Baseline Assessment of Child Labour among Syrian Refugees in Za'atari Refugee Camp - Jordan

November 2014

unicef

Save the Children

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Executive Summary

Jordan has been extremely generous in opening its borders and services to Syrian refugees, striving to provide a home away from home and return some sense of normalcy to their lives. This effort does not come without significant challenges and costs to all involved, particularly with an exodus of this magnitude and given the extreme levels of vulnerability affecting Syrian refugees.

One particularly striking social phenomenon that has emerged not only in Jordan but in all countries hosting Syrian refugees is that of child labour. In the context of the international community's No Lost Generation initiative[1] it is vital that every effort is made to analyse the problem in more detail, its causes and consequences, in order to put in place a comprehensive and effective plan of action to reduce and ultimately eliminate the significant numbers of working Syrian refugee children and prevent its recurrence.

One particularly striking social phenomenon that has emerged not only in Jordan, but in all countries hosting Syrian refugees, is that of child labour.

In this context, the Jordan Country Office of Save the Children International (SCI) and UNICEF Jordan carried out a detailed survey on the very visible phenomenon of child labour in Za'atari refugee in mid-2014. It has become so commonplace in the camp to see children gathering in the busy market place to attract customers and then push wheelbarrows laden with goods to people's homes, to see them fetching and carrying supplies for the hundreds of small stalls and shops and to see them looking after groups of smaller children that they have almost become part of the background tapestry of this sprawling, thriving community. In itself, this is a worrying development, because with so many children who are out of school, with such limited opportunities for adults and young people to work either in or out of the camp and with such high levels of economic insecurity and uncertainty over the future, the fear is that a high level of tolerance creeps into the psyche of those in the camp and that child labourers become almost invisible except to those occasional visitors. Child labour is a violation of children's fundamental rights and deprives them of their normal childhood development. In its worst forms, which are also prevalent in Za'atari camp, they endanger the physical, mental and emotional health and even the lives of children. As such, it is vital that interventions are developed based on the outcomes of this survey.

The many detailed assessments that have been carried out over the past three years paint a very bleak picture of the daily lives and struggles of Syrian refugees in and outside of refugee camps, and of the significant impact this has had on the Syrian refugee and host community populations. To better understand the findings from this study in the context of child labour among Syrian refugees in Jordan, a desk review was carried out of assessments since 2012 to examine in greater detail the situation of refugees and how this contributes to negative coping mechanisms, such as child labour. The review highlighted the presence of multiple causes of child labour, particularly in terms of economic insecurity, lack of access to decent work opportunities, high levels of school drop-out and non-enrolment, lack of work, development and other opportunities for youth and increasing

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1. The No Lost Generation initiative was launched in October 2013 backed by numerous partners from UN and international agencies, donors, governments and NGOs. It focuses on education and support of Syrian refugee children to ensure that they can take their place as agents of change in the eventual reconstruction of Syria and its society: www.nolostgeneration.org

social tensions in host communities. Combined, these phenomena create an extremely fertile environment for child labour to thrive.

This report examines in detail the investigation of child labour in Za'atari camp, in particular the outcomes of interviews with heads of households and children themselves. The sample covered 518 households spread across all 12 districts within the camp and a detailed questionnaire for household heads captured data on all occupants, including children below the age of 18. Around 60 per cent (1,587) of the children in the families were aged between 7 and 17, the age range of working children. A further sample of 518 children aged 7 to 17 was randomly selected from among the household sample to investigate their activities, needs and aspirations. Household heads were interviewed on issues relating to education levels of adults and children, as well as access to work opportunities for those over the age of 18. The survey also looked closely at the issue of family income as a key factor contributing to the incidence of child labour. Almost three out of four families had a very limited or non-existent income, leading to a series of negative coping mechanisms to address this deficiency, including child labour.

Heads of household were asked about their children's education, whether they were going to school or not and if not, how such decisions were taken. It was interesting to note that children from the age of 11 appeared to be making decisions of such importance and that parents were claiming that one of the main reasons for children not going to school was because they were not interested. There was significant criticism from both heads of households and children about the quality of education in the camp, and the outcomes of this report reinforce the findings of the Joint Education Needs Assessment (JENA) carried out in September 2014. Both parents and children stated that if they were back home in Syria they would mostly be in school. Indeed, children indicated that they would only work on occasion and during the holidays in Syria, usually to help out families in their own businesses or on farms. This runs contrary to a commonly held belief in Jordan that culturally Syrian children would be more likely to work from a young age.

There are 212 working children out of the sample of 1,587, a total of 13.3 per cent, the majority of whom are boys.

According to interviews of heads of households, there are 212 working children out of the sample of 1,587, a total of 13.3 per cent, the majority of whom are boys. Parents were questioned about whether or not working children also went to school and the type of work they were doing, including looking at the number of hours and days worked, why they were working, their average earnings and some of the main problems they faced at work. The survey also examined the amount of time children, working and non-working, spent on household chores and it was striking to note the impact of these on the average length of the working day of those children concerned, extending to almost 17 hours a day for some girls.

Most children, almost 60 per cent, are involved in portering activities around the camp and earn on average JOD9 (~USD12) a day for a five day work week involving almost six-hour work days.

The report examines in detail the outcomes of the interviews of the random sample of 518 children, 179 of whom were working. It was important to note the high percentage of children not going to school within this random sample, 62 per cent, which again emphasises the need for education access and quality to be addressed as a matter of urgency. Working children within the sample were questioned in more detail on the nature and characteristics of their activities. Most children, almost 60 per cent, are involved in portering activities around the camp and earn

on average JOD9[2] a day for a five day work week involving almost six-hour work days. Of these, 13% are girls and involved mostly in transporting water and is the most frequent work activity girls were reportedly involved. Further investigation into health and safety issues revealed the prevalence of conditions of worst forms of child labour to the extent that it is highly likely that all 212 working children (34 girls, 178 boys) can be categorised as child labourers and working in the worst forms of child labour. In terms of future aspirations, most children, working or not, would like to complete education or training and find work. Nearly 45 per cent of all boys would like to learn a trade and the overwhelming majority of girls would like to go to school and complete their education.

Focus group discussions were organised for parents, children, employers, camp community police and humanitarian actors working inside the camp. The outcome of these activities were equally rich and are examined in greater detail at the end of the report to ensure their contribution to the conclusions and recommendations. All groups acknowledge the significant incidence of child labour inside the camp and would like to see greater efforts directed at its reduction and elimination, while commenting that key to this process is the development of viable, acceptable and sustainable alternatives for children and their families. Education and access to working opportunities for adults were again highlighted as key areas to be addressed in the elaboration of a future strategy, as well as awareness and monitoring, security and safety within the camp and the application of rules, regulations and the law.

Such was the depth and scope of information emerging from the interviews and discussions that, unsurprisingly, the detail of recommendations is significant. These were also supported in their development from the contributions of a stakeholders' validation workshop held in Amman on 19 November 2014. Recommendations address the following key issues:

- Monitoring and referrals;
- Camp security and safety;
- Motivation and stimulation of children and youth;
- Education system and school environment, vocational education and training;
- Capacity-building;
- Economic and food insecurity;
- Employment opportunities for legally working youth and adults;
- Awareness of children, parents, national and international actors;
- Application of rule of law;
- Research;
- Knowledge management, coordination and strategic planning.

Recommendations are arranged on a short, medium and long-term basis, acknowledging that some interventions need to happen as soon as possible, while others will have to be developed through a process of consultation and dialogue and introduced over a longer period and in a manner appropriate to the environment and other limitations, respecting the viewpoints of all partners. It is hoped that these recommendations will contribute to the development of an agreed action plan to address child labour in Za'atari refugee camp and to the launch of a child labour survey outside the camp, to analyse the situation in host communities and prepare an appropriate strategy for this context as well. In terms of Za'atari, it is hoped that all actors will

2. JOD1 = USD1.41.

embrace a proposed development objective to eliminate all worst forms of child labour inside the camp by 2016 in alignment with the National Framework to Combat Child Labour and the Global Action Plan to Eliminate the Worst Forms of Child Labour of the International Labour Organization (ILO).

Key Assessment Findings

Five hundred and eighteen households were included in the study from across the 12 Districts capturing 1,587 children in these households. In addition to interviewing 518 heads of households or other adults, 518 children were also interviewed.

Children in Labour

- 212 children aged 7 to 17 are involved in income-earning activities – 13.3% of the total sample – out of these, 200 or 94% are boys.
- Extrapolated to the total number of Syrian refugee children aged 7-17 inside Za'atari, this could mean that there are around 3,300 children involved in income-earning activities.
- Nearly all children stated their reasons for working were related to economic insecurity of the household and one in four households, just over 26%, stated that it was necessary to withdraw children from school to generate income.
- Over 45% of economically active children work in their own or a family business.
- On average, children work 6½ hours a day and 44% work 7 days a week – with the average being around 5 days.
- 72% of economically active children also perform household chores, which has significant impact on the length of their working day. For boys, adding household chores increases their working day to just over 12 hours, whereas for girls, this increases to over 17 hours a day.
- On average, children said they earned around JOD9 per week.
- Almost 60% of working children were involved in various "portering" activities, e.g. wheel-barrowing, carrying goods and water – around 19% were involved in street vending (mainly boys) – and a further 15% were involved in preparing food and beverages to sell (mainly girls).
- 45% of children indicated that their work was casual in nature when they could find it – almost 25% were working full-time – and a very small number of children worked outside the camp in different activities (1 girl and 11 boys).
- Over 41% said they gave their earnings directly to their parents/guardians, whereas 45% said they gave some to parents/guardians and kept some for themselves.
- Almost 90% of working children said they were willing to work and a further 81% that they liked working.
- Over 90% of working children said they had never worked before either in Jordan or Syria, implying that environmental conditions, lifestyle and circumstances prevalent in Za'atari camp pushed families and children into decisions impacting on their lives now and in the future.
- One in three households stated that part of their income was generated from sale of unneeded food and NFI supplies – other sources of income included informal charity, savings, sale of household items and private transfers (borrowing).

Worst Forms of Child Labour

- Three out of four working children reported health problems at work – nearly 80% suffered

from extreme fatigue and a further almost 40% reported injury, illness or poor health.

- Over 44% of working children reported that their last injury or illness was due to their work
- Out of these children (44%), 82% had to stop their work temporarily and nearly 8% have prevented from working permanently
- 20% reported physical abuse (beatings) and nearly 24% reported emotional abuse.

Education

- Almost 60% of the sample do not go to school.
- Out of the almost 40% who do attend school, three out of four attend every day.
- Out of 157 working children who do not go to school, 145 (92%) have never attended school in Za'atari. Nearly one in three of these children are not interested in school and a further almost 28 per cent give "earning money" as the reason they have not attended school. Combined, these two reasons account for 60 per cent of these 145 children who have never been to school in Za'atari.
- Almost 26% of economically active children combine school and work – 74% do not go to school.
- Only 67% who combine school and work go to school every day and for those who combine, over 47% work after school and 28% before and after school.

Context

The Syrian crisis continues to deteriorate leading to significant human tragedy within Syria itself and also in the context of its impact on neighbouring countries taking in displaced populations, including Jordan. In October 2014, according to UNHCR,[3] out of a total of over 3.2 million persons of concern who have fled Syria, there were almost 620,000 registered refugees in Jordan and it is expected that this figure will reach 630,000 by the end of the year.[4]

A particular characteristic of the Syrian refugee population is its vulnerability due to most being women, children and elderly and having been forced to flee their homes and country with little more than the clothes they were wearing. Close to one third of all the registered Syrian refugee households in Jordan are female headed.[5] Furthermore, over half of all Syrian refugees in Jordan are below the age of 18.[6] Although most refugees live in urban settings, around 15 per cent reside in camps and it is expected that this trend will continue. The government, in collaboration with UNHCR, has established several refugee camps, the largest of which is Za'atari in Mafraq governorate. In terms of camp size, previous estimates from the REACH population count in May-June 2014 indicate 86,040 individuals which represented 14 per cent of the Syrian refugee population in Jordan at that time,[7] while children constitute around 57 per cent of the total population of the camp.[8] The opening of a new refugee camp in Azraq, Zarqa governorate, helped in reducing the population in Za'atari from the very high numbers of around 170,000 experienced in early 2013.[9]

While the effect of the crisis on Syrians themselves is unimaginable as they leave behind their homes, possessions, families and friends and try to deal with the profound stress of such tragedy, the impact on those countries and communities generously opening their borders to offer what help they can is also creating its own challenges.

Due to the impoverished circumstances of most Syrian refugee families, their needs are significant and often cannot be met by the level of response available through international and national aid agencies. Therefore, many Syrians seek work to provide for families which has further exacerbated tensions with host communities and, in some cases, with migrant labour communities. Exploitation is rife with Syrians being paid below the minimum wage and working under unacceptable conditions. In addition, more and more Syrian refugee children are entering the labour market as families try to cope in their new reality. Based on refugee assessments carried out since early 2012, the following main contributing factors to this social phenomenon can be identified:

- High levels of poverty and limited food security.
- High rents and sub-standard accommodation, including restricted access to heating during winter months due to costs.
- Inability to benefit from activities outside of the household due to lack of finances.
- Access and quality of education, including indirect costs associated with schooling, overcrowded classrooms, double-shift schooling, differences between school curricula, entering schools at different times in the academic year having fled Syria, lack of official education certification, bullying and discrimination, safety going to school, psychological effects on children from conflict and family separation, etc.

3. UNHCR web portal, Syrian Regional Refugee Response: data.unhcr.org/syrianrefugees/regional.php
4. UNHCR web portal: data.unhcr.org/syrianrefugees/country.php?id=107
5. UNHCER. Women Alone. www.refworld.org/pdfid/53be84aa4.pdf
6. UNHCR web portal: data.unhcr.org/syrianrefugees/country.php?id=107
7. Market Assessment in Al Za'atari Refugee Camp in Jordan, Assessment Report, UNHCR-REACH, November 2014
8. UNHCR web portal, data.unhcr.org/syrianrefugees/settlement.php?id=176&country=107&region=77#
9. UNHCR web portal: data.unhcr.org/syrianrefugees/country.php?id=107, Detailed Indicator Report, Za'atari, Jordan, 1622- March 201.3

- Significant numbers of "idle" and disaffected youth of working age with no established access to vocational and skills training and employment.
- Higher tolerance levels of children working from the age of 14, particularly in the context of the crisis and other challenges indicated below.
- Difficulty in adults accessing the labour market because of the need to have work permits and the costs related to this and the unwillingness of many employers to provide these to Syrian refugees.
- Health concerns in the family, physical, psychosocial and others, such as special needs, and the fear of not being able to afford or access healthcare when required.

Education is a particularly challenging issue in the context of the Syrian crisis in Jordan. As mentioned above, the Jordanian government has generously opened its schools to Syrian refugees which has led to many difficulties related to access and quality. In those parts of Jordan with high Syrian refugee populations, such as Mafraq, the burden on the education system is significant, creating high-levels of over-crowding to the extent that the quality of education is inevitably diminished, creating and deepening social tensions within some communities.[10]

10. Education and Tensions in Jordanian Communities Hosting Syrian Refugees, Thematic Assessment Report, REACH, June 2014.

International Conventions Relating to Child Labour

An important first step in addressing child labour among Syrian refugees is to review how the issue is defined within the context of international law. This is explained in much greater detail in the Save the Children "Desk review of literature on child labour among the Syrian refugee population in Jordan" of November 2014, and summarised in this section for ease of reference.

Child Rights Convention

The platform on which to build coherent international and national strategies to address the problem of child labour is that of the protection of children's fundamental human rights. To this end, the UN Convention on the Rights of the Child (CRC) was adopted in 1989 and guides member States in the protection of these rights, in helping to meet children's basic needs and in expanding opportunities to enable them to reach their full potential. This instrument outlines the specific rights of all children under the age of 18 and establishes a universally agreed set of non-negotiable standards for and obligations towards children. It sets minimum entitlements and freedoms for children that should be respected by all governments.

The rights of children are set out in 54 articles and three Optional Protocols.[11] Article 32 is designed specifically to address child labour by protecting children "... from economic exploitation and from performing any work that interferes with his or her education or is harmful to his or her mental, spiritual or social development." The Optional Protocols focus on the sale of children, child prostitution, child pornography, the involvement of children in armed conflict, and communication procedures for international complaints and procedures for child rights violations and are therefore highly relevant to worst forms of child labour. Nearly 40 per cent of the 54 articles in the CRC relate to rights that either are or could be infringed in cases of child labour.

ILO Child Labour Conventions

Child labour manifests itself in many forms and a critical examination of the situation of working children is necessary to determine what constitutes child labour and its worst forms. The framework of this examination is clearly stated in two International Labour Organization (ILO) Conventions, the Minimum Age Convention, 1973, (No. 138), and the Worst Forms of Child Labour Convention, 1999, (No. 182). Within the framework of its child labour Conventions, the ILO recognises three categories of child labour that must be abolished:

- All work done by children under the minimum legal age for that type of work, as defined by national legislation in accordance with international standards.
- Work that endangers the health, safety and morals of a child, either because of the nature of the work or because of the conditions under which it is performed ("hazardous work").
- Unconditional worst forms of child labour, defined as slavery, trafficking, bonded labour, forced recruitment into armed conflict, prostitution, pornography or illegal activities such as the sale and trafficking of drugs.

One of the most effective methods of ensuring that children do not start working too young is to set the age at which children can legally be employed. The ILO's Minimum Age Convention

11. Optional Protocol to the UN Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (2000); Optional Protocol to the UN Convention on the Rights of the Child on the involvement of children in armed conflict (2000); Optional Protocol to the UN Convention on the Rights of the Child on a communication procedure (2011).

supports national efforts to tackle child labour by focusing on:

- the elimination of child labour;
- the minimum age at which children are allowed to start work;
- any work which jeopardises children's physical, mental or moral health;
- light work.

The table below sets out the framework of the Minimum Age Convention.

Minimum age for entry to employment in accordance with the ILO Minimum Age Convention		
General minimum age	Minimum age for "light work"	Minimum age for "hazardous work"
In normal circumstances: 15 years or more (not less than compulsory school age)	13 years	18 years, exceptionally 16 years if protected and under training
Where economic and educational facilities are insufficiently developed: 14 years	12 years	18 years, exceptionally 16 years if protected and under training
"Light work" is defined as work which is not likely to be harmful to the health or development of the child or will not prejudice her/his attendance at school, her/his participation in vocational training or her/his capacity to benefit from such training.		

According to the ILO's Conventions, there are basically four main types of work that children should never do:

- work that violates their fundamental rights as human beings;
- work that is dangerous or threatening, that exhausts their strength, that damages their bodies, minds and spirits and that takes advantage of their young age;
- work that impacts on their natural development physically, mentally and emotionally or robs them of their childhood;
- work that prevents them from going to school and gaining basic skills and knowledge for their personal and social growth and their future.

This framework helps in analysing the work Syrian refugee children perform in Za'atari camp in terms of child labour and being "economically active".

