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## **Child Labour and Education in Jordan: A Rapid Assessment**

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2002

Online at <https://mpra.ub.uni-muenchen.de/57557/>  
MPRA Paper No. 57557, posted 29 Jul 2014 00:11 UTC

**THE HASHEMITE KINGDOM OF JORDAN**

**CHILD LABOUR AND EDUCATION IN JORDAN:  
A RAPID ASSESSMENT**

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**October 2002**

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## EXECUTIVE SUMMARY

As part of the Country Programme preparation activities, a rapid assessment on child labour and education was undertaken with a specific interest in the programme implications for IPEC. This study looked at child labour and education issues, not only to understand child labour, but also to understand its implications for the design of education policies and interventions that can contribute to enhanced enrolment, retention and academic achievement of working children in the basic education system.

*Objectives of the Study:* The main objectives of the study were: 1) to provide an in-depth understanding of the complex phenomenon of child labour and education; 2) to collect qualitative information specifically related to educational and psycho-social needs based on working children's specific experiences, insights, and perceptions; 3) to determine the attitude and knowledge levels of educators and parents on child labour-related issues; and 4) to recommend policies and programmes aimed at reducing child labour through educational interventions.

*Target groups and locations:* The survey was undertaken in basic education schools in selected areas of Amman, Zarqa, Balqa and Ma'an where child labour is of great concern. A total of 327 children between the ages of 9 and 17 were interviewed (Boys: 83.5 percent; Girls: 16.5 percent) The survey looked at the issue of child labour and education within the larger context of family and school and included interviews with 16 teachers/ school counsellors and 16 parents of the targeted children.

The survey focused on three groups of children:

- Group 1.** Children who combine school and work (84.7%);
- Group 2.** Children who had some schooling, but dropped out to work full time (7.6 %);
- Group 3.** Children who are currently in school and not working, but who are planning to drop out, (7.6 %).



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*Family Size and Status:* A great majority of children came from large families with an average size of eight members (the parents and six children). Child labour and family size were correlated in both the group of children who had dropped out to work full time and the group who are planning on dropping out, with 42 per cent of these children belonging to families with 9-16 members. More than half the families were below absolute poverty line, and while only 8.0 per cent of fathers were unemployed, 92 per cent of mothers did not work. Given that parental education plays a large role in determining child schooling and employment, this data indicates that the poor educational backgrounds and low wage expectations of the parents are being inherited by the children, thus placing future generations at risk of becoming part of the same cycle.

When the composition of families was examined further, it was found that 93 per cent of the children who combined school and work had both parents living, whereas the percentage declined to 84 per cent for the other two categories. When researchers looked at the numbers of wives of the children's fathers (a man can marry up to four women, according to Islam, if certain conditions are met), 83.8 per cent of the fathers were still married to the mothers of those children who combined school and work, whereas this figure dropped to 68 per cent of the group considered to be potential drop-outs and child labourers and in 60 per cent in the case of children who had dropped out of school and were working.

Schooling and child labour were closely linked to the structure and composition of the family. The percentages of children whose fathers had more than one wife (household) were relatively high among the full-time child labourers and potential drop-outs. This may be an indication that these children suffer from a lack of parental guidance due to divided parental attention, and also suggests that polygamy, when not sustained properly and when accompanied by low income, may be an indicator of child neglect.

*Occupational distribution:* The children interviewed were engaged in various types of work; 38.7 per cent of those who worked were employed in industry, 60.6 per cent in the service sector and 1.7 per cent in agriculture.

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On the other hand, female working children were most frequent in tailoring (dressmaking) and upholstery fitting as around one fourth of the female working children of the study sample cited this as the type of work they carry out. The second most frequent type of work was “sales and trade”. It is also noteworthy to point out that none of the female working children interviewed worked in carpentry, blacksmith or mechanical work. This may be, in part, explained by the socially prescribed gender roles for girls within traditional society.

*Age of Entry to Work:* The survey indicated that a considerable number of children started work at an early age. Out of the 327 children interviewed, 43.4 per cent were between the ages of 9 and 14 and 56.6 per cent were between 15 and 17. When asked about when they first began to work, it was found that 11.6 per cent started at 9 years of age or younger, 40.7 per cent between the ages of 10-12 and 41.7 between the ages of 13 and 15. However, boys start work at an earlier age than girls. While boys start work as early as 7, girls start work at 9. It should be emphasised that both sexes tend to lower their age at first job.

*Reasons for Work:* When children were asked to list the factors leading them to engage in labour, an overwhelming majority (75.4%) of those children combining school and work cited the need to supplement household income. In an order of decreasing importance, they also cited the wish to take up a trade/gain professional experience (34.7%), family pressure (6.9%), low academic achievement (6.5%), the wish to feel independent (6.5%), and because they found education pointless (2.5%).

The need to supplement household income also ranked highest (76%) among those who worked full time, followed by the wish to take up a trade/gain professional experience (28%), family pressure (24%) low academic achievement (28%), and because they found education pointless (8%).

Although the factors motivating children to engage in economic activity differed between the groups, “the need to supplement household income” was cited as the main reason for working, followed by “the wish to take up a trade/gain professional experience” by children in both groups. However, there were distinct differences between the groups when it came to “family pressure” and “low academic achievement”, with full-time child labourers feeling more family pressure to work and stating they had been less successful in school.

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*Working Hours and Days:* On average, of the children combining school and work, the number of work hours, reached 4.7 hours per day during the school days and 8.9 hours a day during holidays. Nearly 35 per cent worked 7 days a week and 34.7 per cent worked 6 days a week, and 16.6% worked 5 days a week. Of the children who had dropped out of school, 44 per cent worked seven days a week, 44 per cent worked six days a week and 12 per cent worked five days a week. On average they worked 10 hours a day and 20 per cent worked 12 hours a day.

This data indicates that increasing school enrolment could lead to a reduction in children's work hours. However, school enrolment does not necessarily remove children from work altogether, as many still work after school, on weekends and during vacations.

*Wages:* Whereas the minimum wage in Jordan for adult workers is 80 JD/month, 24 per cent of the children interviewed who worked full time earned less than 50 JD/month, 64 per cent between 50 and 99 JD/month and 12 per cent between 100 and 149 JD/month. Of those children combining school and work, 48.8 per cent earned less than 50 JD/month, 46.9 per cent between 50 and 99 JD/month and 2.9 per cent between 100 and 149 JD/month. This indicates that children are still perceived as a source of cheaper labour.

*Educational Levels:* Of the children combining school and work, 11.5 per cent were in grade 6 or below and 64.1 per cent were in grades 7-9. Of the children who were thinking of dropping out of school, 72 per cent were in grades 7-9. Of the children who had already left school and become full-time labourers, 12 per cent had dropped out before they reached grade 6 and 32 per cent between grades 6-9, whereas only 44 per cent had completed their 10-year compulsory education and another 12 per cent had completed 11 years of schooling. The picture emerging from these findings points to age as a key factor in influencing a child's decision to leave school. Grade 7 seems to be a critical stage at which most children start thinking of leaving school, and this questioning becomes more acute at grade 9. This may be due to the fact that the child's work responsibilities increase with age and result in a corresponding decline in school performance and attendance, leading to the child's eventually abandoning school altogether.

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*Children's Perception of Teacher Behaviour:* In recognition of the significant role teachers' play in a child's educational achievement, the survey investigates the perceptions of the children regarding their teachers' attitude and behaviour. Of the children who combined school and work, 54 per cent perceived all teachers as mistreating them and 30 per cent perceived some teachers as mistreating them. When the same question was asked to the children who were not working, but who were thinking of leaving school, 12 per cent stated that they perceived all teachers as mistreating them and 32 per cent perceived some teachers as mistreating them. Among the children who had already dropped out of school and were working full time, 28 per cent said that they had been mistreated by all their teachers when they were in school and 24 per cent said they had been mistreated by some of them.

Even among the group combining school and work, a relatively high percentage of children have negative perceptions of their teachers' behaviour. This may be because combining school and work places a lot of pressure on these children and can lead to poor performance and classroom behaviour, which in turn may trigger negative responses from teachers.

*Reasons for Dropping Out:* When children were asked why they did not want to attend school, 9 per cent of children combining school and work and 16 per cent of children thinking of leaving school as well as those who had already left school said that they found teaching style boring. It is important to highlight that 50 per cent of teachers/counsellors interviewed also stated that teacher behaviour is one of the reasons why children drop out of school. Specifically, they mentioned physical punishment, verbal abuse, ignoring students and not showing them respect.

*School Environment:* The survey also looked at the issue of school environment. When the children were asked what they would like to have in school, 67 per cent mentioned transportation to and from school, 33 per cent indoor sports facilities, 24.2 per cent vocational training workshops, 11.6 per cent an art room, 5.5 per cent outdoor sports facilities and 5.5 per cent first aid centres. The majority (82.6%) of children walked to and from school, 14.4 per cent used public transportation and 4 per cent used private transportation.

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*Educational Support:* Regarding their academic achievement, 20.8 per cent of the children surveyed felt they were doing poorly in school, 42.2 per cent felt they were doing fairly well and 37 per cent felt they were doing well. Although 63 per cent of the children expressed a need for support in their schoolwork, 52.9 per cent said they never received help with homework, 37.3 per cent said sometimes and only 9.8 per cent said they always received help with their schoolwork. This data suggests that balancing the demands of employment and education places a physical and psychosocial strain on children. The lack of educational support outside the classroom, physical/mental exhaustion or insufficient time to complete schoolwork and the impossibility of being able to catch up in the classroom results ultimately in dropping out of school.

*Parental Involvement in Education:* When asked about parental involvement in their schooling, 44 per cent of the children said their parents were never involved, 45.9 said sometimes and only 10.2 per cent said always. Moreover, 35.5 per cent of children combining school and work, 44 per cent of potential dropouts and 60 per cent of full-time child labourers said that they never discussed their future with their parents. Considering the vital role parental guidance plays in a child's future, these findings indicate the crucial need for awareness arising of the parents.

*School Attendance:* More than 60 per cent of children reported that being late for school was a problem for them, and approximately 80 per cent of children who had dropped out said they had had this problem. This caused a problem of classes follow-up and a loss of interest in what is taught in classes. The repetition of this will result in low educational attainment and ultimately dropping-out. While 6.6 per cent of children in the two groups attending school reported that absenteeism was a problem, 76 per cent of those who had dropped out stated they had had this problem. Concerning leaving school before the end of classes, 24 per cent of the children who dropped out said that this was a problem for them. Of the children who combined school and work, 36.1 per cent said that they left school before classes were finished for the day. When broken down by gender, it was found that the percentage of females who were conscientious about their school attendance was higher than that of males, with 58 per cent of females stating they never came late to school, 88.8 per cent that they never left school before the end of classes and 53.7 per cent that they were never absent from school.

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*Parents` Attitudes:* 16 parents of the surveyed children were interviewed. When asked to list the reasons for child labour, 62.5 per cent said to take up a trade/gain professional experience and 50 per cent mentioned contributing to the household income. It should be emphasised here that the belief in the positive nature of child labour is common in Jordan for those who have very low educational achievement. If a child is doing poorly in school, parents are not likely to suspect that the time and energy devoted to work is having a negative effect on the child's academic performance. Rather, they tend to believe that the child will never succeed in school and that he or she should therefore begin working at as young an age as possible in order to learn a profession or a trade, despite the fact that parents believe in the importance of education for their children's future if they obtain high grades.

When parents were asked to list the negative impacts of work on children, 75 per cent of parents indicated the loss of the chance to receive an education, 31.3 per cent cited acquisition of bad habits, 12.5 per cent moral deviation, 6.25 per cent exposure to physical abuse and 12.5 per cent exposure to psychological abuse. In spite of these responses, 37.5 per cent did not believe that work had any negative impact on their children's school achievement. In fact, 50 per cent of parents said they approved of their children working. The dominant factor behind their approval is their belief that their children are wasting time in schools with low grades. This approval came as a result of their children's poor performance at school. They believe that their children will be better off learning a trade rather than continuing their education. This also can be explained in the context of social traditions.

The following comments sum up some of the themes that arose when parents were asked about the relationship between child labour and education:

- A child's work teaches him to bear responsibility.
- A working child does not encounter physical, psychological or moral problems.
- Work does not negatively affect a child's performance at school, in cases where a child combines work and school.
- It is better to opt for work or acquire a vocation in case a child faces problems related to his school performance.

*Teachers` Attitudes:* 16 teachers/counsellors were interviewed to find out about their awareness and knowledge levels on child labour. Of those

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asked, 75 per cent reported that they were aware of the hazards of child labour in general and 100 per cent reported that they were aware of the social and educational risks of child labour in particular. Based on their experiences with working children in the schools, they detailed the following risks to working children:

- *Psychological risks*: hyperactivity, fear for the future, low self-esteem, lack of self-respect and confidence, indecisiveness, negative reactions, anger and coercion, shyness.
- *Physical risks*: exposure to exploitation and physical abuse by employers, as well as the possibility of sexual abuse.
- *Educational risks*; markedly low performance at school, low academic achievement, weaknesses in the various academic skills, problems in concentration, lack of development of talents, and dropping out of school.

The researchers reported that many teachers/counsellors remarked that child labour had a quite clear negative affect on children's absenteeism and tardiness. Teachers' perceptions of the impact of work on education were important in so far as they indicated the degree to which schools are sympathetic or responsive towards working children. However, although their awareness levels were high, there were no measures taken in the school surveyed to provide psychosocial or educational support to these children.

When teachers were asked if they thought children liked working, 50 per cent said they thought children did not like to work, 18.8 per cent said they thought that children liked to work and 31.3 per cent said that they did not know.

Teachers/counsellors ranked the main factors leading to child labour as follows: 75 per cent believed that children worked to contribute to the family income; 43.7 per cent believed that children liked earning money; 37.5 mentioned the children's wish to learn a trade and 28.7 felt that parents pressured their children to work.

When asked about school-related factors that could induce children to remain in school, 43.7 per cent of the teachers/counsellors said that setting up cultural, social and sports clubs would encourage students to stay at school, 12.5 per cent highlighted the importance of audio-visual centres and 6.7 per cent stated the need for medical centres in schools.

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When they were asked about classroom-related factors that caused children to leave school, about 50 per cent agreed that the teacher's attitude and behaviour towards the students is one of the most important factors lead to dropping out. When asked to specify, 50 per cent mentioned physical punishment, 31.2 per cent stated lack of attention and 25 per cent stated not showing respect to students.

The research concluded that the relationship between education and child labour is complicated, and context specific and relates to: quality of education; family's economic status; the range of options available to children and their perceived future possibilities and social attitudes towards educational and work. These are mediated by gender and age. Data on why children leave school for work revealed factors related to the school system itself: distance from home, lack of transport, teacher behaviour and parental expectations all play important roles in a child's decision to work.

Making primary education compulsory is unlikely to reduce the incidence of children working without addressing the issues of poverty and parental attitudes. Families' attitudes, education levels, division of gender roles as well as the psychological climate at home are important determinants of whether a child is sent to school or work. Although the sample size of the families interviewed was small, there is strong supporting evidence from other sources that in Jordan, poor families perceive work as the best way of utilizing the time of the child who is not good at school rather than investigating the reasons behind a child failure in school.

As demonstrated by the research, there are many children trying to combine school and work, and for these children, the situation is very difficult. Most working children in the basic education school system are at a high risk of dropping out, either because the heavy burden of combining school and work they fall behind in their studies or because the need for them to contribute to the family income becomes the priority. Attendance is compromised by work demands which prevent regular attendance, resulting in children arriving late or not having the time to study at all and being able to keep up with school work and eventual drop out to work. Lack of educational support or parental involvement and the inability to study due to long working hours places these children at great risk of falling into full-time work. While remaining in school may prevent children from



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becoming full-time labourers, an increase in primary education cause a decline in part time work.

An important reason for difficulties in enrolment and retention rates is the lack of awareness and expertise in the primary school system. Educators require expertise and technical skills and knowledge of the specific educational needs of working children. Currently, teachers lack the skills to create a classroom environment attract and retain the children in schools. Teachers are important first contact point for the children (front-line), and they have a key role to play in preventing them from dropping out of school to work. Due to the general lack of awareness' and knowledge among the teachers as to the risks and hazards of child labour, they are unable to play this crucial preventative role. Lack of connection between schools and parents; limited teaching styles; materials and approaches, which fail to accommodate the need of children at risk; all combine to limit the educational attainment of working children.

The research team's recommendations included:

- In order to bring more closely together the objectives of combating child labour and extending the benefits of primary education to all children, educational planners need to focus on the related issues of child labour and education. Education policies and legislation have a major role to play in the elimination of child labour.
- A major part of the rehabilitation programme for child labourers should involve securing greater access to formal and non-formal education. The basic strategies should include the development of alternative forms of education, including general and vocational education, and making them available and accessible to working children. The education programmes targeted at working children should also include supporting multi-channel approaches for delivering basic education, developing low-cost alternatives of education and reintegrating dropouts into the education system.
- Recognising the pre-eminent role of teachers as well as of other educational personnel, training should be provided to teachers, counsellors, school principles and inspectors in selected areas in order to equip them with the understanding, knowledge and technical skills necessary to increase working children's educational retention and performance rates.

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- Preventative measures are easier to achieve and more cost-effective in combating the problem of child labour and education. Therefore, programmes should place special emphasis on the children in schools that are not working but are at risk of becoming child labourers in the future. Special efforts and monitoring should be provided to ensure these children attend school by involving them in educational support programs.
  - Education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. The inclusion of the families in the child's education and parental involvement in schools is of key importance.
  - Strategies to enrol and retain working children in school and to ensure their proper progression must involve educational support programmes. Working children are not equipped with the appropriate educational skills to succeed and lack educated role models at home, which is a very powerful tool in learning. Therefore, educational institutions must identify the specific educational and psychosocial needs of these children and develop appropriate support programmes. Effective monitoring systems must also be established to monitor their progress throughout their education.

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## CHAPTER 1: INTRODUCTION

### 1.1 Background

Jordan has witnessed during the last decade fundamental economic and social changes that contributed to the surfacing of new social problems particularly the increased number of working children. Though there are no statistics or exact figures that can show the magnitude of the child labour problem in Jordan, sketchy estimates predicts that 10% of children between the age of 6 and 18 are involved in some sort of economic activity.

Jordan's population crossed the 5 million thresholds in 2000 with a population of 5.182 million in 2001, doubling since 1980 and dramatically increasing eight-fold since 1982. The population age structure is very young, 0-29 year olds accounted for 70% of all Jordanians in 1988, but 74% a decade later in 1997 young Jordanians aged 15-29 comprise 31.4% of the total population.

The young population results in a high dependency ratio of 0.8 in urban areas and .92 in rural areas (the dependency ratio is the ratio of all Jordanians aged under 15 and 65 and over to working-age Jordanians aged 15-64). This has placed ever-increasing pressure on the government to meet the educational, health and leisure needs of children and adolescence as well. The size of population is expected to double to 10 million within two decades.

The annual growth rate during the period between the first population census in 1952 and the most recent census in 1994 was 4.7% one of the highest in the world. The total fertility rate is still relatively high though it has been declining steadily in recent years from over 7 in 1976 to 3.7 in 2000. This placed additional pressure on Jordan's limited resources to provide necessary jobs nearly 55,000 new entrants to labour market each year.

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## 1.2 The problem of child labour

The wide disparities that exist in Jordan and the emerging patterns of poverty, as well as economic problems such as the rise in the unemployment rate (official estimates between 15 to 20%), poverty, foreign debts, decrease in government expenditure and subsidies, all of which affected children who had to either participate in the family income or be the main source for it.

