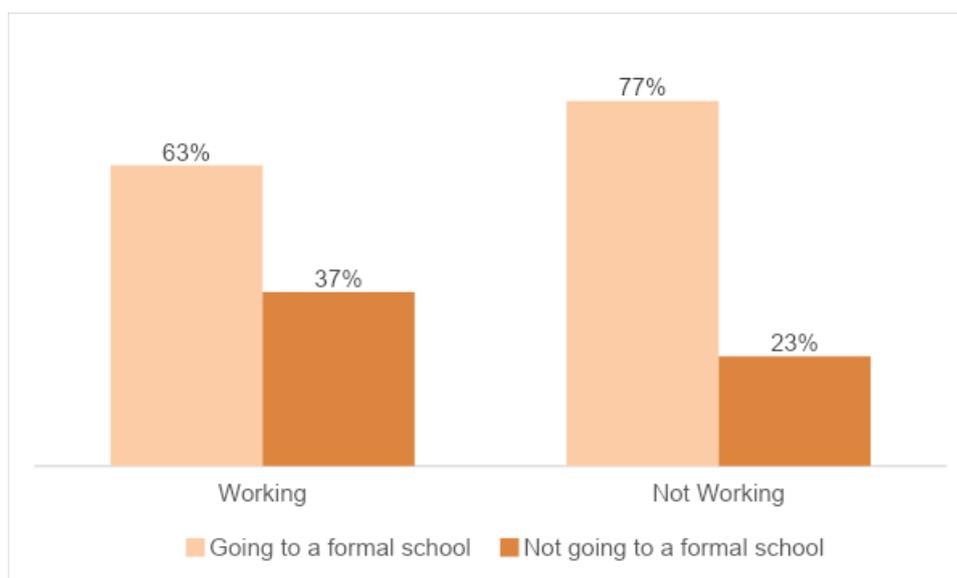
Main findings of this section

- 31% of surveyed children indicated they were not attending schools, 5% of whom stated that they have never attended formal schooling before.
- The main reasons mentioned by children for quitting school included: not being able to afford the cost of attending school, having to work and provide an income for the family and exposure to maltreatment at school. In addition to these reasons, 24% of parents mentioned that their children did not have the desire to go to school and stated it as a reason why their children dropped out of school.
- Other reasons for dropping out of school included low academic attainment and lack of transportation means to far schools especially in winter, while other underlying social drivers behind dropping out of school were domestic problems such as divorce of parents and the absence of the father.
- Young children in the FGD (6-8 years) were excited to talk about school. However, it was obvious that the older these children get, the less excited about school they became and the possibility of dropping out increases, especially among the age group of 14-17 years.
- Combining school and work was found to be difficult and children who start working while going to school eventually have to drop out of school, especially that according to the law of the Ministry of Education (MoE), the child is expelled from school after a specific number of unjustified absences.⁴⁰

69% of surveyed children indicated that they are currently attending school, and almost all of those attending (97%) were attending 5 days/week and were not skipping any days. 31% of surveyed children said they were not attending schools. Figure 13 clarifies school attendance and children working status; 63% of working children and 77% of non-working children in the sample, reported that they were going to a formal school. When caregivers were asked if they had any school aged children who are currently not attending a formal school, 29% stated that they do have children who were not going to school. When asked which grade they attended last before quitting school, the answers were various and included almost all grades. **It is worth mentioning that 15% (7 out of 46), (1 female and 6 males) of children who were not attending school at the moment have also never attended formal schooling.**

⁴⁰ The number of days wasn't probed for

Figure 15: Children disaggregated by working status and school attendance, Jordan



As for reasons for not attending a formal school, 26% of surveyed children who indicated that they weren't attending school because their families cannot afford to cover the costs of the school, 20% said they quit school because they needed to work to provide an income for the family and 15% stated maltreatment at school to be the reason for quitting. Other reasons included having no desire to go to school, fear of bullying, problems in registration, parents' refusal and distance. Some children did not have reasons.

When caregivers of children who are not attending school were asked about reasons for not attending, 24% mentioned that their children have no desire to go to school, 20% stated that the child needs to work to provide income for the family, while 18% mentioned that they cannot afford to cover costs of school. Other reasons included maltreatment at school, lack of transportation, constant moving and lack of transportation.

Although many of the children who participated in FGDs were working at the time, almost all of them were attending school. However, it was obvious that the older they get, the less excited about school they became and the possibility of dropping out increased, especially among the age group of 14-17 years. Some of the younger participants (aged 6-11 years) talked about challenges facing them when attending school which included lack of transportation and having to walk long distances to and from school that their feet hurt at the end of the day, being sleepy and in wintertime.

Children in the age group 6-8 years seemed happy to talk about school and all of them expressed that they liked school (7 of them liked it very much). 2 participants in Al-Jofeh expressed that they did not like going there because it is tiring and not nice. Some mentioned a teacher who hits with a stick.

Half of children aged 9-11 years expressed that they liked going to school. The boys mentioned reasons for not liking school including being expelled for behaviour problems, having to wake up very early in the morning and the presence of different levels of intelligence in the class. The girls in the same age group stated reasons for not liking school which included that teachers shout a lot at them and because they

help in cleaning the school. The girls on the other hand mentioned reasons why they like going to school including having the chance to learn new things and going on trips.

The boys in the age group 12-13 years expressed feelings of boredom when talking about school, while girls mentioned that they only skip when they are sick or tired. As for the older age group of 14-17 years of age, 7 out of 8 (88%) boys confirmed attending school either full time or part time and stated reasons for skipping school that are related to boredom and wanting to have fun. As for the girls in the same age group, 2 girls out of 6 (33%) mentioned that they have stopped going to school at the age of 15 and 16. One of them stated fear as the reason for stopping. A sister of one of the participants who worked in agriculture stopped going to school last year (at the age of 15). The girls who go to school indicated that they do not skip any days.

In general, community members and representatives agree that child labour is affecting school attendance. According to most of them, some children drop out of school and some children continue their education and work at the same time. Many children drop out because of their dire financial situation. The head of Al-Shouna local council explained that some parents are forced to make their children drop out of school in order to work and help provide for the family, since the money the families have can barely provide basic necessities, therefore they cannot afford school supplies as well. The community members mentioned other contributing factors that make dropping out of school more tempting for children and parents. The Director of Al-Karamah Development Centre indicated that domestic problems such as divorce of parents or absence of the father increases the risk of children dropping out of school. The teacher at the ministry of education believes that hardworking students generally do not drop out of school, however, students with low educational attainment prefer to do so. According to the Mukhtar in Al-Karamah area, low academic level of children is one of these factors, where parents decide it is better for children to leave school instead of helping them by providing tutors or special courses to improve these children's educational levels. He also mentioned that in this area there are not any centres for entertaining or educating children. The employee at the MoSD in Al-Jofeh believes that dropping out is more tempting for children because they suffer a lot to reach their schools, especially in winter, where they have to walk more than 5 kilometres or ride tractors in cold weather to get to their schools. The store owner/activist in Al-Jofeh and the Mukhtar in Al-Karamah also explained that teachers' negligence and the schools' unhealthy environments exacerbate the problem.

"It is impossible to work and study at the same time. Work doesn't affect the children education; it makes them lose their future altogether" - Head of Al-Shouna Council

Mothers participating in the FGDs explained that 90% of children who start working eventually drop out of school. According to them, they start with some kind of balance but afterwards they will not have time to study and do homework. However, some mothers enforce some rules regarding the work of their children and decide when their children work and when they do not.

During the interview, the farm owner in Al-Jofeh explained that the children working for him did not go to school. He indicated that Egyptian workers come from areas where there are not any schools such as Mafraq and Ma'an. However, he mentioned that some refugees go to school. The store owner in Al-Karamah explained that two of his workers were attending school indicating that their ages were probably

15 or 14 years. However, according to him, their educational attainment seems to be low. The store owner explained that children working at the store come after school and work more hours during the holidays. The remaining workers did not continue their education, probably for financial reasons.

When asked about the consequences of child labour on education, the school principal explained that children are forced to leave school and work especially during certain weeks of the year, according to what work is in season. According to the law of the Ministry of Education (MoE), the child is expelled from school after a specific number of unjustified absences. Justifying the absence by the school on behalf of the students was beneficial to some of them who were able to continue their education.

The principal explained that the main challenges they face due to child labour are related to helping the students out to continue their education. These measures included working around the law of the MoE and justifying the absence of these children who are working because of their living conditions, in order for them to not fail the school year. Also missing a great deal of knowledge forces the school to repeat lessons for these children, while missing some tests forces the school to estimate their marks. The school sometimes makes the students sit for their final exams before-hand if their circumstances dictate that they do not attend the exams on their scheduled dates.

Underlying Cause of Child Labour in General and in Agriculture

Main findings of this section

As per findings of the KIIs:

- The main underlying reason for child labour is poverty, the difficult financial situation of families and unemployment. The income of families is not enough to meet their basic needs therefore they send their children to work to generate more income for the family
- Other reasons included: Ignorance and lack of awareness of parents about the negative consequences of child labour and dropping out of school, old negative traditions especially when it comes to girls dropping out of school and working within a family set up, lack of supervision of children by their parents, and lack of recreational outlets for children in the area of Al-Jofeh and Al-Karamah.
- Other reasons related to children included the desire to earn extra pocket money, buy cigarettes and things their parents cannot afford.
- Other underlying social contributing factors mentioned were early marriage, single women headed households, children headed households and polygamy/large families.

All interviewed key informants agreed that the main underlying reason for child labour is **poverty**, the **difficult financial situation of families** and **unemployment**. They all stated that the income of most families is not enough, thus they are forced to send their children to work. According to the employee in the MoSD, the area suffers from lack of job opportunities since there are not any projects or factories, so most people are either government employees or they work in the agricultural sector which has not been very productive lately. He also mentioned that agricultural work is seasonal which leaves families without income for months, thus forcing them to send their children to work in industrial shops to learn a craft and earn money. The director of Al-Karamah Development Centre indicated that many fathers let their children work on their farms to save on the salary of a foreign worker such as Egyptian workers. The Mukhtar in Al-Karamah mentioned that most farmers suffer from financial problems as well, therefore,

many employers are tempted to hire children because they are cheaper labour. Director of Al-Karamah Development Centre mentioned that some employers hire children out of pity because of their financial situation.

“Some parents suffer of bad financial situations which forces them to make their children work in order to help them” - Farm owner in Al-Jofeh

The key informants also cited **ignorance and lack of awareness** as part of the problem in addition to **gender and social norms**. The Mukhtar of Al-Karamah explained that ignorance and poverty are the reasons why parents stop sending their children to school, especially girls. The school principal in Al-Jofeh also mentioned that some rich livestock breeders do not allow their daughters to continue their education and consider them their own helpers, trying to protect them from everything even getting an education. She said that these girls do not have any rights, and do not go on school trips due to conservative traditions.

On the other hand, mothers participating in the FGD in Al Al-Karamah indicated that their traditions do not weigh much, and everyone does as they please. However, they think that traditions are supportive of children’s rights, citing how traditions forbid girls from going outside and interacting with strangers as a way of protecting them.

The store owner/activist in Al-Jofeh believed that parents need to be stricter with their children’s education, since according to him, the reason behind poverty in the first place is ignorance and low educational levels in the area. He believes that parents are careless when it comes to their children’s education because of old negative traditions. The school principal also agreed that the reason why women cannot get paying jobs is because their educational level is low.

Lack of supervision by parents was also cited as an underlying cause. The head of Al-Shouna local council indicated that most parents work from 5am to 4pm leaving children completely unattended to do anything they want. In addition to that, the municipality representative in Al-Jofeh mentioned that lack of awareness on the side of parents is the reason why children are left without supervision to be negatively influenced, especially in their social environment where moral decay is rampant, and where there is wide spread of drugs, marijuana and prescription medication.

Other underlying causes mentioned were **social and domestic factors** such as single female headed households, children headed households, early marriage and polygamy. The Director of Al-Karamah Development Centre indicated that single mothers cannot afford to provide for a whole family therefore children are forced to work and contribute in making an income. According to the head of Al-Shouna local council, some children are orphans, therefore the older children in the household have to quit school to work and support younger siblings, since the financial aid they get is not enough. Another deep underlying reason, according to the store owner/activist, is early marriage. He believed that child marriage is a cause of giving birth to children and raising them by young incompetent parents, where the child will grow up with no guidance or proper education and will ultimately suffer from lack of achievement in many other fields of life. The school principal also mentioned that large family sizes due to widespread polygamy makes supervision of children more difficult, thus children just do whatever they want.

Lack of recreational outlets and services for children was mentioned as a reason why children are tempted to work. The school principal in Al-Jofeh explained that children prefer to pick crops than stay at home. The director of Al-Karamah development centre mentioned that children also work during school holidays to find a way of spending their free time instead of staying home.

When mothers in Al-Karamah were asked about recreational activities it seemed like an added luxury. The participants mentioned that their children go to summer school and learn Quran, but there is no other sports or physical activities. However, girls aged 12-13 years mentioned participating in sports activities in Al-Jofeh.

When asked if children employed in their businesses take part in recreational activities during the day, the store owner in Al-Karamah explained that they do not, since there are not any activities to be done in the first place. He mentioned that the area has one playground that is only open in Ramadan. On the other hand, the farm owner in Al-Jofeh did not know if children did any recreational activities. According to him they finish at 11am, so he assumed that they could if they wanted to. In addition to that they are off on Fridays; and on Thursdays the work is light.

Key informants also mentioned other reasons for child labour which are directly related to children themselves. They explained that children might work to earn extra pocket money, to buy cigarettes, and things their parents cannot afford such as cell phones.

“[Children] work and put themselves in danger because they want to be like their peers” - The MoSD employee

Knowledge of Domestic and International Legislation to Safeguard Children’s Rights

Main findings of this section

- Respondents who were asked about this topic presented having relatively good knowledge about the rights of children, however, although mothers mentioned that children are not supposed to work, the minimum age under which children should not be working was not mentioned.

When asked about children rights, mothers in Al-Karamah FGD had a difficult time answering. However, after taking the time to reflect, they mentioned the right of safety, having basic needs, the right to have an education and higher education and to have good teachers. They mentioned the right to have parents and for siblings to be treated equally, the right to not work, the right to choose whom to marry and the right to know their rights and learn the difference between what is good and bad.

The teacher at the MoE school indicated that children have the right to continue their education and be healthy and comfortable, but all of these rights are not available for children in the area. He also mentioned that children younger than 16 years old should not be allowed to drop out of school; this legislation is already in place, but it is not being implemented nor enforced.

Presence and Effectiveness of Awareness Raising Campaigns on Child Labour

Main findings of this section

- Awareness raising efforts on the issue of child labour are either not sufficient, or not effective in reaching their targeted audience.
- The main target audience for raising awareness efforts on the issue of child labour needs to be the parents since they are the decision makers on behalf of their children, and they apparently lack awareness about the importance of schooling and the dangers of child labour. However, they can be resistant in accepting such efforts.
- Schools do carry out awareness raising efforts about the child labour sometimes, however more focus needs to be given to working children and children living in poverty who cannot necessarily be reached at schools.

When asked about their knowledge of awareness raising campaigns and participation in them, only 7% of the surveyed caregivers reported attending awareness raising events in the community. Most of the key informants either did not hear of such efforts or did not think they are strongly present. However, many of them agreed that awareness raising efforts need to target mainly the parents since they are the decision makers, and they feel that they lack awareness on the importance of schooling and the dangers of child labour, and because parents in general are not eager to listen.

The community members and representatives mentioned the Makani project in Al-Jofeh that carried out such projects. Mothers in Al-Karamah and the store owner in Al-Karamah mentioned that they did not know of any entity who worked on raising awareness about child labour, however numerous messages and sessions were conducted by the police about the dangers of drugs at schools and health centres. Surveyed caregivers also mentioned events tackling the issues of positive parenting, safety within the community, and combating substance abuse, but not child labour.

The farm owner in Al-Jofeh said that he had not seen any campaigns or messages related to child labour. He believed that no attention is given to this issue because there are not any complaints. He also believed that raising awareness on the issue of child labour should be directed to children working as mechanics or in restaurants and also target their parents. He explained that in agriculture children work only with their parents.

Mothers in Al-Karamah agreed that raising awareness is very important, however, they also think that there are not many underage children working, and there is not a lot of harm in that area. The main area of worry for them is about drugs and sexual abuse during work, and not exactly the issue of children working itself.

The school principal in Al-Jofeh and the teacher in Al-Karamah mentioned that schools organize lectures about different topics including child labour, however the school principal believes that awareness campaigns need to target parents as they are ignorant and indifferent when it comes to their children's education and they are the main drivers of child labour. The teacher in Al-Karamah believed that awareness raising lectures at schools are targeted towards the wrong audience and not at poor or working children. He also believed that parents need to be targeted as well since they are the ones responsible for their children's decisions. The municipality representative in Al-Jofeh also explained that there are some campaigns but not as many as there should be. He also highlighted the importance of having such campaigns that tackle the issue of dropping out of school at the beginning of the school year since, in his opinion, parents do not care about this issue at all.

Role of Community Members and Local Decision Makers

Main findings of this section

- Parents did not seem to be involved in community work related to child protection and issues of child labour: 93% of parents did not know of any community-based support groups that discuss problems related to child labour, and 93% of the parents said that they did not take any action to protect other children from harm. However, 78% expressed their interest in joining community-based if they were available.
- Schools try to support working children in the following ways: Working around the law of the Ministry of Education (MoE) and trying to justify the absence of working children so they will not get expelled, repeating lessons to children who missed them due to work, and scheduling final exams at an earlier date for working children in case they were going to miss the scheduled dates due to work.
- Schools can work on the following to provide additional support for working children: Speaking to the parents about the importance of their children's education and dangers of dropping out early from school, helping children with improving their academic performance which will encourage them to stay in school, establishing proper communication between parents and schools concerning the children's living circumstances, and summoning parents of school dropouts when necessary and carry out the standard procedures in these cases such as obtaining signed undertakings that dictate the necessity of returning their children to school.
- Community representatives do not believe that they have the authority to tackle the issue of child labour, and due to their lack of authority, parents do not tend to listen to them.
- Suggested ways of equipping community members to address the issue of child labour included holding meetings to raise awareness, offering key members of the community such as mosque Imams a role in addressing the issue of child labour, and recruiting educated community members to help in this matter.

To understand the extent of community members involvement in addressing problems such as child labour, surveyed caregivers were asked if they know of any community-based support groups that convene to discuss and find ways to overcome problems related to child labour. 93% of them stated that they did not, however, most of those who did not know (78%) expressed their interest in joining such groups if they were available. Most of those who were not interested, gave reasons such as: lack of time and availability and being occupied with other engagements. A few (female caregivers) mentioned that they do not leave the house and their husbands would not approve.

When caregivers were asked if they know of any parents group meetings to support parents and train them on ways to create a healthier environment for their children, 89% indicated that they did not. Those who knew of such meetings and participated in them mentioned the following entities as the organizers: Makani project, Al-Karamah Development Center, Princess Basma Center, Bani Nusair Association, Dar Al Tanmiya Association, Al-Karamah Charity Association, Um Muawiyah Charitable Society and the public school in the area. One mentioned that neighbours met together as well. When asked about what they learned, all their answers revolved around positive parenting topics.

When asked if they have taken action to protect other children from harm caused by child labour in the past 3 years, 93% of the interviewed caregivers said that they did not. Those who did, interfered while a child was physically maltreated to end the violent incident. Other incidents included interfering when an employer was verbally abusing a child and seeking financial assistance on behalf of an orphan.

During her interview, the school principal mentioned different ways in which the school tried to support working children in continuing their education. She explained that she used to be very strict with those who work and write dropout reports about them. However, knowing about their difficult financial circumstances which caused them to work, she started working around the law of the MoE and justifying the absence of these children, in order for them not to fail the school year. She explained that every year the school had about 50 cases of dropouts and trying to justify the absence of these students lowered this number. She also talked about other measures the school has taken such as repeating lessons for working children and making them sit for exams earlier than scheduled if they were going to miss the scheduled dates due to work.

The teacher at the MoE believed that school should also be playing an important role in combating the issue of child labour. On one hand, the teacher believes that there should be proper communication between parents and schools concerning the children's living circumstances. According to the teacher, when students do not study at home and do their homework, they suffer at school due to their lack of commitment; they are punished by their teachers and their parents are summoned to school. In this case both parents and children will feel frustrated, which can cause these children to drop out of school.

According to the teacher, hardworking students generally do not drop out of school, however, students with low educational attainment prefer to do so. According to the teacher, the school can also help such students and attempt to speak to their parents and explain the importance of their children's education and the importance of continuing till the tenth grade, where the child can pursue vocational training afterwards. The school can educate the parents about the dangers of dropping out early from school, such as not being able to find steady jobs.

On the other hand, the teacher believed that schools' counsellors should have records of all students who are not attending to summon their parents and make them write undertakings that dictate the necessity of returning their children to school. The teacher mentioned that schools are not following the required procedures when students drop out, therefore he believes that awareness efforts should target schools as well.

When community representatives were asked about their effort to reduce or prevent child labour, the municipality representative in Al-Jofeh indicated that no one has studied these cases or tried to do anything to reduce them. The interviewed community members and representatives believed that they did not have the authority to address and follow up on such issue. The head of Al-Shouna council in Al-Jofeh indicated that the area has no representatives and that heads of councils are not empowered and do not have the authority to intervene in such matters. The director of Al-Karamah Development Centre mentioned that some working children used to come to the centre, however since this issue is not within the centre's responsibilities, he did not interfere. The Mukhtar in Al-Karamah explained that parents do not listen to his advice since he does not have authority. He explained that he holds informal meetings with community members, however they do not talk about formal topics such as child labour. He

explained that he talks to parents he knows and advises them to let their children stay at school, but they come up with many excuses “such as their children’s low marks or lack of interest in school.”

The interviewees also believed that this work of raising awareness is better done by organizations, citing the Jordanian Hashemite Fund for Human Development (JOHUD) as an example. The employee in the MoSD in Al-Jofeh mentioned awareness raising lectures on workers’ rights and appropriate age that were conducted through Ibn Al-Hashimi’s Fund as well.

The store owner/activist in Al-Jofeh argued that barriers facing the community’s ability to prevent child labour are related to the rigid mentality of community members. According to him, some members are wise and educated, therefore they accept advice and would stop their children from working while others are ignorant and suffer considerably financially therefore, they do not heed advice. He believes that most people in the area do not care for any sessions done for raising awareness; they only accept financial aid.

When asked what is needed to equip community members in their efforts to prevent child labour, suggestions included holding meetings to raise awareness, offering mosque Imams a role where they can cooperate with other authorities in their efforts to solve the problem, in addition to the possibility of recruiting educated community members to help in this matter.

As for what is needed in the future, the municipality representative in Al-Jofeh explained that actions needed in the future include creating centres for training the youth to teach them various crafts where trainings are authentic and qualitative. Suggestions included trainings on mosaic industry, drying excess fruits and vegetables, and recycling. He also suggested starting projects and workshops to create job opportunities for youth. Projects can be related to touristic attractions such as bazaars selling souvenirs for example.

Other mentioned actions included summer activities for children at school and starting discussions to examine problems that children go through and have specialists working with children and parents to solve them.

Presence and Role of External Actors in Combating Child Labour

Main findings of this section

- Nongovernmental organizations do not have a strong presence in the area, and in general they do not address in their efforts the issue of child labour. Having said that, some organizations working in the area did provide children with important services and solutions to problems related to attending school such as Makani project.
- Only 18% of surveyed children attended activities at organizations and they mainly included playing games, sports activities and learning mathematics, while 86% of children who were not attending activities at organizations expressed their interest in attending such activities.
- The presence of governmental entities concerned with the issue of child labour was also found to be weak. Their efforts were not found to be organized nor consistent, and the coordination between different actors such as MoSD and MoL is not being enforced and implemented in the area.

Non-governmental Organizations

When surveyed children were asked if they were currently attending any activities with an organization, only 18% of them said they do, while 82% said they did not. However, 86% of children who weren't attending activities expressed their willingness to participate in activities. Out of those who attended activities 73% mentioned attending activities 1-2 times/week. As for the number of hours they spent in these activities, 35% stated that they spend 1-2 hours, while 23% said they spent 2-3 hours, and 23% spent more than 3 hours. The surveyed caregivers confirmed what the children said to a large extent, 16% of caregivers only stated that their children attend activities with organizations. 56% of the caregivers who have children attending activities indicated that their children did so 1-2 times/week while 30% attended activities 3-4 times/week. 41% of caregivers said that their children attended activities for more than 3 hours, and 26% said they did so for 1-2 hours.