Following comprehensive research, the ILO concluded that it was necessary to strengthen existing instruments on child labour by focusing the international spotlight on the urgency of action to eliminate, as a priority, the worst forms of child labour. Thus began a period of discussion within the ILO and among and between member States which culminated in 1999 in the unanimous adoption of ILO Convention No. 182 concerning the prohibition and immediate action for the elimination of the worst forms of child labour. Such has been the support for this issue that the number and speed of ratifications of this Convention have been significant, and the ratification rate of the Minimum Age Convention has also improved.

The Worst Forms of Child Labour Convention differs from the Minimum Age Convention in that it offers member States some key elements of policy development in tackling the issue of child labour. It effectively prioritises the national agenda for action as it obliges governments to deal as a matter of urgency with the specific issue of the worst forms of child labour. In terms of these forms of child labour, it clearly states that no child under the age of 18 should be involved and that special attention should be paid to the most vulnerable children and girls.

Looking more closely at the issue of child labour and its definition in Jordan, labour legislation prohibits the employment of children below the age of 16, directly linked to compulsory education up to 10th grade. In addition, the law is specific on the issue of minimum standards of employment and hazardous work for those who may legally work between the age of 16 to below the age of 18. It defines "juveniles" as any child between the age of 7 to 17, the same as the working age range sample established by Save the Children for this survey. Article 74 of the labour law states that no juvenile below the age of 18 may do work that exposes them to hazards of a physical, psychological, social, moral, chemical, ergonomic, biological, micro-biological and other nature.

In addition, article 75 states that juveniles must not work more than six hours a day, including one hour of rest after each successive four working hours. They also must not work between 8:00 p.m. and 6:00 a.m., nor during weekends, religious and public holidays. Requirements are also made of employers of juveniles who should obtain from parents or guardians a copy of the child's birth certificate, a health certificate from a competent physician approved by the Ministry of Health that the child can perform the work for which s/he is being employed and written approval from the parents or guardian agreeing to the child working.

Child Labour: Investigation Among Syrian Refugees

Child labour has been a recurrent phenomenon reported among the Syrian refugee population in various relevant humanitarian assessments conducted since the onset of the crisis in 2012. It is commonly cited among the negative coping mechanisms adopted by Syrian refugee families to try and overcome the heightened economic insecurities they face in their new realities in Jordan. Child labour is becoming increasingly visible in Jordan, including in Za'atari refugee camp where working children are a common feature of the overall camp environment. Whilst there are a number of protection services available in the camp to respond to the immediate humanitarian needs of refugees, the humanitarian assistance does not cover all basic needs, pushing families to increasingly resort to negative coping mechanisms.

As a result, addressing child labour was selected among five thematic priority areas for 2014 by the Child Protection Sub-Sector in Jordan.[12] Child protection actors are aiming to intensify their collaboration with the Ministry of Labour and other government actors to combat child labour among Syrian refugee children. A major challenge is that of a very limited knowledge base on the phenomenon which affects designing interventions that could contribute to reduction of numbers and enhance prevention. Without a clearer picture of causes and consequences and disaggregated data of the children involved, designing effective, efficient and sustainable programmes to address the issue will be difficult.

In this context, in mid-2014, SCI, in collaboration with UNICEF, initiated research to establish baseline data on the prevalence of child labour in Za'atari refugee camp and to identify causes, consequences and other qualitative elements to provide a more comprehensive of the issue. Combined, it is anticipated that this quantitative and qualitative survey will contribute to informing the development of an effective and sustainable strategy to address the issue in the camp, as well as provide recommendations relating to child labour elimination among Syrian refugees in the medium- and long-term.

Objectives and Assessment Methodology

The objective of the assessment was to:

- Establish a baseline, defining the prevalence, causes and consequences of child labour in Za'atari refugee camp and develop recommended ways forward to address the issue with key stakeholders.

It was conducted using combined quantitative and qualitative data collection tools and a triangulation approach was used to collect relevant information from all relevant stakeholders, including children below the age of 18, working boys and girls, households, employers, representatives of humanitarian organisations and official and security bodies operating inside the camp. A random sample of 518 families and 518 children of the working age range within those families was identified, representative of each of the twelve districts within the camp as indicated in table 1. Nearly all working children inside Za'atari are aged between 7 and 17 and, therefore, the survey defined this age group as the "working age" group. The data collection methodology was made up of the following four main components:

- *Observing in areas where children are at work:* Involving systematic observation of child workers and of various workplaces in the areas being researched, seeking visual information about relevant activities and conditions.

12. Child Protection Sub-Working Group, Jordan, 2014, Terms of Reference: data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=107&Id=27

Table 1: Breakdown of sample selection by camp district

Camp District	Number of households (% of total households in camp)*	Estimated sample needed with 10% increase for refusal	Parents and children surveyed (achieved)
District 1	1,161 (10.1%)	51	52 (10.0%)
District 2	1,305 (11.1%)	56	59 (11.4%)
District 3	1,157 (8.4%)	43	45 (8.7%)
District 4	981 (7.0%)	35	36 (6.9%)
District 5	1,101 (7.6%)	39	43 (8.3%)
District 6	935 (6.6%)	33	34 (6.6%)
District 7	1,078 (7.0%)	35	36 (6.9%)
District 8	368 (2.6%)	13	13 (2.5%)
District 9	964 (7.1%)	36	35 (6.8%)
District 10	1,340 (8.8%)	44	43 (8.3%)
District 11	1,784 (13.4%)	68	68 (13.1%)
District 12	1,180 (10.2%)	52	54 (10.4%)
Total	**13,352 (100%)**	**506**	**518 (100%)** *(4.5% margin of error)*

** Source: UNHCR, Al Za'atari Camp Sweep Report, page 3, November 2013.*

- *In-depth structured interviews with key informants:* Questionnaires for heads of household and 518 randomly selected children aged 7 to 17 were adapted from baseline questionnaire developed by SCI in the context of its project "Promising Futures: Reducing Child Labour in Jordan through Education and Sustainable Livelihoods", 2011-2014.[13] Just over 51 per cent of the family respondents were mothers and around 45 per cent were fathers. Table 2 provides the size and demographic breakdown of the 518 families. General questions relating to education and work, including household chores, were included in the interviews for heads of household to provide a more complete picture of the family's socio-economic context. The parent questionnaire is included as annex 1.

13. Marka Needs Assessment: Final Report, Promising Futures Project, Save the Children International, Jordan, 30 October 2011

Table 2: Sample family size and demographic breakdown

Characteristics	Females	Males	Total
Number of individuals in these households	1,221 (46.7%)	1,392 (53.3%)	2,613 (100%)
Age Groups:			
Infants/small children (0 to 6)	0.4% (N=5)	0.1% (N=2)	0.3% (N=7)
Children of working age range (7 to 17)	56.3% (N=687)	64.7% (N=900)	60.7% (N=1,587)
Adults (18+)	42.5% (N=519)	34.8% (N=485)	38.4% (N=1,004)
Age not reported	0.8% (N=10)	0.4% (N=5)	0.6% (N=15)
Total	**100%**	**100%**	**100%**

Therefore, the parents' questionnaire aimed at obtaining information on child labour among all children in the households in the working age range of 7 to 17 (1,587 children in total), and the children's questionnaire was used with the randomly selected sample of 518 children in the working age range. The child questionnaire focused on schooling and education history, working activities and reasons for working, earnings, health and safety at work, decision-making, attitudes and aspirations. The questionnaire is included as annex 2.

- *Focus Group Discussions:* Focus groups were organised involving children, parents and guardians, employers, camp authorities (community police) and humanitarian actors operating inside the camp to discuss a range of issues relating to the situation of child labour, including causes and consequences, education, social behaviour, attitudes and tolerance and camp services. For children, six focus groups were organised involving 42 children from across the twelve camp districts – three for girls and three for boys. These were broken down further into the following age categories for each gender: 9-11, 12-14 and 15-17. For the focus group of heads of household, 13 parents and guardians (six men and seven women) participated, representing all 12 camp districts. Eleven employers were involved the focus group, all men, all with businesses inside the camp. The camp authorities' focus group involved seven community policemen and the humanitarian actors' group included seven representatives of UN agencies and international civil society organisations.

Outcomes of Interviews and Discussions with Heads of Households

Family characteristics relevant to child labour causal factors

Education levels and access to work opportunities

The survey sought to collect as much information as possible about the families themselves to explore the presence of known indicators of child labour, including poor education levels and economic insecurity. Figure 1 examines the length of time the families have been in Jordan based on arrival dates and most arrived from mid-2012, the time that Za'atari camp was opened, to mid-2013. This was also a period of significant influx of refugees from Syria.

Figure 1: Arrival dates of families in Jordan refugee camp

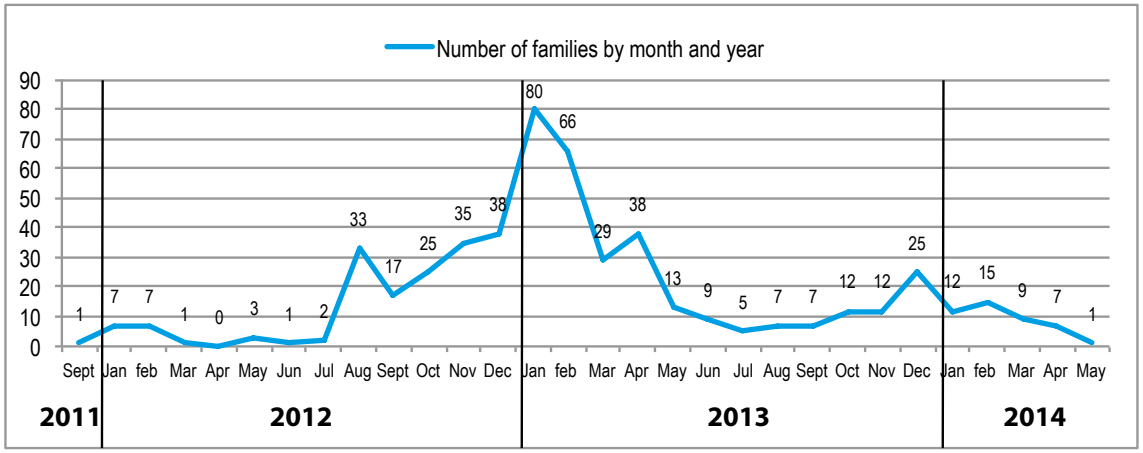


Table 3 examines characteristics of all individuals in the sample households aged 18 and over relating to education, disabilities and access to work and earnings. These characteristics help examine in more detail usual contributing factors to the causes of child labour. Just under three-quarters of adults in the households had achieved basic education and just over 85 per cent stated that they were literate. Few adults had progressed beyond basic education, with less than 10 per cent having completed secondary and less than 5 per cent higher level education. It is also important to note that an average of 1 per cent of adults had completed vocational education which is indicative of low skill levels. Global research indicates that there is a greater likelihood of child labour among children from families with low education levels, a factor that was also borne out in the national child labour survey in Jordan in 2009.[14]

The reported level of disabilities within households was perhaps less than may have been expected given the level of violence of the Syrian conflict with an average of just over four per cent of adults with one or more disabilities. However, the key indicator in this initial assessment is the low number of working adults among the households. Just over 20 per cent of all adults – around one in five – stated that they work. In terms of gender, under five per cent of women work and almost 38 per cent of men. As was highlighted in the desk review, access to employment and livelihoods generally is very difficult for Syrian refugees. This is compounded in Za'atari camp where opportunities are even more limited, further impacting on family and household tensions as men feel disempowered. Over 60 per cent of adult men in the households, therefore, do not work which raises important concerns over the opportunities available to them to occupy their time in camp.

14. Working Children in the Hashemite Kingdom of Jordan: Results of the 2007 Child Labour Survey, Department of Statistics, Ministry of Labour, International Labour Organization, March 2009.

Table 3: Characteristics of adults in sample households relevant to child labour causal factors

Adults (aged 18 and over, 2 adults missing gender)	Females (N=519)	Males (N=485)	Total (N=1,004)
Highest Level of Education Achieved			
None	15.3%	9.5%	12.6%
Basic	74.1%	69.9%	72.0%
Secondary	7.1%	12.7%	9.8%
Vocational	0.6%	1.5%	1.0%
College/University	2.9%	6.4%	4.6%
Literate (read and write Arabic)	83.6%	87.8%	85.6%
Impairments and disabilities (1 or more disabilities)			
Mental	90.9%	43.8%	55.8%
Physical	---	34.4%	25.6%
Vision	18.2%	25.0%	23.3%
Hearing	9.1%	9.4%	9.3%
Communicating	---	6.2%	4.7%
Cognitive	9.1%	---	2.3%
War wounded	---	3.1%	2.3%
Work			
Own business	30.4%	33.7%	33.3%
Skilled work for others	39.1%	32.6%	33.3%
Unskilled work for others	21.7%	30.4%	29.4%
Other	8.7%	3.3%	3.9%
Hours worked per day*			
Average	4.6	7.3	6.9
Range	1-10	2-16	1-16
Weekly earnings weekly** (JOD)***			
Average	JOD37	JOD34	JOD34
Range	JOD3-120	JOD2-250	JOD2-250

* 13 working adults did not provide number of hours worked
** 12 working adults did not provide details on cash earned
*** Jordanian Dinar exchange rate to United States Dollar at the study date was 0.71 JOD = 1 USD

Given the limited opportunities for paid employment, it is perhaps not surprising to note that a third of those adults who are working are involved in their own businesses and there is a thriving market inside Za'atari. A further third are employed as skilled labourers for others and just under one-third are employed as unskilled labourers. In both cases, skilled and unskilled, it is not known how many of these workers are employed outside of the camp. Although the

average number of hours worked per day seems reasonable (4.6 hours on average for women and 7.3 on average for men), it is important to note that respondents indicated a very wide range of 1 to 16 hours. In terms of average weekly earnings, at JOD34 or around JOD136 per month, this comes out well below the national monthly minimum wage rate of JOD190. There is also the issue of sustainable employment and therefore income. The question asked of adults in relation to work hours was based on work done in the week preceding the survey, which gives no indications of whether work and earnings are stable and consistent.

The issue of work and income arose during the parents' focus group discussions highlighting the challenges in finding work and having the right to work. Adults pointed out that they would take work opportunities when these arise and also stated that having the right to work inside or outside the camp would contribute to reducing the need of families to rely on children's income. It was also noted that the coupons distributed to households do not cover all the basic needs, for example, cleaning and hygiene materials, and certainly not simple luxuries, such as sweets for children. Therefore, it is not unusual for households, particularly those without an adult breadwinner such as female-headed households, to encourage children to work. The parents' focus group also pointed out that many materials and basics for family needs were not easily available, if at all, in the camp and, therefore, to avoid action being taken against adults for smuggling, children would be encouraged to do so instead, secure in the knowledge that similar action would not befall them. Adults also explained that children would often work when they wanted something, understanding that their parents would not be able to give them money to buy whatever it was.

Breakdown of family income

Table 4: Number and average turnover of family income sources

Number of Income Sources	N	%	Monthly Average	Per Capita Monthly Income
0	110	21.2%	JOD0.00	JOD0.00
1	276	53.3%	JOD81	JOD18
2	118	22.8%	JOD196	JOD40
3	13	2.5%	JOD244	JOD44
4	1	0.2%	JOD314	JOD52
Total	**518**	**100**		

Jordanian Dinar exchange rate to United States Dollar at the study date was 0.71 JOD = 1 USD

Continuing to explore and highlight the key issue of the economic insecurity of families, the survey sought further details on the number of income sources and the amounts generated by these on a monthly basis. Table 4 demonstrates that over 21 per cent of families surveyed had no income sources, which would imply total reliance on humanitarian support for food and non-food items and accommodation. A further 53 per cent claimed one income source providing an average family monthly income of JOD81. Those with two income sources, almost 23 per cent, benefited from a significant increase in monthly income to almost JOD200, and only a very small number of families, less than three per cent, were at the higher end of the scale with three or four income sources and a monthly income of between JOD244 to 314. Almost three-quarters of the families, therefore, had either a very limited or non-existent monthly income.

Table 5 provides further details on the sources and amount of income reported by families in the 30 days preceding the survey. Just over 400 families, nearly 80 per cent of the sample, reported an income in the last 30 days, with half reporting an income from informal work[15] and just over 13 per cent from formal employment. It is important to note that the average individual monthly earnings from formal employment was JOD180, very close to the national minimum wage rate of JOD190, while earnings fell by almost 50 per cent to JOD86 for those in informal work, 45 per cent of the minimum wage. Addressing actual family needs one-third of these families stated that part of their income was generated from sale of unneeded food and non-food items. Other sources of income included informal charity, savings, sale of household items and private transfers (borrowing), all indicators of economic insecurity.

Although the percentage of families reporting private transfers, or borrowing, was relatively small at less than seven per cent, the amounts being borrowed are worrying, averaging at JOD131 in the month preceding the survey. The desk review also highlights the increasing indebtedness of Syrian refugee families as they struggle to survive. In order to put these figures into context, it is perhaps useful to refer to the poverty statistics in Jordan from 2010 which indicated an individual monthly absolute poverty line (food and non-food poverty) of JOD68 or JOD366 for an average family (5.4 members). Even taking into account food vouchers, accommodation and services available in the camp, the average monthly income of these families is one-third of the absolute poverty line in Jordan, again reinforcing the high levels of economic insecurity.

15. Unlike workers in the formal sector, workers in the informal sector usually do not have explicit, written contracts of employment, and their employment is usually not subject to labour legislation, social security regulations, income taxation and collective agreements. In addition, informal sector workers are usually not entitled to certain employment benefits, such as advance notice of dismissal, severance pay, paid annual or sick leave, etc. For more detailed information, see Statistical Definition of Informal Employment: Guidelines Endorsed by 17th International Conference of Labour Statisticians, ILO, New Delhi, India, 2004: www.ilo.org/public/english/bureau/stat/download/papers/def.pdf.