The problem of child labour in Jordan has to be viewed in terms of demographics, educational levels, and socio-economic developments in the country. Jordan is one of the Arab-Middle Eastern Countries, with a population of 5.4 million (in 2001) and a total growth rate of 2.8, which is one of the highest rates in the world. The Jordanian society is characterized by being youthful in view of the fact that children under the age of 15 constitute 42% of the total population, 5.4 million, of whom 49% are females.

Jordan's population grew seven-fold during the period 1952-1994. The population more than doubled between 1979 and 1994. The average rate of population growth was estimated at 4.4 per cent. The high population growth rate was due in part to the Gulf crisis in 1990-1991, which caused the return of some 220,000 persons to Jordan. If current levels of fertility and mortality remain unchanged, the population is projected to more than double within 24 years.

Employment surveys conducted periodically by the Department of Statistics since 1961 which is the only data available on the prevalence of economically active children in Jordan showed that 3% of males and less than 1% of females from 13-14 age groups were economically active in 1991. By comparison, economically active rates for males and females in the 10-14 age groups were 10% and 1% in 1961, and 3% and .25% in 1987. While according to the 2001 DOS Employment and Unemployment Survey Annual Report showed that only 13% of 15-19 years old are economically active (24% males, 1.4% females). These figures are likely underestimates as households included in surveys are reluctant to acknowledge that they have children working illegally.

Regarding child labour in the kingdom, however, no statistical figures are available to show the actual size of the problem, but the database at the Ministry of Labour indicate that 1.1% of females and 13%

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of males in the age - group (15-16) are working, excluding those who work at homes and in the agricultural sector. Despite the existence of laws and legislations that prohibit child labour, the aggravation of the two problems of poverty and unemployment in Jordan in the late 80's and 90's contributed to increasing the employment of children.

Socio-economic factors affect the incidence of child labour however, are never enough to explain the whole dynamic of the problem of child labour. Educational factors inevitably affect the incidence of child labour. Although increasing numbers of children continue to dropout of school to join the labour market, very little empirical research has been carried out to date, with a view to, uncovering the educational determinants of child labour. The following section will review the educational policies and practices in Jordan with a view to explaining the link between child labour and education in Jordan

### **1.3 Education policies**

The Jordanian education policy focused in large part on ensuring that all children had access to and were enrolled in the school system. This policy focus was a corner-stone of Jordan's strategy, and succeeded in making enrolment ratio in Jordanian schools among the highest in the Middle East for both boys and girls. The ratio of enrolment in the basic stage for the year 2000 was 89.8% (89.5%M, 90.8%F). This goes in harmony with the World Bank report issued in (1999) that states Jordan which is one of the average income countries keeps the highest enrolment rate. Around one third of all Jordanians are currently enrolled in some stage of schooling from pre-school and kindergartens to colleges and universities.

In confirmation of its commitment to providing education for all, Jordan issued a new law for education (Law no. 3 of 1994). According to this law, the kindergarten stage is classified as one of the educational stages in Jordan's educational hierarchy. The Law defines this stage, limits it to two preschool years, sets its general and specific objectives, and specifies its age group at 4-5 years. The free compulsory primary education stage is increased to ten years instead of nine.

Secondary education now includes:

1 -The comprehensive stream:

a) Academic (scientific, literary ...).

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b) Vocational (industrial, agricultural, etc.).  
2 – Vocational Training

Jordan has accomplished educational advancement over the last ten years. The education sector has witnessed tangible progress through upgrading the educational process, the enhancement of educational facilities, increasing educational opportunity and making education compulsory. The education sector has continued enhancing the efficiency of the general education systems and vocational training through the preparation of the preliminary draft for amendment of the Educational Law. Focus has been centred on developing examinations and curricula, and implementing policies targeted towards enhancing scientific research. This has been done through the upgrading of the infrastructure of the educational and training institutions such as the establishment and maintenance of schools and educational centres.

Many activities have been created for special education including students' acceleration programmes; pioneer centres programmes and the activation of the programmes and services offered to talented and gifted students through opening five pioneer centres in five governorates.

Students with special needs have also been given due attention. Action has been taken to develop comprehensive diagnostic examinations throughout the governorates, and to expand the educational services offered to them. This is in addition to the various programmes aimed at assisting students with special needs.

Action has also been taken to integrate students with minor audio-visual disabilities into public schools. Three hundred educational resource rooms had been established by 2000/2001 serving more than 6000 primary school students.

Regarding literacy, the Government, in co-operation with NGO's and international organizations such as UNRWA, has worked to set up literacy centres. It has adopted several programmes including literacy programmes. In the school year 2000/2001 the illiteracy rate for the population aged (15+) has declined from 19.5% in 1990 to 11.2% (6% males and 16.6% females) in the year 2000. The Ministry of Education will provide computers for schools within a three-year project (2000-2003) starting from the school year 2000/2001. Since the year 2000/2001

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the Ministry of Education started to teach English language to all primary school children.

The most significant education disparities are by regions and rural areas. Gross enrolment rates at all education levels vary by just a few percentage points among governorates. Examples of other disparities include: only 16% of all students are in double-shift schools, but the rate in Amman and Zarka is nearly double the national average. Nearly 50% of schools in rural areas suffer from inadequate facilities (e.g. heating, lighting, laboratories, libraries), a much higher ratio than urban schools. Teacher related-problems such as high turnover and low dedication are greater in rural than in urban areas, and rural teachers appear to have benefited relatively less from teacher training and rehabilitation programs in recent years than urban teachers mainly due to transport and other constraints. The government has responded by increasing the share of education expenditure in rural areas relative to student population size, for new school buildings, libraries, laboratories, and sports and other facilities.

With regard to provision of counselling and guidance services, the number of educational counselling personnel at public and private schools rose to 977 in 1999/2000.

Child abuse, violence, exploitation and vulnerability to accidents are also covered in the counselling system. The National Commission for Human Rights Education has been formed to promote the teaching of human rights concepts, including women's and children's rights at school.

In the area of non-formal education some improvements have also been made. Several national organizations deal with vocational education in Jordan such as the Vocational Training Corporation of the Ministry of Labour, the consultative centres at Jordan's universities, the private sector's organizations, the Ministry of Education and other related ministries and institutions. Vocational training forms part of the secondary stage education and students enrol in it according to their capabilities and tendencies. The number of Vocational Schools throughout the country is being increased. Thirty-one new schools have been built and the 23 existing ones expanded. Programs provided in the non-formal education system are:

- Illiteracy and Adult Education

- Evening Studies Programme
- Home studies Programme
- Vocational Programme

All these efforts have resulted in improvements as illustrated by the table below.

Table 1.1: Main indicators of education sector, 1988, 2000, and 2001

Educational Indicators	Scholastic year		
	1988	2000	2001
Number of students	940,281	1,407,729	1,430,846
Number of schools	3,478	4,808	4,999
Number of teachers	39,445	63,587	68,720
Illiteracy rate (%)	22.5	13	11
Ratio of the number of students joining vocational education	17%M 13%F	45%M 27%F	
Number of vocational centres	152	308	
Ratio of students in the double-shifted schools	18%	15%	
Ratio of teachers according to their qualifications			
-high school certificate	0.9%	0.5%	
-two year college diploma	69.4%	42.8%	
-Bachelor degree	26%	49.5%	
-Above Bachelor degree	3.6%	7.2%	
Teacher to student ratio	1:24	1:22	1:20
Supervisors to teacher ratio	1:125	1:66	
Number of counsellors	504	924	
Ratio of MOE budget to the Kingdom's budget	7.5%	10.4%	10.63

Source: Ministry of Education, Educational Statistical Report, several issues, Amman.

Even though substantial progress have been made since the outset of the education reform Programme in improving the quality of education facilities, the education system still faces the problems such as: ill-suited rented facilities, the preponderance of small, under-equipped schools, and double-shifting. Low levels of learning achievement in addition underscore the fact that quantitative progress in expanding access to



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schooling has not yet been matched by equal qualitative progress in improving school learning.

#### **1.4 Difficulties in the Education**

As a result of recent economic and social problems experienced in Jordan the education system is facing the problem of school dropout. The average rate of drop out over grades 5-10 in 1992/1993 was 4.05 % (National Centre for Development of Human Resources, 1995) compared to 5% in the year 2000 according to the Human Development Report for Jordan, 2000. And the ratio of the working children with respect to the total active working body showed an increase from 1.1% in the year 1991 to 1.8% in the year 1998. The number of male dropouts is higher than that of female children. Dropouts are most noticeable in the higher basic stage (7-10). Work is the main reason behind male dropout, but for female it is marriage and house hold work.

According to the Ministry of Education and UNICEF study launched in 1995, of 48 schools with drop-outs rates exceeding 5% found that many of the dropout were pulled from school by family poverty and the need to work. Since the 1997 National Study on Child Labour which was executed by the National Task Force for children jointly with the ILO, a number of studies were conducted. Most of these studies relate child labour to a number of economic and educational factors; the following is a summary of the educational factors as perceived by the studies listed above:

- 1- The misconception, among many children that education is financially futile and unrewarding.
- 2- Parents' unawareness that education is one of children's basic rights.
- 3- Educational curricula are not designed to take individual differences into consideration.
- 4- The maltreatment of some children, by their teachers or head masters as well as the excessive school demands and homework.
- 5- The school environment is not safe and comfortable.

Perhaps one of the most important and reliable study on child labour in Jordan is the study which was carried out by Shahateet and Dabdub entitled: "The Status of Child Labour in Jordan, 2001". This report which is based on a purposive sample survey that covered 2539

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working children in all parts of Jordan showed that 1.3% of the working children did not finish the (1-6) basic stage, and that about 34.4% of them finished the (1-6) basic stage and that about 60% of the working children had finished the (7-10) basic stage of education. Concerning the working children who finished first secondary grade or the second secondary grade or those who dropped out of school during their secondary stage of schooling, don't exceed 5%. The report concluded that among the most important factors that lead children to drop out of school and seek employment are:<sup>1</sup>

- a) The desire to learn a trade 52.7%.
- b) Financial assistance for their families 52.1%.
- c) The low educational achievement 35.9%.

As for the maltreatment of teachers and headmasters, this proved not to be a main reason. According to this survey only 4% of the children surveyed express their willingness of going back to school if certain conditions prevail.

From the economical and the educational points of view, dropout reduces the capability of the educational system to retain students and causes a loss in the educational income (financial and human effort) and a reduction of its outcome. As a result, the educational system's outcome is less than its expenditure, which raises the cost of education and the ratio of loss.

Drop out reduces the individual's ability to adapt in the community and to increase the family's living standards from the social point of view as well as increasing the number of illiterate people especially during the basic stage of education. Many initiatives are currently taken place by different ministries to prevent children from dropping out from schools and to provide protection and informal education for those who are working. Despite the scattered information available from a few field studies on child labour in Jordan, there has not been a study that has specifically focused on education as it is related to the phenomenon of child labour. Amongst the factors cited for child labour, education and issues surrounding education like poor quality and relevance, provision, etc., has been a major one that leads to child labour. Many researches have been done on education per se, focusing on issues like drop out

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<sup>1</sup> Percentages do not add up to 100% due to the nature of the question which allows multiple answers.

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rates, gender disparities, and problems of retention, etc. However, there is a need for information bases on the specific problems that child workers face, and which stand in the way of being retained in school.

In an interview with prominent figures at the Ministry of Education, about measures adopted and programs available at the Ministry to deal with the problem of dropout. They stated that dropout rates are minimal in Jordan, though it increases at the higher basic level, where it might reach 2% according to the Ministry's official sources. In accordance with the Education Law No. 3 for the year 1994, which stipulates in case of any dropout, a school principle should notify the governor to follow up on this matter.

Moreover MOE offers non-formal education that target dropout students, such as: evening studies programs, summer studies programs, home study programs, and vocational training programs in different fields.

Most recently the Ministry starts offering, scholastic nutrition at some schools located in poor zones.

Programs, in safe school environment, conflict resolution, increasing participation of youth into school life, and democracy in education are made available with the cooperation of UNICEF in Jordan.

## **1.5 Governments response**

There is considerable interest and concern in the country about the scale and nature of the problem of child labour, and there have been significant efforts to fight it. Jordan has ratified a number of Arab and International conventions on children's rights such as the International Children's Rights Convention issued by the United Nations (1989), which expressly affirms the necessity of protecting children against economic exploitation or any other form of work that is harmful or may pose a hindrance for the child's formal educational pursuit or prove to be harmful to his mental, spiritual as well as physical health.

Moreover, Jordan has ratified many other International Labour conventions namely, Convention no. (138) for the year 1973 on the Minimum Age for Work and Convention (182) for the year 1999, on the Worst Forms of Child Labour and the immediate measures that should be taken for their elimination. Jordan was among the first Arab countries to

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ratify this convention under the Royal Decree on 29/2/2000. This ratification as is the case in all other international conventions binds the government in addition to other concerned bodies, to implement measures to monitor the provisions of the convention and carry out certain programmes that aim at the elimination of the worst forms of child labour. The government, in consultation with all concerned organizations, shall determine those activities and jobs which are harmful to the child's health and morality.

Accordingly, Jordan endorsed the bilateral agreement between the International Programme on the Elimination of Child Labour (IPEC) and the Hashemite Kingdom of Jordan represented by the Ministry of Labour in 2000. Consequently a special Child Labour Unit was created to follow up on all matters that are related to this subject; through the formulation of a National Steering Committee that represents 38 bodies, most important of which are Ministry of Education, Ministry of Social Development, Ministry of Interior "Family Protection Unit", Ministry of Planning, Jordan River Foundation and UNICEF. Their effort resulted in drawing up a blueprint for a new strategy on the elimination of the worst forms of child labour.

## **1.6 Child labour and education**

Many initiatives are currently taken place by different ministries to prevent children from dropping out from schools and to provide protection and informal education for those who are working. Most working children in the primary school system are at a high risk of dropping out, either because the heavy burden of combining school and work they fall behind in their studies or because the need for them to contribute to the family income becomes the priority. Therefore, the link between child labour and primary education is clearly of fundamental importance. Child labour cannot be studied in isolation from education. Lack of education is one of the major risks faced by working street children. Not being able to receive a quality education not only reduces their skills and knowledge, but limits their personal development. In most cases working children stay out of the formal education system and are consequently marginalized.

Despite the scattered information available from a few field studies on child labour in Jordan, there has not been a study that has specifically

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focused on education as it is related to the phenomenon of child labour. Amongst the factors cited for child labour, education and issues surrounding education like poor quality and relevance, provision, etc., has been a major one that leads to child labour. Many researches have been done on education per se, focusing on issues like drop out rates, gender disparities, and problems of retention, etc. However, there was a need for information bases on the specific problems that child workers face, and which stand in the way of being retained in school.

Although the problems of working children in state schools are generally recognized by the authorities, existing data was inadequate to provide an in-depth understanding of the complex phenomenon of child labour and education. More qualitative information was needed specifically related to educational and psychosocial needs based on working children's specific experiences, insights, and perceptions as well as quantitative data on the proportion of children attending, student retention and the performance of working children. Information was also needed on the attitude and knowledge levels of educators on child labour related issues and how these affect their work.

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## CHAPTER 2: METHODOLOGY OF THE RESEARCH

### 2.1 Rapid assessment

As part of the Country Programme preparation activities, a rapid assessment on child labour and education was undertaken in Jordan between March and June 2002. This study looked at child labour and education issues, not only to understand child labour, but also to understand its implications for the design of education policies and interventions that can contribute to enhanced enrolment, retention and academic achievement of working children in the basic education system.

The main objectives of the study were: 1) to provide an in-depth understanding of the complex phenomenon of child labour and education; 2) to collect qualitative information specifically related to educational and psycho-social needs based on working children's specific experiences, insights, and perceptions; 3) to determine the attitude and knowledge levels of educators and parents on child labour-related issues; and 4) to recommend policies and programmes aimed at reducing child labour through educational interventions

The survey was undertaken in selected areas of Amman, Zarqa, Balqa and Ma'an where child labour is of great concern. A total of 327 children between the ages of 9 and 17 were interviewed (Boys: 83.5 percent; Girls: 16.5 percent). The survey looked at the issue of child labour and education within the larger context of family and school and included interviews with 16 teachers/ school counsellors and 16 parents of the targeted children, as shown in Appendices A4, A5, and A6. The survey focused on three groups of children:

- Group 1. Children who combine school and work (either before or after their classes) (84.7%).
- Group 2. Children who are currently in school and not working, but who are planning on dropping out (potential child labourers), 7.6 %.
- Group 3. Children who had some schooling, but dropped out to work full time (7.6 %).

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## 2.2 Basic indicators for targeted areas

Population distribution in Jordan is very uneven with 38% in the capital governorate of Amman and 15.7% in Zarka while Balka is considered the fourth most populous governorate with 6.6% and Ma'an represents 1.9% of the total population. The composition of Jordan's population is also changing. While it was nearly 60% rural in 1960 it is only 20% rural today. Population density in 2001 ranged from 239.6 persons per square kilometre in Amman governorate to 3 persons per square kilometre in Ma'an governorate.

Regional poverty disparities are not well documented. A current estimates that perhaps up to one third of the Jordanian population lives beneath the poverty line. The World Bank estimated the poverty line at JD 315.5 per person per year in 1997. The poverty incidence in the four govern rates where this survey was carried out showed poverty incidence in Amman governorate 7.13% where 38% of the population lives while its 7% in Zarka where only 16% of the population lives; and the poverty incidence is even higher in Ma'an while only 2% of the total population lives in this governorate.

The unemployment rate in Jordan in recent years has been the topic of a lively debate in society with government figures and those of independent research centres showing a wide gap; the government figures showed that the percentage of total unemployment ranged from a high of 15% in 1995 to a low of 10% in early 1999 while an independent Jordanian survey using different methodologies put the unemployment rate at over 25% during that period. The government figures based on the employment and unemployment survey conducted by the DOS in 1997 showed that the percentage of unemployment in Amman governorate is 42.9%, in Balka 5.4%, in Zarka 11.4%, and in Ma'an 1.7%.

The 1997 household expenditure and income survey found that the average annual current income in Jordan was JD 4,812 per household and JD 767 per capita. Jordan is considered a lower income country with very limited resources and high rate of population growth rate. Household incomes in the four governorates vary from a high of JD 935 in Amman to JD 611 in Ma'an.

This report targeted four governorates in Jordan, these governorates are:

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### ***The Governorate of the Capital***

The Governorate of the Capital is characterized by the concentration of a great number of people in it; its population in the year 2002 was about (1,917,340) or (38.05%) of the entire population of Jordan. Urbanity is the dominant characteristic of its residents, especially in the capital city of Amman, whose population of urbanites is estimated at (1.75) million, that is, (44.1%) of the entire urban population of Jordan. The surface area of the governorate is (8,231) square km, and the population density is (232.9) person per square km.

In the Governorate of the Capital, there are (147) residential communities distributed over 9 districts and two counties. The city of Amman is considered a main centre for excellent services in the Middle East, such as those in the domains of health, education, banking and high-tech based industries, like the ones in the Industrial Zone of Sahab. Part of this governorate is marked for its agricultural character, as is the case in the town of Na'our.

### ***The Governorate of Balqa***

The Governorate of al-Balqa is considered to be the only governorate devoid of the phenomenon of the dry desert, as it is distinguished for the variety of its land terrain and landmarks - a matter which helps generate various economic activities. The existence of the relatively towering heights in the mountains of al-Salt and Zaie and other areas, for example, promotes the touristy activities in the governorate; moreover, areas in the Jordan Valley rift or "Ghor", such as Deir Alla, Southern Shouneh, are conducive to the creation of winter resorts on the one hand, and the enhancement of agricultural produce in the cold season on the other.