The children and caregivers listed the following organizations holding activities in their areas: Princess Basma Center, Al-Karamah Development Centre, UNICEF, UNRWA, Basma program, Makani project, Khatawat project, Al-Karamah Sports Club, Bani Nusair Association and Schools. Almost half of caregivers (48%) stated that their children play games at these activities, 37% mentioned that their children were participating in sports activities and 37% said they were learning mathematics.

During FGDs with children aging 6-11 years, none of the participants confirmed being contacted or approached by any organization for any reason. However, almost all of them expressed their keen interest in participating in activities held by organizations. Female children aged 14-17 years mentioned a community centre they usually go to, which holds classes that teach sewing, drawing, soap making, honey making and pickling. On the other hand, male children aged 14-17 years did not see the point of having vocational training opportunities since they will never leave the area and pursue higher education.

The farm owner in Al-Jofeh indicated that there were not any external parties asking about working children at his workplace. On the other hand, the store owner explained the Family Protection Directorate (FPD) visited his store, however he did not have any children under the legal age.

When the school principal was asked about her knowledge of external entities promoting child right, she mentioned a number of initiatives carried out by organizations such as "Dead Sea birds" which used to encourage girls to continue their education and provide them with the opportunity to attain scholarships, programs run by Mercy Corps and Action Aid which worked on providing a safe environment for girls who pick crops, and a Women's Solidarity Project which tackled the issue of child labour and targeted young girls. The teacher in Al-Karamah area talked about Makani Project which was successful in addressing issues related to children: They provided students with bags, notebooks, stationery, trips, food and drinks, and air-conditioned buses. According to him, all of these things made children happier and more excited about going to school which affected their parents as well because they were glad to see their children being treated well.

As for the community members and representatives, they believed that there was not a strong presence of organizations in the area, and if they were present, either the community representatives weren't aware of their work or the organizations were not working on the issue of child labour. Key informants in Al-Karamah indicated that they have not heard of or worked with organizations or other authorities. Key

informants in Al-Jofeh mentioned efforts carried out by Jordan River Foundation to educate children. The municipality representative in Al-Jofeh mentioned that there are three organizations working in Al-Rawda area, however none of them is tackling the issue of child labour.

Governmental Entities

As for governmental presence and role in combating child labour, key informants offered some examples of such efforts, however, they believed that the presence of government is not strong, and the efforts are not organized nor consistent.

The store owner in Al-Karamah indicated that FPD staff did many tours in the region, where they visited garages and smithies and made the owners of these places write undertakings and took the children with them after examining their age.

The Director of Al-Karamah Development Centre explained that the labour office is following up on this issue. However, he believed that solutions such as signing undertakings are ineffective and temporary. On the other hand, according to the teacher in Al-Karamah the labour office which was shut down for 5 years had only one task which is to provide refugees with work permits and that it does not have any role in combating child labour. The store owner/activist in Al-Jofeh mentioned a committee that was formed by MoSD and MoL that used to make tours on workplaces to check for child labour cases and used to get undertakings signed by employers and children. According to the municipality representative in Al-Jofeh, MoSD conducts many tours in streets to arrest children who are selling tissues or gum “which is considered a classy way for begging” but they are not looking for the real reasons behind this issue.

“The labour office definitely can’t stop fathers from making their children work”
- Director of Al-Karamah Development Center

The teacher listed MoSD and MoL as main actors who he sees responsible for the child labour issue in the area. According to him there should be documented visits by them and announced detailed results of these field visits, and neither ministries are monitoring the issue. He believed that the existing coordination mechanisms between these actors are mere words on paper and that they just submit annual plans without achieving any actual results. The teacher also believes that the administrative governor has an important role. He believes that he should force all schools to take action concerning students’ dropping out school.

Impact of Child Labour and Measures Needed to Reduce/End it

Main findings of this section

- The main impact of child labour discussed by key informants in the area of Al-Jofeh and Al-Karamah was the increased prevalence of delinquency among children caused by dropping out of school, in addition to an increased level of violence in the community as a response to the stress children go through by being engaged in labour.

- The most important measure to be taken in addressing the child labour issue is improving the economic situation of families and creating employment opportunities and providing families with financial aid.
- Other suggested measures that can be carried out to reduce the prevalence of child labour included awareness raising efforts targeting parents mainly and children as well about the dangers of child labour and the importance of attaining an education, provision of educational and entertaining activities and creating recreational spaces for children to keep them away from the streets, addressing numerous problems schools have and imposing higher discipline in public schools. However, these solutions were not perceived as effective without treating the financial situation of families.

As for the impact of child labour on the community, the Mukhtar in Al-Karamah explained that child labour is causing children to drop out of school thus increasing prevalence of delinquency among children such as getting involved in smoking, substance use, theft and other forms of anti-social behaviour. The Mukhtar explained that this is what happens when children work and spend most of their time on the streets. He believes that if they were at school, they would spend their time studying and staying at home. The store owner/activist in Al-Jofeh indicated that most cases of violence in the area are caused by child labour. He believed that when children grow up working and experiencing difficult and stressful circumstances, they will turn out to be stressed out and violent.

When asked about the needed measures to reduce child labour or end it entirely, key informants offered numerous solutions; however, almost all of them agreed that improving the economic situation of families and creating employment opportunities is the main solution to reduce or end child labour. According to the Director of Al-Karamah Development Centre in Al-Karamah, applying strict legislation to stop children from working or launching awareness campaigns are not enough to address the child labour problem unless there is a way to raise the income of parents and solve the unemployment issue. The employee in the MosD in Al-Jofeh explained that when parents find themselves able to afford their children's daily needs, they will not allow these children to work and exhaust themselves.

“As long as the parents have no money, the children will suffer.”

Head of Al-Shouna Local Council

Solutions suggested to raise the income of families were mainly categorized into two options: creating job opportunities and providing financial aid for families. The municipality representative highlighted the importance of creating projects that aim at reducing unemployment and encouraging investments, such as hotels, to create new job opportunities and train youth to obtain new skills that enable them to work in sectors where they can earn an income and live with some dignity. He also suggested that farmers can also expand the crops they plant to provide more job opportunities. The head of Al-Shouna local council in Al-Jofeh suggested projects that buy surplus household produce of different kinds from families and give it away as donations. The head of council also explained that any project should be based on prior studies and have strong foundations, where people should be held accountable for results, otherwise projects will fail.

Some community members and representatives suggested offering financial aid for families which is conditioned with stopping their children from working and sending them to school. The head of Al-Shouna local council in Al-Jofeh explained that in the time being, financial aid is stopped when parents start working which does not help with the problem. It was also suggested that charities can donate school supplies to children who cannot afford to buy them and provide or cover for transportation of children to distant schools so that children can continue attending schools.

“Improving the living situation for people here is the way to end child labour, children work because they have to earn money to help their families” - Store owner in Al-Karamah

Raising awareness was suggested by interviewed community members and representatives. They believed it is important to plan and execute awareness campaigns for children and their parents in which parents can learn about the importance of education and the dangers of sending their children to work, and where children can be directed towards continuing their education. However, key informants did not think it is sufficient on its own without treating the economic situation. They also indicated that raising awareness is not always effective, especially that parents may become defensive and will not listen to advice due to the difficult financial situation they are living in.

Other solutions included provision of activities for children through centres, whether they were educational activities to raise their academic attainment so that parents will not have an additional excuse to make their children leave school, or extracurricular fun activities. Many key informants believed that having educational and extracurricular activities and recreational spaces such as parks, entertainment centres or swimming pools for children can help in lowering child labour rates, since when some children have no place to go, they work. Having such facilities can also help in keeping children away from harassment and negative influences.

“We need to teach and entertain children at the same time to achieve good outcomes”- Teacher in Al-Karamah

Municipality representatives highlighted the importance of tackling the numerous problems schools have and imposing higher discipline in public schools. Schools can provide educational activities, libraries and summer lessons to teach useful skills. Some key informants also highlighted the importance of holding employers legally accountable for hiring children.

Conclusions

Children working in agriculture in Al-Jofeh and Al-Karamah areas are mostly working in family farms and helping their parents out or working for relatives, and it is clear that, in general, this work is not perceived by families as child labour but as mere familial help. Although parents listed certain conditions under which they would agree that their children work, children helping their families out when income is needed is expected and approved of by families. The main concern of community members was for

children who were working with strangers in what they perceived as hazardous workplaces such as mechanic shops, construction sites, and others, where they felt that those children are at a higher risk than those working in agriculture.

Although relatively high percentage of working children in the agricultural field are involved in hazardous work and exposed to risks, families did not seem to think that agricultural work is hazardous and that none of their children had problems at work, however, most parents whose children are working without family members are not in direct contact with employers, and do not show up at the children workplace. Children on the other hand did not seem to share all their problems with their families, except for physical ailments that required medical intervention.

With all the risks and hazards associated with work in agriculture that were mentioned by children, they at the same time, and in general, did not think that they have problems worthy of seeking support, indicating that such work is highly normalized and accepted in the community, that there is lack of sufficient awareness on the immediate and long-term effect of being involved in such work, and that such risks and hazards are outweighed by having the opportunity to help parents provide for the needs of the family.

Employers seemed to be aware of risks and hazards related to agricultural work, however their focus was on dangers that can cause imminent death such as drowning in ponds or getting electrocuted. They also did not seem to think that protective measures other than supervision of children is necessary or useful.

Although 50% of parents indicated that either the father or the mother makes the decision if children should work or not, the overwhelming majority of children were not forced to work by their parents or anyone else. In general, children had a positive attitude towards work and associated it with important values, such as feeling proud to be helping their families make an income and thought that the work experience has a role in refining their character, in addition to the fact that work enables children to have extra money, to spend on items their parents cannot afford. Although older children were more aware of the negative consequences of work, they were also more aware of the financial situation of their families, and the importance of their contribution.

As for the relationship between work and attending school, 63% of children who were working were out of school, and the most important reasons for not attending school were the inability to afford school supplies and also because children needed to work to provide an income for the family, and both are directly related to the financial situation of families, where families who can barely make ends meet are forced to send their children to work, and naturally cannot afford to cover school expenses.

On the other hand, 24% of caregivers whose children are not attending school stated another reason worth looking at, which is the lack of children's desire to go to school, giving the impression that school attendance is optional and skipping school or dropping out is tolerated or even accepted by families, and that not having the desire to go to school is a legitimate reason for dropping out as far as some parents are concerned. This poses the possibility that in addition to the fact that children drop out of school to work, others might resort to work after dropping out of school for this specific reason, and hence they do not have anywhere else to go or anything else to do. This was confirmed by the key informant interviews conducted with community representatives where they stated that when children do not have a place to

go to, they end up working. This issue was also raised when discussing the lack of recreational activities and outlets in the areas and that children prefer to work instead of staying at home, especially during school holidays.

It is obvious that the older the children, the less excited they became about school and the possibility of dropping out increases. Having no desire to go to school was attributed to the following reasons: lack of means for transportation and having to walk long distances to reach school, low academic attainment and the inability to keep up with other students, maltreatment by teachers and unhealthy school environments, having to wake up early and boredom.

Therefore, there are reasons that force children to quit school and join the labour market, such as the difficult financial situation of their families, however there are also reasons where children quit school because they do not desire to go there, and therefore end up working as a consequence, with the possibility of the intersection of both scenarios.

In all cases, child labour affects education, and combining work and attending school seemed to be considerably difficult and children who start working and attending school at the same time end up dropping out of school, especially that the law of the MoE mandates that students are expelled after a number of unjustified absences. In this case absences are related to the children's commitment to work.

Underlying causes of child labour related to employers were also related to the financial situation, where many fathers let their children work on their farms to save on the salary of foreign workers, and also farmers who are also suffering financially are tempted to hire children because they are less expensive labour, while other reasons included hiring children out of pity, also because of the children's financial situation.

As for parents, the main reason why they would involve their children in work was poverty and unemployment. The income of most families is not enough to meet their basic needs; thus, they are forced to send their children to work, mainly in agriculture. In addition to that, agricultural work is seasonal, which leaves families working in this sector without an income for months, thus forcing them to send their children to work in industrial shops to learn a craft and earn money. Socio-economic drivers of child labour also included living in female headed households and child headed households. Other contributing factors to child labour related to parents were ignorance and lack of awareness, in addition to culture and old traditions, which also contributed alongside poverty to not sending the children to school (especially girls) by their parents and sending them to work.

Parents seem to be negligent regarding their children's education due to their lack of awareness about the importance of attaining an education and the dangers of dropping out of school early, in addition to their indifference to their children's education and their submission to old negative traditions. Lack of proper supervision of children by parents due to long working hours, domestic problems and polygamy was also cited as a reason why children are left to do whatever they want, whether it was engaging in work or dropping out of school. Therefore, awareness raising efforts targeting parents in particular and activating their role as positive guides and decision makers in their children's lives is found to be vital in tackling the issue of child labour although insufficient on its own.

Low education levels and ignorance are main root causes of poverty in the area, which in their turn contribute to the issue of child labour, thus keeping families and communities stuck in a vicious circle. In addition to that, early marriages where young parents are not properly equipped to guide their children towards education and long-term fulfilment was also cited as a reason, indicating the importance of addressing deep social and gender norms that are indirectly contributing to child labour.

In general, parents, families and community members are not involved in any community work related to solving issues concerning child labour or positive parenting, and most of them were not involved in protecting children from harm. However, the majority were eager to participate in community-based groups. This points out to lack of initiative, opportunity and awareness of the possibility of forming community coalitions to combat social problems such as child labour. Their eagerness however makes the task of organizing these efforts and inviting parents and community members to join considerably easier.

Suggested tools to engage community members included organizing and holding meetings to raise awareness, offering key community members such as mosque Imams a role where they can cooperate with other authorities in their efforts to solve the problem, in addition to the possibility of recruiting educated community members to help in talking to parents about the dangers of child labour and the importance of attending school.

Important community entities that can have an important role in addressing the issue of child labour are schools. Suggestions by the interviewees on strengthening the role of the schools included establishing proper communication with parents concerning the children's living circumstances and providing psychosocial support to students and their families when needed, raising parent's awareness about the importance of attaining an education and the dangers of dropping out early, helping children with improving their academic performance which will encourage them to stay in school, holding summer activities for children to discourage them from working, and summoning parents of school dropout when necessary and follow standard procedures such as obtaining signed undertakings that dictate the necessity of returning their children to school.

On a higher level, community representatives believed that they did not have the authority to address and follow up on issues such as child labour, and that it did not fall within their area of responsibility. Not having representatives from the area and the lack of authority given to heads of counsels to intervene in such matters, in addition to lack of complaints from parents or other community members leave social issues such as child labour unattended to.

As for governmental presence and role in combating child labour, it was found to be weak and lacking the needed level of consistency and organization between different actors such as the MoSD and the MoL and the FPD. Solutions that merely consist of signing undertakings by employers and children were found to be ineffective and temporary.

The presence of non-governmental organizations in the area was found to be weak as well, and if they were present, either the community members were not aware of their presence and work, or that organizations were not working on the issue of child labour. Awareness raising efforts in Al-Karamah and Al-Jofeh areas on the topic of child labour are either not enough or they are not effective in reaching their target audience. Although most respondents agree that child labour is prevalent, there seems to be

ambiguity among different community members on information related to the extent of the problem such as numbers and percentages of underage working children, their ages and the extent of danger they are exposed to. Providing solid information on the extent of the issue of child labour in the area can give the community members a definite feel of the problem.

The majority of children were interested in participating in activities held by organizations, and most parents were interested in pursuing livelihood opportunities through these organizations, lowering the resistance in the face of such organizations and channelling most of the needed work towards proper community reach out.

Child labour is a multifaceted social problem that requires holistic solutions. Improving the economic situation of families and creating employment opportunities were found to be the most important solution to reduce or end child labour.

The interviewees suggested addressing the issue of dropping out of school through donating school supplies to children who can't afford to buy them, providing or covering transportation cost to distant schools, provision of educational activities for children through centres to raise their academic attainment, and tackling the numerous problems schools have and imposing higher discipline in public schools. Moreover, raising the awareness of parents on the importance of schooling and the dangers of work could be more effective if coupled with treating the financial situation of families.

Having extracurricular activities and recreational spaces such as parks and entertainment centres for children was also found to be mandatory to help in lowering child labour rates, so children can have healthy outlets for their energy and a positive way to spend their time.

In Jordan the assessment showed that children are involved in hazardous agricultural work such as handling plants without protective gloves, carrying heavy loads, spraying pesticides and using sharp tools. Children in general either did not elaborate on the issue of problems at work and from whom they seek support when needed or did not think they had problems worthy of support.

95% of surveyed working children admitted working out of their free will and that no one forced them to work. When surveyed caregivers were asked who decides if children should work or not, 46% of caregivers stated that the children make this decision, while 50% indicated that the decision is made either by the father or the mother.

Overall, even though work conditions including number of working days and working hours, breaks and working on weekends differed greatly indicating that there is not a fixed scenario for this work.

It was found that combining school and work was difficult and children who start working while going to school eventually have to drop out of school, especially that according to the law of the Ministry of Education (MoE), the child is expelled from school after a specific number of unjustified absences, Schools do carry out awareness raising efforts about the child labour sometimes, however more focus needs to be given to working children and children living in poverty who cannot necessarily be reached at schools.

Low education levels and ignorance are main root causes of poverty in the area, which in their turn contribute to the issue of child labour, thus keeping families and communities stuck in a vicious circle. In addition to that, early marriages where young parents are not properly equipped to guide their children towards education and long-term fulfilment was also cited as a reason, indicating the importance of addressing deep social and gender norms that are indirectly contributing to child labour.

In addition to that; In the quantitative and qualitative data, children in general had a positive attitude about being involved in work. They felt proud to know how to do different tasks, felt proud to make money, contribute to the income of the family and help their parents when there was a need. Older children were more aware of the negative consequences of work such as being constantly tired and drained and being exposed to dangers. There is an obvious contrast in the attitudes of parents towards the work of their children. The parents who did not approve of child labour constituted a higher percentage than those who did.

The main impact of child labour discussed by key informants in the area of Al-Jofeh and Al-Karamah was the increased prevalence of delinquency among children caused by dropping out of school, in addition to an increased level of violence in the community as a response to the stress children go through by being engaged in labour.

Recommendations

The following section provides recommendations to address the issue of child labour and dropping out of school in the area of Al-Jofeh and Al-Karamah based on the outcomes of research:

Addressing the difficult situation of families:

- The most important underlying cause of child labour is poverty and high rates of unemployment. Therefore, the most important recommendation is that preventive and intervention efforts focus on providing families with viable solutions to address their difficult financial situation through providing them with livelihood opportunities, vocational training opportunities, and opening channels of communication with relevant governmental and nongovernmental entities on the possibility of investing in the area to provide employment opportunities.
- Providing in kind assistance in the form of school supplies and providing means of transportation to encourage families and children to attend school.
- Since poverty is the main underlying reason for child labour it is strongly recommended to make additional effort to reach out to families living in abject poverty who are more challenging to find since they can be in less contact with entities such as school and community-based organizations.

Awareness raising efforts:

It is recommended that awareness raising efforts are intensified, focused and targeted to reach the right audiences. Such efforts can include the following:

- Generalized awareness raising efforts reaching the community at large and communicating facts related to child labour and the extent of the problem in the area, dangers of involving children in agricultural work and the impact of the work they do on their wellbeing should also be addressed.

- Focused awareness raising efforts targeting parents of children to educate them about short term and long-term consequences of child labour, the importance of attaining an education and the negative consequences of dropping out of school early on their children's lives and their ability to make a decent living later on in their adult lives.
- Tackling beliefs and perceptions parents have on the issue of child labour and pointing out that work performed in family farms is still considered child labour, and agricultural tasks children are engaged in and which are considered normal are hazardous to their health and wellbeing in the short and long term.
- Focused awareness raising efforts reaching children, highlighting the importance of having an education in providing a better quality of life and achieving aspirations that can be a source of pride and fulfilment for them, and also educating them on the dangers of agricultural work they are doing on their health and wellbeing. Such efforts should include not only children attending school, but also school dropouts and children living in poverty that cannot necessarily be reached through schools.
- Targeting employers who hire children with awareness raising efforts on the dangers that children suffer from as a consequence of being engaged in labour, and the legal accountability they can face as a consequence of hiring children.

Engagement of community members⁴¹ in addressing the issue of child labour:

The following points can be taken into consideration:

- Organizing community coalitions and groups constituting parents of children and other community representatives/ leaders to address child protection issues such as child labour in the area is recommended since caregivers showed keen interest in joining such groups, therefore, the main efforts need to be channelled towards proper organization and community reach out.
- Educated parents with high level of commitment towards keeping their children at school and away from the labour market can be targeted and trained to become ambassadors in the community advocating for combating the child labour issue.

Engaging governmental entities:

The following recommendations can enhance the role of governmental entities in addressing the issue of child labour:

- Opening channels of communication and collaboration with the Ministry of Labour to increase the capacity and effectiveness of the Labour office in the area to identify cases of child labour and cases engaged in WFCL and take proper action and to refer them to psychosocial support programs when needed
- Collaborating with the Ministry of Awqaf to raise the awareness of mosque Imams and train them to communicate important information about dangers of child labour, the importance of attaining an education, and principles of positive parenting through Friday prayers, and regular preaching sessions held in mosques for mothers and fathers.
- Collaborating with the Ministry of Health to raise the awareness of health care providers working in governmental health centres on the dangers of child labour and train them on reporting any cases of physical injuries or accidents related to children involved in WFCL.

⁴¹ Community members include, but are not limited to: CBOs in Al-Jofeh and Al-Karamah, Municipalities and Local Councils, Opinion Leaders, Schools and individuals.

- Collaborating with the Ministry of Education to address the child labour issue through:
 - Establishing proper communication between schools and parents concerning the children's living circumstances and providing continuous awareness raising services for parents and children and psychosocial support to students and their families when needed.
 - Investigating the opportunities where schools can make additional effort to help students with improving their academic performance to encourage them to stay at school.
 - Utilizing school facilities during summer holidays to hold educational and recreational activities for children, either by schools or by NGOs to increase children's sense of belonging to their schools and communities, as well as providing them with a place to spend quality time in.
 - Ensuring that schools follow standard procedures set by the Ministry of Education when dealing with school dropouts such as obtaining signed undertakings by their parents that dictate the necessity of returning their children to school.
 - Addressing issues related to teachers' conduct and maltreatment incidents of children at schools.
 - Investigating the possibility of setting a mechanism to justify absences related to work conditions for children above the age of 16, where no child's rights are violated, in order to maximize the opportunity for children to stay at school when they are willing to.

The work of different NGOs in Al-Jofeh and Al-Karamah areas

- Increase the level of organization and collaboration between different organizations working in the area to intensify efforts addressing the child labour issue and replicate success stories.

Examples of cooperation can include:

- Working with organizations targeting children who dropped out of school to provide them with informal and nonformal education opportunities to integrate them back in the education system at a later stage.
- Working with different organizations to provide recreational outlets for children and offering them consistent activities especially and during summer holidays, can help in keeping children occupied with meaningful activities and discourage them from working.

LEBANON COUNTRY REPORT

Prevalence of Child Labour in Al-Kaa Area

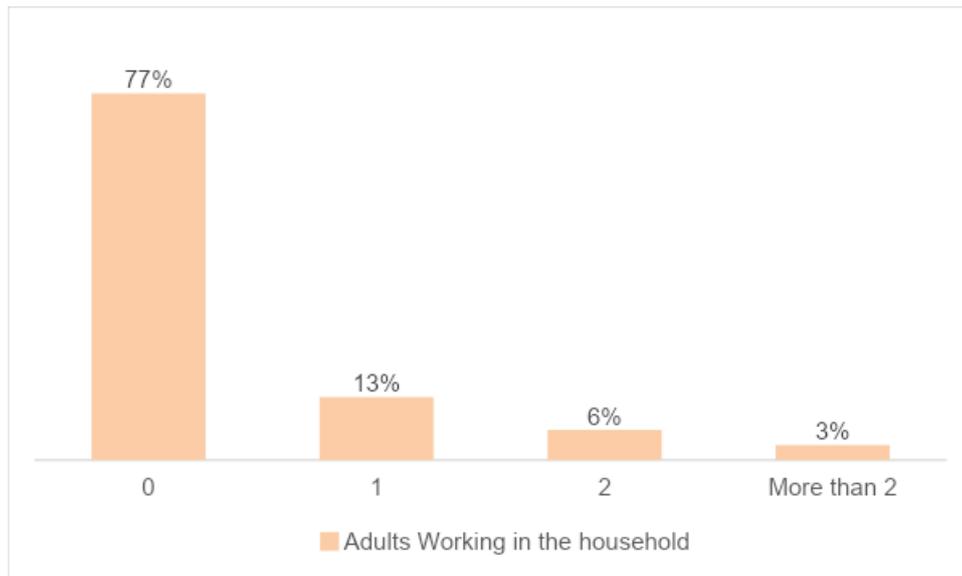
Main findings of this section

- Child labour is prevalent in Al-Kaa area especially in the agricultural sector since it is a rural area, and the overwhelming majority of child workers are Syrians, both residents and refugees.
- 25% of surveyed children were working at the time of the interview and the overwhelming majority of them worked in agriculture. 69% of working children were 14-17 years old, while 27% were 12-13 and 4% were 11 years old. Of the surveyed children who have brothers and sisters younger than 18, 57% indicated that their siblings are working.
- The recruitment of children for agricultural work depends on their physical characteristics rather than their age. There was no consensus on the age at which children start working in agriculture especially that it is not always easy to guess the age of children. However, many respondents agreed that children probably start working at the age of 12. Younger children (6-8 years) are not usually hired since they are not physically able to perform agricultural tasks, and if they are seen in the field it is because they are accompanying their family members and insisted to come along. They can be given tasks that are considered simple by work supervisors or they are left to merely spend their time there.
- The financial situation of Syrian refugee families is difficult, 96% of surveyed caregivers indicated that their households owed debts, and that they borrowed money to cover basic necessities. Therefore, the reason these families chose to live in Al-Kaa area is because they have more than one family member that can engage in agricultural work to help in covering their basic needs.