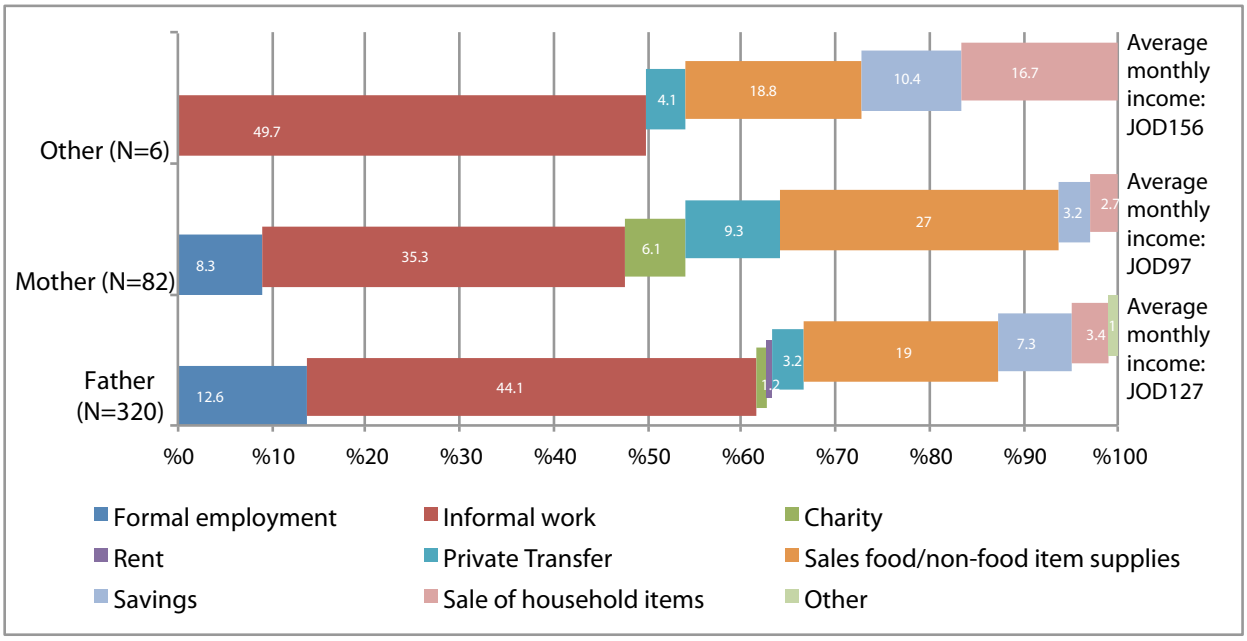
Table 5: Household income in previous month for households reporting an income

Income Source	Total Number of Families Reporting an Income	Monthly Amount
Formal employment	13.2% (n=54)	Average: JOD180 Range: JOD21-800
Informal work	51.7% (n=211)	Average: JOD86 Range: JOD2-800
Informal charity	3.9% (n=16)	Average: JOD55 Range: JOD10-250
Rent/property	0.5% (n=2)	Average: JOD135 Range: JOD20-250
Private transfer	6.6% (n=27)	Average: JOD131 Range: JOD15-750
Sale of unneeded food and NFI supplies	33.1% (n=135)	Average: JOD42 Range: JOD2-800
Savings	10.3% (n=42)	Average: JOD190 Range: JOD10-740
Sale of household items	5.9% (n=24)	Average: JOD32 Range: JOD3-108
Other	11.5% (n=47)	Average: JOD62 Range: JOD8-140
Total	**408**	**Average: JOD122**

The structure of monthly income is further broken down in Figure 2 and also disaggregated by female and male headed households. This presentation gives a clearer indication of the increased vulnerability of female-headed households to economic insecurity with an average monthly income of JOD97 compared to JOD127 for male-headed households, a difference of almost 24 per cent. In addition, female-headed households were:

- more likely to sell food or non-food items to support family income;
- less likely to have access to savings;
- more than three times likely to borrow than male-headed households;
- five times more likely to have access to charitable support than male-headed counterparts;
- as noted in the parents' focus group discussion, more likely to encourage children to work.

Figure 2: Structure of monthly income by head of household (N=408)



Awareness and use of services within the camp

One of the potential contributing factors to the incidence of child labour among Syrians inside Za'atari camp is access to essential services by families. Interviews with parents examined to what extent families were aware of the services that existed as well as whether or not these were used. Table 6 indicates awareness levels among families of available services and the extent to which they have used them, including within the 30 days prior to the survey. Interestingly, the level of awareness of services is high, particularly food-related services where almost 99 per cent of households confirmed knowledge of their existence. Other key services relating to health, education, recreational and caravan services were all above 93 per cent in levels of awareness – all of which is a positive reflection of the impact of awareness campaigns in the camp. These figures fall to 83 to 85 per cent in respect of non-food item and WASH (water, sanitation and hygiene) services, meaning that 15 to 17 per cent of households are still not aware of or use these particular services. However, this might also be attributed to households more recently arrived in camp and therefore not yet fully informed of all services available.

The focus group discussion of heads of household also revealed a high level of awareness and understanding of Jordanian legislation in respect of labour laws, particularly minimum age of employment, and compulsory education. However, parents felt that laws were not being applied inside Za'atari camp. In addition, as adults were unable to obtain permission to work either inside or outside the camp, this situation undermined the application of legislation as children were being obliged to work for families to survive.

Table 6: Awareness, use and payment of services by sample households in Za'atari camp

Services	Available (N=518)	Accessible	Used in last 30 days	Last use was free of charge
Health	93.1%	89.4% (N=482)	98.8% (N=431)	96.2%
Education	95.6%	93.1% (N-495)	91.7% (N=461)	94.5%
Recreation	94.0%	93.6% (N=487)	95.6% (N=456)	95.6%
Food	98.6%	98.6% (N=511)	98.4% (N=503)	94.4%
Non Food Items	83.0%	94.7% (N=430)	98.1% (N=407)	95.1%
Water, Sanitation and Hygiene (WASH)	84.6%	95.4% (N=438)	98.3% (N=418)	96.4%
Caravan	93.1%	96.5% (N=482)	99.4% (N=465)	95.5%

Education, school attendance and disability

Having explored general characteristics of households, the survey turns its attention to children to better understand the context of their lives, particularly in terms of their educational history and participation in this critical area of service provision within the camp. The correlation between child labour and education has been well established by global research and is a key element of the desk review.[16] Challenges relating to access and quality of education are among other critical factors, such as poverty, that push children out of school and into work at an early age. While access to education is guaranteed by the Jordanian government, this decision has come at a cost in terms of the introduction of double-shift schooling which inevitably impacts on the quality of education. There are currently six schools in Za'atari camp, run by the Ministry of Education and UNICEF, with additional schools and classrooms under construction which may go some way in addressing the issue of access and potentially increasing the length of time spent in schools each day by girls and boys.

While school attendance rates have improved since 2013, an assessment of access to education in Za'atari camp carried out in mid-2014[17] found that just over 48 per cent of all school-aged were still out of school. In addition, almost 39 per cent were not attending any form of education, formal or informal, and just over 28 per cent had never attended any form of education in the camp. The assessment identified boys aged 12 to 17 as the most vulnerable group in terms of lowest attendance rates, highest proportion not attending any form of education and most likely to have dropped out or never attended school in Za'atari camp. Ultimately, the key concern remains that just over half of all school-age children in the camp are not going to school. If children are not in school then they are at greater risk of falling into situations of child labour.

Table 7 summarises the responses to questions in the interviews with parents relevant to the education attainment of children aged 7 to 17 in the sample households. Most children, just

16. International Programme on the Elimination of Child Labour (IPEC), ILO, Child Labour and Education: www.ilo.org/ipec/Action/Education/lang--en/index.htm. Understanding Children's Work (UCW), Research Reports: www.ucw-project.org/Pages/research_reports.aspx.
17. Access to Education for Syrian Refugee Children in Za'atari Camp, Jordan, Joint Education Needs Assessment Report, Education Sector Working Group, REACH-UNICEF, September 2014

over 87 per cent, have achieved a basic level of education and are literate according to their parents. This applies to both girls and boys. However, this still implies that around 13 per cent, over 200 children, have not achieved any level of education and cannot read or write. This is a significant number of children and raises serious concerns over their future, reinforcing the recommendations of the 2014 education assessment to identify and support children in their reintroduction to schooling.

Table 7: Educational history of working age range children in sample households

All children in working age range of 7 to 17			
Education history	**Girls (N=687)**	**Boys (N=900)**	**Total (N=1,587)**
Highest Level of Education Achieved			
None	7.0%	9.9%	8.8%
Basic	87.8%	87.3%	87.4%
Secondary	5.1%	2.8%	3.8%
Vocational	0.1%	---	0.1%
College/University	---	---	---
Literate (read and write Arabic)	91.7%	82.5%	86.5%
Currently attends school			
Does not attend	30.9% (N=212)	50.2% (N=452)	41.8% (N=664)
Attends	69.1% (N=475)	49.8% (N=448)	58.2% (N=923)
If child attends school, how often?	(N=475)	(N=448)	(N=923)
A few days	8.0%	9.8%	8.9%
Most days	15.2%	14.7%	15.0%
All days	76.8%	75.4%	76.2%
Reasons why child has never attended school	(N=174)	(N=368)	(N=542)
Not interested	25.4%	38.7%	34.5%
School not safe	12.7%	12.3%	12.4%
No school/too far	17.3%	9.3%	12.0%
Family does not allow	18.5%	4.4%	8.9%
To earn money	0.6%	11.4%	7.9%
Education not valuable	7.5%	7.1%	7.2%
Not safe due to conflict	5.2%	4.4%	4.6%
Disabled/illness	4.6%	4.1%	4.2%
To learn a skill	0.6%	4.1%	3.0%
Cannot afford school	4.0%	1.9%	2.6%
To work in family business unpaid	---	1.9%	1.3%
Help with household chores	2.9%	0.5%	1.3%
Other	0.6%	---	0.2%

Household heads were also asked for further details regarding school attendance and regularity of attendance based on the last school semester. Almost 42 per cent of children in the 7 to 17 age group do not go to school, just under the 48 per cent benchmark established in the 2014 education assessment. Disaggregating this total further, more than half of all school-age boys and just under one-third of all girls in the sample do not go to school, again resonating with the findings of the main education assessment. However, it is disconcerting to note that even

among the 58 per cent of children who did attend school, only three-quarters, 76 per cent, of them attend school each day, meaning that around 24 per cent, 220 children, either only attended a few days or most days during the previous semester. This highlights the potential for children to combine school and work. The correlation between school, work and parental attitudes is explored in greater detail in the next section.

A particular concern is that out of 664 or 42 per cent of children who do not go to school, 542 or 82 per cent have never been to school. Around 50 of these children, just over nine per cent, have never attended school due to work. A further 16 or three per cent are learning a skill which would indicate that they are also working in some capacity or another. Household heads stated that just over one-third of these 542 children were not interested in school which was why they did not go. A further 24 per cent indicated that school was either not safe or that there was no school in the vicinity or that school was too far away. Addressing issues related to safety or distance is straightforward. However, the response in terms of stimulating children's interest and desire for education is less evident and requires further investigation and more informed formulation that should be linked closely to the recommendations of the 2014 education assessment. Successful responses to these recommendations will further reduce the incidence of child labour in Za'atari camp.

Household head focus group discussion outcomes on education

The educational system in Za'atari camp came under strong criticism during the focus group discussion of heads of households. Participants explained that schools were a long distance away for some children, particularly in certain districts. In addition, participants felt that schools were not well prepared or equipped, including lacking school books, undermining the quality of education to the extent that children were not benefiting from going to school and had not been able to so for their entire period in Za'atari camp. Cultural differences were cited as the main reason for poor communication between students and teachers and there were reports of teachers verbally abusing students to the extent that they subsequently dropped out. Interestingly, parents commented that teachers were too inexperienced and were complacent with their students which undermined any respect for the teaching staff by the students. It was noted that schools were much stricter in Syria and parents felt that there was need for more punishment of misbehaviour and to instil more discipline within the school environment.

Most focus group participants stated that if the family was still in Syria and there was no conflict that their children would be in school. However, now that they were in Za'atari camp, parents agreed that if children did not want to go to school, then it would be better if they learned a profession or trade to help them in the future. The age threshold of parents trying to influence their children to go to school was 14, after this, parents felt that it would be difficult to influence their decisions, particularly in the camp. Parents also realised that in some cases their children pretend to go to school and then spend their time either working or doing nothing. They felt that it was very easy for children to play truant in the camp without the knowledge of their parents, whereas in Syria teachers would contact parents directly when students were absent.

Children with disabilities

Clearly, the experiences of children during the violent conflict in Syria and their own flight across the border with their families are major contributing factors to negative impacts on children's outlook on life and the survey also asked families to identify the number of children with disabilities. As indicated in table 8, around 71 children out of the total 1,587, 4.5 per cent,

were reported to be affected with one or more disabilities, although it is not specified if these are directly related to the crisis. Thirty-eight per cent of these were mental disabilities. The survey did not investigate whether disability was a factor in attending school or not, however, the 2014 education assessment covers the issue of inclusive education in some detail.

Table 8: Children with impairments or disabilities in sample households

Children in working age range of 7 to 17			
Impairment or Disability	**Girls (N=687)**	**Boys (N=900)**	**Total (N=1,587)**
Have 1 or more impairments or disabilities	3.4%	5.3%	4.5%
Mental	52.2%	31.2%	38.0%
Visual	4.3%	27.1%	19.7%
Hearing	13.0%	10.4%	11.3%
Physical	26.1%	10.4%	15.5%
Cognitive	4.3%	18.8%	14.1%
War wounded	8.7%	8.3%	8.5%
Communication	---	12.5%	8.5%

Children involved in income-earning activities

Households with children involved in income-earning activities

Based on the economic insecurity facing Syrian refugee families and the limited work opportunities available to adults inside or outside Za'atari refugee camp, it is understandable to note in table 9 that almost one in three households (31.3 per cent) indicated that there were children in the family involved in income-earning activities. The next section will examine the actual number of children involved in income-earning activities in further detail, breaking down related characteristics such as school attendance, type of work, challenges at work and links to household chores.

Table 9: Household heads indicating children currently involved in income-earning activities

Households with children involved in income-earning activities	**N = 518**	**Percentage**
No children in household involved in income-earning activities	354	68.3%
Households indicating children involved in income-earning activities	164	31.3%
Breakdown of numbers of working children:		
1 child working in household	122	23.6%
2 children working in household	36	6.9%
3 children working in household	6	1.2%

In order to further qualify the issue of children involved in income-earning activities, heads of household were asked whether or not these activities affected education and the reasons behind this decision, as well as those involved in making the decisions. Information relating to this series of questions is reflected in table 10. Over 70 per cent of respondents indicated that that the main reason for children being involved in income-generating activities was to supplement family income, a further indication of the negative impact of household economic

insecurity on children. However, what is particularly disconcerting is that one in four households, just over 26 per cent, stated that it was necessary to withdraw children from school to generate income. In other words, a significant number of children in Za'atari camp are being deprived of their fundamental right to an education in order that Syrian families might be able to cope with their economic difficulties.

Table 10: Characteristics of household decision-making process on children being involved in income-generating activities

Household decision-making characteristics relating to children's work		
	N = 518	**Percentage**
Family needed to withdraw children from school to generate income?		
Yes	135	26.1%
No	365	70.5%
No Response	18	3.5%
Total	518	100%
Out of those who answered "yes" to the above question (135 households), who made the decision to leave school to work?		
Child	70	51.9%
Head of household	33	34.4%
Elder brother	0	---
Joint decision	31	23.0%
No response	1	0.7%
Total	135	100%
Main reason for being withdrawn from school to earn income		
Supplement family income	95	70.4%
Family does not find value in education	8	5.9%
Assist with household chores	4	3.0%
Learn skills	6	4.5%
Child not interested in school	12	8.9%
To replace adult who is working away from home	1	0.7%
Schools are not safe and/or conducive to learn	7	5.2%
No response	2	1.5%
Total	135	100%
Will the household withdraw other children to earn income?		
Yes	16	11.9%
Maybe	20	14.8%
No need to withdraw	81	60.0%
No response	18	13.3%
Total	135	100%
Will children be sent back to school if the reasons for withdrawal no longer exist?		
Yes	87	64.4%
Maybe	24	17.8%
No need to withdraw	9	6.7%
No response	15	11.1%
Total	135	100%

It is surprising to note that just over half of the 135 households stated that it was the child that made the decision to leave school to earn an income. This may be indicative of changing relationships within the household that would allow a child to make such a critical decision. Just over one-third of the households stated that the head of household was responsible for the decision, whereas in the remaining 23 per cent of cases, the decision was a joint one between the child and head of household which again places considerable responsibility on children to make informed decisions affecting their future. The outlook seems bleak for other children in these families as almost 12 per cent of household heads stated that they would withdraw more children if necessary and around 15 per cent indicated they might withdraw children. Only 60 per cent of the households clearly indicated that they would not withdraw children from school to earn an income. Furthermore, less than 65 per cent of the 135 households that had withdrawn a child from school to work stated that the child would be returned to school if the situation changed and the original reasons for withdrawal no longer existed. The outcomes of table 10 reinforce the need to explore ways in which to address household economic security in Za'atari and to support families in strengthening parenting, roles, responsibilities and the importance of education.

Table 11: Optimum use of children's time according to household heads

Perceptions of household heads of optimum use of children's time (N=164)	**Sons* (N=161)**	**Daughters* (N=146)**
Attend school	74.5%	80.8%
Work for income	18.6%	2.7%
Assist with household chores	0.6%	14.4%
Assist family business	6.2%	2.1%

** 3 households did not have sons and 18 households did not have daughters*

As a follow-up to this series of questions and to investigate parental attitudes towards school and work and how these are affected by the gender of their children, household heads were asked about what they felt was the best use of their sons' or daughters' time in terms of either going to school, working for an income, helping with household chores or a household business. Unusually, the response rate was quite low at just under 32 per cent. Nevertheless, table 11 indicates a strong preference for children to be in school whether girls or boys, at over 80 per cent for the former and nearly 75 per cent for the latter. Almost 19 per cent of respondents stated that their sons should be working for an income, whereas this figure dropped to less than three per cent for daughters. Conversely, less than one per cent of respondents felt that their sons should be helping with household chores, with this figures jumping to over 14 per cent for daughters. The wider issue of household chores and the time spent on these from the perspective of parents is addressed below in table 12, and later in the report from the perspective of working children and responses to the child questionnaire.

Table 12: Average number of hours children aged 7 to 17 spend on household chores

Description	Girls	Boys	Total/Average
Percentage and number of all children in working age range of 7 to 17 responsible for household chores	65% (N=445)	49% (N=441)	55.9% (887)
Cleaning	83.6% (1.6 hours)	15.0% (1.4 hours)	49.4% (1.5 hours)
Food shopping	10.6% (1.3 hours)	73.7% (1.5 hours)	42.1% (1.4 hours)
Cooking	67.0% (1.5 hours)	5.9% (1.2 hours)	36.5% (1.4 hours)
Laundry	62.7% (1.4 hours)	8.4% (1.4 hours)	35.6% (1.4 hours)
Caregiver	45.2% (2.5 hours)	23.4% (2.0 hours)	34.3% (2.3 hours)
Non-food shopping	5.6% (1.3 hours)	46.7% (1.4 hours)	26.2% (1.4 hours)
Home maintenance	2.2% (1.1 hours)	19.0% (1.4 hours)	10.6% (1.3 hours)
Other chores	4.0% (1.9 hours)	9.3% (1.6 hours)	6.7% (1.8 hours)
Average number of chores per day	**2.8**	**2.0**	**2.4**
Average number of hours per day	**4.6 hours**	**3.0 hours**	**3.8 hours**

Household chores can interfere with children's education and development and are taken into account in global measurements of child labour in terms of their impact on children. For this reason, the parent questionnaire sought further details on the types of household chores girls and boys aged 7 to 17 were doing and the amount of time spent per day on these activities. Around 56 per cent of the total number of girls and boys aged 7 to 17 undertake household chores and spend just under four hours a day on these activities on average, although this figure jumps to over four and a half hours for girls. Girls mainly help with cleaning, cooking, laundry and care-giving, whereas boys are principally involved in shopping, home maintenance and also care-giving.