The population in the governorate of al-Balqa was about (330,555) in the year 2000, distributed over (106) residential areas in five districts: the district of the casba of al-Salt, and the districts of Deir Alla, Southern Shouneh, Ein-el-Basha, Mahis, and Fuheis. Besides, there are three counties: al-'Arda, Zaie, 'Ira and Yarqa. The governorate is distinguished for its rather small surface area, estimated to be (1,076) square km or (1.2%) of the entire area of Jordan, and for its relatively high population density estimated to be (307.2) person per one square km. The sector of



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tourism, water and agriculture is considered the most efficient among the other sectors in the governorate, whose proximity to the large residential areas, such as Amman and Zerqa', helps develop its productive sectors.

### ***The Governorate of Zarqa***

Its population reached (792,635) in the year 2000, that is, (15.73%) of the entire population of Jordan, thus making it the third governorate in respect of the size of population. It is considered an attracting governorate, in view of its proximity to the city of Amman and the abundance of many industries and services. The surface area of the governorate is estimated at (4,080) square km, and the density of population at (194.3) person per square km, which is one of the highest percentages in Jordan. There are (52) residential areas in the governorate, administratively divided into two districts: the Casbah and al-Ruseifa. It further comprises four counties: al-Azraq, Birin, al-Hashmieh and al-Dhuleil.

The governorate is commonly known for its mineral resources, such as phosphates in the town of al-Ruseifa, whose industrial sector is the most important among the other sectors.

### ***The Governorate of Ma'an***

It occupies the largest part of Jordan with a surface area of (33,163) square km, or (37)% of the entire surface area of the country, which is administratively divided into the district of the Casbah of Ma'an, that comprises the counties of al-Huseinieh, Ail, al-Jafr and al-Mreiqha, in addition to two other districts: al-Shoubak and Wadi Mousa.

Despite its extensive surface area, the governorate is home to a small part of the population of Jordan, that is (98,260) people or (1.95%) of the entire population of Jordan. The population density in the governorate is (3) persons per square kilometre and the people are distributed over (98) residential areas, foremost among them is the city of Ma'an, the core of the governorate and the centre for various government utilities and services available. The rest of the population is distributed over the remaining residential areas, of which the countryside is home to (57.3%) of the total number of residents in the governorate.

The governorate of Ma'an is marked for the versatility of its economic activities, in view of the availability various resources, including mineral resources, arable areas and tourist attractions. The governorate is promising for future development, especially as a good deal of its surface area is part of the 'badiah' or the semi desert, which is rich in various mineral resources, the most important of which is phosphates.



Table 1.2: Basic indicators for Jordan, 2001

Total population (000)	5.182
Population density (person per km <sup>2</sup> )	5.8
Population growth rate (%)	2.8
Rate of natural increase (%)	2.3
Urban population (%)	78.7
Sex ratio	110.0
Total households (000)	893.5
Average household size (person)	5.8
Population median age (year)	19.3
Population less than 15 years of age (%)	39.6
Population age 15-64 years (%)	57.7
Crude birth rate (per 1000 population)	28.0
Total fertility rate (child / woman)	3.5
Crude death rate (per 1000 population)	5.0
Infant mortality rate (per 1000 live births)	33.0
Life expectancy at birth (year)	69.0
Crude marriage rate (per 1000 population)	9.6
Crude divorce rate (per 1000 population)	1.7
Literacy proportion 15+ years (%)	11.0
Telephone subscribers (000)	660.0
Crime rate (per 1000 population)	11.7
Unemployment rate (%)	14.7
Females in the labour force 15+year (%)	15.0
Females of total employed persons 15+ years (%)	14.0
Houses connected with electricity network (%)	98.5
Houses connected with water network (%)	96.2
Houses connected with sewage system (%)	60.0
Inflation rate (%)	1.8
GDP growth rate (current prices) (%)	4.5
GDP growth rate (constant prices) (%)	4.2
GDP per capita (JD)	1207.8
External debt of total GDP (%)	75.8
Economic dependency ratio (%)	3.4
Employed persons in agricultural (%)	4.1
Employed persons in manufacturing	12.1

Table 1.3: Basic indicators for targeted areas, 2001

Governorate	Amman	Zarka	Balka	Maan
Total population	1,971,750	815,130	339,940	101,050
Per cent of population	38	16	7	2
% Urban	91.4	95.3	63.9	42.7
% Rural	8.6	4.7	36.1	57.3
Area (km <sup>2</sup> )	8,231	4,080	1,076	33,163
Population Density/km <sup>2</sup>	239.6	199.8	315.9	3.0
Per capita income JD (1997)	935	695	710	611
% Of unemployment 15+ (1997)	14.9	11.4	5.4	1.7
Poverty Incidence	7.13%	7.00%	12.99%	20.45%
No. of families living under poverty line	125,000	49,000	40,000	18,000
Total number of schools	1,602	541	364	176
K.G	500	127	88	32
Basic	767	312	191	106
Secondary	335	102	85	38
Number of teachers	23,851	8,390	4,355	1,559
%	34.7	12.2	6.3	2.3
Number of students	507,707	214,297	97,299	30,159
%	35.5	15	6.8	2.1
Teacher to student ratio	1: 21	1: 26	1: 22	1: 19
Number of counsellors	376	112	121	27
%	36	11	12	2.6

### 2.3 Sampling

In seeking appropriate representation, the survey targeted three different categories of population. The survey was conducted on a sample basis covering four governorates in February/March 2002. The main

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target group for this survey was the population of working and potential working children aged 6 to 17 years, in accordance with the United Nations definition of a child. However, to obtain more information about reasons behind work and other socio-economic characteristics the survey was also interview parents of children and teachers and counsellors who advise students for non-academic matters. The survey was first launched in four intervention areas where child labour is more prevalent according to the national survey launched by child labour unit at the Ministry of Labour, four main sites; Amman, Zarqa, Balqa, and Ma'an districts where chosen.

Background information on the subject was gathered and studied from published and unpublished papers and researches to form a clear perspective as to the current situation and to acknowledge different organizations working in the field as well as avoid research duplication. During this activity, close cooperation with the following institutions took place:

- Ministry of Education
- Ministry of Labour
- Ministry of Social Development
- Ministry of Health
- Ministry of Interior
- General Federation of Employers and Workers
- NGOs
- UNICEF
- UNESCO

The type of sample used was a Stratified Multi-Stage Random Sampling.

**Sample of students:**

The first stage was to divide the target population (students) into four categories depending on geographical location: These strata (regions) were: Amman, Zarqa, Balqa, and Ma'an. The percentages of students in each category were driven according to the population size in these regions given in: Annual Report 2000, Department of Statistics, Amman.

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In the second stage, each stratum was divided into two sub-categories; Government schools and UNRWA schools. The percentage of students in each sub-category was reflected in the sample. The two percentages (Government and UNRWA schools) were driven from the Annual Statistical Yearbook 2000/2001, Ministry of Education.

In the third stage, the types of students were considered to be three categories. The sampling was as follows:

- 1- The database at the Child Labour Unit (CLU) was used to derive the percentage of those working and studying at the same time.
- 2- It was also assumed that the number of those who are thinking of dropping out is equal to the number of those who are working and not studying. In the case of Ma'an region, where there are no UNRWA schools; the number of students whether studying and working or studying and thinking of dropping out is zero, for this type of schools. However, the number of children who are working and not studying, for Ma'an region, is not zero, as shown in Appendix A.1.

In the fourth stage, the gender of students was addressed as follows:

- 1- After consultation with the Department of Statistics, it is believed that there was under estimation of the percentage of females in working children, due to several reasons. The gender (males and females) that was firstly derived from the database at the CLU at the Ministry of Labour for the (99% for males and 1% for females) was revised to be 90% males and 10% females depending on the findings of "Employment, Unemployment, and Poverty Survey, 1997, Department of Statistics. It should be noted that the actual figures were 93.2% for males and 6.8% for females. Since the social traditions in the Jordanian society do not favour the work of females at this sensitive age and there is under estimation of reporting of female child labour. It is believed that the figure of the Department of Statistics is still biased against female participation in the labour market. Therefore, the figure 10% for female child labour is more accurate. However, reflecting 6.8% or 10% on the sample did not significantly alter the number of females in the sample, in the statistical sense.

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- 2- As for the third group of students who are thinking of dropping out, the percentages were 50% for males and 50% for females.
  - 3- Finally, any number of students, in the sample, below one (say 0.32) was approximated to one. Consequently, the numbers in the third, second, and first stages were slightly amended to accommodate this approximation.

Therefore, the total number of children was 327, as shown in the Appendix A.1.

The Ministry of Education provided a list of schools that was used as a frame for the research sample. The selection of schools was made at random. On their visits to schools, teachers helped enumerators in selecting students, randomly. During the interview the students were interviewed alone. For those students who are working and not studying the sample frame was provided by the Child Labour Unit at the Ministry of Labour. The selection of teachers was made at random from those schools visited by enumerators. The parents were selected at random from the list of the parents of all children under study.

**Sample of counsellors/teachers:**

For the number of counsellors/ teachers the number selected was according to the ratio teacher: student = 1:22 (Annual Report 2000/2001, Ministry of Education). Hence the total number of counsellors / teachers was 16, distributed as shown in the Appendix A.2.

**Sample of parents:**

For the parents, they were selected to represent 5% of the total children under study. This ad-hoc percentage is statistically accepted and widely used in sampling literature. It has also been used in other well-known Jordanian surveys. Hence the total number of parents was 16, distributed as in the Appendix A.3.

The total number of schools by type and the number of students is given in the table below.

Table 2.1: Distribution of total and selected number of schools,  
1999/2000

Governorate		Government	UNRWA	Total
Amman	Total	633	90	723
	Selected	15	5	20
Zarqa	Total	305	33	338
	Selected	6	2	8
Balqa	Total	215	20	235
	Selected	4	1	5
Ma'an	Total	143	0	143
	Selected	2	0	2
All	Total	1,296	143	1,439
	Selected	27	8	35

Source: Jordan, Ministry of Education, Educational Statistics Yearbook 1999/2000, Ministry of Education, Amman, p. 55.



Table 2.2: Sample for Amman region

Type of student	Sex
Studying and working (152)	M=137
	F=15
Studying and thinking of dropping out (6)	M=3
	F=3
Working and not studying (6)	M=3
	F=3
Studying and working (18)	M=16
	F=2
Studying and thinking of dropping out (2)	M=1
	F=1
Working and not studying (2)	M=1
	F=1

Table 2.3: Sample for Zarqa region

Type of student	Sex
Studying and working (63)	M=56
	F=7
Studying and thinking of dropping out (4)	M=2
	F=2
Working and not studying (4)	M=2
	F=2
Studying and working (7)	M=6
	F=1
Studying and thinking of dropping out (2)	M=1
	F=1
Working and not studying (2)	M=1
	F=1

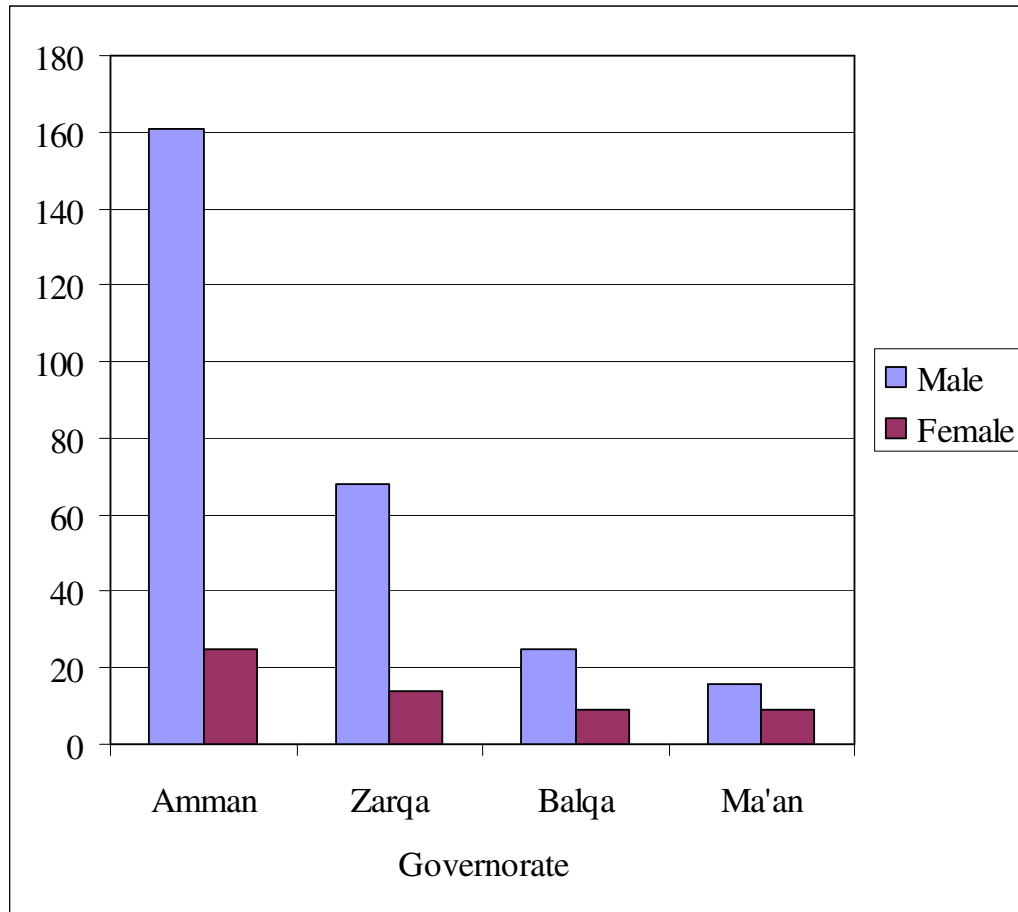
Table 2.4: Sample for Balqa region

Type of student	Sex
Studying and working (18)	M=16
	F=2
Studying and thinking of dropping out (4)	M=2
	F=2
Working and not studying (4)	M=2
	F=2
Studying and working (2)	M=1
	F=1
Studying and thinking of dropping out (3)	M=2
	F=1
Working and not studying (3)	M=2
	F=1

Table 2.5: Sample Ma'an region

Type of student	Sex
Studying and working (17)	M=15
	F=2
Studying and thinking of dropping out (4)	M=2
	F=2
Working and not studying (2)	M=1
	F=1
Studying and working (0)	M=0
	F=0
Studying and thinking of dropping out (0)	M=0
	F=0
Working and not studying (2)	M=1
	F=1

Figure 2.1: Sample size for children by governorate and sex



#### 2.4 Methods adopted for this study

This research methodology is inline with the ILO methodology that has been used in several countries to obtain information regarding specific social situations to result in an understanding of this situation and to be used as a guideline for social development and reform. This research strategy is the Rapid Assessment technique that has proved to be a fast, cost-effective, and useful method for gathering information regarding a specific social situation.

This technique is appropriate for application in small and clearly defined geographical areas. The results were reasonably accurate and representative of the social situation since they were properly applied and accumulated. However, the results obtained through this method cannot

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be generalized to large populations and may have low validity for scientific inquiry due to the lack of probabilistic sampling.

## **2.5 Data collection and processing**

The data were validated, processed, and tabulated using the SPSS computer software. ILO-IPEC was kept informed on data gathering progress and consulted in each case problems arise. For three days, training of 7 enumerators took place before data collection. A pilot survey was conducted on 40 questionnaires in order to test the validity of questions and to evaluate the procedure of data collection. The research technical consultant supervised these steps.

## **2.6 Problems encountered and lessons learned**

These types of problems were encountered during conducting this study. These are:

1. The scarcity of studies about child labour and education in Jordan and in the Arab Region as well that could be used as references.
2. Though questionnaires about child labour were available, we have encountered the problem of adjusting the questionnaire to suit our society.
3. Problems encountered when collecting data:
  - Children: they were hesitant in giving the correct answers, so it took extra time to gain their trust and confidence.
  - Parents: some of them were embarrassed of admitting the fact that their children work, because this subject is not acceptable to our habits and traditions. After assuring them of the confidentiality of the data, they gave the required information
  - Teachers: some of them were reluctant in giving information about the dropout of their students because they feel that they are responsible for the problem of dropping out. The Ministry of Education was very helpful in providing each enumerator by a letter to facilitate data collection.

## **Lessons Learnt**

1. Children tend to be available for and more ready to participate in child labour when the available form of education doesn't meet the

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criteria of affordability, quality, and relevance. Reaching a comprehensive strategy requires close integration of economic policies with labour policies and policies in education and training.

2. Fundamental changes need to occur in the education systems if they are to contribute to the elimination of child labour. To accommodate the educational rights and needs of children who are excluded and are working or recently removed from intolerable forms of child labour, education systems must be more flexible more inclusive, and of higher quality. There is also a need for more diversity in education systems to meet the different learning needs of children, such as working children.

Examples of this diversification include, “second chance” opportunities accelerated learning, and flexible scheduling.

This calls for attention to reform or indeed, transformation of a variety of components of an education system. One of these components determines how children might participate more actively in the learning process.

3. Social mobilization in support of education is essential. Partnerships must be built at all levels to change the education systems and to ensure that the education sector plays a key role in ending child labour rather than being part of the problem.

The education system sector must cooperate and collaborate with other institutions and organizations to facilitate a comprehensive approach to eliminating child labour. This might be facilitated for example by making education ministries and schools more aware of child labour as a prelude to advocacy and teaching about the problem.

4. Child labour has a negative impact of children’s learning achievement and there is a need for a differentiated response to this: long hours leave children too tired to concentrate, and hazardous health conditions permanently reduce their ability to learn, for examples.

Vocational education must be a gate-way to freely chosen employment and not a guise for child labour.

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## CHAPTER 3: MAJOR FINDINGS

### 3.1 Introduction

Total of 327 children and 16 parents and 16 teachers were interviewed. Despite the small size of the sample the data available provided strong indication of child employment and education in Jordan as detailed below. In this chapter, the demographic situation of the interviewed children and their distribution in regards to age, educational level, gender and region will be explained.

### 3.2 Distribution of children by age

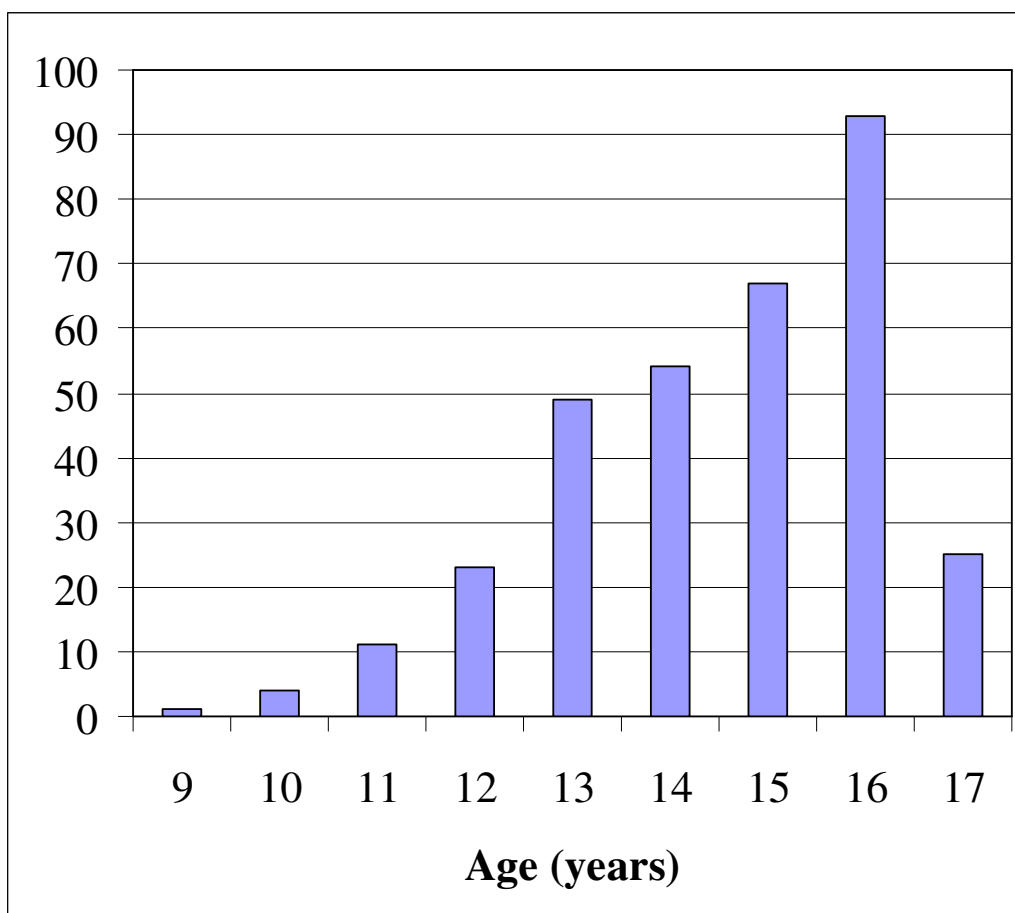
The following table shows the distribution of working children by age. It was revealed from the study that 43.3 per cent of working children and those who are considering dropping out of school are 15 years of age or younger. Of all the children interviewed in this research, those who are between the ages of 15 and 17 are 56.5 percent. The majority of children who have actually dropped out and those who are considering doing so – the potential dropouts, are 13 years of age or more.