Family providers and children's contribution

When asked how many adults above the age of 18 are working in the household, 77% of surveyed caregivers said that there were not any adults working, while around 20% of them said 1 or 2 adults are working. As for the provider of the household, 78% mentioned that it is either one of the parents, while 20% admitted that their children were the primary providers of the households; the data did not specify whether these children were below or above 18 years old.

Figure 16: Number of adults working in the household, Lebanon



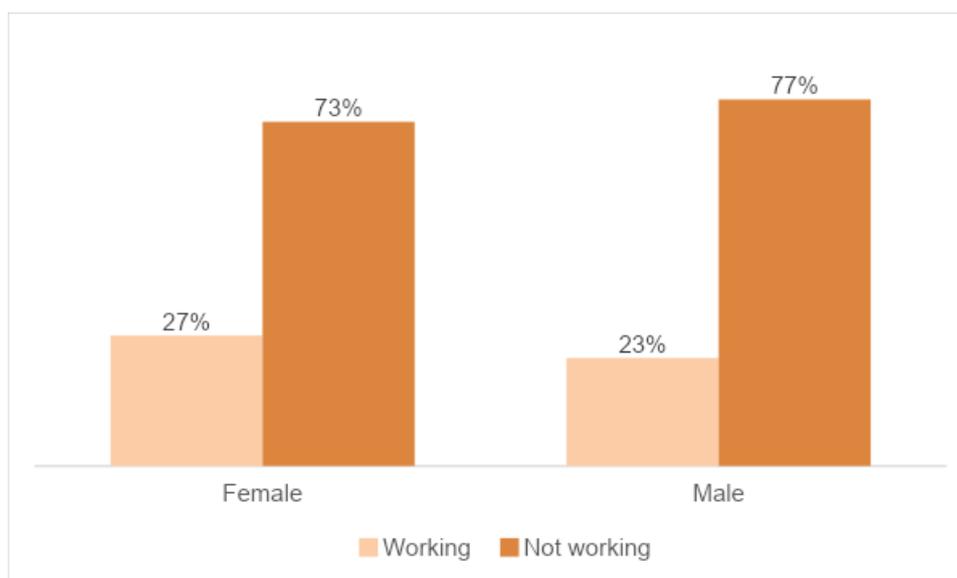
All mothers in the FGD indicated that they work in Masharee Al-Kaa, with one participant indicating that her son works too. Many of them indicated that their husbands are not working because there are no job opportunities, and the work they do in agriculture is considered a women's job. On the other hand, all fathers participating in the FGD indicated that they work in Masharee Al-Kaa area and almost all their wives were working with them. All fathers explained that their children are young and do not work, however, one participant indicated that when his children reach the working age (10-13 years) he will send them to work because they need the money, and other participants seemed to agree by talking more about their difficult financial conditions.

When children aged 14-17 years were asked about the providers for their families, most male participants indicated that their parents were not working, but their siblings were (not clear if the siblings mentioned are children). Two participants out of five (40%) mentioned that their fathers were deceased. One participant (20%) mentioned that his father and two sisters worked while his mother stayed at home to take care of his baby sister. Some of the girls in the same age group indicated that their fathers were either deceased or still in Syria; therefore, they started working in agriculture, along with their mothers and siblings, when they came to Lebanon in order to make a living.

One shaweeh explained that the situation is very difficult since all the Syrians in the camp are refugees and displaced, and some families do not have a main provider, or the provider is old. In that case, children end up helping the family economically. For families who have children above the age of 15 years old, the child is often sent to work so that the family is able to make ends meet.

25% of surveyed children indicated that they were working at the time of the interview; 55% of the total working children were females and 45% were males. 94% of working children reported they were working in agriculture, while the rest worked as carpenters and shop vendors. 69% of working children fell in the age category of 14-17 years, while 27% aged 12-13 years and 4% aged 11 years old.

Figure 17: Surveyed children disaggregated by gender and working status, Lebanon



30% of surveyed children who said they were not working at the moment indicated that they worked in the past and the overwhelming majority of them (94%) worked in agriculture. 63% of children who worked in the past aged 14 -17 years, 33% of them aged 12-13 years and 4% aged 10-11 years. Moreover, the average age for children who worked in the past was 14.5 years for females and 14 years for males. 57% of the children who have brothers and sisters below the age of 18 stated that their siblings were working, where 96% of them were working in agriculture.

When caregivers were asked if they have children below the age of 18 and who are working at the moment, only 32% answered that they did. 57% of caregivers indicated that they have one child working at the moment, while 30% stated that they have two children working and 13% have 3-5 working children. 95% of caregivers whom their children are working, stated that their children are working in agriculture. 16% of parents who did not have children working at the moment indicated that their children worked in the past 6 months, and all of them worked in agricultural farms.

When asked about the workforce and hiring children, the interviewed landowners indicated that the ages of workers varied greatly starting from age 14 or 15 till 60 years old.⁴² Two landowners stated that they do not hire children (below 15 and 17 years). One farm owner explained that he does not hire children when he needs extra workers in busy seasons since there are always available workers. According to shaweeshes, the number of working children in camps differed from one camp to another ranging from 20 to 100 working children per camp. One shaweesh explained that working children are not consistent and they might not work every day, so there is neither a specific number of working children, nor specific children that are regularly working throughout the season. He also indicated that it is a random and chaotic job and children may work one day and then not the other depending on what their parents want.

The Head of Al-Kaa Municipality indicated that child labour is a huge part of agricultural and farming work in the area where the overwhelming majority of child workers are Syrians. Lebanese children are rarely involved in labour. Project staff member from Himaya also indicated that child labour is very prevalent and was present before the recent Syrian refugee crisis. The interviewed NGO representatives estimated

⁴² The number of children and their ages wasn't probed for.

that 90% of the area in Masharee Al-Kaa are farming lands and most children are trying to work with their parents. Most believed that the prevalence of child labour is high while one mentioned that it might be less than before due to the work done by NGOs in the areas and the education opportunities they are offering. They also mentioned that child labour is mainly among Syrian children, and that the majority of working children are boys, however, girls are involved as well. As for ages of working children, answers differed, but they mentioned that most working children are 11 years old and above. Having said that, the head of Caritas sector believed that the young children (around 7 years old) that can be seen working are not obligated to work and may accompany their mothers so as not to stay at home. The head of Caritas said, *“children aging around 7 or 8 are not given big jobs with lots of responsibilities, they can do work such as arranging cages and getting food and water.”*

Ages working children begin working

As for the age children start working at, many participants in the male focus group aged 14-17 years, indicated that all their siblings are working, and mainly started working at the age of 15 or 16 years, while most of the participants in the mothers’ FGD indicated that children start working at the age of 12 years.

Shaweeshes did not give a specific age but their answers were aligned with those of children and parents, and they all indicated that very young children do not work. One mentioned that children do not start work before the age of 12 because employers will not hire them, since it is “impossible for children aged 7 and 8 to work. They cannot climb a tree or carry a box”. However, one shaweesh mentioned that children of 10 years old are working in agriculture. Another shaweesh indicated that children start working in agriculture at the age of 15 years and not before because they cannot perform agricultural tasks before this age such as lifting heavy loads, working in the sun, spreading fertilizers and carrying stones, and this applies to girls and boys who both work in agriculture.

The Head of Al-Kaa Municipality also indicated that children usually start working at the age of 12. He explained that sometimes he sees younger children but not many. Also, he cannot be certain about the ages of children. However, **he stated that “very young children of 6 and 7 years old do not work, because they are noisy and physically incapable of work”**. This point of view was confirmed by some participants in the fathers’ FGD who also explained that children start working from the age of 10 to 13 because employers do not hire children younger than 10 since they are unable to work.

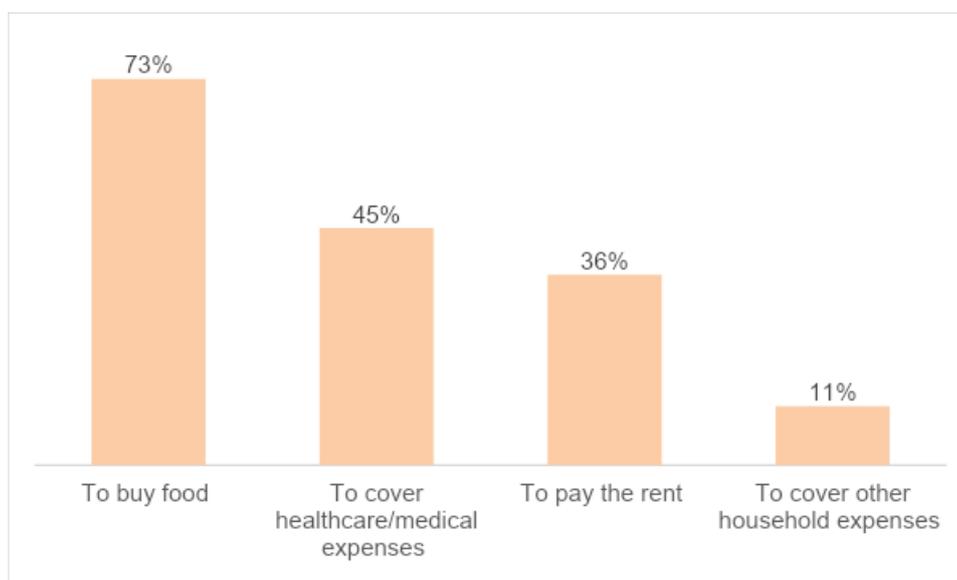
On the other hand, Himaya project staff member explained that although it is not admitted in the area, children younger than 12 years old do work. Mothers confirmed that. One mother explained that if the child’s physique allows it, he will go to work, and it is hard to tell how old they are in all cases.

Financial situation of Syrian families living in the Al-Kaa area

When asked if they owe debts, 96% of surveyed caregivers indicated that they do, and the amount of debt varied greatly reaching 2,000,000⁴³ LBP and more. Reasons for borrowing money included: buying food (73%), covering the cost of health care (45%), and paying rent (36%), while 11% mentioned borrowing money to cover other household expenses.

⁴³ Approximately 1322 USD

Figure 18: The main reasons for borrowing money as reported by surveyed parents, Lebanon



All mothers participating in the FGD explained that they were suffering financially, and what they are earning is not enough to meet their basic needs. In addition to that, the work is not stable, and they have not received any financial aid although they signed-up for it. Fathers participating in FGD ensured that they did not have any income except for the one they are making out of their work in Masharee Al-Kaa. They said: “here we are working all day long, from 6am till 6pm, for 20000⁴⁴ LBP per day; which is nothing really, women are paid even less than us (16000 LBP⁴⁵).” According to the fathers, they used to receive financial aid but not anymore. However, one participant mentioned getting 100 USD for nutritional needs which barely covers it.

Shahweeshes indicated that the financial situation is difficult. One shaweesh mentioned that those who receive financial aid still have to work since it is not enough to cover the cost of living. He also indicated that the families who come to this area choose it because they have members who can and are willing to do this type of work (agriculture), and that if only one member of the family is working, it is not enough to cover the basic cost. On the other hand, one landowner mentioned that he makes sure that families working on his land have electricity, and all what they need to live. He also mentioned providing them with fruits, and vegetables from the farm in addition to their income.

When they were asked if they know of any organization that supports in funding livelihood opportunities, almost all of the surveyed caregivers indicated that they did not (98%), and almost all of them (98%) confirmed being interested in such opportunities that would help in supporting their families financially.

⁴⁴ Approximately 13 USD

⁴⁵ Approximately 11 USD

Vulnerability of children to entering in child labour

The following vulnerability criteria was used in the research to investigate risk factors associated with child labour:

	Vulnerability criteria	Percentage of children who are working and have the vulnerability criteria applicable (Children Survey)	Percentage of caregivers who have working children and the vulnerability criteria applicable (Caregivers Survey)
1	Families with elderly are more likely to depend on children's income	6%	7%
2	Families with a person with a disability are more likely to depend on children's	8%	7%
3	Children who used to work but who are currently not working are at risk of returning to work	0	0
4	Children who are separated from parents are more at risk of working	25%	2%
5	Children who are out of school are among those at risk of working	94%	73%

Hazards, Risks and Work Conditions in the Agricultural Sector

Main findings of this section

- Work distribution depends mainly on the work needed on the farm and the different skills of workers and according to who is able to do the needed tasks better. However, work that needs physical effort such as carrying heavy loads is done by boys while work that needs precision and speed is assigned to girls.
- There was no consensus on the specific agricultural tasks performed by children. However, children are involved in hazardous agricultural work.
- As they grow older, children become more aware and exposed to risks related to their work in agriculture. Such risks include physical exhaustion and heat strokes.
- Shaweeshes monitor the work of children on the farm using different mechanisms, including: assigning children to work with their relatives, if working on the same farm, or with older workers to teach them and supervise their work. Also, the shaweeshes assign adult workers to supervise a group of children and monitor them.
- Landowners in general provide workers with the primary medical care needed in case of any accident.
- Some children work with family members, however, those who don't, have no access to their parents during working hours.

- Children seek support from the shaweeshes or work supervisors when facing work-related issues. Children do not normally discuss work-related problems with their parents, unless they are facing issues that need medical attention.
- The Number of working days per week and the number of working hours per day differed according to seasons and the work needed on the farm. However, the highest percentage of surveyed children (35%) worked 7 days a week, and 69% of working children worked for 5-6 hours/ day which is the agricultural workday.
- Boys' wages tend to be higher than the girls' since they are more involved in work that requires physical effort. Girls are paid 8000 LBP and boys are paid 10000 LBP per agricultural workday.

Types of agricultural work done by children

As for types of work done by children, children participating in the FGD aged 6-8 years, mentioned that they help around the house, pick and pack fruits and vegetables, carry things, help the father at his workplace, such as a car repair shop or a shop for selling food and drinks. As for agricultural work mentioned by older age groups (9-17 years) in the FGDs and survey, it included planting, weeding and harvesting of different crops.

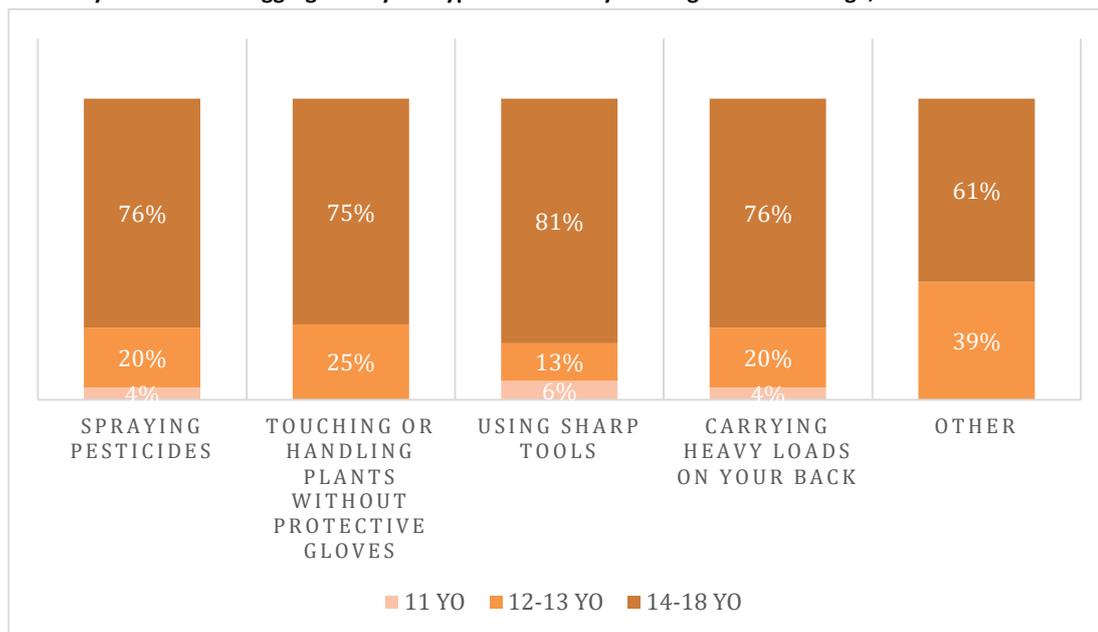
Interviewed landowners explained that in general, work is distributed according to what is needed on the farm, and that there is no specific distribution of work and that all workers work together. However, they agreed that work that requires physical effort such as carrying heavy loads, building networks and putting hoses in place, is done by boys. On the other hand, work that requires precision and speed and does not need physical effort is assigned to young girls. Girls are mainly responsible for planting and harvesting.

The shaweeshes agreed that all workers of various ages do the same work that is needed on the farm. One mentioned that work is also distributed according to who is good at what. They also agreed that moving loads and lifting weights is assigned to older boys while girls are better at harvesting and packing. They also mentioned that young workers (especially boys) can also harvest tree produce, such as apricots, peaches and apples because they can climb trees, while low level harvesting is left for older women for example. One shaweesh mentioned that there is no difference in the tasks assigned to different ages. However, others mentioned differences, such as: younger children are usually assigned "lighter chores" like distributing empty buckets and emptying boxes, as well as climbing trees.

Hazardous agricultural tasks for children

When asked about specific hazardous tasks in agriculture, 52% of the surveyed working children admitted to spraying pesticides, 52% carried heavy loads on their back and 33% used sharp tools. 49% of surveyed caregivers who had children working at the time of the interview indicated that their children carry heavy loads on their backs, 47% stated that their children sprayed pesticides, and 44% mentioned that their children were using sharp tools.

Figure 19: Surveyed children disaggregated by the type of work they do in agriculture and age, Lebanon



Most participants in the mothers' FGD explained that farm owners give children hard tasks to do regardless of their age. They also mentioned that children spray pesticides and one participant indicated that her son got a skin reaction on his face as a result.

In the FGD, males aged 12-13 years mentioned using scissors to pick fruits and vegetables, carrying boxes, climbing trees to pick fruits and spraying pesticides. While males aged 14-17 years who talked about their siblings since they were not working, said that their siblings never carry or push heavy boxes, and that this work is left for older men. They also indicated that their siblings use only scissors to harvest grapes.

Females aged 12-13 years confirmed in the FGD, using sharp tools such as scissors to cut grape vines. However, most participants indicated that they do not carry heavy things, nor climb ladders, nor spray pesticides, and that older workers do that.

One female in the age group 14-17 mentioned that when girls finish their work early, they sometimes help the boys in pushing vegetable boxes to cars. The girls in the same age group also mentioned using scissors to harvest grapes, and they also used sharp tools to cut grass. Girls in this age group mentioned spraying pesticides previously and they got poisoned by it, however they said that it is generally a task done by boys, which was confirmed by males aged 14-17 years in the FGD.

When landowners and shaweeshes were asked, during the interviews, if children worked in spraying pesticides, they explained that in general they do not let children spray pesticides because this work requires mature people who understand that these chemicals are dangerous, and that this work is left for youth, however age was not specified. One landowner, however, mentioned that children help out in the process, and another landowner stated that boys spray pesticides while girls do not. On the other hand, shaweeshes' answers varied. One indicated that very few children spray pesticides, and that it is left for

experienced workers. Another confirmed that they do not since it can negatively affect them, while another 2 indicated that children do spray pesticides.

Risks and dangers associated with child labour in agriculture

When discussing risks entailed in agricultural work in the FGD, children gave various answers. However, it was clear that, as they grow older, children become more aware and exposed to risks related to their work in agriculture, especially physical exhaustion and heat strokes.

Children in age groups of 6 to 8 years seemed unaware of the possible work risks, however, they talked about risks of physical injury that happened to adult family members. All males aged 9-11 years indicated that no one has talked to them before about the dangers of work. They also mentioned physical injuries that happened to family members or other children they know such as losing toes, falling down from trees and heat exhaustion, while girls in the same age group did not suffer from injuries; however, one mentioned a friend suffering from sunstroke. Males in the age group 12-13 years did not suffer any injuries but the risks associated with work in their opinion, are related to encountering snakes and falling from trees. Girls in the same age group did not mention experiencing any incidents or hearing about any, however some felt tired after work and some did not. Males aged 14-17 years mentioned encountering snakes and killing them immediately. They mentioned that they always felt tired after work. Girls in the same age group complained of exhaustion and physical pain indicating that their whole bodies hurt. They also mentioned suffering from the heat and getting dizzy sometimes. One participant mentioned passing out from the heat. They complained of the dust and the allergy associated with it. They also mentioned that they have not encountered any dangerous animals or insects nor worked at night. However, they mentioned working very early in the morning before sunrise.

When asked about the challenges they face to keep children safe, all interviewed landowners stated that they have never had any accidents or faced any major problems with workers. The shaweeshes also indicated that there were no major accidents or injuries. One shaweesh said that employers are not at all tough with children, and that *"if the child cannot do the work, he can simply go home"*. Another shaweesh also mentioned that the child or the worker who cannot climb a tree for example will not do it, and that no one is forced. He also said that if one person gets tired, he gets some rest while another worker covers for him. Having said that, they mentioned accidents such as falling from trees, getting dizzy from the sun and cases of allergy from broad beans. One shaweesh mentioned an incident of pesticide poisoning due to the youth's negligence. One Shaweesh mentioned that accidents are more prone to happen at night, but it was not clear if he was talking about children or adults. One shaweesh mentioned that proper distribution of work reduces risks and hazards.

When asked about the mechanism of monitoring children in the fields, the shaweeshes gave different ways through which children were monitored. One shaweesh mentioned that older workers are asked to look after younger ones, and another mentioned that children are spread out in the field and work with their older relatives who train them on how to do the work, and that supervisors are placed with children who are new to work so they can observe them till they learn. Another shaweesh explained that a worker is assigned as a caretaker by the shaweesh to a group of children to take care of them and provide them with assistance when needed, and the caretaker would call the shaweesh if anything happened.

Females aged 12-13 years confirmed what the shaweeshes said, mentioning that since other family members, such as parents and siblings are working in the same place, they are not alone in the farms, and that the master and another supervisor monitor them during work. One of the participating mothers mentioned during FGD that farm owners pay attention to children, so they do not get harmed while working, and that they have never heard about children who have been injured during work.

All shaweeshes mentioned that all farm owners provide their workers with the primary medical care needed in case any accident or injury happened, and that landowners make sure that the worker is taken to the hospital and the parents are contacted. Females aged 14-17 years mentioned in an FGD that when they are affected by the heat, a doctor is called to check on them and place a serum. One participant mentioned fainting from the heat for 2 hours, and she was brought home by her friends to her mother who called a doctor. One shaweesh mentioned that the landowner provides basic medical treatment and the rest of the expenses fall on the shoulders of the family, unless for example the child was injured while operating a machine at work.

Problems at work and support for children

Children were asked whom they would seek support from at work. Children aged 6-8 years old mentioned seeking help from the shaweesh and their fathers, while others mentioned going to the army present nearby the refugee settlements camps. Children aged 12-13 years mentioned going to the caretakers on the farm since their parents are not always present with them. The girls of the same age group stated that they would go to the shaweesh in case they faced any problems, while one mentioned going to her parents. Males of the age group 14-17 years mentioned that their siblings would go to the master⁴⁶ for help, and that they only tell parents about health issues. According to them, parents do not go to farms with siblings nor have they ever shown up there while they were working. One female participant in the same age group mentioned that if they face any problems, they go to the shaweesh immediately, and they try not to involve their parents. The girls in this age group indicated also that if their parents wanted to communicate with them during work, they have to go to the shaweesh first.

