

# CHF INTERNATIONAL YEMEN ACCESS-PLUS BASELINE REPORT 2009:

A report on child labor and education in Aden, Hajjah, Hudeidah  
and Tai'z Governorates in Yemen

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## LIST OF ACRONYMS

ACCESS	Alternatives to Combat Child Labor through Education and Sustainable Services
BEDP	Basic Education Development Program
NBEDS	National Basic Education Development Strategy
C.138	ILO Convention 138 on Minimum Age of Work
C.182	ILO Convention 182 on the Elimination of the Worst Forms of Child Labor
CHF	Community Housing Foundation International
CRC	United Nation Convention on the Rights of the Child
CSO	Central Statistics Organization
CSSW	Charitable Society for Social Welfare
EFA	Education for All
FTI	Fast Track Initiative
GoY	Government of Yemen
GTZ	German Technical Cooperation
HBS	Household Budget Survey
ILO	International Labor Organization
IOM	International Organization for Migration
IPEC	International Program on the Elimination of Child Labor of ILO
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoSAL	Ministry of Social Affairs and Labor
MTEVT	Ministry of Technical Education and Vocational Training
NGO	Non-governmental Organization
PRA	Participatory Rapid Appraisal
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor

## GLOSSARY OF TERMS

A **child** is defined as a girl or boy that is under the age of 18.

A **working child** is defined as a girl or boy identified at a surveyed establishment that is under the age of 18 and who is actively engaged in work activities for wages, in-kind compensation or in service to pay off an individual or family debt.

**Target Areas** are Aden, Hajjah, Hudeida h and Tai'z governorates

**Household** is defined as a household unit of cohabitating individuals that have children between the ages of 5 and 17.

**WFCL** is defined as “work, which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children” (International Labor Organization’s Convention 182 on the Elimination of the Worst Forms of Child Labor.

In addition, following Yemen’s Child Rights law 45 (2002), the ACCESS-Plus team considers the following to amount to child labor:

Children working who are younger than 14 years old (or 15 in industrial work)

Children without formal contracts / medical expenses covered / indemnity expenses related to work accidents

Children working longer than 6 hours a day, with one hour break after four consecutive working hours; who are working during weekends or between 7 pm and 7 am;

Children who do not have a weekly paid break of minimum 24 continuous hours and who do not have annual paid leave;

Children working for their parents ('business), in circumstances that do not meet above standards.

**At risk children** are defined as children who face a combination of factor A plus factor B and/or C:

**Economic factors**: a. Comes from a family which lives under the poverty line (nationally at 34%), as defined by the National Poverty Assessment conducted in 2005/6, which has defined the poverty line per district and differentiates for urban/rural households. b. Lives close to economic activity which constitutes a strong pull factor for child labor

**Social factors**: a. Social status (marginalized groups/refugees/IDPs/returnees) b. Large families c. Orphaned d. From divorced / broken families (not living with both biological parents) e. From female headed household f. Dropped-out/difficulties at school/never been to school g. Siblings involved in child labor

**Environmental factors**: a. No access to (qualitative) education in close proximity (either because of distance/discrimination/exclusion or absence of right papers); b. Limited accessibility of other services (health / water / social services); c. Proximity of economic activity, which constitutes pull factor into child labor

## SECTION 1. EXECUTIVE SUMMARY

This report discusses findings of the baseline survey conducted by the CHF International (CHF) as part of their United States Department of Labor (USDOL) funded program to combat child labor through education and sustainable services (ACCESS-Plus Program). The report highlights findings in four different sectors in which the program works: awareness on child labor and education; children involved in the worst forms of child labor; education; sustainability of the program by looking at local and national capacity to sustain the program after ACCESS-Plus phases-out.

The ACCESS-Plus baseline study found that parents are generally supportive of the idea of education for all their children (but over 30% find boys' education more important than girls' education), and they generally do not support child labor. However, this does not correlate to their practices. Parents have limited awareness of the types and conditions of child labor and the impact on education or children's health. Employers have very little awareness of child labor laws and regulations and none of the surveyed employers had ever been visited by a child labor inspector. Teachers and social workers in the sampled schools think that child labor does not have a strong negative impact on school results; however, they do think it is one of the major reasons for school drop-out.

Targeted children are mostly involved in the fishing industry, agriculture, smuggling/trafficking, and urban jobs. CHF found over 10% of the boys in the sample are working by age 9 and that number quickly surges to 20% by 12 before jumping to nearly 40% for boys who are 13 years old. Differences between governorates are stark, with Hudeida h governorate ranking highest in percentage of children working. Three percent of girls in father-headed households work whereas nearly 10% of girls of female-headed households work. This does not take into consideration chores at home, which most girls spend significant number of hours on each day.

Children experience their work as hard and often dangerous: more than 80% of children report using dangerous tools and more than 60% report injuries and sickness as a result of work. About 20% report physical and emotional abuse and 10% report sexual abuse.

Children drop out because school is too expensive and, secondly, because they find school too difficult. Children's decision to join the labor force is primarily a household decision. Economic factors play a central role in determining the probability that children drop out of school and join the labor force. Location has a strong impact on enrollment outcomes - boys are negatively impacted, and girls are positively impacted by living in urban areas.

Community leaders are not tremendously knowledgeable about issues of child labor and rights. A particularly interesting result is that community leaders seem to be overconfident in their own knowledge and understanding of these issues, which may make implementation of some of the CHF programs difficult. Further, while the vast majority of these leaders state that they are

against child labor, it seems that their efforts to actively oppose child labor participation in their areas is limited and should therefore be further strengthened.

On a national level, significant efforts have been made to address issues of child labor in recent years, resulting in improved laws and policies. However, misconceptions about why children work and the impact of child labor on children are common amongst all those interviewed.

The impact of these findings on program and policy design for ACCESS-Plus and other actors in this field will be discussed in chapter 9.

## SECTION 2. INTRODUCTION

CHF International (CHF) and the Charitable Society for Social Welfare (CSSW) in Yemen received funding from the United States Department of Labor International Program on Child Labor, Trafficking and Forced Labor (USDOL-ICPL) to implement the three-year ACCESS-Plus (Alternatives to Combat Child labor through Education and Sustainable Services) program to combat child labor through education and other sustainable services in Aden, Hajjah, Hudeida h and Tai'z governorates in Yemen. The goal of the program is to reduce the overall number of children engaged in the WFCL in Yemen. The program specifically targets children engaged in agriculture, the fishing industry, trafficking and smuggling, and lastly, urban jobs, including street jobs. The program will directly withdraw 4,100 children from the worst forms of child labor (WFCL) and prevent 3,000 children from entering the WFCL and provide all prevented and withdrawn children with education and life developing services.

CHF and CSSW will raise awareness of the importance of education and the negative impact of child labor. Further, the program will help strengthen policies on child labor and education, support research and the collection of reliable data on child labor and lastly, it will make sure that the above efforts are sustainable. CHF and CSSW will implement the program activities in Aden, Hajjah, Hudeida h and Tai'z governorates.

At the onset of the program, an M&E overview was developed to assist with proper monitoring and evaluation of program goals, objectives, and activities. The M&E overview identified those areas that needed to be researched prior to program intervention, through the baseline survey.

The baseline survey was developed and executed by Hussein Ogleh, Monitoring and Evaluation Specialist for the ACCESS-Plus program in the target areas from February – April 2009.

## 2.1. TARGET AREAS

The governorates and the main economic activities to be addressed in these governorates were pre-determined in the project proposal. This was determined by their distinct socio-economic characteristics.

The governorate of Tai'z is the largest governorate in the Republic of Yemen with 2.4 million total residents. Though the city of Tai'z is home to some of the country's largest manufacturing conglomerates, the governorate, like the rest of Yemen, remains mostly rural with over three-fourths of the 2.4 million residents living in rural and semi-rural areas. Despite the presence of manufacturing, large commercial enterprises, and relatively fertile agriculture production, the wage income per person in Tai'z is one of the lowest in the country at just over \$315 per year. Additionally, the unemployment rate is one of the highest in the county with over 20% of the male population 18 and over unemployed.

The weak economic conditions in Tai'z have translated into a poverty rate of nearly 1 million people suffering from severe poverty. As a result, many children are involved in labor in both rural and urban areas. However, despite the economic conditions, the gross enrollment rate of children in Tai'z is the highest in the Republic. These high gross enrollment rates, of 87% for girls and 105% for boys, are often attributed to the long history of education in Tai'z.<sup>1</sup>

Hudeidah is the second largest governorate with a total population of nearly 2.2 million. Considered the "Bread Basket" of Yemen because of its fertile *wadis*, where fruits, vegetables, cotton plantations, and palm trees are grown, Hudeidah also contains the largest Red Sea port in the Republic. However, despite the advantages of its location on the Red Sea, and the economic benefits from both commerce and fishing, the economy of Hudeidah is quite weak. And though the average income per individual in Hudeidah is slightly higher than Tai'z (at nearly \$400), and the unemployment rate is slightly lower (just over 15%), there are pockets of extreme poverty in the suburbs of the governorate capital. Indeed, while the average income in Hudeidah is \$400, the median is just over \$200 and over a third of families live with less than \$100 per person per year.

As a result of the weak economic conditions and the large population, Hudeidah contains the second largest population of people suffering from overall poverty. The education enrollment rates among children reflect the overall condition of the governorate as Hudeidah has the 4<sup>th</sup> worst gross enrollment rates among all of the governorates in Yemen. In relative terms the enrollment outcomes are particularly severe for the boys in Hudeidah, who have the second

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<sup>1</sup> The gross enrollment rate of over 100% for boys is a result of combination of children living and going to school in Tai'z, though being an official resident elsewhere, as well as the common phenomenon of grade repetition.

lowest enrollment rates in the country. This suggests that many of these boys have been withdrawn from school and sent into the labor force to support their families.

Aden, a highly urbanized governorate along the southern coast, used to be the third largest port of the British Empire and a thriving commercial center. However, the new and modern container port located in Aden sees little use today as the terrorist attack on the USS Cole in 2000 and subsequent attack on the French oil supertanker Limburg have discouraged shipping companies from berthing in Aden. Though the urban nature of Aden creates economic conditions that are better than other governorates, including the country's fourth highest per capita at \$570 and an unemployment rate below 13%, the cost of living in the governorate is significantly higher than in other places.

As Aden is highly urbanized with a relatively concentrated population, providing access to schools for the entire population is quite easy. However, despite this, the enrollment rate among boys is only the fifth highest (tied for 5<sup>th</sup>) among the 21 governorates of Yemen. And though the gross enrollment rate among boys, at 99%, is still quite high, the gross enrollment rate among girls is low. In fact, the girls' enrollment rate, which stands at 56%, is 7 percentage points below the national average of 63%.

Hajjah is divided into two regions – the mountainous highlands region and the coastal strip lowlands known as the Tihama region. The official per capita income and unemployment rates of \$500 and 11% make it one of the wealthier governorates in the Republic. Though the official data do not allow for analysis separated by region within governorates, these numbers suggest that this governorate has benefited from the thriving cross border trade and smuggling operations. The district that is the focus of the CHF intervention in Hajjah, the Haradh district, borders Saudi Arabia and contains one of the central roads in the Saudi-Yemeni cross-border trade. As such, it is one of the centers for both child trafficking and smuggling in Yemen.

Though the mean income numbers suggest that the economic condition in Hajjah is not as severe as in other parts of Yemen, there is a dramatic difference between the median per capita income of \$160 and the mean per capita income of \$500, which also indicates that there is a high degree of inequality in Hajjah. The total population suffering from poverty in Hajjah is only 2% below that of Hudeidah, though Hudeidah's population is nearly 50% larger. Further, the educational enrollment rates are the second worst in the entire county. Compared with a national boys gross enrollment rate at nearly 90%, Hajjah ranks quite lower with just 60% ; even more discouraging is a 41% girls gross enrollment rate, more than 20 percentage points below national average. These low enrollment rates are likely a function of a problematic access to school due to the difficult terrain in the governorate, as well as the high levels of inequality.

## 2.2. PURPOSE

The baseline survey serves the ACCESS-Plus Program with reliable baseline data and information before the program activities are implemented. The data is utilized to inform

potential changes to program strategies, beneficiary targeting and activities (and as such, indicators), as well as to measure progress and impact of the program activities at mid-term and final evaluation of the program. Therefore, the baseline survey focused on child labor and education in the targeted areas, determining the forms of child labor in which children are engaged, why and how children enter child labor (in other words identifying which children are at risk of entering child labor), and the impact it has on them. Furthermore, CHF surveyed attitudes toward and knowledge about child labor and education to inform the awareness raising campaign. In addition, CHF studied the quality of schools in the target areas, their absorption capacity and the way in which children view and experience (d) education.

### **SECTION 3. BACKGROUND SITUATION IN YEMEN PRIOR TO THE ACCESS-PLUS PROGRAM**

ACCESS-Plus focuses on five outputs, as follows:

1. Raise awareness of the importance of education and mobilize a wide array of actors to improve and expand education
2. Reduce the number of children engaged in or at-risk of entering exploitive child labor by means of withdrawing or preventing children from involvement in exploitive child labor through the provision of direct education services
3. Strengthen policies, capacity of national institutions and formal and transitional education services
4. Support research and collection of reliable data
5. Long-term sustainability

In accordance with the above, this section aims at providing an overview of the various factors possibly impacting overall outputs achievement at the time of the baseline survey.

#### **3.1. CHILD LABOR IN YEMEN**

Estimates of the number of children involved in child labor in Yemen vary considerably; as of today, comprehensive and accurate statistical data do not exist. Save the Children Sweden (Radda Barnen) in 1997 concluded that there were 400,000 children working in Yemen. The Yemeni Central Statistical Organization (CSO) reported that 12 percent of Yemeni children between the ages of 6 and 14 were working in 1999, amounting to 700,000 children. This figure is used in later studies, such as “Understanding Children’s Work in Yemen” (ILO, UNICEF and World Bank, March 2003), “Situation of Child Labor in Yemen and the Policy framework”, ILO-

IPEC and MoSAL, June/July 2005. The MoSAL Child Labor Unit itself referred to over one million child laborers in Yemen in 2005. Since then, estimates indicate an increased number, however not substantiated by statistical data.<sup>2</sup> A country-wide Child Labor Survey, planned to be conducted in April 2009 by MoSAL, Central Statistical Organization (CSO) and the ILO, has been postponed until the fall of 2009.

What CHF has gathered from earlier studies and the CHF ACCESS-MENA Yemen Program experience, is that children often begin working at the age of seven. Most child labor occurs in the sectors of agriculture, fisheries, street vending, and in the service industries. There are important urban and rural dimensions to child labor in Yemen. Children living in rural areas compose more than 90 percent of all child workers in Yemen and they are likely to work five times more than children in urban areas. The vast majority of child laborers in rural areas work in the agricultural sector. Children carry the inherent risks of exposure to chemicals from pesticides, lengthy exposure to extreme temperatures and working with heavy and dangerous agricultural equipment. The fishing sector employs high numbers of child laborers in the coastal cities, villages, and towns of Aden and Al Hudeida h Governorates. Child trafficking is prevalent in Hajjah Governorate due to its long border with the Kingdom of Saudi Arabia (KSA). In addition, child trafficking networks exist in Al Hudeida h and Mahweet governorates. Studies on child trafficking have been carried out by UNICEF, IOM, MoSAL and by CHF/CSSW during ACCESS-MENA implementation.

### 3.2. CHILD LABOR LEGISLATION AND POLICIES

The elements of poverty in Yemen, including limited natural resources, rapid population growth, large families, and high unemployment, have created the conditions for exploitive child labor. Recognizing that child labor is a significant development concern, the Government of Yemen (GoY) ratified the International Labor Organization (ILO) Conventions 182 and 138 that define the worst forms of child labor and sets minimum working ages. In addition, it signed the Child Rights Convention in 2002.

The Yemeni government ratified the following international conventions:

The UN convention on Human Rights  
ILO convention 138 on the Minimum Age of Employment  
ILO convention 182 on the Worst Forms of Child Labor  
The UN convention on the Rights of the Child

The Yemeni government has issued the following Laws and decrees, with reference to the above international conventions:

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<sup>2</sup> See: <http://www.irinnews.org/Report.aspx?ReportId=41043>

**Labor Law no. 5 of 1995** defines a working child as a person younger than 15 years old, but does not specify any minimum age of employment. It does set out some protective measures for child workers, in addition to stating that all rights and privileges enjoyed by adult workers should also be granted to child workers. Article 48 of the labor law puts the maximum number of working hours for children at seven per day and 42 per week. It also bans children from working nights and official holidays. Employers must provide a healthy and safe work environment in accordance with conditions stipulated by the Minister of Labor. Article 51 calls for an employer to register each child in employment, keeping information on his or her social and professional status, and to carry out a medical examination of the child. However, work within the family environment or under provision of family members is excluded from these provisions.<sup>3</sup> This limitation of the law has far reaching consequences for child labor in Yemen as most child labor occurs within the family.

Following the signing of the Convention of the Child, the Yemeni Government issued **Law no. 45 in 2002 on Child Rights** (amendments are currently being discussed in parliament), which regulates child labor as follows. Working children should be older than 14 years old (or 15 in industrial work); should have formal contracts; medical/indemnity expenses related to work accidents should be covered; should not be working longer than 6 hours a day, with a one hour break after four consecutive working hours; cannot work during weekends or between 7 P.M. and 7 A.M.; should have a weekly paid break of minimum 24 continuous hours; should also have annual paid leave. The law further prohibits economic and sexual exploitation, the usage of drugs, and participation in conflicts and armed struggle.<sup>4</sup> The law excludes children working for their parents ('business), but does state that children's work for their parents should meet above standards.

This law was then updated by **Ministerial Decree no. 56 for the year 2004 on the Worst Forms of Child Labor**: This decree was developed by the Ministry of Labor to ensure legal compliance with Yemen's international obligations under ILO Conventions 138 and 189. It identifies 57 types of WFCL that all children under 18 must be banned from. It reaffirms compulsory education until the age of 14, prohibits work for children under 14 and states that work for children of 14 and older should not interfere with any education they enrolled in.

The Parliament is considering **the addition of a new chapter to Republican Decree no.12 for 1994** aiming at criminalizing the exploitation of children, including sexual harassment, begging and smuggling outside of the country.

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<sup>3</sup> Farah, Wahib, Rahman, Ghazi Abdul, Hazza, Abdolla and Al Souroori, Mohammad, Child labour in the Republic of Yemen, Sana'a, 1997 and Bureau for Workers' Activities, International Labour Office, Working Children in Yemen Who are they? A study of Child Labour in Yemen, 2000

<sup>4</sup> Yemen signed both Optional Protocols to the CRC as well as the CRC itself.

According to ILO/IPEC's 2005 report on the legislative framework, multiple gaps remain. These include the absence of a legal definition of a minimum working age and a list of the WFCL within the Yemeni context; a clarification on the misconception/interpretation between child and adolescent; the differentiation between child work and child labor (quite problematic, as in Arabic the translation for child labor and child work is the same – Aml al Atfal); and the enforcement of penalties and punishments against employers hiring children in breach of the laws regulating child labor. What the ILO-IPEC report does not mention is the fact that child labor within the family home or business continues to be excluded from the Yemeni Labor Law because parents themselves are expected to ensure protection for their children. As most children in Yemen work for their families in informal settings, high percentages of Yemeni child laborers are not entitled to legal protection at their workplace. However, since there is a general laxity of law enforcement in Yemen, children working for their own family and children who work for non-family businesses face a similar situation.

The Ministry of Social Affairs and Labor Child Labor Unit is responsible for the enforcement of these laws and is working on additional legislation to strengthen the enforcement of the country's child labor laws. During 2008-9, the Yemeni parliament has been discussing a set of law reforms which will, amongst others, criminalize child economic exploitation and trafficking. However, due to the currently highly tense and volatile political situation in the country, all non-political law reform has been delayed and, as a consequence, child labor related law reform is not likely to be approved by parliament until at least after Eid al-Fitr 2009. The government's capacity to enforce and monitor these provisions is almost non-existent, as confirmed by CHF's baseline survey, especially in rural areas, where child labor is most prevalent.<sup>5</sup> There are 17 Child Labor Inspectors in the whole of Yemen, two of whom are women. They are assigned to all ACCESS-Plus target governorates but, so far, have not visited any of the workplaces that were included in the ACCESS-Plus baseline survey. The inspectors have participated in four trainings: on the ILO Conventions, Decree no 56, monitoring child labor, and, lastly, on problems that child laborers face and how they can be solved. In addition, the Child Labor Unit has trained Imams and Ministry of Interior staff on Decree no. 56 with the objective of creating awareness amongst the general population and assisting the Ministry of Interior on law enforcement.

In 2005, the **National Policy and Program Framework for the Eradication of Child Labor and Elimination of its Worst Forms** was developed by the Ministry of Social Affairs and Labor, International Labor Organization-International Program for the Elimination of Child Labor (ILO-IPEC), and the Higher Council for Motherhood and Childhood. Although the policy framework is strong, implementation is severely delayed. Coordination amongst the ministry and concerned parties working to eliminate child labor is very limited and as such, progress against the program framework is not well shared or documented. Since ILO-IPEC ended its child labor program, no meetings have taken place to discuss progress on the framework, nor are meetings

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<sup>5</sup> U.S. Department of Labor, Bureau of International Labor Affairs, "Yemen," may be accessed electronically at: <http://dol.gov/ilab/media/reports/iclp/tda2004/yemen.htm>

planned, due to the absence of funds. In the cities of Aden, Sana'a, and Seyoun, Working Children Rehabilitation Centers have been established by MoSAL, in cooperation with the ILO and local NGOs.

**The National Action Plan to Combat Child Smuggling** was formulated in 2007 by the Higher Council for Motherhood and Childhood, with support from UNICEF. Since its inception, some progress has been made towards implementation including law reform, awareness raising and training activities. In an additional cooperative effort, MoSAL, along with UNICEF and the International Organization for Migration (IOM), has established the Haradh Rehabilitation Centre in response to child trafficking.

In 2008 the **National Network for Child Protection** was established, coordinated by the Higher Council for Motherhood and Childhood. The network, of which CHF is an active member, holds regular meetings and training sessions. In general, the GoY has made great efforts in *improving the policy environment* for children, which included the development of the national 5 year Childhood and Youth Strategies in 2004, the National Poverty Reduction Development Plan, and the National Strategic Vision. However, what needs considerable support and assistance is the *implementation and enforcement environments*, in order to achieve concrete results.

Despite the existence of a multitude of policies, at this stage great challenges remain, most of which lie at policy realization and law enforcement levels. One of ACCESS-Plus's objectives - to improve the child labor and education policies- focuses on better law enforcement through the training of child labor inspectors and on improved education policies and programs. These policies will be discussed under the education policy section.

### 3.3. EDUCATION PRACTICES AND POLICY

All Yemeni children are expected, by law, to attend basic education (grades 1 to 9) beginning at the age of six. Secondary education, attended by students 15-17 years of age, includes post-basic, Technical Education and Vocational Training (TEVT). This is a maximum of three years with variations in course duration. Students can then attend university (4 or more years, depending on the degree) or a Post Secondary-TEVT program, for a maximum of three years.

Although teaching practices are still based on rote memorization in most schools, the Ministry of Education is currently engaged in various initiatives aimed at designing and implementing an improved curriculum, as well as promoting and encouraging child-centered teaching practices. Initiatives include a review of the existing syllabus, extensive teacher training, and review of school management and the supervision system. Nonetheless, the many weaknesses in the current formal education system exacerbate child labor related issues such as overcrowded classrooms, limited access to school due to distance, poor infrastructure, lack of supplies and lack of qualified teachers, especially female teachers in rural areas. Each of these makes it difficult for children who have been out of school to re-enroll. Children who do re-enroll are often behind academically; as a consequence, they are placed in classrooms with much younger children. Furthermore, children who have not attended school in three years or more are not allowed to re-

enroll. Finally, school fees (illegal and legal) often deter enrollment even further, especially in rural areas where poverty rates are higher.

Yemen's gender gap,<sup>6</sup> the highest in the world, is a key contributing factor to child labor. Gender inequity and the glaring discrepancies in enrollment rates between boys and girls punctuate the existing problems in the education system. According to the U.S. Department of State, the enrollment rate in primary school for boys is 76 percent but only 45 percent for girls. Furthermore, two out of three women in Yemen are currently illiterate. The policies related to girls' enrollment and retention in schools are in need of reform in order to combat existing barriers.<sup>7</sup> Attendance is especially low for working girls – just 14 percent of working girls go to school compared to 59 percent of working boys.<sup>8</sup>

Approved by the Cabinet in 2003, the National Basic Education Development Strategy (NBEDS) aims to increase enrollment in basic education, particularly for girls and in rural areas, to reach 95 percent of 6 to 14 year old by 2015. Based on the principles of the NBEDS, and in recognition of the financing gap to achieve universal primary completion by 2015, the government prepared a “credible” plan in 2002 to achieve Education for All (EFA) by 2015. This plan was approved, and Yemen was selected to be among the first group of ten countries to receive financing from the EFA Fast Track Initiative (FTI) Catalytic Fund. The most significant national basic education program, BEDP (Basic Education Development Program, funded by USAID, the World Bank, DfID, GTZ and the Dutch Government) focuses on grade 1-9 of the Yemen education system. Its basic goal is to ensure access to quality basic education for all children, in line with the Millennium Development Goals. In February 2009, donors reviewed the BEDP program and the Fast Track Initiative was reviewed in June 2009. Preliminary findings suggest that both programs are not meeting initial expectations and that Yemen will not be able to realize its education Millennium Development Goals in 2015. One highlight, however, is the increase in the percentage of girls' enrollment (42% of total enrollment rates) amidst otherwise stagnating enrollment rates (78% Gross Enrollment Rate – MoE, 2007/8 figures). However, 3% annual population growth in Yemen has proved to be quite challenging for the Ministry of Education in keeping up with expected outcomes, resulting in declining overall enrollment numbers.

“With one of the highest demographic growth rates in the world (3%), the Government of Yemen had to work harder to maintain existing gains. Although enrolment in primary education has increased from 2.2 million in 1997 to 3.3 million in 2007, and gross enrolment rate in basic education shifted from 62 % to 74 % over the same period, **the primary completion rate** (equivalent to the first six years of basic education in Yemen) **remains low at 60 percent in 2007**,

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<sup>6</sup> The 2008 Gender Gap Report, World Economic Forum, November 2008

<sup>7</sup> “Making Children's Rights Work: Country Profile on Yemen,” International Bureau for Children's Rights

<sup>8</sup> “Understanding Children's Work in Yemen,” a research co-operation initiative of the International Labor Organization, UNICEF and World Bank, March 2003.

70 percent for boys and 49 percent for girls. There were still 1.8 million children of basic school age out of school in 2005.”<sup>9</sup>

As the Basic Education Development Strategy is de facto a roadmap towards Education for All, including children involved in child labor or at risk of entering child labor, there are multiple aspects of this strategy addressing accessibility to basic education for the poor. Initiatives currently implemented, such as partial abolition of school fees for children in early grades, school feeding programs, increase in female teachers and on overall number of schools will contribute to improved enrolment.<sup>10</sup>

The ACCESS-Plus program output under policy development is the endorsement of remedial education by the Ministry of Education. To this end, the ACCESS-Plus program plays an active role in the education sector. It is a member of the BEDS coordination group, as well as focus group on inclusive/remedial education and resource rooms; it is an active contributor to the development of training material. Specifically, one of ACCESS Plus’s relevant activities is the set up, in the program selected schools, of resource rooms primarily addressed at children experiencing learning difficulties.

### 3.4. YEMEN’S VOCATIONAL EDUCATION SYSTEM AND CHILD LABOR

The Ministry of Technical Education and Vocational Training (MTEVT) was established in 2001 through the consolidation of training activities previously undertaken by the General Authority for Vocational and Technical Training, the Ministry of Education, and other public providers. The Ministry adapted its National Strategy for the Development of Vocational and Technical Education (NSDVTE) in 2004. The strategy aims to attract 15 percent of basic and secondary education graduates to post-basic and post-secondary TEVT, respectively, by 2014. One of the objectives is to bridge the gap between the labor market and the vocational training courses offered by the Ministry.