Numbers and characteristics of children involved in income-earning activities

Table 13 provides a statistical breakdown from table 9 of numbers of children involved in income-earning activities. Out of the 164 households concerned, there were 212 children aged from 7 to 17 who were working in one form or another. This number represents just over 13 per cent of the total number of children in the sample in this age group. In terms of gender breakdown, however, the population of working children is overwhelmingly male at 94 per cent or 200 boys. This represents just over 22 per cent of the total number of boys aged 7 to 17 in the sample. There were 12 girls or six per cent of the total number of working children, and less than two per cent of the overall number of girls in this age group.

If these statistics are extrapolated to assess the total numbers of girls and boys in Za'atari camp involved in income-earning activities, based on camp population figures of 7 December 2014,[18] then there could be as many as nearly 4,000 children concerned. In actual figures, this would represent 3,946 children, broken down into 3,721 boys and 225 girls. Although it should be noted that the UNHCR categorisations of ages are from 5 to 11 and 12 to 17, it is also important to keep in mind that very few children below the age of 7 – if any – are involved in income-earning activities. Therefore, these figures could be considered as relatively accurate.

As can be seen from table 13, almost 26 per cent of working children combine school and work, meaning that just over 74 per cent are out-of-school. It is important to keep in mind that because over 94 per cent of working children in Za'atari are male, these issues mainly affect boys. Out of the children who combine school and work, just over 67 per cent go to school every day. There is considerable research into the correlation between child labour and education highlighting the negative impact of combining school and work on a child's education and learning. Over time, it could be that those who combine might eventually drop out of school altogether, emphasising the need for early identification and interventions for children involved in income-earning activities and those at-risk.

Out of 157 working children who do not go to school, it is worrying to note that 145 of these, 92 per cent, have never attended school in Za'atari. Nearly one in three of these children are not interested in school and a further almost 28 per cent give "earning money" as the reason they have not attended school. Combined, these two reasons account for 60 per cent of these 145 children who have never been to school in Za'atari.

18. Demographic breakdown of the camp population of 82,818 persons at 7 December 2014 is calculated using UNHCR categories of 11.4% for boys aged 5 to 11, 7.2% for boys aged 12 to 17, 10.9% for girls aged 5 to 11 and 6.6% for girls aged 12 to 17: data.unhcr.org/syrianrefugees/settlement.php?id=176&country=107&region=77

Table 13: Numbers and school attendance of children involved in income-earning activities

Description	Girls (N=687)	Boys (N=900)	Total (N=1,587)
Number of children involved in income-earning activities	**1.7% (N=12)**	**22.1% (N=200)**	**13.3% (N=212)**
School attendance of working children			
Attends	33.3% (N=4)	25.5% (N=51)	25.9% (N=55)
Does not attend	66.7% (N=8)	74.5% (N=149)	74.1% (N=157)
If child attends school, how often during the last semester?	(N=4)	(N=51)	(N=55)
A few days	---	13.7%	12.7%
Most days	25.0%	19.6%	20.0%
All days	75.0%	66.7%	67.3%
Reasons for child never attending school	(N=8)	(N=137)	(N=145)
Not interested	12.5%	33.6%	32.4%
To earn money	---	29.2%	27.6%
To learn a skill	12.5%	8.8%	9.0%
No school/too far	25.0%	7.3%	8.3%
School not safe	---	8.8%	8.3%
Not safe due to conflict	25.0%	5.1%	6.2%
Education not valuable	---	2.9%	2.8%
To work in family business unpaid	---	2.9%	2.8%
Family does not allow	12.5%	0.7%	1.4%
Disabled/illness	---	0.7%	0.7%
Cannot afford school	12.5%	---	0.7%
Help with household chores	---	---	---
Other	---	---	---

Table 14 explores in more detail key characteristics of the working life and environment of children involved in income-earning activities. Over 45 per cent of working children are involved in their own enterprise and a further 35 per cent are involved in unskilled labour for others. On average, children work six and a half hours a day, with girls working over nine hours. Although the range of earnings was significant – from JOD 1 to 200 for boys but interestingly only JOD 2 to 30 for girls – on average, children earn JOD13 per week. This is considerably less than the weekly earnings of JOD21 for Jordanian children as indicated in the 2007 National Child Labour Survey.

According to heads of households, just over 3 out of every 4 working children experienced some level of problem at work. Nearly 79 per cent complained of being extremely tired and a further almost 39 per cent suffered an injury, illness or poor health as a result of their work. Just under one-third of the children complained of having no time for recreation, particularly

girls, and 20 per cent stated that they had suffered physical harassment through their work, including girls. Almost one-quarter of the children with problems at work complained of emotional harassment and about the same number pointed out that working meant they had no time for school, with just under nine per cent of these children indicating that working impacted on their grades. Around two per cent of all boys (three in total) stated that they were sexually abused at work. The existence of these problems are indicators of worst forms of child labour as they impact on the physical, mental, emotional and moral development of children.

Unsurprisingly given previous findings, family economic insecurity underpinned the main reasons given by heads of households for allowing children to work. Almost 85 per cent were working to supplement the family income, around one-third to help pay off debts incurred by the family, over 21 per cent to help with a family business and just over 22 per cent to help cover school costs. Around 21 per cent were working in order to learn a skill – a figure which jumps to 40 per cent in the case of girls – and a further almost 32 per cent were temporarily replacing someone in a job.

Table 14: Work characteristics of children involved in income-earning activities

Children aged 7 to 17 involved in income-earning activities	Girls (N=12)	Boys (N=200)	Total/Average (N=212)
Type of work			
Own business	50.0%	45.2%	45.3%
Skilled work for others	16.7%	13.6%	13.7%
Unskilled work for others	25.0%	34.7%	35.4%
Other	8.3%	5.5%	5.7%
Hours per day worked*	(N=9)	(N=188)	(N=197)
Average	9.2 hours	6.4 hours	6.5 hours
Range	5-14 hours	1-15 hours	1-15 hours
Cash earned per week (JOD=Jordanian Dinars)*	(N=8)	(N=182)	(N=190)
Average	JOD19	JOD13	JOD13
Range	JOD2–30	JOD1–200	JOD1–200
Number of children who experience work-related problems	N=7 (58.3%)	N=153 (76.5%)	N=160 (75.5%)
Types of problems experienced at work:			
Extreme fatigue	57.1%	79.7%	78.8%
Injury, illness, or poor health	14.3%	39.9%	38.8%
No play time	57.1%	28.8%	30.0%
Physical harassment (beating)	14.3%	20.3%	20.0%
Emotional harassment (intimidation, scolding, insults)	42.9%	22.9%	23.8%
No time for school	28.6%	5.9%	22.5%
Poor grades in school	14.3%	8.5%	8.8%
Sexual abuse	---	2.0%	1.9%
Other	---	5.9%	6.2%
Reasons why child is allowed to work	(N=10)	(N=189)	(N=199)
Supplement family income	80.0%	84.7%	84.4%
Help family pay debt	20.0%	33.3%	32.7%
Help household enterprise	30.0%	28.0%	28.1%
Learn skills	40.0%	20.1%	21.1%
School not helpful for future	---	10.1%	9.5%
No school/school too far	20.0%	6.3%	7.0%
Not interested in school	10.0%	0.5%	1.0%
Temporarily replacing someone at work	30.0%	31.7%	31.7%
To prevent them from making bad friends	10.0%	5.8%	6.0%
School costs	10.0%	22.8%	22.1%
Other	---	6.3%	6.0%

As indicated in table 15, over 72 per cent of economically active children, almost one in four, are also carrying out chores in the home on top of their working day. When considered alongside the results of table 12, it is clear that economically active children, especially girls, are more likely than their non-working counterparts to also be involved in household chores. Generally, similar gender differences are noted in different household chores whether carried out by working or non-working children. In addition, as noted in figure 3, economically active children spend slightly longer on household chores than their non-working counterparts which adds

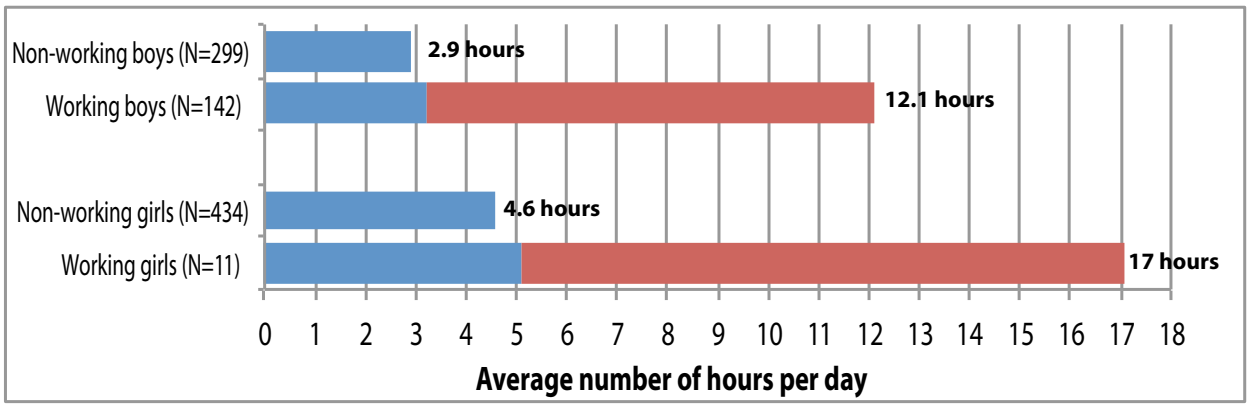
significantly to the length of their working day. For working boys, adding household chores to the average length of the working day brings it to just over 12 hours. Of much greater concern, however, is the increase of household chores to the average length of the working day for girls bringing it up to 17 hours a day. Clearly, working days of this length impact on every aspect of children's lives and their natural development.

Table 15: Percentage of economically active children carrying out household chores

Children aged 7 to 17 involved in income-earning activities	**Girls (N=12)**	**Boys (N=200)**	**Total/Average (N=212)**
Responsible for household chores	91.7%	71.4%	72.2%
Average number of chores for which the child is responsible	3.2	2.1	2.2
Chores: percentage of children carrying out chore and average hours spent on chore			
Food shopping	25.0% (1.0 hour)	54.3% (1.4 hours)	52.4% (1.6 hours)
Non-food shopping	25.0% (1.0 hour)	40.2% (1.2 hours)	39.2% (1.5 hours)
Home maintenance	8.3% (1.0 hour)	19.6% (1.2 hours)	18.9% (1.3 hours)
Cooking	50.0% (1.3 hours)	3.0% (1.0 hour)	5.7% (1.4 hours)
Cleaning	58.3% (1.1 hours)	8.5% (1.2 hours)	11.3% (1.6 hours)
Laundry	50.0% (1.0 hour)	3.0% (1.2 hours)	5.7% (1.1 hours)
Caregiver	58.3% (1.6 hours)	15.6% (1.6 hours)	17.9% (2.0 hours)
Other chores	58.3% (1.0 hour)	15.6% (0.9 hours)	17.9% (2.0 hours)

During the focus group discussion of heads of households, parents agreed that it was important for children to help in their homes as this instils in them a sense of responsibility and self-discipline and can actually contribute to keeping them away from danger and child labour in the camp.

Figure 3: Comparison of impact of household chores between working and non-working children



Incidence of child labour among population of economically active children

Table 16 reflects the age and gender breakdown of the 212 children involved in income-earning activities. Children appear to start becoming economically active from the age of 10 upwards, with numbers peaking at 40 in the 13-year-old age bracket for both girls and boys. Numbers reduce slightly at 15, but then climb again to the age of 17. Given that the minimum age of employment in Jordan is set at 16-years-old, this implies that all these children aged below 16 are automatically categorised as child labourers according to international conventions.

Therefore, out of the total sample of 212 economically active children, at least 153 (72.2 per cent) are automatically categorised as child labourers. In addition, based on the Jordanian labour law's hazardous work definitions for legally working children aged 16 to below 18, it is highly probable that those children in this age bracket in the sample are involved in worst forms of child labour. This might mean that the entire sample of 212 children could be classified as child labourers with the strong likelihood of the presence of worst forms of child labour.

Table 16: Age and gender breakdown of economically active children

Age	Economically Active Children		
	Girls	Boys	Total
7-years-old	0	3	3
8-years-old	3	0	3
9-years-old	0	3	3
10-years-old	2	11	13
11-years-old	4	10	14
12-years-old	5	15	20
13-years-old	8	32	40
14-years-old	5	29	34
15-years-old	1	22	23
16-years-old	3	23	26
17-years-old	3	30	33
Total	**34**	**178**	**212**

Household head focus group discussion outcomes on economically active children

Focus group participants expressed significant concern over the amount of free time children have inside the camp, even if they go to school. According to participants, school only lasts for three hours every day and the child friendly spaces are only open for half a day, all of which ensures that children have lots of time on their hands with very little to do other than work. This scenario was particularly true in the case of either female-headed households or very large families when mothers would rely on older children to contribute to family income.

Parents are not insensitive to the difficult and sometimes dangerous working conditions for children and are aware that they are paid disproportionately low amounts of money for very long working days. They believe that most children work in family-run businesses and that it would only be a last resort for children to work for non-family members. Parents are also of the view that some children look for work to be able to buy things for themselves, such as mobile phones, or to play in the video game centres. Some children beg and others work for in-kind returns, such as helping out with those responsible for delivering water in order to have their household water tank filled for free. Generally, parents are of the view that children work in the following sectors:

- sand and gravel screening;
- smuggling;
- portering;
- retail outlets (informal);
- picking tomatoes in field close by the camp;
- electrical trades;
- assistants for water distribution;
- some sectors/trades outside the camp (not identified);
- tailoring.

Outcomes of Interviews and Discussions with Children

This section of the report analyses the responses of the 518 children randomly selected from among the total sample of 1,587 children aged 7 to 17. The demographics of the sample is presented in table 17.

Table 17: Demographic breakdown of random sample of 518 children from sample households

Random selection of children in working age range of 7 to 17 in 518 sample households	Girls	Boys	Total
Number randomly selected	140	378	518
Percentage of total	27.0%	73.0%	100%
Age (mean)	12.6 years	13.3 years	13.1 years
Distribution by age groups			
7 to 8 years	9.3%	4.2%	5.6%
9 to 11 years	22.1%	19.8%	20.5%
12 to 14 years	44.3%	41.5%	42.3%
15 to 17 years	24.3%	34.4%	31.7%

Education status

In terms of educational status, children were asked if they were currently attending school and to provide details of either their current grade or the grade they had reached when they were last in school. The findings of these questions are presented in tables in annex 3. Of interest and possibly concern from an educational perspective from these tables is the spread of different aged children across grades. Not all Syrian children who have crossed into Jordan have been able to produce their education certificates to indicate which grade they last completed or have not yet been able to obtain this proof. In such circumstances, education assessments are carried out to select the appropriate grade. However, as can be seen from the tables in annex 3, for some age groups currently attending school in Za'atari, this can result in a wide spread across the grades. For example, boys aged 11 are found from grades 1 to 6 and girls aged 13 are found in grades 3 to 9. It would be important to explore the reasons behind this wide spread of ages across grades and whether this might affect future drop-out decisions.

In total, 256 children, just under half of the overall sample (49.4 per cent), were not attending school. This figure is slightly higher than that given by heads of household in their responses presented in table 7. Parents indicated that just under 42 per cent of children aged 7 to 17 were not going to school. As indicated in table 18, a very high percentage of children, 62 per cent, stated that they were either poor in their studies or not interested in school. It would be important to investigate this in greater depth as being "poor in studies" is a subjective statement and could also be due to extenuating factors, such as lack of encouragement by parents or teachers. Likewise, being told that they are not good in school affects children's interest in education and learning. Nearly 23 per cent of the respondents pointed out that their family did not value education and this parental attitude is supported by the strong criticism of schools and education in Za'atari made during the focus group discussions for heads of households.

Children, particularly girls, also explained that having to help out with household chores also affected their school attendance. Interestingly, this does not correlate at all with responses from heads of household on the impact of chores on children's education. Tables 7, 11, 12 and 13 do not particularly highlight household chores as a key reason why children do not go to school,

indeed quite the opposite. It would be useful to explore this issue in greater detail to establish the real impact of household chores on children's education and development in Za'atari. The outcomes of the focus group discussions of children and parents do not shed further light on the issue.

The school environment or its distance from the children's homes, which affects girls in particular as they not feel safe walking to school, were identified as important obstacles to their school attendance. Surprisingly, the issue of working to support family income comes quite low down in the list of reasons why children in the sample do not attend school, particularly for girls as less than nine per cent of them cited this as a reason. More than one in three boys gave this as a reason for not attending school.

Table 18: Reasons for randomly sampled children not attending school

Reasons for not attending school	**Girls (N=45)**	**Boys (N=210)**	**Total* (N=255)**
Poor in studies/not interested in school	42.2%	66.2%	62.0%
Help at home with household chores	57.8%	44.3%	46.7%
School not safe/not conducive to learning	48.9%	38.1%	40.0%
School is too far	57.8%	27.6%	32.9%
To work for pay, family business, or farm	8.9%	34.8%	30.2%
Family does not find value in education	15.6%	24.3%	22.7%
Other (specify)	11.1%	18.1%	16.9%
Parents cannot afford schooling	6.7%	12.4%	11.4%
Family does not allow schooling	15.6%	5.7%	7.5%
Cultural beliefs	13.3%	4.8%	6.3%
Due to conflict/war	4.4%	6.2%	5.9%
Not allowed to attend school in Jordan	6.7%	4.8%	5.1%
Illness or disabled	---	5.2%	4.3%

**One child did not respond*

Outcomes of the six children's focus group discussions included considerable review of the issue of education. Children pointed out that in Syria most of them were enrolled in and attended schools, but this changed on arrival in Jordan with a number of them not wanting to attend the schools in Za'atari. Even those who did enrol in schools, a number of them dropped out after only one semester. Among the key reasons for not going to school cited in the group discussions were:

- mistreatment of students by teachers, including physical and verbal abuse;
- poor instruction by teachers;
- overcrowding of classrooms, with reports of up to 60 students in some classrooms, making it very difficult to impossible for large groups to pay attention and leading to a breakdown in discipline.

However, those children who did attend school were enthusiastic about their time there. Children also confirmed the views expressed during the household head focus group that from the age of 11 upwards, children tended to make their own decisions on whether or not to go to school, especially boys. Most of the participants stated that they used to go to school when they were in Syria and that they never had to work before, apart from helping their parents in their family businesses or working on seasonal harvests in the fields after school hours or during vacation periods. Generally, children pointed out that they would not have dropped out of school in Syria, noting that there was much more effective support classes for those students who needed extra help and that students were treated better in schools in Syria than in Jordan even though the schools there were stricter.

Economic activities and work characteristics

The in-depth survey of the sample group of children sought to establish the number of those involved in income-earning activities and more specific details of the education and work history of this group. Table 19 shows that almost 35 per cent of the randomly selected children self-Identify them self's as being involved in income-earning activities in the seven days prior to the survey. This is much higher than the overall 212 HoH who reported economically active children. As expected, the incidence was greater for boys than girls, reaching almost 58 per cent for the former and under 15 per cent for the latter in the context of the overall sample number.