Table 3.1: Distribution of children by age

Age	Studying and working		Studying and not working		Working and not studying	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
9	1	0.3	0	0	0	0
10	4	1.2	0	0	0	0
11	11	3.4	0	0	0	0
12	20	6.1	2	0.6	1	0.3
13	39	11.9	6	1.8	4	1.6
14	49	15	3	0.9	2	0.6
15	55	16.8	9	2.8	3	0.9
16	83	25.4	3	0.9	7	2.1
17	15	4.6	2	0.6	8	2.4
Total	277	84.7	25	7.6	25	7.9

Children who fall between the ages of 13 and 15 which are considered as a critical age of adolescence, are sometimes regarded as ‘men’ by the traditional society and must bear the responsibility of helping the parents provide for the family. Children who are of this age group represent the majority of those who consider dropping out of school and who may actually do so in the future; therefore, they are in need of more focus among those who are to receive counselling and guidance to develop awareness to the importance of remaining in school and discouragement from work.

Figure 3.1: Percentage distribution of children by age



### 3.3 Distribution of children by grade

The following table reveals that 44 per cent of working children had left school in the tenth grade. Whereas those who are considering

dropping out of school in pursuit of a fulltime job are in the seventh, eighth and ninth grades forming 72 per cent of the group. The highest percentage of interviewed children who are combining school and education are in the tenth grade. From these results, it may be possible to conclude that children in grades 7 through 9 fall in the critical age range of adolescence (13-15 years) are most likely to drop out of school and hence are in more need of counseling and awareness towards the importance of education and the negative effects of child labour on their current status as well as their future.

Table 3.2: Distribution of children by grade

Grade	Studying and Working		Studying and thinking of leaving school		Working and not studying	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4	3	1.1	0	0	0	0
5	12	4.3	0	0	3	12
6	17	6.1	0	0	2	8
7	41	14.8	3	12	2	8
8	44	15.9	8	32	1	4
9	62	22.4	7	28	3	12
10	90	32.5	5	20	11	44
11	8	2.9	2	4	3	12
Total	277	100	25	96	25	100

### 3.4 Distribution of children by gender

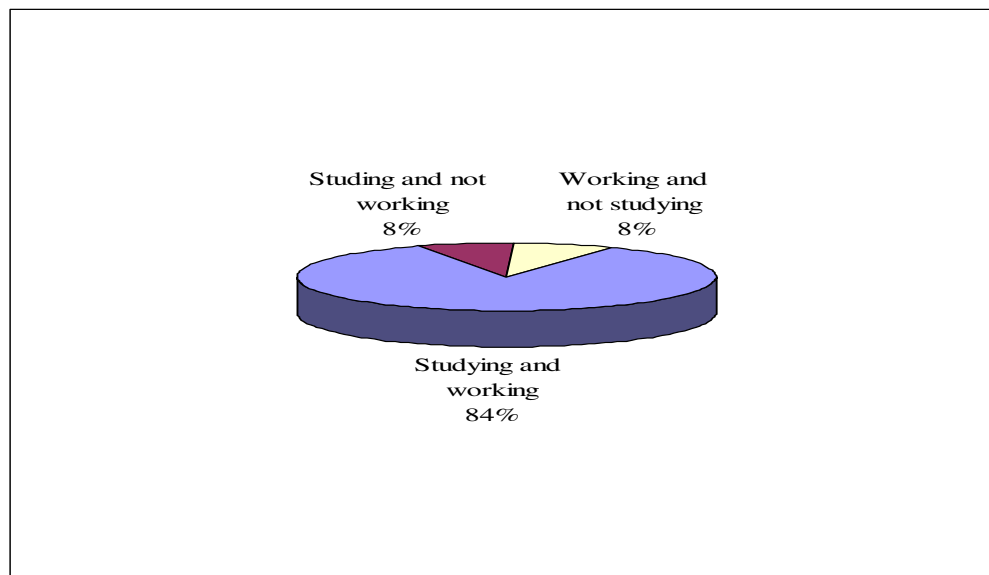
As can be seen from Table 3.3, the percentage of females is 16.5 percent, the number of those females who are studying and working consists about 10.8 per cent of all students who are working.

Table 3.3: Distribution of children by gender

Gender	Studying and working		Studying and not working		Working and not studying		Total	
	Number	%	Number	%	Number	%	Number	%
Male	247	75.5	13	4	13	4	273	
Female	30	9.2	12	3.7	12	3.7	54	16.5



Figure 3.2: Distribution of children by type or status



### 3.5 Distribution of children by region

The regional distribution of the interviewed children in this research is shown in Table 3.4. The research team met with 186 children in Amman; 82 children in Zarka; 34 children in Balqa; and 25 children in Ma'an. The distribution of children by region is more explained in the sampling methodology, Appendix A.1.

Table 3.4: Distribution of children by region

	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Amman	161	59.0	25	46.3	186	56.9
Zarka	68	24.9	14	25.9	82	25.1
Balqa	25	9.1	9	16.7	34	10.4
Ma'an	19	7.0	6	11.1	25	7.6
Total	273	100	54	100	327	100

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## **CHAPTER 4: SOCIO-ECONOMIC CONDITIONS OF THE FAMILIES OF WORKING CHILDREN**

### **4.1 Introduction**

Parents, the father and the mother together, play an important and essential role in their children's lives. Parents are responsible for not only rearing their children into adulthood – productive members of the community, but also shaping and defining these men and women of tomorrow. Education, values, independence, and confidence are all essential to factors that parents have great effect in guiding and instilling into their children. These shape the child's identity and personality as well as his perspective on the future and life in general.

This chapter discusses family conditions from different aspects; social, economical, educational, as well as the parents' awareness and attitudes towards child labour. Issues such as the size of the family, its status including the parents' marital status, its income level will be examined.

### **4.2 Family size**

According to surveys conducted by the Department of Statistics, the average size of a family in Jordan is 6.8 members. However, this study which interviewed 327 children, show that a great majority of the interviewed children came from larger families, as the average was eight persons; the parents and six children. No considerable differences in family size among the three categories of children in rural and urban were noted.

### 4.3 Family status

Table 4.1: Family status

Status of child	Frequency	Father and mother living		Father deceased and mother living		Mother deceased and father living		Mother and father deceased	
		No.	%	No.	%	No.	%	No.	%
Study and works	277	259	93.5	17	6.1	1	4	0	0
Studying and thinking of dropping out	25	21	84	2	8	2	8	0	0
Working and not studying	25	21	84	3	12	0	0	1	4

A sizeable number of children who have dropped out (16 per cent) and who are potential dropouts (16 per cent) had lost either one or both of their parents; whereas only 6.5 per cent of those who combine study and work had lost either one or both of their parents. This may indicate that the death of either one or both of the parents could lead children to drop out of school and seek work. It is also noted that about 17% of rural children had their fathers deceased.

Table 4.2: Parents' marital status

Status of child	No.	Father and mother are wed		Father is wed to another woman <sup>2</sup>		Mother is wed to another man	
		No.	%	No.	%	No.	%
Study and works	277	232	83.8	44	15.6	1	0.4
Studying and thinking of dropping out	25	17	84	7	28	1	4
Working and not studying	25	15	60	8	32	2	8

When it comes to the marital status of the parents, it has been observed that one third of the children who work and do not go to school had fathers married to more than one wife, and that just a little less than one third of potential dropout children had fathers married to other women where only 15.6 per cent of the children who combine work with school had fathers married to other women. It is also observed that those 4 children whose mother wed to another man from the three categories of children lived in rural areas

It is difficult to come to any concrete conclusions at this point, but it is notable to highlight the relatively high percentage of fathers having more than one wife in the groups of potential dropout children. It may be stated that the more responsibility the fathers have, the more responsibility their children have to bear with them; which would add pressure on some children to seek work and help provide for their families

Jacob, 16 years old, is ranked second among the siblings, goes to school and works at the same time: "I don't like studying much, but it is imposed upon us. I also know that it is good for the future. I advise against working after school, but circumstances are more difficult when the father is not there with the family. One must bear the responsibility prematurely and face difficulties and hardship before his time. So, work is as a result of necessity not choice..."

<sup>2</sup> Being married to another woman means in Jordan (Islamic countries) that the father has more than one wife. A man may marry up to four wives at the same time, with some conditions, according to the Islamic religion.

Child Mahmoud (working and studying):  
 “We are in need of people who understand our problems as well as financial aid for the poor students so that they would not have to work and therefore neglect their education. Work is a means of escaping from family problems such as the father’s illness”.

#### 4.4 Child’s rank among siblings

The study shows that more than 50 per cent of the children ranked between being the first and third among their siblings - a fact which indicates that the older children bear the greater responsibility in the family and, thus, are potential dropouts.

#### 4.5 Level of income

A family’s income level indicates the family’s financial situation. Therefore, it is sound to state that children of poverty stricken families are more likely to seek employment than children of families of stable financial status, in order to financially help their families. The study of the World Bank entitled Poverty in Jordan (1999) indicated that absolute poverty is at JD 26 per month/person or JD 312 per annum/person.

The following table indicates that over 50 per cent of the interviewed children’s families are below the line of absolute poverty<sup>3</sup>; this is concluded as a result of the amount of family income in regards to the average number of family member. The positive relation between poverty and child labour is a confirmation of these results.

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<sup>3</sup> The line of absolute poverty of the sample was calculated according to the following equation:

$$\left( \begin{array}{c} \text{Individual income} \\ \text{per month} \end{array} \right) \times \left( \begin{array}{c} \text{Average no. of family} \\ \text{members of the study sample} \end{array} \right) = \begin{array}{c} \text{Line of absolute} \\ \text{poverty per} \\ \text{year/per family} \end{array}$$

$$26 \text{ JD} \times 8 \text{ members} = 208 \text{ JD}$$

As noted from the table (4.3) 208 is located in the interval (200 - 249)

Table 4.3: Distribution of children by family monthly income

Income (Jordan Dinar)	Frequency	Percent	Cumulative percent
Less than 50	7	2.1	2.1
50-99	34	10.4	12.5
100-149	58	17.7	30.6
150-199	73	22.3	52.6
200-249	69	21.1	73.6
250-299	23	7	80.7
300 or more	63	19.3	100
Total	327	99.9	

The Under- Secretary of Ministry of Labour explained that in observance of the Labour Law No. “8” for the year 1996 defined a juvenile “child” is every person, male or female, who reached the age of seventeen and not yet eighteen, also work is defined as “every mental or physical effort exerted by the employee against wages whether on permanent, casual, temporary or seasonal basis” also its clearly stated in article (73) with due observance to the provisions relating to vocational training, it is not permissible under any case to employ the juvenile who did not complete the age of sixteen in any manner.

A Child Labour Unit was recently established to follow up on all matters linked to this problem, taking into consideration the socio-economic dimensions with close collaboration and coordination of all the concerned parties on the national and international levels, this led to the formulation of a national steering committee that came up with a strategy an action plan that includes prevention and intervention mechanisms if properly executed will help to curb the worst form of child labour in the short run; in accordance with the international labour convention 182 towards the elimination of the worst form of child labour. Jordan was among the first Arab countries to ratify it as well as many Arab and International standards regarding this issue.

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## CHAPTER 5: WORKING CONDITIONS

### 5.1 Introduction

This chapter elaborates on the working conditions of children from various perspectives with consideration to the type of work they perform their working hours and days per week, their income, rank of work, and what benefits they receive from several view points.

### 5.2 Type of work

The interviewed children were asked about the kind of work they did. Tables 5.1 and 5.2 show the distribution of children in regards to the type of work they do taking into consideration a) their gender and b) their status.

Table 5.1: Distribution of children by gender

Type of work	Male		Female	
	No.	%	No.	%
Mechanical work	18	6.9	0	0
Carpentry	16	6.2	0	0
Blacksmith work	7	2.9	0	0
Industrial work	28	10.6	3	7.1
Tailoring and upholstery fitting	9	3.3	12	28.6
Agricultural work	3	1.4	1	2.4
Construction work	19	7.3	1	2.4
Sales and trade	135	50	10	23.8
Bus Conductor	4	1.5	0	0
Porter	9	3.3	0	0
Food Services/Restaurants	4	1.5	1	2.4
Beautician/Barbers	3	1.4	9	21.4
Domestic Work/ Janitors	2	1	4	9.5
Painters	2	1	0	0
Other	1	1	1	2.4

It is evident from the table that male working children are most involved in sales in trade as nearly half of these children cited that as the nature of their work. “Sales and trade” means that children are working in shops and small firms where they are responsible for running errands, delivery, shelf stacking, cleaning, and simple customer service. This result coincides with available information from the Child Labour Unit at the Ministry of Labour. Industrial work was the second most occupied profession in regards to the male working children interviewed.

On the other hand, female working children were most frequent in tailoring (dressmaking) and upholstery fitting (also Beautician/Barber) as around one fourth of the female working children of the study sample cited this as the type of work they carry out. The second most frequent type of work was “sales and trade”. It is also noteworthy to point out that none of the female working children interviewed worked in carpentry, blacksmith or mechanical work is reasonable when considering the socially prescribed sex roles for girls by the traditional society.

Table 5.2: Distribution of children by type of work and child status

	Children who work and study		Children who work and do not study	
	No.	Percent	No.	Percent
Mechanical work	16	5.8	2	8
Carpentry	16	5.8	0	0
Blacksmith work	7	2.5	0	0
Industrial work	26	9.4	5	20
Tailoring and upholstery fitting	19	6.9	2	8
Agricultural work	4	1.4	0	0
Construction	20	7.2	0	0
Sales and trade	136	49.1	9	36
Bus Conductor	3	1.1	1	4
Porter	9	3.2	0	0
Food Services/ Restaurant work	4	1.4	1	4
Beautician/Barber	8	2.9	4	16
Domestic work/ Janitor	5	1.8	1	4
Painter	2	0.7	0	0
Other	2	0.7	0	0



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Table 5.2 revealed that children who combine work and school and those who work and do not study were both similar in that the two most frequent types of work carried out by these children were “sales and trade” and “industrial work” respectively. Nearly half of those who work and study work in sales and trade related types of work and 36 per cent of those who work and do not study. Industrial work is more common between those who work and do not study as 20 per cent of these children cited that as the type of work they are involved in comparison with just fewer than 10 per cent of those who work and study. This could be due to the fact that most work available in the industrial sector would require full time employment.

To further compare the type of work children take up, consideration to urban and rural regions was taken. It was found that agricultural work was the most frequent type of work children of rural areas take up. This was followed by tailoring and upholstery fitting, and construction work. It is also relevant to point out that none of the interviewed rural working children engaged in carpentry.

### **5.3 Days and hours of work**

The study has also looked upon the number of working days per week as well as the number of hours per day in which working children are required to work whether they are still studying or have dropped out of school. Of the children who combine school and work, 35 per cent work seven days, 34.7 per cent work six days, and 16.6 per cent work five days a week and of rural children, 45.2 per cent work seven days, and 33.3 per cent of urban children work seven days. The average amount of working hours for these children reached 4.7 hours a day in school days whereas 91.3 per cent of them work an average of 8.9 hours a day in holidays. This result clearly indicates that schooling reduces working hours even though it doesn't completely eliminate child labour as children who are combining work and education have to divide their time between schooling and working.

Working children who have totally dropped out of school have longer working hours because they are fulltime workers. 12 per cent work five days a week, 44 per cent work six days, and 44 per cent work seven days a week with an average of 10 hours a day of which 20 per cent work up to 12 hours a day in holidays.

It is noteworthy to add that female working children have lesser working hours per day and weekly working days than working male children. Also, it was found that 33.3 per cent of all urban working children work seven days a week whereas for their rural counterparts, the percentage is 45.2 percent. These long working hours and days per week revealed throughout this study indicated to the extent of pressure exerted upon children of these age groups.

#### 5.4 Children's Monthly Income

Table 5.3 shows the distribution of working children in regards to their monthly income. It is noted that dropout children earn more income than the children who are combining work with education. This is due to the fact that children who have dropped out and are working fulltime have longer working hours, as seen in the previous section.

Table 5.3: Monthly incomes of children

Monthly income (JD)	Children working and studying	Children working and not studying
	Per cent	Per cent
Less than 50	48.8	24
50-99	46.9	64
100-149	2.9	12
150 or more	1.5	0
Total	100.0	100

As the minimum wage in Jordan for adult workers is 80 JD/month, 24 per cent of the children interviewed who worked fulltime earned less than 50 JD/month, 64 per cent between 50-99 JD/month and 12 per cent between 100-149 JD/month. Of those children combining school and work, 48.8 per cent earned less than 50 JD /month, 46.9 per cent between 50-99 JD/month and 2.9 per cent between 100-149 JD/month. This indicates that children are still perceived as a source of cheap labour.

#### 5.5 Age of entry to work

The survey indicated that a considerable number of children began work at a very young age as table 5.4 shows the distribution of working children regarding the age in which they started work.

Table 5.4: Distribution of children according to age of entry to work

Age (in years)	Male	Female	Cumulative frequency (total)
7	4	0	1.3
8	15	0	6.3
9	14	2	11.6
10	27	2	21.2
11	27	0	30.1
12	59	8	52.3
13	42	4	67.5
14	38	5	81.7
15	25	12	94
16	11	4	99
17	0	3	100
Total	262	40	

It is shown that more than half of the working children began working at 12 years of age or younger. By calculating the difference between children's ages and when they started work it is found that 38.3 per cent of children who combine school and work have been working for four years or more, and 48 per cent of children who dropped out have been working for four years or more. It was also found that female working children have had a lesser working period than male working children and they started work at an older age. It was important to study to the age of entry to work and the number of jobs held since then, to unfold findings and implications to their working conditions. The following table shows the distribution of the two categories of working children regarding number of jobs held.

Table 5.5: Rank of work

	Study and work		Work and not study	
	Frequency	Percent	Frequency	Percent
First Job	207	74.7	22	88
Second Job	39	14.1	1	4
Third Job	20	7.2	0	0
Forth Job	11	4	2	8
Total	277	100	25	100

As it is shown from the table above, the majority of children from both categories stated that their current job was their first; 74.7 per cent of children who combine work and school, and 88 per cent of those who work and do not study. It is noteworthy to add that the results found 100 per cent of the working females who dropped and 95 per cent of the female in the first group stated that their current job is their first.