Children withdrawn from child labor face several difficulties in accessing educational services that prepare them for future acceptable employment. First, Yemen’s technical and vocational education system is structured to provide employment-related training only to perspective students who have successfully completed 9th grade. In this sense, while academically strong, the MTEVT programs pose severe limitations to a large number of possible students who, for various

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<sup>9</sup> FTI, Yemen Country visit notes, June 2009

<sup>10</sup> In recent years the MoE has announced the cancellation of school fees on a per year basis, just before the beginning of each new school year. However, the abolishment of school fees is not a permanent policy at this time.

reasons, have not completed basic education.<sup>11</sup> Second, programs offered are not well matched to meet market needs. Most youth of minimum working age withdrawn from exploitive work need to acquire marketable skills in order to obtain acceptable, non-hazardous employment; a seemingly challenging exercise with a MTEVT diploma. Consultations with the business community indicate a great need for productive semi-credentialed workers in a wide variety of occupations such as welding, electrical work, plumbing, landscaping, masonry, and painting. Such courses are apparently limited within the MTEVT educational offerings. Third, TEVT institutes are mainly located in the governorates' capitals, considerably limiting access to courses for children living in rural and remote areas. Apparently, board and lodging facilities for nonresident students are not considered within the MTEVT structure. Finally, there seems to be a gap between the quite ambitious curriculum and inadequate quality of training,<sup>12</sup> limited Ministry resources, and outdated equipment.<sup>13</sup> The draft World Bank Education Country Status Report for Yemen concludes that vocational education and training qualifications do not add much to wages and that their premium is more comparable to primary education than to secondary general education. Moreover, the World Bank concluded that no alignment exists between the vocational training curricula and the labor market.<sup>14</sup>

The ACCESS-Plus program will strive, as part of its policy improvement output, to obtain Ministry of Vocational Training's endorsement to officially include job placement as part of training programs addressed at youth with limited formal education. Before this, time and energy will have to be spent in order to ensure that vocational training courses for youth with limited formal education are formally endorsed by the Ministry and are funded through the annual budget allocation of the central government. In the absence of formal recognition and funding by MTEVT, vocational training for children with limited formal education will continue to depend on NGO and other donors' interventions.

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<sup>11</sup> The ACCESS-MENA program, working with the Ministry of Technical and Vocational Education on the governorate level, was able to gain exemptions from this requirement for the program's Direct Beneficiaries.

<sup>12</sup> From field interview with the Governor of the Al Hudeida governorate.

<sup>13</sup> During a conversation with the Ministry of Technical and Vocational Education in the Al Hudeida governorate, it was pointed out that the automotive repair trainees were being taught repairs on a 1977 automobile.

<sup>14</sup> World Bank Presentation of Yemen Education Country Status Report findings, February 2, 2009, Sana'a, Yemen

### 3.5. Attitudes towards Child Labor and Education

At the inception of ACCESS-Plus, little information existed on the attitudes and beliefs towards child labor and education in ACCESS Plus target areas. A weakness of the previous ACCESS-MENA program was the absence of pre and post-KAP surveys to identify changes in attitudes, knowledge and practices following ACCESS-MENA's awareness campaigns. Studies have been conducted on attitudes towards girls' education but not on education and child labor. Save the Children Sweden has recently completed some studies on general attitudes towards education in Aden governorate, as part of its baseline survey for the Dubai Cares education program survey data are currently being analyzed. As such, the data provided by ACCESS Plus Baseline Survey will represent a crucial resource base for future child labor and education policy and strategy development.

ACCESS-Plus awareness raising activities aim to change attitudes towards child labor and education by increasing knowledge about the issue. At the national level, the program addresses the general public through the media, specifically TV, radio and the press. In addition, it addresses members of parliament and shura members through direct communication. At the local level, Governorate council members are approached through the community leadership councils; religious leaders and community leaders are involved through training workshops and informal meetings; through local awareness raising activities, ACCESS-Plus targets parents and caretakers of child laborers and children at risk of entering child labor; in addition, the program involves children themselves, child laborers or those at risk of entering child labor, by offering extracurricular activities such as outings, festivals and art initiatives.

## SECTION 4. SURVEY METHODOLOGY

The Baseline Study included both qualitative and quantitative approaches with a variety of primary and secondary data sources. The data sources included monitoring and evaluation reports, interviews, focus groups, desk-top analyses, historical data, and trends. Because of the lack of official statistics on child labor, the M&E specialist gathered research and studies on the issue from secondary sources. The desk research clarified gaps in knowledge about child labor and education and as such, facilitated the design of the survey tools. The survey was developed in Sana'a, taking the ILO-IPEC/Central Statistical Office child labor household survey (which has not been conducted to date) as an example for the household survey. The household survey and all other developed questionnaires were field tested in Sana'a with all target populations, then corrected and fine tuned before being conducted in the governorates.

The survey was first conducted in the governorates of Aden and Tai'z (simultaneously in February 2009) after the fieldwork personnel attended a joint 5-day training workshop in Aden in January 2009. Following completion of the survey field activities in Aden and Tai'z, a training workshop was held in Hudeidah city for the survey fieldwork personnel from Hudeidah and

Hajjah. The survey was conducted in Hudeidah and Hajjah governorates in February and March 2009. The survey field personnel in each governorate consisted of one team leader and eight interviewers. The actual field data collection was carried out over a period of 2 to 3 weeks. Other key features of the survey methodology included:

- **FIELD DATA COLLECTION PERSONNEL.** Both team leaders, statisticians with more than 20 years of experience, have in depth knowledge of the target governorates. All surveyors have had previous experience in surveying and collecting data in their governorates. In order to ensure a gender-balanced access to data collection, an equal number of women and men were hired. The constant presence of Access-Plus M&E specialist in the governorates throughout the survey period served to strengthen quality data collection while providing extra supervision.
- **COORDINATION WITH AUTHORITIES.** Official approval to conduct the survey was obtained at central level, from MOPIC. At local level, in each locality surveyors contacted local authorities prior to initiate survey related activities. Despite the above, some problems related to survey authorization documents were experienced in Hudeidah and Hajjah, promptly solved through cooperation between CHF, CSSW and local authorities.
- **PROBLEMS ENCOUNTERED IN THE FIELD.** As expected, some respondents showed some reservation in responding to all questions. In Hudeidah, people refused point blank to participate in the survey until they had the approval of the head of the locality, who in his turn requested instructions from the governorate authorities. This problem was solved but took a few days.

All of the schools' headmasters did not allow students to be interviewed, claiming this would disrupt their schooling, despite CHF's proposal to interview them after school hours.

Girl street children were reluctant to be interviewed, even by female surveyors. This might be linked to the reported abuse by police, including sexual harassment and extortion, of street children.

- **DATA EDITING AND CODING.** A statistician conducted the office editing and coding of the data in the questionnaires. A shortcoming of the survey was the multitude of open-ended questions, which respondents answered very differently. The clear advantage was to ensure respondents' answers described their situation accurately, but the disadvantage was the time-consuming editing and coding of these answers. The statistician first listed the open answers of every question, then re-grouped the almost similar answers, and then coded them. This took longer than expected and planned. The data was entered into an SPSS database for the data processing of the survey data.

## 4.1 THE SURVEY INSTRUMENTS

The Survey Instruments included both quantitative and qualitative instruments. A questionnaire was designed for each target group. In addition, street children and community leaders were interviewed in group discussions, led by the M&E specialist.

The questionnaires targeted:

- Households: parents or caregivers and children
- Schools: school headmasters, teachers, social counselors
- Working children
- Street children
- Child employers
- Community leaders
- Trafficked children and children smugglers
- Government officials

The districts within the governorates were selected by the CHF team based on national poverty statistics and national school enrollment data. There was a purposeful selection of the poor neighborhoods in each district. The households were randomly selected, taking the first household, skipping three households and then taking the fifth household, and so on. Though randomly selected, businesses were located in the same areas of surveyed households and were representative of a variety of industries. 3 schools in each targeted district were randomly selected, making a total of 9 schools for each governorate. Random selection methodology was adopted to select the remaining survey targeted populations.

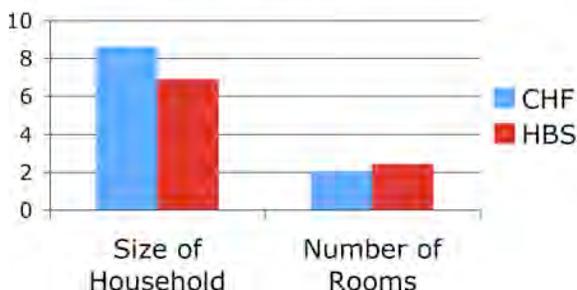
### 4.1.1 HOUSEHOLDS SURVEY

In order to better understand the families in the communities targeted for the intervention, data was collected from a sample of 416 households from these areas with roughly one-fourth of this sample drawn from each of the four targeted communities. Though these household surveys are not necessarily a random sample of the targeted regions, they are a random sample of the population that will be targeted by the CHF intervention. A similar approach utilized to identify survey household will be utilized to select households included in the program. The household survey is composed of different parts that will be analyzed in different sections of the report. The first part is a general household questionnaire that contains basic information on all members of the household as well as a variety of general questions about household characteristics and parental attitudes. The second part is an additional survey that was administered to all children identified as being economically active (N = 357); it focuses on the experiences of children engaged in the labor force.

Finally, of the remaining 1,291 children ages 6-17 that were not working at the time of the survey, nearly 50% of them were included as respondents to a questionnaire focused on

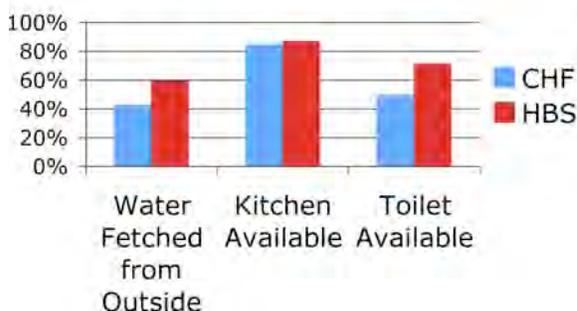
educational experiences. Importantly, this last sample was not a random sample as children who were home at the time of the survey were much more likely to be interviewed. Though it is unclear how this sampling would bias analysis of the educational opportunities of these children, it is something that is worth keeping in mind throughout this analysis.

Figure 4.1.1: Household Size and Number of Rooms



While the household data collected for this baseline study are useful to characterize the situation that Yemeni children face, they are also useful for to evaluate the effectiveness of CHF targeting approach. In particular, these data will facilitate an evaluation of the effectiveness of the community and household sampling method, in the context of targeting poor households with working children. The analysis will be carried out along two main lines; first, by comparing the household characteristics of CHF household baseline sample to the 2005-2006 Household Budget Survey (HBS), a nationally representative sample of the population. Second, by comparing the activities of children in the targeted households to the activities of children in the HBS.

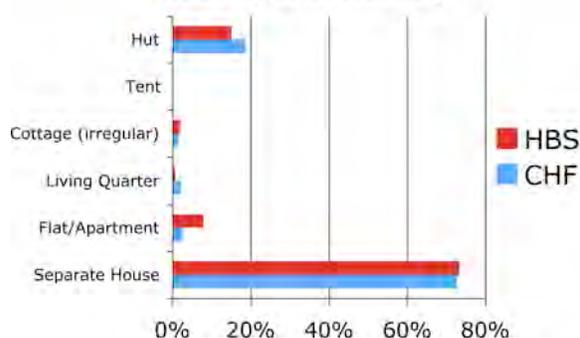
4.1.2: Utilities Available



The most direct way to examine whether CHF was successful in targeting marginal households is by comparing household characteristics from the CHF households to the overall Yemeni population. To do this, several key variables that are found in both the CHF survey and the HBS from 2005-2006 are compared. The values reported for the HBS are calculated using only the samples from Aden, Hajjah, Hudeidah and Tai'z, as these are the four governorates from which the CHF households were sampled.

The results from Figures 4.1.1-4, which reports the means for each selected variable in each data set, suggest that the targeting was indeed successful. From Figure 4.1.1 it is clear that the CHF households are both larger, on average, and have fewer rooms, both signs of increased poverty. Figure 4.1.2 shows that the CHF households are significantly less likely to have a toilet and slightly less likely to have a kitchen. Though this figure also suggests that CHF results are more likely to have indoor access to water, which would be a sign that these households were

4.1.3: Type of Housing



wealthier, this result may be driven by the fact that this question was asked in very different ways in the HBS and the CHF sample.

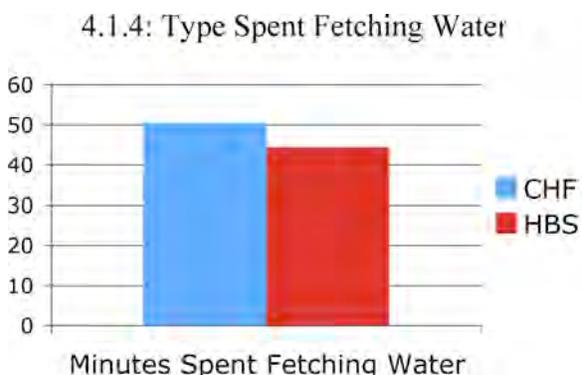


Figure 4.1.3 indicates that the CHF households are slightly more likely to live in lower quality housing and figure 4.1.4 suggests that CHF households spend more time getting water. Overall these results suggest that the CHF households were poorer, on average, than the Yemeni population.

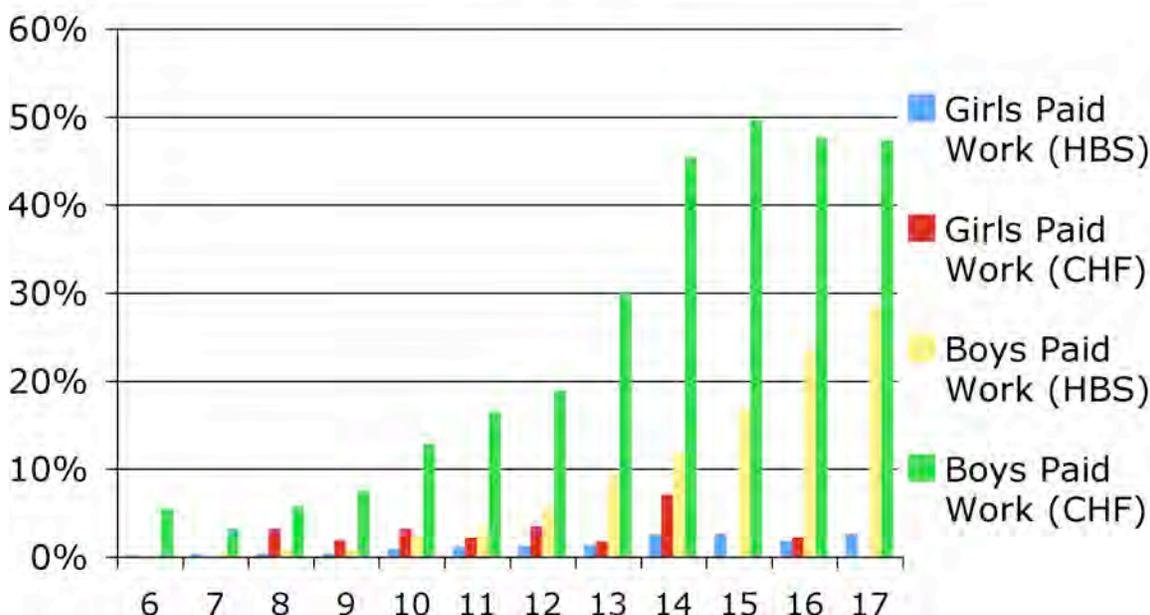
Another way of evaluating the effectiveness of the targeting is to look at the amount of child labor within the CHF households as identifying children in the labor force was one of the central goals of the CHF strategy. In order to examine this component of targeting, the level of paid child employment between the CHF sample and the HBS is compared in Figure 4.1.5. In both cases the standard ILO definition of employment is used, i.e. a child is employed if he/she works at least one hour during the previous week.

In this figure, a dramatic difference is reported between the share of children who report engaging in paid work in the HBS and those who report being employed in a paid position in the CHF survey. As both surveys used a similarly detailed labor questionnaire, it is likely that this dramatic difference is driven by the fact that the areas targeted are close to markets and other places where child labor is likely to take place. Figure 4.1.5 is thus further evidence that the CHF targeting strategy was indeed effective in targeting families with working children.<sup>15</sup>

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<sup>15</sup> While the CHF and HBS labor surveys are comparable in terms of their definition of paid work, this is not true for unpaid work. In particular, the HBS included housework and chores in the definition of unpaid work. This is the reason for the focus on paid work in this comparison.

Figure 4.1.5: Comparing Activity of Children in CHF Sample to the HBS



#### 4.1.2 WORKING CHILDREN SURVEY

Understanding the experiences, difficulties and perhaps opportunities that youth encounter in the workplace is essential to the understanding of child labor in Yemen. In order to explore these issues, working children were interviewed in two different settings.

First, as part of the survey of employers who work with children (see below), 471 children were at the workplace and relatively detailed information was collected about them and their experiences in the workplace. Second, during the household survey each of the working children in the sampled households were asked targeted questions about their work experience. While the questions in the household survey are a bit more limited, they have the advantage that the responses of the children can be linked to familial characteristics.

#### 4.1.3 CHILD EMPLOYERS SURVEY

Numerous theories exist to explain why children work and why children are hired. However, very little proof exists to support theories why employers hire children. As such, CHF felt it important to find out reasons why children are hired and in what circumstances. The questionnaire included questions on the number of employed children in the business, why children were hired and for what jobs, wages and treatment of children, employers' knowledge and attitudes towards child labor, and child rights amongst others.

The child employers in this study were selected by drawing a pseudo-random sample of the employers of the working children in the household survey (see above). In particular, a list of employers in each of the sampling areas was collected and then 68 employers were randomly sampled. This process is referred to as pseudo-random as an informal stratification system was used so that certain categories of employers were guaranteed to be sampled a minimum number of times (e.g. smugglers). The goal of this sampling procedure was to provide a sample that contained a variety of business types that were identified as being interesting and important and that would be representative of the types of employers that a child would be likely to encounter. As the goal here is only to provide a descriptive analysis of the demand side of child labor, this sampling approach is not expected to cause any strong biases.

#### 4.1.4 TRAFFICKED CHILDREN AND CHILDREN SMUGGLERS SURVEY

Despite the frequency that child trafficking and smuggling across the Yemeni-Saudi border is discussed in both the local and international media, there is very little available data on either the number of children that are involved in either of these activities or the factors that affect the likelihood, and potential willingness, of children to engage in this activity. And as identifying means to help attenuate this pervasive problem is a central goal of the ACCESS-Plus initiative, it was essential to meet with some of the children that were engaged in this activity to better understand how and why they engage in smuggling and/or trafficking.

While it was of course impossible to obtain a random sampling of the children that engage in these activities due to the fact that much of the smuggling and trafficking is clandestine, the survey team was able to find 65 children engaged in these activities that were willing to talk about their experiences. The sampling was relatively straightforward. In particular, the main border crossing of the Yemeni-Saudi border near Haradh in Hajjah was visited one evening after dusk and any children that were willing to share their experiences were interviewed.

These conversations were often done in groups, and it is important to note that this is likely to be a select group of individuals as only the most confident of child smugglers and traffickers would likely be willing to sit and meet with CHF baseline surveyors. However, the sample is still quite informative as it provides a glimpse into the lives and decisions of some of the most experienced children who engage in these activities. Because the conversations were done in groups, this could also have affected some of the responses from the children, as some of the questions that were asked were sensitive and subject to some social stigma. This should be born in mind when interpreting the results of the survey.

Though the sample overall is likely a representative sample of the population of children who had traveled to Saudi Arabia, there are not enough girls in the survey to make meaningful comparison between the genders. Though this is indicative of the fact that children engaging in repeated crossings are likely to be male, which is an interesting result in its own right, it also means that a much larger sample would be necessary to provide much needed insights into the specific issues facing girls who are involved in trafficking and smuggling.

#### 4.1.5 STREET CHILDREN SURVEY

Children working in the streets are often believed to be one of the most “at risk” populations in their protection needs, access to education, and access to health services. Thus, in order to better understand the conditions, experiences, and needs of these children, a specialized questionnaire and survey approach was developed.

CHF used a PRA method where children found working in the streets were gathered together so that they could be interviewed as a group.<sup>16</sup> This method was used, as opposed to a more standard survey approach, as in Yemen, begging and street selling is officially an illegal activity. A total of 48 children were interviewed in this way. While the sample is quite small, it is quite valuable as surveys of children working in the street in Yemen are quite rare because they are, in practice, quite difficult to collect.

Though an extra effort was made to interview girls (as the experience of girls working in the street is particularly important), it was only possible to include four female children in the sample. Indeed, girls were very wary of being interviewed and in general not willing to participate. Thus, analysis of differences between the two genders is in general not possible.

#### 4.1.6 SCHOOLS SURVEY

As Access Plus focuses on education as an alternative to child labor, it was of paramount importance to obtain data from different school personnel on various topics relevant to the program’s objectives. To this end, three questionnaires, addressing headmasters, social workers, and teachers were utilized. Although there were some variations between the surveys, all three questionnaires included parts related to school personnel perceptions on school environment, quality of teaching and training, pupils’ attendance, pupils combining school and work, child labor in general, and the relationship between school, family and community. A total of 37 schools were visited in the four governorates, with an average of 3 schools in each selected district (urban and rural); 37 headmasters, 37 social workers and 77 teachers were interviewed.

#### 4.1.7 COMMUNITY LEADERS SURVEY

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<sup>16</sup> Often one child would be paid a nominal sum, equivalent to one or two dollars, to gather his friends together.

Community leaders (e.g. sheikhs, imams, local land owners, big business owners, etc.) typically play a key role in both the implementation and potential success of development projects. Additionally, they are likely very important in shaping the views and attitudes of people in the community about child labor. Thus, in order to provide a better picture of the capacity of these communities to benefit from the project, a survey of these community leaders was conducted.

The survey of these community leaders contained both a qualitative PRA-type as well as a more traditional, quantitative questionnaire. The qualitative interviews were done in groups, with a total of three groups of community leaders, and a total of 95 community leaders were interviewed.

#### 4.1.8 GOVERNMENT OFFICIALS SURVEY

Deputy Ministers from four ministries that are key to issues of child rights, child labor, and child trafficking were interviewed for this study. In particular, representatives from (1) the Ministry of Planning and International Cooperation, (2) the Ministry of Youth and Sports, (3) the Ministry of Social Affairs and Labor and (4) the Higher Council for Motherhood and Childhood were included in the study. Additionally, staff at the Ministry of the Interior interviewed thought it was not possible to meet directly with either the minister or one of the deputy ministers.<sup>17</sup>

An interview was conducted with a representative of each ministry; questions focused on respondent's knowledge on child rights and child labor, as well as efforts of the ministry to curb the problem. In the analysis below, the ministries representatives are kept anonymous, as it does not affect the analysis and it protects the respondents' confidentiality.

## SECTION 5: ATTITUDES AND AWARENESS

This section examines the attitudes and awareness of parents, educators and employers regarding child labor. Some of the central results of this section are as follows:

Parents are generally supportive of the idea of education for all of their children and are against child labor though there seems to be limited awareness of the types and conditions of child labor.

Educators, who likely have a strong role in the decisions of these children because of their prominence in the community and in the lives of these children, seem to be somewhat supportive of children working.

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<sup>17</sup> It was unfortunate that a more formal interview with one of the deputies was not possible as the Ministry of the Interior plays a central role in this issue as it is responsible for enforcing legislation.

Employers have very little awareness of child labor issues that seems to reflect a lack of publicity on the part of the responsible government associations.

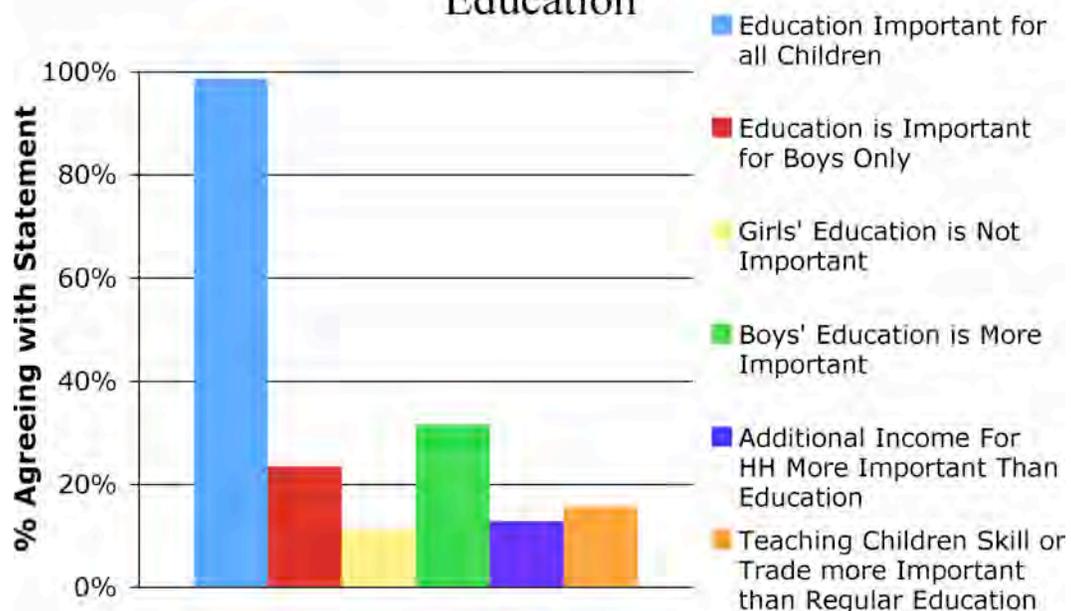
Though the analysis here is largely descriptive, as it simply reports the opinions and knowledge of these different groups, in later sections the impact of attitudes and awareness on child educational and employment outcomes is explored.

### 5.1. PARENT AWARENESS AND ATTITUDES

The data allows us to examine parental attitudes towards education and child labor as well as their general awareness of child labor. First, attitudes towards education are examined and then their views and knowledge of child labor.

Overall, these parents seem to be quite committed to the idea of educating their children. This is demonstrated in Figure 5.1 where the percent of parents agreeing with a variety of statements related to education is reported. Interestingly, the vast majority of parents seem to be committed to the idea of educating both their girls and boys. Indeed, nearly all parents agreed that education was important for all children. And when pressed about the relative importance of education for boys and girls, no more than 30% of the parents interviewed reported that they believed that boys' education is more important than girls' education. This result is particularly interesting as it is against the prevailing wisdom that parents are much more likely to withdraw female children

Figure 5.1: View of Parents Towards Education



than male children from school in case of economic difficulty.<sup>18</sup>

These parents also provide similar responses when pressed specifically on the relative benefit of education versus the labor force. Over 80% agree that work will negatively affect the school results of their children and nearly 90% of those with children withdrawn from school say that they intend to send their children to school when the economic condition of the household improves.

Interestingly, there seems to be evidence of significant regional differences in the attitudes of parents towards child education, and in particular towards the education of girls. In particular, the households from Tai'z that were selected for sampling seem to be more supportive of girls education as well as child education overall. While the households from the other governorates give similar responses, with over 20% agreeing that boy's education is important only and 13-15% agreeing that education for girls is not important, only 11% and 4% of the households in Tai'z agreed with these respective statements. Further while 13-18% of the households in the other governorates said that additional income was more important than enrolling the children in regular education, only 6% of the households in Tai'z agreed with this.

As understanding the relationship between attitudes and actual educational outcomes is essential, in Section 7.1 the impact of parental attitude on actual outcomes after controlling for wealth, parental education, and several other factors is analyzed. This multivariate approach allows us to estimate the importance of parental attitudes on the educational outcomes of both male and female children as compared to other household characteristics.

One peculiar result from Figure 5.1 is that parents do not seem to value practical vocational-type training as compared to regular education. This result seems quite unusual as it is known that many of these parents bring their children to the workplace with them to do exactly this. However, as enrolling children in vocational training programs combined with job placements is one of the approaches of the CHF intervention, it may be advisable to organize some focus group discussions with parents in the target areas to understand the potentially undesirable characteristics of this type of training.

While parents in the CHF households survey have an appreciation of the benefits of education, they have very little knowledge of child labor. First, less than one-fourth of these parents indicated that they knew what child labor was. Second, despite the prevalence of children working in the streets, less than 35% of the households responding and less than 20% of all the selected households mentioned this as a form of child labor. Third, and perhaps more

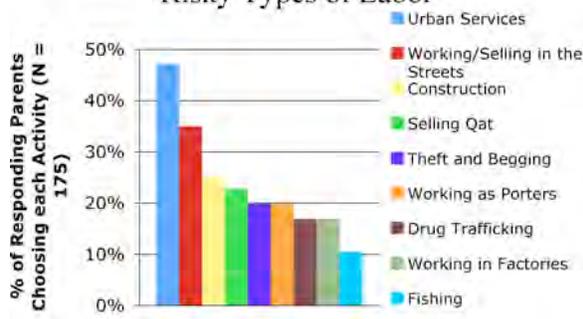
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<sup>18</sup> These data do suggest that the vast majority of these parents have had an experience where some children were withdrawn from school because of an inability to pay the educational expenses as over 90% of the parents mentioned "family cannot afford educational expenses" as one of the three main reasons that children drop out of school. This issue will be further discussed in the education section below (Section 5.5) when looking at the reasons that drop-out children give for having dropped out.

importantly, though nearly half of the households mentioned examples of what they believed to be the “worst forms” of child labor, the types of labor they identified did not well represent the dangerous types of work that many of these children do work in. Indeed, as can be seen in Figure 5.2, three of the activities that are commonly identified as the worst types of labor, e.g. begging, drug trafficking, and fishing, were selected by less than 20% of the households. This is 20% of only those that did respond, so less than 10% of the sampled households were able to identify these categories.

