



Republic of Tunisia



International Labour Office

# Knowledge, Attitudes & Practices regarding Child Labor in Tunisia

**FINAL REPORT**

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## List of acronyms

AFP: Agency for Vocational Training

CDIS: Centers for Protection and Social Integration

CPW: Construction and Public Work

CSO: civil society organizations

CSPRO: Census and Survey Processor

DCP: Delegates for Child Protection

DSP: Department of Social Promotion

DR: Census District

ILO: International Labor Organization/Office

INS: National Institute of Statistics

KAP: Knowledge, Attitudes, Practices

MSA: Ministry of Social Affairs

MVTE: Ministry of Vocational Training and Employment

MWFC: Ministry of Women, Family and Children

NAP-TN: National Action Plan Against Child Labor-Tunisia

NAESE: National Agency for Employment and Self-Employment

NGO: Non-Governmental Organizations

NFSS: National Funds for Social Security

IOM: International Organization for Migration

ONET: Organisation Nationale de l'Enfance Tunisienne. (*National Organization for Tunisian Children*)

TAVT: Tunisian Agency for Vocational Training

ToR: Terms of Reference

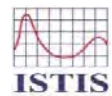
UGTT: General Union of Tunisian Workers (*Union Générale des Travailleurs Tunisiens*)

UTAP: Tunisian Union of Agriculture and Fisheries (*Union Tunisienne de l'Agriculture et de la Pêche*)

UTICA: Tunisian Union of Industry, Trade and Crafts (*Union Tunisienne de l'Industrie, du Commerce et de l'Artisanat*).

This mission was conducted from September 2017 to May 2018 by ISTIS, which mobilized, in addition to a team of field agents, a team of experts consisting of:

Name and Suriname	Profile	Functions
Hosni Nemsia	Statistician economist	Team leader
Chedly Esrarfi	Lawyer and expert in the field of child protection. President of the National Organization of Children in Tunisia (ONET) and member of the Tunisian Association for Child Rights	Expert in Child Law
Mohamed Béchir Chouchen	Quality control manager	Survey Quality Controller
Hanen Jied	Coordinator	Coordinator for monitoring data entering process
Nawel Mouelhi	Survey Manager	Coordinator for monitoring data entering process



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## Executive summary

The Knowledge, Attitudes, and Practices (KAP) Study on Child Labor in Tunisia was initiated by the International Labour Organization (ILO) to support the Tunisian Government in its efforts to combat child labor through its project *“Together against child labor in Tunisia”* (PROTECTE). The study set out to collect qualitative and quantitative information on the KAP of a number of actors with regard to child labor in Tunisia.

The study’s goal was to assess indicators on KAP that motivate practices regarding child labor. This data will become foundational to the PROTECTE action plan, which includes raising awareness and a social mobilization campaign on the fight against child labor. The qualitative study targeted stakeholders who influence the policies, programs, and implementation of Tunisian law.

The responsibility levels ranged from Executive Directors to General Managers of Central Administration; those contacted were interviewed about their knowledge levels, attitudes, and perceptions with regards to child labor.

In partnership with the National Institute of Statistics (INS), the study also targeted 1,737 households in the governorates of Jendouba and Sfax, who used data from a sub-sample of the National Survey of Child Labor in Tunisia, conducted in 2017.

The overall conclusion of both studies was that Tunisians have a limited knowledge of the definitions, concepts, and regulations of child labor; have mixed attitudes and confusion with regard to the harm it causes; and know little about the role of Tunisian law as applied in addressing the issue.

### **Knowledge:**

When asked to describe the situation of children in Tunisia, respondents replied that the child situation had undergone a positive evolution, particularly in the health and education sectors. However, it is important to note a development of the phenomenon of children at risk. Tunisian law outlines good protections for children against child labor, however, there are major gaps in both the enforcement of these laws and steps to ensure that these protections are fully in place. School drop-outs and sexual exploitation remain severe problems.

The representative for the Tunisian Union of Industry, Trade and Crafts (UTICA) made clear an interest in the situation of children working in the formal sector and in companies under the Union’s umbrella, while the representative for the General Union of Tunisian Workers (UGTT) was committed to working on child labor regardless of whether it was formal work or not. As for the Tunisian Union of Agriculture and Fisheries (UTAP) representative, he said that his organization was opposed to all forms child labor in the agricultural sector, because working conditions in that sector were arduous and carried many risks.

Some interviewees in Jendouba and Sfax stated that the situation of children in Tunisia was a challenge to address, due to families being less involved in education. A number of families were also struggling with an increase in divorce. Poverty was another major factor, especially in rural areas where government services were scarce.

Most respondents reported that they believed that poverty was the cause of most child labor, along with marginalization and other inequalities. They recognized the link between these factors and the ability for a child to have a healthy upbringing.

In particular, central government authorities have a higher level of awareness compared to officials in Jendouba and Sfax. For example, the National Action Plan Against Child Labor-Tunisia (NAP-TN); the Steering Committee members said that these authorities were aware of the NAP-TN, and that Tunisia has ratified the ILO Minimum Age Convention, 1973 (N°138) and the Worst Forms of Child Labour Convention, 1999 (N°182). They knew of the six main goals of the Plan, as well as the provisions of the Conventions. In contrast, stakeholders based in the regions do not have a thorough knowledge of the NAP-TN or of the ILO Convention No. 138, and the imams who were interviewed said that they have never heard of it.

When asked about the definition of a “child”, 21.7 per cent of parents responded that they considered the minimum age of a child to be six years old and for 33.2 per cent, the maximum age was 18 years old. Regarding employers, only 15.2 per cent replied that this definition applied to any person under the age of 18. Teachers confused the legal definition of childhood with the legal age for compulsory education. Notably, 30.5 per cent of teachers said a “child” was any person under the age of 18.

Key informants stated that child labor was increasing -- in particular with the growth of the informal sector, where it was difficult to enforce the law and to ensure control.

According to teachers and employers, child labor, school drop-out rates, the violation of child rights, and exploitation are all related to poverty and unstable family homes. Similarly, for a large majority of surveyed parents and children, child labor was synonymous with dropping out of school, insecure family, and a lack of access to services. Nearly two-thirds considered child labor as a violation of children’s rights, exploitation, and abuse, accompanied by suffering and health risks. In the same context, almost all surveyed parents, children, employers, and teachers recognized the existence of hazardous work for children.

The Tunisian legislation sets the minimum age for admission to employment at 16 years of age. Only 19.4 per cent of the surveyed parents and 15.2 per cent of the surveyed teachers were aware of this fact; this lack of knowledge extends to the surveyed children and employers, who gave quite varying answers.

According to the results of the survey, only 25 per cent of parents, 22 per cent of children, 21.8 per cent of employers and 81.4 per cent of teachers knew that education is compulsory until 16 years of age.

In addition, the responses collected from parents, children, employers, and teachers revealed a major lack of awareness about the legal provisions regarding the employment of children who are over 16 but under 18 years of age; they were also unaware of the structures that provide clarification on the eligibility of children to work. Nearly half the parents did not know how to report violations of children's rights, which occur against two-thirds of the child population; up to one-third of employers and 14 per cent of teachers were unaware of this fact.

The results analysis of the KAP survey of employers revealed a conflict in their understanding of child labor. On the one hand, the employers state that child labor was contrary to a child’s interest. On the other, they claimed that child labor improved the financial situation of a family’s living conditions in the short run; that it also allowed families to move out of poverty; and it was not a factor that perpetuated intergenerational poverty.

Of the surveyed parents, 42 per cent stated that -- if children worked -- their situation would be worse than that of their parents; another 42 per cent believed that the future of working children would be

similar to that of their parents. Of the surveyed employers, 50 per cent also felt that the future of working children would be worse, if not similar (35 per cent) to that of their parents. However, a high proportion of teachers (73 per cent) reported that a child who worked had a higher chance of living in a worse situation than that of their parents, or similar to that of their parents (25 per cent); only 2 per cent believed it would improve the situation.

According to statements made by the parents, children, and teachers, the main reasons that employers resorted to child labor were: low pay; avoiding reporting to the National Funds for Social Security (NFSS); no protests; and obedience. According to surveyed employers, the main factors encouraging employers to use child workers were weak controls and the lack of deterrents. In fact, more than 52 per cent of employers said that they were unaware of the penalties they faced if they employed a child; only 20 per cent stated that those who employed children incurred an administrative penalty and a closure of their premises.

### **Attitudes:**

Teachers' attitudes towards child labor is clear: they all share the idea that teaching does not hold children back, and does not deprive the family of the income that their child could generate. Many of them (74.3 per cent) reject the idea that work builds children's character, and that children should follow the same path as their parents to learn their job. On the other hand, nearly 25 per cent of employers agree that education deprives parents of the income that their offspring could generate with work. A high proportion (35 per cent) believe that child labor shapes their character, and one-third of surveyed employers say that children must learn their parents' job. The attitude of a significant proportion of parents reveals a clear acceptance of child labor, since 44 per cent of them confirm that work builds children's character. All interviewed key informants believe that moving children out of work is not sufficient to give them a chance for a brighter future, and that alternatives need to be found for these children so that they do not go back to work. According to the surveyed teachers, these actions must be accompanied by a policy encouraging school reintegration, apprenticeship, and training at school and in training centers; strengthening the support/welfare system for children who have dropped out of school; and more campaigns deterring employers who exploit children.

### **Practices:**

It is frequent to meet children selling homemade products at markets, working in trade shops, or selling tissues and jasmine on the side of the road. Seven out of ten parents, seven out of ten children, eight out of ten employers, and nine out of ten teachers confirm this fact.

Among those who do not approve these practices and react in favor of children, a significant number of parents, children, employers, and teachers think that child labor deprives them of a better life; they believe that it is harmful to their health and prevents the development of their physical and mental abilities.

Nevertheless, according to employers' statements, one in four employers often use family labor under the age of 18; Thirty-five per cent use them occasionally; and 40 per cent never do. These employers state that children who work often or occasionally use drills, power saws, ovens, sewing machines (21 per cent), welding machines, knives, grinding wheels, sawing machines (14 per cent) or saws, scissors, shears, metal bars (19 per cent). Children also handle products such as acid, butane, paint thinner, gas oil (16 per cent), gasoline, coal, oil, welding material (10 per cent) or stones, nails, metal sheeting, glue, paint, wire (17 per cent). All these tools and products are considered hazardous for children.

At the same time, the KAP survey shows that of the 665 surveyed parents, 161 say that they have at least one child under 18 years of age who has left school (24 per cent), and 71 out of 161 parents (44.1 per cent) admit to having working children.

The results also reveal that parents are responsible in almost half the cases for school drop-outs and the fact that children are working. Although there is a legal obligation to keep children in school up to the age of 16, there are three main reasons -- given by the interviewed key informants -- why children drop out of school: (i) the material conditions of the family which encourage or incite children to drop out, (ii) the perception about the low quality or usefulness of the teaching system, and finally (iii) the absence of dissuasive sanctions.

Of the 665 surveyed children, 116 currently do not attend any type of school. When asked if they planned to return to school, 73 per cent of drop-outs said no; twenty-three per cent said that they would like to re-integrate into the school system, but the situation of their families discouraged them; and 4 per cent doubted they had the skills to overcome previous school failures.

How much money does your child have to earn each month in employment to get him out of school? In answer to this question, more than two-thirds of parents replied that they were not ready to take their children out of school, irrespective of how much they earned. Fourteen per cent were willing to send their children to work if they earned more than 700<sup>1</sup> dinars a month; the same proportion is noted if children's work were to yield 500 to 700 dinars; six per cent of parents stated that they could send their children to work if they earned between 200 and 500 dinars monthly. In turn, nearly 78 per cent of children said they had never considered leaving school, compared to 22 per cent who either dropped out from school or planned to do so. More than six out of ten children were by no means ready to leave school.

On the other hand, when children were asked about their own activities, 38.6 per cent (257 of 665 children) reported that they worked for at least one hour during the week preceding the survey.

When we questioned children about the activities they had carried out during the past week, we found that they did not consider certain activities as actual work. In addition, over 50 per cent of children work in their homes for more than two hours a day doing errands or household chores. More than one in ten children report that they do wood and water chores, repair work, or work in agricultural fields for more than two hours a day.

Another aspect of this issue is that there are multiple shortcomings in the current system of control and sanctions against child labor in Tunisia, despite the existence of a complete legislative framework. The lack of resources, lack of coordination between the various stakeholders, low fines, and the lack of security for field officers are all drawbacks stated by the key informants.

The citizen is at the heart of the control system, but he or she does not take the initiative to denounce violations of child rights. Interviewees argue that the Tunisian mentality is not opposed to child labor, especially in poor families. There is no awareness about the dangers that children face at work; on the contrary, some families consider that children have an obligation to work when necessary to help their family.

The various stakeholders suggested raising public awareness to fight against child labor by organizing forums and training sessions, launching awareness campaigns in delegations or educational institutions, and involving NGOs - given their direct contact with families.

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<sup>1</sup> in August 2018, 1 USD = 2,71 Tunisian dinars

**Dashboard for quantitative monitoring of levels of knowledge, attitudes and practices regarding child labor**

	Parent	Child	Teacher	Employer
<b>C-knowledge</b>				
C1- At what age is a person considered as "Child" (Maximum age)?	18 years (33.2%)	18 years (25.5%)	18 years (15.2%)	18 years (30.5%)
C3- Do you agree / disagree that child labor is a violation of his/her rights?	Agree (81.8%)	Agree (82.4%)	Agree (98%)	Agree (84%)
C4- Do you know that there is hazardous work for children?	Yes (91%)	Yes (87%)	Yes (94%)	Yes (91%)
C6- To your knowledge what is the minimum age of employment permitted by Tunisian law?	16 years (19.4%)	16 years (13.8%)	16 years (15.2%)	16 years (15.2%)
C8- Is it legal to make a 10 years old child work 2h / week?	No (38.3%), NSP (30.2%)	No (33.7%), NSP (41.8%)	No (75.7%)	No (33.0%), NSP (25.9%)
C9- To your knowledge up to what age is primary education compulsory for all children according to Tunisian legislation?	16 years (25%)	16 years (22%)	16 years (21.8%)	16 years (81.4%)
C15- Do you know how to report the violations of child rights (child labor, exploitation, abuse) in Tunisia?	Yes (53%)	Yes (39%)	Yes (86.2%)	Yes (66.5%)
C23- Do you consult agencies / organizations to seek advice on employment of children?	Yes (30%)	Yes (22%)	Yes (47%)	Yes (34%)
C24- Do you think that intermediation is a risk when placing children at work?	Yes (70%)	Yes (60%)	Yes (93%)	Yes (57%)
C26- Do you know children who work in trafficking, forced labor, prostitution and illegal activities in Tunisia?	Yes (20.9%)	Yes (14.7%)	Yes (30.5%)	Yes (19.8%)
<b>D-Attitudes</b>				
D1- Do you agree with the statement that work builds character and allows children to learn skills?	Agree (43.9%)	Agree (38.2%)	Agree (25.8%)	Agree (35.0%)
D2- Do you agree with the following statement: Children are supposed to follow their parents and practice the same activity as them at an early age?	Agree (22.9%)	Agree (20.3%)	Agree (18.6%)	Agree (32.5%)
D3- Do you agree with the following statement: Education, even if it is free, deprives families of an income that could be generated by the work of their children if they attend school	Agree (21.0%)	Agree (23.6%)	Agree (13.9%)	Agree (24.9%)
D4- Do you think we need to formalize and regularize child labor in Tunisia?	Yes (86.9%)	Yes (86.3%)	Yes (68.6%)	Yes (85.8%)
D5- Do you agree/disagree with the following statement: to fight against child labor, the solution is to impose strict enforcement of the law on offenders and to reintegrate children into the education system.	Yes (45.9%)	Yes (51.7%)	Yes (63.5%)	Yes (83.8%)
D7- Do you think that to remove a child from work is enough to give him/her the chance of a better future	Agree (57.6%)	Agree (57%)	Agree (26.2%)	Agree (58.9%)

	Parent	Child	Teacher	Employer
<b>E-Practices</b>				
E2- Regardless of whether or not you have met a child in such situations, what would be your reaction be?	I do not approve (71.4%)	I do not approve (59.1%)	I do not approve (80%)	I do not approve (68%)
E4- In front of families who to families who send their children under 14 to work, how would you react?	I do not approve (71.6%)	I do not approve (54.9%)	I do not approve (79.5%)	I do not approve (65.5%)
E6- What would your reaction be if you visit families employing children under the age of 14 as domestic workers?	I do not approve (71.6%)	I do not approve (51%)	I do not approve (68.6%)	I do not approve (65.5%)
E7- What would be your reaction be if you visit families employing children aged 14-16 as domestic workers?	I do not approve (66.9%)	I do not approve (49%)	I do not approve (64.3%)	I do not approve (45.2%)
E8- Do you know of families who encourage their domestic workers to attend school?	Yes (20.8%)	Yes (15.9%)	Yes (84.8%)	Yes (87.8%)
E9- What is the level of importance is on education and development of your children to you?	Very important (74, 4%)	-	-	-
E10- How would you react if your child wanted to drop-out of school?	Unacceptable (77%)	-	-	-
E20- If you do not have working children under the age of 18, how much money your child must earn each month by working to let him/her drop-out of school	By no means (66%)	By no means (64%)	-	-
E22- What are the sanctions applicable for those who employ children?	I don't know (66.6%)	I don't know (76.1%)		I don't know (52%)
E28- Have you regretted letting your child work before reaching his/her majority?	No regret (54.9%)	No regret (67%)	-	-
E29- Do you encourage the authorities to take actions against child labor?	Yes (88.1%)	Yes (85.9%)	Yes (93.8%)	Yes (86.8%)
E34- Did you ever make personal efforts to prevent and limit school drop-outs (contact with parents, discussion with students?)	-	-	Often (31%)	
E37- Do you ask family members under the age of 18 to work for you?	-	-	-	Yes (60%)
E39- Do you employ children?	-	-	-	Yes (32%)
E43- Do you think that education is not adapted to the local conditions and needs, and that there is no advantage in schooling children?	Yes (13.4%)	Yes (23.5%)	Yes (15.2%)	Yes (24.9%)
E45- Did you work at least one hour during the last week (as an employee, self-employed or unpaid family worker)?		Yes (38.6%)		



## 1 Study context

Despite the legislative and institutional framework in place for the child protection through the reform of the Labor Code, the elaboration of a Code for Child Rights, the promulgation of the Law on Compulsory Education and the reform of social promotion legislation. And despite, the national commitment reiterated in the new constitution of January 2014, which stipulates in its article 47 that "the right to dignity, healthcare, education and learning is guaranteed to children by parents and the State", child labor in Tunisia still needs to be analyzed from a knowledge, attitudes and practices perspective of the different actors.

According to the results of the national survey on child labor carried out by the INS in 2017, the number of employed children is estimated at 216,000 children between 5 and 17 years, representing 9.5% of the target population. The gap is considerable between the proportion of employed children in the communal and those in the non-communal environment. Indeed, the number of employed children in communal areas is estimated at 71,000, and 145,000 in non-communal areas. They represent, respectively, 4.8% and 18.5% of all children. Children employment rate is 5.4% for children aged 5-12, 12.8% for children aged 13-15 and 20.7% for children in age group 16 -17 years. At the regional level, the INS survey shows a large disparity in the proportions of employed children. The percentage of employed children are estimated at 2.4% in the South-West, 3.7% in the Southeast, 5.1% in the Centre-East, 6.7% in the District of Tunis, 7.3% in the Northeast, and 15.7% in the Centre-West and 29.8% North West. Working children predominantly work in agriculture (48.8%), trade (20.2%), and manufacturing (10.9%) or as domestic workers (6.4%) and in various other sectors (13.7%)

Moreover, if we consider the definition of child labor according to the ILO Convention and Tunisian legislation, the results indicate that the number of children illegally employed is about 180,000, or 7.9% of all children. Of these children, 137,000 do hazardous work, or 6% of all children aged 5-17 years. This proportion rises to 7.4% for boys and 4.5% for girls.

On the other hand, according to the Ministry of Education, every year 100,000 children leave the compulsory education system. A study conducted in 2014 by the Tunisian Forum for Economic and Social Rights (FTDS) on school drop-out, indicated that about 67% of these children are boys and 50% are below the legal minimum age- 16 years- to be eligible for work in Tunisia.

In this context, Tunisia has developed, through a tripartite and participatory process, a NAP-TN which was adopted in January 2016. The NAP-TN constitutes the national framework for fighting child labor in the country.

It is in this context that the ILO initiated the mission of the KAP study. It aims to collect qualitative and quantitative information on knowledge, attitudes and practices of various actors regarding child labor in Tunisia.

In order to support the Tunisian Government's efforts to fight child labor, the ILO in consultation with the Ministry of Social Affairs, workers' and employers' organizations, and through the financing and collaboration with the US Department of Labor<sup>2</sup>, has developed a project to support the implementation of the NAP-TN, Tunisian Project "Together against child labor in Tunisia"

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<sup>2</sup> under the Cooperation Agreement # IL295551675K11

(PROTECTE). This study allows us to identify some aspects not treated by the National Survey on Child Labor in Tunisia conducted by the INS in 2017.

The Knowledge, Attitudes and Practices (KAP) survey on child labor is prepared in a framework of the project impact assessment in collaboration with key partners. Conducted at the beginning of the project, it is designed as a participatory planning tool for the awareness and social mobilization component of the project. At the end of the project, a second KAP survey will be conducted to assess the achievements.

The report under review describes the results of the KAP baseline survey; it includes a first part divided into three sections describing the objectives of the study, the concepts and definitions as well as the survey methodology. The second part presents the results of the study carried out with the main partners involved in the prevention of child labor as well as parents, children, employers and teachers in the governorates of Sfax and Jendouba. this part is divided in includes three sections on knowledge, attitudes and practices regarding child labor.

## 2 Objectives of the KAP study on child labor

The objective is to assess the level of knowledge, as an indicator of the attitudes that motivate the practices.

This survey results will be used to measure the changes in knowledge (information, perception and understanding of the fight against child labor), attitudes (ways, feelings and preconceptions about child labor) and practices (everyday behavior and demonstration of knowledge) of the different groups benefiting from the project's interventions. The following entities are part of the survey: Ministry of Social Affairs (MSA) government institutions, including the CDSI (Centers for Protection and Social Integration), the Divisions for Social Promotion (DSP), Ministry of Education, Ministry of Women, Family and Children, including the Delegates for Child Protection (DCP), Ministry of Vocational Training and Employment (MVTE) including the Tunisian Agency for Vocational Training (TAVT) and the National Agency for Employment and Self-Employment (NAESE); Ministry of Interior and the Brigade for protection of children; Ministry of Justice participated in the survey as well as social partners (UTAP, UTICA and UGTT), CSOs, parents, children and teachers.

The survey results provide the baseline data for the project in terms of level of awareness and social mobilization in the fight against child labor and the information needed to make recommendations on the implementation of the project's activities related to this part of the project.

This survey is also a useful management tool for project partners, particularly for the NAP-TN Steering Committee and the future unit dedicated to the fight against child labor, which will be created within the MSA in the course of this project.

There are **three specific objectives**, namely:

1. Conducting the KAP study itself will lead to a compilation of reliable and representative data on child labor in all its social and perceptual dimensions.
2. The outline of children labor context in Tunisia includes:
  - Levels of knowledge,
  - Attitudes of the target people to child labor;
  - Current practices regarding child labor;
  - Individuals profiles description according to their Knowledge, Attitudes and Practices;
  - Identification of the social and structural barriers to changing child labor perceptions;
  - Assessment of the level of knowledge, attitudes and practices of representatives of government institutions and social partners,
  - Identification of the requirements for better child protection from this phenomenon and its consequences.
3. Throughout the process, the approach will aim to build local capacity by continually explaining the approach taken to observe and understand the social manifestations in regard with child labor.

## 4. Concepts and definitions

These concepts and definitions, essentially represented by their respective terminologies, guide the planning, the implementation and the monitoring and the evaluation of PROTECTE. These definitions are in conformity with the national efforts to eliminate child labor as described in the Legal framework in force, in the International Conventions and in the National Action Plan to Fight Against Child Labor in Tunisia (NAP-TN).

Tunisia has deployed substantial efforts to harmonize its national legislation related to child labor with international standards. Indeed, Tunisia has committed to fight against child labor by ratifying the following international conventions: The United Nations Convention on the Rights of the Child in 1992; ILO Convention N° 138 on Minimum Age for Employment in 1995; and ILO Convention N° 182 on the Worst Forms of Child Labor in 2000. These Conventions are the basis for the elaboration of the concepts and definitions of child labor.

Moreover, Tunisia promulgated the Law 95-92 on the Child Protection Code (1995), which contributes to the promotion of a favourable environment to protect the child from all forms of economic exploitation that deprive him/her from regular schooling or jeopardize his/her health or his/her physical or moral integrity. This national commitment is reiterated in the new Constitution of January 2014 which stipulates in article 47 that "the right to dignity, health, care, education and learning (schooling), is guaranteed to the child by his/her parents and the State. The State must guarantee all forms of protection to all children without discrimination and to the best of interests of the child." School attendance is compulsory up to the age of 16 years.

The definitions aim to clarify the fundamental principles and concepts of child labor from international Conventions, while making a link with the Tunisian laws in force. Definitions or concepts derived from international principles should not be considered as recommendations or guidance for the future determination of the specific detailed content of legislative provisions, but rather as a guide for the implementation of PROTECTE.

	Term	Definition	Source
1.	<i>Child</i>	<p>A child is defined as any human being below eighteen years old, unless the majority is attained earlier under the applicable legislation.</p> <p>In Tunisia, the majority is attained at 18 years old.</p> <p>Is a child any person aged under eighteen years and who has not yet reached the age of majority by special provisions</p>	<ul style="list-style-type: none"> <li>• Child Right Convention 1989 article 1 and law n° 1991-92, November 29, 1991.</li> <li>• Law n° 2010-39, July 26, 2010, on the unification of the age of civil majority</li> <li>• Child protection Code in Tunisia Art.3 adopted in 1995</li> </ul>
2.	<i>Minimum age for admission to work</i>	<ul style="list-style-type: none"> <li>• Minimum age for admission to work: 16 years</li> <li>• Hazardous work is prohibited for children under the age of 18 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Art. 53 of Labor Code (modified by law n°96-62 of July 15, 1996)</li> </ul>

	Term	Definition	Source
3.	<i>Child Labor</i>	<p><i>The term "child labor" does not include all economic activities undertaken by children.</i></p> <p>Child labor regroups all activities that deprive children of their childhood, their potential and their dignity, and harm their physical and psychological development. It refers to works that can:</p> <ul style="list-style-type: none"> <li>• Harm health, physical, mental, moral or social development of children;</li> <li>• Compromise their education: by depriving them of any education, by forcing them to drop-out from school or requiring them to combine academic and professional activities that are too long and burdensome for them.</li> </ul>	<ul style="list-style-type: none"> <li>• NAP-TN</li> </ul>
4.	<i>Domestic work</i>	<p><b>Domestic work</b> refers to work performed within one or more households.</p> <p><b>Domestic worker</b> means any person performing domestic work as part of in an employment relationship. A person who performs domestic work only occasionally or sporadically without making of it a profession is not a domestic worker.</p> <p><b>Children in domestic work</b> refers to work done by children in the domestic work, for a third party or an employer. This is a general concept that includes both admitted and non-admitted situations.</p> <p><b>Child labor in domestic work</b> refers to work done by children below the applicable minimum age in hazardous forms of work or in situations close to slavery.</p> <p><b>Household chores</b> performed by children in their own homes, under reasonable conditions and under the supervision of relatives, are an integral part of family life and personal development, i.e. a positive thing. However, certain situations where these workloads may interfere with the education of the children or are excessive, could be equivalent to child labor. But, since the employment relationship does not exist for children working in their own homes, these situations should not be referred to as child labor in domestic work.</p> <p><b>According to Tunisian legislation:</b> Deemed to be a <i>household worker</i>, an employee who, irrespective of the mode and periodicity of the remuneration, and habitually employed by one or more employers who do not pursue for profit</p>	<ul style="list-style-type: none"> <li>• ILO Convention n° 189 article 1 on domestic workers (boys and girls)</li> <li>• ILO definition</li> <li>• ILO definition</li> <li>• ILO Definition</li> </ul>

	Term	Definition	Source
		<p><b>The age for admission</b> to work for <i>household</i> workers shall be 16 years of age provided that:</p> <ul style="list-style-type: none"> <li>• The employer shall send a declaration to the Ministry of Social Affairs stating: the surname, forenames, nationality and address of the employer, of the minor to be employed and the person exercising the right of guardianship over the minor.</li> <li>• The administration in charge of social affairs conducts a social survey on the family who intends to employ the minor;</li> </ul> <p>Social workers and judicial police officers are authorized to make visits to houses that employ minors to ensure, according to law, that their "physical, psychological and intellectual personality is respected and developed"; and have the competence to detect offences in this field.</p>	<ul style="list-style-type: none"> <li>• Article 1 of law n°65-25 (Modified by law n°2005-32)</li> <li>• Article 2 of law n°65-25 (Modified by law n°2005-32)</li> <li>• Article 3 of law n°65-25 (Modified by law n°2005-32)</li> <li>• Article 3 of law n°65-25 (Modified by law n°2005-32)</li> <li>• Article 5 of law n°65-25 (Modified by law n°2005-32)</li> </ul>
5.	<i>Light work for children between 16 and 18 years old</i>	<p><b>Work carried out by children that is:</b></p> <ul style="list-style-type: none"> <li>☐ Not likely to be harmful to their health or development; and</li> <li>• Not to prejudice their attendance at school, their participation in vocational orientation or training programs approved by the competent authority or their capacity to benefit from the instruction received.</li> </ul>	<ul style="list-style-type: none"> <li>• ILO Convention n° 138 Minimum eligible age to work Article 7, ratified by the Tunisian Government in 2000</li> </ul>
6.	<b>Exceptions</b> - <i>Light work permitted for children under 16.</i>	<p><b>1. Places where the work is performed</b></p> <ul style="list-style-type: none"> <li>- For work performed in <b>enterprises</b> by persons aged 14 years or over when this work constitutes a fundamental part of: <ul style="list-style-type: none"> <li>a) A study or a training cycle for which the responsibility should be incumbent on the school or the training establishment;</li> <li>b) A vocational orientation and training program approved by the competent public authorities and carried out mostly or totally within an enterprise;</li> <li>c) An information or orientation program for the choice of the profession or the nature of the training.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Art. 53-2 of Labor Code (Modified by law n°96-62 of July 15, 1996)</li> </ul>

	Term	Definition	Source
		<p>- For work carried out <b>in places occupied only by members of the family</b> under the authority of the father, the mother or the guardian, providing that the employment of such children has no negative effect on their health, their physical and mental development and their education and is not considered as a hazardous work. This article of the Labor Code does not impose a minimum age, but Articles 55 and 56 of the Code refer to a minimum age of 13 years.</p> <p><b>2. Nature of work</b></p> <p>-For light work carried out that do not harm their health and their normal development and are not detrimental to their academic attendance and ability or to their participation in vocational orientation and training programs approved by the competent public authorities; <b>children aged 13 years and over:</b></p> <p>- Are eligible to work in light <b>agricultural</b> work</p> <p>- Are eligible to work in <b>non-industrial and non-agricultural</b> activities. More specifically for these activities, children cannot work more than 2 hours per day and cannot spend more than 7 hours per day at school and carrying out light work. It is also forbidden to make him work during weekly rest days and festivals (*).</p> <p><b>For the interests of art, science or education:</b></p> <p>- Participation in public shows or as actors or supernumeraries, in cinematographic photographs (upon individual authorization of the head of the labor inspection). (**).</p>	<ul style="list-style-type: none"> <li>• Art. 54 of Labor Code (Modified by law n°96-62 of July 15, 1996)</li> <li>• Art. 55 of Labor Code (Modified by law n°96-62 of July 15, 1996)</li> <li>• Article 56 of Labor Code (Modified by law n°96-62 of July 15, 1996)</li> <li>• Article 57 of Labor Code (Modified by law n°96-62 of July 15, 1996)</li> </ul>
7.	<i>Hazardous work</i>	<p>It is prohibited to employ children under the age of 18 years, in any type of work which, by its nature or the circumstances under which it is carried out, may expose the health, the safety or the morals of children to danger.</p> <p>The types of hazardous work prohibited to children under 18 years of age are:</p> <ul style="list-style-type: none"> <li>• Underground works in mines and quarries,</li> <li>• Work in sewers,</li> <li>• Work in furnaces for the foundry or metallurgy of metals,</li> <li>• Work in tanneries,</li> <li>• Work done on frontages of large buildings</li> <li>• Demolition works,</li> </ul>	<ul style="list-style-type: none"> <li>• Article 58 of Labor Code (Modified by law n° 96-62 of July 15, 1996).</li> <li>• Article 77 of Labor Code (Modified by law n°96-62 of July 15, 1996)</li> <li>• Bylaw of MSA of January 19, 2000 fixing the types of</li> </ul>

	Term	Definition	Source
		<ul style="list-style-type: none"> <li>• Transportation of loads exceeding the maximum weight set for the children by the in-force legislation,</li> <li>• Work in electricity production, transformation and transmission and motive power of any kind,</li> <li>• Work carried out in aircraft take-off and landings runways,</li> <li>• Work in garbage collection and treatment</li> <li>• Production and transportation of explosives,</li> <li>• Production and handling of pesticides,</li> <li>• Work carried out in tanks or other receptacles containing flammable or toxic gases or vapors,</li> <li>• Production and handling of tar</li> <li>• Production and trade of alcoholic beverages</li> <li>• Work in night clubs, cabarets and bars</li> <li>• Other work involving the handling of substances not foreseen by this text and mentioned in the list of occupational diseases fixed by the legislation in force, as well as the components of these substances.</li> </ul> <p>-</p> <p>Prohibition to employ or allow the employment of children under the age of 18 years old in establishments, parts of establishments and dockyards where the recovery, the processing or storage of old metals takes place.</p>	<p>works in which child labor is prohibited.</p> <p>• Article 78 of Labor Code</p>
8.	<i>Exception: Hazardous works for children aged 16 and 17 years.</i>	Authorization, after consultation with the labor inspection physician and consultation with the most representative organizations of employers and workers, to employ children in hazardous work, from the age of 16 years, provided that their health, safety and morals are fully safeguarded and that they have received specific and adequate instructions or vocational training in the concerned activity.	• Article 58 of Labor Code (Modified by law n°96-62 of July 15, 1996)
9.	<i>Worst forms of Child labor</i>	<p>All forms of slavery or similar practices, such as:</p> <ul style="list-style-type: none"> <li>• All forms of slavery or practices similar to slavery, such as:</li> </ul> <p>-The sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;</p> <p>-The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;</p>	• ILO Convention n° 182 ratified by the Tunisian Government in 2000.



	Term	Definition	Source
		<p>-The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;</p> <p>-The 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.</p> <p><b>Tunisian Legislation</b></p> <p>Trafficking in persons, in all its forms of exploitation, is prohibited in Tunisia, especially for women and children. Deemed as trafficking in persons:</p> <ul style="list-style-type: none"> <li>• The attraction, recruitment, transportation, transfer, diversion, repatriation, accommodation or reception of persons, through the use or threat or use of force or weapons or any other form of coercion, abduction, fraud, deceit, abuse of authority or of a situation of vulnerability or by the offer or acceptance of sums of money or benefits or gifts or pledges to obtain the consent of a person having authority over another person for the purpose of exploitation, whatever the form is, whether the exploitation is committed by the acting person or in order to make that person available for a third person.</li> <li>• Slavery: Any situation in which some or all of the attributes of property rights and practices similar to slavery are exercised over a person, include the following: <ul style="list-style-type: none"> <li>- Debts bondage: Situation in which a debtor is obliged to perform work or services by himself or by one of his servants as guarantee for his debt, if the consideration for such work or services is not used for liquidation of the debt or if the nature or duration of the work or service is not limited or the nature of the work or service is not determined.</li> <li>- Serfdom: The situation in which a person is obliged under an agreement, to live and work on a domain belonging to another person, whether the work or service is remunerated or not and provided that the person is free to change his situation</li> <li>- Forced marriage of women</li> <li>- Forced pregnancy or forced pregnancy for others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Organic Law n° 2016-61 of August 3, 2016, on the prevention and fight against human trafficking.</li> </ul>

	Term	Definition	Source
		<ul style="list-style-type: none"> <li>- Exploitation of the child in criminal activities or in armed conflicts.</li> <li>- Adoption of children for the purpose of exploitation, whatever the form.</li> <li>- Economic or sexual exploitation of children in the course of their employment.</li> </ul>	
10.	<i>Special conditions for the employment of children</i>	<p>The suitability of children for the job they occupy must be subject to medical check-up until the age of 18 years. The child may be retained in his employment only after renewal of the medical examination every six months.</p> <p>Overtime beyond normal working hours is prohibited for children under 18 years.</p> <p>In all non-agricultural activities, employers are required to keep a record of the names and date of birth of all the employed persons under the age of eighteen years, their hours of work and any other information related to the conditions of the employment of children. The register shall be kept at the disposal of the labor inspection. Children and adolescents working on public roads must have with them a document reproducing the mentions in the above-mentioned register.</p>	<ul style="list-style-type: none"> <li>• Article 62 of Labor Code</li> <li>• Article 63-2 of Labor Code</li> <li>• Article 73 of Labor Code</li> </ul>

(\*) A decree should be drawn up to determine the nature of the light work and the safety measures to be taken when the children are employed in this work. It should also determine the number of working hours of children aged between 16 and 18 years engaged in light work (Article 56 of the Labor Code).

(\*\*) An order of the Minister for Social Affairs, made after consultation with the concerned professional organizations of the employers and workers, should be drawn up to determine the minimum age at which individual employment permits may be granted. The same order shall determine the precautions to be taken with a view to safeguard the health, the development and the morals of children and ensure their good treatment, an adequate rest and the continuation of their schooling.

## 5. Survey methodology

### 5.1. Context of (qualitative) interviews and (quantitative) surveys

A qualitative survey was administered to government officials who are directly and / or indirectly involved in child labor at central and governorate levels in Jendouba and Sfax. Quantitative surveys were administered to households (parents and children), teachers in schools in target regions, and formal and informal employers. The regions that will be covered by the survey are Jendouba and Sfax. Surveys were conducted in urban and rural areas.

The study included the following target groups:

Qualitative study (Guide Interviews)	<b>Group 1: Governmental institutions</b>
	❖ National Level: managers / responsible from the following ministries:
	▪ Ministry of Social Affairs; (Department of Labor, Department of Social Development, Department of Labor Inspection and Conciliation);
	▪ Ministry of Education; (General Director of Primary Cycle; Sub-director of School Life department );
	▪ Ministry of Vocational training including Director, Tunisian Agency for Vocational Training (TAVT) and the Director, National Agency for Employment and Self-Employment (NAESE);
	▪ Ministry of Women, Family and Children, including the Delegate to Children Protection;
	▪ Ministry of the Interior including the Brigade for juvenile protection;
	▪ Ministry of Justice; the child jurisdiction (Judge at the center for Legal and Judicial Studies);
	❖ <b>Regional Administration:</b>
	▪ The staff / executive managers responsible for implementing the state policy and the social integration of children in Sfax and Jendouba;
	▪ MSA: Labor Inspection; Departments of Social Promotion (DSP) and Centers for Defense and Social Integration (CDSI);
	▪ Ministry of Interior (Brigade for Juvenile Protection) in Jendouba and Sfax;
	<b>Group 2: Social partners, media operators and operators</b>
	▪ UGTT / UTICA / UTAP;
▪ Civil Society / Key Resource parties / School Directors / Imams;	
▪ Public and private media;	
Quantitative Survey (questionnaire)	<b>Group 3: The communities:</b>
	▪ Teachers and school directors;
	▪ Employers in formal and informal sectors;
	▪ Parents;
	▪ Children.

### 5.2. Review of secondary information

The review of the texts related to the organization and attributions of the various ministerial departments that may be involved in the observation, detection, treatment and repression necessary to fight against child labor made the qualitative study draw on essential data from the MSA, MWFC, MVTE, Ministries of Education, Justice and Interior.

Knowing that the actions of the public authorities cannot achieve its objectives without a broad contribution of the civil society actors, the study also addressed the main social professional organizations of the country which have become essential partners in the development of policies, strategies or programs affecting the economic and social rights of the Tunisian citizens

### 5.3. Sampling

#### **Household sample: Parents and children**

The ILO asked the National Institute of Statistics (INS) to provide the Census Districts in the two regions of Jendouba and Sfax. The type of sampling used to extract the sample from this survey is two-stage random survey. The first stage covers the Census Districts and the second stage concerns the households. It is worth recalling at this level that the INS has a sampling frame composed of Census Districts defined by geographic areas representing subdivisions of the sectors<sup>3</sup>. At census time, the INS cuts the national territory into census districts of about 60 households each. This database is used to extract samples of all household surveys conducted by the NSI. The DR sample from the KAP Child Labor Survey is selected from the INS updated poll in 2016. The ISTIS desk experts randomly selected each cluster in each Census District. The data reported by the INS reflect the distribution of households by Census District in the governorates of Jendouba and Sfax as well as the corresponding geographical maps. A pre-calculated number of households was selected in each Census District by governorate. The sample size is set at 665 parents and 665 children aged 6 and 18 years.

#### **Sample of teachers:**

The Ministry of Education has a comprehensive database on the distribution of schools with the number of teachers and students. The 2017 data indicate the following distribution of schools and teachers:

Number of schools and teachers		
Primary education		
	Schools	Teachers
<b>Jendouba</b>	231	2575
<b>Sfax</b>	379	5541
Secondary education		
	High schools	Teachers
<b>Jendouba</b>	55	2929
<b>Sfax</b>	108	6240

Source: Ministry of Education 2017

In each governorate, the KAP survey was administered to about 100 teachers, so 200 teachers were interviewed based on a pre-established questionnaire.

The choice of schools is fixed in agreement with the ILO and the Ministry of Education.

#### **Employers' samples:**

<sup>3</sup> The Tunisian territory is administratively divided into Governorates, Delegations and Sectors

This survey was administered to employers from formal and informal sectors. The critical lack of reliable data on the informal sector, which is badly and poorly known, makes the analysis difficult while it occupies a large part of the population, both in rural and urban areas. Available information is based on summary estimates made most often in a hurry according to the nature and urgency of the current demand.

As to the formal or structured sector, the National Business Directory of the INS shows the following distribution:

Number of licensed companies		
	Total number of companies	Companies with zero wage earner
<b>Jendouba</b>	18356	17091
<b>Sfax</b>	68535	56090

Source INS: National Business Directory 2016

Given the lack of information on informal employers, the sample was selected randomly at the first level. 197 employers were surveyed in this KAP survey.

### Sampling size

As this is a KAP study which will analyse trends and variations on the three parameters of Knowledge, Attitude and Practice, the representativeness of the samples of the various populations interviewed is not as important as the presence of different categories of subpopulations.

The quantitative KAP study was administered to 1737 people distributed as follows:

		Parents	Children	Teachers	Formal & Informal employers	Together
<b>Jendouba</b>	Male	207	195	58	85	545
	Female	108	120	47	10	285
	<b>Total</b>	<b>315</b>	<b>315</b>	<b>105</b>	<b>95</b>	<b>830</b>
<b>Sfax</b>	Male	218	210	50	93	571
	Female	132	140	55	9	336
	<b>Total</b>	<b>350</b>	<b>350</b>	<b>105</b>	<b>102</b>	<b>907</b>
<b>Total</b>	Male	425	405	108	178	1116
	Female	240	260	102	19	621
	<b>Total</b>	<b>665</b>	<b>665</b>	<b>210</b>	<b>197</b>	<b>1737</b>

## 5.4. Expected results

The analysis of the results of the interviews and the quantitative surveys will allow deeper insight into the levels of knowledge, attitudes and practices of the target groups regarding child labor. More specifically, it will address the following questions:

- What is the level of knowledge of the different target groups regarding the current legislation, the institutions and their respective roles, the international conventions on the

fight against child labor, the resources and means available, as well as children protection mechanisms at central, regional and local levels;

- What are the attitudes, feelings and preconceptions about child labor?
- What is the behavior of the different target groups regarding child labor and the consequences of this phenomenon?
- What are the main social and structural impediments to the prevention and elimination of child labor?
- What are the knowledge, attitudes and practices of citizens, children, teachers, administrators, social leaders regarding reports of abuse, school registration, drop-outs, the health, physical and moral dangers faced by working children, the use of existing protection mechanisms (local, regional and national), the means of control?
- What are the norms for media use, information sharing between target groups and awareness raising on important topics such as child labor?
- What are the most appropriate channels of communication and awareness at the national, regional and local levels?
- What is the social partners' attitude towards the phenomenon of child labor?

## 5.5. Study approach

**The qualitative study** consisted in conducting and analyzing individual interviews based on a detailed interview guide with classified themes and sub-themes around Knowledge, Attitudes and Practices regarding child labor. In total, 43 interviews were conducted with resource persons from central and regional administrations, social partners, NGO and media operators. The majority of the interviews were recorded on a tablet. The transcripts of the interviews were conducted in Arabic to ensure facts and detailed ideas. Verbatim were elaborated and broken down into complete sentences for content analysis. In a second phase, the analyses were translated into French and reviewed by the study officer.

**Quantitative surveys** were administered to households (families and children) on the one hand, and teachers in schools and employers in the target regions on the other hand. In order to fully achieve the objectives of the study the following procedure was followed:

### 5.5.1. Study implementation

The investigators had a letter of introduction signed by the ISTIS consulting firm in order to give the survey an official character and facilitate the access of field workers to households, teachers and employers. Any reluctance by respondents to communicate their opinions was dispelled thanks to a thorough explanation of the survey's objectives with the guarantee to respect anonymity, confidentiality and the scientific aspect of the information provided

The collection work was done on tablets; a specific application was developed for direct and instant input of the responses.

### 5.5.2. Encryption and processing of collected data

#### 5.5.2.1. Encrypting and entering the questionnaires

This involves coding the questionnaires with special treatment for "open" questions and entering the answers from the questionnaires. Note that each questionnaire is checked at desktop level before encryption.

#### 5.5.2.2. Development of masked input

The development of the masked input was carried out under CSPRO at the start of the data collection operation, that is to say after having validated the final version of the questionnaire.

This application consists of input interfaces that display all the elements necessary for a fast and secure data entry: choices showing in clear on the screen, comments and input controls are automatic and transparent for the user.

- Quality control and coherence

Throughout the survey period, a close follow-up of the interviewers is necessary to ensure the quality of the data collected but also to ensure that the data have been collected from the preselected individuals (at random) or, where applicable, that the substitution principles have been observed. This quality control is essential to ensure the validity and accuracy of the compiled data. For this purpose, four main procedures should be followed:

- 1. A priori control:** The Consultant monitored about 10% of the interviews conducted by each interviewer either by attending the interviews or by calling back the interviewees. In addition to checking certain information collected, this feedback is also an opportunity to thank those interviewed. The monitored interviews were randomly and systematically selected for each interviewer.
- 2. Questionnaire monitoring procedure:** Supervisors constantly checked the questionnaires and anomalies were reported to the investigator.
- 3. Ex-post control:** Individual data from the survey was electronically checked for overall consistency and conformity of the questionnaire, with some verification and possible adjustments. These controls validate the progress of the previous input stage and ensure the quality of the information collected.