Table 19: Incidence of economically active children in the sample

Random sample of children in working age range of 7 to 17	Girls (N=140)	Boys (N=378)	Total/Average (N=518)
Children aged 7 to 17 in random sample of 518 who have been involved in work-related activity (paid or unpaid) in seven days prior to survey	14.3% (N=20)	57.9% (N=159)	34.6% (N=179)
Working children currently attending school			
Yes	55.0%	30.8%	33.5%
No	45.0%	69.2%	66.5%
Current employer			
Casual employer	---	26.3%	23.3%
Formal employer	---	7.7%	6.8%
Self-employed	---	9.6%	8.5%
Family member	100%	56.4%	61.4%
Other	---	---	---
Ever worked before?			
Yes, in Jordan	5.0%	3.8%	3.9%
Yes, in Syria	---	3.8%	3.4%
Yes, both in Jordan and Syria	---	1.9%	1.7%
Yes, somewhere else?	---	0.6%	0.6%
No	95.0%	89.9%	90.5%

One in three of these economically active children combine school and work, but this increases to 55 per cent in the case of girls. Therefore, two out of every three of these working children do not currently go to school. Most of the boys, 56 per cent, and all of the 20 girls (100 per cent) work for a family member. A further 26 per cent of the boys are involved in casual or informal

work and almost eight per cent in formal work. The remaining 10 per cent of the economically active boys are self-employed.

Of particular interest in terms of planning future interventions to address child labour is that over 90 per cent of the economically active children stated that they had never worked before either in Jordan or Syria, implying that environmental conditions, lifestyle and circumstances prevalent in Za'atari camp pushed families and children into decisions impacting on their lives now and in the future.

Forms of work in which children are involved

Having established the presence of working children in the sample, the survey then examined the type of activities in which the children were involved. Table 20 examines these activities in detail. Across both genders, almost 60 per cent of the working children, including 70 per cent of all girls, were involved in portering activities. This would resonate with visitors to Za'atari camp who would see large numbers of children equipped with wheelbarrows, transporting goods and shopping for people. A further 19 per cent, mainly boys, are involved in street selling and a quarter of all working girls (25 per cent) are involved in preparing and/or selling food and beverages. Nearly all children work inside Za'atari camp, with only seven per cent working outside the camp: one girl in the agricultural sector and 11 boys in selling food and beverages, in agriculture, in construction and other undefined activities. It should be noted that these activities would fall within the classification of hazardous work of both Jordanian labour law and ILO Convention No. 182 and therefore worst forms of child labour

Table 20: Working activities

Working girls and boys	**Girls (N=20)**		**Boys (N=159)**		**Total/Average (N=179)**
Description of work activities	**Inside camp**	**Outside camp**	**Inside camp**	**Outside camp**	
Portering/wheelbarrowing/carrying of goods to/from market, for storage, transporting water	70.0%	---	58.5%	---	59.8%
Other	20.0%	---	16.4%	3.1%	19.6%
Street selling	5.0%	---	20.8%	---	19.0%
Preparing or selling food /beverages	25.0%	---	13.2%	0.6%	15.1%
Construction, maintenance of buildings or homes	---	---	6.9%	1.3%	7.2%
Repairing tools/equipment	---	---	5.7%	---	5.0%
Moving caravans/ prefabs	---	---	5.7%	---	5.0%
Preparing or selling clothes or handicrafts	5.0%	---	3.1%	---	3.4%
Cultivating or harvesting agricultural products	---	5%	0.6%	1.9%	2.8%
Collecting bottles, cans and garbage, recycling or scavenging	---	---	1.3%	---	1.1%

Characteristics of children's work activities

The survey discussed characteristics of children's working days in greater detail as presented in table 21. Almost three-quarters of the children work in one activity with an additional 17 per cent in two activities. Nearly 45 per cent of economically active children indicated that they took whatever work they could when they found it and almost one in four children were involved in more permanent forms of work. Nearly all children worked during daylight hours or in the evening. Very few, just over two per cent, indicated that they worked at night, all of whom were boys. On average, just under half of those children who combine school and work undertook their activities after school was finished for the day. A further 28 per cent worked before and after school which could obviously impact on their ability to participate in class, complete homework and optimise learning at school. Just over 10 per cent worked at weekends. Of great concern is that a significant percentage of children work seven days a week, just over 44 per cent on average but just over 65 per cent for girls, and for just under six hours a day. Almost 12 per cent worked six days a week and for those few children who worked after sunset or at night, the average number of hours was just less than three. On average, children are working just under five and a half days a week. In general, therefore, children who are economically active are working long hours and working weeks which inevitably impacts significantly on their education and development. Jordanian labour law specifically demands that children benefit from weekends, should not be working more than six hours a day and should not be working after 6:00 in the evening.

Table 21: Characteristics of children's working day

Description	Girls (N=20)	Boys (N=159)	Total/Average (N=179)
Number of work activities in which children are involved			
1	75.0%	73.6%	73.7%
2	20.0%	17.0%	17.3%
3	5.0%	7.5%	7.3%
4	---	0.6%	0.6%
5	---	1.3%	1.1%
Form of work			
Mainly casual when it suited the child	10.0%	15.1%	14.5%
Casual when it was possible to find work	20.0%	47.8%	44.7%
Seasonal	5.0%	5.0%	5.0%
Permanent	35.0%	23.3%	24.6%
Missing or no response	30.0%	8.8%	11.2%
Time of work			
During daylight	80.0%	74.2%	79.8%
During evening/night	---	2.5%	2.2%
During day and evening	15.0%	17.0%	16.8%
Missing	5.0%	6.3%	6.1%
If attending school and working (N=57), when do children carry out working activities?			
After school	58.3%	44.4%	47.4%
Before school	25.0%	11.1%	14.0%
Before and after school	16.7%	31.1%	28.1%
During weekends	---	13.3%	10.5%
Of the last 7 days, how many days worked			
1	---	1.3%	1.1%
2	---	8.8%	7.8%
3	---	11.9%	10.6%
4	---	11.9%	10.6%
5	10.%	6.3%	6.7%
6	20.0%	10.7%	11.7%
7	65.4%	41.5%	44.1%
Missing	5.0%	7.5%	7.3%
On average, number of days worked over last 7 days	6.6 days	5.3 days	5.3 days
Over the last 7 days, how many hours children worked a day/night (18 responses missing)			
During daylight:	N=18	N=143	N=161
Average	3.6 hours	6.2 hours	5.9 hours
Range	(2-9 hours)	(1-16 hours)	(1-16 hours)
During night or after sunset:	N=6	N=38	N=44
Average	1.7 hours	2.9 hours	2.8 hours
Range	(1-3 hours)	(1-6 hours)	(1-6 hours)

Given the preference for children to work within family businesses, it is perhaps not surprising to note in table 22 that most of the boys, nearly 44 per cent, find their work through family members. A significant number of girls, 40 per cent, rely on their peers or friends to find work, as do a further 35 per cent of boys. Very few children are approached directly by employers, less than six per cent.

Based on the comment by adults in their focus group discussion that children were becoming more forceful in their own decision-making, an average of almost 70 per cent of the children (although only 44 per cent of girls) stated that they had made the decision to leave school to work. In just over ten per cent of the cases, this was a joint decision involving the child and others, and around eight per cent of the time this decision was made by the head of the household, a figure which jumps to around 22 per cent in the case of girls. In terms of key reasons for children working, supplementing family income is high on the list, particularly for boys in 85 per cent of cases. However, for girls, just over 70 per cent stated that their work involved helping with household chores.

Table 22: Decision-making related to children's economic activity

Decision-making related to children's economic activity	Girls (N=20)	Boys (N=159)	Total/Average (N=179)
How did you find your last paid work?			
Through peers/friends	40%	35.3%	31.3%
Through family members	---	44.0%	43.6%
Approached by employer	---	6.3%	5.6%
Other	---	5.7%	5.0%
Missing	60.0%	8.8%	14.5%
Who took the decision for children to withdraw from school to earn an income? (N=119)			
Child her/himself	44.4%	71.8%	69.7%
Head of household	22.2%	7.3%	8.4%
Elder brother	---	0.9%	0.8%
Joint decision between child and others	11.1%	10.0%	10.15%
Missing	22.2%	10.0%	10.9%
Two main reasons children have been working for last 7 days?			
Supplement family income	23.5%	85.0%	78.7%
Pocket money	11.8%	40.8%	37.8%
Help with household chores	70.6%	12.9%	18.9%
Child not interested in school	---	19.0%	17.1%
To replace adult who is working away from home	11.8%	15.0%	14.6%
Learn skills	11.8%	10.9%	11.0%
Child doesn't know	17.6%	5.4%	6.7%
Family does not find value in education	11.8%	4.8%	5.5%
Cannot go to school	29.4%	1.4%	4.3%
Other	11.8%	3.4%	4.3%
Missing	15.0%	7.5%	8.4%
Are children willing to work?			
Yes	95.0%	88.7%	89.4%
No	5.0%	11.3%	10.6%
Do children like being involved in work?			
Yes	90.0%	79.9%	81.0%
No	10.0%	8.9%	17.9%
Missing	---	1.3%	1.1%

Nearly 41 per cent of boys explained that an important reason for them working was to earn

some pocket money for themselves. A lack of interest in school was also cited by 19 per cent of boys. Of importance for humanitarian actors was that over 29 per cent of the girls stated they could not go to school – an issue that would need some further investigation to establish the precise reasons why. Children appear to be very willing to work, with almost 90 per cent stating that this was the case. Furthermore, an average of 81 per cent of all children, and 90 per cent of the girls, explained that they enjoyed their work which indicates the level of acceptance of a situation that damages the future development and lives of children. It will require significant and long-term interventions to address these challenges and rebalance the lives of children concerned.

During the children's focus group discussions, it was reaffirmed that most children worked to support their families. Examples were given of heavy family responsibilities being placed on the shoulders of adolescents who want to help their mothers and ensure the family can meet its needs. Children also echoed the viewpoint expressed by heads of household that a lot of them were involved in illicit activities, especially smuggling, including smuggling other refugees out of the camp. They explained that children caught smuggling or involved in other criminal activities were less likely than adults to have any legal action taken against them. There were a number of working children participating in the focus groups, nearly all boys, who gave examples of the activities they were involved in from smuggling, to helping out on tomato farms outside the camp, helping out in the small stores and stalls in the camp, working in trades such as electricians, screening gravel, etc.

Levels and distribution of children's earnings

Table 23: Details related to children's earnings

Details related to children's earnings	Girls (N=20)	Boys (N=159)	Total/Average (N=179)
Over the past 7 days, how has child been paid?			
Cash	30.0%	77.4%	72.1%
In-kind	---	3.8%	3.4%
Not paid	40.0%	10.1%	13.4%
Missing	30.0%	8.8%	11.2%
Over the past 7 days, how often were children paid either in cash or in-kind?			
Daily	66.7%	79.1%	78.5%
Weekly	16.7%	13.2%	13.3%
Monthly	---	3.9%	3.7%
Other	---	3.1%	3.0%
Missing	16.7%	0.8%	1.5%
Calculation of earnings in cash or in-kind			
Piece rate (based on what child actually makes or sells)	66.7%	49.6%	50.4%
Hourly rate	---	24.0%	23.0%
Salary/regular wage	16.7%	25.6%	25.2%
Missing	16.7%	0.8%	1.5%
How much was paid to the child or did the child earn on a daily average in JOD or in-kind?			
Average	JOD5.6	JOD9.2	JOD9.1
Range	JOD1-20	JOD1-60	JOD1-60
Missing	1	3	4
Does child give part or all of earnings or in-kind payment to parents/guardians or other relatives?			
Yes, employer gives all earnings directly to parents/ guardians	---	3.1%	3.0%
Yes, child gives all earnings directly to parents/guardians	50.0%	41.1%	41.5%
Yes, employer gives part of earnings directly to parents/ guardians and part to child	---	0.8%	0.7%
Yes, child gives part of earnings directly to parents/ guardians and keeps part for her/himself	16.7%	46.5%	45.2%
No	16.7%	8.5%	8.9%
Missing	16.7%	---	0.7%
How does child spend earnings? Top 3 responses			
Gives part of earning to parents/guardians	60.0%	71.4%	71.9%
Met personal needs/leisure	40.0%	67.2%	66.1%
Food	60.0%	62.2%	62.1%
Bought household needs (food, medicine, etc.)	40.0%	38.7%	38.7%
Clothes	40.0%	26.9%	27.4%
Saves part of earnings	20.0%	21.0%	21.0%
Bought school needs	---	3.4%	3.2%
Transportation	20.0%	2.5%	3.2%
Other	20.0%	1.7%	2.5%
Missing	16.7%	7.8%	8.1%

Table 23 focuses on the earning power of working children in Za'atari and the manner in which their earnings are paid and subsequently distributed. In terms of how children are paid, there

are significant differences between the treatment of girls and boys. Just under one-third of girls whereas over three-quarters of boys are paid in cash for their work and the majority on a daily basis. However, 40 per cent of girls are not paid at all – a figure which drops to around ten per cent for boys. Very few children are paid in-kind for their work, just under four per cent of boys. Two out of every three girls and one out of every two boys have their earnings calculated on the basis of what they actually produce or sell and a further 24 per cent of boys are paid on an hourly rate. These rates indicate the high level of informality of most of the work that children do. However, one quarter of the working boys and none of the girls are paid a regular wage.

There are significant differences between genders in terms of actual earnings and how these are distributed. On average, girls earn an average daily wage of JOD5.6. This figure jumps by almost 65 per cent for boys who earn an average daily wage of JOD9.2. The range of earnings also differs considerably with girls earning between JOD1 to 20 a day and boys between JOD1 to 60. In terms of what the children do with their earnings when they receive them, half of the working girls and around 40 per cent of boys give all of their earnings directly to their parents or guardians. A further almost 47 per cent of boys give some of their earnings to their parents or guardians and keep part for themselves and their own needs. This figure drops to around 17 per cent for girls. Interestingly, almost 17 per cent of girls and just under nine per cent of boys do not give any of their earnings to their parents or guardians. Children participating in the focus group discussions also pointed out that they gave a large portion of what they earned to their parents.

The spectre of family economic insecurity casts its shadow over how children spend their earnings as well and it is important for all actors, national, humanitarian and development, to take note of how pervasive and destructive this problem is for the lives of Syrian refugees. Most of the children, almost 72 per cent, stated that they gave a part of their earnings to their parents or guardians, a further 62 per cent said they also bought food and nearly 39 per cent explained that they bought items needed in the household, including medicine. In addition, around 27 per cent indicated that they bought clothes. By buying food and clothes and almost two-thirds spending their earnings on their own needs and leisure activities, children are reducing the economic burden on their families. It also appears that some of the children are learning to plan ahead for future economic shocks as 21 per cent save some of their earnings.

Health and safety issues affecting working children

A major concern in addressing issues of working children and one which more clearly defines situations of worst forms of child labour is that of the dangers they may face in work places. Working children in the sample were asked to provide details of health and safety issues to facilitate a more comprehensive understanding of the impact of work on their physical, mental and emotional health and development. During focus group discussions, children also explained that they were exposed to physical harm accidents at work. Table 24 gives clear indications of the presence in Za'atari camp of worst forms of child labour as defined by ILO Convention number 182, article 3, paragraph d): "… work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children." A significant number of children, nearly 89 per cent boys and 65 per cent girls, stated that they suffered from extreme temperatures in their work which is not surprising given the desert location of Za'atari camp and its exposure to fierce summer and winter temperatures. Similarly high numbers, nearly 82 per cent on average, highlighted the challenge of being exposed to dust and fumes which is inevitable in the desert. This can affect physical development and have an impact in terms of respiratory diseases. Loud noise also affected boys in particular with around 57 per cent highlighting this issue.

Predictably given the earlier reference to the length of working days in table 20, over 46 per cent of the children highlighted the challenge of long hours, compounded by the heavy physical nature of work noted by 44 per cent of the boys. Verbal abuse was referenced by nearly a quarter of the children, 24 per cent, with a further almost 15 per cent indicating that they were physically abused. Over 17 per cent of the children also noted that they had to sometimes work with dangerous tools or in small, confined spaces. More than 11 per cent suffered electric shocks and almost nine per cent worked without sufficient lighting. Of particular concern is that nearly five per cent of the children stated that they suffered sexual abuse, one girl and seven boys, and over four per cent of boys (seven boys) were involved in criminal activities. These issues should be investigated as a matter of urgency.

Table 24: Health and safety issues in the work place

Details related to health and safety issues in the work place	Girls (N=20)	Boys (N=159)	Total/Average (N=179)
At work, are children often exposed to any of the following?			
Extreme temperatures or humidity	65.0%	88.7%	86.0%
Dust, fumes, gas (oxygen, ammonia)	65.0%	83.6%	81.6%
Loud noise	20.0%	57.2%	53.1%
Long work days	30.0%	48.4%	46.4%
Physically-intensive labour/beyond child's capacity	25.0%	44.0%	41.9%
Verbal abuse	20.0%	24.5%	24.0%
Not paid for work	10.0%	23.3%	21.8%
Dangerous tools (knives etc.)	15.0%	17.6%	17.3%
Work in small, confined space	15.0%	17.6%	17.3%
Physical abuse (being hit, beaten, burned etc.)	10.0%	15.1%	14.5%
Electric shock	5.0%	11.9%	11.2%
Insufficient lighting	5.0%	9.4%	8.9%
Being touched in private parts against their will/or shown pornography at work by adults(sexual)	5.0%	4.4%	4.5%
Work that is part of a criminal activity (for example, selling drugs)	---	4.4%	3.9%
Chemicals (pesticides, glues, etc.)	---	3.8%	3.4%
Other	---	0.6%	0.6%
Was your most recent injury or illness related to work activities?			
Yes	55.0%	42.8%	44.1%
No	40.0%	44.0%	43.7%
Missing	5.0%	13.25%	12.3%
If answer was to above, approximately how often were you injured or ill in the last 30 days because of work?			
Once or twice	81.8%	80.9%	83.1%
3 to 5 times	9.1%	10.3%	10.4%
More than 5 times	---	7.5%	6.5%
Missing	9.1%	1.5%	2.5%
How serious was your most recent work-related illness or injury? (Children reporting recent injury N=79)	N=11	N=68	N=79
Stopped work temporarily	50.0%	86.4%	81.6%
Stopped schooling temporarily	50.0%	15.2%	19.7%
Changed jobs	---	18.2%	15.8%
Other	20.0%	12.1%	13.2%
Prevented from work permanently	10.0%	7.6%	7.9%
Prevented from schooling permanently	---	---	---
None of the above	50.0%	37.9%	39.5%
Missing	9.1%	2.9%	3.8%

Just over 44 per cent of the working children, 79 in total (11 girls and 68 boys), said that their most recent injury or illness was related directly to their work, with a further ten per cent stating that they had been injured or ill through work three to five times in the 30 days prior to the survey. As regards the seriousness of these injuries and illnesses, a significant number of the children, around 82 per cent, stated that they had to stop work temporarily while they recovered. In the case of working girls, 50 per cent stated that they had stop going to school temporarily as well. Just over 18 per cent of boys pointed out that their injuries and illnesses caused them to change jobs. Of particular concern is the fact that one girls and five boys claimed that the injuries and illnesses were such that they would not be able to work again. These cases warrant closer investigation to assess the level of injuries and illnesses and to establish the facts in each case to support the children and their families and to reinforce prevention.