In addition to evaluating the knowledge of these parents about child labor, a series of questions designed to explore their attitudes towards child labor were asked. While over 60% of parents said that children under 14 should not work outside of the house, half of the parents who were seemingly against child labor said that they would send their children to the work force if the family was in need of extra income. Additionally, while nearly 90% of parents claimed that enrolling children in education is more important than the additional income that they could get, over 60% of these parents making this claim had children working!

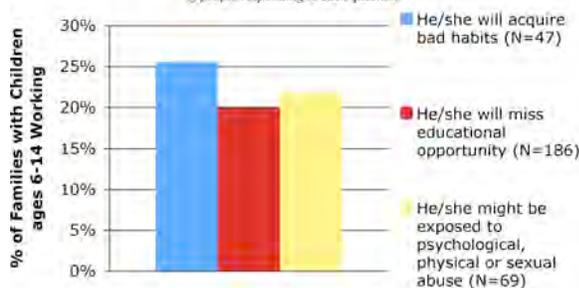
Figure 5.2: Parent Knowledge about Risky Types of Labor



The reason for focusing on analyzing parental attitude is that parents play a decisive role in whether children will enter the labor force. However, it seems that parental attitude does not have a deterministic impact on outcomes. Indeed, perhaps surprisingly, over 20% of the parents who said that they thought children under 14 should not work outside the house had children under 14 working outside at the time. Further, as shown in Figure 5.3, of the roughly 50% of the parents that provided specific reasons why children should not work outside, over 20% in each of these categories, including those that cited abuse as a reason for not having children in the labor force, had children under 14 working.

5.3: Percent of Parents against Child Labor (by reason that they are against labor)

Note: Only includes parents with children working. The “N” indicates number of people responding to each question.

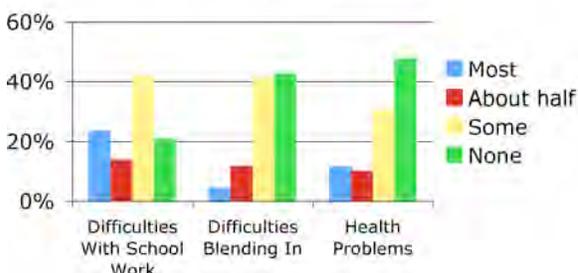


## 5.2. ATTITUDES AND AWARENESS OF HEADMASTERS, SOCIAL COUNSELORS AND TEACHERS

In this sub section, the attitudes of educators towards child labor are examined. These educators, which likely have a significant influence on these children and are often leaders within the community, do not seem to be overwhelmingly opposed to children working. Indeed, as shown

in Figure 5.4, though only a few agree with any form of child labor, approximately one-half believe that labor that does not interfere with education is acceptable.

Figure 5.4: Attitudes of Educators towards Child Labor



That half of these educators seem to be supportive of children working seems to be peculiar. However, the views of these educators regarding the perceived impact of labor on educational impact corroborate this result.

Indeed, as shown in Figures 5.5-5.7, over 60% of each group of educators believes that working affects only a few of their children. The overwhelming majority of each group does not seem to believe that working has a significant negative impact on either the health of these children or their ability to fit in.

Figure 5.5: Effects of Child Labor on Education - Social Counselors

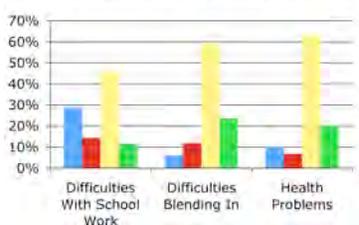


Figure 5.6: Effects of Child Labor on Education - Headmasters

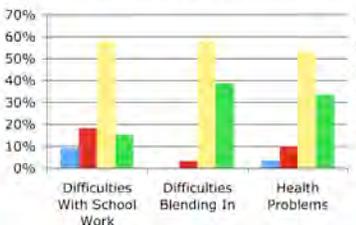
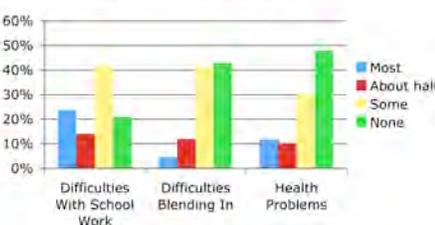


Figure 5.7: Effects of Child Labor on Education - Teachers

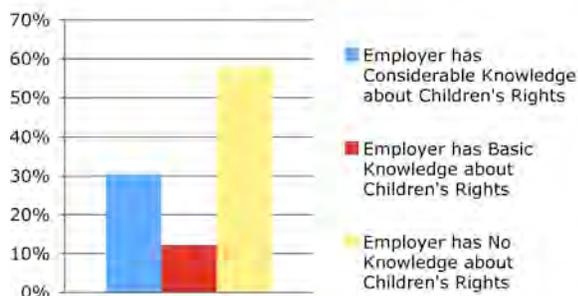


### 5.3 EMPLOYER AWARENESS

In order to better understand the awareness and knowledge of employers about the rights of working children, questions were asked about four aspects of child labor laws: (1) hours worked, (2) the working age, (3) holidays and (4) the types of work allowed. Based on their responses, employers were identified as either having a considerable knowledge, a basic knowledge or no knowledge about children’s rights. In Figure 5.8 the results from this question are reported. Though nearly 60% of the employers demonstrated no knowledge of children’s rights, it was interesting to discover that nearly 30% of these employees did have a decent knowledge about the rights of children and some 10% had at least a basic knowledge.

Importantly, employers that paid well were equally likely to exhibit knowledge as those who did not pay well. Further, employers that were knowledgeable about children’s rights seemed to be equally likely to punish children for negligence and provided similar benefits to the children as those that

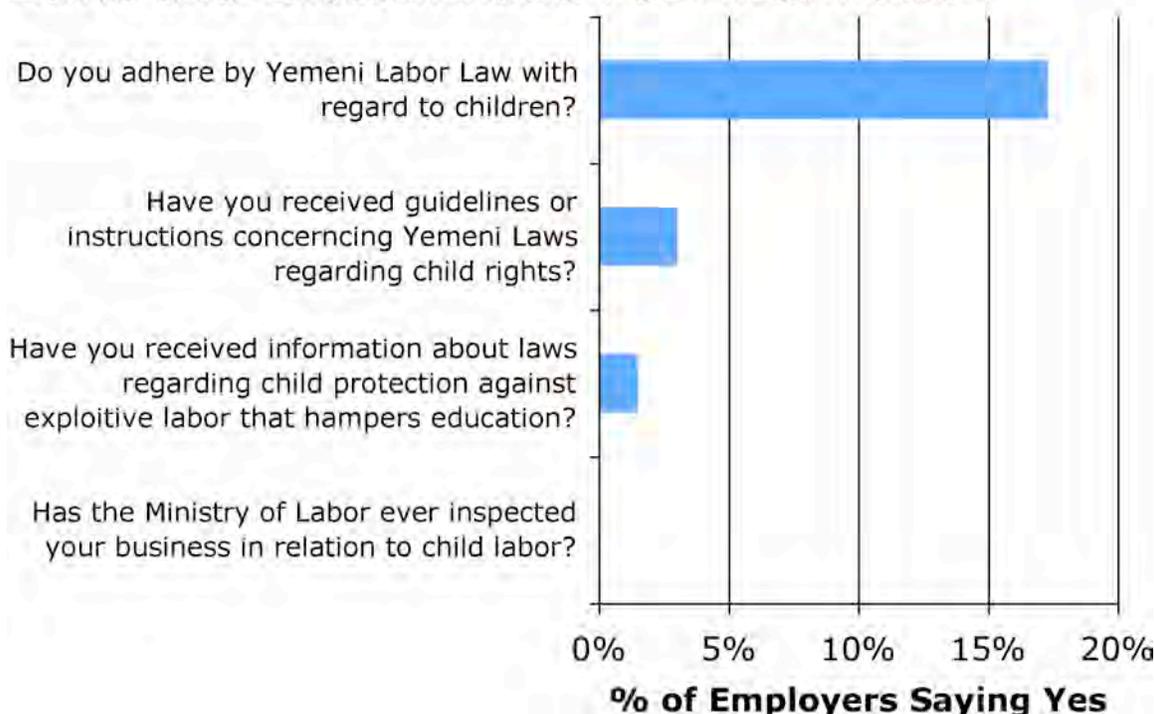
Figure 5.8: Knowledge About Children's Rights



were not. Thus, it does not seem that knowledge of children’s rights issues translates into any observed benefit. However, as this sample is rather limited, further research looking at the linkages between knowledge and practice are warranted.

Though the Yemeni government has officially incorporated protection for children into the Labor Law, it seems that there has been little success in disseminating information about these laws. As shown in Figure 5.9, only a very few employers have either received information about these new labor laws or the relationship between child labor and education. Further, not even one of the employers that were surveyed reported having been visited by the Ministry of Labor. Thus, while 15% of the employers do claim that they do abide by Yemeni Labor Law, especially regarding children, it seems unlikely that they are indeed successful in doing so.

**Figure 5.9: Compliance with Labor Laws and Dissemination of Information**



**SECTION 6: WORKING CHILDREN**

In this section three key aspects of child labor are explored. First, the household and individual factors that influence the decision of children to work, the so-called “push” factors, are analyzed. In this analysis three general conclusions are reached about the reasons that children join the labor force:

Children’s decision to join the labor force is primarily a household decision.

The returns on education are quite low while the returns to experience seem to be relatively high.

Economic factors are the driving force behind the decision of children to enter the labor force, though problems in school also play a contributing role.

Second, the “pull” factors of the child employment equation are examined by looking at child employment from the perspective of the child employers. Here the analysis focuses on understanding the reasons that employers hire children and how they are treated in the work place. Interestingly findings show that most firms employ only one child, whether the firm is large or small, which is taken as evidence that having one child employed can be quite beneficial for these firms. Indeed, the importance of these children is affirmed by the fact that they usually receive wages comparable to an adult in the same firm.

Finally, in a third section the working conditions that children face is explored. Here it is demonstrated that children face abuse in all possible types of labor. Indeed, though children do seem to get paid reasonably well for their work, the type of employer does not seem to have a strong impact on the difficulties they face as children who work for a family complain nearly equally of fatigue, exhaustion, physical abuse and other difficulties as those who work for others.

## 6.1. CONDITIONS THAT WORKING CHILDREN FACE

In this sub-section the conditions that children face in different types of employment are examined. It is known that child labor has a negative impact on the lives and futures of these children. However, it is important to understand both the types of difficulties that these children face and how these difficulties vary across the type of employer and type of employment.

Figure 6.1.1: Child Complaints about Working Conditions

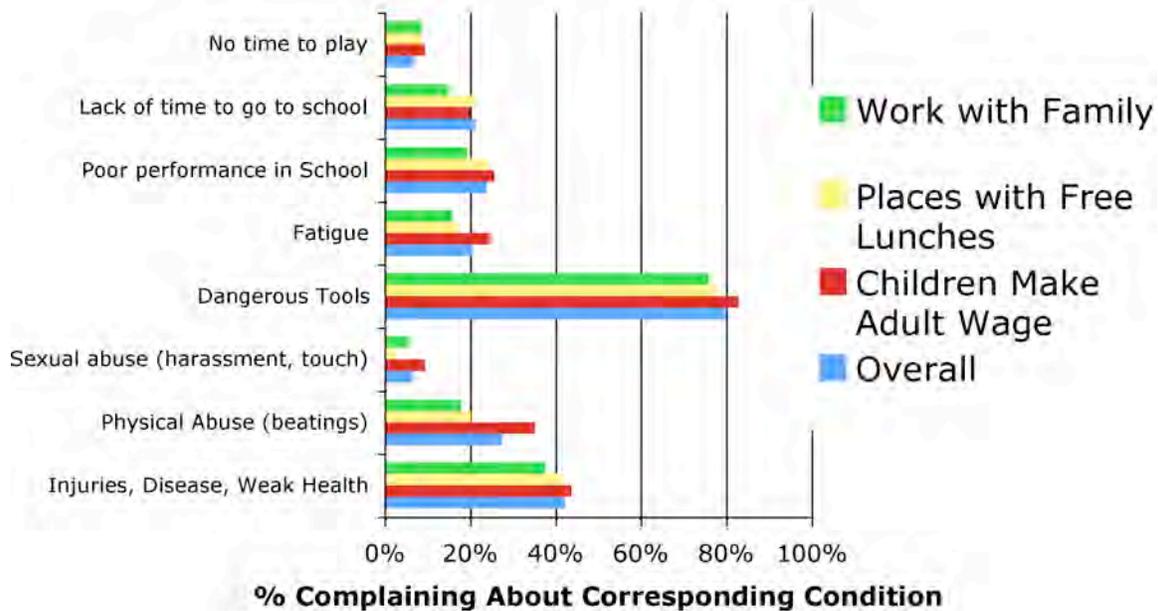


Figure 6.1.1 reports the share of children working in formal or semi-formal establishments who complained about a variety of different conditions at their place of work. In addition to reporting the total share of children reporting different types of complaints, this figure reports the complaints of children working for three different types of employers where it might be expected that these children would be better treated. In particular the complaints for those children that work for their family, those that get paid a wage equivalent to an adult, and those where a free lunch is provided, are reported on. While it is intuitive that a child working for the family might be better treated, it might also be expected that firms that either pay children well or give them perks like free lunches and time to eat would treat these children better.

The striking result from Figure 6.1.1 is that children working for a variety of different types of employers reported very similar types of complaints. Indeed, nearly 80% of children with all four different classes of employers complain of using dangerous tools and nearly 40% complain of suffering from injury, disease, or weak health.

While there is some weak evidence that those children who work at places with free lunches or with their family are less likely to experience physical or sexual abuse as the rates of abuse seem to be a bit lower for these types of facilities, they are not totally absent. Further, children seem to suffer from a variety of other difficulties nearly equally across the three classes of facilities. This result indicates that, although there may be slight variation in the treatment of children by their employers, there are not employers that treat children “well”.

While the experiences of children working in these formal and semi-formal establishments are clearly troubling, the two groups of working children who are most vulnerable to dangers are

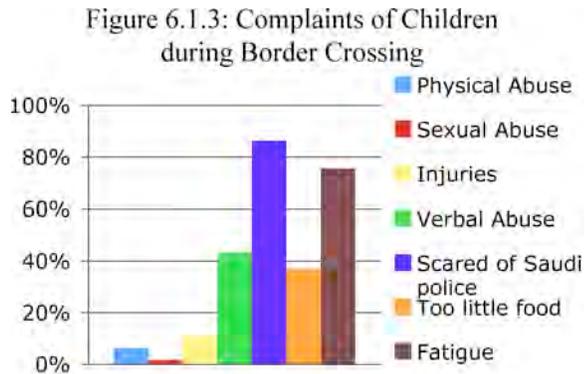
likely to be the children working in the streets and children involved in trafficking to Saudi Arabia.

Children working the streets reported two major types of dangers in their work. The first, that they were often beaten and insulted, was reported by nearly 80% of the children interviewed with additional reported harassment by municipal inspectors and other street shop owners. Interestingly, children working for a close relative like a father or brother are almost equally likely to face beatings and insults as those that work by themselves or work for other employers. However, this last result is not surprising as it has been observed by these authors that children are often beaten by their older brothers or fathers.



An important component of the experience of children in the streets is that many of them use violence to protect themselves. As nearly half of the respondents openly admitted to this, it is likely that the vast majority of them are forced to resort to violence at some point. Interestingly, as can be seen in Figure 6.1.2, children who work on their own or with family members are almost equally likely to have used violence while those who work for an employer are much less likely to use violence.<sup>19</sup>

Though violence and harassment are the two difficulties most commonly mentioned by these children, they experience a variety of other hardships.<sup>20</sup> Two important examples are (1) a very low level of school enrollment that decreases with the number of hours worked and (2) an increased exposure to disease and injury – nearly 30% of the children reported suffering from one of several serious maladies. And despite all the hardship that these children face, they do not seem to reap the rewards of their efforts as less



<sup>19</sup> These results should be interpreted with some caution as the number of street children interviewed was relatively small (N=48).

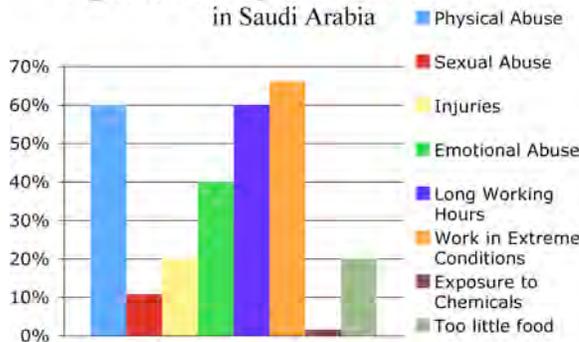
<sup>20</sup> There seems to be some positive aspects of working in the streets for these children as nearly 70% reported that they liked their jobs.

than 20% get to keep any of the money that they earn and half of those 20% are forced to split the money with their family.

Children engaged in trafficking across the Saudi border face dangers in both the course of crossing the border and while they are in Saudi Arabia. However, despite the fact that a vast majority of these children cross the border using unknown roads, likely in competition with other traffickers, the difficulties that they reported were less severe than those experienced in Saudi Arabia. Indeed, though two-thirds of the children said that the journey was not safe, only 11% of children complained of injuries, 6% reported physical abuse by another trafficker and only 2% reported sexual abuse as demonstrated in Figure 6.1.3. Though the remaining complaints - i.e. fatigue, hunger, fear of being caught, and verbal abuse – are still significant, they are perhaps less severe than the injury and abuse experienced by other children.

In contrast, these children experienced rather severe hardships while staying and working in Saudi Arabia. Indeed, as seen in Figure 6.1.4, 60% reported being physically beaten or tortured and another 10% reported being sexually abused while another 20% reported injury or health problems. In addition, children reported being emotionally abused, having to work long hours, having to work in extreme temperatures, and not having enough to eat.

Figure 6.1.4: Complaints of Children while in Saudi Arabia



While in Saudi Arabia these children stay in a variety of different places. In particular, roughly one-half stayed with either a relative or their family in a relative's house and most of the rest stayed with a group of trafficked workers. This is particularly relevant, as children staying with family members were actually more likely to suffer from abuse while in Saudi Arabia. Indeed, 69% of the children staying with their

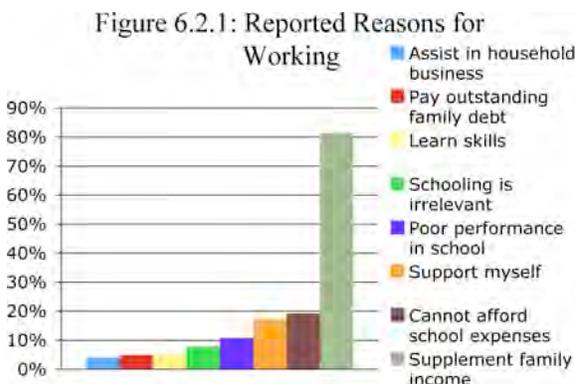
families complained of physical abuse, compared to 50% for the rest of the population. Further, all of the children who complained of sexual abuse were staying with a family member or relative during their stay. From this it is clear that there are not safe places for children to stay in Saudi Arabia.

## 6.2. WHY CHILDREN WORK

This section explores the variety of factors that influence children's participation in the labor force. Though there are a variety of reasons why Yemeni children join the labor force and it is likely that each child is influenced by several differing mechanisms, this section tries to identify the dominant factors affecting the labor force decision. As a major goal is to provide a comprehensive understanding of the factors that drive different types of children to work, the analysis draws upon all the data that has been collected on working children. The analysis considers four different data sets in turn: (1) the household data, (2) the working children data, (3) the data on children working in the streets and (4) the data on children involved in trafficking.

The central theme of this section is that the decision to work is a household economic decision. In particular, children work to supplement the family income. Though this issue is studied throughout this section, Figure 6.2.1 shows this quite clearly. In this figure, which reports the reasons that children give for working, the most important reason is to supplement family income and the second and third reasons are also economic. Though over 20% of the children did mention at least one factor related to school; that they did not perform well in school or that

school is irrelevant, economic factors clearly dominate.

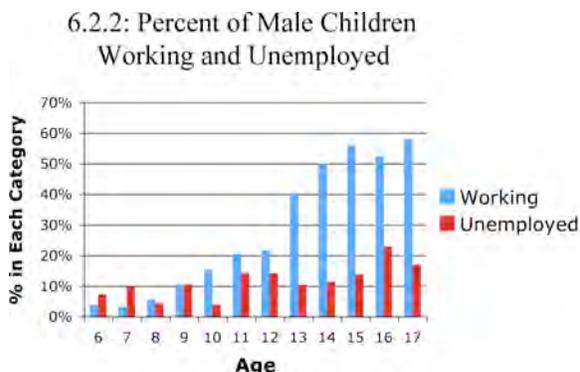


The household survey provides a very valuable tool for understanding the factors that influence the participation of children in the labor market for two reasons. First, it was designed to be a random sample of several areas with very high rates of child labor and thus provides insights on the familial factors behind child labor in these areas. Second, as this sample is representative of the population

that will be targeted by ACCESS PLUS, it will help the program to understand how it can better tailor its intervention to meet the needs of these communities.

Here the focus lies on analyzing household characteristics that affect two child labor market outcomes that can be identified in this survey. The first outcome is the probability that children are in the labor force and working. Then, the probability that a child is in the labor force and looking for a job but is currently unemployed, will be looked at. For this latter group, the duration of unemployment cannot be identified, but it is likely that the children who respond “unemployed” in the survey have been unemployed for at least the previous week, the standard ILO definition.<sup>21</sup>

Before moving to a more systematic analysis of these two labor market outcomes, in Figures 6.2.2 and 6.2.3 the participation of children in the labor force by age separated by gender are reported. Both the number of children that are employed as well as the number that are unemployed is quite dramatic. Indeed, over 10% of the boys in the sample are working by age 9 and that number quickly surges to 20% by age 12 before jumping to nearly 40% for boys who are 13 years old. Though these numbers are



<sup>21</sup> For women, this second definition could possibly include women working in the home. However, the very low numbers of younger girls that identify as unemployed, as seen in Figure 5.2.1, suggests that this is unlikely to be the case as these girls are almost certainly working around the home.

dramatically larger than those reported in the Household Budget Survey, these numbers are likely accurate as discussed in the overview of the survey methodology above.

While the situation for boys, as presented in Figure 6.2.2, is consistent with the common perception of child labor, the numbers for the girls in Figure 6.2.3 are unusual. Indeed, while very few girls report working, a significant number of girls report being unemployed with 15% of the girls over age 13 reporting this status. Interestingly, many of the girls that report as being in the labor force are still in school. Indeed, a majority of the girls who report as being employed still attend school as well as nearly 30% of the girls who say that they are unemployed. The participation rates among these working girls is particularly striking as only 50% of the girls in the CHF sample are still in school.<sup>22</sup>

6.2.3: Percent of Female Children Working and Unemployed

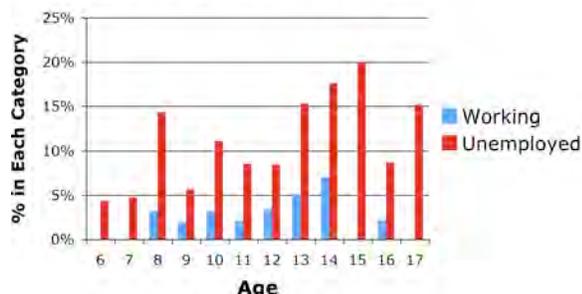


Figure 6.2.4 disaggregates the employment activity of these children by governorate.

This figure illustrates the very strong differences in the activity of these children by governorate. Indeed, while Tai'z has very low labor force activity among the boys, the rest of the governorates have employment rates of at least 35%. This likely reflects the fact that the economic conditions facing families in Tai'z are not as severe and there is a stronger culture of education there as well. Importantly, the observed prevalence of unemployment among girls observed in Figure 6.2.3 seems to be driven entirely by Hajjah. This likely reflects the low enrollment rates among girls in Hajjah.<sup>23</sup>

Figure 6.2.4: Employment Status by Governorate

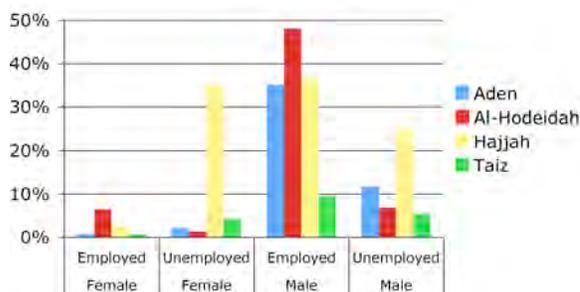


Table 6.2.1 analyzes the relationship between these two binary measures of labor force activity using a series of probit regressions. The 'employed' variable takes a value of one if the individual was identified as being employed and a zero otherwise (i.e. unemployed or no response), and the 'unemployed' variable is defined similarly.

<sup>22</sup> A caveat is necessary for these results. In particular, as it was very difficult to interview these girls one-on-one, the number of girls of whom education data was collected is quite limited. Indeed, of the 1,641 women in the households that were interviewed, only 25% have education data available. The share of the women working and unemployed interviewed was slightly lower at 20% (N = 10) and 13% (N=33), respectively.

<sup>23</sup> It is also possible that this is a reporting issue in the data if the Hajjah team did not use the same definition of employment and unemployment when they were interviewing families.

This analysis of the `employed' variable thus studies the factors that affect the probability that an individual is employed, as compared to either unemployed or outside the labor force. The analysis of the `unemployed' variable is similar. The observation is at the child level and standard errors are clustered within households.<sup>24</sup>

Table 6.2.1: Factors Affecting Child Employment and Child Labor Force Participation

Sample:	Boys		Girls	
	Employed	Unemployed	Employed	Unemployed
Urban Area?	-0.30** (0.15)	-0.36* (0.19)	0.02 (0.43)	-0.22 (0.27)
Age of Child	0.19*** (0.01)	0.22*** (0.02)	0.03* (0.02)	0.10*** (0.01)
Age <sup>2</sup>	-0.00*** (0.00)	-0.00*** (0.00)	-0.00 (0.00)	-0.00*** (0.00)
Age of Head of Household	0.00 (0.00)	-0.00 (0.00)	-0.00 (0.01)	-0.00 (0.01)
Head of Household Female	0.14 (0.18)	-0.07 (0.23)	0.87*** (0.31)	0.36* (0.22)
Head of Household Employed?	0.73*** (0.12)	0.36*** (0.14)	0.32 (0.25)	-0.19 (0.16)
Education of Head of Household:				
Elementary	-0.01 (0.10)	-0.15 (0.12)	0.10 (0.24)	-0.03 (0.18)
Intermediate	-0.06 (0.15)	0.00 (0.18)	0.47 (0.29)	0.06 (0.25)
Secondary or Above	-0.10 (0.14)	-0.17 (0.17)	0.27 (0.27)	0.08 (0.20)
log(size of household)	-0.12 (0.12)	-0.14 (0.17)	0.09 (0.22)	-0.09 (0.17)
Number of Rooms in House	-0.10** (0.04)	-0.05 (0.05)	-0.01 (0.06)	0.12* (0.07)
Attitude: Parent believes education more important than income	-0.31*** (0.11)	-0.31** (0.12)	-0.22 (0.21)	-0.25 (0.17)
Governorate Controls?	No	Yes	No	Yes
N =	1891	1891	1450	1450

Note: \*\*\*, \*\*, \* indicate significance at the 1, 5 and 10% levels, respectively.

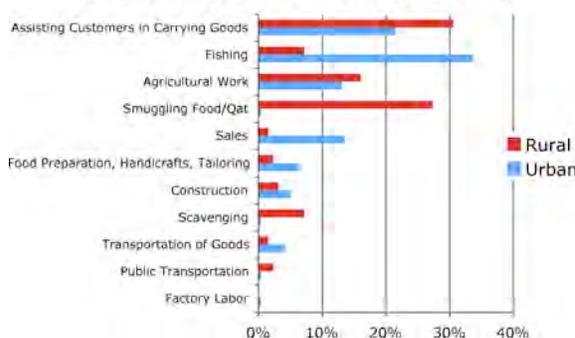
The interpretation of the values reported in Table 6.2.1 is very similar to a standard ordinary least squares (OLS) regression. As an example, consider the number in the upper left hand corner of the table (-0.30\*\*). This value is a measure of the impact of living in an urban area (*the variable name to the left*) on the probability that a boy (*the selected sample as reported above*) is employed (*the dependent variable corresponding to that column*). That the estimated number has a negative value indicates that living in an urban area *reduces* the probability that a boy is employed. The two asterisks indicate that the point estimate is “significant at the 5% level”, which is a measure of the statistical strength of the estimated result. In particular, it means that

<sup>24</sup> The standard errors within households are clustered as the unexplained heterogeneity` for each individual is likely to be correlated across households.

there is a 95% probability that the reported result is reported accurately. Generally, only estimates that are significant at either the 5% or 1% level are considered to be reliable.