Children whom their current job is not their first were asked about the reasons which led them to leave their previous jobs and seek new employment. The following table shows their reasons for such a decision:

Table 5.6: Reasons for leaving the last place of work

Reason	Frequency	Percent
Low salary	39	12.9
Pressured by the parents	4	1.3
Found a better job	50	16.6
Changed the place of residence	2	0.7
Fired from work	4	1.3
Physical abuse	1	.3
Other	3	.99

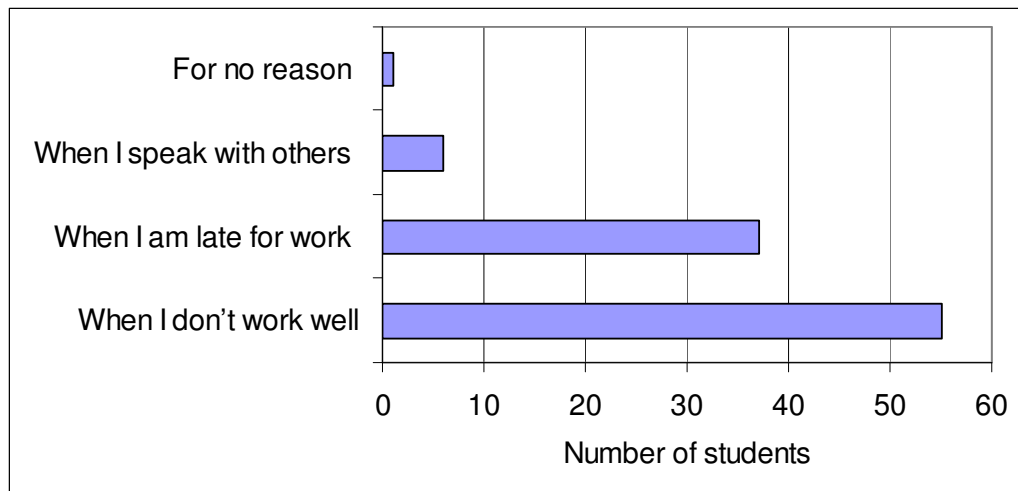
As seen above, the two most important reasons that made children from the two categories leave their current jobs to seek another were “Found a better job” and “Low salary”. This doesn’t mean that children were not exposed to such punishment; to verify that, children were asked whether or not they were penalized, when and how.

It is found that 30 per cent of the children who combine work and school stated that they were usually punished by the employer an average of 4 times per month, while 40 per cent of those who dropped out stated that they were usually punished an average of 6 times a month. The following table shows the reasons for which working children were punished.

Table 5.7: Reasons for punishment

Reason	Working and studying		Working and not studying	
	Frequency	Percent	Frequency	Percent
When I don't do my work well	55	19.9	6	24
When I am late for work	37	13.4	6	24
When I speak with others	6	2.2	2	8
For no reason	1	0.4	1	4

Figure 5.1: Forms of punishment at work



“When I don't do my work well” and “when I am late for work” were the two most frequent reasons for penalization for working children from both groups. When children from both groups, were asked about the form of penalization they received, 22 per cent of those who combine school and work and 40 of those who dropped out admitted that they were verbally abused.

Table 5.8: Form of punishment

Form of punishment	Working and studying		Working only	
	Frequency	Percent	Frequency	Percent
Verbal abuse	61	22	10	40
Salary deduction	22	7.9	2	8
Physical abuse	11	4	2	8

With regards to punishment, it was found that the percentages of working children in urban and rural regions were similar, however, the frequency of punishment differed in that rural working children were subjected to punishment more often than their urban counterparts as five times a month was the average number of times for rural child labourers and 2.9 times a month for urban working children. It has been noted that children who work and do not study have longer working hours, more working days, and a higher percentage of these working children are subjected to more punishment and of a more severe form. The researchers believe that this is due to the fact that they remain at work for longer periods of time.

Not only do these children lose the opportunity to be educated but they are also subjected to unsuitable conditions for their age: the work environment with all its conditions and disadvantages. From this we can state that attending school lessens the exploitation of children in regards to working conditions with all its different factors.

## 5.6 Parents' awareness of children's working conditions

Furthermore, parents were asked whether or not they were aware of their children's working conditions. In this regards, 100 per cent of the parents claimed that they were aware. In another question addressed to parents, they were asked whether or not they believed that their child's work negatively affects his/her school performance. Those who believed that work does not negatively affect school performance were 37.5 per cent of the interviewed parents.

To further assess the parents' awareness and understanding of child labour, we asked them the following question: What disadvantages result from your child's work? Table 4.4 shows the parents opinions regarding these disadvantages.

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Table 5.9: Parents' views about negative effects of child labour

Negative effects of child labour	Frequency	Percent
Acquirement of bad habits	5	31.3
Lost chance for education	12	75
Moral deviation	2	12.5
Exposure to physical abuse	1	6.25
Exposure to psychological abuse	2	12.5

The table indicates that the majority of parents did not think their child was being exposed to physical or psychological abuse or to moral deviation. Only one third of the parents thought that their child could acquire bad habits, though 100 per cent of the parents, as previously indicated, said that they had been well-informed about their children's status and work conditions.

Since all parents stated that they were well-informed of their children's working conditions, and they stated several negative effects on their children such as acquiring bad habits; losing the chance for education; moral deviation; and exposure to physical and psychological abuse, nevertheless, they allowed their children to continue work despite these disadvantages. This confirms the need for training programs for parents in order to raise their awareness regarding child labour.

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## CHAPTER 6: REASONS FOR WORK

### 6.1 Introduction

There are many reasons, which lead children to join the labour force. These reasons are varied in nature as they are in number. In order to be able to eliminate child labour, it is imperative to understand the reasons behind the children's work so as to be able to eradicate this problem. This chapter will reveal these reasons from working children's; teachers and counsellors; and parents' points of view.

### 6.2 Children's Opinions

The following table clearly indicates the children's opinions in regards to the reasons which led them work.

Table 6.1: Children's opinions regarding reasons of work

Reason for work	Studying and working		Working and not studying	
	Frequency	Percent	Frequency	Percent
To financially help the family	209	75.4	19	76
Pressured by the family	19	6.9	6	24
To learn a trade	96	34.7	7	28
Low academic achievement level	18	6.5	7	28
I regard education is pointless	7	2.5	2	8
Mistreated by my teachers	2	0.7	2	8
Mistreated by my peers	2	0.7	0	0
Because by friends work	7	2.5	0	0
Self Independent	18	6.5	0	0
To vocationally help the family	7	2.5	1	4



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Other (passing time, hobbies, etc.)	6	2.2	1	4
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Although the factors motivating children to engage in economic activity differed between the groups, the “need to supplement household income” was cited as the main reason for working, followed by the “wish to take up a trade/gain professional experience” by children in both groups. However, there were distinct differences between the groups when it came to “family pressure” and “low academic achievement”, with full-time child labourers feeling more family pressure to work and stating they had been less successful in school.

In attempt to examine the reasons that share relations with each other, the following finding was established: a) “to financially help the family” b) “pressured by the family” c) “self-independent” and d) “to learn a trade” are reasons that share a common factor: the family. This could lead to conclude that the family plays a vital role in leading the child to work whether for financial reasons or because of their awareness and attitude regarding child labour. The family’s opinion will be discussed in the next section.

### 6.3 Parents’ Opinions

In attempt to obtain a comprehensive understanding of the parents’ points of views in regards to their children’s work they were asked several questions regarding themselves and their status as children. The question “Did you have to work when you were a child?” was addressed to the interviewed parents. Those who replied “yes” were asked to explain the reasons for their work as children.

It was found that 56.3 per cent of the parents of working children were obliged to work as children. 66 per cent of these were stated that they had to work for financial reasons and 33 per cent to learn a trade. These parents, who had to work as children, were also asked whether or not they preferred to have obtained an education instead. Those who wished to have been able to be 88 per cent whereas those who did not were 12 percent.

Furthermore, all interviewed parents of working children were asked “Are you satisfied that your child is working?” Those who stated that they were pleased were 50 percent.

It is relevant to mention that the reasons which led the parents to work as children are the same reasons which led their children to work and since half of the parents were satisfied with their children's work then it would be possible to state that children not only inherit their parents' poverty but also their ideas and understandings which indicates the parents' inevitable need for counselling to develop awareness in regards to child labour.

In order to obtain an even clearer picture of the reasons for child labour in regards to the parents' understanding, we asked them to assess the advantages of their child's work. They were asked to state the benefits they, as parents, obtain from this work; the benefits to the family as a whole; and the benefits to the child himself.

Table 6.2: Advantages of the child's work for the parents

Advantages	Frequency	%
Financial help	8	50
Learn a trade	10	62.5
Vocational aid for the family	1	6.25

Table 6.3: Advantages of the child's work for the family

Advantages	Frequency	%
Financial help	9	56.2
Learn a trade	10	62.5
Vocational aid for the family	1	6.2

Table 6.4: Advantages of the child's work, for the child

Advantages	Frequency	%
To earn money	7	43.7
To learn a trade	8	50
To establish himself	4	25
Responsibility towards the family	10	62.5

It is noticed from tables 6.2 and 6.3 that the parents perceived the advantages they obtained from their child's work to be the same as the advantages the family obtained. They categorized the importance of learning a trade to be the most important advantage followed by financial aid. This differed when the parents were asked to state the advantages their children obtain. "Responsibility towards the family" ranked most

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important and was followed by “to learn a trade”. Financial advantages ranked third.

The difference between the children's opinion in regards to their reasons for work (section 6.2) and their parents' opinions (section 6.3) is the order of the most important reasons. Financial reasons ranked foremost among children's opinions whereas it came in third among parents' opinions.

Ahmad is a 47 year old father with 9 members in his family and is educated up to a high school diploma. He had the following views:

- Getting the child accustomed to bearing responsibility and earning money when he is young will help him in carrying life's burden in the future.
- Teachers' inadequacy (low standards) in teaching and the low academic achievement for students result in the children working after school.
- The social condition for the child must be taken into consideration, especially if the child's parents are divorced.

In consideration to the concept of “learning a trade” as viewed by the majority of parents, it is relevant to define the matter. Children may fall behind in school, and eventually, fail due to the pressure. Thus, parents of these working children may begin to believe that their children are not capable of maintaining acceptable levels of academic achievement in school and may therefore “label” their children as unfit and unable. This conception is relayed to the children who in turn begin to believe this as a fact that they must live with.

It may be appropriate to clarify that if these children are given ample opportunity for education and proper guidance, assistance and support, they may then achieve better academic results. Thus, it can be stated that their preference in learning a trade comes from the lack of opportunities and alternatives and is a result of feeling helpless and therefore, they accept what may be dictated to them in that their abilities lie in vocational training.

In regards to learning a trade as an alternative to formal education; as perceived by working children and their families, it may be deducted that child labour could be somewhat limited through establishing vocational schools prior to grades 11 and 12 as they are now. Hence,

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children who opt to leave school in favour of learning a trade will be able to combine the two issues.

#### 6.4 Teachers and Counsellors' Opinions

Teachers and counsellors were also approached to define children's attitudes towards work. They were asked if, in their opinion, whether they thought children like working or not. Those who were interviewed stated that they believed children do not like to work were 50 per cent whereas 18.8 per cent thought that children do like work. However, 31.3 per cent of these teachers and counsellors were unsure whether or not children liked working. This indicates to the communication gap between working children from one side and their teachers and counsellors on the other.

Teachers and counsellors were asked to elaborate further on the reasons they thought led children to seek work. The following table reveals the teachers and counsellors' points of view in regards to the reasons which lead children to seek work:

Table 6.5: Teachers and counsellors' opinions regarding reasons of work

Reasons of work	Frequency	%
To financially help the family	12	75
To learn a trade	6	37.5
Pressure form the parents	3	18.7
To earn money	7	43.7
Unwilling to learn	4	25

From their answers, teachers and counsellors saw financial reasons as most important among the reasons for child labour. These finding are coherent with the children's opinions in this regards. Nearly 75 per cent of the teachers and counsellors saw the most important reason behind children heading towards work was to financially help their families. The second most important reason is the child's desire to earn money. This could also be linked to the family's financial status where the child is able to work and earn money which his parents cannot afford to provide for him/her.

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Mr. Al-Qaisi is a school counselor who suggested: “initiating educational vocational programs in which a student may study and work in will provide him with an income while he is studying. These programs could begin from the ninth grade onwards for students who wish to join.”

Therefore, we can state that teachers and counsellors perceive financial reasons to be the most significant reasons that lead children to seek work. These are followed by the child’s desire to learn a trade (37.5%) then the child’s lack of readiness to learn (25%).

Another significant finding which resulted from the teachers and counsellors’ opinions is the pressure parents inflict on their children to seek work as explained in the previous section how this reason may be associated to the family’s financial situation on one hand and to the child’s low academic achievement level on the other. This reflects that teachers and counsellors were aware of the family pressure children face.

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## CHAPTER 7: EDUCATION

### 7.1 Introduction

To provide an in-depth understanding of the multi-faceted nature of child labour problems, specifically those problems which are related to educational and psychosocial needs based on working children's specific experiences, insights and perceptions, this chapter will discuss key issues in education i.e. school attendance, children's performance, teachers, curriculum, school environment; and further examined the points of views of parents, as well as teachers and counsellors.

### 7.2 School attendance

School attendance is considered to be one of the important issues in the educational and learning process. Therefore, it was relevant to put forth a number of questions to children as well as teachers and counsellors to determine the effect of work on school attendance.

Children were asked about reoccurrence of their late arrival to school, their absence, and about school evasion. "How often are you late for school?", "How often are you absent from school?", and "How often do you leave before the end of the school day?" The interviewed children's answers were as follows taking into consideration their status:

Of the children who are studying and not working but are considering dropping out of school 48 per cent of them stated that they were often absent from school. 56 per cent of them were often late and 32 per cent often left school before the end of the school day.

Children who combine work and education 55.6 per cent stated that they were often absent from school; 59.9 per cent stated that they were often late and 32.8 per cent stated that they left school before the end of the school day. Absence, in its three forms, is more occurring among children who are working in comparison to those who are not, as the previous figures indicate.

As for working children who have dropped out of school and are working fulltime, 76 per cent of them stated that they were often absent

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from school when they were still attending. 84 per cent of them were often late and 76 per cent left before the end of the school day.

The considerable rise in figures among children who have dropped out serves as an indicator to their school conditions prior to dropping out. It is possible to consider these children to have, at some previous point, been in the same status as children who are now combining school and education. However, due to various factors to be discussed throughout this study, they were unable to cope with combining the two issues and their inadequate school performance exceeded the point where they would be able to continue and were therefore obliged to leave school

In conclusion, the researchers believe that these figures indicate the effect of child labour on school attendance from one point of view and the effect of reoccurring school absence on the child's academic achievement levels from another point. To further stress these findings, interviewed teachers and counsellors were asked to comment on the effect of child labour on school attendance. Many of them quite clearly stated that child labour negatively affects the children's school attendance, and increases their absence and their tardiness to school.

A principal of a government school says: Percentage of students who evade from school is the highest among working children who are also careless about their lessons and plagued by their low academic achievement.
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As for consideration for the gender, it was found that the percentage of female children committed to school hours and attendance was higher than that of males. 58 per cent of females never come late to school, 88.8 per cent of them never leave school before the end of the school day, and 53.7 of them are never absent form school.

School evasion was reported to occur more often among the urban rather than the rural working children as 65.6 per cent of them evaded school whereas this percentage decreased among rural children to 52.4 percent. This decline may be due to the nature of small societies, a characteristic of rural areas, which makes it easier to monitor and follow-up on school attendance.

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### 7.3 Children's academic performance

In order to better understand children's attitudes towards education, it was necessary to look into their academic performance and study habits to further understand the effect of work on education. In the beginning children were addressed the following question: "How do you consider your academic level at school?" The following table indicates the children's answers:

Table 7.1: Children's academic level

	Work and study		Study and do not work		Work and do not study	
	No.	Per cent	No.	Per cent	No.	Per cent
Good	109	39.4	10	40	2	8
Satisfactory	122	44	8	32	8	32
Poor	46	16.6	7	28	15	60
Total	277	100	25	100	25	100

Only 8 per cent of children who dropped out of school regarded themselves at a good academic level when they were still in school. 40 per cent of the children who are thinking of dropping out and 39.4 of those who are combining work and education considered themselves at a good academic level. This indicates that the majority of children had low academic levels.

The number of hours children studied at home was relevant to be examined. The following table reveals the children's answers in response to number of hours they used to study a day:



Table 7.2: Number of studying hours at home

	Work and study			Study and do not work			Work and do not study		
	No.	%	Cumulative %	No.	%	Cumulative %	No.	%	Cumulative %
Less than one hour	146	52.7	52.7	13	52	52	18	72	72
Two hours	86	31	83.7	6	24	76	5	20	92
Three hours or more	45	16.3	100	6	24	100	2	8	100
Total	277	100		25	100		25	100	

A considerable number of children who had dropped out (72 percent) and around 52 per cent of those who combine work and study and the potential dropouts children used to spend only less than an hour a day at home on schoolwork.

The children's commitment towards submitting their homework and their responsibility towards this issue was examined through the following question: "How often do you do your homework?" their answers are revealed through the following table:

Table 7.3: Submitting homework

	Work and study		Study and do not work		Work and do not study	
	No.	Percent	No.	Percent	No.	Percent
Always	140	50.5	12	48	3	12
Sometimes	113	40.8	10	40	13	52
Never	24	8.7	3	12	9	36
Total	277	100	25	100	25	100

Around half of the children who are combining work and education (50.5 percent) and of those who study and do not work and are thinking

of leaving school (48 percent) stated that they always submit their homework whereas of the children who have dropped out the majority of them stated that they sometimes (52 percent) or never (36 percent) did their homework when they were still in school. This reveals that the majority of children from the three categories have problems submitting their homework.

Those who “sometimes” and “never” submitted their homework were asked about the reasons. Their answers are shown in the table below:

Table 7.4: Reasons for not submitting homework

Reason	Work and study		Study and do not work		Work and do not study	
	No.	Percent	No.	Percent	No.	Percent
I don't want to	51	18.4	4	16	15	60
I'd rather watch TV	8	2.9	2	8	0	0
Because I work	65	23.5	0	0	10	40
I don't understand the lessons	65	23.5	5	20	16	64
There is no one to help me	20	7.2	0	0	4	16
There is too much work	26	9.4	2	8	7	28
Other	1	0.4	0	0	0	0

“Because I work” was the most important reason that children who combine school and work (23.5 percent) cited as the reason for not submitting their homework. A considerable number of children who work and do not study (40 percent) also cited this reason for not submitting their homework prior to dropping out. These findings serve as an indication to the effect of work on schoolwork.

The most important reason cited by children who have dropped out of school (64 percent) was “I don't understand the lessons”. For children who combine work and study, this reason was cited as equally important to “because I work” (23.5 percent).

Furthermore, the children’s performance during the school day was examined through the following question: “Do you feel sleepy in school?” if “yes” why?