All the interviewed landowners stated that once the children start working on the farm parents do not interfere with their work, since they are now workers in the field that needs to be managed and the landowners will not accept any interference from parents. The shaweeshes also confirmed what the landowner said, and they all agreed that parents have no business going with their children to the fields, therefore they are not allowed to check on them. One shaweesh explained that they know the schedules and they do not need to follow up. Things run smoothly, so they hand children over and that is it.

On the other hand, one landowner indicated that he lets brothers and sisters work together out of respect to traditions. Another landowner explained that he does not hire children without other family members. He also noted that since the set-up is based on families, outsiders are not allowed in, and if outsider boys come to work, they have to have female family members with them. Outsider girls as well, however outsider girls always come with boys.

Work conditions/hours and days, breaks (agriculture)

⁴⁶ The “master” is the one who drives them to the farm and leaves.

When asked how many days per week they worked, surveyed working children gave different answers. 35% of them worked 7 days a week, 25% worked for 5-6 days and 25% worked for 3-4 days per week and only 15% worked for 1-2 days, however both males and females reported that they work on average 5 days a week. 69% of surveyed working children worked 5-6 hours/day which is the agricultural workday, while others worked different number of hours ranging from 2 hours to 12 or 13 hours, with average hours worked by males 6.35 hours, and by females 6.5 hours.

25% of caregivers who have working children mentioned that their children worked 7 days a week, while 23% said they worked for 3 days, 18% mentioned they worked for 2 days and 14% said they worked for 4 days, the rest mentioned working for 5 days (10%), 6 days (7%), and 1 day (3%). As for the number of working hours, 75% mentioned that they worked for 5-6 hours/day while other answers ranged from 3 to 11 hours a day.

Interviewed landowners indicated that the working hours depended on the season and the amount of work needed. In general, children work for 5 or 5 and half hours in the morning, from 5am till 10 or 11am, and might work for an extra 3 hours in the afternoon from 3pm to 6 or 7pm while having a break between the two shifts. This depends on the season; summer is much busier than winter. One landowner indicated that workers work for 12 hours/day, while another stated that workers work every day of the week with no days off. The landowners provided them with water, and they live nearby anyway. Another landowner mentioned that the workers eat from the production of the farm.

The shaweeshes also explained that the agricultural work starts from March/April till October/November, one season after the other and it does not stop for one day. In the winter (4 or 5 months) there is not much work. One shaweesh explained that the only holiday workers take is for two days to celebrate Eid. Another explained that children may not show up the next day if they are tired, however, they rarely take days off because this is daily work and absence will be on their own expense.

The shaweeshes explained that, in general, a working day in agriculture is 5 and a half hours with half an hour break (others mentioned a one-hour break) which makes it 6 hours. Above 6 hours is considered another day. Therefore, people might work for 6, 9 or 12 hours depending on need. Sometimes workers work one shift, some days two shifts and some days none at all because this type of work is not steady. One shaweesh mentioned that some farmers make workers leave and come back in the afternoon and some farmers keep the workers for 11 straight hours since those workers work under the shade of trees. Shaweeshes mentioned that some landowners provide water and food is on the workers, while others may provide food and water from time to time.

Children participating in the FGDs confirmed the answers of landowners and shaweeshes. They produced different answers concerning the number of days and hours they worked and the availability of breaks. They mentioned that the number of working days and hours depends on the season. Some also mentioned working every day without stopping except during Eid.

Interviewed NGO representatives such as the International Rescue Committee (IRC) and Terres des Hommes (TDH) staff members described the working conditions as exploitative, where children work for long hours and low pay and they have very short breaks. The TDH staff member mentioned an

arrangement between landowners and workers where workers can stay on the land in exchange for working for the landowner. She also mentioned that even if they work on other farms, the pay is very low.

Children participating in FGDs stated that girls are paid 8000 LBP and boys are paid 10000 LBP per agricultural workday. According to them, boys are paid more because they work in pushing heavy boxes and climbing trees while girls only pick fruits and vegetables. Male children in one FGD mentioned that they were being paid like girls because they are still young, and they did not carry heavy boxes yet. One girl mentioned that they can get paid 16000 LBP if they work till night. The numbers were confirmed in the mothers' FGD where a mother mentioned that employers pay their children 10000 LBP - 15000 LBP only.

Relationship of Children and Parents with Employers

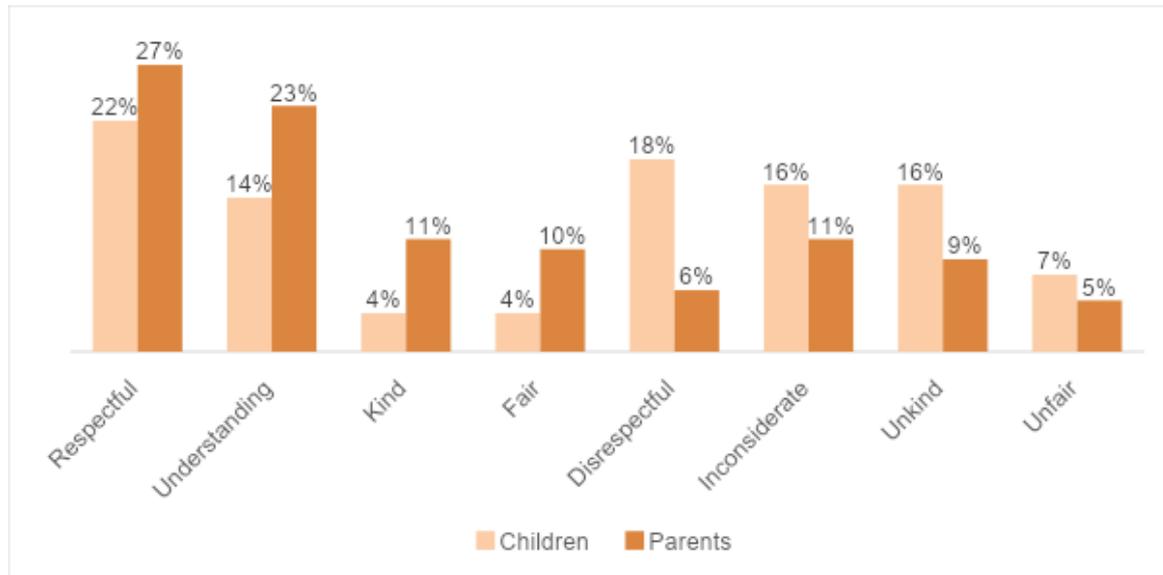
Main findings of this section

- Syrian refugee children were split when describing their relationship with their employers: 43% of the responses of surveyed working children described the relationship with employers positively, while 57% of the responses described it negatively.
- The majority of parents' responses (70%) indicated that their children have a positive relationship with their employers, even though 88% of parents indicated that they have never met with the employers of their children.
- Landowners are in contact with parents of children who work on their lands (in case of Syrian residents) while other parents are only in contact with Shaweeshes who assign their children to work.
- Recruitment of children is done in the following manner: parents approach the shaweeshes and landowner asking them to hire their children, children are selected based on their physical capacity to perform the needed work. The financial situation of the family is also taken into consideration, and effort is done to give all families a chance to send their children to work.

43% of the responses of the surveyed children described the relationship with employers positively (22% described employers as respectful, 14% of them described them as understanding, 4% described them as fair and 4% described them as kind). On the other hand, 57% described the relationship with employers negatively (18% described employers as disrespectful, 16% described them as inconsiderate, and 16% them as unkind, while 7% described them as unfair).

70% of the responses of the surveyed caregivers who have working children described the relationship of their children with their employers positively (27% described the employers as respectful, 23% described them as understanding, 11% described them as kind, while 9% described them as fair). While 30% of surveyed parents of working children described the relationship negatively (6% described employers as disrespectful, 11% described them as inconsiderate, 8% described them as unkind, and 5% as unfair).

Figure 20: Opinions of working children and caregivers who have working children on the relationship with employers, Lebanon



In the FGD, however, most participating mothers stated that employers treat children as they treat adults, with disrespect and indifference. Many fathers participating in the FGD confirmed what mothers said, stating that although they have not heard of incidents where children got hurt while working, they said that children got physically abused by employers, and some of them witnessed cases of hitting using a stick and a hose. Female children aged 14-17 years also talked about suffering from verbal abuse from employers and that they sometimes would go home because they cannot handle such situations.

As for the relationship of caregivers with employers, **88% of surveyed caregivers who have working children indicated that they have never met with the employers of their children to discuss dangers and risks associated with work.** They stated reasons for not contacting employers that included not knowing the employer directly and only knowing the shaweesh, living far away from the worksite, lack of available time, or because there are no problems at work, and to avoid causing any problems for their children at work.

Interviewed landowners explained that they know the parents of the children working in their farms because they are all living on the land, and they are the ones who approach them (and sometimes put pressure on them) to hire their children. The shaweeshes on the other hand indicated that they are the ones in contact with the children's parents or caregivers since parents approach them to hire their children. The shaweeshes also mentioned that they communicate with families if there is any complaint on their children's work, since the shaweesh would not talk directly to the child in order not to scare him/her. Also, the shaweeshes mentioned that parents collect the money on behalf of their children, since there are monthly invoices (one payment for the household that compensates for the work done by all members of the family) for each household. One shaweesh mentioned that he is always in contact with parents with regards to services related to the camp.

Recruitment of children for work

When asked about the process of hiring children, all interviewed landowners indicated that workers and their families are living on his property. One of them explained that Syrians in the area are legal residents and not displaced, and that some of them have been living in the area for 13-20 years. The interviewed landowners stated that they work directly without the help of a shaweesh.

Shaweeshes explained that parents approach them and ask for work for their children. The way children are selected is based on their physical capacity to perform specific tasks. That is why younger children are not hired, and girls have to have a strong physical build. The shaweeshes explained that they organize the work and divide it among workers according to the needs of landowners, and the landowner comes to the camp and takes the workers with him according to a previous agreement. One shaweesh explained that he has been doing this work for a very long time, since 1996, before the Syrian crisis and he knows the farmers very well and organizes the choice of workers, their sites and their work. The shaweesh also explained that they take the financial situation of the family into consideration. Those who are more in need have the priority, and that parents actually approach him and try to convince him to take their children to work.

*"I would hire everyone if I could."
- A shaweesh*

The shaweeshes also mentioned getting pressured by parents to hire their children, so when the shaweeshes don't choose their children they are accused of discrimination for choosing other children to work and not their children. One Shaweesh explained that he only takes children to work that is suitable for them and in some cases the employer will not take them even if they are suitable for the work. He explained that sometimes there are not many workers needed and the shaweesh has to balance things and give everyone a chance to work.

Forced Child Labour

Main findings of this section

- Children of Syrian refugees are not forced to work in the traditional sense of the word. The parents are forced to send their children to work due to the difficult financial situation they are living in. In general, shaweeshes do not care if children work or not, while landowners do not prefer to hire children since their capacity for work is less and they are paid the same as adults.
- Children of Syrian residents living in the area start working automatically when they reach the age of 12 or 13 years old without anyone having to force them, since this became embedded in their culture and way of living.

When surveyed caregivers of working children were asked who decides if children should work or not, 54% indicated that either them or their spouses make this decision, 11% indicated that both parents make this decision together, while 35% stated that the children make this decision on their own. When working children were asked if they were working in agriculture out of their free will, 81% of them mentioned that they do.

All children who participated in the FGD indicated that they are working in agriculture voluntarily and that no one forces them to work. They also mentioned that most parents do not want their children to work. However, children are working because they want to help their parents financially so they can afford providing the family's basic living requirements including rent and daily needs, and any urgent cost that comes up, and also to pay off debts. Female children in the age group 14-17 explained that if they do not provide their own basic needs no one will help them out. Parents participating in the FGDs also confirmed that the shaweeshes do not force any children to work, and do not really care whether children work or not, and that parents are the ones who are forced to send their children to work due to their urgent need for money to survive.

Males aged 14-17 years also mentioned that they have never been forced to work more than they can or want. However, one female participant in the age group 14-17 years, mentioned an incident where she was forced to work and how the shaweesh forced her and her peers to work during Eid because workers were needed, and the parents could not do anything about it. Another participant in the same age group indicated that the shaweesh is not mean to them. However, he shouts at them sometimes because if they do not go when workers are needed, the employer will not hire them anymore, while another mentioned that when boys get in trouble during work, they can be punished by the shaweesh by not being allowed to work for 10 days.

When asked if children are forced to work, one landowner explained that children automatically start working at the age of 12 or 13 years with their parents⁴⁷, and that parents do not force them. Another landowner mentioned that the shaweesh takes the children to work because the parents ask him to find work for their children, and that the shaweesh does not put any pressure on parents. The shaweesh agrees and does not have a problem with employing children, and he gets his commission, but does not put pressure on parents. Parents are the ones who want to increase their HH income.

Having said that, one landowner mentioned that he used to get child workers from a shaweesh a few years ago and indicated that they used to pressure parents and children to work a lot in order to benefit from them, and that they start pressuring children at the age of 10 or 11 years.

When shaweeshes were asked if parents use force to make their children work, one shaweesh believed that they did not and that they take into consideration the abilities of their children. According to another shaweesh, parents do not pressure him to take younger children to work, however some of those children plead to go and he allows them to go and do light tasks for the sake of changing scenery and having fun. The head of Caritas also believed that the young children (around 7 years old) that can be seen working are not obliged to work and may be accompanying their mothers so as not to stay at home, and that they can be given what he described as small jobs with no big responsibilities such as arranging cages and getting food and water.

⁴⁷ referring to legal residents living before the recent Syrian crisis

Attitudes of Children, Parents and Other Stakeholders towards Child Labour

Main findings of this section

- Younger children seemed to have positive attitudes towards work. However, the older they grow, the less enthusiastic they become about work. Also, the negative consequences of work seemed to weigh on them more.
- Syrian refugee caregivers had obvious negative attitudes towards child labour believing that children below the minimum age should not be working and that a child's place is at school and only adults should work.
- Interviewed landowners expressed no interest in hiring children and indicated that they have no benefit in doing that, since their capacity for work is low and they are generally a hassle. The landowners are in no desperate need for workers to hire children.

Generally, children aged 6-8 years had a positive opinion about work, since it mostly involved helping older family members (mother, father, grandfather) working either at home or at their workplace, and when asked how much they like to work, most children expressed that they like it very much, and many said that work is the best thing they can do. In the age group 9-11 years, half of male and female participants said that they like working, and they mentioned siblings and friends who are happy at work and that they did not get hurt from working. Females aged 12-13 years mentioned reasons for liking work such as making friends there, and they also talked about siblings who come home feeling tired however feeling happy that they have work. All participating female children in the age group 14-17 years indicated that there are not any positive aspects for such work.

As for attitudes of parents who have working children⁴⁸ towards child labour; 80% agreed that children below the minimum working age (14 years) should not be working at all. 96% agreed that children should not be working, but should go to school, 94% agreed that only adults in a family should be working to provide for the family, 97% agreed that children above the legal working age should not work more than 6 hours per day, 99% agreed that children above the legal working age should only work in safe environments without danger to their health and wellbeing, and 92% agreed that children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to.

Table 4: Attitudes of caregivers towards child labour, Lebanon

Statement	Totally Disagree	Disagree	Neither Agree nor Disagree	Agree	Totally Agree
Children below the minimum working age (14 in Lebanon/16 in Jordan) should not be working at all	2%	14%	4%	38%	42%

⁴⁸ Parents with working children comprised around 30% of the total surveyed caregivers.

Children should not be working, but should go to school	0	2%	2%	39%	57%
Only adults (above 18) in a family should be working to provide for the family	1%	3%	3%	53%	41%
Children above the legal working age should not work more than 6 hours per day	0	1%	3%	47%	50%
Children above the legal working age should only work in safe environments without danger to their health and wellbeing	0	0	1%	51%	48%
Children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to	2%	2%	4%	58%	34%

The interviewed landowners expressed no interest in hiring young children and indicated that they have no benefit in doing that. One landowner explained that parents are the ones who send children to work. He mentioned that he does send young children back to their homes, but their parents keep sending them back to work. However, he mentioned that sometimes he hires younger children out of kindness and to **help them stay away from bad influences**. He also said that he has no problem with how things are, but he does not mind if children were forbidden from working for him by any organization, since according to him, hiring them is more of a hassle, since they are paid the same as older workers and their productivity is less. Another landowner explained that he does not hire children despite the fact that some of them are in need, and even if there is a lot of work to be done. He stated that *"I have children their age, I do not agree with their work, I can feel their pain."* The third interviewed landowner explained that he would not employ very young children (younger than 12 years) even if their parents want that because it is unfair to the children, and because it has no benefit for him since their capacity for work is less and he is not desperate to find workers.

The shaweeshes talked about attitudes towards child labour. One shaweesh mentioned that child labour is known and accepted in the area due to the difficult living conditions, and that many workers in the camp were present in the area and working before the Syrian crisis. Another shaweesh explained that he never rejected a child who wanted to work and was always able to find work for them, since he considered hiring children a humanitarian act since their living conditions are very difficult.

The Head of Al-Kaa Municipality explained that he is not against teenagers working during summer holidays to become more responsible, but not stop going to school because of work, especially when there is no need for it.⁴⁹

The Effect of Child Labour on School Enrolment and Attendance

⁴⁹ Referring to Syrian legal residents living in the area.

Main findings of this section

- 22% of surveyed Syrian refugee children indicated that they were currently attending formal schooling, while 78% said they were not. 20% of children who were not attending school have never been to a formal school.
- 93% of children who were attending school were not working at the time of the interview. It was also found that 70% of children who were not attending school were also not working at the time of the interview.
- Most children participating in the FGD had positive attitudes towards school, however, the older children were the less committed to attending school.
- The main reason why Syrian refugee children were not attending school was because the family cannot afford school expenses such as the cost of transportation, followed by the need to work and having problems in registration at school.
- Some respondents believed that children can combine work and school since most agricultural work is in the summer, while others believed that they cannot balance both at the same time.
- Recreational activities in the area appear to be scarce. Although there are a few organizations that conduct activities for children, their presence is not consistent.

22% of the surveyed children indicated that they are currently attending a formal school, while 78% said they are not, and 50% of surveyed caregivers indicated that they have children who are currently not attending school. 55% of children attending school stated that they go to school 5 days a week while 41% indicated that they go for 4 days/week and the rest (4%) indicated attending school 3 days/week. When asked at which grade level they stopped going to school, answers varied, however, ***36% of children left school in second and third grade.*** It is worth mentioning that 20% of children who were not attending school at the time of the interview have never been to a formal school.

When landowners were asked if children attend school, their answers in general were that parents working on their land do not send their children to school. One landowner indicated that no children living on his land go to school except for 2 girls, although there is a school nearby. Another landowner explained that children working on his farm are attending school because he insists that they do, and that sometimes he finds himself forced to pressure parents to send their children to schools.

Three interviewed shaweeshes indicated that only around 20% of children in camps attend schools, and this applies to working and non-working children, since some children go to school in the afternoon. One shaweesh estimated the number of children from the camp going to school to be 50 children which is a high percentage according to him. He indicated that children younger than 15 go to Ras Ba'alback public school, and that they are provided with transportation reimbursement.

Most children participating in the FGD had positive attitudes towards school; however, older children were less committed to attending school. Children aged 6-8 years indicated that they like school a lot, and many of them confirmed that they were signed up for school by their parents (FGDs were held during summer break). Male children aged 9-11 years indicated that they like school very much and go there from 8am till 1pm. They also mentioned that they have never been prevented from going there. Female children in the same age group expressed that going to school is the best thing and they like it very much, however none of them ever went to school before they started to work. Many participants in the age group 12-13 years mentioned that they were attending school before they started to work, and some

mentioned the possibility of going back to school when it starts. Many participants explained that they work during the summer while they go to school in winter. Around half of the male participants in the 14-17 years old age group mentioned that they signed up for school for the following year and that they attended school from 8am to 12pm. On the other hand, all girls in the same age group stated that they did not go to school since they left Syria and started working when they came to Lebanon instead of going to school.

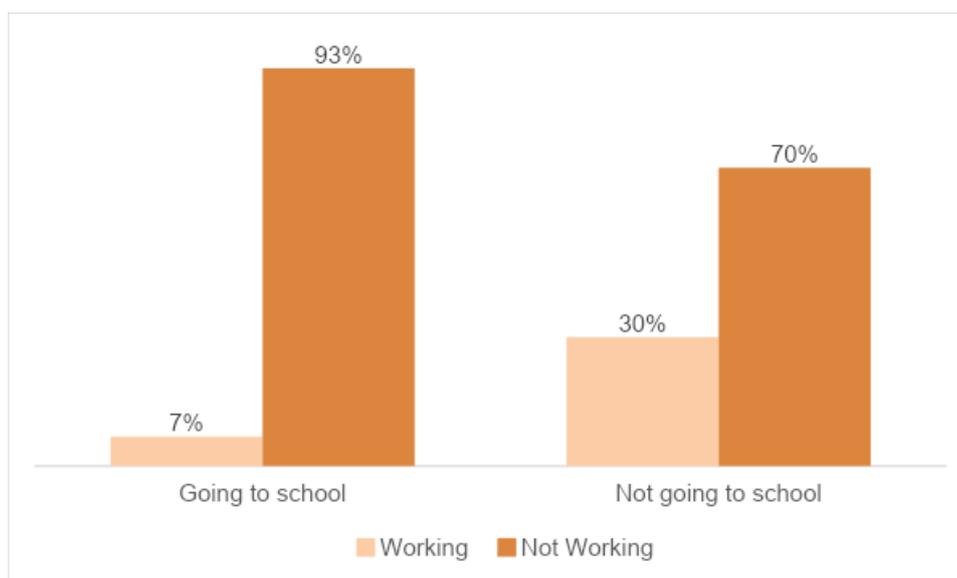
Mothers participating in the FGD indicated that someone comes and signs their children up for school. However, they indicated that all children in the area do not go to school and that children cannot balance school and work and they have to choose one. As for fathers, they mentioned that there are no schools in the area and even if there was, they believed that teachers did not care about Syrian children. According to these parents, Syrian children are not even learning to write their names.

Reasons for not attending school

As for reasons for not attending school, the main reason mentioned by parents and children was that families cannot afford the cost of sending children to school. 45% of surveyed children who are not attending school stated that they are not attending because their families cannot afford to cover the costs of the school, 24% indicated that they are not attending school because they need to work to provide an income for the family, while 13% said that the school refused to enrol them. 60% of surveyed parents who have children that are not attending school stated that they are not sending their children to school because the family cannot afford to cover the costs of the school, while 18% mentioned that the school refused to enrol them, and only 6% stated the need to work to provide an income for the family as the reasons for not attending school.

After investigating the relationship of work and attending school further, it was found that 93% of children who were attending school were not working at the time of the interview. It was also found that 70% of children who were not attending school were also not working at the time of the interview, and also 70% of children who were not attending school did not work in the past. In addition to that 71% of children who were attending school at the time of the interview did not work in the past.

Figure 21: Children disaggregated by working status and school attendance, Lebanon



When discussing difficulties and challenges related to attending school with children aged 6-8 years, some children mentioned having the fear of being kidnapped and that there were attempts in this regard. One girl mentioned that her mother was not eager to send her to school for the same reason, while another girl mentioned that she was hit at school, therefore she doesn't like to go there. One shaweesh mentioned that one of the reasons why parents will not send their children to farther schools, is that there were rumours about the school in Hermel, that children were being kidnapped, and naturally parents get worried about such things. He believed that sending children to a nearby school will set the minds of parents at ease. However, nearby schools are not always available and sometimes children have to sign up in a faraway school.

Female children in the age group 9-11 years old, said that none of them were attending school because they were working in agriculture. Reasons for not attending in the age group of 12-13 years included never having been to school and had no access to registration, being sick, displacement during the war and work. When male children aged 14-17 years (where one child was working at the time of interview) were asked for reasons for not attending, one participant said that he does not go to school because he does not want to. One participant said that if there is a lot of work and he was needed during school days he would leave school to work on the farm. Another participant said that he would not leave school but would join the work on the farm in the afternoon after finishing school. The participant who is currently working said that he tried to attend Al-Rass school, but they put him in the first grade, so he stopped going there. At the same time, Al-Kaa schools were not signing any students to the morning period and he could not go in the afternoon because he was working, and he could not leave work because he wanted to help his father who is not working as well.