Several interesting features emerge from the first two columns of Table 6.2.1 which examine the factors affecting the boys' labor market outcomes. First, as indicated above, this analysis suggests that boys in urban areas are significantly less likely to work. Though this result is not new as all earlier studies have found that child labor is more common in rural areas, it is particularly interesting here because only 15% of the rural children in the CHF sample are involved in agricultural work.

Figure 6.2.5: Types of Job by Locality



Indeed, as shown in Figure 6.2.5, the types of these children's jobs are quite similar in urban and rural areas. The only strong difference is the prominence of fishing and sales in urban areas as compared to smuggling in rural areas. Thus, it does not seem that the urban/rural difference observed here is driven by rural children working in agriculture, which is the typical explanation for this difference.

Instead, this result indicates that children are just more likely to work in all types of jobs which likely reflects the difficult economic conditions faced by families in rural areas.

The observation that the probability of both employment and unemployment increases with age and decreases with age-squared is not a surprising result as this type of relationship between age and labor force participation is common in many contexts.<sup>25</sup> It is not surprising that there is a negative relationship between the number of rooms in the household and the probability that a child is in the labor force as the number of rooms is a strong proxy for wealth. It is unusual that parental education seems to have no negative impact on child labor market outcomes. This perhaps reflects the low value of education in these areas, which is something that will be returned to shortly when looking at returns on education for these children.

However, there are two other results from the first two columns of Table 6.2.1 that are quite striking. The first is that an employed father has a large, significant and *positive* impact on the labor force participation of these boys and a particularly large impact on the probability that a boy is employed. Thus, those boys whose fathers are *not* employed are significantly *less* likely to be working. Though this result seems unusual, as it would be expected that children from households with an unemployed father are more likely to enter the labor force to help support the

<sup>25</sup> This result indicates that the probability that children are working or looking for work is increasing with age but that the rate of this increase is decreasing over time (that the rate of increase is decreasing is a mechanical result as there can never be more than 100% of the population working or looking for work).

household, it is not in the Yemeni context.<sup>26</sup> In particular it is quite common that fathers will bring their children with them to work to pass on the family trade or give them an opportunity to do something after school, which is supported by the working children survey where over 20% of the working children reported working with their fathers.

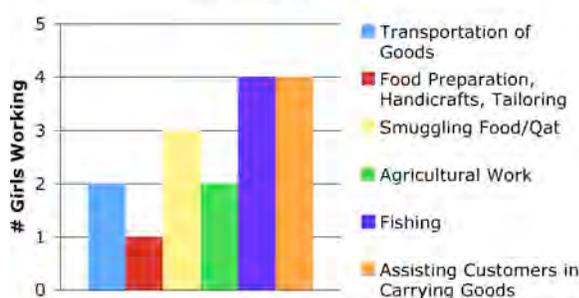
The second striking effect is the impact that attitudes, measured by the view of parents on the relative importance of an education and the extra income that a child can make for the family, can have on these labor market outcomes. This multivariate analysis, as compared to the result presented in the “Awareness and Attitudes” section above, shows that attitudes do reduce the probability that a child is either working or just in the labor force. As many children of parents who say that they value education are in fact working, this attitude is not deterministic and demonstrates that it does significantly reduce the probability of labor force participation.

The second two columns of Table 6.2.1 report the results from the same analysis for girls. These results are particularly interesting in that only one factor seems to have a highly significant impact on the probability that a girl works: that the head of household is a woman. Indeed, nearly 10% of the girls with households headed by their mother were working while only 3% of the girls with households headed by their father were working.

There are at least two possible explanations for this result. First, though a variety of other measures of household poverty in the CHF analysis is included, e.g. number of rooms, etc., it is known that having a female head of household is probably one of the strongest predictors of household wealth and that female headed households are generally poorer than male headed households. If a female head of household was indeed a strong proxy for wealth and potential future income, this would suggest that girls are performing a very important role by working as they help smooth the household income. However, as boys seem to make more money than girls (the boys in the data make \$85 a month compared to \$70 for the girls), it is unlikely that sending girls to the workforce is an optimal response to the crisis of a lost father.

Instead, a second explanation, that working mothers serve as a role model for their female children, seems more likely. Under this explanation, girls would be more likely to want to work if their mothers are working or to join their mothers in the labor force. Unfortunately, it is not possible to study this issue extensively as households only reported the economic activities of one-third of these girls, so that the

Figure 6.2.6: Known Activities of Working Girls



<sup>26</sup> Overall, 30% of the household heads in the survey were unemployed at the time of survey. The unemployment rate among male household heads was 25% and the corresponding number for women was much higher at 80%.

economic activity of only 16 working girls is known. However, among the available data, there does not seem to be strong evidence for this possibility. Indeed, as shown in Figure 6.2.6 these girls are most likely to be working in positions that are typically reserved for children and it is unlikely that the girls are working with their mothers or inspired by their mothers to take these positions. A specialized study looking at child labor among only girls would likely be very valuable and necessary in contributing to the knowledge of child labor.

*Sameera, 10 years old from Haradh district, Hajjah, is enrolled in the ACCESS-Plus summer enhancement classes. Until the age of 8, she was a good student. Then her father forced her to drop out school, having just completed grade 2, and married her to man 18 years older than her. Following 6 months of marriage and constant abuse from her husband, Sameera was finally able to obtain a divorce, with her mother's help. Back home, Sameera had to accept her father's imposition to work full days in the fields and as woodcutter. Nevertheless, Sameera demanded to go back to school and rejected her father's orders, with her mother's back-up. Sameera has now joined the ACCESS-Plus program.*

Interestingly, the only factor that has a significant impact on the unemployment probability of these girls is age. This result corroborates the earlier hypothesis that older girls are simply inactive and waiting for marriage as there are no opportunities available for them. Indeed if all girls were inactive and were more likely to identify as 'unemployed' as they got older simply because there are no opportunities for them, any variables, other than age, would likely not have a significant influence. However, it is peculiar that there is not a significant difference between urban and rural areas even though educational opportunities are more extensive in the urban areas. This, again, suggests that further analysis of the labor market would provide more detailed data.

### 6.2.1 CHILDREN WORKING IN THE STREETS

The survey of street children allows analysis of this same decision to work among children working in the streets. Interestingly, it seems that the decision to send children to work in the streets is also a household decision and that parents have a strong role in affecting this decision. As nearly all of the money made by these children is taken by the parents, it is likely that sending children to work in the streets is a household strategy to help them meet the family's economic needs.

Though it is often assumed that these children are orphans and that they are working to support either themselves or to help their mothers in providing for the family,<sup>27</sup> more than 90% of the children in this survey reported that their father was alive. Further, three-fourths of these children were actually living with their parents at the time of the survey and nearly all children were living with a family member of one type or another. Thus, only a few children seem to be working because they are alone and need to provide for themselves.<sup>28</sup>

That nearly one-fourth of the children in the CHF survey are living with family members other than their parents is indicative of another important aspect of child labor. These children, who are away from home and working in another area, are still in the care of the family. Thus, it is very likely that the choice to send these children to work in a different area was a household decision to help support their family.

*Hussein (12 years old) comes from Tai'z governorate, but has been living in Aden with an uncle since he was 10 years old. In Aden city he works on the streets, selling water to passing cars. He hands over his earnings to his uncle. He has not been to school since moving to Aden.*

In addition to being a possibly easy way to get money, this survey suggests that children are sent to work in the streets because it is the family business. There are two pieces of evidence that support this claim. First, nearly 70% of these children reported a family member, usually the brother, in the same line of work. Second, of the one-third of the children that work for an employer, nearly 60% of the children work for a family member. This suggests that these children are not working in the streets just to make a living in the short term but, rather, that it is a long-term goal of theirs as well as their family.

Though certainly not conclusive, this suggests that children are entering the same professions as relatives and thereby learning a family trade. As a similar phenomenon was found for children working in semi-formal establishments above, this may be the case here. However, further studies of this issue are certainly warranted.

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<sup>27</sup> Note: In the Yemeni context any child without a father is considered an orphan whether or not his mother is alive.

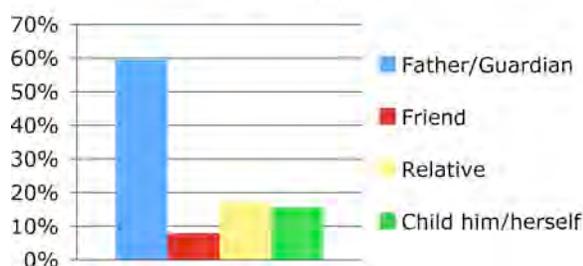
<sup>28</sup> An important caveat to the result in this paragraph is that, as this survey only represents those children that were willing to participate, it is possible that this sample does not include the most impoverished street children.

## 6.2.2 CHILDREN ENGAGED IN TRAFFICKING OR SMUGGLING

Here again it appears that the family plays the key role in deciding whether children will go to Saudi Arabia to engage in either trafficking or smuggling. This is supported by Figure 6.2.7 which reports the individuals influencing these children's first decision to cross the Saudi border. While family members clearly had an important role in this first decision, as nearly 60% of children were first encouraged to go by their fathers or guardians and a total of just less than 80% were encouraged by a family member, they seem to play a continuing role in supporting their children during their visits to Saudi Arabia.

In fact, nearly all of the children said that they go to Saudi Arabia with their parents' knowledge or consent. Further, nearly 90% of these children say that they are in contact with their parents while they are there and almost 70% actually travel with a relative, parent, or their whole family. Thus, the image of a child without family support being forced into the power of a child trafficker is not supported by these data.

Figure 6.2.7: Person Who Encouraged Decision to Traffick or Smuggle to Saudi for the First Time



This result is further supported by the fact that very few children actually crossed the border in the company of a child trafficker. Of the 6% of the children that did cross the border in the company of a child trafficker, all of them were in contact with their parents while they were in Saudi Arabia and nearly all of them crossed the border at the urging of their father.

Though these children engaged in a variety of activities in Saudi Arabia, the two dominant reasons for them crossing were to beg or to work in agriculture. Indeed over half of the children said they were involved in begging in Saudi while an additional 25% said that they worked in agriculture. The rest of the children worked a variety of jobs including collecting plastic bottles, selling qat, working as a house maid, etc., though no more than a few children reported each of these categories.

### ***The Tragedy of a teenaged girl from Hajjah***

*Since her early childhood, Samira S. was used to living in hardship, starting to work as a street seller when she was about 7 years old. Her determination made her go to school in the morning, hoping to complete her basic education. However, the little money she made as street vendor was not enough to satisfy her family's needs.*

*At the age of fifteen, Samira decided to go to Saudi Arabia, thinking that by doing so, she could ensure a more decent life for her family. She illegally crossed the border to Saudi Arabia accompanied by a number of other trafficked children. Samira spent most of her 2 years in Saudi Arabia doing different jobs, as maid, agricultural laborer or begging, in a continuous effort to escape the Saudi Immigration Authorities. Eventually, she was able to save 2,000 Saudi Riyals. One day, she met a man who told her that he could get her an official residence visa and, with that, the ability to work without fearing the Immigration Authorities. Samira entrusted the man with all her savings; unfortunately, the man turned her over to the Saudi authorities. Samira was incarcerated for few weeks and then deported to the Yemeni-Saudi border.*

*When approaching the Yemeni border, Samira was attacked by a group of young Saudi men who raped her. Samira then decided to end her life, at the age of nearly 18 years.*

Interestingly, in what likely reflects the benefit for these children of working in Saudi Arabia, the vast majority of them reported getting paid a salary or wage. Though it is not surprising that children who worked in agriculture or worked for an employer were paid a wage, it is quite remarkable that 80% of the children engaged in begging were paid. Though this latter result is perhaps a bit unusual it is consistent with the media reports of Saudis training children to beg and then paying them a daily wage or a wage based on the money that they are able to collect.<sup>29</sup>

It is a common conception that smuggling qat and other illegal products is the dominant activity of children who cross into Saudi Arabia, or at least a very important activity. However, among those children surveyed only a limited number said that they had participated in smuggling. And of the 16% of the children interviewed that did say that they had been involved in smuggling, less than 9% said that they had smuggled qat or other illegal products. Indeed, the vast majority of children who had been involved in smuggling said that they had participated in the smuggling of wheat, flour or vegetables.<sup>30</sup>

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<sup>29</sup> See <http://www.yemenpost.net/47/LocalNews/20081.htm>, accessed on 08-25-2009

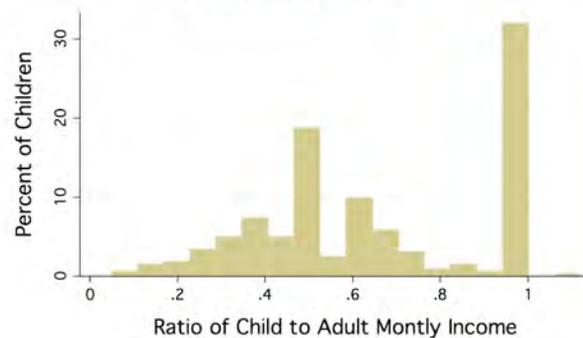
<sup>30</sup> The very small number of children in this sample who reported smuggling qat could be a result of the fact that the sample was drawn from a market near Haradh and only interviewed those children that were willing to participate. Indeed it would be expected that those engaged in the reportedly very lucrative, and

*Saleh is a 12-year old child who dropped out of school after grade 4 to work as qat smuggler to Saudi Arabia. Saleh smuggled the expensive Sami qat to Saudi Arabia, as it paid better. Normally, the qat owner pays the smugglers once they have smuggled the qat across the border. However, in the case they are caught, arrested and have to hand over the qat to Saudi authorities, smugglers (mostly children) have to pay the owner the value of the qat. Saleh succeeded in avoiding the Saudi border Patrols during his first year as smuggler. However, at some point he was caught by the Saudi border guards, arrested and jailed for 3 days, during which time he was beaten and his qat confiscated. Upon his return to Haradh, the qat owner demanded to be paid the value of the confiscated qat. Saleh's father paid what Saleh had earned, though Saleh still owns the qat owner 25,000 Yemeni Rials. Saleh's elder brother (15 years old) now works as a smuggler to pay back Saleh's outstanding debt. Saleh quitted smuggling and decided to return to school.*

### 6.3. DETERMINANTS OF CHILD WAGES

Here the decision to work from the perspective of the child is examined, using the data collected from children working at small establishments. Though the central goal of this section is to analyze the factors that affect the wages that children are able to earn, Figure 6.3.1 uses these data to describe the value that a working child can have for the family. This figure reports the child-adult income ratio as reported by the working children interviewed. Nearly one-third of children reported a monthly income equivalent to an adult employee at the same establishment and an additional 25% reported receiving wages of at least one-half those received by adults.

Figure 6.3.1: Distribution of the Child-Adult Income Ratio as reported by Children



Families play a very strong role in the decision of children to work. Indeed, nearly 70% of the children that were interviewed said that a family member had helped them find the job and in nearly 45% of the cases the child was actually a relative of his/her employer. Further, over 80% of the children say that they give their earnings directly to the household to improve the shared quality of life. However, this section should contribute towards understanding, in particular, if

highly illegal, qat smuggling business would be more reclusive and hesitant to participate in a survey of this type.

households are making rational decisions, from an economic point of view, for their children when they encourage them to join the labor force.

One way to explore the rationale of this decision is by looking at the relative value of school vis-à-vis work experience. Indeed, if the return on education for these children was sufficiently low, it might indeed be rational for children to join the labor force as soon as possible. As it has been shown that returns on education in Yemen fall dramatically after completing the basic level (there are almost no returns on a primary education as compared to a basic education), this is likely to be the case (World Bank, 2009, page 81). Further, if there are positive returns to experience, so that individuals with experience get paid more, leaving school to begin working would seem rational.

In order to look at the relative value of education and experience, a Mincer-type analysis is used to examine the factors affecting the wages of these children. The results from this analysis, which is one of the most standard analyses in labor economics, are presented in Table 6.3.1 where the logarithm of the wages of these children is regressed against a variety of variables of interest. The reported point estimates correspond to percent differences in the wages so that the 0.18 reported for years of experience in column (1) indicates that the wage of a child increases by 18% for each additional year of experience that he has in the work force.<sup>31</sup>

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<sup>31</sup> However, there are also decreasing returns on experience in that the point estimate on squared-experience is negative (in the estimates of column (1), the wage of an individual is increasing for the first three years of work experience and then decreasing after that). This issue will be further discussed below when the coefficients on the experience variables are looked at in more detail.

Table 6.3.1: Mincerian Wage Regressions using Three Different Definitions of Wage

Dependent Variable:	(1) log(Monthly Wage)	(2) log(Daily Wage)	(3) log(Wage per Shift)	(4) log(Monthly Wage)	(5) log(Daily Wage)	(6) log(Wage per Shift)
Female	0.03 (0.10)	0.07 (0.11)	0.08 (0.12)	0.12 (0.08)	0.16* (0.09)	0.16 (0.11)
Urban	0.02 (0.12)	-0.01 (0.13)	0.09 (0.15)	0.01 (0.09)	0.07 (0.10)	0.19 (0.13)
Age	0.30 (0.20)	0.26 (0.21)	0.31 (0.24)	0.18 (0.15)	0.12 (0.17)	0.17 (0.20)
Age <sup>2</sup>	-0.01 (0.01)	-0.01 (0.01)	-0.01 (0.01)	-0.00 (0.01)	-0.00 (0.01)	-0.01 (0.01)
Years of Experience	0.20*** (0.05)	0.17*** (0.05)	0.16*** (0.06)	0.08** (0.04)	0.10** (0.04)	0.08 (0.05)
(Years of Experience) <sup>2</sup>	-0.02*** (0.01)	-0.02*** (0.01)	-0.01** (0.01)	-0.00 (0.00)	-0.01 (0.00)	-0.01 (0.01)
Education: <sup>a</sup>						
Primary	-0.11 (0.13)	-0.08 (0.14)	-0.09 (0.15)	-0.08 (0.10)	-0.05 (0.10)	-0.06 (0.13)
Secondary and above	-0.27 (0.19)	-0.17 (0.19)	0.07 (0.22)	-0.26* (0.14)	-0.13 (0.16)	0.12 (0.20)
Are meals provided for free?	0.11 (0.08)	0.10 (0.08)	0.31*** (0.09)	0.21*** (0.06)	0.20*** (0.07)	0.43*** (0.08)
Are there breaks for meals?	-0.36*** (0.09)	-0.27*** (0.09)	-0.22** (0.10)	-0.22*** (0.07)	-0.10 (0.07)	-0.08 (0.09)
Did you get vocational training?	0.18 (0.11)	0.11 (0.12)	0.14 (0.13)	0.16** (0.08)	0.10 (0.09)	0.15 (0.11)
log(Wage of adult worker)				0.71*** (0.04)	0.73*** (0.05)	0.72*** (0.06)
Governorate: <sup>b</sup>						
Taiz	-0.85*** (0.14)	-0.87*** (0.15)	-1.00*** (0.16)	-0.40*** (0.10)	-0.45*** (0.11)	-0.62*** (0.14)
Al-Hodeidah	-0.42*** (0.11)	-0.49*** (0.12)	-0.45*** (0.13)	-0.25*** (0.08)	-0.31*** (0.09)	-0.28** (0.11)
Hajjah	-0.24 (0.15)	-0.19 (0.16)	-0.21 (0.19)	-0.12 (0.11)	-0.14 (0.12)	-0.17 (0.16)
R <sup>2</sup>	0.28	0.25	0.22	0.62	0.56	0.47
N =	366	361	358	316	312	309

Note: Results from standard OLS regressions. \*\*\*, \*\*, \* indicate significance at the 1, 5 and 10% levels, respectively. a: Illiterate is excluded education group. b: Aden is the excluded governorate.

While the standard Mincerian regression focuses on analyzing the factors that affect individuals' hourly wage, it is not possible to calculate the hourly wage of these children as the measure of hours worked is categorical. Further, as it is unlikely that individuals in Yemen make employment decisions based on an hourly wage, as both Yemeni children and adults alike discuss their income in terms of the amount that they receive per day or per month, it is perhaps not even appropriate to focus analysis on the hourly wage.<sup>32</sup>

<sup>32</sup> One of the authors has discussed this issue with many taxi drivers, store keepers and day laborers and found that this is the case. When the individual is asked about the amount of hours that he must work to earn that sort of income, the typical response is that it is "normal" or something along these lines.

Instead, the analysis focuses on three different measures of the wage. The first, used in columns (1) and (4), is the total monthly wage. The second is the daily wage, which is focused on in columns (2) and (5), and the final is the wage per shift, which is studied in columns (3) and (6). The second wage measure is calculated by dividing the total monthly income by the number of days worked and the final measure is calculated by dividing the total monthly income by the number of days worked and the number of shifts worked per day.

Several important results emerge from this analysis. The first, and probably central, result is that the return on education for children working in these areas is very low. This can be seen in the insignificant point estimates, which are both positive and negative depending on the specification, on the 'Primary' and 'Secondary and above' education variables – which report the marginal impact of the corresponding level of education to no education at all - across all specifications. It is important to note that the insignificant impact of education could be driven by the fact that more educated individuals are able to find jobs in better facilities as only 7% of the children in this sample have secondary educations. However, as children with no education, with primary education, and with secondary education are all working in the same facilities, this suggests that there are very few opportunities for these children even if they do get an education.

It is important to note that these estimates of the returns on education are below the 2-3% per year reported by the World Bank.<sup>33</sup> Though the World Bank found very low returns on education in analysis using the HBS, they did find a significant positive impact. This difference could be driven by two different types of selection. First, as this sample contains primarily children working in the worst forms of labor, it is unlikely that an employer would pay a wage premium to a child as there is little benefit to having an education in these jobs. Second, the children who were successful in school would likely find opportunities in different types of work so that this survey would not capture the part of the population that did see a benefit from education. However, it is unsurprising that the impact of education estimated here is weaker than that reported for all of Yemen by the World Bank as these children are likely to be below the average in terms of familial connections and access to opportunities.

While there is little return on education for the individuals that work in these localities, there are very high returns on experience as an additional year of experience seem to increase the earning power of these individuals by about 10%. This unusual result, which was also found by the World Bank, is very important as it may explain the reason that children leave school prematurely to start working. Indeed, as it is likely that many of these families do not appreciate the variety of other important benefits of education, they may make poorly informed decisions and withdraw their children from school early. An important example of this is the case where the father of a child is working in a low-skilled job. In this case, all of his educated co-workers will seem to be getting very little benefit from their education even though many other people may benefit from education.

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<sup>33</sup> World Bank, 81, 2009

Another interesting result seen in Table 6.3.1 is that there is a significant difference in the incomes earned by children in different governorates. Indeed, the results from columns (4)-(6), which are the preferred estimates, indicate that children in Tai'z get paid 50% less than their counterparts elsewhere and that those in Hudeidah get paid nearly a third less, on average. The relatively high income earned by children in Aden and Hajjah probably has a significant impact on the low enrollment rates observed among children in these areas, which is discussed in more detail in Section 7.

Figure 6.3.2: Years of Experience and Relative Wage

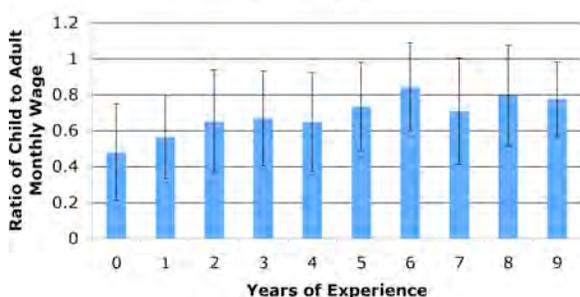
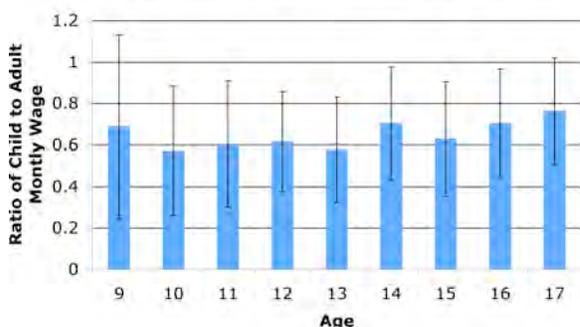


Figure 6.3.3: Age and Relative Wage



In order to provide further insight on the relationship between work experience and the income of children, Figures 6.3.2 and 6.3.3 look at the bivariate relationship between the relative wage that children are paid in each establishment the survey team visited and both their age and years of work experience. Here it shows that the relative benefit of children *within* a firm is affected by their years of work experience and not their age. This evidence supports the finding of the returns on experience that is observed in Table 6.3.1. Thus, as found above, these figures reiterate the fact that children have a relatively strong incentive to leave school and start working at a young age.

An important ancillary result to this result about the value of work experience, however, is that the wage of these individuals seems to be falling with the square of the years of experience, and that the additional benefit from experience disappears after about the third year of experience. While this could reflect the fact that the wages of these children were actually falling, it more likely indicates a more interesting and important result. In particular, this suggests that the higher earning children, those that are the most motivated and hard working, are likely to leave these types of employment and find jobs, which are presumably higher paid, elsewhere. This would suggest that, for at least some of these children, their work experience does give them the skills to find new work and to better themselves. This idea of job mobility is further supported by the fact that 20% of the children in this sample had worked at another facility before being interviewed.

The third result that emerges from Table 6.3.1 is that, although a standard education seems to have no direct economic benefit for children working in these types of venues, there is weak evidence that vocational training may offer some economic benefit. However, while the point estimate on vocational training is positive across all nine specifications, it is significant in only one of these regressions. It is possible that these point estimates are lower bounds for the possible

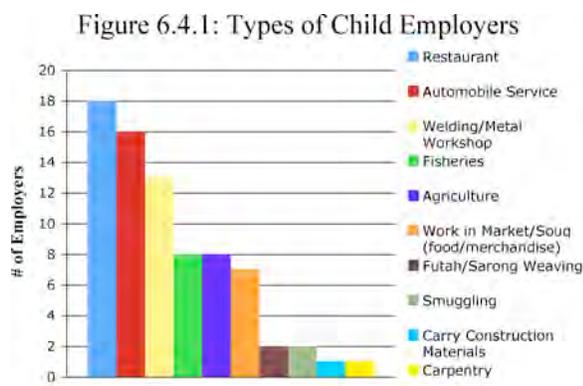
economic impact of vocational education as these data, unfortunately, do not allow matching the type of vocational training with the current type of employment. Further, as the CHF intervention includes a combination of vocational training and job placement, the latter of which is anticipated to be more valuable, these numbers may serve as a lower bound for the possible benefit of the intervention. As this is an important component of the CHF intervention, and an important aspect of child labor, a future study that identifies the value of the type and intensity of vocational training, as well as job placement, is quite important.

A possible extension to the third explanation above is that children are working with their fathers, brothers, or uncles to learn the family trade. In this case, the work experience of these children would serve as an apprenticeship for these children in addition to providing the household with an additional source of income. Though this is possibly an optimal way of ensuring the income of the family in the short- and medium-term, these data unfortunately do not allow us to identify this kind of work experience. Future studies should investigate this issue further.

#### 6.4. CHILD EMPLOYERS

The child employer data provide a very useful for tool for characterizing the type of firms that hire children. While these data are not a true random sample of the employers throughout Yemen that hire children, they are useful for characterizing the types of employers that act in the target areas of the CHF survey.

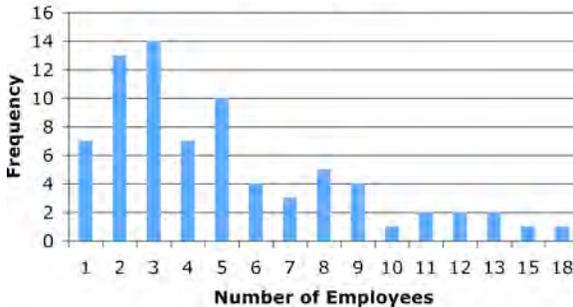
Figure 6.4.1 reports the frequency of the different type of employers included in these data. This figure indicates that these data are representative of the variety of child employers in Yemen overall. Both urban and rural employers were sampled, and there do not seem to be any important types of child employers that were excluded. Importantly, groups that are particularly important to the ACCESS-Plus program, e.g. fisheries, agriculture and smuggling, were sampled.