It was found that a considerable number of children interviewed stated that they feel sleepy in school (40 percent) and stated their reasons as the following table indicates:

Table 7.5: Reasons for feeling sleepy in school

Reasons	Work and study		Study and do not work		Work and do not study	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
I sleep late	57	20.6	4	16	6	24
I wake up too early	15	5.4	1	4	1	4
Because I work	57	20.6	0	0	5	20
I feel bored at school	29	10.5	1	4	3	12

It is noted that around 20.6 per cent of children who work and study and 20 per cent of those who have dropped out stated that they feel sleepy in class because they work. This indicates the effect of work on the children’s alertness and readiness during the school day. Finally, children were asked whether or not they liked going to school and to express their reasons through the following:

Table 7.6: Reasons for liking to go to school

	Work and study		Study and do not work		Work and do not study	
	Frequency	%	Frequency	%	Frequency	%
I like to learn	188	67.9	15	60	6	24
Education is important for my future	152	54.9	12	48	1	4
I like the teachers	26	9.4	3	12	1	4
To meet my friend	87	31.4	8	32	8	32
So that I don't have to work	7	2.5	0	0	2	8
Other	5	1.8	0	0	0	0

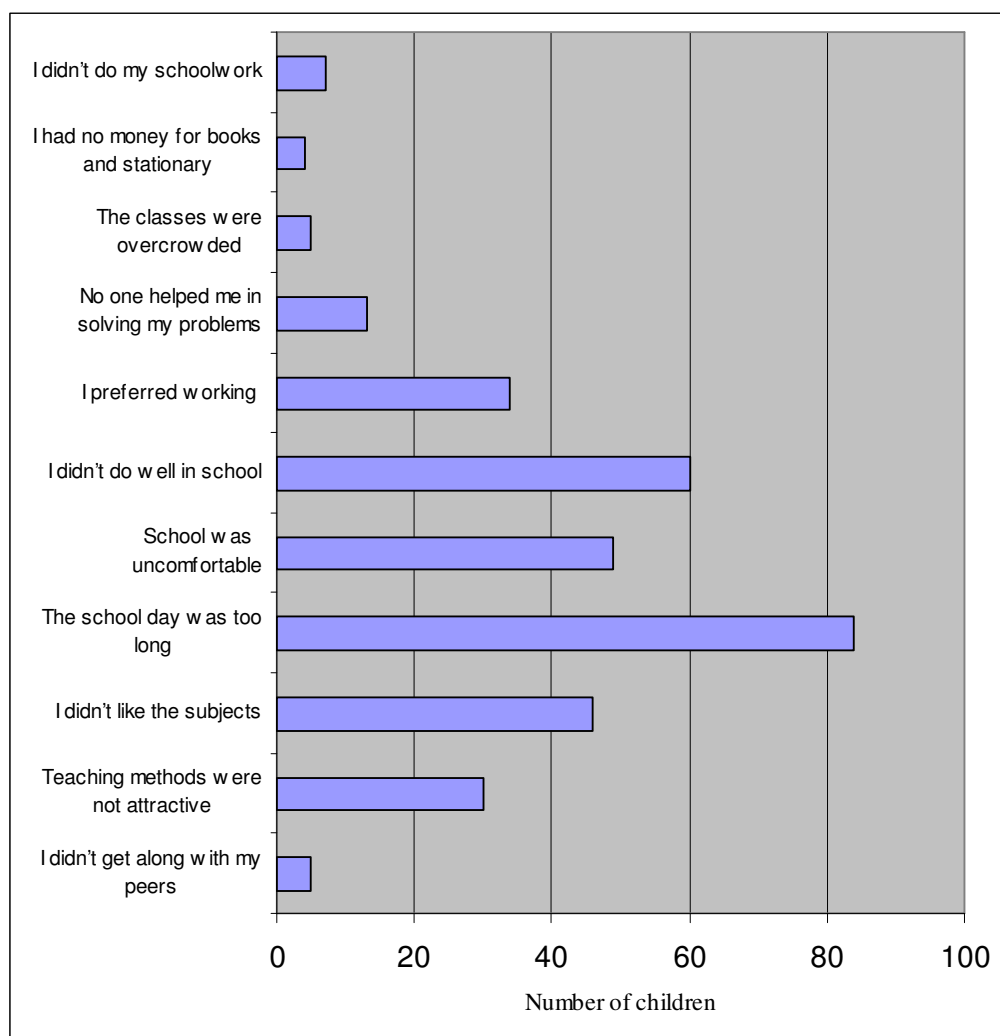
Of the children who have already dropped out of school only 4 per cent cited that they liked going to school because education is important for their future, while 54.9 per cent of those who combine work and school and 48 per cent of those who are thinking of dropping out cited that same reason. This is an indication to the need of guidance and counselling for children to develop their awareness towards the importance of education. It is noteworthy to point out that one third of all the children who responded to this issue cited that they liked going to school so as to meet their friends.

Those who do not like going to school have responded as the following table reveals:

Table 7.7: Reasons for not liking going to school

	Work and study		Study and do not work		Work and do not study	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
I didn't get along with my peers	5	1.8	0	0	0	0
Teaching methods were not attractive	28	10.1	1	4	1	4
I didn't like the subjects	30	10.8	8	32	8	32
The school day was too long	64	23.1	10	40	10	40
School was uncomfortable	41	14.8	3	12	5	20
I didn't do well in school	37	13.6	4	16	19	76
I preferred working	27	9.7	0	0	7	28
No one helped me in solving my problems	7	2.5	2	8	4	16
The classes were overcrowded	4	1.4	1	4	0	0
I had no money for books and stationary	3	1.1	0	0	1	4
I didn't do my schoolwork	3	1.1	2	8	2	8

Figure 7.1: Reasons for not liking going to school



Not doing well in school, the school day was too long, school was uncomfortable, not liking the subjects, and not receiving help in solving their problems were common reasons that all children stated for not liking going to school.

These are indications to the extent of needed counselling, support and understanding within the school environment.

#### 7.4 Curriculum

Though the Ministry of Education has exerted great efforts to develop curricula and is currently involved in the computerization of education in accordance with the dictates of the present time, still it does

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not take into consideration individual differences among children, and does not help students learn to acquire thinking and analytical skills. In an assessment study<sup>4</sup> of the Mathematics, Arabic Language, Social Studies, and Science Curriculum and textbooks as a sample representative of the primary and secondary levels, some of the relevant results were as follows:

The general outline of the four previously mentioned curriculums excluding that of the Arabic language is to dictate general objectives especially in the primary stage and these curricula do not reinforce any specific objectives pertaining to the learning cycle or the classroom. This deficiency disrupts the horizontal and vertical continuation of basic standards and efficiencies that are expected for the students to achieve in each grade and from one grade to another...

These four curricula do not take into consideration any individual differences among students and they do not integrate thinking skills. They give great attention to applying the objectives to daily and practical life...

The schoolbooks in these four subjects apply the content in a traditional approach. This form is inclined to state the information for the students and gives students inadequate opportunities to generate knowledge, even though these books seem to be full of activities, it is not expected that the students acquires a good understanding to the concepts and does not develop higher thinking skills.

In another analytical survey study concerning the actual situation of the primary (regarded here from first to tenth grade) education in Jordan<sup>5</sup> one of the findings is that both teachers and school principals agree that the curriculum does not attract the student's attention and interest; develop his abilities; and does not promote scientific research skills. This is due to the presence of a guided mental frame for teachers as well as students, which is that the book concentrates on the theoretical side and ignores the applied sides. Moreover, teachers' use of lecturing and memorizing as the educating style, which make the student feel that the teacher and the book are the only sources of knowledge and this consequently, does not give the student a larger role in the learning process.

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<sup>4</sup> Shiekh, 2001.

<sup>5</sup> Obeidat et al., 2001.

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When asked why they didn't like going to school, 32 percent of those children who had dropped out; 32 percent of those who were considering dropping out; and 10.8 percent of those who combined work and school stated that they did not like the subjects taught in school. In attempt to understand this point, this matter was looked upon from an educator's point of view: When a child states that he or she does not like the subjects he is being taught at school, this could be as a result of several factors. One of which is the effect of the teacher on the student, which will be discussed at a later stage. Other factors are: the subject(s) itself; which may be at a higher level for the student in particular; the child may suffer a from of learning disability, which may not be noted by the educational institute or the institute may not have the facilities or abilities to deal with such a case; the child may suffer from accumulative weaknesses due to inadequate attention to a particular need at an earlier stage; or the child does not put in enough effort to learn which could be due to low academic abilities in general.

These varied reasons may reveal the existing status of the national curriculum. Therefore there is a need for a more developed and flexible curriculum, which can take into consideration the individual differences and abilities among students, to be more practical rather than "theoretical" and the need to initiate thinking and analysis skills as well as the need to develop the awareness on the child labour issue.

### **7.5 School Environment**

The research questionnaire tackled a number of issues concerning the school environment and the extent of its suitability for the children's needs and desires, as well as its attractiveness as a community. This issue was further examined to include differences between rural and urban school environments from the interviewed children's perspective and that of the teachers and counsellors.

When the children were asked what they would like to have in school, 67 per cent mentioned transportation to and from school.



Table 7.8: Facilities that your schools lack and would like it to have

Facility	Working and studying		Studying and not working		Working and not studying		Total	
	No.	%	No.	%	No.	%	No.	%
Transportation	193	69.7	16	64	10	40	219	67
Indoor sport facilities	98	35.4	8	32	2	8	108	33
Vocational workshops	71	25.6	6	24	2	8	79	24.2
Art room	32	11.6	4	16	2	8	38	11.6
Outdoor sport facilities	15	5.4	3	12	0	0	18	5.5
First Aid Centre	15	5.4	2	8	0	0	17	5.5

Of the children who indicated the need for transportation, 72.3 per cent are urban children and 30.9 per cent are from the rural regions. This may be due to the fact that in rural areas the schools are closer to their homes.

Table 7.9: Distribution of children who face transportation problems and would like to have it by type of child

Type of child	Urban		Rural	
	No.	%	No.	%
Working and studying	186	74.4	7	25.9
Studying and not working	12	75.0	4	44.4
Working and not studying	8	42.1	2	33.4
Total	206		13	

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Almost 33 per cent indoor sports facilities, 24.2 per cent vocational training workshops, 11.6 per cent an art room, 5.5 per cent outdoor sports facilities and 5.5 per cent first aid centres. The majority (82.6%) of children walked to and from school, 14.4 per cent used public transportation and 4 per cent used private transportation.

“Outdoor sport facilities” was also cited by only 3.9 per cent of the urban children whereas 16.7 per cent of rural children indicated to this need. “Indoor sport facilities” and “workshops” were two other facilities that reflected differences in needs between urban and rural children. 36.1 per cent of urban children indicated the need for indoor sport facilities and 25.3 per cent indicated the need for workshops whereas 11.9 per cent of the latter indicated the need for indoor sport facilities and 16.7 per cent for workshops.

As for teachers’ opinions, 43.7 per cent of the teachers affirmed that the setting up of clubs for cultural, social and sport activities encourages students to stay in school. 12.5 per cent of them saw that there was a need for audio-visual centres and 6.7 per cent of them said there was a need for medical clinics.

It can be stated that both teachers and students believe that more facilities and activities available at schools would make the school environment more attractive thus have a positive influence on retaining children in schools and decreasing dropout rates.

Child Louay, 14 years old (working and studying):

“I suggest that children do not work after school but to provide for them sports and cultural clubs and playgrounds. Our neighbourhood does not have these facilities.”

Child Issa (working and studying):

“...allowing freedom of opinion for students, providing transportation, and creating psychological comfort for the student at school”

## 7.6 Teachers

In a study carried out in Jordan in 2001 which addressed Jordanian teachers in regards to what they perceived as their training needs, the means for class management, building positive relations with students

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and understanding the psychology of the age groups they teach were among the most important needs they indicated. It is relevant to point out here that a teacher in Jordan is not required to obtain any training prior to embarking on his or her career. They are accepted into this profession after obtaining a degree and are therefore left to learn how to deal with their students as they went along. In the aspect of teacher student interaction, interviewed teachers highlighted the need for understanding the psychological and behavioural characteristics of the relevant age groups, the need to learn how to communicate and positively interact with their students, the need to train in self-discipline and controlling their reactions in the classroom, as well as the need to learn how to deal with and solve problems students may face or have between themselves.<sup>6</sup>

These training needs which teachers indicated, stress the teacher's role in the educational and learning process. A fact remains that teachers play a vital and essential role. We can go further to state that a teacher can affect, positively or negatively, a child or more in the way that child forms an attitude towards learning and sometimes towards life in general. Therefore, all teachers become factors which can either attract students to remain in school or push them away from it.

## **7.7 Children's Perception of Teacher Behaviour**

In recognition of the significant role teachers' play in a child's educational achievement, the interviewers tried to ascertain the perceptions of the children regarding their teachers' attitude and behaviour. Of the children who had already dropped out of school and were working full time, 28 per cent perceived all teachers as mistreating them and 24 per cent perceived some teachers as mistreating them. When the same question was asked to the children who were not working, but who were thinking of leaving school, 12 per cent stated that they perceived all teachers as mistreating them and 32 per cent perceived some teachers as mistreating them. Among the children who combine school and work 30.7 per cent said that they had been mistreated by some of their teachers when and 4 per cent said they had been mistreated by all of them.

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<sup>6</sup> Jordanian Teacher's Perception of their Training Needs Prior to Employment, A research paper presented by Raed Abu Rumman for the Training Teachers in the Arab Countries Conference 9-10 November, 2001 in Beirut.

Even among the group combining school and work, a relatively high percentage of children have negative perceptions of their teachers' behaviour. This may be because combining school and work places a lot of pressure on these children and can lead to poor performance and classroom behaviour, which in turn may trigger negative responses from teachers.

Table 7.10: Children's perception of teacher behaviour

	Studying and working		Studying and not working		Working and not studying	
	No.	Percent	No.	Percent	No.	Percent
All teachers treat me well	156	56.3	13	52	10	40
All teachers treat me badly	11	4.0	3	12	7	28
Some teachers treat me badly	85	30.7	8	32	6	24
Only one teacher treats me well	5	1.8	0	0	1	4
Only one teacher treats me badly	20	7.2	1	4	1	4
Total	277	100	25	100	25	100

In another question addressed to children in attempt to understand how they feel about education, they were asked whether or not they liked going to school. Those who replied that they were unwilling to attend school were asked to further elaborate on the reasons for their unwillingness. 16 per cent of the two groups of children who are thinking of leaving school and those who actually left school answered that one of the reasons for such a decision was the bad treatment they received from their teachers. In this regards, 9 per cent stated that the teaching they received was unattractive and therefore were unwilling to attend school.

## 7.8 Teachers and counsellors opinions towards teachers' behaviours

Furthermore, teachers and counsellors' views were obtained regarding the effect teacher may have on children in consideration to the way in which they treat them. Hence, about 50 per cent of the teachers and social counsellors interviewed agreed that teachers are considered to

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be one of the reasons for students to drop out of school, for committing one or more of the actions below.

Table 7.11: Teachers' effect on student drop out

Reason	Frequency	Percent
Physical Abuse	5	31.2
Verbal Abuse	8	50
Ignoring students	4	25
Not respecting students	3	18.7

It is observed from the information gathered from the interviewed children and teachers' points of view that many of the problems faced by children are due to the negative form of behaviour teachers have towards children. These behaviours include physical and/or verbal abuse, not giving adequate attention, and not showing respect towards the students, which may affect their self-confidence.

These indications affirm the vital need for teacher training programs in order to develop their attitudes and teaching methods aiming at enhancing students' creative thinking and freedom of expression to become full participants in the teaching/learning process, as well as raising teachers' awareness of the problem of child labour.

## 7.9 Teachers and social advisors views

The table below shows the views of social advisors and teachers pertaining to their awareness of social, and physical and educational dangers of child labour. A sizeable number of teachers and counsellor interviewed (25 percent) pointed out that they were not aware of child labour dangers or physical dangers of child labour. While all of them stated that they were aware of educational and social dangers of child labour.

Table 7.12: Distribution of teachers by their level of awareness on different hazards of child labour

Question	Yes		No	
	No.	%	No.	%
Are you aware of child labour dangers?	12	75	4	25
Are you aware of the physical dangers of child labour?	12	75	4	25
Are you aware of the educational dangers of child labour?	16	100	0	0
Are you aware of social dangers of child labour?	16	100	0	0

Teachers and counsellors interviewed who stated that they were aware of child labour dangers were asked to write down such social, educational and physical dangers are summed up as follows:

Advisors and teachers most important views pertaining to psychological dangers of child labour

- 1- Hypertension and their fear of the future
- 2- Low self-esteem
- 3- Lack of self-respect on the part of the child
- 4- Hesitation
- 5- Weakness to take decisions
- 6- Negative reactions, anger and coercion
- 7- Shyness

Advisors and teachers most important views pertaining to physical dangers of child labour

- 1- Exposure of the child to beating and subjecting him to physical injury by the owner of the work
- 2- The possibility of being sexually molested

Most important views of advisors and teachers pertaining to dangers of child labour on education

- 1- Marked low performance at school
- 2- Low academic achievement

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- 3- Weakness in the various skills
  - 4- Weakness in the ability to concentrate
  - 5- The lack of development of talents
  - 6- Dropping out of school

Mr. Azzam is a school counsellor who stressed the dangers child labour:

“The family must be made aware to the dangers of dropping out of school. It is necessary to assign a counsellor or more in each school to help students in solving their problems. Work and education cannot coincide and therefore work should be prohibited for those who are less than 18 years of age”.

Haifa’ is a schoolteacher who noted: “The possibility of dropping out is greater among working children.”

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## 7.10 Parent's Educational Level

The study of living conditions in Jordan revealed that 'Education' is the only determinant of poverty in the long run, for the danger of families falling into poverty is eight times higher among families which are sustained by an uneducated person than among families which are sustained by a person educated beyond the secondary level.<sup>7</sup>

The educational attainment levels of the interviewed parents were also relatively low. 100 per cent of fathers and 86 per cent of mothers had less than high school diploma (Jordanian Tawjihi); i.e. 12 years of schooling as indicated in table 4.4. About 25 per cent of fathers and 7 per cent of mothers had never attended school at all. Approximately 43 per cent of their mothers had only completed elementary school education i.e. six years of schooling.

Table 7.13: Distribution of parents by level of education

	Illiterate	Grade 6	Grade 9	Grade 12	Two year college	Bachelor's degree
Father	4	6	3	3	0	0
Mother	1	5	3	3	1	1
Total	5	11	6	6	1	1

## 7.11 Parent's opinions towards education

The parents' attitudes and awareness towards child labour in regards to their children, was essential to be examined in this study. Therefore, questions were put forth that could lead to such an understanding and would indicate the extent of the parents' awareness.

To reveal parent's attitudes and awareness towards their children's education, parents were initially asked whether they perceived their child's education to be important or not. It was found that 100 per cent of them stated that education is important. Parents were also asked whether

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<sup>7</sup> UNDP, Human Development Report 2000, Amman.



or not they believed that their child’s work negatively affects his/her school performance. Those who believed that work does not negatively affect school performance were 37.5 per cent of the interviewed parents. Furthermore, interviewed parents were asked to assess their children’s academic levels. The question: “How do you see you child’s academic level?” was addressed to them. Those who regarded their children to be poor academically composed 50 per cent of the interviewed parents while 37.5 per cent of them regarded their children to at an average level.

### 7.12 Parent’s involvement in their children’s education

The extent to which the parents are involved in assisting their children in improving their academic performance.

Table 7.14: Parents’ help to their children

Question	Always	Sometimes	Never
Does anyone help you do your assignments?	9.8%	37.3%	52.9%
Do your parents come to school to inquire after you?	10.2%	45.9%	44%
Do you discuss your future with your parents?	24.2%	40.4%	35.5%

It is noted that 52.9% of the children say that no one helps them, and that 37.3% of them answered that the help is occasional.

Answering another question about the level of their accomplishments, about 63% of the children need help and continued follow up at home, taking into consideration that the teaching methods in schools, where classes are teacher centred-class, a fact which dictates that a child study more at home.