Future aspirations of all children in the sample

A key element of the survey of the random sample of 518 children, those not working and working, was to talk to them about their hopes and aspirations for the future, for example, whether they wanted to take their education as far as possible, learn a new trade and set up their own business. Understanding the aspirations of this highly vulnerable group of children is an important part of the process in designing future intervention programmes that could help them in achieving their personal goals and ambitions. As with all children, refugee children would like to believe that their situation can change for the better and that they can work towards achieving their dreams.

Table 25 presents the outcome of asking children what their current top two aspirations are for the future. Inevitably, there are differences between girls and boys and between those who are working and not. The vast majority of girls, whether working or not, want to go to school and complete their education. For boys, this aspiration differs depending on whether they work or not. Over 34 per cent of non-working boys would like to go to school, and a further 45 per cent would like to complete their education and then start work. These figures drop by almost half for working boys. Conversely, working boys are more interested than their non-working counterparts in learning a new trade or skill, almost 52 per cent, and working full-time, almost one-third.

Girls generally also expressed strong interest in learning a trade or skill, just over 20 per cent on average, but without the same aspiration to either work full-time or set up their own business. Few girls are interested in working full-time to maintain the family home. Almost one in four of all boys are interested in setting up their own business which would be a natural follow-on for those interested in learning new trades and skills.

Table 25: Aspirations of all girls and boys in the sample

Aspirations arranged by selection of top two	Girls			Boys			Total (N=518)
	Working (N=20)	Not Working (N=120)	Total (N=140)	Working (N=158)	Not Working (N=216)	Total (N=374)	
Complete education/training and start work	60.0%	58.3%	58.6%	25.9%	44.9%	36.9%	42.8%
Learn a trade/skill	25.0%	20.0%	20.7%	51.9%	39.4%	44.7%	38.1%
Go to school	45.0%	37.5%	38.6%	19.0%	34.3%	27.8%	30.7%
Work for income full-time	10.0%	5.8%	6.4%	32.9%	19.0%	24.9%	19.8%
Own a small business	5.0%	10.0%	9.3%	25.3%	21.8%	23.3%	19.5%
Part-time household chores	10.0%	26.7%	24.3%	1.9%	5.6%	4.0%	9.5%
I do not know	5.0%	13.3%	12.1%	7.0%	5.1%	5.9%	7.6%
Go to school part-time and work part-time	20.0%	4.2%	6.4%	7.6%	6.0%	6.7%	6.6%
Get married	---	6.7%	5.7%	6.3%	6.0%	6.1%	6.0%
Part-time household enterprise	5.0%	5.8%	5.7%	7.6%	4.6%	5.9%	5.8%
Help full-time in household enterprise	5.0%	2.5%	2.9%	9.5%	5.1%	7.0%	5.8%
Other	---	4.2%	3.6%	4.4%	6.5%	5.6%	5.1%
Work full-time in household chores	10.0%	5.0%	5.7%	0.6%	1.4%	1.1%	2.3%
Missing	---	---	---	0.6%	1.4%	1.1%	0.8%

Table 26 further breaks down the responses of the children by age group and gender and provides some interesting additional data that may be of significance in developing intervention programmes to address the issue of children's economic activity and to meet their future hopes and aspirations. For girls across all age groups, there is strong emphasis on education with younger girls aspiring to go to school and older girls aspiring to stay in school and complete their education, particularly those aged 15 to 17. Older girls also expressed strong interest in learning a trade or skill with almost 15 per cent of girls aged 15 to 17 also expressing interest in setting up their own business. A significant number of young girls aged 7 to 8 are still unsure of what they would like to do in future. Girls, especially the younger age brackets of 7 to 11, also expressed interest in helping out at home on a part-time business and almost 12 per cent of girls aged 15 to 17 expressed an interest in marriage. Most children in the focus group discussions also agreed that it was important to help out with household chores, especially given the difficult circumstances of families in the camp.

As with girls, but to a much lesser extent, most boys expressed an interest in going to school, completing their education and starting work, particularly boys in the 7 to 11-year-old age bracket. A higher percentage, however, expressed interest in learning a trade or skill and in setting up their own business or working full-time. Boys also seemed to have a clearer idea than girls of what they would like to do in future. In general, their futures were very much linked to education and skills training leading to future employment and self-employment.

Table 26: Aspirations of all children in the sample disaggregated by age and gender

Aspirations arranged by selection of top two	7-8 years		9-11 years		12-14 years		15-17 years		Total (N=518)
	Girls (N=13)	Boys (N=16)	Girls (N=31)	Boys (N=75)	Girls (N=62)	Boys (N=154)	Girls (N=34)	Boys (N=129)	
Complete education/ training and start work	46.2	43.8	54.8	60.0	54.8	33.8	73.5	26.4	42.8
Learn a trade/skill	15.4	50.0	9.7	33.3	27.4	44.8	20.6	50.4	38.1
Go to school	61.5	43.8	35.5	30.7	41.9	27.3	26.5	24.8	30.7
Work for income full-time	---	18.8	9.7	22.7	8.1	22.1	2.9	30.2	19.8
Own a small business	7.7	25.0	---	20.0	11.3	26.0	14.7	21.7	19.5
Part-time household chores	38.5	6.2	38.7	6.7	17.7	3.2	17.6	3.1	9.5
I do not know	23.1	6.2	12.9	5.3	12.9	7.1	5.9	4.7	7.6
Go to school part-time and work part-time	---	---	9.7	2.7	8.1	6.5	2.9	10.1	6.6
Get married	---	---	6.5	6.7	3.2	5.2	11.8	7.8	6.0
Help full-time in household enterprise	---	---	---	5.3	1.6	5.8	8.8	10.1	5.8
Part-time household enterprise or business	---	6.2	9.7	---	6.5	9.1	2.9	5.4	5.8
Other	---	---	3.2	6.7	---	5.8	11.8	5.4	5.1
Work full-time in household chores	7.7	---	9.7	---	6.5	2.6	---	---	2.3
Missing	---	---	---	---	1.9	---	---	0.8	0.8

Focus Group Discussion Outcomes

To the extent possible, outcomes of the focus group discussions involving heads of households and children have been integrated into the report. However, focus groups were also organised for employers, camp community police authorities and humanitarian actors working inside Za'atari. Eleven employers were involved the focus group, all men, all with businesses inside the camp, including shisha cafes, herb, coffee and plastics shops, restaurants and supermarkets. The camp authorities' focus group involved seven community policemen and the humanitarian actors' group included seven representatives of UN agencies and international civil society organisations. One particularly worrying comment emerging from one of the focus groups was that everyone in the camps know that child labour is a problem, but without any solution in perspective, actors are beginning to become more tolerant and less aware of the issue to the extent that it soon might not be seen as a problem at all.

Definition of child labour and prevalence inside the camp

All focus groups acknowledged that there were significant numbers of children working inside Za'atari camp and that it was wrong. However, the very circumstance of living in the camp created the environment that ensures child labour takes root and thrives. Employers, however, pointed out that given the very difficult economic circumstances of all families, particularly female-headed households, and the high cost of living, the prevalence of this phenomenon was inevitable. This was echoed by the humanitarian group and the community police who, like the heads of household, pointed out that food vouchers are not sufficient to cover the actual needs of families. Community police also referred to the amount of time that children, especially boys, have on their hands due to limited school hours and the fact that they are filling this time by working. In addition, because of parental concerns of safety around the camp, the police felt that parents were keeping their younger children close to them within the household which was having a detrimental effect on children as they need to expend their energy. They feared that one way that children might expend their energy would be through working. Police felt that child labour would not be so readily accepted outside Za'atari camp.

Employers felt that it was important to try and maintain their education alongside their work. However, employers and community police echoed comments already made by heads of household that education was also largely to blame for the problem, particularly because of the poor quality of the schools and teaching staff. The humanitarian group were of the view that schools and education generally were of a higher quality outside the camp. Employers claimed that the quality of schooling was much better in Syria which was why children were staying at home and eventually turning to work to occupy themselves. They also commented that it would not be unusual for children to work in Syria during the holidays to occupy them and this was also highlighted from the discussions in the household head and children's focus groups. The community police group also explained that the psychosocial impact of the conflict on children affected their outlook on life and school was not seen as a means to help them. This point was echoed by the humanitarian focus group, pointing out that many children have lost faith in the capacity of the education system to help them. This group also noted that schools were unable to take any more students and this was resulting in even more children with time on their hands inside the camp and therefore vulnerable to situations of child labour. In some cases, lack of physical space, privacy and home entertainment in households were forcing children to look elsewhere for distractions and can often push them into work to be able to pay for entertainment in the video game centres.

Employers also highlighted how difficult it was for adults to work which was a contributing factor to pushing children into the labour market. They did not hide how harsh the work environment was for children, that they were exploited and paid very little amounts for the long hours of work they performed. Indeed, they agreed that it would not be acceptable for adults to accept the wages that they, the employers, were prepared to pay. The significant presence of children in the labour market exerts considerable downward pressure on wage rates. This point was further reinforced by the community police who also pointed out that children were quick to realise that they could get money from sources other than their parents. The community police also pointed out that the informal market within the camp was growing rapidly and with it the need for more workers.

Employers were also under the impression that parents were not aware of the challenge and dangers of child labour and that they sometimes forced their children to work, a comment echoed by the community police group. In some cases, employers and the humanitarian actors felt that parents would rather their children were working than being out on the streets with the nothing to do and susceptible to bad influences from those around them, including getting involved in drugs or criminal activities. However, heads of household in their own discussions made it clear that they did understand the law and the impact of child labour on their children, but that it was so difficult for adults to work that they had little choice but to send their children out into the labour market.

In their focus group discussions, children highlighted the security and safety concerns inside the camp, especially for girls and at night, and particularly in certain parts of the camp, such as the market area. As a result, girls have very little freedom of movement within the camp. However, children feel safer in some areas, such as the child-friendly spaces.

The community police and humanitarian groups also mentioned that children working from a younger age was part of the Syrian culture, a viewpoint that is common among various actors. However, this claim was refuted by Syrian refugee parents and children alike.

Impact of child labour

Community police expressed concern over the amount of portering activities that children are involved in which places significant physical demands on young bodies. They also pointed out the considerable risks involved in criminal activities, such as smuggling, and are worried about the increasing incidence of begging and dangers posed by passing traffic. Interestingly, the police do not believe that the criminal activities in which children are involved are part of organised crime within the camp.

The humanitarian group explained that many children rented the carts or wheelbarrows used for transporting goods for around JOD3 a day. They are paid on average JOD0.5 for each delivery, which would mean that they would have to make six deliveries just to cover the cost of renting the cart or wheelbarrow before they make any money to take home to the family. Some children are also hired to protect donkeys that also transport goods and are usually given a knife. The humanitarian group also mentioned that children work in shops, screening sand and gravel and in smuggling goods and people.

Knowledge of legislative framework

Employers claimed not to have details of labour law nor the compulsory education law in Jordan which runs contrary to the knowledge of the legislative framework by heads of household. They explained that they were aware of the relevant laws in Syria, but not in Jordan.

During discussions in the humanitarian group, reference was made to the difference between child labour and "child work" and the need for humanitarian field workers to understand and recognise the difference and take action where necessary. This includes understanding what is meant by hazardous work and how this affects children over the minimum age of employment of 16.

Addressing child labour in Za'atari camp

The various focus groups highlighted the following interventions to address the incidence of child labour in Za'atari camp:

Awareness and monitoring

- Employers, community police, humanitarian actors, parents and children themselves feel that a key element in addressing child labour is to increase parental awareness of the issue and the impact on children's health.
- Police also believe that there needs to be greater awareness of the legislative framework governing child labour.
- Humanitarian actors recommended awareness-raising activities for children to help them ensure a better balance between work and education, leading to an outcome in which children stop working altogether.
- Community police recommend the development and implementation of a monitoring system for working children, ensuring closer follow-up of the needs of children and their families. This would also require having the means and resources in place to address these needs.

Education, vocational education and out-of-school activities

- Children, parents and community police also recommend enhancing the quality of education, including through employing more qualified and experienced teachers, reducing class sizes and improving control, discipline and safety within the school among students and staff.
- Parents recommended employing Syrian teachers to staff the schools inside the camp and providing free school transport.
- Introducing vocational training for youth over the age of 16 was also recommended, ensuring that it did not violate the legal limitations on age and types of work.
- Parents, humanitarian actors and community police recommended improving coordination and coherence of all camp activities for children with school hours and increasing the activities and facilities, such as playgrounds and child friendly spaces, to cover all areas of the camp so that children would not have to walk far. Parents also suggested that spaces for children should be kept open longer to give children something to do and somewhere to go at all times.
- Children would like to have areas or spaces where they can do whatever they would like, as well as specific activities, such as handicrafts. They also suggested providing students with school uniforms and books and to have replacement materials and books for those who lose them.

Alternatives to children's work

- Parents highlighted the need to allow adults to work inside or outside the camp to overcome economic insecurity and reduce the need to rely on children's income. In addition, parents called for all basic household needs to be more fully addressed in the camp.
- Children recommended improving the financial situation of families in the camp so that they would not have to work to help out the household. They also proposed finding alternatives for the jobs that children currently do, particularly portering, for example, instituting self-use mechanical means for people to carry and transport their own goods for a small fee, such as a small car.

- Parents suggested establishing priorities in terms of allocating charitable support and aid to families in need.
- Humanitarian actors highlighted the challenge with any potential intervention that does not replace lost income.
- Humanitarian actors suggested categorising cases of child labour according to who made the decision for children to work in the first place. In cases where children were forced to work by heads of households, investigations should be carried out into family circumstances and where clearly the only option for the child to stop work would be to fully replace their income. In cases where children have decided to work for their own benefit and gain, awareness sessions should be organised to identify activities other than work to occupy their time or to ensure better monitoring of their work activities, possibly replacing them with paid volunteer work, but at least with reduced hours and better protection. At the very least, humanitarian actors should ensure that children are safe in their place of work.

Security and safety and application of rules, regulations and the law

- Parents called for a clarification of camp procedures and regulations and for these to be coherent and consistent to avoid individual interpretation.
- Community police suggest the institution of a mobile community police station to ensure that the camp community is policed more regularly and effectively, improving the security situation and enhancing family confidence. This would address some concerns of children's safety in travelling between home, school and child friendly facilities.
- The humanitarian group recommended engaging more directly with employers and imposing stronger sanctions against those that employ children.
- One organisation, the Norwegian Refugee Council, has established a special booth near a main distribution centre to look out for children under the age of 12 and to avoid giving them food or materials for their families unless they meet certain criteria. This is to avoid situations where these children might go and sell these products or materials elsewhere and possibly putting themselves in danger.

Conclusions and Recommendations

Child labour is caused by a broad range of socio-economic and cultural factors and needs to be addressed through a multi-sectoral and multi-faceted set of interventions and therefore needs to mainstreamed across the humanitarian response. The issue of economic insecurity is a pressing challenge among Syrian refugees and is the most significant cause of child labour for this population. The profile of refugee families, mainly women, children and elderly, has further increased their vulnerability to economic shocks. However, the capacity of the international community and host countries to offset these needs is diminished which further reinforces the need to set priorities on aid spending. Countries in the region hosting Syrian refugees, including Jordan, have been generous and proactive in providing support services, including ensuring access to health and education. Nevertheless, the government cannot continue to absorb such rapidly growing numbers without there being significant impacts on the service sector with human and financial resource implications.

Therefore, while by law children below the age of 16 should not be working in Jordan and those between 16 and 17 should only be doing work deemed non-hazardous and suitable for their age and development, applying this law to its full extent raises concerns about what the effect might be on Syrian refugee children and their families who depend on children's income. This assessment and the many others conducted in Jordan since 2012 have highlighted serious concerns over education access and quality for Syrian refugees in Jordan. At present, the main focus of education provision is at primary school level, but the needs of adolescents, particularly those aged between 16 and 17 (and younger given the spike in working boys aged 13 in Za'atari), should also be taken into account when thinking ahead to the reconstruction of Syria.

In this context, it is clear that access to decent working opportunities is one of the most important issues to be addressed going forward with the Syrian response. Refugees seek little more than the opportunity to lead decent and dignified lives, trying to re-establish some sense of normalcy for themselves and their children. Access to decent work is central to achieving these simple goals and provide people with a sense of dignity and fulfilment. Interventions should aim to address this area of support in close collaboration with government and national and international partners. They should also include consideration of the transition of Syrian youth from school to work, particularly those above the minimum age of employment, looking at all aspects of employment-related mechanisms, such as vocational education, apprenticeship schemes and entrepreneurship programmes. This was a particular demand from the child and youth focus group discussions. This generation and the next are those who will rebuild Syria and they must be supported and nurtured to be able to play their full part in this endeavour.

In reviewing the rich findings of this first assessment of working Syrian refugee children in Jordan, albeit only in Za'atari refugee camp, it is important to reflect on the troubling outcomes of the children's focus group discussions. In particular, it is extremely worrying to note the sense of hopelessness and disinterest of these children in terms of their feelings of what the future might hold for them. While the context itself gives rise to such levels of desperation among the refugee population, it is not what should be expressed by children so young with all their lives ahead of them and highlights the urgency for action to help address the needs and expectations of Syrian refugee children in Jordan and quite possibly in other host countries in the region. Children in the focus groups seemed disinterested in questions relating to activities they might like to support them in the camp and were dismissive of questions relating to what they might want to be in the future. "As long as we are here, we cannot achieve our goals, therefore why bother to think about the future?". Others repeated that all they wanted was to return home to Syria. Only one child said: "I want to be a teacher."

Although the assessment focused on obtaining information of children involved in income-earning activities, based on the comprehensive description of their working conditions, Jordanian law and international child labour conventions, at least 72 per cent of the 212 children can be categorised as child labourers. It is also highly probable that all of the children, including those aged 16 to 17, are involved in worst forms of child labour. The main purpose of this assessment was to establish baseline data on working children in Za'atari camp to facilitate future monitoring the incidence of child labour and measuring trends over time to assess the impact of programme activities to address the issue.

Given the socio-economic circumstances of Syrian refugee families, their extreme economic insecurity and the high numbers of out-of-school children in the camp, over 50 per cent, it is perhaps surprising that the incidence of working children is not much greater than 13.3 per cent. This could be due to the very limited work opportunities within the camp, but it is still no less worrying to realise that over half of the children of school-going age inside Za'atari are not going to school and the long-term impact this will have on Syrian children. Indeed, communications, roles and responsibilities within family units inside the camp appear to be breaking down with children as young as 11 being left to take decisions which will affect them as adults in the future.

Nevertheless, a child labour incidence rate of 13.3 per cent is still very high and demands a rapid and comprehensive response to stop it growing any larger and to reduce it as much and as quickly as possible. To put this figure into the context of the most recent national child labour statistic in Jordan, the National Child Labour Survey of 2007 estimated that 1.9 per cent of the total child population aged 5-17 was involved in situations of child labour. In a more global context, the latest ILO child labour statistics[19] indicate almost 168 million children in child labour worldwide – almost 11 per cent of the global child population. At a regional level for the Middle East and North Africa, the ILO estimates indicates a child labour incidence rate of 8.4 per cent for 2012. The child labour incidence rate in Za'atari camp, therefore, is seven times higher than the national average for Jordan, one and a quarter times higher than the global average and more than one and a half times than the regional average.