Though these data do provide a good coverage of the different type of child employers, the number sampled is does not seem to proportional to the true number of children working in each sector. While this is unlikely to have any dramatic impact on the general analysis done here, it is important to mention this as one goal of this section is to provide an overall snapshot of child employers. Indeed, while restaurants, automobile service and workshops are clearly important, there are almost certainly more children working in markets than in these above establishments. And while these sectors seem to be somewhat oversampled, important other sectors such as agriculture employers and craftsmen (e.g. carpenters and weavers), seem to be somewhat

undersampled. This over- and undersampling may be relevant as it seems that the sampling may be slightly biased towards more formal establishments.

Figure 6.4.2: Distribution of Size of Sampled Employers

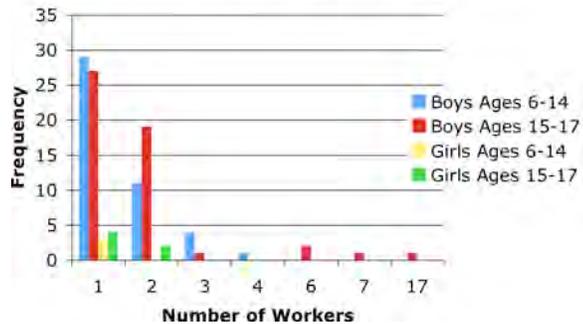


Child employers seem to be of a variety of different sizes. Figure 6.4.2 graphs the distribution of firms that hire children by size. While small firms are dominant, which is unsurprising given the prevalence of small firms throughout Yemen, it is interesting that many medium-sized (5-9 employees) and larger firms employ children. This suggests that children are found in all types of private firms throughout Yemen.

Interestingly, there are few firms that hire more than one child worker and almost none that hire more than two, which is demonstrated in Figure 6.4.3. This is an important result for a variety of possible reasons. First, it suggests that children perform an important role, e.g. as a courier or busboy, but that this role can be satisfied by a single child. Second it suggests that hiring too many children poses a burden for employers as one or two children are possible to manage, and are perhaps quite effective, but that larger numbers are not practical.

Figure 6.4.3 also demonstrates that there are very few girls working at any of these employers. And all the employers that do have girls working for them are agricultural firms. This is an important result confirming CHF's focus on girls working in agriculture.

Figure 6.4.3: Number of Child Workers



### 6.4.1 WHY DO BUSINESS OWNERS HIRE CHILDREN AND WHY DO THEY PAY THEM SO MUCH?

As employment rates are quite high in Yemen and the adult wage is relatively high, an important question to explore is the reasons that employers choose to employ children. In addition to simply describing the stated reasons of these employers, this analysis explores the reasons that employers pay their children as much as they do.

Figure 6.4.4: Distribution of the Child-Adult Income Ratio as reported by Employers

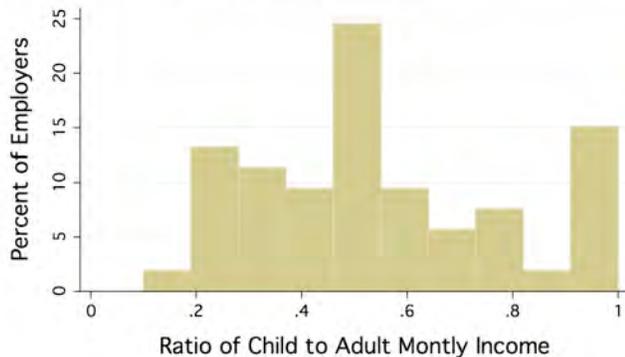


Figure 6.4.4 provides the distribution of the child-adult wage ratio reported by the employers in our sample. While most employers do pay their child workers less than adult workers, it is striking that 15% of the employers responded that they paid the same wage to both child and adult workers. An additional 40% of employers said that they paid their child workers at least half of the wage of an adult worker.



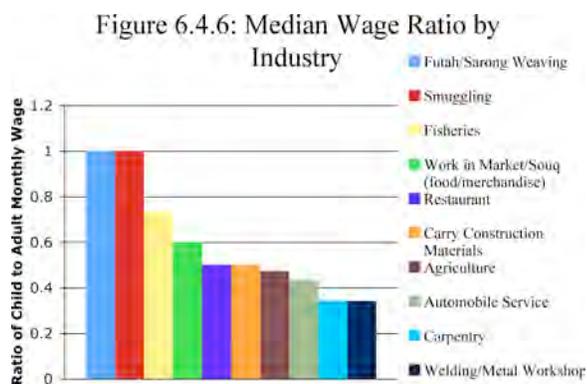
Figure 6.4.5 examines the issue of the child wage in more detail by plotting the wage ratio by the types of children that employers hire. The results from this figure are as expected, with employers of only young children, ages 6-14, paying the lowest share of the adult wage (47%) and the employers of only older children, ages 15-17, paying the highest ratio (62%). The employers that hire both groups of children pay an average wage that is

between the two groups.

Another way of examining the factors that drive the willingness of these employers to pay a premium wage is by examining the variation in the ratio of the child to adult monthly wage in different industries. Figure 6.4.6 graphs the median of this ratio for the ten different sectors. While it is perhaps unsurprising that children engaged in smuggling get paid the same amount, as the children are probably more effective than adults in most cases, it is interesting that the children engaged in weaving also got paid the same amount. This could be driven by the small sample, as there is only one employer of this type that reported wages, but it could also reflect the fact that productivity is very easily observed.

The reason for the ratios among the other industries is less clear. It does not seem to be driven by differences in age in the different industries as automobile service and fisheries have a very similar ratio of children ages 6-14 and 15-17. Indeed, the welding and metal workshops seem to have the highest ratio of older children, yet one of the lowest rates.

This may reflect the fact that children in these two latter industries are involved in some sort of informal apprenticeship where they are willing to accept low wages in order to learn skills in hopes of opening their own shop in the future. However, as this is an open question and certainly an important issue, it is an area that is ripe for future research.



## SECTION 7. EDUCATION

This section explores access to and quality of education in two ways. First, the demand side of the educational decision is examined using the household data to identify the factors that affect the enrollment outcomes of children. A particular goal of this analysis is to understand the factors that that make children at-risk for dropping out of school. This analysis shows that:

- Economic factors play a central role in determining the probability that children drop out of school
- Location has a strong impact on enrollment outcomes - boys are negatively and girls are positively impacted by living in urban areas
- Parental education does not seem to have a significant impact on educational choices of children
- The perception of children about the weaknesses of these schools agrees with the prevailing wisdom in terms of low quality facilities, lack of activities, and teacher behavior.

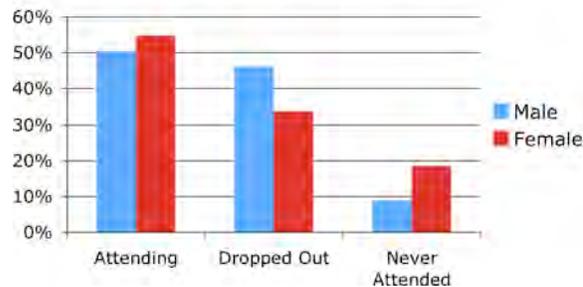
Second, the data gathered through teachers, social counselors, and headmasters are analyzed in order to explore the education system from the institutional side. This is particularly important in the context of this study as it provides CHF with essential background information about the schools that the program will help these children return to. This analysis, which provides a snapshot of the conditions of the educational system in the areas of the targeted children, shows the following:

- Schools have limited institutional communication, as individuals within a school often disagree.
- Classroom sizes seem to be relatively large and, importantly, significantly larger than official numbers.
- Despite the fact that most teachers do receive training, very little have been taught basic issues of either child labor or child rights.
- Fathers and Mothers Councils seem to be present in most schools, though there is disagreement within schools about whether these councils exist.
- Teachers seem to be moving away from traditional rote learning styles of teaching to more modern child-centered approaches.
- School officials seem to understand the factors driving the decision of families to withdraw their children from school.

## 7.1 HOUSEHOLD SURVEY

Of the nearly 1,700 children ages 6-17 in the households that were sampled, just over 1,000 relatively detailed questions were asked about their educational experience. While this is not a truly random sample of the children living in these households, as discussed in Section 3.1, it still does provide a good overall snapshot of the educational experiences of the children in the targeted communities. In Figure 7.1 the overall educational experience of these children is graphed. A striking result from this figure is that enrollment rates among male children seem to be significantly lower. This result likely reflects the fact that the male children in the sample are

Figure 7.1: Enrollment Status Among Sampled Children

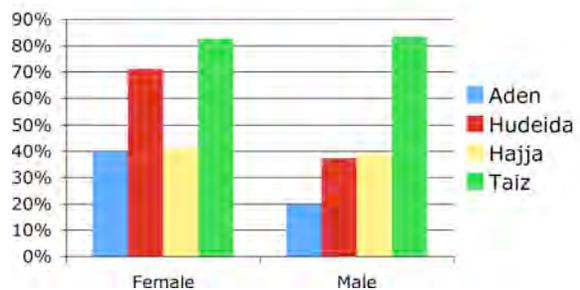


slightly older (one year) than the female children and that the male children in the households that were sampled are expected to work to help supplement the meager family income.<sup>34</sup> Interestingly, while the current enrollment rate is higher among the interviewed girls, this seems to be driven by a much lower dropout rate as the percentage of children never enrolled is much higher among girls.

While the average enrollment rates among both boys and girls across the sample is close to 50%, there is a relatively dramatic difference in the enrollment rates across governorates as seen in Figure 7.2. Indeed, while the enrollment rate in Tai'z is over 80% for both girls and boys, it is below 40% for girls and below 20% for boys in Aden. However, the particularly striking result is in Hudeidah where the enrollment rates among the girls are nearly 20% higher than that reported for the boys.<sup>35</sup>

One way of examining the factors that influence the enrollment status of these children is to simply ask the children themselves to explain why they never enrolled in school or dropped out of school. For the 120 children in the survey that were never enrolled in education, the most commonly cited reason for not attending school was the inability of the family to pay school expenses – with nearly 2/3

Figure 7.2: Enrollment Rates by Governorate



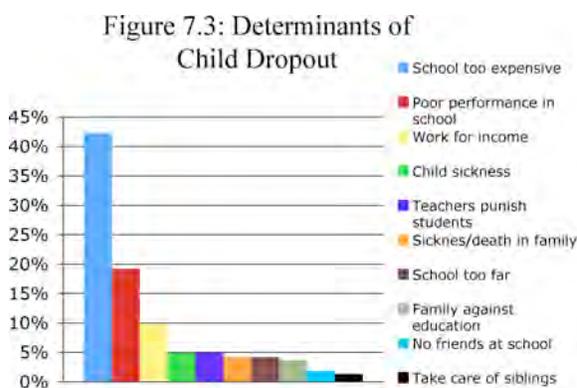
<sup>34</sup> It is also possible that the sampling design may help explain this result. In particular, only children that were present at home at the time of the survey and if young boys were more likely to be in school or out playing at the time of the survey this could also help explain this result.

<sup>35</sup> It is important to point out that there are much fewer girls included in this part of the household survey.

of children mentioning this. Among the remaining reasons, over 10% mentioned that they were ill or disabled and nearly 15% mentioned that the school was too far away.

Among the girls, the second most important reason mentioned for never attending school was that they had to assist with household chores, which was mentioned by over 30%. This is consistent with the prevailing cultural norm in Yemen that girls are responsible for the grazing of animals and fetching of water. In most cases this work is equivalent to more than a full time job as the grazing of animals can take 4-6 hours a day and the fetching of water is known to take an equal amount of time.

Among the boys, on other hand, very few report that they did not attend school to either work or to assist with household chores. Indeed, these two categories combined accounted for less than 10% of all the boys interviewed.



Though two economic explanations (difficulties in paying school expenses and work for an income) are the first and third most prevalent reasons that these children give for dropping out of school, there are also a variety of other factors of some importance. Indeed, as shown in Figure 7.3, nearly 20% of children report that their poor performance was the primary reason and an additional 5% report that a bad experience in the school – i.e. that teachers punish children – was the main

reason that they dropped out.

In addition to simply reporting the views of these children about why they never attended school or why they dropped out of school, the data also allow to look at the impact that a variety of household characteristics have on the probability that children will never attend, drop out ,or be currently enrolled in school. Importantly, this analysis will allow us to measure the impact of the attitudes towards education that is discussed in Section 5.1 on educational outcomes after controlling for poverty, location, etc.<sup>36</sup>

Table 7.1 presents the results from the analysis of the impact of household attitudes and characteristics on the three different educational outcomes discussed above. For this analysis, each of the three outcomes (i.e. enrolled, dropped out, never enrolled) are coded as binary variables that takes a value of one for individuals that satisfy that characterization and zero

<sup>36</sup> An important caveat to the results in this section is that, as only a non-random share of the children in each household were selected to be included in the educational module – as discussed in the methodology section above, these results are not necessarily representative of the overall population of youth in these households.

otherwise. For this analysis, there is no an excluded category as these three educational statuses encompass all children, but each of these categories gives a slightly different picture of the educational opportunities of children.

Some very interesting results appear in this analysis. In particular, a variety of household characteristics have a strongly different impact on girls versus boys. The first variable that exhibits this effect is the locality of the household. In particular, as can be seen from the first row of Table 7.1, being located in an urban area seems to have a strongly significant *negative* impact on the enrollment outcomes of boys. This overall negative impact of urban areas on boys' outcomes is indicated by (1) its negative impact on the probability of being enrolled (the point estimate for the effect of urban areas is -0.67 and is significant at the 5% level<sup>37</sup>), and (2) its positive impact on the probability that a boy will drop out of school (the point estimate for urban areas is 0.83 and significant at the 1% level).

Table 7.1: Effect of Household and Individual Characteristics on Educational Outcomes

Sample: Dependent Variable:	Boys			Girls		
	Enrolled	Dropped Out	Never Enrolled	Enrolled	Dropped Out	Never Enrolled
Urban Area?	-0.67** (0.27)	0.83*** (0.29)	0.15 (0.32)	0.87** (0.39)	-1.02** (0.49)	-0.50 (0.33)
Age of Child	0.74*** (0.19)	-0.32 (0.22)		0.95*** (0.25)	-0.24 (0.39)	
Age <sup>2</sup>	-0.03*** (0.01)	0.02** (0.01)		-0.05*** (0.01)	0.02 (0.02)	
Age of Head of Household	0.00 (0.01)	-0.00 (0.01)		0.02** (0.01)	-0.02** (0.01)	
Head of Household Female	0.28 (0.25)	-0.26 (0.27)	-0.23 (0.27)	0.46 (0.33)	-0.73** (0.34)	-0.36 (0.52)
Head of Household Employed?	0.34** (0.16)	-0.30* (0.17)	-0.18 (0.19)	0.48** (0.24)	-0.88*** (0.29)	0.22 (0.28)
Education of Head of Household:						
Elementary	0.10 (0.18)	-0.10 (0.18)	-0.02 (0.28)	0.38 (0.29)	-0.10 (0.32)	-0.89** (0.38)
Intermediate	-0.10 (0.25)	0.14 (0.25)	-0.40 (0.35)	0.41 (0.34)	-0.18 (0.37)	-0.64 (0.45)
Secondary or Above	0.35 (0.27)	-0.32 (0.28)	-0.52 (0.44)	-0.08 (0.29)	0.10 (0.33)	-0.24 (0.34)
At least one sibling working?	-0.09 (0.16)	0.14 (0.17)	-0.05 (0.21)	0.43* (0.22)	-0.55** (0.24)	-0.42* (0.25)
log(size of household)	0.06 (0.18)	0.03 (0.20)	-0.33 (0.21)	0.05 (0.30)	-0.19 (0.32)	-0.06 (0.40)
Number of Rooms in House	0.03 (0.09)	0.04 (0.10)	-0.27* (0.15)	0.13 (0.13)	0.19 (0.16)	-0.50*** (0.18)
Attitude: Education is important for boys only	-0.23 (0.18)	0.28 (0.20)	0.06 (0.22)	0.10 (0.23)	-0.16 (0.25)	-0.02 (0.30)
Attitude: Education more important for boys	-0.28* (0.17)	0.20 (0.17)	0.20 (0.23)	-0.77*** (0.23)	0.58** (0.26)	0.86*** (0.29)
Governorate Controls?	Yes	Yes	Yes	Yes	Yes	Yes
N =	585	538	588	314	258	314

Note: \*\*\*, \*\*, \* indicate significance at the 1, 5 and 10% levels, respectively.

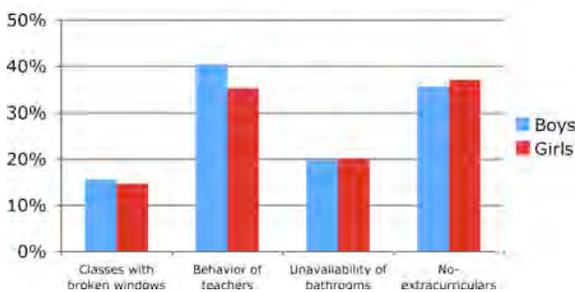
However, the impact of living in an urban area is exactly the opposite for girls. Indeed, the significant point estimate of 0.83 (on “enrolled”) indicates that living in an urban area has a positive impact on enrollment while the significantly negative point estimate of -1.02 (on

<sup>37</sup> See discussion of significance levels in Section 6.2.

“dropped out”) indicates that living in an urban area reduces the probability that girls drop out of school. This is not a surprising result as it is well known that the access of girls to school is much better in urban areas and that the probability of dropping out is lower as female children have fewer familial work responsibilities in urban areas.

While educational outcome of the head of the household, which is generally a good proxy for wealth and income, does not have a significant impact on boys, it does seem to have an impact on girls. In particular, girls with parents that have elementary school education, as compared to those with fathers that have no education, are significantly *less* likely to have never enrolled in school. However, it is peculiar that no significant positive impact for the other parental educational variables is observed (i.e. intermediate, secondary and above), though the number of girls with parents in these categories is only slightly smaller.<sup>38</sup> As this unusual result may be affected by the sampling method that was used (for instance daughters of more educated parents may be more likely to be at school at the time of the interview), this result indicates that future research studying this relationship is necessary.

Figure 7.4: Things Children Do Not Like about School



A final striking result from Table 7.1 is the important impact that parental attitudes can have on the enrollment outcome of their children. Though not all of the questions that were asked on parental views towards education are included, as the lack of variation in responses demonstrated in Figure 5.1 led to very weak point estimates, the two questions that show the greatest variation in parental

response are included. Interestingly, while each of these variables has a strong impact on boys and girls, enrollment outcomes when included alone in this multivariate probit analysis setup (results not shown), only the latter variable – parents who agree that “boys’ education is more than important than girls’ – has a significant effect in the regression including them both.

For girls, this survey’s result is very consistent with the stated attitude. In particular the fact that girls are less likely to be currently enrolled and more likely to either drop out or never enroll if their parents agree “education is more important for boys”. While this is not an unexpected result, it is quite surprising that this attitude has a similar impact on the probability that a boy was never enrolled. Indeed, boys of parents who agreed with this statement were significantly more likely to have never enrolled.

These two results together suggest that a lack of appreciation for the importance of girls’ education reflects a general lack of appreciation for education in general. Thus, while nearly 100% of the parents said that they agreed with the statement that education is important to all

<sup>38</sup> N<sup>Elementary</sup> = 48, N<sup>Intermediate</sup> = 25, N<sup>Secondary and above</sup> = 38.

children, the questions about the relative value of education for girls and boys is more of an accurate representation of the true attitudes of these parents.

Poor performance in school and difficulties with teachers were the second and fourth most commonly mentioned factors influencing dropout. While Figure 7.4, which reports the most common mentioned difficulties faced by these children, re-iterates the importance of teacher behavior in the experiences of these children, it also points to the importance of other factors which are often mentioned in discussions of Yemeni education. In particular, it highlights the importance of the lack of extra-curricular activities, the lack of available bathroom facilities and the poor conditions of the schools. Interestingly, boys and girls provided very similar answers about the availability of bathrooms which is typically only mentioned as a difficulty for women.

## 7.2 SCHOOLS

The schools sampled in this study, which are representative of the types of schools that the children in the CHF program will attend, share many of the same difficulties that schools throughout Yemen face. First, children are often absent from school, which is indicated by the fact that both teachers and headmasters report absenteeism of about 15% per day. Second, there is a significant degree of teacher absenteeism. Though headmasters' report that approximately 90% of teachers are present daily, teacher absenteeism, as well as actual lack of teachers, is evident in the wide gap between the official teacher to student ratio reported by the headmasters, at 25 students per teacher on average, as compared to the average of the classroom sizes reported by the teachers, which is over 65 students per teacher.

Third, as demonstrated in Figure 7.5, all three groups of respondents reported significant institutional weaknesses within these schools. Over 70% of each group reported that the schools needed repair and just over one-half of each of the groups reported a shortage of teachers. Further, over 70% of teachers, 60% of headmasters, and 50% of social counselors indicated that there were insufficient teaching materials, which is consistent with other analyses of Yemeni schools. Finally, despite an official abolition of school fees, at least for early grades, over 80% of the respondents indicated that children in their schools were paying some forms of fees.

Figure 7.5: Institutional Weaknesses

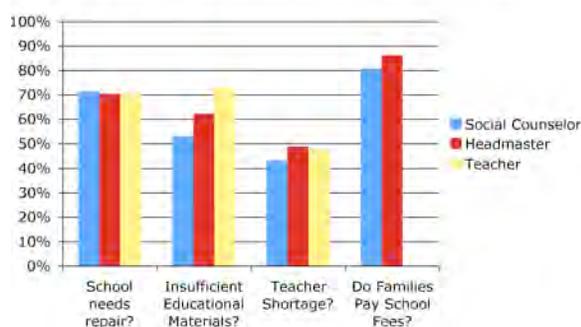
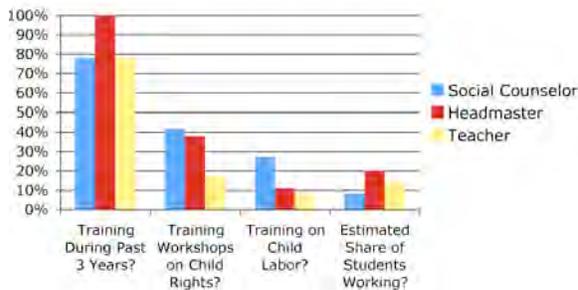


Figure 7.6: Training and Knowledge about Child Labor



Finally, in Figure 7.6 the capacity and knowledge of the educational staff is examined. While the overwhelming majority of the staff has received recent training, few have any training regarding either child rights or child labor. Indeed, less than 20% of teachers report receiving any training on the rights of children and just 8% report receiving any training about child labor. This discrepancy is particularly relevant as it

suggests that the training that these individuals are receiving is quite limited. Indeed, due to the prominence of child labor and child exploitation in Yemen, as well as general cultural attitudes of school staff towards child labor, as shown below, awareness on these two issues should be included in any basic training given to education officials and, specifically, to Social Counselors.

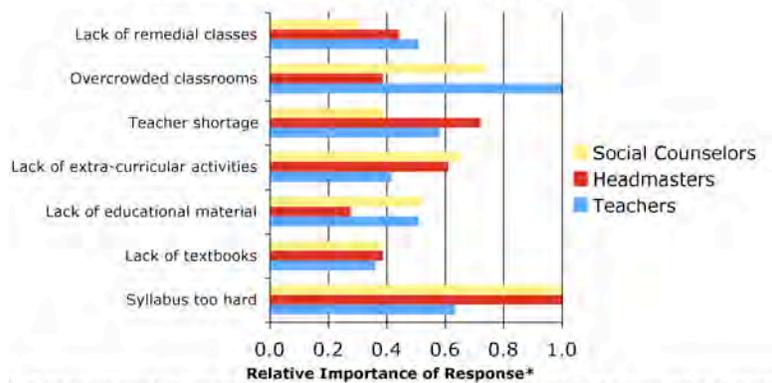
A strong indication of the lack of knowledge about child labor within these schools is the large variation in the estimated share of students working reported by each of these groups. Indeed, while social counselors report an average of only 8% of students working, teachers report that 14% of their students are working and headmasters report an average of 20% of students working. Further, there is no significant correlation between the teachers and either of the groups in terms of the reported rates of children working, though there is a positive relationship between these other two groups, which indicates that teachers are either unaware or uninterested in the issues of child labor. This is particularly interesting as it indicates that children are culturally expected to work.

The discussion of these educational institutions now turns to an analysis of two key aspects of education that will impact children's experience in school. First the factors that affect the quality of the education that these students are receiving will be looked at. Here the views of the different school officials is discussed, and classroom size is analyzed, which is one easily measurable proxy for school quality, and the types of teaching methods used in the schools are discussed. Second, the factors that the CHF respondents believe are the most important in determining child dropout will be described, which will provide a complement to the analysis of dropout presented above. Finally, the prevalence of Father and Mother Councils will be analyzed, which have been shown to have a significant, if modest, positive impact on the performance of schools (World Bank 2006).

One way to begin understanding the factors that affect educational outcomes in these schools is to simply ask the opinions of teachers, social counselors, and headmasters of the most common source of difficulties for these children. In particular these individuals were asked to mention the most important factors that affect the performance of these children in school, which is related to both the benefit that these children gain from attending school and the probability that they will drop-out.

Figure 7.7 reports the most important reasons for failure in the classroom according to these three groups. In interpreting these results, it is sensible to put more weight and value on the teachers' response for two reasons. First, teachers' responses are likely to be more accurate as they know their students and the difficulties that they face in the classroom better. Second, as the sample of teachers is twice as large as the sample of either of the other groups, the responses are likely to be more accurate.

Figure 7.7: School Weaknesses that Increase Probability of Student



\*: "Relative importance of response" represents the relative importance of that response for that group and is calculated by dividing the frequency of each possible response by the frequency of the most common response.

There are two central results that come out of Figure 7.7. The first is that overcrowded classrooms and a shortage of teachers are of significant concern. The second is that syllabi are seen as being too hard – which is likely a reflection of the discrepancies between curriculum demands and inadequate resources available to teachers and schools in general.

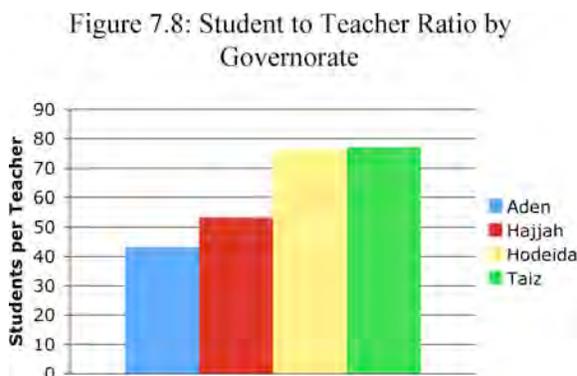
While the difficulties mentioned by these different groups are useful, there are two other interesting results that emerge from Figure 7.7. First, both headmasters and school counselors report significantly less difficulties than teachers. Indeed, when given the opportunity to report up to three difficulties, headmasters offered an average of 2, counselors offered an average of 2.5 and teachers offered an average of just below 3, which suggests that school administrators are less concerned with the weaknesses of their school.

Second, Figure 7.7 suggests that there is a lack of communication within the schools themselves. This is highlighted by the dramatic discrepancy in the importance of overcrowded classrooms to the teachers as compared to the headmasters. A similar result is seen when looking at the frequency that these individuals say that they have meetings. Overall, there is no correlation in the reported meetings of these three different groups within the schools in this sample. As an example, in schools where headmasters say that they have weekly meetings only 25% of the teachers also say that they had weekly meetings. This can be taken as evidence that there is a lack of communication and cooperation within these schools.<sup>39</sup>

<sup>39</sup> These results are not surprising to those who have met headmasters working in Sana'a, over 4 hours by car from their school, during the school week.

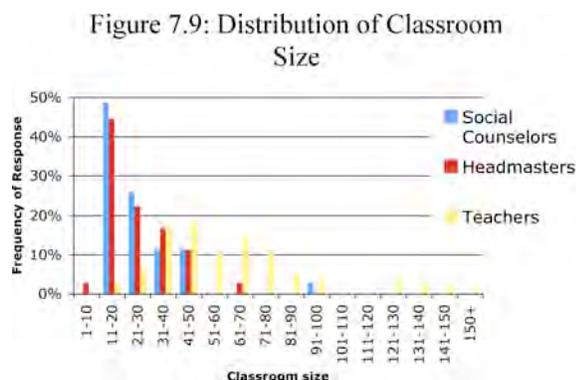
Classroom size is the one of the few tangible measure of the quality of education for these children that is easily measurable.<sup>40</sup> And its importance in the Yemeni context is highlighted by its predominance among the factors affecting failure mentioned by the teachers. Further, even though school officials did not identify it as a central factor affecting the quality of children’s education, nearly 80% of the teachers, social counselors and headmasters mentioned that the classrooms were overcrowded when specifically asked.