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## **CHAPTER 8: REASONS FOR DROPPING OUT OF SCHOOL**

### **8.1 Introduction**

The decision to leave school, whether it is taken by the child himself, met with no objections from his family, or by the parents is considered one of the determining decisions in regards the child's current well being and his future, his family and the society as a whole. It is a decision which may be governed by social, psychological and economical factors. It must be taken into consideration that the reasons that drive a child or a group of children, to drop out of school are not necessarily applicable to another group. Thus, we have attempted to tackle this issue comprehensively from various aspects and from relevant perspectives.

### **8.2 Potential Dropouts' Reasons for considering leaving school**

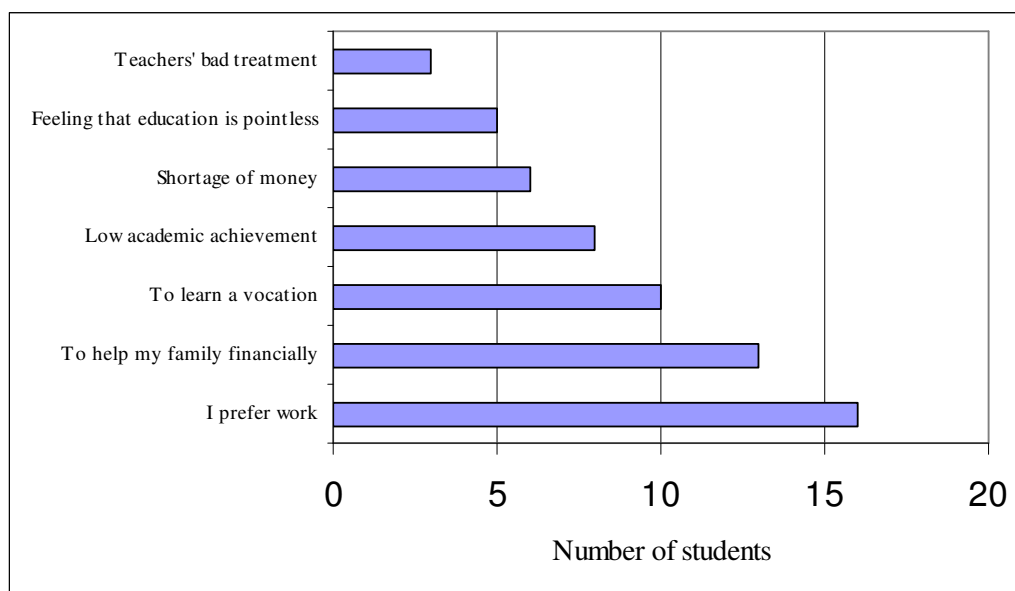
In attempt to look to the reasons that would lead a child to consider dropping out of school, or which actually led some working children to leave school, children of the two groups were addressed with several questions and an idea was formed in regards to their reasons. The following section will reveal these reasons, which may cause working children to drop out as well as what these reasons indicate.

The following question was addressed to the potential dropout children: "Why are you considering dropping out of school?"

Table 8.1: Reasons for dropping out for children studying and thinking of dropping out

Reason of leaving school	Frequency	Percent
I prefer work	16	64
To help my family financially	13	52
To learn a vocation	10	40
Because my academic achievement is low	8	32
My parents do not have enough money	6	24
Feeling that education is pointless	5	20
Teachers' bad treatment	3	12
School environment is uncomfortable	1	4
Lack of counselling at school	0	0
Bad treatment of peers	0	0
I want to be like my friends	0	0
Other reasons	0	0

Figure 8.1: Reasons for dropout



The first most important reason stated by children of this group was their preference to work (64 percent) followed by financially helping the family (52 percent). It is also noticed that 32 per cent of the children

who are studying and thinking of dropping out regard their poor academic achievement levels as one of the reasons for considering doing so.

Reasons that are related to education such as “because my academic achievement is low”, “education is pointless”, “teachers’ bad treatment”, and “the school environment is uncomfortable came in a second level of importance. These reasons together may form an indication to the extent in which school is considered by these children to be a reason for dropping out.

### 8.3 Reasons of dropping out

It is imperative to look to the children who have already dropped out of school for reasons. The reasons they indicate may provide vital information when considering developing programs for those who are thinking about dropping out in attempt to retain them in school. The question: “why did you drop out of school?” was addressed to dropout working children; their answers are shown below:

Table 8.2: Rank order of the reasons for dropping out: children working and not studying

Reasons of dropping out of school	Frequency	Percentage
To help my family financially	18	72
My academic achievement was low	16	64
To learn vocation	11	44
I preferred to work	9	36
My parents did not want me to stay in school	6	24
My parents did not have enough money	6	24
Teachers' bad treatment	5	20
Feeling that education is pointless	4	16
School environment is uncomfortable	1	4
No counselling at school	1	4
I wanted to be like my friends	0	0
Bad treatment of peers	0	0
Other reasons	0	0

Financial reasons was the most important cause for children of the third group to drop out of schools as 72 per cent of these children

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responded to financially helping their families as being one of the reasons for leaving school.

Table 8.2 shows that 64 per cent of the children who work and do not study indicated that one of the reasons for dropping out of school was their low academic achievement level. This cause was regarded as the second most important reason. It is relevant to indicate that this reason had more significance to children who have actually dropped out in comparison with those who are thinking of doing so. Furthermore, other reasons cited by these children and are related “low academic achievement level” were also cited by children at lower percentages as can be seen from the above table. These reasons are a) teachers’ bad treatment; 20 percent; b) feeling education is pointless, 16 percent; c) school environment is uncomfortable, 4 percent; and d) lack of counselling at school, 4 percent.

The reasons “my parents did not want me to stay in school” and “my parents did not have enough money” were both cited by 24 per cent of these children and indicated to the extent of parental pressure and influence inflicted on them.

Reasons that held no significance were their desire to be like their friends and the bad treatment of their peers as neither of these two were cited by any of the interviewed children.

Tables 8.1 and 8.2 point out the successive relation - according to opinions of children - between their low academic achievement and the bad treatment by teachers. Almost 32 percents of those who think of leaving school, mentioned that this is due to their low academic achievement, and that 12 per cent of them did so because of the bad treatment they received from their teachers. Whereas 64 per cent of children who have dropped out of school cite the reason for leaving school was their low academic achievement and 20 per cent of them left because of bad treatment on the part of teachers.

The preference of work over education and learning a trade were ranked highly by children of both groups, to be reasons which led them to leave or think about leaving school. As the previously mentioned parents’ role is a factor in forming understandings because of which these children turn towards work and learning a trade, there is another significant factor presented by the children themselves and should be taken into

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consideration. The children wondered what benefits education could provide for them after they put effort in school and university to obtain a degree which would enable them to obtain jobs with salaries they could now earn.

It must be pointed out here that the difference in the second and third groups answers in regards to the relativity of the reasons for leaving, or considering to leave school may be due to the fact that the children of the second group are still studying at school and have not fully compelled themselves to work and faced all its disadvantages and difficulties. Therefore, their preference to work appeared as the most important reason behind their consideration of leaving school and was followed by financial help for their families; whereas children who have dropped out had ranked financial support for the family as most important.

This research showed that there were two reasons which had no effect on the children of both groups, those who have left school or who are thinking of leaving. These reasons are 1) to be like my friends and 2) the mistreatment of my peers. As none of the children in either of the two groups referred to either one of the above mentioned to be one of the reasons for leaving school or considering it, this denounces any relationship between peer pressure and leaving school.

Not having counselling at the school appeared to be insignificant as only 4 per cent of the children of the third group considered it to be one of the reasons for leaving school, whereas none of the children of the second group considered it to be a reason for thinking of leaving school. These findings conclude that the lack of counselling at school is not considered a reason, in itself, which leads children to leave school.

In regards to the school environment, it appeared to have minimal effect on the children as the percentage of children in both groups who considered the uncomfortable school environment to be a reason for leaving, or thinking of leaving school, was equal and came to 4 percent.

In light of all the information regarding reasons which could lead to dropping out of school and the factors which affect this decision, it is possible to relate the findings under two main categories that directly influence the child; the parents and the school.

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#### **8.4 Parents' influence on the child**

As revealed throughout this study from the social, educational, and economical status of working children's parents and families, it can be declared that the majority of working children, or those who are potential workers, came from poor families since the reason to financially help the family was cited as a cause of work at one stage and dropping out at a further stage. Also, the majority of these children came from large families with backgrounds of low educational levels.

Additionally, their parents' awareness towards the importance of education and to working conditions was inadequate to sustain them from encouraging their children to engage in economic activity. As previously examined and discussed, parents felt gratified towards their children's work and furthermore the majority of them believed that child labour did not negatively affect school performance. Their beliefs and understandings went further to determine that if a child performed poorly in school, then that child would be better off learning a trade that would serve as a means for his future livelihood.

Further findings revealed throughout this study indicated that the working children's parents are unable to help them in schoolwork and are not involved with their academic progress; therefore, they not only neglect their children and rear them into low financial, social and educational statuses, but they also pressure them into work and dropping out, at times.

The aforementioned conditions lead to the conclusion that parents play a major role in pushing their children towards work and, consequently, dropping out.

The second category embodied the school system. The relationship between child labour and education is characterized as having a complex and integrated nature.

When the reasons for work and the reasons for dropping out of school were examined, the effect of school performance on work and its effect on dropping out were revealed. The fact that low academic achievement levels led some children to turn towards work whereas work affected school performance for others and caused them to dropout of the educational system and join the labour force. Hence, this relationship is

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described as complex forming a circle of cause and effect where one leads to the other and one is result of the other.

Initially, poor school attendance led to poor academic achievement levels. This problem could not be dealt with within the school system as the curriculum was designed for students at one level those who fell below this level were proclaimed low achievers. On the other hand, if the curriculum had been designed for two levels, a fair number of those children would no longer be classified as low academic achievers and would therefore be able to (keep up and) progress in school.

The curriculum also served as a set format for teachers rather than a teaching tool which could serve to educate the greatest number of students possible. Teachers were guided to by the curriculum and did not have enough training into teaching multilevel classrooms which left some students at a disadvantage. Additionally, the school system as a whole lacked social and cultural activities, this in turn failed to attract students to school and disrupted the (harmony) the relation and interaction between school and the community.

The above-mentioned reasons reveal that at some stage, the school no longer remains a suitable place for working children; they are provided with little or no alternatives, and are finally left with no option but to dropout and become fulltime child labourers.



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## CHAPTER 9: CONCLUSIONS AND RECOMMENDATIONS

### 9.1 Conclusions

The analysis of data from the research findings indicates that the relationship between education and child labour is characterized as having a complex and integrated nature and context specific relating to: quality of education; family's economic circumstances; the range of options available to children and their perceived future possibilities and social attitudes to educational and work. These are mediated by gender and age. Data on why children leave school for work revealed factors related to the school system itself: teacher behaviour, curriculum, lack of transport, and parental expectations all play important roles in a child's decision to work.

As demonstrated by the research, there are many children trying to combine school and work, and for these children, the situation is very difficult. Most working children in the basic education school system are at a high risk of dropping out, due to the heavy burden of combining school and work which causes them to fall behind in their studies or because the need for them to contribute to the family income becomes the priority. Attendance is compromised by work demands which prevent regular attendance, resulting in children arriving late or not having the time to study at all and being able to keep up with school work and eventually drop out to work. Lack of educational support or parental involvement and the inability to study due to long working hours places these children at great risk of falling into full-time work. While remaining in school may prevent children from becoming full-time labourers, it is impossible to assert with confidence that an increase in primary education coverage signifies a decline in part-time work.

Making primary education compulsory is unlikely to reduce the incidence of children working without addressing the issues of poverty and parental attitudes. Families' attitudes education levels, division of gender roles as well as the psychological climate at home are important determinants of whether a child is sent to school or work. Although the sample size of the families interviewed was small, there

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is strong supporting evidence from other sources that in Jordan, poor families perceive work as the best way of utilizing the academically weak child's time rather than investigating and remedying the reasons behind that child's failure in school.

An important reason for difficulties in enrolment and retention rates is the lack of awareness and expertise in the primary school system. Educators require expertise and technical skills and knowledge of the specific educational needs of working children. Currently, teachers lack the skills required to create a classroom environment which attracts and retains the children in schools. Teachers have a key role to play in preventing children from dropping out of school to work. Due to the general lack of awareness and knowledge among the teachers as to the risks and hazards of child labour, they are unable to play this crucial preventative role. Lack of connection between schools and parents; limited teaching styles; materials and approaches, which fail to accommodate the need of children at risk; all combine to limit the educational attainment of working children.

The majority of the interviewed working children came from large families with low income levels which distinctly indicated to the relation between child labour and the family's economical status. The family's economical and social conditions were further indicated by the number of working children who had lost either one or both of their parents, which prompted them to seek work in order to support their families.

Working children were perceived as a source of cheap labour and were exploited due to that. The majority of working children began work at an early age of 12 years or younger, and worked for long hours. Male working children were most often involved in sales and trade related types of work while female working children were most involved in tailoring (dressmaking and upholstery fitting). The interviewed working children stated that they were usually punished by means of verbal abuse as the most common form of punishment followed by salary deductions and physical abuse.

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## **9.2 Recommendations**

Based on the findings, the research team has identified the following areas of recommendations.

### Family empowerment

1. A major cause of child labour is poverty so families should be provided with sustainable employment, income generation, and livelihood programs.
2. Poor families should be exempted from school fees, and children should be provided with books and uniform for free. Free transportation should be available for them to commute.
3. The empowerment of women, through ensuring their full and equal participation in all aspects of society, including decision-making, development, culture, history, sports and other social, political and economic endeavours, will contribute a great deal to the elimination of child labour.
4. Training of parents is essential for guaranteeing quality of care for the child. Sessions with children and their families should be organized to explain and advise them on the hazards associated with child labour. Mothers should be introduced to child development programs that should be available or founded in various governorates.
5. Families should be informed about, and directed to, institutions providing Social welfare, anti- poverty programs, vocational training programs and labour placement services.
6. Further efforts should be made to enhance the capacity of community social work services to include the parents of working children by every institution in charge in the field of childhood or to develop new ones.

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## Education

### *Education policies:*

1. Educational policies should be made child labour sensitive and the educational solutions to should be reflected in programmes areas.
2. As identified in the baseline survey, particular attention needs to be given to children working and attending school at the same time, potential child workers (children who are in school but likely to drop out to start work) and school-age children who are working and not enrolled in school. Developing a system to monitor enrolment, retention and educational performance of children is essential in order to identify these children and develop appropriate prevention programmes.
3. Research has shown that pre-school education is an important determinant of future school success. Therefore, as a preventative measure, pre-school education programmes should be set up for young siblings of identified child labourers who may be at risk of becoming child labourers in the future. Preventing the initial move to employment on the streets is of crucial importance.
4. A holistic approach to rehabilitation and reintegration of child labour should be undertaken that links education, vocational training, income-generation activities with medical care and trauma counselling, to secure children's financial, physical, psychological and spiritual needs. To be sustainable, programs should be built on local resources and community owned.
5. Educational and counselling support services such as special tutoring classes, learning centres counselling units should be

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made available to re-introduce dropouts to the school system and prevent children from dropping out to work.

6. Educational and vocational information and guidance should be made available and accessible to all children.
7. Working children should be integrated, wherever possible, into the formal education system. Non-formal education, such as part-time schools and open schools, is a useful transitional measure for reaching working children and children without access to formal education, as are special programs that give working children access to education

### *Curriculum*

Integrate children rights and the problem of child labour into the school curriculum, Teacher guides should be developed with activity books to provide teachers with a wealth of activities on the above-mentioned issues.

### *School environment*

1. Create an interactive learning environment in schools, through the development of subject based – activities that meet the psychological and cognitive needs of working children.
2. Classroom methodologies should be developed, so emphasis should be placed on continuous up-grading teacher qualifications and pre-service and in-service teacher training to redress problem.

### *Teacher training*

1. A focal point for child labour issues should be established by the Ministry to deal with different aspects of child labour issues in education.
2. Training programmes should be set up for teachers/school counsellors in schools in priority intervention areas with the main aim of equipping teachers with the appropriate skills to increase the attendance, retention and academic performance levels of working children.

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*Awareness and advocacy*

1. Advocacy and raising-awareness campaigns through media, theatre, child advocates, on this issue to raise public awareness, targeting working children.
2. Actions against the worst forms of child labour should be a priority by all concerned parties, allowing light work, voluntary and community work.
3. In the field of advocacy many tools and activities, including research and analysis, networking and coalition building, lobbying and campaigning, media work and publications, conferences and seminars, are highly recommended.
4. As revealed by the survey that most working children, namely who combined school and work, and the potential child labourers run the risk of dropping out of school and fail to acquire the knowledge, skills, and attitudes needed to become successful citizens, ready to join the labour market, when combined with family financial hardships and low parental awareness of their children's rights of good education that was the result of poor educational backgrounds, thus placing them in the same poverty cycle. Those findings inspired the researchers to propose mentor program as a practical tool to decrease drop out rates, to improve their academic performance, and assist involving their social problems through providing awareness, guidance, counselling, selective attention and inspiration.

## APPENDICES

### Appendix A.1 Sample of children

Sample for *Amman* region (Total=186, Male=161, Female=25)

Type of school	Type of student	Sex
Government (158)	Studying and working (152)	M=137
		F=15
	Studying and thinking of dropping out (6)	M=3
		F=3
Not applicable (6)	Working and not studying (6)	M=3
		F=3
UNRWA (20)	Studying and working (18)	M=16
		F=2
	Studying and thinking of dropping out (2)	M=1
		F=1
Not applicable (2)	Working and not studying (2)	M=1
		F=1

Sample for *Zarqa* region (Total=82, Male=68, Female=14)

Type of school	Type of student	Sex
Government (67)	Studying and working (63)	M=56
		F=7
	Studying and thinking of dropping out (4)	M=2
		F=2
Not applicable (4)	Working and not studying (4)	M=2
		F=2
UNRWA (9)	Studying and working (7)	M=6
		F=1
	Studying and thinking of dropping out (2)	M=1
		F=1
Not applicable (2)	Working and not studying (2)	M=1
		F=1

Sample for *Balqa* region (Total=34, Male=25, Female=9)

Type of school	Type of student	Sex
Government (22)	Studying and working (18)	M=16
		F=2
	Studying and thinking of dropping out (4)	M=2
		F=2
Not applicable (4)	Working and not studying (4)	M=2
		F=2
UNRWA (5)	Studying and working (2)	M=1
		F=1
	Studying and thinking of dropping out (3)	M=2
		F=1
Not applicable (3)	Working and not studying (3)	M=2
		F=1

Sample for *Ma'an* region (Total=25, Male=19, Female=6)

Type of school	Type of student	Sex
Government (21)	Studying and working (17)	M=15
		F=2
	Studying and thinking of dropping out (4)	M=2
		F=2
Not applicable (2)	Working and not studying (2)	M=1
		F=1
UNRWA (0)	Studying and working (0)	M=0
		F=0
	Studying and thinking of dropping out (0)	M=0
		F=0
Not applicable (2)	Working and not studying (2)	M=1
		F=1



### Appendix A.2 Sample of teachers

Governorate	No. of children	1/22 =0.046 of number of children	Government	UNRWA
Amman	186	8.556	7	2
Zarka	82	3.772	3	1
Balqa	34	1.564	1	1
Ma'an	25	1.150	1	0
Total	327		12	4

### Appendix A.3 Sample of parents

Governorate	No. of children	5% of number of children	No. of parents
Amman	186	9.30	9
Zarka	82	4.10	4
Balqa	34	1.70	2
Ma'an	25	1.25	1
Total	327		16

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## Appendix A.4 Children's questionnaire

Ministry of Labour

A Study of Working Children and Education in Jordan

### Children's Questionnaire

Name of field researcher:	Name of checking person:	Name of data entry person:
Date of data collection:	Date of checking:	Date of data entry:

All information in this survey is for statistical purposes only  
and will not be used for any other purpose  
and is regarded confidential by the Department of Statistics Law  
No. 24 of the year 1951 and its amendments

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**I - BASIC INFORMATION:**

- 1- Governorate:  
    1- Amman              2- Zarqa              3- Balqa              4- Maan
- 2- Region:  
    1- Urban                              2- Rural
- 3- Name of school / Place of work:
- 4- Status of child:  
    1- Studying and working  
    2- Studying and thinking of dropping-out  
    3- Working and not studying

**II - PERSONAL INFORMATION:**

- 5- Name:
- 6- Age (in years):
- 7- Sex:                              1. Male                              2. Female
- 8- Grade:

**III - HOUSEHOLD INFORMATION:**

- 9- How many members including yourself are in your household?
- 10- What is your rank within the family?
- 11- Family status:  
    1. Father and mother are alive  
    2. Father deceased, mother alive  
    3. Mother deceased, father alive  
    4. Father and mother deceased
- 12- With whom do you live?  
    1. In my family's house  
    2. In my father's house  
    3. In my mother's house  
    4. In my relative's house

- 
5. In my friend's house
  6. In the workplace
  7. Other (Specify) .....