When mothers were asked why they were not sending their children to school, one participant said that she did not because her husband is old and rarely works. Another participant said that she stopped sending her daughter to school so she can take care of her younger siblings while the mother is at work. ***So even when children -particularly girls- do not go to work, they have to drop out of school to take care of their young brothers and sisters.***

One landowner explained that there are two types of camps: ones established before the Syrian crisis and ones after. The ones established before the crisis contain individuals who now have legal papers and can leave; however, they prefer to stay and pretend to be Syrian refugees to benefit from refugee aid. He also added that the camps established after the crisis are for Syrian refugees who cannot leave. The landowner explained that the ones who cannot leave are eager to send their children to school while the ones who can leave prefer that their children work rather than educate them. Another landowner confirmed by saying that there are parents who just prefer to send their children to school even if they have financial assistance. He also believed that traditions can have a role in stopping girls from going to school when they approach puberty, while sometimes boys lose interest in schools and think that education is not important. The landowner did not think that dropping out of school is related to work.

Another landowner explained that children work mostly during summer time. Workload is less in October, and therefore, work on the farm is aligned with school time to a large extent, and there is no conflict in this sense. One Shaweesh also agreed stating that work and school are not in conflict with each other since most of the work is during summer breaks. However, most mothers in the FGD indicated that children cannot balance school and work and they have to choose one.

The shaweeshes mentioned various reasons why children did not attend school. One shaweesh indicated that in general people who have financial capability, send their children to school and people whom their financial situation is difficult are forced to make their children work and cannot afford to send them to school. Another shaweesh indicated that children who reached the age of working did not go to school anymore. He said that *"they are providers for their families, they cannot go to school"*. Another shaweesh believed that work and school are not in conflict with each other; however, the real challenge preventing children from attending school is lack of money to cover transportation costs. He explained that the nearby school is full, therefore, children have to go to Ras Ba'alback school. However, once children reach the school everything else is covered. He indicated that some parents who received compensation for transportation sent their children at the beginning then stopped. The head of Caritas mentioned that Syrians do not pay anything for school and transportation is covered by NGOs, and that even if it is not covered entirely, it costs little money and is very affordable. According to him, Syrians made it a habit to say that they cannot afford things to receive financial aid.

Recreational activities

Some children in the FGDs talked about having recreational time and that they play with their friends after school. Girls in the age group 12-13 years mentioned a handicraft teaching session that takes place every Friday for one hour, and since girls do not work on Fridays they participate in the activity. On the other hand, all caregivers participating in the FGDs indicated that their children are not involved in any recreational activities, and that there are no such things. The mothers mentioned that their children participated in activities which were held twice before, however no activities took place afterwards.

The shaweeshes mentioned a few organizations that came to hold recreational activities for children such as TDH and the Red Cross, and they gave them gifts too. Others mentioned educational activities as well. However, one Shaweesh mentioned that these organizations don't come to their area anymore. One shaweesh stated that these activities are available for younger children but not for those who are working, while another believed that working children can attend such activities.

Knowledge of Domestic and International Legislation to Safeguard Children's Rights

Main findings of this section

- NGO representatives did not seem to have strong knowledge about laws that protect children and address the issue of child labour.

When asked about their knowledge of child rights, all fathers participating in the FGDs indicated that there is no consideration for children rights in the area, and that there is no concern for their health, entertainment, nor education. Mothers in the FGDs expressed their ***need for an entity to examine the health of their children.***

The interviewed NGO representatives did not elaborate much on laws related to protecting children's rights, and those who talked about such laws did not demonstrate having strong knowledge in this area. One of the interviewees was not aware of specific laws related to child labour, however she knew that employing children is forbidden by law, while another thought that the minimum age for work in Lebanon is 14 or 15 years old. In any case, the NGO representatives did not think that the law was enforced when it comes to Syrian children workers, and also due to lack of sufficient human resources working on child protection.

Presence and Effectiveness of Awareness Raising Campaigns on Child Labour

Main findings of this section

- It is clear that the different NGOs working in the area are not highly aware of each other's work in general, nor of effort targeted at raising awareness on CP in particular.
- While some organizations are conducting awareness raising efforts on child labour in the area it is clear that they are not reaching out sufficiently to parents.

When surveyed caregivers were asked whether they have ever participated in community-based awareness raising efforts, only 24% of them answered that they did. Most of those who participated (87%) were attendees only, while the remaining 13% of the participants had roles in organizing events. When asked about the topic of such efforts, answers varied including the following: personal hygiene, women empowerment, violence against women and children, early marriage, positive parenting and reproductive health.

Landowners and shaweeshes were not aware of any awareness raising efforts in the area, while one landowner believed that awareness efforts in general are not beneficial because such efforts are not continuous.

When NGO representatives were asked about awareness raising efforts conducted by their organizations, the head of Caritas mentioned that they hold sessions for parents and follow up with them regarding the issue of child labour and how to raise their children. He believed that children in the Syrian community need direction in a positive manner to protect them from terrorism and violence extremism. The IRC representative mentioned that they do some awareness raising for girls they are working with on the issue of child labour within the time span that the girls spend with them.

However, it was obvious from the interviews conducted with NGO representatives that they were not highly aware of each other's work in general and in raising awareness on child protection issues in particular. The IRC representative indicated that there are no child protection actors who are present in the area of Al-Kaa and Masharee', therefore, there is no tangible awareness raising effort on the issue of child labour and there are no CP campaigns in the area. The Director of the Centre for Reading and Cultural Renewal also indicated that the issue of child labour does not have the attention that it deserves and explained that the center worked with many NGOs, but none worked on the topic of awareness raising for parents, or on child's rights. The Head of Municipality also explained that many organizations are working in the area; however, he is not following up on their work.

On the other hand, TDH staff member stated that there are awareness raising sessions held by them and other organizations that tackle the topics of child labour, early marriage, child protection, and back to school campaigns. She also explained that TDH conducted trainings for shaweeshes on the negative consequences of child labour and early marriage and felt that although involving the shaweeshes in such activities was initially challenging, they responded positively to these efforts. She believes that all of these efforts were fruitful and made a difference in the targeted camps and areas.

Role of Community Members and Local Decision Makers

Main findings of this section

- Almost all surveyed Syrian refugee parents are not involved in community-based support groups to discuss problems such as child labour and are not aware of any group meetings to discuss topics related to positive parenting, nor did they take action to protect children from harm. However, the majority of them are interested in joining such efforts.
- Al-Kaa municipality is known to be active and respects rules and regulations, and also does have the authority to enforce laws regarding child labour and school attendance however, low capacity for follow up and the lack of trained professionals is the obstacle hindering such efforts.

When asked if they knew of any community-based support groups that convene to discuss and find ways to overcome problems related to child labour, almost all surveyed caregivers (98%) indicated that they did not, and when asked if they were willing to join such groups if there was one available, 81% expressed their willingness and interest. Those who were not interested gave reasons such as lack of available time due to work and/or domestic responsibilities and lack of interest. When asked if they know of any parents group meetings to support parents and train them on ways to create a healthier environment for their children, almost all parents (99%) indicated that they did not.

Parents were asked if they have ever taken action to protect children from harm caused by child labour, 15% of them mentioned that they did. The incidents they mentioned included asking children to: focus on their work and stay well behaved while at work, avoid interaction with strangers at the worksite, avoid touching or playing with unknown objects, and to be alert and avoid hard work and hazards.

As for the role of other stakeholders in responding to the issue of child labour, The director of Centre for Reading and Cultural Renewal believes that the Head of Al-Kaa Municipality respects rules and regulations; however, she believes that not enough light is shed on the issue of child labour in general, and that other issues take more attention. The Mayor indicated that he has the authority to force parents to send their children to school, but there is no follow up mechanism nor trained professionals to do such work without him fearing that they are going to abuse the power given to them. He makes tours in camps and at schools from time to time, but he does not have the capacity to follow up. According to him, this issue needs a trained and specialized person to work on it and do the follow up.

The mayor believes that the number of children who are not attending school is high, and that they should go to school so that they will not grow up having feelings of resentment and racism, and consequently surrender to delinquency and negative influences. One shaweesh also indicated that he always talks to parents about giving their children an education; however, at the same time he knows the terrible circumstances they are living in. *He explained that he helps within his capabilities by raising donations for needy people.*

Presence and Role of External Actors in Combating Child Labour

Main findings of this section

- 28% of surveyed Syrian refugee children attended recreational activities held by organizations, which included playing games, singing and learning. The majority of children mentioned the Red Cross as the main organization holding activities.
- The activities organizations hold for children are not consistent. However almost all children showed keen interest to join such activities.
- Boys and girls in the age group 14-17 years old, showed interest in participating in vocational training opportunities that will provide them with better job opportunities.
- None of the children in the FGDs, shaweeshes or landowners were in contact with organizations regarding the issue of child labour.
- It is clear that NGOs working in the area are doing efforts to address the issue of child labour within the capacity of their work and mandate. However, there is no sufficient coordination between different organizations, nor there is a system to address the issue in a coordinated holistic manner. Although there is a focal point in the municipality to coordinate the work of different organizations in the area, a more integrative approach of all the work done by the organizations is needed.
- Governmental entities mentioned that they have a role in addressing child labour which included MoSA, a juvenile protection entity and the municipality. Key informants believed that child labour does not have enough attention nor the laws are being enforced.

Non-Governmental Organizations

Organizations holding activities for children

When surveyed children were asked if they attended any activities with organizations at the time being, 28% of children said they did. 86% of those who attended activities said they did 1-2 times/week, and on average, 91% of them spent 1-2 hours each time. As for types of activities they participated in, 79% of children participated in playing games, 30% participated in singing activities, 20% participated in sports, 20% learned languages and 16% learned mathematics. When asked about the organizations that held the activities, the majority of them mentioned the Red Cross, while others mentioned Dirasat and TDH. Almost all (93%) of the children who were not participating in any activities at the time of the interview expressed interest when they were asked if they are willing to attend future activities.

These findings were confirmed in the FGDs. When asked about their participation in activities held by organizations, children gave varied answers. Most children were not involved in such activities. Some children in the age group 9-11 years, mentioned that organizations take names but do not bring anything or do activities. While others mentioned attending **a single event where they were promised to have more, but nothing happened afterwards**. Male children in the age group 9-11 years, talked about some activities such as playing and drawing being held once a week, where they were handed biscuits and balloons. None of the working children were approached by any organizations at the workplace or attended sessions about child labour. When asked if they were interested in participating in activities held by organizations, **all children showed keen interest**, including those who are working since they are free in the afternoon. **Children aged 14-17 years were interested in vocational training opportunities**. Boys believed training courses that teach them different beneficial crafts can be very useful to them, while girls in the same age groups expressed their interest in attending training courses especially in sewing and hairdressing. They explained that such fields are better than agriculture for them and more lucrative.

Only 29% of surveyed caregivers confirmed that their children were participating in activities held by organizations. 80% of surveyed caregivers who confirmed that their children were participating in activities, said that their children attended those activities 1-2 times/week, and 89% of them indicated that their children spend 1-2 hours each time. 84% of parents who said that their children were attending activities said that they participated in playing games, 56% mentioned singing activities, while 42% mentioned sports. The majority of parents mentioned the Red Cross as the main organization doing activities.

When fathers and mothers participating in the FGDs were asked about their children's participation in activities held by organizations, all mothers confirmed that their children are not involved in any recreational activities. They explained that children participated in activities which were held twice before. However, no activities took place afterwards. The mothers also mentioned a woman who comes every week to provide children with psychosocial support services (PSS) and advises them against working before they are adults. Participating fathers mentioned that organizations stop for a short visit but do not come back.

The work of non-governmental organization in the area of Al-Kaa

The interviewed landowners stated that they have not been in contact with any organizations about the topic of child labour and that they did not know of any organizations that are working on preventing child labour. One landowner mentioned that organizations rarely come to the area or hold activities for children. Another landowner mentioned that organizations come and talk to refugees; however, he believes that refugees do not care about activities, they only care about materialistic assistance, and that

they would send their children to the United Nations (UN) schools to get the financial aid associated with it and not for the sake of educating their children.

All interviewed shaweeshes also indicated that they have not been approached by any organizations to talk about the issue of child labour, nor there were any efforts in this regard such as awareness raising campaigns. In general, the shaweeshes felt that the presence of organizations and the effectiveness of their work is becoming less and less obvious.

On the other hand, NGOs representatives mentioned the following organizations as the main actors working on the issue of child labour in Al-Kaa area: TDH-Italy, Himaya, Dirasat, GVC, ABAAD, and UN agencies such as UNHCR and others, who are working on the issue of child labour and school dropouts.

Key informants seemed to have conflicting views of the presence and effectiveness of NGO work in the area. The mayor explained that most of the NGO work is assessment and nothing more, and that people are saturated because of the volume of assessments. He also believes that the NGOs are spoiling the Syrians instead of empowering them, therefore they are just sitting around waiting for aid.

Himaya staff member did not seem to be fully aware of the work done by NGOs in the area. She mentioned that there are no entities currently working on the issue of child labour. She mentioned that IRC did for a while, and that TDH sometimes do sensitization sessions in PSS, and if a working child was discovered during PSS sessions, s/he will be referred for proper action. However, it is not feasible to refer all children who need access to such services, ***those who are referred are younger children, those who are really hurting from work physically or psychologically and children who are subjected to abuse at work.***

On the other hand, the head of Caritas mentioned that some organizations go from camp to camp obligating parents to send their children to school and threatening to stop the activities they are holding for children and the incentives they are giving to parents. The IRC representative also explained that IRC are doing what they can within the capacity of their projects. They have for example adjusted their working hours to accommodate girls who finish their work very late in the day, and they also do some awareness raising for girls they are working with on the topic of child labour within the time span that the girls spend with them. The director of Centre for Reading and Cultural Renewal stated that NGOs work on awareness raising as well as conducting support activities for children, such as teaching music and theatre. The director believed that the work of NGOs is helping with the issue of child labour among Syrian refugees, along with the sufficient amount of support they get, whether financial or otherwise, and that things are better in this regard, however, there are still some parents who send their children to work.

Coordination between external actors working in the area of Al-Kaa

In general, the interviewed NGO representatives indicated that there is some level of coordination between different organizations in the field. However, some felt that the coordination was extensive, while others did not feel that it was enough. The head of Caritas and director of the Centre for Reading and Cultural Renewal mentioned that UNHCR holds a meeting with all the organizations who are working in the field in the area every 2-6 months and they take all their notes and observations and provide them with their feedback. However, the director of the Centre mentioned that these meetings were more frequent in the past. She also mentioned that she does not see much coordination on the field, and that each NGO takes a project and starts implementing it on its own. The IRC representative confirmed that

there is coordination between different organizations in the area of Al-Kaa, since each one is working on an aspect and cannot provide all the necessary services to their target audience, therefore they coordinate to refer cases to other organizations. She also mentioned that ***there is a focal point in the municipality who is coordinating with all the organizations present in the area***. The TDH staff member believes that there is extensive coordination, where they had several meetings with Himaya and ABAAD. Also, their child protection unit along with different organizations held many discussions with the municipality and the Ministry of Social Affairs (MoSA) to discuss CP among other topics.

Governmental Entities

When asked about formal authorities that are involved in the issue of child labour, IRC representative was not aware if there are any authorities involved in the issue. According to her only NGOs would work in the area of child labour and awareness raising. However, she mentioned a juvenile protection entity that is present in every area in Lebanon, where they can report cases of WFCL, if the workplace or conditions are not suitable for children, or if their work interferes with attending school, and that they have the authority to intervene. However, she believes that the law is not enforced due to lack of sufficient human resources dedicated for the issue of CP.

“They can’t follow up as much as the situation needs because the rate of child labour is high”

The TDH staff member mentioned that the MoSA in Al-Kaa is working on the issue by providing PSS for children, and they are also meeting with parents and raising their awareness on issues such as child labour. She also mentioned that Himaya and ABAAD will start a program with MoSA related to the child labour.

The head of Caritas mentioned that the municipality has a role as well and they are involved in everything. The Shaweeshes are always in contact with the municipality and report everything that happens in camps. The director of Centre for Reading and Cultural Renewal explained that whenever an NGO comes to do work in Al-Kaa area, the municipality always collaborates with them and facilitates their work. She believed that they were doing a good job in different areas; however, ***the issue of child labour has not had any light shed on it.***

Impact of Child Labour and Measures Needed to Reduce/End it

Main findings of this section

- The impact of child labour mentioned by key informants was that child labour affects the psychological wellbeing of children who will grow resentful of other children such as the Lebanese children who live in comfort, and that this resentment coupled with lack of education might lead to societal violence.
- Measures suggested to address the issue of child labour included the education and training of parents, reaching an agreement with the shaweeshes and the landowners, increasing the number of child protection actors in Al-Kaa area, the interference of the government and the enforcement of legislations, and raising the capacity of the municipality to address this issue.

When discussing the impact of child labour on children and on society, the head of Al-Kaa Municipality explained that child labour has impact on the psychological wellbeing of children who will grow resentful of other children such as the Lebanese children who live in comfort and have toys, while they quit school and have to work. ***This resentment in addition to lack of education could lead to societal violence.***

The head of Caritas indicated that legislations and laws have a role in combating child labour and protecting children; however, he believes that what is important is the training and education of parents. The director of the Centre for Reading and Cultural Renewal talked about raising awareness in general and also agreed that what is needed is raising awareness of the parents. She explained that before working on activities with children, work should be done with the parents, schools, and local authorities such as the municipality, and that working first with the main contributing factors to the issue, will make it easier to engage and address children. The IRC representative agreed and indicated that gatekeepers such as the Shaweeshes and the employers need to be involved as well. If there were an agreement reached with them, working girls and boys would benefit greatly. She also believed that CP actors should be more present in the area to cover the existing gap in the Masharee Al-Kaa.

The IRC representative also mentioned that the government should be involved in order to address the child labour issue in the area of Al-Kaa because there is a high exploitation. The TDH staff member agreed and indicated that the government needs to interfere and weigh-in on this issue, indicating that if there are laws, then no one is implementing them, and that ***if laws are issued, implemented and enforced it can make a difference.*** She explained that laws can be implemented through the municipality for example, where they can be given the green light to go and check on working children on farms. She indicated that the municipality in Al-Kaa is very active and they are swift in implementation once they have the orders to proceed (such as was the case with illegal Syrian workers). The municipality, according to her have not interfered with the issue of child labour because they do not have the capacity right now to pursue this issue. The Mayor confirmed this by stating that a system needs to be put in place with the supervision of the municipality to prevent child labour. People need to be trained on this system and provided with knowledge and information on how to deal with this issue and follow up on it. A preventive force is needed where parents are penalized or asked to leave the area if they do not comply. He believed that it will not work any other way, and that merely talking to parents and holding sessions on the subject will not produce results.

“If parents feel that the money the child is making is going to be spent to cover a penalty then they might stop”

- Head of Al-Kaa Municipality

Project’s Design, Indicators and Monitoring and Verification Measures

Himaya project staff member talked about the design phase of the project. When asked about conducting needs assessment she explained that they have learnt about the need for such intervention through community members who are working with them as trainers for parents and children on different topics (also known as caregivers). According to Himaya staff member, they reach out to a large number of community members and through their reports, the need to tackle the issue of child labour was raised.

They also came to the knowledge of this need through communication with children in their project “Safe Park” where children are provided with a community-based space to play and attend life skills sessions. She also indicated that the municipality provided them with data on the topic as well.

As for ensuring that the actual needs of target communities were being addressed, Himaya staff member indicated that they are trying to formulate *a strategy to combat child labour* where they are capable of at least preventing all the hazardous aspects of work and sending younger children to school and, where they can regulate the type of work, safety and number of working hours for older children who need to work; so that they can work in safe environments and avoid working two shifts for 10 hours/day or more. She also mentioned that they are trying to work with the shaweeshes, the municipality, the Ministry of Labour and other organizations that have been very cooperative. Himaya staff member explained that they are trying to find a balance that is logical for the people, and where no one is going to get hurt.

When asked about targeting the most vulnerable and marginalized groups, Himaya staff member stated that they have a strong presence in the area and have had it for a long time now. She explained that the caregivers who work with them, and who are described as child protection ambassadors in the community are helping them with everything. According to her, they believe in protecting children, they can reach people in the camps and the community, and they talk the language of the people. Himaya staff members mentioned that they also have contact information of all the shaweeshes. When asked about the development of project indicators, she was not able to answer due to lack of knowledge.

As for monitoring and verifications measures, Himaya staff member indicated that there is a monitoring and reporting system in place, and that people implementing the project directly have reports and action plans and she follows up with them on the evaluation and other issues. She also mentioned that all data is centralized.

When asked about communication and coordination between Plan International and Himaya, she explained that both parties have agreed on developing a schedule of regular visits, and that the communication is through regular meetings and emails at the time being.

A Note on the Cultural context of Syrian refugees and residents in Al-Kaa area

The following section includes points of view from key informants in Al-Kaa Area, on their perceptions of working children and the presence of two different cultural and social contexts related to the Syrians living in Al-Kaa area in Lebanon:

Landowners explained that there are two types of camps: those established before the Syrian crisis and those after.

The landowners and the head of Caritas indicated that Syrians (legal residents) have a culture where women go to work, and men stay at home. He explained that a man marries more than one woman and has numerous children, he stays at home and sends them all to work and collect their earnings, and that this way of living is related to the Syrian culture and tradition.

Other key informants also confirmed the latter mentioned point of view. The Head of Al-Kaa Municipality believed that child labour is embedded in the Syrian culture. If children reach a certain age, then they are sent to work without being enrolled in school. He believes that ***it is not an issue that is usually related to economic need***. He also mentioned that many men stay at home and rely on women to work, while girls do not go to school to take care of babies while their mothers are working.

The landowners explained that the Syrian refugees who became displaced after the Syrian crisis in 2011 cannot leave the area. The landowner also noted that the Syrians who cannot leave are eager to send their children to school while the ones who can leave prefer that their children work rather than educate them.

On another note related to child labour in Al-Kaa area, one shaweesh explained that working children in Al-Kaa area are originally born and raised in rural agricultural areas, and they are used to this kind of work before they came to Lebanon. He stated that the reason why these families came to stay in this area is because it suits them, and they can work in it.

Conclusions

Child labour is prevalent in Al-Kaa area where the overwhelming majority of working children are working in the agricultural sector, and almost all working children are Syrians. Some Syrians have been living in the area before the 2011 crisis, while others sought refuge as a result of the war.

According to interviews with key informants, it was concluded that there are two distinct Syrian social and economic contexts. The first is the context of Syrians who have been living in the area for 15 to 20 years, long before the Syrian crisis that started in 2011 and became legal residents in Lebanon. The other is the context of Syrian refugees who were forced to move to Al-Kaa area after they were displaced during the Syrian crisis.

According to the interviews. the first social and economic context relies heavily on child labour, where the man marries one or more women, have a large number of children and sends them all to work while he collects their earnings. Women and children work in agriculture, while men may or may not work (at all). Also, men do not work in agriculture since it is ***not*** considered a man's job. These families are generally not concerned about educating their children since the presence of children is directly connected to labour and providing for the family. Regarding the second context; families are displaced refugees who are living in difficult financial conditions. They work for very low wages and the financial aid they get is not consistent, therefore they are forced to send their children to work in order to provide their basic necessities. They do appreciate the importance of attending school and want their children to get an education, however, their financial situation does not allow it. Also, some of these displaced families have no adult male providers therefore children are forced to work.

Although finding solutions to financial problems is not necessarily easy, having such solutions might be what is needed to take the children of Syrian refugees out of the labour market and send them back to school. However, since the economic and social context relies on child labour, ending or reducing this issue could be more difficult as it is not related to solving financial problems only. What is needed includes addressing attitudes and beliefs and making considerable changes in lifestyle, which can be challenging.

Children usually start working around the age of 12 years old. Generally, younger children are not hired, and landowners will not take them since they still do not have the physical ability to perform agricultural tasks. The main factor in choosing children for work is their strong physical build which enables them to do the required work. Strong physical build is connected with older age most of the time, but not always. Therefore, young children (6-8 years old) who are found in the fields, are mainly accompanying their mothers and do what was referred to as small jobs or in other cases, these children would have insisted to join the workforce and the shaweeshes let them come as a treat for them in order to have fun. On the other hand, children found working are those who have strong physical build which enables them to do the work-from the point of view of landowners- despite their young age.

Distribution of agricultural tasks does not take into consideration the young age of children, their vulnerability, nor their increased susceptibility to danger. The work is distributed according to what needs to be done on the farm and according to who is good at doing what, ensuring efficiency and effectiveness. Therefore, the main reasons why children are not allowed to do certain dangerous tasks is not necessarily related to providing them with protection, but because giving them such tasks might not be the best way of doing things. It was clear that as they grow older, children become more aware and more exposed to the risks involved in such; especially those related to physical exhaustion and heat strokes.