#### 5.5.2.3. Training of field agents

In total, 24 field agents were mobilized for data collection. They were organized in four teams of 5 investigators with 1 supervisor. Two teams were deployed in each governorate (12 officers per governorate).

The training covered interview techniques and general instructions to be followed during the data collection process. Conducting a successful interview is an art not a mechanical process.

**How to establish a good contact with the interviewee:** at the end of the training the agents should know how to:

- *Make a good impression.*
- *Always adopt a positive approach*
- *Insist on the confidentiality of the responses.*
- *Reply frankly to all the interviewee's questions.*
- *Minimize distractions as much as possible.*
- *Reassure the interviewee.*

- *Minimize interference*

### **How to ask the questions:**

The interviewers should follow a list of protocols when administering the questions:

- *Ask the question and repeat it, if necessary.*
- *Keep neutral throughout the interview.*
- *Never suggest answers to the interviewee.*
- *Do not change the wording or sequence of the questions.*
- *Follow the instructions of the questionnaire carefully.*
- *Treat hesitant people with tact.*
- *Do not have preconceived ideas.*
- *Do not rush the interview.*

### **"I don't know" and "I don't want to"**

When respondents say "I do not know" it could be that they are not sure about the answer or do not know how to answer the question. This situation should be managed with care.

Respondents may answer, "I do not know" when asked to express an opinion or attitude. They may have difficulty expressing their feelings. In this case, the interviewer should put the respondent at ease by saying, "There is no right or wrong answer. Just tell me what you think". Similarly, if the interviewees are not sure about the choice for an answer, the interviewer should assist them to give the best possible choice.

When interviewees are uncomfortable with certain questions, they may answer "I do not know" to avoid the question. In this case, the interviewer should try his/ her best to put the interviewees at ease, reassuring them that their answers will be kept confidential, and that, on the other hand, they are essential to the survey.

It is possible for the interviewees to insist that they do not know how to answer a particular question. Once the question is asked adequately, the interviewers should accept the answer and move on with the interview, even if they feel the question is being avoided. Nevertheless, in some cases, a respondent may actually have no answer to one or more specific questions.

The interviewees have the right to refuse to answer any question. Do not intimidate or harass them to give an answer.

### **Interviewing children**

No child under the age of 18 will be interviewed without parents and children's consent. Parents will sign the approval form or provide a verbal consent. The investigators will record children's verbal consent. Literate children can also sign the consent form. The investigator will explain to children in plain language the general purpose of the study, the content of the interview, the inquiry process, and that his / her acceptance or refusal to participate will not affect the benefits or the outcomes of the survey. It will also be explained to children that the participation is voluntary and confidential and that he / she can stop or interrupt the interview at any time. He / she can also skip questions or entire sections of the interview. Children may choose not to participate in the study even with the parent's consent. It should finally be explained that children's answers would never be shared with any other person, including the parent. The interviewer should plan to interview all children individually.



## **Administering the questionnaires**

In this section, the investigators were trained on the basic concepts and definitions before starting the administration of the questionnaires.

The training included the review of all the questions one by one with specific explanations on how they should be answered.

### *5.5.2.4. Pilot survey*

After the first **validation** of the quantitative survey questionnaire by the ILO team, a CSPRO input application was designed and installed on a tablet. This version was reviewed by a pre-test survey through the administration of the questionnaire with four teachers, five employers, three parents and three children. The initial duration of the interview is estimated at approximately 40 minutes. Slight changes were brought to the questionnaire by skipping some questions and slightly editing others.

The results of the pilot survey were presented in an initial report, discussed and validated by the ILO team prior to the deployment of the field teams to carry out the survey itself.

### *5.5.3. Analysis and synthesis*

This phase consists in preparing the programs with the statistical process software to provide the different **output tables**.

Each survey carried out is processed through the existing statistical software that ISTIS masters perfectly such as SPSS or SAS. They offer all the analysis functionalities: simple or combined sorting, multiple crossings between variables, multiple sorting, mitigated sorting, factorial analyses, regressions, typologies, parametric and non-parametric tests, etc. These tools will enrich the statistical diagnosis and highlight all the information that is significant and relevant for the purpose of the survey.

The above analysis has identified significant trends and conclusions for the study in the form of a qualitative and quantitative **analysis report**. Through a structured presentation that includes comments as well as the most relevant sorting tables and the most representative graphs, this analysis, presented in the following paragraphs, focuses on highlighting and providing the answers to various questions raised in the terms of reference.

For open questions, graphs are presented in verbatim reports format, that were coded after the field collection phase. The verbatim records of the respondents were coded according to a clear and identical nomenclature for all the surveyed population in order to guarantee the comparison of the answers.

## **6. Presenting the results**

### **6.1. Profile of surveyed people**

#### **6.1.1. Individual interviews**

In total 43 interviews were conducted with key informant from central and regional administrations, social partners, NGO and media operators. The complete list of interviewees is shown in appendix. All the structures / organizations recommended in the ToR at the central and regional levels were visited.

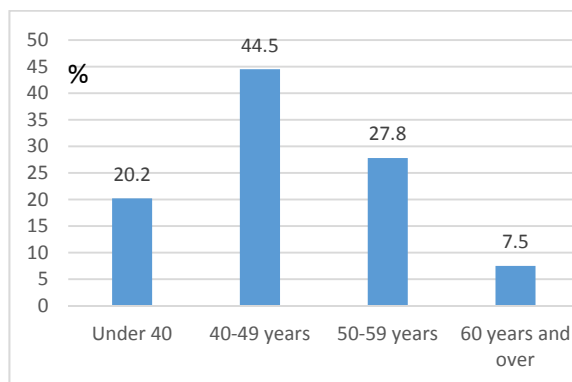
### 6.1.2. Quantitative surveys

Quantitative surveys were administered to households (parents and children), school teachers and employers in the target regions.

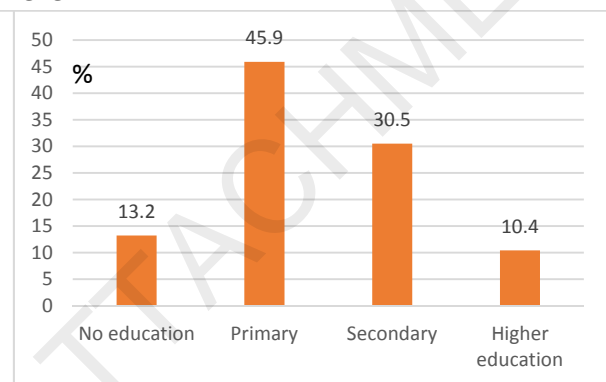
#### 6.1.2.1. Parents' profile

The KAP survey involved 665 parents divided between Jendouba (315) and Sfax (350). About 64% of parents (425) who responded were men and 36% were women (340). This difference is simply due to the fact that in the presence of the couple, it is often the husband who speaks first. One in five parents is under the age of 40, 44% are between 40 and 49, and about 28% between 50 and 59.

**Graph 1 : Parents' age distribution**



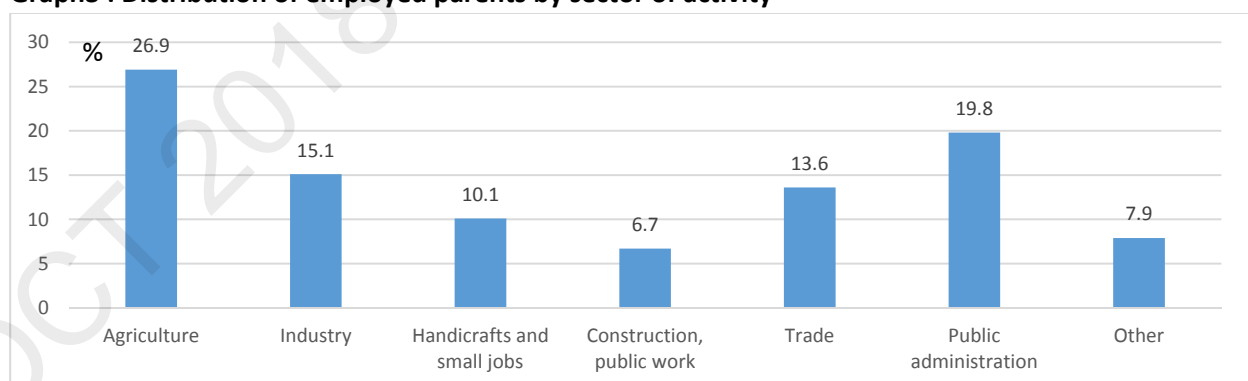
**Graph 2 : Parents' distribution by education level**



The survey included all social categories of the population. Thus, respondents include employed persons (57.7%), housewives (27.2%), unemployed parents (9.5%), retired people (3.2%), and inactive people (1.8%) and student parents (0.6%).

Employed persons work mainly in Agriculture, Industry, and Public Administration.

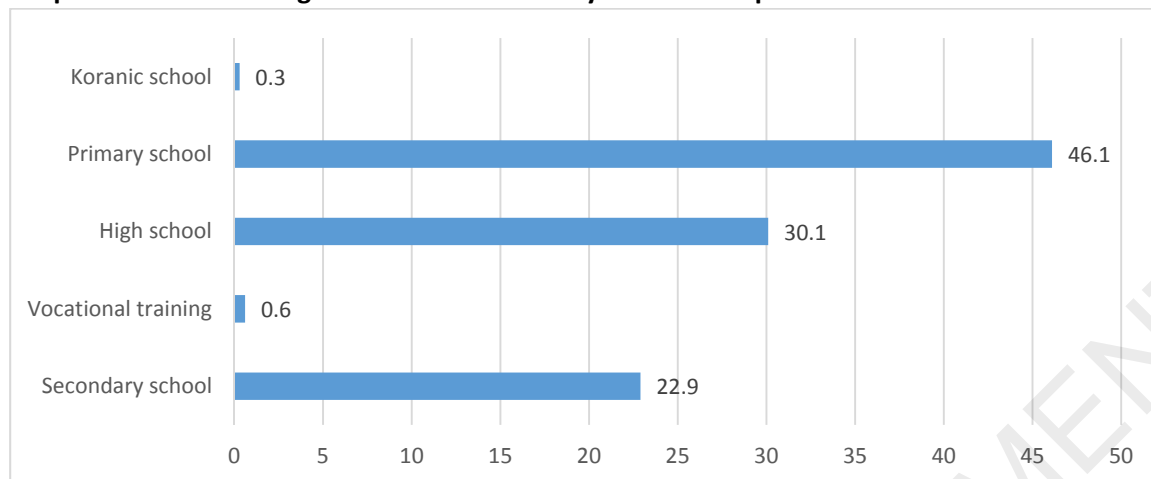
**Graph3 : Distribution of employed parents by sector of activity**



#### 6.1.2.2. Children's profile

Children's survey reached 665 people aged 6 to 18, divided by gender: 405 boys and 260 girls. About 14% are under 10 years old, 50% are 10 to 15 years old and 36% are between 16 and 18 years old.

About 46% of surveyed children reached primary education level, 30% junior high-school and 23% secondary school. Only 0.6% attended vocational training centers and 0.3% attended Koranic schools.

**Graph 4 : What is the highest educational level you have completed with success?**

The surveyed children had an average of 7 years of education, for an average age of 13.6 years. Those who have a diploma represent 13.8% of all children, they are more numerous in Sfax (21.7%) than in Jendouba (5.1%).

**Table 1 : Do you have a diploma?**

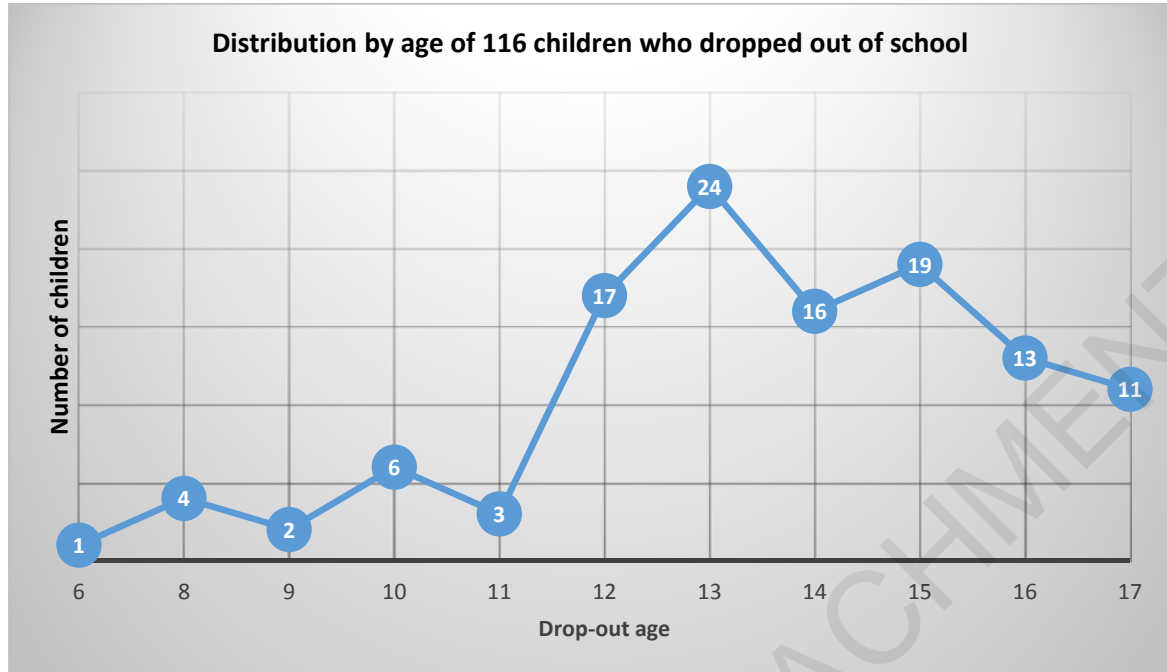
In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Yes	5.6	4.2	5.1	20.0	24.3	21.7	13.1	15.0	13.8
No	94.4	95.8	94.9	80.0	75.7	78.3	86.9	85.0	86.2
<b>Total</b>	100	100	100	100	100	100	100	100	100
In %	Jendouba			Sfax			Together		
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Yes	4	5.6	5.1	24.3	15.5	21.7	18.4	8.8	13.8
No	96	94.4	94.9	75.7	84.5	78.3	81.6	91.2	86.2
<b>Total</b>	100	100	100	100	100	100	100	100	100

The majority of surveyed children (83%) attends school, 4% report being employed, 10% unemployed and 3% inactive<sup>4</sup>. In terms of numbers, 28 children consider themselves as employed, of whom only 4 are covered by social security. They work in agriculture (9), industry (4), crafts and small jobs (9), construction (2) and trade (4).

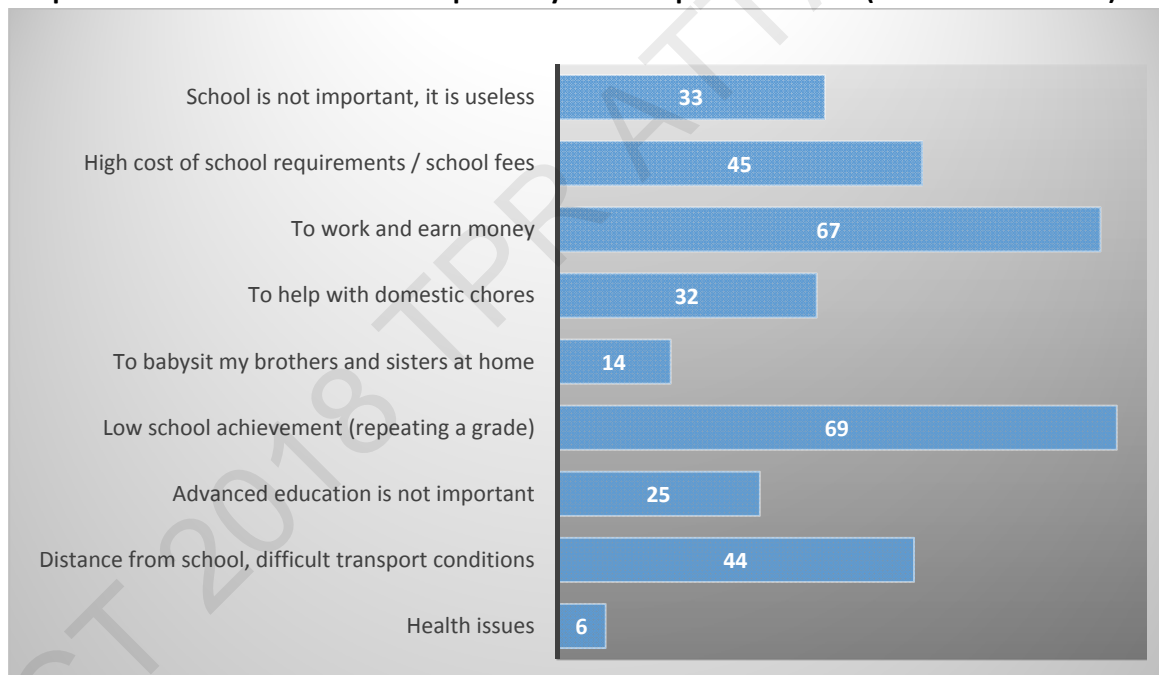
Of the 116 children not attending school, almost 50% left school before the age of 14. Their dropping out is mainly due to poor school results or to earn money, other reasons mentioned by children like the high cost of school requirements and long distance from school.

<sup>4</sup> According to the ILO definition, the working age population is divided into two groups: active and inactive, the active are subdivided into active and unemployed active persons.

**Graph 5 : At what age did you stop going to school?**



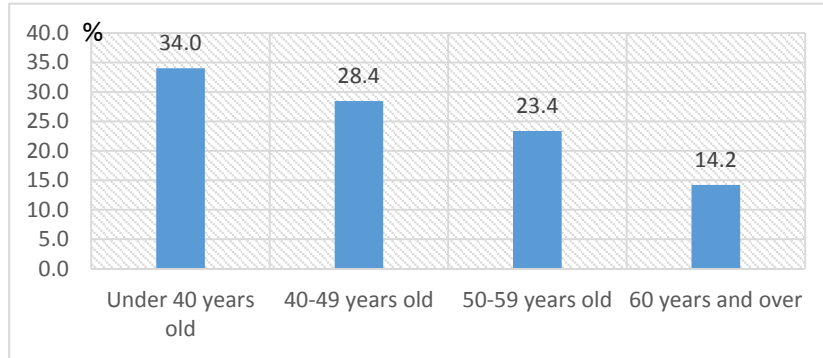
**Graph 6 : What are the reasons that pushed you to drop-out of school (number of children)**



**6.1.2.3. Employers' profile**

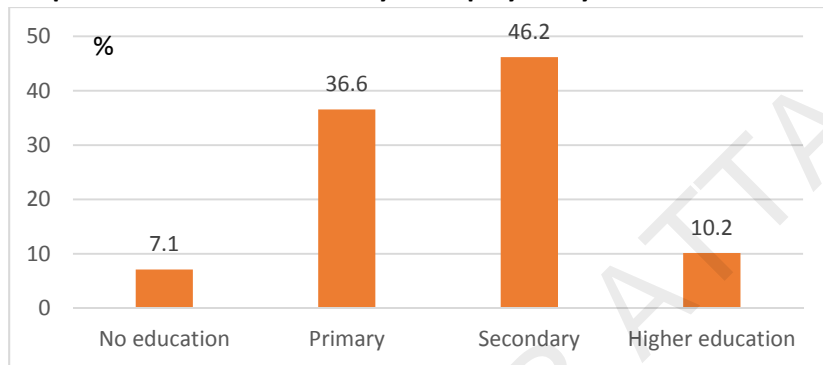
The survey was administered to 197 employers, 95 in Jendouba and 102 in Sfax. They are classified according to gender with 178 men and 19 women, and according to their area: 108 in urban areas and 89 in rural areas.

**Graph 7 : Age distribution of surveyed employers**



Classified by level of education, 7.1% of surveyed employers are illiterate, 36.6% have a primary school level, 46.2% secondary and 10.2% higher education.

**Graph 8 : Distribution of surveyed employers by level of education**

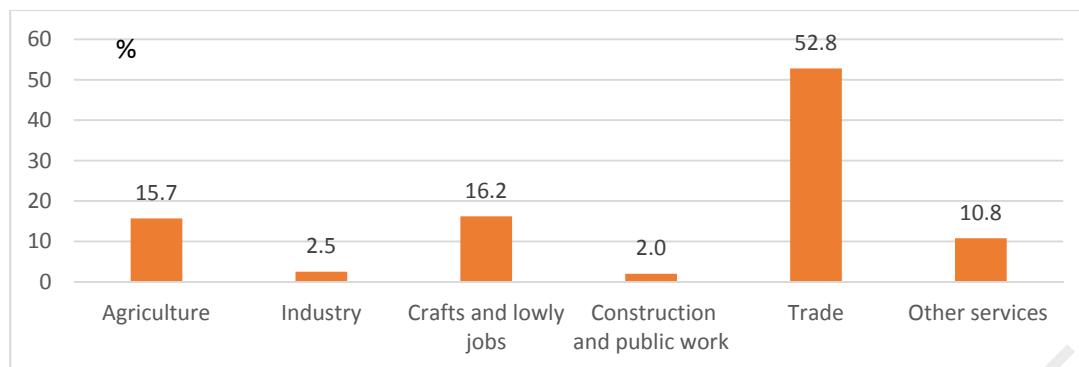


One-third of surveyed employers work in the informal sector, 66% have a business license and 64.5% have social security coverage.

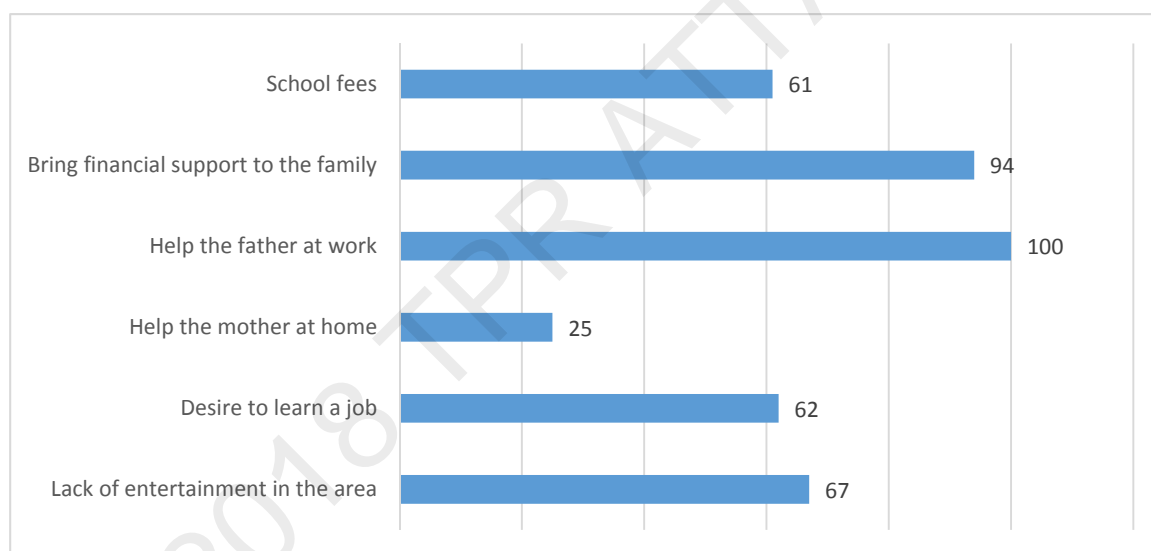
**Graph 9 : Distribution of employers according to number of wage-earners**



As mentioned in the methodological approach, the KAP survey do not seek the representability of the samples in terms of the whole population, given their size, they try, nevertheless, to cater for the diversity of the people surveyed as much as possible. It is in this context that the survey under review included employers in different activity sectors selected in a totally random way from the census districts provided by the INS.

**Graph 10 : Distribution of surveyed employers by sector of activity**

Three-quarters of surveyed employers reported having worked at an early age (150 employers out of 197 surveyed). About 35% of them started working before the age of 13, and 54% between 13 and 16 years old.

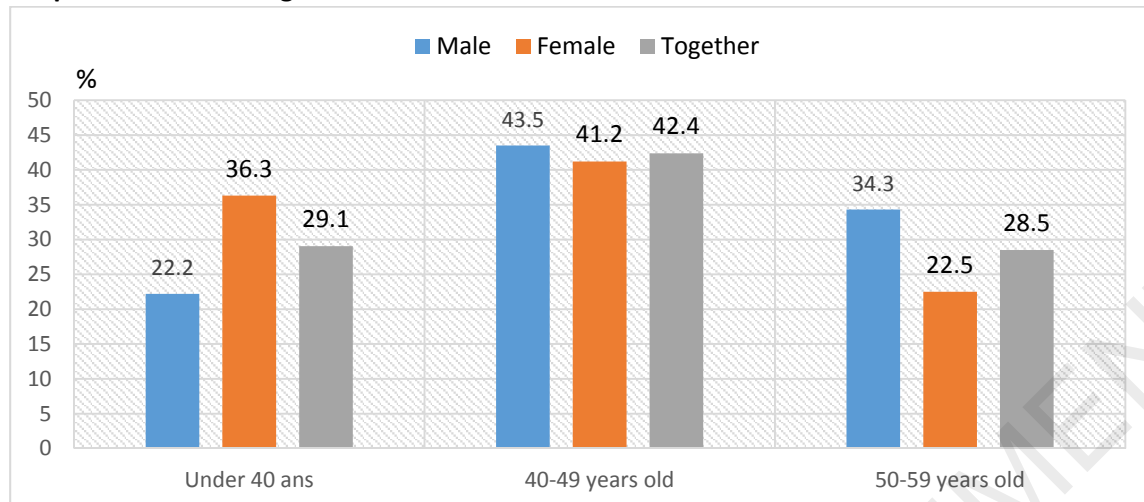
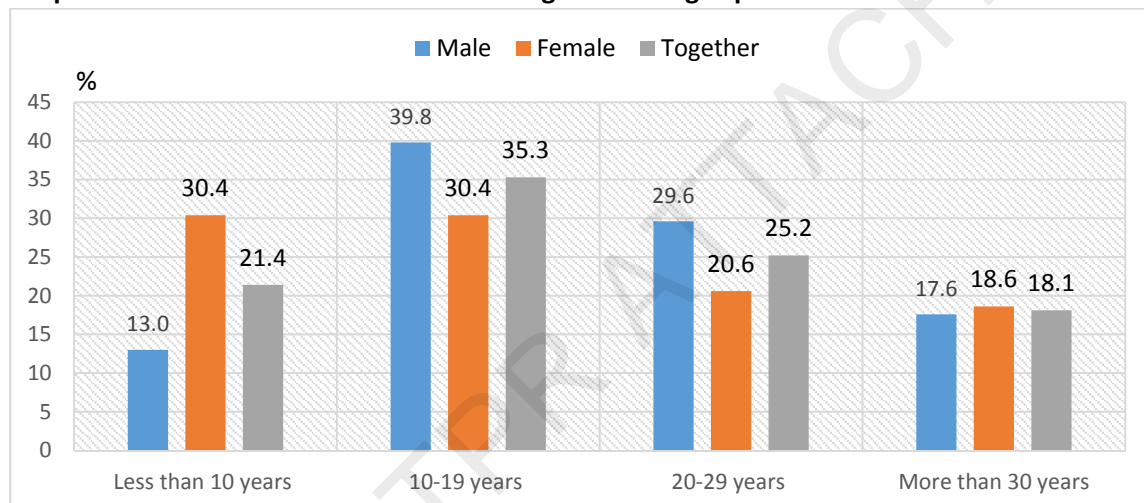
**Graph11 : What were the reasons that pushed you to work at an early age? (Number of verbatim reports) <sup>5</sup>**

#### 6.1.2.4. Teachers' profile

The survey was administered to 210 teachers in the governorates of Jendouba (105) and Sfax (105).

They are classified according to gender with 108 men and 102 women, and according to the living area: 142 in urban and 68 in rural areas. Special consideration was given to the choice of teachers according to their teaching experience in order to gather the information and perceptions of the different teaching generations.

<sup>5</sup>For open questions, graphs are presented in verbatim reports format, that were coded after the field collection phase. The verbatim records of the respondents were coded according to a clear and identical nomenclature for all the surveyed population in order to guarantee the comparison of the answers.

**Graph 12 : Teachers' age distribution****Graph 13 : Distribution of teachers according to teaching experience**

## 6.2. Knowledge<sup>6</sup>

### 6.2.1. Children's situation in Tunisia

The individual interviews with key informants at the central and regional levels were guided by a series of questions common to the 43 interviewed as well as some specific questions related to the key informants' activity sector.

When asked to describe the situation of children in Tunisia, respondents replied that the child situation had undergone a positive evolution, particularly in the health and education sectors. However, it is important to note a development of the phenomenon of children at risk. Tunisian law outlines good protections for children against child labor, however, there are major gaps in both the enforcement of these laws and steps to ensure that these protections are fully in place. School drop-outs and sexual exploitation remain severe problems.

<sup>6</sup> Knowledge is all information acquired about child labor. As a result, it includes the concept of children, hazardous work, regulations and international conventions on child labor, structures and remedies for the violation of child right, intermediation in child labor, etc ...

However, the situation of children in Tunisia, which differs from one region to another, has deteriorated. Many children suffer from poverty and poor living conditions in many parts of the country, pushing them to drop-out of school prematurely and go back to work in poor conditions exposing themselves to health risks. In rural areas, families continue to believe children needs to learn and practice a job to build a personality and be prepared for adulthood, and some of these families do not hesitate to make their children work in parallel with school education, forcing them to perform arduous and hazardous work for their health all day long especially during school holidays and sometimes during and after classes.

Some officials interviewed in Jendouba and Sfax say that the situation of children in Tunisia is difficult, this is due to families giving up their educational role, and children's condition in a social environment broken by divorce. In addition, children are affected by the poor economic conditions and the repercussions of the marginalization of the interior areas, particularly the rural areas, which negatively affects the development of their cognitive, physical and mental capacities.

Consequently, children are abandoned in the street and will be influenced by harmful elements that will automatically lead him to delinquency, or to vagrancy. Children will also be exposed to economic exploitation in the absence of other alternatives such as cultural clubs and youth centers, even though the various stakeholders confirm the existence of a set of laws for child protection in Tunisia.

Workers organizations' members at the grassroots level have indirect knowledge of the issue through their actions and demands to enforce recruitment conditions, which leads them to oppose children's employment. Nevertheless, the measures taken have not translated into actual action to be taken in the fight against this scourge. The UGTT is continuously behind Tunisia's adherence to ILO Conventions 138 and 182, the UGTT's social and solidarity economy initiative aims the transition of the informal sector to the formal economy; the informal sector is indeed an environment that encourages child labor and other scourges. The UGTT insists on creating a platform for social protection.

As to employers' organization, although the phenomenon does not concern the organized or formal sector, there is awareness by all parties who have fully adhered to this national effort to fight against child labor and eventually to eradicate it.

### 6.2.2 Main challenges of being a child (boy / girl) in Tunisia

According to most key informants, Tunisian children are currently confronted with a multiplicity of visions, conceptions and notions, particularly to the new related approaches.

The main challenges<sup>7</sup> for Tunisian children are, according to the majority of respondents, healthy growth, success and overcoming poverty, marginalization and inequality as reflected in the summary of the responses below:

- Obsolete and outdated education system, where classes on ethics/principles are no longer considered as a main subject and no longer in line with new social developments. School success and further education are not encouraged in case of poverty or orphanage. Children must have the opportunity to continue their education and, in case of premature drop-out, benefit from vocational training. Absence of programs to combat early school drop-out which cannot respond to an excessive demand on children's cognitive abilities.
- Protection against all forms of aggression and exploitation. The risk of being on the streets and its impact on children's behavior.

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<sup>7</sup> Question: What are the most important challenges facing a child (boy / girl) in Tunisia?



- Mastering the means of social communication and the invasion of social networks.
- Overcoming poverty is one of the main challenges for a child in Tunisia, pushing some children to drop-out of school and to work to meet their daily needs and putting themselves at risk of multiple dangers/threats. It is highly recommended to bridge the gap between children from coastal cities and those of inland towns in order to secure children's dignity, health, education, transportation and recreation.
- The quantitative and qualitative benefits of assistance, support and leisure services. The absence of cultural activities.
- Most respondents reported that they believed that poverty was the cause of most child labor, along with marginalization and other inequalities. They recognized the link between these factors and the ability for a child to have a healthy upbringing, from food and clothes to education and training. School is essential to build a conscious (mature) and educated person.
- Success and a balanced personality in a social and cultural environment that is facing a significant change in the perception of child rights yet continues to tolerate harmful behaviors to children.

### 6.2.3. Knowledge of the National Action Plan to Fight Against Child Labor (NAP-TN)

Most interviewed key informants, in particular NAP-TN Steering Committee members, have heard about the Plan<sup>8</sup>. They recalled textually its six main axes, which are the following:

- Standardize the legal framework and enrich the legislative system with effective legal mechanisms.
- Strengthen knowledge and build understanding of child labor phenomenon in Tunisia.
- Consolidate protection and prevention mechanisms against child labor.
- Strengthen capacity and upgrade the different structures involved in the fight against child labor.
- Activate the role of education and training in the fight against child labor.
- Intensify awareness campaigns in the fight against child labor

Those who are less involved think that the NAP-TN objectives are:

- Strengthen capacity of governments and socio-economic stakeholders to fight against child labor.
- Develop networking of the different structures involved in the fight against this phenomenon.
- Provide information and data on child labor.
- Upgrade the legislative and regulatory framework.
- Set up an integrated computer system.
- Ensure prevention and child protection.
- Build capacity of stakeholders in the field.
- Oppose all forms of child labor.
- Fight against early school drop-out.
- Implement a national action plan for anticipation and eradication.
- Implement a participatory program bringing together all stakeholders in the field.

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<sup>8</sup> Question: Have you heard about the National Action Plan to Combat Child Labour (NAP-TN), if so, what are the main axes of this plan?

- Consolidate training on this phenomenon
- Strengthen coordination and awareness and put in place monitoring mechanisms on child labor in targeted areas and control children's transition from education to work or training.
- Diagnose to what extent this practice is rooted in society and examine its causes in order to find the appropriate legal and structural reforms to reduce it.

Interviewed Imams say they have never heard of the NAP-TN. In Sfax and Jendouba, respondents do not have a thorough knowledge of this Plan. Their knowledge is superficial and limited to the understanding of the axes about children's protection from possible risks. However, the National Security District of Jendouba said they knew all the axes of the plan including the program "School recovers its children", and they also formed security teams specialized in violence against women, child's protection, compulsory education and the penalization of anyone violating the law.

#### 6.2.4. Knowledge of the provisions of ILO Convention N°138 on Child Labor Minimum Age

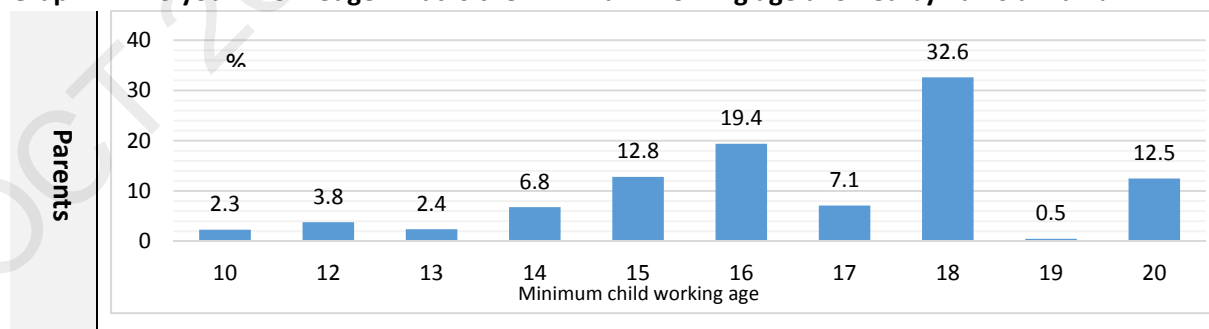
Asked about the provisions of **ILO Convention No. 138 on minimum age for admission to employment**<sup>9</sup>, here again, most interviewees, in particular NAP-TN Steering Committee members, replied by the affirmative, quoting the Convention verbatim or summarizing it.

Some respondents declared that this International Convention adopted by the International Labour Organization in 1973 sets the minimum working age at 15 years and aims at eliminating child labor through the obligation imposed on Member States who adhere to it, to develop mechanisms to ensure compliance with its provisions.

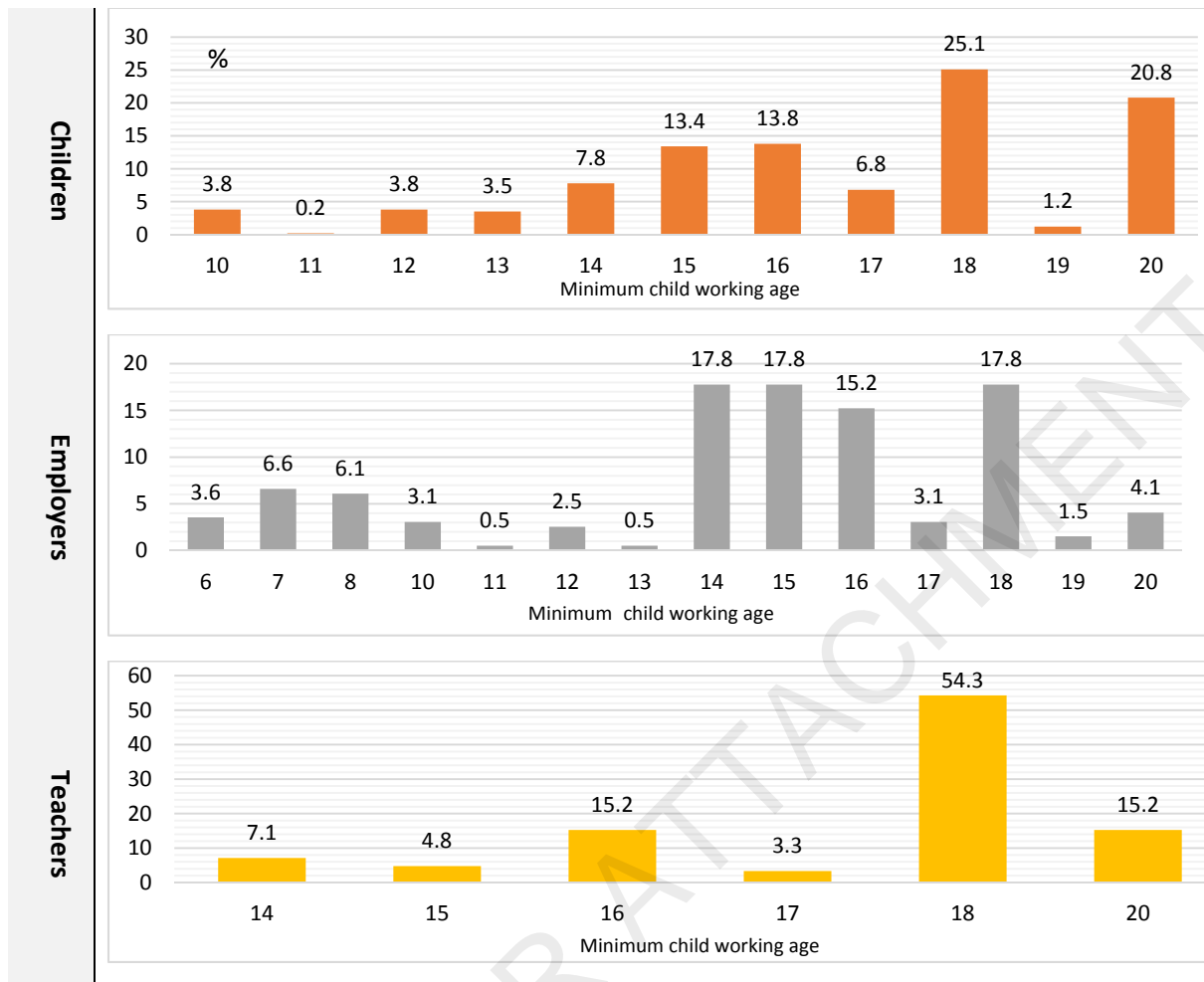
Most interviewees agree that Tunisia ratified this Convention and has worked to comply with its legislation (labor code - collective agreements). For this purpose, the minimum age of work was fixed at 16 years with some exceptions. For other interviewees, the minimum age may not be lower than the age at which compulsory education ceases, not less than 15 years any case.

At the regional level, no interviewee has a good knowledge of the Convention and some determined the minimum age for child labor at 18, while others at 16. The minimum age for admission to employment is set by Tunisian legislation at 16 years of age. Only 19.4% of surveyed parents know this information, 28.1% indicated that the minimum age is between 10 and 15 years, and 32.6% stated that children are allowed to work from 18 years.

**Graph 14 : To your knowledge what is the minimum working age allowed by Tunisian law?**



<sup>9</sup> Question: Do you know the provisions of ILO Convention No. 138 concerning the minimum age for child labor?



Asked about the legal minimum age of employment allowed by Tunisian law, children gave quite diversified answers, showing their lack of knowledge on this aspect. Similarly, employers gave rather mixed responses, 58% think it is legal to employ a child aged 6 to 15, which reflects their ignorance of the basic regulations that govern their activities. On the other hand, for 54% of teachers, the minimum working age allowed by Tunisian law is 18 years, against 15.2% stating that it is rather 20 years and 15.2% who think it is 16 years old.

Regarding **the obstacles to the implementation of ILO International Convention N° 138 on minimum age for admission to employment in Tunisia<sup>10</sup>**, a majority of interviewed key informants believe that the ILO Convention N° 138 is fully implemented concerning child labor in the formal sector, which is not the case with the informal sector, agriculture and domestic work. The informal economy, which is growing at an alarming rate, has become a breeding ground for the indecent use and exploitation of children. Other interviewees consider that there are no obstacles preventing the application of ILO Convention N° 138. They argue that Tunisia has ratified this Convention since 1995 and set the minimum age for employment at 16 years, adding that the ILO did not comment on the application of this Convention in Tunisia.

<sup>10</sup>Question: What are, in your opinion, the obstacles to the implementation of Convention N° 138 concerning the minimum age for child labor in Tunisia?

According to some key informants, the obstacles to the implementation of Convention N° 138 on minimum age for admission to employment in Tunisia are as follows:

- The prevailing attitude and social perception concealing a tacit societal acceptance of child labor.
- The spread of the phenomenon of poverty, premature school drop-out, the rising costs of labor. Poverty is the main obstacle to the application of this Convention, precariousness pushes some families to employ their children to meet their basic needs.
- The multitude of exceptions to the ban on child labor provided by the Tunisian legislator in the Labor Code.
- The flexibility and leniency of Tunisian legislation with regard to the employment of children and the difficulties to control it.
- General lack of collective knowledge, particularly among parents, on the gravity of children's employment and lack of interest in working conditions they endure.
- The declining role of the school in supervising children and the low quality of the education system.
- The Convention is in force on a legal aspect, but in practice we observe that children work, among other things, because of the absence of the State, in certain situations, to reinforce the application of the law.
- Limited social structures and non-governmental organizations to fight against child labor.

The majority of interviewed key informants **on the worst forms of child labor**<sup>11</sup> referred to Article 3 of ILO Convention N° 182 on the worst forms of child labor:

- All forms of slavery or similar practices such as the sale and trafficking of children (forced recruitment for use in armed conflict).
- The use, procuring or offering of a child for the purposes of prostitution or the production of pornographic performances.
- The use, procuring or offering of a child for illicit activities (production and trafficking of drugs).
- Work that, by its nature or the conditions in which it is performed, is likely to harm children's health, safety or morals.

For some interviewed key informants, the worst forms of child labor are:

- Activities that involve child's exploitation and do not respect national laws and international rules.
- Work in areas that pose a threat to children's lives and undermine their dignity.
- Activities that involve child exploitation in illicit sectors such as parallel trade, human trafficking.
- Hazardous activities such as construction site work and mining or work such as slavery, forced labor, child trafficking, prostitution, smuggling, drug trafficking and other illegal work.
- The physical and mental exploitation of a child who has not reached the age of adolescence and his / her coercion to hazardous work in return for a remuneration which can have long-term destructive effects both on children and on the society.
- Domestic work.

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<sup>11</sup> Question: How to define the worst forms of child labor?

According to interviewed imams, Islam forbids such practices and in no way does it tolerate the use of working children at an early age exposing them to hazardous activities that compromise their opportunities for a better future. According to the Qur'anic verse "Do not kill your offspring due to lack of survival means".

According to the interviewed key informants, **the ratification by the Tunisian Government of the ILO Convention N° 182 on the worst forms of child labor**<sup>12</sup> should urge the State to exert maximum effort to prohibit the engagement of children in the worst forms of child labor and provide the necessary and appropriate direct assistance to save children. This ratification is considered insufficient and should be accompanied by practical procedures and mechanisms adapted on the ground, such as organizing awareness-raising campaigns to unify the efforts of all stakeholders and to enforce the law while minimizing tensions and political conflicts. In this perspective, state intervention in ensuring control and monitoring mechanisms is necessary as the state is not playing this role anymore.

The interviewed key informants insisted on more rigor and severity in the application of the Convention and in particular, the provisions of the Recommendation 190 identifying Hazardous work that must be banned. It is vital to insist on the repression of this practice and on the sanctions applicable against the offenders, to integrate the worst forms of child labor in the provisions of the Labor Code, to encourage more coordination between the various stakeholders, in addition to the role of medical inspectors and child protection officers to mitigate the magnitude of this phenomenon and finally, the list of hazardous work should be updated.

#### 6.2.5. Knowledge of Tunisia's legal and regulatory provisions on child labor and the extent of their practical effectiveness

The majority of respondents believe that, although comprehensive and sound on the surface, the legal and institutional framework has demonstrated, in practice, a certain inefficiency in the mitigation of child labor, given the lack of coordination between the stakeholders and the lack of an adequate monitoring system to assess the performance of each actor and to measure the results. In this context, the majority of the imams declare that they do not have enough knowledge of the legislation concerning child protection.

Furthermore, some interviewed key informants think that the laws are scattered and are not grouped in a coherent legislative framework and that the numerous derogations have weakened the severity of the principle and weakened its credibility.

Regarding the legal texts, the answers are rather convergent and state mainly:

- The Constitution: articles 39 and 47.
- ILO Conventions, and in particular N°s 138 and 182.
- The Labor Code, particularly its articles on the employment of children and the implementation texts in this regard.
- The Code of child protection.