While classrooms are overcrowded in general, there is a relatively dramatic difference in the degree of overcrowding across governorates as demonstrated in Figure 7.8. Indeed, among the



schools surveyed for this analysis, the school to teacher ratio in Tai’z and Hudeidah was almost double that in Aden. As all three of these localities are urban, this difference likely reflects in part the dramatic difference in educational funding between these governorates. In particular, while Tai’z and Hudeidah receive, respectively, \$125 and \$135 per student, Aden receives funding of over \$200 per student.<sup>41</sup>

However, in the face of widespread absenteeism, classroom size seems to be a very contentious issue, which is demonstrated in the baseline data by the very significant difference between class size as reported by the teachers and the estimated classroom size as reported by the social counselors and headmasters. Indeed, while the average classroom size implied by the reported number of students and teachers was very close to 25 for both the social counselors and headmasters, the average teacher reported a classroom size of over 60. The dramatic difference between the class sizes reported by these groups is demonstrated in Figure 7.9 where the full distribution of estimated classroom size is reported using the social counselor, headmaster, and teacher data.



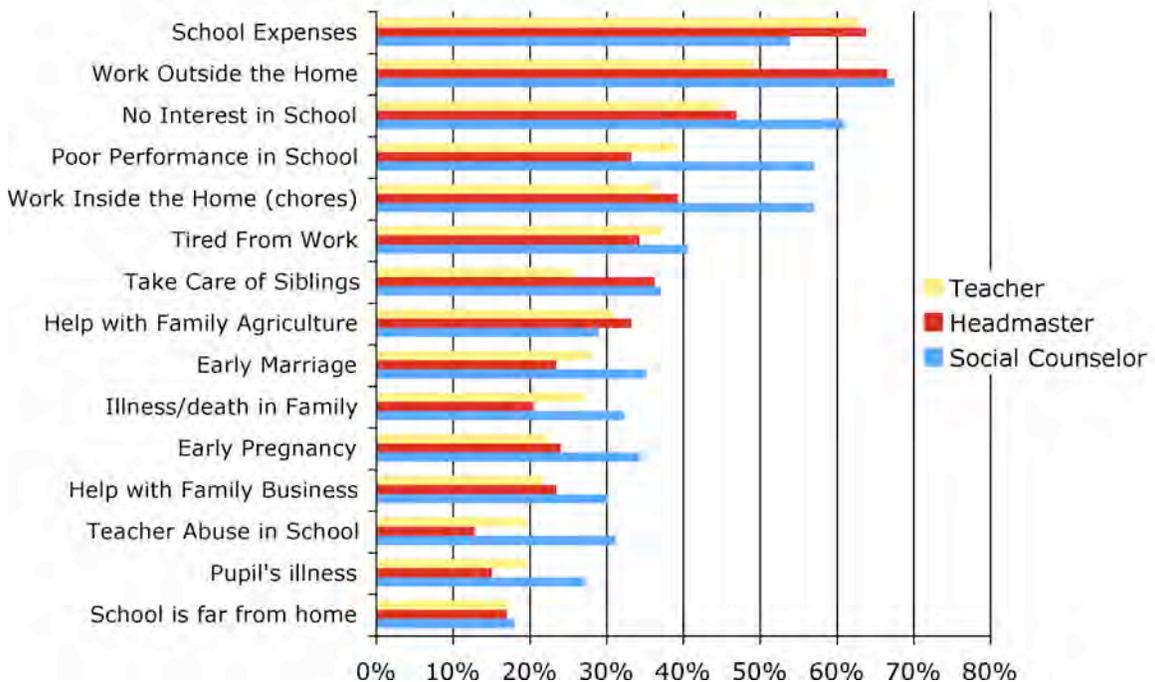
<sup>40</sup> There is a debate in the literature on the relationship between classroom size and outcomes. Indeed, while Hanushek (1998) argues that there is no relationship between classroom size and outcomes, Krueger (2003) shows that reducing classroom size can have tangential impacts on the returns on education. However, it is likely that both of these authors would agree that classroom sizes in excess of 100 are not a place where learning can take place.

<sup>41</sup> World Bank, Tracking Basic Education Expenditures in Yemen: Analyses of Public Resource Management and Teacher Absenteeism, December 27, 2006, page 14

The importance of this dramatic difference in the reported classroom size is emphasized by the fact that there is no significant correlation between the classroom sizes reported by the teachers and either of the other school officials despite a strong positive correlation between the reports of the two school officials. This observed discrepancy reflects the very real difference between the official number of teachers at a school and the number that actually teach at that school. This result highlights the importance of working closely with the schools selected by CHF to ensure that there are enough teachers and that they will be present in school every day.

A common criticism of the Yemeni education system, and indeed education systems across the Middle East, is that teaching is often too focused on rote memorization and similar methods. In response to this, one of the main focuses on in-service training has been to instruct teachers about child-centered methods. These efforts seem to have had some success as teachers were somewhat more likely to report using child-centered methods as opposed to standard rote methods. However as a strong majority of these teachers, i.e. over 60%, reported that the students preferred a combination of rote learning and child-centered methods to child-centered methods alone, it is likely that these teachers could benefit from additional training.

Figure 7.10: Factors Most Important in Influencing Student Dropout



In order to explore the knowledge of these school officials, Figure 7.10 reports the factors that each group identified as the most important factor in school dropout. While the three different groups of respondents indicated that a variety of factors played a role in child dropout, several factors found wide support across all three groups: school expenses, children engaging in work inside and outside the home, and poor performance in school. That these school officials did identify the importance of working in the decision of children to drop out and did not mention it

when discussing student performance likely reflects the fact that in the latter case, when discussing student performance, these officials focused on the factors that the school could affect.

Importantly, that these three factors encompass the top factors mentioned by all three groups and the dropout children themselves (see Figure 7.3), suggests that school officials do understand the difficulties that these challenge face. These three factors are also all directly addressed by the ACCESS PLUS Program.

Father and Mother Councils, which create linkages and accountability between school officials and parents of the students, have been shown to be associated with reduced teacher absenteeism and thus, presumably, improved school outcomes (World Bank 2006). In particular, it seems probable that these councils could play an important role in the efficacy of the CHF programs. However, while these councils do seem to be prevalent among the schools studied, there is a relatively wide discrepancy among these officials about the actual number with approximately 85% of headmasters reporting councils and around 65% of both school counselors and teachers reporting councils. Though the presence of these councils almost certainly benefits these schools, the relatively wide discrepancy in their reported presence indicates that these councils are likely weak in many places.

## **SECTION 8. INSTITUTIONAL CAPACITY AND SUSTAINABILITY**

### **8.1. COMMUNITY LEADERS**

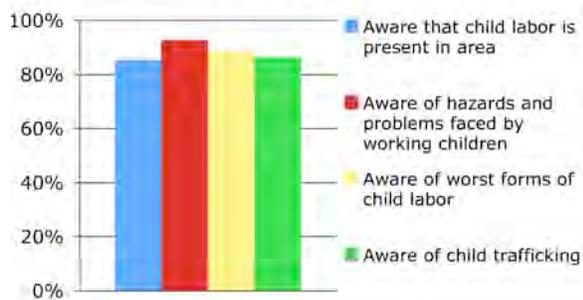
In this sub-section the results from the qualitative and quantitative surveys of community leaders is examined. As these leaders play a very important role in informing and shaping the opinion of individuals within the community, understanding their knowledge and attitudes towards child labor and child rights is clearly important. Further, as one of the goals of the program is to raise awareness about the issue of child rights and child labor among these leaders, a better understanding of their current situation is clearly beneficial.

Overall, survey findings show that these community leaders are not tremendously knowledgeable about issues of child labor and rights. A particularly interesting result is that community leaders seem to be overconfident in their own knowledge and understanding of these issues, which may make implementation of some of the CHF programs difficult. Further, while the vast majority of these leaders state that they are against child labor, it seems that these leaders do not make any efforts to actively oppose child labor participation in their areas.

#### **8.1.1 KNOWLEDGE OF CHILD LABOR AND CHILD RIGHTS**

The knowledge of interviewed community leaders about these issues is examined in two ways. First, they were asked about their knowledge about the prevalence of child labor in their area as well as their awareness about the hazards of child labor, the worst forms of child labor and child trafficking. From this question, it seems that community leaders are indeed aware of the difficulties facing these children. Figure 8.1 demonstrates that over 80% claimed to have knowledge about each of the above issues.

Figure 8.1: General Knowledge about Child Labor



Second, as it is expected that community leaders would claim to have knowledge about child labor related issues, in Figures 8.2, 8.3 and 8.4 the actual quality of this knowledge is examined. To do this, in Figure 8.2 the total number of hazards or problems of child labor that the leaders could mention is demonstrated. In the survey a total of three forms of child labor were requested so that in Figure 8.2 it can be seen that barely 40% of

these leaders had significant knowledge of child labor hazards though over 90% claimed that they had knowledge.

Then in Figure 8.3 a similar exercise is performed based on the knowledge of these leaders about child trafficking. Here a similar result for the level of leaders tacit knowledge is found. Indeed, while over 80% of community leaders said that they were aware of the negative consequence of child trafficking, less than 30% could mention at least three negative consequences. Perhaps most interestingly, however, is that leaders from Haradh, where child trafficking is the most pronounced, were among the weakest in knowledge about the negative consequences of child labor. Indeed, while only a third of the leaders in Haradh could mention at least three negative consequences, almost all the leaders from Aden could mention at least three.

Figure 8.2: Knowledge about Hazards/Problems of Child Labor

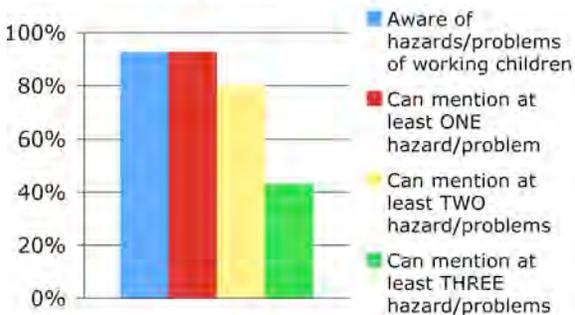
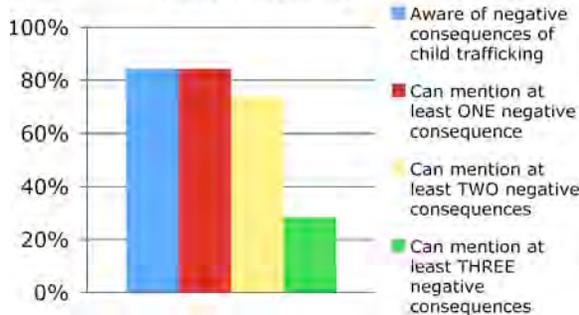


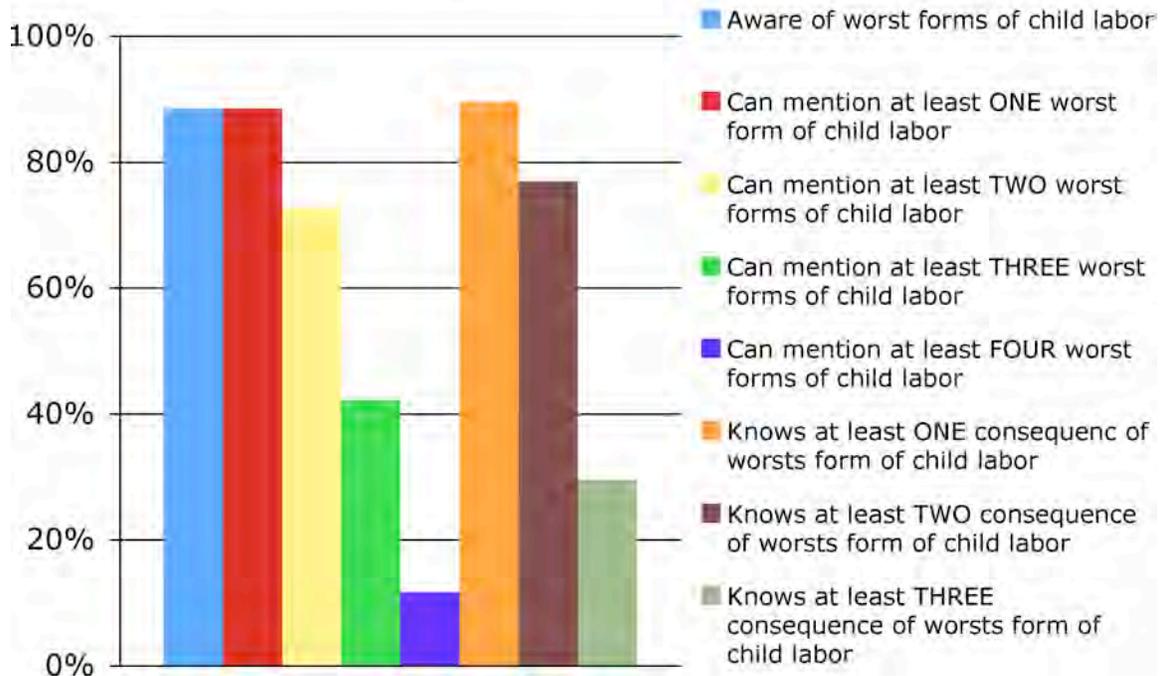
Figure 8.3: Knowledge about Child Trafficking



Finally, Figure 8.4 examines community leaders knowledge about the worst forms of child labor and reports the number of types of labor as well as the potential consequences of this labor. Interestingly, while nearly 80% of the leaders seemed to have significant knowledge about the

consequences of labor, i.e. are able to mention at least two consequences of the worst forms of child labor, barely 40% of those surveyed mentioned at least three forms of child labor and less than 10% could identify four types of child labor.

Figure 8.4: Knowledge about Worst Forms of Child Labor



### 8.1.2 ATTITUDES TOWARD CHILD LABOR

Most of the leaders surveyed were, in principle, against the idea of child labor, with 90% of the leaders saying that they were against children under 14 working and only 20% indicated that they fully supported the idea of older children (ages 15-17) combining school and work. However, despite these seemingly strong views against child labor, a very significant number of the leaders felt that child labor was inevitable and was a necessary form of familial income in Yemen.

Indeed, throughout the areas that were visited, leaders indicated that child labor was simply unavoidable. In Haradh, where children are very involved in the smuggling of qat and animals into Saudi Arabia in addition to traditional agricultural work, this number was the highest at 40%. The figure is particularly significant as all of the leaders interviewed in this area claimed to be against children working. Additionally, though the amount was significantly lower in Tai'z, where only 20% of the leaders indicated that child labor was inevitable, it was still higher than the 13% who said that they were against child labor. Further, almost none of the leaders surveyed believed that household chores are a form of child labor, which confirms general thinking in Yemen, where domestic labor is not even covered by the Yemeni child labor laws.

Finally, while all participants condemned using children in smuggling and child trafficking, there seems to be little effort on the part of these leaders to combat child trafficking, in particular in terms of community cooperation or efforts towards discouraging families from involving their children in trafficking. This is highlighted by the fact that in addition to blaming the problem of child trafficking on the Law Enforcement Authority for not strictly enforcing the law, nearly 65% of the leaders believed that the government should compensate families for the lost income if children are prevented from smuggling or being trafficked.

## 8.2 POLICY MAKERS

This sub-section looks at the opinions, knowledge and practices of policy makers regarding child rights and child labor. Though significant efforts to address issues of child labor have been made in recent years, there still seems to be a significant amount of misinformation among some leaders.

The below analysis is based on interviews with deputy ministers in five of the ministries that would potentially play a key role in monitoring and combating child rights issues. Thus, the results from these interviews likely reflect the tacit knowledge and attitudes of these ministries towards child labor.

### 8.2.1 OPINIONS ABOUT CHILD LABOR AND CHILD TRAFFICKING

The striking result from the interviews with representatives of the different ministries is that their views towards the causes of child labor and trafficking and its impact on the lives of these children in their families are sometimes mistaken and often different; this suggests that there is both insufficient knowledge about child labor and coordination between the ministries.

An important example of the limitations in the knowledge of these ministries about child labor is highlighted by their responses to the central causes of child labor. Though most of the respondents replied that poverty was the central issue, one of the respondents did not mention poverty at all. Three of the respondents identified ignorance or lack of awareness as a central cause of child labor, which this baseline partly confirms (see awareness section) in combination with the identified push and pull factors. However, while the same three respondents agreed that household breakdown was a central issue in child labor, it seems that this belief does not represent the reality in Yemen. Indeed, as suggested by the analysis presented above, most children are living with their parents and contributing money to the family, even those children working on the streets. Further, other causes that are likely important, such as the role model effect of parents and others, are not mentioned.

Interestingly, while three of the ministries had broad agreement on the causes of child labor, one had very different responses. Indeed, child labor was entirely blamed on a malfunctioning

educational system, indicating that the three causes of child labor were (1) poor educational performance, (2) syllabi that were too difficult and (3) school violence. This analysis is interesting as it demonstrates an understanding of the challenges within the education system and, conversely, limited awareness of other underlying causes of child labor.

Misunderstandings of the impacts of child labor were revealed by responses to a question addressing the consequences of child labor. Indeed, though one of the respondents did mention the negative impact that child labor would have on education, most of the respondents seemed to be concerned about the prospect of these children becoming involved in illegal activities. Though this is a concern in some cases, the analysis above suggests that this is unlikely to be the central impact of child labor.

### 8.2.2 EFFORTS TO COMBAT CHILD LABOR AND TRAFFICKING

All ministries representatives interviewed said that specific policies to address issues of child labor have been developed at ministry level, most of which fall under the National Plan to Combat Child Labor. Also, while child trafficking was not addressed specifically by each of the ministries, it is addressed generally by the National Plan of Action to Combat Child Smuggling and Trafficking, to which all contacted ministries should contribute. While each of these ministries have policies addressing the improvement and realization of child rights, activities seem to focus almost exclusively on awareness, at the expense of programs directly addressing beneficiaries.

Indeed, there seems to be a general agreement among the ministries themselves that the existing laws and legislation are not sufficient to combat the problem. In fact, only the Ministry of Labor and Planning mentioned that any practical measures had been implemented to combat child labor. In both cases a series of awareness seminars was carried out or decrees were passed; at this stage it is difficult to document the impact of these measures on the population they were addressed at. A specifically ad hoc initiative by the Ministry of Labor entailed training of child labor inspectors. However, as the analysis presented above, the child labor inspectors seem to be relatively insufficient and, as such, ineffective to combat child labor across the country.

In regard to child trafficking, coordination amongst ministries and focused initiatives to combat the problem are more apparent, as the Ministry of Labor and Interior have trained staff to address the issue specifically. Additionally, the Ministry of Education reported specific efforts to re-enroll children that had dropped out from school. However, to date evidence on the efficacy of these efforts has not been documented.

## SECTION 9. CONCLUSION AND RECOMMENDATIONS

This section is divided into two parts: the first part discusses recommendations for the ACCESS-Plus Program, while the second introduces ideas for future research, based on gaps and grey areas about child labor and education in Yemen, identified through this baseline survey.

The ACCESS-Plus baseline survey targeted only those districts where CHF and CSSW implement the ACCESS-Plus program. Therefore, any conclusions drawn from the survey is meant to apply solely to the surveyed areas and should not be interpreted as representative for the whole country. As reported, there are considerable differences between the four target governorates in regards to figures related to child labor, school enrollment, attitudes, awareness and local capacity. In addition, as the baseline purposely targeted vulnerable households, the outcomes do not represent an accurate picture of general levels of poverty in Yemen. That said, approximately 54% of Yemen's population lives in poverty and as such, 54% of the population faces the same circumstances encountered by ACCESS PLUS surveyed households.

## 9.1 RECOMMENDATIONS FOR ACCESS-PLUS PROGRAM

In general, the baseline survey has demonstrated that child labor and school enrollment in Yemen are impacted by multiple factors. The implication is that child labor can only be effectively targeted through a cross-sectoral approach, with a program working at multiple levels, such as ACCESS-Plus. Below sections discuss recommendations related to the five ACCESS-Plus outputs.

### 9.1.1 AWARENESS

The baseline findings confirm that focus on child labor awareness is essential, as misconceptions between light/decent work and child labor are widespread at different levels and the idea of children working seems to be rooted in the Yemeni culture.

**Parents' attitude and practice:** The baseline found a discrepancy between what parents say and what they practice. As an example, more than 90% of surveyed parents stated that education is more important than the additional income they would get from child labor; yet, 60% of these same parents had their children working! Similar discrepancies were found in attitudes and practices towards girls' education and working children less than 14 years old. The baseline survey suggests that parents have little knowledge on the different forms of child labor, its impact on education, health and future opportunities for their children. The above substantiates ACCESS PLUS implementation of awareness activities aimed at improving parents' knowledge on child labor and education.

**Correlation between parents' education and children's education:** Baseline results suggest a strong correlation between parents' and children's education and employment status. For instance, it appears that having illiterate parents increases a child's chances of dropping out of school or not enrolling at all. While this is not surprising, it does point out the need to put more

emphasis on awareness activities addressed at illiterate parents, in order to ensure that children enrolled in school will not drop out. An additional, interesting corollary is that parents often seem to function as strong role models for their children; something to be given careful consideration when developing awareness activities.

**Awareness raising activities targeting community leaders:** The baseline findings highlight the need for the program to address the attitudes of community leaders towards child labor and education; community leaders are important role models and can have an overall influence on practices in their own communities. While 80% of the surveyed community leaders stated that they have knowledge of what child labor is, only 40% had significant knowledge of the hazards that working children face. Interestingly, 65% of the community leaders also stated that families whose children are banned from working in trafficking should be compensated for their loss of income. So far, ACCESS-Plus has carried out specific training addressed at religious leaders, as influential community leaders. The program will work in order to include in the training other community leaders, such as sheiks, representatives of Local Councils and other prominent figures.

**Awareness raising activities targeting teachers:** The baseline found that more than 50% of surveyed teachers believe that child labor not interfering with schooling is acceptable and more than 60% believe that child labor does not impact academic achievement or dropout rates. While ACCESS-Plus teacher training programs cover child labor issues, the above findings indicate the need to further stress such issues formally through training, and informally during field visits and meetings, to ensure an increased teachers support on children withdrawal from child labor.

### 9.1.2 LAW ENFORCEMENT

**Employers' knowledge about child labor laws.** Baseline survey findings demonstrate that much work must be done to increase and improve employers' knowledge on child laws and regulations. This can be interpreted as a capacity building issue and specifically related to ACCESS-Plus assistance to MoSAL Labor Inspectors. Regrettably, MoSAL's limited budget seriously affects the Labor Inspectors work, both quantitatively and qualitatively. Currently, only 17 Labor Inspectors are responsible for the whole country, with less than 1 Inspector per Governorate; in addition, in 2009 Labor Inspectors travel expenses have been cut, practically making their position redundant. In order to bypass such constraints, ACCESS-Plus will work more closely with targeted communities on child labor and child trafficking monitoring activities, while training of Labor Inspectors will be carried out as planned.. Community-based child labor and child trafficking monitoring will be systematized and linked with national policies.

**Abuse faced by working children.** The baseline found that most child laborers face multiple forms of abuse and difficult working situations. This confirms the need to train employers in national labor laws and regulations on child labor. ACCESS-Plus targets employers by providing information on child labor laws and regulations and works with community based child trafficking monitors and child labor inspectors. In order to achieve effective and long lasting

results, it is recommended that such activities be carried out on a regular basis - possibly annually- and a reporting system be set up. In addition, the ACCESS-Plus team will continue to work with child protection agencies and referral networks to increase access to (medical, legal, psychosocial) services for children facing abuse and exploitation.

**Child labor income.** Surprisingly, the baseline survey found that the majority of the surveyed child laborers earn as much as adult workers. This seems to encourage parents to send their children out to work. It is indeed a quite a sensitive issue that will require ACCESS-Plus team to work at multiple levels with MoSAL and Chambers of Commerce on minimum wage and discouragement of child labor.

### 9.1.3 EDUCATION

While most survey findings substantiate ACCESS-Plus's multi-dimension approach, some indicate the need for further attention, as seen below.

**School staff attitudes towards child labor.** The survey indicates a strong cultural preconception, highlighted by dissimilar reports about the number of working children attending school and work perceived as not affecting academic attainment, yet listed as one of main reasons for dropping out. Similarly appearing with head of households' perceptions about child labor, it seems that children are expected to work and work is part of childhood. At the same time, school staff report scarce exposure to specific child rights/child labor training. While the above confirms ACCESS-Plus's approach to school staff training, it also suggests that more emphasis should be given to awareness about child labor during field visits and future training.

**Reported school weaknesses, both from children and school staff, as factor affecting students drop out.** Both children and school staff identified overcrowded classrooms and difficult syllabus as leading causes of students drop out. One of ACCESS-Plus's direct strategies towards student retention is the contribution to an overall improvement of teaching practices through teacher training and the set-up of resource classrooms. Indirectly, ACCESS-Plus is an active development partner within the BEDS group and Resource Room working group. The findings highlight the need of both direct and indirect intervention and auspicious closer cooperation with the MOE Training and Curriculum Sector.

**Limited institutional communication amongst school staff.** This is an interesting finding, which is revealed by the discrepancy of answers related to the frequency of staff meetings. It is widely accepted that institutional communication is an essential part of quality education. As ACCESS-Plus strives to improve quality education in the target schools, the improvement of institutional communication should be considered, possibly adopting an existing Professional Development Meeting scheme currently implemented by MOE in cooperation with GTZ.

**Economic difficulties reported by children as main reason for dropping out.** ACCESS-Plus addresses this issue through direct assistance to beneficiary children (provision of school uniforms and supplies). In addition to the above and in order to achieve the program full potential

other substantial interventions, such as microfinance schemes and Conditional Cash Transfers addressed at beneficiary families, will have to be implemented through independent fund raising.

#### 9.1.4 CAPACITY BUILDING AND SUSTAINABILITY

The baseline outcomes demonstrate a great need to build the capacity of local and national counterparts and communities in order to guarantee program sustainability. The original program set-up addresses most of the capacity building needs in education and in the establishment of child labor and child trafficking monitoring systems. However, the baseline has highlighted the additional need to work more closely with community leaders to ensure their support and leadership in order to tackle child labor, an aspect that ACCESS-Plus will follow-up on.

ACCESS-Plus outputs related to sustainability focus on three major aspects: formalization of remedial education and resource rooms in target public schools; development of vocational training apprenticeship models and the endorsement thereof by the MoTEVT and the Yemen Chamber of Commerce; ensuring that literacy programs are tailored towards girls' needs. The focus on the above has been corroborated by the survey findings, as follows.

Remedial education as viable solution to decrease school dropout rates is strongly supported by ACCESS-Plus baseline survey findings as well as education statistics in general; indeed, school dropout seems to be caused, amongst other factors, by difficulties children experience to keep up with curriculum demands.

The need for apprenticeship models leading to employment is backed-up by the baseline's finding that experience has a much bigger impact on employment and wages than education. Additionally, apprenticeships are needed to fill the gap between the skills taught as part of the vocational training and the skills required on the Yemeni labor market. ACCESS-Plus vocational training curricula differ from standard vocational training curricula inasmuch as they have been designed to address a specific target group - youth with very limited, if at all, literacy and numeracy skills- and the labor market they will enter locally. In this regard ACCESS-Plus will carefully document the apprenticeship models for future endorsement by MoTEVT and the Chamber of Commerce.

The Literacy courses that the ACCESS-Plus program utilizes are those developed by the Literacy Adult Education Organization. The courses have been designed with a strong gender focus in order to tackle the high rate of illiteracy amongst women. The curriculum encompasses basic messages on health and nutrition as well as human rights and development subjects. As such, ACCESS-Plus will not need to focus on the development of gender focused literacy courses.

## 9.2 SUGGESTIONS FOR FUTURE RESEARCH

The baseline findings suffice to confirm the relevance and need for ACCESS-Plus interventions. However, in order to better understand the complicated dynamics impacting child labor and trafficking in Yemen, additional research is needed. Research themes should include the specific industries that employ child laborers as well as more cross-cutting issues such as abuse, child labor within the home and child labor law enforcement. ACCESS-Plus will carry out two research studies, specifically on occupational health and safety and children working in the fishing industry. MoSAL has carried out research about child labor in agriculture and IOM/UNICEF continues to work on child trafficking. Also, the issue of children working in street work and urban settings has been researched by various institutions in Yemen.

In addition to the above, it is suggested that further research be carried out in the following themes:

- 1) Factors that affect, and relation between, family income and child labor. This could include data about parents' occupation and income generated by child labor, versus income generated by parents work.
- 2) Various aspects of child trafficking. In particular: the role of traffickers and family members, circumstances that children face during their trips, as well as different forms of abuse and hardship that children are exposed to. Survey data show some grey areas.

For example, while only four children responded that they crossed the border in the company of a child trafficker, 26 children responded to a question about whether or not the child trafficker had a deal with their parents (62% of which responded negatively). Further research would certainly provide useful data that could be utilized to strengthen existing initiatives aimed at combating child trafficking.