Although children are exposed to hazards and risks and there are incidents where children's wellbeing was compromised, most respondents insisted that there were not any serious accidents or injuries, giving the impression that falling down from a tree, passing out from the heat or encountering snakes are all considered normal work conditions, or minor incidents that are not worthy of concern.

Syrian residents who have been living for a long time in the area and residing on the land/farm, work in a family set up, where children work alongside other family members. Girls are protected in a way where they work alongside their brothers, and where outsider males are not allowed to work without having female relatives accompanying them and working with them.

As for refugee children living in camps, they can be working with family members and have a measure of protection since they stay with older relatives to teach them work and supervise them. However, if they were working on their own, they have no access to their families during working hours, since parents do not know the landowners directly and their presence is not accepted. Working children are considered workers in the same sense as adults are. Therefore, they are left to look after themselves and solve their own problems with the help of shaweeshes, supervisors and landowners, whose relationship with the children was not always described as positive. In addition to that, children do not seem to communicate all their problems and hardships to their parents.

In general, Syrian refugee children are not forced to work in the traditional sense of the word. They are, however, forced to work due to the difficult financial situation of their families, in order to contribute to providing an income. On the other hand, the social and economic context of Syrian residents who have been living in the area for a long time mandates that children start working once they reach a certain age (around 12 years old), to the extent that it became automatic and expected on the side of parents and children.

Shaweeshes and landowners in general do not place any importance on children working or not. Some landowners do not prefer to hire children because they are a hassle and their productivity is lower. However, parents are the ones who pursue the shaweesh to provide working opportunities for their children in order to increase their income. Employers and shaweeshes involve children in work out of empathy to their families, and they make conscious effort to make sure that all children have equal opportunities to work in an attempt to help everyone out.

Agricultural work does not seem to be organized nor monitored, therefore work conditions are exploitive in the following sense: children and workers in the agricultural sector are paid very low wages (approximately 8000-10000 LBP/agricultural working day), however due to the difficult financial situation of their families, it is considered better than nothing. Despite the fact that no child is forced to work by parents or landowners or shaweeshes, children would want to work longer hours to earn more money. They have the choice of skipping days, however, it will be on their expense since it is daily labour. In addition to that, skipping work during busy seasons can discourage employers from hiring those children again, thus forcing children to work nonstop to avoid that.

80% of the surveyed Syrian children were out of school at the time of the interview. The main reason for dropping out from school was the inability of families to afford the cost of enrolling their children at school, such as covering the cost of transportation to far schools. Having to work, however, was not highly connected to dropping out of school where Syrian refugees were concerned. Although there are children who stopped going to school to work and help their families, 70% of children who were not attending school were also not working at the time of the interview, confirming that other reasons play a role in not sending children to school, such as not being able to afford school costs that was mentioned previously, and also having problems in enrolment and registration.

Almost all Syrian refugee parents were not involved in community-based efforts to address problems such as child labour, nor did they attend meetings to support and train them on positive parenting. However, the majority of parents were keen and interested in participating in such community-based efforts, creating an opportunity to organize community coalitions and task forces to address issues that are directly related to the wellbeing of children.

Awareness raising efforts on the issue of child labour do not seem to be covering all geographical areas that need such efforts, and they are not reaching a high percentage of parents. Lack of extensive coordination and partnership between different actors in the field where some are unaware of each other's work can be one of the reasons why such gaps are present.

Although there are numerous organizations working in Al-Kaa area on the issues of child protection and child labour, their work is only reaching a fraction of the main stakeholders involved in the issue, such as children, parents, shaweeshes and landowners. At the same time, children are keen to participate in activities held by organizations, and older children are highly interested in enrolling in vocational training opportunities, which sheds the light on an opportunity to address child labour in the age group that is mostly affected by it. Parents are also eager to be involved in livelihood opportunities that can provide them with a decent income.

Lack of proper coordination and joint action, that is beyond basic referrals, between different organizations can be a reason why further outreach is hindered and successful efforts are not replicated in other sites.

It is worth mentioning that the municipality is in a place to lead these coordination efforts between different actors and pursue a more integrative approach. All NGOs and shaweeshes working in the area are in contact with the municipality, for constant coordination purposes. The municipality also has relationships with different governmental entities that can be involved in addressing the issue of child labour, in addition to the fact that the municipality have the authority to force parents to send their children to school, however, there are no strategy nor sufficient capacity for follow up.

Recommendations

The following section provides recommendations to address the issue of child labour and dropping out of school in the area of Al-Kaa based on the outcomes of research:

Addressing the financial situation of families

- Provide Syrian refugee families with livelihood opportunities that can help them in attaining a decent income that covers their basic needs and providing them with consistent financial assistance when needed, which includes covering the costs of sending their children to school.
- Providing Syrian refugee children in the age group 14-17 years old with vocational training opportunities that can assist them in obtaining safer work opportunities with decent work conditions.

Awareness raising efforts

- Intensify awareness raising efforts in Al-Kaa to reach targeted audiences in all concerned areas.
- Raise the awareness of parents on the negative consequences of child labour in the agricultural sector and the dangers their children are exposed to as a result of engaging in this type of work and educating them about the importance of continuing their education.
- Raise the awareness of shaweeshes on the dangers of agricultural work on the wellbeing of children and families and that engaging children in work may solve immediate problems for families, however, it can be harmful for them in the long term.
- Solidifying the position of employers where they prefer not to hire children by raising their awareness about the negative consequences of child labour on the wellbeing of children and the legal accountability they can face as a result of hiring children.

Engagement of community members in addressing the issue of child labour:

- Organize community coalitions and groups that include parents and other key community members to address child protections issues such as child labour in the area is recommended, since caregivers showed high interest in joining such groups, therefore, the main efforts need to be channelled towards proper organization and community reach out.

Work of the external actors

- Increase coordination between different organizations working in the area that can be carried out through the municipality of Al-Kaa area, to replicate success stories in different areas and camps

and organize activities and aid provided for families in a more effective manner. In addition to that, enhanced coordination between different NGOs can be helpful in establishing more effective communication and collaboration with relevant governmental entities such as the Ministry of Labour and the Ministry of Social affairs.

- Establish communication and collaboration with the Ministry of Labour and juvenile protection entities to enforce child labour laws in the Al-Kaa area, and implement through the municipality.
- Establish lines of communication and collaboration with the Ministry of Education and UNHCR to address problems related to registering Syrian refugee children in schools.
- Advocate for raising the capacity of Al-Kaa Municipality through hiring trained staff and/or training existing staff on social and child protection issues and establish a clear mechanism to address the issue of child labour and dropping out of school in the area.
- Establish a system and a strategy to address the issue of child labour in a coordinated holistic manner between different organization.

A note on the context of Syrian residents in Al-Kaa area

- Conducting further research and investigation is recommended to better understand the social and cultural context of this group of Al-Kaa residents, to gain a deeper insight on their knowledge on the issue of child labour, their beliefs and attitudes, their financial situation and their current style of living to develop effective and relevant solutions to the issue of child labour.

ANNEXES

ANNEX I: PROJECT INDICATORS WITH BASELINE VALUES

Project indicators	Baseline indicators	Baseline Values – Jordan	Baseline Value - Lebanon
Impact Indicator			
% and # of girls and boys who are engaged in forced child labour in the agricultural sector in Jordan and Lebanon disaggregated by sex, age group	Same as project indicator	<p>19 children are engaged in work in Agriculture</p> <p>1 (5%) males are engaged in forced labour. He is 17 years old.</p> <p>18 children (16% females; 79% males) are engaged out of free will.</p>	<p>48 children are engaged in work in Agriculture</p> <p>9 children are engaged in forced labour: 8 Females (17%); 1 male (2%).</p> <p>Children engaged in child labour disaggregated by age: 1 child between 9-11 YO (11%); 3 children between 12-13 YO (33%); 5 children between 14-18 YO (56%)</p>
Outcome Indicators			
% of the 1500 targeted girls and boys who have decreased vulnerability to WFCL disaggregated by nationality, age and sex.	% of surveyed girls and boys who have vulnerability to WFCL, disaggregated by nationality, age and sex.	Refer to table A - below	Refer to Table B - below
% of targeted caregivers who, after participating in Positive Parenting Programme and/or accessing livelihood alternatives, have improved attitudes to protect children from WFCL disaggregated by nationality, sex and working status of their children	% of surveyed caregivers who have positive attitudes towards protecting children from WFCL, disaggregated by nationality, sex and working status of their children	Refer to table C - below	Refer to Table D - below
% of targeted caregivers who report to have improved economic security after engaging in the project's livelihood alternatives and referrals.	% of surveyed caregivers who are economically secure.		

Table A: Number of surveyed girls and boys who have vulnerability to WFCL, disaggregated by sex, age and working status, Jordan

Criteria	Total	Gender		Age			Working Status	
		Males	Females	9-11 YO	12-13 YO	14-18 YO	Yes	No
Criteria 1: <i>Children who are separated from parents are more at risk of working</i>	15	12	3	5	2	8	2	13
Criteria 2: <i>Families with elderly are more likely to depend on children's income</i>	23	19	4	7	4	12	4	19
Criteria 3: <i>Families with a person with a disability are more likely to depend on children's income</i>	18	11	7	4	3	11	2	16
Criteria 4: <i>Children who are engaged in child labour</i>	30	27	3	0	5	25	-	-
Criteria 5: <i>Children who used to work but who are currently not working are at risk of returning to work</i>	16	16	0	1	4	11	0	16
Criteria 6: <i>Children who are not working but who have siblings that work are also at risk of working</i>	31	20	11	6	3	22	12	19
Criteria 7: <i>Children who are out of school are among those at risk of working</i>	46	34	12	6	7	33	19	27

Table B: Number of surveyed girls and boys who have vulnerability to WFCL, disaggregated by sex, age and working status, Lebanon

Criteria	Total	Gender		Age			Working Status	
		Males	Females	9-11 YO	12-13 YO	14-18 YO	Yes	No
Criteria 1: <i>Children who are separated from parents are more at risk of working</i>	63	32	31	20	15	28	13	50
Criteria 2: <i>Families with elderly are more likely to depend on children's income</i>	18	11	7	9	3	6	3	15
Criteria 3: <i>Families with a person with a disability are more likely to depend on children's income</i>	22	10	12	7	6	9	4	18
Criteria 4: <i>Children who are engaged in child labour</i>	51	23	28	2	14	35	-	-
Criteria 5: <i>Children who used to work but who are currently not working are at risk of returning to work</i>	46	27	19	2	15	29	0	46
Criteria 6: <i>Children who are not working but who have siblings that work are also at risk of working</i>	109	53	56	36	40	33	26	83
Criteria 7: <i>Children who are out of school are among those at risk of working</i>	159	77	82	46	43	70	48	111

Table C: Outcome 2; Indicator: % of surveyed caregivers who have attitudes towards protecting children from WFCL, by nationality sex and working status of children, Jordan

Statement	% of caregivers who have positive attitudes towards Child Labour, disaggregated by gender		% of caregivers who have positive attitudes towards Child Labour, disaggregated by Working status of their children below 18 years old		% of caregivers who have positive attitudes towards Child Labour
	Male	Female	Working Children	Not Working Children	Total
Jordan					
Children below the minimum working age (14 in Lebanon/16 in Jordan) should not be working at all	87%	13%	26%	74%	55%
Children should not be working, but should go to school	83%	17%	25%	75%	80%
Only adults (above 18) in a family should be working to provide for the family	81%	19%	27%	73%	62%
Children above the legal working age should not work more than 6 hours per day	84%	16%	25%	75%	41%
Children above the legal working age should only work in safe environments without danger to their health and wellbeing	94%	6%	73%	27%	92%
Children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to	84%	16%	32%	68%	51%

Table D: Outcome 2; Indicator: % of surveyed caregivers who have attitudes towards protecting children from WFCL, by nationality sex and working status of children, Lebanon

Statement	% of caregivers who have positive attitudes towards Child Labour, Disaggregated by gender		% of caregivers who have positive attitudes towards Child Labour, Disaggregated by Working status of their children below 18 years old		% of caregivers who have positive attitudes towards Child Labour
	Male	Female	Working Children	Not Working Children	
Lebanon					
Children below the minimum working age (14 in Lebanon/16 in Jordan) should not be working at all	82%	18%	31%	69%	80%
Children should not be working, but should go to school	1%	0%	0%	1%	96%
Only adults (above 18) in a family should be working to provide for the family	79%	21%	33%	67%	94%
Children above the legal working age should not work more than 6 hours per day	80%	20%	31%	69%	97%
Children above the legal working age should only work in safe environments without danger to their health and wellbeing	80%	20%	32%	68%	99%
Children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to	80%	20%	31%	69%	92%

ANNEX II: DATA COLLECTION TOOLS

1. Survey questionnaire – Caregivers_ Jordan

General information to be filled by the enumerator:

1. Questionnaire Number
2. Enumerator Name:
 - Household Ref No: (Validation: Text and numbers)
3. Date of interview:
4. Country:
 - Jordan
5. Community:
 - Aljoufeh (Al Rawdah)
 - Alkameh
6. Nationality of respondent:
 - Jordanian
 - Lebanese
 - Palestinian
 - Syrian
 - Iraqi
 - Stateless
 - Other, please specify:
7. Status of respondent:
 - Host community member
 - Refugee
8. Gender of respondent:
 - Male
 - Female
9. Age of respondent:
10. Marital status of respondent
 - Married
 - Single
 - Divorced
 - Widow(er)
11. Gender of the head of the household:
 - Male
 - Female
12. Age of the head of the household:
13. Number of children in the household below the age of 18: (Drop down menu options: 1,2,3,...10, More than 10)

Questions related to vulnerability criteria (Q17-22)

14. Do you have any elderly people in your household?
(Criteria 1: Families with elderly are more likely to depend on children's income)
 - Yes
 - No
15. If Q14 is Yes, who is the elderly person?

- My mother/mother in law
- My father/father in law
- Both: My mother/ mother in law and my father/ father in law
- Other, please specify:

16. Is there anyone in your family who has a disability or special needs?

(Criteria 2: Families with a person with a disability are more likely to depend on children's income)

- Yes
- No

17. What type of disability does the person or persons have? Check all that apply. (If Q16 is Yes)

- Physical disability
- Visual disability
- Hearing disability
- Mental/ Intellectual disability
- Other, please specify:

18. Do you have any children who are below the age of 18 and who are working at the moment?

(Criteria 3: Children who are engaged in child labour)

- Yes
- No

19. How many children do you have who are currently working? (If Q18 is Yes)

20. Do any of them work in agriculture, such as in a farm? (If Q18 is Yes)

- Yes
- No

21. How many of them work in agriculture? (If Q20 is Yes)

22. Which of the following activities are they engaged in? (Check all that apply) (If Q20 is Yes)

- Driving or handling tractors or machines
- Spraying pesticides
- Touching or handling plants without protective gloves
- Using sharp tools
- Carrying heavy loads on your back
- Animal Shepherd
- Other, please specify:

23. If not in agriculture, what work do they do? (If Q20 is No)

24. If you don't have any children who are currently working, have any of your children worked in the past? (If Q18 is No)

(Criteria 4: Children who used to work but who are currently not working are at risk of returning to work)

- Yes
- No

25. How many of your children used to work in the past? (If Q24 is Yes)

26. How long ago was he/she/they working? (If Q24 is Yes)

- Less than 6 months ago
- Less than 1 year ago
- More than 1 year ago

27. What was he/she/they working with before? (If Q24 is Yes)

- In agriculture or a farm
- Other, please specify:

28. Do you have any orphans or children who are separated from their parents living with you?

(Criteria 5: Children who are separated from parents are more at risk of working)

- Yes
- No

29. What is your relationship to this child(ren)? (If Q28 is Yes)

30. Is the child(ren) in question currently working? (If Q28 is Yes)

- Yes

- No
31. If so, what is he/she/they working with? (If Q30 is Yes)

- In agriculture or in a farm
- Other, please specify:

32. Do you have any school aged children who are currently not attending a formal school?

(Criteria 6: Children who are out of school are among those at risk of working)

- Yes
 No

33. Why is he/she/they not going to a formal school? Please select the option that best explains your reason: (If Q32 is Yes)

- Because he/she/they need to work to provide an income for our family.
- Because our family can't afford to cover the costs of the school.
- Because they don't treat my children well at the school in our area.
- Because the school refuses to admit/enroll them.
- Other, please specify:

Additional questions for caregivers with children working in agriculture:

34. On average, how many days per week does your child(ren) work? (If Q20 is Yes)

35. On average, how many hours does your child(ren) work each day? (If Q20 is Yes)

36. To the best of your knowledge, how is your child(ren)'s relationship with their employer? Please select the words that best describe their employer's behavior towards them. (Check all that apply) (If Q20 is Yes)

- Respectful
 Understanding
 Kind
 Fair
 Disrespectful
 Inconsiderate
 Unkind
 Unfair
 Other, please specify:
 I don't know

37. Who in your family decides if the children should work or not? (If Q20 is Yes)

- I do
 My husband/wife decides
 My husband/wife and I decide together
 The child(ren) decide
 Other, please specify:

Attendance to other organization activities

38. Does your child(ren) attend any activities with an organization at the moment?

- Yes
 No

39. What is the name of the organization that provides these activities? (If Q38 is Yes)

40. How many times per week does your child(ren) attend these activities? (If Q38 is Yes)

- 1-2 times
- 3-4 times
- More than 4 times
- I don't know

41. On average, how many hours does he/she/they spend there each time? (If Q38 is Yes)

- Less than 1 hour
- 1 hour
- 1-2 hours
- 2-3 hours
- More than 3 hours

- don't know

42. What kind of activities does he/she/they participate in? (Check all that apply) (If Q38 is Yes)

- Learning mathematics
- Learning languages
- Learning science
- Playing games
- Playing instruments
- Singing
- Theater
- Sports
- Group discussions
- Other, please specify:
- I don't know

Questions related to project/baseline indicators:

Percent of surveyed caregivers who have positive attitudes towards protecting children from WFCL, disaggregated by nationality and sex.

43. On a scale from 1 to 5, to what extent do you agree with the following statements?

- "Children below the minimum working age (14 in Lebanon/16 in Jordan) should not be working at all."
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Children should not be working, but should go to school."
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Only adults (above 18) in a family should be working to provide for the family."
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Children above the legal working age should not work more than 6 hours per day." *14 Lebanon / 16 Jordan
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Children above the legal working age should only work in safe environments without danger to their health and wellbeing." *14 Lebanon / 16 Jordan
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- “Children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to.”
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

Percent of surveyed caregivers who are economically secure.

44. How many adults above the age of 18 are currently working in your household?
- 0
 - 1
 - 2
 - More than 2

45. Who is the main breadwinner in your household?
- I am
 - My husband/wife
 - My son
 - My daughter
 - Other, please specify:

46. What is your current employment situation?
- Employed full time
 - Employed part time
 - Self-employed
 - Engage in casual/day labour
 - Unemployed and looking for work
 - Unemployed and not looking for work
 - Student
 - Homemaker (manages the home without pay)
 - Retired
 - Unable to work because of disability
 - Other, please specify:
 - Prefer not to answer

47. What is your households’ main source of income?
- Renting out property
 - Ownership and management of a small business
 - Employment for wages
 - Day/casual labour (*Example: agriculture*)
 - Other, specify:
 - Household has no income

48. If your family owns a business, what is the nature of this business? (If Q47 is *Ownership and management of a small business*)

49. If your household does not have an income, can you explain how you subsist? (If Q47 is *Household has no income*)

50. What is your family's average household income per month in Lebanese Pounds/Jordanian Dinars? (If Q47 is **NOT** Household has no income)

51. In the past 7 days, if there have been times when you did not have enough food or money to buy food, how often has your household had to:

Ref.	Behaviour	0 times	Number of days (value has to be 1 to 7)	N/A
1	Rely on less preferred and less expensive foods?			

2	Borrow food, or rely on help from a friend or relative?			
3	Purchase food on credit?			
4	Limit portion size at mealtimes?			
5	Reducing the number of meals per day			
6	Restricting food consumption so that children in your household can eat?			

Note: Please refer to the *Coping Strategy Index Field Methods Manual* for instructions about the scoring method, available at: https://documents.wfp.org/stellent/groups/public/documents/manual_guide_proced/wfp211058.pdf

52. Does your household owe any debts?

- Yes
 No
 Prefer not to answer

53. How much do you owe in debts in Lebanese Pounds/Jordanian Dinars? (If Q52 is Yes)

54. What was your reason for borrowing money? (If Q52 is Yes)

- To pay the rent
- To buy food
- To cover other household expenses
- To cover healthcare/medical expenses
- Other, please specify:

Percent of surveyed community members who report being equipped with the necessary tools to effectively respond to WFCL.

55. In your view, what are the dangers and risks associated with child labour? What are the risks the children face while working? Please mention examples. (Open Ended)

(This question will assess the number and percent of caregivers who are able to mention at least one risk associated with child labour)

56. Do you know of any community-based support groups that convene to discuss and find ways to overcome problems related to child labour?

- Yes
 No

57. If yes, are you a member of a support group to address problems with child labour? (If Q56 is Yes)

- Yes
 No

58. If no, would you consider joining a support group such as this if there was one available? (If Q56 is No)

- Yes
 No

59. If you would not consider taking part in a community support group to address problems related to child labour, can you explain why not? (Open Ended)

60. Do you know of any parents group meetings to support parents and train them on ways to create a healthier environment for their children?