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<sup>12</sup> Question: Do you think that the ratification by the Tunisian Government of ILO Convention N° 182 concerning the worst forms of child labor will affect these practices on children? Why?

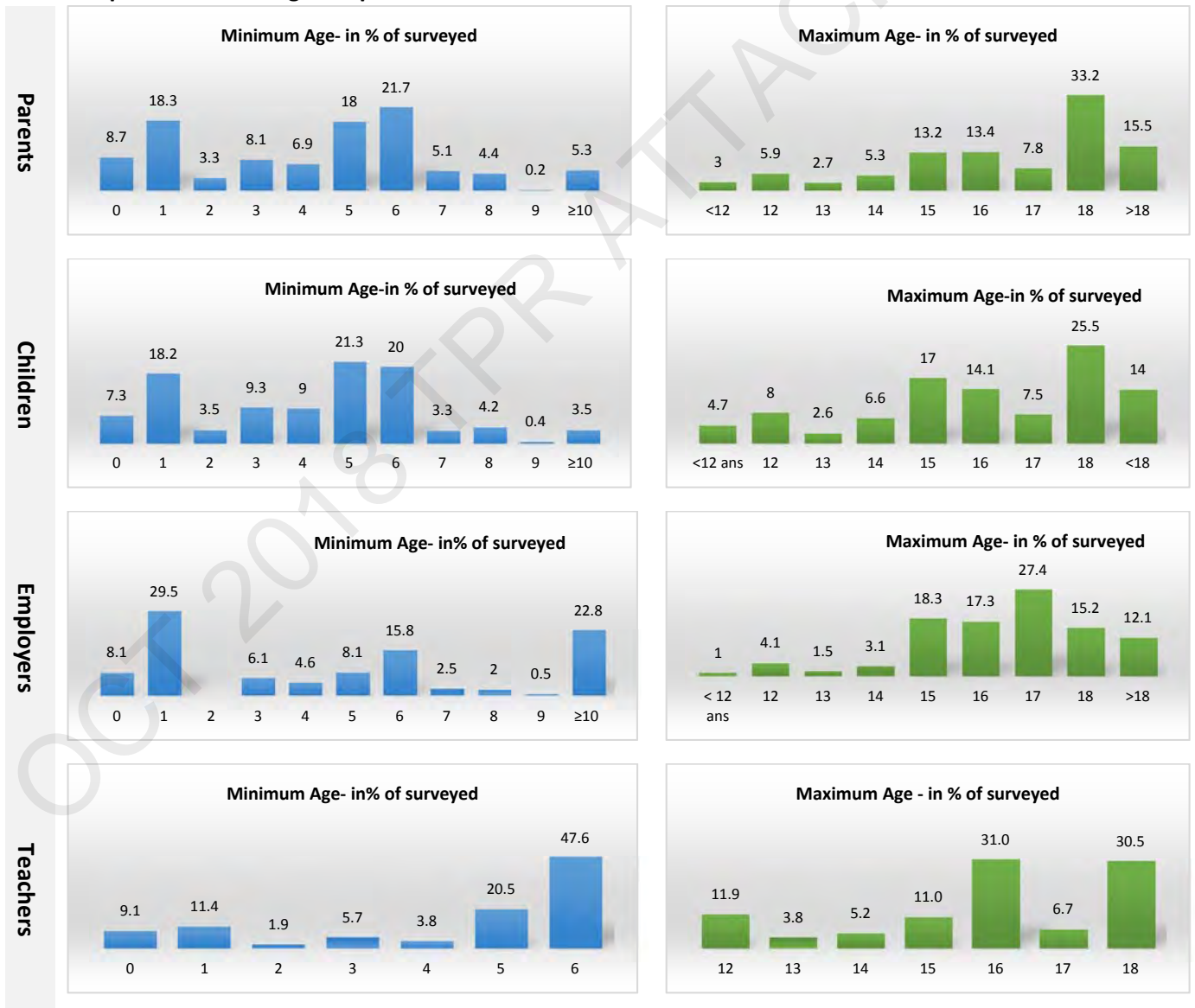
- The Law on Compulsory Education for Children from 6 to 16 years old
- Law No. 2017-13 on specific measures to enforce access to initial vocational training.
- Organic Law 2017-58 on eliminating violence against women (as domestic workers).
- Organic Law No. 2016-61 on the prevention and fight against human trafficking.

### 6.2.6 Definition of « child »

According to international conventions and Tunisian legislation, a child is defined as any human being under the age of 18 years. The term "child" seems difficult to define, a very small number of respondents were able to give the age range to which a child belongs.

When asked about the definition of children, for 21.7% of parents the minimum age of a child is 6 years old and for 33.2% the maximum age is 18 years old. More than 50% define children from 5 years old and 53% under 17 years old.

**Graph 15 : At what age is a person considered a "child"?**



For employers, only 15.2% of 197 employers declared that maximum age is 18, for 31% of employers the maximum age of a child is 16 years. Employer responses on the maximum age of a child are quite diverse.

Teachers confuse the minimum age of a child with the age of compulsory education. Moreover, 30.5% of the 210 teachers declared that it is any person aged up to 18 years old.

### 6.2.7 Child Labor definition<sup>13</sup>

Work is in effort in return of remuneration. Without a legal framework, there is no work but exploitation. According to interviewed key informants, child labor has been increasing in parallel with the spread of the informal sector, which makes enforcing the law and ensuring control quite difficult.

Work is harmful for children as it can negatively affects their psychological and physical states and often pushes them to drop-out from school at an early age or to accept a grueling job that negatively affects their school achievements.

In addition, work is a heavy burden on children and threatens his / her safety and health as well as his / her well-being and hinders schooling and learning. It is exploiting children with underpaid labor as an alternative to adult employment.

Any professional activity that may cause children physical exhaustion or cause illness or force them to drop-out of school, or even have a negative impact on their school performance or mental health is one form of contemporary slavery and child exploitation.

Child labor is described as an activity which does not respect the national legislations and the international conventions in particular with regard to minimum age, the nature and the duration of a hazardous or painful activity. A child who performs an economic activity and receives a remuneration in return but without protection and without a contract is also considered as another form of exploitation.

It is child labor under the age of 16 which negatively affects children's natural growth and their lives. Also, child labor means, for a large majority of surveyed parents and children, school drop-out, unsecure family, poverty and lack of assistance. Nearly two-thirds see child labor as a violation of their rights, exploitation and abuse added to suffering and health risks.

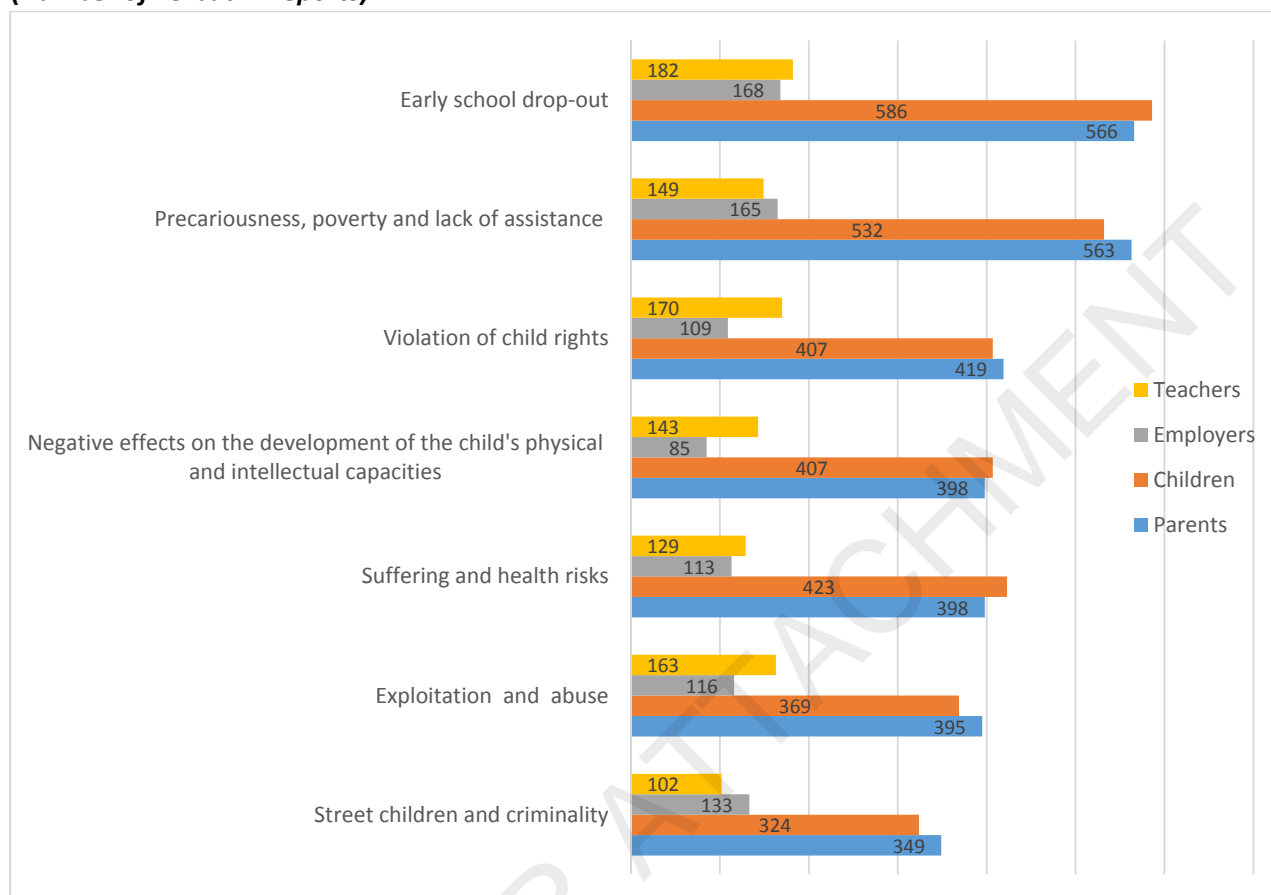
For teachers and employers, child labor automatically raises the problem of school drop-out, violation of child rights, exploitation and abuse and is related to precariousness and poverty.

For a large majority of employers, this phenomenon is one of the causes of juvenile delinquency and exposes children to exploitation, suffering and health risks.

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<sup>13</sup>Question: How to define child labor?

**Graph 16: When you are told "Child Labor", what are the three words that come to your mind (Number of verbatim reports)<sup>14</sup>**



81.8% of surveyed parents report that child labor is a violation of their rights; this figure rises to 82.4% for surveyed children.

**Table 2 : Do you agree / disagree that employing a child is a violation of their rights?**

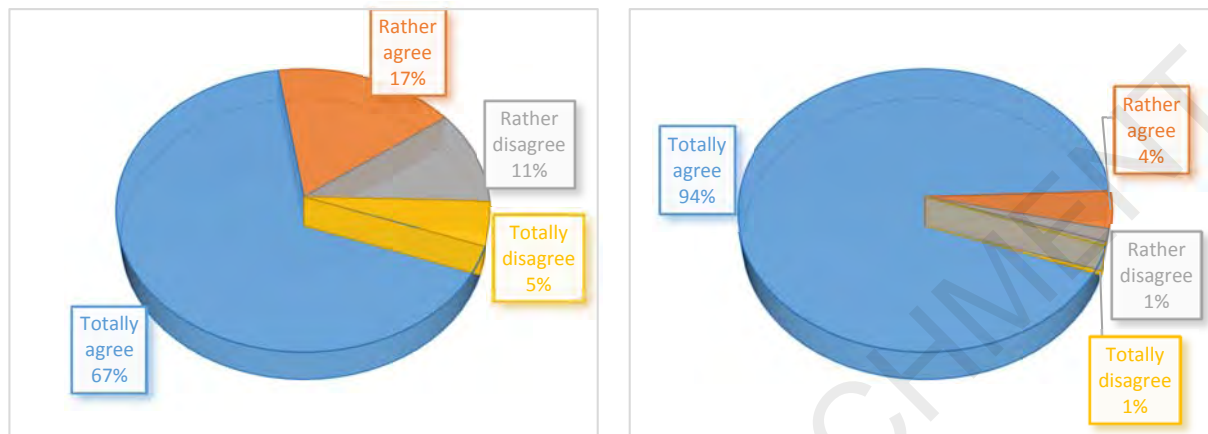
	In%	Male	Female	Urban	Rural	Together
Parents	Totally agree	51.3	62.5	59.8	50.5	55.3
	Rather agree	28.0	23.8	25.7	27.3	26.5
	Rather disagree	15.1	9.6	11.6	14.7	13.1
	Totally disagree	5.6	4.2	2.9	7.5	5.1
	Total	100	100	100	100	100
Children	Totally agree	56.0	64.2	64.6	53.5	59.2
	Rather agree	23.7	22.3	19.6	27	23.2
	Rather disagree	13.6	7.7	11.2	11.3	11.3
	Totally disagree	6.7	5.8	4.6	8.2	6.3
	Total	100	100	100	100	100

<sup>14</sup> Reminder: number of surveyed 665 parents; 665 children; 210 teachers; 197 employers



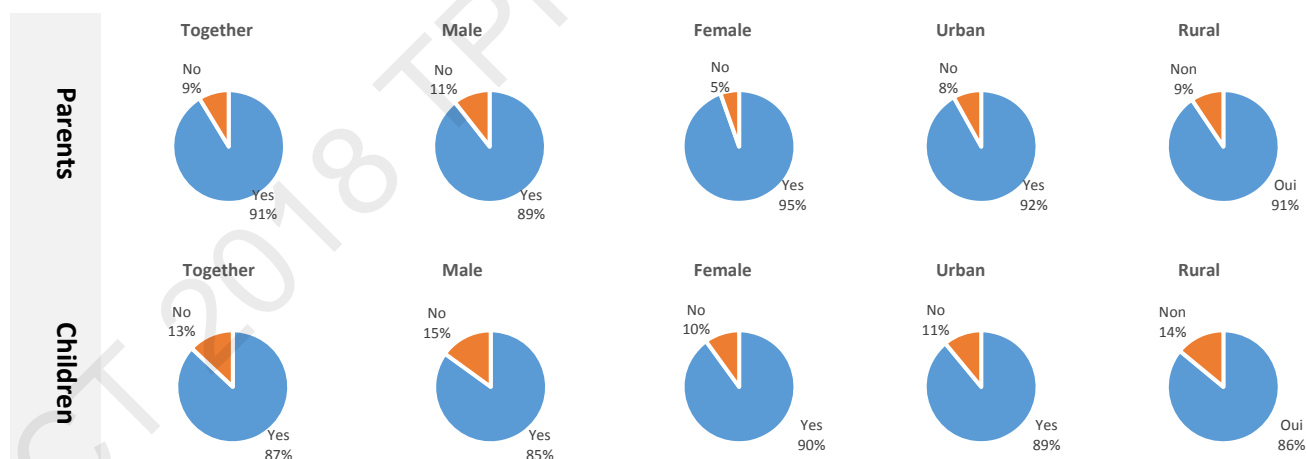
About 84% of surveyed employers and 98% of surveyed teachers say that child labor is a violation of their rights, compared to respectively 5% and 1%, who do not see child labor as a violation of their rights.

**Graph 17: Do you agree / disagree that employing children are a violation of their rights**



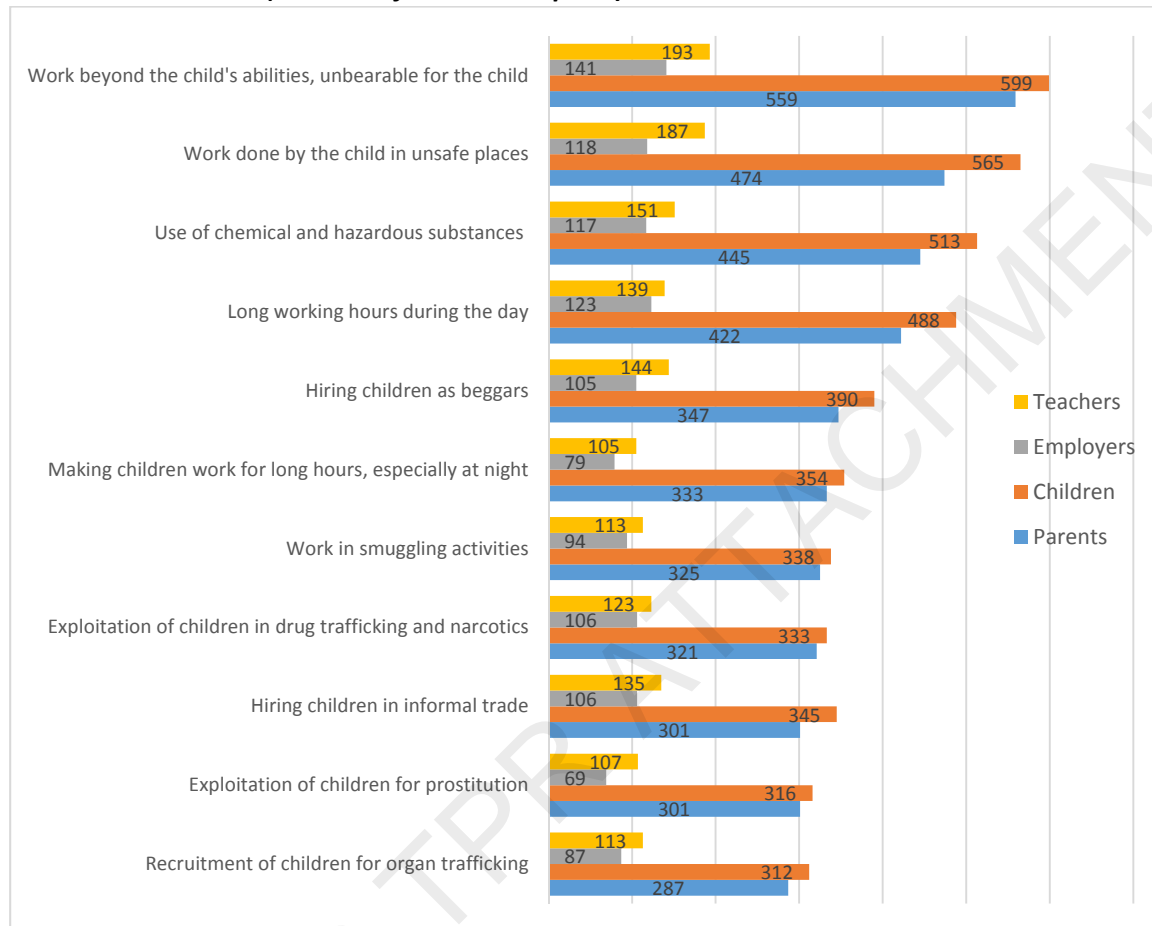
Almost all surveyed parents, children, employers and teachers recognize the existence of hazardous work for children. About 91% of employers and 94% of teachers report being aware of hazardous work executed by children.

**Graph 17 : Do you know if there are hazardous works for children**



According to the statements of surveyed parents, the hazardous work for children are those that harm their mental and sexual integrity, work done in unhealthy and dirty conditions, and work that requires the use of hazardous substances that are harmful to children 's health and safety.

**Graph 18 : If you consider there are hazardous works for children, give three form of work do you consider hazardous? (Number of verbatim reports)<sup>15</sup>**



The factors that push children to work in unsafe conditions<sup>16</sup>, according to interviewed key informants, are dictated primarily by material need, belonging to a needy family and lack of knowledge or underestimation of the risks.

To prevent children working a hazardous work, a majority of the interviewed key informant believe that the educational and cultural factor remains a solid foundation to eliminate children working in hazardous work. However, it is imperative to strengthen staff and prerogatives to ensure continuous control. The following are recommended measures:

- Update the list of hazardous work
- Review the sanctions provided by law to prohibit child labor and intensify penalties
- Law enforcement with more severity and rigor, less tolerant and repressive rules, less lenient and dissuasive enforcement, less permissive attitudes, and more conscious and less subjective risk and danger assessment.
- Reintegration of children who have dropped out of school into a protection system.
- Increase in the number of labor inspectors and child protection delegates.

<sup>15</sup> NB: 607 parents; 581 children; 207 teachers; 179 employers

<sup>16</sup> Question: What factors do you think can prevent children from working in hazardous conditions

- Facilitate the reporting of different cases of child hazardous work.

Other respondents insist on the lack of strict enforcement of the law and the activation of sanctions, deterrence and respect of the legal age. On the other hand, they stress the awareness on the importance of the phenomenon and the significant influence of the education of children in the future society, the introduction of reforms in educational programs, the revision of the training and apprenticeship system to develop working relations in a contractual framework to guarantee the working child rights, finally enhancing citizen knowledge on vocational training and integration centers to guarantee a job.

- The social promotion center in Jendouba denounces the media's role in showing a parent forcing his child or children to drop-out of school and how repressive laws are used to dissuade him. This case must be disseminated in all media, so that such practices would be avoided in the future and the networks of intermediaries dismantled.
- The delegation for child protection in Sfax proposes to allow children to work through children protection delegate with contractual systems securing child rights against all risks.
- National organizations agree that the factors that prevent the employment of a child in hazardous conditions are as follows:
  - Improve the economic and social situation
  - Activate effective control devices
  - Strengthen dedicated human and financial resources in this regard
  - Change the State policy currently powerless and unable to prevent child labor whether risky or not, given the catastrophic impact on children's future and personality.

### 6.2.8. Legalizing child labor

Work is not against children's interest according to 12% of surveyed parents, this proportion reaches 16% in rural areas.

**Table 3 : Do you think that child labor goes against the interest of the child (parents' answers)**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Yes, I believe work is not in the best interests of children	84.5	87	85.4	87.6	94.7	90.3	86.1	91.3	88
No, I do not think work is against the best interests of children	15.5	13	14.6	12.4	5.3	9.7	13.9	8.8	12
<b>Total</b>	100	100	100	100	100	100	100	100	100
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Yes, I believe work is not in the best interests of children	89.1	83.6	85.4	93.1	83.8	90.3	91.9	83.7	88
No, I do not think work is against the best interests of children	10.9	16.4	14.6	6.9	16.2	9.7	8.1	16.3	12
<b>Total</b>	100	100	100	100	100	100	100	100	100

14% surveyed children believe that child labor think that there is no obstacle to child labor. The answers seem homogeneous in terms of gender and context.

**Table 4 : Do you think that child labor goes against the interest of the child (children's answers)**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Yes, I believe work is not in the best interests of children	82.1	88.3	84.4	86.7	90.0	88.0	84.4	89.2	86.3
No, I do not think work is against the best interests of children	17.9	11.7	15.6	13.3	10.0	12.0	15.6	10.8	13.7
<b>Total</b>	100	100	100	100	100	100	100	100	100
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Yes, I believe work is not in the best interests of children	88	82.8	84.4	87.9	88.3	88	87.9	84.6	86.3
No, I do not think work is against the best interests of children	12	17.2	15.6	12.1	11.7	12	12.1	15.4	13.7
<b>Total</b>	100	100	100	100	100	100	100	100	100

Teachers are unanimous, child labor is against their interest, it is not legal for children to work according to 75.7% of surveyed teachers (see table 8).

Employers' perception of child labor revealed conflict in their understanding of child labor. In their opinion, work is not in the interest of children, it is however allowed. The following graph shows that, according to 1 in 4 employers, the legal working age of a child can be between 6 and 12 years old. It is legal for one-third of employers for a 10 years old child to work 2 hours a week and 87% say that Tunisian law allows 14 years old children to do household chores at home.

**Table 5 : Do you think child labor is against children's interest (employers' and teachers' responses)**

	Employers	Teachers
Yes, I think work is not in the children's interest	87.3	99.5
No, I think work is not against the children's interest	12.7	0.5
	100.0	100

Tunisian legislation allows children between the age of 16 and 17 to work in "light" jobs, and from 13 years of age in light agricultural or non-industrial work that is not detrimental to their health and normal development, nor to their school attendance and aptitude and their participation in orientation programs approved by the competent public authorities. In addition, the Labor Code states "No child under the age of 16 is allowed to do light work for **more than two hours a day**"

Most surveyed parents seem to be totally unaware of child labor legislation. Many say they do not know if it is legal for a 10 years old child to work for 2 hours a week.

Nevertheless, more than half the women say that it is not legal for a 10 years old child to work 2 hours a week, this proportion is only 28.2% for men.

**Table 6 : Is it legal to make a 10 years old child work 2hours / week (parents' answers)**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Yes	7.2	9.3	7.9	22.0	13.6	18.9	14.8	11.7	13.7
No	23.7	55.6	34.6	32.6	56.8	41.7	28.2	56.3	38.3
Maybe	15.0	10.2	13.3	27.1	12.9	21.7	21.2	11.7	17.7
I don't know	54.1	25.0	44.1	18.3	16.7	17.7	35.8	20.4	30.2
<b>Total</b>	100	100	100	100	100	100	100	100	100

	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Yes	7.9	7.9	7.9	16.7	23.8	18.9	14.2	13.2	13.7
No	41.6	31.3	34.6	42.0	41.0	41.7	41.9	34.5	38.3
Maybe	7.9	15.9	13.3	25.7	12.4	21.7	20.5	14.7	17.7
I don't know	42.6	44.9	44.1	15.5	22.9	17.7	23.4	37.6	30.2
<b>Total</b>	100	100	100	100	100	100	100	100	100

The work of a 10 years old child for 2 hours per week is not legal according to 33.7% of surveyed children, against 7.4% who think it is legal. Nevertheless, the majority do not know if it is legal to employ a 10 years old child.

**Table 7 : Is it legal to make a 10 years old child work 2hours / week (children's answers)**

En %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Yes	7.7	5	6.7	9	6.4	8	8.4	5.8	7.4
No	30.3	35	32.1	38.1	30.7	35.1	34.3	32.7	33.7
Maybe	13.8	10	12.4	21.4	21.4	21.4	17.8	16.2	17.1
I don't know	48.2	50	48.9	31.4	41.4	35.4	39.5	45.4	41.8
<b>Total</b>	100	100	100	100	100	100	100	100	100
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Yes	8.0	6.0	6.7	6.1	12.6	8.0	6.6	8.2	7.4
No	37.0	29.8	32.1	32.4	41.7	35.1	33.7	33.6	33.7
Maybe	8.0	14.4	12.4	25.1	12.6	21.4	20.2	13.8	17.1
I don't know	47.0	49.8	48.9	36.4	33.0	35.4	39.5	44.3	41.8
<b>Total</b>	100	100	100	100	100	100	100	100	100

Teachers are unanimous, child labor is against their interest, it is not legal for children to work according to 75.7% of surveyed teachers, while only 33% of employers think it's illegal to employ a 10- year- old 2h per week, 25.9% of employers do not know if it is legal or not and 32.5% say that the work of a 10 years old child for 2 hours per week is totally legal.

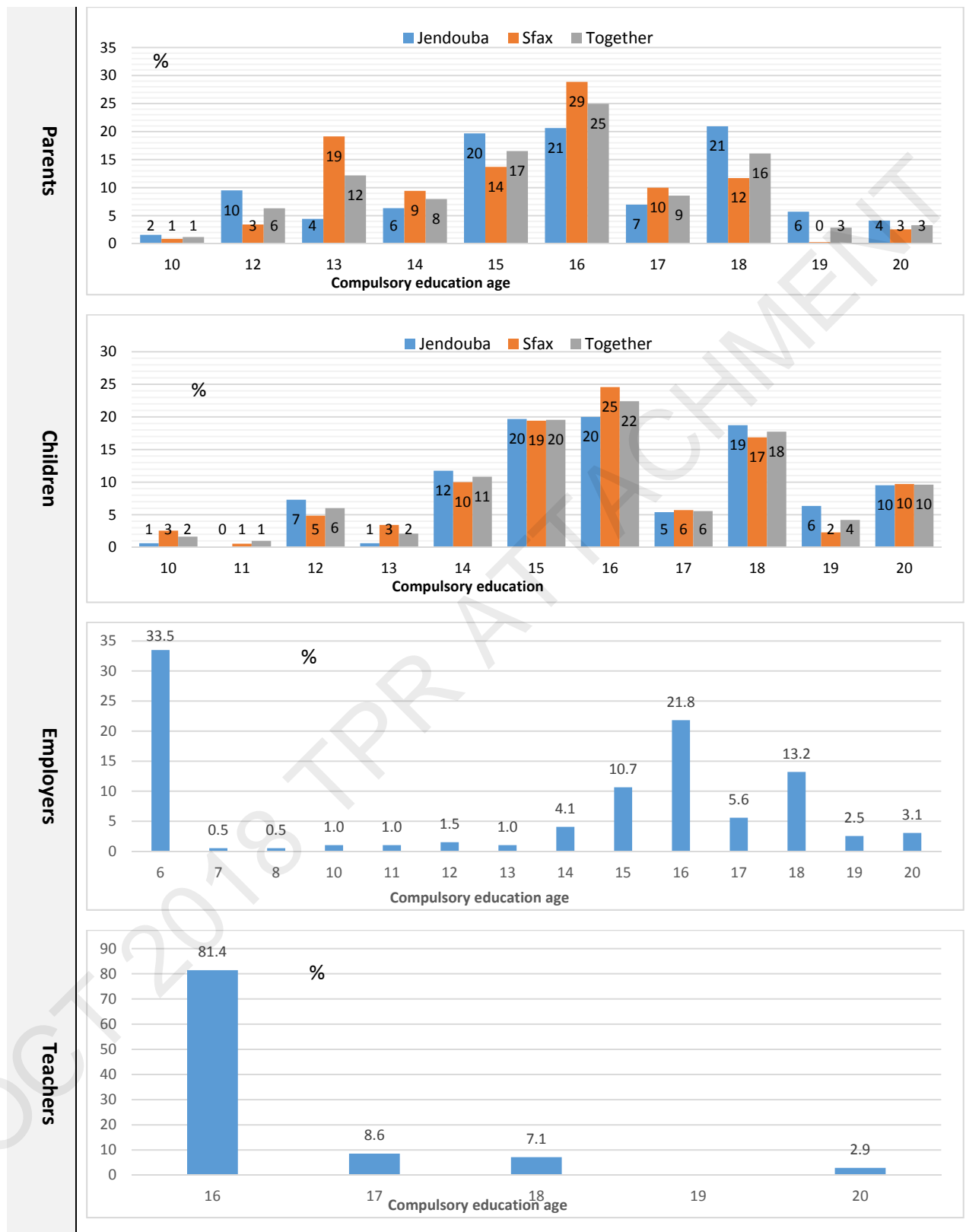
**Table 8 : Is it legal for a 10 years old child to work 2h / week (employers' and teachers' answers)**

	Employers	Teachers
Yes	32.5	5.7
No	33.0	75.7
Maybe	8.6	12.4
I don't know	25.9	6.2
	100.0	100

### 6.2.9. Compulsory education and children housework

Since 1991, basic education has been compulsory for all children aged 6 to 16 years. According to the survey results, only one in four parents (25%) know the exact age of compulsory education and 44% consider that the compulsory age is less than 16 years. About 22% of children report that the mandatory age of education is 16, 20% state that it is 15, and 58% of children provide quite varied responses ranging from 10 to 20 years.

**Graph 19 : To your knowledge, up to what age is education compulsory for all children according to Tunisian law?**

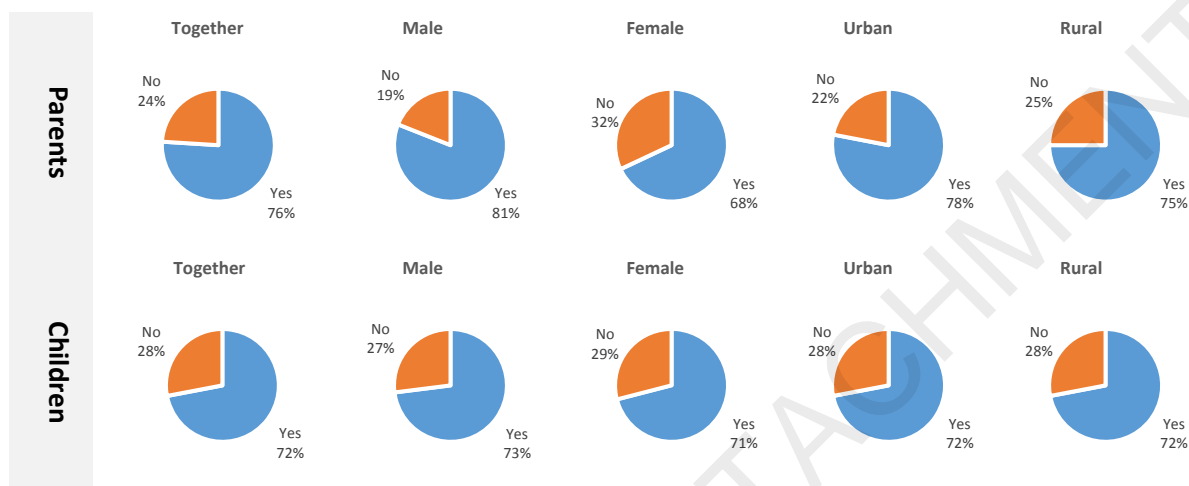


One third of employers state that education is compulsory until the age of 6, this is perhaps a misunderstanding, 21.8% of employers say that education is compulsory until 16 years, this information is confirmed by 81.4% of teachers.

For 76% of parents, a 14 years old child can do household chore. This proportion is 81% for men, compared to 68% for women, a difference of 13 points.

72% of Tunisian children say that Tunisian law allows 14 years old children to do household chores, while 28% say that the law does not allow such practices.

**Graph 20 : According to Tunisian law, can a child of 14 years old do household chores?**



**Table 9 : According to Tunisian Law, can a child of 14 years do household chores?**

	Employers	Teachers
Yes	86.8	74.8
No	13.2	25.2
	100.0	100

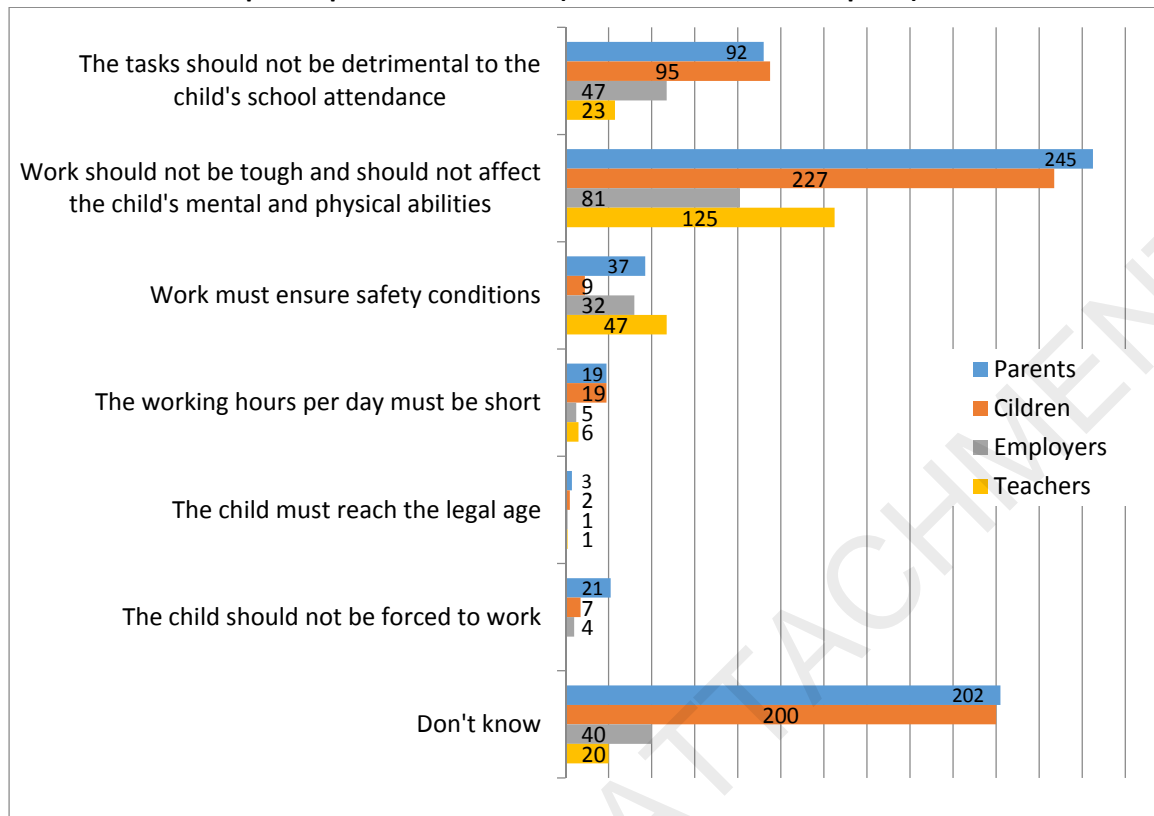
Nearly 87% of employers and 75% of teachers believe that Tunisian law allows 14 years old children to do household chores.

Parents who claim that it is perfectly legal for a 14 years old child to do household chores (508 parents) set as a condition that the tasks should not be heavy (according to 245 parents) or that they do not prevent children from going to school (92 parents).

Surveyed children show practically the same trends, except for work safety required by only 9 children. Teachers and, to a lesser extent, employers are many to point out the risks for children who do household chores as it impacts on their mental and physical abilities.

Nevertheless, 202 parents do not know what the prerequisites for child household chore is.

**Graph 21 : If you think that Tunisian legislation allows a 14 years old child to do household chores, what would be the pre-requisite conditions? (Number of verbatim reports)<sup>17</sup>**



Those who believe that Tunisian law does not allow household chores of a 14 years old child argue that:

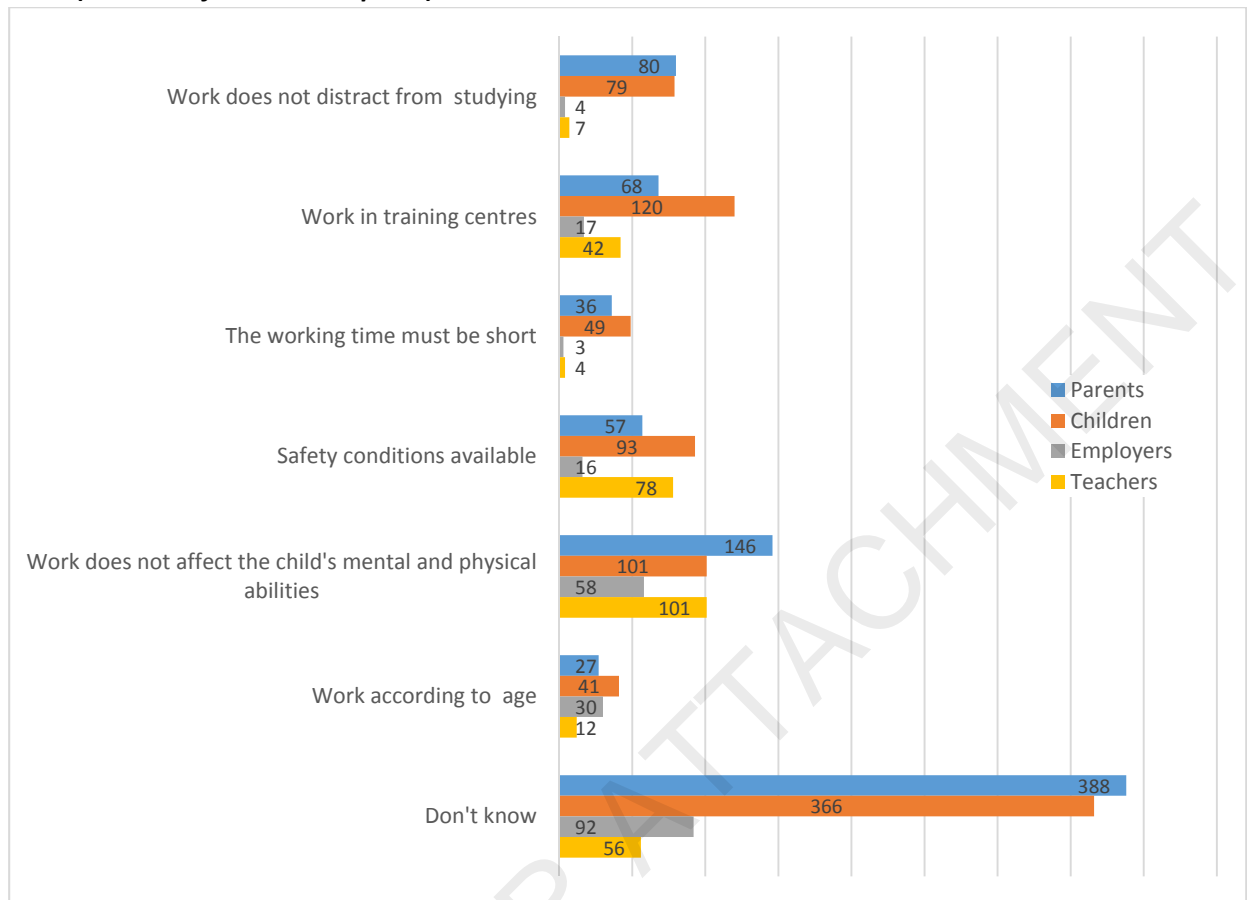
- These activities are detrimental to their school education;
- Children cannot cope with housework because of their age;
- Children at this age do not have the physical ability to take care of household chores;
- It is a violation of child right.

The answers collected indicate a complete lack of understanding of the rules governing the employment of children over 16 years of age. Indeed, more than 50% of parents, children and employers report that they have no knowledge of these legal aspects, and the rest, including teachers, give responses not related to this matter.

<sup>17</sup> Compared to: 508 parents, 479 children, 171 employers and 157 teachers



**Graph 22 : What are the legal parameters under which is it legal to employ children over 16 years old? (Number of verbatim reports)<sup>18</sup>**



### 6.2.10. Supervision structures

Regarding the structures that could inform the citizen about the eligibility for a child to work, parents questioned quote the Regional Delegate for Child Protection, followed by the Regional Directorate for Women and Children. Social welfare under MSA. The municipality is mentioned last, preceded by NGOs, UGTT, UTICA, UTAP, the governorate and the media.

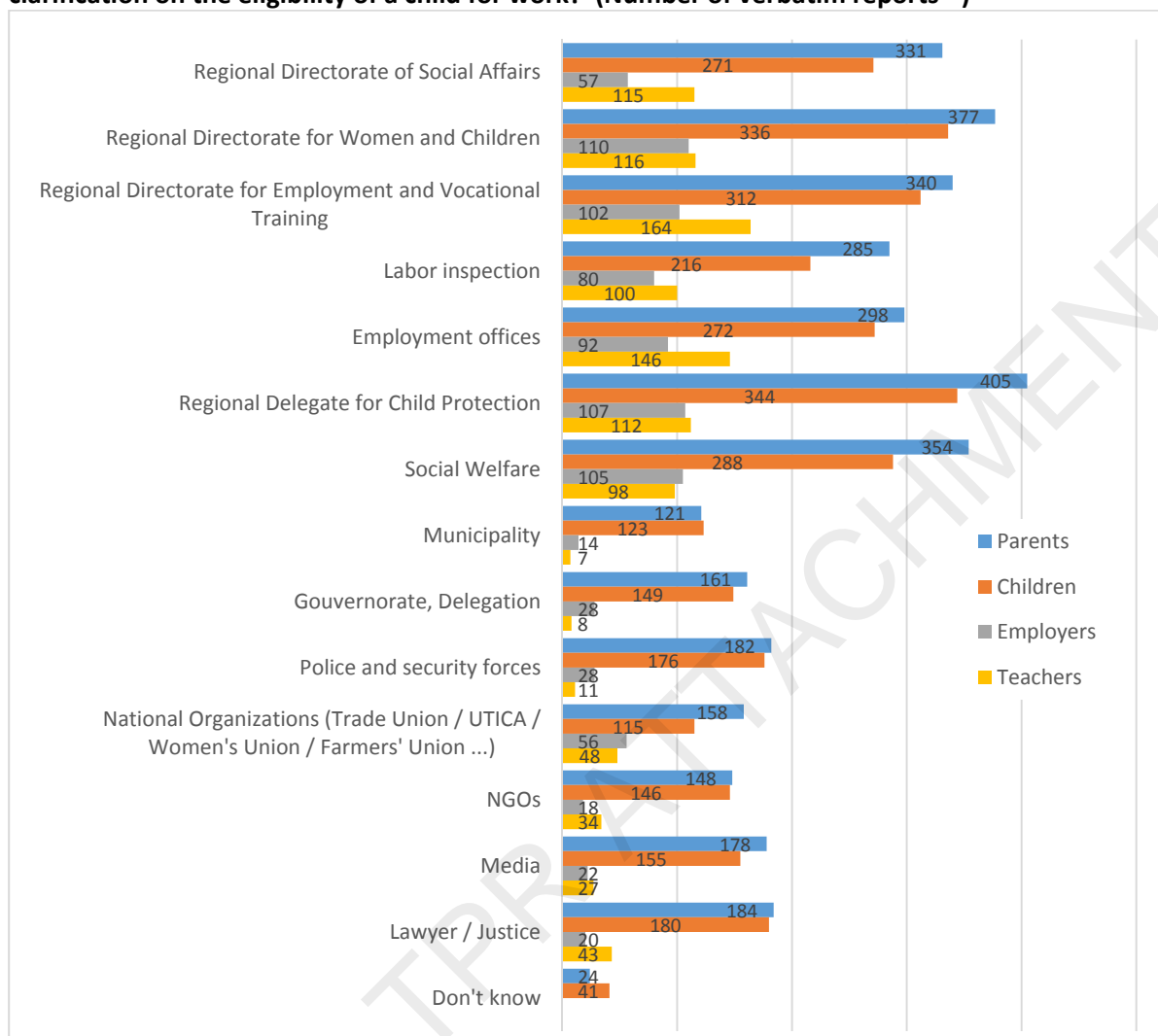
Most children do not know the structures that provide clarification on the eligibility of children to work. The regional delegate for child protection and the regional directorate for women and children are nonetheless cited by more than half of those surveyed.

Employers put in the first place the regional delegate for child protection followed by the police and the security force, the regional directorate of women and children and social welfare. The municipality and the delegation are quoted in the last position, preceded by NGO.

Unlike the other categories of respondents, teachers refer to vocational training as the main institution that can provide advice on child labor. The employment offices are cited as the second source of information on this subject.