13- Who is financially supporting the family?

1. Father
2. Mother
3. The child
4. Another family member
5. An outsider

14- Parent's marital status:

1. Father and mother wed
2. Father wed to another woman
3. Mother wed to another man

15- Amount of monthly family income (in Jordanian Dinars):

16- Amount of monthly financial aid the family (in Jordanian Dinars):

17- Amount of monthly rent for housing (in Jordanian Dinars):

#### **IV – WORK INFORMATION:**

18- At what age did you start working?

19- Is this your first job?    1. Yes        2. No

20- If no, which one? 2nd   3rd   4th   5th   6th   7th   8th   9th  
+

21- Why did you leave your last place of work?

- (a) Low salary/wages
- (b) Pressured by the parents
- (c) Found a better job
- (d) Changed place of residence
- (e) Fired from work
- (f) Physical abuse/ Harassment
- (g) Other (Specify).....

22- What kind of work are you currently doing?

- 
1. Mechanical work
  2. Carpentry
  3. Blacksmith work.
  4. Industrial work
  5. Tailoring and upholstery fitting
  6. Agricultural work
  7. Construction work
  8. Trade.
  9. Other

- 23- Why are you working?
- (a) To help the family financially
  - (b) Pressured by the family
  - (c) To learn a trade/vocation
  - (d) Low academic achievement
  - (e) Low educational returns
  - (f) Mistreated by teachers
  - (g) Mistreated by peers
  - (h) My friends are working
  - (i) Other (Specify).....

**V - WORKING CONDITIONS:**

- 24- How many days a week do you work?
- 25- How many hours a day do you work on a school day?
- 26- How many hours a day do you work on a holiday or weekend?
- 27- How much do you get paid (monthly)?
- 28- How often do you get penalized?
1. Always    2. Sometimes    3. Never
- 29- If your employer penalizes you, when does this happen?
- (a) When I don't do my work well
  - (b) When I am late for work
  - (c) When I speak with others
  - (d) For no reason

---

(e) Other (Specify).....

30- If you do get penalized, how does this happen?

- (a) Salary deduction
- (b) Physical abuse
- (c) Verbal abuse
- (d) Other (Specify).....

31- How many times in a month do you get penalized?

32- What kind of work would you like to do in the future?

- 1. Mechanical work
- 2. Carpentry
- 3. Blacksmith work
- 4. Industrial work
- 5. Tailoring and upholstery fitting
- 6. Agricultural work
- 7. Construction work
- 8. Commercial work
- 9. Medical
- 10. Engineering
- 11. Academic work
- 12. Other (Specify).....

**VI – EDUCATION Part A: Only for children who are studying**

33- How many hours a day do you study?

34- Does anyone help you with your studies?

- 1. Always
- 2. Sometimes
- 3. Never

35- How do you consider your grades at school?

- 1. Good
- 2. Satisfactory
- 3. Poor

36- How do teachers treat you?

- 1. All teachers treat me well.
- 2. All teachers treat me badly.
- 3. Some teachers treat me well.
- 4. Only one teacher treats me well.
- 5. Only one teacher treats me badly.

37- How do your peers treat you?

---

1. Good      2. Acceptable      3. Bad

38- How many friends do you have?

39- Why do you like going to school?

- (a) I like to learn
- (b) Education is important for my future.
- (c) I like the teachers.
- (d) To meet / be with my friends.
- (e) So that I wouldn't have to work.
- (f) Other (Specify).....

40- Why do you not like going to school?

- (a) I don't get along with my peers.
- (b) Teaching methods are not attractive
- (c) I don't like the subjects
- (d) The school day is too long
- (e) School is uncomfortable
- (f) I don't do well in school
- (g) I prefer to work
- (h) No one helps me in solving my problems.
- (i) The classes are overcrowded.
- (j) I have no money for books and stationary
- (k) I don't do my schoolwork.
- (l) Other (Specify).....

41- What facilities does your school lack and you would like it to have?

- (a) Canteen
- (b) First aid post
- (c) Outdoor sports facilities
- (d) Indoor sports facilities
- (e) Library
- (f) Transportation
- (g) An art room
- (h) A workshop

42- How often are late for school?

1. Always    2. Sometimes    3. Never

43- How often do you leave school before the end of school day?

- 
1. Always 2.Sometimes 3.Never
- 44- How often are you absent from school?  
1. Always 2.Sometimes 3.Never
- 45- How many minutes does it take you to get to school?
- 46- How do you get to and from school?  
1. I walk  
2. Public transport  
3. School bus  
4. Private transport  
5. Other (Specify) .....
- 47- How often do you feel sleepy in class?  
1. Always 2.Sometimes 3.Never
- 48- If you feel sleepy, why?  
(a) I sleep late  
(b) I wake up too early  
(c) Because I work  
(d) I feel bored at school  
(e) Other (Specify).....
- 49- How often do you do your school homework?  
1. Always 2.Sometimes 3.Never
- 50- If you don't do your homework, why?  
(a) I don't want to  
(b) I'd rather watch TV  
(c) Because I work  
(d) I don't understand the lessons  
(e) There is no one to help me  
(f) There is too much work  
(g) Other (Specify) .....
- 51- Do your parents come to school to ask about your progress?  
1. Always 2.Sometimes 3.Never
- 52- Do you discuss your future with your parents?  
1. Always 2.Sometimes 3.Never



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53- Would you like to study in a vocational school instead?  
1. Yes      2.No

54- Do you consider dropping out of school?  
1. Always   2.Sometimes      3.Never

55- If you are considering dropping out of school, why?  
(a) My parents don't want me to stay in school.  
(b) My parents do not have enough money  
(c) I want to help my family financially  
(d) I would like to learn a vocation  
(e) Low academic achievement  
(f) My teachers treat me badly  
(g) My peers treat me badly  
(h) I feel education is pointless  
(i) The school environment is uncomfortable  
(j) There is no counselling at school  
(k) I want to be like my friends  
(l) Other (Specify).....

**VI – EDUCATION Part B: For children who are working and not studying**

33- How many hours a day did you study when you were in school?

34- Did anyone help you with your studies?  
1. Always   2. Sometimes      3. Never

35- How do you consider your grades when you were at school?  
1.Good      2. Satisfactory      3. Poor

36- How did teachers treat you?  
1. All teachers treated me well.  
2. All teachers treated me badly.  
3. Some teachers treated me well.  
4. Only one teacher treated me well.  
5. Only one teacher treated me badly.

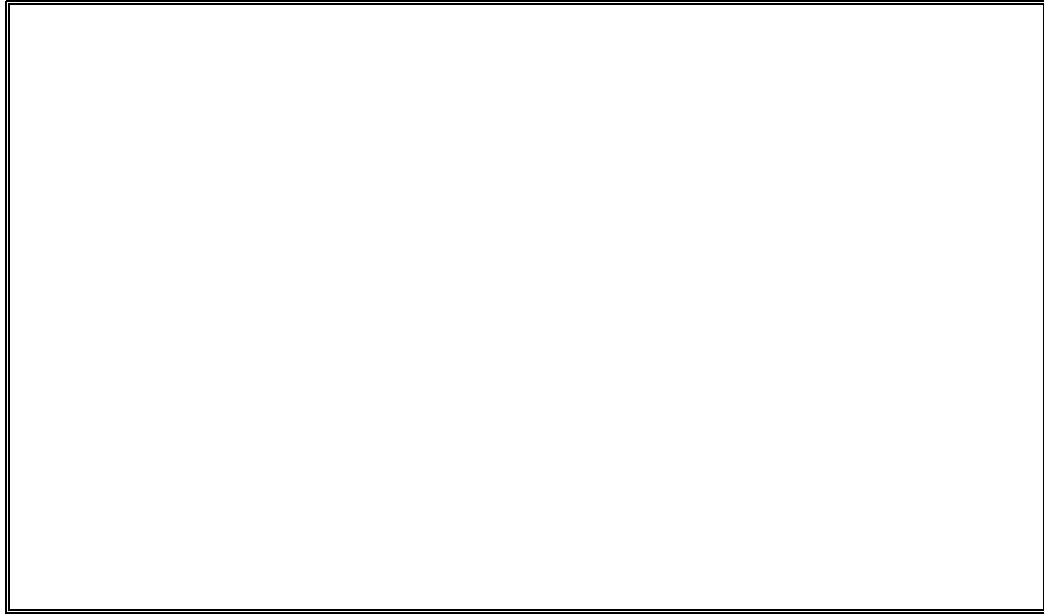
- 
- 37- How did your peers treat you?  
1. Good      2. Acceptable                      3. Bad
- 38- How many friends did you have when you were at school?
- 39- Why did you like going to school?  
(a) I liked learning  
(b) Education is important for my future.  
(c) I like the teachers.  
(d) To meet / be with my friends.  
(e) So that I wouldn't have to work.  
(f) Other (Specify).....
- 40- Why didn't you like going to school?  
(a) I didn't get along with my peers.  
(b) Teaching methods were not attractive  
(c) I didn't like the subjects  
(d) The school day was too long  
(e) School was uncomfortable  
(f) I didn't do well in school  
(g) I preferred working  
(h) No one helped me in solving my problems.  
(i) The classes were overcrowded.  
(j) I had no money for books and stationary  
(k) I didn't do my schoolwork.  
(l) Other (Specify).....
- 41- What facilities did your school lack and you wanted it to have?  
(a) Canteen  
(b) First aid post  
(c) Outdoor sports facilities  
(d) Indoor sports facilities  
(e) Library  
(f) Transportation  
(g) An art room  
(h) A workshop

- 
- 42- How often were you late for school?  
1.Always 2.Sometimes 3.Never
- 43- How often did you leave school before the end of school day?  
1.Always 2.Sometimes 3.Never
- 44- How often were you absent from school?  
1.Always 2.Sometimes 3.Never
- 45- How many minutes did it take you to get to school?
- 46- How did you get to and from school?  
1. I walked  
2. Public transport  
3. School bus  
4. Private transport  
5. Other (Specify) .....
- 47- How often did you feel sleepy in class?  
1.Always 2.Sometimes 3.Never
- 48- If you felt sleepy, why?  
(a) I slept late  
(b) I wake up too early  
(c) Because I worked  
(d) I felt bored at school  
(e) Other (Specify).....
- 49- How often did you do your school homework?  
1.Always 2.Sometimes 3.Never
- 50- If you didn't do your homework, why?  
(a) I didn't want to  
(b) I'd rather watch TV  
(c) Because I worked  
(d) I didn't understand the lessons  
(e) There was no one to help me  
(f) There was too much work  
(g) Other (Specify) .....

- 
- 51- Did your parents come to school to ask about your progress?  
1. Always 2. Sometimes 3. Never
- 52- Did you discuss your future with your parents?  
1. Always 2. Sometimes 3. Never
- 53- Would you have liked to study in a vocational school?  
1. Yes 2. No
- 54- Why did you dropout of school?  
(a) My parents didn't want me to stay in school.  
(b) My parents didn't have enough money  
(c) I wanted to help my family financially  
(d) I liked to learn a vocation  
(e) Low academic achievement  
(f) My teachers treated me badly  
(g) My peers treated me badly  
(h) I felt that education was pointless  
(i) The school environment was uncomfortable  
(j) There was no counselling at school  
(k) I wanted to be like my friends  
(l) Other (Specify).....

---

55- What are your suggestions to attract, retain, and increase the educational performance of working children in schools?

A large, empty rectangular box with a thin black border, intended for the respondent to write their suggestions.

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**Appendix A.5 Teachers' questionnaire**

**Ministry of Labour**

**A Study of Working Children and Education  
in Jordan**

**Teachers' / Counsellors' Questionnaire**

Name of field researcher:	Name of checking person:	Name of data entry person:
Date of data collection:	Date of checking:	Date of data entry:

All information in this survey is for statistical purposes only  
and will not be used for any other purpose  
and is regarded confidential by the Department of Statistics Law  
No. 24 of the year 1951 and its amendments

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## I- BASIC INFORMATION

1. Governorate:      1. Amman   2. Zarqa   3. Balqa'   4. Ma'an
2. Region / Area:              1. Urban / City              2.Rural/  
Country or village
3. Name of School:
4. Education authority:   1.Government              2.UNRWA
5. Name of counsellor / teacher:

## II- CHILDREN AND WORK

6. Did you know that some children were working while studying?  
1. Yes                              2. No
7. What do you think are the reasons that children turn to work?  
1. To aid the family financially  
2. The desire to learn a trade or profession  
3. The desire to earn money  
4. Pressure by the parents  
5. The children dislike school  
6. Other (Specify) .....
8. Where do you think children work?  
1. Outside the family, with remuneration / pay  
2. Outside the family, without remuneration / pay  
3. Within the family, with remuneration / pay  
4. Within the family, without remuneration / pay
9. Do you think that children go to work willingly?  
1. Yes              2. No              3. I don't know
10. Do you think that children's work affect the children's:  
(a) Ability to concentrate              1.Yes              2.No  
(b) Ability to memorize              1.Yes              2.No  
(c) Performance in practical work              1.Yes              2.No

- 
- |                                |       |      |
|--------------------------------|-------|------|
| (d) Behaviour in class         | 1.Yes | 2.No |
| (e) Behaviour outside class    | 1.Yes | 2.No |
| (f) Relations with teachers    | 1.Yes | 2.No |
| (g) Relations with schoolmates | 1.Yes | 2.No |

11. In your school, is any support given to children who combine school and work?

1. Yes                      2. No                      3. I don't know

12. If "yes", what kind of support?

1. Pedagogical support
2. Psychological / emotional support
3. Financial support
4. Other (Specify) .....

### **III –CHILDREN AND SCHOOL**

13. How do you classify the relationships between working children and their families?

1. Good                      2. Acceptable                      3. Bad

14. Are you aware of the psychological hazards of child labour?

1. Yes    2.No

15. If "yes", what are these psychological hazards?

- 1.
- 2.
- 3.

16. Are you aware of the physical hazards of child labour?

1. Yes    2.No

17. If "yes", what are these physical hazards?

- 1.
- 2.
- 3.

18. Are you aware of the educational hazards of child labour?

1. Yes    2.No

19. If "yes", what are these educational hazards?





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26.If “yes”, what are the reasons?

1. The teacher hit students
2. The teacher verbally abuse students
3. The teacher ignores students
4. The teacher do not respect students
5. Other (Specify) .....

27.Are there differences in the behaviour between students who work and those who don't work?

1. Yes
2. No

28.If “yes”, what kind of differences?

1. In their behaviour in class
2. In their behaviour in playgrounds
3. In their relations with their schoolmates.
4. In their relations with teachers and the school administration
5. In their academic performance
6. In playing / games
7. Other (Specify) .....

#### **IV - CONDITIONS AT SCHOOL**

29.In general, does your school have a good atmosphere?

1. Yes
2. No
3. I don't know

30.Which of the following facilities are not available at school which might cause the children to drop out of school?

1. Sports facilities
2. Library
3. Scientific labs
4. Computer labs
5. Media centre
6. Canteen or cafeteria
7. Medical clinic
8. Art room or workshop
9. Club

31.Does the school hold teacher's meetings to discuss the issue of child labour?

1. Yes
2. No

---

32. Does the school hold meetings with parents to discuss the issue of child labour?

1. Yes
2. No

33. To what extent is child labour common in this school?

1. No known cases
2. Individual cases
3. Several cases
4. Very common

34. What do you think are the most common forms of child labour in your area? (Maximum 3)

1. Mechanical work
2. Carpentry
3. Blacksmith work
4. Industrial work
5. Tailoring and upholstery fitting
6. Agricultural work
7. Construction work
8. Trade
9. Domestic work

35. What are your suggestions to attract, retain, and increase the educational performance of working children in schools?

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## Appendix A.6 Parents' questionnaire

### Ministry of Labour

A Study of Working children and Education in Jordan

#### Parents' Survey

Name of field researcher:	Name of checking person:	Name of data entry person:
Date of data collection:	Date of checking:	Date of data entry:

All information in this survey is for statistical purposes only and will not be used for any other purpose and is regarded confidential by the Department of Statistics Law No. 24 of the year 1951 and its amendments



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### SECTION 3 - ECONOMIC INFORMATION

1	Amount of household income:		
2	Does the household receive financial aid?	1.Yes	2.No
3	If "yes", how much?		
4	Name of organization which provides this aid:		
5	Do you pay rent?	1.Yes	2.No
6	If "yes", how much per month?		

### SECTION 4 - BACKGROUND INFORMATION

1. Did you have to work when you were a child? 1. Yes 2. No
2. If "yes", why?
  - To help the family financially
  - To support the family
  - To learn a trade / vocation
  - Other
3. If "yes", would you have preferred to study?
  1. Yes
  2. No
4. Does any member of the family suffer from a serious illness or handicap?
  1. Yes
  2. No
5. Are you satisfied that your child is working?
  1. Yes
  2. No
6. Would you prefer that your child not work and study only?
  1. Yes
  2. No
7. What do you benefit from your child working?
  - Financial aid
  - Apprenticeship / learn a trade
  - Vocational assistance for the family

---

Other

8. What does the family benefit from the child's work?

Financial aid

Apprenticeship / learn a trade

Vocational assistance for the family

Other

9. What does the child himself benefit from working?

Earn money

Learn a trade

Develop self-esteem

Responsibility towards the family

Other

10. What disadvantages result from the child's work?

Acquisition of unacceptable behaviour

Losing the opportunity to learn / be educated.

Moral deviation

Subject to physical abuse

Subject to psychological abuse

Other

11. What is the importance of your child's education?

His/her education is important

His/her education is not important

12. In which field would you like your child to work in when he/ she grows up?

Mechanical work

Carpentry

Blacksmith work

Industrial work

Tailoring and upholstery fitting

Agricultural work

Construction work

Trade

Medicine

Engineering

Academic work

Other

- 
13. How do you see your child's academic level?  
Good  
Average  
Poor
14. Does your child have any difficulties/ problems in learning?  
1. Yes                      2. No
15. Does your child have any social problems at school?  
1. Yes                      2. No
16. How often do you go to the school to inquire about his progress?  
1. Always                      2. Sometimes                      3. Never
17. How often do you help your child with the school homework?  
1. Always                      2. Sometimes                      3. Never
18. Are you aware of the working conditions of your child?  
1. Yes                      2. No
19. Do you think your child's work negatively affects his/her school performance?  
1. Yes                      2. No
20. The parents' opinions and suggestions concerning education and child labour:



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