- Yes
 No

61. *If yes:* Who is organizing these meetings? (If Q60 is Yes)

62. Have you ever participated in these meetings? (If Q60 is Yes)

- Yes
 No

63. If you have participated, what have you learned from these meetings? Can you give examples? (If Q62 is Yes) (Open Ended)

64. *If no:* Would you consider joining parents group meetings if there was one available? (If Q62 is No)

- Yes
 No

65. If you would not consider taking part in parents' group meetings, can you explain why not? (If Q64 is No) (Open Ended)

*Percent of surveyed community members who report having taken **any action** for protecting children from WFCL.*

66. Have you ever participated in any community-based activities, such as a campaign or awareness raising events?
- Yes
- No
67. In what capacity did you participate? (If Q66 is Yes)
- a. I helped organizing it
- b. I attended an event that was organized by others
- c. Other, please specify:
68. What was the campaign about? (If Q66 is Yes) (Open Ended)
69. If you have children working, have you ever met with the employer of your child(ren) to discuss the dangers and risks associated with child labour? (If Q18 is Yes)
- Yes
- No
70. Why?
71. Have you ever taken action to protect other children from harm caused by child labour in the past 3 years?
- Yes
- No
72. If yes, can you explain how a child/children were being harmed and how you took action to protect them? (If Q71 is Yes)
73. Do you know of any organization(s) that supports in finding livelihood opportunities?
- Yes
- No
74. If yes, have you approached/ been approached by this/these organization(s)? (If Q73 is Yes)
75. If no, would you be interested in such opportunities that would support you and your family financially? (If Q73 is No)

Concluding question:

76. Is there anything else that you would like to add or share? (Open Ended/ Optional)

2. Survey questionnaire – Caregivers_ Lebanon

General information to be filled by the enumerator:

1. Questionnaire Number
2. Enumerator Name:
3. Date of interview:

4. Country:
 Lebanon

5. Community:
 Kaa

6. Nationality of respondent:
 Jordanian
 Lebanese
 Palestinian
 Syrian
 Iraqi
 Stateless
 Other, please specify:

7. Status of respondent:
 Host community member
 Refugee

8. Gender of respondent:
 Male
 Female

9. Age of respondent:
10. Marital status of respondent
 Married
 Single
 Divorced
 Widow(er)

11. Gender of the head of the household:
 Male
 Female

12. Age of the head of the household:

13. Number of children in the household below the age of 18: (Drop down menu options: 1,2,3,...10, More than 10)

Questions related to vulnerability criteria (Q17-22)

14. Do you have any elderly people in your household?
(Criteria 1: Families with elderly are more likely to depend on children's income)
 Yes
 No
15. If Q14 is Yes, who is the elderly person?
 My mother/mother in law
 My father/father in law
 Both: My mother/ mother in law and my father/ father in law
 Other, please specify:

16. Is there anyone in your family who has a disability or special needs?
(Criteria 2: Families with a person with a disability are more likely to depend on children's income)
- Yes
 No
17. What type of disability does the person or persons have? Check all that apply. (If Q16 is Yes)
- Physical disability
 Visual disability
 Hearing disability
 Mental/ Intellectual disability
 Other, please specify:
18. Do you have any children who are below the age of 18 and who are working at the moment?
(Criteria 3: Children who are engaged in child labour)
- Yes
 No
19. How many children do you have who are currently working? (If Q18 is Yes)
20. Do any of them work in agriculture, such as in a farm? (If Q18 is Yes)
- Yes
 No
21. How many of them work in agriculture? (If Q20 is Yes)
22. Which of the following activities are they engaged in? (Check all that apply) (If Q20 is Yes)
- Driving or handling tractors or machines
 - Spraying pesticides
 - Touching or handling plants without protective gloves
 - Using sharp tools
 - Carrying heavy loads on your back
 - Animal Shepherd
 - I don't know
 - Other, please specify:
23. If not in agriculture, what work do they do? (If Q20 is No)
24. If you don't have any children who are currently working, have any of your children worked in the past? (If Q18 is No)
- (Criteria 4: Children who used to work but who are currently not working are at risk of returning to work)*
- Yes
 No
25. How many of your children used to work in the past? (If Q24 is Yes)
26. How long ago was he/she/they working? (If Q24 is Yes)
- Less than 6 months ago
 - Less than 1 year ago
 - More than 1 year ago
27. What was he/she/they working with before? (If Q24 is Yes)
- In agriculture or a farm
 - Other, please specify:
28. Do you have any orphans or children who are separated from their parents living with you?
(Criteria 5: Children who are separated from parents are more at risk of working)
- Yes
 No
29. What is your relationship to this child(ren)? (If Q28 is Yes)
30. Is the child(ren) in question currently working? (If Q28 is Yes)
- Yes
 - No
31. If so, what is he/she/they working with? (If Q30 is Yes)
- In agriculture or in a farm
 - Other, please specify:

32. Do you have any school aged children who are currently not attending a formal school?
(Criteria 6: Children who are out of school are among those at risk of working)

- Yes
- No

33. Why is he/she/they not going to a formal school? Please select the option that best explains your reason:
(If Q32 is Yes)

- Because he/she/they need to work to provide an income for our family.
- Because our family can't afford to cover the costs of the school.
- Because they don't treat my children well at the school in our area.
- Because the school refuses to admit/enroll them.
- Other, please specify:

Additional questions for caregivers with children working in agriculture:

34. On average, how many days per week does your child(ren) work? (If Q20 is Yes)

35. On average, how many hours does your child(ren) work each day? (If Q20 is Yes)

36. To the best of your knowledge, how is your child(ren)'s relationship with their employer? Please select the words that best describe their employer's behavior towards them. (Check all that apply) (Only If Q20 is Yes)

- Respectful
- Understanding
- Kind
- Fair
- Disrespectful
- Inconsiderate
- Unkind
- Unfair
- Other, please specify:
- I don't know

37. Who in your family decides if the children should work or not? (If Q20 is Yes)

- I do
- My husband/wife decides
- My husband/wife and I decide together
- The child(ren) decide
- Other, please specify:

Attendance to other organization activities

38. Does your child(ren) attend any activities with an organization at the moment?

- Yes
- No

39. What is the name of the organization that provides these activities? (If Q38 is Yes)

40. How many times per week does your child(ren) attend these activities? (If Q38 is Yes)

- 1-2 times
- 3-4 times
- More than 4 times
- I don't know

41. On average, how many hours does he/she/they spend there each time? (If Q38 is Yes)

- Less than 1 hour
- 1 hour
- 1-2 hours
- 2-3 hours
- More than 3 hours
- don't know

42. What kind of activities does he/she/they participate in? (Check all that apply) (If Q38 is Yes)

- Learning mathematics
- Learning languages
- Learning science
- Playing games
- Playing instruments
- Singing
- Theater
- Sports
- Group discussions
- Other, please specify:
- I don't know

Questions related to project/baseline indicators:

Percent of surveyed caregivers who have positive attitudes towards protecting children from WFCL, disaggregated by nationality and sex.

43. On a scale from 1 to 5, to what extent do you agree with the following statements?

- "Children below the minimum working age (14 in Lebanon/16 in Jordan) should not be working at all."
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Children should not be working, but should go to school."
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Only adults (above 18) in a family should be working to provide for the family."
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Children above the legal working age should not work more than 6 hours per day." *14 Lebanon / 16 Jordan
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Children above the legal working age should only work in safe environments without danger to their health and wellbeing." *14 Lebanon / 16 Jordan
 - 5 (Very much)
 - 4 (Much)
 - 3 (Neutral)
 - 2 (Not so much)
 - 1 (Not at all)

- "Children above the legal working age should only work if they want to work, not because their parents or any other adults asked them to."
 - 5 (Very much)

- 4 (Much)
- 3 (Neutral)
- 2 (Not so much)
- 1 (Not at all)

Percent of surveyed caregivers who are economically secure.

44. How many adults above the age of 18 are currently working in your household?

- 0
- 1
- 2
- More than 2

45. Who is the main breadwinner in your household?

- I am
- My husband/wife
- My son
- My daughter
- Other, please specify:

46. What is your current employment situation?

- Employed full time
- Employed part time
- Self-employed
- Engage in casual/day labour
- Unemployed and looking for work
- Unemployed and not looking for work
- Student
- Homemaker (manages the home without pay)
- Retired
- Unable to work because of disability
- Other, please specify:
- Prefer not to answer

47. What is your households' main source of income?

- Renting out property
- Ownership and management of a small business
- Employment for wages
- Day/casual labour (*Example: agriculture*)
- Other, specify:
- Household has no income

48. If your family owns a business, what is the nature of this business? (If Q47 is *Ownership and management of a small business*)

49. If your household does not have an income, can you explain how you subsist? (If Q47 is *Household has no income*)

50. What is your family's average household income per month in Lebanese Pounds/Jordanian Dinars? (If Q47 is **NOT** Household has no income)

51. In the past 7 days, if there have been times when you did not have enough food or money to buy food, how often has your household had to:

Ref.	Behaviour	0 times	Number of days (value has to be 1 to 7)	N/A
1	Rely on less preferred and less expensive foods?			
2	Borrow food, or rely on help from a friend or relative?			
3	Purchase food on credit?			

4	Limit portion size at mealtimes?			
5	Reducing the number of meals per day			
6	Restricting food consumption so that children in your household can eat?			

Note: Please refer to the *Coping Strategy Index Field Methods Manual* for instructions about the scoring method, available at: https://documents.wfp.org/stellent/groups/public/documents/manual_guide_proced/wfp211058.pdf

52. Does your household owe any debts?

- Yes
- No
- Prefer not to answer

53. How much do you owe in debts in Lebanese Pounds/Jordanian Dinars? (If Q52 is Yes)

54. What was your reason for borrowing money? (If Q52 is Yes)

- To pay the rent
- To buy food
- To cover other household expenses
- To cover healthcare/medical expenses
- Other, please specify:

Percent of surveyed community members who report being equipped with the necessary tools to effectively respond to WFCL.

55. In your view, what are the dangers and risks associated with child labour? What are the risks the children face while working? Please mention examples. (Open Ended)

(This question will assess the number and percent of caregivers who are able to mention at least one risk associated with child labour)

56. Do you know of any community-based support groups that convene to discuss and find ways to overcome problems related to child labour?

- Yes
- No

57. If yes, are you a member of a support group to address problems with child labour? (If Q56 is Yes)

- Yes
- No

58. If no, would you consider joining a support group such as this if there was one available? (If Q56 is No)

- Yes
- No

59. If you would not consider taking part in a community support group to address problems related to child labour, can you explain why not? (Open Ended)

60. Do you know of any parents group meetings to support parents and train them on ways to create a healthier environment for their children?

- Yes
- No

61. *If yes:* Who is organizing these meetings? (If Q60 is Yes)

62. Have you ever participated in these meetings? (If Q60 is Yes)

- Yes
- No

63. If you have participated, what have you learned from these meetings? Can you give examples? (If Q62 is Yes) (Open Ended)

64. *If no:* Would you consider joining parents group meetings if there was one available? (If Q62 is No)

- Yes
- No

65. If you would not consider taking part in parents' group meetings, can you explain why not? (If Q64 is No) (Open Ended)

*Percent of surveyed community members who report having taken **any action** for protecting children from WFCL.*

66. Have you ever participated in any community-based activities, such as a campaign or awareness raising events?
- Yes
 - No
67. In what capacity did you participate? (If Q66 is Yes)
- I helped organizing it
 - I attended an event that was organized by others
 - Other, please specify:
68. What was the campaign about? (If Q66 is Yes) (Open Ended)
69. If you have children working, have you ever met with the employer of your child(ren) to discuss the dangers and risks associated with child labour? (If Q18 is Yes)
- Yes
 - No
70. Why?
71. Have you ever taken action to protect other children from harm caused by child labour in the past 3 years?
- Yes
 - No
72. If yes, can you explain how a child/children were being harmed and how you took action to protect them? (If Q71 is Yes)
73. Do you know of any organization(s) that supports in finding livelihood opportunities?
- Yes
 - No
74. If yes, have you approached/ been approached by this/these organization(s)? (If Q73 is Yes)
- Yes
 - No
75. If no, would you be interested in such opportunities that would support you and your family financially? (If Q73 is No)
- Yes
 - No

Concluding question:

76. Is there anything else that you would like to add or share? (Open Ended/ Optional)

3. Survey questionnaire – Children _ Jordan

General information to be filled by the enumerator:

1. Questionnaire number:
2. Enumerator Name:
 - Household Ref No
3. Date of interview:
4. Country:
 - Jordan
5. Community:
 - Aljoufe(Al Rawdah)
 - AlKarameh
6. Nationality of respondent:
 - Jordanian
 - Lebanese
 - Palestinian
 - Syrian
 - Iraqi
 - Stateless
 - Other, please specify:
7. Status of respondent:
 - Host community member
 - Refugee
8. Gender of respondent:
 - Male
 - Female
9. Age of respondent: (Min Value 10 Years – Max Value 18 Years)
10. Number of children in the household below the age of 18: (Drop down menu: 1, 2, 3...10, More than 10; including the child being interviewed)

Questions related to vulnerability criteria

11. Do you have both your parents living with you?
(Criteria 1: Children who are separated from parents are more at risk of working)
 - Yes
 - No
12. If Q11 is No, which of your parents don't live with you?
 - My mother
 - My father
 - My mother and father don't live with me
13. If none of your parents live with you, who takes care of you? (Open Ended)
14. If none of your parents live with you , where are your parents? (Open Ended)
15. Do you have any elderly people in your household, such as grandparents?
(Criteria 2: Families with elderly are more likely to depend on children's income)
 - Yes
 - No
16. If Q15 is Yes, who is the elderly person?

- My grandmother
- My grandfather
- Both my grandmother and grandfather
- Other, please specify:

17. Is there anyone in your family who has a disability or special needs?

(Criteria 3: Families with a person with a disability are more likely to depend on children's income)

- Yes
 No

18. Are you working at the moment?

(Criteria 4: Children who are engaged in child labour)

- Yes
 No

19. If Q18 is Yes, do you work in agriculture, such as in a farm?

- Yes
 No

20. If Q19 is Yes, which of the following activities do you do? (Check all that apply)

- Driving or handling tractors or machines
 Spraying pesticides
 Touching or handling plants without protective gloves
 Using sharp tools
 Carrying heavy loads on your back
 Animal Shepherd
 Other, please specify:

21. If Q19 is No, what work do you do?

- Carpentry
 Metalwork
 Car repair/workshop
 Hairdressing
 Painting
 Construction
 Waiting on tables (in a restaurant/café)
 Shop vendor
 Butchery
 Road seller
 Cleaner
 Other, specify:

22. If you are not currently working, have you ever worked in the past? (Q18 is No)

(Criteria 5: Children who used to work but who are currently not working are at risk of returning to work)

- Yes
 No

23. If Q22 is Yes, how long ago were you working?

- Less than 6 months ago
 Less than 1 year ago
 More than 1 year ago

24. What were you working with before? (Q22 is Yes)

25. Do you have any brothers or sisters who are working? (Q18 is No)

(Criteria 6: Children who are not working but who have siblings that work are also at risk of working)

- Yes
 No

26. If Q25 is Yes, what do they work with?

- In agricultural or in a farm
 Other, please specify:

27. Are you currently going to a formal school?
(Criteria 7: Children who are out of school are among those at risk of working)

- Yes
- No

28. If Q27 is Yes, how many days per week do you attend school?

- 1
- 2
- 3
- 4
- 5

29. If Q27 is No, why are you not going to a formal school? Please select the option that best explains your reason:

- Because I need to work to provide an income for my family.
- Because my family can't afford to cover the costs of the school.
- Because they don't treat me well at the school in our area.
- Because the school refuses to admit/enroll me.
- I don't know
- Other, please specify:

30. Until what grade did you go to school before quitting school? (If Q27 is No)

- Never went to a formal school
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Additional questions for children who confirmed working in agriculture:

31. Are you working in agriculture out of your free will? (If Q19 is Yes)

- Yes
- No

32. If Q31 is No, can you explain your reason for working? (Open Ended)

33. How many days per week do you work? (If Q19 is Yes) (If Q19 is Yes) (Min value 1 – Max Value 7)

34. On average, how many hours do you work each day? (If Q19 is Yes) (Min Value 1 – Max Value 24)

35. How is your relationship with your employer? Please select the words that best describe your employer's behavior towards you. (Check all that apply) (If Q19 is Yes)

- Respectful
- Understanding
- Kind
- Fair
- Disrespectful
- Inconsiderate
- Unkind
- Unfair
- Other, please specify:

Attendance to other organization activities:

36. Do you attend any activities with an organization at the moment?

- Yes
- No

If answer to Q36 is Yes – ask Q37-Q40

37. What is the name of the organization that provides these activities?

38. How many times per week do you attend these activities?

- 1-2 times
- 3-4 times
- More than 4 times

39. On average, how many hours do you spend there each time?

- Less than 1 hour
- 1 hour
- 1-2 hours
- 2-3 hours
- More than 3 hours

40. What kind of activities do you participate in? (Check all that apply)

- Learning mathematics
- Learning languages
- Learning science
- Playing games
- Playing instruments
- Singing
- Theater
- Sports
- Group discussions
- Other, please specify:

41. Are you willing to participate in activities?

- Yes
- No

42. If Q41 is No, why?

Concluding question:

42. Is there anything else that you would like to add or share? (Open Ended/ Optional)

4. Survey questionnaire – Children _ Lebanon

General information to be filled by the enumerator:

1. Questionnaire number:
2. Enumerator Name:
3. Date of interview:
4. Country:
 Lebanon
5. Community:
 Kaa
6. Nationality of respondent:
 Jordanian
 Lebanese
 Palestinian
 Syrian
 Iraqi
 Stateless
 Other, please specify:
7. Status of respondent:
 Host community member
 Refugee
8. Gender of respondent:
 Male
 Female
9. Age of respondent: (Min Value 10 Years – Max Value 18 Years)
10. Number of children in the household below the age of 18: (Drop down menu: 1, 2, 3...10, More than 10; including the child being interviewed)

Questions related to vulnerability criteria

11. Do you have both your parents living with you?
(Criteria 1: Children who are separated from parents are more at risk of working)
 Yes
 No
12. If Q11 is No, which of your parents don't live with you?
 - My mother
 - My father
 - My mother and father don't live with me
13. If none of your parents live with you, who takes care of you? (Open Ended)
14. If none of your parents live with you, where are your parents? (Open Ended)
15. Do you have any elderly people in your household, such as grandparents?
(Criteria 2: Families with elderly are more likely to depend on children's income)
 Yes
 No

16. If Q15 is Yes, who is the elderly person?
- My grandmother
 - My grandfather
 - Both: my grandfather and my grandmother
 - Other, please specify:
17. Is there anyone in your family who has a disability or special needs?
(Criteria 3: Families with a person with a disability are more likely to depend on children's income)
- Yes
- No
18. Are you working at the moment?
(Criteria 4: Children who are engaged in child labour)
- Yes
- No
19. If Q18 is Yes, do you work in agriculture, such as in a farm?
- Yes
- No
20. If Q19 is Yes, which of the following activities do you do? (Check all that apply)
- Driving or handling tractors or machines
 - Spraying pesticides
 - Touching or handling plants without protective gloves
 - Using sharp tools
 - Carrying heavy loads on your back
 - Animal Shepherd
 - Other, please specify:
21. If Q19 is No, what work do you do?
- Carpentry
 - Metalwork
 - Car repair/workshop
 - Hairdressing
 - Painting
 - Construction
 - Waiting on tables (in a restaurant/café)
 - Shop vendor
 - Butchery
 - Road seller
 - Cleaner
 - Other, specify:
22. If you are not currently working, have you ever worked in the past? (Q18 is No)
(Criteria 5: Children who used to work but who are currently not working are at risk of returning to work)
- Yes
- No
23. If Q22 is Yes, how long ago were you working?
- Less than 6 months ago
 - Less than 1 year ago
 - More than 1 year ago
24. What were you working with before? (Q22 is Yes)
25. Do you have any brothers or sisters who are working? (Q18 is No)
(Criteria 6: Children who are not working but who have siblings that work are also at risk of working)
- Yes
- No
26. If Q25 is Yes, what do they work with?
- In agriculture or a farm
 - Other, please specify:

27. Are you currently going to a formal school?

(Criteria 7: Children who are out of school are among those at risk of working)

Yes

No

28. If Q27 is Yes, how many days per week do you attend school?

1

2

3

4

5

29. If Q27 is No, why are you not going to a formal school? Please select the option that best explains your reason:

Because I need to work to provide an income for my family.

Because my family can't afford to cover the costs of the school.

Because they don't treat me well at the school in our area.

Because the school refuses to admit/enroll me.

I don't know

Other, please specify:

30. Until what grade did you go to school before quitting school? (If Q27 is No)

Never went to a formal school

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Additional questions for children who confirmed working in agriculture:

31. Are you working in agriculture out of your free will? (If Q19 is Yes)

Yes

No

32. If Q31 is No, can you explain your reason for working? (Open Ended)

33. How many days per week do you work? (If Q19 is Yes) (Min value 1 – Max Value 7)

34. On average, how many hours do you work each day? (If Q19 is Yes) (Min Value 1 – Max Value 24)

35. How is your relationship with your employer? Please select the words that best describe your employer's behavior towards you. (Check all that apply) (If Q19 is Yes)

Respectful

Understanding

Kind

Fair

Disrespectful

Inconsiderate

Unkind

Unfair

Other, please specify:

Attendance to other organization activities:

36. Do you attend any activities with an organization at the moment?

- Yes
 No

If answer to Q36 is Yes – ask Q37-Q40

37. What is the name of the organization that provides these activities?

38. How many times per week do you attend these activities?

- 1-2 times
 3-4 times
 More than 4 times

39. On average, how many hours do you spend there each time?

- Less than 1 hour
 1 hour
 1-2 hours
 2-3 hours
 More than 3 hours

40. What kind of activities do you participate in? (Check all that apply)

- Learning mathematics
 Learning languages
 Learning science
 Playing games
 Playing instruments
 Singing
 Theater
 Sports
 Group discussions
 Other, please specify:

41. Are you willing to participate in activities?

- Yes
 No

42. If Q41 is No, why?

Concluding question:

43. Is there anything else that you would like to add or share? (Open Ended/ Optional)

5. Key informant guide – Employers⁵⁰

Key informant interview #

⁵⁰ KII guides were developed in the first phase of this baseline assessment by Exigo.

Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Community	<input type="checkbox"/> Kaa <input type="checkbox"/> Aljoufeh <input type="checkbox"/> Alkarameh
Date and Time	
Name of interviewee	
Gender of interviewee	<input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality of interviewee	<input type="checkbox"/> Jordanian <input type="checkbox"/> Lebanese <input type="checkbox"/> Palestinian <input type="checkbox"/> Syrian
Business of interviewee	
Contact information	
Interviewer	

Introduction - Can you please introduce yourself, your business, and describe your employees (number, age)?

- a. *Age(s), nationality and gender of the child(ren) employed*
 - b. *How long have the child(ren) been working for the employer?*
2. What are the tasks that you assign employees under 14 (for Lebanon) / 16 (for Jordan) generally?
 - a. *Discuss with the employer tasks assigned to girls, and tasks assigned to boys*
 - b. *Discuss if there are any differences in tasks depending on the age (14+ / 16+)*
 - c. *Discuss the rationale behind the duties distribution*
 3. How were you introduced to the children working at your business?
 - a. *What made you decide to employ them?*
 4. As far as you have observed, how do you think the work affect the children/youth?
 - a. *Are any children who work at your business ever exposed to hazardous work that may cause any physical and health-related issues (psychological included)?*
 5. Is/are the child(ren) employed by your business attending school? If no, why not?
 6. Is/are the child(ren) employed by your business able to take part in recreational activities during the day, by leaving work early or taking some time off occasionally to play with friends? If no, why not?
 7. What are the child(ren)'s working hours and how many days per week do they work ? What are the day to day tasks / work responsibilities of the child(ren)? (If hazardous, what type of protective gear, if any, do they have?)
 - a. *Discuss possible protection measures taken by workplace, special measures regarding rest, working hours, availability of food and water, arrangements to only let children do lighter chores etc.*
 8. What is your relationship with the children/youth's caregivers/parents?
 - a. *How often do you communicate with them? What are the topics you normally discuss with them?*
 - b. *What kind of agreement do you have with the caregivers/parents?*
 9. Where there any external parties (or collective) coming to your work asking about the children? If yes, can you please elaborate.
 - a. *Discuss with the employer the nature of the actors who intervened*
 - b. *Discuss with the employer the nature of the 3rd parties' requests and how s/he has addressed them*
 - c. *Discuss with the employer eventual challenges s/he has faced with external parties*
 10. What are the main challenges for you, if any, to ensure that the child/youth employed is protected and safe? To what extent are you able to overcome these challenges?

11. Are you aware of any campaigns or messages that are being spread about ending child labour and protecting children from hazardous work?
 - a. *If so, where have you seen these messages and what was said by these messages?*
 - b. *Do you agree with them?*
 - c. *Do you agree that awareness raising in the communities about the risks and harm of child labour is an effective method to protect children from hazardous work?*

12. Is there anything else you would like to add before we conclude the interview?

6. Key informant guide – School counselors (*for Jordan only*)

Key informant interview #	▪
Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Community	<input type="checkbox"/> Kaa <input type="checkbox"/> Aljoufeh <input type="checkbox"/> Alkarameh
Date and Time	▪
Name of interviewee	▪
Gender of interviewee	<input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality of interviewee	<input type="checkbox"/> Jordanian <input type="checkbox"/> Lebanese <input type="checkbox"/> Palestinian <input type="checkbox"/> Syrian
Business of interviewee	▪

Introduction - Can you please start by introducing yourself?

1. In your experience, to what extent is child labour prevalent in your school?
 - a. *Do you know which children at your school are engaged in child labour and which are not?*
 - b. *From where do you get this information?*
2. In your view, what are the underlying causes behind children being sent to work?
 - a. *How would you describe the socio-economic profile of those families who send their children to work, including hazardous work that may expose children to harm?*
 - b. *What could be done to reduce child labour or to end it entirely?*
3. What are the consequences of child labour on the children's abilities to attain an education?
 - a. *What kind of behaviors do you notice among children who work? Examples: dropping out, coming late, exiting earlier, being tired, being anxious, being physically and/or mentally harmed, etc.*
 - b. *How would you describe the psychosocial wellbeing of those students who are also working?*
4. What are the major challenges school staff face as a result of child labour?
 - a. *What are the policies and experiences of your school with regard to the consequences of child labour?*
 - b. *Do you have any strategies to mitigate child labour? If so, can you give any examples?*
 - c. *Has your school taken any measures to reduce or mitigate child labour?*
5. In your view, to what extent are the children's caregivers aware of the negative consequences of child labour on their children?
6. Have any external actors, such as NGOs or government agencies, collaborated with or visited your school to promote child rights and to prevent child labour and hazardous work, including worst forms of child labour?
 - a. *If so, who are these external actors and what kind of activities did they have?*
 - b. *Were they effective in reducing child labour?*
7. Have you ever taken any action to protect a child/ children from harm caused by child labour?
 - a. *If so how? How was it effective in protecting the child/children?*
 - b. *What kind of actions do you think would be needed in the future?*
8. Are you aware of any campaigns or messages that are being spread about ending child labour and protecting children from hazardous work?
 - a. *If so, where have you seen these messages and what was said by these messages?*
 - b. *Do you agree with them?*

c. *Do you agree that awareness raising in the communities about the risks and harm of child labour is an effective method to protect children from hazardous work?*

9. Is there anything else you would like to add before we conclude the interview?

7. Key informant guide – Community members or community representatives

Key informant interview #	
Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Community	<input type="checkbox"/> Kaa <input type="checkbox"/> Aljoufeh <input type="checkbox"/> Alkarameh
Date and Time	
Name of interviewee	
Gender of interviewee	<input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality of interviewee	<input type="checkbox"/> Jordanian <input type="checkbox"/> Lebanese <input type="checkbox"/> Palestinian <input type="checkbox"/> Syrian
Category	<input type="checkbox"/> Community member <input type="checkbox"/> Religious leader <input type="checkbox"/> Municipality representative <input type="checkbox"/> Shawish or camp focal point
Contact information	
Interviewer	

Introduction - Can you please introduce yourself and your role in your community?