<sup>18</sup> Compared to: 665 parents, 665 children, 197 employers and 210 teachers

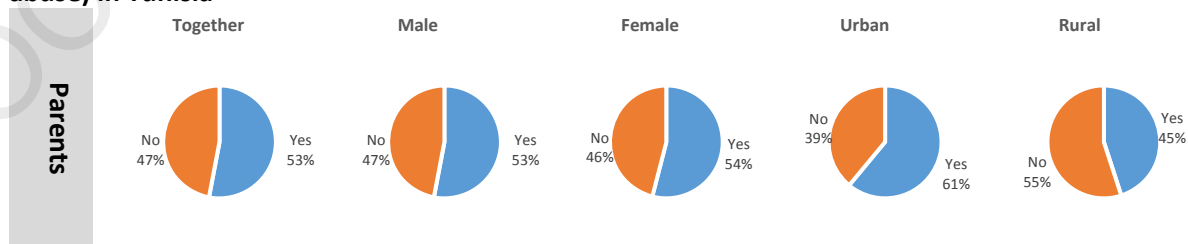
**Graph 23 : What are the structures / institutions where the Tunisian citizen can get legal clarification on the eligibility of a child for work? (Number of verbatim reports<sup>19</sup>)**



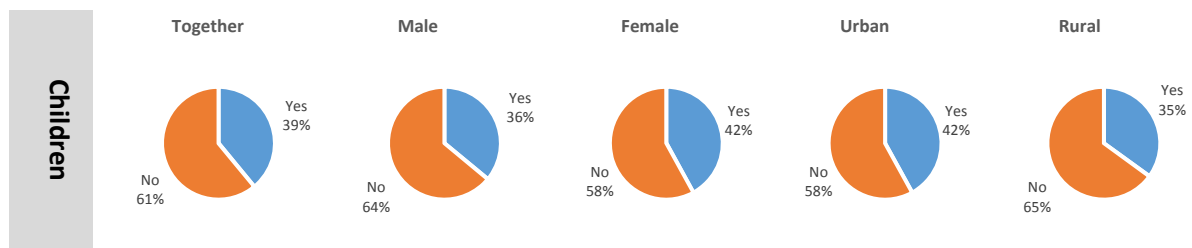
Nearly 47% of surveyed parents ignore know how to report child rights violations. In rural areas this proportion is higher with 55% of surveyed parents.

In addition, about two-thirds of surveyed children do not know how to report child rights violations. The same is true for 33.5% of employers. As to teachers, they appear to be the best to know about the means of denouncing child rights violation

**Graph 24 : Do you know how to denounce the violations of child rights (child labor, exploitation, abuse) in Tunisia**



<sup>19</sup>Compared to: 665 parents, 665 children, 197 employers and 210 teachers



**Table 10 : Do you know how to denounce the violations of child rights (child labor, exploitation, abuse) in Tunisia**

	Employers	Teachers
Yes	66.5	86.2
No	33.5	13.8
	100.0	100

Parents who report knowing how to denounce violations of child rights account for 53% (352 parents). Some of them report first to the regional delegate for child protection (282 parents, or 80%), the regional employment office (275 parents, or 78%), the Regional Directorate for Women and Children Affairs (241 parents, 68%), the regional authorities (municipality, delegation) are mentioned only by a minority of parents.

Regarding children, 255 among 665 (39%) surveyed children said they know how to report child rights violations. Asked about the structures to which they could report, these children indicate as a priority the regional delegate for the child protection (192 children, 75%), the Regional Directorate of women and children (163 children, or 64%) and the National Police / National Guard (145 children, 57%).

Among the 131 employers who said they knew how to denounce violations of children's rights, only a small number suggest going to the regional child protection officer (85 employers, 65%) or to social welfare (67 employers, 51%).

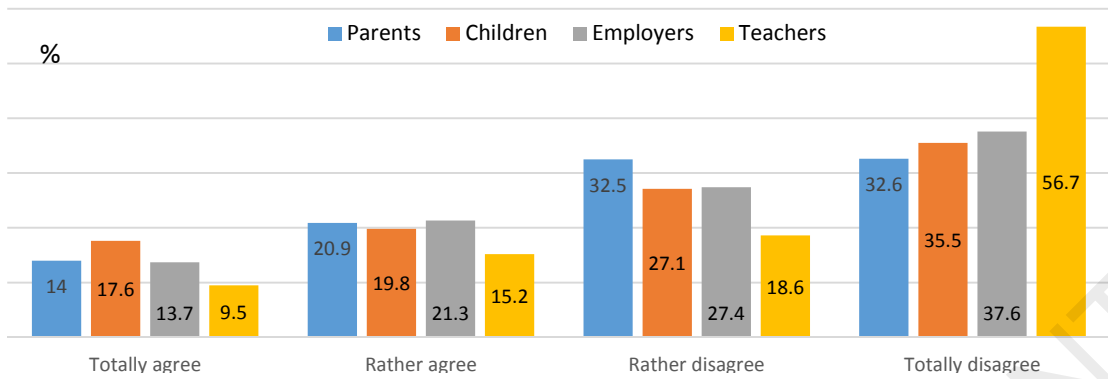
The 181 teachers who claimed to know how to report violations of child rights suggest reporting to the regional child protection centers (166 teachers, 92%), the Regional Directorate for Women and Children (111, 61%), the Regional Directorate of Social Affairs (83 teachers, 46%) and Social Welfare (73 teachers, 40%).

#### 6.2.11. Knowledge about the impacts of child labor

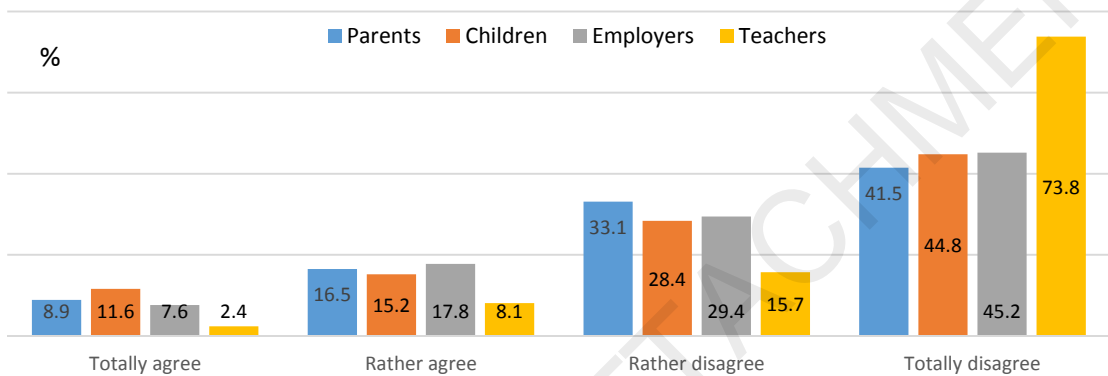
Child labor improves the financial situation of households according to 38% of surveyed children, it helps families to overcome poverty for 27% of surveyed children. On the other hand, work is a determinant factor in transmitting intergenerational poverty according to 41% of surveyed children.

Again, the analysis of the KAP survey results concerning employers reveals a big confusion in their perception of child labor. It is indicated above that for a large majority of surveyed employers, child labor is against their interest, while the graphs below show that child labor is perceived as a factor that allows to improve the material situation and the living conditions of families in the short term (according to 35% of employers), it also allows families to overcome poverty (according to 25.4%) and it is not a factor that perpetuates intergenerational poverty (according to 64% of employers).

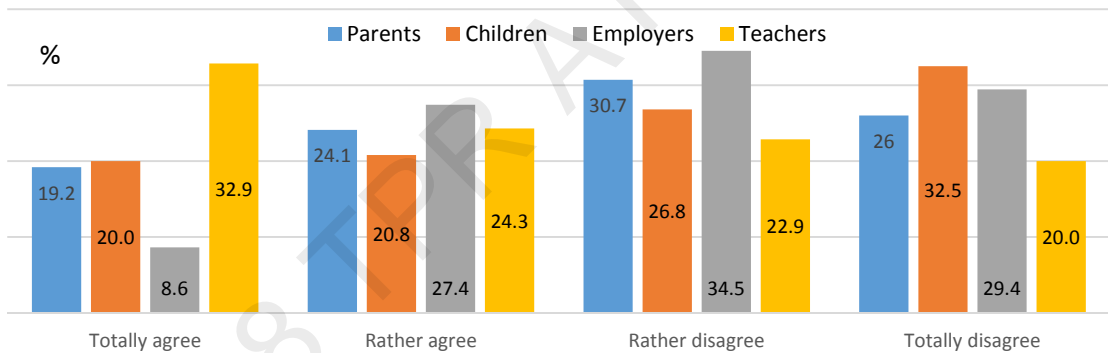
**Graph 25 : Child labor improves the material situation and the living conditions of their families in the short term**



**Graph 26 : Child labor enables families to overcome poverty**



**Graph 27 : Child labor perpetuates intergeneration poverty from generation to generation**



In the short run, child labor could improve the living conditions of some families, according to 25% of teachers, but it does not allow to overcome poverty in the long run. Teachers' views differ on inherited poverty. In fact, 57% of teachers agree that child labor perpetuates poverty, while 43% have a contrary opinion.

Parents' perceptions on child labor remain mixed. In fact, for nearly 35% child labor improves the material situation and living conditions of their families in the short term, 26% believe that child labor enables the family to overcome poverty and 57% do not disagree that child labor perpetuates intergeneration poverty.

**Table 11 : Please indicate whether you agree or disagree on the following statements (parents' answers by governorate, gender and area)**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
<b>Does child labor improve the material situation and living conditions of the families in the short term?</b>									
Totally agree	23.7	13.9	20.3	9.6	6.1	8.3	16.5	9.6	14
Rather agree	20.3	13	17.8	22	26.5	23.7	21.2	20.4	20.9
Rather disagree	29	38	32.1	28.4	40.2	32.9	28.7	39.2	32.5
Totally disagree	27.1	35.2	29.8	39.9	27.3	35.1	33.6	30.8	32.6
<b>Child labor enables families to overcome poverty</b>									
Totally agree	13.5	12	13	5.5	4.5	5.1	9.4	7.9	8.9
Rather agree	17.9	15.7	17.1	18.3	12.1	16.0	18.1	13.8	16.5
Rather disagree	38.2	29.6	35.2	27.5	37.1	31.1	32.7	33.8	33.1
Totally disagree	30.4	42.6	34.6	48.6	46.2	47.7	39.8	44.6	41.5
<b>Child labor perpetuates intergeneration poverty</b>									
Totally agree	19.3	25	21.3	23.9	6.8	17.4	21.6	15	19.2
Rather agree	24.6	25	24.8	30.7	11.4	23.4	27.8	17.5	24.1
Rather disagree	33.3	26.9	31.1	23.4	41.7	30.3	28.2	35	30.7
Totally disagree	22.7	23.1	22.9	22	40.2	28.9	22.4	32.5	26
Total	100	100	100	100	100	100	100	100	100

In %	Jendouba			Sfax			Together		
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
<b>Does child labor improve the material situation and living conditions of the families in the short run?</b>									
Totally agree	14.9	22.9	20.3	7.3	10.5	8.3	9.4	18.8	14
Rather agree	18.8	17.3	17.8	20	32.4	23.7	19.7	22.3	20.9
Rather disagree	30.7	32.7	32.1	34.3	29.5	32.9	33.2	31.7	32.5
Totally disagree	35.6	27.1	29.8	38.4	27.6	35.1	37.6	27.3	32.6
<b>Child labor enables families to overcome poverty</b>									
Totally agree	10.9	14	13	3.7	8.6	5.1	5.8	12.2	8.9
Rather agree	13.9	18.7	17.1	11.4	26.7	16	12.1	21.3	16.5
Rather disagree	31.7	36.9	35.2	32.2	28.6	31.1	32.1	34.2	33.1
Totally disagree	43.6	30.4	34.6	52.7	36.2	47.7	50	32.5	41.5
<b>Child labor perpetuates intergeneration poverty</b>									
Totally agree	19.8	22	21.3	20.4	10.5	17.4	20.2	18.2	19.2
Rather agree	24.8	24.8	24.8	22.4	25.7	23.4	23.1	25.1	24.1
Rather disagree	31.7	30.8	31.1	24.5	43.8	30.3	26.6	35.1	30.7
Totally disagree	23.8	22.4	22.9	32.7	20	28.9	30.1	21.6	26
Total	100	100	100	100	100	100	100	100	100

If a child work, its situation will be worse than that of his parents according to the statements of 42% of surveyed parents, the same proportion states that the future of a working child will be similar to his parents'. This result should be interpreted with caution, parents may, in some cases, project their own situations and relate their disappointment to the current difficult situation in the country.

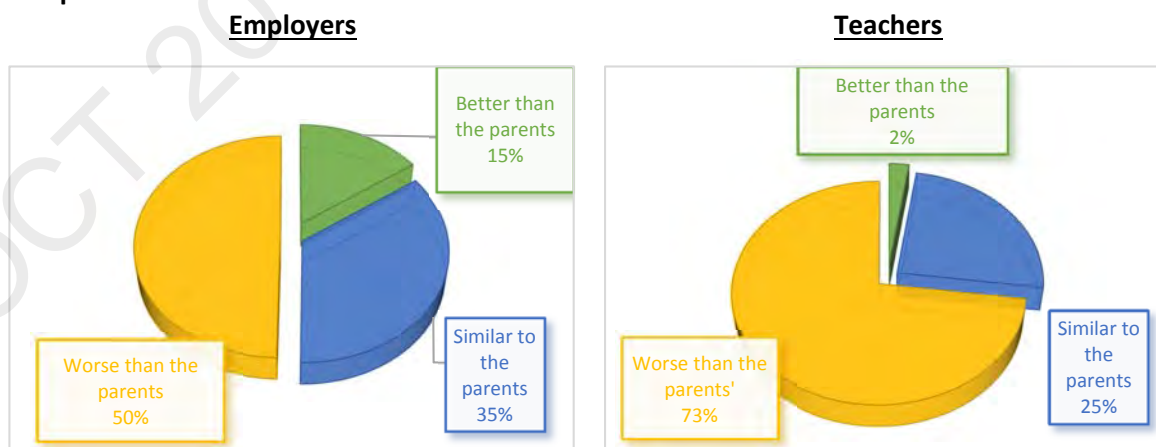
The next table shows children's point of view for the same question and provide a perspective of difference between parents and children. 44% of surveyed children say that their situation will be worse compare to their parents, versus 37% who believe that their future will be similar to that of their parents and 19% think it will be better.

**Table 12 : If children work to you think their future will be:**

	In %	Jendouba			Sfax			Together			
		Male	Female	Together	Male	Female	Together	Male	Female	Together	
<b>Parents</b>	Better than their parents	11	11	11	25	13	20	18	12	16	
	Similar to their parents	52	45	50	35	34	35	44	39	42	
	Worse than their parents	37	44	39	40	53	45	38	49	42	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
			<b>Urban</b>	<b>Rural</b>	<b>Together</b>	<b>Urban</b>	<b>Rural</b>	<b>Together</b>	<b>Urban</b>	<b>Rural</b>	<b>Together</b>
	Better than their parents	13	10	11	20	20	20	18	13	16	
	Similar to their parents	45	52	50	28	51	35	33	52	42	
	Worse than their parents	42	38	39	52	29	45	49	35	42	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
	<b>Children</b>			<b>Urban</b>	<b>Rural</b>	<b>Together</b>	<b>Urban</b>	<b>Rural</b>	<b>Together</b>	<b>Urban</b>	<b>Rural</b>
Better than their parents		14	8	12	28	22	26	21	16	19	
Similar to their parents		50	43	47	28	27	27	39	34	37	
Worse than their parents		36	49	41	44	51	47	40	50	44	
<b>Total</b>		100	100	100	100	100	100	100	100	100	
Better than their parents		10	13	12	23	31	26	19	19	19	
Similar to their parents		47	47	47	24	37	27	30	44	37	
Worse than their parents		43	40	41	53	32	47	51	37	44	
<b>Total</b>		100	100	100	100	100	100	100	100	100	
Better than their parents		100	100	100	100	100	100	100	100	100	

A majority of surveyed employers (85%) admits that the future of working children will be worse (50%) if not similar (35%) to that of their parents. Working children are very likely to live in worse conditions than their parents', according to 73% of teachers, it would be similar to parents for 25% of surveyed teachers and better for only 2% of them.

**Graph 28 : If a child is employed, do you think his/her future will be better, worse or similar than their parents?**

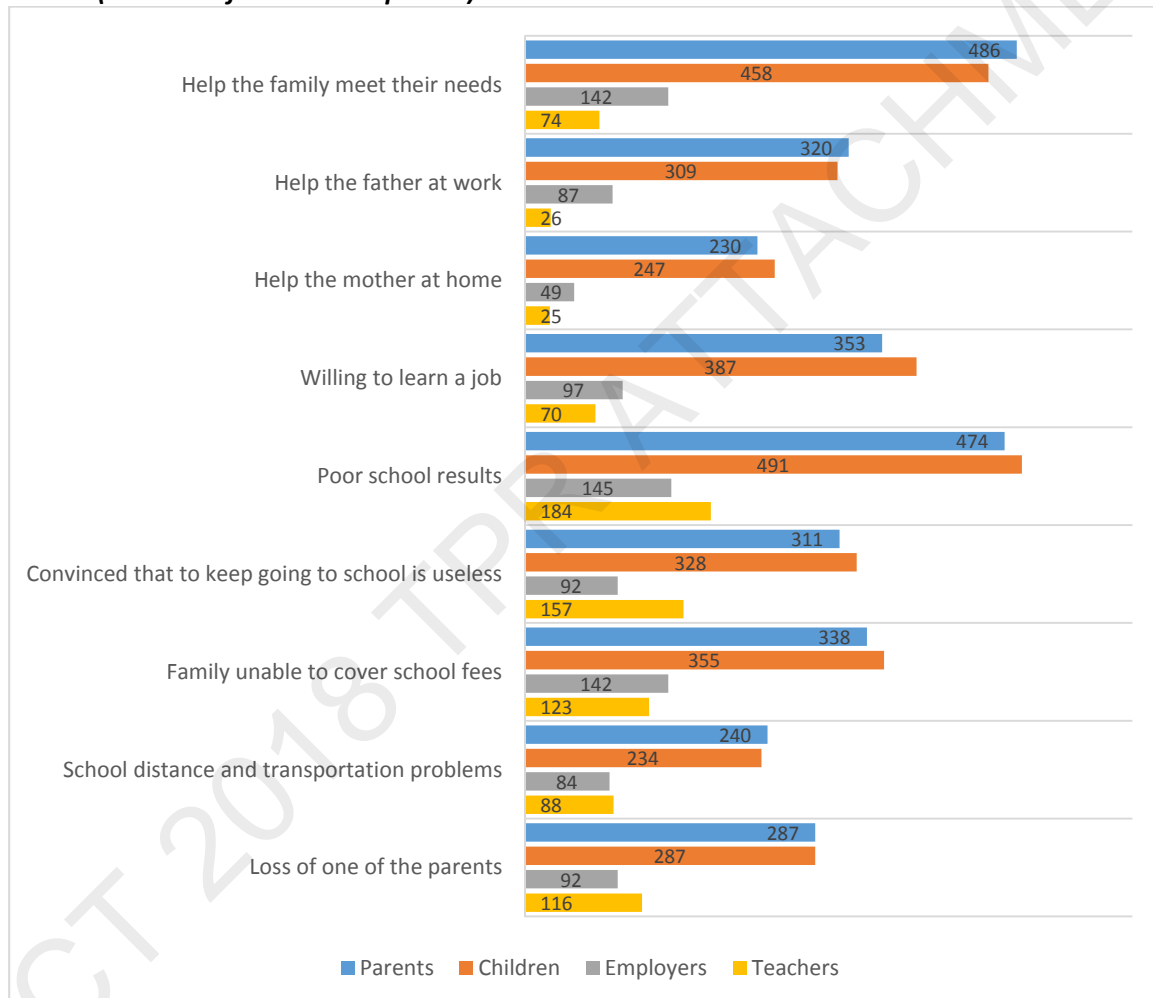


The main reasons given by parents that push children to leave school to look for a job are the need to help the family and the poor school results and failure. Surveyed children state that poor school results and lack of resources for basic family needs are the main reasons to drop-out of school.

According to surveyed employers, children who dropped out of school to look for a job are mainly motivated by low school achievement, the incapacity to cope with school expenses and the will to help their families meet their needs.

For teachers, the factors that cause children to drop-out to look for a job are: low school achievement, children's belief that to continue to go to school would be useless and time wasting, the family is unable to cover school fees and the loss of one parent.

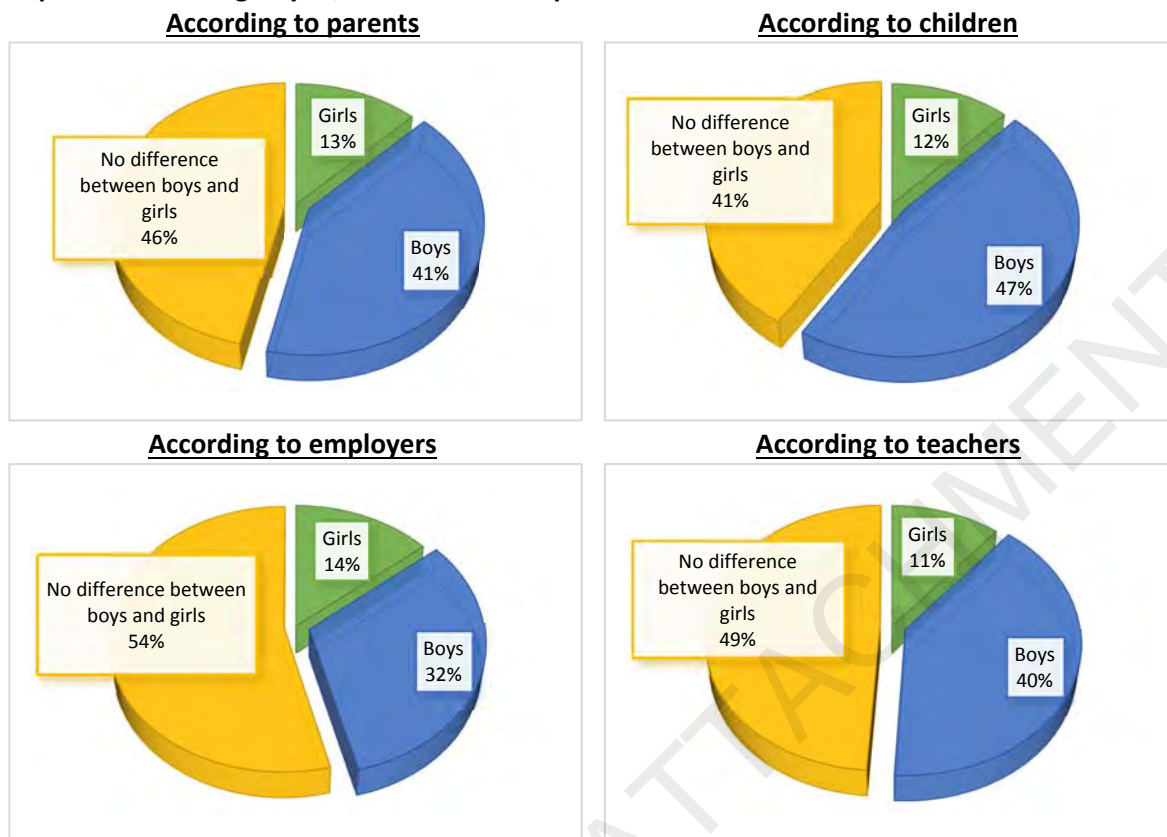
**Graph 29 : What are the three mains reasons that motivate children to drop-out of school to work? (Number of verbatim reports<sup>20</sup>)**



Between 41% and 54% of all respondents consider that there is no difference between the number of working boys and girls. For those who consider that there is a difference, between 32% to 47% think that boys are more exposed to work than girls.

<sup>20</sup> Compared to: 665 parents, 665 children, 197 employers and 210 teachers

**Graph 30 : According to you, children more exposed to work are**



Regarding the sectors of activity in which children work most often, the answers differ by category of surveyed people:

- According to parents and children, boys work frequently in crafts and small trades, in agriculture and commerce. While girls work as domestic workers, with craftswomen and farmers.
- For employers, working boys are more often in trade, construction and catering, while girls work in trade and agriculture.
- Teachers state that boys often work in construction, craftsmen and, occasionally, in agriculture, while girls work with in craftswomen or as domestic workers.

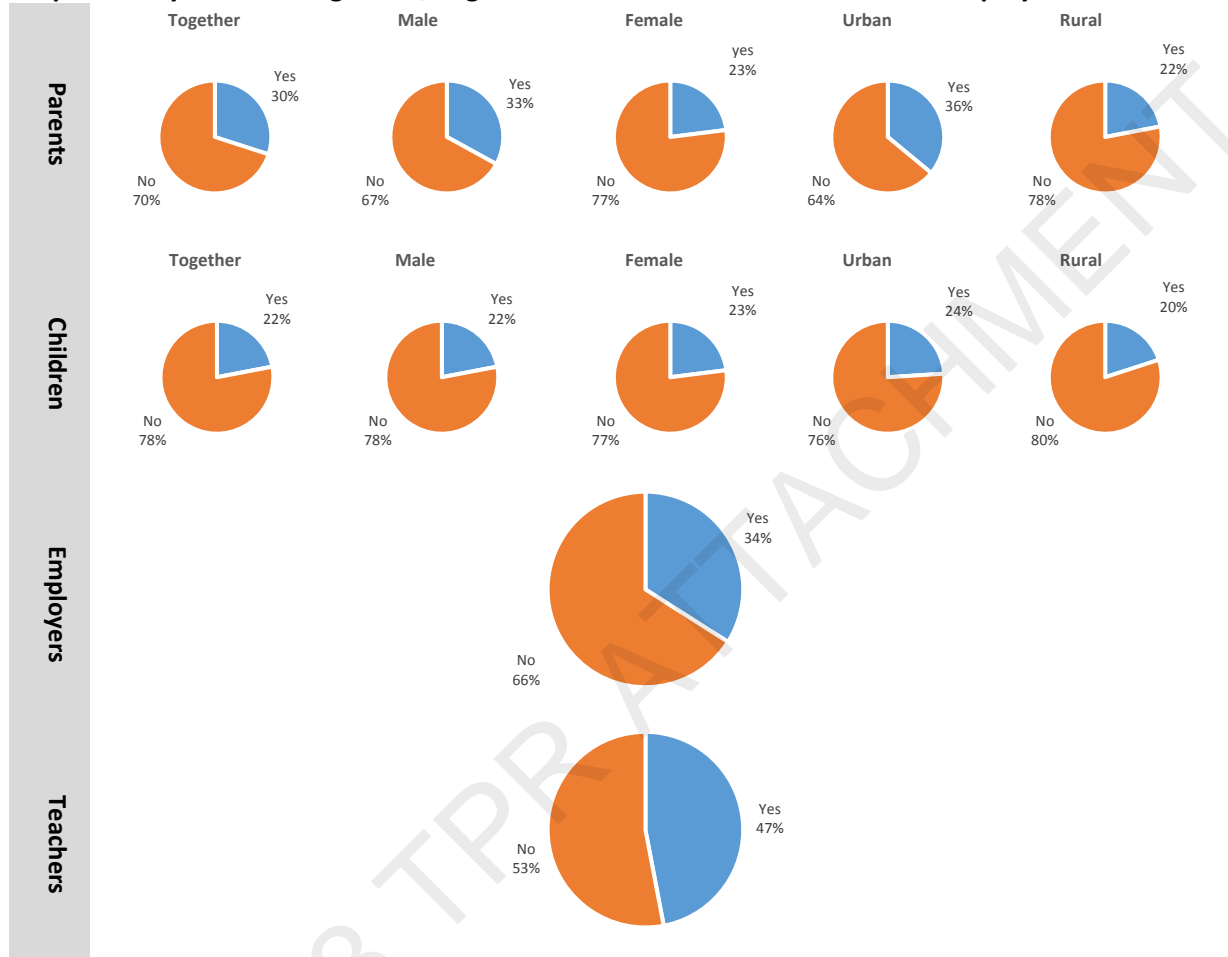
**Graph 31 : In which sector of activity do boys / girls most often work?**

	In%	Parents	Children	Employers	Teachers
<b>Boys</b>	Agriculture	24	23	16	16
	Trade	19	21	27	12
	Crafts and lowly jobs	32	30	8	26
	Restauration	8	11	23	11
	Construction	17	16	26	35
		100	100	100	100
<b>Girls</b>	Agriculture	22	24	33	9
	Trade	12	10	49	5
	Crafts and lowly jobs	35	36	10	42
	Restauration	1	1		5
	Service (maid)	30	30	9	39
		100	100	100	100



In most cases, parents and children do not consult agencies / organizations to seek advice on the employment of children. This can be explained by the fact that they did not feel the need, they may not be concerned or they do not see the usefulness of these agencies or lack of trust, or they are not even aware of the existence of such organizations.

**Graph 32 Do you consult agencies/ organization to seek advice on children’s employment?**

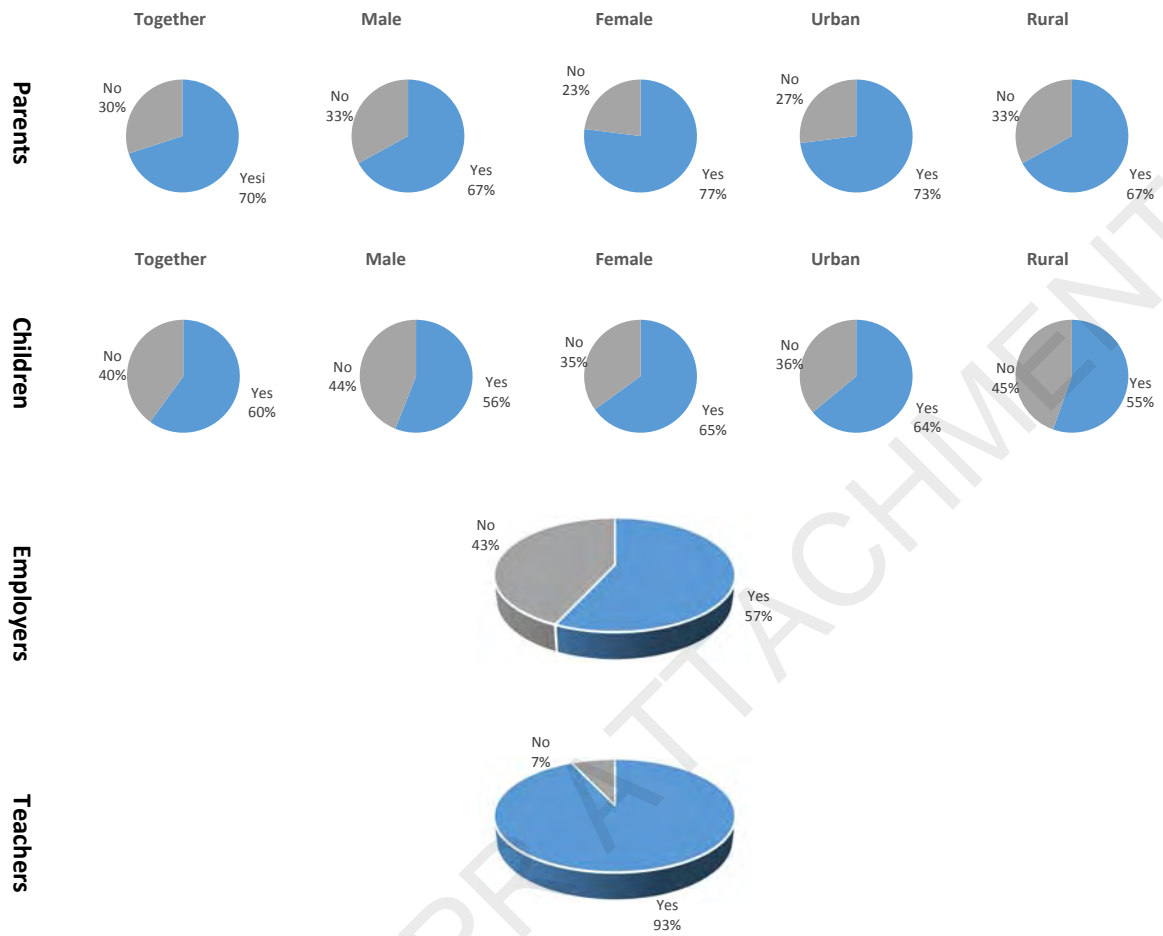


In addition, two-thirds of surveyed employers do not use organizations to get advice on child employment, perhaps because of lack of trust in state structures. The results have also shown that teachers use agencies / organizations more frequently to seek advice on child employment.

For 30% of surveyed parents, intermediation does not represent a risk for children. These intermediaries often operate to place children as domestic workers in other families or in agricultural fields.

Surveyed children who consider intermediation as a risk for them represent 60%, this proportion reaches 65% for girls and 64% in urban areas. It is also a concern that one in four children is not aware of the danger of intermediation to find a job.

Graph 33: Do you think intermediation is a risk when placing children at work?

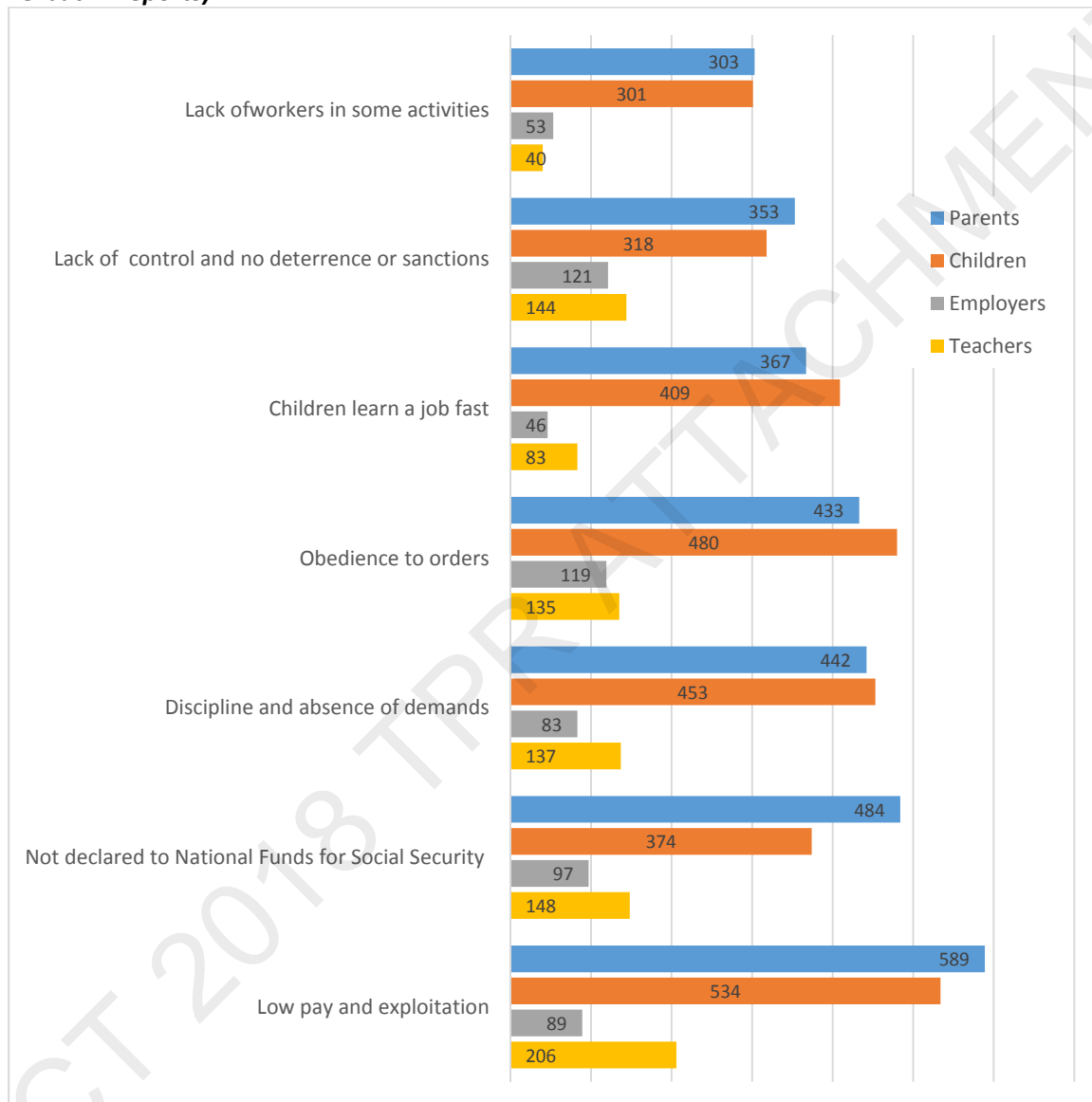


More than 43% of employers do not consider intermediation as exposing children to significant risks. As for teachers, most agree that intermediation is a danger for children.

According to parents', children and teachers' statements, the main reasons for employers to use children are low wage, no reporting to the NFSSF, no protest and obedience.

For surveyed employers, lack of control and deterrence are the main factors encouraging employers to hire working child. They are also encouraged by the obedience of children, low wage and absence of social security coverage.

**Graph 34 : What are the reasons for some employers to use children as labor force? (Number of verbatim reports)<sup>21</sup>**



<sup>21</sup> Compared to: 665 parents, 665 children, 197 employers and 210 teachers

Nearly 21% of surveyed parents say they know children who are victims of human trafficking, forced labor, and work in prostitution and illicit activities. Men seem more aware of this phenomenon than women (24.9%, against 13.8%)

**Table 13: Do you know children who work in trafficking, forced labor, prostitution, and illegal activities in Tunisia?**

	In %	Jendouba			Sfax			Together			
		Male	Female	Together	Male	Female	Together	Male	Female	Together	
Parents	Yes	28.5	13	23.2	21.6	14.4	18.9	24.9	13.8	20.9	
	No	71.5	87	76.8	78.4	85.6	81.1	75.1	86.3	79.1	
	Total	100	100	100	100	100	100	100	100	100	
			Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	Yes	24.8	22.4	23.2	18	21	18.9	19.9	21.9	20.9	
	No	75.2	77.6	76.8	82	79	81.1	80.1	78.1	79.1	
	Total	100	100	100	100	100	100	100	100	100	
Children		Male	Female	Together	Male	Female	Together	Male	Female	Together	
	Yes	15.4	18.3	16.5	14.8	10.7	13.1	15.1	14.2	14.7	
	No	84.6	81.7	83.5	85.2	89.3	86.9	84.9	85.8	85.3	
	Total	100	100	100	100	100	100	100	100	100	
	Yes		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	No	13.0	18.1	16.5	10.5	19.4	13.1	11.2	18.6	14.7	
	Total	87.0	81.9	83.5	89.5	80.6	86.9	88.8	81.4	85.3	
Yes	100	100	100	100	100	100	100	100	100		

Most surveyed children (85.3%) have not heard about children victims of human trafficking, forced labor, prostitution or illicit activities.

More than 3 out of 10 teachers report knowing children in trafficking, forced labor, prostitution and illicit activities. The concept of forced labor which seems better understood by teachers compared to the other survey respondents.

**Table 14 : Do you know children who are victim of human trafficking, forced labor, work in prostitution or illicit activities in Tunisia?**

	Employers	Teachers
Yes	19.8	30.5
No	80.2	69.5
	100.0	100

In addition, almost 2 out of 3 parents have no knowledge of the penalties applicable to those who employ children.

**Table15 : According to parents, the sanctions for those who employ children are:**

	Male	Female	Together
I don't know	65.6	68.3	66.6
There are no penalties	4.0	3.3	3.8
Administrative sanctions- premises closure	7.3	4.6	6.3
Fine	9.9	9.6	9.8
Prison	9.4	11.3	10.1
Fine and prison	3.8	2.9	3.5
Total	100	100	100

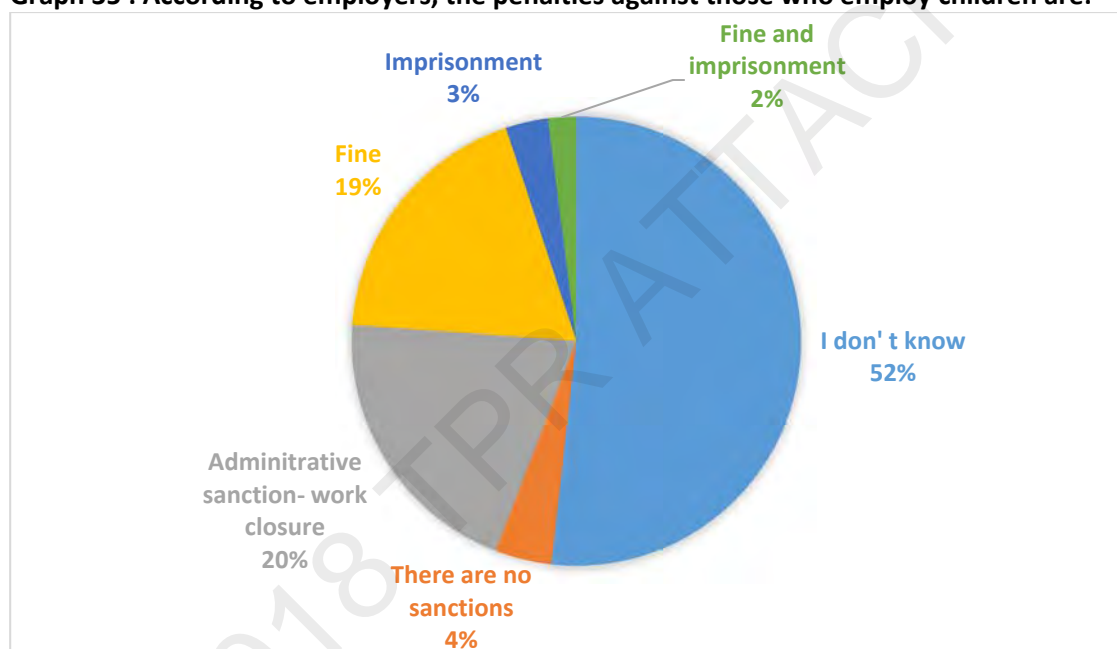
Moreover, more than 3 out of 4 children declare ignoring the sanctions applicable against those who employ children. They urge the authorities to take the necessary measures to combat these practices through dissuasion, and to encourage children to reintegrate school and training centers and to intensify safety and prevention campaigns.

**Table16 : According to children, the sanctions for those who employ children are:**

	In %
I don't know	76.1
There are no penalties	4.1
Administrative sanctions- premises closure	4.1
Fine	7.2
Prison	6.6
Fine and prison	2.0
<b>Total</b>	<b>100</b>

More than 52% of employers declare ignoring those sanctions and 20% state that those who employ children may be subject to an administrative sanction or to a closure of their premises

**Graph 35 : According to employers, the penalties against those who employ children are:**



### 6.3. Attitudes<sup>22</sup>

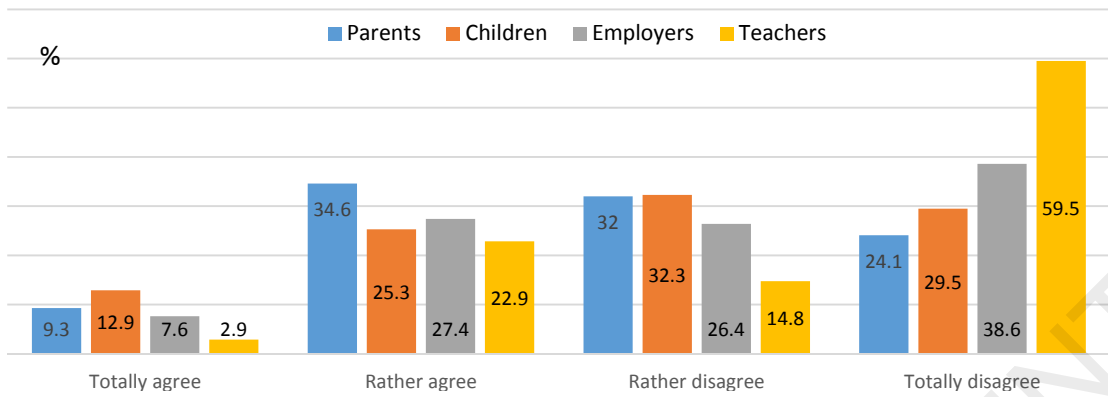
#### 6.3.1. Reaction to child labor

About 25% of employers agree that education deprives parents of potential income generated by their children if they work. A higher proportion (35%) believe that work shapes children's character and one-third of surveyed employers say that children have to learn their parents' job.

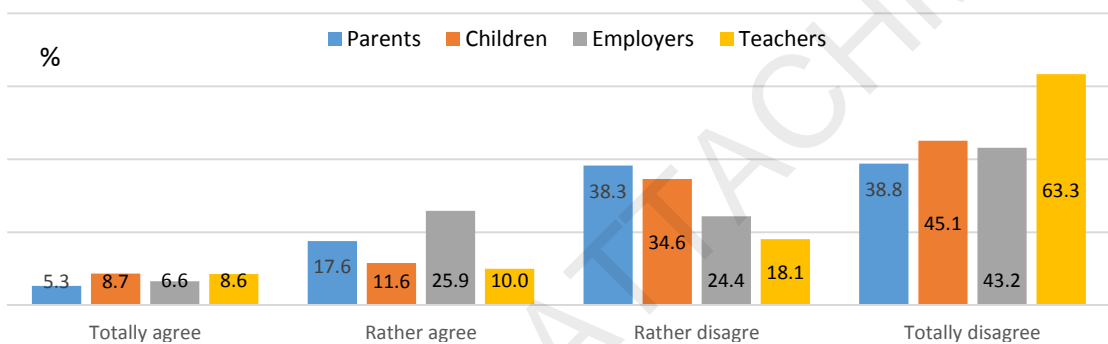
Teachers' attitude regarding working children is clear; they share the idea that education does not retain children and does not prevent their families from an income. They reject the idea that work builds character and that children should follow their parents' job

**Graph36 : Do you agree with the statement that work builds character and allows children to develop their skills?**

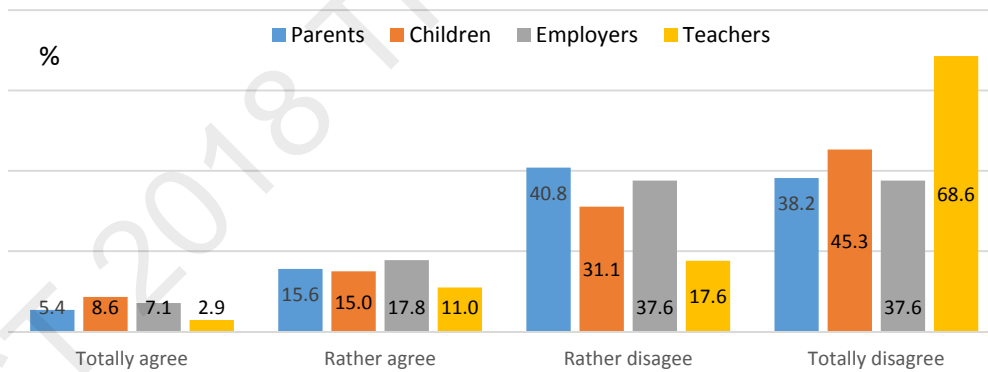
<sup>22</sup> Attitude refers to a set of positive or negative feelings, beliefs and behaviors about a specific topic and a predisposition to rate that topic as good or bad, interesting or not.