## SECTION 10. BIBLIOGRAPHY

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## ANNEXES

### Survey Instruments and Tools

Policy Makers Survey

Child Trafficking Survey

Employer Survey

Working Children Survey

Household Survey

Community Leaders Survey

School Headmasters Survey

Teachers Survey

Social Workers Survey

**CHF International - Yemen**  
**Access-Plus**  
**Alternatives to Combat Child Labor Through**  
**Education and Sustainable Services**  
**2008 - 2011**



**Child Trafficking**  
**Baseline Child Labor Survey**  
**January 2009**

**Republic of Yemen**

Strictly confidential information;  
  
Will be used only for Statistical  
Purposes

**Questionnaire: Policies concerning the rights and**  
**interests of children**

**Name of Ministry /Government Department:** .....

**Address:** .....

**Name of the official:** .....

**Functional capacity:** .....

**Telephone no. of Ministry / Government Department:** .....

**Official seal:** .....

### Policy Makers Questionnaire

Questions	Answer categories	
Have your Ministry/Government Department that you represent, formulated and adopted any kind of policies that concern and interest in children's issues and concerns?	a) Yes	
	b) No	
If the answer is "yes" , what is the title / name of this policy		
Does this policy address and go to the issue of "child rights"?	a) Yes	
	b) No	
If the answer is "yes", please mention the number of the article / or articles related to the rights of children and how they were formulated as set out in the context of the policy mentioned?	a) Article	
	b) Formulation	
	a) Article	
	b) Formulation	
What are the practical/functional interventions applied by your Ministry/Department to implement the articles above mentioned?	a)	
	b)	
	c)	
Does this policy address or interest in the issue of "child labor" and protect them from exploitation in the worst forms of employment?	a) Yes	
	b) No	
If the answer is "yes", please mention the number of the article / or articles pertaining to child labor, and write the formula of the article/articles?	a) Article	
	b) Formulation	
	a) Article	
	b) Formulation	
What are the practical/functional interventions applied by your Ministry/Department to implement the articles above mentioned?	a)	
	b)	
	c)	
Does this policy address/ interest or others on the issue of "child trafficking"?	a) Yes	
	b) No	

Questions	Answer categories	
If the answer is "yes", please mention the number of the article / or articles related to the issue of "child trafficking out of the Yemeni border," and how they were formulated as set out in the context of the policy mentioned?	a) Article	
	b) Formulation	
	a) Article	
	b) Formulation	
What is the practical/functional interventions applied by your Ministry/Department to implement the articles above mentioned?	a)	
	b)	
	c)	
Is there cooperation and coordination between your Ministry and others (government, non-governmental organizations, international organizations) related to the implementation of your policy regarding the three cases of child rights, children labor and to protect them from the bad forms of employment and children trafficking", please mention those authorities that you cooperate with them?	a)	
	b)	
	c)	
	d)	
In your opinion, what are the negative consequences resulting from child labor and trafficking?	a) child labor	
	c) child trafficking	
Does your Ministry maintain or keep statistical information or reports related to child labor and child trafficking issues?	a) Yes	
	b) No	
Is there in your Minister's organizational structure a unit or department coordinate and follow-up to implement your policy?	a) Yes	
	b) No	
What is the name of the unit or department, if any, and who is in charge	a) Administrative Unit	
	b) Person in charge	

11 CHILD TRAFFICKING SURVEY

CHF International - Yemen  
Access-Plus  
Alternatives to Combat Child  
Labor Through Education and  
Sustainable Services  
2008 - 2011



**Baseline Child Labor Survey  
January 2009**

**Child Trafficking**

**Governorate:** ..... **District:** .....

**Name of the work area:** ..... **Town/village:** .....

**Urbanization:** 1- Urban 2- Rural

**Name of working child:** ..... **Gender:** .....

**Age:** .....

**The governorate where the child was born:** ..... **District:** .....

	Supervisor	Researcher
Name		
Signature		
Date		

**Interview starting time**

**Interview ending time**

### Child Trafficking Survey

Part I: general data	
Questions	Answer categories
Are you parents alive:	a) Yes
	b) No
Have you ever attended school?	a) Yes
	b) No
If "yes", what is the highest level of school and grade you have attended?	a) Pre-school
	b) Basic grade
	c) Secondary grade
	d) Pre-secondary vocational institute grade
	e) Non standard curriculum
How can you describe your family's economic situation?	a) Average
	b) Poor
	c) Very poor
Who encouraged you to cross border to enter Saudi Arabia?	a) My father/My guardian
	b) A friend
	c) A relative
	d) I decided for myself
Have you ever tried to cross border to enter Saudi Arabia?	a) Yes
	b) No
If "yes", how many times have you tried?	
Have you succeeded?	a) Yes
	b) No
If "no", do you intend to try again to get into Saudi Arabia?	a) Yes
	b) No



Child Trafficking Survey

Part II: For those who succeeded in crossing the border into Saudi Arabia		
Questions	Answer categories	
What were the dangers and hardships you encountered when crossing the board?	a) Too little food to eat	
	b) Beating by the trafficker	
	c) Fear to be caught by the Saudi Arabian border guards/patrols	
	d) Sexual abuse	
	e) Shouting and insulting	
	f) Fatigue	
	g) Injuries	
Who received you on the other side of the border (Saudi Arabia)?		
Did you have a relatives working or residing in Saudi Arabia?	a) Yes	
	b) No	
When you reached Saudi Arabia, where did you stay?	a) With a relative	
	b) In the residence of the employer arranged by the trafficker	
	c) With a group and trafficked workers	
What type of work was assigned to you in Saudi Arabia?	a) Worked as a house boy or maid doing all types of household chores	
	b) Shepherd taking animals to graze	
	c) beggar	
	d) Worked in the employer's business	
	e) In agriculture	
	f) Prostitution	
Have you used any kind of drugs?	a) Yes	
	b) No	
Have you participated in any type of smuggling between the borders?	a) Yes	
	b) No	
If "yes", what type of goods did you smuggle?		
Did you receive wage/salary for your work?	a) Yes	
	b) No	

Child Trafficking Survey

Part II: For those who succeeded in crossing the border into Saudi Arabia	
Questions	Answer categories
If "No", who received your salary?	a) The trafficker
	b) Kept with the employer to send it to your parents
	c) No wages or salary at all
During your work with the employer or your stay with the other trafficked workers, were you exposed to any of the following:	a) Physical abuse (beating/torture)
	b) Sexual abuse
	c) Emotional abuse
	d) Long working hours
	e) Work at extreme temperatures or humidity
	f) Chemicals (pesticides, glues, etc.)
	g) Injuries or health problems
	h) Too little food to eat
During your stay in Saudi Arabia, were you in contact with your parents?	a) Yes
	b) No
Why did you leave your work and return to Yemen?	a) Caught by the Saudi Immigration Authority and then deported
	b) Got fed up with my life and decided to run away and return
	c) The trafficker decided to bring me back to Yemen
After your return to Yemen, were you taken to a temporary rehabilitation center?	a) Yes
	b) No
Would you like to return to Saudi Arabia?	a) Yes
	b) No
If "Yes", explain why and if "No" also explain why	
Is your family sorry for what happened to you in Saudi Arabia?	a) Yes
	b) No

CHF International - Yemen  
 Access-Plus  
 Alternatives to Combat Child Labor  
 Through Education and Sustainable  
 Services  
 2008 - 2011



**Republic of Yemen**

Strictly confidential  
 information;

Will be used only for  
 Statistical Purposes

**Baseline Child Labor Survey**  
**January 2009**  
**Survey: Business**  
**Owner**

**Governorate:** .....

**Name of the  
 work area:** .....

**Name of  
 business  
 owner:** .....

**Economic  
 activity:** .....

**District:** ..... **Locality:** .....

**Urbanization:** 1- Urban 2- Rural

**Ownership:** .....

visit result	Date of first visit	Date of last visit	Researcher
The interview			

The  
interview  
was  
Completed  
The  
interview  
postponed  
Refused to  
give  
statements

	Supervisor	Team leader	Researcher
Name			
Signature			

12 EMPLOYER SURVEY

First:			
Questions	Answer categories		
How many employees are working at your business?	1- Male		
	2- Female		
How many children are working at your business	1- Male		
	2- Female		
How many children are working at your business	1- Male		
	2- Female		
Do you prefer to hire adults or children?	1- Adults		
	2- Children		
If you prefer to hire children, what is the reason for	1-		
	2-		
	3-		
	4-		
What is the relationship between the business owner	1- Father		

## Employer Survey

Employer Survey

First:	
Questions	Answer categories
At what shift does the child work?	a) morning shift b) afternoon shift c) morning and afternoon shifts d) evening/night shift
Does the child get breakfast / lunch or dinner free of charge?	a) Yes b) No
Does the child have lunch/breakfast or diner breaks?	a) Yes b) No
How many days in a week does the child work?	
What type of leaves or vacations does the child have?	a) weekend b) religious holidays c) annual leave (specify how many days) d) paid vacation during school examinations e) unpaid vacation during school examinations f) other (to be specified)
Does the child combine this job with another job	a) Yes b) No c) I don't know
If the answer is "no", what does the child do after working hours?	a) go to school b) assist in household chores c) assist in agriculture d) I don't know
Does the child receive wages/salary?	a) Yes b) No
If the answer is "yes", what does the child do with the money he/she gets?	a) to improve the household income b) he/she is the only breadwinner in the household c) he/she likes to earn to keep it for himself/herself d) to cover his/her education cost e) other (to be specified)
Business Owner Survey	
If the answer is "no", why doesn't he/she receive wages for his/her work?	a) he/she is a family worker b) he/she works in order to learn a skill c) to pay back a family loan to the business owner d) other reasons....

First:	
Questions	Answer categories
What is the average monthly salary of a child employee?	Y.R
What is the average monthly salary of an adult employee?	Y.R
To whom you do pay the child's salary?	a) the child himself/herself b) his/her parents/guardian c) to one of his/her relatives d) I keep it until it is requested
What types of penalties are imposed on the child for negligence or not doing his/her work right?	a) summon his/her guardian b) give him/her a warning c) cancel his/her weekly holiday d) deduct from his/her wages/salary e) physical punishment/torture f) shouting at and insulting him/her g) isolate him/her in a place for a short time h) fire him/her from work  i) other ( to be specified)
Business Owner Survey	
Has the child received any type of vocational training to qualify him/her to the work?	a) Yes b) No
Do you think that the child needs a type of vocational training?	a) Yes b) No
If the answer is "yes", what type of vocational training does he/she need?	a) .....
What do you think are the rights of working children?	a) hours worked b) working age c) holidays d) type of work
Do you adhere/abide by the Yemeni Labor Law particularly that concerns with child labor?	a) Yes b) No c) somehow
Have you received guidelines or instructions of the Yemeni Laws regarding Child Rights?	a) Yes b) No
Have you received guidelines or instructions of the Yemeni Laws regarding Child Protection against exploitive labor that hampers their education?	a) Yes b) No
Has any government labor inspector (Ministry of Labor) ever inspected your business in relation to child labor?	a) Yes b) No
Business Owner Survey	
If the answer is "yes", describe the inspection results/outcomes?	a) b) c) d)

**CHF International - Yemen**  
**Access-Plus**  
**Alternatives to Combat Child Labor**  
**Through Education and Sustainable**  
**Services**  
**2008 - 2011**



**Republic of Yemen**

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**Baseline Child Labor Survey**  
**January 2009**

**Questionnaire: - Children working in the facilities of employers**

Governorate: ..... District: .....  
 Name of the work area: ..... Town/village: .....  
 Urbanization: 1- Urban 2- Rural  
 Name of working child::  
 Age: ..... Gender: 1- Male 2- Female  
 Commercial name of business:  
 Economic Activity:  
 Ownership set or:

	Supervisor	Team Leader	Researcher
Name			
Signature			
Date			
Interview starting time			
Interview ending time			

13 CHILDREN WORKING IN FACILITIES OF EMPLOYERS SURVEY

Questions	Answer categories
Have you ever attended school?	a) Yes b) No
What is the highest level of school and grade you have attended?	a) Pre-school b) Basic c) Secondary d) Pre-secondary vocational institute e) Non-standard curriculum
At what age you started working at this facility?	a) age:
What is the economic activity of this business?	
Before working here, did you work in another facility?	a) Yes b) No
If the answer is "yes," How old were you?	a) age:
How did you get your current work? Who helped you getting it?	a) My father/My guardian b) One of my brothers c) A relative d) A friend e) Labor Office f) Applied to work by myself
Is there any family relationship between you and the employer?	a) father b) brother c) uncle d) cousin e) a relative f) no family relationship
What type of work you do?	
How many hours in a day do you work?	a) 3 hours and less b) 4 hours c) 5 hours d) 6 hours e) more than 6 hours
In which shift do you work? Children Working in Facilities of Employers Survey	a) morning shift b) afternoon shift c) morning and afternoon shifts d) evening/night shift
How many working days in a week?	a) days:.....

## Children Working in Facilities of Employers Survey

Questions	Answer categories
In course of your work, are you often exposed to any of the following?	a) Dust / fumes
	b) noise
	c) strong temperature / humidity
	d) dangerous tools such as knives ..... Others
	e) work underground (mines, quarries, etc. ..)
	f) work at heights
	g) very strong lighting
	h) very faint insufficient lighting
	i) chemicals (pesticides ...)
Have you ever experienced any of the following problems because of your work?	a) injuries, diseases, weak health
	b) physical abuse (beatings)
	c) sexual abuse (harassment, touch ..)
	d) dangerous tools such as knives ..... Others
	e) fatigue
	f) poor performance in school
	g) lack of time to go to school
	h) I have no time to play
	i) none of above
Do you get breakfast / lunch or dinner free of charge?	a) Yes
	b) No
Do you have lunch/breakfast or diner breaks?	a) Yes
	b) No
What type of leave, vacation and annual leaves do you have?	a) weekend
	b) religious holidays
	c) annual leave (specify how many days)
	d) paid vacation during school examinations
	e) unpaid vacation during school examinations
	f) other (to be specified)
Children Working in Facilities of Employers Survey	
Do you combine your work in this facility and other work elsewhere?	a) Yes
	b) No
If the answer is "no", what do you do after work hours?	a) go to school
	b) assist in household chores
	c) assist in agriculture
Do you receive salary / wages for your work?	a) Yes
	b) No

Questions	Answer categories
If the answer is yes, what do you do with the money you earn?	a) give it to my family to improve the household income
	b) I am the only breadwinner in the household
	c) I keep the money for myself
	d) to cover my education cost
	e) other (to be specified)
If the answer is "no", why don't you receive wages for your work?	a) unpaid household member
	b) I work in order to learn a skill and experience
	c) I work to pay back a family loan to the business owner
	d) other (to be specified)
What is monthly rate of your salary/wages?	a)
What are your monthly wages?	a)
What is the monthly salary for an adult worker?	a)
Who receives your wages?	a) I receive it myself
	b) my parents/guardian
	c) one of my relatives
	d) I keep it with the employer until I ask for it
Children Working in Facilities of Employers Survey	
What types of penalties are imposed on you for negligence or not doing work right?	a) summon my guardian
	b) giving me a warning
	c) cancel my weekly holiday
	d) deduct from my wages/salary
	e) physical punishment/torture
	f) shouting at and insulting me
	g) isolate me in a place for a short time
	h) fire me from work
	i) other ( to be specified)
Do you get a reward, if you do a good work and make a great effort?	a) Yes
	b) No
If the answer is yes, what type of reward you get?	a)
Have you be beaten or insulted for no reason during your work?	a) Yes
	b) No
If the answer is yes, who beats you and insults you?	a) employer
	b) a colleague at work
	c) customers
How do you act if a co-worker or a customer beats you or insults you?	a) I keep silent
	b) complain to the employer
	c) defend myself by beating and insulting the person

Questions	Answer categories
What do you like in your work?	a)
	b)
	c)
What is the thing that you do not like in your work? Children Working in Facilities of Employers Survey	a) to cover my education cost
	b) I work for the family
	c) other (to be specified)
Is your work affects / affected your health?	a) Yes
	b) No
Did you get any type of vocational training?	a) Yes
	b) No
Do you think you need any type of vocational training	a) Yes
	b) No
If the answer is "yes," What type of vocational training you need?	a)
	b)
	c)
In your opinion, what is best for a child to study or work	a) studying
	b) work
In your opinion, what are the rights of working children regarding following	a) working hours for the child
	b) the age of the child
	c) leave / vacation
	c) type of the work
Does the employer adhere to the Yemeni laws regarding child labor?	a) Yes
	b) No
Have inspectors from the Ministry of Labor visited your facility to make sure that the child labor laws are implemented?	a) Yes
	b) No
If the answer is "yes", what was the outcome of the visit?	a)
	b)
	c)



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**Baseline Child Labor Survey  
 .January 2009**

**Survey: Household**

Governorate: .....  
 Working area / Locality: .....  
 Dwelling no.: .....

District: .....

Urbanization: 1- Urban 2- Rural

Economic activity: .....

Household  
 no: .....

visit outcome	Date of first visit	Date of last visit	Researcher
	Supervisor	Team leader	Researcher
Name			
Signature			
Date			
	Interview starting time	Interview ending time	

14 HOUSEHOLD SURVEY

First: Characteristics of Household members							
no.	1	2	3		4	5	6
	Household members	Relationship to the head of the Household	Gender		Age	Marital Status	Practicability case
No of the individual's line	Write the names of Household members as a tripartite arrangement in the next column  (the relationship to head of the Household )	What is the relationship to the head of the Household? 1- head of the Household 2- husband / spouse 3- son / daughter 4- wife of the son/son-in-law 5- grandson / granddaughter 6- father / mother 7- brother / sister 8- other relative 9- no Household relationship	male / female?		What is the member's age?  write using digits, the full years of the age  (for those who are less than one year write zero)	1- never married 2- married 3- divorced 4- widowed	1- employed 2 - unemployed
			male	female			
1			1	2			
2			1	2			
3			1	2			

### Household Survey

Questions	Answer categories		
Governorate			
District			
Working area / Locality			
Dwelling number			
household No. in the sample			
Name of the head of the household			
Age of the head of the household			
Marital Status for the head of the household?	a) Married		
	b) single		
	c) divorced		
	d) widowed		
Qualification of the head of the household?	a) education		
	b) Elementary		
	c) Intermediate		
	d) Secondary		
	e) pre-secondary technical institute		
	f) post-secondary technical institute		
	g) university		
Gender	a) male		
	b) female		
Number of members in the household?	a) male		
	b) female		
The number of household members of children in the age of (6-17)?	a) male		
	b) female		
<u>Second: Data on the household</u>			
Questions	Answer categories		
The name of respondent			
Is the respondent the head of the household?	a) Yes		
	b) No		
If the answer is "no", what is the relationship to the head of the household?	1- husband / spouse		
	2- son / daughter		
	3- brother / sister		
	4- wife of the son/son-in-law		
	5- grandson / granddaughter		
	6- father / mother		

Questions	Answer categories
Name of the head of the household?	
Is the head of the household employed?	a) Yes
	b) No
If the answer is "Yes", What is the main occupation of the head of the household?	
What is economic activity of the head of the household	a) economic activity
Since when the head of the household is unemployed?	1- less than a month
	2- one month to three month
	3- from three months to six months
	4- more than six months
Is the spouse employed?	a) Yes
	b) No
If the answer is "yes," What is the main occupation of the spouse?	a) Profession / occupation
What is the economic activity of the spouse?	a) economic activity
What is the main source of income to support household expenditure?	a) regular wage employment (agricultural)
	b) regular wage employment (fishing)
	c) regular wage employment (non-agricultural/fishing)
	d) self-employment (agricultural)
	e) self-employment (fishing)
	f) self-employment (non-agricultural/fishing)
	g) casual labor
	h) pensions, interests
	i) remittances
	j) other (specify)
is this income permanent or seasonal)	a) permanent
	b) seasonal
Is the household income sufficient to meet the necessary needs of its living conditions?	a) Yes
	b) No
Does the household need additional income?	a) Yes
	b) No
<u>Views and attitudes</u>	
If your household is in need of extra income, would you send your children who are less than 15 years to join the labor force?	a) Yes
	b) No

Questions	Answer categories
If the household is currently with debt, how will you pay back?  Household Survey	a) borrow money from other persons
	b) sell household assets
	c) provide direct adult labor for specified period
	d) provide direct child labor for specified period
	e) other (specify)
If the children were withdrawn from school and sent out to work to pay back debt, do you intend to send them back after the situation improves?	a) Yes
	b) No
Do you think children less than 14 years should work outside the house?	a) Yes
	b) No
If the answer is "yes", why?	a) to improve and supplement household income
	b) to learn a skill or trade
If the answer is "no", why?	a) he/she will learn and acquire bad habits and manners
	b) he/she will miss the education opportunity
	c) might be exposed to psychological, physical or sexual abuse
If working children can be removed from and assisted to access education, would you support this despite the loss of income for the household?	a) Yes
	b) No
Do you know what child labor is?	a) Yes
	b) No
Please mention 3 of the worst forms of child labor that you witness in Yemen?	
Are there any family children living away from household?	a) Yes
	b) No
If the answer is "yes", what is the main reason for child living away? (Choose only one answer)	a) looking/searching for employment
	b) engaged in work
	c) attend school or training
	d) ran away from home
Have you ever sent one of your children to work outside Yemen?	a) Yes
	b) No
If the answer is "yes", what is/was he/she doing there?	a) begging
	b) working in a factory
	c) working in a restaurant
	d) smuggling qat/flour across border
	e) other reasons

Questions	Answer categories		
If any child goes to school and also goes to work, do you think that work will negatively affect his/her school results?	a) Yes		
	b) No		
Do you have working children?	a) Yes		
	b) No		
If the answer is "yes", have your working children complained to you on any type of harassment?	a) Yes		
	b) No		
If the answer is "yes", what type of harassment?	a) emotional		
	b) physical		
	c) sexual		
Do you think children should have specific rights in the workplace in comparison to adults?	a) Yes		
	b) No		
If the answer is "yes", mention three	a)		
	b)		
	c)		
Which of the following ideas do you believe in:  Household Survey	Ideas	believe	I don't believe
	a) Education is important to all children	1	2
	b) boy's education is important only	1	2
	c) girls' education is not that important	1	2
	d) boy's education is more important than girls'	1	2
	e) additional income for household from child labor is more important than enrolling them into regular education	1	2
	f) teaching children a skill or trade is more important than enrolling them into regular education	1	2
From the following list, choose the three most important factors that help and assist the child to remain in the education system/process	a) family support		
	b) well-equipped schools with enough classrooms		
	c) no co-education		
	d) provision of electricity and water services to schools		
	e) provision of transportation to and from schools		
	f) provision of latrines in schools		
	g) broken windows/shortage of desks ad chairs		
	h) teacher behavior (e.g. physical/emotional/other forms of abuse)		
	i) no discrimination/ availability of friends		
	j) other (specify)		

Questions	Answer categories		
From the following list, choose the three main reasons/causes for children to drop-out school?	<ul style="list-style-type: none"> <li>a) family can't afford education expenses</li> <li>b) death of the caregiver</li> <li>c) sickness or disability of caregiver</li> <li>d) early marriage</li> <li>e) co-education</li> <li>f) frequent or repeated failure</li> <li>g) teachers behavior (e.g. beating/use of bad language/discrimination)</li> <li>h) child has problems with school administration</li> <li>i) child has problems with class/school mates</li> <li>j) school is far away</li> <li>k) unavailability of latrines</li> <li>l) child is interest or desire in work</li> <li>m) broken windows glasses, shortage of desks and chairs, etc.</li> <li>n) other (specify)</li> </ul>		
Household Survey			
<u>The Dwelling characteristics:</u>			
In what type of dwelling does the household live?	<ul style="list-style-type: none"> <li>a) Detached/separate house</li> <li>b) flat/apartment</li> <li>c) living quarter</li> <li>d) cottage/irregular dwelling made of wood and corrugated iron</li> <li>e) tent</li> <li>f) hut</li> </ul>		
What is the ownership status of this dwelling?	<ul style="list-style-type: none"> <li>a) owned by household</li> <li>b) owned by any household member</li> <li>c) rented: at what costs? What percentage of incomes is rent?</li> <li>d) endowment</li> <li>e) provided free by employer</li> </ul>		
What percentage is the rent?			
How many rooms does the household occupy?			
Are there any of these facilities available to the household?		1- Yes	2- No
	a) kitchen	1	2
	b) bathroom	1	2
	c) toilet	1	2
Do you fetch your drinking water from outside the house?	<ul style="list-style-type: none"> <li>a) Yes</li> <li>b) No</li> </ul>		
If the answer is "yes", who fetches the drinking water?	<ul style="list-style-type: none"> <li>a) daughters</li> <li>b) sons</li> <li>c) parents</li> </ul>		
How long does it take to bring fetch water?	<ul style="list-style-type: none"> <li>a) under 30 minutes</li> <li>b) between 30 minutes and one hour</li> <li>c) one hour plus</li> </ul>		
Household Survey			

Interview with the children of the household in the age range 6 to 17 years							
Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
Are you currently attending school?							
a) Yes (skip to Q 84 Currently Attending School)							
b) No (continue)							
Have you ever attended school?							
a) Yes (skip to Q 66 Dropped out children)							
b) No (continue)							
Are you literate (can you read and write)?							
a) Yes							
b) No							
What are the two main reasons why you are not enrolled or have never attended school?							
a) I am too young							
b) I'm ill, have a disability							
c) Need to take care of family member/sibling							
d) School is too far							
e) Family can't afford school expenses							
f) Family does not allow schooling							
g) I'm not interested in school							
h) Help at home with household chores							
i) I have a salaried job							
j) I work in family business or farm							
Would you like to go to school?							
a) Yes							
b) No							
Do you think it is important for a child to go to school?							
a) Yes							
b) No							

<u>Interview with the children of the household</u>							
Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
If the answer is "yes", why (give to reasons)?							
a)							
b)							
Are you currently engaged in work outside home?							
a) Yes (skip to Q 101 working children)							
b) No							
Do you assist in household chores?							
a) Yes							
b) No							
Have you ever thought of going (migrating) to Saudi Arabia to work there?							
a) Yes							
b) No							
Stop and interview next child							
<u>Drop-out children</u>							
At what age did you attend school?							
Age							
At what age did you leave/drop-out school?							
Age							
What is the highest level of school and grade you have attended?							
a) Pre-school							
b) Basic grade:							
c) Secondary grade:							
d) Pre-secondary vocational institute							
e) Non standard curriculum							

Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
Why did you leave or drop-out school? (tick one answer)							
a) pupil's sickness							
b) sickness or death of a family member							
c) distance, school is far away							
d) can't afford school expenses							
e) take care of siblings							
f) work for income							
g) assist in family business							
h) early marriage							
i) early pregnancy							
j) poor performance in school							
k) teacher used physical/psychological punishment							
l) difficulties to blend with other students/no friends at school							
What is it that you did not like at school? (tick max. three answers)							
a) crowded classes							
b) syllabus is condensed and difficult							
c) teaching methodology is dull and boring							
d) school is far away							
e) unavailability of toilets							
f) school/classrooms in need of repair							
g) no textbooks							
h) had to sit at the desk the whole time							

Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
If the answer is "yes," How long do you take?							
a) less than 1 hour							
b) between 1 and 2 hours							
c) more than 2 hours							
Do you have time to play?							
a) yes							
b) No							
What would you like to be as a grown up?							
a)							
Do you know children who went to Saudi Arabia?							
a) yes							
b) No (stop and interview the next child)							
If "yes", what do they do there?							
Do you know how did they get there?							
a) yes							
b) No							
How are children treated there?							
a) good							
b) badly							
Stop and interview next child							

Currently attending school							
Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
At what age did you start attending school?							
a) Age							
Which level and grade are you currently attending?							
a) Pre-school							
b) Basic grade:							
c) Secondary grade:							
d) Pre-secondary vocational institute							
e) Non standard curriculum							
Have you ever failed and repeated a grade?							
a) Yes							
b) No (skip to Q 88)							
If "yes", How many times did you fail?							
no of times:							
Do you have friends who dropped out of school?							
a) yes							
b) No (skip to Q 90)							
If "yes", choose two reasons from the following:							
a) distance, school is far away							
b) can't afford school expenses							
c) take care of siblings/sick person							
d) work for income							
e) assist in family business							
f) assist in household chores							
g) early marriage							
h) early pregnancy							
i) lack of interest in school							
j) because of teacher behavior							
k) because of parents' opinion about usefulness of education							

Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
Do you assist in household chores?							
a) Yes							
b) No							
If the answer "yes", how long you take?							
a) less than 1 hour							
b) between 1 and 2 hours							
c) more than 2 hours							
Do you have time to play?							
a) Yes							
b) No							
What would you like to be as a grown up?							
What are the things you do not like in your school?							
a) No Ex-curricular classes							
b) Unavailability of toilets							
c) Teacher's behavior							
d) Classes with broken windows							
Do you sometimes not attend school because of seasonal work?							
a) Yes							
b) No							
Did you miss any school days during the last week?							
a) Yes (continue)							
b) No (skip to Q 98)							

Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
Choose two main reasons why you missed the school days?							
a) illness/injury							
b) bad weather conditions							
c) to help family business							
d) to help with household chores							
e) to work outside family business							
f) other (specify)							
Do you usually and frequently miss any classes?							
a) Yes							
b) No (skip to Q 100)							
If "yes", explain why?							
Do you combine work and schooling?							
a) Yes							
b) No							
<u>Working Children</u>							
Have you ever received any skills training?							
a) None							
b) training leading to certificate							
c) informal apprenticeship							
d) other (specify)							
At what age, did you begin working?							
Age							

Attending school							
Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
What are the main reasons that make you work?							
a) supplement family income							
b) support myself							
c) pay outstanding family debt							
d) help in household business							
e) learn skills							
f) schooling is irrelevant							
g) can not afford school expenses							
h) poor performance in school							
Which of the following activities do you undertake?							
a) cultivate or harvest agricultural products							
b) catch or gather fish or seafood							
c) mining activities							
d) prepare food, clothes or handicrafts for sale							
e) sell articles, newspapers, drinks, food or agricultural products							
f) laundry							
g) repair tools, equipment and cars							
h) cleaning cars and shining shoes							
i) transportation of goods to market or for storage							
j) construction, maintenance of building and homes							
k) blacksmith and welding activities							
l) other (specify)							
How many hours a day do you work?							
hours a day							

Statement	1st child	2nd child	3rd child	4th child	5th child	6th child	7th child
Name of child							
Age							
Gender							
Where do you carry out your work?							
a) at my family dwelling							
b) employers house							
c) formal office							
d) factory / workshop							
e) plantations/farm/garden							
f) construction sites							
g) quarrying sites							
h) shop / market / kiosk							
i) different places (mobile)							
j) on the street							
What additional benefits do you receive in-kind?							
a) medical benefits							
b) assistance with schooling							
c) free accommodation							
d) food							
e) leave without pay							
f) clothing							
g) others (specify)							
h) None							
In course of work, have you been exposed to any of the following?							
a) dust, fumes, gas (CO2, ammonia, paints)							
b) strong noise							
c) extreme temperatures or humidity							
d) dangerous tools (knives, etc.)							
e) work underground (mines, ...)							
f) work at heights							
g) strong lighting							
h) insufficient lighting							
i) chemicals (pesticides, glues, etc.)							