1. In your view and experience, what is the prevalence and impact of child labour in your community?
 - a. *How does child labour affect the wellbeing of the children who are engaged in work?*
 - b. *What are the visible consequences of child labour in your community?*
2. Among children who work to contribute to their household income, how many/what proportion are engaged in hazardous work that may harm them physically or psychologically?
 - a. *Examples of dangerous work conditions: exposure and use of chemicals, use of sharp and dangerous equipment, abusive working relations etc.*
3. What is done by local decision makers and representatives to reduce or prevent child labour, particularly worst forms of child labour that expose children to harm?
4. Are the children engaged in child labour being monitored by any entity, to ensure their wellbeing and to prevent exposure to hazardous work?
 - a. *If so, by which entity and in what way/how are they monitored?*
5. In your view, what are the underlying causes behind children being sent to work?
 - a. *How would you describe the socio-economic profile of those families who send their children to work, including hazardous work that may expose children to harm?*
 - b. *Who are the families that are most likely to send their children to work? Why is this the case?*
6. Why are children sent to work and how is this affecting their ability to go to attain an education?
 - a. *In your view, what is the long term impact of child labour on the psychological and emotional wellbeing and development of the children?*
 - b. *What could be done to reduce child labour or to end it entirely?*
7. In your view, are your community members sufficiently equipped, to respond to the worst forms of child labour? Please specify your answer.
 - a. *How could community members better respond to WFCL?*
 - b. *What kind of tools do you/your community need to better prevent WFCL?*
 - c. *What are the barriers that impede your/ your community's ability to prevent WFCL?*
 - d. *Would you say that you personally have the tools and means to help to end WFCL? How so? Please explain.*

8. Have any external actors, such as NGOs or government agencies, collaborated with or visited your school to promote child rights and to prevent child labour and hazardous work, including worst forms of child labour?
 - a. *If so, who are these external actors and what kind of activities did they have?*
 - b. *Were they effective in reducing child labour?*

9. Are you aware of any campaigns or messages that are being spread about ending child labour and protecting children from hazardous work?
 - a. *If so, where have you seen these messages and what was said by these messages?*
 - b. *What do you think about these messages?*
 - c. *What would be in your opinion the best approach / way to raise awareness in the communities about the risks and harm of child labour? What would be the best method to protect children from hazardous work?*

10. Have you ever taken any action to protect a child/ children from harm caused by child labour?
 - a. *If so how? How was it effective in protecting the child/children?*
 - b. *What kind of actions do you think would be needed in the future?*

11. Is there anything else you would like to add before we conclude the interview?

8. Key informant guide – Project Staff

Key informant interview #	
Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Date and Time	
Name of the organization	
Name of interviewee	
Position	
Contact information	
Interviewer	

1. Can you please describe your position and role in this project?
2. To the best of your knowledge, what is the prevalence of child labour in the agricultural sector in the area you are working in?
3. Who are the main actors working on the issue of child labour in the project's areas of intervention? More specifically in agriculture?
4. To the best of your knowledge, were there any needs assessment conducted during the design phase of the project?
5. How did the project design ensure that actual needs of target communities were being addressed?
6. How did the project design ensure that the most vulnerable and marginalized groups will be reached by the project?
7. What kind of monitoring and verification measures are envisioned during the project implementation?
8. Can you describe the process of developing project indicator? Who were the people involved? Are the individual who design the project also involved in its implementation?
9. (For Plan International staff) How and when were the implementing partners selected? Were there any specific criteria?
(For Himaya /Namaa) How were you approached by Plan International to become a partner in the project?
10. How would you describe the communication and coordination between Plan International and Himaya (for Lebanon)/ Namaa (for Jordan) so far?
11. Do you have any other comments that you would like to add?

9. Key informant guide – Other stakeholders: LDC, Child protection committees, farmers unions, UN agencies, INGO, CSOs working on children rights

Key informant interview #	▪
Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Date and Time	▪
Name of interviewee	▪
Organization / Institution	▪
Position	▪
Contact information	▪
Interviewer	▪

1. Can you please describe your organization/ institution/ committee, as well as your position?
2. What are the basic needs of the most vulnerable populations in the areas targeted by the project Al-Jofeh and Al-Karamah (in Jordan), and Al-Kaa (in Lebanon)?
3. What is the prevalence of child labour in Lebanon/ Jordan, more specifically in agriculture? To the best of your knowledge, are there any specifics with regards to child labour in the areas targeted by the project: Al-Jofeh and Al-Karamah (in Jordan), and Al-Kaa (in Lebanon)?
4. To the best of your knowledge, what domestic and international legislation apply to safeguarding child rights in Lebanon/Jordan? Is there a specific jurisprudence in this regard? Please specify.
5. To the best of your knowledge, have there been any awareness raising campaigns implemented to promote child protection and viable alternatives to child labour? If yes, who was implementing the campaign? Were you involved/ part of the campaign? What could have been done differently in order to reach a bigger impact?
6. Have you ever taken any action to protect a child/ children from harm caused by child labour?
 - a. *If so how? How was it effective in protecting the child/children?*
 - b. *What kind of actions do you think would be needed in the future?*
7. In your view, are your community members sufficiently equipped, to respond to the worst forms of child labour? Please specify your answer.
 - a. *How could community members better respond to WFCL?*
 - b. *What kind of tools do you/your community need to better prevent WFCL?*
 - c. *What are the barriers that impede your/ your community's ability to prevent WFCL?*
 - d. *Would you say that you personally have the tools and means to help to end WFCL? How so? Please explain.*
8. Who are the main actors working on the issue of child labour in the area? More specifically in the agricultural sector? What are the existing coordination mechanisms between these actors?
9. What organizations, if any, provide services and support (such as PSS activities and case management services) to children engaged in child labour or WFCL in agriculture in Lebanon/Jordan, and more specifically in Al-Kaa (for Lebanon)/Aljoufeh and Alkarameh (in Jordan)? How effective is the coordination between these organizations?
10. Is there anything else you would like to add to the discussion before we conclude the interview?

10. Focus Group Discussion guide – Children (6-13*)⁵¹

Focus Group Discussion #	
Date and Time	
Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Community	<input type="checkbox"/> Kaa <input type="checkbox"/> Aljoufeh <input type="checkbox"/> Karame
Number of participants	
Age group of participants	<input type="checkbox"/> 6-8 <input type="checkbox"/> 9-11 <input type="checkbox"/> 12-13
Gender of participants	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> Mixed
Facilitator Co-facilitator/note taker	

*These age groups were defined during the meeting held in Lebanon with Plan International and local partner Himaya.

The facilitator will start with introducing herself, the note taker, the purpose of the FGD and what the information will be used for. This information will be provided by reading a pre-written script to obtain informed consent from each individual in the group. Make sure all FG participants have a common understanding of what you want to discuss. The facilitator will then continue with a brief round table introduction asking the participants brief questions about their names, ages, neighborhoods, school attendance, types of work they are engaged in etc.

General rules/instructions will be shared with the participants:

- Everyone should participate
- There is no right or wrong answer and everyone should share their own thoughts and opinions freely
- Information provided in the focus group must be kept confidential
- Participants should focus on the group discussion and not have separate discussions on the side
- Cell phones should be switched off - if possible

The facilitator will ask the group if they have any questions before getting started. All questions will be addressed before moving on to the discussion.

Ice breaker. Ball game (For all age groups) - While sitting in a circle, participants will toss a paper ball to each other in the group. The paper ball can be tossed to the same person more than once and in no specific order. Every few rounds different themes will be shared: names, "something you love", "something you dislike", ending with "a place you dislike".

(For children 6 -11)

Stepping inside the circle - Participants will stand in a circle and the facilitator will ask a question to the group that starts with "Who ...?" Whoever's answer is "Me" will take one step towards the inside of the circle. A short moment of discussion will follow before everyone gets back to his/her place and another question is asked.

1. Who thinks working is the best thing they can be doing?
 - How many of you are presently working?
 - Why are/were you working?

⁵¹ FGD guides were developed in the first phase of this baseline assessment by Exigo.

2. Who thinks there are some risks related to work?
 - What type of risks?
 - How did you learn about these risks?

(For example: knows children who are harmed, witnessed risks, learned from awareness sessions. If so learned through awareness sessions by which organization?)

3. Who is attending school?
What school / classes are you attending? *(probe: informal/formal)*

- Who faced challenges/difficulties attending school?
- What kind of challenges?
- Who were the challenges caused by? (Example: employers, caregivers, the schools, teachers etc.)
- Are challenges faced by girls and boys different? Why?

4. Who do you turn to if you need help/assistance?

- Have you ever been approached/contacted by an organization that provides you with different types of assistance/services?
- If so, what are the names of these organizations and what type of support do they provide?

Scale game - The facilitator will put a line on the floor with strips of colored paper – red, orange, yellow, and beige. Each color will signify a meaning ranging between “very much”, “average”, “not a lot”, and “not at all”. The facilitator will then start asking questions. The participants will be asked to stand on the color that best describes their answer, anywhere between red (very much) and beige (not at all). A short moment of discussion will follow before everyone returns to their seats. The process will be repeated for questions between 5 and 8.

5. How much do you like work? Why?
6. How much do you like school? Why?
7. How much do you like being at home? Why?
8. How much would you like to participate in some activities within an organization? Why? Would you have the time?

(For children 12-13 years old)

Drawing / Writing - Step 1: The facilitator will choose the visualization form: the daily schedule is more open and flexible (invites children to draw or write down their activities), while the daily clock already includes the hours spent on each activity (visualizes children’s activities and their duration in a 24-hour clock model, linking the activities and tasks directly with a time component). **Step 2:** Explain the purpose and the procedure of the tool to the children. **Step 3:** Ask the children to write or draw all the activities they perform every day from when they get up until they go to bed. Ensure that the activities are described in detail and include the children’s agricultural tasks. **Step 4:** If the children choose to draw, ask them to write what they are doing next to the picture. If the children cannot write, then write down the activities yourself. **Step 5:** Check that every daily schedule / daily clock includes detailed individual information for each child (name, sex and age) as well as the location and date of realization. **Step 6:** Discuss each daily schedule / daily clock with the respective child in order to obtain as many details as possible. The discussion can take place within the group or with each child individually. Guiding questions may be used (*see below*).

1. How many hours do you spend on each activity every day/week?
 - *Probe: time for entertainment activities?*
2. Do you do the same activities every day of the week?
3. If/When you work / do agricultural tasks... ?
 - ... do you use sharp tools: knives, hooks, hoes, sickles etc.?
 - ... do you use heavy machinery: saws, farm vehicles etc.?
 - ... do you carry heavy objects: sandbags, water canisters etc.?
 - ... do you spray pesticides?
 - ... do you climb trees?
 - ... do you work at night? How many hours per day?
 - ... are there wild animals like snakes or insects? Health ?
 - ...do you sometimes feel pain when doing agricultural tasks?
 - ...do you sometimes hurt yourself?
 - ...do you sometimes have accidents when doing agricultural tasks?

- ...do you get paid? If not, why?
- ...do you take breaks during working hours?
- ...is it seasonal, permanent or temporary work?

4. Do you go to school?
 - If yes, do you go every day?
 - Do you miss school sometimes? If yes, why do you miss school?
 - If not

*are you enrolled in any educational or non educational activities? (*probe: PSS activities, basic literacy and numeracy courses*)

* when was the last time you attended school?

5. When did you start working? How old were you?
6. How / why were you recruited? (*probe: influence of Shaweesh specifically for Lebanon*)
7. What do your parents think of you working? (*if the child says s/he has no parents, ask who lives with him/her. Once you identify the reference adult(s), use all alternative appellations for further questions*).
 - Do they agree? Do they disagree?
 - Do they talk to you about work?
 - (*if there are children who report negative health effects consequent to their work in agriculture*) do you tell your parents when you get hurt at work? If yes, what do they say?
 - Do you tell your parents you don't like doing some tasks? If yes, what do they say?
8. Who do you turn to if you need support, or if you have problems at work?
 - How do they support you ?
 - For what type of problems?
9. Do your parents work?
 - If not, why? If yes, what do they do?
 - Who gains money among the people that live with you?
10. Do you talk to anybody about your work? (*if there are some children who do not work*) Have any of your friends ever talk to you about his/her work?
11. Did any adult out of your family ask you why you are working? (*if there are some children who do not work*) Do you know if some adults assisted your friends that are working to feel better?
12. Did anybody come to your workplace trying to support you? (*if there are some children who do not work*) Do you know if anybody at your friends' workplace ever supported them?

Probes for discussion:

- *Discuss the type of support: social, psychological, financial*

13. Is there anything else you would like to add to the discussion about your experiences at work for example?

11. Focus Group Discussion guide – Children (14 -17)*

Focus Group Discussion #	
Date and Time	
Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Community	<input type="checkbox"/> Kaa <input type="checkbox"/> Aljoufeh <input type="checkbox"/> Alkarameh
Number of participants	
Age group of participants	<input type="checkbox"/> 14-17
Gender of participants	<input type="checkbox"/> Boys <input type="checkbox"/> Girls
Facilitator	
Co-facilitator/note taker	

*These age groups were defined during the meeting held in Lebanon with Plan International and local partner Himaya.

The facilitator will start by introducing herself, the note taker, the purpose of the FGD and what the information will be used for. This information will be provided by reading a pre-written script to obtain informed consent from each individual in the group. The facilitator should make sure all FG participants have a common understanding of what s/he wants to discuss. The facilitator will then continue with a brief round table introduction asking the participants brief questions about their names, ages, neighborhoods, school attendance, types of work they are engaged in, etc.

General rules/instructions will be shared with the participants:

- Everyone should participate
- There is no right or wrong answer and everyone should share their own thoughts and opinions freely
- Information provided in the focus group must be kept confidential
- Participants should focus on the group discussion and not have separate discussions on the side
- Cell phones should be switched off - if possible

The facilitator will ask the group if they have any questions before getting started. All questions will be addressed before moving on to the discussion.

1. Can you please describe your day/week?

Probes for discussion:

- Discuss their daily activities in the morning, afternoon, evening
- Discuss specifically their attendance at school: how many days a week, how many hours a day, if they like it, if they do not go, and if so why, what do their parents think?
- Discuss if they do anything to contribute to the household income and what they think about it.

2. If/ When you work/ do agricultural tasks... ?

- ... do you use sharp tools: knives, hooks, hoes, sickles etc.?
- ... do you use heavy machinery: saws, farm vehicles etc.?
- ... do you carry heavy objects: sandbags, water canisters etc.?
- ... do you spray pesticides?
- ... do you climb trees?
- ... do you work at night? How many hours per day?
- ... are there wild animals like snakes or insects? Health ?
- ...do you sometimes feel pain when doing agricultural tasks?
- ...do you sometimes hurt yourself?
- ...do you sometimes have accidents when doing agricultural tasks?
- ...do you get paid? If not, why?
- ...do you take breaks during working hours?
- ...is it seasonal, permanent or temporary work?

3. What are, in your opinion, the consequences both negative/positive of your work ?

- Discuss with the youth if they have any physical pain, stress caused by work, health complications, if they feel happy or not about their work.
4. Do your parents show interest in what you do at work? How?
 - Discuss to what extent their parents, or the reference adults, are involved in their working life. If they support them in having their rights respected, if their caregivers are in contact with their employer, if they came to visit them at work to ask them how it is going etc.
 5. How did you first start working? Was it your own choice to work? If so, why did you choose to work?
 - Discuss with the youth their motivation for working, the main reasons why they are working.
 - Discuss with the youth the extent to which their parents are in favor or not in favor of them working, and if there is one or more adults in the household who is particularly promoting their engagement in work.
 6. Is there any other persons in your house who are financially supporting your family? Who are they and what do they do?
 7. Do you talk to anybody about your work? *If there are some youth at risk of working, but who do not work:* Do you know if your friends who are working talk to anybody about it?
 - Discuss with the youth the economic situation of the house, and to what extent each member contributes or not. If they are the primary contributors, discuss the reasons why (the parents cannot work legally, the employer prefers to employ them because it costs less, the parents/caregivers insist that the children work, they voluntarily want to work and think is for their own advantage,...).
 8. Did you ever go to someone to ask for advice or support? Please elaborate. *If there are some youth at risk of working, but who do not work:* Do you know if your friends ever went to some adults in the community to seek assistance and advice?

Probes for discussion:

- Discuss the type of support: social, psychological, financial
- For those answering negatively, discuss why (access, fear, do not know how and where, etc.)
- For those answering positively, discuss the extent to which the support received has been effective, and generally, their viewpoints on the received support.

9. Did anybody come to your workplace trying to support you? Please elaborate *If there are some youth at risk of working, but who do not work:* Do you know if anybody comes to your friends' workplace to support them?

Probes for discussion:

- Discuss the type of support: social, psychological, financial
- For those answering positively, discuss the extent to which the support received has been effective, and generally, their viewpoints on the received support.

10. Is there anything else you would like to add to the discussion about your experiences at work for example? What is your impression about vocation training or livelihood opportunities? (*probe on interest / availabilities*)

12. Focus Group Discussion Guide - Caregivers

Focus Group Discussion #	
Country	<input type="checkbox"/> Lebanon <input type="checkbox"/> Jordan
Community	<input type="checkbox"/> Kaa <input type="checkbox"/> Aljoufeh <input type="checkbox"/> Alkarameh
Date and Time	
Location	
Number of participants	

Gender of participants	<input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality of participants	<input type="checkbox"/> Syrian <input type="checkbox"/> Lebanese <input type="checkbox"/> Other, please specify:
Neighborhoods of participants	
Facilitator	
Co-facilitators/note takers	

Consent request and Introduction

The facilitator will start by introducing her/himself, the note taker, the purpose of the FGD and what the information will be used for. This information will be provided by reading a pre-written script to obtain informed consent from each individual in the group. The facilitator should make sure all FG participants have a common understanding of what s/he wants to discuss. The facilitator will then continue with a brief round table introduction asking the participants brief questions about their names, ages, neighborhoods, school attendance, types of work they are engaged in, etc.

General rules/instructions will be shared with the participants:

- *Everyone should participate*
- *There is no right or wrong answer and everyone should share their own thoughts and opinions freely*
- *Information provided in the focus group must be kept confidential*
- *Participants should focus on the group discussion and not have separate discussions on the side*
- *Cell phones should be switched off - if possible*

The facilitator will ask the group if they have any questions before getting started. All questions will be addressed before moving on to the discussion.

1. Can you please describe the composition of your household?
 - a. *How many children/youth live with you? (Please make sure to distinguish between age groups: Lebanon: children below and above 14 / Jordan: children below and above 16)*
 - b. *How many elderly people live with you, if any?*
 - c. *Do you have any persons with disabilities in your household and if so, how many?*
2. What is your main source of household income?
 - a. *Who is the main breadwinner in your household?*
 - b. *What is the working field you work in?*
 - c. *Do you have any other income sources? (If the participants do not understand, name a few examples, such as selling of homemade products, provision of services, seasonal work etc.). If yes, who in the household is responsible for the other income sources?*
3. How would you describe your financial situation? Do you feel economically secure?
 - a. *Are you able to provide for all your family's needs? Please elaborate*
 - b. *If you do not feel that you are economically secure, what causes the insecurity?*
4. To what extent do children in your family contribute to your household economy?
 - a. *How many children do you have who are currently working? What are their ages?*
 - b. *How much do your children contribute to your monthly household economy? Can you estimate in percentage?*
5. How would you define child labour? In your opinion, what are the risks related to child labour?
 - a. *What type of work tasks are the children responsible for when they work? Please explain.*
 - b. *Who is the employer of the children? How were they recruited?*
 - c. *Are any of the tasks exposing the children to risks and hazards, if so what kind of risks? (Examples: heavy weights, exposure to pesticides, exposure to heat, long working hours, exploitative relationships within work etc.)*

6. To what extent do you consider the working condition of your children acceptable?

Probes for discussion: Ask about the treatment of children while at work, children's working conditions, if the children have ever endured injuries and/or health complications as a consequence of work.

7. In your view, how does working affect the wellbeing of your children? Please provide examples.

- a. *How many hours do they normally work each day?*
- b. *Do you think that their work environment is safe from physical dangers?*
- c. *Have you noticed any change in their behavior, or their emotional and psychological wellbeing since they started working? Please provide examples.*

8. Do you think that children should be protected from work that could harm them?

- a. *If so, how could children be more protected from hazardous work? What could be done to protect them?*

9. Could you describe your relationship with your children's employers?

Probes for discussion: Discuss whether the relationship is friendly and the caregivers' views about how the employers treat the children.

10. Did your children ever report having problems at work? If any, what kind of problems and how did you deal with them? Please discuss.

- a. *What steps did you take to address the issue raised by your children?*

Probes for discussion: Stimulate discussion on the type of problems they faced (bad relations with the employer, with colleagues, physical harm, mistreatments of any kind, health complications, excessive stress and sorrow, depression etc.) and what steps were taken to address the issues.

11. How do your children balance school and work?

- a. *Do you children who work also attend school?*
- b. *How does working affect your children's ability to attend school? How is their education affected as a result of them working, if at all?*

12. Are your children involved in recreational activities, such as playing and participating in sports?

- a. *If so, what type of activities are they engaged in?*
- b. *How much time are they able to spend on such recreational activities per week on average?*

13. What is your knowledge about child rights in Jordan/Lebanon? Please discuss and share your knowledge about the rights of children in Jordan/Lebanon.

Probes for discussion: Examples of child rights include their right to education, health, protection from all forms of violence and abuse, right to be protected from work that is dangerous or might harm their health, right to recreational activities and play etc.

14. Are there any traditions and common practices in your community, which support child rights? If so, what are these traditions and practices? Can you give examples?

15. Are you aware of any campaigns or messages that are being spread about ending child labour and protecting children from hazardous work?

- a. *If so, where have you seen these messages and what was said by these messages?*
- b. *Do you agree with them?*
- c. *Do you agree that awareness raising in the communities about the risks and harm of child labour is an effective method to protect children from hazardous work?*

16. Have you ever participated in any action, such as organizing a campaign or awareness raising initiative to protect children from hazardous work or to promote their rights?

- a. *If so, please describe the activity you were part of and how it was organized.*
- b. *Was it effective? How, why?*

17. Is there anything else you would like to add to the discussion before we conclude?

ANNEX III: LIST OF KEY INFORMANTS INTERVIEWED

Table E: List of key informants interviewed

Country	Category	Interviewee/Entity	Area	Gender
Jordan	Employer	Supermarket owner	Al-Karamah	Male
	Employer	Farm owner	Al-Jofeh	Male
	School counsellor	Girls' High School	Al-Jofeh	Female
	Other stakeholders	Ministry of Education/ Teacher	Al-Karamah	Male
	Community member	Al-Karamah Development Centre/Director	Al-Karamah	Male
	Community member	Community Elder (Mukhtar)	Al-Karamah	Male
	Community member/representative	Al-Shouna Local Council/Head	Al-Jofeh	Male
	Community member/representative	Employee at Ministry of Social Development/ Social activist	Al-Jofeh	Male
	Community member/representative	Store owner/Social activist	Al-Jofeh	Male
	Community member/representative	Municipality representative	Al-Jofeh	Male
Lebanon	Employer	Landowner	Al-Kaa	Male
	Employer	Landowner	Al-Kaa	Male
	Employer	Landowner	Al-Kaa	Male
	Employer	Shaweesh	Al-Kaa	Male
	Employer	Shaweesh	Al-Kaa	Male
	Employer	Shaweesh	Al-Kaa	Male
	Employer	Shaweesh	Al-Kaa	Male
	Community member/representative	Head of Al-Kaa municipality	Al-Kaa	Male
	Project staff	Himaya /Team leader in prevention program	Al-Kaa	
	Other stakeholders	Caritas/Head of Baalbak and Hermel sector	Al-Kaa	Male
	Other stakeholders	Centre for Reading and Cultural Renewal/ Director	Al-Kaa	Female
	Other stakeholders	International Rescue Committee/ Representative	Al-Kaa	Female
	Other stakeholders	Terres des Hommes /Child protection project coordinator	Al-Kaa	Female