**Graph 37 : Do you agree with the statement that children are supposed to follow in their parents and learn and do the activity at an early age**



**Graph 38 : Do you agree with that following statement: 'Education, even if it is free, deprives families of an income that could be generated by the work of their children retained by the education system.'**



The attitude of a significant proportion of parents shows an unambiguous acceptance child labor, since 44% of parents confirm that work builds children's character.

According to gender, this phenomenon is accepted by 49.2% of men against 34.6% of women. Depending on the living area, 40.5% of respondents in the urban areas think that work builds children's character, in rural areas this rate rises to 47.7%.

Nearly 23% of parents believe that children should do the same job as their parents. For women, this opinion is confirmed by 17.5%, against 25.9% for men and according to the urban and rural areas this proportion is respectively 17.6% and 28.6%.

Some parents (21%) think that education deprives families of an income that could be generated by their child's work. More men have this opinion (26.5%) than women (16.6%) and more respondents from rural areas (24.2%) than urban areas (18.2%).

**Table 17 : Do you agree with the following statements (according to parents- distribution by governorate and gender)**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
<b>Work builds up character and allows children to acquire skills?</b>									
Totally agree	15.5	10.2	13.7	6.0	4.5	5.4	10.6	7.1	9.3
Rather agree	30.0	26.9	28.9	46.8	28.0	39.7	38.6	27.5	34.6
Rather disagree	30.0	33.3	31.1	25.7	44.7	32.9	27.8	39.6	32.0
Totally disagree	24.6	29.6	26.3	21.6	22.7	22.0	23.1	25.8	24.1
<b>Children are expected to follow do the same job as their parent and learn the same activity at an early age</b>									
Totally agree	10.1	5.6	8.6	3.7	0.0	2.3	6.8	2.5	5.3
Rather agree	21.7	15.7	19.7	16.5	14.4	15.7	19.1	15.0	17.6
Rather disagree	32.4	38.0	34.3	42.7	40.9	42.0	37.6	39.6	38.3
Totally disagree	35.7	40.7	37.5	37.2	44.7	40.0	36.5	42.9	38.8
<b>Education, even if it is free, deprives families of an income that could be generated by their children's work</b>									
Totally agree	10.6	6.5	9.2	2.8	0.8	2.0	6.6	3.3	5.4
Rather agree	15.9	15.7	15.9	17.9	11.4	15.4	16.9	13.3	15.6
Rather disagree	41.5	35.2	39.4	42.2	41.7	42.0	41.9	38.8	40.8
Totally disagree	31.9	42.6	35.6	37.2	46.2	40.6	34.6	44.6	38.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 18 : Do you agree with the following statements (Parents, distribution by governorate and type of area)**

In %	Jendouba			Sfax			Together		
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
<b>Work builds up character and develops children's skills?</b>									
Totally agree	7.9	16.4	13.7	4.1	8.6	5.4	5.2	13.8	9.3
Rather agree	35.6	25.7	28.9	35.1	50.5	39.7	35.3	33.9	34.6
Rather disagree	27.7	32.7	31.1	34.3	29.5	32.9	32.4	31.7	32.0
Totally disagree	28.7	25.2	26.3	26.5	11.4	22	27.2	20.7	24.1
<b>Children are expected to follow do the same job as their parent and learn the same activity at an early age</b>									
Totally agree	5.9	9.8	8.6	0.8	5.7	2.3	2.3	8.5	5.3
Rather agree	17.8	20.6	19.7	14.3	19	15.7	15.3	20.1	17.6
Rather disagree	35.6	33.6	34.3	37.6	52.4	42	37.0	39.8	38.3
Totally disagree	40.6	36	37.5	47.3	22.9	40	45.4	31.7	38.8
<b>Education, even if it is free, deprives families of an income that could be generated by their children's work</b>									
Totally agree	5.9	10.7	9.2	1.6	2.9	2	2.9	8.2	5.4
Rather agree	19.8	14.0	15.9	13.5	20	15.4	15.3	16.0	15.6
Rather disagree	33.7	42.1	39.4	41.6	42.9	42	39.3	42.3	40.8
Totally disagree	40.6	33.2	35.6	43.3	34.3	40.6	42.5	33.5	38.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

About 38% of surveyed children believe that work builds their character and develops their skills at an early age. In the same vein, according to 20.3% of surveyed children, children should follow in the footsteps of their parents and learn their job, and according to 23.6%, school retains children and deprives their families of the income that they could get by working.

**Table 19 : Do you agree with the following statements (Children distribution by governorate and gender)**

	In %	Jendouba			Sfax			Together		
		Male	Female	Together	Male	Female	Together	Male	Female	Together
<b>Work builds up character and develops children's skills?</b>										
Totally agree		18.5	11.7	15.9	11	9.3	10.3	14.6	10.4	12.9
Rather agree		24.6	20	22.9	28.6	25.7	27.4	26.7	23.1	25.3
Rather disagree		35.4	36.7	35.9	31.9	25	29.1	33.6	30.4	32.3
Totally disagree		21.5	31.7	25.4	28.6	40	33.1	25.2	36.2	29.5
<b>Children are expected to follow do the same job as their parent and learn the same activity at an early age</b>										
Totally agree		14.9	11.7	13.7	4.8	3.6	4.3	9.6	7.3	8.7
Rather agree		14.9	9.2	12.7	12.4	7.9	10.6	13.6	8.5	11.6
Rather disagree		41.5	35.8	39.4	29.5	31.4	30.3	35.3	33.5	34.6
Totally disagree		28.7	43.3	34.3	53.3	57.1	54.9	41.5	50.8	45.1
<b>Education, even if it is free, deprives families of an income that could be generated by their children's work</b>										
Totally agree		13.3	10	12.1	6.2	4.3	5.4	9.6	6.9	8.6
Rather agree		15.9	15.8	15.9	15.2	12.9	14.3	15.6	14.2	15.0
Rather disagree		43.6	33.3	39.7	26.2	19.3	23.4	34.6	25.8	31.1
Totally disagree		27.2	40.8	32.4	52.4	63.6	56.9	40.2	53.1	45.3
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 20 : Do you agree with the following statements (Children distribution by governorate and type of area)**

	In %	Jendouba			Sfax			Together		
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
<b>Work builds up character and develops children's skills?</b>										
Totally agree		15.0	16.3	15.9	9.3	12.6	10.3	11.0	15.1	12.9
Rather agree		19.0	24.7	22.9	24.7	34.0	27.4	23.1	27.7	25.3
Rather disagree		30.0	38.6	35.9	27.9	32.0	29.1	28.5	36.5	32.3
Totally disagree		36.0	20.5	25.4	38.1	21.4	33.1	37.5	20.8	29.5
<b>Children are expected to follow do the same job as their parent and learn the same activity at an early age</b>										
Totally agree		11.0	14.9	13.7	3.2	6.8	4.3	5.5	12.3	8.7
Rather agree		11.0	13.5	12.7	5.7	22.3	10.6	7.2	16.4	11.6
Rather disagree		31.0	43.3	39.4	31.6	27.2	30.3	31.4	38.1	34.6
Totally disagree		47.0	28.4	34.3	59.5	43.7	54.9	55.9	33.3	45.1
<b>Education, even if it is free, deprives families of an income that could be generated by their children's work</b>										
Totally agree		9.0	13.5	12.1	4.9	6.8	5.4	6.1	11.3	8.6
Rather agree		13.0	17.2	15.9	11.3	21.4	14.3	11.8	18.6	15.0
Rather disagree		34.0	42.3	39.7	23.1	24.3	23.4	26.2	36.5	31.1
Totally disagree		44.0	27.0	32.4	60.7	47.6	56.9	55.9	33.6	45.3
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



### 6.3.2. Formalization and regulation of child labor

More than 86% of parents, children, employers and 67% of teachers believe that child labor should be regulated, legislation should be strictly enforced against offenders and a solution should be found to re-integrate to the school system.

**Table 21 : Do you think that we need to formalize and regularize child labor in Tunisia?**

	Yes	No
Parents	86.9%	13.1%
Children	86.3%	13.7%
Employers	85.8%	14.2%
Teachers	68.6%	31.4%

Nevertheless, the removal of children from work does not seem to be enough to combat this phenomenon. This opinion is shared by a large majority of parents regardless of gender, governorate and the living area.

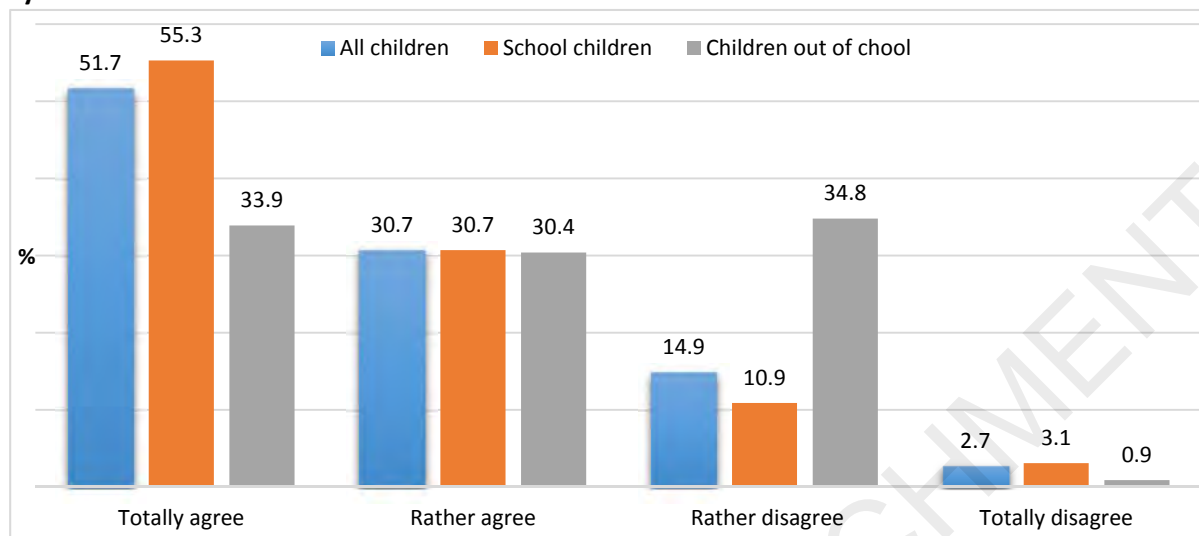
**Table 22 : Do you agree/disagree with the following statement: to fight against child labor, the solution is to impose strict enforcement of the law on offenders and to reintegrate children into the educative system.**

	In %	Jendouba			Sfax			Together		
		Male	Female	Together	Male	Female	Together	Male	Female	Together
Parents	Totally agree	49.8	48.1	49.2	46.8	36.4	42.9	48.2	41.7	45.9
	Rather agree	27.1	38.0	30.8	37.6	44.7	40.3	32.5	41.7	35.8
	Rather disagree	20.3	10.2	16.8	13.3	15.2	14.0	16.7	12.9	15.3
	Totally disagree	2.9	3.7	3.2	2.3	3.8	2.9	2.6	3.8	3.0
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	Totally agree	47.5	50.0	49.2	42.0	44.8	42.9	43.6	48.3	45.9
	Rather agree	32.7	29.9	30.8	42.0	36.2	40.3	39.3	32.0	35.8
	Rather disagree	14.9	17.8	16.8	13.1	16.2	14.0	13.6	17.2	15.3
	Totally disagree	5.0	2.3	3.2	2.9	2.9	2.9	3.5	2.5	3.0
	Total	100	100	100	100	100	100	100	100	100

82% of children think that it is enough to impose the strict application of the law to fight against child labor. This proportion reaches 86% among school children, against 64.3% among drop-out children.<sup>23</sup>

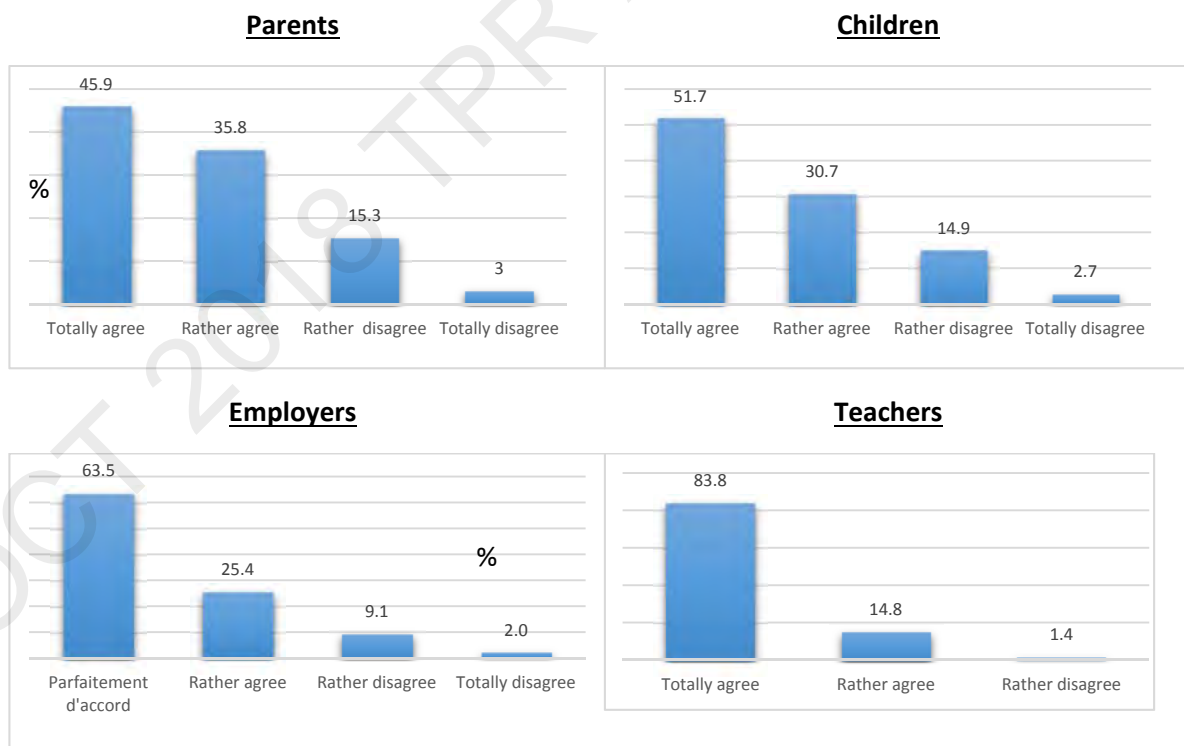
<sup>23</sup> Among the 665 interviewed children, 112 were out of school at the time of the survey.

**Graph 39 : Do you agree with this statement: To fight against child labor, the solution is to impose the strict enforcement of the law on offenders and to reintegrate children into the education system?**



Most teachers are in favor of strictly applying the law on offenders who employ children, who should be easily reintegrated into the school system. Employers are also in favor of applying the law on offenders.

**Graph 40 : Do you agree with the following statement: To fight against child labor, the solution is to enforce the strict application of the law on offenders and to reintegrate children into the education system -Summary of all surveyed groups.**



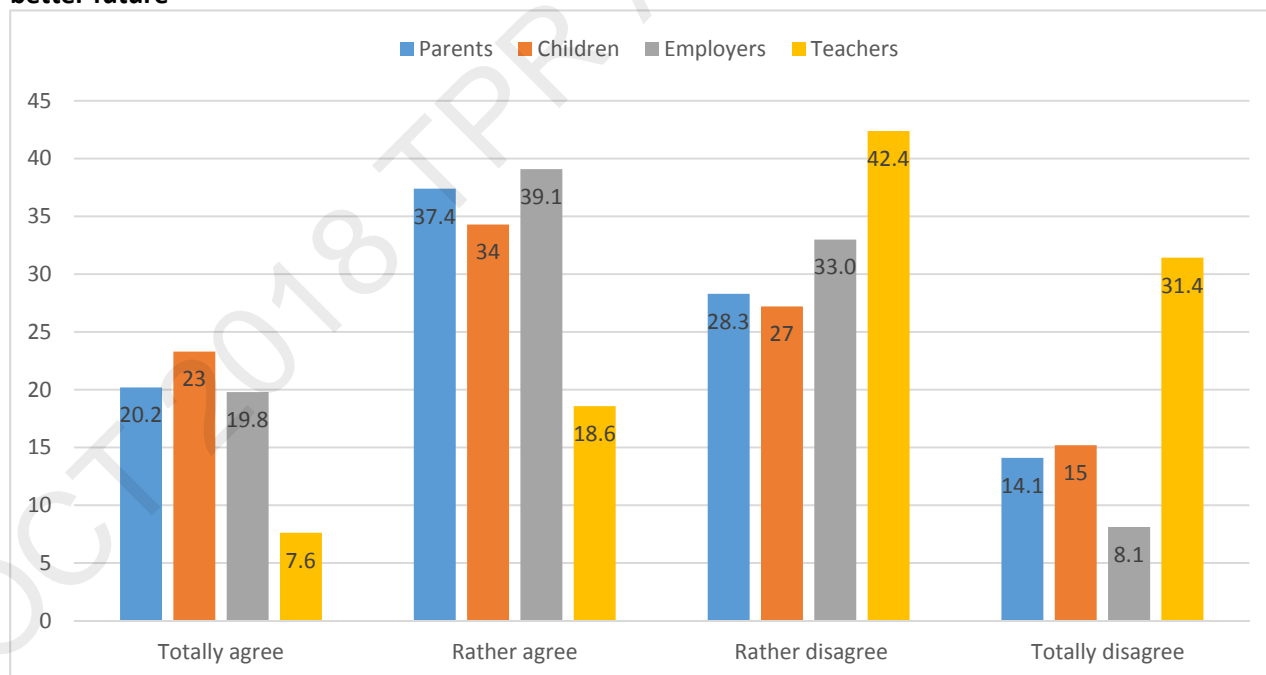
In the same context, 57.6% of parents think that removing children from work is sufficient to give children better future. This shows a lack of knowledge on the impact of child labor on children. This proportion reaches 66.3% for women, against 52.7% for men.

**Table 23 : Do you agree with the statement: The simple removal of a child from work is enough to give him the chance of a better future**

Parents	In %	Jendouba			Sfax			Together		
		Male	Female	Together	Male	Female	Together	Male	Female	Together
	Totally agree	19.8	30.6	23.5	18.3	15.2	17.1	19.1	22.1	20.2
Rather agree	28.5	41.7	33.0	38.5	46.2	41.4	33.6	44.2	37.4	
Rather disagree	32.9	20.3	28.6	28.1	28.0	28.1	30.4	24.5	28.3	
Totally disagree	18.8	7.4	14.9	15.1	10.6	13.4	16.9	9.2	14.1	
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Totally agree		24.8	22.9	23.5	18.0	15.2	17.1	19.9	20.4	20.2
Rather agree		42.6	28.5	33.0	38.0	49.5	41.4	39.3	35.4	37.4
Rather disagree		16.8	34.1	28.6	29.3	24.8	28.1	25.8	31.0	28.3
Totally disagree		15.8	14.5	14.9	14.7	10.5	13.4	15.0	13.2	14.1
Total		100	100	100	100	100	100	100	100	100

According to 42% of surveyed children (282 out of 665), withdrawing a child from work is not enough to give him/her a better future. More assistance is needed for school drop-outs, more effort to facilitate the reintegration of drop-outs into the education system, and to teach children a job in a vocational training center.

**Graph 41 : The simple removal of a child from work is enough to give him/ her the chance of a better future**



For teachers, the fight against child labor is not limited to the strict application of the law, even if it is recommended by almost all teachers, nor to children's removal from work. According to surveyed teachers, children should be encouraged to re-integrate school reintegration, training and apprenticeship at school and in training centers, strengthening the assistance system for drop-out children and more deterrence campaigns that target employers who exploit children.

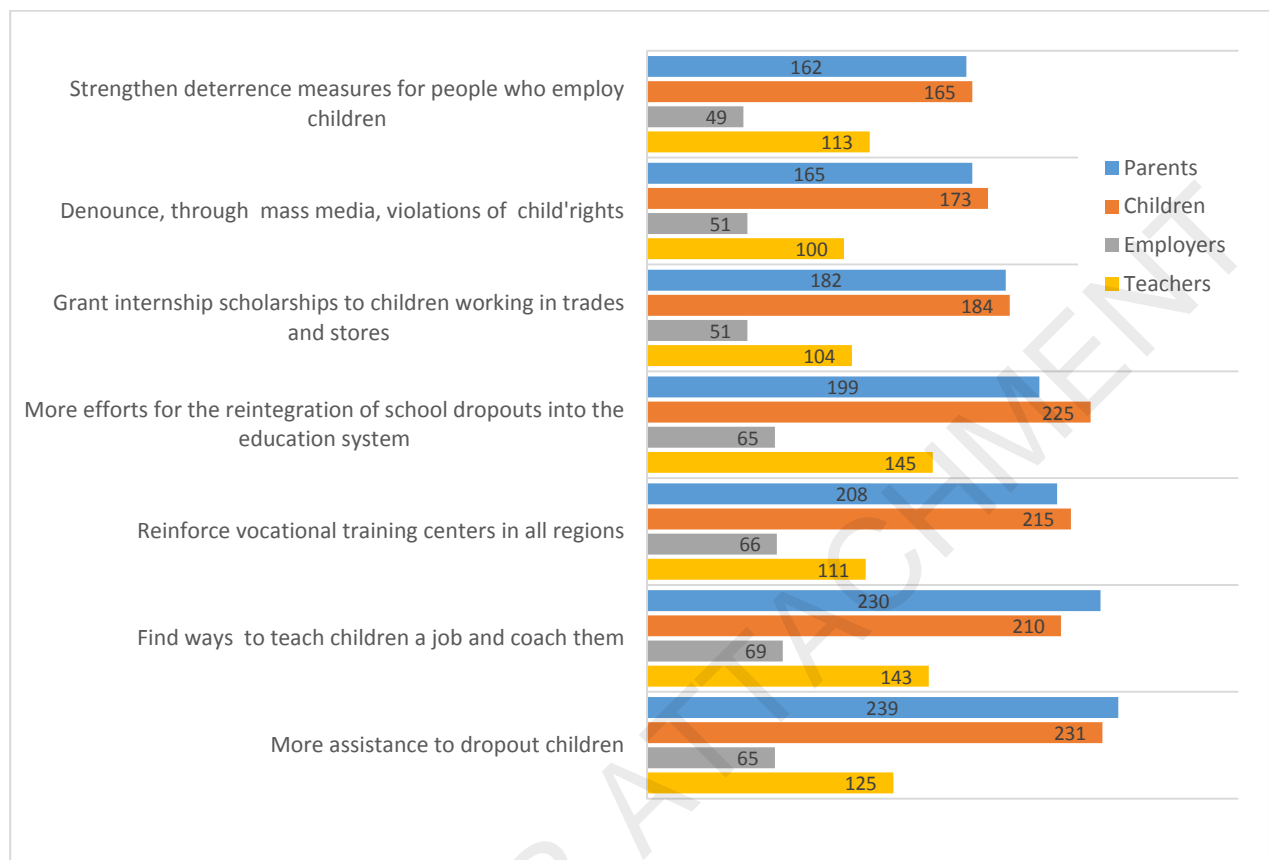
In the same context, the question of withdrawing children from work was asked to key informants during individual interviews. All respondents consider that the removal of children from work is not at all sufficient to give them the chance of a better future and that other alternatives are required for these children so that they do not go back to work.

The following are among the alternatives and the support measures recommended:

- In priority, provide the necessary psychological assistance to these children.
- Reintegrate these children in educational institutions, or in vocational training.
- Provide children who have dropped out of school with learning and training opportunities that meet their needs, aspirations, ages and physical, intellectual and psychological abilities.
- Implement referral mechanisms for children at risk of school failure into vocational training centers
- Set up training centers for children to prepare them to find a job when they reach the legal age and consider granting those training scholarships.
- Ensure sufficient resources for the supervision and Child Welfare in institutions to develop their skills and abilities before integrating them into vocational training.
- Take preventive measures and repressive sanctions against offenders.
- Remove work permit from offending employers
- Apply the law with severity and involve judges any case that put children at risk.

It should be noted that 91% of parents, 87% of children, 91% of employers and 94% of teachers stress the need for families to check the working conditions before sending their children to work. Parents' statements stress further the need to supplement the removal of children from work by the application of the legal measures to reinforce assistance to drop-out children, to find ways to teach children a job in training centers and encourage them to re-integrate the school system.

**Graph 42 : If you disagree, what additional legal measures should complement the prohibition of child labor? (Number of verbatim reports<sup>24</sup>)**



### 6.3.3. The current system of monitoring and sanctions against the exploitation of employed children in Tunisia

When asked about the strengths and weaknesses of the current monitoring system, interviewed key informants gave the following responses:

#### Strengths:

- The 2014 constitution
- Ratification of ILO Conventions.
- Legislation (Labor Code - DCP)
- Organic Law No. 2016-61 on preventing and combating human trafficking
- Organic Law No. 2017-58 on the elimination of violence against women.
- The compulsory schooling age
- Public institutions in charge of children (DCP).
- The presence of control bodies (Labor Inspectors - Sociologists - DCP).

#### Weaknesses:

- Lack of the necessary resources for monitoring and difficulties in extending control to the entire informal sector.
- Lack of coordination between the different stakeholders in this field.

<sup>24</sup>Compared to: 605 parents, 578 children, 179 employers and 197 teachers

- Difficulty of finding alternative solutions to remove children from work.
- Non-application of the law for social considerations.
- Low fines.
- Absence of objective quantified data shared between the different structures.
- Lack of security: Social workers can no longer travel at anytime and anywhere. Labor inspectors cannot enter all children centers and workplaces and their prerogatives are limited regarding informal work.
- Lack of control, absence of fieldwork: all interventions have to be notified in advance and there is no fieldwork survey.

Due to the many weaknesses in the current system, stakeholders suggest several measures to improve effectiveness in the future, including:

- Development of a clear policy, based on assistance to poor families with the highest number of drop-out children, as well as the provision of alternatives such as vocational training that meets their families' needs and expectations.
- Revision of the chapter on the sanctions in the Labor Code so that they are more dissuasive and proceed immediately with the application of legal sanctions.
- Ratification of ILO Convention N° 129 concerning labor inspection in agriculture and ILO Convention N° 189 on domestic workers and Convention N° 184 on health and safety in agriculture. Reinforcement and improvement of control means.
- Intransigence in the application of the law.
- Creation a toll-free line / hotline for information and alerts.
- Establishment and generalization of the obligation to report
- Provide judges and security personnel with intervention prerogatives when they find working children
- Institutionalization of the steering committee of the NAP-TN in one commission (Observatory), grouping all stakeholders and providing them with resources and means for actions.
- Supervision and empowerment of agents in the field of child labor
- Strengthening of the preventive component, which includes economic, social, educational, cultural and media aspects.
- Organization of school workshops also involving parents.
- Intensification of ongoing monitoring and follow-up controls in the field and not limited action to bureaucratic work.

**For a better collaboration between the different actors in the fight against child labor**

All key informants insisted on the reinforcement of networking and the elaboration of coordination mechanisms between the actors, as well as the breaking of all barriers and administrative obstacles that hinder the feasibility and effectiveness in reducing this phenomenon. On the other hand, key informants stressed that citizens should be encouraged through awareness campaigns to intensify the reporting of violation cases on a toll-free number available for this purpose in order that all departments can duly intervene and ensure monitoring.

More precisely, the interviewees present the following suggestions:

- The steering committee of NAP-TN involves the government (the different ministries concerned with child labor) and social partners from the agricultural and non-agricultural sectors as well as associations
- Enhance networking system:
  - International cooperation to combat organized and transnational crime and benefit from the experience of other countries.
  - Bilateral agreements between ministries in the fight against child labor.
  - Regional Commissions to fight, monitor and assess child labor.
  - Set up multidisciplinary mechanisms in all regions.
- Availability of a database on child labor, accessible to all structures.
  - A procedure guide and a mapping of the interventions defining stakeholder roles and responsibilities.
  - Regular periodic exchanges of reports and data.
  - Creation of a permanent management unit on child labor.
- Create regional coordination units including the various working parties meeting periodically to exchange information on child labor.
- Set up a communication unit within each ministry related to the fight against child labor to include updated database on the school curriculum of children until the age of 18.
- Network UGTT reports with these stakeholders.

**In your opinion, why Tunisian citizens do not denounce violation of child rights (child labor, exploitation, abuse)?**

To this question most interlocutors point out to the cultural background of the Tunisian society which tolerates child labor as a personality building factor and is considered as preparation for the job market allowing children to mix with various social categories and be empowered to assume future responsibilities.

The cultural heritage accepts child labor considered positive in aspects such as personality building social integration and skills acquisition. In fact, the Tunisian does not think that child labor is a violation of child rights even if it constitutes an exploitation or a form of aggression.

Interviewees argue that the Tunisian mentality is not opposed to child labor especially in poor families. There is little awareness about the dangers that threaten children at work, on the contrary, some families consider that children have the obligation to work when it is necessary to help the family.

The denunciation of the phenomenon is limited to the intellectual circles and structures concerned and has not reached ordinary citizens. Violations of child rights continue to vary according to regional customs and traditions, the formal and informal sectors, coastal zones, inland and border areas and according to family means.

In addition to these customary considerations, the non-reporting of child rights violations is explained, according to key informants, by the following factors:

- Ignorance about the regulations means that child labor is allowed in all cases and without any conditions.
- The absence of specific channels to listen to citizens' voice, especially under the old regime.
- Ignorance of contact mechanisms.

- The lack of appropriate information.

#### 6.3.4. Citizen awareness

According to the interviewees, including those from the media sector, **communication and public awareness channels to fight child labor** are limited, unclear and confusing, they should be sought through initiatives and actions by children welfare administrative bodies involved in the control of labor legislation, child protection or in education and training.

Currently, there are no permanent channels of communication to raise awareness about the dangers of child labor, with the exception of the labor inspection body, whose members disseminate awareness about child labor. This remains rather limited in scope, as these actions are only carried out on occasional campaigns or during normal inspection visits.

The key informants note that the Delegate General and the Delegates for the Child Protection appear rarely on the media scene and highlight the lack of conferences, press releases organized for this purpose.

They consider that the usual administrative campaigns through symposia and seminars about the phenomenon remain too limited and without any noticeable effect on children nor on the potential employers since they do not appear on any communication channel.

Some key informants criticize the national media, public and private, for becoming too materialistic interested only in programs that can increase TV ratings. For them, if the media begin to talk about child labor, it is largely thanks to the action of NAP-TN and the effect of alternative press on social networks.

Other key informants share the suggestions **on raising public awareness of the fight against child labor** by organizing forums and training sessions, intensifying awareness-raising campaigns in delegations or educational institutions, including involving CSOs because of their direct relationship with families.

In this context, in order to increase public awareness on the fight against child labor, the key informant at the central level suggested the following:

- Give a sense of responsibility to the citizens, particularly in reporting law violations and child rights violations.
- Assert and dedicate the role of each individual and society in children protection against danger and reporting violations of their rights.
- Organize awareness campaigns in all areas with particular attention to areas where child labor is spreading.
- Conduct direct awareness campaigns in places where children are more exposed to employment and sensitize the citizens about the dangers of this phenomenon.
- Target sectors and economic activities that employ children the most (the agricultural sector according to the latest child labor surveys).
- Involve the CSOs, the social partners and the media, in all their forms, in order to transmit the message to all citizens because the employment and exploitation of children are outside the professional context or the classic working space.
- Sensitize children within schools (by integrating them into civic education programs).
- Set up parent counseling and guidance offices.



- Assign an official organization to network among the different services provided by stakeholders and establish awareness programs to be included into productions such as sitcoms and films.
- Raise awareness on a daily basis about the impacts of child labor on their physical and mental health on radio, which is the most appropriate means for the majority of people.
- Organize regional and national seminars with regular participation in International, African and Arab meetings.
- Prioritize the training of regional officers and field agents and intensify coordination between the different structures concerned by the issue in order to enhance the results and make them more transparent.

Regarding the most effective methods of raising awareness on the importance of the fight against child labor, respondents did not distinguish between the targeted and the permanent actions. They look for concrete results by implementing any method that can be effective in the following way:

- taking relevant actions that aim to change attitudes and behaviors.
- Using new communication technologies and especially social networks.
- Using of well-known people from the media and sports celebrities.
- Integrating awareness programs into school programs.
- Setting up counseling and support units in schools and high schools to identify the symptoms and causes of school drop-out.
- Strengthening the role of civil society as well as employers 'and workers' organizations.
- Intensifying child organizations actions that have proven to be effective.
- Encouraging the media to use an editorial line allowing to raise the level of consciousness (Periodic specific programs).
- Encouraging publicly funded cultural producers to address the issue of fight child labor in their works.
- Simplifying legal texts to the public to understand the content.
- Organizing local awareness campaigns with direct contacts with children and parents at school and in youth and cultural centers.
- Distributing leaflets with funny spots adapted to children, in school, youth and cultural centers....
- Organizing visits to targeted companies.
- Making use of UGTT Official Journal.

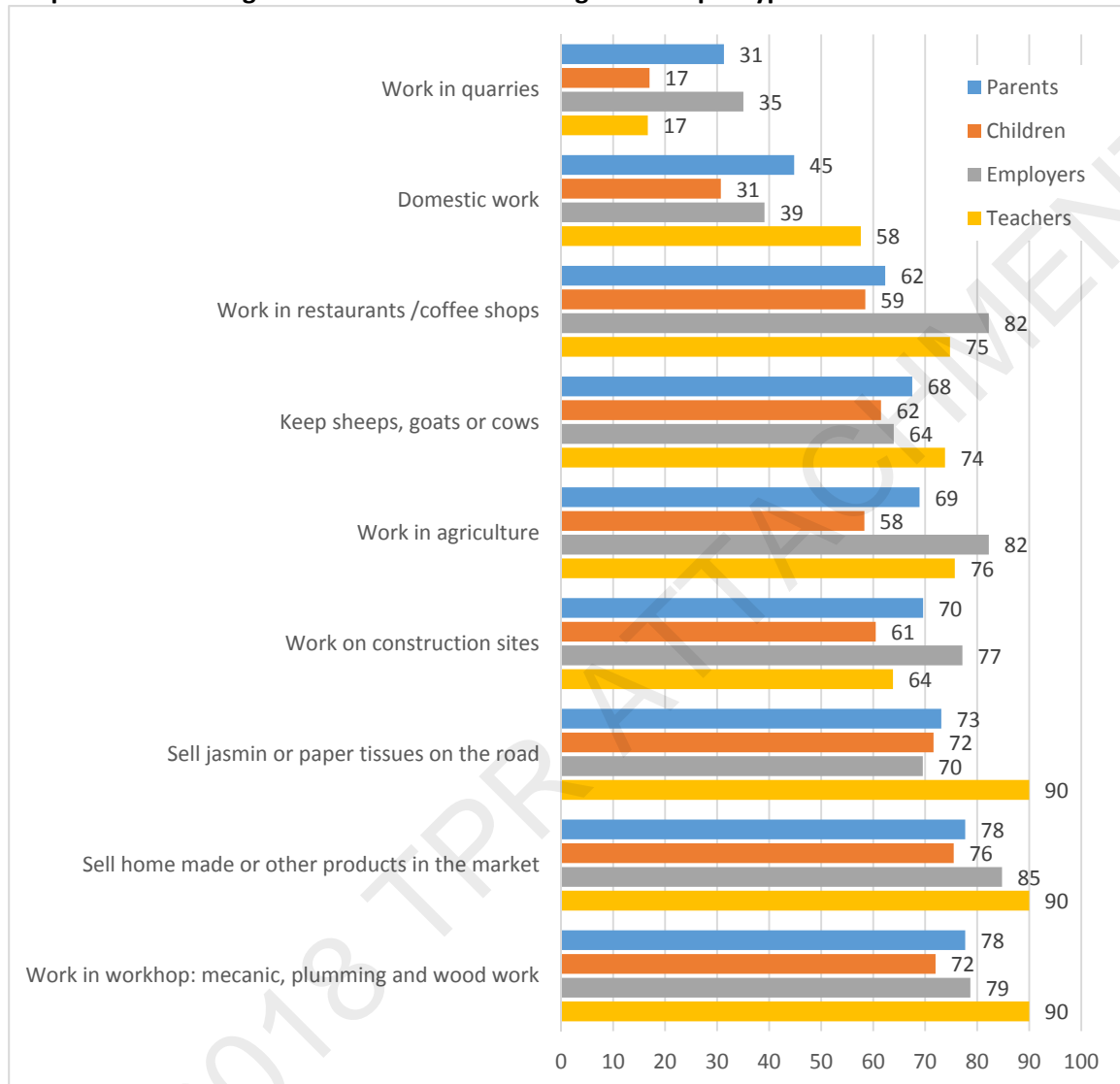
## 6.4. Practices

### 6.4.1. Reactions to child labor

It has become quite common, nowadays, to meet children selling home-made products in the markets, working in small trades, or selling paper tissues and jasmine on the road. 72% of surveyed children say that they had the opportunity to observe children of their age doing these activities. Another important proportion of children have witness children working as sheep keeper or working on construction sites.

More than 7 out of 10 parents, 8 out of 10 employers and 9 out of 10 teachers happened to meet children working in trades, selling home-made products, selling paper tissues on the road, or even working in construction sites.

**Graph 43 : Percentage of those who met working children per type of work**



Teachers seem to be more aware of working children. Given the fact that in the field of education children meet their teachers daily, so the latter become more attentive to children's activities outside school.

More than 28% of parents say that they do not react to these practices, they simply think that it is perfectly normal to see children working. This proportion is approximately the same as mentioned above for parents who find in child labor a normal activity to meet basic living needs.

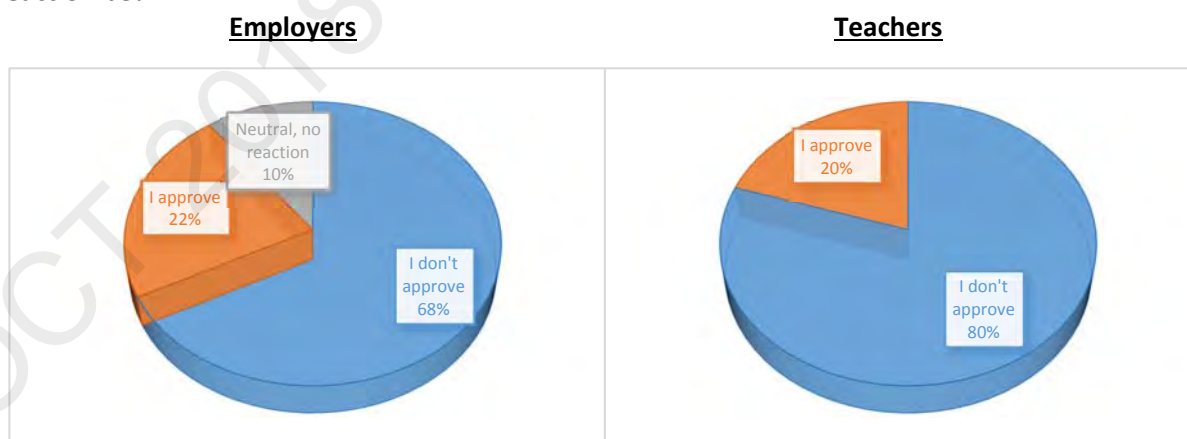
Children perceive these practices rather negatively, about 60% think they are unacceptable, against 40% who approve or encourage children to continue their activities

**Table 24 : Regardless of whether or not you have met a child in such situations, what would your reaction be with a working child?**

	In %	Jendouba			Sfax			Together			
		Male	Female	Together	Male	Female	Together	Male	Female	Together	
<b>Parents</b>	I don't approve	77.8	80.6	78.7	61.5	70.5	64.9	69.4	75.0	71.4	
	I approve	22.2	19.4	21.3	38.5	29.5	35.1	30.6	25.0	28.6	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
			Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	I don't approve		73.3	81.3	78.7	63.3	68.6	64.9	66.2	77.1	71.4
	I approve		26.7	18.7	21.3	36.7	31.4	35.1	33.8	22.9	28.6
	<b>Total</b>		100	100	100	100	100	100	100	100	100
<b>Children</b>			Male	Female	Together	Male	Female	Together	Male	Female	Together
	I don't approve		52.8	62.5	56.5	59.0	65.0	61.4	56.0	63.8	59.1
	I approve		19.0	14.2	17.1	19.0	15.7	17.7	19.0	15.0	17.4
	Neutral, no reaction	no	28.2	23.3	26.3	21.9	19.3	20.9	24.9	21.2	23.5
	<b>Total</b>		100	100	100	100	100	100	100	100	100
			Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	I don't approve		58.0	55.8	56.5	65.6	51.5	61.4	63.4	54.4	59.1
	I approve		15.0	18.1	17.1	15.4	23.3	17.7	15.3	19.8	17.4
	Neutral, no reaction	no	27.0	26.0	26.3	19.0	25.2	20.9	21.3	25.8	23.5
	<b>Total</b>		100	100	100	100	100	100	100	100	100

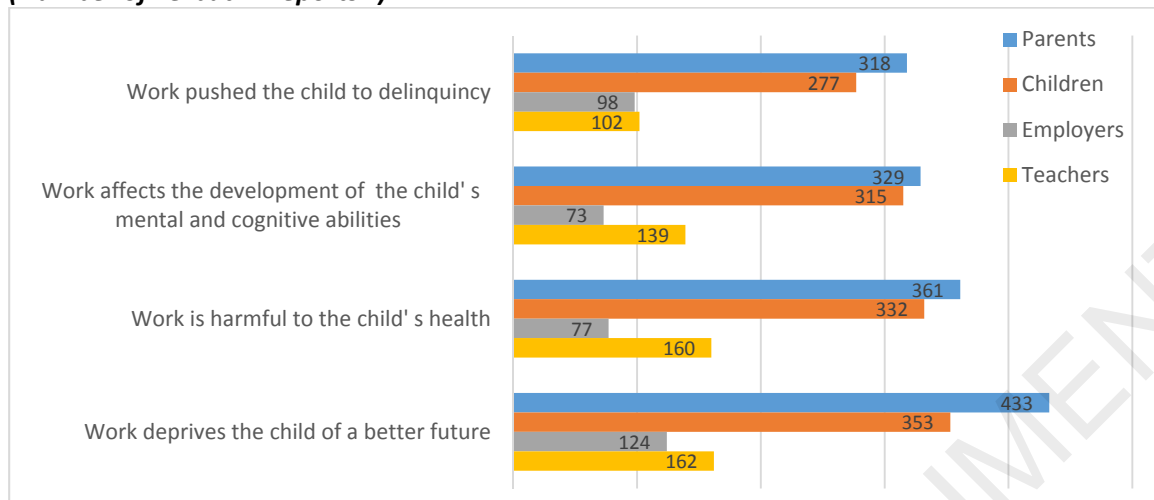
The majority of employers (68%) find this type activities unacceptable since they deprive children of a better life and push children to delinquency. Most teachers (168 out of 210 surveyed teachers, or 80%) do not approve of such situations. Work deprives children of a better life, harms their health, affects their development and eventually pushes them to delinquency.

**Graph 44 : Regardless of whether or not you have met a child in such situations, what would your reaction be?**



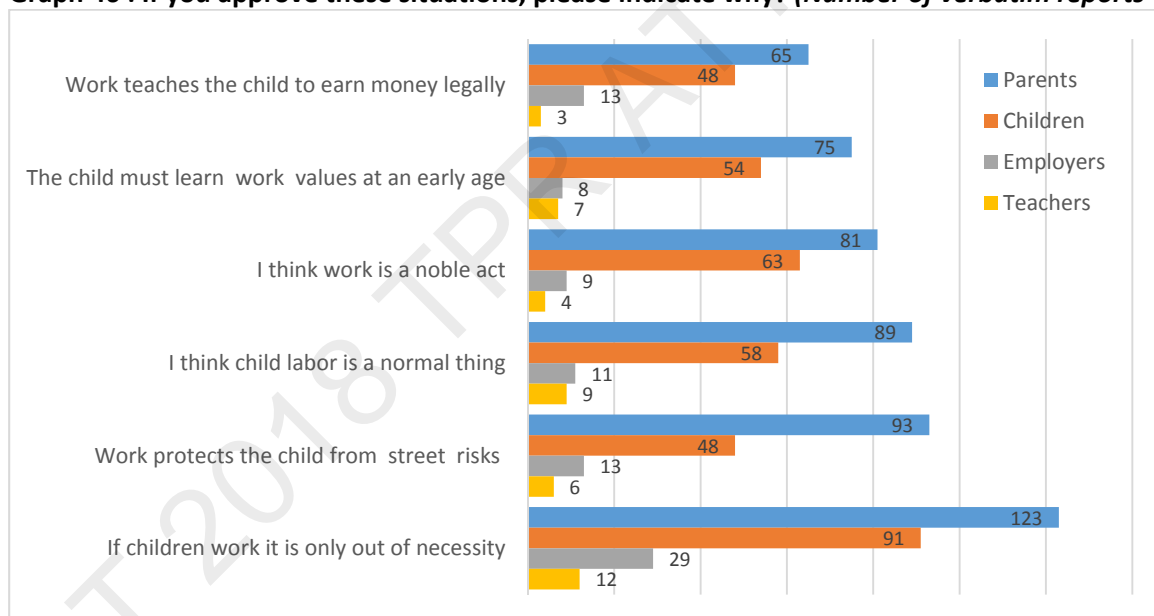
Among those who do not approve of these practices and react in favor of children a significant number of parents, children, employers and teachers think that child labor deprives them of a better life, it is harmful to their health and the development of their physical and mental abilities. Given the number of surveyed people by category, teachers are the most to refuse these practices.

**Graph 45 : If you do not approve these situations, please indicate the reasons for your reaction (Number of verbatim reports<sup>25</sup>)**



On the other hand, the people who do not react and find it acceptable to see children working argue that it is necessity that pushes children to these practices (123 parents, 91 children, 29 employers), that work protects children from the street (93 parents, 48 children) or that child labor is a reality and a normal fact (89 parents and 58 children).

**Graph 46 : If you approve these situations, please indicate why? (Number of verbatim reports<sup>26</sup>)**



Parents who do not approve of families who send their children under 14 years of age to work, account for 71.6% (476 parents). The results show that women are more in favor than men to working children at this age (77.9% vs. 68%). On the other hand, those who do not react (or who approve) to families who send their children under 14 to work represent 28.4% (189 parents) of all surveyed parents, this proportion rises to 25.4% in urban area and 31.7% in rural areas.