Recommendations

As was evidenced by the literature and further reinforced by this survey, the issues of economic insecurity and education are central to any set of programme interventions to address child labour. To be effective, these interventions should be implemented in an integrated manner and child labour should also be mainstreamed across other relevant refugee programmes. Withdrawing children from work without having sustainable alternatives in place that will meet the needs and expectations of the children and their families is unlikely to be successful. The probability is high that children will return to work if the alternatives are insufficient, inappropriate or short-term.

Effective policy dialogue with government and all relevant national and international partners, including employers, underpins an effective and sustainable strategy to address child labour among Syrian refugees and will provide the necessary enabling environment for other components of the strategy. It would be important to consider these recommendations as complementary to those already made by specific assessments carried out in Jordan both inside and outside of refugee camps, in particular the Findings from the Inter-Agency Child Protection and Gender-Based Violence Assessment in the Za'atari Refugee Camp, 2013, the Multi-Sector Child-Focused Assessment in Za'atari, March 2014, and the Joint Education Needs

19. Making progress against child labour, Global estimates and trends 2000 to 2012, ILO, 2013

Assessment Report for Za'atari, September 2014. Each of these make vital recommendations that would contribute to addressing situations of child labour in the camp, reinforcing the need to ensure follow-up and monitoring of previous assessments.

Overall development objective

The overall development objective emerging from this assessment report is that:

- ***By the end of 2016, all worst forms of child labour will have been eliminated in Za'atari refugee camp.***

The full set of recommendations in support of this objective can found in Table 27. This development objective will be in keeping with the objectives of the Jordan National Framework to Combat Child Labour and the ILO's Global Plan of Action to Eliminate Worst Forms of Child Labour. The ultimate goal for Za'atari camp will be to establish it as a "child labour free zone", commencing with elimination of the worst forms.

Table 27: Recommendations by theme

Table of Recommendations			
Recommendation	**Short-Term**	**Medium- to Long-Term**	**Potential Actors**
1. Monitoring and Referrals	**1.1** Support the development and application of an effective and efficient monitoring system for child labour inside Za'atari camp, including identification, withdrawal, referral, rehabilitation, reintegration, follow-up (case management). This could potentially be integrated in the national child labour monitoring system and national child labour database and should be discussed with relevant national actors. Action should include systems training once established.		UNICEF, Save the Children, UNHCR, ILO, national and humanitarian camp actors, Ministry of Labour (MOL), Ministry of Social Development (MOSD), Ministry of Education (MOE), Ministry of Interior (MOI)
2. Camp Security and Safety	**2.1** Develop or strengthen community policing and community watch programmes within the camp, directed by the community police authorities and in consultation with parents and children and humanitarian actors, including improving camp lighting, paths, roads and patrols of these. **2.2** Provide a system of secure school transport for those children and households who require it, pending improvements to general security and safety. **2.3** Develop or strengthen a school-based community police programme to encourage children to communicate more readily with community police. **2.4** Install and/or improve more secure spaces for children and youth, particularly in deprived areas of the camp.		UNHCR, UNICEF, Save the Children, Camp Police, national camp authorities, MOI, camp refugee representatives (children and adults)

3. Motivation and Stimulation of Children and Youth	**3.1** Conduct a comprehensive review of spare time available to children and youth in camp to assess where gaps are and how best to address these, including examining the possibility of introducing monitored part-time work to earn pocket money. The review should be gender sensitive to ensure closer examination of time spent by girls in particular on household chores. **3.2** Enhance access to leisure and recreational activities based on consultations with children (child clubs), youth, parents, camp authorities and humanitarian organisations, including the possibility of introducing longer opening hours of centres and increased activities within these. Consideration could be given to engaging parental responsibility (child protection committees) in providing supervision of centres. **3.3** Ensuring the participation of children and youth in decision-making processes that affect them, taking into account gender considerations, including establishing decision-making bodies for children and youth. **3.4** Design and introduce children and youth volunteer programmes to foster community integration, including with small stipends or grants to encourage their own project designs.		UNICEF, Save the Children, UNHCR and other national and humanitarian camp actors, camp refugee representatives (children and adults)
4. Education System and School Environment, Vocational Education and Training	**4.1** Build and/or renovate additional schools and classrooms, particularly in those districts where needs are greatest. Additional buildings would underpin back-to-school campaigns. In addition, if these campaigns are successful in reducing school drop-out, then it would be important to ensure adequate provision within the school system to absorb an increased school population. **4.2** Development and introduction of "child friendly schools" concept, ensuring that the school environment is attractive to children and parents and retains them. The concept is based on improving the quality of education through, among other things, increasing the supply of trained teachers, reducing overcrowding, introduction of pre- and in-service training programmes for teaching staff (pedagogical methodologies and dealing with children in emergency situations), support and counselling mechanisms for teachers, monitoring of teachers, introduction of school counsellors, increased supply of school materials and equipment and consideration and dialogue around the mobilisation of Syrian teachers. The development of a Za'atari-specific child friendly school concept should be a participatory and inclusive process involving all actors, including children and parents. Closer involvement of parents in their children's education and the life of the camp schools is critical. **4.3** Comprehensive policy dialogue should be pursued with the Ministry of Education to continue to address the quality deficiencies of schools and education in Za'atari as indicated in this and other assessments, including teacher training and enforcing compulsory education. **4.4** Discussions should be initiated with relevant national and international partners on the need to expand and enhance alternative learning pathways for Syrian refugee children, particularly focusing on accelerated and more flexible learning to facilitate their entry into formal schools (bridging and remedial education, alternative accelerated primary education programme). **4.5** Explore linking vocational education with the growing commerce/trade sector within the camp and through consultations with the Vocational Training Corporation, Ministry of Education and other relevant national and international partners, with a view to possibly establishing vocational education services inside Za'atari and facilitating access of Syrian refugee youth to appropriate vocational training centres.	**4.6** Monitor the implementation of non-formal/informal education programmes for Syrian refugees established under short-term recommendations to assess their impact and success in terms of learning outcomes, retention of students, transition of students into formal education, training or employment. **4.7** Any assessment conducted on extra-curricular, recreational, sport and arts-based activities through schools, child and youth centres and service providers in camp, should inform the impact of these interventions on prevention of CP issues in general and child labour in particular. Also while designing such programs for youth and children it has to be assessed as to what extent these. programmes focus on prevention by ensuring that children and youth are occupied in the time they are not in school and that key messages on the dangers of child labour and the importance of education are reinforced. **4.8** Conduct a mapping of foreseen reconstruction needs in Syria in all sectors and base the development of training programmes for youth on its outcomes. This includes policy dialogue around access to formal vocational education programmes for youth and adolescents in camp that should include key national and humanitarian partners, for example, Ministries of Labour and Education and the Vocational Training Corporation. Vocational education programmes for Syrian refugees should be expanded with literacy and numeracy, entrepreneurship (basic business literacy) and life-skills programmes as appropriate. **4.9** Related to enhanced access to vocational education, a Public-Private Policy forum should be organised to engage the private sector, national and multinational, operating in Jordan in developing apprenticeship and mentoring programmes through Public-Private-Partnerships (PPPs). This would support the reinforcement of academic learning through practical application of acquired skills as well as enhance access to employment and livelihoods following completion of vocational education courses.	UNICEF, Save the Children, UNHCR, ILO, Norwegian Refugee Council, MOL, MOE, Vocational Training Corporation, camp refugee youth representatives

5. Capacity-Building	**5.1** In parallel with the implementation of short-term recommendations, conduct a capacity needs assessment to examine requirements of local, national and international actors in supporting efforts to eliminate child labour in the camp. This should include identifying roles and responsibilities of each actor in tackling child labour to support the development of training to enable them to fulfil these. Where possible, these programmes should be integrated into planned training activities for related issues, such as child protection. **5.2** Design and implement a specific capacity-building programme on child labour for all education workers. This should focus on raising awareness on indicators of child labour and drop-out to support an early warning monitoring system and follow-up. **5.3** Develop a specific programme to address unconditional worst forms of child labour in camp, for example, children working in illicit activities, involving national and international partners as relevant. These worst forms require interventions to withdraw children from these situations, return to them to their families and guardians, provide them with appropriate support and rehabilitation services and take action against perpetrators as appropriate.		UNICEF, Save the Children, UNHCR, ILO, national and humanitarian camp actors
6. Economic and Food Insecurity	**6.1** Initiate discussions with relevant national and international partners on targeting the most vulnerable families with financial support, particularly female-headed households. **6.2** Initiate discussions with relevant national and international partners on attaching specific conditionalities to aid and support, particularly relating to school attendance, even for support that comes from charitable organisations outside of the humanitarian response. **6.3** Conduct a comprehensive nutrition assessment for all children to inform the introduction of a school-feeding programme, as well as a programme of support for families. **6.4** Initiate discussions on the current payment structure and amounts for camp volunteers with a view to increasing amounts.	**6.5** Develop a programme to provide guidance to all heads of households on dealing with debt and addressing the debt burden. **6.6** Develop a job creation programme that would be conditioned to school-age children attending school to incentivise school attendance. **6.7** Organise a consultation to review the food voucher system, replacing vouchers with a one-card system for all needs, to reduce the possibility of re-sale of vouchers. **6.8** Encourage the introduction of a wider variety of food and non-food items in camp shops in consultation with parents, children and youth.	UNICEF, Save the Children, UNHCR, WFP, ILO, national and humanitarian camp actors, MOL, camp refugee representatives (children and adults)
7. Employment Opportunities for Legally Working Youth and Adults	**7.1** Initiate dialogue and programmes on the application of minimum labour standards, including minimum wage, inside and outside the camp where relevant, taking into account that this will have to be a progressive process of social dialogue involving all partners, particularly refugee workers and employers. **7.2** Establish enhanced coordination, coherence and strategic planning to address the explosion of informal sector employment and regulation of commercial and industrial development within the camp, both formal and informal, to facilitate the emergence of a future employment strategy for the camp. The strategy should include potential access to employment opportunities outside the camp. **7.3** Develop an apprenticeship programme inside and outside the camp for legally working youth, including through enhanced public-private partnerships involving national and multinational companies, foundations and corporate social responsibility programmes. These programmes could focus, for example, on infrastructural and technology projects within the camp, including the development of green jobs such as alternative energy, agricultural productivity and recycling.	**7.4** Engage in policy dialogue with the Ministry of Education on the mobilisation and future employment of Syrian teachers and education administrators to address the issue of education quality and employment. **7.5** Engage in policy dialogue with national partners, including government and social partners, and other humanitarian response agencies, on future access of Syrian refugees to formal employment opportunities, including public infrastructure projects, to develop and maintain vital skills and technologies that will contribute to the future reconstruction effort of Syria. **7.6** Engage in dialogue with relevant government inspection departments, particularly the labour inspectorate, occupational health and safety inspectorate and food health and safety inspectorate, to consider progressive introduction of appropriate standards and potentially establishing a local inspectorate within the camp. This will reinforce engagement with national partners on addressing health risks facing working children, as well as inspection for child labour. It will be important to link any formalisation of the labour and others markets to the development of viable alternatives to child labour.	UNICEF, Save the Children, UNHCR, ILO, national and humanitarian camp actors, MOL, national social partners, camp refugee representatives (adults and youth)

8. Awareness of Children, Parents, National and International Actors	**8.1** Develop briefings for all relevant national partners on the incidence of child labour in Za'atari camp. **8.2** Integrate the issue of child labour into the existing "Amani" awareness campaign. **8.3** Initiate inclusive consultations on the development of a camp-based strategy to address the issue. This will effectively update the existing action plan developed by the Child Protection Sub-Working Group. **8.4** Develop awareness-raising interventions adapted to different target groups, including Syrian refugee children, parents and families, community and religious leaders, camp authorities, employers, humanitarian organisations, etc., using all relevant media available – print, radio, television, development theatre, social media, public fora, etc. These interventions should also highlight the gender dimension of child labour, how it affects girls and boys and the different forms of work they do, including the impact of household chores on girls in particular and how this may affect their lives. • In terms of Syrian refugees, community and religious leaders, the content should focus on the dangers of child labour (physical, psychosocial, emotional and moral health, childhood development), legislation and the importance of education to convince families not to allow their children to work and discourage others from doing so. Particular emphasis should be placed on closer consultation and discussion with imams. • For camp authorities and civil society, content should also focus on the impact of child labour, the importance of monitoring, referral and follow-up and targeting those who employ children. • For employers, the main focus should be on application of the law, the penalties for violating this and the need to play a more responsible and proactive role in eliminating child labour through not employing children. • Organisations involved in the humanitarian response also need more awareness and information, including on monitoring, identification and referrals, in order to act accordingly.	**8.5** Develop a poster campaign on health impacts of child labour, including sexual violence and trafficking, on children in collaboration with the Ministries of Health and Labour. Posters should provide graphic descriptions of physical and psychosocial impacts. The posters should target parents and employers and be supported by a brochure to facilitate awareness and interactive and participatory discussion groups with parents, community and religious leaders to reinforce the dangers of child labour.	UNICEF, Save the Children, UNHCR, ILO, national and humanitarian camp actors, MOL, MOE, Ministry of Health, Ministry of Awqaf and Islamic Affairs

9. Application of the Rule of Law		The recommendations below need to be considered and engaged through a process of consultation and dialogue with appropriate national authorities, including camp authorities, as well as refugees themselves. **9.1** Initiate consultations on how the development of commerce and trade within camp will be regulated, monitored and by which bodies, including developing responsibility and capacity within the camp to support the monitoring and follow-up process. The aim will be to instil and foster a sense of social responsibility among those in commerce and trade. This also relates to the previous recommendation on building inspection capacity within the camp. **9.2** Develop a plan of action to address the challenge of children involved in criminal and other illicit activities that protects victims and deals with those responsible through an appropriate legal framework, including enforceable sanctions for violations. **9.3** Through a process of dialogue and consultation, clarify for all involved in the management of Za'atari camp and those who live and work there the system of moral and legal authority, including roles and responsibilities, for example, application of the national legal framework, the role of inspectorates, police, etc. **9.4** Following clarification, develop and implement an awareness campaign to ensure that all actors are informed and understand roles, responsibilities and consequences. This is a highly sensitive area and will require an equally sensitive and inclusive process of dialogue to ensure the emergence of mutually acceptable, fair and enforceable systems and sanctions.	UNICEF, Save the Children, UNHCR, ILO, national and humanitarian camp actors, MOL, MOE, MOI, Ministry of Planning and International Cooperation (MOPIC) and other national partners as relevant
10. Research	**10.1** Design and implement a national survey on child labour to establish baseline data across Jordan. The assessment should focus on all child labour among Jordanian and Syrian populations for subsequent disaggregation. **10.2** Design and implement rapid assessments on worst forms of child labour, selecting appropriate sectors and geographical locations to support programme interventions. **10.3** Ensure regular measuring of child labour trends among Syrian refugees over time to monitor the impact of interventions.	**10.4** Conduct an inter-agency detailed mapping of immediate reconstruction needs in Syria. Employment/skills technical experts should assess the skills requirements of the reconstruction effort with support from appropriate international organisations, institutions and donors. Training programmes could then be designed and implemented around these requirements. **10.5** Conduct a comparative desk review between the education systems of Jordan and Syria and their characteristics, including enrolment and drop-out rates, test levels for different years, duration and content of teacher training, existence of parents' and students' structures, etc. The review would provide a more complete overview of the differences and similarities between the systems and curricula and where gaps and challenges may exist to facilitate intervention design. Dialogue should also be initiated on establishing accreditation of education achievements and certification by Syrian children in the Jordanian system by the Syrian education authorities. Discussions would set out principles while acknowledging that final agreements would be dependent on other factors.	UNICEF, Save the Children, UNHCR, ILO, UN Country Team, REACH, MOL, MOE, MOPIC, Department of Statistics (DOS)

11. Knowledge Management, Coordination and Strategic Planning	**11.1** Review the existing action plan to eliminate child labour among Syrian refugees in Za'atari on the strength of this assessment. This exercise should be linked to the implementation of the National Framework to Combat Child Labour in Jordan thereby reinforcing efforts generally to tackle child labour within the country. The action plan should link closely to other humanitarian child protection activities on identification, monitoring, referral, follow-up, etc. **11.2** Ensure the inclusion of hazardous work among legally working youth in strategic interventions to address child labour in the camp. **11.3** Ensure the meaningful participation of children, youth and parents in the design, implementation and monitoring and evaluation of programmes to address child labour in Za'atari to ensure that these programmes meet actual needs and expectations.	**11.4** Policy dialogue: Initiate wider global dialogue on the need for more in-depth analysis into appropriate and successful interventions to address child labour in emergency situations and among refugee populations. It would be crucial to ensure that interventions are underpinned by strong support for national governments and partners to mitigate potential negative impacts. **11.5** Policy dialogue: Organise a sub-regional meeting of key national actors from each country hosting Syrian refugees to facilitate a sharing of information and experiences on child labour among refugee populations and practical policies and action to address this phenomenon. The meeting should be supported by the regional humanitarian response as soon as possible given the urgency of the situation and with a view to reinforcing the international response in line with the Minimum Standards for Child Protection in Humanitarian Action. **11.6** Humanitarian and national coordination and coherence: Enhance coordination between emergency working groups at area and central levels, particularly between child protection and education and with national partners, to facilitate exchange of information, ensure coherence with national systems, structures and programmes and develop a sound case management system for child labour.	UNICEF, Save the Children, UNHCR, ILO, UN Country Team, Child Protection Sub-Working Group for Za'atari, Child Protection Working Group, MOL and other national partners as relevant
		11.7 Monitoring: Establish a process of monitoring the implementation of Standard 12 on Child Labour of the Minimum Standards on Child Protection in Humanitarian Action by relevant humanitarian actors to document key actions in terms of preparedness, response, measurement and follow-up. This will not only enhance addressing child labour among Syrian refugees in Jordan, but also facilitate the documentation of critical guidance that can be applied in future emergency situations worldwide and ensure that child labour is addressed from the outset of humanitarian response. **11.8** Holistic child protection framework: Ensure the full integration of child labour elimination into the holistic child protection framework in Jordan. This should include developing knowledge tools and resources based on good practice to support the implementation of the Minimum Standards on Child Protection in Humanitarian Action.	

Annex 1

Parent Questionnaire

Questionnaire #: P _____ _____ _____ _____ _____ _____
District number Quadrant number Family number

Syrian Hometown:	
Age:	Interview Date: / / 2014
Gender:	Time interview started: _____
	Time interview ended: _____
INTERVIEWER'S NAME:	Camp District:
SUPERVISOR'S NAME	

Introduction:

Your family has been selected to participate in a survey about working children and information about services available in the camp. In this survey, Save the Children is very much interested in your honest responses to questions about if your children are involved in activities to earn money and the type of work they do.

Children can work outside the home for money or for other things as well as in a family business or at home doing chores. We are interested in all types of child labour.