Statement	1st	2nd	3rd	4th	5th	6th	7th child
-----------	-----	-----	-----	-----	-----	-----	-----------

	child	child	child	child	child	child	
Name of child							
Age							
Gender							
Have you ever experienced any of the following problems							
a) Injuries, illness or poor health							
b) physical abuse							
c) emotional abuse							
d) sexual abuse							
e) fatigue							
f) poor grades in school							
g) no time to go to school							
h) no play time							
i) None							
Do you know the Yemeni Laws regarding the rights of child labor?							
a) Yes							
b) No							
What do you like about your work?							
a)							
b)							
What don't you like about your work							
a)							
b)							
Do you assist in household chores?							
a) Yes							
b) No							
If "yes", how long do you take?							
a) less than 1 hour							
b) between 1 and 2 hours							
c) more than 2 hours							
Do you have time to play during the day?							
a) Yes							
b) No							
What would you like to be as a grown up?							
I like to be							



Republic of Yemen

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CHF International - Yemen  
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2008 - 2011

Baseline Child Labor Survey

January 2009

Questionnaire: "community leaders"

Governorate: .....

District: .....

Name of the work area: .....

	Supervisor	Team leader	Researcher
Name			
Signature			
Date			

Interview starting time	Interview ending time
-------------------------	-----------------------

## 15 COMMUNITY LEADERS SURVEY

Q. no.	Questions	Answer categories
1	Name of respondent:	
2	Age:	
3	Profession:	
4	Status in the community/district/governorate	a) community celebrity b) Shaikh c) community religious leader d) community Friday preacher e) local council member - district f) local council member - governorate g) parliament / shoura council member h) parents school association
5	Is there cooperation relationship between community leaders and school administrations? Do you support schools?	a) Yes b) No
6	If the answer is "yes", specify the areas of support provided to schools in your areas?	a) assist and participate in building additional classes in the schools b) assist in providing and supplying schools with water and electricity c) assist in the maintenance and repair of schools d) contribute to repairing and renovating the schools' latrines e) assist in providing transportation vehicles f) provide financial assistance to socio-cultural activities g) support and encourage sports in schools h) financially support needy students
7	If the answer is "no", mention two reasons for the lack of cooperation with schools in your region?	a) b)
8	Is there a cooperation relationship between community organizations and parents school councils in the following areas?	a) provision of assistance to needy students b) assist in providing jobs to unemployed guardians of students c) provide school uniforms to poor children d) assist in getting school fees exemption for poor children e) give poor students school bags and stationeries f) encourage parents and guardians to enroll their children in schools g) other (specify)
9	Do you believe in the importance of education for all children of both sexes?	a) Yes, I believe in the importance of education for all children of both sexes b) Yes, I believe more in the importance of education for male children c) No, I do not believe in the importance of education for female children
10	Do you agree with the children in the ages 6 - 14 years who leave/drop out school to join the labor market?	a) Yes b) No
11	Do you agree with the children in the ages 15 - 17 years who leave/drop out school to join the labor market?	a) Yes b) No

Second: Basic data	
Questions	Answer categories
Is the phenomenon of working children widespread in your area/locality?	a) Yes, it is widespread
	b) Yes, to some extent
	c) No, it is not that common, it is rare
Do you think that education is more important than work for children?	a) Yes
	b) No
Do you agree and support that children at the age of (6-14) years should combine work and schooling?	a) Yes, I agree that children in this age combine work and schooling that does not affect their studying
	b) I do not agree that children in this early age should combine work and schooling
	c) I do not know
Do you agree that children at the age of (15 -17) years combine work and schooling?	a) Yes, I agree that children in this age combine work and schooling
	a) Yes, I agree that children in but that does not affect their studying
	b) I do not agree
	c) I do not know
Are you aware of the hazards and problems faced by working children?	a) Yes
	b) No
If the answer is "yes", mention three of those hazards and problems?	a)
	b)
	c)
Do you know about the worst forms of child labor?	a) Yes
	b) No
If the answer is "yes", mention four of the worst forms of child labor you know?	a)
	b)
	d)
What are the consequences of those worst forms of child labor on working children (mention three of them)?	a)
	b)
	c)
Do you agree with withdrawing working children from exploitive child labor and sending them back to school to be educated?	a) Yes
	b) No
Are you well acquainted with the Yemeni Laws on Child Rights and protection of child against exploitive labor?	a) Yes
	b) No
If the answer is "yes", are you enthusiastic to share your knowledge with others and participate in awareness raising of this issue in your community?	a) Yes
	b) No
Do members of community leaders have any monitoring or inspection role in applying and enforcing the prevailing laws regarding protection of working children from hazardous and unlawful exploitation?	a) Yes
	b) No
If the answer is "no", explain why not playing this role?	a)
	b)
	d)

Second: Basic data	
Questions	Answer categories
Do members of community leaders play a constructive role in encouraging and supporting girls' education?	a) Yes b) No
If the answer is "yes", mention the type of support provided?	a) b)
In your opinion, what are the reasons behind girls leaving and dropping out of schools before completing their Basic Education (choose three from the following)?	a) early marriage
	b) pregnancy
	c) household poverty
	d) assistance in household chores
	e) family is not convinced with female (girl) education
	f) illiteracy of the parents (either both or one of them)
	g) the long distances of schools from where the girls reside
	h) co-education in schools
	i) unavailability of latrines
	j) poor performance in school
In your opinion, what are the reasons behind male students leaving and dropping out of schools before completing their Basic Education stage?	k) teachers' bad treatment of students
	l) other (to be specified)
	a) early marriage
	b) household poverty
	c) assistance in household business
	d) family is not convinced with education
	e) illiteracy of the parents (either both or one of them)
	f) the long distances of schools from residential areas
	g) unavailability of toilets/water closets
	h) poor performance in school
Have you heard about child trafficking?	i) teachers' bad treatment of students
	j) other (to be specified)
Is child trafficking known or widespread in your area/locality?	a) Yes
	b) No
	c) I do not know
Are you aware of the bad consequences of child trafficking?	a) Yes
	b) No
If the answer is "yes", please mention three of these consequences?	a)
	b)
	c)



Baseline Child Labor Survey  
 January 2009

Headmasters' Questionnaire

Governorate: .....

District: .....

Working area / Locality: .....

Urbanization:      1- Urban                      2- Rular

	Supervisor	Team leader	Researcher
Name			
Signature			
Date			

Interview starting time				Interview ending time			

visit result	Date of first visit	Date of last visit	Researcher
The interview was Completed			
The interview postponed			
Refused to give statements			

16 SCHOOL HEADMASTERS SURVEY

First: General Data			
Questions		Answer categories	
Governorate:			
District:			
Working area:			
Name of school:			
School stage/level	a) Basic	b) Secondary	c) Basic/Secondary
Type of school	a) Males	b) Females	c) Mixed (co-education)
Shift	a) 1st shift: morning		
	b) 2nd shifts: afternoon		
Name of the headmaster:			
Qualification			
Age	year		
Gender			
Second: The school environment / General situation			
How many students are there in your school?	a) male .....	b) female .....	
How many classrooms?	a) No.....	b) I don't know .	
How many teachers?	a) No.....	b) I don't know .	
How many non-teaching staff?	a) No.....	b) I don't know .	
Average number of classes for grades 1-3?	a) No.....	b) I don't know .	
Average number of classes for grades 1-4 and up?	a) No.....	b) I don't know .	
Average number of children in grades 1-3?	a) No.....	b) I don't know .	
Average number of children in grades 1-4 and up?	a) No.....	b) I don't know .	
Is the school building in great need of repair/renovation?	a) Yes		
	b) No		
If the answer is "yes", what is the repair priority?			
Does your school have sufficient educational materials	a) Yes		
	b) No		
	c) I don't know		
If the answer is "no", what educational materials is the most needed (name two items)?			

Questions	Answer categories				
Is your school part of a school cluster?	a) Yes				
	b) No				
Does your school suffer from shortage of teachers?	a) Yes				
	b) No				
If the answer is "yes", in what subjects is the shortage?					
Are classrooms overcrowded?	a) Yes				
	b) No				
Can you name one good feature related to your school's environment?					
Does your school have the following utilities/facilities?		Yes	No		
	a) toilets/water closets with piped water. If "yes", are they open for pupils use?				
	b) canteen/buffet				
	c) library				
	d) electricity				
	e) play ground				
	f) science lab				
	g) P.E. apparatus/equipment				
	h) resource room				
<u>Third: Quality of teaching and training</u>					
Does your school offer any extra-curricular activities?	a) Yes				
	b) No				
If the answer is "yes", what activities?					
Which of the following teaching methodologies are used in the class?		often	sometimes	never	don't know
	a) rote learning				
	b) child centered methods				
	c) combination of the two above methods				
Which of the above-mentioned teaching methods - in your opinion - attracts and is of interest to the pupils?					
Which one, pupils mostly dislike?					

Questions	Answer categories
Did every pupil receive the school textbooks at the beginning of the school year?	a) Yes b) No
In your opinion; which of the following subjects pupils fail most?	a) Holy Quran b) Islamic studies c) Arabic language d) Mathematics e) Science f) English language g) Social sciences
In your opinion, what are the most common reasons for failing the above-mentioned subjects (name three)?	a) syllabus too difficult to implement b) lack of textbooks c) lack of educational material d) lack of extra-curricular activities e) shortage of teachers f) teachers are not qualified g) teachers lack in-service training h) teachers absenteeism i) overcrowded classrooms j) lack of child-centered teaching methods k) lack of remedial classes l) teachers' extensive use of physical/psychological punishment
Do families have to pay any school related fees?	a) Yes b) No
In your opinion, what are the best methods or means to be adopted in order to improve and enhance students' educational attainment?	a) teacher should use attractive and diverse teaching methods b) teacher should use supporting teaching aids c) more homework d) use of physical and psychological punishment as stimulant factor for learning e) teacher should use authority in the classroom f) more engaging relationship between teacher and students g) other (specify)
Do you hold regular meetings with teachers?	a) weekly b) monthly c) beginning/end of term d) beginning/end of school year e) no meetings
How many teachers in your school have attended in-service training over the past year?	a) No. b) none c) don't know
Have teachers in your school been trained in implementing the new education syllabus/curriculum?	a) Yes b) No
Have you, or other management staff, attended any in-service training over the past three years?	a) Yes b) No
Have you ever attended any training workshops on child rights?	a) Yes b) No
If the answer is "yes", when did the training take	when:

place and who organized it?	Organizer's name:
Have you ever attended any training workshops/seminar/meeting about Child Labor?	a) Yes
	b) No
If the answer is "yes", when did the training take place and who organized it?	when:
	Organizer's name:
How many visits from school guidance inspectors were carried out at your school over the past year?	a) No.
	b) none
	c) don't know
Can you name one good feature about your school quality of teaching/training?	
<u>Fourth: Attendance</u>	
What is the approximate percentage of pupils presence in any given school day?	a) 90 - 100 %
	b) 80 - 89 %
	c) 70 - 79 %
	d) 60 - 69 %
	e) less 60%
	f) I don't know
What is the approximate percentage of teachers present in any given school day?	a) 90 - 100 %
	b) 80 - 89 %
	c) 70 - 79 %
	d) 60 - 69 %
	e) less 60%
	f) I don't know

Fourth: Attendance	
Questions	Answer categories
Which period records most pupils' absence during any given school day?	a) 1st class
	b) 2nd class
	c) 3rd class
	d) 4th class
	e) 5th class
	f) 6th class
	g) I don't know
Which subject records most pupils' absence during any given school day?	a) Holy Quran
	b) Islamic studies
	c) Arabic language
	d) Mathematics
	e) Science
	f) English language
	g) Social sciences
	h) I don't know
Of the pupils who fail final school examinations, how many repeat the grade?	a) 100 - 70 %
	b) 69 - 40 %
	c) 39 - 0 %
	d) I don't know
What is the annual average number of drop-out pupils in your school?	a) 70 - 100 %
	b) 30 - 70 %
	c) 0 - 30 %
In which grade/s, do pupils mostly drop out of school	a) 1 - 3 grade
	b) 4 - 6 grade
	c) 7 and up grade

Fourth: Attendance						
Questions	Answer categories					
What are the reasons that force pupils (both sexes) to leave school education?		Most	Some	Few	I don't know	
	Pupil's illness					
	Illness/death of a family member					
	School is far from home					
	school expenses					
	work not home related					
	help out with household chores					
	help out with agriculture work					
	help out with family business					
	early marriage					
	early pregnancy					
	use of excessive physical/psychological punishment					
	lack of interest in school					
	poor performance at school					
often tired from work						
<u>Children who combine school and work</u>						
How many pupils in your school combine work and school?	No.					
Approximately, how many children in this group experience the following:		Most	About half of them	Some	None	I don't know
	difficulties to keep up with school work					
	difficulties to blend with the rest of the class					
	health problems related to work					
	other (specify)					
How do you feel about children combining school and work?	a) I agree with any form of work					
	b) I agree with work that does not interfere with education					
	c) I disagree					
	d) I don't know					
Are working children punctual in school attendance?	a) yes					
	b) no					
<u>Relationship between school and family/community</u>						
Do you have Fathers/Mothers Councils in your school?	a) yes					
	b) no					
If the answer is "yes", can you name one activity in your school that was initiated/carried out by Fathers/Mothers Councils during 2007/08 school year?						
Do you think families in your	a) yes					

community are aware about the importance of school education for their children?	b) no
	c) I don't know
If the answer is "no", what should be done to improve awareness? (name two activities)	a)
	b)
Who should be in charge of it?	
Does your school actively encourage children enrolment in education?	a) yes
	b) no
If the answer is "yes", explain how?	





## 17 TEACHERS SURVEY

I: General Data			
Questions		Answer categories	
Governorate:			
District:			
Working area:			
Name of school:			
School stage/level	a) Basic	b) Secondary	c) Basic/Secondary
Type of school	a) Males	b) Females	c) Mixed (co-education)
Shift	a) 1st shift: morning		
	b) 2nd shifts: afternoon		
Name of the teacher:			
Qualification			
Age		year	
Gender			
II: School environment			
How many students are there in your class?	a) female		
	b) male		
Do you get assistance from non teaching staff?	a) yes		
	b) no		
Is the school building in great need of repair/renovation?	a) yes		
	b) no		
If the answer is "yes", what is the priority?			
Is your class room in great need of repair/renovation?	a) yes		
	b) no		
If the answer is "yes", what is the priority?			
Does your school have sufficient educational material?	a) yes		
	b) no		
If the answer is "no", what educational material is most needed? (name two items)			
Is your school part of a school cluster?	a) yes		
	b) no		
Can you name one good feature related to your school's environment?			

Questions	Answer categories				
Does your school suffer form shortage of teachers?	a) yes				
	b) no				
If the answer is "yes", in what subject is the shortage?					
Are classrooms overcrowded?	a) yes				
	b) no				
Is your classroom overcrowded?	a) yes				
	b) no				
Did every pupil in your class receive the school textbooks at the beginning of the school year?	a) yes				
	b) no				
Does your school have the following utilities/facilities?		Yes		No	
	toilets/water closets with piped water				
	canteen/buffet				
	library				
	electricity				
	play ground				
	science lab				
	P.E. apparatus/equipment resources room				
If the answer is "yes", do pupils in your class have regular access to them?	a) yes				
	b) no				
<b>III: Quality of teaching and training</b>					
Have you been trained in the implementation of the new education syllabus/curriculum?	a) yes				
	b) no				
Does your school offer any extra-curricular?	a) yes				
	b) no				
If the answer is "yes", what activities?					
Which of the following teaching methodologies do you use?		often	sometimes	never	don't know
	a) Rote learning				
	b) Child centered methods				
	c) Combination of the two above methods				

Questions	Answer categories	
Which of the above-mentioned teaching methods - in your opinion - attracts and is of interest to the pupils?		
Which one, pupils dislike?		
In your opinion, what are the best methods or means to be adopted in order to improve and enhance students' educational attainment?	a) teacher should use attractive and diverse teaching methods	
	b) teacher should use supporting teaching aids	
	c) more homework	
	d) use of physical and psychological punishment as stimulant factor for learning	
	e) teacher should use authority in the classroom	
	f) more engaging relationship between teacher and students	
	g) other (specify)	
In your opinion, which of the following subjects pupils in your class fail most?	a) Holy Quran	
	b) Islamic studies	
	c) Arabic language	
	d) Mathematics	
	e) Science	
	f) English language	
	g) Social sciences	
In your opinion, what are the most common reasons for failing the above-mentioned subjects? (tick three)	a) syllabus too difficult to implement	
	b) lack of textbooks	
	c) lack of educational material	
	d) lack of extra-curricular activities	
	e) overcrowded classrooms	
	f) shortage of teachers	
	g) lack of remedial classes	
Do you participate in regular meetings with management staff/teachers?	a) weekly	
	b) monthly	
	c) beginning/end of term	
	d) beginning/end of school year	
	e) no meetings	

Questions	Answer categories	Skip to
How many teachers in your school have attended in-service training over the past three years?	a) No.	
	b) none	
	c) don't know	
Have you attended any in-service training over the past three years?	a) yes	
	b) no	
Have you attended any training workshops on child rights?	a) yes	
	b) no	
If the answer is "yes", when was the workshop organized and who organized it?	when	-
	organizer's	
Have you attended any in-service training workshop/seminar/meeting on child labor?	a) yes	
	b) no	
If the answer is "yes", when was the workshop organized and who organized it?	when	-
	organizer's	
How many visits from school guidance inspectors were carried out in your class over the past year	a) No.	
	b) none	
	c) don't know	
Do teachers in your school impart physical/psychological punishment to pupils?	a) most	
	b) some	
	c) none	
	d) I don't know	
Can you name one good feature about your school quality of teaching/training?		

IV: Attendance					
Questions	Answer categories				
What is the percentage of your pupils present in any given school day?	a) 90 - 100 %				
	b) 80 - 89 %				
	c) 70 - 79 %				
	d) 60 - 69 %				
	e) less 60%				
	f) I don't know				
Have you been absent since the beginning of school year?	a) yes				
	b) no				
	c) I don't know				
Which period records most of your pupils absence during any given school day?	a) 1st class				
	b) 2nd class				
	c) 3rd class				
	d) 4th class				
	e) 5th class				
	f) 6th class				
Which subject records most of your pupils absence during any given school day?	a) Holy Quran				
	b) Islamic studies				
	c) Arabic language				
	d) Mathematics				
	e) Science				
	f) English language				
	g) Social sciences				
How many repeaters do you have in your class?	a) No.				
	b) I don't know				
Have any pupil in your class dropped-out of school so far?	a) yes				
	b) no				
If the answer is "yes", how many?	No.				
What are the reasons that force pupils (both sexes) to leave school education?		Most	Some	Few	I don't know
	Pupil's illness				
	Illness/death of a family member				
	School is far from home				
	school expenses				
	care of siblings				
	work not home related				
	help out with household chores				
	help out with agriculture work				
	help out with family business				
	early marriage				
	early pregnancy				
	use of excessive physical/psychological punishment				
	lack of interest in school				
poor performance at school					
often tired from work					

V: Children who combine school and work						
Questions	Answer categories					
How many pupils in your class combine work and school	a) No.					
	b) none					
	c) I don't know					
How do you feel about children combining school and work	a) I agree with any form of work					
	b) I agree with work that does not interfere with education					
	c) I disagree					
	d) I don't know					
Are working children punctual in school attendance?	a) yes					
	b) no					
Approximately, how many children in this group experience the following?	Most	About half of them	Some	None	I don't know	
	difficulties to keep up with school work					
	difficulties to blend with the rest of the class					
	health problems related to work					
	other (specify)					
VI: Relationship between school and family/community						
Do you have Fathers/Mothers Councils in your school?	a) yes					
	b) no					
If the answer is "yes", can you name one activity in your school that was initiated/carried out by Fathers/Mothers Councils during 2007/08 school year?						
As a teacher, do you have regular contacts with your pupils parents/caretakers?	a) yes					
	b) no					
Do you think families in your community are aware about the importance of school education for their children?	a) yes					
	b) no					
	c) I don't know					
If the answer is "no", what should be done to improve awareness? (name two activities)	a)					
	b)					
Who should be in charge?						
Does your school actively encourage children enrolment in education?	a) yes					
	b) no					
If the answer is "yes", explain how?						

## Baseline Child Labor Survey January 2009

### Social counselor Questionnaire

Governorate: .....

District: .....

Locality: .....

	Supervisor	Team leader	Researcher
Name			
Signature			
Date			

Interview starting time				Interview ending time			

visit result	Date of first visit	Date of last visit	Researcher
The interview was Completed			
The interview postponed			
Refused to give statements			

18 SOCIAL WORKERS SURVEY

I: General Data			
Questions		Answer categories	
Governorate:			
District:			
Working area:			
Name of school:			
School stage/level		a) Basic	b) Secondary
Type of school		a) Males	b) Females
Shift		c) Basic/Secondary	
		a) 1st shift: morning	
		b) 2nd shifts: afternoon	
Name of the counselor			
Qualification			
Age		year	
Gender			
..... Of this employment			
II: School environment			
How many students are there in your school?		a) female	
		b) male	
		c) I don't know	
How many classrooms?		a) No.	
		b) don't know	
How many teachers?		a) No.	
		b) don't know	
How many social counselors?		No.	
How many non-teaching staff?		a) No.	
		b) don't know	
Is the school building in great need of repair/renovation?		a) yes	
		b) no	
If the answer is "yes", what is the priority?			
Does your school have sufficient educational material?		a) yes	
		b) no	
		c) I don't know	

Questions	Answer categories		
If the answer is "no", what educational material is most needed? (name two items)			
Is your school part of a school cluster?	a) yes		
	b) no		
Does your school suffer from shortage of teachers?	a) yes		
	b) no		
Are classrooms overcrowded?	a) yes		
	b) no		
Can you name one good feature related to your school's environment?			
Does your school have the following utilities/facilities?	a) toilets/water closets with piped water	Yes	No
	b) canteen/buffet		
	c) library		
	d) electricity		
	e) play ground		
	f) science lab		
	g) P.E. apparatus/equipment		
	h) resources room		
Does your school offer any extra-curricular?	a) yes		
	b) no		
If the answer is "yes", what activities?			
Did every pupil receive the school textbooks at the beginning of the school year?	a) yes		
	b) no		
Do families have to pay any school related fees?	a) yes		
	b) no		
	c) I don't know		

Social service work/training					
Questions	Answer categories				
		Daily	Often	Seldom	Never
Which of the following areas of intervention are part of your work?	student behavior				
	student achievement/performance				
	student absenteeism				
	problems between family and school admin				
	problems.....students				
	problems within the families of students				
	other				
Which of the following activities do you carry out?		Daily	Often	Seldom	Never
	classroom work with teacher				
	school work with principal				
	work with families				
	home visits				
co-ordination between school and families					
Do you experience any difficulties in your work?	a) yes				
	b) no				
If the answer is "yes", can you name the two most important?	a)				
	b)				
In your opinion, which of the following subjects pupils fail most?	a) Holy Quran				
	b) Islamic studies				
	c) Arabic language				
	d) Mathematics				
	e) Science				
	f) English language				
	g) Social sciences				
In your opinion, what are the most common reasons for failing the above-mentioned subjects? (tick three)	a) syllabus too difficult to implement				
	b) lack of textbooks				
	c) lack of educational material				
	d) lack of extra-curricular activities				
	e) shortage of teachers				
	f) teachers are not qualified				
	g) teachers lack in-service training				
	h) teachers absenteeism				
	i) overcrowded classrooms				
	j) lack of child-centered teaching methods				
	k) lack of remedial classes				
l) teachers excessive use of physical/psychological punishment					

Questions	Answer categories
Do you participate in regular meetings with management staff/teachers?	a) weekly
	b) monthly
	c) beginning/end of term
	d) beginning/end of school year
	e) no meetings
Have you attended any in-service training over the past three years?	a) yes
	b) no
Have you attended any training workshops on child rights?	a) yes
	b) no
If the answer is "yes", when was the workshop organized and who organized it?	when
	organizer's
Have you attended any in-service training workshop/seminar/meeting on child labor?	a) yes
	b) no
If the answer is "yes", when was the workshop organized and who organized it?	when
	organizer's
How many visits from school guidance inspectors were carried out in your class over the past year	a) No.
	b) none
	c) don't know
What is the annual average number of drop-out pupils in your school?	a) 0 - 19 %
	b) 20 - 59 %
	c) 69 - 80 %
In which grade/s, do pupils mostly drop out of school	a) 1 - 3 grade
	b) 4 - 6 grade
	c) 7 and up grade

Questions	Answer categories				
What are the reasons that force pupils (both sexes) to leave school education?		Most	Some	Few	I don't know
	Pupil's illness				
	Illness/death of a family member				
	School is far from home				
	school expenses				
	care of siblings				
	work not home related				
	help out with household chores				
	help out with agriculture work				
	help out with family business				
	early marriage				
	early pregnancy				
	use of physical/psychological punishment				
	lack of interest in school				
poor performance at school					
often tired from work					
In your opinion, what are the best methods or means to be adopted in order to improve and enhance students' educational attainment?	a) teacher should use attractive and diverse teaching methods				
	b) teacher should use supporting teaching aids				
	c) more homework				
	d) use of physical and psychological punishment as stimulant factor for learning				
	e) teacher should use authority in the classroom				
	f) more engaging relationship between teacher and students				
	g) other (specify)				

III: Children combine school and work						
Questions	Answer categories					
How many pupils in your class combine work and school	a) No.					
	b) I don't know					
Approximately, how many children in this group experience the following?		Most	About half of them	Some	None	I don't know
	difficulties to keep up with school work					
	difficulties to blend with the rest of the class					
	health problems related to student's work					
	other (specify)					
How do you feel about children combining school and work	a) I agree with any form of work					
	b) I agree with work that does not interfere with education					
	c) I disagree					
	d) I don't know					
Are working children punctual in school attendance?	a) yes					
	b) no					
V: Relationship between school and family/community						
Do you have Fathers/Mothers Councils in your school?	a) yes					
	b) no					
	c) I don't know					
If the answer is "yes", can you name one activity in your school that was initiated/carried out by Fathers/Mothers Councils during 2007/08 school year?						
Do you think families in your community are aware about the importance of school education for their children?	a) yes					
	b) no					
	c) I don't know					
If the answer is "no", what should be done to improve awareness? (name two activities)	a)					
	b)					
Who should be in charge?						
Does your school actively encourage children enrolment in education?	a) yes					
	b) no					
If the answer is "yes", explain how?						