<sup>25</sup> Compared to: 475 parents, 393 children, 134 employers and 168 teachers

<sup>26</sup> Compared to: 190 parents, 116 children, 43 employers and 42 teachers

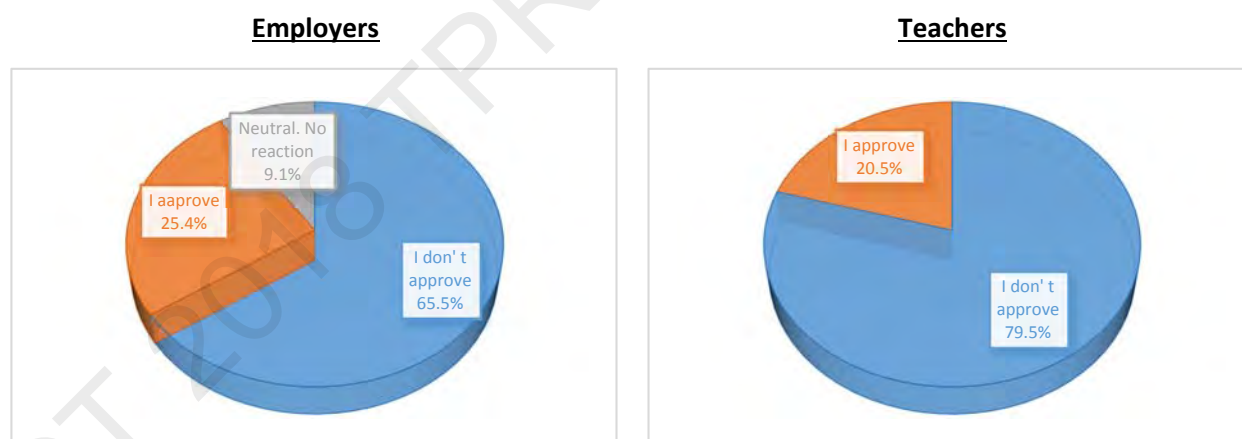
A quarter of surveyed children (26.2%) opt for neutrality in front of families who send their children to work, they are less numerous than their parents (54.9% against 71.6%).

**Table 25 : Faced with families who send their children under 14 to work, how would you react?**

	In %	Jendouba			Sfax			Together			
		Male	Female	Together	Male	Female	Together	Male	Female	Together	
<b>Parents</b>	I don't approve	76.3	81.5	78.1	64.2	68.2	65.7	70.1	74.2	71.6	
	I approve	23.7	18.5	21.9	35.8	31.8	34.3	29.9	25.8	28.4	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together	
	I don't approve	71.3	81.3	78.1	64.1	69.5	65.7	66.2	77.4	71.6	
	I approve	28.7	18.7	21.9	35.9	30.5	34.3	33.8	22.6	28.4	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
	<b>Children</b>		Male	Female	Together	Male	Female	Together	Male	Female	Together
		I don't approve	52.3	60	55.2	51	60	54.6	51.6	60	54.9
		I approve	21.5	16.7	19.7	20	15.7	18.3	20.7	16.2	18.9
Neutral, no reaction		26.2	23.3	25.1	29	24.3	27.1	27.7	23.8	26.2	
<b>Total</b>		100	100	100	100	100	100	100	100	100	
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together	
I don't approve		58.0	54.0	55.2	58.3	45.6	54.6	58.2	51.3	54.9	
I approve		14.0	22.3	19.7	16.2	23.3	18.3	15.6	22.6	18.9	
Neutral, no reaction		28.0	23.7	25.1	25.5	31.1	27.1	26.2	26.1	26.2	
<b>Total</b>		100	100	100	100	100	100	100	100	100	

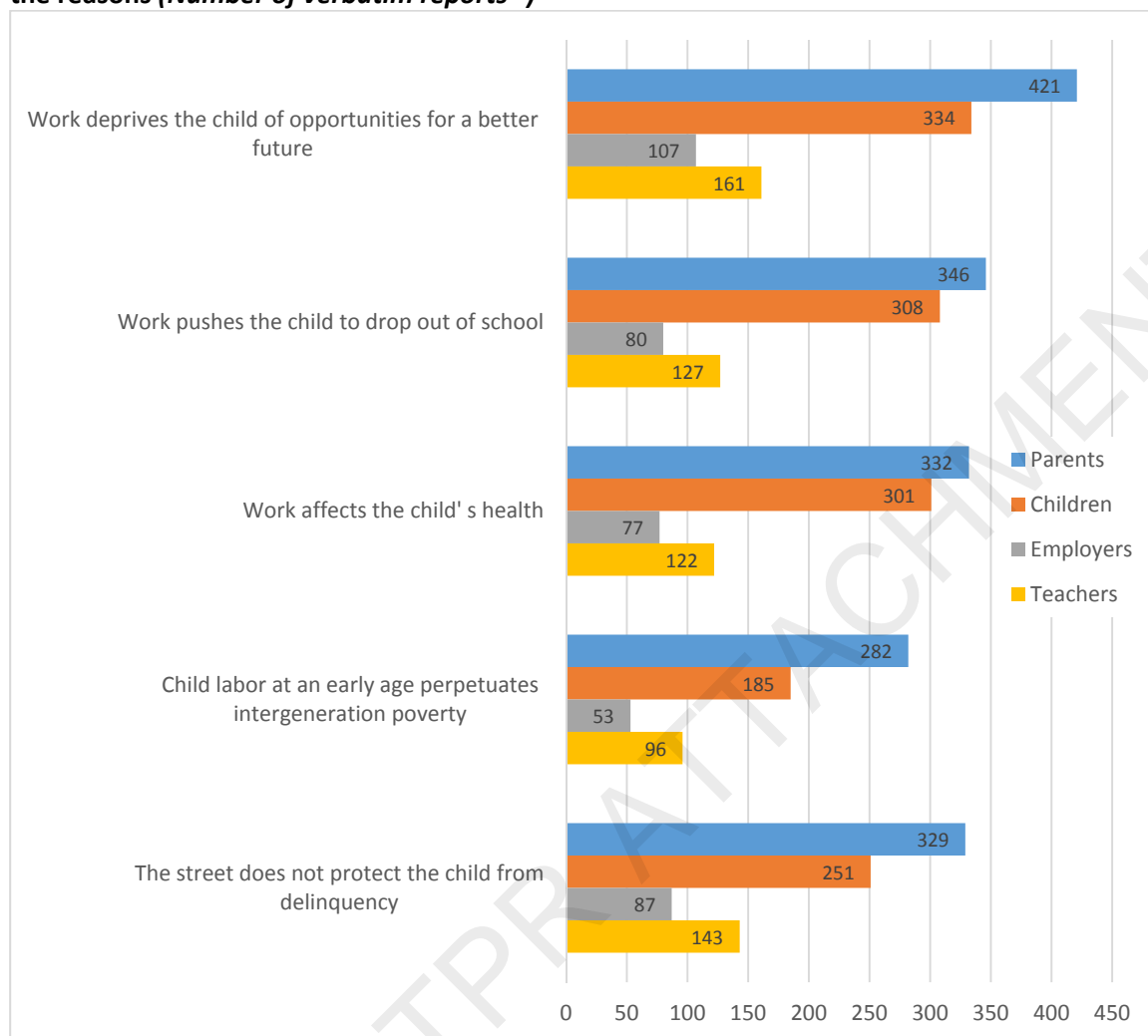
Teachers are the most sensitive to these situations, with nearly 8 out of 10 teachers reporting they do not approve of a family sending their 14 years old children to work.

**Graph 47 : Faced with families who send their children under 14 to work, how would you react?**



Parents who respond in favor of a child under the age of 14 to work state that work deprives children of a better future (421), that work encourages children to drop-out of school (346) and that, contrary to school, the street does not protect children from delinquency (329).

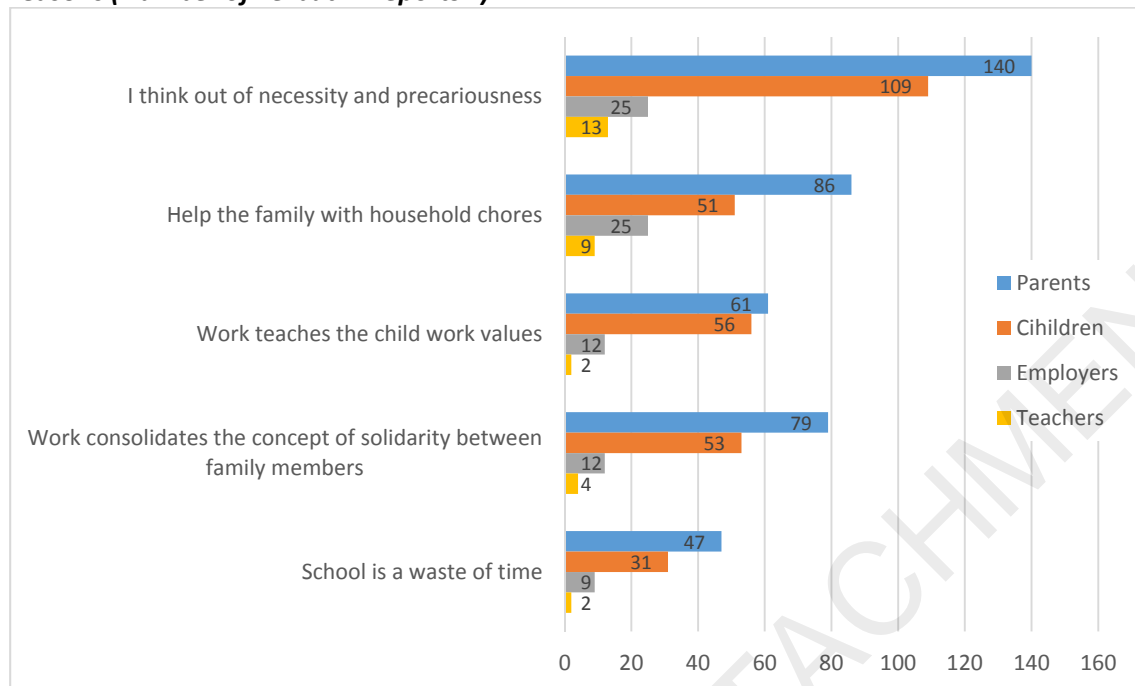
**Graph 48 : If you do not approve that a family sends their child under 14 to work, please indicate the reasons (Number of verbatim reports<sup>27</sup>)**



The response of surveyed children is similar to that of their parents on a smaller scale, whereas teachers react with the highest proportion 77% (161 out of 210) that the work deprives children of a better future, and 68% of teachers (143 out of 210) say the street does not protect working children from delinquency.

On the other hand, parents and children who do not react to families who send their children under 14 to work think that these families need their children's work only out of necessity (140), that work is better for children than idleness as it strengthens family ties and solidarity among family members (79) and also helps with housework.

<sup>27</sup> Compared to: 476 parents, 365 children, 129 employers and 167 teachers

**Graph 49 : If you agree that a family sends a child under the age of 14 to work, please indicate the reasons (Number of verbatim reports<sup>28</sup>)**

Not many employers and teachers approve of child labor under the age of 14, although some say that necessity pushes families to make their children work.

About 72% of surveyed parents find it unacceptable to employ children under 14 as domestic workers, compared to 28% of parents who approve of domestic work for children under 14. More women than men find this type of activity unacceptable (74% of women against 70% of men)

More than a half the surveyed children do not approve of children as domestic servants, 15.5% do not mind and 33.5% are neutral in response to this question.

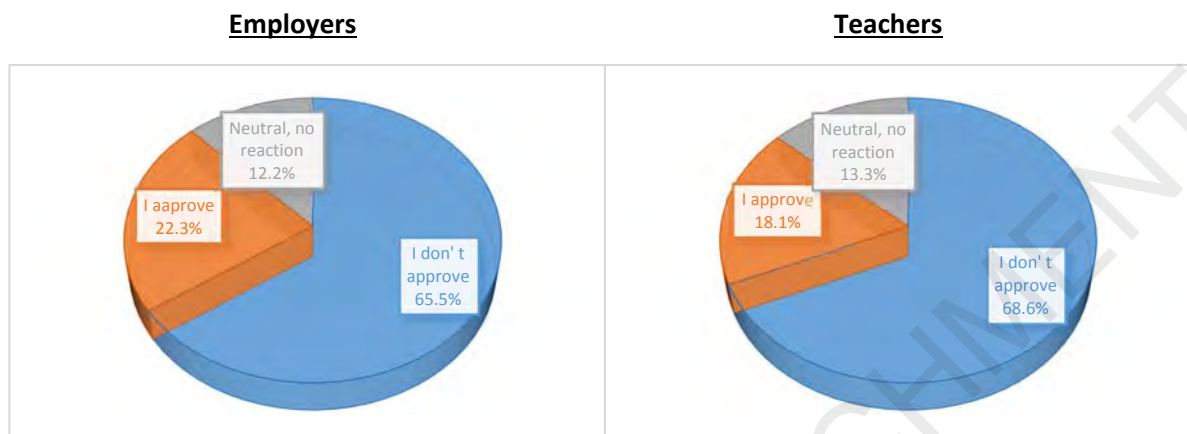
**Table 26 : What would be your reaction if you visit families who employ children under the age of 14 as domestic workers**

	In %	Jendouba			Sfax			Together		
		Male	Female	Together	Male	Female	Together	Male	Female	Together
Parents	I don't approve	76.3	81.5	78.1	64.2	68.2	65.7	70.1	74.2	71.6
	I approve	23.7	18.5	21.9	35.8	31.8	34.3	29.9	25.8	28.4
	Total	100	100	100	100	100	100	100	100	100
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	I don't approve	71.3	81.3	78.1	64.1	69.5	65.7	66.2	77.4	71.6
	I approve	28.7	18.7	21.9	35.9	30.5	34.3	33.8	22.6	28.4
Total	100	100	100	100	100	100	100	100	100	
Children		Male	Female	Together	Male	Female	Together	Male	Female	Together
	I don't approve	49.7	55.8	52.1	45.2	57.1	50.0	47.4	56.5	51.0
	I approve	14.4	10.8	13.0	19.5	15.0	17.7	17.0	13.1	15.5
	Neutral. No reaction	35.9	33.3	34.9	35.2	27.9	32.3	35.6	30.4	33.5
	Total	100	100	100	100	100	100	100	100	100
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	I don't approve	53.0	51.6	52.1	54.7	38.8	50.0	54.2	47.5	51.0
	I approve	12.0	13.5	13.0	15.4	23.3	17.7	14.4	16.7	15.5
Neutral. No reaction	35.0	34.9	34.9	30.0	37.9	32.3	31.4	35.8	33.5	
Total	100	100	100	100	100	100	100	100	100	

<sup>28</sup> Compared to: 189 parents, 126 children, 50 employers and 43 teachers

Around two-thirds of teachers and employers do not approve of children under the age of 14 as domestic servants, compared to 22.3% of employers and 18.1% of teachers who approve these practices.

**Graph 50 : What would be your reaction if you visit families that employ children under the age of 14 as domestic workers?**



The same question was asked to the surveyed parents concerning children from 14-16 working as domestic servants; the responses are similar to the results above. Two-thirds do not approve and respond in favor of children.

The answers given by the 665 surveyed children show that half of them do not approve, against 17.7% only who approve these practices and one third prefer to remain neutral with no reaction.

**Table 27 : What would be your reaction if you visit families that employ children aged 14-16 as domestic workers?**

	In %	Jendouba			Sfax			Together			
		Male	Female	Together	Male	Female	Together	Male	Female	Together	
Parents	I don't approve	73.4	77.8	74.9	56.4	65.2	59.7	64.7	70.8	66.9	
	I approve	26.6	22.2	25.1	43.6	34.8	40.3	35.3	29.2	33.1	
	Total	100	100	100	100	100	100	100	100	100	
			Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	I don't approve		67.3	78.5	74.9	60.0	59.0	59.7	62.1	72.1	66.9
	I approve		32.7	21.5	25.1	40.0	41.0	40.3	37.9	27.9	33.1
	Total	100	100	100	100	100	100	100	100	100	
Children			Male	Female	Together	Male	Female	Together	Male	Female	Together
	I don't approve		46.7	52.5	48.9	46.2	53.6	49.1	46.4	53.1	49
	I approve		17.4	14.2	16.2	20.5	17.1	19.1	19	15.8	17.7
	Neutral, no reaction		35.9	33.3	34.9	33.3	29.3	31.7	34.6	31.2	33.2
	Total		100	100	100	100	100	100	100	100	100
			Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	I don't approve		52.0	47.4	48.9	53.4	38.8	49.1	53.0	44.7	49.0
	I approve		13.0	17.7	16.2	17.0	24.3	19.1	15.9	19.8	17.7
	Neutral, no reaction		35.0	34.9	34.9	29.6	36.9	31.7	31.1	35.5	33.2
	Total		100	100	100	100	100	100	100	100	100

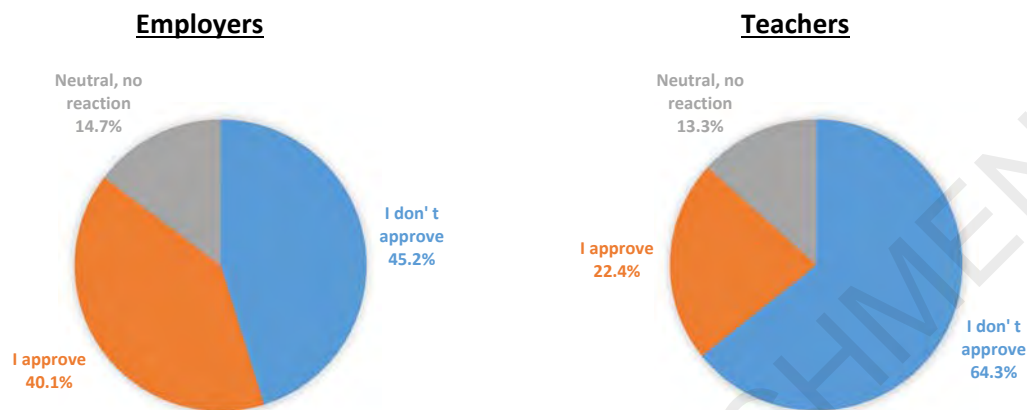
In the same context, more than 22% of surveyed employers approve these practices for children under 14 years. This proportion rises to 40% for children aged 14 to 16 years.



The idea of employing children as domestic workers is rejected by two thirds of teachers.

Nevertheless, 22% of them accept the fact that families employ 14 to 16 years old as domestic workers.

**Graph 51 : What would be your reaction if you visit families that employ children aged 14-16 as domestic workers?**



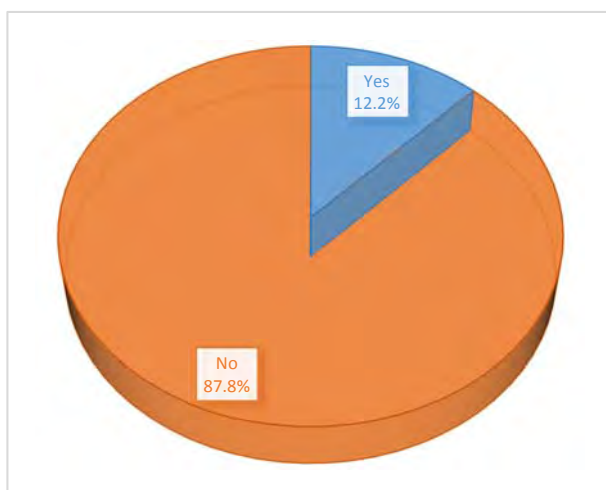
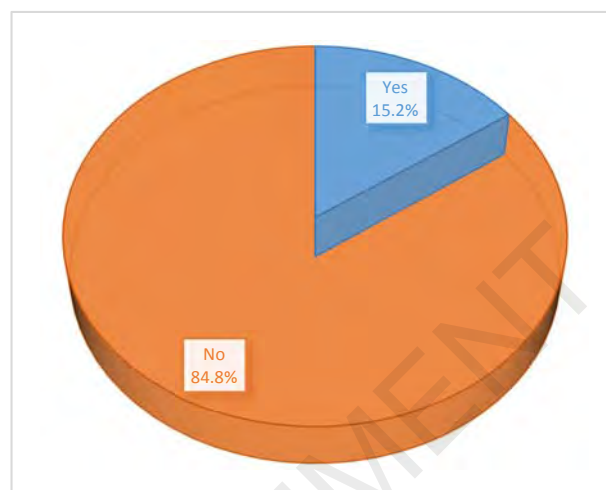
One in five parents say they know families who encourage their domestic workers to attend schools. This rate reaches 25% in urban areas.

The number of surveyed children in Jendouba who reported knowing families who send their domestic workers to schools is twice that of children in Sfax, 21.6% in Jendouba, against 10.9% in Sfax and 16% for both governorates.

The percentage of employers and teachers who confirm the existence of families sending their domestic workers to schools is 12.2% and 15.2%, respectively.

**Table28 : Do you know families who encourage their domestic workers to attend schools?**

	In %	Jendouba			Sfax			Together		
		Male	Female	Together	Male	Female	Together	Male	Female	Together
Parents	Yes	23.7	12.0	19.7	22.0	21.2	21.7	22.8	17.1	20.8
	No	76.3	88.0	80.3	78.0	78.8	78.3	77.2	82.9	79.2
	<b>Total</b>	100	100	100	100	100	100	100	100	100
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	Yes	15.8	21.5	19.7	28.6	5.7	21.7	24.9	16.3	20.8
	No	84.2	78.5	80.3	71.4	94.3	78.3	75.1	83.7	79.2
<b>Total</b>	100	100	100	100	100	100	100	100	100	
Children	Yes	Male	Female	Together	Male	Female	Together	Male	Female	Together
	No	23.1	19.2	21.6	10	12.1	10.9	16.3	15.4	15.9
	<b>Total</b>	76.9	80.8	78.4	90	87.9	89.1	83.7	84.6	84.1
	Yes	100	100	100	100	100	100	100	100	100
	No	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	<b>Total</b>	17.0	23.7	21.6	10.5	11.7	10.9	12.4	19.8	15.9
	Yes	83.0	76.3	78.4	89.5	88.3	89.1	87.6	80.2	84.1
	No	100	100	100	100	100	100	100	100	100

**Employers****Teachers**

## 6.4.2. Children school drop-out

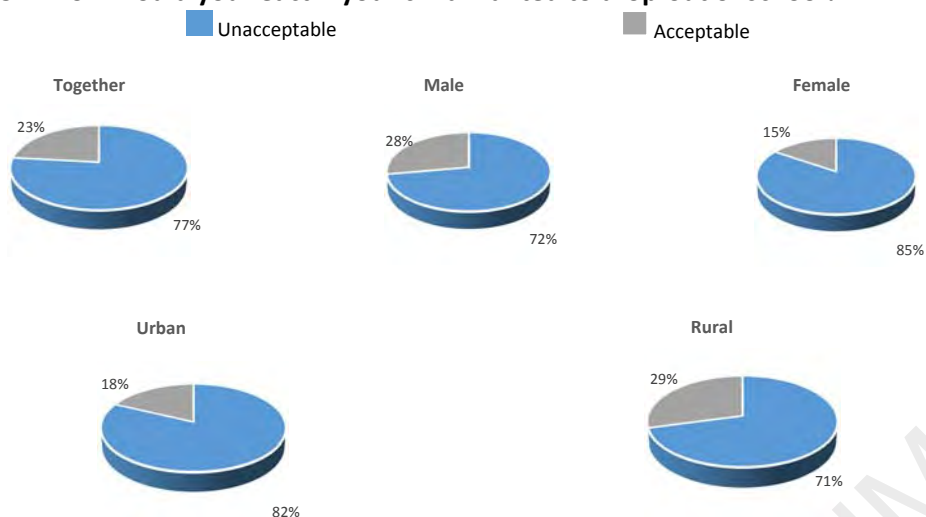
Three-quarters of parents give prime importance to their children's education, compared to 20% who say education is of little importance and 5% who do not care about the education of their children. The results show that women give more importance to their children's education than men (79.2% against 71.8%). Children's education is more important for parents in urban areas compared with rural areas (78.6% vs. 69.9%).

It should be noted that 24% of parents report having at least one child under 18 who does not attend school.

**Table 29 : What is the level of importance you put on education and development of your children?**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Very important	67.1	75.9	70.2	76.1	81.8	78.3	71.8	79.2	74.4
Not very important	24.6	21.3	23.5	19.3	14.4	17.4	21.9	17.5	20.3
Not important	8.2	2.8	6.3	4.6	3.8	4.3	6.4	3.3	5.3
<b>Total</b>	100	100	100	100	100	100	100	100	100
In%	Jendouba			Sfax			Together		
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Very important	67.3	71.5	70.2	83.3	66.7	78.3	78.6	69.9	74.4
Not very important	26.7	22	23.5	13.9	25.7	17.4	17.6	23.2	20.3
Not important	5.9	6.5	6.3	2.9	7.6	4.3	3.8	6.9	5.3
<b>Total</b>	100	100	100	100	100	100	100	100	100

If children wanted to leave school, 77% of parents would not accept. This proportion goes up to 85% and 82% in urban areas. They would try to convince them and dissuade them from this decision (491), force them by all means to continue their education (434), discuss the case with the teacher or the school principal (207) give them incentives to continue their studies (290) or consult a psychologist (155).

**Graph 52 : How would you react if your child wanted to drop-out of school?**

Parents' opinion about the benefit to attend school is only 76% for girls versus 82% for boys. Parents' perceptions about the educational benefits for their children do not vary according to the parent's gender, but are influenced by the area they live in.

**Table 30: Do you consider that there is an advantage for children (girls and boys) to attend school?**

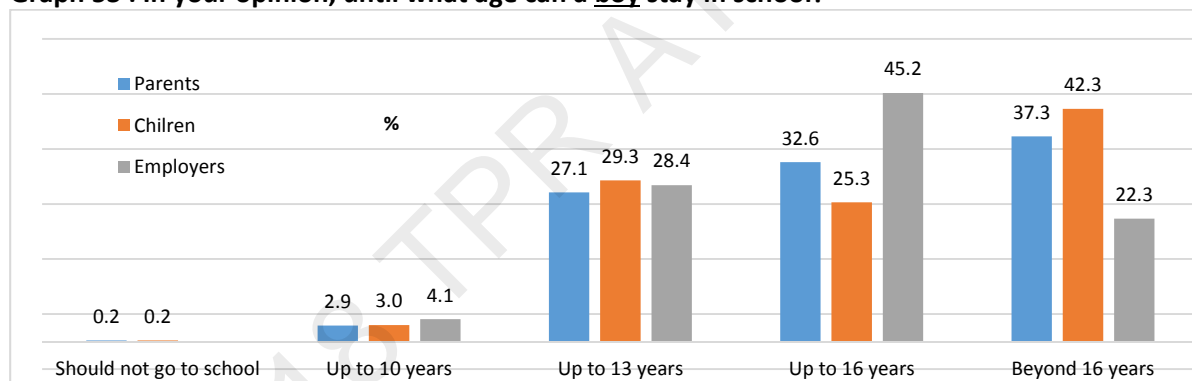
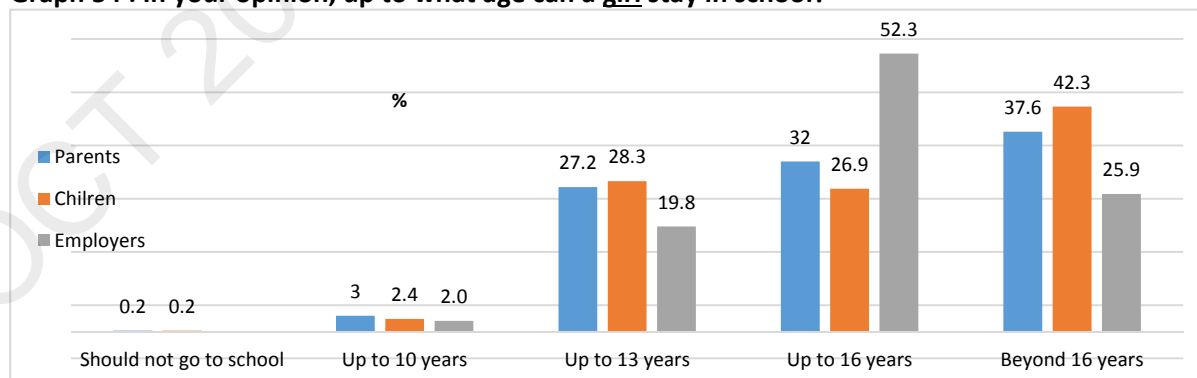
	Parents Male	Parents Female	Urban	Rural	Together
<b>For girls</b>					
There are many advantages	76.0	76.7	74.0	78.7	76.2
There are a few advantages	21.4	20.4	22.0	20.1	21.1
There is no advantage	2.6	2.9	4.0	1.3	2.7
<b>For boys</b>					
There are many advantages	82.8	81.3	80.3	84.3	82.3
There are a few advantages	14.4	16.3	17.1	12.9	15.0
There is no advantage	2.8	2.5	2.6	2.8	2.7
Total	100	100	100	100	100

The percentage of children who report that there are many benefits to attend school for boys is estimated at 83%, compared to 76.5% for girls, thus echoing almost the same responses as parents. On the other hand, there is no difference of opinion regarding the maximum school age for boys and girls.

**Table 30 Do you consider that there is an advantage for children (girls and boys) to attend school?**

	Surveyed Boy	Surveyed Girl	Urban	Rural	Together
<b>For girls</b>					
There are many advantages	73.1	81.9	79.8	73	76.5
There are a few advantages	21.2	12.3	14.4	21.4	17.7
There is no advantage	5.7	5.8	5.8	5.7	5.7
<b>For boys</b>					
There are many advantages	81.0	86.2	83.3	82.7	83.0
There are a few advantages	13.3	8.8	11.2	11.9	11.6
There is no advantage	5.7	5.0	5.5	5.3	5.4
Total	100	100	100	100	100

When asked up to what age a child should go to school, parents give almost identical responses for boys or girls. Nevertheless, not many of them think that children (boys or girls) should go to school beyond the age of 16. The most surprising result is that of children, only 42.3%, who think that education should continue beyond the age of 16.

**Graph 53 : In your opinion, until what age can a boy stay in school?****Graph 54 : In your opinion, up to what age can a girl stay in school?**

Of the 665 surveyed parents, 161 say they have at least one child under 18 who dropped out of school (24%), 71 of 161 parents (44.1%) say they have working children.

**Table 31 : Do you have children under the of 18 who do not attend school**

In %	Urban	Rural	Male	Female	Together
Yes	27.2	21.0	24.7	23.3	24.2
No	72.8	79.0	75.3	76.7	75.8
<b>Total</b>	100	100	100	100	100

**Table 32 : Is there at least one child working**

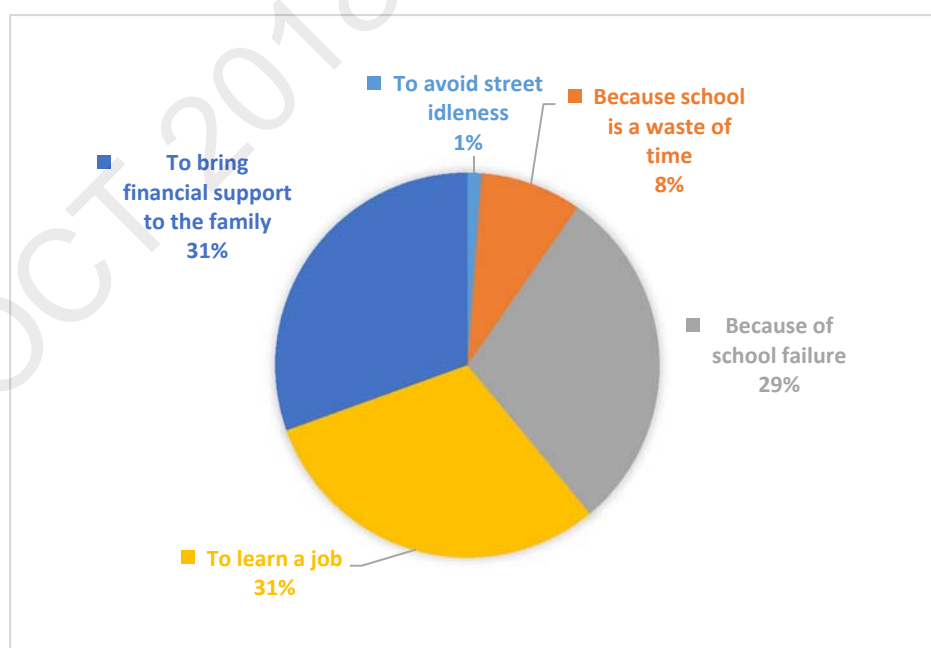
In %	Urban	Rural	Male	Female	Together
Yes	53.2	59.7	48.6	69.6	55.9
No	46.8	40.3	51.4	30.4	44.1
<b>Total</b>	100	100	100	100	100

In order to assess if parents are behind their children drop-out, a question was asked to all parents regardless of whether they have drop-outs or not. It turns out that parents are responsible in almost half the cases of school drop-out and making their children work. In fact, 82 parents state that they stopped or planned to stop school for one of their children to find a job and provide for the family needs. This corresponds to 12% of surveyed parents, it should be recalled that 24% of parents declare that they have at least one child under 18 who left school.

**Table 33: Have you ever stopped or planned to stop schooling one of your children in order to work and support your needs?**

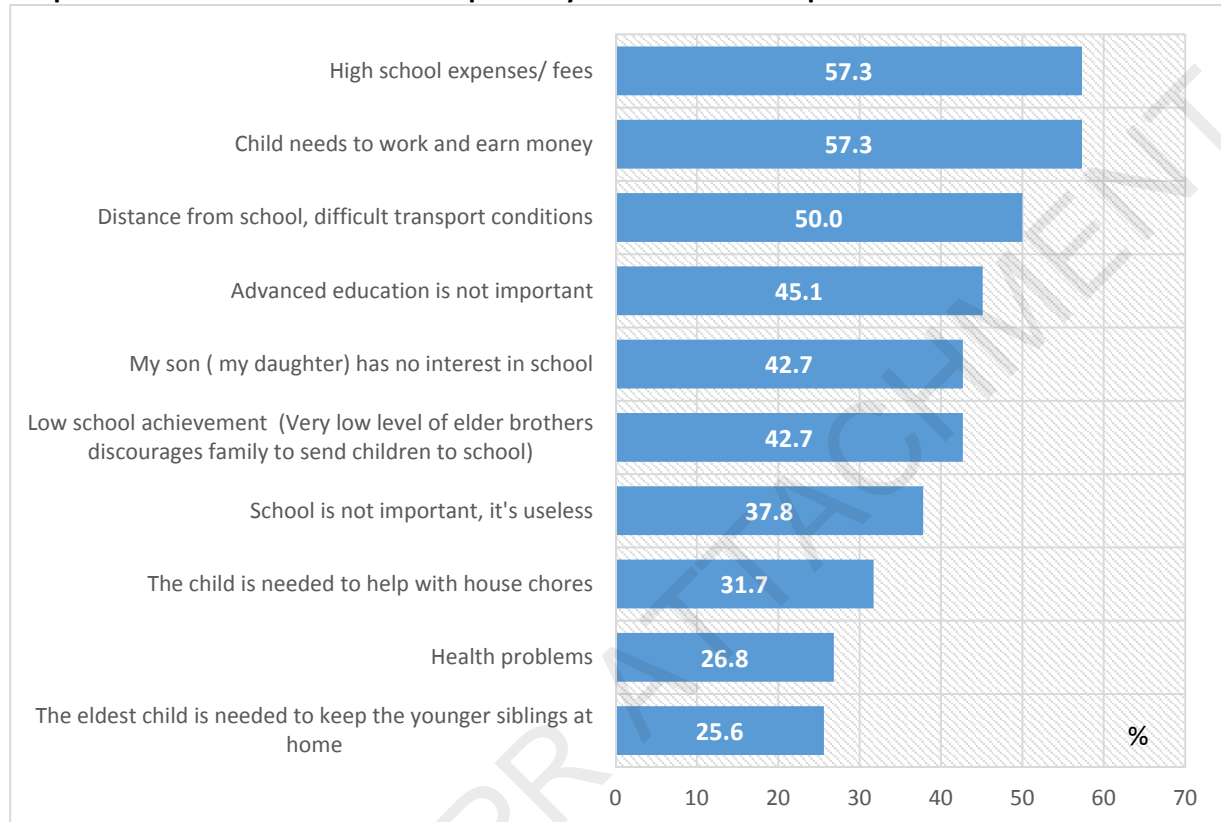
In %	Urban	Rural	Male	Female	Together
Yes	17.1	7.2	14.8	7.9	12.3
No	82.9	92.8	85.2	92.1	87.7
<b>Total</b>	100	100	100	100	100

Parents send their children to work to provide financial support for the family (31%), to learn a job (31%), because of children's school failure (29%), because according to them school is a waste of time for their children (8%) or to avoid the risk of street idleness (1%).

**Graph 55 : Why have you resorted to employ him/her?**

On the other hand, according to the statements of surveyed parents, several factors push children to drop-out of school: mainly to work and earn money to cover high schooling costs, difficult transportation conditions, poor school achievement, or lack of interest in school.

**Graph 56 : What are the reasons that pushed your children to drop-out of school?**



Regarding the growing phenomenon of children who dropped out of school, while there is a legal obligation to keep children in school up to the age of 16, there are three main reasons given by key informants: (i) the material conditions of the family which induce children to drop-out, (ii) the perception of the low quality or usefulness of the learning system and finally (iii) the absence of dissuasive sanctions.

In addition, the answers highlight the following shared comments:

- School is no longer considered as a key to social success (change in children's view about school).
- Deterioration of the educational system
- Negative perception regarding learning, particularly because of unemployment increase.
- Declining role of school in fulfilling its educational mission.
- The school system is lagging behind technological development and the evolution of the labor market.
- The family's economic and social difficulties negatively affect children's ability to cope with the pressure of the education system.
- Little hope in getting a decent job after school, due to the increase in unemployment rate for higher education graduates.
- Poor social conditions, particularly in certain disadvantaged areas where parents force their children to drop-out from school and work to help them.
- Absence of an integrated system against poverty leading to school drop-out

- Lack of transportation for children living in rural areas.
- Lack of safety, especially for girls having to walk a long distance to school.
- The school has lost its vocation as a familiar and attractive environment for children.
- The lack of support mechanisms to implement the Compulsory Education Act.

In addition, the regional structures point to the long-time span between the moment the child drop-out from school and notifications reaching their services.

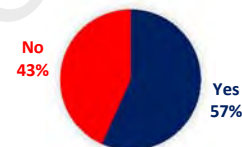
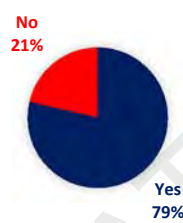
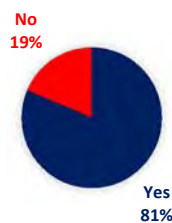
The results of teachers who were surveyed show that schools do not have any prevention strategy against dropping out of school other than traditional teaching methods. The use of psychological sessions is only available in 57% of the sampled schools. Only 30% of schools provide regular dialogue with students about school drop-out and child labor.

**Graph 57 : Does your school provide prevention against school drop-out?**

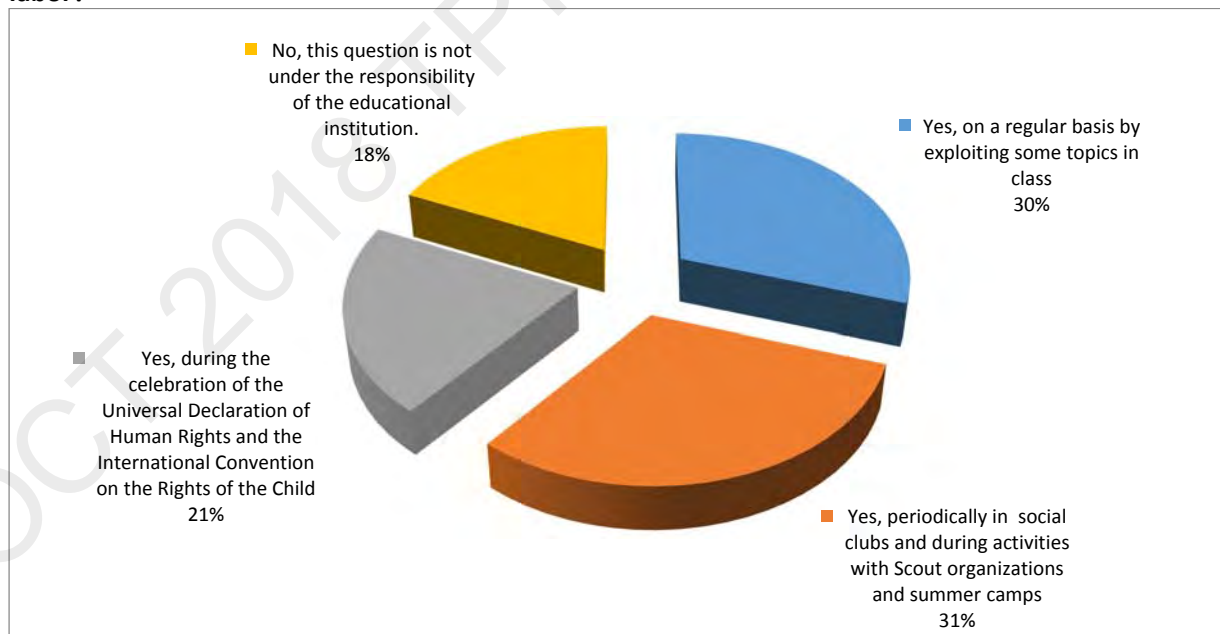
**Pedagogical prevention thanks to teachers' efforts to motivate students to continue their studies**

**Administrative prevention through monitoring attendance and informing parents in time**

**Professional prevention through psychological and social support mechanisms for students at risk**



**Graph 58 : Does the school establish a dialogue with students about school drop-out and child labor?**



To know whether existing services, resources, and mechanisms are sufficient to address early school drop-out, interviews to key informant show that all respondents agree that existing services, resources, and mechanisms are insufficient to address this issue.

While there is unanimity at this level, this is not the case with regard to the recommendations to reduce early school drop-out, where opinions are divided, particularly on the priorities of the actions to be implemented.

Indeed, some emphasize school reform, others insist on social action, while representatives of government agencies advocate mainly an integrated development involving a coordinated institutional action. The examples below highlight these options:

- The revision of the education system through an evaluation of the recruitment methods of all those who participate in or supervise education.
- The detection and orientation of children at risk of school failure or showing a lack of interest in pursuing their studies.
- The implementation of ILO Recommendation N° 146 on the minimum age for employment which states in paragraph b of Article 2 of the National Policies Chapter "the implementation of further economic and social measures to reduce poverty everywhere in order to provide families with a minimum standard of living and income to avoid children's employment"
- Enhanced interaction and coordination among the various stakeholders, including Ministries of Education and Vocational Training, to support programs and assistance to children (transport-boarding schools).
- The creation, within each school, of a multidisciplinary team that will ensure the overall supervision of children for the school becomes more than exclusively a teaching space but especially a place for training and building children's personality and addressing all his/ her concerns.
- Entering and updating information and data on a regular basis.
- Ensuring permanent monitoring and enforcement of punitive sanctions against offenders and using dissuasive means for potential ones
- Ensuring a smooth transition allowing children to move from learning to training, especially for children aged 12 to 15 years.

In Sfax and Jendouba, the same observation is made through interviews with key informants about the services, resources and mechanisms available to deal with school drop-out. All the parties without exception consider them insufficient; they stress that the efforts of all the parties involved in this field must be combined. For them, it is vital to give the utmost importance to this subject because the lack of concern of the parties involved has contributed to creating a culture of indifference despite the growing spread of school drop-out.

To deal with this phenomenon, each participant, depending on their position and responsibility, proposed the following ideas summed up below:

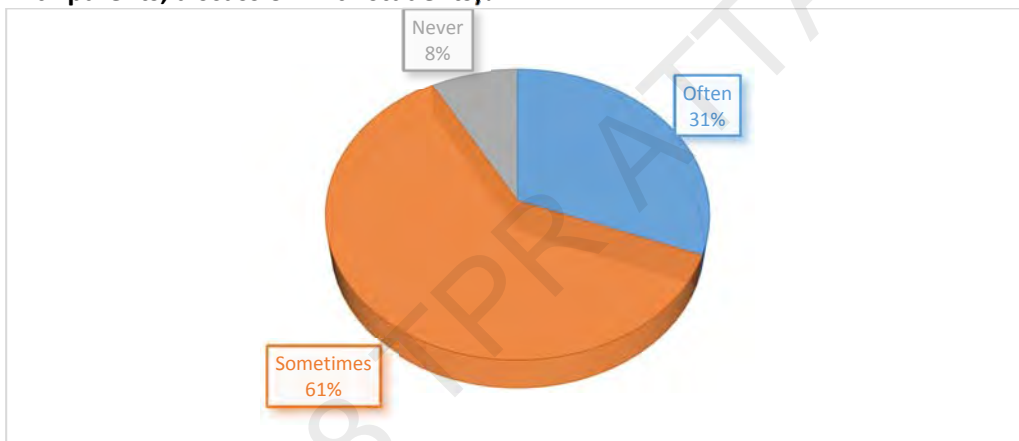
- The social promotion division in Jendouba governorate requests statistics in due time and not after the start of the school year to allow them to intervene on time, for example by granting scholarships or school grants to bring children back to school and avoid dropping out.
- The Social Promotion Division in Sfax Governorate, Sfax Regional Union of Industry, Commerce and Handicrafts, the Regional Labor Union of Sfax, the Regional Union of Agriculture and fishery in Jendouba, Jendouba national security district and Ketetna primary school (Sfax), all these stakeholders propose a fundamental revision of the teaching programs, the training of teachers, the preparation of a development plan in regions threatened by school drop-outs, the elimination of deeply rooted causes i.e. the socio-economic situation of the country, the development of the basic environment and facilities to allow children to practice sports activities, setting up recreation areas, cultural and training centers and playgrounds.



- Sfax National Security District and Tahar Haddad Junior high-school in Sfax recommend the use of the media to sensitize and guide parents and provide information on training centers to help children who wish to drop school for a job.
- Jendouba Child Protection Delegation, the Rural Women's Association and the Regional Union of Industry and Commerce in this governorate confirm that, although the Ministry of Education has a program for children who drop-out of school at an early age, this is not the best solution for a number of reasons, including age disparities. Therefore, the above-mentioned parties propose the creation of vocational training centers and the revision of the age requirements to be accepted in these centers, the allocation of special classes for drop-outs and reintegrated children, as well as the development of special educational programs for those children to bridge the gap after dropping out.
- Moreover, according to the interviewed imams, it would be necessary to involve them in government programs with training and upgrading sessions so that they can play a leading role in the fight against this phenomenon.

On the other hand, the quantitative survey shows that 31% of teachers report having often made personal efforts to prevent and limit drop-out, but the majority (61%) only occasionally make prevention efforts.

**Graph 59 : Have you ever made personal efforts to prevent and limit school drop-outs (contact with parents, discussion with students)?**



In the case of children who dropped out, 200 teachers say they do not hesitate to give advice, 125 follow the problem with the administration and 116 talk with friends of children who dropped out of school.