Confidentiality: We want to assure you that all your answers will be held in strict confidentiality. Your name, nor the names of your children, or any of your answers will be disclosed. All of your answers will be held in complete confidentiality! We are surveying approximately 400 families in the camp all responses will be combined to give us an overall picture of children working. NO child or family will be individually identified.

Once all the 400 family surveys are completed, we will analyse the data and determine how to develop programs to better serve households with working children.

Thank you very much for participating! Consent to interview: ___Yes ___ No

Now, please tell me about the people in your family, if they are currently attending school and if they are involved in some type of income-earning activity.

	Age	Total number #	# Currently Attending School?	# Work Status 1-working; 2-not working
1	0 - 5	Boys :		
2		Girls :		
3	6 - 17	Boys:		
4		Girls :		
5	18 and older	Men:		
6		Women:		

A. Respondent's Characteristics and Parents and Children's Educational Attainment

A1. Respondent:

1. Mother 2. Father 3.Other (specify): _____

A2. Marital status: 1-Single 2- Married 3- Separated 4- Divorced 5- Widowed

A3. Demographics:		Adults			Children 7 – 17 yrs (circle the child being interviewed by other interviewer)					
		Father	Mother	Other	CH1	CH2	CH3	CH4	CH5	CH6
A3.1	Gender									
A3.2	Household Head									
A3.3	Age									
A3.4	Ability to read and write in Arabic 0- can't read and write, 1- can read and write									
A3.5	Highest Level of Education achieved 1-Basic, 2-Secondary, 3-Vocational, 4-College, University									
A3.6	If child attends school, how would you describe her/his attend last semester? (Question ONLY applies for children attending school in the table above) (1- attended few days, 2- attended most days, 3- attended all days)									
A3.7	If child never attended school, why? 1-Not safe due to conflict/ war 2-Disabled/ illness, 3- No school / school too far, 4- Cannot afford schooling, 5- Family did not allow schooling, 6- Not interested in school, 7-Education not considered valuable, 7- School not safe, 9-To learn a job, 10- To work for pay, 11- To work as unpaid worker in family business/ farm, 12- Help at home with household chores, 13-Other									
A3.8	If member has disability, what type? Mark the two most important:(TYPE 1) 1-Hearing, 2-Seeing, 3-Walking 4-remembering or concentrating, 5-war Wounded. 6-Communicating. 7- mental 8-Other (specify) _____									
A3.9	1-Hearing, 2-Seeing, 3-Walking 4-remembering or concentrating, 5-war Wounded. 6-Communicating 7-Other (specify)									

B. Current Work Status

	Adults			Children 7 – 17 yrs					
	Father	**Mother**	**Other**	**CH1**	**CH2**	**CH3**	**CH4**	**CH5**	**CH6**
B1. Current work status (0- not working, 1- do own business , 2- skilled work for others, 3- unskilled work for other, 4-Other) (define)									
B2. At what age started working?									
B3. What is average weekly cash income from the (work or/and assistance)? (in Jordanian Dinars) for each family member?									
B4. Over the last week, approximately, how many hours, on average, did each family member work per day?									
B5. What are the 3 primary Problem(s) faced by child because of work (problem NUM one) (0- none,1- Injury, illness or poor health, 2- Poor grades in school, 3- Emotional harassment (intimidation, scolding, insults)4- Physical harassment (beating), 5- Sexual abuse, 6- Extreme fatigue, 7-No play time, 8- No time to go to school), 9- other (define)									
B6. Problem(s) faced by child because of work-(problem NUM two)									
B7. Problem(s) faced by child because of work-(problem NUM three)									
B8. What are the three main reasons for allowing child to work? The most important reason. (1- Supplement family income, 2- Help pay family debt, 3- Help in household enterprise, 4-Learn skills, 5-Schooling not useful for future, 6-No school/school too far, 7- Child not interested in school, 8- Temporarily replacing someone unable to work, 9- Preventing him/her from making bad friends and/or being led astray, 10.school. cost 11. Other)									
B9. What are the main reasons for allowing child to work? The second important reason.									
B10. What are the main reasons for allowing child to work? the third important Reason									

C. Household Tasks of All Children

Approximately, how many hours per day does each of your children (17 years of age and younger) perform the following household tasks?

Tasks	Children 7 – 17 (this should match the table above)					
	Child1	**Child2**	**Child3**	**Child4**	**Child 5**	**Child 6**
C1. Food Shopping for household						
C2. Non-food Shopping for household						
C3. Repairing any household equipment appliances						
C4. Cooking						
C5. Cleaning utensils/house						
C6. Washing clothes						
C7. Caring for children/old/sick						
C8. Other household tasks						
Put # of hours; if does not do put "0"						

D . Perceptions of Parents about Working Children

D1. What is the best current use of your son's time? (Read out list to respondent, "Mark only one")

1. Work for income
2. Assist family business
3. Assist with household chores
4. Attend school
5. Other

D2. What is the best current use of your daughter's time?(Read out list to respondent, "Mark only 1")

1. Work for income
2. Assist family business
3. Assist with household chores
4. Attend school
5. Other

E. Knowledge and Use of Services

Service	Availability (Yes=1 No=2)	Accessibility (not accessibility) (Yes=1 No=2)	Used in last 30 days (Yes=1 No=2)	Last use was paid or free (Paid=1 Free=2)
E1. Health services				
E2. Education services				
E3. Recreation services				
E4. Food services				
E5. Non Food Items services				
E6. Wash services				
E7. Caravans services				
E8. Other (define)				

F. Household Characteristics

F1. When did you move into the camp? Year _____ Month _____
F2. Since you arrived at the camp, have you needed to withdraw any of your children from school in order to generate some income? 1. Yes 2. No
F3. Who made the decision to withdraw the child(ren) from school? 1. Child 2. Head of house hold 3. Elder brother 4. Joint decision

F4. If a child or children were withdrawn from school to earn an income , why? Please let me know the 2 most important reasons.

Reasons	**1st**	**2nd**
F4.1 Supplement family income		
F4.2 Family does not find value in education		
F4.3Assist with household chores		
F4.4 Learn skills		
F4.5 Child not interested in school		
F4.6 To replace adult who is working away from home		
F4.7 Schools are not safe and/ or conducive to learn		
F4.8 Other _____		

F5. Will other children in the family be withdrawn from school to work?

1. Yes
2. Maybe
3. No need to withdraw

F6. Will the child/children withdrawn from school be sent back to school if the reasons above no longer exist?

1. Yes
2. Maybe
3. No

F7. Over the past 30 days, what are the household's sources of income?

Type	**Yes=1 No=2**	**If yes, how much in Jordanian Dinar**
F7.1. Formal Employment:		
F7.2. Informal income activities		
F7.3. Informal Social (cherty):		
F7.4. Rent/property		
F7.5. Private transfer		
F7.6. Sale of extra/unneeded food and NFI supplies		
F7.7. Savings		
F7.8. Sale of household items		
F7.9. Other _____		

Annex 2

Child Questionnaire

Questionnaire #: C _____ _____ _____ _____ _____ _____
District number Quadrant number Family number

Age:	Interview Date: / / 2014
Gender:	Time interview started: _____
Which Child: #1, #2, #3, #4, #5, #6	Time interview ended: _____
	Camp District:
INTERVIEWER'S NAME:	
SUPERVISOR'S NAME	

Introduction:

Your family has been selected to participate in a survey about working children and information about services available in the camp. In this survey, Save the Children is very much interested in your honest responses to questions about if you are involved in activities to make money and the type of work you do.

Children can work outside the home for money or for other things as well as in a family business or at home doing chores. We are interested in all types of child labour.

Confidentiality: We want to assure you that all your answers will be held in strict confidentiality. Your name or answers will be disclosed. All of your answers will be held in complete confidentiality! We are surveying approximately 400 other children in the camp all responses will be combined to give us an overall picture of children working. NO child or family will be individually identified.

Once al the 400 children surveys are completed, we will analyse the data and determine how to develop programs to better serve households with working children.

Thank you very much for participating!Consent to interview: ___Yes ___ No

S. Schooling

S1. Are you currently attending school? 1. Yes 2. No ---> GO TO S3	
S2. Before arriving at this camp, Did you attend school in Syria? 1. Yes 2. No	
S3. What grade you currently attending or last attended? 1. First grade 2. Second grade 3. Third grade 4. Fourth grade 5. Fifth grade 6. Sixth grade 7. Seventh grade 8. Eighth grade 9. Ninth grade 10. Tenth grade 11. Tenth grade vocational 12. Secondary 13. Secondary grade vocational	
S4. What are the top three reasons that you are not CURRENTLY attending or have never attended school since you arrived in the camp? (Rank three answers in order of importance.)	

W. Current "Work" Activity Status of Children in the Last Week

W1. In the last 7 days did you undertake any work-related activity (paid or not)?

1. Yes
2. No

W2. For whom do you currently work?

1. Casual employer
2. Formal employer
3. His/her own work
4. A family member
5. Other :_____

W3. If no, have you ever worked to get an income before?

1. Yes, in Jordan
2. Yes, in Syria
3. Yes, both in Jordan and Syria
4. Somewhere else? _____
5. No

W4. In the last 7 days, did you undertake any of the following work activities Mark "YES" or "NO" for all options

Working activities	NO	YES			
		Inside Camp	Location in camp	Outside Camp	Location outside of camp
		2		3	
W4.1 Cultivate or harvest agricultural products	1	2		3	
W4.2 Prepare or sell food / beverages	1	2		3	
W4.3 Prepare or sell clothes or handicrafts	1	2		3	
W4.4 Repairing tools/equipment	1	2		3	
W4.5 Wheel barrowing / carrying of goods to/ from market or for storage or transporting water	1	2		3	
W4.6 Moving caravans / prefabs	1	2		3	
W4.7 Construction, maintenance of buildings or homes for someone else	1	2			
W4.8 Collect bottles and cans and garbage	1	2			
W4.9 Street-corner sale	1	2			
W4.10 Other _____	1	2		3	
W4.11 Home chores (preparing food / cleaning / etc.)	1				

W5. Which of the following best describes your primary work? (Read each of the options, only one answer .)

1. Mainly casual when it suited me
2. Casual when it was possible to find work
3. Seasonal
4. Permanent

W6. When do you mainly carry out your working activities?

1. During the daylight
2. During the evening and nights
3. Day and evening full time

W6.1 If you attend school, when do you carry out your working activities?

1. After school
2. Before school
3. Before and after school
4. During weekends

W7. In the last 7 days, how many days did you actually work? _____

W8. In the last 7 days, how many hours during the day and night did you usually work?

During the day (daylight) _____

During the night (after sunset) _____

W9. How did you find your last paid work?

1. Through peers / friends
2. Through family members
3. Approached by employer
4. Other: _____

W10. Who took decision that you should for withdraw from school to earn an income?

1. My self
2. Head of house hold
3. Elder brother
4. Joint decision between me and others

W11. What are the two main reasons that you are working (for the past 7 days)? (Do Not Read Out)

	1st	2nd
W11.1 Supplement family income		
W11.2 Family does not find value in education		
W11.3 Help with household chores		
W11.4 Learn skills		
W11.5 Cannot go to school		
W11.6 Child not interested in school		
W11.7 To replace adult who is working away from home		
W11.8 Pocket money		
W11.9 Child don't know		
W11.10 Other _____		

W12. Are you personally willing to work?

1. Yes
2. No

W13. Do you like being involved in work?

1. Yes
2. No

E. Earnings and Mode of Payment

E1. Over the past 7 days, how are you paid? (Choose all applicable answers)

1. Cash
2. In-kind
3. Not paid

E2. Over the past 7 days, how often were you paid?

1. Daily
2. Weekly
3. Monthly
4. Other (specify) _____

E3. Are you primarily paid by?

1. Each piece they produce?
2. By the hour?
3. Are they salaried?

E4. How much was paid to you or did you earn on a daily average in JD? _____

E5. Do you give part or all of your earnings or in-kind payment to your parents/guardians or other relatives?

1. Yes, My employer gives all my earnings directly to my parents/guardians.
2. Yes, I give all my earnings directly to my parents/guardians.
3. Yes, My employer gives part of my earnings directly to my parents/guardians and a part to me.
4. Yes, I give part of my earnings directly to my parents/guardians and keep a part for myself.
5. No

E6. How do you spend your earnings? (Indicate top three responses.)

	1st	2nd	3rd
E6.1 Food			
E6.2 Clothes			
E6.3 Bought school needs			
E6.4 Bought household needs (food, medicine, etc.)			
E6.5 Met personal needs / leisure			
E6.6 Transportation			
E6.7 Give part of earning to my parents			
R6.8 Save part of it			
E6.9 Other specify _____			

H. Health and Safety Issues

H1. While you are involved in your work, Are you often exposed to any of the following?

(Mark "YES" or "NO" for all options.)

	NO	YES
H1.1 Dust, fumes, gas (oxygen, ammonia)		
H1.2 Loud noise		
H1.3 Extreme temperatures or humidity		
H1.4 Dangerous tools (knives etc.)		
H1.5 Insufficient lighting		
H1. 6 Chemicals (pesticides, glues, etc.)		
H1.7 Electric shock		
H1.8 Physical abuse (being hit, beaten, burned etc.)		
H1.9 Not paid for work		
H1.10 Verbal abuse		
H1.11 Long work days		
H1.12 Work in small, confined space		
H1.13 Physically-intensive labour / beyond child's capacity		
H1.14 Work that is part of a criminal activity (for example, selling drugs)		
H1.15 Being touched in private parts against their will/or shown pornography at work by adults(sexual)		
H1.16 Other _____		

H2. Was your most recent injury or illness related to work activities?

1. Yes
2. No -----> **Go to next section**

H3. Approximately, how often were you injured or ill in the last 30 days because of work?

1. Once or twice
2. 3 to 5 times
3. More than 5 times

H4. How serious was your most recent work-related illness or injury? (Select up to two)

	1st	2nd
H4.1 Prevented from work permanently		
H4.2 Stopped work temporarily		
H4.3 Changed jobs		
H4.4 Stopped schooling temporarily		
H4.5 Prevented from schooling permanently		
H4.6 None of the above		
H4.7 Others (define) _____		

F. Future Intentions

F1. What are your two main aspirations and plans NOW? (Please read all options to the respondent and then indicate the two highest priorities.)

Aspirations and plans	1st	2nd
F1.1 Go to school		
F1.2 Work for income full-time		
F1.3 Help full-time in household enterprise		
F1.4 Work full-time in household chores		
F1.5 Go to school part-time and work part-time		
F1.6 Part-time household enterprise or business		
F1.7 Part-time household chores		
F1.8 Complete education/training and start work		
F1.9 Learn a trade/skill		
F1.10 Own a small business		
F1.11 Get married		
F1.12 I do not know		
F1.13 Others (define)		

Annex 3

Educational status of random sample of children in working age range of 7 to 17

Children in the random sample were asked if they were currently attending school. Those who were currently attending were asked to indicate their grade. Those who were not in school were asked to indicate the grade they had last reached in school. The results of these questions are presented in the tables below by age, grade and gender.

Tables of children currently attending school by age, grade and gender

Age	7		8		9		10		11		12	
Grade	Girls (n=1)	Boys (n=3)	Girls (n=7)	Boys (n=9)	Girls (n=3)	Boys (n=16)	Girls (n=9)	Boys (n=17)	Girls (n=11)	Boys (n=19)	Girls (n=15)	Boys (n=30)
1st	1	2	2	5	---	2	1	---	---	1	---	---
2nd	---	1	3	4	1	7	3	3	1	1	---	---
3rd	---	---	1	---	2	6	2	6	---	2	1	1
4th	---	---	1	---	---	---	3	5	4	7	1	3
5th	---	---	---	---	---	---	---	2	4	6	3	9
6th	---	---	---	---	---	1	---	1	2	2	8	15
7th	---	---	---	---	---	---	---	---	---	---	2	1
8th	---	---	---	---	---	---	---	---	---	---	---	1

Age	13		14		15		16		17		Total	
Grade	Girls (n=20)	Boys (n=19)	Girls (n=8)	Boys (n=18)	Girls (n=8)	Boys (n=13)	Girls (n=5)	Boys (n=10)	Girls (n=5)	Boys (n=9)	Girls (n=92)	Boys (n=163)
1st	---	---	---	---	---	---	---	---	---	---	4	10
2nd	---	1	---	---	---	---	---	---	---	---	8	17
3rd	1	---	1	1	---	---	---	---	---	---	8	16
4th	---	1	---	2	---	---	---	---	---	---	9	18
5th	1	2	1	1	---	---	---	---	---	---	9	20
6th	8	3	2	1	---	1	---	---	---	---	20	24
7th	7	11	4	6	1	---	---	---	---	---	14	18
8th	2	1	---	7	3	2	---	---	---	1	5	12
9th	1	---	---	---	4	9		6	1	2	6	17
10th	---	---	---	---		1	5	3	1	4	6	8
11th Vocational	---	---	---	---	---	---	---	---	---	1	---	1
12th Secondary	---	---	---	---	---	---	---	1	3	1	3	2

N.B. Out of those attending school, the education status of six girls and 10 boys are missing.

Tables of children who do not currently attend school by age, grade and gender

Age	7		8		9		10		11		12	
Grade	Girls (n=0)	Boys (n=0)	Girls (n=4)	Boys (n=1)	Girls (n=1)	Boys (n=0)	Girls (n=3)	Boys (n=10)	Girls (n=2)	Boys (n=10)	Girls (n=5)	Boys (n=19)
1st	---	---	4	1	---	---	---	1	---	---	---	---
2nd	---	---	---	---	1	---	2	3	---	2	---	---
3rd	---	---	---	---	---	---	---	3	---	2	---	3
4th	---	---	---	---	---	---	1	2	1	3	1	5
5th	---	---	---	---	---	---	---	1	1	2	4	10
6th	---	---	---	---	---	---	---	---	---	---	---	1
7th	---	---	---	---	---	---	---	---	---	---	---	---
8th	---	---	---	---	---	---	---	---	---	---	---	---
9th	---	---	---	---	---	---	---	---	---	1	---	---

Age	13		14		15		16		17		Total	
Grade	Girls (n=5)	Boys (n=30)	Girls (n=7)	Boys (n=40)	Girls (n=5)	Boys (n=26)	Girls (n=3)	Boys (n=29)	Girls (n=7)	Boys (n=40)	Girls (n=42)	Boys (n=205)
1st	---	1	---	---	---	---	---	---	---	---	4	3
2nd	---	1	---	2	---	---	---	---	---	---	3	8
3rd	1	9	---	1	---	---	---	1	---	1	1	20
4th	---	7	---	4	---	---	---	1	---	1	3	23
5th	2	4	2	8	---	3	---	3	---	3	9	34
6th	1	7	1	6	1	4	---	3	1	8	4	29
7th	1	1	3	15	---	8	2	5		8	6	37
8th	---	---	1	3	2	6	1	3	1	5	5	17
9th	---	---	---	1	2	5	---	11	4	10	6	28
10th	---	---	---	---	---	---	---	2	---	2	---	4
11th Vocational	---	---	---	---	---	---	---	---	1	1	1	1
12th Secondary	---	---	---	---	---	---	---	---	---	1	---	1

N.B. Out of those not attending school, the last education status of three girls and six boys are missing.

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