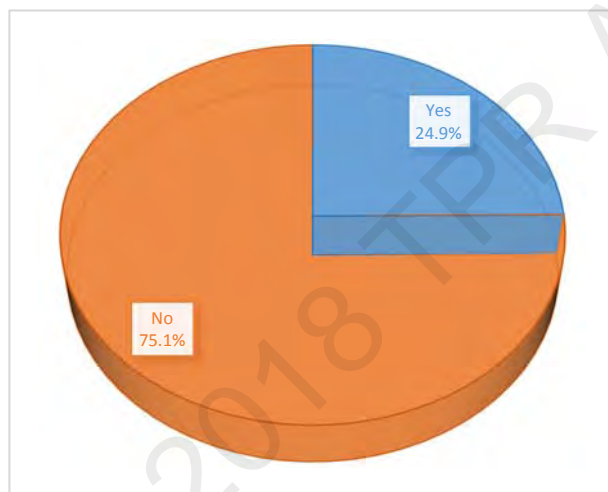
Nearly 87% of parents and 84.4% of teachers consider education to be adapted to local conditions and needs. This positive opinion is higher with teachers than with children (76.5%) and employers (75.1%).

**Table 34 : Do you think that education is not adapted to local conditions and that there is no advantage of schooling children?**

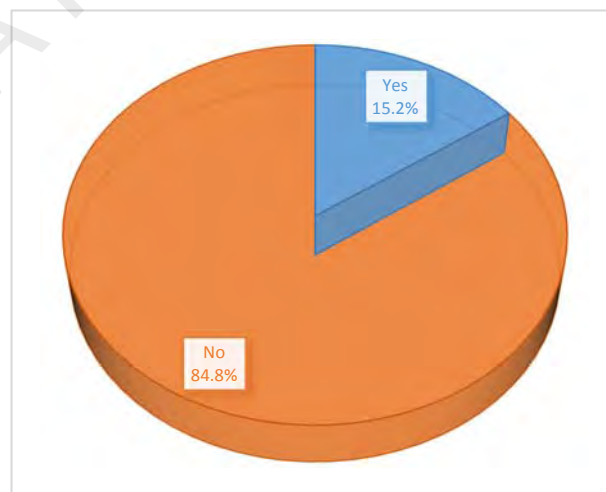
	In %	Jendouba			Sfax			Together			
		Male	Female	Together	Male	Female	Together	Male	Female	Together	
<b>Parents</b>	Yes	14.5	15.7	14.9	10.6	14.4	12.0	12.5	15.0	13.4	
	No	85.5	84.3	85.1	89.4	85.6	88.0	87.5	85.0	86.6	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
			Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	Yes	17.8	13.6	14.9	12.7	10.5	12.0	14.2	12.5	13.4	
	No	82.2	86.4	85.1	87.3	89.5	88.0	85.8	87.5	86.6	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
<b>Children</b>		Male	Female	Together	Male	Female	Together	Male	Female	Together	
	Yes	27.2	30	28.3	21	16.4	19.1	24	22.7	23.5	
	No	72.8	70	71.7	79	83.6	80.9	76	77.3	76.5	
	<b>Total</b>	100	100	100	100	100	100	100	100	100	
			Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	Yes	21	31.6	28.3	15.4	28.2	19.1	17	30.5	23.5	
	No	79	68.4	71.7	84.6	71.8	80.9	83	69.5	76.5	
<b>Total</b>	100	100	100	100	100	100	100	100	100		

**Graph 60 : Do you think that education is not adapted to local conditions and that there is no advantage of schooling children?**

**Employers**



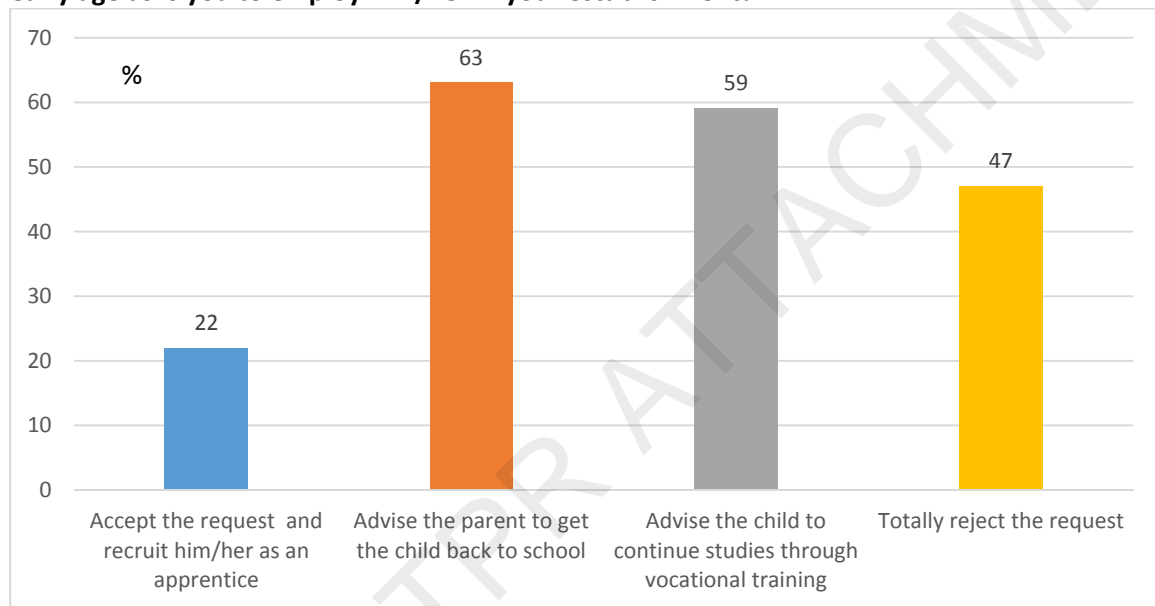
**Teachers**



To the question: if a parent of child who dropped out of school ask you to employ him/her, surveyed employers have to answer about their reactions the four following alternatives:

- 22% of employers could agree to recruit him/her as an apprentice, compared with 78 % who would **refuse to use it or propose other alternatives**.
- 63% will **advise to return to school**, compared to 37% who will not indicate this proposal to the children.
- 59% orient it in the pursuit of studies through vocational training, compared to 41% who will not guide children towards vocational training.
- 47% will categorically refuse the request of the child to integrate the establishment as employee, compared with 53 % who accept or refer children to other options.

**Graph 61 : How do you react in case of a parent of a child who dropped out from school at an early age asks you to employ him/her in your establishment?**

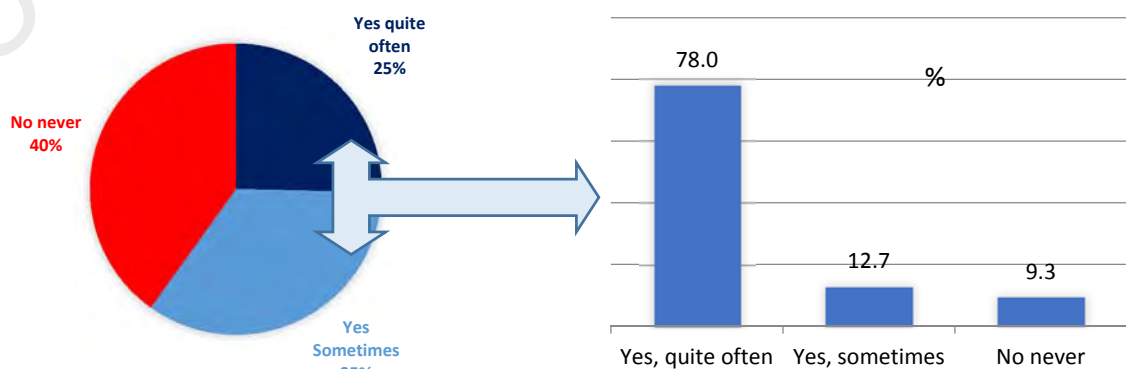


### 6.4.3. Employers and the use of working children

One in four employers often employ their children, 35% do so occasionally and 40% never employ their own children.

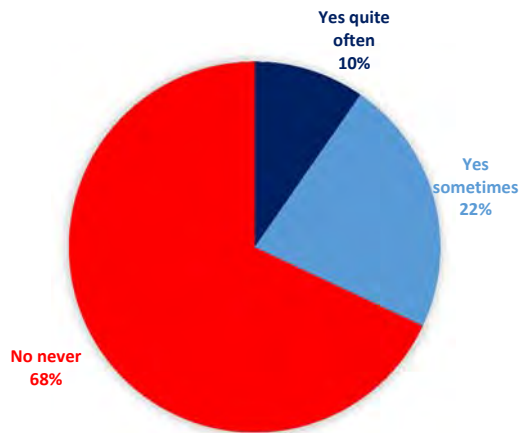
**Graph 62 : Employers and the use of family members**

**Do you ask family members under the age of 18 to work with you? If yes, do they still attend school regularly?**

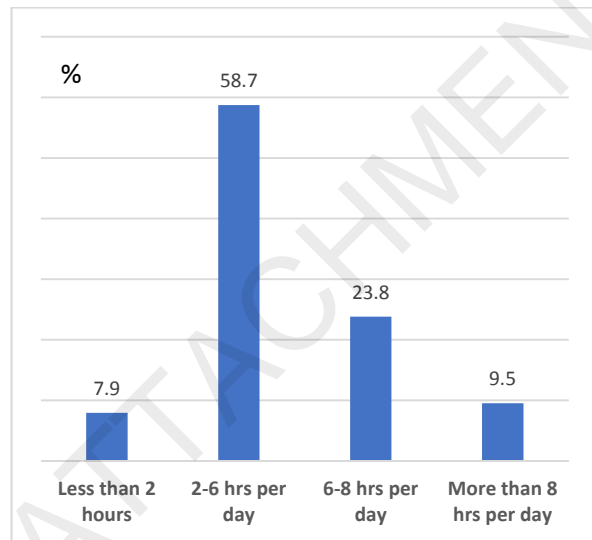


Asked if they employ children, 1 in 10 employers say that they often employ children, and 22% do so occasionally. In contrast, 68% say they never employ children. The number of working hours is often 2 to 6 hours a day and for some employer, it can reach up to more than 8 hours a day.

**Graph 63 : Employers and child workers**  
Did you ever employ children?



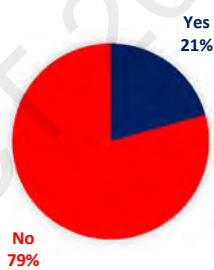
If so, approximately how many hours approximately do they work daily?



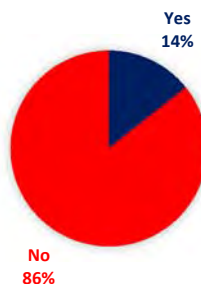
According to surveyed employers, children who work often or occasionally use drills, electric saws, oven, stitching machines (21%), welding machines, knives, grinding wheels, sewing machines (14%) or saws, scissors, shears, metal bars (19%). Children also handle products such as acid, butane, thinner, gas oil (16%), gasoline, coal, oil, welding material (10%) or stones, nails, metal sheets, glue, paint, wire (17%).

**Graph 64 : Do children who work with you use the following tools:**

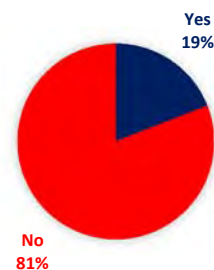
Drills, electric saws, oven, topping machines



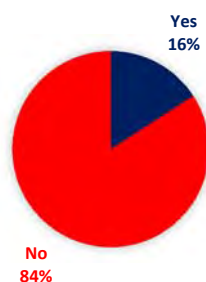
Welding Post, knife, grinding wheel, sewing machine



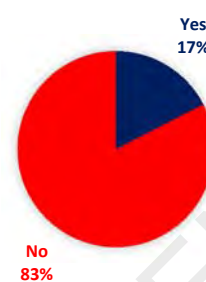
Saw, scissors, shears, metal bar



**Graph 65 : Do children working with you use products like:**  
 Acid, butane, thinner, gas oil      Gasoline, coal, oil, welding material



Stone, nail, metal sheet, glue, paint, wire



#### 6.4.4. Parents and the use of their children as worker

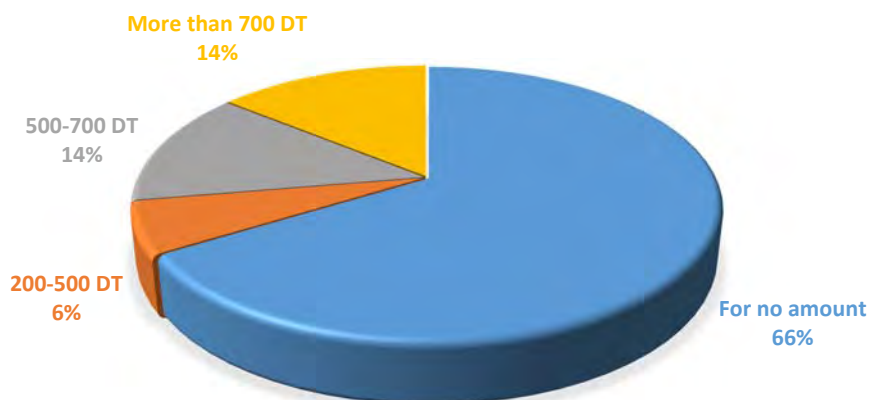
In the past 12 months, 35.5% of surveyed parents say they have faced financial difficulties. In urban areas, this proportion rises to 39.3%, against 31.3% in rural areas.

**Table 35 : In the past 12 months, did you face financial difficulties?**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Yes	41.1	29.6	37.1	34.4	33.3	34	37.6	31.7	35.5
No	58.9	70.4	62.9	65.6	66.7	66	62.4	68.3	64.5
<b>Total</b>	100	100	100	100	100	100	100	100	100
In %	Jendouba			Sfax			Together		
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Yes	42.6	34.6	37.1	38	24.8	34	39.3	31.3	35.5
No	57.4	65.4	62.9	62	75.2	66	60.7	68.7	64.5
<b>Total</b>	100	100	100	100	100	100	100	100	100

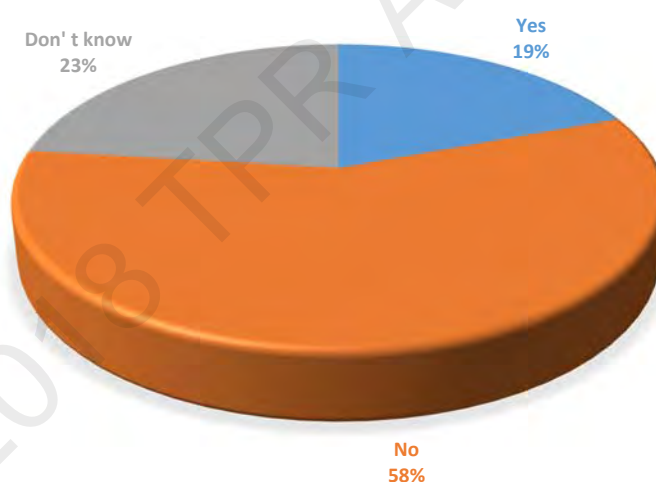
More than two-thirds of parents are not ready to take their children out of school and send them to work regardless of the income they could generate, 14% are willing to send their children if they earn more than 700 dinars per month. The same proportion is noted if children revenues yields 500 to 700 dinars and 6% of parents say they could send their children to work if they earn between 200 and 500 dinars monthly.

**Graph 66 : If you do not have children under 18 who are working, how much money your child must earn each month for you to remove him/her from school, in dinars (DT) per month?**



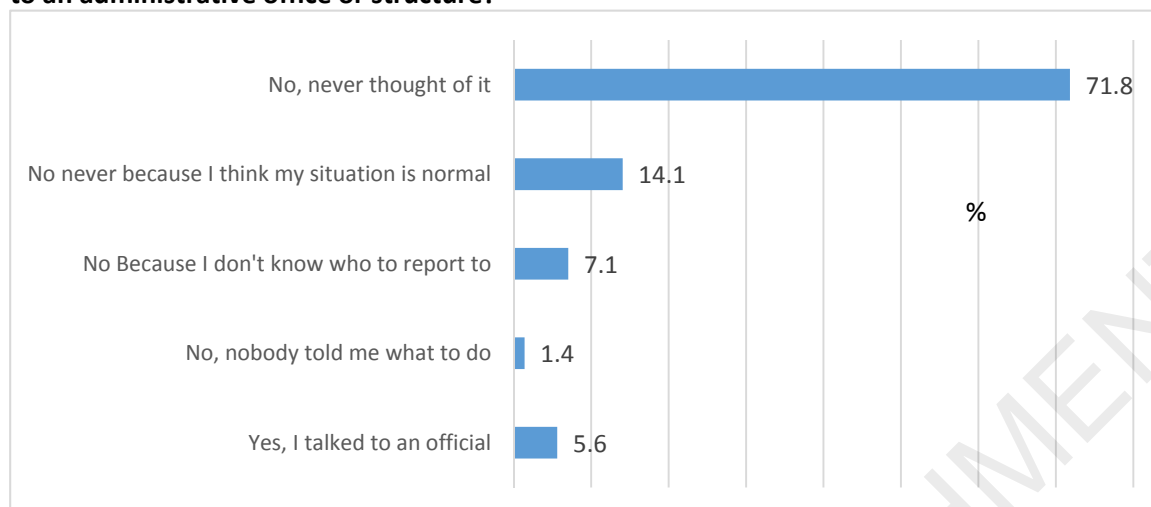
When asked if the work has a positive impact on the development of children's skills, 19% of parents say they will be ready to send their children to work, compared to 58% who refuse regardless of that fact and 23% who do not know.

**Graph 67 : If you do not have working children under the age of 18, are you ready to send your children to work if you consider there is a positive impact on their skills development?**



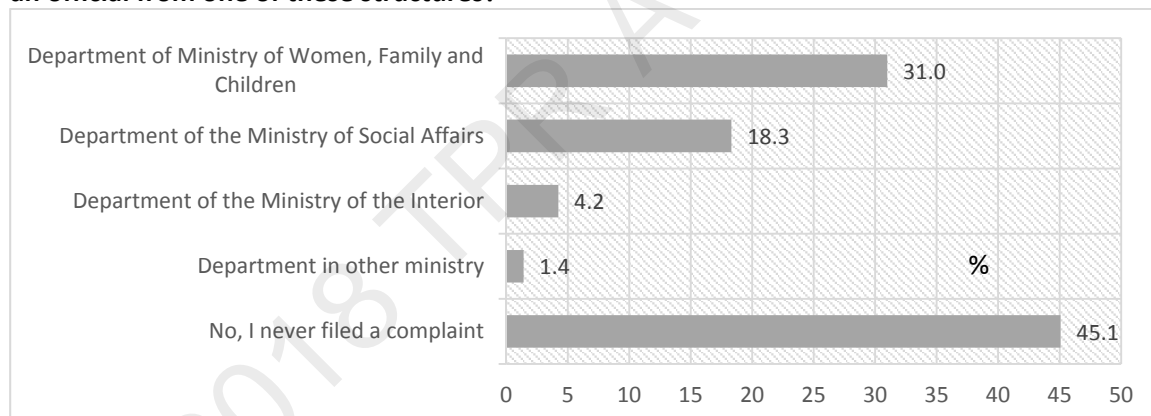
The number of parents reporting having working children are 71 out of a total of 665 respondents, 67 of whom have never reported their situation and that of their children to an administrative officer or an organization (94.4%).

**Graph 68 : If you have a working child, did you report your situation and that of your child (ren) to an administrative office or structure?**



These same parents declare in a proportion of 45% (32 out of 71 parents) who they did not file any complaint, 55% (39 parents) who complained, addressed their complaints to the services of the MWFC, the MSA, the Ministry of Interior and other ministries

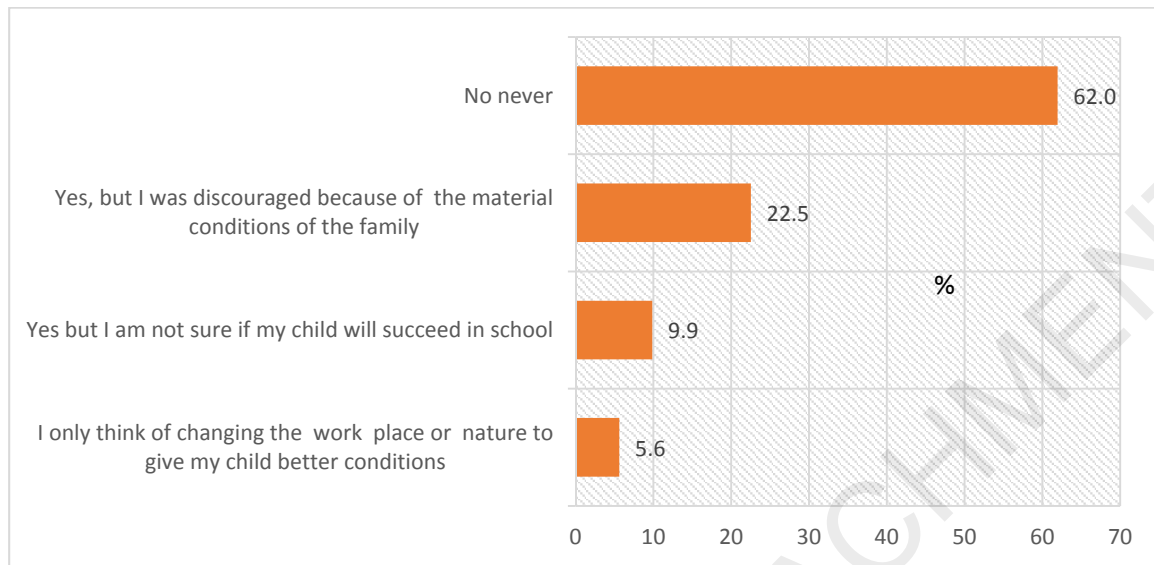
**Graph69 : If you have a working child, did you complain about the bad treatment of your child to an official from one of these structures?**



The reasons for the 39 parents to file complaints are: irregular payments (28.2%), low salary (33.3%) and poor working conditions (33.5%). These complaints had no results according to 59% of parents. In some cases, following these complaints, children were interviewed and the case were closed (20.5%), the employer was interviewed and the case was closed (12.8%), the employer was interviewed and was put under surveillance (5.1%) or protective measures were taken in favor of children (2.6%).

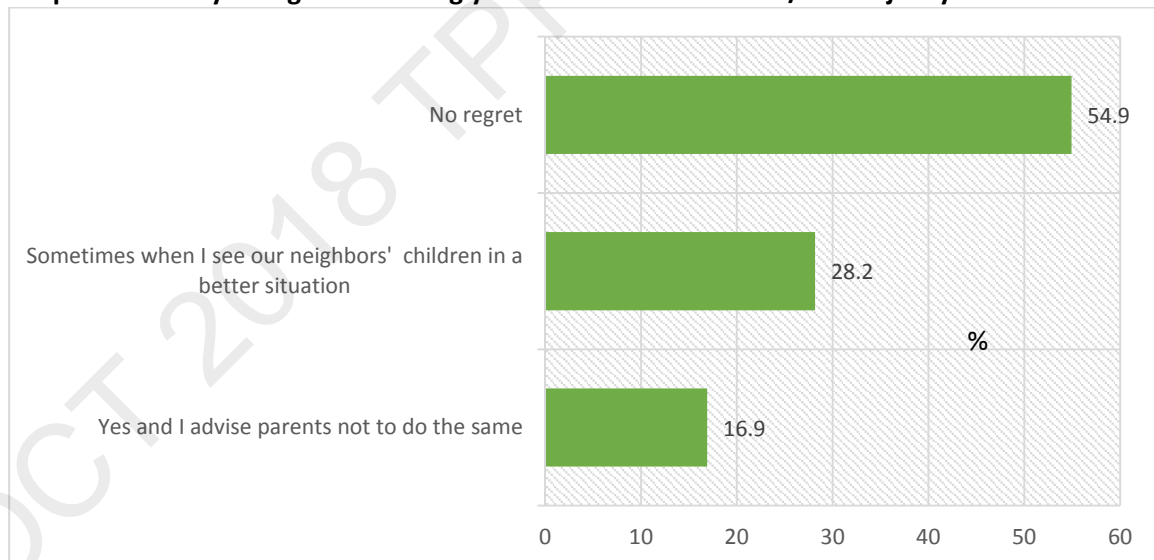
To the question: "Did you think about the reintegration of your child", 62% of parents with child workers say they never thought about this idea, 22.5% would rather not think about it because of their material conditions, 9.9% doubt the success of their children at school and think that reintegration will be useless and 5.6% hope to find better working conditions for their children.

**Graph 70 : If you have a working child, have you thought about school reintegration and termination of employment of your child and have you tried to do so?**



Nearly 55% of parents with working children say they do not regret sending their children to work, some (28%) have regrets sometimes especially when comparing the situation of their children with the neighbors'. Only 17% regret and advise parents not to send their children to work before reaching adult age.

**Graph 71 : Have you regretted letting your child work before his/her majority?**



#### 6.4.5. Working children

From another angle, the survey asked children about their own activities. On this matter, 38.6% of children (257 of 665) report that they worked for at least one hour during the week preceding the survey. In Jendouba, this rate is 46% and 32% in Sfax.



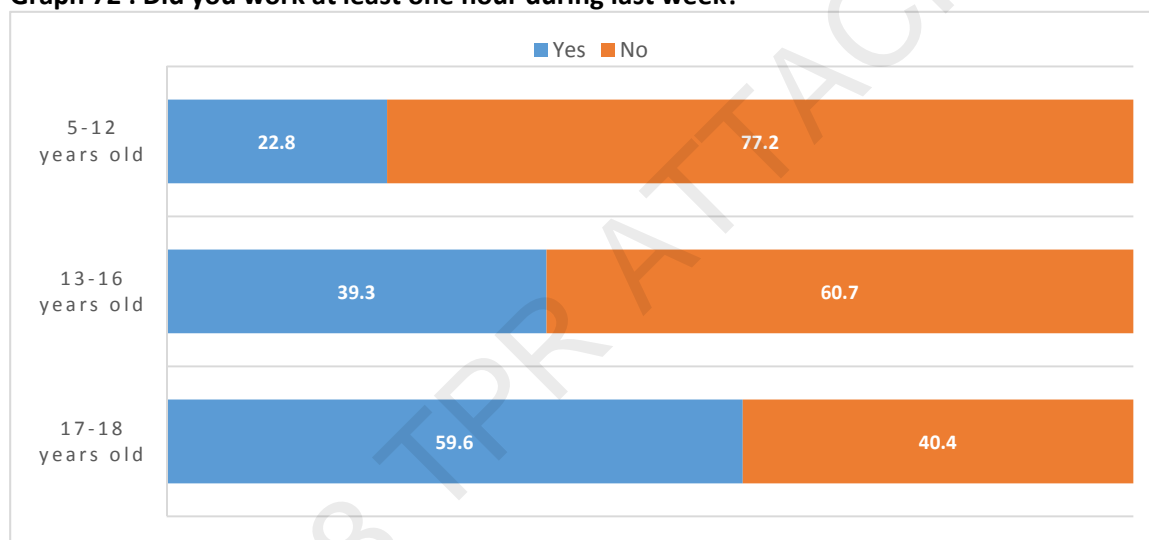
**Table 36 : Did you work for at least one hour during last week?**

In %	Jendouba			Sfax			Together		
	Male	Female	Together	Male	Female	Together	Male	Female	Together
Yes	47.2	44.2	46.0	31.4	32.9	32.0	39.0	38.1	38.6
No	52.8	55.8	54.0	68.6	67.1	68.0	61.0	61.9	61.4
<b>Total</b>	100	100	100	100	100	100	100	100	100

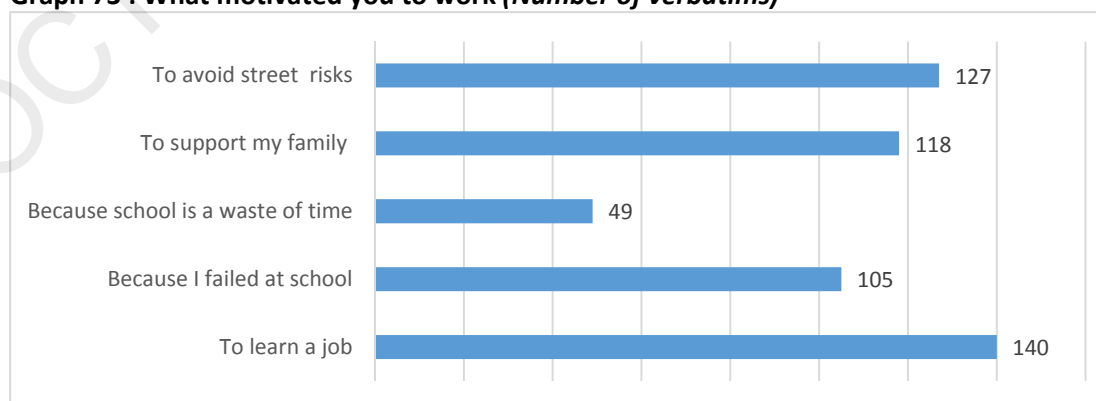
  

In %	Jendouba			Sfax			Together		
	Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
Yes	44	47	46.0	36.4	21.4	32.0	38.6	38.7	38.6
No	56	53	54.0	63.6	78.6	68.0	61.4	61.3	61.4
<b>Total</b>	100	100	100	100	100	100	100	100	100

Based on age, this information provides very interesting details. Almost 60% of 17-18 years old report having worked at least one hour during the week prior to the survey, this proportion reaches 39.3% and 22.8% respectively for children aged 13-16 and 5-12.

**Graph 72 : Did you work at least one hour during last week?**

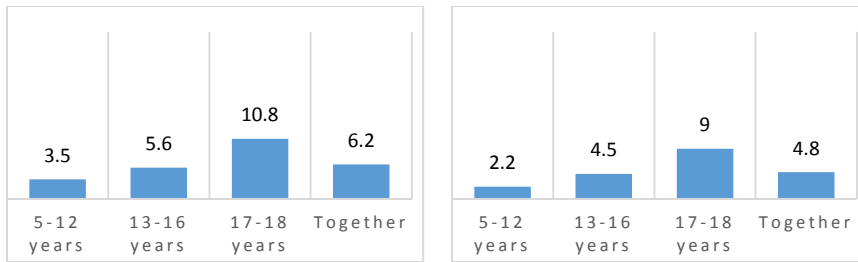
Children who worked in the week preceding the survey (257 children) indicate that they wanted to learn a trade (140), avoid the risk of idleness (127), support their families financially (118), because of school poor results (105) or because they think that school is a waste of time (49).

**Graph 73 : What motivated you to work (Number of verbatims)**

In addition, and in order to better know if children perform some work without realizing that it is an actual job, the survey proposed questions about specific work that children might have done. The results show that children are actively involved in some work within or outside their homes. In fact, more than 50% of children work at home for more than 2 hours a day in errands or in housework. More than one in 10 children report that they do wood and water chores, repair work or work in agricultural fields for more than 2 hours a day.

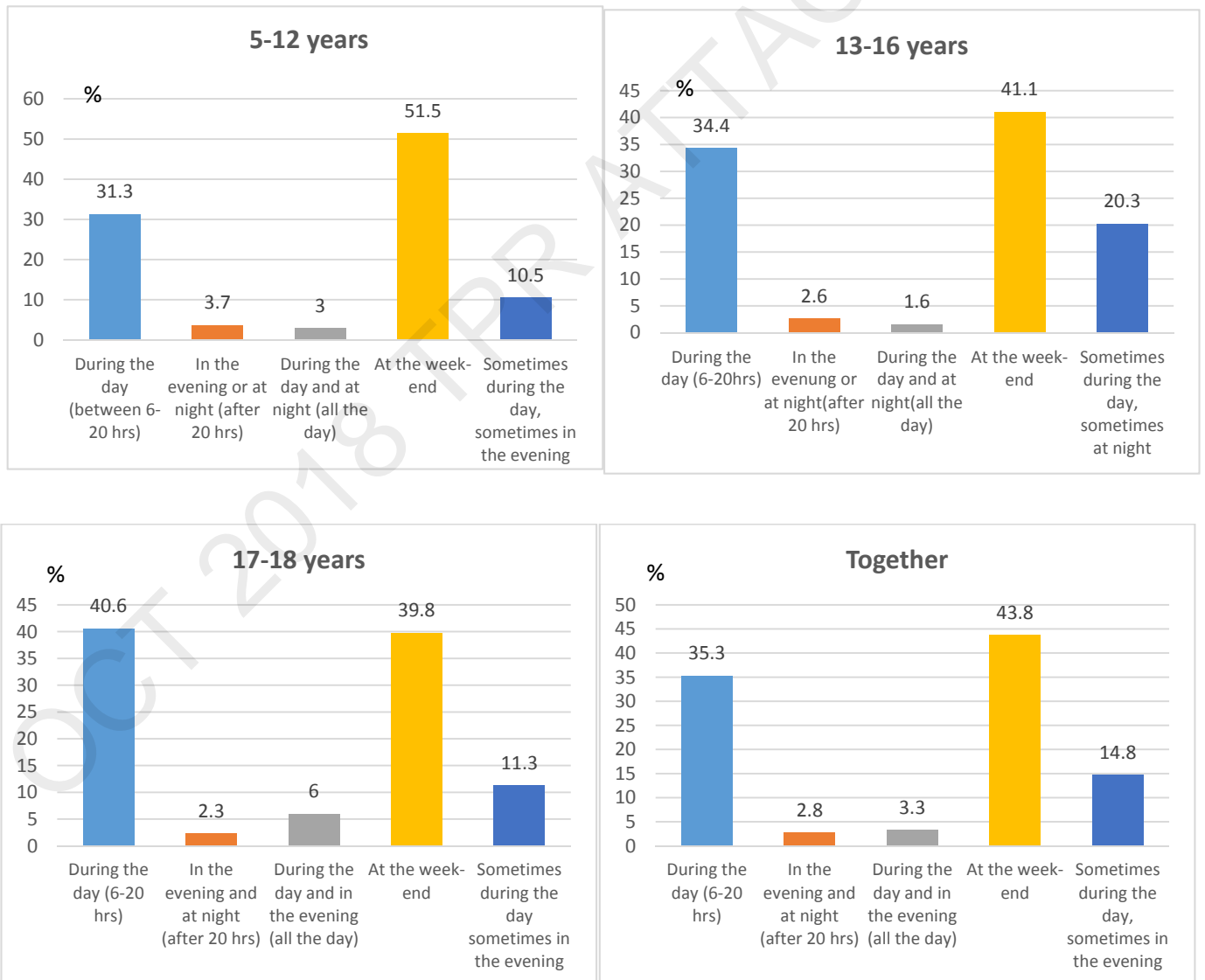
**Graph 74 : During the past week did you do any of the following activities for more than two hours a day (Percentage of children who said they did one or more activities)**





It should be noted that about 30% of surveyed children did not perform any of these activities (206 children out of a total of 665). A total of 459 children (69%) did at least one activity among those mentioned above. About 44% of them say they practiced these activities during the weekend, 35% during the day and 21% at various times. The graph below shows that the older children get, the more they are asked to work during the day. Indeed, the proportion of children aged 5-12 who work during the day is 31.3%, it is 34.4% for children 13-16 years and 40.6% for 17-18 years

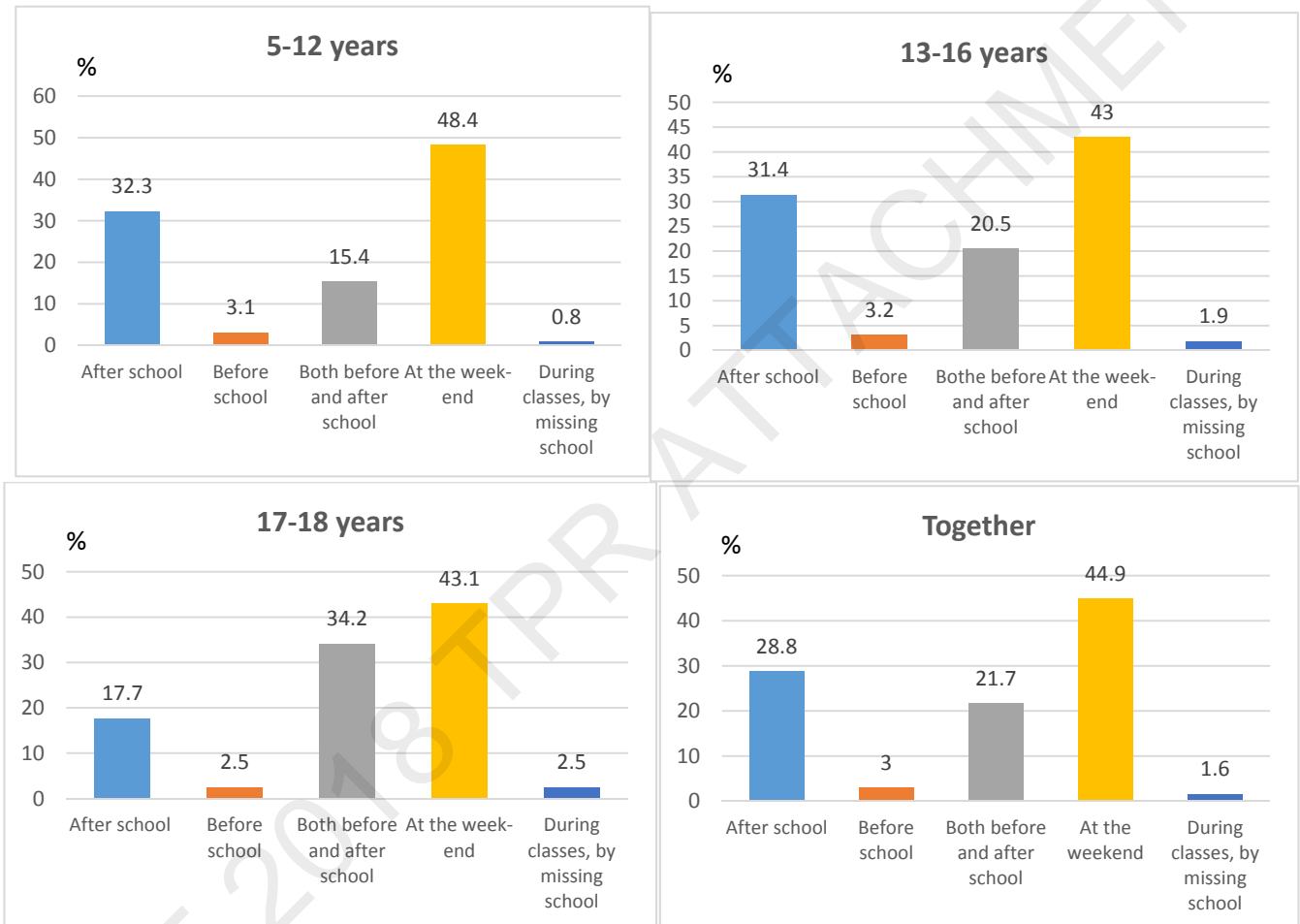
**Graph 75 : During last week, when did you do these activities (For ALL children including those who go to school)**



Children attending school (365), report having completed at least one of the activities listed above. They did these activities at the weekend (44.9%), after school (28.8%), before school (3%) and both before and after school (21.7%). Those who miss school to do some activities account for 1.6% of school children who participated in at least one of the activities mentioned above.

Age-wise, the percentage of children working after school is higher among 5-12 years (32.3%), compared to 31.4% and 17.7% respectively among 13-16 years and 17-18 years. On the other hand, the older children get the more; they are likely to work both before and after school.

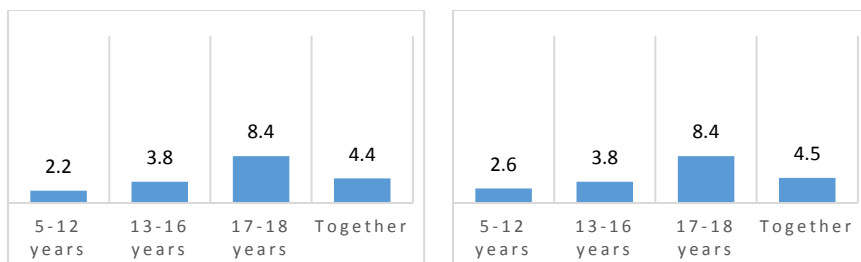
**Graph 76 : During last week, when did you do these activities (ONLY for children attending school)**



The same trends are recorded during the holidays, errands, shopping and housework represent more than half of children’s activities, followed in a much lower proportion by wood and water chores, work in agricultural fields, keeping livestock, repair and construction.

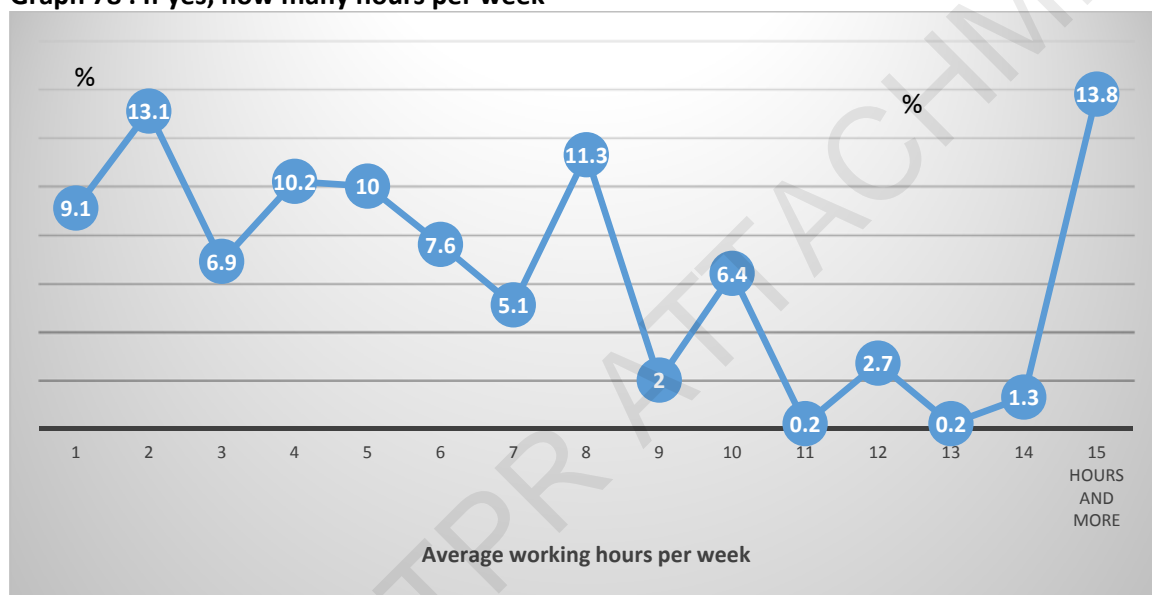
**Graph 77 : During the summer holidays, did you do any of the following for more than two hours a day for at least one week (Percentage of ALL surveyed children)**





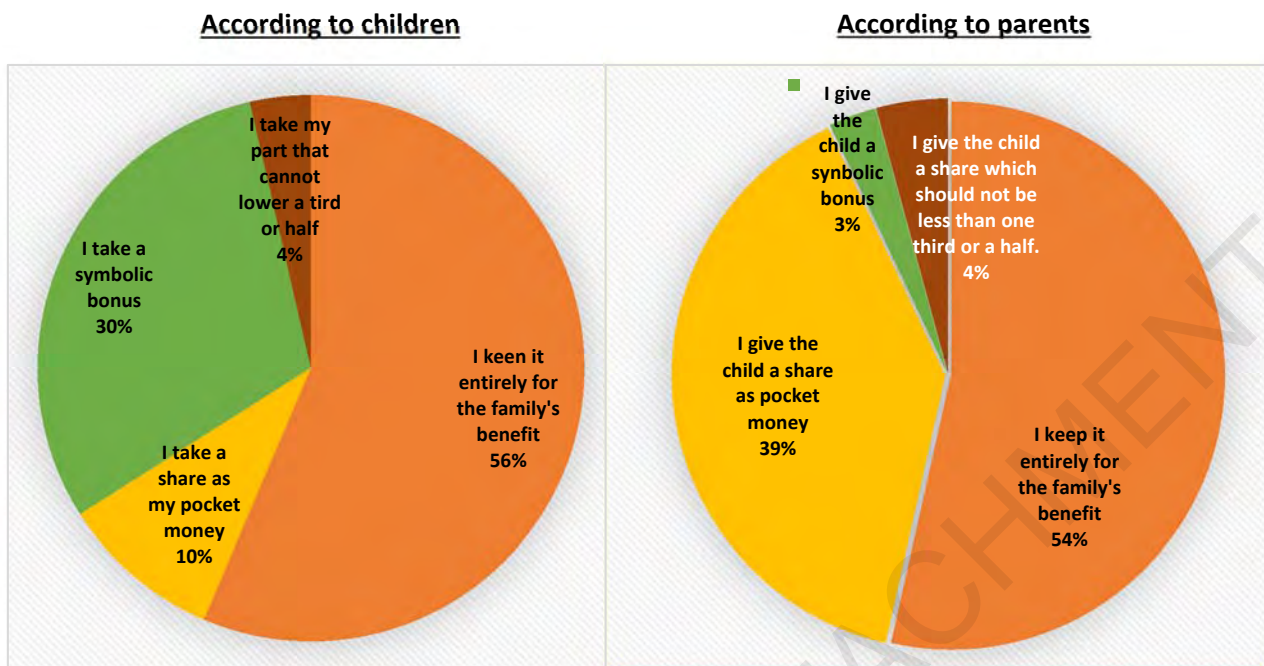
About 62% of children work in these activities during the holidays for less than 8 hours a week, compared to 38% who do these activities for 8 hours or more (up to more than 15 hours) per week.

**Graph 78 : If yes, how many hours per week**



In most cases (56%) working children give up their entire earnings to the family, 30% take a symbolic bonus and 10% keep a share as pocket money... According to parents' statements, the money earned by the working child is often entirely for the benefit of the family (54%), and sometimes the parent gives a share to children as pocket money (39%). or a symbolic bonus (3%). And very rarely does the parent give children his/her due share, which may be one-third or one-half of the amount earned.

**Graph 79: Who makes decisions about the disposition of the remuneration?**

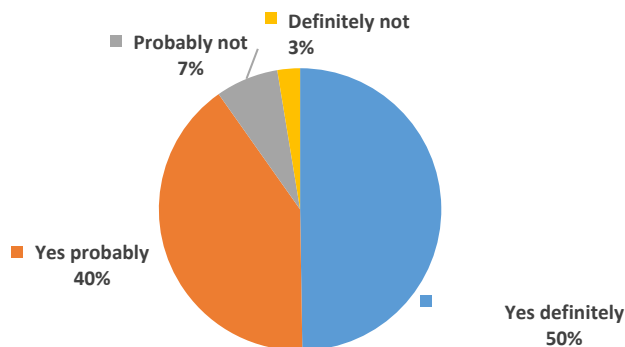


More than one in two children would like to practice, when they grow up, one of the so called “intellectual professions” (doctor, lawyer, architect, teacher ...). Children are almost certain to be able to get the job they hope for.

**Graph 80 : What would you like to do when you will be an adult?**



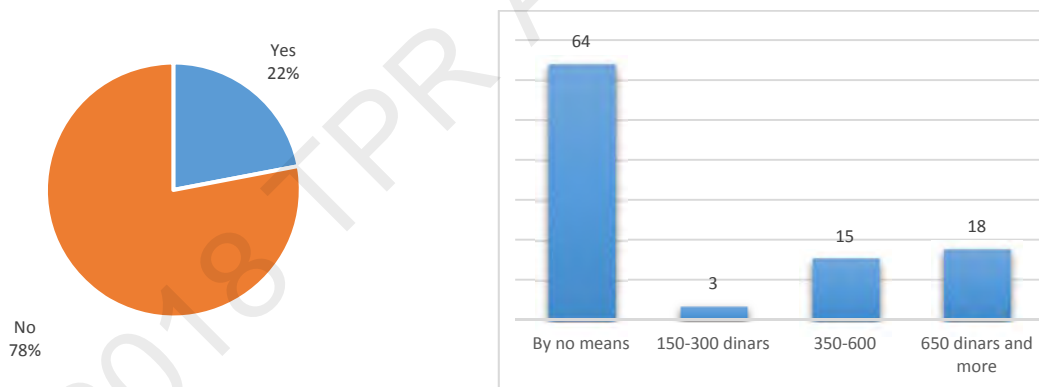
**Graph 81 : Do you think you can get the job you want?**



Nearly 78% of children say they never considered leaving school, compared to 22% who either left school or planned to do so. More than 6 out of 10 children are not ready to leave school at any price, 18% would if they were offered a monthly salary of at least 650 dinars, 15% between 350 and 600 dinars and 3% for a salary of 150 to 300 dinars per month.

**Graph 82 : At what earning level a child would drop-out?**

Have you ever left or considered leaving school to work and help your family? In your opinion, how much money should a child earn per month to drop-out school for a job (Dinars per month)

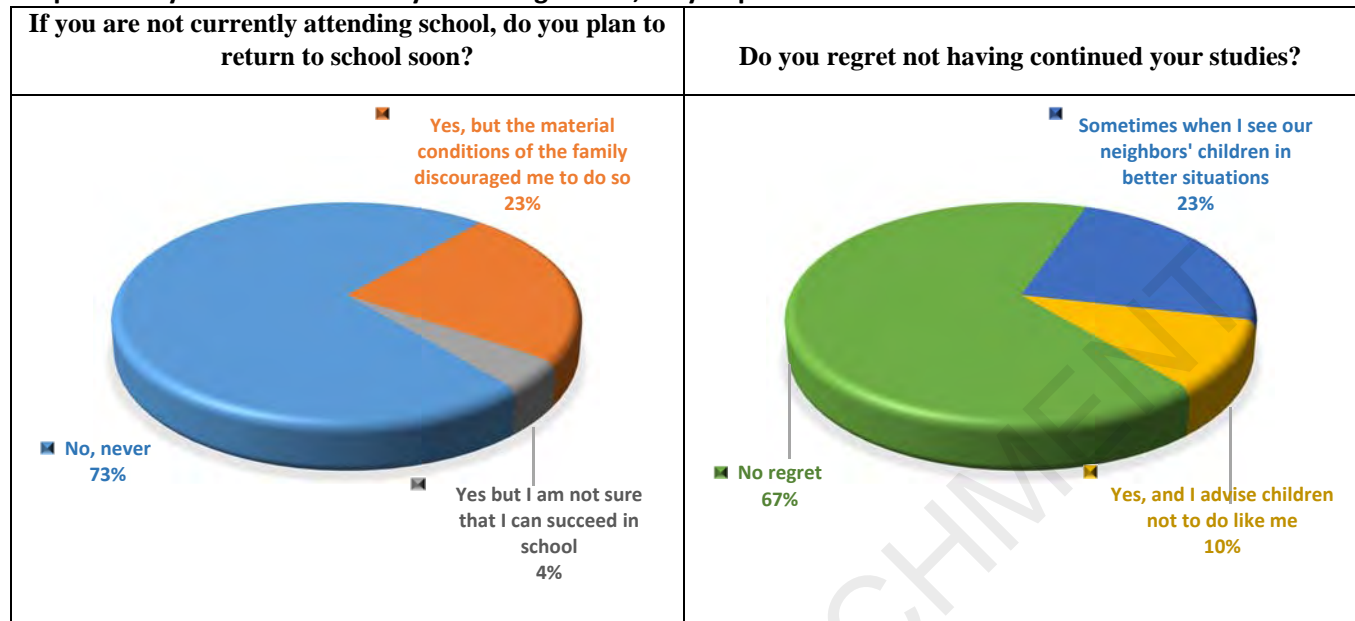


Of the 665 surveyed children, 116 currently do not attend any school. Asked if they plan to return to school, 73% say no, 23% say they would like to, but the situation of their families discourages them and 4% doubt their skills would enable them to overcome previous school failures.

Most children who have dropped out of school (67%) have no regret, 23% say they sometimes have regrets, especially when compared to their neighbors who attend school, and 10% regret leaving school and advise children not to follow their example.



**Graph 83 : If you are not currently attending school, do you plan to return to school soon?**



#### 6.4.6. Authorities and the fight against child labor

665 parents were questioned about the actions they propose to fight against child labor, 88.1% indicate that they encourage the authorities to take actions against child labor, by governorate this proportion reaches 91.7% in Jendouba against 84.9% in Sfax.

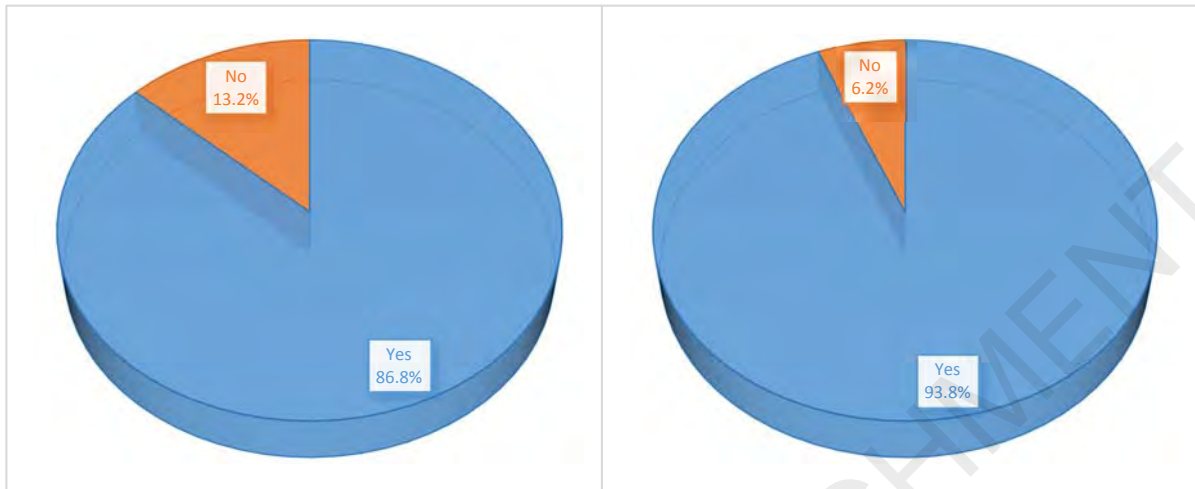
About 86% of children (571 out of 665 surveyed children) say they encourage the authorities to take actions against child labor.

**Table 37 : Do you encourage the authorities to take actions against child labor?**

	In %	Jendouba			Sfax			Together		
		Male	Female	Together	Male	Female	Together	Male	Female	Together
<b>Parents</b>	Yes	92.3	90.7	91.7	84.4	85.6	84.9	88.2	87.9	88.1
	No	7.7	9.3	8.3	15.6	14.4	15.1	11.8	12.1	11.9
	<b>Total</b>	100	100	100	100	100	100	100	100	100
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	Yes	91.1	92.1	91.7	83.3	88.6	84.9	85.5	90.9	88.1
	No	8.9	7.9	8.3	16.7	11.4	15.1	14.5	9.1	11.9
<b>Total</b>	100	100	100	100	100	100	100	100	100	
<b>Children</b>		Male	Female	Together	Male	Female	Together	Male	Female	Together
	Yes	85.1	92.5	87.9	83.3	85.0	84.0	84.2	88.5	85.9
	No	14.9	7.5	12.1	16.7	15.0	16.0	15.8	11.5	14.1
	<b>Total</b>	100	100	100	100	100	100	100	100	100
		Urban	Rural	Together	Urban	Rural	Together	Urban	Rural	Together
	Yes	86.0	88.8	87.9	86.2	78.6	84.0	86.2	85.5	85.9
No	14.0	11.2	12.1	13.8	21.4	16.0	13.8	14.5	14.1	
<b>Total</b>	100	100	100	100	100	100	100	100	100	

For nearly 87% of surveyed employers (171 among 197) and 94% of teachers (197 among 210 surveyed), the authorities should take actions against child labor by reinforcing dissuasive measures, safety and prevention campaigns against street children, reintegrating drop-outs and supporting poor families.

**Graph 84 : Do you encourage the authorities to take actions against child labor?**  
Employers Teachers

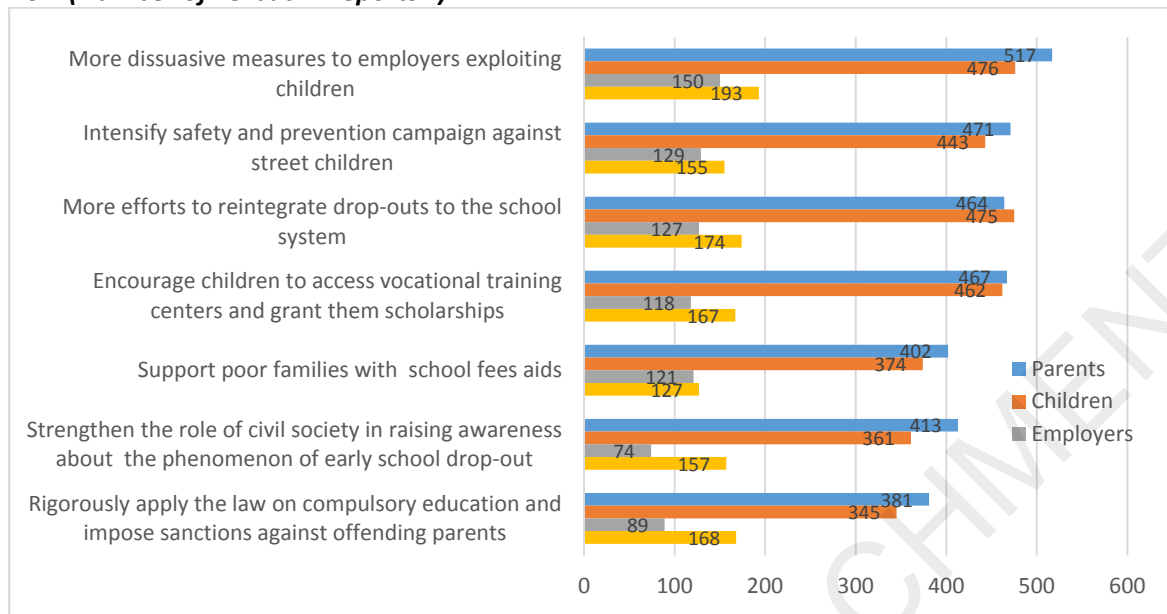


In order to fight against child labor, surveyed parents propose to reinforce employers' dissuasion, intensify awareness campaigns, make more efforts to facilitate school reintegration, facilitate access to vocational training centers, support families in need, involve non-governmental organizations more deeply and rigorously apply the Law on Compulsory Education.

Surveyed children propose to reinforce employers' dissuasive measures, facilitate school reintegration, and facilitate access to vocational training centers.

For nearly 76% of interviewed (171 out of 197), the authorities should take actions against child labor through reinforcement of dissuasive measures, intensification of safety and preventive campaigns against street children, drop-outs' reintegration and support to poor families.

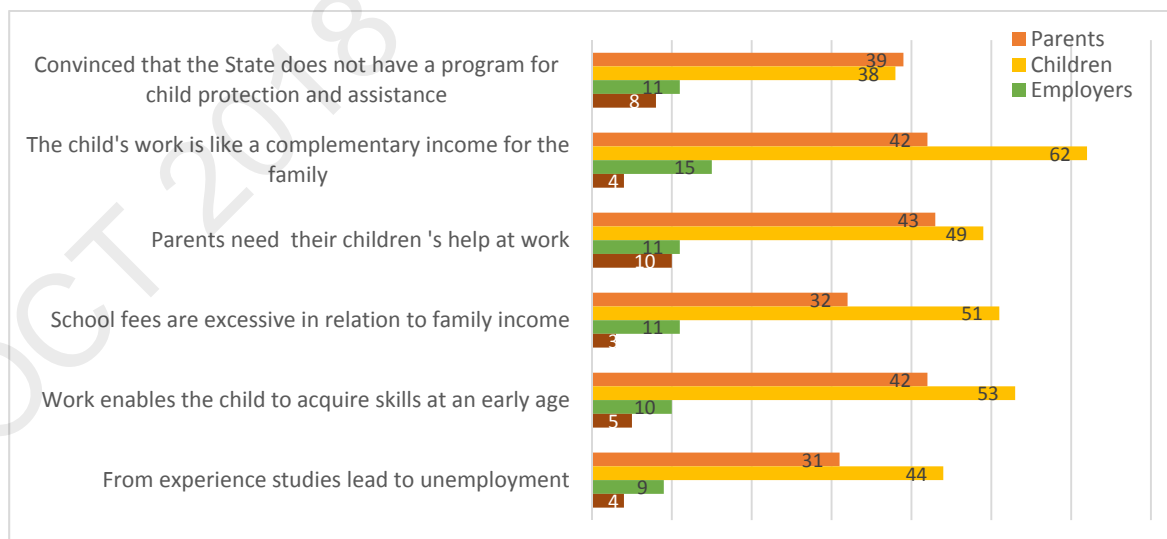
**Graph 85 : If you encourage the authorities to take actions against child labor, please indicate how (Number of verbatim reports<sup>29</sup>)**



On the other hand, the 79 parents who declared that they do not encourage the authorities to fight against child labor point out to inefficient state programs for the child protection, families' financial needs, excessive school fees, job skills learning and the belief that education is no longer the key to social success

Similarly, 94 of the 197 surveyed children indicate that children are forced to work because of the limited family income to cope with basic needs, therefore parents resort to sending their children to work.

**Graph 86 : If you do not encourage the authorities to take actions against child labor, please indicate the reasons (Number of verbatim reports<sup>30</sup>)**



<sup>29</sup> Compared to: 586 parents, 571 children, 171 employers and 197 teachers

<sup>30</sup> Compared to: 79 parents, 94 children, 26 employers and 13 teachers

On the other hand, key informants show that the authorities have taken some measures to fight against child labor. In fact, the representatives of the MSA highlight the following actions:

- Full support for the global program to fight against child labor and participation with the ILO in the International Program for the Elimination of Child Labor (IPEC program).
- Developing a NAP-TN 2015-2020
- Setting up a steering committee for the implementation of this Plan
- Field visits and the application of the provisions of ILO International Conventions and the Labor Code.

As to the MWFC, they have implemented the following projects:

- Program for rural young women.
- Organic Law No. 2017-58 on the elimination of violence against women.
- Mobile unit for the control of children in the streets

The CDSI states that the MSA organized training sessions on human rights topics in general, in particular on the rights and Child Protection, however, it is necessary to do the follow-up and intensify the training sessions.

DCP states that top priority was given to the children who are victims of economic exploitation or of human trafficking in all its forms and ensuring the increase in training sessions.

Representatives of the Ministry of the Interior added that the fight against child labor is carried out through:

- Daily safety patrols to fight begging and parallel trades
- Reporting the cases of parents of children exploited economically.
- Referral of child protection delegates to cases of children in custody by the security units.

Their action is rather preventive and repressive, since the security services are active elements of the Tunisian society and are responsible for protecting children according to the law. For this purpose, teams were created at the level of each national security district to protect children and women from all forms of violence. This Ministry has given strict instructions to the fight against children victims of violence and the fight against child labor.

The Ministry of Justice acts through the repression of offenses by taking offenders to courts and imposing sanctions against them. In order to improve the role of the Ministry of Justice, the interlocutor questioned proposes to organize training sessions for judges responsible for children since the promulgation of children Protection Code, to reinforce the role of the Ministry of Justice through coordination with the UN children's organizations, to ensure the application of the law on human trafficking. Currently, for the cases where a child has dropped out of school to engage in criminal forms of child labor the action is limited to handing over children to his/her parents or placing him/her in a social integration center.

With regard to criminal convictions and fines imposed on any person found guilty of exploiting children at work and more specifically for children in domestic work, the representative of the Ministry of Justice states that Law no. 2017-58 on Violence against women has just come into force, we have to wait to assess the effect of its provisions on the employment of girls as domestic workers. Penal sanctions against those who are proven guilty in the exploitation of children in domestic work are custodial sentences and pecuniary fines. The judge imposes the sanctions that he/she considers

most appropriate after assessing the circumstances of each case. Thus, he does not always pronounce the same sanctions. At this level, the interlocutor suggests having more effective administrative control and submitting the minutes to the public prosecutor (Attorney General) to sue any person who violates the law and engages in child's employment or exploitation.

The MVTE operates on two axes:

**a) To limit school drop-outs**

The representative of the MVTE first stressed to define the concept of drop-out: Whoever is over the age of 16 and has the level of 9th grade basic education should not be considered as a drop-out as long as there is the public service of vocational training. He noted that vocational training should be seen as a component of the education system and not perceived negatively by the officials in the sector as a whole. The actions taken to reduce early school drop-out are as follows:

- Finance programs for children leaving rehabilitation centers.
- Participate in the development and implementation of the NAP-TN.
- Develop a national program for training and reintegrating children who have prematurely dropped out of school and work on its implementation
- Set up a national preparatory training program for the initial training phase of reintegrated children.
- Support rural girls' centers: training girls in rural areas to improve employability
- Issue a decree to organize and retrain drop-out children in three pilot vocational training centers.
- Allocate a loan scheme for the reintegration of delinquent children.

Furthermore, the MVTE is working to find solutions for all applicants from different age groups, by selecting the appropriate training methods for them and ensuring that all the conditions are met for their success in the training program.

**b) To reintegrate working children into school**

For the time being, the system of vocational training does not allow children under 15 or who have not completed grade 9 of basic education to access training. The Ministry representatives suggest the following actions:

- Vocational apprenticeship programs for children over 15 years old and below grade 9 level. Preparatory modules should start from the age of 14 to allow children to complete apprenticeship when they are 15 or to continue a second preparatory year and register, if they pass with success, for the certificate of professional aptitude. This gap filling is extremely beneficial and is an added value to vocational training to recover a maximum of drop-outs.
- It is theoretically possible, in accordance with the provisions of Article 53 of the Labor Code, to organize a vocational apprenticeship program for children aged 14 years. There are several training systems for trade apprenticeships. For example, it is worth mentioning the facilities offered by apprenticeship contracts that are established between the sponsoring company, the training establishment and the apprentice
- Vocational training (Certificate of professional aptitude - Professional technical diploma, qualified technician certificate) for those who leave school since these training qualifications answer specific economic needs
- Pay for the expenses related to the reintegration of delinquent children into the school system or vocational training and apprenticeships after they leave rehabilitation centers and grant them a scholarship throughout their studies
- Include leisure and community life activities

- All this, within a monitoring, guidance and support framework throughout the training period in the centers
- School reintegration, vocational training or financial support are estimated to reach about 5000 dinars per beneficiary for the launch of any project

According to the director of National Agency for Employment and Self-Employment (NAESE), bridging the gap between education and vocational training through the orientation of students is likely to fill the current gap that separates them. Children who leaves school goes through a so-called “sponge phase” which retains a large number of reluctant children and discourages them from being trained, which leads to street situations This proves the absence of effective links between the two public services, especially when the student's final school records do not allow the possibility of enrolling in vocational training. The director of NAESE adds that it is a national responsibility of all to step up efforts to protect our children by fighting against all that hinders their school success.

The measures taken by NAESE to identify children at risk of drop-out and how to monitor them is limited to controlling those who are over 16 years old during their vocational training and even beyond through a questionnaire sent by NAESE to drop-out students. In some cases, in coordination with the rehabilitation centers and the prison administration, NAESE carries out field visits to ensure follow-up.

According to the Ministry of Education, the work is limited to encouraging children to continue their studies seriously and to monitor all cases, especially children who have learning difficulties, thanks to teachers' collective efforts. Of course, in case of a child with learning difficulties, the social counsellor is informed to handle the case appropriately.

In the same context, key informants from the Ministry of Education, declare that education is fundamental in the life of children. Education itself is a pillar to build up the man of the future. According to the school principals interviewed, the school organizes monthly meetings with parents to remind them of the rules against drop-out and alert them on the dangers of child labor.

Regarding the role of the civil society in reducing the school drop-out, the Tunisian National Organization for Children (ONET) say that they organize targeted leisure activities for students at school after or between classes, and during weekends and school holidays. The idea is to make the school a familiar place, close and dear to children, where peace and serenity would strengthen the students' feeling of attachment to their school and boost their motivation to learn. This is a preventive awareness measure with individual initiatives such as creating clubs for parents where they are advised on their effective educational role in protecting their children.

Associations play a preventive role through numerous associative leisure activities that limit children's idleness and consolidate their social integration, a role of awareness against all the dangers and risks of school drop-out and a role of monitoring and reporting of abuses and violations of child rights.

NGO officials note some awareness in a large part of civil society when it comes to monitoring young domestic workers homes or child working in agriculture. The role of the civil society is limited to organizing awareness campaigns and putting pressure on the government as a whole to solve the problems.

On the other hand, the director of the ONET notes an alarming indifference from the majority of the civil society with timid reactions of few associations and a limited media coverage. Most actions and reactions are sporadic and motivated by political antagonisms. Tunisian streets and squares, as well

as public transport, are full of working children and even vagrants under the control of criminals. There is a very limited presence in these same areas of associations dealing with these children's issues.

According to NGO officials, there is a significant difference between urban and rural areas, school drop-out in rural areas is very frequent because of the distance between school and homes, the difficulty of transportation, and in some rural areas, there is a common belief that a girl has to stay at home and get married at an early age. Parents' illiteracy is more widespread in the rural areas, the lack of infrastructures (distance from schools), the precariousness and the mentalities are factors which prevent more rural children, in particular the girls, from continuing their studies and push them to work, either in their area or move to big cities to be domestic workers.

Regarding the measures, the ONET concluded partnership agreements with the Ministry of Education to create specialized clubs within the schools to organize trips and summer camps and set up cultural and recreational activities in addition to educational programs.

According to the MWFC, time is pressing; child labor is deeply rooted and affects the heart of the society in the absence of mechanisms likely, through a network of legally and institutionally active bodies, to provide assistance to this category of children exploited in marginalized sectors.

For the MSA, the time devoted to activities to fight against child labor is considered insufficient to solve the problem adequately, in addition to the expenses needed for the Plan. Therefore, it is necessary to create a child labor unit within the MSA, which would be responsible for implementing the Plan prepared for this purpose.

The General Directorate of Labor Inspection and Conciliation is leading a pilot project in 16 regions of the country to control certain economic units operating in the informal sector with the aim of helping them to enter the formal sector. Child labor is one of the monitoring components in this project. The current control of the labor inspectors has a pedagogical and preventive awareness aspect which does not apply repressive measures.

UTICA has joined this national participatory effort to raise public awareness on the need to fight against child labor in the informal sector by intensifying control actions and setting up mechanisms to organize this informal sector and encourage it to be formalized. This employers' organization participates in the drafting and amendment of the laws related to child labor and the organization of campaigns to raise awareness on this phenomenon at sectoral level in order to control it. It is worth mentioning that while the knowledge of the national laws seems to be appropriate, the knowledge of the international rules is rather limited.

With regard to the means and methods of evaluation and dealing with working children, the MSA states that the current activity is part of the prevention of all forms of child exploitation and is not limited to economic exploitation. There are messages/ correspondence from the partners about cases discovered during our field action.

For the MWFC, reports may come from any person who has been aware of the presence of a child dropping out of school or working illegally. DCP is entitled to report such cases personally. Reports may come from neighbors and from any citizen reporting a child employment situation.

In practical terms, the ministerial services monitor children at work, identify them, and intervene during field visits. In some enterprises, the labor inspector may find working children or apprentices. If children are under the age of 16, he/she is removed from work and the employer is notified that

he is guilty of a violation of the Labor Code. If children are over 16, he is considered an apprentice, and the apprenticeship contract is checked to ensure compliance with the law.

With regard to the MWFC, the services proceed by reporting to DCP who carry out the surveys to check on the report. If confirmed, the public prosecutor is notified to sue the offender. Children often receive psychologic assistance and action is taken to get them back to school or to direct them to vocational training.

The CDIS examines cases of working children, which are identified and evaluated in weekly meetings with the working group to study and treat them on a case by case basis. They are then referred to the parties concerned as the case may be; DCP, the social advisor or the relevant departments.

The DCP attempts to reintegrate children under 16 into the education system, which is not easy, according to the interviewee. For children who do not wish to return to school and attend a training session, their parents are advised to forbid them to go back to work and, if necessary, arrange a meeting with the family judge.

According to NGO officials interviewed, it is the duty of the civil society to strengthen and develop their own capacities by creating cultural and recreational activities requested by all parties in the society and by raising awareness among citizens as to the legal provisions and the fight against phenomena that affect citizens dignity. The civil society should help the government to fight child labor because the government is not capable of doing and controlling everything. The state does not have sufficient financial resources to recruit volunteers from the civil society to better fight against child labor.

A network to reinforce associations' capacities should be created in view to share the roles of prevention, awareness raising, monitoring and reporting, and to better coordinate their actions for child protection and the promotion of their welfare. Accompanying and supervising children requires specific training of volunteers and should involve the state and the local communities.

According to the Ministry of Social Affairs, coordination between the different structures is quite limited. This does not prevent them from exchanging information on the situation of working children as well all the data related to it, on the procedures to be followed to deal with the various cases found and the measures taken by each party at the level of the concerned ministry. According to the MWFC, coordination is ensured between the various ministries through written, verbal or electronic correspondence about the measures made by each party in order to preserve the best interests of children.

The CDIS also emphasizes the creation of an information baseline to include the categories of children targeted by labor exploitation so that intervention can be done in due time. Children's delegate points out to an imbalance in the statistics and an inconsistency in the data between the different regions.

For the Ministry of the Interior the coordination is ensured between the judicial police officers and the judges (public prosecutors - family judges), DCP and the DSP services. Moreover, the security chief stresses that cooperation and coordination only occur in case of crimes or complaints received by the services for legal proceedings. For the Ministry of Justice, co-ordination is very strong with DCP but it is insufficient.

According to the MVTE, coordination with other structures is insufficient as the fight against child labor concerns age groups under 16 while the Ministry is in charge of training children who are over 16 years old. In addition, awareness-raising activities for children and their parents on child labor



issues are not under MVTE responsibility. Their actions are limited to raising the awareness of the trainees on the impact of unemployment and its negative effects on the future of the individual and the society. The role of the MVTE is only to promote training and employment programs

Regarding information sharing with the local population on school drop-outs, the MVTE states that there is no direct information on school drop-out, consequently the official discourse is not clear on this issue. The vocational training system is based on reluctant children to go back to the education system whose number reaches about 70.000, to give an objective figure on children outside the education system is around 30.000; 92.000 drop-out of school less than 70.000 are paid for in training centers which leaves 22.000+ without any assistance. On the other hand, contact with the local population occurs in case of those who have abandoned trades apprenticeship and who are over 16. For those under 16, information is not always available since it does not concern vocational training centers.

The relationship of the population with the DSP is limited to the request for assistance for families in need. The CDIS points out that no citizen contacts them on child labor cases. DCP stresses the difficulty of communicating with the population in rural areas, which reduces the number of notifications.

The security services from Ministry of Interior confirm that interactions with local population regarding information sharing on child labor is almost absent. According to our interlocutors in Jendouba and Sfax, the local people do not have a culture of notification and dissemination of cases of violence and exploitation of children, the services are only notified when children are victim of physical or sexual aggression.

Moreover, interviewees declare unanimously that the proportion of reports on abuse, violations of child rights, complaints or consultations is very low. The security officer confirms that children abuse statistics available from the security services and DCP do not reflect the reality of violence and violation cases as they are identified through complaints or notification. They do not reflect the actual figures.

Asked about mechanisms recommended in order to develop more efficient structures to fight against child labor, the DSP officer considers that the NAP-TN can be considered as a starting point for the creation of a unified structure to monitor information exchange and sharing with all stakeholders, and to hold monthly meetings under the governor's auspices to ensure follow-up on the situation in the regions concerned with child labor. It is also possible to think about a toll-free line to allow citizens to notify the relevant services. In addition, the CDIS emphasizes that the work of these structures should be on the field in order to follow the identified and take actions on the cases of child labor on an ongoing basis. DCP also suggests the creation of an observatory to collect and save scattered information as part of a unified information system. The security officer from Ministry of Justice also stresses the importance of reinforcing the teams to combat violence against women and children by involving experts in sociology, psychology and pediatric to consolidate the role of these teams in the fight against delinquency and enhance awareness on potential risks.

## 7 Media Campaigns on Child Labor in Tunisia

There were few media campaigns on child labor during these past five years. In any case, none was in the long term. They are often time-limited operations.

The Arab Institute for Human Rights, UNDP and UNICEF organized an important conference on 23 November 2011 “Constitution and Human Rights”<sup>31</sup>, in order to debate inclusion of human rights, gender equality and child rights in the new Constitution. Participants included human rights specialists, members of the National Constituent Assembly, and representatives of human rights and child rights, NGO, UN agencies, academics and medias.

In order to put children at the heart of public, policy and media debates, an awareness campaign aimed at four main objectives was drafted in this conference:

- Launch a public campaign aimed at ensuring that the new Constitution guarantees rights to the children and the creation of an independent mechanism for monitoring implementation;
- Improve visibility and comprehension of the International Convention of Child Rights and its importance;
- Convince relevant actors of the importance of the implementation/enforcing of Child Rights in Tunisia;
- Collaborate with relevant actors in order to establish their responsibility in giving these rights the importance they deserve in the new Constitution. The fundamental message to transmit during media interviews, meetings and conferences, is the following: “Children are subjects of the law, and deserve certain guarantees in the new Constitution”.

This conference was followed on 13 and 14 December 2011 by an interactive Forum on “expectations of young Tunisians regarding the future constitution and constituent assembly”<sup>32</sup> organized by the National Observatory on Youth, UNICEF and the World Bank, which gave an opportunity to young people to express their concerns and their expectations towards the National Constituent Assembly.

The media campaign also highlighted the main challenges faced to ensure that all children can enjoy their rights: gaps between legislation and its enforcement/application; disparities between the regions and socio-economic classes in terms of access to pre-school education; drop-out problems and violence against children.

In September 2012, an international conference<sup>33</sup> on child rights was held in Tunis, in order to put in place an independent child rights’ monitoring mechanism. At the end of this conference, it was declared that it was urgent to put in place this independent mechanism, which will be in charge of monitoring the actions, to ensure respect of child rights and to denounce potential breaches. The implementation of this institution would especially mean that the State has agreed to be held accountable on its commitments.

Despite concertation and the debates carried out by the various components of civil society, organizations and actors from the sector of children protection, the verdict came from the national constituent assembly who decided, unilaterally to create a committee or a unit for children within

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<sup>31</sup> <https://www.unicef.org.tn/archives/2012/minutes-conference-debat-constitution-droits-humains/>

<sup>32</sup> [http://www.tunisiait.com/article,tunisie\\_forum\\_interactif\\_sur\\_les\\_attentes\\_de\\_la\\_jeunesse,8873.html#.Wx-usYozaUk](http://www.tunisiait.com/article,tunisie_forum_interactif_sur_les_attentes_de_la_jeunesse,8873.html#.Wx-usYozaUk)

<sup>33</sup> <https://www.unicef.org.tn/archives/2012/conference-internationale-mise-en-place-dun-mecanisme-independant-suivi-droits-lenfant-en-tunisie/>

the Constitutional Body for Human Rights instead of an independent organization for monitoring child rights.

On 16 June 2013, Forums organized in the main streets of the capital, were an opportunity to get the support of the public. The theme for African Child Day, for example, was “Child Rights and the Constitution”, and the celebration took place on the main street of Tunis, Avenue Habib Bourguiba. It gave rise to public debates, as well as an art exhibit and the distribution of flyers; it was widely advertised. Celebrity endorsement was also used: civil society activists, DCP, human rights and child rights specialists, as well as constitutional law experts. Politicians in favor of the protection of human and child rights were successful as spokespersons, while at the same time participating in the decision-making process. In 2012 and 2013, any opportunity for large-scale media coverage was taken. Practically, each week an article, an interview or a program (more than 100 in total) appeared in audio-visual, print, or electronic media on themes relevant to child rights.

In June 2013, the publication of the Monitoring Report on the situation of children and women in Tunisia (2011-2012), based on a cluster-sampling survey with multiple indicators conducted by the INS<sup>34</sup>, was sufficient to create a debate on the phenomenon of child labor. Unfortunately, this report did not resonate widely.

In addition, Tunisia celebrates on 20 November each year, the anniversary of the ratification of the International Agreement of Child Rights, as well as the “Child Protection Month”<sup>35</sup> initiated in 2002 by the MWFC. The event celebrated in 2017 was called “Recognize my rights, and give me a voice”.

In a statement released to the public, the MWFC indicated that this celebration aimed at further raising awareness about the content of the International Convention on Child Rights, that Tunisia had been amongst the first countries to sign. It also aims to raise better knowledge of the Code for Protection of Children, promulgated in Tunisia since 1995, and which includes the various mechanisms guaranteeing child rights.

13 April 2016 – A national awareness campaign against human trafficking, called “Not for sale”<sup>36</sup> was launched by the Ministry for Justice in Tunisia in cooperation with the IOM Tunisia.

This campaign aimed to raise public awareness, and especially young people, about the existence and the extent of the issue of human trafficking in Tunisia. The campaign aimed to involve Tunisians in the detection of the problem, thus leading migrants and local populations at risk to defend and preserve their rights.

In addition, Avocats Sans Frontieres, the Tunisian Forum for Economic and Social Rights and the International institute for nonviolent actions (NOVACT) launched in June 2017 an awareness campaign on fighting human trafficking in Tunisia, targeting a greater public.

The campaign’s slogan was “Breaking the taboo”<sup>37</sup> comes in the framework of the project “Breaking the chains: fighting human trafficking” and ran over three months. The objective was to raise awareness of Tunisians to the risks and repercussions of human trafficking in its various forms.

<sup>34</sup> <http://www.ins.tn/fr/methode/enqu%C3%AAte-par-grappes-%C3%A0-indicateurs-multiples-mics-4>

<sup>35</sup> [https://www.huffpostmaghreb.com/2017/11/20/mois-protection-enfance-tunisie\\_n\\_18600106.html](https://www.huffpostmaghreb.com/2017/11/20/mois-protection-enfance-tunisie_n_18600106.html)

<sup>36</sup> <https://tunisia.iom.int/news/lancement-officiel-de-la-campagne-de-sensibilisation-contre-la-traite-des-personnes-en-tunisie->

<sup>37</sup> <https://www.tekiano.com/2017/06/05/conference-briser-les-chaines-lutter-contre-la-traite-des-etres-humains-le-07-juin-2017-a-tunis/>

The campaign was made up of four events in the cities of Tunis (9 June), Le Kef (10 June), Sousse (11 June) and Sfax (12 June), in addition to the broadcasting of a video and a radio add, the launch of a web application and the campaign on social networks.

Since then, nothing has brought the media spotlight on the issue, up until 2017 and the launch of the “Together against child labor in Tunisia” project (PROTECTE). At the time, the project received significant media coverage<sup>38</sup> which raised awareness towards the child labor especially that it seems to have expanded, even if the weakness/lack of exact statistical data did not make it possible to confirm the magnitude of child labor in Tunisia. In fact, it is on this occasion that public authorities announced the launch of a survey to be carried out by the INS in order to measure the phenomenon and its characteristics. Unfortunately, interest in the issue of child labor was not long lived. By the end of 2017, it was thought that the publication of the results of the above- mentioned survey would have brought the matter back into the media spotlight. Only the INS, on two occasions, tried to inform the public about the situation of child labor in the country and its consequences, especially in terms of school drop-out or failure. A first time at the time of publication of the results of the survey in December 2017, and a second time at the occasion of the celebration in Tunisia of the National Children Day, on 24 March 2018. These initiatives did not create a significant media wave. In fact, it was mostly focused on the statistical data supplied by the survey, without transmitting a message about the severity of the problem.

Media campaigns on child labor are in fact not government or association initiatives. Recently, they were as alerts on social media on obvious cases of child labor such as the video which was shared on Facebook.

“Unfortunately, Tunisia still tolerates child labor” as was recently stated by M. Mehyaar Hammadi, General DCP, on the occasion of the publication of the 2017 Annual report of DCP. As such, the report shows that out of 16 158 notifications sent to DCP, only 308 notifications were about “exposure of children to begging and economic exploitation”. The gap is abyssal with the INS data according to which the number of children in child labor at 179,500 children aged between 5 to 17 years, representing 7.9%. “It is the Tunisian socio-economic context which generally gives the possibility to the family to place their children in small workshops, with artisans, or farming activities within the family or even outside the family circle. And when we talk about family, we are implicitly talking about society”, states the General DCP.

Today, we seem to be at the stage of effective application of ILO International Conventions ratified by Tunisia on minimum age for admission to work and on the worse forms of child labor. It is not just that, as we are looking at revising the Labor Code in this direction, especially for what was related to

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<sup>38</sup> [https://www.huffpostmaghreb.com/2017/04/17/travail-enfants-tunisie\\_n\\_16059930.html](https://www.huffpostmaghreb.com/2017/04/17/travail-enfants-tunisie_n_16059930.html)  
<https://www.espacemanager.com/le-travail-des-enfants-ou-lesclavage-moderne.html>  
<http://www.letemps.com.tn/article/102625/pour-que-cesse-l%E2%80%99exploitation-des-enfants-au-travail>  
<https://directinfo.webmanagercenter.com/2017/04/17/lancement-du-projet-tous-contre-le-travail-des-enfants-en-tunisie/>  
<https://enbref.tn/la-tunisie-veut-lutter-contre-le-travail-des-enfants/>  
<http://www.webdo.tn/2017/04/17/contre-travail-enfants-tunisie-veut-lutter-contre-fleau/>  
<https://www.baya.tn/rubriques/society/societe/lancement-du-projet-tous-contre-le-travail-des-enfants-en-tunisie/>  
<http://www.qnet.tn/actualites-nationales/prevention-du-travail-des-enfants-et-suivi-des-sujets-a-risque/id-menu-958.html>  
<http://www.lapresse.tn/component/nationals/?task=article&id=129614>  
<http://www.agenceafrique.com/10264-tunisie-lance-projet-contre-travail-enfants-mineurs.html>

the role and prerogatives of labor inspectors. “It is time to raise awareness within society about fighting child labor”, as highlighted by M. Mehyar who clarified during this interview that on the occasion of the next World Day to Fight Against Child Labor (12 June 2018), “we will incite DCP to intervene and be in direct contact with citizens and especially parents to raise awareness about the dangers of child labor, threats which can harm children in the absence of an appropriate legal framework”.

In other terms, it is about evolving attitudes. However, it seems that we are still looking for the most efficient mechanisms and instruments to do it.

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## 8 Conclusion

The KAP survey on child labor has led to the collection of a vast amount of information and knowledge of the various categories of persons involved in child protection -- whether they are on the side of service suppliers or demand by citizens – and on attitudes towards child labor and existing practices.

Knowledge in terms of rights, obligations, bans, and derogations regulating child labor is approximate for some and in-depth for others. It acts on attitudes which are more and more opposed to child labor, but only have a minor influence on the practices tolerated by society which is struggling to break away from a certain tradition of education and the tough transition of children to adult life.

Some do not hesitate to state that work for children is also a right that needs to be recognized; in many cases, children need to carry out this duty for their families, especially when the State does not provide the necessary assistance.

Despite the rapid changes in Tunisian society witnessed since 14 January 2011, the majority of Tunisians still do not consider child labor as a violation of their rights, which should be banned and fought against. Most persons interviewed were of the opinion that child labor was on the increase, due to the expansion of the informal sector, which is insufficiently controlled on account of the difficulties linked to insecurity, weakness of resources, and limited prerogatives.

The increased rate of school drop-out has contributed to a depreciation of school degrees as the key to decent employment; education itself is proving to be less influential in terms of social status. In addition, it provides a labor force in which children in child labor are considered as productive, docile, and inexpensive.

To succeed, the fight against child labor must follow a path with three main axes:

- Drafting a communication strategy.
- Enhancing the capacity-building of the stakeholders, especially for monitoring.
- Eliminating of the causes of school drop-out.

The communication strategy to be drafted must first of all target Tunisian society as a whole, thereby bringing about a collective updating of KAP towards child labor. The first phase would lead to a general awareness of the risks for the country -- not just for children -- if the problem of child labor is not controlled, before addressing ways to limit and then totally eradicate the problem.

In the meantime, the first recommendation we can make on this matter is that we need to carry out -- in parallel and in an integrated manner – an outreach /dissemination of the legislations and regulations.

Another prerequisite is to draft a document gathering all texts and extracts of texts dedicated to the safeguarding of children's rights in preparation for the expected relay by the media in their awareness action; this would help them articulate what they need for their specific programs in this field.

In addition, it is widely recommended to implement multidisciplinary operational units to ensure rapid and efficient action in the elimination of child labor.

The introduction of an efficient and credible system of sanctions with an educational aspect is considered a requirement by the majority of stakeholders. They wish for a scaled response, beginning

from preventive warnings and leading all the way to repressive criminal sanctions; these must be preceded by dissuasive administrative actions.

In terms of resources and prerogatives, the strengthening of the control by public bodies and the attribution -- to civil society -- of an active and integrated role in the official mechanism for observation and notification are considered vital tools in the fight against child labor.

For the majority of stakeholders, the valorization of vocational training and its assimilation into education is imperative. They consider that technical education and learning a trade, in a regulated environment, are two of the adequate vocational training methods which can be -- and should be -- provided to some children from the age of 12 years.

School drop-out is the shortest way to child labor. Improving educational conditions at the level of infrastructure and services to ensure that children have access to school -- and providing them with the possibility of having a valorizing and attractive teaching curriculum -- would certainly have a positive role to play in curbing this trend.

The preparation of a legal framework promoting links between students and their teachers and strengthening their feeling of belonging to the school is a recommendation put forward by the numerous parties who wish to lower school drop-out rates. For the supporters of these approaches, school must be perceived by children as a place of development and a friendly environment. This could be achieved by encouraging scientific, cultural, and sports activities, volunteering by teachers, and setting up a partnership with specialized associations in the field.

For the most intransigent family defenders -- those who consider themselves to be the most objective -- a text of law stands no chance of being implemented if it is disconnected from reality. All the measures recommended above can only solve the problems of school drop-out rates and child labor if they provide the families with the same level of support and assistance they were previously receiving as a result of the forced or "deliberate" work of their child.

## 9 Appendices

### 9.1 List of interviewed persons

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## 9.2 Sample of districts supplied by the INS

IDENT_GRAPP	GOVERNORATE	Circumscription	District	Stratum	Environment	Delegation
2201017	22	01	017	1	1	Jendouba
2213004	22	13	004	1	1	Tabarka
2214010	22	14	010	1	1	Aïn drahem
2203059	22	03	059	1	2	Jendouba
2210038	22	10	038	1	2	Balta bou auane
2217012	22	17	012	1	2	Ghardimaou
2202038	22	02	038	2	1	Jendouba
2208024	22	08	024	2	1	Bousalem
2209024	22	09	024	2	1	Balta bou auane
2214028	22	14	028	2	1	Aïn drahem
2219044	22	19	044	2	1	Ghardimaou
2213054	22	13	054	2	1	Tabarka
2201071	22	01	071	2	1	Jendouba
2203012	22	03	012	2	2	Jendouba
2204033	22	04	033	2	2	Ghardimaou
2205007	22	05	007	2	2	Jendouba Nord
2206039	22	06	039	2	2	Jendouba Nord
2208073	22	08	073	2	2	Bousalem
2205050	22	05	050	2	2	Jendouba Nord
2211071	22	11	071	2	2	Aïn drahem
2216042	22	16	042	2	2	Fernana
2212040	22	12	040	2	2	Tabarka
2214059	22	14	059	2	2	Aïn drahem
2206087	22	06	087	2	2	Jendouba Nord
2215035	22	15	035	2	2	Aïn drahem
2215081	22	15	081	2	2	Fernana
2211019	22	11	019	2	2	Aïn drahem
2207044	22	07	044	2	2	Bousalem
2209073	22	09	073	2	2	Balta bou auane
2218030	22	18	030	2	2	Ghardimaou
2217058	22	17	058	2	2	Ghardimaou
2218076	22	18	076	2	2	Ghardimaou
3401012	34	01	012	1	1	Sfax Ville
3402056	34	02	056	1	1	Sfax Ville
3408007	34	08	007	1	1	Sfax Ouest
3409056	34	09	056	1	1	Sfax Ouest
3410053	34	10	053	1	1	Sfax Ouest
3412012	34	12	012	1	1	Sfax Ouest
3413047	34	13	047	1	1	Sfax Ouest
3415023	34	15	023	1	1	Sakiet eddaier

IDENT_GRAPP	GOVERNORATE	Circumscription	District	Stratum	Environment	Delegation
3416037	34	16	037	1	1	Sakiet eddaier
3418024	34	18	024	1	1	Sakiet eddaier
3419034	34	19	034	1	1	Sakiet eddaier
3423020	34	23	020	1	1	Jebeniana
3426016	34	26	016	1	1	Sakiet Ezzit
3427002	34	27	002	1	1	Sakiet Ezzit
3430025	34	30	025	1	1	Sakiet Ezzit
3431065	34	31	065	1	1	Sfax Sud
3437041	34	37	041	1	1	Tina
3443001	34	43	001	1	1	Hancha
3424037	34	24	037	1	2	Jebeniana
3438054	34	38	054	1	2	Tina
3441042	34	41	042	1	2	Agareb
3444019	34	44	019	1	2	Menzel Chaker
3448027	34	48	027	1	2	Bir ali ben khelifa
3449047	34	49	047	1	2	Bir ali ben khelifa
3406018	34	06	018	2	1	Sfax Ville
3428027	34	28	027	2	1	Sakiet Ezzit
3433009	34	33	009	2	1	Sfax Sud
3434016	34	34	016	2	1	Sfax Sud
3440022	34	40	022	2	1	Agareb
3404036	34	04	036	2	1	Sfax Ville
3436014	34	36	014	2	2	Sfax Sud
3446079	34	46	079	2	2	Mahres
3421051	34	21	051	2	2	Amra
3445039	34	45	039	2	2	Bir ali ben khelifa
3450069	34	50	069	2	2	Skhira